LCC FACTS & FIGURES 2018-19

22nd Edition

	2014-15	2015-16	2016-17	2017-18	2018-19
State Allocated FTE	2524	2557	2675	2772	2792
Actual State FTE	2905	2712	2460	2457	2384
Grand Total FTE	3300	3340	3126	3164	3034

LOWER COLUMBIA COLLEGE
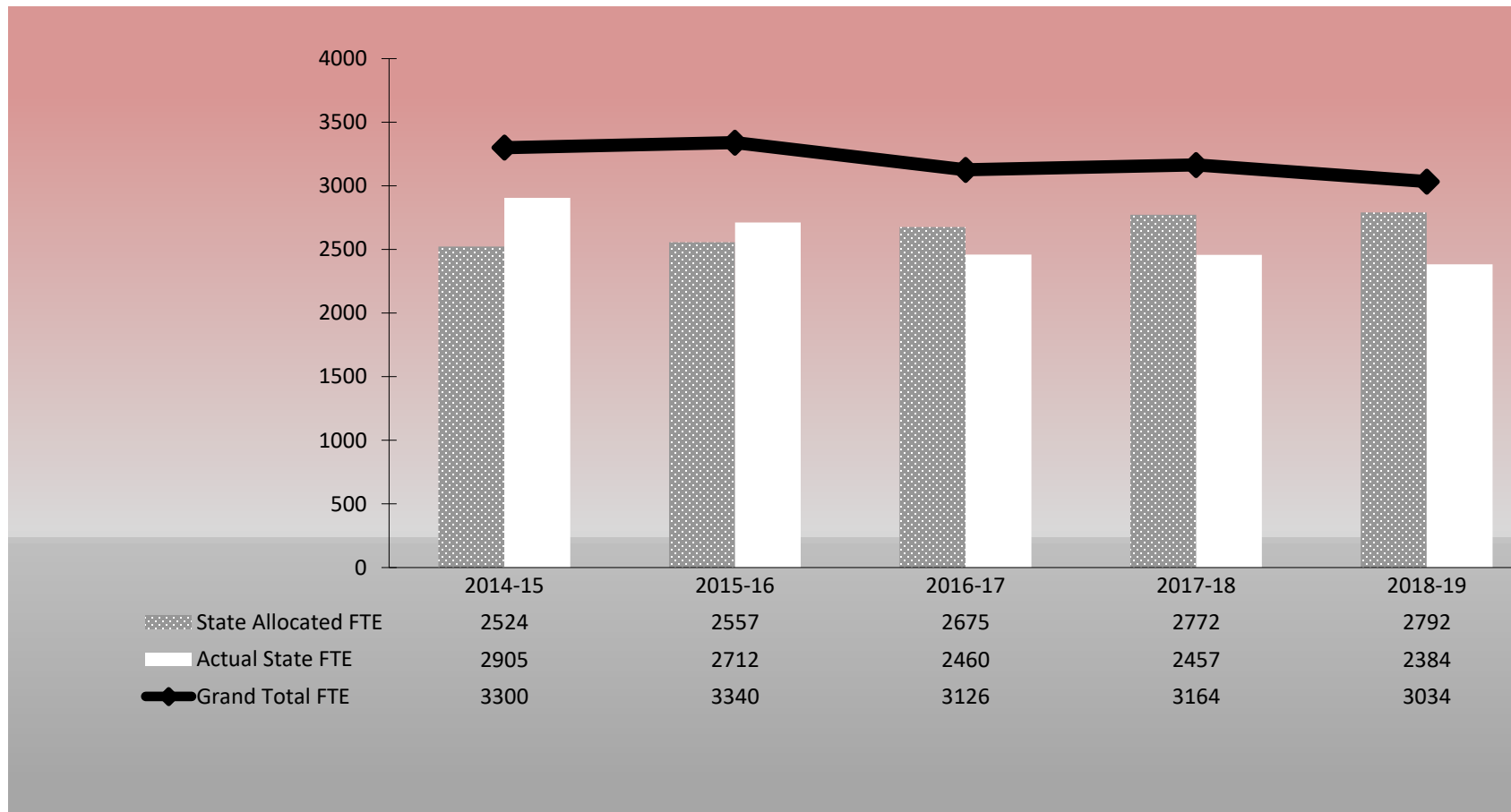
Community College District 13

Lower Columbia College located at lowercolumbia.edu
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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.

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, 8/23/2017, and 7/17/2019.

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 of transfer students after transfer)

CORE THEME THREE: Student Access, Support and Completion

A. Participation rates
B. Enrollment
C. Student persistence
D. Student completion
E. Student satisfaction with support services
F. Success of academic support programs
G. Faculty-student engagement

CORE THEME FOUR: Institutional Excellence

A. Employee satisfaction and morale
B. Condition of infrastructure
C. External perceptions/satisfaction with LCC
D. Student satisfaction with instruction

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

Board of Trustees

President (E)
Christopher C. Bailey

INSTRUCTION
Kristen Finnel
Vice President (E)

ADMINISTRATIVE SERVICES
Nolan Wheeler
Vice President (E)

STUDENT SERVICES
Sue Orchard
Vice President (E)

INSTRUCTION

Nursing, Health & Education, Director of Nursing

Allied Health
Health Occupations
Core
Chemical Dependency Studies
Child & Family Studies
Medical Assisting
Nursing
Social Sciences
Humanities

Instruction & Learning Resources

eLearning
Library & Learning Commons
Tutoring Center
Performing & Visual Arts

Head Start/EHS/ ECEAP

Instructional Programs

Language & Literature
Mathematics
Natural Sciences
Test Proctoring

Instructional Programs

Business & Info Technology
Industrial Technology
University Center

Office of Instruction

Associate Dean of Transitional Studies

Career Education Options (CEO)

ADMINISTRATIVE SERVICES

Finance

Accounting
Cashiering
Contract Management
Grants & Contracts
Internal Auditing
Budgeting
Purchasing
Risk Management
Payroll

Environmental Safety & Security

Athletics

Campus Services & Capital Projects

Capital Projects
Central Stores
Custodial
Facilities
Grounds
Mail Services
Maintenance
Motor Pool
Print Shop
Shipping & Receiving
Surplus Property

Information Technology Services

Enterprise Services

STUDENT SERVICES

Financial Aid Services

Loans and Grants
Scholarships
Student Employment
Veterans Affairs

Advising

Advising and Testing
Transfer Center
Student Orientation/
One-Stop Center

TRiO Programs

Workforce Programs

Outreach

Counseling

Registration

Admissions/
Registration
Entry Center
Graduation Processing
Student Records
Student Data Retrieval
& Analysis

Student Activities

Recruiting
Student Activities
Multicultural Services
Student Government
Student Center Mgm't

Running Start

Disability Support Services

International Student Programs

Vice President of Effectiveness and College Relations (E)
Wendy Hall

Vice President of Foundation, Human Resource Services & Legal Affairs (E)
Kendra Sprague

Executive Director of Corporate Partnerships & Training (E)
VACANT

** Position Types
Exempt (E)
Classified (C)
Faculty (F)
Special Contract (S)

Last Updated: 10/22/2019

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 (2018-19)
Total Student Headcount—State (4,210); All (5,777)
FTE (Full Time Equivalent)—State (2,384); All (3,034)

Students Taking Classes
English as a Second Language	225
Adult Basic Education	976
Online (unduplicated)	2,249
Continuing Educ. (duplicated)	1,842

Enrollment by Intent (State Funded)
31%	Transfer
47%	Workforce
15%	Basic Skills
6%	Other

Students in Programs
493	Running Start
224	CEO
189	Worker Retraining
39	International

Demographics (State Funded)
32%	Male
32%	Of Color
30	Average Age
47%	Full-Time (12+ cr)

Degrees & Awards
546	Associate degrees
34	Cert. of Proficiency
51	Cert. of Completion
141	High School Diplomas
87	GEDs (per Testing)

- The average GPA of LCC students that transferred to a four-year college or university is 3.23
- Employment rate: 74% of Professional/Technical graduates employed within 9 months

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- Founded in 1934 and is now one of 34 Washington community and technical colleges
- 38.75 acre site houses 26 college buildings
- Operating budget (2018-19) of $24,274,378
- Accredited by the Northwest Commission on Colleges and Universities since 1948

- Service Area--District 13 serves Cowlitz & Wahkiakum Counties
- Foundation Assets (June 2019): $18,287,962 (figure not final)
- NWAC Varsity Sports: Men & Women's Basketball, Men's Baseball, and Women's Softball, Volleyball and Soccer
- 406 employees (Fall 2018) including Head Start/ECEAP; 330 employees (Fall 2018) 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

2018-19	All (# & %)		State Funded	
Unduplicated student headcount	5777	100%	4210	73%
Female students	3566	67%	2850	68%
Male students	1773	33%	1339	32%
African American students	78	2%	67	2%
Native American students	69	1%	56	1%
Asian students	167	3%	141	4%
Pacific Islander students	20	<1%	19	<1%
Hispanic students	740	15%	643	16%
Multi-racial/other students	307	6%	248	6%
Students of color (*Subtotal*)	1381	27%	1174	30%
White students	3725	73%	2778	71%
International Students	39	<1%	--	--
Less than 20 years of age	1447	25%	779	18%
Ages 20-24	1227	21%	1151	26%
Ages 25-34	1441	24%	1332	30%
Ages 35-49	1038	18%	868	20%
Age 50 years or older	747	13%	263	6%
Average age (mean)	31		30	
Students with disabilities	471	8%	443	11%
Students receiving Veteran benefits	167	3%	--	--
Economically disadvantaged	1468	25%	1463	35%

2018-19	All (# & %)		State Funded	
Transfer students	2000	31%	1534	31%
Workforce students	2592	40%	2328	47%
Basic Skills students	974	15%	761	15%
Other students	961	15%	299	6%
Credit students (> 0 credits)	5673		4210	
Part-time (>0 and < 12 credits*) status	3733	55%	2698	53%
Full-time (≥ 12 credits) status	3022	45%	2395	47%
Washington Resident students	4516	89%	3034	86%
Non-resident students	549	11%	486	14%
Students with no children	1664	51%	1494	51%
Couples with children	952	29%	833	28%
Single students with children	659	20%	617	21%
New college students	1200	20%	635	15%
Students who transferred in	284	5%	244	6%
Former students who returned	1578	27%	1173	28%
Continuing students	2715	47%	2158	51%
Prior education: < high school	839	23%	680	21%
High school or equivalent	1560	42%	1437	44%
Some post-high school	604	16%	557	17%
Certificate (< 2 years)	280	8%	267	8%
Associate degree	224	6%	197	6%
Bachelor's degree or higher	191	5%	121	4%

Source: SBCTC Data Warehouse, Student Table (Veteran Benefits = VET_BENEFITS is not "N" and not "0"). Hispanic (Hispanic = Y or Race_Ethnic_Code = 4). All other Race/Ethnicities are non-Hispanic (Race_Ethnic_Code = 1, 2, 3, 5, 6, 7 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). **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 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%
Fall 2018	969 – 45%	479 – 22%	550 – 26%	149 – 7%	2147 – 100%

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

Fall Headcount and FTE Enrollment (State FTE)

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Headcount	3468	3115	2757	2876	2691
FTE	2735	2534	2257	2320	2147
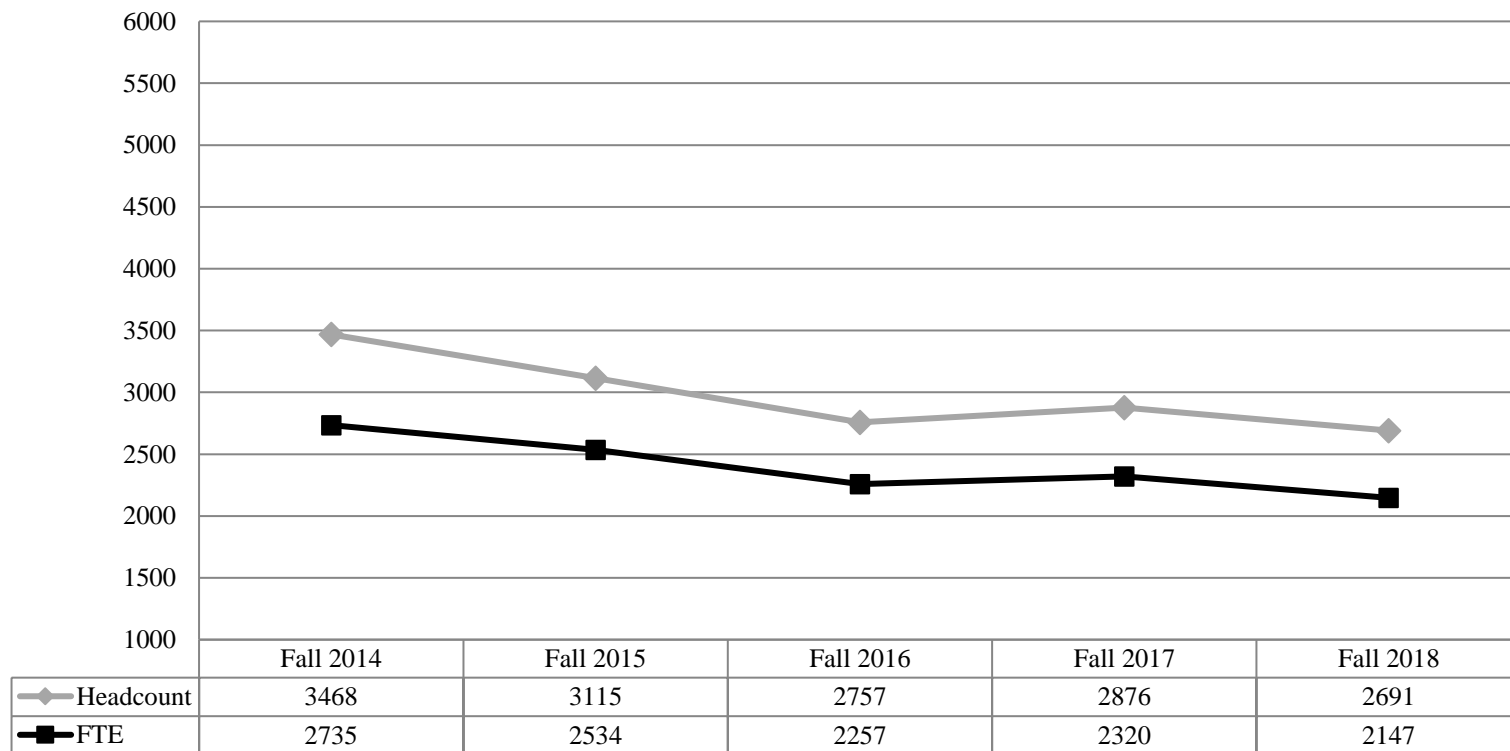
Source: Data Warehouse, Class Table, by Institutional Intent Recat, (state funded) for FTE enrollment; Student Table for headcount.

Annual Enrollment Trends

YEAR	State Funded FTE	Contract Funded FTE	Student Funded FTE	Total FTE
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%
2018-19	2384 – 79%	595 – 20%	55 – 2%	3034 – 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)

	2014-15	2015-16	2016-17	2017-18	2018-19
Headcount	6853	6352	5987	6064	5777
FTE	3300	3340	3126	3164	3034

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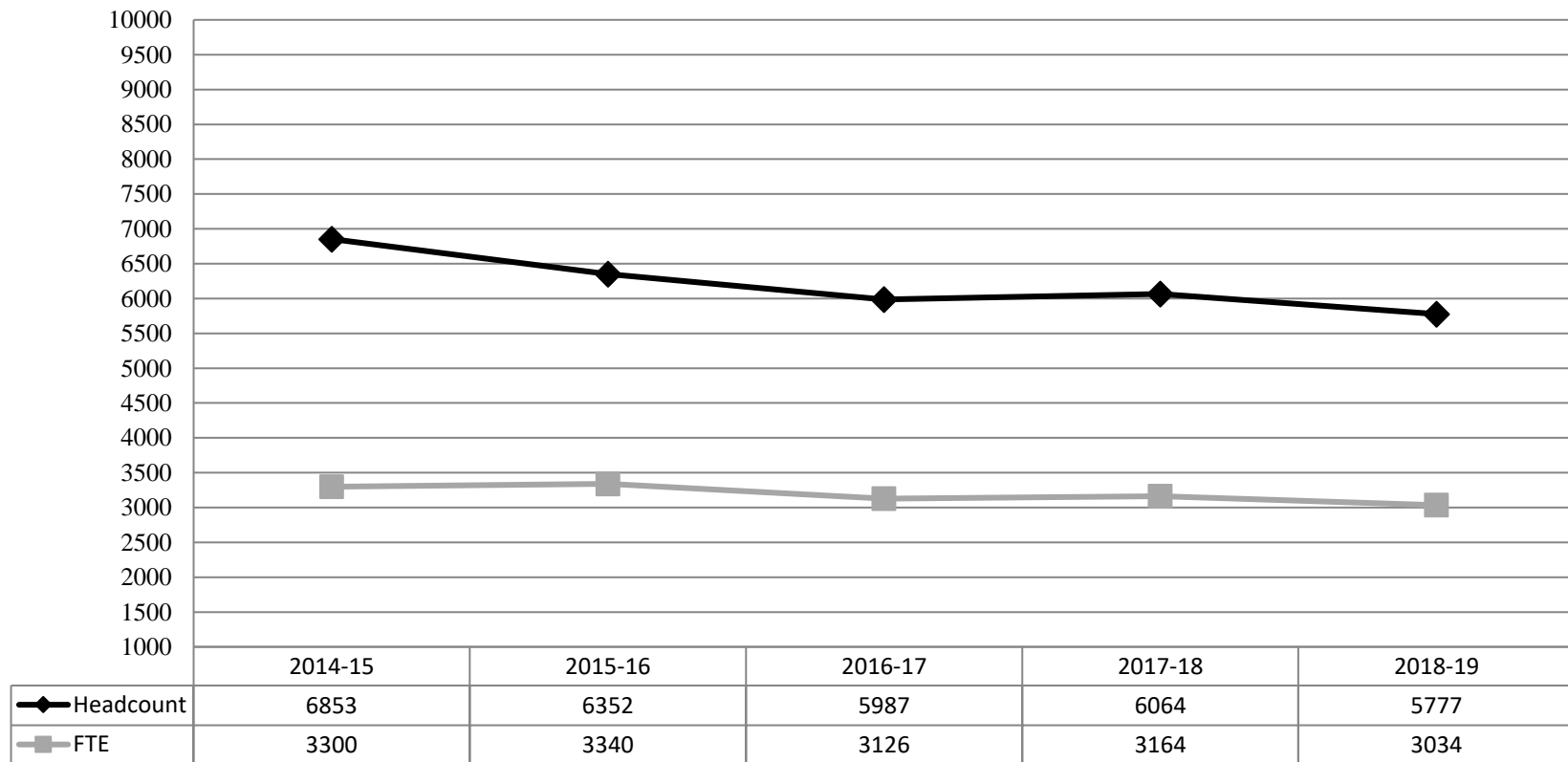
Non-Credit Enrollment & Employment Testing

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

Continuing Education Enrollment: Duplicated Headcount

	2014-15	2015-16	2016-17	2017-18	2018-19
Summer	289	397	288	332	330
Fall	537	707	669	671	648
Winter	893	541	572	506	443
Spring	541	486	489	600	421
TOTAL	**2,428**	**2,260**	**2,131**	**2,018**	**1,842**

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

Employment & Other Testing

	2014-15	2015-16	2016-17	2017-18	2018-19
Pre-Employment Testing (Work Keys)	540	294	455	332	385
NREMT (EMT Test)	117	151	166	165	159
Educator Licensing Exams (NES, West-B, ORELA)	200	259	232	289	304
Automotive Service Excellence (ASE)	232	281	206	125	154
ASE Student Entry-Level Certification	***	***	***	***	26
CLEP (Prior Learning Assessment)	45	25	25	45	23
Certiport (Microsoft Office Certification)	22	146	251	200	202
Pesticide Testing (Washington State Department of Agriculture)	70	241	327	379	455
IT Exams (Comptia, Cisco, Microsoft, Juniper Networks)	*	43	41	41	45
ParaPro (certification exam for paraprofessional educators)	**	**	103	91	84
Castle Worldwide (ACE certification, BPS, certification, and others)	**	**	17	17	14
Medical Certification Exams (Pharmacy Tech, ACSM, PTI)	***	***	***	***	15
GED Passer Reports	28	50	97	100	87

Source: Testing Office.

*Data not available because test newly offered in 2015-16. **Data not available because test newly offered in 2016-17. ***Data not available because test newly offered in 2018-19. CLEP numbers available in October as of 2019 due to change in reporting.

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.

City	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	#	%	#	%	#	%	#	%	#	%
Longview	3232	45.9%	3037	47.0%	2743	44.8%	2783	44.7%	2497	42.5%
Kelso	1494	21.2%	1340	20.7%	1282	20.9%	1234	19.8%	1128	19.2%
Castle Rock	435	6.2%	378	5.8%	378	6.2%	382	6.1%	332	5.7%
Kalama	226	3.2%	174	2.7%	227	3.7%	241	3.9%	188	3.2%
Vancouver	223	3.2%	164	2.5%	169	2.8%	209	3.4%	234	4.0%
Woodland	217	3.1%	202	3.1%	179	2.9%	180	2.9%	202	3.4%
Rainier (OR)	176	2.5%	142	2.2%	131	2.1%	123	2.0%	123	2.1%
Clatskanie (OR)	112	1.6%	99	1.5%	78	1.3%	71	1.1%	72	1.2%
Cathlamet	93	1.3%	93	1.4%	86	1.4%	78	1.3%	90	1.5%
Battle Ground	55	0.8%	60	0.9%	72	1.2%	64	1.0%	83	1.4%
Silver Lake	38	0.5%	38	0.6%	42	0.7%	41	0.7%	46	0.8%
Toutle	50	0.7%	45	0.7%	40	0.7%	37	0.6%	43	0.7%
Toledo	44	0.6%	31	0.5%	29	0.5%	33	0.5%	25	0.4%
Ridgefield	30	0.4%	28	0.4%	39	0.6%	39	0.6%	44	0.7%
St. Helens (OR)	37	0.5%	38	0.6%	26	0.4%	24	0.4%	28	0.5%
Other, Washington State	439	6.2%	446	6.9%	460	7.5%	542	8.7%	568	9.7%
Other, out of state	146	2.1%	147	2.3%	139	2.3%	148	2.4%	172	2.9%

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	Insight	Total
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%	0/387=0 %	**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%	0/341=0%	**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%	0/331=0%	**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%	0/344=0%	**157/1116=14%**
Fall 2019	30/193=16%	8/61=13%	12/41=29%	44/196=22%	66/311=21%	11/90=12%	8/153=5%	4/32=13%	1/377=<1%	**183/1077=17%**

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

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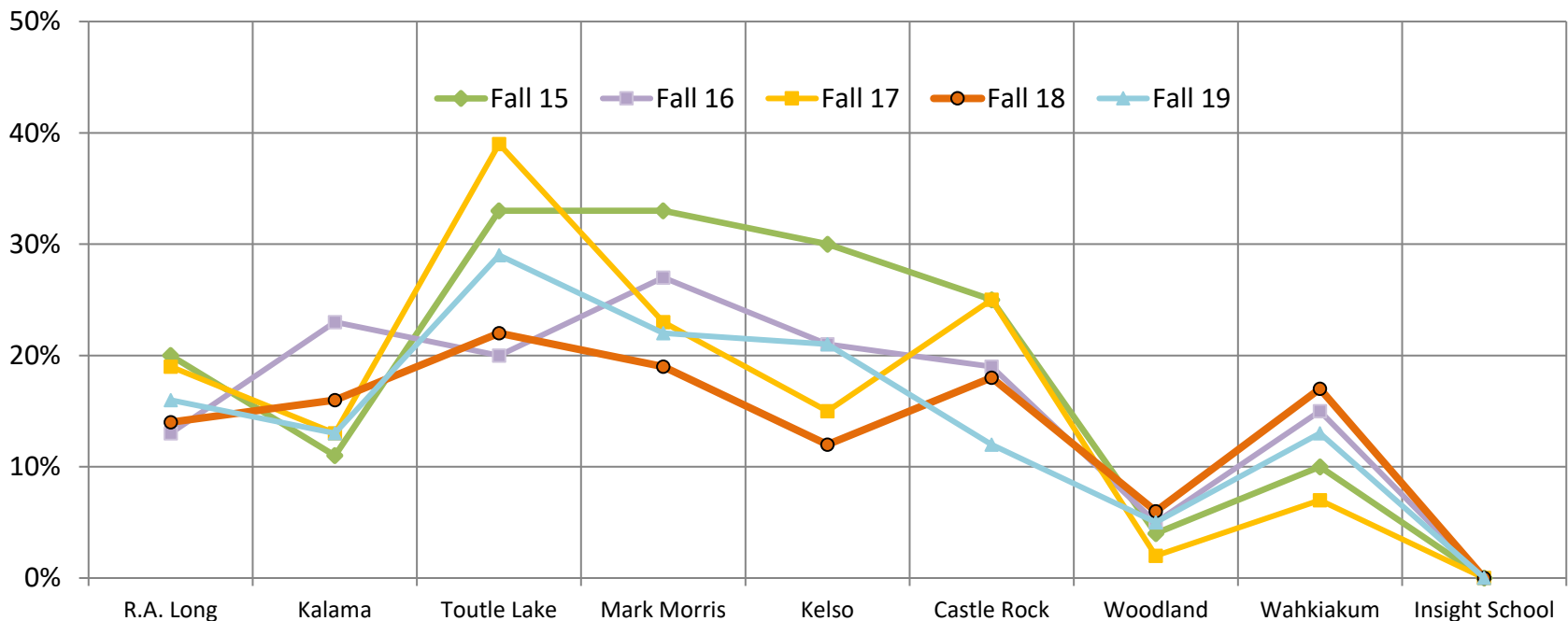
Preparation of Incoming Students

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
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%
2018-19	94.4%	66.9%	61.3%	29.6%

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.
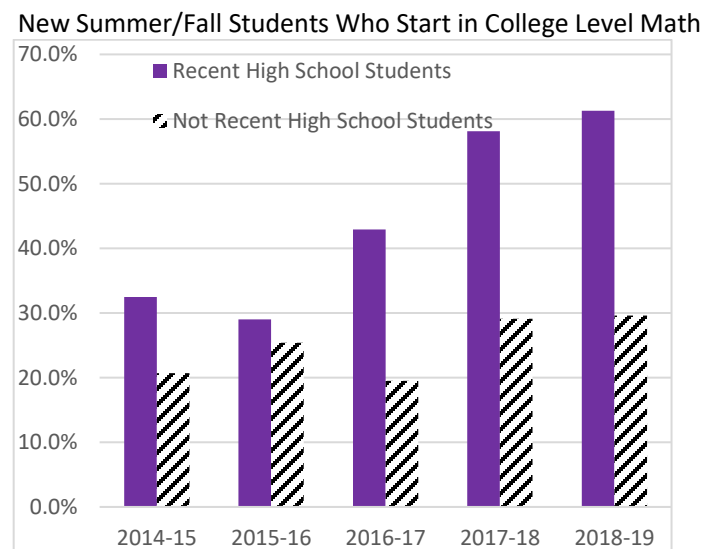
New Summer/Fall Students Who Start in College Level English

New Summer/Fall Students Who Start in College Level Math
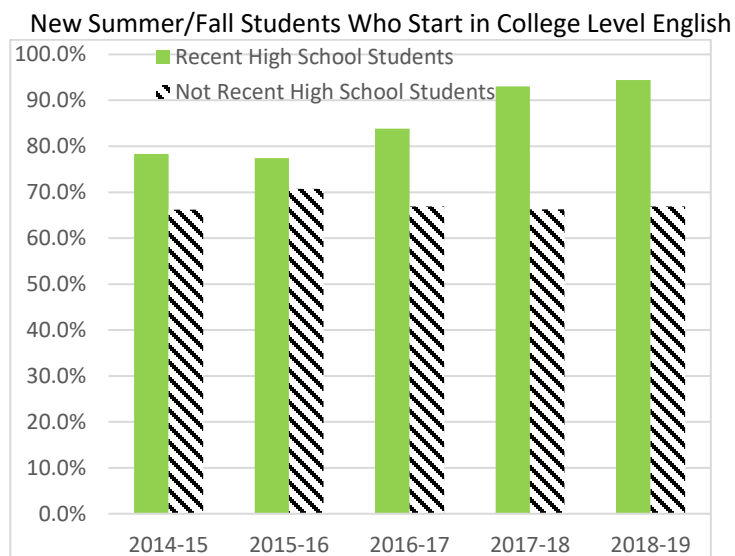
Source: IR Data Warehouse. Link Student to Transcript. Fields: SID, Running_Start_Status, Recent_Hi_Schl, YRQ_ACT_START where >=B341 or B342, for example, for Student (YRQ_ACT_START) and Transcripts. Link SID fields between tables. Student table YRQ = B342. Transcripts table YRQ = B341, B342, B343, B344, 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. <u>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.</u>

Academic Year 2017-18	# of Students	Academic Year 2018-19	# of Students
#1. Registered Nurse	1068	#1. Registered Nurse	1063
#2. Early Childhood Education	126	#2. Early Childhood Education	142
#3. Business Management	111	#3. Business Management	99
#4. Criminal Justice	93	#4. Criminal Justice	94
#5. Welding	84	#5. Chemical Dependency Studies	86
#6. Medical Assisting	82	#6. Medical Assisting	85
#7. Chemical Dependency Studies	77	#7. Welding	84
#8. Information Technology Systems	62	#8. Medical Office Administration	56
#9. Medical Office Administration	56	#9. Nursing Assistant – Certified	48
#10. Automotive Technology	52	#10. Diesel/Heavy Equipment Technology	47

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 2018-19 (all funding sources). One Annual FTE (Full Time Equivalent) is equal to 45 enrolled credits.

Discipline	FTE
Adult Basic Education	535
College level English	209
Biology	156
College level Math	135
Nursing	128
Psychology	124
English as a Second Language	107
Business	102
Pre-college math	97
Nutrition	89
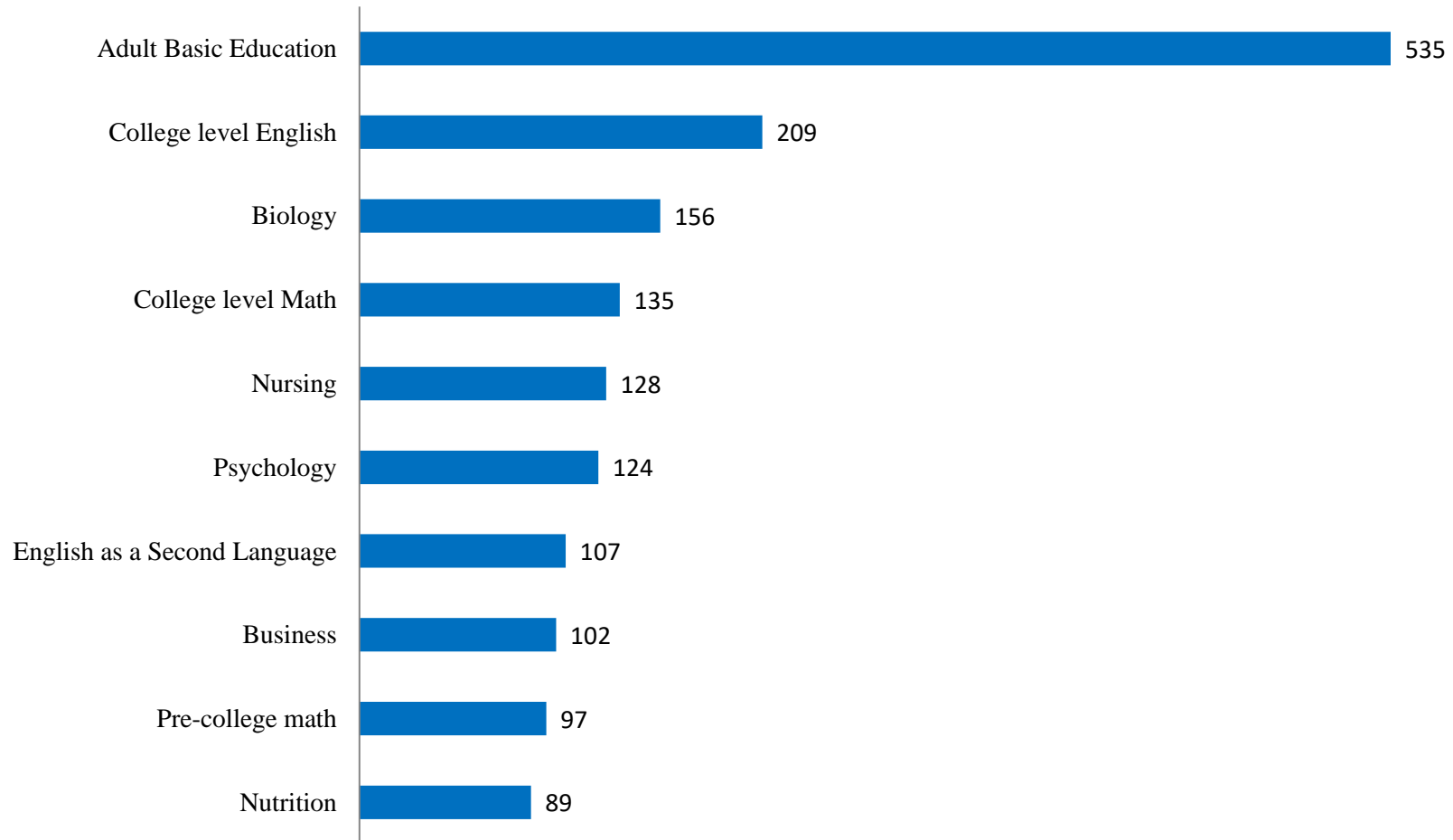
Source: SBCTC Data Warehouse, Class Table, FTES_Total/3 where record code =1 or =2.

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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).

	2014-15	2015-16	2016-17	2017-18	2018-19
FTE (all funding sources)					
Online	546	487	563	680	751
Hybrid	322	303	292	435	440
Web Enhanced	716	792	823	716	781
Number of courses offered					
Online	314	254	277	349	407
Hybrid	246	232	232	388	419
Web Enhanced	487	546	651	582	577
Unduplicated Headcount					
Online	2,217	2,016	2177	2522	2672
Hybrid	1,979	1,786	1683	1971	1947
Web Enhanced	3,511	3,537	3264	2819	2740
Unduplicated Online Headcount by Location					
Castle Rock	166	123	131	161	138
Kalama	81	69	98	108	86
Rainier	67	52	50	53	38
Toutle	12	21	15	17	25
Wahkiakum County	33	32	42	37	43
Woodland	56	44	51	61	64

In 2018-19, online classes were offered in the following disciplines: Accounting, Allied Health, Art, Biology, Business Technology, Business, Chemical Dependency Studies, 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, Information Technology, 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). As of 2018-19 excluding sections T#P,A#P, CHS. Prior years have excluded labs also but now these have FTEs associated.

Online Course Success

Online Students & Students in All Other Modalities Academic Performance Comparison: 2018-19 (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	31	42	74%	104	134	78%
Art	211	252	84%	376	428	88%
Biology	632	794	80%	496	595	83%
Business	264	342	77%	375	486	77%
Business Technology	88	111	79%	391	483	81%
Chemistry	105	171	61%	373	474	79%
Communication Studies	46	71	65%	147	214	69%
Computer Science	146	154	95%	110	112	98%
Economics	55	64	86%	115	132	87%
Education	424	607	70%	908	1269	72%
College Level English	37	68	54%	173	241	72%
Pre-College English	85	113	75%	15	18	83%
Earth Science	19	37	51%	53	69	77%
Geology	263	315	83%	233	321	73%
History	342	398	86%	269	313	86%
Humanities	264	361	73%	631	848	74%
College Level Math	183	285	64%	956	1400	68%
Pre-College Math	260	297	88%	327	385	85%
Music	244	247	99%	514	528	97%
Nursing	508	588	86%	218	263	83%
Nutrition	113	137	82%	264	291	91%
Physical Education	469	546	86%	592	658	90%
Psychology	157	191	82%	251	278	90%
Sociology	165	253	65%	52	70	74%
Spanish	316	365	87%	327	369	89%
TOTAL	5427	6809	80%	8270	10379	80%

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

Financial Aid

	Total Financial Aid Awarded
2014-15	$16,486,508
2015-16	$13,586,230
2016-17	$12,614,361
2017-18	$12,592,741
2018-19	$12,061,502

Pell Grant Maximum and Tuition & Fees		
	Pell Grant Max. (% change)	Tuition & Fees (% change)
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%)
2018-19	$6,095 (+3.0%)	$3,864* (+1.5%)

Summary of Financial Aid Awards 2018-19		
	Amount	# of Awards
NEED BASED AID (excluding loans and work study)	$7,749,841	3,065
SCHOLARSHIPS/OTHER/OUTSIDE AIDE (includes LCC scholarships, LCC Foundation scholarships, athletic/booster scholarships, outside/private funds, and non-need based institutional gift aid)	$898,462	487
LOANS		
Subsidized (need based)	$1,148,907	470
Unsubsidized	$1,526,978	446
PLUS (Parent Loan)	$27,046	4
Total Loans	$2,702,931	920
WORK STUDY	$710,268	208
GRAND TOTAL	$12,061,502	4,680

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.

*As of 2018-19, tuition and fees are based on 12 credits rather than 15 as previously. The percent increase is based on a single credit.

2018-19 Figures not final; figures subject to change. Pell Grant Maximum source is Federal Student Aid - Pell Grants located at studentaid.ed.gov/types/grants-scholarships/pell or Federal Student Aid Information for Financial Aid Professionals located at ifap.ed.gov.

Degrees and Certificates Awarded

AWARD	2014-15	2015-16	2016-17	2017-18	2018-19
Associate degrees	574	585	576	545	546
Certificates	197	119	86	87	85
TOTAL	771	704	662	632	631

Source: LCC Registration Office.

Associate Degree Recipients

	2014-15	2015-16	2016-17	2017-18	2018-19
▪ Assoc degrees	574	585	576	545	546
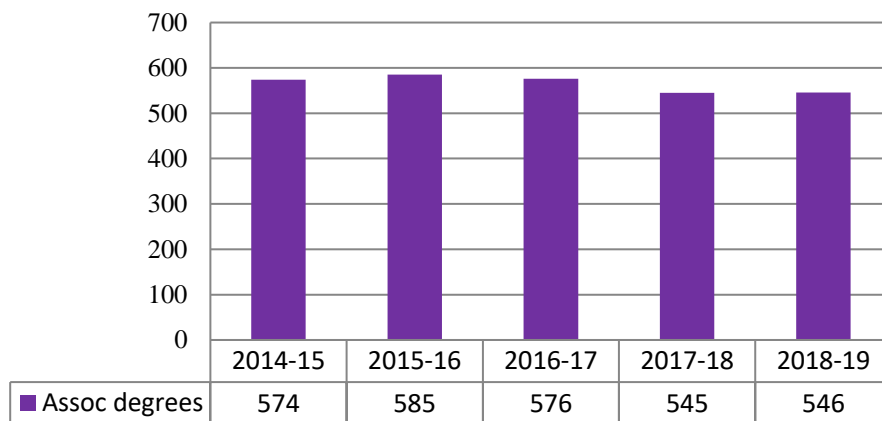
College Navigator (US Dept. of Education) Graduation Rate

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 2015 cohort: 22%
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%

Source: College Navigator 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

Please note: this is the most recent data available.

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

	2013 Cohort (738 students)	2014 Cohort (740 students)	2015 Cohort (694 students)	2016 Cohort (614 students)	2017 Cohort (672 students)
Full-time					
Persistence:					
Fall to Winter	85%	82%	82%	84%	78%
Fall to Spring	75%	69%	70%	70%	68%
Fall to Fall	54%	51%	55%	54%	-
Part-time					
Persistence:					
Fall to Winter	75%	73%	62%	73%	71%
Fall to Spring	64%	55%	51%	58%	60%
Fall to Fall	36%	37%	27%	36%	-

- 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)

	2013 Cohort (483 students)	2014 Cohort (472 students)	2015 Cohort (421 students)	2016 Cohort (364 students)	2017 Cohort (412 students)
Female					
Persistence:					
Fall to Winter	83%	82%	82%	85%	79%
Fall to Spring	77%	70%	70%	68%	69%
Fall to Fall	57%	54%	58%	55%	-
Male					
Persistence:					
Fall to Winter	87%	83%	82%	81%	77%
Fall to Spring	73%	68%	69%	72%	68%
Fall to Fall	50%	47%	50%	54%	-

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)

	2013 Cohort (483 students)	2014 Cohort (472 students)	2015 Cohort (421 students)	2016 Cohort (364 students)	2017 Cohort (412 students)
Hispanic					
Persistence:					
Fall to Winter	88%	85%	84%	82%	68%
Fall to Spring	78%	67%	69%	71%	43%
Fall to Fall	68%	46%	57%	66%	-
Students of Color, not Hispanic*					
Persistence:					
Fall to Winter	77%	85%	75%	78%	76%
Fall to Spring	67%	67%	58%	69%	75%
Fall to Fall	41%	46%	45%	57%	-
White, not Hispanic					
Persistence:					
Fall to Winter	84%	82%	82%	84%	80%
Fall to Spring	75%	69%	73%	68%	71%
Fall to Fall	53%	52%	56%	52%	-

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.

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Transfer Information

Top Transfer Institutions in 2018-19 (2017-18 Graduating or Departing Transfer Students)	
School	**# Students**
Washington State University	125
University of Washington - Seattle	30
Central Washington University	23
Eastern Washington University	21
Western Washington University	15
Western Governors University	11
Centralia College	9
Oregon State University	9
Boise State University	8
Warner Pacific College	7

Academic Success of LCC Transfer Students at WA Baccalaureate Institutions*	
2012-13	3.18
2013-14	3.18
2014-15	3.24
2015-16	3.19
2016-17	3.23

Transfer Student Enrollment (all students)	
Year	**Headcount**
2014-15	2071
2015-16	1946
2016-17	1980
2017-18	1997
2018-19	2000

*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
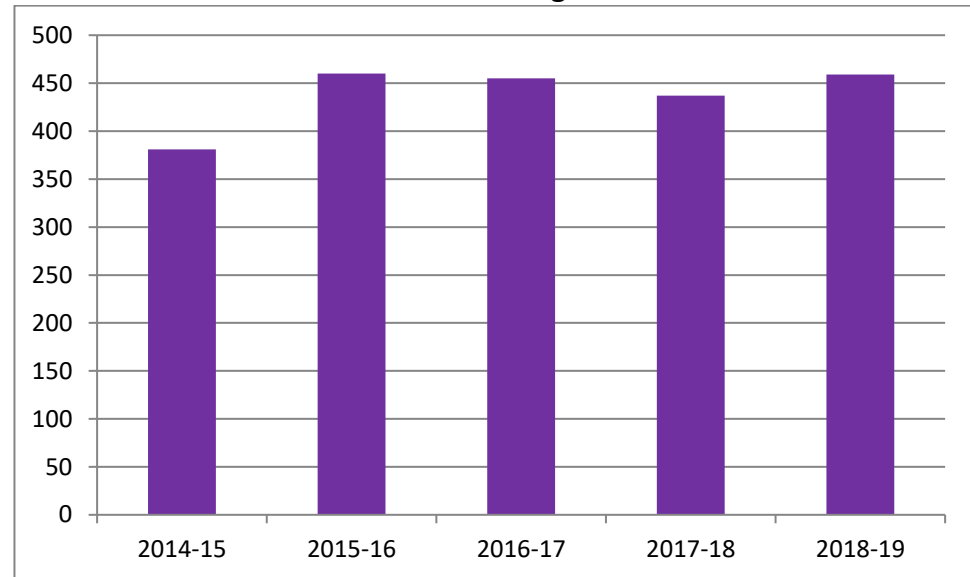
Transfer Associate Degrees Granted	
Year	Number of Transfer Associate Degrees Granted
2014-15	381
2015-16	460
2016-17	455
2017-18	437
2018-19	459

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. Most recent data available.

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). Most recent data available.

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 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

Academic Year 2018-19	# Students
Associate in Arts, AA-DTA (transfer degree)	300
Nursing (AN-DTA/MRP & AAS-T)	103
Associate in Business (DTA/MRP)	21
Medical Assisting (AAS)	16
Business Management (AAS)	15
Medical Office Administration (AAS)	9
Early Childhood Education (AAS)	8
Diesel/Heavy Equipment Technology (AAS) Welding (AAS) Associate in Biology (DTA/MRP) Computer Science (AS-T)	7

Source: Registration Office.

Licensure Information

	2014	2015	2016	2017	2018
NCLEX (National Council of State Boards of Nursing) – first time pass rate					
Registered Nurse	97%* (92/95)	89% (109/122)	88% (99/113)	82% (94/115)	88% (70/80)
WABO (Washington Association of Building Officials) – first time pass rate beginning in 2018					
Welding (LCC students only)	100% (n = 16)	100% (n = 14)	100% (n=9)	100% (n=11)	96% (n=25)
MAERB (Medical Assisting Education Review Board) – pass rate					
Medical Assistant	93% (n = 19)	100% (n = 19)	100% (n = 13)	89% (n = 16)	**

Source: Nursing and Welding Departments. *Data updated from previous Fact Book, per Nursing Department. **Data not yet available.

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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

	2014-15	2015-16	2016-17	2017-18	2018-19
FTEs	779	754	648	652	642
Headcount	1576	1613	1350	1370	1158
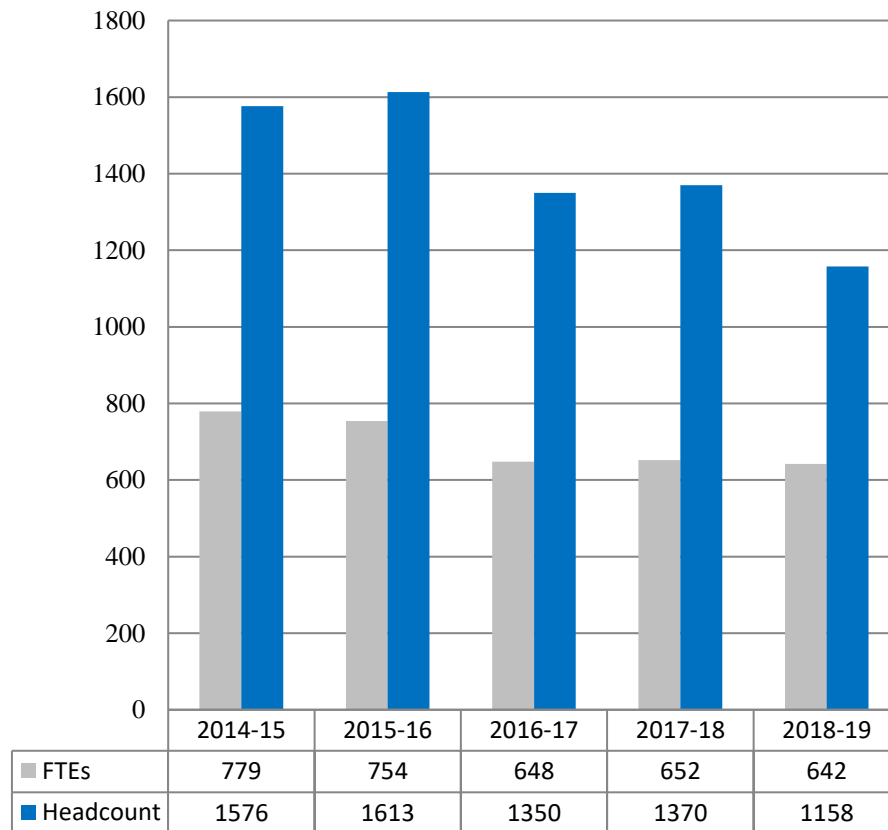
Race/Ethnicity of Basic Skills Students

	2014-15	2015-16	2016-17	2017-18	2018-19
Asian/Pacific Islander *	4.0%	4.3%	4.5%	4.8%	5.1%
African American	1.8%	2.0%	1.5%	2.1%	1.6%
Native American	2.3%	2.3%	2.5%	2.5%	2.1%
Hispanic	25.9%	23.5%	23.8%	23.1%	22.0%
Multiple Races, Other	4.4%	5.8%	5.0%	5.8%	13.0%
White	61.6%	62.1%	62.7%	61.7%	57.9%

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, 7 and Hispanic = N). *Beginning Fall 2018, Pacific Islander was assigned Race_Ethnic_Code = 7.

Basic Skills

ABE/ESL Students Moving on to College Level

Year enrolled in **ESL** (any course, one or more quarters)	Size of cohort	Enrolled in college level by subsequent fall	Enrolled in college level by subsequent spring	Enrolled in college level within two years	Enrolled in college level within three years	College Completions (college degree or certificate) within four years
2010-2011 (B01)	335	13/3.9%	14/4.2%	16/4.8%	16/4.8%	5/1.5%
2011-2012 (B12)	329	4/1.2%	4/1.2%	4/1.2%	5/1.5%	0/0.0%
2012-2013 (B23)	351	6/1.7%	6/1.7%	7/2.0%	9/2.6%	1/0.3%
2013-2014 (B34)	295	6/2.0%	8/2.7%	11/3.7%	11/3.7%	6/2.0%
2014-2015 (B45)	309	15/4.9%	17/5.5%	18/5.8%	19/6.1%	8/2.6%
2015-2016 (B56)	266	15/5.6%	18/6.8%	19/7.1%	19/7.1%	*
2016-2017 (B67)	223	18/8.1%	19/8.5%	20/9.0%	*	*
2017-2018 (B78)	210	10/4.8%	13/6.2%	*	*	*

Year enrolled in **ABE** (any course, one or more quarters)	Size of cohort	Enrolled in college level by subsequent fall	Enrolled in college level by subsequent spring	Enrolled in college level within two years	Enrolled in college level within three years	College Completions (college degree or certificate) within four years
2010-2011 (B01)	1250	381/30.5%	404/32.3%	425/34.0%	444/35.5%	152/12.2%
2011-2012 (B12)	1184	355/30.0%	365/30.8%	389/32.9%	401/33.9%	138/11.7%
2012-2013 (B23)	1159	317/27.5%	333/28.7%	354/30.5%	367/31.7%	137/11.8%
2013-2014 (B34)	1120	349/31.2%	367/32.8%	382/34.1%	388/34.6%	145/12.9%
2014-2015 (B45)	1135	305/26.9%	319/28.1%	325/28.6%	329/29.0%	150/13.2%
2015-2016 (B56)	1154	357/30.9%	368/31.9%	376/32.6%	385/33.4%	*
2016-2017 (B67)	983	305/31.0%	313/31.8%	323/32.9%	*	*
2017-2018 (B78)	998	353/35.4%	360/36.1%	*	*	*

*Data not yet available (due to cohort tracking period). Source: Data Warehouse, Transcript and Completion tables (where exit code not like 5, 6, 7, or 9). Exit Code 9 changed in Summer 2014 to become a credit certificate and is no longer excluded. Note: All counts are unduplicated within a given year but may be duplicated from year to year (including completions).

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
2014-15	100	176
2015-16	121	238
2016-17	118	203
2017-18	133	225
2018-19	156	293

Source: FTE: SBCTC Enrollment Monitoring Report; Headcount: Transcripts (I-BEST sections IB*). Note: FTE Total for 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 2019**	Number and percent of college certificates and/or degrees (everything except exit codes 5-8*) **through spring 2019**
	(within 5 years)	**(within 3 years)**
2014-15	41/176 = 23%	108/176 = 61%
2015-16	46/238 = 19%	143/238 = 60%
2016-17	43/203 = 21%	130/203 = 64%
2017-18	35/225 = 16%	123/225 = 55%
2018-19	37/293 = 13%	106/293 = 36%

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**
2014-15	91%	89%	3.08
2015-16	87%	88%	3.08
2016-17	87%	87%	3.09
2017-18	92%	87%	3.08
2018-19	90%	85%	3.10

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

MQ/ECR/Word Accessibility Checker/December 2, 2019

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

	2014-15	2015-16	2016-17	2017-18	2018-19
ENGL	63	55	45	37	34
MATH	181	164	131	116	97
TOTAL	244	219	176	153	131

Source: Data Warehouse, Class Table.

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

	2014-15	2015-16	2016-17	2017-18	2018-19
Math	70.9%	74.5%	76.4%	72.9%	72.5%
English	62.2%	68.1%	70.5%	64.1%	66.7%
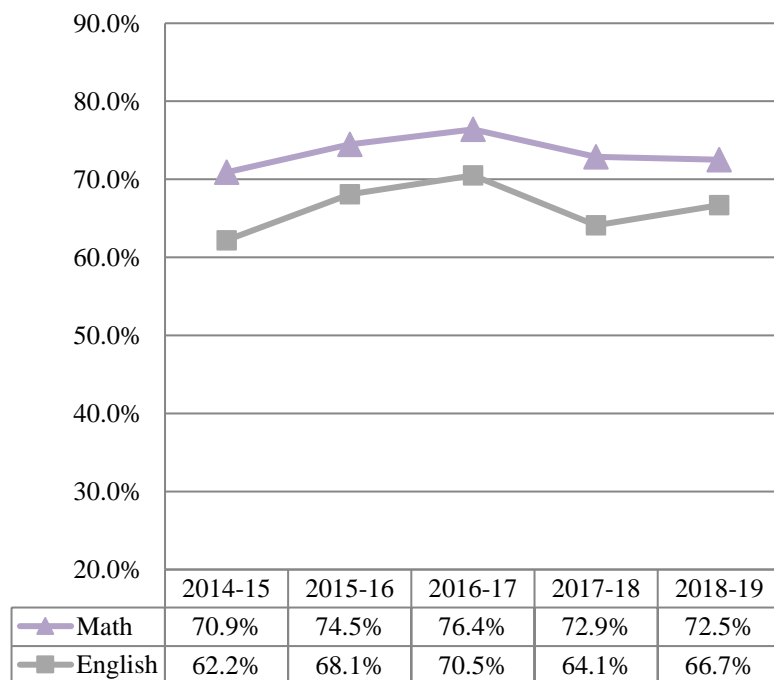
Passing Rates of Pre-College Students in College Level Math and English (fall to fall cohorts; includes withdrawals)

	Fall 13-14	Fall 14-15	Fall 15-16	Fall 16-17	Fall 17-18
Math	84.7%	80.1%	82.7%	84.1%	82.6%
English	80.6%	71.1%	70.9%	72.6%	76.2%
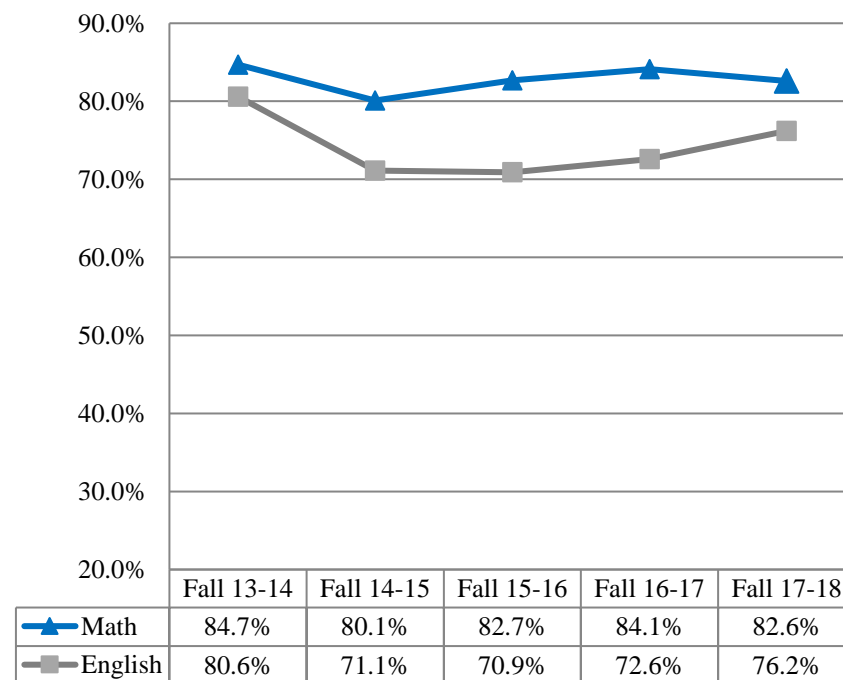
Source: Basic Skills and Pre-College Monitoring Report (also RPM Math Reports and PC English Reports).

Running Start Enrollment
Headcount (HC) is unduplicated

	2014-15	2015-16	2016-17	2017-18	2018-19
HC	409	378	440	514	493
FTE	321	305	365	426	395
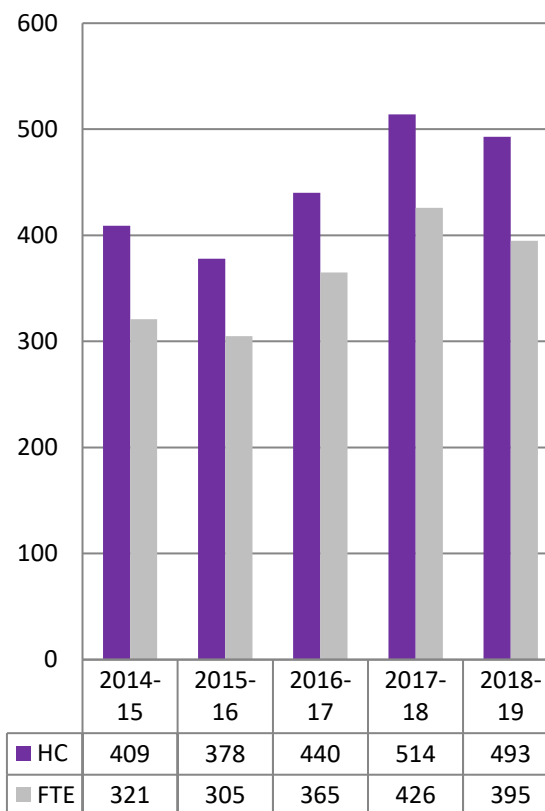
Source: Data Express, KR-FPS Where fee pay status =R*, S*, M*, N*. Academic Performance-Transcripts (note: grades of I, N, R, V, X and NA excluded; also courses with CR = 0 are excluded, and other grades of "*" excluded from % passed calculation; T#P, A#P, C#P, CHS excluded; CourseNum is >= 100)— numbers are duplicated.

Running Start & All Students Academic Performance Comparison: 2018-19 (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	174	195	89%	599	691	87%
Biology	151	167	90%	1144	1361	84%
Business	74	94	79%	649	834	78%
Chemistry	78	104	75%	488	643	76%
Communication Studies	227	248	92%	667	754	88%
Computer Science	27	31	87%	201	285	71%
Drama	15	17	88%	53	65	82%
Economics	59	61	97%	261	271	96%
English	483	593	81%	1359	1798	76%
Earth Science	47	56	84%	111	140	79%
Geology	27	35	77%	78	112	70%
History	284	352	81%	524	655	80%
Humanities	78	94	83%	622	719	87%
Math	233	272	86%	934	1197	78%
Music	134	157	85%	585	681	86%
Oceanography	14	17	82%	58	77	75%
Physical Education	75	84	89%	378	427	89%
Political Science	219	239	92%	315	345	91%
Psychology	207	231	90%	1079	1215	89%
Sociology	129	141	91%	420	478	88%
Spanish	35	50	70%	225	322	70%
TOTAL	2770	3238	86%	10750	13070	82%

Running Start (continued)

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

High School	2014-15	2015-16	2016-17	2017-18	2018-19
Castle Rock	48/198 = 24%	28/203 = 14%	34/220 = 15%	32/222 = 14%	31/235 = 13%
Kalama	39/143 = 27%	33/141 = 23%	42/154 = 27%	59/163 = 36%	39/150 = 25%
Kelso	119/752 = 16%	114/761 = 15%	131/817 = 16%	174/856 = 20%	152/777 = 20%
R.A. Long	57/430 = 13%	56/433 = 13%	55/464 = 12%	54/438 = 12%	60/419 = 14%
Mark Morris	88/431 = 20%	86/471 = 18%	100/480 = 21%	113/493 = 23%	109/474 = 23%
Toutle Lake	23/106 = 22%	20/114 = 18%	28/105 = 27%	22/81 = 27%	27/98 = 28%
Wahkiakum	9/90 = 10%	9/66 = 14%	9/61 = 15%	8/71 = 11%	9/80 = 11%
Woodland	13/319 = 4%	13/330 = 4%	13/354 = 4%	15/354 = 4%	21/366 = 6%
Grand Total	**396/2469 = 16%**	**359/2519 = 14%**	**412/2655 = 16%**	**477/2678 = 18%**	**448/2608 = 17%**

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 (using the State Enrollment Reporting EthRace by Gender) located at k12.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

	2014-15	2015-16	2016-17	2017-18	2018-19
Running Start GPA	2.91	3.08	3.20	3.10	3.05
All Other Students GPA	2.95	2.97	3.02	3.03	3.01

Source for GPA: Transcripts (grades I, N, P, R, V, X, NA, * and W excluded; CR_IND = T; GPA_IND = Y; Course_Num >=100; Sections T#P, A#P, C#P, CHS excluded. Labs included as of 2018-19.

Running Start (continued)

Running Start Demographics

Gender

	2014-15	2015-16	2016-17	2017-18	2018-19
Female	60%	65%	68%	64%	65%
Male	40%	35%	32%	36%	35%

Students of Color

	2014-15	2015-16	2016-17	2017-18	2018-19
Students of Color	17%	18%	18%	21%	27%

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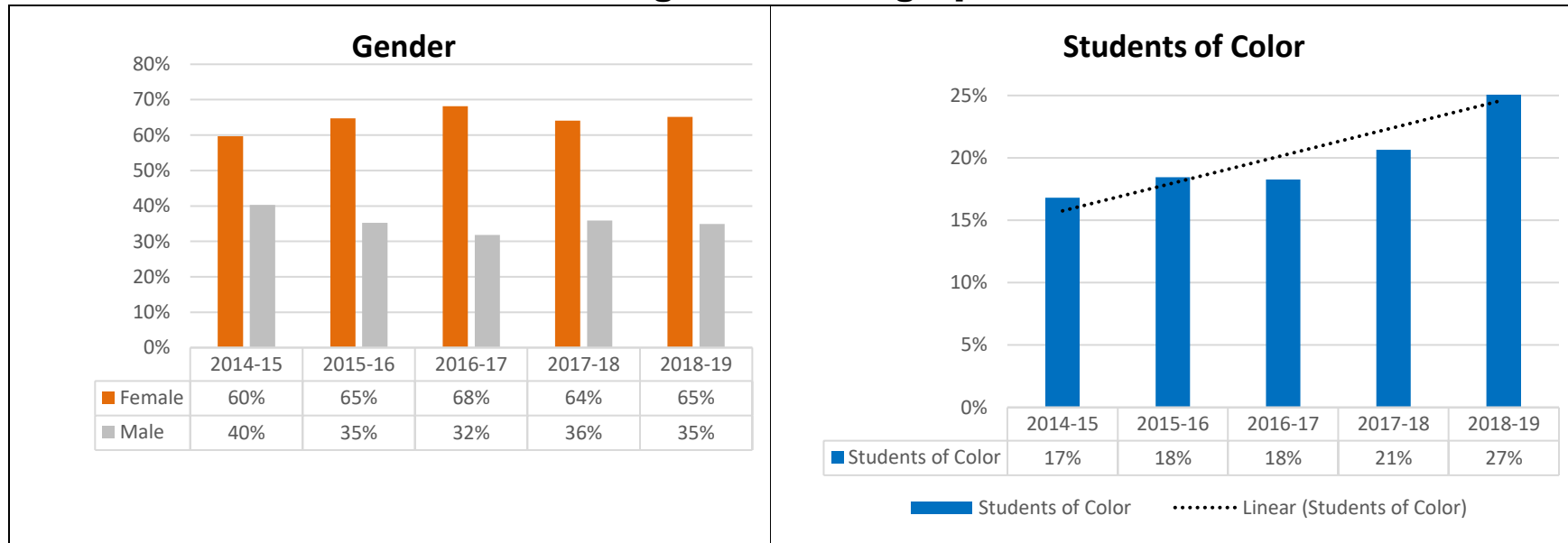
Source: SBCTC Data Warehouse, Student Table (DW_KEY, Running_Start_Stat = 1, Year, Sex, Hispanic, RaceEthnicCode is not null).

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.

MQ/ECR/Word Accessibility Checker/December 2, 2019

Athletics

LCC 10 YEAR HISTORY OF DIVISION & NWAC CHAMPIONS
Baseball (Men): Division Champions in 2008, 2009, 2010, 2011, 2015, 2016, 2017 2018 and 2019; NWAC Champions in 2010, 2015, 2017, 2018, & 2019.
Basketball (Men): Division Champions in 2008 and 2016.
Basketball (Women): Division Champions in 2008, 2011, 2015, 2016, 2017 and 2019.
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					
	2015	2016	2017	2018	2019
Baseball (Men)	3.06	3.17	3.38	2.96	2.96
Basketball (Men)	2.28	2.75	2.75	2.99	2.58
Basketball (Women)	3.08	3.20	3.17	2.91	3.09
Softball (Women)	3.26	2.99	3.20	3.03	2.93
Volleyball (Women)	3.17	3.07	2.67	2.99	2.93
Soccer (Women)	2.88	2.80	3.29	3.18	2.98
OVERALL TEAM GPA	**2.96**	**3.01**	**3.07**	**3.01**	**2.91**

Source: LCC Athletics Office.

NUMBER OF ATHLETES: 2018-19			
	Men	Women	All
Baseball (Men)	36		36
Basketball (Men)	14		14
Basketball (Women)		12	12
Softball (Women)		19	19
Volleyball (Women)		12	12
Soccer (Women)		25	25
TOTAL	50	68	118

MQ/ECR/Word Accessibility Checker/December 2, 2019

Student Success in Classes

Satisfactory Performance In Academic Transfer Courses
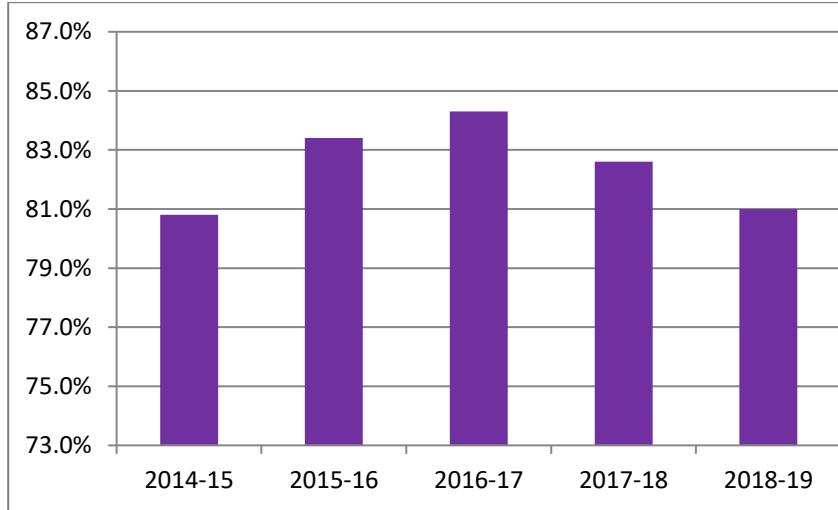
Satisfactory Performance in Professional/Technical Courses
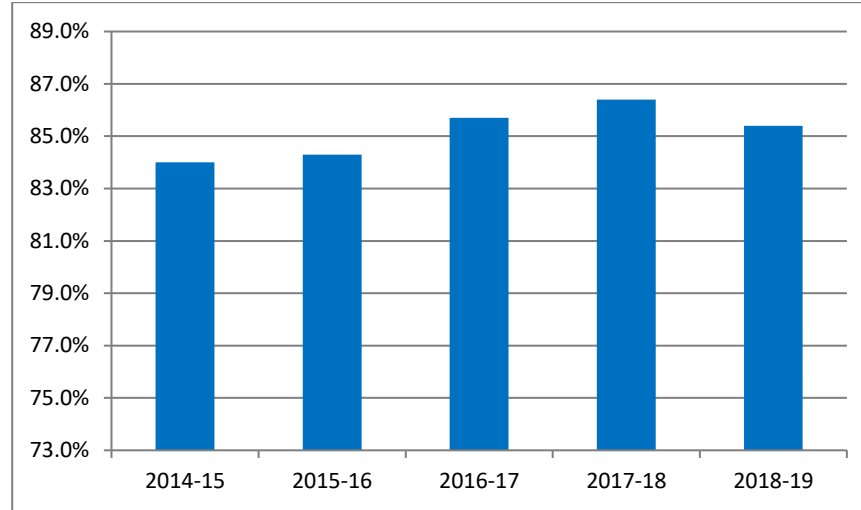
Satisfactory Performance in Academic Transfer Courses

Cohort	Proportion of C or better grades
2014-15	80.8%
2015-16	83.4%
2016-17	84.3%
2017-18	82.6%
2018-19	81.1%

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
2014-15	84.0%
2015-16	84.3%
2016-17	85.7%
2017-18	86.4%
2018-19	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.

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

	2014	2015	2016	2017	2018
Classified Staff	140	144	150	150	146
Exempt Staff	79	82	77	79	83
Full-time Faculty	67	67	69	71	74
Part-time Faculty	129	146	134	103	103
Grand Total Employees	415	439	430	403	406
Total less Head Start/ECEAP Employees	355	369	361	326	330
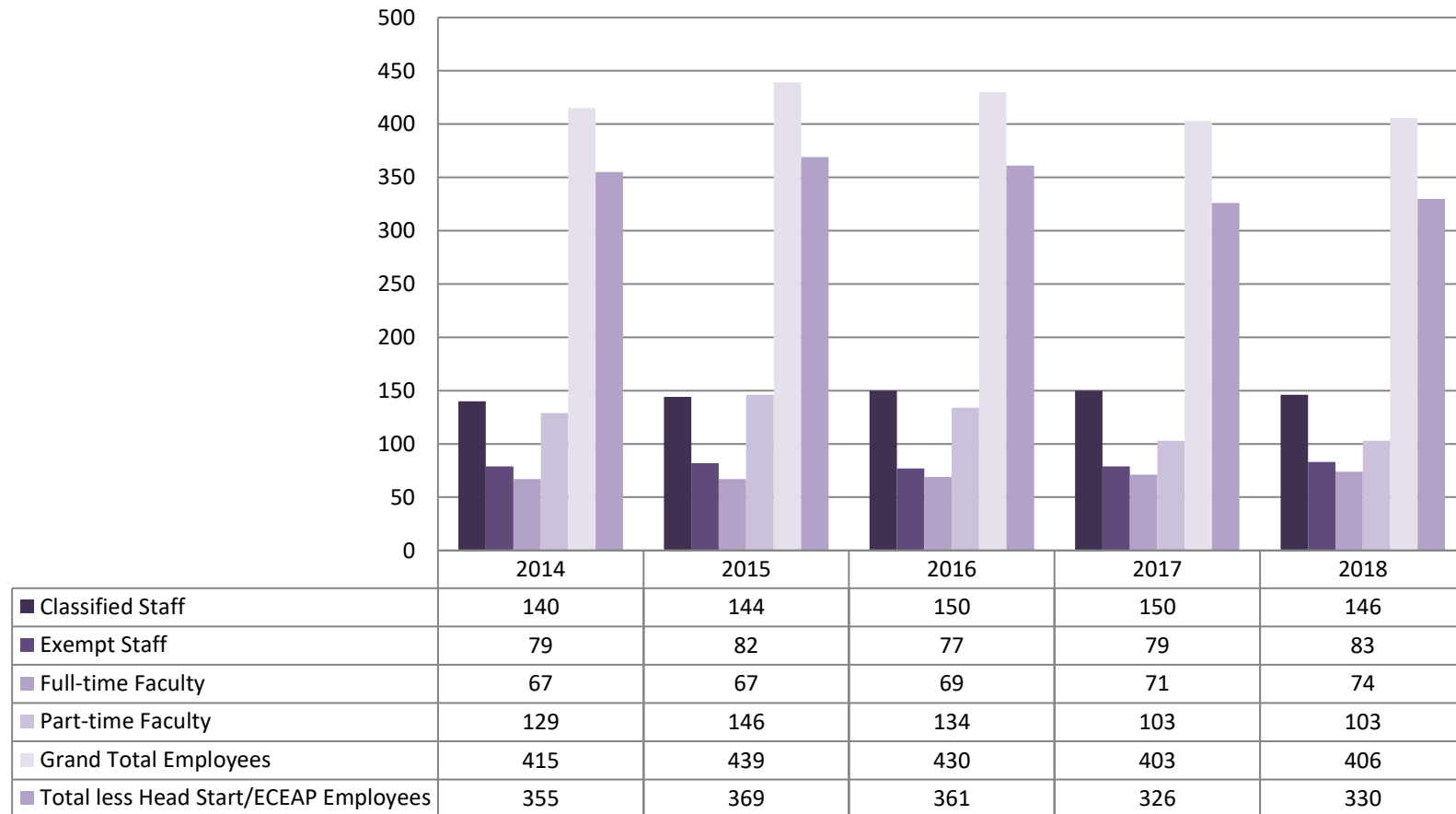
Source: Payroll Office, cr6110B and ps1505; Head Start or HR for Head Start/ECEAP employee counts.

Operating Revenues & Expenditures

Operating Revenues & Expenditures—Dollars and Percent (unrestricted)

	2014-15 Actual		2015-16 Actual		2016-17 Actual		2017-18 Actual		2018-19 Actual	
REVENUES	$	%	$	%	$	%	$	%	$	%
Tuition & Fees	5,140,328	24.5	5,269,006	24.7	5,313,843	23.4	5,369,052	22.7	5,325,842	21.7
State Appropriation	11,880,393	56.7	11,869,247	55.7	14,192,849	62.5	14,705,255	62.3	15,095,096	61.5
Local Unrestricted	2,874,584	13.7	3,113,011	14.6	2,530,000	11.1	3,391,825	14.4	3,964,139	16.2
Local Dedicated	1,063,202	5.1	1,062,867	5.0	660,000	3.0	154,914	0.6	140,000	0.6
TOTAL REVENUES	**20,958,507**	**100**	**21,314,131**	**100**	**22,696,692**	**100**	**23,621,046**	**100**	**24,525,077**	**100**
EXPENDITURES	$	%	$	%	$	%			$	%
Instruction	9,475,596	45.6	9,493,710	41.7	9,729,976	42.6	9,972,652	42.6	10,173,753	42.8
Academic Support	1,741,394	8.4	2,459,577	10.8	1,421,482	6.2	1,859,731	8.0	2,130,335	9.0
Libraries	387,496	1.9	394,613	1.7	418,113	1.8	449,395	1.9	449,519	1.9
Student Services	2,767,773	13.3	3,174,479	14.0	2,666,679	11.7	3,375,994	14.4	3,682,608	15.5
Institutional Support	3,701,674	17.8	4,193,952	18.4	5,205,104	22.8	4,475,755	19.1	4,219,581	17.7
Operation of Plant	2,645,907	12.7	2,886,464	12.7	3,399,578	14.9	3,277,155	14.0	3,124,817	13.1
TOTAL EXPENDITURES	**20,781,668**	**100**	**22,741,887**	**100**	**22,840,933**	**100**	**23,410,681**	**100**	**23,780,613**	**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

	2014-15 Cost per FTE	2015-16 Cost per FTE	2016-17 Cost per FTE	2017-18 Cost per FTE	2018-19 Cost per FTE
EXPENDITURES	$	$	$	$	$
Instruction	3,754	3713	3637	4,059	4,267
Academic Support	690	962	531	757	894
Libraries	154	154	156	183	188
Student Services	1,097	1241	997	1,374	1,545
Institutional Support	1,467	1640	1946	1,822	1,770
Operation of Plant	1,048	1129	1271	1,334	1,311
TOTAL EXPENDITURES	**8,208**	**8,840**	**8,538**	**9,528**	**9,975**
FTE Enrollment	2,524 FTE	2,557 FTE	2,675 FTE	2,457 FTE	2,384 FTE
State Reimbursement per General FTE*	**4,707**	**4,642**	**5,306**	**5,985**	**6,332**

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 <u>maintains 26 buildings on 38.75 acres</u>

Square Footage by Construction Project

Building	Year Built	Gross Sq. Footage	Total Rooms	Building	Year Built	Gross Sq. Footage	Total Rooms
Administration (ADM)	1960	11,642	50	Head Start-East (HSE)	2000	5,935	9
Admissions Center*** (ADC)	1960	19,632	67	Head Start-West (HSW)	2010	2,500	7
Alan Thompson Library (LIB)	1977	28,999	37	Health & Science Bldg	2013	69,935	89
Applied Arts (AAR)	1960	26,736	68	International Center (INC)	1972	1,850	3
BB Concessions (BBC)	1988	264	1	Main (MAN)*****	1970*	40,515	74
BB Concessions 2/Deck (BBC2)	2010	2,482**	5	Pavilion (PAV)	2015	1,728	1
Campus Services (CMS)	1995	18,148	39	Physical Science (PSC)	1971	9,551	20
Carpentry Shop (CRP)	1981	403	1	Rose Center for the Arts (RCA)	2008	55,151	37
Don Talley (DTV)	1981	51,400	69	Science (SCI)	1960	6,994	18
Early Learning Center (HFL)	1990	17,400	54	Steam Plant (SPL)	1982	1,723	1
Early Learning Center Storage (HFS)	1989	96	1	Student Center (STC)	1993	34,304	68
Green House (GHS)	1979	605	1	Vocational (VOC)	1960	32,250	58
Gym & Fitness Center (GYM)****	1960	34,654	34				
Head Start Storage (HSS)	1992	260	1	**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.

*****Main Building remodel was completed in summer/fall 2019 and 6 rooms were added 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.

MQ/ECR/Word Accessibility Checker/December 2, 2019

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"

	2014	2015	2016	2017	2018	Change
Natural Gas Campus—Therm Usage (Cascade Natural Gas)[1]	194,607	198,530	210,135	243,249	204,831	-15.8%
Electricity Usage—Kilowatt hour Usage (Cowlitz PUD)[1]	5,501,441	6,611,207	6,782,720	6,909,360	6,005,900	-13.1%
Water & Sewer—Cubic Feet (City of Longview)[1]	5,845	14,983*	13,179	15,527	16,191	+4.3%
Diesel Usage in Generators—Gallons[1]	29	18	15	21	87**	+314.3%
Gasoline for Vehicles & Grounds Equipment—Gallons[1]	2,921	2,190	2,251	2,194	1,708	-22.2%
Diesel for Vehicles & Grounds Equipment—Gallons[1]	4,339	3,826	3,811	2,226	5,738	+157.8%
Employee-Owned Vehicle Use for Business Travel—Miles[1]	103,958	116,638	128,764	120,248	132,318	+10.0%
Employee Air Travel—Miles[1]	164,983	124,396	184,963	181,637	137,957	-24.0%
Mail Letter Size—Pieces[2] ($ spent)	42,159 ($20,450)	39,662 ($19,348)	38,069 ($17,542)	38,437 ($17,899.41)	34,755 ($16,528.41)	-9.6% (-$1,371)
Bulk Mailings—Pieces[2] ($ spent)	32,315 ($5,631)	18,022 ($3,282)	19,432 ($3,344)	16,242 ($2,795.93)	23,597 ($4,113.58)	+45.3% (+$1,317.65)
Business Reply—Pieces[2] ($ spent)	3,059 ($1,533)	2,114 ($1,062)	1,084 ($576)	499 ($271.42)	485 ($286.32)	-2.8% (+$14.90)

*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. **Due to a campus power outage, generators ran for more hours than usual this year & consumed more diesel.

LCC Recycling Program

	2014	2015	2016	2017	2018	Change
Aluminum—Pounds ($ collected)[1]	398 ($192)	2,673 ($377.97)	1,493($326.98)	439 ($189.46)	296 ($146.90)	-32.6%
Cardboard—Tons ($ collected)[1]	10 ($500)	9.6 ($482.70)	8.4 ($407.77)	8.5 (412.07)	13 ($369.97)	+52.9%
Paper—Tons ($ paid)[1]	--	291 ($276.00)	287 ($272.21)	289 ($274.11)	*($432.00)	--
Metal—Pounds ($ collected)[1]	8,707 ($976)	6,800 ($555.64)	29,531 ($645.36)	9,928 ($1,265.42)	22,705($668.48)	+128.7%
Copper—Pounds ($ collected)[1]	6 ($5)	153 ($56.79)	160 ($112.00)	371 ($559.42)	56($18.60)	-84.9%
Plastic—Pounds ($ collected)[1]	--	1,100 ($11.00)	1,651 ($16.51)	1,745 ($19.98)	1,176 ($51.29)	-32.6%
Surplus Property Sales ($ collected)[2]	($15,615)	($4,442.26)	($739.42)	($797.22)	($21,941.49)	+2652.3%

[1] Calendar Year

[2] Fiscal Year *Due to differences in how Waste Control now collects paper recycling, we can no longer tell the exact tonnage that LCC recycles each year. However, LCC's container is 6 cubic yards which weighs approximately 1.45 tons when full of mixed paper recycling. It is collected twice a week at a flat rate.

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 2015	June 2016	June 2017	June 2018	June 2019
14,227,411	13,932,339	15,640,606	15,621,438	18,287,962*

Please note: June 2016 and 2018 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 2015	June 2016	June 2017	June 2018	June 2019
1,090,864 (7.7%)	985,108 (7.1%)	939,828 (6.0%)	1,237,259 (7.9%)	1,155,556 (6.3%)*

Please note: June 2016 and 2018 Program Support has been updated from previous report.
2018-19 Program Support was distributed as follows: Scholarships—$438,017*; Grants—$112,370*; Program Support—$401,779* and Other—$203,390*.

Exceptional Faculty Fund: Endowed Total
Note: includes a 100% match from the State of Washington

June 2015	June 2016	June 2017	June 2018	June 2019
1,775,238	1,661,255	1,813,838	1,863,044	1,897,550*

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

Community Demographics

	Cowlitz County	Wahkiakum County	Washington State
Total Population, 2018 Estimate	**108,987**	**4,426**	**7,535,591**
Total Population, 2010	102,469	3,978	6,724,540
Percent Change, 2010 to 2018	+6.4%	+11.3%	+12.1%
Persons in Poverty, 2017	**16.4%**	**12.3%**	**11.0%**
Median Household Income, 2017	**$48,804**	**$49,508**	**$66,174**
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, 2018	**9.2%**	**5.3%**	**12.9%**
White Alone, not Hispanic or Latino, 2018	**91.1%**	**91.6%**	**78.9%**
Persons under 18 years, 2018	**23.0%**	**17.3%**	**22.1%**
Unemployment Rate, May 2019*	**6.2%**	**6.0%**	**4.7%**

Source: United States Census Bureau located at data.census.gov and 2011-2015 American Community Survey 5-Year Profiles located at census.gov.
*Source: Employment Security Department, Washington State located at fortress.wa.gov/esd/employmentdata/.

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.

	2014	2015	2016	2017	2018
Inflation, Consumer Price Index (1)	+0.8%	+0.7%	+2.1%	+2.1%	+1.6%
LCC Tuition/fee Increases, percent annual increase (2)	+0.0%	-3.4%	+0.0%	+3.5%	+1.5%

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 2018)

	United States	Washington State	Cowlitz County
Less than 9th grade	5.0%	3.5%	3.5%
9-12 grade, no diploma	6.7%	4.9%	6.4%
High school graduate (includes equivalency)	26.9%	21.7%	33.1%
Some college, no degree	20.3%	23.0%	26.3%
Associate degree	8.6%	10.2%	13.9%
Bachelor's degree	20.0%	22.8%	11.6%
Graduate or professional degree	12.6%	13.9%	5.4%
SUMMARY DATA			
High school graduate or higher	88.3%	91.6%	90.2%
Bachelor's degree or higher	32.6%	36.7%	17.0%

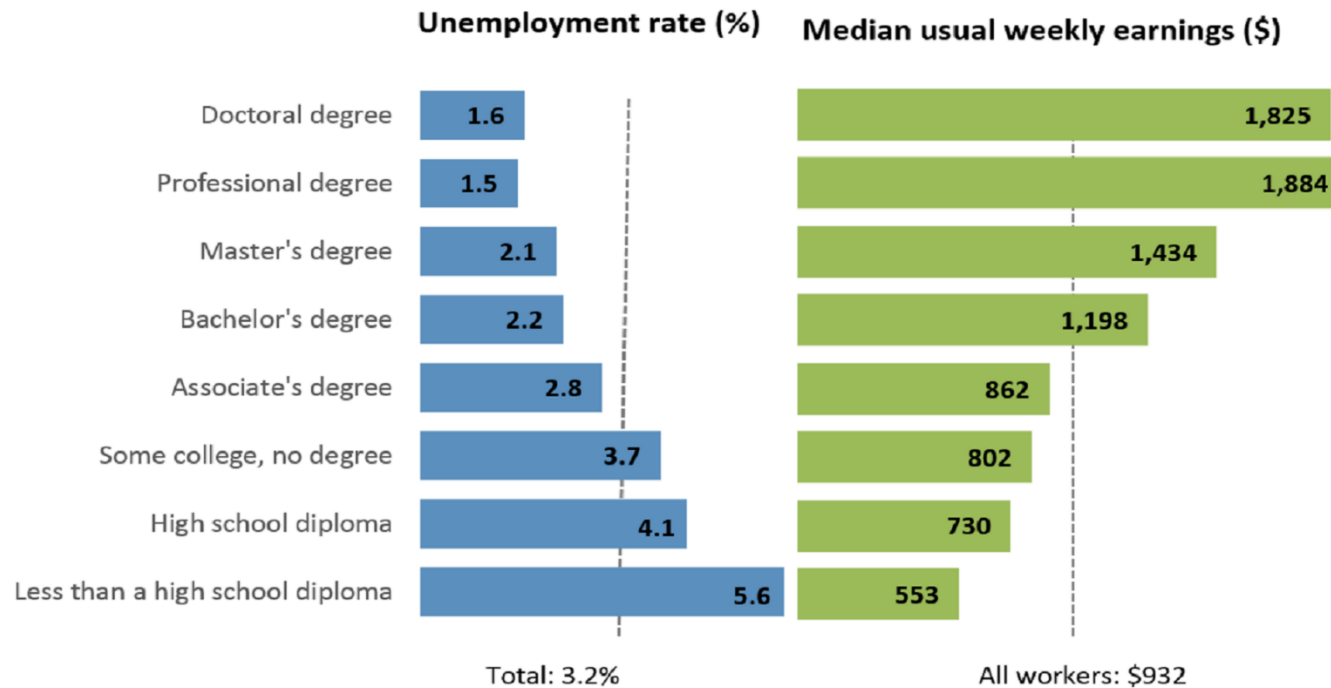Source: U.S. Census, American Community Survey located at: data.census.gov
Note: data not available for Wahkiakum County through the American Community.
Figures may not equal precisely 100% due to rounding.

Education Pays

Education Pays: Relationship between education level, earnings & unemployment rate (2018)

Unemployment rates and earnings by educational attainment, 2018

Unemployment rate (%) | Median usual weekly earnings ($)

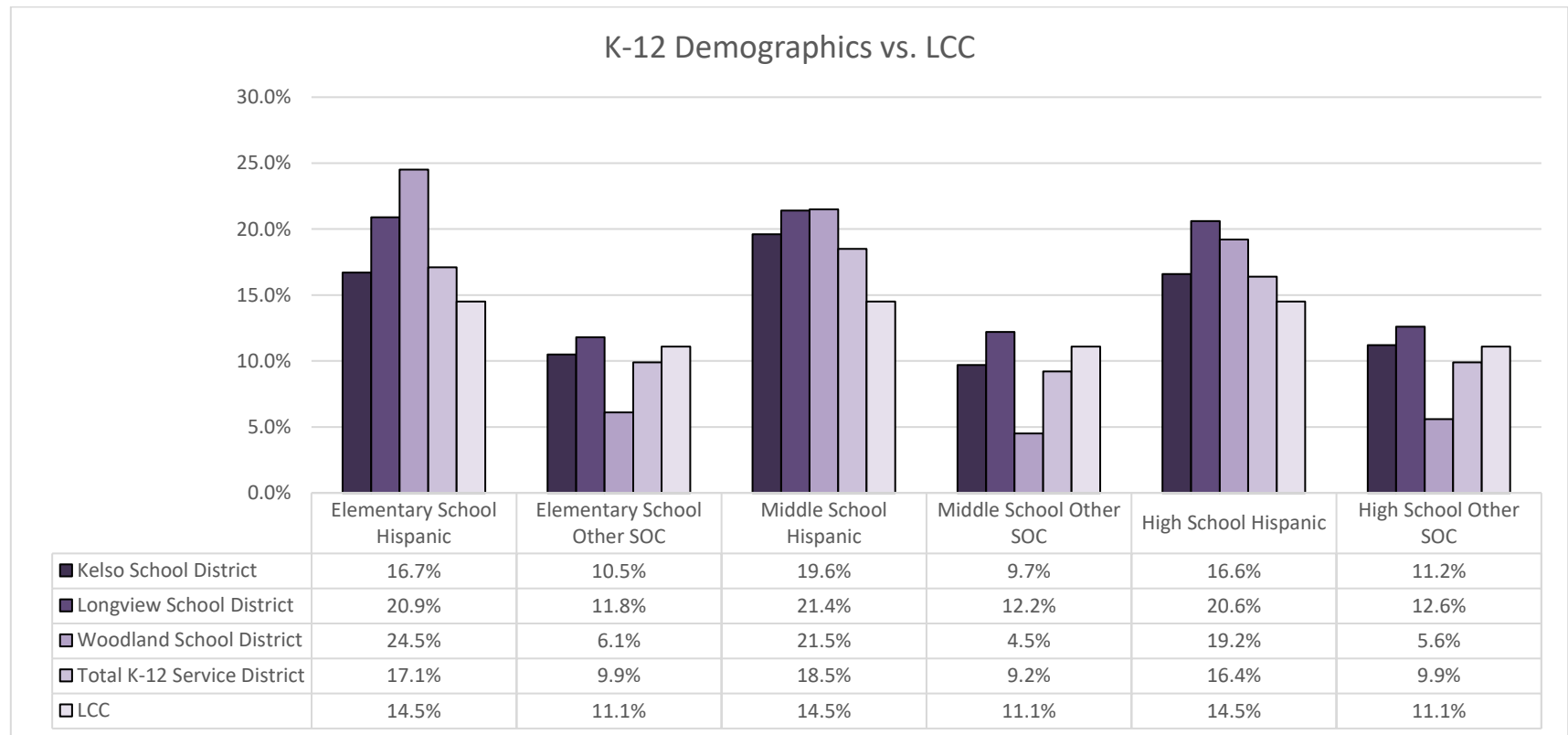| Education level	Unemployment rate (%)	Median usual weekly earnings ($)
Doctoral degree	1.6	1,825
Professional degree	1.5	1,884
Master's degree	2.1	1,434
Bachelor's degree	2.2	1,198
Associate's degree	2.8	862
Some college, no degree	3.7	802
High school diploma	4.1	730
Less than a high school diploma	5.6	553

Total: 3.2%   All workers: $932

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 located at bls.gov/emp/ep_chart_001.htm.

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Students of Color Enrollment in K-12 District

Enrollment Gap of Hispanic Students and Other Students of Color (SOC): LCC Compared to K-12 District (2018-19)

K-12 Demographics vs. LCC

	Elementary School Hispanic	Elementary School Other SOC	Middle School Hispanic	Middle School Other SOC	High School Hispanic	High School Other SOC
■ Kelso School District	16.7%	10.5%	19.6%	9.7%	16.6%	11.2%
■ Longview School District	20.9%	11.8%	21.4%	12.2%	20.6%	12.6%
■ Woodland School District	24.5%	6.1%	21.5%	4.5%	19.2%	5.6%
■ Total K-12 Service District	17.1%	9.9%	18.5%	9.2%	16.4%	9.9%
□ LCC	14.5%	11.1%	14.5%	11.1%	14.5%	11.1%

Source: Note: Data for Wahkiakum elementary and middle schools are combined and included in "Total Elementary Schools" and "Total Middle Schools." Toutle Lake High School (7th – 12th grade) data is included in "Total Middle Schools" and "Total High Schools."

LCC averages 2.8% below the total K-12 service district for Hispanic enrollment, and 1.4% above the total K-12 service district for enrollment of students of color.

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