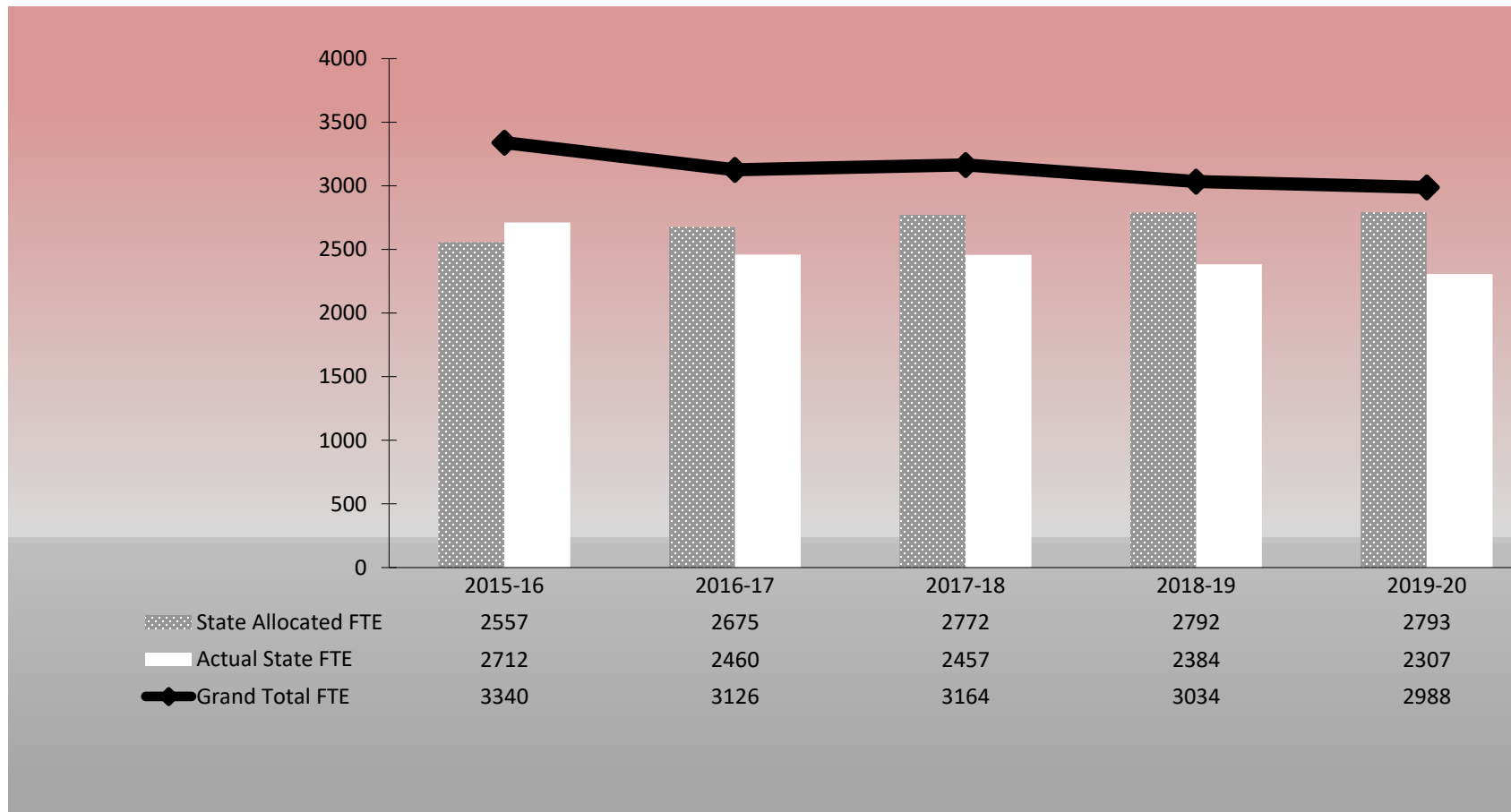


LCC FACTS & FIGURES 2019-20

23rd Edition



Community College District 13

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Data for the 23rd 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; Angie Rogers, Institutional Research Associate, at (360) 442-2490 or arogers@lowercolumbia.edu; Matt Quirk, Institutional Research Associate, at (360) 442-2115 or mquirk@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 November 18, 2020.

Core Themes

The following institutional effectiveness framework 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 & Precollege, 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.

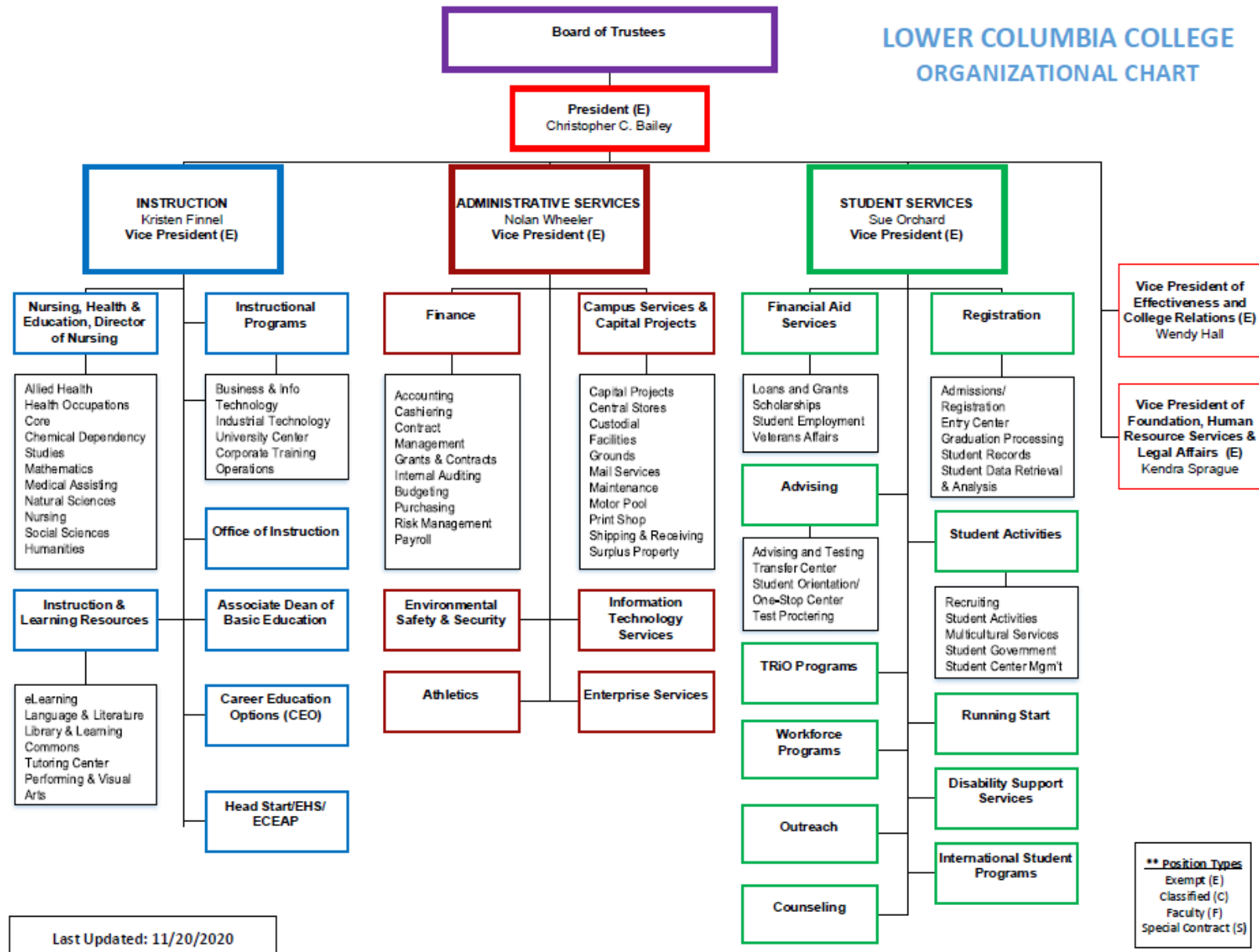
During the 1930s and 1940s, the College struggled with financial problems, and began to look for its own campus. Twenty-six acres were purchased from the Longview Company in 1942, at a reported bargain price. In 1950, construction began on "Old Main," LCC's first permanent building. The original building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



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 that counts each student only one time regardless of enrollment in multiple courses or programs.

LCC Quick Facts

Students (2019-20)

Total Student Headcount—State (4,191); All (5,257)
FTE (Full Time Equivalent)—State (2,307); All (2,988)

Students Taking Classes

English as a Second Language	162
Adult Basic Education	988
Online (unduplicated)	3,310
Continuing Educ. (duplicated)	892

Enrollment by Intent (State Funded)

33%	Transfer
46%	Workforce
16%	Basic Skills
5%	Other

Enrollment by Category

527	Running Start
138	CEO
212	Worker Retraining
43	International
54	Open Doors
93	High School Plus

Demographics (State Funded)

31%	Male
28%	Of Color
30	Average Age
46%	Full-Time (12+ cr)

Degrees & Awards

481	Associate degrees
31	Cert. of Proficiency
67	Cert. of Completion
140	High School Diplomas
45	GEDs (per Testing)

- Employment rate: 86% 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
- Operating budget (2019-20) of \$25,934,582
- Accredited by the Northwest Commission on Colleges and Universities since 1948
- Service Area--District 13 serves Cowlitz & Wahkiakum Counties
- Foundation Assets (June 2020): 19,526,149 (figure not final)
- NWAC Varsity Sports: Men & Women's Basketball, Men's Baseball, and Women's Softball, Volleyball and Soccer
- 422 employees (Fall 2019) including Head Start/ECEAP; 338 employees (Fall 2019) 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, Bachelor of Applied Science – Teacher Education, 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, 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

2019-20	All (# & %)		State Funded	
Unduplicated student headcount	5257	100%	4191	80%
Female students	3369	68%	2871	69%
Male students	1609	32%	1293	31%
African American students	87	2%	83	2%
Native American students	66	1%	58	1%
Asian students	164	3%	141	3%
Pacific Islander students	19	<1%	17	<1%
Hispanic students	632	13%	553	14%
Multi-racial/other students	297	6%	264	7%
Students of color (Subtotal)	1265	26%	1116	28%
White students	3577	74%	2927	72%
International Students	43	0.8%	--	--
Less than 20 years of age	1429	25%	848	18%
Ages 20-24	1313	23%	1228	27%
Ages 25-34	1355	24%	1299	28%
Ages 35-49	1023	18%	909	20%
Age 50 years or older	586	10%	333	7%
Average age (mean)	30		30	
Students with disabilities	408	8%	387	9%
Students receiving Veteran benefits	132	3%	--	--
Economically disadvantaged	1978	38%	1757	42%

2019-20	All (# & %)		State Funded	
Transfer students	1959	33%	1561	33%
Workforce students	2271	38%	2182	46%
Basic Skills students	919	15%	755	16%
Other students	783	13%	232	5%
Credit students (> 0 credits)	5073		4191	
Part-time (>0 and < 12 credits*) status	3215	53%	2726	54%
Full-time (≥ 12 credits) status	2876	47%	2353	46%
Washington Resident students	3991	87%	3085	85%
Non-resident students	589	13%	537	15%
Students with no children	1594	45%	1398	43%
Couples with children	1021	29%	958	30%
Single students with children	907	26%	883	27%
New college students	1304	19%	750	14%
Students who transferred in	604	9%	556	10%
Former students who returned	1185	17%	978	18%
Continuing students	3814	55%	3143	58%
Prior education: < high school	770	24%	550	19%
High school or equivalent	1341	42%	1293	46%
Some post-high school	557	17%	518	18%
Certificate (< 2 years)	244	8%	239	8%
Associate degree	166	5%	150	5%
Bachelor's degree or higher	124	4%	84	3%

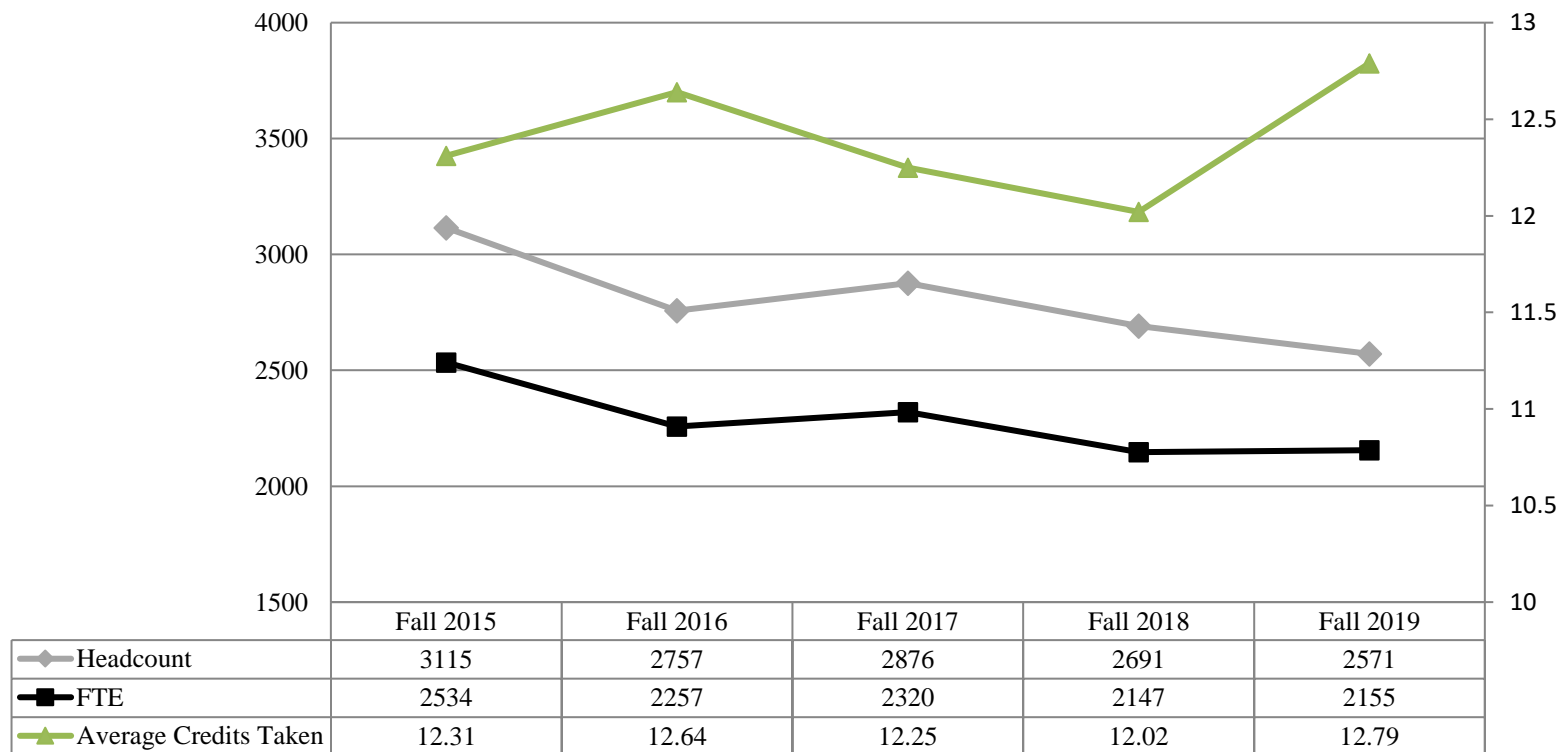
Source: SBCTC Data Warehouse, Student Table (Veteran Benefits = VET_BENEFITS is not "N" and not "0"). Hispanic (Hispanic = Y or Race_Ethnic_Code = 4). All other Race/Ethnicities are non-Hispanic (Race_Ethnic_Code = 1, 2, 3, 5, 6, 7 and Hispanic = N). Note: percentages may not equal 100% due to rounding. 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	Precollege	Total FTEs
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%
Fall 2019	978 – 45%	521 – 24%	556 – 26%	90 – 4%	2155 – 100%

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

Fall Headcount, FTE Enrollment (State FTE) and Average Credits Taken



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

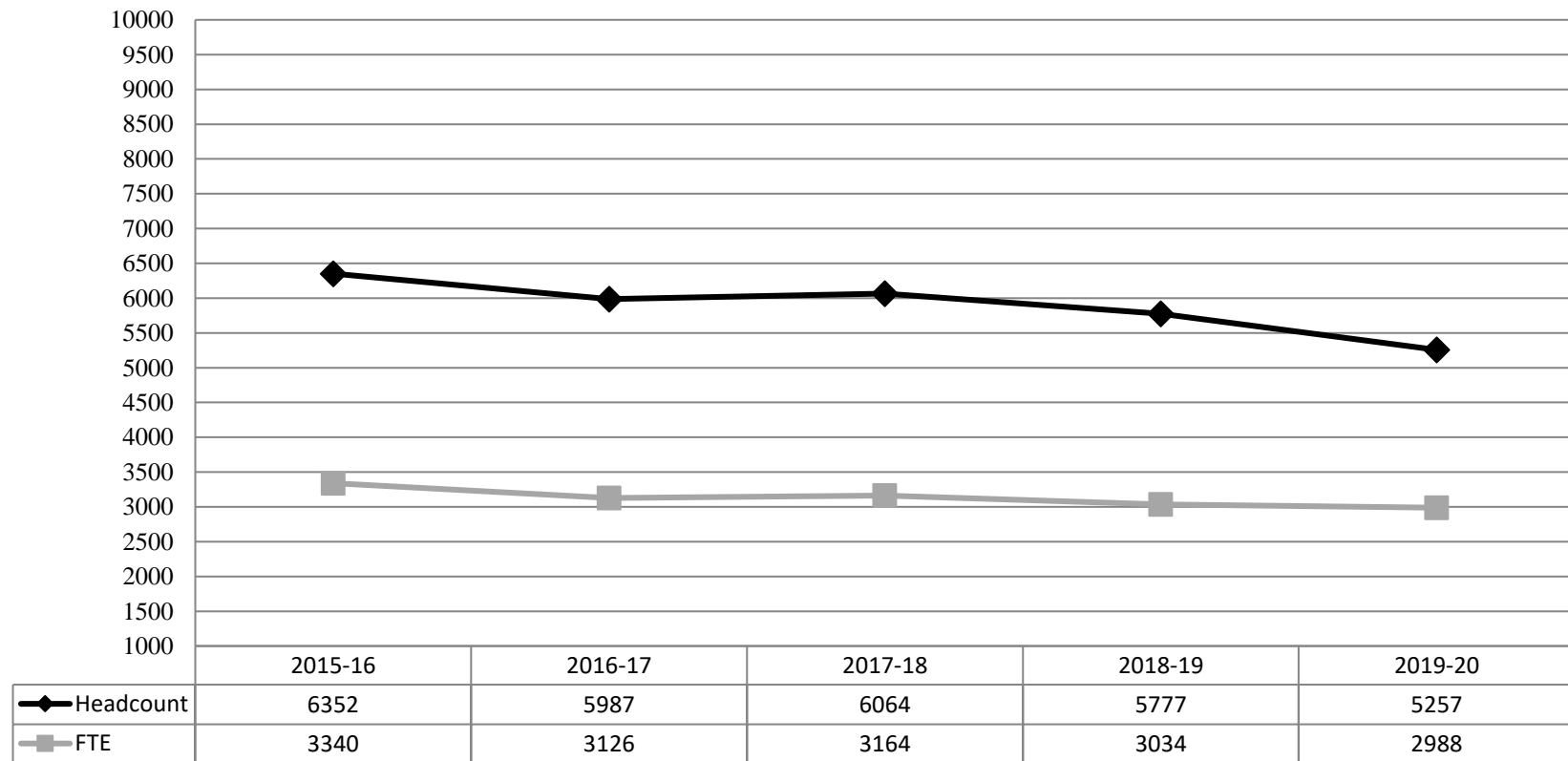
Source (Average Credits): QCS_AC_CLASS_ROSTER_CAREER (average of Units Taken).

Annual Enrollment Trends

YEAR	State Funded FTE	Contract Funded FTE	Student Funded FTE	Total FTE
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%
2019-20	2307 – 77%	654 – 22%	26 – <1%	2988 – 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

	2015-16	2016-17	2017-18	2018-19	2019-20
Summer	397	288	332	330	174
Fall	707	669	671	648	273
Winter	541	572	506	443	294
Spring	486	489	600	421	151
TOTAL	2,260	2,131	2,018	1,842	892

Source: SMS, KR-RAY for all CLCE, CLCG, IMT, and SFTY courses. Winter 2019 – Unable to continue Better Bones and Balance due to loss of facility funding. Spring 2020 – Due to COVID-19 most classes were canceled.

Employment & Other Testing

	2015-16	2016-17	2017-18	2018-19	2019-20
Pre-Employment Testing (Work Keys)	294	455	332	385	130
NREMT (EMT Test)	151	166	165	159	31
Educator Licensing Exams (NES, West-B, ORELA)	259	232	289	304	115
Automotive Service Excellence (ASE)	281	206	125	154	43
ASE Student Entry-Level Certification	**	**	**	26	11
CLEP (Prior Learning Assessment)	25	25	45	23	15
Certiport (Microsoft Office Certification)	146	251	200	202	93
Pesticide Testing (Washington State Department of Agriculture)	241	327	379	455	62
IT Exams (Comptia, Cisco, Microsoft, Juniper Networks)	43	41	41	45	24
ParaPro (certification exam for paraprofessional educators)	*	103	91	84	61
Castle Worldwide (ACE certification, BPS, certification, and others)	*	17	17	14	10
Medical Certification Exams (Pharmacy Tech, ACSM, PTI)	**	**	**	15	4
GED Passer Reports	50	97	100	87	45

Source: Testing Office.

*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. Numbers are lower for 2019-20 due to disruptions in testing caused by relocating the testing center, which also required recertification with Pearson and Castle, as well as Covid-19 interrupting testing beginning in March 2020.

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.

	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
City	#	%	#	%	#	%	#	%	#	%
Longview	3037	47.0%	2743	44.8%	2783	44.7%	2497	42.5%	2141	39.3%
Kelso	1340	20.7%	1282	20.9%	1234	19.8%	1128	19.2%	957	17.6%
Castle Rock	378	5.8%	378	6.2%	382	6.1%	332	5.7%	297	5.5%
Kalama	174	2.7%	227	3.7%	241	3.9%	188	3.2%	190	3.5%
Vancouver	164	2.5%	169	2.8%	209	3.4%	234	4.0%	274	5.0%
Woodland	202	3.1%	179	2.9%	180	2.9%	202	3.4%	169	3.1%
Rainier (OR)	142	2.2%	131	2.1%	123	2.0%	123	2.1%	107	2.0%
Clatskanie (OR)	99	1.5%	78	1.3%	71	1.1%	72	1.2%	62	1.1%
Cathlamet	93	1.4%	86	1.4%	78	1.3%	90	1.5%	97	1.8%
Battle Ground	60	0.9%	72	1.2%	64	1.0%	83	1.4%	73	1.3%
Silver Lake	38	0.6%	42	0.7%	41	0.7%	46	0.8%	54	1.0%
Toutle	45	0.7%	40	0.7%	37	0.6%	43	0.7%	50	0.9%
Toledo	31	0.5%	29	0.5%	33	0.5%	25	0.4%	27	0.5%
Ridgefield	28	0.4%	39	0.6%	39	0.6%	44	0.7%	57	1.0%
St. Helens (OR)	38	0.6%	26	0.4%	24	0.4%	28	0.5%	25	0.5%
Other, Washington State	446	6.9%	460	7.5%	542	8.7%	568	9.7%	625	11.5%
Other, out of state	147	2.3%	139	2.3%	148	2.4%	172	2.9%	236	4.3%

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

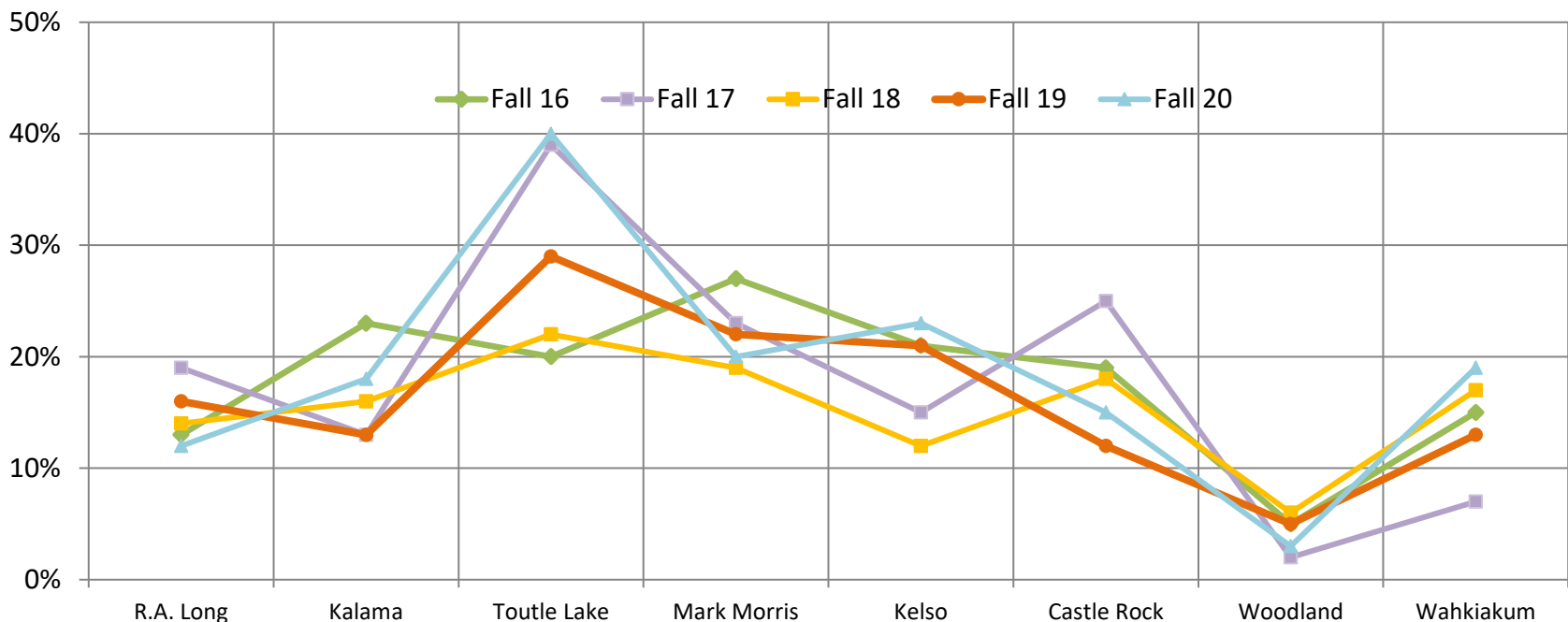
Source: Data Warehouse Student Table RESIDENCE_ZIP, RESIDENCE_STATE.

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 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%
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%	183/1077=17%
Fall 2020	20/163=12%	12/68=18%	16/40=40%	41/203=21%	68/295=23%	15/98=15%	4/144=3%	6/32=19%	182/1043=17%

Source: 2016-2019, KR-HISCHO3. After 2019, dataLink Enrollment of HS Grads.sql (both exclude Running Start and CEO), local high school offices for graduate numbers. Note: students from LCC's service district have the option of participating in Washington's online school, called Insight. When those figures are included, LCC's service district totals are as follows: 2016 - 14%; 2017 - 13%; 2018 - 11%; 2019 - 13%; 2020 - 12%.

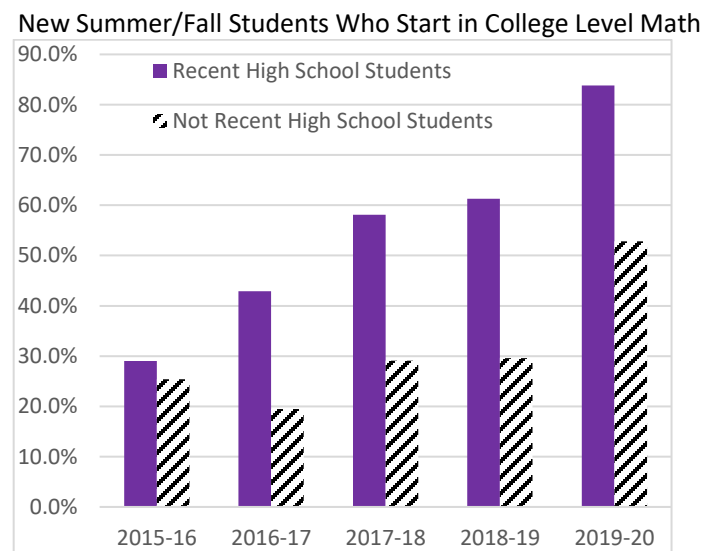
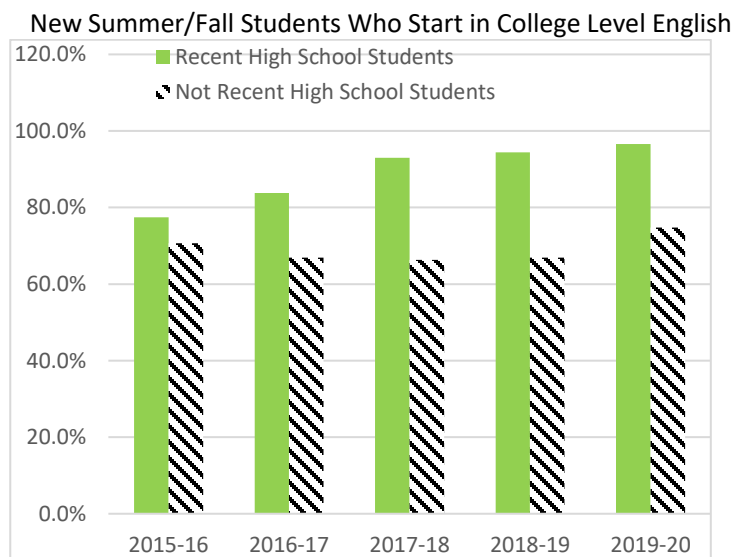


Preparation of Incoming Students

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
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%
2019-20	96.6%	74.8%	78.5%	48.9%

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

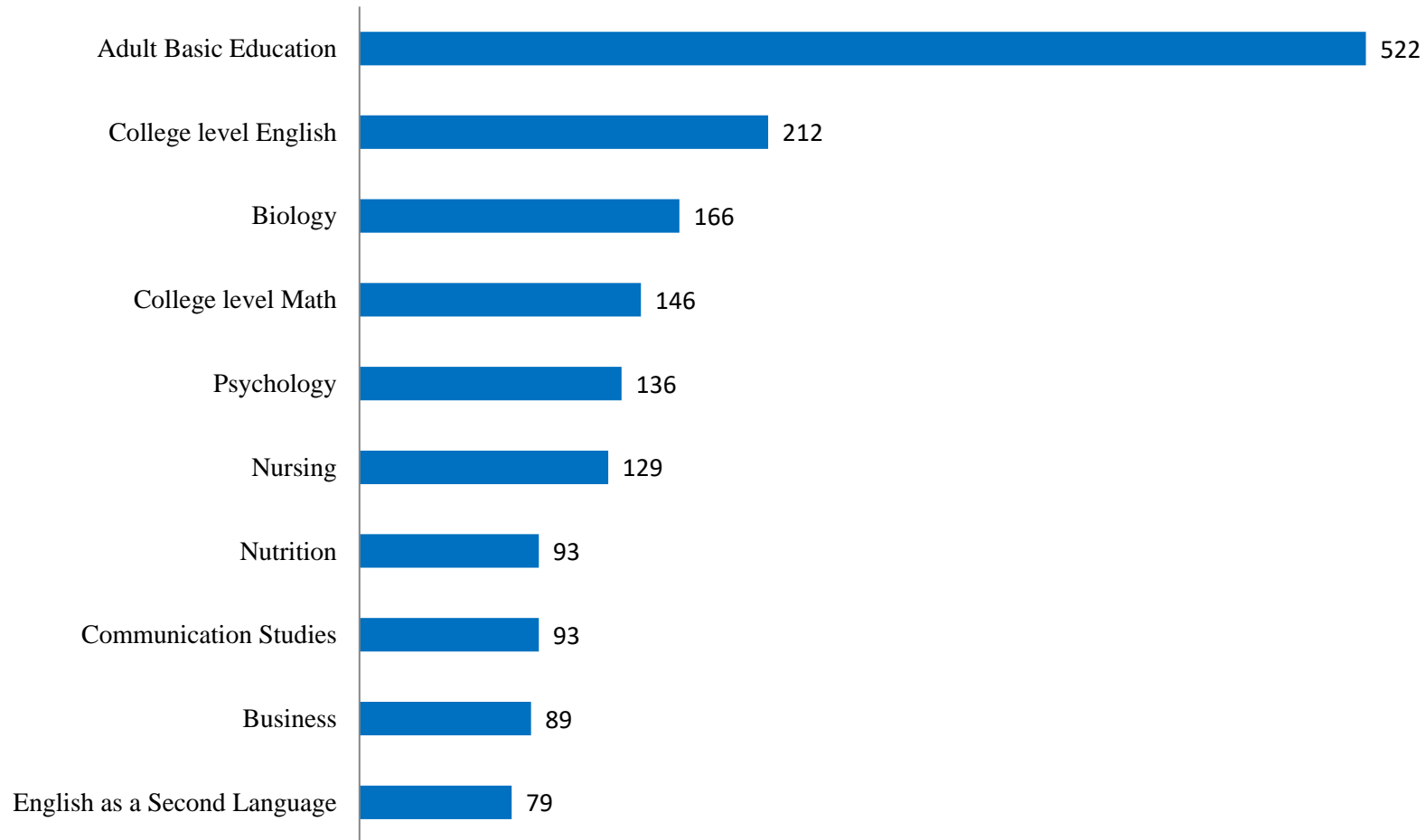
The following chart depicts the top ten majors within the professional/technical areas. Please note that many of these programs are designed for students to be able to transfer to a 4-year institution. Note: Figures include both intended and actual majors. Entry requirements and enrollment limitations,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

Academic Year 2018-19	# of Students	Academic Year 2019-20	# of Students
#1. Registered Nurse	1063	#1. Registered Nurse	1133
#2. Early Childhood Education	142	#2. Early Childhood Education	187
#3. Business Management	99	#3. Business Management	87
#4. Criminal Justice	94	#4. Medical Assisting	76
#5. Chemical Dependency Studies	86	#5. Chemical Dependency Studies	71
#6. Medical Assisting	85	#6. Welding	67
#7. Welding	84	#7. Criminal Justice	66
#8. Medical Office Administration	56	#8. Information Technology	51
#9. Nursing Assistant – Certified	48	#9. Medical Office Administration	47
#10. Diesel/Heavy Equipment Technology	47	#10. Diesel/Heavy Equipment Technology	39

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 2019-20 (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).

	2015-16	2016-17	2017-18	2018-19	2019-20
FTE (all funding sources)					
Online	487	563	680	751	804
Hybrid	303	292	435	440	371
Web Enhanced	792	823	716	781	602
Number of courses offered					
Online	254	277	349	407	479
Hybrid	232	232	388	419	318
Web Enhanced	546	651	582	577	493
Unduplicated Headcount					
Online	2,016	2177	2522	2672	3310
Hybrid	1,786	1683	1971	1947	2062
Web Enhanced	3,537	3264	2819	2740	2360
Unduplicated Online Headcount by Location					
Castle Rock	123	131	161	138	176
Kalama	69	98	108	86	99
Rainier	52	50	53	38	56
Toutle	21	15	17	25	40
Wahkiakum County	32	42	37	43	54
Woodland	44	51	61	64	110

In 2019-20, 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: 2019-20 (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	23	36	64%	125	148	84%
Art	143	185	77%	352	414	85%
Biology	744	889	84%	540	618	87%
Business	246	311	79%	318	417	76%
Business Technology	179	218	82%	328	376	87%
Chemistry	146	213	69%	348	433	80%
Communication Studies	380	430	88%	361	419	86%
Computer Science	31	47	66%	114	161	71%
Economics	140	147	95%	121	127	95%
Education	81	100	81%	395	433	91%
College Level English	468	688	68%	766	1155	66%
Precollege English	37	71	52%	81	131	62%
Earth Science	79	97	81%	16	19	84%
Geology	25	45	56%	47	53	89%
History	269	326	83%	236	293	81%
Humanities	306	355	86%	276	322	86%
College Level Math	268	368	73%	658	904	73%
Precollege Math	144	241	60%	470	708	66%
Music	212	272	78%	260	303	86%
Nursing	251	259	97%	991	1016	98%
Nutrition	510	603	85%	216	272	79%
Physical Education	123	155	79%	272	305	89%
Psychology	507	589	86%	636	715	89%
Sociology	172	209	82%	216	263	82%
Spanish	125	174	72%	65	94	69%
TOTAL	5609	7028	80%	7847	9680	81%

Source: Transcripts (note: I, N, R, V, X, NA, and * grades are excluded; T#P, A#P, C#P, CHS sections excluded; Course Number is >= 100 or < 100 for pre-college)—numbers are duplicated.

Financial Aid

	Total Financial Aid Awarded
2015-16	\$13,586,230
2016-17	\$12,614,361
2017-18	\$12,592,741
2018-19	\$12,056,977
2019-20	\$11,691,731

Pell Grant Maximum and Tuition & Fees		
	Pell Grant Max. (% change)	Tuition & Fees (% change)
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%)
2019-20	\$6,195 (+1.6%)	\$3,942 (+3.0%)

Summary of Financial Aid Awards 2019-20		
	Amount	# of Awards
NEED BASED AID (excluding loans and work study)	\$7,910,168	3,167
SCHOLARSHIPS/OTHER/OUTSIDE AIDE (includes LCC scholarships, LCC Foundation scholarships, athletic/booster scholarships, outside/private funds, and non-need based institutional gift aid)	\$834,369	485
LOANS		
Subsidized (need based)	\$922,978	376
Unsubsidized	\$1,334,849	385
PLUS (Parent Loan)	<u>\$7,500</u>	<u>1</u>
Total Loans	\$2,265,327	762
WORK STUDY	\$681,867	219
GRAND TOTAL	\$11,691,731	4,633

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.

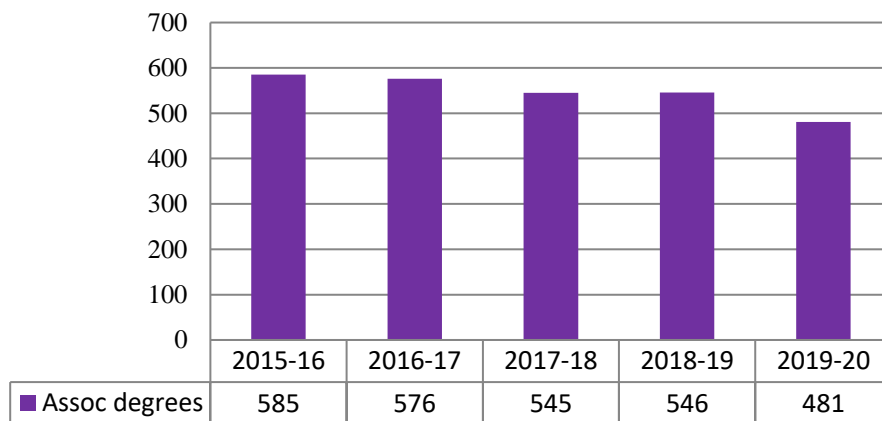
2019-20 Figures not final; figures subject to change. Pell Grant Maximum source is [Federal Student Aid - Pell Grants](https://studentaid.ed.gov/types/grants-scholarships/pell) located at studentaid.ed.gov/types/grants-scholarships/pell or [Federal Student Aid Information for Financial Aid Professionals](https://ifap.ed.gov) located at ifap.ed.gov.

Degrees and Certificates Awarded

AWARD	2015-16	2016-17	2017-18	2018-19	2019-20
Associate degrees	585	576	545	546	481
Certificates	119	86	87	85	97
TOTAL	704	662	632	631	578

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 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](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.

	2014-15	2015-16	2016-17	2017-18	2018-19
Basic Skills Level Gains	656	577	529	542	488
Successful Completion, College Ready English	437	394	353	236	127
Successful Completion, College Ready Math	395	395	371	324	256
College English/Communications	559	510	514	476	467
First 15 College-level Credits Earned	1,287	1,283	1,169	1,251	1,169
First 30 College-level Credits Earned	779	683	701	696	689
First 45 College-level Credits (Total)	681	629	563	548	555
Successful Completion, First Quantitative Course	589	585	575	617	564
Progression/Retention (Continuing Students)	1,448	1,313	1,221	1,126	1,135
Completion (Degrees and Certificates)	830	874	773	640	678
Total Points	7,661	7,243	6,769	6,456	6,128
Headcount	5,112	4,611	4,226	4,295	4,112
Points per student	1.76	1.84	1.88	1.78	1.77

Source: [SBCTC SAI 3.0 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

In 2019-20, the State Board for Community and Technical Colleges (SBCTC) consolidated student cohort tracking methodology to focus on First-Time Entering Students. 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

	2015 Cohort (953 students)	2016 Cohort (896 students)	2017 Cohort (981 students)	2018 Cohort (880 students)	2019 Cohort (988 students)
Full-time					
Fall to Winter	86%	89%	84%	87%	88%
Fall to Spring	76%	78%	74%	77%	73%
Fall to Fall	60%	66%	60%	61%	-
Part-time					
Fall to Winter	72%	81%	76%	79%	73%
Fall to Spring	59%	65%	65%	63%	54%
Fall to Fall	39%	46%	39%	43%	-

Source: [SBCTC First Time Entering Student Outcomes 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 (All Students)

	2015 Cohort (953 students)	2016 Cohort (896 students)	2017 Cohort (981 students)	2018 Cohort (880 students)	2019 Cohort (988 students)
Female					
Fall to Winter	81%	87%	82%	86%	84%
Fall to Spring	70%	72%	71%	75%	69%
Fall to Fall	53%	58%	52%	55%	-
Male					
Fall to Winter	80%	84%	79%	80%	81%
Fall to Spring	68%	73%	69%	67%	63%
Fall to Fall	50%	58	51%	52%	-

Source: [SBCTC First Time Entering Student Outcomes Dashboard](#), Retention view (Transfer and Workforce SA Cohorts).

Equity & Persistence (continued)

Persistence by Race/Ethnicity (All Students)

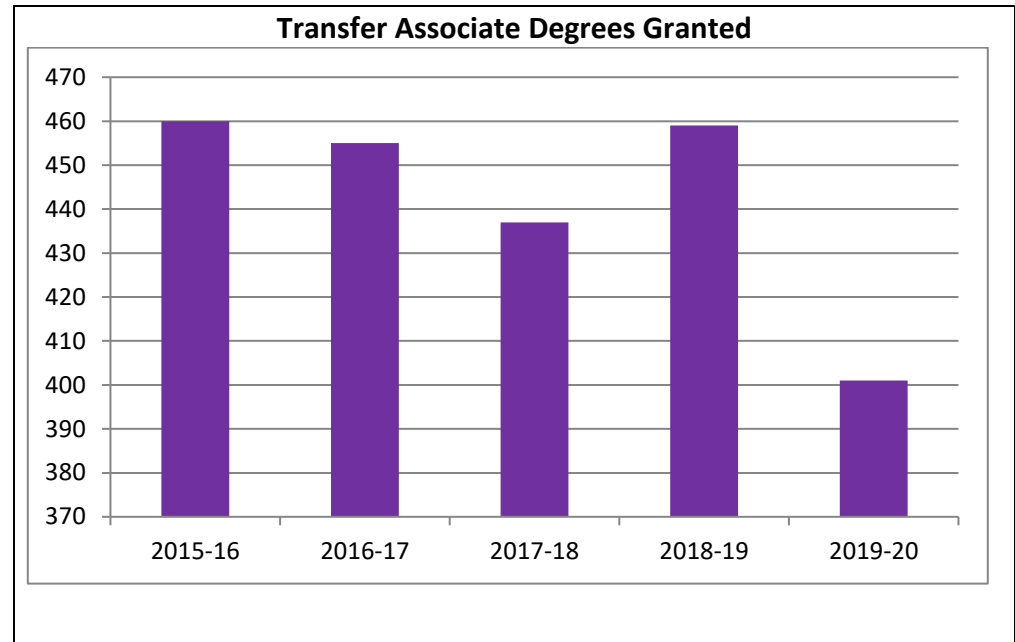
	2015 Cohort (953 students)	2016 Cohort (896 students)	2017 Cohort (981 students)	2018 Cohort (880 students)	2019 Cohort (988 students)
American Indian or Alaska Native					
Fall to Winter	66%	71%	81%	86%	80%
Fall to Spring	52%	57%	65%	65%	56%
Fall to Fall	41%	49%	56%	51%	-
Asian					
Fall to Winter	90%	81%	84%	86%	82%
Fall to Spring	75%	81%	76%	72%	70%
Fall to Fall	46%	66%	49%	58%	-
Black or African American					
Fall to Winter	81%	83%	73%	84%	85%
Fall to Spring	69%	78%	65%	72%	67%
Fall to Fall	28%	67%	35%	56%	-
Hispanic or Latino					
Fall to Winter	85%	86%	83%	86%	83%
Fall to Spring	74%	73%	71%	66%	66%
Fall to Fall	58%	69%	58%	56%	-
Native Hawaiian or other Pacific Islander					
Fall to Winter	83%	*	75%	82%	80%
Fall to Spring	58%	*	75%	64%	60%
Fall to Fall	58%	*	25%	55%	-
White					
Fall to Winter	80%	86%	82%	84%	83%
Fall to Spring	69%	72%	72%	73%	67%
Fall to Fall	53%	58%	53%	55%	-

Source: [SBCTC First Time Entering Student Outcomes Dashboard](#), Retention view (Transfer and Workforce Cohorts).

*Less than 10 students; redacted to protect student privacy.

Transfer Information

Top Transfer Institutions in 2019-20 (2018-19 Graduating or Departing Transfer Students)	
School	# Students
Washington State University	58
University of Washington	13
Western Governors University	12
Boise State University	9
Eastern Washington University	9
Portland State University	6
Warner Pacific College	6
Central Washington University	5
Western Washington University	4
PACIFIC LUTHERAN UNIVERSITY GRAND CANYON UNIVERSITY GRAND CANYON UNIVERSITY- TRADITIONAL GREEN RIVER COMMUNITY COLLEGE	3



Transfer Student Enrollment (all students)	
Year	Headcount
2015-16	1946
2016-17	1980
2017-18	1997
2018-19	2000
2019-20	1959

*Most recent data available.

Source for Top Transfer Institutions: Transfer Monitoring Report.

Transfer Associate Degrees Granted	
Year	Number of Transfer Associate Degrees Granted
2015-16	460
2016-17	455
2017-18	437
2018-19	459
2019-20	401

Source: Registration Office for degrees granted.

Estimated Employment Data by Program

Estimated Employment Rates For LCC Completers (3 Year Rate)

	2016-17 to 2018-19 (15-16, 16-17, & 17-18 grads)
	Rate
Accounting Technician	88%
Automotive Technology	77%
Business Management	76%
Business Tech: Administrative	96%
Business Tech: Medical	65%
Chemical Dependency	85%
Criminal Justice	74%
Diesel/Heavy Equipment	76%
Early Childhood Education	68%
Info Tech Systems	58%
Machine Trades	81%
Manufacturing	79%
Medical Assisting	87%
Nursing Assistant	72%
Associate Degree Nursing	92%
Welding	88%

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)

	2016-17 to 2018-19 (15-16, 16-17, & 17-18 grads)
	Median \$
Accounting Technician	14.87
Automotive Technology	16.84
Business Management	15.20
Business Tech: Administration	14.83
Business Tech: Medical	14.03
Chemical Dependency	15.01
Criminal Justice	22.07
Diesel/Heavy Equipment	16.38
Early Childhood Education	14.77
Info Tech Systems	15.43
Machine Trades	16.72
Medical Assisting	15.60
Nursing Assistant	**
Associate Degree Nursing	33.38
Welding	19.93

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 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

Academic Year 2019-20	# Students
Associate in Arts, AA-DTA (transfer degree)	263
Nursing (AN-DTA/MRP & AAS-T)	109
Welding (AAS)	13
Associate in Business (DTA/MRP) Diesel/Heavy Equipment Technology (AAS)	10
Medical Assisting (AAS)	9
Automotive Technology Business Management	8
Information Technology Systems (AAS) Medical Office Administration Associate in Sciences – Transfer (Track 2)	6

Source: Registration Office.

Licensure Information

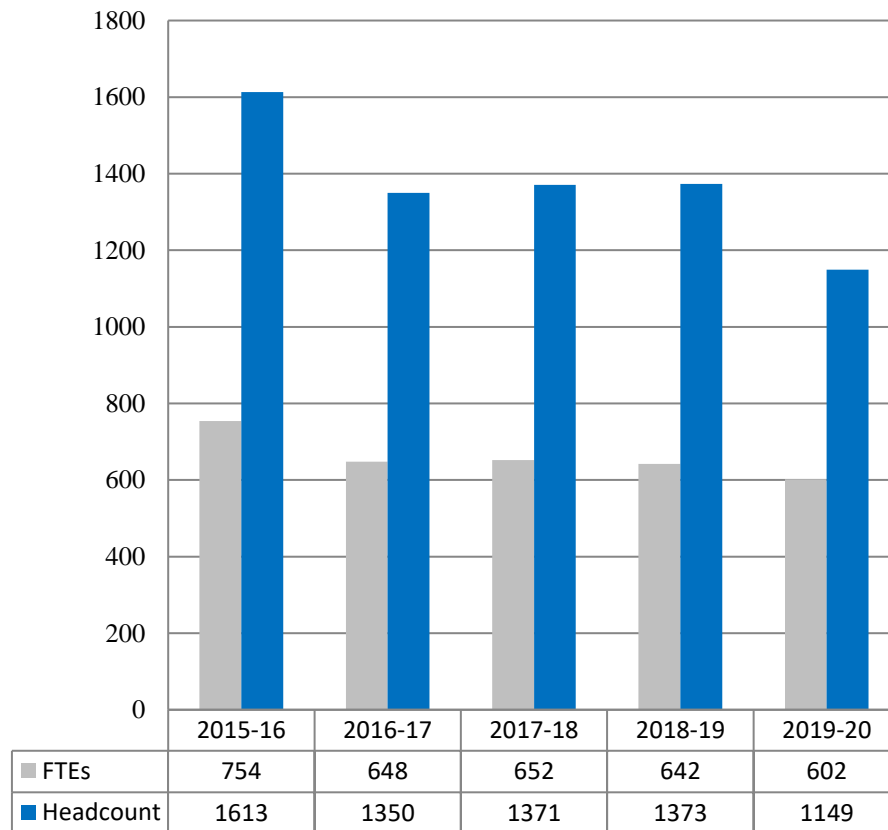
	2015	2016	2017	2018	2019
NCLEX (National Council of State Boards of Nursing) – first time pass rate					
Registered Nurse	89% (109/122)	88% (99/113)	82% (94/115)	88% (70/80)	95% (95/100)
WABO (Washington Association of Building Officials) – first time pass rate beginning in 2018					
Welding (LCC students only)	100% (n = 14)	100% (n=9)	100% (n=11)	96% (n=25)	88% (n=26)
MAERB (Medical Assisting Education Review Board) – pass rate					
Medical Assistant	100% (n = 19)	100% (n = 13)	89% (n = 16)	92% (n = 12)	*

Source: Nursing and Welding Departments. *Data not yet available.

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

	2015-16	2016-17	2017-18	2018-19	2019-20
Asian/Pacific Islander *	4.3%	4.5%	4.8%	4.7%	4.6%
African American	2.0%	1.5%	2.1%	1.6%	1.7%
Native American	2.3%	2.5%	2.5%	2.0%	1.9%
Hispanic	23.5%	23.8%	23.1%	24.3%	24.1%
Multiple Races, Other	5.8%	5.0%	5.8%	5.2%	5.4%
White	62.1%	62.7%	61.7%	62.3%	62.2%

Source: FTE: Final weekly enrollment report for the year. Prior to 2019-20, headcount source was Transcript records (ABE, ESL, HSC). Beginning 2019-20, headcount source is data warehouse headcount tables for ABE, ESL, HS+ and Open Doors. 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. 2018-19 headcount and race/ethnicity rates corrected from previous Fact Book.

Basic Skills

ABE/ESL Students Moving on to College Level

Year entered in ESL	Size of cohort	Completed any college level credits within the first school year	Completed college any level credits within two school years	Completed college any level credits within three school years	Completed college any level credits within four school years
2013-2014	101	0%	6%	7%	7%
2014-2015	100	1%	2%	2%	2%
2015-2016	71	1%	3%	6%	6%
2016-2017	57	4%	9%	9%	*
2017-2018	56	4%	4%	*	*
2018-2019	65	3%	*	*	*

Year entered in ABE	Size of cohort	Completed any college level credits within the first school year	Completed college any level credits within two school years	Completed college any level credits within three school years	Completed college any level credits within four school years
2013-2014	509	24%	31%	32%	34%
2014-2015	431	19%	22%	23%	25%
2015-2016	416	33%	37%	38%	40%
2016-2017	302	34%	38%	39%	*
2017-2018	331	41%	44%	*	*
2018-2019	324	48%	*	*	*

*Data not yet available (due to cohort tracking period). Source: SBCTC [BEdA Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/basic-education-for-adults-outcomes-dashboard.aspx), Precollege Progress view located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/basic-education-for-adults-outcomes-dashboard.aspx>. All years of data updated from previous Fact Books due to data source and methodology change.

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
2015-16	121	238
2016-17	118	203
2017-18	133	225
2018-19	156	293
2019-20	147	314

Source: FTE: SBCTC Enrollment Monitoring Report; Headcount: Transcripts (I-BEST sections IB* prior to 2019-20). I-BEST 2019-20 headcount, combination of Transcripts sections IB* and QCS_AC_CLASS_ROSTER query sections IB*.

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. Note: this is the most recent completion data available.

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**
2015-16	87%	88%	3.08
2016-17	87%	87%	3.09
2017-18	92%	87%	3.08
2018-19	90%	85%	3.10
2019-20	87%	88%	3.16

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

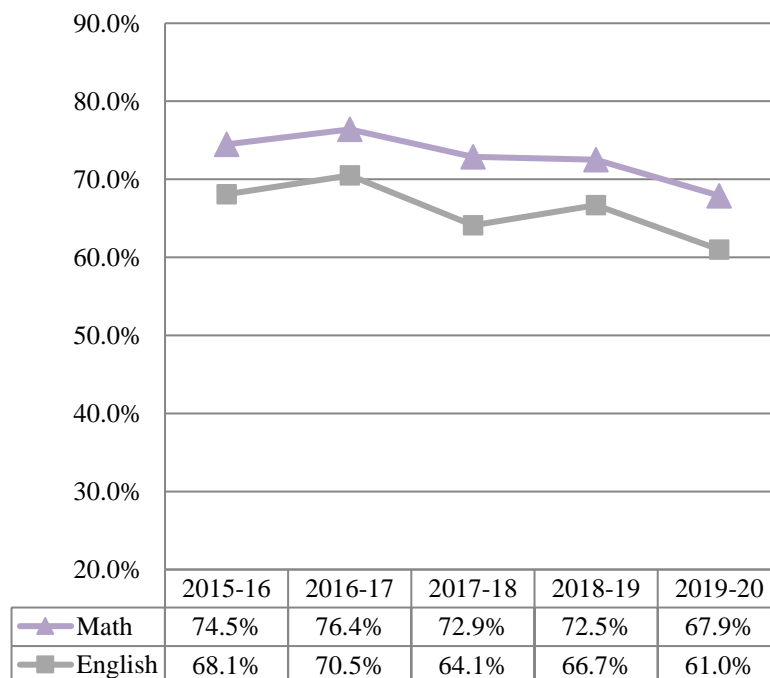
Precollege

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

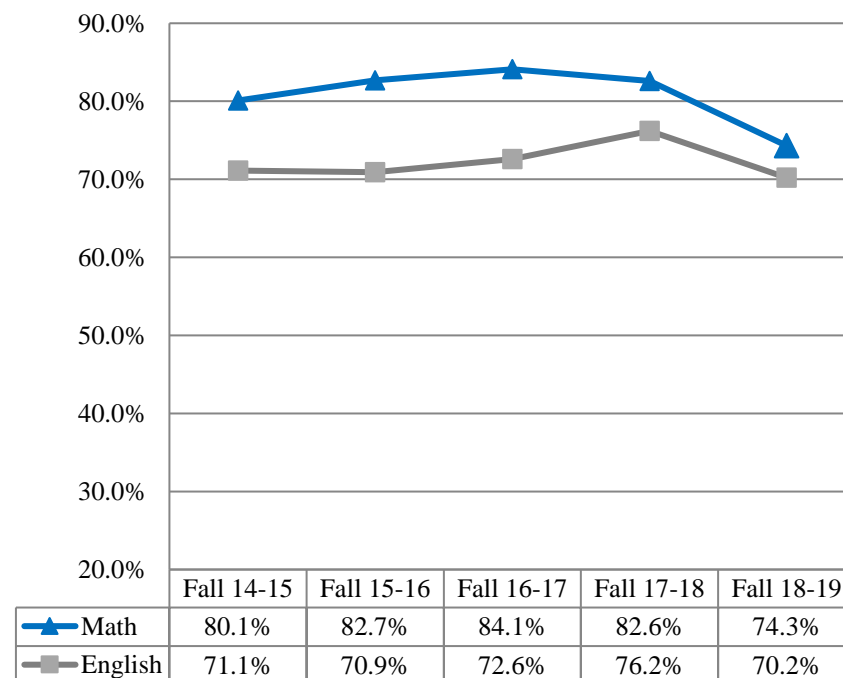
	2015-16	2016-17	2017-18	2018-19	2019-20
ENGL	55	45	37	34	22
MATH	164	131	116	97	58
TOTAL	219	176	153	131	80

Source: Data Warehouse, Class Table.

Passing Rates of Precollege Math and English Students
(Duplicated Headcount; excludes withdrawals)



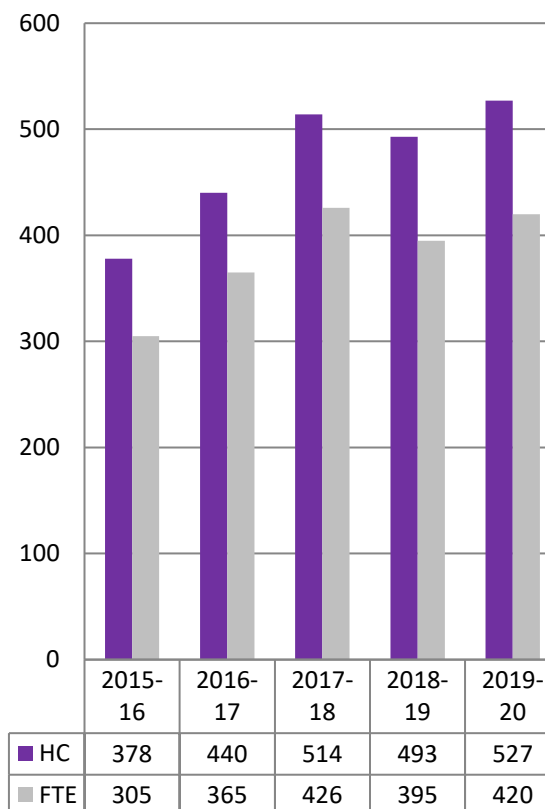
Passing Rates of Precollege Students in College Level Math and English (fall to fall cohorts; includes withdrawals)



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

Running Start

**Running Start Enrollment
Headcount (HC) is unduplicated**



Source: FTE from final weekly enrollment report. HC from STUDENT table where RUNNING_START = 1. 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: 2019-20 (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	171	194	88%	349	432	81%
Biology	165	186	89%	1201	1376	87%
Business	79	91	87%	508	658	77%
Chemistry	106	132	80%	423	545	78%
Communication Studies	248	273	91%	530	614	86%
Computer Science	13	16	81%	137	197	70%
Drama	27	36	75%	48	57	84%
Economics	71	71	100%	204	217	94%
English	518	656	79%	780	1178	66%
Earth Science	62	73	85%	36	49	73%
Geology	19	24	79%	56	78	72%
History	290	338	86%	244	314	78%
Humanities	65	83	78%	565	645	88%
Math	237	285	83%	758	1015	75%
Music	158	188	84%	340	414	82%
Oceanography	16	21	76%	46	57	81%
Physical Education	67	78	86%	343	395	87%
Political Science	222	254	87%	92	103	89%
Psychology	255	270	94%	970	1104	88%
Sociology	107	121	88%	298	367	81%
Spanish	64	87	74%	144	197	73%
TOTAL	2960	3477	85%	8072	10012	81%

Running Start (continued)

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

High School	2015-16	2016-17	2017-18	2018-19	2019-20
Castle Rock	28/203 = 14%	34/220 = 15%	32/222 = 14%	31/235 = 13%	36/227 = 16%
Kalama	33/141 = 23%	42/154 = 27%	59/163 = 36%	39/150 = 25%	23/155 = 15%
Kelso	114/761 = 15%	131/817 = 16%	174/856 = 20%	152/777 = 20%	119/758 = 16%
R.A. Long	56/433 = 13%	55/464 = 12%	54/438 = 12%	60/419 = 14%	71/394 = 18%
Mark Morris	86/471 = 18%	100/480 = 21%	113/493 = 23%	109/474 = 23%	132/470 = 28%
Toutle Lake	20/114 = 18%	28/105 = 27%	22/81 = 27%	27/98 = 28%	38/104 = 37%
Wahkiakum	9/66 = 14%	9/61 = 15%	8/71 = 11%	9/80 = 11%	14/102 = 14%
Woodland	13/330 = 4%	13/354 = 4%	15/354 = 4%	21/366 = 6%	28/352 = 8%
Grand Total	359/2519 = 14%	412/2655 = 16%	477/2678 = 18%	448/2608 = 17%	461/2562 = 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 [k12.wa.us/DataAdmin/enrollment.aspx](https://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.

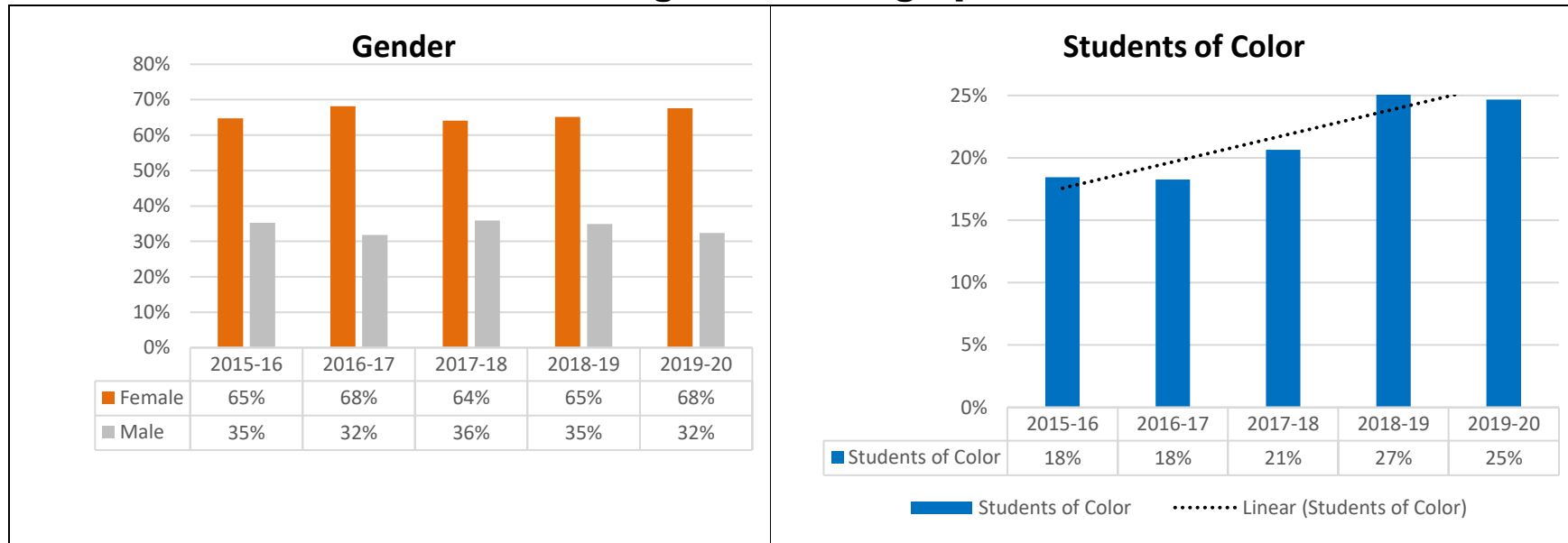
Running Start Overall GPA in College Level Courses at LCC Compared to All Other Students

	2015-16	2016-17	2017-18	2018-19	2019-20
Running Start GPA	3.08	3.20	3.10	3.05	3.03
All Other Students GPA	2.97	3.02	3.03	3.01	3.05

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



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 2018 and 2019; NWAC Champions in 2010, 2015, 2017, 2018, & 2019.

Basketball (Men): Division Champions in 2008, 2016 and 2020.

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					
	2016	2017	2018	2019	2020
Baseball (Men)	3.17	3.38	2.96	2.96	3.21
Basketball (Men)	2.75	2.75	2.99	2.58	2.84
Basketball (Women)	3.20	3.17	2.91	3.09	3.55
Softball (Women)	2.99	3.20	3.03	2.93	3.21
Volleyball (Women)	3.07	2.67	2.99	2.93	3.03
Soccer (Women)	2.80	3.29	3.18	2.98	2.44
OVERALL TEAM GPA	3.01	3.07	3.01	2.91	3.05

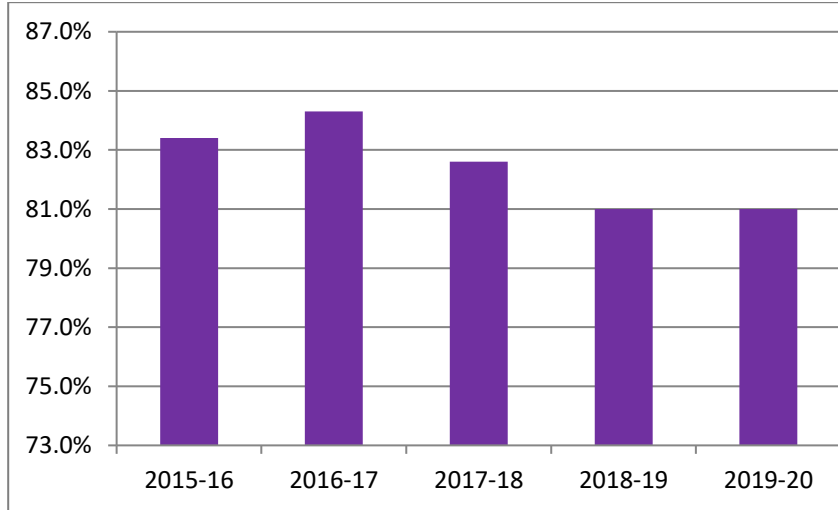
Source: LCC Athletics Office.

NUMBER OF ATHLETES: 2019-20			
	Men	Women	All
Baseball (Men)	38		38
Basketball (Men)	16		16
Basketball (Women)		15	15
Softball (Women)		19	19
Volleyball (Women)		14	14
Soccer (Women)		19	19
TOTAL	54	67	121

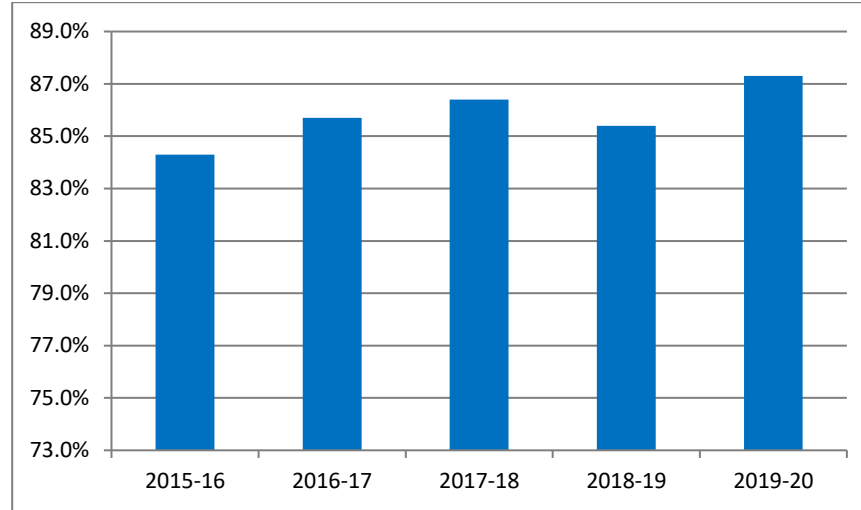
According to Traci Hilligoss, the Basketball, Softball and Baseball Teams had the season terminated due to COVID 19, stating, “we had a real chance at a couple of championships”.

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
2015-16	83.4%
2016-17	84.3%
2017-18	82.6%
2018-19	81.1%
2019-20	80.3%

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.

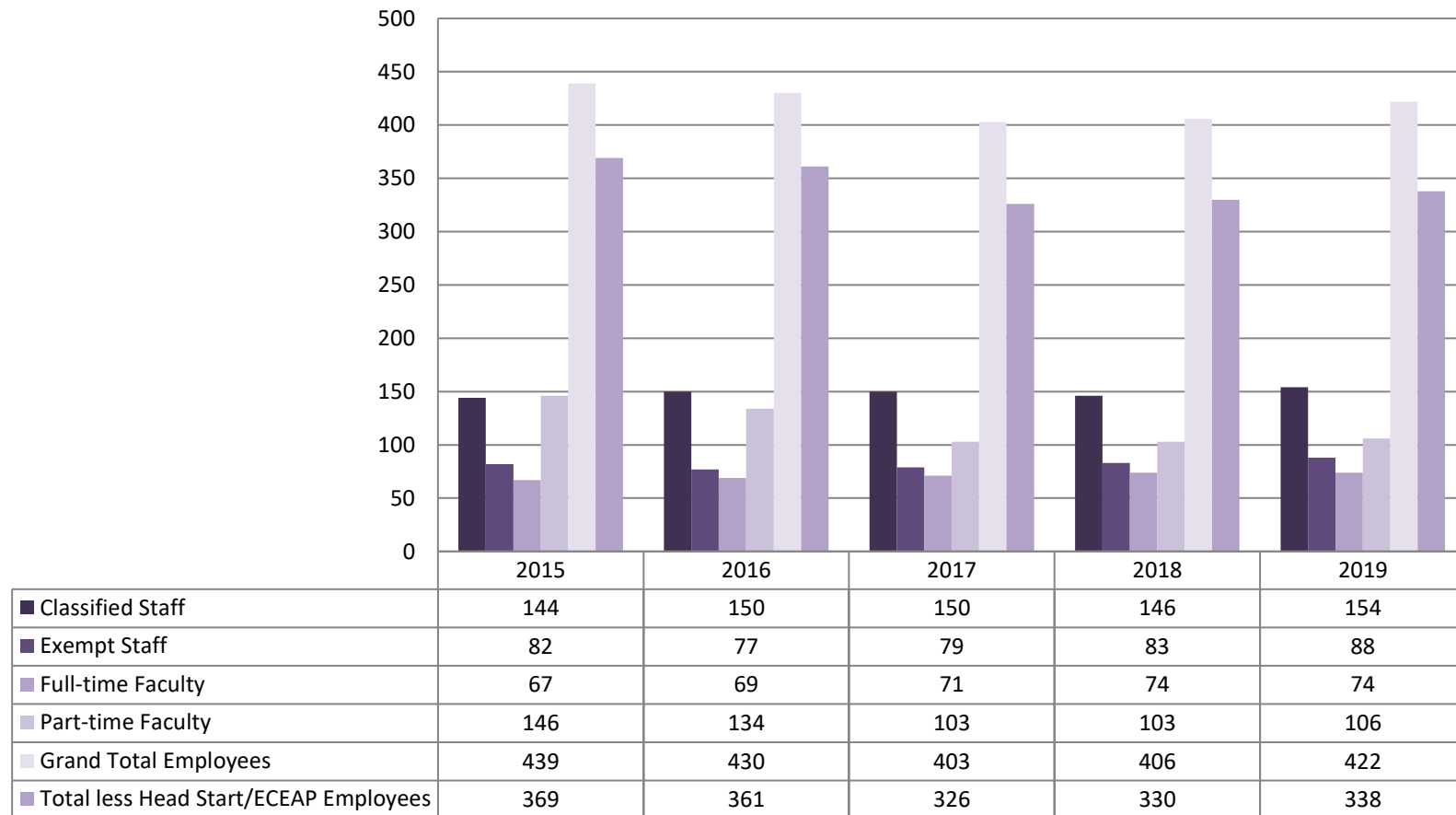
Satisfactory Performance in Professional/Technical Courses

	Proportion of C or better grades
2015-16	84.3%
2016-17	85.7%
2017-18	86.4%
2018-19	86.4%
2019-20	87.3%

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



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)

	2015-16 Actual		2016-17 Actual		2017-18 Actual		2018-19 Actual		2019-20 Actual	
REVENUES	\$	%	\$	%	\$	%	\$	%	\$	%
Tuition & Fees	5,269,006	24.7	5,313,843	23.4	5,369,052	22.7	5,325,842	21.7	5,392,495	20.5
State Appropriation	11,869,247	55.7	14,192,849	62.5	14,705,255	62.3	15,095,096	61.5	16,911,853	64.1
Local Unrestricted	3,113,011	14.6	2,530,000	11.1	3,391,825	14.4	3,964,139	16.2	3,925,723	14.9
Local Dedicated	1,062,867	5.0	660,000	3.0	154,914	0.6	140,000	0.6	140,000	.5
TOTAL REVENUES	21,314,131	100	22,696,692	100	23,621,046	100	24,525,077	100	26,370,071	100
EXPENDITURES	\$	%	\$	%			\$	%	\$	%
Instruction	9,493,710	41.7	9,729,976	42.6	9,972,652	42.6	10,173,753	42.8	10,459,280	41.1
Academic Support	2,459,577	10.8	1,421,482	6.2	1,859,731	8.0	2,130,335	9.0	2,390,474	9.4
Libraries	394,613	1.7	418,113	1.8	449,395	1.9	449,519	1.9	465,689	1.8
Student Services	3,174,479	14.0	2,666,679	11.7	3,375,994	14.4	3,682,608	15.5	3,536,992	13.9
Institutional Support	4,193,952	18.4	5,205,104	22.8	4,475,755	19.1	4,219,581	17.7	5,080,663	19.9
Operation of Plant	2,886,464	12.7	3,399,578	14.9	3,277,155	14.0	3,124,817	13.1	3,531,622	13.9
TOTAL EXPENDITURES	22,741,887	100	22,840,933	100	23,410,681	100	23,780,613	100	25,464,720	100

Operating refers to Instruction and General accounts. These exclude auxiliary services, restricted funds, and grant funds.

Source: SBCTC Allocation Schedule/Quarterly Reports/ctcLink Finance Queries.

Cost Per FTE Student

Cost per FTE (Full Time Equivalent) Student

	2015-16 Cost per FTE	2016-17 Cost per FTE	2017-18 Cost per FTE	2018-19 Cost per FTE	2019-20 Cost per FTE
EXPENDITURES	\$	\$	\$	\$	\$
Instruction	3713	3637	4,059	4,267	4,534
Academic Support	962	531	757	894	1,036
Libraries	154	156	183	188	202
Student Services	1241	997	1,374	1,545	1,533
Institutional Support	1640	1946	1,822	1,770	2,202
Operation of Plant	1129	1271	1,334	1,311	1,531
TOTAL EXPENDITURES	8,840	8,538	9,528	9,975	11,038
FTE Enrollment	2,557 FTE	2,675 FTE	2,457 FTE	2,384 FTE	2,307 FTE
State Reimbursement per General FTE*	4,642	5,306	5,985	6,332	7,331

Source: SBCTC Allocation Schedule/Quarterly Reports/ctcLink Finance Queries.

*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	74
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.

*****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.

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"

	2015	2016	2017	2018	2019	Change
Natural Gas Campus—Therm Usage (Cascade Natural Gas) ¹	198,530	210,135	243,249	204,831	197,524	-3.6%
Electricity Usage—Kilowatt hour Usage (Cowlitz PUD) ¹	6,611,207	6,782,720	6,909,360	6,005,900	6,584,320	+9.6%
Water & Sewer—Cubic Feet (City of Longview) ¹	14,983*	13,179	15,527	16,191	15,477	-4.4%
Diesel Usage in Generators—Gallons ¹	18	15	21	87**	42	-51.7%
Gasoline for Vehicles & Grounds Equipment—Gallons ¹	2,190	2,251	2,194	1,708	2,233	+30.7%
Diesel for Vehicles & Grounds Equipment—Gallons ¹	3,826	3,811	2,226	5,738	4,322	-24.7%
Employee-Owned Vehicle Use for Business Travel—Miles ¹	116,638	128,764	120,248	132,318	130,420	-1.4%
Employee Air Travel—Miles ¹	124,396	184,963	181,637	137,957	83,012	-39.8%
Mail Letter Size—Pieces ² (\$ spent)	39,662 (\$19,348)	38,069 (\$17,542)	38,437 (\$17,899.41)	34,755 (\$16,528.41)	22,876 (\$11,702.60)	-34.2% (-\$4,825.81)
Bulk Mailings—Pieces ² (\$ spent)	18,022 (\$3,282)	19,432 (\$3,344)	16,242 (\$2,795.93)	23,597 (\$4,113.58)	10,375 (\$2,561.84)	-56.0% (-\$1,551.74)
Business Reply—Pieces ² (\$ spent)	2,114 (\$1,062)	1,084 (\$576)	499 (\$271.42)	485 (\$286.32)	713 (\$464.62)	+47.0% (+ \$178.30)

*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

	2015	2016	2017	2018	2019	Change
Aluminum—Pounds (\$ collected) ¹	2,673 (\$377.97)	1,493(\$326.98)	439 (\$189.46)	296 (\$146.90)	327 (\$150.40)	+10.5%
Cardboard—Tons (\$ collected) ¹	9.6 (\$482.70)	8.4 (\$407.77)	8.5 (412.07)	13 (\$369.97)	4.61 (\$211.82)	-64.5%
Paper—Tons (\$ paid) ¹	291 (\$276.00)	287 (\$272.21)	289 (\$274.11)	*(\$432.00)	(\$360.00)	--
Metal—Pounds (\$ collected) ¹	6,800 (\$555.64)	29,531 (\$645.36)	9,928 (\$1,265.42)	22,705(\$668.48)	41,713 (\$608.05)	+83.7%
Copper—Pounds (\$ collected) ¹	153 (\$56.79)	160 (\$112.00)	371 (\$559.42)	56(\$18.60)	18 (\$24.76)	-67.9%
Plastic—Pounds (\$ collected) ¹	1,100 (\$11.00)	1,651 (\$16.51)	1,745 (\$19.98)	1,176 (\$51.29)	0 (\$0)	-100.0%
Surplus Property Sales (\$ collected) ²	\$4,442.26	\$739.42	\$797.22	\$21,941.49	\$16,277.28	-25.8%

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 2016	June 2017	June 2018	June 2019	June 2020
13,932,339	15,640,606	15,621,438	18,284,823	19,771,132

Please note: June 2019 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 2016	June 2017	June 2018	June 2019	June 2020
985,108 (7.1%)	939,828 (6.0%)	1,237,259 (7.9%)	1,157,440 (6.3%)	1,058,612 (5.4%)

Please note: June 2019 Program Support has been updated from previous report.

2019-20 Program Support was distributed as follows: Scholarships—\$497,461; Grants—\$98,671; Program Support—\$237,424 and Other—\$225,056.

Exceptional Faculty Fund: Endowed Total

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

June 2016	June 2017	June 2018	June 2019	June 2020
1,661,255	1,813,838	1,863,044	1,897,550	1,903,334

Source: LCC Foundation Office.

Community Demographics

	Cowlitz County	Wahkiakum County	Washington State
Total Population, 2019 Estimate	110,593	4,488	7,614,893
Total Population, 2010	102,410	3,978	6,724,540
Percent Change, 2010 to 2019	+8.0%	+12.8%	+13.2%
Persons in Poverty, 2019	12.6%	10.8%	9.8%
Median Household Income, 2015-2019	\$54,506	\$53,227	\$73,775
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, 2019	9.3%	5.7%	13.0%
White Alone, not Hispanic or Latino, 2019	83.2%	86.5%	67.5%
Persons under 18 years, 2019	22.8%	17.1%	21.8%
Unemployment Rate, Spring 2020*	13.9%	13.0%	13.8%

Source: [United States Census Bureau Quick Facts](https://www.census.gov/quickfacts/fact/table/WA,wahkiakumcountywashington,cowlitzcountywashington/PST045219) located at

<https://www.census.gov/quickfacts/fact/table/WA,wahkiakumcountywashington,cowlitzcountywashington/PST045219>.

*Source: County: [Employment Security Department, Washington State](https://esd.wa.gov/labormarketinfo/labor-force) located at esd.wa.gov/labormarketinfo/labor-force.

State: [Bureau of Labor and Statistics, WA](https://bls.gov/regions/west/washington.htm#eag) located at bls.gov/regions/west/washington.htm#eag

U.S.: [Bureau of Labor and Statistics, US](https://bls.gov/eag/eag.us.htm) located at bls.gov/eag/eag.us.htm

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.

	2015	2016	2017	2018	2019
Inflation, Consumer Price Index (1)	+0.7%	+2.1%	+2.1%	+1.6%	+2.3%
LCC Tuition/fee Increases, percent annual increase (2)	-3.4%	+0.0%	+3.5%	+1.5%	+3.0%

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

(2) LCC Financial Aid Office publication "Cost of Attendance." Starting 2019, tuition/fee change based on single credit cost (from Tuition and Fee Schedule from Finance Office).

Educational Attainment

Educational Attainment Rates (persons 25 and over in 2019)

	United States	Washington State	Cowlitz County
Less than 9 th grade	4.8%	3.5%	3.3%
9-12 grade, no diploma	6.6%	4.8%	6.8%
High school graduate (includes equivalency)	26.9%	22.1%	29.4%
Some college, no degree	20.0%	22.7%	32.8%
Associate degree	8.6%	10.0%	12.4%
Bachelor's degree	20.3%	22.8%	10.3%
Graduate or professional degree	12.8%	14.2%	5.0%
SUMMARY DATA			
High school graduate or higher	88.6%	91.7%	89.9%
Bachelor's degree or higher	33.1%	37.0%	15.3%

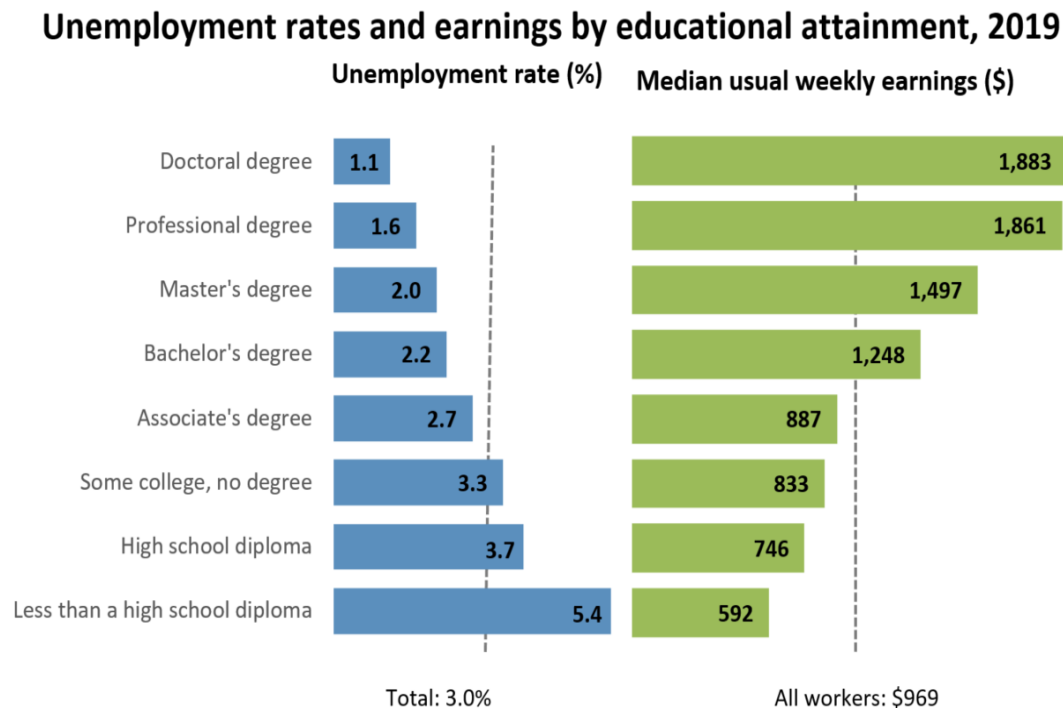
Source: [U.S. Census, American Community Survey](https://data.census.gov) located at: data.census.gov

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 (2019)

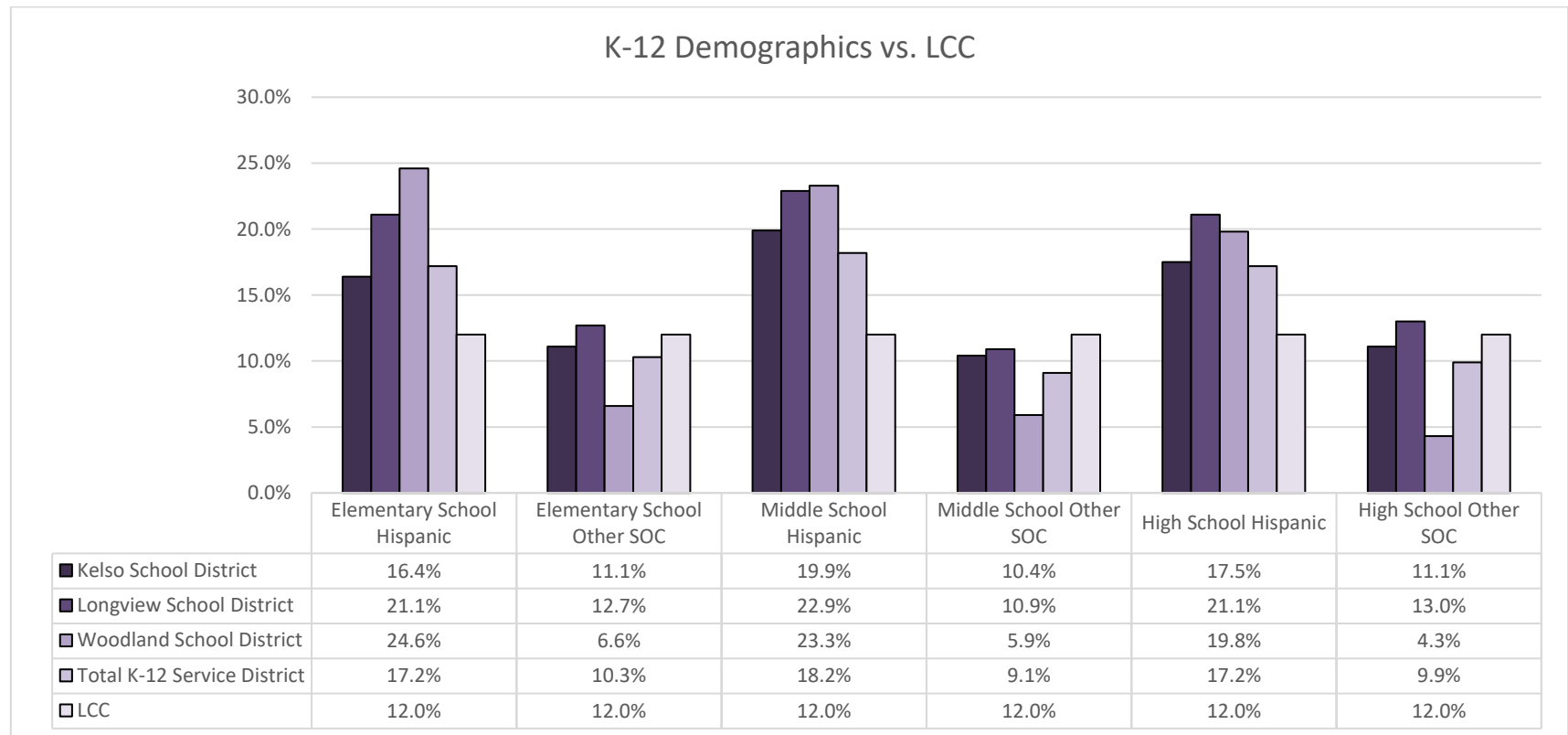


Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: U.S. Bureau of Labor Statistics, Current Population Survey.

Source: [Bureau of Labor Statistics](https://bls.gov/emp/ep_chart_001.htm) located at bls.gov/emp/ep_chart_001.htm.

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 (2019-20)



Source: [Office of Superintendent of Public Instruction \(OSPI\)](http://www.k12.wa.us/data-reporting/data-portal) located www.k12.wa.us/data-reporting/data-portal 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." Toutle Lake High School (7th – 12th grade) data is included in "Total Middle Schools" and "Total High Schools."

LCC averages 5.5% below the total K-12 service district for Hispanic enrollment, and 2.2% above the total K-12 service district for enrollment of students of color.



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