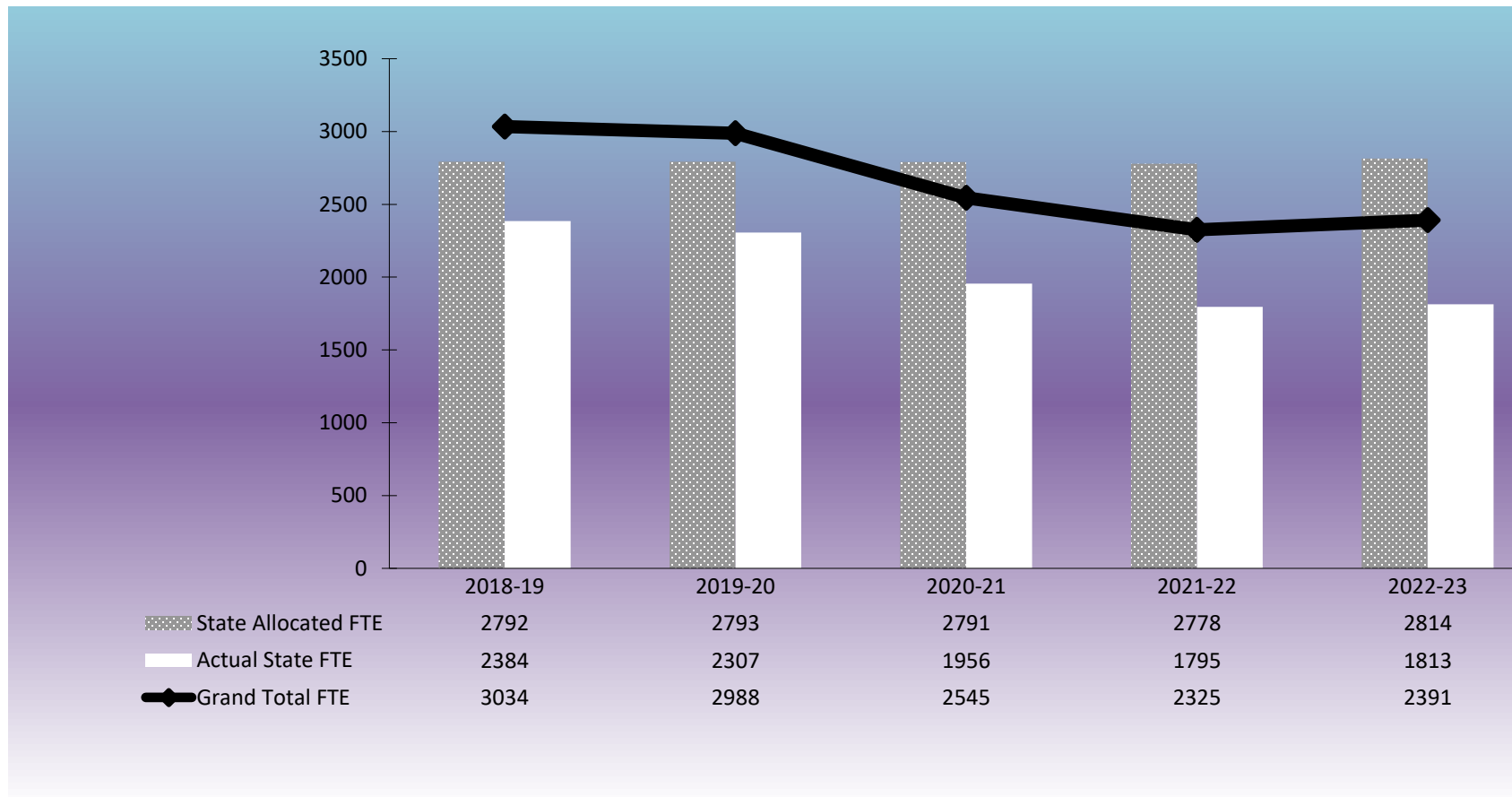


# LCC FACTS & FIGURES 2022-23

26<sup>th</sup> Edition



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Data for the 26<sup>th</sup> 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 Angie Rogers, Senior Institutional Researcher, at (360) 442-2490 or [arogers@lowercolumbia.edu](mailto:arogers@lowercolumbia.edu); Wendy Hall, VP of Effectiveness & College Relations, at (360) 442-2491 or [whall@lowercolumbia.edu](mailto:whall@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 July 19, 2023.

# Mission Areas

The following institutional effectiveness framework was approved by the LCC Board of Trustees on July 20, 2011. – Updated July 19, 2023

## **MISSION AREA ONE: Workforce and Economic Development**

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.

## **MISSION AREA TWO: Academic Transfer**

Objective 1: Offer courses and support for students to meet the requirements for transfer from Lower Columbia College.

Objective 2: Provide the support for transfer students to successfully transition to upper division college and university programs.

## **MISSION AREA THREE: Preparation for College Level Studies**

Objective 1: Ensure that students who are under-prepared for college level studies have access to developmental coursework and bridge opportunities to college level work.

## **MISSION AREA FOUR: Student Access, Support and 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.

## **MISSION AREA FIVE: 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 college's five mission areas. The following was adopted by the LCC Board of Trustees on July 20, 2011 and revised annually.

## **1. Workforce and Economic Development**

- A. Student performance
- B. Demonstration of program competencies
- C. College level math and English in first year
- D. Completion
- E. Licensure/certification rates
- F. Success after completion (placement rate in the workforce)
- G. Demonstration of General Education outcomes
- H. Client assessment of programs and services

## **2. Academic Transfer**

- A. Student performance
- B. Transfer readiness
- C. Demonstration of General Education Outcomes
- D. College level math and English in first year
- E. Completion and academic transfer rate
- F. Success after completion/transfer

## **3. Preparation for College Level Studies**

- A. Basic Education for Adults achievement
- B. Academic performance of precollege students

## **4. Student Access, Support and Completion**

- A. Participation rates in service district
- B. Enrollment
- C. Student persistence (overall)
- D. Completion (overall)
- E. Student satisfaction with support services
- F. Faculty-student engagement
- G. Student satisfaction with instruction
- H. Student sense of belonging

## **5. Institutional Excellence and Community Enrichment**

- A. Employee satisfaction and morale
- B. Condition of infrastructure
- C. Employee demographics
- D. Employee sense of belonging
- E. External perceptions/satisfaction with LCC

# 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.

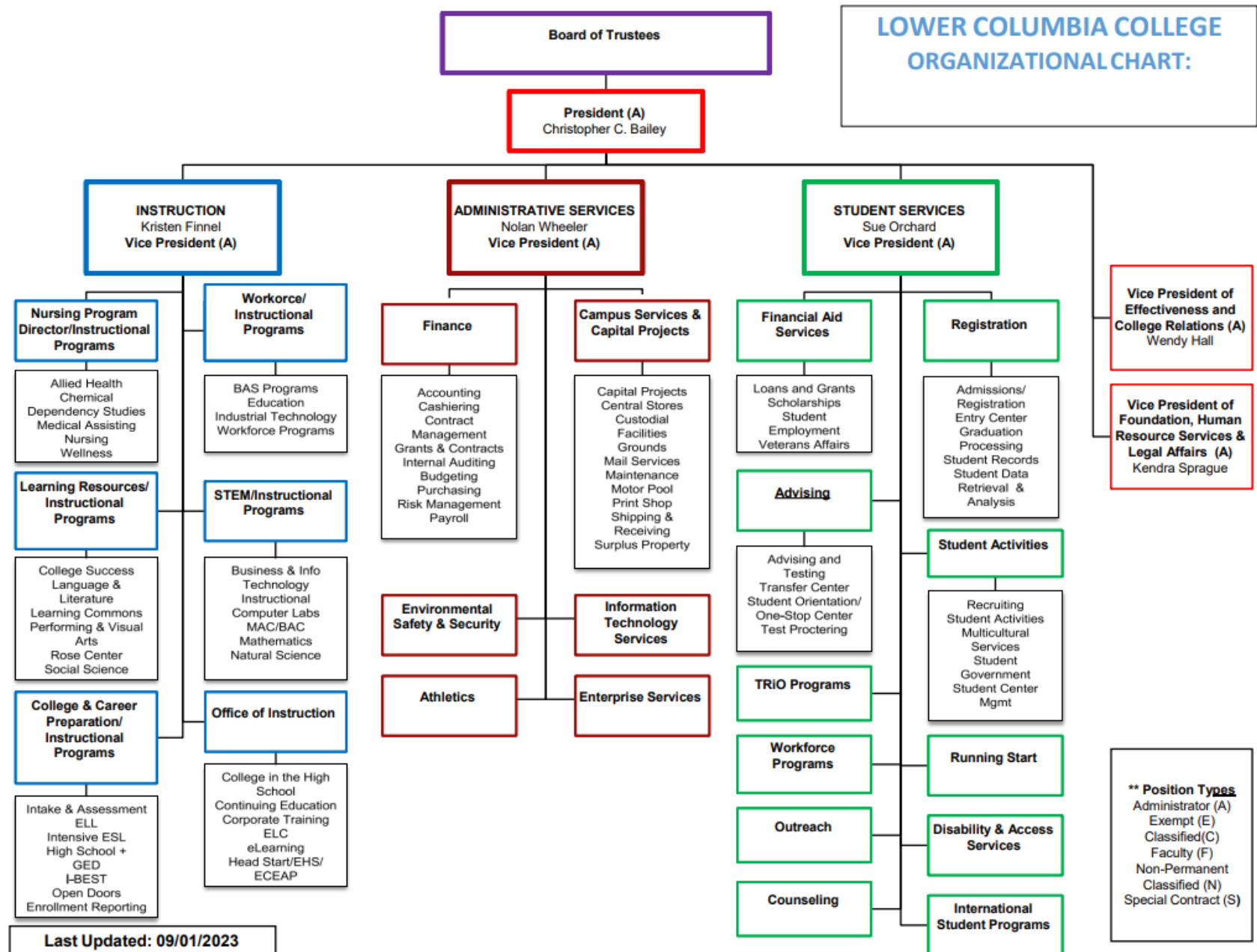
The number of enrolled students doubled in the College's second year, climbing to 96. As the number of students increased, instruction expanded into the Myklebust building in downtown Longview, and the Moose Hall. The Moose Hall continued to house classes until 1949, when damage from an earthquake caused 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 27 buildings on 38.75 acres, and enrolls over 4,000 students each year.

Source: Cowlitz Historical Quarterly, Volume XXVI, No. 2, 1984; College records.

# Organizational Structure



# 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 precollege 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 career pathways and degree maps; predictable schedules; integrated precollege 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 (2022-23)

Total Student Headcount—State (3,335); All (4,242)  
 FTE (Full Time Equivalent)—State (1,813); All (2,391)  
 Student/Faculty ratio—State (10.47); All (12.64)

## Students Taking Classes

|                               |       |
|-------------------------------|-------|
| English Language Learning*    | 168   |
| College & Career Preparation* | 706   |
| Online (unduplicated)         | 2,590 |
| Continuing Educ. (duplicated) | 591   |

## Enrollment by Intent (State Funded)

|     |              |
|-----|--------------|
| 39% | Transfer     |
| 39% | Workforce    |
| 16% | Basic Skills |
| 6%  | Other        |

## Demographics (State Funded)

|     |                    |
|-----|--------------------|
| 29% | Male               |
| 24% | New to College     |
| 30  | Average Age        |
| 46% | Full-Time (12+ cr) |

## Enrollment by Category

|     |                   |
|-----|-------------------|
| 438 | Running Start     |
| 153 | Worker Retraining |
| 34  | International     |
| 126 | Open Doors        |
| 69  | High School Plus  |

## Degrees & Awards

|     |                      |
|-----|----------------------|
| 56  | BAS degrees          |
| 477 | Associate degrees    |
| 20  | Cert. of Proficiency |
| 31  | Cert. of Completion  |
| 66  | High School Diplomas |
| 63  | GEDs (per Testing)   |

- Employment rate: 80% of Professional/Technical graduates employed within 9 months

- 
- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>▪ Founded in 1934 and is now one of 34 Washington community and technical colleges</li> <li>▪ 38.75-acre site houses 27 college buildings</li> <li>▪ Operating budget (2023-23) of \$28,903,277</li> <li>▪ Accredited by the Northwest Commission on Colleges and Universities since 1948</li> </ul> | <ul style="list-style-type: none"> <li>▪ Service Area--District 13 serves Cowlitz &amp; Wahkiakum Counties</li> <li>▪ Foundation Assets (June 2023): \$25,363,663 (figure not final)</li> <li>▪ NWAC Varsity Sports: Men &amp; Women's Basketball; Men's Baseball; and Women's Softball, Volleyball and Soccer</li> <li>▪ 434 employees (Fall 2022) including Head Start/ECEAP; 360 employees (Fall 2022) excluding Head Start/ECEAP</li> </ul> |
|---|---|

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**Courses and programs available in the following disciplines:** Accounting, Advanced Manufacturing Technology, Allied Health, American Sign Language, Anthropology, Art, Astronomy, Automotive Technology, Bachelor of Applied Science – Organizational Leadership and Technical Management, Bachelor of Applied Science – Teacher Education, Bioengineering & Chemical Pre-Engineering, Biological Sciences, Biology, 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), Chemistry, College Success, College and Career Preparation\*, Commercial Truck Driving, Communication Studies, Computer & Electrical Pre-Engineering, Computer Numerical Control, Computer Science, Continuing Education, Cooperative Education, Criminal Justice, Diesel/Heavy Equipment Technology, Drama, Early Childhood Education, Earth Science, Economics, Education, Engineering, English, English Language Learning\*, Environmental Science, Fitness Specialist, GED preparation, Geography, Geology, Health, High School Completion, History, Human Development, Humanities, Information Technology Systems, Machine Trades, Manufacturing, Math, Medical Assisting, Mechanical Engineering Technology, Multicraft Trades, Music, Nursing, Nutrition, Oceanography, Philosophy, Physical Education, Physical Science, Physics, Political Science, Process Manufacturing, Production Technician, Psychology, Sociology, Spanish, Substance Use Disorder Studies^, Technology, and Welding Technology.

\* "English Language Learning" is formerly known as "English as a Second Language" and "College & Career Preparation" is formerly known as "Adult Basic Education."

^ "Substance Use Disorder Studies" formerly known as "Chemical Dependency Studies."

# Student Demographics

| 2022-23                                   | All (# & %) |      | State Funded |     |
|---|-------------|------|--------------|-----|
| Unduplicated student headcount            | 4242        | 100% | 3335         | 79% |
|   |             |      |              |     |
| Female students                           | 2679        | 68%  | 2258         | 71% |
| Male students                             | 1245        | 32%  | 937          | 29% |
|   |             |      |              |     |
| Asian                                     | 123         | 3%   | 112          | 3%  |
| American Indian/Alaska Native             | 48          | 1%   | 40           | 1%  |
| Black or African American                 | 87          | 2%   | 80           | 2%  |
| Hispanic or Latino                        | 613         | 15%  | 496          | 15% |
| Native Hawaiian or Other Pacific Islander | 20          | <1%  | 18           | 1%  |
| Two or More Races / Other Race            | 254         | 6%   | 225          | 7%  |
| Students of color (Subtotal)              | 1145        | 29%  | 971          | 30% |
| White                                     | 2859        | 71%  | 2262         | 70% |
|   |             |      |              |     |
| International Students                    | 34          | 1%   | --           | --  |
|   |             |      |              |     |
| Less than 20 years of age                 | 1305        | 29%  | 637          | 18% |
| Ages 20-24                                | 1036        | 23%  | 968          | 27% |
| Ages 25-34                                | 956         | 21%  | 926          | 26% |
| Ages 35-49                                | 849         | 19%  | 798          | 22% |
| Age 50 years or older                     | 384         | 8%   | 274          | 8%  |
| Average age (mean)                        | 29          |      | 30           |     |
|   |             |      |              |     |
| Students with disabilities                | 302         | 7%   | 287          | 9%  |
|   |             |      |              |     |
| Receiving Veteran benefits                | 57          | 1%   | --           | --  |
|   |             |      |              |     |
| Economically disadvantaged                | 1990        | 47%  | 1879         | 56% |
|   |             |      |              |     |

| 2022-23   | All (# & %) |     | State Funded |     |
|---|-------------|-----|--------------|-----|
| Transfer students                                   | 1668        | 37% | 1383         | 39% |
| Workforce students                                  | 1416        | 32% | 1392         | 39% |
| Basic Education for Adults students*                | 743         | 17% | 564          | 16% |
| Other students                                      | 648         | 14% | 200          | 6%  |
|   |             |     |              |     |
| Credit students (> 0 credits)                       | 4027        |     | 3335         |     |
| Part-time (>0 and < 12 credits*) status             | 2586        | 53% | 2182         | 54% |
| Full-time (≥ 12 credits) status                     | 2305        | 47% | 1853         | 46% |
|   |             |     |              |     |
| Washington Resident students                        | 2921        | 88% | 2530         | 87% |
| Non-resident students                               | 382         | 12% | 363          | 13% |
|   |             |     |              |     |
| Students with no children                           | 1254        | 58% | 1213         | 58% |
| Couples with children                               | 393         | 18% | 387          | 18% |
| Single students with children                       | 507         | 24% | 500          | 24% |
|   |             |     |              |     |
| New college students                                | 1376        | 32% | 792          | 24% |
| Students who transferred in                         | 555         | 13% | 517          | 16% |
| Former students who returned                        | 772         | 18% | 662          | 20% |
| Continuing students                                 | 1539        | 36% | 1364         | 41% |
|   |             |     |              |     |
| Prior education: < high school                      | 186         | 8%  | 177          | 8%  |
| High school or equivalent                           | 1852        | 75% | 1646         | 75% |
| Some post-high school                               | 294         | 12% | 285          | 13% |
| Certificate (< 2 years)                             | 50          | 2%  | 49           | 2%  |
| Associate degree                                    | 40          | 2%  | 30           | 1%  |
| Bachelor's degree or higher                         | 34          | 1%  | 18           | 1%  |
|   |             |     |              |     |
| First Generation (first in family to go to college) | 2310        | 68% | 1980         | 70% |

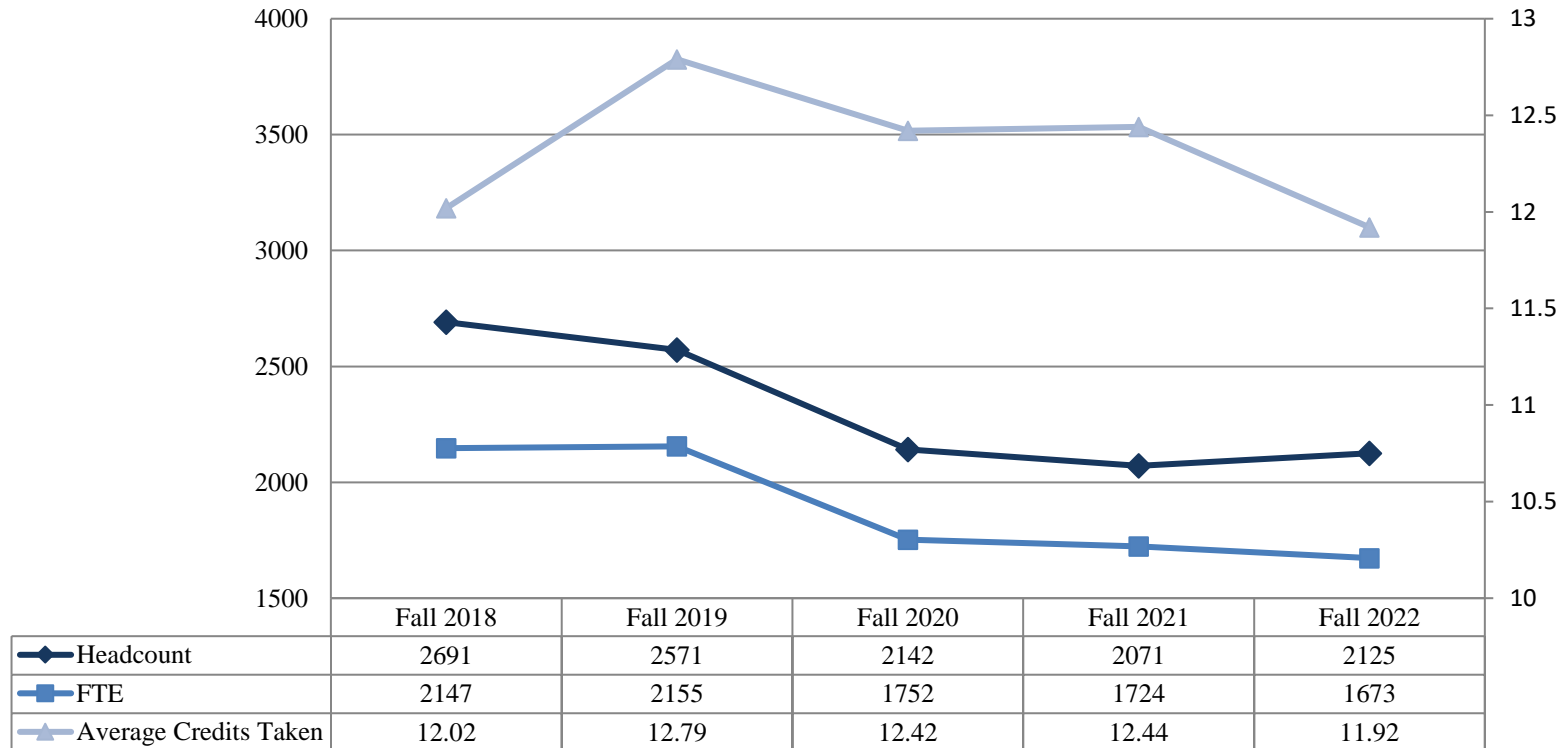
Source: SBCTC Data Warehouse, Student Table (Veteran Benefits = VET\_BENEFITS is not "0"; as of 2020-21, includes VET\_BENEFITS of "N"). Hispanic (Hispanic = Y). All other Race/Ethnicities are non-Hispanic (Race\_Ethnic\_Code = 1, 2, 3, 5, 6, 7 and Hispanic = N). Note: percentages may not equal 100% 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.** \*Formerly known as "Basic Skills".

# Fall Quarter Enrollment Trends

| QUARTER   | Academic  | Workforce | Basic Education for Adults* | Precollege | Total FTEs  |
|-----------|-----------|-----------|-----------------------------|------------|-------------|
| Fall 2018 | 969 – 45% | 479 – 22% | 550 – 26%                   | 149 – 7%   | 2147 – 100% |
| Fall 2019 | 978 – 45% | 521 – 24% | 566* – 26%                  | 90 – 4%    | 2155 – 100% |
| Fall 2020 | 795 – 45% | 461 – 26% | 423 – 24%                   | 73 – 4%    | 1752 – 100% |
| Fall 2021 | 765 – 44% | 408 – 24% | 483 – 28%                   | 69 – 4%    | 1724 – 100% |
| Fall 2022 | 793 – 47% | 448 – 27% | 368 – 22%                   | 64 – 4%    | 1673 – 100% |

Source: Data Warehouse, Class Table, by Institutional Intent Recat, (state funded). \*Formerly known as “Basic Skills.”

## 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.

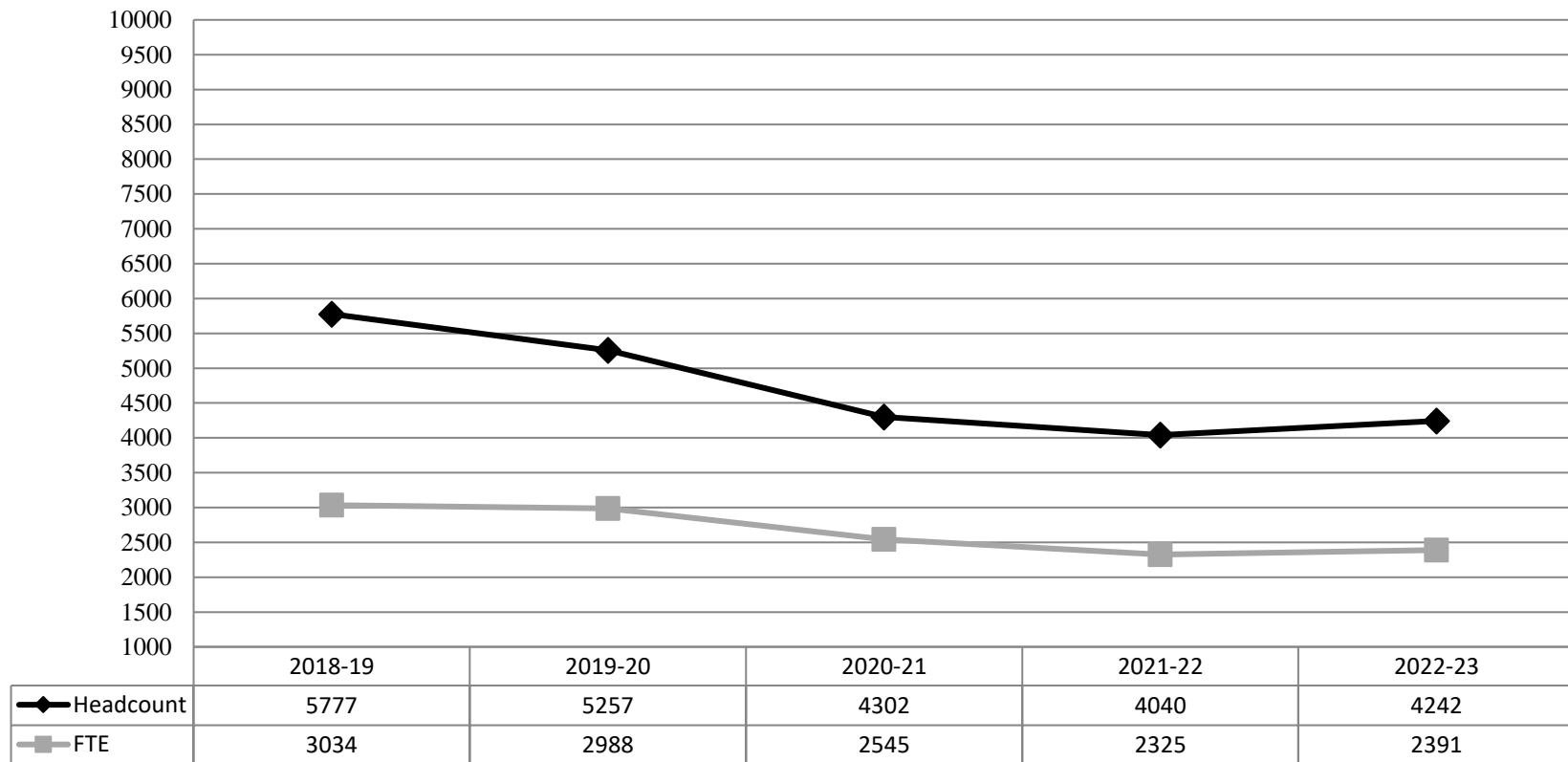
Source (Average Credits): QCS\_AC\_CLASS\_ROSTER\_CAREER (average of Units Taken).

# Annual Enrollment Trends

| YEAR    | State Funded FTE | Contract Funded FTE | Student Funded FTE | Total FTE   |
|---------|------------------|---------------------|--------------------|-------------|
| 2018-19 | 2384 – 79%       | 595 – 20%           | 55 – 2%            | 3034 – 100% |
| 2019-20 | 2307 – 77%       | 654 – 22%           | 26 – <1%           | 2988 – 100% |
| 2020-21 | 1956 – 77%       | 580 – 23%           | 8 – <1%            | 2545 – 100% |
| 2021-22 | 1796 – 77%       | 515 – 22%           | 15 – 1%            | 2325 – 100% |
| 2022-23 | 1813 – 76%       | 559 – 23%           | 19 – 1%            | 2391 – 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

| Quarter      | 2018-19      | 2019-20    | 2020-21    | 2021-22    | 2022-23    |
|--------------|--------------|------------|------------|------------|------------|
| Summer       | 330          | 174        | 15         | 103        | 48         |
| Fall         | 648          | 273        | 45         | 116        | 135        |
| Winter       | 443          | 294        | 134        | 115        | 169        |
| Spring       | 421          | 151        | 147        | 143        | 239        |
| <b>TOTAL</b> | <b>1,842</b> | <b>892</b> | <b>341</b> | <b>477</b> | <b>591</b> |

Source: SMS, KR-RAY for all CLCE, CLCG, IMT, and SFTY courses before Winter 2020. Winter 2020 forward – PS Query QCS\_SR\_CNED\_ENROLLMENTS\_FEES. 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

| Exam   | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|---------|---------|
| Pre-Employment Testing (PSI Assessment, WorkKeys)                        | 385     | 130     | 169     | 640     | 393     |
| NREMT (EMT Test)   | 159     | 31      | 55      | 202     | 135     |
| Educator Licensing Exams (NES, West-B, ORELA)                            | 304     | 115     | 248     | 432     | 304     |
| Automotive Service Excellence (ASE)                                      | 154     | 43      | 2       | 55      | 96      |
| ASE Student Entry-Level Certification                                    | 26      | 11      | 21      | 66      | 29      |
| CLEP (Prior Learning Assessment)   | 23      | 15      | 1       | 37      | 37      |
| Certiport (Microsoft Office Certification)                               | 202     | 93      | 2       | 33      | 51      |
| Pesticide Testing (Washington State Department of Agriculture)           | 455     | 62      | 0       | 355     | 569     |
| IT Exams (Comptia, Cisco, Microsoft, Juniper Networks, VNetware, Linnox) | 45      | 24      | 12      | 59      | 50      |
| ParaPro (certification exam for paraprofessional educators)              | 84      | 61      | 3       | 82      | 91      |
| MEASURE Learning* (ACE certification, BPS, certification, and others)    | 14      | 10      | 2       | 56      | 54      |
| Medical Certification Exams (Pharmacy Tech, ACSM, PTI)                   | 15      | 4       | 173     | 161     | 46      |
| GED Passer Reports   | 87      | 45      | 26      | 64      | 63      |

Source: Testing Office.

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.

\*MEASURE Learning was formerly known as Castle Worldwide (effective 2022-23).

# 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.

| Year                    | 2018-2019 |       | 2019-2020 |       | 2020-2021 |       | 2021-2022 |       | 2022-2023 |       |
|-------------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
| City                    | #         | %     | #         | %     | #         | %     | #         | %     | #         | %     |
| Longview                | 2497      | 42.5% | 2141      | 39.3% | 1571      | 35.8% | 1523      | 37.2% | 1562      | 36.4% |
| Kelso                   | 1128      | 19.2% | 957       | 17.6% | 727       | 16.6% | 719       | 17.6% | 817       | 19.0% |
| Castle Rock             | 332       | 5.7%  | 297       | 5.5%  | 254       | 5.8%  | 225       | 5.5%  | 244       | 5.7%  |
| Kalama                  | 188       | 3.2%  | 190       | 3.5%  | 146       | 3.3%  | 155       | 3.8%  | 179       | 4.2%  |
| Vancouver               | 234       | 4.0%  | 274       | 5.0%  | 288       | 6.6%  | 224       | 5.5%  | 198       | 4.6%  |
| Woodland                | 202       | 3.4%  | 169       | 3.1%  | 141       | 3.2%  | 127       | 3.1%  | 172       | 4.0%  |
| Rainier (OR)            | 123       | 2.1%  | 107       | 2.0%  | 79        | 1.8%  | 67        | 1.6%  | 65        | 1.5%  |
| Clatskanie (OR)         | 72        | 1.2%  | 62        | 1.1%  | 48        | 1.1%  | 44        | 1.1%  | 48        | 1.1%  |
| Cathlamet               | 90        | 1.5%  | 97        | 1.8%  | 77        | 1.8%  | 56        | 1.4%  | 69        | 1.6%  |
| Battle Ground           | 83        | 1.4%  | 73        | 1.3%  | 72        | 1.6%  | 61        | 1.5%  | 56        | 1.3%  |
| Silver Lake             | 46        | 0.8%  | 54        | 1.0%  | 37        | 0.8%  | 33        | 0.8%  | 34        | 0.8%  |
| Toutle                  | 43        | 0.7%  | 50        | 0.9%  | 45        | 1.0%  | 39        | 1.0%  | 41        | 1.0%  |
| Toledo                  | 25        | 0.4%  | 27        | 0.5%  | 28        | 0.6%  | 26        | 0.6%  | 29        | 0.7%  |
| Ridgefield              | 44        | 0.7%  | 57        | 1.0%  | 54        | 1.2%  | 42        | 1.0%  | 46        | 1.1%  |
| St. Helens (OR)         | 28        | 0.5%  | 25        | 0.5%  | 22        | 0.5%  | 16        | 0.4%  | 14        | 0.3%  |
| Other, Washington State | 568       | 9.7%  | 625       | 11.5% | 550       | 12.5% | 516       | 12.6% | 512       | 11.9% |
| Other, out of state     | 172       | 2.9%  | 236       | 4.3%  | 248       | 5.7%  | 219       | 5.4%  | 204       | 4.8%  |

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

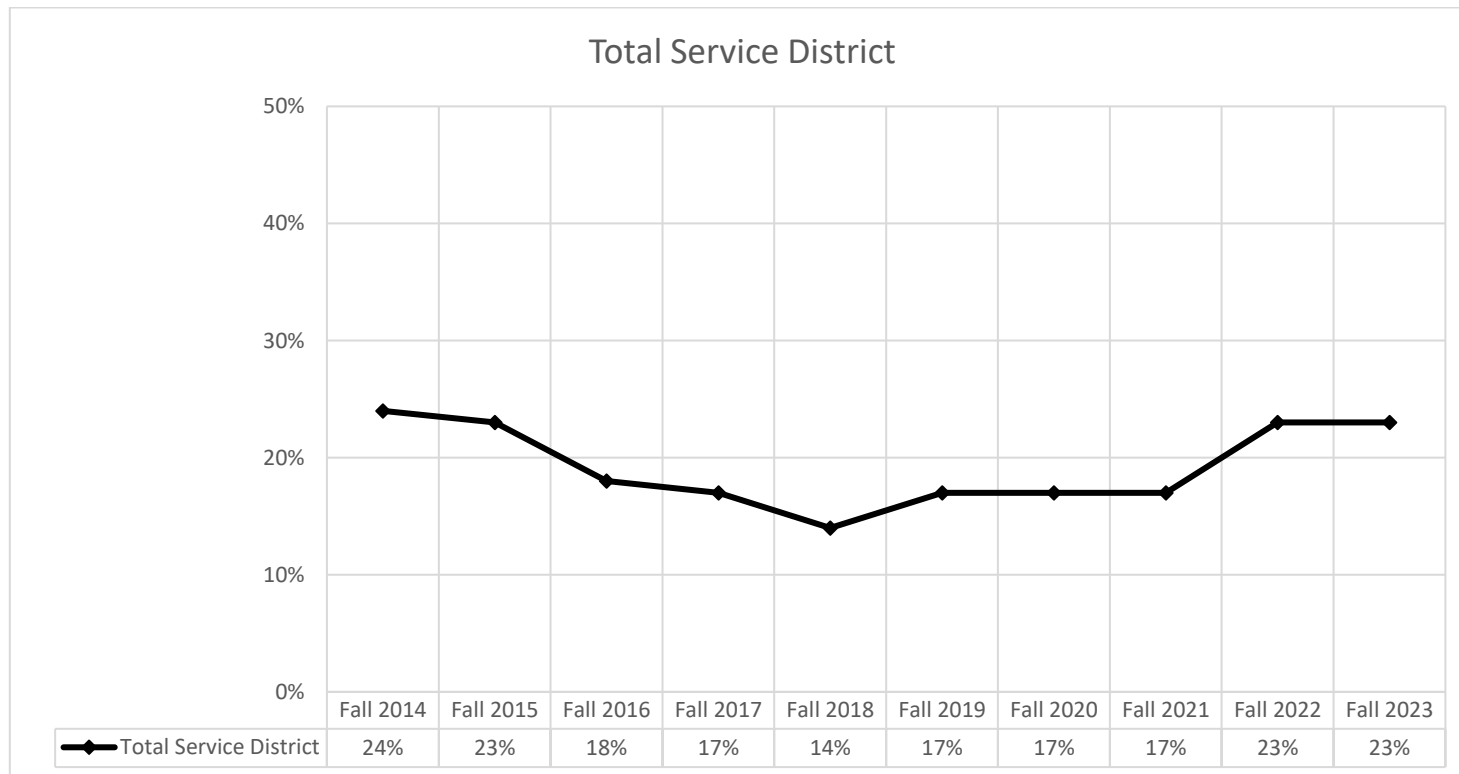
Source: Data Warehouse Student Table RESIDENCE\_ZIP, RESIDENCE\_STATE.

# Enrollment of High School Graduates

## Proportion of Local High School Graduates Who Enroll at LCC by Following Fall

| Quarter   | R.A. Long    | Kalama      | Toutle Lake | Mark Morris  | Kelso        | Castle Rock | Woodland     | Wahkiakum  | Total          |
|-----------|--------------|-------------|-------------|--------------|--------------|-------------|--------------|------------|----------------|
| 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%   |
| Fall 2021 | 20/180 = 11% | 16/57 = 28% | 16/41 = 39% | 41/165 = 25% | 60/300 = 20% | 12/83 = 14% | 9/133 = 7%   | 1/56 = 2%  | 175/1015 = 17% |
| Fall 2022 | 43/158 = 27% | 14/66 = 21% | 19/41 = 46% | 38/178 = 21% | 67/296 = 23% | 20/73 = 27% | 20/134 = 15% | 7/33 = 21% | 228/979 = 23%  |
| Fall 2023 | 24/158 = 15% | 18/69 = 26% | 10/35 = 29% | 51/171 = 30% | 80/306 = 26% | 23/87 = 26% | 20/134 = 15% | 4/45 = 9%  | 230/1005 = 23% |

Source: 2018-2019, KR-HISCHO3. After 2019, dataLink Enrollment of HS Grads.sql (both exclude Running Start and CEO), local high school offices for graduate numbers.



# Preparation of Incoming Students

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

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

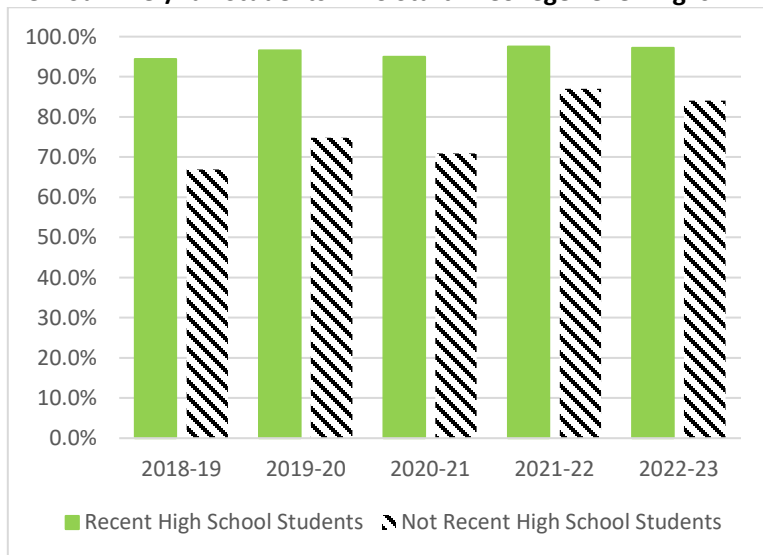
| Year     | Recent High School Students | Not Recent High School Students |
|----------|-----------------------------|---------------------------------|
| 2018-19  | 94.4%                       | 66.9%                           |
| 2019-20  | 96.6%                       | 74.8%                           |
| 2020-21  | 95.0%                       | 70.9%                           |
| 2021-22* | 97.5%                       | 87.0%                           |
| 2022-23  | 97.2%                       | 84.1%                           |

**New Summer/Fall Students Who Start in College Level Math**

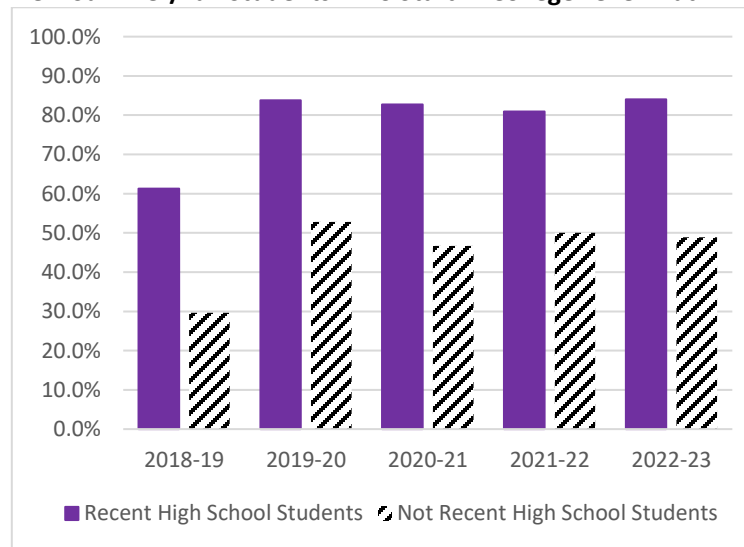
| Year    | Recent High School Students | Not Recent High School Students |
|---------|-----------------------------|---------------------------------|
| 2018-19 | 61.3%                       | 29.6%                           |
| 2019-20 | 83.8%                       | 52.8%                           |
| 2020-21 | 82.7%                       | 46.7%                           |
| 2021-22 | 81.6%                       | 48.4%                           |
| 2022-23 | 84.0%                       | 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. \*Note: Starting 2021-22, BUS 119 and CMST& 220 and 230 included as English courses.

**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 >=B901 or B902, for example, for Student (YRQ\_ACT\_START) and Transcripts. Link SID fields between tables. Student table YRQ = B902. Transcripts table YRQ = B901, B902, B903, B904, excludes junk grades (I, N, R, V, X, NA, \*), excludes SECT T#P, A#P, C#P, College in the High School. Dept\_Div where Math, Math&, Tech (78, 79, 88, 89, 98, 99), and Bus (104) – 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: Starting 2021-22, BUS 119 and CMST& 220 and 230 included as English courses.

# 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 2021-22                                | # of Students |
|--|---------------|
| 1. Nursing   | 742           |
| 2. Early Childhood Education*                        | 227           |
| 3. Chemical Dependency Studies                       | 76            |
| 4. Medical Assisting                                 | 66            |
| 5. Business Management                               | 53            |
| 6. Information Technology                            | 49            |
| 7. Welding   | 48            |
| 8. Automotive Technology                             | 35            |
| 9. Medical Office Administration                     | 35            |
| 10. Organizational Leadership & Technical Management | 35            |

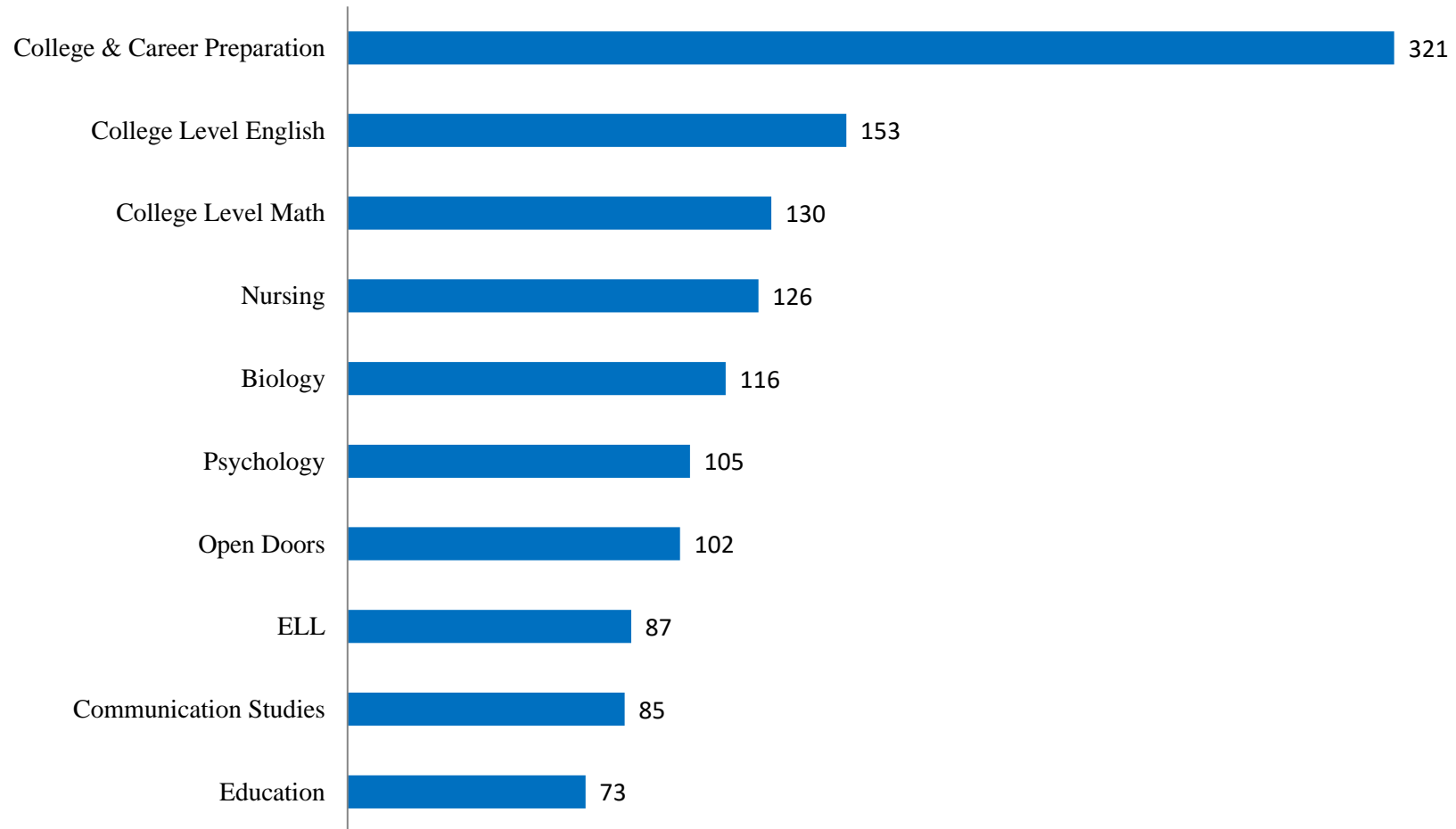
| Academic Year 2022-23   | # of Students |
|---|---------------|
| 1. Nursing  | 729           |
| 2. Early Childhood Education*   | 235           |
| 3. Criminal Justice   | 74            |
| 4. Chemical Dependency Studies  | 69            |
| 5. Business Management  | 63            |
| 6. Medical Assisting  | 56            |
| 7. Welding  | 55            |
| 8. Information Technology   | 47            |
| 9. Automotive Technology  | 42            |
| 10. Medical Office Administration<br>11. Organizational Leadership & Technical Management | 38            |

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

\*Includes Teacher Education BAS.

# Top 10 FTE Generating Disciplines

The following ten disciplines accrued the most annual FTE in 2022-23 (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. Note: "College & Career Preparation" formerly known as "Adult Basic Education", and "ELL" formerly known as "ESL."

# 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).

|  | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|---------|---------|
| <b>FTE (all funding sources)</b>                 |         |         |         |         |         |
| Online   | 751     | 804     | 1738    | 1174    | 1007    |
| Hybrid   | 440     | 533     | 200     | 623     | 748     |
| Web Enhanced                                     | 781     | 749     | 79      | 203     | 208     |
|  |         |         |         |         |         |
| <b>Number of courses offered</b>                 |         |         |         |         |         |
| Online   | 407     | 479     | 1353    | 866     | 712     |
| Hybrid   | 419     | 468     | 321     | 816     | 895     |
| Web Enhanced                                     | 577     | 614     | 84      | 256     | 230     |
|  |         |         |         |         |         |
| <b>Unduplicated Headcount</b>                    |         |         |         |         |         |
| Online   | 2672    | 2735    | 3241    | 2692    | 2590    |
| Hybrid   | 1947    | 2062    | 773     | 1298    | 1568    |
| Web Enhanced                                     | 2740    | 2360    | 183     | 863     | 923     |
|  |         |         |         |         |         |
| <b>Unduplicated Online Headcount by Location</b> |         |         |         |         |         |
| Castle Rock                                      | 154     | 154     | 210     | 155     | 153     |
| Kalama   | 94      | 86      | 120     | 110     | 112     |
| Rainier  | 48      | 46      | 66      | 50      | 40      |
| Toutle   | 26      | 36      | 40      | 29      | 21      |
| Wahkiakum County                                 | 51      | 45      | 60      | 42      | 38      |
| Woodland   | 72      | 77      | 83      | 65      | 73      |

**In 2022-23, online classes were offered in the following disciplines:** Accounting, Allied Health, American Sign Language, Anthropology, Art, Astronomy, Biology, Blueprint, Business Technology, Business, Chemical Dependency Studies, Chemistry, College Success, Communication Studies, Computer Science, Continuing Education, Criminal Justice, Drama, Early Childhood Education, Earth Science, Economics, Education, Engineering, English, Environmental Science, Geography, Geology, History, Health, High School Completion, Humanities, Information Technology, Machine Trades, Math, Medical Assisting, Music, Nursing, Nutrition, Oceanography, Open Doors, Philosophy, Physical Education, Physical Science, 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 A#P, C#P, T#P and College in the High school sections. Labs included in FTE but not headcount or courses offered.

# Online Course Success

Online Students & Students in All Other Modalities Academic Performance Comparison: 2022-23 (W's included)

| Student Modality      | Online Students        |                 |          | All Other Students     |                 |          |
|-----------------------|------------------------|-----------------|----------|------------------------|-----------------|----------|
| Discipline            | Passed with C or above | Number Enrolled | % Passed | Passed with C or above | Number Enrolled | % Passed |
| Accounting            | 62                     | 75              | 83%      | 61                     | 69              | 88%      |
| Art                   | 176                    | 227             | 78%      | 367                    | 431             | 85%      |
| Biology               | 547                    | 637             | 86%      | 316                    | 359             | 88%      |
| Business              | 321                    | 384             | 84%      | 148                    | 196             | 76%      |
| Business Technology   | 384                    | 449             | 86%      | 29                     | 29              | 100%     |
| Chemistry             | 223                    | 322             | 69%      | 163                    | 191             | 85%      |
| Communication Studies | 517                    | 599             | 86%      | 153                    | 171             | 89%      |
| Computer Science      | 87                     | 121             | 72%      | 77                     | 89              | 87%      |
| Economics             | 89                     | 91              | 98%      | 62                     | 64              | 97%      |
| Education             | 204                    | 224             | 91%      | 542                    | 564             | 96%      |
| College Level English | 536                    | 722             | 74%      | 484                    | 609             | 79%      |
| Precollege English    | 33                     | 66              | 50%      | 21                     | 39              | 54%      |
| Earth Science         | 98                     | 120             | 82%      | 0                      | 0               | NA       |
| Geology               | 36                     | 47              | 77%      | 33                     | 35              | 94%      |
| History               | 266                    | 340             | 78%      | 125                    | 162             | 77%      |
| Humanities            | 377                    | 421             | 90%      | 93                     | 105             | 89%      |
| College Level Math    | 340                    | 440             | 77%      | 430                    | 563             | 76%      |
| Precollege Math       | 243                    | 317             | 77%      | 257                    | 341             | 75%      |
| Music                 | 142                    | 170             | 84%      | 188                    | 205             | 92%      |
| Nursing               | 299                    | 306             | 98%      | 1006                   | 1020            | 99%      |
| Nutrition             | 401                    | 458             | 88%      | 89                     | 105             | 85%      |
| Physical Education    | 125                    | 146             | 86%      | 225                    | 235             | 96%      |
| Psychology            | 697                    | 768             | 91%      | 216                    | 238             | 91%      |
| Sociology             | 205                    | 245             | 84%      | 63                     | 82              | 77%      |
| Spanish               | 95                     | 123             | 77%      | 14                     | 16              | 88%      |
| <b>TOTAL</b>          | 6503                   | 7818            | 83%      | 5162                   | 5918            | 87%      |

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

# Financial Aid

| Year    | Total Financial Aid Awarded |
|---------|-----------------------------|
| 2018-19 | \$12,056,977                |
| 2019-20 | \$11,691,731                |
| 2020-21 | \$10,440,818                |
| 2021-22 | \$9,940,605                 |
| 2022-23 | \$12,841,407*               |

## Pell Grant Maximum and Tuition & Fees

| Year    | Pell Grant Max. (% change) | Tuition & Fees (% change) |
|---------|----------------------------|---------------------------|
| 2018-19 | \$6,095 (+3.0%)            | \$3,864 (+1.5%)           |
| 2019-20 | \$6,195 (+1.6%)            | \$3,942 (+3.0%)           |
| 2020-21 | \$6,345 (+2.4%)            | \$4,062 (+2.4%)           |
| 2021-22 | \$6,495 (+2.4%)            | \$4,182 (+2.4%)           |
| 2022-23 | \$6,895 (+6.2%)            | \$4,261 (+2.4%)           |

## Summary of Financial Aid Awards 2022-23

| Type of Aid   | Amount              | # of Awards |
|---|---------------------|-------------|
| <b>NEED BASED AID</b>   |                     |             |
| (excluding loans and work study)  | \$8,547,764         | 3972        |
| <b>SCHOLARSHIPS/OTHER/OUTSIDE AIDE</b>  |                     |             |
| (includes LCC scholarships, LCC Foundation scholarships, athletic/booster scholarships, outside/private funds, conditional awards, and non-need based institutional gift aid) | \$669,661           | 259         |
| <b>LOANS</b>  |                     |             |
| Subsidized (need based)   | \$1,306,296         | 518         |
| Unsubsidized  | \$1,822,251         | 500         |
| PLUS (Parent Loan)  | <u>\$23,947</u>     | <u>2</u>    |
| Total Loans   | \$3,152,494         | 1020        |
| <b>WORK STUDY</b>   | \$471,488           | 104         |
| <b>GRAND TOTAL</b>  | <b>\$12,841,407</b> | <b>5355</b> |

\*2022-23 Financial Aid figures not final.

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.

Note: tuition and fees are based on 12 credits. The percent increase is based on a single credit.

Pell Grant Maximum source is [Federal Student Aid - Pell Grants](https://studentaid.gov/understand-aid/types/grants/pell) located at <https://studentaid.gov/understand-aid/types/grants/pell> or the [Federal Student Aid Knowledge Center](https://fsapartners.ed.gov/knowledge-center/library) located at <https://fsapartners.ed.gov/knowledge-center/library>

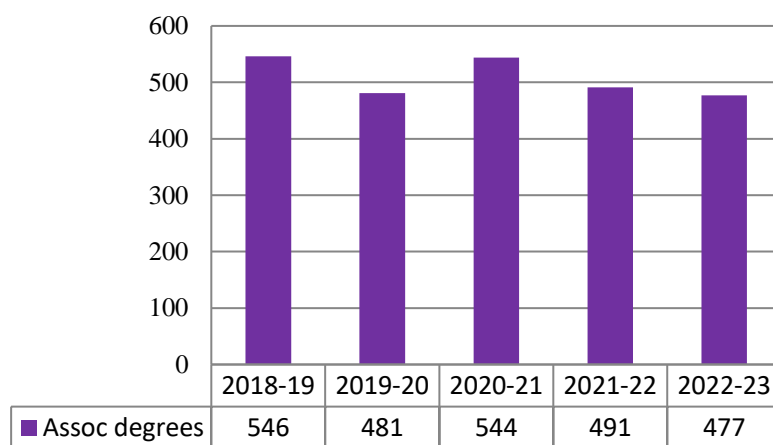
# Degrees and Certificates Awarded

| AWARD             | 2018-19    | 2019-20    | 2020-21    | 2021-22    | 2022-23    |
|-------------------|------------|------------|------------|------------|------------|
| Certificates      | 85         | 97         | 36         | 71         | 51         |
| Associate degrees | 546        | 481        | 544        | 491        | 477        |
| BAS degrees       | -          | -          | 13         | 4          | 56         |
| <b>TOTAL</b>      | <b>631</b> | <b>578</b> | <b>593</b> | <b>566</b> | <b>584</b> |

Source: LCC Registration Office.

2020-21 was the first year BAS degrees were awarded at LCC.

## Associate Degrees Granted



## 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 2016 cohort: 26%  
 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%

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

# Combined Completion & Transfer

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 completed a certificate or degree, or transferred to a four-year university within four years after they first started college.

**Combined Completion & Transfer Rates (Based on FTEC Cohorts finishing within Four Years)**

| Year                         | 2018          | 2019          | 2020          | 2021          | 2022          |
|------------------------------|---------------|---------------|---------------|---------------|---------------|
| Student Population           | (2014 cohort) | (2015 cohort) | (2016 cohort) | (2017 cohort) | (2018 cohort) |
| <b>LCC Rate: Overall</b>     | <b>48%</b>    | <b>48%</b>    | <b>53%</b>    | <b>49%</b>    | <b>45%</b>    |
| Full-time                    | 49%           | 53%           | 56%           | 53%           | 48%           |
| Part-time                    | 46%           | 39%           | 50%           | 43%           | 42%           |
| Male                         | 43%           | 43%           | 44%           | 46%           | 37%           |
| Female                       | 51%           | 51%           | 58%           | 50%           | 49%           |
| Need-Based Aid*              | 37%           | 37%           | 41%           | 38%           | 29%           |
| <b>System Rate^: Overall</b> | <b>49%</b>    | <b>51%</b>    | <b>51%</b>    | <b>50%</b>    | <b>49%</b>    |
| Full-time                    | 54%           | 55%           | 55%           | 54%           | 54%           |
| Part-time                    | 43%           | 44%           | 45%           | 44%           | 43%           |
| Male                         | 47%           | 48%           | 48%           | 48%           | 46%           |
| Female                       | 52%           | 53%           | 54%           | 53%           | 52%           |
| Need-Based Aid*              | 42%           | 44%           | 44%           | 43%           | 42%           |

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard), located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard>. Completion View (All cohorts, Transfer & Prof/Tech students, summer/fall entry quarter, completion year 4) for completion numbers. Post-College Transfer View (All cohorts, Transfer & Prof/Tech students, summer/fall entry quarter, Did Not Complete, Transfer yr 4) for non-completer transfer numbers\*Students who received need-based aid. ^All Other Colleges.

Please note: This is the most recent data available.

# Combined Completion & Transfer (continued)

Combined Completion & Transfer Rates by Race/Ethnicity (Based on FTEC Cohorts finishing within Four Years)

| Year   | 2018          | 2019          | 2020          | 2021          | 2022          |
|--|---------------|---------------|---------------|---------------|---------------|
| Student Population                               | (2014 cohort) | (2015 cohort) | (2016 cohort) | (2017 cohort) | (2018 cohort) |
| <b>LCC Rate: Overall</b>                         | <b>48%</b>    | <b>48%</b>    | <b>53%</b>    | <b>49%</b>    | <b>45%</b>    |
| <b>American Indian or Alaska Native</b>          | 49%           | 18%           | 39%           | 56%           | 37%           |
| <b>Asian</b>                                     | 59%           | 63%           | 63%           | 54%           | 53%           |
| <b>Black or African American</b>                 | 30%           | 44%           | 61%           | 35%           | 34%           |
| <b>Hispanic or Latino</b>                        | 43%           | 56%           | 55%           | 45%           | 30%           |
| <b>Native Hawaiian or Other Pacific Islander</b> | *             | 42%           | *             | 50%           | 27%           |
| <b>White</b>                                     | 49%           | 47%           | 53%           | 49%           | 47%           |
| <b>System Rate^: Overall</b>                     | <b>49%</b>    | <b>51%</b>    | <b>51%</b>    | <b>50%</b>    | <b>49%</b>    |
| <b>American Indian or Alaska Native</b>          | 40%           | 42%           | 42%           | 42%           | 42%           |
| <b>Asian</b>                                     | 56%           | 57%           | 58%           | 58%           | 57%           |
| <b>Black or African American</b>                 | 40%           | 41%           | 40%           | 40%           | 39%           |
| <b>Hispanic or Latino</b>                        | 45%           | 47%           | 46%           | 44%           | 45%           |
| <b>Native Hawaiian or Other Pacific Islander</b> | 37%           | 42%           | 42%           | 42%           | 42%           |
| <b>White</b>                                     | 50%           | 51%           | 52%           | 51%           | 51%           |

Source: [SBCTC First-Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard), located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard>. Completion View (All cohorts, Transfer & Prof/Tech students, summer/fall entry quarter, completion year 4) for completion numbers. Post-College Transfer View (All cohorts, Transfer & Prof/Tech students, summer/fall entry quarter, Did Not Complete, Transfer yr 4) for non-completer transfer numbers. \*Less than 10 students; redacted to protect student privacy. ^All Other Colleges.

Please note: This is the most recent data available.

# 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.

| SAI Metric/Gain  | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|--|---------|---------|---------|---------|---------|
| Basic Skills Level Gains                               | 542     | 488     | 431     | 197     | 157     |
| Successful Completion, Precollege English              | 236     | 127     | 100     | 63      | 32      |
| Successful Completion, Precollege Math                 | 324     | 256     | 193     | 109     | 130     |
| Successful Completion, College English/Communications  | 476     | 467     | 637     | 480     | 284     |
| First 15 College-level Credits Earned                  | 1,251   | 1,169   | 1,214   | 898     | 792     |
| First 30 College-level Credits Earned                  | 696     | 689     | 665     | 564     | 509     |
| 45 College-level Transfer or Workforce Credits         | 548     | 555     | 525     | 478     | 490     |
| Successful Completion, Quantitative/Computation Course | 617     | 564     | 560     | 343     | 398     |
| Retention (Continuing Students)                        | 1,126   | 1,135   | 1,049   | 1,019   | 847     |
| Completion (Degrees and Certificates)                  | 640     | 678     | 610     | 687     | 582     |
| Total Points   | 6,456   | 6,128   | 5,984   | 4,838   | 4,221   |
| Headcount  | 4,295   | 4,112   | 3,978   | 3,298   | 3,067   |
| Points per student                                     | 1.78    | 1.77    | 1.71    | 1.65    | 1.56    |

Source: [SBCTC SAI 3.0 Points Summary Dashboard](https://sbctc.edu/colleges-staff/research/data-public/sai3-points-summary-dashboard) located at [sbctc.edu/colleges-staff/research/data-public/sai3-points-summary-dashboard](https://sbctc.edu/colleges-staff/research/data-public/sai3-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](https://sbctc.edu/about/agency/initiatives-projects/student-achievement-initiative.aspx) located at [sbctc.edu/about/agency/initiatives-projects/student-achievement-initiative.aspx](https://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**

|                  | 2018 Cohort<br>(880 students) | 2019 Cohort<br>(988 students) | 2020 Cohort<br>(777 students) | 2021 Cohort<br>(665 students) | 2022 Cohort<br>(805 students) |
|------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| <b>Full-time</b> |                               |                               |                               |                               |                               |
| Fall to Winter   | 87%                           | 87%                           | 87%                           | 83%                           | 85%                           |
| Fall to Spring   | 77%                           | 72%                           | 80%                           | 77%                           | 75%                           |
| Fall to Fall     | 64%                           | 61%                           | 62%                           | 67%                           | -                             |
| <b>Part-time</b> |                               |                               |                               |                               |                               |
| Fall to Winter   | 79%                           | 73%                           | 77%                           | 76%                           | 70%                           |
| Fall to Spring   | 63%                           | 54%                           | 58%                           | 59%                           | 59%                           |
| Fall to Fall     | 48%                           | 39%                           | 45%                           | 47%                           | -                             |

Source: [SBCTC First Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard) located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/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. Note: All years of data were updated from the previous Fact Book due to corrections made in the State Board FTEC dashboard including adding student completers in the persistence rates. This caused an increase in many of the rates (primarily fall-to-fall rates) for most student populations.

**Persistence by Gender (All Students)**

|                | 2018 Cohort<br>(880 students) | 2019 Cohort<br>(988 students) | 2020 Cohort<br>(777 students) | 2021 Cohort<br>(665 students) | 2022 Cohort<br>(805 students) |
|----------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| <b>Female</b>  |                               |                               |                               |                               |                               |
| Fall to Winter | 86%                           | 84%                           | 84%                           | 82%                           | 80%                           |
| Fall to Spring | 75%                           | 68%                           | 71%                           | 71%                           | 71%                           |
| Fall to Fall   | 60%                           | 54%                           | 53%                           | 59%                           | -                             |
| <b>Male</b>    |                               |                               |                               |                               |                               |
| Fall to Winter | 80%                           | 80%                           | 80%                           | 77%                           | 75%                           |
| Fall to Spring | 67%                           | 62%                           | 69%                           | 68%                           | 64%                           |
| Fall to Fall   | 54%                           | 54%                           | 54%                           | 60%                           | -                             |

Source: [SBCTC First Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard) located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard>. Retention view (Transfer and Workforce SA Cohorts). Note: All years of data were updated from the previous Fact Book due to corrections made in the State Board FTEC dashboard including adding student completers in the persistence rates. This caused an increase in many of the rates (primarily fall-to-fall rates) for most student populations.

# Equity & Persistence (continued)

## Persistence by Race/Ethnicity (All Students)

|  | 2018 Cohort<br>(880 students) | 2019 Cohort<br>(988 students) | 2020 Cohort<br>(777 students) | 2021 Cohort<br>(665 students) | 2022 Cohort<br>(805 students) |
|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| <b>American Indian or Alaska Native</b>          |                               |                               |                               |                               |                               |
| Fall to Winter                                   | 86%                           | 80%                           | 87%                           | 66%                           | 76%                           |
| Fall to Spring                                   | 65%                           | 56%                           | 74%                           | 51%                           | 68%                           |
| Fall to Fall                                     | 51%                           | 38%                           | 52%                           | 41%                           | -                             |
| <b>Asian</b>                                     |                               |                               |                               |                               |                               |
| Fall to Winter                                   | 86%                           | 82%                           | 84%                           | 78%                           | 79%                           |
| Fall to Spring                                   | 72%                           | 68%                           | 73%                           | 60%                           | 71%                           |
| Fall to Fall                                     | 63%                           | 52%                           | 46%                           | 55%                           | -                             |
| <b>Black or African American</b>                 |                               |                               |                               |                               |                               |
| Fall to Winter                                   | 84%                           | 85%                           | 81%                           | 76%                           | 65%                           |
| Fall to Spring                                   | 72%                           | 67%                           | 63%                           | 64%                           | 65%                           |
| Fall to Fall                                     | 63%                           | 48%                           | 53%                           | 48%                           | -                             |
| <b>Hispanic or Latino</b>                        |                               |                               |                               |                               |                               |
| Fall to Winter                                   | 86%                           | 81%                           | 81%                           | 81%                           | 75%                           |
| Fall to Spring                                   | 66%                           | 66%                           | 65%                           | 69%                           | 68%                           |
| Fall to Fall                                     | 56%                           | 63%                           | 57%                           | 49%                           | -                             |
| <b>Native Hawaiian or Other Pacific Islander</b> |                               |                               |                               |                               |                               |
| Fall to Winter                                   | 82%                           | 80%                           | 79%                           | 100%                          | 67%                           |
| Fall to Spring                                   | 64%                           | 60%                           | 68%                           | 82%                           | 42%                           |
| Fall to Fall                                     | 55%                           | 40%                           | 21%                           | 45%                           | -                             |
| <b>White</b>                                     |                               |                               |                               |                               |                               |
| Fall to Winter                                   | 84%                           | 83%                           | 84%                           | 81%                           | 81%                           |
| Fall to Spring                                   | 73%                           | 67%                           | 72%                           | 72%                           | 70%                           |
| Fall to Fall                                     | 58%                           | 55%                           | 56%                           | 62%                           | -                             |

Source: [SBCTC First Time Entering Student Outcomes Dashboard](https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard) located at <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard>. Retention view (Transfer and Workforce Cohorts). Note: All years of data were updated from the previous Fact Book due to corrections made in the State Board FTEC dashboard including adding student completers in the persistence rates. This caused an increase in many of the rates (primarily fall-to-fall rates) for most student populations.

# Transfer Information

**Top Transfer Institutions in 2022-23**  
(2021-22 Graduating or Departing Transfer Students)

| School   | # Students |
|--|------------|
| Washington State University                                    | 50         |
| Western Governors University                                   | 16         |
| Central Washington University<br>Western Washington University | 15         |
| University of Washington                                       | 11         |
| Grand Canyon University  | 9          |
| Brigham Young University<br>Western Oregon University          | 6          |
| Arizona State University<br>Capella University                 | 5          |

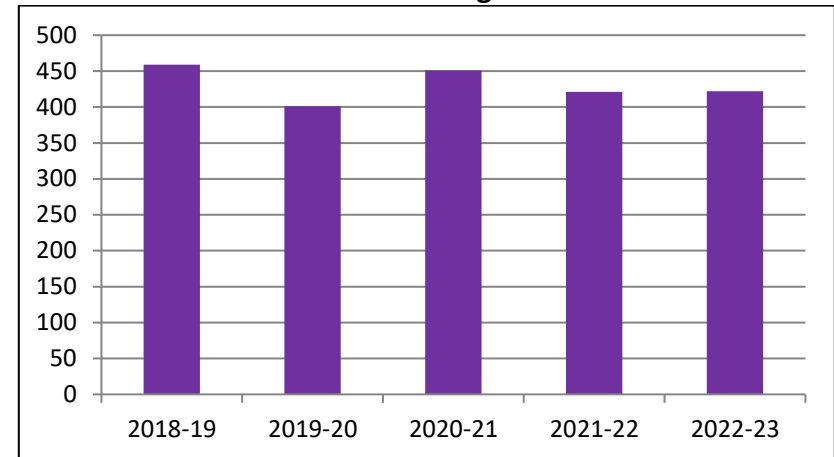
Source: Transfer Monitoring Report.

**Transfer Student Enrollment (all students)**

| Year    | Headcount |
|---------|-----------|
| 2018-19 | 2000      |
| 2019-20 | 1959      |
| 2020-21 | 1748      |
| 2021-22 | 1580      |
| 2022-23 | 1668      |

\*Most recent data available.

**Transfer Associate Degrees Granted**



**Transfer Associate Degrees Granted**

| Year    | Number of Transfer Associate Degrees Granted |
|---------|--|
| 2018-19 | 459  |
| 2019-20 | 401  |
| 2020-21 | 451  |
| 2021-22 | 421  |
| 2022-23 | 422  |

Source: Registration Office for degrees granted.

# Estimated Employment Data by Program

## Estimated Employment Rates for LCC Completers (3 Year Rate)

(excludes self-employed and out of state workers)

|                               | 2019-20 to 2021-22<br>(18-19, 19-20, & 20-21 grads) |
|-------------------------------|---|
| Program                       | Rate  |
| Accounting Technician         | 65%   |
| Automotive Technology         | 80%   |
| Business Management           | 64%   |
| Business Tech: Administrative | 73%   |
| Business Tech: Medical        | 76%   |
| Chemical Dependency           | 88%   |
| Criminal Justice              | 56%   |
| Diesel/Heavy Equipment        | 71%   |
| Early Childhood Education     | 66%   |
| Info Tech Systems             | 61%   |
| Machine Trades                | 44%   |
| Manufacturing                 | 100%  |
| Medical Assisting             | 80%   |
| Nursing Assistant             | 78%   |
| Associate Degree Nursing      | 87%   |
| Welding                       | 72%   |

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. \*Indicates fewer than ten students (not reportable).

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) (excludes self-employed and out of state workers)

|                               | 2019-20 to 2021-22<br>(18-19, 19-20, & 20-21 grads) |
|-------------------------------|---|
| Program                       | Median \$   |
| Accounting Technician         | 22.85   |
| Automotive Technology         | 20.01   |
| Business Management           | 22.38   |
| Business Tech: Administration | 18.49   |
| Business Tech: Medical        | 18.44   |
| Chemical Dependency           | 23.87   |
| Criminal Justice              | 19.54   |
| Diesel/Heavy Equipment        | 20.78   |
| Early Childhood Education     | 18.23   |
| Info Tech Systems             | 18.83   |
| Machine Trades                | **  |
| Medical Assisting             | 19.73   |
| Nursing Assistant             | 17.78   |
| Associate Degree Nursing      | 44.86   |
| Welding                       | 21.99   |

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

Degree completers only.

| Academic Year 2021-22                         | # Students |
|---|------------|
| Associate in Arts DTA (transfer degree)       | 276        |
| Associate in Nursing (AN-DTA/MRP)             | 112        |
| Early Childhood Education (AAS)               | 13         |
| Medical Assisting (AAS)                       | 10         |
| Associate in Business DTA/MRP                 | 9          |
| Medical Office Administration (AAS)           | 8          |
| Welding (AAS)                                 | 8          |
| Business Management (AAS)                     | 6          |
| Early Childhood Education (AAS-T)             |            |
| Associate in Biology DTA/MRP                  |            |
| Associate in Science – Transfer AS-T – Track2 |            |

| Academic Year 2022-23                                  | # Students |
|--|------------|
| Associate in Arts DTA (transfer degree)                | 264        |
| Associate in Nursing (AN-DTA/MRP)                      | 116        |
| Teacher Education (BAS)                                | 43         |
| Associate in Business (DTA/MRP)                        | 17         |
| Organizational Leadership & Technical Management (BAS) | 13         |
| Medical Assisting (AAS)                                | 8          |
| Early Childhood Education (AAS)                        |            |
| Early Childhood Education (AAS-T)                      | 7          |
| Business Management (AAS)                              |            |
| Associate in Science – Transfer: Track Two             |            |

Source: Registration Office.

## Licensure Information

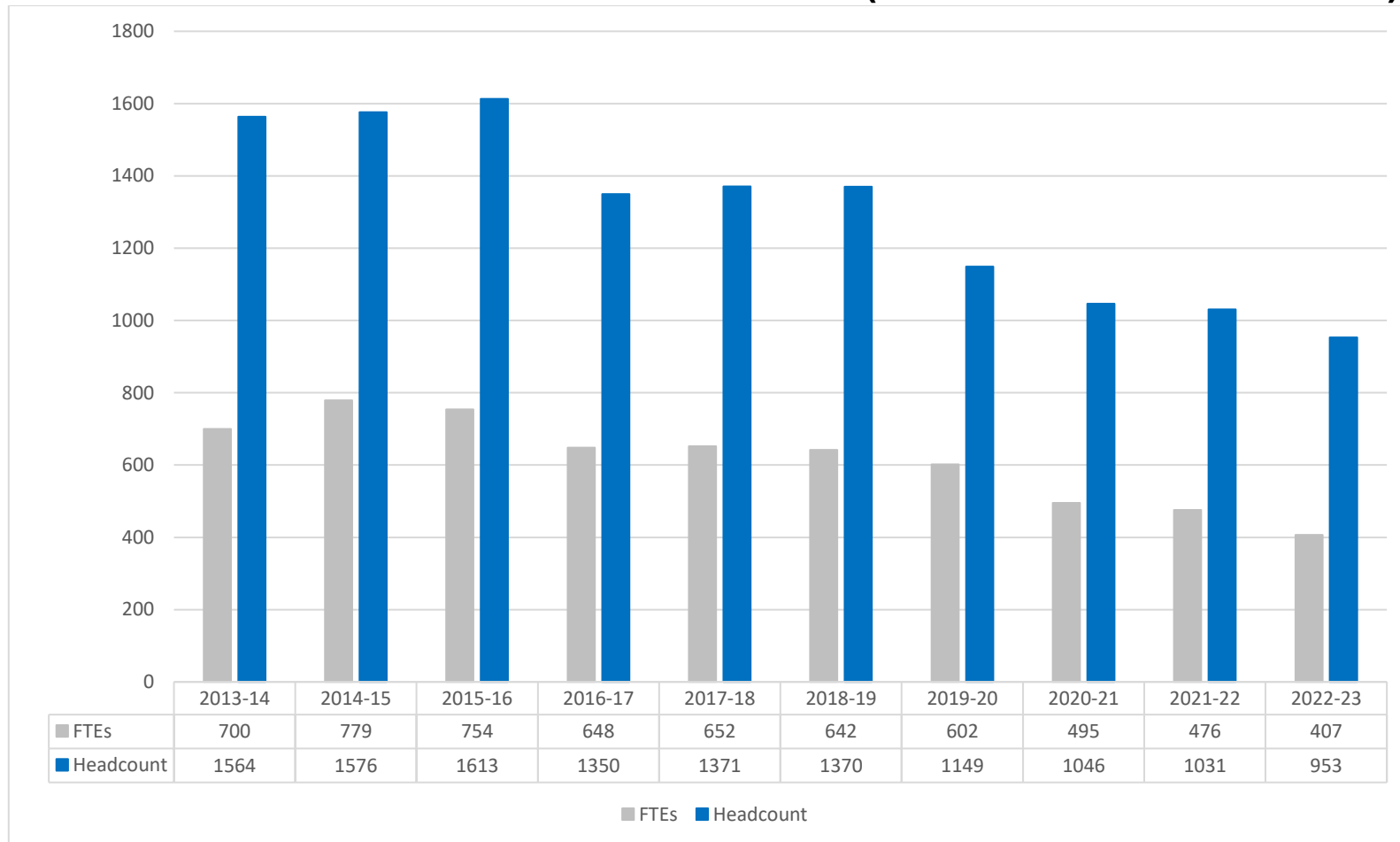
| Licensure Exam   | 2018         | 2019         | 2020          | 2021         | 2022          |
|--|--------------|--------------|---------------|--------------|---------------|
| NCLEX (National Council of State Boards of Nursing) – first time pass rate                   |              |              |               |              |               |
| Registered Nurse   | 82% (94/114) | 95% (95/100) | 90% (113/126) | 86% (89/104) | 90% (102/113) |
| WABO (Washington Association of Building Officials) – first time pass rate beginning in 2018 |              |              |               |              |               |
| Welding (LCC students only)  | 96% (n=25)   | 88% (n=26)   | 81% (n=37)    | 93% (n=15)   | 83% (n=18)    |
| MAERB (Medical Assisting Education Review Board) – pass rate                                 |              |              |               |              |               |
| Medical Assistant  | 92% (n = 12) | 83% (n = 11) | 60% (n=11)    | 100% (n=10)  | *             |
| NES (National Evaluation Series) – pass rate   |              |              |               |              |               |
| Early Childhood Education (101)  | *            | *            | *             | 100% (9/9)   | 85% (11/13)   |
| Elementary Education Subtest I (102)   | *            | *            | *             | 81% (13/16)  | 82% (14/17)   |
| Elementary Education Subtest II (103)  | *            | *            | *             | 88% (14/16)  | 88% (15/17)   |

Source: Nursing, Welding, Medical Assisting, and Education Departments. For NCLEX, using [DOH NCLEX® School Reports](https://www.doh.wa.gov/Portals/1/Documents/6000/669336.pdf) at [www.doh.wa.gov/Portals/1/Documents/6000/669336.pdf](https://www.doh.wa.gov/Portals/1/Documents/6000/669336.pdf). \*Data not yet available. Note: NCLEX and WABO rates are by calendar year, MAERB rates are by admission year, NES rates are by academic year.

# Basic Education for Adults Enrollment

Enrollments in Basic Education for Adults\* include College and Career Preparation (CCP)\*\*, English Language Learning (ELL)\*\*, and high school completion. Headcount is unduplicated.

## Basic Education for Adults\* Enrollment (Annual FTEs and Headcount)



Source: FTE: Final weekly enrollment report for the year. Before 2019-20, Headcount source per Transcript records (ABE, ESL, HSC). 2019-20 forward, Headcount source is ABE, ESL, HS+, and Open Doors headcount tables from SBCTC Data Warehouse. \*Formerly known as “Basic Skills.” “College and Career Preparation (CCP)” was formerly known as “Adult Basic Education (ABE)”, and “English Language Learning (ELL)” was formerly known as “English as a Second Language (ESL)”.

# Basic Education for Adults Demographics

## Race/Ethnicity of Basic Education for Adults\*\* Students

| Race/Ethnicity                            | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|---------|---------|
| American Indian or Alaska Native          | 2.0%    | 1.9%    | 1.7%    | 1.4%    | 0.9%    |
| Asian                                     | *       | *       | *       | 3.2%    | 3.6%    |
| Black or African American                 | 1.7%    | 1.6%    | 1.4%    | 2.1%    | 2.7%    |
| Hispanic or Latino                        | 24.3%   | 24.0%   | 21.9%   | 24.6%   | 25.4%   |
| Native Hawaiian or Other Pacific Islander | *       | *       | *       | 0.5%    | 0.8%    |
| Two or More Races, Other Race             | 5.3%    | 5.4%    | 5.0%    | 5.2%    | 5.0%    |
| White                                     | 62.2%   | 62.1%   | 65.5%   | 62.9%   | 61.6%   |

\*Prior to 2021-22, Asian and Native Hawaiian or Other Pacific Islander rates were combined. \*\*Formerly known as "Basic Skills."

## Sex of Basic Education for Adults\*\* Students

| Sex    | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--------|---------|---------|---------|---------|---------|
| Female | 62.1%   | 62.7%   | 67.4%   | 69.5%   | 61.6%   |
| Male   | 37.9%   | 37.3%   | 32.6%   | 30.5%   | 38.4%   |

Before 2019-20, Headcount source per Transcript records (ABE, ESL, HSC). 2019-20 forward, Headcount source is ABE, ESL, HS+, and Open Doors headcount tables from SBCTC Data Warehouse. Headcounts 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). Source for Sex: SBCTC Data Warehouse, Student table.

# Basic Education for Adults Progression

## ABE/ESL Students Moving on to College Level

| First Time Enrolled in ESL | Size of cohort | Enrolled in any college level credits |                      |                          |                            | HS Diploma or GED completion within one school year^ | College Completions (certificate or degree) within four school years^ |
|----------------------------|----------------|---------------------------------------|----------------------|--------------------------|----------------------------|--|---|
|                            |                | By Subsequent fall                    | By subsequent spring | Within two school years^ | Within three school years^ |  |   |
| 2013-2014                  | 105            | 4%                                    | 5%                   | 5%                       | 5%                         | 3%   | 3%  |
| 2014-2015                  | 118            | 4%                                    | 5%                   | 5%                       | 5%                         | 3%   | 2%  |
| 2015-2016                  | 94             | 5%                                    | 7%                   | 7%                       | 7%                         | 4%   | 5%  |
| 2016-2017                  | 76             | 8%                                    | 8%                   | 9%                       | 9%                         | 4%   | 4%  |
| 2017-2018                  | 69             | 1%                                    | 4%                   | 6%                       | 6%                         | 0%   | 3%  |
| 2018-2019                  | 98             | 2%                                    | 2%                   | 2%                       | 2%                         | 2%   | 0%  |
| 2019-2020                  | 52             | 12%                                   | 13%                  | 15%                      | 15%                        | 2%   | *   |
| 2020-2021                  | 45             | 11%                                   | 11%                  | 11%                      | *                          | 4%   | *   |
| 2021-2022                  | 52             | 12%                                   | 12%                  | *                        | *                          | 0%   | *   |

| First Time Enrolled in ABE | Size of cohort | Enrolled in any college level credits |                      |                          |                            | HS Diploma or GED completion within one school year^ | College Completions (degree or certificate) within four school years^ |
|----------------------------|----------------|---------------------------------------|----------------------|--------------------------|----------------------------|--|---|
|                            |                | By Subsequent fall                    | By subsequent spring | Within two school years^ | Within three school years^ |  |   |
| 2013-2014                  | 394            | 19%                                   | 20%                  | 21%                      | 21%                        | 17%  | 9%  |
| 2014-2015                  | 366            | 9%                                    | 10%                  | 11%                      | 11%                        | 14%  | 4%  |
| 2015-2016                  | 357            | 16%                                   | 17%                  | 18%                      | 18%                        | 14%  | 7%  |
| 2016-2017                  | 244            | 22%                                   | 23%                  | 23%                      | 24%                        | 11%  | 9%  |
| 2017-2018                  | 276            | 17%                                   | 18%                  | 20%                      | 20%                        | 9%   | 11%   |
| 2018-2019                  | 260            | 30%                                   | 30%                  | 30%                      | 30%                        | 7%   | 12%   |
| 2019-2020                  | 276            | 33%                                   | 34%                  | 37%                      | 38%                        | 7%   | *   |
| 2020-2021                  | 253            | 43%                                   | 43%                  | 43%                      | *                          | 3%   | *   |
| 2021-2022                  | 189            | 26%                                   | 28%                  | *                        | *                          | 2%   | *   |

\*Data not yet available (due to cohort tracking period). ^For “year” metrics, cohort year is zero.

Source: IR SBCTC Data Warehouse cohort tables (YRQ\_ACT\_START is quarter in cohort year), Transcripts for enrolled in college level in subsequent quarters/years, Completions for any college certificate or degree completion. Transcripts: where DEPT\_DIV not like HOFL; COURSE\_NUM >=100; junk grades excluded (I, N, R, V, X, NA, \*); Sections excluded (T#P, A#P, C#P, CHS, CHK, CHW, CHP, CHM, CHL). Only enrollments and completions received on or after starting quarter of cohort year are counted. “W” grades are included in the college level enrollment.

# High School Programs

LCC offers two high school completion options for students. One is High School Plus, which is a high school completion program for students ages 18 and older. The second high school program is Open Doors, which is for students who are of “traditional” high school age (ages 16 to 21). *Please note: the Career Education Options (CEO) High School program was offered through the end of 2022-23, and was for students ages 16 to 21.*

## ‘High School Plus’ Completion Rate (within 3 years)

|                                     | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|-------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| New High School Plus Students       | 58      | 45      | 40      | 28      | 22      | 18      | ^       | 14      |
| Total HS Completions within 3 years | 32      | 21      | 20      | 12      | 10**    | 11      | *       | *       |
| % HS Completions within 3 years     | 55%     | 47%     | 50%     | 43%     | 45%**   | 61%     | *       | *       |

The cohort year is the first year in the three-year count. \*Data not available due to cohort tracking period. \*\*Data updated from previous Fact Book. ^Data redacted due to small n size in order to protect student privacy.

## Open Doors New Student Enrollment

|                         | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|-------------------------|---------|---------|---------|---------|---------|---------|---------|
| New Open Doors Students | **      | **      | **      | 51      | 47      | 34      | 79      |

\*\*The Open Doors program at LCC started in winter quarter 2020.

Please note that completion rates are not available for Open Doors as completions are counted by the high school and not LCC.

## CEO High School Completion Rate (within 3 years) – Program Discontinued in June 2023

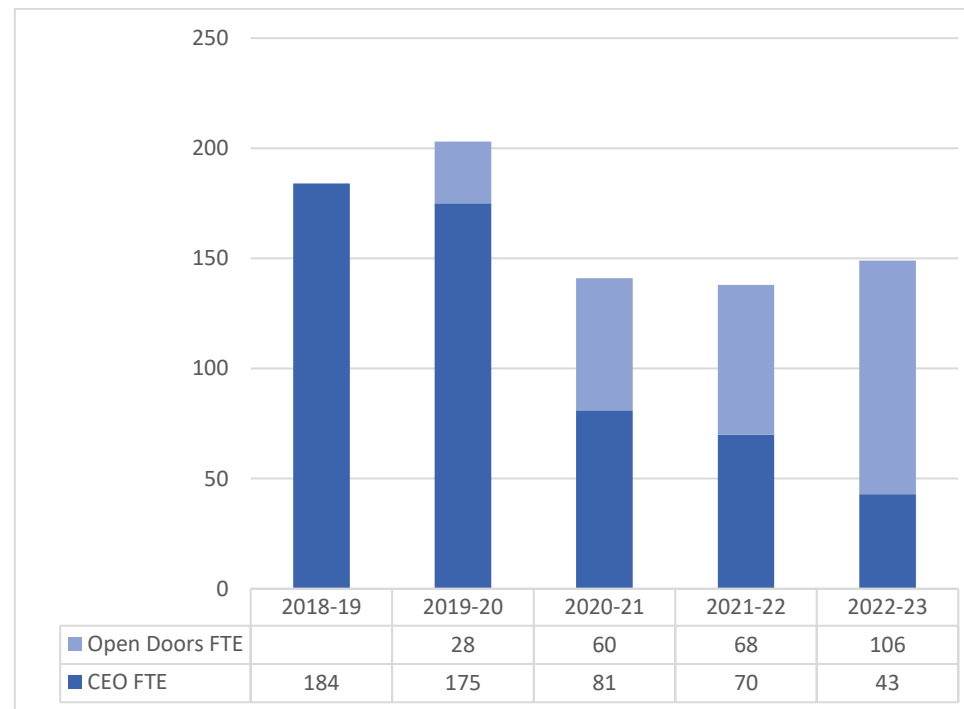
|                                     | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|-------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| New CEO Students                    | 102     | 76      | 86      | 83      | 35      | 16      | 24      | 20      |
| Total HS Completions within 3 years | 39      | 31      | 37      | 33      | 16      | 6       | *       | *       |
| % HS Completions within 3 years     | 38%     | 41%     | 43%     | 40%     | 46%     | 38%     | *       | *       |

The cohort year is the first year in the three-year count. \*Data not available due to cohort tracking period. The CEO program ran through the end of 2022-23.

# High School Programs (continued)

LCC offers two high school completion options for students who are of “traditional” high school age (ages 16 to 21). Those programs are Career Education Options (CEO) and Open Doors. Note: LCC also offers a program called High School Plus, which is a high school completion program for students ages 18 and older.

**Enrollment in CEO and Open Doors  
Combined Annualized FTE**



Data Source: Final weekly enrollment reports.

Please note: The Open Doors program at LCC started in winter quarter 2020. The CEO program ran through the end of 2022-23.

# I-BEST

Integrated Basic Education and Skills Training (I-BEST) pairs faculty from the College and Career Preparation department with professional-technical instructors in the classroom to concurrently provide students with literacy education and workforce skills.

## I-BEST Enrollment

| Year    | FTE: Total | Unduplicated Headcount/I-BEST |
|---------|------------|-------------------------------|
| 2018-19 | 156        | 293                           |
| 2019-20 | 147        | 314                           |
| 2020-21 | 142        | 370                           |
| 2021-22 | 122        | 318                           |
| 2022-23 | 118        | 200                           |

Source: FTE: SBCTC Enrollment Monitoring Report. Headcount: Transcripts (I-BEST sections IB\*) before 2020-21; starting 2020-21, QCS\_AC\_CLASS\_ROSTER enrollments in IB\* sections. Note: starting in 2022-23, the methodology for I-BEST headcount changed to match State Board FTE calculation procedures, resulting in fewer students be categorized as I-BEST (although some students not categorized as I-BEST also receive support).

## I-BEST Completion Rate (within 4 years)

|   | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|---------|---------|---------|---------|---------|
| New I-BEST Students                                 | 46      | 36      | 32      | 60      | 63      | 98      | 40      | 38      |
| Total Certificate/Degree Completions within 4 years | 20      | 14      | 18      | 29      | 21      | *       | *       | *       |
| % Certificate/Degree Completions within 4 years     | 43%     | 39%     | 56%     | 48%     | 33%     | *       | *       | *       |

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. \*Data not available due to cohort tracking period.

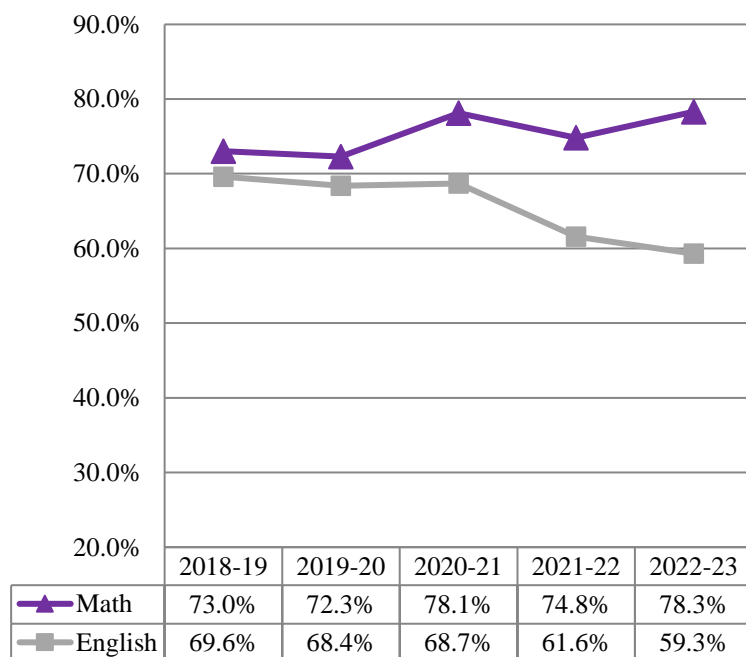
# Precollege

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

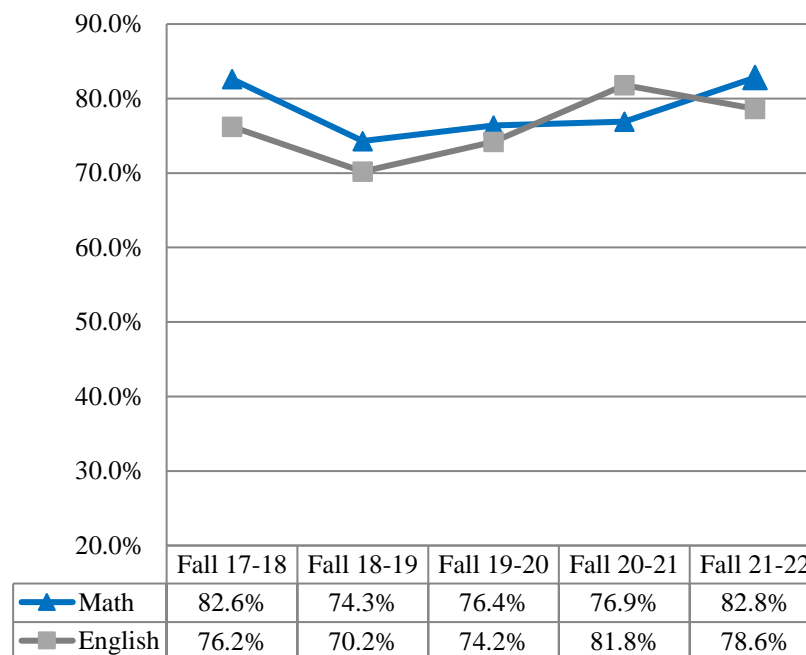
| Discipline | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|------------|---------|---------|---------|---------|---------|
| ENGL       | 34      | 22      | 19      | 13      | 12      |
| MATH       | 97      | 58      | 56      | 50      | 46      |
| TOTAL      | 131     | 80      | 75      | 63      | 58      |

Source: Data Warehouse, Class Table.

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



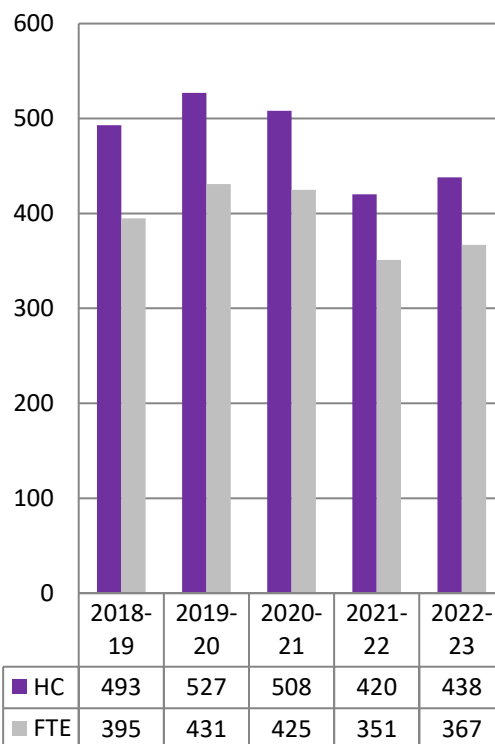
**Passing Rates of Precollege Students in College Level Math  
and English (fall to fall cohorts; includes withdrawals)**



Source: Preparation for College Level Studies Monitoring Report (also RPM Math Reports and PC English Reports).

# Running Start

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



**Running Start & All Students Academic Performance Comparison: 2022-23 (W's included)**

| Student Population    | Running Start Students |                 |            | All Other Students     |                 |            |
|-----------------------|------------------------|-----------------|------------|------------------------|-----------------|------------|
|                       | Passed with C or above | Number Enrolled | % Passed   | Passed with C or above | Number Enrolled | % Passed   |
| Art                   | 214                    | 251             | 85%        | 329                    | 407             | 81%        |
| Biology               | 121                    | 137             | 88%        | 742                    | 859             | 86%        |
| Business              | 98                     | 111             | 88%        | 371                    | 469             | 79%        |
| Chemistry             | 52                     | 67              | 78%        | 334                    | 446             | 75%        |
| Communication Studies | 227                    | 256             | 89%        | 443                    | 514             | 86%        |
| Computer Science      | 30                     | 37              | 81%        | 134                    | 173             | 77%        |
| Drama                 | 10                     | 11              | 91%        | 55                     | 60              | 92%        |
| Economics             | 44                     | 44              | 100%       | 107                    | 111             | 96%        |
| English               | 435                    | 555             | 78%        | 585                    | 776             | 75%        |
| Earth Science         | 64                     | 76              | 84%        | 34                     | 44              | 77%        |
| Geology               | 22                     | 25              | 88%        | 47                     | 57              | 82%        |
| History               | 261                    | 332             | 79%        | 130                    | 170             | 76%        |
| Humanities            | 38                     | 44              | 86%        | 436                    | 486             | 90%        |
| Math                  | 192                    | 224             | 86%        | 578                    | 779             | 74%        |
| Music                 | 107                    | 117             | 91%        | 223                    | 258             | 86%        |
| Oceanography          | 17                     | 18              | 94%        | 45                     | 55              | 82%        |
| Physical Education    | 73                     | 82              | 89%        | 277                    | 299             | 93%        |
| Political Science     | 182                    | 223             | 82%        | 24                     | 34              | 71%        |
| Psychology            | 157                    | 169             | 93%        | 756                    | 837             | 90%        |
| Sociology             | 50                     | 51              | 98%        | 220                    | 278             | 79%        |
| Spanish               | 26                     | 30              | 87%        | 83                     | 109             | 76%        |
| <b>TOTAL</b>          | <b>2420</b>            | <b>2860</b>     | <b>85%</b> | <b>5953</b>            | <b>7221</b>     | <b>82%</b> |

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 (continued)

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

| High School        | 2018-19               | 2019-20               | 2020-21               | 2021-22               | 2022-23               |
|--------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Castle Rock        | 31/235 = 13%          | 36/227 = 16%          | 39/206 = 19%          | 30/198 = 15%          | 42/215 = 20%          |
| Kalama             | 39/150 = 25%          | 23/155 = 15%          | 37/161 = 23%          | 37/171 = 22%          | 37/175 = 21%          |
| Kelso              | 152/777 = 20%         | 119/758 = 16%         | 132/645 = 20%         | 104/713 = 15%         | 109/714 = 15%         |
| R.A. Long          | 60/419 = 14%          | 71/394 = 18%          | 79/411 = 19%          | 71/398 = 18%          | 61/403 = 15%          |
| Mark Morris        | 109/474 = 23%         | 132/470 = 28%         | 110/421 = 26%         | 92/433 = 21%          | 93/432 = 22%          |
| Toutle Lake        | 27/98 = 28%           | 38/104 = 37%          | 31/97 = 32%           | 27/93 = 29%           | 28/101 = 28%          |
| Wahkiakum          | 9/80 = 11%            | 14/102 = 14%          | 15/107 = 14%          | 12/96 = 13%           | 7/93 = 8%             |
| Woodland           | 21/366 = 6%           | 28/352 = 8%           | 24/301 = 8%           | 12/301 = 4%           | 20/284 = 7%           |
| <b>Grand Total</b> | <b>448/2608 = 17%</b> | <b>461/2562 = 18%</b> | <b>467/2349 = 20%</b> | <b>385/2403 = 16%</b> | <b>397/2417 = 16%</b> |

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: [OSPI Report Card](https://washingtonstatereportcard.ospi.k12.wa.us/) (using the Enrollment by Grade data) located at <https://washingtonstatereportcard.ospi.k12.wa.us/> for 2022-23 forward. OPSI October 1st Enrollment Data by School Grade Level (using the State Enrollment Reporting EthRace by Gender) located at <https://ospi.k12.wa.us/> for data prior to 2022-23.

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

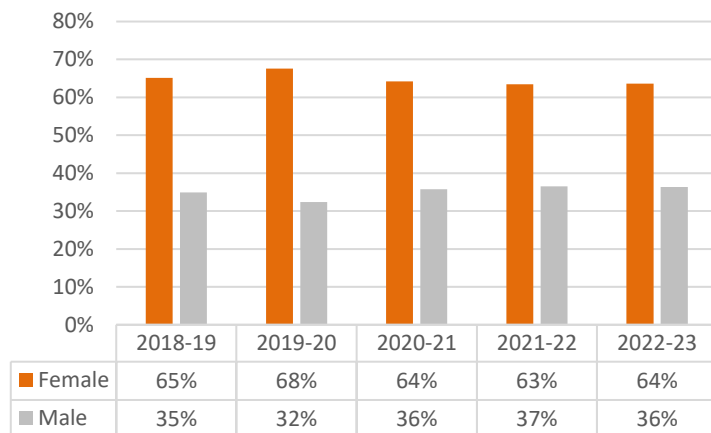
| Student Population     | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|------------------------|---------|---------|---------|---------|---------|
| Running Start GPA      | 3.05    | 3.03    | 3.09    | 3.20    | 3.20    |
| All Other Students GPA | 3.01    | 3.05    | 3.20    | 3.19    | 3.21    |

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, College in the High School excluded). HOFL courses excluded. Labs included as of 2018-19.

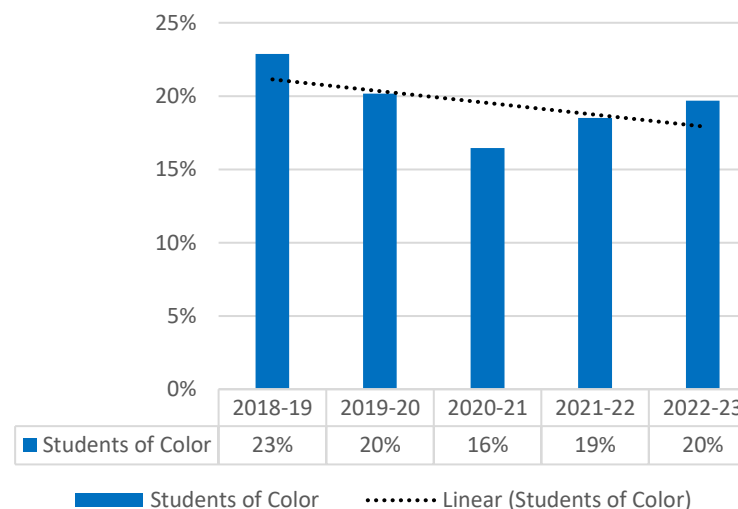
# Running Start (continued)

## Running Start Demographics

### Gender



### 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 American (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 2015, 2016, 2017 2018, 2019 & 2023; NWAC Champions in 2010, 2015, 2017, 2018, 2019 & 2023.

**Basketball (Men):** Division Champions in 2016, 2020, 2022 and 2023.

**Basketball (Women):** Division Champions in 2015, 2016, 2017, 2019, and 2022; NWAC Champions in 2022.

**Softball (Women)\*:** Division Champions in 2018.

**Volleyball (Women):** Division Champions in 2017 and 2023; NWAC Champions in 2017.

**Soccer (Women):** Division Champions in 2023

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

All six sports teams made it to the playoffs in the 2022-23 season.

In 2019, Lower Columbia College became the first athletic program in NWAC history to win the Presidents Cup for Athletic Excellence the same year as winning the Athletic Director's Cup for on field/court excellence.

## ATHLETIC TEAM GRADE POINT AVERAGES

| Athletic Team           | 2019        | 2020        | 2021        | 2022        | 2023        |
|-------------------------|-------------|-------------|-------------|-------------|-------------|
| Baseball (Men)          | 2.96        | 3.21        | 3.37        | 3.08        | 3.35        |
| Basketball (Men)        | 2.58        | 2.84        | 3.03        | 2.72        | 2.93        |
| Basketball (Women)      | 3.09        | 3.55        | 3.37        | 3.27        | 3.20        |
| Softball (Women)        | 2.93        | 3.21        | 3.19        | 3.39        | 3.40        |
| Volleyball (Women)      | 2.93        | 3.03        | 3.58        | 3.55        | 3.38        |
| Soccer (Women)          | 2.98        | 2.44        | 3.05        | 3.34        | 3.71        |
| <b>OVERALL TEAM GPA</b> | <b>2.91</b> | <b>3.05</b> | <b>3.27</b> | <b>3.18</b> | <b>3.32</b> |

Source: LCC Athletics Office.

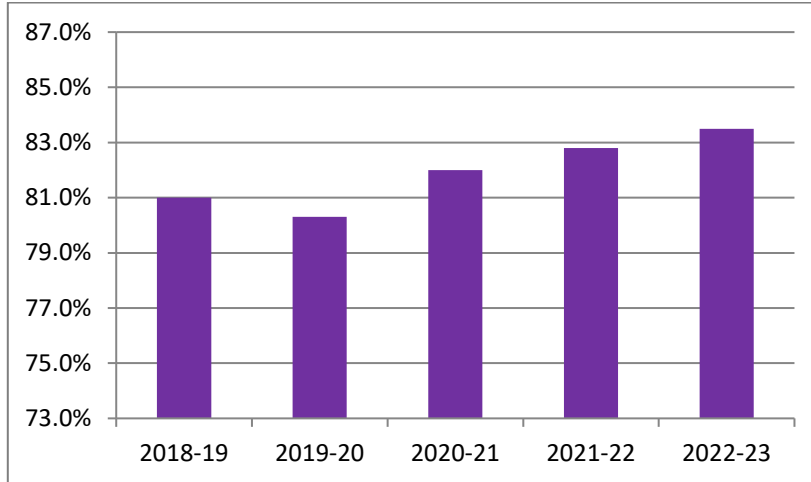
According to Traci Hilligoss, the Basketball, Softball and Baseball Teams had the 2019-20 season terminated due to COVID 19, stating, "we had a real chance at a couple of championships".

## NUMBER OF ATHLETES: 2022-23

| Athletic Team             | Men       | Women     | All        |
|---------------------------|-----------|-----------|------------|
| <b>Baseball (Men)</b>     | 34        |           |            |
| <b>Basketball (Men)</b>   | 14        |           |            |
| <b>Basketball (Women)</b> |           | 14        |            |
| <b>Softball (Women)</b>   |           | 15        |            |
| <b>Volleyball (Women)</b> |           | 12        |            |
| <b>Soccer (Women)</b>     |           | 23        |            |
| <b>TOTAL</b>              | <b>48</b> | <b>64</b> | <b>112</b> |

# Student Success in Classes

**Satisfactory Performance in Academic Transfer Courses**

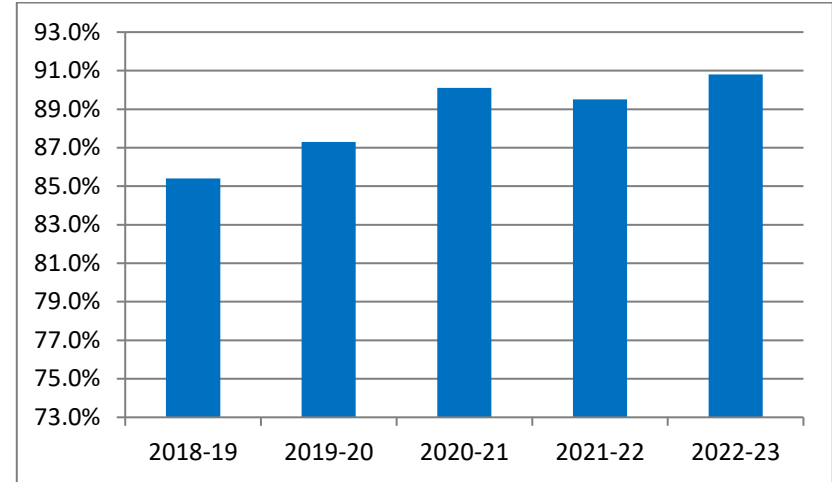


**Satisfactory Performance in Academic Transfer Courses**

| Year    | Proportion of C or better grades |
|---------|----------------------------------|
| 2018-19 | 81.1%                            |
| 2019-20 | 80.3%                            |
| 2020-21 | 82.0%                            |
| 2021-22 | 82.8%                            |
| 2022-23 | 83.5%                            |

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, item and yrq; link to Class table using item and yrq to select INSTIT\_INTENT\_RECAT = "A" (Academic Courses) from Class table. Note: P grades included as successful grades.

**Satisfactory Performance in Professional/Technical Courses**



**Satisfactory Performance in Professional/Technical Courses**

| Year    | Proportion of C or better grades |
|---------|----------------------------------|
| 2018-19 | 86.4%                            |
| 2019-20 | 87.3%                            |
| 2020-21 | 90.1%                            |
| 2021-22 | 89.5%                            |
| 2022-23 | 90.8%                            |

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, item and yrq; link to Class table using item and yrq to select INSTIT\_INTENT\_RECAT = "V" (Workforce Courses) from Class table. Note: P grades included as successful grades.

# D/F/W Grades by Race/Ethnicity

## 2022-23 D, F, or W Grade Distribution by Race/Ethnicity (College level courses only)

| Student Population                        | D Grades as a % of Total Grades awarded to designated demographic group | F Grades as a % of Total Grades awarded to designated demographic group | W Grades as a % of Total Grades awarded to designated demographic group |
|---|---|---|---|
| LCC Overall Rate (All Students)           | 2.6%  | 5.8%  | 4.6%  |
| American Indian or Alaska Native          | 2.6%  | 8.4%  | 7.9%  |
| Asian                                     | 1.4%  | 3.1%  | 4.5%  |
| Black or African American                 | 4.5%  | 5.9%  | 3.1%  |
| Hispanic or Latino                        | 3.3%  | 7.0%  | 5.9%  |
| Native Hawaiian or Other Pacific Islander | 5.7%  | 21.4%   | 4.3%  |
| Two or More Races or Other Race           | 2.8%  | 7.0%  | 4.1%  |
| White                                     | 2.5%  | 5.4%  | 4.4%  |

Source: SBCTC Data Warehouse Student and Transcripts tables (DW\_KEY, YEAR, ITEM, DEPT\_DIV not like 'HOFL', COURSE\_NUM >=100, YRQ, GR Not In 'I', 'N', 'R','V','X','NA', '\*', RACE\_ETHNIC\_CODE, HISPANIC)

# D/F/W Grades by Race/Ethnicity and Sex

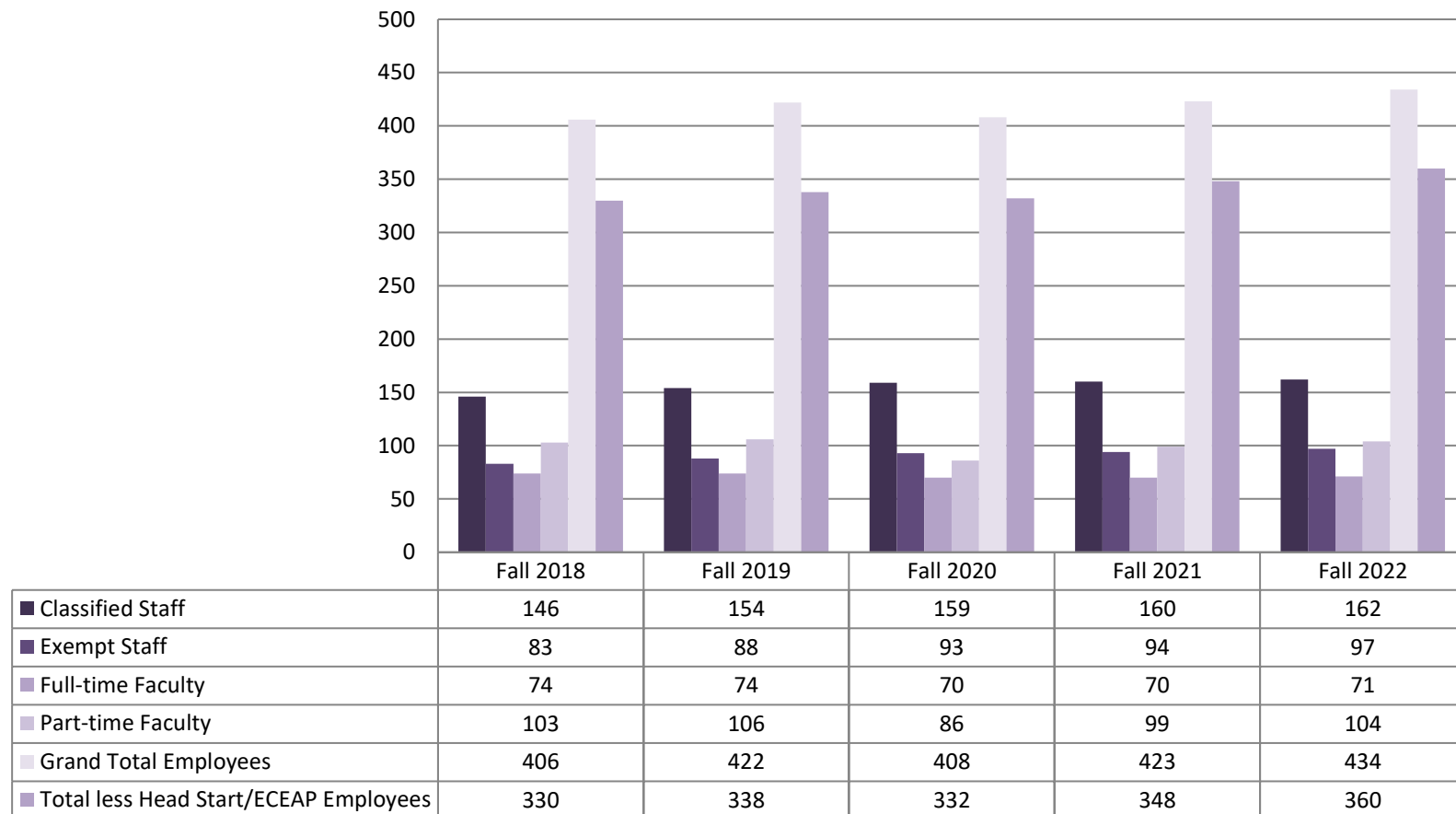
## 2022-23 D, F, or W Grade Distribution by Race/Ethnicity and Sex (College level courses only)

| Student Population                                   | D Grades as a % of Total Grades awarded to designated demographic group | F Grades as a % of Total Grades awarded to designated demographic group | W Grades as a % of Total Grades awarded to designated demographic group |
|--|---|---|---|
| <b>Female Overall Rate</b>                           | <b>2.4%</b>   | <b>5.0%</b>   | <b>4.5%</b>   |
| Female and American Indian or Alaska Native          | 2.5%  | 5.1%  | 6.3%  |
| Female and Asian                                     | 1.1%  | 3.4%  | 3.4%  |
| Female and Black or African American                 | 1.9%  | 6.9%  | 4.4%  |
| Female and Hispanic or Latino                        | 2.5%  | 5.7%  | 6.4%  |
| Female and Native Hawaiian or Other Pacific Islander | 6.7%  | 18.3%   | 3.3%  |
| Female and Two or More Races or Other Race           | 2.7%  | 6.2%  | 4.7%  |
| Female and White                                     | 2.4%  | 4.6%  | 4.1%  |
| <b>Male Overall Rate</b>                             | <b>3.0%</b>   | <b>7.2%</b>   | <b>4.3%</b>   |
| Male and American Indian or Alaska Native            | 2.9%  | 16.2%   | 11.8%   |
| Male and Asian                                       | 0.9%  | 2.8%  | 9.3%  |
| Male and Black or African American                   | 6.7%  | 5.8%  | 1.9%  |
| Male and Hispanic or Latino                          | 5.6%  | 8.5%  | 3.6%  |
| Male and Native Hawaiian or Other Pacific Islander   | *   | *   | *   |
| Male and Two or More Races or Other Race             | 3.0%  | 7.1%  | 3.0%  |
| Male and White                                       | 2.6%  | 6.9%  | 4.4%  |

Source: SBCTC Data Warehouse Student and Transcripts tables (DW\_KEY, YEAR, ITEM, DEPT\_DIV not like 'HOFL', COURSE\_NUM >=100, YRQ, GR Not In 'I', 'N', 'R', 'V', 'X', 'NA', '\*', RACE\_ETHNIC\_CODE, HISPANIC and SEX). \* Redacted to protect student privacy due to small 'n' size.

# 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, (pre Fall 2020: cr6110B and ps1505); Head Start or HR for Head Start/ECEAP employee counts. Note: Fall 2020 part-time faculty numbers came from Office of Instruction.

# Operating Revenues & Expenditures

## Operating Revenues & Expenditures—Dollars and Percent (unrestricted)

|                           | 2018-19 Actual    |            | 2019-20 Actual    |            | 2020-21 Actual    |            | 2021-22 Actual    |            | 2022-23 Actual    |            |
|---------------------------|-------------------|------------|-------------------|------------|-------------------|------------|-------------------|------------|-------------------|------------|
| <b>REVENUES</b>           | \$                | %          | \$                | %          | \$                | %          | \$                | %          | \$                | %          |
| Tuition & Fees            | 5,325,842         | 21.7       | 5,392,495         | 20.5       | 5,135,046         | 18.1       | 5,295,645         | 18.9       | 4,965,513         | 16.1       |
| State Appropriation       | 15,095,096        | 61.5       | 16,911,853        | 64.1       | 19,161,999        | 67.6       | 18,875,788        | 67.5       | 21,480,762        | 69.8       |
| Local Unrestricted        | 3,964,139         | 16.2       | 3,925,723         | 14.9       | 3,895,789         | 13.8       | 3,662,999         | 13.1       | 4,198,613         | 13.6       |
| Local Dedicated           | 140,000           | 0.6        | 140,000           | .5         | 140,000           | .5         | 140,000           | .5         | 140,000           | .5         |
| <b>TOTAL REVENUES</b>     | <b>24,525,077</b> | <b>100</b> | <b>26,370,071</b> | <b>100</b> | <b>28,332,834</b> | <b>100</b> | <b>27,974,432</b> | <b>100</b> | <b>30,784,888</b> | <b>100</b> |
|                           |                   |            |                   |            |                   |            |                   |            |                   |            |
| <b>EXPENDITURES</b>       | \$                | %          | \$                | %          |                   |            | \$                | %          |                   |            |
| Instruction               | 10,173,753        | 42.8       | 10,459,280        | 41.1       | 10,739,956        | 42.8       | 11,769,555        | 42.5       | 12,508,072        | 41.6       |
| Academic Support          | 2,130,335         | 9.0        | 2,390,474         | 9.4        | 1,834,314         | 7.3        | 2,306,497         | 8.3        | 2,646,055         | 8.8        |
| Libraries                 | 449,519           | 1.9        | 465,689           | 1.8        | 420,110           | 1.7        | 324,713           | 1.2        | 398,022           | 1.3        |
| Student Services          | 3,682,608         | 15.5       | 3,536,992         | 13.9       | 3,878,464         | 15.5       | 4,403,479         | 15.9       | 5,285,865         | 17.5       |
| Institutional Support     | 4,219,581         | 17.7       | 5,080,663         | 19.9       | 5,169,267         | 20.6       | 6,521,592         | 23.5       | 6,340,422         | 21.1       |
| Operation of Plant        | 3,124,817         | 13.1       | 3,531,622         | 13.9       | 3,041,767         | 12.1       | 2,380,407         | 8.6        | 2,925,304         | 9.7        |
| <b>TOTAL EXPENDITURES</b> | <b>23,780,613</b> | <b>100</b> | <b>25,464,720</b> | <b>100</b> | <b>25,083,878</b> | <b>100</b> | <b>27,706,243</b> | <b>100</b> | <b>30,103,740</b> | <b>100</b> |

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

|   | 2018-19<br>Cost per FTE | 2019-20<br>Cost per FTE | 2020-21<br>Cost per FTE | 2021-22<br>Cost per FTE | 2022-23<br>Cost per FTE |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <b>EXPENDITURES</b>                             | \$                      | \$                      | \$                      | \$                      | \$                      |
| Instruction                                     | 4,267                   | 4,534                   | 5,491                   | 6,557                   | 6,899                   |
| Academic Support                                | 894                     | 1,036                   | 938                     | 1,285                   | 1,459                   |
| Libraries                                       | 188                     | 202                     | 214                     | 181                     | 220                     |
| Student Services                                | 1,545                   | 1,533                   | 1,983                   | 2,453                   | 2,916                   |
| Institutional Support                           | 1,770                   | 2,202                   | 2,643                   | 3,633                   | 3,497                   |
| Operation of Plant                              | 1,311                   | 1,531                   | 1,555                   | 1,326                   | 1,614                   |
|   |                         |                         |                         |                         |                         |
| <b>TOTAL EXPENDITURES</b>                       | <b>9,975</b>            | <b>11,038</b>           | <b>12,824</b>           | <b>15,435</b>           | <b>16,605</b>           |
|   |                         |                         |                         |                         |                         |
| FTE Enrollment                                  | 2,384 FTE               | 2,307 FTE               | 1,956 FTE               | 1,795 FTE               | 1,813 FTE               |
|   |                         |                         |                         |                         |                         |
| <b>State Reimbursement per<br/>General FTE*</b> | <b>6,332</b>            | <b>7,331</b>            | <b>9,797</b>            | <b>10,516</b>           | <b>11,848</b>           |

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 27 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           |
| Gym & Fitness Center (GYM)          | 1960       | 34,654            | 34          |
| Head Start Barnes A                 | 1997       | 4,480             | 12          |
| Head Start Barnes B                 | 2018       | 5,381             | 15          |

\*Original date of construction for Main was September, 1950.

\*\*Estimate. Source: LCC Campus Services.

| Building                       | Year Built | Gross Sq. Footage | Total Rooms |
|--------------------------------|------------|-------------------|-------------|
| Head Start Storage (HSS)       | 1992       | 260               | 1           |
| 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          |
| <b>College Grand Total</b>     |            | <b>484,413</b>    | <b>839</b>  |

# 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          |
| <b>Total</b>               | <b>985</b>  | <b>205</b>      | <b>32</b>       | <b>2</b>       | <b>15</b>         | <b>12</b>          | <b>16</b>    | <b>1</b>      | <b>1,268</b> |

Data Source: Campus Services. \*Street parking includes 15<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> Avenues, Maple Street and Olympia Way. Parking is not permitted in the Longview Library parking lot, in driveways, or in fire lanes.

Note: This is the most recent data available.

# 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"

|   | 2018          | 2019          | 2020          | 2021         | 2022         | Change     |
|---|---------------|---------------|---------------|--------------|--------------|------------|
| Natural Gas Campus—Therm Usage (Cascade Natural Gas) <sup>1</sup> | 204,831       | 197,524       | 187,212       | 180,927      | 210,436      | +16.3%     |
| Electricity Usage—Kilowatt hour Usage (Cowlitz PUD) <sup>1</sup>  | 6,005,900     | 6,584,320     | 5,059,340     | 4,386,651    | 4,850,548    | +10.6%     |
| Water & Sewer—Cubic Feet (City of Longview) <sup>1</sup>          | 16,191        | 15,477        | 12,644        | 11,159       | 13,331       | +19.5%     |
| Diesel Usage in Generators—Gallons <sup>1</sup>                   | 87*           | 42            | 38            | 38           | 35           | -7.9%      |
| Gasoline for Vehicles & Grounds Equipment—Gallons <sup>1</sup>    | 1,708         | 2,233         | 1,097         | 1,397.55     | 2,514.05     | +79.9%     |
| Diesel for Vehicles & Grounds Equipment—Gallons <sup>1</sup>      | 5,738         | 4,322         | 853**         | 754**        | 1,479**      | +96.2%     |
| Employee-Owned Vehicle Use for Business Travel—Miles <sup>1</sup> | 132,318       | 130,420       | 85,693        | 18,439       | 35,283       | +91.3%     |
| Employee Air Travel—Miles <sup>1</sup>                            | 137,957       | 83,012        | 26,760        | 8,438        | 61,151       | +624.7%    |
| Mail Letter Size—Pieces <sup>2</sup>                              | 34,755        | 22,876        | 17,011^       | 14,121       | 14,262       | +1.0%      |
| (\$ spent)  | (\$16,528.41) | (\$11,702.60) | (\$9,279.27)^ | (\$8,015.32) | (\$8,222.55) | (\$207.23) |
| Bulk Mailings—Pieces <sup>2</sup>                                 | 23,597        | 10,375        | 8,685^        | 14,507       | 17,348       | +19.6%     |
| (\$ spent)  | (\$4,113.58)  | (\$2,561.84)  | (\$1,540.65)^ | (\$2,994.54) | (\$3,480.59) | (\$486.05) |
| Business Reply—Pieces <sup>2</sup>                                | 485           | 713           | 459^          | 303          | 378          | +24.8%     |
| (\$ spent)  | (\$286.32)    | (\$464.62)    | (\$299.11)^   | (\$206.65)   | (\$274.90)   | (\$68.25)  |

\*Due to a campus power outage, generators ran for more hours than usual this year & consumed more diesel. \*\*Does not include Head Start Buses. ^Figure updated from previous fact book.

## LCC Recycling Program

| Recycled Material                                  | 2018              | 2019              | 2020              | 2021              | 2022              | Change  |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|---------|
| Aluminum—Pounds (\$ collected) <sup>1</sup>        | 296 (\$146.90)    | 327 (\$150.40)    | 352.5 (\$101.04)  | 151.5 (\$53.19)   | 202 (\$51.00)     | +33.3%  |
| Cardboard—Tons (\$ collected) <sup>1</sup>         | 13 (\$369.97)     | 4.61 (\$211.82)   | 0 (\$0)**         | 0 (\$0)**         | 0 (\$0)**         | --      |
| Paper—(\$ paid) <sup>*1</sup>                      | (\$432.00)        | (\$360.00)        | (\$385.00)        | (\$619.64)        | (\$614.02)        | --      |
| Metal—Pounds (\$ collected) <sup>1</sup>           | 22,705 (\$668.48) | 41,713 (\$608.05) | 29,011 (\$215.01) | 10,320 (\$768.00) | 10,995 (\$926.80) | +6.5%   |
| Copper—Pounds (\$ collected) <sup>1</sup>          | 56 (\$18.60)      | 18 (\$24.76)      | 9 (\$5.05)        | 18 (\$53.63)      | 50 (\$174.58)     | +177.8% |
| Plastic—Pounds (\$ collected) <sup>1</sup>         | 1,176 (\$51.29)   | 0 (\$0)           | 0 (\$0)           | 0 (\$0)           | 0 (\$0)           | --      |
| Surplus Property Sales (\$ collected) <sup>2</sup> | \$21,941.49       | \$16,277.28       | \$16,399.49^      | \$18,332.64       | \$17,966.02       | -2.0%   |

\*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.

\*\*As of 2020, Waste Control no longer accepts cardboard commercially. ^Figure updated from previous fact book.

<sup>1</sup> Calendar Year

<sup>2</sup> Fiscal Year

# LCC Foundation

Since 1976, the Lower Columbia College Foundation has been: providing financial supplements where public funds are not sufficient; gathering public support for enhancement of educational opportunities for LCC students; and strengthening the teaching, learning and cultural environment of LCC and the community it serves.

## LCC Foundation Net Assets

| June 2019    | June 2020    | June 2021    | June 2022    | June 2023*   |
|--------------|--------------|--------------|--------------|--------------|
| \$18,284,823 | \$19,771,132 | \$24,702,757 | \$22,400,145 | \$25,363,663 |

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

Amount available depends on investments earnings in any given year

| June 2019          | June 2020          | June 2021        | June 2022          | June 2023*  |
|--------------------|--------------------|------------------|--------------------|-------------|
| \$1,157,440 (6.3%) | \$1,058,612 (5.4%) | \$936,044 (3.8%) | \$1,066,159 (4.8%) | \$1,350,237 |

2022-23 Program Support was distributed as follows: Scholarships—\$546,101; Grants—\$115,336; Program Support—\$357,139 and Other—\$331,661.

## Exceptional Faculty Fund: Endowed Total

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

| June 2019   | June 2020   | June 2021   | June 2022   | June 2023*  |
|-------------|-------------|-------------|-------------|-------------|
| \$1,897,550 | \$1,903,334 | \$2,343,108 | \$1,929,761 | \$2,069,957 |

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

# Community Demographics

| Community Demographic  | Cowlitz County | Wahkiakum County | Washington State |
|--|----------------|------------------|------------------|
| <b>Total Population Estimate, 2022</b>                             | <b>111,956</b> | <b>4,688</b>     | <b>7,785,786</b> |
| Total Population, 2020 Census                                      | 110,730        | 4,422            | 7,705,281        |
| Percent Change, 2020 to 2022                                       | +1.1%          | +6.1%            | +1.0%            |
| Persons per Square Mile, 2020                                      | 97.0           | 16.8             | 115.9            |
| Persons in Poverty, 2022   | 12.6%          | 11.7%            | 9.9%             |
| Persons under 18 years, 2022                                       | 22.2%          | 16.3%            | 21.1%            |
| Persons with a Disability, under age 65 years, 2017-2021           | 14.6%          | 16.7%            | 8.9%             |
| Veterans 2017-2021   | 8,915          | 607              | 509,722          |
| Language other than English spoken at home age 5+ years, 2017-2021 | 6.8%           | 5.9%             | 20.3%            |
| Households with a broadband Internet subscription, 2017-2021       | 87.2%          | 81.5%            | 91.3%            |
| Unemployment Rate, Spring 2023*                                    | 4.0%           | 4.5%             | 3.4%             |
| Median Household Income, 2017-2021                                 | \$64,506       | \$54,422         | \$82,400         |
| Retail Sales per capita, 2017                                      | \$13,908       | \$1,932          | \$21,579         |

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](https://esd.wa.gov/labormarketinfo/labor-force). Spring rates are calculated by averaging the “not seasonally adjusted rates” for April to June.

# College & Community Demographics: Race/Ethnicity

## 2022-23 LCC Enrollment Compared to 2022 Community Population Estimates

| Demographic                                      | Lower Columbia College (LCC) | Cowlitz County | Wahkiakum County | Washington State |
|--|------------------------------|----------------|------------------|------------------|
| <b>Total Population</b>                          | <b>4,242</b>                 | <b>111,956</b> | <b>4,688</b>     | <b>7,785,786</b> |
| Black or African American alone                  | 2.2%                         | 1.2%           | 0.6%             | 4.6%             |
| American Indian and Alaska Native alone          | 1.2%                         | 2.2%           | 1.9%             | 2.0%             |
| Asian alone                                      | 3.1%                         | 1.8%           | 1.7%             | 10.5%            |
| Native Hawaiian and Other Pacific Islander alone | 0.5%                         | 0.5%           | 0.5%             | 0.8%             |
| Two or More Races                                | 6.3%                         | 4.1%           | 4.5%             | 5.3%             |
| Hispanic or Latino                               | 15.3%                        | 10.4%          | 6.6%             | 14.0%            |
| White Alone, not Hispanic or Latino              | 71.4%                        | 81.6%          | 85.7%            | 65.1%            |

Source for Community demographics: [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>, for population and demographic rates.

Source for LCC demographics: SBCTC Data Warehouse, Student Table. Hispanic (Hispanic = Y). 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. **Percentages calculated include only those students who disclosed specific pieces of demographic information.**

Note: Community Stats are based off of 2022 population estimates from the US Census Bureau. Lower Columbia College stats are based off of 2022-23 enrollment.

# 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.

|  | 2018  | 2019  | 2020  | 2021  | 2022  |
|--|-------|-------|-------|-------|-------|
| Inflation, Consumer Price Index (1)                    | +1.9% | +2.3% | +1.4% | +7.0% | 6.5%  |
| LCC Tuition/fee Increases, percent annual increase (2) | +1.5% | +3.0% | +2.4% | +2.4% | +2.4% |

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 2022)

| Education Level Attained                    | United States | Washington State | Cowlitz County |
|---|---------------|------------------|----------------|
| Less than 9 <sup>th</sup> grade             | 4.7%          | 3.5%             | 3.1%           |
| 9-12 grade, no diploma                      | 5.7%          | 4.3%             | 7.5%           |
| High school graduate (includes equivalency) | 26.1%         | 21.5%            | 32.7%          |
| Some college, no degree                     | 19.1%         | 21.2%            | 25.4%          |
| Associate degree                            | 8.8%          | 10.0%            | 14.7%          |
| Bachelor's degree                           | 21.6%         | 23.8%            | 10.9%          |
| Graduate or professional degree             | 14.0%         | 15.7%            | 5.7%           |
| SUMMARY DATA                                |               |                  |                |
| High school graduate or higher              | 89.6%         | 92.2%            | 89.4%          |
| Bachelor's degree or higher                 | 35.7%         | 39.5%            | 16.6%          |

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.

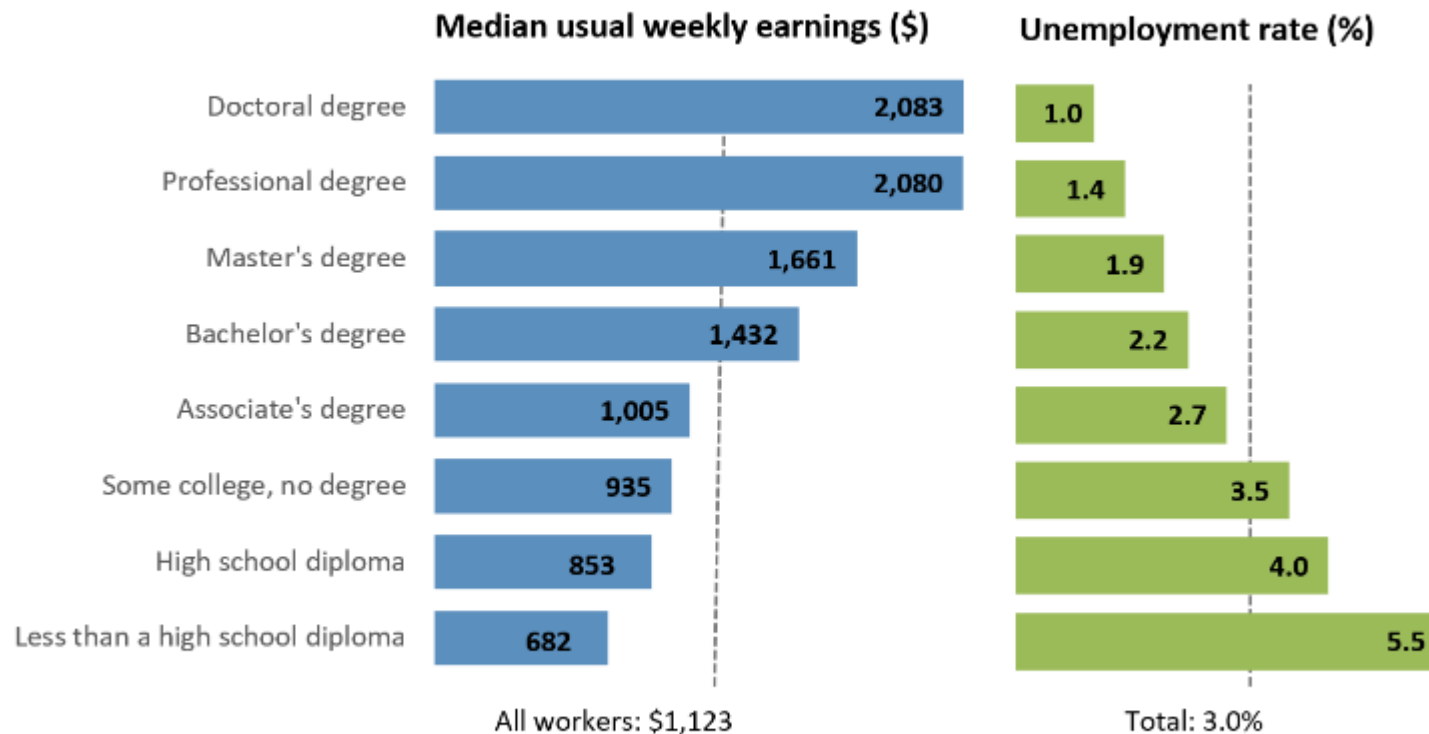
Figures may not equal precisely 100% due to rounding.

Note: This is the most recent data available.

# Education Pays

## Education Pays: Relationship between education level, earnings & unemployment rate (2022)

### Earnings and unemployment rates by educational attainment, 2022



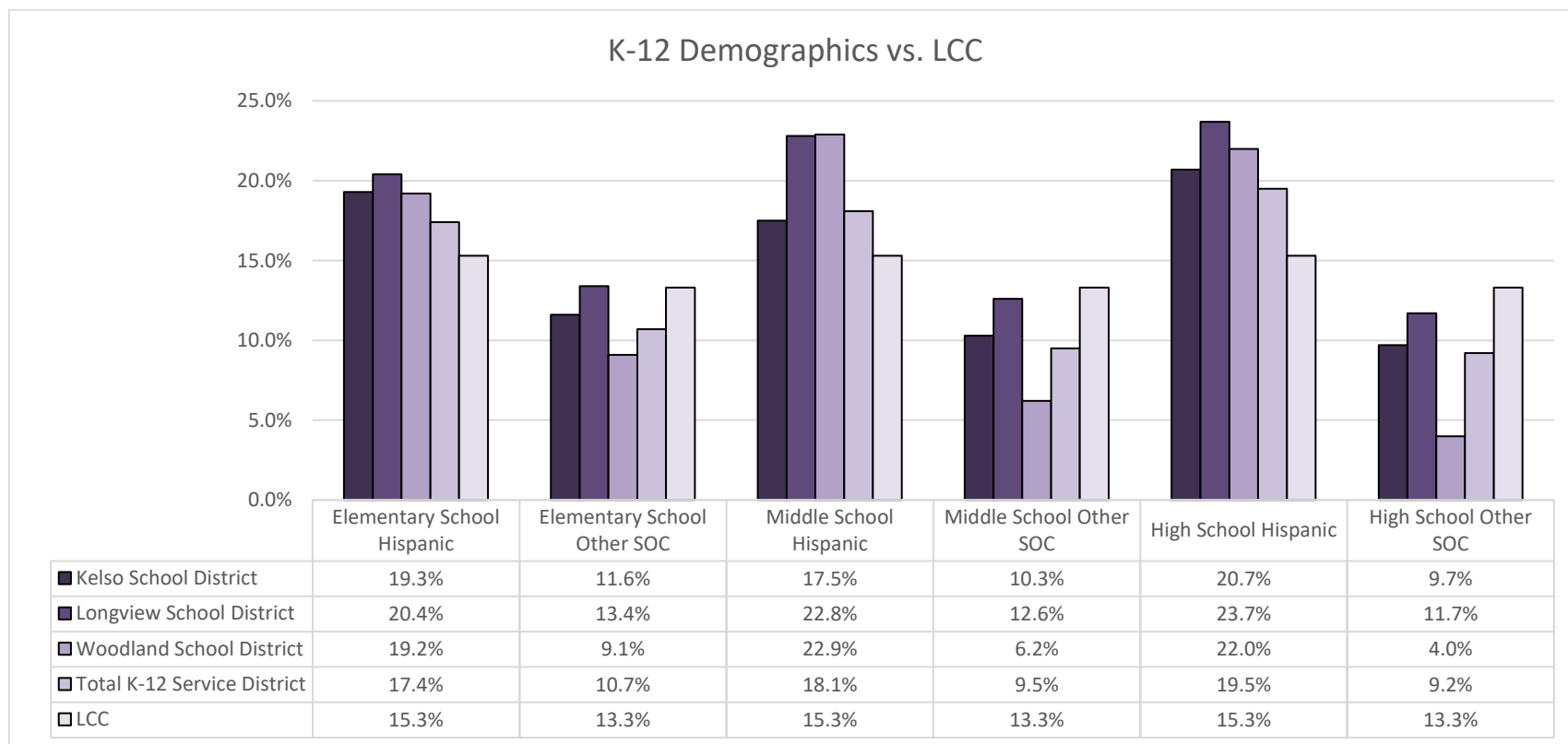
Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

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

Source: [Bureau of Labor Statistics](https://www.bls.gov/emp/chart-unemployment-earnings-education.htm) located at <https://www.bls.gov/emp/chart-unemployment-earnings-education.htm>.

# Students of Color Enrollment in K-12 District

## Enrollment of Hispanic Students and Other Students of Color (SOC): LCC Compared to K-12 District (2022-23)



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

LCC averages 2-4% below the total K-12 service district for Hispanic enrollment, and about 2-4% above the total K-12 service district for enrollment of other students of color.



[Lower Columbia College](http://lowercolumbia.edu) (lowercolumbia.edu) 1600 Maple Street, Longview, WA, 98632, (360) 442-2311