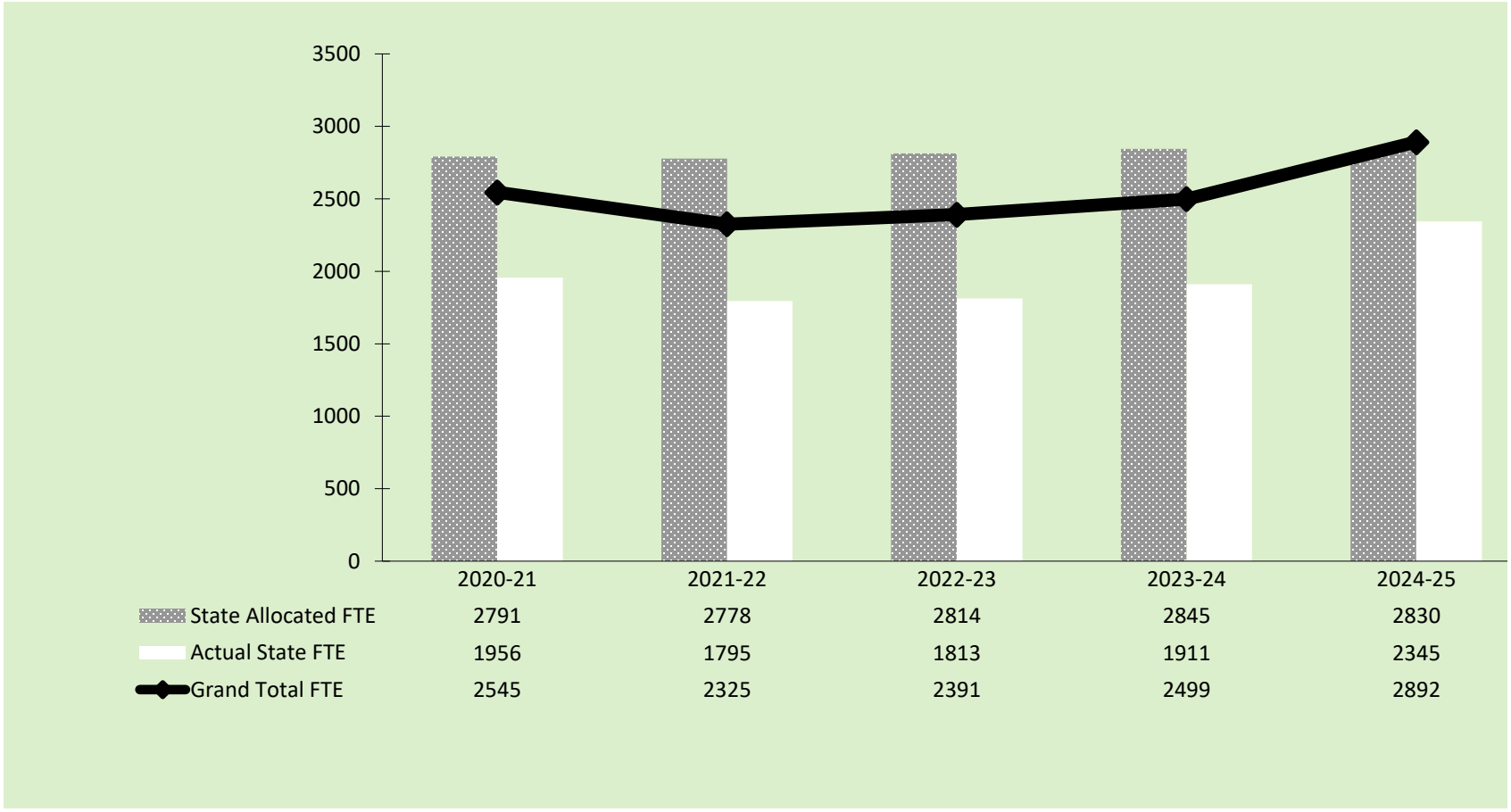
LCC FACTS & FIGURES 2024-25

28th Edition



	2020-21	2021-22	2022-23	2023-24	2024-25
State Allocated FTE	2791	2778	2814	2845	2830
Actual State FTE	1956	1795	1813	1911	2345
Grand Total FTE	2545	2325	2391	2499	2892

LOWER COLUMBIA COLLEGE

Community College District 13

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Data for the 28th 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 the 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, Director of Institutional Research, at (360) 442-2490 or arogers@lowercolumbia.edu; Jeffrey Chao, Data Analyst, at (360) 442-2115 or jchao@lowercolumbia.edu for questions or comments.

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Mission, Vision and Values

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 VISION: Our vision is to be a powerful force for improving the quality of life in our community.

OUR VALUES: 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 in workforce classes
B. Demonstration of program competencies
C. College-level English and math completion
D. Employer satisfaction
E. Licensure/certification rates
F. Placement rate in the workplace
G. Demonstration of General Education Outcomes (Global Skills) in workforce classes
H. Client assessment of programs and services

2. Academic Transfer

A. Student performance in transfer classes
B. Transfer readiness
C. Demonstration of General Education Outcomes (Global Skills) in transfer classes
D. College-level English and math completion
E. Academic transfer rate
F. Success after transfer

3. Preparation for College-Level Studies

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

4. Student Access, Support and Completion

A. Participation rates
B. Enrollment
C. Student persistence
D. Completion
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 26 buildings on 38.75 acres, and enrolls over 4,000 students each year.

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

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 institutional accrediting bodies recognized by the United States Department of Education.
- **Career Pathway**: Refers to a cluster of jobs that requires similar knowledge and skills. Lower Columbia College offers a wide variety of program options in eight career pathways.
- **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 pre-college 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 pre-college 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 (2024-25)

- Total Student Headcount—State (3,857); All (4,930)
- FTE (Full Time Equivalent)—State (2,345); All (2,892)
- Student/Faculty ratio—State (11.24); All (13.33)

Students Taking Classes

- English Language Learning: 237
- College & Career Preparation: 1,260
- Online (unduplicated): 3,069
- Continuing Educ. (duplicated): 822

Enrollment by Intent (State Funded)

- Transfer: 37%
- Workforce: 38%
- Basic Skills: 18%
- Other: 6%

Enrollment by Category

- Running Start: 521
- Worker Retraining: 162
- International: 36
- Open Doors: 26
- High School Plus: 102
- College in the High School: 299

Demographics (State Funded)

- Male: 30%
- New to College: 25%
- Average Age: 31
- Full-Time (12+ cr): 47%

Degrees & Awards

- BAS degrees: 72
- Associate degrees: 503
- Cert. of Proficiency: 10
- Cert. of Completion: 72
- High School Diplomas: 94
- GEDs (per Testing): 63

- Employment rate: 62% of Professional/Technical graduates employed five years after starting at LCC.

- Founded in 1934 and is now one of 34 Washington community and technical colleges
- 38.75-acre site houses 26 college buildings
- Operating budget (2024-25) of $35,146,776
- Accredited by the Northwest Commission on Colleges and Universities since 1948
- Service Area--District 13 serves Cowlitz & Wahkiakum Counties
- Foundation Assets (June 2025): $37,977,081
- NWAC Varsity Sports: Men & Women's Basketball; Men's Baseball; and Women's Softball, Volleyball and Soccer
- 480 employees (Fall 2024) including Head Start/ECEAP; 376 employees (Fall 2024) excluding Head Start/ECEAP

Courses and programs available in the following Career Pathways:

- Accounting, Business and Leadership
- Arts, Communication and Humanities
- Health Sciences and Wellness
- Information Technology
- Manufacturing, Trades and Transportation
- Science, Technology Engineering and Math (STEM)
- Social Science and Criminal Justice
- Teacher Education and Early Learning

Courses and programs also available to help prepare students for college-level studies with College and Career Preparation.

Student Demographics

2024-25	All #	All %	State Funded #	State Funded %
Unduplicated student headcount	4930	100%	3857	78%
Female students	2964	68%	2510	70%
Male students	1401	32%	1096	30%
Asian	155	3%	137	3%
American Indian/Alaska Native	53	1%	44	1%
Black or African American	125	3%	122	3%
Hispanic or Latino	837	18%	712	18%
Native Hawaiian or Other Pacific Islander	34	1%	31	1%
Two or More Races / Other Race	361	8%	299	7%
Students of color (Subtotal)	1565	34%	1565	39%
White	3097	66%	2452	61%
International Students	42	1%	N/A	N/A
Less than 20 years of age	1487	28%	670	16%
Ages 20-24	1169	22%	1138	27%
Ages 25-34	1144	22%	1104	26%
Ages 35-49	1019	19%	951	23%
Age 50 years or older	456	9%	333	8%
Average age (mean)	29	N/A	31	N/A
Students with disabilities	377	8%	364	9%
Receiving Veteran benefits	96	2%	N/A	N/A
Economically disadvantaged	2654	54%	2524	65%

2024-25	All #	All %	State Funded #	State Funded %
Transfer students	1971	38%	1509	37%
Workforce students	1554	30%	1526	38%
Basic Skills students	769	15%	745	18%
Other students	835	16%	256	6%
Credit students (> 0 credits)	4621	N/A	3857	N/A
Part-time (>0 and < 12 credits)	3115	54%	2537	53%
Full-time (≥ 12 credits)	2642	46%	2233	47%
Washington Resident students	3316	89%	2838	88%
Non-resident students	409	11%	396	12%
Students with no children	806	54%	806	55%
Couples with children	326	22%	325	22%
Single students with children	347	23%	347	23%
New college students	1607	33%	948	25%
Students who transferred in	613	12%	563	15%
Former students who returned	906	18%	757	20%
Continuing students	1804	37%	1589	41%
Prior education: < high school	136	5%	126	5%
High school or equivalent	2498	87%	2208	87%
Some post-high school	165	6%	153	6%
Certificate (< 2 years)	17	1%	16	1%
Associate degree	16	1%	12	0%
Bachelor's degree or higher	24	1%	9	0%
First Generation	2769	81%	2379	84%

Source: SBCTC Data Warehouse, Student Table (Veteran Benefits = VET_BENEFITS is not "0"). 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.**

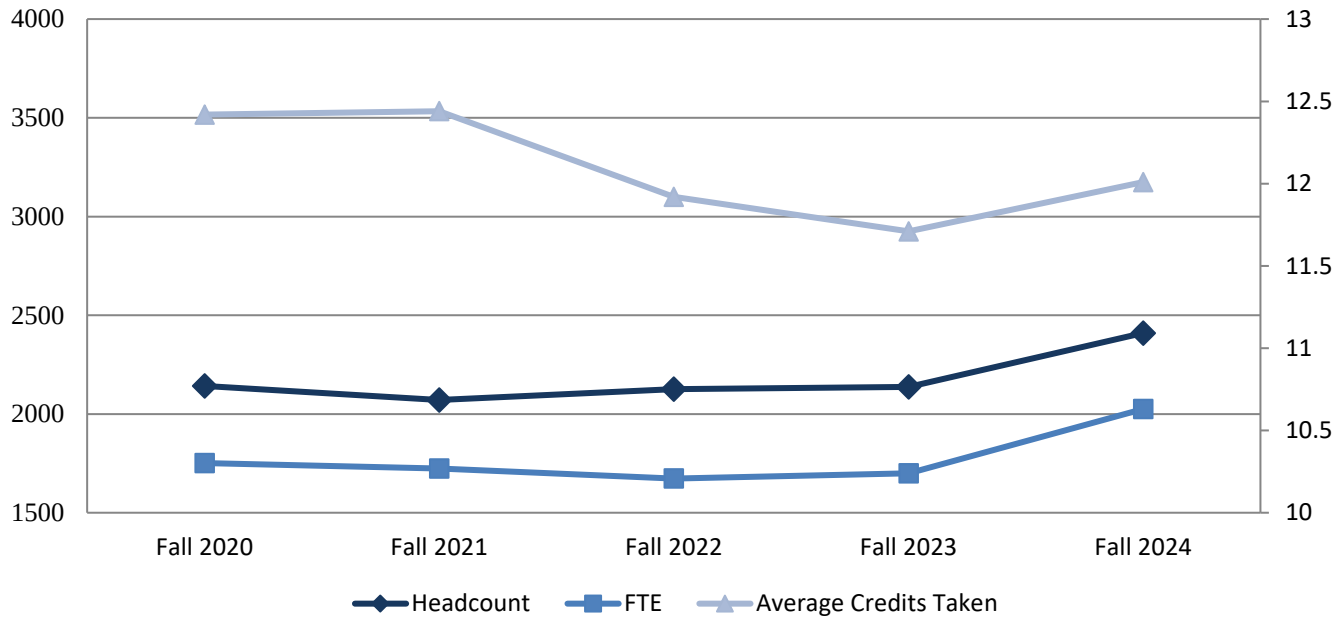
Fall Quarter Enrollment Trends

QUARTER	Academic	Workforce	Basic Education for Adults*	Pre-college	Total FTEs
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%
Fall 2023	805 – 47%	478 – 28%	340 – 20%	77 – 5%	1699 – 100%
Fall 2024	922 – 46%	594 – 29%	442 – 22%	68 – 3%	2025 – 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

Enrollment	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Headcount	2142	2071	2125	2137	2410
FTE	1752	1724	1673	1699	2025
Average Credits Taken	12.42	12.44	11.92	11.71	12.01

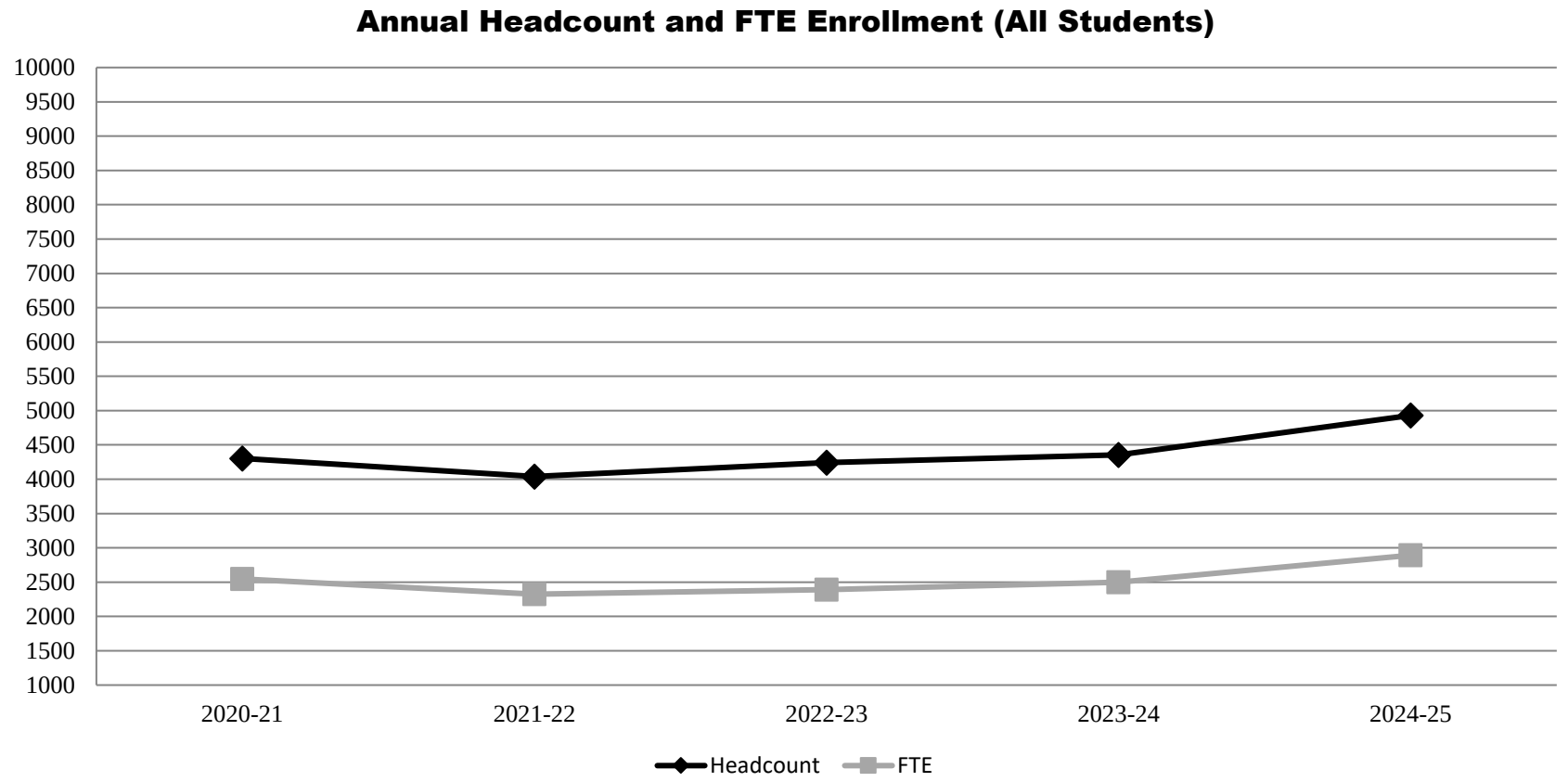


Source (FTE/headcount): Data Warehouse, Class Table, by Institutional Intent Recat, (state funded) for FTE enrollment; Student Table for headcount (state funded).
Source (Average Credits): QCS_AC_CLASS_ROSTER_CAREER (average of Units Taken).

Annual Enrollment Trends

YEAR	State Funded FTE	Contract Funded FTE	Student Funded FTE	Total FTE	Headcount (All Students)
2020-21	1956 – 77%	580 – 23%	8 – <1%	2545– 100%	4302
2021-22	1796 – 77%	515 – 22%	15 – 1%	2325– 100%	4040
2022-23	1813 – 76%	559 – 23%	19 – 1%	2391 – 100%	4242
2023-24	1911 – 76%	556 – 22%	32 – 1%	2499 – 100%	4353
2024-25	2345 – 81%	503 – 17%	43 – 1%	2892 – 100%	4930

Source: SBCTC Data Warehouse, Student Table (Unduplicated Headcount), Class Table (FTE—FTES_Total/3 – where record code =1 or =2).



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	2020-21	2021-22	2022-23	2023-24	2024-25
Summer	15	103	48	59	57
Fall	45	116	135	208	241
Winter	134	115	169	208	255
Spring	147	143	239	218	269
TOTAL	**341**	**477**	**591**	**693**	**822**

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. Spring 2020 – Due to COVID-19 most classes were canceled.

Employment & Other Testing

Exam	2020-21	2021-22	2022-23	2023-24	2024-25
Pre-Employment Testing (PSI Assessment, WorkKeys)	169	640	393	906	885
NREMT (EMT Test)	55	202	135	144	155
Educator Licensing Exams (NES, West-B, ORELA)	248	432	304	532	374
Automotive Service Excellence (ASE)	2	55	96	119	269
ASE Student Entry-Level Certification	21	66	29	60	82
CLEP (Prior Learning Assessment)	1	37	37	19	31
Certiport (Microsoft Office Certification)	2	33	51	264	10
Pesticide Testing (Washington State Department of Agriculture)	0	355	569	576	233
IT Exams (Comptia, Cisco, Microsoft, Juniper Networks, VNware, Linnox)	12	59	50	113	76
ParaPro (certification exam for paraprofessional educators)	3	82	91	72	83
MEAZURE Learning* (ACE certification, BPS, certification, and others)	2	56	54	79	142
Medical Certification Exams (Pharmacy Tech, ACSM, PTI)	173	161	46	41	40
GED Passer Reports	26	64	63	81	63
Kryterion Testing	**	**	**	25	74
LCC Student Exams	***	1426	1646	5812	5868
LCC Math Placement Exams	788	655	591	602	693
Nursing Admissions Exam(s) (Kaplan, TEAS, AVANT Stamp4s)	***	***	***	***	447

Source: Testing Office. 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. *MEAZURE Learning was formerly known as Castle Worldwide (effective 2022-23). **New in 2023-24. ***Data not available.

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	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
City	#	%	#	%	#	%	#	%	#	%
Longview	1571	35.8%	1523	37.2%	1562	36.4%	1627	36.8%	1835	36.4%
Kelso	727	16.6%	719	17.6%	817	19.0%	850	19.2%	918	18.2%
Castle Rock	254	5.8%	225	5.5%	244	5.7%	262	5.9%	300	5.9%
Kalama	146	3.3%	155	3.8%	179	4.2%	170	3.8%	199	3.9%
Vancouver	288	6.6%	224	5.5%	198	4.6%	218	4.9%	259	5.1%
Woodland	141	3.2%	127	3.1%	172	4.0%	189	4.3%	235	4.7%
Rainier (OR)	79	1.8%	67	1.6%	65	1.5%	56	1.3%	84	1.7%
Clatskanie (OR)	48	1.1%	44	1.1%	48	1.1%	40	0.9%	47	0.9%
Cathlamet	77	1.8%	56	1.4%	69	1.6%	65	1.5%	75	1.5%
Battle Ground	72	1.6%	61	1.5%	56	1.3%	54	1.2%	56	1.1%
Silver Lake	37	0.8%	33	0.8%	34	0.8%	42	1.0%	54	1.1%
Toutle	45	1.0%	39	1.0%	41	1.0%	41	0.9%	40	0.8%
Toledo	28	0.6%	26	0.6%	29	0.7%	27	0.6%	24	0.5%
Ridgefield	54	1.2%	42	1.0%	46	1.1%	41	0.9%	52	1.0%
St. Helens (OR)	22	0.5%	16	0.4%	14	0.3%	11	0.2%	15	0.3%
Other, Washington State	550	12.5%	516	12.6%	512	11.9%	531	12.0%	597	11.8%
Other, out of state	248	5.7%	219	5.4%	204	4.8%	195	4.4%	234	4.6%

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

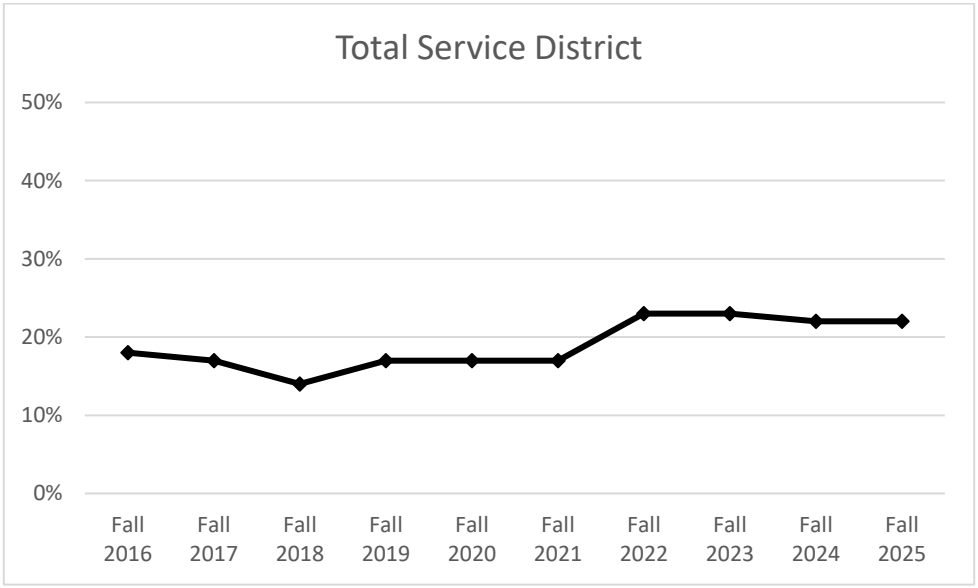
Proportion of Local High School Graduates Who Enroll at LCC by Following Fall

Quarter	R.A. Long	Kalama	Toutle Lake	Mark Morris	Kelso	Castle Rock	Woodland	Wahkiakum	Total
Fall 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%**
Fall 2024	50/172 = 29%	13/82 = 16%	22/42 = 52%	40/199 = 20%	59/284 = 21%	23/86 = 27%	8/118 = 7%	7/40 = 18%	**222/1023 = 22%**
Fall 2025	50/182 = 27%	10/74 = 14%	14/28 = 50%	54/226 = 24%	60/271 = 22%	23/75 = 31%	13/145 = 9%	4/21 = 19%	**228/1022 = 22%**

Source: dataLink Enrollment of HS Grads.sql (excludes Running Start, CEO, Open Doors, and College in the High School), local high school offices for graduate numbers.

10 Year History of Proportion of Local High School Graduates Who Enroll at LCC by Following Fall (Total Service District)

Quarter	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Total Service District	18%	17%	14%	17%	17%	17%	23%	23%	22%	22%



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

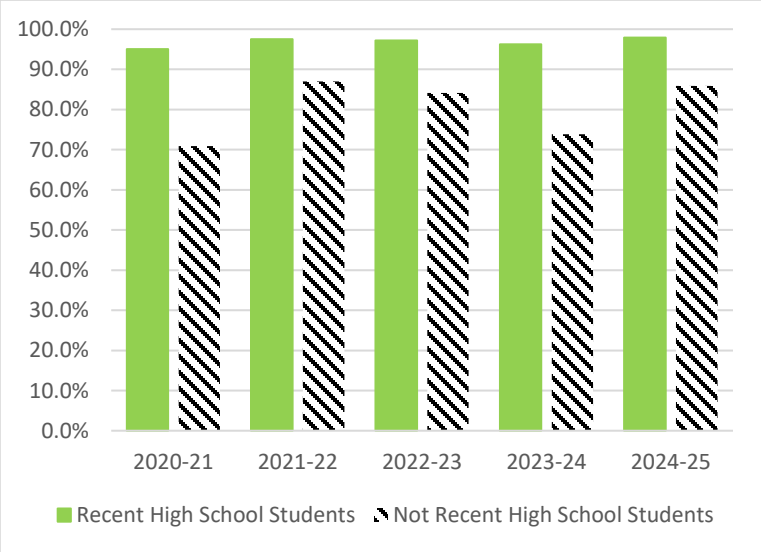
Year	Recent High School Students	Not Recent High School Students
2020-21	95.0%	70.9%
2021-22*	97.5%	87.0%
2022-23	97.2%	84.1%
2023-24	96.2%	73.8%
2024-25	97.9%	85.9%

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

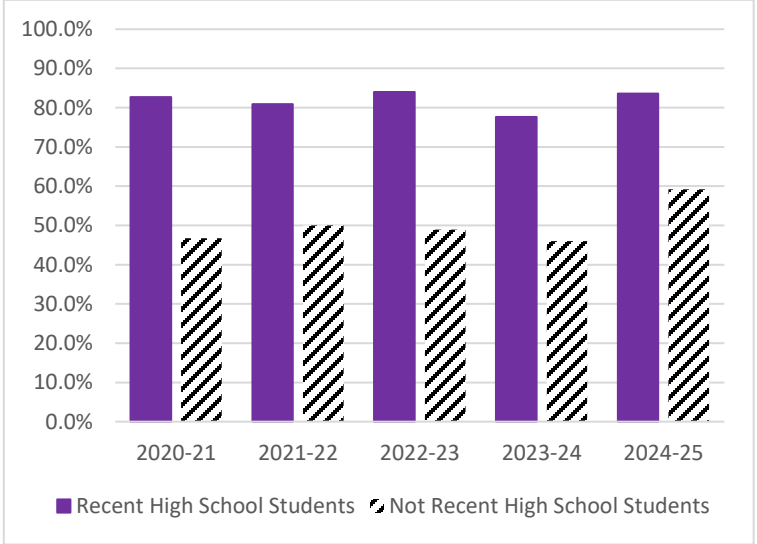
Year	Recent High School Students	Not Recent High School Students
2020-21	82.7%	46.7%
2021-22	81.6%	48.4%
2022-23	84.0%	48.9%
2023-24	77.6%	46.0%
2024-25	83.6%	59.2%

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. Student and Transcript tables. Fields: EMPLID, Running_Start_Status, Recent_Hi_Schl, YRQ_ACT_START = summer or fall quarter. Student table YRQ = Fall. Transcripts table YRQ = all quarters for the academic year, 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) for Math; ENGL and ENGL& (all courses), BUS 119, CMST& 220 and 230 for English. Running_Start_Status = 1 for RS 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. *Note: Starting 2021-22, BUS 119 and CMST& 220 and 230 included as English courses.

Most Popular Areas of Study

The following table depicts the top ten areas of study at Lower Columbia College. 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.

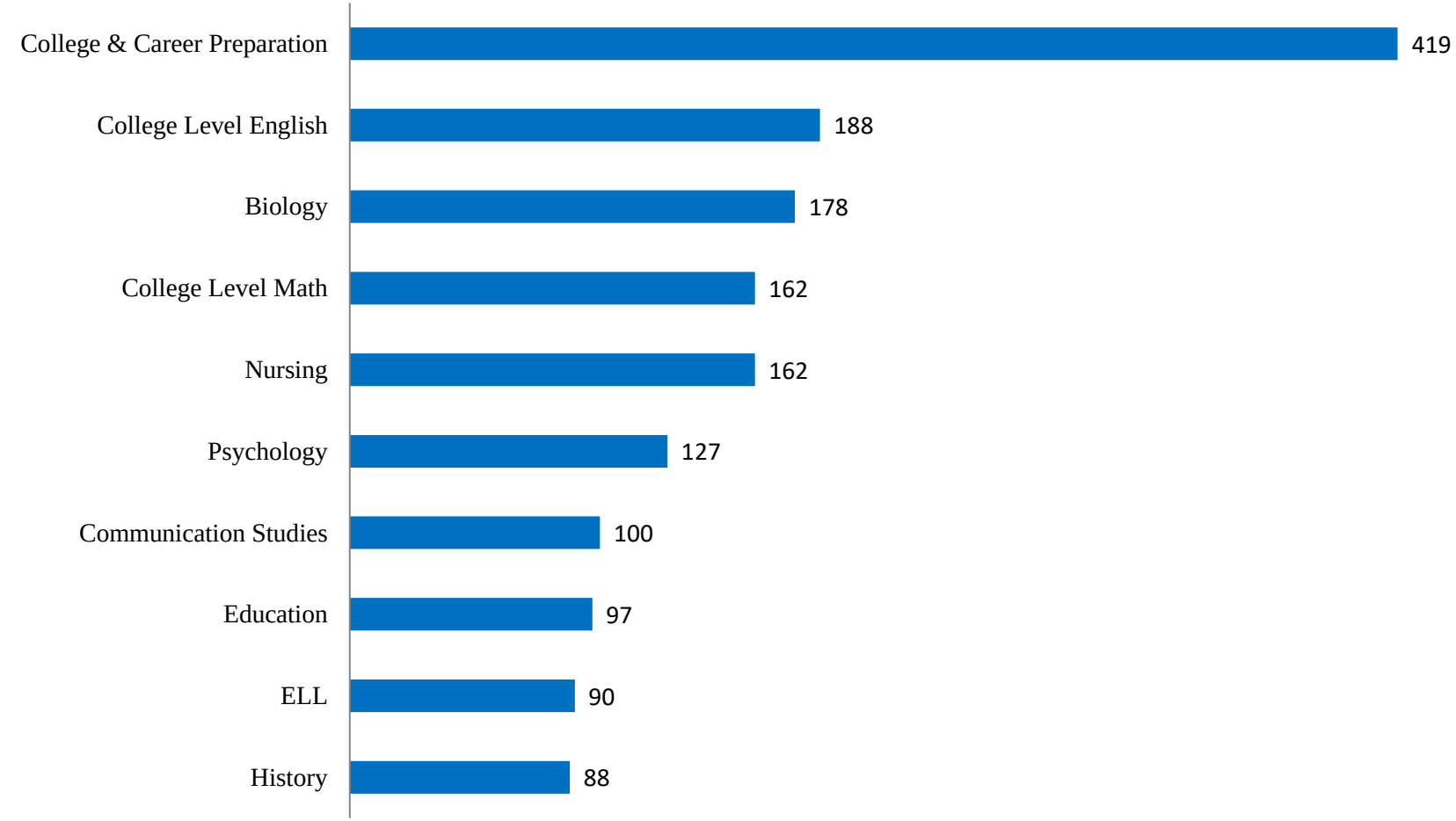
Academic Year 2023-24	# of Students
1. Nursing	708 (16.3%)
2. General Transfer AA-DTA	615 (14.1%)
3. Pre-Nursing DTA/MRP	296 (6.8%)
4. Early Childhood Education*	210 (4.8%)
5. Business/Business Management	163 (3.7%)
6. Psychology	113 (2.6%)
7. Biology/Biological Sciences	97 (2.2%)
8. Art & Design	83 (1.9%)
9. Criminal Justice	75 (1.7%)
10. Substance Use Disorder Studies	73 (1.7%)

Academic Year 2024-25	# of Students
1. Nursing	702 (14.2%)
2. General Transfer AA-DTA	597 (12.1%)
3. Pre-Nursing DTA/MRP	480 (9.7%)
4. Early Childhood Education*	208 (4.2%)
5. Business/Business Management	172 (3.5%)
6. Education	122 (2.5%)
7. Psychology	115 (2.3%)
8. Biology/Biological Sciences	109 (2.2%)
9. Welding	103 (2.1%)
10. Substance Use Disorder Studies	80 (1.6%)

Source: SBCTC Data Warehouse, Student Table, Program Code field for all 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 2024-25 (all funding sources). One Annual FTE (Full Time Equivalent) is equal to 45 enrolled credits.



Source: SBCTC Data Warehouse, Class Table, FTES_Total/3 where record code =1 or =2.

eLearning

eLearning courses at LCC are primarily either fully online, hybrid (part online and part face-to-face), or web enhanced (students are required to access the online environment although the class meets face-to-face).

FTE (all funding sources)	2020-21	2021-22	2022-23	2023-24	2024-25
Online	1738	1174	1007	1081	1383
Hybrid	200	623	748	697	808
Web Enhanced	79	203	208	394	457

Number of courses offered	2020-21	2021-22	2022-23	2023-24	2024-25
Online	1353	866	712	722	805
Hybrid	321	816	895	659	629
Web Enhanced	84	256	230	377	485

Unduplicated Headcount	2020-21	2021-22	2022-23	2023-24	2024-25
Online	3241	2692	2590	2669	3069
Hybrid	773	1298	1568	1513	1795
Web Enhanced	183	863	923	1419	1599

Unduplicated Online Headcount by Location	2020-21	2021-22	2022-23	2023-24	2024-25
Castle Rock	210	155	153	155	195
Kalama	120	110	112	114	137
Rainier	66	50	40	36	49
Toutle	40	29	21	27	28
Wahkiakum County	60	42	38	45	49
Woodland	83	65	73	82	93

Source: SBCTC Data Warehouse, Class Table (DIST_ED) for FTEs and courses. Excludes A#P, C#P, T#P, College in the High school sections. As of 2023-24, excludes JST and ACE sections. Labs included in FTE but not headcount or courses offered. Prior to 2024-25: Transcripts for unduplicated headcount (excludes ABE, CCP, ELL, ESL from online courses/headcount). 2024-25 onwards: StuClass for unduplicated headcount (excludes ABE, CCP, ELL, ESL from online courses/headcount).

Online Course Success

Online Students & Students in All Other Modalities Academic Performance Comparison: 2024-25 (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	47	56	84%	79	88	90%
Allied Health	16	19	84%	16	17	94%
American Sign Language	123	136	90%	19	22	86%
Anthropology	34	35	97%	80	88	91%
Art	217	258	84%	372	415	90%
Astronomy	20	22	91%	9	11	82%
Biology	1039	1147	91%	391	430	91%
Blueprint	*	*	N/A	17	18	94%
Business	341	436	78%	156	187	83%
Business Technology	527	612	86%	34	42	81%
Chemistry	298	407	73%	210	258	81%
College Success	534	689	78%	313	393	80%
Communication Studies	489	579	84%	253	287	88%
Computer Science	75	102	74%	88	113	78%
Criminal Justice	85	94	90%	18	20	90%
Drama	22	32	69%	34	40	85%
Early Childhood Education	148	179	83%	55	72	76%
Earth Science	68	82	83%	31	35	89%
Economics	103	110	94%	106	107	99%
Education	390	425	92%	559	581	96%
College-Level English	717	894	80%	597	724	82%
Pre-college English	63	84	75%	33	43	77%
Environmental Science	41	44	93%	19	24	79%
Geology	20	42	48%	30	35	86%

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.

Online Course Success (continued)

Online Students & Students in All Other Modalities Academic Performance Comparison: 2024-25 (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
Health	43	48	90%	105	110	95%
History	303	346	88%	162	212	76%
Humanities	451	490	92%	112	126	89%
Information Technology	23	24	96%	105	137	77%
Machine Trades	*	*	N/A	71	72	99%
Manufacturing	7	10	70%	68	88	77%
College-Level Math	491	558	88%	483	606	80%
Pre-college Math	366	449	82%	287	345	83%
Medical Assisting	27	29	93%	92	103	89%
Music	170	190	89%	203	247	82%
Nursing	247	252	98%	1302	1333	98%
Nutrition	581	642	90%	103	122	84%
Oceanography	64	81	79%	0	0	N/A
Organizational Leadership & Technical Management	224	245	91%	36	41	88%
Philosophy	77	83	93%	12	13	92%
Physical Education	143	167	86%	218	229	95%
Physical Science	41	48	85%	0	0	N/A
Political Science	171	221	77%	66	90	73%
Psychology	868	940	92%	220	255	86%
Sociology	238	273	87%	89	105	85%
Spanish	85	115	74%	29	34	85%
SUDS	159	182	87%	142	154	92%
TOTAL	**10210**	**11894**	**86%**	**7424**	**8472**	**88%**

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. Please note: the Total figures are the sum of both Online Course Success pages.

Financial Aid

Year	Total Financial Aid Awarded
2020-21	$10,440,818
2021-22	$9,940,605
2022-23	$12,823,671
2023-24	$14,681,099
2024-25	$18,304,309

Pell Grant Maximum and Tuition & Fees

Year	Pell Grant Max. (% change)	Tuition & Fees (% change)
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%)
2023-24	$7,395 (+7.3%)	$4,346 (+3.6%)
2024-25	$7,395 (+0.0%)	$4,626 (+4.6%)

Summary of Financial Aid Awards 2024-25

Type of Aid	Amount	# of Awards
NEED BASED AID (excluding loans and work study)	$13,691,498	5896
SCHOLARSHIPS/OTHER/OUTSIDE AIDE (includes LCC scholarships, LCC Foundation scholarships, athletic/booster scholarships, outside/private funds, conditional awards, and non-need based institutional gift aid)	$1,106,663	416
LOANS		
Subsidized (need based)	$955,764	346
Unsubsidized loans	$1,583,975	390
PLUS (Parent Loan)	$64,752	5
Total Loans	$2,604,491	741
WORK STUDY	$901,657	215
GRAND TOTAL	**$18,304,309**	**7268**

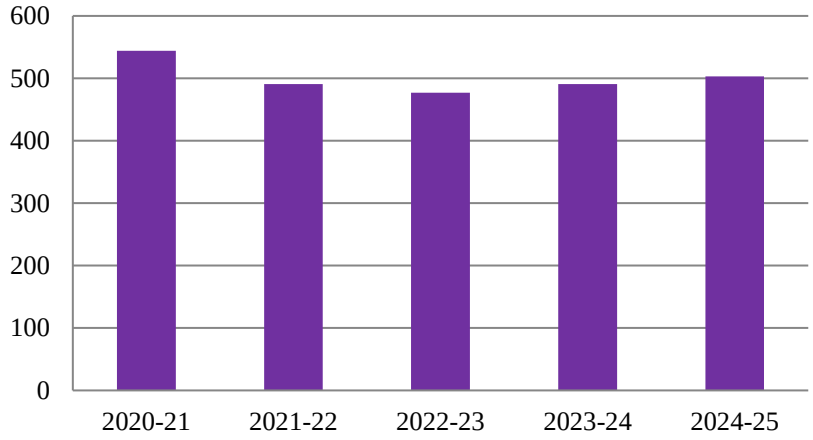
*2024-25 Financial Aid figures not final.
Note: Other scholarships include TRIO grants through SSS, and all other scholarships that are not funded through the LCC Foundation.
Source: LCC Financial Aid Office (as reported on the Washington Student Achievement Council Unit Record Report). Tuition & Fees is from Cost of Attendance sheet.
Note: tuition and fees are based on 12 credits per term. The percent increase is based on a single credit.
Pell Grant Maximum source is Federal Student Aid - Pell Grants located at https://studentaid.gov/understand-aid/types/grants/pell or the Federal Student Aid Knowledge Center located at https://fsapartners.ed.gov/knowledge-center/library

Degrees and Certificates Awarded

AWARD	2020-21	2021-22	2022-23	2023-24	2024-25
Certificates	36	71	51	66	82
Associate degrees	544	491	477	491	503
BAS degrees	13	4	56	5	72
TOTAL	593	566	584	562	657

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 2017 cohort: 25%
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%

Source: College Navigator located at 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	**2020** (2016 cohort)	**2021** (2017 cohort)	**2022** (2018 cohort)	**2023** (2019 cohort)	**2024** (2020 cohort)
LCC Rate: Overall	**53%**	**49%**	**45%**	**44%**	**52%**
Full-time	56%	53%	48%	48%	56%
Part-time	50%	43%	42%	36%	45%
Male	44%	46%	37%	42%	48%
Female	58%	50%	49%	45%	52%
Need-Based Aid*	41%	38%	29%	29%	40%
System Rate^: Overall	**51%**	**50%**	**49%**	**49%**	**55%**
Full-time	55%	54%	54%	54%	60%
Part-time	45%	44%	43%	42%	48%
Male	48%	48%	46%	46%	54%
Female	54%	53%	52%	52%	57%
Need-Based Aid*	44%	43%	42%	40%	45%

Source: SBCTC First-Time Entering Student Outcomes Dashboard, located at https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard. “All First-Time Students & Running Start” cohorts starting in 2023 Grad/Transfer Year, All cohorts prior to that; Transfer & Prof/Tech students; summer/fall entry quarter. Completion View (completion year 4) for completion numbers. Post-College Transfer View (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	2020 (2016 cohort)	2021 (2017 cohort)	2022 (2018 cohort)	2023 (2019 cohort)	2024 (2020 cohort)
LCC Rate: Overall	**53%**	**49%**	**45%**	**44%**	**52%**
American Indian or Alaska Native	39%	56%	37%	24%	48%
Asian	63%	54%	53%	50%	59%
Black or African American	61%	35%	34%	44%	50%
Hispanic or Latino	55%	45%	30%	43%	54%
Native Hawaiian or Other Pacific Islander	*	50%	27%	40%	56%
White	53%	49%	47%	45%	51%
System Rate^: Overall	**51%**	**50%**	**49%**	**49%**	**55%**
American Indian or Alaska Native	42%	42%	42%	41%	47%
Asian	58%	58%	57%	58%	63%
Black or African American	40%	40%	39%	41%	48%
Hispanic or Latino	46%	44%	45%	44%	49%
Native Hawaiian or Other Pacific Islander	42%	42%	42%	42%	51%
White	52%	51%	51%	50%	57%

Source: SBCTC First-Time Entering Student Outcomes Dashboard, located at https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard. "All First-Time Students & Running Start" cohorts starting in 2023 Grad/Transfer Year, All cohorts prior to that; Transfer & Prof/Tech students; summer/fall entry quarter. Completion View (completion year 4) for completion numbers. Post-College Transfer View (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	2019-20	2020-21	2021-22	2022-23	2023-24
Basic Skills Level Gains	431	197	156	248	254
Successful Completion, Pre-college English	100	63	40	25	28
Successful Completion, Pre-college Math	193	109	142	132	127
Successful Completion, College English/Communications	637	480	425	489	478
First 15 College-level Credits Earned	1,214	898	833	1,005	1,023
First 30 College-level Credits Earned	665	564	509	571	639
45 College-level Transfer or Workforce Credits	525	478	493	545	570
Successful Completion, Quantitative/Computation Course	560	343	479	482	537
Retention (Continuing Students)	1,049	1,019	858	968	941
Completion (Degrees and Certificates)	610	687	617	634	596
Total Points	5,984	4,838	4,552	5,099	5,193
Headcount	3,978	3,298	3,067	3,125	3,264
Points per student*	1.71	1.65	1.68	1.82	1.78

Source: SBCTC SAI 3.0 Points Summary Dashboard located at sbctc.edu/colleges-staff/research/data-public/sai3-points-summary-dashboard. All Points Table view and Points per Student view. *Points per student includes Award Seeking and Basic Education students only.
For more information on the Student Achievement Initiative and associated funding, please see:
SBCTC Student Achievement Initiative located at sbctc.edu/about/agency/initiatives-projects/student-achievement-initiative.aspx

Please note: This is the most recent data available.

Equity & Persistence

In 2019-20, the State Board for Community and Technical Colleges (SBCTC) consolidated student cohort tracking methodology to focus on First-Time Entering Students. These tables depict the proportion of new, degree-seeking Transfer and Workforce students with selected characteristics who are still enrolled in subsequent quarters after they first started college.

Persistence by Full-time / Part-time Status

Credit Load	2020 Cohort (777 students)	2021 Cohort (665 students)	2022 Cohort (791 students)	2023 Cohort (764 students)	2024 Cohort (850 students)
Full-time					
Fall to Winter	87%	83%	85%	86%	92%
Fall to Spring	80%	77%	75%	79%	85%
Fall to Fall	62%	67%	62%	68%	N/A
Part-time					
Fall to Winter	77%	76%	73%	74%	81%
Fall to Spring	58%	59%	61%	59%	71%
Fall to Fall	45%	47%	51%	45%	N/A

Source: SBCTC 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 (All cohorts prior to Fall 2022; "All First-Time Students & Running Start" cohorts beginning Fall 2022 rates; Transfer & Prof/Tech students). Note: beginning 2022 cohort, College in the High School students are no longer included (2022 rates updated from previous Fact Book). Please note: full-time/part-time status is based on student's first quarter of enrollment.

Persistence by Gender (All Students)

Gender	2020 Cohort (777 students)	2021 Cohort (665 students)	2022 Cohort (791 students)	2023 Cohort (764 students)	2024 Cohort (850 students)
Female					
Fall to Winter	84%	82%	82%	81%	87%
Fall to Spring	71%	71%	72%	69%	79%
Fall to Fall	53%	59%	60%	57%	N/A
Male					
Fall to Winter	80%	77%	75%	81%	88%
Fall to Spring	69%	68%	66%	71%	77%
Fall to Fall	54%	60%	54%	60%	N/A

Source: SBCTC 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 (All cohorts prior to Fall 2022; "All First-Time Students & Running Start" cohorts beginning Fall 2022 rates; Transfer & Prof/Tech students). Note: beginning 2022 cohort, College in the High School students are no longer included (2022 rates updated from previous Fact Book).

Equity & Persistence (continued)

Persistence by Race/Ethnicity (All Students)

Race / Ethnicity	2020 Cohort (777 students)	2021 Cohort (665 students)	2022 Cohort (791 students)	2023 Cohort (764 students)	2024 Cohort (850 students)
American Indian or Alaska Native					
Fall to Winter	87%	66%	76%	74%	77%
Fall to Spring	74%	51%	68%	72%	72%
Fall to Fall	52%	41%	53%	60%	N/A
Asian					
Fall to Winter	84%	78%	81%	93%	86%
Fall to Spring	73%	60%	73%	88%	81%
Fall to Fall	46%	55%	65%	68%	N/A
Black or African American					
Fall to Winter	81%	76%	63%	73%	82%
Fall to Spring	63%	64%	63%	54%	73%
Fall to Fall	53%	48%	56%	52%	N/A
Hispanic or Latino	81%	81%	78%	78%	86%
Fall to Winter					
Fall to Spring	65%	69%	70%	66%	77%
Fall to Fall	57%	49%	57%	56%	N/A
Native Hawaiian or Other Pacific Islander					
Fall to Winter	79%	100%	73%	71%	71%
Fall to Spring	68%	82%	45%	57%	59%
Fall to Fall	21%	45%	55%	55%	N/A
White					
Fall to Winter	84%	81%	82%	82%	87%
Fall to Spring	72%	72%	71%	71%	79%
Fall to Fall	56%	62%	58%	58%	N/A

Source: SBCTC 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 (All cohorts prior to Fall 2022; "All First-Time Students & Running Start" cohorts beginning Fall 2022 rates; Transfer & Prof/Tech students). Note: beginning 2022 cohort, College in the High School students are no longer included (2022 rates updated from previous Fact Book).

Transfer Information

Top Transfer Institutions in 2024-25
(2023-24 Graduating or Departing Transfer Students)

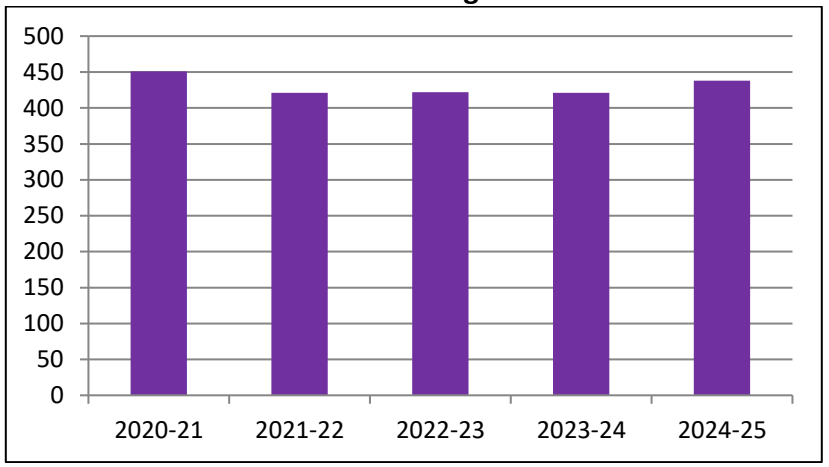
School	# Students
Washington State University	56
Central Washington University	25
University of Washington	12
Western Washington University	11
Grand Canyon University	9
Western Governors University	9

Source: Transfer Monitoring Report.

Transfer Student Enrollment (all students)

Year	Headcount
2020-21	1748
2021-22	1580
2022-23	1668
2023-24	1719
2024-25	1971

Transfer Associate Degrees Granted



Transfer Associate Degrees Granted

Year	Number of Transfer Associate Degrees Granted
2020-21	451
2021-22	421
2022-23	422
2023-24	421
2024-25	438

Source: Registration Office for degrees granted.

Top Programs for Graduates

Degree completers only.

Academic Year 2023-24	# Students
Associate in Arts DTA (transfer degree)	264
Associate in Nursing (AN-DTA/MRP)	121
Welding (AAS)	10
Medical Assisting (AAS)	9
Associate in Business (DTA/MRP)	8
Business Management (AAS) Early Childhood Education (AAS)	7
Early Childhood Education (AAS-T) Pre-Nursing (DTA/MRP)	6
Automotive Technology (AAS) Information Technology Systems (AAS) Organizational Leadership & Technical Management (BAS)	5

Source: Registration Office.

Academic Year 2024-25	# Students
Associate in Arts DTA (transfer degree)	251
Associate in Nursing (AN-DTA/MRP)	122
Bachelor of Applied Science in Teacher Education (BAS)	39
Bachelor of Applied Science in Organizational Leadership & Technical Management (BAS)	19
Bachelor of Science in Nursing (BSN) Associate in Pre-Nursing (DTA/MRP)	14
Associate in Business (DTA/MRP)	13
Associate in Applied Science in Substance Use Disorder Studies (AAS)	11
Associate in Biology (DTA/MRP)	10
Associate in Applied Science in Welding (AAS)	9

Licensure Information

Licensure Exam	2020	2021	2022	2023	2024
NCLEX (National Council of State Boards of Nursing) – first time pass rate Registered Nurse	90% (113/126)	86% (89/104)	90% (102/113)	95% (115/121)	88% (99/112)
WABO (Washington Association of Building Officials) – first time pass rate Welding (LCC students only)	81% (n=37)	93% (n=15)	83% (n=18)	80% (n=30)	83% (n=46)
MAERB (Medical Assisting Education Review Board) – pass rate Medical Assistant**	70% (n=11)	100% (n=11)	88% (n=9)	100% (n=8)	*
NES (National Evaluation Series) – pass rate Early Childhood Education (101)	*	100% (9/9)	85% (11/13)	82% (14/17)	86% (^)
NES (National Evaluation Series) – pass rate Elementary Education Subtest I (102)	*	81% (13/16)	82% (14/17)	81% (26/32)	62% (8/13)
NES (National Evaluation Series) – pass rate Elementary Education Subtest II (103)	*	88% (14/16)	88% (15/17)	84% (26/31)	77% (10/13)

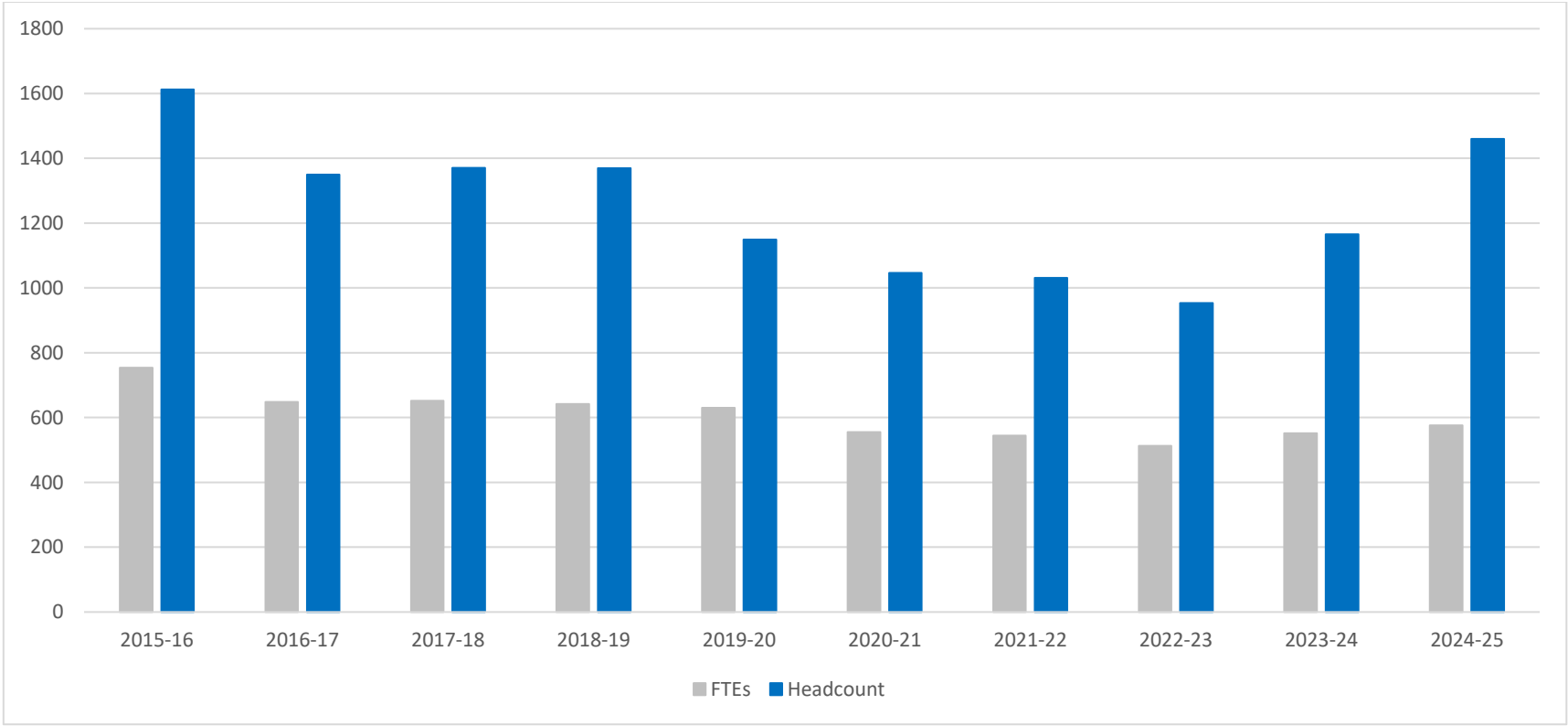
Source: Nursing, Welding, Medical Assisting, and Education Departments. For NCLEX, using WABON NCLEX® School Reports at https://nursing.wa.gov/sites/default/files/2024-02/NCLEX-pass-rates-2024-02.pdf. *Data not yet available. **Per MEDA Director, students can take tests at any time after graduation so reported scores may change over time. Note: NCLEX and WABO rates are by calendar year, MAERB rates are by graduation year, NES rates are by academic year. ^Redacted to protect student privacy due to low n size.

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)

Enrollment	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
FTEs	754	648	652	642	630	555	544	513	552	576
Headcount	1613	1350	1371	1370	1149	1046	1031	953	1166	1460



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." 2023-24 forward, Headcount source is CCP, ELL, HS+, and Open Doors headcount tables from SBCTC Data Warehouse. "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)". Please note: starting with 2019-20, FTE totals are sum of Open Doors and Basic Skills FTE from final weekly enrollment report.

Basic Education for Adults Demographics

Race/Ethnicity of Basic Education for Adults** Students

Race/Ethnicity	2020-21	2021-22	2022-23	2023-24	2024-25
American Indian or Alaska Native	1.7%	1.4%	0.9%	1.9%	1.5%
Asian	*	3.2%	3.6%	3.2%	3.8%
Black or African American	1.4%	2.1%	2.7%	1.7%	1.5%
Hispanic or Latino	21.9%	24.6%	25.4%	28.3%	27.5%
Native Hawaiian or Other Pacific Islander	*	0.5%	0.8%	1.0%	1.5%
Two or More Races, Other Race	5.0%	5.2%	5.0%	5.9%	8.0%
White	65.5%	62.9%	61.6%	58.0%	56.2%

*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	2020-21	2021-22	2022-23	2023-24	2024-25
Female	67.4%	69.5%	61.6%	64.4%	66.1%
Male	32.6%	30.5%	38.4%	35.6%	33.9%

2019-20 to 2022-23: Headcount source is ABE, ESL, HS+, and Open Doors headcount tables from SBCTC Data Warehouse. 2023-24 forward: Headcount source is CCP, ELL, HS+ and Open Doors headcount tables from SBCTC Data Warehouse. Source for demographics: SBCTC Data Warehouse, Student table (Hispanic, Race_Ethnic_Code, Sex).

Basic Education for Adults Progression

ELL/CCP Students Moving on to College-Level

First Time Enrolled in **ELL**	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^		
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%	10%
2020-2021	45	11%	11%	11%	11%	4%	2%
2021-2022	52	12%	12%	12%	12%	0%	*
2022-2023	97	11%	11%	12%	*	2%	*
2023-2024	118	7%	7%	*	*	1%	*

First Time Enrolled in **CCP**	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^		
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%	12%
2020-2021	253	43%	43%	43%	43%	3%	13%
2021-2022	189	26%	28%	28%	29%	2%	*
2022-2023	184	36%	37%	38%	*	6%	*
2023-2024	241	47%	47%	*	*	3%	*

*Data not yet available (due to cohort tracking period). ^For "year" metrics, cohort year is zero. Prior to 2023-24, CCP known as ABE, and ELL known as ESL. 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).

'High School Plus' Completion Rate (within 3 years)

Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
New High School Plus Students	40	28	22	18	^	14	^	21
Total HS Completions within 3 years	20	12	10	11	^	9	*	*
% HS Completions within 3 years	50%	43%	45%	61%	^	64%	*	*

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

Open Doors Enrollment

Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
New Open Doors Student Headcount	**	**	51	47	34	79	68	^
Total Open Doors Student Headcount	**	**	54	86	79	126	143	24

**The Open Doors program at LCC started in winter quarter 2020. ^Data redacted due to small n size in order to protect student privacy.
Please note that completion rates are not available for Open Doors as completions are counted by the high school and not LCC.

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
2020-21	142	370
2021-22	122	318
2022-23	118	200
2023-24	151	299
2024-25	265	522

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)

Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
New I-BEST Students	32	60	63	98	40	38	68	121
Total Certificate/Degree Completions within 4 years	18	29	21	28	16	*	*	*
% Certificate/Degree Completions within 4 years	56%	48%	33%	29%	40%	*	*	*

Source: I-BEST Cohorts Tables compared to Completion Table. *Data not available due to cohort tracking period.

Pre-college

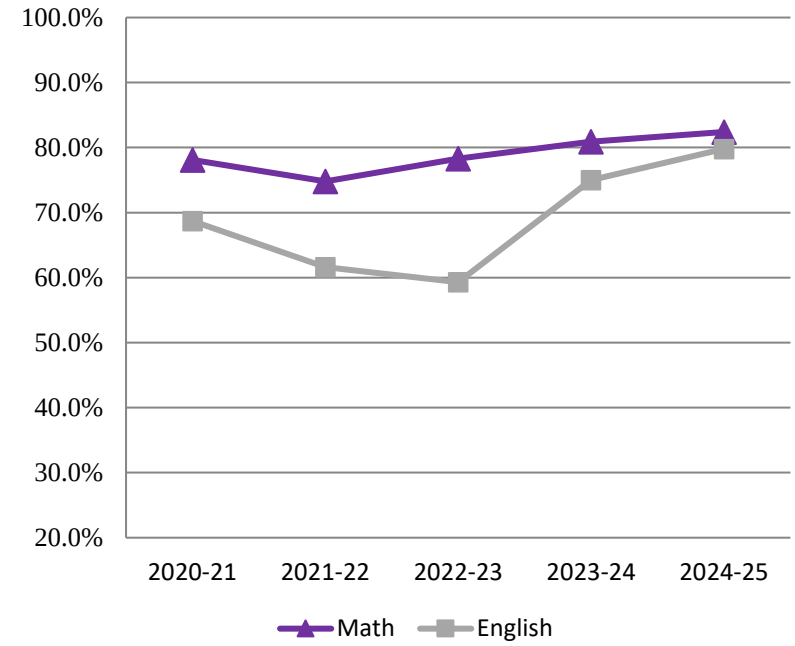
FTE Enrollment in Pre-college Courses (English and Math below 100) – All Funding Sources

Subject	2020-21	2021-22	2022-23	2023-24	2024-25
English	19	13	12	14	15
Math	56	50	46	52	55
TOTAL	75	63	58	66	69*

Source: Data Warehouse, Class Table. *69 FTE due to rounding when added English & Math FTE.

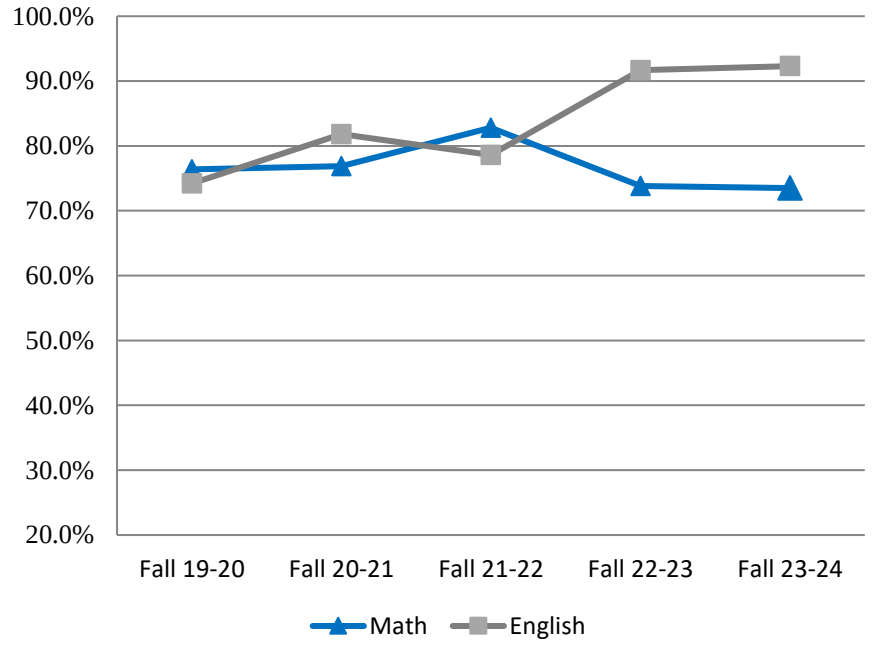
Passing Rates of Pre-college English and Math Students (Duplicated Headcount; excludes withdrawals)

Subject	2020-21	2021-22	2022-23	2023-24	2024-25
English	68.7%	61.6%	59.3%	75.0%	79.8%
Math	78.1%	74.8%	78.3%	80.9%	82.4%



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

Subject	Fall 19-20	Fall 20-21	Fall 21-22	Fall 22-23	Fall 23-24
English	74.2%	81.8%	78.6%	91.7%	92.3%
Math	76.4%	76.9%	82.8%	73.8%	73.5%

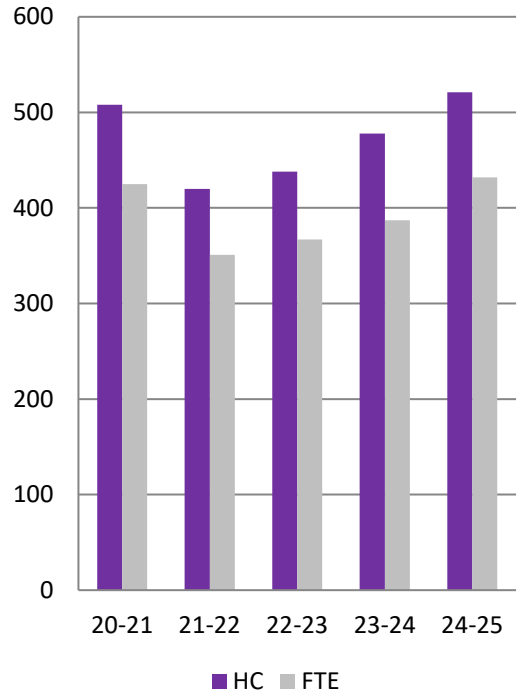


Source: Preparation for College-Level Studies Monitoring Report (also RPM Math Reports and PC English Reports).

Running Start

Running Start Enrollment
Headcount (HC) is unduplicated

Year	Headcount	FTE
2020-21	508	425
2021-22	420	351
2022-23	438	367
2023-24	478	387
2024-25	521	432



Running Start & All Students Academic Performance Comparison: 2024-25 (W's included)

Student Population	Running Start Students			All Other Students		
Discipline	Passed with C or above	Number Enrolled	% Passed	Passed with C or above	Number Enrolled	% Passed
Art	243	276	88%	346	398	87%
Biology	198	218	91%	1234	1371	90%
Business	70	78	90%	426	525	81%
Chemistry	91	111	82%	417	554	75%
Communication Studies	242	284	85%	500	585	85%
Computer Science	13	21	62%	150	194	77%
Drama	5	11	45%	51	61	84%
Earth Science	46	54	85%	53	63	84%
Economics	44	47	94%	165	170	97%
English	541	666	81%	774	968	80%
Geology	18	28	64%	32	48	67%
History	288	341	84%	177	217	82%
Humanities	63	75	84%	499	540	92%
Math	188	218	86%	786	958	82%
Music	95	107	89%	278	330	84%
Oceanography	30	38	79%	34	43	79%
Physical Education	104	123	85%	257	273	94%
Political Science	207	275	75%	30	37	81%
Psychology	195	212	92%	893	985	91%
Sociology	65	72	90%	262	306	86%
Spanish	26	38	68%	89	113	79%
TOTAL	**2772**	**3293**	**84%**	**7453**	**8739**	**85%**

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, NA and * excluded; also T#P, A#P, C#P, CHS, JST, ACE sections 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	2020-21	2021-22	2022-23	2023-24	2024-25
Castle Rock	39/206 = 19%	30/198 = 15%	42/215 = 20%	47/183 = 26%	50/215 = 23%
Kalama	37/161 = 23%	37/171 = 22%	37/175 = 21%	41/178 = 23%	61/178 = 34%
Kelso	132/645 = 20%	104/713 = 15%	109/714 = 15%	115/645 = 18%	93/678 = 14%
R.A. Long	79/411 = 19%	71/398 = 18%	61/403 = 15%	61/415 = 15%	86/460 = 19%
Mark Morris	110/421 = 26%	92/433 = 21%	93/432 = 22%	82/466 = 18%	84/454 = 19%
Toutle Lake	31/97 = 32%	27/93 = 29%	28/101 = 28%	35/81 = 43%	36/77 = 47%
Wahkiakum	15/107 = 14%	12/96 = 13%	7/93 = 8%	8/70 = 11%	6/64 = 9%
Woodland	24/301 = 8%	12/301 = 4%	20/284 = 7%	33/309 = 11%	39/332 = 12%
Grand Total	**467/2349 = 20%**	**385/2403 = 16%**	**397/2417 = 16%**	**422/2347 = 18%**	**455/2458 = 19%**

Source: SBCTC Data Warehouse, Student Table for Running Start enrollment (EMPLID, HS_SCHL, RUNNING_START_STATUS where = 1). Source for K-12 Junior/Senior Enrollment: OSPI Report Card (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	2020-21	2021-22	2022-23	2023-24	2024-25
Running Start GPA	3.09	3.20	3.20	3.19	3.22
All Other Students GPA	3.20	3.19	3.21	3.22	3.29

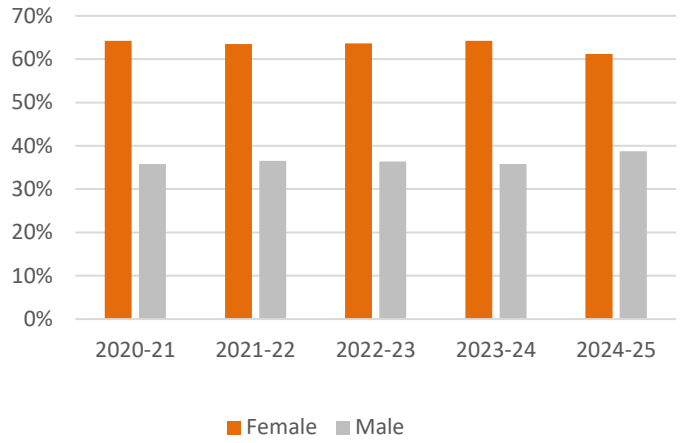
Source for GPA: Transcripts (grades I, N, P, R, V, X, NA, * and W excluded; CR_IND = T; GPA_IND = Y; Course_Num >=100; Sections T#P, A#P, C#P, College in the High School excluded). HOFL courses excluded.

Running Start (continued)

Running Start Demographics

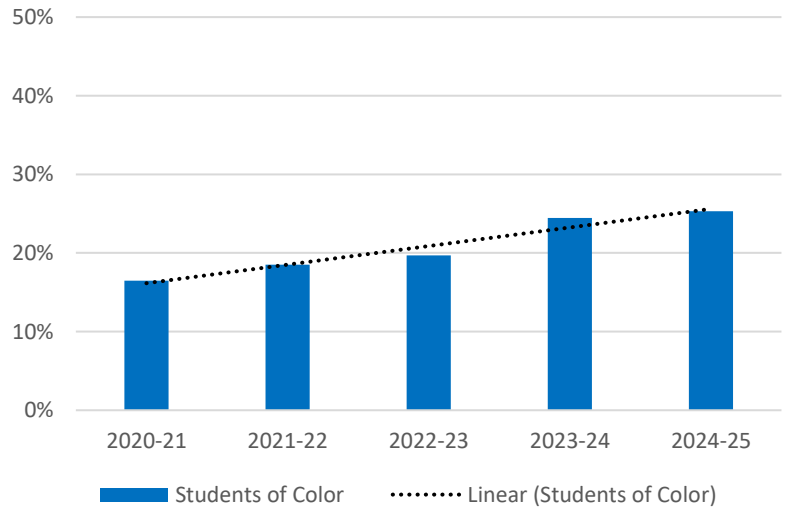
Gender

Year	2020-21	2021-22	2022-23	2023-24	2024-25
Female	64%	63%	64%	64%	61%
Male	36%	37%	36%	36%	39%



Students of Color

Year	2020-21	2021-22	2022-23	2023-24	2024-25
Students of Color	16%	19%	20%	24%	25%



Source: SBCTC Data Warehouse, Student Table (EMPLID, Running_Start_Stat = 1, Year, Sex = F or M, Hispanic, RaceEthnicCode is not null).
Please note: Students of Color include American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and Two or More Races or Other Race.

Athletics

LCC 10 Year History of Division & NWAC Champions

Baseball (Men): Division Champions in 2015, 2016, 2017, 2018, 2019, 2023 and 2025. NWAC Champions in 2010, 2015, 2017, 2018, 2019 and 2023.
Basketball (Men): Division Champions in 2016, 2020, 2022, 2023 and 2024. NWAC Champions in 2025.
Basketball (Women): Division Champions in 2015, 2016, 2017, 2019, 2022, 2024 and 2025. NWAC Champions in 2022.
Softball (Women)*: Division Champions in 2018 and 2025. NWAC 3rd place in 2024. NWAC Champions (undefeated 48-0) in 2025.
Volleyball (Women): Division Champions in 2016-17, 2022-23, and 2023-24. NWAC Champions in 2016.
Soccer (Women): Division Champions in 2022-23, 2023-24 and 2024-25. NWAC Final Four in 2022 and 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 2024-25 seasons. Five of the six teams were division champions in 2024-25.

For the third time in NWAC history and school history, Lower Columbia College won the 2024-25 Presidents Cup for Athletic Excellence the same year as winning the Athletic Director's Cup on field/court excellence.

Athletic Team Grade Point Averages

Athletic Team	2021	2022	2023	2024	2025
Baseball (Men)	3.37	3.08	3.35	3.17	3.30
Basketball (Men)	3.03	2.72	2.93	2.98	2.96
Basketball (Women)	3.37	3.27	3.20	3.32	3.59
Softball (Women)	3.19	3.39	3.40	3.36	3.11
Volleyball (Women)	3.58	3.55	3.38	3.61	2.80
Soccer (Women)	3.05	3.34	3.71	3.64	3.39
Overall Team GPA	**3.27**	**3.18**	**3.32**	**3.41**	**3.19**

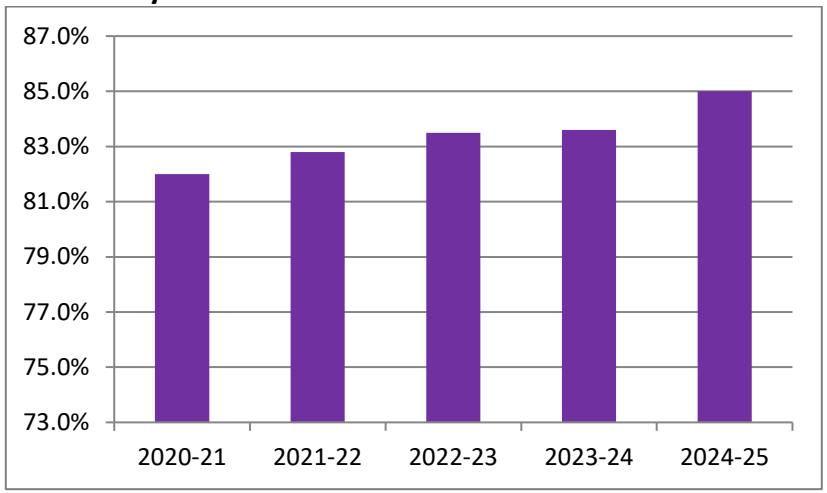
Source: LCC Athletics Office.

Number of Athletes: 2024-25

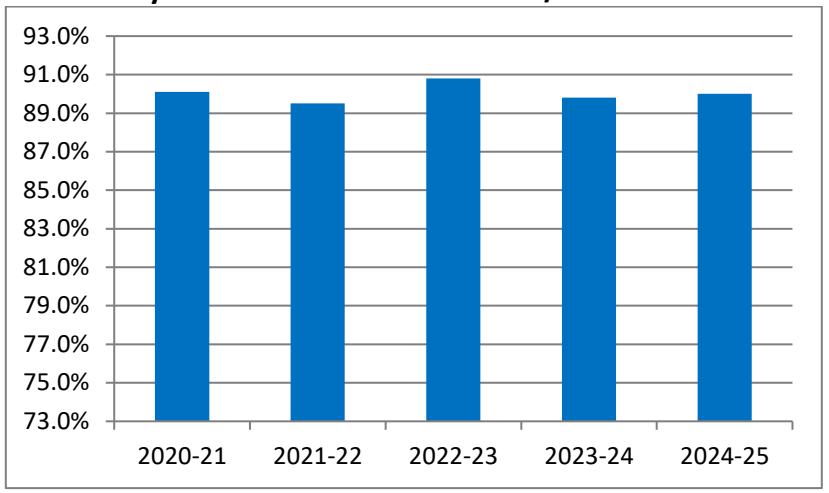
Athletic Team	Men	Women	All
Baseball (Men)	34	0	34
Basketball (Men)	14	0	14
Basketball (Women)	0	16	16
Softball (Women)	0	18	18
Volleyball (Women)	0	13	13
Soccer (Women)	0	25	25
Total	**48**	**72**	**120**

Student Success in Classes

Satisfactory Performance in Academic Transfer Courses



Satisfactory Performance in Professional/Technical Courses



Satisfactory Performance in Academic Transfer Courses

Year	Proportion of C or better grades
2020-21	82.0%
2021-22	82.8%
2022-23	83.5%
2023-24	83.6%
2024-25	85.0%

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

Year	Proportion of C or better grades
2020-21	90.1%
2021-22	89.5%
2022-23	90.8%
2023-24	89.8%
2024-25	90.0%

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

2024-25 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)	**2.5%**	**4.8%**	**4.5%**
American Indian or Alaska Native	5.6%	7.9%	6.5%
Asian	0.8%	2.0%	2.6%
Black or African American	1.7%	5.5%	4.2%
Hispanic or Latino	3.6%	6.7%	4.0%
Native Hawaiian or Other Pacific Islander	0.9%	4.7%	6.5%
Two or More Races or Other Race	3.4%	6.0%	5.1%
White	2.3%	4.3%	4.6%

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

2024-25 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
Female Overall Rate	**2.1%**	**4.3%**	**4.4%**
Female and American Indian or Alaska Native	6.5%	8.0%	7.2%
Female and Asian	0.4%	1.6%	2.9%
Female and Black or African American	1.1%	4.9%	3.6%
Female and Hispanic or Latino	2.8%	5.5%	4.3%
Female and Native Hawaiian or Other Pacific Islander	1.4%	5.7%	7.1%
Female and Two or More Races or Other Race	2.8%	5.7%	3.9%
Female and White	1.9%	3.9%	4.5%
Male Overall Rate	**3.4%**	**5.9%**	**4.6%**
Male and American Indian or Alaska Native	2.8%	8.3%	5.6%
Male and Asian	1.6%	3.9%	2.4%
Male and Black or African American	3.0%	7.0%	5.5%
Male and Hispanic or Latino	5.5%	8.1%	3.5%
Male and Native Hawaiian or Other Pacific Islander	0.0%	2.7%	5.4%
Male and Two or More Races or Other Race	4.3%	6.3%	7.4%
Male and White	3.1%	5.5%	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).

Total Employees with and without Head Start/ECEAP—All Funding Sources—Fall Quarter

Includes: Classified, Exempt. Full- and Part-Time Faculty

Employee Group	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Classified Staff	159	160	162	164	171
Exempt Staff	93	94	97	102	105
Full-time Faculty	70	70	71	71	75
Part-time Faculty	86	99	104	125	129
Grand Total Employees	408	423	434	462	480
Total less Head Start/CEAP Employees	332	348	360	350	376

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)

Year	2020-21 Actual		2021-22 Actual		2022-23 Actual		2023-24 Actual		2024-25 Actual	
REVENUES	$	%	$	%	$	%	$	%	$	%
Tuition & Fees	5,135,046	18.1	5,295,645	18.9	4,965,513	16.1	5,648,309	16.1	6,863,302	18.4
State Appropriation	19,161,999	67.6	18,875,788	67.5	21,480,762	69.8	23,769,975	69.8	25,276,353	67.8
Local Unrestricted	3,895,789	13.8	3,662,999	13.1	4,198,613	13.6	4,288,649	13.6	4,984,328	13.4
Local Dedicated	140,000	.5	140,000	.5	140,000	.5	640,000	.5	140,000	.4
TOTAL REVENUES	**28,332,834**	**100**	**27,974,432**	**100**	**30,784,888**	**100**	**34,346,933**	**100**	**37,263,983**	**100**

Year	2020-21 Actual		2021-22 Actual		2022-23 Actual		2023-24 Actual		2024-25 Actual	
EXPENDITURES	$	%	$	%	$	%	$	%	$	%
Instruction	10,739,956	42.8	11,769,555	42.5	12,508,072	41.6	13,589,627	40.5	11,255,255	30.5
Academic Support	1,834,314	7.3	2,306,497	8.3	2,646,055	8.8	3,282,161	9.8	6,526,589	17.7
Libraries	420,110	1.7	324,713	1.2	398,022	1.3	449,915	1.3	476,178	1.3
Student Services	3,878,464	15.5	4,403,479	15.9	5,285,865	17.5	5,985,970	17.9	7,076,501	19.2
Institutional Support	5,169,267	20.6	6,521,592	23.5	6,340,422	21.1	7,366,264	22.0	8,288,965	22.5
Operation of Plant	3,041,767	12.1	2,380,407	8.6	2,925,304	9.7	2,862,089	8.5	3,256,890	8.8
TOTAL EXPENDITURES	**25,083,878**	**100**	**27,706,243**	**100**	**30,103,740**	**100**	**33,536,026**	**100**	**36,880,378**	**100**

Operating refers to Instruction and General accounts. These exclude auxiliary services, restricted funds, and grant funds.
Source: SBCTC Allocation Schedule/Quarterly Reports/ctcLink Finance Queries.

Cost Per FTE Student

Cost per FTE (Full Time Equivalent) Student

EXPENDITURES (in dollars)	2020-21 Cost per FTE	2021-22 Cost per FTE	2022-23 Cost per FTE	2023-24 Cost per FTE	2024-25 Cost per FTE
Instruction	5,491	6,557	6,899	7,111	4,800
Academic Support	938	1,285	1,459	1,718	2,783
Libraries	214	181	220	235	203
Student Services	1,983	2,453	2,916	3,132	3,018
Institutional Support	2,643	3,633	3,497	3,855	3,535
Operation of Plant	1,555	1,326	1,614	1,498	1,389
TOTAL EXPENDITURES	**12,824**	**15,435**	**16,605**	**17,549**	**15,728**

Year	2020-21	2021-22	2022-23	2023-24	2024-25
FTE Enrollment	1,956 FTE	1,795 FTE	1,813 FTE	1,911 FTE	2,345 FTE
State Reimbursement per General FTE (in dollars)*	**9,797**	**10,516**	**11,848**	**12,439**	**10,779**

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

*Note: reimbursement rates differ depending on type of FTE (Full-Time Equivalent).

Facilities & Square Footage

LCC currently maintains 26 buildings on 38.75 acres

Square Footage by Construction Project

Building	Year Built	Gross Sq. Footage	Total Rooms
Administration (ADM)	1960	11,642	50
Admissions Center (ADC)	1960	19,632	67
Alan Thompson Library (LIB)	1977	28,999	37
Applied Arts (AAR)	1960	26,736	68
BB Concessions (BBC)	1988	264	1
BB Concessions 2/Deck (BBC2)	2010	2,482**	5
Campus Services (CMS)	1995	18,148	39
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

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
College Grand Total	N/A	**484,010**	**838**

*Original date of construction for Main was September, 1950.
**Estimate. Source: LCC Campus Services.

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	15/30 minute Spaces	State Spaces	Vendor Spaces	Total Spaces
(Lot A) Don Talley Lot	97	6	2	0	0	0	0	0	105
(Lot B) Vocational Gym Lot**	0	80	1	0	0	0	0	0	81
(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	241	12	5	0	4	9	15	0	286
(Lot J) Soccer Field	107	9	5	0	0	0	0	0	121
Street Parking*	250	0	0	0	0	0	0	0	250
Total	**1,007**	**166**	**32**	**2**	**15**	**12**	**16**	**1**	**1,251**

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

**Lot B and Lot C parking lots are temporarily offline during the new Center for Vocational and Transitional Studies Building construction project with a planned completion date in 2027.

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"

Carbon Footprint Categories	2020	2021	2022	2023	2024	Change
Natural Gas Campus—Therm Usage (Cascade Natural Gas)[1]	187,212	180,927	210,436	185,281	192,700	+4.0%
Electricity Usage—Kilowatt hour Usage (Cowlitz PUD)[1]	5,059,340	4,386,651	4,850,548	6,757,865	6,440,060	-4.7%
Water & Sewer—Cubic Feet (City of Longview)[1]	12,644	11,159	13,331	17,298	13,848	-19.9%
Diesel Usage in Generators—Gallons[1]	38	38	35	62	26.5	-57.3%
Gasoline for Vehicles & Grounds Equipment—Gallons[1]	1,097	1,397.55	2,514.05	1,951.19	2,804	+43.7%
Diesel for Vehicles & Grounds Equipment—Gallons[1]	853**	754**	1,479**	2,043.92**	1,388**	-32.1%
Employee-Owned Vehicle Use for Business Travel—Miles[1]	85,693	18,439	35,283	57,623.63	62,292	+8.1%
Employee Air Travel—Miles[1]	26,760	8,438	61,151	107,709	64,890	-39.8%
Mail Letter Size—Pieces[2] ($ spent)	17,011 ($9,279.27)	14,121 ($8,015.32)	14,262 ($8,222.55)	12,089 ($7,670.59)	22,547 ($10,437.59)	+86.5% (+$2767.00)
Bulk Mailings—Pieces[2] ($ spent)	8,685 ($1,540.65)	14,507 ($2,994.54)	17,348 ($3,480.59)	21,818 ($4,662.68)	26,014 ($5,581.84)	+19.2% (+$919.16)
Business Reply—Pieces[2] ($ spent)	459 ($299.11)	303 ($206.65)	378 ($274.90)	234 ($187.44)	256 ($222.74)	+9.4% (+$35.30)

*Due to a campus power outage, generators ran for more hours than usual this year & consumed more diesel. **Does not include Head Start Buses.

LCC Recycling Program

Recycled Material	2020	2021	2022	2023	2024	Change
Aluminum—Pounds ($ collected)[1]	352.5 ($101.04)	151.5 ($53.19)	202 ($51.00)	922.5 ($176.37)	430.5 ($129.15)	-53.3%
Paper—($ paid)*[1]	($385.00)	($619.64)	($614.02)	($690.15)	($738.36)	N/A
Metal—Pounds ($ collected)[1]	29,011 ($215.01)	10,320 ($768.00)	10,995 ($926.80)	10,860 ($675.00)	6,656.5 ($441.95)	-38.7%
Copper—Pounds ($ collected)[1]	9 ($5.05)	18 ($53.63)	50 ($174.58)	0 ($0)	0 ($0)	0%
Surplus Property Sales ($ collected)[2]	$16,399.49	$18,332.64	$17,966.02	$27,874.00	$19,279.00	-30.8%

*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.

[1] Calendar Year
[2] Fiscal Year

LCC Foundation

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

LCC Foundation Net Assets

June 2021	June 2022	June 2023	June 2024	June 2025
$24,702,757	$22,400,145	$25,358,921	$33,830,379	$37,977,081

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

Amount available depends on investments earnings in any given year

June 2021	June 2022	June 2023	June 2024	June 2025
$936,044 (3.8%)	$1,066,159 (4.8%)	$1,350,292 (5.3%)	$1,760,911 (5.2%)	$1,872,111 (4.9%)

2024-25 Program Support was distributed as follows: Scholarships—$716,909; Grants—$123,885; Program Support—$733,899 and Other—$297,418.

Exceptional Faculty Fund: Endowed Total

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

June 2021	June 2022	June 2023	June 2024	June 2025
$2,343,108	$1,929,761	$2,069,957	$2,238,387	$2,422,224

Source: LCC Foundation Office.

Community Demographics

Community Demographic	Cowlitz County	Wahkiakum County	Washington State
Total Population Estimate, 2024	**113,982**	**4,800**	**7,958,180**
Total Population, 2020 Census	110,730	4,422	7,705,281
Percent Change, 2020 to 2024	+2.9%	+8.5%	+3.3%
Persons per Square Mile, 2020	97.0	16.8	115.9
Persons in Poverty, 2024	13.2%	11.3%	9.9%
Persons under 18 years, 2024	22.1%	15.7%	20.8%
Persons with a Disability, under age 65 years, 2019-2023	15.1%	12.2%	9.3%
Veterans 2019-2023	8,816	588	486,714
Language other than English spoken at home, percent of persons age 5 years+, 2019-2023	7.8%	5.0%	21.0%
Households with a broadband Internet subscription, 2019-2023	89.6%	87.7%	93.0%
Unemployment Rate, Spring 2025*	4.6%	5.6%	4.2%
Median Household Income, 2019-2023	$72,932	$57,091	$94,952
Total Retail Sales per capita, 2022	$18,712	$3,990	$31,204

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

*Source: County: Employment Security Department, Washington State located at esd.wa.gov/labormarketinfo/labor-force. Spring rates are calculated by averaging the "not seasonally adjusted rates" for April to June. Please note: "Longview, WA Metropolitan Statistical Area (Cowlitz County) is used for Cowlitz County unemployment rate.

College & Community Demographics: Race/Ethnicity

2024-25 LCC Enrollment Compared to 2024 Community Population Estimates

Demographic	Lower Columbia College (LCC)	Cowlitz County	Wahkiakum County	Washington State
Total Population	**4,930**	**113,982**	**4,800**	**7,958,180**
Black or African American alone	2.7%	1.3%	0.8%	4.8%
American Indian and Alaska Native alone	1.1%	2.3%	1.9%	2.1%
Asian alone	3.3%	1.9%	1.8%	11.5%
Native Hawaiian and Other Pacific Islander alone	0.7%	0.6%	0.5%	0.9%
Two or More Races	7.7%	4.2%	4.5%	5.4%
Hispanic or Latino	18.0%	11.1%	5.5%	15.0%
White Alone, not Hispanic or Latino	66.4%	80.5%	86.4%	63.0%

Source for Community demographics: United States Census Bureau Quick Facts 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 2024 population estimates from the US Census Bureau. Lower Columbia College stats are based off of 2024-25 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.

Year	2020	2021	2022	2023	2024
Inflation, Consumer Price Index (1)	+1.4%	+7.0%	+6.5%	+3.4%	+2.9%
LCC Tuition/fee Increases, percent annual increase (2)	+2.4%	+2.4%	+2.4%	+3.6%	+4.6%

Source: (1) U.S. Department of Labor, Bureau of Labor Statistics located at bls.gov/cpi/.
(2) LCC Financial Aid Office publication "Cost of Attendance." Tuition/fee change based on single credit cost (from Tuition and Fee Schedule from Finance Office).

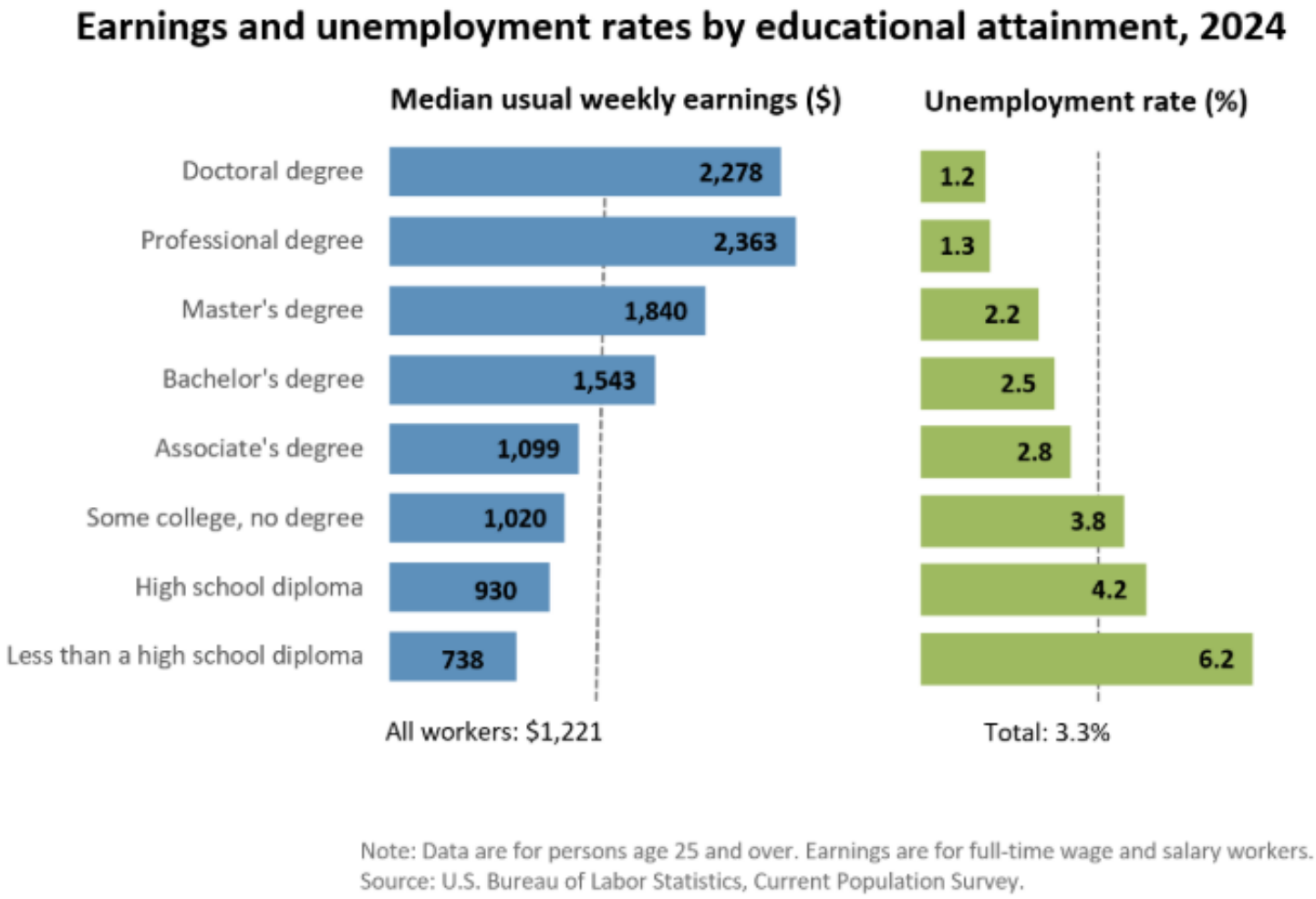
Educational Attainment

Educational Attainment Rates (persons 25 and over in 2024)

Education Level Attained	United States	Washington State	Cowlitz County
Less than 9th grade	4.6%	3.3%	3.2%
9-12 grade, no diploma	5.5%	4.4%	7.1%
High school graduate (includes equivalency)	25.7%	21.1%	31.6%
Some college, no degree	18.5%	20.0%	24.8%
Associate degree	8.8%	10.2%	13.5%
Bachelor's degree	22.1%	24.4%	13.4%
Graduate or professional degree	14.7%	16.6%	6.4%
High school graduate or higher	89.9%	92.3%	89.7%
Bachelor's degree or higher	36.8%	41.0%	19.8%

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

Education Pays: Relationship between education level, earnings & unemployment rate (2024)

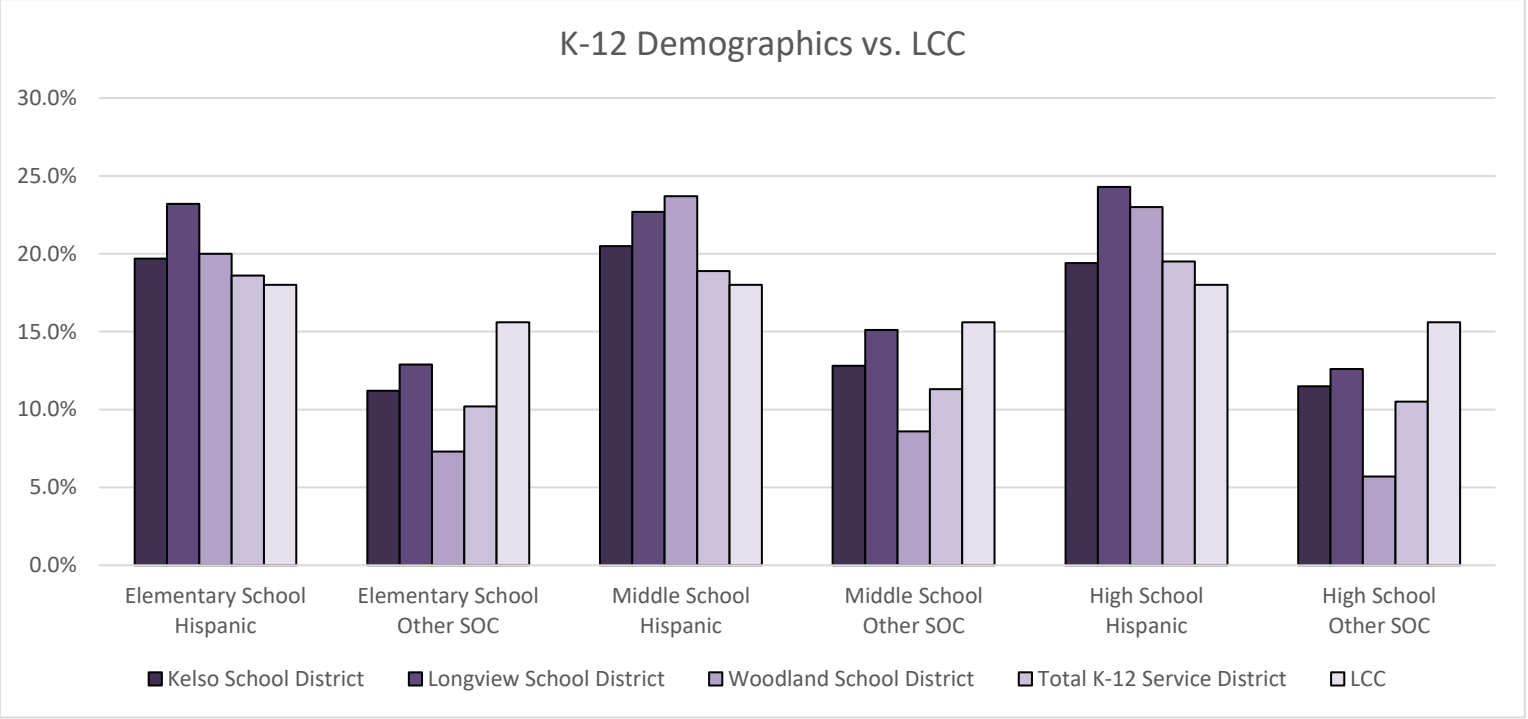


Source: Bureau of Labor Statistics located at https://www.bls.gov/emp/chart-unemployment-earnings-education.htm.

Students of Color Enrollment in K-12 District

Enrollment of Hispanic Students and Other Students of Color (SOC): LCC Compared to K-12 District (2024-25)

School district	Elementary School - Hispanic	Elementary School - Other SOC	Middle School - Hispanic	Middle School -Other SOC	High School - Hispanic	High School - Other SOC
Kelso School District	19.7%	11.2%	20.5%	12.8%	19.4%	11.5%
Longview School District	23.2%	12.9%	22.7%	15.1%	24.3%	12.6%
Woodland School District	20.0%	7.3%	23.7%	8.6%	23.0%	5.7%
Total K-12 Service District	18.6%	10.2%	18.9%	11.3%	19.5%	10.5%
LCC	18.0%	15.6%	18.0%	15.6%	18.0%	15.6%



Source: Office of Superintendent of Public Instruction (OSPI) located www.k12.wa.us/data-reporting/data-portal for K-12 Data, SBCTC Data Warehouse for LCC data. Note: Data for Wahkiakum elementary and middle schools are combined and included in "Total Elementary Schools" and "Total Middle Schools." Toutle Lake High School (7th – 12th grade) data is included in "Total Middle Schools" and "Total High Schools."

LCC is about 1-2% below the total K-12 service district for Hispanic enrollment, and about 4-5% above the total K-12 service district for enrollment of other students of color.

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