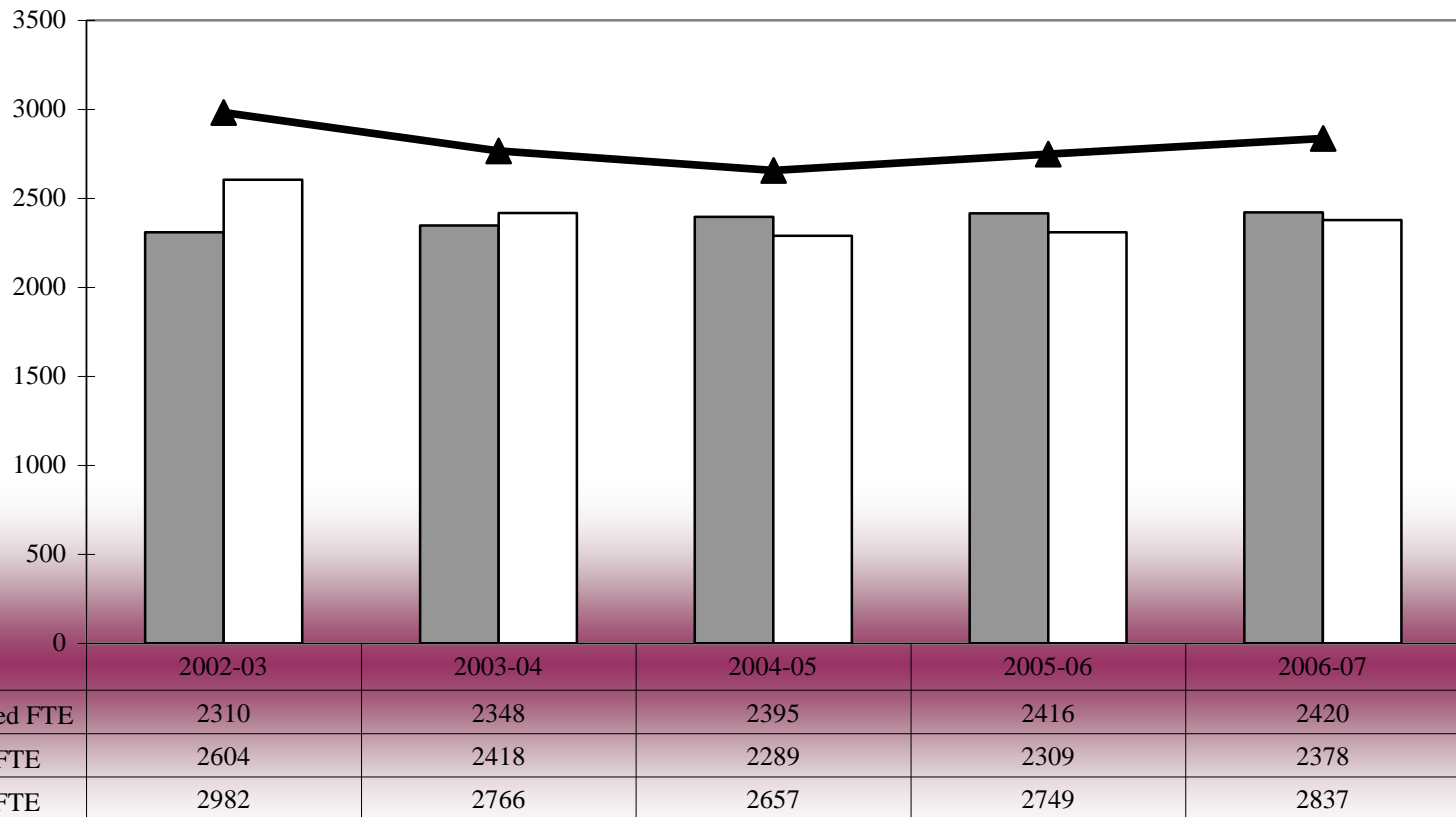


LCC INSTITUTIONAL PORTFOLIO 2006-07

(Formerly Facts & Figures) 10th Edition



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Lower Columbia College

1600 Maple Street
Longview, WA 98632
(360) 442-2000
(360) 442-2379 Fax
(360) 442-2344 TDD
www.lowercolumbia.edu

Note on the cover chart: One Annual FTE is equal to 45 enrolled college credits. Data source: SBCTC Academic Year Report.

Data for the 10th Edition of Facts & Figures provided by the Office of Institutional Research, Planning and Assessment. The intent of this report is to provide the campus community and general public with valuable information that is useful and timely. Every attempt has been made to present the data as accurately as possible; however, due to the complexities involved in compiling data from multiple sources, some imperfections may appear. Please contact Wendy Hall, Director of Institutional Research, at (360) 442-2491 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.

OUR EXPECTED COLLEGE OUTCOMES:

ACCESS: We invite the community to participate in the full array of programs, services, and activities at Lower Columbia College.

TRANSFER: We offer courses and support for students to meet the requirements for transfer from Lower Columbia College and to pursue successfully upper division college and university programs.

PROFESSIONAL/TECHNICAL: We provide opportunities for students to receive quality professional/technical training for employment, skills enhancement, and career development.

BASIC SKILLS: We ensure that all learners who are under prepared for college level studies have the opportunity to receive basic skills instruction for literacy development, diploma completion, English as a second language, citizenship, and preparation for higher education.

CUSTOMIZED EDUCATION: We are an enthusiastic partner with business and community groups to create customized programs and services.

COMMUNITY ENRICHMENT: We enrich the community through diverse cultural, artistic, athletic, social activities and programs for personal enrichment.

INSTITUTIONAL EXCELLENCE: We are committed to institutional integrity, responsible stewardship, and excellence in meeting the educational, cultural, and service needs of the community.

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

INSTITUTIONAL EFFECTIVENESS

Lower Columbia College's Institutional Effectiveness program is based on annual monitoring of twenty-five Key Performance Indicators (KPI's), categorized within each of the College's seven outcome areas. The Office of Institutional Research, Planning and Assessment produces a separate report for each of the seven outcomes annually. Each report is reviewed by an interdisciplinary team made up of twelve faculty, classified and administrative staff (each report has its own review team). The seven Monitoring Reports, which each include a summary of the evaluation conducted by the review teams, are presented individually to the Board of Trustees during their regular academic year meeting schedule. During 2006-07, LCC completed its 8th cycle of Monitoring Reports.

Lower Columbia College: Key Performance Indicators

Access

- General enrollment
- Participation rates of persons age 16 and above who live within the college's service district
- Participation rate and success of diverse student populations

Transfer

- Student/graduate satisfaction with instruction
- Academic transfer rate
- Academic success of transfer students (after transfer)
- Student attainment of General Education Outcomes
- Transfer Eligibility

Professional/Technical

- Licensure/certification rates
- Student/graduate satisfaction with instruction
- Employer satisfaction
- Placement rate in the workforce
- Student attainment of General Education Outcomes through related instruction

Basic Skills

- Student/graduate satisfaction with basic skills instruction
- Basic skills achievement
- Academic performance of developmental education students

Customized Education

- Client assessment of programs and services

Community Enrichment

- Cultural enrichment of students and community
- Citizenship

Institutional Excellence

- Student progress
- Relevance of programs
- Faculty/staff satisfaction and morale
- External perceptions/satisfaction with LCC
- Student/graduate satisfaction with support services
- Student persistence and performance

STRATEGIC PLAN

LCC's Strategic Plan was designed to provide a roadmap for accomplishing the Vision, Mission and Values. Strategic Plans typically address institutional direction in the short-term, generally 3-5 years. The following was adopted by the LCC Board of Trustees on July 18, 2007.

STRATEGIC ISSUE #1: *Lower Columbia College will strengthen its student-centered environment that promotes a campus-wide focus on learning.*

The faculty and staff at LCC recognize that learning is the central value and activity of a college. We believe that students' successes depend not just on the variety and quality of instruction they receive, but on student development and retention of learning. Faculty, staff, and students will work to establish active learning and development opportunities.

- ▶▶ Strengthen our commitment to student success and excellence in teaching and learning, which will be evidenced in every learning environment and support service we provide.
- ▶▶ Ensure a comprehensive assessment process that engages all instruction and support services in continuous improvement.
- ▶▶ Engage all faculty and staff in opportunities for growth and development.

STRATEGIC ISSUE #2: *Lower Columbia College will sustain a complete and inclusive educational process for all students that integrates instruction and support services in order to meet students' needs.*

Lower Columbia College is committed to student success both inside and outside the institution. We will continue to integrate student services and academic instruction for the educational, career, and personal development of students. Expanded access and varied learning opportunities will allow students from all cultures and backgrounds to achieve their educational goals.

- ▶▶ Sustain a campus-wide focus on student achievement and retention by employing an evidence-based approach to improve and align existing services.
- ▶▶ Ensure that Lower Columbia College is an open and inclusive environment.
- ▶▶ Align instruction and services to provide proactive strategies to support and guide students through their education from first contact through attainment of their goals.

STRATEGIC ISSUE #3: *Lower Columbia College will create and maintain strategic alliances to meet educational, cultural, and training needs.*

Because Lower Columbia College is committed to serving students and the community, the college's connections with various organizations in the community are crucial to the services it provides. We develop and foster partnerships with other educational institutions, business and industry, community groups, cultural organizations, workforce development organizations, and funding agencies. These alliances emphasize the importance of math, sciences, technology, and the humanities to a wide variety of career pathways.

- ▶▶ Strengthen partnerships with local school districts to make the path to college academically and administratively seamless for all students, no matter their circumstances.
- ▶▶ Focus on key partnerships with local agencies and employers to strategically develop our regional workforce and respond to changing local job markets.
- ▶▶ Create seamless transitions with transfer institutions and employers for students' next steps in education or into successful careers.

STRATEGIC PLAN, CONTINUED

STRATEGIC ISSUE #4: *Lower Columbia College will support an organizational climate and processes that build trust, promote collaboration, support learning, and align activities with strategic goals.*

Lower Columbia College is committed to maintaining a positive work environment for faculty and staff. As an effective institution, LCC relies on the commitment of every employee to collaborate, participate in shared decision making, contribute to positive communication, uphold campus values, and support campus events and activities.

- ▶▶ Build a spirit of professional competency, cooperation, positive communication, and information sharing.
- ▶▶ Ensure that organizational processes reflect campus values.
- ▶▶ Encourage collaborative participation in decision-making.
- ▶▶ Promote faculty and staff participation in events and activities to celebrate and strengthen our campus community.

STRATEGIC ISSUE #5: *Lower Columbia College will build a physical and technological infrastructure that promotes learning, enhances safety, and contributes to the aesthetic value of the community.*

Lower Columbia College is committed to providing high quality facilities, infrastructure, and services. We will work both inside and outside the institution to build an environment that supports the educational, safety, aesthetic, and service needs of the students, faculty, and staff.

- ▶▶ Enhance campus-wide technology, providing access to emerging technologies in existing and proposed facilities.
- ▶▶ Increase systems of institutional safety through improvements in physical and technological infrastructure and staff training.
- ▶▶ Strengthen collaboration with community leaders and other agencies to develop facilities, technological systems, and plans that address local and regional needs.
- ▶▶ Carry out vision in campus master plan, including: construction of new health and science building, expansion and modernization of gymnasium, renovation of physical science and library buildings, and establishment of permanent facility in Woodland.

STRATEGIC ISSUE #6: *Lower Columbia College will develop a campus-wide culture of evidence that supports achievement of student learning outcomes, promotes institutional effectiveness, and satisfies the need for internal and external accountability.*

The faculty and staff at LCC recognize the value of evaluating evidence of student success for the purpose of improving the teaching and learning process. We will conduct regular and ongoing inquiry into the effectiveness of the institution in both instructional and non-instructional areas. This inquiry will support the college's commitment to self-monitoring as well as external accountability.

- ▶▶ Finalize and implement the comprehensive General Education assessment plan for all seven student learning outcomes.
- ▶▶ Develop and implement a model for assessment of Related Instruction in Professional/Technical programs.
- ▶▶ Institutionalize assessment across all areas of the College.
- ▶▶ Close the assessment loop: document the use of data to improve instruction, programs, and services.

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.

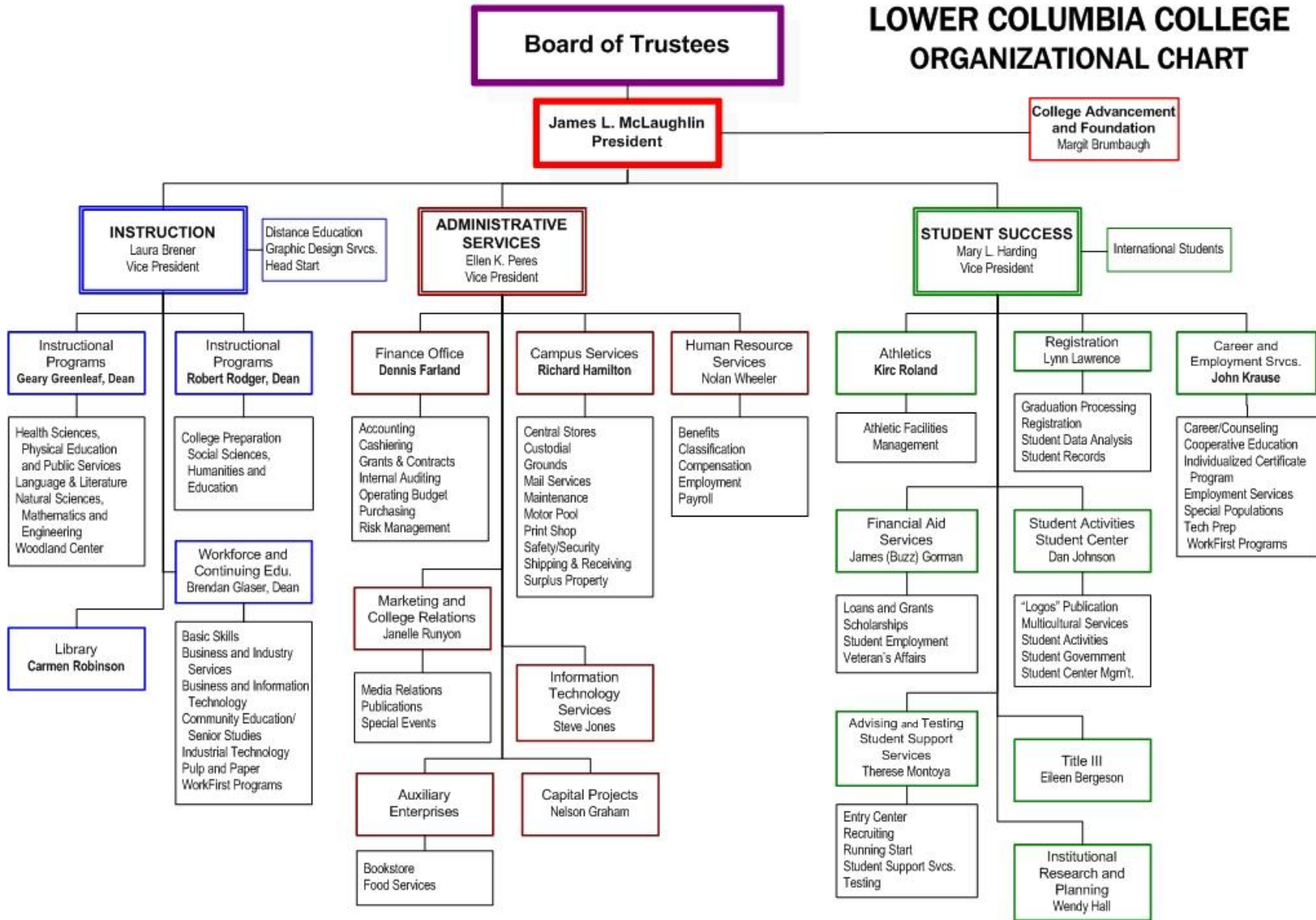
During the 1930s and 1940s, the College struggled with financial problems, and began to look for its own campus. Twenty-six acres were purchased from the Longview Company in 1942, at a reported bargain price. In 1950, construction began on "Old Main," LCC's first permanent building. The original building 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 35 acres, and enrolls approximately 4,000 students each quarter.

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

ORGANIZATIONAL STRUCTURE

LOWER COLUMBIA COLLEGE ORGANIZATIONAL CHART



LCC QUICK FACTS

Students (2006-07)

Total Student Headcount—State (5562); All (6929)
 FTE (Full Time Equivalent)—State (2378); All (2837)

Students Taking Classes (2006-07)

English as a Second Language	361
Distance Education	2,114
Senior Studies (duplicated)	1,450
Community Educ. (duplicated)	644

Enrollment by Intent (2006-07)

23%	Transfer
42%	Workforce
13%	Basic Skills
22%	Other

Students in Programs (2006-07)

380	Running Start
239	CEO
91	Worker Retraining

Demographics (2006-07)

64%	Female
15%	Of Color
32.3	Average Age
38%	Full-Time (12+ cr)

Degrees & Awards (2006-07)

200	AA/AS
186	AAS
106	Certificates (1+ years)
62	Completions (<1 year)
60	High School Diplomas
267	GED

- Transfers: 256 students transferred to public Washington four-year institutions in 2006-07
- Employment: 84% of Professional/Technical 2004-05 graduates employed within 9 months

- | | |
|---|---|
| <ul style="list-style-type: none"> ▪ Founded in 1934 and is now one of 35 Washington community and technical colleges ▪ 35 acre site houses 27 college buildings ▪ Service Area: District 13 serves Cowlitz & Wahkiakum Counties; additionally 250+ students from Columbia County, Oregon served ▪ Operating budget (2006-07) of \$17.4 million ▪ Financial Aid: (2006-07) \$8,680,722 million for 4,479 awards (duplicated count) | <ul style="list-style-type: none"> ▪ Accredited by the Northwest Commission on Colleges and Universities since 1948 ▪ Foundation Net Assets (2006-07): \$10,166,153 ▪ NWAACC Varsity Sports: Men & Women's Basketball, Men's Baseball, and Women's Softball, Soccer and Volleyball ▪ Annual tuition and fees (2006-07): \$ 2,793 (Full-Time, 45 cr) ▪ 359 Employees (Fall 06): 76 Full-Time Faculty, 104 Part-Time Faculty, 12 Administrators, 34 Exempt, 133 Classified Staff |
|---|---|

Courses and programs available in 54 disciplines: Accounting, Administration of Justice, Automotive/Diesel Technology, Allied Health, Anthropology, Art, Astronomy, Biology, Blueprint Reading, Business Administration, Business Technology, Chemical Dependency Studies, Chemistry, College Success, Computer Info. Systems, Contemporary Musicianship and Audio Production, Drama, Early Childhood Education, Economics, Electronics Technology, English, Engineering, Environmental Studies, Earth Science, Education, Fire Science Technology, French, Geography, Geology, Human Development, History, Health, Home & Family Life, Humanities, Industrial Maintenance, Individual Development, Journalism, Library, Machine Trades, Mathematics, Mechanical Engineering Technology, Medical Assisting, Music, Nursing, Oceanography, Physical Education, Philosophy, Physics, Political Science, Psychology, Pulp & Paper Technology, Sociology, Spanish, Speech and Welding.

2006-07 STUDENT DEMOGRAPHICS

2006-2007	All	State Funded
Unduplicated student headcount	6929 (100%)	5562 (80%)
Female students	4066 (64%)	3399 (64%)
Male students	2298 (36%)	1913 (36%)
African American students	72 (1.0%)	66 (1.2%)
Native American students	117 (1.7%)	95 (1.7%)
Asian/PI students	145 (2.1%)	119 (2.1%)
Hispanic students	337 (4.9%)	325 (5.8%)
Multi-racial	216 (3.1%)	193 (3.5%)
Other Race	123 (1.8%)	113 (2.0%)
Students of color (Subtotal)	1010 (14.6%)	911 (16.4%)
Caucasian students	5046 (72.8%)	4185 (75.2%)
Unknown Race	873 (12.3%)	466 (8.4%)
Age: 0-18 years old	1148 (16.1%)	703 (12.2%)
Age: 19-24 years old	1922 (27.0%)	1804 (31.4%)
Age: 25-34 years old	1486 (20.9%)	1378 (24.0%)
Age: 35-49 years old	1313 (18.5%)	1036 (18.0%)
Age: 50+ years old	1246 (17.5%)	830 (14.4%)
Average age, all students	32.3	32.5
Average age, credit students	30.6	31.9
International Students	4 (<1%)	0 (0%)
Worker Retraining students	92 (1.3%)	92 (1.7%)
Veterans	87 (1.3%)	87 (1.6%)
Students with Disabilities	161 (2.3%)	147 (2.6%)
Credit Students (>1 credit)	5984 (88.7%)	5312 (97.0%)
Non-credits students	766 (11.3%)	165 (3.0%)

2006-2007	All	State Funded
Transfer students	1885 (23.2%)	1567 (24.2%)
Workforce students	3430 (42.3%)	2810 (43.4%)
Basic Skills students	1060 (13.1%)	1008 (15.6%)
Personal Interest students	1741 (21.5%)	1085 (16.8%)
Part-time (< 12 credits) status	4871 (61.7%)	3790 (59.0%)
Full-time (12+ credits) status	3030 (38.3%)	2634 (41.0%)
Resident students	5513 (91.2%)	4239 (90.1%)
Non-resident students	532 (8.8%)	465 (9.9%)
Day students	6162 (85.3%)	5122 (88.2%)
Evening students	1062 (14.7%)	688 (11.8%)
First generation students, male	676 (71.4%)	not available
First generation students, female	988 (78.2%)	not available
Students with no children	2056 (48.1%)	1814 (47.1%)
Couples with children	1214 (28.4%)	1104 (28.7%)
Single students with children	1000 (23.4%)	935 (24.3%)
Low-income students	1421 (20.5%)	1421 (25.5%)
Unemployed Students	1003 (14.5%)	834 (15.0%)
Prior education: less than high school graduation	1572 (32.1%)	1294 (29.7%)
High school or equivalent	2824 (57.7%)	2630 (60.4%)
Certificate (< 2 years)	185 (3.8%)	178 (4.1%)
Associate degree	135 (2.8%)	119 (2.7%)
Bachelor's degree or higher	181 (3.7%)	132 (3.0%)

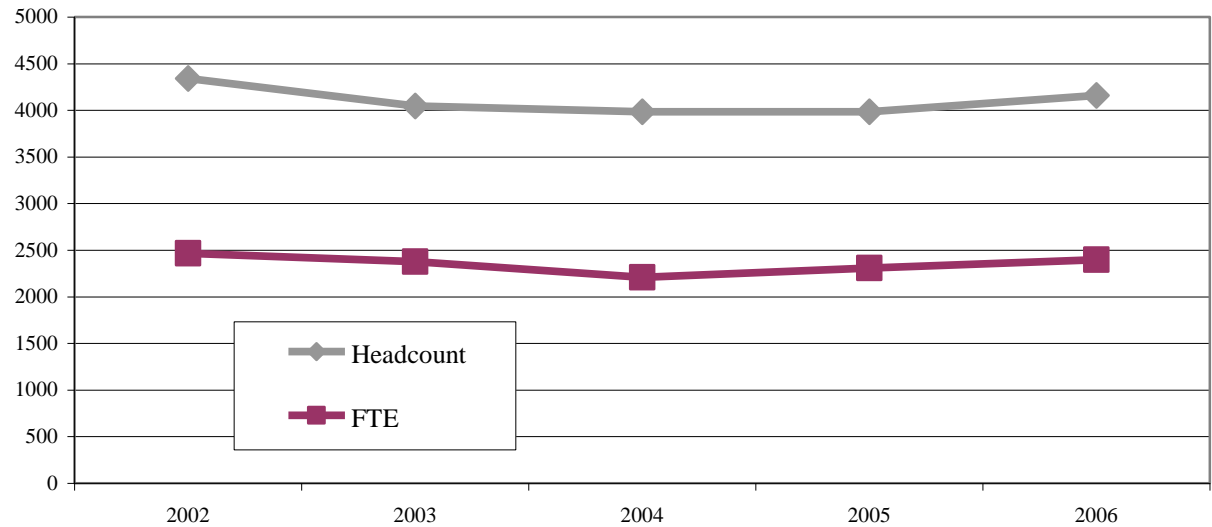
Source: SBCTC Data Warehouse, Student Table. Note: percentages may equal greater than 100% due to rounding. Headcount in some categories may be duplicated if students fell into different categories during different quarters within the 2006-07 academic year (e.g., part-time/full-time status). Note: percentages calculated include only those students who disclosed specific pieces of demographic information. WH_STWKFTE (Data Express) for Worker Retraining.

FALL END OF QUARTER ENROLLMENT TRENDS

Fall to Fall

Note: One Quarterly FTE (Full Time Equivalent) is equal to 15 enrolled college credits

FALL	Students Enrollment (All)	FTE (State-Supported)
2002	4342	2465
2003	4045	2376
2004	3984	2208
2005	3983	2309
2006	4159	2397



Source: SBCTC Data Warehouse, CLASS Table (FTE_STATE) and Student Table (Headcount).

FALL FTEs by Institutional Intent	Academic	Workforce	Basic Skills	Developmental Studies	Total FTEs
Fall 2002	1,035 (42%)	800 (32%)	412 (17%)	219 (9%)	2,465
Fall 2003	1,022 (43%)	728 (31%)	417 (18%)	209 (9%)	2,376
Fall 2004	1,001 (45%)	667 (30%)	325 (15%)	214 (10%)	2,208
Fall 2005	990 (43%)	587 (25%)	515 (22%)	217 (9%)	2,309
Fall 2006	971 (41%)	623 (26%)	609 (25%)	194 (8%)	2,397

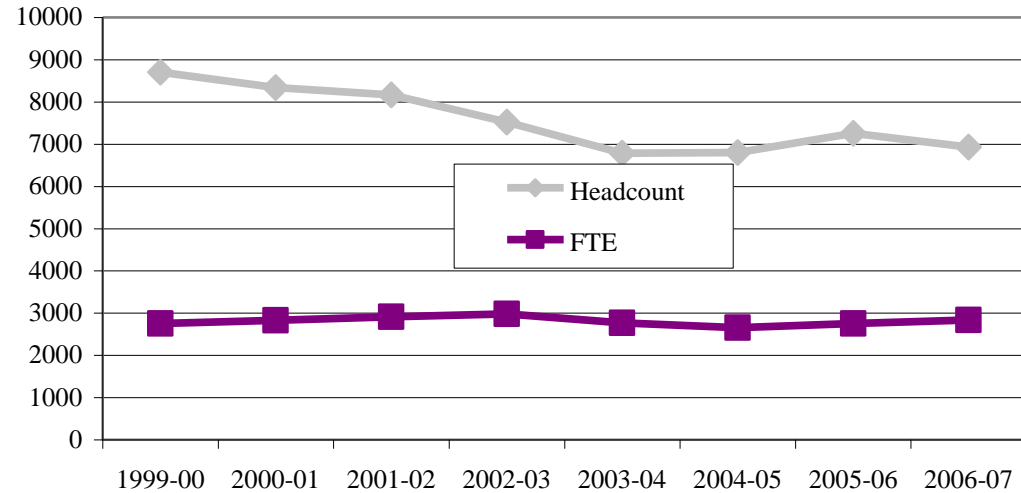
Source: SBCTC Fall Enrollment & Staffing Report, Data Warehouse by Institutional Intent Recat, State Supported

ANNUAL ENROLLMENT TRENDS

Year to Year (All Students, All Funding Sources)

Note: One Annual FTE (Full Time Equivalent) is equal to 45 enrolled college credits

YEAR	Headcount	FTE
1999-00	8700	2754
2000-01	8339	2829
2001-02	8165	2910
2002-03	7522	2982
2003-04	6789	2766
2004-05	6802	2657
2005-06	7258	2749
2006-07	6929	2837



YEAR	State Funded FTE	Contract Funded FTE	Student Funded FTE	Total FTE
1999-00	2,438 (89%)	260 (9%)	55 (2%)	2,753 (100%)
2000-01	2,493 (88%)	281 (10%)	55 (2%)	2,829 (100%)
2001-02	2,519 (87%)	334 (11%)	57 (2%)	2,910 (100%)
2002-03	2,604 (87%)	339 (11%)	38 (1%)	2,982 (100%)
2003-04	2,418 (87%)	312 (11%)	20 (1%)	2,766 (100%)
2004-05	2,289 (86%)	342 (13%)	27 (1%)	2,657 (100%)
2005-06	2,309 (84%)	406 (15%)	34 (1%)	2,749 (100%)
2006-07	2,378 (84%)	439 (15%)	20 (1%)	2,837 (100%)

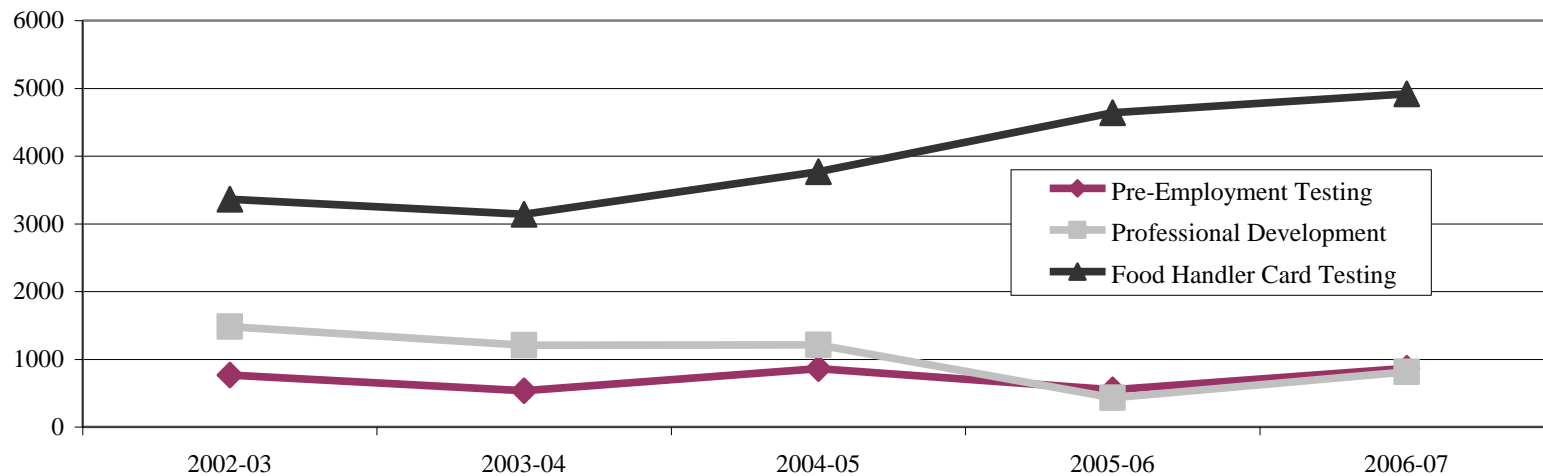
Source: SBCTC Data Warehouse, Student Table (Unduplicated Headcount), Class Table (FTE—FTES_Total/3 – where record code =1 or =2)

NON-CREDIT ENROLLMENT

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

Community and Customized Education and Training at LCC (headcount)

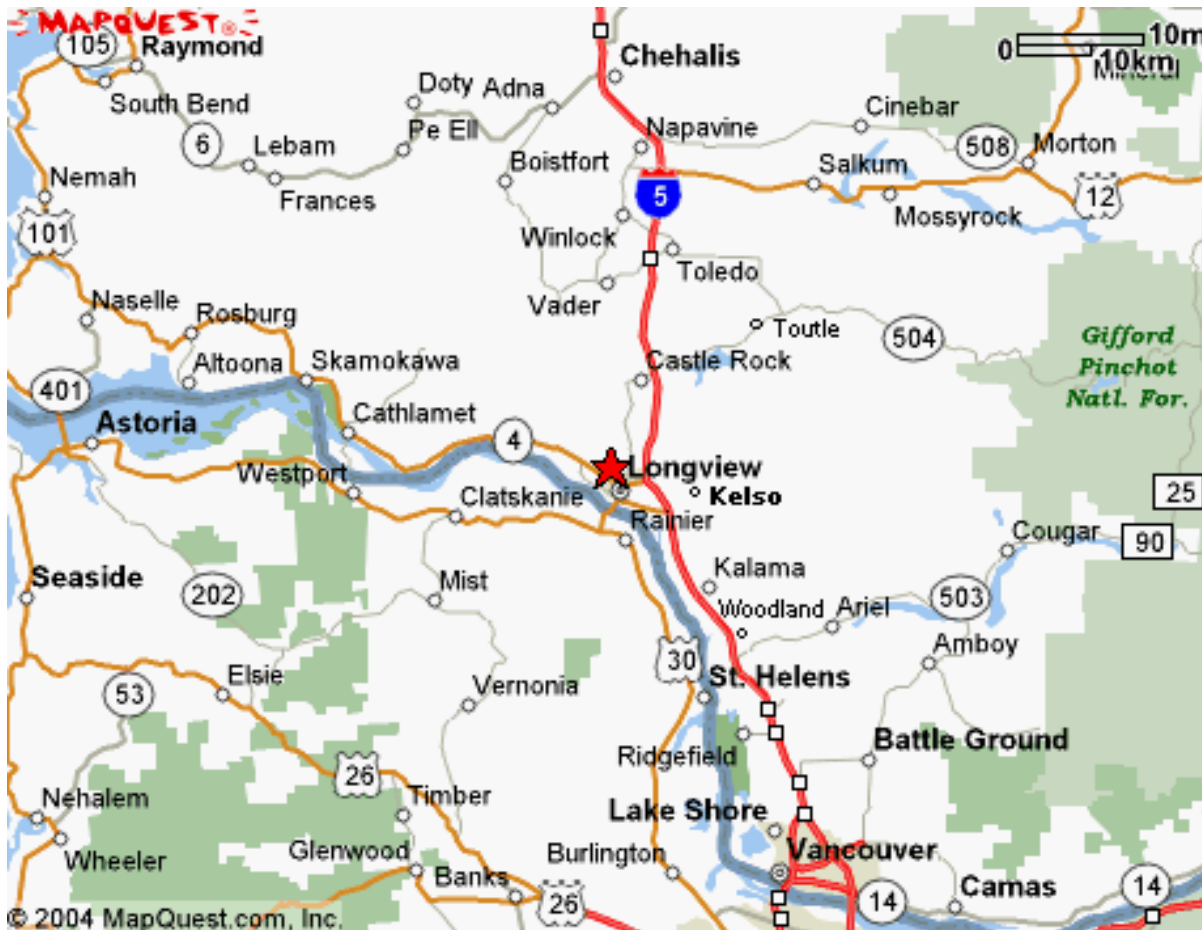
	2002-03	2003-04	2004-05	2005-06	2006-07
Senior Studies (duplicated)	825	802	1064	1238	1450
Community Education	668	523	474	976	644
Online Classes	293	176	156	141	114
Special Training and Professional Development, including Electrical Code, Confined Space, Certificate Training, etc. (excluding discontinued fields—Wildland Fire, Real Estate, MACRO)	1,480	1,206	1,211	432	812
Food Handler Card Testing	3,362	3,382	3,770	4,640	4,917
Pre-Employment Testing (Work Keys)	767	532	861	549	863
Contract Training – Client Contracts	29	17	14	19	21
Interactive Multimedia (duplicated)	208	367	302	26	102



Source: Community Enrichment and Customized Education Monitoring Reports.

STUDENT HOME ZIP CODES

Approximately 90% of LCC students are from the college's official service district, including Cowlitz and Wahkiakum Counties, and Columbia County, Oregon (although LCC serves many students in Oregon, Oregon is not part of the college's official service district). Another 9% come from elsewhere in Washington State (including Clark Co.), and about 1% come from other out of state locations.



Source: Data Warehouse Student Table RESIDENCE_ZIP; mapquest.com (map)

2006-07 Student Enrollment by Zip

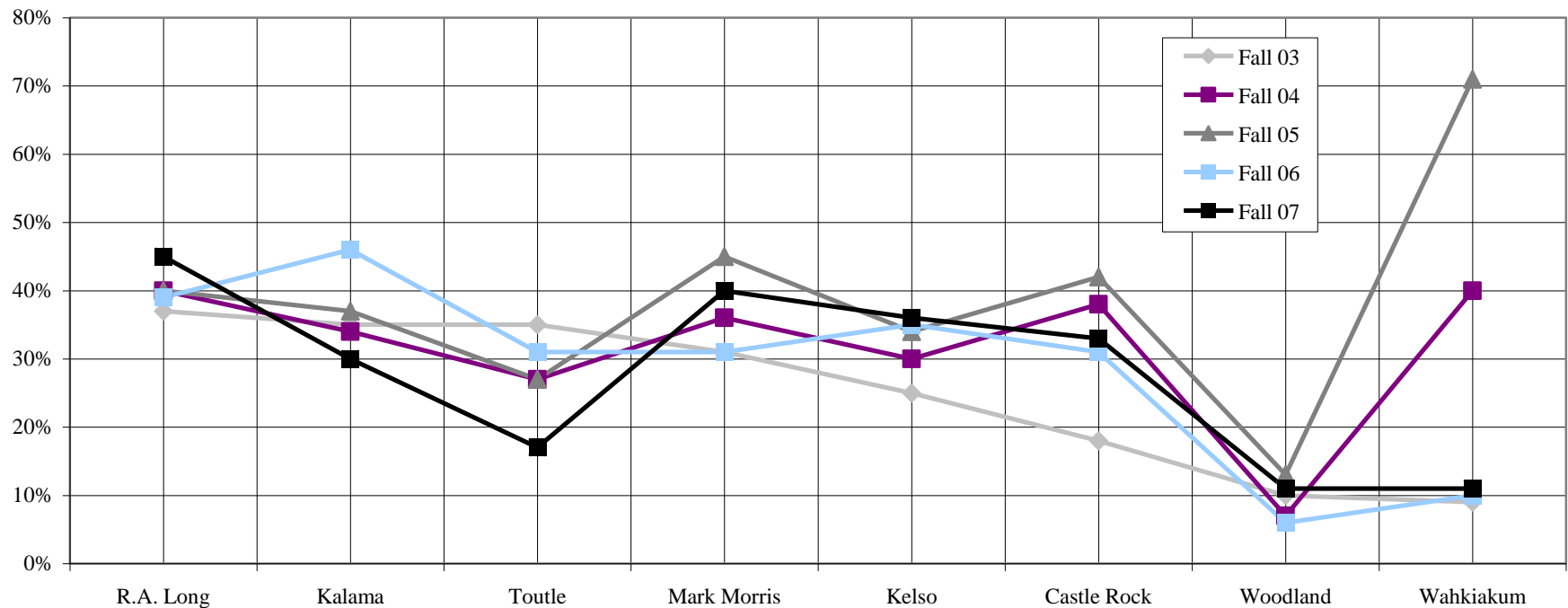
Longview	98632	3437	48.2%
Kelso	98626	1585	22.2%
Castle Rock	98611	400	5.6%
Kalama	98625	248	3.5%
Woodland	98674	276	3.9%
Rainier (OR)	97048	159	2.2%
Clatskanie (OR)	97016	145	2.0%
Cathlamet	98612	83	1.2%
St. Helens (OR)	97051	59	0.8%
Silver Lake	98645	44	0.6%
Winlock	98596	35	0.5%
Toledo	98591	38	0.5%
La Center	98629	33	0.5%
Toutle	98649	41	0.6%
Battle Ground	98604	31	0.4%
Other Washington State		433	6.1%
Other Out of State		77	1.1%

ENROLLMENT OF HIGH SCHOOL GRADUATES

Proportion of Local High School Seniors Who Enroll at LCC

	R.A. Long	Kalama	Toutle	Mark Morris	Kelso	Castle Rock	Woodland	Wahkiakum	Total
Fall 2003	58/155=37%	22/62=35%	15/43=35%	63/203=31%	79/321=25%	13/71=18%	10/98=10%	4/43=9%	264/996=27%
Fall 2004	56/140=40%	22/64=34%	11/41=27%	76/211=36%	97/325=30%	26/69=38%	7/105=7%	17/42=40%	312/997=31%
Fall 2005	61/154=40%	23/62=37%	13/49=27%	83/185=45%	107/313=34%	42/101=42%	14/106=13%	12/17=71%	355/987=36%
Fall 2006	62/160=39%	31/68=46%	15/49=31%	60/195=31%	102/289=35%	29/95=31%	7/119=6%	5/48=10%	311/1023=30%
Fall 2007	73/161=45%	22/74=30%	7/42=17%	85/211=40%	122/339=36%	31/93=33%	14/123=11%	5/44=11%	359/1087=33%

Source: Data Express (KR-HISCHO1)



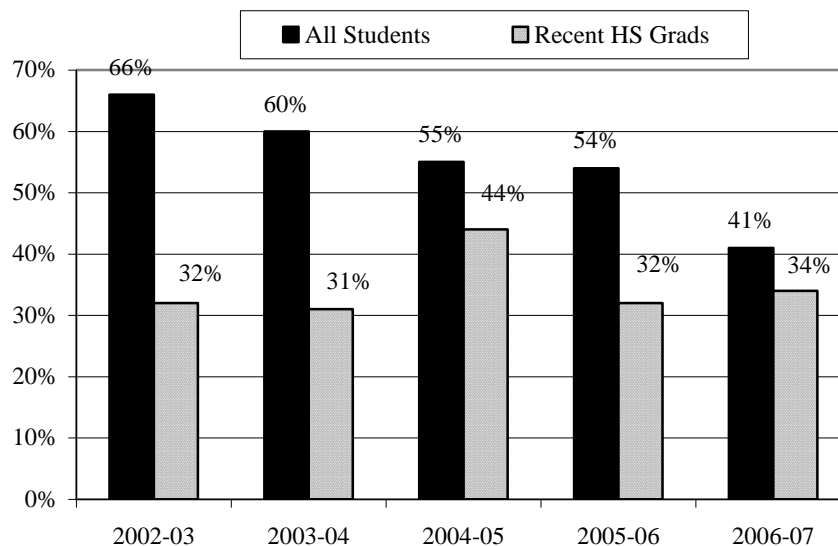
Source: Data Express (Registration Office—see above)

PREPARATION OF INCOMING STUDENTS

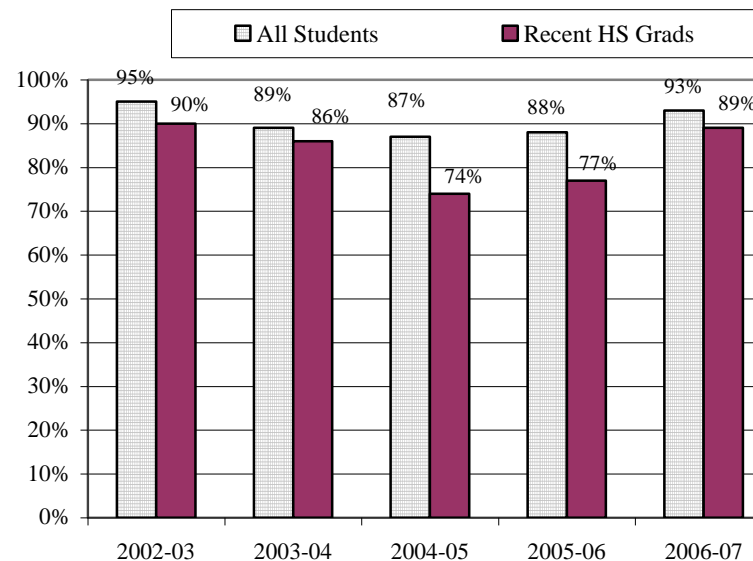
The majority of students entering LCC take placement exams in reading, writing and mathematics. The results of the exams help determine the level at which students begin their coursework.

	% of Students Underprepared in Reading, Writing or both		% of Students Underprepared in Mathematics	
	All Students	Recent High School Graduates	All Students	Recent High School Graduates
2002-03	66%	32%	95%	90%
2003-04	60%	31%	89%	86%
2004-05	55%	44%	87%	74%
2005-06	54%	32%	88%	77%
2006-07	41%	34%	93%	89%

Students Underprepared in Reading, Writing or Both



Students Underprepared in Math



Source: Data Express WH-ASSET, Analyzed in Data Warehouse linked to Student Table; analyzed with LCC Score Ranges and Recommendations dated 07/06/2004; 2006-07 scores analyzed with 6/1/2006 scores. Each year represents levels of preparation for students who entered LCC during the specific academic year (year quarter actual start).

TOP 10 MAJOR AREAS OF STUDY

Academic Transfer represents the largest group of “majors” at LCC, with 1,723 in 2005-06, and 1,885 in 2006-07. The following chart depicts the top ten majors within the professional/technical areas. 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.

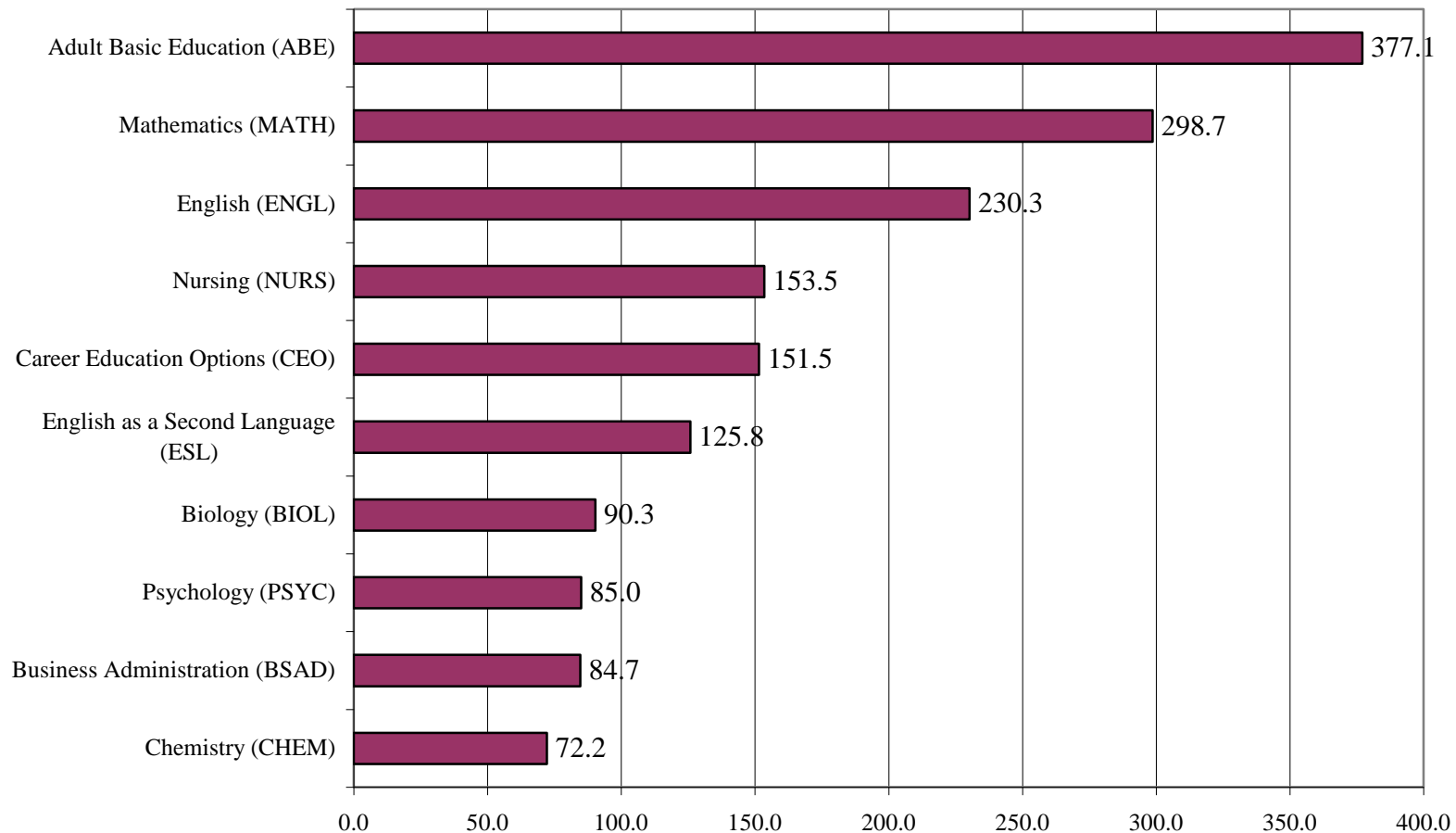
Academic Year 2005-06	# of Students
Nursing	1076
Business Technology	197
Automotive/Diesel Technology	137
Business Management/Administration	114
Welding	105
Early Childhood Education	105
Computer Information Systems	88
Criminal Justice	87
Medical Assisting	86
Fire Science	73

Academic Year 2006-07	# of Students
Nursing	1096
Business Technology	236
Early Childhood Education	139
Welding	123
Automotive/Diesel Technology	108
Business Management/Administration	104
Computer Information Systems	97
Criminal Justice	93
Fire Science	88
Medical Assisting	85

Source: SBCTC Data Warehouse, Student Table Program CIP for Professional/Technical programs, Student Table, Intent where “B” for academic transfer

TOP 10 FTE GENERATING DISCIPLINES

The following ten disciplines accrued the most annual FTE in 2006-07. One Annual FTE (Full Time Equivalent) is equal to 45 enrolled college credits.

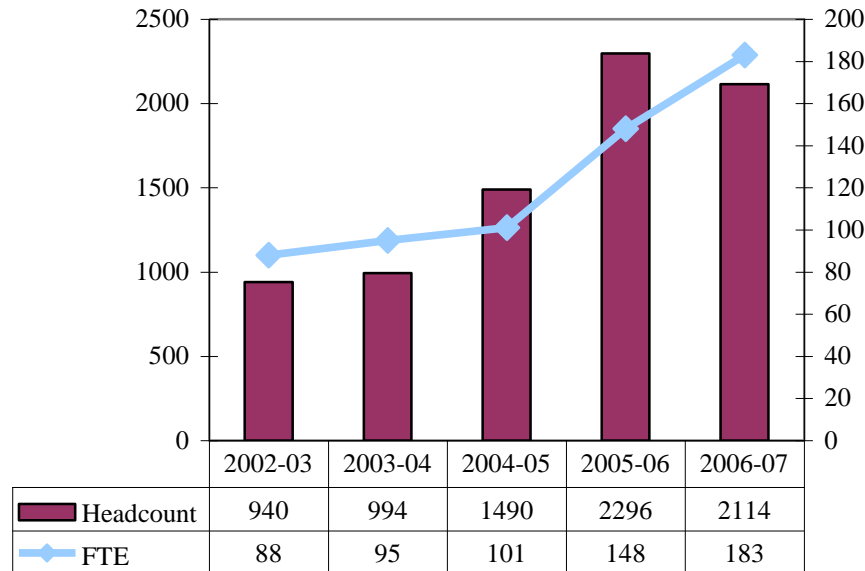


Source: SBCTC Data Warehouse, Class Table, FTES_Total/3.

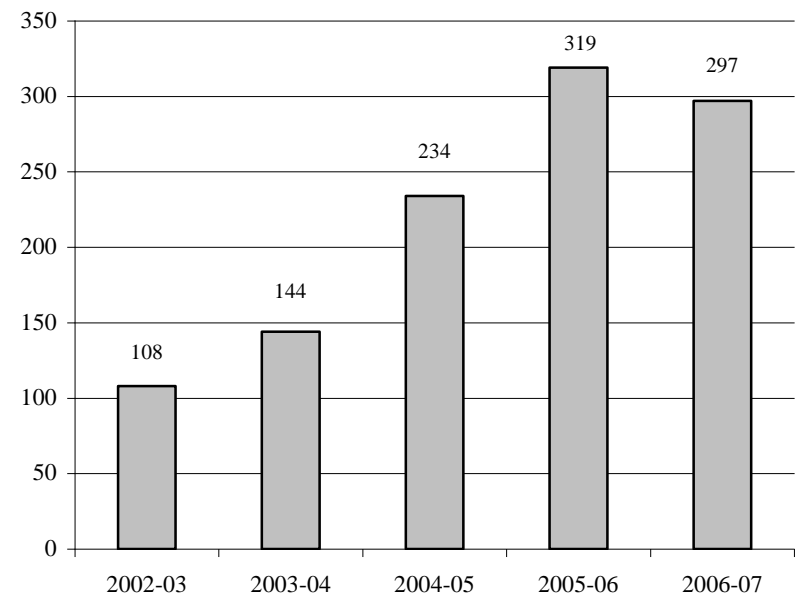
DISTANCE EDUCATION

Distance Education includes on-line, correspondence, hybrid, and telecourses. Headcount is duplicated.

Enrollment in Distance Education



Number of Distance Ed. Classes Offered



Types of Distance Education: 2006-07	# of Classes	Headcount
Telecourse	39	278
Correspondence	23	192
On-line	188	1,168
Hybrid	47	476
TOTAL	297	2,114

Note: changes to the curricular structure in the LERN program account for declining headcount and classes offered in 2006-07. FTE increased 24% in 2006-07.

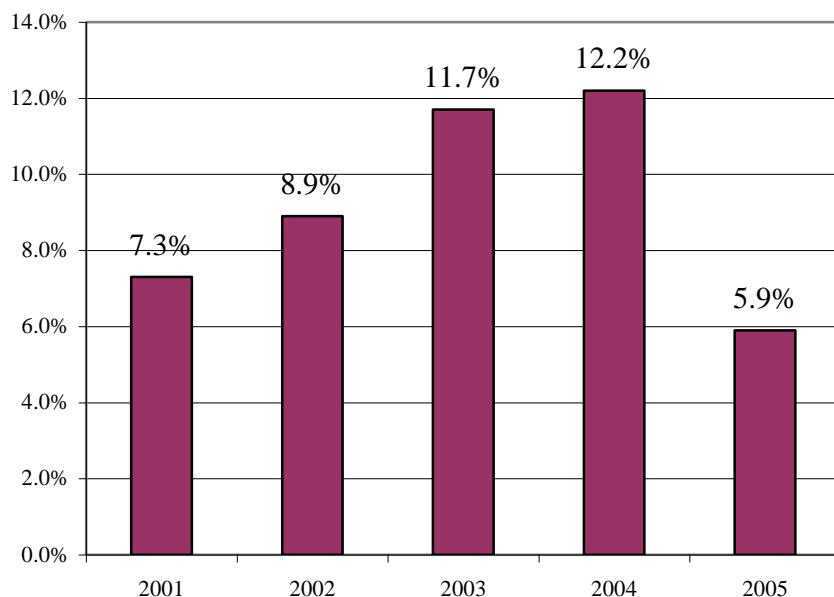
In 2006-07, Distance Education classes were offered in the following disciplines: Allied Health, Accounting, Astronomy, Business, Chemistry, Computers, Early Childhood Education, Earth Science, English, Geology, Health, History, Individual Development, Mathematics, Music, Nursing (LERN program), Philosophy, Political Science, Psychology, Sociology, and Spanish.

Source: SBCTC Data Warehouse, Transcript Table, Class Table for DIST_ED code..

FINANCIAL AID

The following is a summary of Financial Aid awards and information. The Cohort Default Rate is the percent of Title IV borrowers entering repayment in a given year who are in default on their loans.

Cohort Default Rate



Pell Grant Maximum and Tuition & Fees		
	Pell Grant Max. (% ~)	Tuition & Fees (% ~)
2001-02	\$3,750 (13.6%)	\$1,845 (+5.5%)
2002-03	\$4,000 (6.7%)	\$2,091 (+13.3%)
2003-04	\$4,050 (1.3%)	\$2,250 (+7.6%)
2004-05	\$4,050 (0.0%)	\$2,445 (+8.7%)
2005-06	\$4,050 (0.0%)	\$2,646 (+8.2%)
2006-07	\$4,050 (0.0%)	\$2,793 (+5.5%)

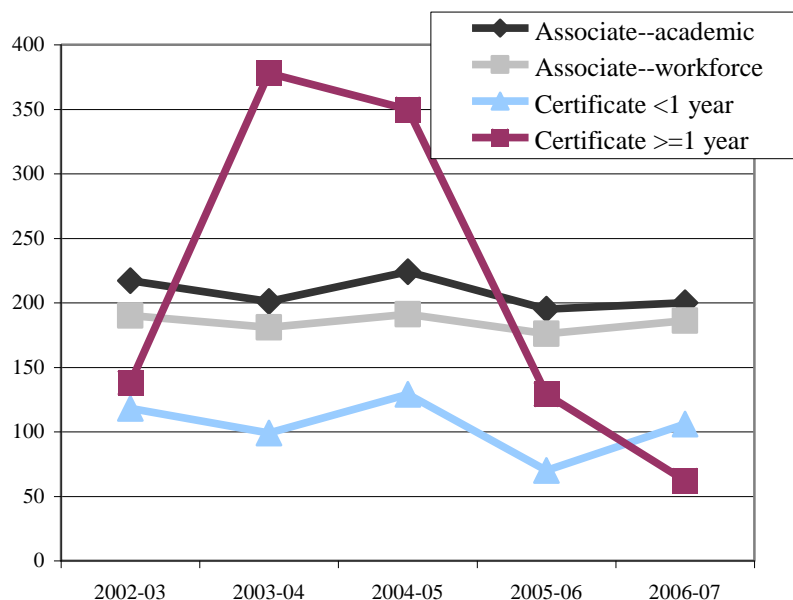
Summary of Financial Aid Awards 2006-07		
GRANTS	Amount	# of Awards
Pell	\$2,833,353	1,225
SEOG	\$77,655	79
State Need Grant	\$1,768,332	1,083
Academic Comp	\$4,050	5
Total GRANTS	\$4,683,390	2,392
LOANS	Amount	# of Awards
Stafford	\$2,753,892	960
PLUS (Parent Loans)	\$56,500	4
Total LOANS	\$2,810,392	964
OTHER	Amount	# of Awards
Tuition Waivers	\$157,808	163
Total OTHER	\$157,808	163
SCHOLARSHIPS	Amount	# of Awards
LCC Foundation	\$254,369	254
LCC Booster	\$28,600	72
Other Scholarships*	\$26,903	32
Total SCHOLARSHIPS	\$309,872	358
WORKSTUDY	Amount	# of Awards
STATE on Campus	\$537,550	293
STATE off Campus	\$70,438	39
FEDERAL	\$111,272	270
Total WORKSTUDY	\$719,260	602
GRAND TOTAL	\$8,680,722	4,479

*Other scholarships include TRIO grants through SSS, and all other LCC scholarships that are not funded through the LCC Foundation. Source: LCC Financial Aid Office.

DEGREES AND CERTIFICATES AWARDED

AWARD	2002-03	2003-04	2004-05	2005-06	2006-07
Associate degrees (transfer)	217	201	224	195	200
Associate in Applied Science (AAS)	190	181	191	176	186
Certificates/Completions (1 Year +)	118	99	129	70	106
Certificates/Completions (< 1 Year)	138	153	47	129	62
Subtotal	663	634	591	570	554

Source: LCC Registration Office



Characteristics of Graduates		
2006-07 Degree Completers Only		
Age	Number	Percent
18 or below	19	6.6%
19-24	115	40.1%
25-34	77	26.8%
35-49	73	25.4%
50+	3	1.0%
AVERAGE AGE OF DEGREE COMPLETING GRADUATES: 28.9		
Ethnicity	Female	Male
African American	0	2
Native American	0	1
Asian/Pacific Islander	4	1
Hispanic	2	1
Multi-Racial	4	0
Other Race	3	0
Ethnicity unknown	18	7
Caucasian	165	81
TOTAL	196 (68%)	93 (32%)

Source: Data Warehouse—Student and Completion Tables

TRANSFER INFORMATION

Transfers from LCC to 4-Year Institutions in Washington: 2005-06 students

School	# Students	Percent
Wash. State U. – Vancouver	75	47%
Wash. State U. – Other	31	19%
The Evergreen State College	11	7%
Western Washington U.	10	6%
Central Washington U.	15	9%
University of Washington	13	8%
Eastern Washington U.	6	4%
TOTAL	161	100%

Academic Success of LCC Transfer Students at Washington Baccalaureate Institutions: 2006

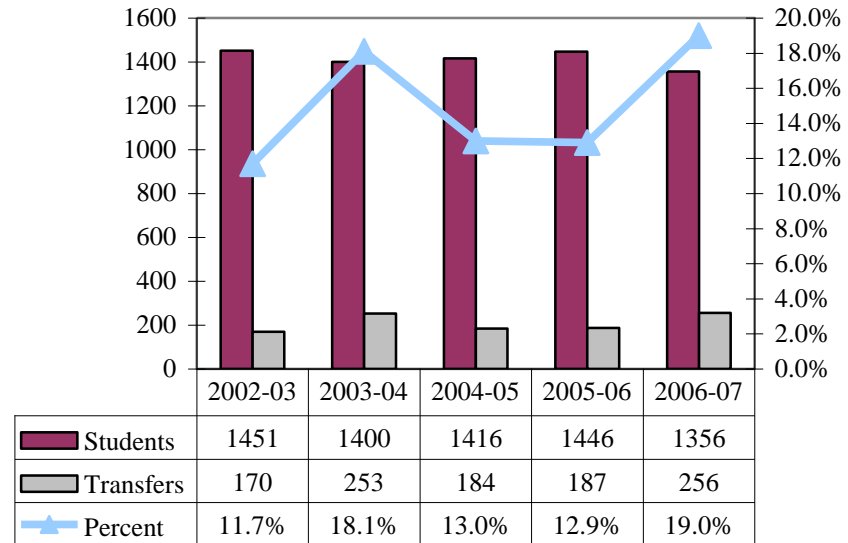
School	Average GPA
Washington State University	3.42
Western Washington University	3.05
Central Washington University	3.13
University of Washington	3.25

Transfer Student Enrollment

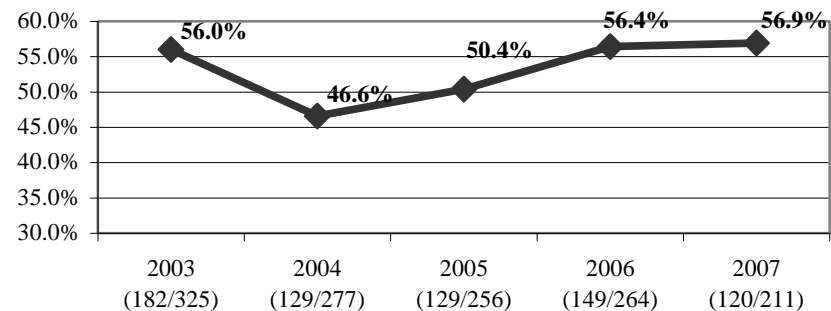
Year	Headcount
2002-03	1920
2003-04	1930
2004-05	1911
2005-06	1908
2006-07	1885

Source: Transfer Monitoring Report, SBCTC Data Warehouse

Academic Transfer Rate



Fall to Fall Persistence of New Transfer Students



EMPLOYMENT DATA

Estimated Employment Rates For LCC Completer/s

	2002-03		2003-04		2004-05		5-year Summary	
	Employed /Total	Rate	Employed /Total	Rate	Employed /Total	Rate	Employed /Total	Rate
Accounting Technician	11/13	85%	8/11	73%	7/8	88%	51/60	85%
Administration of Justice	8/10	80%	7/8	88%	3/3	100%	26/30	87%
Automotive Technology	18/21	86%	25/29	86%	18/23	78%	94/111	85%
Business Management	32/42	76%	16/23	70%	8/11	73%	112/147	76%
Business Technology								
Administrative	14/15	93%	13/17	76%	21/27	78%	90/120	75%
Medical Specialties	5/9	56%	7/9	78%	17/21	86%	50/63	79%
Legal Specialties	1/1	100%	4/5	80%			8/11	73%
Chemical Dependency	10/13	77%	14/16	88%	5/6	83%	46/56	82%
Computer Info. Systems	101/121	83%	34/42	81%	28/38	74%	230/287	80%
Diesel/Heavy Equipment	16/18	89%	37/46	80%	40/52	77%	168/204	82%
Early Childhood Education	13/15	87%	15/24	63%	12/15	80%	63/83	76%
Electronics Technology	33/43	77%	16/18	89%	9/10	90%	83/99	84%
Fire Science	34/37	92%	14/15	93%	16/19	84%	89/105	85%
Industrial Maintenance	5/5	100%	7/8	88%	6/7	86%	28/31	90%
Machine Trades	14/15	93%	7/8	88%	4/5	80%	44/53	83%
Medical Assisting	20/26	77%	20/24	83%	19/22	86%	85/104	82%
Nursing								
Nursing Assistant/Aide	15/19	79%	28/40	70%	14/19	74%	91/123	74%
Practical Nursing	9/10	90%	6/6	100%	3/3	100%	31/33	94%
Associate Degree Nursing	52/55	95%	53/56	95%	66/67	99%	265/278	95%
Welding	27/31	87%	29/36	81%	18/19	95%	105/124	85%
TOTAL	438/519	84%	353/441	80%	315/375	84%	1759/2122	83%

Source: Data Linking Outcomes Assessment (DLOA) database, excludes the self-employed and individuals working out of state

Adjusted Wage Rate Summary

	2000-2001			2001-02			2002-2003			2003-2004		
	Lo	Hi	Median	Lo	Hi	Median	Lo	Hi	Median	Lo	Hi	Median
Accounting Technician	\$7.00	\$18.20	\$9.21	\$7.60	\$16.13	\$9.78	\$8.04	\$23.71	\$10.72	\$7.52	\$12.27	\$8.87
Administration of Justice	\$7.69	\$23.88	\$10.15	\$7.33	\$36.27	\$15.11	\$7.42	\$20.73	\$13.87	\$7.99	\$29.04	\$12.78
Automotive Technology	\$7.25	\$19.17	\$10.28	\$7.01	\$19.30	\$9.04	\$7.47	\$19.15	\$11.55	\$7.20	\$51.72	\$9.99
Business Management	\$6.96	\$30.27	\$12.40	\$7.03	\$21.88	\$10.96	\$7.11	\$59.05	\$13.04	\$7.25	\$49.93	\$11.03
Business Technology												
Administrative Asst/Support	\$7.01	\$13.22	\$10.07	\$9.52	\$10.75	\$10.14	\$7.29	\$25.20	\$9.62	\$7.28	\$30.68	\$10.04
Medical Office/Admin	\$8.09	\$13.34	\$10.26	\$7.04	\$26.70	\$10.26	\$7.17	\$11.48	\$10.12	\$7.59	\$15.02	\$9.62
Legal Asst/Admin	\$7.01	\$13.22	\$13.12	\$9.52	\$10.75	\$10.14	\$12.12	\$14.22	\$13.17	\$8.34	\$16.92	\$8.78
Chemical Dependency	\$7.03	\$28.55	\$10.03	\$7.19	\$16.45	\$10.00	\$7.27	\$18.17	\$10.02	\$7.85	\$22.44	\$11.24
Computer Info. Systems	\$7.03	\$53.81	\$14.68	\$7.09	\$40.44	\$11.79	\$7.11	\$53.51	\$19.40	\$7.43	\$29.05	\$12.64
Diesel/Heavy Equipment	\$6.91	\$30.53	\$15.45	\$7.99	\$50.36	\$16.55	\$8.38	\$18.76	\$13.27	\$8.27	\$33.30	\$14.88
Early Childhood Education	\$6.98	\$18.95	\$9.10	\$6.98	\$25.29	\$9.73	\$7.10	\$20.86	\$10.23	\$7.22	\$16.15	\$9.21
Electronics Technology	\$7.26	\$20.49	\$11.28	\$7.24	\$27.47	\$14.76	\$7.31	\$43.32	\$13.82	\$8.22	\$38.55	\$12.04
Fire Science	\$6.97	\$94.49	\$12.07	\$7.30	\$55.63	\$19.47	\$7.33	\$47.33	\$19.40	\$7.27	\$30.90	\$10.36
Industrial Maintenance	\$11.80	\$37.71	\$19.60	\$11.97	\$25.44	\$21.41	\$7.48	\$44.42	\$17.13	\$13.87	\$36.02	\$18.55
Machine Trades	\$6.96	\$32.83	\$14.57	\$7.46	\$31.89	\$13.89	\$10.51	\$36.60	\$19.04	\$9.16	\$35.76	\$19.61
Medical Assisting	\$7.00	\$27.73	\$10.98	\$7.31	\$29.85	\$11.24	\$8.12	\$28.09	\$11.36	\$7.59	\$17.93	\$10.15
Nursing												
Nursing Assistant/Aide	\$6.74	\$17.72	\$8.62	\$7.01	\$13.83	\$8.57	\$7.67	\$33.43	\$9.89	\$7.57	\$44.82	\$9.86
Practical Nursing	\$14.50	\$24.62	\$15.34	\$7.60	\$15.90	\$14.55	\$8.78	\$18.37	\$15.50	\$9.27	\$23.72	\$16.21
Associate Degree Nursing	\$7.56	\$27.46	\$20.95	\$8.06	\$47.99	\$22.35	\$7.63	\$47.38	\$21.46	\$7.83	\$32.05	\$23.76
Welding	\$7.15	\$34.74	\$13.81	\$6.96	\$26.54	\$11.35	\$7.24	\$23.45	\$12.34	\$7.46	\$36.45	\$13.20

Source: Data Linking Outcomes Assessment (DLOA) database, Office of Institutional Research

TOP MAJOR AREAS FOR GRADUATES

Degree Completers Only.

Academic Year 2005-06	# of Students
Associate of Arts, AA-DTA	172
Nursing	73
Automotive Technology	18
Business Technology	11
Computer Information Systems	9
Accounting Technician	7
Criminal Justice	7
Fire Science	7
Business Management	6
Physical Science	5
Medical Assisting	4

Academic Year 2006-07	# of Students
Associate of Arts, AA-DTA	160
Nursing	93
Business Management	12
Auto/Diesel Technology	9
Associate of Arts, non-DTA	8
Business Technology	8
Fire Science	6
Criminal Justice	6
Computer Information Systems	6
Associate of Science, Transfer track 2	4
Welding	4

Source: SBCTC Data Warehouse, Completions Table, Program CIP

LICENSURE INFORMATION

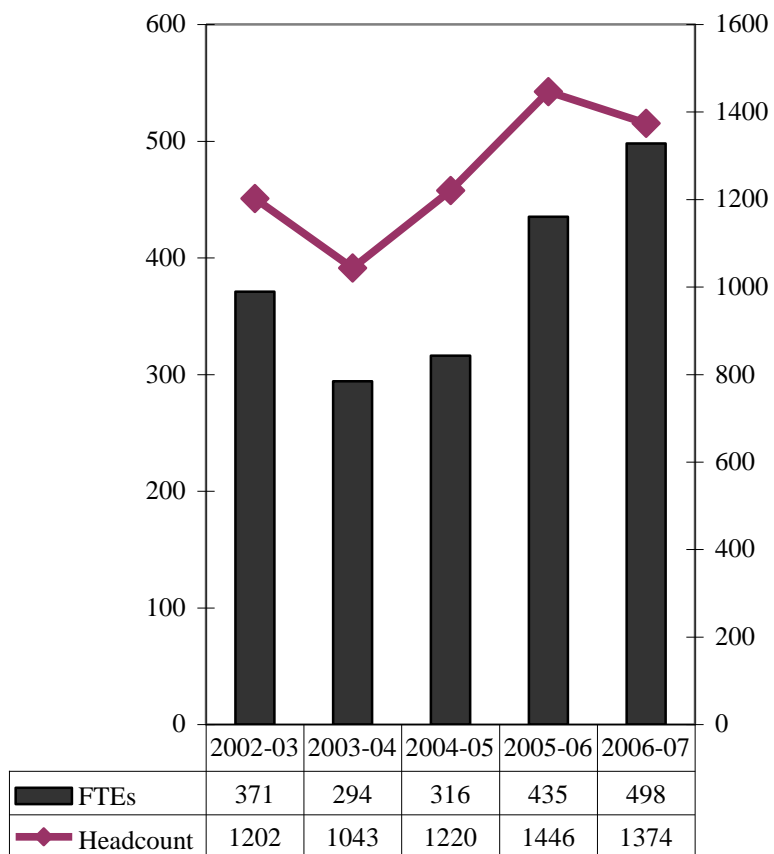
	2002	2003	2004	2005	2006
NCLEX (National Council of State Boards of Nursing)					
Practical Nurse	100%	100%	98%	98%	100%
Registered Nurse	90%	87%	90%	91%	93%
WABO (Washington Association of Building Officials)					
Welding	97%	99%	100%	96%	88%

Source: Professional/Technical Monitoring Report

BASIC SKILLS

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

Basic Skills Enrollment

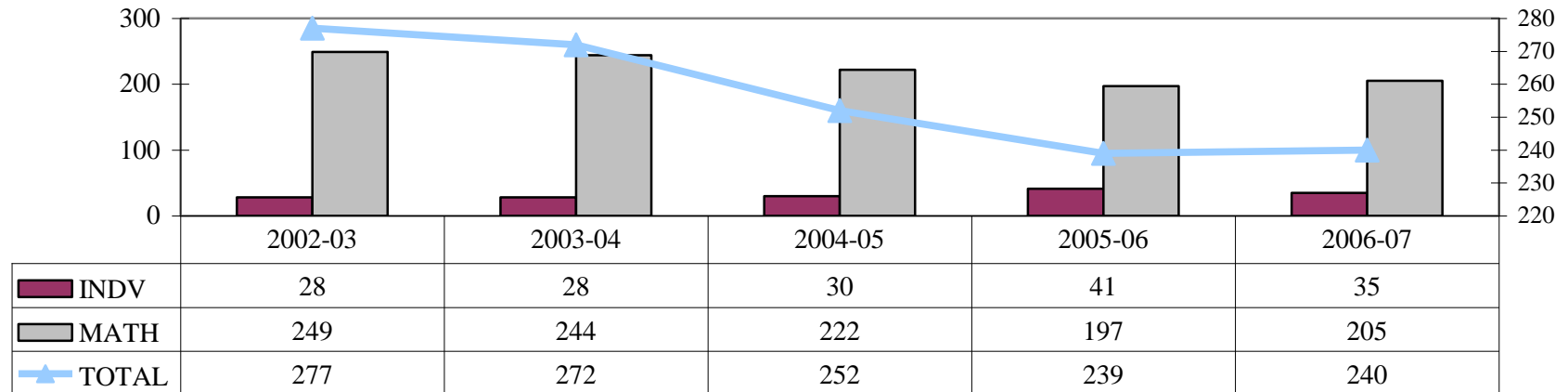


Ethnicity of Basic Skills Students

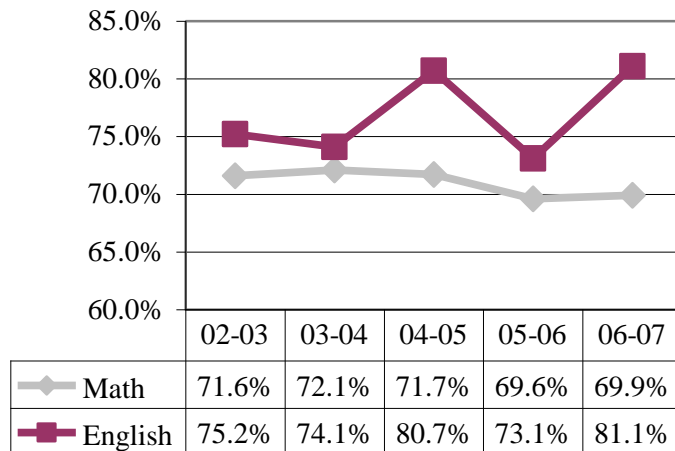
	2002-03	2003-04	2004-05	2005-06	2006-07
Asian/Pacific Islander	5.1%	4.8%	2.0%	3.1%	3.1%
African American	3.1%	3.1%	1.8%	2.0%	2.1%
Native American	3.9%	2.4%	4.0%	2.6%	2.5%
Hispanic	11.4%	24.4%	24.2%	23.6%	20.4%
Multiple Races	0.0%	0.0%	1.2%	4.2%	7.0%
Other Race	0.2%	0.6%	1.0%	3.1%	3.4%
Caucasian	76.3%	64.8%	65.8%	61.4%	61.5%

Source: Data Warehouse, Stuclass Table, sum FTE (CR_Equiv/45) where CIP like "32*" and not in ("320201", "320205", "320206", "320207")

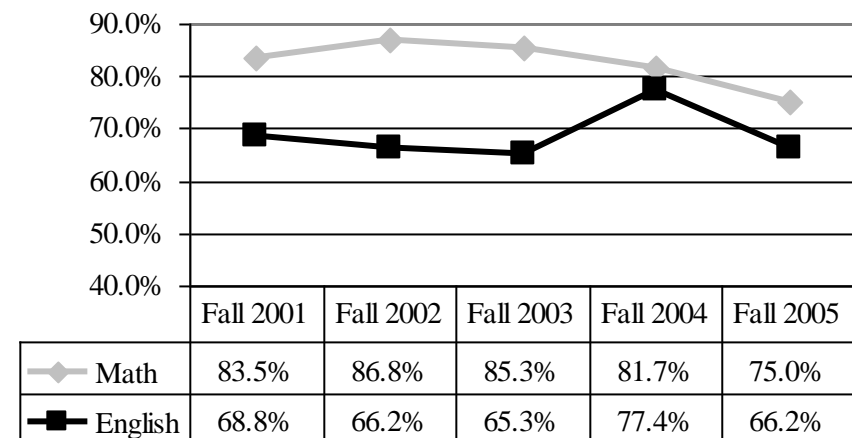
Enrollment in Pre-College Courses (English—INDV 065, 075 and 085 and Math below 100)



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



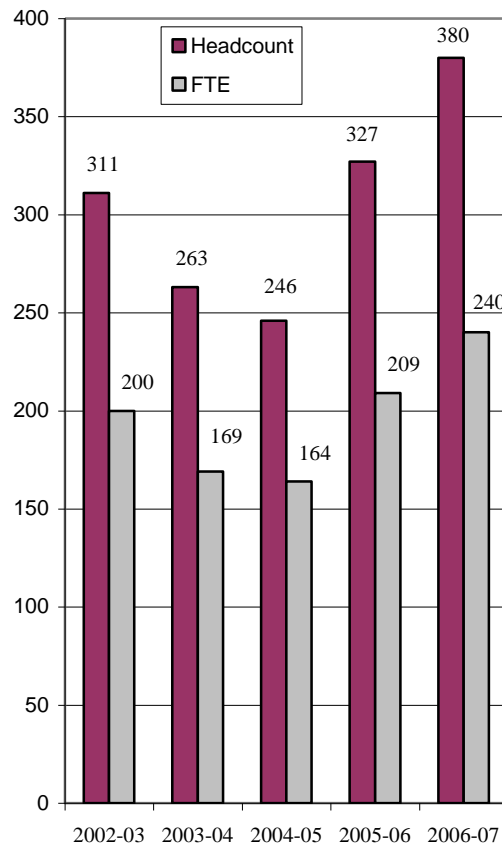
Passing Rates of Pre-College Students in College Level Math and English (fall to fall cohorts; withdrawals included)



Source: Basic Skills and Developmental Education Monitoring Report.

RUNNING START

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



Source: Data Express, KR-FPS Where fee pay status =54. Academic Performance-Transcripts Table (note: grades of I, N, P, R, X and V excluded; also lab sections and other grades of "*" excluded from % passed calculation--number enrolled is a duplicated count)

Running Start and All Students Academic Performance Comparison: 2006-07 (W's included)

Discipline	Running Start Students			All Other Students		
	Number Enrolled	Passed with C or above	% Passed	Number Enrolled	Passed with C or above	% Passed
Accounting	15	9	60%	226	174	77%
Administration of Justice	10	8	80%	125	102	82%
Anthropology	19	11	58%	89	54	61%
Art	138	114	83%	488	396	81%
Astronomy	11	10	91%	58	49	84%
Biological Sciences	83	53	64%	700	501	72%
Business Administration	57	36	63%	656	476	73%
Business Technology	37	26	70%	796	579	73%
Chemistry	89	51	57%	568	449	79%
Computer Info. Systems	42	35	83%	551	386	70%
College Success	24	14	58%	117	75	64%
Drama	20	16	80%	120	93	78%
Economics	63	55	87%	152	136	89%
English	478	284	59%	1622	1054	65%
French	24	19	79%	36	29	81%
Human Development	20	15	75%	438	311	71%
History	141	83	59%	301	235	78%
Health	108	92	85%	365	307	84%
Humanities	46	37	80%	258	223	86%
Math	203	144	71%	2517	1607	64%
Music	61	44	72%	345	273	79%
Oceanography	8	4	50%	32	27	84%
Physical Education	189	152	80%	555	483	87%
Philosophy	41	30	73%	143	109	76%
Physics	7	5	71%	88	83	94%
Political Science	140	106	76%	255	198	78%
Psychology	111	93	84%	656	544	83%
Sociology	57	44	77%	298	235	79%
Spanish	97	63	65%	293	200	68%
Speech	101	85	84%	387	333	86%
ALL DISCIPLINES	2,440	1,738	71%	13,235	9,721	73%

ATHLETICS

	WESTERN DIVISION CHAMPIONS													
YEAR	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Baseball (Men)						✓	✓	✓	✓		✓	✓	✓	✓
Basketball (Men)	✓	✓		✓							✓	✓	✓	
Basketball (Women)	✓	✓									✓	✓		
Soccer (Women)														
Softball (Women)*						✓	✓	✓	✓	✓	✓	✓	✓	✓
Volleyball (Women)			✓					✓				✓	✓	

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

ATHLETIC TEAM GRADE POINT AVERAGES					
	2003	2004	2005	2006	2007
Baseball (Men)	2.71	2.78	2.80	3.02	3.04
Basketball (Men)	2.66	2.83	2.46	2.48	2.59
Basketball (Women)	2.50	2.91	3.18	2.59	2.98
Soccer (Women)	3.09	2.66	2.69	2.83	3.06
Softball (Women)	2.78	2.93	2.87	2.86	2.39
Volleyball (Women)	2.95	2.93	2.77	3.05	2.88
OVERALL TEAM GPA	2.76	2.83	2.81	2.86	2.86

NUMBER OF ATHLETES: 2006-07			
	Men	Women	All
Baseball (Men)	25		25
Basketball (Men)	13		13
Basketball (Women)		12	12
Soccer (Women)		15	15
Softball (Women)		17	17
Volleyball (Women)		12	12
TOTAL	38	56	94

Source: LCC Athletics Office

STUDENT SUPPORT SERVICES

Student Support Services (SSS) is a federal program, funded by the United States Department of Education. SSS has been active on the LCC campus for nearly 30 years, and has served over 2,000 students since 1978. Students are eligible to participate in this program if neither parent earned a Bachelor's degree, if they are low income, or have a disability. The program serves 210 students per year, out of hundreds of potentially eligible students.

Persistence: the proportion of eligible participants who persist toward completion of the academic programs in which they are enrolled.

	2002-03	2003-04	2004-05	2005-06	2006-07
Proposed	67%	67%	67%	67%	67%
Actual	107/148 = 72%	113/164 = 69%	120/155 = 77%	109/155 = 70%	119/173 = 69%

Good Academic Standing: the proportion of eligible participants who maintain a 2.0 or better grade point average.

	2002-03	2003-04	2004-05	2005-06	2006-07
Proposed	80%	80%	80%	80%	80%
Actual	202/210 = 96%	193/210 = 91%	207/218 = 95%	198/210 = 94%	204/220 = 93%

Graduation: the proportion of eligible participants who graduate each year.

	2002-03	2003-04	2004-05	2005-06	2006-07
Proposed	16%	16%	16%	16%	16%
Actual	37/163 = 22%	39/173 = 23%	43/106 = 41%	42/90 = 47%	41/94 = 44%

Transfer: the proportion of eligible participants who transfer each year.

	2002-03	2003-04	2004-05	2005-06	2006-07
Proposed	15%	15%	15%	15%	15%
Actual	42/163 = 25%	35/173 = 20%	48/106 = 45%	29/90 = 33%	47/94 = 50%

Source: LCC Student Support Services Office

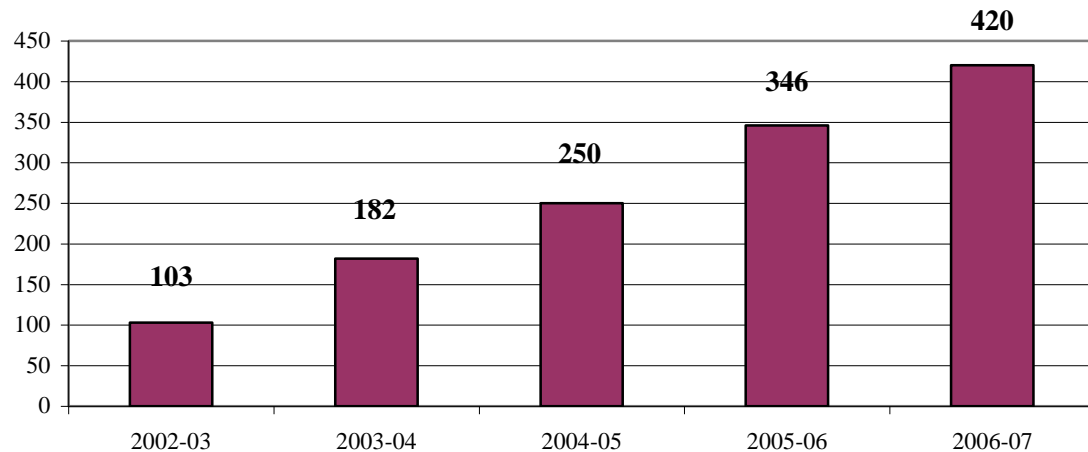
TECH PREP

Tech Prep links high school and college courses to provide a seamless pathway of career preparation leading to employment. By participating in Tech Prep students can begin earning their Associate in Applied Science Degree at LCC while still in high school. Graduates of LCC's professional-technical programs who began their studies as Tech Prep students often complete their programs in less time and are well prepared to enter a competitive job market both well educated and prepared for a high paying job.

Total Number of Students who have Earned Articulated Credit through LCC

2002-03	562
2003-04	383
2004-05	608
2005-06	806
2006-07	587

Unduplicated Headcount: Tech Prep Students that Enrolled at LCC



Number of Tech Prep Students Attending LCC Directly from High School

	Class of 2003			Class of 2004			Class of 2005			Class of 2006			Class of 2007		
	LCC	HS	%	LCC	HS	%	LCC	HS	%	LCC	HS	%	LCC	HS	%
Castle Rock	0	2	0%	4	12	33%	8	8	100%	7	65	11%	5	38	13%
Kalama	4	5	80%	4	15	27%	6	17	35%	2	8	25%	1	4	25%
Kelso	17	23	74%	21	42	50%	38	117	32%	23	85	27%	27	177	15%
Mark Morris	6	26	23%	18	56	32%	25	67	37%	17	96	18%	24	106	23%
RA Long	7	11	64%	18	40	45%	20	90	22%	19	64	30%	17	65	26%
Toutle	0	1	0%	1	2	50%	3	13	23%	11	33	33%	3	41	7%
Wahkiakum	2	6	33%	4	6	67%	2	8	25%	0	6	0%	1	9	11%
Woodland	0	1	0%	0	0	0%	0	1	0%	0	4	0%	0	7	0%
Total	36	75	48%	70	173	40%	102	321	32%	79	361	22%	78	447	17%

Source: LCC Tech Prep Office

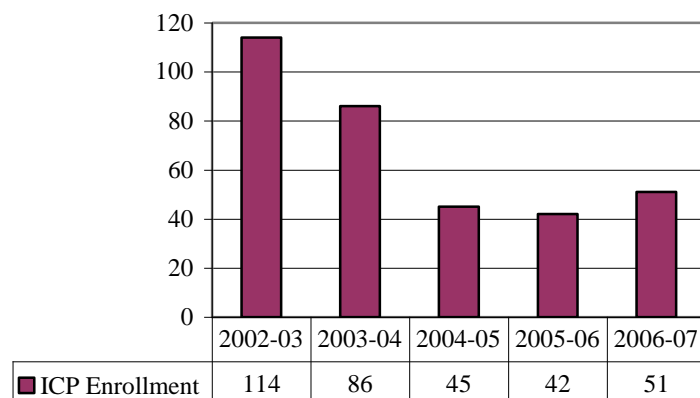
CAREER & EMPLOYMENT SERVICES

Career and Employment Services offers comprehensive career related services to students at LCC and to people in the community. Resources are available for resume writing, interviewing skills, career exploration, and Internet/Web research. This is a self-directed service and individuals can work at their own pace.

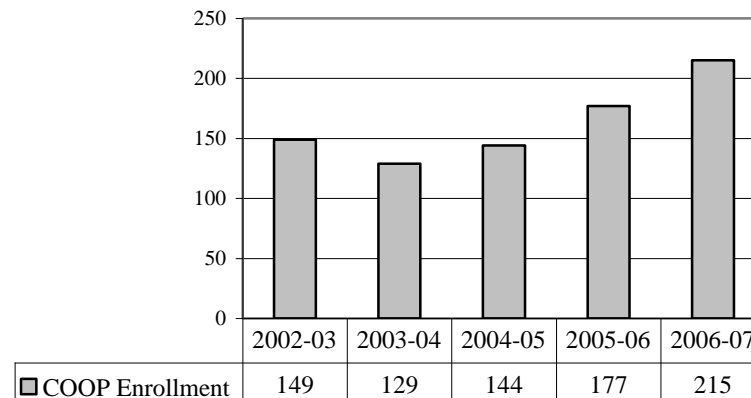
Hire Connections (on-line job posting and search service implemented in fall 2005)	2005-06	2006-07
Employers registered to post jobs and review resumes	169	193
Job openings posted by employers	387	622
Students registered to use the system	391	711
Alumni registered to use the system	66	164
Students who posted resumes for employers to review	114	119
Alumni who posted resumes for employers to review	27	23
Students who forwarded resumes to employers in response to job postings	190	267
Alumni who forwarded resumes to employers in response to job postings	15	6
Times employers reviewed student resumes on-line	110	184
Times employers reviewed alumni resumes on-line	22	166

Source: Career & Employment Services.

ICP (Individualized Certificate Program) Enrollment (Duplicated Headcount; ICP 289 enrollments)



Cooperative Work Experience Enrollment (Duplicated Headcount; ALL 288 enrollments except ICP)



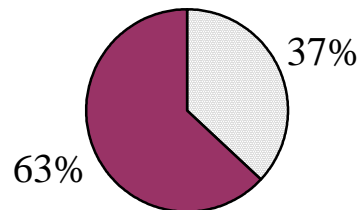
PERSONNEL

Number of LCC Employees—All Funding Sources (FALL QUARTER)

Fall Quarter	FTEF	Percent of Faculty FTE (FTEF) that is Full-Time	FT Faculty	PT Faculty	Administrators	Exempt Staff	Classified Staff	Total Employees
2002	136.03	54.1%	77	92	13	48	139	369
2003	129.81	56.5%	79	85	14	46	138	362
2004	129.38	59.1%	81	89	14	42	145	371
2005	131.81	57.6%	77	90	13	40	138	358
2006	144.13	54.9%	76	104	12	34	133	359

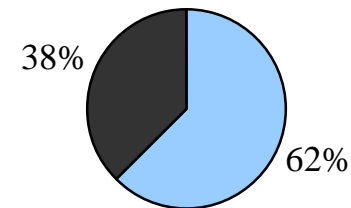
Characteristics of Faculty—Full-Time and Part-Time—All Funding Sources (FALL QUARTER)

Full-Time Faculty by Gender: Fall 2006



□ Women ■ Men

Part-Time Faculty by Gender: Fall 2006



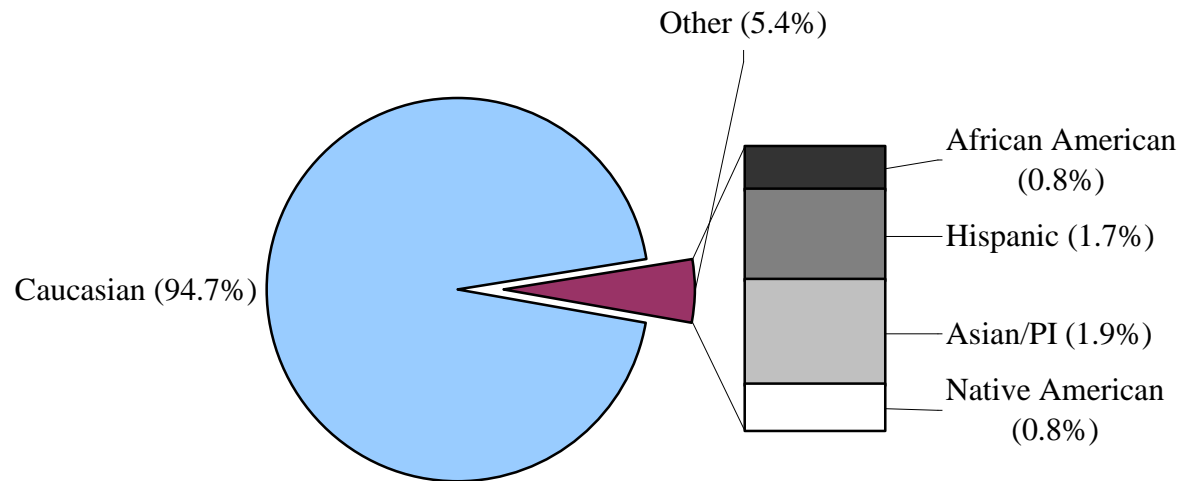
□ Women ■ Men

Source: SBCTC Data Warehouse (CLASS Table) for FTEF (FTE_Total and where Employment_Stat =1 for FT), Employee Table

GENDER, ETHNICITY & AGE OF LCC PERSONNEL

Characteristics of LCC Employees, by Classification – All Funding Sources (FALL QUARTER)

	Total	Women	Men	African American	Hispanic	Asian/PI	Native American	Caucasian	Disabled	Veterans	Disabled Veterans	55 and over
Full-Time Faculty	76	28	48	1	2	1	0	72	3	6	0	45/59.2%
Administrative	12	5	7	0	1	0	0	11	0	4	1	7/58.3%
Exempt	34	24	10	2	0	1	0	31	2	2	0	16/47.1%
Classified	133	101	32	0	2	4	2	125	3	3	1	35/26.3%
Part-Time Faculty	104	65	39	0	1	1	1	101	0	0	0	40/38.5%
TOTAL	359	223	136	3	6	7	3	340	8	15	2	143
TOTAL (%)	100%	62.1%	37.9%	0.8%	1.7%	1.9%	0.8%	94.7%	2.2%	4.2%	0.6%	39.8%



Source: SBCTC Data Warehouse, Employee Table. Note: percentages may not equal 100% due to rounding.

OPERATING REVENUES & EXPENDITURES

Operating Revenues & Expenditures—Dollars and Percent (unrestricted)

	2002-03 Actual		2003-04 Actual		2004-05 Actual		2005-06 Actual		2006-07 Actual	
REVENUES	\$	%	\$	%	\$	%	\$	%	\$	%
Tuition & Fees	3,216,401	21.4	3,693,869	24.1	3,607,821	22.9	3,716,083	22.0	3,913,266	22.4
State Appropriation	10,059,847	67.1	9,928,816	64.8	10,519,713	66.9	11,447,277	67.8	11,848,402	67.9
Local Unrestricted	1,130,244	7.5	1,019,849	6.7	997,790	6.3	1,064,258	6.3	1,073,456	6.1
Local Dedicated	594,648	4.0	692,933	4.5	612,253	3.9	653,103	3.9	627,722	3.6
TOTAL REVENUES	15,001,140	100	15,335,467	100	15,737,577	100	16,880,721	100	17,462,846	100
EXPENDITURES	\$	%	\$	%	\$	%	\$	%	\$	%
Instruction	6,975,393	47.7	7,277,595	47.6	7,678,234	48.5	8,195,560	48.2	8,636,831	49.8
Community Education	62,775	0.4	75,246	0.5	60,980	0.4	55,843	0.3	46,799	0.2
Academic Support	883,193	6.0	909,120	5.9	913,626	5.8	1,042,936	6.2	969,601	5.9
Libraries	415,653	2.84	414,352	2.7	390,175	2.5	415,574	2.5	379,254	2.2
Student Services	1,907,574	13.1	1,934,464	12.6	2,086,449	13.2	2,126,370	12.5	2,156,803	12.4
Institutional Support	2,647,278	18.1	2,872,610	18.8	2,905,715	18.3	3,122,264	18.4	3,141,557	18.1
Operation of Plant	1,721,328	11.8	1,817,548	11.9	1,787,311	11.3	2,027,064	11.9	2,021,439	11.4
TOTAL EXPENDITURES	14,613,194	100	15,300,935	100	15,822,490	100	16,995,611	100	17,352,284	100

Operating refers to Instruction and General accounts. These exclude auxiliary services, restricted funds, and grant funds.
 Source: BA1204/BA1213/BA1212/SBCTC Allocation Schedule (LCC Business Office)

GOVERNMENT & PRIVATE PROGRAM GRANTS

Government and Private Program Grants (restricted)

	2002-03 Actual	2003-04 Actual	2004-05 Actual	2005-06 Actual	2006-07 Actual
REVENUES	\$	\$	\$	\$	\$
Private	1,050,863	648,649	564,069	942,967	1,042,097
State	3,297,155	2,958,227	2,905,114	3,885,479	4,247,864
Federal	3,034,053	3,003,033	2,983,326	3,203,035	3,130,032
TOTAL REVENUES	7,382,071	6,609,909	6,452,509	8,031,481	8,419,993
EXPENDITURES	\$	\$	\$	\$	\$
Instruction	2,365,576	2,041,068	1,866,491	2,494,660	1,971,982
Academic Support	39,371	37,184	45,206	66,455	96,798
Libraries	35,158	22,662	31,007	38,325	21,237
Student Services	4,523,340	4,171,317	4,223,478	4,645,845	4,547,687
Institutional Support	265,042	234,685	237,178	224,403	533,909
Operation of Plant	227,197	212,548	159,754	177,188	175,647
TOTAL EXPENDITURES	7,455,684	6,719,464	6,563,114	7,646,876	7,347,260

Source: BA1204/BA1213/BA1212/SBCTC Allocation Schedule (LCC Business Office).

COST PER FTE STUDENT

Cost per FTE (Full Time Equivalent) Student

	2002-03 Cost Per FTE	2003-04 Cost Per FTE	2004-05 Cost Per FTE	2005-06 Cost Per FTE	2006-07 Cost Per FTE
EXPENDITURES	\$	\$	\$	\$	\$
Instruction	2,679	3,010	3,354	3,551	3,624
Community Education	24	31	27	24	20
Academic Support	339	376	399	452	407
Libraries	160	171	170	180	159
Student Services	733	800	912	921	905
Institutional Support	1,017	1,188	1,269	1,357	1,318
Operation of Plant	661	752	781	878	848
TOTAL EXPENDITURES	5,613	6,328	6,912	7,363	7,282
FTE Enrollment	2,604 FTE	2,418 FTE	2,289 FTE	2,308 FTE	2,383 FTE
State Reimbursement per FTE*	\$3,600	\$4,100	\$4,200	\$4,300	\$4,500

Source: BA1204/BA1213/BA1212/SBCTC Allocation Schedule (LCC Business Office)

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

FACILITIES & SQUARE FOOTAGE

Acres, Buildings, Gross Square Footage

Acres of Land.....	35
Number of Buildings.....	27
Gross Square Footage.....	403,200

Library Resources

Volumes in Library.....	43,778
Multimedia Materials.....	6,028
Print Periodicals.....	150
Online Periodicals.....	2,600
Online Databases.....	2

Square Footage by Construction Project

Building	Year Built	Gross Sq. Footage	Total Rooms
Administration (ADM)	1960	11,642	50
Admissions Center (ADC)	1960	18,612	66
Alan Thompson Library (LIB)	1977	28,999	37
Applied Arts (AAR)	1960	26,736	68
BB Concessions (BBC)	1988	264	1
Batting Barn (BTB)	1988	2,220	1
Campus Services (CMS)	1995	18,148	39
Carpentry Shop (CRP)	1981	403	1
Don Talley (DTV)	1981	51,400	69
Faculty Office B (FOB)	1970	1,088	9
Green House (GHS)	1979	605	1
Gym (GYM)	1960	23,635	20
HeadStart Storage (HSS)	1992	260	1
Home/Family Life Storage (HFS)	1989	96	1

Building	Year Built	Gross Sq. Footage	Total Rooms
Home/Family Life Center (HFL)	1990	17,400	54
Information Tech. Center (ITC)	1970	1,904	11
Instructional Office Bldg. (IOB)	1960	7,623	38
International Center (INC)	1972	1,850	3
Main (MAN)	1970*	40,515	68
Head Start-East (HSE)	2000	5,935	9
Physical Science (PSC)	1971	9,551	20
Rose Center for the Arts (RCA)	2008	55,151	37
HeadStart Administration (RSV)	1957	3,892	13
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		403,200	762

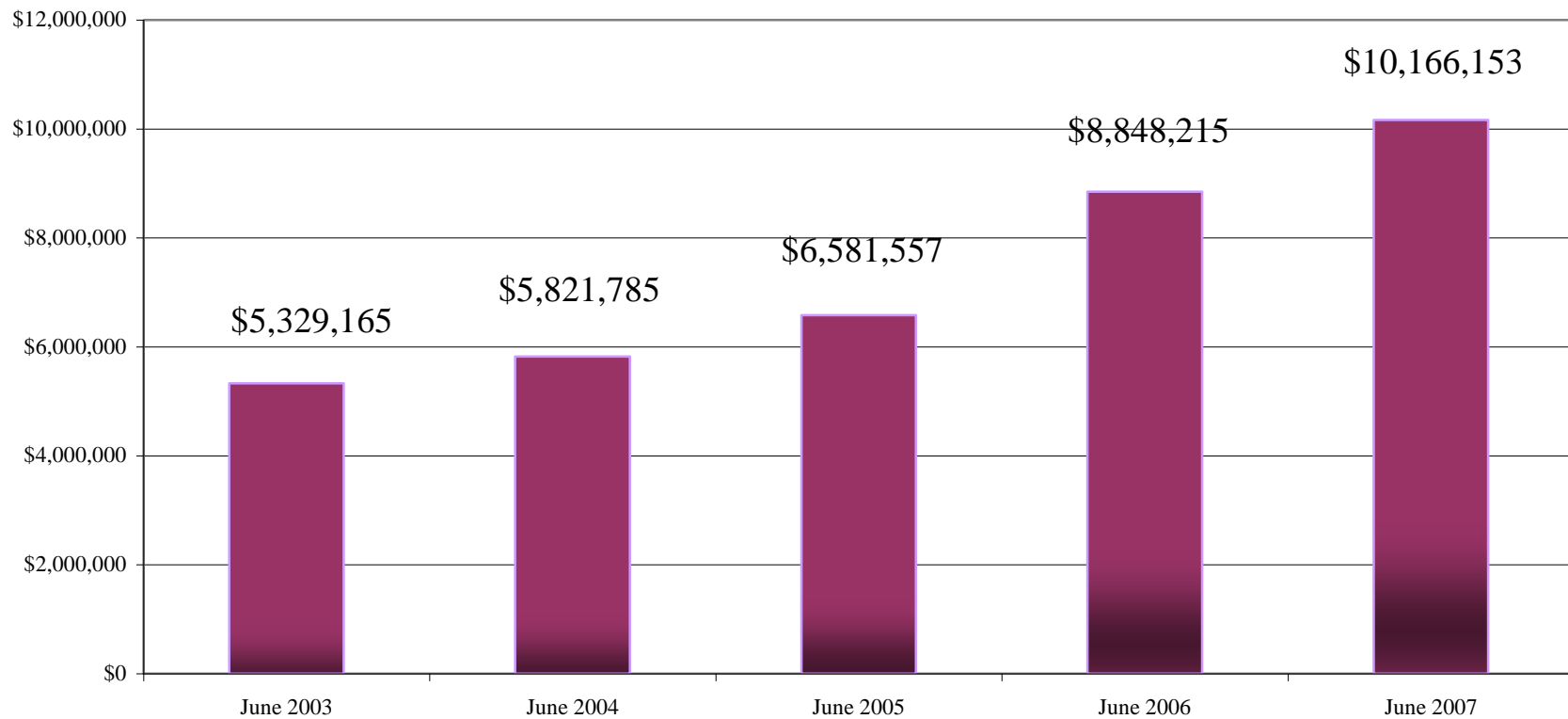
*Original date of construction for Main was September, 1950 (oldest building on campus)--Source: LCC Campus Services

LCC FOUNDATION NET ASSETS

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
- Strengthening the teaching, learning and cultural environment of LCC and the community it serves

Net Assets



Source: LCC Foundation Office. Note: Audited figures provided.

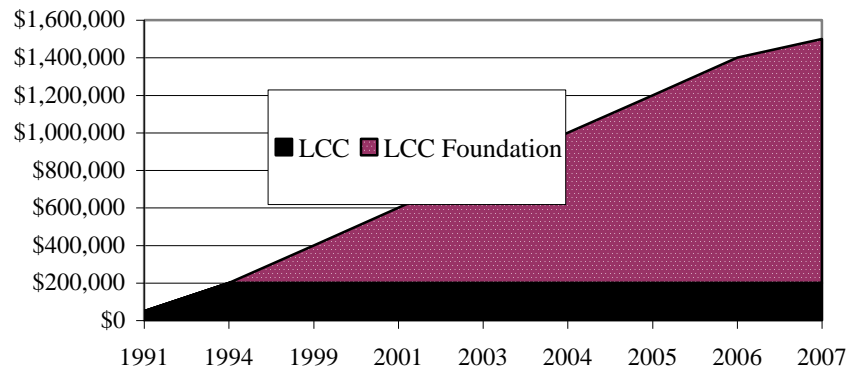
LCC FOUNDATION SUPPORT

Every year, the Lower Columbia College Foundation uses a percentage of its net assets to support programs at the College. Investment earnings on net assets determine how much is available in any given year.

Total Amount of Program Support to LCC

Year	Dollar Amount	% of Net Assets
2003	\$406,842	7.6%
2004	\$320,585	5.5%
2005	\$360,430	5.5%
2006	\$535,724	6.0%
2007	\$802,037	7.2%

Exceptional Faculty Fund: Endowed Total



2006-07 Support to LCC

	Amount	Percent
Scholarships	\$199,523	27.9%
Grants	\$67,992	8.5%
Program Support	\$458,491	57.2%
Library	\$2,223	0.3%
Other	\$73,808	9.2%

LCC's Exceptional Faculty Fund holds \$1,500,024 in endowed funds. Both the LCC and LCC Foundation figures, pictured at left, include a 100% match from the State of Washington.

Source: LCC Foundation Office. Note: Audited figures provided.

COLLEGE & COMMUNITY DEMOGRAPHICS

	Cowlitz County	Wahkiakum County	Washington State	United States
Total Population, 2006 Estimate (1)	99,905	4,026	6,395,798	299,398,484
Total Population, 2000	92,948	3,824	5,894,121	281,421,906
Percent Change, 2000 to 2006	+7.5%	+5.3%	+8.5%	+6.4%
Percent Change, 1990 to 2000	+13%	+15%	+21%	+13%
Average Annual Wage per Job, 2006 (2)	\$34,537	\$27,667	\$41,525	\$40,146
Average Annual Wage per Job, 1994	\$26,127	\$19,469	\$26,777	\$26,543
Percent Change, 1994 to 2006	+32%	+42%	+55%	+51%
Unemployment Rate, seasonally adjusted, 2006 (3)	6.6%	6.5%	5.0%	4.6%
Unemployment Rate, seasonally adjusted, 2005	7.2%	7.0%	5.5%	5.1%
Unemployment Rate, seasonally adjusted, 2004	10.3%	7.9%	6.2%	5.5%
Unemployment Rate, seasonally adjusted, 2003	10.3%	7.9%	7.5%	6.0%
Unemployment Rate, seasonally adjusted, 2002	10.8%	7.7%	7.3%	5.8%
Poverty Rate, 2004 (3)	14.3%	9.8%	11.6%	12.7%
Poverty Rate, 1999	14.0%	8.1%	10.6%	12.4%
Poverty Rate, 1989	13.0%	10.4%	10.9%	13.1%

Sources: (1) <http://quickfacts.census.gov> (2) www.bea.gov/bea/regional/reis (3) Northwest Area Foundation Indicator Website (www.indicators.nwaf.org)

INFLATION & TUITION COMPARISON

	2002	2003	2004	2005	2006
Inflation, Consumer Price Index (1)	1.6%	2.3%	2.7%	3.4%	2.4%
LCC Tuition Increases, percent annual increase (2)	13.3%	7.6%	8.7%	8.2%	5.5%

Source: (1) U.S. Department of Labor, Bureau of Labor Statistics, www.bls.gov, (2) LCC Financial Aid Office

PARTICIPATION RATES

Local Service District Participation Rate

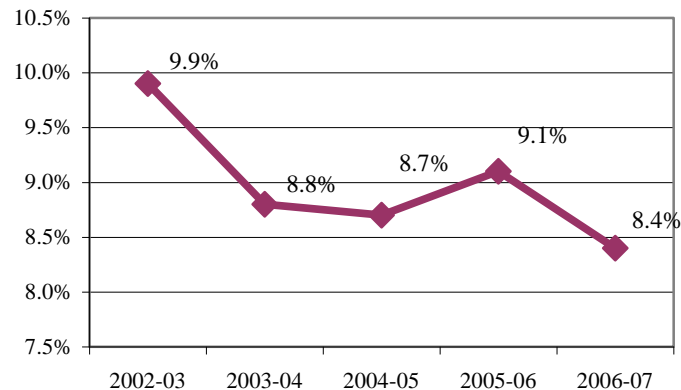
Total Student Headcount/16+ population in service district

	Student Headcount	Participation Rate
2002-03 (76,241)	7,522	9.9%
2003-04 (76,941)	6,789	8.8%
2004-05 (78,242)	6,802	8.7%
2005-06 (79,870)	7,258	9.1%
2006-07 (82,012)	6,929	8.4%

Note: LCC's service district includes Cowlitz and Wahkiakum Counties. Based on 16 and over population Source:

<http://www.census.gov/popest/counties/asrh/files/cc-est2006-agesex-53.csv>

Local Service District Participation Rate (Graph)



Service District Population, People of Color

U.S. Bureau of the Census Population Estimates

	People of Color	Proportion of Population
2002 (98,439)	10,693	10.9%
2003 (98,746)	10,972	11.1%
2004 (99,981)	11,403	11.4%
2005 (101,174)	11,639	11.5%
2006 (103,931)	12,372	11.9%

Source: <http://www.census.gov/popest/counties/asrh/files/cc-est2006-5race-53.csv>

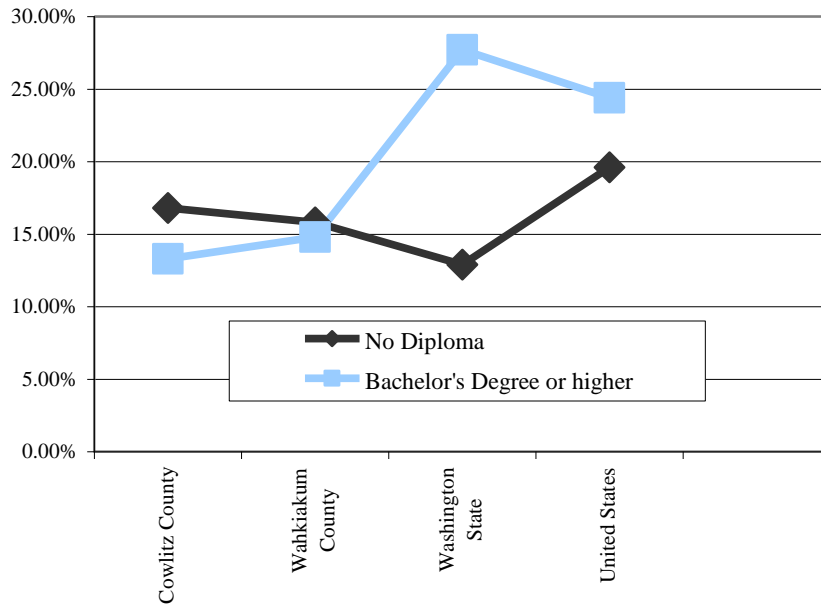
Participation Rate of Students of Color at LCC

	Students of Color	Total Student Headcount	Participation Rate
2002-03	672	7,522	8.9%
2003-04	703	6,789	10.4%
2004-05	743	6,802	10.9%
2005-06	983	7,258	13.5%
2006-07	1,010	6,929	14.6%

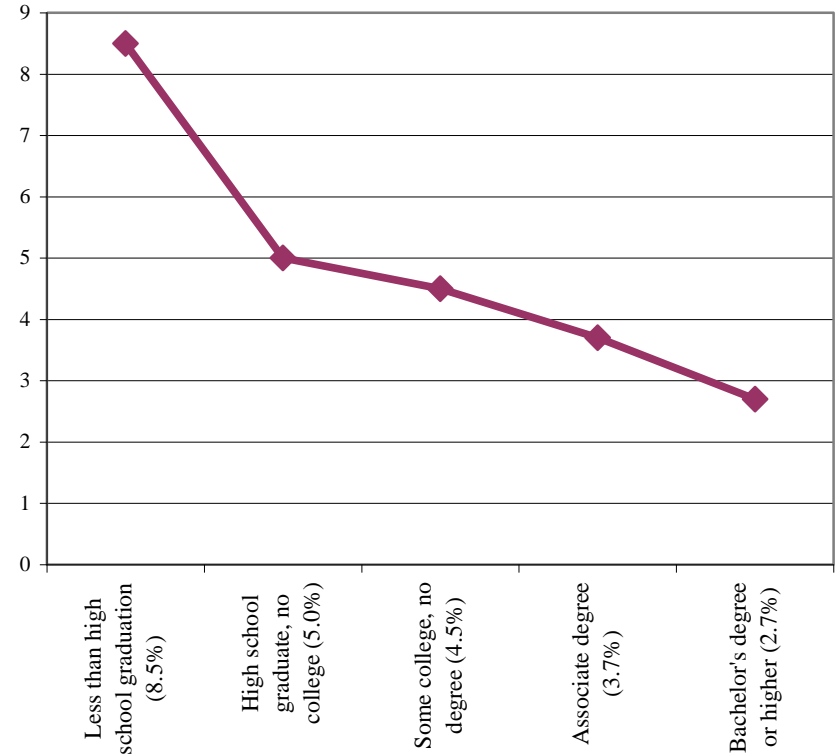
EDUCATIONAL ATTAINMENT & UNEMPLOYMENT

All figures represent persons 25 years old and over in 2000.

	Percent of population without a high school diploma (25 years old and over)	Percent of population with a bachelor's degree or higher (25+)
Cowlitz County	16.8%	13.3%
Wahkiakum County	15.8%	14.8%
Washington State	12.9%	27.7%
United States	19.6%	24.4%



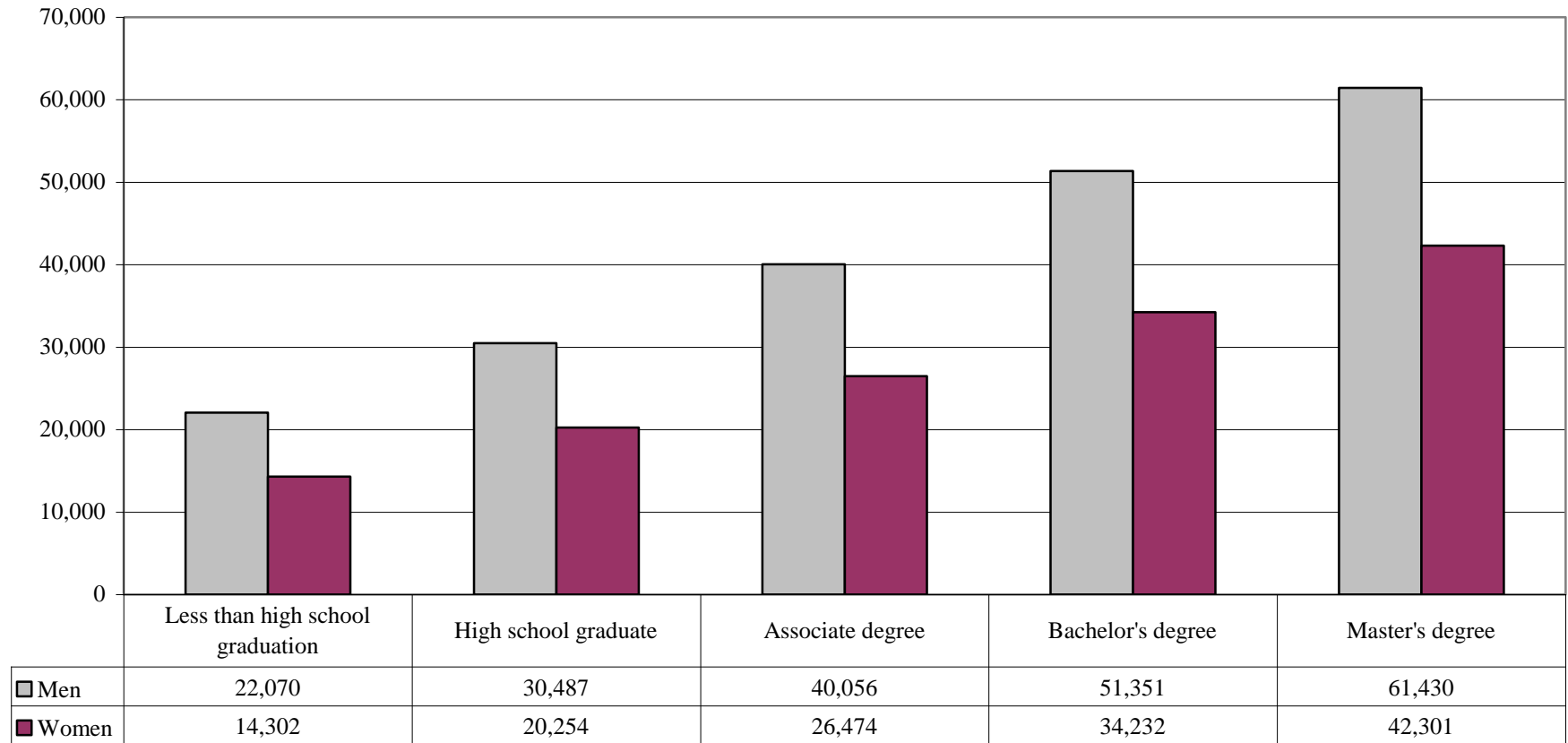
Unemployment rate of persons 25 years old and over, by highest level of education: 2004
United States



Source: http://factfinder.census.gov/servlet/SAFFPeople?_event=&geo_id=05000US53015&_geoContext=01000US%7C04000US53%7C05000US53015&_street=&_county=Cowlitz&_cityTown=Cowlitz&_state=04000US53&_zip=&_lang=en&_sse=on&ActiveGeoDiv=geoSelect&_useEV=&pctxt=fph&pgsl=050&_submenuId=people_5&_ds_name=null&_ci_nbr=null&_qr_name=null&_reg=null%3Anull&_keyword=&_industry=

EDUCATIONAL ATTAINMENT & EARNINGS

Median annual income of persons with income 25 years old and over, by highest level of education and gender: 2002 (United States)



Source: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-60, "Money Income in the United States: 2002."

CRIME STATISTICS

Lower Columbia College Crime Statistics

Campus Crime Statistics	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Murder/Non-negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0
Sex Offenses – Forcible	0	0	0	0	0	0	0	0	0	0	0
Sex Offenses – Non-Forcible	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault	2	1	1	0	0	0	0	1	0	0	0
Burglary	10	7	4	1	0	3	0	0	0	2	0
Motor Vehicle Theft	3	4	3	4	4	4	1	2	3	0	0
Arson	0	0	0	0	0	0	0	0	0	0	0
TOTAL	15	12	8	5	4	7	1	3	3	2	0

Arrest/Disciplinary Action/Judicial Referrals	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Illegal Weapons Possession				0	0	0	0	0	0	0	0
Drug Law Violations				0	0	0	0	0	1	0	0
Liquor Law Violations				0	0	0	0	0	0	0	0
TOTAL				0	0	0	0	0	1	0	0

Source: LCC Campus Service

WASHINGTON STATE UNIVERSITY LEARNING CENTER

The WSU Center on the LCC campus provides local baccalaureate degree options for students. Located in the Instructional Office Building, the WSU Center features eight computer workstations for students, and provides students with services and support (including Admissions advising for WSU Vancouver and exam proctoring for the various distance degree programs). WSU also supports a WHETS (Washington Higher Education Telecommunications System) classroom in LCC's Vocational Building which is used for WSU courses in addition to college and community meetings. The WSU Center maintains operation of Videoconferencing technology to facilitate LCC faculty and staff meetings as well as those of community agencies. The WHETS classroom supports an ongoing Post-graduate School Psychologist Certification Program. This program provides state certification for local school counselors to become School Psychologists. The WSU Center also coordinates a number of community education events, including the annual Full Immersion Spanish Institute and STARS courses for Child Care Providers.

Several Distance Degree Programs are offered, including: BA in Business Administration (Management and Operations or Management Information Systems); BA in Criminal Justice; BA in Human Development; BA in Humanities; and BA in Social Sciences. Additional degree completion programs are: BSN for Registered Nurses; Masters in Engineering and Technology Management; and Masters in Agriculture. In addition, a BA in Education (K-8 Certification) is taught at LCC in the form of live classes as a 2 + 2 program.

		2005-06	2006-07
Distance Degree Programs, Bachelor Degrees	Number of students enrolled (unduplicated)	121	30
	Number of courses offered	150	648
	Number of completions	6	7
Distance Degree Programs, Masters Degrees	Number of students enrolled (unduplicated)	5	0
	Number of courses offered	17	27
WHETS Classroom	Number of courses offered	5	13
	Unduplicated student headcount	9	21
BSN Nursing Program	Number of students enrolled (unduplicated)	1	0
BA in Education Program, 2 + 2 (K-8 Certification)	Number of juniors enrolled (unduplicated)	16	16
	Number of seniors enrolled (unduplicated)	14	16
	Number of courses offered	27	27
	Number of completions	20	16
Other	Number of transfer students advised	299	352
	Number of walk-in students served (duplicated)	5,280	6,329
	Number of community education events offered	70	67

Source: Washington State University Learning Center

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Lower Columbia College, 1600 Maple Street, Longview, WA, 98632, (360) 442-2000, www.lowercolumbia.edu