

1998 Fact Book



LORD FAIRFAX COMMUNITY COLLEGE

June 1999

Office of Planning and Research

Foreword

The 1998 Lord Fairfax Community College Fact Book (*presented August 1999*) is not an attempt to provide a complete picture of all that happens at LFCC, or all that is important in the communities and lives of persons served by the College. This Fact Book serves as a “snapshot” of the College and the students it serves.

Information contained in this Fact Book is open to all persons interested in the College. The intended audience of this document is the administration, faculty, staff, students, the Foundation and College Boards, and other parties with a vested interest in the College and the citizens of the region. It is hoped that readers will see more than a book of tables and charts, because these numbers represent individuals. Too frequently service organizations see such great need when reviewing statistics of their region that they fail to consider that the “numbers” are served one at a time.

The Director of Planning and Research attempts to produce a document that is important as well as statistically and aesthetically sound. The Director also wishes to improve publications by encouraging feedback from readers. Please call 868-7168, send E-mail to lfjmit@lf.cc.va.us, or stop by the office to share ideas about improving the Fact Book.

FAST FACTS

- The College's annual budget, including restricted and unrestricted funds, is approximately \$10.4 million.
- During 1998-99, the College received \$867,999 in grants.
- The Lord Fairfax Community College Educational Foundation, Inc. received 858 gifts, cultivated 136 new donors and raised \$1,246,743 in 1998-99. In addition, the Foundation awarded 66 scholarships totaling \$46,910. This is up from 45 scholarships totaling \$31,726 during the previous year.
- The Financial Aid Office reported that 644 students received combined financial aid awards of \$779,387 in 1997-98.
- The Learning Resources Center has a collection of over 44,000 titles including books, periodicals, videos, etc.
- The College has an average annual unduplicated enrollment of nearly 5,500 students.
- Overall annualized FTE grew by 4.7% between 1997-98 and 1998-99 from 1,762 to 1,946.
- The College had 366 students graduate in May 1999.
- The College transfer-out rate is 10.2%, while the VCCS rate is 13.0%. *Source: 1998 IPEDS GRS-2, based on Fall 1995 Cohort.*
- The College graduation rate is 35.0%, while the VCCS graduation rate is 15.2%. *Source: 1998 IPEDS GRS-2, based on Fall 1995 Cohort.*
- 74.2% of students enrolled in credit courses during Fall 1998 returned for Spring 1999. *Source: Student Enrollment Books, Table 15.*
- Students who transfer to senior institutions complete 89% of the credit hours they attempt.
- Since Fall 1992, dual enrollment has increased by 345% to 267 in Spring 1999.
- Dual Enrollment increased 26% between 1997-98 and 1998-99 from 423 to 536 students.
- The number of courses delivered through distance learning increased 23%, while the number of courses offered by distance learning increased by 37%.
- The number of employers served by the registered apprenticeship program increased from 12 to 27 (125%), while the number of apprentices served increased by 57%.
- The number of articulated Tech Prep courses increased from 36 to 53 (47%).

- FTE's generated by the Continuing Education Division increased by 12% on campus, and by 32% at the Dowell J. Howard facility.
- The Small Business Development Center helped create 32 new jobs, save 10 jobs and stabilize 45 jobs.
- The Small Business Development Center helped produce \$487,000 in new capital investments and increased business sales by \$839,400.
- Classes began in the new Fauquier Campus facility in January 1999.
- The first phase of the Fauquier Campus will be completed in September 1999.
- The College is entering the second year of a U.S. Department of Education Title III Grant totaling nearly \$350,000 for each of five years.
- 45.5% of LFCC's full-time employees are over 50 years of age.

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THE COLLEGE

THE COLLEGE

GENERAL INFORMATION

Lord Fairfax Community College is a comprehensive, non-residential, two-year public community college located in northwest Virginia. The College has two campuses located in Middletown and near Warrenton, Virginia. The College operates as a part of the Virginia Community College System (VCCS). The State Board for Community Colleges is responsible for the administration of the VCCS. The Chancellor, as chief executive officer of the system, provides leadership for general statewide planning and coordination of the state's 23 community colleges. The chief administrative officer of the College is the President, who is responsible for the organization and operation of the College in accordance with the policies, procedures, and regulations of the State Board, the Virginia Community College System, and the local College Board. Lord Fairfax Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate degree.

Lord Fairfax Community College (LFCC) was founded in 1970. Over the years the College has continued to grow and enhance the quality of life for area residents while increasing the availability of a trained work force. Approximately 60,000 students have enrolled in classes at the College since its inception. Lord Fairfax Community College is committed to meeting the needs of increasing numbers of nontraditional, older, part-time students seeking education and skills to access a critical job market. To be such a resource, Lord Fairfax Community College seeks to become self-sufficient, mitigating the poverty and negative economic and social forces impacting its service area.

Lord Fairfax Community College adheres to an open door admissions policy and offers over 70 different programs of study. Two-year degree programs, one-year certificate programs, and a variety of short-term career studies programs provide numerous educational opportunities for the citizens of the region.

VISION STATEMENT

PROPOSED 6/10/1999

Lord Fairfax Community College will be a leader in higher education preeminently recognized for teaching excellence, student success, and responsiveness to internal and external communities and partnerships with business, government, schools, and colleges.

MISSION STATEMENT

PROPOSED 6/10/1999

The mission of Lord Fairfax Community College is to provide comprehensive higher educational and workforce training programs and services of superior quality that are financially and geographically accessible and that meet individual, business, and community needs by:

- Providing programs and courses of instruction, through the associate-degree level, encompassing occupational-technical education, college transfer education, general education, developmental education, continuing education, and workforce development;
- Offering a comprehensive program of student-development services;
- Utilizing a broad range of technologies, methods, materials, and facilities, within instructional and support services that accommodate students of diverse backgrounds, interests, and abilities;
- Creating an educational environment that facilitates learning through a curriculum that broadens perspectives, leads to responsible citizenship, and sets standards that support the highest level of performance;
- Serving as the linkage between secondary education and four-year colleges and universities;
- Enriching local communities, by making available resources of people, facilities, libraries, and programming;
- Taking a leadership role in helping shape the future direction of its communities;
- Enhancing economic, cultural, and educational partnerships between the College and the communities it serves;
- Ensuring a healthy and safe environment on each campus; and
- Maintaining fiscal responsibility and accountability.

LONG-RANGE INSTITUTIONAL GOALS

1. To provide a strong, comprehensive, instructional program which accommodates students with varying backgrounds, abilities, and interests and enables accomplishment of academic goals such as the associate degree, developmental education, self-enrichment, cultural objectives, or transfer to other colleges and universities.
2. To provide quality occupational/technical programs which prepare students for careers in technical, paraprofessional, and management positions.
3. To expand community services and continuing education programs for both adults and youth, cooperate with high school and community agencies in community education programs and promote the economic, educational, and cultural development of the service area.
4. To provide a comprehensive program of student services which meets the educational, personal, career and social needs of students and facilitates entry in to the College and promotes appropriate placement.
5. To assure and extend access to all students who can benefit, including minorities, persons with disabilities, and the disadvantaged, to educational programs presented in a variety of instructional modes, offered at convenient times and locations (off-campus centers), and supplemented by articulation with other service area agencies.
6. To provide a comprehensive learning resources program to support instructional, professional development and the life-long learning needs of faculty and staff, students and community residents.

7. To serve as a cultural and recreational center for the service area by offering a broad range of programs and services to enrich the life of the individual and the community and to enhance appreciation of creative expression in all forms including music, dance, theater arts, visual arts, and recreation.
8. To develop partnerships with business, industry, government, education, and other external agencies in order to meet the training and retraining needs of the work force.
9. To improve and expand financial resources (foundation, endowment, and grants) and campus facilities to the level that comprehensive educational, cultural, and recreational programs can be enhanced and a standard of excellence maintained.
10. To provide comprehensive faculty and staff development which facilitates the provision of quality instructional, student, and administrative services programs to meet the needs of a diverse student body.
11. To increase the cultural diversity of our student body and employees by actively recruiting and retaining minority students and personnel.
12. To become a continuous quality improvement institution which conducts continuous institutional self-appraisal and renewal encompassing comprehensive planning, review, and evaluation in all aspects of College operations.

CAMPUS LOCATIONS AND FACILITIES

FAUQUIER CAMPUS

The Fauquier Campus of Lord Fairfax Community College offers high-quality, low-cost community college services to residents of Fauquier and neighboring counties. The campus is conveniently located on a 58-acre site, on U.S. Route 29, just south of Warrenton, Virginia.

In December 1988, Fauquier County businessman, Bob G. Sowder, donated 2.5 acres of property, with a building in need of renovation, to be used for the purpose of establishing a community college in Fauquier County. This property is now the Fauquier Campus of Lord Fairfax Community College.

In 1994, the Virginia General Assembly appropriated funds to begin preliminary planning for a full-service campus at the Fauquier location. In 1996, the General Assembly appropriated \$7.2 million for the construction of the Fauquier Campus of Lord Fairfax Community College. Construction on the 60,000 square foot project, started in November 1997, was completed in January 1999.

The Fauquier Campus offers a variety of credit and non-credit courses. The programs of study include Associate in Arts and Sciences degrees that prepare students for entry into four-year college or university programs after the sophomore year, and Associate in Applied Science degree programs that provide marketable skills in two years or less. Career Studies Certificate programs may be completed in one-year or less by students who wish to be more qualified for today's competitive job market. Non-credit courses and special programs for personal and workforce development are offered through the Fauquier Campus Continuing Education Division. In addition to public offerings, the campus offers customized training and professional programs for business and industry. The Fauquier Campus is committed to serving the life-long learning needs of the community.

MIDDLETOWN CAMPUS

The Lord Fairfax Community College Middletown Campus is situated on a 120-acre tract in the northern region of the historic Shenandoah Valley approximately 10 miles south of Winchester, Virginia. The campus is nestled among the Blue Ridge, Massanutten, and Allegheny mountains. Interstate Highways 66 and 81 and U.S. Route 11 are all nearby making the campus accessible.

The original college building includes classrooms, laboratories, administrative and faculty offices, a business office, the William M. Dietel Bookstore and a student lounge. In 1985 a technology center was built on the Middletown Campus housing the Special Events Center, computer labs, classrooms and faculty offices. During the 1993 commencement exercises the building was officially named the Alson H. Smith, Jr. Technology Center. In 1994, the construction of the Learning Resources Center was completed and the facility was dedicated in April 1995 in honor of benefactor Paul Wolk of Fauquier County. Outside facilities include two Quonset style double polyfilm greenhouses, which provide laboratory space for the Horticulture program and a regulation 400-meter Olympic size track and fitness trail. A mobile computer classroom provides an innovative source of delivery for instructional purposes.

LEARNING RESOURCES CENTER

The Learning Resources Center at Middletown houses the Paul Wolk Library, the Jesse and Rose Loeb Learning Assistance Center, Warren B. French, Jr. Telecommunications Center and Audio-Visual Services. This facility is open to the public and the hours of operation vary according to the academic calendar.

The library collection of more than 44,000 titles is well chosen and designed to support the College curriculum as well as to provide for a wide range of interests. It includes books, films, filmstrips, audiocassettes, videotapes, CD-ROM's, computer programs and the William B. Remington Archive Room. Additionally, the library subscribes to approximately 300 magazines and newspapers. The library is fully computerized and provides access to the Internet and a wide variety of online databases. The library can obtain materials from libraries all over the world.

Audio-Visual Services provides support to faculty in the use of the most modern teaching methods and materials. The large variety of audiovisual equipment, including video cameras and recorders, is supplied for use in classrooms, on- and off-campus, and for production by faculty of their own teaching materials. Audio-Visual Services also supports the technical needs of the College's distances learning services.

LEARNING ASSISTANCE CENTER

The Jesse and Rose Loeb Learning Assistance Center at Middletown is located in the library. Its goals are to help students improve study strategies and learning skills, and to become more effective in their studies so they may become more confident. The LAC supports classroom instruction by offering alternative learning opportunities such as computer-assisted instruction. In addition, the LAC offers special services and reading, math, writing, listening, and study skills. Students may work independently, with an Assistant, with a tutor or a study group or take advantage of assistive technologies.

Table 1.
Assignable Square Feet (ASF) by Function

Campus/ Function	ASF
Middletown Campus	
Academic & Instructional Support	42,202
Student Services & Institutional Support	14,661
Library	12,724
Physical Plant	1,404
Total Educational and General	70,991
Auxiliary Enterprises	8,275
Middletown Total	79,266
Fauquier Campus	
Academic & Instructional Support	22,372
Student Services & Institutional Support	8,684
Library	8,500
Physical Plant	5,821
Total Educational and General	39,556
Auxiliary Enterprises	1,811
Fauquier Total	41,367
College Total	
	120,633

Source: FIA Inventory System

THE LORD FAIRFAX COMMUNITY COLLEGE EDUCATIONAL FOUNDATION, INC.

In 1995 the Lord Fairfax Community College Educational Foundation embarked on a major gifts campaign entitled *Building Community* that has a two-fold purpose: to establish a substantial scholarship endowment and to construct a community cultural center. Substantial progress has been made on the major gifts campaign goals.

The Educational Foundation was awarded \$500,000 in federal matching grant funds on August 22, 1995. The Challenge Grant provided \$2 for every \$1 the Foundation could raise for a maximum of \$500,000 matching monies. Currently that Scholarship Endowment Investment exceeds \$1,650,000. Over 70 students a year are awarded Foundation Scholarships and eight new scholarships were established for the fiscal year 1998-99.

The College's largest gift ever was announced during the May 1996 Commencement exercises at Lord Fairfax Community College. Mr. and Mrs. Paul Wolk of Hume, Virginia, pledged \$1 million to the major gifts campaign for the community cultural center. Since that time the Foundation has raised over \$4.7 million in cash donations, pledges, planned gifts, and contributions of real estate.

During 1998 the Foundation hosted two fund raising events - the 8th Annual Truck Party in the spring and the 9th Annual Shrimp Feast in the fall. The events raised over \$32,000 and continued to draw new friends and investors to the College. On March 6 the Foundation hosted a performance by the Fairfax Symphony. The performance and two future youth concerts were partially supported by grants from the Virginia Commission for the Arts, the National Endowment for the Arts, American Woodmark Foundation, and Windcrest Foundation. In September, the Foundation hosted a reception in honor of Ambassador Joseph S. Farland. Ambassador Farland addressed an audience of invited guests about his diplomatic career at the reception.

In addition to fund raising events the Foundation hosted three art exhibits by area artists. Cynthia Fraula-Hahn, LFCC Educational Foundation Board Director, displayed her art in November; Rod Graves held a "one man show" of his art in April; and Lynn Mocarski exhibited her art in June. There are plans for several other art exhibitions in the future.

The Foundation embarked on a partnership with the Corcoran School of Art in 1998. The partnership was formally announced at a reception and art exhibit held in February. As a result of

the partnership several collaborations were developed. Beginning in the 1999 summer semester, art courses will be offered at LFCC through the Corcoran School of Art's Continuing Education Program. A satellite display for the Corcoran Museum of Art is planned for the community cultural center upon its construction. Joint development of a design and art history curriculum will be taught through distance learning technologies beginning in the 1999 fall semester. A Corcoran Associate Degree Program at LFCC will also be offered in the 1999 fall semester.

The Foundation continues to provide scholarship funding to deserving students and each year hosts a scholarship reception where scholarship recipients and donors are recognized. Additionally, each holiday season the Foundation produces a holiday card designed from an original painting by a local artist and the proceeds from the sale of the cards benefit a pre-determined scholarship fund.

The Foundation plans to break ground in the new millennium for a community cultural center. This facility will benefit both students and residents by providing visual and performing arts opportunities. The community cultural center will consist of theatres, classrooms, conference centers, and an exhibit hall. All members of the community will be able to participate in and enjoy performances at this center.

LORD FAIRFAX COMMUNITY COLLEGE EDUCATIONAL FOUNDATION, INC.
BOARD OF DIRECTORS

Marilyn C. Beck, LFCC
David L. Blount, *Frederick County*
Byron A. Brill, *Shenandoah County*
Henry C. Buettner, Jr., *Frederick County*
Sharon M. Byrd, *Clarke County*
Lewis M. Costello, *City of Winchester*
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Karen B. Eyles, *Frederick County*
Richard A. Farland, *Clarke County*
Cynthia Fraula-Hahn, *Frederick County*
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Starr R. Johnson, *Page County*
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Bob G. Sowder, *Fauquier County*
Alan G. Toxopeus, *City of Winchester*
Dottie S. Whitt, *City of Winchester*
Kay S. Whitworth, *City of Winchester*
Paul Wolk, *Fauquier County*
Joseph P. Wright, *City of Winchester*

THE SERVICE REGION

THE SERVICE REGION



Lord Fairfax Community College serves the citizens of Clarke, Fauquier, Frederick, Page, Rappahannock, Shenandoah, and Warren Counties and the City of Winchester (College Catalog, 1998). The service area encompasses 2,559 square miles and has a population of 231,171 (Lord Fairfax Planning District, 1998).

GEOGRAPHIC AREA

The College's service area is located in the northwestern portion of Virginia at the intersection of Interstate 66 and Interstate 81—one hour west of the Baltimore/Washington DC metropolitan areas (The Northern Shenandoah Valley Regional Partnership, 1998). The area is predominantly rural with the exception of Winchester.

POPULATION SERVED & DEMOGRAPHICS

Because of the location, natural environment and cultural/historical setting of the Lord Fairfax Planning Region, the region's population has continued to grow. Between 1980 and 1990, the College's service area population (with regard to its 28 year old main campus) increased by just over 20%, a growth rate well above Virginia's 15.8% and the Northern Virginia service area growth of 12.6% (NSVRP, 1998).

Through the end of the 1990's the population of the service region will continue to grow with an overall rate of 15.3% for the Middletown Campus' service region and 19.1% for the Fauquier Campus' service region – both of which will exceed the state's projection of 7.9% (NSVRP, 1998).

Table 2.
LFCC Service Region
Demographic and Economic Indicators

	Clarke Co.	Fauquier Co.	Frederick Co.	Page Co.	Rappahannock Co.	Shenandoah Co.	Warren Co.	Winchester City	Service Area
POPULATION AND HOUSING (U.S. Bureau of the Census)									
Total resident population:									
Total Population 1995	12,390	51,473	51,549	22,718	7,117	33,423	29,264	23,237	231,171
Percent 65 years and over	15.4	9.8	9.4	15.8	13.3	17	12.9	16.3	13.7
Median Age	36.5	33.1	33.1	36.2	37.3	37.4	34.0	33.8	35.2
Percent Non-White	9.2	12.5	2.6	2.5	8.0	1.8	5.7	11.4	6.7
Total Population 1980	9,965	35,889	34,150	19,401	6,093	27,559	21,200	20,217	174,474
Total Population 1990	12,101	48,860	45,723	21,690	6,622	31,636	26,142	21,947	214,721
Projected Total Population 2000	13,995	62,500	55,823	23,663	7,299	35,021	30,995	24,113	253,409
Projected Total Population 2010	16,111	72,470	64,878	25,237	7,999	38,077	35,977	26,234	286,983
Occupied housing units, 1990	4,236	16,509	16,470	8,055	2,496	12,452	9,879	9,084	79,181
Percent owner occupied	74.2	73.3	79.1	76.9	72.2	71.5	72.3	45.4	70.6
BIRTHS & DEATHS (National Center for Health Statistics)									
Births, 1993	131	697	711	247	84	364	383	334	2,951
Per 1,000 resident population	10.8	13.7	14.4	11	12.1	11.1	13.6	14.9	12.7
Percent to mothers under 20 years of age	11.5	8.9	12.7	16.2	10.7	10.7	11.7	14.7	12.1
Deaths, 1993	115	368	367	231	75	354	270	294	2,074
Per 1,000 resident population	9.5	7.2	7.4	10.3	10.8	10.8	9.6	13.1	9.8
Infant deaths per 1,000 live births, 1993	0	7.2	7	0	0	13.7	7.8	3	4.8
EDUCATION (U.S. Bureau of the Census)									
Persons 25 years and over, 1990	8,348	31,462	29,402	14,636	4,610	21,803	17,244	14,506	142,011
Percent high school graduates	75	78.9	70.1	55.4	67.2	65.2	64.6	68.8	68.2
Percent college graduates	18.6	21.5	14.7	7.9	18.9	11.2	11.8	18.8	15.4
LABOR FORCE (Bureau of Labor Statistics)									
Civilian labor force, 1994	6,421	27,951	28,754	12,091	4,043	17,895	14,777	13,797	125,729
Percent unemployed	2.7	3.2	4.6	8.2	4.7	4.3	6.1	5.5	4.9
PRIV. NONFARM ESTABL. (U.S. Bureau of the Census)									
Total establishments, 1993	258	1,288	665	461	163	796	656	1,499	5,786
Percent retail trade	23.6	19.9	25.6	28	20.9	25.3	26.8	28.9	24.9
Percent services	25.6	33	24.8	30.6	30.1	32.4	34	34.4	30.6
Paid employees, 1993 (including 3/12)	2,129	10,117	9,006	4,979	1,090	11,243	5,631	22,552	66,747
Annual payroll, 1993 (\$1,000)	41,052	205,323	205,365	81,381	18,502	206,081	95,449	494,045	1,347,198
PERS. INCOME (Bureau of Economic Analysis)									
Total personal income, 1993 (\$1,000)	256,482	1,314,438	1,351,168	354,564	144,003	568,684	483,716	*0	4,473,055
Per capita (dollars)	21,195	25,775	18,787	15,846	20,774	17,344	17,138	*0	19,551.3
AGRICULTURE (U.S. Bureau of the Census)									
Number of farms, 1992	319	925	536	521	312	832	207	*	3,652
Land in farms as percent of total land	60.0	57.0	37.0	33.0	46.0	38.0	29.0	*	42.9
Percent Rural	74.4	90.1	100.0	78.9	100.0	77.8	54.6	0.0	72.0
RETAIL TRADE (U.S. Bureau of the Census)									
Retail sales, 1992 (\$1,000)	29,789	286,009	147,418	125,415	30,532	198,978	163,236	523,202	1,504,579
Per capita (dollars)	2,483	5,637	3,046	5,635	4,520	6,148	5,888	23,555	7,114.0
COMMERCIAL & SAVINGS BANKS (Federal Deposit Insurance Corporation)									
Number of offices, 6/30/1994	3	18	9	9	2	15	11	21	88
Total deposits (\$1,000)	108,410	408,371	119,864	184,880	26,728	395,669	177,895	673,584	2,095,401
SOCIAL PROGRAMS (Social Security Administration)									
Total Social Security recipients, 12/93	1,715	5,960	6,270	4,495	1,165	5,495	5,420	4,665	35,185
Retired workers	1,160	3,795	4,120	2,695	675	3,750	3,485	3,110	22,790
Supl. Sec. Income recipients, 12/94	170	428	484	555	159	493	375	636	3,300
FED. FUNDS & GRANTS (U.S. Bureau of the Census)									
Total direct expenditures per capita:									
1994 (dollars)	2,963	4,646	1,759	3,403	3,614	3,489	2,964	7,157	3,749.4
1990 (dollars)	2,881	2,813	1,327	2,678	2,998	2,752	2,357	4,107	2,739.1

*Included in Frederick County data

Table 3.
Fall Enrollment Projections by Grade
Public School Systems in the LFCC Service Region
1997-1998 to 2001-2002

District	School Year	Kinder-garten	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Ungraded	Total
Clarke	1997-98	146	154	139	158	128	132	157	145	157	155	161	118	142	15	1,907
	1998-99	121	151	150	144	163	133	137	159	144	172	154	148	121	15	1,913
	1999-00	124	125	147	155	149	169	138	139	158	159	172	142	153	15	1,945
	2000-01	122	128	121	153	160	154	176	140	138	174	158	158	146	15	1,944
	2001-02	121	127	125	126	157	166	160	178	139	152	174	145	162	15	1,948
Fauquier	1997-98	726	681	730	688	683	707	629	660	626	725	666	590	501	552	9,164
	1998-99	673	736	647	719	684	690	689	639	652	693	695	606	549	556	9,229
	1999-00	634	682	699	636	714	691	673	700	631	723	665	633	564	554	9,199
	2000-01	622	642	647	687	632	722	674	683	692	700	694	605	589	551	9,140
	2001-02	618	630	610	637	683	639	704	684	675	767	671	631	564	546	9,058
Frederick	1997-98	841	846	831	803	772	717	765	793	740	817	756	673	580	321	10,255
	1998-99	829	888	849	857	819	764	759	788	796	803	717	714	637	331	10,550
	1999-00	833	875	891	876	875	811	808	781	791	863	704	678	676	338	10,800
	2000-01	824	880	878	919	894	866	858	832	784	857	757	666	641	345	11,000
	2001-02	818	870	883	905	937	885	916	883	835	850	752	716	630	352	11,232
Page	1997-98	260	287	283	274	269	285	288	289	330	297	283	214	228	15	3,602
	1998-99	245	275	283	286	277	275	290	292	326	316	264	260	197	15	3,602
	1999-00	247	259	271	286	290	284	280	294	329	312	281	243	239	15	3,630
	2000-01	228	261	256	274	290	297	288	284	331	315	277	258	223	15	3,598
	2001-02	226	241	258	258	277	296	302	293	320	317	280	255	237	15	3,576
Rappahannock	1997-98	74	75	78	97	93	99	82	84	84	66	81	66	60	9	1,048
	1998-99	74	72	75	80	103	93	100	85	97	77	61	78	68	9	1,072
	1999-00	46	72	71	77	85	103	94	105	98	90	72	59	80	9	1,060
	2000-01	64	45	71	74	81	85	104	99	121	91	83	68	60	9	1,054
	2001-02	63	62	45	74	78	82	86	108	114	111	84	79	71	9	1,064
Shenandoah	1997-98	381	423	424	380	435	426	408	406	418	447	353	436	329	75	5,343
	1998-99	360	381	414	425	393	447	431	408	404	468	378	357	397	75	5,338
	1999-00	419	360	373	414	439	403	452	432	406	451	395	383	325	75	5,327
	2000-01	375	419	352	373	428	450	408	453	429	454	381	400	348	75	5,346
	2001-02	372	375	409	353	386	440	456	408	450	479	383	386	364	75	5,336
Warren	1997-98	385	414	398	411	378	414	361	395	354	358	324	293	232	29	4,747
	1998-99	344	395	428	408	415	387	400	367	386	386	298	279	272	29	4,794
	1999-00	430	353	408	439	412	425	373	407	359	421	321	256	258	30	4,892
	2000-01	377	441	364	419	444	422	410	380	397	391	351	276	238	30	4,938
	2001-02	374	387	456	374	423	454	407	417	371	433	326	301	256	30	5,008
Winchester City	1997-98	270	312	294	243	226	261	276	283	217	246	209	208	216	107	3,369
	1998-99	277	267	292	283	233	238	288	276	264	239	224	179	195	107	3,364
	1999-00	279	274	250	281	271	245	263	289	257	291	218	192	168	108	3,385
	2000-01	250	275	256	241	269	286	270	263	269	283	265	186	180	108	3,403
	2001-02	249	247	258	247	230	284	315	271	245	296	258	227	175	108	3,410
LFCC Service Region	1997-98	3,083	3,193	3,178	3,054	2,984	3,042	2,966	3,057	2,925	3,111	2,834	2,598	2,288	1,124	39,434
	1998-99	2,922	3,165	3,138	3,203	3,086	3,028	3,095	3,015	3,069	3,154	2,792	2,621	2,436	1,137	39,861
	1999-00	3,012	2,999	3,110	3,165	3,234	3,131	3,082	3,146	3,030	3,309	2,828	2,584	2,463	1,144	40,238
	2000-01	2,862	3,092	2,947	3,139	3,198	3,282	3,188	3,133	3,160	3,265	2,966	2,617	2,425	1,148	40,423
	2001-02	2,841	2,938	3,044	2,973	3,172	3,246	3,346	3,242	3,148	3,406	2,928	2,740	2,458	1,151	40,633

Source: Weldon Cooper Center for Public Service

Enrollment & Student Demographics

ABOUT THIS SECTION

The tables and charts in this section of the Fact Book provide a historical summary of enrollment trends, graduates, and a host of student specific information. Readers will find most of the charts and tables self-explanatory. In some cases additional narrative will be included for clarification.

GENERAL ENROLLMENT & STUDENT CHARACTERISTICS

FTE Enrollment. Lord Fairfax Community College has experienced tremendous growth in student enrollment. The annualized full-time equivalent (FTE) enrollment at Lord Fairfax Community College has almost doubled over the past decade, reaching 1,762 for 1997 and 1,946 for 1998. For the past several years the College has surpassed SCHEV FTE estimates by as much as 18 percent.

Racial and Ethnic Characteristics. The racial composition of the student body indicates substantial growth in the number of African-American students during the past 10 years. According to the Lord Fairfax Community College Student Enrollment Books, the enrollment in all minority groups has increased 173 percent. Minorities comprise seven percent of the College enrollment, which approximates service region ethnic characteristics.

Age Characteristics. During the Fall 1998, 35 percent of the student population was 18 to 21 years of age. Nine percent of the population was 22 to 24 years of age. Twenty-two percent were 25 to 34. Eighteen percent of the student population was 35 to 44 years of age. Ten percent of the student population was age 45 to 59. One percent of the student population was 60 years of age and older. Six percent of the students were under the age of 18.

Gender Characteristics. Female students comprise 63 percent of the population. Female headcount enrollment increased from 1,419 in Fall 1986 to 2,254 in Fall 1998, which constitutes a 59 percent increase over the past 12 years. At the same time, male headcount enrollment increased from 811 in Fall 1986 to 1,336 in Fall 1998.

Financial Aid Awards. Given the low median family income of the area, the number of students applying for and receiving financial aid awards has been steadily increasing. Since 1987-88, the number of awards has increased by over 400 percent, and the total amount awarded has increased by over 700 percent.

Table 4.
Annual *Full-time Equivalent (FTE) and
****Unduplicated Headcount**
1971-72 through 1998-99

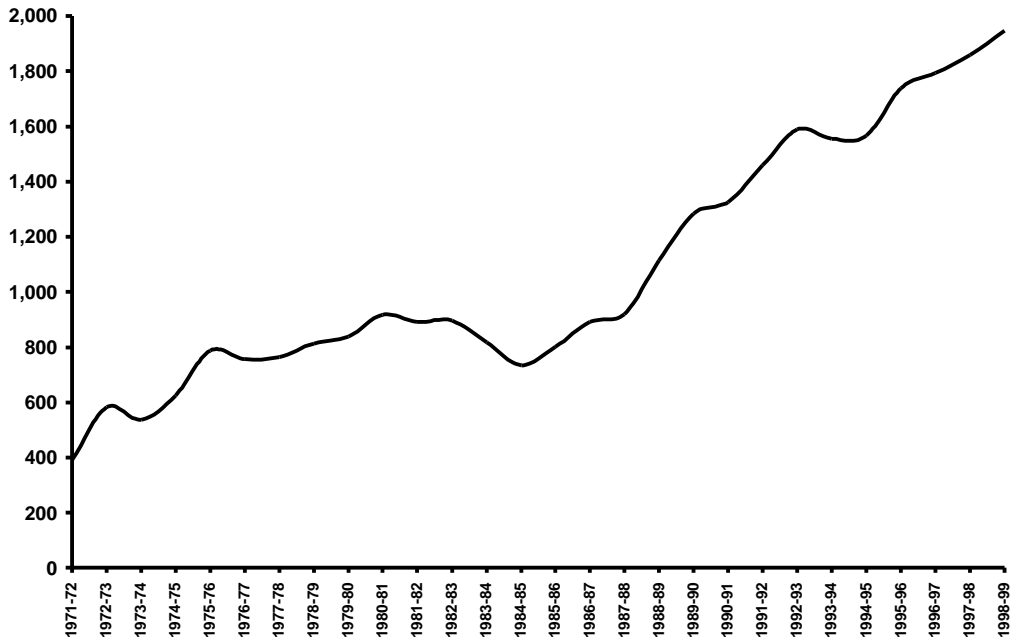
Year	FTE	Unduplicated Headcount	Year	FTE	Unduplicated Headcount
1971-72	391	1,092	1985-86	802	3,179
1972-73	582	1,263	1986-87	891	3,527
1973-74	537	1,588	1987-88	921	3,766
1974-75	625	1,668	1988-89	1,116	3,800
1975-76	788	2,201	1989-90	1,285	4,193
1976-77	757	7,177	1990-91	1,326	4,020
1977-78	765	2,650	1991-92	1,459	4,482
1978-79	814	2,798	1992-93	1,589	4,900
1979-80	839	2,855	1993-94	1,555	4,475
1980-81	918	2,924	1994-95	1,567	4,478
1981-82	891	2,821	1995-96	1,739	4,693
1982-83	896	2,889	1996-97	1,794	4,882
1983-84	818	2,870	1997-98	1,859	5,047
1984-85	735	2,705	1998-99	1,946	5,438

Source: Student Enrollment Books, end of Fall terms, Table 15 Student Enrollment Summary

**Full-time Equivalent (FTE) is a term used to identify the “typical” student for budget purposes. One annual FTE is defined as one student taking 30 credits in an academic year.*

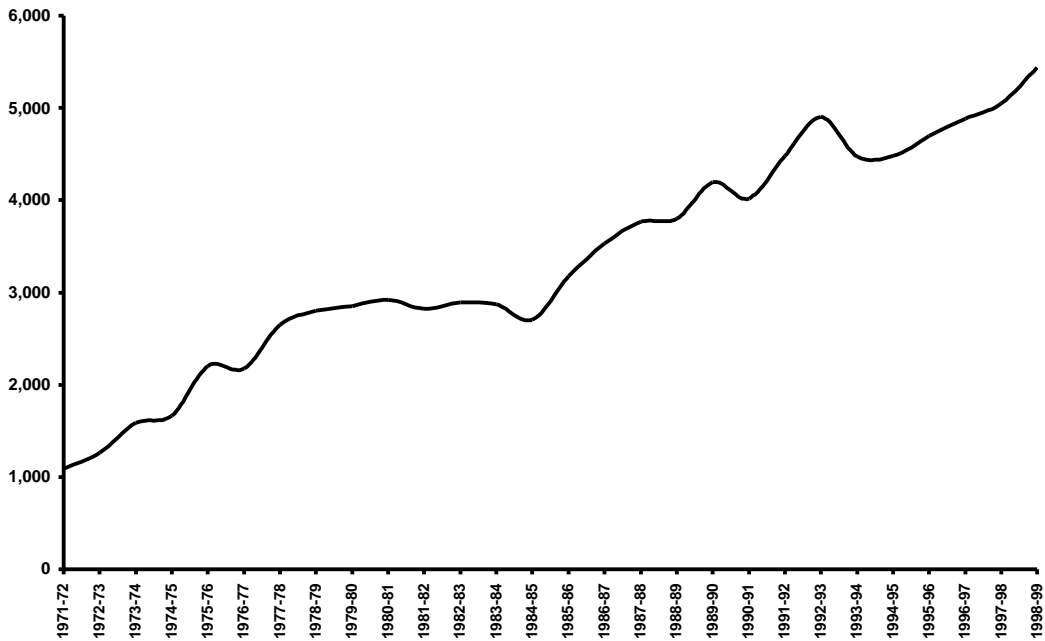
****Unduplicated Headcount** is a measure of the actual number of persons taking courses. For example, one student enrolled for a one-credit course is counted the same as one student enrolled for four three-credit courses. Whether the student is enrolled for one semester or three semesters they are counted only once.

**Figure 1.
Annual FTE Trends
1971-72 through 1998-99**



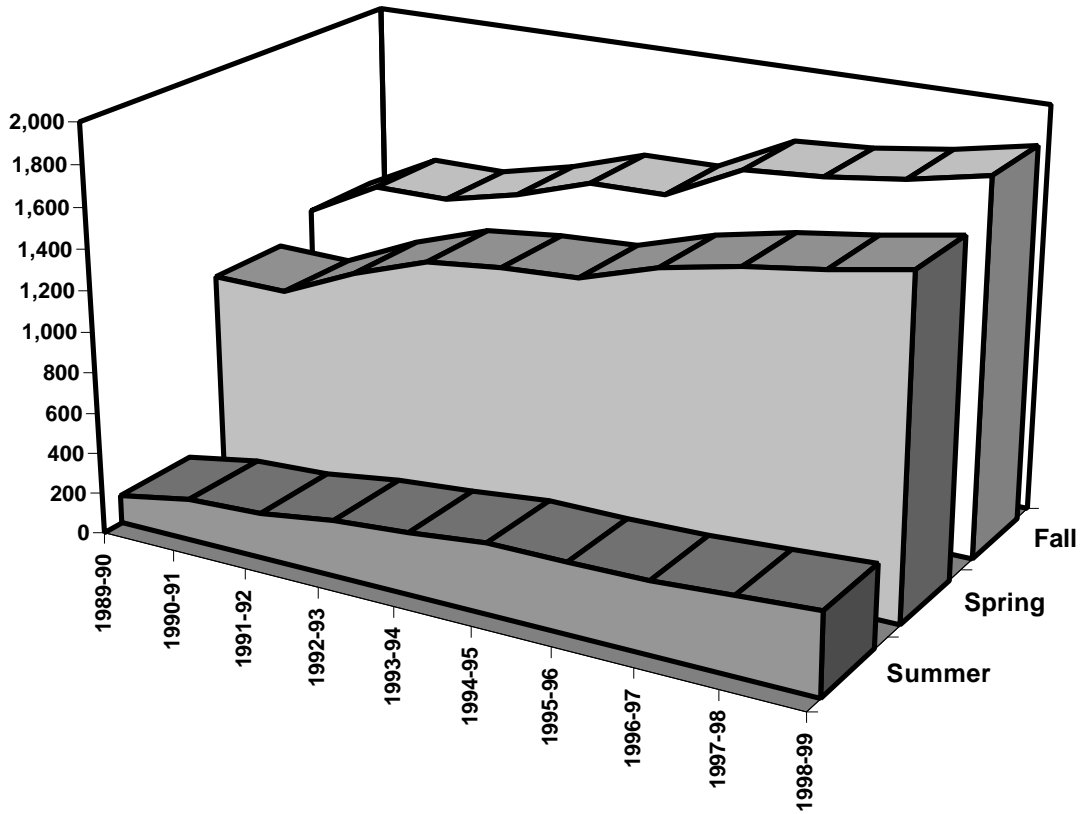
Source: Student Enrollment Books, end of Fall terms, Table 15 Student Enrollment Summary

**Figure 2.
Annual Unduplicated Headcount Trends
1971-72 through 1998-99**



Source: Student Enrollment Books, end of Fall terms, Table 15 Student Enrollment Summary

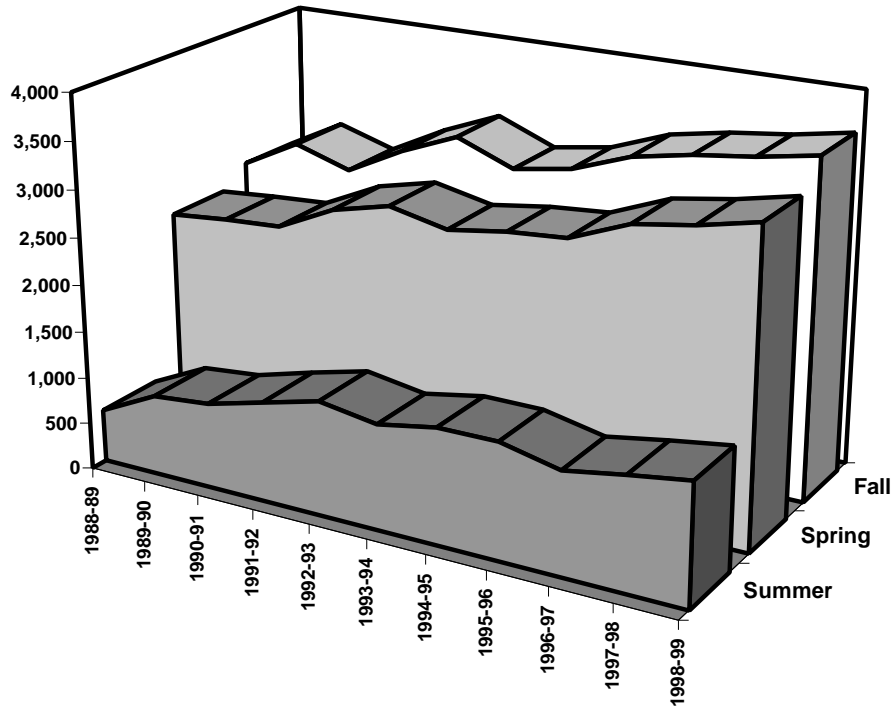
**Figure 3.
Full Time Equivalent Enrollment
Semester Trends
1989-90 through 1998-99**



Year	Summer	Fall	Spring
1989-90	139	1,101	989
1990-91	204	1,287	982
1991-92	221	1,288	1,144
1992-93	274	1,374	1,269
1993-94	306	1,494	1,310
1994-95	345	1,501	1,329
1995-96	345	1,684	1,445
1996-97	353	1,710	1,522
1997-98	378	1,762	1,577
1998-99	403	1,842	1,645

Source: Student Enrollment Books, end of terms, Table 15 Student Enrollment Summary

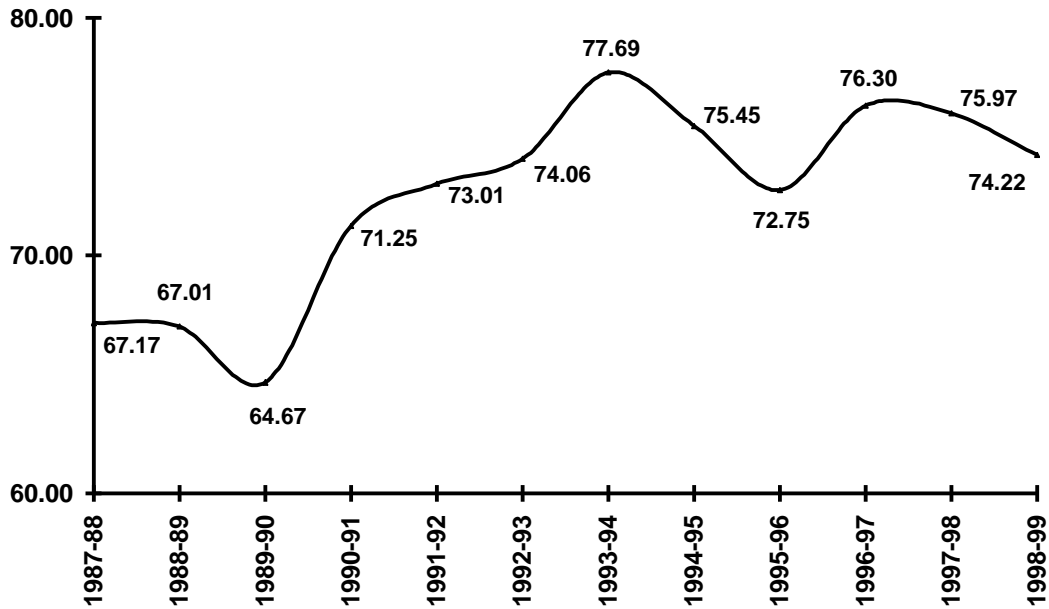
**Figure 4.
Unduplicated Headcount
Semester Trends
1989-90 through 1998-99**



Year	Summer	Fall	Spring
1988-89	561	2,498	2,304
1989-90	856	2,819	2,357
1990-91	912	2,633	2,392
1991-92	1,071	2,949	2,685
1992-93	1,219	3,200	2,835
1993-94	1,121	2,958	2,696
1994-95	1,232	3,059	2,788
1995-96	1,232	3,292	2,842
1996-97	1,094	3,414	3,097
1997-98	1,199	3,496	3,192
1998-99	1,297	3,612	3,335

Source: Student Enrollment Books, end of terms, Table 15 Student Enrollment Summary

**Figure 5.
Percent of Fall Enrollees Returning in Spring
1987-88 through 1998-99**



Source: Student Enrollment Books, Spring semesters, Table 15 Student Enrollment Summary

Students returning between Fall and Spring semesters, sometimes called “semester carryover,” is a simple, yet important student retention measure. Please note that the ordinal scale (percentage) was reduced to more clearly show fluctuations.

**Table 5.
Annual Retention Rate of
Full- and Part-time students**

	1997-1998	1998-1999
Overall	58.8%	53.2%
Full-time	77.9%	76.1%
Part-time	51.1%	41.8%

Source: 1998-99 LFCC End of Cycle Report

The Office of Planning and Research is currently working on a more comprehensive model of student retention/persistence that will coincide with SCHEV Core Performance Measures.

**Figure 6.
Number of Graduates
1985 to 1999**

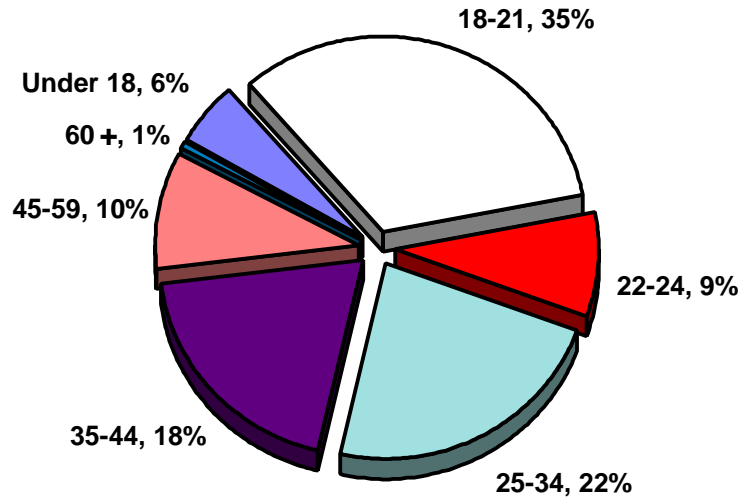


**Table 6
Graduate and Awards
Comparison 1990-1999**

YEAR	GRADS	AA&S	AAS	CERT	CSC	AWARDS
1990	220	80	88	19	90	277
1991	213	110	56	9	69	244
1992	244	129	75	15	75	294
1993	262	124	72	16	101	313
1994	316	146	112	21	119	398
1995	277	149	88	9	85	331
1996	322	191	94	15	113	413
1997	404	215	124	45	110	494
1998	423	225	102	40	116	483
1999	366	187	99	29	120	435

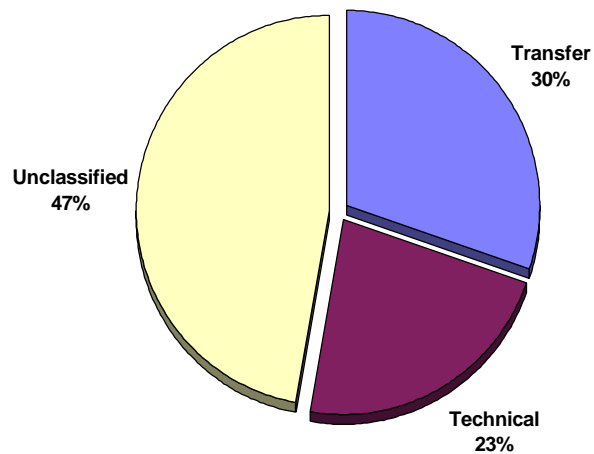
Source: Admissions & Records

Figure 7.
Unduplicated Headcount
by Age Fall 1998



Source: Student Enrollment Books, end of Fall Semester, Table 15 Student Enrollment Summary

Figure 8.
Unduplicated Headcount by Transfer,
Technical and Unclassified
Fall 1998



Source: VCCS Academic Services & Research

Table 7.
Unduplicated Headcount by Race/Ethnicity
Fall Semesters 1973 to 1998

Year	White	%	African Amer.	%	American Native	%	Asian & Pac. Isl.	%	Hispanic	%	C
1973	944	96.3%	26	2.7%	0	0.0%	2	0.2%	4	0.4%	
1974	1,024	97.6%	19	1.8%	1	0.1%	3	0.3%	1	0.1%	
1975	1,350	96.7%	36	2.6%	3	0.2%	3	0.2%	2	0.1%	
1976	1,328	96.9%	32	2.3%	2	0.1%	4	0.3%	2	0.1%	
1977	1,645	96.5%	46	2.7%	1	0.1%	5	0.3%	3	0.2%	
1978	1,707	96.2%	53	3.0%	1	0.1%	6	0.3%	4	0.2%	
1979	1,827	96.0%	59	3.1%	0	0.0%	6	0.3%	6	0.3%	
1980	1,842	94.0%	88	4.5%	2	0.1%	12	0.6%	9	0.5%	
1981	1,889	96.5%	58	3.0%	2	0.1%	7	0.4%	2	0.1%	
1982	1,706	96.8%	46	2.6%	2	0.1%	6	0.3%	2	0.1%	
1983	1,774	97.4%	42	2.3%	1	0.1%	2	0.1%	1	0.1%	
1984	1,638	97.6%	35	2.1%	0	0.0%	2	0.1%	1	0.1%	
1985	1,903	96.8%	48	2.4%	1	0.1%	10	0.5%	2	0.1%	
1986	2,163	97.0%	49	2.2%	5	0.2%	9	0.4%	2	0.1%	
1987	2,184	96.9%	55	2.4%	5	0.2%	3	0.1%	7	0.3%	
1988	2,412	96.6%	66	2.6%	4	0.2%	11	0.4%	5	0.2%	
1989	2,713	96.2%	73	2.6%	2	0.1%	21	0.7%	9	0.3%	
1990	2,512	95.4%	89	3.4%	2	0.1%	16	0.6%	10	0.4%	
1991	2,814	95.4%	95	3.2%	5	0.2%	14	0.5%	15	0.5%	
1992	3,018	94.3%	136	4.3%	4	0.1%	22	0.7%	14	0.4%	
1993	2,903	94.5%	115	3.7%	8	0.3%	16	0.5%	22	0.7%	
1994	2,828	93.7%	125	4.1%	6	0.2%	22	0.7%	22	0.7%	
1995	3,046	92.5%	146	4.4%	18	0.5%	33	1.0%	27	0.8%	
1996	3,191	93.5%	134	3.9%	5	0.1%	25	0.7%	35	1.0%	
1997	3,275	93.7%	131	3.7%	8	0.2%	20	0.6%	34	1.0%	
1998	3,370	93.3%	138	3.8%	7	0.2%	26	0.7%	40	1.1%	

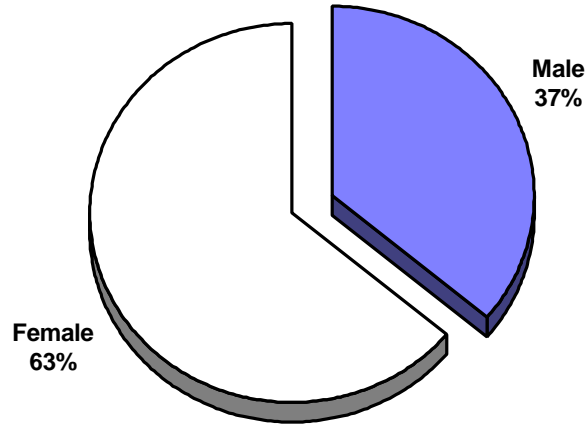
Source: Student Enrollment Books, end of fall terms, Table 3A Student Enrollment by Race

Table 8.
In-District Student Headcount by Region
Fall Semesters 1973 to 1998

Year	Clarke	%	Fauquier	%	Frederick	%	Page	%	Rappahannock	%	Shenandoah	%	Warren	%
1973	76	8.3%	27	2.9%	266	28.9%	36	3.9%	12	1.3%	169	18.4%	131	14.3%
1974	65	6.7%	19	2.0%	280	28.7%	35	3.6%	19	2.0%	188	19.3%	148	15.2%
1975	85	6.4%	18	1.3%	401	30.1%	37	2.8%	23	1.7%	222	16.6%	247	18.5%
1976	82	6.3%	12	0.9%	404	31.1%	37	2.9%	12	0.9%	236	18.2%	201	15.5%
1977	105	6.5%	18	1.1%	477	29.4%	80	4.9%	31	1.9%	282	17.4%	245	15.1%
1978	115	6.8%	15	0.9%	475	28.0%	65	3.8%	33	1.9%	297	17.5%	317	18.7%
1979	136	7.5%	14	0.8%	508	28.0%	132	7.3%	31	1.7%	306	16.9%	322	17.8%
1980	131	7.1%	13	0.7%	585	31.6%	95	5.1%	23	1.2%	328	17.7%	312	16.8%
1981	131	7.0%	8	0.4%	594	31.8%	86	4.6%	33	1.8%	366	19.6%	284	15.2%
1982	135	8.0%	6	0.4%	525	31.1%	80	4.7%	21	1.2%	320	18.9%	291	17.2%
1983	123	7.0%	9	0.5%	562	32.1%	112	6.4%	27	1.5%	345	19.7%	278	15.9%
1984	83	5.1%	12	0.7%	499	30.6%	95	5.8%	26	1.6%	319	19.5%	284	17.4%
1985	127	6.7%	21	1.1%	618	32.6%	79	4.2%	22	1.2%	383	20.2%	339	17.9%
1986	148	6.9%	40	1.9%	625	29.0%	116	5.4%	37	1.7%	442	20.5%	365	17.0%
1987	156	7.3%	34	1.6%	663	30.8%	93	4.3%	33	1.5%	426	19.8%	316	14.7%
1988	161	6.8%	84	3.5%	803	33.9%	128	5.4%	21	0.9%	425	18.0%	339	14.3%
1989	164	6.2%	152	5.8%	905	34.4%	97	3.7%	77	2.9%	463	17.6%	363	13.8%
1990	160	6.6%	120	4.9%	905	37.2%	127	5.2%	47	1.9%	397	16.3%	333	13.7%
1991	169	6.2%	180	6.6%	1,003	36.5%	112	4.1%	49	1.8%	463	16.9%	399	14.5%
1992	148	5.0%	266	8.9%	1,036	34.8%	117	3.9%	78	2.6%	483	16.2%	497	16.7%
1993	146	5.1%	258	9.0%	1,013	35.5%	85	3.0%	79	2.8%	462	16.2%	467	16.4%
1994	161	5.7%	262	9.3%	977	34.7%	97	3.4%	71	2.5%	461	16.4%	439	15.6%
1995	153	5.0%	310	10.1%	972	31.7%	127	4.1%	95	3.1%	548	17.9%	486	15.9%
1996	169	5.4%	275	8.7%	1,062	33.7%	134	4.3%	94	3.0%	533	16.9%	483	15.3%
1997	150	4.7%	313	9.8%	1,114	35.0%	111	3.5%	77	2.4%	553	17.4%	480	15.1%
1998	133	4.1%	343	10.5%	1172	36.0%	110	3.4%	61	1.9%	547	16.8%	510	15.7%

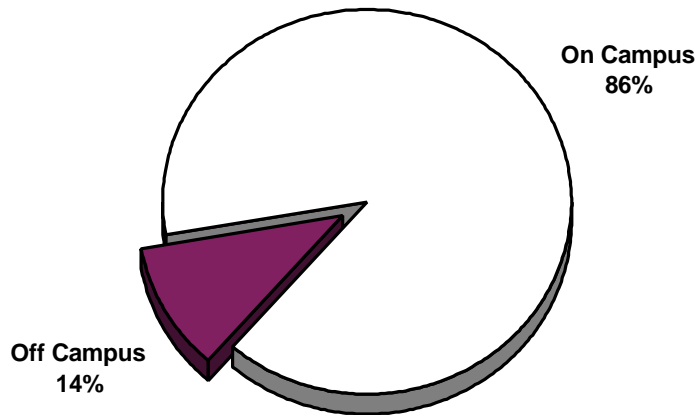
Source: Student Enrollment Books, Table 8A Student Enrollment by Residence

**Figure 9.
Unduplicated Headcount
by Gender
Fall 1998**



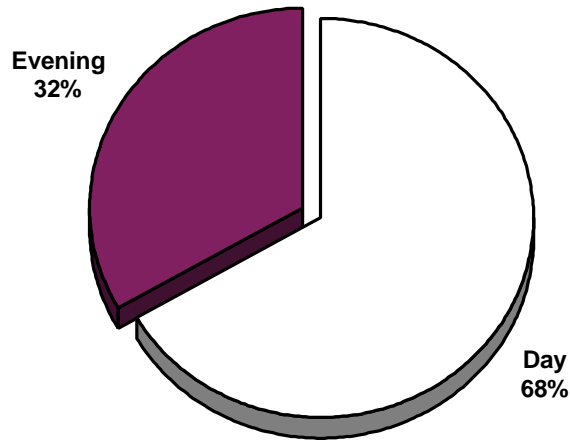
Source: Student Enrollment Books, end of fall, Table 15 Student Enrollment Summary

**Figure 10.
Unduplicated Headcount
by On/Off Campus
Fall 1998**



Source: Student Enrollment Books, end of fall, Table 15 Student Enrollment Summary

**Figure 11.
Unduplicated Headcount
by Day/Evening
Fall 1998**



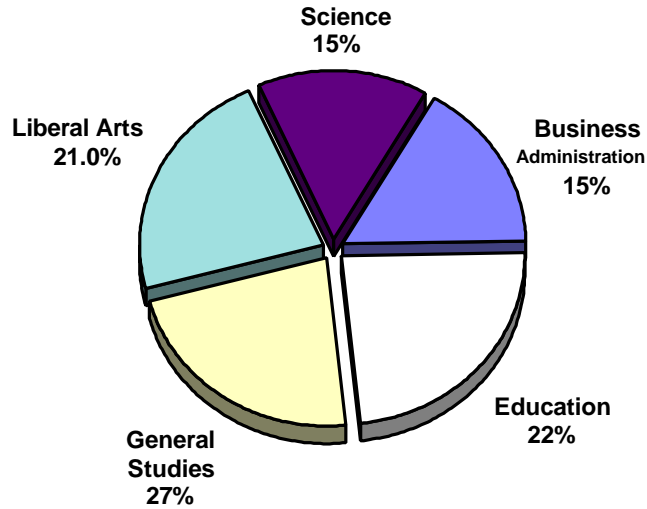
Source: Student Enrollment Books, end of fall, Table 15 Student Enrollment Summary

**Table 9.
Headcount by Award: Degrees,
Certificates and Unclassified Students
1986-1998**

Year	Arts & Sciences	%	Applied Science	%	Certificates	%	Unclassified	%	Total
1986	388	17.4%	461	20.7%	266	11.9%	1,115	50.0%	2,230
1987	480	21.3%	453	20.1%	182	8.1%	1,139	50.5%	2,254
1988	573	23.3%	437	17.8%	142	5.8%	1,308	53.2%	2,460
1989	666	23.6%	560	19.9%	131	4.6%	1,462	51.9%	2,819
1990	778	30.0%	474	18.3%	114	4.4%	1,229	47.4%	2,595
1991	867	29.4%	559	19.0%	138	4.7%	1,385	47.0%	2,949
1992	917	28.7%	599	18.7%	147	4.6%	1,537	48.0%	3,200
1993	961	31.3%	695	22.6%	107	3.5%	1,309	42.6%	3,072
1994	1,008	33.4%	661	21.9%	93	3.1%	1,255	41.6%	3,017
1995	1,140	34.6%	646	19.6%	127	3.9%	1,379	41.9%	3,292
1996	1,084	31.7%	609	17.8%	146	4.3%	1,579	46.2%	3,418
1997	1,097	31.2%	594	16.9%	192	5.5%	1,631	46.4%	3,514
1998	1,107	30.6%	646	17.9%	199	5.5%	1,660	46.0%	3,612

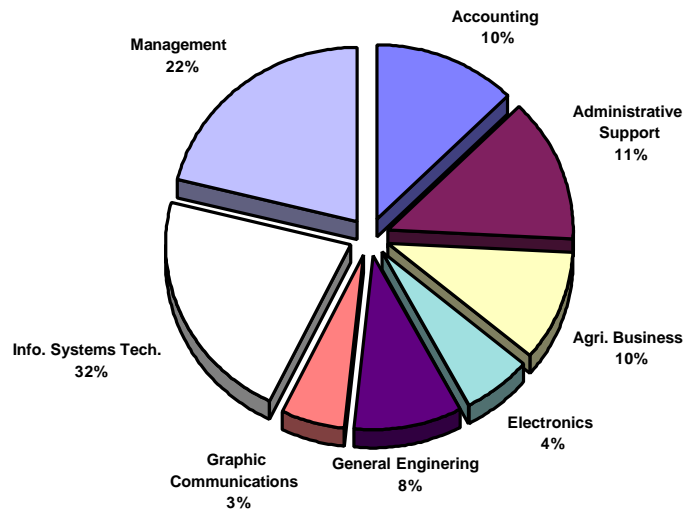
Source: Student Enrollment Books, end of fall terms, Table 6G Student Enrollment by Age and Curriculum

Figure 12.
Arts and Sciences
Enrollment by Curriculum
Fall 1998



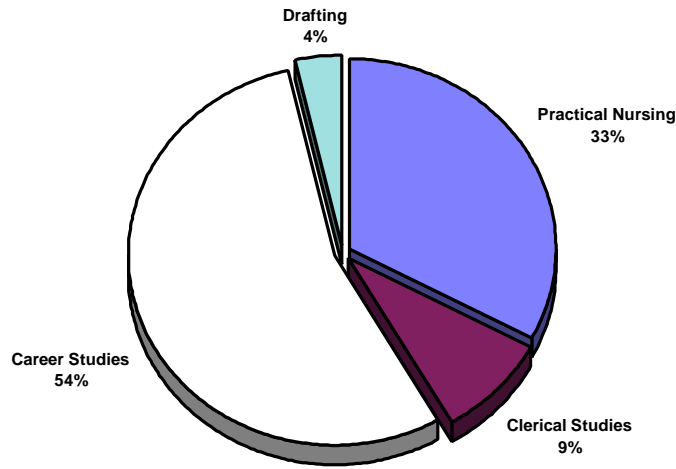
Source: Student Enrollment Books, end of fall, Table 6G Student Enrollment by Age and Curriculum. Based on 1,107 students enrolled in Arts & Sciences.

Figure 13.
Applied Science and Technology
Enrollment by Curriculum
Fall 1998



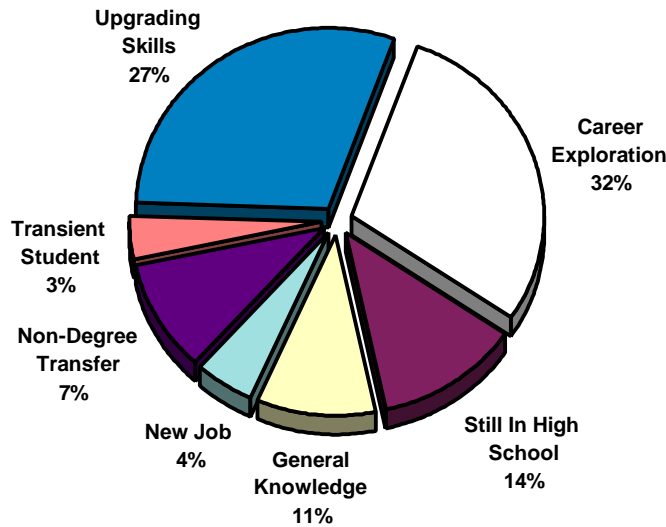
Source: Student Enrollment Books, end of fall, Table 6G Student Enrollment by Age and Curriculum. Based on 646 students enrolled in Applied Sciences.

Figure 14.
Certificate Enrollment by Curriculum
Fall 1998



Source: Student Enrollment Books, end of fall 1998, Table 6G Student Enrollment by Age and Curriculum. Based on 199 students enrolled in certificate programs.

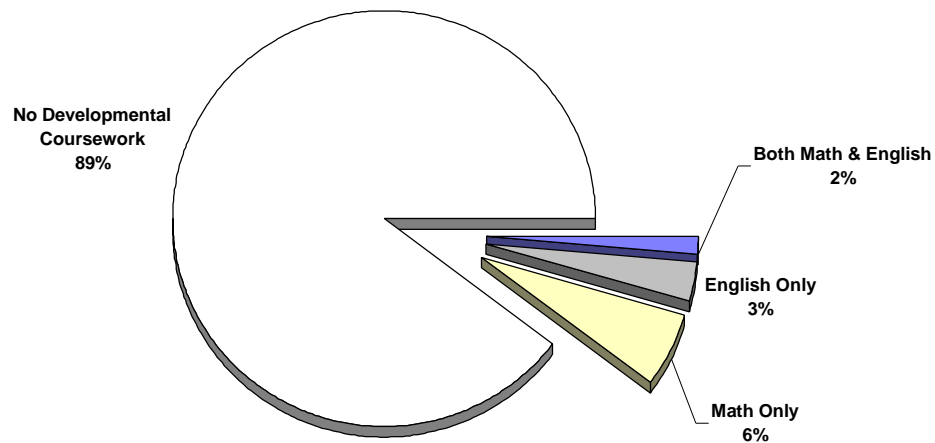
Figure 15.
Educational Objectives of *Unclassified Students
Fall 1998



Source: Student Enrollment Books, end of fall, Table 6G Student Enrollment by Age and Curriculum. Based on 1,660 Unclassified Students.

**Refers to students not currently enrolled in a degree program. Even though anecdotal evidence indicates that most “unclassified” students would benefit by being program placed it appears that students do have valid reasons for not being enrolled in programs. Research is needed to better understand this population, because it has the greatest potential for increased FTE generation.*

**Figure 16.
Developmental Enrollment
Fall 1998**



Source: VCCS Academic Services & Research

**Table 10.
Dual Credit Enrollment Headcount
by Semester, 1992-93 through 1998-99**

Year	Summer	Fall	Spring
1992-93	--	60	56
1993-94	10	63	66
1994-95	13	60	43
1995-96	12	162	171
1996-97	17	193	185
1997-98	21	202	200
1998-99	34	235	267

Source: Student Enrollment Books, end of terms, Table 3XX Categories of Unclassified High School Students

Dual credit enrollment: current high school students receiving both high school and college credit when taking approved college courses.

Table 11.
Financial Aid Awards
(Pell Students and Dollars)
1987-88 through 1997-98

Year	Students	Dollars
1987-88	134	\$97,971
1988-89	191	\$190,070
1989-90	256	\$263,075
1990-91	282	\$290,193
1991-92	406	\$476,970
1992-93	598	\$719,250
1993-94	594	\$765,460
1994-95	624	\$753,106
1995-96	601	\$739,202
1996-97	663	\$732,773
1997-98	644	\$779,387

Source: Financial Aid Records

PERSONNEL

PERSONNEL

GENERAL INFORMATION

The character of the people associated with an organization is the measure of the true strength of that organization. Lord Fairfax Community College is the best community college in the country because of its people. This section of the Fact Book is only a synopsis of the information found in the Human Resources section of the *1998-2000 College Catalog*.

STAFF CHARACTERISTICS

As a group, Lord Fairfax Community College's staff are a highly skilled collection of professionals who use their many talents to execute diverse functions on campus. LFCC's friendly and knowledgeable staff is critical to the success of the College. They are often the first and only contact with a prospective student before that person decides whether to enroll. This warmth is encouraging to continuing students, students who are coming to the College directly from high school or those who are hesitantly returning to school after many years of doing something else.

FACULTY CHARACTERISTICS

A primary dedication to excellent teaching has long been the hallmark of the College's faculty. A strong, local tradition of faculty governance sustains active and widespread faculty involvement in institutional committees, college planning, and professional and community involvement. Within the constraints of extremely high teaching demands, most faculty are actively involved in innovative teaching techniques and the presentations of papers or exhibits to state and regional audiences.

There are 42 full-time and 128 part-time faculty members employed at the College. In addition, 53 faculty members were employed through continuing education in the Fall of 1997. Of the 42 full-time faculty, 4 have the doctor's degree, 36 have a minimum of the master's degree, and 3 have a minimum of the bachelor's degree.

ADMINISTRATIVE CHARACTERISTICS

The College has a strong, well-qualified administrative team. This administrative team has accepted the challenge to create new definitions of community that take best advantage of leading edge technologies and bring new levels of access and new capabilities to individuals in all instructional programs.

Administrators are not only involved in the operation of the College they are also very visible in the local community and abroad to garner support for the College. Administrators can be found serving as members and leaders of civic, service and professional organizations or teaching on campus as well as dual-enrollment classes in the local high schools. Seeking information and input from faculty, staff and students, the administrative team is continually working to involve the entire campus community in the planning and decision-making process.

Table 12.
Full-time Personnel
by Category
Fall 1998

Category	Number of Employees
Administrators	18
Grant Administrators	1
Total Administrators	19
Faculty	42
Grant Faculty	0
Total Faculty	42
Staff	46
Grant Staff	3
Total Staff	49
Total	110

Source: LFCC Personnel Records

**Table 13.
Full-time Personnel by Age
Fall Semester 1998**

Age Range	Number of Full-time Employees
under 20	0
20-29	1
30-39	15
40-49	44
50-59	41
60-69	8
70 & over	1
Total	110

Source: LFCC Personnel Records

It is important to note that many full-time employees who are over 50 years of age (45.5%) may be eligible for retirement under the revised Virginia Retirement System guidelines. This potential turnover will have a significant impact on the College.