

FACT BOOK

2000-2001



LORD FAIRFAX

COMMUNITY COLLEGE

Published June 2001

Office of Planning and Research

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6480 College Street
Warrenton, Virginia

Middletown Campus
173 Skirmisher Lane
Middletown, Virginia

FOREWORD

The Lord Fairfax Community College Fact Book 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 information about the College and the students and communities 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.

Readers may also want to visit the Office of Planning and Research’s website at the following URL: <http://www.lf.vccs.us/AboutUs/Planning/index.shtm> for other planning and research documents and links to College and service area information.

The Director of Planning and Research attempts to produce a document that is important as well as statistically and aesthetically pleasing. The Director also wishes to improve publications by encouraging feedback from readers. Please call 540-868-7168, send E-mail to lfjamit@lf.vccs.edu, or stop by the office to share ideas about improving the Fact Book.

FAST FACTS FOR 2000-2001

- ✦ The College's annual maintenance and operations budget was approximately \$11.8 million.
- ✦ The College received \$867,117 in grants.
- ✦ The Foundation awarded 117 scholarships.
- ✦ The College had an annual unduplicated enrollment of 6,270 students in 2000-2001 (5,985 in 1999-2000).
- ✦ Overall annualized FTE grew by 5.7 percent between 1999-2000 and 2000-2001 from 2,164 to 2,288.
- ✦ In 1999-2000, the College awarded \$872,950 to 676 students.
- ✦ The College graduated 437 students in May 2001 (392 in May 2000).
- ✦ Since the College opened, it has awarded 8,042 degrees, diplomas and certificates.
- ✦ LFCC has been the fastest growing college in the VCCS, in terms of annualized FTE, since 1988-1999 (105 percent increase overall, 6.8 percent average annual increase).
- ✦ The College transfer-out rate (to in-state, public institutions only) for the 1997 Cohort of first-time, full-time, degree-seeking students is 11.5 percent (14.2 percent for the 1996 Cohort). The VCCS rate is 12.6 percent. *Source: 2000 IPEDS GRS-2.*
- ✦ The College graduation rate for the 1997 Cohort of first-time, full-time, degree-seeking students is 25.9 percent (28.4 percent for the Fall 1996 Cohort). The VCCS graduation rate is 13.8 percent. *Source: 1999 IPEDS GRS-2, based on Fall 1996 Cohort.*
- ✦ CEWS served 429 students in customized programs.
- ✦ 77.1 percent of students who enrolled in credit courses during Fall 1999 returned for Spring 2000. *Source: Student Enrollment Books, Table 15.*
- ✦ Since 1998-1999, dual enrollment (unduplicated) has increased by 138 percent from 267 to 635 students in 2000-2001 (484 in 1999-2000).
- ✦ Continuing Education and Workforce Services (CEWS) provided 232 business & industry, and professional development classes, which served 1,349 persons.
- ✦ The number of employers served by the registered apprenticeship program increased from 41 to 46, while the number of apprentices served was 116.
- ✦ In 2000-2001, 18 jobs were profiled using Work Keys (19 in 1999-2000).
- ✦ The Small Business Development Center (SBDC) was instrumental in creating 44 new jobs in 2000-2001 (66 in 1999-2000) and saving 40 jobs (77 in 1999-2000).
- ✦ SBDC helped produce \$500,000 in new capital investments in 2000-2001 (\$1,218,500 in 1999-2000) and increased business sales by \$1,200,000 in 2000-2001 (\$9,329,797 in 1999-2000).
- ✦ The College is entering the fourth year of a U.S. Department of Education Title III Grant totaling nearly \$350,000 for each of five years.
- ✦ The College is entering the first year of a U.S. Department of Education Student Support Services Grant totaling \$190,000 for each of four years.
- ✦ Forty-two percent of LFCC's full-time employees are over 50 years of age.
- ✦ Thirty-two percent of incoming freshmen take at least one developmental course.

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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 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 70,000 students have enrolled in classes at the College since its inception and over 8,000 diplomas and certificates have been awarded. 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

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

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, or 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 meet the educational, personal, career and social needs of students and facilitates entry into 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, 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

The College 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 LFCC's Continuing Education and Workforce Services Department. In addition to public offerings, the campus offers customized training and professional programs for business and industry. The College is committed to serving the life-long learning needs of the community.

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 campus features the Sowder Library, Wolk Hall and the Loeb Student Center.

MIDDLETOWN CAMPUS

The Lord Fairfax Community College Middletown Campus is the main campus 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 the Kumpli Student Center. 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. To partially meet the demands of growing enrollment and programs, the College installed temporary modular buildings. A mobile computer classroom provides an innovative source of delivery for instructional purposes.

LEARNING RESOURCES CENTERS

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 60,000 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. Through interlibrary loan, the library can obtain materials from libraries around 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 distance 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 in 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	43,120
Student Services & Institutional Support	12,609
Library	12,949
Physical Plant	1,772
Total Educational and General	70,450
Auxiliary Enterprises	8,275
Middletown Total	78,725
Fauquier Campus	
Academic & Instructional Support	24,138
Student Services & Institutional Support	8,684
Library	8,500
Physical Plant	2,300
Total Educational and General	43,622
Auxiliary Enterprises	3,621
Fauquier Total	47,243
*College Total	125,968

Source: FIA Inventory System, provided by Mike Spivey

*Does not include temporary buildings

**THE LORD FAIRFAX COMMUNITY COLLEGE
EDUCATIONAL FOUNDATION, INC.**

The Lord Fairfax Community College Educational Foundation, Inc. had an outstanding year generating support and resources for the College. Dr. Byron Brill, Chairman of the Board, along with LFCC President Marilyn Beck and 41 community volunteers, raised additional funds to support the Foundation goals and objectives.

In November the Educational Foundation, along with the American Woodmark Foundation, the Windcrest Foundation, and private donors sponsored three youth concerts for 2,400 fourth graders in the College's service region. This type of programming was well received by the children and school systems and will be regularly featured in the new Corron Community Cultural Center.

The scholarship program offered through the Educational Foundation continues to grow. Currently the scholarship investment endowment exceeds \$1.7 million. A total of 117 students were awarded scholarships during the past year and two new scholarships were created to include the following:

The Grady Scholarship Endowment

Sprint Scholarship

Special events are an integral part of the Lord Fairfax Community College development effort. The Educational Foundation hosted 11 special events including art exhibits and receptions for local artists Don Black, Dolores Sekel, Gladys Hackney, Ann Currie, Cynthia Fraula-Hahn, and Helen Jean Smith. The local artists all generously donated a portion of their proceeds to the Educational Foundation.

Nancy Penney and Janet Heishman received special recognition during commencement exercises when they were awarded the B.J. Sager Distinguished Faculty and Staff Awards, respectively.

LFCC has an enviable record of past achievements and is strongly positioned for the 21st century. The ultimate challenge for the Educational Foundation is to continue to generate support and resources for the College and to help ensure that the College is even better positioned for the 21st century.

EVENTS SPONSORED FOR THE YEAR 2000-2001

- ✍* Dovell Family Art Exhibit and Reception – July 2000
- ✍* Dolores Sekel Art Exhibit and Reception – September 2000
- ✍* 11th Annual Shrimp Feast – October 14, 1999
- ✍* Don Black Art Exhibit and Reception – October 2000
- ✍* Annual Scholarship Reception – November 9, 2000
- ✍* Fairfax Symphony Youth Concerts at Sherando High School – November 30, 2000 (2,400 Attendees)
- ✍* Gladis Hackney Art Exhibit and Reception – January 2001
- ✍* Ann Currie Art Exhibit and Reception – February 2001
- ✍* Cynthia Fraula-Hahn Art Exhibit and Reception – March 2001
- ✍* Helen Jean Smith Art Exhibit and Reception – May 2001
- ✍* 11th Annual Truck Party – June 2001

Other Notable Events

- ✍* Holiday Card dedicated to the memory of T. Carter Fussell and designed by Helen Jean Smith
- ✍* Commencement – Honorary Degrees to Dr. Byron Brill and Mr. T. Carter Fussell.
- ✍* Annual Valentine Remembrance to Friends of the College.

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. The service area encompasses 2,559 square miles and has a population of 237,396 (U.S. Census Bureau, 1998 Population Estimates). Over 2.7 million people live within 60 miles of either the Middletown or Fauquier campuses.

GEOGRAPHIC AREA

The College's service area is located in the northwestern portion of Virginia at the intersection of Interstates 66 and 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 the cities of Winchester and Warrenton.



POPULATION SERVED & DEMOGRAPHICS

Because of the location, natural environment, cultural/historical setting and quality of life in the Northern Shenandoah Valley, the Lord Fairfax Community College Service Region’s population continues to grow. Between 1980 and 2000, the College’s service area population (with regard to its 30 year old main campus) increased by just over 23 percent, a growth rate well above Virginia’s 15.8 percent and the Northern Virginia service area growth of 12.3 percent (NSVRP, 2000).

Through the end of the 1990’s and into the 2000’s the population of the service region will continue to grow with an overall rate expected to be 15.3 percent for the Middletown Campus’ service region and 19.0 percent for the Fauquier Campus’ service region – both of which will exceed the state’s projection of 8.0 percent (NSVRP, 2000).

**TABLE 2.
POPULATION BY RACE BY JURISDICTION
2000**

	TOTAL	White alone	Black or African American alone	American Indian and Alaska Native alone	Asian alone	Native Hawaiian and Other Pacific Islander alone	Some Other Race alone	White & Black or African American	White & American Indian and Alaska Native	White & Asian	Black or African American & American Indian and Alaska Native	Balance of individuals reporting more than one race
Virginia	7,078,515	5,120,110	1,390,293	21,172	261,025	3,946	138,900	24,537	17,671	27,827	6,261	66,773
Clarke Co.	12,652	11,532	852	24	62	4	70	22	26	13	7	40
Fauquier Co.	55,139	48,740	4,844	146	324	19	331	200	164	110	33	228
Frederick Co.	59,209	56,240	1,550	92	388	10	329	171	164	87	7	171
Page Co.	23,177	22,311	501	34	55	6	112	25	65	23	1	44
Rappahannock Co.	6,983	6,469	380	11	15	0	28	22	31	13	1	13
Shenandoah Co.	35,075	33,533	412	62	122	6	628	68	125	29	6	84
Warren Co.	31,584	29,280	1,526	84	136	7	145	104	118	65	11	108
Winchester City	23,585	19,355	2,470	56	375	8	817	181	106	32	14	171

Source: U.S. Bureau of the Census

Please note that the race and ethnicity definitions of the 2000 Census, while more accurate, do not provide a direct link to previously collected demographic data.

**TABLE 3.
FALL ENROLLMENT PROJECTIONS BY GRADE
PUBLIC SCHOOL SYSTEMS IN THE LFCC SERVICE REGION
2000-01 TO 2004-2005**

District	Year	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th	Ungraded	Total
Clarke	2000-01	132	132	137	177	149	151	152	145	140	160	145	162	134	4	1,920
	2001-02	136	133	133	140	173	155	153	155	148	149	151	137	166	4	1,935
	2002-03	96	137	135	136	136	179	158	156	158	159	140	143	141	4	1,879
	2003-04	113	97	139	138	133	142	182	160	159	169	149	133	147	4	1,866
	2004-05	113	114	98	142	135	138	144	185	164	170	159	141	137	4	1,845
Fauquier	2000-01	618	684	676	709	742	779	747	802	776	830	775	669	646	89	9,541
	2001-02	613	633	669	669	722	749	792	768	830	883	764	731	679	89	9,593
	2002-03	619	628	619	662	681	728	761	815	796	945	813	721	742	90	9,622
	2003-04	619	634	614	613	674	688	740	783	844	906	870	767	732	89	9,575
	2004-05	619	634	620	608	624	681	699	762	811	961	834	821	779	89	9,542
Frederick	2000-01	791	794	818	803	851	889	840	812	778	809	736	640	646	447	10,654
	2001-02	763	812	810	828	817	868	900	861	826	843	699	689	621	452	10,788
	2002-03	784	783	828	819	842	832	878	922	876	895	728	654	668	460	10,970
	2003-04	855	805	799	838	833	858	842	900	938	949	774	681	634	468	11,175
	2004-05	854	878	821	808	852	849	868	863	915	1,016	820	724	661	478	11,408
Page	2000-01	245	289	278	286	274	285	274	273	307	268	310	252	207	13	3,561
	2001-02	286	257	280	286	285	282	282	276	312	289	238	292	228	14	3,605
	2002-03	267	301	249	288	285	293	278	284	316	294	256	224	264	14	3,611
	2003-04	261	281	291	256	287	293	290	280	325	297	261	241	202	13	3,576
	2004-05	261	274	272	299	255	295	289	292	321	306	263	245	218	14	3,602
Rappa-hamrock	2000-01	63	48	74	72	77	65	84	101	112	83	95	70	70	1	1,014
	2001-02	59	66	48	74	72	76	65	86	116	104	78	89	74	1	1,009
	2002-03	57	62	66	48	74	72	77	67	99	108	98	73	94	1	995
	2003-04	78	60	61	66	48	74	72	79	77	92	102	91	77	1	979
	2004-05	78	82	59	61	66	47	74	74	92	72	87	95	97	1	985
Shenandoah	2000-01	395	431	367	420	448	442	398	441	432	475	391	364	316	42	5,362
	2001-02	407	389	433	370	414	460	451	409	439	473	406	373	339	42	5,405
	2002-03	402	401	391	436	364	425	469	463	407	480	405	388	347	42	5,421
	2003-04	401	396	403	393	430	374	434	482	461	445	411	387	361	42	5,419
	2004-05	401	395	398	406	388	441	382	446	480	505	381	392	359	42	5,414
Warren	2000-01	370	388	379	427	414	383	394	382	399	408	349	298	255	13	4,859
	2001-02	360	388	388	376	429	418	375	399	380	433	350	298	278	13	4,883
	2002-03	361	376	387	385	378	433	409	379	396	412	371	299	278	13	4,878
	2003-04	353	377	376	385	387	382	424	414	377	430	353	317	279	13	4,865
	2004-05	353	369	377	374	386	391	374	428	411	409	368	302	296	13	4,850
Winchester City	2000-01	259	281	255	274	297	287	240	272	228	290	253	199	197	41	3,372
	2001-02	257	253	259	246	267	295	312	237	261	260	275	220	188	41	3,373
	2002-03	262	251	234	251	240	266	321	308	228	298	246	239	208	41	3,395
	2003-04	265	256	232	226	244	240	289	317	296	260	283	214	226	41	3,391
	2004-05	265	259	237	225	221	243	260	286	305	338	247	246	203	41	3,375
Service Area	2000-01	2,874	3,046	2,983	3,168	3,252	3,280	3,129	3,228	3,171	3,323	3,053	2,655	2,471	649	40,282
	2001-02	2,882	2,932	3,019	2,990	3,178	3,304	3,329	3,191	3,314	3,434	2,961	2,829	2,574	656	40,591
	2002-03	2,849	2,940	2,908	3,025	3,001	3,229	3,352	3,393	3,277	3,593	3,058	2,740	2,742	664	40,771
	2003-04	2,945	2,906	2,915	2,915	3,036	3,049	3,273	3,416	3,476	3,550	3,203	2,831	2,658	672	40,845
	2004-05	2,944	3,005	2,882	2,923	2,926	3,085	3,090	3,336	3,498	3,776	3,160	2,967	2,748	681	41,021

Source: Weldon Cooper Center for Public Service

Enrollment & Student Characteristics

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 more than doubled over the past decade, reaching an enrollment of 2,285 in 2000-01. Not only has Lord Fairfax surpassed the State Council of Higher Education for Virginia's FTE estimates by as much as 18 percent, it has been the fastest growing community college in the VCCS since 1990-91, averaging 6.8 percent per year.

Racial and Ethnic Characteristics. The racial composition of the student body indicates substantial growth (101 percent) in the number of African-American students since Fall 1990. According to the Lord Fairfax Community College Student Enrollment Books, the enrollment in all minority groups has increased 251 percent. Minority students comprise nine percent of the College enrollment, which approximates service region demographics.

Age Characteristics. During the Fall 2000, 10 percent of the students were under the age of 18. This large percentage of students under 18 is due to the number of high school and home-school students taking advantage of dual enrollment opportunities. Thirty-five percent of the student population was 18 to 21 years of age. Nine percent of the population was 22 to 24 years of age. Nearly 18 percent were 25 to 34. Seventeen percent of the student population was 35 to 44 years of age. Eleven percent of the student population was age 45 to 59. Finally, one percent of the student population was 60 years of age or older.

Gender Characteristics. Female students comprise 62 percent of the population. Female headcount enrollment increased from 1,419 in Fall 1986 to 2,694 in Fall 2000, which constitutes a 90 percent increase over the past 15 years. At the same time, male headcount enrollment increased from 811 in Fall 1986 to 1,657 (104 percent) in Fall 2000.

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 508 percent (from 134 to 815), and the total dollar amount awarded has increased by 791 percent (from \$97,971 to \$872,950). The final 2000-2001 data were not available at the time of publication; however, it is projected that the total dollar amount will be less, because students are earning higher wages.

**TABLE 4.
SEMESTER ENROLLMENT CHARACTERISTICS BY CAMPUS
FALL 1997 THROUGH 2000-2001**

	Fall 1997			Spring 1998			Summer 1998			Fall 1998			Spring 1999			Summer 1999		
	MC	FC	Ttl	MC	FC	Ttl	MC	FC	Ttl	MC	FC	Ttl	MC	FC	Ttl	MC	FC	Ttl
In State	2890	386	3276	2617	299	2970	1100	75	1175	2980	385	3365	2738	376	3114	1113	127	1240
Out of State	196	8	204	198	5	203	133	0	133	234	11	245	218	11	229	103	1	104
Male	1186	104	1290	1113	88	1201	441	13	454	1233	109	1342	1197	111	1308	387	33	420
Female	1900	290	2190	1756	216	1972	792	62	854	1981	287	2268	1759	276	2035	829	95	924
White	2914	345	3259	2726	272	2998	1145	66	1211	3027	342	3369	2800	335	3135	1117	111	1228
Black	91	40	131	75	24	99	36	9	45	97	41	138	72	42	114	48	16	64
Amer. Indian	6	2	8	7	1	8	2	0	2	7	0	7	10	0	10	3	0	3
Oriental	19	1	20	14	2	16	28	0	28	22	4	26	17	1	18	18	0	18
Span. Amer.	31	3	34	25	3	28	9	0	9	33	6	39	31	6	37	16	0	16
Other	25	3	28	22	2	24	13	0	13	28	3	31	26	3	29	14	1	15
FTE	1576	173	1749	1441	134	1575	381	23	404	1645	196	1841	1464	184	1649	391	36	427
On Campus	2695	374	3069	2456	290	2746	1127	74	1201	2747	355	3102	2384	363	2747	1090	127	1217
Off Campus	391	20	411	413	14	427	106	1	107	467	41	508	572	24	596	126	1	127
Day	2069	244	2313	1876	200	2076	784	38	822	2164	282	2446	1987	283	2270	777	56	833
Night	1017	150	1167	993	104	1097	449	37	486	1050	114	1164	969	104	1073	439	72	511
Total	3086	394	3480	2869	304	3173	1233	75	1308	3214	396	3610	2956	387	3343	1216	128	1344
	Fall 1999			Spring 2000			Summer 2000			Fall 2000			Spring 2001			Summer 2001		
	MC	FC	Ttl	MC	FC	Ttl	MC	FC	Ttl	MC	FC	Ttl	MC	FC	Ttl	MC	FC	Ttl
In State	3280	601	3881	3091	581	3672	1160	229	1389	3377	785	4162	3047	690	3732	1181	242	1423
Out of State	221	9	230	217	16	233	84	7	91	223	13	236	206	12	220	95	7	102
Male	1447	198	1645	1356	192	1548	372	83	455	1379	293	1672	1312	258	1568	387	68	455
Female	2054	412	2466	1952	405	2357	872	153	1025	2221	505	2726	1941	444	2384	889	181	1070
White	3265	520	3785	3060	525	3585	1129	201	1330	3325	696	4021	3008	626	3631	1173	212	1385
Black	107	65	172	111	50	161	59	19	78	110	70	180	108	45	153	44	25	69
Amer. Indian	14	3	17	9	4	13	6	1	7	13	7	20	14	4	18	3	0	3
Oriental	29	7	36	31	5	36	22	2	24	32	7	39	30	4	34	19	2	21
Span. Amer.	39	10	49	39	7	46	7	5	12	38	9	47	33	13	46	12	5	17
Other	47	5	52	58	6	64	21	8	29	82	9	91	60	10	70	25	5	30
FTE	1741	326	2067	1548	302	1850	396	78	474	1759	408	2167	1560	373	1929	427	80	507
On Campus	2866	594	3460	2659	587	3246	1183	227	1410	2872	778	3650	2596	693	3285	1248	249	1497
Off Campus	635	16	651	649	10	659	61	9	70	728	20	748	657	9	667	28	0	28
Day	2455	470	2925	2369	445	2814	805	142	947	2641	645	3286	2400	584	2981	904	138	1042
Night	1046	140	1186	939	152	1091	439	94	533	959	153	1112	853	118	971	372	111	483
Total	3501	610	4111	3308	597	3905	1224	236	1480	3600	798	4398	3955	702	3952	1276	249	1525

Source: REG 352 Report provided by Joy Legge.

Table formatting by Crystal Foltz

TABLE 5. ANNUAL *FULL-TIME EQUIVALENT (FTE) AND **UNDUPLICATED HEADCOUNT 1971-72 THROUGH 2000-2001						
Year	Middletown Campus		Fauquier Campus		College Total	
	FTE	HC	FTE	HC	FTE	HC
1971-72	391	1,092	***	***	391	1,092
1972-73	582	1,263	***	***	582	1,263
1973-74	537	1,588	***	***	537	1,588
1974-75	625	1,668	***	***	625	1,668
1975-76	788	2,201	***	***	788	2,201
1976-77	757	2,177	***	***	757	2,177
1977-78	765	2,650	***	***	765	2,650
1978-79	814	2,798	***	***	814	2,798
1979-80	839	2,855	***	***	839	2,855
1980-81	918	2,924	***	***	918	2,924
1981-82	891	2,821	***	***	891	2,821
1982-83	896	2,889	***	***	896	2,889
1983-84	818	2,870	***	***	818	2,870
1984-85	735	2,705	***	***	735	2,705
1985-86	802	3,179	***	***	802	3,179
1986-87	891	3,527	***	***	891	3,527
1987-88	921	3,766	***	***	921	3,766
1988-89	1,116	3,800	***	***	1,116	3,800
1989-90	1,285	4,193	***	***	1,285	4,193
1990-91	1,326	4,020	***	***	1,326	4,020
1991-92	1,459	4,482	***	***	1,459	4,482
1992-93	1,589	4,900	***	***	1,589	4,900
1993-94	1,555	4,475	***	***	1,555	4,475
1994-95	1,567	4,478	***	***	1,567	4,478
1995-96	1,739	4,693	***	***	1,739	4,693
1996-97	1,663	4,480	134	402	1,797	4,882
1997-98	1,691	4,505	176	542	1,867	5,047
1998-99	1,745	4,923	202	515	1,947	5,438
1999-00	1,840	5,321	332	664	2,172	5,985
2000-01	1,858	5,135	430	1,135	2,288	6,270

Source: VCCS Student Information System

*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.

***Data were combined for both campuses.

TABLE 6. ANNUALIZED FTE BY CAMPUS 1998-1999 TO 2000-2001											
Summer 1998			Fall 1998			Spring 1999			Annual		
MC	FC	Ttl	MC	FC	Ttl	MC	FC	Ttl	MC	FC	Ttl
381	23	404	1,645	196	1,841	1,464	184	1,649	1,745	202	1,947
Summer 1999			Fall 1999			Spring 2000			Annual		
MC	FC	Ttl	MC	FC	Ttl	MC	FC	Ttl	MC	FC	Ttl
391	36	427	1,741	326	2,067	1,548	302	1,850	1,840	332	2,172
Summer 2000			Fall 2000			Spring 2001			Annual		
MC	FC	Ttl	MC	FC	Ttl	MC	FC	Ttl	MC	FC	Ttl
396	78	474	1,759	408	2,167	1,560	373	1,929	1,858	430	2,285

Source: REG 352 Report provided by Joy Legge.

Rounded to nearest whole number.

Note: summing summer, Fall and spring semester FTE and dividing by two calculate annualized FTE.

TABLE 7. ANNUALIZED FTE HISTORY					
Year	Summer	Fall	Spring	Annual	Percent Change
1989-90	139	1,101	989	1,115	--
1990-91	204	1,287	982	1,237	10.9%
1991-92	221	1,288	1,144	1,327	7.3%
1992-93	274	1,374	1,269	1,459	10.0%
1993-94	306	1,494	1,310	1,555	6.6%
1994-95	345	1,501	1,329	1,588	2.1%
1995-96	345	1,684	1,445	1,737	9.4%
1996-97	353	1,710	1,522	1,793	3.2%
1997-98	378	1,762	1,577	1,859	3.7%
1998-99	404	1,841	1,649	1,947	4.8%
1999-00	427	2,067	1,850	2,172	11.6%
2000-01	474	2,167	1,929	2,285	*5.2%

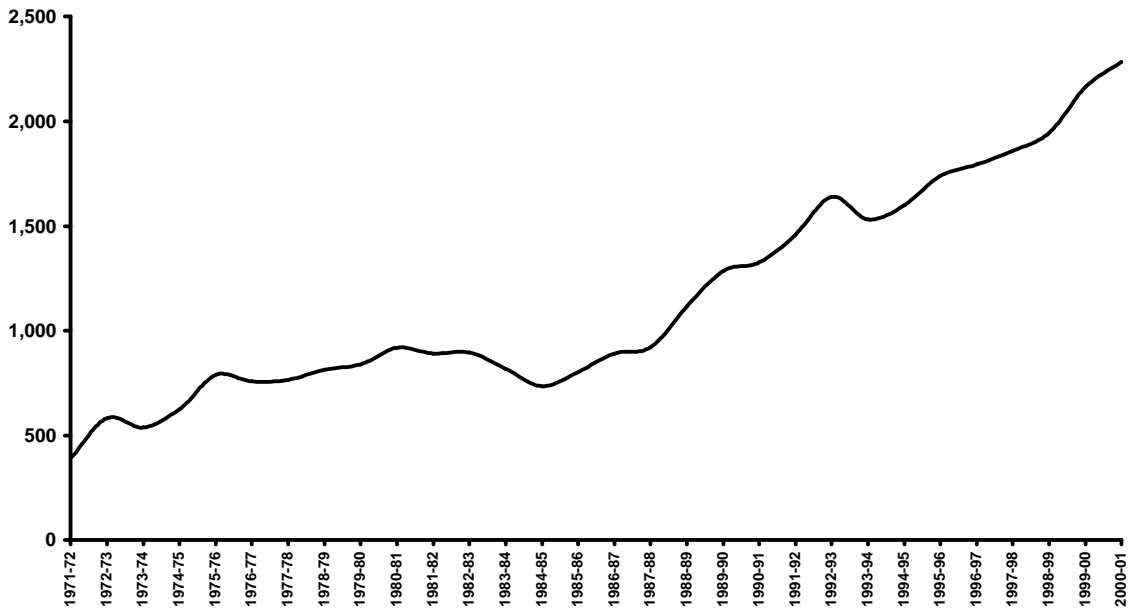
Source: Student Enrollment Books, end of terms, Table 15 Student Enrollment Summary

*Average annual increase in AFTE, since 1989-1990, is 6.8 percent.

The overall increase in AFTE, since 1989-1990, is 105.0 percent.

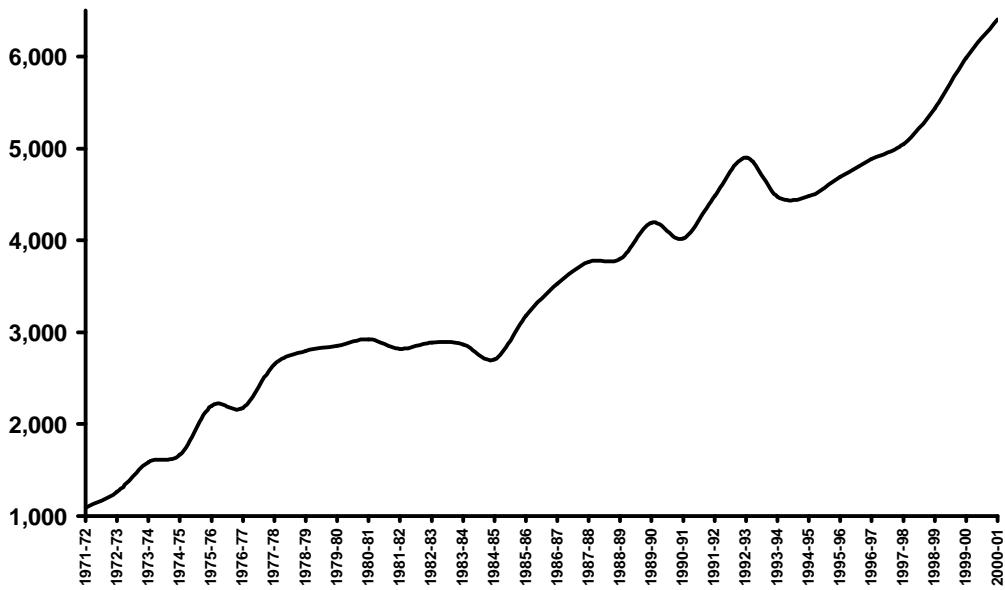
Note: Annualized FTE is calculated by summing Summer, Fall and Spring semester FTE and dividing by two.

**FIGURE 1.
ANNUAL FTE TRENDS
1987-1988 THROUGH 2000-2001**



Source: Student Enrollment Books, Table 15 Student Enrollment Summary

**FIGURE 2.
ANNUAL UNDUPLICATED HEADCOUNT TRENDS
1971-1972 THROUGH 2000-2001**

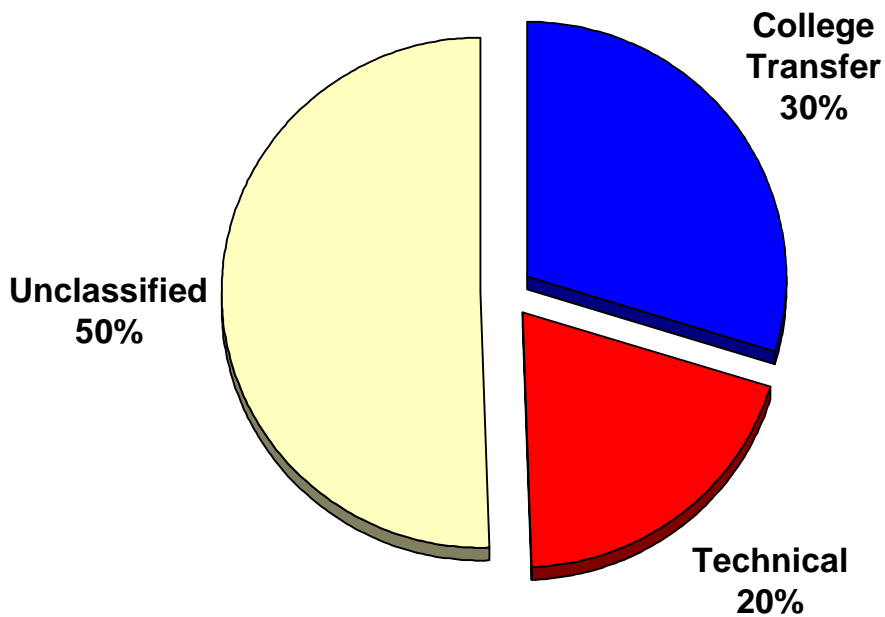


Source: Table 1A (UDT01A) Total Student Enrollment by Full-time, Part-time, Sex and Type of Program

TABLE 8. UNDUPLICATED HEADCOUNT BY AGE GROUP, BY CAMPUS FALL 2000						
Age Group	Middletown		Fauquier		College	
	N	Percent	N	Percent	N	Percent
Under 18	364	10.3%	87	10.8%	451	10.4%
18 - 21	1,191	33.6%	320	39.7%	1,511	34.7%
22 - 24	314	8.9%	57	7.1%	371	8.5%
25 - 34	650	18.3%	111	13.8%	761	17.5%
35 - 44	581	16.4%	136	16.9%	717	16.5%
45 - 59	402	11.3%	79	9.8%	481	11.1%
60 +	42	1.2%	17	2.1%	59	1.4%

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

**FIGURE 3.
UNDUPLICATED HEADCOUNT BY TRANSFER,
TECHNICAL AND UNCLASSIFIED
FALL 2000**



Source: VCCS Academic Services & Research

TABLE 9. UNDUPLICATED HEADCOUNT BY RACE/ETHNICITY BY CAMPUS FALL 2000						
Race/Ethnicity	Middletown		Fauquier		College	
	N	Percent	N	Percent	N	Percent
White, Caucasian	3,274	92.4	705	87.4	3,979	91.5
Black, African-Amer.	110	3.1	70	8.7	180	4.1
Amer. Indian, Native	13	.4	7	.9	20	.5
Asian, Pac. Isl.	30	.8	7	.9	37	.9
Hispanic	38	1.1	9	1.1	47	1.1
Other	79	2.2	9	1.1	88	2.0

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

TABLE 10. UNDUPLICATED HEADCOUNT BY GENDER BY CAMPUS FALL 2000						
	Middletown		Fauquier		College	
	N	Percent	N	Percent	N	Percent
Male	1,358	38.3	299	37.1	1,657	38.1
Female	2,186	61.7	508	62.9	2,694	61.9

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

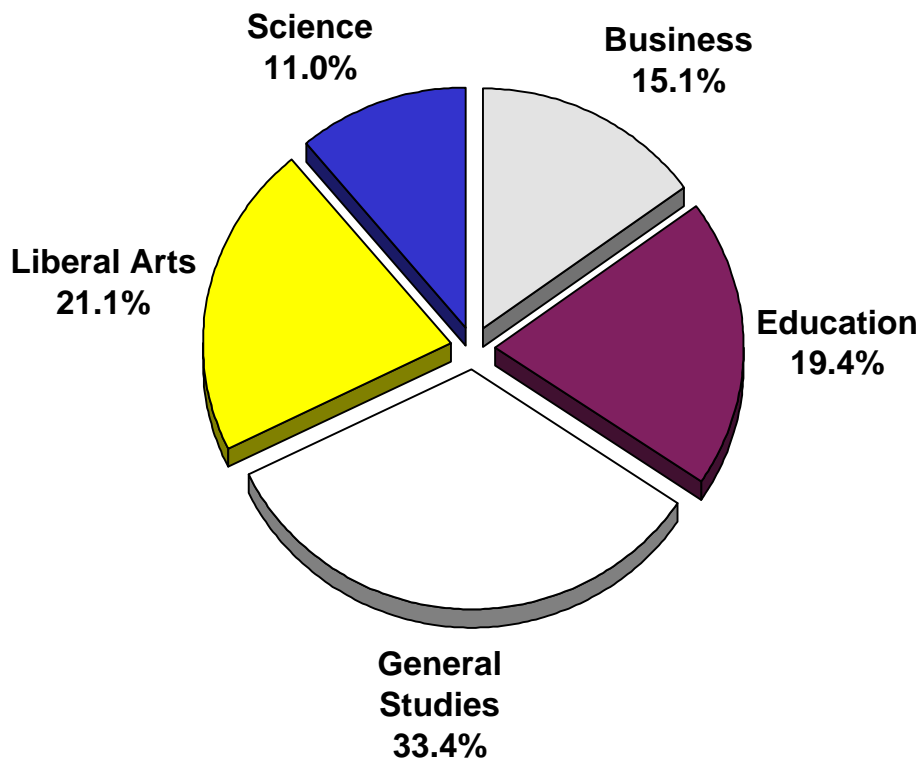
TABLE 11.						
UNDUPLICATED HEADCOUNT						
BY DAY/EVENING BY CAMPUS						
FALL 2000						
	Middletown		Fauquier		College	
	N	Percent	N	Percent	N	Percent
Day	2,574	72.6	650	80.5	3,224	74.1
Evening	970	27.4	157	19.5	1,127	25.9

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

TABLE 12.									
HEADCOUNT BY DEGREES, CERTIFICATES									
AND UNCLASSIFIED STUDENTS FALL 1986-2000									
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
1999	1,241	30.2%	687	16.7%	200	4.9%	1,983	48.2%	4,111
2000	1,306	29.7%	702	16.0%	165	3.8%	2,225	50.6%	4,398

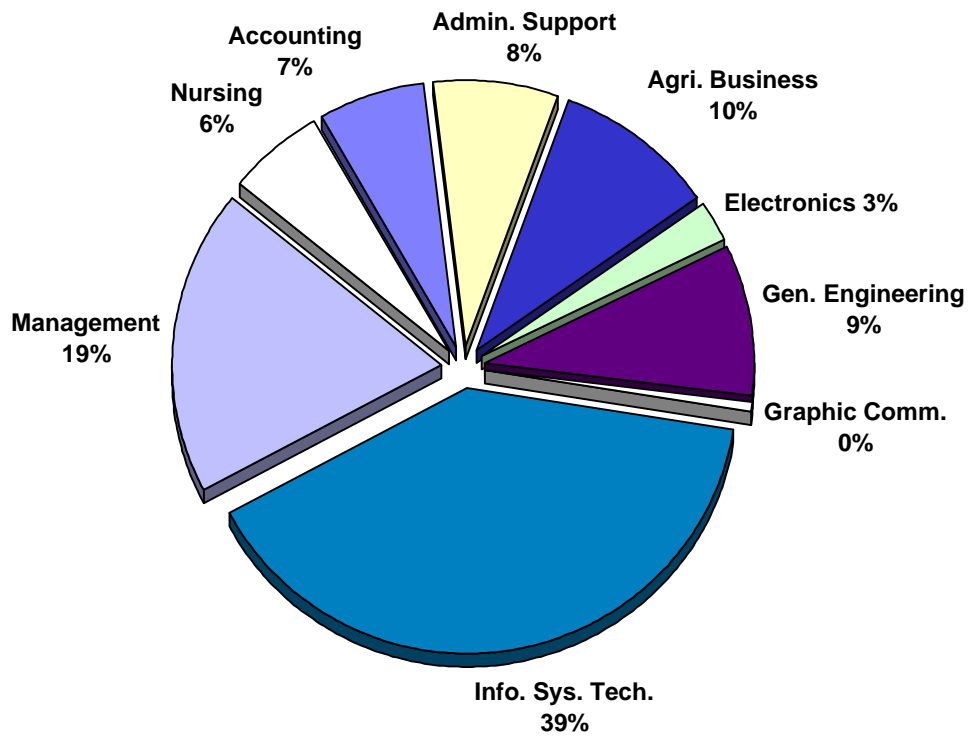
Source: Student Enrollment Books, end of Fall terms, Table 6G Student Enrollment by Age and Curriculum

**FIGURE 4.
ARTS AND SCIENCES ENROLLMENT BY CURRICULUM
FALL 2000**



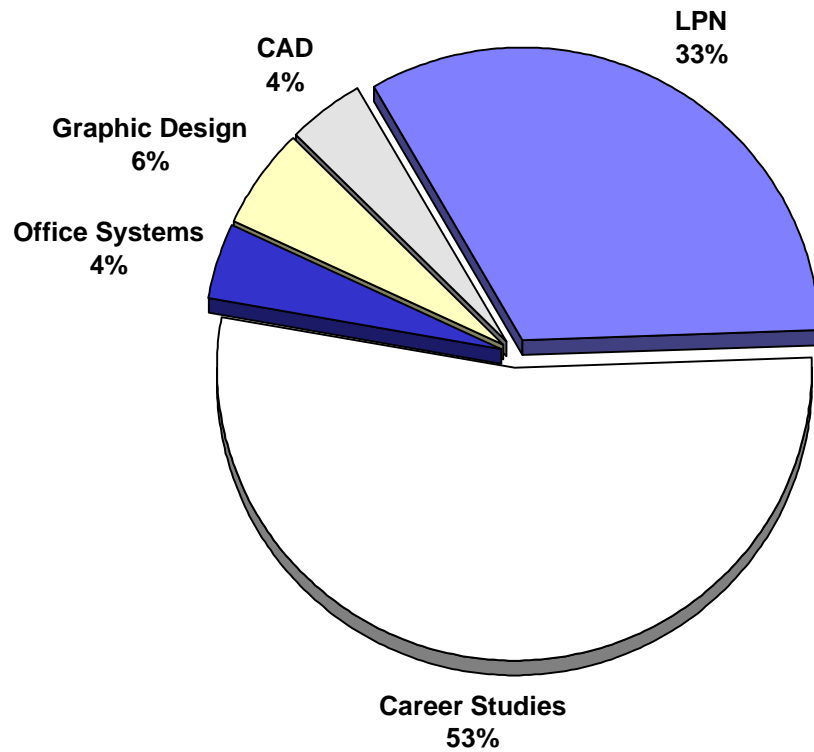
Source: Student Enrollment Books, end of Fall, Table 6G Student Enrollment by Age and Curriculum. Based on 1,306 students enrolled in Arts & Sciences.

**FIGURE 5.
APPLIED SCIENCE AND TECHNOLOGY
ENROLLMENT BY CURRICULUM
FALL 2000**



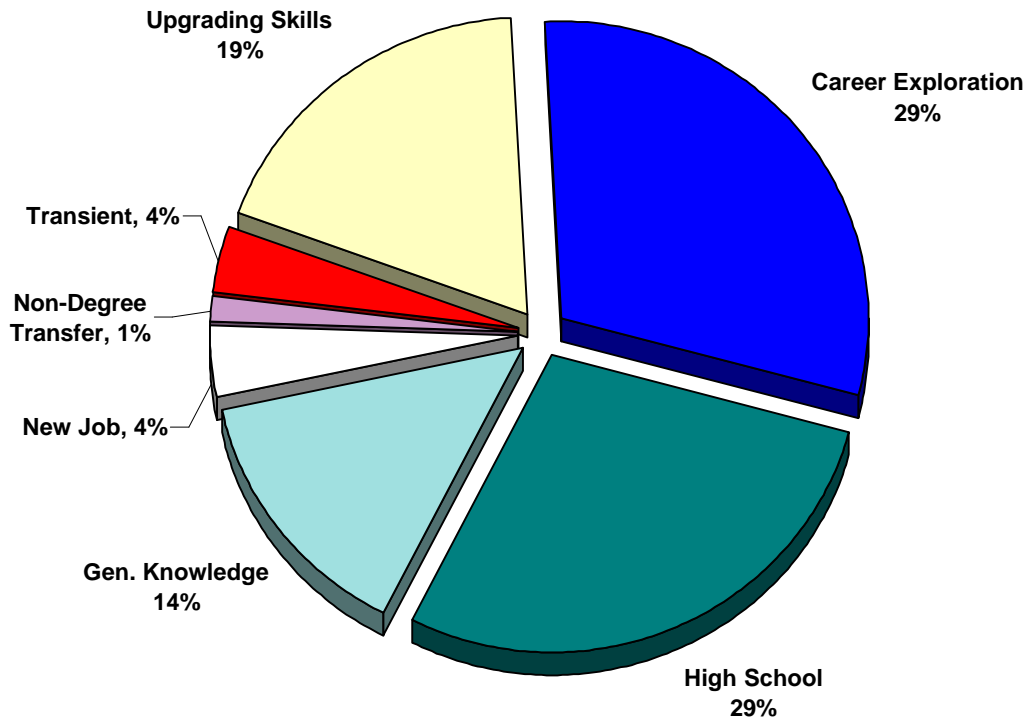
Source: Student Enrollment Books, end of Fall, Table 6G Student Enrollment by Age and Curriculum. Based on 702 students enrolled in Applied Sciences.

**FIGURE 6.
CERTIFICATE ENROLLMENT BY CURRICULUM
FALL 2000**



Source: Student Enrollment Books, end of Fall, Table 6G Student Enrollment by Age and Curriculum. Based on 165 students enrolled in certificate programs.

**FIGURE 7.
EDUCATIONAL OBJECTIVES OF *UNCLASSIFIED STUDENTS
FALL 2000**



Source: Student Enrollment Books, end of Fall, Table 6G Student Enrollment by Age and Curriculum. Based on 2,225 Unclassified Students.

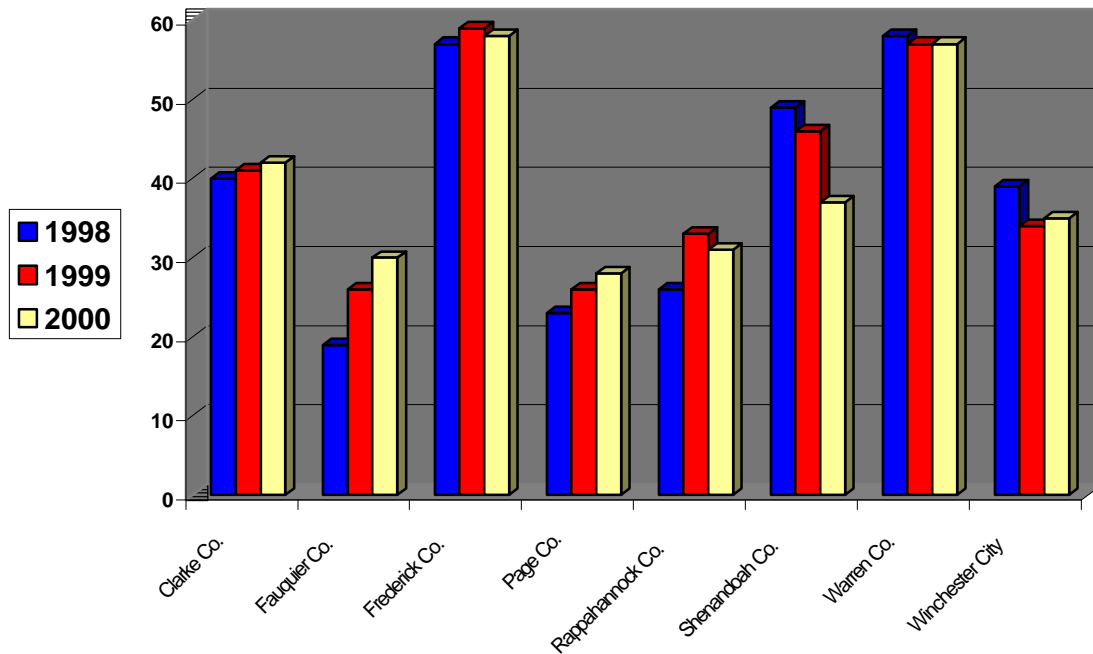
**Refers to students not currently enrolled in a degree program. Even though anecdotal evidence indicates that most “unclassified” students would benefit by being program placed, it appears that students do have valid reasons for not being enrolled in programs. Research is needed to better understand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

**TABLE 13.
IN-DISTRICT STUDENT HEADCOUNT BY REGION
FALL SEMESTERS 1973 TO 2000**

Year	Clarke	% of Clarke	Fauquier	% of Fauquier	Frederick	% of Frederick	Page	% of Page	Rappahannock	% of Rappahannock	Shenandoah	% of Shenandoah	Warren	% of Warren	Winchester	% of Winchester	In District Total
1973	76	8.3	27	2.9	266	28.9	36	3.9	12	1.3	169	18.4	131	14.3	202	22.0	919
1974	65	6.7	19	2.0	280	28.7	35	3.6	19	2.0	188	19.3	148	15.2	220	22.6	974
1975	85	6.4	18	1.3	401	30.1	37	2.8	23	1.7	222	16.6	247	18.5	301	22.6	1,334
1976	82	6.3	12	0.9	404	31.1	37	2.9	12	0.9	236	18.2	201	15.5	313	24.1	1,297
1977	105	6.5	18	1.1	477	29.4	80	4.9	31	1.9	282	17.4	245	15.1	385	23.7	1,623
1978	115	6.8	15	0.9	475	28.0	65	3.8	33	1.9	297	17.5	317	18.7	378	22.3	1,695
1979	136	7.5	14	0.8	508	28.0	132	7.3	31	1.7	306	16.9	322	17.8	363	20.0	1,812
1980	131	7.1	13	0.7	585	31.6	95	5.1	23	1.2	328	17.7	312	16.8	367	19.8	1,854
1981	131	7.0	8	0.4	594	31.8	86	4.6	33	1.8	366	19.6	284	15.2	364	19.5	1,866
1982	135	8.0	6	0.4	525	31.1	80	4.7	21	1.2	320	18.9	291	17.2	312	18.5	1,690
1983	123	7.0	9	0.5	562	32.1	112	6.4	27	1.5	345	19.7	278	15.9	293	16.8	1,749
1984	83	5.1	12	0.7	499	30.6	95	5.8	26	1.6	319	19.5	284	17.4	315	19.3	1,633
1985	127	6.7	21	1.1	618	32.6	79	4.2	22	1.2	383	20.2	339	17.9	305	16.1	1,894
1986	148	6.9	40	1.9	625	29.0	116	5.4	37	1.7	442	20.5	365	17.0	380	17.6	2,153
1987	156	7.3	34	1.6	663	30.8	93	4.3	33	1.5	426	19.8	316	14.7	430	20.0	2,151
1988	161	6.8	84	3.5	803	33.9	128	5.4	21	0.9	425	18.0	339	14.3	406	17.2	2,367
1989	164	6.2	152	5.8	905	34.4	97	3.7	77	2.9	463	17.6	363	13.8	411	15.6	2,632
1990	160	6.6	120	4.9	905	37.2	127	5.2	47	1.9	397	16.3	333	13.7	342	14.1	2,431
1991	169	6.2	180	6.6	1,003	36.5	112	4.1	49	1.8	463	16.9	399	14.5	370	13.5	2,745
1992	148	5.0	266	8.9	1,036	34.8	117	3.9	78	2.6	483	16.2	497	16.7	354	11.9	2,979
1993	146	5.1	258	9.0	1,013	35.5	85	3.0	79	2.8	462	16.2	467	16.4	346	12.1	2,856
1994	161	5.7	262	9.3	977	34.7	97	3.4	71	2.5	461	16.4	439	15.6	345	12.3	2,813
1995	153	5.0	310	10.1	972	31.7	127	4.1	95	3.1	548	17.9	486	15.9	372	12.1	3,063
1996	169	5.4	275	8.7	1,062	33.7	134	4.3	94	3.0	533	16.9	483	15.3	400	12.7	3,150
1997	150	4.7	313	9.8	1,114	35.0	111	3.5	77	2.4	553	17.4	480	15.1	382	12.0	3,180
1998	133	4.1	343	10.5	1,172	36.0	110	3.4	61	1.9	547	16.8	510	15.7	376	11.6	3,252
1999	176	4.8	519	14.1	1,330	36.0	138	3.7	83	2.2	498	13.5	505	13.7	442	12.0	3,691
2000	158	4.5	628	17.8	1,252	35.6	123	3.5	74	2.1	403	11.5	506	14.4	375	10.7	3,519

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

FIGURE 8.
PERCENT OF COLLEGE-BOUND RESIDENTS ENROLLED AT
LORD FAIRFAX COMMUNITY COLLEGE, FALL 1997 – FALL 1999



*Source: State Council of Higher Education for Virginia
 Fall 2000 data were unavailable at time of publication*

TABLE 14.			
DUAL CREDIT ENROLLMENT HEADCOUNT			
BY SEMESTER, 1992-93 THROUGH 2000-2001			
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
1999-00	48	484	433
2000-01	21	635	587

*Source: Student Enrollment Books, end of terms, Table 3XX Categories of Unclassified HS Students
 Dual credit enrollment: current high school students receiving both high school and college credit when taking approved college courses.
 2000-2001 annual unduplicated headcount of dual-enrolled students: Fauquier – 138, Middletown – 552,
 LFCC – 690*

**TABLE 15.
FALL 1999 TO SPRING 2000 *RETENTION RATE
OF FIRST-TIME STUDENTS BY CAMPUS BY ENROLLMENT LEVEL**

Enrollment Status	Middletown			Fauquier			College		
	Started Fall 99	Returned Spring 00	Retention Rate	Started Fall 99	Returned Spring 00	Retention Rate	Started Fall 99	Returned Spring 00	Retention Rate
PT 1-5	431	174	40.4%	120	37	30.8%	551	211	38.3%
PT 6-11	265	145	54.7%	113	77	68.1%	378	222	58.7%
FT 12+	337	268	79.5%	103	78	75.7%	440	346	78.6%
Total	1,033	587	56.8%	336	192	57.1%	1,369	779	56.9%

**Dual-enrolled students were not excluded from these calculations, because the Fall to spring retention rates were virtually the same.*

**TABLE 16.
FALL 2000 TO SPRING 2001 *RETENTION RATE
OF FIRST-TIME STUDENTS BY CAMPUS BY ENROLLMENT LEVEL**

Enrollment Status	Middletown			Fauquier			College		
	Started Fall 00	Returned Spring 01	Retention Rate	Started Fall 00	Returned Spring 01	Retention Rate	Started Fall 00	Returned Spring 01	Retention Rate
PT 1-5	489	205	41.9%	125	42	33.6%	614	247	40.2%
PT 6-11	288	155	53.8%	120	83	69.2%	408	238	58.3%
FT 12+	355	289	81.4%	111	87	78.4%	466	376	80.7%
Total	1,132	649	57.3%	356	212	59.6%	1,488	861	57.9%

**Dual-enrolled students were not excluded from these calculations, because the Fall to spring retention rates were virtually the same.*

**TABLE 17.
FALL 2000 TO SPRING 2001 RETENTION RATES
BY CAMPUS BY ENROLLMENT LEVEL**

Campus	Enrollment Level	Started Fall 2000	Returned Spring 2001	Percent Retained
Overall College	1 – 5 credit hours	1,937	949	49.0%
	6 – 11 credit hours	1,281	886	69.2%
	12 or more credit hours	1,133	905	79.9%
	<i>All students</i>	4,351	2,740	63.0%
Middletown Campus	1 – 5 credit hours	1,612	811	50.3%
	6 – 11 credit hours	1,021	719	70.4%
	12 or more credit hours	911	728	79.9%
	<i>All students</i>	3,544	2,258	63.7%
Fauquier Campus	1 – 5 credit hours	325	138	42.5%
	6 – 11 credit hours	260	167	64.2%
	12 or more credit hours	222	177	79.7%
	<i>All students</i>	807	482	59.7%

**Dual-enrolled students were not excluded from these calculations, because the Fall To Spring retention rates were virtually the same.*

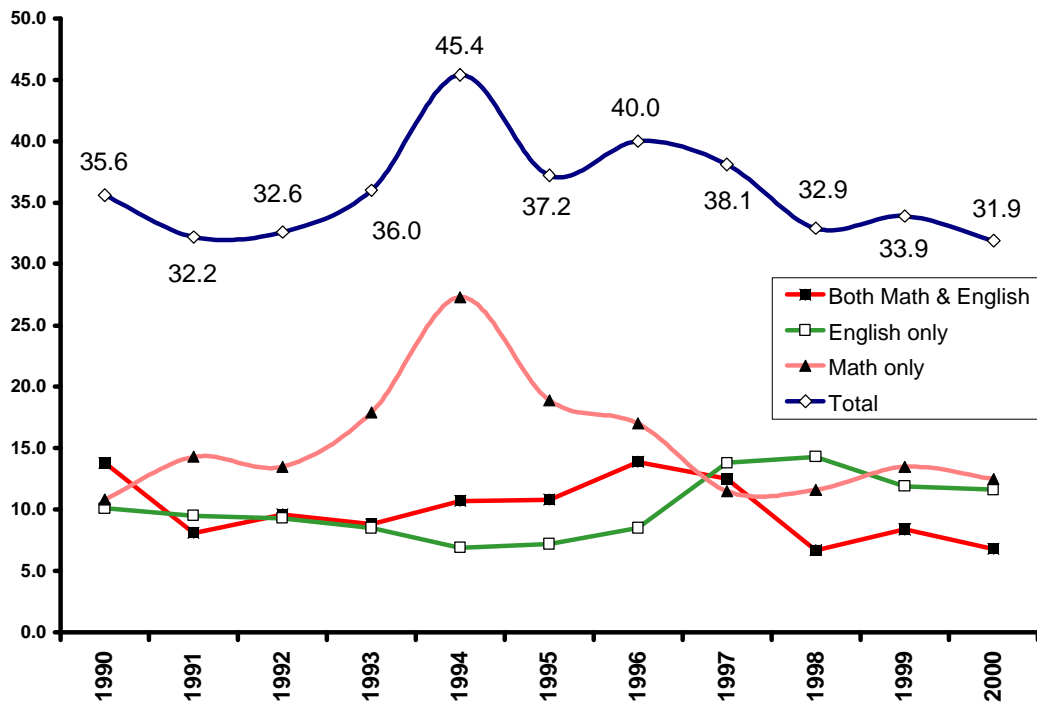
**TABLE 18.
GRADUATES BY AWARD TYPE
1971-72 TO 1999-2000**

Year	Graduates	College Transfer	Occupational Technical	Diplomas	Certificates	Awards
1971-72	92	35	49	4	4	92
1972-73	100	48	46	2	4	100
1973-74	112	43	60	1	12	116
1974-75	116	45	51	5	18	119
1975-76	144	61	50	1	39	151
1976-77	144	45	54	2	56	157
1977-78	155	45	64	2	76	187
1978-79	183	49	62	1	105	217
1979-80	222	53	65	2	125	245
1980-81	188	58	61	1	124	244
1981-82	216	72	82	1	111	266
1982-83	233	70	93	2	146	311
1983-84	181	51	77	0	98	226
1984-85	179	52	68	0	88	208
1985-86	197	60	72	1	87	220
1986-87	255	57	73	0	159	289
1987-88	222	70	75	0	122	267
1988-89	170	57	51	0	75	183
1989-90	220	80	86	0	106	272
1990-91	213	110	55	0	78	243
1991-92	244	128	75	0	90	293
1992-93	262	123	70	0	105	298
1993-94	315	143	106	0	113	362
1994-95	277	146	83	0	78	307
1995-96	322	182	91	0	103	376
1996-97	404	212	114	0	136	462
1997-98	423	221	101	0	148	470
1998-99	366	181	98	0	131	410
1999-00	392	206	106	0	125	437
2000-01	437	198	128	0	198	514
ALL	6,984	2,901	2,266	25	2,860	8,042

Source: VCCS Institutional Research Website

*Not available at time of publication

FIGURE 9.
PERCENT OF STUDENTS TAKING DEVELOPMENTAL COURSES
BY YEAR OF HIGH SCHOOL GRADUATION, 1990-2000



Source: RADSS routine PFNRL03H

TABLE 19.
FINANCIAL AID AWARDS
(PELL STUDENTS AND DOLLARS)
1987-88 THROUGH 1999-2000

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
1998-99	680	\$880,732
1999-00	676	\$872,950

Source: VCCS Financial Aid Summary

**TABLE 20.
TOTAL CREDIT AND CEU STUDENTS SERVED
1997-1998 TO 1999-2000**

	Credit Students	CEU Students	CEU Students Enrolled for Credit	CEU Students Not Enrolled for Credit	Total Students Served
1997-1998	5,047	3,325	283	3,042	8,089
1998-1999	5,438	2,799	240	2,559	7,997
1999-2000	5,985	2,856	230	2,626	8,611

**TABLE 21.
VCCS ANNUAL CEU STUDENT HEADCOUNT SUMMARY**

College	1997 –1998 Headcount	1998 –1999 Headcount	Pct Increase	1999 –2000 Headcount	Pct Increase
BLUE RIDGE	3,948	4,545	15.1%	5,406	18.9%
CENTRAL VIRGINIA	5,146	3,372	-34.5%	3,212	-4.7%
DABNEY S LANCASTER	746	649	-13.0%	1,076	65.8%
DANVILLE	686	482	-29.7%	307	-36.3%
EASTERN SHORE	1,072	1,075	0.3%	1,037	-3.5%
GERMANNA	1,292	2,147	66.2%	2,153	0.3%
J SARGEANT REYNOLDS	6,009	5,750	-4.3%	5,879	2.2%
JOHN TYLER	7,656	8,504	11.1%	6,272	-26.2%
LORD FAIRFAX	3,325	2,799	-15.8%	2,856	2.0%
MOUNTAIN EMPIRE	2,985	2,492	-16.5%	2,636	5.8%
NEW RIVER	2,838	3,248	14.4%	2,462	-24.2%
NORTHERN VIRGINIA	18,908	19,810	4.8%	19,691	-0.6%
PATRICK HENRY	1,061	1,424	34.2%	2,329	63.6%
PAUL D CAMP	811	947	16.8%	1,394	47.2%
PIEDMONT VIRGINIA	1,720	1,144	-33.5%	1,555	35.9%
RAPPAHANNOCK	965	2,036	111.0%	1,841	-9.6%
SOUTHSIDE	343	323	-5.8%	238	-26.3%
SOUTH WEST	977	998	2.1%	1,179	18.1%
THOMAS NELSON	2,015	2,128	5.6%	2,335	9.7%
TIDEWATER	3,938	4,452	13.1%	4,610	3.5%
VIRGINIA HIGHLANDS	1,473	1,179	-20.0%	613	-48.0%
VIRGINIA WESTERN	1,698	1,352	-20.4%	1,351	-0.1%
WYTHEVILLE	821	686	-16.4%	780	13.7%
VCCS	70,433	71,542	1.6%	71,212	-0.5%

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 *2000-2002 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.

For Fall 2000, there were 53 full-time and 145 part-time teaching faculty members employed at the College. In addition, 53 faculty members were employed through continuing education in the Fall of 2000. Of the 53 full-time teaching faculty, 7 have the doctor's degree, 43 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, however. They are also very visible in the local community and abroad as they work to gain 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 22. FULL-TIME PERSONNEL BY CATEGORY FALL 2000	
Category	Number of Employees
Administrators	19
Grant Administrators	2
Total Administrators	21
Faculty	52
Grant Faculty	1
Total Faculty	53
Staff	59
Grant Staff	4
Total Staff	63
Total	137

Source: LFCC Personnel Records

TABLE 23. FULL-TIME PERSONNEL BY AGE FALL SEMESTER 2000	
Age Range	Number of Full-time Employees
under 20	0
20-29	4
30-39	15
40-49	58
50-59	47
60-69	12
70 & over	1
Total	137

Source: LFCC Personnel Records

It is important to note that many full-time employees who are over 50 years of age (43.8%) may be eligible for retirement under the revised Virginia Retirement System guidelines. Also, 86.1 percent of the employees are over 40 years of age. This potential turnover will have a significant impact on the College.

Notes:
