

# FACT BOOK 2001-2002



## LORD FAIRFAX COMMUNITY COLLEGE

*July 2002*

*Office of Planning and Research*

**Fauquier Campus**  
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 real people.

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 sound. 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](mailto:lfjamit@lf.vccs.edu), or stop by the office to share ideas about improving the Fact Book.

## FAST FACTS FOR 2001-2002

- ✦ The College's annual maintenance and operations budget was approximately \$13.8 million.
- ✦ The College had an annual unduplicated enrollment of 6,630 students in 2000-2001 (6,270 in 2000-01).
- ✦ Overall annualized FTE grew nearly 8 percent between 2000-01 to 2001-02 from 2,288 to 2,470 (*estimate at time of printing*).
- ✦ In 2000-2001, the College awarded \$826,204 in financial aid to 528 students.
- ✦ The College graduated 468 students in May 2002.
- ✦ Since the College opened, it has awarded 8,510 degrees, diplomas and certificates.
- ✦ LFCC has been the fastest growing college in the VCCS, in terms of annualized FTE, since 1988-1999.
- ✦ 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.*
- ✦ Workforce Services served 3,122 persons in customized programs.
- ✦ 79.9 percent of students who enrolled in credit courses during Fall 2001 returned for Spring 2002.
- ✦ Since 1998-1999, dual enrollment (unduplicated) has increased by 166 percent from 267 to 711 students in 2000-2001 (634 in 1999-2000).
- ✦ Workforce Services and Continuing Education provided 357 business & industry, and professional development classes.
- ✦ The number of employers served by the registered apprenticeship program increased from 46 to 59, an increase of 28 percent and the number of apprentices served was 275, an increase of 237 percent.
- ✦ In 2001-2002, 5 jobs were profiled using Work Keys (18 in 2000-2001).
- ✦ The Small Business Development Center helped produce \$1,454,792 in new capital investments in 2001-02 (\$500,000 in 2000-01) and increased business sales by \$2,147,062 (\$1,200,000 in 2000-2001).
- ✦ The College is entering the final 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 second year of a U.S. Department of Education Student Support Services TRIO Grant totaling \$190,000 for each of four years.
- ✦ 54 percent of LFCC's full-time employees are over 50 years of age.
- ✦ 40 percent of incoming freshmen take at least one developmental course.

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# **THE COLLEGE**

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## **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 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 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.

<b>TABLE 1. ASSIGNABLE SQUARE FEET (ASF) BY FUNCTION</b>	
<b>Campus/ Function</b>	<b>ASF</b>
<b>Middletown Campus</b>	
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
<b>Fauquier Campus</b>	
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
<b>*College Total</b>	<b>125,968</b>

Source: FIA Inventory System, provided by Mike Spivey

\*Does not include temporary structures

**The Lord Fairfax Community College  
Educational Foundation, Inc.**

The Lord Fairfax Community College Educational Foundation, Inc. had another 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. More than 850 gifts totaling over \$1 million were received from donors last year. The Educational Foundation continues its *Building Community* Major Gifts Campaign to benefit the construction of the Corron Community Cultural Center at the Middletown Campus.

The Foundation's scholarship program continued to grow. The current scholarship endowment exceeds \$1.7 million. Seventy-three scholarships totaling over \$69,000 were awarded during the past year. Other new scholarship opportunities were also created.

As always, special events were an integral part of the Lord Fairfax Community College fund development effort. The Educational Foundation hosted art exhibits and receptions for local artists Valerie Jeanne Knight, Christopher Stephens, Dolores Sekel, The Dovell Family, Irmengard Lewis, Ann Harrison, Diane Elliot, Ren Crawford, Scott Jost, Judith Einstman, and Helen Jean Smith. Each of these artists generously donated a portion of their sales proceeds to the Educational Foundation.

In November 2001, the Educational Foundation along with the Marion Park Lewis Foundation, the American Woodmark Foundation, the Windcrest Foundation, and private donors sponsored two youth concerts for 1,700 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 Educational Foundation also hosted its 11<sup>th</sup> Annual Shrimp Feast, October 13, 2001, and its 12<sup>th</sup> Annual Truck/Cash Party, June 28, 2002. Each of these fundraisers was a great success. Net proceeds from these two events help support the Foundation.

The 2001 holiday card, *Home for the Holidays*, was created from an original watercolor painting by local artist, Fairell Stewart. Income from the sale of these lovely cards will benefit the construction of the Corron Community Cultural Center.

On April 27, 2002, the Educational Foundation held a major fundraising event, “Celebration – A Gala Evening in Tribute to Frederick Hart” at the Hart estate, *Chesley*, located in Rappahannock County. Gross receipts from the event totaled over \$262,000; net proceeds are to benefit the construction of the Frederick Hart Gallery in the Corron Community Cultural Center.

Commencement Exercises were held May 10, 2002, with the following special award presentations having been made:

Honorary Degree Recipient:	Mr. Alfred Kumkli
College Medallion of Recognition Recipients:	Mrs. Lindy Hart Mr. C. L. “Boots” Ritchie Mr. Harold G. McMullin
B.J. Sager Distinguished Faculty Award Recipient:	Mrs. Virginia F. Hartman
B.J. Sager Distinguished Staff Award Recipient:	Mrs. B. Gail Tennett
B.J. Sager Distinguished Administrator Award:	Mrs. Patricia W. Hunt

Next year promises to be an exciting year for the Educational Foundation as well. Work on the Building Community Major Gift Campaign will continue. Monthly art exhibits and other special events have already been planned. We look forward to meeting many new friends and keeping everyone in the community well informed about the great opportunities available at Lord Fairfax Community College.

# **THE SERVICE REGION**



## 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/ETHNICITY BY JURISDICTION**

	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 FOR LFCC'S SERVICE AREA  
AND ITS SCHOOL DIVISIONS BY GRADE, 2002-03 to 2006-07**

District	Year	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	Ungraded	Total
Clarke	2002-03	98	129	169	141	170	177	169	151	165	165	142	155	155	0	1,985
	2003-04	115	103	134	173	146	176	184	174	160	178	162	137	165	0	2,007
	2004-05	120	121	107	137	180	151	183	190	184	172	174	156	146	0	2,021
	2005-06	113	126	125	110	143	186	157	189	201	199	169	168	166	0	2,051
	2006-07	112	119	130	129	114	148	194	163	200	217	194	162	178	0	2,060
Fauquier	2002-03	632	667	693	726	708	798	827	827	788	892	778	648	704	0	9,687
	2003-04	632	666	666	700	759	732	823	838	843	893	794	697	680	0	9,721
	2004-05	631	666	665	673	731	784	754	833	854	955	795	711	731	0	9,783
	2005-06	692	665	665	672	703	755	808	764	849	967	850	712	747	0	9,848
	2006-07	687	729	664	672	702	726	779	818	778	962	861	761	747	0	9,886
Frederick	2002-03	750	756	764	817	881	900	905	989	931	1,001	877	711	638	16	10,937
	2003-04	817	771	757	777	838	898	928	930	1,007	1,051	854	816	679	17	11,140
	2004-05	779	841	772	770	797	854	925	952	946	1,136	896	794	780	17	11,261
	2005-06	901	802	841	785	790	812	880	950	969	1,068	969	834	759	17	11,377
	2006-07	894	927	802	856	805	805	837	904	967	1,094	911	901	797	17	11,517
Page	2002-03	270	261	269	285	283	274	265	284	301	274	285	243	235	5	3,535
	2003-04	263	278	260	271	280	288	268	270	313	302	243	260	218	5	3,518
	2004-05	275	271	277	262	265	285	281	273	297	313	267	222	233	5	3,527
	2005-06	286	283	270	279	257	271	278	286	300	298	277	244	199	5	3,533
	2006-07	284	294	283	273	274	262	264	283	315	300	264	253	218	5	3,572
Rappa-hannock	2002-03	57	70	70	53	81	81	80	77	94	103	93	86	91	0	1,035
	2003-04	79	61	71	70	54	81	82	83	83	98	95	87	94	0	1,038
	2004-05	93	83	62	71	71	54	82	85	89	86	90	90	96	0	1,054
	2005-06	87	98	85	62	72	71	55	85	92	93	80	85	98	0	1,064
	2006-07	86	92	100	85	63	72	73	57	92	96	86	75	93	0	1,070
Shenandoah	2002-03	405	410	404	455	402	449	487	483	442	494	398	432	361	3	5,625
	2003-04	404	404	416	418	450	412	465	505	490	483	424	382	423	3	5,679
	2004-05	394	402	409	431	414	462	427	482	512	536	414	406	373	3	5,666
	2005-06	420	393	408	424	427	425	478	443	489	560	460	397	397	3	5,722
	2006-07	416	418	398	423	419	438	440	496	449	535	480	440	388	3	5,744
Warren	2002-03	363	360	373	372	368	439	410	404	436	413	415	333	335	14	5,035
	2003-04	355	378	349	372	371	371	436	414	417	461	394	349	320	14	5,001
	2004-05	393	370	367	348	371	374	368	440	427	441	440	331	335	14	5,019
	2005-06	379	410	358	366	347	374	372	372	454	452	420	370	318	14	5,005
	2006-07	376	395	397	358	365	350	372	375	384	480	430	353	355	14	5,003
Winchester City	2002-03	289	313	281	263	287	286	348	262	257	300	274	214	212	2	3,586
	2003-04	292	276	307	278	271	275	307	340	261	293	276	247	205	2	3,630
	2004-05	293	279	271	304	286	260	295	300	339	297	269	250	237	2	3,681
	2005-06	314	279	273	268	313	274	279	289	300	385	273	244	239	2	3,732
	2006-07	312	299	274	270	276	300	295	273	288	340	355	247	233	2	3,764
Service Area	2002-03	2,864	2,967	3,022	3,113	3,179	3,403	3,491	3,477	3,415	3,643	3,261	2,823	2,730	40	41,427
	2003-04	2,957	2,937	2,960	3,060	3,169	3,233	3,492	3,554	3,573	3,758	3,241	2,975	2,785	40	41,734
	2004-05	2,978	3,033	2,929	2,997	3,116	3,224	3,317	3,556	3,649	3,936	3,346	2,959	2,930	41	42,012
	2005-06	3,190	3,056	3,027	2,965	3,051	3,169	3,308	3,378	3,654	4,022	3,497	3,052	2,922	41	42,332
	2006-07	3,167	3,273	3,048	3,064	3,017	3,100	3,252	3,370	3,474	4,024	3,581	3,194	3,010	41	42,616

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 2,470 in 2001-02. 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 growth per year.

*Racial and Ethnic Characteristics.* The racial composition of the student body indicates substantial growth (118 percent) in the number of African-American students since Fall Semester 1990. According to the Lord Fairfax Community College Student Enrollment Books, the enrollment in all minority groups has increased 262 percent. Minority students comprise nine percent of the College enrollment, which approximates service region demographics.

*Age Characteristics.* During Fall 2001, 13 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. Forty-four percent of the student population was 18 to 21 years of age. Seventeen percent of the students were 22 to 24 years of age. Nearly 14 percent were 25 to 34. Eleven percent of the student population was 35 to 44 years of age. Less than 2 percent of the student population was age 45 to 59.

*Gender Characteristics.* Female students comprise 62 percent of the population. Female headcount enrollment increased from 1,419 in Fall 1986 to 2,957 in Fall 2001, which constitutes a 108 percent increase over the past 16 years. At the same time, male headcount enrollment increased from 811 in Fall 1986 to 1,780 (119 percent) in Fall 2001.

*Financial Aid Awards.* Given the low median family income of the area, the number of students applying for and receiving financial aid awards steadily increased for several years. Since 1987-88, the number of awards has increased by 464 percent (from 134 to 757), and the total

dollar amount awarded has increased by 1,068 percent (from \$97,971 to \$1,144,321). More recently there has been a trend toward fewer awards and total dollars, primarily due to a peaking economy. Then, in 2001-2002 the economy turned and the number of students and dollars dramatically increased.

<b>TABLE 4. ANNUAL *FULL-TIME EQUIVALENT (FTE) AND **UNDUPLICATED HEADCOUNT 1971-72 THROUGH 2001-02</b>						
<b>Year</b>	<b>Middletown Campus</b>		<b>Fauquier Campus</b>		<b>College Total</b>	
	<b>FTE</b>	<b>HC</b>	<b>FTE</b>	<b>HC</b>	<b>FTE</b>	<b>HC</b>
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
2001-02	1,981	5,342	489	1,288	2,470	6,630

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.

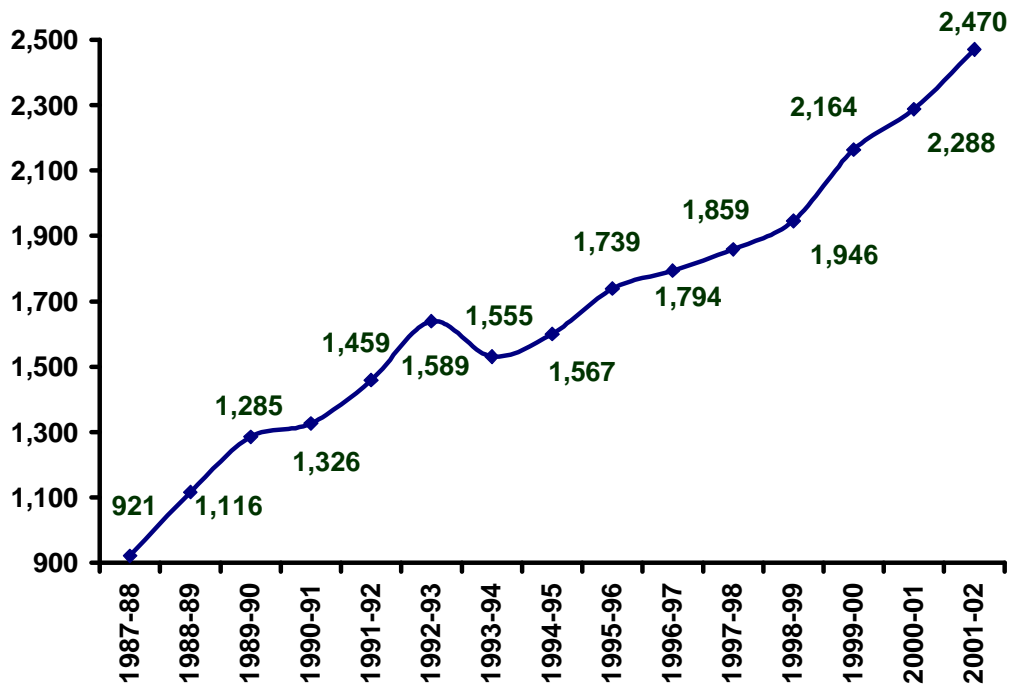
\*\*\*Data were combined for both campuses.

TABLE 5. ANNUALIZED FTE HISTORY 1989-90 TO 2001-02					
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%
2001-02	510	2,314	*2,116	*2,470	*8.1%

Source: Student Enrollment Books, end of terms, Table 15 Student Enrollment Summary  
 Note: Annualized FTE is calculated by summing Summer, Fall and Spring semester FTE and dividing by two.

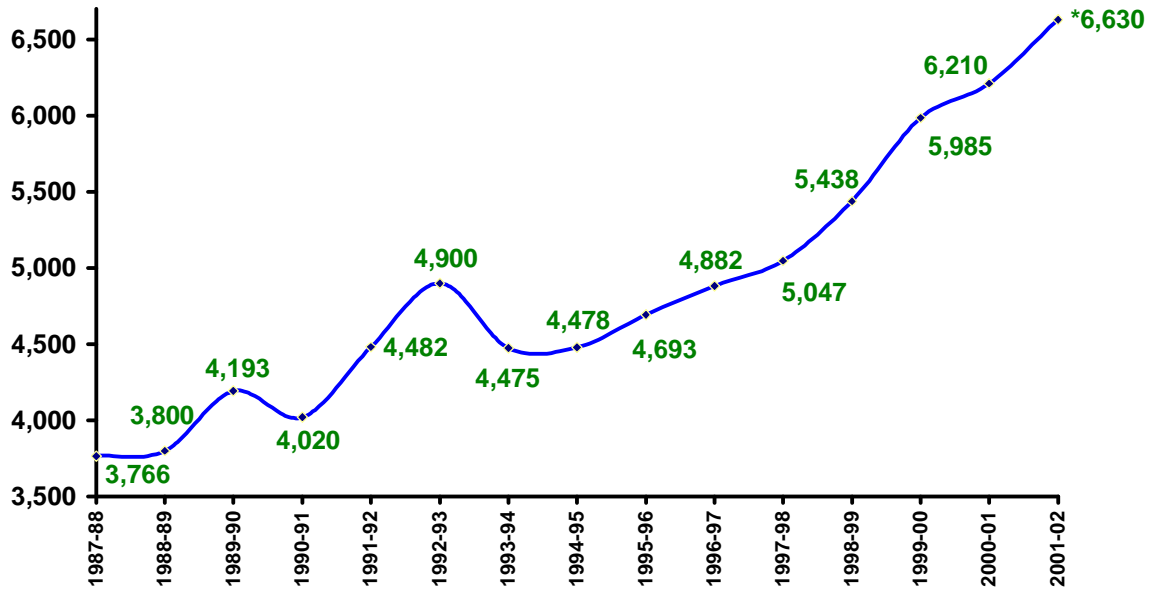
\*Estimate, spring and annual data were unavailable at time of printing

FIGURE 1.  
ANNUAL FTE TRENDS  
1987-1988 THROUGH 2001-2002



Source: Student Enrollment Books, Table 15 Student Enrollment Summary

**FIGURE 2.  
ANNUAL UNDUPLICATED HEADCOUNT TRENDS  
1971-1972 THROUGH 2001-2002**

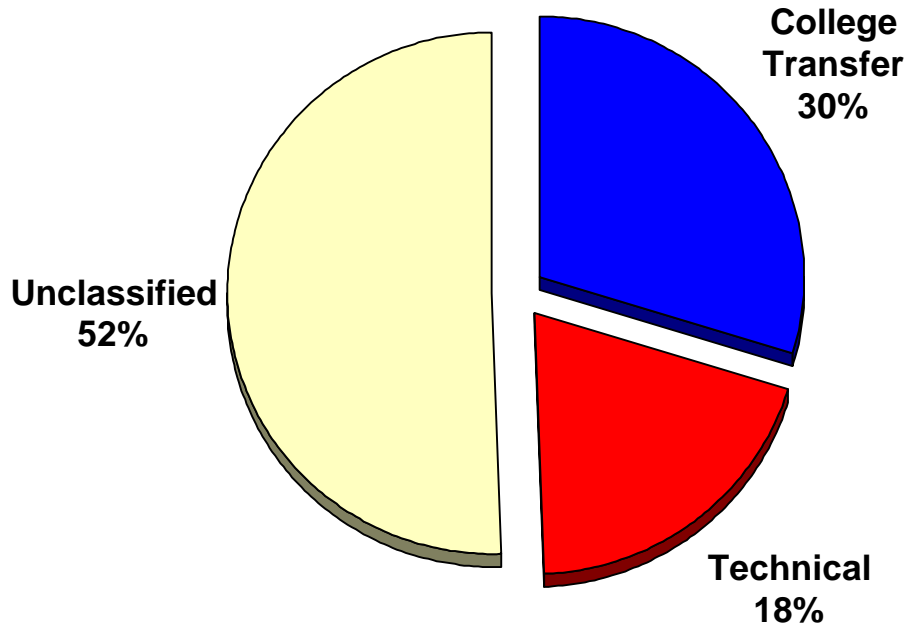


Source: Table 1A (UDT01A) Total Student Enrollment by Full-time, Part-time, Sex and Type of Program  
\*Estimate

Age Group	Middletown		Fauquier		College	
	N	Percent	N	Percent	N	Percent
<b>Under 18</b>	513	13.4	86	9.5	599	12.6
<b>18 - 21</b>	1,638	42.7	462	51.1	2,100	44.3
<b>22 - 24</b>	666	17.4	117	12.9	783	16.5
<b>25 - 34</b>	558	14.6	125	13.8	683	14.4
<b>35 - 44</b>	407	10.6	100	11.1	507	10.7
<b>45 - 59</b>	51	1.3	14	1.5	65	1.4
<b>Total</b>	3,833	100.0	904	100.0	4,737	100.0

Source: Office of Planning and Research  
Please note that these data differ from the official enrollment figures published by the VCCS. The difference is due to late dual-enrollment registrations from the various jurisdictions being processed after VCCS completed its reporting cycle.

**FIGURE 3.  
UNDUPLICATED HEADCOUNT BY TRANSFER,  
TECHNICAL AND UNCLASSIFIED  
FALL 2001**



*Source: Student Enrollment Books, End of Fall Term, Table 15, Student Enrollment Summary*

Race/Ethnicity	Middletown		Fauquier		College	
	N	Percent	N	Percent	N	Percent
<b>White, Caucasian</b>	3,523	91.9	785	86.8	4,308	90.9
<b>Black, African-Amer.</b>	121	3.2	66	7.3	187	3.9
<b>Amer. Indian, Native</b>	14	.4	4	.4	18	.4
<b>Asian, Pac. Isl.</b>	42	1.1	13	1.4	55	1.2
<b>Hispanic</b>	40	1.0	20	2.2	60	1.3
<b>Other</b>	93	2.4	16	1.8	109	2.3

*Source: Office of Planning and Research*

*Please note that these data differ from the official enrollment figures published by the VCCS. The difference is due to late dual-enrollment registrations from the various jurisdictions being processed after VCCS completed its reporting cycle.*

<b>TABLE 8. UNDUPLICATED HEADCOUNT BY GENDER BY CAMPUS FALL 2001</b>						
	<b>Middletown</b>		<b>Fauquier</b>		<b>College</b>	
	<b>N</b>	<b>Percent</b>	<b>N</b>	<b>Percent</b>	<b>N</b>	<b>Percent</b>
<b>Male</b>	1,483	38.7	297	32.9	1,780	37.6
<b>Female</b>	2,350	61.3	607	67.1	2,957	62.4

*Source: Student Enrollment Books, End of Fall Term, Table 15, Student Enrollment Summary*

*Please note that these data differ from the official enrollment figures published by the VCCS. The difference is due to late dual-enrollment registrations from the various jurisdictions being processed after VCCS completed its reporting cycle.*

<b>TABLE 9. UNDUPLICATED HEADCOUNT BY DAY/EVENING BY CAMPUS FALL 2001</b>						
	<b>Middletown</b>		<b>Fauquier</b>		<b>College</b>	
	<b>N</b>	<b>Percent</b>	<b>N</b>	<b>Percent</b>	<b>N</b>	<b>Percent</b>
<b>Evening</b>	998	26.0	201	22.2	1,199	25.3
<b>Day</b>	2,835	74.0	703	77.8	3,538	74.7

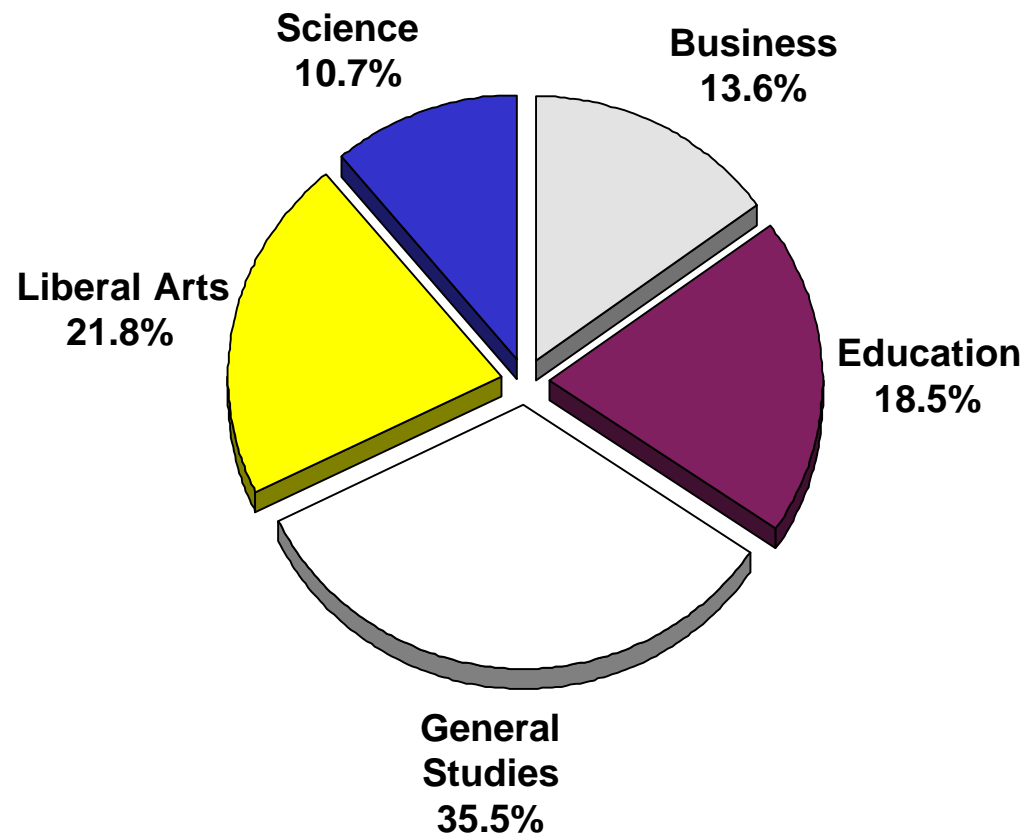
*Source: Office of Planning and Research based on data files from Information Technology*

**TABLE 10.  
HEADCOUNT BY DEGREES, CERTIFICATES  
AND UNCLASSIFIED STUDENTS, FALL 1986-2001**

<b>Year</b>	<b>Arts &amp; Sciences</b>	<b>%</b>	<b>Applied Science</b>	<b>%</b>	<b>Certificates</b>	<b>%</b>	<b>Unclassified</b>	<b>%</b>	<b>Total</b>
<b>1986</b>	388	17.4%	461	20.7%	266	11.9%	1,115	50.0%	2,230
<b>1987</b>	480	21.3%	453	20.1%	182	8.1%	1,139	50.5%	2,254
<b>1988</b>	573	23.3%	437	17.8%	142	5.8%	1,308	53.2%	2,460
<b>1989</b>	666	23.6%	560	19.9%	131	4.6%	1,462	51.9%	2,819
<b>1990</b>	778	30.0%	474	18.3%	114	4.4%	1,229	47.4%	2,595
<b>1991</b>	867	29.4%	559	19.0%	138	4.7%	1,385	47.0%	2,949
<b>1992</b>	917	28.7%	599	18.7%	147	4.6%	1,537	48.0%	3,200
<b>1993</b>	961	31.3%	695	22.6%	107	3.5%	1,309	42.6%	3,072
<b>1994</b>	1,008	33.4%	661	21.9%	93	3.1%	1,255	41.6%	3,017
<b>1995</b>	1,140	34.6%	646	19.6%	127	3.9%	1,379	41.9%	3,292
<b>1996</b>	1,084	31.7%	609	17.8%	146	4.3%	1,579	46.2%	3,418
<b>1997</b>	1,097	31.2%	594	16.9%	192	5.5%	1,631	46.4%	3,514
<b>1998</b>	1,107	30.6%	646	17.9%	199	5.5%	1,660	46.0%	3,612
<b>1999</b>	1,241	30.2%	687	16.7%	200	4.9%	1,983	48.2%	4,111
<b>2000</b>	1,306	29.7%	702	16.0%	165	3.8%	2,225	50.6%	4,398
<b>2001</b>	1,421	30.0%	701	14.8%	171	3.6%	2,444	51.6%	4,737

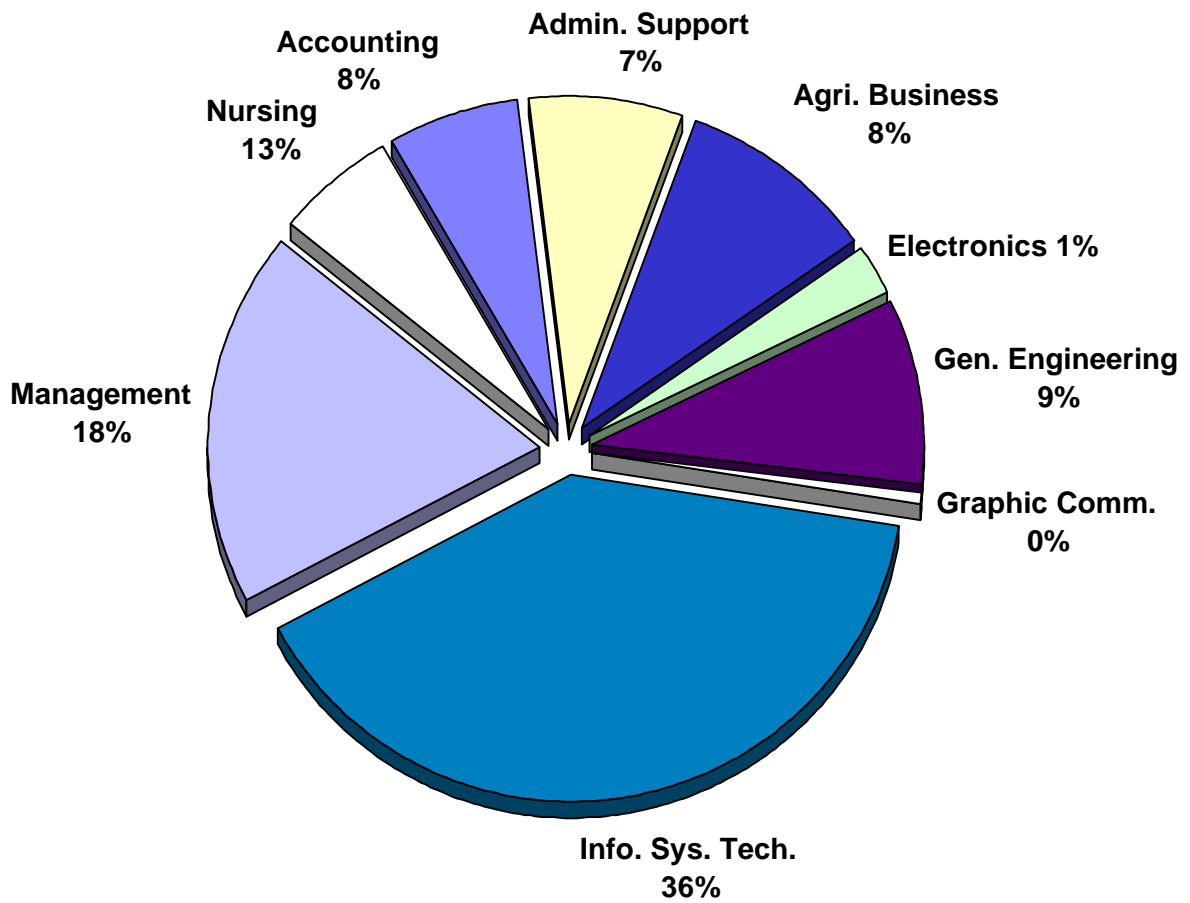
*Source: Office of Planning and Research based on data files from Information Technology*  
*Note: Student Enrollment Books, end of Fall terms, Table 6G Student Enrollment by Age and Curriculum shows the official enrollment at 4,682 students. The difference is due to late dual-enrollment registrations from the various jurisdictions being processed after VCCS completed its reporting cycle.*

**FIGURE 4.  
ARTS AND SCIENCES ENROLLMENT BY CURRICULUM  
FALL 2001**



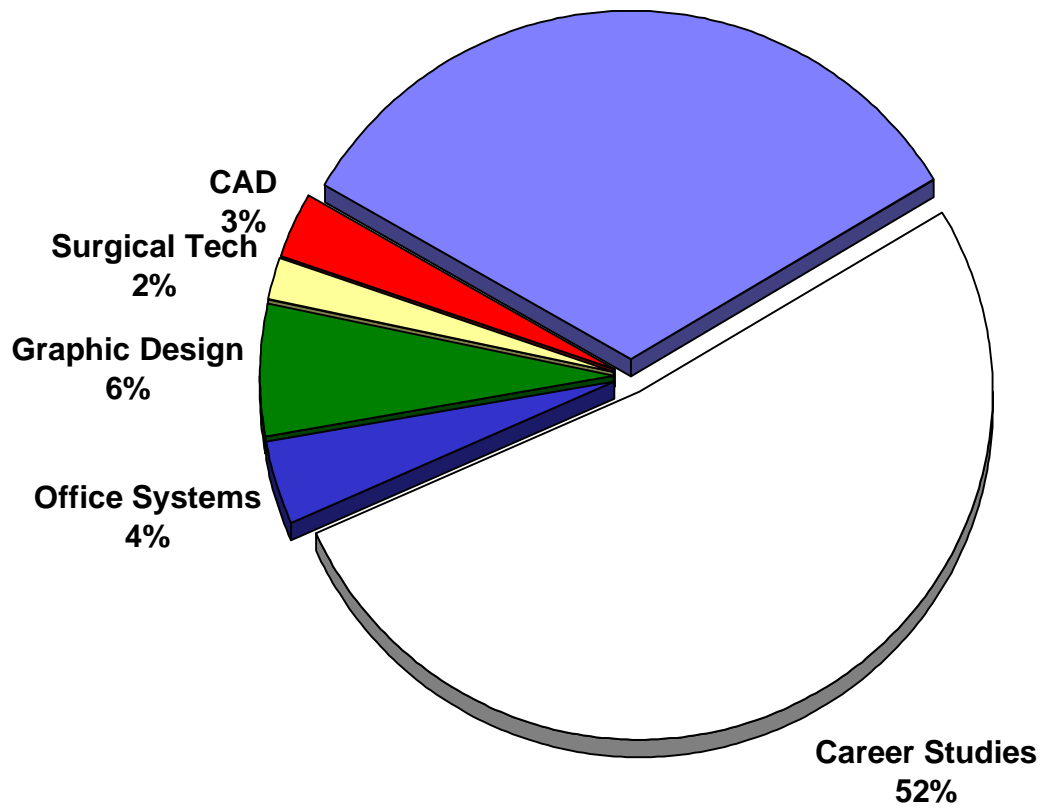
*Source: Student Enrollment Books, end of Fall, Table 6G Student Enrollment by Age and Curriculum. Based on 1,406 students enrolled in Arts & Sciences.*

**FIGURE 5.  
APPLIED SCIENCE AND TECHNOLOGY  
ENROLLMENT BY CURRICULUM  
FALL 2001**



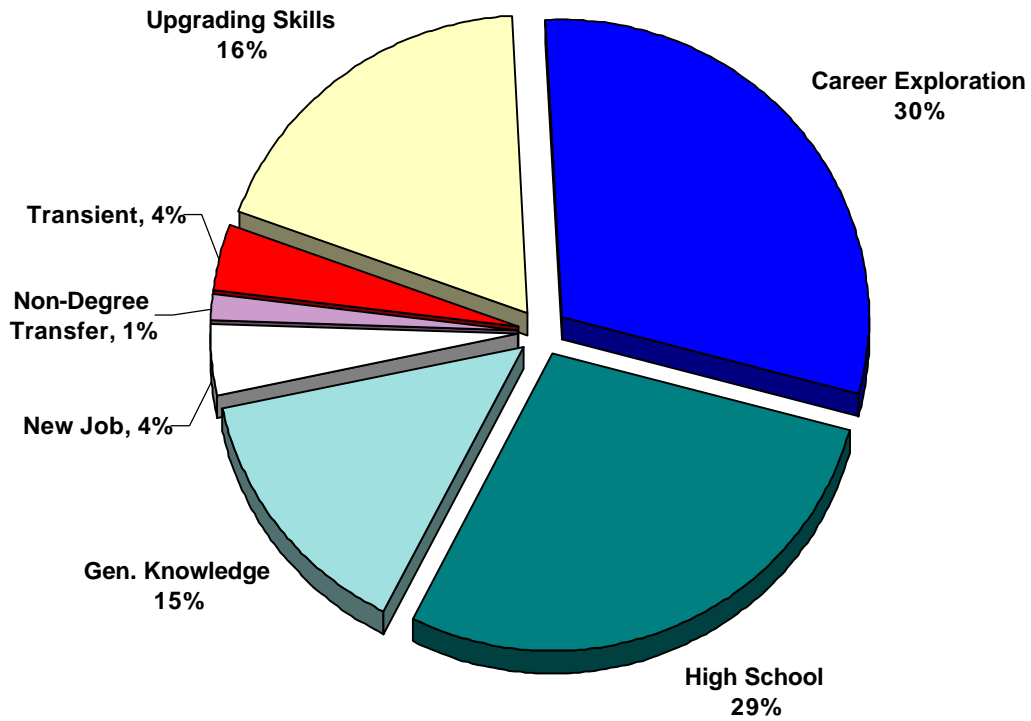
*Source: Student Enrollment Books, end of Fall, Table 6G Student Enrollment by Age and Curriculum. Based on 691 students enrolled in Applied Sciences.*

**FIGURE 6.**  
**CERTIFICATE ENROLLMENT BY CURRICULUM**  
**FALL 2001**  
**LPN**  
**33%**



*Source: Student Enrollment Books, end of Fall, Table 6G Student Enrollment by Age and Curriculum. Based on 168 students enrolled in certificate programs.*

**FIGURE 7.  
EDUCATIONAL OBJECTIVES OF \*UNCLASSIFIED STUDENTS  
FALL 2001**



*Source: Student Enrollment Books, end of Fall, Table 6G Student Enrollment by Age and Curriculum. Based on 2,417 Unclassified Students.*

*\*Refers to students not currently enrolled in a degree program. Even though “unclassified” students would benefit by being program placed, it appears that students do have valid reasons for not being enrolled in programs.*

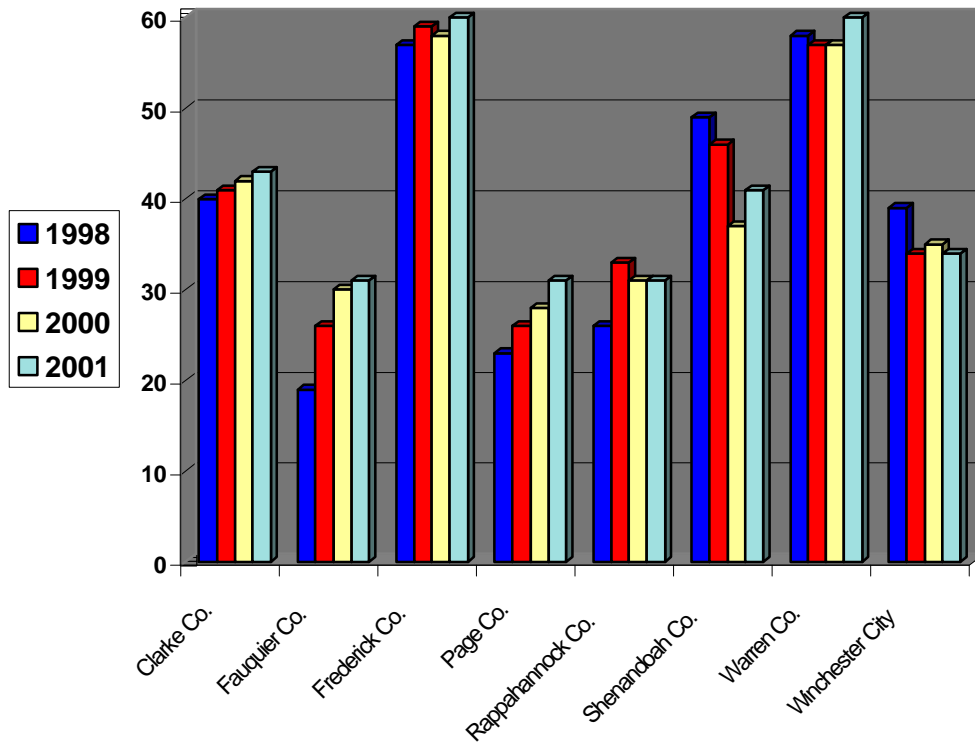
**TABLE 11.  
IN-DISTRICT STUDENT HEADCOUNT BY REGION  
FALL SEMESTERS 1973 TO 2001**

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
*2001	213	4.5	692	14.8	1,442	30.8	163	3.5	93	2.0	507	10.8	577	12.3	518	11.1	4,682

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

\*These data are the official enrollment figures published by the VCCS. The actual number of students in Fall 2001 was 4,737. The difference is likely due to late dual-enrollment registrations from the various jurisdictions being processed after VCCS completed its reporting cycle.

**FIGURE 8.**  
**PERCENT OF COLLEGE-BOUND RESIDENTS ENROLLED AT**  
**LORD FAIRFAX COMMUNITY COLLEGE, FALL 1997 – FALL 2001**



Source: State Council of Higher Education for Virginia.

**TABLE 12.**  
**HEADCOUNT ENROLLMENT OF HIGH SCHOOL**  
**STUDENTS EARNING COLLEGE CREDIT AT LFCC**  
**BY SEMESTER, 1992-93 THROUGH 2001-2002**

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
2001-02	45	699	*671

Source: Student Enrollment Books, end of terms, Table 3XX Categories of Unclassified HS Students  
 This table includes: dual credit enrollment - current high school students receiving both high school and college credit when taking approved college courses, as well as high school students taking college-level courses on campus. \*Official Spring 2002 data were not available at time of printing.

**TABLE 13.  
FALL 2000 TO SPRING 2001 RETENTION RATES  
BY CAMPUS BY ENROLLMENT LEVEL**

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

*Source: Office of Planning and Research based on data files from Information Technology*

*\*Dual-enrolled students were included in these calculations, because the Fall To Spring retention rates were virtually the same.*

**TABLE 14.  
FALL 2001 TO SPRING 2002 RETENTION RATES  
BY CAMPUS BY ENROLLMENT LEVEL**

<b>Campus</b>	<b>Enrollment Level</b>	<b>Started Fall 2001</b>	<b>Returned Spring 2002</b>	<b>Percent Retained</b>
<b>Overall College</b>	<b>1 – 5 credit hours</b>	2,090	1,087	52.0%
	<b>6 – 11 credit hours</b>	1,443	1,029	71.3%
	<b>12 or more credit hours</b>	1,204	978	81.2%
	<i>All students</i>	4,737	3,094	65.3%
<b>Middletown Campus</b>	<b>1 – 5 credit hours</b>	1,739	931	53.5%
	<b>6 – 11 credit hours</b>	1,140	823	72.2%
	<b>12 or more credit hours</b>	954	773	81.0%
	<i>All students</i>	3,833	2,527	65.9%
<b>Fauquier Campus</b>	<b>1 – 5 credit hours</b>	351	156	44.4%
	<b>6 – 11 credit hours</b>	303	206	68.0%
	<b>12 or more credit hours</b>	250	205	82.0%
	<i>All students</i>	904	567	62.7%

*Source: Office of Planning and Research based on data files from Information Technology*

*\*Dual-enrolled students were included in these calculations, because the Fall To Spring retention rates were virtually the same.*

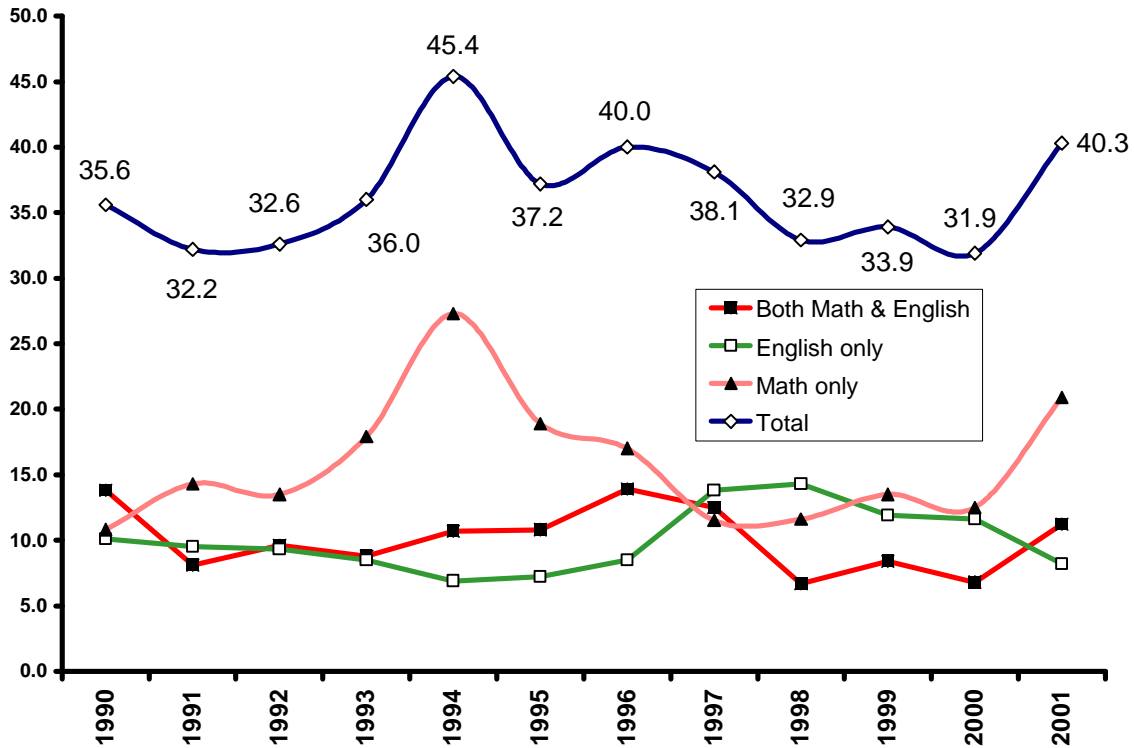
**TABLE 15.  
GRADUATES BY AWARD TYPE  
1971-72 TO 2001-2002**

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
2001-02	*	*	*	*	*	468
ALL	6,984	2,901	2,266	25	2,860	8,042

Source: VCCS Institutional Research Website, Graduate Awards Summary

\*Not available at time of publication

**FIGURE 9.  
PERCENT OF STUDENTS TAKING DEVELOPMENTAL COURSES  
BY YEAR OF HIGH SCHOOL GRADUATION, 1990-2001**



Source: Office of Planning and Research using RADSS routine PFNRL03H

<b>TABLE 16.</b>			
<b>FINANCIAL AID AWARDS</b>			
<i>(PELL STUDENTS AND DOLLARS)</i>			
<b>1987-88 THROUGH 2000-2001</b>			
<b>Year</b>	<b>Students</b>	<b>Dollars</b>	<b>Avg. Award</b>
<b>1987-88</b>	134	\$97,971	\$731
<b>1988-89</b>	191	\$190,070	\$995
<b>1989-90</b>	256	\$263,075	\$1,028
<b>1990-91</b>	282	\$290,193	\$1,029
<b>1991-92</b>	406	\$476,970	\$1,175
<b>1992-93</b>	598	\$719,250	\$1,203
<b>1993-94</b>	594	\$765,460	\$1,289
<b>1994-95</b>	624	\$753,106	\$1,207
<b>1995-96</b>	601	\$739,202	\$1,230
<b>1996-97</b>	663	\$732,773	\$1,105
<b>1997-98</b>	644	\$779,387	\$1,210
<b>1998-99</b>	680	\$880,732	\$1,295
<b>1999-00</b>	676	\$872,950	\$1,291
<b>2000-01</b>	528	\$826,204	\$1,565
<b>*2001-02</b>	757	\$1,144,321	\$1,512

*The decline in 2000-01 (based on tax year 2000) was most likely a reflection of a peaking economy. Likewise, the sharp increase in 2001-02 is due to a significant economic downturn.*

Sources: LFCC Financial Aid Office and VCCS Financial Aid Summary available on the Web at [http://www.so.cc.va.us/vccsasr/Research/far600\\_01.html](http://www.so.cc.va.us/vccsasr/Research/far600_01.html)

\* Preliminary data

<b>TABLE 17.</b>					
<b>TOTAL CREDIT AND CEU STUDENTS SERVED</b>					
<b>1997-1998 TO 2000-2001</b>					
<b>Academic Year</b>	<b>Credit Students</b>	<b>CEU Students</b>	<b>CEU Students Not Enrolled for Credit</b>	<b>Audit Students</b>	<b>Total Students Served</b>
<b>1997-1998</b>	5,047	3,325	3,042	<i>Not reported</i>	8,089
<b>1998-1999</b>	5,438	2,799	2,561	49	8,048
<b>1999-2000</b>	5,985	2,856	2,626	39	8,650
<b>2000-2001</b>	6,210	2,789	2,589	45	8,844

Source: VCCS Institutional Research available on the Web at <http://www.so.cc.va.us/vccsasr/Research/tssanudt-ceu-aud0001.htm>

**TABLE 18.**  
**VCCS ANNUAL CEU STUDENT HEADCOUNT SUMMARY**

<b>College</b>	<b>1998-1999 Headcount</b>	<b>1999-2000 Headcount</b>	<b>Percent Increase</b>	<b>2000-2001 Headcount</b>	<b>Percent Increase</b>
<b>BLUE RIDGE</b>	8,459	9,287	9.8%	9,945	7.1%
<b>CENTRAL VIRGINIA</b>	9,071	9,108	0.4%	9,128	0.2%
<b>DABNEY S LANCASTER</b>	3,179	3,344	5.2%	3,017	-9.8%
<b>DANVILLE</b>	7,261	7,064	-2.7%	6,696	-5.2%
<b>EASTERN SHORE</b>	2,093	2,068	-1.2%	1,983	-4.1%
<b>GERMANNA</b>	7,160	7,329	2.4%	7,987	9.0%
<b>J SARGEANT REYNOLDS</b>	22,096	22,460	1.6%	25,589	13.9%
<b>JOHN TYLER</b>	16,824	14,415	-14.3%	14,203	-1.5%
<b>LORD FAIRFAX</b>	8,048	8,650	7.5%	8,844	2.2%
<b>MOUNTAIN EMPIRE</b>	6,706	6,941	3.5%	7,312	5.3%
<b>NEW RIVER</b>	8,678	8,068	-7.0%	7,353	-8.9%
<b>NORTHERN VIRGINIA</b>	79,101	79,274	0.2%	79,963	0.9%
<b>PATRICK HENRY</b>	5,799	6,827	17.7%	6,600	-3.3%
<b>PAUL D CAMP</b>	3,468	3,636	4.8%	3,931	8.1%
<b>PIEDMONT VIRGINIA</b>	8,059	8,765	8.8%	8,361	-4.6%
<b>RAPPAHANNOCK</b>	5,475	5,466	-0.2%	5,896	7.9%
<b>SOUTHSIDE</b>	7,225	7,363	1.9%	7,403	0.5%
<b>SOUTH WEST</b>	7,924	7,743	-2.3%	7,493	-3.2%
<b>THOMAS NELSON</b>	12,864	13,365	3.9%	14,358	7.4%
<b>TIDEWATER</b>	33,879	35,414	4.5%	35,775	1.0%
<b>VIRGINIA HIGHLANDS</b>	4,744	4,110	-13.4%	4,063	-1.1%
<b>VIRGINIA WESTERN</b>	13,346	14,239	6.7%	13,683	-3.9%
<b>WYTHEVILLE</b>	4,870	4,848	-0.5%	4,674	-3.6%
<b>VCCS</b>	286,329	289,784	1.2%	294,257	1.5%

Source: VCCS Institutional Research available on the Web at <http://www.so.cc.va.us/vccsasr/Research/antot-served-3yr-hc0001.htm>

# 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 2001, there were 51 full-time and 189 part-time teaching faculty members employed at the College. In addition, 30 faculty members were employed through Workforce Services and Continuing Education in the Fall of 2001. Of the 51 full-time teaching faculty, 7 have the doctor's degree, 40 have a minimum of the master's degree, and 4 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.

<b>TABLE 19. FULL-TIME PERSONNEL BY CATEGORY FALL 2002</b>	
<b>Category</b>	<b>Number of Employees</b>
<b>Administrators</b>	20
<b>Grant Administrators</b>	4
<b>Total Administrators</b>	23
<b>Faculty</b>	51
<b>Grant Faculty</b>	0
<b>Total Faculty</b>	51
<b>Staff</b>	63
<b>Grant Staff</b>	8
<b>Total Staff</b>	71
<b>Total</b>	146

*Source: LFCC Personnel Records*

<b>TABLE 20. FULL-TIME PERSONNEL BY AGE FALL SEMESTER 2002</b>	
<b>Age Range</b>	<b>Number of Full-time Employees</b>
<b>under 20</b>	0
<b>20-29</b>	10
<b>30-39</b>	16
<b>40-49</b>	41
<b>50-59</b>	56
<b>60-69</b>	22
<b>70 &amp; over</b>	1
<b>Total</b>	146

*Source: LFCC Personnel Records*

*It is important to note that many full-time employees who are over 50 years of age (54.1%) may be eligible for retirement under the revised Virginia Retirement System guidelines. Also, 82.2 percent of the employees are over 40 years of age. This potential turnover will have a significant impact on the College.*

*Notes:*

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