

California Community College Chancellor's Office Student Success Scorecard

LAKE TAHOE COMMUNITY COLLEGE

STUDENT SUCCESS
SCORECARD



The student population and course sections offered described in the tables are based on the 2014-15 academic year. Students represented differ from those included for calculation of Scorecard metrics, which are based on first-time students enrolled in 2009-10.

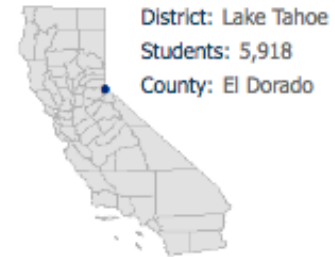
STUDENT INFORMATION			
Students		5,918	
GENDER		ETHNICITY/RACE	
Female	46.1%	African American	2.2%
Male	53.1%	American Indian/Alaska Native	0.4%
Unknown	0.8%	Asian	3.3%
AGE		Filipino	1.6%
Less than 20 years old	10.9%	Hispanic	22.2%
20 to 24 years old	22.5%	Pacific Islander	0.3%
25 to 39 years old	30.3%	White	62.3%
40 or more years old	36.3%	Two or more Races	3.5%
Unknown	0.0%	Unknown	4.3%

OTHER INFORMATION	
Full Time Equivalent Students	1,761.3
Credit Sections	1,207
Non-Credit Sections	45
Median Credit Section Size	13
Percentage of Full-Time Faculty	39.4%
Percentage of First-Generation Students	25.3%*
Student Counseling Ratio (FALL 2014)	1,049:1

* Insufficient data
 ** No data



Lake Tahoe Community College, at 6,229 feet above sea level, is in the heart of South Lake Tahoe, and has the highest elevation of any college in California. The college was founded in 1975. In addition to the classrooms and labs, the 164-acre wooded campus features a 192-seat theater, extensive art labs and a demonstration garden. The campus also includes a 26,000-square-foot gymnasium with a dance studio and fitness education center and a student center, which includes a café, Internet terminals and teaching kitchens for the culinary arts program. In 2006, the college opened a 27,000-square-foot library and adjoining art gallery.



Scorecard Cohort Size and Impact

Scorecard Year	2010-2011			2011-2012			2012-2013			2013-2014			2014-2015		
Cohort Year	2005-20006			2006-2007			2007-2008			2008-2009			2009-2010		
Group	Total	Prepared	Unprepared	Total	Prepared	Unprepared	Total	Prepared	Unprepared	Total	Prepared	Unprepared	Total	Prepared	Unprepared
Size	175	39	136	176	28	148	204	46	158	231	61	170	185	42	143
Cohort %		22.3%	77.7%		15.9%	84.1%		22.5%	77.5%		26.4%	73.6%		22.7%	77.3%
Student Impact	0.6%	2.6%	0.7%	0.6%	3.6%	0.7%	0.5%	2.2%	0.6%	0.4%	1.6%	0.6%	0.5%	2.4%	0.7%

Momentum Points

Remedial or Foundational Skills
Education

Remedial Math (Strategic Plan Scorecard)

2010/11	2011/12	2012/13	2013/14	2014/15
52.3%	45.2%	52.5%	51.2%	43.6%

Remedial English (Strategic Plan Scorecard)

2010/11	2011/12	2012/13	2013/14	2014/15
54.1%	33.1%	45.9%	42.1%	37.7%

English as a Second Language (ESL)**

2010/11	2011/12	2012/13	2013/14	2014/15
N/A	N/A	N/A	N/A	N/A

Momentum Points

Persistence – Enrolled in 3 Consecutive Terms

30 Units – Successfully Completed 30 Units

Persistence

Group	2010/11	2011/12	2012/13	2013/14	2014/15
Prepared	46.2%	42.9%	39.1%	50.8%	40.5%
Unprepared	35.3%	49.3%	64.6%	49.4%	60.1%
Overall	37.7%	48.3%	58.8%	49.8%	55.7%

30 Units (Overall is on Strategic Plan Scorecard)

Group	2010/11	2011/12	2012/13	2013/14	2014/15
Prepared	66.7%	67.9%	71.7%	70.5%	50%
Unprepared	58.1%	64.9%	74.1%	58.8%	62.2%
Overall	60%	65.3%	73.5%	61.9%	59.5%

Degree/Transfer Outcomes

Completion – Degree, Certificate, and/or Transfer Seeking Student Completion of their Educational Goal

Completion

Group	2010/11	2011/12	2012/13	2013/14	2014/15
Prepared	76.9%	75%	56.5%	59%	40.5%
Unprepared	41.9%	47.3%	43%	30.6%	39.9%
Overall	49.7%	51.7%	46.1%	38.1%	40.5%

Career Technical Education (CTE)

Completion – Percentage of Students who Complete More than 8 Units in CTE Courses in a Single Discipline and Complete a Degree, Certificate, or Transfer

Completion

2010/11	2011/12	2012/13	2013/14	2014/15
32.7%	35.3%	35.9%	35%	36.2%

NEW CTE Metric – Skills Builder

Who are these students?

- Workers who are enrolling in CTE courses to expand their skill-set for a promotion or other job change.
- These students do not earn a certificate or degree, and they do not transfer to a 4-year institution.
- Typically enroll in only 1-2 CTE courses, and then do not re-enroll after 1 year.
- Could not have failed a CTE course during the academic year.

What does it mean?

- Mean difference in inflation-adjusted wages from 1 year before to 1 year following enrollment.
- Students can be counted in multiple discipline areas if they took courses in multiple areas during the academic year.

Local Challenges



Skills Builder

[Click here to view trend data](#)

The median percentage change in wages for students who completed higher level CTE coursework in 2012-2013 and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate.

Median Earnings Change

+3.5%

N=224

Disciplines with the highest enrollment	Median % Change	Total N
Culinary Arts	4.2%	50
Emergency Medical Services	6.1%	31
Child Development/Early Care and Education	-5.7%	17
Other Education	-0.1%	16
Business and Commerce, General	44.8%	13
Website Design and Development	-7.7%	12
Health Information Technology	8.6%	*
Fire Academy	-17.3%	*
Accounting	-42.0%	*
Real Estate	38.0%	*

*: Cohort fewer than 10 students

NEW Scorecard Peer Group (Group 5)

Allan Hancock Lake Tahoe
 American River Mira Costa
 Canyons Mission
 Cerro Coso Monterey
 Coastline Napa Valley
 Columbia Redwoods
 Cuyamaca Santa Rosa
 Feather River Santiago Canyon
 Gavilan Siskiyou

	Lowest	Highest	Average	LTCC
2009/2010 Cohort Completion (Overall)	33.5%	57%	46.4%	40%

