

LTCC Fact Book

AY 2009-10

Office of Institutional Research and Planning (OIRP)

The Lake Tahoe Community College Fact Book is an annual compendium of data related to the College, its departments and programs, its student population, student success, and student achievement. Data is included in order to inform the planning processes of the College, and facilitate discussion about institutional effectiveness in order to contribute to the continuous quality improvement of the institution.

CONTENTS

Full-time Equivalent Students (FTES).....	3
Overall College FTES	3
Academic Year 2009-10 FTES.....	4
FTES by Department	5
Student Success	8
Successful Course Completion.....	8
Departmental Successful Course Completion	8
Student Success in Basic Skills	10
Student Equity and Success in Basic Skills	11
Student Achievement	15
Degrees and Certificates.....	15
Degrees and Certificates by Department/Major	15
Transfer.....	15
Student Demographics	16
Full-time (FT) v. Part-time (PT) Enrollment.....	16
Student Goals	17
Student Age	18
Student Race/Ethnicity	19
Student Gender	20
Author’s Note	21

LTCC FACT BOOK

The LTCC Fact Book presents data for use in annual unit planning and program review in order to inform the College on trends and progress toward obtaining strategic objectives.

FULL-TIME EQUIVALENT STUDENTS (FTES)

OVERALL COLLEGE FTES

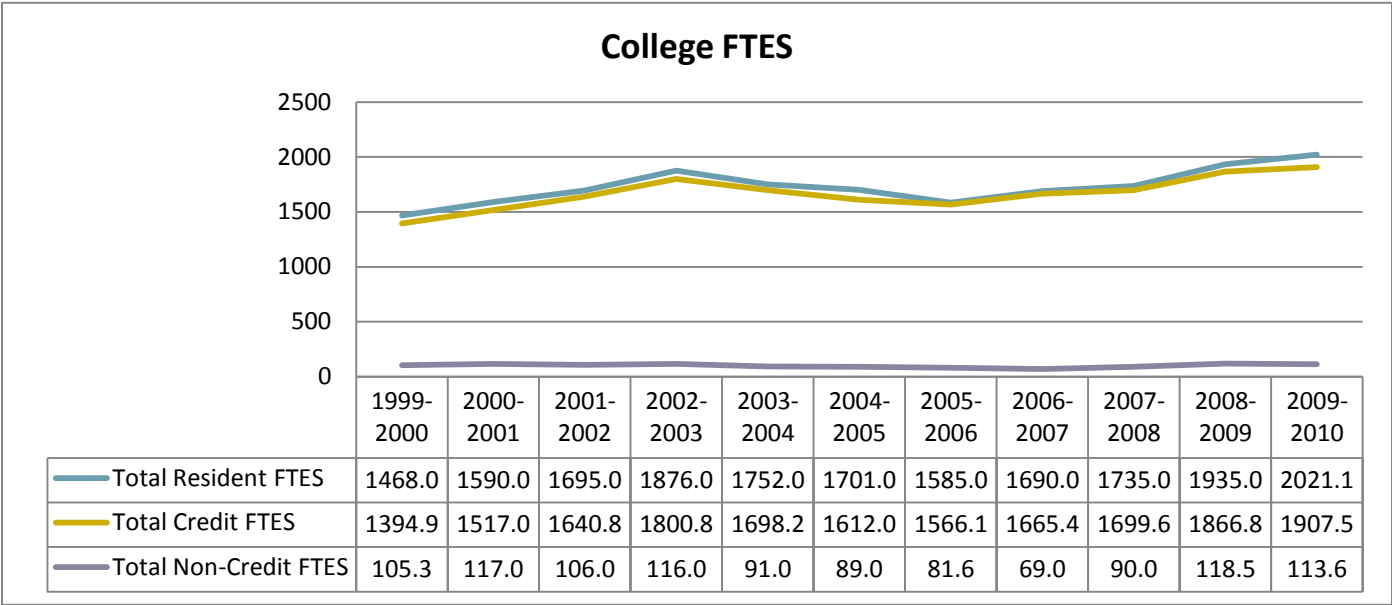


FIGURE 2

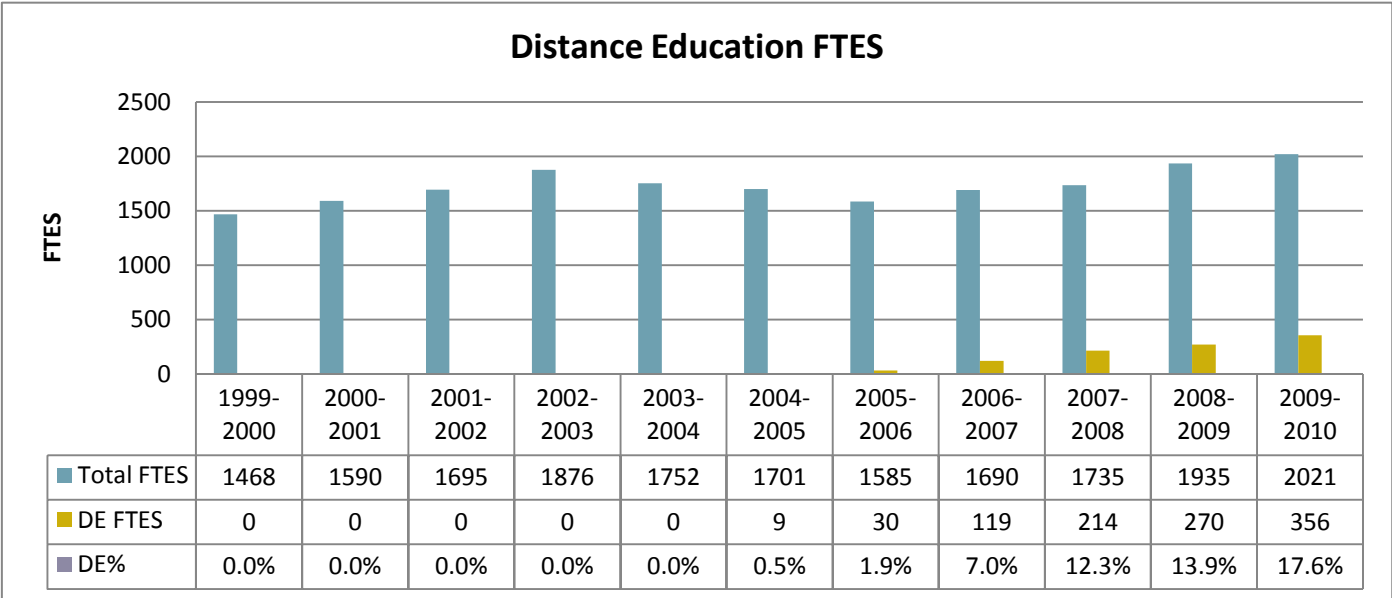


FIGURE 1

ACADEMIC YEAR 2009-10 FTES

Table 1 below presents a ranking of departments by total FTES generated for AY 2009-10 only. FTES generated by DE is also presented.

Rank	Department	DE FTES	Total FTES	Rank	Department	DE FTES	Total FTES
1	MAT	1.889	161.001	26	DMA	16.917	22.653
2	ENG	31.788	145.461	27	SPE	3.824	22.608
3	PEF	0.000	145.240	28	GEG	6.047	20.984
4	ART	28.897	116.343	29	PEH	0.000	20.984
5	FIR	0.000	87.552	30	GEL	4.512	20.959
6	BIO	0.000	84.880	31	PHI	17.161	18.584
7	WLG	26.186	81.793	32	POL	2.401	17.012
8	PED	0.000	79.762	33	REL	8.802	16.093
9	HEA	0.000	75.145	34	PHY	0.000	15.716
10	MUS	16.850	71.435	35	HUM	12.626	14.938
11	BSN	24.941	65.129	36	ECO	0.000	14.048
12	PSY	32.189	62.865	37	MOA	8.537	13.428
13	DAN	0.000	45.572	38	COM	8.626	12.983
14	ISS	0.000	44.799	39	CRJ	0.000	12.537
15	CAO	5.112	43.910	40	COU	1.023	8.562
16	CUL	0.000	42.746	41	WKX	0.000	8.377
17	ESL	0.000	39.632	42	GSE	0.000	6.617
18	CHM	0.000	39.121	43	PHS	0.000	4.960
19	HIS	15.384	38.731	44	RES	3.645	3.645
20	WLD	0.000	37.187	45	GES	0.000	2.670
21	ECE	16.005	36.343	46	PET	0.000	2.311
22	ANT	18.318	33.912	47	HOR	0.000	2.067
23	SOC	14.049	26.408	48	EVS	0.000	1.185
24	THE	7.824	25.493	49	REC	0.000	0.667
25	CIS	1.756	24.259	50	EDU	0.623	0.623

TABLE 1 – DEPARTMENT RANKING BY FTES FOR AY 2009-10

FTES BY DEPARTMENT

The table below presents FTES by department for the past five academic years. Both total and DE FTES are presented.

	2005-06		2006-07		2007-08		2008-09		2009-10	
<u>DEPARTMENT</u>	<u>DE FTES</u>	<u>Total FTES</u>	<u>DE FTES</u>	<u>Total FTES</u>	<u>DE FTES</u>	<u>Total FTES</u>	<u>DE FTES</u>	<u>Total FTES</u>	<u>DE FTES</u>	<u>Total FTES</u>
ANT	19.027	30.665	10.136	19.739	13.692	26.229	9.203	32.454	18.318	33.912
ART	0.000	108.281	8.181	109.946	16.138	117.206	23.739	108.720	28.897	116.343
BIO	0.000	66.919	0.000	66.316	0.000	72.792	0.000	69.607	0.000	84.880
BSN	0.000	48.609	8.247	55.178	8.091	44.014	19.827	60.708	24.941	65.129
CAO	0.000	35.659	4.089	23.956	8.780	33.303	7.490	39.824	5.112	43.910
CHM	0.000	29.297	0.000	36.076	0.000	35.476	0.000	43.235	0.000	39.121
CIS	0.800	16.652	0.000	19.354	0.000	16.461	7.512	22.500	1.756	24.259
COM	0.000	2.794	2.756	3.441	6.223	8.535	6.491	10.137	8.626	12.983
COU	0.000	9.311	0.000	9.356	0.734	9.061	1.289	13.359	1.023	8.562
CRJ	0.000	5.875	0.000	6.452	0.000	6.668	0.000	8.914	0.000	12.537
	2005-06		2006-07		2007-08		2008-09		2009-10	
<u>DEPARTMENT</u>	<u>DE FTES</u>	<u>Total FTES</u>	<u>DE FTES</u>	<u>Total FTES</u>	<u>DE FTES</u>	<u>Total FTES</u>	<u>DE FTES</u>	<u>Total FTES</u>	<u>DE FTES</u>	<u>Total FTES</u>
CUL	0.000	12.595	0.000	20.791	0.000	24.881	0.000	36.378	0.000	42.746
DAN	0.000	34.460	0.000	26.368	0.000	32.822	0.000	44.796	0.000	45.572
DMA	0.000	0.000	0.000	0.000	0.000	0.934	10.803	10.803	16.917	22.653
ECE	0.000	24.691	3.379	27.875	10.403	34.955	12.092	38.513	16.005	36.343
ECO	0.000	9.870	6.669	13.338	2.045	10.581	0.000	10.759	0.000	14.048
EDU	0.000	0.137	0.000	0.313	0.310	1.068	0.266	0.266	0.623	0.623
ENG	0.000	107.810	8.781	106.374	32.342	121.530	31.031	129.246	31.788	145.461
ESL	0.000	30.537	0.000	42.856	0.000	47.336	0.000	49.681	0.000	39.632
ETH	0.000	0.978	1.689	2.311	2.133	2.133	0.978	0.978	0.000	0.000
EVS	0.000	3.000	0.000	1.931	0.000	2.646	0.000	1.423	0.000	1.185
FIR	0.000	13.267	0.000	63.117	0.000	82.612	0.000	87.043	0.000	87.552
FOR	0.000	0.000	0.000	0.000	0.000	0.000	0.000	4.290	0.000	0.000

	2005-06		2006-07		2007-08		2008-09		2009-10	
<u>DEPARTMENT</u>	<u>DE FTES</u>	<u>Total FTES</u>	<u>DE FTES</u>	<u>Total FTES</u>	<u>DE FTES</u>	<u>Total FTES</u>	<u>DE FTES</u>	<u>Total FTES</u>	<u>DE FTES</u>	<u>Total FTES</u>
GEG	0.000	15.869	0.000	17.394	2.312	19.726	3.290	17.026	6.047	20.984
GEL	0.000	19.951	0.000	18.334	0.000	14.034	0.000	18.762	4.512	20.959
GES	0.000	7.566	0.000	7.835	0.000	5.533	0.000	5.059	0.000	2.670
GSE	0.000	0.000	0.000	0.000	0.000	1.878	0.000	5.180	0.000	6.617
HEA	0.000	139.020	0.000	150.434	0.000	76.407	0.000	80.553	0.000	75.145
HEC	0.000	5.535	0.000	4.021	0.000	3.557	0.000	4.290	0.000	0.000
HIS	0.000	19.476	8.002	22.317	9.781	28.292	10.093	31.810	15.384	38.731
HOR	0.000	4.223	0.000	3.506	0.000	3.000	0.000	1.051	0.000	2.067
HUM	0.800	13.463	4.001	11.756	6.135	10.417	12.269	18.600	12.626	14.938
ISS	0.000	34.651	0.000	39.596	0.000	39.440	0.000	44.938	0.000	44.799
MAT	0.000	129.225	0.000	121.052	0.000	129.313	0.000	140.932	1.889	161.001
MOA	0.000	8.426	3.735	8.048	3.335	7.869	4.401	8.268	8.537	13.428
MUS	0.000	55.609	0.000	50.668	11.523	63.351	12.981	65.890	16.850	71.435
	2005-06		2006-07		2007-08		2008-09		2009-10	
<u>DEPARTMENT</u>	<u>DE FTES</u>	<u>Total FTES</u>	<u>DE FTES</u>	<u>Total FTES</u>	<u>DE FTES</u>	<u>Total FTES</u>	<u>DE FTES</u>	<u>Total FTES</u>	<u>DE FTES</u>	<u>Total FTES</u>
PED	0.000	253.339	0.000	255.204	0.000	92.178	0.000	92.217	0.000	79.762
PEF	0.000	0.000	0.000	0.000	0.000	150.884	0.000	165.573	0.000	145.240
PEH	0.000	0.000	0.000	0.000	0.000	11.802	0.000	11.937	0.000	20.984
PET	0.000	0.000	0.000	0.000	0.000	1.867	0.000	2.623	0.000	2.311
PHI	0.000	10.359	5.868	11.914	6.313	13.129	9.425	11.736	17.161	18.584
PHS	0.000	0.000	0.000	0.276	0.000	0.802	0.000	2.807	0.000	4.960
PHY	0.000	7.781	0.000	7.312	0.000	10.114	0.000	10.269	0.000	15.716
POL	0.000	11.822	5.246	14.593	2.490	11.757	5.513	15.605	2.401	17.012
PSY	0.000	35.463	9.870	41.362	24.540	48.035	27.386	55.844	32.189	62.865
REC	0.000	0.000	0.000	0.000	0.000	0.000	0.000	1.267	0.000	0.667
REL	1.600	5.173	10.581	14.457	9.158	12.803	7.468	11.438	8.802	16.093
RES	0.000	16.006	0.000	8.091	10.048	13.516	6.402	7.291	3.645	3.645

	2005-06		2006-07		2007-08		2008-09		2009-10	
<u>DEPARTMENT</u>	<u>DE FTES</u>	<u>Total FTES</u>	<u>DE FTES</u>	<u>Total FTES</u>	<u>DE FTES</u>	<u>Total FTES</u>	<u>DE FTES</u>	<u>Total FTES</u>	<u>DE FTES</u>	<u>Total FTES</u>
SOC	6.846	18.583	6.846	11.119	7.557	16.180	13.605	20.451	14.049	26.408
SPE	0.000	16.046	1.422	18.246	2.667	18.695	3.734	20.740	3.824	22.608
THE	0.000	38.692	0.000	32.962	4.179	26.581	6.224	29.536	7.824	25.493
WKX	0.000	8.919	0.000	8.475	0.000	11.872	0.000	12.155	0.000	8.377
WLD	0.000	0.805	0.000	28.998	0.000	36.521	0.000	34.956	0.000	37.187
WLG	0.000	88.801	9.669	94.816	12.537	85.441	16.227	84.939	26.186	81.793

TABLE 2 – TOTAL FTES AND DISTANCE EDUCATION (DE) FTES BY DEPARTMENT AY 2005-06 TO 2009-10

STUDENT SUCCESS

SUCCESSFUL COURSE COMPLETION

Successful course completion rates¹ are presented in Table 2 below. The rates are presented separately for Distance Education (DE) courses, face-to-face (F2F) courses, and the College overall.

Academic Year	DE	F2F	Overall
2005-06	52.0%	76.3%	76.0%
2006-07	67.9%	77.6%	77.1%
2007-08	64.1%	75.6%	74.5%
2008-09	66.7%	76.6%	75.5%
2009-10	71.8%	78.1%	77.2%

TABLE 3

DEPARTMENTAL SUCCESSFUL COURSE COMPLETION

Successful course completion rates are presented separately for DE courses and F2F courses below for each department at LTCC.

DEPARTMENT	2005-06		2006-07		2007-08		2008-09		2009-10	
	DE	F2F	DE	F2F	DE	F2F	DE	F2F	DE	F2F
ANT	47.2%	77.6%	53.7%	79.6%	65.1%	87.1%	66.3%	83.8%	71.9%	67.3%
ART	0.0%	77.1%	78.2%	80.7%	66.9%	77.0%	69.0%	78.0%	74.4%	78.6%
BIO	0.0%	87.3%	0.0%	84.2%	0.0%	82.3%	0.0%	83.9%	0.0%	85.4%
BSN	0.0%	79.1%	55.7%	76.8%	51.7%	70.9%	58.6%	71.1%	64.1%	68.3%
CAO	0.0%	61.1%	67.5%	67.1%	56.6%	65.2%	67.6%	70.6%	58.8%	75.7%
CHM	0.0%	83.4%	0.0%	75.9%	0.0%	75.5%	0.0%	79.9%	0.0%	78.7%
CIS	66.7%	81.0%	0.0%	79.5%	0.0%	84.3%	62.3%	84.8%	61.9%	86.5%
COM	0.0%	88.2%	50.0%	75.0%	49.2%	73.1%	49.2%	68.9%	67.3%	44.2%
COU	0.0%	72.4%	0.0%	74.8%	66.7%	82.0%	47.4%	73.1%	54.5%	78.7%
CRJ	0.0%	87.3%	0.0%	74.4%	0.0%	82.2%	0.0%	68.6%	0.0%	77.1%
CUL	0.0%	82.8%	0.0%	81.0%	0.0%	86.0%	0.0%	81.1%	0.0%	84.5%
DAN	0.0%	72.8%	0.0%	64.6%	0.0%	69.1%	0.0%	73.6%	0.0%	75.8%
DMA	0.0%	0.0%	0.0%	0.0%	0.0%	57.1%	72.5%	0.0%	77.5%	88.4%
ECE	0.0%	86.4%	75.0%	88.9%	76.0%	85.8%	79.3%	89.6%	78.6%	89.1%
ECO	0.0%	76.3%	81.2%	84.4%	88.5%	67.0%	0.0%	63.9%	0.0%	61.9%
EDU	0.0%	100.0%	0.0%	100.0%	71.4%	61.1%	100.0%	0.0%	80.0%	0.0%
ENG	0.0%	71.4%	58.7%	70.2%	59.2%	73.7%	60.4%	70.8%	64.3%	75.3%
ETH	0.0%	72.7%	57.1%	66.7%	82.6%	0.0%	100.0%	0.0%	0.0%	0.0%
EVS	0.0%	78.7%	0.0%	92.6%	0.0%	70.6%	0.0%	66.7%	0.0%	73.7%
FIR	0.0%	79.9%	0.0%	86.8%	0.0%	87.4%	0.0%	89.0%	0.0%	89.8%

¹ Successful course completion rates are defined as the number of students receiving an A, B, C, CR, or P in a course divided by the total number of students in that course.

	2005-06		2006-07		2007-08		2008-09		2009-10	
DEPARTMENT	<u>DE</u>	<u>F2F</u>	<u>DE</u>	<u>F2F</u>	<u>DE</u>	<u>F2F</u>	<u>DE</u>	<u>F2F</u>	<u>DE</u>	<u>F2F</u>
FOR	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	95.8%	0.0%	0.0%
GEG	0.0%	80.9%	0.0%	84.4%	72.4%	83.7%	69.4%	85.5%	71.2%	85.6%
GEL	0.0%	84.7%	0.0%	81.0%	0.0%	83.6%	0.0%	85.5%	80.8%	89.2%
GES	0.0%	81.0%	0.0%	71.0%	0.0%	70.7%	0.0%	70.3%	0.0%	87.4%
GSE	0.0%	0.0%	0.0%	0.0%	0.0%	85.7%	0.0%	78.9%	0.0%	76.3%
HEA	0.0%	73.8%	0.0%	86.7%	0.0%	80.5%	0.0%	82.4%	0.0%	88.1%
HEC	0.0%	65.2%	0.0%	83.1%	0.0%	71.8%	0.0%	60.7%	0.0%	0.0%
HIS	0.0%	77.1%	64.6%	85.9%	67.9%	83.2%	57.1%	85.5%	64.2%	79.8%
HOR	0.0%	85.7%	0.0%	78.0%	0.0%	66.3%	0.0%	83.9%	0.0%	19.4%
HUM	66.7%	84.2%	66.7%	93.6%	77.8%	86.4%	71.3%	77.9%	70.6%	69.0%
ISS	0.0%	88.6%	0.0%	86.9%	0.0%	84.9%	0.0%	85.9%	0.0%	92.9%
MAT	0.0%	65.6%	0.0%	69.2%	0.0%	64.6%	0.0%	71.4%	53.8%	67.8%
MOA	0.0%	74.7%	88.1%	85.7%	73.9%	84.0%	85.5%	92.2%	81.4%	77.2%
	2005-06		2006-07		2007-08		2008-09		2009-10	
DEPARTMENT	<u>DE</u>	<u>F2F</u>	<u>DE</u>	<u>F2F</u>	<u>DE</u>	<u>F2F</u>	<u>DE</u>	<u>F2F</u>	<u>DE</u>	<u>F2F</u>
MUS	0.0%	85.5%	0.0%	84.2%	54.8%	87.2%	68.3%	89.2%	65.8%	86.0%
PED	0.0%	72.7%	0.0%	72.0%	0.0%	61.5%	0.0%	62.8%	0.0%	67.6%
PEF	0.0%	0.0%	0.0%	0.0%	0.0%	74.1%	0.0%	72.9%	0.0%	72.2%
PEH	0.0%	0.0%	0.0%	0.0%	0.0%	68.9%	0.0%	67.8%	0.0%	64.3%
PET	0.0%	0.0%	0.0%	0.0%	0.0%	60.7%	0.0%	59.6%	0.0%	82.9%
PHI	0.0%	78.1%	60.0%	65.7%	63.2%	66.7%	67.0%	66.7%	68.2%	70.6%
PHS	0.0%	0.0%	0.0%	57.1%	0.0%	70.0%	0.0%	56.5%	0.0%	73.4%
PHY	0.0%	84.8%	0.0%	93.3%	0.0%	92.2%	0.0%	93.8%	0.0%	87.0%
POL	0.0%	82.4%	80.8%	86.1%	78.6%	80.9%	90.0%	87.1%	100.0%	83.7%
PSY	0.0%	79.0%	78.4%	81.9%	66.5%	78.0%	69.2%	81.8%	76.7%	82.4%
REC	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	80.0%	0.0%	60.0%
REL	81.8%	80.4%	60.6%	72.3%	60.4%	86.0%	58.8%	72.9%	80.5%	83.5%
RES	0.0%	68.5%	0.0%	65.5%	59.0%	59.5%	57.7%	72.7%	52.5%	0.0%
SOC	55.1%	79.6%	64.5%	88.0%	61.5%	81.6%	74.5%	84.7%	79.3%	69.2%
SPE	0.0%	82.2%	61.5%	77.1%	75.0%	85.1%	55.0%	86.9%	53.8%	84.6%
THE	0.0%	86.7%	0.0%	89.4%	55.2%	91.5%	50.8%	91.0%	71.6%	86.4%
WKX	0.0%	74.3%	0.0%	81.3%	0.0%	68.3%	0.0%	78.6%	0.0%	80.8%
WLD	0.0%	94.1%	0.0%	82.6%	0.0%	83.7%	0.0%	83.7%	0.0%	86.9%
WLG	0.0%	81.3%	80.2%	83.2%	65.5%	80.8%	69.9%	78.1%	82.4%	83.5%

TABLE 4

STUDENT SUCCESS IN BASIC SKILLS

The Basic Skills program at LTCC represents a significant collection of courses in the English and math departments. Equity in success rates, both between basic skills courses and non-basic skills courses and among race/ethnicity groups in basic skills courses are important aspects of the Basic Skills Program.

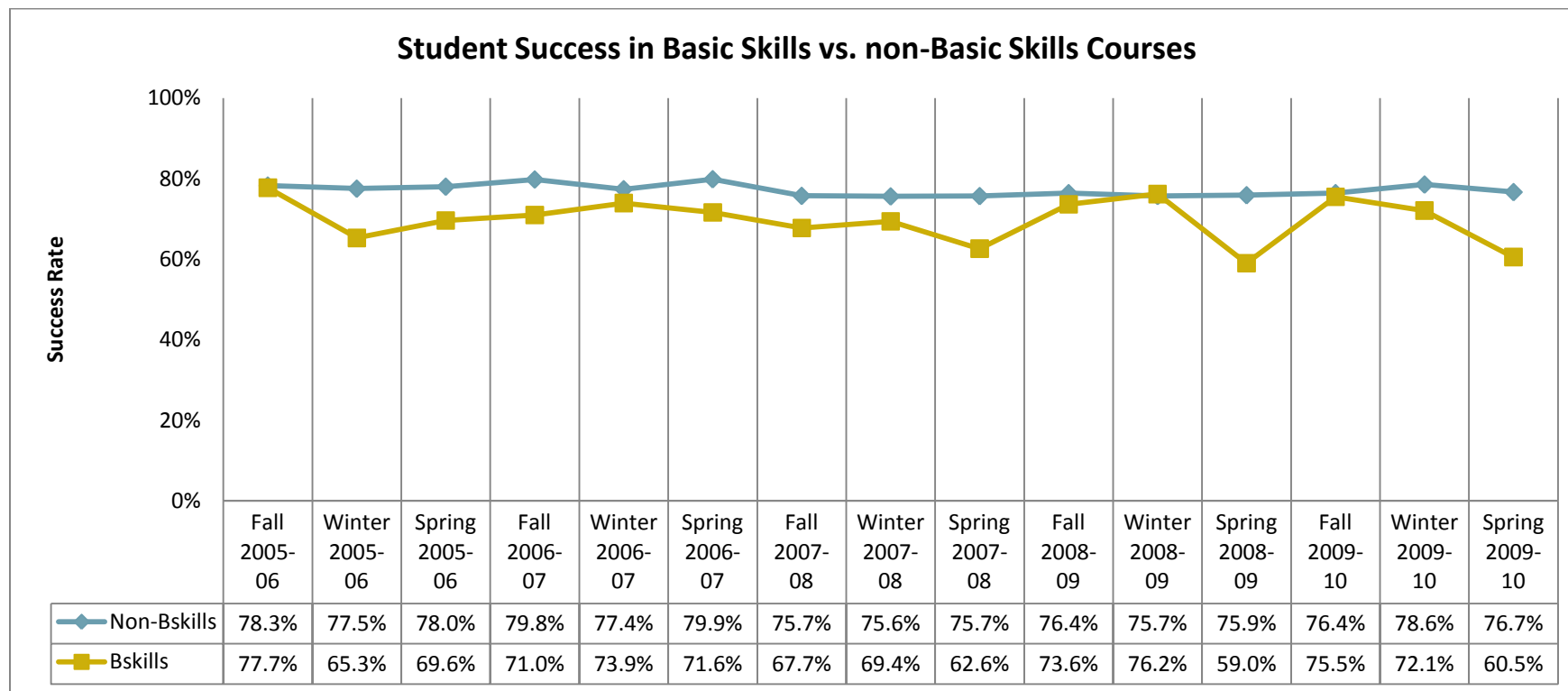


FIGURE 3

STUDENT EQUITY AND SUCCESS IN BASIC SKILLS

Hispanic and White, non-Hispanic Student Success in Basic Skills vs. non-Basic Skills Courses

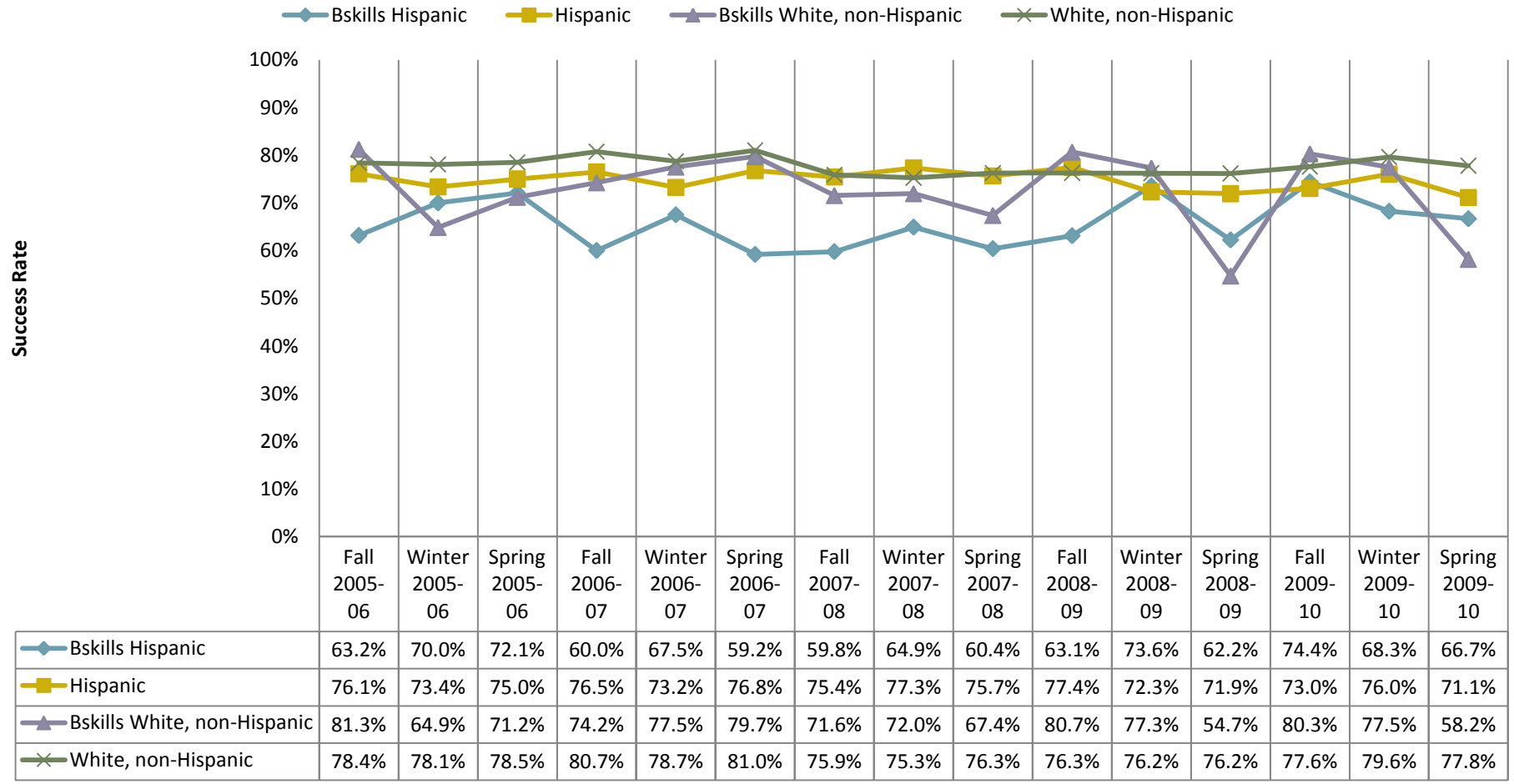


FIGURE 4

STUDENT EQUITY AND SUCCESS IN BASIC SKILLS MATH

Data presented below are further disaggregated for all racial and ethnic groups and for Basic Skills Math and English separately. For Basic Skills Math courses, there is consistently lower success among Hispanic students compared to White, non-Hispanic students (see Tables 5 & 6).

Term	Fall 2005-06		Winter 2005-06		Spring 2005-06		Fall 2006-07		Winter 2006-07		Spring 2006-07	
Ethnicity	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success
African-American	4	100.0%	2	50.0%	3	66.7%	0	0.0%	0	0.0%	0	0.0%
AIAN	3	0.0%	3	66.7%	0	0.0%	2	100.0%	2	100.0%	2	50.0%
Asian	2	100.0%	2	100.0%	2	50.0%	1	100.0%	3	66.7%	0	0.0%
Filipino	6	100.0%	3	100.0%	2	0.0%	0	0.0%	2	100.0%	0	0.0%
Hispanic	20	55.0%	15	46.7%	13	92.3%	29	69.0%	14	57.1%	12	58.3%
Pacific Islander	2	50.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Two or More Races	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	12	83.3%	4	0.0%	1	0.0%	13	76.9%	14	78.6%	11	63.6%
White Non-Hispanic	91	80.2%	44	63.6%	31	87.1%	89	75.3%	47	78.7%	34	79.4%
Term	Fall 2007-08		Winter 2007-08		Spring 2007-08		Fall 2008-09		Winter 2008-09		Spring 2008-09	
Ethnicity	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success
African-American	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	2	0.0%
AIAN	4	50.0%	1	0.0%	0	0.0%	3	33.3%	1	0.0%	2	100.0%
Asian	3	33.3%	0	0.0%	1	0.0%	1	100.0%	2	50.0%	1	0.0%
Filipino	6	100.0%	0	0.0%	0	0.0%	2	100.0%	1	100.0%	1	100.0%
Hispanic	30	50.0%	17	58.8%	13	46.2%	16	68.8%	10	70.0%	7	28.6%
Pacific Islander	1	0.0%	0	0.0%	0	0.0%	1	0.0%	0	0.0%	0	0.0%
Two or More Races	0	0.0%	0	0.0%	0	0.0%	6	66.7%	0	0.0%	0	0.0%
Unknown	21	71.4%	11	81.8%	2	50.0%	0	0.0%	8	100.0%	4	50.0%
White Non-Hispanic	81	67.9%	51	70.6%	18	66.7%	39	82.1%	35	77.1%	20	70.0%

TABLE 5

Term	Fall 2009-10		Winter 2009-10		Spring 2009-10	
	Enrolled	Success	Enrolled	Success	Enrolled	Success
African-American	0	0	1	0.0%	0	0.0%
AIAN	2	100.0%	1	100.0%	0	0.0%
Asian	1	100.0%	0	0.0%	0	0.0%
Filipino	3	66.7%	4	100.0%	3	66.7%
Hispanic	37	70.3%	20	70.0%	14	42.9%
Pacific Islander	2	100.0%	0	0.0%	0	0.0%
Two or More Races	1	0.0%	3	100.0%	1	0.0%
Unknown	23	78.3%	14	64.3%	7	42.9%
White Non-Hispanic	98	84.7%	57	75.4%	40	60.0%

TABLE 6

STUDENT EQUITY AND SUCCESS IN BASIC SKILLS ENGLISH

Similar to patterns in Basic Skills Math courses presented above, student success in Basic Skills English Courses is consistently lower among Hispanic students compared to White, non-Hispanic students (see Tables 4, 5, & 6).

Term	Fall 2005-06		Winter 2005-06		Spring 2005-06		Fall 2006-07		Winter 2006-07		Spring 2006-07	
	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success
African-American	4	100.0%	8	37.5%	7	71.4%	0	0.0%	1	100.0%	1	100.0%
AIAN	4	25.0%	4	75.0%	2	100.0%	5	100.0%	5	60.0%	5	60.0%
Asian	2	100.0%	3	100.0%	3	66.7%	7	42.9%	5	80.0%	1	100.0%
Filipino	6	63.2%	5	60.0%	3	0.0%	0	0.0%	2	100.0%	1	100.0%
Hispanic	57	63.2%	40	70.0%	43	72.1%	60	60.0%	40	67.5%	49	59.2%
Pacific Islander	3	66.7%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%
Two or More Races	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	25	92.0%	9	55.6%	8	62.5%	20	85.0%	23	69.6%	20	70.0%
White Non-Hispanic	128	81.3%	74	64.9%	59	71.2%	132	74.2%	89	77.5%	69	79.7%

Term	Fall 2007-08		Winter 2007-08		Spring 2007-08		Fall 2008-09		Winter 2008-09		Spring 2008-09	
Ethnicity	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success
African-American	4	50.0%	3	100.0%	0	0.0%	0	0.0%	0	0.0%	5	60.0%
AIAN	2	0.0%	1	0.0%	1	0.0%	5	60.0%	2	0.0%	6	100.0%
Asian	12	75.0%	4	75.0%	5	40.0%	11	90.9%	9	88.9%	3	33.3%
Filipino	11	81.8%	2	50.0%	1	100.0%	9	88.9%	5	80.0%	4	75.0%
Hispanic	82	59.8%	57	64.9%	53	60.4%	84	63.1%	53	73.6%	45	62.2%
Pacific Islander	1	0.0%	0	0.0%	2	0.0%	2	50.0%	1	100.0%	0	0.0%
Two or More Races	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	33	75.7%	21	71.4%	7	85.7%	24	66.7%	26	76.9%	12	50.0%
White Non-Hispanic	109	71.6%	82	72.0%	46	67.4%	119	80.7%	97	77.3%	64	54.7%
Term	Fall 2009-10		Winter 2009-10		Spring 2009-10							
Ethnicity	Enrolled	Success	Enrolled	Success	Enrolled	Success						
African-American	1	0.0%	1	0.0%	0	0.0%						
AIAN	0	0.0%	1	100.0%	3	33.3%						
Asian	2	0.0%	1	100.0%	3	100.0%						
Filipino	2	50.0%	2	50.0%	1	100.0%						
Hispanic	49	77.6%	43	67.4%	22	81.8%						
Pacific Islander	0	0.0%	1	100.0%	2	50.0%						
Two or More Races	1	100.0%	0	0.0%	0	0.0%						
Unknown	13	46.2%	7	42.9%	1	100.0%						
White Non-Hispanic	34	67.6%	23	82.6%	15	53.3%						

TABLE 7

STUDENT ACHIEVEMENT

DEGREES AND CERTIFICATES

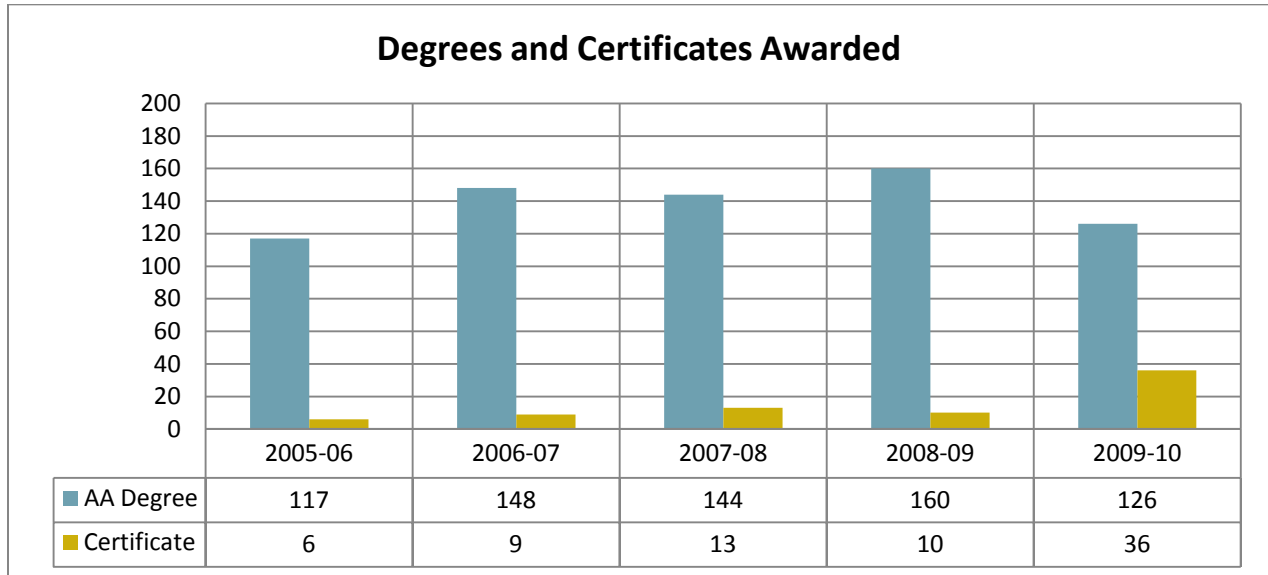


FIGURE 5

DEGREES AND CERTIFICATES BY DEPARTMENT/MAJOR

TRANSFER

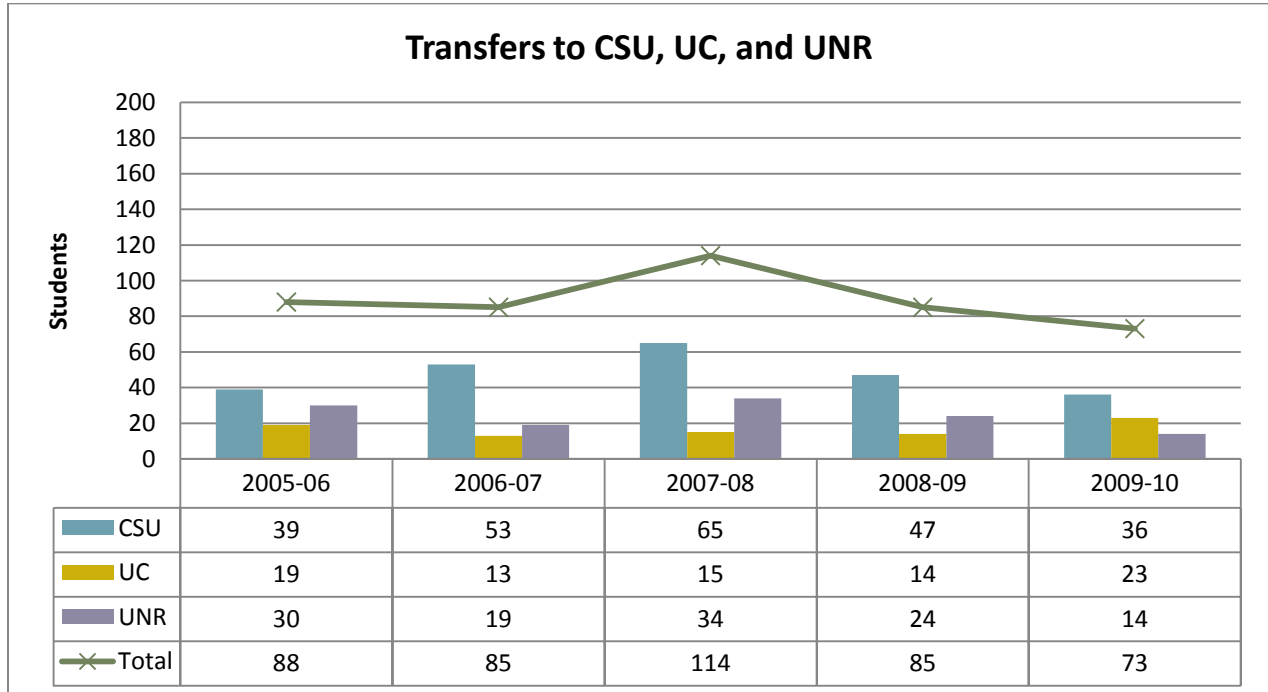


FIGURE 6

STUDENT DEMOGRAPHICS

FULL-TIME (FT) V. PART-TIME (PT) ENROLLMENT

Students enrolled in 12 or more units in a quarter at LTCC are considered full-time. Part-time enrollment is less than 12 units but a minimum of .1 units. Non-credit enrollments are not captured in Figure 5 below as non-credit courses are worth zero units.

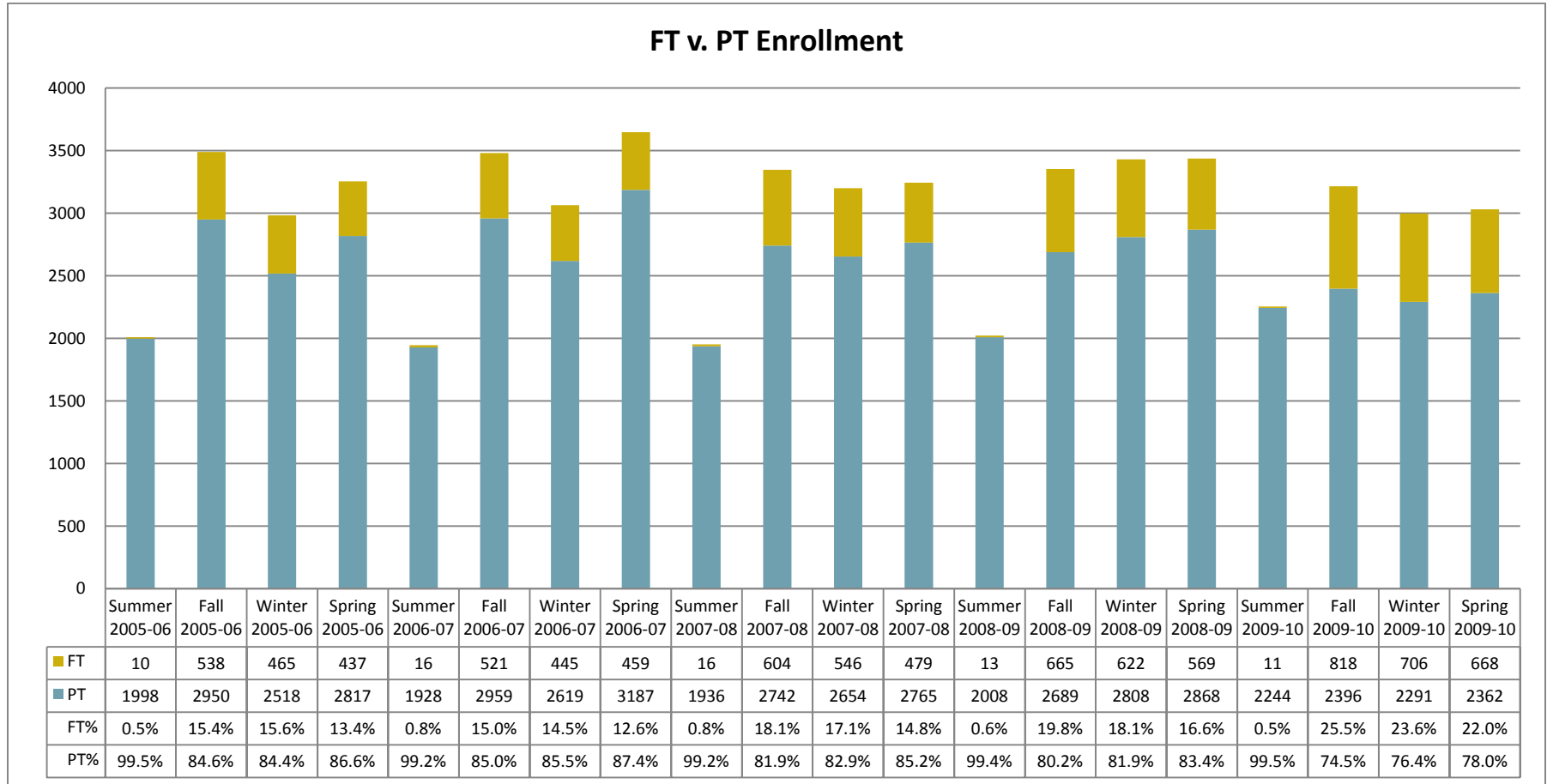


FIGURE 7

STUDENT GOALS

Student goals are grouped by transfer/degree/certificate (A, B,C, D, E), improving job skills (G, H, I), personal development (F, L, M), and improve foundational skills (J, K).

AY 2009-10

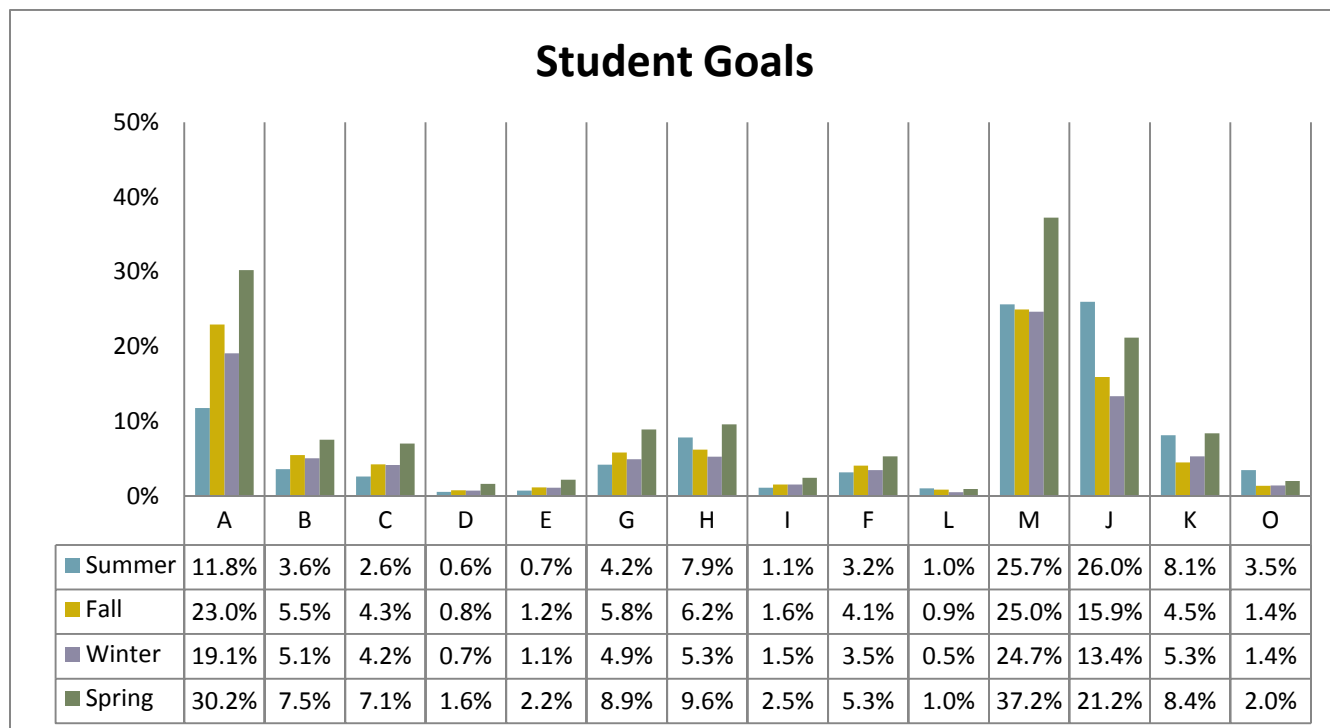


FIGURE 8

<u>Student Goal</u>	<u>Description</u>	<u>Student Goal</u>	<u>Description</u>
<u>A</u>	Transfer to 4-year college with A.A. degree	<u>F</u>	Discover/formulate career interests, plan, goals
<u>B</u>	Transfer to 4-year college without A.A. degree	<u>I</u>	Educational development (intellectual, cultural)
<u>C</u>	Obtain a community college academic degree	<u>M</u>	Undecided on goal
<u>D</u>	Obtain a community college vocational degree	<u>K</u>	Improve basic skills in English, reading, or math
<u>E</u>	Earn a vocational certificate without transfer	<u>L</u>	Complete credits for high school diploma or GED
<u>G</u>	Prepare for a new career (acquire job skills)	<u>Q</u>	Other
<u>H</u>	Advance in current job/career (update job skills)		
<u>I</u>	Maintain certificate or license (e.g., Nursing)		

TABLE 8

STUDENT AGE

Students who attend LTCC during the primary quarters are relatively evenly distributed across age groups. In line with the mission of both the Community College System and the College, LTCC serves a broad swath of students from the community through its multiple and varied educational programs.

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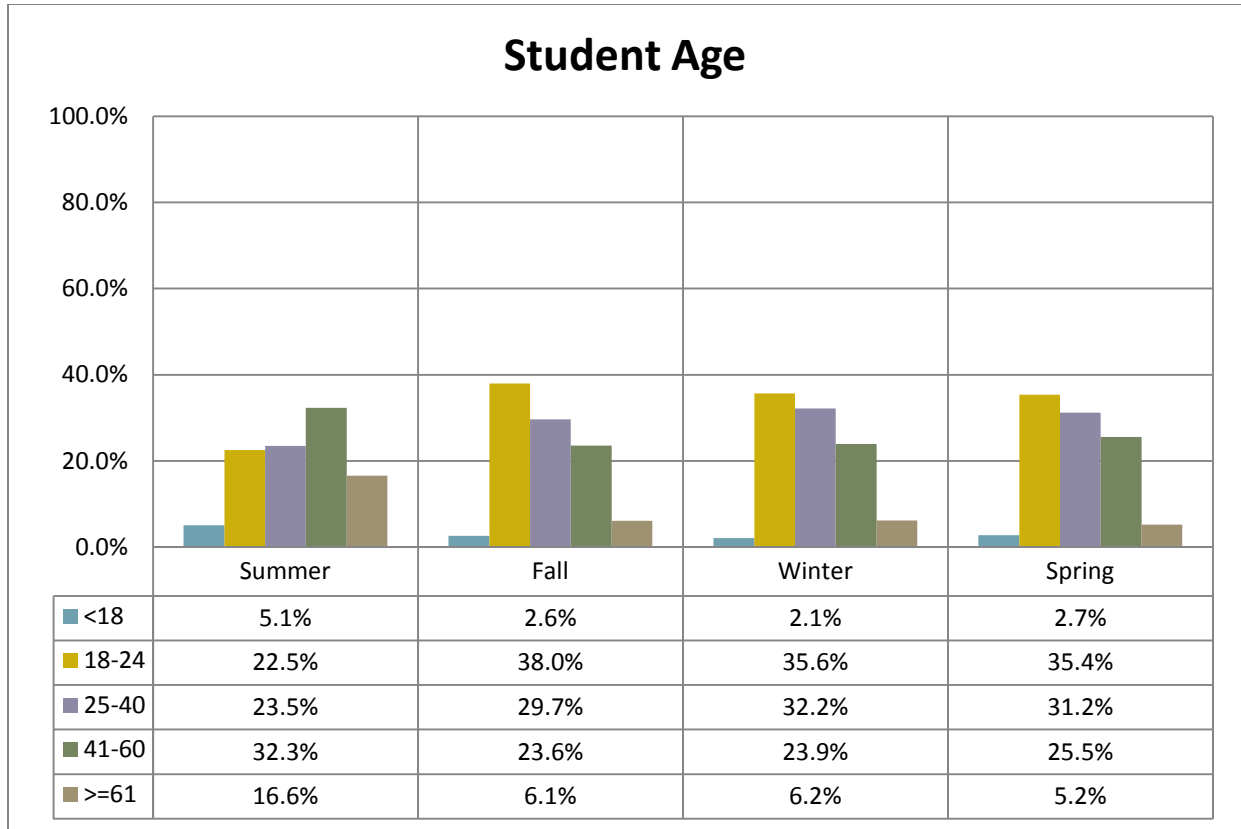


FIGURE 9

STUDENT RACE/ETHNICITY

Student race/ethnicity data is presented in Table 8 below. Over the past five years, the representation of various groups has remained consistent. The drop in white, non-Hispanic students in 2008-09 and attending increase in unknown students is likely due to changes in the coding of race/ethnicity categories that took place at that time.

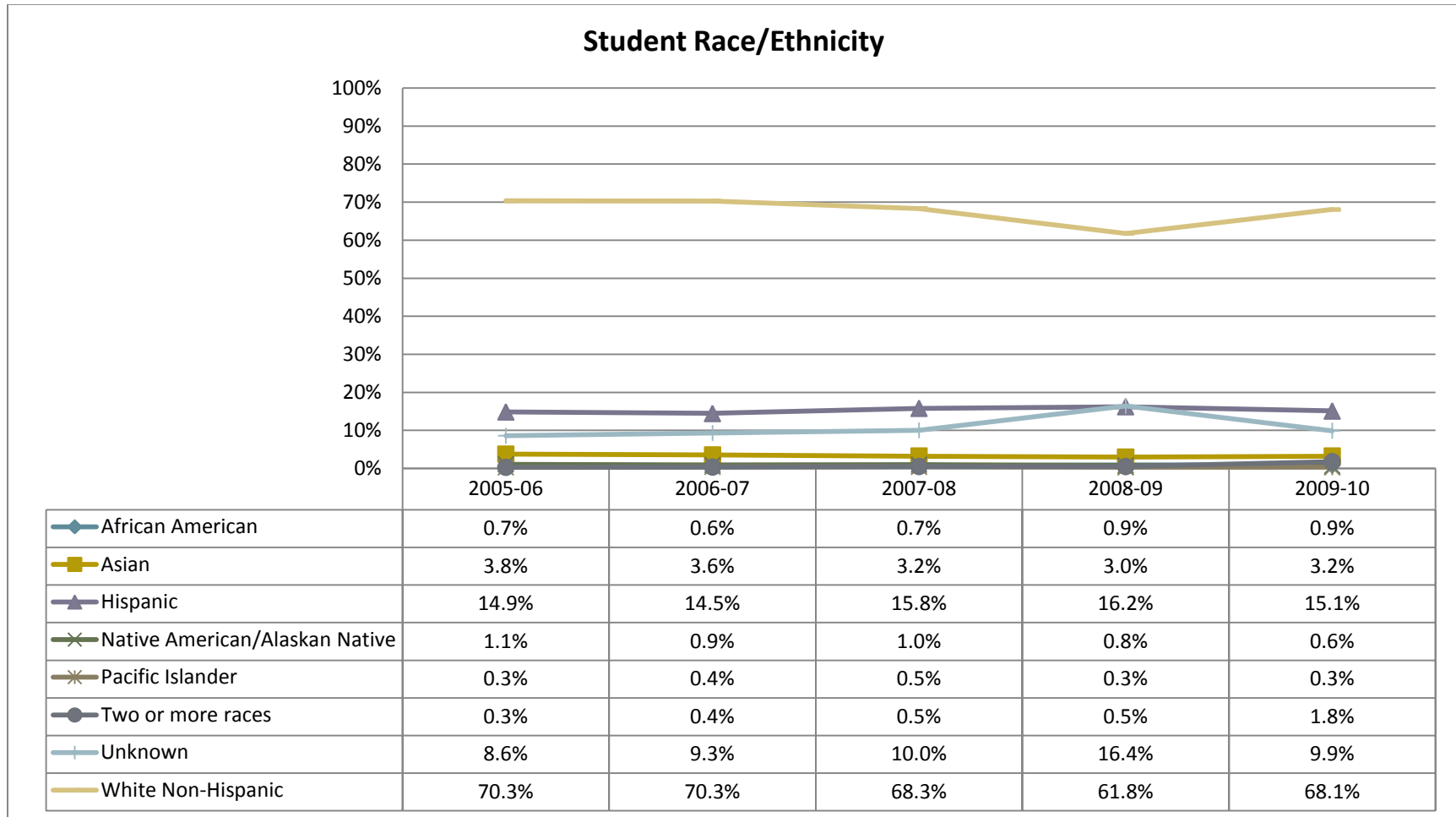


FIGURE 10

STUDENT GENDER

The distribution of student gender at LTCC mirrors much of higher education, with more females consistently attending the College than males.

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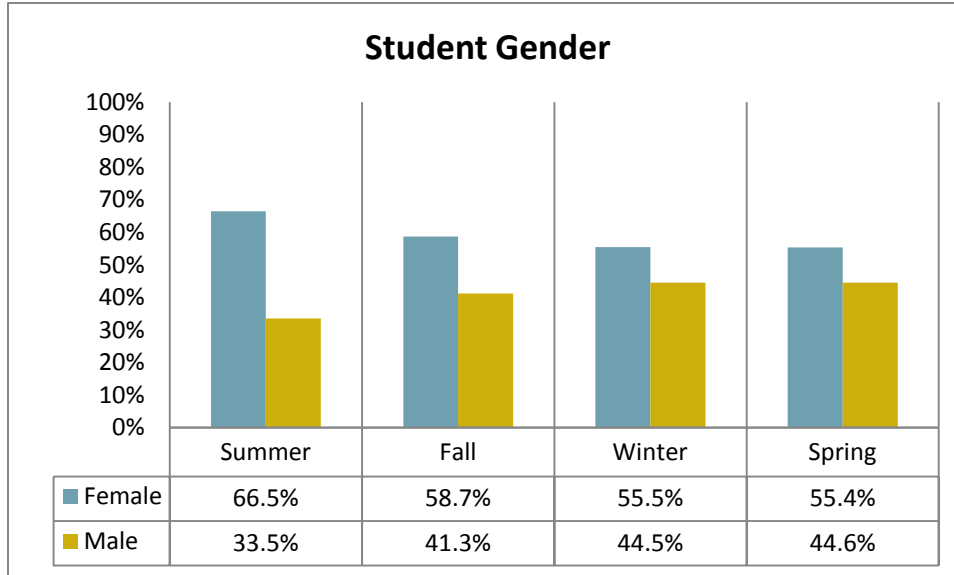


FIGURE 11

AUTHOR'S NOTE

The regular production of the data of the College was formerly disseminated through the publication titled *Graphically Speaking*. After evaluation of that publication, it was determined that it was not serving the needs of the College. After discussion with multiple individuals across the institution, the LTCC Fact Book was developed. The Fact Book will differ from its predecessor in several important ways.

Data included in the Fact Book will play a role in supporting College planning processes, including the Annual Unit Planning (AUP) process, Program Review, and the Strategic Plan. As the needs for information to inform these processes develops and changes, information will be added, modified, and even removed from the Fact Book. As strategic objectives are achieved and new objectives established, necessary information to inform those objectives will be added in order to facilitate the evaluation of institutional effectiveness.

The LTCC Fact Book includes the primary measures of institutional effectiveness related to student success and student achievement. Specific attention is given to Distance Education, Basic Skills, and student equity. Student demographics are included to accurately describe the student population of LTCC and track their changing characteristics overtime in order to ensure that the College is meeting the needs of the community. Information related to full-time equivalent students (FTES) is presented for both the College overall and for each Department, over time, for Distance Education and overall. Additionally, an annual ranking of Departments by FTES is presented for the most recent Academic Year.

It is hoped that these changes will improve the effectiveness of the document and help to foster a culture of evidence that promotes the use of data in the decision making processes of the College. As appropriate, the publication will be formally evaluated for its usefulness, and modified as needed.

Aaron D. McVean

Director, Institutional Research and Planning