

# LTCC Fact Book

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AY 2010-11

**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.

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# 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

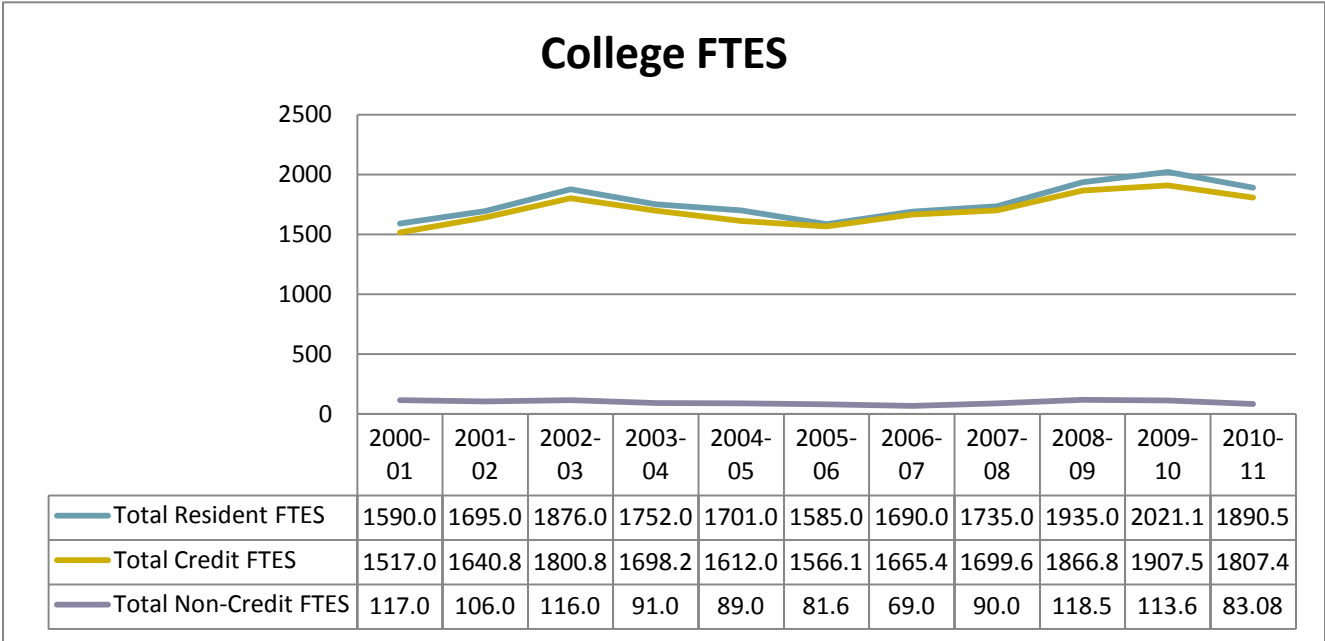


FIGURE 1 – NOTE: 2010-11 FTES INCLUDES APPROXIMATELY 64 FTES MOVED FROM SUMMER 2011-12

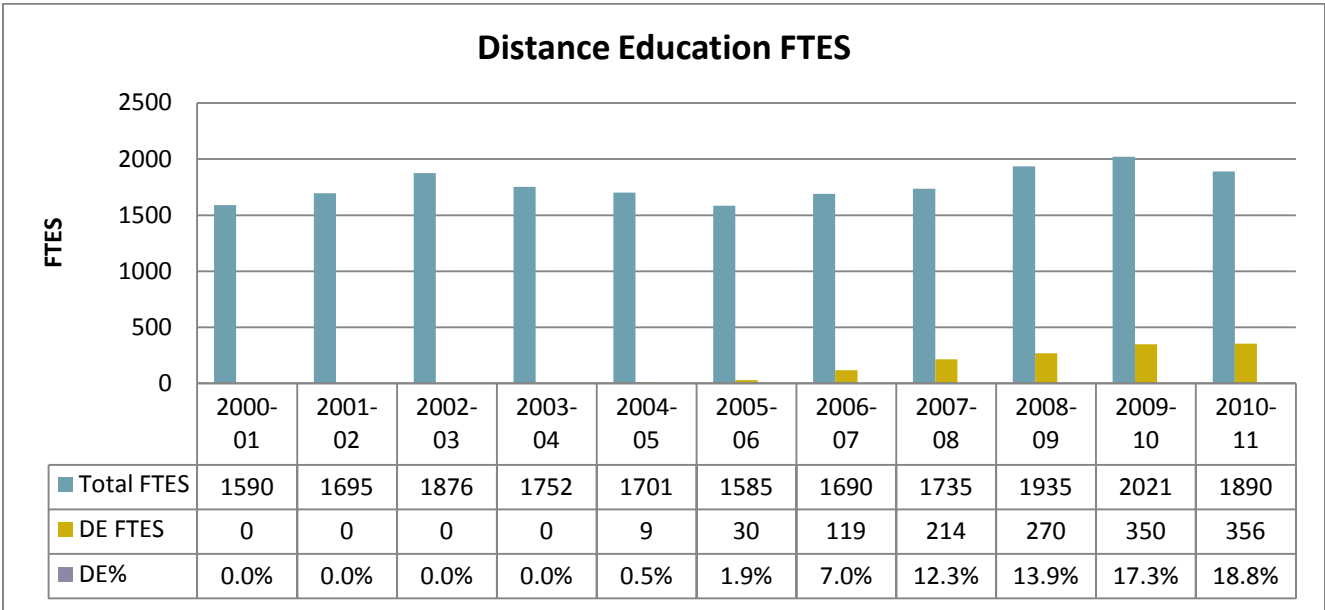


FIGURE 2

## ACADEMIC YEAR 2010-11 FTES

Table 1 below presents a ranking of departments by total FTES generated for AY 2010-11 only. FTES generated by DE is also presented.

<b>Rank</b>	<b>Department</b>	<b>DE FTES</b>	<b>Total FTES</b>	<b>Rank</b>	<b>Department</b>	<b>DE FTES</b>	<b>Total FTES</b>
1	MAT	7.558	148.704	25	SOC	17.962	22.852
2	ENG	34.321	140.754	26	DMA	15.205	20.540
3	PEF	0.000	128.016	27	GEL	4.668	19.851
4	ART	21.072	101.082	28	PHI	17.427	18.761
5	FIR	0.000	85.105	29	GEG	2.401	18.407
6	BIO	0.000	78.046	30	POL	2.756	17.663
7	PSY	38.322	75.309	31	MOA	8.270	17.183
8	WLG	23.030	73.531	32	HUM	14.405	17.108
9	PED	0.000	72.750	33	PEH	0.000	16.939
10	MUS	10.581	66.368	34	REL	8.625	15.916
11	BSN	29.120	59.930	35	CRJ	0.000	15.915
12	HEA	0.000	50.028	36	ECO	0.000	12.205
13	CHM	0.000	49.182	37	COU	0.000	9.959
14	CUL	0.000	35.138	38	PHY	0.000	9.025
15	CAO	5.557	34.503	39	COM	7.824	8.624
16	WLD	0.000	33.665	40	WKX	0.000	6.866
17	ISSI	0.000	33.192	41	RES	6.579	6.579
18	ANT	21.607	32.455	42	PHS	0.000	4.891
19	HIS	11.382	32.382	43	PET	0.000	4.045
20	DAN	0.000	31.374	44	GSE	0.000	3.328
21	ECE	11.559	30.448	45	GES	0.000	1.939
22	SPE	6.846	28.186	46	EVS	0.000	1.423
23	THE	9.158	26.383	47	HOR	0.000	0.734
24	CIS	1.778	23.429	48	EDU	0.578	0.578

TABLE 1 – DEPARTMENT RANKING BY FTES FOR AY 2010-11

## FTES BY DEPARTMENT

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

	2006-07		2007-08		2008-09		2009-10		2010-11	
<b>DEPARTMENT</b>	<b>DE FTES</b>	<b>Total FTES</b>	<b>DE FTES</b>	<b>Total FTES</b>	<b>DE FTES</b>	<b>Total FTES</b>	<b>DE FTES</b>	<b>Total FTES</b>	<b>DE FTES</b>	<b>Total FTES</b>
ANT	10.136	19.739	13.692	26.229	9.203	32.454	18.318	33.912	21.607	32.455
ART	8.181	109.946	16.138	117.206	23.739	108.720	28.897	116.343	21.072	101.082
BIO	0.000	66.316	0.000	72.792	0.000	69.607	0.000	84.880	0.000	78.046
BSN	8.247	55.178	8.091	44.014	19.827	60.708	24.941	65.129	29.120	59.930
CAO	4.089	23.956	8.780	33.303	7.490	39.824	5.112	43.910	5.557	34.503
CHM	0.000	36.076	0.000	35.476	0.000	43.235	0.000	39.121	0.000	49.182
CIS	0.000	19.354	0.000	16.461	7.512	22.500	1.756	24.259	1.778	23.429
COM	2.756	3.441	6.223	8.535	6.491	10.137	8.626	12.983	7.824	8.624
COU	0.000	9.356	0.734	9.061	1.289	13.359	1.023	8.562	0.000	9.959
CRJ	0.000	6.452	0.000	6.668	0.000	8.914	0.000	12.537	0.000	15.915
	2006-07		2007-08		2008-09		2009-10		2010-11	
<b>DEPARTMENT</b>	<b>DE FTES</b>	<b>Total FTES</b>	<b>DE FTES</b>	<b>Total FTES</b>	<b>DE FTES</b>	<b>Total FTES</b>	<b>DE FTES</b>	<b>Total FTES</b>	<b>DE FTES</b>	<b>Total FTES</b>
CUL	0.000	20.791	0.000	24.881	0.000	36.378	0.000	42.746	0.000	35.138
DAN	0.000	26.368	0.000	32.822	0.000	44.796	0.000	45.572	0.000	31.374
DMA	0.000	0.000	0.000	0.934	10.803	10.803	16.917	22.653	15.205	20.540
ECE	3.379	27.875	10.403	34.955	12.092	38.513	16.005	36.343	11.559	30.448
ECO	6.669	13.338	2.045	10.581	0.000	10.759	0.000	14.048	0.000	12.205
EDU	0.000	0.313	0.310	1.068	0.266	0.266	0.623	0.623	0.578	0.578
ENG	8.781	106.374	32.342	121.530	31.031	129.246	31.788	145.461	34.321	140.754
ESL	0.000	42.856	0.000	47.336	0.000	49.681	0.000	39.632	0.000	22.849
ETH	1.689	2.311	2.133	2.133	0.978	0.978	0.000	0.000	0.000	0.000
EVS	0.000	1.931	0.000	2.646	0.000	1.423	0.000	1.185	0.000	1.423
FIR	0.000	63.117	0.000	82.612	0.000	87.043	0.000	87.552	0.000	85.105
FOR	0.000	0.000	0.000	0.000	0.000	4.290	0.000	0.000	0.000	0.000

	2006-07		2007-08		2008-09		2009-10		2010-11	
<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	17.394	2.312	19.726	3.290	17.026	6.047	20.984	2.401	18.407
GEL	0.000	18.334	0.000	14.034	0.000	18.762	4.512	20.959	4.668	19.851
GES	0.000	7.835	0.000	5.533	0.000	5.059	0.000	2.670	0.000	1.939
GSE	0.000	0.000	0.000	1.878	0.000	5.180	0.000	6.617	0.000	3.328
HEA	0.000	150.434	0.000	76.407	0.000	80.553	0.000	75.145	0.000	50.028
HEC	0.000	4.021	0.000	3.557	0.000	4.290	0.000	0.000	0.000	0.000
HIS	8.002	22.317	9.781	28.292	10.093	31.810	15.384	38.731	11.382	32.382
HOR	0.000	3.506	0.000	3.000	0.000	1.051	0.000	2.067	0.000	0.734
HUM	4.001	11.756	6.135	10.417	12.269	18.600	12.626	14.938	14.405	17.108
ISS	0.000	39.596	0.000	39.440	0.000	44.938	0.000	44.799	0.000	33.192
MAT	0.000	121.052	0.000	129.313	0.000	140.932	1.889	161.001	7.558	148.704
MOA	3.735	8.048	3.335	7.869	4.401	8.268	8.537	13.428	8.270	17.183
MUS	0.000	50.668	11.523	63.351	12.981	65.890	16.850	71.435	10.581	66.368
	2006-07		2007-08		2008-09		2009-10		2010-11	
<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	255.204	0.000	92.178	0.000	92.217	0.000	79.762	0.000	72.750
PEF	0.000	0.000	0.000	150.884	0.000	165.573	0.000	145.240	0.000	128.016
PEH	0.000	0.000	0.000	11.802	0.000	11.937	0.000	20.984	0.000	16.939
PET	0.000	0.000	0.000	1.867	0.000	2.623	0.000	2.311	0.000	4.045
PHI	5.868	11.914	6.313	13.129	9.425	11.736	17.161	18.584	17.427	18.761
PHS	0.000	0.276	0.000	0.802	0.000	2.807	0.000	4.960	0.000	4.891
PHY	0.000	7.312	0.000	10.114	0.000	10.269	0.000	15.716	0.000	9.025
POL	5.246	14.593	2.490	11.757	5.513	15.605	2.401	17.012	2.756	17.663
PSY	9.870	41.362	24.540	48.035	27.386	55.844	32.189	62.865	38.322	75.309
REC	0.000	0.000	0.000	0.000	0.000	1.267	0.000	0.667	0.000	0.000
REL	10.581	14.457	9.158	12.803	7.468	11.438	8.802	16.093	8.625	15.916
RES	0.000	8.091	10.048	13.516	6.402	7.291	3.645	3.645	6.579	6.579

	2006-07		2007-08		2008-09		2009-10		2010-11	
<b>DEPARTMENT</b>	<b>DE FTES</b>	<b>Total FTES</b>	<b>DE FTES</b>	<b>Total FTES</b>	<b>DE FTES</b>	<b>Total FTES</b>	<b>DE FTES</b>	<b>Total FTES</b>	<b>DE FTES</b>	<b>Total FTES</b>
<b>SOC</b>	6.846	11.119	7.557	16.180	13.605	20.451	14.049	26.408	17.962	22.852
<b>SPE</b>	1.422	18.246	2.667	18.695	3.734	20.740	3.824	22.608	6.846	28.186
<b>THE</b>	0.000	32.962	4.179	26.581	6.224	29.536	7.824	25.493	9.158	26.383
<b>WKX</b>	0.000	8.475	0.000	11.872	0.000	12.155	0.000	8.377	0.000	6.866
<b>WLD</b>	0.000	28.998	0.000	36.521	0.000	34.956	0.000	37.187	0.000	33.665
<b>WLG</b>	9.669	94.816	12.537	85.441	16.227	84.939	26.186	81.793	23.030	73.531

TABLE 2 – TOTAL FTES AND DISTANCE EDUCATION (DE) FTES BY DEPARTMENT AY 2006-07 TO AY 2010-11

## STUDENT SUCCESS

### SUCCESSFUL COURSE COMPLETION

Successful course completion rates<sup>1</sup> 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
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%
2010-11	70.3%	79.8%	78.3%

### DEPARTMENTAL SUCCESSFUL COURSE COMPLETION

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

TABLE 3

	2006-07		2007-08		2008-09		2009-10		2010-11	
DEPARTMENT	DE	F2F	DE	F2F	DE	F2F	DE	F2F	DE	F2F
ANT	53.7%	79.6%	65.1%	87.1%	66.3%	83.8%	71.9%	67.3%	69.0%	83.2%
ART	78.2%	80.7%	66.9%	77.0%	69.0%	78.0%	74.4%	78.6%	60.8%	78.1%
BIO	0.0%	84.2%	0.0%	82.3%	0.0%	83.9%	0.0%	85.4%	0.0%	85.4%
BSN	55.7%	76.8%	51.7%	70.9%	58.6%	71.1%	64.1%	68.3%	63.3%	69.0%
CAO	67.5%	67.1%	56.6%	65.2%	67.6%	70.6%	58.8%	75.7%	59.7%	82.2%
CHM	0.0%	75.9%	0.0%	75.5%	0.0%	79.9%	0.0%	78.7%	0.0%	85.0%
CIS	0.0%	79.5%	0.0%	84.3%	62.3%	84.8%	61.9%	86.5%	66.7%	85.5%
COM	50.0%	75.0%	49.2%	73.1%	49.2%	68.9%	67.3%	44.2%	63.2%	77.8%
COU	0.0%	74.8%	66.7%	82.0%	47.4%	73.1%	54.5%	78.7%	0.0%	83.0%
CRJ	0.0%	74.4%	0.0%	82.2%	0.0%	68.6%	0.0%	77.1%	0.0%	83.3%
CUL	0.0%	81.0%	0.0%	86.0%	0.0%	81.1%	0.0%	84.5%	0.0%	87.9%
DAN	0.0%	64.6%	0.0%	69.1%	0.0%	73.6%	0.0%	75.8%	0.0%	75.8%
	2006-07		2007-08		2008-09		2009-10		2010-11	
DEPARTMENT	DE	F2F	DE	F2F	DE	F2F	DE	F2F	DE	F2F
DMA	0.0%	0.0%	0.0%	57.1%	72.5%	0.0%	77.5%	88.4%	73.9%	85.4%
ECE	75.0%	88.9%	76.0%	85.8%	79.3%	89.6%	78.6%	89.1%	81.6%	88.8%
ECO	81.2%	84.4%	88.5%	67.0%	0.0%	63.9%	0.0%	61.9%	0.0%	62.0%
EDU	0.0%	100.0%	71.4%	61.1%	100.0%	0.0%	80.0%	0.0%	100.0%	0.0%
ENG	58.7%	70.2%	59.2%	73.7%	60.4%	70.8%	64.3%	75.3%	69.5%	70.3%
ETH	57.1%	66.7%	82.6%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
EVS	0.0%	92.6%	0.0%	70.6%	0.0%	66.7%	0.0%	73.7%	0.0%	93.8%
FIR	0.0%	86.8%	0.0%	87.4%	0.0%	89.0%	0.0%	89.8%	0.0%	93.9%
FOR	0.0%	0.0%	0.0%	0.0%	0.0%	95.8%	0.0%	0.0%	0.0%	0.0%
GEG	0.0%	84.4%	72.4%	83.7%	69.4%	85.5%	71.2%	85.6%	75.0%	79.2%
GEL	0.0%	81.0%	0.0%	83.6%	0.0%	85.5%	80.8%	89.2%	93.1%	89.3%

<sup>1</sup> 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.



	2006-07		2007-08		2008-09		2009-10		2010-11	
DEPARTMENT	DE	F2F	DE	F2F	DE	F2F	DE	F2F	DE	F2F
GES	0.0%	71.0%	0.0%	70.7%	0.0%	70.3%	0.0%	87.4%	0.0%	81.3%
GSE	0.0%	0.0%	0.0%	85.7%	0.0%	78.9%	0.0%	76.3%	0.0%	68.9%
HEA	0.0%	86.7%	0.0%	80.5%	0.0%	82.4%	0.0%	88.1%	0.0%	83.9%
HEC	0.0%	83.1%	0.0%	71.8%	0.0%	60.7%	0.0%	0.0%	0.0%	0.0%
HIS	64.6%	85.9%	67.9%	83.2%	57.1%	85.5%	64.2%	79.8%	68.9%	87.4%
HOR	0.0%	78.0%	0.0%	66.3%	0.0%	83.9%	0.0%	19.4%	0.0%	25.0%
HUM	66.7%	93.6%	77.8%	86.4%	71.3%	77.9%	70.6%	69.0%	62.9%	88.9%
ISS	0.0%	86.9%	0.0%	84.9%	0.0%	85.9%	0.0%	92.9%	0.0%	91.7%
MAT	0.0%	69.2%	0.0%	64.6%	0.0%	71.4%	53.8%	67.8%	47.5%	68.0%
MOA	88.1%	85.7%	73.9%	84.0%	85.5%	92.2%	81.4%	77.2%	85.6%	92.7%
	2006-07		2007-08		2008-09		2009-10		2010-11	
DEPARTMENT	DE	F2F	DE	F2F	DE	F2F	DE	F2F	DE	F2F
MUS	0.0%	84.2%	54.8%	87.2%	68.3%	89.2%	65.8%	86.0%	70.2%	89.4%
PED	0.0%	72.0%	0.0%	61.5%	0.0%	62.8%	0.0%	67.6%	0.0%	73.2%
PEF	0.0%	0.0%	0.0%	74.1%	0.0%	72.9%	0.0%	72.2%	0.0%	79.0%
PEH	0.0%	0.0%	0.0%	68.9%	0.0%	67.8%	0.0%	64.3%	0.0%	66.2%
PET	0.0%	0.0%	0.0%	60.7%	0.0%	59.6%	0.0%	82.9%	0.0%	65.3%
PHI	60.0%	65.7%	63.2%	66.7%	67.0%	66.7%	68.2%	70.6%	60.9%	80.0%
PHS	0.0%	57.1%	0.0%	70.0%	0.0%	56.5%	0.0%	73.4%	0.0%	70.4%
PHY	0.0%	93.3%	0.0%	92.2%	0.0%	93.8%	0.0%	87.0%	0.0%	88.7%
POL	80.8%	86.1%	78.6%	80.9%	90.0%	87.1%	100.0%	83.7%	81.5%	87.3%
PSY	78.4%	81.9%	66.5%	78.0%	69.2%	81.8%	76.7%	82.4%	75.3%	80.1%
REC	0.0%	0.0%	0.0%	0.0%	0.0%	80.0%	0.0%	60.0%	0.0%	0.0%
REL	60.6%	72.3%	60.4%	86.0%	58.8%	72.9%	80.5%	83.5%	75.0%	81.5%
RES	0.0%	65.5%	59.0%	59.5%	57.7%	72.7%	52.5%	0.0%	68.9%	0.0%
SOC	64.5%	88.0%	61.5%	81.6%	74.5%	84.7%	79.3%	69.2%	75.6%	80.0%
SPE	61.5%	77.1%	75.0%	85.1%	55.0%	86.9%	53.8%	84.6%	72.0%	83.8%
THE	0.0%	89.4%	55.2%	91.5%	50.8%	91.0%	71.6%	86.4%	65.9%	72.8%
WKX	0.0%	81.3%	0.0%	68.3%	0.0%	78.6%	0.0%	80.8%	0.0%	88.2%
WLD	0.0%	82.6%	0.0%	83.7%	0.0%	83.7%	0.0%	86.9%	0.0%	85.8%
WLG	80.2%	83.2%	65.5%	80.8%	69.9%	78.1%	82.4%	83.5%	81.6%	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.

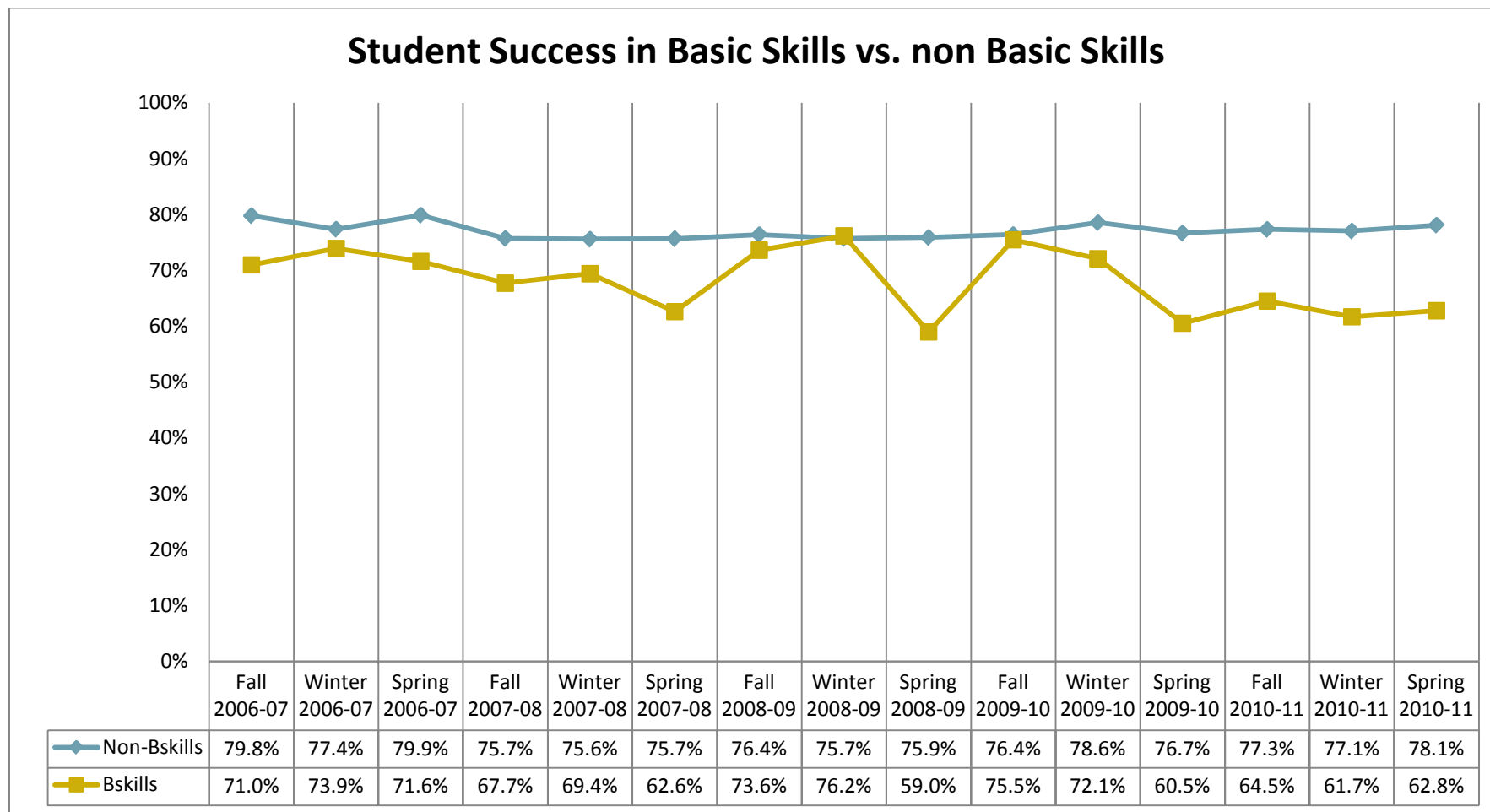
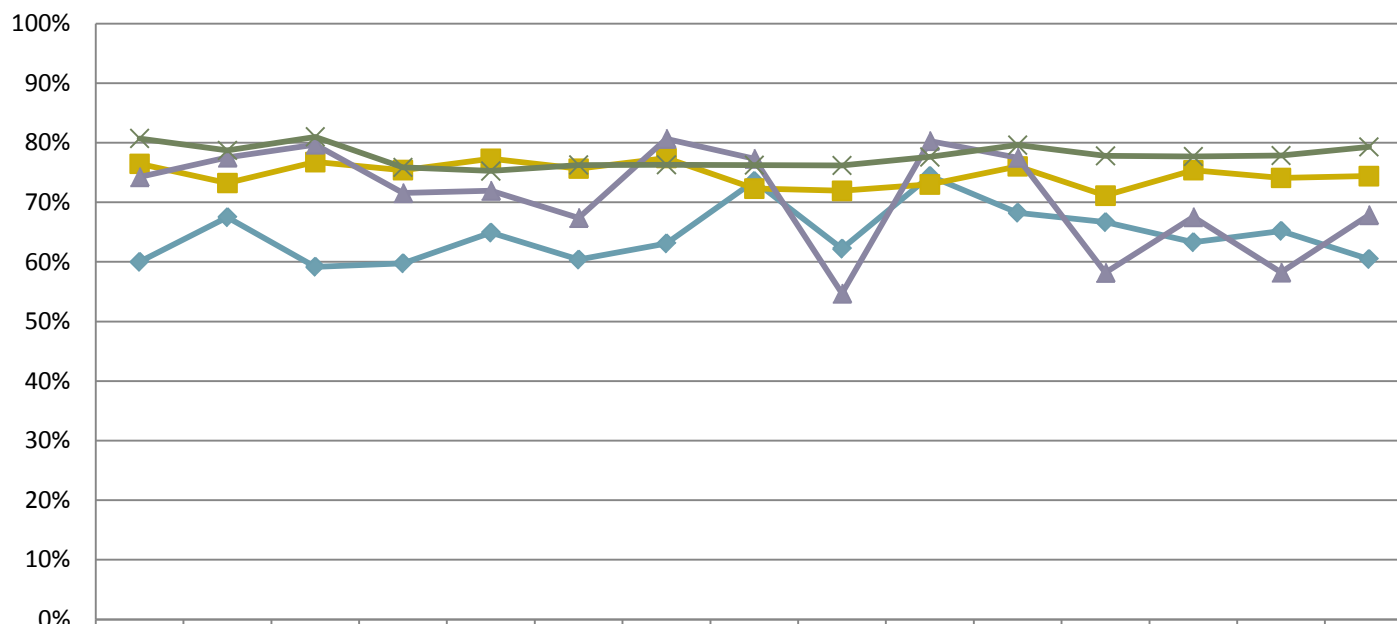


FIGURE 3

STUDENT EQUITY AND SUCCESS IN BASIC SKILLS

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



	Fall 2006-07	Winter 2006-07	Spring 2006-07	Fall 2007-08	Winter 2007-08	Spring 2007-08	Fall 2008-09	Winter 2008-09	Spring 2008-09	Fall 2009-10	Winter 2009-10	Spring 2009-10	Fall 2010-11	Winter 2010-11	Spring 2010-11
◆ Bskills Hispanic	60.0%	67.5%	59.2%	59.8%	64.9%	60.4%	63.1%	73.6%	62.2%	74.4%	68.3%	66.7%	63.3%	65.2%	60.5%
■ Hispanic	76.5%	73.2%	76.8%	75.4%	77.3%	75.7%	77.4%	72.3%	71.9%	73.0%	76.0%	71.1%	75.4%	74.1%	74.4%
▲ Bskills White, non-Hispanic	74.2%	77.5%	79.7%	71.6%	72.0%	67.4%	80.7%	77.3%	54.7%	80.3%	77.5%	58.2%	67.5%	58.2%	67.9%
× White, non-Hispanic	80.7%	78.7%	81.0%	75.9%	75.3%	76.3%	76.3%	76.2%	76.2%	77.6%	79.6%	77.8%	77.7%	77.9%	79.3%

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. 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 2006-07		Winter 2006-07		Spring 2006-07		Fall 2007-08		Winter 2007-08		Spring 2007-08	
Ethnicity	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success
African-American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%
AIAN	2	100.0%	2	100.0%	2	50.0%	4	50.0%	1	0.0%	0	0.0%
Asian	1	100.0%	3	66.7%	0	0.0%	3	33.3%	0	0.0%	1	0.0%
Filipino	0	0.0%	2	100.0%	0	0.0%	6	100.0%	0	0.0%	0	0.0%
Hispanic	29	69.0%	14	57.1%	12	58.3%	30	50.0%	17	58.8%	13	46.2%
Pacific Islander	0	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%	0	0.0%	0	0.0%	0	0.0%
Unknown	13	76.9%	14	78.6%	11	63.6%	21	71.4%	11	81.8%	2	50.0%
White Non-Hispanic	89	75.3%	47	78.7%	34	79.4%	81	67.9%	51	70.6%	18	66.7%
Term	Fall 2008-09		Winter 2008-09		Spring 2008-09		Fall 2009-10		Winter 2009-10		Spring 2009-10	
Ethnicity	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success
African-American	0	0.0%	0	0.0%	2	0.0%	0	0	1	0.0%	0	0.0%
AIAN	3	33.3%	1	0.0%	2	100.0%	2	100.0%	1	100.0%	0	0.0%
Asian	1	100.0%	2	50.0%	1	0.0%	1	100.0%	0	0.0%	0	0.0%
Filipino	2	100.0%	1	100.0%	1	100.0%	3	66.7%	4	100.0%	3	66.7%
Hispanic	16	68.8%	10	70.0%	7	28.6%	37	70.3%	20	70.0%	14	42.9%
Pacific Islander	1	0.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Two or More Races	6	66.7%	0	0.0%	0	0.0%	1	0.0%	3	100.0%	1	0.0%
Unknown	0	0.0%	8	100.0%	4	50.0%	23	78.3%	14	64.3%	7	42.9%
White Non-Hispanic	39	82.1%	35	77.1%	20	70.0%	98	84.7%	57	75.4%	40	60.0%

TABLE 5

Term	Fall 2010-11		Winter 2010-11		Spring 2010-11	
	Enrolled	Success	Enrolled	Success	Enrolled	Success
<b>African-American</b>	3	0.0%	3	0.0%	5	40.0%
<b>AIAN</b>	3	66.7%	2	100.0%	0	0.0%
<b>Asian</b>	0	0.0%	2	100.0%	0	0.0%
<b>Filipino</b>	3	0.0%	4	0.0%	2	100.0%
<b>Hispanic</b>	52	61.5%	44	68.2%	19	78.9%
<b>Pacific Islander</b>	2	50.0%	0	0.0%	0	0.0%
<b>Two or More Races</b>	8	87.5%	1	0.0%	2	100.0%
<b>Unknown</b>	9	55.6%	9	77.8%	7	57.1%
<b>White Non-Hispanic</b>	90	70.0%	54	63.0%	49	71.4%

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 2006-07		Winter 2006-07		Spring 2006-07		Fall 2007-08		Winter 2007-08		Spring 2007-08	
	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success
<b>African-American</b>	0	0.0%	1	100.0%	1	100.0%	4	50.0%	3	100.0%	0	0.0%
<b>AIAN</b>	5	100.0%	5	60.0%	5	60.0%	2	0.0%	1	0.0%	1	0.0%
<b>Asian</b>	7	42.9%	5	80.0%	1	100.0%	12	75.0%	4	75.0%	5	40.0%
<b>Filipino</b>	0	0.0%	2	100.0%	1	100.0%	11	81.8%	2	50.0%	1	100.0%
<b>Hispanic</b>	60	60.0%	40	67.5%	49	59.2%	82	59.8%	57	64.9%	53	60.4%
<b>Pacific Islander</b>	0	0.0%	0	0.0%	2	100.0%	1	0.0%	0	0.0%	2	0.0%
<b>Two or More Races</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Unknown</b>	20	85.0%	23	69.6%	20	70.0%	33	75.7%	21	71.4%	7	85.7%
<b>White Non-Hispanic</b>	132	74.2%	89	77.5%	69	79.7%	109	71.6%	82	72.0%	46	67.4%

<b>Term</b>	<b>Fall 2008-09</b>		<b>Winter 2008-09</b>		<b>Spring 2008-09</b>		<b>Fall 2009-10</b>		<b>Winter 2009-10</b>		<b>Spring 2009-10</b>	
<b>Ethnicity</b>	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success
<b>African-American</b>	0	0.0%	0	0.0%	5	60.0%	1	0.0%	1	0.0%	0	0.0%
<b>AIAN</b>	5	60.0%	2	0.0%	6	100.0%	0	0.0%	1	100.0%	3	33.3%
<b>Asian</b>	11	90.9%	9	88.9%	3	33.3%	2	0.0%	1	100.0%	3	100.0%
<b>Filipino</b>	9	88.9%	5	80.0%	4	75.0%	2	50.0%	2	50.0%	1	100.0%
<b>Hispanic</b>	84	63.1%	53	73.6%	45	62.2%	49	77.6%	43	67.4%	22	81.8%
<b>Pacific Islander</b>	2	50.0%	1	100.0%	0	0.0%	0	0.0%	1	100.0%	2	50.0%
<b>Two or More Races</b>	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
<b>Unknown</b>	24	66.7%	26	76.9%	12	50.0%	13	46.2%	7	42.9%	1	100.0%
<b>White Non-Hispanic</b>	119	80.7%	97	77.3%	64	54.7%	34	67.6%	23	82.6%	15	53.3%
<b>Term</b>	<b>Fall 2010-11</b>		<b>Winter 2010-11</b>		<b>Spring 2010-11</b>							
<b>Ethnicity</b>	Enrolled	Success	Enrolled	Success	Enrolled	Success						
<b>African-American</b>	1	0.0%	0	0.0%	3	33.3%						
<b>AIAN</b>	2	100.0%	0	0.0%	2	100.0%						
<b>Asian</b>	0	0.0%	0	0.0%	2	100.0%						
<b>Filipino</b>	2	50.0%	6	83.3%	2	0.0%						
<b>Hispanic</b>	38	65.8%	25	60.0%	24	45.8%						
<b>Pacific Islander</b>	0	0.0%	0	0.0%	0	0.0%						
<b>Two or More Races</b>	1	100.0%	2	100.0%	0	0.0%						
<b>Unknown</b>	10	70.0%	3	66.7%	5	40.0%						
<b>White Non-Hispanic</b>	27	59.3%	25	48.0%	7	42.9%						

TABLE 7

## STUDENT ACHIEVEMENT

### DEGREES AND CERTIFICATES

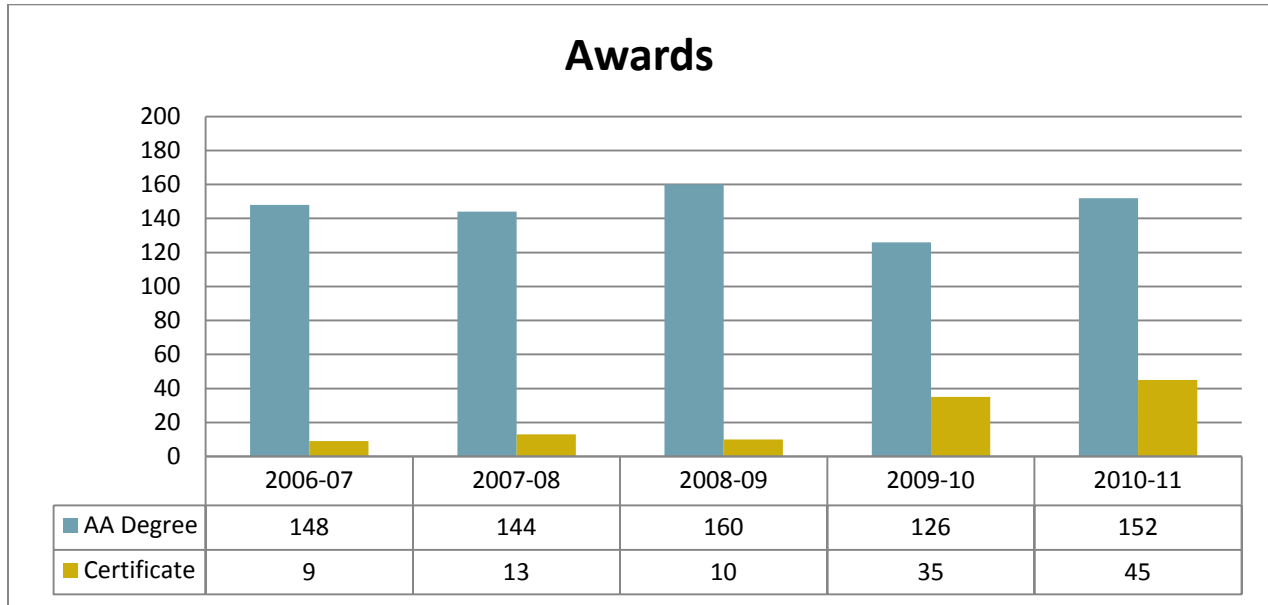


FIGURE 5

### DEGREES AND CERTIFICATES BY DEPARTMENT/MAJOR

#### TRANSFER

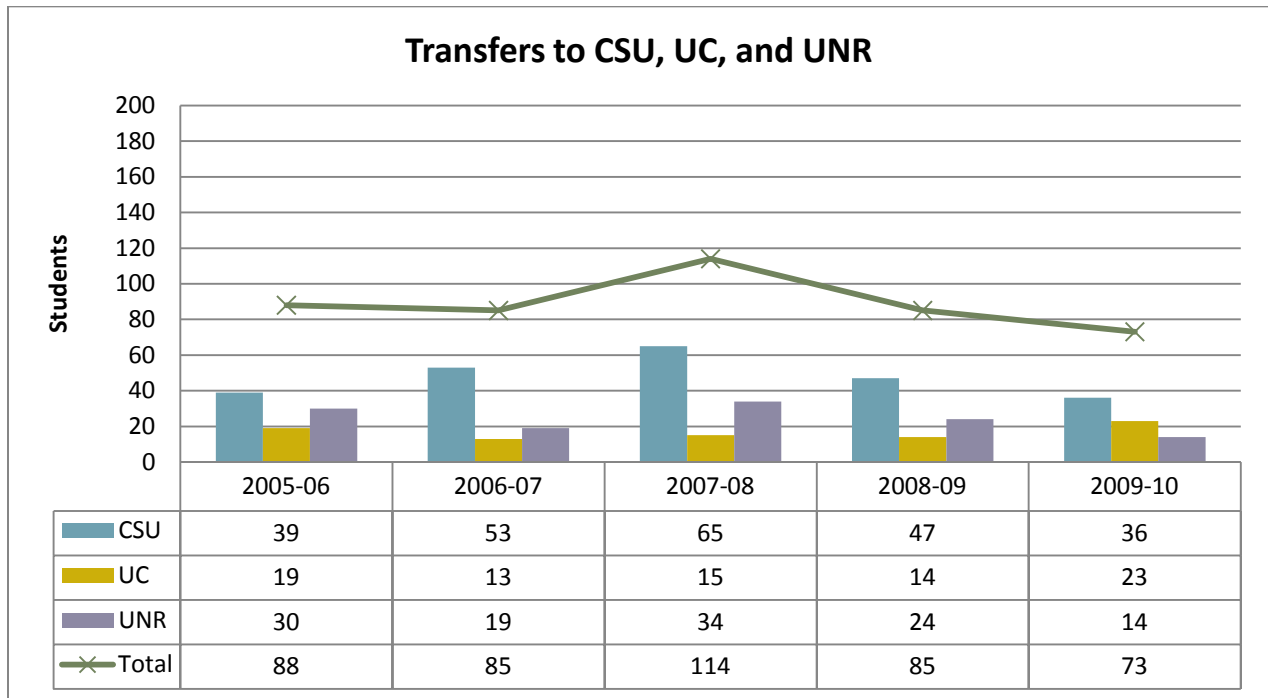


FIGURE 6 – NOTE: DUE TO THE ELIMINATION OF THE CALIFORNIA POST-SECONDARY EDUCATION COMMISSION, TRANSFER DATA IS NOT AVAILABLE FOR 2010-11. UPDATED TRANSFER DATA WILL RETURN WITH THE USE OF THE EDUCATION CLEARING HOUSE SCHEDULED FOR 2012.

## 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 7 below as non-credit courses are worth zero units.

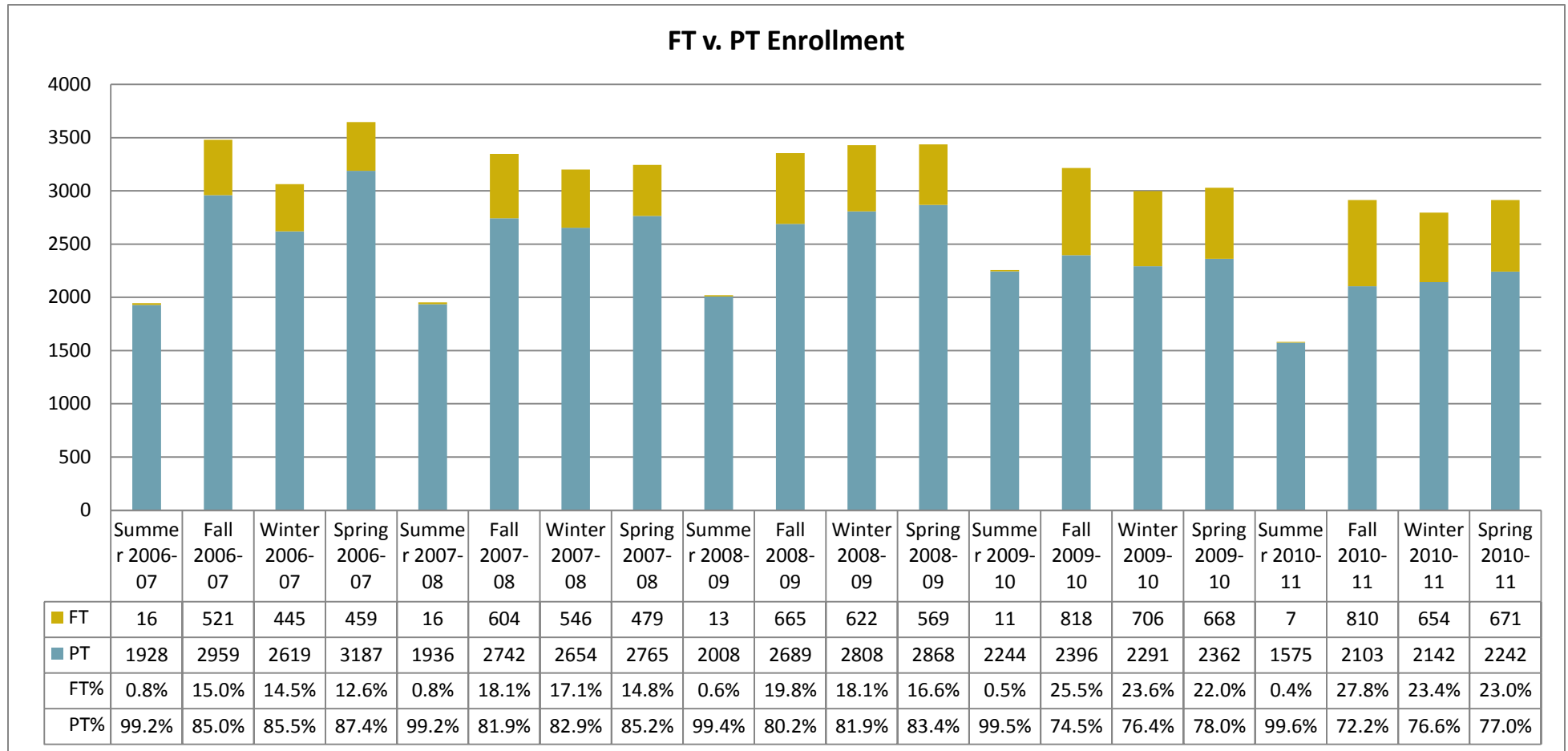


FIGURE 7



## STUDENT GOALS

Student goals are grouped by Transfer (A, B), Degree/Certificate (C, D,E), improving Job Skills (G, H, I), improving Foundational Skills (K,L), and , Personal Development/Undecided (F, J, M).

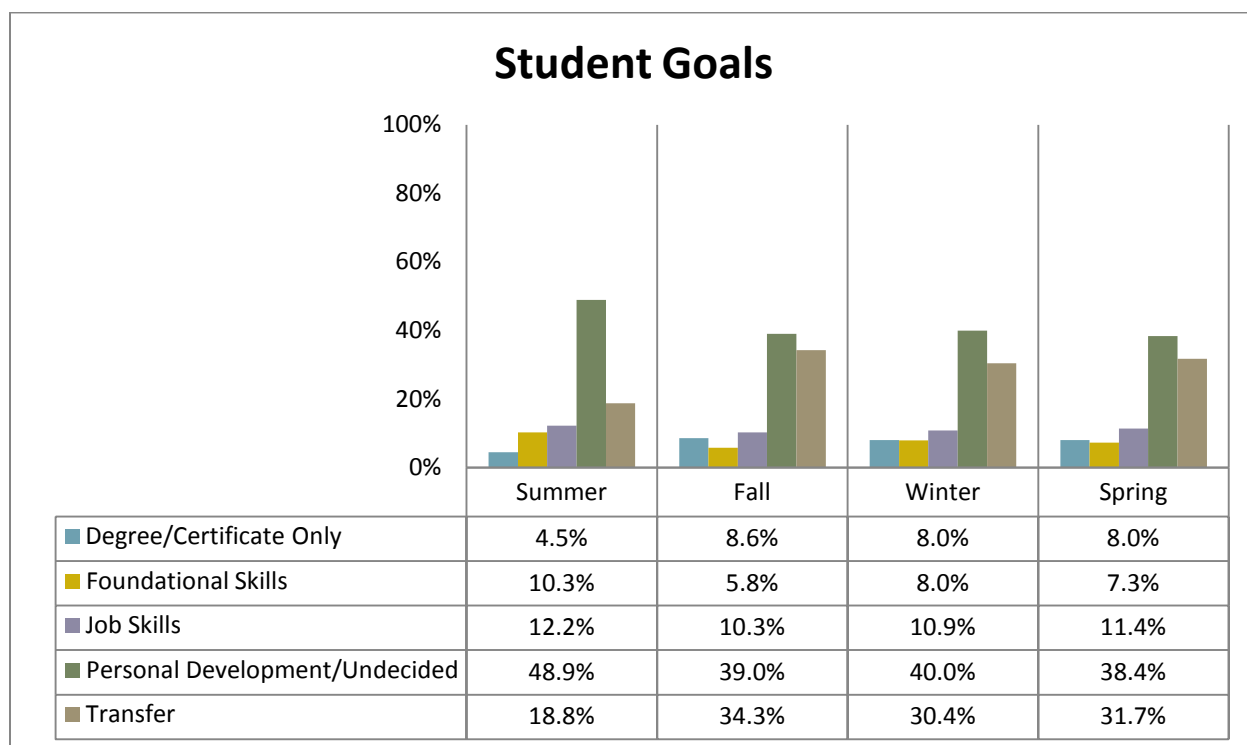


FIGURE 8 – STUDENT GOAL DISTRIBUTION FOR AY 2010-11

<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.

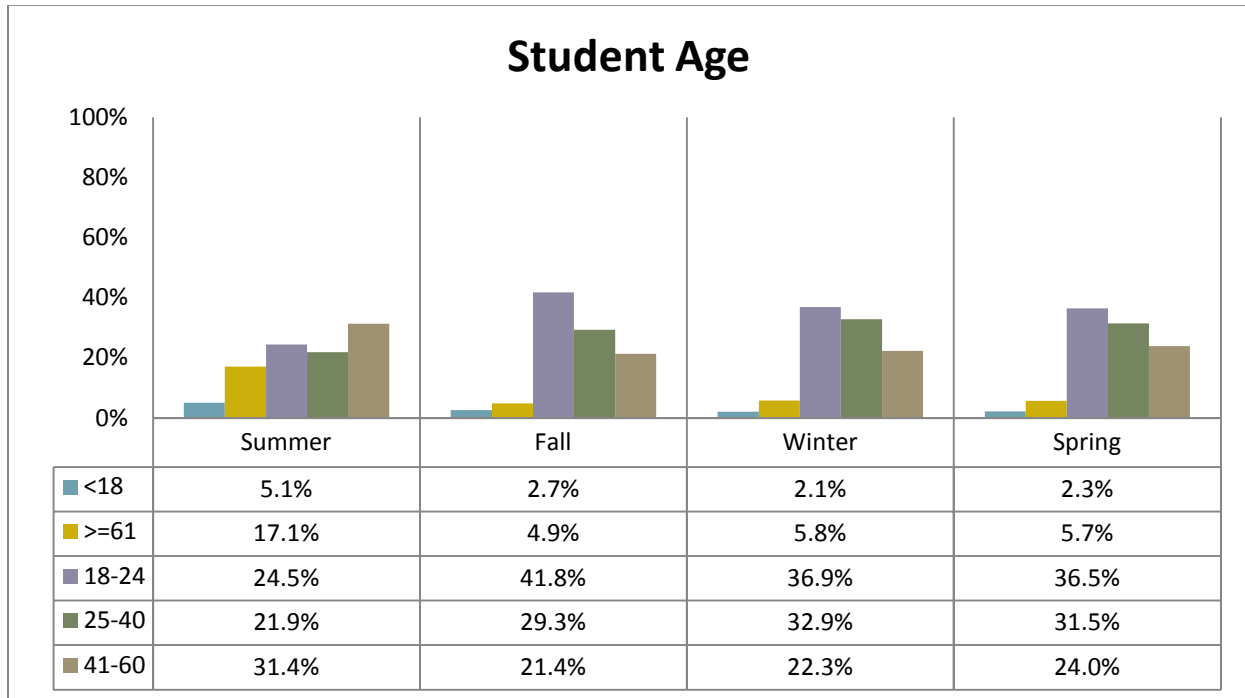


FIGURE 9 – STUDENT AGE DISTRIBUTION FOR AY 2010-11

## STUDENT RACE/ETHNICITY

Student race/ethnicity data is presented in Figure 10 below. Over the past five years, the representation of student groups has remained relatively consistent.

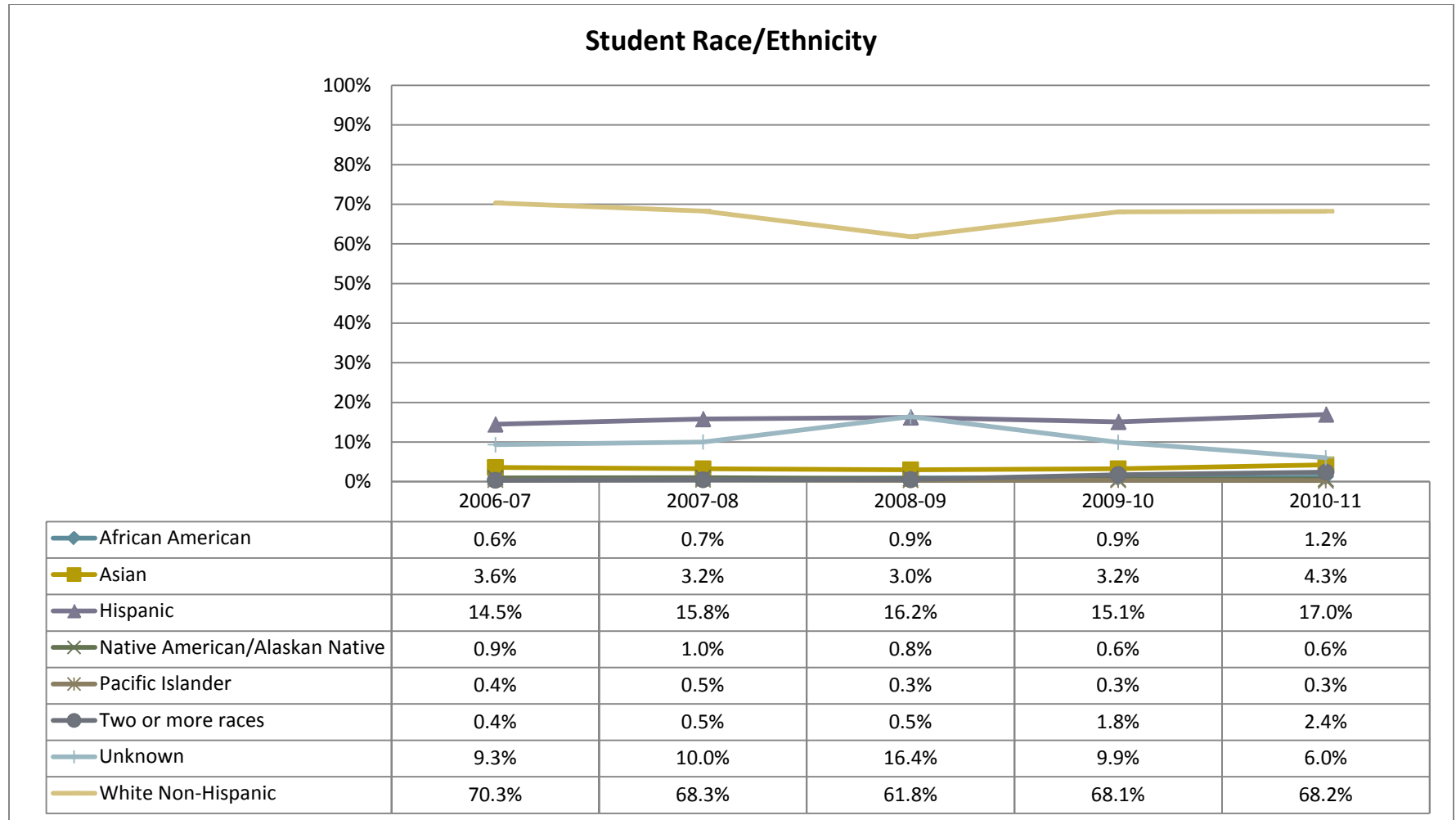


Figure 10 – NOTE: The drop in white, non-Hispanic students in 2008-09 and attending increase in unknown students is likely due to changes in the CCCCO coding of race/ethnicity categories that took place at that time.

## STUDENT GENDER

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

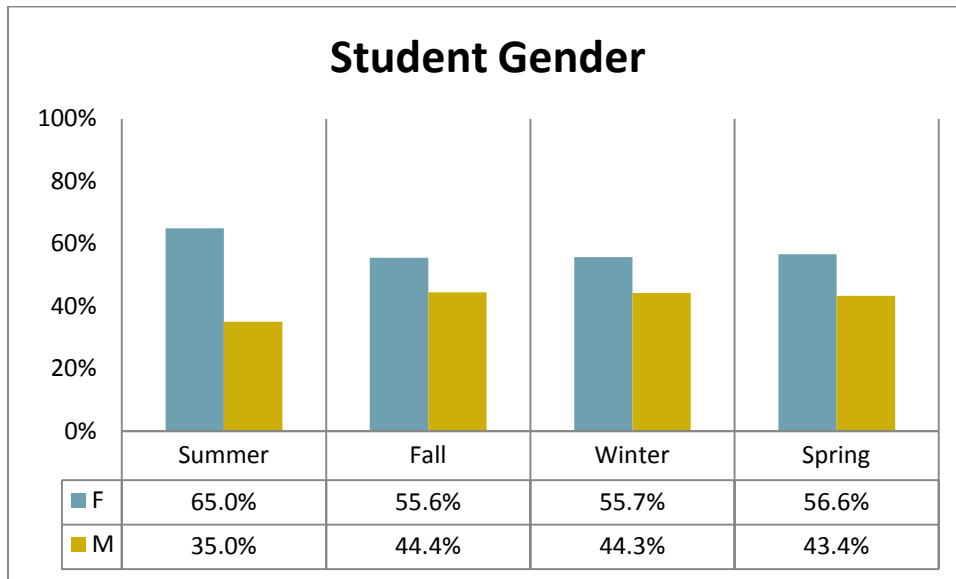


FIGURE 11 – STUDENT GENDER DISTRIBUTION FOR AY 2010-11

## 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

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