

Lake Tahoe Community College Fact Book

AY 2014-15

Office of Institutional Effectiveness



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.

This year, the data presented in the annual LTCC Fact Book has been adjusted slightly in two key ways. First, there is a stronger focus on data disaggregation to better support the use of data for equity purposes. Data disaggregation is the process of presenting information broken down by sub-groups in order to reveal trends and performance gaps that might otherwise be missed in large data sets. The implication is not that certain groups are underperforming, but that there is an area where the college can provide enhanced support to improve



performance. For example, the 5-year student success data on page 7 is first presented by gender and course modality (distance or face-to-face). The next table presents the data broken down by student race or ethnicity and course modality. The third and final table presents the data by race or ethnicity and gender. Taken together, this data suggests that the growing population of African American students at LTCC, both online and on-campus, has significantly lower success rates than their peers. While Student Support and Success Program (SSSP) and Equity efforts at LTCC have been generally directed towards the larger population of Hispanic and Latino students, who consistently demonstrate a need for additional support, the hope is that these efforts will also provide much needed resources for all traditionally underserved and underrepresented student populations.

The second, and most obvious, change to the Fact Book structure is the inclusion of separate sections for three key programs operated by LTCC. First, Distance Education has long been an important function of the College, representing approximately 18% of the overall student population. On pages 14 and 15, some key data points for this group of students are presented, including a breakdown of the geographic location of our online-only students. The fact that nearly 22% of these students come from El Dorado County indicates that this approach



provides access to members of the local community that may not be able to attend campus-based courses. It is also important to note that overall course success rates for online courses consistently fall just below face-to-face offerings, but this performance gap has shrunk steadily over the past five years. The second section on page 16 represents data on the South Bay Regional Public Safety Training Consortium (JPA). In just its second year, the program grew to

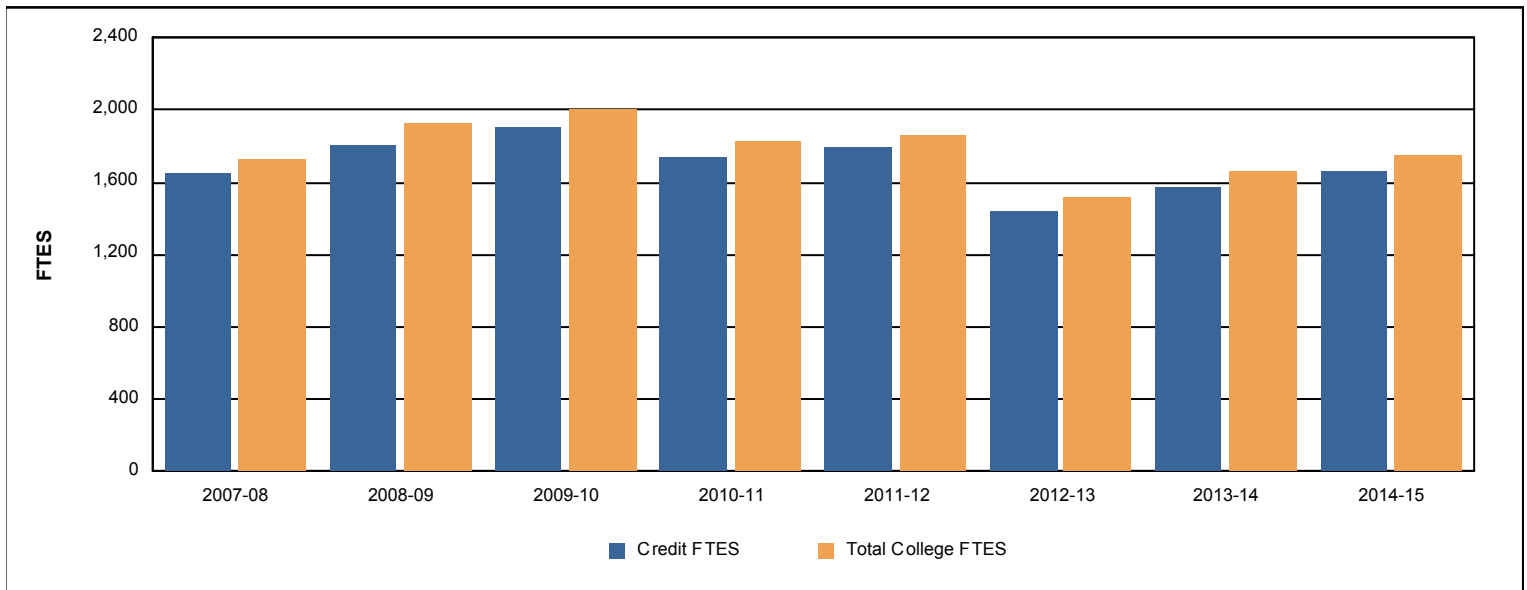
represent nearly 15% of the overall student population at LTCC. The third section on page 17 includes information for the first year of the soccer program at LTCC. An important takeaway from this data is the fact that in each term, student athlete course success rates were higher than the overall LTCC population.



In future years there will be more changes to the LTCC Fact Book along these same lines. It is important to examine student performance from an equity perspective to better support the missions of both LTCC and the California Community College system. Any questions, comments, or suggestions about this data or future changes can be addressed to Jeremy Brown at jjbrown@ltcc.edu, or by phone at (530) 541-4660 ext. 266.

Full-Time Equivalent Students (FTES)

The chart below presents annual unadjusted FTES trends for the overall institution, and these numbers are further disaggregated into credit, non-credit, and CDCP categories in the included data table. The data demonstrates continued growth over the last three years.



	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Credit FTES	1,648.85	1,807.70	1,900.30	1,741.27	1,796.81	1,445.79	1,577.22	1,663.90
Non-Credit FTES	31.01	50.36	55.19	51.85	43.46	45.86	48.68	50.66
NC CDCP FTES	52.71	66.39	54.41	29.31	23.42	31.35	32.98	31.02
Total FTES	1,732.58	1,924.44	2,009.90	1,822.44	1,863.69	1,523.01	1,658.87	1,745.58

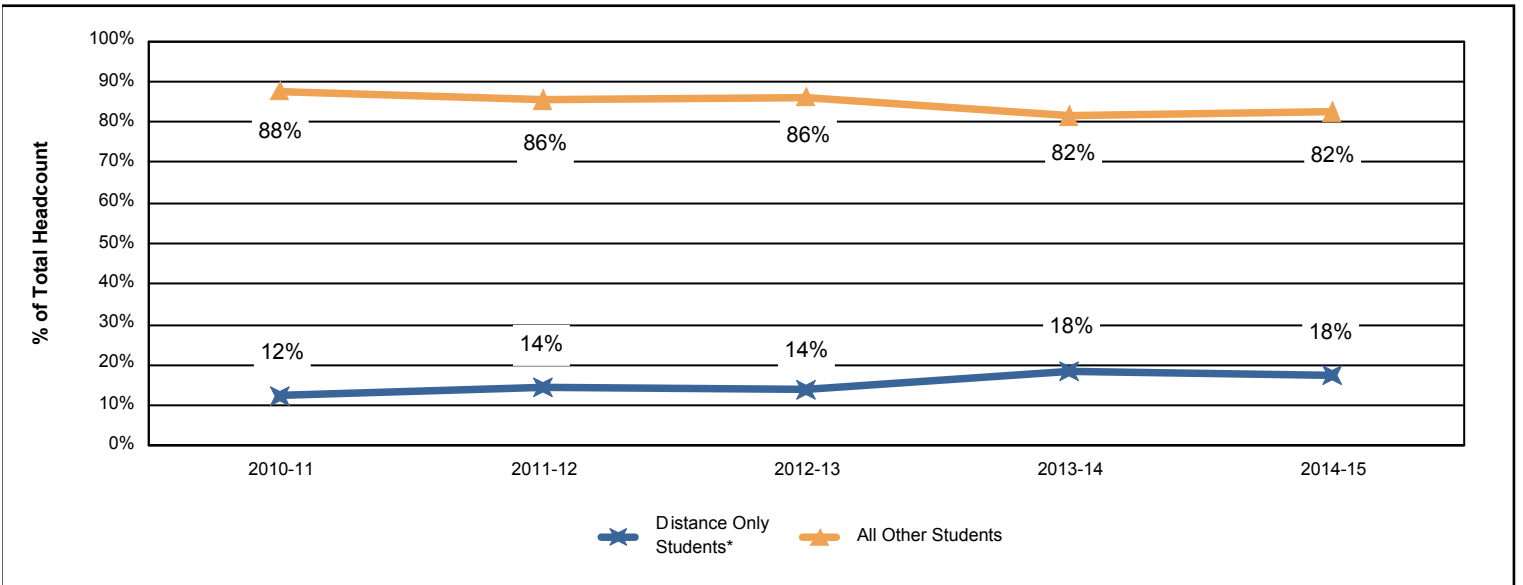
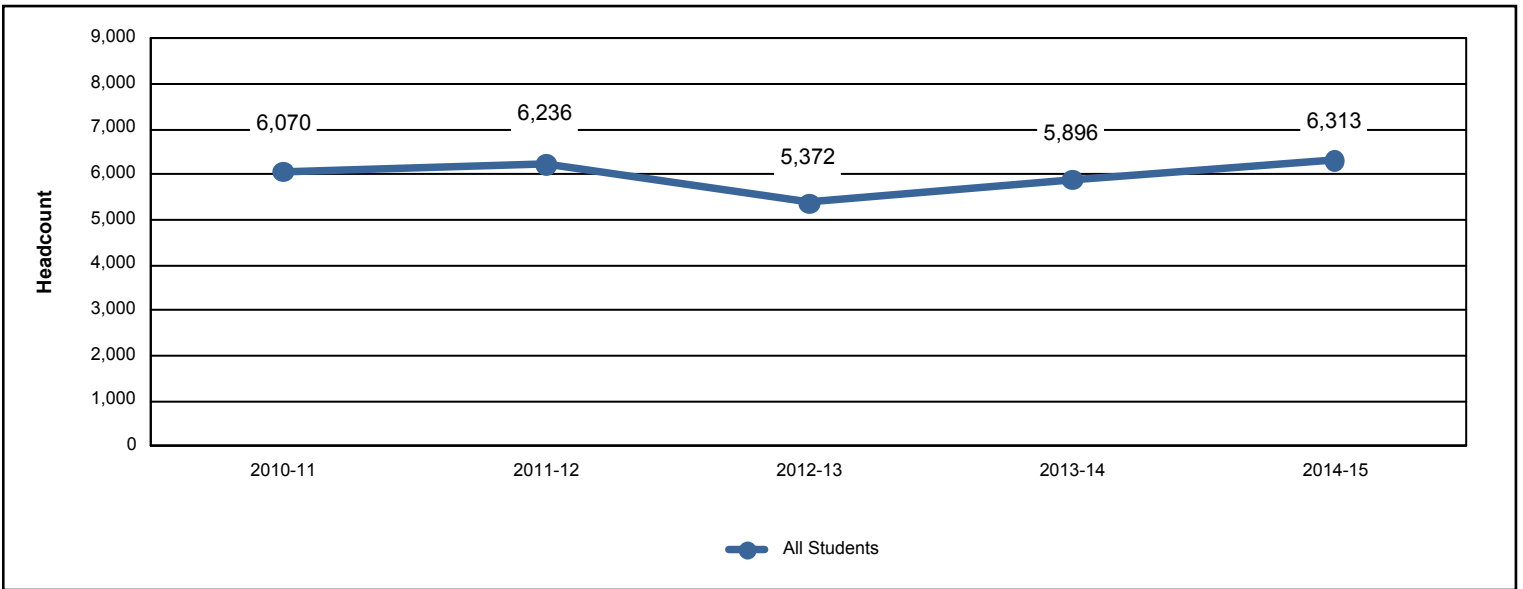
FTES by Department

The table below presents 5-year trends in FTES production by Department.

Department	2010-11	2011-12	2012-13	2013-14	2014-15	5-Year Trend	5-Year Average	% Change	% Change	Average
								2010-11 to 2014-15	2013-14 to 2014-15	2010-11 to 2014-15
Anthropology	32.46	29.66	28.09	31.83	24.27		29.26	-25.21%	-23.74%	-6.08%
Art	101.09	114.88	85.46	78.00	68.15		89.51	-32.58%	-12.62%	-8.33%
Biology	78.04	82.26	83.05	75.70	62.37		76.28	-20.09%	-17.61%	-5.02%
Business	63.15	76.50	48.41	54.84	57.14		60.01	-9.52%	4.21%	0.47%
Chemistry	49.18	34.10	40.23	42.08	40.29		41.18	-18.09%	-4.26%	-3.09%
Communications	8.67	13.23	9.42	7.60	8.45		9.47	-2.55%	11.13%	3.91%
Computer & Information Science	23.43	22.32	13.58	12.99	16.89		17.84	-27.91%	30.04%	-4.55%
Computer Applications	34.55	24.37	15.44	17.13	13.64		21.02	-60.51%	-20.33%	-18.88%
Counseling	10.54	13.46	7.38	14.08	16.07		12.31	52.52%	14.11%	21.87%
Criminal Justice	16.09	15.61	16.40	17.99	11.85		15.59	-26.37%	-34.16%	-5.59%
Culinary Arts	35.28	43.39	38.09	44.75	30.85		38.47	-12.55%	-31.06%	-0.70%
Dance	31.37	26.84	13.85	8.19	6.33		17.32	-79.83%	-22.72%	-31.61%
Digital Media Arts	20.54	17.47	15.20	8.40	8.40		14.00	-59.09%	0.00%	-18.16%
Early Childhood Education	33.03	37.75	31.94	29.62	33.72		33.21	2.11%	13.86%	1.37%
Economics	12.21	12.03	13.68	20.57	14.49		14.60	18.75%	-29.55%	8.27%
Education	36.42	24.95	28.80	28.07	27.86		29.22	-23.51%	-0.74%	-4.84%
English	140.75	148.89	120.27	115.06	91.93		123.38	-34.69%	-20.11%	-9.47%
English As a Second Language	31.01	24.37	32.20	33.96	32.34		30.78	4.27%	-4.78%	2.85%
Ethnic Studies	0.00	0.00	0.00	3.29	3.29		1.32	0.00%	0.00%	0.00%
Fire Science	85.17	83.44	44.39	81.46	70.34		72.96	-17.41%	-13.66%	5.25%
General Studies	2.98	3.29	2.50	3.25	2.63		2.93	-11.62%	-18.88%	-0.64%
Geography	18.41	21.78	15.26	12.03	12.92		16.08	-29.82%	7.42%	-6.34%
Geology	19.85	22.45	22.42	26.23	25.56		23.30	28.77%	-2.54%	6.85%
Health (Allied Health)	50.27	56.03	43.10	48.20	43.81		48.28	-12.86%	-9.11%	-2.23%
History	32.38	30.44	22.93	30.05	23.56		27.87	-27.24%	-21.60%	-5.30%
Humanities	17.11	18.67	12.00	12.98	9.96		14.14	-41.79%	-23.29%	-10.42%
Incarcerated Students Program	0.00	0.00	0.00	0.00	17.20		3.44	0.00%	0.00%	0.00%
ISSI	0.00	0.00	31.09	27.60	33.13		18.37	0.00%	20.02%	2.20%
JPA Fire Science	0.00	0.00	0.00	72.29	314.35		77.33	0.00%	334.88%	83.72%
Mathematics	148.70	159.92	135.01	138.06	124.87		141.31	-16.03%	-9.55%	-3.83%
Medical Office Assistant	17.32	16.64	22.40	11.38	15.40		16.63	-11.04%	35.35%	4.22%
Music	66.37	70.39	49.60	60.21	38.52		57.02	-41.96%	-36.02%	-9.53%
Philosophy	18.76	22.23	15.99	13.43	8.89		15.86	-52.61%	-33.77%	-14.85%
Physical Education - Fitness	139.21	147.00	98.55	122.70	114.66		124.42	-17.63%	-6.55%	-2.35%
Physical Education - Health	16.94	18.32	14.27	13.34	10.89		14.75	-35.70%	-18.33%	-9.71%
Physical Education - Theory	4.05	3.49	5.07	4.00	5.12		4.34	26.61%	28.00%	9.62%
Physical Education - Athletics	0.00	0.00	0.00	0.73	11.48		2.44	0.00%	1473.63%	368.41%
Physical Science	4.89	4.98	4.98	7.54	7.22		5.92	47.71%	-4.13%	12.25%
Physics	9.03	10.43	8.40	16.18	11.50		11.11	27.48%	-28.91%	14.95%
Political Science	17.66	17.00	17.33	23.03	19.56		18.92	10.75%	-15.06%	4.00%
Psychology	75.31	82.38	72.32	66.31	54.88		70.24	-27.12%	-17.23%	-7.09%
Real Estate	6.58	10.94	4.35	16.00	12.71		10.12	93.26%	-20.56%	63.35%
Religion	15.92	18.49	14.94	14.49	6.76		14.12	-57.54%	-53.37%	-14.85%
Sociology	22.85	23.52	22.04	20.60	19.74		21.75	-13.62%	-4.16%	-3.52%
Speech	28.19	21.30	20.81	21.92	18.53		22.15	-34.26%	-15.48%	-9.21%
Theatre Arts	26.38	25.26	29.08	18.15	21.17		24.01	-19.76%	16.64%	-2.52%
Wilderness Studies	33.74	35.53	34.54	34.57	32.67		34.21	-3.16%	-5.49%	-0.72%
Work Experience/Internship	1.09	1.96	5.33	3.85	16.12		5.67	1378.51%	319.08%	135.84%
World Languages	106.72	114.32	66.75	90.89	73.07		90.35	-31.54%	-19.61%	-4.48%

Unduplicated Headcount Trends

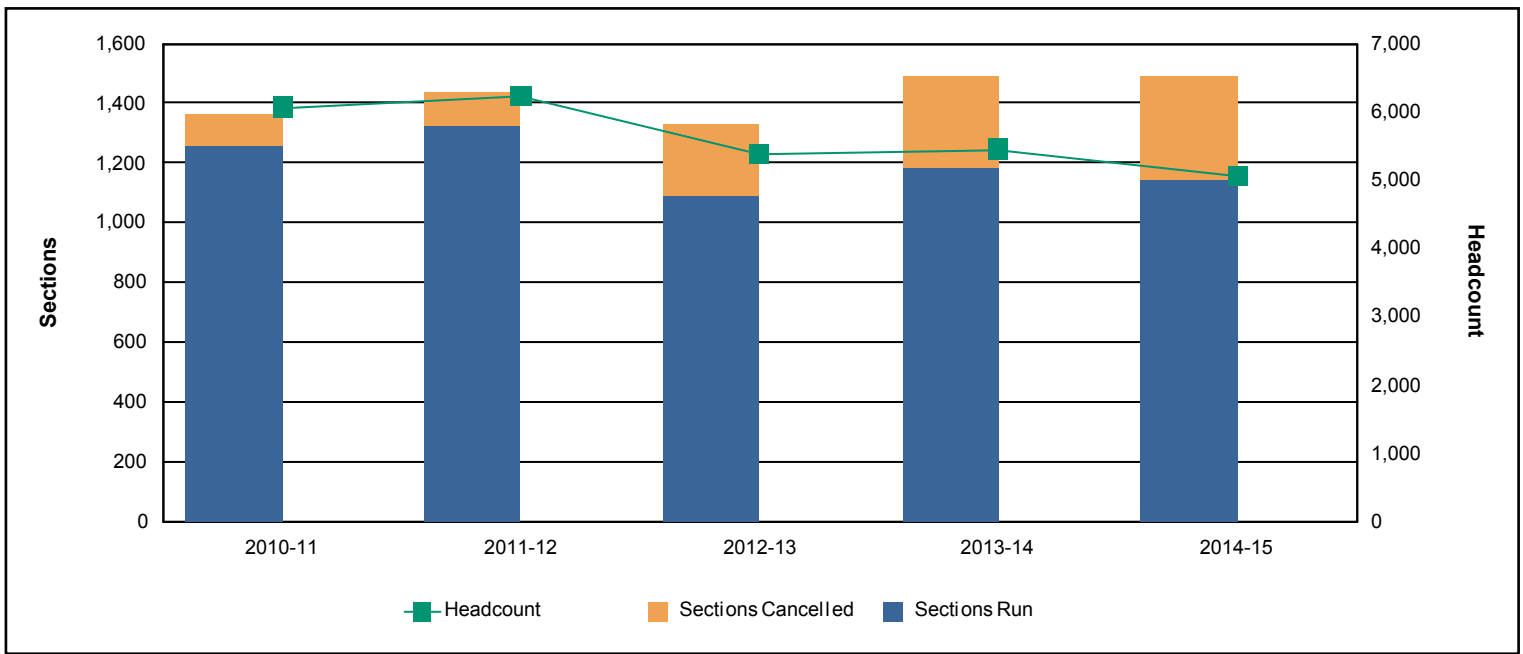
Following five years of steady decline, student headcount at Lake Tahoe Community College increased in both 2013-14 and 2014-15.



* Distance only students were enrolled exclusively in distance education classes during the academic year.

Sections & Headcount Trends

This section excludes Work Experience/Intern, South Bay RPSC, and the Incarcerated Students Program.

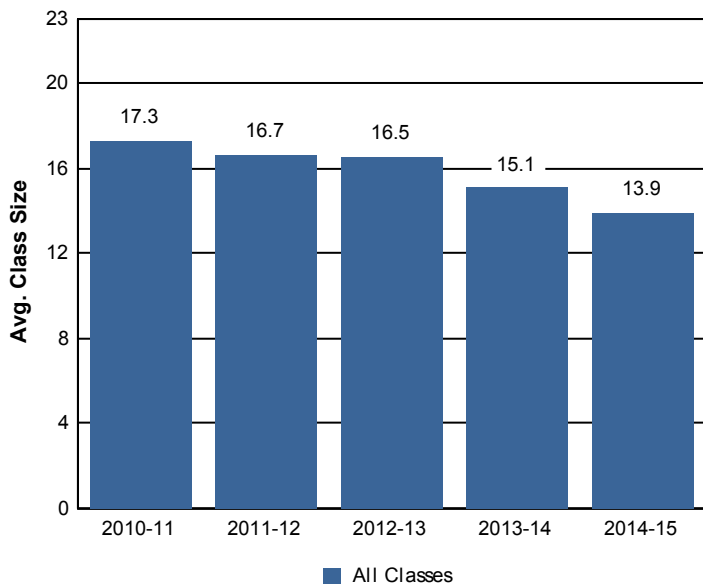


	2010-11	2011-12	2012-13	2013-14	2014-15
Headcount	6,062	6,231	5,367	5,449	5,061
Sections Run	1,255	1,321	1,091	1,182	1,140
Sections Cancelled	105	117	236	311	347

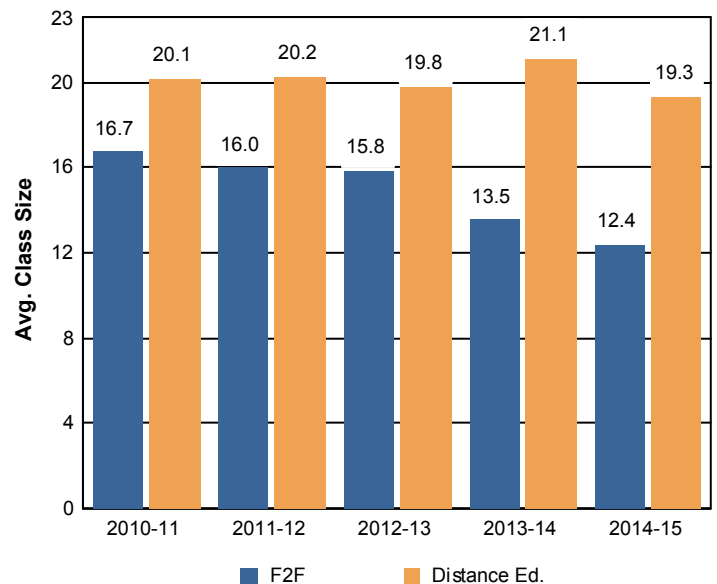
Average Class Size Trends

Overall class size has dropped significantly over the last five years and upon further examination, this is largely influenced by declines in face-to-face (F2F) class size. Average distance education class sizes are consistently larger than F2F classes, but both are much lower than the state averages. This section excludes noncredit, FEC, ISSI, Ski Patrol, Work Experience/Internship, TPNS, South Bay RPSC, and the Incarcerated Students Program.

All Classes



F2F vs. Distance Education



Student Success

This section shows successful course completion rates by academic year disaggregated by gender and race or ethnicity. Rates are also disaggregated to demonstrate success based on course delivery method, either distance education (DE) or face-to-face (F2F). Work Experience/Intern, ISSI, and South Bay RPSC are excluded.

Year	DE	F2F	Overall
2010-11	76.5%	83.7%	82.5%
2011-12	76.1%	83.4%	82.1%
2012-13	76.9%	82.8%	81.7%
2013-14	77.1%	82.3%	80.9%
2014-15	79.0%	82.3%	81.4%

	2010-11			2011-12			2012-13			2013-14			2014-15		
	N*	DE	F2F	N*	DE	F2F	N*	DE	F2F	N*	DE	F2F	N*	DE	F2F
Female	2,882	78%	85%	2,942	77%	86%	2,370	79%	85%	2,354	78%	84%	2,137	80%	86%
Male	2,307	75%	84%	2,266	74%	83%	1,969	74%	82%	2,039	77%	83%	1,853	77%	82%
Gender Not Reported	3	100%	100%	19	90%	91%	18	100%	81%	20	58%	97%	32	86%	93%

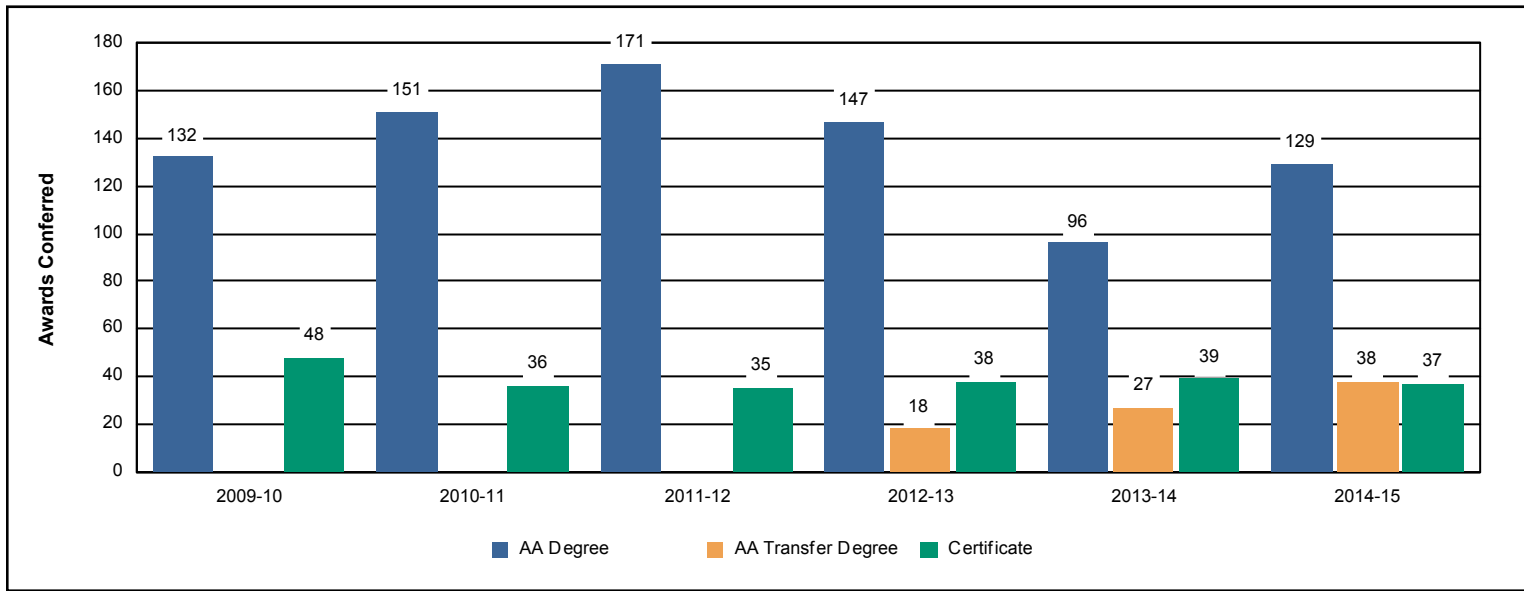
	2010-11			2011-12			2012-13			2013-14			2014-15		
	N*	DE	F2F	N*	DE	F2F	N*	DE	F2F	N*	DE	F2F	N*	DE	F2F
African American	59	72%	61%	73	60%	73%	63	76%	60%	94	67%	65%	100	61%	58%
Asian	218	81%	88%	209	86%	86%	188	79%	83%	191	81%	89%	170	86%	86%
Hispanic	883	73%	82%	905	76%	78%	841	74%	79%	921	75%	79%	921	74%	82%
Native Amer/Alaska Native	35	77%	82%	29	71%	83%	30	81%	86%	32	67%	86%	18	58%	91%
Pacific Islander	9		86%	16	77%	81%	9	100%	87%	8	100%	77%	4		100%
White Non-Hispanic	3,610	78%	85%	3,657	76%	86%	2,971	79%	85%	2,876	79%	86%	2,530	82%	85%
Other Race	0			0			0			1	100%	100%	2	100%	85%
Two or more races	166	76%	87%	182	70%	83%	180	62%	86%	230	73%	85%	210	75%	80%
Race Not Reported	212	80%	83%	156	82%	89%	75	75%	89%	60	90%	92%	67	86%	89%

	2010-11			2011-12			2012-13			2013-14			2014-15		
	N*	Female	Male	N*	Female	Male	N*	Female	Male	N*	Female	Male	N*	Female	Male
African American	59	65%	66%	73	68%	68%	63	69%	68%	94	75%	60%	100	65%	56%
Asian	218	89%	84%	209	88%	83%	188	86%	77%	191	84%	88%	170	86%	87%
Hispanic	883	83%	77%	905	80%	74%	841	79%	76%	921	77%	79%	921	80%	79%
Native Amer/Alaska Native	35	75%	84%	29	87%	75%	30	88%	79%	32	83%	76%	18	90%	71%
Pacific Islander	9	79%	91%	16	85%	72%	9	95%	82%	8	86%	88%	4		100%
White Non-Hispanic	3,610	84%	83%	3,657	86%	83%	2,971	86%	82%	2,876	85%	83%	2,530	86%	83%
Other Race	0			0			0			1	100%		2	100%	73%
Two or more races	166	83%	86%	182	76%	85%	180	79%	84%	230	79%	84%	210	81%	75%
Race Not Reported	212	82%	84%	156	88%	87%	75	86%	88%	60	92%	92%	67	86%	90%

* Unduplicated headcount

Student Achievement

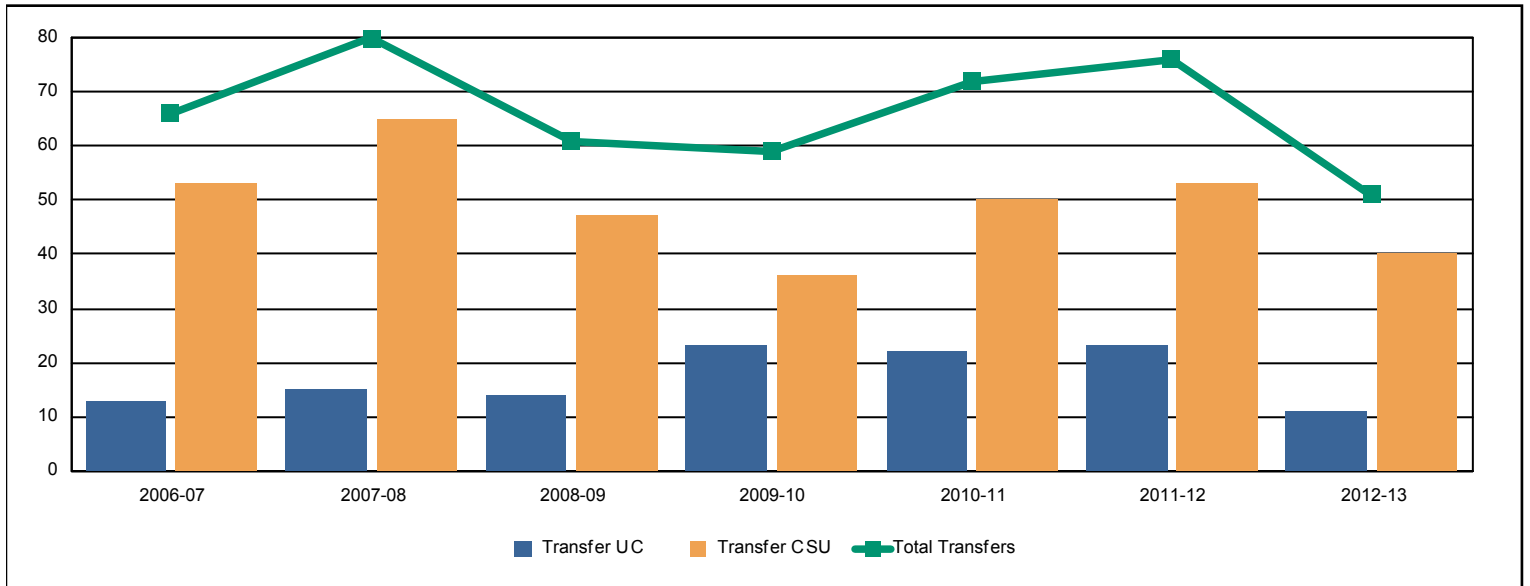
The chart and table below presents the number of degrees and certificates conferred annually at LTCC. It is important to note the growth of the Associate for Transfer degrees over the last three years, which accounts for some of the variation in the number of traditional Associates degrees.



	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
AA Degree	132	151	171	147	96	129
AA Transfer Degree	0	0	0	18	27	38
Total Degrees	132	151	171	165	123	167
Certificate	48	36	35	38	39	37

Student Transfer

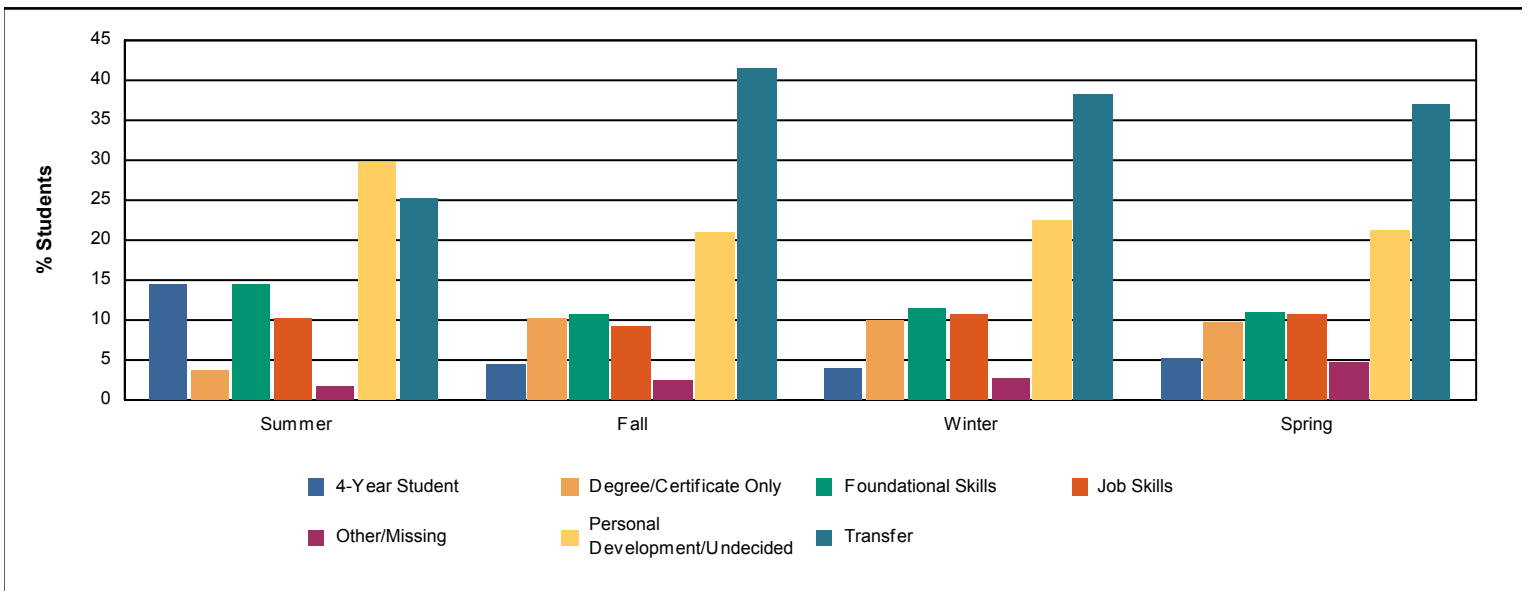
This chart presents the number of transfers from LTCC to UC and CSU over the past several academic years. Transfer numbers for 2014-15 were not available at the time of publication.



	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
UC	13	15	14	23	22	23	11
CSU	53	65	47	36	50	53	40
Total	66	80	61	59	72	76	51

Student Goals

The chart below shows goals reported by students for each enrolled term through AY2014-15, excluding South Bay RPSC and the Incarcerated Students Program.



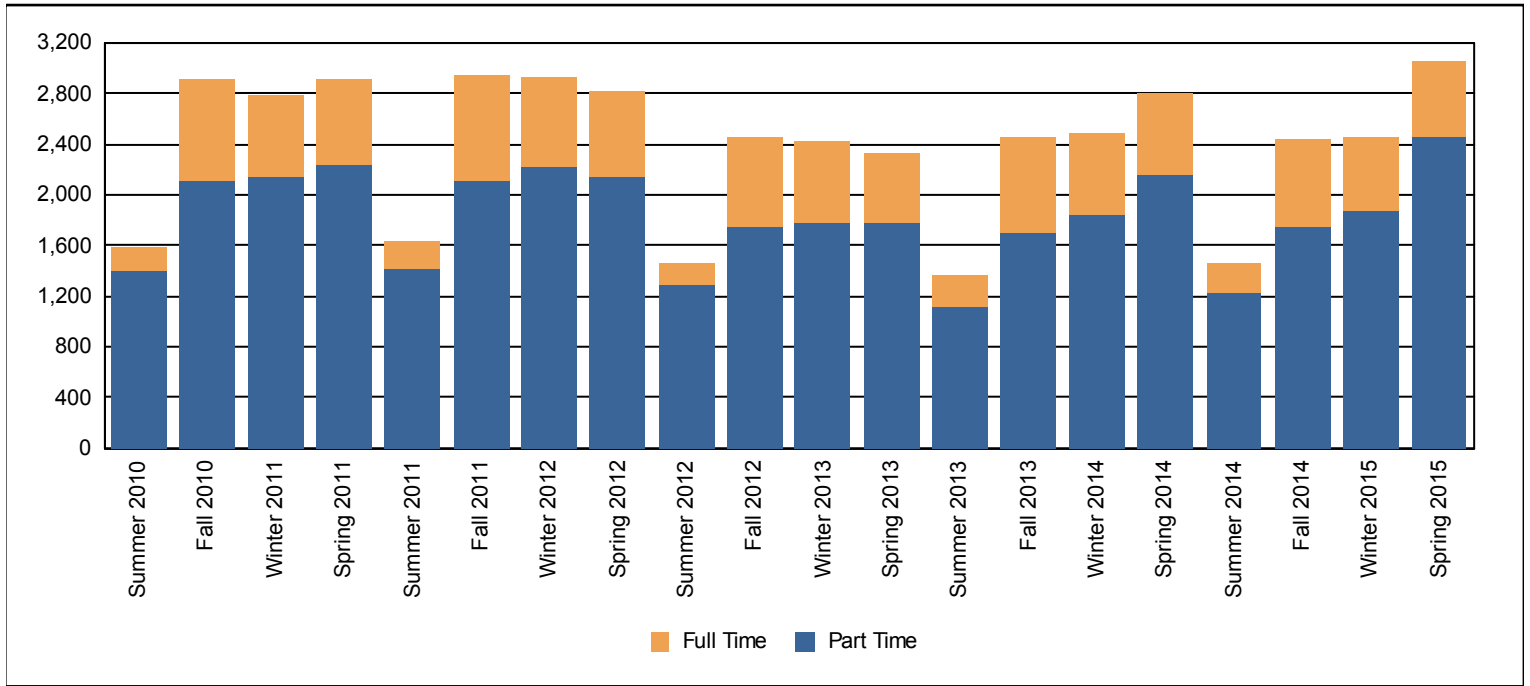
	Summer	Fall	Winter	Spring	Total
4-Year Student	14.6%	4.4%	4.1%	5.3%	6.3%
Degree/Certificate Only	3.8%	10.3%	10.0%	9.7%	9.0%
Foundational Skills	14.6%	10.7%	11.6%	11.1%	11.7%
Job Skills	10.3%	9.4%	10.8%	10.7%	10.3%
Other/Missing	1.6%	2.6%	2.8%	4.9%	3.1%
Personal Development/Undecided	29.7%	21.1%	22.5%	21.4%	23.0%
Transfer	25.3%	41.6%	38.2%	36.9%	36.7%

Student goals are grouped by Transfer (A, B), Degree/Certificate (C, D,E), Improving Job Skills (G, H, I), Improving Foundational Skills (K,L,N), 4-Year Student (O), Personal Development/Undecided (F, J, M), and Other/Missing (X, Blank).

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

Full-Time (FT) vs. Part-Time (PT) Enrollment

Students enrolled in 12 or more units in a non-Summer quarter at LTCC are considered full-time. Part-time enrollment is less than 12 units but a minimum of 0.1 units. Students enrolled in Summer must take six or more units to be considered full time. Non-credit enrollments are not captured in the chart below.

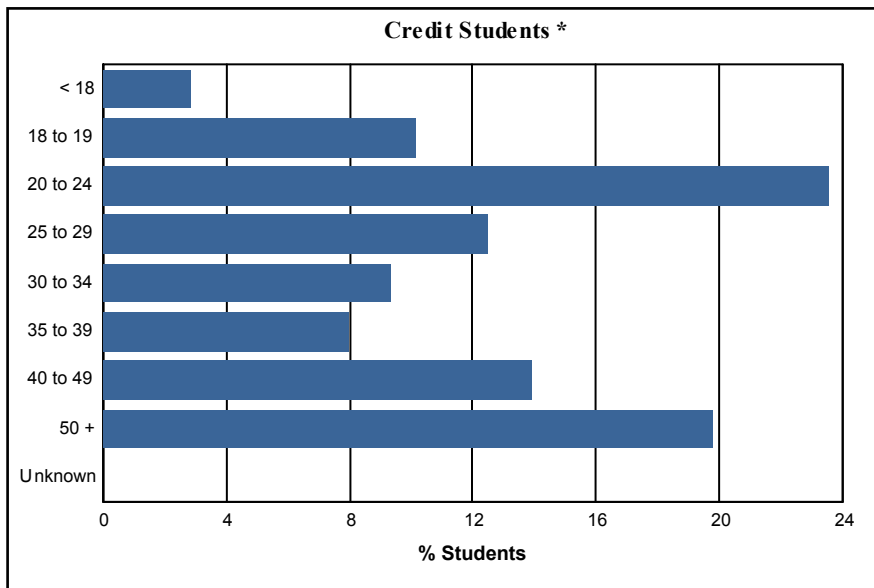


	Summer 2010	Fall 2010	Winter 2011	Spring 2011	Summer 2011	Fall 2011	Winter 2012	Spring 2012	Summer 2012	Fall 2012	Winter 2013	Spring 2013	Summer 2013	Fall 2013	Winter 2014	Spring 2014	Summer 2014	Fall 2014	Winter 2015	Spring 2015
FT	174	810	654	670	218	831	708	670	172	713	655	554	243	765	653	644	238	694	589	590
PT	1,408	2,103	2,142	2,243	1,424	2,112	2,217	2,144	1,289	1,745	1,772	1,776	1,121	1,693	1,843	2,164	1,233	1,750	1,872	2,464
FT%	11.0%	27.8%	23.4%	23.0%	13.3%	28.2%	24.2%	23.8%	11.8%	29.0%	27.0%	23.8%	17.8%	31.1%	26.2%	22.9%	16.2%	28.4%	23.9%	19.3%
PT%	89.0%	72.2%	76.6%	77.0%	86.7%	71.8%	75.8%	76.2%	88.2%	71.0%	73.0%	76.2%	82.2%	68.9%	73.8%	77.1%	83.8%	71.6%	76.1%	80.7%

Student Age

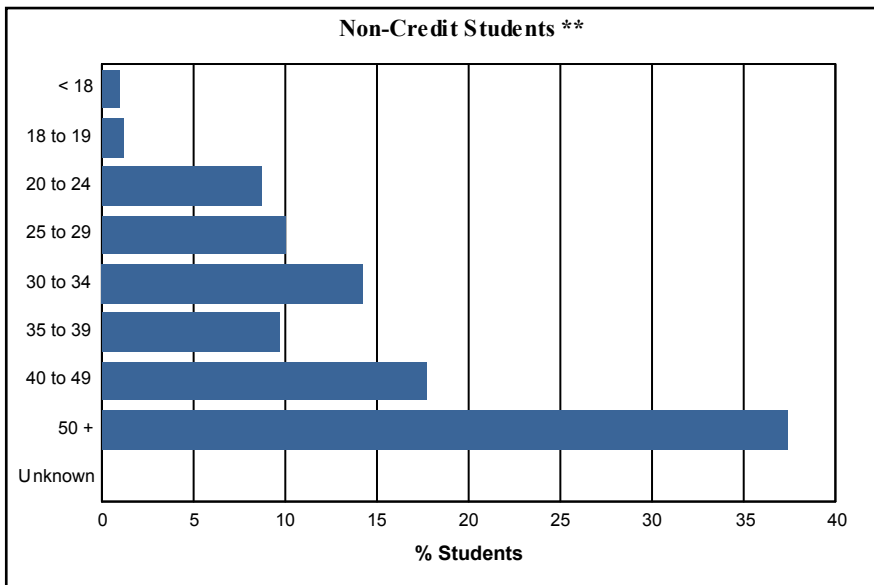
The tables and charts below represent the age distribution of students enrolled in both credit and non-credit courses at the college. In line with the mission of both the California CC System and the College, LTCC serves a broad swath of students from the community through its multiple and varied educational offerings.

	Credit Students *				
	2010-11	2011-12	2012-13	2013-14	2014-15
< 18	4.2%	4.0%	4.3%	3.9%	2.9%
18 to 19	11.4%	10.5%	12.3%	11.8%	10.1%
20 to 24	21.8%	23.1%	22.8%	24.5%	23.5%
25 to 29	13.1%	14.0%	13.7%	12.6%	12.5%
30 to 34	8.8%	8.8%	8.6%	9.5%	9.3%
35 to 39	6.0%	5.5%	5.4%	6.0%	8.0%
40 to 49	11.5%	10.0%	9.5%	11.0%	13.9%
50 +	23.1%	24.1%	23.4%	20.9%	19.8%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%



* Students counted in this table may have taken credit courses only or a mixture of credit and non credit.

	Non-Credit Students **				
	2010-11	2011-12	2012-13	2013-14	2014-15
< 18	1.2%	1.9%	1.6%	0.9%	1.0%
18 to 19	3.2%	2.8%	3.0%	3.0%	1.2%
20 to 24	7.7%	13.1%	15.1%	9.6%	8.7%
25 to 29	8.1%	9.3%	10.9%	13.7%	10.0%
30 to 34	10.1%	9.7%	12.3%	14.2%	14.2%
35 to 39	8.9%	8.4%	10.9%	11.6%	9.7%
40 to 49	15.8%	15.3%	18.3%	16.9%	17.7%
50 +	44.9%	39.6%	27.8%	29.9%	37.4%
Unknown	0.0%	0.0%	0.0%	0.2%	0.0%

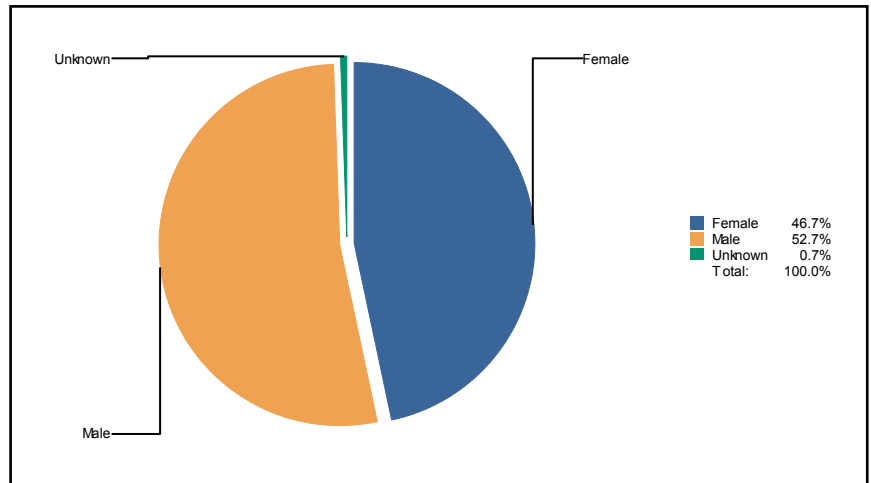


** Students counted in this table were enrolled in only non-credit courses during the academic year.

Student Gender

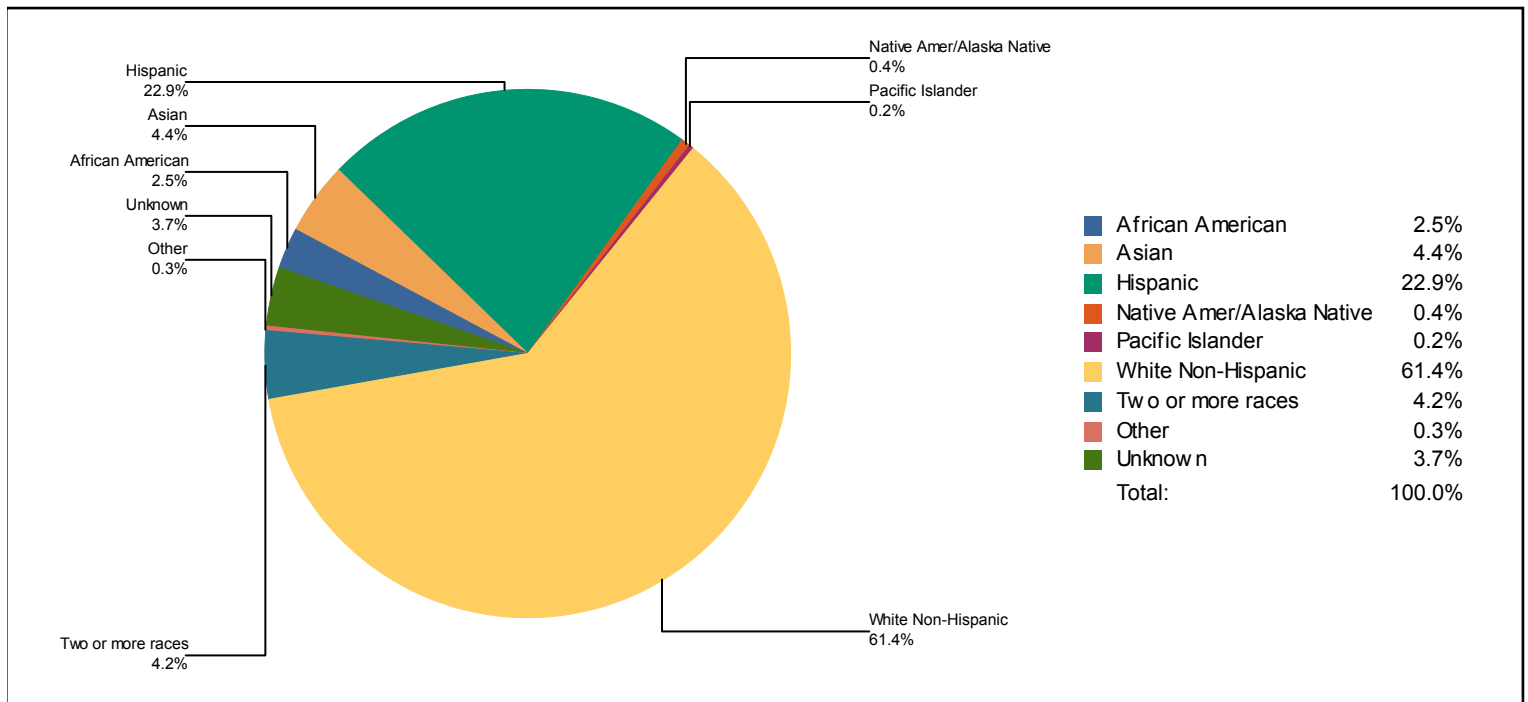
In AY 2014-2015, male students outnumbered female students enrolled at LTCC for the first time in more than five years.

	2010-11	2011-12	2012-13	2013-14	2014-15
Female	57.3%	57.7%	57.4%	52.3%	46.7%
Male	42.6%	41.9%	42.2%	47.2%	52.7%
Unknown	0.0%	0.4%	0.4%	0.5%	0.7%



Student Race/Ethnicity

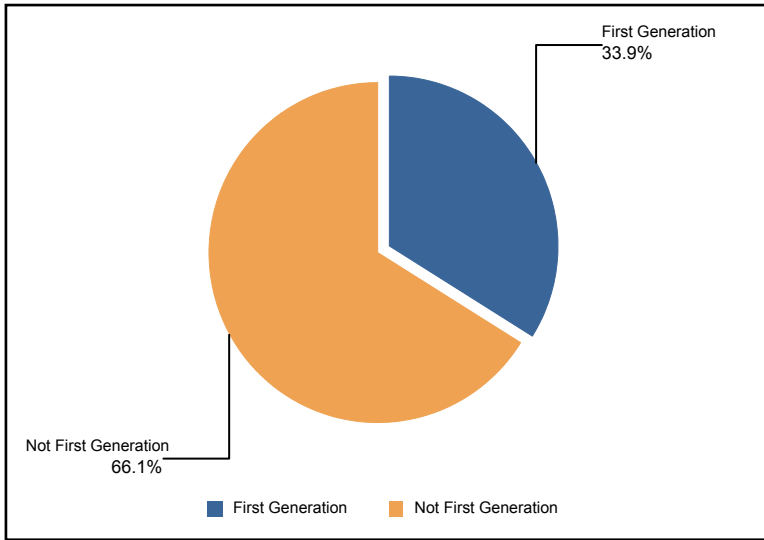
Student race/ethnicity data is presented in the chart and table below.



	2010-11	2011-12	2012-13	2013-14	2014-15
African American	1.2%	1.4%	1.4%	2.0%	2.5%
Asian	4.1%	4.1%	4.3%	4.1%	4.4%
Hispanic	17.5%	18.4%	22.1%	23.2%	22.9%
Native Amer/Alaska Native	0.6%	0.5%	0.7%	0.7%	0.4%
Pacific Islander	0.2%	0.3%	0.2%	0.2%	0.2%
White Non-Hispanic	69.6%	69.4%	65.9%	63.5%	61.4%
Two or more races	3.0%	3.1%	3.7%	4.3%	4.2%
Other	0.0%	0.0%	0.0%	0.1%	0.3%
Unknown	3.9%	2.8%	1.7%	1.8%	3.7%

First Generation Students

The chart and table below show the proportion of first-generation students enrolled in AY-2014-15, excluding work experience and internship. First-generation status is collected from the CCCApply online application.



	AY 2014-15 Headcount	
First Generation	2,135	33.9%
Not First Generation	4,161	66.1%
Total	6,296	100.0%

Geographical Distribution

Student location data for AY 2014-15 is presented in the table below. The students reported in this section were enrolled in at least one F2F course in AY2014-15, but may have also been enrolled in one or more online courses. This data excludes ISSI, South Bay RPSC, and the Incarcerated Students Program. Students attending F2F courses are mostly centralized in El Dorado County and nearby regions of Northern California and Nevada.

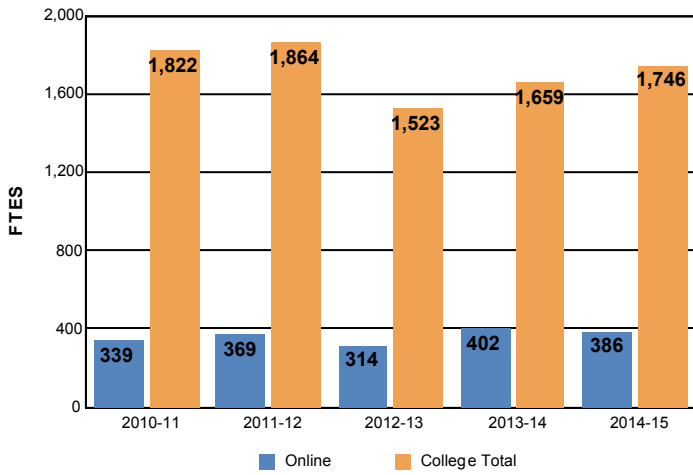
FACE TO FACE STUDENTS

County	State	% of F2F Students
El Dorado	California	62.0%
Santa Clara	California	6.0%
Douglas	Nevada	4.1%
Alameda	California	2.8%
Contra Costa	California	2.5%
Santa Cruz	California	2.3%
Placer	California	1.5%
Sacramento	California	1.5%
Yolo	California	1.4%
San Luis Obispo	California	1.1%
San Diego	California	1.1%
San Joaquin	California	1.0%
San Francisco	California	0.9%
Orange	California	0.9%
Monterey	California	0.9%
San Mateo	California	0.9%
San Benito	California	0.8%
Solano	California	0.7%
Riverside	California	0.7%
Los Angeles	California	0.6%
Stanislaus	California	0.6%
Other Counties	California	4.2%
Other Counties	Nevada	0.8%
Other Counties	Other	0.3%

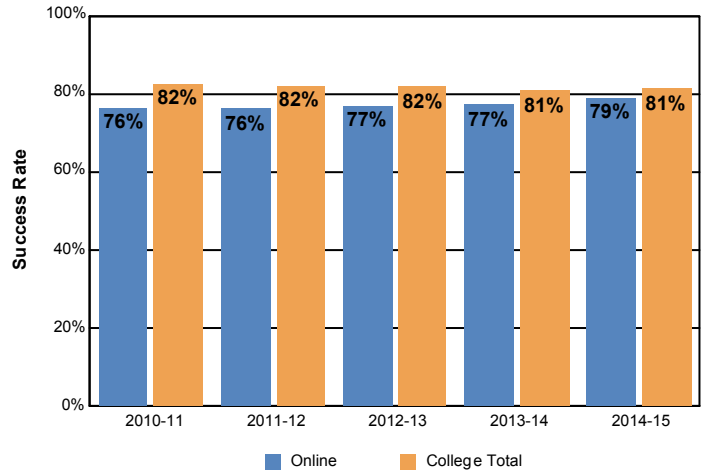
Distance Education

The charts and tables below present data on students enrolled in distance education (DE) courses at LTCC. This includes comparisons between DE and campus-based courses on FTES, course success, and sections offered. There is also demographic data for AY 2014-2015 including gender, age, race/ethnicity, and geographic distribution.

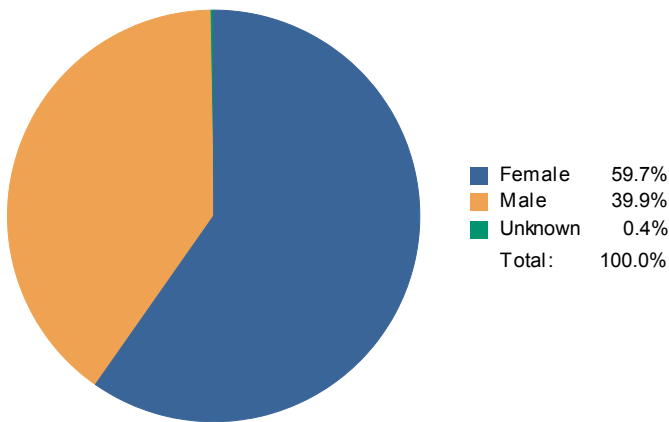
Resident FTES



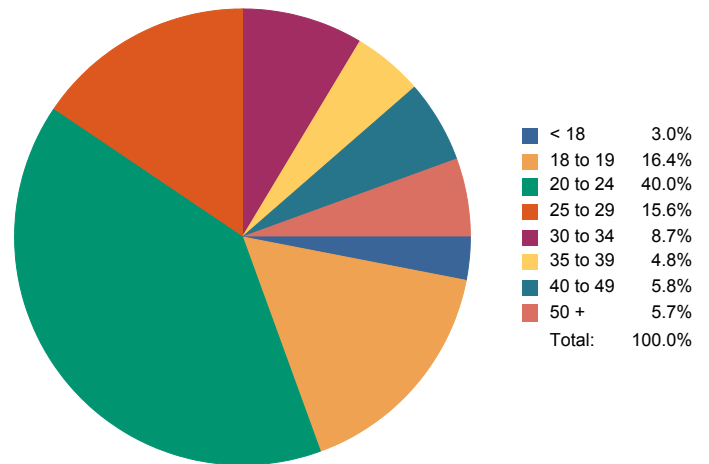
Course Success



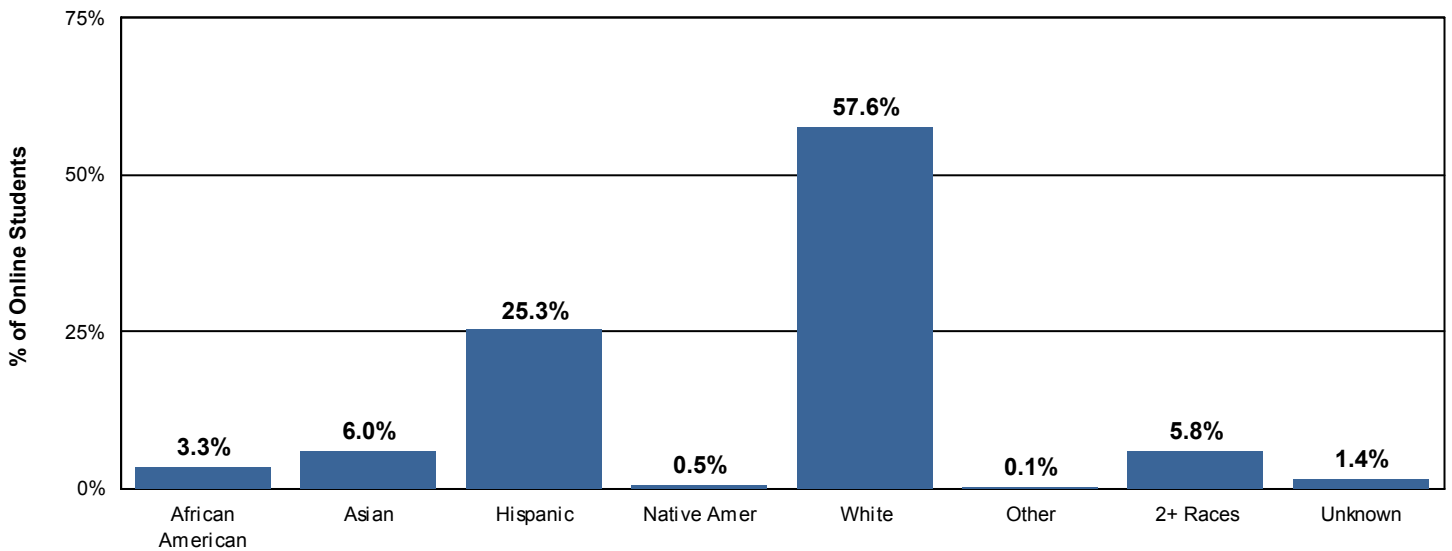
Gender 2014-15



Age 2014-15



Race/Ethnicity 2014-15



Distance Education Student and Course Statistics

Academic Year	Distance Education FTES	Total College FTES	% Distance Education FTES	Total Sections Offered	Distance Ed. Sections Offered	% Distance Education Sections
2007-08	213.47	1,732.58	12.3%	2,055	157	7.6%
2008-09	269.91	1,924.44	14.0%	2,012	176	8.7%
2009-10	335.93	2,009.90	16.7%	1,607	176	11.0%
2010-11	338.59	1,822.44	18.6%	1,376	168	12.2%
2011-12	369.36	1,863.69	19.8%	1,447	182	12.6%
2012-13	314.28	1,523.01	20.6%	1,128	170	15.1%
2013-14	402.48	1,658.87	24.3%	1,242	216	17.4%
2014-15	385.69	1,745.58	22.1%	1,260	226	17.9%

Online-Only Student Geographical Distribution

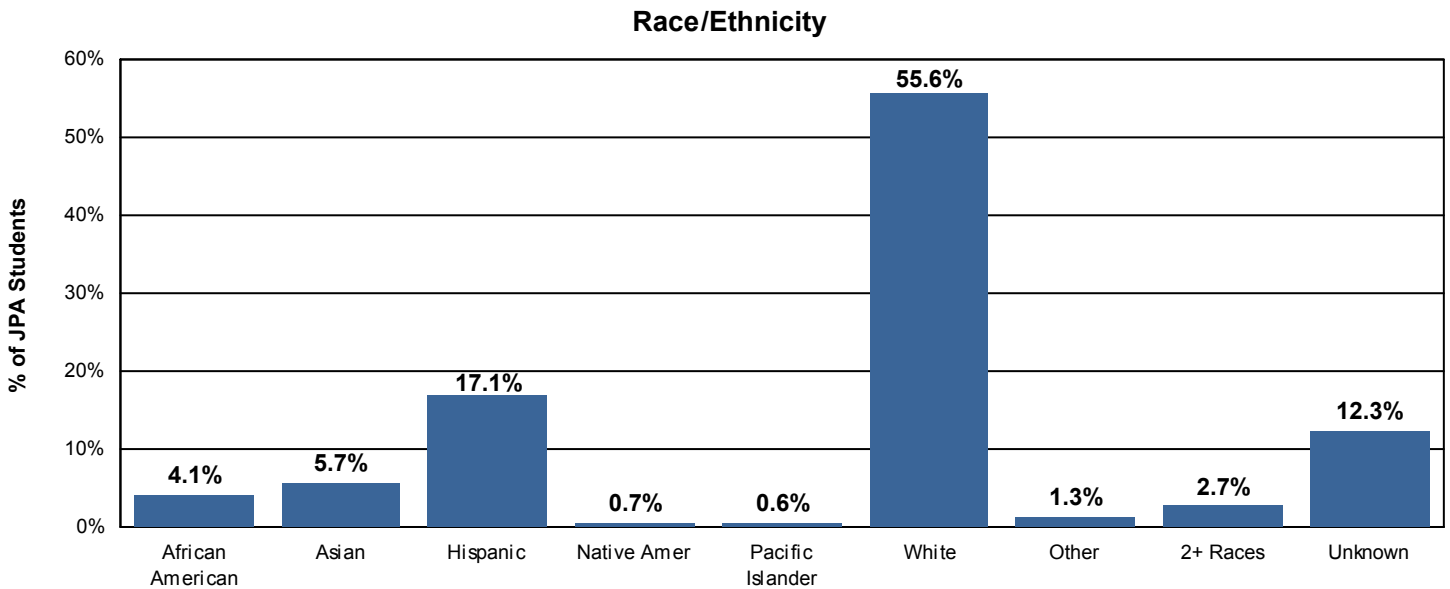
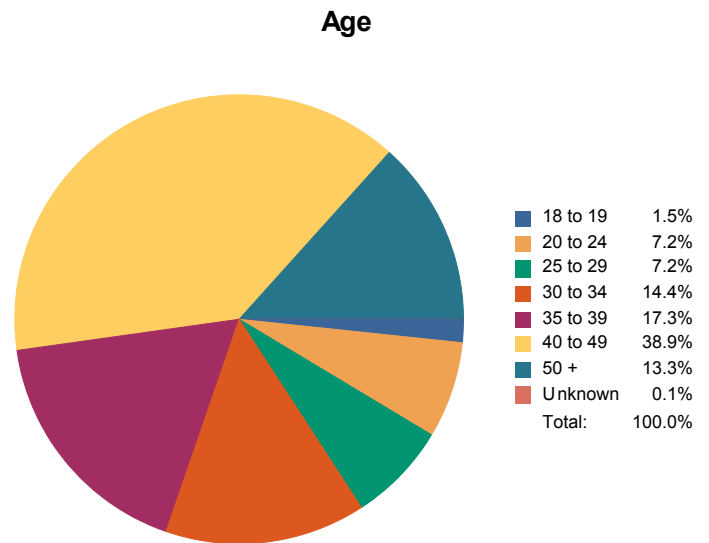
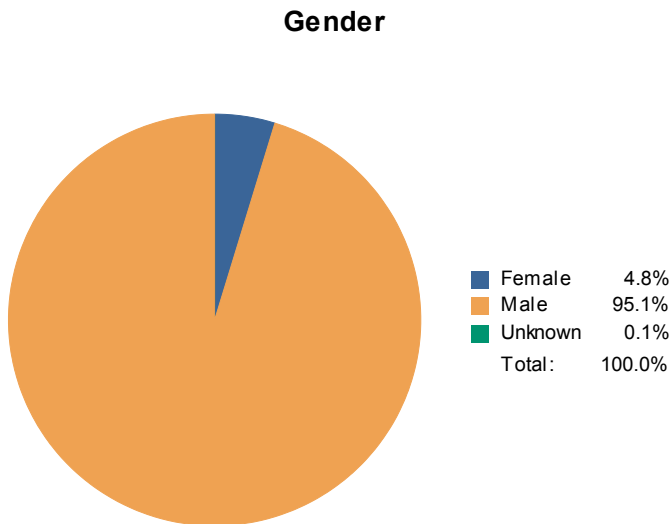
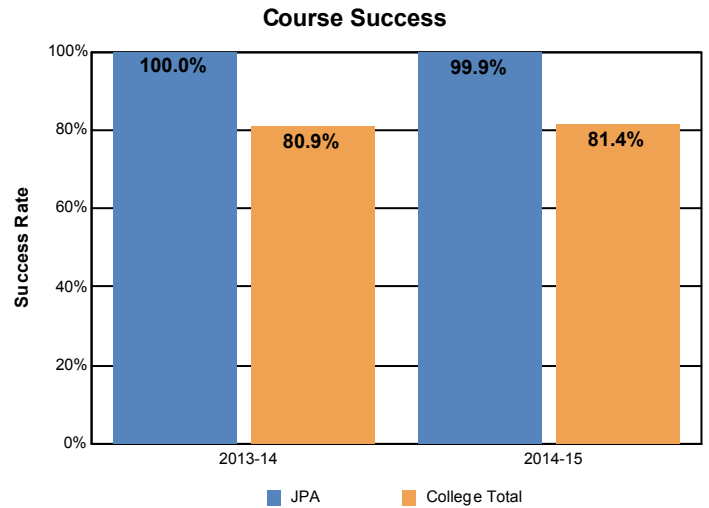
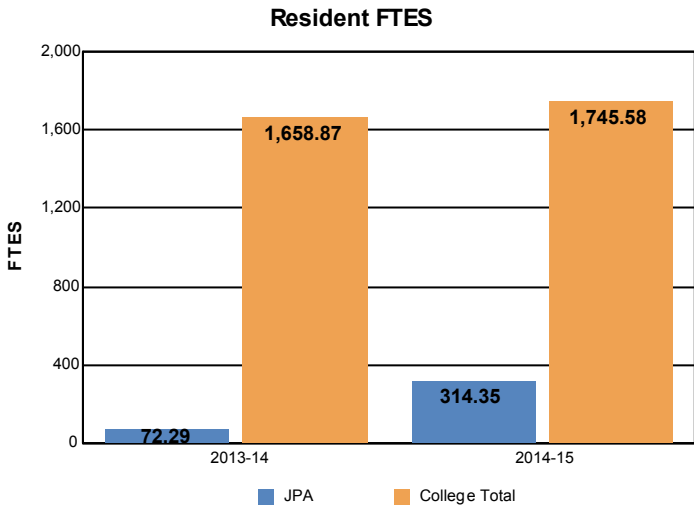
Student location data for AY 2014-15 is presented in the table below. The students reported in this section were enrolled exclusively in online classes.

ONLINE-ONLY STUDENTS

County	State	% of Online Students
El Dorado	California	21.6%
Los Angeles	California	12.2%
Riverside	California	5.2%
Sacramento	California	5.1%
San Diego	California	4.4%
Alameda	California	3.5%
San Luis Obispo	California	3.2%
Contra Costa	California	3.0%
Stanislaus	California	2.8%
Ventura	California	2.8%
Orange	California	2.4%
San Bernardino	California	2.4%
Placer	California	2.3%
San Mateo	California	2.1%
Santa Clara	California	2.1%
Yolo	California	1.6%
Sonoma	California	1.5%
San Francisco	California	1.4%
Marin	California	1.4%
Fresno	California	1.2%
San Joaquin	California	1.2%
Santa Cruz	California	1.2%
Other Counties	California	12.4%
Other Counties	Nevada	1.3%
Other Counties	Other	1.4%

South Bay Regional Public Safety Training Consortium (JPA)

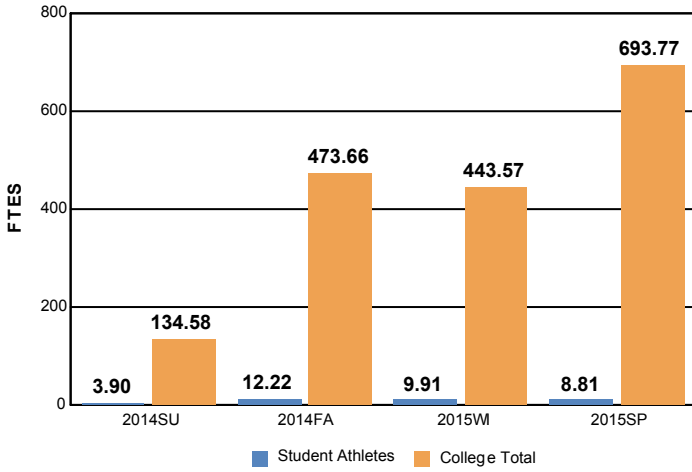
The charts below present data on students at the South Bay Regional Public Safety Training Consortium (JPA) served by LTCC. This includes comparisons between JPA and campus-based courses on FTES and course success. There is also demographic data for AY 2014-2015 including gender, age, and race/ethnicity.



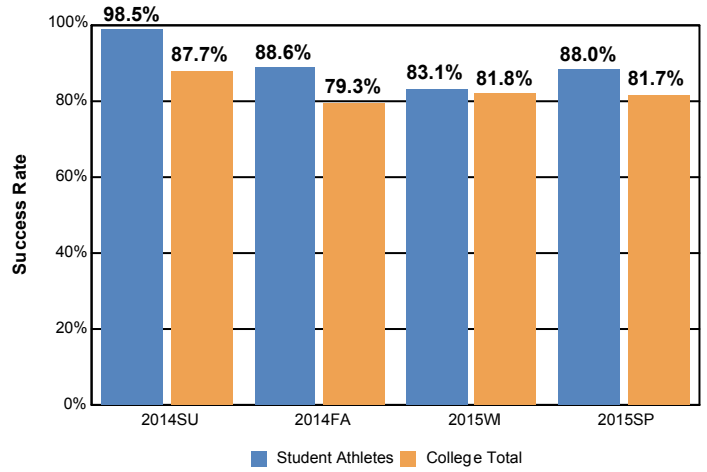
Student Athletes

The charts below present data on student athletes enrolled at LTCC. This includes comparisons between student athletes and the overall campus on FTES and course success. There is also demographic data for AY 2014-2015 including gender, age, and race/ethnicity.

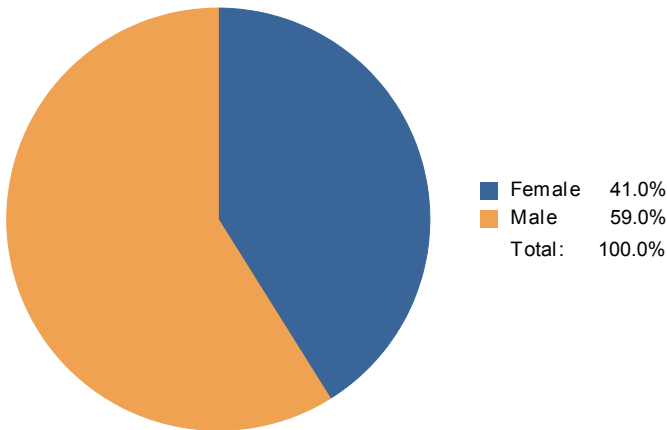
Resident FTES



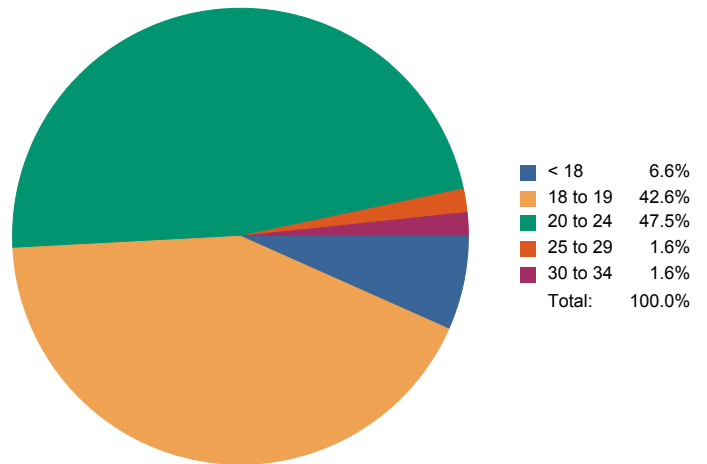
Course Success



Gender



Age



Race/Ethnicity

