

Lake Tahoe Community College Fact Book

Academic Year 2015-16



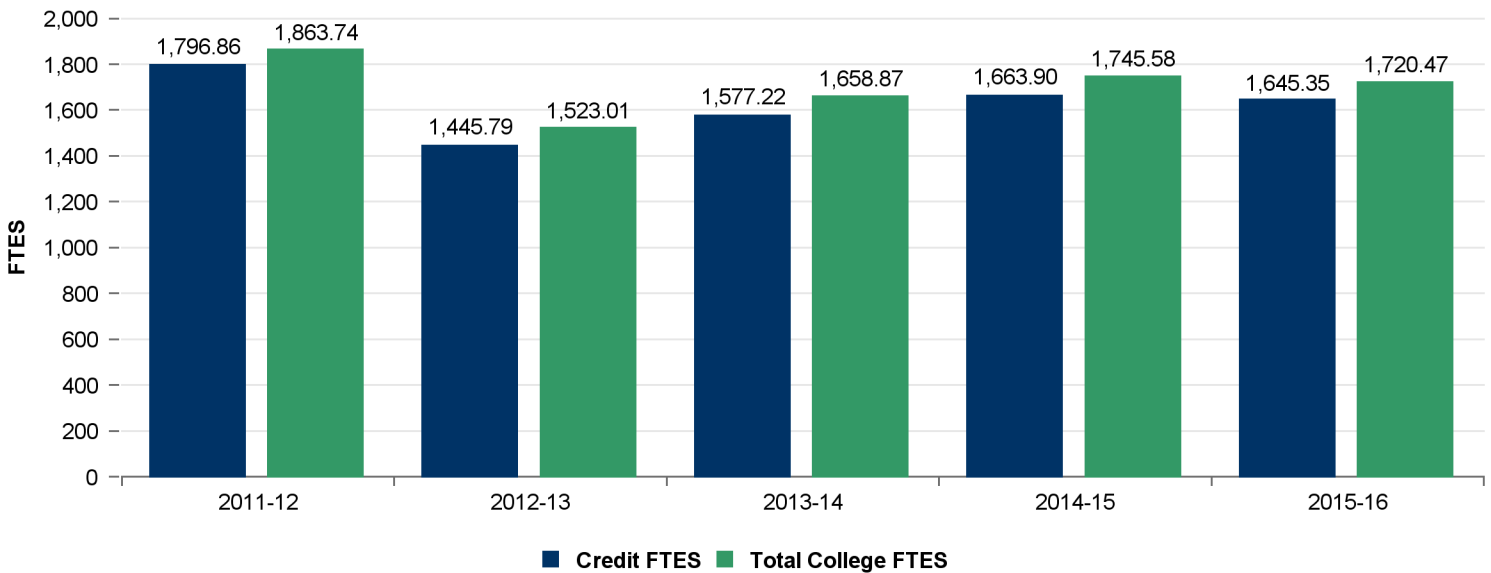
The Lake Tahoe Community College Fact Book is an annual compendium of data related to the College, its departments and programs, student population, student success, and student achievement. Data are included in order to inform the planning processes of the College, facilitate dialogue about institutional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

Overview

In the 2014-15 LTCC Fact Book, the information was enhanced to promote equity-minded inquiry through greater data disaggregation. For the 2015-16 Academic Year, the Fact Book builds upon these changes to present additional data relevant to student success. First, in the student demographics datasets the initial enrollment levels for first-time students in math and English are reported on page 8. The data demonstrate that amongst the College overall, only 17% of students are placed in a transfer-level math course (49.1% in English). This is an area of concern for LTCC and many community colleges both in California and throughout the nation, as research suggests students who are initially placed below transfer-level in these areas face significant hurdles in completing their educational goal and are less likely to persist. The next addition includes two sets of data demonstrating student retention and persistence at LTCC. Three charts are presented to show retention within and across academic years on page 12. This information is expanded upon in the chart and table on page 13 that tracks the quarterly persistence rates of students who enrolled at LTCC for the first time in a fall quarter. Such student persistence is an important indicator of institutional effectiveness as it demonstrates the College's ability to support students in the pursuit of their educational goals. The final addition to this year's Fact Book is the inclusion of data representing the enrollments in the Incarcerated Students Program as one of the College's special programs on page 17.

Full Time Equivalent Students

The chart and table below present the annual unfactored full-time equivalent student (FTES) trends for the College overall. These numbers are disaggregated into credit, non-credit, and non-credit career development/college preparation (CDCP) categories. The data demonstrate a slight decline from 2014-15 to 2015-16 after three years of gradual growth.



	2011-12	2012-13	2013-14	2014-15	2015-16
Credit FTES	1,796.86	1,445.79	1,577.22	1,663.90	1,645.35
Non Credit FTES	43.46	45.86	48.68	50.66	52.86
Non Credit CDCP FTES	23.42	31.35	32.98	31.02	22.26
Total FTES	1,863.74	1,523.01	1,658.87	1,745.58	1,720.47

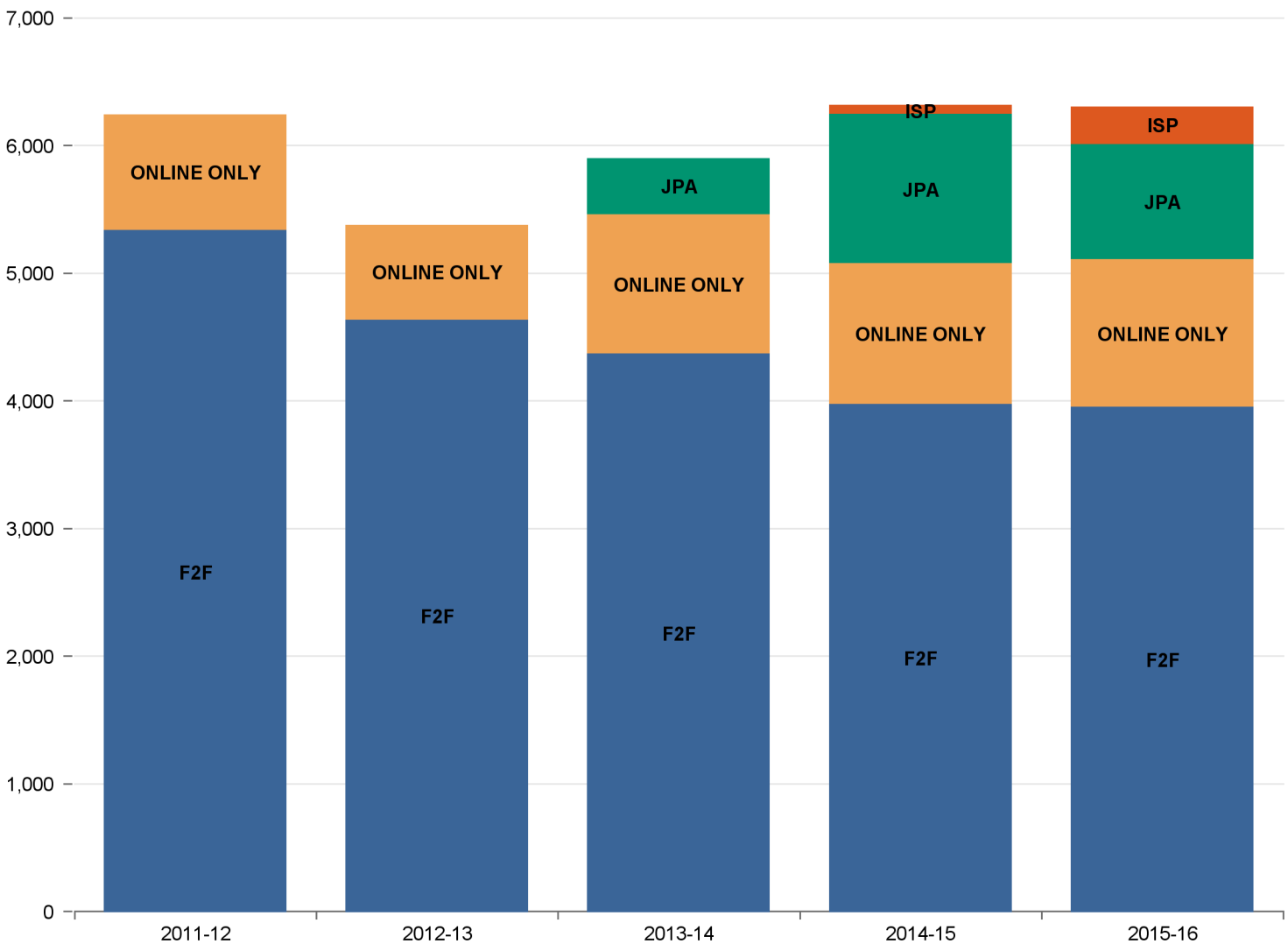
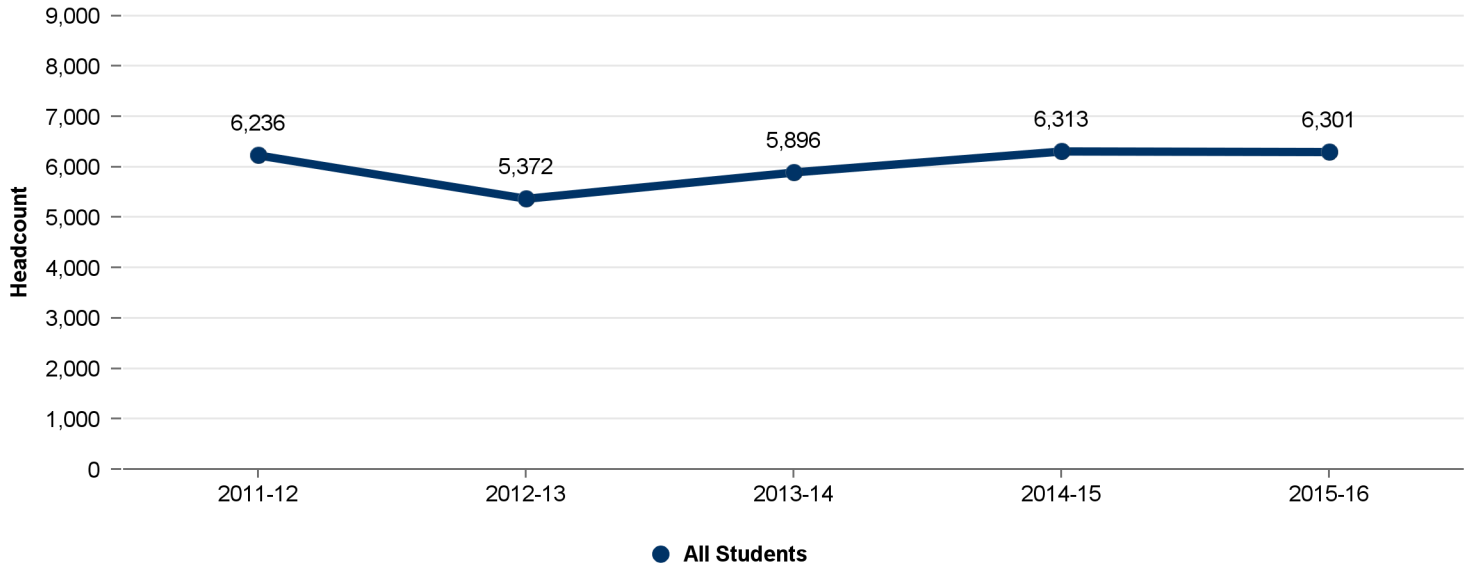
FTES by Department

The table below presents the five-year trends in FTES production by instructional department.

Department	2011-12	2012-13	2013-14	2014-15	2015-16	5-Year Trend	Average	% Change		Average
								2011-12 to 2015-16	2014-15 to 2015-16	Yearly % Change
Anthropology	29.66	28.09	31.83	24.27	25.79		27.93	-13.08%	6.23%	-2.38%
Art	114.88	85.46	78.00	68.15	62.30		81.76	-45.77%	-8.58%	-13.89%
Biology	82.26	83.05	75.70	62.37	65.76		73.83	-20.05%	5.44%	-5.01%
Business	76.50	48.41	54.84	57.14	48.79		57.14	-36.22%	-14.62%	-8.46%
Chemistry	34.10	40.23	42.08	40.29	28.13		36.97	-17.51%	-30.17%	-2.97%
Communications	13.23	9.42	7.60	8.45	7.74		9.29	-41.52%	-8.42%	-11.35%
Computer & Information Scienc	22.32	13.58	12.99	16.89	9.80		15.12	-56.08%	-41.96%	-13.86%
Computer Applications	24.37	15.44	17.13	13.64	8.30		15.78	-65.95%	-39.16%	-21.31%
Counseling	13.46	7.38	14.08	16.07	13.50		12.90	0.31%	-16.02%	10.95%
Criminal Justice	15.61	16.40	17.99	11.85	14.25		15.22	-8.69%	20.28%	0.23%
Culinary Arts	39.99	36.05	33.83	27.46	14.75		30.42	-63.11%	-46.27%	-20.28%
Culinary Jail	3.40	2.04	10.92	3.39	8.85		5.72	160.32%	160.83%	121.65%
Dance	26.84	13.85	8.19	6.33	2.78		11.60	-89.64%	-56.04%	-42.01%
Digital Media Arts	17.47	15.20	8.40	8.40	8.59		11.61	-50.85%	2.19%	-13.88%
Dual Enrollment	N/A	N/A	N/A	N/A	24.25		24.25	N/A	N/A	N/A
Early Childhood Education	37.75	31.94	29.62	33.72	30.92		32.79	-18.09%	-8.31%	-4.28%
Economics	12.03	13.68	20.01	14.49	14.67		14.98	21.93%	1.23%	8.40%
Education	24.95	28.80	28.07	27.86	31.15		28.16	24.85%	11.80%	5.99%
English	148.89	120.27	115.06	91.93	81.64		111.56	-45.16%	-11.19%	-13.71%
English As a Second Language	24.37	32.20	33.96	32.34	23.81		29.34	-2.33%	-26.38%	1.60%
Environmental Science	2.80	0.98	1.69	0.00	2.93		1.68	4.55%	N/A	27.00%
Ethnic Studies	N/A	N/A	3.29	3.29	1.16		2.58	N/A	-64.86%	-32.43%
Fire Science	38.65	29.20	36.48	30.83	35.48		34.13	-8.21%	15.08%	0.01%
Fire Science (In Service)	44.78	15.19	44.98	39.51	49.77		38.85	11.14%	25.98%	35.96%
Fire Science (JPA)	N/A	N/A	72.29	314.35	239.99		208.88	N/A	-23.66%	155.61%
General Studies	3.29	2.50	3.25	2.63	2.32		2.80	-29.68%	-12.07%	-6.29%
Geography	21.78	15.26	12.03	12.92	10.85		14.57	-50.19%	-16.00%	-14.93%
Geology	22.45	22.42	26.23	25.56	22.93		23.92	2.11%	-10.31%	1.00%
Health (Allied Health)	56.03	43.10	48.20	43.81	42.98		46.82	-23.29%	-1.90%	-5.56%
History	30.44	22.93	30.05	23.56	24.63		26.32	-19.10%	4.53%	-2.67%
Humanities	18.67	12.00	12.98	9.96	6.31		11.98	-66.19%	-36.61%	-21.86%
Incarcerated Students Program	N/A	N/A	N/A	17.20	113.64		65.42	N/A	560.53%	560.53%
ISSI	N/A	31.09	27.60	33.13	33.13		31.24	N/A	0.00%	2.93%
Mathematics	159.92	135.01	138.06	124.87	111.87		133.94	-30.05%	-10.41%	-8.32%
Medical Office Assistant	16.64	22.40	11.38	15.40	7.47		14.66	-55.10%	-51.52%	-7.68%
Music	70.39	49.60	60.21	38.52	50.51		53.85	-28.24%	31.13%	-3.26%
Philosophy	22.23	15.99	13.43	8.89	11.29		14.37	-49.20%	27.00%	-12.72%
Physical Education - Fitness	147.00	98.55	122.70	114.66	96.18		115.82	-34.57%	-16.11%	-7.78%
Physical Education - Health	18.32	14.27	13.34	10.89	12.09		13.78	-33.98%	11.02%	-8.99%
Physical Education - Theory	3.49	5.07	4.00	5.12	4.62		4.46	32.55%	-9.75%	10.63%
Physical Education Athletics	N/A	N/A	0.73	11.48	12.35		8.19	N/A	7.60%	740.61%
Physical Science	4.98	4.98	7.54	7.22	6.97		6.34	39.98%	-3.51%	10.92%
Physics	10.43	8.40	16.18	11.50	13.88		12.08	33.18%	20.68%	16.24%
Political Science	17.00	17.33	23.03	19.56	15.56		18.50	-8.48%	-20.45%	-0.17%
Psychology	82.38	72.32	66.31	54.88	52.66		65.71	-36.08%	-4.05%	-10.45%
Real Estate	10.94	4.35	16.00	12.71	15.03		11.81	37.39%	18.18%	51.33%
Religion	18.49	14.94	14.49	6.76	5.87		12.11	-68.27%	-13.16%	-22.18%
Sociology	23.52	22.04	20.60	19.74	18.41		20.86	-21.76%	-6.76%	-5.94%
Speech	21.30	20.81	21.92	18.53	18.61		20.23	-12.61%	0.44%	-2.99%
Theatre Arts	25.26	29.08	18.15	21.17	14.16		21.56	-43.94%	-33.11%	-9.74%
Wilderness Studies	35.53	34.54	34.57	32.67	31.77		33.82	-10.60%	-2.78%	-2.74%
Work Experience/Internship	1.96	5.33	3.85	16.12	35.48		12.55	1713.74%	120.14%	146.01%
World Languages	114.32	66.75	90.89	73.07	73.81		83.77	-35.44%	1.02%	-6.01%

Unduplicated Headcount Trends

The charts below represent the total headcount of individual students who took one or more classes at LTCC. The first chart demonstrates that after two years of growth, the College has remained stable in this measure from 2014-15 to 2015-16. The second chart demonstrates the total number of students that enrolled in at least one face to face class (F2F), exclusively in online courses (Online Only), the South Bay Regional Public Safety Training Consortium (JPA), and through the Incarcerated Student Program (ISP).

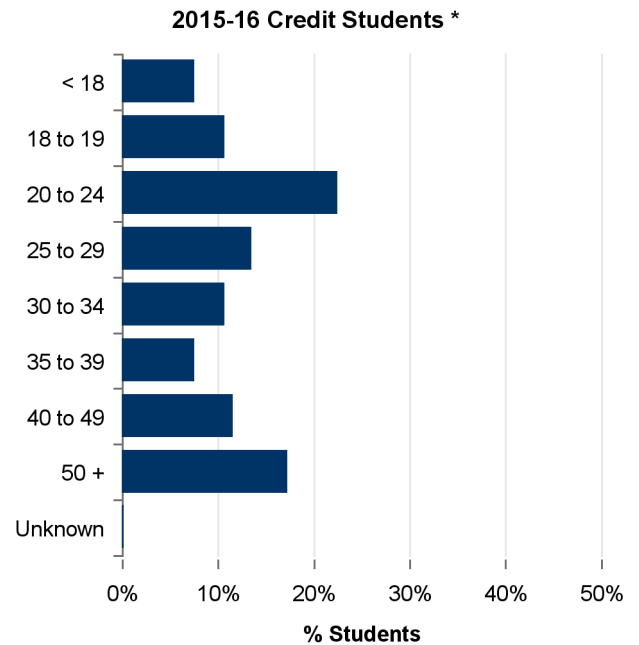


* Online only students were enrolled exclusively in distance education classes during the academic year.

Student Age

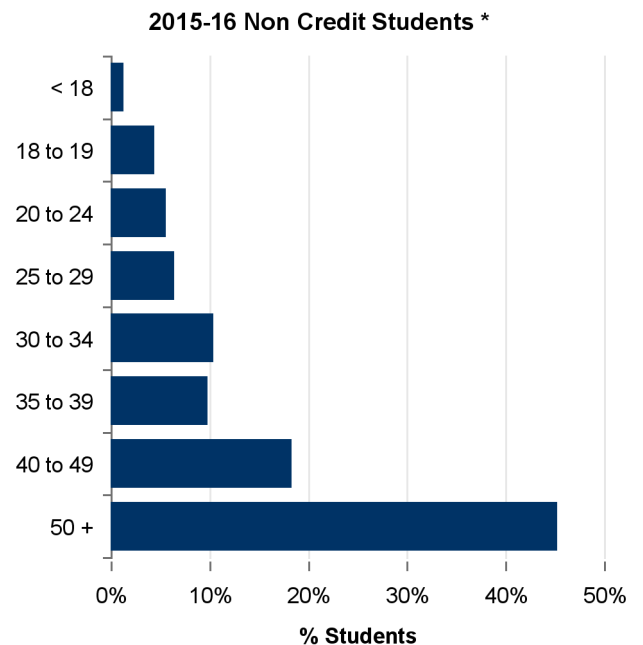
Students who attend LTCC during the primary quarters are distributed across all age groups. In line with the mission of both the California Community College System and the College, LTCC serves a broad array of students from the community through its multiple and varied educational programs.

	Credit Students *				
	2011-12	2012-13	2013-14	2014-15	2015-16
< 18	4.0%	4.3%	3.9%	2.9%	7.4%
18 to 19	10.5%	12.3%	11.8%	10.1%	10.5%
20 to 24	23.1%	22.8%	24.5%	23.5%	22.3%
25 to 29	14.0%	13.7%	12.5%	12.5%	13.3%
30 to 34	8.8%	8.6%	9.5%	9.3%	10.5%
35 to 39	5.5%	5.4%	6.0%	8.0%	7.4%
40 to 49	10.0%	9.5%	11.0%	13.9%	11.4%
50 +	24.1%	23.4%	20.9%	19.8%	17.1%
Unknown	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 **				
	2011-12	2012-13	2013-14	2014-15	2015-16
< 18	1.9%	1.6%	0.9%	1.0%	1.1%
18 to 19	2.8%	3.0%	3.0%	1.2%	4.2%
20 to 24	13.4%	15.1%	9.6%	8.7%	5.4%
25 to 29	9.3%	10.9%	13.9%	10.0%	6.2%
30 to 34	9.6%	12.3%	14.1%	14.2%	10.2%
35 to 39	8.4%	10.9%	11.6%	9.7%	9.6%
40 to 49	15.2%	18.3%	16.9%	17.7%	18.1%
50 +	39.4%	27.8%	29.8%	37.4%	45.0%
Unknown			0.2%		

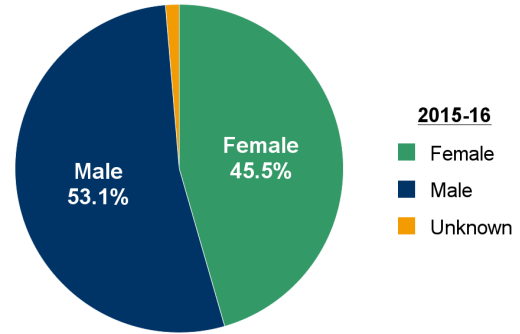


** Students counted in this table were enrolled in only non credit courses during the academic year.

Student Gender

Student gender distribution is presented in the chart and table below. For the past two years the College has enrolled more male than female students. This is largely as a result of both the JPA and ISP initiatives at the College, which serve predominantly male students.

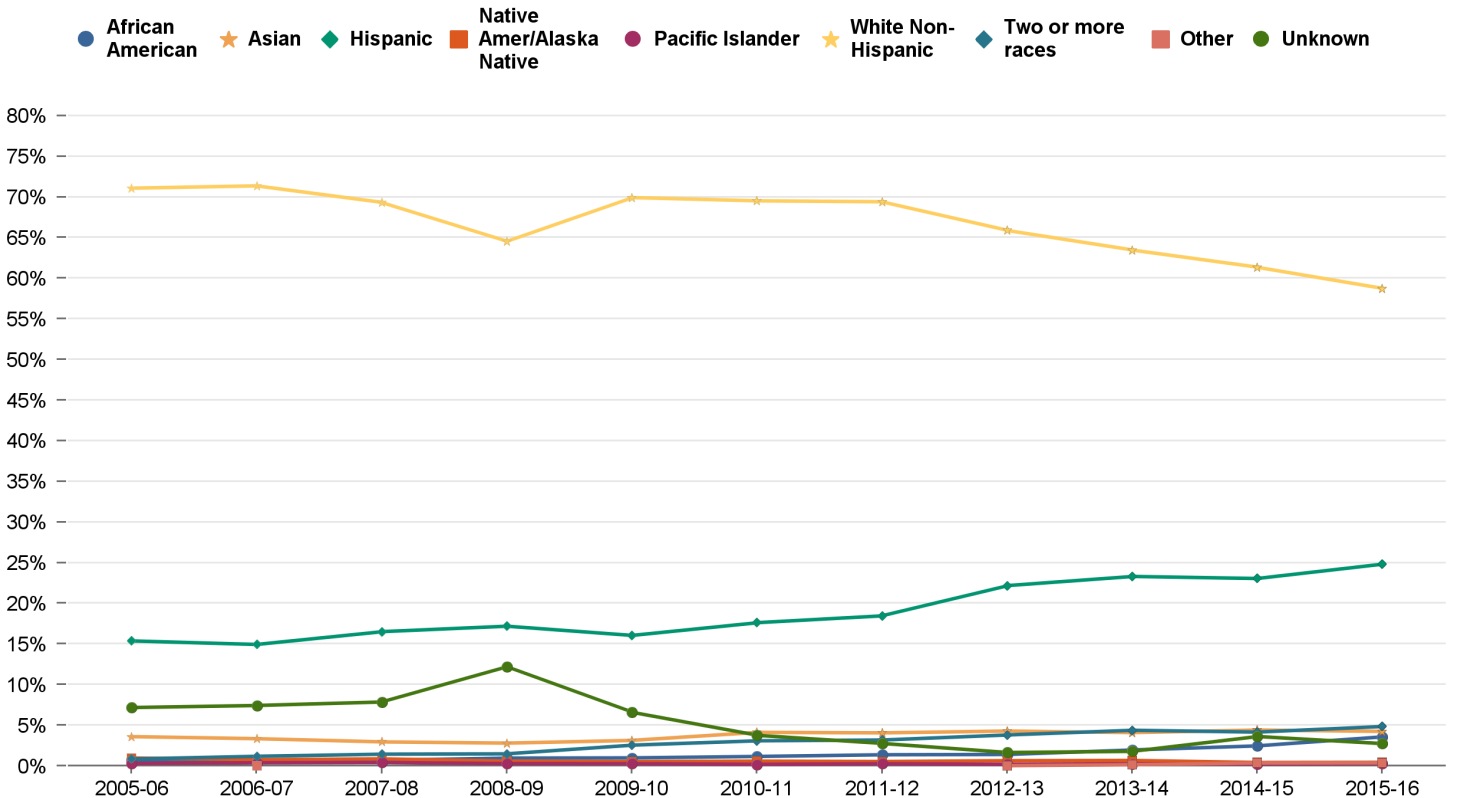
	2011-12	2012-13	2013-14	2014-15	2015-16
Female	57.7%	57.4%	52.3%	46.7%	45.5%
Male	41.9%	42.2%	47.2%	52.7%	53.1%
Unknown	0.4%	0.4%	0.5%	0.6%	1.3%



Student Race/Ethnicity

Student race/ethnicity data are presented in the chart and table below. As part of the College's mission, Strategic Plan, and Equity Plan, there has been an intentional effort to reach out to the local Hispanic population and better reflect the diversity of the region. The data below suggests some steady improvement in this area.

Ethnicity	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
African American	0.7%	0.6%	0.7%	1.0%	1.0%	1.2%	1.4%	1.4%	2.0%	2.5%	3.6%
Asian	3.6%	3.3%	2.9%	2.8%	3.1%	4.1%	4.1%	4.3%	4.1%	4.4%	4.2%
Hispanic	15.4%	14.9%	16.5%	17.2%	16.0%	17.6%	18.5%	22.2%	23.3%	23.0%	24.8%
Native Amer/Alaska Native	1.0%	0.8%	0.9%	0.6%	0.5%	0.6%	0.5%	0.6%	0.7%	0.4%	0.4%
Pacific Islander	0.3%	0.4%	0.4%	0.3%	0.3%	0.2%	0.3%	0.2%	0.2%	0.2%	0.3%
White Non-Hispanic	71.1%	71.4%	69.3%	64.5%	69.9%	69.5%	69.4%	65.9%	63.5%	61.3%	58.7%
Two or more races	0.8%	1.2%	1.4%	1.5%	2.5%	3.1%	3.2%	3.8%	4.4%	4.2%	4.8%
Other		0.0%						0.0%	0.1%	0.3%	0.4%
Unknown	7.2%	7.4%	7.9%	12.2%	6.6%	3.8%	2.8%	1.6%	1.8%	3.6%	2.7%



Face to Face Student Geographical Distribution

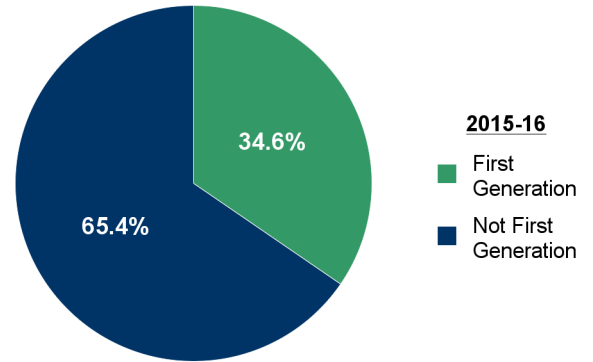
The table below presents the county of origin reported on CCCApply by students enrolled in at least one face to face course in 2015-16.

FACE TO FACE STUDENTS		
County	State	% of Online Students
El Dorado	California	82.0%
Douglas	Nevada	4.3%
Other Counties	California	2.9%
Placer	California	1.6%
Sacramento	California	1.3%
Other Counties	Nevada	1.3%
San Francisco	California	0.8%
Contra Costa	California	0.6%
Other Counties	Other	0.5%
Alameda	California	0.4%
Santa Clara	California	0.4%
Los Angeles	California	0.4%
San Bernardino	California	0.3%
San Mateo	California	0.3%
Yolo	California	0.3%
San Diego	California	0.3%
Marin	California	0.3%
San Joaquin	California	0.2%
Orange	California	0.2%
Riverside	California	0.2%
Santa Cruz	California	0.2%
Solano	California	0.2%
Sonoma	California	0.2%
Ventura	California	0.2%
Calaveras	California	0.1%
Butte	California	0.1%
Stanislaus	California	0.1%
El Dorado	Nevada	0.1%
Humboldt	Nevada	0.1%
San Luis Obispo	California	0.1%
Santa Barbara	California	0.1%
Douglas	California	0.0%
Fresno	California	0.0%
Humboldt	California	0.0%
Tulare	California	0.0%

First Generation

The chart and table below show the proportion of first generation students, excluding those enrolled exclusively in work experience and internship. First generation status is collected from the CCCApply application form.

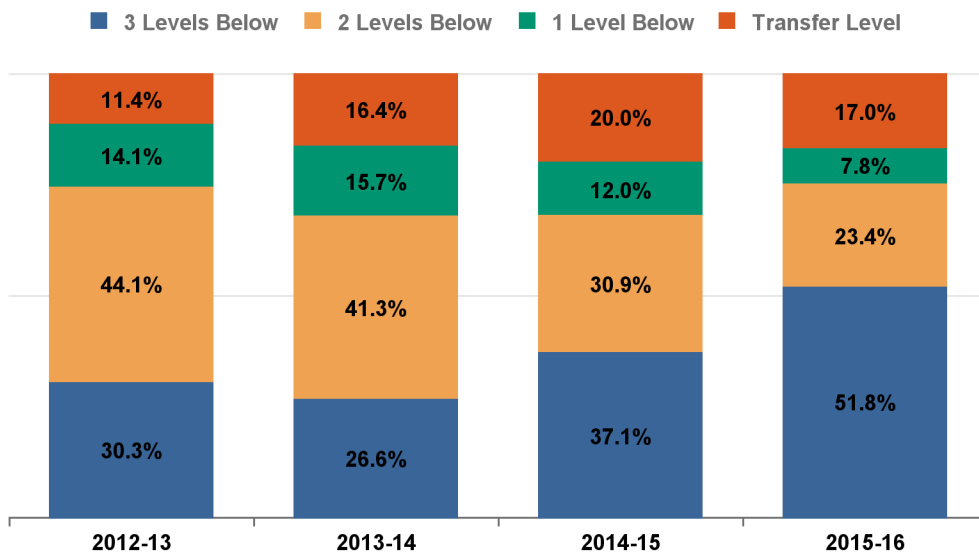
	2012-13	2013-14	2014-15	2015-16
First Generation	28.7%	29.4%	34.2%	34.6%
Not First Generation	71.3%	70.6%	65.8%	65.4%



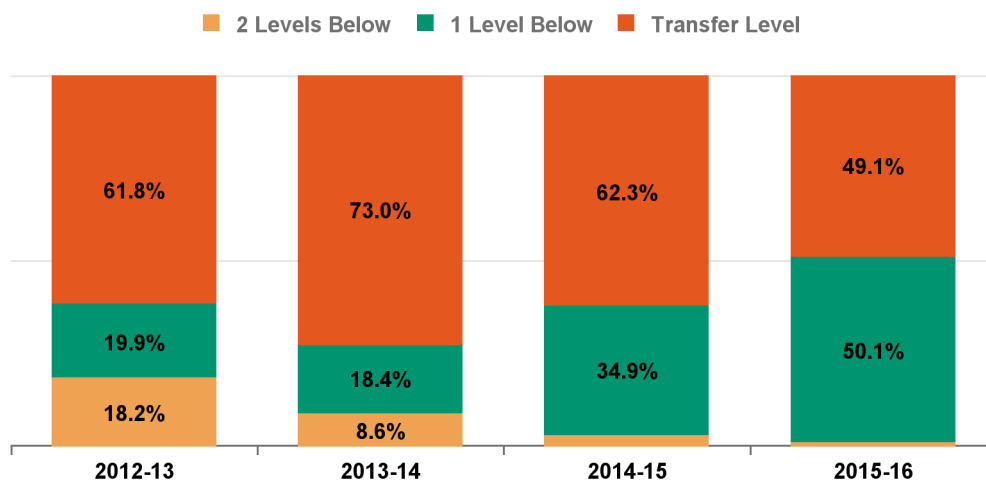
Initial Enrollment Levels

The charts below represent the initial enrollment levels of students entering LTCC and enrolling in some level of math or English.

Math



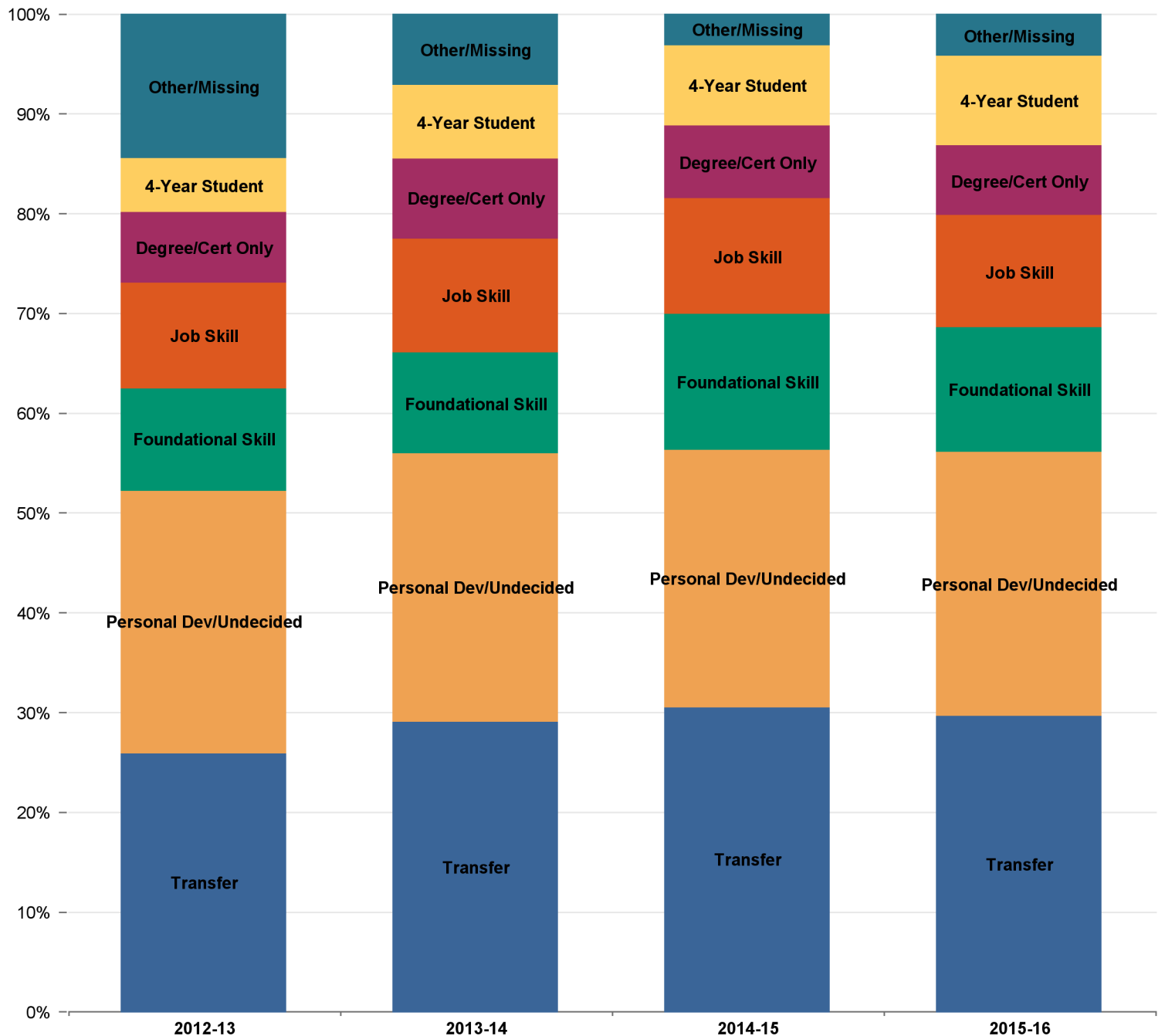
English



Student Goals

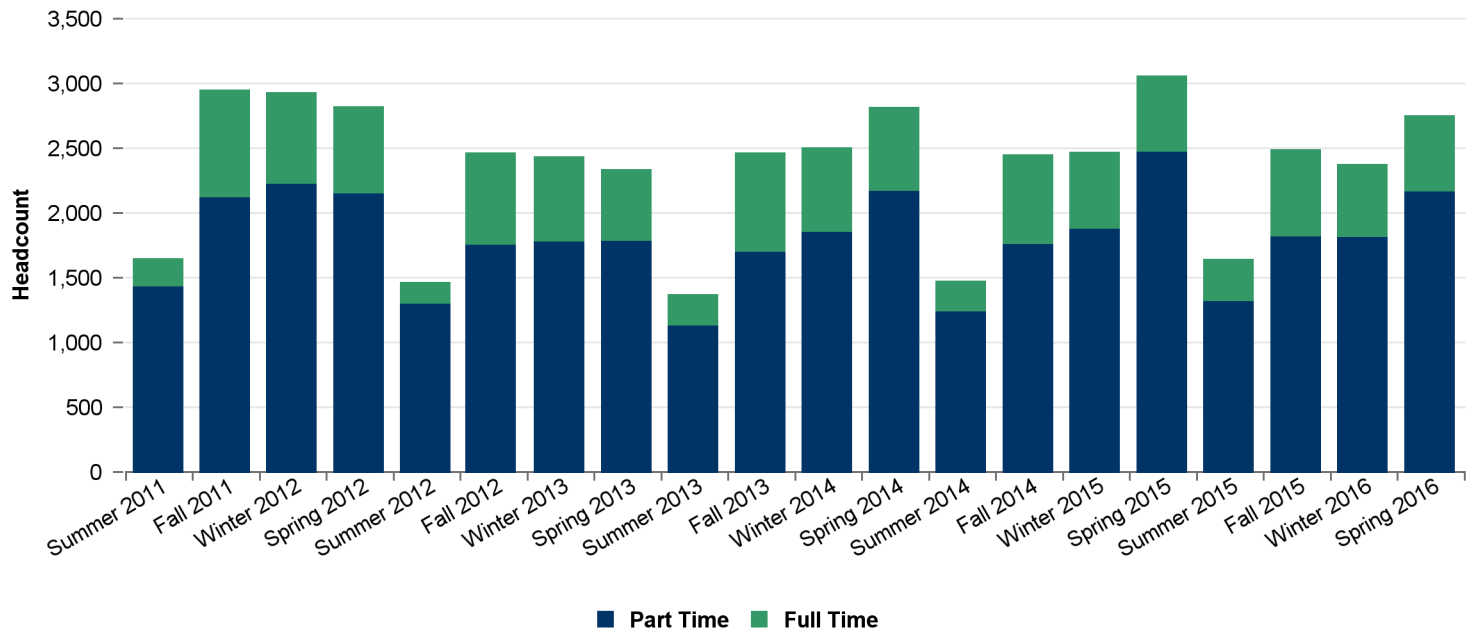
The table and chart below represent the educational goals reported by students, excluding those enrolled in both JPA and ISP.

	2012-13	2013-14	2014-15	2015-16
Transfer	25.9%	29.0%	30.5%	29.6%
Personal Dev/Undecided	26.3%	26.9%	25.8%	26.5%
Foundational Skill	10.2%	10.1%	13.6%	12.5%
Job Skill	10.6%	11.4%	11.6%	11.3%
Degree/Cert Only	7.1%	8.0%	7.3%	7.0%
4-Year Student	5.4%	7.4%	8.0%	9.0%
Other/Missing	14.5%	7.1%	3.2%	4.2%



Full Time vs Part Time

Students enrolled in 12 or more units in primary quarter (Fall, Winter, or Spring) at LTCC are considered full-time. Part-time enrollment is less than 12 units. Student enrolled in Summer must take 6 or more units to be considered full time. Non-credit enrollments are not captured in the chart below.



Quarter	Full Time	Part Time	% Full Time	% Part Time
Summer 2011	218	1,424	13.3%	86.7%
Fall 2011	831	2,112	28.2%	71.8%
Winter 2012	708	2,217	24.2%	75.8%
Spring 2012	670	2,144	23.8%	76.2%
Summer 2012	172	1,289	11.8%	88.2%
Fall 2012	713	1,745	29.0%	71.0%
Winter 2013	655	1,772	27.0%	73.0%
Spring 2013	554	1,776	23.8%	76.2%
Summer 2013	243	1,121	17.8%	82.2%
Fall 2013	765	1,693	31.1%	68.9%
Winter 2014	653	1,843	26.2%	73.8%
Spring 2014	644	2,164	22.9%	77.1%
Summer 2014	238	1,233	16.2%	83.8%
Fall 2014	694	1,750	28.4%	71.6%
Winter 2015	589	1,872	23.9%	76.1%
Spring 2015	590	2,464	19.3%	80.7%
Summer 2015	327	1,312	20.0%	80.0%
Fall 2015	674	1,808	27.2%	72.8%
Winter 2016	563	1,807	23.8%	76.2%
Spring 2016	588	2,159	21.4%	78.6%

Student Success

This section shows successful course completion rates by academic year and department. Rates are presented separately for Distance Education (DE) courses, face-to-face (F2F) courses, and the College overall. Work Experience, Internship, ISSI, and JPA students are excluded.

Year	DE	F2F	Overall
2011-12	76%	84%	83%
2012-13	77%	84%	82%
2013-14	78%	84%	82%
2014-15	79%	84%	83%
2015-16	80%	83%	82%

* Unduplicated headcount

** Number of students is 10 or fewer

	2011-12			2012-13			2013-14			2014-15			2015-16		
	N*	DE	F2F	N*	DE	F2F	N*	DE	F2F	N*	DE	F2F	N*	DE	F2F
Female	2,942	77%	86%	2,370	79%	85%	2,354	78%	84%	2,138	80%	86%	2,093	81%	86%
Male	2,266	74%	83%	1,969	74%	82%	2,040	77%	83%	1,855	77%	82%	2,140	78%	81%
Gender Not Reported	19	90%	91%	18	100%	81%	19	58%	97%	28	86%	94%	69	69%	76%

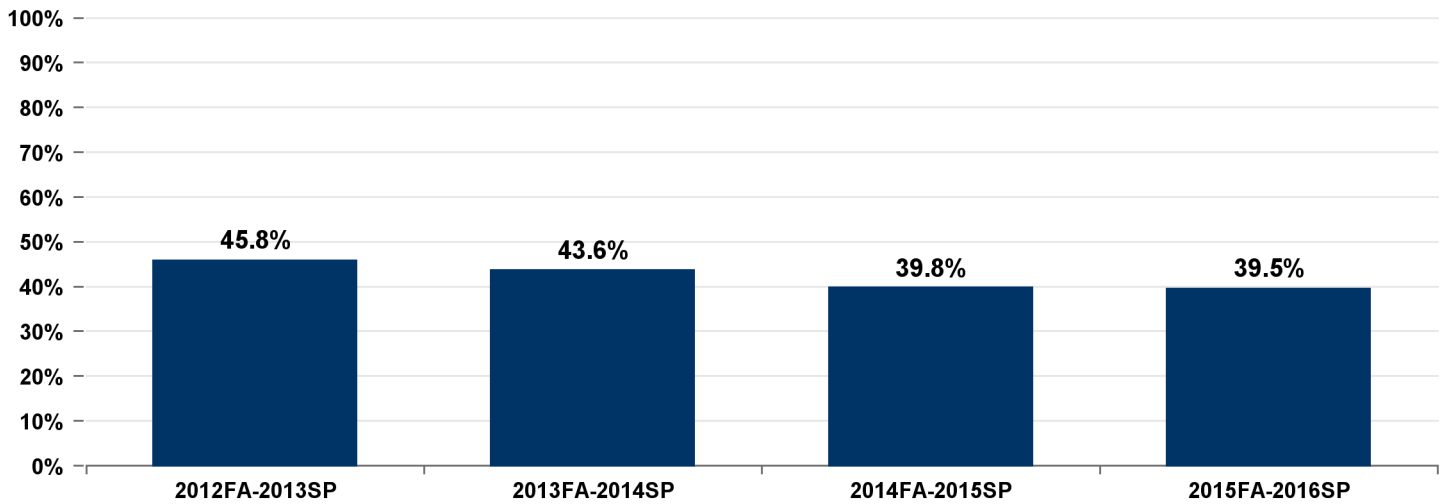
	2011-12			2012-13			2013-14			2014-15			2015-16		
	N*	DE	F2F	N*	DE	F2F	N*	DE	F2F	N*	DE	F2F	N*	DE	F2F
African American	72	62%	73%	63	76%	60%	94	67%	65%	99	64%	58%	162	67%	63%
Asian	207	85%	86%	186	78%	83%	189	83%	89%	170	86%	86%	187	85%	84%
Hispanic	909	76%	78%	844	74%	79%	926	75%	79%	926	73%	82%	1,099	76%	79%
Native Amer/Alaska Native	28	71%	82%	29	81%	86%	31	67%	86%	16	67%	90%	21	62%	81%
Pacific Islander	16	77%	81%	**	100%	87%	**	100%	77%	**		100%	**	50%	53%
White Non-Hispanic	3,656	76%	86%	2,970	79%	85%	2,875	79%	86%	2,529	82%	85%	2,512	84%	87%
Two or more races	188	69%	84%	183	63%	86%	233	72%	85%	210	75%	80%	249	75%	78%
Other Race							**	100%	100%	**	100%	85%	**	100%	82%
Race Not Reported	151	84%	88%	73	73%	89%	56	92%	91%	65	88%	89%	56	75%	85%

	2011-12			2012-13			2013-14			2014-15			2015-16		
	N*	Female	Male	N*	Female	Male	N*	Female	Male	N*	Female	Male	N*	Female	Male
African American	72	70%	68%	63	69%	68%	94	75%	60%	99	67%	57%	162	56%	66%
Asian	207	88%	83%	186	86%	77%	189	86%	88%	170	86%	87%	187	83%	85%
Hispanic	909	80%	74%	844	79%	76%	926	77%	79%	926	80%	78%	1,099	79%	77%
Native Amer/Alaska Native	28	87%	74%	29	88%	79%	31	83%	76%	16	90%	76%	21	88%	63%
Pacific Islander	16	85%	72%	**	95%	82%	**	86%	88%	**		100%	**	67%	50%
White Non-Hispanic	3,656	86%	83%	2,970	86%	82%	2,875	85%	83%	2,529	86%	83%	2,512	88%	85%
Two or more races	188	76%	84%	183	80%	84%	233	77%	84%	210	81%	75%	249	80%	74%
Other Race							**	100%		**	100%	73%	**	33%	88%
Race Not Reported	151	88%	87%	73	84%	88%	56	92%	92%	65	86%	91%	56	88%	83%

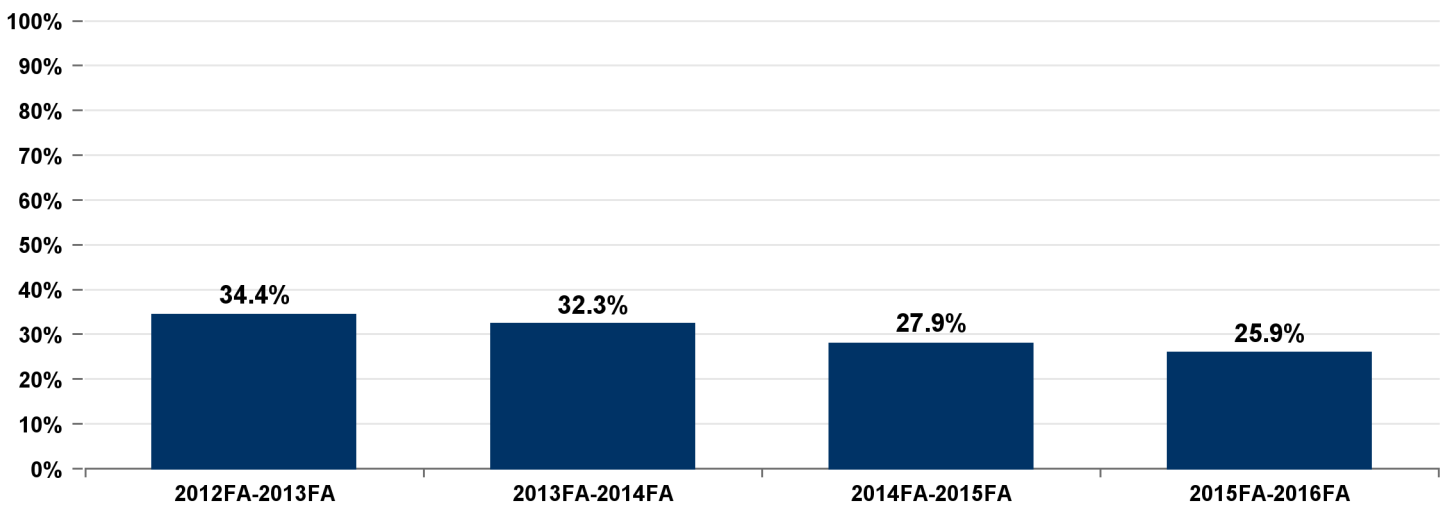
Retention Rates

This three charts below show trends in student retention either through a single academic year (Fall to Spring), from the beginning of one academic year to the beginning of the next (Fall to Fall), or from the end of one academic year to the beginning of the next (Spring to Fall).

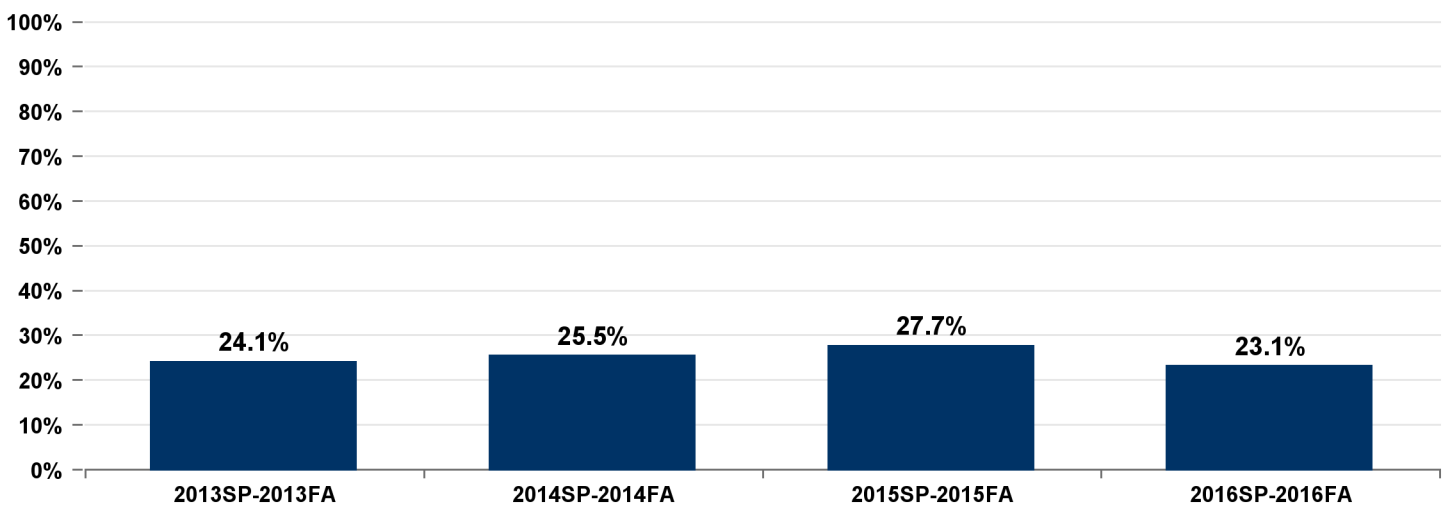
Fall to Spring Retention



Fall to Fall Retention



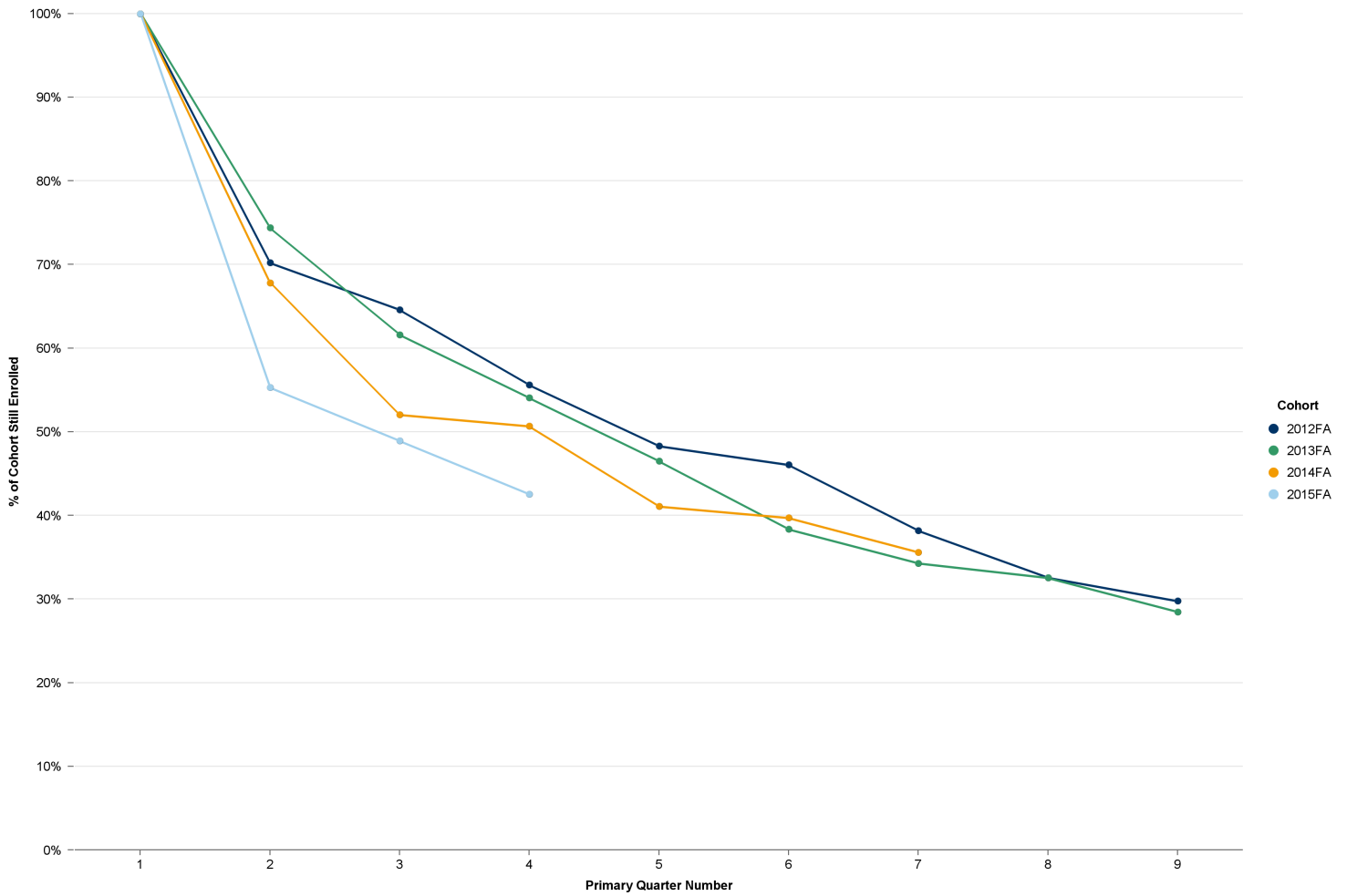
Spring to Fall Retention



First-Time Student Persistence Trends (3 Years)

The chart and table below represents the quarterly persistence trends (Fall, Winter, and Spring only) of students who enrolled as first-time, full-time students at LTCC in a Fall term.

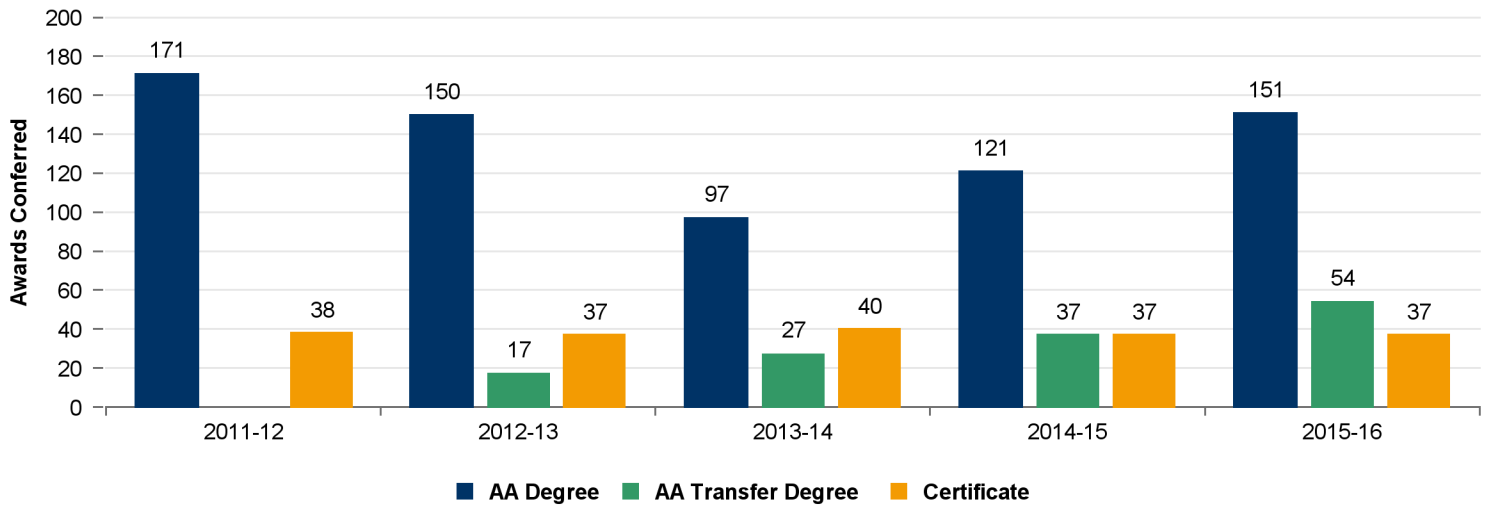
Quarter-to-Quarter Enrollment Trend



Cohort	Quarter 1		Quarter 2		Quarter 3		Quarter 4		Quarter 5		Quarter 6		Quarter 7		Quarter 8		Quarter 9	
	Fall	100%	Winter		Spring		Fall		Winter		Spring		Fall		Winter		Spring	
2012FA	Fall 2012	100%	Winter 2013	70%	Spring 2013	65%	Fall 2013	56%	Winter 2014	48%	Spring 2014	46%	Fall 2014	38%	Winter 2015	33%	Spring 2015	30%
2013FA	Fall 2013	100%	Winter 2014	74%	Spring 2014	62%	Fall 2014	54%	Winter 2015	47%	Spring 2015	38%	Fall 2015	34%	Winter 2016	33%	Spring 2016	28%
2014FA	Fall 2014	100%	Winter 2015	68%	Spring 2015	52%	Fall 2015	51%	Winter 2016	41%	Spring 2016	40%	Fall 2016	36%				
2015FA	Fall 2015	100%	Winter 2016	55%	Spring 2016	49%	Fall 2016	43%										

Student Achievement

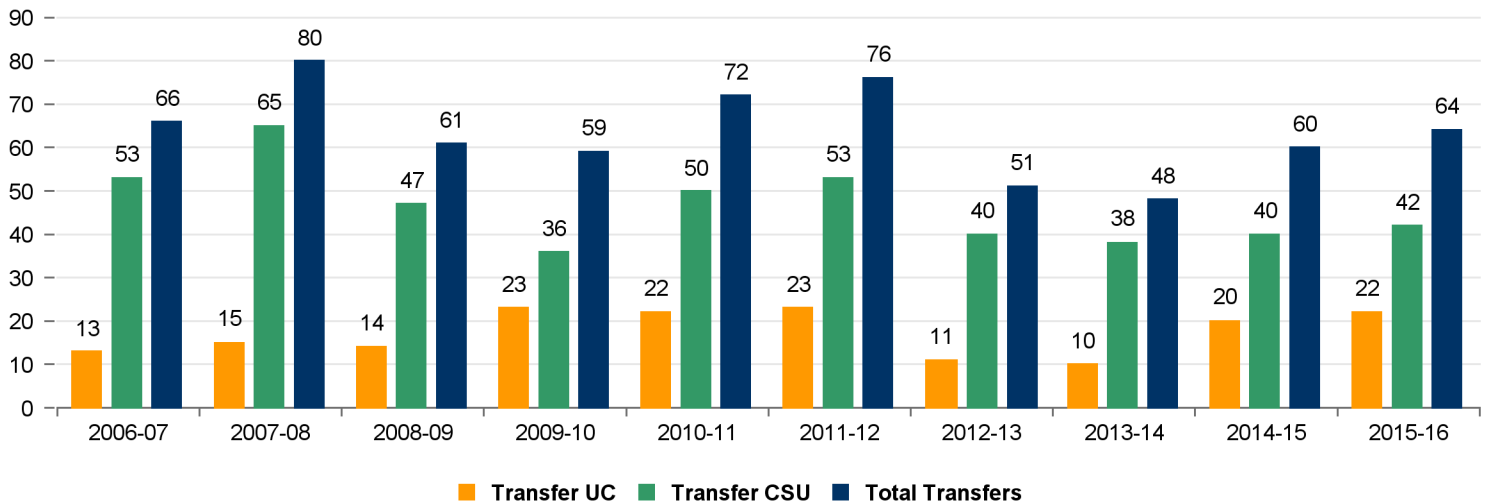
The chart and table below represents the total number of degrees and California Community College Chancellor's Office approved certificates earned by students each year. There has been a significant growth in the number of Associate Degrees for Transfer since their inception. These programs are fully transferable to a California State University (CSU). Additionally, the 2015-16 academic year was a high point regarding LTCC students earning associate degrees, with a total of 205. Not included in this chart is the total number of short term, departmental certificates earned by students.



	2011-12	2012-13	2013-14	2014-15	2015-16
AA Degree	171	150	97	121	151
AA Transfer Degree		17	27	37	54
Certificate	38	37	40	37	37

Student Transfer

The chart and table represent the number of students transferring to an institution within either the University of California (UC) or CSU systems. Additional students transfer to other Colleges, including Sierra Nevada College or the University of Reno, but those are not included in the totals below.

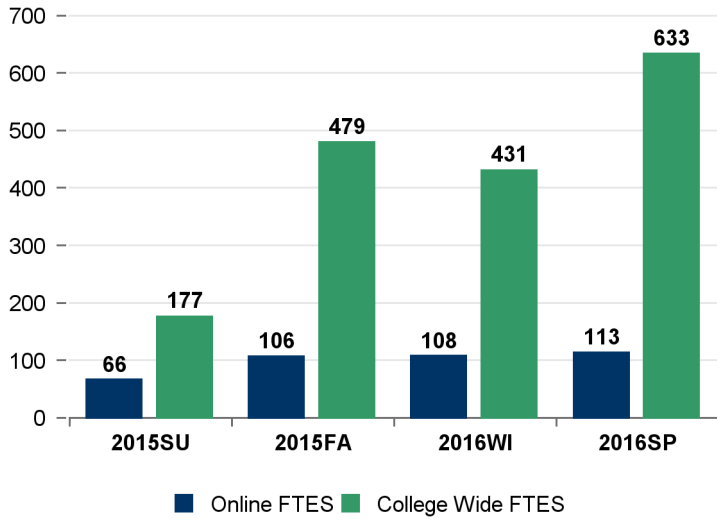


	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
UC	13	15	14	23	22	23	11	10	20	22
CSU	53	65	47	36	50	53	40	38	40	42
Total	66	80	61	59	72	76	51	48	60	64

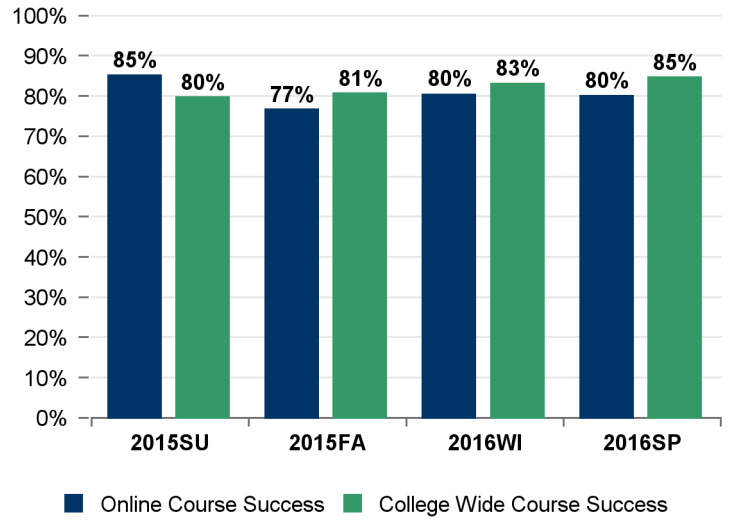
Online Education

The charts and tables below present data on students enrolled in online courses at LTCC. This includes demographic information and comparisons between online education and the College overall regarding FTES, course success, enrollment, and course offering data.

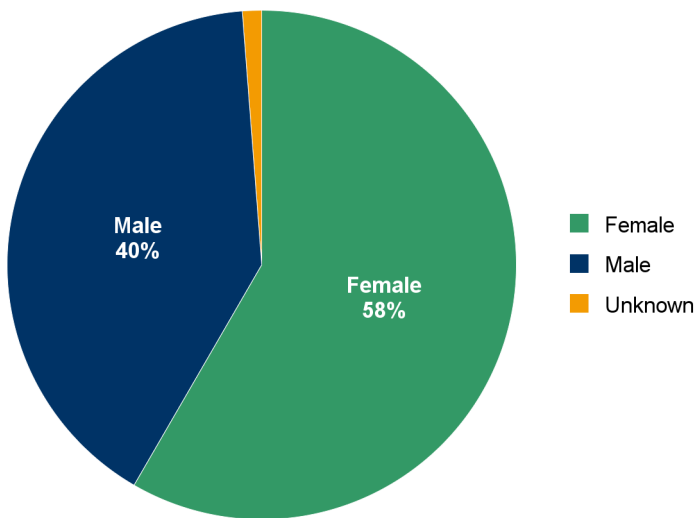
2015-16 Resident FTES



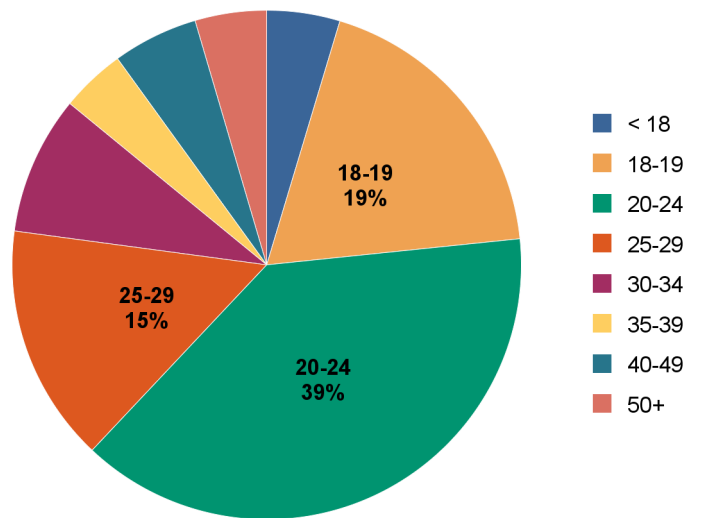
2015-16 Course Success



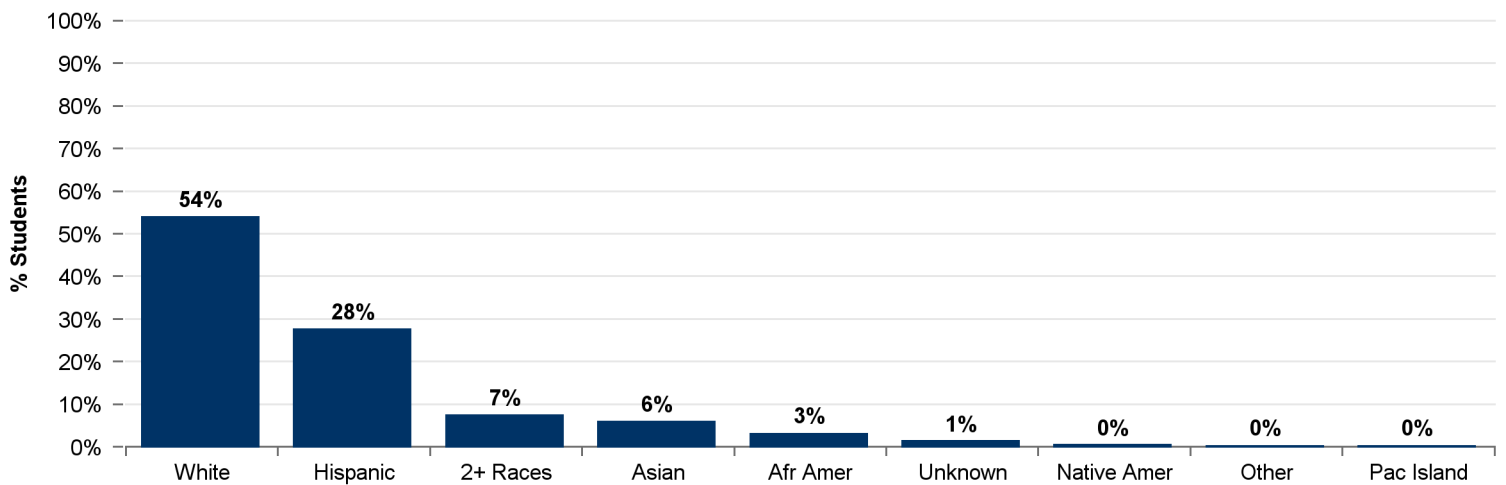
2015-16 Gender



2015-16 Age



2015-16 Race/Ethnicity



Online Education Enrollment and Course Offering Statistics

Academic Year	Online Education FTES	Total College FTES	% Online Education FTES	Total Sections Offered	Online Education Sections Offered	% Online Education Sections
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%
2015-16	393.89	1,720.47	22.9%	1,350	221	16.4%

Online-Only Student Geographical Distribution

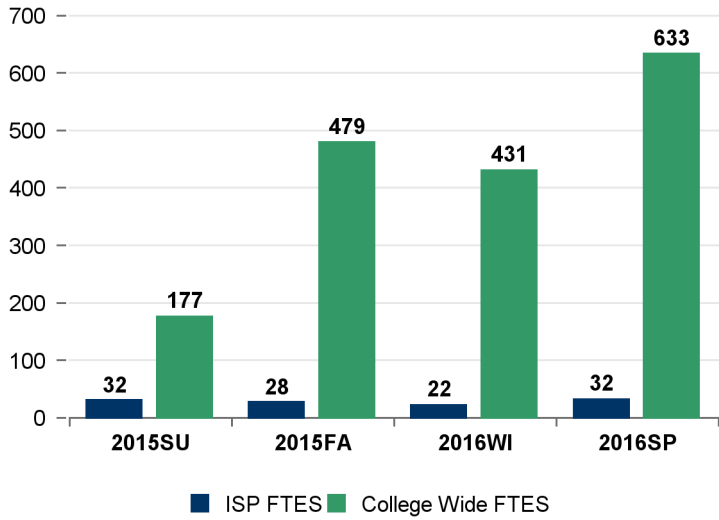
The table below demonstrates the county of primary residence reported by students who enrolled in only online courses in 2015-16.

ONLINE-ONLY STUDENTS		
County	State	% of Online Students
El Dorado	California	21.3%
Other Counties	California	10.6%
Los Angeles	California	10.5%
Sacramento	California	6.0%
Riverside	California	5.0%
Alameda	California	4.9%
San Diego	California	3.9%
San Luis Obispo	California	3.9%
Santa Clara	California	3.8%
Contra Costa	California	3.7%
Orange	California	2.7%
San Mateo	California	2.7%
Stanislaus	California	2.3%
Marin	California	2.3%
Placer	California	2.2%
Other Counties	Other	2.1%
San Bernardino	California	2.0%
Ventura	California	1.6%
Other Counties	Nevada	1.5%
Santa Barbara	California	1.5%
Solano	California	1.5%
San Joaquin	California	1.4%
Santa Cruz	California	1.3%
Yolo	California	1.3%

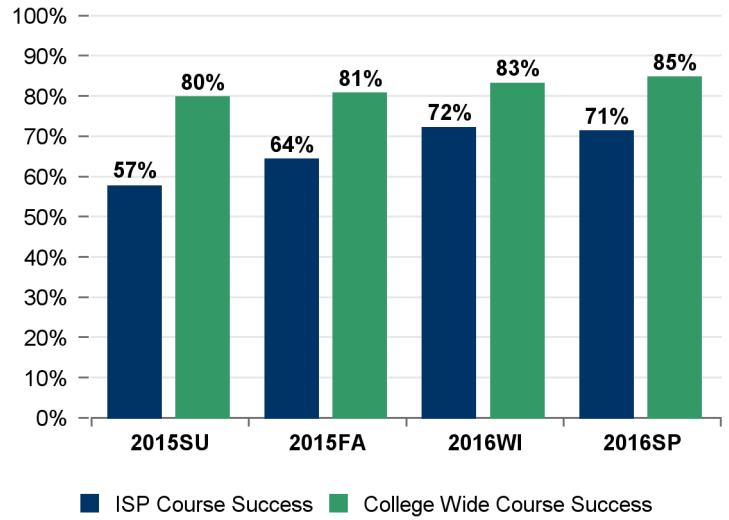
Incarcerated Students Program

The charts below present data regarding the students enrolled in the Incarcerated Student Program (ISP). This includes demographic information and comparisons between the ISP students and the overall College regarding FTES and course success.

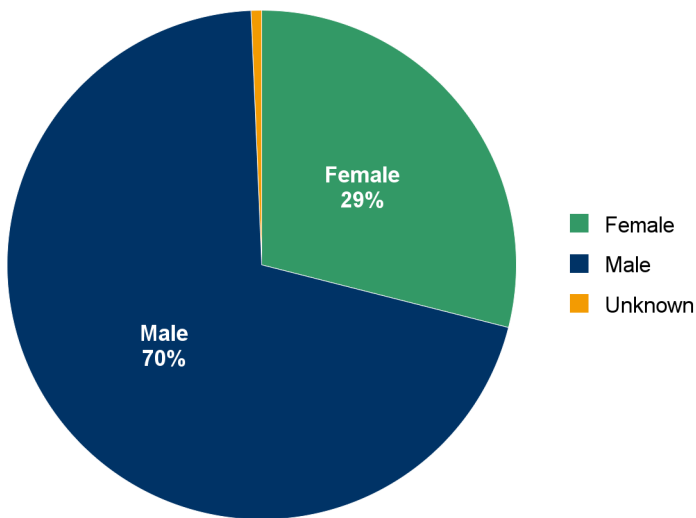
2015-16 Resident FTES



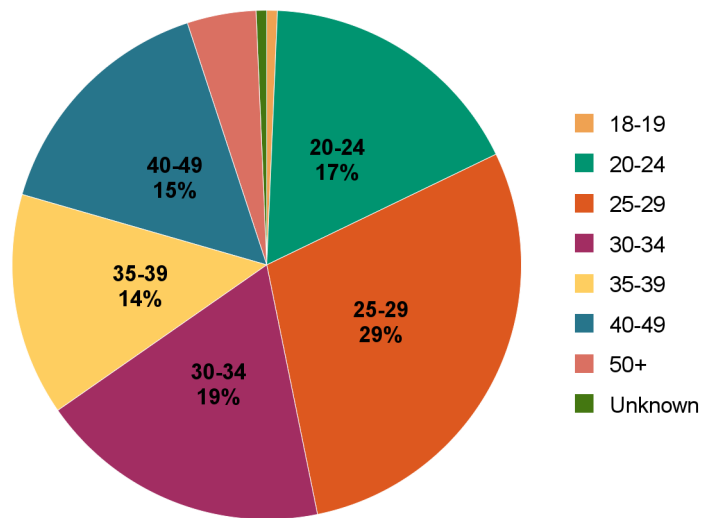
2015-16 Course Success



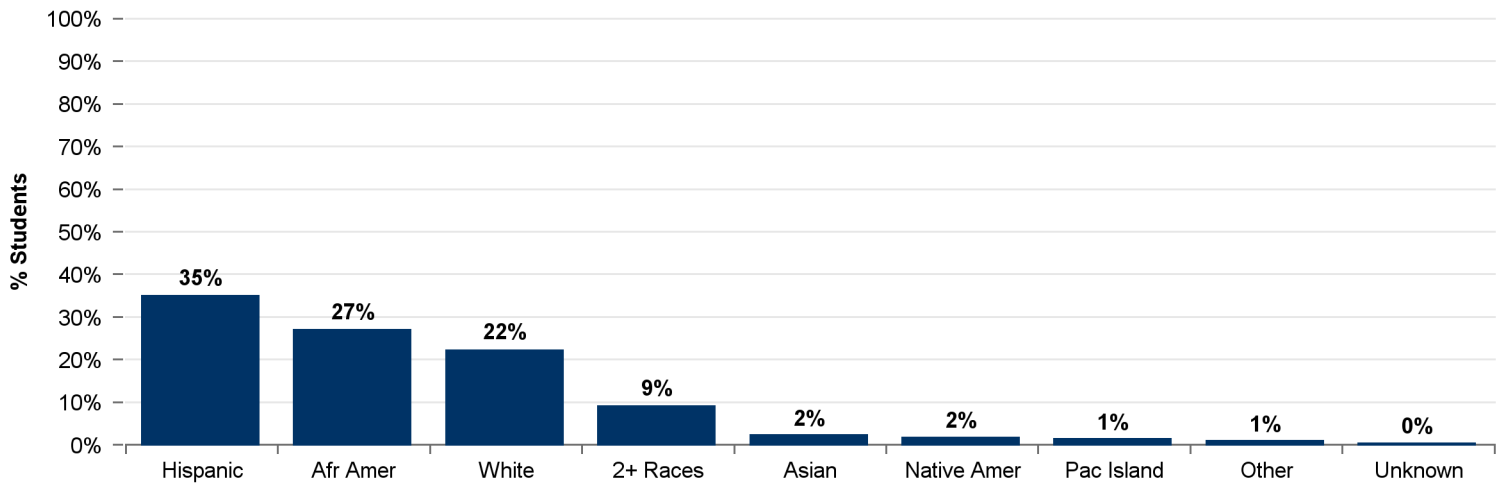
2015-16 Gender



2015-16 Age



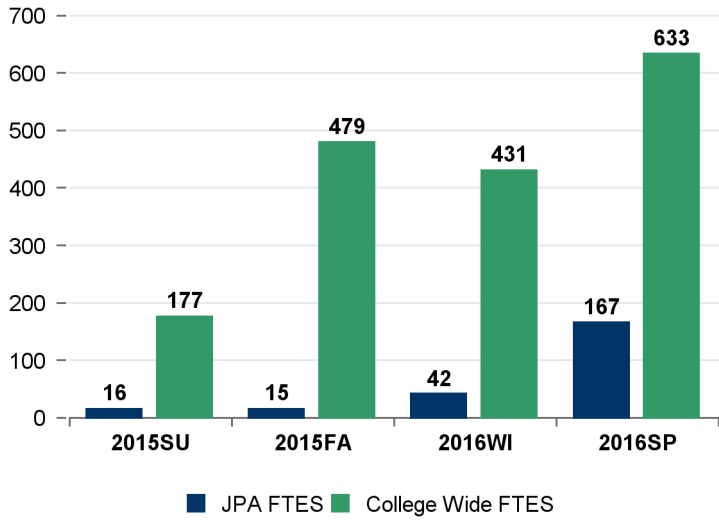
2015-16 Race/Ethnicity



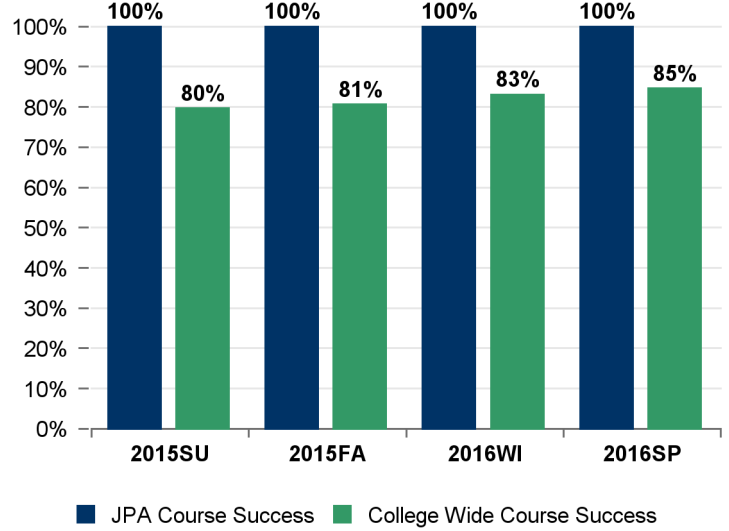
South Bay Regional Public Safety Training Consortium (JPA)

The charts below present data on students enrolled in the South Bay Regional Public Safety Training Consortium (JPA). This includes demographic information and comparisons between the JPA and the overall College regarding FTES and course success.

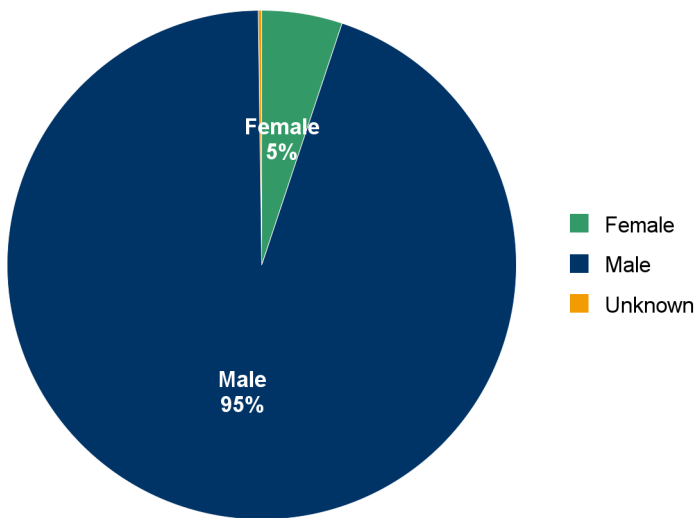
2015-16 Resident FTES



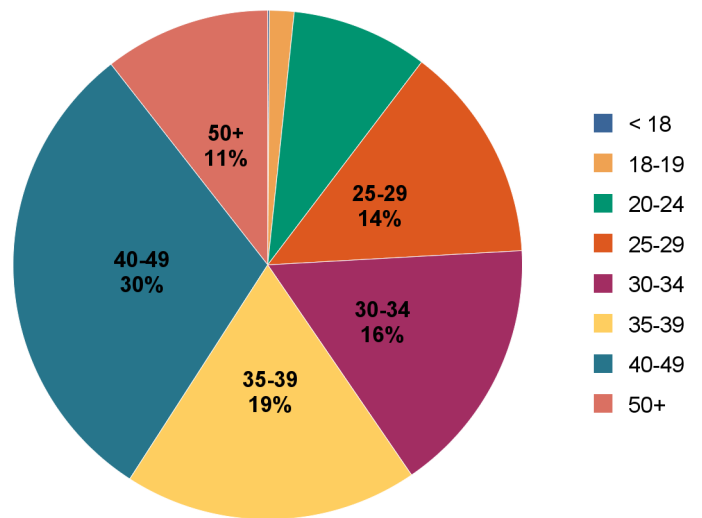
2015-16 Course Success



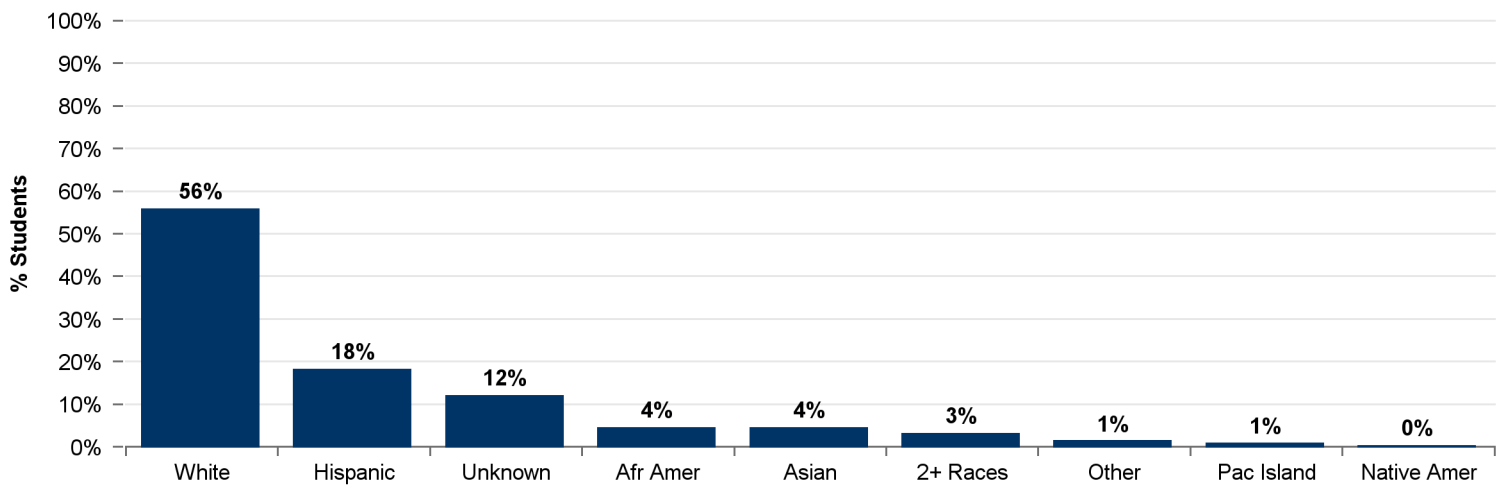
2015-16 Gender



2015-16 Age



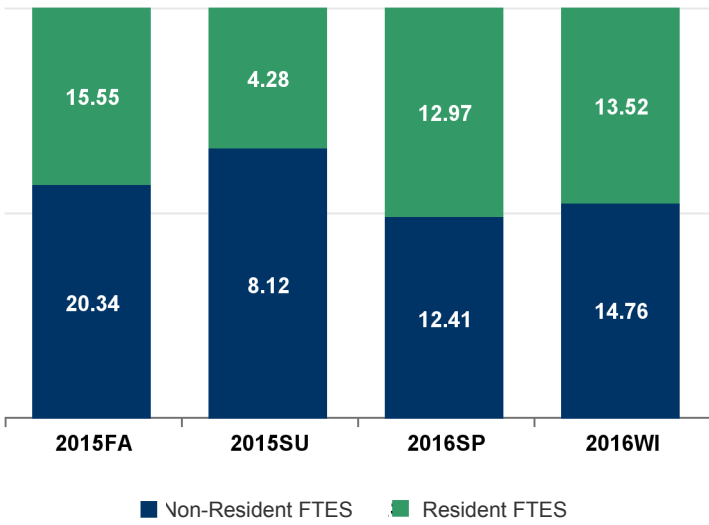
2015-16 Race/Ethnicity



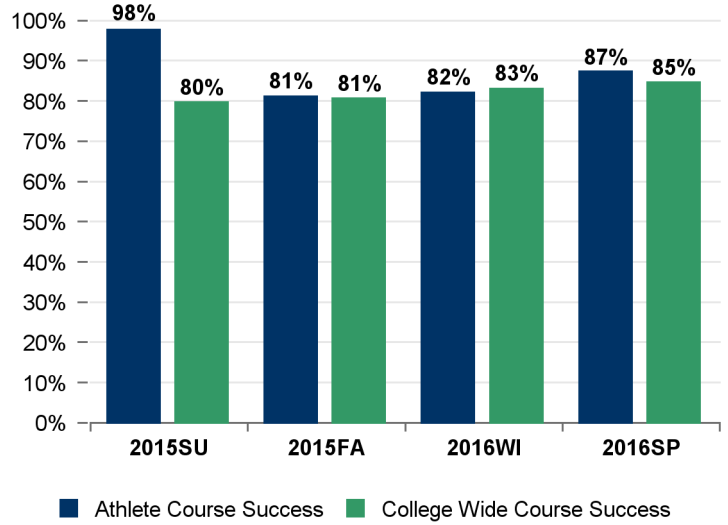
Student Athletes

The charts below present data regarding the student athletes enrolled in LTCC. This includes demographic information, a report showing resident versus non-resident FTES generated by student athletes, and comparisons between student athletes and the overall College regarding course success rates.

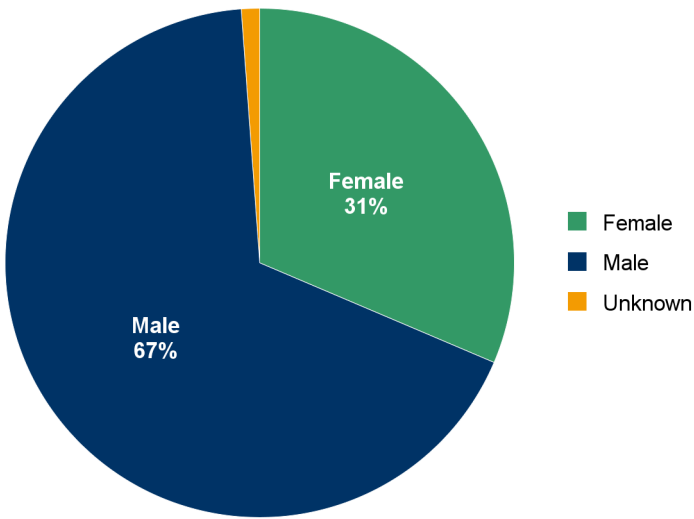
2015-16 Resident vs. Nonresident FTES



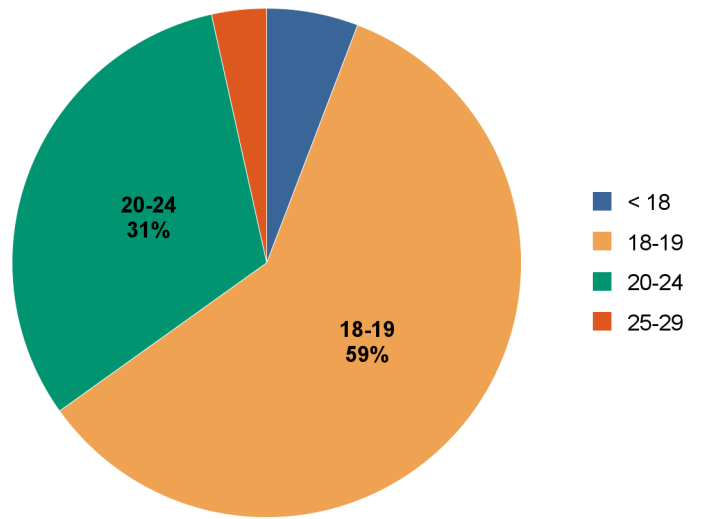
2015-16 Course Success



2015-16 Gender



2015-16 Age



2015-16 Race/Ethnicity

