

2020 Annual Report
Final Submission
05/04/2020

Lake Tahoe Community College
One College Drive
South Lake Tahoe, CA 96150

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Michelle Risdon
3.	Phone number of person preparing report:	530-541-4660, ext. 214
4.	E-mail of person preparing report:	risdon@ltcc.edu
5.	Type of Institution	California Community College

Headcount Enrollment Data

#	Question	Answer
6.	Total unduplicated headcount enrollment:	2016-17: 5,916 2017-18: 7,230 2018-19: 8,093
6a.	Percent Change 2016-17 to 2017-18: (calculated) Percent Change 2017-18 to 2018-19: (calculated)	22 % 12 %
7.	Total unduplicated headcount enrollment in degree applicable credit courses:	2016-17: 5,582 2017-18: 6,464 2018-19: 6,602
7a.	Please list any individual program which has experienced a 50% increase or decrease in the last year. The list is arranged in the following format: Program (Degree or Certificate) Title; 2017-18 Headcount; 2018-19 Headcount---Programs where the change is more than 10 students and more than 50% increase or decrease when including "matriculants" only include: Business AA Degree - Accounting Concentration; 37; 16 (decrease of 21 students or 57%)---Business AA Degree - Finance Concentration; 21; 5 (decrease of 16 students or 76%)---Business AA Degree - Marketing; 20; 31 (increase of 11 students or 55%) and Early Childhood Education Certificate; 30; 10 (decrease of 20 students or 67%).	

Distance Education and Correspondence Education

#	Question	Answer
8.	Total unduplicated headcount enrollment in distance education in last three years:	2016-17: 1,989 2017-18: 2,395 2018-19: 2,603
8a.	Percent Change 2016-17 to 2017-18: (calculated) Percent Change 2017-18 to 2018-19: (calculated)	20 % 9 %
9.	Do you offer Correspondence Education?	Yes
9a.	Total unduplicated headcount enrollment in all types of Correspondence Education:	2016-17: 342 2017-18: 458 2018-19: 671
9b.	Percent Change 2016-17 to 2017-18: (calculated) Percent Change 2017-18 to 2018-19: (calculated)	34 % 47 %

Federal Data

#	Question	Answer
10.	List the Graduation Rate per the US Education Department College Scorecard	15 %
11.	If your college relies on another source for reporting success metrics, please identify the source. Click all that apply.	CCCCO Student Success Metrics dashboard (Scorecard)
12.	Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.	http://www.ltcc.edu/about/institutional-effectiveness/reports.php

Institution Set Standards for Student Achievement

#	Question	Answer						
Course Completion Rates								
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	<table><tr><td>2016-17</td><td>2017-18</td><td>2018-19</td></tr><tr><td>80 %</td><td>80 %</td><td>80 %</td></tr></table>	2016-17	2017-18	2018-19	80 %	80 %	80 %
2016-17	2017-18	2018-19						
80 %	80 %	80 %						
13a.	List your stretch goal (aspirational) for successful student course completion rate:	<table><tr><td>2016-17</td><td>2017-18</td><td>2018-19</td></tr><tr><td>N/A</td><td>N/A</td><td>86 %</td></tr></table>	2016-17	2017-18	2018-19	N/A	N/A	86 %
2016-17	2017-18	2018-19						
N/A	N/A	86 %						
13b.	List the actual successful student course completion rate:	<table><tr><td>2016-17</td><td>2017-18</td><td>2018-19</td></tr><tr><td>82 %</td><td>84 %</td><td>81 %</td></tr></table>	2016-17	2017-18	2018-19	82 %	84 %	81 %
2016-17	2017-18	2018-19						
82 %	84 %	81 %						
Certificates								
14.	Type of Institute-set standard for certificates (Please Select Number or Percentage):	Number of certificates						
	If Number-Other or Percent-other, please describe:							
14a.	List your Institution-Set Standard (floor) for certificates:	<table><tr><td>2016-17</td><td>2017-18</td><td>2018-19</td></tr><tr><td>60</td><td>60</td><td>33</td></tr></table>	2016-17	2017-18	2018-19	60	60	33
2016-17	2017-18	2018-19						
60	60	33						
14b.	List your stretch goal (aspirational) for certificates:	<table><tr><td>2016-17</td><td>2017-18</td><td>2018-19</td></tr><tr><td>N/A</td><td>N/A</td><td>37</td></tr></table>	2016-17	2017-18	2018-19	N/A	N/A	37
2016-17	2017-18	2018-19						
N/A	N/A	37						
14c.	List actual number or percentage of certificates:	<table><tr><td>2016-17</td><td>2017-18</td><td>2018-19</td></tr><tr><td>33</td><td>25</td><td>49</td></tr></table>	2016-17	2017-18	2018-19	33	25	49
2016-17	2017-18	2018-19						
33	25	49						
Associate Degree (A.A./A.S.)								
15.	Type of Institute-set standard for degrees awarded (Please Select Number or Percentage):	Number of degrees						
	If Number-Other or Percent-other, please describe:							
15a.	List your Institution-Set Standard (floor) for degrees:	<table><tr><td>2016-17</td><td>2017-18</td><td>2018-19</td></tr><tr><td>200</td><td>200</td><td>145</td></tr></table>	2016-17	2017-18	2018-19	200	200	145
2016-17	2017-18	2018-19						
200	200	145						
15b.	List your stretch goal (aspirational) for degrees:	<table><tr><td>2016-17</td><td>2017-18</td><td>2018-19</td></tr><tr><td>N/A</td><td>N/A</td><td>162</td></tr></table>	2016-17	2017-18	2018-19	N/A	N/A	162
2016-17	2017-18	2018-19						
N/A	N/A	162						
15c.	List actual number or percentage of degrees:	<table><tr><td>2016-17</td><td>2017-18</td><td>2018-19</td></tr><tr><td>145</td><td>165</td><td>182</td></tr></table>	2016-17	2017-18	2018-19	145	165	182
2016-17	2017-18	2018-19						
145	165	182						
Bachelor’s Degree (B.A./B.S.)								
16.	Does your college offer a Bachelor’s Degree (B.A./B.S.)?	No						
Transfer								
17.	Type of Institute-set standard for transfers (Please Select Number or Percentage):	Number of transfers						
	If Number-Other or Percent-other, please describe:							
17a.	List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	<table><tr><td>2016-17</td><td>2017-18</td><td>2018-19</td></tr><tr><td>165</td><td>165</td><td>165</td></tr></table>	2016-17	2017-18	2018-19	165	165	165
2016-17	2017-18	2018-19						
165	165	165						
17b.	List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	<table><tr><td>2016-17</td><td>2017-18</td><td>2018-19</td></tr><tr><td>N/A</td><td>N/A</td><td>425</td></tr></table>	2016-17	2017-18	2018-19	N/A	N/A	425
2016-17	2017-18	2018-19						
N/A	N/A	425						
17d.	List actual number or percentage of students who transfer to a 4-year college/university:	<table><tr><td>2016-17</td><td>2017-18</td><td>2018-19</td></tr><tr><td>351</td><td>322</td><td>346</td></tr></table>	2016-17	2017-18	2018-19	351	322	346
2016-17	2017-18	2018-19						
351	322	346						
Licensure Examination Pass Rates								
18.	Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:							
	Program	Examination	Institution set standard	2016-17 Pass Rate	2017-18 Pass Rate	2018-19 Pass Rate		
	Emergency Medical Technician	national	71 %	68 %	82 %	84 %		
Employment rates for Career and Technical Education students								
19.	Job placement rates for students completing certificate programs and CTE (career-technical education) degrees:							
	Program	Institution set standard	2016-17 Job Placement Rate	2017-18 Job Placement Rate	2018-19 Job Placement Rate			
	Child Development/Early Childhood Education	78 %	85 %	70 %	93 %			
	Fire Technology	93 %	89 %	95 %	70 %			
	Accounting	77 %	60 %	89 %	64 %			
	Emergency Medical Services	87 %	87 %	67 %	45 %			
	Administration of Justice	85 %	69 %	67 %	67 %			
	Fire Academy	93 %	86 %	83 %	83 %			
	Business Administration	74 %	86 %	50 %	74 %			
	Real Estate	66 %	67 %	88 %	70 %			

Other Information

	Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).
20.	<p>We implemented a change to methodology in identifying programs which have experienced a 50% increase or decrease in the last year (Question 7a). Students identified with the status of "matriculant" were included in the list of programs with notable change. While looking only at "matriculants" might have reduced the number of programs showing notable change, we feel it more accurately reflects students who are pursuing particular studies. Some of the data not presented is, we believe, statistically insignificant (representing 5 or fewer students).</p> <p>In terms of the floor for course completion and degrees, the institution has kept the previous floor for consistency's sake. In terms of certificates and transfers, the floor was adjusted to reflect the number awarded in 2016-17, as those seemed to reflect the institution's floor for these areas than the previously set floor. The stretch goals for all areas except course completion reflect the vision for success 5-year goals (20% over 5 years for certificates and degrees and 35% for 5 years for transfers). The stretch goal for course completion is a 2% increase from the percentage recorded in 2017-18. All of the four stretch goals are those the college seeks to see reflected in the 2019-20 data.</p> <p>To clarify the question regarding job placement data, that information is gathered from the Core Indicators data (Core Indicator 4). The Institution-Set Standards for each area are the state percentage for 2018-19. In some areas, previous years did not include 10 or more completers.</p> <p>Lake Tahoe Community College continues to move forward with the implementation of Guided Pathways, a bi-state 3-year Promise Program replicating the Skyline model (based on the CUNY ASAP model), assessing student learning outcomes (each term is seeing approximately 90% and above course assessment completions), and addressing any outstanding ACCJC recommendations. The college is responding thoughtfully, safely, and with an abundance of innovation and creativity to the COVID-19 pandemic, while maintaining a "students first" approach and prioritizing student support in instruction, tutoring, disabilities services, counseling and other student services.</p> <p>Lake Tahoe was one of few colleges in the state consistently seeing increasing enrollments and sustained growth prior to the coronavirus outbreak. Of course, we are bracing for a downturn following the quarters impacted by the COVID-19 pandemic. But we continue to work toward minimizing the impact to students and their academic and career goals during this period. We are nimble and striving to understand and meet the needs of students while continuing to support them in the ways we can, in terms of their finances, housing, academics, food insecurity, mental health, etc. Our data tells one part of this story.</p>

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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