

EQUITY REPORT JUNE 2022

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ABOUT LAKESHORE TECHNICAL COLLEGE

Lakeshore Technical College (LTC) is part of the Wisconsin Technical College System primarily serving Manitowoc and Sheboygan Counties with campuses in Cleveland, Manitowoc, and Sheboygan. We are an open-access technical college dedicated to providing services and opportunities to all members of the Lakeshore Area. LTC is responsive to the community, offering programming that meets local employer and student needs. LTC's mission is to transform individuals to strengthen our communities through innovative and accessible learning. Our vision is to be the community's driver for individual, social, cultural, and economic vitality.

We believe that:

- anyone can learn anything under the right circumstances
- degree completion results in better socioeconomic outcomes
- students want to complete their degree sooner rather than later
- equity gaps are unjust
- students we educate must be better off because of what we do
- we drive change to best serve our students and community

LTC Diversity & Inclusion Committee

The LTC Diversity and Inclusion Committee advises and advocates for the advancement of college diversity values and goals. The committee is an active partner with students and staff in working toward a campus community where all can work and learn in an equitable and inclusive environment. A cross-functional group of faculty and staff form the committee. Members of the 2021-22 Diversity & Inclusion Committee include:

- Abimbola Victoria Adjanor, Paralegal Instructor
 - Ester MacDonald, Admissions Advisor
 - Elisa Carr, Program Counselor
 - Ashley McHose, Library Systems Lead
 - Jennifer Covi, Business, Technology, & Hospitality Team Leader
 - Jeremy Pagel, Sociology Instructor
 - Doug Hamm, Dean of Business, Technology, & Hospitality
 - Jeremiah Pritzl, Criminal Justice Instructor
 - Foua Hang, Executive Director of Program Counseling & Retention
 - Tammie Stahl, IREPO Student SHARE/Food Security Coordinator
 - Rivian Hatt, Director of Student Support Services
 - Megan Voypick, Digital Marketing Instructor
 - Christi Leonhard, Accommodation Services/TRIO Retention Specialist
 - Tanya Wasmer, Vice President of Strategy & Outreach
 - Julie Konik, Psychology Instructor **
 - Nicole Yang, Manager of Access, Equity, & Inclusion *
 - Kelly Konrath, Math Instructor
 - Hajra Zafar, Economics Instructor
- * Co-Chair of the Diversity & Inclusion Committee
** Faculty Co-Chair of the Diversity & Inclusion Committee

Lakeshore DEI Advisory Council

The mission of the Lakeshore DEI Advisory Council is to strengthen relationships, break barriers, and create mutual support in meeting the education, employment, and community needs of people in the Lakeshore Area. Members consist of LTC staff, students, and representatives from community-based organizations that serve historically marginalized communities in the Lakeshore.

LTC Non-Discrimination Statement

Lakeshore Technical College does not discriminate against protected classes, including but not limited to race, color, national origin, religion, sex, or gender – including sexual orientation, gender identity, gender expression, disability or age in employment, admissions, or its programs or activities. To handle inquiries regarding lakeshore’s nondiscrimination policies, contact Mgr-Access, Equity, & Inclusion (students) 920.693.1120, Nicole.Yang@gotoltc.edu / Executive Director Of Human Resources (staff/others) 920.693.1139, Marissa.Holst@gotoltc.edu. 1290 North Avenue, Cleveland, WI 53015. TTY 711 gotoltc.edu/equal-opportunity-statement



EXECUTIVE SUMMARY

Local employers depend on LTC to educate members of the community and prepare skilled graduates who are ready to enter the workforce. This imperative, coupled with our mission and vision, informs our attention to equity and inclusion at Lakeshore.

LTC conducted the first college-wide equity audit and college culture study. The equity audit strategically disaggregates data to identify and examine equity gaps while the college culture study employs qualitative methods to explore student, faculty, and staff perceptions of inclusion. The Lakeshore Technical College 2020 Equity Report establishes our baseline and shapes college goals to increase our capacity for equity and inclusion. This report highlights our progress toward attaining those goals and supports adjustments to related initiatives as needed.

Definitions:

Equity refers to the intentional practice of identifying the unique needs within our diverse campus community, and in turn providing the support necessary for each individual to succeed in their academic, professional, and career goals.

Inclusion is the degree to which a community welcomes, values, respects, hears, and assures participation of all individuals. Creating an inclusive college community requires intentional action to address historical under-representation and exclusion at all levels in the organization and the district.

Findings

- LTC's student body reflects the current demographics of the district.
- Students who identify as Black, Indigenous, and People of Color (BIPOC) are struggling. They experience equity gaps in high earning potential programs, early momentum metrics, and program completion.
- Students with disabilities experience equity gaps in the same categories as BIPOC students. In some cases, their equity gaps are wider than those of BIPOC students.
- LTC's faculty, staff, and administrators are not representative of the district nor are they reflective of the students that they serve.

Strengths

- LTC is committed to continuing equity work college wide.
- The Manager of Access, Equity, and Inclusion champions the institution's capacity for equity and inclusion. This role is enhanced through collaboration with the LTC Diversity & Inclusion Committee and the Lakeshore DEI Advisory Council.
- LTC's occupational, technical, and associate degree programs are accessible to prospective students from historically under-represented and under-served communities (BIPOC, and individuals with disabilities).

- LTC continues to expand programming to improve awareness and strengthen access, equity, and inclusion on all campuses and in the community.

Opportunities

- Expand culturally specific, holistic, and intensive support for BIPOC students – from program selection through completion.
- Integrate holistic and intensive supports to accompany accommodation plans and referrals for students with disabilities.
- Implement targeted recruitment and retention strategies that aim to diversify faculty, administrators, and staff and keep pace with growing diversity in the district.

Acknowledgements

The Lakeshore 2022 Equity Report is made possible by the 21 Century Act and the Wisconsin Technical College System Perkins Grant for Building Capacity for Equity and Inclusion in Career and Technical Education.

Shauna Nischik, Executive Director of Grants and Lori Yaeger, Grants Specialist coordinated Lakeshore's grant proposal, provided oversight for grant objectives, and completed associated reporting. Tanya Wasmer, Vice President of Strategy & Outreach and Amy Eckley, Business Intelligence & Research Analyst provided data support for the Lakeshore 2021 Equity Audit.

For additional information about the Lakeshore 2021 Equity Report, contact:

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SNAPSHOT OF THE LAKESHORE

The Lakeshore Area is located in east-central Wisconsin along the Lake Michigan shoreline and consists of Manitowoc and Sheboygan Counties, as well as small areas of Calumet and Ozaukee Counties. Agriculture and manufacturing form the backbone of the Lakeshore economy and the residents are proud of their strong work ethic.

Examining District Demographics

Data from the US Census and the American Community Survey demonstrate that the district is experiencing a demographic shift characterized by increasing percentages of Asian, black/African American, Hispanic/Latino, and biracial residents while the percentage of white and American Indian/Alaskan Native residents decreases (see figure 1a). Overall, we note that the demographics of the district have shifted from 89.71% of residents identifying as white and 10.39% identifying as Black, Indigenous, and People of Color (BIPOC) in 2012 to 86.77% of residents identifying as white and 13.23% identifying as BIPOC in 2021. County and state agencies project that the Lakeshore Area will see these trends continue.

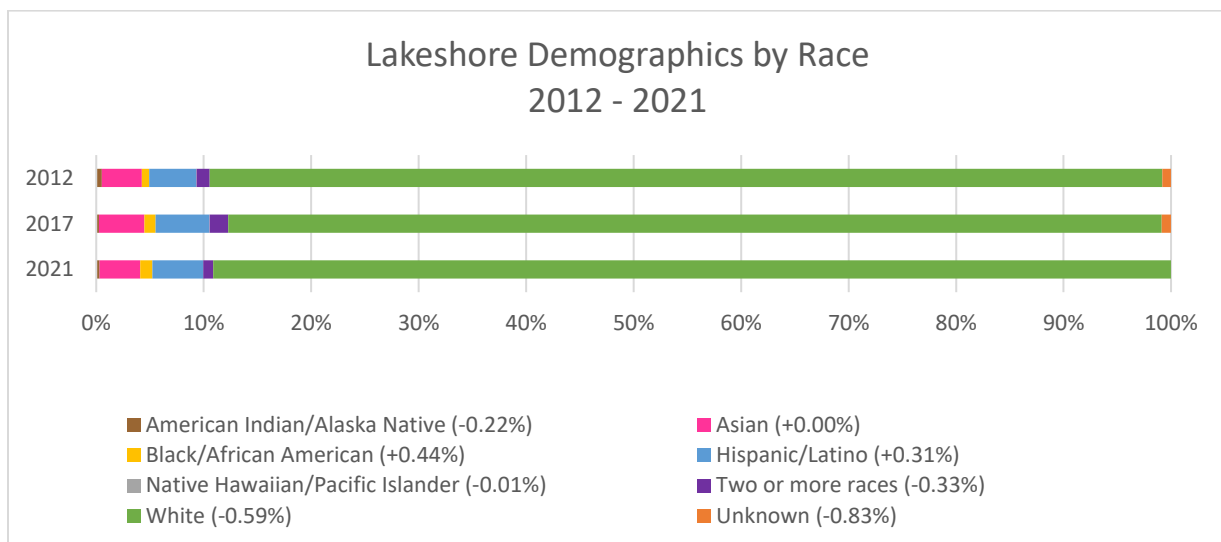


Figure 1a

Since 2012, the Lakeshore district has experienced relatively stable economic conditions and steady growth, which has been marked by a slight decrease in overall poverty rates among all residents. When disaggregated by race, figure 1b shows lower rates of poverty among black and Hispanic/Latino residents by 2016. Furthermore, poverty rates among other racial groups began to improve in 2018 and by 2020, lower levels of poverty were experienced across all racial groups. Regardless of the year, Native Hawaiian/Pacific Islanders and white residents fare better in terms of socioeconomic status with significantly lower rates of poverty than all other races.

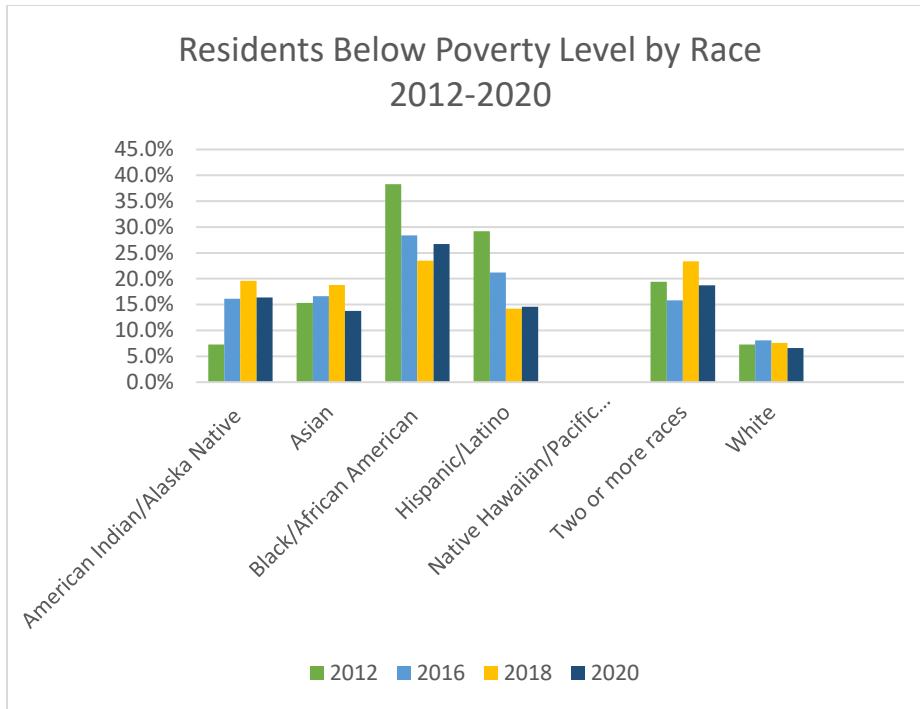


Figure 1b

Examining LTC Student Demographics

Many employers in the Lakeshore Area require post-secondary credentials among applicants seeking family sustaining wages. Therefore, it is crucial that LTC provide accessible learning opportunities for people from all walks of life. LTC’s student body currently mirrors the demographics of the district with 22.86% of program students identifying as BIPOC and 6.8% identifying as having a disability (see figures 2a and 2b, respectively). This data establishes that college’s occupational, technical, and associate degree programs are accessible to prospective students from historically underrepresented communities. As such, LTC is poised to prepare students from all walks of life for careers that will enhance their career satisfaction and bolster their economic well-being.

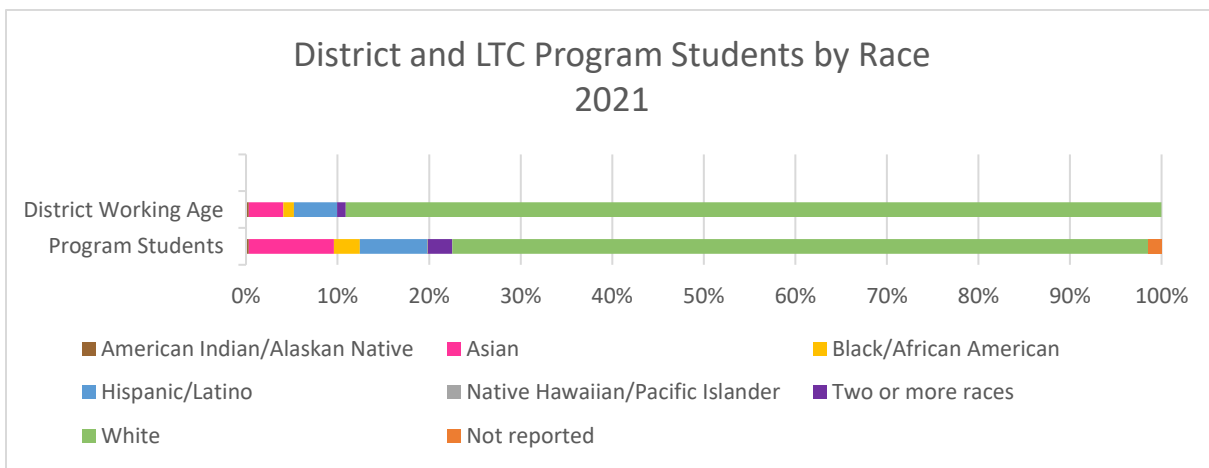


Figure 2a

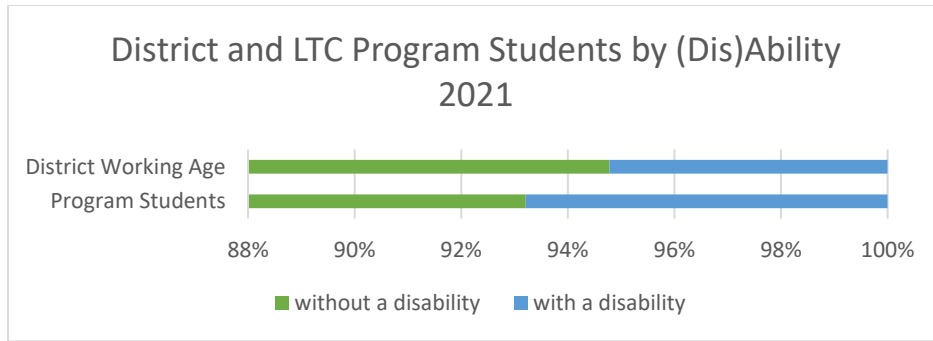


Figure 2b

Examining LTC Employee Demographics

College students benefit from participating in holistic learning environments that support their academic, cultural, and social needs. As such, prospective students and the community at large look to LTC to offer a diverse team of faculty and staff who will establish equity-minded policies and procedures, bring a variety of perspectives and approaches to our campuses, and serve as role models. Faculty and staff who reflect student identities and possess culturally specific skills are in the best position to support student success in their educational journey. LTC has made some gains in terms of recruiting racially diverse faculty, staff, and administrators as shown in figures 3a and 3b where we note that the percentage of faculty and administrators that identify as BIPOC has grown from 3.57% of faculty and 8.51% of administrators in 2012 to 3.57% of faculty and 12.50% of administrators in 2021.¹

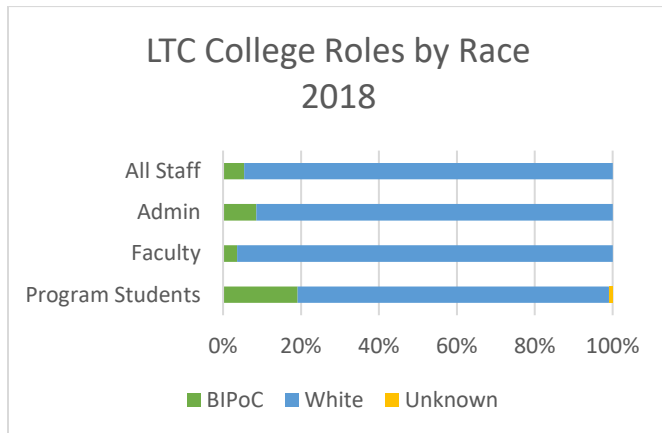


Figure 3a

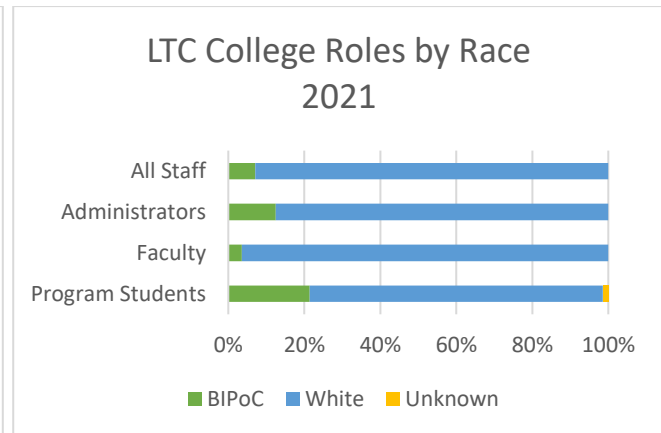


Figure 3b

As the demographics of the Lakeshore Area continue to shift, the college will need to implement targeted recruitment and retention strategies that aim to diversify faculty, administrators, and staff and keep pace with growing diversity in the district.

¹ Due to small numbers of LTC employees that identify as members of historically under-represented and under-served communities, we combine data on racial groups and do not engage in a disaggregated analysis of students or staff with disabilities to maintain anonymity.

UNDERSTANDING PROGRAM SELECTION

LTC characterizes faculty, staff, and administrators as dealers in hope in their respective roles. We collectively aim to support current and prospective students as they set realistic academic and professional goals. Program choice directly impacts student success and is inherently linked to our graduates’ career satisfaction and earning potential. Therefore, it is crucial that we consider program enrollment among our students through an equity lens.

Program Enrollment

As the number of BIPOC program students increased in 2021, they opted to enroll in programs with middle earning potential at higher rates than before (25.61%) as seen in figure 4a. This is in contrast to high rates (23.77%) of enrollment in low wage potential programs in 2018 (see figure 4b).

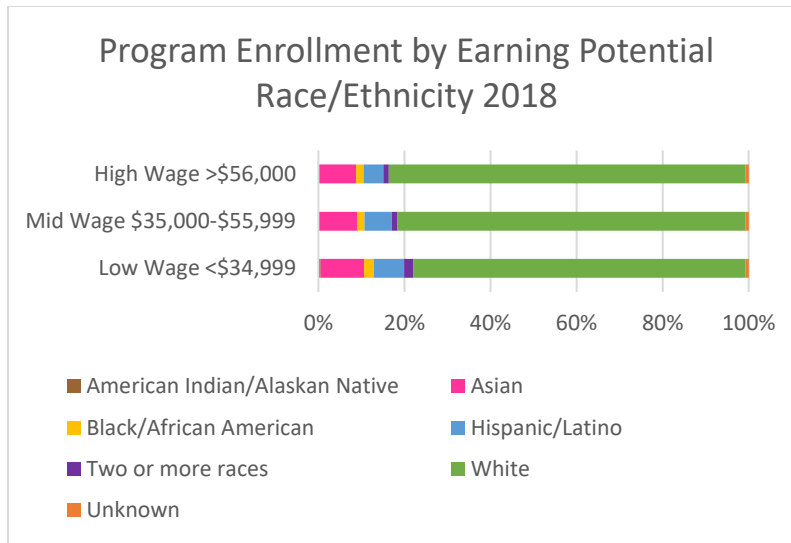


Figure 4a

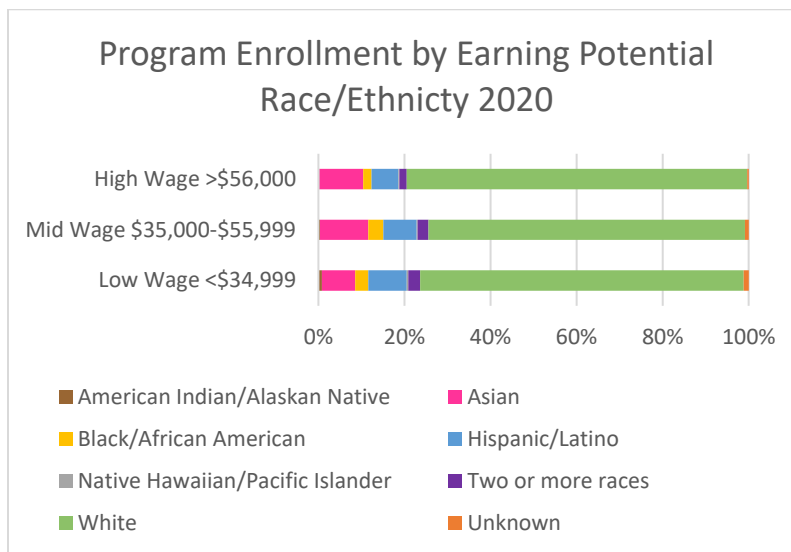


Figure 4b

On a similar note, the percentage of students with disabilities has increased from 5.91% in 2018 to 6.89% in 2021. However, unlike BIPOC students, students with disabilities continue to be over-represented in programs with low earning potential (10.85%) and are under-represented in those with high earning potential (3.57%) as noted in figures 4c and 4d, respectively.

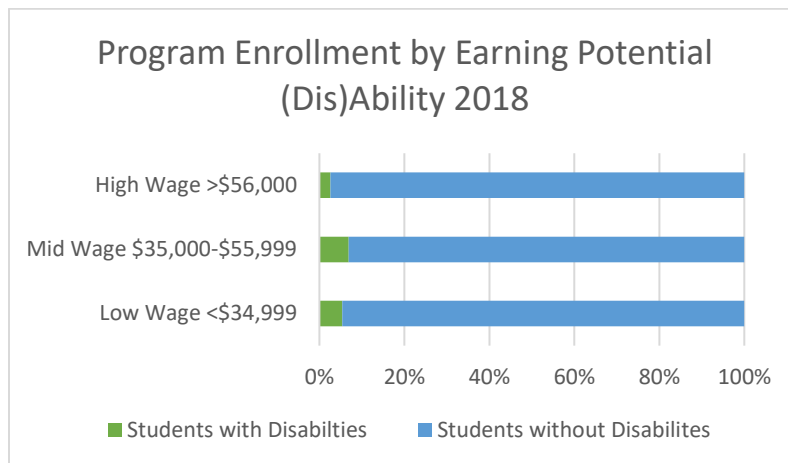


Figure 4c

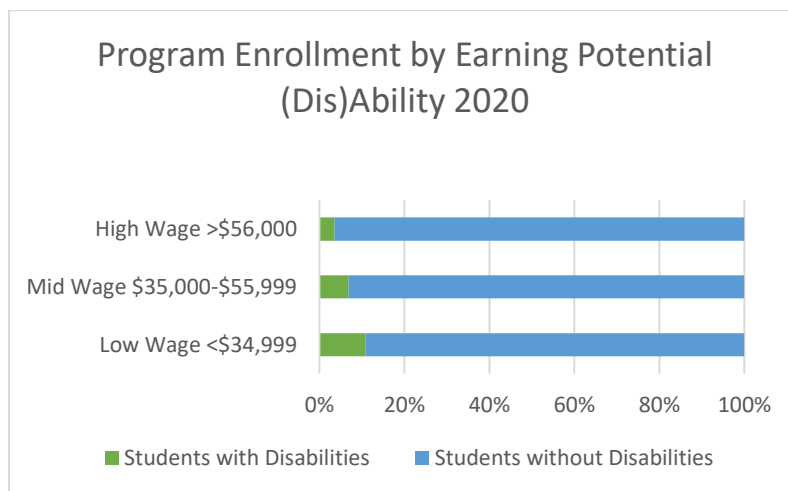


Figure 4d

Overall, our examination of students from historically under-represented and under-served communities indicates that students who identify as BIPOC or students with disabilities would benefit from assistance in selecting programs of study that will provide a foundation for achieving the highest levels of career satisfaction and largest economic gains. While we note that social and cultural factors play a role in program selection and LTC staff have limited control over a student’s program choice, employing holistic recruitment strategies and appreciative advising models may positively impact graduate outcomes for these students.

MEASURING STUDENT SUCCESS

LTC faculty, staff, and administrators collaborate to promote student success in a variety of ways, regardless of a student's identity and program choice. Applying an equity lens to early momentum metrics provides a framework for understanding success among historically under-represented and under-served students and predicting whether they will obtain an occupational, technical, or associate degree credential. For this report, we examine student first term grade point averages (GPA), successful completion of general education courses, and fall to spring retention. Finally, we apply an equity lens to graduation rates.

First Term Grade Point Average

One of the measures of early momentum for a new program student is grade point average (gpa) in the first term of enrollment. Successful course outcomes reward effective behaviors, affirm students in their decision to pursue post-secondary education, and establish a foundation for progressing in their studies. Conversely, poor outcomes after the first semester create delays and may generate self-doubt or cause students to question their choice to enroll in college.

In the Lakeshore Technical College 2020 Equity Report, we grouped students into cohorts based on their first semester at LTC and whether they identify as a member of an historically under-represented and under-served group. In doing so, we uncovered equity gaps among students who earn a 2.0 gpa or better. Figure 5a shows BIPOC students consistently finish their first semester with a 2.0 gpa or better at lower rates than white students. Data points of particular interest include the smallest gap of 4.5% between BIPOC and white students in the 2011 cohort, the highest gap of 12.83% in the 2015 cohort, and a gap of 12.39% in the 2021 cohort.

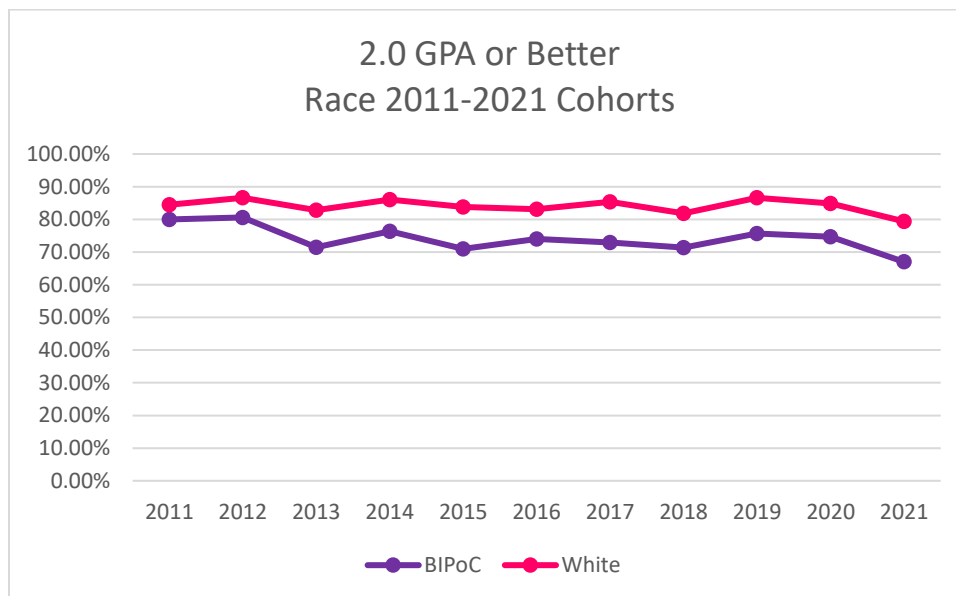


Figure 5a

Students with disabilities fair no better than BIPOC students with regards to first semester gpa. In fact, figure 5b shows larger equity gaps between students with and without disabilities in each cohort since

2011. Our analysis shows that the gap was largest at 29% in 2013 and the smallest in 2016 at 4.3%. The 2021 cohort experienced an equity gap between these two extremes at 9.7%.

The equity gaps that our historically under-represented and under-served students experience emphasizes the importance of specifically tailored and intensive support at every step of their academic journey.

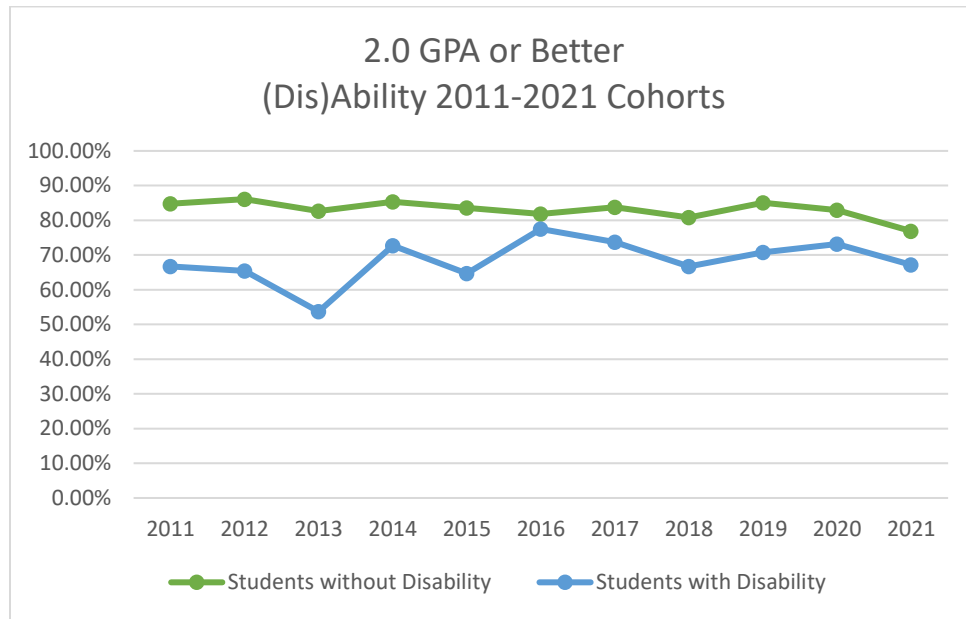


Figure 5b

General Education Course Completion

General education courses are a crucial component of our technical and associate degree programs. These courses hone students' critical thinking skills, develop effective workplace behaviors, and prepare them to participate in our communities. However, some students struggle with these courses because they may not pique their interest in the same way that program specific courses do. Moreover, many students choose technical college to get out of a traditional classroom and into labs where they can engage in hands-on learning. General education courses, which are heavily grounded in college-level academics, may be an unwelcome departure from the lab.

In figures 6a and 6b, we examine successful completion of general education courses as an early momentum metric. Here, the data shows that there are equity gaps in general education completion between BIPOC and white students and between students with and without disabilities. The gaps between BIPOC and white students were smallest in the 2015 and 2017 cohorts at 4.49% and 4.49%, respectively. More recently, the equity gap for the 2020 and 2021 cohorts rose to 15.31% and 11.53%, respectively.

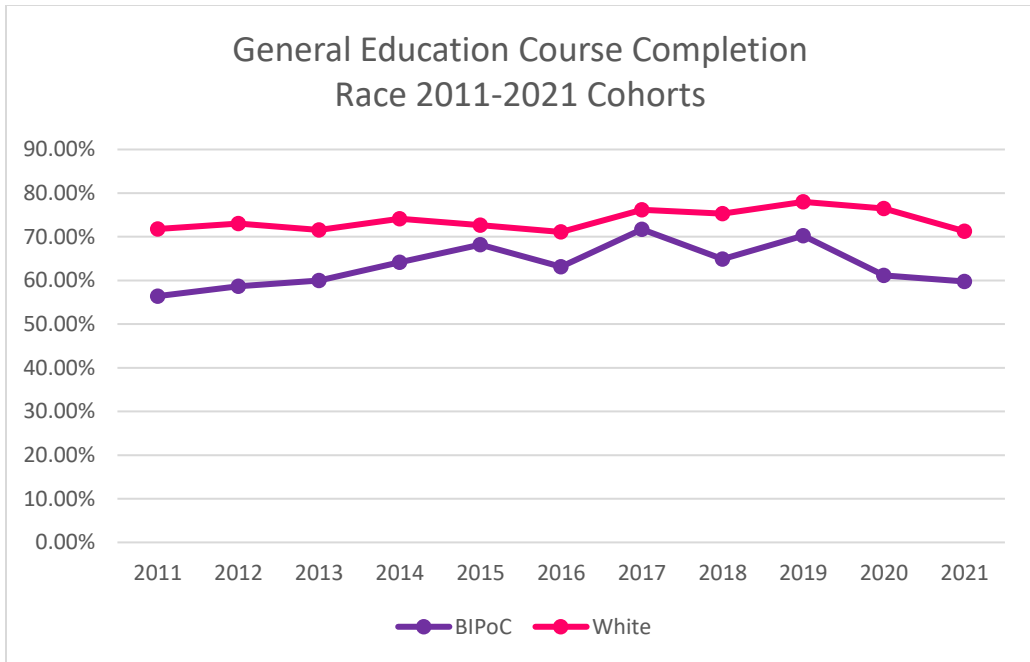


Figure 6a

We also found significant equity gaps in general education course completion rates between students with disabilities and those without disabilities. The 2011 and 2013 cohorts have the largest gaps as students with disabilities lag behind their non-disabled peers at rates of 26.20% and 22.1% lower, respectively. While the equity gap lessens with the 2021 cohort (12.30%), we note that there is a lot of room for improvement.

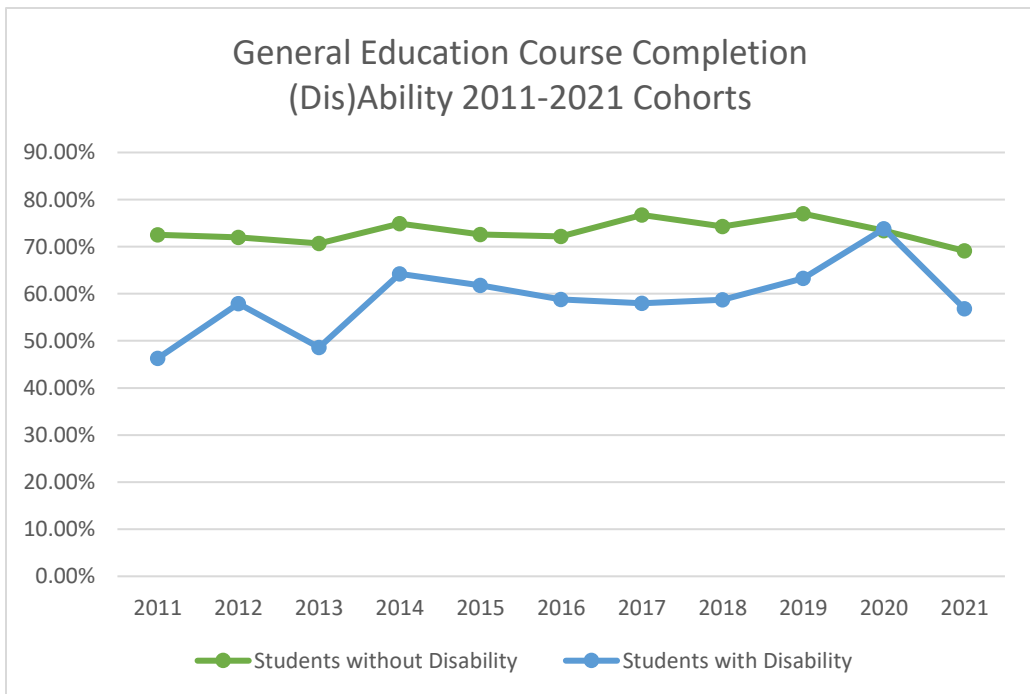


Figure 6b

As stated in the last section, our BIPOC students and those who have disabilities would benefit from specifically tailored and intensive supports from the beginning to the end of their academic careers.

Fall to Spring Retention

Establishing early momentum and achieving a credential inherently requires students to return to school semester after semester until they complete program requirements. We disaggregated fall to spring retention rates in the Lakeshore Technical College 2020 Equity Report to identify equity gaps and continue this analysis here. Figure 7a shows that the equity gap for fall to spring retention rates among BIPOC and white students in each cohort average 5.5%. It is interesting to note that BIPOC student retention rates were better than those of white students in 2011, 2014, and 2015.

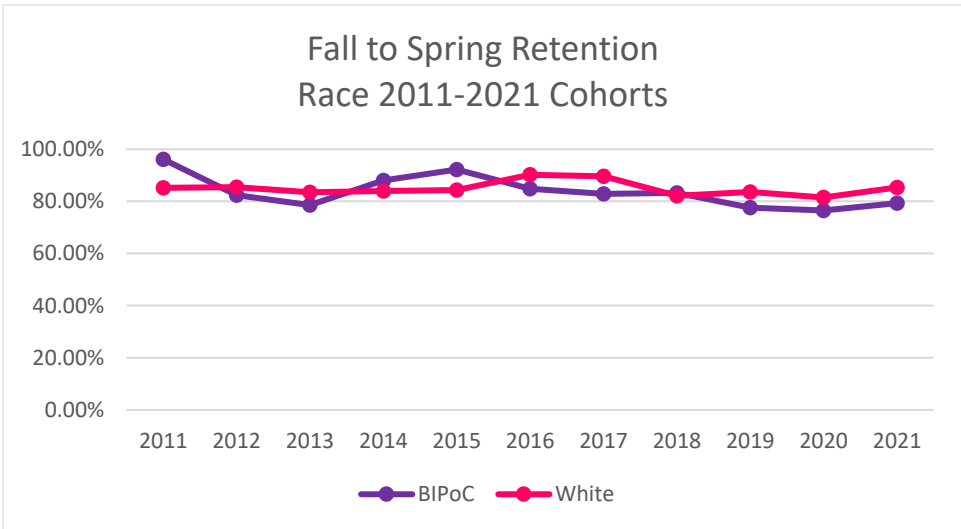


Figure 7a

Figure 7b shows that while retention rates for students without disabilities remained fairly stable from the 2011 cohort through the 2021 cohort, fall to spring retention rates for students with disabilities varies significantly from year to year. The equity gap that manifests from this data ranges from 0.8% to 22.7%. The especially large gap in 2013 begs the question of whether there is an error in the data for this particular year. Nonetheless, the average equity gap between students with and without disabilities was 6.72% - a bit larger than the gap between BIPOC and white students.

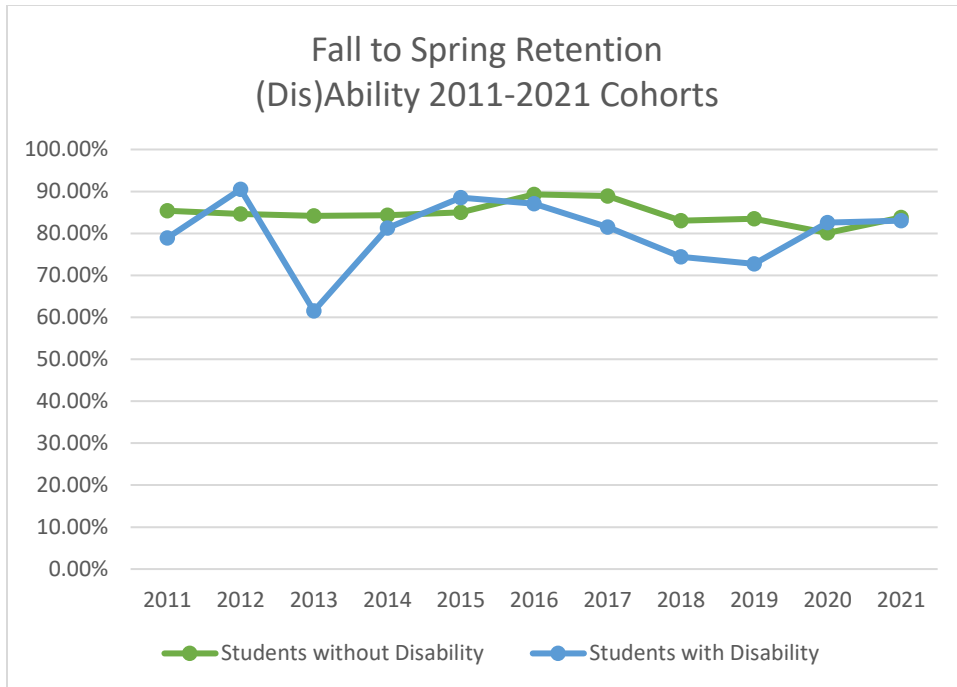


Figure 7b

Risk factors for waning enrollment vary depending on a student’s well-being and other circumstances such as, overall college experience, competing responsibilities, and socioeconomic status. We would suggest that intensive supports to improve the likelihood of higher first semester grade point averages and general education course completion, coupled with inclusivity programming to enhance students’ feeling of belonging, may go a long way in eliminating the equity gaps for our historically under-represented and underserved students.

Completion Rates

When students make the decision to pursue post-secondary education, they have academic and/or professional goals in mind. While certain students take classes to learn targeted skills or transfer to another institution, students who enroll in a program indicate that they aim to earn a credential. Therefore, completion rates are an important measure of student success. Due to the large number of part-time program students at LTC, we utilize six-year completion rates of students to measure success. While BIPoC program students are earning their credentials at rate that is similar to their white peers, students with disabilities are lagging behind their non-disabled peers. Figure 8a shows that the most recent cohort of BIPoC students completed their credentials at approximately the same rate as white students with equity gaps in other years that average around 6-7%. Figure 8b shows that the equity gap experienced by students with disabilities is much more significant – ranging from 15.1% to 24.8%.

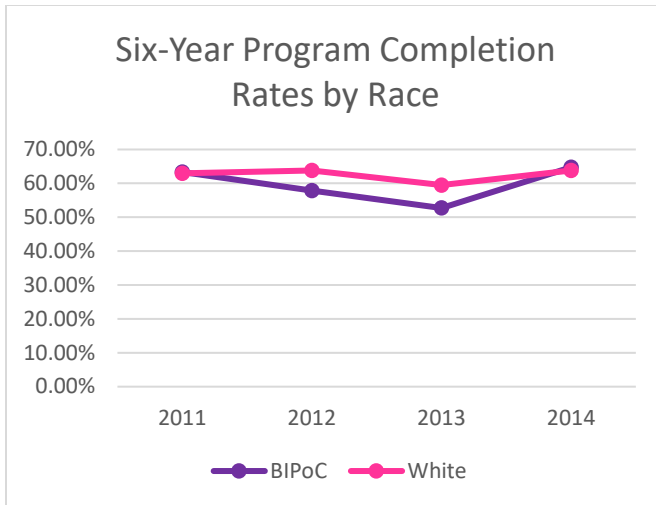


Figure 8a

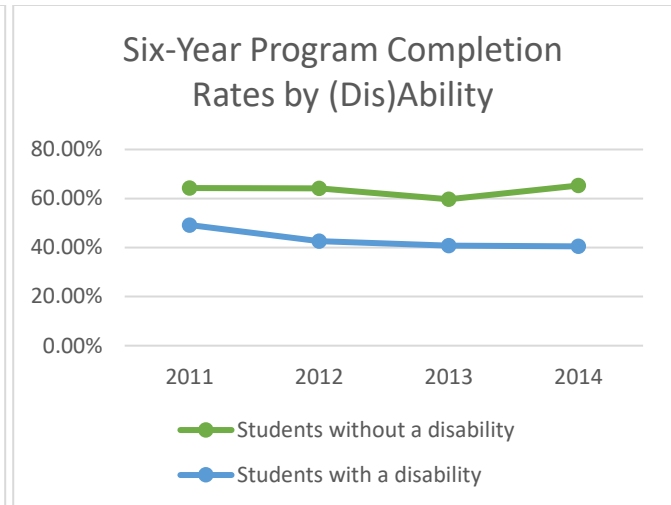


Figure 8b

Given the other metrics, it is not surprising that six-year program completion rates are lower for students who identify as BIPoC or report disabilities. As the college works to eliminate equity gaps for under-represented and under-served students in gpa, general education course completion, semester to semester retention, we anticipate that the equity gap for six-year program completion rates.

SUMMARY

Looking at student success data through an equity lens identifies equity gaps for our students with disabilities and our BIPoC students. This analysis also highlights opportunities for improvement as we aim to serve students from all walks of life and strengthen our communities.

Although the LTC student body reflects the communities that we serve, our historically under-represented and under-served students are not faring as well as their peers. Indeed, they are falling behind in all early momentum metrics, credential completion. Moreover, they may not be selecting programs that will provide for maximum career satisfaction and positive socioeconomic impact. It is essential that the college address the equity gaps identified in this report if we are to realize our vision to drive individual, social, cultural, and economic vitality in the Lakeshore Area.

This report establishes the need to expand culturally specific, holistic, and intensive support for BIPoC students – from program selection through completion. Although one approach will not fit the needs of all students, the equity gaps that we identified among students with disabilities justify integrating similar holistic and intensive supports that accompany accommodation plans and referrals. Furthermore, we know that a student’s college experience and sense of belonging influences their persistence toward setting and attaining academic goals. With this in mind, it is essential that LTC implement targeted recruitment and retention strategies that will diversify faculty, staff, and administrators and continue college wide programming that intentionally promotes access, equity, and inclusion.

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U.S. Census Bureau (2020). Historical and Projected Demographics of Manitowoc and Sheboygan County.

U.S. Census Bureau (2020). Historical and Current Demographics of Individuals Below the Poverty Line in Manitowoc and Sheboygan County.

Wisconsin Technical College System (2021). College-Wide Student Success Dashboards in Tableau LTC 2019 Affirmative Action Compliance Report.

Wisconsin Technical College System (2021). Graduate Outcomes Report FLW500.

APPENDIX i – LTC 2020 EQUITY REPORT DATA WORKSHEETS

Lakeshore Historical Demographic Shifts

	20	2017	2012	2012	2017	Manitowoc 2012		Sheboygan 2012		Manitowoc 2017		Sheboygan 2017		
Population type				Number of People	Number of People	Number of people	Percent	Number of people	Percent	Number of people	Percent	Number of People	Percent	
Total sample		NA	NA	191827	190662	80019	NA	111808	NA	78749		111913	NA	
												#NAME?		
Male		49.84%	49.54%	95023	95034	39812	49.75%	55211	49.38%	39217	49.80%	55817	49.88%	
Female		50.16%	50.46%	96804	95628	40207	50.25%	56597	50.62%	39532	50.20%	56096	50.12%	
	Projected 2028	2021	2017	2012										
American Indian/Alaska Native (-0.22%)		0.31%	0.27%	0.53%	1015	516	512	0.64%	503	0.45%	325	0.41%	191	0.17%
Asian (+0.00%)		3.77%	4.27%	3.77%	7231	8149	1919	2.40%	5312	4.75%	2096	2.66%	6053	5.41%
Black/African American (-0.44%)		1.14%	1.04%	0.70%	1338	1979	363	0.45%	975	0.87%	507	0.64%	1472	1.32%
Hispanic/Latino (+0.31%)		4.74%	5.08%	4.43%	8492	9695	2469	3.09%	6023	5.39%	2912	3.70%	6783	6.06%
Native Hawaiian/Pacific Islander (-0.01%)		0.00%	0.02%	0.01%	27	35	0	0.00%	27	0.02%	28	0.04%	7	0.01%
Two or more races (-0.33%)		0.92%	1.75%	1.25%	2399	3329	862	1.08%	1537	1.37%	1111	1.41%	2218	1.98%
White (+0.59%)	86.23%	89.12%	87.93%	89.71%	172094	167655	73982	92.46%	98112	87.75%	71873	91.27%	95782	85.59%
Unknown (-0.83%)		0.00%	0.87%	0.83%	1601	1662	649	0.81%	952	0.85%	189	0.24%	1473	1.32%
Population 25 year or older		NA	NA	132982	134069	56269	NA	76713	NA	56483	NA	77586	NA	
Less than high school graduate		7.87%	9.30%	12369	10549	5297	9.41%	7072	9.22%	4824	8.54%	5725	7.38%	
High school graduate (and equivalencies)		37.32%	38.99%	51846	50029	23229	41.28%	28617	37.30%	21848	38.68%	28181	36.32%	
Some college or associate's degree		32.41%	30.70%	40819	43457	17261	30.68%	23558	30.71%	18658	33.03%	24799	31.96%	
Bachelors degree or higher		22.40%	21.02%	27948	30034	10482	18.63%	17466	22.77%	11153	19.75%	18881	24.34%	
% Below Poverty Level						9.17%	0.00%	8.87%	0.00%	10.20%	0.00%	8.20%	0.00%	

Lakeshore Historic Shifts in Poverty

Year	County	Category	Population type	Manitowoc % Estimate below the poverty level	Sheboygan % Estimate below the poverty level
2012		Gender	Male	7.70%	8.40%
2012		Gender	Female	10.40%	9.20%
2012		Race/ethnicity	Black/African American	41.30%	37.10%
2012		Race/ethnicity	American Indian/Alaska Native	5.90%	8.77%
2012		Race/ethnicity	Asian	14.30%	15.60%
2012		Race/ethnicity	Native Hawaiian/Pacific Islander	0.00%	0.00%
2012		Race/ethnicity	Other	38.40%	16.30%
2012		Race/ethnicity	Two or more races	22.40%	17.70%
2012		Race/ethnicity	Hispanic/Latino	22.10%	32.10%
2012		Race/ethnicity	White alone (not Hispanic/Latino)	8.20%	6.60%
2012		Educational attainment	Less than high school graduate	14.60%	22.10%
2012		Educational attainment	High school graduate (and equivalencies)	7.10%	7.50%
2012		Educational attainment	Some college or associate's degree	6.60%	5.80%
2012		Educational attainment	Bachelors degree or higher	4.70%	2.00%
2012		% Below Poverty Level	Estimate	9.10%	8.80%
2017		Gender	Male	8.50%	7.30%
2017		Gender	Female	11.90%	9.00%
2017		Race/ethnicity	Black/African American	56.20%	12.90%
2017		Race/ethnicity	American Indian/Alaska Native	25.50%	11.00%
2017		Race/ethnicity	Asian	34.20%	8.80%
2017		Race/ethnicity	Native Hawaiian/Pacific Islander	0.00%	0.00%
2017		Race/ethnicity	Other	11.60%	36.90%
2017		Race/ethnicity	Two or more races	20.50%	21.90%
2017		Race/ethnicity	Hispanic/Latino	11.80%	18.40%
2017		Race/ethnicity	White alone (not Hispanic/Latino)	8.90%	7.10%
2017		Educational attainment	Less than high school graduate	21.70%	16.30%
2017		Educational attainment	High school graduate (and equivalencies)	8.50%	7.90%
2017		Educational attainment	Some college or associate's degree	6.90%	6.30%
2017		Educational attainment	Bachelors degree or higher	5.20%	2.60%
2017		% Below Poverty Level	Estimate	10.20%	8.20%

LTC Student & Staff Demographics 2019

Group	Population	Number of People	Percent of People
Program Students	Total	2706	NA
Program Students	American Indian/Alaskan Native	6	0.22%
Program Students	Asian	218	8.06%
Program Students	Black/African American	48	1.77%
Program Students	Hispanic/Latino	168	6.21%
Program Students	Native Hawaiian/Pacific Islander	2	0.07%
Program Students	Not reported	31	1.15%
Program Students	Two or more races	37	1.37%
Program Students	White	2196	81.15%
Program Students	Students without a disability	2546	94.09%
Program Students	Students with a disability	160	5.91%
Program Students	Students without an economic disadvantage	1425	52.66%
Program Students	Students with an economic disadvantage	1281	47.34%
Program Students	Female	1482	54.77%
Program Students	Male	1193	44.09%
Program Students	Unknown	31	1.15%
All staff	Total	276	NA
All staff	American Indian/Alaskan Native	0	0.00%
All staff	Asian	7	2.54%
All staff	Black/African American	2	0.72%
All staff	Hispanic/Latino	4	1.45%
All staff	Native Hawaiian/Pacific Islander	0	0.00%
All staff	Not reported	0	0.00%
All staff	Two or more races	0	0.00%
All staff	White	263	95.29%
All staff	without a disability	269	97.46%
All staff	with a disability	7	2.54%
All staff	Female	176	63.77%
All staff	Male	100	36.23%
Administration	Total	45	NA
Administration	American Indian/Alaskan Native	0	0.00%
Administration	Asian	1	2.22%
Administration	Black/African American	1	2.22%
Administration	Hispanic/Latino	2	4.44%
Administration	Native Hawaiian/Pacific Islander	0	0.00%
Administration	Not reported	0	0.00%
Administration	Two or more races	0	0.00%
Administration	White	41	91.11%
Administration	without a disability	44	97.78%
Administration	with a disability	1	2.22%
Administration	Female	31	68.89%
Administration	Male	14	31.11%
Faculty	Total	111	NA
Faculty	American Indian/Alaskan Native	0	0.00%
Faculty	Asian	2	1.80%
Faculty	Black/African American	0	0.00%
Faculty	Hispanic/Latino	1	0.90%
Faculty	Native Hawaiian/Pacific Islander	0	0.00%
Faculty	Not reported	0	0.00%
Faculty	Two or more races	0	0.00%
Faculty	White	108	97.30%
Faculty	without a disability	108	97.30%
Faculty	with a disability	3	2.70%
Faculty	Female	57	51.35%
Faculty	Male	54	48.65%
Maintenance/Service S	Total	1	NA
Maintenance/Service S	American Indian/Alaskan Native		0.00%
Maintenance/Service S	Asian		0.00%
Maintenance/Service S	Black/African American		0.00%
Maintenance/Service S	Hispanic/Latino		0.00%
Maintenance/Service S	Native Hawaiian/Pacific Islander		0.00%
Maintenance/Service S	Not reported		0.00%
Maintenance/Service S	Two or more races		0.00%
Maintenance/Service S	White	1	100.00%
Maintenance/Service S	without a disability	1	100.00%
Maintenance/Service S	with a disability		0.00%
Maintenance/Service S	Female		0.00%
Maintenance/Service S	Male	1	100.00%
Workforce	Total	99134	NA
Workforce	American Indian/Alaskan Native	257	0.26%
Workforce	Asian	3056	3.08%
Workforce	Black/African American	523	0.53%
Workforce	Hispanic/Latino	4109	4.14%
Workforce	Native Hawaiian/Pacific Islander	65	0.07%
Workforce	Not reported		0.00%
Workforce	Two or more races	772	0.78%
Workforce	White	90352	91.14%
Workforce	without a disability	93955	94.78%
Workforce	with a disability	5179	5.22%
Workforce	Female	46763	47.17%
Workforce	Male	52371	52.83%

Program Enrollment by Wage

Program lists																						
Low wages < \$34,999	Medium wages = \$35,000 - \$64,999	High wages > \$65,000																				
Emergency Medical Technician	IT - Computer Support Specialist	Industrial Maintenance Mechanic																				
Nursing Assistant	Agri Business/Science Technology	Nursing - Associate Degree																				
Medical Assistant	CXC Technician	Accounting Assistant																				
Culinary and Baking Basics Technical Diploma	Dairy Herd Management	Technical Studies-Journey Worker																				
Administrative Professional	IT - Network Specialist	Manufacturing Management																				
Pharmacy Technician	Automotive Maintenance Technician	Electromechanical Technology																				
Dental Assistant - Short Term	Health Information Management																					
Graphic And Web Design	Auto Collision Repair And Refinishing Technician																					
Medical Coding Specialist	Machine Tool Operation																					
	Accounting																					
	Emergency Medical Technician - Paramedic																					
	Practical Nursing																					
	Human Resources																					
	Business Management																					
	Supply Chain Assistant																					
	Criminal Justice - Law Enforcement 2																					
	Radiography																					
	Welding Fabrication																					
	Quality Assurance Technician																					
	IT Web & Software Developer																					
	Wind Energy Technology																					
	Mechanical Design Technology																					
			2015 Fiscal Year				2016 Fiscal Year				2017 Fiscal Year				2018 Fiscal Year							
Wage category	Population	Number of Students	Percent of Students	Number of Percent of	Number of Percent of	Number of Percent of	Number of Percent of	Number of Percent of	Number of Percent of	Number of Percent of	Number of Percent of	Number of Percent of	Number of Percent of	Number of Percent of	Number of Percent of	Number of Percent of	Number of Percent of					
Low	Grand Total	652	NA	577	NA	548	NA	614	NA													
Low	Students with disabilities (add all disability categories)	32	4.91%	26	4.51%	36	6.57%	33	5.37%													
Low	Students without disabilities	620	95.09%	551	95.49%	512	93.43%	581	94.63%	Students with Disabilities	5.37%	6.86%	2.57%	5.91%								
Low	Students with an economic disadvantage	338	51.84%	277	48.01%	272	49.64%	296	48.21%	Students without Disabilities	94.63%	93.14%	97.43%									
Low	Students without an economic disadvantage	314	48.16%	300	51.99%	276	50.36%	318	51.79%													
Low	Female	563	86.35%	472	81.80%		0.00%		0.00%													
Low	Male	81	12.42%	97	16.81%	77	14.05%	90	14.66%													
Low	Unknown gender	8	1.23%	8	1.39%	5	0.91%	5	0.81%													
Low	American Indian/Alaskan Native	2	0.31%	4	0.69%	1	0.18%	3	0.49%	American Indian/Alaskan Native	0.49%	0.08%	0.17%									
Low	Asian	50	7.67%	47	8.15%	42	7.66%	62	10.10%	Asian	10.10%	8.98%	8.39%									
Low	Black	12	1.84%	12	2.08%	12	2.19%	14	2.28%	Black/African American	2.28%	1.61%	1.71%									
Low	Hispanic	20	3.07%	28	4.85%	33	6.02%	43	7.00%	Hispanic/Latino	7.00%	6.36%	4.49%									
Low	Multiple	8	1.23%	14	2.43%	13	2.37%	13	2.12%	Two or more races	2.12%	1.27%	1.27%									
Low	Pacific Islander	0	0.00%	0	0.00%	1	0.18%	1	0.16%	White	77.04%	80.93%	80.93%									
Low	Unknown	9	1.38%	4	0.69%	3	0.55%	5	0.81%	Unknown	0.81%	0.76%	0.76%									
Low	White	551	84.51%	468	81.11%	443	80.84%	473	77.04%													
Medium	Grand Total	916	NA	938	NA	1121	NA	1180	NA													
Medium	Students with disabilities (add all disability categories)	47	-1.61%	56	5.97%	57	5.08%	81	6.86%	BiPoC	23.77%	18.31%	18.31%	17.70%								
Medium	Students without disabilities	869	94.87%	882	94.03%	1064	94.92%	1099	93.14%	White	77.04%	80.93%	80.93%	81.15%								
Medium	Students with an economic disadvantage	593	64.74%	577	61.51%	668	59.59%	662	56.10%													
Medium	Students without an economic disadvantage	323	35.26%	361	38.49%	453	40.41%	518	43.90%													
Medium	Female	486	53.06%	458	48.83%	567	50.58%	580	49.15%													
Medium	Male	417	45.52%	463	49.36%	533	47.55%	580	49.15%													
Medium	Unknown gender	13	1.42%	17	1.81%	21	1.87%	20	1.69%													
Medium	American Indian/Alaskan Native	3	0.33%	3	0.32%	1	0.09%	1	0.08%													
Medium	Asian	64	6.99%	91	9.70%	103	9.19%	106	8.98%													
Medium	Black	8	0.87%	11	1.17%	19	1.69%	19	1.61%													
Medium	Hispanic	38	4.15%	50	5.34%	56	5.00%	75	6.36%													
Medium	Multiple	7	0.76%	10	1.07%	14	1.25%	15	1.27%													
Medium	Pacific Islander	2	0.22%	0	0.00%	0	0.00%	0	0.00%													
Medium	Unknown	3	0.33%	2	0.21%	9	0.80%	9	0.76%													
Medium	White	791	86.35%	769	81.98%	919	81.98%	955	80.93%													
High	Grand Total	521	NA	479	NA	528	NA	584	NA													
High	Students with disabilities (add all disability categories)	13	2.50%	18	3.76%	20	3.79%	15	2.57%													
High	Students without disabilities	508	97.50%	461	86.24%	508	96.21%	569	97.43%													
High	Students with an economic disadvantage	327	62.76%	278	58.04%	323	61.17%	311	53.25%													
High	Students without an economic disadvantage	194	37.24%	201	41.96%	205	38.83%	273	46.75%													
High	Female	360	69.10%	320	66.81%	345	65.34%	354	60.62%													
High	Male	158	30.33%	153	31.94%	179	33.90%	226	38.70%													
High	Unknown gender	3	0.58%	6	1.25%	4	0.76%	4	0.68%													
High	American Indian/Alaskan Native	0	0.00%	1	0.21%	2	0.38%	1	0.17%													
High	Asian	34	6.53%	38	7.93%	52	9.85%	49	8.39%													
High	Black	8	1.54%	5	1.04%	7	1.33%	10	1.71%													
High	Hispanic	17	3.26%	20	4.19%	23	4.36%	26	4.45%													
High	Multiple	3	0.58%	3	0.63%	6	1.14%	8	1.37%													
High	Pacific Islander	2	0.38%	1	0.21%	1	0.19%	0	0.00%													
High	Unknown	1	0.19%	2	0.42%	1	0.19%	2	0.34%													
High	White	456	87.52%	409	85.39%	426	80.68%	488	83.56%													

Early Momentum Metrics

Early Momentum Metric:							
Cohort year	Population	2.0 GPA or Greater		Fall to Spring Retention		General Education Course Completion	
		Student count in cohort (denominator)	Percent ...	Student count in cohort (denominator)	Percent ...	Student count in cohort (denominator)	Percent ...
2011	Total	724	84.10%	505	85.10%	842	71.30%
2011	American Indian/Alaskan Native	1	100.00%				
2011	Asian	32	93.80%	15	100.00%	24	75.00%
2011	Black/African American	7	71.40%	3	66.70%	2	0.00%
2011	Hispanic/Latino	12	58.30%	6	100.00%	8	25.00%
2011	Native Hawaiian/Pacific Islander	1	100.00%	1	100.00%	4	50.00%
2011	Not reported	11	72.70%	8	50.00%	6	83.30%
2011	Two or more races	2	50.00%	1	100.00%	1	100.00%
2011	White	658	84.50%	471	85.10%	797	71.80%
2011	Students without a disability	697	84.80%	486	85.40%	801	72.50%
2011	Students with a disability	27	66.70%	19	78.90%	41	46.30%
2011	Students without an economic disadvantage	344	86.90%	240	77.50%	248	70.60%
2011	Students with an economic disadvantage	380	81.60%	265	92.10%	594	71.50%
2011	Female	432	85.60%	251	87.60%	351	73.20%
2011	Male	283	82.00%	247	82.20%	469	70.80%
2012	Total	650	85.20%	442	84.80%	719	71.60%
2012	American Indian/Alaskan Native	3	100.00%	1	100.00%	4	75.00%
2012	Asian	29	65.50%	19	78.90%	36	47.20%
2012	Black/African American	3	33.30%	2	100.00%	7	42.90%
2012	Hispanic/Latino	24	79.20%	8	87.50%	22	72.70%
2012	Native Hawaiian/Pacific Islander	3	100.00%	1	100.00%		
2012	Not reported	10	90.00%	11	72.70%	3	100.00%
2012	Two or more races	5	80.00%	3	66.70%	6	83.30%
2012	White	573	86.60%	397	85.40%	641	73.00%
2012	Students without a disability	624	86.10%	486	85.40%	700	72.00%
2012	Students with a disability	26	65.40%	19	78.90%	19	57.90%
2012	Students without an economic disadvantage	188	83.50%	265	92.10%		
2012	Students with an economic disadvantage	462	85.90%	240	77.50%	845	70.70%
2012	Female	376	87.20%	233	91.80%	318	75.20%
2012	Male	266	82.70%	205	76.60%	388	68.80%
2013	Total	833	81.30%	564	83.20%	882	69.70%
2013	American Indian/Alaskan Native	3	33.30%	3	66.70%	2	0.00%
2013	Asian	49	77.60%	24	75.00%	44	59.10%
2013	Black/African American	5	60.00%	3	100.00%	3	66.70%
2013	Hispanic/Latino	39	64.10%	22	81.80%	47	66.60%
2013	Native Hawaiian/Pacific Islander						
2013	Not reported	19	78.90%	17	88.20%	12	33.30%
2013	Two or more races	9	88.90%	4	75.00%	4	25.00%
2013	White	709	82.80%	491	83.51%	770	71.60%
2013	Students without a disability	792	82.70%	538	84.20%	845	70.70%
2013	Students with a disability	41	53.70%	26	61.50%	37	48.60%
2013	Students without an economic disadvantage	375	84.80%	244	80.30%	282	63.80%
2013	Students with an economic disadvantage	458	78.40%	320	85.30%	600	72.50%
2013	Female	483	83.40%	306	85.00%	446	76.90%
2013	Male	342	78.70%	252	81.30%	420	61.90%

Six-Year Completion Rates

Cohort year	Population	Student count in cohort (denominator)	Percent graduated in 6 years
2011	Total	1198	63.50%
2011	American Indian/Alaskan Native	6	85.70%
2011	Asian	48	83.30%
2011	Black/African American	11	81.80%
2011	Hispanic/Latino	33	48.50%
2011	Native Hawaiian/Pacific Islander	2	50.00%
2011	Not reported	14	42.90%
2011	Two or more races	6	83.30%
2011	White	1077	63.00%
2011	Students without a disability	1139	64.30%
2011	Students with a disability	59	49.20%
2011	Students without an economic disadvantage	579	65.60%
2011	Students with an economic disadvantage	619	61.60%
2011	Female	672	67.60%
2011	Male	513	57.90%
2012	Total	1135	63.00%
2012	American Indian/Alaskan Native	6	50.00%
2012	Asian	55	52.70%
2012	Black/African American	7	42.90%
2012	Hispanic/Latino	36	63.90%
2012	Native Hawaiian/Pacific Islander	3	66.70%
2012	Not reported	14	64.30%
2012	Two or more races	7	57.10%
2012	White	1007	63.80%
2012	Students without a disability	1074	64.20%
2012	Students with a disability	61	42.60%
2012	Students without an economic disadvantage	754	63.80%
2012	Students with an economic disadvantage	381	61.40%
2012	Female	600	67.50%
2012	Male	522	58.00%
2013	Total	1341	58.60%
2013	American Indian/Alaskan Native	4	50.00%
2013	Asian	54	79.67%
2013	Black/African American	17	35.30%
2013	Hispanic/Latino	65	63.10%
2013	Native Hawaiian/Pacific Islander	0	0.00%
2013	Not reported	5	20.00%
2013	Two or more races	16	56.30%
2013	White	1002	63.80%
2013	Students without a disability	1089	65.30%
2013	Students with a disability	74	40.50%
2013	Students without an economic disadvantage	620	69.00%
2013	Students with an economic disadvantage	543	57.60%
2013	Female	767	63.20%
2013	Male	562	52.70%

APPENDIX ii – LTC 2022 EQUITY REPORT DATA WORKSHEETS

Lakeshore Historical Demographic Shifts

Year	County	Category	Population type	78815 Manitowoc		Sheboygan		Total	
				Number of people	Percent	Number of people	Percent	Number of people	Percent
2012		Total	Total sample	80019	NA	111808	NA	191827	NA
2012		Gender	Male	39812	49.75%	55211	49.38%	95023	49.54%
2012		Gender	Female	40207	50.25%	56597	50.62%	96804	50.46%
2012		Race/ethnicity	Black/African American	363	0.45%	975	0.87%	1338	0.70%
2012		Race/ethnicity	American Indian/Alaska Native	512	0.64%	503	0.45%	1015	0.53%
2012		Race/ethnicity	Asian	1919	2.40%	5312	4.75%	7231	3.77%
2012		Race/ethnicity	Native Hawaiian/Pacific Islander	0	0.00%	27	0.02%	27	0.01%
2012		Race/ethnicity	Other	649	0.81%	952	0.85%	1601	0.83%
2012		Race/ethnicity	Two or more races	862	1.08%	1537	1.37%	2399	1.25%
2012		Race/ethnicity	Hispanic/Latino	2469	3.09%	6023	5.39%	8492	4.43%
2012		Race/ethnicity	White alone (not Hispanic/Latino)	73982	92.46%	98112	87.75%	172094	89.71%
2012		Educational attainment	Population 25 year or older	56269	NA	76713	NA	132982	NA
2012		Educational attainment	Less than high school graduate	5297	9.41%	7072	9.22%	12369	9.30%
2012		Educational attainment	High school graduate (and equivalencies)	23229	41.28%	28617	37.30%	51846	38.99%
2012		Educational attainment	Some college or associate's degree	17261	30.68%	23558	30.71%	40819	30.70%
2012		Educational attainment	Bachelors degree or higher	10482	18.63%	17466	22.77%	27948	21.02%
2012		% Below Poverty Level	Estimate	9.17%	0.00%	8.87%	0.00%	NA	#VALUE!
2019		Total	Total sample	78981	NA	111913	NA	190894	NA
2019		Gender	Male	39477	49.98%	55817	49.88%	95294	49.92%
2019		Gender	Female	39504	50.02%	56096	50.12%	95600	50.08%
2019		Race/ethnicity	Black/African American	823	1.04%	1472	1.32%	2295	1.20%
2019		Race/ethnicity	American Indian/Alaska Native	457	0.58%	191	0.17%	648	0.34%
2019		Race/ethnicity	Asian	2232	2.83%	6053	5.41%	8285	4.34%
2019		Race/ethnicity	Native Hawaiian/Pacific Islander	29	0.04%	7	0.01%	36	0.02%
2019		Race/ethnicity	Other	649	0.81%	1473	1.32%	1473	0.77%
2019		Race/ethnicity	Two or more races	1028	1.30%	2218	1.98%	3246	1.70%
2019		Race/ethnicity	Hispanic/Latino	3498	4.43%	6783	6.06%	10281	5.39%
2019		Race/ethnicity	White alone (not Hispanic/Latino)	70914	89.79%	95782	85.59%	166696	87.32%
2019		Educational attainment	Population 25 year or older	56483	NA	77586	NA	134069	NA
2019		Educational attainment	Less than high school graduate	4824	8.54%	5725	7.38%	10549	7.87%
2019		Educational attainment	High school graduate (and equivalencies)	21848	38.68%	28181	36.32%	50029	37.32%
2019		Educational attainment	Some college or associate's degree	18658	33.03%	24799	31.96%	43457	32.41%
2019		Educational attainment	Bachelors degree or higher	11153	19.75%	18881	24.34%	30034	22.40%
2019		% Below Poverty Level	Estimate	10.20%	0.00%	8.20%	0.00%	NA	#VALUE!
2021		Total	Total sample	78813	NA	115611	NA	194424	NA
2021		Gender	Male	39415	49.90%	58428	52.21%	97843	51.26%
2021		Gender	Female	39398	49.88%	57183	51.10%	96581	50.59%
2021		Race/ethnicity	Black/African American	867	1.10%	2603	2.33%	3470	1.82%
2021		Race/ethnicity	American Indian/Alaska Native	454	0.57%	470	0.42%	924	0.48%
2021		Race/ethnicity	Asian	2348	2.97%	6976	6.23%	9324	4.88%
2021		Race/ethnicity	Native Hawaiian/Pacific Islander	35	0.04%	53	0.05%	88	0.05%
2021		Race/ethnicity	Other	649	0.81%	1473	1.32%	1473	0.77%
2021		Race/ethnicity	Two or more races	1122	1.42%	1931	1.73%	3053	1.60%
2021		Race/ethnicity	Hispanic/Latino	3836	4.86%	8091	7.23%	11927	6.25%
2021		Race/ethnicity	White alone (not Hispanic/Latino)	70153	88.82%	95487	85.32%	165640	86.77%
2021		Educational attainment	Population 25 year or older	57277	NA	81206	NA	138483	NA
2021		Educational attainment	Less than high school graduate	4300	7.61%	4791	6.18%	9091	6.78%
2021		Educational attainment	High school graduate (and equivalencies)	21604	38.25%	28543	36.79%	50147	37.40%
2021		Educational attainment	Some college or associate's degree	19509	34.54%	26607	34.29%	46116	34.40%
2021		Educational attainment	Bachelors degree or higher	11863	21.00%	21266	27.41%	33129	24.71%
2021		% Below Poverty Level	Estimate	7.90%	0.00%	7.60%	0.00%	NA	#VALUE!

<https://data.census.gov/cedsci/table?q=manitowoc%20county&tid=ACSDP5Y2020.DP05>

Lakeshore Historical Shifts in Poverty

Year	County	Category	Population type	Manitowoc	Sheboygan
				% Estimate below the poverty level	% Estimate below the poverty level
2012		Gender	Male	7.70%	8.40%
2012		Gender	Female	10.40%	9.20%
2012		Race/ethnicity	Black/African American	41.30%	37.10%
2012		Race/ethnicity	American Indian/Alaska Native	5.90%	8.77%
2012		Race/ethnicity	Asian	14.30%	15.60%
2012		Race/ethnicity	Native Hawaiian/Pacific Islander	0.00%	0.00%
2012		Race/ethnicity	Other	38.40%	16.30%
2012		Race/ethnicity	Two or more races	22.40%	17.70%
2012		Race/ethnicity	Hispanic/Latino	22.10%	32.10%
2012		Race/ethnicity	White alone (not Hispanic/Latino)	8.20%	6.60%
2012		Educational attainment	Less than high school graduate	14.60%	22.10%
2012		Educational attainment	High school graduate (and equivalencies)	7.10%	7.50%
2012		Educational attainment	Some college or associate's degree	6.60%	5.80%
2012		Educational attainment	Bachelors degree or higher	4.70%	2.00%
2012		% Below Poverty Level	Estimate	9.10%	8.80%
2017		Gender	Male	8.50%	7.30%
2017		Gender	Female	11.90%	9.00%
2017		Race/ethnicity	Black/African American	56.20%	12.90%
2017		Race/ethnicity	American Indian/Alaska Native	25.50%	11.00%
2017		Race/ethnicity	Asian	34.20%	8.80%
2017		Race/ethnicity	Native Hawaiian/Pacific Islander	0.00%	0.00%
2017		Race/ethnicity	Other	11.60%	36.90%
2017		Race/ethnicity	Two or more races	20.50%	21.90%
2017		Race/ethnicity	Hispanic/Latino	11.80%	18.40%
2017		Race/ethnicity	White alone (not Hispanic/Latino)	8.90%	7.10%
2017		Educational attainment	Less than high school graduate	21.70%	16.30%
2017		Educational attainment	High school graduate (and equivalencies)	8.50%	7.90%
2017		Educational attainment	Some college or associate's degree	6.90%	6.30%
2017		Educational attainment	Bachelors degree or higher	5.20%	2.60%
2017		% Below Poverty Level	Estimate	10.20%	8.20%
2020		Gender	Male	6.60%	6.10%
2020		Gender	Female	11.40%	7.80%
2020		Race/ethnicity	Black/African American	36.30%	22.10%
2020		Race/ethnicity	American Indian/Alaska Native	16.20%	16.70%
2020		Race/ethnicity	Asian	22.80%	10.80%
2020		Race/ethnicity	Native Hawaiian/Pacific Islander	0.00%	0.00%
2020		Race/ethnicity	Other	8.00%	4.20%
2020		Race/ethnicity	Two or more races	19.40%	18.40%
2020		Race/ethnicity	Hispanic/Latino	15.60%	14.10%
2020		Race/ethnicity	White alone (not Hispanic/Latino)	7.60%	5.80%
2020		Educational attainment	Less than high school graduate	20.30%	12.70%
2020		Educational attainment	High school graduate (and equivalencies)	7.70%	7.70%
2020		Educational attainment	Some college or associate's degree	7.60%	5.40%
2020		Educational attainment	Bachelors degree or higher	4.10%	2.50%
2020		% Below Poverty Level	Estimate	9.00%	7.00%

LTC Student & Staff Demographics 2020

Group	Population	Number of People	Percent of People
Program Students	Total	2444	NA
Program Students	American Indian/Alaskan Native	7	0.29%
Program Students	Asian	228	9.33%
Program Students	Black/African American	69	2.82%
Program Students	Hispanic/Latino	179	7.32%
Program Students	Native Hawaiian/Pacific Islander	3	0.12%
Program Students	Not reported	35	1.43%
Program Students	Two or more races	65	2.66%
Program Students	White	1858	76.02%
Program Students	Students without a disability	2278	93.21%
Program Students	Students with a disability	166	6.79%
Program Students	Students without an economic disadvantage	1343	54.95%
Program Students	Students with an economic disadvantage	1101	45.05%
Program Students	Female	1395	57.08%
Program Students	Male	1049	42.92%
Program Students	Unknown	0	0.00%
All staff	Total	282	NA
All staff	American Indian/Alaskan Native	0	0.00%
All staff	Asian	14	4.96%
All staff	Black/African American	1	0.35%
All staff	Hispanic/Latino	5	1.77%
All staff	Native Hawaiian/Pacific Islander	0	0.00%
All staff	Not reported	0	0.00%
All staff	Two or more races	0	0.00%
All staff	White	262	92.91%
All staff	without a disability	276	97.87%
All staff	with a disability	6	2.13%
All staff	Female	182	64.54%
All staff	Male	100	35.46%
Administration	Total	48	NA
Administration	American Indian/Alaskan Native	0	0.00%
Administration	Asian	4	8.33%
Administration	Black/African American	0	0.00%
Administration	Hispanic/Latino	2	4.17%
Administration	Native Hawaiian/Pacific Islander	0	0.00%
Administration	Not reported	0	0.00%
Administration	Two or more races	0	0.00%
Administration	White	42	87.50%
Administration	without a disability	47	97.92%
Administration	with a disability	1	2.08%
Administration	Female	32	66.67%
Administration	Male	16	33.33%
Faculty	Total	112	NA
Faculty	American Indian/Alaskan Native	0	0.00%
Faculty	Asian	3	2.68%
Faculty	Black/African American	0	0.00%
Faculty	Hispanic/Latino	1	0.89%
Faculty	Native Hawaiian/Pacific Islander	0	0.00%
Faculty	Not reported	0	0.00%
Faculty	Two or more races	0	0.00%
Faculty	White	108	96.43%
Faculty	without a disability	107	95.54%
Faculty	with a disability	1	0.89%
Faculty	Female	61	54.46%
Faculty	Male	51	45.54%
Maintenance/Service S	Total	4	NA
Maintenance/Service S	American Indian/Alaskan Native		0.00%
Maintenance/Service S	Asian		0.00%
Maintenance/Service S	Black/African American		0.00%
Maintenance/Service S	Hispanic/Latino		0.00%
Maintenance/Service S	Native Hawaiian/Pacific Islander		0.00%
Maintenance/Service S	Not reported		0.00%
Maintenance/Service S	Two or more races		0.00%
Maintenance/Service S	White	4	100.00%
Maintenance/Service S	without a disability	4	100.00%
Maintenance/Service S	with a disability		0.00%
Maintenance/Service S	Female		0.00%
Maintenance/Service S	Male	4	100.00%
Workforce	Total	101568	NA
Workforce	American Indian/Alaskan Native	315	0.31%
Workforce	Asian	3829	3.77%
Workforce	Black/African American	1155	1.14%
Workforce	Hispanic/Latino	4812	4.74%
Workforce	Native Hawaiian/Pacific Islander	0	0.00%
Workforce	Not reported	0	0.00%
Workforce	Two or more races	939	0.92%
Workforce	White	90518	89.12%
Workforce	without a disability	96267	94.78%
Workforce	with a disability	5301	5.22%
Workforce	Female	47510	46.78%
Workforce	Male	54058	53.22%

Program Enrollment by Wage

Program lists 2019-2021												
Low wages = < \$36,999				Medium wages = \$37,000 - \$54,999				High wages = > \$55,000				
Early Childhood Education-10-307-1				Accounting-10-101-1				Manufacturing Management-10-623-5				
Marketing-10-104-3				Automotive Maintenance Technician-31-404-3				Supply Chain Management-10-182-1				
Dairy Herd Management-31-091-1				Graphic And Web Design-10-201-2				Quality Assurance Technician-10-623-2				
Culinary Arts-10-316-1				Practical Nursing-31-543-1				Industrial Maintenance and Robotic Technician-10-462-2				
Medical Assistant-31-509-1				IT - Network Specialist-10-100-2				Criminal Justice - Law Enforcement 2-10-504-6				
Dental Assistant - Short Term-30-508-2				Landscape Horticulture-10-001-4				Wind Energy Technology-10-482-1				
Pharmacy Technician-31-536-1				Welding Fabrication-32-457-1				Electromechanical Technology-10-620-1				
				Human Resources-10-116-1								
				Medical Coding Specialist-31-530-2								
				Business Management-10-102-3								
				CNC Technician-32-444-1								
				Fire Medic-10-531-2								
				Emergency Medical Technician-30-531-3								
				Welding-31-442-1								
				Radiography-10-526-1								
				Mechanical Design Technology-10-606-1								
				Emergency Medical Technician - Paramedic-31-531-1								
				Nursing - Associate Degree-10-543-1								
Percent of Students	2016 Fiscal Year		2017 Fiscal Year		2018 Fiscal Year		2019 Fiscal Year		2020 Fiscal Year		2021 Fiscal Year	
Number of Students	Percent of	Number of Students	Percent of	Number of Students	Percent of	Number of Students	Percent of	Number of Students	Percent of	Number of Students	Percent of	Number of Students
NA	577	NA	548	NA	614	NA	284	NA	274	NA	258	NA
4.91%	26	4.51%	36	6.57%	33	5.37%	31	10.92%	27	9.85%	28	10.85%
95.09%	551	95.49%	512	93.43%	581	94.63%	253	89.08%	247	90.15%	230	89.15%
51.84%	277	48.01%	272	49.64%	296	48.21%	181	63.73%	158	57.66%	141	54.65%
48.16%	300	51.99%	276	50.36%	318	51.79%	103	36.27%	116	42.34%	117	45.35%
86.35%	472	81.80%	466	85.04%	519	84.53%	227	79.93%	236	86.13%	231	89.53%
12.42%	97	16.81%	77	14.05%	90	14.66%	54	19.01%	38	13.87%	27	10.47%
1.23%	8	1.39%	5	0.91%	5	0.81%	3	1.06%	0	0.00%	0	0.00%
0.31%	4	0.69%	1	0.18%	3	0.49%	3	1.06%	1	0.36%	2	0.78%
7.67%	47	8.15%	42	7.66%	62	10.10%	28	9.86%	26	9.49%	20	7.75%
1.84%	12	2.08%	12	2.19%	14	2.28%	5	1.76%	4	1.46%	8	3.10%
3.07%	28	4.85%	33	6.02%	43	7.00%	27	9.51%	31	11.31%	23	8.91%
1.23%	14	2.43%	13	2.37%	13	2.12%	6	2.11%	6	2.19%	7	2.71%
0.00%	0	0.00%	1	0.18%	1	0.16%	1	0.35%	0	0.00%	1	0.39%
1.38%	4	0.69%	3	0.55%	5	0.81%	2	0.70%	3	1.09%	3	1.16%
84.51%	468	81.11%	443	80.84%	473	77.04%	212	74.65%	203	74.09%	194	75.19%
NA	938	NA	1121	NA	1180	NA	1314	NA	1350	NA	1269	NA
5.13%	56	5.97%	57	5.08%	81	6.86%	90	6.85%	89	6.59%	87	6.86%
94.87%	882	94.03%	1064	94.92%	1099	93.14%	1224	93.15%	1261	93.41%	1182	93.14%
64.74%	577	61.51%	668	59.59%	662	56.10%	744	56.62%	734	54.37%	678	53.43%
35.26%	361	38.49%	453	40.41%	518	43.90%	570	43.38%	616	45.63%	591	46.57%
53.06%	458	48.83%	567	50.58%	580	49.15%	846	64.38%	863	63.93%	852	67.14%
45.52%	463	49.36%	533	47.55%	580	49.15%	450	34.25%	487	36.07%	417	32.86%
1.42%	17	1.81%	21	1.87%	20	1.69%	18	1.37%	0	0.00%	0	0.00%
0.33%	3	0.32%	1	0.09%	1	0.08%	6	0.46%	6	0.44%	5	0.39%
6.99%	91	9.70%	103	9.19%	106	8.98%	129	9.82%	136	10.07%	142	11.19%
0.87%	11	1.17%	19	1.69%	19	1.61%	25	1.90%	23	1.70%	45	3.55%
4.15%	52	5.54%	56	5.00%	75	6.36%	98	7.46%	108	8.00%	98	7.72%
0.76%	10	1.07%	14	1.25%	15	1.27%	24	1.83%	27	2.00%	32	2.52%
0.22%	0	0.00%	0	0.00%	0	0.00%	3	0.23%	3	0.22%	3	0.24%
0.33%	2	0.21%	9	0.80%	9	0.76%	11	0.84%	11	0.81%	11	0.87%
86.35%	769	81.98%	919	81.98%	955	80.93%	1018	77.47%	1036	76.74%	933	73.52%
NA	479	NA	528	NA	584	NA	383	NA	434	NA	392	NA
2.50%	18	3.76%	20	3.79%	15	2.57%	15	3.92%	12	2.76%	14	3.57%
97.50%	461	96.24%	508	96.21%	569	97.43%	368	96.08%	422	97.24%	378	96.43%
62.76%	278	58.04%	323	61.17%	311	53.25%	159	41.51%	191	44.01%	154	39.29%
37.24%	201	41.96%	205	38.83%	273	46.75%	224	58.49%	243	55.99%	238	60.71%
69.10%	320	66.81%	345	65.34%	354	60.62%	85	22.19%	94	21.66%	85	21.68%
30.33%	153	31.94%	179	33.90%	226	38.70%	296	77.28%	340	78.34%	307	78.32%
0.58%	6	1.25%	4	0.76%	4	0.68%	2	0.52%	0	0.00%	0	0.00%
0.00%	1	0.21%	2	0.38%	1	0.17%	1	0.26%	2	0.46%	1	0.26%
6.53%	38	7.93%	52	9.85%	49	8.39%	28	7.31%	34	7.83%	42	10.71%
1.54%	5	1.04%	7	1.33%	10	1.71%	4	1.04%	8	1.84%	8	2.04%
3.26%	20	4.18%	23	4.36%	26	4.45%	18	4.70%	25	5.76%	26	6.63%
0.58%	3	0.63%	6	1.14%	8	1.37%	2	0.52%	4	0.92%	7	1.79%
0.38%	1	0.21%	1	0.19%	0	0.00%	2	0.52%	3	0.69%	1	0.26%
0.19%	2	0.42%	1	0.19%	2	0.34%	2	0.52%	7	1.61%	4	1.02%
87.52%	409	85.39%	426	80.68%	488	83.56%	326	85.12%	351	80.88%	303	77.30%

Six-Year Completion

Cohort year	Population	Student count in cohort (denominator)	Percent graduated in 6 years				
2011	Total	1198	63.50%				
2011	American Indian/Alaskan Native	6	85.70%				
2011	Asian	48	83.30%				
2011	Black/African American	11	81.80%				
2011	Hispanic/Latino	33	48.50%				
2011	Native Hawaiian/Pacific Islander	2	50.00%				
2011	Not reported	14	42.90%				
2011	Two or more races	6	83.30%				
2011	White	1077	63.00%				
2011	Students without a disability	1139	64.30%				
2011	Students with a disability	59	49.20%				
2011	Students without an economic disadvantage	579	65.60%				
2011	Students with an economic disadvantage	619	61.60%				
2011	Female	672	67.60%				
2011	Male	513	57.90%				
2012	Total	1135	63.00%				
2012	American Indian/Alaskan Native	6	50.00%				
2012	Asian	55	52.70%				
2012	Black/African American	7	42.90%				
2012	Hispanic/Latino	36	63.90%				
2012	Native Hawaiian/Pacific Islander	3	66.70%				
2012	Not reported	14	64.30%				
2012	Two or more races	7	57.10%				
2012	White	1007	63.80%				
2012	Students without a disability	1074	64.20%				
2012	Students with a disability	61	42.60%				
2012	Students without an economic disadvantage	754	63.80%				
2012	Students with an economic disadvantage	381	61.40%				
2012	Female	600	67.50%				
2012	Male	522	58.00%				
2013	Total	1341	58.60%			corrected 2013	
2013	American Indian/Alaskan Native	6	33.30%				
2013	Asian	71	59.20%				
2013	Black/African American	15	40.00%				
2013	Hispanic/Latino	63	49.20%				
2013	Native Hawaiian/Pacific Islander						
2013	Not reported	25	56.00%				
2013	Two or more races	10	60.00%				
2013	White	1151	59.50%				
2013	Students without a disability	1265	59.70%				
2013	Students with a disability	76	40.80%				
2013	Students without an economic disadvantage	600	64.50%				
2013	Students with an economic disadvantage	741	53.80%				
2013	Female	767	63.20%				
2013	Male	562	52.70%				
2013	Unknown	12	41.70%				
2014	Total	1163	63.70%				
2014	American Indian/Alaskan Native	4	50.00%				
2014	Asian	54	79.60%				
2014	Black/African American	17	35.30%				
2014	Hispanic/Latino	65	63.10%				
2014	Native Hawaiian/Pacific Islander						
2014	Not reported	5	20.00%				
2014	Two or more races	16	56.30%				
2014	White	1002	63.80%				
2014	Students without a disability	1089	65.30%				
2014	Students with a disability	74	40.50%				
2014	Students without an economic disadvantage	620	69.00%				
2014	Students with an economic disadvantage	543	57.60%				
2014	Female	646	70.10%				
2014	Male	499	55.50%				
2014	Unknown	18	61.10%				
2015	Total	1108	62.00%				
2015	American Indian/Alaskan Native	4	75.00%				
2015	Asian	78	70.50%				
2015	Black/African American	19	42.10%				
2015	Hispanic/Latino	45	55.60%				
2015	Native Hawaiian/Pacific Islander	1	0.00%				
2015	Not reported	15	66.70%				
2015	Two or more races	8	62.50%				
2015	White	938	61.90%				
2015	Students without a disability	1061	62.80%				
2015	Students with a disability	47	44.70%				
2015	Students without an economic disadvantage	576	64.60%				
2015	Students with an economic disadvantage	532	59.20%				
2015	Female	597	68.30%				
2015	Male	491	54.20%				
2015	Unknown	20	65.00%				



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