

This confirms that your 2012-2013 Annual Report to ACCJC was submitted by Dr. Marlon Hall <mhall@lassencollege.edu> on 03/04/2014.

Below is a copy of the information submitted. You may also re-print the report by logging on at <https://www.accjc.org/annualreport>.



Western Association of Schools and Colleges
Accrediting Commission for Community and Junior Colleges

**2014 Annual Report
 Final Submission**

03/04/2014

Lassen Community College
 P.O. Box 3000
 Susanville, CA 96130

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Sue Mouck
3.	Phone number of person preparing report:	530-257-6181 ext 8869
4.	E-mail of person preparing report:	smouck@lassencollege.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	www.lassencollege.edu
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	www.lassencollege.edu
6.	Total unduplicated headcount enrollment:	Fall 2013: 2,506 Fall 2012: 2,103 Fall 2011: 2,523
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	2,277
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	576
9.	Number of courses offered via distance education:	Fall 2013: 24 Fall 2012: 19 Fall 2011: 9
10.	Number of programs offered via distance education:	12
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 253 Fall 2012: 238 Fall 2011: 135
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: 934 Fall 2012: 1,023 Fall 2011: 976

13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	Yes
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Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	70%									
14b.	Successful student course completion rate for the fall 2013 semester:	71%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, what is it?</td> <td>307</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>144</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>163</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	307	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	144	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	163
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c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	163									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	331									
16b.	Number of students who received a degree in the 2012-2013 academic year:	197									
16c.	Number of students who received a certificate in the 2012-2013 academic year:	134									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	31									
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	73									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									
18b.	If yes, please identify them:	CSU General Education Cert. of Achievement and Certification IGETC Certificate of Achievement and Certification									
19a.	Number of career-technical education (CTE) certificates and degrees:	37									
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	1									

19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	1			
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	37			
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard	Pass Rate
	Licensed Vocational Nurse	51.39	national	80 %	87 %
21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
	Program	CIP Code 4 digits (##.##)	Institution set standard	Job Placement Rate	
	Associate in Science Degree in Vocational Nursing	51.39	85 %	87 %	
22.	Please list any other institution set standards at your college:				
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition		Institution set standard	
	Fall-to-Fall Retention	Fall-to-Fall Retention		41%	
23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).				
	This standards were developed based on the mean of the three previous terms and years. This information is brought before the consultation council and presented in the annual board planning agenda.				

Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment (see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution.

#	Question	Answer
24.	Courses	
	a.	Total number of college courses: 593
	b.	Number of college courses with ongoing assessment of 593

	<table border="1"> <tr> <td><input type="checkbox"/></td> <td>learning outcomes</td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>Auto-calculated field: percentage of total:</td> <td>100</td> </tr> </table>	<input type="checkbox"/>	learning outcomes		<input type="checkbox"/>	Auto-calculated field: percentage of total:	100				
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26.	<p>Courses</p> <table border="1"> <tr> <td>a.</td> <td>Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):</td> <td>25</td> </tr> <tr> <td>b.</td> <td>Number of student and learning support activities with ongoing assessment of learning outcomes:</td> <td>25</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Auto-calculated field: percentage of total:</td> <td>100</td> </tr> </table>	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	25	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	25	<input type="checkbox"/>	Auto-calculated field: percentage of total:	100	
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27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:	http://www.lassencollege.edu/academics/SLOs/program-student-learning-outcomes									
28.	Number of courses identified as part of the GE program:	158									
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%									
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes									
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	158									
32.	Number of Institutional Student Learning Outcomes defined:	4									
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%									
34.	Percent of institutional outcomes (ILOs) with	100%									

	ongoing assessment of learning outcomes:	
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <p>The SLO and AUO development process requires that SLOs and AUOs draw association to ISLOs. This linkage is then electronically mapped within the the online tool used by the campus for outcome reporting. The assessed SLOs and AUOs from the academic year are aggregated by relation to ISLO and summarized into percentages. The percentages are compared with the achievement targets to determine if the ISLOs are being met.</p>	
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>		
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <p>The SLO development process requires that SLOs draw association to ISLOs. This linkage is then electronically mapped within the the online tool used by the campus for outcome reporting. The assessed SLOs from the academic year are aggregated by relation to ISLOs and summarized into percentages. The percentages are compared with the achievement targets to determine if the ISLOs are being met. In addition, the core SLOs of the academic programs are linked to the PSLO based on SLO to PSLO relation. Following similar suit, the assessed SLOs from the academic year are aggregated by relation to PSLOs and summarized into percentages. The percentages are compared with the achievement targets to determine if the PSLOs are being met.</p>	
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>Below is a list of communication venues related to outcomes assessment. - The communication of outcome assessment is discussed weekly at the president cabinet level, which outlines standing items relate to outcomes assessment. Minute are posted online. -Information is presented via technical training that are held multiple times during the year and presented across a broad range of management, faculty and staff. -Email communication is disseminated campus wide regarding outcome assessment. -There are webpages and online tutorials dedicated to SLO assessment and reporting. -The campus is provided electronic information from the Department of Institutional Effectiveness on monthly newsletters. -Outcome findings are provided to campus wide to everyone participating in the comprehensive or annual program/departmental review process and it is a required field of the report.</p>	
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p>	

	<p>The findings of SLO, AUO, and PSLO assessment results are integrated into the comprehensive and annual program review processes. This information is utilized as a mechanism for driving data driven decisions. The requests are combined by program and department and established as priority recommendations in the four year program/departmental planning process. The annual program reviews provide follow-up and SLO finding updates. In addition, benchmark information is provided in the recommendation progress report which allows programs/departments to indicate status and changes and outcomes of the data driven decision. In many instance by the end of the four year cycle the program/department will present a decision driven cycle in which achievement can be identified and documented.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>The 2012 program review of Art identified a need through SLO assessment for upgrading iMac computers to allow students to learn specific skills to meet the relevant graphic design industry standards as identified by the advisory committee. The iMac request was prioritized in the Educational Master Plan and aligned with the Institutional Technology Plan to as means to support the LCC mission and strategic goals #2 Learning Opportunities and #4 Student Success. Grant funding through Title III was identified and the iMac computers were purchased and installed in fall 2013. The results showed that a student won a national award in graphic design. This provides an excellent source of closing the gap to progress student success. The 2013 program review of EOP&S reflected on the SLO assessment and identified a need to provide access to books and technology to meet student needs. Based on the approval of the advisory committee, a recommendation was made in the 2013 program review to purchase 10 Amazon Kindle readers. The request went through the Student Services Master Plan and funding was identified through the categorical program to support the recommendation. The results showed a higher rate of retention for the term.</p>

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 1 2011-12: 1 2010-11: n/a
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Change in sites offering 50% or more of a program, certificate, or degree
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	In the future a substantive change report will be sent to open a site to host the Fire Technology program.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	N/A

42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Online Correspondence
43.	List all of the institution's instructional sites out of state and outside the United States:	N/A

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

If you need additional assistance, please contact the commission.

Sincerely,

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