

Outside the

Notes from Institutional Effectiveness

Our Perspective

The vision of the Department of Institutional Effectiveness is to continuously build and support a culture of evidence through the provision of institutional research studies, effectiveness enhancing methodologies and innovative strategic planning approaches to increase institutional and student performance.

Defining Disproportion

Student Equity Planning is administered through the Student Success and Support (SSSP) unit at the Chancellor's Office. SSSP staff are responsible for the implementation of the Board of Governor's Student Equity Policy and related regulations, including assessing district plans and reporting recommendations to the Board of Governors, providing districts with technical assistance in the development and improvement of plans, and assessing district progress towards the implementation of their plans over time.

College student equity plans focus on increasing access, course completion, basic skills completion, degrees, certificates and transfer for all students as measured by success indicators linked to the CCC Student Success Scorecard, and other measures developed in consultation with local colleges. "Success indicators" are used to identify and measure areas for which disadvantaged populations may be impacted by issues of equal opportunity. At a minimum, colleges must review and address the following populations when looking at disproportionate impact: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities (title 5, §54220(d)). Each college develops specific goals/outcomes and actions to address disparities that are discovered, disaggregating data for indicators by student demographics, preferably in program review. College plans must describe the implementation of each indicator, as well as policies, activities and procedures as they relate to improving equity and success at the college.

In fall 2013, LCC finished the updated 2008-2013 Student Equity Plan. The following provides a summary of the

Access

Males significantly outnumber females at LCC due the fact that LCC serves incarcerated institutions that all male populations. In addition, Lassen County has a higher Native American population than compared to the statewide average. Increased efforts should be focused on enrolling Native American Students at LCC.

Retention

African American students are retained at lower levels than all other demographic across all levels with the lowest being in basic skills. In addition, students ages 25-34 in basic skills courses are retained at significantly lower levels than any other age groups. This is most likely associated with the number of incarcerated students within that age group and the fact that they are retained at lower percentages due to a variety of reasons such as transferring of students, parole, loss of educational privileges, etc.

Completion

Male students have a much lower rate of completion in remedial English and Math in comparison to females.

Transfer

Male students have a much lower rate of transfer in remedial English and Math in comparison to females.

Goals have been developed and are outlined in the 2008-2013 report and will be moved forward to the Student Success Taskforce.

