

Lassen Community College

STUDENT EQUITY PLAN



2005 - 2007

Approved by Committee: May 8, 2007
Approved by Academic Senate: May 14, 2007
Approved by Board of Trustees: May 22, 2007

SIGNATURE PAGE

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EXECUTIVE SUMMARY

Lassen Community College recognizes student equity as a priority. The college Mission Statement reflects a commitment to

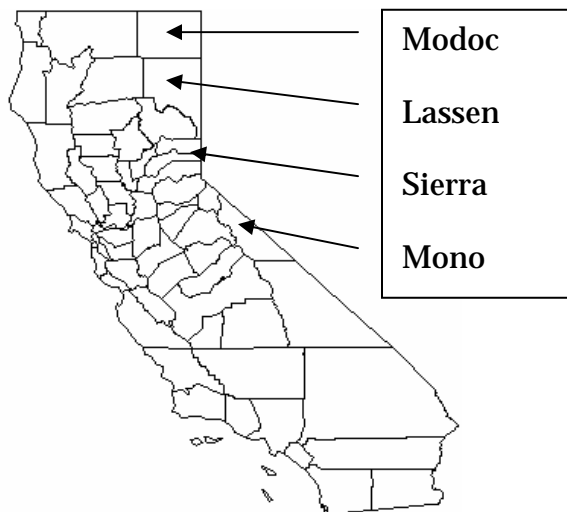
- Increase student access to services
- Increase student satisfaction with the quality of student services
- Increase student recruitment, retention, and persistence
- Increase participation in student activities to enhance student life

This commitment to open access and to student retention and success extends to all students, including students from historically underrepresented groups such as ethnic minorities, women, and persons with disabilities. College programs such as EOPS, DSPP, CARE, CalWorks, and the Transfer Center are charged with improving access to non-traditional college students.

COLLEGE LOCATION AND SERVICE AREA

Located in Susanville, California, the county seat for Lassen County, Lassen Community College (LCC) serves the remote and rural northeastern corner of California where the Cascade Range meets the Sierra Nevada Mountains.

The college has outreach education centers in surrounding counties. The college service area is largely White Non-Hispanic, and the college student population mirrors the ethnicity of the region.



COLLEGE CULTURE

The Lassen Community College culture is reflected in key college documents, including the Mission Statement, Vision Statement, and College Goals. Developed and re-visited on a regular basis, these statements represent the approach of the college constituent groups in serving the local community.

Mission Statement: *The college will provide outstanding programs for all those pursuing higher education goals. These include degree and certificate programs in lower division arts and sciences and in vocational fields, basic skills instruction, support services that help students to succeed at the post-secondary level, adult non-credit education, and community service courses and program. The college will serve the community, both on campus and in the outreach centers.*

Vision Statement: *Outstanding educational experiences and maximum student learning are the norm.*

Goals:

Transfer Education: *The transfer program will prepare students in the areas of lower division general education and major preparation leading to a bachelor's degree. Students who are certified as transfer ready will be accepted into the university system. The institution is committed to an ongoing effort to*

- *Increase the number of students who transfer*
- *Increase the number of students who are transfer ready*
- *Increase successful student completion in transfer courses*

Vocational Education / Workforce Development: *Vocational education will prepare students for employment in a variety of vocational or technical fields, assist those already employed to improve their skills or to train for another career, and provide enrichment opportunities. The institution is committed to an ongoing effort to*

- *Increase the number of degrees and certificates awarded*
- *Increase successful course completion in vocational courses*
- *Increase successful job placements*
- *Develop industry partnerships*

Basic Skills Education: *The Basic Skills program will increase skills of students in reading, writing, and math and provide them with skills necessary to succeed in transfer or vocational programs or skills necessary for increased workplace competency. Upon completion of appropriate basic skills courses, students will perform at rates consistent with the general student population. The institution is committed to an ongoing effort to*

- *Increase successful student completion in basic skills courses*
- *Increase the number of students successfully completing course work at least one level above their prior basic skills enrollment*

Adult Education and Community Service: *The adult education program will provide life-long learning in the areas of parenting, citizenship, health and safety, occupational training, home economics, and give educational opportunities to older adults and special needs students.*

The community service program will provide the community with opportunities for cultural enrichment, social and recreational activities, and academic and practical information to promote the quality of life. The institution is committed to an ongoing effort to

- *Provide quality adult education offerings*
- *Increase community service offerings*
- *Increase cultural and social enrichment activities on campus*
- *Increase community participation in community service offerings*

Student Services: *Student services will provide comprehensive programs that support and enhance the quality of the student experience at Lassen Community College. The institution is committed to an ongoing effort to*

- *Increase student access to services*
- *Increase student satisfaction with the quality of student services*
- *Increase student recruitment, retention, and persistence*
- *Increase participation in student activities to enhance student life*

Institutional Learning Outcomes

Academic Goals

Through successful completion of an educational program, students will

- Demonstrate skills needed to make informed life decisions
- Demonstrate critical thinking and communication skills
- Join a community of learners who support intellectual inquiry in a diverse and collaborative environment
- Function effectively in a global environment and workplace
- Function effectively in a rapidly evolving technological environment
- Demonstrate independent learning skills and the ability to construct a knowledge base

Academic Student Learning Outcomes

1. Analytical skills – ability to think critically and apply logic to solving problems
2. Artistic and Aesthetics Awareness skills – ability to appreciate the creative process through the exploration of a variety of creative experiences
3. Communication skills – ability to listen and read with comprehension and the ability to write and speak effectively
4. Global and Cultural Awareness skills – ability to interact successfully with other cultures; to acquire attitudes that enable one to respect, learn from, and appreciate diversity
5. Personal, Social and Civic Responsibility skills –ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity
6. Quantitative and Scientific Inquiry skills – ability to analyze and solve quantitative problems; ability to apply the scientific method successfully to a wide variety of situations
7. Self-awareness/Interpersonal skills -- ability to engage in self-assessment; ability to cooperate with others in a collaborative environment for accomplishment of goals
8. Technology and Information Competency skills – ability to use a current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy
9. Workplace Competency skills – ability to apply theoretical concepts to practical application of technical skills.

General Education Student Learning Outcomes for Associate Degrees

Upon completion of an Associate Degree, the student should be able to:

1. Demonstrate the ability to listen and engage in verbal communication by participating in discussions/debates and oral presentations. Demonstrate the ability to compose and create papers with correct grammar, spelling, punctuation, and appropriate language, style, and format, which conform to Modern Language Association style in in-text source citations and works-cited pages
2. Demonstrate critical thinking skills by applying logic to the solution of a variety of problems.
3. Apply the scientific method by formulating a hypothesis; researching the topic; determining appropriate tests; performing tests; collecting, analyzing, and presenting data; and finally proposing new questions about the topic.

4. Systematically collect, organize, and present appropriate data from a variety of sources including independent research, written journals and the Internet. Assess the validity of the data and interpret it correctly.
5. Analyze mathematical problems, determine the processes necessary to solve the problems, calculate solutions and test the correctness of the proposed solutions.
6. Demonstrate an awareness of the scope and variety of works in the arts and humanities, and articulate the value of aesthetics and creativity.
7. Analyze an individual's civic responsibilities within the context of the basic principles of American national, state, and local governments, contents of the U.S. Constitution and Amendments, and the electoral process
8. Identify and explain diverse cultural customs, beliefs, traditions, and lifestyles and interpret how biases, assumptions, and prejudices can impact multicultural interactions.
9. Design and implement a life plan to enhance physical, mental, and emotional health.
10. Effectively work in teams, managing time, tasks, and personality differences sharing results and analyses to arrive at a final collaborative product.

Indicator Definitions

- **Access** – percentage of each population group enrolled compared to that group’s representation in the adult population in the community served.
- **Course Completion** – Ratio of the number of credit courses that students – by population group – actually complete by the end of the term to the number of courses in which students in that group are enrolled on the census day of the term. “Course Completion” means the successful completion of a credit course for which a student receives a grade of A, B, C, or Credit.
- **ESL and Basic Skills Completion** – Ratio of the number of students – by population group – who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who completed such a final course. Completion of a degree applicable course means the “successful” completion of English 1A, elementary algebra or any collegiate course which is transferable to a four-year institution, has a value of three or more units, and meets established academic requirements for rigor in literacy and in numeracy.
- **Degree and Certificate Completion** – Ratio of the number of students – by population group – who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.
- **Transfer Rate** – Ratio of the number of students – by population group – who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

Data Sources – Chancellor’s Office Data Mart web pages provided the data used in much of this report. Some data derive from Lassen College data sheets.

Student Enrollment by Ethnicity

In order to gauge shifts in ethnic minority student populations, Lassen Community College has used longitudinal data in preparing this plan, and much of the analysis in this report uses semester data from Fall 2002 through Spring 2007. Over that time period, overall college enrollments have fluctuated, as shown in the table below:

Semester	Total Enrollment
Fall 2002	3,309
Spring 2003	3,415
Fall 2003	2,859
Spring 2004	3,122
Fall 2004	2,424
Spring 2005	2,369

KSGrosz, Ph.D., Dean of Instruction

Source: Chancellor's Office Data Mart

The largest population of ethnic minority students at Lassen Community College is Hispanic. In Fall 2002, with a total population of 3,309 students, 267 were Hispanic, representing 8.1% of total student enrollments. Enrollment of Hispanic students has fluctuated from Fall 2002 to Spring 2005, with a low of 6.8% in Spring 2003 and a high of 8.2% in Fall 2004.

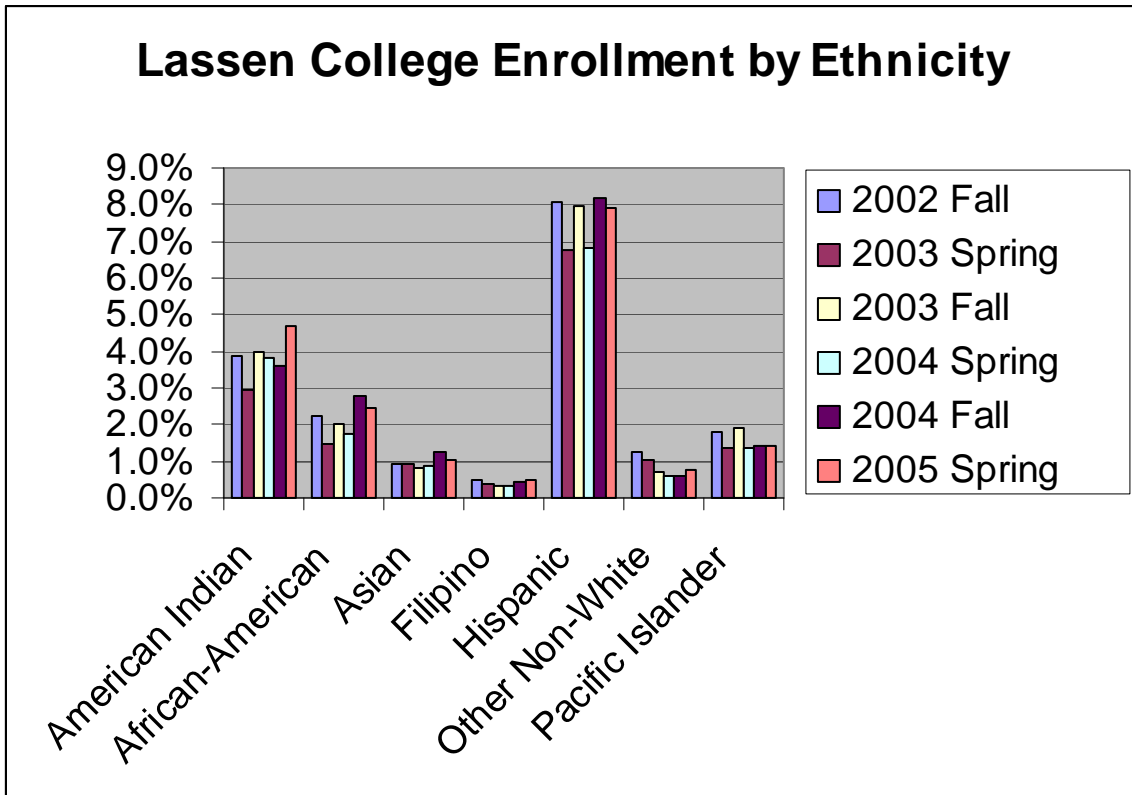
Lassen Community College's second largest population of ethnic minority students is American Indian. With 128 American Indian students in Fall 2002, representing 3.9% of 3,309 total enrollments that semester, Lassen Community College has seen this student population increase to 4.7% in Spring 2005.

African-American student populations have fluctuated from a low of 1.5% of total student enrollments in Spring 2003 to a high of 2.8% in Fall 2004. Over that same time frame, Asian student enrollments have increased from 0.9% in Fall 2002 to 1% in Spring 2005. Filipino enrollments have remained stable at 0.5% from Fall 2002 to Spring 2005, while Pacific Islander enrollments have declined during that time period from 1.8% to 1.4%. Other Non-White student populations have declined from 1.2% in Fall 2002 to 0.8% in Spring 2005. Given the small population overall, many of these fluctuations represent changes of just a handful of students from one semester to the next.

White Non-Hispanic enrollments are not included in graphic representations of student equity data, as they skew the results graphically, making it hard to see the distribution of ethnic minority students. They are, however, included in total population to determine percentages for each minority group. Students who fail to report ethnicity also are not included in the data analyses, as we have no way of knowing whether they are ethnic minority students; they are, however, included in total population to determine percentages for minority groups.

**LASSEN COLLEGE ENROLLMENT BY ETHNICITY
2002-03 to 2004-05**

	American Indian	African-American	Asian	Filipino	Hispanic	Other Non-White	Pacific Islander	White Non-Hispanic
2002 Fall	3.9%	2.2%	0.9%	0.5%	8.1%	1.2%	1.8%	80.5%
2003 Spring	2.9%	1.5%	0.9%	0.4%	6.8%	1.1%	1.3%	84.9%
2003 Fall	4.0%	2.0%	0.8%	0.3%	8.0%	0.7%	1.9%	81.7%
2004 Spring	3.8%	1.8%	0.9%	0.3%	6.8%	0.6%	1.3%	83.2%
2004 Fall	3.6%	2.8%	1.3%	0.5%	8.2%	0.6%	1.4%	80.0%
2005 Spring	4.7%	2.4%	1.0%	0.5%	7.9%	0.8%	1.4%	79.9%



**KSGrosz
Fall 2005**

Source: Chancellor's Office Data Mart

ACCESS: Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Lassen Community College (LCC) evaluated student equity in the four areas described in Title 5, section 54220 – Student Equity Plans. Data on these areas is used to determine trends and to monitor equity.

1. Access
2. Course Completion / Retention
3. ESL and Basic Skills completion
4. Degree/Certificate Completion / Success
5. Transfer

Lassen Community College has no Research and Planning Office but has created a Student Equity Committee to respond to the Chancellor’s Office requirement of reporting on equity progress. This committee consists of: the Dean of Instruction, one classified employee, two faculty members, the Academic Senate President, and a student representative. The data used to compile this report was taken from the Chancellor’s Office web site for Lassen Community College (2003 data), a report from the Lassen County Chamber of Commerce titled: “Economic & Demographic Profile Series 2004 -Lassen County (2003 data is latest available), and data from the United States Census web site (2000 data is latest available), as well as LCC data sheets.

The following tables represent the differences between Lassen Community College and the local service area populations by ethnicity, disability and gender. The data is for year 2003/Fall 2003 for ethnicity and year 2000/F2000 in the case of disability data.

ETHNICITY/DISABILITY
Difference Between Service Area Population and Lassen Community College Enrollment 2003 (2000 for disabled population)

Ethnicity	County Population Base of 38,363	Percent of Total Population	LCC Fall 2003 Enrollment Base of 2,916*	LCC Percent of Total Enrollment	Percent Difference in LCC vs. Lassen County
Hispanic	6,378	17%	228	8%	-9%
White	27,226	71%	2,382	82%	+11%
Black	3,338	9%	57	2%	-7%
Native American	963	3%	114	4%	+1%
Asian	458	1%	24	1%	0%
Pacific Islander	0	0%	63	2%	+2%
Disabled	3,163/34,000	9%	237/7,640	3%	-6%

* Includes “Other” and “Unknown” categories at LCC totaling 48 students

GENDER
Difference Between Service Area Population for year 2000 (U.S. Census)
and Lassen Community College Enrollment for year 2003

Gender	County Population Base of 33,828	Percent of Total Population	LCC Fall 2003 Enrollment Base of 2,916	LCC Percent Total Enrollment	Percent Difference in LCC vs. Lassen County
Male	21, 241	63%	1,375	47%	-16%
Female	12,587	37%	1,523	52%	+15%

Ethnicity and Disability Summary:

The data indicate the White population (78%) is the largest in our service area and shows an overrepresentation of 4% in our enrollment. The Hispanic population is the second largest in our service area of 18% but represents only 8% of Lassen Community College’s population. The Black population is the third largest in our service area at 10% but represents only 2% of the LCC student population. The disabled population is the fourth largest in our service area, but represents only 3% of LCC’s population (2000 Census data using ages 16-64).

The Asian population at Lassen Community College shows complete equity with the service area population at 1%.

However, the Native American and Pacific Islander populations are over-represented at Lassen Community College by one to two percent. We have a history of actively recruiting Pacific Islanders, especially from the Island of Palau, but the students are not counted as part of the Lassen County Population. Lassen Community College is also located in close proximity to Susanville Indian Rancheria, and we have nurtured a strong liaison through our E.O.P.S. campus program and the new Native American Studies Retention Program to serve Native Americans.

Lassen Community College has a positive relationship with Lassen High School and the outreach area high schools. Access is provided through College Career Day held every spring, LCC counselor visits to our service area high schools, financial aid outreach activities, and special education outreach activities. LCC also contracts with Lassen Rural Bus System to provide free student bus passes each semester to every registered student. LCC works closely with agencies serving disabled students including: California State Department of Rehabilitation, Lassen County Mental Health, Temporary Assistance for Needy Families/CalWorks, Lassen Life Skills, North Valley Services, Susanville Nursing and Rehabilitation, Lassen Senior Services, and the Employment Development Department.

Gender Summary:

Gender statistics are difficult to cross-reference for equity because the Lassen County service area population statistics from the 2000 Census include the male populations at both the local state prisons. Thus, no accurate equity comparisons can be made regarding percentage of males in the county vs. the percentage of males at Lassen Community College. The best conclusion that can be made is that LCC is close to the national population average for gender distribution with 47% male and 52% female.

ESL & Basic Skills

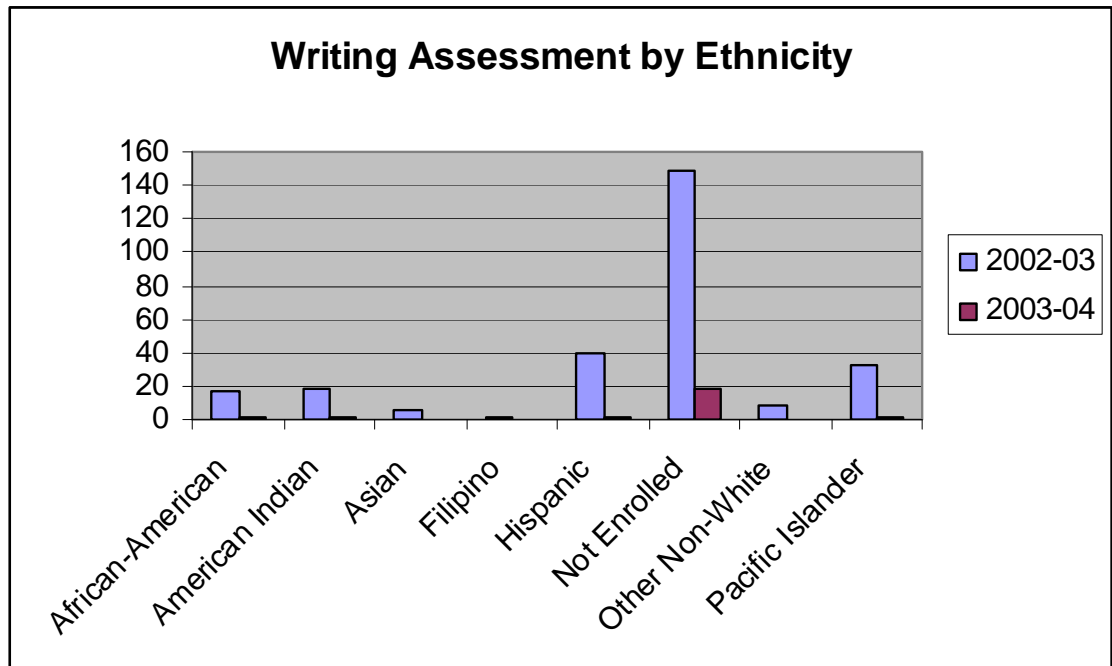
Lassen College Assessment Data

Data available from the Chancellor's Office Data Mart suggest a significant drop in the number of students who participated in the Writing Assessment process from the 2002-03 to the 2003-04 academic year, a drop from 695 in 2002-03 to 36 in 2003-04. It would appear that the information for the 2003-04 academic year was incomplete or incorrectly reported.

The data reveal that the largest student population of students who completed the Writing Assessment in 2002-03 were White Non-Hispanic (422 students), while Not Enrolled students were the second largest group (148 students).

Lassen College Writing Assessment by Ethnicity

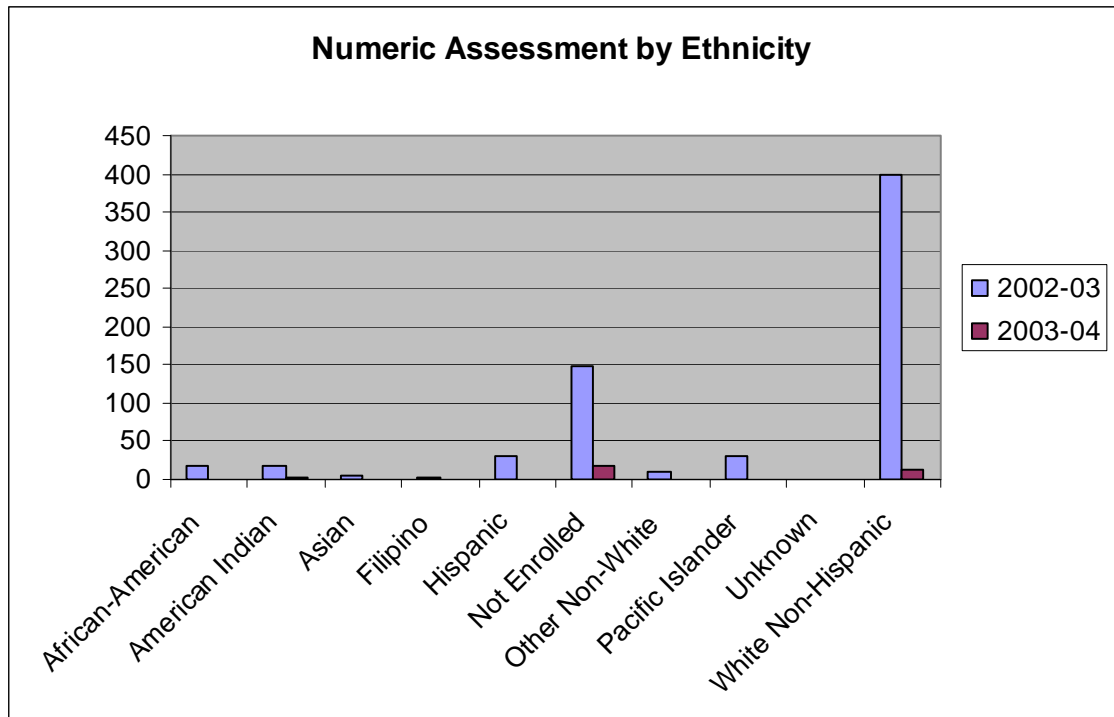
	2002-03	2003-04
African-American	17	1
American Indian	19	2
Asian	5	
Filipino	2	
Hispanic	40	2
Not Enrolled	148	18
Other Non-White	8	
Pacific Islander	33	1
Unknown	1	
White Non-Hispanic	422	12
TOTAL	695	36



Lassen College Numeric Assessment by Ethnicity		
	2002-03	2003-04
African-American	17	1
American Indian	19	2
Asian	5	
Filipino	2	
Hispanic	30	1
Not Enrolled	149	18
Other Non-White	10	
Pacific Islander	31	1
Unknown	1	
White Non-Hispanic	400	14
TOTAL	664	37

Data available from the Chancellor's Office Data Mart suggest a significant drop in the number of students who participated in the Numeric Assessment process from the 2002-03 to the 2003-04 academic year, a drop from 664 in 2002-03 to 37 in 2003-04. It would appear that the information for the 2003-04 academic year was incomplete or incorrectly reported.

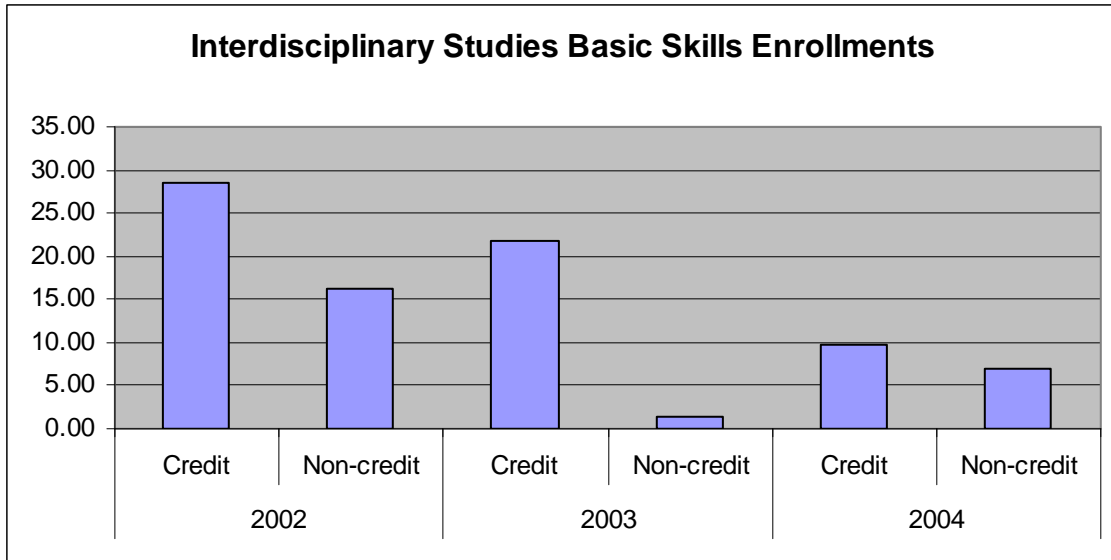
The data reveal that the largest student population of students who took the writing assessment in 2002-03 were White Non-Hispanic (400 students), while Not Enrolled students were the second largest group (149 students). These data parallel the data for students who took the Writing Assessment in 2002-03 and 2003-04.



Basic Skills Data

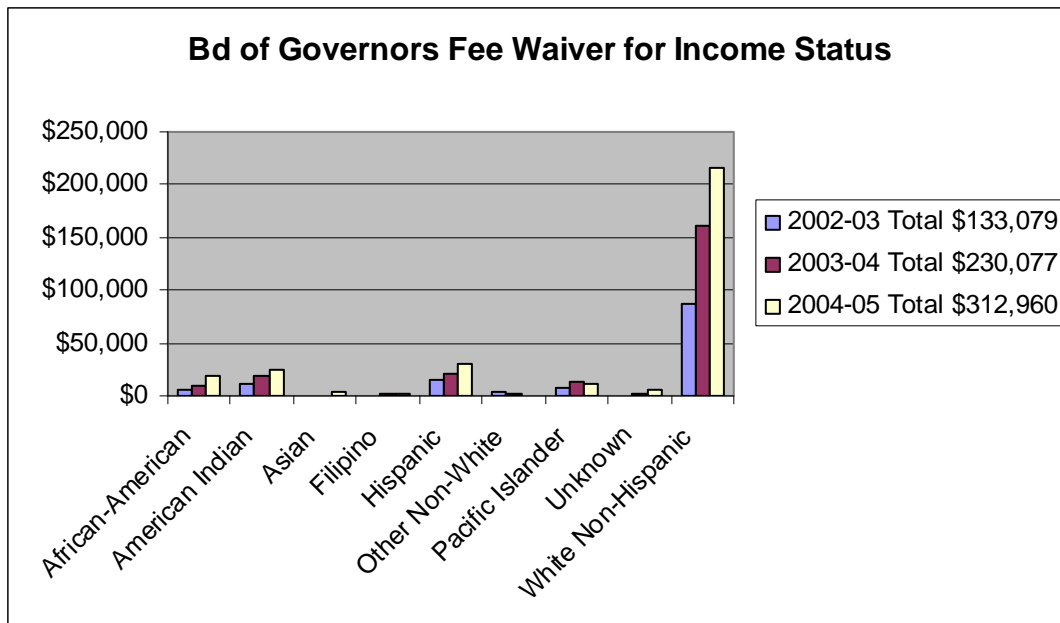
Lassen College Basic Skills Enrollments

	2002		2003		2004	
	Credit	Non-credit	Credit	Non-credit	Credit	Non-credit
Agriculture and Natural Resources	0	0	0	0	0	0
Biological Sciences	0	0	0	0	0	0
Business and Management	0	0	0	0	0	0
Commercial Services	0	0	0	0	0	0
Education	0	0	0	0	0	0
Engineering and Industrial Tech	0	0	0	0	0	0
Family and Consumer Sciences	0	0	0	0	0	0
Fine and Applied Arts	0	0	0	0	0	0
Foreign Language	0	0	0	0	0	0
Health	0	0	0	0	0	0
Humanities (Letters)	0	0	0	0	0	0
Information Technology	0	0	0	0	0	0
Interdisciplinary Studies	28.62	16.19	21.75	1.35	9.81	6.90
Mathematics	0	0	0	0	0	0
Media and Communications	0	0	0	0	0	0
Physical Sciences	0	0	0	0	0	0
Psychology	0	0	0	0	0	0
Public and Protective Services	0	0	0	0	0	0
Social Sciences	0	0	0	0	0	0



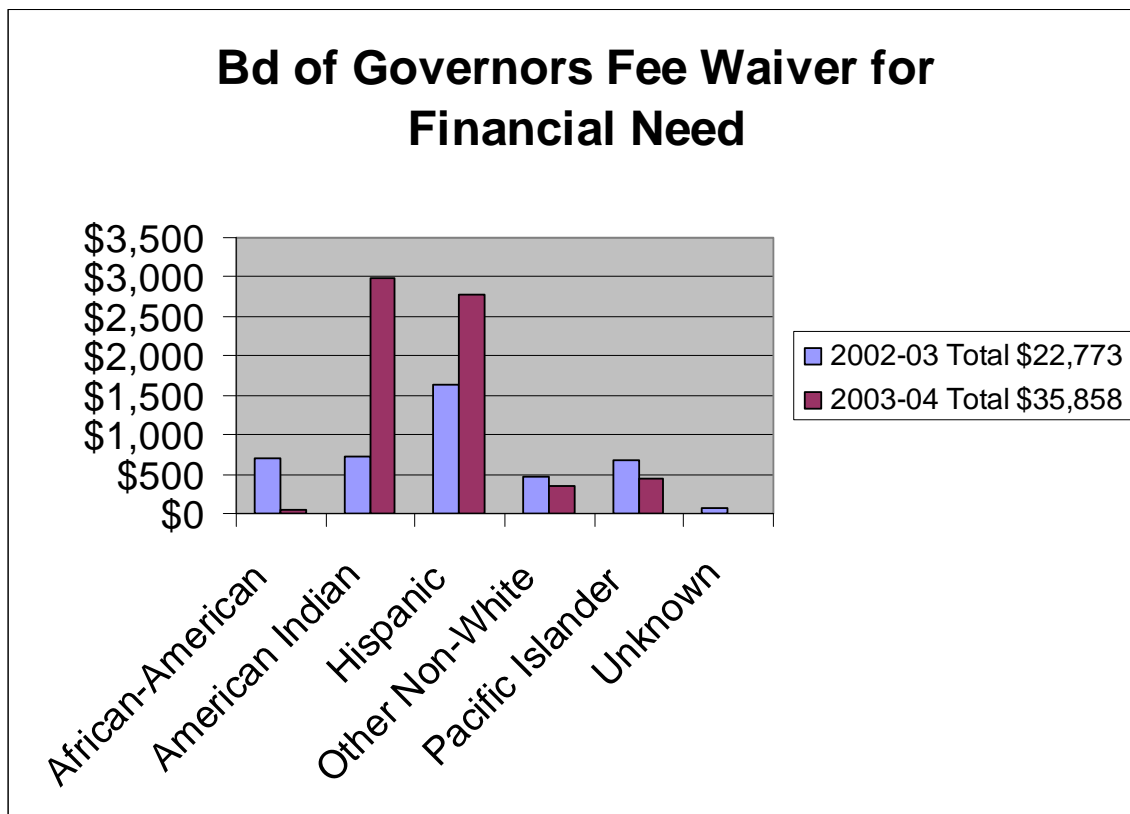
BOG Fee Waivers

There are three different ways that a California Community College student can qualify for the Board of Governor’s Fee Waiver (BOG): Income Status, Financial Need via Expected Family Contribution (EFC) or receiving of monthly cash assistance. In the 02/03 school year, a total of 92 White Non-Hispanic students had \$9,369 worth of fees waived, in 03/04, 104 students had \$17,644 waived, and in 04/05, 109 students had \$28,176 waived. The American Indian population received a total of \$1,142 of waived fees for seven students in 02/03, \$1,305 for six students in 03/04, and \$728 for three students in 04/05. The Hispanic population benefited a total of \$423 in 02/03 for three students, \$261 in 03/04 for two students, and then increased to \$1,622 in 04/05 for five students. The Other Non-White population had \$66 waived in fees for three students in 02/03, \$126 for two students in 03/04, and was not represented in 04/05. The Pacific Islander population had \$352 in fees waived for two students in 02/03, none in 03/04, and was not represented in 04/05. The African American population only represented one student in 02/03 with a total of \$143 in fees waived, one student in 03/04 with \$132 waived, and was not represented in 04/05. The Asian population had \$0 in fees waived in 02/03, \$26 waived in 03/04 for one student, and was not represented in 04/05. And, finally, the population identified as Unknown had \$0 in fees waived in 02/03, \$558 for two students in 03/04, and \$104 for one student in 04/05. The correlation between the number of students and the amount of fees waived for a given population is not consistent due to the various numbers of units taken per student.



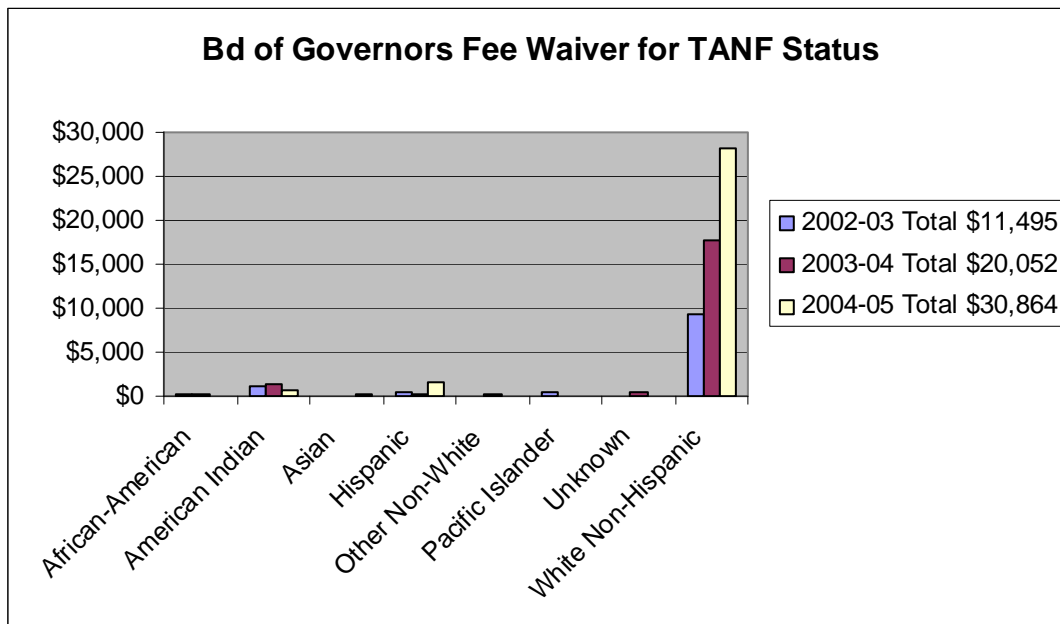
Financial Need through one’s EFC is another way to qualify for the BOG. In 02/03, 535 students of the White Non-Hispanic population had a total of \$87,496 in fees waived, in 03/04, 624 students had \$160,667, and in 04/05, 521

students benefited from \$216,447 in fees waived. The Hispanic population benefited a total of \$14,732 in 02/03 for 86 students, \$21,313 in 03/04 for 84 students, and \$29,469 in 04/05 for 94 students. The American-Indian population received a total of \$12,129 in 02/03 for 65 students, \$18,841 in 03/04 for 79 students, and \$24,876 in 04/05 for 77 students. The African-American population received a total of \$6,131 in waived fees for 31 students in 02/03, \$9,576 for 27 students in 03/04, and \$19,752 for 49 students in 04/05. The Pacific Islander population in 02/03 had \$7,575 in fees waived for 28 students, in 03/04, \$13,302 for 36 students, and in 04/05 \$11,133 for 26 students. The amount of fees waived for the Other Non-White population dropped over the three year span from \$3,286 for 12 students in 02/03, to \$1,269 for nine students in 03/04, and finally to \$450 for three students in 04/05. An Unknown population only had \$444 in fees waived in 02/03 for five students, \$2,134 in 03/04 for seven students, and \$5,168 in 04/05 for 14 students. The Asian population fluctuated in waived amounts starting with \$918 for four students in 02/03, to \$872 for five students in 03/04, and then jumped up to \$4,365 for nine students in 04/05.



The third way to qualify for the BOG is to be currently receiving monthly cash assistance from: TANF/CalWORKS, SSI/SSP, or General Assistance. The number of students and the total amount of fees waived was drastically different in this category than from those with a proven Financial Need established through an EFC. The White Non-Hispanic population received a total of \$18,490

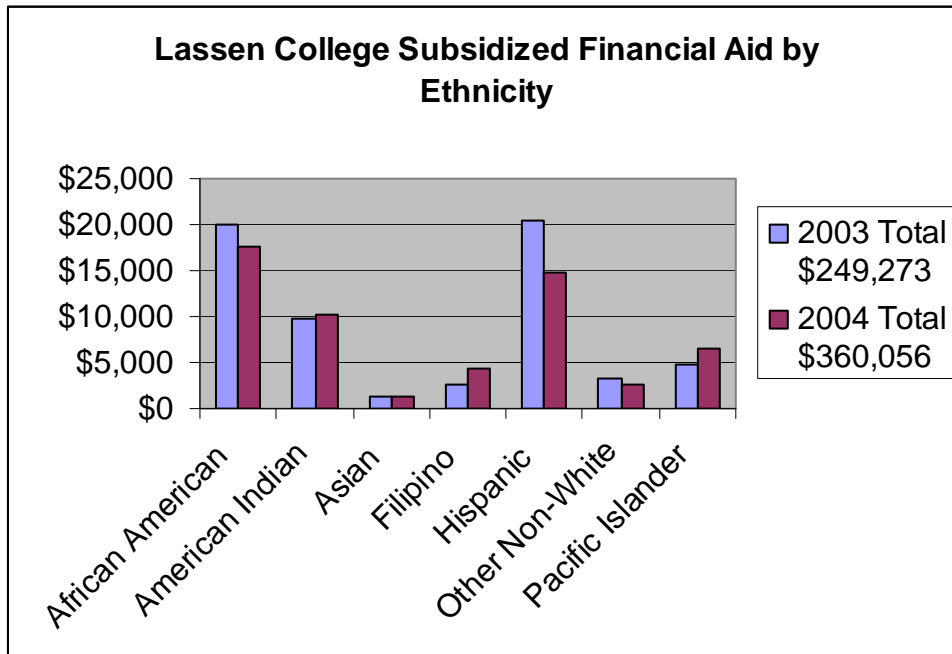
in waived fees in 02/03 for 83 students. They had 107 served in 03/04 with a total of \$29,233. And, finally, in 04/05, 122 White Non-Hispanic students had their fees waived for a total of \$54,974. The Hispanic population benefited a total of \$1,633 in 02/03 for nine students, \$2,784 in 03/04 for seven students, and \$6,144 in 04/05 for twelve students. The African-American population received a total of \$709 for four students in 02/03, \$54 in 03/04 for one student, and \$295 in 04/05 for two students. The American Indian population had \$731 in fees waived in 02/03 for four students, \$2,997 in 03/04 for eight students, and \$3,366 in 04/05 for nine students. The Other Non-White population benefited \$473 in 02/03 for two students, \$342 in 03/04 for one student, and \$694 in 04/05 for one student. The Pacific Islander population received \$671 in fees waived for two students in 02/03, \$448 for one student in 03/04, and \$1,638 for four students in 04/05. In 02/03 and 03/04, the Asian and Filipino populations did not have any fees waived, yet in 04/05, \$696 in fees were waived for one Asian student, and \$832 for one Filipino student.



FINANCIAL AID

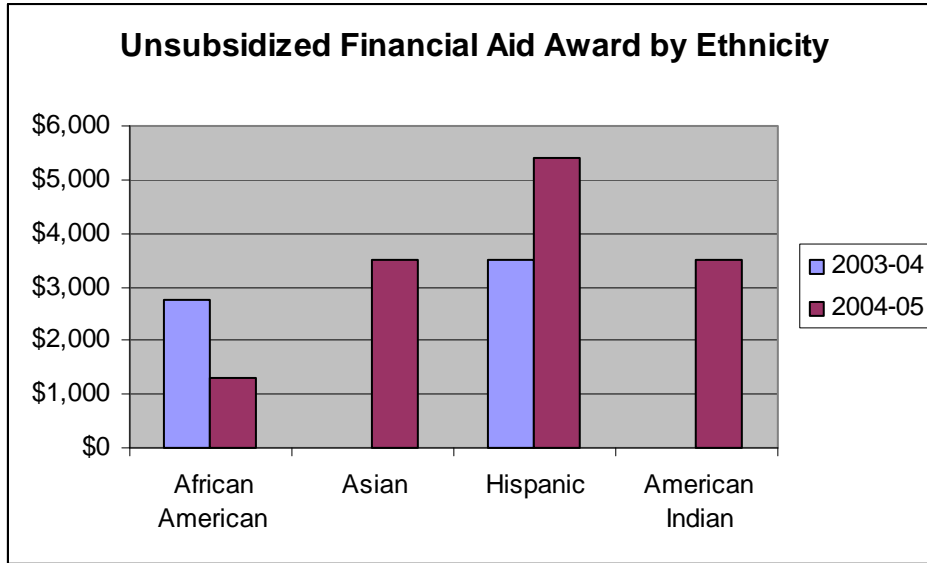
Subsidized Financial Aid by Ethnicity

	2003-04		2004-05	
African American	9	\$19,980	7	\$17,572
American Indian	4	\$9,880	4	\$10,149
Asian	1	\$1,313	1	\$1,312
Filipino	1	\$2,625	2	\$4,371
Hispanic	8	\$20,516	6	\$14,890
Other Non-White	2	\$3,250	1	\$2,624
Pacific Islander	2	\$4,813	2	\$6,500
White Non-Hispanic	81	\$187,096	112	\$302,638
TOTAL	108	\$249,473	135	\$360,056



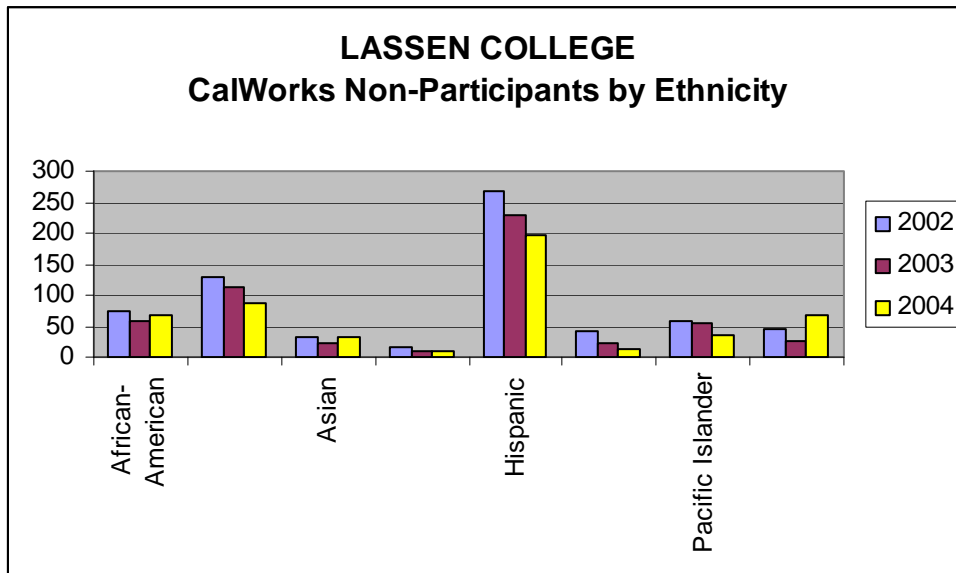
Unsubsidized Financial Aid by Ethnicity

	2003-04		2004-05	
African American	2	\$2,763	1	\$1,313
Asian	0	\$0	1	\$3,500
Hispanic	1	\$3,500	2	\$5,390
American Indian	0	\$0	1	\$3,500
White Non-Hispanic	18	\$74,933	37	\$150,440
White Non-Hispanic			7	
TOTAL	21	\$81,196	49	\$164,143



LASSEN COLLEGE
CalWorks Non-Participants by Ethnicity

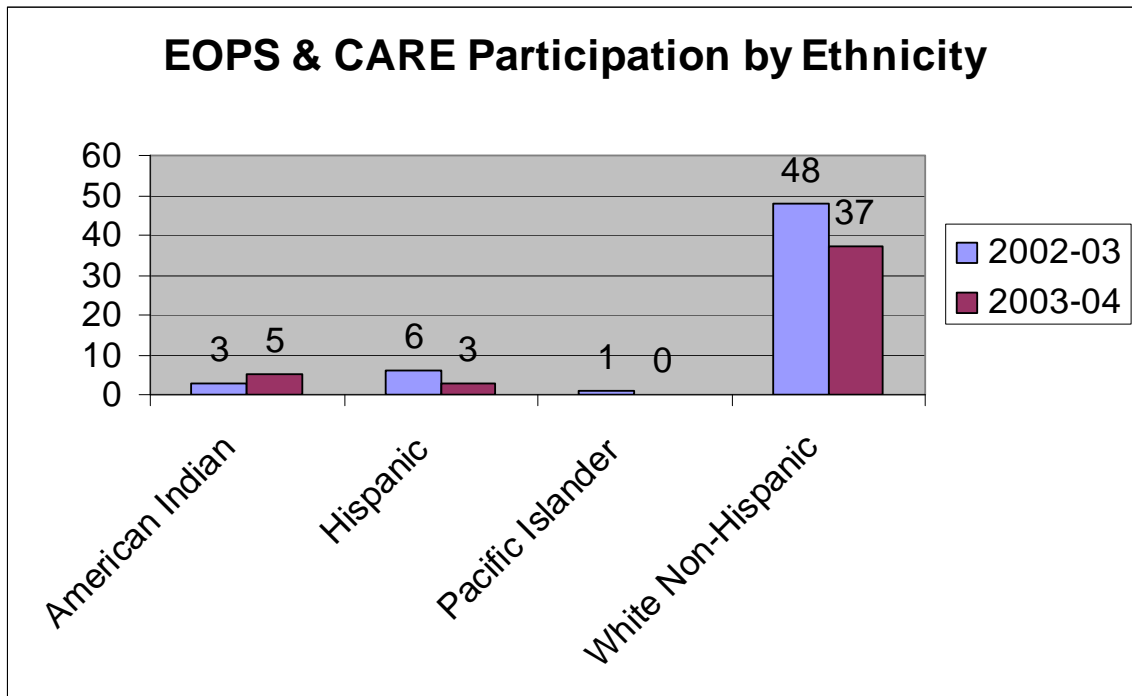
	2002-03	2003-04	2004-05
African-American	74	57	67
American Indian	128	114	87
Asian	31	24	31
Filipino	16	9	11
Hispanic	267	228	198
Other Non-White	41	21	14
Pacific Islander	59	54	35
Unknown	44	27	67
White Non-Hispanic	2723	2382	1981



While the overall number of student non-participants in CalWorks declined from 2002 to 2004, with some fluctuations by ethnicity. The percentage of African-American non-participants increased 0.5%, while the percentage of White Non-Hispanics declined 0.5%. At the same time, the percentage of American Indian non-participants increased 1% from 2002-2004. During that time period, the percentage of Hispanic students remained the largest segment of non-participating ethnic minority students, while declining 0.3%.

EOPS and CARE Data

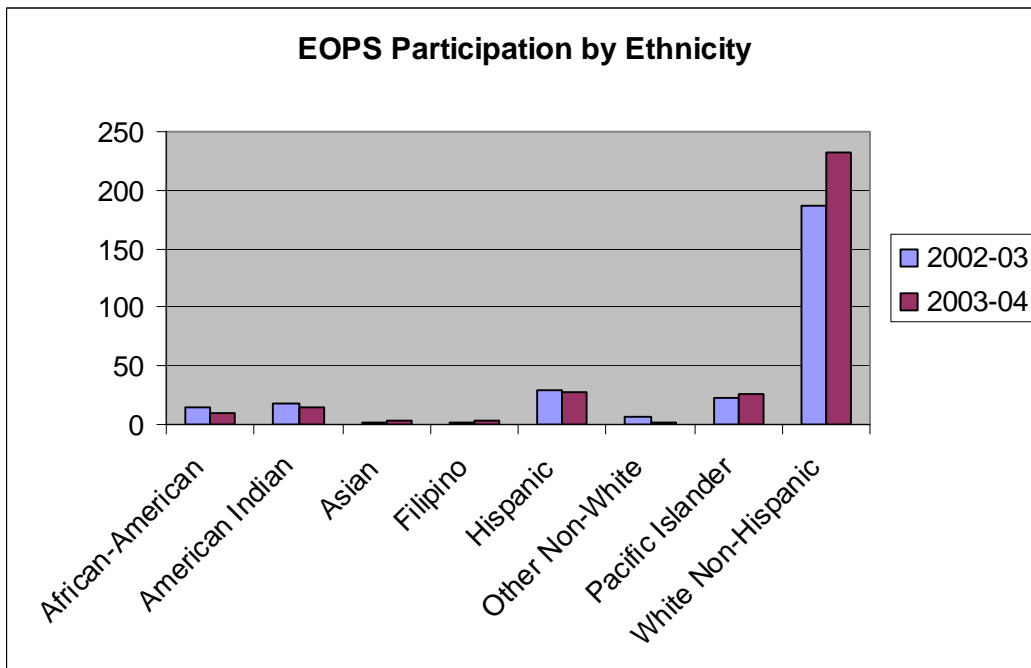
		2002-03	2003-04
EOPS&CARE	American Indian	3	5
	Hispanic	6	3
	Pacific Islander	1	0
	White Non- Hispanic	48	37



Participation of EOPS and CARE students by ethnicity reveals a decline in every category except Native American students, whose participation increased 5.9% from 2002 to 2003. The Hispanic students showed the largest percentage decline from 2002 to 2003, from 10.3% to 6.7% for a 3.6% decline. White Non-Hispanic students remained the largest group participants in EOPS and CARE, and showed the smallest percentage decline of 0.6% from 2002 to 2003.

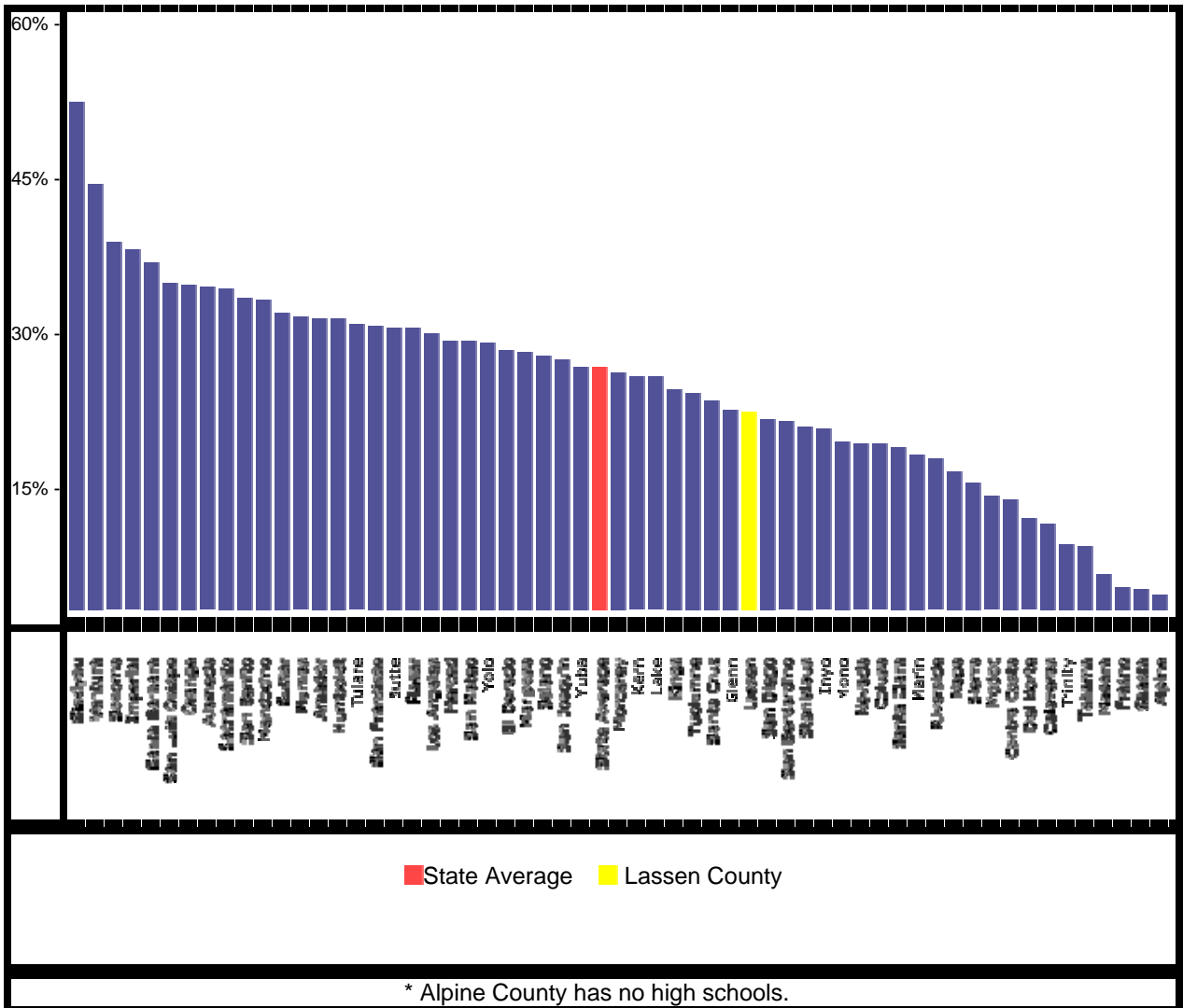
EOPS DATA BY ETHNICITY

EOPS		2002-03	2003-04
	African-American	14	9
	American Indian	18	15
	Asian	2	3
	Filipino	1	3
	Hispanic	29	28
	Other Non-White	6	1
	Pacific Islander	23	26
	White Non-Hispanic	187	232



With reference to EOPS participation, African-American students saw the largest decline among ethnic minority groups, dropping from 5% to 2.2% of EOPS participants in 2002 and 2003. Meanwhile, White Non-Hispanic EOPS participation increased dramatically, from 187 participants to 232 participants for a 6.4% overall increase.

**California Postsecondary Education Commission
2005 College-Going Rates**

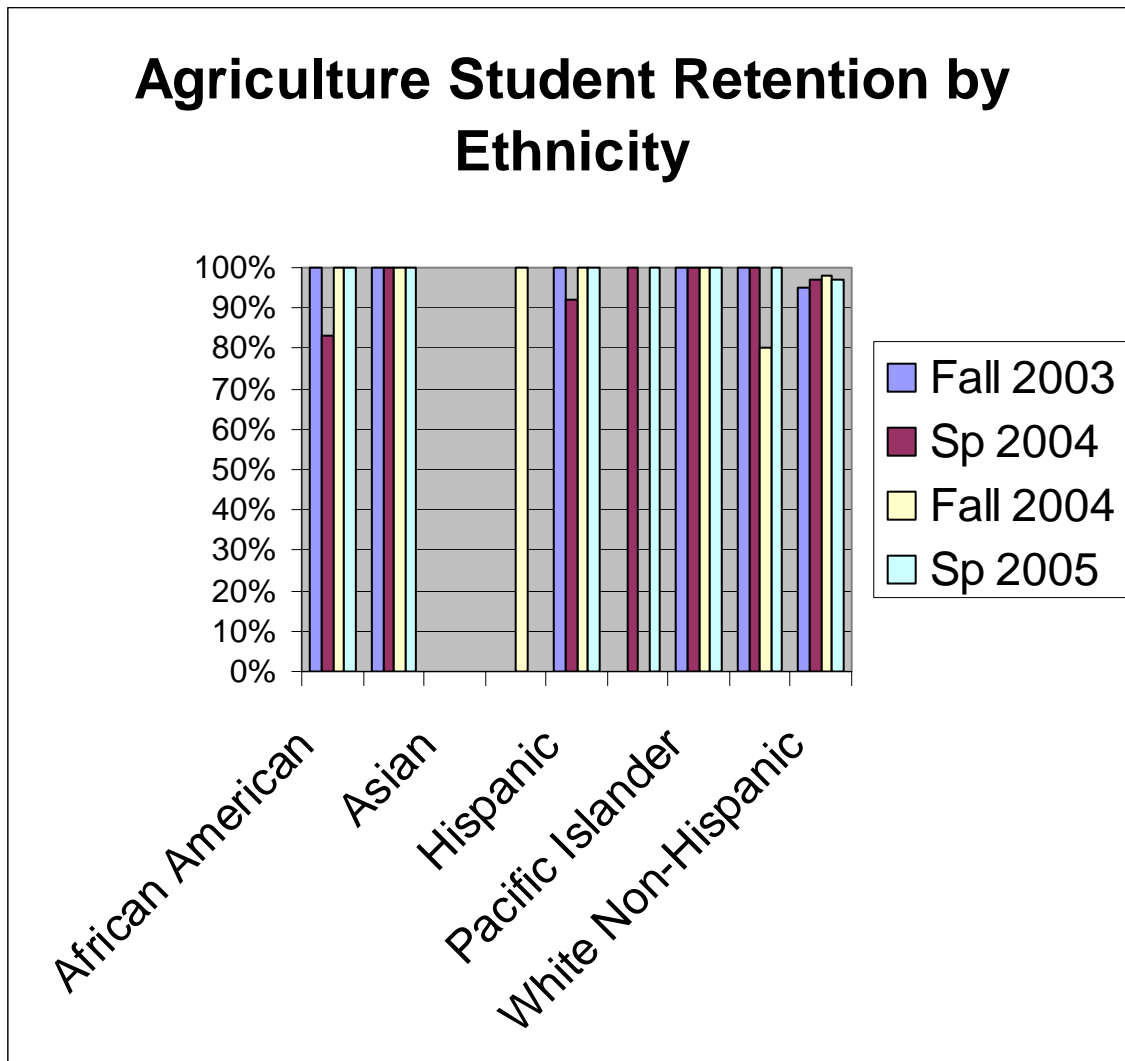


As the CPEC chart above reflects, the Lassen County college-going rate falls below the state average. For that reason, Lassen Community College has sought student enrollments in neighboring but non-service-area regions such as Modoc, Sierra, and Mono Counties.

Retention

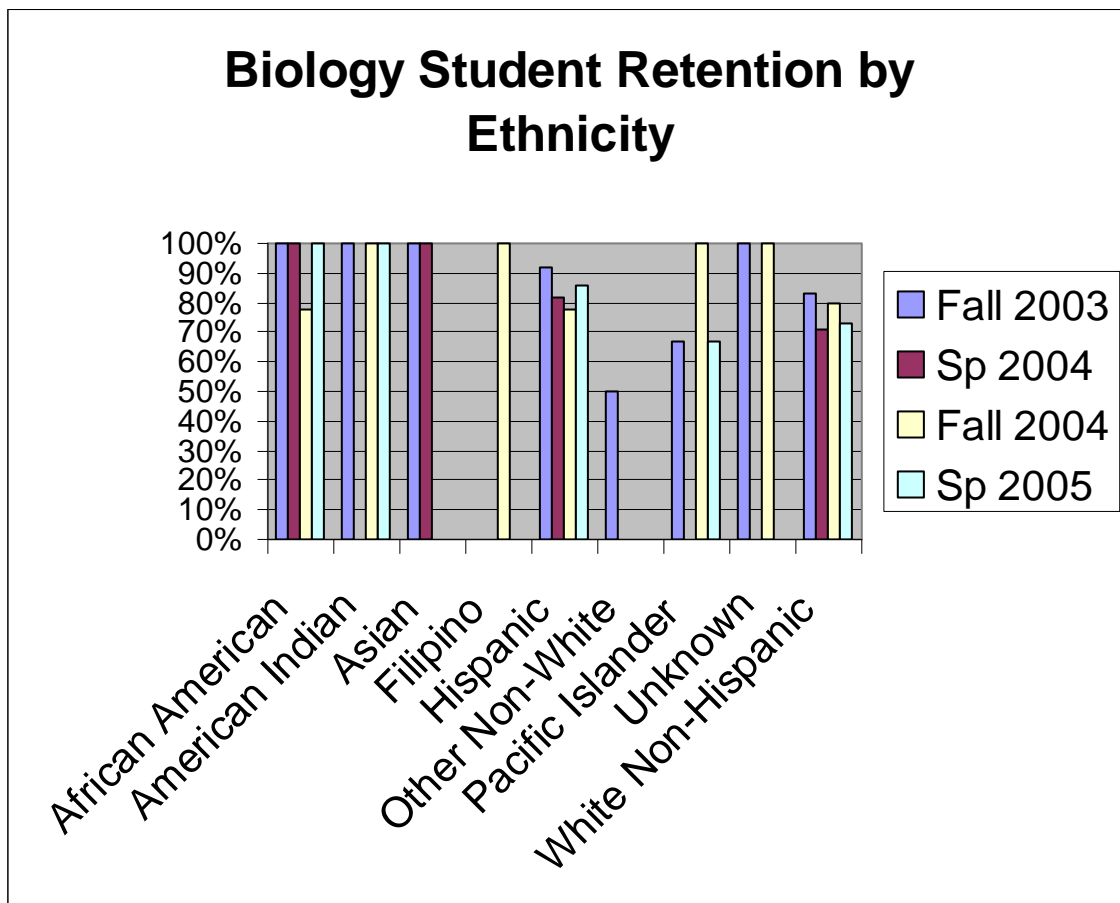
Agriculture

In the 2003 fall semester, five of the six represented ethnic groups retained 100% of their students while one of the groups finished with a 95% retention rate. In the 2004 spring semester, four of the seven represented ethnic groups retained 100% of their students while the other three retained 97%, 92%, and 83%. In the 2004 fall semester, five of the seven represented ethnic groups retained 100% of their students while the remaining two finished with an 80% and 98% retention rate. In the 2005 spring semester, six of the seven represented ethnic groups retained 100% of their students while one of the groups finished with a 97% rate.



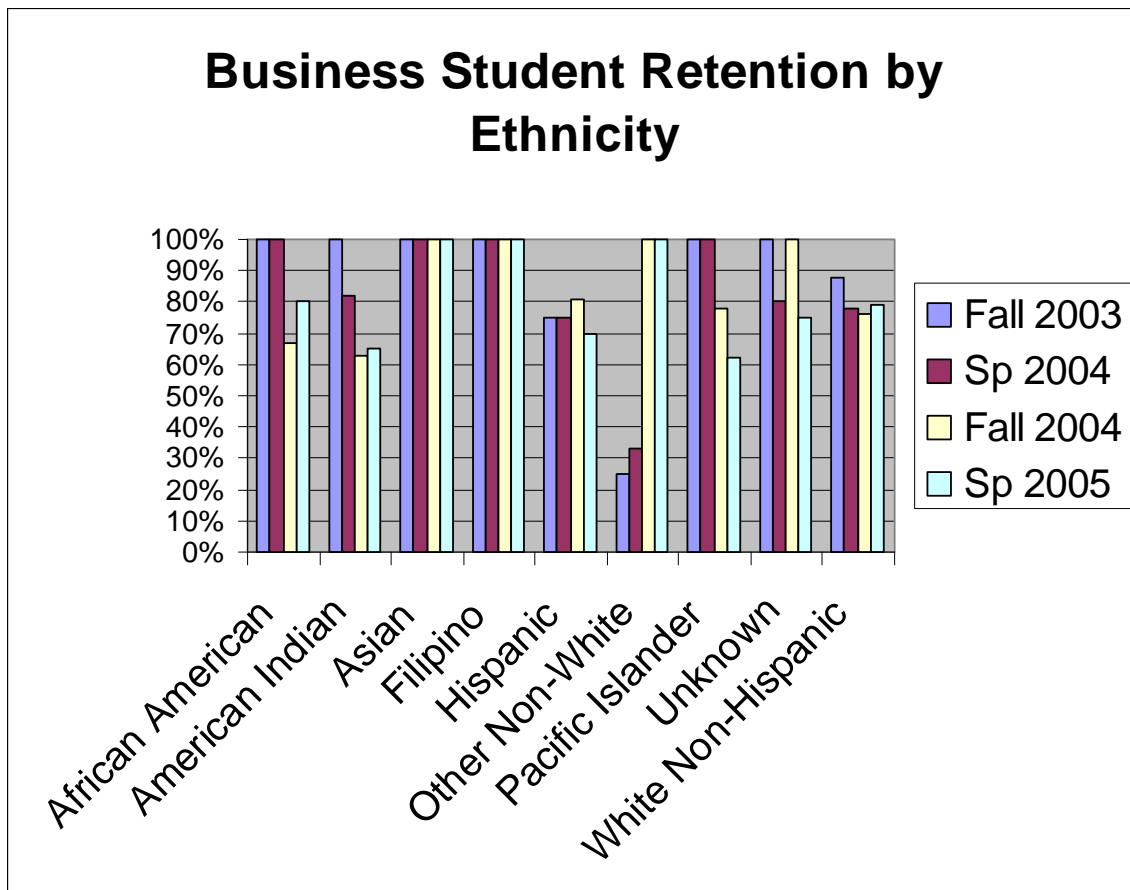
Biology

In the 2003 fall semester, four of the eight represented ethnic groups retained 100% of their students while one group finished with a 92% retention rate, one with 83%, one with 67%, and the last with 50%. In the 2004 spring semester, two of the four represented ethnic groups retained 100% of their students while one group finished with an 82% retention rate and the other with a 71% rate. In the 2004 fall semester, four of the seven represented ethnic groups retained 100% of their students while one group finished with 80% and two with 78%. In the 2005 spring semester, two of the five represented ethnic groups retained 100% of their students while one finished with 86%, another with 73% and a third group with 67%.



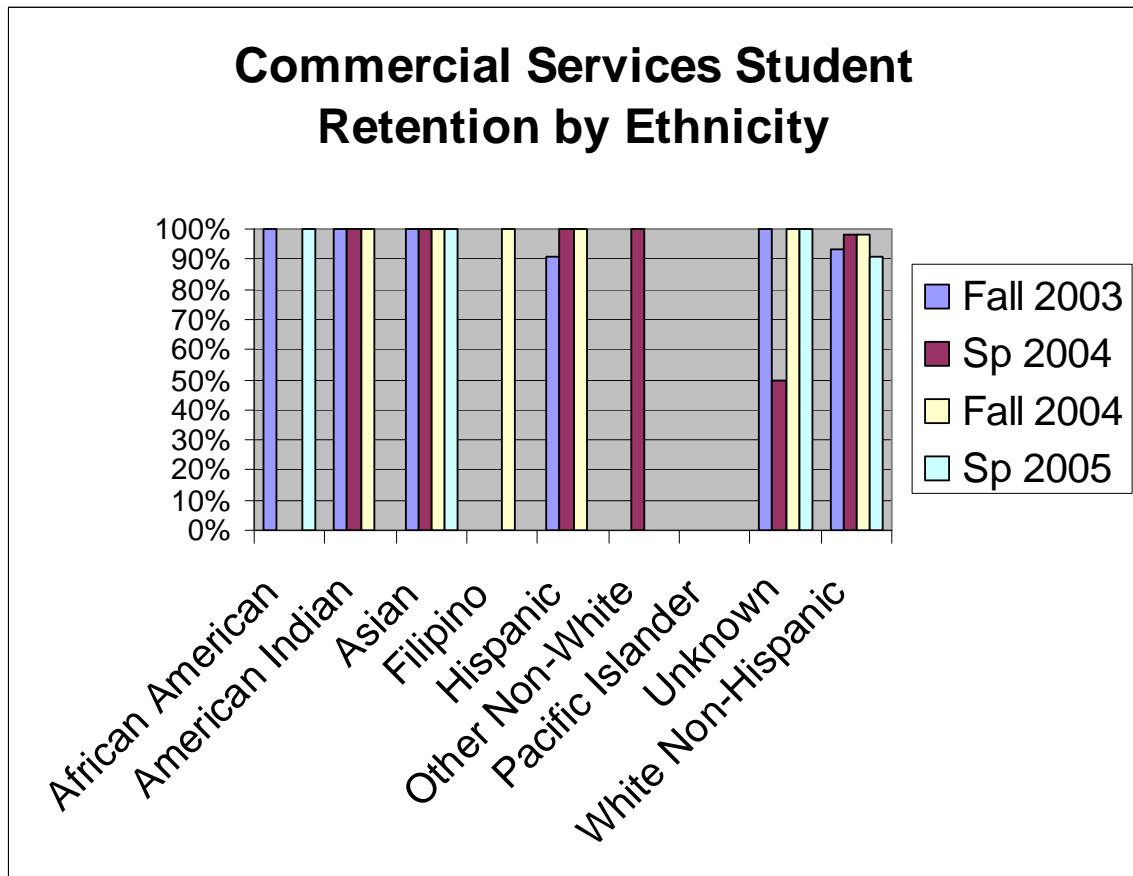
Business

In the 2003 fall semester, six of the nine represented ethnic groups retained 100% of their students while one group finished with 88%, another with 75%, and the last with 25%. In the 2004 spring semester, four of the nine represented ethnic groups retained 100% of their students while one group finished with 82%, one with 80%, one with 78%, another with 75%, and the last with 33%. In the 2004 fall semester, four of the nine represented groups retained 100% of their students while one finished with 81%, one with 78%, one with 76%, one with 67%, and the last with 63%. In the 2005 spring semester, three of the nine represented ethnic groups retained 100% of their students while one of the groups finished with 80%, another with 79%, one with 75%, a fourth with 65%, and the last one with 62%.



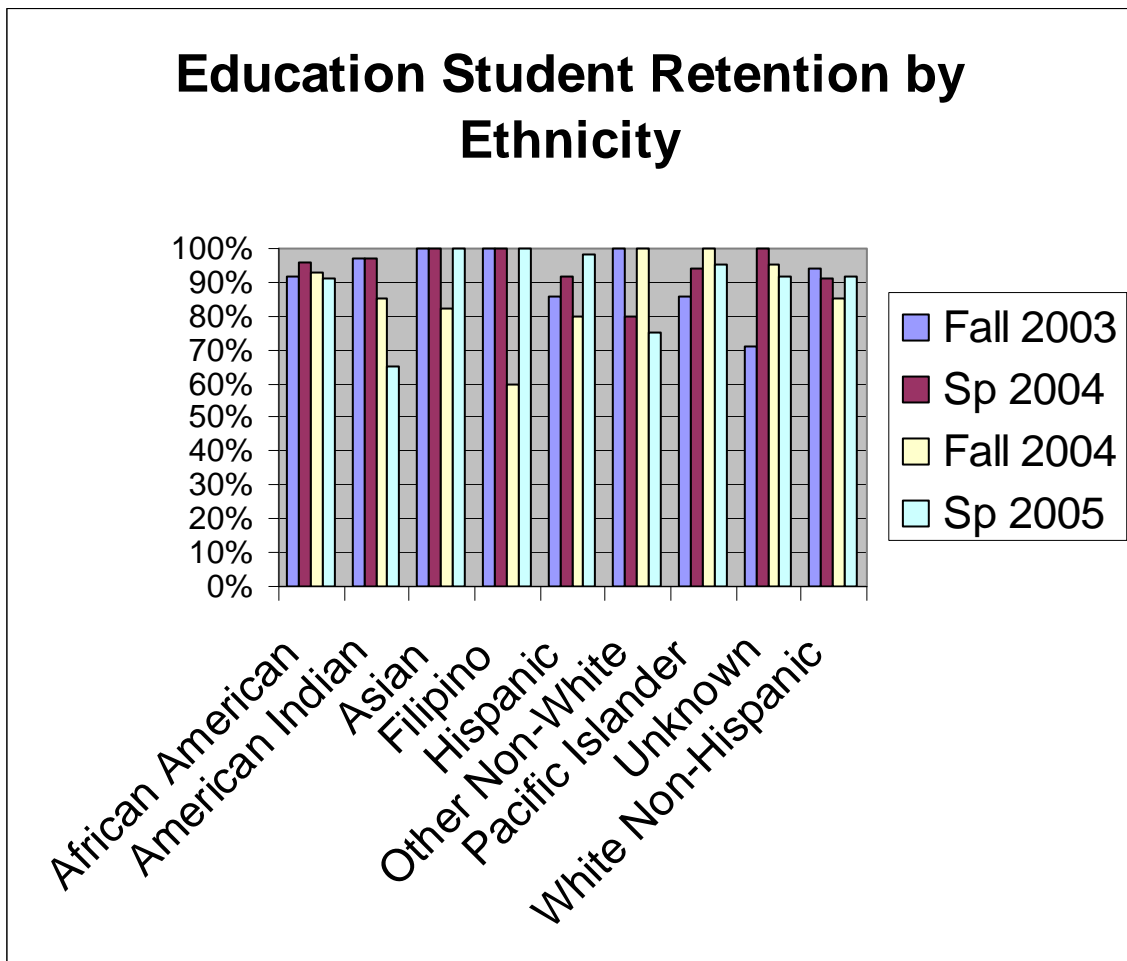
Commercial Services

In the 2003 fall semester, four of the six represented groups retained 100% of their students while one group finished with 93% and another 91%. In the 2004 spring semester, four of the six represented groups retained 100% of their students while one of the groups retained 98% and the other 50%. In the 2004 fall semester five of the six represented ethnic groups retained 100% of their students while one group finished with a 98% retention rate. In the 2005 spring semester, three of the four represented ethnic groups retained 100% of their students while one group finished 91%.



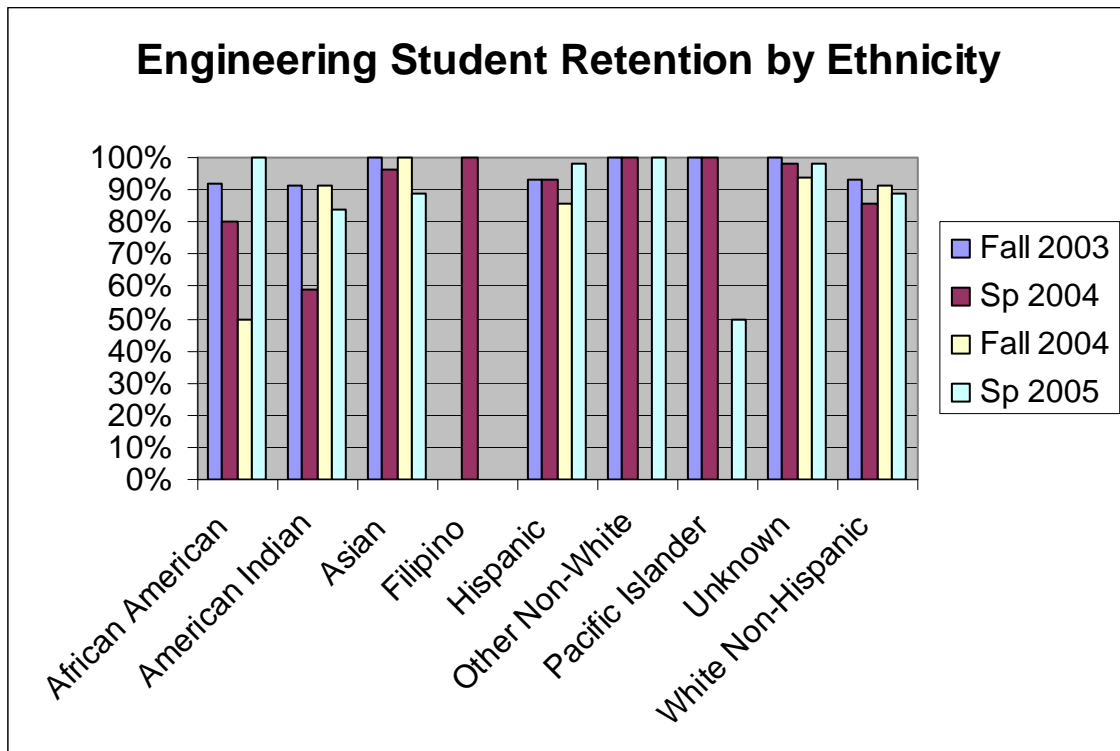
Education

In the 2003 fall semester, three of the nine represented groups retained 100% of their students while one group finished with 97%, one with 94%, another with 92%, two with 86%, and the last one with a 71% retention rate. In the 2004 spring semester, three of the nine represented ethnic groups retained 100% of their students while the other groups finished with percentages such as 97%, 96%, 94%, 92%, 91% and 80%. In the 2004 fall semester, two of the nine represented groups retained 100% of their students while one finished with 95%, another with 93%, two with 85%, one with 82%, another with 80%, and the last with a 60% retention rate.



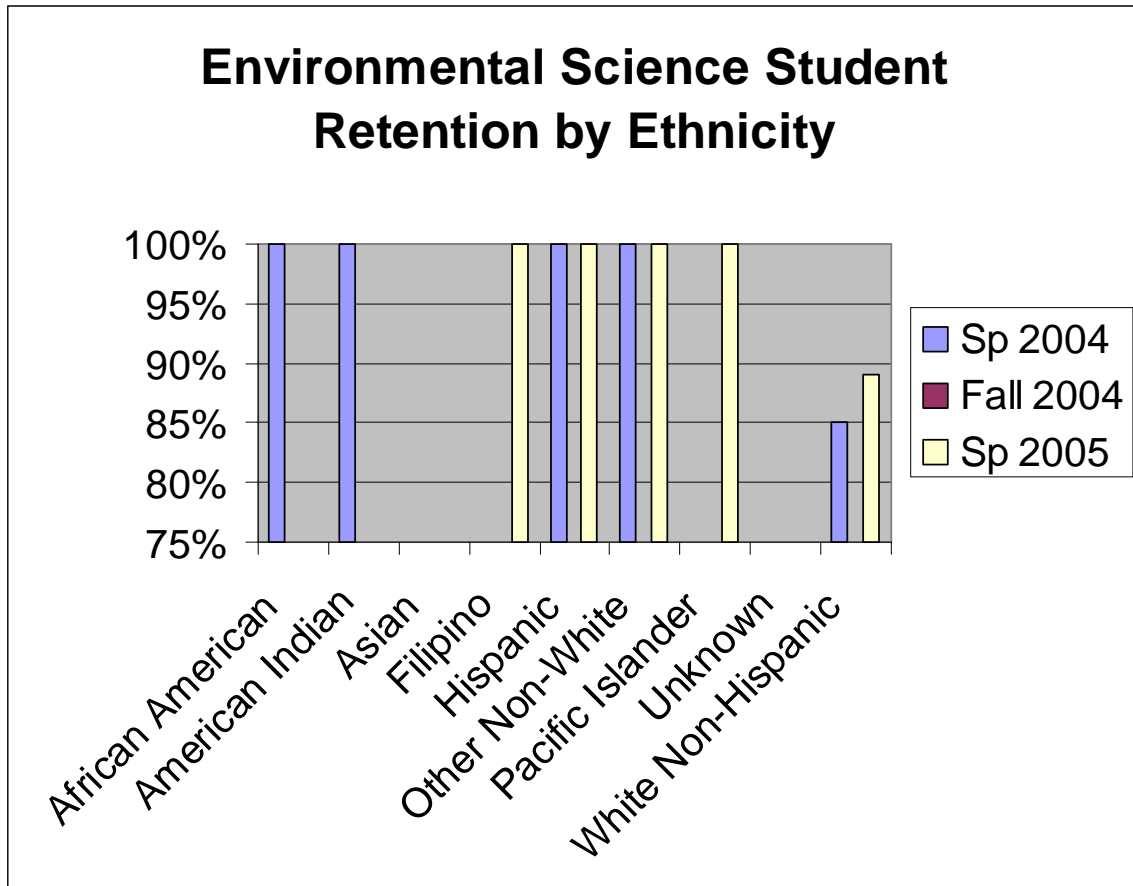
Engineering

In the 2003 fall semester, four of the eight represented ethnic groups retained 100% of their students while two groups retained 93%, another 92%, and the last one, 91%. In the 2004 spring semester, three of the nine represented ethnic groups retained 100% of their students while one finished with 98%, another with 96%, one with 93%, one with 86%, the eighth with 80%, and the last with 59%. In the Fall 2004 semester, one group out of six retained 100% of their students while another group retained 94%, two groups retained 91%, one group retained 86%, and the last group retained only 50%. In the 2005 spring semester, two of the eight represented ethnic groups retained 100% of their students while two groups retained 98%, two others retained 89%, one retained 84%, and the last group retained 50%.



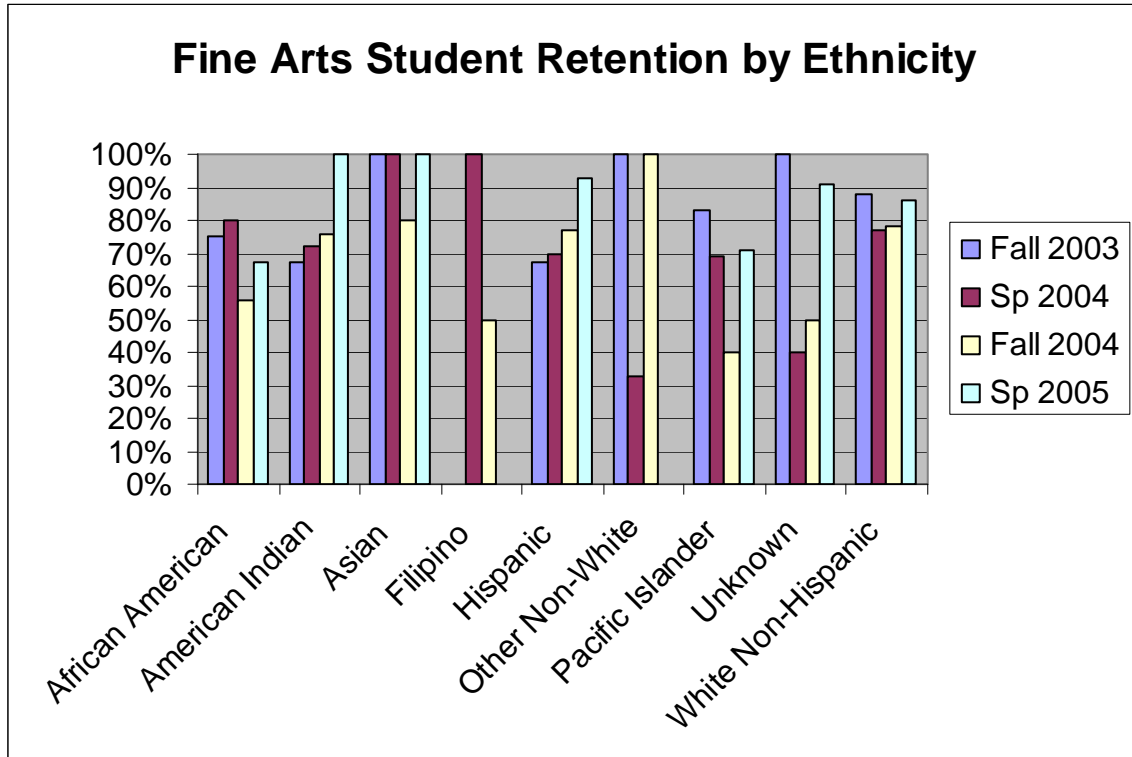
Environmental Science

In the 2004 spring semester, four of the five represented groups retained 100% of their students while one of the groups retained only 85% of their students. In the 2005 spring semester, four of the five represented ethnic groups retained 100% of their students while the other group only retained 89%.



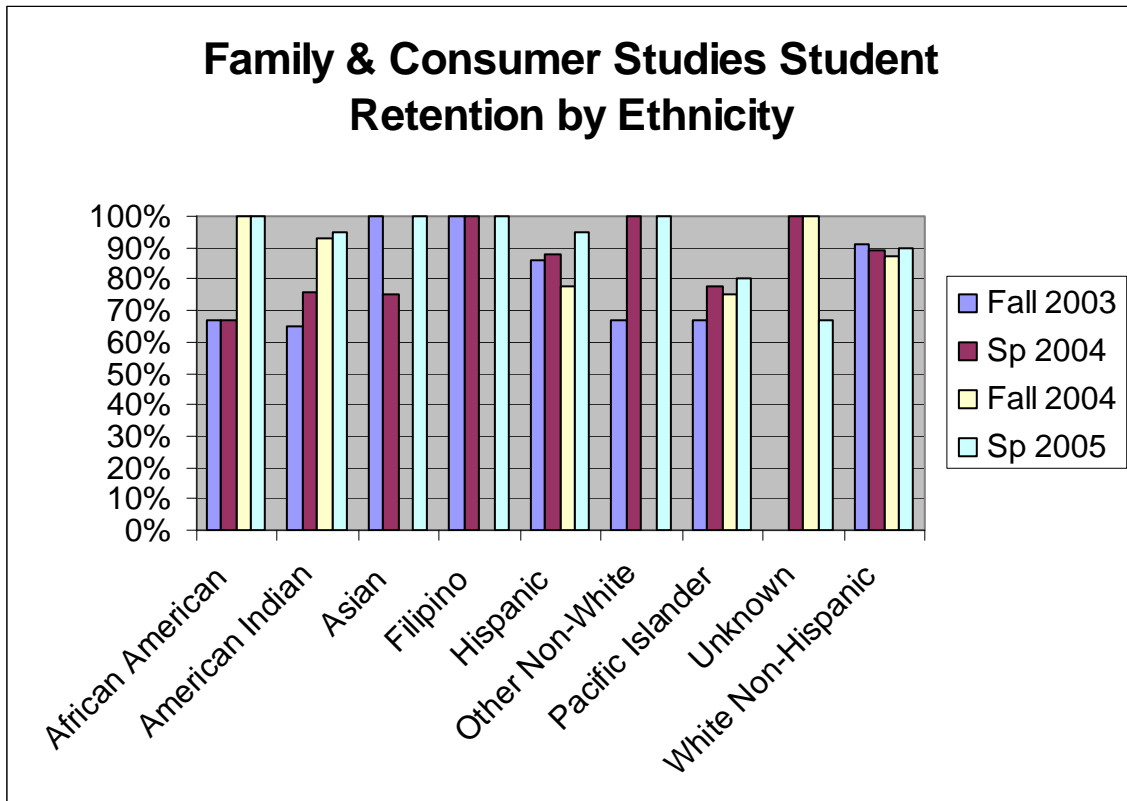
Fine Arts

In the 2003 fall semester, three of the eight represented groups retained 100% of their students while one group finished with 88%, another with 83%, two with 67%, and the last with 75%. In the 2004 Spring semester, two of the nine represented ethnic groups retained 100% of their students while other groups retained an 80%, 77%, 72%, 70%, 69%, 40%, and 33% retention rate. In the 2004 fall semester, only one of the nine represented ethnic groups attained a 100% retention rate while the other eight varied in retention rates including: 80%, 78%, 77%, 76%, 56%, 50% (twice), and 40%. In the 2005 spring semester, two of the seven represented groups retained 100% of their students while the others varied: 93%, 91%, 86%, 715, and 67%.



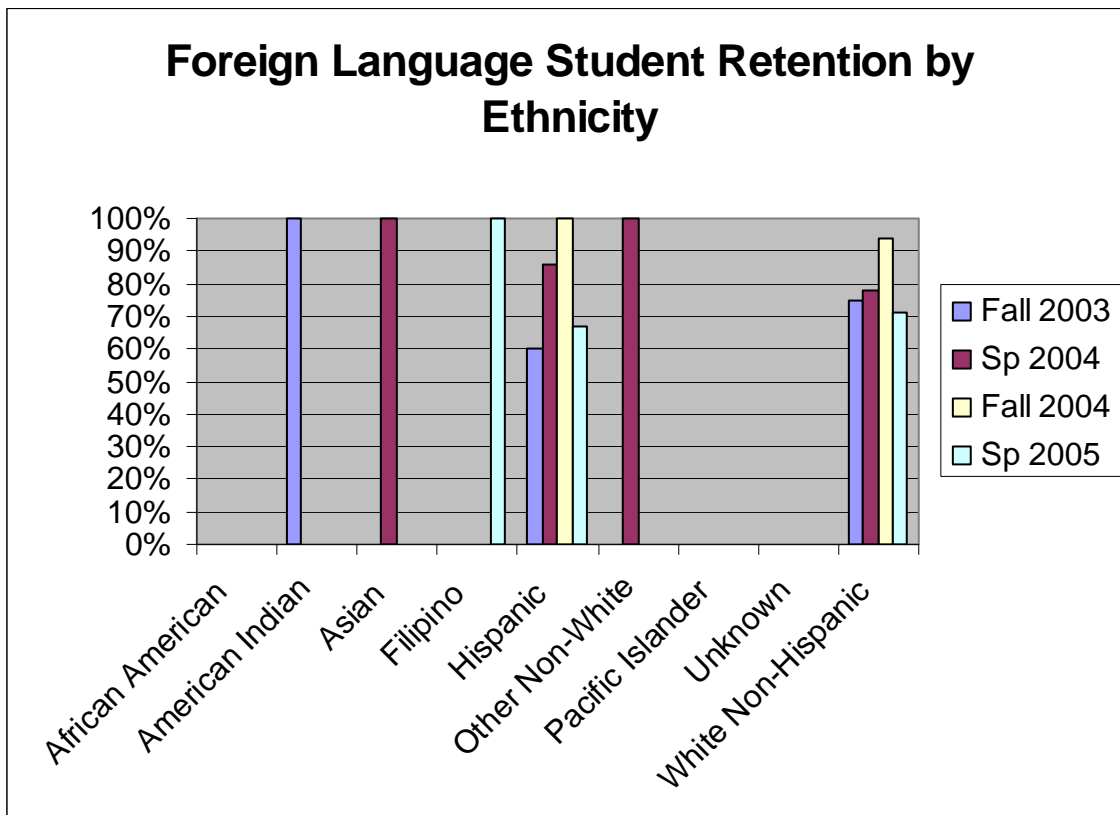
Family and Consumer Studies

In the 2003 fall semester, two of the eight represented groups retained 100% of their students while one group retained 91%, another group retained 86%, three groups retained 67%, and the last group retained 65%. In the 2004 spring semester, three of the nine represented ethnic groups retained 100% of their students while the other retention percentages varied: 89%, 88%, 78%, 76%, 75%, and 67%. In the 2004 fall semester, two of the six represented groups retained 100% of their students while one group retained 93%, another group 87%, one 78%, and the last one 75%. In the 2005 spring semester, four of the nine represented ethnic groups retained 100% of their students while two groups retained 95%, one 90%, another 80%, and the last one 67%.



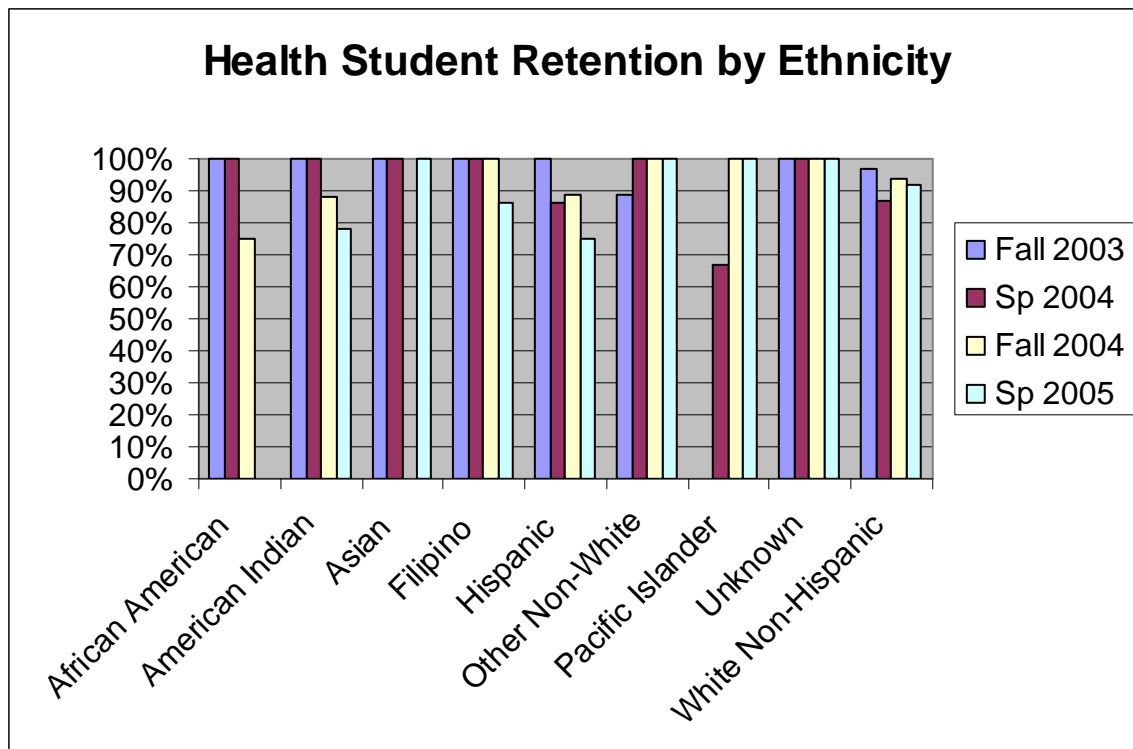
Foreign Language

In the 2003 fall semester, one of the three represented ethnic groups retained 100% of their students while another group retained 75% and the third group retained 60%. In the 2004 spring semester, two of the four represented ethnic groups retained 100% of their students while one group retained 86% and the other group retained 78%. In the 2004 fall semester, one of the two represented ethnic groups retained 100% of their students while the other group retained 94%. In the 2005 spring semester, one of the three ethnic groups retained 100% of their students while the two other groups only retained 71% and 67%.



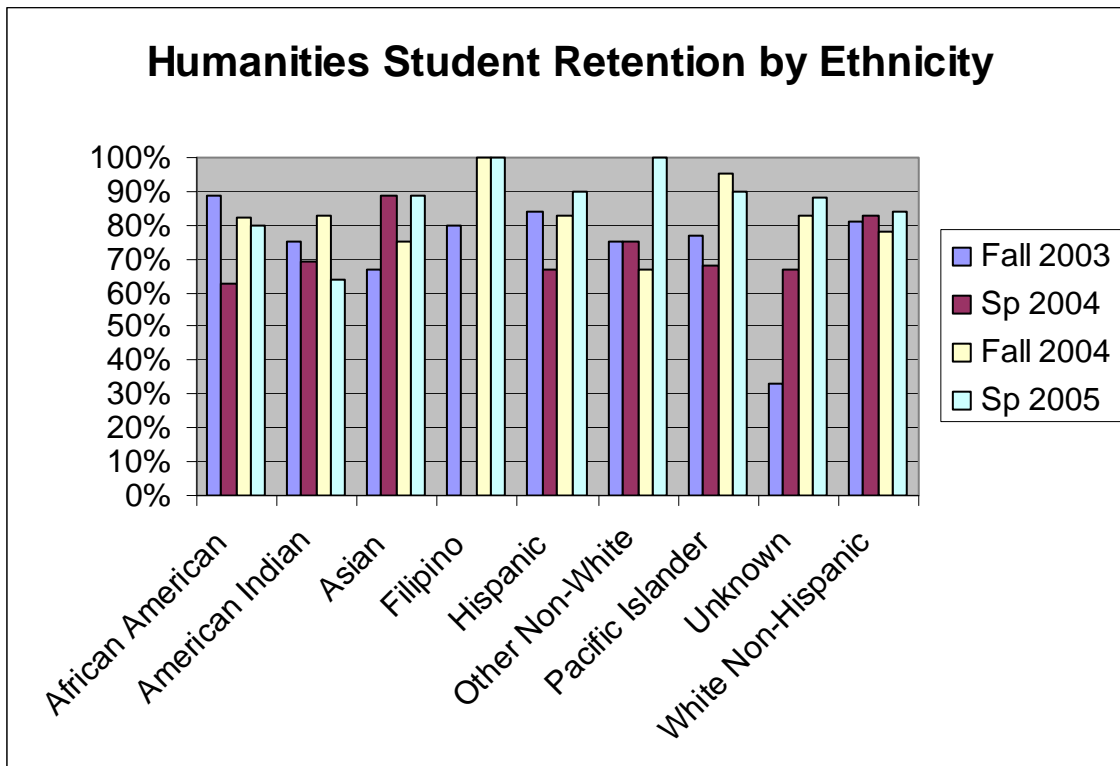
Health

In the 2003 fall semester, six of the eight represented ethnic groups retained 100% of their students while one group retained 97% and the other group 89%. In the 2004 spring semester, six of the nine represented ethnic groups retained 100% of their students while the other three groups only retained 87%, 86% and 67%. In the 2004 fall semester, four of the eight represented ethnic groups retained 100% of their students while one group retained 94%, another group 89%, a third group 88%, and the last group 75%. In the 2005 spring semester, four of the eight represented ethnic groups retained 100% of their students while the other four groups retained 92%, 86%, 78%, and 75%.



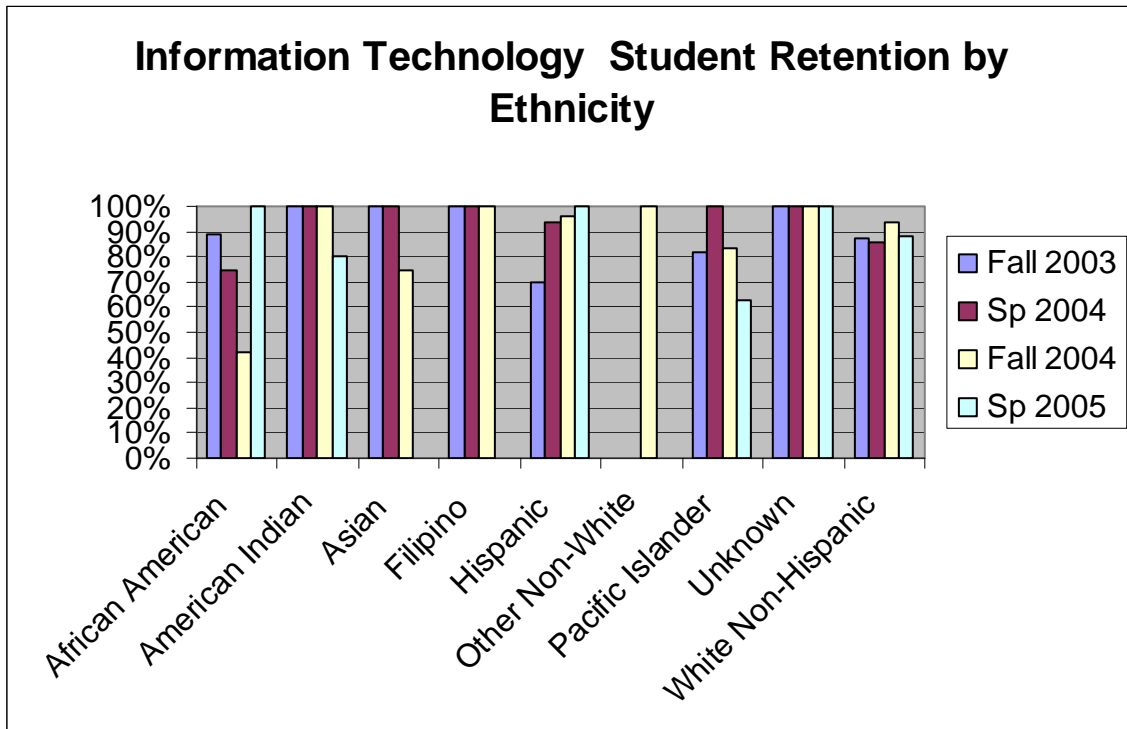
Humanities

In the 2003 fall semester, there weren't any ethnic groups who retained 100% of their students. The retention percentages were as follows: 89%, 84%, 81%, 80%, 77%, 75% (twice) 67%, and 33%. In the 2004 spring semester, there weren't any ethnic groups who retained 100% of their students. The retention percentages were as follows: 89%, 83%, 75%, 69%, 68%, 67% (twice), and 63%. In the 2004 fall semester, one of the nine represented ethnic groups retained 100% of their students while one group retained 95%, three groups retained 83%, another 82%, one 78%, one 75%, and the last one retained 67%. In the 2005 Spring semester, two of the nine represented ethnic groups retained 100% of their students while two groups retained 90%, one group retained 89%, another 88%, another 84%, one 80%, and the last one 64%.



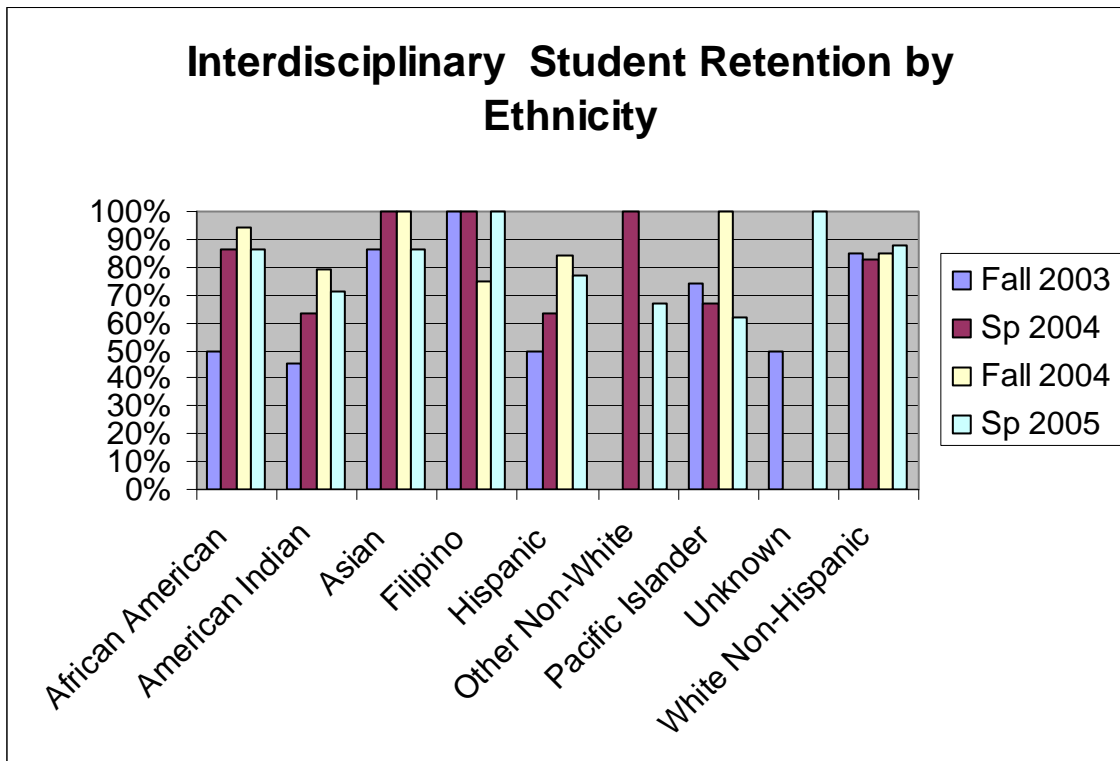
Information Tech

In the 2003 fall semester, four of the eight represented ethnic groups retained 100% of their students while one group retained 89%, another 87%, one 82%, and the last was 70%. In the 2004 spring semester, five of the eight represented ethnic groups retained 100% of their students while one group retained 94%, another 86%, and the last 75%. In the 2004 fall semester, four of the nine groups retained 100% of their students while the other represented groups retained the following percentages of their ethnic groups: 96%, 94%, 83%, 75% and 42%. In the 2005 spring semester, three of the six represented ethnic groups retained 100% of their students while one group retained 88%, another retained 80%, and the last group retained 63%.



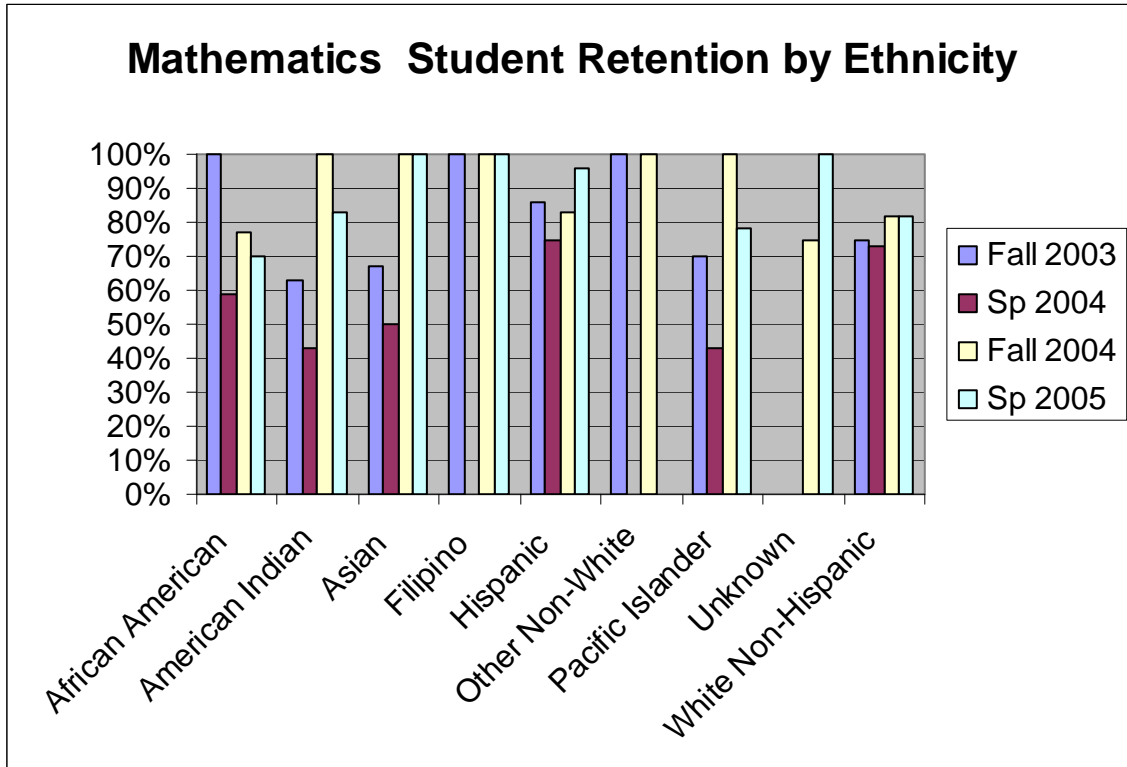
Interdisciplinary Studies

In the 2003 fall semester, one of the eight represented ethnic groups retained 100% of their students while the other seven groups retained students in the following percentages: 86%, 85%, 74%, 50% (three times), and 45%. In the 2004 spring semester, three of the eight represented ethnic groups retained 100% of their students while one group retained 86%, one 83%, another 67%, and the last two 63%. In the 2004 fall semester, two of the seven represented groups retained 100% of their students while one retained 94%, another retained 85%, one retained 84%, another retained 79%, and the last one retained 75%. In the 2005 Spring semester, two of the nine represented ethnic groups retained 100% of their students while one retained 88%, two retained 86%, one retained 77%, another 71%, one 67%, and the last one at 62%.



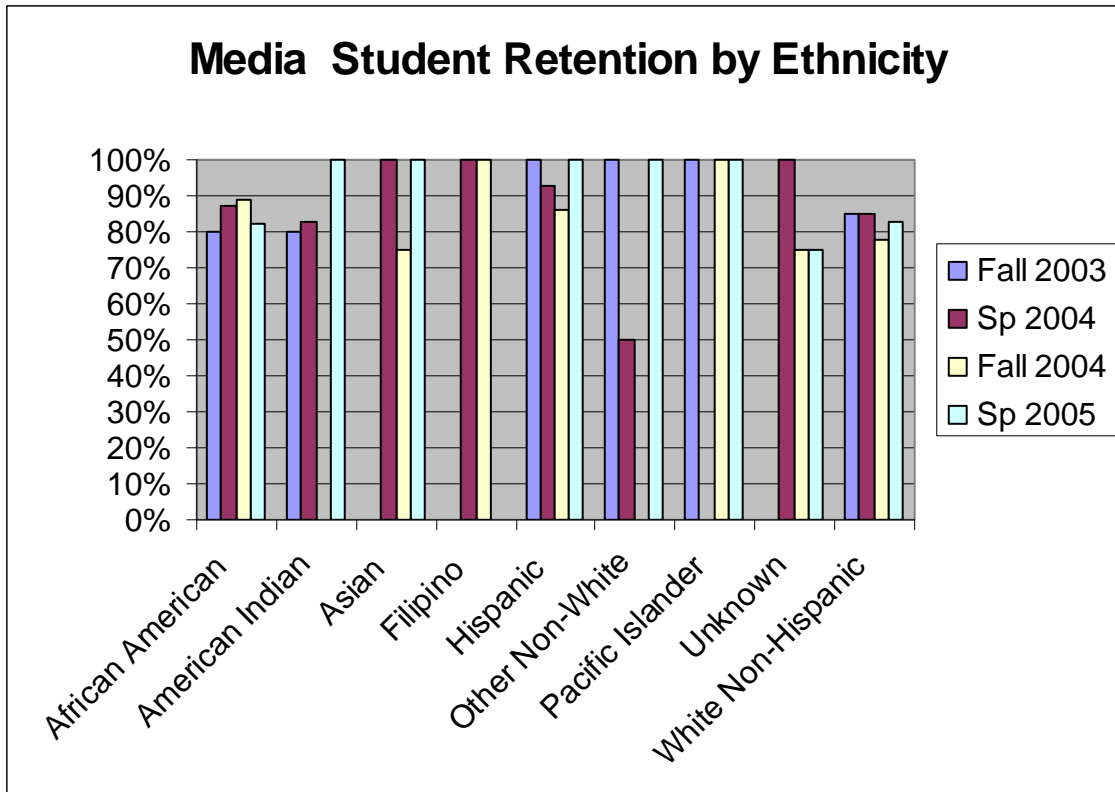
Mathematics

In the 2003 fall semester, three of the eight represented ethnic groups retained 100% of their students while the other groups retained the following percentages: 86%, 75%, 70%, 67%, and 63%. In the 2004 spring semester, none of the represented groups retained 100% of their students. Of the six represented groups, one retained 75%, another 73%, one 59%, another 50% and two 43%. In the 2004 fall semester, five of the nine represented ethnic groups retained 100% of their students while one group retained 83%, another 82%, one 77%, and the last one 75%. In the 2005 spring semester, three of the eight represented ethnic groups retained 100% of their students while one retained 96%, another 83%, one 82%, the seventh 78%, and the last 70%.



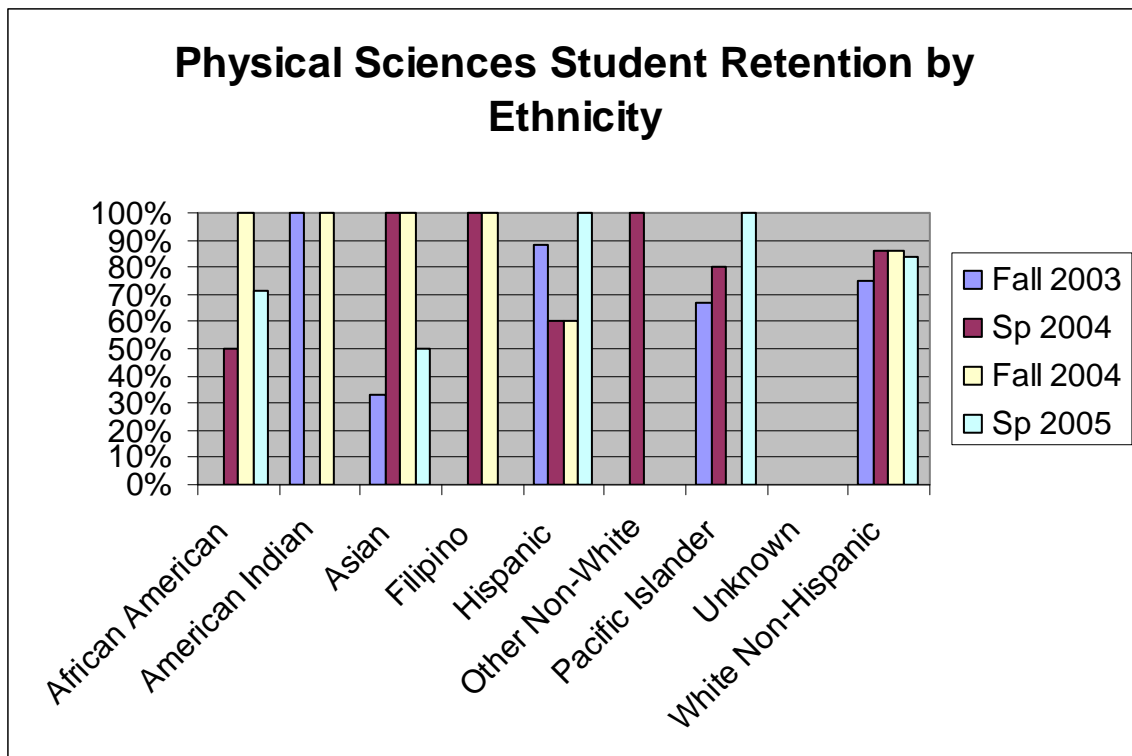
Media

In the 2003 fall semester, three of the six represented ethnic groups retained 100% of their students while one retained 85% and two retained 80%. In the 2004 spring semester, three of the eight represented ethnic groups retained 100% of their students while the other five retained students at the following percentages: 93%, 87%, 85%, 83%, and 50%. In the 2004 fall semester, two of the seven represented ethnic groups retained 100% of their students while one retained 89%, another 86%, one 78%, and two at 75%. In the 2005 spring semester, five of the eight represented ethnic groups retained 100% of their students while one group retained 83%, another 82%, and the last 75%.



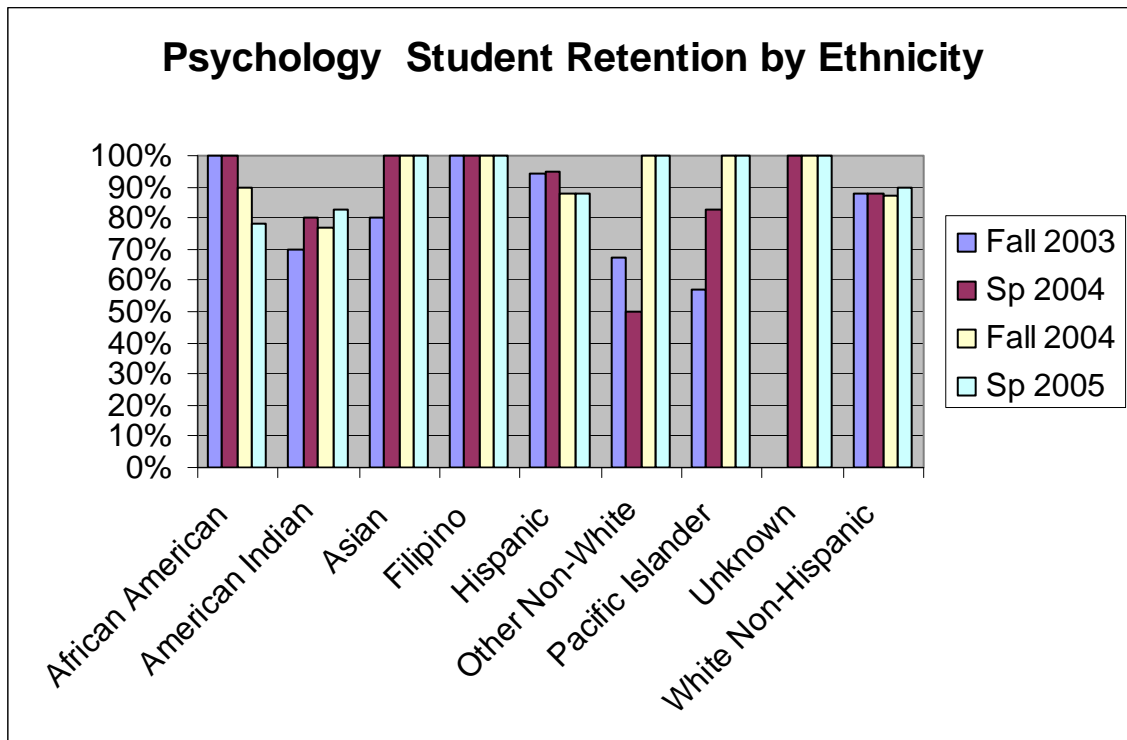
Physical Science

In the 2003 fall semester, one of the five represented ethnic groups retained 100% of their students while the other four groups retained students in percentages of 88%, 75%, 67%, and 33%. In the 2004 Spring semester three of the seven represented ethnic groups retained 100% of their students while the other groups only retained 86%, 80%, 60%, and 50%. In the fall 2004 semester, four of the six represented groups retained 100% of their students while one group retained 86% and the other group 60%. In the 2005 spring semester, two of the five represented groups retained 100% of their students while one group retained 84%, another retained 71%, and the last retained 50%.



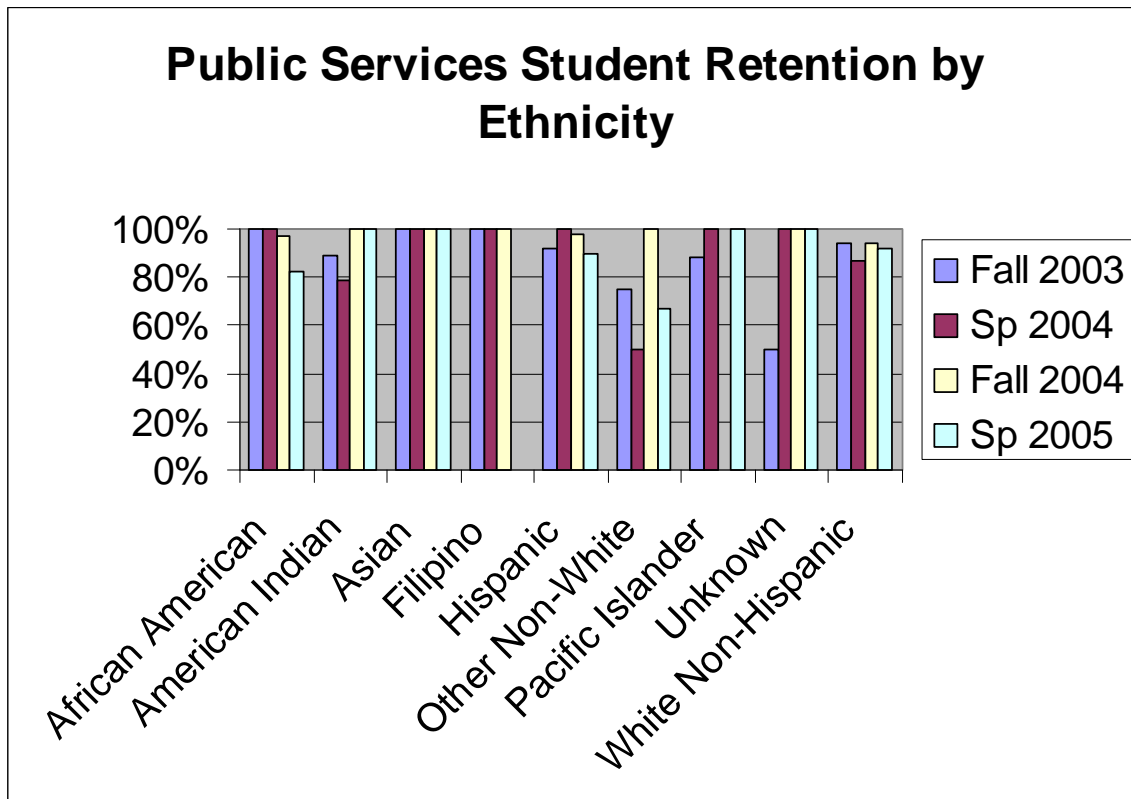
Psychology

In the 2003 fall semester, two of the eight represented ethnic groups retained 100% of their students while the other six groups retained students in percentages of 94%, 88%, 80%, 70%, 67%, and 57%. In the 2004 spring semester, four of the nine represented groups retained 100% of their students while the other groups varied again in retention percentages such as 95%, 88%, 83%, 80%, and 50%. In the 2004 Fall semester, five of the nine represented ethnic groups retained 100% of their students while one group retained 90%, another group retained 88%, a third group retained 87%, and the last group retained 77%. In the 2005 spring semester, five of the nine groups represented retained 100% of their students while the other groups retained 90%, 88%, 83%, and 78% of their students.



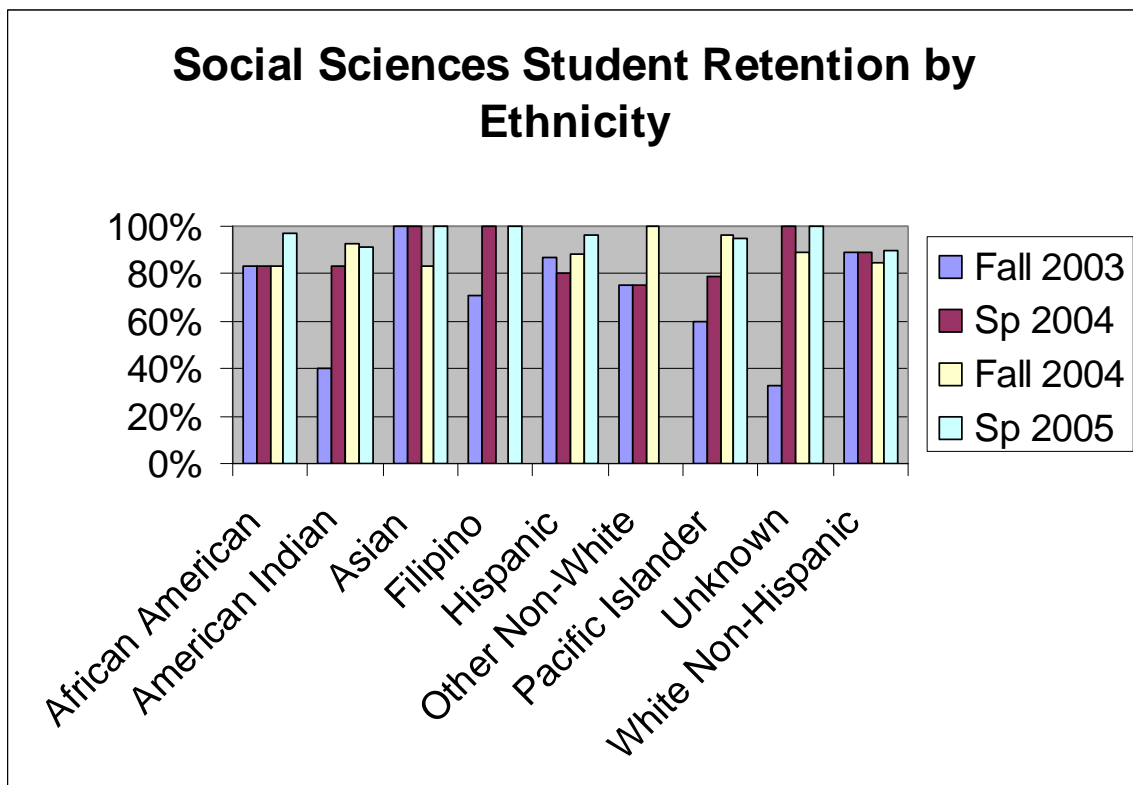
Public Services

In the 2003 fall semester, three of the nine represented ethnic groups retained 100% of their students while the other five groups retained students at retentions of 94%, 92%, 89%, 88%, 75% and 50%. In the 2004 spring semester, six of the nine represented groups retained 100% of their students while one group retained 87%, another 79%, and the last 50%. In the 2004 fall semester, five of the eight represented groups retained 100% of their students while the three other groups retained in the high percentages of 98, 97, and 94. In the 2005 spring semester, four of the eight represented ethnic groups retained 100% of their students while the other four retained students at 92%, 90%, 82%, and 67%.



Sociology

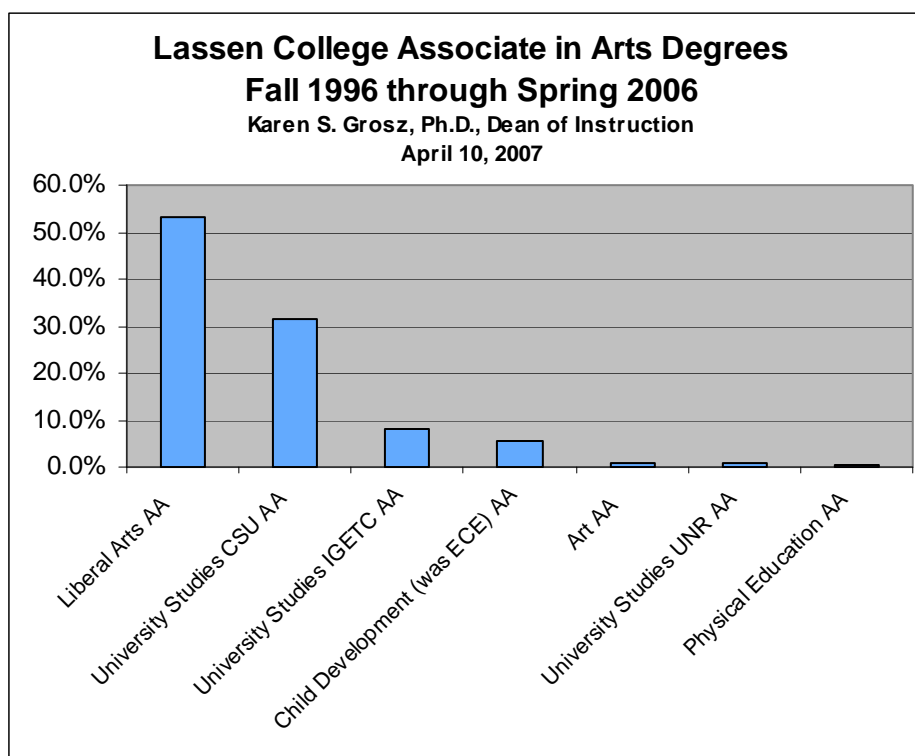
In the 2004 spring semester and again in the spring 2005 semester the Asian, Filipino, and unknown students were retained 100%. Interestingly, the unknown category jumped from 33% in fall 2003 to 100% retention in spring 2004 and stayed high for the next two semesters, with 89% retention in 2004 fall semester and 100% the following spring semester. African-American student retention had a similar but less dramatic increase, from 40% in the 2003 fall semester to 83% in spring and fall 2004, and 97% in spring 2005.



Degree / Certificate Completions

Associate in Arts	05/ 06	04/ 05	03/ 04	02/ 03	01/ 02	00/ 01	99/ 00	98/ 99	97/ 98	96/ 97	TOTAL	% of total
Liberal Arts AA	44	58	73	56	44	49	36	75	69	77	581	53.4%
University Studies CSU AA	33	39	53	29	39	35	34	31	24	24	341	31.3%
University Studies IGETC AA	5	11	15	0	12	5	8	15	9	6	86	7.9%
Child Development (was ECE) AA	8	5	6	3	9	5	8	6	3	7	60	5.5%
Art AA	0	0	3	0	0	3	2	1	0	0	9	0.8%
University Studies UNR AA	0	0	0	0	1	0	0	4	2	1	8	0.7%
Physical Education AA	1	0	1	1	0	0	0	0	0	1	4	0.4%
TOTAL	91	113	151	89	105	97	88	132	107	116	1089	100.0%

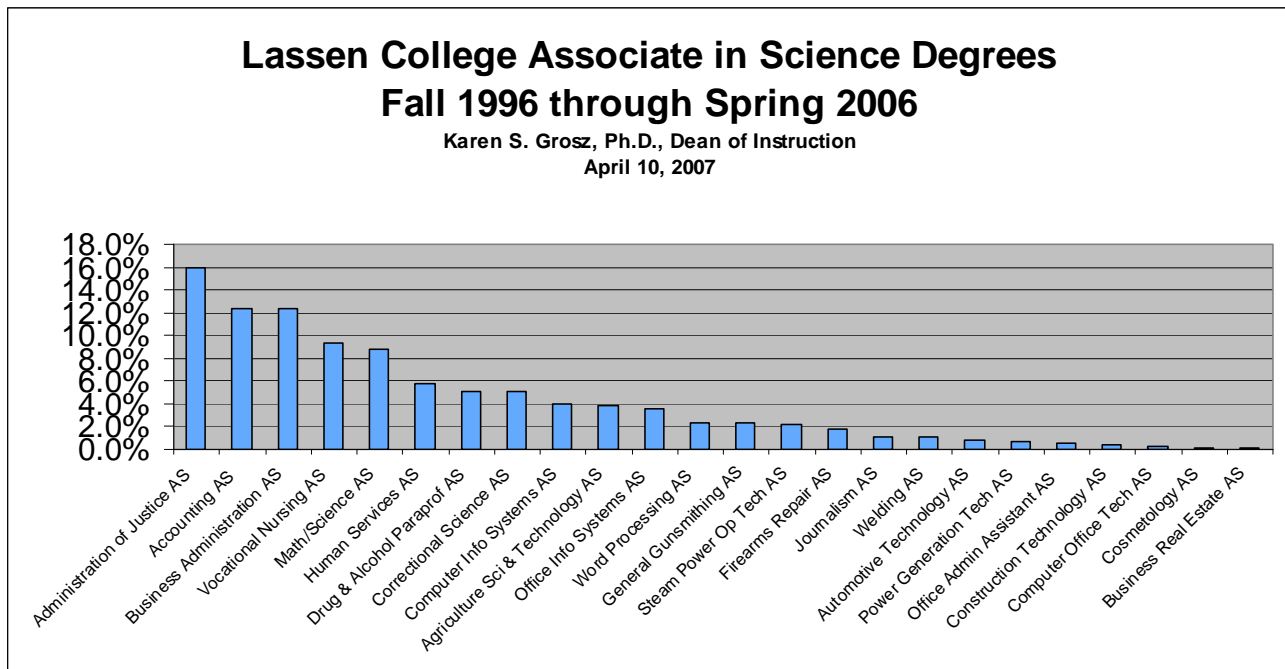
*NOTE: Degrees shaded gray have been inactivated



A ten-year Associate in Arts Degree completion study shows that 53.4% of the students at Lassen College who pursued and received the AA Degree opted for the Liberal Arts degree, a non-transfer degree. More than 31% of the students who graduated with an AA degree received the University Studies CSU degree, while fewer than 10% received the University Studies IGETC AA degree. Because so few students pursued and obtained the University Studies UNR AA degree, the college inactivated that degree in 2007.

Associate in Science	05/ 06	04/ 05	03/ 04	02/ 03	01/ 02	00/ 01	99/ 00	98/ 99	97/ 98	96/ 97	TOTAL	% of total
Administration of Justice AS	10	6	10	10	10	13	19	16	17	12	123	15.9%
Accounting AS	3	4	7	6	5	4	10	17	23	17	96	12.4%
Business Administration AS	4	4	5	4	6	7	9	16	24	17	96	12.4%
Vocational Nursing AS	8	3	10	10	2	5	14	0	7	13	72	9.3%
Math/Science AS	10	8	12	7	3	2	7	5	2	12	68	8.8%
Human Services AS	11	5	6	3	8	0	3	3	3	3	45	5.8%
Drug & Alcohol Paraprof AS	10	5	5	4	4	0	3	4	2	2	39	5.0%
Correctional Science AS	3	0	4	3	4	1	4	8	6	6	39	5.0%
Computer Info Systems AS	1	1	3	0	2	6	4	4	2	8	31	4.0%
Agriculture Sci & Technology AS	4	2	5	1	5	3	1	3	3	3	30	3.9%
Office Info Systems AS	0	2	0	3	0	5	6	4	6	2	28	3.6%
Word Processing AS	0	1	1	0	0	1	4	5	6	0	18	2.3%
General Gunsmithing AS	3	1	4	0	2	4	3	0	1	0	18	2.3%
Steam Power Op Tech AS	NA	NA	NA	2	2	0	2	4	2	5	17	2.2%
Firearms Repair AS	2	0	4	0	3	2	2	1	0	0	14	1.8%
Journalism AS	1	0	1	0	0	0	1	4	1	1	9	1.2%
Welding AS	2	1	1	0	1	0	0	0	2	2	9	1.2%
Automotive Technology AS	0	0	1	0	1	0	0	1	2	1	6	0.8%
Power Generation Tech AS	2	2	0	1	0	NA	NA	NA	NA	NA	5	0.6%
Office Admin Assistant AS	2	2	0	0	0	0	0	0	0	0	4	0.5%
Construction Technology AS	0	0	0	0	0	1	0	0	0	2	3	0.4%
Computer Office Tech AS	0	2	0	0	0	0	0	0	0	0	2	0.3%
Cosmetology AS	0	0	0	0	0	0	0	1	0	0	1	0.1%
Business Real Estate AS	0	1	0	0	0	0	0	0	0	0	1	0.1%
TOTAL	76	50	79	54	58	54	92	96	109	106	774	100.0%

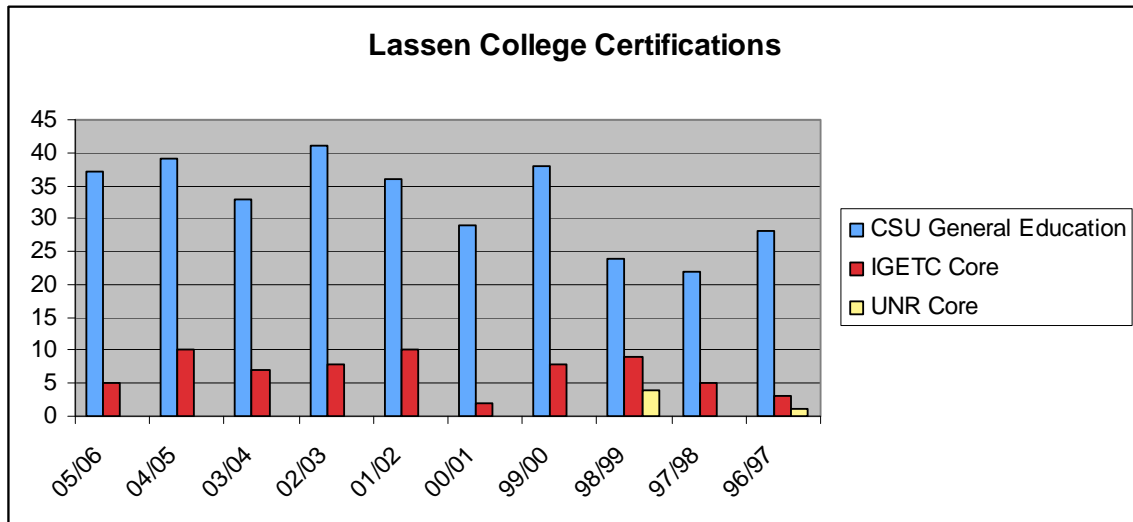
*NOTE: Degrees shaded gray have been inactivated



Of the Associate in Science degree completers, the largest percentage of Lassen College graduates obtained the Administration of Justice AS degree, almost 16%. Because of low degree productivity over the ten-year period from 1996 through 2006, the Curriculum Committee inactivated nine (9) AS degrees in 2007.

Certifications	05/ 06	04/ 05	03/ 04	02/ 03	01/ 02	00/ 01	99/ 00	98/ 99	97/ 98	96/ 97	TOTAL	% of total
CSU General Education	37	39	33	41	36	29	38	24	22	28	327	82.0%
IGETC Core	5	10	7	8	10	2	8	9	5	3	67	16.8%
UNR Core	0	0	0	0	0	0	0	4	0	1	5	1.3%
TOTAL	42	49	40	49	46	31	46	37	27	32	399	100.0%

*NOTE: UNR Core has been inactivated



Analysis of Lassen College certifications tied to the AA degree, 399 total in the last ten years, shows that 82% of the students pursuing these certificates obtained the CSU General Education certification, while an additional 16.8% received the IGETC Core certificate. Because of low productivity in the UNR Core certificate, the Curriculum Committee inactivated that certificate in 2007.

Certificate of Achievement	05/ 06	04/ 05	03/ 04	02/ 03	01/ 02	00/ 01	99/ 00	98/ 99	97/ 98	96/ 97	TOTAL
Administration of Justice	2	4	0	3	7	7	8	12	2	11	56
Correctional Science	0	0	0	1	3	1	2	5	1	4	17
Agriculture Sci & Technology	2	0	0	0	1	1	1	2	1	2	10
Mechanized Agriculture	0	1	0	0	0	0	0	19	1	0	21
Horsemanship	0	0	0	1	1	1	0	0	0	1	4
General Mechanic	3	0	2	0	1	0	2	1	3	3	15
Tune-Up	4	0	1	0	1	0	1	0	2	1	10
Business Real Estate	0	0	0	0	0	0	0	0	0	0	0
Legal Secretary	0	1	0	1	1	0	0	1	0	0	4
Medical Secretary	0	0	1	0	0	0	0	2	1	0	4
Word Processing	0	0	1	0	0	1	4	2	1	2	11
Office Admin Assistant	1	0	0	0	0	0	0	0	0	0	1
Computer Info Systems	0	0	0	0	2	3	0	3	0	7	15
Construction Tech 1 yr	0	0	0	0	0	1	0	0	0	4	5
Construction - Carpentry	0	15	0	15	7	4	10	0	0	0	51
Cosmetology Instruction	0	0	0	0	0	0	0	0	0	0	0
Cosmetology	0	1	0	0	0	0	0	0	0	0	1
Child Development (was ECE)	4	2	5	2	4	2	6	4	2	5	36
General Gunsmithing	4	1	0	0	6	3	0	0	0	1	15
Firearms Repair	2	2	2	0	5	3	0	0	0	0	14
Journeyman Gunsmithing	0	0	0	0	2	1	0	1	0	0	4
Custom Metalsmithing	0	0	0	0	6	4	4	2	0	0	16
Gunsmith Welding 2 yr	0	0	0	0	1	0	0	0	0	0	1
Human Services	5	2	0	7	6	0	0	3	1	3	27
Drug & Alcohol Paraprof	3	1	0	7	3	0	0	3	2	2	21
Journalism	1	0	0	0	0	0	1	3	0	1	6
Power Generation Tech	9	2	6	1	0	NA	NA	NA	NA	NA	18
Steam Power Op Tech	NA	NA	2	2	3	2	2	4	4	0	19
Vocational Nursing	7	0	15	27	0	8	23	0	23	20	123
Welding Tech 2 yr	2	0	0	0	0	0	0	0	0	2	4
Welding Tech 1 yr	2	0	0	0	0	0	0	0	0	1	3
Pwr Plnt & Fld Pipe Welding	3	3	0	0	1	0	0	0	0	2	9
TOTAL	54	35	35	67	61	42	64	67	44	72	541

*NOTE: Certificates shaded gray have been inactivated

The largest number of Certificates of Achievement awarded by Lassen College in the last ten years went to students in Vocational Nursing, with 123 certificates of 541 total awarded. While vocational Nursing shows a steady production of certificates over the past decade, Administration of Justice shows a steadily increasing number of students receiving the Certificate of Achievement, with 56 certificates. On the other hand, Construction – Carpentry certificates represent 51 of the total certificates awarded, but 0 certificates have been awarded in Construction – Carpentry from 2003 through 2006, suggesting a decline in productivity that will extend into the future. Because of declining or stagnant certificate productivity, 15 Certificates of Achievement were inactivated by the Curriculum Committee in 2007.

Cert of Completion	05/ 06	04/ 05	03/ 04	02/ 03	01/ 02	00/ 01	99/ 00	98/ 99	97/ 98	96/ 97	TOTAL
Adm of Justice Reserve Officer Training III	1	0	0	0	0	0	0	0	0	0	1
Agriculture Business	0	0	0	0	0	0	0	0	0	0	0
Animal Science	1	0	0	0	0	0	0	0	0	0	1
Horseshoeing	0	0	2	2	1	4	1	0	0	0	10
Mechanized Agriculture Horsemanship											
Horticulture	0	1	1	0	0	0	0	0	0	0	2
Rodeo Management	0	0	0	0	0	0	0	0	0	0	0
Cosmetology Manicuring	0	1	1	0	0	0	0	0	0	0	2
Cosmetology Esthetician											
Early Childhood Education	0	3	6	3	5	4	3	10	1	5	40
ECE/Day Care Provider	0	1	3	0	1	0	0	0	0	0	5
Child Development	3	1	0	0	0	0	0	0	0	0	4
Ecosystem Mgt Technician	0	0	0	0	0	0	0	3	0	6	9
Antique Firearm Smith	0	0	0	0	0	0	0	0	0	0	0
Barrel Fitter	0	0	0	0	0	0	0	0	0	0	0
Barrel Fitting 1 yr	0	0	0	1	6	7	4	1	0	1	20
Bolt Action Rifle Brl Fitter	0	0	1	0	0	0	0	0	0	0	1
Double Gunsmith	0	0	0	0	0	0	0	0	0	0	0
Gunsmith Machinist	0	0	1	1	0	0	0	0	0	0	2
Gunsmith Technician	0	0	1	0	0	0	0	0	0	0	1
Long Gun	5	2	2	0	0	0	0	0	0	0	9
Metal Finisher	0	0	0	0	0	0	0	0	0	0	0
Metalsmith	0	0	0	0	0	0	0	0	0	0	0
Pistolsmith	6	4	2	0	0	0	0	0	0	0	12
Reloading	0	0	0	0	0	0	0	0	0	0	0
Revolver Smith	0	0	0	0	0	0	0	0	0	0	0
Riflesmith	7	3	1	0	0	0	0	0	0	0	11
Gunsmith Stockmaking 1 yr	0	0	0	0	3	1	0	0	0	0	4
Machining for Gunsmiths	0	0	0	1	6	7	4	3	0	0	21
Gunsmith Welding 1 yr	0	0	0	0	5	5	1	1	0	1	13
Weldng & Hardng Gunsmith	0	0	0	0	0	0	0	0	0	0	0
Machine & Metal Finish	7	4	0	0	0	0	0	0	0	0	11
Journalism	2	0	0	0	0	0	1	1	0	0	4
SPOT Indus Tech Facil Maint	0	0	0	0	0	0	0	0	0	0	0
Pwr Gen Tech Entry Level	0	3	0	2	2	0	0	0	0	0	7
SPOT Entry Level Skills	0	0	1	0	5	0	0	0	0	0	6
Welding Technology	6	4	3	2	1	1	1	0	0	1	19
Pwr Plnt & Fld Pipe Welding	2	3	5	3	4	4	0	1	0	3	25
TOTAL	40	30	30	15	39	33	15	20	1	17	240

*NOTE: Certificates shaded gray have been inactivated

Forty (40) of the 240 Certificates of Completion awarded in the last ten years went to students in Early Childhood Education, a certificate that has been dropped with a title change to Child Development. Because of low overall productivity, the college Curriculum Committee inactivated 23 Certificates of Completion in 2007. These certificate inactivations should help increase productivity in the remaining Certificates of Completion.

Cert of Accomplishment	05/ 06	04/ 05	03/ 04	02/ 03	01/ 02	00/ 01	99/ 00	98/ 99	97/ 98	96/ 97	TOTAL
Adm of Justice Contuing											
Professional Training	0	0	0	0	1	0	0	0	0	0	1
Comp Stck Fit & Fnish Smith	0	0	0	1	0	0	0	0	0	0	1
Extractor Fitter	0	0	0	0	0	0	0	0	0	0	0
Firing Pin Fitter	0	0	0	0	0	0	0	0	0	0	0
Rifle Accuracy Smith	0	0	0	0	0	0	0	0	0	0	0
Riflesmith	0	0	0	0	0	0	0	0	0	0	0
Safety Fitter	0	0	2	0	0	0	0	0	0	0	2
Shotgunsmith	0	0	1	0	0	0	0	0	0	0	1
Spring Maker	0	0	0	0	0	0	0	0	0	0	0
Stock Finisher	0	0	0	0	0	0	0	0	0	0	0
Stock Repairman	0	0	0	0	0	0	0	0	0	0	0
Triggersmith	0	0	1	0	0	0	0	0	0	0	1
Weldng & Hardng Gunsmith	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	4	1	1	0	0	0	0	0	6

*NOTE: Certificates shaded gray have been inactivated

Overall, Lassen College has seen low production of Certificates of Accomplishment, with 6 such certificates awarded in the 10 years from 1996 through 2006. Thus, the college Curriculum Committee inactivated all but two (2) of the fourteen (14) Certificates of Accomplishment in 2007.

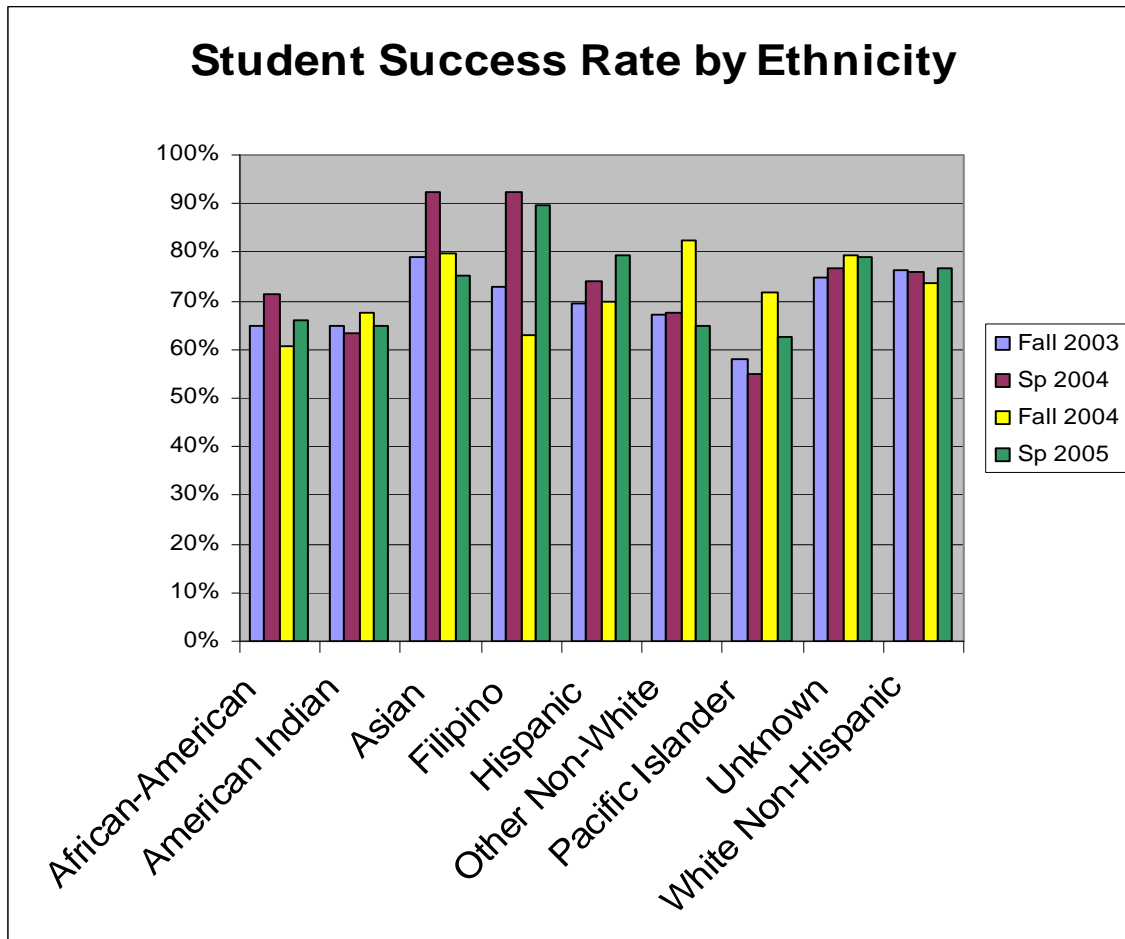
The Curriculum Committee will continue to examine degree and certificate completion to determine whether remaining degrees and certificates merit inactivation in the coming years.

Retention Data

Success/ Graduation Data

Lassen College Student Success Rate by Ethnicity

	Fall 2003	Sp 2004	Fall 2004	Sp 2005
African-American	65%	71%	61%	66%
American Indian	65%	63%	67%	65%
Asian	79%	92%	80%	75%
Filipino	73%	92%	63%	90%
Hispanic	70%	74%	70%	79%
Other Non-White	67%	67%	83%	65%
Pacific Islander	58%	55%	72%	63%
Unknown	75%	77%	79%	79%
White Non-Hispanic	76%	76%	73%	77%



Data on student success by ethnicity shows that the most successful ethnic minority students were Asian and Filipino students in Spring 2004, each with a 92% success rate. White Non-Hispanic students remained fairly steady, showing between 73% and 77% success rates.

Lassen College Transfers, 2004-05		
Segment	Four-Year Institution	# of Students
In-State Private	University of Phoenix	18
	Simpson University	5
	CA Lutheran University	2
	Dominican U of CA	2
	Biola University	1
	CA Baptist University	1
	CA Institute of Technology	1
	National University	1
	Thomas Aquinas College	1
	TOTAL	32
Out-of- State Private	University of NV Reno	16
	OR Inst of Technology	5
	Adams State College	3
	Dickinson State Univ	3
	Troy State University	3
	WA State University	3
	Western International Univ	3
	NM Highlands University	2
	Northern Michigan University	2
	University of Hawaii Hilo	2
	University of Idaho	2
	University of NV Las Vegas	2
	University of NC Upstate	2
	Western Governors University	2
	Alfred University	1
	Angelo State University	1
	Austin Peay State University	1
	Boise State University	1
	Brigham Young University	1
	Clarke College	1
	Cornell Univ Endowed Colleges	1
	Dixie State College of Utah	1
	East Carolina University	1
	Franklin University	1
	Idaho State University	1
	Jamestown College	1
	Lincoln Memorial University	1
	Lincoln University	1
	MN State University Moorhead	1
	MO Western State College	1
Newberry College	1	
North Central University	1	

Park University	1
Portland State University	1
Seattle University	1
Southern Oregon University	1
Stephen F. Austin State Univ	1
Tennessee Wesleyan College	1
Univ of Montana Missoula	1
Univ of Texas Brownsville	1
Univ of Alaska Anchorage	1
University of Florida	1
University of Hawaii Manoa	1
Univ of Michigan Ann Arbor	1
University of New Orleans	1
University of North Alabama	1
University of Northern Iowa	1
Univ of WA Seattle Campus	1
Utah State University	1
Utah Valley State College	1
Virginia Polytechnic University	1
Western Kentucky University	1
Western Oregon University	1
Western WA University	1
William Penn University	1
TOTAL	93

The most recent CPEC data on Lassen College transfers to in-state private and out-of-state private institutions reflects 93 total graduates. The bulk of those 93 transfers went to the University of Phoenix (18), an in-state private university, and to the University of Nevada, Reno (16), an out-of-state private university.

GOALS AND ACTIVITIES

1. STUDENT SUCCESS INDICATOR FOR ACCESS

ACCESS GOAL:

Lassen Community College is committed to maintaining access to the College's programs and services to a diverse population of students and employees and to ensure that the student body reflects the demographic characteristics of our many communities. In addition, the college will continue to provide special attention to recruit and enroll members of historically underrepresented groups in the college's programs in which they have not been well represented.

ACCESS IMPLEMENTATION ACTIVITIES:

- Through a grant, the financial aid office is creating new approaches and marketing strategies to attract the underrepresented populations in our service area.
- Staff from the college will continue to actively recruit ethnically, gender, and disability diverse high school students and adults in our service area, working with agencies and schools to increase representation in underrepresented populations.

ACCESS FUNDS:

According to the current administration, at this time, Lassen Community College is in fiscal crisis and is unable to provide additional funds for student equity activities, so current staff and existing services will continue to be utilized.

SCHEDULE AND PROCESS FOR EVALUATION:

Equity progress on ACCESS is to be evaluated in the next student equity report, when the college expects to have an institutional researcher.

2. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

COURSE COMPLETION GOAL:

Increase course completion percentages for all ethnic and diversity groups at Lassen College by improving access to student support services.

COURSE COMPLETION IMPLEMENTATION ACTIVITIES:

With the acquisition of an institution researcher, the college should begin to compile, track, and analyze course completion data as a means to calculating student success with greater understanding of the data. In addition, with the implementation and eventual analysis of student learning outcomes, the college should begin to track how well it meets student needs and accomplishes the identified course student learning outcomes.

COURSE COMPLETION FUNDS:

According to the current administration, at this time, Lassen Community College is in fiscal crisis and is unable to provide additional funds for student equity activities, so current staff and existing services will continue to be utilized.

SCHEDULE AND PROCESS FOR EVALUATION:

Equity progress on COURSE COMPLETION is to be evaluated in the next student equity report, when the college expects to have an institutional researcher.

3. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS

ESL AND BASIC SKILLS GOAL:

Given the number of international and Hispanic students that Lassen College serves, the college should attempt to offer at least one ESL course in the near future. In addition, the college should attempt to restore full-time the Basic Skills instructor position lost when the only full-time instructor left in May 2006 on extended medical leave.

ESL AND BASIC SKILLS IMPLEMENTATION ACTIVITIES:

With the acquisition of an institution researcher, the college should begin to compile, track, and analyze ESL and Basic Skills data as a means to calculating student success with greater understanding of the data.

ESL AND BASIC SKILLS FUNDS:

According to the current administration, at this time, Lassen Community College is in fiscal crisis and is unable to provide additional funds for student equity activities, so current staff and existing services will continue to be utilized.

SCHEDULE AND PROCESS FOR EVALUATION:

Equity progress on ESL AND BASIC SKILLS is to be evaluated in the next student equity report, when the college expects to have an institutional researcher.

4. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

DEGREE AND CERTIFICATE COMPLETION GOAL:

Increase the degree and certificate completion rates for ethnic minority and disability groups across the college population by implementing and advertising a two-year plan of courses for degree/ certificate completion.

DEGREE AND CERTIFICATE COMPLETION ACTIVITIES:

With the acquisition of an institution researcher, the college should begin to compile, track, and analyze degree and certificate completion data as a means to calculating student retention and success with greater understanding of the data.

DEGREE AND CERTIFICATE COMPLETION FUNDS:

According to the current administration, at this time, Lassen Community College is in fiscal crisis and is unable to provide additional funds for student equity activities, so current staff and existing services will continue to be utilized.

SCHEDULE AND PROCESS FOR EVALUATION:

Equity progress on DEGREE AND CERTIFICATE COMPLETION is to be evaluated in the next student equity report, when the college expects to have an institutional researcher.

5. STUDENT SUCCESS INDICATOR TRANSFER

TRANSFER GOALS:

*Increase the percentage of ethnic minority and disability student transfers.
Work to improve data collection concerning numbers of transfer students from Lassen College.*

TRANSFER ACTIVITIES:

Since Fall 2005, Lassen College has been a member of the REACH northern California transfer collaborative. The best practices workshops and activities sponsored by the REACH collaborative have provided a number of valuable ideas for increasing the Lassen College transfer rate.

With the acquisition of an institutional researcher, the college should begin to compile, track, and analyze transfer data as a means to calculating student transfer with greater understanding of the data.

TRANSFER FUNDS:

According to the current administration, at this time, Lassen Community College is in fiscal crisis and is unable to provide additional funds for student equity activities, so current staff and existing services will continue to be utilized.

SCHEDULE AND PROCESS FOR EVALUATION:

Equity progress on TRANSFER is to be evaluated in the next student equity report, when the college expects to have an institutional researcher.