

Lassen Community College

2025-2028 Student Equity Plan Executive Summary

Lassen Community College is committed to creating an environment which fosters access and success for all students no matter their gender, culture, religion, ethnic background, socioeconomic status or any other characteristic. In order to create such an environment it is important to understand the educational institution and to address systemic barriers and inherent flaws which impede equal access to higher education.

Campus Involvement & Leveraging Student Voice

Lassen College ensures active involvement of all campus constituency groups in the development of the Student Equity Plan. Equity planning begins with the annual Equity Summit, which brings together faculty, staff, administrators, and students to review key data, identify emerging needs, and establish shared priorities. Historically these summits have been held in the Fall and it has been difficult to get faculty participation. The 2025 Equity Summit was held during the summer and found broader participation by all campus constituency groups, including faculty. Moving forward we will continue with the summer Equity Summit schedule. This convening, facilitated by the Guided Pathways Chair and equity consultant Dr. Jacques Whitfield, focused on reflection on our prior equity efforts to inform our 2025-2028 Equity Plan. Through collaborative efforts and activities throughout this event our prior (2022-2025) Equity Plan was reviewed, assessment of completed strategies discussed, outcomes were analyzed to inform the new plan, and additional new and innovative initiatives and action plans were developed and refined to further our efforts. Following the Summit, equity work continues through the Guided Pathways Taskforce, a cross-functional committee that includes all constituency groups. This group reviews and refines the plan that then advances through the college's shared governance structure where it receives further feedback—including the Academic Senate, Consultation Council, and ultimately the Board of Trustees where it receives final approval. Student voices are included in our shared governance process as student representation is part of standing committee structure including Consultation Council, Educational Master Planning and Student Services Planning/ Student Success, as well as our Board of Trustees. To elevate student voice, Student Town Hall meetings are also held to benefit from additional student feedback.

Key Learnings

In reflecting on the efforts implemented to support the pursuit of achieving the target outcomes for the 2022-2025 Student Equity Plan cycle, Lassen has identified a number of key learnings. Lassen has learned that our DI students come from diverse backgrounds yet share commonalities in the economic, social, institutional knowledge and academic barriers that they face in meeting goals for enrollment, completion of transfer-level Math & English, Persistence, Completion and Transferring to a Four-Year institution.

- Economic Barriers: Poverty, food insecurity, housing instability, unmet transportation and

childcare needs

- Social Barriers: Lacking a sense of belonging, role models for accessing higher education, independent living skills, cultural views that do not value education, a history of trauma
- Academic Barriers: Lack of success in prior academic settings, language barriers, unaddressed disabilities
- Institutional/Systems Knowledge Barriers: Lack of skills in navigating institutions and self-advocacy, unaware/ unable to fully engage with support programs and services.

Beyond these commonalities there are unique areas where DI groups struggle such as our female students struggling to find childcare, and economically disadvantaged students struggling to secure affordable housing.

Lassen has embedded an equity focus through shared governance structures, planning, professional development and campus events which has served to foster and further a culture of equity:

- Shared governance structures: Equity work through Guided Pathways Taskforce, Consultation Council, Student Services Planning/Student Success Committee
- Planning: program review and outcomes assessment processes
- Professional Development/Employee evaluation process
- Equity Events including Summer Equity Summit

Three institutional actions, developed in the 2022-25 Student Equity Plan that are having the most impact in reducing equity gaps and meeting target outcome(s) are:

- The establishment of our Next Up program with holistic services provided, including a dedicated counselor and support specialist
- Expanding low cost and zero text cost textbooks for students.
- Our Student Resource Center, now with a centrally located food pantry on campus, addresses students' needs related to food insecurity through the pantry and vouchers, emergency aid, and behavioral wellness. Our Behavioral Health program has a permanent full-time Licensed Clinical Social Worker as our Behavioral Health Program Manager who provides short-term mental wellness supportive services, referrals for long-term therapeutic interventions, embedded support for targeted student populations, and campus wide engagement activities.

Lassen College will continue several successful strategies that have proven effective in advancing equity and supporting disproportionately impacted student populations. These include expanding the use of Zero Textbook Cost (ZTC) and low-cost instructional materials, sustaining the NextUp program for current and former foster youth, and maintaining essential student support services through the Student Resources Center-specifically, the Food Pantry and Behavioral Health Program. These initiatives have reduced barriers to access and persistence, contributing to improved student outcomes.

As we transition into the 2025-28 Student Equity Plan, three key discoveries will guide our ongoing equity efforts and ensure continuity between plans:

Institutionalizing Equity:

Lassen has made meaningful progress embedding equity into college structures and processes. Equity is now a standing priority within shared governance through the Guided Pathways Task force, Student Services Planning/Student Success, Consultation Council, and integration of equity goals into both the Student Services Master Plan and the Educational Master Plan. Equity Plan initiatives and action steps are also aligned with ACCJC standards. Additionally, program review and outcomes assessment processes are being aligned to reflect equity-centered evaluation and continuous improvement.

Equity-Focused Professional Development:

Faculty, staff, and administrators have engaged in sustained professional learning centered on equity-minded practices. Continued investment in professional development-paired with reflective discussions on equity within the employee evaluation process-ensures that equity remains a living practice across all roles at the institution.

Sustaining Collaborative Equity Dialogue:

The annual Summer Equity Summit has proven a valuable venue for cross-campus collaboration, reflection, and planning. This event will continue to serve as a key mechanism for engaging the campus community in equity conversations, sharing best practices, and assessing progress toward equity goals.

Together, these strategies and discoveries represent the foundation of Lassen’s next phase of equity work-advancing from successful programmatic efforts toward fully institutionalized, sustainable equity practices across all areas of the college.

Equity Plan Metrics (Data, Goals, Strategies)

Successful Enrollment DI Data:

Successful Enrollment Data						
Student Population	% of Students for 2022-23 (Baseline Year)	% of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	15.5%	165	N/A	N/A	N/A	N/A
Female	13.4%	59	0.3%	2	3.5%	16
White	13.3%	97	4.3%	32	6.8%	50

Successful Enrollment Goals:

Goal 1: a baseline goal of eliminating disproportional impact

Goal 2: fully closing equity gaps

Key Strategies for Successful Enrollment - Disproportionately Impacted Student Population(s)

1	Explore additional DI targeted marketing strategies that are accurate, accessible, and representative of DI groups
2	Provide holistic support for enrollment completion including technology and intrusive support
3	Targeted outreach

Additional Key Strategies for Overall Student Population

Streamline student access to support services by centralizing the location of the majority of student service programs in a Student Success Center
Further beginning of term and end of term activities that encourage early enrollment for the next term
Enhance student on-boarding with further support and engagement activities for completing FAFSA and CCC Apply, building awareness of support services

Completed Both Transfer-Level Math & English DI Data:

Completed Both Transfer-Level Math & English Data						
Student Population	% of Students for 2022-23 (Baseline Year)	% of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	7.6%	43	N/A	N/A	N/A	N/A
Econ Disadvantaged	5.3%	20	4.2%	16	6.4%	25
First Generation	5.1%	12	1.4%	4	4.1%	10
Male	6.5%	27	1.4%	6	3.8%	16

Completed Both Transfer-Level Math & English Goals:

Goal 1: a baseline goal of eliminating disproportional impact

Goal 2: fully closing equity gaps

Key Strategies for Completed Both Transfer-Level Math & English - Disproportionately Impacted Student Population(s)

1	Embedded student success workshops in Math, English and counseling and guidance courses
2	Support faculty with professional development in instructional student success strategies
3	Consider innovative strategies to engage students with Math & English support

Additional Key Strategies for Overall Student Population

Market benefits of Math/English enrollment during first term
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Persistence DI Data:

Persistence: First Primary Term to Secondary Term Data						
Student Population	% of Students for 2022-23 (Baseline Year)	% of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	48.6%	274	N/A	N/A	N/A	N/A
First Generation	43.7%	94	1.3%	3	7.9%	17
Male	43.5%	175	12.8%	52	17.6%	71
White Male	39.5%	62	5.0%	8	12.6%	20
Native American	Not Entered	Not Entered	N/A	N/A	Not Entered	Not Entered

Persistence Goals:

Goal 1: a baseline goal of eliminating disproportional impact

Goal 2: fully closing equity gaps

Key Strategies for Persistence - Disproportionately Impacted Student Population(s)

1	Celebrate DI student successes at the course, program and institutional level
2	Highlight cultures through events and representative imagery on campus to build student sense of belonging and increase understanding and appreciation of various cultures
3	Provide equity focused professional development

Additional Key Strategies for Overall Student Population

Improve early alert system & follow-up
Increase student success instruction offerings and supports
Ensure early student contact with campus and community support services including those that provide basic needs support and mental wellness services
Increase student engagement
Expand institutional knowledge of factors impacting student persistence and remedies to these factors
Explore opportunities for additional student housing supports
Increase student awareness of childcare resources and support for parenting students
Collaborative work between academic and student affairs to explore AI uses in academia with the goal of narrowing rather than widening the digital divide.
Pilot an in-person orientation experience that includes student's support people (family/friends)

Completion DI Data:

Completion Data						
Student Population	% of Students for 2019-20 (Baseline Year)	% of Students for 2019-20 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	4.8%	56	N/A	N/A	N/A	N/A
Econ Disadvantaged Male	3.2%	29	5.1%	47	7.9%	65
First Generation	2.8%	14	1.4%	7	17.6%	17
Hispanic	2.9%	14	1.1%	6	12.6%	15
Male	3.2%	34	14.4%	154	16.5%	176

Completion Goals:

Goal 1: a baseline goal of eliminating disproportional impact

Goal 2: fully closing equity gaps

Key Strategies for Completion - Disproportionately Impacted Student Population(s)

1	Increase percentage of DI students who receive a comprehensive ed plan by the end of the First Primary Term and/or the end of the First Academic Year
2	Further explore streamlining the petition to graduate process
3	Encourage students' completion of short-term certificates in the journey to completing a degree as a short-term milestone to accomplish and maintain academic achievement momentum

Additional Key Strategies for Overall Student Population

Increase awareness of Credit for Prior Learning
Expand Basic Needs support to students as needs fluxuate based on impacts such as delays in receiving CalFresh benefits
Consistently utilize Pathways icons across all marketing platforms and campus publications
Build student knowledge of influence of education on wages
Increase low cost and ZTC text options

Transfer to a Four-Year DI Data:

Transferred to a Four-Year Data						
Student Population	% of Students for 2018-19 (Baseline Year)	% of Students for 2018-19 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	19.0%	52	N/A	N/A	N/A	N/A
Econ Disadvantaged Male	16.4%	35	6.9%	15	11.9%	26
First Generation	8.3%	10	14.3%	18	19.1%	23
Hispanic	15.2%	29	7.7%	15	12.9%	25

Transfer to a Four-Year Goals:

Goal 1: a baseline goal of eliminating disproportional impact

Goal 2: fully closing equity gaps

Key Strategies for Transfer to a Four-Year - Disproportionately Impacted Student Population(s)

1	Early career services
2	Publicize DI transfer successes
3	Continue 15 to Finish campaign each semester

Additional Key Strategies for Overall Student Population

Curriculum review to ensure accuracy with multitude of changes from Common Course Numbering and CalGETC
Rural College Transfer Collaborative participation

Transfer Emphasis

Lassen's participation in the Rural College Transfer Collaborative expands opportunities for students-particularly those in rural and underserved areas such as ours-by providing access to shared courses, transfer partnership agreements, and enhanced academic support in STEM and other high-

demand fields. This collaborative approach eliminates geographic barriers and strengthens transfer pathways aligned with regional workforce needs. The Transfer Center and TRIO programs provide comprehensive guidance and support, from identifying majors and developing education plans to assisting with CSU and UC applications, financial aid, and on-the-spot admissions. University trips, College & Career Day events, and celebrations of student achievements foster a transfer-minded culture and ensure students are informed, and confident in navigating their transfer journey. Curriculum audits ensure accuracy and alignment with the Common Course Numbering (CCN) and CalGETC systems, promoting statewide consistency and transparency. This alignment helps students understand how courses apply to transfer pathways, reducing duplication and confusion. The 15 to Finish campaign encourages students to enroll in 15 units each semester, emphasizing timely completion, improved persistence, and reduced costs. Academic advising and outreach support students in balancing workload and progress toward transfer. Publicizing the successes of disproportionately impacted (DI) students reinforces institutional commitment to equity, celebrates achievement, and motivates peers by highlighting real examples of successful transfer journeys. Additionally, to further increase student access to, and completion of, bachelor's degrees in alignment with Vision 2030 goals, Lassen is developing bachelor's degree programs aligned with selected ADTs, and certificates that we currently offer. Once these programs are approved, we will highlight these extended pathways for students.

Together, these integrated efforts remove systemic and procedural barriers, address student needs through personalized and structural supports, and establish transparent, efficient pathways to transfer.

Student Population(s) Experiencing DI for Intensive Focus

At Lassen we have chosen First Generation and Native American student populations as our student populations for intensive focus.

First Generation Students

At our institution, several existing processes, practices, and cultural norms create barriers for First-Generation students, who often enter college without familial guidance or role models to help them navigate the higher education system.

Many of our onboarding processes-such as completing CCC Apply and FAFSA-are complex, lengthy, and difficult to complete without prior knowledge of college systems and technological skills and resources. Processes often require students to independently research degrees, certificates, and related career opportunities. These activities rely heavily on self-navigation, which can be daunting for students unfamiliar with academic structures.

Students benefit from initiating and following through with comprehensive educational plans, but they do not always realize the impact that making scheduling changes may have in terms of degree/certificate applicability of coursework and future course availability based upon advising plans. Schedule changes made without these considerations set students back in terms of excessive units, financial aid limitations and timely completion. Nevertheless, accessing counseling,

interpreting program maps, and tracking progress can be confusing with counselors and services located across campus.

Academic culture and expectations around time management further create inequities. Many First-Generation students struggle to balance course workloads, multiple deadlines, and competing responsibilities with work and family obligations. There are few structural supports embedded within courses or programs to teach these skills. Additionally, essential support services-tutoring, wellness programs, food insecurity resources, and others-often rely on students initiating contact, which can be overwhelming or stigmatizing.

Collectively, these institutional structures contribute to First-Generation students falling behind the general student population in completing transfer-level English and math, persisting term-to-term, completing programs, and transferring to four-year institutions. The college's current systems assume prior knowledge of college processes, and this cultural expectation disproportionately disadvantages First-Generation learners.

Lassen will address and overcome the challenges faced by First-Generation students by implementing a holistic, intrusive support model that begins at initial enrollment and continues through degree or certificate completion. To reduce barriers related to complex onboarding processes, the college will provide hands-on guidance with CCC Apply, FAFSA, educational planning, and program navigation through expanded support from TRIO, Counseling, Career/Transfer Center and other student service programs. Proactive outreach will be strengthened by implementing communication tools identified as most effective for this student population, ensuring students receive timely reminders, updates, and step-by-step instructions throughout key milestones.

Across academic and student affairs, the college will implement targeted strategies to support academic success and persistence. These strategies include dedicated First-Generation counselors, intrusive academic advising, embedded time-management and study-skills instruction, and a robust series of student success, transfer, and career readiness workshops. Faculty and staff will collaborate to increase early alerts, proactive tutoring referrals, and warm handoffs to wellness and basic needs resources. Additionally, DI-population-specific clubs, peer mentoring, and engagement activities will help strengthen students' sense of belonging and connection to the campus community.

To carry out this action plan effectively, Lassen will leverage existing resources and structures such as Career/Transfer Center, TRIO, counseling, tutoring, and student resource center. Additional support will include professional development for faculty and staff to better understand the unique needs of First-Generation learners, as well as integrated communication and tracking systems to ensure coordinated support. Success will be measured by increased completion of transfer-level English and math, higher persistence rates, improved degree and certificate completion, and increased transfer to four-year institutions among First-Generation students. This comprehensive, cross-campus approach aims to ensure that First-Generation students receive the continuous guidance, community connection, and academic support needed to thrive.

Native American Students

Data for Native American students is not included in this plan due to low student numbers and student privacy risk. As the RP Group has acknowledged, "Data is more than just numbers-it's the foundation for resources, funding, and support programs. For Native American students, aggregation and under counting have historically rendered their population nearly invisible, leading to fewer targeted services". The Native American population is important to Lassen as Susanville Indian Rancheria, with approximately 1500 tribal members, is located a mile from our campus, and many additional tribal members live in our region. We are looking at data internally and choose this group to identify for an intensive focus as they were a DI group our college selected in the previous 2022-25 student equity plan, and they continue to be a student population we want to focus upon.

Native American students at our college face several institutional barriers rooted in our current processes, practices, and campus culture. In addition to structural challenges created by services that are spread out and difficult to navigate, many Native American students arrive on campus with a lacking sense of representation and belonging. As a small rural institution, we currently do not offer Native American Studies curriculum, which limits opportunities for students to see their histories, cultures, and contemporary issues reflected in academic programs. Campus artwork and cultural symbols also do not consistently represent Native American identities or honor the local tribes whose lands the campus occupies. This absence of visible representation contributes to a campus culture in which Native American students may feel overlooked or disconnected. Furthermore, institutional processes for gathering student input do not sufficiently capture the voices and experiences of Native Americans, leaving gaps in our understanding of the specific barriers they encounter.

Overall, these structural and cultural limitations create an environment where Native American students are disproportionately affected by a lack of culturally responsive curriculum, limited visibility within campus spaces, and insufficient opportunities to inform institutional planning. To better serve this population, it is essential that we deepen our engagement with Native American students and incorporate their perspectives directly into policy and program development.

Lassen will address the challenges faced by Native American students by intentionally cultivating a campus culture where Native American students have a genuine "place at the table" and are meaningfully included in institutional decision-making, academic life, and campus spaces. To overcome the barriers related to limited representation and insufficient culturally relevant curriculum, the college will begin by actively engaging and listening to Native student voices to better understand their experiences and needs. This feedback will guide changes across both academic and student affairs. The college will work to ensure that Native American identities are visibly and respectfully represented throughout campus by highlighting the contributions and achievements of Native Americans within our community. Additionally, Lassen will expand Native American-focused student success supports, including implementing a Success Coach model with guidance, resources, and referrals tailored specifically to Native American students.

Academically, the college will pursue the development of Native American curriculum and strengthen linkages to CSU programs that support transfer pathways aligned with Native American Studies and related fields. Collaboration with local and neighboring tribes will serve as a cornerstone of this work, informing curriculum development, student support initiatives, and cultural programming. Early outreach will be enhanced through ongoing partnerships with programs such as the Susanville Indian Rancheria Summer Program to build early connections, smooth transitions to college, and reinforce a sense of belonging from the very beginning of a student's educational journey.

To carry out this plan effectively, Lassen will leverage key resources and structures, including expanded Native American representation in murals and artwork within the new Student Success Center, as well as intentional integration of Native American stories and accomplishments within Student and Employee Success Galleries. These visual commitments will reinforce a broader cultural shift toward inclusion. Additional resources will include strengthened student services, enhanced cross-departmental collaboration, and active partnerships with tribal communities to ensure programming remains culturally grounded and responsive. Success will be measured by increased student achievement across all five metrics-demonstrating that Native American students are fully supported, represented, and empowered to thrive within our institution.

Resources

The Student Equity and Achievement Program (SEAP) provides funding for initiatives to successfully implement activities and goals specified in the Student Equity Plan. SEAP's purpose is to boost achievement for all students, with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups.

Lassen is proud of our equity focused efforts across our campus. While SEAP funds support many of our initiatives and action plans, additional funding from the general fund and several categorical programs will be leveraged to provide the robust effort we have identified to expand our equity work. For example, professional development to support equity efforts is funded out of SEAP, as well as district funds, and university tours occur through our Career/Transfer Center, funded out of SEAP; as well as our TRIO program for TRIO eligible students. Further, Partnership Resource Team funds will support the development of the Student Success Center. While categorical program services align with many of the initiatives and action plans identified in the Equity Plan, the college will follow all spending guidelines outlined in the Compendium.

2022-2025 Student Equity and Achievement Program Expenditures

2022-23 Allocation Amount

\$1,245,620

Expenditure Type	Year 1 Amount	Year 2 Amount	Percentage of Allocation
1000 - Instructional Salaries	\$134,068	\$187,578	25.82%
2000 - Non-Instructional Salaries	\$269,884	\$115,672	30.95%
3000 - Employee Benefits	\$266,409	\$134,451	32.18%
4000 - Supplies and Materials	\$2,294	\$1,875	0.33%
5000 - Other Operating Expenses and Services	\$79,167	\$52,642	10.58%
6000 - Capital Outlay	\$1,501	\$0	0.12%
7000 - Other Outgo	\$79	\$0	0.01%
Total Expenditures	\$753,402	\$492,218	100%
Allocation Remaining		\$0	

2023-24 Allocation Amount

\$1,245,620

Expenditure Type	Year 1 Amount	Year 2 Amount	Percentage of Allocation
1000 - Instructional Salaries	\$143,265	\$134,271	22.28%
2000 - Non-Instructional Salaries	\$309,177	\$100,286	32.87%
3000 - Employee Benefits	\$280,966	\$123,097	32.44%
4000 - Supplies and Materials	\$1,438	\$2,452	0.31%
5000 - Other Operating Expenses and Services	\$48,677	\$25,869	5.98%
6000 - Capital Outlay	\$21,022	\$11,086	2.58%
7000 - Other Outgo	\$19,104	\$24,910	3.53%
Total Expenditures	\$823,649	\$421,971	100%
Allocation Remaining		\$0	

2024-25 Allocation

\$1,245,620

Expenditure Type	Year 1 Amount	Percentage of Allocation
1000 - Instructional Salaries	\$239,220	19.2%
2000 - Non-Instructional Salaries	\$200,629	16.11%
3000 - Employee Benefits	\$243,967	19.59%
4000 - Supplies and Materials	\$1,470	0.12%
5000 - Other Operating Expenses and Services	\$40,430	3.25%
6000 - Capital Outlay	\$22,675	1.82%
7000 - Other Outgo	\$4,553	0.37%
Total Expenditures	\$752,944	60.45%
Year 2 Forecast	\$	0%
Total	\$752,944	
Remaining Allocation	\$492,676	39.55%

Assessment of the progress made in achieving identified Goals of the 2022/2025 Student Equity Plan

Lassen has made strong, steady progress toward the goals outlined in the 2022–2025 Student Equity Plan. The college tracks the five key success metrics connected to disproportionately impacted student groups, reviewing each metric annually to determine whether established targets were met in Years 1, 2, and 3.

The results show meaningful advancement, particularly during the plan’s first two years. In Year 1, the college met the majority of its goals, with only two areas—completion of transfer-level Math and English for Foster Youth and transfer to a four-year institution for Native American students—not meeting expectations. Both areas improved in Year 2 and successfully reached their targets.

Progress continued in Year 2 across nearly all metrics, with the exception of transfer-level Math and English completion for Hispanic/Latinx students, which experienced a temporary decline before improving again in Year 3.

Year 3 results are more varied. Several metrics remained strong, including persistence for Foster Youth, transfer for Hispanic/Latinx students, and degree/certificate completion for Hispanic/Latinx students. However, some areas did not meet their Year 3 targets, such as successful enrollment for males and persistence for Hispanic/Latinx students. In addition, three metrics currently have no available data due to end-of-cycle reporting delays or the exclusion of results where small student numbers present privacy concerns.

Overall, Lassen achieved consistent and measurable progress toward its equity goals during the first two years of the plan. At the same time, the Year 3 outcomes point to areas where continued attention, monitoring, and targeted support will be essential as the institution transitions into the 2025–2028 Equity Plan.

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