

## Lassen College

Lassen Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
<b>Student Progress and Achievement Rate</b>	45.1%	46.3%	44.8%

**Table 1.1a:**  
Percent of Students Who  
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
<b>Percent of Students Who Earned at Least 30 Units</b>	68.4%	63.7%	62.4%

**Table 1.2:**  
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
<b>Persistence Rate</b>	45.5%	47.8%	54.9%



# ARCC 2011 Report: College Level Indicators

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#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

**Table 1.3:**  
Annual Successful Course  
Completion Rate for  
Credit Vocational Courses

See explanation in Appendix B.

	2007-2008	2008-2009	2009-2010
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	81.1%	83.8%	79.4%

#### Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

**Table 1.4:**  
Annual Successful Course  
Completion Rate for  
Credit Basic Skills Courses

See explanation in Appendix B.

	2007-2008	2008-2009	2009-2010
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	50.1%	55.3%	47.4%

**Table 1.5:**  
Improvement Rates for ESL  
and Credit Basic Skills Courses

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
<b>ESL Improvement Rate</b>	.%	.%	.%
<b>Basic Skills Improvement Rate</b>	47.8%	42.3%	50.6%

**Table 1.6:**  
Career Development and  
College Preparation (CDCP)  
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
<b>CDCP Progress and Achievement Rate</b>	.%	.%	.%



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### College Profile

**Table 1.7:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2007-2008	2008-2009	2009-2010
<b>Annual Unduplicated Headcount</b>	3,062	3,883	4,485
<b>Full-Time Equivalent Students (FTES)*</b>	1,304	1,567	1,753

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

\*FTES data for 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

**Table 1.8:**  
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
<b>19 or less</b>	18.8%	14.7%	13.4%
<b>20 - 24</b>	14.4%	14.0%	14.1%
<b>25 - 49</b>	45.2%	45.0%	49.1%
<b>Over 49</b>	21.6%	26.0%	23.2%
<b>Unknown</b>	0.0%	0.3%	0.2%

Source: Chancellor's Office, Management Information System

**Table 1.9:**  
Gender of Students

	2007-2008	2008-2009	2009-2010
<b>Female</b>	45.0%	36.7%	31.0%
<b>Male</b>	54.8%	62.8%	68.4%
<b>Unknown</b>	0.2%	0.5%	0.6%

Source: Chancellor's Office, Management Information System



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**Table 1.10:**  
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
<b>African American</b>	5.3%	4.0%	8.5%
<b>American Indian/Alaskan Native</b>	3.8%	3.4%	3.0%
<b>Asian</b>	1.9%	1.0%	1.3%
<b>Filipino</b>	0.6%	0.4%	0.4%
<b>Hispanic</b>	10.8%	10.1%	11.6%
<b>Pacific Islander</b>	1.1%	1.0%	1.0%
<b>Two or More Races</b>	.%	0.1%	0.7%
<b>Unknown/Non-Respondent</b>	5.1%	4.7%	2.2%
<b>White Non-Hispanic</b>	71.5%	75.4%	71.2%

Source: Chancellor's Office, Management Information System



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### College Peer Grouping

**Table 1.11: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	44.8	48.7	37.8	69.0	A5
B	Percent of Students Who Earned at Least 30 Units	62.4	70.2	57.8	80.0	B1
C	Persistence Rate	54.9	61.0	47.7	74.3	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.4	80.4	79.4	80.9	D5
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	47.4	56.5	41.8	71.4	E4
F	Improvement Rate for Credit Basic Skills Courses	50.6	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	.	43.0	0.0	67.2	G1

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



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### College Self-Assessment

Lassen Community College, located in high mountain lake country, has a proud 86 year history as the most northeastern community college in the state. Primarily rural, the college's district serves a sparsely populated yet vast geographic region. Agriculture, small business, governmental agencies (local, state and federal), outdoor recreation, California wild fire management, forestry and water resource management create the majority of job opportunities within the district.

With dedicated faculty and staff and a low faculty to student ratio (16:1), LCC serves its community through transfer, vocational and basic skills, as well as special correspondence programs offered in the three prisons in the district. LCC offers over 60 degree and certificate programs in arts and sciences, business, and a full range of career technical fields. Following a period of declining enrollment, numbers increased significantly (32%) to a total of 4,485 students in AY09-10. This growth is coupled with changing demographics as more academically underprepared (75.3%), first-time (39.4%) and older students become a part of the student body.

Strategic planning efforts are aggressively aimed at increasing student success and the ARCC report points to positive trends in two areas: persistence rates and improvement rates for credit basic skills courses. One of the most exciting areas of growth has been in successful improvement rate for credit basic skills courses. This improvement reflects deliberate efforts from the college in staffing, expanding support services and college success workshops in the Learning Center.

The areas of concern as delineated in the report are those factors relating to the percent of students who earn 30 units and annual successful course completion rate for credit basic skills. We are addressing the decrease in completion rate for basic skills courses through a variety of efforts: establishing a Basic Skills Collaboratory, increasing access to basic skills courses and expanding instructional support specialist functions.

With regard to the student progress and achievement and completion of 30 unit indicators, the college shows a decrease over last year and lower rates than its peer group average. To help students better achieve their educational goals, we developed new academic support programs including an ambitious Transfer by Design initiative and increased access to counseling/guidance coursework. The college is confident the combination of these efforts will ultimately lead to improving outcomes for the student population.

Vocational programs are one of LCC's greatest institutional strengths. In the vocational course completion indicator, LCC continues to exceed the state average. The Instructional Program Review process coupled with integrated student services is credited with supporting this rate.

LCC is dedicated to educational excellence, student focus and student access and success. We are committed to helping students with diverse interests and needs achieve their educational goals and develop learning strategies required of productive citizens in an ever-changing world. The ARCC report substantiates that LCC provides a quality educational experience to its students and illuminates areas of focus where our process improvement efforts will yield the most positive benefits for the students that we are privileged to serve.

