

ARCC 2012 Report: College Level Indicators

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	46.3%	45.0%	41.1%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	63.7%	62.7%	64.4%

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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	47.6%	54.9%	35.8%



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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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	83.8%	79.4%	79.1%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	55.3%	47.4%	51.7%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	.%	.%	.%
Basic Skills Improvement Rate	42.3%	50.6%	47.0%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%



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College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	3,883	4,485	5,684
Full-Time Equivalent Students (FTES)	1,567	1,753	1,856

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	14.7%	13.4%	10.3 %
20 - 24	14.0%	14.1%	16.0 %
25 - 49	45.0%	49.1%	56.9 %
Over 49	26.0%	23.2%	16.7 %
Unknown	0.3%	0.2%	0.1 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	36.7%	31.0%	23.8%
Male	62.8%	68.4%	76.2%
Unknown	0.5%	0.6%	0.0%

Source: Chancellor's Office, Management Information System



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Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	4.0%	8.5%	14.1%
American Indian/Alaskan Native	3.4%	3.0%	2.6%
Asian	1.0%	1.3%	2.1%
Filipino	0.4%	0.4%	0.8%
Hispanic	10.1%	11.6%	18.2%
Pacific Islander	1.0%	1.0%	0.8%
Two or More Races	0.1%	0.7%	1.6%
Unknown/Non-Respondent	4.7%	2.2%	1.6%
White Non-Hispanic	75.4%	71.2%	58.4%

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	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	41.1	48.3	34.9	65.6	A5
B	Percent of Students Who Earned at Least 30 Units	64.4	69.7	57.8	80.0	B1
C	Persistence Rate	35.8	61.2	35.8	72.0	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.1	77.4	75.9	79.1	D5
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	51.7	58.5	40.8	70.2	E4
F	Improvement Rate for Credit Basic Skills Courses	47.0	58.4	38.8	76.9	F2
G	Improvement Rate for Credit ESL Courses	.	45.6	.0	78.6	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 (LCC) is a small rural college nestled in the Sierra Nevada Mountains in northeast California. Founded in 1925, LCC is the twelfth oldest community college in the state serving a sparsely populated yet vast geographic region. With a dedicated faculty and staff and a low faculty to student ratio (16:1), the college serves its county through transfer, career technical and basic skills programs. Expanded fire technology offerings and correspondence programs offered in the three regional prisons located close to Susanville contributed to a 26.7% increase in students over the prior academic year. While census data indicate a population of 18,648 in the Susanville area, fully 9,837 of these individuals reside in the prison facilities. These factors are unique to LCC and crucial to the college as we examine and respond to the college level indicator findings in the 2012 ARCC report.

LCC is dedicated to the use of data in efforts to improve student outcomes and reviews ARCC college-level indicators of success regularly to inform its decision-making processes. The ARCC indicators continue to depict LCC as above the peer group average for completion of vocational courses and among the highest in the state. Vocational programs are one of LCC's greatest institutional strengths. Our two year Instructional Program Review cycle contributes largely to this success. This process is also driving new vocational program development in Graphic Design, and the enhancement of three existing programs: Welding, Automotive Technology and Vocational Nursing.

The remainder of the ARCC measures indicates lower outcomes when compared to peer groups. As a result of the ARCC methodology, LCC has extremely small group numbers with incarcerated students representing one-third of each cohort. Incarcerated students, with limited opportunities for transfer to other colleges and access to only one degree program offered via correspondence exhibit lower success and achievement rates thus lowering the entire indicator percentages. For 2009-2010, the declining persistence rate was exacerbated by institutional decisions beyond the college that disallowed one-third of the students in the cohort from re-enrolling. Educational planning efforts are currently aimed at examining the role of the correspondence program in LCC's academic portfolio.

Data also suggest that a majority of students (73.8%) are underprepared for college-level coursework, yet most students have a goal of completing a two-year degree or transfer program (62.4%). As a result, the college continues the Transfer by Design initiatives and is developing innovative academic and support programs to address the needs of its students. These include:

- remodeling the Basic Skills Collaboratory to offer students learning opportunities in a state-of-the-art facility using modern educational technologies,
- implementing a strengths-based counseling and advisement pilot program for students, and
- evaluating college functions and assessing educational barriers and obstacles. These data will be used to enhance and revise academic programming and support services to better meet student needs.

These projects enable LCC to continue to represent the promise of new opportunities to the community and provide a gateway to success for our unique and changing student population.

