



fact book 2013



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## Introduction and General Technical Notes

The Lassen Community College (LCC) Fact Book is a reference manual containing trend data concerning the district's service area, students, faculty, staff, instructional programs and services. Data and analysis contained in this volume provide background information to facilitate policy analysis and decision-making. Intended audiences for this compendium are district managers, faculty and staff, as well as other interested educational institutions and the community served by LCC. The Department of Institutional Effectiveness hopes that this book will be useful in analyzing information for evidence-based decision making in support of program review, master planning documents and facilitate information for accreditation self-studies.

The director of the Department of Institutional Effectiveness compiled the information in this book using many different resources and database information centers. Whenever possible the LCC data were drawn from the Chancellors' Office Data Mart; exceptions and additional information were drawn from Institutional Effectiveness analysis through the college databases. The primary source for student data used in this publication is the MIS data that is reported to the Chancellors' Offices. Other sources include Datatel student data, various state and federal reports, as well as external data (i.e., U.S. Census) concerning the communities we serve. Differences in numbers between this and other documents may occur because of the particular criteria applied when the data are selected. When a breakdown of a category includes a group called "Unknown," this group includes those who either left the category blank, or who marked "Unknown" or "Decline to State." When the "Unknown" category refers to age, it represents those whose age seems unreasonable for a community college student. The age may have resulted from an erroneous date of birth entry.

The ethnic categories are those currently defined in the California Community Colleges' MIS Data Element Dictionary. The category Asian Pacific includes those who identify Asian, Pacific Islander or Filipino as their ethnic group. Native American/Alaskan Native and Others are combined with Unknowns in some cases.

## Department of Institutional Effectiveness

### Vision

The vision of DIE is to continuously build and support a culture of evidence through the provision institutional research and effectiveness strategies to increase institutional and student performance.

### 2013 Goals

- Provide technical assistance in assessment and performance evaluation; research design and methodology; and data access, analysis, and reporting to internal college offices involved in academic instruction, grants, programs and services for planning and accountability purposes.
- Ensure 100% compliance with effectiveness reporting (outcomes assessment and program review).
- Create and record links between strategic planning, college goals and institutional data by participating in discussions regarding research.
- Develop an electronic form for research requests.
- Redesign the Institutional Effectiveness web page.

### Administrative Unit Outcomes

AUO1: Provide adequate decision-support research is made available to facilitate the college's planning process associated with accreditation, benchmarking and institutional effectiveness activities.

AUO2: Provide adequate support for research, effectiveness and planning activities to be carried out by other offices, committees and departments on campus.

AUO3: Ensure that campus reports are available to assist in predicting organizational needs, student success, retention and persistence rates and efficient use of institutional resources.

AUO4: Maintain compliance of institutional reporting in response to questionnaires and both routine and non-routine requests for information from state, federal, and other external agencies.



## Section 1: Service Area

Figure 1-1 LCC Service Area

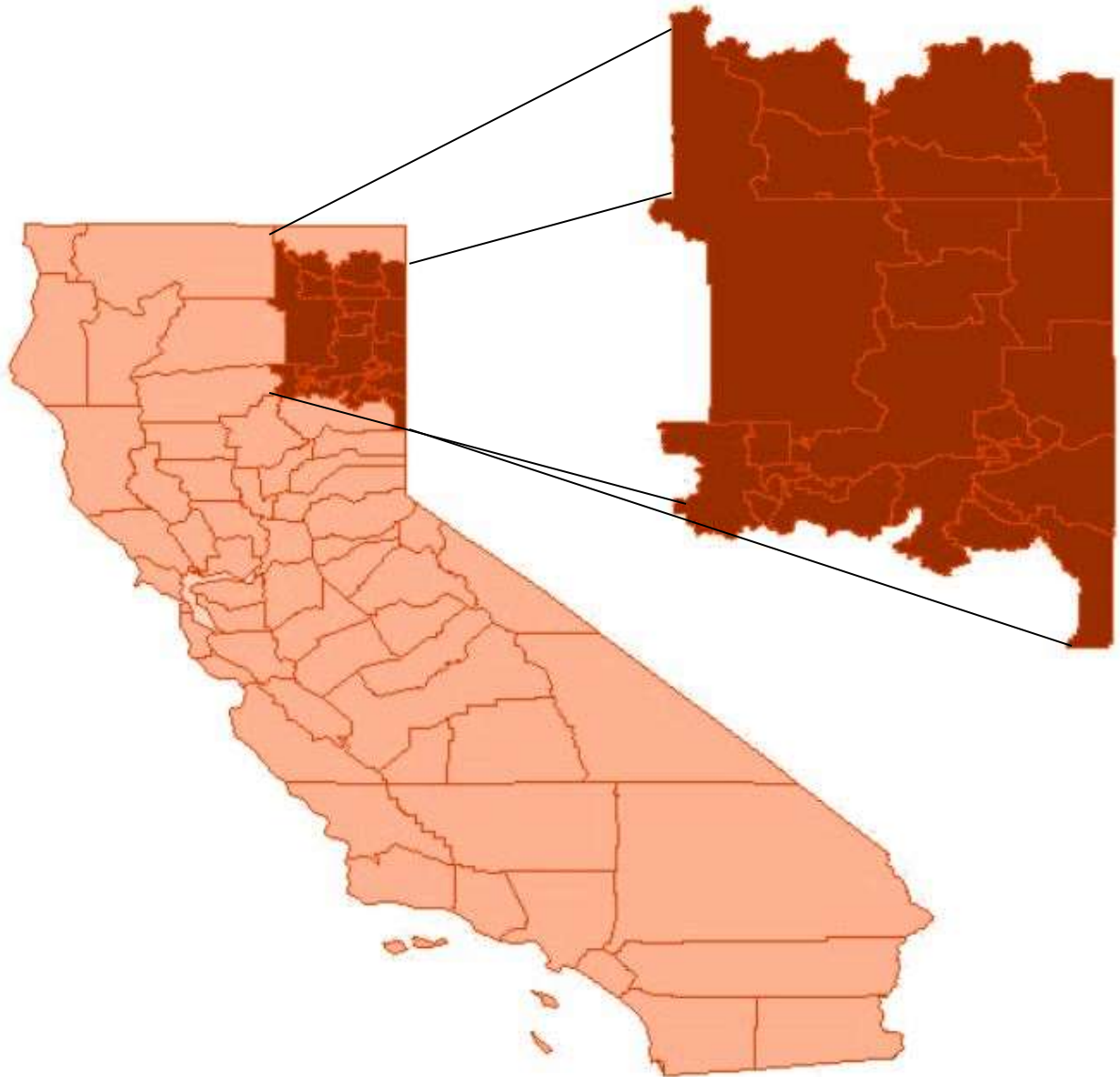


Figure retrieved from EMSI 2013

Figure 1-1 provides a graphical representation of the LCC service area where the LCC campus is located at the north east region of California near the border of Nevada. Mature trees and lush lawns on the 139-acre campus provide an inviting place for students to relax and study. Notably, the population served goes beyond the borders of Lassen County as the distance education offerings and diversity of programs at LCC attract students from a diverse range of locations.

## Community Comparison

**Table 1-1 | Student Residency**

| City         | Fall 2012 |
|--------------|-----------|
| Susanville   | 48.3%     |
| Represa      | 8.9%      |
| Vacaville    | 8.7%      |
| Janesville   | 4.5%      |
| Herlong      | 3.7%      |
| Corcoran     | 2.9%      |
| Standish     | 2.0%      |
| Chester      | 1.2%      |
| Westwood     | 1.2%      |
| Alturas      | 1.0%      |
| Doyle        | 0.7%      |
| Las Vegas    | 0.7%      |
| Milford      | 0.7%      |
| Folsom       | 0.6%      |
| Reno         | 0.6%      |
| Jamestown    | 0.5%      |
| Litchfield   | 0.5%      |
| Lake Almanor | 0.5%      |
| Other        | 13.0%     |

Data retrieved from LCC Datatel database

Table 1-1 shows the majority (48.3%) of the student body resides in Susanville followed by Represa and Vacaville which make up 17.6% of the population. Notably, out-of-state students made up 3.6% of the campus headcount in fall 2012.

## Demographic Comparison

**Table 1-2 | Gender Comparison**

| Percent | LCC Fall 2012 | Lassen County |
|---------|---------------|---------------|
| Female  | 35.0%         | 36.1%         |
| Male    | 64.9%         | 63.9%         |

**Table 1-3 | Ethnicity Comparison**

| Percent                             | LCC Fall 2012 | Lassen County |
|-------------------------------------|---------------|---------------|
| African-American                    | 12.3%         | 8.1%          |
| American Indian or Alaska Native    | 4.0%          | 3.5%          |
| Asian                               | 1.8%          | 1.0%          |
| Hispanic / Latino                   | 16.5%         | 17.5%         |
| Native Hawaiian or Pacific Islander | 2.3%          | 0.5%          |
| Two or More Races                   | 2.3%          | 3.5%          |
| Other/Unknown / Non-Respondent      | 1.6%          | 0.0%          |
| White                               | 59.1%         | 73.2%         |

Data retrieved from 2010 US Census and Chancellor's Office Data Mart

Compared to the local community, LCC serves more African American students than would be expected. The white student population, on the other hand, is underrepresented compared to its local community proportion. It is unclear why this group of students has observed a decline in its proportion. One possible cause could be recruitment efforts targeted at minorities and/or the socioeconomically disadvantaged populations.



## Section 2: Student Enrollment Trends

**Table 2-1 | Student Enrollment 2008-2009 to 2012-2013**

| Term Enrollment | 2008-2009   | 2009-2010   | 2010-2011   | 2011-2012   | 2012-2013  |
|-----------------|-------------|-------------|-------------|-------------|------------|
| Summer          | 857         | 1014        | 1466        | 1496        | 1347       |
| Fall            | 1943        | 1991        | 2741        | 2461        | 1796       |
| Spring          | 2792        | 3154        | 3613        | 3081        | N/A        |
| <b>Total</b>    | <b>3883</b> | <b>4485</b> | <b>5684</b> | <b>5058</b> | <b>N/A</b> |

Data retrieved from Chancellor's Office Data Mart

Over the last five years, the LCC student population total has fluctuated greatly, hitting its peak in the 2010-2011 academic year. Unfortunately for LCC, this was the last year of headcount growth as the state observed a major financial deficit. In turn, funding for education at all levels was cut. Due to this cut in funding, LCC has been unable to offer the same number of course sections as in years past, thus, student headcount has declined.

**Table 2-2 | Fall Enrollment**

| Headcount      | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 |
|----------------|-----------|-----------|-----------|-----------|-----------|
| Enrollment     | 1943      | 1991      | 2741      | 2461      | 1796      |
| Percent Change | 2.5%      | 2.4%      | 27.4%     | -11.4%    | -37.0%    |

Data retrieved from Chancellor's Office Data Mart

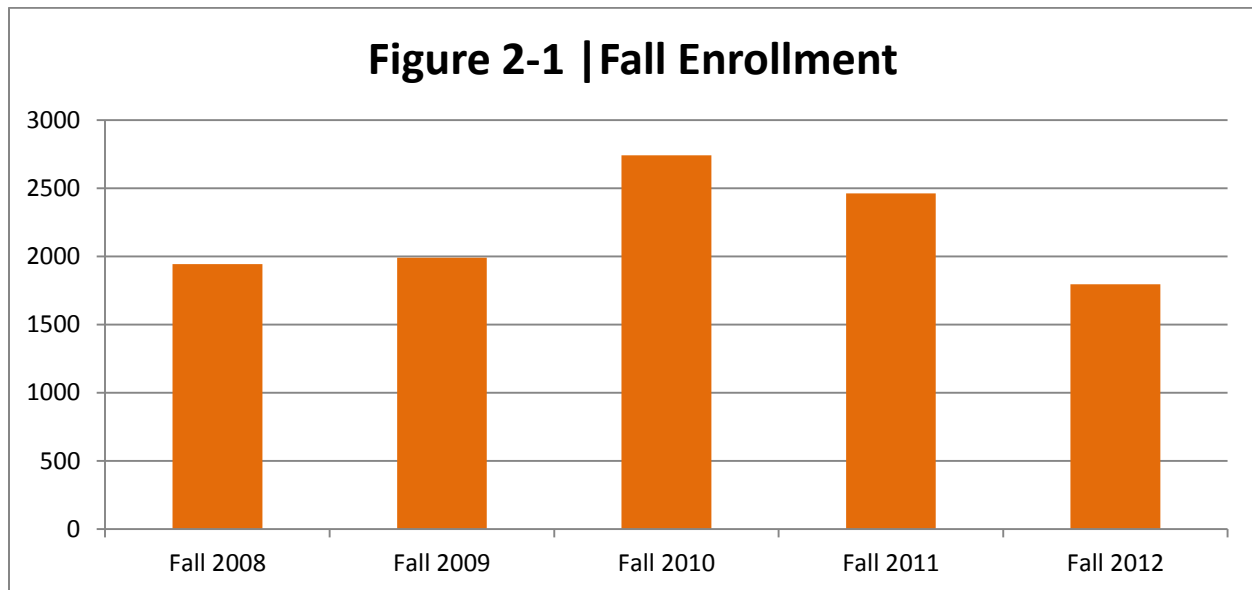


Figure 2-1 shows a steady upward trend in fall enrollment through 2010. However, current trends show a decline over the past two years as a result of budgetary constraints due to state cuts.

| Table 2-3   FTES Trend |               |               |                |               |               |
|------------------------|---------------|---------------|----------------|---------------|---------------|
| FTES                   | Fall 2008     | Fall 2009     | Fall 2010      | Fall 2011     | Fall 2012     |
| Credit FTES            | 911.39        | 924.80        | 1051.88        | 816.88        | 716.42        |
| Non-Credit FTES        | 5.08          | 8.14          | 10.12          | 8.01          | 8.79          |
| <b>Total</b>           | <b>916.46</b> | <b>932.93</b> | <b>1062.00</b> | <b>824.89</b> | <b>725.20</b> |

Data retrieved from Chancellor's Office Data Mart

One positive effect of this decline is that individual students, on average, have accounted for more FTES to enrollment in fall 2012 in comparison to fall 2011 as the FTES generated decreased by 12% from 2011 while enrollments decreased by 37%. What this suggests is that students are enrolling in more units and staying enrolled beyond the census date. It is expected that LCC student goal achievement, whether it is degree or certificate attainment or transferring to a four-year institution, will improve as a result of increased attempted units.

| Table 2-4   Fall Enrollment Load Comparison |             |             |             |             |             |
|---|-------------|-------------|-------------|-------------|-------------|
| Percent                                     | Fall 2008   | Fall 2009   | Fall 2010   | Fall 2011   | Fall 2012   |
| 0.1 - 2.9                                   | 361         | 376         | 220         | 157         | 105         |
| 3.0 - 5.9                                   | 313         | 359         | 964         | 993         | 483         |
| 6.0 - 8.9                                   | 254         | 245         | 437         | 505         | 398         |
| 9.0 - 11.9                                  | 185         | 194         | 326         | 119         | 125         |
| 12.0 -14.9                                  | 355         | 414         | 359         | 342         | 367         |
| 15 +  | 428         | 340         | 354         | 291         | 272         |
| Non-Credit                                  | 47          | 63          | 81          | 54          | 46          |
| <b>Total</b>                                | <b>1943</b> | <b>1991</b> | <b>2741</b> | <b>2461</b> | <b>1796</b> |

Data retrieved from Chancellor's Office Data Mart

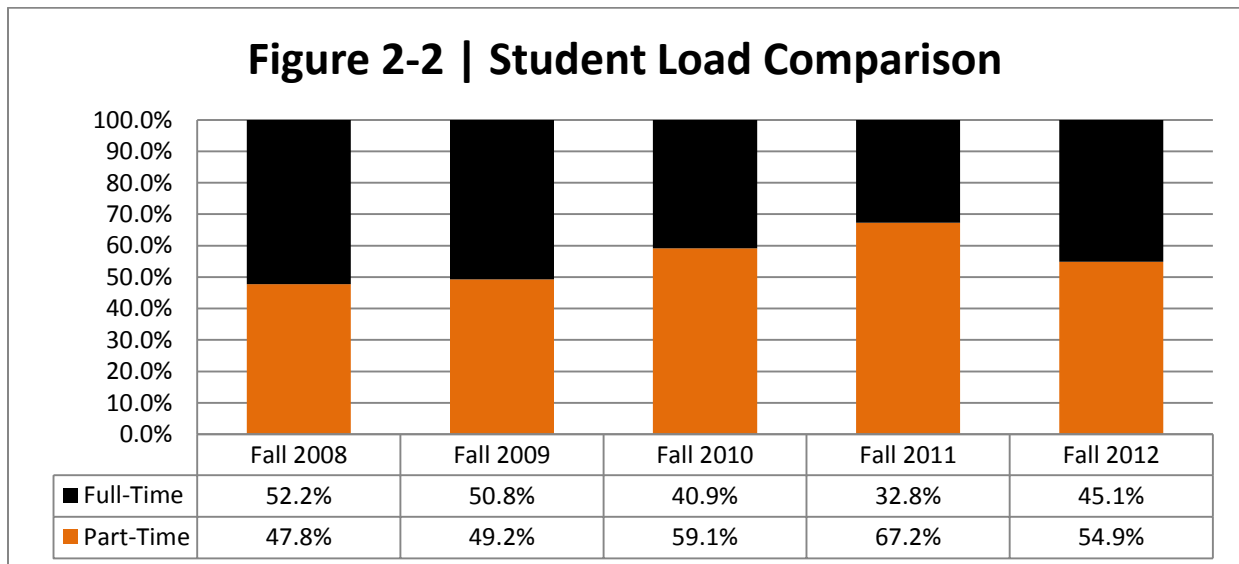


Figure 2-2 shows a slight upward trend in enrollment load proportion full-time students during the past three fall semesters.

| Table 2-5   Time of Day Comparison |             |             |             |             |             |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Status                             | Fall 2008   | Fall 2009   | Fall 2010   | Fall 2011   | Fall 2012   |
| Day                                | 1072        | 1054        | 1630        | 1611        | 1125        |
| Evening                            | 314         | 334         | 330         | 206         | 139         |
| Unknown                            | 557         | 603         | 781         | 644         | 532         |
| <b>Total</b>                       | <b>1943</b> | <b>1991</b> | <b>2741</b> | <b>2461</b> | <b>1796</b> |

Data retrieved from Chancellor's Office Data Mart

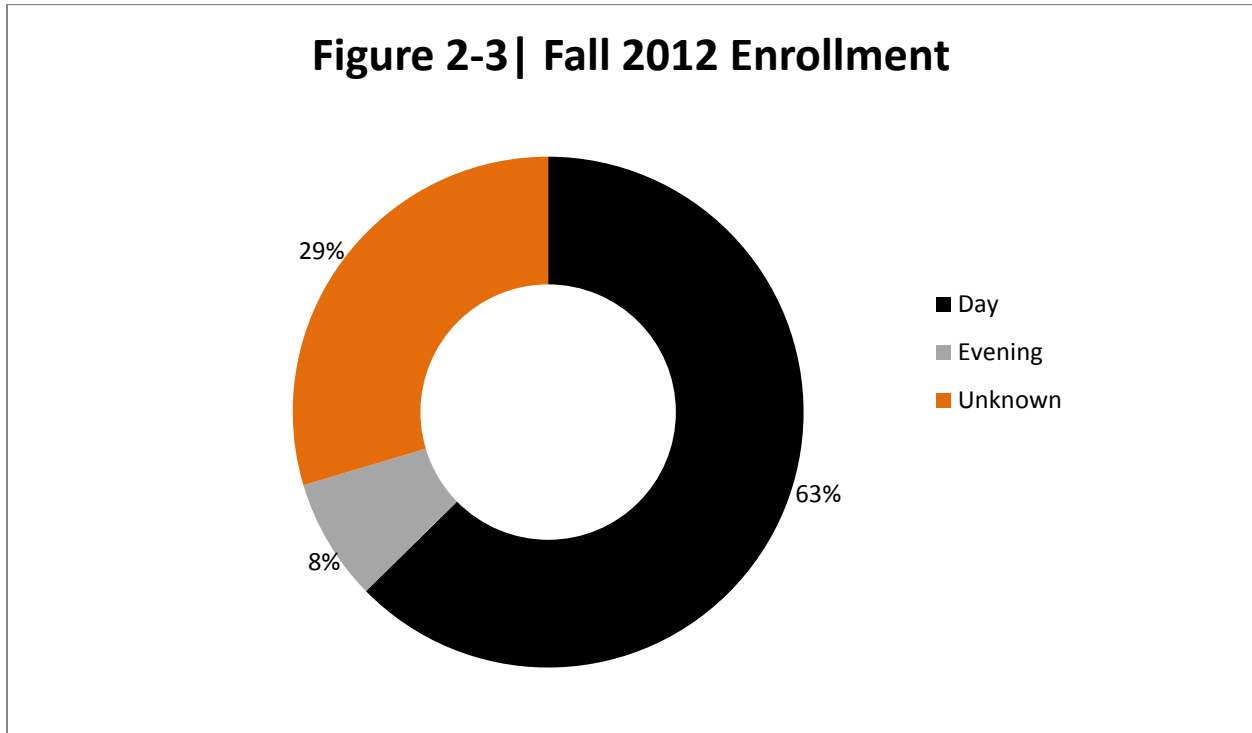


Table 2-5 shows the proportion of fall credit students taking at least one class during the day has increased over the previous five years. However, in comparison with the past three years, there has been a major decline from fall 2010 to fall 2012 in daytime enrollment by 31%. Note: Daytime status includes all students taking one or more classes before 5 p.m. Evening students take only classes offered on evenings and/or weekends. Students enrolled only in nontraditional classes, such as online instruction and independent study, are counted as evening. The students listed as unknown may be attributed to correspondence students.

## Enrollment by Demographics

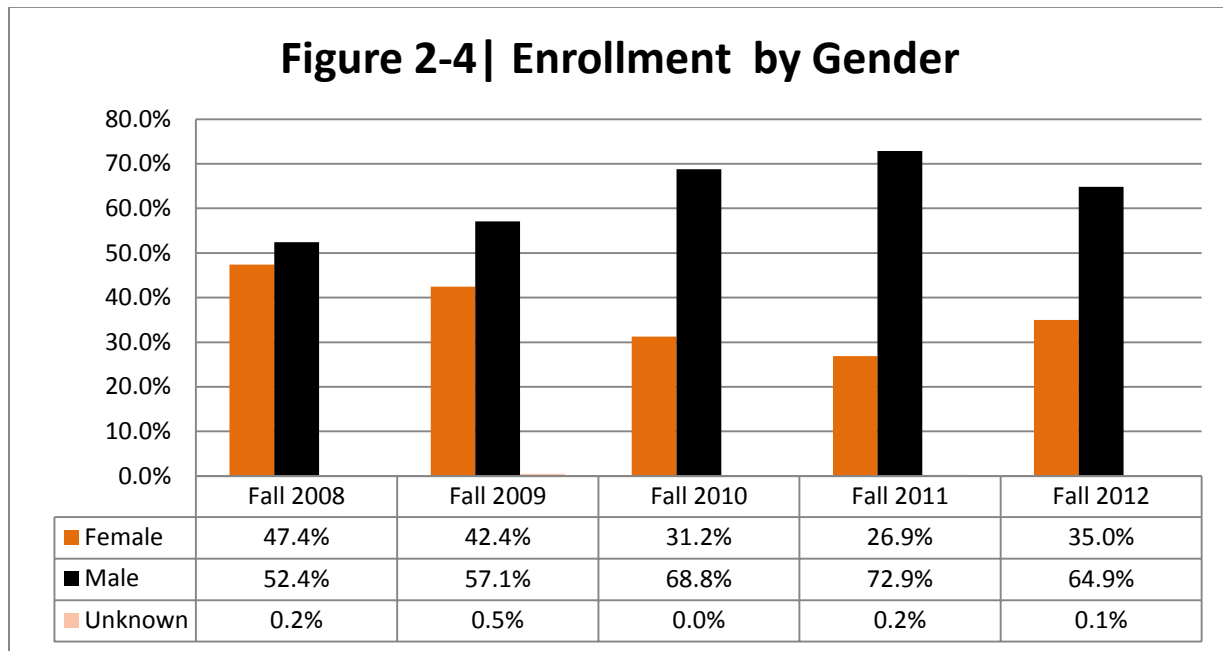
**Table 2-6 | Enrollment by Gender**

| Headcount    | Fall 2008   | Fall 2009   | Fall 2010   | Fall 2011   | Fall 2012   |
|--------------|-------------|-------------|-------------|-------------|-------------|
| Female       | 921         | 845         | 856         | 661         | 629         |
| Male         | 1019        | 1136        | 1885        | 1794        | 1165        |
| Unknown      | 3           | 10          | 0           | 6           | 2           |
| <b>Total</b> | <b>1943</b> | <b>1991</b> | <b>2741</b> | <b>2461</b> | <b>1796</b> |

Data retrieved from Chancellor's Office Data Mart

Table 2-6 presents a five-year trend for unduplicated student headcount by gender. Male students continue to maintain majority status over the last five years, making up over 60% of the population over the most recent terms. This can be related to the correspondence courses as the on campus students have a higher female to male ratio.

**Figure 2-4 | Enrollment by Gender**



| Table 2-7   Enrollment by Ethnicity |             |             |             |             |             |
|-------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Headcount                           | Fall 2008   | Fall 2009   | Fall 2010   | Fall 2011   | Fall 2012   |
| African-American                    | 115         | 159         | 397         | 399         | 221         |
| American Indian/Alaskan Native      | 77          | 78          | 85          | 84          | 71          |
| Asian                               | 25          | 26          | 60          | 65          | 33          |
| Filipino                            | 10          | 6           | 15          | 21          | 17          |
| Hispanic                            | 244         | 234         | 510         | 456         | 297         |
| Pacific Islander                    | 27          | 23          | 30          | 25          | 24          |
| Two or More Races                   | N/A         | 14          | 61          | 47          | 42          |
| Unknown/Non-Respondent              | 68          | 57          | 43          | 31          | 29          |
| White Non-Hispanic                  | 1377        | 1394        | 1540        | 1333        | 1062        |
| <b>Total</b>                        | <b>1943</b> | <b>1991</b> | <b>2741</b> | <b>2461</b> | <b>1796</b> |

Data retrieved from Chancellor's Office Data Mart

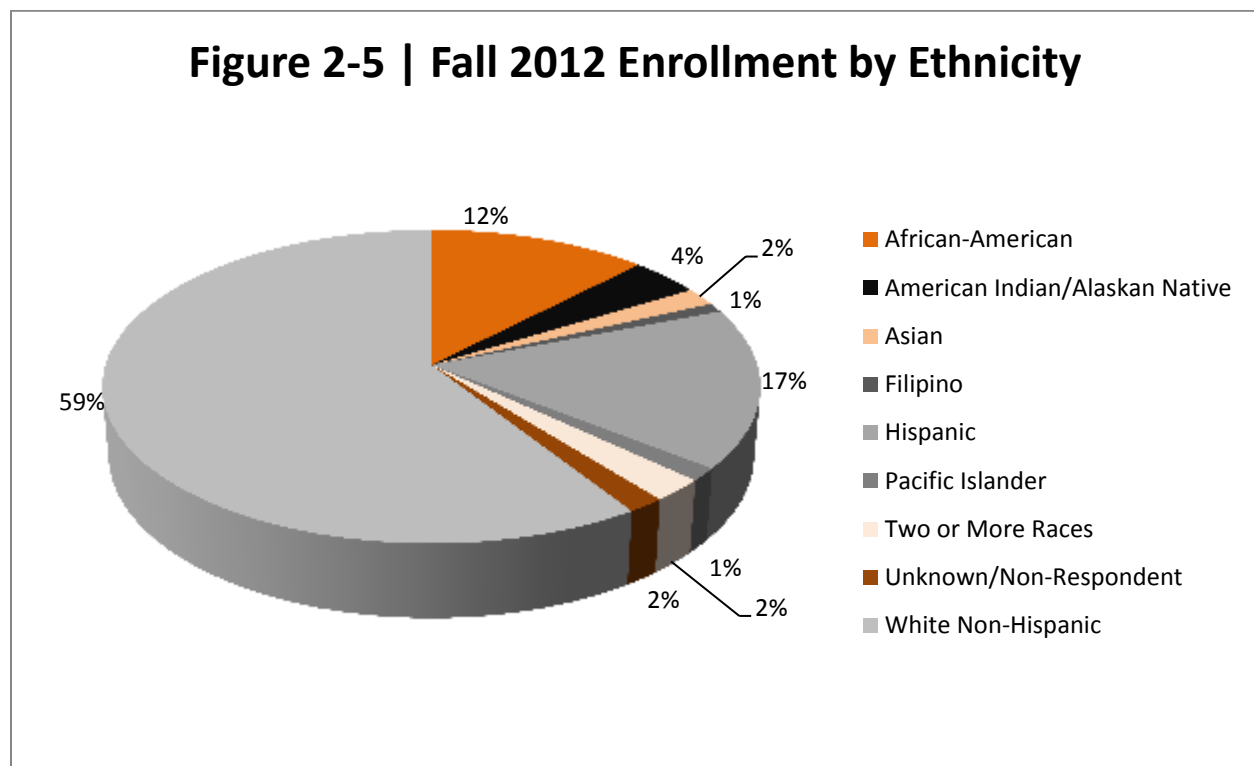


Table 2-7 presents a five-year trend for unduplicated student headcount by ethnicity. The data indicates a 6.4% increase in African American and 4.0% increase Hispanic students, while White non-Hispanic students have declined by 11.7%.

| <b>Table 2-8   Enrollment by Age</b> |                  |                  |                  |                  |                  |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| <b>Headcount</b>                     | <b>Fall 2008</b> | <b>Fall 2009</b> | <b>Fall 2010</b> | <b>Fall 2011</b> | <b>Fall 2012</b> |
| < 20                                 | 384              | 398              | 407              | 404              | 415              |
| 20-24                                | 330              | 351              | 527              | 454              | 369              |
| 25-29                                | 243              | 234              | 405              | 327              | 219              |
| 30-34                                | 168              | 167              | 337              | 311              | 192              |
| 35-39                                | 182              | 174              | 295              | 280              | 144              |
| 40-49                                | 283              | 308              | 445              | 424              | 246              |
| 50+                                  | 352              | 357              | 324              | 260              | 211              |
| Unknown                              | 1                | 2                | 1                | 1                | 0                |
| <b>Total</b>                         | <b>1943</b>      | <b>1991</b>      | <b>2741</b>      | <b>2461</b>      | <b>1796</b>      |

| <b>Table 2-9   Percent of Enrollment by Age</b> |                  |                  |                  |                  |                  |
|---|------------------|------------------|------------------|------------------|------------------|
| <b>Percent</b>                                  | <b>Fall 2008</b> | <b>Fall 2009</b> | <b>Fall 2010</b> | <b>Fall 2011</b> | <b>Fall 2012</b> |
| < 20  | 19.8%            | 20.0%            | 14.8%            | 16.4%            | 23.1%            |
| 20-24   | 17.0%            | 17.6%            | 19.2%            | 18.4%            | 20.5%            |
| 25-29   | 12.5%            | 11.8%            | 14.8%            | 13.3%            | 12.2%            |
| 30-34   | 8.6%             | 8.4%             | 12.3%            | 12.6%            | 10.7%            |
| 35-39   | 9.4%             | 8.7%             | 10.8%            | 11.4%            | 8.0%             |
| 40-49   | 14.6%            | 15.5%            | 16.2%            | 17.2%            | 13.7%            |
| 50+   | 18.1%            | 17.9%            | 11.8%            | 10.6%            | 11.7%            |
| Unknown   | 0.1%             | 0.1%             | 0.0%             | 0.0%             | 0.0%             |
| <b>Total</b>                                    | <b>100.0%</b>    | <b>100.0%</b>    | <b>100.0%</b>    | <b>100.0%</b>    | <b>100.0%</b>    |

Data retrieved from Chancellor's Office Data Mart

Table 2-8 presents a five-year trend for unduplicated student headcount by age group. The proportion of students that are under 25 years of age has increased over the last five years, while the more population of 35 and older has declined. This could possibly be a result of the recent decrease in section offerings at LCC. Students that are already taking courses at LCC have a higher likelihood of completing matriculation components and being assigned priority registration over incoming students who are unfamiliar with the enrollment process and less likely to be assigned priority registration.



## Section 3: New LCC Students

**Table 3-1 | Enrollment Status**

| Headcount                   | Fall 2008   | Fall 2009   | Fall 2010   | Fall 2011   | Fall 2012   |
|-----------------------------|-------------|-------------|-------------|-------------|-------------|
| Continuing Student          | 1,046       | 1,114       | 1,200       | 1,241       | 868         |
| First-Time Student          | 211         | 138         | 979         | 596         | 533         |
| First-Time Transfer Student | 90          | 65          | 189         | 242         | 137         |
| Returning Student           | 578         | 618         | 329         | 326         | 201         |
| Special Admit Student       | 18          | 56          | 44          | 56          | 57          |
| <b>Total</b>                | <b>1943</b> | <b>1991</b> | <b>2741</b> | <b>2461</b> | <b>1796</b> |

Data retrieved from Chancellor's Office Data Mart

Table 3-1 shows the enrollment of returning students has decreased by 65.2% from the fall 2008 term. However, the first time student enrollment has increased from 10.9% of the population in fall 2008 to 29.7% in fall 2012.

**Table 3-2 | Student Yields from Feeder High Schools**

| High School                | Graduating Class Size<br>2012 | LCC Freshman Fall<br>2012 | High School<br>Yield |
|----------------------------|-------------------------------|---------------------------|----------------------|
| Big Valley High School     | 17                            | 1                         | 5.9%                 |
| Herlong High School        | 31                            | 6                         | 19.4%                |
| Lassen Union High School   | 201                           | 62                        | 30.8%                |
| Westwood High School       | 72                            | 5                         | 6.9%                 |
| <b>Average Local Yield</b> | <b>321</b>                    | <b>74</b>                 | <b>23.1%</b>         |

Data retrieved from SARC 2012-2013 Report and LCC Datatel database

Feeder schools are defined as all high schools within the college district that supply graduates to LCC. High school yield is the percentage of each school's graduating class that enrolls at LCC within one year of graduation.

## First-time Student Demographics

**Table 3-3 | Enrollment of First-Time Students by Gender**

| Headcount    | Fall 2008  | Fall 2009  | Fall 2010  | Fall 2011  | Fall 2012  |
|--------------|------------|------------|------------|------------|------------|
| Female       | 98         | 38         | 175        | 94         | 149        |
| Male         | 113        | 100        | 804        | 498        | 384        |
| Unknown      | 0          | 0          | 0          | 4          | 0          |
| <b>Total</b> | <b>211</b> | <b>138</b> | <b>979</b> | <b>596</b> | <b>533</b> |

**Table 3-4 | Percent of First-Time Students by Gender**

| Headcount | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 |
|-----------|-----------|-----------|-----------|-----------|-----------|
| Female    | 46.4%     | 27.5%     | 17.9%     | 15.8%     | 28.0%     |
| Male      | 53.6%     | 72.5%     | 82.1%     | 83.6%     | 72.0%     |
| Unknown   | 0.0%      | 0.0%      | 0.0%      | 0.7%      | 0.0%      |

**Table 3-5 | Enrollment of First-Time Students by Ethnicity**

| Headcount                      | Fall 2008   | Fall 2009   | Fall 2010   | Fall 2011   | Fall 2012   |
|--------------------------------|-------------|-------------|-------------|-------------|-------------|
| African-American               | 19          | 19          | 177         | 75          | 57          |
| American Indian/Alaskan Native | 11          | 5           | 35          | 19          | 24          |
| Asian                          | 4           | 3           | 18          | 15          | 10          |
| Filipino                       | 1           |             | 7           | 4           | 1           |
| Hispanic                       | 32          | 17          | 260         | 180         | 127         |
| Pacific Islander               | 4           | 0           | 8           | 7           | 2           |
| Two or More Races              | 0           | 3           | 22          | 10          | 14          |
| Unknown/Non-Respondent         | 5           | 1           | 7           | 6           | 9           |
| White Non-Hispanic             | 135         | 90          | 445         | 280         | 289         |
| <b>Total</b>                   | <b>3939</b> | <b>3659</b> | <b>2961</b> | <b>2680</b> | <b>2426</b> |

**Table 3-6 | Percent of First-Time Students by Ethnicity**

| Headcount                      | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|
| African-American               | 9.0%      | 13.8%     | 18.1%     | 12.6%     | 10.7%     |
| American Indian/Alaskan Native | 5.2%      | 3.6%      | 3.6%      | 3.2%      | 4.5%      |
| Asian                          | 1.9%      | 2.2%      | 1.8%      | 2.5%      | 1.9%      |
| Filipino                       | 0.5%      | 0.0%      | 0.7%      | 0.7%      | 0.2%      |
| Hispanic                       | 15.2%     | 12.3%     | 26.6%     | 30.2%     | 23.8%     |
| Pacific Islander               | 1.9%      | 0.0%      | 0.8%      | 1.2%      | 0.4%      |
| Two or More Races              | 0.0%      | 2.2%      | 2.2%      | 1.7%      | 2.6%      |
| Unknown/Non-Respondent         | 2.4%      | 0.7%      | 0.7%      | 1.0%      | 1.7%      |
| White Non-Hispanic             | 64.0%     | 65.2%     | 45.5%     | 47.0%     | 54.2%     |

Data retrieved from Chancellor's Office Data Mart

## Section 4: Special Populations

**Table 4-1 | Special Population Counts**

| Headcount | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 |
|-----------|-----------|-----------|-----------|-----------|-----------|
| CalWORKs  | 59        | 65        | 68        | 61        | 41        |
| DSP&S     | 170       | 159       | 155       | 137       | 140       |
| EOPS/CARE | 262       | 176       | 179       | 164       | 155       |

Data retrieved from Chancellor's Office Data Mart

Table 4-1 reflects a decrease in participation trends over the past five years within special populations at LCC with CalWORKs participation decreasing by 30.5%, DSP&S by 17.6% and most notably EOP&S/CARE showed a decrease of 40.8%.

**Table 4-2 | Financial Aid Recipients by Type**

| Type of Aid             | 2007-2008   | 2008-2009   | 2009-2010   | 2010-2011   | 2011-2012   |
|-------------------------|-------------|-------------|-------------|-------------|-------------|
| BOG Fee Waiver          | 1541        | 1701        | 2374        | 2689        | 2961        |
| Grants                  | 503         | 526         | 581         | 703         | 576         |
| Loans                   | 153         | 188         | 213         | 214         | 178         |
| Scholarship             | 158         | 231         | 205         | 142         | 145         |
| Work Study              | 0           | 97          | 139         | 146         | 124         |
| <b>Total Recipients</b> | <b>1726</b> | <b>1932</b> | <b>2589</b> | <b>2921</b> | <b>3141</b> |

Data retrieved from Chancellor's Office Data Mart

**Figure 4-1 | Total Recipients**

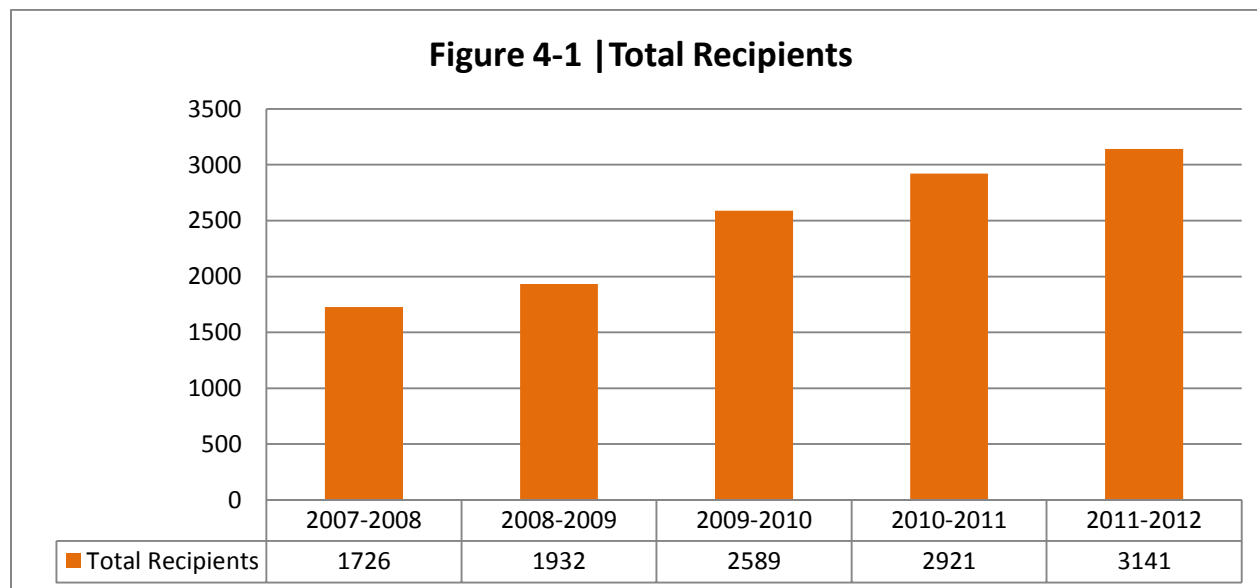


Figure 4-1 presents a five-year trend for unduplicated student headcount by type of financial aid received. Major increases in the proportion of students receiving BOG Fee Waivers have been observed over the last five years. As financial resources have become scarce, the data suggest that alternative forms of funding are being increasingly utilized as Figure 4-1 indicates that 62.1% of the annual student population received financial aid in 2011-2012, which is 5.7% higher in comparison to the 2007-2008 at 56.4%.

## Section 5: Success and Retention

**Table 5-1 | Success and Retention**

| Term      | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 |
|-----------|-----------|-----------|-----------|-----------|-----------|
| Success   | 72.8%     | 65.6%     | 68.0%     | 72.0%     | 66.8%     |
| Retention | 87.3%     | 82.7%     | 84.6%     | 90.1%     | 86.0%     |

Data retrieved from Chancellor's Office Data Mart

**Figure 5-1 | Success and Retention**

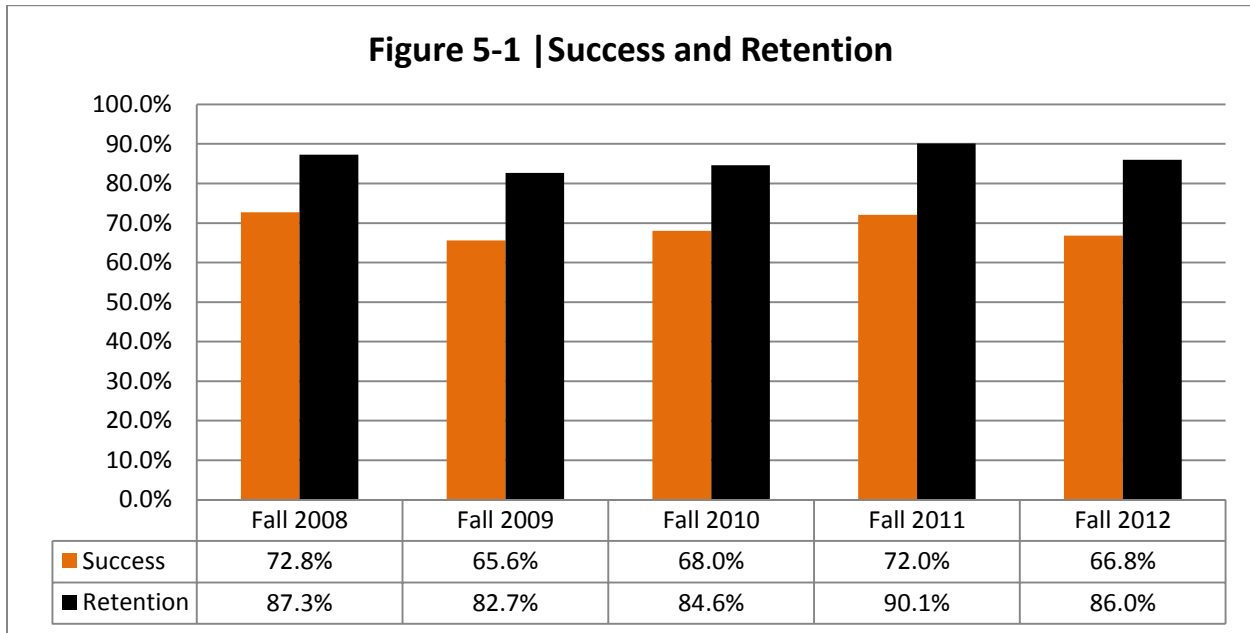


Table 5-1 shows a five-year trend with success decreasing by 6.0% and retention decreasing by 1.0%. The following sections will provide a breakdown to better identify the gaps within the student populations that are related to decline of success and retention.

## Success Rates by Demographics

**Table 5-2 | Success by Gender**

| Percent | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 |
|---------|-----------|-----------|-----------|-----------|-----------|
| Female  | 72.6%     | 70.2%     | 68.3%     | 70.4%     | 68.5%     |
| Male    | 72.9%     | 63.1%     | 67.9%     | 72.9%     | 65.8%     |

**Table 5-3 | Success by Ethnicity**

| Percent                        | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|
| African-American               | 66.9%     | 57.0%     | 57.0%     | 64.7%     | 52.1%     |
| American Indian/Alaskan Native | 60.2%     | 62.8%     | 68.4%     | 68.4%     | 59.8%     |
| Asian                          | 84.0%     | 75.7%     | 66.7%     | 63.5%     | 70.3%     |
| Hispanic                       | 72.1%     | 58.2%     | 65.8%     | 67.5%     | 59.1%     |
| Multi-Ethnicity                | N/A       | 71.2%     | 75.6%     | 78.5%     | 69.4%     |
| Pacific Islander               | 75.3%     | 60.4%     | 52.9%     | 73.4%     | 65.3%     |
| Unknown                        | 77.0%     | 71.1%     | 61.9%     | 70.1%     | 68.1%     |
| White Non-Hispanic             | 73.8%     | 68.0%     | 71.4%     | 74.9%     | 71.2%     |

**Table 5-4 | Success by Age**

| Percent  | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2012 |
|----------|-----------|-----------|-----------|-----------|-----------|
| 1 to 17  | 69.9%     | 71.0%     | 80.4%     | 71.7%     | 70.7%     |
| 18 & 19  | 72.9%     | 66.9%     | 68.0%     | 70.4%     | 71.0%     |
| 20 to 24 | 67.7%     | 66.0%     | 63.0%     | 69.9%     | 64.2%     |
| 25 to 29 | 69.2%     | 60.0%     | 65.8%     | 67.9%     | 63.4%     |
| 30 to 34 | 70.9%     | 62.2%     | 72.1%     | 74.0%     | 61.2%     |
| 35 to 39 | 73.7%     | 60.8%     | 68.3%     | 73.7%     | 61.2%     |
| 40 to 49 | 76.8%     | 65.8%     | 68.0%     | 75.8%     | 69.1%     |
| 50 +     | 84.8%     | 74.5%     | 78.8%     | 78.7%     | 73.1%     |

Data retrieved from Chancellor's Office Data Mart

Table 5-2 shows a decline in both genders with males decreasing by 7.0% and females by 1.9% from 2011 to 2012. Similar in findings, table 5-3 show a decline over the past five years for success within all ethnicity groups. The lowest performers include African American students, which have declined 14.8% and Hispanic students have declined 13.0%. The success by age groups in table 5-4 shows a stagnant success range for students under 30 within the mid 60 percentile. The major decline in success over the past five years has occurred within the population of 30 and older, which has averages over a 10% decline since 2008.

## Retention Rates by Demographics

**Table 5-5 | Retention by Gender**

| Percent | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 |
|---------|-----------|-----------|-----------|-----------|-----------|
| Female  | 86.7%     | 85.4%     | 84.7%     | 87.4%     | 89.6%     |
| Male    | 87.8%     | 81.2%     | 84.5%     | 91.5%     | 83.9%     |

**Table 5-6 | Retention by Ethnicity**

| Percent                        | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|
| African-American               | 85.7%     | 83.3%     | 80.7%     | 87.7%     | 76.1%     |
| American Indian/Alaskan Native | 79.6%     | 79.4%     | 87.7%     | 89.1%     | 89.0%     |
| Asian                          | 90.0%     | 89.3%     | 83.3%     | 89.9%     | 78.6%     |
| Hispanic                       | 85.0%     | 77.1%     | 82.9%     | 90.3%     | 80.9%     |
| Multi-Ethnicity                | N/A       | 84.6%     | 94.3%     | 91.1%     | 92.4%     |
| Pacific Islander               | 87.6%     | 83.3%     | 79.4%     | 97.5%     | 89.5%     |
| Unknown                        | 91.7%     | 82.9%     | 74.2%     | 95.5%     | 90.3%     |
| White Non-Hispanic             | 88.2%     | 83.7%     | 85.7%     | 90.4%     | 88.5%     |

**Table 5-7 | Retention by Age**

| Percent  | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 |
|----------|-----------|-----------|-----------|-----------|-----------|
| 1 to 17  | 86.7%     | 85.8%     | 91.8%     | 89.8%     | 88.6%     |
| 18 & 19  | 87.7%     | 86.5%     | 88.3%     | 90.1%     | 92.1%     |
| 20 to 24 | 84.7%     | 82.1%     | 81.6%     | 88.8%     | 85.5%     |
| 25 to 29 | 84.4%     | 77.0%     | 82.4%     | 88.8%     | 81.7%     |
| 30 to 34 | 87.5%     | 80.9%     | 83.6%     | 89.8%     | 80.8%     |
| 35 to 39 | 89.5%     | 82.3%     | 85.8%     | 90.7%     | 80.4%     |
| 40 to 49 | 88.9%     | 81.7%     | 84.0%     | 91.8%     | 84.4%     |
| 50 +     | 92.7%     | 86.0%     | 87.4%     | 93.2%     | 87.2%     |

Data retrieved from Chancellor's Office Data Mart

Table 5-5 shows an increase in retention within females with a 2.9% increase over five years while males show 3.9% decrease over the same time period. Notably, male students enrolled in fall 2011 showed the highest level of performance over the past five years with a 91.5% retention rate. Similar to the retention trend in male students, all ethnic groups with the exception of American Indians/Alaskan natives have declined in term retention over the past five years. The greatest decline in table 5-6 comes from a comparison of fall 2011 to fall 2012 with African Americans decreasing 11.6%, Asians decreasing 11.3%, Hispanics decreasing 9.4%, and Pacific Islanders decreasing 8.0%. Similar to female students, the population within the age groups under 25 showed an increase in retention over the past five years. In contrast, table 5-7 shows students over the age of 25 have declined in retention.



## Section 6: Awards and Transfer

**Table 6-1 | LCC Awards**

| Award Type                             | 2007-2008  | 2008-2009  | 2009-2010  | 2010-2011  | 2011-2012  |
|--|------------|------------|------------|------------|------------|
| Associate of Arts (A.A.) degree        | 48         | 50         | 53         | 30         | 32         |
| Associate of Science (A.S.) degree     | 67         | 122        | 88         | 100        | 114        |
| <b>Total Degrees</b>                   | <b>115</b> | <b>172</b> | <b>141</b> | <b>130</b> | <b>146</b> |
| Certificate requiring 6 to < 18 units  | 16         | 41         | 28         | 32         | 3          |
| Certificate requiring 18 to < 30 units | 4          | 12         | 7          |            |            |
| Certificate requiring 30 to < 60 units | 60         | 140        | 122        | 131        | 139        |
| <b>Total Certificates</b>              | <b>80</b>  | <b>193</b> | <b>157</b> | <b>163</b> | <b>142</b> |
| <b>Total Awards</b>                    | <b>195</b> | <b>365</b> | <b>298</b> | <b>293</b> | <b>288</b> |

Data retrieved from Chancellor's Office Data Mart

The data shows a high rate of efficiency within the student population as annual headcount decreased 11.0% from 2010-2011 to 2011-2012, however the degrees awarded showed a slight decrease in awards earned by only 1.8% which shows a higher ratio of awarded to enrolled students.

## Transfer Cohort Study

This report uses the same transfer methodology used by Bahr, Hom & Perry (2005). The method tracks cohorts of first-time college students for six years to determine if they show “behavioral intent to transfer”. A student becomes eligible to potentially enter a Transfer Cohort by enrolling for the first time at any California Community College (CCC). Students may be concurrently enrolled in high school (aka “special admits”), may be high school drop-outs, or may be high school graduates at the time of their initial enrollment. Students are assigned a cohort year according to the academic year in which they first enroll at a CCC. Transfer cohort students are attributed uniquely to one “home” community college based on where they earned most of their units.

The initial group or cohort of first-time students is evaluated six years after initial enrollment in order to determine if they have shown behavioral intent to transfer. If by six years after initial enrollment a student has completed twelve credit units and attempted transfer-level math or English, the student then enters into the Transfer Cohort and that student’s transfer outcome is calculated for a variety of time frames ranging from three years after initial enrollment to as high as twelve years after initial enrollment, time allowing. Obviously, more recent cohorts will have a smaller range of time windows available with the more recent cohort showing transfer rates for just three years, four years, five years, etc. after initial enrollment at a CCC.

It is important to note that although the Transfer Cohorts are not finalized until six years after initial enrollment, transfer rates can be retroactively calculated for this group for years three, four and five. The transfer rates are calculated using an official methodology developed in 2001 by the Chancellor’s Office in consultation with constituent groups and adopted by the Transfer Data Technical Workgroup (TDTW). The cohorts are first-time college students with a minimum of 12 units earned who attempted a transfer level math or English course. The outcome is transfer to a four-year institution within a given time period subsequent to initial enrollment. A data match with the National Student Clearinghouse (NSC), University of California (UC) and California State University (CSU) provided information on the enrollment of former CCC students at public and private four-year transfer institutions within the United States.

Dividing the number of students with enrollments at a Bachelors-granting institution by the total size of the Transfer Cohort yields the transfer rate. The data mart provides the overall transfer rate for each Transfer Cohort as well as transfer rates for various sub-populations included in the Transfer Cohorts.

*This methodological explanation is adapted from a longer document available at: <http://www.ccctransfer.org/TransferReport.pdf>*

### References

Bahr, P. R., Hom, W., & Perry, P. (2005). College transfer performance: A methodology for equitable measurement. *Journal of Applied Research in the Community College*, 13 (1), 73-87.

**Table 6-2 | LCC Transfer Cohort Velocity**

| Headcount           | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 |
|---------------------|-----------|-----------|-----------|-----------|-----------|
| Transferred Student | 88        | 55        | 52        | 32        | 25        |
| Cohort Student      | 240       | 128       | 134       | 121       | 133       |
| Transfer Rate       | 37%       | 43%       | 39%       | 26%       | 19%       |

Data retrieved from Chancellor’s Office Data Mart

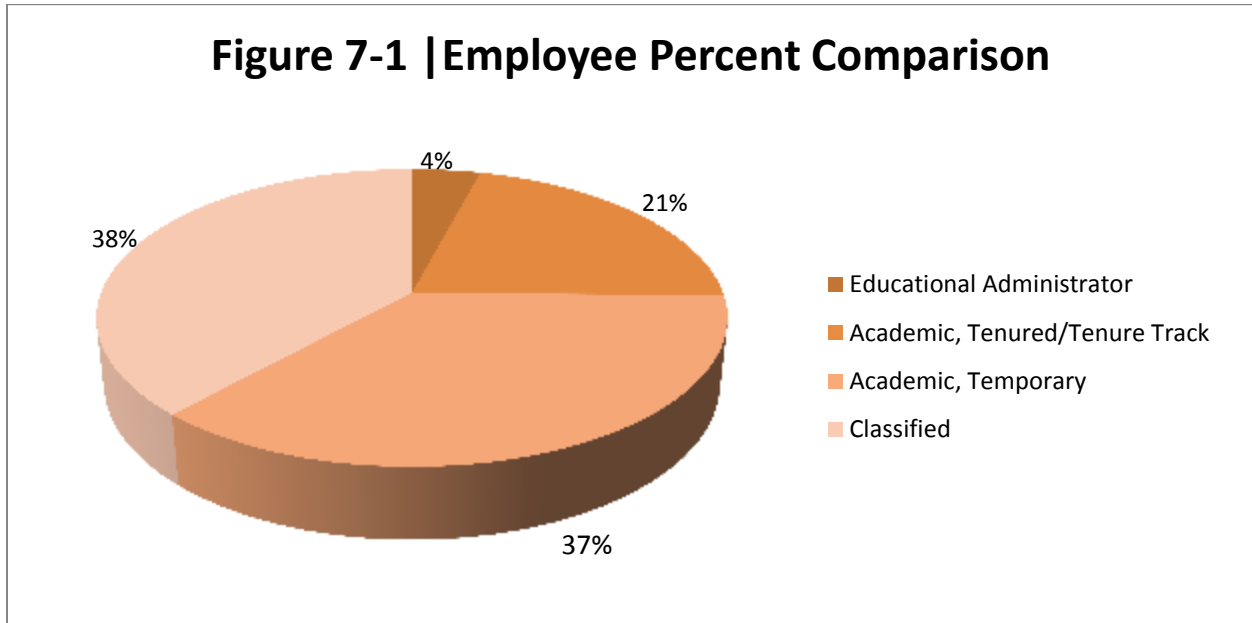
## Section 7: LCC Employees

**Table 7-1 | LCC Employees by Position**

| Position                       | Headcount  | Percent       |
|--------------------------------|------------|---------------|
| Educational Administrator      | 7          | 4.1%          |
| Academic, Tenured/Tenure Track | 36         | 21.2%         |
| Academic, Temporary            | 62         | 36.5%         |
| Classified                     | 65         | 38.2%         |
| <b>Total</b>                   | <b>170</b> | <b>100.0%</b> |

Data retrieved from Chancellor's Office Data Mart

**Figure 7-1 | Employee Percent Comparison**



The comparison of the data from Table 7-1 shows that the majority employee population being faculty members at 57.7% with adjunct faculty members making up 36.5% of the overall employee population.

## Employee Demographics

**Table 7-2 | Faculty by Gender**

| Faculty      | Full-Time |               | Adjunct   |               | All       |                |
|--------------|-----------|---------------|-----------|---------------|-----------|----------------|
| Female       | 16        | 43.3%         | 29        | 46.8%         | 45        | 45.9%          |
| Male         | 21        | 56.7%         | 33        | 53.2%         | 53        | 54.1%          |
| <b>Total</b> | <b>37</b> | <b>100.0%</b> | <b>62</b> | <b>100.0%</b> | <b>98</b> | <b>100.00%</b> |

**Figure 7-3 | Faculty by Ethnicity**

| Faculty                           | Full-Time |               | Adjunct   |               | All       |               |
|-----------------------------------|-----------|---------------|-----------|---------------|-----------|---------------|
| African-American                  | 0         | 0.0%          | 1         | 1.6%          | 1         | 1.0%          |
| American Indian/Alaskan Native    | 0         | 0.0%          | 0         | 0.0%          | 0         | 0.0%          |
| Asian, Pacific Islander, Filipino | 1         | 2.9%          | 0         | 0.0%          | 1         | 1.0%          |
| Hispanic                          | 0         | 0.0%          | 10        | 16.1%         | 10        | 10.3%         |
| Other / Unknown                   | 1         | 2.9%          | 1         | 1.6%          | 2         | 2.1%          |
| Two or More Races                 | 0         | 0.0%          | 0         | 0.0%          | 0         | 0.0%          |
| White Non-Hispanic                | 35        | 94.2%         | 50        | 80.6%         | 85        | 87.6%         |
| <b>Total</b>                      | <b>37</b> | <b>100.0%</b> | <b>62</b> | <b>100.0%</b> | <b>97</b> | <b>100.0%</b> |

**Figure 7-4 | Educational Administrator and Classified by Gender**

| Gender       | Educational Administrator |               | Classified |               | All       |               |
|--------------|---------------------------|---------------|------------|---------------|-----------|---------------|
| Female       | 2                         | 28.6%         | 44         | 67.7%         | 46        | 63.9%         |
| Male         | 5                         | 71.4%         | 21         | 32.3%         | 26        | 36.1%         |
| <b>Total</b> | <b>7</b>                  | <b>100.0%</b> | <b>65</b>  | <b>100.0%</b> | <b>72</b> | <b>100.0%</b> |

**Figure 7-5 | Educational Administrator and Classified by Ethnicity**

| Ethnicity                         | Educational Administrator |               | Classified |               | All       |               |
|-----------------------------------|---------------------------|---------------|------------|---------------|-----------|---------------|
| African-American                  | 1                         | 14.3%         | 1          | 1.4%          | 2         | 2.6%          |
| American Indian/Alaskan Native    | 0                         | 0.0%          | 0          | 0.0%          | 0         | 0.0%          |
| Asian, Pacific Islander, Filipino | 0                         | 0.0%          | 3          | 4.3%          | 3         | 3.9%          |
| Hispanic                          | 1                         | 14.3%         | 1          | 1.4%          | 2         | 2.6%          |
| Other / Unknown                   | 0                         | 0.0%          | 0          | 0.0%          | 0         | 0.0%          |
| Two or More Races                 | 0                         | 0.0%          | 4          | 5.8%          | 4         | 5.3%          |
| White Non-Hispanic                | 5                         | 71.4%         | 60         | 87.0%         | 65        | 85.5%         |
| <b>Total</b>                      | <b>7</b>                  | <b>100.0%</b> | <b>69</b>  | <b>100.0%</b> | <b>76</b> | <b>100.0%</b> |

Data retrieved from Chancellor's Office Data Mart

The demographics of LCC staff reflect similarities to the community and student population in regards to gender and ethnicity.

## College Self-Assessment

### Mission

Lassen Community College (LCC) provides outstanding programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The college serves students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

### History

LCC has a long history of serving the communities of the valley through preparation for transfer to four-year colleges, lifelong learning, basic skills, general education, and vocational education. LCC affords students significant learning opportunities through devoted teaching, excellent support services, and an environment that is responsive to students' changing needs and circumstances.

LCC was founded in 1925, when the Junior College Department of the Lassen Union High School District was established and began conducting classes on the Lassen High School campus. As time progressed, a separate facility was opened in 1941 and 1947 across from the high school. The modern era of LCC began in 1965 with the establishment of the LCC District and the separation from the high school district. A separate Board of Trustees was elected and planning began for a new campus. That campus, located just north of Susanville on Highway 139, today consists of 165 acres and 39 buildings. It began operations in September 1971.

Since the peak of LCC's headcount in 2010-2011 there has been a decrease in annual headcount. This decrease in headcount is directly related to severe budget cuts and workload reductions across the state and is not indicative of a lack of community need for education. As California begins to restore community colleges, LCC will be looking to continue to grow and meet community and distant education students' need or education.

LCC is dedicated to raising performance in all areas with a goal of continuously improving the success of our students. The efforts of faculty, staff and administration have all continued to increase persistence and success of students enrolled at LCC.

## Accountability in Higher Education

**The Lassen Community College Fact Book** is a reference manual containing trend data about the district's service area; demographics on our students, faculty and staff; and enrollment patterns. Information contained in this publication is intended as a resource for LCC managers, faculty and staff to facilitate strategic planning and decision-making. In addition, The LCC Fact Book addresses various accountability measures adopted by both the state and federal government, the California State Chancellor's Office and accrediting agencies as explained below.

**Assembly Bill 1725** (1988) requires the Board of Governors of the California Community Colleges to develop and implement a comprehensive accountability program focused on system wide collection and reporting of information concerning student access, student success, student satisfaction, staff composition and fiscal condition. **Assembly Bill 1808** (1991) elaborates on the provisions of AB 1725 to expand reporting requirements.

In 1998, **Senate Bill 645** established The Partnership for Excellence program (PFE) as a means of implementing the commitment of the California Community College to significantly expand its contribution to the social and economic success of California. Districts are required to report on their progress in contributing to statewide goals in five areas of performance: (1) transfer; (2) degrees and certificates; (3) successful course completion; (4) workforce development; and (5) basic skills improvement.

**The Student Equity Program** requires annual reporting by individual colleges to the State of California concerning access, retention, degree and certificate completion, ESL, basic skills completion and transfer for each of the historically underrepresented groups. With the amendments of 1998 (HR 1853), the federal government extended provisions of the **Carl D. Perkins Vocational and Applied Technology Education Act** to all populations. Previous amendments to this legislation had strengthened accountability requirements, requiring states to report annually on selected benchmarks designed to indicate progress in achieving a state's goals, including placement and retention, increased earnings and skill mastery.

The **Scorecard 2.0** is a comparative framework which assesses student performance over a six-year period. The core of the framework focuses on the performance of each individual college in the CCC system. The indicators of the scorecard measure both intermediate progress and completion at each college for several groups of student demographics. The measures include: Student Progress and Attainment Rate (SPAR), Persistence, At Least 30 Units, Remedial Progress Rate, and Career Technical Education Rate.

The Western Association of Schools and Colleges (WASC) provide in its accreditation standards for assessment of "Institutional Integrity, Purposes, Planning and Effectiveness." This stand requires that the "planning process uses the results of institutional research on subjects such as institutional effectiveness, student outcomes, and demographics" (1C.2) and, further, that "institutional research and program review are conducted as essential elements in planning and evaluating institutional effectiveness" (1D.1).

The Department of Institutional Effectiveness hopes the data displayed on the preceding pages will assist the college in ensuring access to a quality education to students and successful fulfillment of the district's mission, as well as compliance with state and federal requirements.





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