

Lassen Community College
Student Equity Plan

January 2016

LASSEN COMMUNITY COLLEGE STUDENT EQUITY PLAN

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Lassen Community College Student Equity Plan Signature Page

District: Lassen Community College **Board of Trustees Approval Date:** 12-08-2015

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

[Signature] Mhall@lassencollege.edu
[College President Dr. Marlon Hall] Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.

[Signature] Dclausen@lassencollege.edu
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I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature] Pwalton@lassencollege.edu
[Chief Student Services Officer Patrick Walton] Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature] Tarmstrong@lassencollege.edu
[Chief Instructional Officer Dr. Terri Armstrong] Email

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

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Executive Summary

EXECUTIVE SUMMARY

The Lassen Community College Equity Plan was developed to fulfill the requirements set forth in SB 860 (2014). The plan addresses two critical issues – student access and success - by gender, race, foster youth status, disability status, economic status, and veteran status.

The Student Services Master Planning Committee spearheaded the development of this plan and provided a forum for broad campus participation. The Student Services Master Planning Committee membership includes three administrators, four faculty representatives, two classified staff, and a student representative.

Research findings

The plan used local research findings and analysis combined with California Community College Chancellor’s Office guidelines to determine disproportionate impact for the study groups. In the area of access, three groups were found to have been disproportionately impacted: females, Native Americans, and veterans. On the basis of success, disproportionate impact was found in multiple groups.

Table 1.1 Summarized Access Disproportionate Impact

Group	Unduplicated Enrollment	% of Student Body	Service Area %	Rate Difference	Goal Unduplicated Enrollment
Females	1044	23%	33%	-10%	1498
Native Americans	100	2%	3%	-1%	150
Veterans	307	7%	10%	-3%	439

Summarizing the college based research on student success provides insight into the areas that are most critical to address with this plan. The following table shows the number of groups with potential disproportionate impact by measure. Viewed this way, it becomes crystal clear that while students generally finish the courses they are enrolled in at census date, many do not reach key completion milestones. As a result, this plan addresses student progress and completion rates. Since many students take remedial courses and are struggling to progress through the sequence providing interventions in this area is also warranted.

Table 1.2 Summarized Success Disproportionate Impact by Metric

Metric	Potentially Disproportionately Impacted Group	Number of Groups
Course Completion		0
Course Success	Native Americans, Other non-White Females	2
Course Completion		0
Course Success	Native Americans, Other non-White Females, Foster Youth Disabled, Foster Youth	5
Course Completion		0
Course Success	Hispanic Males, Blacks, White Females, Low Income	4
Progress through Degree Applicable	Males, Blacks, Hispanics, Other non-Whites	4
Course Completion	Veterans	1
Course Success	Native Americans, Blacks, Other non-White Males	3
Progress through Degree Applicable	Males, Blacks, Hispanics, White Females, Low Income, Non-Disabled	6
Course Completion		0
Course Success	Native Americans, Pacific Islander, Other non-White Females, Foster Youth	4
Award	Hispanic Males, Hispanic Females, Blacks, White Females, non-Veterans, Low Income	6
Transfer	Males, Asians, Native Americans, Blacks, Hispanic Males, White Females, Other non-White Females, Other non-White Males, Veterans, Low Income	10
Student Progress and Achievement Rate (Modified)	Males, Blacks, Hispanic Males, White Females, Other non-White Females, Other non-White Males, Veterans, Low Income, Disabled	9

Another way of summarizing the research is to examine the number of success the disproportionate impacts by cohort grouping. This summary indicates that seven groups are disproportionately impacted in 30 percent or greater of the metrics. Lassen Community College needs to provide special attention to the groups of students identified in the table below. Lassen Community College has the goal of identifying and ameliorating disproportionate impact between groups. Given the small sample sizes of many groups it is impossible to state with statistical significance whether disproportionate impact actually exists. A rule of thumb is that a cohort with less than 35 people is too small to identify differences between one population and another population. Refer to the campus based research sections of chapter 3, Access and chapter 4, Success for a detailed overview of the research methodology used.

Table 1.3 Summarized Success Disproportionate Impact by Student Group

Group	Cohort Size	Number of Metrics	Number of Findings	% With Findings
Males	301	15	4	27%
Females	101	15	0	0%
Hispanic Females	15	11	1	9%
Hispanic Males	68	11	4	36%
Hispanics	83	15	3	20%
Asians	14	9	1	11%
Native Americans	15	13	5	38%
Blacks	76	15	7	47%
Pacific Islanders	14	13	1	8%
White Females	48	15	5	33%
White Males	116	15	0	0%
Whites	164	15	0	0%
Other non-White Females	13	10	5	50%
Other non-White Males	17	10	3	30%
Other non Whites	30	15	4	27%
Foster Youth	7	8	2	25%
Vets	21	11	2	18%
Low Income	338	15	5	33%
Disabled	14	13	2	15%

Goals

Lassen Community College has developed six goals – three related to access and three related to success. The goals are:

1. Increase female enrollment to equal the proportion of females in the county. Increase female enrollment from 23 percent to 33 percent of enrollment within the next five years.
2. Increase Native American enrollment to equal the proportion of Native Americans in the county. Increase Native American enrollment from 2 percent to 3 percent over the next five years.
3. Increase veteran enrollment above the disproportionate impact threshold. Increase veteran enrollment from 7 percent to 8 percent of enrollment within the next five years.
4. Improving student success in remedial coursework by increasing the remedial Math progress rate from 17 percent to 31 percent over the next six years. Also increasing the remedial English progress rate from 26 percent to 44 percent over the next six years.
5. Increase three year award completion rate from 12 percent to 20 percent over the next six years.
6. Increase three year transfer rate from 12 percent to 20 percent over the next six years.

Action Plans

For the 2015-16 academic year, sixteen actionable objectives have been developed to help the institution meet these goals, seven are related to access and nine related to student success.

Funding

These objectives will be supported by \$258,970 of Chancellor's Office funding. Lassen Community College will provide support through employee time and salaries, in-kind services, general fund expenditures, and Student Success and Support funding.

Program Management and Evaluation

Measures of success have been developed for each of the objectives. The effectiveness of the Equity Plan will be assessed yearly on the basis of the measures outlined in the "Goals and Activities" section of the plan. An annual report on the Plan's effectiveness will be developed for reporting to the various Lassen Community College stakeholders. Reports required by the California Community College Chancellor's Office regarding the Equity Plan will also be submitted as required. The Office of Institutional Effectiveness and Research will conduct the assessments and report on findings. Two new positions will be created to help Lassen Community College manage and evaluate this program: Associate Dean of Categorical Programs and Research Analyst. Equity funds are "braided" with other funds to pay for the increased personnel expense.

Contact Person

Patrick Walton, Dean of Student Services

Planning Committee and Collaboration

PLANNING COMMITTEE AND COLLABORATION

The Student Services Master Planning Committee which reports to the Superintendent/President and the Academic Senate spearheaded the development of this plan and provided a forum for broad campus participation. The Student Services Master Planning Committee includes the following representatives: three administrators, four faculty, two classified staff, two confidential/management and a student trustee.

The charge of the committee is:

- To assist in development and writing of the Student Success Plan
- Recommend marketing and web site and other improvements to make the college visible and attractive to prospective students.
- To assist in development and writing of the Student Equity Plan
- To assist in development of the Student Services Master Plan

The committee meets several times each year to discuss the equity planning efforts of the college. The meetings are open to the public and uses consensus decision-making process.

The Student Services Master Planning Committee membership includes representatives who implement the following campus programs:

- Disabled Student Programs and Services (DSPS)
- Extended Opportunity Programs and Services (EOPS) and Special Services.
- Student Success and Support Program (SSSP)
- Programs for foster youth
- California Work Opportunity and Responsibility to Kids (CalWORKs)
- Basic Skills Initiative (BSI)

Draft plans are submitted to Consultation Council/Strategic Planning Committee.

The charge of Consultation Council is:

- To participate in institutional decision-making by developing recommendations for the President to advance to the Governing Board, or by developing recommendations for the President's decision when appropriate, on matters relevant to the orderly functioning of the College including institutional planning, policy development, budget and related financial planning, staffing, and facilities and related resource allocation.
- To facilitate college-wide communication by disseminating and interpreting Board guidance, policy, regulations and procedures to the various segments of the college community.
- Foster a team or institutional view as opposed to an individual or constituent position.
- To prioritize, direct, and monitor institutional activities, which assure that the campus meets or exceed standards set by the Accrediting Commission for Community and Junior Colleges.

- Accept and forward to the Governing Board Policy Subcommittee recommendations on institutional policies.
- Adopt administrative procedures for implementation.

Following Consultation, the plan was forwarded to the Academic Senate for input and approval. Finally, the board of trustees approved the plan on February 19, 2016. This process was inclusive as it allowed administration, classified, faculty, and management, and students to have input into the plan’s development.

2015 Student Master Planning Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Patrick Walton	CSSO	Student Services
Brian Murphy	Assoc. Dean of Institutional Effectiveness and Research	Academic Services, Institutional Effectiveness and Research
Barbara Bastion	DSPS Counselor	Faculty, DSPS, Counseling
Thomas Rogers	EOP&S Counselor	Faculty, EOP&S
Davis Murphy	Outreach Coordinator	Student Recruitment & Outreach
Heather DelCarlo	CalWorks Program Assistant	CalWorks, Classified
Jeffery Owens	Full-time faculty	Faculty
John Taylor	Librarian, Basic Skills Coordinator	Faculty, Basic Skills, Library

The development of the Student Equity Plan has been a multiyear project. The following table identifies previous Student Services Committee membership and other college employees who participated in the Student Service Committee meetings which guided development of the Equity Plan.

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Cecelia Frohrib	Assessment Coordinator	Assessment, Classified
Noelle Eckley	Full-time faculty	Faculty
Carol Montgomery	EOPS/CARE Coordinator	EOPS/CARE
Bobbie Theesfeld	Correspondence Coordinator	Correspondence Education
Nathan Jersey	Director of ILP/Kinship Care	ILP/Kinship

Access

CAMPUS-BASED RESEARCH: ACCESS

Access to Lassen Community College is measured by comparing the percentage of students in each subgroup relative to their prevalence in the college district’s high schools and population. Lassen Community College District encompasses Lassen County and part of Modoc County. For this analysis, populations in Lassen County high schools and in Lassen County census data was used as a proxy for district populations. High school data comes from California Department of Education DataQuest database. County data is based on the 2012 US Census American Fact Finder Survey (3 year survey from 2012).

For Lassen Community College access statistics, data comes from the California Community College Chancellors Office Data Mart. Unduplicated enrollments from the 2013-14 academic year were used. Overall there were 4,586 enrolled students. Lassen College serves a student body equal to approximately 10 percent of the district’s population.

To analyze whether or not equity access gaps exist, two methods were used. First, a 90 percent confidence interval of population proportions was created for the populations. The confidence intervals indicated whether there was a statistically significant difference between population proportions. Second, the “80 percent rule” was used as outlined by the Chancellor’s Office.

Gender

On the basis of gender, there is an equity access gap in regard to the number of females enrolled at Lassen Community College. Twenty-three percent of Lassen Community College’s students are females, relative to 33% in the county and 48% in the local high schools. The high proportion of males in the county reflect the high number of male inmates at local correctional institutions. LCC’s enrollment reflects the enrollments of the incarcerated student program.

Table 3.1 Access by gender

Group	Access						Census 90% CI Proportionality Analysis	High School 90% CI Proportionality Analysis	Census 80% Proportionality Analysis	High School 80% Proportionality Analysis
	2012 Census Data		County High School		Lassen CC					
	n	%	n	%	n	%				
Female	11,388	33%	758	48%	1,044	23%	Under	Under	0.69	0.47
Male	22,865	67%	808	52%	3,532	77%	Over	Over	1.16	1.50

Possible disproportionate impact in yellow

Ethnicity

Relative to census data, LCC has a high level of diversity: African Americans, Asians, Filipinos, Hispanics, and people of two or more races are either proportionately or over represented in the LCC student body. **There are two groups that are underrepresented, whites and Native Americans.** Due to small percentages, a one percentage point difference leads to significant under representation in the case of Native Americans. The local high schools have a greater proportion of Native Americans than the county. Attracting more Native Americans from local high schools could lead to better representation of that group at LCC.

Lassen College’s athletic programs and its incarcerated student program allow the college to attract underrepresented minorities at a higher rate than would be indicated by the diversity of the service area.

Table 3.2 Access by race and ethnicity

Group	Access						Census 90% CI Proportionality Analysis	High School 90% CI Proportionality Analysis	Census 80% Proportionality Analysis	High School 80% Proportionality Analysis
	2012 Census Data		County High School		Lassen CC					
	n	%	n	%	n	%				
African American, Not Hispanic	2,790	8%	30	2%	632	14%	Over	Over	1.71	7.19
American Indian or Alaska Native, Not Hispanic	999	3%	92	6%	100	2%	Under	Under	0.75	0.37
Asian, Not Hispanic	337	1%	11	1%	108	2%	Over	Over	2.41	3.35
Filipino, Not Hispanic	*	*	7	0%	27	1%	*	Proportionate		1.32
Hispanic or Latino of Any Race	6,117	18%	221	14%	1,181	26%	Over	Over	1.45	1.82
Not Reported	*	*	5	0%	98	2%	*	*	*	6.69
Pacific Islander, Not Hispanic	163	0%	14	1%	52	1%	Proportionate	Proportionate	2.40	1.27
Two or More Races, Not Hispanic	856	2%	7	0%	103	2%	Proportionate	Proportionate	0.91	5.02
White, not Hispanic	23,270	67%	1,179	75%	2,285	50%	Under	Under	0.74	0.66

* = Data not available

Possible disproportionate impact in yellow.

Special Populations

The law requires that the college examine access for four special populations: economically disadvantaged, disabled, foster youth, and veterans. These groups can be challenging to identify and different organizations have different definitions and classifications for these groups. Table 3.3 (following page) shows access rates by the designated special populations.

Economically disadvantaged

County statistics represent the percentage of population below poverty level as estimated by the three-year 2012 American Fact Finder Survey results. High school data is based on the number of students who qualify for receiving free or reduced price lunch and would have a household income less than 185% of the poverty level. College economically disadvantaged students are those who received BOG or Pell Grants. Given the varying levels of poverty associated with economically disadvantaged status at the differing institutions, a comparison of high school and college going rates is more sound than comparing county data to college data. However in either comparison, Lassen College serves a greater percentage of economically disadvantaged students than would be expected by proportionality.

Disabled

Lassen College disabled students are those who self-identified to the DSPS program. Students included in Lassen County high schools disabled students are Lassen County students aged 14 to 18 who were enrolled in special education in grades 9 through 12. Corresponding data for the number of county disabled population was not available through census data (masked). Disabled students appear to be underrepresented in the student body. However, high school data includes duplicated counts, i.e. a student with an auditory and a learning disability would be counted twice, whereas they are only counted once in the college data (unduplicated headcount). This disparity limits the comparability of the high school statistics to the college statistics

Foster Youth

In 2012, LCC began tracking student self-identified foster youth status. The college had flagged the foster youth status of approximately 70 percent of the students enrolled in the 2013-14 academic year. Given the incomplete data, the college estimates between four and seven percent of students are foster youth. Foster youth data for high schools is not available. Census data indicates that approximately 2% of the county children are foster youth. Even at the low estimate, the college has a larger percentage of current and former foster youth attending than there are current foster youth in the county.

Veterans

Seven percent of Lassen College students are veterans. Approximately 10 percent of Lassen County's population are veterans. **Veteran students appear to be underrepresented relative to the percentage of veterans in the local area.**

Table 3.3 Access by special population

Group	Access						Census 90% CI Proportionality Analysis	High School 90% CI Proportionality Analysis	Census 80% Proportionality Analysis	High School 80% Proportionality Analysis
	2012 Census Data		County High School		Lassen CC					
	n	%	n	%	n	%				
Economically Disadvantaged*	5,069	15%	670	43%	3,596	78%	Over	Over	5.30	1.83
Disabled	*	*	141	9%	150	3%	*	Under	*	0.36
Foster Youth	153	2%	*	*	202	4%	*	*	2.46	2.46
Veterans	3,323	10%	N/A	N/A	307	7%	Under	*	0.69	*

* = Data not available

Possible disproportionate impact in yellow

Veteran status is identified for veterans only, veteran dependents are not included for this study.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

1. Increase female enrollment to equal the proportion of females in the county. Increase female enrollment from 23 percent to 33 percent of enrollment within the next five years.
2. Increase Native American enrollment to equal the proportion of Native Americans in the county. Increase Native American enrollment from 2 percent to 3 percent within the next five years
3. Increase veteran enrollment above the disproportionate impact threshold. Increase veteran enrollment from 7 percent to 8 percent of enrollment within the next five years.

Target Population(s)	Current gap, year	Goal*	Goal Year
Female	-11, 2014	No gap	2020
Native American	-1, 2014	No gap	2020
Veteran	-1, 2014	No gap	2020

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: A. ACCESS

A.1

• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.1	Native American	50
A.1	Veteran	100
A.1	Females	100

- **Activity Implementation Plan**

Lassen Community College has hired an institutional outreach coordinator and is using Equity monies to fund the position. The outreach coordinator assists in the outreach and recruitment of prospective students, informing students about the programs and services offered by Lassen Community College. The coordinator promotes the college to target groups including females, Native Americans, and veterans.

The outreach coordinator will liaise with the Susanville Indian Rancheria to increase the enrollment of local Native Americans. The coordinator will create opportunities for dialog with local Native Americans about Lassen Community College. Through these meetings, the coordinator will learn more about the educational needs and interests of the local Native American community. Based on information gathered from these meetings, the coordinator will work with local tribes to suggest the creation or expansion of programs that meet local Native American need.

The proportion of veterans in the college service area is increasing. As military operations in the Persian Gulf and Afghanistan contract, discharged military personnel are looking for work. The Sierra Army Depot, a facility for the storage of military material, has recently been shifting work from civilians to veterans. To offer the college's services to these veterans, the college will market itself to this population. The outreach coordinator will liaise with the Sierra Army Depot and the local Veterans Service Office to increase the enrollment of local veterans. The coordinator will create opportunities for dialog with management at the depot about Lassen Community College. Through these meetings, the coordinator will learn more about the educational needs and interests of the local veteran community. Based on information gathered from these meetings, the coordinator will suggest the creation or expansion of programs that meet local veteran need.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Fall 2015	\$58,500	\$10,000 general fund

- **Link to Goal**

The outreach coordinator will focus efforts on recruiting target groups.

- **Evaluation**

- Outreach efforts to target groups will be tracked. Contacts to applicants will be tracked through the college’s enterprise resource and planning (ERP) system. This data will be examined annually by consultation council.

A.2

- **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.2	Females	25

- **Activity Implementation Plan**

Lassen Community College offers a variety of CTE programs that generally interest males, such as: fire technology, automotive technology, and gunsmithing. Automotive technology and fire technology have generally had some capacity that goes unfilled. By marketing these programs to females, it is hoped that enrollment in these programs would increase while shifting the balance of enrollment to be more gender equal. These programs will be promoted through advertising featuring women. Materials could include: newspaper advertisements, radio advertisements, glossy brochures and pamphlets, direct mailers, and online ads. Opportunities for expanding Lassen Community College’s general advertising to females will be examined.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	Spring 2016	\$15,000	

- **Link to Goal**

Marketing non-traditional programs to females will lead to increased enrollment in these programs by females.

- **Evaluation**

- Enrollment and application data is collected in the Lassen’s ERP system. Data regarding female enrollment will be part of broader enrollment management discussions.

A.3

- **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.3	Females	100

- **Activity Implementation Plan**

Lassen Community College offers one of the largest incarcerated student programs in the state. The college served 2,100 unique students in custody during the 2012-13 academic year; of those students, 2 were female. By shifting services to women’s correctional institutions, Lassen Community College can better align its enrollment to match that of its service area. If the college can shift incarcerated enrollment to a mix of 550 female students and 1550 male students, the college will hit its overall female access goal.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.3	Spring 2016	\$3,000	

- **Link to Goal**

Increasing the number of female correctional institutions served will help the college balance male and female enrollment.

- **Evaluation**

- Enrollment and application data is collected in the Lassen’s enterprise resource and planning (ERP) system. Data regarding female enrollment will be part of broader enrollment management discussions.

A.4

- **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.4	Veterans	200

• **Activity Implementation Plan**

Lassen Community College will host a veteran’s appreciation event. This event will be overseen by student services office. Veterans will be treated to a meal and will be given an opportunity to explore the college and learn about program offerings.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.4	Fall 2016	\$4,000	

• **Link to Goal**

By outreaching to veterans, they will learn more about the programs, benefits, and opportunities available for veterans at Lassen Community College.

• **Evaluation**

- Enrollment and application data is collected in the Lassen’s enterprise resource and planning (ERP) system. Data regarding veteran enrollment will be part of broader enrollment management discussions.

Student Achievement: Campus Based Research

Methodology

Although LCC had the option of using the Chancellor’s Office Student Success Scorecard data to examine student success, the college chose to develop its own methodology. Scorecard methodology follows a cohort for six years, with the latest cohort information coming from the 2006-07 academic year. The majority of students at Lassen College persist less than three years and the Equity Plan format calls for an update every three years. The result of the mismatch in time frames is that it would take two equity planning cycles before an impact was seen in the Scorecard data; Lassen College wants to be able to test for the effects of the Equity Plan prior to updating the plan in three years.

The alternative methodology used by Lassen College developed a cohort of students who met the following qualifications:

- first term was either fall 2011 or spring 2012
- took an English or a Math course by the end of the 2013-14 academic year
- took a minimum of six units by the end of the 2013-14 academic year
- were successful in at least one course in their Lassen Community College academic career

Given the above qualifications, the cohort included 402 students. This cohort was used to analyze course completion, success, and remedial progress. While the cohort represents approximately 10 percent of Lassen’s student body, disaggregation in some cases was not feasible due to student privacy concerns and the potential for drawing spurious conclusions on too small a sample to warrant statistical validity. In the tables that follow, if a population could not be disaggregated, it is highlighted in blue.

Cohort’s Gender and Ethnicity

The cohort’s 402 students were analyzed on the basis of gender and ethnicity. Of the cohort’s 402 students, 301 were male and 101 female, 75 and 25 percent, respectively. The cohort gender distribution is similar to that of all Lassen College students.

Table 4.1 Cohort for success measures – by gender

Group	Lassen College 2011-12		
	n	% of group	% of cohort
Female	101	25%	25%
Male	301	75%	75%
Overall	402	100.0%	100.0%

Overall, 83 students, 20.6 percent of the cohort was Hispanic. Again, females are an under represented group as only 18 percent of Hispanics in the cohort are female.

Table 4.2 Cohort for success measures – Hispanic by gender

Group	Lassen College 2011-12		
	n	% of group	% of cohort
Hispanic Female	15	18%	4%
Hispanic Male	68	82%	17%
Hispanic Overall	83	100%	20.6%

There are 15 Native American’s in the cohort. Due to the small sample size, success statistics for the cohort were not disaggregated by gender.

Table 4.3 Cohort for success measures – Native American by gender

Group	Lassen College 2011-12		
	n	% of group	% of cohort
Not Hispanic American Indian or Alaska Native Female	10	67%	2%
Not Hispanic American Indian or Alaska Native Male	5	33%	1%
Not Hispanic American Indian or Alaska Native	15	100%	3.7%

Note: Blue highlight represents too small a sample to disaggregate by gender

With a sample size of 14, Asians made up 3.5 percent of the cohort. Due to the small sample size, statistics for the cohort were not disaggregated by gender.

Table 4.4 Cohort for success measures – Asian by gender

Group	Lassen College 2011-12		
	n	% of group	% of cohort
Not Hispanic Asian Female	1	7%	0%
Not Hispanic Asian Male	13	93%	3%
Not Hispanic Male	14	100%	3.5%

Note: Blue highlight represents too small a sample to disaggregate by gender

Black students made up nearly 19 percent of the cohort. However, the cohort only had six black females. As a result of this small sample size, statistics for the cohort were not disaggregated by gender.

Table 4.5 Cohort for success measures – African American / Black by gender

Group	Lassen College 2011-12		
	n	% of group	% of cohort
Not Hispanic Black or African American Female	6	8%	1%
Not Hispanic Black or African American Male	70	92%	17%
Hot Hispanic Black or African American	76	100%	18.9%

Note: Blue highlight represents too small a sample to disaggregate by gender

Fourteen Pacific Islanders were included in the cohort. Due to the small sample size, statistics for the cohort were not disaggregated by gender.

Table 4.6 Cohort for success measures – Pacific Islander by gender

Group	Lassen College 2011-12		
	n	% of group	% of cohort
Not Hispanic Pacific Islander Female	4	29%	1%
Not Hispanic Pacific Islander Male	10	71%	2%
Not Hispanic Pacific Islander	14	100%	3.5%

Note: Blue highlight represents too small a sample to disaggregate by gender

White students made up approximately 41 percent of the cohort. This is slightly lower than expected given that 50 percent of total unduplicated headcount at Lassen is white. Cohort sizes are large enough to disaggregate females and males for analysis of success statistics.

Table 4.7 Cohort for success measures – White by gender

Group	Lassen College 2011-12		
	n	% of group	% of cohort
Not Hispanic White Female	48	29%	12%
Not Hispanic White Male	116	71%	29%
Not Hispanic White	164	100%	40.8%

The other, not white, not Hispanic group made up 7.5 percent of the cohort. Unlike other groups, females and males are nearly proportionate. Cohort sizes are large enough to disaggregate females and males without fear of violating privacy. However, these groups are relatively small which makes it difficult to draw statistical inference about the population as a whole.

Table 4.8 Cohort for success measures – not Hispanic, Other not White by gender

Group	Lassen College 2011-12		
	n	% of group	% of cohort
Not Hispanic Other Not White Female	13	43%	3%
Not Hispanic Other Not White Male	17	57%	4%
Not Hispanic Other Not White	30	100%	7.5%

Cohorts Special Groups

Regulations require that this plan examine the success rates of several special student groups which include: foster youth, students with disabilities, economically disadvantaged, and veterans. The cohort of 402, identified previously, was examined on these characteristics. Unfortunately, some aspects of the cohort sample sizes did not allow for the disaggregation of gender in these groups.

Foster youth status began to be identified in Lassen College students during the fall 2012. As a result, foster youth status is known for only 23 percent of the 2011-12 cohort. In future equity plans, foster youth status should be known for the entire cohort. Like many of the previous disaggregated groups, there are too few females to allow for analysis of success by gender.

Table 4.9 Cohort for success measures – by foster youth status by gender

Group		Lassen College 2011-12		
		n	% of group	% of cohort
Female	Known Foster Youth	1	1%	0%
	Known NOT Foster Youth	15	16%	4%
Male	Known Foster Youth	6	6%	1%
	Known NOT Foster Youth	71	76%	18%
Overall		93	100.0%	23.1%

Note: Blue highlight represents too small a sample to disaggregate by gender

About three-and-a-half percent of the cohort has been identified as having a disability by Lassen Community College’s Disabled Students Programs and Services. Due to the small sample size, statistics for the cohort were not disaggregated by gender.

Table 4.10 Cohort for success measures – by disability status by gender

Group		Lassen College 2011-12		
		n	% of group	% of cohort
Female	Known Students with Disabilities	7	2%	2%
	Students NOT Known to Have Disabilities	94	23%	23%
Male	Known Students with Disabilities	7	2%	2%
	Students NOT Known to Have Disabilities	294	73%	73%
Overall		402	100.0%	100.0%

Note: Blue highlight represents too small a sample to disaggregate by gender

Economically disadvantaged students, Table 2.14, made up approximately 84 percent of the cohort. With only 16 percent of students not known to be economically disadvantaged, some statistics could not be disaggregated by gender.

Table 4.11 Cohort for success measures – by economic status by gender

Group		Lassen College 2011-12		
		n	% of group	% of cohort
Female	Known Low Income Students	86	21%	21%
	Students NOT known to Have Low Income	15	4%	4%
Male	Known Low Income Students	252	63%	63%
	Students NOT known to Have Low Income	49	12%	12%
Overall		402	100.0%	100.0%

Note: Blue highlight represents too small a sample to disaggregate by gender

Approximately five percent of the cohort are veterans. With only one female veteran, statistics for the cohort were not disaggregated by gender.

Table 4.12 Cohort for success measures – by veteran status by gender

Group		Lassen College 2011-12		
		n	% of group	% of cohort
Female	Known Veterans	1	0%	0%
	Known NOT Veterans	100	25%	25%
Male	Known Veterans	20	5%	5%
	Known NOT Veterans	281	70%	70%
Overall		402	100.0%	100.0%

Note: Blue highlight represents too small a sample to disaggregate by gender

Cohort Success

Disproportionate impact on the basis of gender, ethnicity, and special group status was examined for course success by course type including: all courses (general); transfer courses; remedial English courses; remedial math courses; and career technical education courses (clearly occupational courses). Lassen Community College doesn't offer English as a second language (ESL) courses for credit or courses that articulate to the primary English sequence. Therefore, ESL course completion and success were not examined in this plan.

Disproportionate impact on the basis of gender, ethnicity, and special group status was examined for student progress in the following areas:

- remedial English progress;
- remedial math progress;
- completion of a Lassen College degree or certificate (award);
- transfer rates to four-year institutions;
- student's progress rates inclusive: of award earners, transfer students, and those who completed college level English, college level math, and 60 units of coursework (SPAR).

The analysis of success and progress rates follows the methods indicated by the Chancellor's Office. The highest performing group in a metric is the reference group for that specific metric. Other groups' performance is measured against the reference group. If a lower performing group's rate is below 80 percent of the reference group, then disproportionate impact is indicated.

Success by Gender

Table 4.13 shows course completion and success rates by gender. On the basis of course completion and success there was no disproportionate impact identified for the five course types examined.

Table 4.13 Course success rates by gender

Course Type	Metric	Lassen College 2011-12 Cohort*			
		Female	Male	Overall	80 % Index
General	Enrollments	1,717	4,114	5,831	
	Course Completion	89.5%	91%	90.4%	0.99
	Course Success	68.3%	76%	73.8%	0.90
Transfer	Enrollments	1,177	3,014	4,191	
	Course Completion	90%	91%	91%	0.99
	Course Success	70.9%	78%	76.3%	0.91
Remedial English	Enrollments	78	175	253	
	Course Completion	87%	79%	82%	0.91
	Course Success	69%	61.1%	63.6%	0.88
Remedial Math	Enrollments	92	182	274	
	Course Completion	88%	82.4%	84.3%	0.94
	Course Success	53%	51.6%	52.2%	0.97
CTE	Enrollments	260	718	978	
	Course Completion	90%	94%	93%	0.95
	Course Success	75.0%	84%	81.7%	0.89

Note: Reference group in green

Table 4.14 shows progress rates disaggregated by gender. In this case, there was disproportionate impact on the basis of gender in four of the five metrics. In general, females are obtaining progress outcomes at a greater rate than their male counterparts.

Table 4.14 Student progress rates by gender

Student Progress	Metric	Lassen College 2011-12 Cohort*			
		Female	Male	Overall	80 % Index
Remedial English	Cohort Size	48	134	182	
	Progress Through Degree Applicable	35%	22.4%	25.8%	0.63
Remedial Math	Cohort Size	55	127	182	
	Progress Through Degree Applicable	22%	15.7%	17.6%	0.72
Completion	Cohort Size	101	301	402	
	Award	8%	9%	9%	0.88
	Transfer	15%	11.0%	12%	0.74
	SPAR	24%	17.9%	19%	0.75

Note: Reference groups in green
Disproportionate impact groups in yellow

Success by Hispanic Identification

Table 4.15 shows course completion and success rates by gender for Hispanic students. On the basis of course completion and success, Hispanics were the best performing group (reference group) relative to the other ethnic statuses in 11 measures. One area of potential disproportionate impact exists in the course success rates of Hispanic males. In order to protect the privacy of students, statistics highlighted in blue were masked from this report.

Table 4.15 Course success rates by Hispanic status and gender

Course Type	Metric	Lassen College 2011-12 Cohort*					
		Female		Male		Overall	
		Rate	Index	Rate	Index	Rate	Index
General	Number of Enrollments	188		705		893	
	Course Completion	93%	0.99	94%	1.00	94%	1.00
	Course Success	78%	0.96	81%	1.00	80%	0.95
Transfer	Enrollments	148		547		695	
	Course Completion	94%	0.98	96%	1.00	95%	1.00
	Course Success	79%	0.93	85%	1.00	84%	1.00
Remedial English	Enrollments	11		46		57	
	Course Completion	91%	1.00	83%	0.91	84%	1.00
	Course Success	82%	1.00	63%	0.77	67%	0.97
Remedial Math	Enrollments	8		39		47	
	Course Completion					85%	0.97
	Course Success					53%	0.89
CTE	Enrollments	17		106		123	
	Course Completion	88%	0.91	93%	0.96	93%	0.97
	Course Success	76%	0.89	86%	1.00	85%	0.91

Note: Cohorts in blue shaded boxes are too small for analysis
 Reference groups in green
 Disproportionate impact groups in yellow

Table 4.16 shows progress rates for the Hispanic student cohort. In general disproportionate impact is indicated in the Hispanic cohort on the basis of progress through remedial courses and award rates. Given the general course success rates indicated above, the progress rate findings indicate low term to term retention of Hispanic students.

Table 4.16 Hispanic student progress rates by gender

Student Progress	Metric	Lassen College 2011-12 Cohort*					
		Female		Male		Overall	
		Rate	Index	Rate	Index	Rate	Index
Remedial	Cohort Progress Size	9		39		48	
English	Progress through Degree Applicable					23%	0.58
Remedial	Cohort Progress Size	6		28		34	
Math	Progress through Degree Applicable					11.8%	0.57
Comple- tion	Cohort Size	15		68		83	
	Award	7%	0.45	6%	0.40	6%	0.42
	Transfer	20%	1.00	15%	0.74	16%	1.00
	SPAR	33%	1.00	18%	0.53	20%	0.88

Note: Cohorts in blue shaded boxes are too small for analysis
 Reference groups in green
 Disproportionate impact groups in yellow

Success by Asian Identification

Course success rates for Asian students are shown in Table 4.17. The Asian cohort was too small to analyze on the basis of gender; therefore, it is evaluated on the basis of the overall performance of the other ethnicity groups. Asian students had the highest course success rates. This cohort also had the highest course completion and success rates for CTE courses. No disproportionate impact is indicated by the data. However, the cohorts for remedial courses are too small for analysis.

Table 4.17 Asian student course success rates

Course Type	Metric	Lassen College 2011-12 Cohort*	
		Overall	Index
General	Number of Enrollments	219	
	Course Completion	92%	0.98
	Course Success	84%	1.00
Transfer	Number of Enrollments	120	
	Course Completion	88%	0.93
	Course Success	78%	0.93
Remedial English	Number of Enrollments	8	
	Course Completion		
	Course Success		
Remedial Math	Number of Enrollments	6	
	Course Completion		
	Course Success		
CTE	Number of Enrollments	97	
	Course Completion	96%	1.00
	Course Success	93%	1.00

Note: Cohorts in blue shaded boxes are too small for analysis
 Reference groups in green

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Table 4.18 shows progress rates for the Asian student cohort. Disproportionate impact is indicated in the rate of transfer. However with a cohort of just 14 students, this could be the result of sample variation. Asian remedial progress cohorts are too small to analyze.

Table 4.18 Asian student progress rates

Student Progress	Metric	Lassen College 2011-12 Cohort*	
		Overall	Index
Remedial English	Cohort Progress Size	6	
	Progress through Degree Applicable		
Remedial Math	Cohort Progress Size	6	
	Progress through Degree Applicable		
Completion	Cohort Size	14	
	Award	14%	1.00
	Transfer	7%	0.46
	SPAR	21%	0.92

Note: Cohorts in blue shaded boxes are too small for analysis
 Reference groups in green
 Disproportionate impact groups in yellow

Success by Native American Identification

Course success rates for Native American students are shown in Table 4.19. The Native American cohort was too small to analyze on the basis of gender; therefore, it is evaluated on the basis of the overall performance of the other ethnicity groups. Relative to the reference groups, disproportionate impact is indicated in course success for all types with the exception of remedial English.

Table 4.19 Native American student course success rates

Course Type	Metric	Lassen College 2011-12 Cohort*	
		Overall	Index
General	Number of Enrollments	211	
	Course Completion	84%	0.90
	Course Success	58%	0.69
Transfer	Number of Enrollments	146	
	Course Completion	85%	0.89
	Course Success	60%	0.71
Remedial English	Number of Enrollments	13	
	Course Completion	92%	1.10
	Course Success	77%	1.12
Remedial Math	Number of Enrollments	12	
	Course Completion	75%	0.85
	Course Success	33%	0.56
CTE	Number of Enrollments	48	
	Course Completion	85%	0.89
	Course Success	67%	0.72

Note: Disproportionate impact groups in yellow

Table 4.20 shows progress rates for the Native American student cohort. Disproportionate impact is indicated in the rate of transfer. However with a cohort of just 15 students, this could be the result of sample variation. Native American remedial progress cohorts are too small to analyze.

Table 4.20 Native American student progress rates

Student Progress	Metric	Lassen College 2011-12 Cohort*	
		Overall	Index
Remedial English	Cohort Progress Size	7	
	Progress through Degree Applicable		
Remedial Math	Cohort Progress Size	7	
	Progress through Degree Applicable		
Completion	Cohort Size	15	
	Award	13%	0.93
	Transfer	7%	0.43
	SPAR	20%	0.86

Note: Cohorts in blue shaded boxes are too small for analysis
Disproportionate impact groups in yellow

Success by African American/Black Identification

Course success rates for African American/Black students are shown in Table 4.21. With only six female students in the cohort, the Black cohort was too small to analyze on the basis of gender; therefore, it is evaluated on the basis of the overall performance of the other ethnicity groups. Disproportionate impact is indicated in remedial English and math course success.

Table 4.21 African American/Black student course success rates

Course Type	Metric	Lassen College 2011-12 Cohort*	
		Overall	Index
General	Number of Enrollments	801	
	Course Completion	87%	0.92
	Course Success	69%	0.82
Transfer	Number of Enrollments	641	
	Course Completion	89%	0.93
	Course Success	75%	0.89
Remedial English	Number of Enrollments	52	
	Course Completion	71%	0.84
	Course Success	42%	0.62
Remedial Math	Number of Enrollments	99	
	Course Completion	82%	0.93
	Course Success	47%	0.79
CTE	Number of Enrollments	92	
	Course Completion	93%	0.975
	Course Success	88.0%	0.949

Note: Disproportionate impact groups in yellow

Table 4.22 shows progress rates for the African American/Black student cohort. Disproportionate impact is indicated in all five measures. Progress through remedial English is particularly distressing with an index rate of 0.13.

Table 4.22 African American/Black student progress rates

Student Progress	Metric	Lassen College 2011-12 Cohort*	
		Overall	Index
Remedial English	Cohort Progress Size	39	
	Progress through Degree Applicable	5%	0.13
Remedial Math	Cohort Progress Size	47	
	Progress through Degree Applicable	11%	0.52
Completion	Cohort Size	76	
	Award	5%	0.37
	Transfer	9%	0.59
	SPAR	13%	0.57

Note: Disproportionate impact groups in yellow

Success by Pacific Islander Identification

Course success rates for Pacific Islander students are shown in Table 4.23. The Pacific Islander cohort was too small to analyze on the basis of gender; therefore, it is evaluated on the basis of the overall performance of the other ethnicity groups. Relative to the reference groups, disproportionate impact is indicated in course success in career technical education courses. Also of note, is the high performance rate of the cohort in remedial English. This group would have been the reference group but the cohort was too small.

Table 4.24 Pacific Islander student course success rates

Course Type	Metric	Lassen College 2011-12 Cohort*	
		Overall	Index
General	Number of Enrollments	223	
	Course Completion	91%	0.96
	Course Success	74%	0.89
Transfer	Number of Enrollments	171	
	Course Completion	91%	0.95
	Course Success	75%	0.90
Remedial English	Number of Enrollments	12	
	Course Completion	100%	1.19
	Course Success	92%	1.34
Remedial Math	Number of Enrollments	30	
	Course Completion	83%	0.95
	Course Success	60%	1.00
CTE	Number of Enrollments	33	
	Course Completion	85%	0.885
	Course Success	72.7%	0.784

Note: Disproportionate impact groups in yellow

Table 4.25 shows progress rates for the Pacific Islander student cohort. No disproportionate impact is indicated for any of the metrics. Pacific Islander remedial progress cohorts are too small to analyze.

Table 4.25 Pacific Islander student progress rates

Student Progress	Metric	Lassen College 2011-12 Cohort*	
		Overall	Index
Remedial English	Cohort Progress Size	6	
	Progress through Degree Applicable		
Remedial Math	Cohort Progress Size	8	
	Progress through Degree Applicable		
Completion	Cohort Size	14	
	Award	14%	1.00
	Transfer	14%	0.91
	SPAR	21%	0.92

Note: Cohorts in blue shaded boxes are too small for analysis

Success by White Identification

Table 4.26 shows course completion and success rates by gender for White students. White students had the highest overall rate of remedial English course success. Oddly however, White female student performance in remedial English indicates disproportionate impact.

Table 4.26 White student course success rates by gender

Course Type	Metric	Lassen College 2011-12 Cohort*					
		Female		Male		Overall	
		Rate	Index	Rate	Index	Rate	Index
General	Number of Enrollments	676		1,472		2,148	
	Course Completion	89%	0.95	91%	0.97	91%	0.91
	Course Success	68%	0.85	76%	0.95	74%	0.88
Transfer	Enrollments	488		1185		1,673	
	Course Completion	91%	0.95	91%	0.95	91%	0.96
	Course Success	72%	0.85	78%	0.92	76%	0.91
Remedial English	Enrollments	52		102		154	
	Course Completion	79%	0.94	83%	0.98	81%	0.97
	Course Success	62%	0.75	73%	0.89	69%	1.00
Remedial Math	Enrollments	97		152		249	
	Course Completion	86%	0.96	89%	1.00	88%	1.00
	Course Success	45%	0.81	56%	1.00	52%	0.86
CTE	Enrollments	124		280		404	
	Course Completion	93%	0.95	94%	0.96	94%	0.98
	Course Success	79.8%	0.93	81%	0.96	80.7%	0.87

Note: Reference groups in green
Disproportionate impact groups in yellow

Table 4.27 shows progress rates for the White student cohort. In general disproportionate impact is indicated in the White female cohort on the basis of progress through remedial math and completion rates. Conversely, White males were the reference group for progress in remedial courses and in two of the three completion metrics.

Table 4.27 White student progress rates by gender

Student Progress	Metric	Lassen College 2011-12 Cohort*					
		Female		Male		Overall	
		Rate	Index	Rate	Index	Rate	Index
Remedial	Cohort Progress Size	21		40		61	
English	Progress through Degree Applicable	38%	0.95	40%	1.00	39%	1.00
Remedial	Cohort Progress Size	28		35		63	
Math	Progress through Degree Applicable	18%	0.78	23%	1.00	21%	1.00
Comple- tion	Cohort Size	48		116		164	
	Award	4%	0.28	15%	1.00	12%	0.81
	Transfer	6%	0.31	16%	0.82	13%	0.86
	SPAR	15%	0.44	27%	0.80	23%	1.00

Note: Reference groups in green
Disproportionate impact groups in yellow

Success by Other Non-White Identification

Table 4.28 shows course completion and success rates by gender for Other Non-White students. Disproportionate impact was indicated in three of the four course success metrics reported for Other Non-White females. For Other Non-White Males, only one area showed disproportionate impact, remedial math success. In order to protect the privacy of students, statistics highlighted in blue were masked from this report.

Table 4.28 Other Non-White student course success rates by gender

Course Type	Metric	Lassen College 2011-12 Cohort*					
		Female		Male		Overall	
		Rate	Index	Rate	Index	Rate	Index
General	Number of Enrollments	171		281		452	
	Course Completion	88%	0.93	92%	0.97	90%	0.96
	Course Success	60%	0.75	78%	0.97	71%	0.85
Transfer	Enrollments	104		159		263	
	Course Completion	87%	0.91	89%	0.93	88%	0.92
	Course Success	60%	0.70	76%	0.90	70%	0.83
Remedial English	Enrollments	10		7		17	
	Course Completion					82%	0.98
	Course Success					59%	0.86
Remedial Math	Enrollments	13		12		25	
	Course Completion	92%	1.03	75%	0.84	84%	0.96
	Course Success	54%	0.96	42%	0.75	48%	0.80
CTE	Enrollments	38		119		157	
	Course Completion	79%	0.81	97%	1.00	93%	0.97
	Course Success	55%	0.64	84%	0.98	77.1%	0.83

Note: Cohorts in blue shaded boxes are too small for analysis
Reference groups in green

Disproportionate impact groups in yellow

Table 4.29 shows progress rates for the Other Non-White student cohort. Alarming, disproportionate impact is indicated for this cohort in every metric.

Table 4.29 Other Non-White student progress rates by gender

Student Progress	Metric	Lassen College 2011-12 Cohort*					
		Female		Male		Overall	
		Rate	Index	Rate	Index	Rate	Index
Remedial English	Cohort Progress Size	6		6		12	
	Progress through Degree Applicable						
Remedial Math	Cohort Progress Size	8		7		15	
	Progress through Degree Applicable					20.0%	0.97
Completion	Cohort Size	13		17		30	
	Award						
	Transfer	8%	0.38	6%	0.29	7%	0.43
	SPAR	8%	0.23	12%	0.35	10%	0.43

Note: Cohorts in blue shaded boxes are too small for analysis
 Reference groups in green
 Disproportionate impact groups in yellow

Success by Foster Youth Identification

Table 4.30 shows course completion and success rates for students who indicated that they were foster youth relative to those who indicated that they are not foster youth. Disproportionate impact was indicated in two of the four course success metrics reported for foster youth students. In remedial math, foster youth students had a higher success rate than non-foster youth students. However given the small sample size, this is likely the result of sample variation.

Table 4.30 Course success rates by foster youth status

Course Type	Metric	Lassen College 2011-12 Cohort*				
		Foster Youth		Not Foster Youth		Overall
		Rate	Index	Rate	Index	Rate
General	Number of Enrollments	85		1,161		1,246
	Course Completion	79%	0.87	91%	1.00	90%
	Course Success	58%	0.75	77%	1.00	75%
Transfer	Enrollments	46		884		930
	Course Completion	78%	0.85	92%	1.00	92%
	Course Success	54%	0.68	80%	1.00	78%
Remedial English	Enrollments	8		64		72
	Course Completion					71%
	Course Success					51%
Remedial Math	Enrollments	11		83		94
	Course Completion	82%	0.94	87%	1.00	86%
	Course Success	64%	1.00	59%	0.93	60%
CTE	Enrollments	26		195		221
	Course Completion	88%	0.93	95%	1.00	95%
	Course Success	50%	0.57	88%	1.00	83%

Note: Cohorts in blue shaded boxes are too small for analysis

Reference groups in green
 Disproportionate impact groups in yellow

The foster youth student cohort was too small to analyze for progress metrics. In future Equity Plans it is expected that there will be enough students with a foster youth status indicator to allow for analysis.

Success by Veteran Identification

Table 4.31 shows course completion and success rates for students who indicated that they were veterans relative to those who indicated that they are not veterans. Disproportionate impact was indicated in one of the four course success metrics reported for veteran students, remedial math completion. Veterans were the reference group for general course completion and success and for career technical course completion and success.

Table 4.31 Course success rates by veteran status

Course Type	Metric	Lassen College 2011-12 Cohort*				
		Veterans		Not Veterans		Overall
		Rate	Index	Rate	Index	Rate
General	Number of Enrollments	373		4,663		5,036
	Course Completion	91%	1.00	90%	0.99	90%
	Course Success	79%	1.00	73%	0.92	74%
Transfer	Enrollments	176		3590		3,766
	Course Completion	88%	0.96	91%	1.00	91%
	Course Success	71%	0.93	77%	1.00	76%
Remedial English	Enrollments	7		246		253
	Course Completion					82%
	Course Success					64%
Remedial Math	Enrollments	12		262		274
	Course Completion	67%	0.78	85%	1.00	84%
	Course Success	50%	0.96	52%	1.00	52%
CTE	Enrollments	181		797		978
	Course Completion	99%	1.00	92%	0.93	93%
	Course Success	92%	1.00	79%	0.87	82%

Note: Cohorts in blue shaded boxes are too small for analysis
 Reference groups in green
 Disproportionate impact groups in yellow

Table 4.32 shows progress rates for the veteran student cohort relative to non-veterans. Data is limited and only three measures are reported (remedial math progress, awards, and SPAR). There appears to be disproportionate impact for veterans for the SPAR statistic. Although not specifically reported, there appears to be disproportionate impact for veterans in the transfer statistic. Veterans are the reference group in the progress through remedial math and the award completion statistic.

Table 4.32 Student progress rates by veteran status

Student Progress	Metric	Lassen College 2011-12 Cohort*				
		Veterans		Not Veterans		Overall
		Rate	Index	Rate	Index	Rate
Remedial English	Cohort Progress Size	7		175		182
	Progress through Degree Applicable					26%
Remedial Math	Cohort Progress Size	11		171		182
	Progress through Degree Applicable	18%	100.0%	18%	96.5%	17.6%
Completion	Cohort Size	21		381		402
	Award	14%	100%	8%	59%	9%
	Transfer					12%
	SPAR	14%	73%	20%	100%	19%

Note: Cohorts in blue shaded boxes are too small for analysis
 Reference groups in green
 Disproportionate impact groups in yellow

Success by Economically Disadvantaged Status

Table 4.33 shows course completion and success rates for students who indicated that they were economically disadvantaged (qualified for BOG or PELL) relative to those who did not qualify or apply for grant assistance on the basis of economic need. The data is clear cut that in general economically disadvantaged students are not as academically successful as their non-economically challenged counterparts. However, only one area actually showed disproportionate impact, remedial English course success rates.

Table 4.33 Course success rates by economically disadvantaged status

Course Type	Metric	Lassen College 2011-12 Cohort*				
		Econ. Disadvantaged		Not Econ. Disadvantaged		Overall
		Rate	Index	Rate	Index	Rate
General	Number of Enrollments	4,298		738		5,036
	Course Completion	90%	0.95	95%	1.00	90%
	Course Success	73%	0.91	80%	1.00	74%
Transfer	Enrollments	3162		604		3,766
	Course Completion	90%	0.95	95%	1.00	91%
	Course Success	75%	0.89	84%	1.00	76%
Remedial English	Enrollments	219		34		253
	Course Completion	80%	85%	94%	1.00	82%
	Course Success	61%	74%	82%	1.00	64%
Remedial Math	Enrollments	260		14		274
	Course Completion	84%	0.98	86%	1.00	84%
	Course Success	52%	1.00	50%	0.96	52%
CTE	Enrollments	864		114		978
	Course Completion	93%	0.97	96%	1.00	93%
	Course Success	81%	0.98	83%	1.00	82%

Note: Cohorts in blue shaded boxes are too small for analysis
 Reference groups in green
 Disproportionate impact groups in yellow

Table 4.34 shows progress rates for the economically disadvantaged student cohort relative to non-economically disadvantaged students. In each measure, economically disadvantaged students trailed their counterparts. There appears to be disproportionate impact for economically disadvantaged students in four of the five measures. Of particular note are the remedial math and transfer rate metrics, both which have an index below 0.5.

Table 4.34 Student progress rates by economically disadvantaged status

Student Progress	Metric	Lassen College 2011-12 Cohort*				
		Economically Disadvantaged		Not Economically Disadvantaged		Overall
		Rate	Index	Rate	Index	Rate
Remedial	Cohort Progress Size	158		24		182
English	Progress through Degree Applicable	25%	0.87	29%	1.00	26%
Remedial	Cohort Progress Size	179		9		188
Math	Progress through Degree Applicable	16%	0.36	44%	1.00	17.6%
Comple- tion	Cohort Size	338		64		402
	Award	8%	0.76	11%	1.00	9%
	Transfer	10%	0.42	23%	1.00	12%
	SPAR	17%	0.59	30%	1.00	19%

Note: Cohorts in blue shaded boxes are too small for analysis
Reference groups in green
Disproportionate impact groups in yellow

Success by Disabled Status

Table 4.35 shows course completion and success rates for students who indicated that they have a disability (accessed DSPS services) relative to those who did not access DSPS services. Overall, course completion and success measures indicate that disabled students performed well. DSPS students were the reference group in three statistics: general course success, remedial math success and career technical course completion. In one area, transfer course success, there is an indication of disproportionate impact.

Table 4.35 Course success rates by disabled status

Course Type	Metric	Lassen College 2011-12 Cohort*				
		Disabled		Not Disabled		Overall
		Rate	Index	Rate	Index	Rate
General	Number of Enrollments	335		4,701		5,036
	Course Completion	89%	0.98	91%	1.00	90%
	Course Success	75%	1.00	74%	0.98	74%
Transfer	Enrollments	120		3646		3,766
	Course Completion	84%	0.92	91%	1.00	91%
	Course Success	61%	0.79	77%	1.00	91%
Remedial English	Enrollments	16		237		253
	Course Completion	81%	0.99	82%	1.00	82%
	Course Success	63%	0.98	64%	1.00	64%
Remedial Math	Enrollments	26		248		274
	Course Completion	81%	0.95	85%	1.00	84%
	Course Success	62%	1.00	51%	0.83	52%
CTE	Enrollments	134		844		978
	Course Completion	94%	1.00	93%	0.99	93%
	Course Success	81%	0.98	82%	1.00	82%

Note: Cohorts in blue shaded boxes are too small for analysis
 Reference groups in green
 Disproportionate impact groups in yellow

Table 4.36 shows progress rates for the disabled student cohort relative to students not identified as disabled. Data is limited and only three measures are reported (remedial math progress, awards, and SPAR). There appears to be disproportionate impact for disabled students for the SPAR statistic. Although not specifically reported, there appears to be disproportionate impact for disabled students in the transfer statistic. Disabled students are the reference group in the progress through remedial math and the award completion statistic.

Table 4.36 Student progress rates by disabled status

Student Progress	Metric	Lassen College 2011-12 Cohort*				
		Disabled		Not Disabled		Overall
		Rate	Index	Rate	Index	Rate
Remedial English	Cohort Progress Size	7		175		182
	Progress through Degree Applicable					26%
Remedial Math	Cohort Progress Size	12		170		182
	Progress through Degree Applicable	42%	1.00	16%	0.38	17.6%
Completion	Cohort Size	34		388		402
	Award	9%	1.00	7%	0.82	9%
	Transfer					12%
	SPAR	14%	0.73	20%	1.00	19%

Note: Cohorts in blue shaded boxes are too small for analysis
 Reference groups in green
 Disproportionate impact groups in yellow

Campus Based Research Summary

Summarizing the data from the above success research provides insight into the areas that are most critical to address with this plan. The following table shows the number of groups with potential disproportionate impact by measure. Viewed this way, it becomes crystal clear that while students generally finish the courses they are enrolled in at census date, many do not reach key completion milestones. As a result, this plan needs to address completion rates. Since many students take remedial courses and are struggling to progress through the sequence help in this area is also warranted.

Table 4.37 Disproportionate impact summary by metric

Metric	Potentially Disproportionately Impacted Group	Number of Groups
Course Completion		0
Course Success	Native Americans, Other non-White Females	2
Course Completion		0
Course Success	Native Americans, Other non-White Females, Foster Youth Disabled, Foster Youth	5
Course Completion		0
Course Success	Hispanic Males, Blacks, White Females, Low Income	4
Progress through Degree Applicable	Males, Blacks, Hispanics, Other non-Whites	4
Course Completion	Veterans	1
Course Success	Native Americans, Blacks, Other non-White Males	3
Progress through Degree Applicable	Males, Blacks, Hispanics, White Females, Low Income, Non-Disabled	6
Course Completion		0
Course Success	Native Americans, Pacific Islander, Other non-White Females, Foster Youth	4
Award	Hispanic Males, Hispanic Females, Blacks, White Females, non-Veterans, Low Income	6
Transfer	Males, Asians, Native Americans, Blacks, Hispanic Males, White Females, Other non-White Females, Other non-White Males, Veterans, Low Income	10
Student Progress and Achievement Rate (Modified)	Males, Blacks, Hispanic Males, White Females, Other non-White Females, Other non-White Males, Veterans, Low Income, Disabled	9

Another way of summarizing the research is to examine the number of disproportionate impacts by cohort grouping. This summary indicates that seven groups are disproportionately impacted in 30 percent or greater of the metrics. Lassen Community College needs to provide special attention to the groups of students identified in the table below.

Table 4.38 Disproportionate impact summary by student group

Group	Cohort Size	Number of Metrics	Number of Findings	% With Findings
Males	301	15	4	27%
Females	101	15	0	0%
Hispanic Females	15	11	1	9%
Hispanic Males	68	11	4	36%
Hispanics	83	15	3	20%
Asians	14	9	1	11%
Native Americans	15	13	5	38%
Blacks	76	15	7	47%
Pacific Islanders	14	13	1	8%
White Females	48	15	5	33%
White Males	116	15	0	0%
Whites	164	15	0	0%
Other non-White Females	13	10	5	50%
Other non-White Males	17	10	3	30%
Other non Whites	30	15	4	27%
Foster Youth	7	8	2	25%
Vets	21	11	2	18%
Low Income	338	15	5	33%
Disabled	14	13	2	15%

Note: Yellow highlight for emphasis

Success Indicator: Course Completion

Outside of basic skills, the campus based research section analyzes student course completion (student success) in three distinct course areas: general courses, transfer courses, and career technical courses. Transfer courses and career technical course are defined using the same definition the CCCCCO uses. General courses are credit courses that do not meet the definition of transfer or CTE; therefore, the course areas are mutually exclusive. The table that follows shows the groups that are disproportionately impacted in these metrics. Please refer to the campus based research section for a detailed analysis of each group and a description of the methodology used to collect the data.

Although there is disproportionate impact, addressing that impact on a group-by-group basis for non-basic skills courses is impractical. For example, the Native American cohort had 146 enrollments, had there been no disproportionate impact, 26 more of these enrollments would have ended in success. While additional success is valued, in essence fewer than 10 students would have had additional success – over the course of three years. Lassen Community College has chosen to focus its equity efforts on improving access and basic skills completion rates (see following section). However, some of the interventions planned to aid students in basic skills will also help students improve general course completion. For example, Lassen Community College believes that by improving student access to tutoring, textbooks, and computer access, the disproportionately impacted groups will improve their course completion.

Table 5.1 Course completion disproportionate impact

Area	Group	# of Enrollments	Completions	Completion Rate	Index Completion Rate	Rate Difference	Lost Successful Enrollments
General	Native Americans	211	122	0.58	0.76	-0.18	38
	Other non-White Females	171	103	0.60	0.76	-0.16	27
Transfer	Foster Youth	46	25	0.54	0.78	-0.24	11
	Native Americans	146	88	0.60	0.78	-0.18	26
	Other non-White Females	104	62	0.60	0.78	-0.18	19
	Disabled	120	73	0.61	0.77	-0.16	19
CTE	Foster Youth	26	13	0.50	0.80	-0.30	8
	Other non-White Females	38	21	0.55	0.84	-0.29	11
	Native Americans	48	32	0.67	0.84	-0.17	8
	Pacific Islanders	33	24	0.73	0.84	-0.11	4

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

Increase student course completion (success) in transfer level courses.

Target Population(s)	Current gap, year	Goal*	Goal Year
Foster Youth	24%, 2015	No gap	2021
Native Americans	18%, 2015	No gap	2021
Other non-White Females	18%, 2015	No gap	2021

*Expressed as either a percentage or number.

**Benchmark goals are to be decided by the institution.

ACTIVITIES: B. COURSE COMPLETION

B.1

• **Activity Type(s)**

Outreach	Student Equity Coordination/Planning	X	Instructional Support Activities
Student Services or other Categorical Program	Curriculum/Course Development or Adaptation		Direct Student Support
Research and Evaluation	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
B.1	Foster Youth	3
B.1	Native Americans	20
B.1	Other non-White Females	3

- **Activity Implementation Plan**

Increase opportunities for student to receive tutoring

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	2015-16	\$30,000	

- **Link to Goal**

Increased availability of tutoring should give those students who are struggling in their coursework the opportunity for additional support

- **Evaluation**

Student course completion (success) will continue to be evaluated through annual updating of college based research section of the student equity plan.

Success Indicator: ESL and Basic Skills Completion

Given the results of campus based research, basic skills completion is a focal point of activity related to the Equity Plan. Six student groups are disproportionality impacted in regard to remedial math progress through degree applicable math. In the case of the English progress rate, four groups have been potentially disproportionately impacted.

The campus based research shows that while some groups outperformed others, Lassen College’s remedial progress rates overall are significantly lower than that of the state average. The majority of students (males) are significantly underperforming in remedial English progress and the majority of students (low income students) underperform in remedial math progress rate. The research indicates that a radical change of Lassen College’s basic skills pathway is needed. In order to address the deficiency, the college is experimenting with acceleration in English, evaluating assessment practices, reducing class sizes in math, restructuring basic skills math, increasing tutoring services through embedded tutoring, and increased hours, and providing a free copy of remedial texts to students.

Table 6.1 Course completion disproportionate impact

Area	Group	# in Cohort	Completions	Completion Rate	Index Completion Rate	Rate Difference	Lost Successful Remedial Progress
Remedial English Progress Rate	Blacks	39	2	0.05	0.39	-0.34	13
	Hispanics	48	11	0.23	0.39	-0.16	8
English Progress Rate	Males	134	30	0.22	0.35	-0.13	17
	Other non-Whites	12*			0.39		*
Remedial Math Progress Rate	Low Income	179	29	0.16	0.44	-0.28	50
	Non-Disabled	170	27	0.16	0.42	-0.26	44
	Blacks	47	5	0.11	0.21	-0.10	5
	Hispanics	34	4	0.12	0.21	-0.09	3
	Males	127	20	0.16	0.22	-0.06	8
	White Females	28	5	0.18	0.23	-0.05	1

Note: Cohorts in blue shaded boxes are too small for analysis

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL C.

The goal is to improve basic skills completion for all populations through a re-structuring of basic skills to increase the overall math progress rate from 17 percent to 31 percent over the next six years. Also increasing the remedial English progress rate from 26 percent to 44 percent over the next six years.

Success in remedial math and English sets the stage for remedial students to be successful throughout college. Unfortunately, Lassen Community College remedial student progress is among the lowest in the state. With that in mind, and the need to carefully target programs for improvement (given the small size of the institution and its resources), Lassen Community College has determined activities to implement improvement plans.

Target Population(s)	Current gap, year	Goal*	Goal Year
Blacks	20% for Math 39% for English	31% for Math 44% for English	2021
Low Income	15% for Math 19% for English	31% for Math 44% for English	2021
non-Disabled	15% for Math N/A for English	31% for Math 44% for English	2021

*Expressed as either a percentage or number.

**Benchmark goals are to be decided by the institution.

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.1	Lassen College's Remedial Math Student Body	200
C.1	Blacks	75
C.1	Low Income	175
C.1	Non-Disabled	175

• **Activity Implementation Plan**

Restructure basic skills mathematics to take advantage of improved assessment techniques, acceleration, and statistics as an end goal focus. Lassen Community College uses a commercially available placement test for the placement of students. The "cut scores" for this instrument have not been evaluated since 2006. Given the success that other institutions have had with re-evaluating their placement procedures (in conjunction with math and English acceleration) Lassen will re-evaluate its placement tools. The department of institutional effectiveness in conjunction with faculty and the testing center staff will perform the evaluation and make a recommendation for adjustment to the Academic Senate.

Many California community colleges that have implemented math acceleration have been successful in improving student progression. Usually, these programs have implemented one or two curriculum changes in the path that remedial students follow. The first change focuses the student on preparation for statistics as opposed to a progression that ends with algebra or calculus. The second change reduces the number of math courses a remedial student must take to reach transfer level math. Both approaches, and their success rates, have been well researched and documented. Lassen Community College's Academic Senate in partnership with math faculty has, examined practices for math acceleration. The Senate is overseeing the development of curriculum to implement the changes math faculty and the Senate deemed best to serve Lassen Community College Students.

The math faculty is in consensus that Lassen Community College should proceed with the plan for math acceleration given the assumptions that

- maximum class size will be 24,
- math labs will be offered for 24 -30 hours per week,
- a classroom set of computers with software will be available in math labs, and
- the administration understands there may be a drop in student success rates in the first semester or two until students recognize their success in mathematics is greatly dependent on their own efforts.

The following items remain to be discussed and/or developed and approved during the 2015-16 academic year:

- Design, Units and Curriculum for
 - Math 53
 - Math 102 Lab (Math 102L?)
 - Math 103 Lab (Math 103L?)
 - Math 60 Lab (Math 60L?)
 - Math 40 Lab (Math 40L?)
 - Basic Mathematics Lab
 - Prerequisites and co-requisites for Math 102, 103, 60, 40
- Possible split of lecture from lab for Math 102, 103 or 60
- Classroom set of Portable computers/Hardware for math labs
- Software for student use in math labs for both evaluation and improvement of student abilities

Acceleration for spring 2016 will be accomplished with existing approved classes and labs. If possible, Math 101 will not be offered. Instead, students will use the Math 155 math lab (software) to improve their skills enough to succeed in Math 102 or 103. Math 102 will be offered if necessary. Additional Math 103 sections in spring 2016. Additional Math 60 and Math 40 sections will be offered to accommodate more students as they complete the series.

Counselors will place more weight on student's high school records with guided student self-placement in the mathematics level they believe they will be successful completing. Counselors will emphasize that students need to attend math labs for help and be serious in their studies if they self-place in a more advanced course than placement tests recommends. The currently designed math labs cannot require a student attend. For fall 2016, it is the intention to design Math labs as required attendance but with flexible units of study to accommodate their individual math weaknesses. It was recommended to students during orientation that they utilize all resource the college provides in order to maximize their chances of success.

Professional development will play an important role for Lassen Community College's faculty. Lassen Community College's remote location can make it difficult for faculty and staff to meet with colleagues to discuss practices for improving student success. This plan provides opportunity for faculty to engage in professional development by meeting and networking with peer faculty from colleges like Lassen Community College. These interactions will come from attending a conference such as the Student Success Conference, Acceleration Showcase, or Basic Skills Initiative events. Another avenue for achieving this end would be to invite faculty from institutions whose students are more successful than

Lassen student’s to visit and share their practices for success. Given the California legislative directives associated with this plan, math and English faculty will have first priority for taking advantage of these opportunities.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	January 2016	\$12,000	\$100,000 general fund \$30,000 basic skills funds

• **Link to Goal**

Restructuring basic skills mathematics to take advantage of improved assessment techniques, acceleration, and a statistics end goal focus has been successful at other institutions (see California acceleration project).

Evaluation

- Data that will be collected—both quantitative and qualitative—to measure impact of the activity on the goal. Quantitative data will be collected from Lassen’s ERP system while qualitative data will be collected from instructors, and students through surveys and focus groups.
- Progress on reaching the goal will be evaluated on a yearly basis. However, it is expected that the intervention will need to be in place for at least four years before a final analysis of its effect can be studied.

C.2

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
C.2	Low income basic skills math students	200

• **Activity Implementation Plan**

As shown in the “Campus Based Research” section of this plan, nearly four out of five Lassen Community College students are economically disadvantaged. Often students struggle to purchase the materials needed to be successful in their classes (such as books and supplies). EOPS and federal financial aid helps to offset the cost of these materials. However, often the costs associated with post-secondary education outstrip student’s available financial resources. Students often choose NOT to purchase recommended learning materials in order to save on costs. Lassen Community College’s library of books for incarcerated students is aging and shrinking. Books are often lost in the prison system and older books are chosen to reduce the cost of education for these students. Many inmates are destitute and do not have the funds necessary to purchase textbooks. Equity money will be used to purchase textbooks for new incarcerated female cohorts.

Equity Plan funds will be used to augment the EOPS lending library, purchase new books for the incarcerated student library, and to purchase new supplies in the library/learning resource center. These materials should help students be more successful in their coursework. Lassen Community College will use equity funds to purchase math text books for all basic skills math students.

ID	Planned Start Dates	Timeline(s)	Student Equity Funds	Other Funds**
C.2	Fall 2015		\$40,000	

• **Link to Goal**

Given that over 80 percent of Lassen’s students are classified as low income, providing students a text could have a significant effect on overall basic skills progress rates.

• **Evaluation**

Data that will be collected—both quantitative and qualitative—to measure impact of the activity on the goal. Quantitative data will be collected from Lassen’s ERP system while qualitative data will be collected from instructors, and students through surveys and focus groups.

Progress on reaching the goal will be evaluated on a yearly basis. However, it is expected that the intervention will need to be in place for at least four years before a final analysis of its effect can be studied.

Success Indicator: Degree and Certificate Completion

Success in remedial math and English sets the stage for remedial students to be successful throughout college. Unfortunately, Lassen Community College remedial student progress is among the lowest in the state. With that in mind, and the need to carefully target programs for improvement (given the small size of the institution and its resources), Lassen Community College has determined six areas to implement improvement plans.

Table 7.1 Degree and certificate completion disproportionate impact

Group	# in Cohort	Completions	Completion Rate	Index Completion Rate	Rate Difference	Lost Successful Completions
White Females	48	2	0.04	0.14	-0.10	5
Hispanic Males	68	3	0.05	0.14	-0.09	6
Blacks	76	4	0.05	0.14	-0.09	7
Hispanic Females	15	1	0.07	0.14	-0.07	1
non-Veterans	381	30	0.08	0.14	-0.06	23
Low Income	338	27	0.08	0.11	-0.03	10

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D.

The goal is to improve the three-year to degree and certificate completion rate from 12 percent to 20 percent.

Target Population(s)	Current gap, year	Goal*	Goal Year
White females	16%, 2015	20%, no gap	2021
Hispanic males	14%, 2015	20%, no gap	2021
Blacks	15%, 2015	20%, no gap	2021

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
D.1	White females	25
D.1	Hispanic males	70
D.1	Blacks	50

• **Activity Implementation Plan**

The largest hurdle to student completion is basic skills progress and completion. Activities identified in goal C should have a significant impact on award completion. See goal C for implementation strategies.

- **Link to Goal**

See goal C for links to goal.

- **Evaluation**

See goal C for evaluation and timeline.

D.2

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
D.2	Females	50

- **Activity Implementation Plan**

Provide expanded child care services. Lack of child care for the children of female potential students is often a barrier to college entry. Lassen Community College offers child care services; however, the hours of the program are somewhat limited, covering only the traditional work hours of 7:45 to 4:30. Further, the program is only available for infants through pre-school aged children. Infant care is particularly impacted with enrollment only available for six children.

Lassen Community College will explore using equity plan funding to provide child care services to older children, such as after school programs. The college will also explore the need for child care services during evening hours.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2	Fall 2015	\$15,000	

- ***Link to Goal***

Increasing affordable childcare availability for current and potential students reduces barriers to education for mothers.

- ***Evaluation***

Lassen College will track the use of the child development center and the retention outcomes of students those using the service.

Transfer

CAMPUS-BASED RESEARCH: TRANSFER

Improving remedial student success will lead to more of Lassen Community College's students being qualified to attend four-year institutions. Articulation agreements are in place between Lassen Community College and the California State Universities and the University of California system. However, public senior institutions are quite distant. The nearest CSU, CSU – Chico, is over 100 miles distant; while the nearest UC, UC – Davis, is 200 miles distant. Both drives require traveling over the crest of the Sierra Nevada Mountains which can be treacherous in the winter. Due to the distance, students may not be well informed about these universities and the opportunities they provide. Therefore, it is important that Lassen Community College provide opportunities for students to learn more about these institutions.

Table 7.2 Degree and certificate completion disproportionate impact

Group	# in Cohort	Transfers	Transfer Rate	Index Transfer Rate	Rate Difference	Lost Successful Transfers
White Females	48	3	0.06	0.16	-0.10	5
Other non-White Males	17	1	0.06	0.16	-0.10	2
Asians	14	1	0.07	0.16	-0.09	1
Native Americans	15	1	0.07	0.16	-0.09	1
Other non-White Females	13	1	0.08	0.16	-0.08	1
Blacks	76	7	0.09	0.16	-0.07	5
Low Income	338	34	0.10	0.16	-0.06	20
Males	301	33	0.11	0.15	-0.04	12
Hispanic Males	68	10	0.15	0.16	-0.01	1
Veterans	21	*		0.16		*

Note: Cohorts in blue shaded boxes are too small for analysis

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

Increase three year transfer rate from 12 percent to 20 percent over the next six years.

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>All populations</i>	<i>-8, 2014</i>	<i>No gap</i>	<i>2021</i>

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: E. TRANSFER

E.1

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
E.1	White Females	20
E.1	Low Income Students	20
E.1	Foster Youth	10

• **Activity Implementation Plan**

Provide students with expanded opportunities to visit universities. Lassen Community College generally offers one trip to CSU-Chico and one trip to University Nevada Reno per year. The limited schedule reduces the number of students who can participate. Providing the Transfer Center Assistant with more resources for student travel will increase the number of trips to

Northern California CSU’s and UC’s available to students. Foster youth have been identified as a cohort which could benefit from visits to these universities. This will give students a chance to become familiar with universities and better understand the opportunities that await them.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	Fall 2016	\$10,000	

• **Link to Goal**

Lassen Community College believes that its distance from universities adversely affects transfer rates. By providing an opportunity for students to travel to these institutions, it is believed that awareness of the opportunities offered by attending a university will be better understood by our students.

• **Evaluation**

Transfer data on students who participated in travel to universities will be evaluated on an annual basis.

E.2

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
E.2	Foster Youth	10
E.2	General Student Body	40

• **Activity Implementation Plan**

Increase the number of students who receive four-year institution application assistance. It can be difficult for students who are unfamiliar with the application process to fill out required university applications. Lassen Community College does offer

application assistance to students who hope to transfer, but relatively few students take advantage of the service. As a greater percentage of students qualify for transfer, growing this service will have a greater impact on student transfer. Student Services will be responsible for this objective.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2	Spring 2016	\$5,000	

• **Link to Goal**

It can be difficult for students who are unfamiliar with the application process to fill out required university applications. Lassen Community College does offer application assistance to students who hope to transfer, but relatively few students take advantage of the service. As a greater percentage of students qualify for transfer, growing this service will have a greater impact on student transfer. By marketing and providing increased services for application assistance Lassen Community College believes that more students will apply and submit successful applications.

• **Evaluation**

Transfer data on students who participated in university application assistance will be evaluated on an annual basis.

E.3

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	
E.2	General Student Body	300

- **Activity Implementation Plan**

Increase the number of students who make contact with four year institutions through the Lassen College transfer day.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2	Fall 2016		\$5,000

- **Link to Goal**

Students who have contact with university staff will learn more of the opportunities and assistance available to them both at Lassen Community College and at the universities

- **Evaluation**

Transfer data on students who participate in the Lassen College transfer day will be evaluated on an annual basis.

Other College- or District-wide Initiatives Affecting Several Indicators

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

GOAL F.

Properly manage equity plan initiatives and understand the program’s success.

F.1

• **Indicators/Goals to be affected by the activity**

	Access		Degrees and Certificate Completion
	Course Completion		Transfer
	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.1	N/A	N/A

• **Activity Implementation Plan**

To oversee the Equity Plan, Lassen College will hire an Associate Dean of Categorical Programs. Under the direction of the Dean of Student Services, the Associate Dean of Categorical Programs will be responsible for planning, organizing, and administering

Student Success & Support, Student Equity, EOP&S & CARE, DSP&S, CalWORKs, Kinship Care Program, and the Independent Living Program. The Associate Dean of Categorical Programs will also serve as the Director of EOP&S, CalWORKs Student Success & Support and Student Equity. The Associate Dean will serve as the administrator over any other categorical programs that could be implemented at the College such as TRIO or other programs. The Associate Dean will be responsible for developing and implementing operational policies and procedures, overseeing budgets, maintain records, providing direction to and evaluating faculty and support staff.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	Spring 2016	\$15,000	\$60,000 SSSP \$10,000 EOPS \$10,000 DSPS \$10,000 general fund

• **Link to Goal**

As the number of categorical programs and reporting requirements has grown, Lassen College has an expanded need for administration to oversee these programs.

• **Evaluation**

This position will be evaluated for effectiveness using the same processes put in place by the Lassen Community College for evaluating its current employees.

F.2

• **Indicators/Goals to be affected by the activity**

	Access		Degrees and Certificate Completion
	Course Completion		Transfer
	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.2	N/A	N/A

• **Activity Implementation Plan**

The effectiveness of the Equity Plan will be assessed yearly on the basis of the measures previously outlined. An annual report on the plan’s effectiveness will be developed for reporting to the various Lassen Community College stakeholders. Reports required by the California Community College Chancellor’s Office regarding the Equity Plan will also be submitted as required. A new position – Research Analyst, has been created to do this work. The budget table below shows the Equity Plan funds earmarked for this position.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Spring 2016	\$26,000	\$15,000 Inmate Education Pilot Program \$5,000 General Fund

• **Link to Goal**

Monitoring the success and impact of the equity plan requires staff time. An analyst will provide data and insight into the success and impact of the program.

- **Evaluation**

This position will be evaluated for effectiveness using the same processes put in place by the Lassen Community College for evaluating its current employees.

F.3

- **Indicators/Goals to be affected by the activity**

	Access		Degrees and Certificate Completion
	Course Completion		Transfer
	ESL and Basic Skills Course Completion		

- **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation		Professional Development	

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.3	N/A	N/A

- **Activity Implementation Plan**

Lassen Community College will invite guest speakers on convocation day to discuss the impact of equity gaps statewide.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	Spring 2016	\$10,000	

- **Link to Goal**

Increasing staff awareness of equity issues and solutions will help to instill equity into the Lassen College culture.

- ***Evaluation***

Employee attendance at convocation equity events will be evaluated. A convocation survey will be distributed to participants asking for their reflections on the event.

Summary Budget

EQUITY PLAN SUMMARY BUDGET

BAM Codes	Classification		Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total							
	Academic Salaries: Position Title(s)	# of Hours																	
1000	Academic Salaries: Position Title(s)		# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total						
		Associate Dean			\$	\$	\$	15,000	\$	\$	\$	\$	15,000						
					\$	\$	\$	\$	\$	\$	\$	\$	\$						
					\$	\$	\$	\$	\$	\$	\$	\$	\$						
					\$	\$	\$	\$	\$	\$	\$	\$	\$						
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					\$	\$	\$	\$	\$	\$	\$	\$	\$						
					\$	\$	\$	\$	\$	\$	\$	\$	\$						
		Subtotal				\$	\$	\$	15,000	\$	\$	\$	\$	15,000					
2000	Classified and Other Nonacademic Salaries: Position Title(s)		# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total						
		Outreach Coordinator			\$	45,000	\$	\$	\$	\$	\$	\$	45,000						
		Research Analyst			\$	\$	\$	20,000	\$	\$	\$	\$	20,000						
		Student Tutors			\$	\$	\$	\$	\$	\$	30,000	\$	30,000						
		Teacher - child development center			\$	\$	\$	\$	\$	\$	\$	15,000	15,000						
		Student Worker - research			\$	\$	\$	5,000	\$	\$	\$	\$	5,000						
					\$	\$	\$	\$	\$	\$	\$	\$	\$						
					\$	\$	\$	\$	\$	\$	\$	\$	\$						
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					\$	\$	\$	\$	\$	\$	\$	\$	\$						
					\$	\$	\$	\$	\$	\$	\$	\$	\$						
		Subtotal				\$	45,000	\$	25,000	\$	\$	30,000	15,000	115,000					
3000	Employee Benefits		Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total							
		Outreach Coordinator Benefits			\$	13,500	\$	\$	\$	\$	\$	\$	13,500						
		Associate Dean Benefits			\$	\$	\$	4,500	\$	\$	\$	\$	4,500						
		Research Analyst Benefits			\$	\$	\$	6,000	\$	\$	\$	\$	6,000						
		University Application Assistance			\$	\$	5,000	\$	\$	\$	\$	\$	5,000						
					\$	\$	\$	\$	\$	\$	\$	\$	\$						
					\$	\$	\$	\$	\$	\$	\$	\$	\$						
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					\$	\$	\$	\$	\$	\$	\$	\$	\$						
					\$	\$	\$	\$	\$	\$	\$	\$	\$						
		Subtotal				\$	13,500	\$	5,000	\$	6,000	\$	4,500	\$	29,000				
4000	Supplies & Materials		Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total							
					\$	\$	\$	\$	\$	\$	\$	\$	\$						
					\$	\$	\$	\$	\$	\$	\$	\$	\$						
					\$	\$	\$	\$	\$	\$	\$	\$	\$						
					\$	\$	\$	\$	\$	\$	\$	\$	\$						
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					\$	\$	\$	\$	\$	\$	\$	\$	\$						
					\$	\$	\$	\$	\$	\$	\$	\$	\$						
		Subtotal				\$	\$	\$	\$	\$	\$	\$	\$						
5000	Other Operating Expenses and Services		Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total							
		Marketing			\$	15,000	\$	\$	\$	\$	\$	15,000							
		Speakers at Convocation			\$	\$	\$	10,000	\$	\$	\$	10,000							
		Faculty PD Travel			\$	\$	\$	\$	15,000	\$	\$	15,000							
		Other PD Travel			\$	\$	\$	\$	5,970	\$	\$	5,970							
		Student Travel			\$	\$	\$	\$	\$	10,000	\$	10,000							
		Veterans Appreciation Event			\$	4,000	\$	\$	\$	\$	\$	4,000							
		Subtotal			\$	19,000	\$	10,000	\$	20,970	\$	10,000	59,970						
6000	Capital Outlay		Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total							
		Text books - Library			\$	\$	\$	\$	\$	\$	30,000	30,000							
		Text books - Women's prisons			\$	\$	\$	\$	\$	\$	10,000	10,000							
					\$	\$	\$	\$	\$	\$	\$	\$							
					\$	\$	\$	\$	\$	\$	\$	\$							
					\$	\$	\$	\$	\$	\$	\$	\$							
					\$	\$	\$	\$	\$	\$	\$	\$							
		Subtotal				\$	\$	\$	\$	\$	\$	40,000	40,000						
7000	Other Outgo		Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total							
					\$	\$	\$	\$	\$	\$	\$	\$							
					\$	\$	\$	\$	\$	\$	\$	\$							
					\$	\$	\$	\$	\$	\$	\$	\$							
		Subtotal				\$	\$	\$	\$	\$	\$	\$	\$						
Grand Total				\$	77,500	\$	5,000	\$	31,000	\$	29,500	\$	20,970	\$	30,000	\$	65,000	\$	258,970

Summary Evaluation

SUMMARY EVALUATION SCHEDULE AND PROCESS

The disproportionate impacts identified in the Equity Plan will take years to ameliorate. It is important that college constituencies are aware of student disproportionate impacts and the institution's progress on reducing those disproportionate impact. To that end, the Department of Institutional Effectiveness and Research will annually collect quantitative and qualitative data as outlined in previous sections of the plan. The associate dean of institutional effectiveness and the associate dean of categorical programs will draft a report of the findings to be distributed to the campus community. The equity plan evaluation report will be presented to the board at the annual board planning retreat. The report will be used by the college's shared governance committees to write future equity plans. Further the plans findings will be used in the drafting of other college plans such as the Comprehensive Institutional Master Plan.

Attachments

None.