



2015 Annual Report
Final Submission
 03/27/2015

Lassen Community College
 P.O. Box 3000
 Susanville, CA 96130

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Susan G. Mouck
3.	Phone number of person preparing report:	(530) 251-8869
4.	E-mail of person preparing report:	smouck@lassencollege.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.lassencollege.edu/Assets/academics/2014-2015%20Course%20Catalog.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.lassencollege.edu/about-us/accreditation/index
6.	Total unduplicated headcount enrollment:	Fall 2014: 2,507 Fall 2013: 2,506 Fall 2012: 2,103
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	2,358
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	624
9.	Number of courses offered via distance education:	Fall 2014: 31 Fall 2013: 24 Fall 2012: 19
10.	Number of programs which may be completed via distance education:	14
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 302 Fall 2013: 253 Fall 2012: 238
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 1,097 Fall 2013: 934

	all types of Correspondence Education.	Fall 2012: 1,023
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	Yes

Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	70%									
14b.	Successful student course completion rate for the fall 2014 semester:	68.7%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>307</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>144</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>163</td> </tr> </table>	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	307	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	144	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	163	
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16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	173									
16b.	Number of students who received a degree in the 2013-2014 academic year:	151									
16c.	Number of students who received a certificate in the 2013-2014 academic year:	49									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	31									
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	43									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									
18b.	If yes, please identify them:	General Education Certificate of Achievement Intersegmental General Education Transfer Curriculum Certificate of Achievement									
19a.	Number of career-technical education (CTE) certificates and degrees:	29									
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those	1									

	employment standards and other standards, including those for licensure and certification:											
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	1										
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	8										
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:											
	<table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (###.###)</th> <th>Examination</th> <th>Institution set standard (%)</th> <th>Pass Rate (%)</th> </tr> </thead> <tbody> <tr> <td>NCLEX/PN</td> <td>51.39</td> <td>state</td> <td>85 %</td> <td>79 %</td> </tr> </tbody> </table>		Program	CIP Code 4 digits (###.###)	Examination	Institution set standard (%)	Pass Rate (%)	NCLEX/PN	51.39	state	85 %	79 %
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21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:											
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Gunsmithing	47.04	71 %	32 %									
22.	Please list any other institution set standards at your college:											
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23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).											
	<table border="1"> <tr> <td>The standards were developed based on the mean of the three previous terms and years. This information is brought before the Consultation Council and presented in the annual board planning retreat.</td> </tr> </table>		The standards were developed based on the mean of the three previous terms and years. This information is brought before the Consultation Council and presented in the annual board planning retreat.									
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Student Learning Outcomes and Assessment

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	447
	b.	Number of college courses with ongoing assessment of learning outcomes	427
		Auto-calculated field: percentage of total:	95.5
	Courses		
a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	26	

25.	b.	Number of college programs with ongoing assessment of learning outcomes	26
		Auto-calculated field: percentage of total:	100
Courses			
26.	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	13
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	9
		Auto-calculated field: percentage of total:	69.2
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:		http://www.lassencollege.edu/academics/SLCstudent-learning-outcomes
28.	Number of courses identified as part of the general education (GE) program:		90
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:		100%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?		Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :		90
32.	Number of Institutional Student Learning Outcomes defined:		4
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).		100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:		100%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 10px;"> <p>All new course student learning outcomes are mapped to institutional student learning outcomes and when appropriate to general education student learning outcome prior to approval by the Curriculum/Academic Standards Committee. New administrative unit outcomes are mapped to institutional student learning outcomes and strategic goals prior to adoption by President's Cabinet. The linkages are entered into the online tool (WEAVE) used by the College for assessment reporting and tracking when the new or revised outcomes are entered into the system. The assessed SLOs and AUOs from each academic year are aggregated by relation to ISLO and summarized into percentages. The percentages are compared with the achievement targets to determine if the ISLOs are being met. Anyone with access to the college website has the ability to access assessment results directly through the online tracking tool (WEAVE).</p> </div>		

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June

36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called “mapping”), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students’ programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <p>The student learning outcome adoption process requires that course student learning outcomes be mapped with program, institutional and if appropriate general education student learning outcomes prior to adoption of new or revised courses with student learning outcomes by the Curriculum/Academic Standards Committee. All course student learning outcomes are found on the course outlines of record. All course student learning outcomes and their relationship to program, institutional and if appropriate general education student learning outcomes are then entered into the online tool (WEAVE) used by the College for recording and tracking student learning assessments. The alignments of student learning outcomes at the various levels has been affirmed by faculty during two Convocation activities during the previous academic year. The same Convocation activities provided opportunities for subject area faculty to discuss assessment methodologies and results with their colleagues. Those discussion led to changes in faculty approach and in some cases revisions to identified student learning outcomes.</p>
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>The assessment results are made available to both internal and external audiences via WEAVE, the online reporting tool, accessible through the College website.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>The assessment results and resulting recommendations are integrated into the comprehensive and annual update program review processes. The information is utilized as a mechanism for driving data driven decisions The review process provides program and department staff with opportunities for dialogue. Additionally, time has been set aside during each of the two staff in-service days (Convocation) during the last year for structured dialog among colleagues specifically concerning student learning and administrative unit outcome assessment results.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>English and reading faculty saw with SLOs that students were struggling with the most basic reading and writing when broken down in separate classes and spoke further with students (discussion as well as informal surveys) to explore why students were struggling with the most basic skills. Students felt that reading and writing were too isolated and the 4-day a week scheduling was making them feel less capable than college students taking 2 and 3-day/week classes. At that point, student outcomes data indicated that only 1 in 5 students who started at a remedial level were getting to and completing transfer level English. As a result of the outcomes review, conversations and surveys with students, and faculty interest in seeing students do better, English faculty applied for and participated in the 2013-2014 California Acceleration Project cohort. With CAP, we completely redesigned the English and reading curriculum and now only offer two basic skills courses (taken concurrently if both are needed based on placement), and those courses combine the skills of reading and writing. After only three semesters since the curriculum was redesigned, outcome data shows nearly</p>

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 1 2012-13: 1 2011-12: 1
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Submittal of additional AA-T and AS-T Submittal of Medical Assisting Associate degree and Certificate of Achievement

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	Addition of the Public Safety Training Facility
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Public Safety Training Facility
43.	List all of the institutions instructional sites out of state and outside the United States:	None

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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