Western Association of Schools and Colleges
Accrediting Commission for Community and Junior Colleges

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2016 Annual Report
REVIEW

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:	Brian Murphy
3.	Phone number of person preparing report:	530-251-8836
4.	E-mail of person preparing report:	bmurphy@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/2015-2016%20Catalog%20final%20for%20website.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 2015: 2,275 Fall 2014: 2,507 Fall 2013: 2,506
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	2,050
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	559
9.	Number of courses offered via distance education:	Fall 2015: 29 Fall 2014: 31 Fall 2013: 24
10.	Number of programs which may be completed via distance education:	1
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 401 Fall 2014: 302 Fall 2013: 253
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 784 Fall 2014: 1,097 Fall 2013: 934
13.	Were all correspondence courses for which students enrolled in fall 2015 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 2015 semester:	72 %
15.	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.*	

15.	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

#	Question	Answer
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	175
16b.	Number of students who received a degree in the 2014-2015 academic year:	166
16c.	Number of students who received a certificate in the 2014-2015 academic year:	83
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 2014-2015:	92
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:	33
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	1
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.	2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:	

	CIP Code 4 digits	Institution set standard	Pass Rate

		Program	(##.##)	Examination	(%)	(%)

21.	2013-2014 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)

22.	Please list any other institution set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
Persistence	Fall-to-fall retention	41%
Course Success	Proportion of students who complete a course with a grade of C or better	70%

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 (1,350 character limit, approximately 250 words).

The standards were developed based on the mean of historical data. Results are shared annually with Consultation Council (College strategic planning body) and presented to the board during its annual planning retreat.

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In completing the 2016 Annual Report, please refer to the revised Accreditation Standards adopted June 2014.

#	Question		Answer
24.	Courses		
	a.	Total number of college courses:	632
	b.	Number of college courses with ongoing assessment of learning outcomes	632
		Auto-calculated field: percentage of total:	100
25.	Programs		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	75
	b.	Number of college programs with ongoing assessment of learning outcomes	75
		Auto-calculated field: percentage of total:	100
26.	Student and Learning Support Activities		
	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/SLOs/institutional-student-learning-outcomes
28.	Number of courses identified as part of the general education (GE) program:	152
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 program Student Learning Outcomes:	152
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.	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 (1,350 character limit, approximately 250 words). All new course SLOs are mapped to institutional student learning outcomes and when appropriate to GE SLOs prior to approval by the Curriculum/Academic Standards Committee. New administrative unit outcomes are mapped to strategic goals prior to adoption by President\'s Cabinet. Faculty are required by contract to assess SLOs for each section of course they teach every term and report findings to the institutional effectiveness office. AUOs and SLOs evaluations are aggregated to the ILO level and findings are summarized. Results are stored in the college\'s online tracking tool and anyone with access to the internet may review assessment results.

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.	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 (1,350 character limit, approximately 250 words). The SLO adoption process requires that course SLOs be mapped with program, institutional and if appropriate general education SLOs prior to adoption of new or revised courses by the Curriculum/Academic Standards Committee. All course SLOs are found on the course outlines of record. All course SLOs and their relationship to program, institutional and if appropriate general education SLOs are then entered into the online tool used by the College for recording and tracking SLO assessments. The alignments of SLOs at the various levels has been affirmed by faculty during past Convocation activities. These Convocation activities provided opportunities for subject area faculty to discuss assessment methods with their colleagues. Those discussions led to changes in faculty approach and in some cases revisions to identified SLOs.

	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

37.	assessment information and results impacts student behavior and achievement (1,350 character limit, approximately 250 words).

> Assessment results are made available to both internal and external audience via the online reporting tool and are also included in program review data sets. Program reviews are board approved and are part of the institution\'s public record.

38.	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 (1,350 character limit, approximately 250 words).

> The assessment results and resulting recommendations are integrated into the program review process. The information is utilized as a mechanism for driving data informed decisions. The review process provides program and department staff with opportunities for dialogue. Additionally, time has been set aside during past staff in-service days (Convocation and flex) for structured dialog among colleagues specifically concerning SLO and AUO assessment results.

39.	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 (1,350 character limit, approximately 250 words).

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 0 2013-2014: 1 2012-2013: 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) Change in sites offering 50% or more of a program, certificate, or degree
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Providing face-to-face credit inmate education at High Desert State Prison and California Correctional Center. Submittal of additional degrees or Certificates of Achievement

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	n/a
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:	n/a

Go To Question #: 2 ▼ **REVIEW/EDIT**

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

SUBMIT FINAL

NOTE: Upon final submission, e-mail notifications and copies of the report will be sent to the
CEO (Dr. Marlon Hall [mhall@lassencollege.edu]) and
ALO (Dr. Terri Armstrong [tarmstrong@lassencollege.edu])of Lassen Community College.

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ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

2017 Annual Report
Final Submission
04/05/2017

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:	**Brian Murphy**
3.	Phone number of person preparing report:	**530-251-8836**
4.	E-mail of person preparing report:	bmurphy@lassencollege.edu
5.	Total unduplicated headcount enrollment:	Fall 2016: **2,187** *2,185* Fall 2015: **2,275** ~~2275~~ Fall 2014: **2,507**
6.	Total unduplicated headcount enrollment in degree applicable credit courses:	Fall 2016: **2,052** *2050* Fall 2015: **2,050** *2,049* Fall 2014: **2,358**
7.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements):	Fall 2016: **443** *444* Fall 2015: **559** *540* Fall 2014: **624**
8.	Number of programs which may be fully completed via distance education:	Fall 2016: **4** Fall 2015: **4** *Sue - Kelly* Fall 2014: **4**
9.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2016: **560** Fall 2015: **401** Fall 2014: **302**
10.	Do you offer Correspondence Education?	**Yes**
11.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2016: **795** *744* Fall 2015: **784** Fall 2014: **1,097**

Student Achievement Data

#	Question	Answer		

#	Question		2016	2015	2014
12.	a. What is your Institution-set standard for successful student course completion?		70 %	70 %	70 %
	b. Actual successful course completion rate:		72 %	72 %	69 %

13 *(handwritten, in green)*

#	Question		2016	2015	2014
13.	a. Type of Institute-set standard for degrees If Number-other or Percent-other, please describe:	**Number of degrees**			
	b. What is your Institution-set standard for degrees?		144	144	144
	c. Actual degrees awarded:		237	241	196
14.	a. Type of Institute-set standard for certificates If Number-other or Percent-other, please describe:	**Number of certificates**			
	b. What is your Institution-set standard for certificates?		163	163	163
	c. Actual certificates awarded:		117	95	111
15.	a. Type of Institute-set standard for student transfers to a 4-year colleges/universities If Number-other or Percent-other, please describe:	**Number of transfers**			
	b. What is your Institution-set standard for student transfers to 4-year colleges/universities?		31	31	31
	c. Actual student transfers to 4-year colleges/universities:		N/A	91	96

#	Question	Answer
16.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	2016: **0** 2015: **0** 2014: **1**
17.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	2016: **10** 2015: **10** 2014: **11**

18. Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	Examination	Institution set standard (%)	2015 Pass Rate (%)	2014 Pass Rate (%)	2013 Pass Rate (%)
LVN	**state**	**0 %**	**0 %**	**78 %**	**79 %**

19. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

Program	Institution set standard (%)	2015 Job Placement Rate (%)	2014 Job Placement Rate (%)	2013 Job Placement Rate (%)
Agriculture and Natural Resources	71 %	55.6 %	62.5 %	100 %
Business Management	71 %	69.2 %	72.8 %	50 %
Physical Education	71 %	0 %	0 %	50 %
Gunsmithing	71 %	50 %	18.2 %	31.6 %
Digital Graphic Design	71 %	100 %	33.3 %	0 %
LVN	71 %	66.7 %	65.2 %	71.4 %
Welding	71 %	71.4 %	100 %	66.7 %
Fire Science	71 %	54.55 %	48.65 %	68.75 %
Human Services	71 %	50 %	0 %	0 %
Automotive Technology	71 %	66.7 %	33.3 %	66.7 %
Early Childhood Education	71 %	80 %	76.9 %	66.7 %

Student Learning Outcomes and Assessment

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#	Question	Answer		
20.	Courses	2016	2015	2014
	a. Total number of college courses:	388	384	0
	b. Number of college courses with ongoing assessment of learning outcomes:	298	323	0
21.	Programs	2016	2015	2014
	a. Total number of college programs (all certificates and degrees, and other programs as defined by college):	388	384	0
	b. Number of college programs with ongoing assessment of learning outcomes:	298	323	0
22.	Student Services and Learning Support	2016	2015	2014
	a. Total number of student services and learning support activities (as college has identified or grouped them for SSO/SAO implementation):	13	13	13
	b. Number of student and learning support activities with ongoing assessment of learning outcomes:	13	13	13

Other Information

23.	Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).

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

If you need additional assistance, please contact the commission.

Sincerely,

ACCJC
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Novato, CA 94949
email: support@accjc.org
phone: 415-506-0234