



Student Success and Equity Report

2008-2013

HISTORY

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

LCC was founded in 1925, when the Junior College Department of the Lassen Union High School District was established and began conducting classes on the Lassen High School campus. As time progressed, a separate facility was opened in 1941 across from the high school. The modern era of LCC began in 1965 with the establishment of the LCC District and the separation from the high school district. A separate Board of Trustees was elected and planning began for a new campus. That campus, located just north of Susanville on Highway 139, today consists of 165 acres and 39 buildings. It began operations in September 1971. In addition to the main campus, a computer class for seniors is offered at the Senior Center, intercollegiate athletic classes schedule some practices and competitions at several off-campus fields (Riverside Park, Memorial Park, Meadowview School). Additionally an off-campus Public Safety Training Center, housing nursing and fire technology classes was opened summer 2013.

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

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

LASSEN COUNTY

The Lassen Community College (LCC) District is a single college district. Figure 1-1 provides a graphical representation of the service area where the LCC campus is located at the northeast region of California near the border of Nevada.

Figure 1 *Service Area*

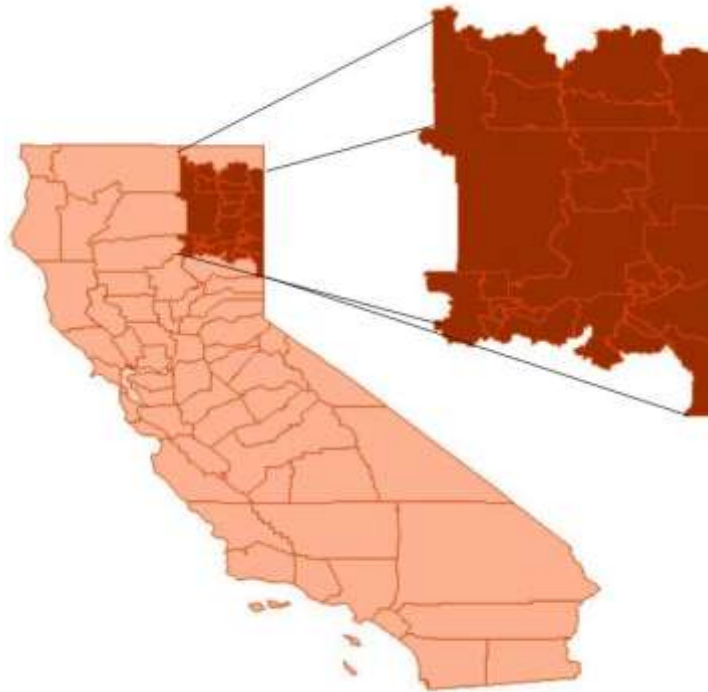


Figure Retrieved from 2013 LCC Fact Book

According to the 2010 US Census, the total population of LCC service area was approximately 35,000. A comparison of demographics showed a higher percentage in the male population as the service area includes one federal and two state male prisons. The service areas population ethnicity representation is primarily composed of white non-Hispanic, followed by Hispanic and African American residents. Over 70% of residents in the total service area population fall between the ages of 18 to 65. In terms of highest educational attainment for this group, 80% had a high school diploma or higher, 30% bachelor's degree or higher.

STUDENT POPULATION

One of the greatest challenges to Lassen Community College (LCC) is an ever fluctuating headcount of students. The 2008-2009 academic year was the smallest year for headcount of students over the last five years. The following two years saw rapid growth as the correspondence method of delivery at LCC was grown to accommodate the needs of incarcerated students. Following the 2010-2011 academic year, LCC began to see a decrease in headcount as correspondence was reduced and face to face students began to disappear such as in the 2012-2013 academic year where there was a 30% drop in face to face students from the previous academic year.

Table 1 *Unduplicated Headcount*

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
3883	4485	5684	5058	4297

Data retrieved from CCCCCO Data Mart

For many looking at the data related to gender at Lassen College they would notice a distinct difference from community colleges across the state in regards to the composition of men and women enrolled in classes. LCC has not had a year over the last five years under 63% in terms of the number of men attending. The reason for this is the fact that LCC serves incarcerated students and these students are predominantly male. The hundreds of students served by LCC that are incarcerated drastically skews the data to show a heavy proportion of male students.

Table 2 *Gender*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Female	37%	31%	24%	20%	23%
Male	63%	69%	76%	80%	77%

Data retrieved from CCCCCO Data Mart

Due to the fact that LCC serves incarcerated students, the data is skewed to show a more ethnically diverse population at LCC than what is actually true if incarcerated students were not served. The Lassen Community College District service area, excluding the prisons, is not very ethnically diverse when compared to the rest of the state of California but because incarcerated students are served, and there are higher proportions of minorities that are incarcerated, Lassen College has higher percentages of minorities enrolled than would be typical of the geographic area surrounding LCC.

Table 3 *Ethnicity*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
African-American	4%	8%	14%	15%	13%
American Indian/Alaskan Native	3%	3%	3%	3%	3%
Asian	1%	1%	2%	2%	2%
Hispanic	10%	12%	18%	20%	20%
Multi-Ethnicity	0%	1%	2%	1%	2%
Pacific Islander	1%	1%	2%	2%	2%
Unknown	5%	2%	2%	2%	2%
White Non-Hispanic	75%	71%	58%	56%	56%

Data retrieved from CCCCCO Data Mart

The following data represents five years of unduplicated student headcount by age. Age groups and their makeup of the headcount at LCC have remained fairly consistent over the five year period. The only statistically significant change during this time period has been by students over the age of 50. This can most likely be attributed to the fact that repeatability issues mandated by the state for many of these students went into effect and they were unable to enroll in classes that had been taking for many years.

Table 4 *Age Group*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
19 or Less	15%	13%	10%	11%	14%
20 to 24	14%	14%	16%	16%	19%
25 to 29	12%	12%	15%	14%	14%
30 to 34	9%	10%	13%	14%	12%
35 to 39	9%	10%	11%	12%	9%
40 to 49	16%	17%	17%	18%	16%
50 +	26%	23%	17%	15%	16%

Data retrieved from CCCCO Data Mart

The following data represents a five year period showing students who were registered at LCC and identified as having a disability. Over the five year period there has been a very slight decrease in the number of disabled students on record at LCC. This drop in the number of disabled students is not currently able to be determined as to why it has decreased.

Table 5 *Students with Disabilities*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Students with Disabilities	5%	5%	4%	3%	4%

Data retrieved from CCCCO Data Mart

ACCESS

Gender

The two tables below show that over the five year period that access for women has decreased in all categories and access for men has increased. This data is weighted heavily by the fact that LCC serves incarcerated students which are predominantly. As incarcerated enrollment grows or shrinks the numbers will be adjust as well for access between males and females.

Table 6 *Access of Female Students*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	41%	35%	31%	30%	30%
Basic Skills	43%	26%	31%	43%	38%
Degree Applicable	40%	35%	30%	29%	29%
Transfer	45%	42%	36%	36%	36%
Vocational	35%	28%	24%	23%	23%

Data retrieved from CCCCO Data Mart

Table 7 *Access of Male Students*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	59%	65%	69%	70%	70%
Basic Skills	57%	74%	69%	57%	62%
Degree Applicable	60%	65%	70%	71%	71%
Transfer	55%	58%	64%	64%	64%
Vocational	65%	72%	72%	77%	77%

Data retrieved from CCCCO Data Mart

This is duplicated enrollment [SEATS FILLED]

Ethnicity

Tables 8 to 11 show access of students by ethnicity. The LCC District, excluding the prisons, is predominantly made of whites. With the inclusion of the prisons in our district the ethnicity makeup of Lassen College is much more diverse. All ethnic groups are represented in each category of the below tables.

Table 8 *Access of African American Students*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	7%	10%	18%	17%	15%
Basic Skills	13%	20%	23%	16%	20%
Degree Applicable	7%	10%	16%	15%	14%
Transfer	8%	9%	17%	17%	15%
Vocational	3%	3%	11%	9%	8%

Data retrieved from CCCCCO Data Mart

Table 9 *Access of American Indian/Alaskan Native Students*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	5%	4%	4%	4%	4%
Basic Skills	9%	4%	6%	5%	6%
Degree Applicable	5%	4%	3%	3%	4%
Transfer	5%	4%	4%	4%	4%
Vocational	4%	4%	2%	2%	3%

Data retrieved from CCCCCO Data Mart

Table 10 *Access of Asian Students*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	2%	2%	3%	3%	3%
Basic Skills	3%	2%	3%	3%	2%
Degree Applicable	2%	2%	3%	3%	3%
Transfer	2%	2%	3%	3%	3%
Vocational	1%	1%	2%	2%	2%

Data retrieved from CCCCCO Data Mart

Table 11 *Access of Hispanic Students*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	12%	13%	17%	16%	17%
Basic Skills	18%	21%	15%	18%	15%
Degree Applicable	12%	13%	15%	15%	16%
Transfer	14%	13%	14%	13%	14%
Vocational	10%	10%	15%	16%	16%

Data retrieved from CCCCCO Data Mart

Table 12 *Access of Multi-Ethnicity Students*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	0%	1%	2%	2%	3%
Basic Skills	0%	1%	2%	3%	1%
Degree Applicable	0%	1%	2%	2%	2%
Transfer	0%	1%	2%	2%	2%
Vocational	0%	0%	2%	2%	2%

Data retrieved from CCCCCO Data Mart

Table 13 *Access of Pacific Islander Students*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	1%	1%	1%	1%	2%
Basic Skills	2%	2%	3%	3%	2%
Degree Applicable	1%	1%	1%	1%	1%
Transfer	2%	1%	1%	1%	2%
Vocational	1%	1%	1%	1%	1%

Data retrieved from CCCCCO Data Mart

Table 14 *Access of Students with Unknown Ethnicity*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	4%	1%	2%	1%	1%
Basic Skills	2%	2%	1%	1%	1%
Degree Applicable	4%	1%	1%	1%	1%
Transfer	3%	2%	1%	1%	1%
Vocational	5%	5%	2%	2%	1%

Data retrieved from CCCCCO Data Mart

Table 15 *Access of White Non-Hispanic Students*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	69%	67%	53%	55%	55%
Basic Skills	53%	48%	47%	51%	53%
Degree Applicable	69%	68%	59%	59%	59%
Transfer	67%	67%	58%	59%	58%
Vocational	75%	75%	65%	66%	67%

Data retrieved from CCCCCO Data Mart

Age Group

Tables 16 to 22 show access by age in each of the five areas. There are no statistical outliers in the data and it appears that LCC is serving each student population age group at a fairly equal percentage rate.

Table 16 *Access of Students in the 19 or Less Age Group*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	22%	19%	17%	19%	21%
Basic Skills	25%	18%	21%	24%	28%
Degree Applicable	22%	20%	17%	18%	21%
Transfer	25%	23%	20%	23%	25%
Vocational	15%	15%	10%	11%	14%

Data retrieved from CCCCC Data Mart

Table 17 *Access of Students in the 20 to 24 Age Group*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	20%	21%	22%	23%	23%
Basic Skills	19%	16%	22%	21%	24%
Degree Applicable	20%	22%	22%	22%	23%
Transfer	20%	23%	22%	23%	23%
Vocational	20%	23%	23%	22%	25%

Data retrieved from CCCCC Data Mart

Table 18 *Access of Students in the 25 to 29 Age Group*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	14%	13%	14%	14%	12%
Basic Skills	18%	14%	11%	12%	8%
Degree Applicable	14%	14%	14%	13%	12%
Transfer	14%	13%	13%	12%	11%
Vocational	15%	14%	17%	17%	15%

Data retrieved from CCCCC Data Mart

Table 19 *Access of Students in the 30 to 34 Age Group*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	9%	10%	11%	11%	10%
Basic Skills	10%	12%	10%	9%	10%
Degree Applicable	9%	10%	12%	11%	10%
Transfer	10%	10%	10%	9%	9%
Vocational	8%	9%	13%	13%	11%

Data retrieved from CCCCC Data Mart

Table 20 *Access of Students in the 35 to 39 Age Group*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	9%	8%	10%	10%	9%
Basic Skills	11%	13%	11%	10%	9%
Degree Applicable	8%	8%	11%	10%	9%
Transfer	9%	8%	11%	10%	9%
Vocational	9%	8%	10%	9%	9%

Data retrieved from CCCCCO Data Mart

Table 21 *Access of Students in the 40 to 49 Age Group*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	14%	15%	16%	16%	14%
Basic Skills	14%	19%	19%	17%	12%
Degree Applicable	13%	14%	15%	15%	14%
Transfer	13%	13%	15%	14%	14%
Vocational	14%	15%	15%	15%	13%

Data retrieved from CCCCCO Data Mart

Table 22 *Access of Students in the 50+ Age Group*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	13%	13%	11%	7%	11%
Basic Skills	4%	8%	6%	7%	8%
Degree Applicable	12%	12%	10%	10%	10%
Transfer	9%	10%	9%	9%	9%
Vocational	19%	17%	13%	13%	14%

Data retrieved from CCCCCO Data Mart

RETENTION

Student Success by Gender

The following data shows retention of male and female students over the five year period. For both males and females, retention has decreased since the 2008-2009 academic year. It is unclear why retention has decreased but some suggestions might be due to the new repeatability standards that have been implemented, the decrease in the number of units that are eligible for financial aid or other factors unknown.

Table 23 *Success of Female Students*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	73%	72%	70%	70%	68%
Basic Skills	64%	59%	58%	64%	50%
Degree Applicable	73%	72%	69%	69%	68%
Transfer	74%	74%	70%	71%	68%
Vocational	80%	76%	75%	77%	77%

Data retrieved from CCCC Data Mart

Table 24 *Success of Male Students*

Male	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	75%	69%	70%	74%	71%
Basic Skills	54%	52%	51%	54%	50%
Degree Applicable	76%	70%	70%	74%	72%
Transfer	72%	67%	64%	71%	67%
Vocational	85%	80%	80%	81%	81%

Data retrieved from CCCC Data Mart

Success by Ethnicity

The tables below show the success rates of students in several areas broken down by ethnicity. Of particular note is that with the exception of Pacific Islander students, the success of basic skill students is low. It is an area that needs more attention and resources allocated to it from LCC. While all areas need improvement, it should be noted that vocational students tend to do better in across all ethnic groups when compared to any of the other areas.

Table 25 *Success of African American Students*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	64%	56%	59%	63%	59%
Basic Skills	41%	44%	45%	46%	46%
Degree Applicable	66%	58%	60%	64%	59%
Transfer	68%	60%	59%	66%	59%
Vocational	69%	69%	68%	66%	62%

Data retrieved from CCCCCO Data Mart

Table 26 *Success of American Indian/Alaskan Native Students*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	66%	65%	69%	67%	64%
Basic Skills	41%	33%	61%	40%	50%
Degree Applicable	69%	66%	68%	67%	65%
Transfer	69%	67%	68%	66%	62%
Vocational	79%	79%	71%	74%	77%

Data retrieved from CCCCCO Data Mart

Table 27 *Success of Asian Students*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	80%	66%	69%	69%	76%
Basic Skills	82%	68%	71%	53%	45%
Degree Applicable	80%	66%	69%	70%	77%
Transfer	82%	67%	67%	71%	82%
Vocational	85%	85%	73%	71%	83%

Data retrieved from CCCCCO Data Mart

Table 28 *Success of Hispanic Students*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	73%	63%	68%	69%	67%
Basic Skills	66%	46%	46%	51%	53%
Degree Applicable	73%	65%	70%	70%	67%
Transfer	72%	65%	66%	70%	68%
Vocational	80%	80%	76%	72%	69%

Data retrieved from CCCCCO Data Mart

Table 29 *Success of Multi-Ethnicity Students*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	-	70%	71%	76%	70%
Basic Skills	-	44%	64%	41%	38%
Degree Applicable	-	73%	72%	77%	71%
Transfer	-	75%	69%	71%	67%
Vocational	-	-	81%	86%	82%

Data retrieved from CCCC Data Mart

Table 30 *Success of Pacific Islander Students*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	73%	57%	58%	74%	66%
Basic Skills	88%	37%	46%	62%	73%
Degree Applicable	70%	58%	59%	75%	65%
Transfer	69%	59%	58%	75%	63%
Vocational	75%	75%	73%	81%	78%

Data retrieved from CCCC Data Mart

Table 31 *Success of Students with Unknown Ethnicity*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	81%	57%	63%	70%	75%
Basic Skills	60%	56%	33%	50%	40%
Degree Applicable	82%	58%	64%	71%	75%
Transfer	69%	73%	59%	66%	71%
Vocational	90%	90%	80%	83%	76%

Data retrieved from CCCC Data Mart

Table 32 *Success of White Non-Hispanic Students*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	77%	75%	78%	79%	78%
Basic Skills	54%	50%	55%	49%	53%
Degree Applicable	77%	75%	74%	77%	75%
Transfer	73%	72%	69%	73%	70%
Vocational	85%	83%	83%	85%	85%

Data retrieved from CCCC Data Mart

Student Success by Age Group

The tables below show five years of data of student success across age groups. In all categories, except basic skills, the data shows that across all age groups success has remained consistent. All age groups remain equal in terms of success with other age groups. This shows that students across all age groups are being equitably served by LCC. The most glaring outlier in all groups are basic skills students. Over the five year period, with the exception of those 25 years and younger, success rates have dropped and in some instances drastically. LCC must identify the reasons for this drop and address this problem.

Table 33 *Success of Students in the 19 or Less Age Group*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	70%	68%	69%	69%	71%
Basic Skills	52%	46%	65%	54%	52%
Degree Applicable	71%	69%	69%	70%	72%
Transfer	74%	73%	72%	72%	73%
Vocational	77%	70%	74%	75%	78%

Data retrieved from CCCCC Data Mart

Table 34 *Success of Students in the 20 to 24 Age Group*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	69%	67%	63%	70%	66%
Basic Skills	47%	47%	39%	48%	50%
Degree Applicable	70%	68%	64%	70%	65%
Transfer	67%	66%	62%	69%	63%
Vocational	79%	76%	73%	77%	75%

Data retrieved from CCCCC Data Mart

Table 35 *Success of Students in the 25 to 29 Age Group*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	72%	65%	68%	69%	68%
Basic Skills	54%	38%	49%	42%	27%
Degree Applicable	73%	66%	68%	69%	69%
Transfer	69%	63%	61%	64%	63%
Vocational	83%	75%	75%	76%	77%

Data retrieved from CCCCC Data Mart

Table 36 *Success of Students in the 30 to 34 Age Group*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	73%	68%	72%	75%	68%
Basic Skills	56%	47%	46%	49%	39%
Degree Applicable	73%	69%	72%	75%	69%
Transfer	72%	68%	65%	70%	65%
Vocational	78%	80%	81%	83%	78%

Data retrieved from CCCCC Data Mart

Table 37 *Success of Students in the 35 to 39 Age Group*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	74%	67%	69%	73%	69%
Basic Skills	58%	57%	50%	57%	55%
Degree Applicable	74%	68%	69%	74%	68%
Transfer	72%	65%	64%	72%	60%
Vocational	80%	78%	81%	80%	81%

Data retrieved from CCCC Data Mart

Table 38 *Success of Students in the 40 to 49 Age Group*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	78%	72%	71%	76%	75%
Basic Skills	64%	49%	54%	55%	56%
Degree Applicable	78%	73%	71%	77%	75%
Transfer	76%	74%	67%	75%	71%
Vocational	86%	83%	81%	82%	83%

Data retrieved from CCCC Data Mart

Table 39 *Success of Students in the 50+ Age Group*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	89%	83%	82%	89%	79%
Basic Skills	71%	51%	66%	55%	47%
Degree Applicable	89%	83%	82%	81%	78%
Transfer	84%	79%	76%	76%	70%
Vocational	94%	91%	89%	90%	89%

Data retrieved from CCCC Data Mart

Term Retention by Gender

The two tables below show term retention by gender. The two tables show no significant changes over the last five years. Both males and females are retained at fairly equal percentages across all areas. It also shows that all areas show high retention of students but once again basic skills students are lower than all other areas.

Table 40 *Term Retention of Female Students*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	87%	87%	86%	87%	88%
Basic Skills	80%	78%	82%	80%	83%
Degree Applicable	86%	87%	85%	86%	88%
Transfer	87%	87%	86%	86%	88%
Vocational	91%	89%	89%	90%	90%

Data retrieved from CCCC Data Mart

Table 41 *Term Retention of Male Students*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	88%	84%	86%	90%	87%
Basic Skills	74%	64%	80%	74%	78%
Degree Applicable	88%	85%	86%	90%	87%
Transfer	85%	83%	82%	90%	85%
Vocational	94%	92%	90%	93%	93%

Data retrieved from CCCC Data Mart

Term Retention by Ethnicity

Term retention by ethnicity is relatively equal across all ethnicity with the exception of African American students. African American students are not retained at as high of levels as any other students. In most areas over the last five years it is shown that retention has decreased slightly from year one to year five. This shows that LCC needs to analyze the reasons for this and put a plan of action into effect.

Table 42 *Term Retention of African American Students*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	83%	81%	81%	85%	81%
Basic Skills	78%	74%	82%	77%	81%
Degree Applicable	83%	82%	81%	85%	80%
Transfer	85%	84%	80%	87%	82%
Vocational	83%	83%	82%	85%	76%

Data retrieved from CCCC Data Mart

Table 43 *Term Retention of American Indian/Alaskan Native Students*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	85%	81%	87%	88%	86%
Basic Skills	69%	65%	89%	83%	80%
Degree Applicable	86%	82%	86%	88%	87%
Transfer	86%	83%	86%	87%	87%
Vocational	92%	92%	86%	88%	86%

Data retrieved from CCCC Data Mart

Table 44 *Term Retention of Asian Students*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	88%	81%	83%	89%	87%
Basic Skills	91%	80%	84%	55%	71%
Degree Applicable	87%	81%	83%	90%	87%
Transfer	88%	80%	82%	90%	85%
Vocational	92%	92%	84%	91%	89%

Data retrieved from CCCC Data Mart

Table 45 *Term Retention of Hispanic Students*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	84%	81%	85%	89%	84%
Basic Skills	83%	73%	79%	79%	82%
Degree Applicable	84%	82%	85%	89%	84%
Transfer	84%	82%	83%	89%	85%
Vocational	91%	91%	88%	90%	80%

Data retrieved from CCCC Data Mart

Table 46 *Term Retention of Multi-Ethnicity Students*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	-	85%	89%	90%	89%
Basic Skills	-	88%	86%	63%	65%
Degree Applicable	-	85%	89%	90%	90%
Transfer	-	84%	87%	87%	89%
Vocational	-	-	92%	95%	94%

Data retrieved from CCCC Data Mart

Table 47 *Term Retention of Pacific Islander Students*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	85%	83%	82%	94%	86%
Basic Skills	88%	87%	81%	93%	81%
Degree Applicable	84%	81%	81%	94%	86%
Transfer	85%	81%	81%	94%	86%
Vocational	88%	88%	89%	93%	86%

Data retrieved from CCCC Data Mart

Table 48 *Term Retention of Students with Unknown Ethnicity*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	92%	76%	78%	90%	89%
Basic Skills	80%	84%	92%	90%	100%
Degree Applicable	92%	74%	77%	89%	88%
Transfer	87%	85%	73%	89%	89%
Vocational	97%	97%	89%	93%	85%

Data retrieved from CCCC Data Mart

Table 49 *Term Retention of White Non-Hispanic Students*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	89%	87%	90%	92%	92%
Basic Skills	80%	74%	81%	79%	83%
Degree Applicable	89%	88%	87%	91%	90%
Transfer	86%	86%	85%	89%	87%
Vocational	94%	94%	91%	94%	93%

Data retrieved from CCCC Data Mart

Term Retention by Age Group

The tables below show that term retention by age groups has remained fairly consistent across all age groups and within each category with one exception. Basic skills students in the 25-29 year old age group show some significant fluctuation. It is unclear why this is the case.

Table 50 *Term Retention of Students in the 19 or Less Age Group*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	87%	86%	89%	90%	91%
Basic Skills	76%	76%	88%	85%	85%
Degree Applicable	87%	87%	88%	90%	91%
Transfer	88%	87%	89%	91%	92%
Vocational	91%	88%	88%	91%	91%

Data retrieved from CCCC Data Mart

Table 51 *Term Retention of Students in the 20 to 24 Age Group*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	85%	84%	83%	88%	85%
Basic Skills	76%	74%	78%	77%	83%
Degree Applicable	85%	84%	83%	88%	85%
Transfer	83%	83%	81%	87%	84%
Vocational	92%	90%	87%	91%	86%

Data retrieved from CCCC Data Mart

Table 52 *Term Retention of Students in the 25 to 29 Age Group*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	85%	83%	84%	87%	85%
Basic Skills	79%	66%	78%	76%	69%
Degree Applicable	85%	84%	84%	88%	85%
Transfer	83%	82%	80%	85%	82%
Vocational	92%	89%	88%	90%	87%

Data retrieved from CCCC Data Mart

Table 53 *Term Retention of Students in the 30 to 34 Age Group*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	86%	83%	86%	89%	85%
Basic Skills	82%	71%	77%	74%	86%
Degree Applicable	86%	84%	85%	90%	84%
Transfer	85%	85%	80%	88%	83%
Vocational	91%	90%	90%	94%	87%

Data retrieved from CCCC Data Mart

Table 54 *Term Retention of Students in the 35 to 39 Age Groups*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	87%	84%	85%	88%	85%
Basic Skills	82%	83%	82%	76%	79%
Degree Applicable	87%	84%	85%	89%	85%
Transfer	85%	82%	82%	87%	82%
Vocational	92%	91%	90%	92%	90%

Data retrieved from CCCC Data Mart

Table 55 *Term Retention of Students in the 40 to 49 Age Group*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	89%	85%	87%	90%	88%
Basic Skills	87%	75%	83%	79%	80%
Degree Applicable	88%	86%	86%	90%	88%
Transfer	87%	86%	84%	90%	87%
Vocational	94%	92%	91%	94%	91%

Data retrieved from CCCC Data Mart

Table 56 *Term Retention of Students in the 50+ Age Group*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall	95%	91%	91%	96%	91%
Basic Skills	86%	75%	86%	72%	78%
Degree Applicable	94%	91%	90%	92%	90%
Transfer	91%	88%	87%	90%	86%
Vocational	98%	96%	95%	97%	96%

Data retrieved from CCCC Data Mart

COMPLETION

The data on completion was retrieved from the California Community College Chancellor's Office Score Card report. This method provides a percentage of degree attainment and/or transfer seeking first-time students tracked for six years to determine who succeeded in completing a degree, certificate or transfer related outcome.

Table 57 Overall Completion Rate

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Cohort	266	246	235	240	226
Completion Rate	50%	49%	43%	35%	38%

Data retrieved from CCCC Score Card Report

Table 58 Completion by Gender

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Female	64%	88%	54%	55%	62%
Male	80%	67%	71%	47%	60%

Data retrieved from CCCC Score Card Report

Table 59 Completion by Ethnicity

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
African American	100%	67%	100%	67%	0%
American Indian/Alaskan Native	-	100%	-	-	-
Asian	-	100%	-	-	0%
Hispanic	100%	100%	29%	80%	100%
Pacific Islander	-	100%	-	-	-
White Non-Hispanic	70%	65%	67%	45%	62%

Data retrieved from CCCC Score Card Report

Table 60 Completion by Age Group

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
< 20	82%	76%	68%	52%	63%
20 to 24	33%	67%	67%	50%	-
25 to 49	33%	50%	50%	40%	0%
50+	0%	-	0%	100%	-

Data retrieved from CCCC Score Card Report

Remedial English Completion

The data on remedial completion was retrieved from the California Community College Chancellor's Office Score Card report. This method provides a percentage of credit students who start out at any levels below transfer in English and are followed for six years to determine if they successfully completed a college-level course in the same discipline.

Table 61 *Overall Remedial English Completion Rate*

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Cohort	116	70	67	64	68
Completion Rate	20%	14%	18%	28%	21%

Data retrieved from CCCC Score Card Report

Table 62 *Remedial English Completion by Gender*

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Female	24%	15%	15%	33%	21%
Male	12%	13%	21%	22%	19%

Data retrieved from CCCC Score Card Report

Table 63 *Remedial English Completion by Ethnicity*

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
African American	20%	67%	0%	100%	27%
American Indian/Alaskan Native	0%	25%	20%	25%	0%
Asian	-	-	-	0%	-
Hispanic	20%	8%	0%	19%	17%
Pacific Islander	18%	0%	40%	0%	0%
White Non-Hispanic	21%	14%	23%	29%	27%

Data retrieved from CCCC Score Card Report

Table 64 *Remedial English Completion by Age Group*

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
< 20	21%	19%	22%	36%	21%
20 to 24	12%	10%	22%	17%	17%
25 to 49	25%	6%	11%	18%	22%
50+	0%	0%	0%	0%	-

Data retrieved from CCCC Score Card Report

Remedial Math Completion

The data on remedial completion was retrieved from the California Community College Chancellor's Office Score Card report. This method provides a percentage of credit students who start out at any levels below transfer in math and are followed for six years to determine if they successfully completed a college-level course in the same discipline.

Table 65 Overall Remedial Math Completion Rate

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Cohort	-	-	210	309	253
Completion Rate	-	-	9%	14%	9%

Data retrieved from CCCC Score Card Report

Table 66 Remedial Math Completion by Gender

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Female	-	-	12%	17%	13%
Male	-	-	4%	12%	6%

Data retrieved from CCCC Score Card Report

Table 67 Remedial Math Completion by Ethnicity

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
African American	-	-	0%	9%	5%
American Indian/Alaskan Native	-	-	8%	16%	0%
Asian	-	-	-	0%	20%
Hispanic	-	-	10%	13%	15%
Pacific Islander	-	-	50%	0%	0%
White Non-Hispanic	-	-	9%	16%	10%

Data retrieved from CCCC Score Card Report

Table 68 Remedial Math Completion by Age Group

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
< 20	-	-	6%	13%	5%
20 to 24	-	-	0%	15%	12%
25 to 49	-	-	20%	14%	10%
50+	-	-	10%	11%	0%

Data retrieved from CCCC Score Card Report

TRANSFER

A note on the methodology of the Transfer Cohort Report.

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

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

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

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

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

Table 69 LCC Transfer Rates

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

Data retrieved from CCCC Data Mart

Table 70 LCC Transfer Rates by Gender

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Female	31%	40%	40%	31%	23%
Male	42%	46%	39%	24%	17%

Data retrieved from CCCCCO Data Mart

Table 71 LCC Transfer Rates by Ethnicity

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
African-American	43%	38%	47%	37%	13%
American Indian/Alaskan Native	0%	33%	33%	17%	0%
Asian	0%	-	-	0%	33%
Hispanic	28%	50%	15%	31%	12%
Pacific Islander	25%	40%	40%	33%	0%
Unknown	43%	33%	50%	0%	20%
White Non-Hispanic	39%	43%	40%	26%	22%

Data retrieved from CCCCCO Data Mart

Table 72 LCC Transfer Rates by Age

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
19 or Less	38%	52%	48%	36%	29%
20 to 24	33%	31%	31%	33%	0%
25 to 29	43%	0%	0%	20%	0%
30 to 34	29%	0%	25%	11%	0%
35 to 39	25%	0%	0%	40%	0%
40 to 49	14%	11%	17%	0%	18%
50 +	0%	-	50%	0%	-

Data retrieved from CCCCCO Data Mart

Table 73 LCC Transfer Rates by Student with Disabilities

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Students with Disabilities	20%	36%	29%	13%	0%

Data retrieved from CCCCCO Data Mart

Primary Goal for Student Equity

Lassen Community College will provide an educational environment that fosters student achievement and is welcoming, supportive and accessible to all students, regardless of ethnicity, culture, nationality, language, disability, gender, sexual orientation or religion therefore ensuring that all students have an equitable opportunity for student success.

Access

GOAL: Lassen College remains committed to maintaining access to the College's programs and services to a diverse population of students and to ensure that the student body reflects the demographic characteristic of the District service while at the same time. In addition, Lassen College will continue to provide extra attention to recruit and enroll members of historically underrepresented student groups in classes at LCC.

Important Findings Related to Student Equity Research

- Males significantly outnumber females at LCC due the fact that LCC serves incarcerated institutions that all male populations.
- Lassen County has a higher Native American population than compared to the statewide average. Increased efforts should be focused on enrolling Native American Students at LCC.

Retention

Goal: Lassen College will focus on retention of all students across all student demographic groups. Special focus will be placed on basic skills students who are not retained at as high of levels as other students.

Important Findings Related to Student Equity Research

- African American students are retained at lower levels than all other demographic across all levels with the lowest being in basic skills.
- Students ages 25-34 in basic skills courses are retained at significantly lower levels than any other age groups. This is most likely associated with the number of incarcerated students within that age group and the fact that they are retained at lower percentages due to a variety of reasons such as transferring of students, parole, loss of educational privileges, etc.

Completion

GOAL: Lassen Community College will provide the necessary support services, a diversity of learning options, and an articulated curriculum to ensure that diverse students maintain satisfactory academic progress by successfully completing courses in which they enroll.

Important Findings Related to Student Equity Research

- Male students have a much lower rate of completion in remedial English and Math in comparison to females.

Transfer

GOAL: Lassen Community College will strive to reflect the demographic characteristics of all student groups by ensuring that transfer preparedness, transfer eligibility, and documented transfer rates are balanced across all student demographic groups.

Important Findings Related to Student Equity Research

- Male students have a much lower rate of transfer in remedial English and Math in comparison to females.