

Degree and Certificate Completion Rates

cohort	Fall'18	Fall'19	Trend	Goal	MFI Rating
3-year	19%	16%	↓	17%	
cohort	Fall'15	Fall'16			
6-year	21%	22%	↗	21%	

Mission Fulfillment Indicator (MFI) 12 measures Lane Community College’s 3-year and 6-year degree completion rates for each fall cohort. Fall cohorts are made up of students who are new to LCC in fall, taking credit bearing courses, and seeking credentials of 1 year or longer including “direct transfers.” To count as completed, awards must be both “earned”—meaning all degree requirements have been completed—and “conferred”—meaning the College has issued the award—within a 3- or 6-year period. For this MFI, new students include those with early college courses completed during high school. Because graduation is the primary educational goal and chief indicator of educational success for many Lane students, MFI 12 is a critical lagging indicator of mission fulfillment.

Discussion

In 2022-2023, to clarify the path to certificate and degree completion and transfer, Default Academic Plans (DAP) were completed through collaboration of content area faculty, advisors, and the curriculum office. With an Advisor, students are then able to review the default term by term planner and create an Individual Academic Plan (IAP), which allows a student to personalize their plan toward completion and prevent prolonged enrollment with no outcome. In particular, the DAPs include

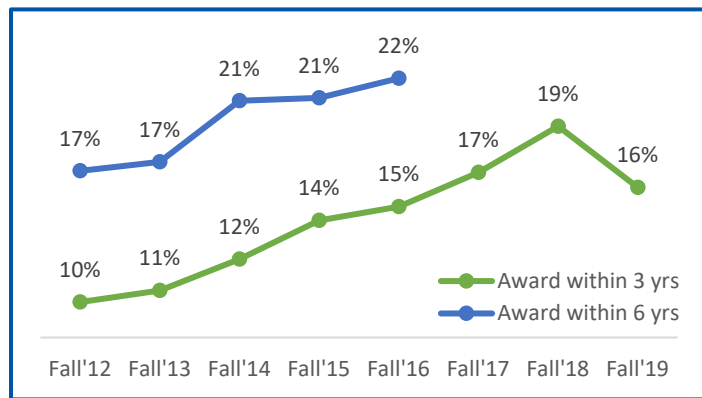


Figure 2: Percentage of Students from Fall Cohorts who Complete Degrees within 3 or 6 years

program level math and writing in the first 2-3 terms, which is associated with higher completion rates. Career Technical Education DAPs were developed to show the entire path, including pre-requisite courses so that students understand the requirements prior to applying to a CTE program. In conjunction with this

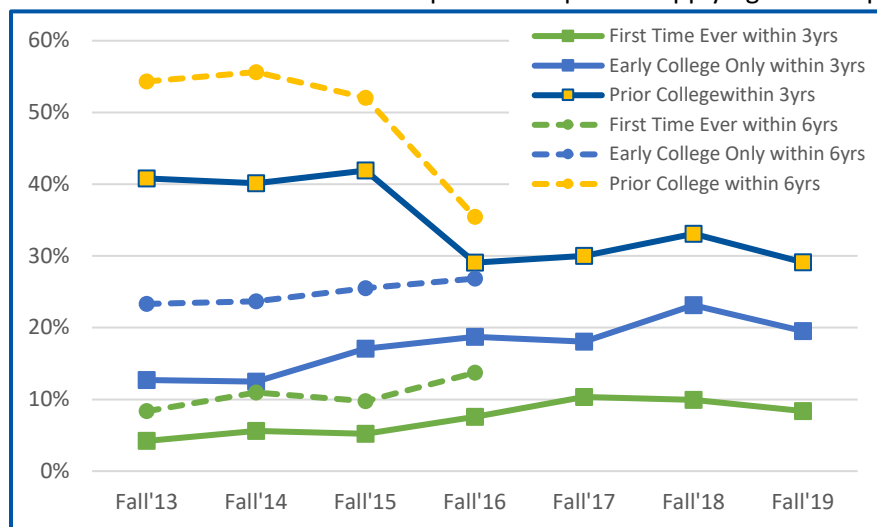


Figure 1: Compares degrees conferred in 3 and 6 years for students with different levels of previous college experience

planning, Student Affairs offers a robust student onboarding process, including hosting registration events with access to an advisor and connection to college programs. With clear paths articulated in the DAPs, students can identify how to get on their chosen path and see progress on their IAP. A next step, discussed below, is the ability to register for future terms based on their path.

Peer Comparisons

The accreditation process calls for evidence-informed self-reflection along with meaningful comparison against peers to provide a contextualized perspective on an institution's quality. Table 1 shows that both Chemeketa and Mt Hood community colleges achieved much higher 6-year graduation rates than Lane, which LBCC has slightly lower rates according to the [Voluntary Framework of](#)

	Fall 2015 Cohort	Percent who Received an Award
Lane	1,130	20.6%
Chemeketa	2,005	28.7%
Linn-Benton	898	18.8%
Mt Hood	1,437	34.6%

[Accountability](#) (VFA) 2015 cohorts. Because VFA data is gathered and analyzed at the national level, there is a substantial lag in reporting. As of this writing, six year graduation rates for the 2015 cohort is most up to date data related to this metric available from the VFA. Six year graduation rates for the 2016 cohort are expected sometime in early to mid 2024. Once these data are available, this scorecard will be updated.

Lessons Learned & Next Steps

Starting in May of 2024, year-round registration will be available, which students will use to register for all terms of the following academic year. The schedule will be updated on a rolling basis so students can register up to four terms in advance. A process to automatically award degrees and certificates when course work is completed is in development. This process would recognize when a student completed all requirements for a given award or certificate and would automatically confer that award without the student having to apply or notify the college they have completed their requirements. In support of ensuring the DAPs are current with transfer partners, the College is coordinating with major transfer partners to share curriculum changes that will require updating of DAPs.