

## Students Completing Degrees or Certificates within 3 and 6 Years

Completed...	Previous	Current	Trend	Target	Rating
within 3 years	14%	15%	↗	17%	<b>Emerging</b>
within 6 years	16%	18%	↗	21%	

Mission Fulfillment Indicator (MFI) 15 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 Lane 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 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 15 is a critical lagging indicator of mission fulfillment.

### Discussion

Figure 1 shows graduation rates for the incoming class of 2013, the most recent cohort with 6-year rates available: 18% of new students completed any award and 16% completed an Associate Degree within 6 years, while 11% completed any award and 9% completed an Associate Degree within 3 years. The most striking feature of this graph is seen in the blue and orange trend lines, which show that Lane’s 3-year graduation rates experienced steady increases for the cohorts from 2011 through 2016. Over these six cohorts, the rate at which new award-seeking students earned an award in any category within 3 years rose from 8% to 15%, nearly doubling.

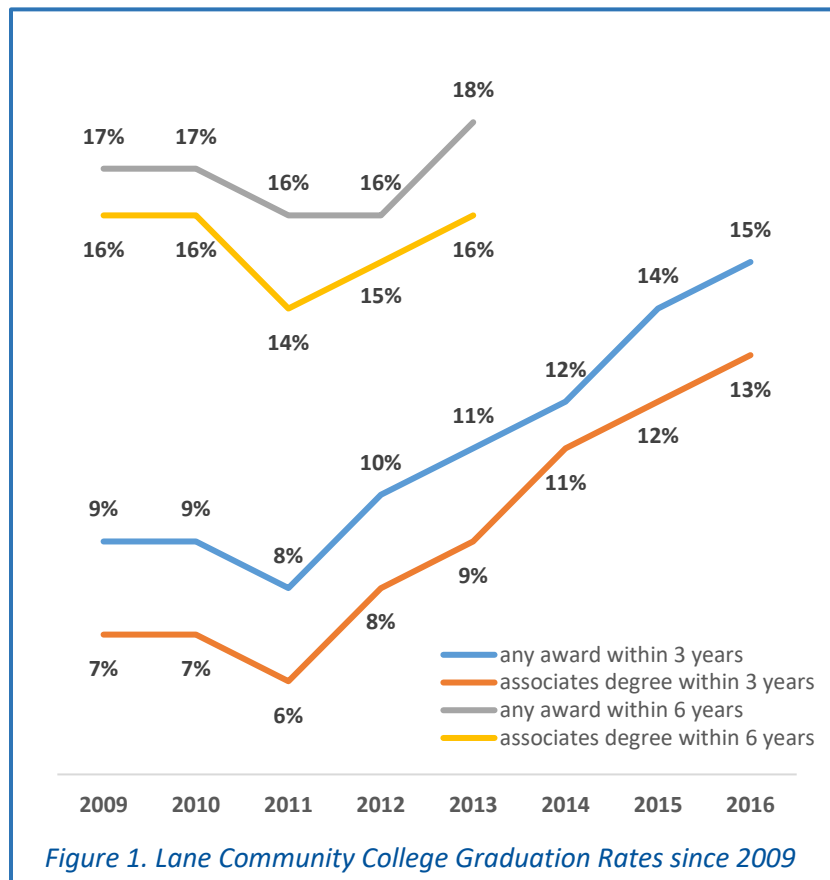


Figure 1. Lane Community College Graduation Rates since 2009

## Deeper Data Dive

The graphs on this page show 3-year cohort graduation rates disaggregated by race/ethnicity and by prior college experience.

In Figure 2, we see that there is a widening gap between Black, Native, Pacific Islander, and Multiracial student graduation rates and the graduation rates of their White, Asian, and Latinx peers.

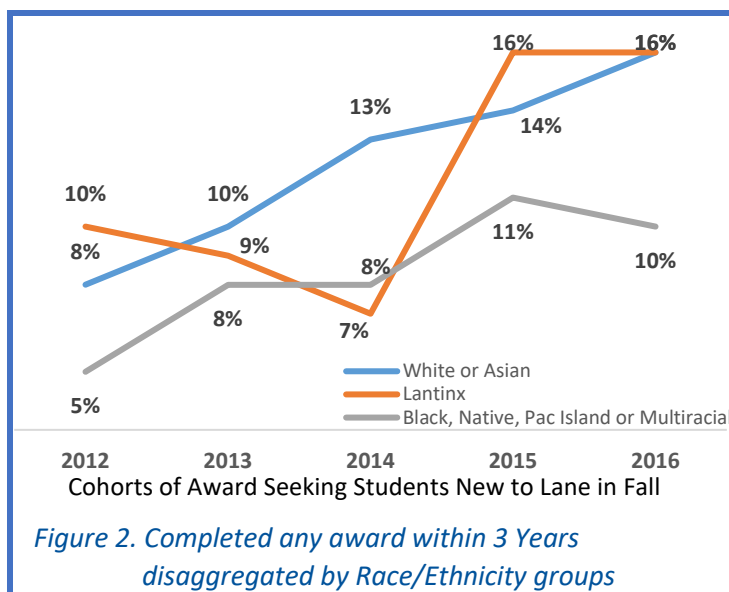
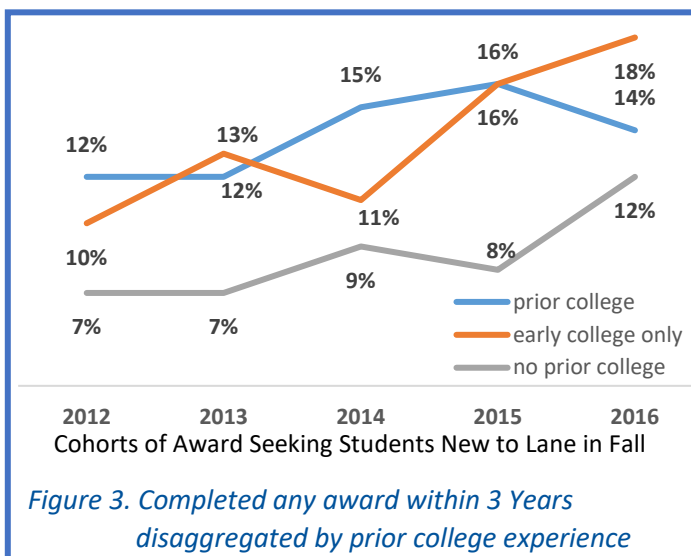


Figure 3 shows that a graduation rate gap persists for new students with no prior or early college experience as well. While positive trends overall are promising, closing these equity gaps is crucial to Mission Fulfillment.

## 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 for the [Voluntary Framework of Accountability](#) (VFA) 2013 cohorts. We take this finding as a challenge to further improve Lane 3- and 6-year graduation rates.

	Fall 2013 Cohort	Percent who Received an Award
Lane	1,357	18.4%
Chemeketa	1,351	28.4%
Linn-Benton	923	18.3%
Mt Hood	1,636	25.1%

## Lessons Learned & Next Steps

As Lane continues to promote student success under the framework of Guided Pathways, improving graduation rates and addressing the equity gaps indicated in these data will be a central goal. Guided Pathways is undertaking projects during 2020-21 that aim to close achievement gaps and make Lane a more student ready college, including efforts to enable students to identify their academic starting point via a Directed Self Placement system, select their first term courses based on a program map, and customize their individual academic plan in a First Year Experience course that incorporates career exploration.