

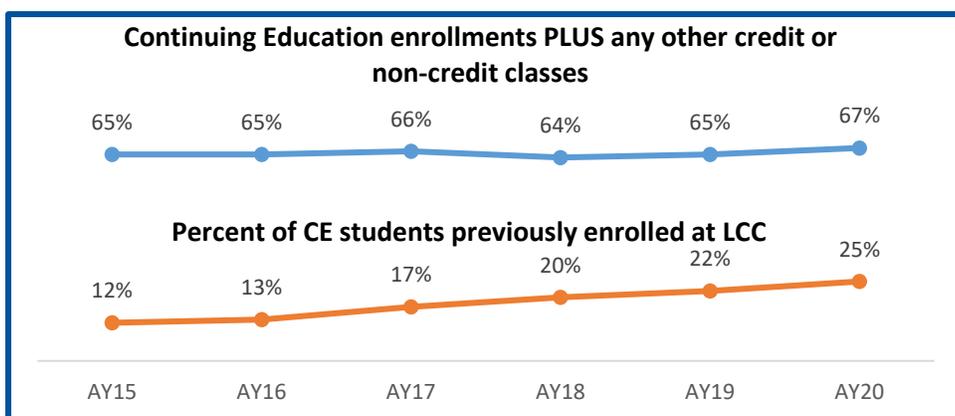
Percent of Continuing Education Students Previously Enrolled at LCC

Previous	Current	Trend	Target	Rating
64%	65%	→	64%	Emerging

Mission Fulfillment Indicator (MFI) 1 measure the percent of Continuing Education (CE) students who enrolled in any Lane Community College educational opportunity during a previous academic year. A CE student is defined as a student participating in noncredit courses that are not Adult Basic and Secondary Education, Tutoring, Adult High School, Specialized Support Services, or Lane Community College’s in-service. Typically, CE courses include workforce training, small business development training, personal enrichment courses, and other community education or skill enhancement classes not specifically tied to an academic degree-seeking program. Previously enrolled at Lane Community College includes student enrollment in any prior year, in any type of course.

Discussion

In the last three academic years, the percentage of Continuing Education students who were previously enrolled at LCC has increased from 64% to 67%. In the last six years, there has been dramatic growth in the percentage of CE students who take other, non-CE, classes in the same academic year, from 12% in AY15 to 25% in AY20.



Overall, the stable participation of previously enrolled Lane Community College students in CE courses shows a strong continued engagement with the College from previous stakeholders and indicates that community members return to College offerings, including CE, for additional learning opportunities. The increase in dual participation between CE and other academic program participation suggests students are seeking multiple learning paths and may suggest increased links between credit degree programs and non-credit learning opportunities.

Deeper Data Dive

Since AY15, the number of students participating in only CE classes during an academic year has declined nearly 48%. The increase in dual enrollment does not make up for the significant loss in CE only participation. While much of this loss may be attributed to cancelled offerings during COVID-19, even prior to the pandemic, enrollments by students participating only in CE classes were down 27% in AY19 from AY15.

In looking closer at CE participation, it is interesting to note that, while the gap is closing, women are 5 to 10 percentage points more likely to continue in or return to CE courses after enrollments in previous years. Students over the age of 35 are also more likely to return or continue in CE after prior enrollments at the

College—likely due to a sustained relationship within the community and added opportunities to engage with the College over time.

However, the deeper dive into demographic differences and participation is complicated by the lack of demographic details on many new CE students. New CE students, with no prior enrollments with the College, have shared less demographic information.

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. Lane is in the process of researching peer institutions in order to identify relevant and appropriate comparator data for analyzing Continuing Education enrollment.

Lessons Learned & Next Steps

The trade-off between simplified enrollments processes for CE students and gathering robust student demographic information is certainly evident in the review of these data. CE regularly uses software solutions separate from the College database and does not collect the same matriculation data for CE students as other degree-seeking students. While this may help simplify some course registration, it limits the useable data on students' participation and demographics.

The decline in CE enrollment suggests a deeper audit of CE enrollment is warranted. It may indicate that CE is not offering the course types community members are interested in taking independent of all other College participation.

Finally, CE is currently undergoing restructuring that includes moving some non-credit workforce trainings to Divisions with related degree programs. Looking forward, it will be important to see if this move continues to increase the percentage of CE students who are dual enrolled with connected degree programs.