

County, College, and Program Demographics

Percent Minority	2022	2023	Trend	MFI Rating
Lane County	20%	20%	↔	
Lane Community College	28%	29%	↗	

Mission Fulfillment Indicator (MFI) 3 compares the demographics of Lane Community College to the demographics of Lane County to provide a measurement of Lane’s effectiveness in recruiting and supporting diverse students from across Lane County. In addition, MFI 3 compares the demographics of individual academic programs with the demographics of the College to provide a sense of student diversity within individual programs. Five categories are applied to assess demographics: gender, race/ethnicity, age, socio-economic status, and first-generation students. Socio-economic status is defined as students who are found eligible for Pell Grants. First-generation students are identified as students whose parents have not completed a four-year degree from a college or university.

Discussion

Lane Community College is well aligned when comparing the demographics of the College with the overall demographic averages for Lane County. Figure 1 compares Latinx and BIPOC population in Lane County (red line) to various college populations (vertical bars). This chart demonstrates an increase in student diversity across the board and shows a strong increase in participation of BIPOC and Latinx students in Lane’s Non-credit continuing education programs.

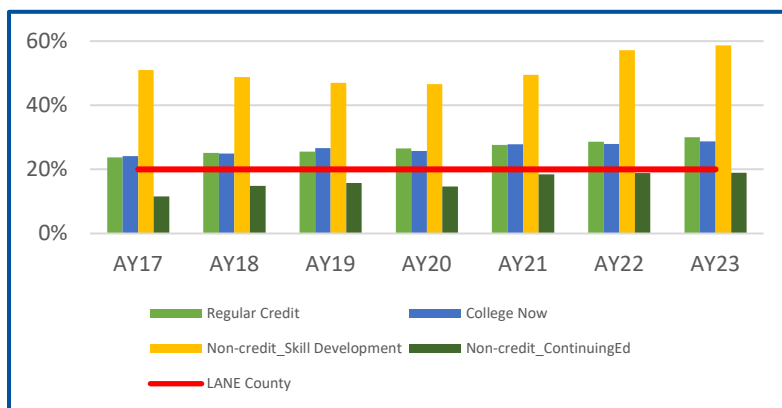


Figure 1: County and College Demographic Comparison

Understanding Lane Community College’s overall demographic makeup is essential to understanding MFI

Lane Community College Overall Demographics					First
	Male	Minority	Age >=25	Pell Award	Generation
AY21	41%	27%	43%	29%	38%
AY22	45%	28%	41%	27%	35%
AY23	44%	29%	43%	25%	28%

Table 1: LCC Demographics

5. Table 1 provides context for the other data discussed in this scorecard. Table 1 shows the percentage of the county in each of 5 demographic categories.

Following this data down to college divisions provides

additional insights into what degrees and career fields are declared by different demographics of students more often and which are chosen less often. Table 2 shows the amount of deviation between the College average and each of the divisions/departments listed. Please note that red squares are +/- 21% or greater deviation from the College average. Yellow squares are +/- 11 to 20% deviation from the College average. Green is +/- 10% or less deviation from the College average. For example, Health & Health Professions is 45% less male than the College average, whereas Advanced Technology/Aviation is 82% more male than the College average.

Percent Deviation	Male	Minority	25 & Over	Pell Aid	First Generation
Advanced Technology	83%	27%	48%	38%	42%
Arts	46%	26%	28%	46%	34%
Aviation Academy	88%	36%	55%	62%	48%
Business	53%	34%	26%	39%	42%
Computer Info Technology	81%	29%	41%	45%	43%
Culinary & Baking	48%	41%	26%	40%	41%
Health & Physical Ed	70%	22%	26%	33%	41%
Health Professions	25%	33%	49%	51%	53%
Humanities	40%	27%	25%	46%	48%
Mathematics	75%	34%	34%	33%	41%
Science	46%	29%	32%	43%	44%
Social Science	28%	34%	33%	52%	47%
Undeclared Transfer	53%	25%	46%	13%	35%

Table 2: Demographic Comparison of College Average by Division/Department

It is crucial to ask questions about the degree and field of study choices students are making and why they are making them in order to appropriately assess the need for action. It is also important to consider the level of agency an individual division or department or even the College has in shaping students' career choices. However, ensuring Lane provides a welcoming environment for all students and offers culturally responsive student support systems are crucial steps that the College can take to support the work of individual divisions and departments in attracting a more diverse cohort.

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 reaching out to peer institutions in hopes of identifying relevant and appropriate comparator data.

Lessons Learned & Next Steps

Lane has made a number of concerted efforts to improve diversity, access, equity, and inclusion in recent years, including a Diversity, Equity, and Inclusion Faculty Fellowship program launched in 2022 with the stated goal of recruiting and retaining diverse faculty. This program is ongoing and continues to develop. Lane participated in a NWCCU Data Equity Fellowship during 2022-2023 that explored the role of faculty communication in retention. Data collected shown a strong positive correlation between faculty engagement and student retention and this program will be taken to scale in the upcoming academic year. In spring of 2022, a Campus Climate and Organizational Health survey was completed. During the spring 2023, a series of discussions were conducted across the campus about the outcomes of the survey. A number of suggestions were made that the College will explore in the upcoming year such as an examination of the nursing admission processes with a focus on equity and exploring a Faculty Chair or similar model as a way to provide structured faculty leadership. In spring 2023, state legislations mandated a move to a new funding model for all community colleges in Oregon. The new state funding model will dedicate a maximum of 10% toward student support and success based on points from these four priority populations: students over 24 years old; receiving Pell or Oregon Needs Grant; from and underserved race/ethnicity; or the majority of coursework is CTE. Points are based on the number of students from each of these categories enrolled at the college and succeeding through momentum metrics defined by the legislation. This new funding model is designed to incentivize College's in building and supporting more inclusive campus cultures.