

## Dual Credit Program Reach and Student Outcomes

Metric	2022	2023	Trend	Goal	MFI Rating
Certified Teachers	213	217	↑	240	
% Schools Served	76%	70%	↓	75%	

Mission Fulfillment Indicator (MFI) 5 measures the number of certified dual credit instructors in Lane County, the percentage of high schools served, and long-term student success. Dual credit courses allow high school students to earn college credits by taking college-level classes from their high school instructors who have been certified by Lane Community College. Students also receive high school credits for these courses. Long-term student success is measured by attendance at a post-secondary institution or attainment of a post-secondary degree or certificate. While we would like to be able to report employment data, sources for this information do not currently exist.

### Discussion

LCC's dual credit program is the statewide leader in the number of students awarded dual credit, surpassing Portland Community College for credits awarded in AY 2022. College Now is interested in improving integration of LCC dual credit students into existing LCC

student support systems including the Center for Accessibility Resources, Tutoring, and CARE Coordinators. College Now is also hopeful about the expansion of newly articulated CTE courses to support statewide programs of study in construction with new CTE academies in Marion and Linn counties.

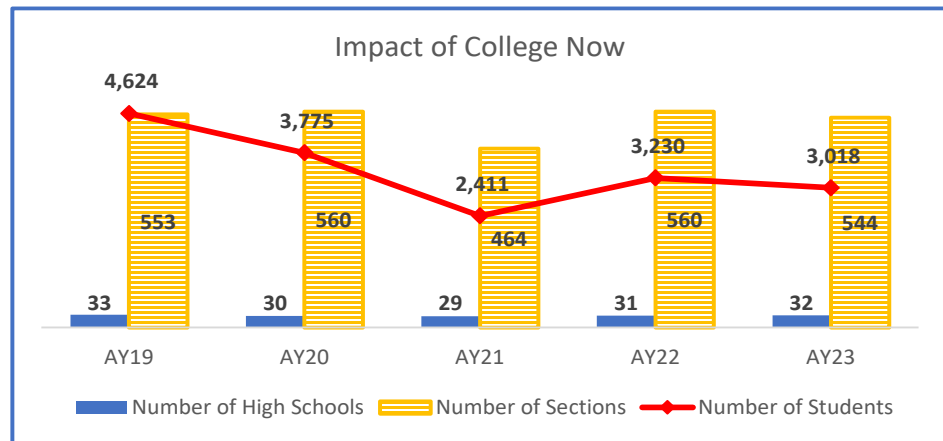


Figure 1: Impact of College Now in Lane County

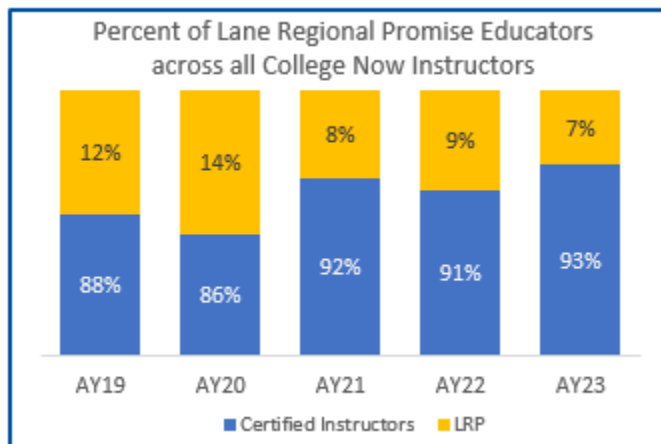


Figure 2: Impact of Lane Regional Promise

Figure 2 speaks to efforts to expand access to dual credit through creation of the Lane Regional Promise Program. Teachers who meet LCC's minimum qualifications are defined as "Certified Instructors" in Figure 2. Teachers who were not able to meet minimum qualifications participate in a year long sponsored dual credit program to attain an Alternative Certification, defined as "LRP instructors" shown in yellow in Figure 2.

### Peer Comparisons

At this time, there is no adequate peer comparison available due to variations in process and data collection as well as the lack of a statewide system for collecting this data consistently across institutions.

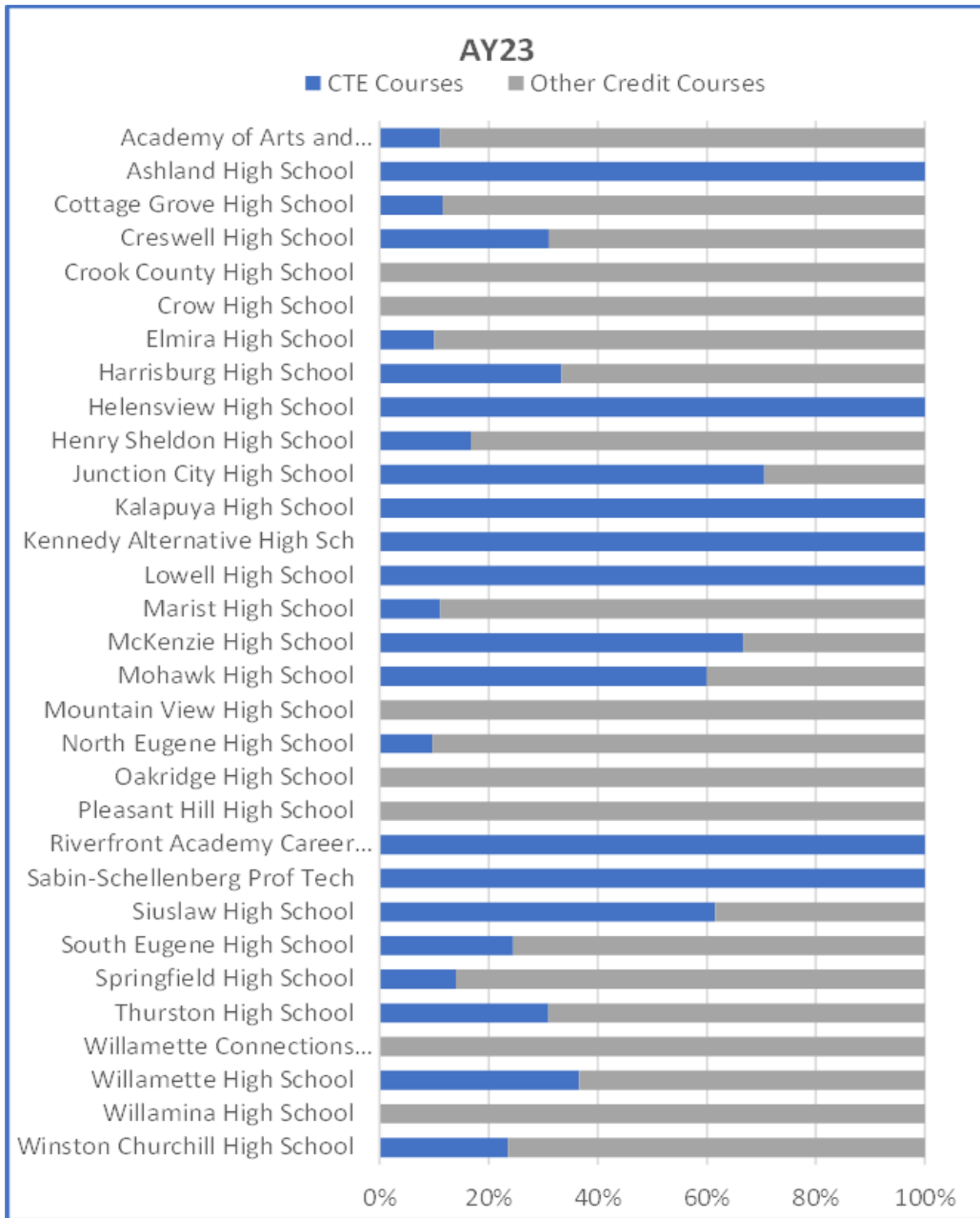


Figure 3: Percentage of CTE and Transfer Courses by High School

### Lessons Learned & Next Steps

Recent data suggests that, on average, 21% of BIPOC students who attend LCC full time are former College Now students. In order to build on this success, College Now is working on several projects and grants aimed at improving access and creating opportunities, including: a pending FAA Grant to build Aviation Technology dual credit curriculum with regional high schools; a Career Z Innovation Grant aimed at closing work based learning and dual credit gaps for rural/frontier communities in the Oakridge and McKenzie River Corridors; Middle School and Early High School Outreach with Introduction to Writing in CTE using virtual reality headsets that mimic authentic work environments; and development of Gateways to College and Careers programming targeting historically marginalized students with support of LCC Multicultural Center.