

Student Retention and Persistence

	Fall '19	Fall '21	Trend	Target	Rating
Fall to Winter	77%	73%	↓	79%	Emerging
Fall to Fall	48%	48%	↔	48%	

Mission Fulfillment Indicator (MFI) 11 measures the rates at which cohorts of award-seeking credit students new to Lane in fall are retained the next term (winter) or persist to the next year (fall) by enrolling in at least one course. Retention and persistence are critical indicators of mission fulfillment due to their direct correlation to student goal attainment. Note that fall-to-fall persistence does not require continuous enrollment during intervening terms.

Discussion

Figure 1 shows a slight improvement in fall to winter retention, yet fall to fall persistence is down across all groups. In particular, fall to fall persistence for students starting college for the first time in Fall 2020 fell two percentage points. While some of this overall decline is pandemic-related, the 8% drop in persistence from Fall 2018 to Fall 2019 indicates significant needs for early college students are not being met.

Despite retention numbers being higher for early college and prior college, it is clear that the decline across all groups is a signal the college needs to enact changes to reverse this trend. Efforts such as the Default Academic Plan (DAP) to Individualized Academic Plan (IAP) process, gateway course sequence updates, and enhanced holistic student supports are some ways the college is working to improve persistence and retention.

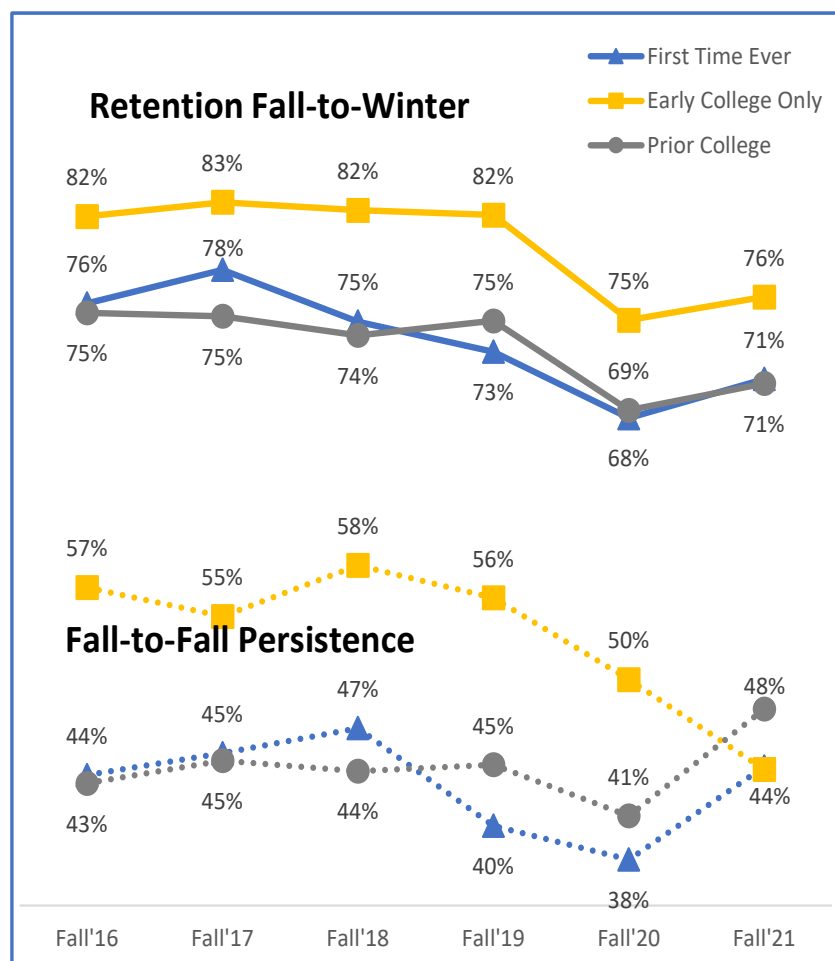


Figure 1: Fall to Winter Retention Rates and Fall to Fall Persistence Rates for First Time Students in the Fall Cohort.

Figure 2 shows an overall downward trend in fall to winter retention except for the most recent year and an overall downward trend in fall-to-fall persistence. Although nearly 75% of students return, 66% of students do not come back for their second year. While part of this downward trend can be attributed to the pandemic, the College's efforts to improve retention through post-pandemic in-person supports, in-person classes, and structured academic planning through the DAP to IAP advising process are some of the ways the college is working to improve these numbers.

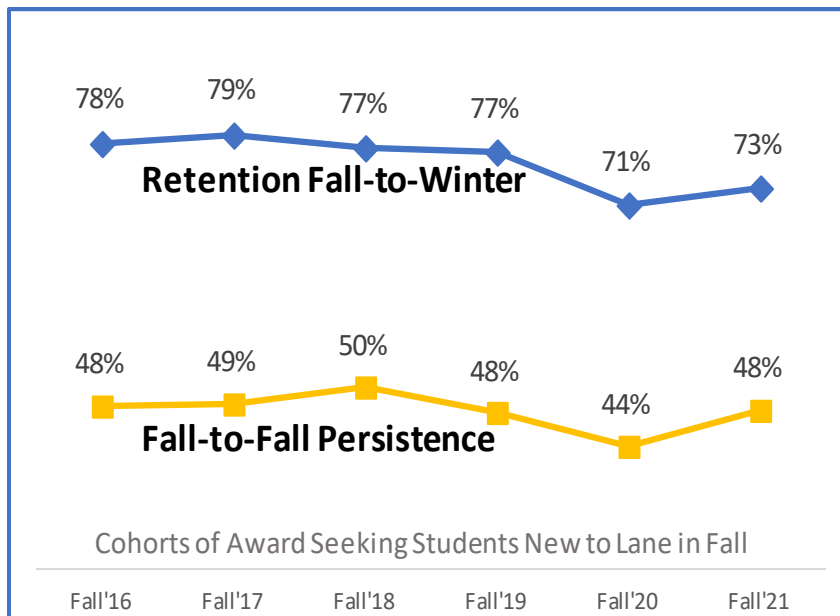


Figure 2: Fall to Winter Retention Rates and Fall to Fall Persistence Rates for New Student Cohorts in Fall

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. Based on Voluntary Framework of Accountability (VFA) 2017 cohort data, Lane's fall-to-winter retention rate is similar to that of comparable Oregon community colleges.

	Fall 2017 Cohort	Percent Retained
Lane	1,223	79.4%
Chemeketa	2,251	77.9%
Linn-Benton	1,408	78.1%
Mt Hood	1,562	81.1%

Lessons Learned & Next Steps

Lane Community College has been investing in initiatives tied to Guided Pathways for a number of years, with the goal of making Lane a student ready college. Ongoing strategies targeting student retention are:

Default Academic Plans (DAPs): 98% of transfer and approximately 37% of CTE DAPs are through the first phase of completion. This set of completed DAPs are being entered into the College's advising system for use by students. The remaining transfer and CTE fields of study will be completed in 2022-2023.

Timely Information Promoting Student Success (TIPSS): This year TIPSS will focus on the data related to retention as well as data literacy so that college employees may interact with the College's data in a way that reinforces retention as every employee's responsibility.

Early Momentum Metrics Dashboards: The Guided Pathways Data Team, Institutional Research, and the Guided Pathways Core Team researched, designed, and produced a set of publicly available dashboards to illustrate Lane students' progress in nine critical areas. These metrics, known as Early Momentum Metrics (EMMs), are closely aligned with a student's ability to persist and complete their course of study at Lane.