

Four-Year College Transfer Rate

	2013 & 2015	2015 & 2018	Trend	Target	Rating
3-year	34% (Fall'15)	33% (Fall'18)	↓	29%	Emerging
6-year	46% (Fall'13)	47% (Fall'15)	↑	36%	

Mission Fulfillment Indicator (MFI) 13 measures the rates at which Fall cohorts of new, award-seeking students who identified as “transfer only” or “degree seeking” are documented as transferring to a 4-year college within 3 and 6 years, respectively. For this MFI, new students include those with early college courses completed during high school. Because transfer to a 4-year institution is the primary educational goal for many Lane students, MFI 13 is a critical lagging indicator of mission fulfillment.

Discussion

Figure 1 shows that the percentage of students transferring to a four-year institution within 3

years decreased 3%, from 36% of students who started at Lane in Fall 2017 to 33%, of the cohort who started at Lane in Fall 2018. Those transferring in 6 years increased 2%

from 45% for students who started at Lane in Fall 2013 to 47% for students who started at Lane in Fall 2014. Overall, these numbers remain stable, but there is room for improvement.

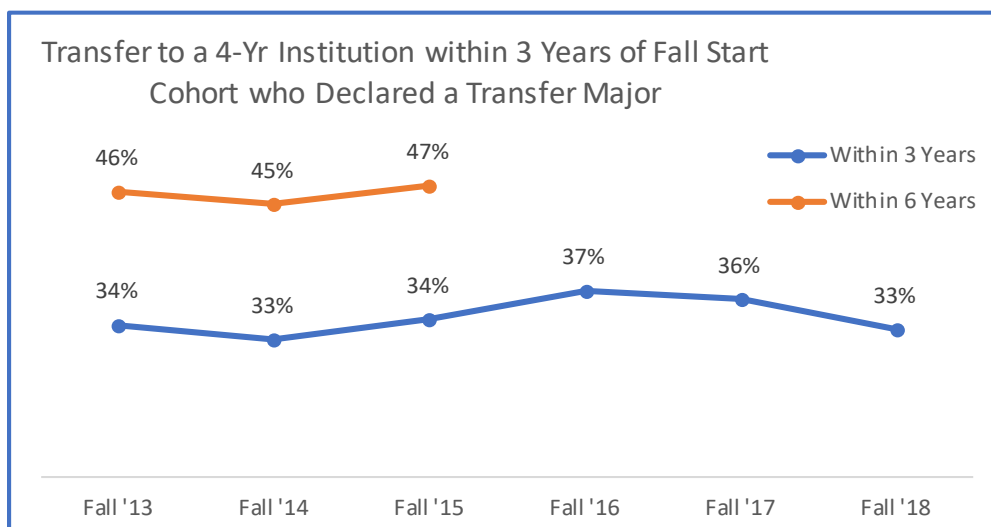


Figure 1: Rate of transfer to 4-year institution for fall cohorts 2013-2015 (for 6 year rates) and 2013-2018 (for 3 year rates)

Figure 2 shows success rates for students during this same time period disaggregated by race/ethnicity. All groups in the 3-year data set are below 20% for students who started at Lane in Fall 2018. For white and BIPOC students, the trend is positive, but, for Latinx students, the trend is more uneven. Overall, this data shows the need for organizing a plan of study, as described above in the DAP process as well as offering Holistic Student Supports to students for academic and non-academic support.

Through the Default Academic Plan (DAP) process, the articulation and transfer of courses is being examined and updated where necessary. One of the major goals of the academic planning process is for students, with their advisors, to use a DAP for a field of study to create an Individualized Academic Plan (IAP), which will facilitate a timely transfer to a four-year institution with junior standing and without excess credits.

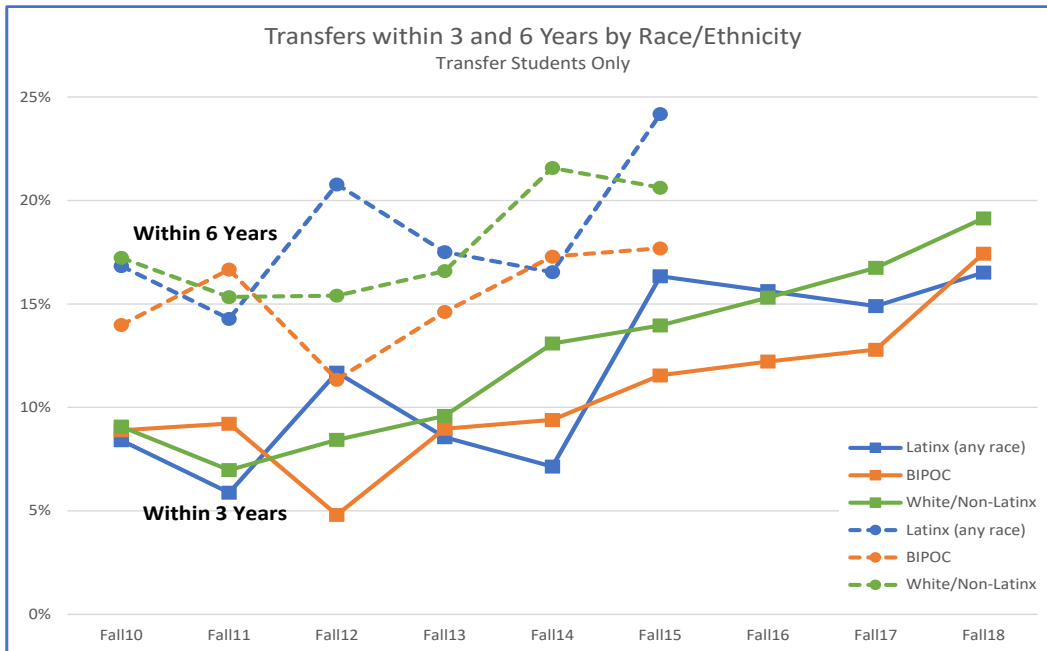


Figure 2: Rate of transfer to 4-year institution showing differing outcomes based on reported race/ethnicity

Peer Comparisons

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. Comparing Voluntary Framework of Accountability (VFA) cohort (which differs slightly from standard cohorts) Table 1, Lane's 6-year transfer rate for the 2013 cohort was 3% to 10% lower than comparison colleges. We take this as a challenge to further improve.

Table 1. First Time in College Students who Transferred with or without an Award within 6 years (VFA Fall 2013 cohort)

	Fall 2013 Cohort	Percent who Transferred
Lane	1,357	31.5%
Chemeketa	1,351	35.1%
Linn-Benton	923	41.6%
Mt Hood	1,636	34.3%

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 designed to support the upward trend in transfer rates include:

Gateway Course Completion: In 2021-2022, a team was created to begin a multiyear project with the goal of helping to create an ideal future student experience in which students identify the starting point at which they will be most successful for math and writing through a compassionate, validating, and encouraging process, and are supported throughout the process of completing program-level math and writing.

Momentum Scholars: Guided Pathways Team proposed the Momentum Scholars Program, which is designed to incentivize student progression in math and writing or completion of a First Year Experience Course (FYE).

Year-Round Scheduling: Informed by the Default Academic Plan process, the college is working to establish year-round scheduling, so that students will be able to take courses on time and in accordance with their plan of study for timely completion.