

## County, College, and Program Demographics

Percent Minority	2020	2022	Trend	Target	Rating
Lane County	20%	20%	↔		Developed
Lane Community College	29%	29%	↔		

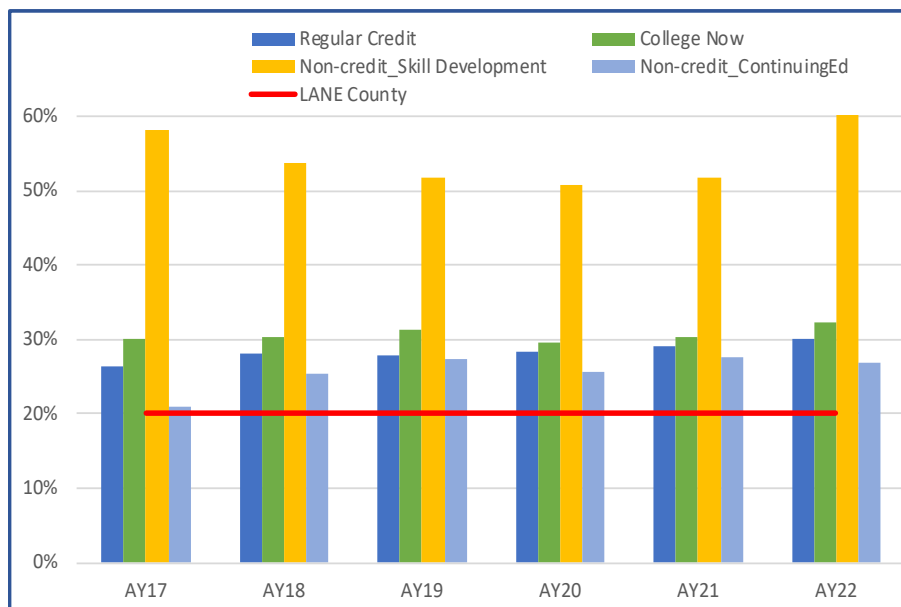
Mission Fulfillment Indicator (MFI) 3 compares the demographics of Lane Community College to the demographics of Lane County to provide a measurement of Lane’s effectiveness in recruiting and supporting all groups that compose the Lane County community. In addition, MFI 3 compares the demographics of individual academic programs with the demographics of the College to provide a sense of how many individual programs “look like” the College. 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. MFI 3 aligns with the College’s Diversity Core Value, which calls on Lane to: welcome, value, and promote diversity among staff, students, and the community; cultivate a respectful, inclusive, and accessible working and learning environment; work effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community; and develop capacity to understand issues of difference, power, and privilege.

### Discussion

Understanding Lane Community College’s overall demographic makeup is essential to understanding MFI 5. Table 1 provides context for the other data discussed in this scorecard.

Lane Community College Overall Demographics					
	Male	Minority	Age >=25	Pell Award	First Generation
AY20	46%	29%	39%	37%	52%
AY22	43%	29%	38%	43%	53%

*Table 1: LCC Basic Demographics*



*Figure 1: Demographic Comparison LCC and Lane County*

Lane Community College is well aligned when comparing the demographics of the College with the overall demographic averages for Lane County. There are a few notable exceptions where the College has exceeded the percentage of underserved and underrepresented population in relation to the county’s demographic breakdown. There are some groups in the county who remain underrepresented at the College.

Percent Deviation	Male	Minority	25 & Over	Pell Aid	First Generation
AdvTech/Aviation	97%	-18%	20%	11%	9%
Arts & Humanities	8%	2%	-29%	-1%	-17%
Business/CIT	46%	1%	-5%	-3%	-1%
Counseling	4%	-13%	-41%	-80%	-38%
Health/PE/Health Professions	-47%	4%	31%	8%	14%
Science/Eng/Math	12%	-5%	-15%	3%	-7%
Social Science	-30%	5%	-7%	15%	6%

Table 2: Division Demographics Deviation from College Average

Following this data down to the Division level 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. Looking to Gender one more time for an example, Health & Health Professions is 47% less Male than the College average, whereas Advanced Technology/Aviation is 97% more Male than the College. 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 effecting 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 the creation and implementation of an institutional Equity Lens and the development of a robust Cultural Competency Professional Development program, which saw substantial increases in efficiency and efficacy in 2020-2021 and 2021-2022. More recently, a Diversity, Equity, and Inclusion Faculty Fellowship program launched, with the stated goal of recruiting and retaining diverse faculty. In spring of 2022, a Campus Climate and Organizational Health survey was completed. Incoming Lane Community College President Stephanie Bulger has declared Campus Climate among the top priorities for the 2022-2023 academic year. Lane was invited to participate in a NWCCU Data Equity Fellowship during 2022-2023 to develop a project that will apply disaggregated data to inform intentional retention and persistence efforts.