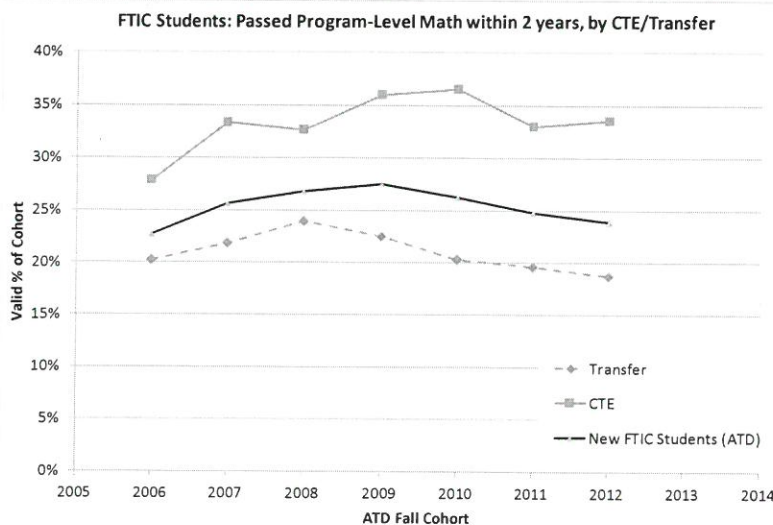


CORE THEME #4: INDIVIDUAL STUDENT ACHIEVEMENT - Indicator Data (3/7/17)


Lane's students advance on their academic paths and reach their educational goals

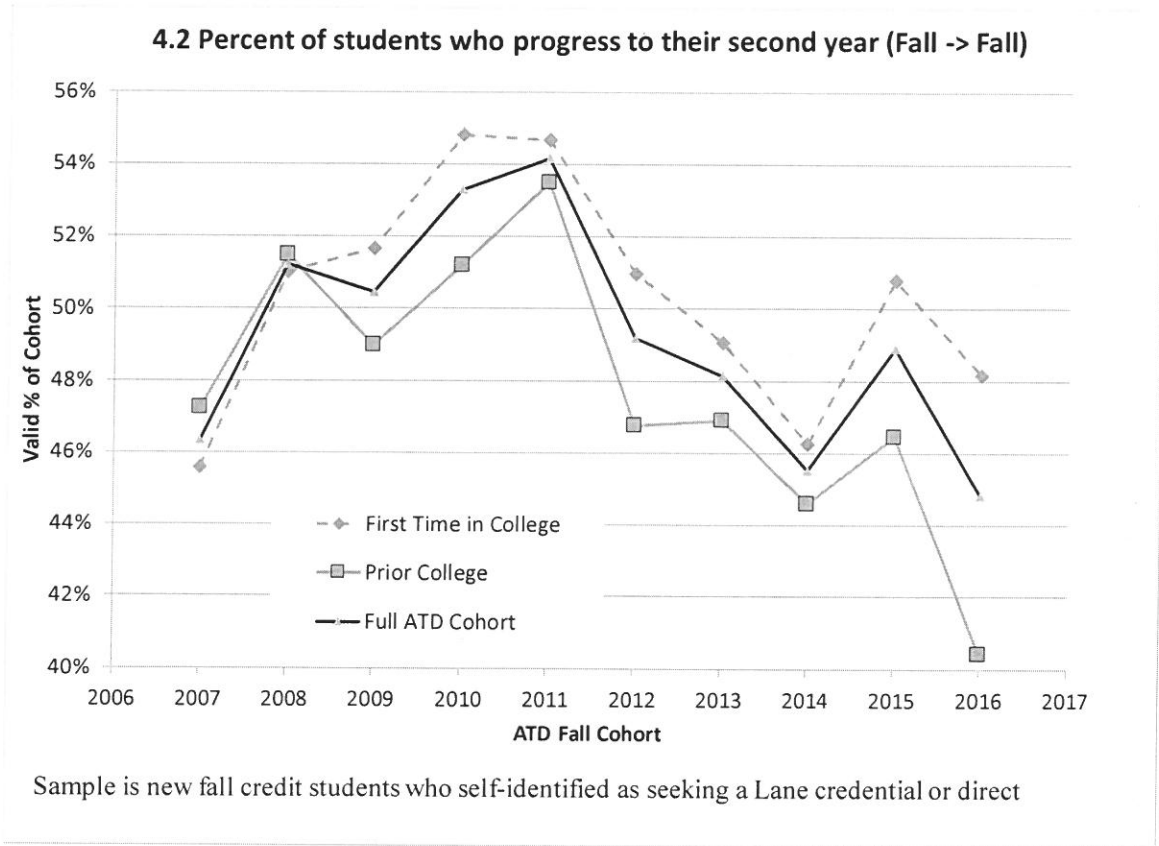
	Data Source	Who
Objective 1: Students progress toward their educational objectives.		
4.1 Percent of first time in college students completing their gateway math requirement in two years.	IRAP	IRAP Staff
4.2 Percent of students who progress to their second year.	IRAP	IRAP Staff
4.3 Percent of students who complete Developmental credit courses and continue on to pass required program-level courses.	IRAP	IRAP Staff
Objective 2: Students complete their educational goals.		
4.4 Percent of students who complete degrees or certificates within 3 years.	IRAP	IRAP Staff
4.5 Percent of award-seeking students who transfer to 4-year institutions within 3 years.	IRAP	IRAP Staff
4.6 State-certification pass rates for allied health professions.	Extended Learning	Kathy Calise
	Health Professions	Jeff Gregor
4.7 Percent of students enrolled in ABSE or ESL who become employed.	IRAP	Molloy Wilson

4.1 Percent of first time in college students completing their gateway math requirement in two years.									
Group =		First Time in College*, Fall Start Students							
NOTES	Fall-Start Cohort =	2006	2007	2008	2009	2010	2011	2012	ALL
	Completion and success rates for program-level math (within 2 years)								
	Attempted Program-Level Math in 2 yrs	29%	31%	33%	35%	33%	31%	30%	32%
a	Program-Level Math Pass Rate in 2 yrs	78%	83%	82%	78%	80%	81%	80%	80%
	Successful Completion of Program-Level Math in 2 yrs	23%	26%	27%	27%	26%	25%	24%	25%
Completion and success rates for program-level writing (within 2 years)									
	Attempted Program-Level Writing in 2 yrs	63%	59%	59%	61%	59%	57%	59%	59%
a	Program-Level Writing Pass Rate in 2 yrs	81%	81%	83%	82%	82%	78%	78%	81%
	Successful Completion of Program-Level Writing in 2 yrs	51%	48%	48%	51%	48%	44%	46%	48%
	Total N Cases =	1,070	1,079	1,223	1,444	1,325	1,350	1,210	8,701
NOTES:									
* Sample is new fall-term credit students seeking a Lane credential or direct transfer. Further limited to students without previous college (self-reported).									
Gateway, or "program-level," is defined as the lowest course in each subject that is required for the student's declared program of study.									
a Course "Pass Rates" are the percentage of enrolled students who passed (C- or better).									
Total N Cases here shows the size of the full cohort. However, not all cases have data on all scores. All percentages are valid % of cases with data.									
Cases who completed gateway courses via College Now or who get a placement override due to prior credit are excluded from the calculation of attempt & completion rates.									



Sample is new fall-term credit students seeking a Lane credential or direct transfer. Further limited to students without previous college (self-reported).

4.2 Percent of students who progress to their second year.		Fall-Start Cohort									
		2007	2008	2009	2010	2011	2012	2013	2014	2015	2016*
 Fall -> Fall	Persistence to start of 2nd year (e.g., Fall-to-Fall)										
	Full Fall-Start Cohort	46%	51%	50%	53%	54%	49%	48%	46%	49%	45%
	First Generation Students	45%	52%	52%	54%	55%	49%	48%	46%	49%	47%
	Full Time in 1st Term	54%	57%	57%	61%	60%	55%	55%	51%	56%	52%
	First Time in College Students	46%	51%	52%	55%	55%	51%	49%	46%	51%	48%
	Prior College Students	47%	51%	49%	51%	53%	47%	47%	45%	46%	40%
Fall -> Winter	Persistence to 2nd term* at Lane (e.g., Fall to Winter)										
	Full Fall-Start Cohort	77%	77%	78%	80%	80%	83%	81%	79%	80%	76%
	First Generation Students	74%	76%	78%	80%	80%	83%	81%	80%	80%	76%
	Full Time in 1st Term	86%	84%	85%	88%	87%	90%	89%	86%	86%	85%
	First Time in College Students	77%	76%	78%	81%	81%	84%	82%	79%	81%	77%
	Prior College Students	76%	78%	78%	79%	78%	81%	80%	79%	79%	75%
NOTES:											
Sample is new fall credit students who self-identified as seeking a Lane credential or direct transfer.											
Students who earn an award in year one and are not retained are excluded from the denominator (0.5% of grand total).											
* Figures for the fall 2016 cohort are preliminary, and are based on slightly different methods.											



4.3 Percent of students who complete Developmental credit courses and continue on to pass required program-level courses.									
NOTES	Group =	Students who Completed Developmental Courses*							
	Fall-Start Cohort =	2006	2007	2008	2009	2010	2011	2012	ALL
a % of developmental credit students passing program-level courses in subjects where remediation has been completed									
	Attempted Program-Level Math, within 2 years	76%	78%	79%	82%	81%	80%	78%	79%
	Pass Rate for Program-Level Math, if attempted within 2 years	78%	82%	80%	79%	82%	81%	78%	80%
	Overall Completion Rate for Program-Level Math, within 2 years	59%	64%	63%	65%	66%	65%	61%	63%
	Attempted Program-Level Writing, within 2 years	67%	77%	78%	76%	78%	81%	82%	79%
	Pass Rate for Program-Level Writing, if attempted within 2 years	91%	86%	89%	87%	84%	82%	78%	84%
	Overall Completion Rate for Program-Level Writing, within 2 years	61%	66%	70%	66%	66%	66%	65%	66%
	b. Attempted Program-Level Writing After Developmental Reading, within 2 years	16%	28%	34%	27%	31%	33%	27%	29%
	b. Pass Rate for Program-Level Writing After Developmental Reading, if attempted within 2 years	88%	81%	85%	97%	93%	90%	81%	89%
	b. Overall Completion Rate for Program-Level Writing After Developmental Reading, within 2 years	14%	23%	29%	26%	29%	30%	22%	26%
NOTES:									
*	Sample is new credit students in fall terms seeking a Lane credential. Only students who were referred to developmental courses and completed them are included in metrics for each subject (math, writing, or reading). See table below for number of cases.								
a	Students who avoided developmental work and passed program level courses instead (for example by re-taking placement tests) are omitted from the metrics in that subject.								
b	Here we report how many students who completed reading remediation went on to complete program-level WRITING within 2 years.								

Sample Size Information	2006	2007	2008	2009	2010	2011	2012	ALL
Full Fall-Start Cohort	1965	2009	2401	2670	2550	2629	2414	16638
Completed Remediation in Math (in 2 years)	370	365	504	568	526	494	410	3237
Completed Remediation in Writing (in 2 years)	83	118	156	173	334	342	327	1533
Completed Remediation in Reading (in 2 years)	49	97	117	144	132	155	119	813
Completed Remediation in Math, as % of Cohort	19%	18%	21%	21%	21%	19%	17%	19%
Completed Remediation in Writing, as % of Cohort	4%	6%	6%	6%	13%	13%	14%	9%
Completed Remediation in Reading, as % of Cohort	2%	5%	5%	5%	5%	6%	5%	5%

4.4 Percent of students who complete degrees or certificates within 3 years.								
	Fall-Start Cohort =	2006	2007	2008	2009	2010	2011	2012
	Any degree or certificate awarded within 3 years	Full Cohort	10%	11%	12%	11%	11%	9%
First Generation Students		8%	10%	12%	11%	10%	8%	10%
Full Time in 1st Term		13%	15%	16%	14%	15%	13%	15%
First Time in College Students		7%	9%	9%	8%	8%	6%	7%
Prior College Students		13%	14%	16%	16%	15%	14%	15%
Any associates degree(s) awarded within 3 years	Full Cohort	9%	10%	10%	9%	9%	8%	9%
	First Generation Students	6%	8%	9%	9%	8%	7%	8%
	Full Time in 1st Term	12%	13%	14%	12%	12%	11%	12%
	First Time in College Students	5%	7%	7%	6%	6%	5%	5%
	Prior College Students	12%	13%	14%	14%	13%	12%	14%
Sample is new credit students in fall terms seeking a Lane credential.								

4.5 Percent of award-seeking students who transfer to 4-year institutions within 3 years.								
	Fall-Start Cohort =	2006	2007	2008	2009	2010	2011	2012
	Student transferred to a 4-year school within 3 years	Full Cohort	21%	21%	21%	18%	18%	18%
First Generation Students		17%	16%	17%	14%	13%	13%	13%
Full Time in 1st Term		23%	22%	21%	18%	18%	19%	18%
First Time in College Students		11%	12%	9%	9%	7%	8%	8%
Prior College Students		34%	33%	36%	30%	31%	30%	28%
Student transferred to any school within 3 years	Full Cohort	32%	32%	32%	27%	27%	27%	26%
	First Generation Students	26%	27%	26%	23%	22%	22%	23%
	Full Time in 1st Term	33%	34%	32%	28%	27%	29%	28%
	First Time in College Students	19%	21%	18%	16%	15%	16%	16%
	Prior College Students	47%	46%	48%	42%	43%	43%	40%

Sample is new credit students in fall terms seeking a Lane credential.
Awards and transfers are independently calculated, i.e., awards may be with or without a transfer, and transfers may

4.6 State-certification pass rates for allied health professions.

Nursing Assistant 1	2010-2011		2011-2012		2012-2013		2013-2014	
	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Written	219	99%	153	99%	146	97%	144	95%
Skill	301	66%	180	78%	195	69%	143	70%

Annual results for Oregon State Board of Nursing certification practical exam: LCC Facility.

Licensed Massage Therapy (LMT)	2010-2011		2011-2012		2012-2013		2013-2014	
	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Written & Skill	34	98%	32	100%	43	100%	34	97.1%

State test pass rates for Nursing Assistant 1 (Text from Year 7 Report)

Rating: 2, approaching achievement

In 2010, 66 percent of nursing assistant students passed the Oregon State Board of Nursing certification practical exam, which was average for other training programs in the state. Notably, 12 percent more students passed the exams in 2011 than in 2010 (see Table 4-8), an increase that is due in part to additional skills lab hours. While this was an improvement, assessment of the test scores revealed there was still a large discrepancy between written and practical skills exam results. The nursing assistant students were performing much better on the average but still practical skills exams scores were much lower than written exams scores. This is a two instead of a three because CE is only keeping par with the other training programs and the goal is to exceed the average.

State test pass rates for Licensed Massage Therapy (LMT) (Text from Year 7 Report)

Rating: 4, exemplary achievement

The state examination pass rates for the LMT program have averaged above 95 percent since 2010, with a 100 percent rate in 2012. In the same time period, the statewide pass rate has averaged approximately 80 percent; and Lane students have consistently outperformed candidates from other Oregon massage programs (Exhibit 4.9) (see Table 4-9).

4.7 Percent of students enrolled in ABSE or ESL who become employed.

		AY 2010	AY 2011	AY 2012	AY 2013
Entered Employment	# Entered employment	125/447	145/501	137/529	205/734
	% Entered Employment	28%	29%	26%	28%
	State Target: % Entered Employment	47%	39%	30%	25%
	State target met?	No	No	No	Yes

Definition: Learner enters employment by the end of the first quarter after the program exit quarter*. Employment is working in a paid, unsubsidized job or working 15 hours or more per week in an unpaid job on a farm or business operated by a family member or the student. The exit quarter is the quarter when instruction ends, the learner terminates or has not received instruction for 90 days, and is not scheduled to receive further instruction. A job obtained while the student is enrolled can be counted for entered employment and is reported if the student is still employed in the first quarter after exit from the program.

Applicable Population: Learners who are not employed at time of entry and in the labor force who exit during the program year.

Percent of students enrolled in ABSE or ESL who become employed (Text from Year 7 Report)

Rating: 3, achieved achievement

In 2012-13, of students with the goal to attain employment, 205 or 28 percent ABSE and ESL students entered employment by the end of the first quarter after exiting the program, which exceeded the state performance target of 25 percent for the first time in four years. Considering Lane County's employment picture, exceeding the target and exceeding it with high numbers is excellent. A focus on employment and work search, and partnerships with workforce development efforts could result in greater numbers. Only two other programs out 17 programs had greater numbers of students entering employment in 2012-13.