

KEY BENCHMARKS**Lane Community College**

Benchmarks serve as one type of measure of an institution's effectiveness and progress. They are **measurable indicators of the college's overall direction and achievement of its goals**. Benchmarks are general in nature, presenting historical trends or changes. They are not intended to provide detailed information to guide the college's daily operations.

The systematic examination of these indicators represents a portion of Lane's efforts to focus on the institution's effectiveness in serving our students and community.

Use of Benchmarks

Benchmarks provide a mechanism for sharing basic information about the college with the Board of Education. According to Board policy, the Board of Education:

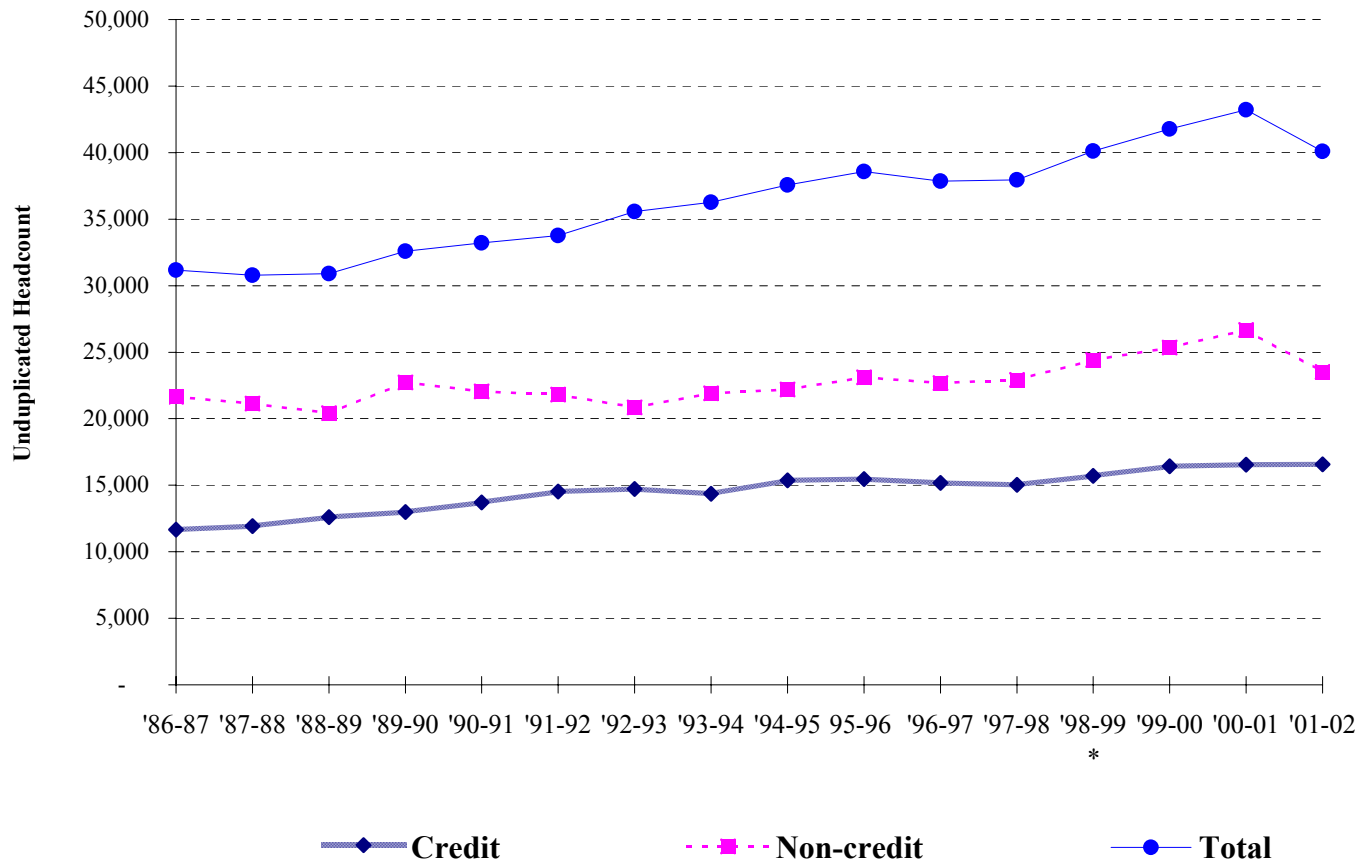
...shall be responsible for appraisal...to determine the effectiveness of the operation of the College and the quality of the educational program in terms of the mission and goals of the College and stated objectives of the program. To aid in attaining program objectives, provisions shall be made for an insitutional research program within the administrative structure of the College. (Policy #D.050)

The Board and the administration may use the benchmarks as reference points in examining broad institutional policy and direction. The benchmarks can act as catalysts for discussions concerning Lane's future endeavors.

December 1998

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Unduplicated Student Headcount 1986-87 through 2001-2002



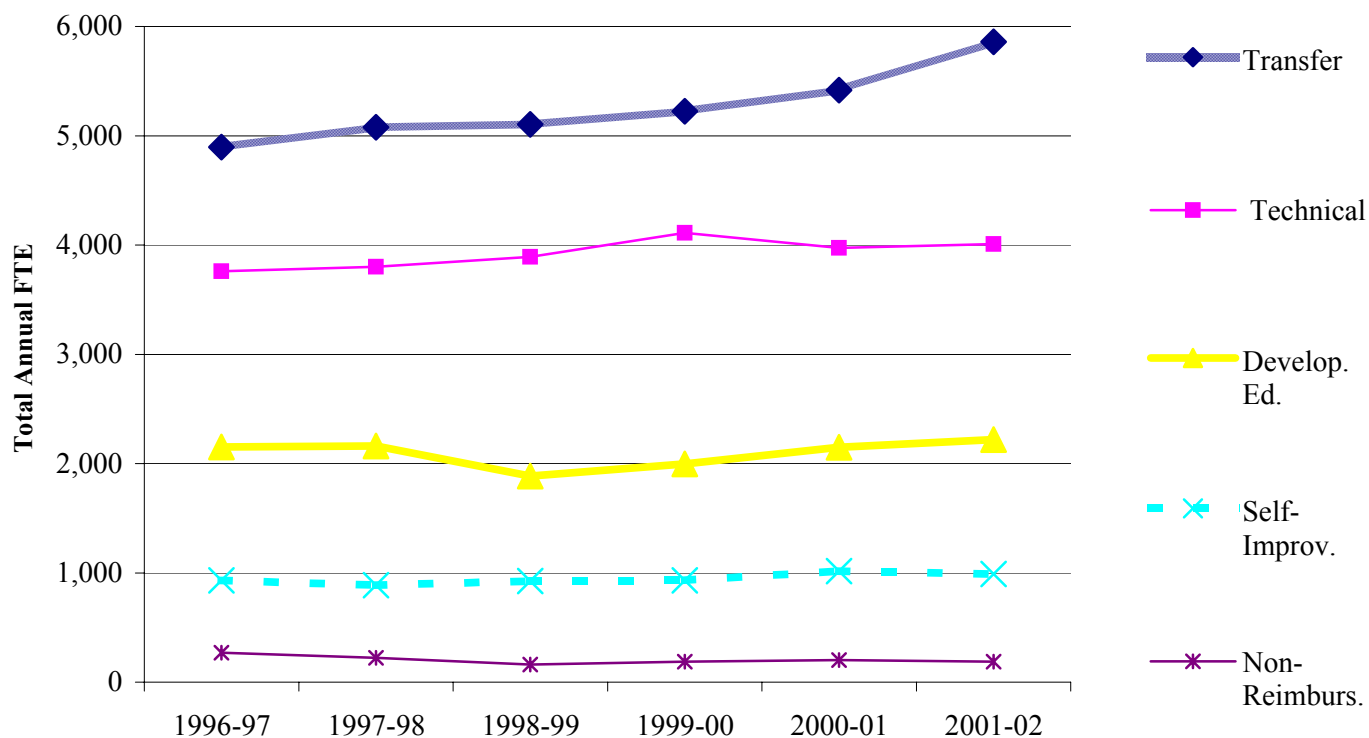
- ◆ **Total unduplicated headcount** for Lane was 40,099 in 2001-02. This represents a 7.2% decrease compared to the total headcount reached in 2000-01. Total headcount has increased 28.7% since 1986-87.
- ◆ The annual unduplicated count of students enrolled in **credit classes** for 2001-02 was 16,581. This represents a 0.2% increase compared to 2000-01. Annual credit student headcount has increased 42.3% since 1986-87.
- ◆ The annual unduplicated count of students enrolled in **non-credit** classes for 2001-02 was 23,518. This represents a decrease of 11.8% compared to 2000-01. Annual non-credit headcount has increased 8.7% compared to 1986-87.

* **Note:** Beginning with 1998-99, a credit student on an annual basis is one who enrolled in a credit class.

Data Source: IRZ2100 through 1997-98; OCCURS Student Information System -- annual headcount query -- beginning with 1998-99.

Key Benchmarks
Students

Number of FTE by Reimbursement Category

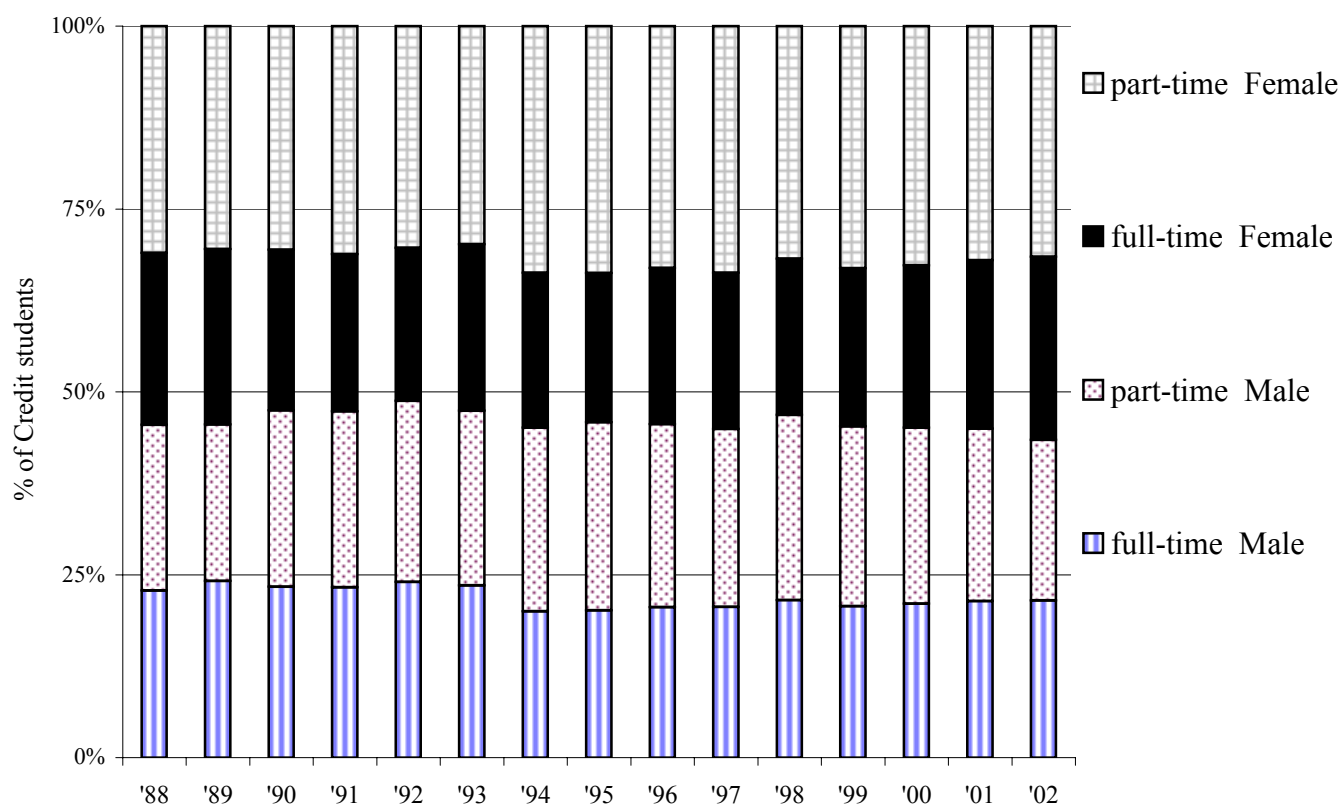


Note: Adjustments made in FTE accounting procedures in 1998-99 to comply with new FTE Audit Guidelines (affected primarily credit classes).

Data Sources: OCCURS Annual Enrollment Reports.

Credit Students: Gender and Enrollment Status

Fall Terms

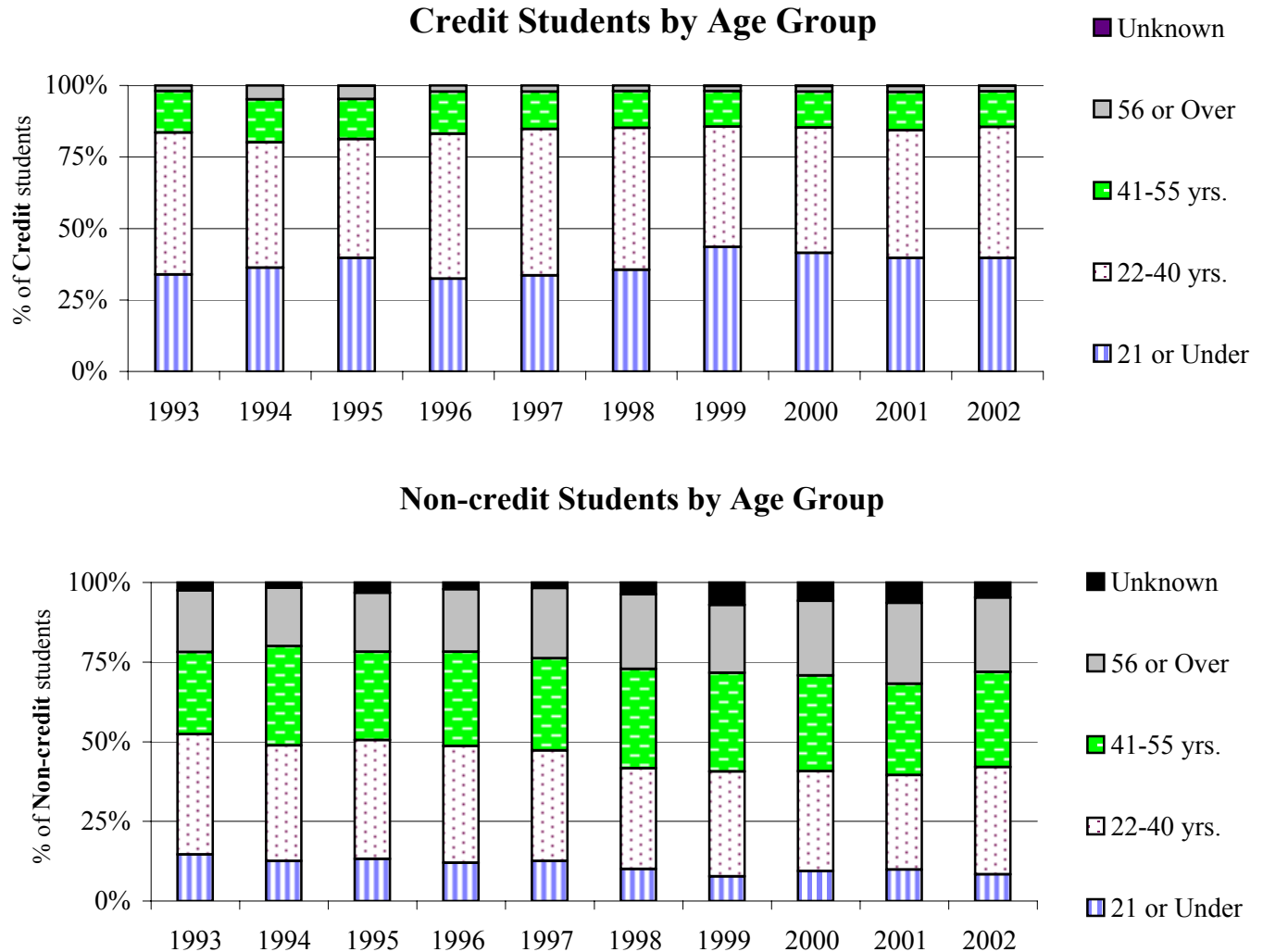


◆ For Fall term 2002:

- ◆ 46.5% of all credit students were enrolled full-time (12 + credits)
(compared to 46.3% fall '88).
- ◆ 43.5% of all credit students were male
(compared to 45.5% fall '88).
 - 21.5% of all credit students were males enrolled full-time
(compared to 22.8% fall '88).
- ◆ 56.5% of all credit students were female
(compared to 54.5% fall '88).
 - 25.0% of all credit students were females enrolled full-time
(compared to 23.5% fall '88).

Data Source: Unduplicated Headcount Reports (IRZ2100); also, OCCURS student tracking system beginning Fall 1998.

Students by Age Group Fall Terms



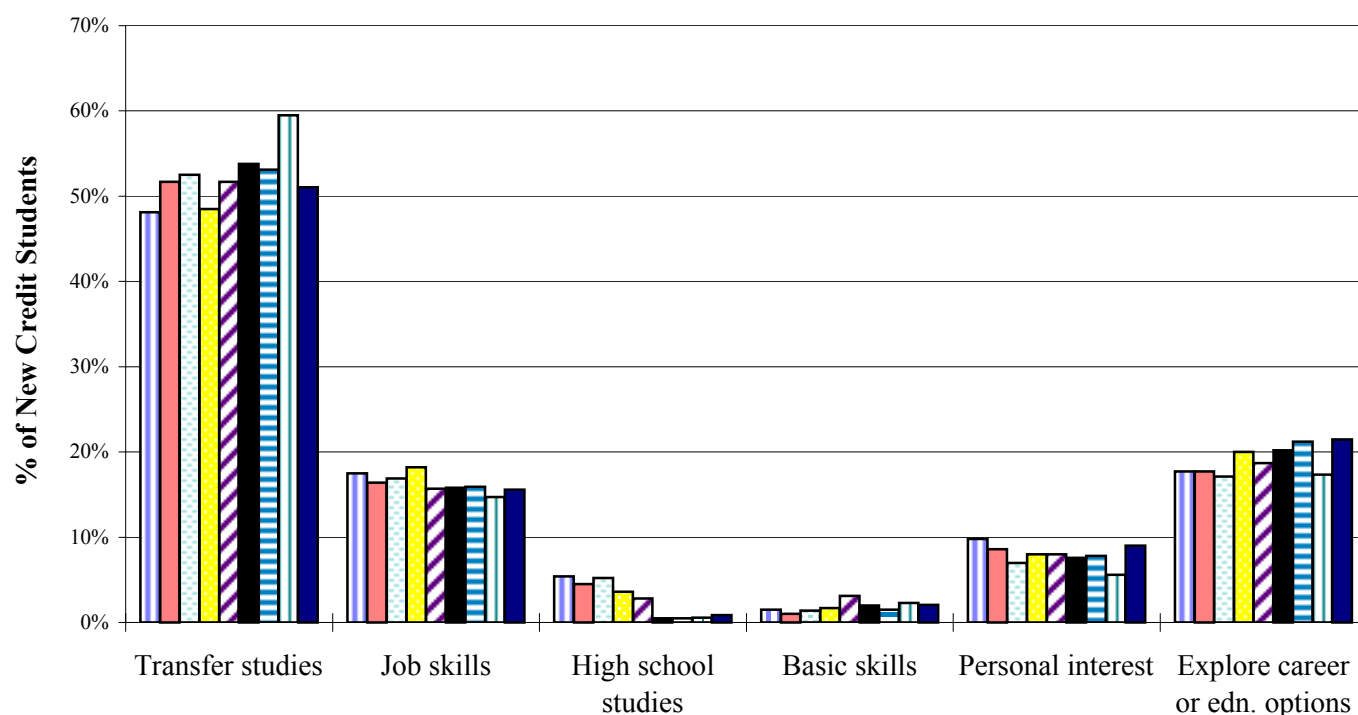
◆ For Fall term 2002:

- ◆ The average age of **credit** students was 27.5 years (compared to 29.1 years for fall '93).
- ◆ The average age of **non-credit** students was 44.8 years (compared to 39.7 years for fall '93).
- ◆ The average age for **all** students was 35.3 years (compared to 34.3 years for fall '93).
- ◆ 39.7% of credit students were 21 years or younger (compared to 33.9% for fall '93).

Data Source: Unduplicated Headcount Reports (IRZ2106, -07); also, OCCURS student tracking system beginning fall 1998.

Reasons for Attending Lane (New Credit Students)

Main Reason for Attending Lane New Credit Students -- Fall Terms



Main Reason for Attending

■ 1994
 ■ 1995
 ■ 1996
 ■ 1997
 ■ 1998
 ■ 1999
 ■ 2000
 ■ 2001
 ■ 2002

- ◆ For fall term 2002, 51% of new credit students reported their main reason for attending Lane was preparation to transfer to a four-year institution. This represents an increase of 3% compared to fall 1994.
- ◆ 15.6% of new credit students reported their main reason for attending Lane was to learn skills for a new job or to improve job skills. This represents a decrease of 2% compared to fall 1994.

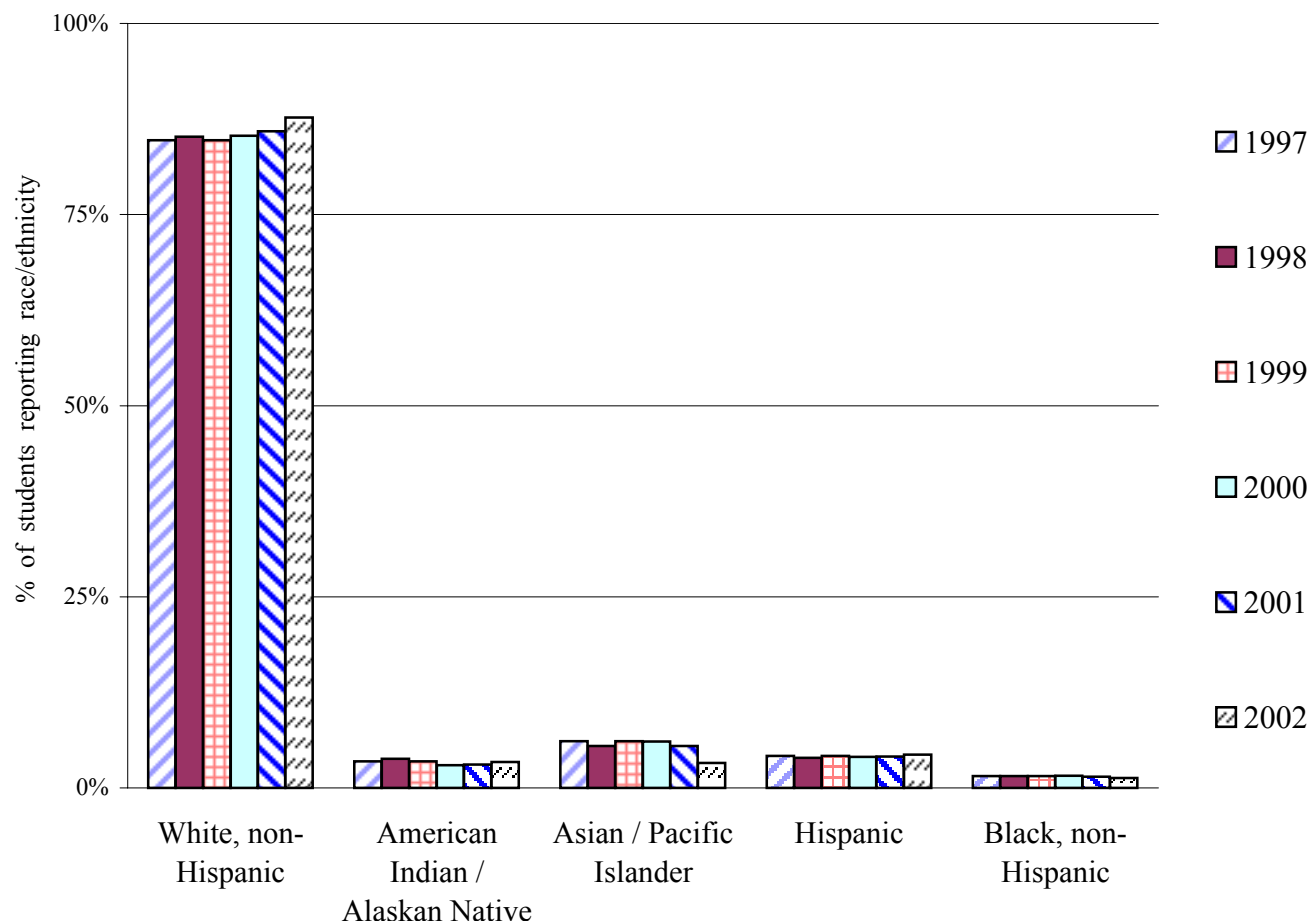
Note: Students indicate their main reason for attending on Lane's Admission Info. form prior to their first registration.

Data Source: Lane's central student data system (RED-STUDENT -- QUIZ query "newreason" -- May 15, 2003)

Race / Ethnicity of Students

Fall Term

All Credit Students *



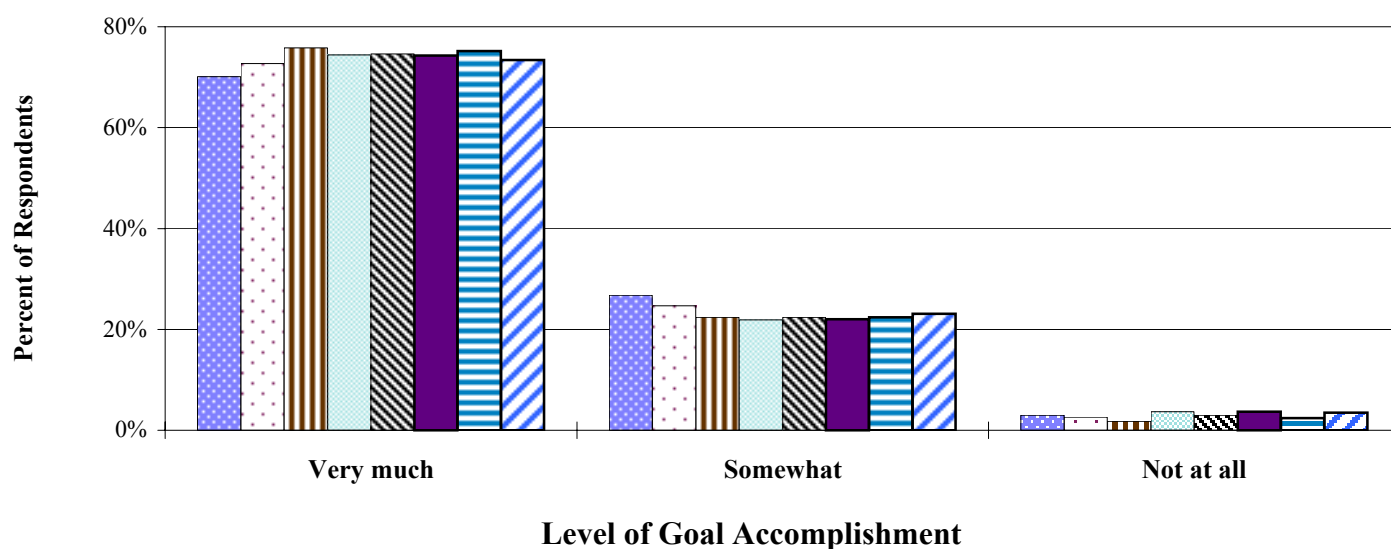
◆ For Fall term 2002:

- ◆ 12.3% of Lane's Credit students who reported their race/ethnicity were students of color.
- ◆ 9.4% of Lane County's population reported in the 2000 Census that they were members of communities of color.
- ◆ 13.4% of Oregon's population reported they were members of communities of color.

Notes: 1. Percentages are based on students who reported their race/ethnicity (students of unknown race / ethnicity are not included in percent calculations).
 2. Student race / ethnicity is self-reported.
 3. Credit students had "credits attempted" > 0 in OCCURS Enrollment file (beginning fall 1998).
 * Lane's 255 International students are included in student counts.

Data Source: Unduplicated Headcount Reports (IRZ2125); OCCURS Student Information System.
 beginning fall 1997; US 2000 Census; Fall 2002 IPEDS.

Goal Accomplishment of Former Students



■ '93-94 (N=730) ■ '94-95 (N=681) ■ '95-96 (N=571) ■ '96-97 (N=512)
 ■ '97-98 (N=603) ■ '98-99 (N=595) ■ '99-00 (N=621) ■ '00-01 (N=533)

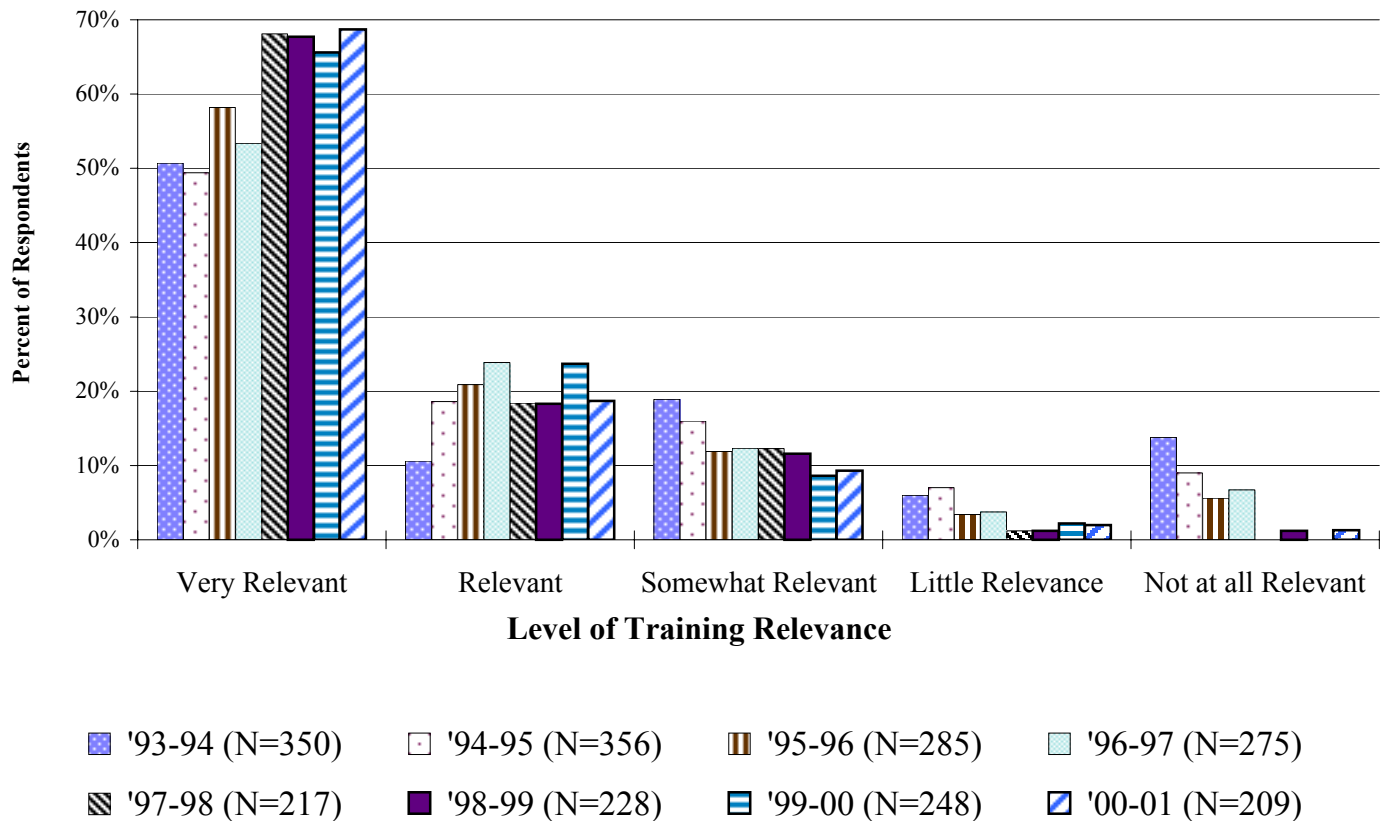
- ◆ Among 2000-01 students *, **73%** reported they **"Very much"** achieved their goals at Lane, **23%** reported they **"Somewhat"** achieved their goals, and nearly **4%** reported they did not achieve their goals at Lane ("Not at all").
- ◆ Graduates reported higher levels of goal accomplishment compared to students who did not earn a formal award ("no formal award" students -- NFA). Across the eight years shown, an average of **82% of graduates** and **62% of NFA** students reported they "Very much" achieved their goals at Lane.
- ◆ Across the eight years shown, an average of **76% of transfer** students and **72% of professional technical** students reported they "Very much" achieved their goals at Lane.

* Students were surveyed one year after leaving Lane (i.e., spring term 2002 for '00-01 students) -- includes graduates and no formal award students.

Data Sources: Annual Student Follow-Up Studies.

Professional Technical Students' Satisfaction

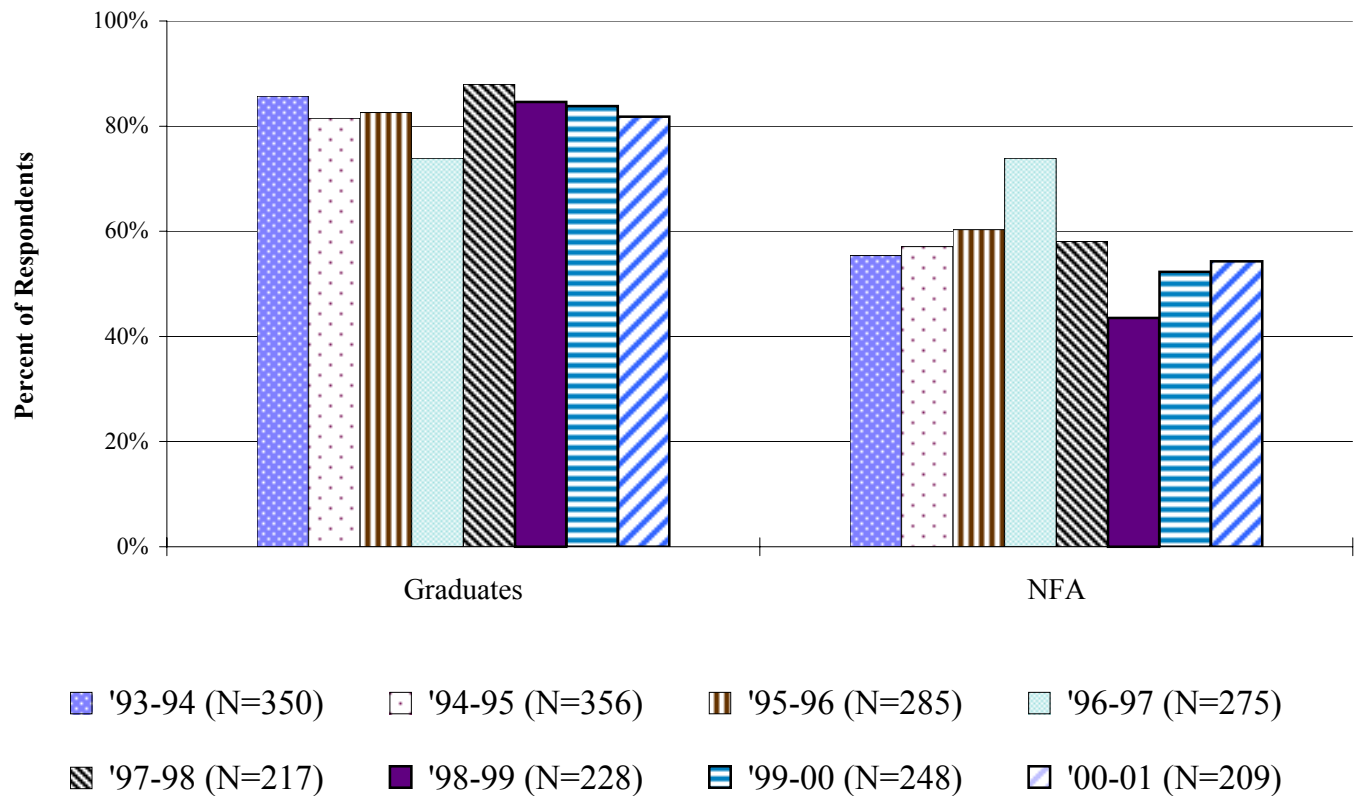
Level of Relevance of Professional Technical Training



- ◆ Among 2000-01 * professional technical students who responded to Lane's annual follow-up survey, 82% were employed full- or part-time.
 - ◆ Of the former professional technical students employed in jobs related to their Lane field of study:
 - * **69%** reported Lane's courses were **"Very relevant"** to their jobs and
 - * **19%** reported Lane's courses were **"Relevant."**
 - ◆ Graduates were more likely to report their courses were "Very relevant" compared to no formal award students.
- * Students were surveyed one year after leaving Lane (i.e., spring term 2002 for '00-01 students) -- includes graduates and no formal award students.

Data Sources: Annual Student Follow-Up Studies.

Employment of Professional Technical Students in Jobs Related to Their Training

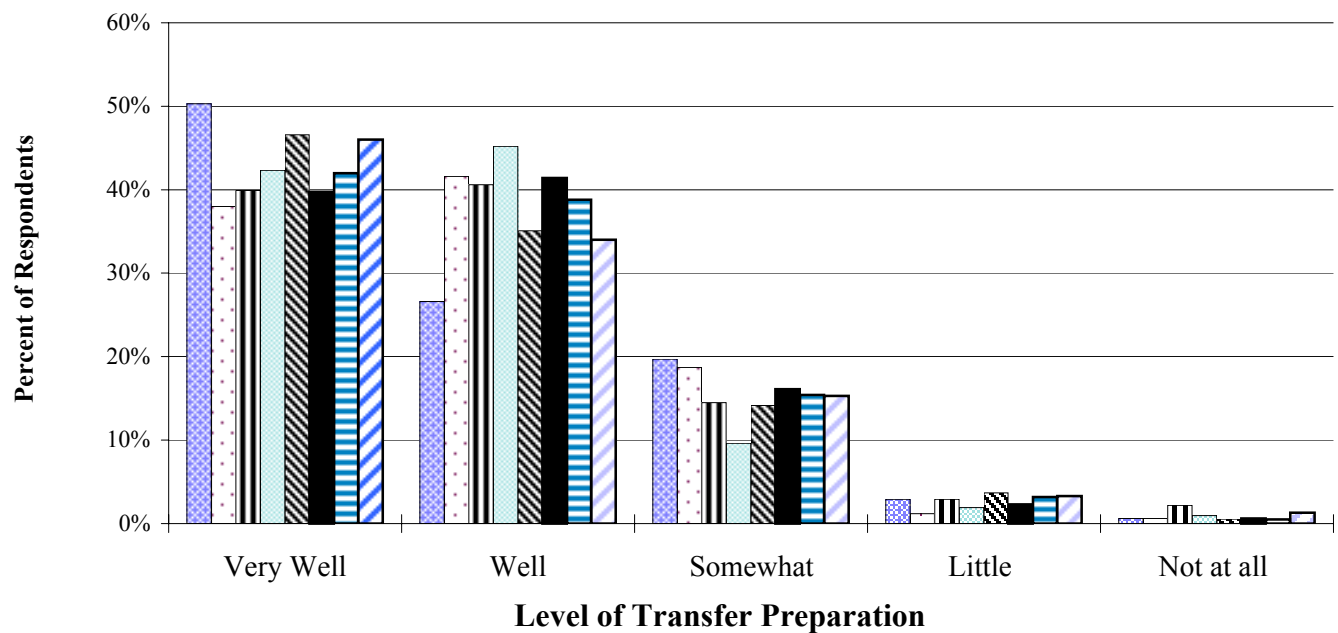


- ◆ Lane's follow-up studies reveal that graduates are more likely to be employed in jobs related to their Lane training than are students who did not earn a degree or certificate.
- ◆ For the eight years shown, an average of **83%** of former **professional technical students who graduated** were employed in jobs related to their training, compared to **57%** of former professional technical students who **did not graduate**.

* Students were surveyed one year after leaving Lane (i.e., spring term 2002 for '00-01 students) -- includes graduates and no formal award students.

Data Sources: Annual Student Follow-Up Studies.

Transfer Students' Satisfaction with Lane Preparation



'93-94 (N=173) '94-95 (N=166) '95-96 (N=138) '96-97 (N=104)
 '97-98 (N=191) '98-99 (N=174) '99-00 (N=188) '00-01 (N=150)

- ◆ Among 2000-01 * students with transfer majors, **66%** transferred to another institution. Most of these former Lane students were attending the University of Oregon (64%) and 6% were attending Oregon State University.
- ◆ **80%** of these transfer students thought Lane classes prepared them **"Very well"** or **"Well"** for classes at their new institution.

◆ Among students who transferred:	1998-99	1999-00	2000-01
reported it was "very easy" to transfer	44%	55%	46%
reported it was "easy" to transfer	23%	28%	31%
reported it was "somewhat easy" to transfer	25%	13%	11%
reported it was "not easy" to transfer	5%	3%	7%
reported it was "not at all easy" to transfer	3%	1%	5%

* Students were surveyed one year after leaving Lane (i.e., spring term 2002 for '00-01 students) -- includes graduates and no formal award students.

Data Sources: Annual Student Follow-Up Studies.

Key Benchmarks

Student Outcomes

Transfer: Students Completing an AA/OT Degree then Enrolled at an OUS Institution the Next Year

	'95-96 AA/OT Grads	Enrolled in OUS '96-97		'96-97 AA/OT Grads	Enrolled in OUS '97-98		'97-98 AA/OT Grads	Enrolled in OUS '98-99		'98-99 AA/OT Grads	Enrolled in OUS '99-00		'99-00 AA/OT Grads	Enrolled in OUS '00-01	
		# Transfer	% Transfer		# Transfer	% Transfer		# Transfer	% Transfer		# Transfer	% Transfer		# Transfer	% Transfer
Lane Students	217	143	65.9%	206	135	65.5%	228	137	60.1%	246	145	58.9%	285	166	58.2%
All Oregon Community College Students	1,692	937	55.4%	1,902	1,021	53.7%	1,924	1,028	53.4%	1,913	982	51.3%	1,983	1,048	52.8%

Example 1: During the 1995-96 academic year, 217 students graduated from Lane with an Associate of Arts Oregon Transfer Degree. Among those grads, 143 (65.9%) were enrolled in an OUS institution during 1996-97.

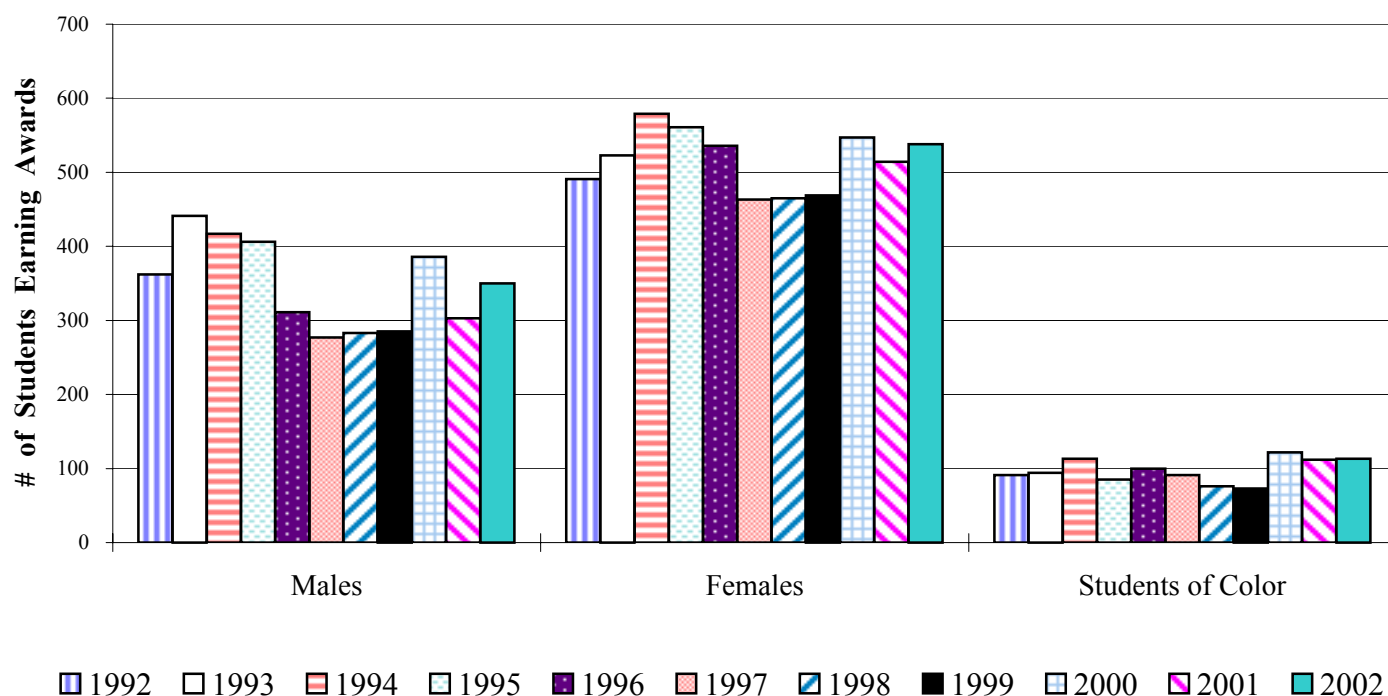
Example 2: During the 1995-96 academic year, 1,692 students graduated from Oregon community colleges with an Associate of Arts Oregon Transfer Degree. Among those grads, 937 (55.4%) were enrolled in an OUS institution during 1996-97.

Source: "Transfer Activity in Oregon Postsecondary Education, 1996-97 to 2000-01." December 18, 2002. Prepared by the Oregon University System Office of Academic Affairs in cooperation with the Oregon Department of Community Colleges and Workforce Development.

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Gender and Minority Status of Graduates

Males, Females, and Students of Color Earning Certificates and Degrees



- ◆ During the 2001-02 academic year, students earned a total of 888 degrees and certificates (compared to 817 during 2000-01).
- ◆ More females than males earned awards (538 compared to 350).
- ◆ 12.7% of Lane's degrees and certificates were earned by students of color (N = 113)
During fall 2000, 12.5% of Lane's credit students were students of color.

Note 1: International students are included in the number of Lane graduates.

Note 2: The percent of grads who have chosen not to report their race/ethnicity has steadily decreased since 1999-00:
17.4% of graduates in 1997; 22.7% of graduates in 1998; 24.1% of graduates in 1999;
24.4% of graduates in 2000; 19.1% of graduates in 2001. 14.3% of graduates in 2002.

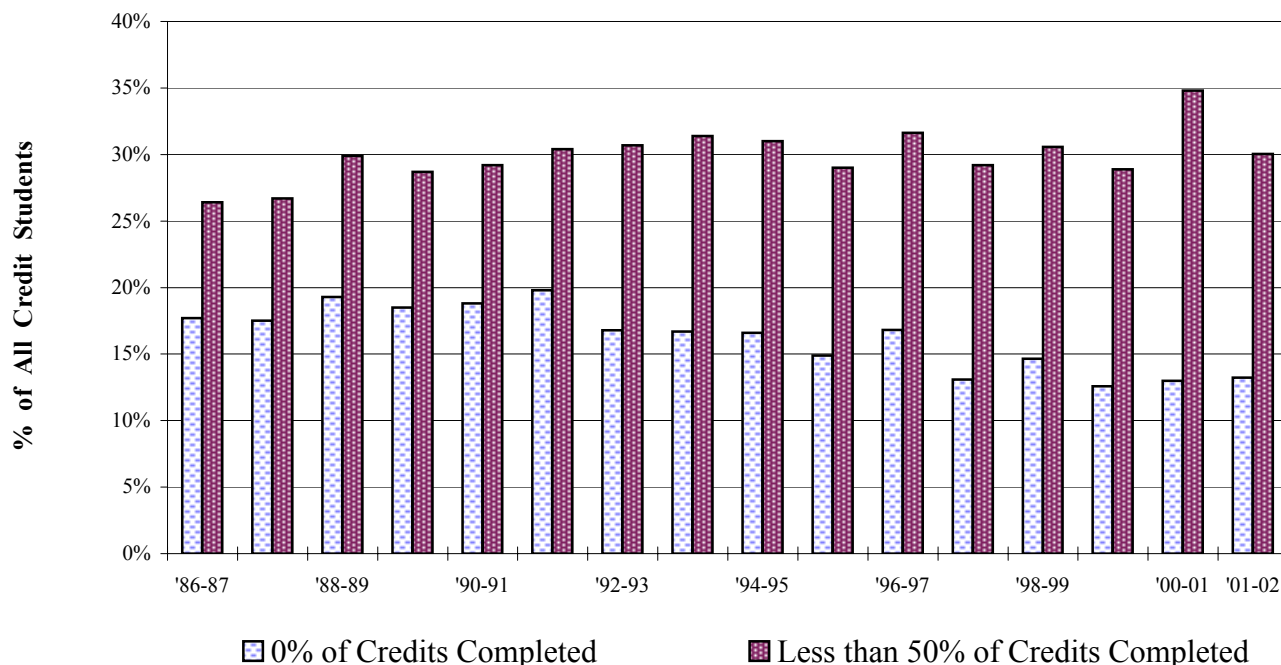
Note 3: Graduates who were students of color were also counted in the appropriate Male or Female category.

Note 4: Race/ethnicity is reported by students when they complete a Lane Admission Form.

Data Source: Annual IPEDS Completions reports.

Students Completing Fewer than Total Number of Credits Attempted

Percent of Students:
1. Completing Zero Credits
2. Completing Less than 50% of Credits



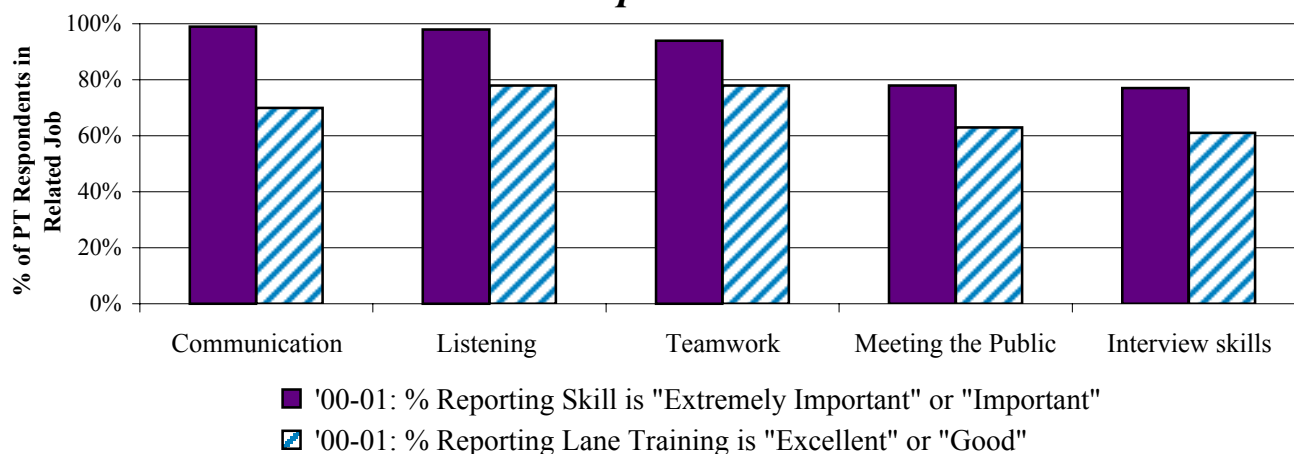
- ◆ In 2001-02, 13.0% of Lane's credit students did not complete any of the credits for which they registered. The 5-year average is 13.3%.
- ◆ In 2001-02, 30.0% of Lane's credit students completed less than 50% of the credits for which they registered. The 5-year average is 30.7%.
- ◆ In 2001-02, 38.0% of Lane's credit students completed 100% of the credits for which they registered. The 5-year average is 38.6%.

Data Sources: Course Completion reports (without Cooperative Education); IRZ3007.

Importance of Skills and Effectiveness of Lane Training

Professional Tech. Students Employed in Related Jobs

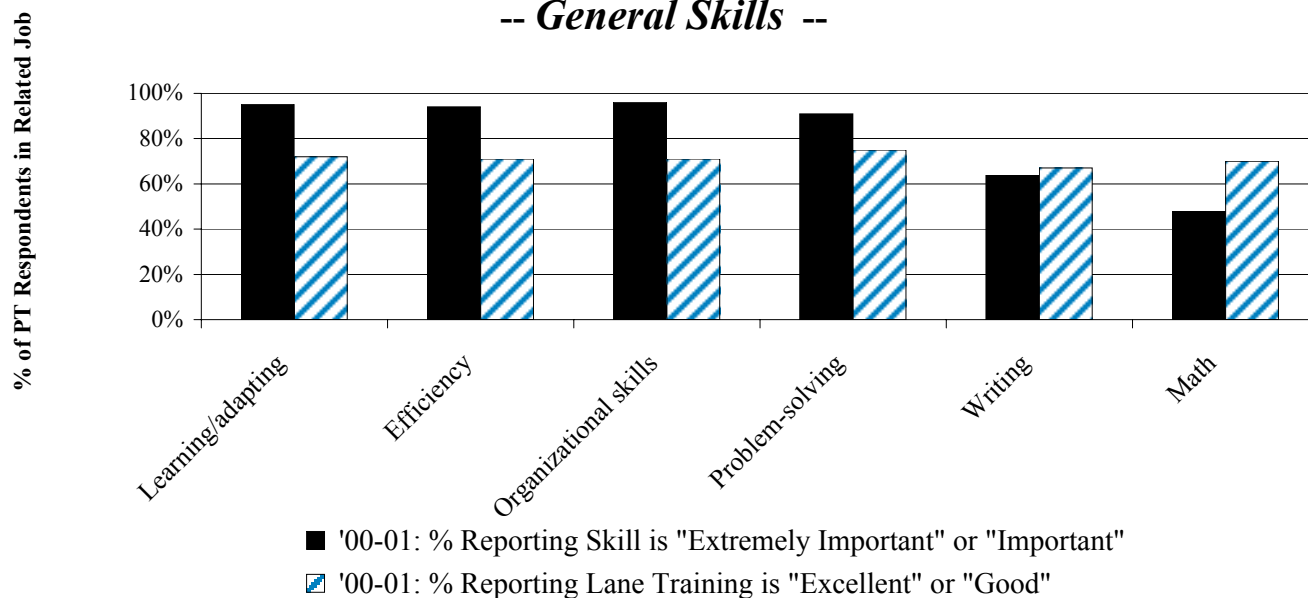
-- People Skills --



Example: 99% of the 171 professional technical respondents to the 2002 Student Follow-Up Survey who were employed in jobs related to their Lane field of study reported **communication skills** were "Extremely Important" or "Important" to their current job. 70% of these respondents reported their training in communication at Lane was "Excellent" or "Good."

Professional Tech. Students Employed in Related Jobs

-- General Skills --



Example: 95% of the 169 professional technical respondents to the 2002 Student Follow-Up Survey who were employed in jobs related to their Lane field of study reported **learning/adapting skills** were "Extremely Important" or "Important" to their current job. 72% of these respondents reported their training in learning/adapting at Lane was "Excellent" or "Good."

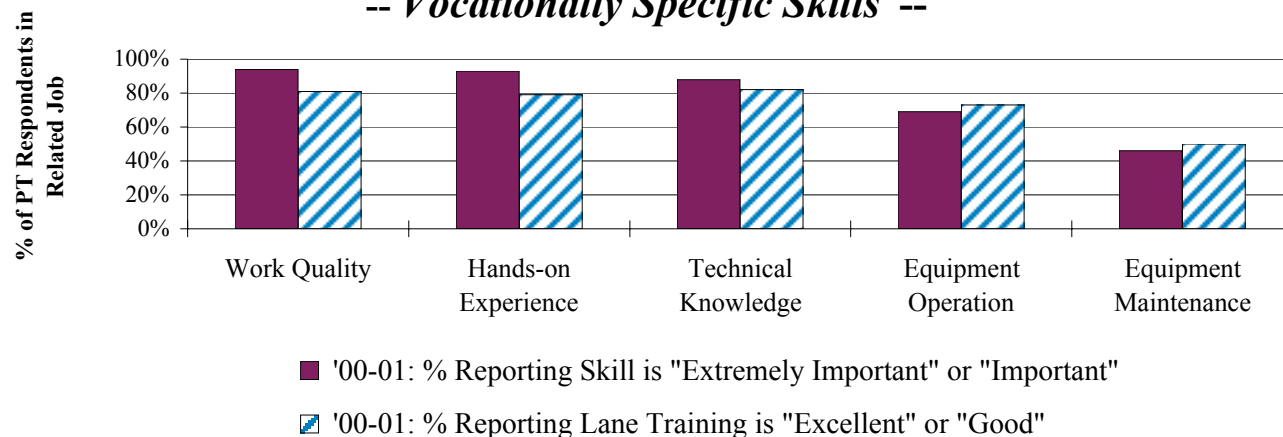
Data Source: Annual Student Follow-Up Study -- Spring 2002: 2000-01 Students One Year Later.

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Importance of Skills and Effectiveness of Lane Training

Professional Tech. Students Employed in Related Jobs

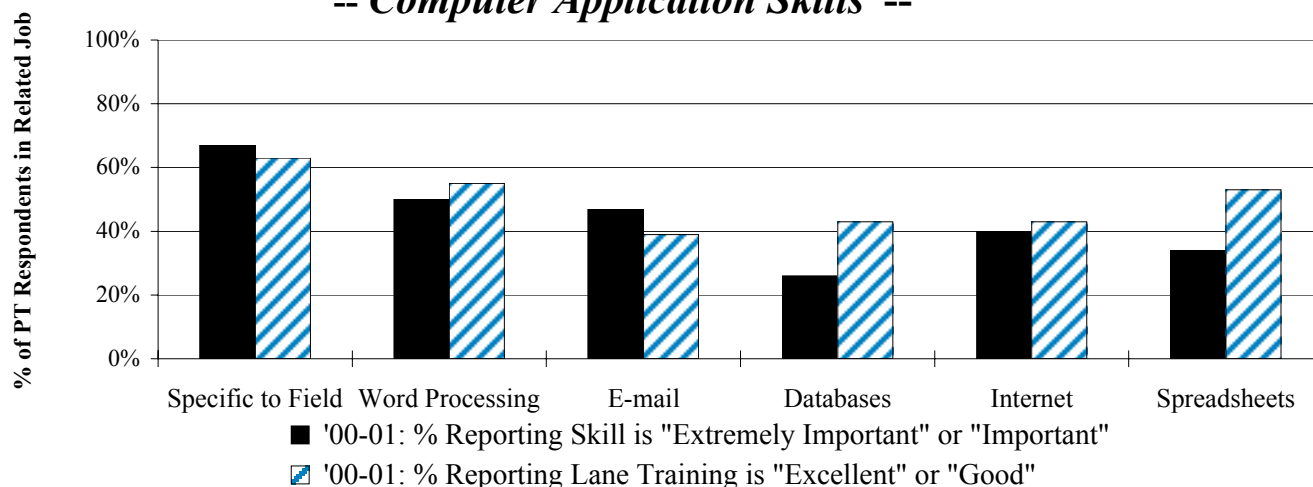
-- *Vocationally Specific Skills* --



Example: 94% of the 169 professional technical respondents to the 2002 Student Follow-Up Survey who were employed in jobs related to their Lane field of study reported **work quality** was "Extremely Important" or "Important" to their current job. 81% reported their training in work quality at Lane was "Excellent" or "Good."

Professional Tech. Students Employed in Related Jobs

-- *Computer Application Skills* --



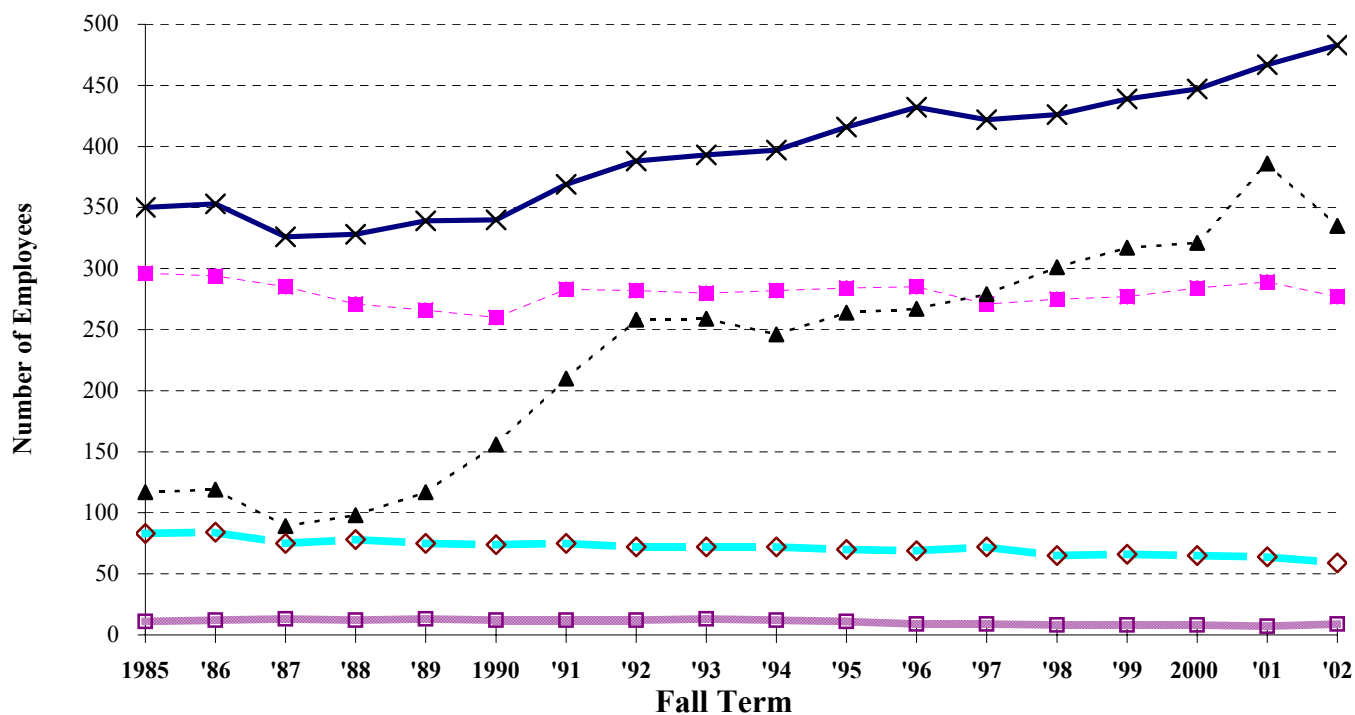
Example: 67% of the 137 professional technical respondents to the 2002 Student Follow-Up Survey who were employed in jobs related to their Lane field of study reported **computer application skills specific to their field** were "Extremely Important" or "Important" to their current job. 63% reported their training in computer application skills specific to their field at Lane was "Excellent" or "Good."

Notes: For the fourth time, Lane's annual Student Follow-Up Survey asked professional technical students who were employed in jobs related to their training after graduating or leaving Lane, how important particular skills were and if Lane's training was effective. 172 former students were in related jobs and provided ratings. Their ratings of the **importance of skills on the job** were made on a scale of 1 to 5 with 1 = "Not Important" and 5 = "Extremely Important." These former students were also asked to rate **Lane's effectiveness in skills training** using a scale of 1 to 5 with 1 = "Poor" and 5 = "Excellent."

Data Source: Annual Student Follow-Up Study -- Spring 2002: 2000-01 Students One Year Later.

Change in Employee Headcount

Number of Employees by Group



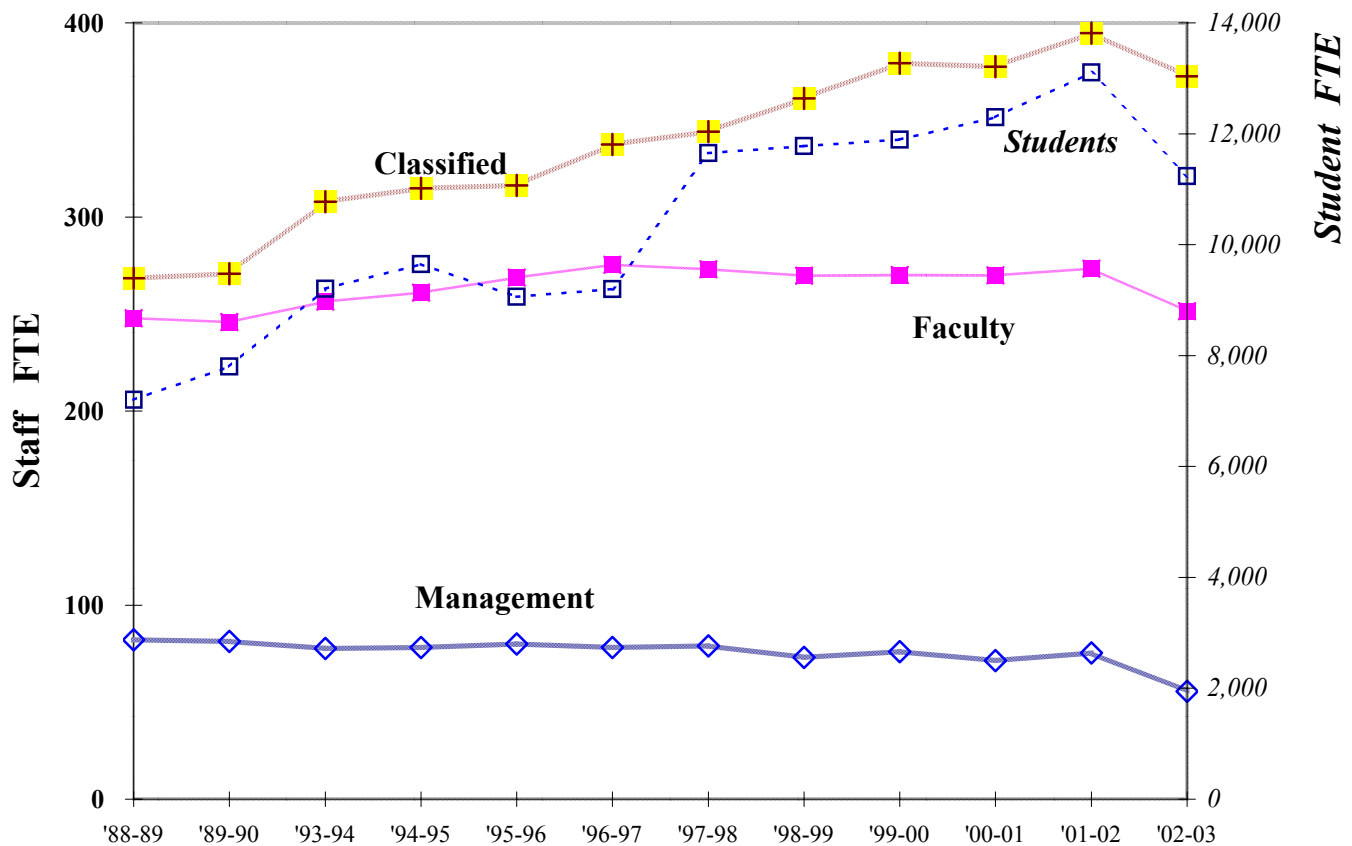
Fall 1985 to fall 2002:

	1985	2001	2002	1985 to 2002: % change
Scheduled classified staff	350	467	483	38%
Contracted credit faculty	296	289	277	-6%
Part-time contracted credit faculty	117	386	335	186%
Managers	83	64	59	-29%
Management support staff	11	7	9	-18%
Total	857	1,213	1,163	36%
Unduplicated student headcount (annual)	29,084	43,223	40,099	38%

Data Source: Human Resources.

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Budgeted Contracted Staff FTE and Student FTE



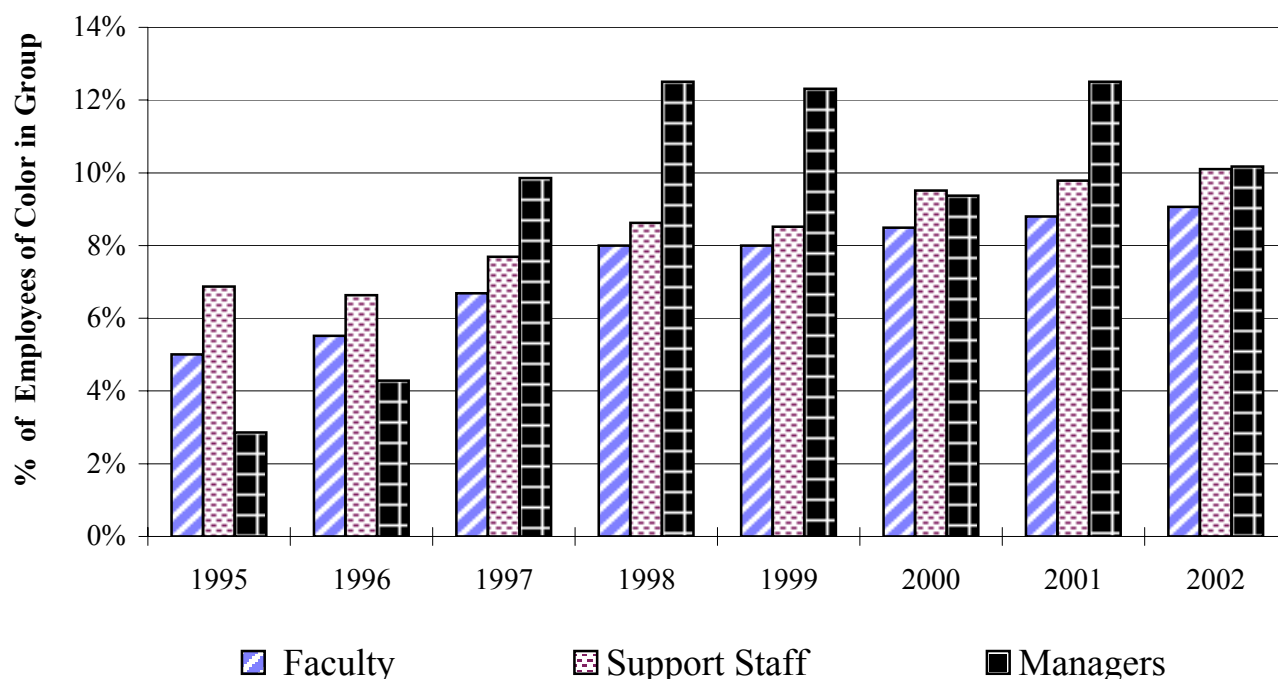
<i>Staff group FTE and student FTE levels:</i>	1988-89	2001-02	2002-03	% chng. '88-89 to '02-03
Faculty:	247.8	273.3	251.5	1.5%
Classified:	268.4	394.7	372.5	38.8%
Management:	82.1	75.4	55.6	-32.3%
<i>Students: *</i>	<i>7,200</i>	<i>13,105</i>	<i>11,235</i>	<i>-3.6%</i>

- ◆ Budgeted contracted staff levels for all funds except in grants and contracts. Non-contracted, temporary employees are not included in this report.
- ◆ From 1988-89 to 2002-03, budgeted FTE for the faculty group increased 1.5%, budgeted FTE for the classified group increased 38.8%, and budgeted FTE for the management group decreased 32.3%. (Notes: **Faculty** includes contracted faculty and excludes part-time credit; **classified** includes bargaining unit employees [except hourly]; **management** includes managers and management support employees).
- ◆ * The 3.6% decrease in budgeted student FTE is based on 1997-98 when the new formula for calculating student FTE was used in this Benchmark. (Student FTE is calculated on a 510 clock hour basis for all Oregon community colleges.)

Data Source: College Operations.

Employees of Color as a Percent of All Employees

(Employees with unknown race/ethnicity not included)



<i>Number and percent of employees of color * by group:</i>	Fall 1995		Fall 2002	
	#	%	#	%
Faculty:	25	5.0%	53	9.1%
Support staff:	29	6.9%	49	10.1%
Managers:	2	2.9%	6	10.2%
total	56	5.7%	108	9.6%

- ◆ In fall 2002, 9.1% (N = 53) of Lane's faculty were members of communities of color and 9.6% (N = 108) of all contracted employees who reported their race/ethnicity were members of communities of color. In the 2000 Census, 90.6% of Lane County residents reported their race/ethnicity as "white" (312,237 of the total county population of 322,959).

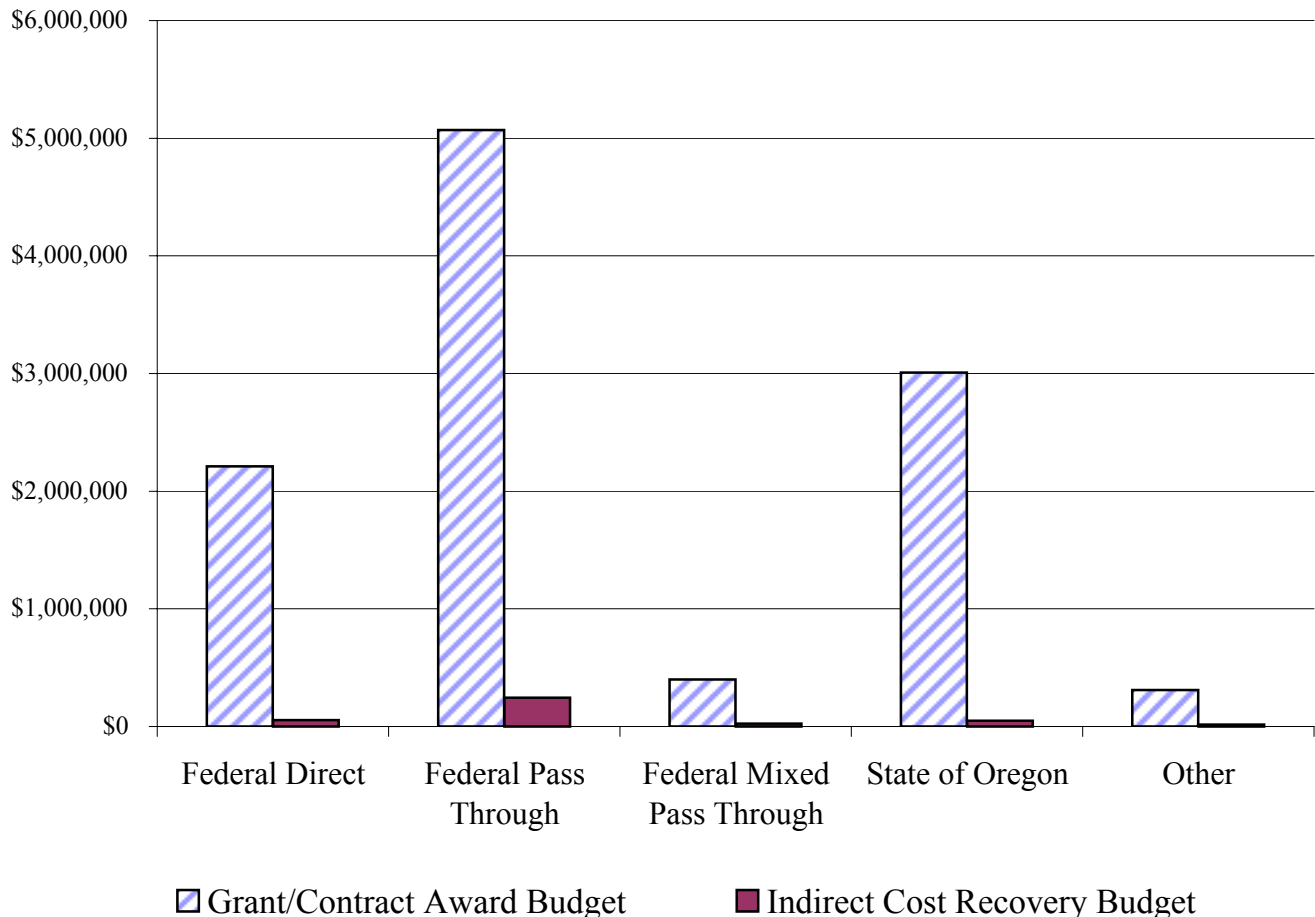
* Race/ethnicity is self-reported. Only employees who reported race are included in percent distributions (for fall 2002, 2.9% of employees had not specified race/ethnicity, N = 34).

Notes: **Faculty** includes contracted faculty and part-time credit faculty; **support staff** includes bargaining unit classified employees (except hourly) and management support employees. Staff with unknown race not included in percent calculations.

Data Source: Human Resources. Lane Council of Governments.

Grants and Contracts by Funding Source

(through September 30, 2002)



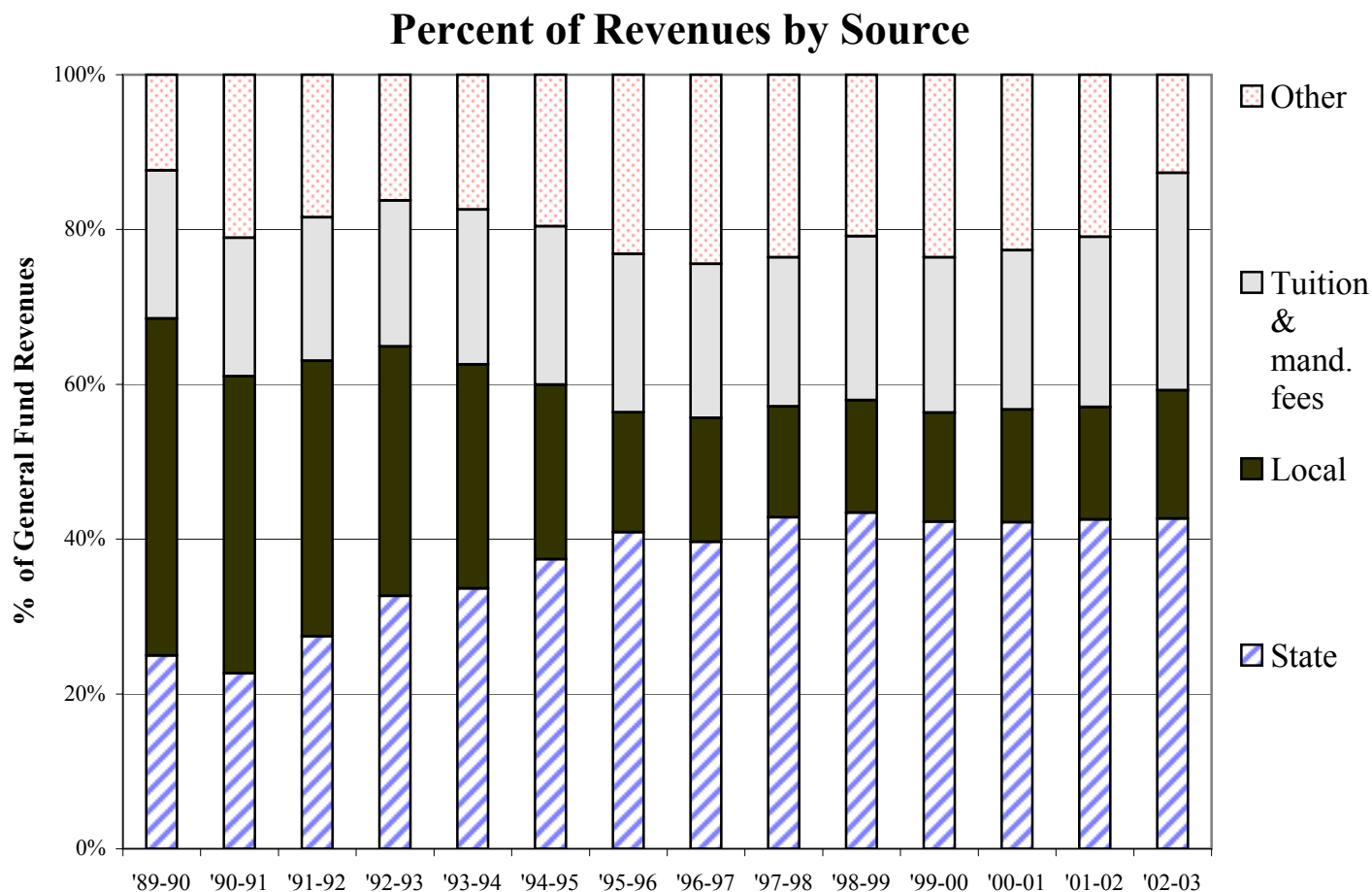
◆ As of September 30, 2002, Lane:

- ◆ had \$11.0 million in active grants and contracts.
- ◆ had nearly \$392,000 that it could potentially recover through these grants as Indirect Cost Recovery.
- ◆ The Recoverable Indirect Cost rate for all grants and contracts, as it related to the total amount of awards, was 3.56%.

Notes: A) The Indirect Cost Recovery Budget is a portion of the Award Budget (i.e., it is not in addition to the Award Budget). B) Lane's federally approved maximum rate of Indirect Cost Recovery is 46% of salaries and wages. C) "Other" funding sources includes City, County, Business, Foreign, and Undetermined.

Data Source: College Finance, Funded Projects Accounting.

General Fund Revenue Sources (Budgeted)



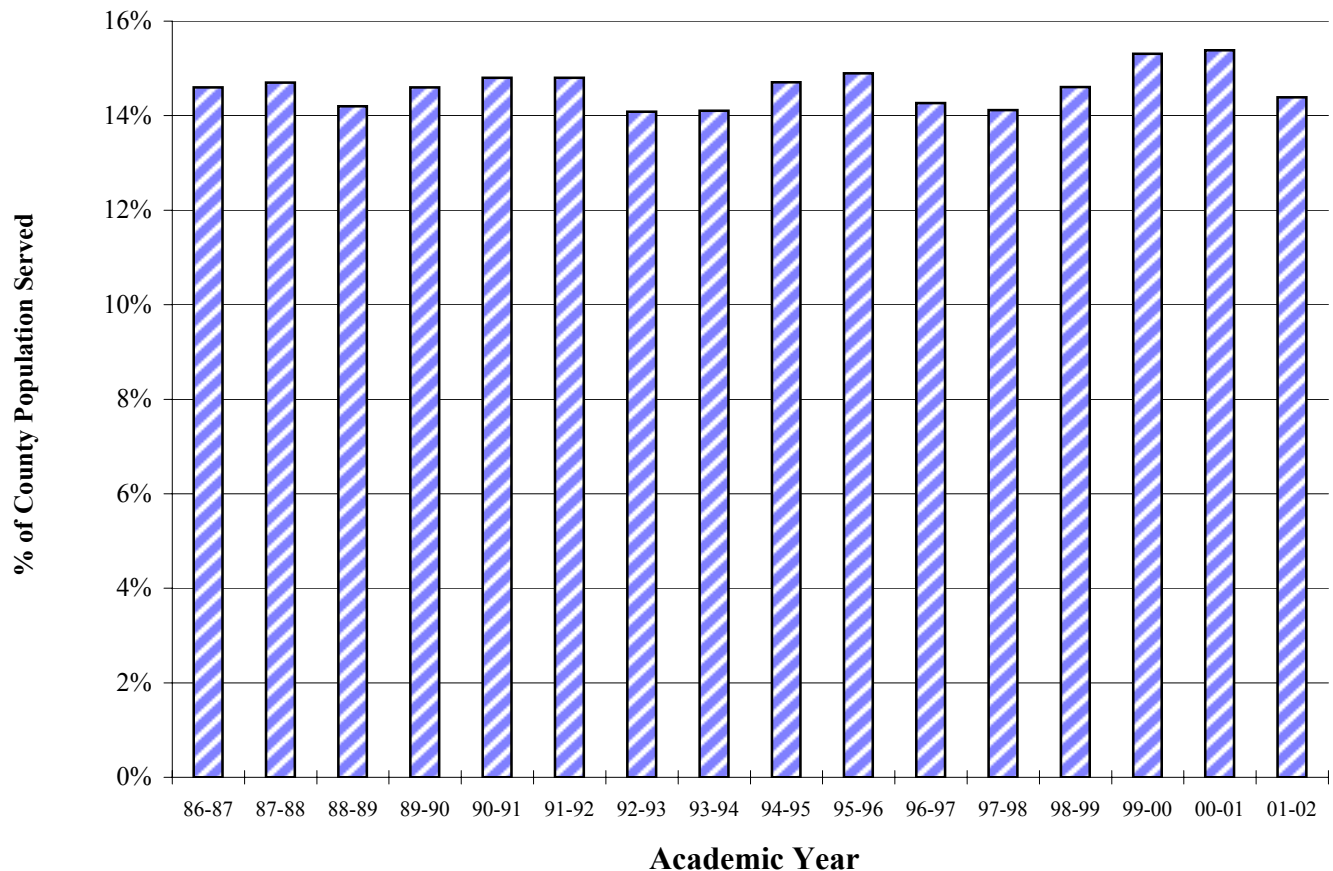
Note: Actual dollar amounts used for 1989-90 through 1998-99; budget amounts beginning 1999-2000.

- ◆ The percent of general fund revenues obtained from
 - **Local** sources decreased from 43.5% in 1989-90 (\$15.3 million) to 16.5% in 2002-03 (\$11.5 million).
 - **State** sources increased from 25.0% in 1989-90 (\$8.8 million) to 42.7% in 2002-03 (\$29.7 million).
 - **Tuition and mandatory student fees** increased from 19.1% in 1989-90 (\$6.7 million) to 28.1% in 2002-03 (\$19.6 million).

Notes: "Other" includes: non-mandatory fees, federal funds, and prior year carryover.

Data Sources: Budget Documents.

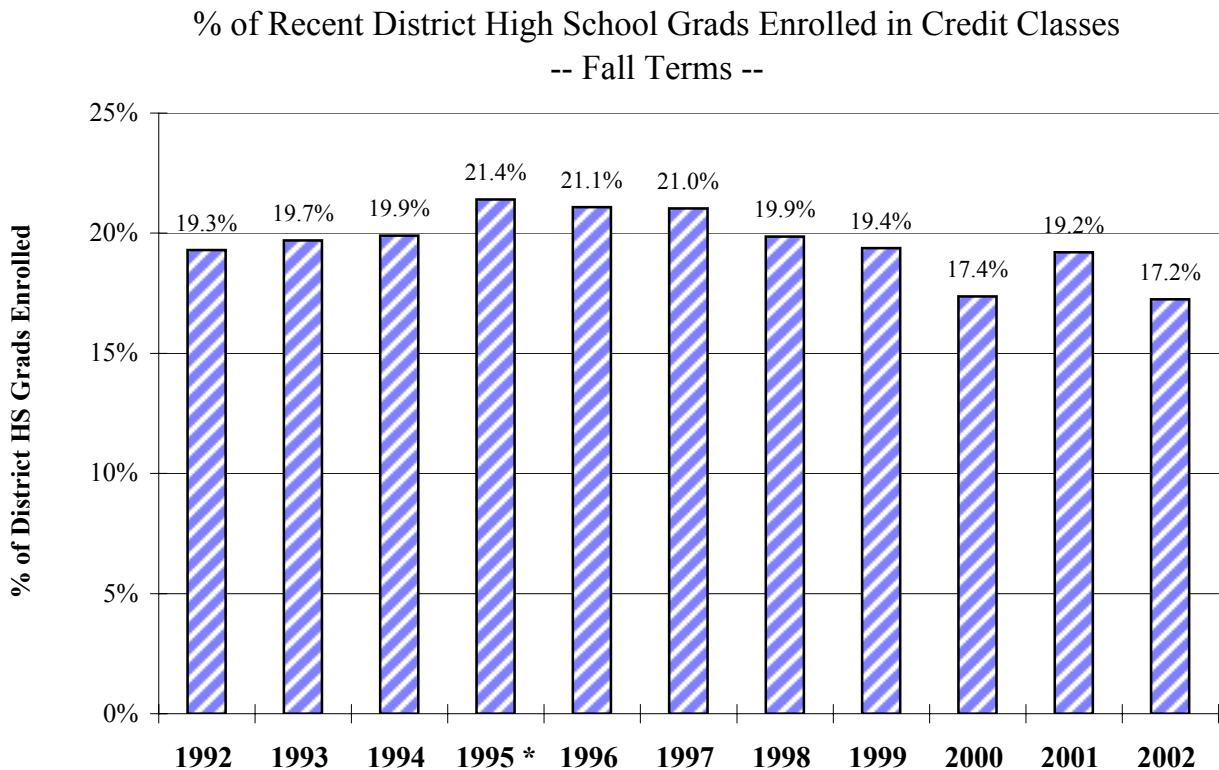
Percent of County Population Served (Age 15 years +) 1986-87 through 2001-2002



- ◆ In 2001-02, Lane enrolled 14.4% of the county population that was 15 years or older.
- ◆ During 2001-02, 95% of Lane's students were residents of Lane County.
- ◆ Since 1986-87, on average, 14.6% of Lane County residents who were 15 years or older enrolled at Lane each year.

Data Source: IRZ2101 -- Annual Headcount report; Population estimates from the *Center for Population Research & Census* (PSU).

Percent of Recent High School Grads Attending Lane



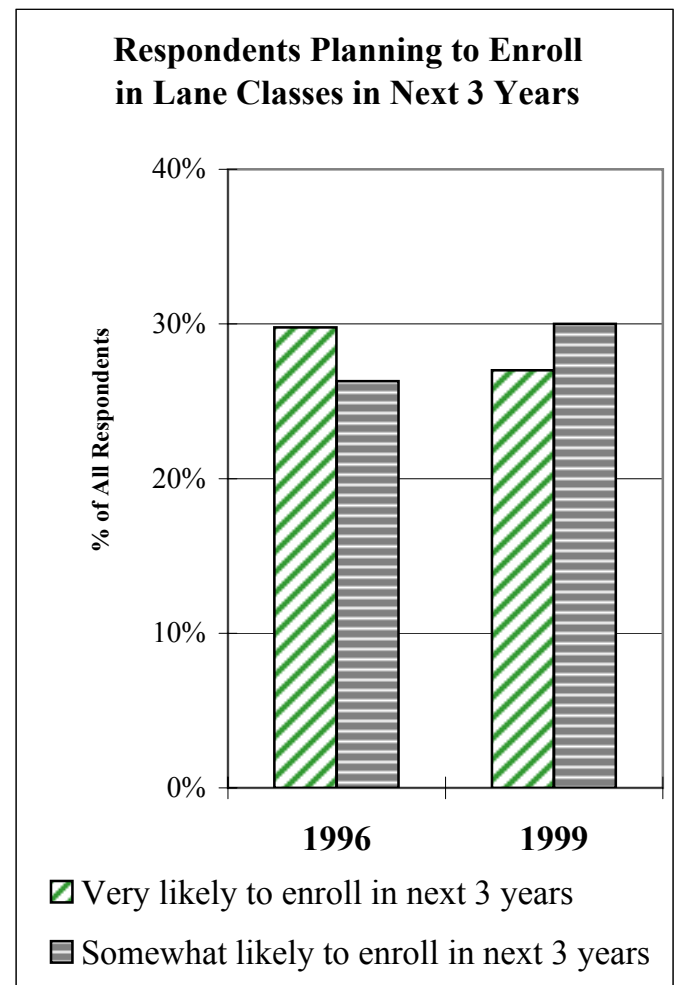
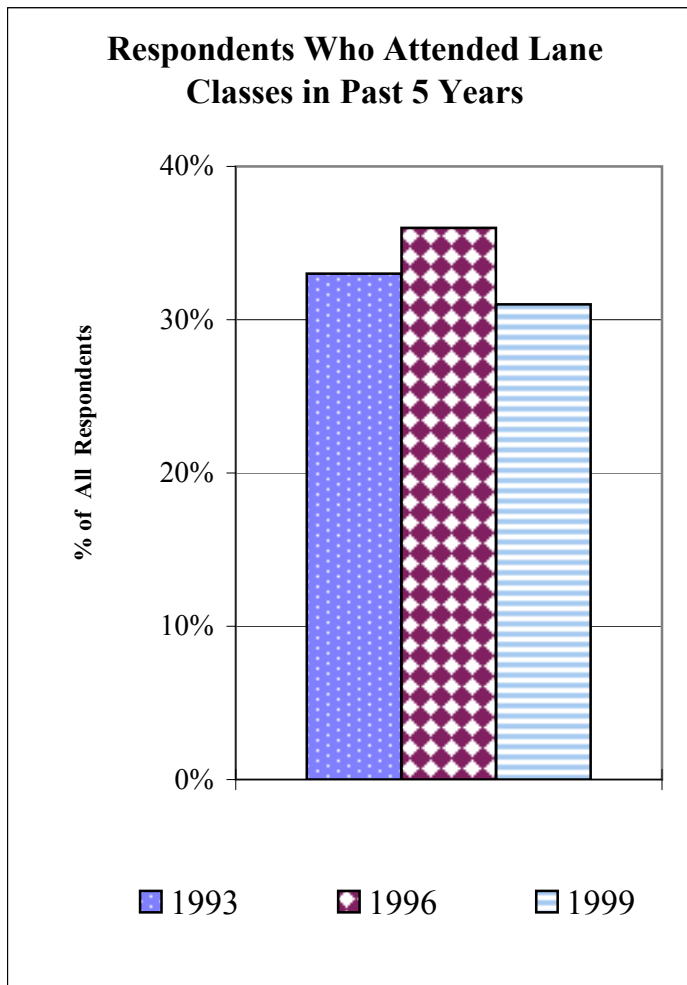
- ◆ 17.2% of the graduates from area high schools during 2002 were enrolled in Lane credit classes fall term 2002. (Among the 3,230 graduates of area high schools spring 2002, 557 enrolled in Lane credit classes fall term 2002.)
- ◆ 22% of the graduates of Lane's Adult High School program during 2002 were enrolled in Lane credit programs fall term 2002 (N= 18).

Between 1988 and 1998, public secondary enrollment in the US increased 14%. The proportion of young people earning regular high school diplomas has not increased over the past 20 years. During 1968-69, there were 77 HS graduates for every 100 persons 17 years of age. This ratio declined during the 1970s, falling to 71 in 1979-80. The ratio was 71 in 1998-99. This indicator is not a completion rate, however, because many students complete their HS education through alternative programs such as the General Education Development (GED) program.

* **Notes:** Graduates of Lane's AHS included in count of in-district high school grads beginning 1995.

Data Sources: Report of Students Registered at LCC Who Graduated from High School (LCC-IRZ1040); 1998 High School Completers of Oregon Public Schools (Oregon Dept. of Education--SF99-20, 12/98); Report of 2000 Oregon High School Graduates from Bob Jones (ODE) 3/25/03; Marist High School; Lane's ABSE Dept.; National Center for Education Statistics.

Community Enrollment in Lane Classes



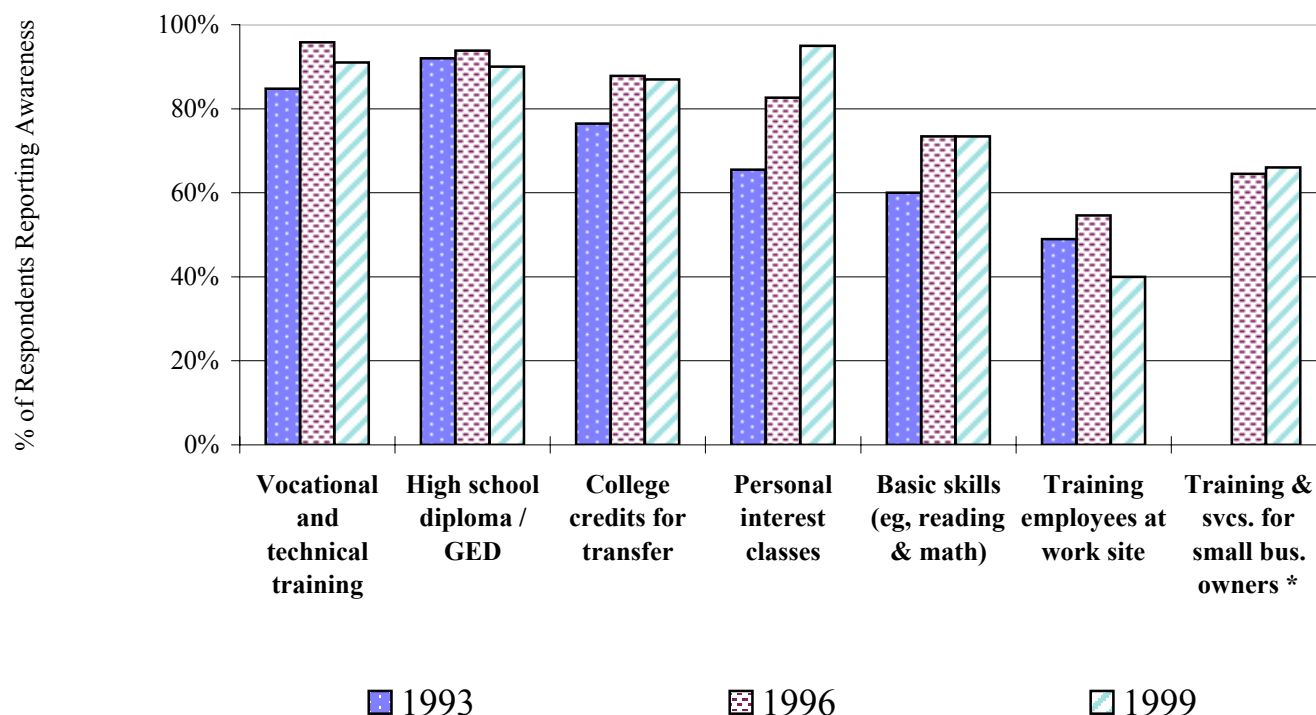
The 1999 Community Perceptions and Needs Survey was conducted by telephone and obtained input from 403 randomly selected residents of Lane's service district.

- ◆ In 1999, **31%** of the respondents to Lane's Community Needs and Perceptions Survey reported they had taken a class at Lane in the past 5 years (compared to 36% of 1996 respondents and 33% of 1993 respondents).
- ◆ In 1999, 57% of all respondents reported they were "very likely" or "somewhat likely" to take a Lane class in the next 3 years (compared to 56% in 1996).

Data Source: Community Needs and Perceptions Survey (1996, 1993, and 1999). This survey is conducted every 3 years.

Community Awareness of Lane's Program Offerings

Awareness of Lane Programs



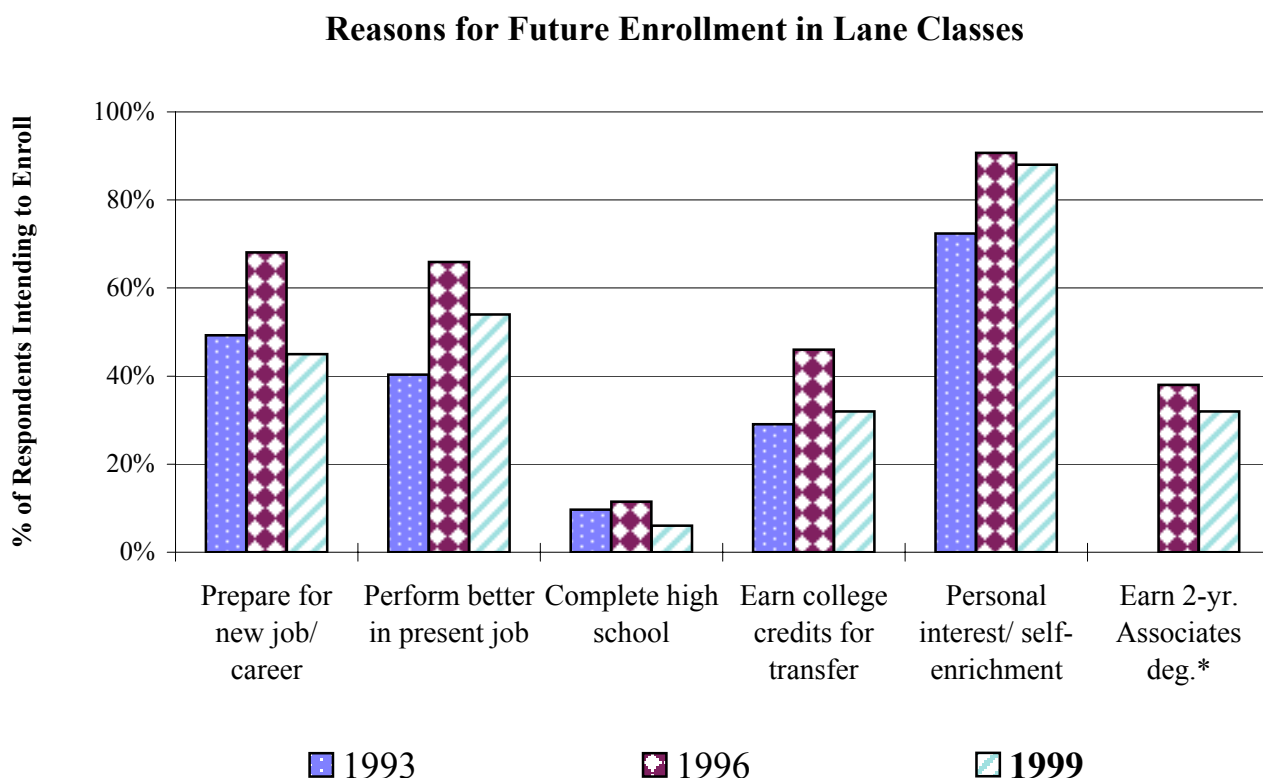
The 1999 Community Perceptions and Needs Survey was conducted by telephone and obtained input from 403 randomly selected residents of Lane's service district.

- ◆ Overall, the community's awareness of Lane's different programs is fairly consistent over the three surveys.
- ◆ In 1999, **91%** of respondents reported they were aware of Lane's vocational and technical training programs (compared to 95% in 1996 and 85% in 1993).
- ◆ In 1999, **66%** of respondents reported they were aware that Lane offers training services for small business owners, compared to 65% in 1996 (* this question was not asked in the 1993 survey).

Note: In 1999, respondents were asked about their awareness of Lane's high school program and about Lane's GED program in separate questions. 90% of respondents reported awareness for each question.

Data Source: Community Needs and Perceptions Survey (1999, 1996 and 1993). This survey is conducted every three years.

Reasons for Enrolling in Lane Classes in the Next Three Years



Note: Respondents could indicate more than one reason for attending.

The 1999 Community Perceptions and Needs Survey was conducted by telephone and obtained input from 403 randomly selected residents of Lane's service district.

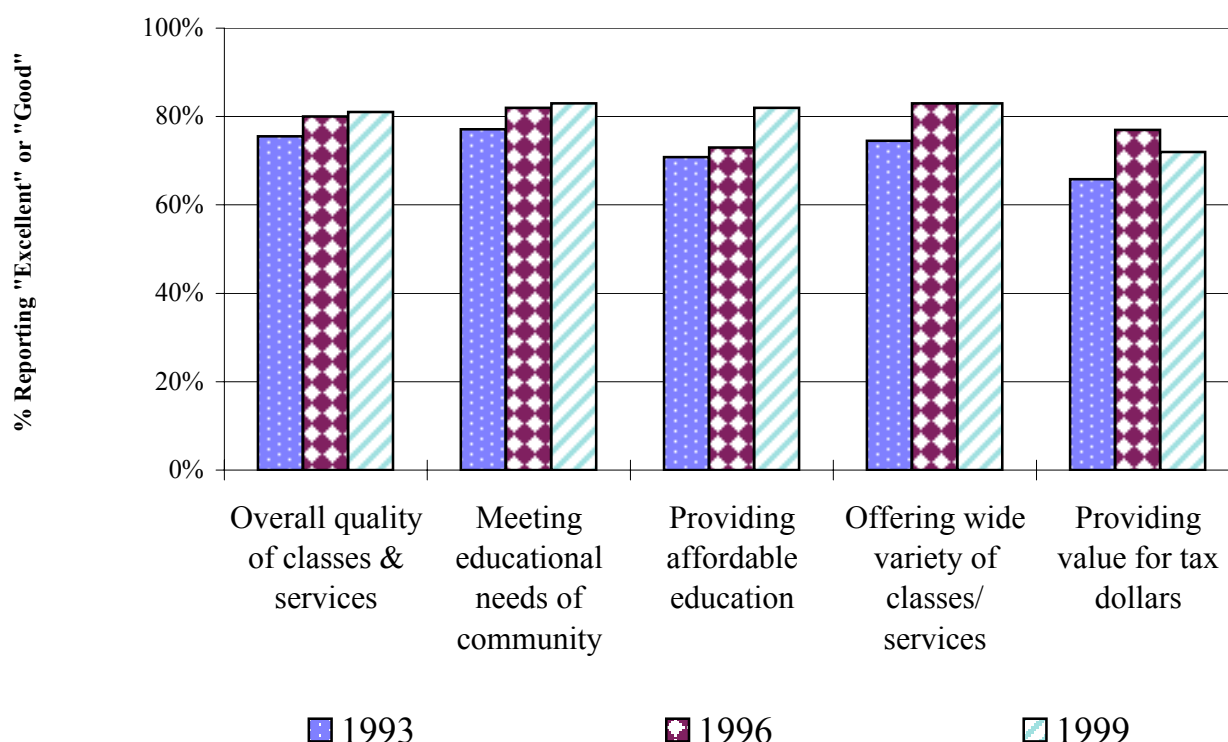
- ◆ In 1999, 45% of the respondents who intend to enroll in the next three years reported they would take classes to train for a new job or career (compared to 68% in 1996 and 49% in 1993).

* Earning a 2-year Associates degree was an option for respondents beginning with the 1996 survey.

Data Source: Community Needs and Perceptions Survey (1999, 1996 and 1993). This survey is conducted every 3 years.

Community Perceptions of Lane's Performance

Perceptions of Lane's Quality and Value



The 1999 Community Perceptions and Needs Survey was conducted by telephone and obtained input from 403 randomly selected residents of Lane's service district.

- ◆ In 1999, **43%** of the respondents to Lane's Community Needs and Perceptions Survey thought the overall quality of Lane's classes and services was **"excellent"** (compared to 30% in 1996 and 27% in 1993) and **38%** thought the overall quality was **"good"** (compared to 50% in 1996 and 49% in 1993).
- ◆ When added together, the percent of "excellent" and "good" ratings for overall quality was 76% in 1993, 80% in 1996 and 81% in 1999.

Data Source: Community Needs and Perceptions Survey (1999, 1996 and 1993). This survey is conducted every 3 years.