

**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.

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**Use of Benchmarks**

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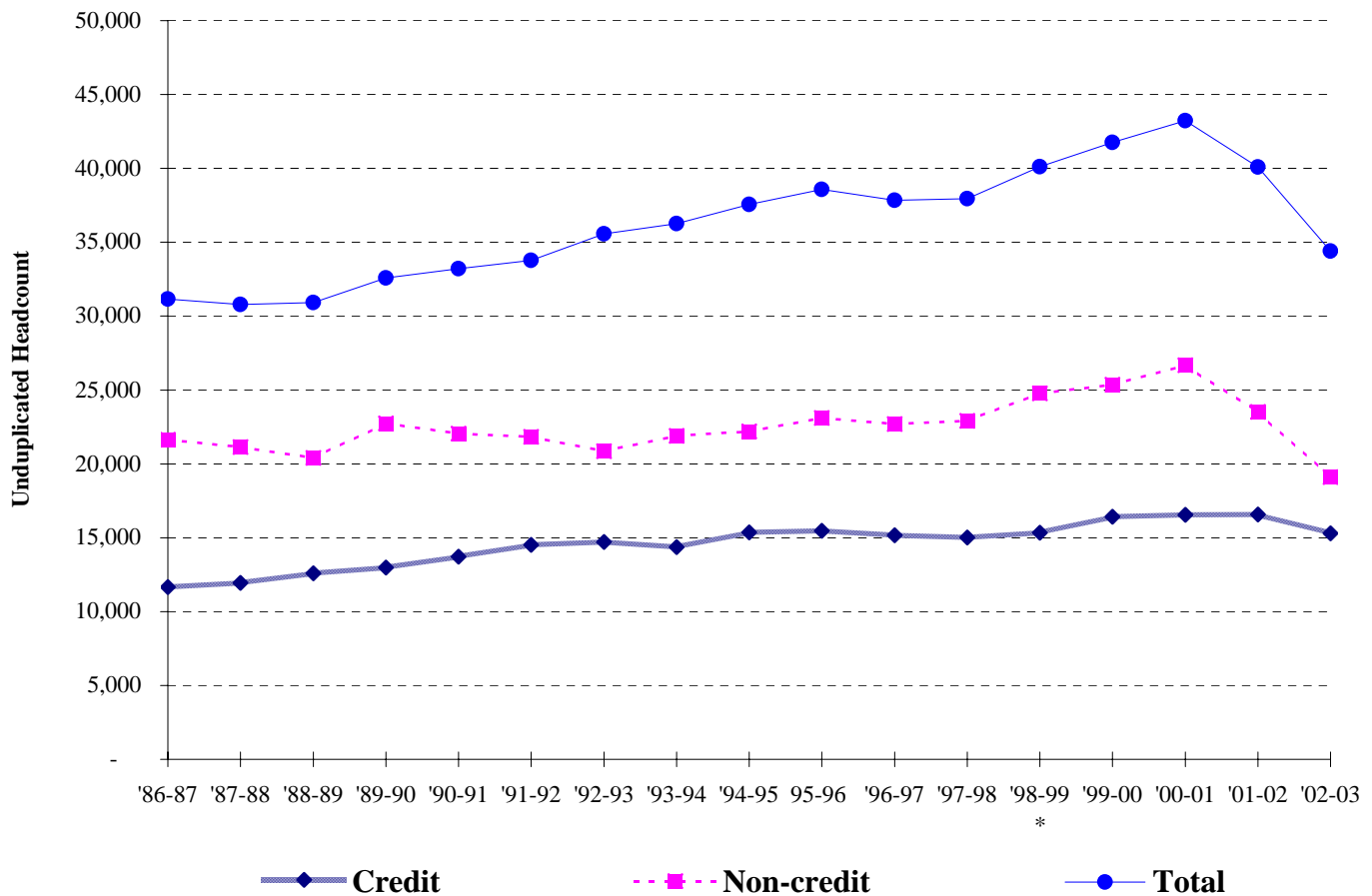
Benchmarks provide a mechanism for sharing basic information about the college with the Board of Education. According to Board policy, the Board of Education:

...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

## Unduplicated Student Headcount 1986-87 through 2002-2003



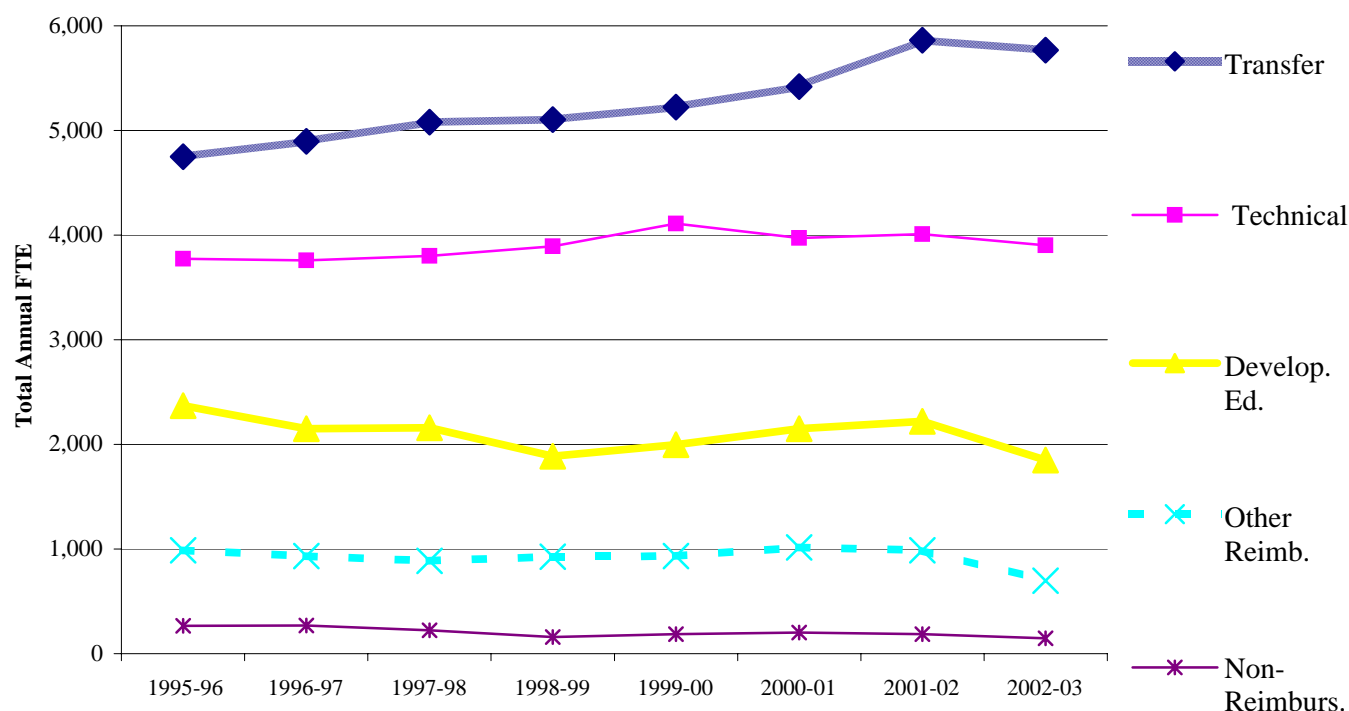
**Analysis and Action:** Total unduplicated headcount for Lane was 34,394 in 2002-03 -- this is a 14.2% decrease compared to the total headcount in 2001-02 (40,999 students). Total headcount has increased 10.4% since 1986-87. Enrollment in credit classes for 2002-03 was 15,299 -- this is a decrease of 7.7% compared to 2001-02 when 16,581 students were enrolled. Annual credit student headcount has increased 42.5% since 1986-87. Enrollment in non-credit classes for 2002-03 was 19,095 -- this is a decrease of 18.8% compared to 2001-02 when 23,518 students were enrolled. Annual non-credit student headcount has decreased 11.8% since 1986-87. These declines result from a decrease in course offerings, discontinuation of the senior discount, withdrawal of state funds for Other Reimbursable courses, increasing costs of operation and a local and state economy characterized by high unemployment and slow job growth. We will continue to monitor enrollment carefully and grow as the budget allows.

\* **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

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## Number of FTE by Reimbursement Category



	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
<b>Transfer =</b>	5,079	5,103	5,223	5,419	5,861	5,768
<b>Technical =</b>	3,801	3,893	4,110	3,974	4,009	3,902
<b>Developmental Ed. =</b>	2,160	1,887	1,998	2,150	2,220	1,851
<b>Other Reimbursable =</b>	886	926	932	1,016	989	696
<b>Non-Reimbursable =</b>	223	160	187	201	186	146
<b>Total annual FTE</b>	<b>12,149</b>	<b>11,968</b>	<b>12,449</b>	<b>12,760</b>	<b>13,265</b>	<b>12,364</b>

**Analysis and Action:** Over the past year, total FTE declined 6.8% compared to 2001-02. FTE derived from courses in the Transfer group declined 1.2% and FTE derived from courses in the Technical group declined 2.7%. Developmental Ed. FTE declined 16.6%, due largely to elimination of the Adult High School program. Other Reimbursable FTE declined 29.6% due to elimination of state funding for many offerings in this category and a sluggish economy. We will continue to monitor enrollment carefully and grow as the budget allows.

**Notes:** 1. Oregon community colleges adopted a new FTE formula beginning summer 1995.

2. Adjustments made in FTE accounting procedures in 1998-99 to comply with new FTE Audit Guidelines.

3. *Developmental Ed.* courses include ESL, ABE, AHS, GED, and post-secondary remedial courses.

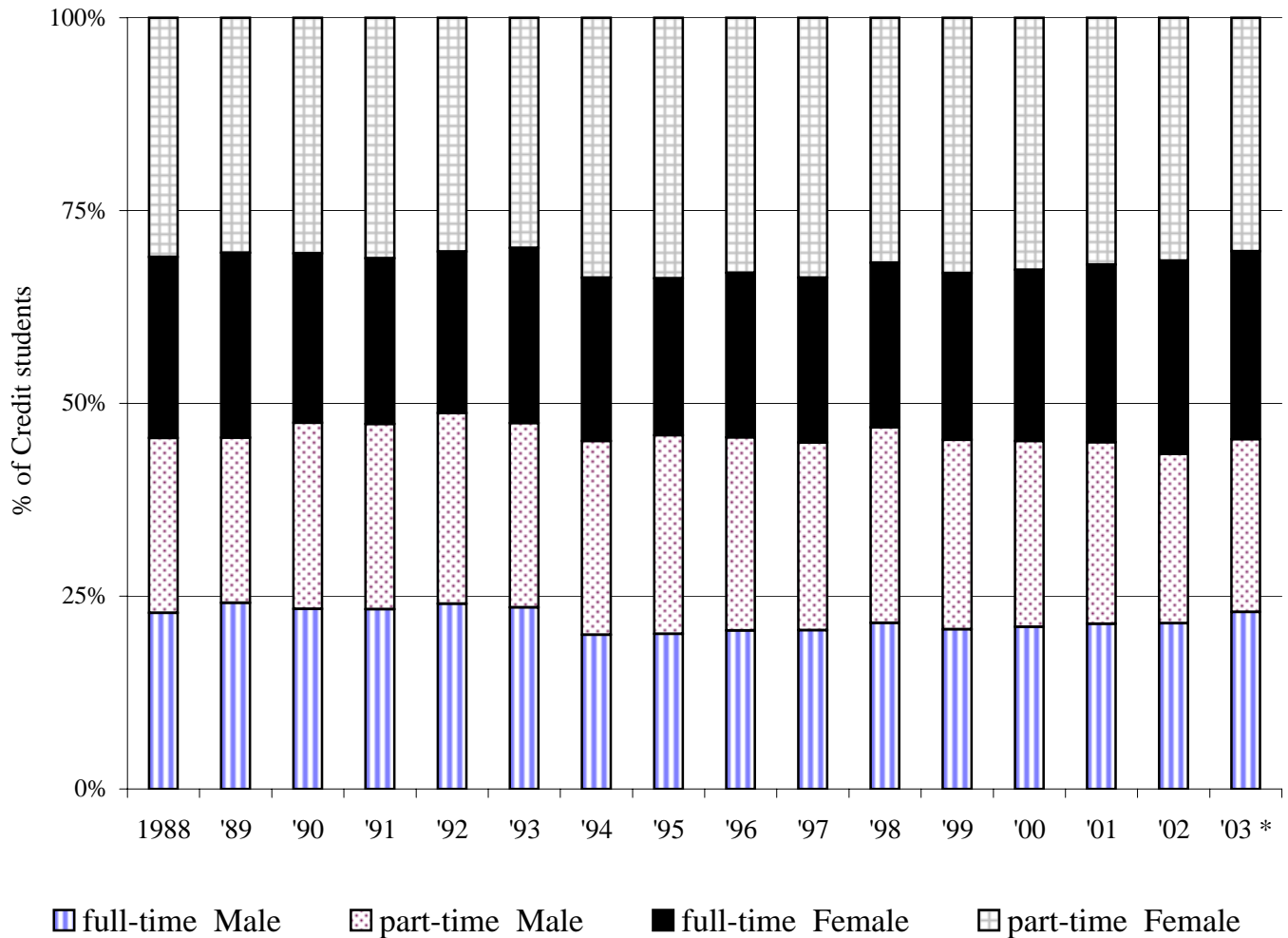
4. *Technical* courses include courses in the reimbursement categories of Professional Technical Preparatory, Professional Technical Supplementary, and Apprenticeship.

5. *Non-Reimbursable* FTE are derived from a) courses that meet state guidelines for this reimbursement category and b) from out-of-state students enrolled in courses that meet guidelines for reimbursable categories of courses.

**Data Sources:** OCCURS Annual Enrollment Reports.

## Credit Students: Gender and Enrollment Status

Fall Terms



### Analysis and Action: For fall term 2003:

> 47.3% of Lane's Credit students were enrolled full-time (12+ credits), compared to 46.3% fall 1988.

> 45.3% of all credit students were male, compared to 45.5% fall 1988.

> 22.9% of all credit students were males enrolled full-time (compared to 22.8% fall 1988).

> 54.7% of all credit students were female, compared to 54.5% fall 1988.

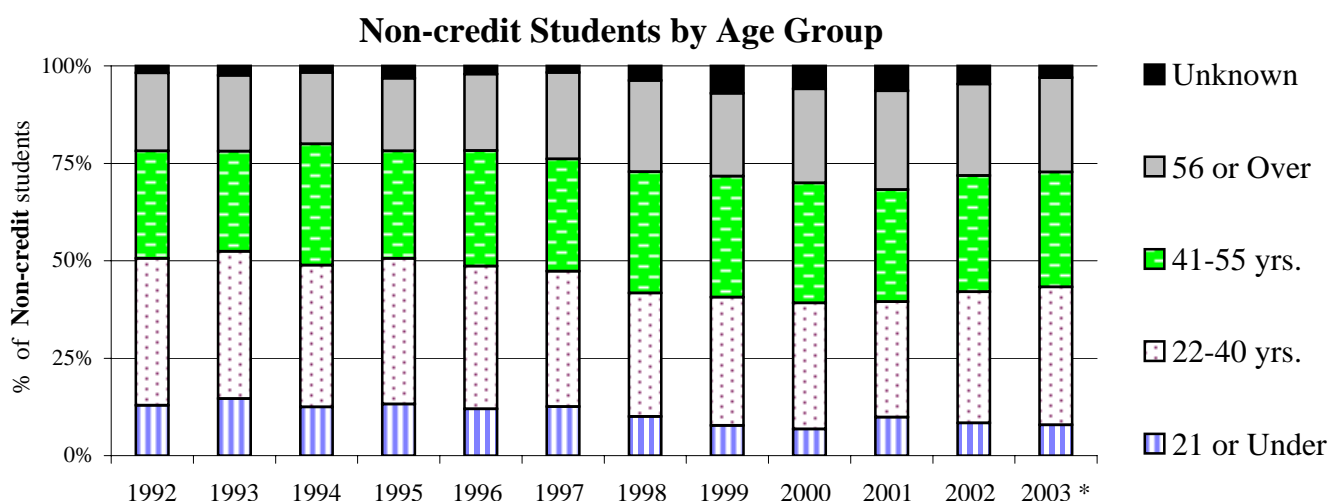
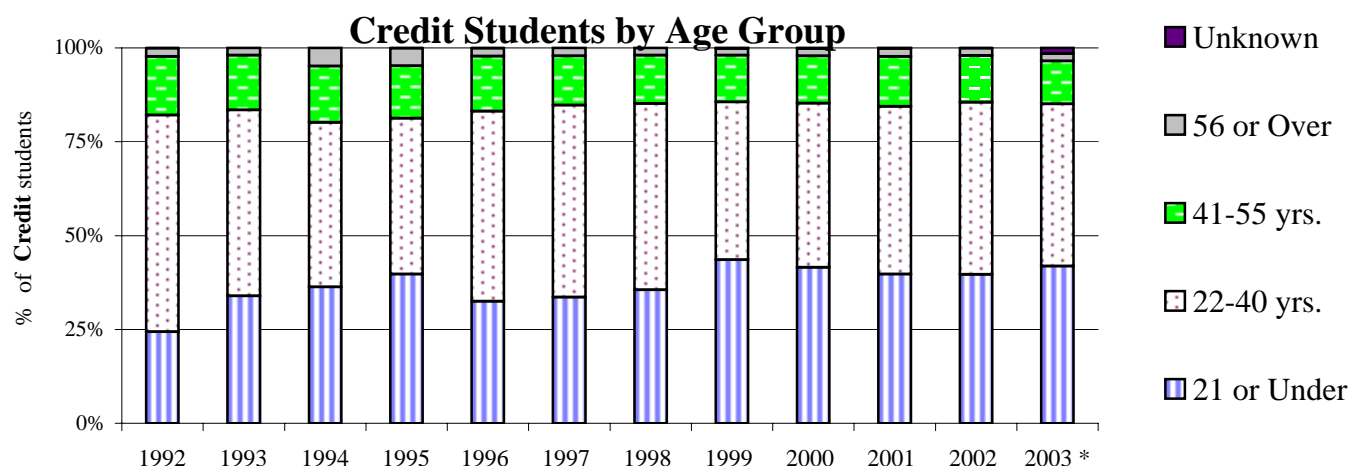
> 24.4% of all credit students were females enrolled full-time (compared to 23.5% fall 1988).

While the total number of students enrolled in credit classes for fall terms has increased significantly since 1988 (32% increase), the percent of males and females enrolled and the percent of males and females who register for 12 or more credits was nearly the same during fall '03 as in fall 1988. No action at this time.

\* Banner queries beginning fall 2003 following conversion of Lane's administrative software system.

## Students by Age Group

Fall Terms



### Analysis and Action: For fall term 2003:

- > The average age of credit students was 27.1 years (compared to 29.1 years for fall 1993).
- > The average age of non-credit students was 44.7 years (compared to 39.7 years for fall 1993).
- > The average age for all students was 33.8 years (compared to 34.3 years for fall 1993).
- > 42% of credit students were 21 years or younger (compared to 34% for fall 1993).

Based on all the new students to Lane who enrolled in fall '03 credit classes, the percent of students 21 years or younger increased 2.2% compared to fall '02 (from 40% to 42%) and the percent of students 22 to 40 years decreased 2.7% (from 45.9% to 43.2%). We will examine these data and the processes used to acquire them in more detail to understand the impact of the Banner conversion on this possible shift in age of new students. No action at this time.

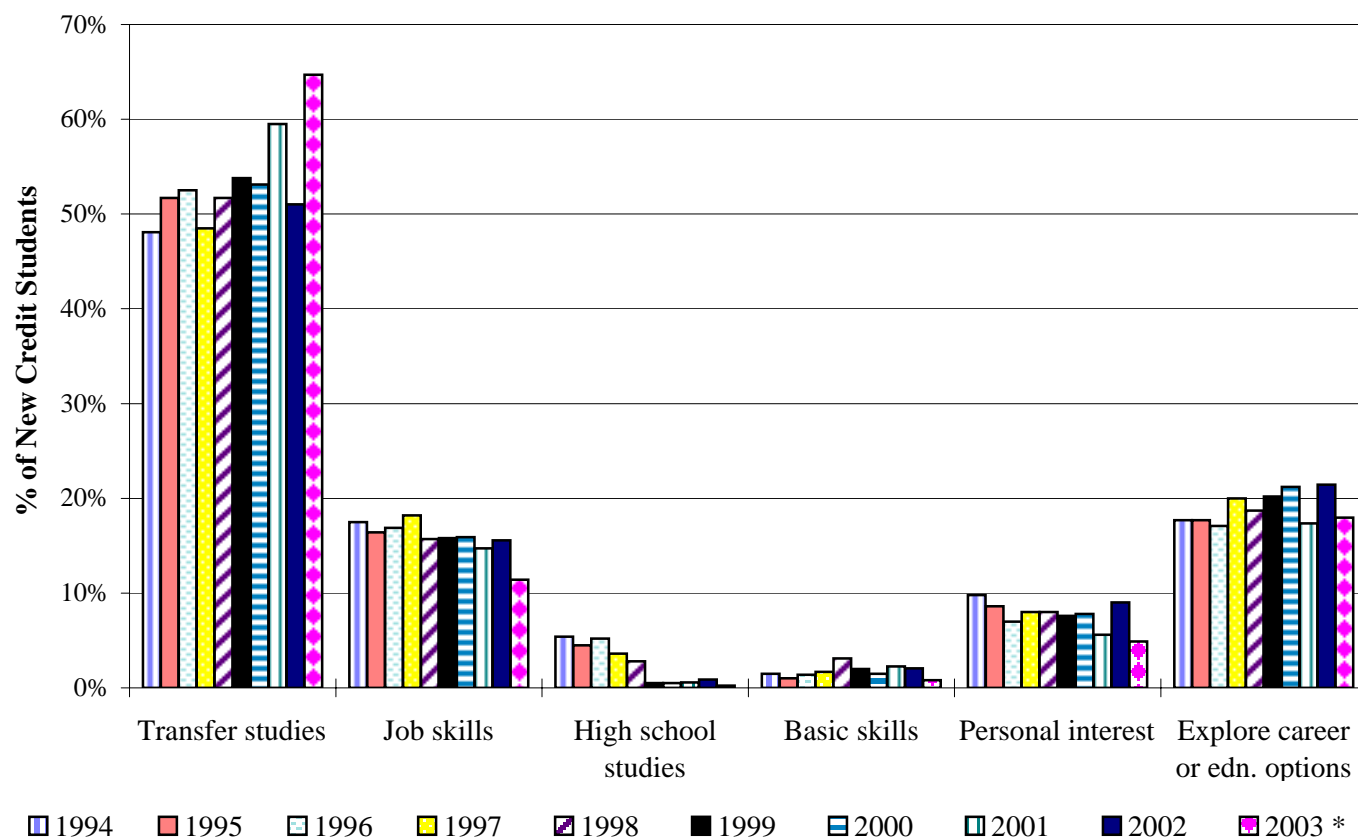
**Data Source:** Unduplicated Headcount Reports (IRZ2106, -07); OCCURS student tracking system beginning fall 1998.

\* Banner queries beginning fall 2003 following conversion of Lane's administrative software system.

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## Reasons for Attending Lane (New Credit Students)

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



#### Analysis and Action: For fall term 2003:

> 64% of new Lane students who enrolled in credit classes reported their main reason for attending Lane was "preparation to transfer to a four-year institution." This is a 16% increase in the percent of new students reporting this reason compared to fall 1994.

> 11.4% 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 is a 6% decrease compared to fall 1994.

We will examine these data and the processes used to acquire them in more detail to understand the impact of the Banner conversion on this possible shift in the main reason for attending Lane that new students reported.

**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");

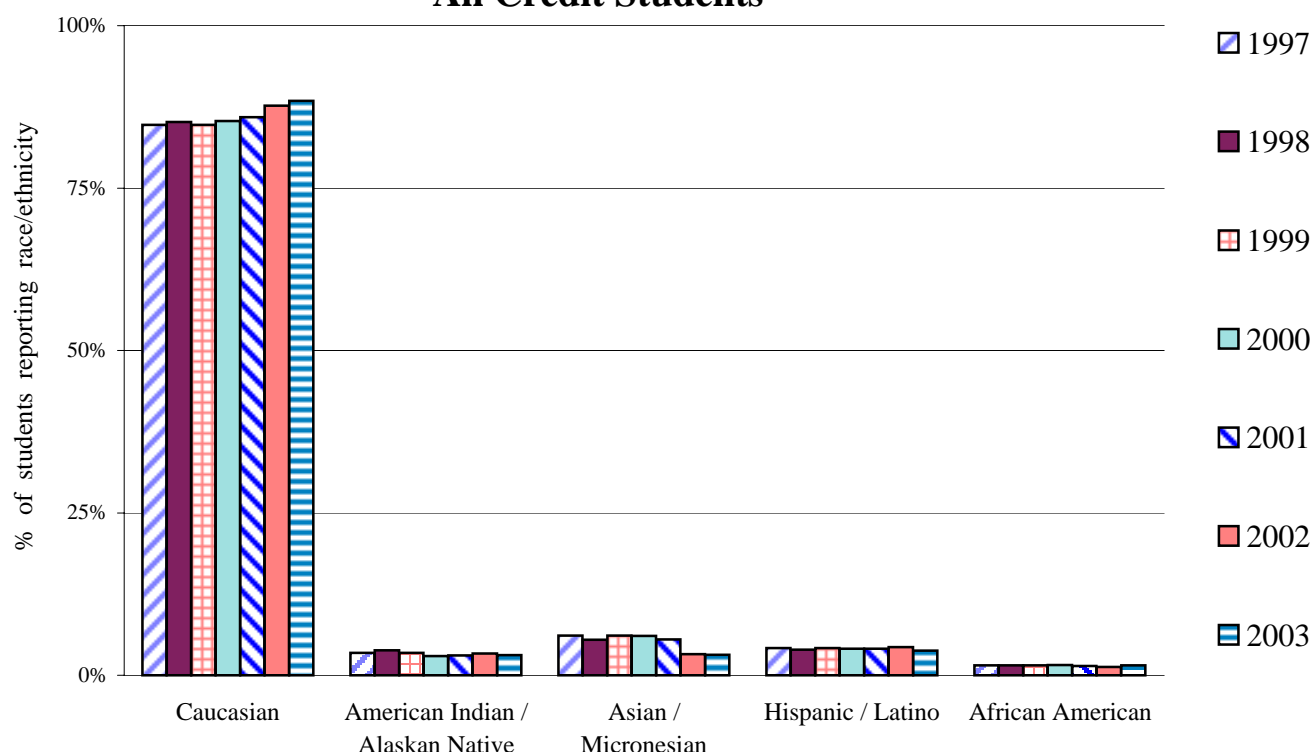
\* Beginning fall '03, these data obtained from Banner query.

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# Race / Ethnicity of Students

Fall Term

## All Credit Students \*



### Analysis and Action: For fall term 2003:

- > 11.6% of Credit students who reported their race/ethnicity were students of color (compared to 12.3% fall 2003).
- > In the 2000 Census, 9.4% of Lane County's population reported they were members of communities of color and 13.4% of Oregon's population reported they were members of communities of color.

Lane's Core Values address diversity among students -- "welcome, value and promote diversity among staff, students and the community." Strategic Directions also address diversity -- "Create a diverse and inclusive learning college: develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities." Lane's Diversity Plan presents a vision for diversity at Lane and incorporates best practices in the area of diversity strategic planning. An important theme of the Plan is that diversity should be everyone's responsibility. Lane has a number of established initiatives with the goal of increasing enrollment and retention among students 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). The number of students enrolled fall '03 who had not reported their race/ethnicity increased to 1,619 (up from 1,414 for fall 2002).

2. Student race / ethnicity is self-reported.

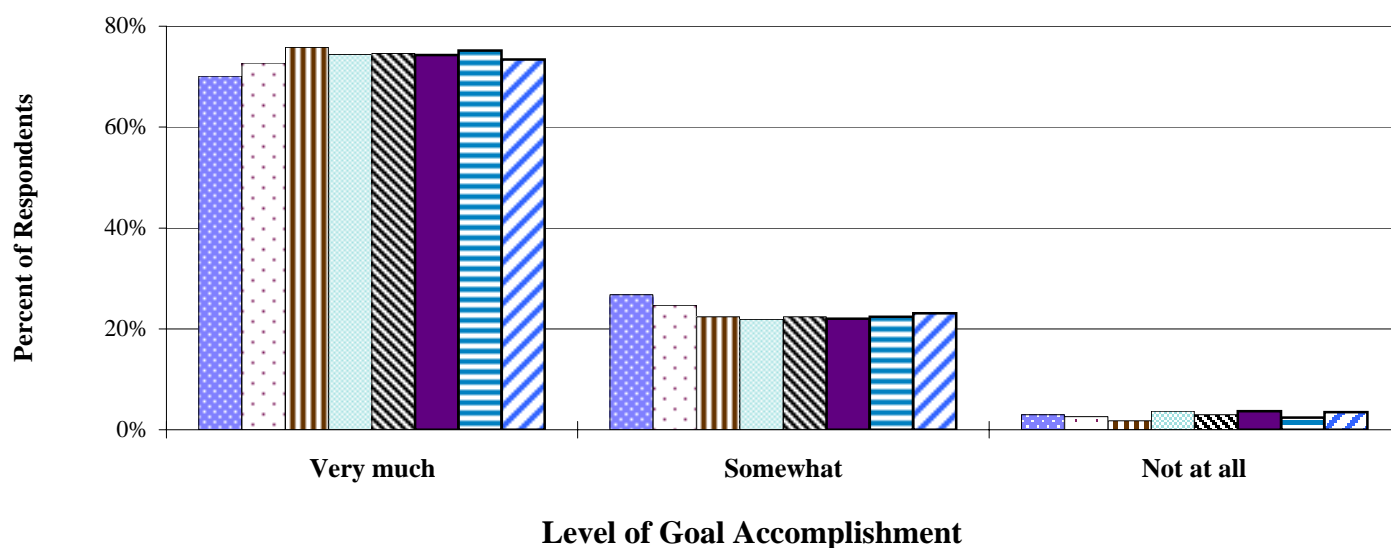
3. Credit students had "credits attempted" > 0 in OCCURS Enrollment file (beginning fall 1998).

\* Lane's 150 International students are included in student counts.

**Data Source:** Unduplicated Headcount Reports (IRZ2125); OCCURS Student Information System.

beginning fall 1997; Banner query beginning fall 2003; US 2000 Census.

## 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.

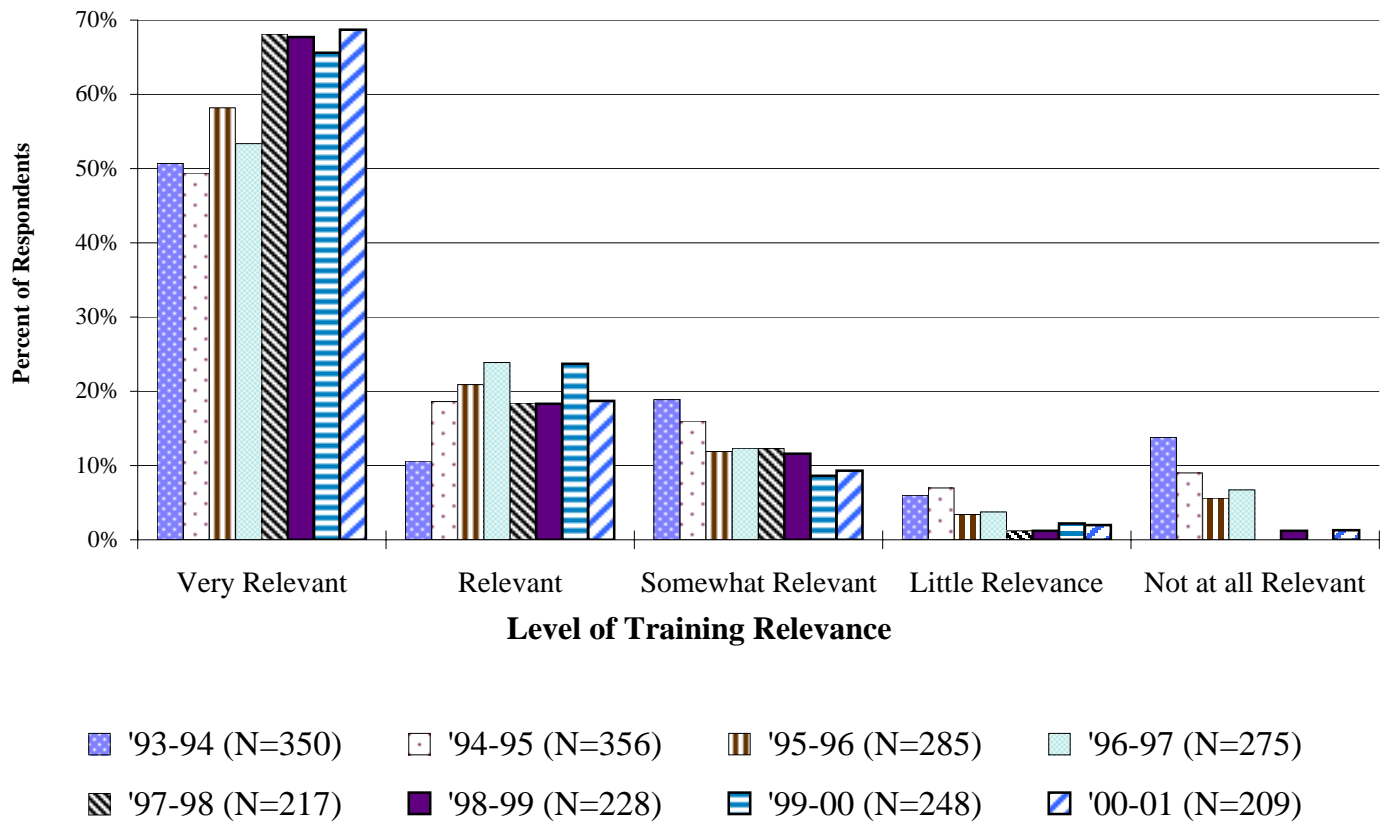
**Data Sources:** Annual Student Follow-Up Studies.

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## Professional Technical Students' Satisfaction

**Level of Relevance of Professional Technical Training**



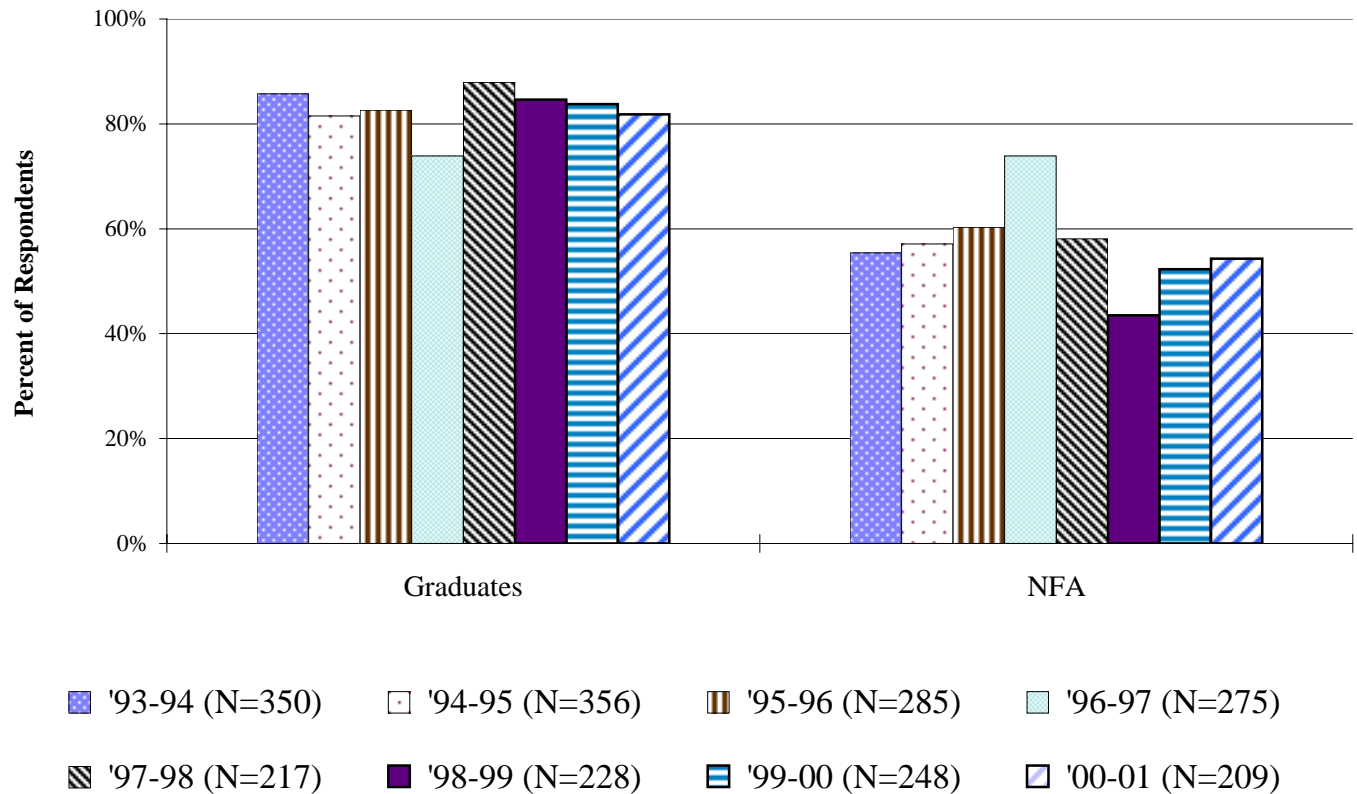
- ◆ Among 2000-01 \* professional technical students who responded to Lane's annual follow-up survey, 82% were employed full- or part-time.
- ◆ Of the former professional technical students employed in jobs related to their Lane field of study:
  - \* **69%** reported Lane's courses were **"Very relevant"** 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.

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## Employment of Professional Technical Students in Jobs Related to Their Training



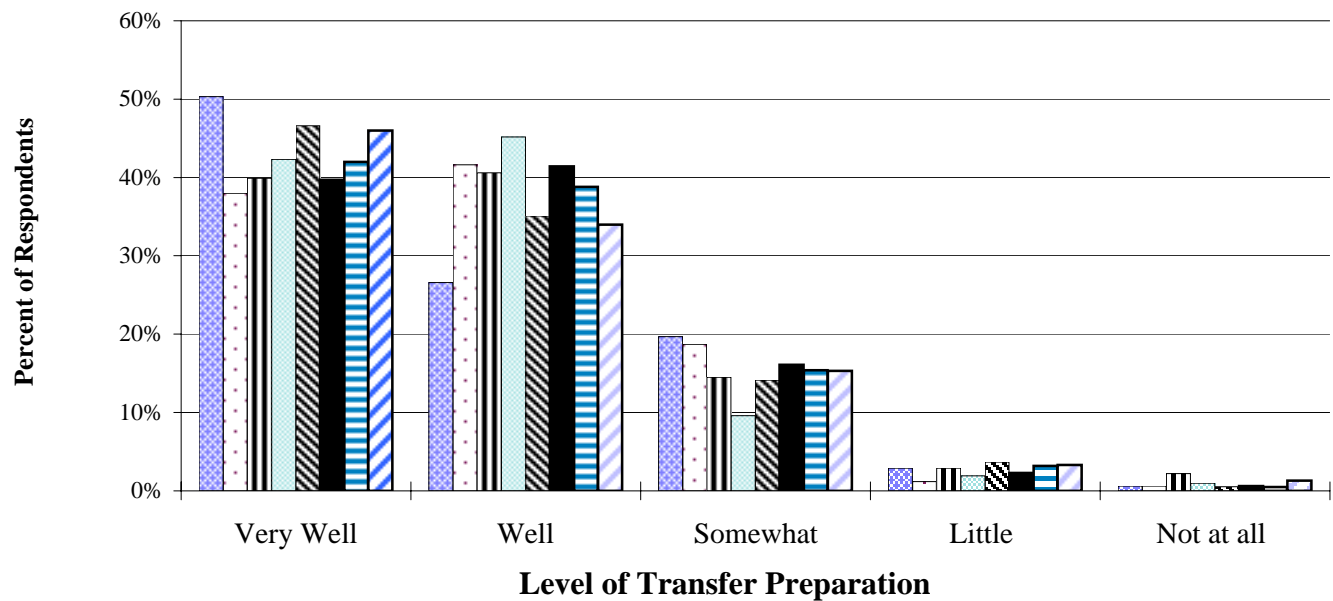
- ◆ Lane's follow-up studies reveal that graduates are more likely to be employed in jobs related to their Lane training than are students who did not earn a degree or certificate.
- ◆ For the eight years shown, an average of **83%** of former **professional technical students who graduated** were employed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

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## 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 <b>"very easy"</b> to transfer	44%	55%	46%
reported it was <b>"easy"</b> to transfer	23%	28%	31%
reported it was <b>"somewhat easy"</b> to transfer	25%	13%	11%
reported it was <b>"not easy"</b> to transfer	5%	3%	7%
reported it was <b>"not at all easy"</b> 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.

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## Key Benchmarks

### Student Outcomes

### Transfer: Students Completing an AAOT Degree then Enrolled at an OUS Institution the Next Year

	'95-96 AAOT Grads	Enrolled in OUS '96-97		'96-97 AAOT Grads	Enrolled in OUS '97-98		'97-98 AAOT Grads	Enrolled in OUS '98-99		'98-99 AAOT Grads	Enrolled in OUS '99-00		'99-00 AAOT 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%

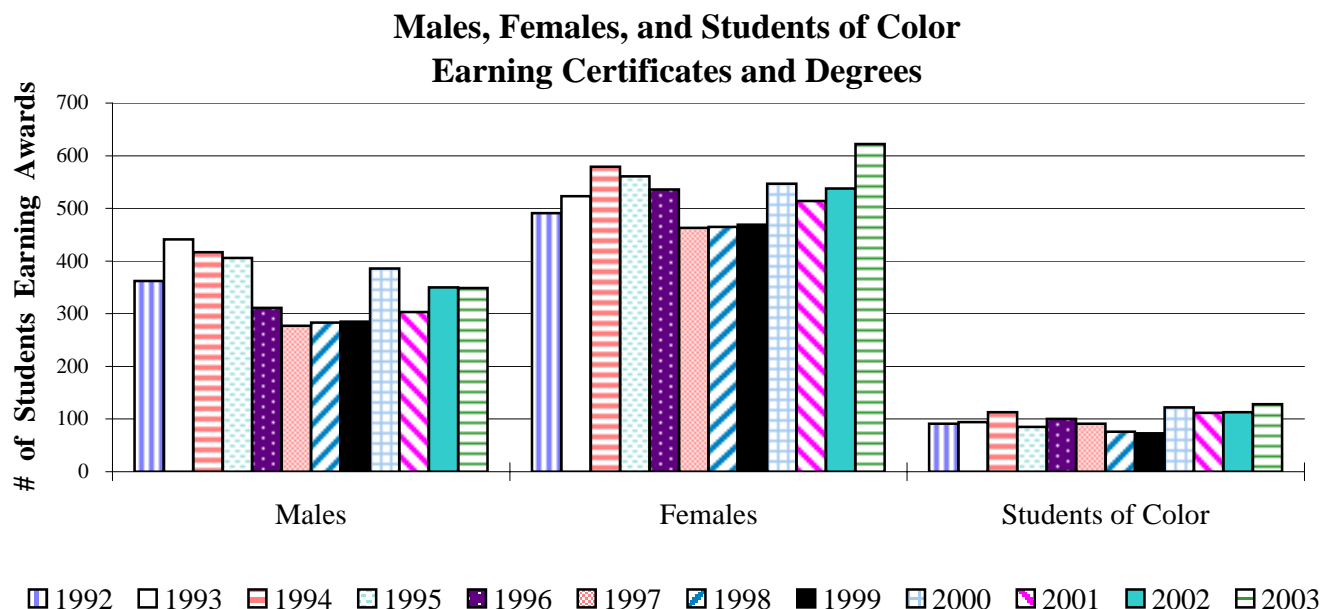
**Example 1:** During the 1995-96 academic year, 217 students graduated from Lane with an Associate of Arts Oregon Transfer Degree. Among those grads, 143 (65.9%) were enrolled in an OUS institution during 1996-97.

**Analysis and Action:** This Benchmark is related to Lane's Primary Desired Outcome for Students #5 -- "Students Who Want to Earn a Bachelor's Degree Transfer to a 4-year Institution" (transfer institutions are limited to OUS schools in this analysis). 1) the number of Lane AAOT graduates has increased steadily across the years reported, although the number declined slightly in 2000-01; 2) the percent of Lane AAOT graduates who transfer to OUS institutions exceeds the percent for all Oregon community colleges; 3) while the number of Lane AAOT grads who transfer to OUS institutions has increased over the years reported, the percent who transfer has declined. We are working to expand data coverage to include 4-year schools outside OUS. Curriculum alignment with OUS is continually reviewed and maintained. An expanded analysis of possible barriers to student access and success is in the initial design stage -- findings should benefit students seeking to transfer.

**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 Race/Ethnicity Status of Graduates



- ◆ During the 2002-03 academic year, students earned a total of 971 degrees and certificates (compared to 888 during 2001-02).
- ◆ Females earned 622 degrees and/or certificates and males earned 349.
- ◆ 15.6% of Lane's degs. and certs. were earned by students of color (N = 128) -- includes intl. students.
- ◆ 11.8% of Lane's degs. and certs. were earned by U.S. students of color (N = 93) -- excludes intl. students.
- ◆ For fall 2002, 14.1% of all Lane credit students were students of color -- includes international students (percent based on students of known race/ethnicity).

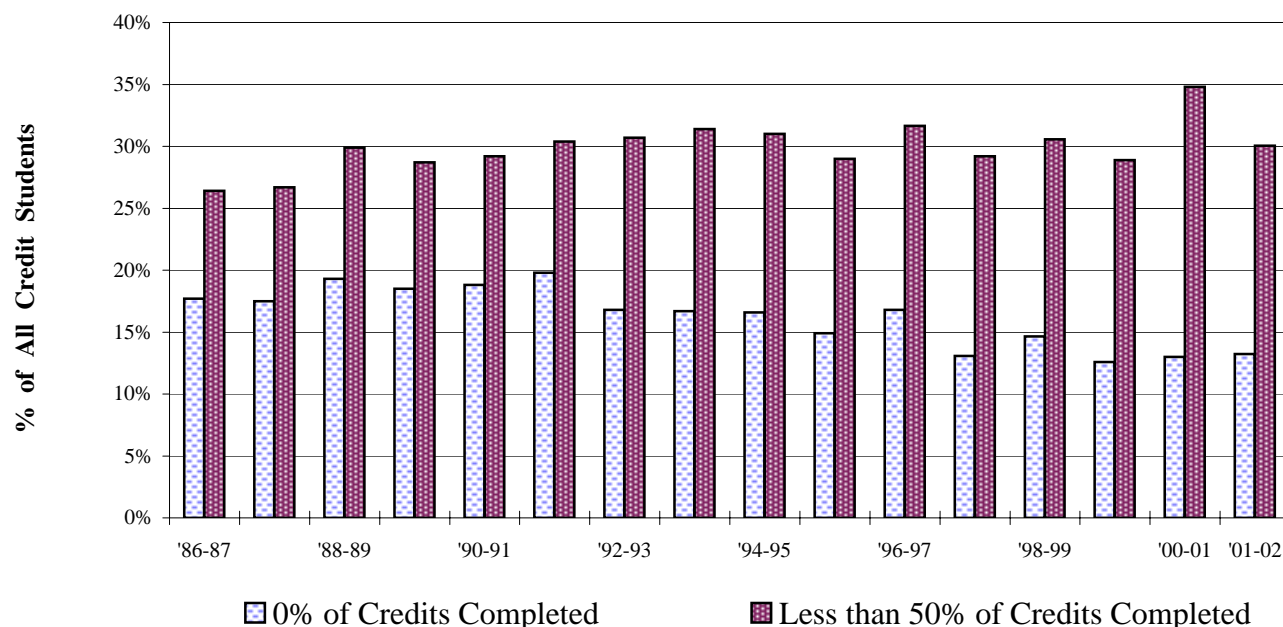
**Analysis and Action:** Females earn significantly more degrees and certificates than males. During the past 5-years, the percent of degrees and certificates earned by students of color has increased from 9.7% to 15.6%. Welcoming, valuing and promoting diversity among students has been an explicit Core Value of Lane beginning spring 2001 after College Council completed its review and update of Core Values. Lane's Diversity Plan and Diversity Team will be instrumental in advancing this Core Value.

**Notes:** 1) International students are included in the number of Lane graduates reported in the chart above. 2) The percent of Lane graduates who have chosen not to report their race/ethnicity has steadily declined since 1999 (from 24% to 15%). 3) Graduates who were students of color were also counted in the appropriate Male or Female category in the chart above. 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



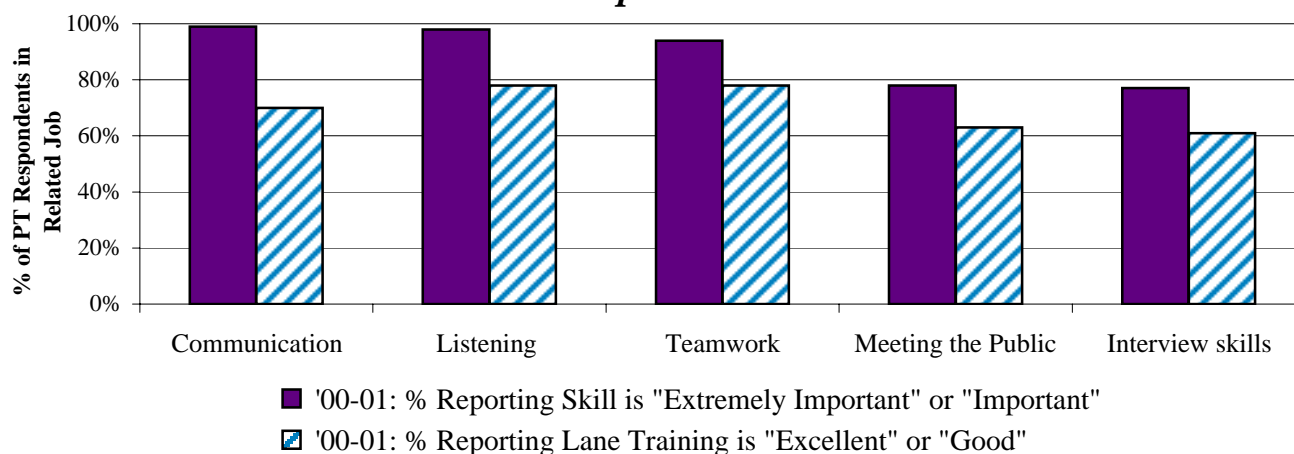
- ◆ In 2001-02, 13.0% of Lane's credit students did not complete any of the credits for which they registered. The 5-year average is 13.3%.
- ◆ In 2001-02, 30.0% of Lane's credit students completed less than 50% of the credits for which they registered. The 5-year average is 30.7%.
- ◆ In 2001-02, 38.0%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

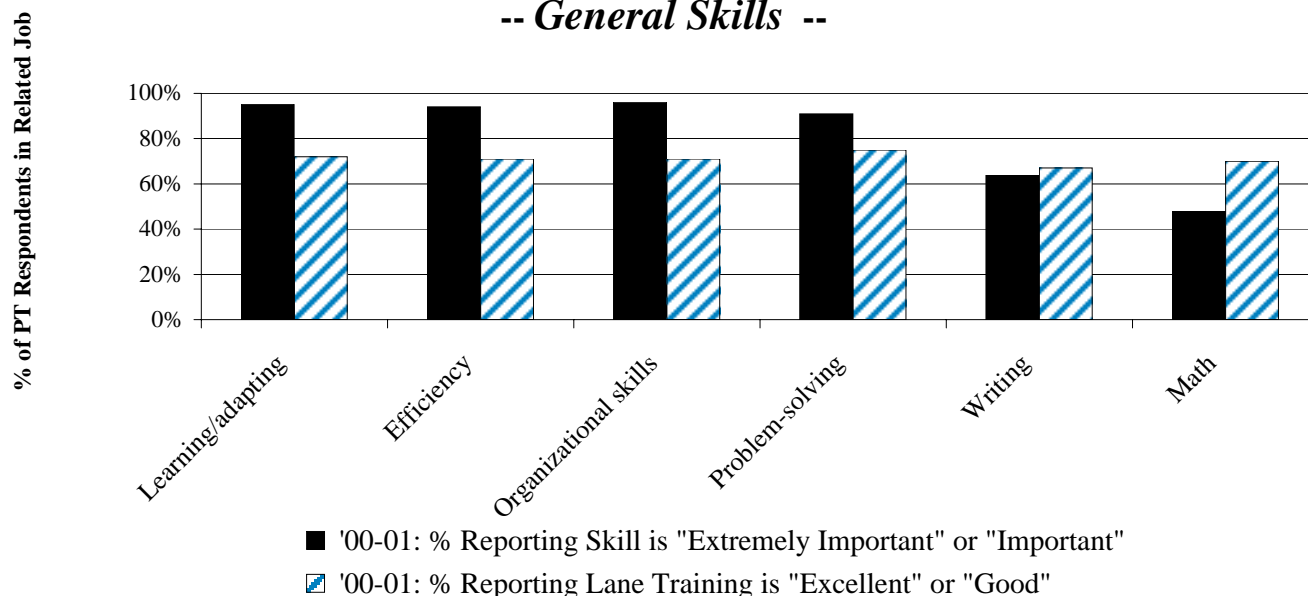
#### -- People Skills --



**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.

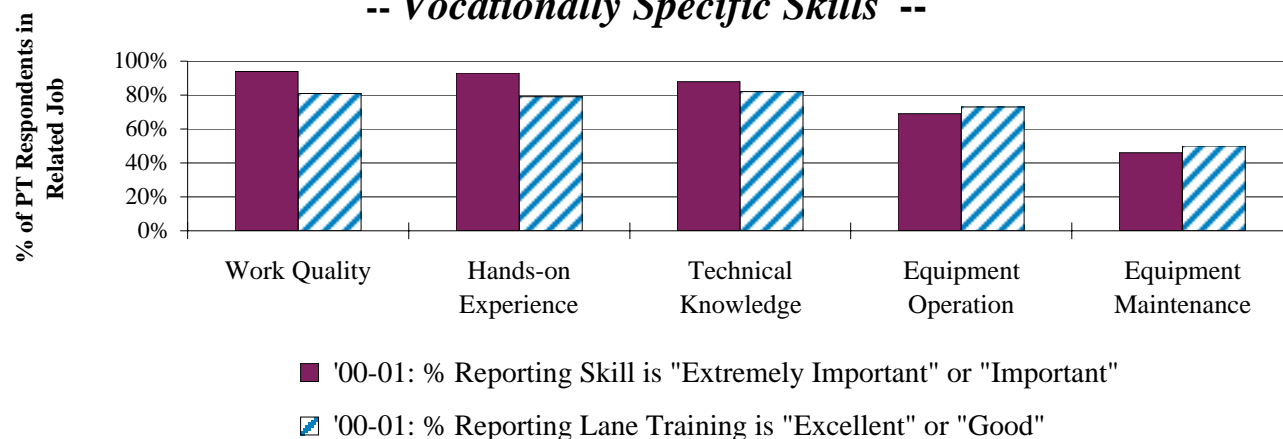
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## Importance of Skills and Effectiveness of Lane Training

### Professional Tech. Students Employed in Related Jobs

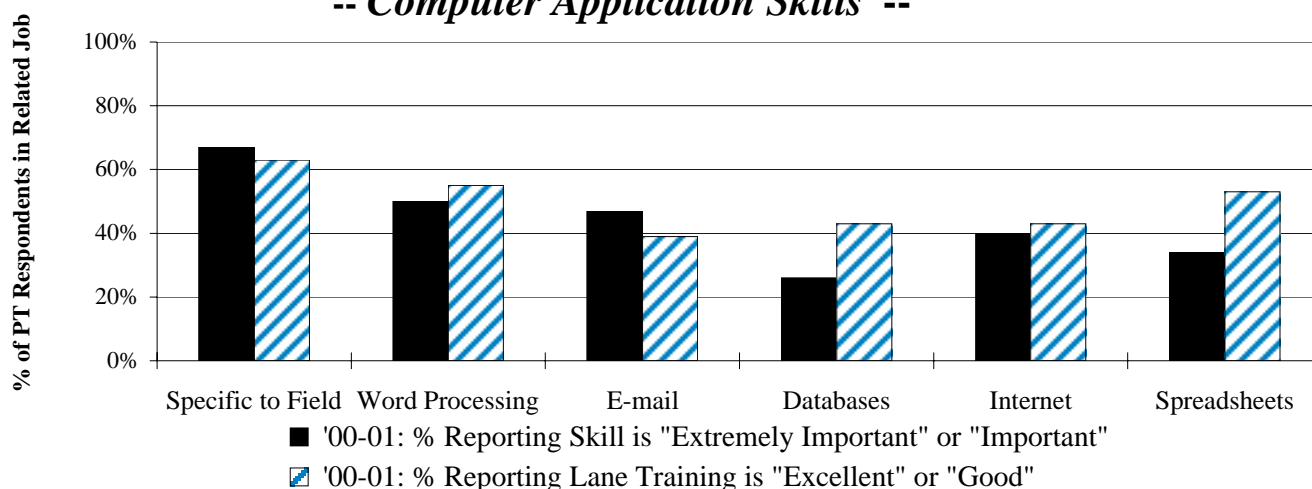
#### -- Vocationally Specific Skills --



**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."

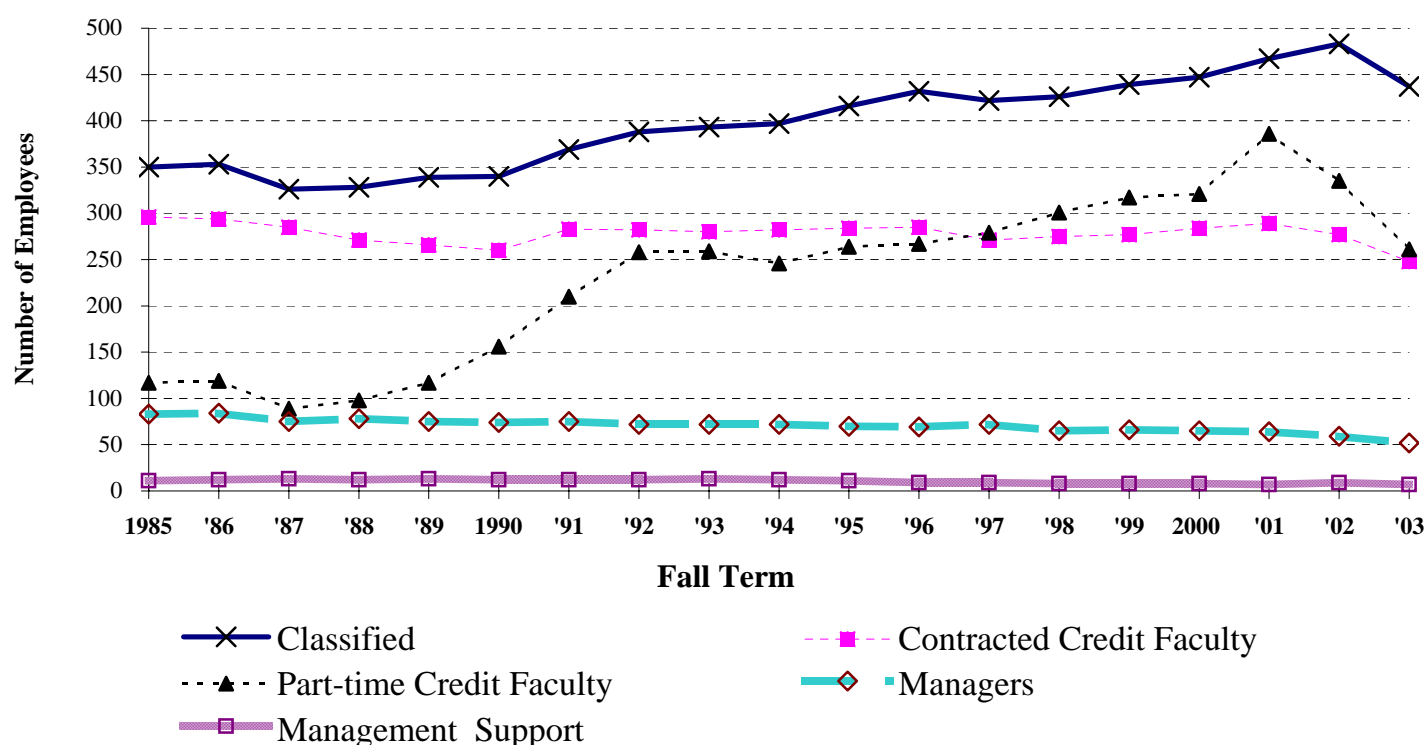
**Notes:** For the fourth time, Lane's annual Student Follow-Up Survey asked professional technical students who were employed in jobs related to their training after graduating or leaving Lane, how important particular skills were and if Lane's training was effective. 172 former students were in related 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 2003:			2002 to 2003:		1985 to 2003:
	1985	2002	2003	% change	% change
scheduled classified staff	350	483	437	-10%	25%
contracted credit faculty	296	277	248	-10%	-16%
part-time credit faculty	117	335	261	-22%	123%
managers	83	59	52	-12%	-37%
management support staff	11	9	7	-22%	-36%
<b>total</b>	<b>857</b>	<b>1,163</b>	<b>1,005</b>	<b>-14%</b>	<b>17%</b>
unduplicated student headcount (annual)	29,084	40,099	34,394	-14%	18%

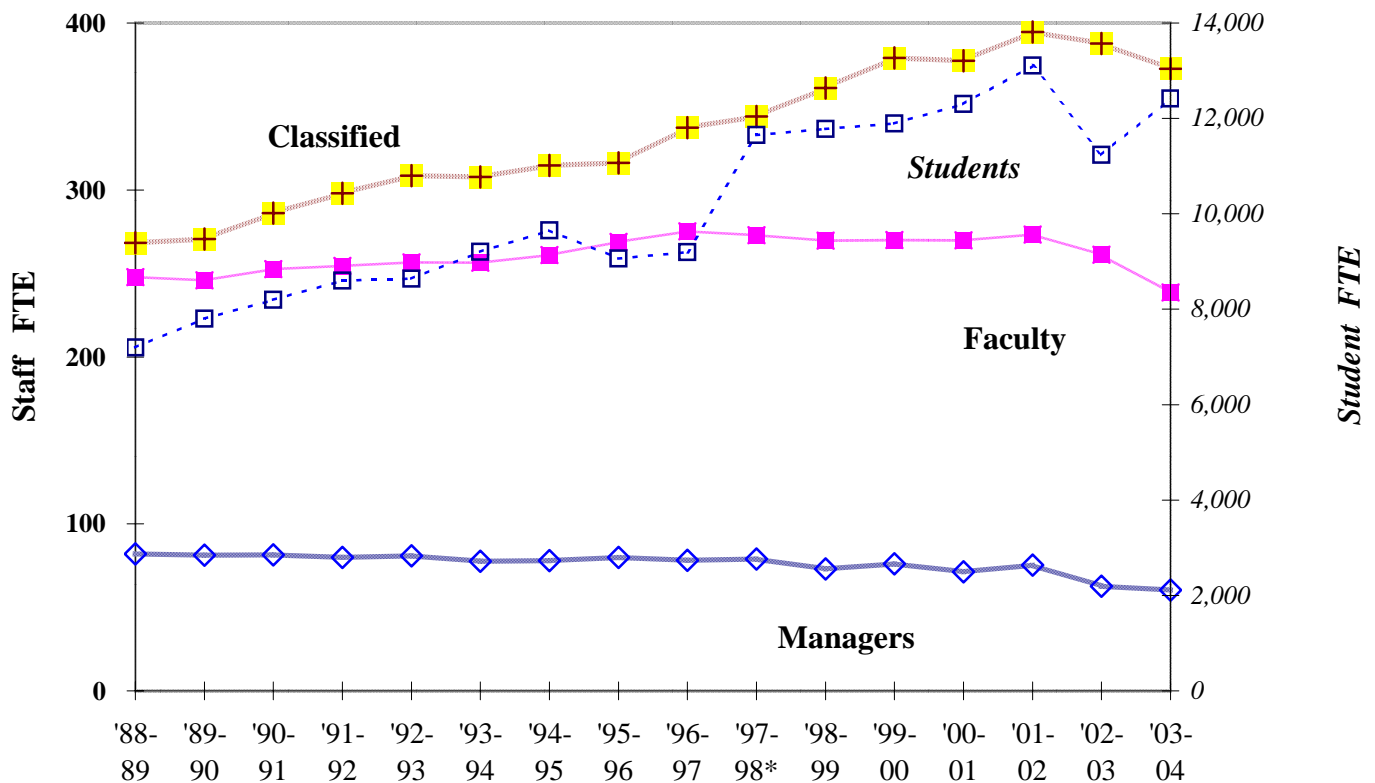
**Analysis and Action:** In addition to planned reductions in staff and faculty positions resulting from Board approved budget reductions (2002-03 and 2003-04 budgets), a substantial number of position vacancies have contributed to the employee headcount declines between fall 2002 and fall 2003 reported above (many of these positions are being posted during the 2003-04 academic year). Completion of the majority of Bond projects contributed to the 2002 to 2003 decline in scheduled classified staff. All vacant positions are carefully evaluated at the division and college levels before being approved for posting.

**Note:** For fall term 2003, 60% of credit sections were taught by contracted credit faculty.

Data Source: Human Resources.

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## Budgeted Contracted Staff FTE and Student FTE



<i>Staff and student FTE levels:</i>	1988-89	2002-03	2003-04	% chng. '88-89 to '03-04
Faculty:	247.8	261.3	238.6	-3.7%
Classified:	268.4	387.8	372.5	38.8%
Managers:	82.1	62.6	60.4	-26.4%
<i>Students: *</i>		11,235	12,416	6.6%

◆ From 1988-89 to 2003-04, budgeted FTE for the faculty group decreased 3.7%, budgeted FTE for the classified group increased 38.8%, and budgeted FTE for the managers group decreased 34.1%.

**Analysis and Action:** Budget reductions for the past two years resulted in FTE reductions in all three employee groups. This is of concern because workloads have not decreased. Investments like the budget allocation for streamlining will be essential to manage the work with fewer staff.

**Notes:** **Faculty** includes contracted faculty and excludes part-time credit; **Classified** includes bargaining unit employees [except hourly]; **Managers** include managers and management support employees.

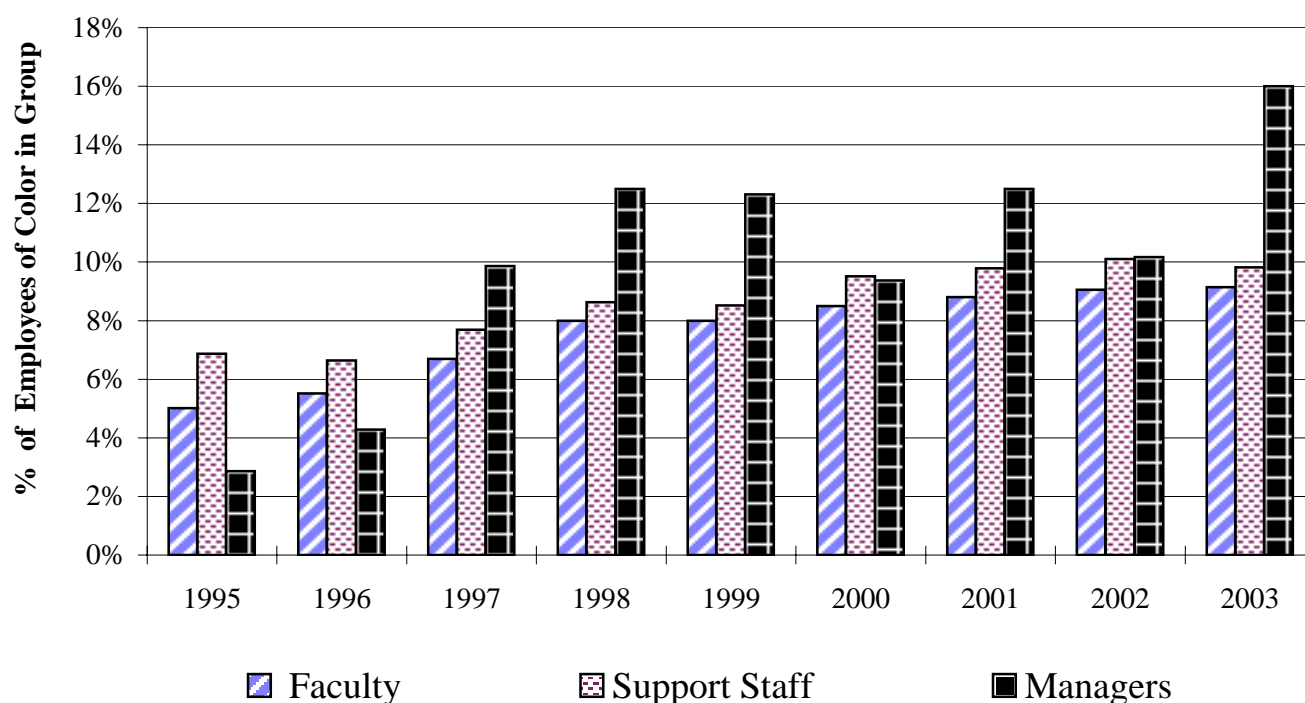
Budgeted contracted staff levels for all funds are reported except in grants and contracts. Non-contracted, temporary employees are not included in this report.

\* The 6.6% increase in budgeted student FTE is based on 1997-98 when the new formula for calculating student FTE was used in this Benchmark.

**Data Source:** College Operations -- budget document.

## 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>	<b>Fall 1995</b>		<b>Fall 2003</b>	
	#	%	#	%
Faculty:	25	5.0%	45	9.1%
Support staff:	29	6.9%	43	9.8%
Managers:	2	2.9%	8	16.0%
total	56	5.7%	96	9.8%

- ◆ In fall 2003, 9.1% (N = 45) of Lane's faculty were members of communities of color and 9.8% (N = 96) of all contracted employees who reported their race/ethnicity were members of communities of color.

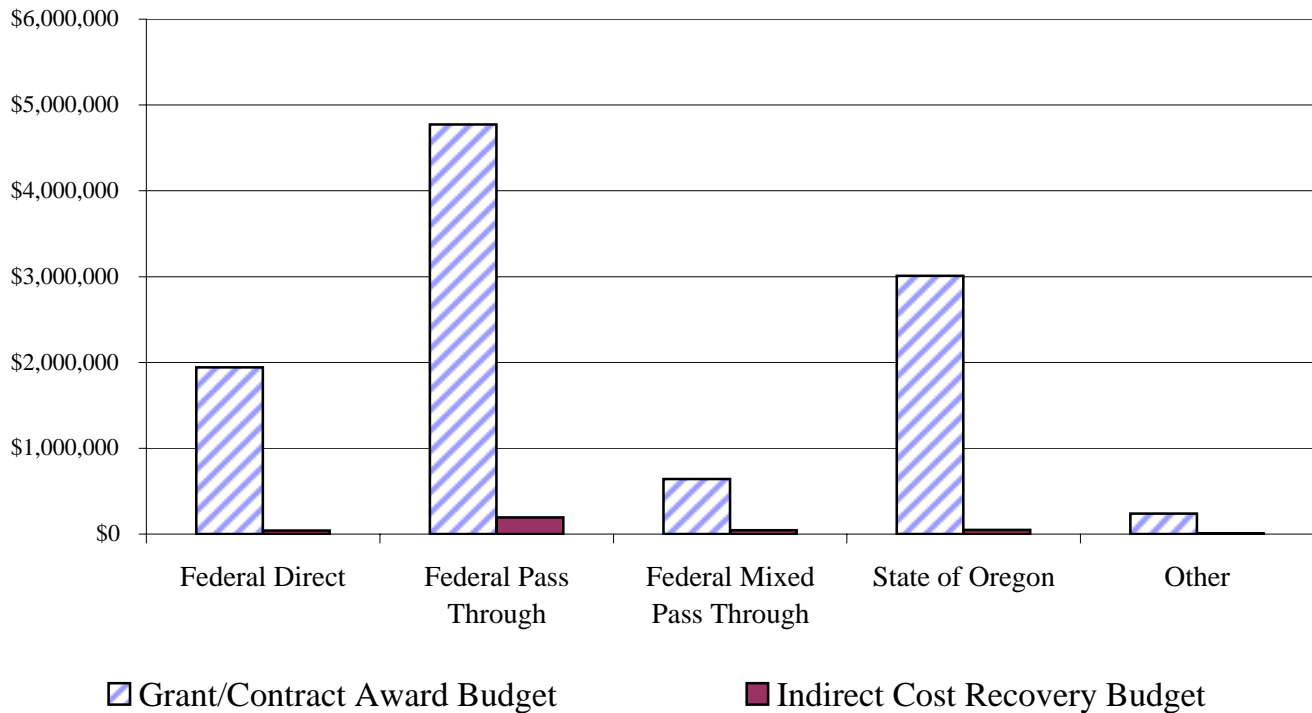
\* Race/ethnicity is self-reported. Only employees who reported race are included in percent distributions (for fall 2003, 2.5% of employees had not specified race/ethnicity, N = 25).

**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.

**Grants and Contracts -- Awards by Funding Source**

( through June 30, 2003 \* )



## ◆ As of June 30, 2003, Lane:

- ◆ had \$10.6 million in active grants and contracts (this was \$11.0 million as of Sept. 30, 2002).
- ◆ had \$341,000 that it could potentially recover through these grants as Indirect Cost Recovery. (this was \$392,000 as of Sept. 30, 2002).
- ◆ The Recoverable Indirect Cost rate for all grants and contracts, as it related to the total amount of awards, was 3.22%. (this was 3.56% as of Sept. 30, 2002).

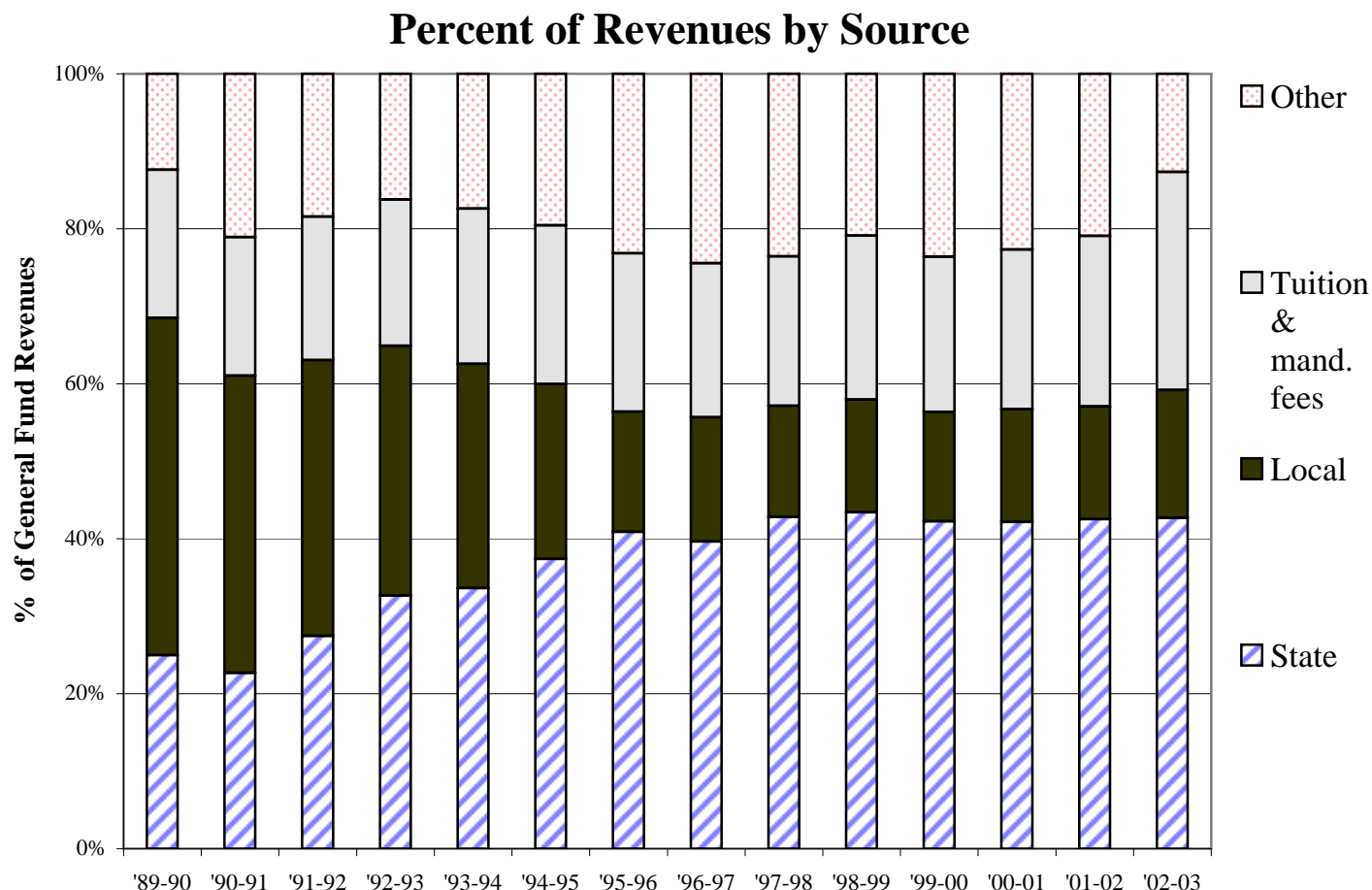
**Analysis and Action:** The college successfully increased the average size of its grants in fiscal year 2002-03. Lane will: 1. continue to pursue grants that serve the learning needs of Lane students, 2. strive to increase grant and contract funding, 3. continue efforts to maximize recovery of indirect costs by making indirect costs an important factor in developing grant budgets.

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. D) \* Only grants/contracts that were active June 30, 2003 are reported.

Data Source: College Finance, Funded Projects Accounting.

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## General Fund Revenue Sources (Budgeted)



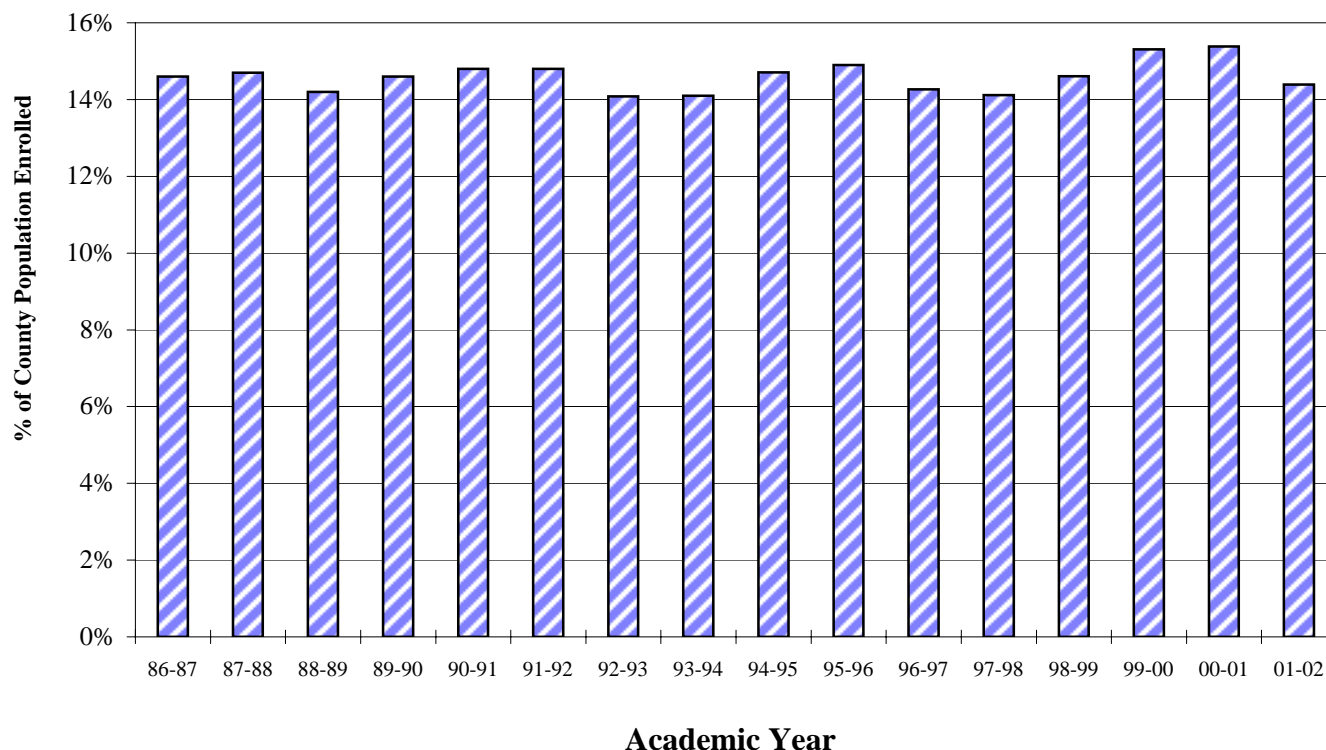
Note: Actual dollar amounts used for 1989-90 through 1998-99; budget amounts beginning 1999-2000.

- ◆ 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 Enrolled (Age 15 years + ) 1986-87 through 2002-2003



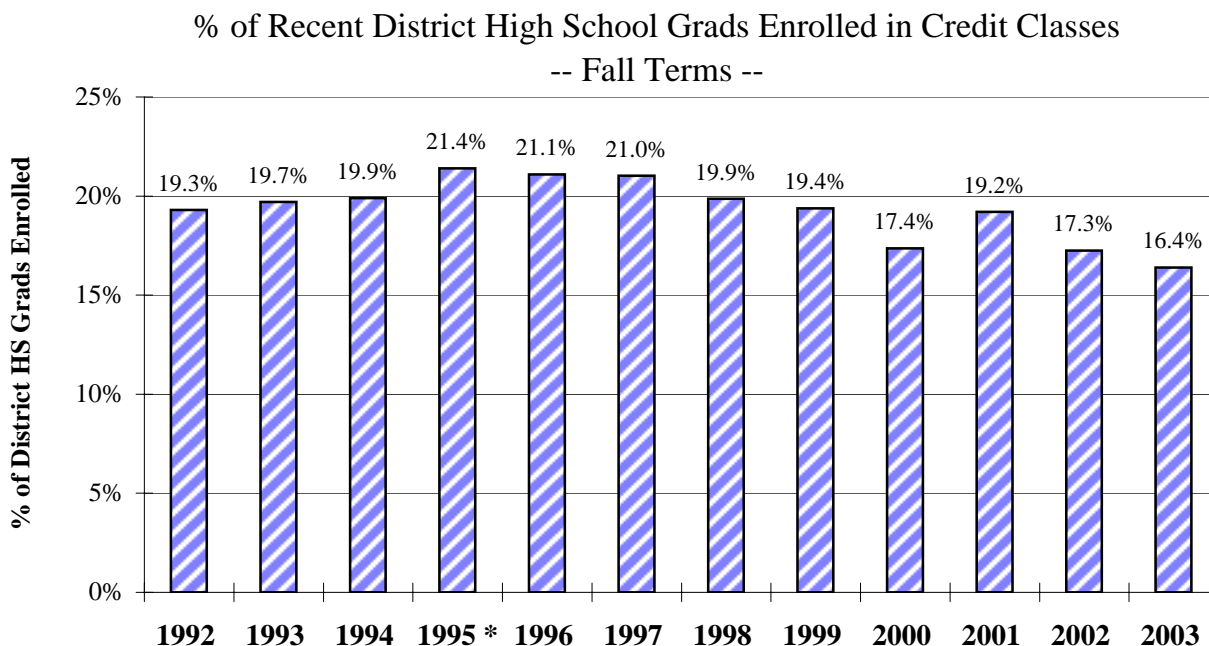
- ◆ In 2002-03, Lane enrolled 12.3% of the county population that was 15 years or older.
- ◆ During 2002-03, 92% of Lane's students were residents of Lane County.
- ◆ Since 1986-87, on average, 14.5% of Lane County residents who were 15 years or older enrolled at Lane each year.

**Analysis and Action:** Enrollment of students in credit classes declined 7.7% during 2002-03 and enrollment of students in credit-free classes declined 18.8%. In a recent analysis, researchers at AACCC determined the average annual market penetration across U.S. community colleges was 4.7% -- based on credit students only who were 18 years or older (low was 1.6% and high was 8.4%). The comparable market penetration figure for Lane for 2002-03 was 6.8% (based on credit students only, 18+ years of age). We will continue to focus on marketing to, and connecting with, the community.

**Data Source:** IRZ2101 -- Annual Headcount report; Population estimates from the *Population Research Center* at Portland State University.

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## Percent of Recent High School Grads Attending Lane



- ◆ 16.4% of the graduates from area high schools during 2003 were enrolled in Lane credit classes fall term 2003 (among the 3,380 graduates of area high schools spring 2003, 554 enrolled in Lane credit classes fall term 2003).

**Analysis and Action:** The number of graduates from area high schools has increased 28% since 1992. The number of graduates from area high schools who enrolled in Lane credit courses the fall term following their graduation has increased 9% over the same time. GED completers and home schooled youth are not included in this Benchmark. Lane's Office of High School/Community Relations and the College Now Program work actively with area high school students and staff. The College Now Program offers dual credit opportunities in partnership with Lane County high schools enabling high school students an opportunity to earn Lane credits for coursework done in their high schools during their regular school day (find out more about College Now at ==> <http://www.lanecc.edu/collhigh/index.htm>).

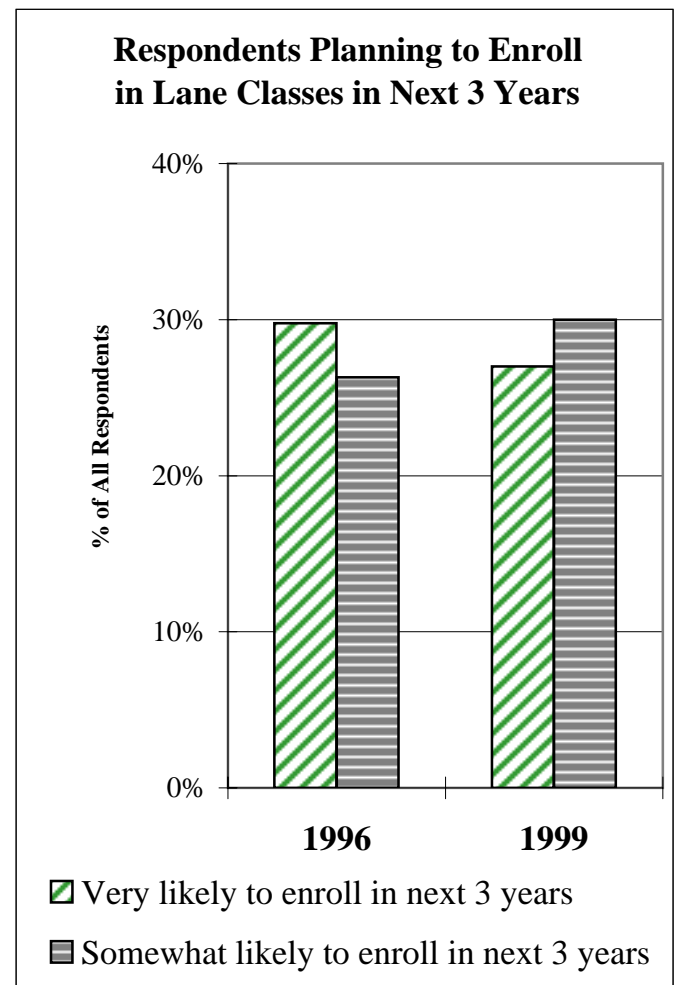
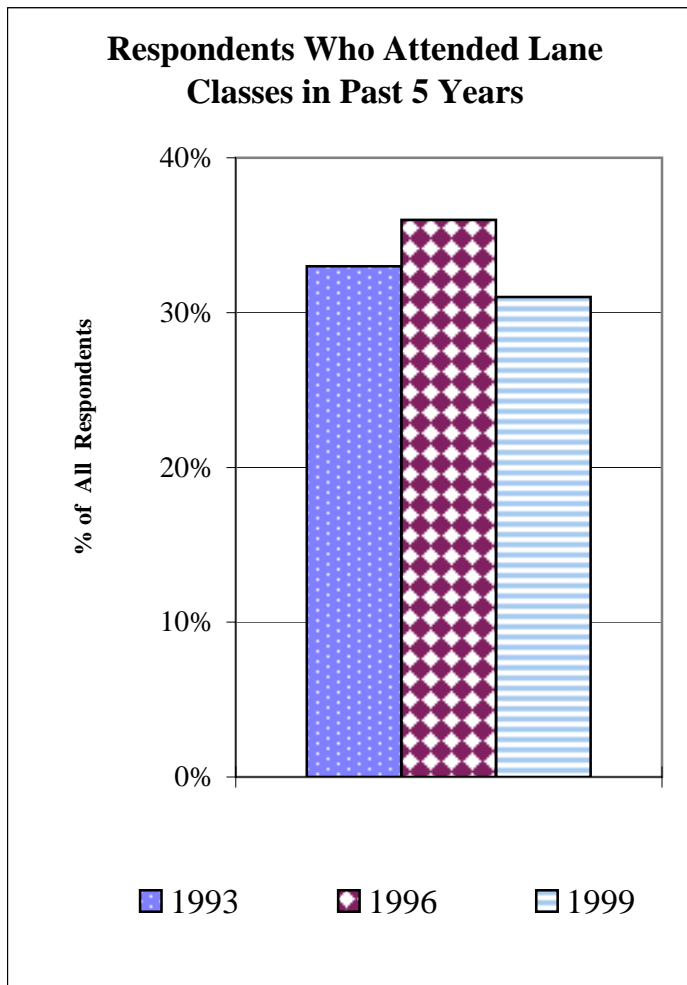
Activities conducted through the Office of HS and Community Relations in the last two years to help connect high school students with Lane include: Professional Technical Careers Exploration Day, LCC Night, campus tours, an annual workshop for high school counselors, visitation days for students of color and diverse populations, college fairs and career fairs. The High School & Community Relations Coordinator visits every high school in Lane County to meet with prospective students. [This Benchmark is part of the institutional effectiveness theme of providing quality learning experiences in a caring community. The goals related to this theme are intended to ensure that the college's offerings and services are responsive to community needs.]

**\* 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); High School Completers of Oregon Public Schools (Oregon Dept. of Education); Marist High School; Lane's ABSE Dept.

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## 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.

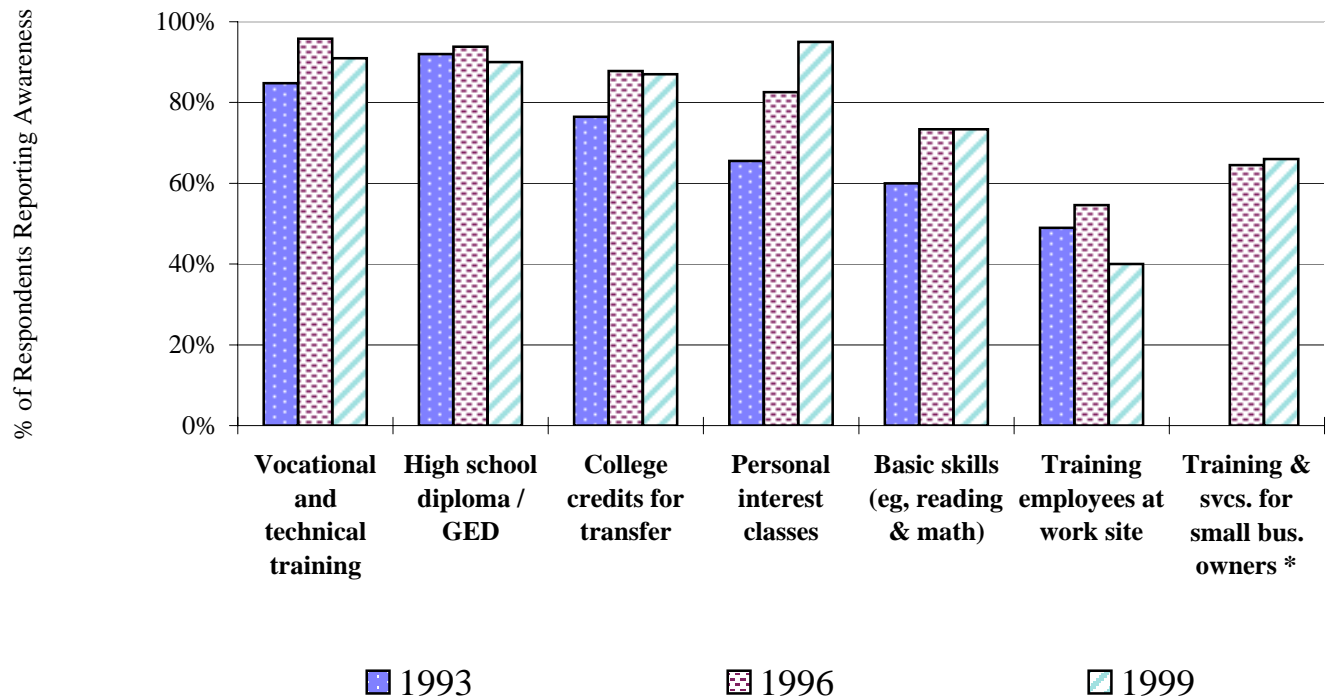
- ◆ In 1999, **31%** of the respondents to Lane's Community Needs and Perceptions Survey reported they had taken a class at Lane in the past 5 years (compared to 36% of 1996 respondents and 33% of 1993 respondents).
- ◆ In 1999, 57% of all respondents reported they were "very likely" or "somewhat likely"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

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



## Community Awareness of Lane's Program Offerings

### Awareness of Lane Programs



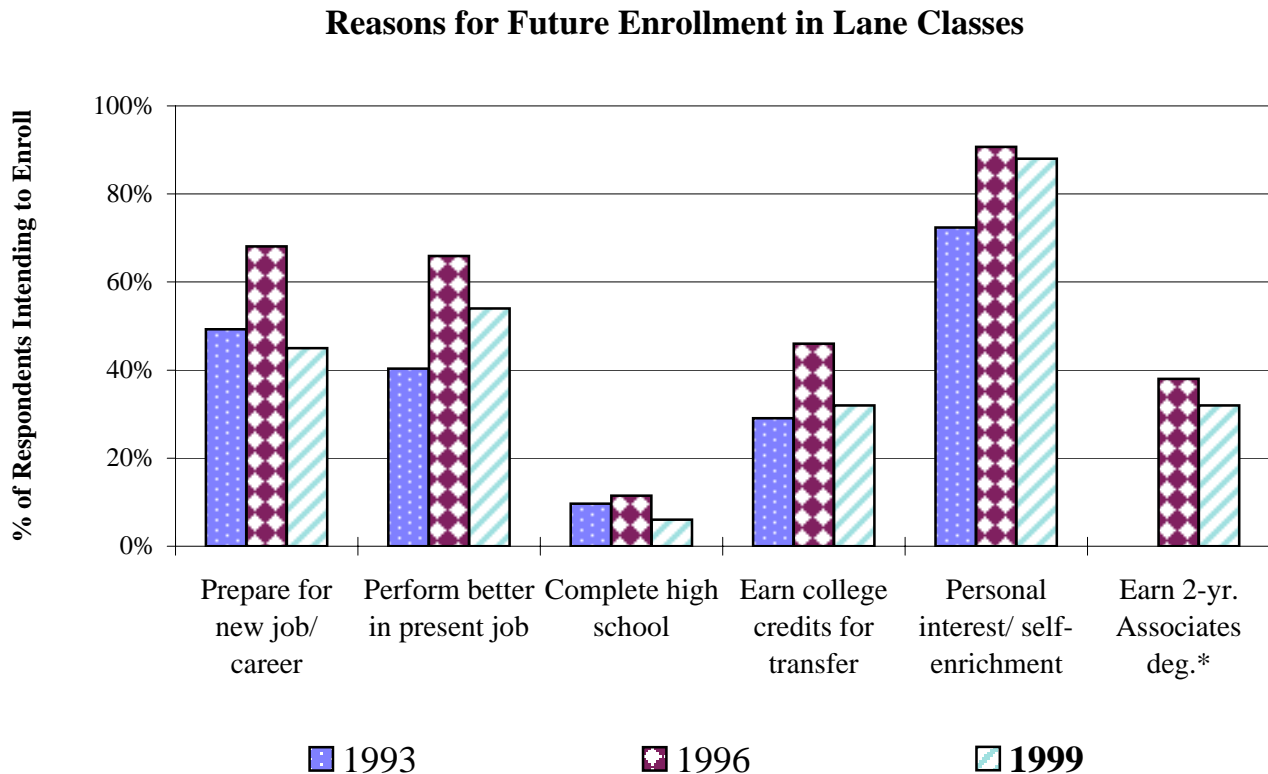
The 1999 Community Perceptions and Needs Survey was conducted by telephone and obtained input from 403 randomly selected residents of Lane's service district.

- ◆ 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.

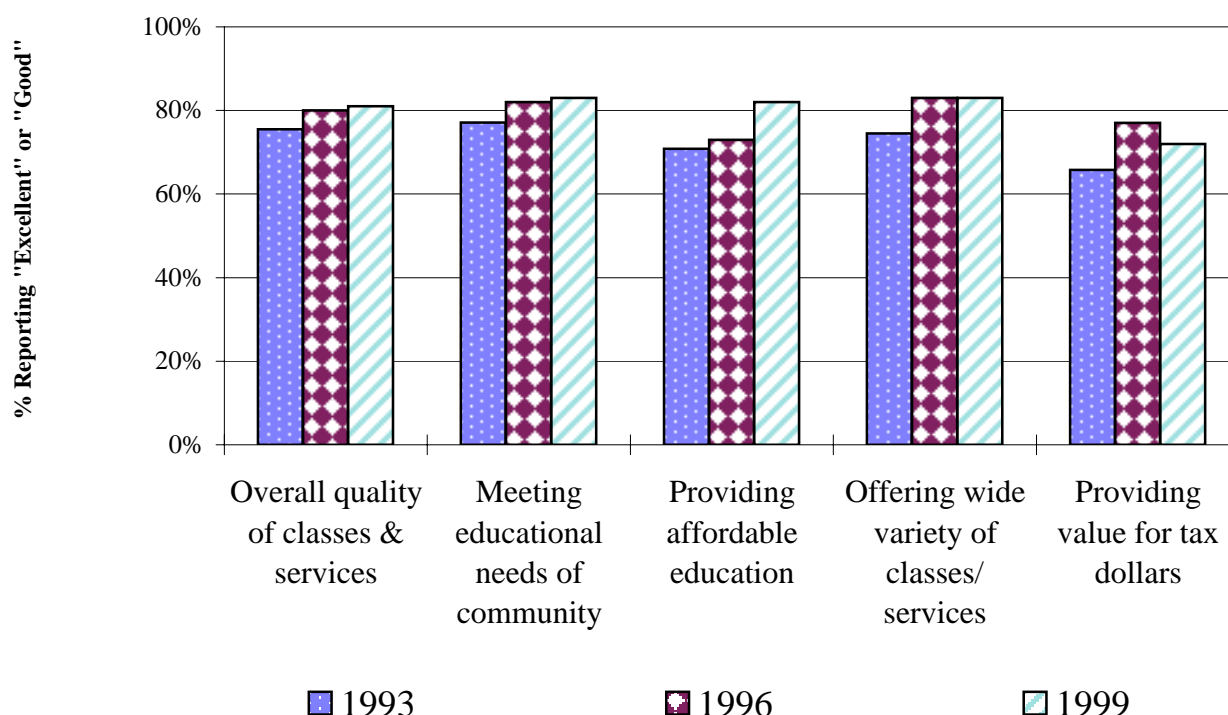
- ◆ In 1999, 45% of the respondents who intend to enroll in the next three years reported they would take classes to train for a new job or career (compared to 68% in 1996 and 49% in 1993).

\* 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.