

LAMAR COMMUNITY
COLLEGE: STRATEGIC
PLAN METRICS
EXECUTIVE SUMMARY

LAMAR COMMUNITY COLLEGE: STRATEGIC PLAN AY 23-24¹ SNAPSHOT & EXECUTIVE SUMMARY

In AY 23-24, LCC met the majority of concurrent enrollment goals but fell short in other KPM benchmarks. Full-time fall-to-fall retention decreased from 62.4% to 58%, below the national benchmark, while part-time students increased from 31.3% to 34.8% (also below the national average). The number of certificates and degrees awarded decreased by 2.5%, but that is less than last year's decrease of 8.3%. The percentage of students completing gateway English in their first year increased (50.2% to 51.2%) while those completing gateway math decreased from last year (38.7% to 34.4%). The percentage of students experiencing a precipitous decline in GPA from first to second semester has also increased from 0.8% overall to 3.1%. The annual change in 4-year institutions transfer rate of positive 0.9 percentage points fell below the goal of a 2-percentage point increase, but it was better than the overall CCCS decline of 1.6 percentage points.

Concurrent enrollment credentials awarded increased substantially by 47.1% compared to the 2.9% increase for credentials awarded for all CCCS. The matriculation rate of concurrent students to a CCCS institution fell by 4.9 percentage points. However, credits earned through concurrent enrollment increased by 13.6% compared with an increase of 3% last year.

Equity indicators continue to show that full-time fall-to-fall retention rates for equity groups were roughly in line with the overall rate, with students of color exceeding the overall fall-to-fall retention rate (66.7% vs 58%). Compared to the overall LCC population, all three equity groups were more likely to earn no credits after being enrolled at fall census. Whereas students of color transferred to 4-year institutions at the same rate as the overall population (26.3%), first generation students showed the lowest transfer rate at 20.8%

Detailed data and five-year trends can be accessed via the Strategic Plan KPM dashboards.

Table 1.1: LCC AY 23-24 Student Success Metrics

KPM	Goal	Actual
1.1 – Increase the number of certificates & degrees awarded	1% annually	-2.5%
1.2 – Exceed the national full-time fall-to-fall retention rate	62.8% national	58.0%
1.2 – Exceed the national part-time fall-to-fall retention rate	43.5% national	34.8%
1.2 – Exceed the national full-time fall-to-spring retention rate	Unknown	79.6%
1.2 – Exceed the national part-time fall-to-spring retention rate	Unknown	47.8%
1.7 – Increase distance & hybrid course pass rates to match on-campus course pass rates	90.8% on-campus	75.3%
3.2 – Increase percentage of successful transfers to 4-year institutions for all students	2 Pct. Points annually	0.9 Pct. Points

¹ Not all data was available for AY 23-24. For the snapshot, in cases where AY 23-24 data was unavailable, AY 22-23 data is used.

Table 1.2: LCC AY 23-24 Equity Metrics and Indicators

Metric/Indicator	Overall	Students of Color ²	First Generation	Pell Eligible
KPM 1.1 – # of certificates and degrees awarded	198	85	117	99
KPM 1.2 – Fall-to-fall retention rate – full-time	58.0%	66.7%	57.6%	57.5%
KPM 1.2 – Fall-to-fall retention rate – part-time	34.8%	28.6%	35.0%	41.7%
KPM 1.2 – Fall-to-spring retention rate – full-time	79.6%	81.6%	80.8%	77.0%
KPM 1.2 – Fall-to-spring retention rate – part-time	47.8%	42.9%	45.0%	50.0%
KPM 1.7 – Course pass rate – distance & hybrid courses	75.3%	71.1%	71.6%	66.7%
KPM 3.2 – % of successful transfers to 4-year institutions	26.3%	26.3%	20.8%	25.5%
% of students completing a gateway English course in 1st year	51.2%	55.6%	52.1%	44.6%
Course pass rate in 1st year – Gateway English	84.0%	81.3%	84.1%	83.3%
% of students completing a gateway math course in 1st year	34.4%	31.6%	34.5%	31.3%
Course pass rate in 1st year – Gateway math	78.7%	77.1%	77.8%	74.5%
Average credit accumulation in first year	34.1	34.6	34.1	33.6
Average change in credits taken from 1st to 2nd semester	0.12	-0.21	0.21	0.19
Course pass rate – all courses	86.2%	83.4%	83.7%	82.6%
% of students enrolled at Fall census that did not earn any credits for the term	5.3%	5.6%	7.5%	7.4%
% of students completing a student success course in 1st year	1.9%	2.6%	1.4%	0.9%
Course pass rate in 1st year – Student success course	100.0%	100.0%	100.0%	100.0%
% of students experiencing a precipitous decline in GPA from 1st to 2nd semester	3.1%	1.9%	4.8%	4.0%

Table 1.3: LCC AY 23-24 Concurrent Enrollment Metrics

KPM	Goal	Actual
3.1 – Increase matriculation of concurrent enrollment students to a CCCS institution within 4 years of high school graduation	1 Pct. Point annually	-4.9 Pct. Point
3.1 – Increase CCCS college credentials awarded to concurrent enrollment students	1% annually	47.1%
3.1 – Increase successful credit earned through concurrent enrollment	1% annually	13.6%

² Students of color include those that reported as Asian, Black or African American, Hawaiian/Pacific Islander, Hispanic, More than One Race, or Native American/Alaskan Native.