

LAMAR COMMUNITY  
COLLEGE: STRATEGIC  
PLAN METRICS  
EXECUTIVE SUMMARY

## LAMAR COMMUNITY COLLEGE: STRATEGIC PLAN AY 20-21<sup>1</sup> SNAPSHOT & EXECUTIVE SUMMARY

AY20-21 was an unusual year due to the pandemic, which impacted our students, our colleges, and our faculty. Nationwide trends saw severe enrollment losses among community colleges, especially for underserved populations such as low-income students and students of color. These losses may be reflected in the strategic plan metrics. Certificates and degrees awarded declined over the prior year. Transfers to 4-year institutions increased slightly but did not meet the 2 percentage points annual goal. However, LCC continued to increase matriculation of concurrent enrollment students to a CCCS institution within 4 years of high school graduation, and as such was the only school in the system to exceed the goal of 1 percentage point annually. Distance and hybrid course pass rates declined over the previous year and remained below the on-campus goal. Credits earned through concurrent enrollment dropped from the previous year. The number of certificates and degrees awarded to concurrent enrollment students did not change from the prior year.

Equity indicators at LCC show that first generation and Pell eligible students fall below the overall rate of students completing gateway English and Math courses in their first year. These students consistently fall below the full-time retention, course pass rates, and transfer rates. However, students of color at LCC completed a gateway English course in their first year at a higher rate than the overall student population. Additionally, part-time retention rates for Pell eligible and first-generation nearly met and often exceeded overall part-time retention rates. The overall rate of precipitous decline in GPA from first to second semester increased compared to last year at LCC, and students of color, first generation and Pell eligible students were more likely to have a precipitous decline in GPA and to be registered at fall census but have no earned credits for the term.

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

**Table 1.1: LCC AY 20-21 Student Success Metrics**

KPM	Goal	Actual
1.1 – Increase the number of certificates & degrees awarded	1% annually	-8.5%
1.2 – Exceed the national <b>full-time</b> fall-to-fall retention rate	62.7% national	56.8%
1.2 - Exceed the national <b>part-time</b> fall-to-fall retention rate	44.7% national	25.8%
1.2 – Exceed the national <b>full-time</b> fall-to-spring retention rate	Unknown	79.9%
1.2 – Exceed the national <b>part-time</b> fall-to-spring retention rate	Unknown	41.9%
1.7 – Increase distance & hybrid course pass rate to match on-campus course pass rate	88.5% on-campus	70.1%
3.2 – Increase percentage of successful transfers to 4-year institutions for all students	2 Pct. Points annually	0.8 Pct. Points

<sup>1</sup> Not all data was available for AY 20-21. For the snapshot, in cases where AY 20-21 data was unavailable, AY 19-20 data is used.



**Table 1.2: LCC AY 20-21 Equity Metrics and Indicators**

Metric/Indicator	Overall	Students of Color <sup>2</sup>	First Generation	Pell Eligible
KPM 1.1 – # of certificates and degrees awarded	247	100	169	85
KPM 1.2 – Fall-to-fall retention rate – full-time	56.8%	46.6%	51.9%	54.1%
KPM 1.2 – Fall-to-fall retention rate – part-time	25.8%	20.0%	28.0%	25.0%
KPM 1.2 – Fall-to-spring retention rate – full-time	79.9%	75.3%	79.8%	76.5%
KPM 1.2 – Fall-to-spring retention rate – part-time	41.9%	30.0%	48.0%	50.0%
KPM 1.7 – Course pass rate – distance & hybrid courses	70.1%	62.1%	67.5%	58.8%
KPM 3.2 – % of successful transfers to 4-year institutions	24.4%	18.5%	17.7%	19.4%
% of students completing a gateway English course in 1 <sup>st</sup> year	41.6%	45.8%	40.9%	40.6%
Course pass rate – Gateway English	74.8%	69.0%	72.6%	75.0%
% of students completing a gateway Math course in 1 <sup>st</sup> year	31.5%	28.1%	28.9%	29.0%
Course pass rate – Gateway Math	81.7%	84.4%	80.6%	82.4%
Average credit accumulation in first year	28.9	28.0	28.6	28.7
Average change in credits taken from 1 <sup>st</sup> to 2 <sup>nd</sup> semester	-0.29	-0.61	-0.37	-0.51
Course pass rate – all courses	84.1%	80.0%	82.1%	76.3%
% of students enrolled at Fall census that did not earn any credits for the term	7.3%	9.2%	9.1%	12.0%
% of students completing a student success course	10.1%	8.3%	6.3%	7.2%
Course pass rate – student success course	63.6%	20.0%	25.0%	40.0%
% of students experiencing a precipitous decline in GPA from 1 <sup>st</sup> to 2 <sup>nd</sup> semester	4.0%	7.9%	5.2%	5.7%

**Table 1.3: LCC AY 20-21 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	1.7 Pct. Points
3.1 – Increase CCCS college credentials awarded to concurrent enrollment students	1% annually	0.0%
3.1 – Increase successful credit earned through concurrent enrollment	1% annually	-1.6%

<sup>2</sup> 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.