

LAMAR COMMUNITY  
COLLEGE: STRATEGIC  
PLAN METRICS  
EXECUTIVE SUMMARY

## LAMAR COMMUNITY COLLEGE: STRATEGIC PLAN AY 22-23<sup>1</sup> SNAPSHOT & EXECUTIVE SUMMARY

In AY 22-23 LCC exhibited strong full-time fall-to-fall retention improvement but declined and fell short of national averages for part-time students. Full-time retention grew to 62.4% from 56%, which exceeds the national benchmark, while part-time students decreased from 36.4% to 31.3%. The number of certificates and degrees awarded decreased by 8.3%, but that is less than last year’s decrease of 13.0%. The percentage of students completing gateway English in their first year increased while those completing gateway math decreased from last year (46.3% to 38.7%). The percentage of students experiencing a precipitous decline in GPA from first to second semester has also continued to shrink slightly to 0.8%. The annual change in 4-year institutions transfer rate of 4.4 percentage points was a 7-point swing from last year’s 3.4 decrease and on par with CCCS’ 4.7.

Concurrent enrollment credentials earned fell significantly behind the goal with a 29.2 percentage point decrease compared to the 13.8 percentage point increase for credentials awarded for all of CCCS. The matriculation rate of concurrent students to a CCCS institution fell by two percentage points. However, credits earned through concurrent enrollment increased by 3.0% compared with a decline of 8.5% the previous year.

Equity indicators continue to show that, particularly in the case of first generation students with a 16.7% four-year transfer rate compared to 25.4% overall, equity groups continue to trail in this category. While the general trend was for equity groups to fall behind the overall fall-to-fall retention rates, first generation students retained at a higher rate than LCC overall. Compared to the LCC population overall all three equity groups were more likely to earn no credits after being enrolled at fall census.

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

**Table 1.1: LCC AY 22-23 Student Success Metrics**

KPM	Goal	Actual
1.1 – Increase the number of certificates & degrees awarded	1% annually	-8.3%
1.2 – Exceed the national full-time fall-to-fall retention rate	61.2% national	62.4%
1.2 – Exceed the national part-time fall-to-fall retention rate	42.4% national	31.3%
1.2 – Exceed the national full-time fall-to-spring retention rate	Unknown	85.9%
1.2 – Exceed the national part-time fall-to-spring retention rate	Unknown	56.3%
1.7 – Increase distance & hybrid course pass rates to match on-campus course pass rates	89.8% on-campus	75.3%
3.2 – Increase percentage of successful transfers to 4-year institutions for all students	2 Pct. Points annually	4.4 Pct. Points

<sup>1</sup> Not all data was available for AY 22-23. For the snapshot, in cases where AY 22-23 data was unavailable, AY 21-22 data is used.



**Table 1.2: LCC AY 22-23 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	199	104	144	91
KPM 1.2 – Fall-to-fall retention rate – full-time	62.4%	58.7%	64.0%	60.4%
KPM 1.2 – Fall-to-fall retention rate – part-time	31.3%	28.6%	33.3%	30.0%
KPM 1.2 – Fall-to-spring retention rate – full-time	85.9%	83.7%	88.6%	83.3%
KPM 1.2 – Fall-to-spring retention rate – part-time	56.3%	71.4%	60.0%	60.0%
KPM 1.7 – Course pass rate – distance & hybrid courses	75.3%	71.8%	72.9%	66.5%
KPM 3.2 – % of successful transfers to 4-year institutions	25.4	22.5	16.7	21.2
% of students completing a gateway English course in 1st year	50.2%	51.3%	54.4%	54.5%
Course pass rate in 1st year – Gateway English	81.3%	76.6%	85.1%	81.7%
% of students completing a gateway math course in 1st year	38.7%	31.3%	38.6%	41.5%
Course pass rate in 1st year – Gateway math	75.7%	70.6%	78.2%	78.5%
Average credit accumulation in first year	35.6	34.4	37.1	39.7
Average change in credits taken from 1st to 2nd semester	-0.29	-0.23	0.01	0.45
Course pass rate – all courses	85.7%	84.0%	83.8%	81.0%
% of students enrolled at Fall census that did not earn any credits for the term	5.4%	5.9%	6.9%	6.4%
% of students completing a student success course in 1st year	0.4%	0.9%	0.6%	0.8%
Course pass rate in 1st year – Student success course	12.5%	20.0%	16.7%	14.3%
% of students experiencing a precipitous decline in GPA from 1st to 2nd semester	0.8%	1.6%	1.1%	0.0%

**Table 1.3: LCC AY 22-23 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	-2.0 Pct. Points
3.1 – Increase CCCS college credentials awarded to concurrent enrollment students	1% annually	-29.2%
3.1 – Increase successful credit earned through concurrent enrollment	1% annually	3.0%

<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.