Academic Program Demographics Compared to Lane Community College Demographics

	Previous	Current	Trend	Target	Rating
Gender	33%	33%	↔	>50% programs within 20% of college average	Developed
Race/Ethnicity	71%	83%	↗		
Age	38%	38%	↔		
SES (Pell Status)	71%	63%	↘		
First Generation	79%	79%	↔		

Mission Fulfillment Indicator (MFI) 5 compares the demographics of individual academic programs with the demographics of the College to provide a sense of how many individual programs "look like" the College. MFI 5 applies five categories to assess demographics: gender, race/ethnicity, age, socio-economic status, and first-generation students. Socio-economic status is defined as students who are found eligible for Pell Grants. First-generation students are identified as students whose parents have not completed a four-year degree from a college or university. MFI 5 is reported by comparing the College average in each category with the averages of individual programs in each category. For example, in the table above, 33% of the College's programs match the make-up of the College as a whole in the gender category; meaning 67% of programs are either more male or more female than the College's entire population.

Discussion

Understanding Lane Community College's overall demographic makeup is essential to understanding MFI 5. Lane's basic demographics are shown in Table 1 to provide context for the other data discussed in this scorecard.

Table 1. Lane's overall demographics in AY 2020

Male	Minority	Age >= 25	Pell Award	First Generation
46%	29%	39%	37%	52%

Table 2 demonstrates the demographic differences between Transfer Programs and CTE programs in AY 2020. Using gender as an example again, Table 2 shows that, in AY 2020, 45% of Transfer programs closely resembled the College's overall demographics, whereas 23% of CTE programs closely matched the College's gender distribution. In considering the reasons for differences across programs, it's worth acknowledging that beliefs around work remain embedded in cultural contexts and changing these attitudes and beliefs will take time and effort beyond the scope of the College. However, there are important steps individual programs can take to ensure they are serving diverse communities, including external strategies like targeted advertising and recruiting. In order to ensure all of Lane's students have the same opportunity to succeed, Lane will also need to examine its climate and make a plan to ensure students are valued, respected, and represented on Lane's campuses and in its classrooms.

Table 2. Percent of Programs in AY 2020 that are within 20% of college average by Transfer and Career Technical

	Transfer	Career Technical
Gender	45%	23%
Race/Ethnicity	100%	69%
Age	45%	31%
SES (Pell Status)	73%	54%
First Generation	82%	77%

Deeper Data Dive

Following this data down to the Division level provides additional insights into what degrees and career fields are declared by different demographics of students more often and which are chosen less often. Table 3 shows the amount of deviation between the College average and each of the Divisions/Departments listed. Please note that red squares are +/- 21% or greater deviation from the College average. Yellow squares are +/- 11 to 20% deviation from the College average. Green is +/- 10% or less deviation from the College average. Looking to Gender one more time for an example, Health & Health Professions is 45% less Male than the College average, whereas Advanced Technology/Aviation is 95% more Male than the College. It is crucial to ask questions about the degree and field of study choices students are making and why they are making them in order to appropriately assess the need for action. It is also important to consider the level of agency an individual Division or Department or even the College has in effecting students' career choices. However, ensuring Lane provides a welcoming environment for all students and offers culturally responsive student support systems are crucial steps that the College can take to support the work of individual Divisions and Departments in attracting a more diverse cohort. For additional information about MFI 5, please see associated chart.

Table 3. Percent Deviation from College Average					
Divisions/Departments	Male	Minority	Age >= 25	Pell Award	First Generation
Advance Technology/Aviation	95%	-17%	30%	-4%	11%
Arts & Humanities	4%	7%	-28%	10%	-9%
Business/CIT/Culinary	36%	-2%	2%	0%	-3%
Counseling	5%	-7%	-43%	-82%	-48%
Health & Health Professions	-45%	0%	28%	5%	17%
Science/Math/Engineering	10%	7%	-12%	3%	-5%
Social Science	-26%	3%	-9%	23%	4%

Peer Comparisons

The accreditation process calls for evidence-informed self-reflection along with meaningful comparison against peers to provide a contextualized perspective on an institution's quality. Lane is in the process of researching peer institutions in order to identify relevant and appropriate comparator data for analyzing academic program demographics.

Lessons Learned & Next Steps

Ongoing development and implementation of an Equity Lens is helping create more inclusive approaches to planning and resource allocation. The efforts of specific Divisions and Departments to increase enrollments of students from underrepresented and underserved groups should be recognized, and the College should continue supporting the programs that have driven these increases. The College is also developing plans to carry out a climate survey that will provide critical information for improving the student experience and making Lane a more supportive workplace for all employees. In addition, campus-wide conversations about equity, and focus groups to provide a new perspective on what the College can do to provide a more welcoming and supportive environment are needed. Finally, more work needs to be done to identify and implement effective approaches to targeted marketing and recruiting.