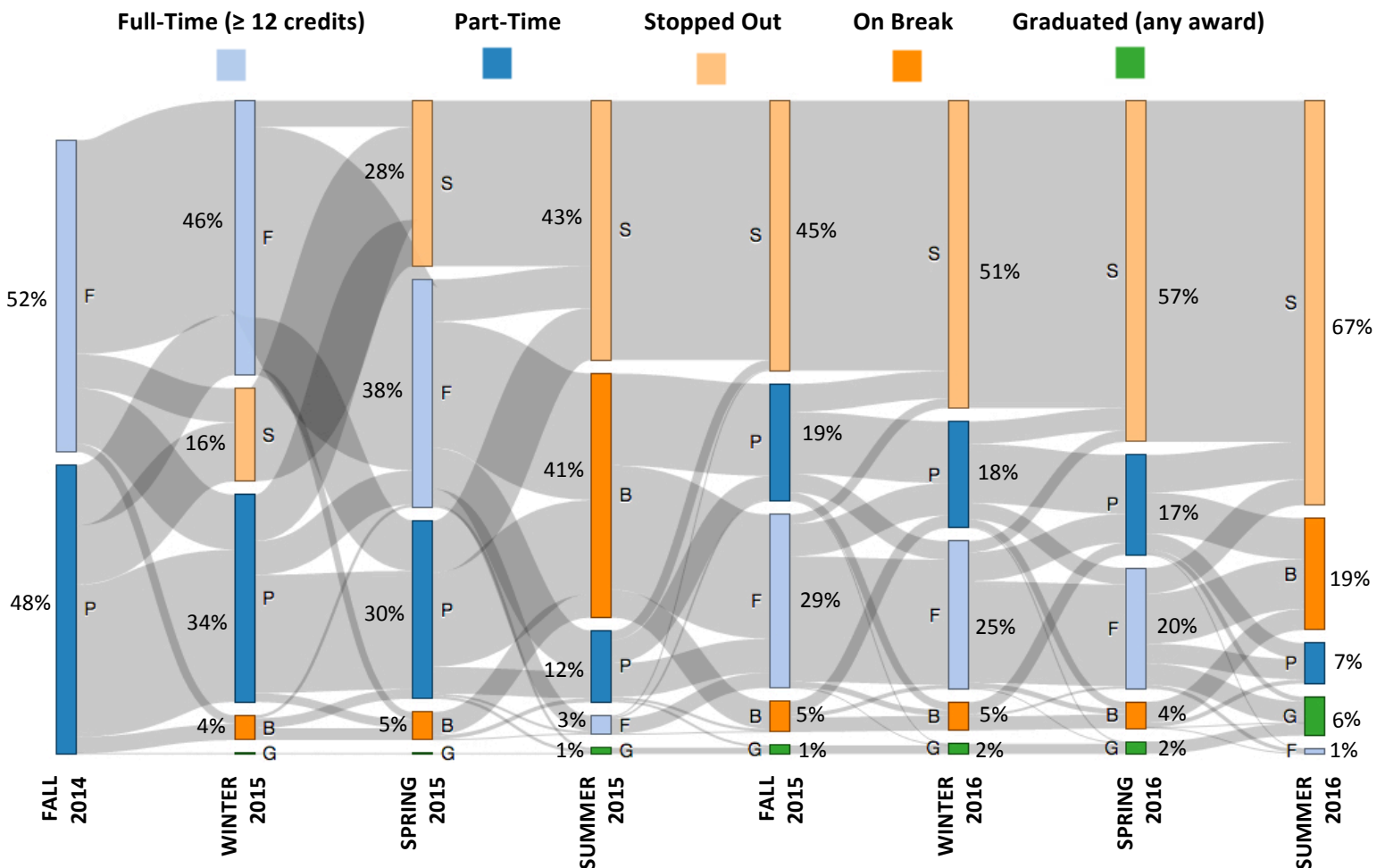


## Enrollment Patterns, version 2.0

The previous edition of TIPSS analyzed enrollment patterns of 2,248 award seeking students new to Lane in Fall 2014. Over eight terms, 416 distinct patterns were observed with most students exhibiting fluid and/or intermittent enrollment behavior rather than steady full-time or part-time enrollment.

For additional perspective consider this Sankey diagram—an interactive version is at [it.lanecollege.edu/sankey](http://it.lanecollege.edu/sankey). Gray streams show the proportionate term-by-term flow of students between enrollment statuses, and percentages show how distributions vary over time. For this analysis we add a status for students who “graduated” by completing any Lane award and we distinguish between non-enrolled students “on break” or “stopped out” depending whether they enrolled again during the tracking period. Note: Some “stopped out” students will enroll again after the tracking period and some have transferred to other colleges.

Tracking the Enrollment Status of 2,248 New Award Seeking Students



The Center for Community College Student Engagement reports that nationally, as at Lane, most community college students follow fluid enrollment patterns. Student engagement is shown to be positively associated with full-time and partially full-time enrollment. "Students who attend full-time for even one term have an edge—the full-time edge—that is reflected in their higher rates of engagement, completion of gateway courses, persistence, and credential attainment." (See [http://www.ccse.org/docs/Even\\_One\\_Semester.pdf](http://www.ccse.org/docs/Even_One_Semester.pdf).)