Core Theme 1: Academic Transfer

*Foster student learning and success through accessible, quality academic transfer preparation.*

<table>
<thead>
<tr>
<th>Objective 1: Students achieve high rates of progress and degree completion.</th>
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<tbody>
<tr>
<td><strong>Indicator</strong></td>
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<tr>
<td><strong>Indicator 1.1: Course success rates in gateway writing and math</strong></td>
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</table>
Gateway writing pass rate within 2 years (i.e. Writing 121) | 82% | 4, exemplary achievement |
Gateway math pass rate within 2 years (i.e., Math 105 or 111) | 81% | |
| **Indicator 1.2: Percent of students successfully completing one or more gateway requirements in their first year at Lane (writing or math)** |  
Across seven student cohorts, percent of students who completed gateway writing or math within first year | 33% | 2, approaching achievement |
| **Indicator 1.3: Percent of students reaching milestone of earning their first 15 college credits in one year** |  
Across seven student cohorts, percent of students earning their first 15 college credits in first year | 59% | 3, achieved |
| **Indicator 1.4: Percent of students reaching milestone of earning their first 30 college credits in one year** |  
Across seven student cohorts, percent of students earning their first 30 college credits in first year | 29% | 3, achieved |
| **Indicator 1.5: Persistence rates** |  
Across five student cohorts, percent of students persisting into third year (or earning an award or transferred) | 64% | 4, exemplary achievement |
| **Indicator 1.6: Percent of students earning a transfer associate degree** |  
Across four student cohorts, percent of students completing one or more AA degrees in four years | 12% | 3, achieved |
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<th>Objective 2: Students are prepared to succeed at their transfer institutions.</th>
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<td><strong>Indicator</strong></td>
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<td>Indicator 1.7: Students demonstrate proficiency in meeting Core Learning Outcomes (CLOs) for general education</td>
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<td>Across a most recent student sample, percent of students rating Lane coursework/training as “effective” or “very effective” in developing four core abilities</td>
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<td>Indicator 1.8: Transfer rates to four-year institutions</td>
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<tr>
<td>Across five student cohorts, percent of students who transfer to four year institution within three years</td>
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<td>Across five student cohorts, percent of students who transfer to either a four-year or two-year institution with the continuing possibility of completing a four-year degree</td>
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<tr>
<td>Indicator 1.9: Persistence rates at transfer institutions</td>
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<td>Across seven student cohorts, graduation rate of Lane transfer students at OUS institutions</td>
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<tr>
<td>Indicator 1.10: Lane students’ GPAs at transfer institutions</td>
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<td>Across seven student cohorts, average GPA of Lane transfer students at OUS institutions</td>
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Objective 3: Lane provides accessible, quality, learning-centered opportunities for academic transfer students.

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<tr>
<th>Indicator</th>
<th>Data</th>
<th>Rating</th>
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<tr>
<td><strong>Indicator 1.11: Course and program success rates disaggregated by: race/ethnicity, Pell Grant support and disability status</strong></td>
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</tbody>
</table>
| Across student cohorts, percent passing gateway math within two years for students of color compared to white non-Latino students | Students of color: 77%  
White non-Latino students: 81% | |
| Across student cohorts, percent passing gateway writing within two years for students of color compared to white non-Latino students | Students of color: 80%  
White non-Latino students: 83% | |
| Across student cohorts, percent of students who completed one or more Associate degrees within four years for students of color compared to white non-Latino students | Students of color: 9%  
White non-Latino students: 12% | |
| Across student cohorts, percent passing gateway math within two years for Pell Grant recipients compared to students who filed a FAFSA but did not receive a Pell Grant award | Pell Grant: 80%  
No Pell Grant: 82% | 3, achieved |
| Across student cohorts, percent passing gateway writing within two years for Pell Grant recipients compared to students who filed a FAFSA but did not receive a Pell Grant award | Pell Grant: 83%  
No Pell Grant: 82% | |
| Across student cohorts, percent of students who completed one or more Associate degrees within four years for students of color compared to white non-Latino students | Pell Grant: 15%  
No Pell Grant: 11% | |
| Across student cohorts, percent passing gateway math within two years for students receiving services from Disability Resources (DR) Office and students not receiving those services | Students receiving DR services: 78%  
Students not receiving DR services: 81% | |
| Across student cohorts, percent passing gateway writing within two years for students receiving services from Disability Resources (DR) Office and students not receiving those services | Students receiving DR services: 80%  
Students not receiving DR services: 82% | |
| Across student cohorts, percent of students who completed one or more Associate degrees within four years for students receiving services from Disability Resources (DR) Office and students not receiving those services | Students receiving DR services: 8%  
Students not receiving DR services: 12% | |
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<th>Indicator 1.12: Students rate transfer learning environments as inclusive</th>
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<td>Across student cohorts, percent of students who responded &quot;strongly agree&quot; or &quot;agree&quot; to the statement &quot;The instructor respected people including those of different genders, religious backgrounds, class status, abilities and lifestyles&quot; on student evaluations of instruction</td>
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<tr>
<td>Strongly agreed: 81%</td>
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<tr>
<td>Agreed/strongly agreed: 98%</td>
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<td>3, achieved</td>
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<th>Indicators 1.13-1.17: Benchmark scores from Lane's 2011 Community College Survey of Student Engagement (CCSSE). These scores are standardized around the mean of the 3-year national sample so that scores have a mean of 50.</th>
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<td>Indicator 1.14: Benchmark scores from CCSSE for Student Effort</td>
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<td>Indicator 1.15: Benchmark scores from CCSSE for Academic Challenge</td>
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<td>Indicator 1.16: Benchmark scores from CCSSE for Student-Faculty Interaction</td>
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<td>Indicator 1.17: Benchmark scores from CCSSE for Support for Learners</td>
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