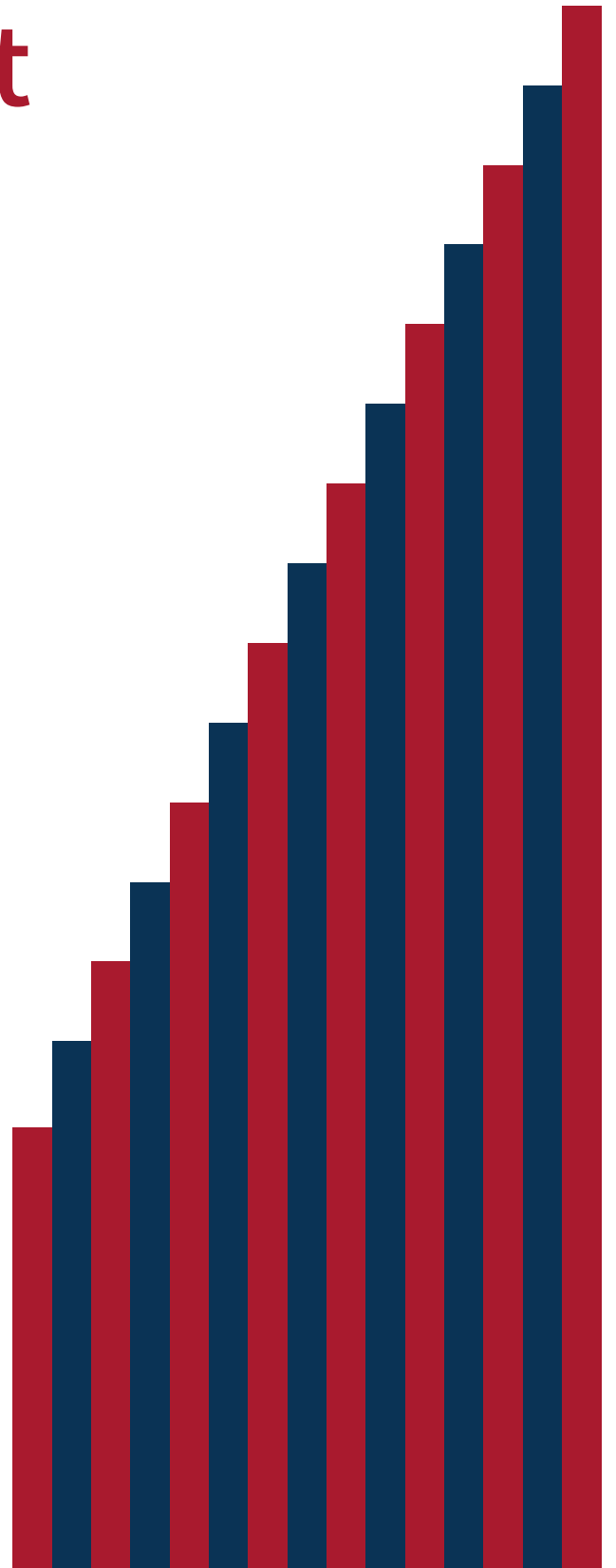


2024 - 2025

Student Achievement



LANE
COLLEGE

Mission

“With strong ties to the Christian Methodist Episcopal Church, the College’s Mission is to develop the “whole student.” Academic excellence is the institution’s top priority, and it is achieved through a student-centered and nurturing approach to learning supported by excellent teaching, teaching-related research, and service. The College believes that one’s intellectual capability coupled with social and spiritual growth is essential to the development of a well-rounded individual. In keeping with this Mission, the College offers creative and enriching academic programs to prepare students for their chosen careers; and encourages active student engagement to cultivate life-long learning.

Lane College is deeply committed to fostering **student success** through intentional planning, continuous improvement, and the assessment of outcomes that reflect the mission of the institution, the nature of the students we serve, and the programs we offer.

Student achievement goals are focused on three of the six institutional Strategic Pillars, and integrated into the planning processes. Progress is tracked through multiple measures designed to demonstrate persistence, learning, and post-graduation success.

As part of our commitment to continuous improvement the College sets goals, aspirational targets and thresholds of acceptability for each achievement measure. These benchmarks help ensure that results are not only monitored, but also used to inform planning, program enhancements, and resource allocation. In doing so, Lane College fosters a **culture of improvement** that strengthens institutional effectiveness and supports long-term student outcomes.

Lane College publishes the Annual Student Achievement Report, which documents outcomes and progress on the identified indicators. These processes ensure accountability, transparency, and shared understanding of Lane’s priorities across the campus community.

Data sources such as IPEDS, the National Student Clearinghouse, and internal institutional systems provide the evidence base for evaluating these measures. Context is further provided through comparison with Lane’s designated IPEDS peer group of Historically Black Colleges and Universities (HBCUs).

In accordance with the **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Principles of Accreditation, Section 8 (Student Achievement)**, and the **Policy on Institutional Obligations for Public Disclosure**, Lane College formally identifies, evaluates, and publicly shares these goals and outcomes. This commitment to accreditation compliance underscores the College’s responsibility to uphold standards of quality, effectiveness, and public accountability while advancing the success of all students

Strategic Pillar(s)

Achievement Indicators



Academic Excellence & Strategic Enrollment Management

First-time full-time Freshmen retention



Academic Excellence

Gateway English and Mathematics course completion



Academic Excellence

Six-year graduation rate



Academic Excellence

Degrees conferred



Academic Excellence & Experiential Learning

Post-graduation outcomes

2024 - 2025

Essential Insights

Retention momentum is strengthening

Year-over-year gains in fall-to-spring and fall-to-fall FTFT retention exceed institutional thresholds, signaling early impact of advising and support strategies.

Gateway math outcomes are a sustained strength

MAT 130 and MAT 133 success rates continue to meet or exceed aspirant targets, reinforcing the effectiveness of Math Pathways and related supports.

Gateway English requires targeted attention

ENG 133 remains above the aspirant benchmark, but recent declines point to the need for refined placement and instructional alignment.

Graduation Rate remains stable

The six-year graduation rate meets the threshold but has not advanced toward the aspirant target, indicating a lag between early gains and long-term completion.

Post-graduation outcomes are improving

Graduate and professional school placement increased for a third consecutive year, reflecting strengthening advising and career-connected programming.

At-A-Glance

		Comparison to Prior Year	Aspirant Target	Threshold of Acceptability
FTFT Retention	Fall-to-Spring	▲	✗	✓
	Spring-to-Fall	▲	✗	✓
Gateway Course Completion	ENG 133	▼	✓	✓
	MAT 130	▲	✓	✓
	MAT 133	▼	✓	✓
6-Year Graduation Rate	Fall 2019 Cohort	=	✗	✓
Degrees Conferred	Completers	▲	✗	✓
Post-Graduation Outcomes	Graduate/Professional School Placement	▲	✓	✓

On-The-Horizon

Expanding post-graduation outcomes metrics

Collaboration with Career Services to include employment and workforce metrics and examine the targets and thresholds for the continuing education metric.

Reviewing gateway course benchmarks

Collaboration with the General Studies Committee to examine, reset or reaffirm targets and thresholds for gateway course success.

Strengthening overall benchmarking

The National Student Clearinghouse Post-Secondary Data Partnership data will be utilized to enhance peer and aspirant comparisons.

Notes & Sources

Notes

For each student achievement indicators, Lane College defines measurable annual metric(s), identifies aspirant target(s), and sets an acceptable minimum(s) (threshold of acceptability) as detailed in the following sections. These benchmarks are set and review collaboratively by relevant institutional areas.

Lane College utilizes state and national data to provide context and benchmark institutional data.

Six Strategic Pillars

Academic Excellence
Experiential Learning
Strategic Enrollment Management
Financial Vitality
Community Engagement
Differential Advantage

*Office of Institutional Research and Effectiveness
December 2025*

Sources

IPEDS

IPEDS Comparison Group data are utilized to provide context and benchmark the institutional data for Graduation Rate and Degrees Conferred indicators.

National Student Clearinghouse

The National Student Clearinghouse Research Center *Persistence and Retention Report*, published in June 2025, provides benchmark data for the Retention and Post-Graduation Outcomes indicators.

Higher Education Research Institute

The Higher Education Research Institute (HERI) *Graduation Calculator* is utilized to benchmark the Graduation Rate threshold of acceptability. HERI, the longest running comprehensive data collection of institutes of higher education, is led by the partnership between the UCLA School of Education and Information Studies and the American Council on Education.

Lane College Institutional Data

Census datafiles and the Student Information System captures student and institutional data anchoring all presented information, and analysis.

Lane College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate and baccalaureate degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels.

Questions about the accreditation of Lane College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).



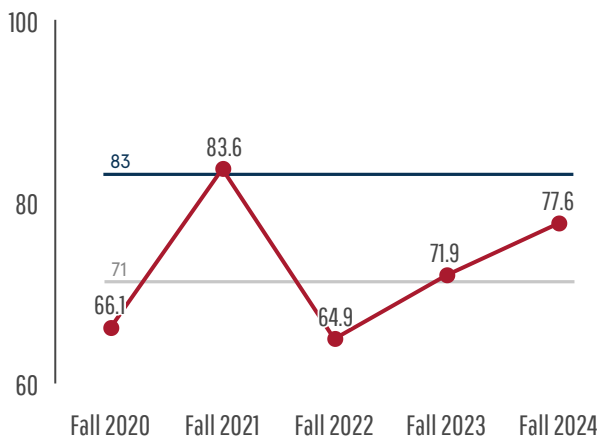
First-Time Full-Time Freshmen Retention

Metric 1: Fall-to-Spring First-Time Full-Time Retention

The fall-to-spring retention rate for first-time full-time freshman (FTFT) students is equal to or greater than the fall-to-spring retention rate of the prior year cohort of freshman students.

Fall-to-Spring FTFT Retention Rate (%)

▲ 5.7



Outcome

The fall-to-spring retention rate for the Fall 2024 FTFT was an increase of 5.7 percentage points from the Fall 2023 cohort. While falling under the aspirant target, the rate exceeded the minimum threshold. Additionally, the Fall 2024 result extended the upward fall-to-spring trend to a second academic year narrowing the gap towards the aspirant target.

Aspirant Target: 83%

The 3-year national average for fall-to-spring FTFT retention rate

Threshold of Acceptability: 71%

The 3-year institutional average rate

Method

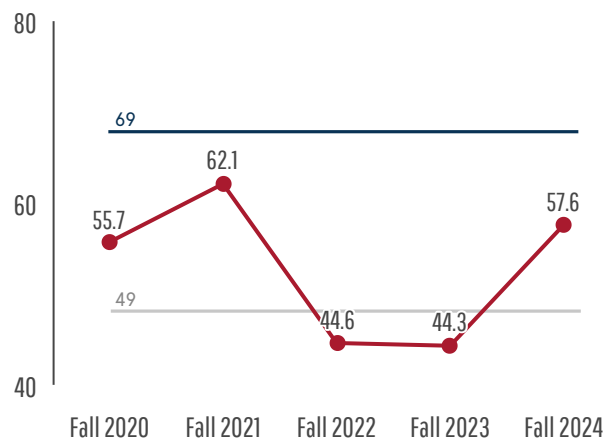
Calculate the percentage of the FTFT cohort who return the following spring term after the first fall semester of attendance. Compare the result to the prior year's return rate.

Metric 2: Fall-to-Fall First-Time Full-time Retention

The fall-to-fall retention rate for first-time full-time freshman students is equal to or greater than the fall-to-fall retention rate of the prior year cohort of freshman students.

Fall-to-Fall FTFT Retention Rate (%)

▲ 13.3



Outcome

The fall-to-fall retention rate increased from 44.3% for the Fall 2023 cohort to 57.6% for the Fall 2024 FTFT cohort exceeding the minimum threshold. The significant gain of 13.3 percentage points can be early indicator of the impact of the retention effort and programming implemented during the 2023-2024 Academic Year.

Aspirant Target: 69%

The 3-year national average for fall-to-fall FTFT retention rate

Threshold of Acceptability: 49%

The 3-year institutional average rate

Method

Calculate the percentage of the FTFT cohort who return the following fall semester after the first fall term of attendance. Compare the result to the prior year's return rate.



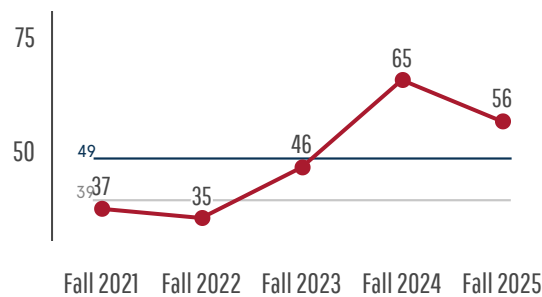
Gateway English and Mathematics Course Completion

Metric: ENG 133, MAT 130, and MAT 133 Fall Course Success Rate

The successful course completion rate for each course is equal to or greater than the prior Fall success rate.

ENG 133 English Composition Success Rate (%)

▼ 9

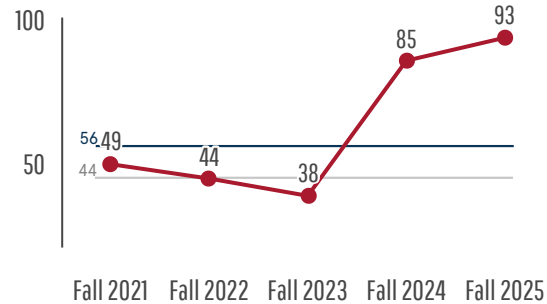


Outcome

While the Fall 2025 success rate in ENG 130 exceeded the aspiration target for a second year, the result was a significant decrease of 9% from Fall 2024. Lane College began the exploration of English placement systems to enhance institutional ability to meet the need of students.

MAT 130 Contemporary Math Success Rate (%)

▲ 8

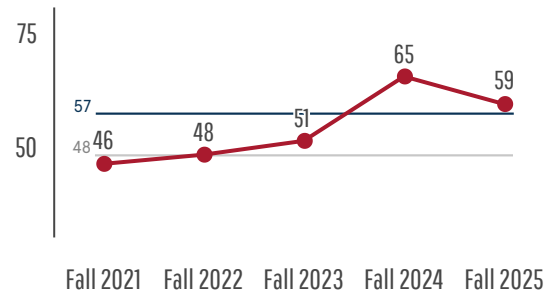


Outcome

The two-consecutive year upward pattern implied the positive impact effectiveness of the Math Pathways on students majoring in CRJ, ENG, HIS, INT, MUS, COM, and REL. The success rate in MAT 130 in Fall 2025 increased by 8 percentage points from Fall 2024. The result continues to significantly exceed the aspiration target.

MAT 133 College Algebra Success Rate (%)

▼ 6



Outcome

While the result was a decrease of 6 percentage points from Fall 2024, the Fall 2025 successful completion rate in MAT 133 exceeded the aspirant target by 2% maintaining above target achievement for a second year. Lane College continues to monitor this data point to ensure the continual effectiveness of the Math Pathways and related support programming for students majoring in STEM, EDU, BUS, PE, and SOC.

Aspirant Target: the average rate of the last 3-year results.

Threshold of Acceptability: the average rate of the 3 initial implementation years (Fall 2021, 2022, 2023)

Method

For each of the identified course, calculate the percentage of the students who enrolled and completed the course with C or better. Compare the result to the prior Fall success rate.



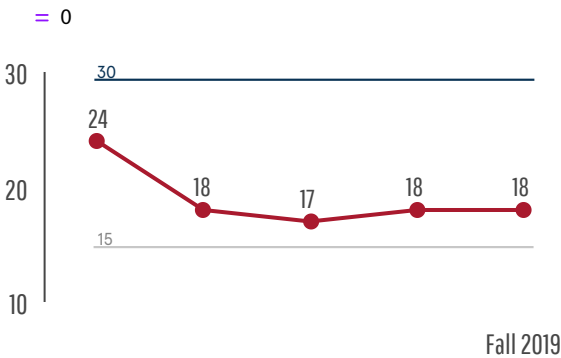
Graduation Rate

SACSCOC Key Student Completion Indicator

Metric: First-Time Full-Time Cohort Six-Year Graduation Rate

Students entering as first-time, full-time freshmen will maintain or exceed the previous cohort's graduation rate in completing degree requirements within 150% of the typical completion time.

6-Year Graduation Rate (%)



Outcome

The Fall 2019 FTFT Cohort maintained the 6-year graduation rate at 18%. While meeting the threshold of acceptability, the result did not narrow the gap to the aspirant target.

Aspirant Target: 30%

The 4-year IPEDS Comparison Group average

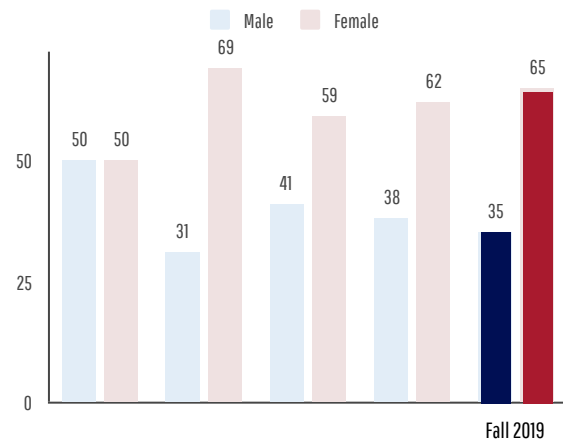
Threshold of Acceptability: 15%

HERI Graduation Rate Calculator based on the average High School GPA and ACT Composite Score of the five represented cohorts: 2.5 and 15

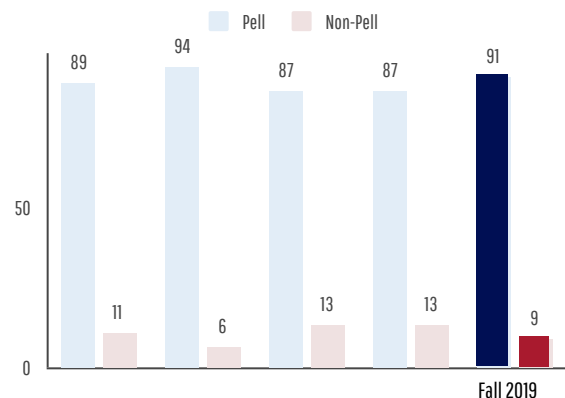
Method

Calculate the percentage of the FTFT student cohort who persisted to complete program requirements within 150% of the typical completion time. Compare the result to the prior FTFT cohort.

Cohort Completers Disaggregated by Gender (%)



Cohort Completers Disaggregated by Pell (%)



Findings

Lane College enrolled 1,065 male and 946 female students in its Fall FTFT Cohort between 2015 to 2019. Of the 946 female students, 20.3% (192) graduated within 150% of typical completion time. In contrast, only 14.4% (153/1,065) of the male students completed degree and graduation requirements during the same period.

Majority of the 150%-time completers are Pell recipient, consistent with enrollment characteristic that leans heavy on students who are eligible to receive Pell.



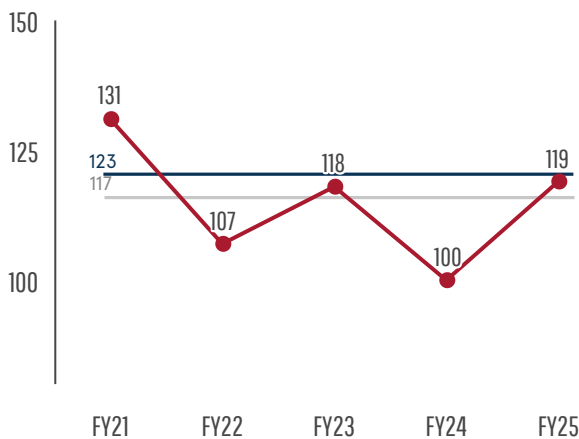
Degrees Conferred

Metric: Number of Degree Awarded

The number of students achieving successful completions of all required coursework and fulfillment of graduation requirements is equal to or greater than the successful completions from the previous fiscal year.

Degrees Awarded

▲ 19



Outcome

The number of completers increased in the 2025 Fiscal Year. The aspirational target was missed by 3.2%. However, the number of completers met the threshold of acceptability. The result may be an early indicator of the positive impact of advising and support services implemented during the last two fiscal years. Lane College continues to closely monitor potential completers--students with 88+ credit hours--to ensure institutional responsiveness to meet the need of all students.

Aspirant Target: 123

The 5-year institutional average

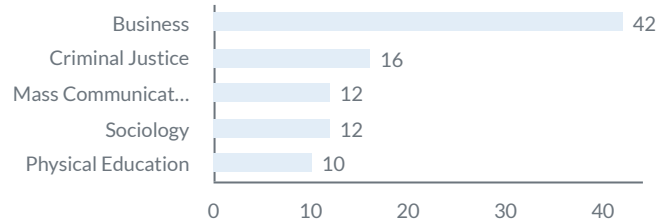
Threshold of Acceptability: 117

The 5-year average percentage of comparison rate to IPEDS Comparison Group (83%)

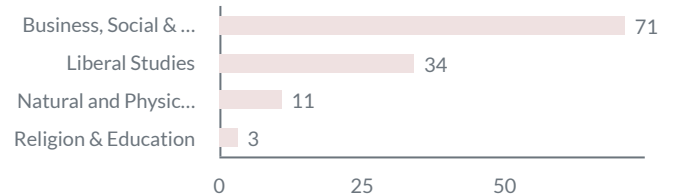
Method

Capture the number of completers between July 1 to June 30 of each fiscal year. Compare the results to the number of completers from the previous fiscal year.

Top 5 Degree Awarded by Program



Distribution by Academic Division





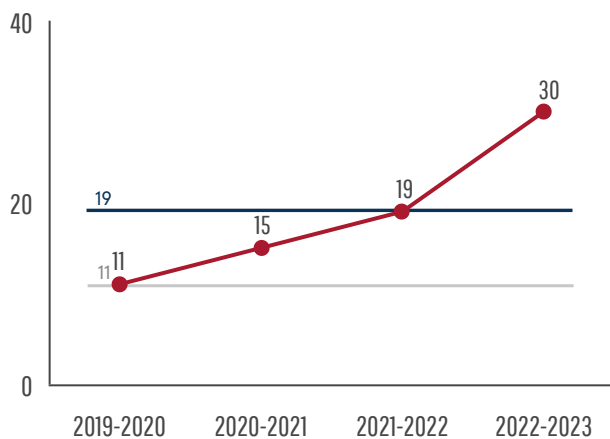
Post-Graduation Outcomes

Metric 1: Continuing Education

The percentage of completers enrolling in graduate/professional school within two years of graduation as reported by the National Student Clearing House is equal to or greater than the prior year placement rate.

Graduate/Professional School Placement within 2-Years (%)

▲ 16



Aspirant Target: 19%

The 5-year institutional average

Threshold of Acceptability: 11%

Pre-pandemic graduate/professional school placement rate (Graduation Year 2019 – 2020)

Method

Calculate the percentage of completers who enroll in graduate/professional school within two years of graduation identified in the *Student Tracker of the National Student Clearinghouse Student*. Compare percentage to the prior year rate.

Outcome

The 2022–2023 student completers enrolled in graduate/professional school within two years after graduation at a significantly higher rate than the 2021 – 2022 completers achieving beyond 11 percentage points over the aspirant target. The 16–percentage–point increase year over year solidified the upward trend for the third consecutive year, an indicator of the positive impact of advising, career–related, and vocational programming and services delivered during recent years.

Findings

23

INSTITUTIONS

Equal distribution between Public and Private (11/12)

7 In-State and 16 Out-Of-State

31

PROGRAMS

10 Humanities and Social Sciences

9 Education

7 Business

2 Health-Related

2 STEM

2024 - 2025

Student Achievement Data

First-Time Full-Time Retention



Fall 2024 Cohort Count: 250
Fall-to-Spring Retained: 194
Fall-to-Fall Retained: 144

Gateway Course Completion (Fall 2025)



ENG 133 English Composition
MAT 130 Contemporary Math
MAT 133 College Algebra

Total Reach

Total As, Bs, and Cs

330

185

14

13

249

148

6-Year Graduation Rate



Fall 2019 FTFT Cohort Count: 405
Completers within 150% Time: 72

Degrees Conferred



Completions between 7/1/2024 and 6/30/2025: 119

Post-Graduation Outcomes



2022-2023 Completers Count: 117
Enrolled in Graduate/Professional Program within 2 Years
of Graduation: 35

Office of Institutional Research and Effectiveness
December 2025