

Outcomes for Skill Development Students

Metric	2013-19	2011-21	Trend	Target	Rating
Complete 18 credits w/in 1 year	30%	47%	↑	40%	Developed
Complete award w/in 3 years	22%	17%	↓	17%	

Mission Fulfillment Indicator (MFI) 4 measures attainment of 18 or more college-level credits and 3-year graduation rates for fall entry students who have taken coursework in Adult Basic & Secondary Education (ABSE) or English as a Second Language (ESL). Skills development (SD) coursework is designed to develop foundational skills in English proficiency, math, reading, and writing. Students take these courses either before or while concurrently enrolled in credit courses. This MFI includes a leading indicator—the percentage of students who enrolled in skills development classes and went on to pass 18 or more college-level credits with a grade of Pass or C- or better during their first year—and a lagging indicator—3-year award completion and conferral rates. Fall cohorts are made up of students who are new to Lane in fall, taking college-level courses, and seeking credentials of 1 year or longer including “direct transfers.” To count toward the graduation rate, awards must be both “earned,” meaning all degree requirements completed, and “conferred,” meaning the College has issued the award.

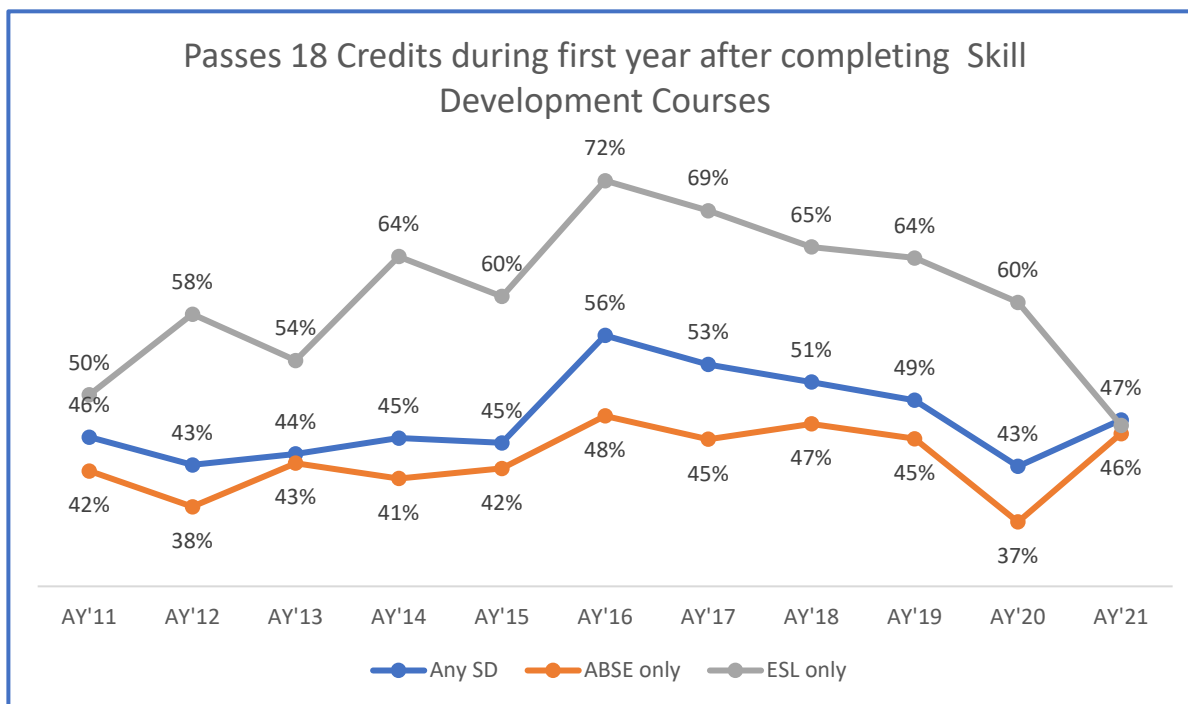


Figure 1: Percentage of Students with 18 Transfer Credits One Year After SD Course Completion

Discussion

COVID-19 and the resulting changes in course delivery modalities, impacted populations who traditionally seek Skills Develop opportunities disproportionality hard. As populations who statistically have lower incomes and educational attainment levels than their traditional student peers, they did not have the same levels of access to academic technology, reliable internet connections, digital literacy, or physical spaces conducive to successful online and remote learning. The college worked diligently to close this gap by providing hotspots, digital literacy support, technology devices, and specialized advising and saw gains in many of our student populations. The exception was for the ESL population, which includes both resident and international student populations. Larger proportions of international students who start in skills development courses continue to take credit level courses compared to resident ESL students. COVID-19 severely impacted international ESL student travel and therefore enrollments, as did

federal policies starting in 2016 that restricted student visa issuance for students from countries typically served by community colleges. These external factors, along with internal barriers to supporting English language learners at the credit level may account for the proportional decrease in ESL students successfully completing 18 credits in their first year after completing Skill Development courses.

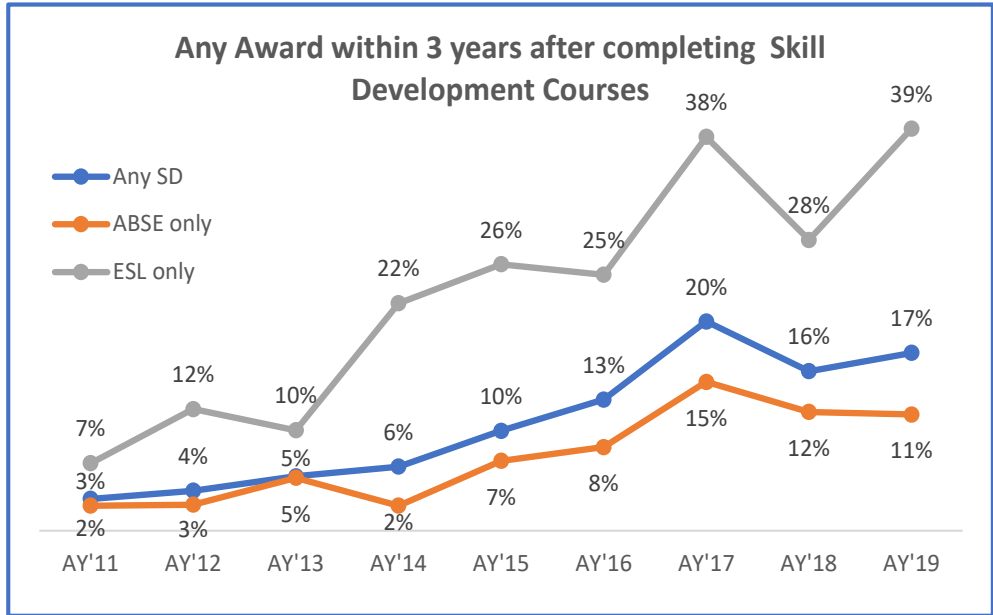


Figure 2: Percentage of Students with Award 3 Years After Completing SD Courses

Peer Comparison

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. Based on [Voluntary Framework of Accountability](#) (VFA) 2013 cohort data, Lane’s percent of students who were referred/placed into developmental English/Writing is similar to that of comparable Oregon community colleges.

	Cohort	Became College Ready	Completed College Courses
Lane	276	69.2%	48.9%
Chemeketa	359	70.2%	49.9%
Mt Hood	193	79.3%	56.0%

Lessons Learned & Next Steps

During the MFI update process in 2021-2022, there was much discussion of the efficacy and limitations of MFI 4. While this metric provides useful data for considering academic outcomes for students who begin their journey at Lane in Skills Development courses, the current language provides no insights into the reasons why individual students are able to thrive in their credit bearing classes or whether they struggle during and/or after the transition from SD courses to higher level courses. Several recommendations for improvements to this MFI were proposed, including:

- Revising the credit threshold from 18 credits to 12 credits in order to better reflect student enrollment patterns.
- Improved data gathering related to students’ engagement with support services and share disaggregated data with support areas so that they can better tailor their services to meet the needs of students, including those who have matriculated through SD coursework.
- Adding success measures at the College or Program level to better understand the needs and support provided the students beyond their experiences in SD courses.

Conversations about revising this MFI and developing more robust data sources will continue in the 2022-2023 academic year.