

Gateway Course Completion Rates

Area	2019	2021	Trend	Target	Rating
Writing	47%	44%	↓	46%	Emerging
Math	41%	43%	↑	46%	

Mission Fulfillment Indicator (MFI) 10 measures the percentage of first time in college students completing required gateway courses for their program of study. Data on math and writing measures the percentage of all new students who successfully complete these courses within their first year. In coming years, data about completion of program specific gateway courses will be reported as part of this MFI. First time in college means students who self-report no prior college credit and confirmed by the National Student Clearinghouse. Early college courses completed during high school do not disqualify a student from first time status.

Discussion

Before the COVID-19 pandemic, trendlines for first time in college students successfully completing the writing and math courses required for their program of study within their first year at Lane were increasing for all demographic groups. However, the Fall 2021 cohort experienced declines in this metric across demographics.

One contributing factor is likely the unexpected extension of campus closures due to a resurgence of COVID-19 cases in late summer and early fall, which resulted in many students who had registered for fall term classes anticipating a return to campus experiencing an unexpected shift back to online classes just before the start of fall term. For many of these students, access to WIFI and technology resources created challenges to their ability to participate in

online learning. Additionally, students who required in-person support experienced delays in being able to access those supports as units across navigated unexpected changes to their reopening plans.

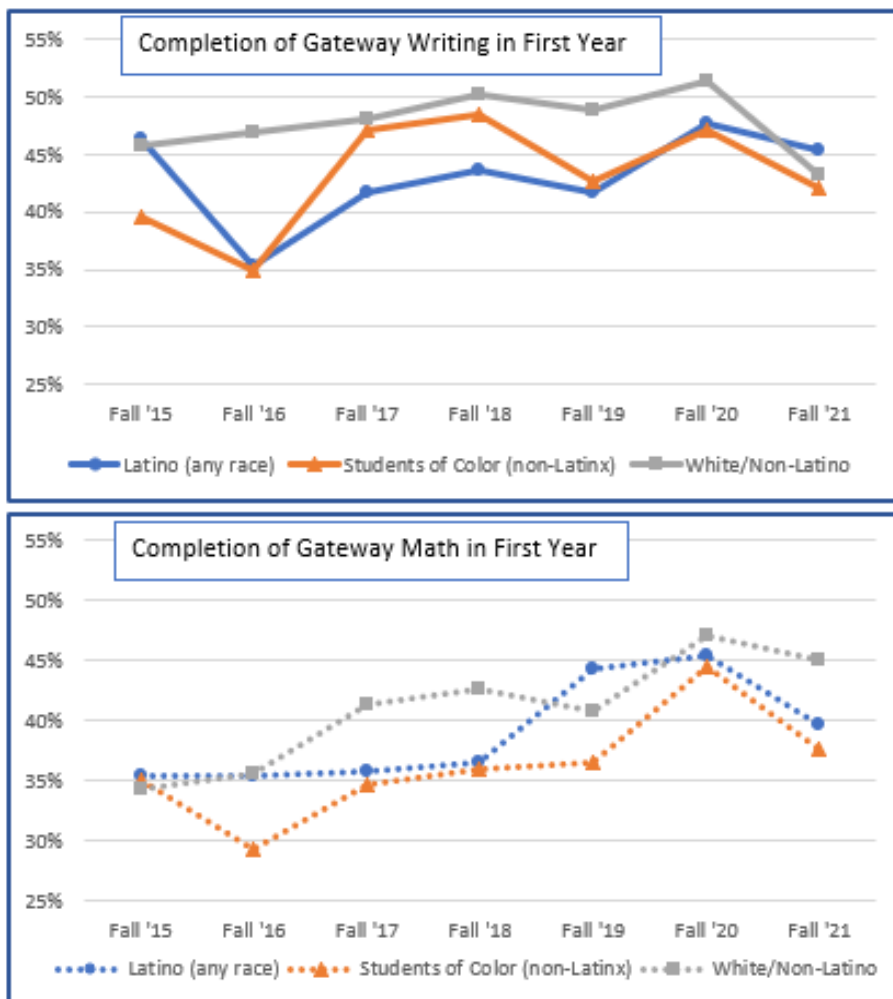


Figure 1: Fall start Cohorts by Race/Ethnicity Completion of Gateway Writing and Math in First Year

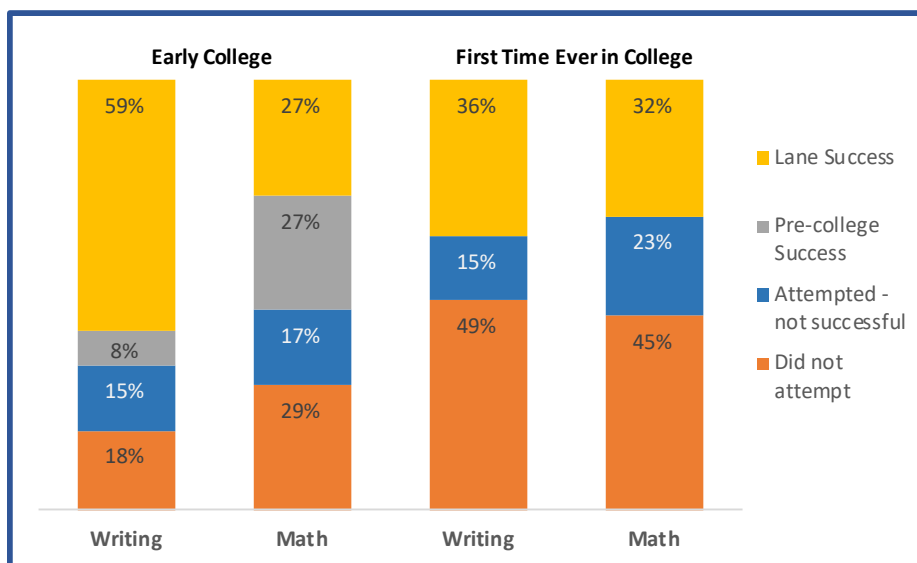


Figure 2: Fall 2021 Cohort Attempts and Success Rates for Writing and Math in First Year

Figure 2 focuses on first time students new to Lane in Fall of 2021 and shows the percentage of students in that cohort who attempted and completed gateway math or gateway writing before the end of their first year at Lane. These data demonstrate that significant numbers of first time, first term students do not attempt to take writing and math in their first year at Lane,

especially when compared to their peers who have early college experiences. It is hoped that the development of default academic plans will help address this issue by providing students with a recommended schedule that encourages them to take writing and math during their first year. To date, 98% of transfer and approximately 37% of CTE programs are though the first phase of creating default academic plans and the first set of completed plans are being entered into the College's advising system for use.

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. Peer Comparison data is being compiled and will be added when available.

Lessons Learned & Next Steps

Lane Community College has been investing in initiatives tied to Guided Pathways for a number of years, with the goal of making Lane a student ready college. Ongoing strategies to increase gateway course completion include:

Strong Start: Math faculty worked throughout 2021-2022 to develop a co-requisite course for MTH 105 which is being delivered this year. The effectiveness will be assessed, and faculty members will engage in a continuous improvement process to provide opportunities for effective math acceleration.

Gateway Course Placement and Completion: In 2021-2022, a team was created to begin a multiyear project with the goal of helping to create an ideal future student experience in which students identify the starting point at which they will be most successful for math and writing through a compassionate, validating, and encouraging process, and are supported throughout the process of completing program-level math and writing. The goal of this redesign is to provide students with a placement that is accurate and supports student success in gateway courses, such as math and writing.