



First Time in College Students Completing Program-Level Math within 1 Year

Previous	Current	Trend	Target	Rating
43%	43%	↔	46%	Developed

Mission Fulfillment Indicator 12 is the rate at which each fall cohort of new, first time in college credit students seeking awards complete at least one program-level math course within one year. First time in college means students who self-report no prior college credit and is confirmed by the National Student Clearinghouse, with the exception of early college courses completed during high school. Program-level means a course specifically required for the student’s declared program. The terms “program-level” and “gateway” may be used interchangeably but note that for some career technical credentials, program-level math courses may be below 100-level.

Discussion

Lane’s one-year program-level math completion rate increased over the last 5 years, from 24% for the 2013 cohort to 43% for the 2019 cohort. An increase in 9 percentage points was seen between the 2014 and 2015 cohorts.

Early gateway math completion builds a foundation for academic and career success and is known as a predictive key indicator correlated with graduation. Growth in this MFI helps explain recent improvement in Lane graduation rates.

Because first-year program-level math completion is a leading indicator, its growth for recent cohorts bodes well for continued improvement

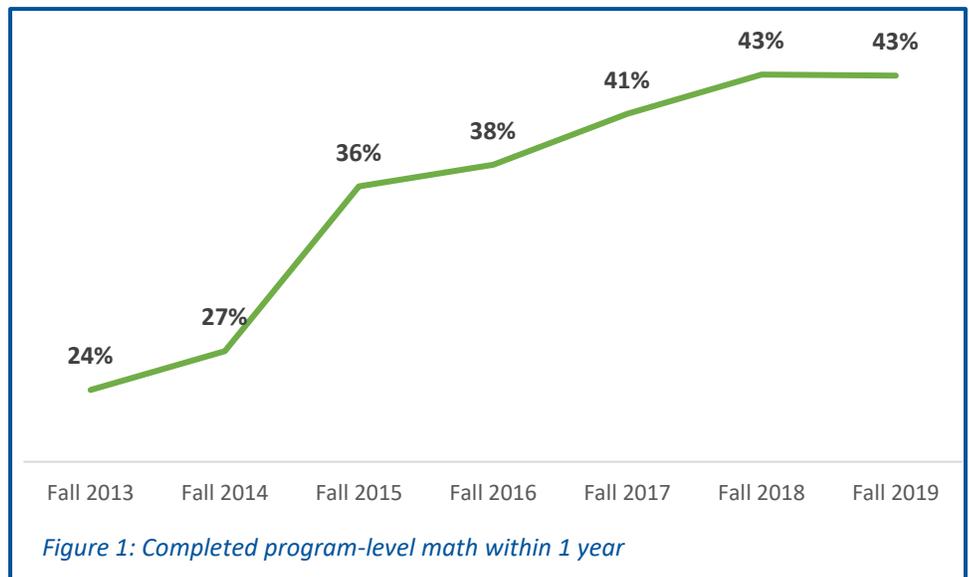


Figure 1: Completed program-level math within 1 year

in graduation rates. Ongoing focus on this indicator in the long term will help drive timely program-level math completion, support graduation rates, and increase student success.

Deeper Data Dive

One driver of the positive trend in completion is Lane's ongoing effort to streamline developmental programs through data-informed improvements.

Between 2012 and 2015, the Math Division adjusted placement procedures and added accelerated pathways, enabling students to advance through program math requirements more quickly. In one cohort study, students placing 3 or more levels below program-level math were tracked for 2 years after enrolling in Fall 2012 or Fall 2015. Data from this study showed that attrition due to failure or withdrawal increased but was more than offset by increased persistence in attempting subsequent math courses, and the percentage of low-placing students who were able to pass program-level math within 2 years doubled from 8% to 16%.

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. Comparison data is being collected and will be added when available.

Lessons Learned & Next Steps

MFI 12 corresponds to Lane's Guided Pathways Student Success Metric: Completed program-level math within the first four terms. In 2020-21 Guided Pathways is supporting development and implementation of a Directed Self Placement system. In addition, the Math Department is working to develop co-requisite supplemental education courses to increase student success in first year math courses. Directed Self Placement is a student-centered placement process designed by experts in the discipline that guides students to choose the first year math and writing courses they feel are best aligned with their sense of what they're ready for in college. Co-Requisite supplemental education courses are classes that students enroll in to receive structured academic support with their regular math class to increase their chances of success.

