

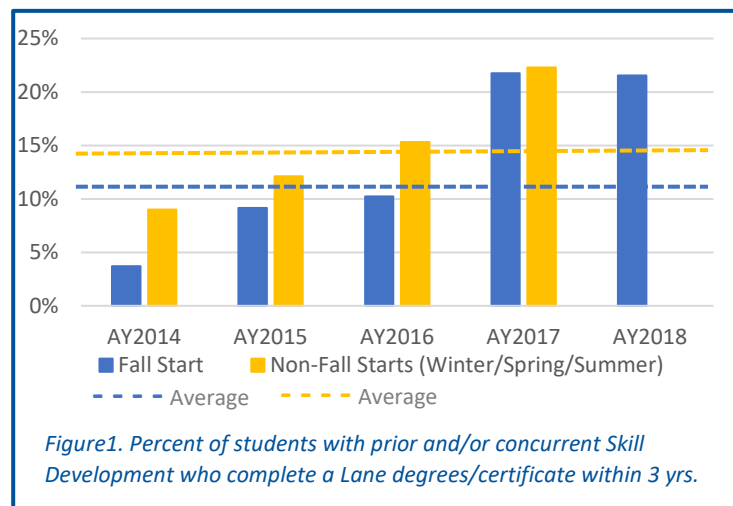
## Outcomes for Skill Development Students

	Previous	Current	Trend	Target	Rating
Complete 18 Credits during Year 1	48%	30%	↘	40%	<b>Emerging</b>
Complete award within 3 years	22%	22%	↔	17%	

Mission Fulfillment Indicator (MFI) 6 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.

### Discussion

Data was collected between 2013-14 and 2019-20 for fall start students enrolling in their first college-level courses who have taken at least one SD course either prior to enrollment in college-level courses or concurrently. Over this 6-year period, an average of 37% of this cohort completed 18 or more credits with a grade of Pass or C- or better during their first year. The data in Figure 1 indicates that, while there is an upward trend in percentages of skills development students who successfully complete 18 or more college-level credits during their first year, outcomes for these students remain well below those of their counterparts who place directly into college-level courses. It is important to note that these courses serve relatively fewer students than college-level courses, so these percentages are sensitive to the outcomes of individual students. Between 2013-14 and 2017-18, an average of 12% of fall start SD students completed and were conferred an LCC award by end of year 3. 14% of students who started in either winter, spring, or summer terms completed and were conferred their awards. Compared to students entering directly into college-level courses, students who take skills development courses complete at similar rates.



### Deeper Data Dive

Disaggregated data show that Skills Development program (ABSE vs. ESL) outcomes are vastly different. An average of 52% of ESL students take and pass 18 or more college-level credits in their first year compared to 32% of students who came to credit from Adult Basic Skills courses. When we break this down further by

ethnicity/race we see that 32% of White, Asian, and Latinx students (not international) meet this outcome, whereas we see a smaller percentage (30%) of students who identify as Black, Native American, Pacific Islander, or Multiracial meeting this outcome.

Similar trends are seen when looking at completion and conferral rates. Students with concurrent or prior ESL coursework outperform both ABSE students and students who start in credit bearing courses, with 26% of ESL students completing and having their

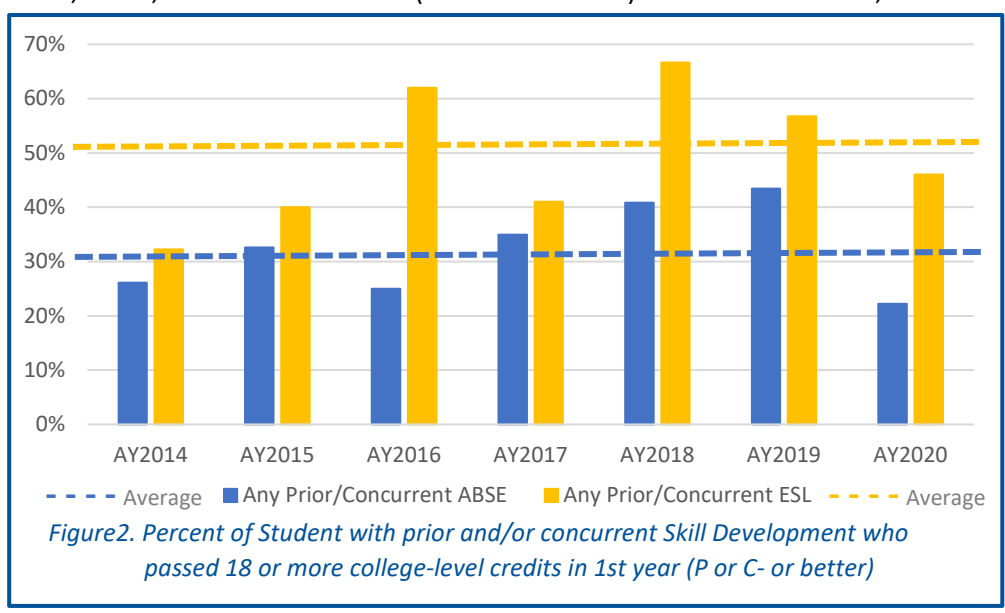


Figure 2. Percent of Student with prior and/or concurrent Skill Development who passed 18 or more college-level credits in 1st year (P or C- or better)

awards conferred within 3 years. Breaking this down further, we see that international students outperform all other groups with 30% of those who started in skills development courses completing awards within 3 years. 9% of students who enrolled in ABSE courses met this outcome. For non-international students, 10% White and Asian and 8% of Black, Native American, Pacific Islander, Latinx, or Multiracial students complete within 3 years.

### 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. Because skills development programming and data tracking vary greatly across institutions, comparisons of outcomes for skills development students at peer institutions are not available at this time.

### Lessons Learned & Next Steps

Skills development programming is designed to increase educational access and equity. The overall numbers of students move from skills development courses to credit bearing programs remains comparatively small, and those who do make this transition continue to face challenges that prevent them from hitting success benchmarks at the same rates as their peers. The notable exception for this is for international ESL students, who pass 18 credits in their first year and complete awards within 3 years at substantially higher rates than other cohorts at Lane Community College. It is important to bear in mind the International Program provides international students with substantial student services not available at the same levels to other skills development students, including peer mentoring, consistent comprehensive advising, organized social activities, and others. The recent expansions of Tutoring and Early Outreach services to include students in ESL and ABSE programs has improved student engagement and retention; increasing access to advising support and peer mentoring for these students could help build on these gains. Another important step to increase SD student success is to streamline pathways to achieving awards for these cohorts. Implementation of a co-requisite model for students taking program-level math and writing has been identified nationally as a strategy to increase the success rates of students placing below college-level courses. Going forward, developing mechanisms for assessing the effectiveness of these and other proposed services for this population will help drive continuous improvement and close equity gaps.