

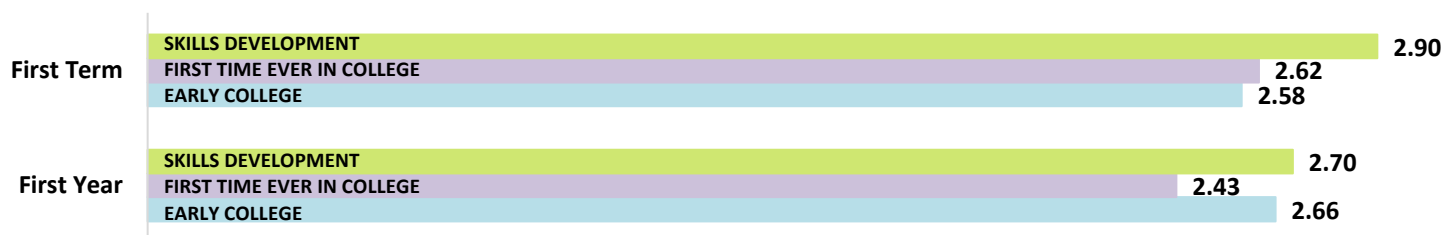
Skills Development and Student Success

Some of Lane’s new students enter credit coursework through one of the college’s non-credit Skills Development programs: *Adult Basic Secondary Education (ABSE)* or *English as a Second Language (ESL)*. Drawing from fall 2021 new award-seeking students, we compare early success metrics of Skills Development students who take ABSE or ESL courses prior to or alongside credit courses (N=57) with First-Time-Ever-In-College students who enroll in credit coursework upon arrival at Lane (N=509) and Early College students who arrive after completing college-level courses in high school (N=612).

Successful Credit Completion Rates



Mean Grade Point Averages



Retention Rates



It is evident that ABSE and ESL sow seeds of student success. **Following experiences to build college-going skills, students who started in these courses compare favorably on most metrics.** One notable concern is the drop in retention to year 2 for all groups and especially for Skills Development students. What can we do differently during the first year of credit coursework to keep more students on track to reach their goals?

Skills Development courses align with college outcomes in writing and math, providing a seamless continuum of learning. Using an equity lens, ABSE and ESL staff and faculty develop strategic, empowered students through a metacognitive learning process, supporting access and inclusion by engaging students in the use of important campus systems such as Moodle and GSuite, connecting them with critical resources, and building a strong sense of belonging. **Skills Development programs serve as a springboard to success for students who might not otherwise access a college education.**