

First Time in College Students Completing Program-Level Writing in One Year

Previous	Current	Trend	Target	Rating
49%	48%	↓	46%	Developed

Mission Fulfillment Indicator (MFI) 13 is the rate at which each fall cohort of new, first time in college credit students seeking awards complete at least one program-level writing course within one year. First time in college means students who self-report no prior college credit, with the possible exception of early college courses completed during high school. Program-level means a course specifically required for the student’s declared program at the time of the analysis. The terms “program-level” and “gateway” may be used interchangeably.

Discussion

Lane’s one-year program-level writing completion rate improved in four of the last five years, increasing from 42% for the 2013 cohort to 48% for the 2019 cohort.

Early gateway writing 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 growth in Lane graduation rates.

Because first-year program-level writing completion is a leading indicator, its recent growth bodes well for further improvements in graduation

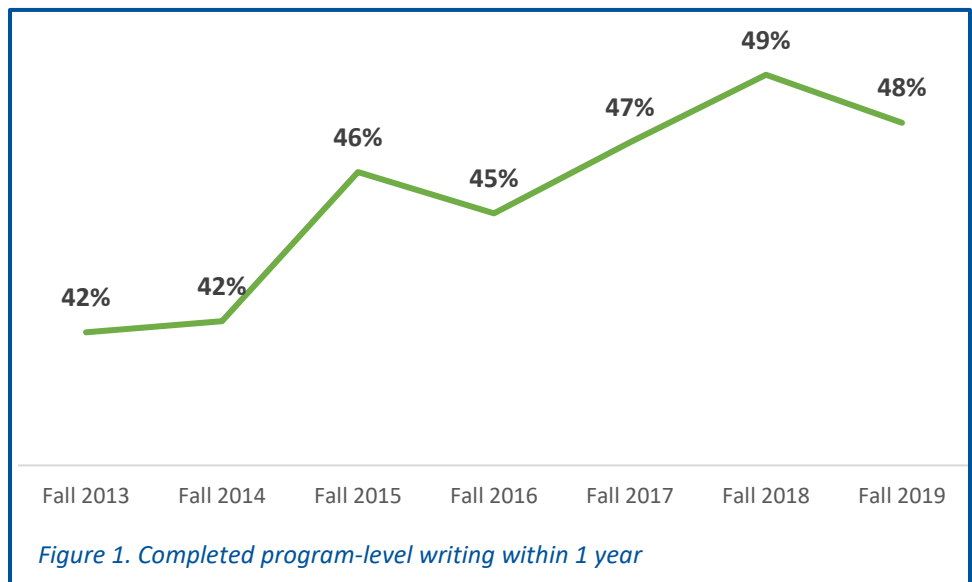


Figure 1. Completed program-level writing within 1 year

rates near term. Longer term, decisions and actions in our daily work that increase the rate of timely program-level writing completion open doors for student gains in graduation and overall success.

Deeper Data Dive

This positive trend in completion rates reflects Lane’s commitment to student success and sustained efforts to enhance developmental programs through continuous data-informed improvements. Between 2012 and 2015 the Academic Learning Skills Department streamlined their course offerings and deployed a co-requisite model to help more students progress through developmental education courses more quickly. Although rates of failure or withdrawal increased, pass rates also increased and there was a dramatic reduction in the number of students who quit taking writing.

In one cohort study, students placing 2 or more levels below gateway writing were tracked for 2 years after first enrolling in Fall 2012 and Fall 2015, respectively. Attrition due to failures and withdrawals increased but was more than offset by the increase in low-placing students who passed gateway writing within 2 years. During the course of this study, completion rates in gateway writing courses rose from 19% to 33%.

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 13 corresponds to Lane's Guided Pathways Student Success Metric: Completed program-level writing within the first four terms. In 2020-21 Guided Pathways is supporting development and implementation of a Directed Self Placement system. This, and work within academic divisions to develop and expand co-requisite courses, will make it increasingly possible for students to complete program-level writing within the first year. Directed Self Placement is a student-centered placement process designed by experts in the discipline that guides students to choose the first year writing and math 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 writing class to increase their chances of success.

