Section 1: Implementing the ATD Model of Institutional Improvement

Committed Leadership

1. Briefly describe how the president, chancellor, and/or campus CEO participated in your ATD work this year.

   Dr. Richard Carpenter, Chancellor, presides over the Executive Council of the Lone Star College System (LSCS). This council comprises the Leadership Team of the AtD organizational structure. The Executive Council is responsible for all formal decision making related to AtD. They continue to recommend financial support in the form of institutional dollars (over $400,000 annually) to this effort.

   The Vice Chancellor for Academic Affairs & Student Success, Dr. Donetta Goodall, serves as a member of the AtD Steering Committee and serves as an advocate and liaison to the aforementioned Executive Council. Dr. Goodall regularly monitors strategies and data as well as reviewing all AtD related reports.

2. Briefly describe how your Board of Trustees was engaged in your ATD work this year.

   The Lone Star College Board Trustees continue to show strong support for AtD efforts at LSCS. The Board is responsible for approving the operating budget for each year. They continue to show their commitment to Achieving the Dream by allocating over $400,000 (in addition to $100,000 grant funds) for operation and implementation. These funds have allowed for permanent additions to our campus resources in terms of personnel and programs targeted at improving student success. Examples include: additional Institutional Research staff, additional advisors to work directly with students, system level positions for student success. Various board members attend the annual AtD Trustees conference to obtain national information and data regarding the national Achieving the Dream efforts. In addition, Board members request, and receive at least two annual reports on AtD strategies and their impact on student performance.
Use of Evidence to Improve Programs and Services

3. Did you use longitudinal data on student cohorts to identify achievement gaps among groups of students? If so, what achievement gaps did you identify?

Yes. We track first time in college cohorts for five years (per the Texas Higher Education Coordinating Board recommended time allotment for graduation). Longitudinal data show that there is a significant difference in the completion and retention rates (Fall to Fall and Fall to Spring) for black and Hispanic students, especially male, in developmental math and first college level English. Completion rates for black students average 10% lower than other groups, while Hispanic students averaged 5% lower. Retention rates for black students averaged 3% lower than other student groups.

4. Please list the titles of the interventions posted on the Interventions Online Tool: The entries on the Interventions Online Tool and your list below should be identical.

1. Early Intervention Plan
2. Student Success Course
3. Intrusive Advising of First Time in college Students
4. Community Engagement
5. Promoting a Culture of Evidence
6. Professional Development for Student Engagement
7. Instruction Support for Repeaters
8. Establishing a mechanism for enforcing the LSCS Student Success Initiative
9. English Placement Cut-Score Analysis and Revisions
10. Mathematics Placement Cut-Score Analysis and Revisions

Initiatives 2 & 3 have been combined.
Initiatives 5 & 6 have been combined.
Initiatives 7, 8, 9, and 10 have been discontinued.

These changes will also be reflected in the Online Tool.

Responses to Questions 5-10 should refer to the interventions posted on the Interventions for Student Success Online Tool listed above.

5. How do these interventions address achievement gaps or equity concerns on your campus? (Please use the definition of achievement gaps given in Question 3.)

The LSCS Early Intervention Initiative focuses primarily on students in developmental math (Introduction to Algebra) and the first college level English course (Composition and Rhetoric I). Faculty in these courses are encouraged to refer students who show evidence of struggling in the course. Students are then matched up with appropriate resources based on their needs (tutoring, counseling, etc.).
The students that respond to the initiative and follow through with the prescribed intervention are being retained at higher rates than previously, and are making progress toward closing the achievement gaps. Black and Hispanic students who responded to the referral and followed through with the prescribed intervention, retained to the spring semester at higher levels (6% and 5% respectively) than white students. Currently the sample size of students who respond to a referral is small (n=315), strategies are currently being developed to increase the participation level. Details are below:

![Fall 09 Early Intervention Fall to Spring Retention by Responder vs. Non-Responder](image)

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Other</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responders</td>
<td>70%</td>
<td>76%</td>
<td>75%</td>
<td>77%</td>
<td>77%</td>
<td>75%</td>
</tr>
<tr>
<td>Non-Responders</td>
<td>61%</td>
<td>70%</td>
<td>59%</td>
<td>57%</td>
<td>73%</td>
<td>64%</td>
</tr>
</tbody>
</table>

The Intrusive Advising / Student Success Course initiative (which were combined in the fall 2009 semester) have shown evidence of raising the retention rates of black and Hispanic students. Black students participating in this initiative retained at a rate of 92% vs. the 73% overall retention rate of black students at LSCS. Hispanic students participating in this initiative retained at a rate of 94% vs. the 75% overall retention rate of Hispanic students at LSCS. Sample size in this initiative for black students (n=69), Hispanic students (n=101.)
6. Have you used the evaluation data to improve any of your student success interventions? If so, what specific improvements were made based on analysis of data?

Yes, data have been used to improve student success interventions. For several semesters there has been evidence that the student success course as well as the intrusive advising initiative have a positive effect on success and retention for First Time in College (FTIC) students. Both of these initiatives target the same population of students. The challenge of the advising initiative was the lack of direct access to students. Based on the positive data and this challenge, a decision was made to combine these two initiatives. An advisor is now paired with each section of the student success course. Each name on the section roster is placed on the advisor’s caseload. After one semester of combined implementation, the results reflected that FTIC students who are enrolled in the student success course and participate in the advising component of the course are retained from fall to spring at a rate of 95% compared to those students who do not participate who are retained at a rate of 73%.

7. What obstacles (if any) have you faced evaluating these interventions?

It has been difficult to determine what LSCS would use as a baseline for the initiatives. For example: When an instructor refers a student through the Early Intervention initiative, and the student responds to the intervention, the students success and retention rate is higher than those students who did not respond. More data is needed to for review if conclusions are to be drawn about the efficacy of this strategy in improving the performance of students. However, because of the increases in success and retention, it has been determined that this strategy has merit as a positive intervention strategy.

8. Did you use the data sets submitted to JBL Associates for inclusion in the national database to conduct analyses of the interventions described above? If not, why not?

___ Yes  
X ___ No
Our data sets submitted to JBL are broad overviews of students by cohort and academic level and do not contain data to identify specific intervention recipients.

9. Did you use ATD’s eSTATS to conduct analyses of the interventions described above? If not, why not?
   □ Yes
   □ No
   Our JBL data sets do not identify specific intervention recipients.

10a. Briefly describe any substantial changes you propose to make to the interventions listed above.

   • The initiatives of Student Success Course and Intrusive Advising have been combined. LSCS is planning a significant scale-up of this initiative. Beginning with the spring semester of 2010, all FTIC students with zero credit hours who place into 2 or more developmental areas will be required to enroll in the Success Course and thus will have an assigned advisor.
   • Initiatives Promoting a Culture of Evidence and Professional Development for Student Engagement have been combined. In the fall of 2009, the Classroom Research Initiative was launched (under the professional development initiative umbrella). The goals of the program are to:
     - Implement a professional development program for faculty utilizing practical action research strategies to improve student engagement and success;
     - apply the principles of a culture of evidence to drive decisions about curriculum and evaluation of student success;
     - support faculty in their practical action research and exploration of strategies to enhance student engagement and success through instructional practices;
     - facilitate faculty engagement and scholarship of teaching through system and college travel funds and assistance with the publication of research findings.

10b. List any interventions you have chosen to discontinue. Please indicate why you chose to discontinue them.

   A. Instruction Support for Repeaters – after 3 semesters of implementation it was determined that the strategy selected for this initiative (Supplemental Instruction) was having minimal effect on student performance when viewed from the perspective of resources (faculty and staff, time, energy and funds) invested. For example, course sections in which Supplemental Instruction was available did not have higher success and completion rates than those sections that did not have Supplemental Instruction available, therefore, there will be no action taken to scale up or even continue implementation at this time. At a later time, there will be time devoted to studying this strategy to determine why SI did not work for the Lone Star College System

   B. Establishing a mechanism for enforcing the LSCS Student Success Initiative – LSCS is currently in transition from Datatel to PeopleSoft. This transition period will be approximately 18 months. In order to implement this initiative, programming would be needed to automate certain holds in the student records system. It would be impractical, because of the duplicative effort, to make
changes in the current Student Information System to achieve enforcement, then make changes later when the new ERP is implemented. It did not make sense to build this into the outgoing system. This issue will be accounted for in the new PeopleSoft system, but it will not be available for another year. This makes implementation of this initiative at this time impractical. When PeopleSoft is in place, it will provide a mechanism for enforcing compliance and the initiative will be revisited.

C. English Placement Cut-Score Analysis and Revisions – After extensive review, the analysis shows that the current LSCS English placement cut-scores place students in the appropriate course, and therefore, no further review is needed at this time.

D. Mathematics Placement Cut-Score Analysis and Revisions – The implementation team for this initiative recommended a placement score revision in November of 2008. Other groups (curriculum team, instructional council, etc.) continue to review the success of students who are placing under the new scores. Changes will be made as needed. The work of the initiative implementation team is complete.

10c. Briefly describe any new interventions you plan to implement. (These should be entered into the Interventions Online Tool once implementation has begun.)

None at this time.

Evidence of Improvement in Student Achievement

11.

Term-to-term and year-to-year retention

The table below illustrates the LSCS overall retention rates for the last several years. The charts that follow illustrate retention rates for two current initiatives. Data reflect that the initiatives are having a positive impact on student retention.
Intrusive Advising

Responder: The student participated in case-management advising while enrolled in EDUC 1300.

Non-Responder: The student did not participate in case-management advising while enrolled in EDUC 1300.

Student Success Course (EDUC 1300)

Note: This chart compares all students who were enrolled in EDUC 1300 (regardless of whether they completed the Advising component of the course) against FTIC students that were not enrolled in EDUC 1300.
12. Briefly describe at least one intervention you have implemented to achieve the improvement in student outcomes documented in Question 11, including how you believe the intervention helped to improve student outcomes. Please include:

- the number of students served
- the number students served as a percentage of total enrollment and of the target population.

As part of the ATD work at LSCS, three different initiatives have shown increases in the success rates for both completion and retention. The LSCS Student Success Course, Intrusive Advising, and the Early Intervention Program have all shown measureable success in the increase of completion and retention.

Student Success Course:
This LSCS course is a freshman, first year experience, course. The target population is First Time in College students. LSCS has now been offering the course for four semesters.

EDUC 1300, Learning Frameworks is a freshman orientation course taught in a three credit hour format. While LSCS believes that the course is beneficial to all FTIC students, the large numbers of FTIC students make this cost prohibitive. Therefore, LSCS has established certain criteria for determining which students take this course. The target population for this course are those students who test into developmental education in two or more courses.

Beginning with the fall 2009 semester, LSCS began assigning an Advisor II, to every section of the student success course. The advisor is part of the Intrusive Advising initiative (described below). The advisor works with the instructor and the students enrolled in the course on the following:

- Discussion of academic goals
- Discussion of career goals
- Development of an Academic Plan
- Discussion of financial aid and the financial aid process
- Review and referral to campus resources
- Follow-up and preparation for the next semester

Students enrolled in the course during the fall 2009 semester showed the following results:
Fall to Spring Retention:

95% - Students in the course who completed the advising component
63% - Students in the course who did not complete their advising component

Due to the promising data that have been collected, LSCS is in the process of dramatically expanding this initiative. Beginning with the spring 2010 semester all First Time in College students that place into two or more developmental skills areas will be required to enroll in this course. This expansion will effectively quadruple the number of participating students involving approximately 81% of the target population.
<table>
<thead>
<tr>
<th></th>
<th># of Students Served (Sample Size)</th>
<th>% of Target Population (FTIC students with zero credit hours and who place into 2 or more developmental areas)</th>
<th>% of Total Enrollment</th>
<th>Term to Term Retention Rate</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>331</td>
<td>7%</td>
<td>1%</td>
<td>76%</td>
<td>90%</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>196</td>
<td>11%</td>
<td>0.5%</td>
<td>Spring to Fall retention was not measured.</td>
<td>82%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>1030</td>
<td>21%</td>
<td>1.8%</td>
<td>75%</td>
<td>84%</td>
</tr>
</tbody>
</table>

Intrusive Advising:

Intrusive Advising provides case management advising for First Time in College Students. Advisors work with these students throughout their first semester to ensure that the student feels connected to college. An advising intervention is not considered complete unless the following issues have been discussed with the student: Discussion of academic goals, discussion of career goals, development of an academic plan, discussion of financial aid and the financial aid process, review and referral (as necessary) to campus resources, follow-up and preparation for the next semester.

The main obstacle of this initiative was voluntary student participation. Therefore, beginning fall 2009, the advisors were paired with the sections of the student success course. This ensures that advisors have access to students and that more students participate. Working with the advisor is an assignment in the course worth as much as 30% of their grade. This course requirement has been standardized by the curriculum team with the expectation that more students will participate in the advising initiative. Thus, the students that participate in this intervention are actually participating in two interventions (Intrusive Advising and the Student Success Course). Data are extremely encouraging.

Students enrolled in the course during the fall 2009 semester showed the following results:

Fall to Spring Retention:

95% - Students in the course who completed the advising component
63% - Students in the course who did not complete their advising component

Beginning with the spring 2010 semester all First Time in College students that place into two or more developmental areas will be required to enroll in this course. **This expansion will effectively quadruple the number of participating students.**

<table>
<thead>
<tr>
<th>Data Table for LSCS Intrusive Advising</th>
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</thead>
<tbody>
<tr>
<td># of Students Served</td>
</tr>
<tr>
<td>Fall 2008</td>
</tr>
<tr>
<td>Spring 2009</td>
</tr>
<tr>
<td>Fall 2009</td>
</tr>
</tbody>
</table>

**Early Intervention Program:**

The Early Intervention (Early Alert) Program has been expanded this past year. The courses targeted are MATH 0308, Introduction to Algebra and ENGL 1301, Composition and Rhetoric I. The decision to target these two courses was based upon the desire to include one major developmental course as well as a main gatekeeper course. The majority of all students will pass through one or both of these courses.

Results of students participating in the program are excellent. However, the challenge of increasing faculty referrals as well as student responses remains difficult and a gap continues to exist between the number of students who are referred for assistance and the number of students who are unsuccessful in the course. Various strategies continue to be explored by the campuses to increase referral rates. During the spring 2010 semester, a list indentifying students who are taking the course for the third time was generated. On some campuses, these students were automatically referred to the Early Intervention Program.

Students referred to the Early Intervention Program have been identified by their instructor as having difficulty in the course. **Data for this program reveal:**

- Students who respond to the referral have a fall-to spring retention rate of 76%
- Students who do not respond to the referral have a fall-to-spring retention rate of 67%
- The retention gap between students who are struggling (referred) and those who were not struggling (not-referred) is 5%.
- In ENGL 1301, only 4% of students who completed the course were referred for assistance. However, 30% of completing students failed the course.
In MATH 0308, 14% of students who completed the course were referred for assistance. However, 36% of completing students failed the course.

<table>
<thead>
<tr>
<th>Data Table for LSCS Early Intervention (Early Alert)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong># of Students Served</strong> (Sample Size)</td>
</tr>
<tr>
<td>Fall 2008</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

Was this intervention developed as part of your college’s ATD work? Yes.

Institutional Research and Information Technology Capacity

13. Number of FTEs at your institution devoted to institutional research: 12

14. Number of FTEs at your institution devoted to information technology: 129

15. What institutional research challenges has the college faced this year? Check all that apply.
   - None
   - X Too few IR staff positions
   - __ Too few IT staff positions
   - X Unfilled staff positions
   - X Inadequate IR staff training in needed skills (at the campus level)
   - X Difficulty retrieving useful, timely data
   - __ Other. Please describe:

16. Please describe any increases in institutional research capacity at your institution this year. Include staff increases as well as new hardware or software acquisitions.

   *LSCS is implementing a new ERP – PeopleSoft. The new data warehouse for all LSCS data will*
be owned by the IR office, which will be designing and implementing this data, warehouse April 2010 though September 2010.

17. Briefly describe how your institution has used data on student progression and outcomes in:

**Program review and evaluation:**

Workforce program evaluation contains data on the success, completion and retention rates of students within each program by college. Each president reviews the data from the program review, compares that data, and the results of the review, against previously established standards and criteria, then makes a decision on the status of the program.

**Strategic planning:**

The LSCS Strategic Plan is comprised of 10 different focus areas or goals. Data are used to advance each goal in the most efficient and cost effective manner. Internal data is gathered and compared to our baselines as well as other benchmark institutions. Data regarding student progression and outcomes are specifically used in the following areas of our strategic planning:

- **Goal 3:** Provide academic excellence and strengthen connectivity and accountability through high quality academic and service programs.
  - Surveys including CCSSE and SENSE are used

- **Goal 4:** Focus on outcomes driven student success
  - Students are being tracked in cohorts according to their service groups to determine success, completion and retention rates.

- **Goal 6:** Provide quality student focused service
  - An evaluation component is being added to all of LSCS services to determine if that service does indeed make a difference for students.

**Budget allocation:**

Student progression and outcome data is provided to the Board of Trustees on a continuous basis. Any budget request is to be supported by current data as regular operating procedure.

As budget requests are reviewed at each and every level (Department Chair, Dean, VP, President, Vice Chancellor, Chancellor, and Board of Trustees) a determination is made about whether the request is consistent with the System strategic plan to further student success.

**Broad Engagement**

**Faculty and Staff**

18. Please complete the following table based on current course and team/committee assignments.
19. Please estimate the percentage of *full-time faculty* involved in each of the following activities:
   ___ Participated in data collection and/or analysis
   ___ Participated in focus groups or surveys related to Achieving the Dream
   55% (n=402) Participated in professional development to further student success
   10% (n=73) Other. Please provide the name of the activity:
   - Faculty Student Success Forums
   - Faculty Discussion: “Achieving the Dream in My Class”

20. Please estimate the percentage of *part-time faculty* involved in each of the following activities:
   ___ Participated in data collection and/or analysis
   ___ Participated in focus groups or surveys related to Achieving the Dream
   12% (n=418) Participated in professional development to further student success
   ___ Other. Please provide the name of the activity:

21. Please estimate the percentage of *staff* involved in each of the following activities:
   1% (n=40) Participated in data collection and/or analysis
   1% (n=40) Participated in focus groups or surveys related to Achieving the Dream
   ___ Participated in professional development to further student success
   ___ Other. Please provide the name of the activity:

22. Please describe a particularly successful faculty or staff engagement activity that is helping or has helped to improve student outcomes. Please include an estimate of the number of faculty and staff involved.

   *At this time, LSCS has not quantitatively measured any faculty or staff engagement activity against student outcomes. The absence of this data is noted and will be tracked for future use.*

*Students*

23. Please estimate the percentage of *students* involved in each of the following activities:
   14% (n=8,737) Surveys
   2% (n=1,248) Focus groups
   ___ Student participation on planning or advisory committees
   ___ Other. Please provide the name of the activity:

24. Please describe a particularly successful student engagement activity that is helping or has helped to improve student outcomes. Please include an estimate of the number of students involved.
Intrusive Advising provides case management advising for First Time in College Students. Advisors work with these students throughout their first semester to ensure that the student feels connected to college. An advising intervention is not considered complete unless the following issues have been discussed with the student: Discussion of academic goals, discussion of career goals, development of an academic plan, discussion of financial aid and the financial aid process, review and referral (as necessary) to campus resources, follow-up and preparation for the next semester.

Beginning fall 2009, the advisors were paired with the sections of the student success course. This ensures that advisors have access to students and that more students participate. Working with the advisor is an assignment in the course worth as much as 30% of their grade. This course requirement has been standardized by the curriculum team and is likely to result in increased participation in the advising initiative. Thus, the students that participate in this intervention are actually participating in two interventions (Intrusive Advising and the Student Success Course). Data are extremely encouraging. Students enrolled in the course during the fall 2009 semester showed the following results:

Fall to Spring Retention:

- 95% - Students in the course who completed the advising component
- 63% - Students in the course who did not complete their advising component

25. In what ways have you engaged the external community in your ATD efforts this year? Check all that apply.
   - [X] Collaborative activities with K-12 schools to improve student preparation for college
   - [X] Data sharing with local high schools
   - [X] Collaborative activities with four-year institutions to improve student success
   - [X] Collaborative activities with community organizations
   - [X] Collaborative activities with employers.
   - [X] Other. Please provide the name of the activity: Community Conversations

26. Please describe a particularly successful community engagement activity that is helping or has helped improve student readiness and/or success. Please include an estimate of the number of community members involved.

College Connections is a system-wide program designed to capture all high school-to-college enrollment and retention activities under one umbrella. This program has clarified communication between LSCS and its numerous feeder high schools’ students and administrators. The programs under the auspices of College Connections are as follows:

- **Bridge Partnerships** – incorporates the Bridge to College, Bridge to Workforce, and Summer Bridge Programs. These programs address high school students who need additional remediation in order to enroll in college level classes. Advisors begin working with students beginning in their sophomore year and through summer programs.
- **Exceptional Admissions** – incorporates the Dual Credit Program, the Workforce Dual Credit Program and the Accelerated College and Early College Program. These programs address college-ready high school students by providing classes which meet both high school and college scholastic credit criteria.

- **Tech Prep** – incorporates a smooth link from high school courses (i.e. Health Science Technology, Welding, and BCIS) to college courses in a technical program. High school students may be awarded college credit for high school courses that are taught at the college level.

The Fall 2008 semester was spent planning for implementation and the College Connections program has been implemented for two full semesters (Spring 2009 and Fall 2009). The following has been accomplished:

- One primary contact was identified from each campus to be the lead coordinator for the College Connections program. The development of a College Connections Committee was established.

- The College Connections program consists of Bridge to College (formerly McCabe Bridge), Bridge to Workforce, Summer Bridge, Dual Credit, Accelerated/Early College, and Tech Prep. All areas are represented on the committee.

- 16 part-time College Connection advisors were hired, trained and now visit 48 high schools on a weekly basis.

- Monthly advisor training sessions are conducted for more in-depth training on the following topics: Tech Prep, Disability Services, Financial Aid, CE Workforce programs, tracking and general process and procedures.

- A tracking database was created and all advisors are tracking every contact they have with students, staff and administrators.

- Advisors began seeing students during the first week in February, 2009. The following data shows the contact that the advisors have had beginning **February 2009 through February 2010**:

<table>
<thead>
<tr>
<th>LSC Campus</th>
<th>Students Individually Advised</th>
<th>Campus Total # served</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSC-CyFair</td>
<td>1,513</td>
<td>3,969</td>
</tr>
<tr>
<td>LSC-Kingwood</td>
<td>1,534</td>
<td>7,790</td>
</tr>
<tr>
<td>LSC-Montgomery</td>
<td>1,167</td>
<td>3,695</td>
</tr>
<tr>
<td>LSC-North Harris</td>
<td>2,052</td>
<td>8,401</td>
</tr>
<tr>
<td>LSC-Tomball</td>
<td>1,073</td>
<td>3,604</td>
</tr>
<tr>
<td><strong>LSCS Totals</strong></td>
<td><strong>7,339</strong></td>
<td><strong>27,459</strong></td>
</tr>
</tbody>
</table>

**Systemic Institutional Improvement**
27. Briefly describe how you have aligned your Achieving the Dream work with your institution’s goals for improving student outcomes, other major initiatives designed to improve student success, and the institution’s core activities, processes, and policies this year.

The Strategic plan for the Lone Star College System is comprised of ten goals and fifty-one objectives. The process utilized for this plan was data-driven and community based. Initially, the committee reviewed internal and external data. Focus groups were conducted for students, faculty and staff across the system. Outcome measures are being developed for all fifty-one objectives so that progress can be measured and reported.

As the LSCS Achieving the Dream, Steering Committee make recommendations, all ten goals of the Strategic plan are kept in mind. Careful consideration is given to the intent of the goal. A determination is made regarding whether the recommendation supports and furthers the goal.

LSCS is currently preparing for an accreditation visit. The mission and values statements have been reviewed and re-written to specifically address student success as a priority. As requirements are reviewed, that information is also applied to our AtD work so that all student success efforts will be in compliance.

28. Briefly describe how you have aligned your Achieving the Dream work with the institution’s ongoing accreditation activities.

LSCS is currently in preparation for an upcoming SACS accreditation visit. The culture shift that is due at least in part from our Achieving the Dream work is resulting in a strong focus on evaluation and data, and in using that data in decision making. Over the past 3 years, the standard operating procedure of LSCS has shifted to include evaluation and data as a matter of routine rather than exception. The abundance of data that LSCS now has is playing a primary role in our accreditation preparations. As the accreditation documentation requirements are reviewed, much of the required information is already available. The Office of Institutional Research and Effectiveness works closely with the SACS Director of Planning and Assessment to provide data as needed.

29. Briefly describe your greatest Achieving the Dream accomplishment this year.

The data are beginning to show consistent patterns with regard to the LSCS initiatives and student retention, completion, and success. LSCS now has three semesters of data to review and analyze. Initiatives that consistently show increases in student retention, completion, and success can now be acknowledged as solid strategies.

For example:

The Intrusive Advising initiative and the Student Success course have consistently shown increases in student performance. The increases have been present for three semesters, leading to a reasonable conclusion that these strategies are successful.

30. Briefly describe your greatest disappointment or setback (if any) with ATD this year.
The greatest challenge for LSCS continues to be implementing initiatives in a consistent manner throughout our 5 colleges. The organizational and operating structures of the five colleges differ (sometimes dramatically). Maintaining enough consistency for valid data, while allowing for necessary unique service delivery is difficult. While this can be an imposing challenge, it has afforded LSCS the positive unintended consequence of allowing for 5 different “laboratories”. The data from the 5 colleges can be collected and compared. Best practices can be shared throughout the college system.

31. In the summer of 2009, you received feedback on your 2009 annual report from MDC and your coach/data facilitator team. Have you incorporated that feedback into your practices and programs this year? If so, how? If not, why not?

LSCS was encouraged via our feedback report to continue to strengthen our broad engagement of AtD efforts. Last year each college appointed a designated individual to lead the AtD efforts on each campus. The efforts of this group have increased this year. The campus AtD “leads” meet with the System Director of Achieving the Dream once per week to share updates, challenges, ideas, and concerns. The purpose of these meetings is to maintain communication between campuses and the System Steering Committee.

Four of the five LSCS colleges hosted an AtD Community Conversation this year. Various community members were invited from the community to come and participate in dialogue regarding their opinions on student success. The information gathered is being utilized at each campus in planning services for next year.

In December the LSCS Achieving the Dream website was completely redesigned. Internal and external community can now access all AtD information, including data reports, on the Lone Star website.

We were also encouraged to find ways to further involve faculty and staff. Individual campuses have held focused discussions with faculty regarding AtD efforts on their campus. Additionally, a “Faculty Data Dialogue” is currently being scheduled at each LSCS college. The purpose is to allow faculty an opportunity to discuss and ponder current student success data, equity amongst student groups, and the faculty’s place in the equation. Finally, the Vice Chancellor for Academic Affairs and Student Success has visited all 5 colleges to hold sessions on student success in general and to specifically share information, and address questions, about Achieving the Dream. In addition, faculty have volunteered to become “champions” for Achieving the Dream.

32. Is there anything else you would like MDC or your funder (if applicable) to know about your work this year? Are there tools or technical assistance that the ATD partnership can provide to support Achieving the Dream on your campus?

Achieving the Dream is working! The review and analysis of data are more apparent across constituencies when considering program/initiative development of any kind. Lone Star College System has made tremendous progress in the last year. The leadership team is engaged and committed to AtD.
The data consistently show increases in fall to spring retention rates for those participating in Achieving the Dream initiatives. This past year LSCS experienced an increase in fall to spring retention resulting in a rate of 74%. The fall to spring retention rate for first time in college students that participated in both the “Intrusive Advising” initiative and the student success course is 95%. This is the second consecutive year that the students participating in “Intrusive Advising” have retained at over 90%.

The Lone Star College System is both proud and honored to be associated with the Achieving the Dream Initiative.
## Section 2: Annual Interim Financial Report

**Achieving the Dream: Community Colleges Count**  
Implementation Budget & Expenditures

**Lone Star College System**  
3/31/2010

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>Year 1 Expenditures 09/01/2007 - 08/31/2008*</th>
<th>Year 2 Expenditures 09/01/2008 - 08/31/2009*</th>
<th>Year 3 Expenditures 09/01/2009 - 03/31/2010</th>
<th>Year 4 Requested Support</th>
<th>TOTAL SUPPORT REQUESTED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Costs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task Force Coordinators</td>
<td>$22,464</td>
<td>$21,994</td>
<td>$25,402</td>
<td>$25,404</td>
<td>$8,282</td>
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<tr>
<td>Intervention Coaches</td>
<td>$37,500</td>
<td>$18,629</td>
<td>$55,000</td>
<td>$42,814</td>
<td>$55,000</td>
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<tr>
<td>Web Resource Developer (PT)</td>
<td>$7,500</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Fringe Benefits: FT rate = 25%, PT rate = 5%</td>
<td>$15,366</td>
<td>$2,603</td>
<td>$6,678</td>
<td>$3,513</td>
<td>$5,628</td>
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<tr>
<td><strong>SUBTOTAL: Personnel Expenses</strong></td>
<td><strong>$82,830</strong></td>
<td><strong>$43,226</strong></td>
<td><strong>$87,080</strong></td>
<td><strong>$71,727</strong></td>
<td><strong>$36,539</strong></td>
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<tr>
<td><strong>Other Direct Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials and Supplies</td>
<td>$4,556</td>
<td>$612</td>
<td>$2,000</td>
<td>$2,618</td>
<td>$2,000</td>
</tr>
<tr>
<td>Meetings/Conferences/Travel</td>
<td>$4,500</td>
<td>$2,327</td>
<td>$4,500</td>
<td>$4,500</td>
<td>$0</td>
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<tr>
<td>Speakers</td>
<td>$5,614</td>
<td>$7,232</td>
<td>$7,523</td>
<td>$5,575</td>
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<td>Focus Group Development</td>
<td>$2,500</td>
<td>$1,500</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Student Summit(s) and Programs</td>
<td>$0</td>
<td>$0</td>
<td>$44,000</td>
<td>$37,820</td>
<td>$0</td>
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<td>Broad Engagement Activities</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$24,330</td>
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<tr>
<td><strong>SUBTOTAL: Other Direct Expenses</strong></td>
<td><strong>$17,170</strong></td>
<td><strong>$11,671</strong></td>
<td><strong>$58,023</strong></td>
<td><strong>$50,513</strong></td>
<td><strong>$36,830</strong></td>
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<tr>
<td>GRAND TOTAL</td>
<td>$100,000</td>
<td>$54,897</td>
<td>$145,103</td>
<td>$122,241</td>
<td>$122,862</td>
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</tbody>
</table>

* Year expenditures updated to reflect LSCS Fiscal Year (Sept - Aug), as reported to MDC during a previous approval cycle.

Please use your most recent budget approved by MDC as the basis for your annual interim financial report. If you need help identifying your institution's most recently approved budget or in preparing your 2009 submission, contact Matthew Farmer at mfarmer@mdcinc.org early in your preparations.

On the most recently approved budget, add a column for expenses through March 31st to the right of this year's column. List this year's expenses through March 31st in this new column. Unused funds from this year may be carried forward to next year without requesting approval, if they remain in the same line items.

If you need to reallocate carryover funds and/or future funds, MDC must approve any budget modification. If you need to request a budget modification, please do so by emailing Matthew Farmer at mfarmer@mdcinc.org early in your preparations.