



Achieving the Dream™

Community Colleges Count

**2015**  
**ANNUAL REFLECTION**  
**& LEADER COLLEGE**  
**APPLICATION**  
**WORKSHEET**

## Introduction

All Achieving the Dream institutions (except for the 2014 Cohort, which must submit an [Implementation Plan](#)) are required to submit an Annual Reflection. The Annual Reflection is an opportunity to consider your institution's student success work over the past year and to plan for the coming year. Your institution's reflection helps inform Achieving the Dream's work as we collect data, identify common themes, and build our knowledge of the institutional change process.

## Instructions for Completing the 2015 Annual Reflection Narrative

### Principles Assessment Survey

Certain questions posed in the Annual Reflection require a summary of your institution's Principles Assessment Survey responses. Your Core Team Leader(s) will have received a link to access your institution's updated summary report. To learn more, visit the [Achieving the Dream website](#).

### Annual Reflection Narrative

To complete the Annual Reflection Narrative, your institution should engage a representative group of stakeholders to review and discuss the institution's student success and equity work, the results of the Principles Assessment Survey, and the outcomes data that you plan to submit along with the Annual Reflection.. This discussion will be helpful as you complete the Annual Reflection Narrative. Please use this worksheet to draft your responses.

### Leader College Application (if relevant)

Institutions submitting Annual Reflections have the option of applying for initial Leader College status or Leader College recertification by completing the Leader College Application at the end of the Annual Reflection. Leader College applicants must also submit student success outcomes data using the ATD Data Template. More information about the Leader College Application can be found [here](#).

Instructions, worksheets, and further information about the Annual College Progress are available on the [Achieving the Dream website](#).

### Submitting the Annual Reflection

When you have completed this worksheet and are ready to submit, please visit the Annual Reflection URL sent to your Core Team Leader(s) and copy and paste your answers directly into the online form. You will be asked to upload your data template (section 4) as well.

## Questions

For more information about the Annual College Progress process, see the [Achieving the Dream website](#). Please send an email to [mmulvey@achievingthedream.org](mailto:mmulvey@achievingthedream.org) if you have any questions.

# ANNUAL REFLECTION NARRATIVE WORKSHEET

Please use this document to draft your responses before completing the online Annual Reflection form.

Note that the period covered by this Annual Reflection is May 2014 - April 2015. Please reflect on activities during this time period throughout the narrative.

Institution Name: Lone Star College

## 1) CONTRIBUTORS TO THE ANNUAL REFLECTION

Achieving the Dream suggests that your institution engage a representative group of stakeholders to review and discuss the institution's student success and equity work, the results of the Principles Assessment, and data for the five Achieving the Dream student success measures (as described in section 4 below). Please identify the stakeholders who contributed to the 2015 Annual Reflection.

Name	Title
Austin Lane	Executive Vice Chancellor, Academic & Student Affairs
Jamie Posey	Associate Vice Chancellor, Office of Completion
Wendell Williams	Associate Vice Chancellor, Student Success
Amy Welch	Executive Director, Texas Completes
Kristin Lue King	Executive Director, Expanded Learning
Deseree Probasco	Lead Analyst, Analytics & Institutional Reporting
Jason Kot	Analyst, Analytics & Institutional Reporting
Chris Tkach	Executive Director, Strategic Planning & Assessment

## 2) PROGRESS STATEMENT

Please describe your institution's progress in improving student success and completion over the past academic year. Please consider both the positive factors and challenges affecting the student success efforts at your institution. This summary may include aspects related to the institution's culture and environment such as leadership changes, building a culture of inquiry, engagement of full- and part-time faculty, staff additions or transitions, state or federal influences, budget reductions, and reaffirmation of accreditation efforts. [Limit to 750 words.]

As the 2014-2015 Achieving the Dream (ATD) Annual Reflection period began in May 2014, Lone Star College (LSC) was in the midst of a search for a new chancellor. Dr. Richard Carpenter announced his retirement in February 2014. On July 1, 2014, Dr. Stephen Head, former LSC-North Harris President, was named as the new Chancellor of LSC.

Leadership changes at the CEO level created an opportunity for LSC to provide structural clarity and improve efficiencies. Under Dr. Head's charge, organizational changes were made to prioritize student success and completion, and to advance an evidenced-based culture of inquiry and improvement. The Office of Completion was moved under the new office of the Executive Vice Chancellor, which oversees Academic and Student Affairs. Accountability, transparency, and communication has been enhanced with the creation of three new councils: Chancellors' Cabinet, the Presidents' Council, and the Vice Presidents' Council. These three councils, along with the Faculty Senate Presidents, ensure academic and student success is at the forefront of efforts across the district, while also fostering broader engagement system-wide.

The new council structure creates a framework for all major decision making layered on a foundation of data review and analysis. The increased institutional utilization of data prompted a division of the former Office of Research & Institutional Effectiveness into the Office of Analytics and Institutional Reporting (AIR) and the Office of Strategic Planning and Assessment. In addition to the traditional static data reports, AIR also provides a central repository for data with dashboards reflecting student progress in real time. Predictive analytics to better understand and forecast student needs is underway for the 2015-2016 academic year.

The Office of Strategic Planning and Assessment is working with LSC leadership to develop the goals that will lead our strategic planning focus for 2015-2020. All future college initiatives will connect to one of five priority areas:

**Student Success:** Promote student success through excellence in teaching and learning, and the provision of student-centered support services.

**Financial Responsibility and Accountability:** Ensure sound financial practices that are accountable to taxpayers and fairly allocate budget and resources.

**Academic & Workforce Program Quality:** Provide high quality academic and workforce programs that enhance the student learning experience and prepare them for the 21<sup>st</sup> century workforce.

**Partnership:** Build strong partnerships with local ISDs, civic, charitable, higher education, industry and business organizations to promote student and community success.

**Culture:** LSC nurtures a culture that values and respects all employees and encourages collaboration.

The reorganization and commitment to these five goals has provided additional focus and support to sustain and scale efforts to provide a common Lone Star College student experience across all six colleges. The commitment from campus leadership to facilitate campus stakeholders' participation in system-wide committees and work teams to ensure broad engagement has been key as we advance initiatives.

Over the past academic year, Lone Star College has significantly improved the level of broad engagement and buy-in for faculty, staff and administration around critical student success initiatives. The LSC Completion Plan, created in 2013, is a formalized written plan that synthesized all of the student success efforts across the System. Accomplishments, challenges and status updates regarding stages of implementation were discussed with system-wide administrative and faculty leadership at a one-day Completion Reengagement Summit Meeting on February 27, 2015. Additionally, college and system office teams were provided with location-specific data for the first phase of assessment for seven of the 18 LSC Completion Plan strategies. The remaining strategies will be assessed in phase 2, which will be conducted in July 2015.

Since implementation of the first Completion Plan strategy in Fall 2011 to Fall 2014, the LSC credit population of students grew by 8.6%. The ATD cohort of students also grew, from 12,214 to 16,706 (26.9%). It should be noted that enrollment did not decline even with implementation of mandatory orientation and the student success course. Growth has presented an opportunity to examine business process development, explore more efficient support structures for students/staff, and reinforce the need for continuous training. Growth has also created challenges with regards to implementing at scale, a best practice LSC strives to execute.

### 3) PRINCIPLES ASSESSMENT SURVEY RESULTS

Use the results of the Principles Assessment to analyze your institution's progress for each principle below. Be sure to include successes and areas for improvement for each principle; in particular, how will your institution strengthen areas with low-scoring results? [Limit to 1-2 paragraphs per principle.]

#### Principle 1: Committed Leadership

Eighty-eight percent of the respondents to the 2015 Principles Assessment indicated that the Chancellor and the leadership team at LSC are actively promoting increases in student learning and completion, not just increases in student enrollment numbers. The same percentage, 88%, also endorsed the statement that senior leaders demonstrate a willingness to support changes in policy, procedures, and resource allocation for the purpose of improving student success. These two survey items elicited the strongest positive and most certain responses for their categories (1.1 Vision and Values, 1.2 Commitment). Examples of this high level of commitment from leadership include: a) a decision, and commitment of resources, to implement a mandatory first year Student Success Course (EDUC 1300) and a mandatory new student orientation for first time

college students, b) the recent redesign of system-wide leadership committee work into four distinct leadership councils: Chancellors' Cabinet, the Presidents' Council, the Vice Presidents' Council, and the Faculty Senate Presidents' Council; and c) the reorganization to strategically link Academic and Student Affairs for the purpose of strengthening linkages between organizational units and departments to better serve the colleges.

Although the majority of responses relating to leadership commitment were positive, some questions showed higher levels of uncertainty than others, indicating areas where communication of expectations, plans, and results may be improved. While the total percentage of uncertain responses was low, it does indicate room for improvement based on the demographic group who completed the survey (predominantly administration). For example, 7% of respondents expressed uncertainty around the Board of Trustees expectations for regular reporting on student success improvement efforts. Additionally, 14% were not certain or indicated less favorably when asked of their awareness of the existence of explicit policies to achieve equity of student outcomes across racial/ethnic and income groups. The LSC Strategic Planning process, which will broadly engage all faculty and staff across the system, places student success as a core element supported at the highest levels of the organization. Additionally, the reaffirmation of the Completion Plan, and a new initiative to collaborate with the Aspen Institute, will provide opportunities for LSC leadership to clarify LSC Board involvement, identify specific measurable goals regarding student success/completion; and assess (on a regular, and defined, time interval) the specific progress being made to achieving those goals/targets.

**Principle 2:  
Use of Evidence  
to Improve  
Policies,  
Programs, and  
Services**

Eighty percent of survey participants were certain that LSC regularly disaggregates student data by a variety of factors to identify gaps in student achievement. The high level of certainty on this question may be due to the visibility of internal reports and community report cards that share information about student demographics and student success. Such reports are frequently viewed and discussed at college leadership meetings, curriculum committee meetings, and by many system-wide work groups.

Certainty around the use of data faltered slightly on the question about the regularity of tracking cohorts of students, with only 66% of survey participants indicating this happens on a regular basis. This question and the others in survey section 2.2 (*Process for Identifying Achievement Gaps*) represent an area for improvement for LSC, as many of the participants were divided in how well they understood what data is collected and how positive they felt about the processes involved when collecting and sharing information. Regarding the latter issue, several questions in this section elicited strong responses (20% - 44%) supporting the belief that progress in this area is increasing. The recent division of the former Office of Research & Institutional Effectiveness has separated work

**Principle 3:  
Broad  
Engagement**

more effectively and has clarified accountability by establishing the Office of Analytics and Institutional Reporting (AIR) and the Office of Strategic Planning and Assessment. The LSC Completion Plan was reaffirmed system-wide in February 2015, and includes 18 strategies, each with their own key performance indicators (KPIs), which will be regularly assessed to ensure implementation and continuity of progress. Lone Star College is also collaborating with *Civitas Learning* to begin using predictive analytics and forecasting to better understand and plan for the challenges and opportunities that college students face today. These efforts are just a few examples of how the use of data to impact decision-making at Lone Star College is becoming the cultural norm.

Broad engagement has been conducted on multiple levels at LSC over the past year. When working on Completion Plan strategies that have a system-wide scope of impact, system-wide implementation teams were created to develop the business processes, create the job aids/supporting materials, provide insight on potential barriers to success, and make recommendations on continued improvement based on quantitative data and qualitative feedback. Examples of these implementation teams include the Mandatory Orientation Committee, the Student Success Advisory Council, and the Core Curriculum Redesign Committee. Implementation teams were created to provide a voice for each stakeholder group relevant to the work of the committee and while some became permanent work groups, others served their purpose and then disbanded with data monitoring and effectiveness being assessed through the regular IE process. With the newly designed leadership structure mentioned in Principle 1 on Committed Leadership, communication and true engagement across the various stakeholder groups are now more closely connected with transparent accountability and resource allocation.

The 2015 deployment of this survey resulted in more than double the number of responses that were collected in 2014. While this increase is positive, the methodology for whom the survey is deployed to will need to be revised in the future, in order to ensure an equal representation of staff, faculty, students, and administration. The lack of faculty, staff and student respondents being polled may have contributed to higher levels of uncertainty (5%-22%) in this section, compared to other survey sections. Responses were divided across all choices on questions related to faculty review of course and program outcomes and teaching strategies, the involvement of adjunct faculty in institutional efforts to improve student success, alignment of student success and academic efforts, and the use of current research practices to assess student success strategies. This section of the data may not be as accurate as desired due to the lack of representation needed among survey recipients.

**Principle 4:  
Systemic  
Institutional  
Improvement**

The reorganizations and councils noted previously, as well as the high percentage of administrators responding to the Principles Assessment Survey, positively influenced this section of the survey, with 61% to 78% of participants responding favorably to eight out of the 11 questions relating to Systemic Institutional Improvement. The Strategic Planning process at LSC is clearly a strength. Seventy-eight percent of survey participants supported the statement that there is an established process and that it relies on data to set student success goals and to measure achievements. The use of a limited number of student success focused priorities per year allows employees and faculty members to understand the goals and measure progress annually. LSC developed a brand of "LSC Success - Learn. Succeed. Complete." in an effort to focus efforts related to student success, reduce initiative fatigue and provide recognition of top priorities.

Survey responses (71%) indicated that budget allocations are based on program effectiveness and linked to plans to increase rates of student success. Communication about the budget allocation process, and a significant effort to increase transparency in the College's finances, are priorities the Chancellor has implemented since August 2014. Fifteen percent of participants expressed uncertainty around how financial decisions are made. The new strategic planning process will emphasize the importance of this issue, with Student Success and Finance as two of the Top 5 Goals outlined by the Chancellor. More importantly, each department and unit will be required to indicate how their work contributes to the Top 5 Goals. Employees and faculty will be involved in a number of discussions, surveys, and focus groups as this process occurs over the next eight months.

**Principle 5:  
Equity**

At the institutional level, survey respondents indicated that the college demonstrates a commitment to equity for all students (83%). In the classroom, 66% of respondents supported the statement that faculty and administrators have the experience and knowledge necessary to work with and be sensitive to students from a variety of different backgrounds. Upon reflecting on the demographics of survey respondents, the lack of both faculty and students surveyed, contributes to an incomplete assessment of institutional equity in the classroom. In order to accurately assess this principle in the future, it is imperative their voice is included. Institutionally, LSC provides individualized support to meet students where they are when they enter the college. All FTIC students are provided an individualized plan through the mandatory Student Success Course, which is designed to meet their specific needs. For Harris and Montgomery counties, females comprise slightly more than 50% of the total population. However, at LSC for the fall 2014 term, females comprise 60% of the population. While there is a shortcoming in access for males attending LSC, the gap is not as great as national levels. The system has adopted strategies and has

increased its efforts to attract more male students by implementing special programming, workshops, events, organizations, and targeted recruitment efforts to recruit and retain male populations. The focus on expanding workforce programs and adding target instructional sites in both rural and urban areas has also made positive impacts on the male student population. LSC continues to develop programs and services to meet the needs of emerging diverse populations.

Also noteworthy is the fact that Lone Star College has continued to grow--even during times when other colleges and universities have suffered enrollment losses. As the largest institution of higher education in the Houston area and one of the fastest-growing community colleges in the nation, LSC has a unique opportunity to hire qualified and experienced professionals. However, growing from a system that served 69,339 credit students in 2010 to one that served 82,818 in the Fall 2014 semester comes with its own challenges. In January 2015, Forbes Magazine named Houston as the fastest growing city in the United States. It is also one of the most diverse cities. Therefore, staffing such a large institution with employees who reflect the demographic composition of the district requires diligent effort. Survey responses revealed that 32% of respondents believe that the institution's staffing increasingly reflects the demographic composition of Lone Star College's service area populations with an additional 53% positively reporting the College's reflection of its area's population. The LSC Organizational Development department is coordinating efforts to begin a system-wide work group that will assess and recommend improvements to the organizational culture. Culture is amongst the Top 5 Goals for LSC that are driving the creation of the 2015-2020 Strategic Plan. The recently initiated collaboration with the Aspen Institute also brings a focused lens to equity issues around the system. All of these efforts reflect a sincere, coordinated, and determined effort by the LSC Board of Trustees, Chancellor, and senior leadership to make LSC a place that values equity for all employees and students.

#### 4) STUDENT SUCCESS DATA TRENDS

**This question and data submission is optional for colleges applying for Leader College Initial Certification and Recertification.**

Please choose one of the following student success outcome measures for which to analyze your institution's performance and upload a data table that disaggregates the student data by all students in the ATD cohort, race/ethnicity, gender, and income status. We encourage you to use the [ATD Data Template](#) (you will upload the data template at the end of the online form). More information on the student success data specifications can be found in Appendix A at the end of this document. Your narrative response should include:

- a. A description of your institution’s performance in comparison with the previous year’s outcomes
- b. An explanation of your institution’s progress in closing achievement gaps among the disaggregated groups
- c. A description of your institution’s plan to sustain/build increases, address decreases, and close achievement gaps

<p><b>Measure 1:</b>  <b>Successfully complete developmental instruction and advance to credit-bearing courses</b></p>	<p>Enter Answers Here</p>
<p><b>Measure 2:</b>  <b>Enroll in and successfully complete college-level or Gateway courses (math and/or English)</b></p>	<p>Enter Answers Here</p>
<p><b>Measure 3:</b>  <b>Persist from term-to-term or year-to-year</b></p>	<p>Enter Answers Here</p>
<p><b>Measure 4:</b>  <b>Attain a credential</b></p>	<p>Enter Answers Here</p>

## 5) GOALS AND PLANS FOR 2015-2016

Based on the analysis of your progress over the past year, including your student success data and stakeholder input, please identify up to three goals for your institution's student success work, 2-3 action steps you will take to move towards these goals in the 2015-16 academic year, and any desired resources from Achieving the Dream that may assist you in reaching this goal.

Goal	Action Steps	Desired ATD resources to assist you with this goal
<p><b>1) Assess the effectiveness of the LSC Completion Plan strategies based on implementation status and set data targets for improvement on key performance indicators</b></p>	<ul style="list-style-type: none"> <li>• Institutionally formalize the definition of student success</li> <li>• Finalize the analysis on the baseline data for all Key Performance Indicators for the 18 strategies on the Completion Plan and establish baseline data targets for each KPI that is based on a clearly defined methodology</li> <li>• Develop a review cycle as well as a process for additions, revisions, and continuous improvement monitoring for the Completion Plan and align system resources in accordance with the Chancellor's Top 5 priorities</li> </ul>	<p>Utilize LSC ATD leadership coach in institutionalizing broader stakeholder engagement targeted for specific student success goals/outcomes</p> <p>Work closely with LSC ATD data coach on the method for selecting targets for improvement and facilitated discussion around data analysis</p>
<p><b>2) Enhance leadership impact state-wide</b></p>	<ul style="list-style-type: none"> <li>• Leverage role as Texas Completes cadre leader to drive state-wide change initiatives</li> <li>• Conduct Pathways Institute with other peer colleges to facilitate development of</li> </ul>	

	<p>implementation plan for expanded pathways for students</p> <ul style="list-style-type: none"> <li>• As the Texas Reverse Transfer Initiative lead college, facilitate proposal submission for 1 - Adding Reverse Transfer graduates to Texas State Reporting requirements and 2 – Drafting THECB rule clarification regarding opt-out guidelines</li> </ul>	
<p><b>3) Maximize national participation in best practice sharing</b></p>	<ul style="list-style-type: none"> <li>• Document the LSC journey and model for organizational change</li> <li>• Present at national conferences on lessons learned, best practices, and data conclusions</li> </ul>	

## 6) SHARING

Is there any additional information you would like to share with ATD in this reflection? [Optional]

Enter Answers Here

## Submitting the Annual Reflection Narrative

Congratulations! You have completed the Annual Reflection worksheet. If you are not completing the Leader College Application, follow these next steps:

- Using the link sent to your Core Team Leader(s), copy and paste your responses into the online Annual Reflection form. You will be asked to upload your data template (section 4) in the form as well.
- If you have not done so, enter your planned interventions in the Interventions Showcase. Your Core Team Leader(s) will have received instructions to enter the Interventions Showcase in mid-April.

# Leader College Application Worksheet

Please read the [Leader College Application Guidelines](#) before proceeding.

Please use this document to draft your responses before completing the online Leader College Application form if your college wishes to apply for Leader College initial status or recertification.

Institution Name: Lone Star College System

Year Joined ATD: 2006

Application Type:  Initial.  
 Recertification. If applying for recertification, in what year did your college initially receive Leader College status? 2012

## **Certification of Conversation with Coaches (Initial Applicants Only)**

All institutions applying for initial Leader College status must have conversations with their assigned Achieving the Dream Leadership and Data Coaches regarding this application. The discussion should address the institution's readiness to apply for Leader College status, keeping in mind the required criteria for both practice and performance, and the roles and responsibilities of Leader Colleges in the Achieving the Dream National Reform Network. Initial applicants must complete this table.

Coach Type	Coach Name	Date of Conversation Regarding Application
Leadership Coach	Mary FiField	N/A
Data Coach	Rene Garcia	April 6, April 25

## **Certification of Conversation with President/CEO/Chancellor (All Applicants)**

All institutions applying for initial or recertification Leader College status must have conversations with their college president/CEO/chancellor regarding this application. The president/CEO/chancellor will be the primary contact for notification of Leader College status, which will occur in fall 2015.

President/CEO/Chancellor Name	Date of Conversation Regarding Application
Stephen C. Head / Chancellor	Enter Answers Here

## **Main Contact for Application Questions**

Name: Jamie Posey

Title: Associate Vice Chancellor, Office of Completion

Email: Jamie.C.Posey@Lonestar.edu

Phone Number: 832-813-6776

## 1) STUDENT SUCCESS DATA

### a. On what measure would your institution like to be considered for Leader College status?

These selections must correspond to the data presented in the accompanying Achieving the Dream Data Template. Initial applicants must select one. Recertification applicants must select two.

- Measure 1: Successfully complete developmental instruction and advance to credit-bearing courses
- Measure 2: Enroll in and successfully complete the initial college-level or Gateway courses (math and/or English)
- Measure 3: Persist from term-to-term or year-to-year
- Measure 4: Attain a credential

### b. Describe the increase(s) shown in the student outcome data.

To be considered for Leader College status, the institution should ideally show a general trend upward in student achievement for the measure(s) identified in subsection a (one measure for initial applicants; two measures for recertification applicants). Achieving the Dream realizes that there may not be a constant increase in student achievement from year to year. However, any fluctuations or downward trends must be thoroughly explained. Also, provide any additional information about the data that may be relevant (e.g., external influences, trends in cohort sizes, definitions, etc.).

Through ATD and *Completion by Design*, LSC has transitioned from focusing on individual interventions to a systemic approach to improving student success through a culture of evidence and evaluation. Gateway Math, Math 1314, (transfer level math) is one of the largest barriers to student completion and has been a focus of LSC efforts to improve student success. The college has made great progress in addressing this barrier. As reflected in Table 1 below, with the exception of the 2012 cohort (which remained flat), LSC has continued to improve the percentage of students completing their gateway Math course within 1 year of entering the college since 2010. An 8% increase was observed for the Fall 2013 cohort for students enrolling in their college level math course within first year, indicating that more students are taking their gateway math upon entrance to the college instead of delaying. Additionally, a significant increase was observed for the Fall 2013 cohort, with an improvement of 7% over the 2012 cohort in regards to successful completion of college level math within 1 year. This may indeed confirm that students completing their math courses sooner in their academic pathway are more successful.

Table 1: First Time In College (FTIC) Students Who Placed into College Level Math

Cohort	# Students in Cohort	FTIC Students Who Placed into College Level Math							
		# Students Who Placed College Level	% Enrolled in the First Year	Successfully Completed MATH 1314 in 1 Year		Successfully Completed MATH 1314 in 2 Years		Successfully Completed MATH 1314 in 3 Years	
				#	%	#	%	#	%
Fall 2008 Cohort	5,913	841	63%	306	36%	347	41%	370	44%
Fall 2009 Cohort	8,740	1,191	58%	438	37%	503	42%	525	44%
Fall 2010 Cohort	10,242	1,367	63%	548	40%	614	45%	652	48%
Fall 2011 Cohort	10,369	1,529	66%	649	42%	758	50%	793	52%
Fall 2012 Cohort	10,544	1,657	64%	699	42%	783	47%		
Fall 2013 Cohort	10,835	2,118	72%	1,031	49%				

Lone Star College was awarded Leader College status in 2012. At the time of that application, new initiatives had just been implemented, which included a mandatory first year experience for entering students. Since 2012, LSC has refined the process of truly implementing "mandatory." A registration hold is placed on all FTIC students until they complete their mandatory new student orientation and have registered for the student success course – EDUC 1300. The registration hold did not negatively impact enrollment and the data in Table 1 supports that conclusion. Additionally, business processes have been developed, formally documented, and communicated to all stakeholders in order to ensure all stakeholders understand the policy and the mechanics to sustaining these critical efforts.

Research shows that a defined pathway, individualized for a student's specific needs, is a key factor in completion. The mandatory new student orientation provides each FTIC student

with advising to help ensure they get their best start in college. Students are advised to take their gateway math course their first semester and beginning in Fall 2013, orientation was switched to a predominantly face-to-face delivery in lieu of online. The data in Table 1 reflects that beginning in 2011, LSC began the journey of implementing the first year experience to help guide students to the right pathways. Fall 2013 shows a significant increase, as that is the first semester where the registration hold was implemented and compliance with the policy was enforced. Weekly data reports to senior administration were also implemented and are now a part of the data driven culture at LSC.

Research on student persistence indicates the largest proportion of institutional leaving occurs during the first year and prior to the second year. As part of the first year experience, all FTIC students are required to take a student success course – EDUC 1300. This course is designed to empower students, help them excel in the classroom, connect them to college resources, and adjust to college life. Students are also assigned an academic advisor through their student success course who provides an additional layer of intentional support through intrusive academic advising. In Table 2 below, the data shows that persistence rates predominantly increased in almost every category since Fall 2012. Interestingly, Hispanic students persist at higher rates than both White and Black students. The data also reflects that LSC has more work to do in addressing persistence rates for Black students, as their persistence rates are significantly less than all other populations and have remained constant over the past 2 years when all other subgroups increased. This indicates commonality with the national data but is an area LSC will be addressing more systemically in the coming academic year as part of our completion agenda.

*Table 2: First Time In College (FTIC) Students Persistence Rates by Race/Ethnicity*

Cohort	Race/ Ethnicity	# Students in Cohort	Persistence to First Spring		Persistence to First Fall	
			#	%	#	%
Fall 2010 Cohort	White	3,913	2,876	73%	2,067	53%
	Black	1,662	1,254	75%	868	52%
	Hispanic	3,373	2,593	77%	2,053	61%
Fall 2011 Cohort	White	3,503	2,678	76%	1,887	54%
	Black	2,143	1,601	75%	969	45%
	Hispanic	3,699	2,864	77%	2,176	59%
Fall 2012 Cohort	White	3,275	2,452	75%	1,766	54%
	Black	2,123	1,616	76%	846	40%

	Hispanic	4,052	3,141	78%	2,454	61%
Fall 2013 Cohort	White	3,050	2,383	78%	1,720	56%
	Black	2,329	1,783	77%	932	40%
	Hispanic	4,237	3,398	80%	2,659	63%

**c. Describe any achievement gaps shown in the data and how the institution has addressed and/or plans to address these.**

Lone Star College has identified an achievement gap with our Black student population. While all other subgroup persistence rates have increased since Fall 2012, our Black student persistence rates have remained flat over the past 2 years. In the table below, the data shows that while our Black student enrollment has continued to increase, our persistence rates for those students has not – despite the FTIC interventions for the first year experience. Looking back to the Fall 2010 cohort, it does appear that LSC has been able to slow the downward trend, but has not yet been successful at redirecting it upward.

*Table 1: First Time In College (FTIC) Students Persistence Rates by Race/Ethnicity*

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In reviewing successful completion of gateway math courses for students placing at college-level, the data shows that LSC is improving success in the classroom for this student population. The table below highlights the percentage of Black students successfully completing their gateway math course within 1 year has increased every year since 2011. This can be attributed to the Math department implementing several innovative practices which have resulted in successful completion of college-level math. LSC developed and implemented some innovative practices that include: New Mathways courses; Math emporium-style learning (modularized instruction based on individual student needs); and Non-Course Based Remediation Options (NCBO's) or short courses targeting different student populations and individualized based on student need.

*Table 2: First Time In College (FTIC) Students Who Placed into College Level Math by Race/Ethnicity*

Cohort	Race/ Ethnicity	# Students in Cohort	Students Who Placed into College Level Math						
			# of Students Who Placed into College Level Math	Successfully Completed MATH 1314 in 1 Year		Successfully Completed MATH 1314 in 2 Years		Successfully Completed MATH 1314 in 3 Years	
				#	%	#	%	#	%
Fall 2010 Cohort	White	3,913	704	272	39%	308	44%	324	46%
	Black	1,662	69	23	33%	24	35%	25	36%
	Hispanic	3,373	378	163	43%	186	49%	196	52%
Fall 2011 Cohort	White	3,503	735	305	41%	353	48%	364	50%
	Black	2,143	77	24	31%	26	34%	28	36%
	Hispanic	3,699	507	233	46%	279	55%	296	58%
Fall 2012 Cohort	White	3,275	677	287	42%	318	47%		
	Black	2,123	101	36	36%	40	40%		
	Hispanic	4,052	613	267	44%	306	50%		
Fall 2013 Cohort	White	3,050	763	363	48%				
	Black	2,329	138	49	36%				
	Hispanic	4,237	848	450	53%				

LSC is committed to improving student success and completion for all students. Specific strategies designed to serve Black students are being implemented across the System and aim to increase persistence, graduation and transfer rates. Examples of some of the strategies include: 1) LSC-CyFair's Men of Honor program provides mentoring, advising, tutoring,

assistance with employment, and opportunities to connect to student life for multi-ethnic men; 2) LSC-North Harris has the Multicultural Academic Support for Students (MASS) Academic Coaching Program that was created in response to concerns in achievement for Black males and supports students/mentees by coaching them on self-advocacy, goal clarification, motivation, time management, and study skills; and 3) LSC-Kingwood has created a Men's Center with a mission to recruit, engage and equip male students with essential life and social skills necessary to begin and complete their degree as well as a Intercultural Center that implements programming to address awareness, inclusion, and equity around multicultural issues.

## 2) INTERVENTIONS

### a. Provide three years of data for one of the interventions submitted to the Interventions Showcase.

Ideally, this should be an intervention for which your institution is able to demonstrate scaling (reaching at least "more" of the target population). A target population is defined as a general cohort and not as a group of students that has received the benefit of a specific intervention. Use the following formulas when calculating percentages for this chart.

- Students in Intervention as % of Target Population = Number of students served by intervention / total number of students in the target population
- Students in Intervention as % of Total Enrollment = Number of students served by intervention / total number of students enrolled

If you do not have data for the most recent academic year, be sure to explain why in the comment box below. If your intervention is not currently reaching at least more (25.1-60%) of the target student population, please explain why and describe how your institution is working to remedy any barriers or challenges it faces to scaling.

#### **Intervention Name: Mandatory Student Success Course – EDUC 1300 Learning Framework**

#### **Intervention Summary (100 words or less):**

**LSC designed a first year experience to increase persistence. Significant resources were required in order to achieve scale, so an implementation plan and business process were developed. The key element of the FYE is a mandatory student success course. The SSC includes a system-wide curriculum coupled with each student being assigned an advisor. In 2012, the SSC was required for students who placed into two or more developmental education classes. In 2013, the requirement was scaled to students placing into one or more DE classes and in the fall of 2014, the class became mandatory for the entire FTIC cohort.**

**Target Population: FTIC Students (0 Credit Hours prior to Enrollment at LSC)**

<b>Academic Year</b>	<b>Number of Students Served by Intervention</b>	<b>Students in Intervention as % of Target Population</b>	<b>Students in Intervention as % of Total Enrollment</b>
Fall 2012	5,150	48.6%	8.0%
Fall 2013	7,554	69.8%	11.6%
Fall 2014	9,804	85.4%	14.0%

**Comments:** N/A

**b. Describe how your institution has worked to scale the intervention over the years. Describe any plans your institution may have to further scale the intervention.**

The institutional requirement of a mandatory student success course began in 2011. Over the first year of implementation, LSC developed more effective business processes to enforce compliance. These processes include a registration hold, a mandatory new student orientation, and intrusive advising support offered along the pathway of a student's connection, entry and progress toward completion. Throughout the development of these processes, it became clear that significant institutional resources would be required in order to truly implement "mandatory." Technological support was required to initiate the registration hold and then subsequently continue to assess whether students remained enrolled during the registration period until classes start. Compliance reports were created that are distributed to senior level administration at each location on a weekly basis. An advisory committee, comprised of both faculty and student service personnel, was created in order to develop curriculum, address challenges/barriers, and make recommendations to ensure compliance and effectiveness of the requirement. Additional human resources were required in order to ensure enough faculty and advisors were on board to serve the required populations.

A scale plan was developed to address these institutional needs, as resource allocation would take time to bring fully to fruition. LSC established 3 steps to scale:

1. 2012 – all FTIC students who placed into 2 or more developmental education courses
2. 2013 – all FTIC students who placed into 1 one or more developmental education courses
3. 2014 – all FTIC students (regardless of placement level)

This intervention is now in the continuous improvement cycle and an important element on the LSC Completion Plan. Key Performance Indicators that are monitored and assessed for this intervention include: successful course completion rates (both for LSC and as a part of

the Texas Completes cadre of colleges), persistence rates (all variations – fall to spring, fall to fall, fall to second fall, spring to fall, and spring to spring), FYE completed checklist items that include multiple student success outcomes, and the weekly compliance reports previously mentioned. Institutionally, LSC is assessing the student success course effectiveness and analyzing how to increase its impact on the student population. By recently reaching full FTIC scale in Fall 2014, more data is needed in order to truly assess the SSC effectiveness over time. Discussions are underway on how to best serve specific target populations such as Veteran students, International/ESOL students or students in workforce programs. Fall 2015 brings a pilot to offer SSC sections specific to Honors students, which is offered at all of the LSC locations and could expand past beyond the FTIC population. Additionally, the SSC is being considered by the General Education Committee as an addition to the LSC core curriculum. This too would expand the reach of benefit beyond the FTIC cohort. Last, LSC is in the process of offering students specific pathways to completion of their educational goals. As that work unfolds, consideration is also being given to the notion of having more than one SSC option for students based on their specific pathway. This may include creation of a 1 or 2 credit hour option for certain pathways where the 3 credit hour option is not appropriate.

### 3) ABILITY TO LEAD

#### **a. Explain your institution's contributions to the larger Achieving the Dream network.**

Initial applicants should describe how, as a Leader College, your institution will contribute to the larger Achieving the Dream effort in terms of sharing and supporting replication of successful, scalable, and sustainable innovations from your campus. Recertification applicants should describe how, as a Leader College, your institution has contributed to the larger Achieving the Dream effort in terms of sharing and supporting replication of successful, scalable, and sustainable innovations from your campus.

Lone Star College (LSC) continues to serve as the cadre lead for Texas Completes, a collaboration of eight Texas college systems and over 35 community colleges (an Educate Texas initiative). Educate Texas is a public-private alliance focused on one goal: *strengthening the public education system so that every Texas student is prepared for success in school, in the workforce, and in life* ([www.edtx.org](http://www.edtx.org)). Educate Texas has been nationally recognized for tapping into a bold and collaborative approach for creating transformational change for Texas students. Lone Star College and the other institutions of higher education in the cadre serve 43% of community colleges in the State of Texas. As a cadre, they strive to achieve *deep student success reform* ([www.texascompletes.com](http://www.texascompletes.com)), through leveraging their resources to: identify and share best practices; better understand the challenges facing Texas community colleges today; and promote policy changes that support student completion and other priority change areas. As a member of Texas Completes, LSC participates on the Texas Student Success Council, a group comprised of state and field stakeholders representing K-16 education, business, and non-profits. Lone Star College has been an active member of the Council, additionally providing panel members at the 2014 Pathways to Progress Institute.

Lone Star College also leads a multi-partner, grant-funded project called the Texas Reverse Transfer Initiative (TRTI). TRTI was developed as a response to state legislation that now requires the identification of students who transferred from a Texas community college to a university without receiving an associate's degree, for the purpose of assessing that students' eligibility to receive a degree. More than 20 2-year and 4-year postsecondary institutions across the state participate in this initiative, along with Educate Texas, the Texas Association of Community Colleges, the National Student Clearinghouse (NSC) and many other partners. Although this collaboration began as a way to address a Texas completion agenda item, progress among the partners has resulted in a national platform that could ultimately break down state boundary challenges to completion. With the powerful online capabilities of the National Student Clearinghouse (NSC), summer 2015 will bring the opportunity for students anywhere in the country to benefit from reverse transfer efforts of this partnership.

ATD Leader Colleges also have a responsibility to learn about and share best practices beyond their own campus and beyond their own statewide partnerships. Lone Star College is committed to contributing knowledge to and learning from the greater Achieving the Dream community. Many unique contributions are noted in the table below. One such contribution is the 2014 NISOD presentation by Dean Dorothy Dixon and LSC Chancellor, Dr. Stephen Head. In addition to the other interventions noted throughout this application, Lone Star College has recently introduced efforts at several college locations to address achievement gaps for African American males. Dr. Head and Ms. Dixon presented on a promising initiative started at Lone Star College-North Harris, called the Multicultural Academic Support for Students (MASS) Academic Coaching Program. MASS Academic Coaches support students/mentees by coaching him or her on self-advocacy, goal clarification, motivation, time management, and study skills. They work together with the student to create personal plans for academic success. Although students of all backgrounds are encouraged to apply for coaching, the program was developed in response to concerns for the achievement of African American males. As of fall 2014, 40 coaches were supporting 134 mentees and workshops saw 2018 participants. Even more compelling are the Fall 2013 MASS Comparative Data:

**Fall 2013: MASS Comparisons**

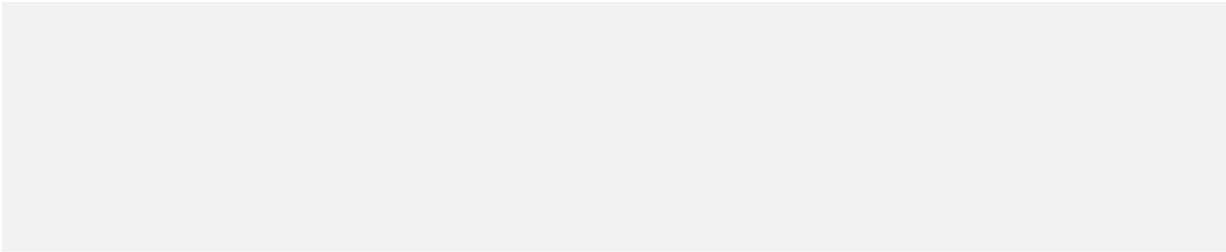
	<b>MASS Students</b>	<b>LSC-NH Black Students</b>	<b>LSC-NH All Students</b>
Completion	88%	84%	87%
Successful Completion	72%	66%	76%
Persistence from Fall13 to Spr14	83%	67%	70%

Lone Star College continues to provide a national presence and peer leadership both through publications and conference participation/presence. The table below provides some highlights from the past academic year.

**Selective Highlights: LSC Ability to Lead**

<b>When:</b>	<b>Type:</b>	<b>What:</b>	<b>Who:</b>
3/3/2014	League of Innovations Conference Presentation	<i>Fear! Horror! Technology! A Faculty-Driven Focus on Student Success.</i> Presentation by Jared Cootz, Professor, Sociology; Deirdre Hayes-Cootz, Director, DEDP Grant; Becky Duncan-Ramirez, Director, Lone Star College - Conroe Center	LSC-Montgomery
5/12/2014	Published Journal Article	Ardalan, S. & Sevanthinathan, N. (2014). Community colleges: The perfect enterprise for the 21st century. <i>Community College Week</i> , 26(20), 4-5.	LSC-University Park
5/25/2014	NISOD Conference Presentation	<i>Multicultural Academic Support for Students (MASS): A Game Changing Program for African American Students.</i> Presentation by Dorothy B. Dixon, Dean of Academic Success Initiatives and former LSC-NH President, Dr. Steven Head.	LSC-North Harris
7/14/2014	Published Journal Article	Harrell, I. L. (2014). Community college student success: From boardrooms to classrooms. Edited by V.S. Morest. <i>Community College Journal Of Research and Practice</i> , 38(12), 1203-1205. doi:10.1080/10668926.2014.916149	LSC-CyFair
9/21/2014	Statewide Conference	Texas Success Center (TSC) <i>2014 Pathways to Progress Institute.</i> Hosted by Texas Completes and the Texas Success Center. Panelists from LSC included Dr. Stephen Head, Chancellor, and Jamie Posey, Associate Vice Chancellor, the Office of Completion.	Lone Star College is a leader college for the Texas Completes Cadre of Colleges
11/1/2014	ALERS Conference Presentation	Reflections of African American High School Students' Literacy Education Experiences After Brown v. Board of Education. Presentation by Brenda H. Bryant, Associate Professor of	LSC-North Harris

		Developmental English and Melinda Miller, Adjunct Faculty, Developmental English	
2/28/2015	Free Student Summit	The LSC-CyFair Male Summit: <i>Together Towards Tomorrow</i> , provided a forum for Black and Latino men to discuss issues of manhood and to develop strategies to achieve academic success, professional development, and wellness.	LSC-CyFair
3/20/2015	Published Journal Article	Riley, R. L., Bustamante, R. M., & Edmonson, S. L. (2015) Intercultural competence and student engagement of U.S. community college students: A Mixed Method Study. <i>Community College Journal of Research and Practice</i> , pp. 1-15. doi:10.1080/10668926.2014.961588	LSC-Montgomery
4/19/2015	AACC Conference Presentation	<i>Helping Developmental Students Successfully SpeedUP!</i> Presentation by President Shah Ardalan. The SpeedUP program at LSC-University Park is a non-credit based option (NCBO) designed to accelerate students confidently and successfully through their math and English developmental sequences	LSC-University Park
4/19/2015	AACC Conference Presentation	<i>Really? All High School Seniors Graduating College Ready by May?</i> Presentation by Audre Levy, President, LSC-CyFair, Katherine Persson, President, LSC-Kingwood, and Guy Sconzo, Superintendent, Humble Independent School District, TX	LSC-Kingwood, LSC-CyFair
4/20/2015	AACC Conference Presentation	<i>New Mathways Project (NMP): A Beneficial Virus for System Change</i> Presentation by Katherine Persson, President, LSC-Kingwood; Rey Garcia, President & CEO, Texas Association of Community Colleges; Bill Holda, President, Kilgore College, TX; Philip Uri Treisman, Professor of Mathematics; Professor of Public Affairs; Executive Director, Charles A. Dana Center, University of Texas	LSC-Kingwood and Partners



## Submitting the Annual Reflection and Leader College Application

Congratulations! You have completed the Annual Reflection and Leader College Application worksheet. When you are ready, follow the next steps:

- Using the link sent to your Core Team Leader(s), copy and paste your responses into the online Annual Reflection and Leader College Application form. You will be asked to upload your data at the end of the online form.
- If you have not done so, enter your planned interventions in the Interventions Showcase. Your Core Team Leader(s) will have received instructions to enter the Interventions Showcase in mid-April.

# APPENDIX A

## ACHIEVING THE DREAM STUDENT SUCCESS MEASURES & DEFINITIONS

### General Student Success Data Specifications

Achieving the Dream recommends:

- ❖ That each institution analyze **at least four years of disaggregated data** for its student success measure.
  - We realize that some of the newer Achieving the Dream institutions may not have four years of disaggregated data available for each measure. If your institution is not able to analyze at least four years of data for a measure, we ask that you simply indicate this in your narrative response.
- ❖ That **data be disaggregated on at least three levels:**
  - Ethnicity/race, gender, and income status

### Defining Cohorts

Below are three possible ways that your college may choose to define student cohorts when analyzing data for the Annual Reflection. Colleges should disaggregate data on at least three levels: race/ethnicity, gender, and income status.

- ❖ The **ATD Cohort** includes all students who are first-time degree- or certificate-seeking students new to your institution during the fall term, including students who were previously enrolled as dual-enrollment high school students.
- ❖ **First Time in College (FTIC)** and refers to any students who are in college for the first time (any college)
- ❖ **First-Time to Institution** refers to any students who are new to attending **your** institution

### Student Success Measures

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#### Measure 1: Successfully complete developmental instruction and advance to credit-bearing courses

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**Definition:** Number and percentage of students successfully completing developmental course requirements in two years

Institution may define the developmental education course one of three ways:

- (1) Math

(2) English

(3) Math and English

**Cohort Definition Options:** Institutions should define the cohort of students that they track in this measure by choosing one of the following cohorts:

- ❖ All students in the ATD Cohort (referred)
- ❖ All FTIC students (referred)
- ❖ All First Time to Institution students (referred)

---

## Measure 2: Enroll in and successfully complete college-level or Gateway courses (math and/or English)

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**Definition:** Number and percentage of students successfully completing gateway courses within three years

Institution may define the developmental education course one of three ways:

- (1) Math
- (2) English
- (3) Math and English

**Cohort Definition Options:** Institutions should define the cohort of students that they track in this measure by choosing one of the following cohorts:

- ❖ All students in the ATD Cohort
- ❖ All FTIC students
- ❖ All First Time to Institution students
- ❖ All students

---

## Measure 3: Persist from term-to-term or year-to-year

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**Definition:** Number and percentage of students persisting from term-to-term or year-to-year

Institution may define persistence in one of two ways:

- ❖ Term-to-term: first enrollment term to next major term (e.g. fall to spring)
- ❖ Year-to-year: (e.g. fall to fall)

**Cohort Definition Options:** Institutions should define the cohort of students that they track in this measure by choosing one of the following cohorts:

- ❖ All students in the ATD Cohort
- ❖ All FTIC students

- ❖ All First Time to Institution students
- ❖ All students except those graduating or transferring

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### Measure 4: Attain a credential

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**Definition:** Number and percentage of students attaining a degree or credential within four years

**Cohort Definition Options:** Institutions should define the cohort of students that they track in this measure by choosing one of the following cohorts:

- ❖ All students in the ATD Cohort
- ❖ All FTIC students
- ❖ All First Time to Institution students
- ❖ All students

# APPENDIX B

## DATA TEMPLATE

Persistence: Fall to Spring

Persistence Fall to Fall

FTIC Completion of College Level Math

Institution Name:		Lone Star College										
Persist from Term-to-Term or Year-to-Year												
Define the Persistence (Fall to Fall/Fall to Spring)		Fall to Spring										
All FTIC Students												
Fall 2014	Fall 2010			Fall 2011			Fall 2012			Fall 2013		
	N	# Persisting	% Persisting	N	# Persisting	% Persisting	N	# Persisting	% Persisting	N	# Persisting	% Persisting
All	10,242	7,630	74%	10,369	7,944	77%	10,544	8,069	77%	10,835	8,566	79%
Hispanic	3,411	2,593	76%	3,702	2,864	77%	4,053	3,141	77%	4,237	3,398	80%
Black	1,680	1,254	75%	2,143	1,601	75%	2,122	1,616	76%	2,329	1,783	77%
White	3,934	2,876	73%	3,508	2,678	76%	3,275	2,452	75%	3,051	2,383	78%
Male	4,712	3,360	71%	4,713	3,468	74%	4,698	3,419	73%	4,926	3,737	76%
Female	5,530	4,270	77%	5,656	4,476	79%	5,846	4,650	80%	5,909	4,829	82%
Pell	3,695	3,100	84%	5,063	4,171	82%	4,982	4,075	82%	5,363	4,460	83%
Non-Pell	6,547	4,530	69%	5,306	3,773	71%	5,562	3,994	72%	5,472	4,106	75%
							Total System unduped Headcount					
Cell B10 represents 17% of total enrollment							60,280	17%				
Cell E10 represents 16% of total enrollment							63,359	16%				
Cell H10 represents 16% of total enrollment							64,617	16%				
Cell K10 represents 17% of total enrollment							65,362	17%				

Institution Name:		Lone Star College										
Persist from Term-to-Term or Year-to-Year												
Define the Persistence (Fall to Fall/Fall to Spring)		Fall to Fall										
All FTIC Students												
Fall 2014	Fall 2010			Fall 2011			Fall 2012			Fall 2013		
	N	# Persisting	% Persisting	N	# Persisting	% Persisting	N	# Persisting	% Persisting	N	# Persisting	% Persisting
All	10,242	5,710	56%	10,369	5,655	55%	10,544	5,734	54%	10,835	6,093	56%
Hispanic	3,411	2,053	60%	3,702	2,176	59%	4,053	2,454	61%	4,237	2,659	63%
Black	1,680	868	52%	2,143	969	45%	2,122	846	40%	2,329	932	40%
White	3,934	2,067	53%	3,508	1,887	54%	3,275	1,766	54%	3,051	1,720	56%
Male	4,712	2,454	52%	4,713	2,416	51%	4,698	2,419	51%	4,927	2,669	54%
Female	5,530	3,256	59%	5,654	3,239	57%	5,844	3,315	57%	5,908	3,424	58%
Pell	3,695	2,209	60%	5,063	2,737	54%	4,983	2,581	52%	5,363	2,818	53%
Non-Pell	6,547	3,501	53%	5,304	2,918	55%	5,559	3,153	57%	5,472	3,275	60%
							Total System unduped Headcount					
Cell B10 represents 17% of total enrollment							60,280	17%				
Cell E10 represents 16% of total enrollment							63,359	16%				
Cell H10 represents 16% of total enrollment							64,617	16%				
Cell K10 represents 17% of total enrollment							65,362	17%				

Institution Name:		Lone Star College										
Define Measure		FTIC Students Who Placed into College Level Math and Successfully Completed MATH 1314 in 1 Year										
FTIC Students Who Placed into College Level Math												
Fall 2014	Fall 2010			Fall 2011			Fall 2012			Fall 2013		
	N	# Successful	% Successful	N	# Successful	% Successful	N	# Successful	% Successful	N	# Successful	% Successful
All	1,367	548	40%	1,529	649	42%	1,657	699	42%	2,118	1,031	49%
Hispanic	378	163	43%	507	233	46%	613	267	44%	848	450	53%
Black	69	23	33%	77	24	31%	101	36	36%	138	49	36%
White	704	272	39%	735	305	41%	677	287	42%	763	363	48%
Male	832	303	36%	917	357	39%	969	366	38%	1,215	531	44%
Female	535	245	46%	612	292	48%	688	333	48%	903	500	55%
Pell	322	148	46%	452	207	46%	551	225	41%	762	360	47%
Non-Pell	1,045	400	38%	1,077	442	41%	1,106	474	43%	1,356	671	49%
							Total System unduped Headcount					
Cell B10 represents 2% of total enrollment							60,280	2%				
Cell E10 represents 2% of total enrollment							63,359	2%				
Cell H10 represents 3% of total enrollment							64,617	3%				
Cell K10 represents 3% of total enrollment							65,362	3%				