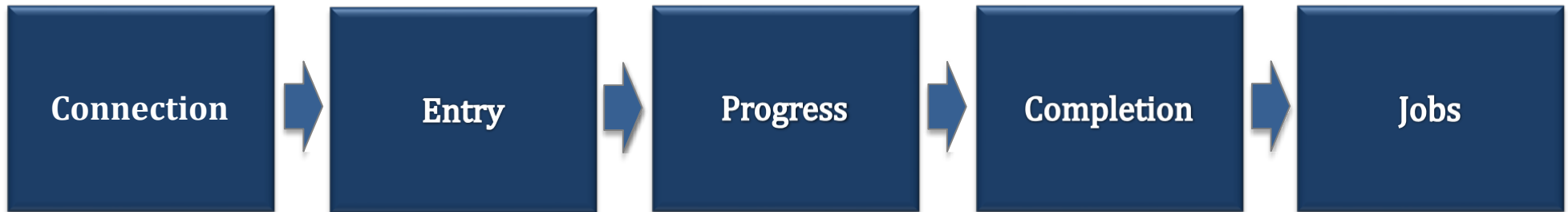




# Completion Plan

Updated March 2015

# LSC Completion Plan



## First Year Success and Acceleration

- Common Mandatory New Student Orientation
- Required Student Success Course
- Required Academic Plan
- Standard Early Alert
- Improve currency of student intent

- New assessment test and cut-off scores in conjunction with THECB
- Standardized approach to early testing & intervention of high school students
- Mandatory assessment prep as an integrated component of new student registration

- Require first term & continuous remediation
- Targeted referral options for varied level of placement and accelerated progression
- Scale plan for full adoption of accelerated models based on student level of need
- Targeted program review

## Monitoring Successes and Entering the Workforce

- Intrusive advising or case management intervention system
- Streamline Common Core and assure alignment with university transfer
- Auto-Award of credentials

- Define and track transfer success for students who transfer without a credential
- Reverse Transfer with university partners
- Increase entry into workforce program

# LSC COMPLETION ACTION PLAN

Strategies	First Term Success	Person Responsible
<b>1. Common Mandatory New Student Orientation for all FTIC</b>	<ol style="list-style-type: none"> <li>1. Identify differences in methodology and onsite visit by campus</li> <li>2. Develop common outcomes, standards and methodology for onsite component including exception for online only students</li> <li>3. Determine Academic Catalog revisions</li> <li>4. Implement Mandatory Common Orientation with college visit for all FTIC Options Include:               <ol style="list-style-type: none"> <li>a) College Orientation (students taking courses on campus)                   <ol style="list-style-type: none"> <li>1. Face to face visit/tour</li> <li>2. Virtual Tour</li> </ol> </li> <li>b) Online only students (taking all online courses)</li> </ol> </li> <li>5. Determine impact and whether additional scale (e.g. all new to Lone Star) would increase student success any additional scale</li> </ol>	Wendell Williams
<b>2. Required Student Success Course for all FTIC</b>	<ol style="list-style-type: none"> <li>1. Complete analysis of Student Success Course requirement for Fall 2013:           <ul style="list-style-type: none"> <li>○ Disaggregated success rates</li> <li>○ Gaps in mandatory application</li> <li>○ Numbers &amp; % with Academic Plan</li> </ul> </li> <li>2. Revise Academic Catalog with new requirement</li> <li>3. Implement requirement for Student Success Course for all Dev. Ed. Referrals</li> <li>4. Require Student Success Course (Options to be determined) for ALL LSC FTIC students</li> </ol>	Wendell Williams

# LSC COMPLETION ACTION PLAN

Strategies	First Term Success (continued)	Person Responsible
<b>3. Required Academic Plan for all new to LSCS</b>	<ol style="list-style-type: none"> <li>1. Complete analysis of Academic Plan implementation and Student Success Course as primary vehicle for Plan. Incorporate the goal of declaring a Program of Study by the end of the first year within the SSC or Academic Plan expectations</li> <li>2. Determine mechanism for Academic Plan for students not enrolled or completing a student success course</li> <li>3. Confirm the expectation, technology support, and responsible entities for Academic Plan completion. Confirm Student Success Course as vehicle for Plan (or alternative) (Contingent upon Oracle implementation)</li> <li>4. Determine Academic Catalog revisions</li> <li>5. Implementation plan for Academic plan for Dev. Ed Referrals as of Fall 2013 and track results to confirm program of study</li> <li>6. Apply to all students enrolling in a student success course</li> </ol>	Wendell Williams
<b>4. Standard Early Academic Alert for all FTIC</b>	<ol style="list-style-type: none"> <li>1. Analysis of Early Alerts currently in place at Colleges including differences and extent of scale</li> <li>2. Develop coherent common process and standards for Early Academic Alert               <ul style="list-style-type: none"> <li>• Student target</li> <li>• Triggers to initiate alert</li> <li>• Common interventions</li> <li>• Documentation and follow-up</li> <li>• Design of evaluation</li> </ul> </li> <li>3. Develop a Student tracking system for student follow-up and evaluation of impact</li> <li>4. Standard Early Alert Workshop with Joseph B. Cuseo, Ph.D.</li> <li>5. Review of Standard Early Component iStar (OTS)</li> <li>6. Each campus to provide details of their current Early Alert process</li> <li>7. Update on Advisor Tracking/Early Alert RFP</li> <li>8. Implement NEW common Early Academic Alert to all FTIC</li> </ol>	Keri Rogers

# LSC COMPLETION ACTION PLAN

Strategies	Developmental Education Placement	Person Responsible
<b>5. Implement new assessment test and cut-off scores in conjunction with THECB</b>	<ol style="list-style-type: none"> <li>1. Analyze disaggregated data on the referral patterns of students in all levels of developmental math and Math 1314.</li> <li>2. Determine the timelines and process for the elimination of the COMPASS (August 27, 2013) and Implementation of THECB assessment and common cut scores for all students enrolling after August 27, 2013</li> <li>3. Determine Academic Catalog revisions</li> </ol>	Keri Rogers
<b>6. Develop a standardized approach to early testing &amp; intervention of high school students</b>	<ol style="list-style-type: none"> <li>1. Determine status of early testing initiative through Gulf Coast PASS and standardize testing process and intervention approach for LSC-NH/LSC-CF</li> <li>2. Develop scale plan for expansion to a minimum of one ISD for each college and for full adoption of all 10<sup>th</sup> grade students in LSC high schools including high schools becoming test site for the TSIA test and design a target to expand the testing beyond current “optional” population</li> <li>3. Analyze impact and status of Summer Bridge including barriers to scale, costs, and participation and student success rates.</li> <li>4. Develop a tracking and evaluation plan through GCP to determine impact of early testing and intervention on assessment and enrollment in LSC. Expand requirement for Student Success Course for all Dev. Ed. Referrals</li> </ol>	Keri Rogers
<b>7. Develop and implement mandatory assessment prep as an integrated component of new student registration</b>	<ol style="list-style-type: none"> <li>1. Identify current assessment prep at colleges and differences in content, methodology, communication and process. Review best practice in assessment prep.</li> <li>2. Develop a common assessment prep component including content, standards, methods, communication and evaluation to be implemented for all FTIC.</li> <li>3. Determine academic catalog changes</li> <li>4. Revise the registration process to incorporate the common approach to Mandatory Assessment Prep at all colleges for all new students and develop process to assure consistent implementation across all colleges.</li> </ol>	Keri Rogers and Jamie Posey

# LSC COMPLETION ACTION PLAN

Strategies	Developmental Education Success	Person Responsible
<b>8. Require first term &amp; continuous remediation</b>	<ol style="list-style-type: none"> <li>1. Analyze disaggregated data on students referred to developmental education including enrollment, success and subsequent success through the sequence and through gateway math and English.</li> <li>2. Prepare Academic Catalog revisions for first term and continuous developmental education enrollment</li> <li>3. Implement 1<sup>st</sup> Term and continuous remediation for all Dev. Ed.</li> </ol>	Keri Rogers
<b>9. Design and implement targeted referral options for varied level of placement and accelerated progression</b>	<ol style="list-style-type: none"> <li>1. Analyze best practice and student results for accelerated developmental math options including the New Mathways, Math Emporium and NCAT. Schedule visits and/or consultation with experts.</li> <li>2. Identify timelines and process for participation in TACC and Dana Center Texas pilot of New Mathways</li> <li>3. Identify process and standards for direct placement into Math 1314 for students at higher levels of placement referral including modular support as necessary</li> <li>4. Implement direct placement pilot for direct placement (with or without modular support) for higher level referral students</li> </ol>	Keri Rogers
<b>10. Develop a scale plan for full adoption of accelerated models based on student level of need</b>	<ol style="list-style-type: none"> <li>1. Analyze current enrollment and progression patterns in developmental education and current remediation costs by college.</li> <li>2. Select core strategies (New Mathways, NCAT, Math Emporium) for system-wide scale of accelerated developmental math options.</li> <li>3. Develop scale and adoption plan to reach all developmental education referrals by Fall 2014 (Phase I for Fall 2013 and Phase II for Fall 2014).</li> <li>4. Implement Phase I</li> <li>5. Implement for all developmental referral (Phase II)</li> </ol>	Keri Rogers

# LSC COMPLETION ACTION PLAN

Strategies	Progress	Person Responsible
<b>11. Implement student tracking and intrusive advising/case management intervention system</b>	<ol style="list-style-type: none"> <li>1. Prepare a report on current student cohort progression (e.g. Fall 2012 cohort) to determine loss points and progression behavior and develop schedule for regular review and discussion of policy and program implications by VPs and CC</li> <li>2. Develop a tracking system to monitor cohort behavior and individual student progress including academic alerts, program of study by end of year one, continuous registration alerts, progress toward credit accumulation to support both electronic and advising contact to support retention and progression</li> <li>3. Identify current LSC &amp; best practice in intrusive advising and develop a process with timelines for implementation of intrusive advising or case management for follow-up on targeted tracking flags</li> <li>4. Implement registration alerts for student progression flags including failure to enroll, lack of credit accumulation, and other progression flags &amp; process for intrusive advising</li> </ol>	Wendell Williams
<b>12. Streamline Common Core and assure alignment with university transfer</b>	<ol style="list-style-type: none"> <li>1. Complete analysis of common core enrollment patterns including distribution of courses and degree completion</li> <li>2. Determine THECB Common Core revision plan and timelines</li> <li>3. Prepare plan to integrate THECB revisions</li> </ol>	Keri Rogers

# LSC COMPLETION ACTION PLAN

Strategies	<b>Progress (continued)</b>	<b>Person Responsible</b>
<p><b>13. Targeted Program Review</b></p>	<p>Undertake a three phased program review process of all associate degree and certificate programs. Programs should be reviewed in two stages based on the number of graduates (degree and certificate) produced by each program in the LSC inventory. The goals of the program review process are to:</p> <ul style="list-style-type: none"> <li>(a) Create clearly defined programs with sequenced courses to enable students to graduate at higher rates.</li> <li>(b) Embed requirements that have been proven to lead to higher rates of graduation, like ENGL 1302, as pre-requisites at critical junctures within both certificate and associate programs.</li> <li>(c) Structure programs so that the assessment of student learning outcomes, as prescribed in Southern Association of College and Schools Commission on Colleges Core Standard 3.3.1, can occur.</li> <li>(d) Optimize the results that can be obtained by Auto-Grad and Auto-Pop processes.</li> </ul>	<p>Keri Rogers</p>



# LSC COMPLETION ACTION PLAN

Strategies	Completion	Person Responsible
<b>14. Improve currency of student intent</b>	<ol style="list-style-type: none"> <li>1. Develop revised student application and registration processes to capture and confirm each term the student intent and/or program of study</li> <li>2. Implement new documents and process for Fall Registration process</li> </ol>	Jamie Posey
<b>15. Define and track transfer success for students who transfer without a credential</b>	<ol style="list-style-type: none"> <li>1. Analyze student transfer patterns</li> <li>2. Develop standards and process to track non-awards who transfer and define success</li> </ol>	Keri Rogers
<b>16. Implement Auto-Award of credentials</b>	<ol style="list-style-type: none"> <li>1. Engage an external expert in Auto-Graduation to map steps for implementation of auto-populate, auto-award of certificates and degrees including program design improvements to support auto-award</li> <li>2. Identify top enrollment programs for program revision and alignment in stackable credentials (exit points and intermediate certificates)</li> <li>3. Develop implementation plan including programmatic, AIR and communications to students and college community for Auto-Award for intermediate certificates and degree</li> <li>4. Implement Auto-Award for targeted programs &amp; establish timelines for all programs</li> </ol>	Jamie Posey
<b>17. Develop and/or expand Reverse Transfer with University Partners</b>	<ol style="list-style-type: none"> <li>1. Identify programs and targeted actions to expand Reverse Transfer with Sam Houston State University and determine targeted programs and process with UHD and other area partners</li> </ol>	Keri Rogers
<b>18. Develop a strategy to increase the number of workforce students entering the program in the first year</b>	<ol style="list-style-type: none"> <li>1. Analyze student with declared workforce majors but no program course content and determine enrollment patterns and barriers</li> <li>2. Incorporate first year enrollment goal in Student Success Course and Academic Plan process</li> <li>3. Develop process to speed entry into program</li> </ol>	Melissa Gonzalez