

LSC-North Harris Title V First Year Accountability Measures

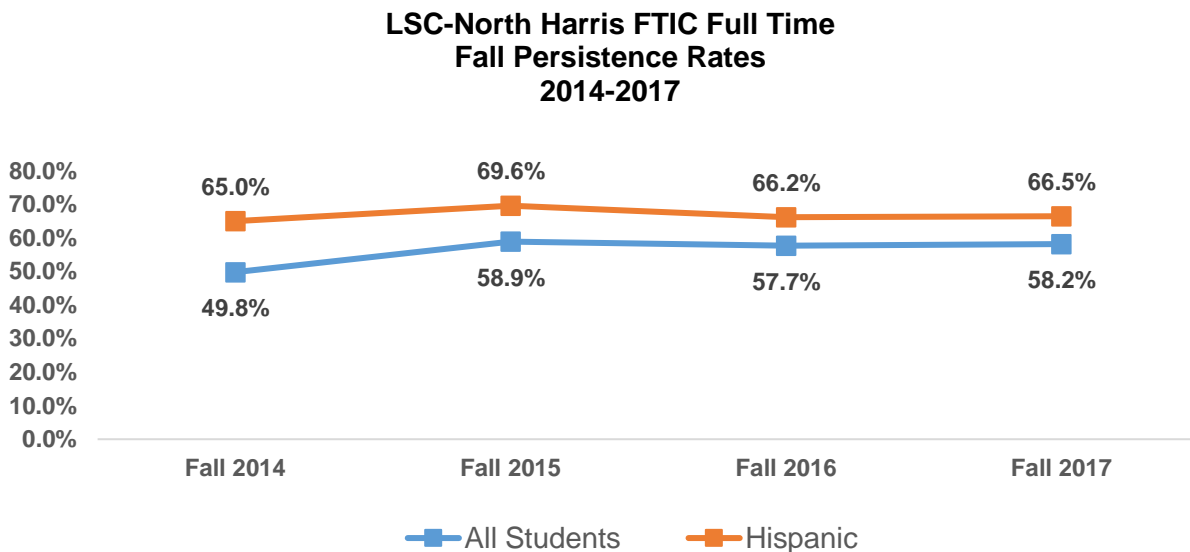
Completing its first year of implementation, the LSC-North Harris Title V grant, **Mi Casa es Su Casa**, is **C**onnecting students to the campus community, **A**cclimating them to the rigors of academic life, helping them **S**ucceed and self-improve for the duration, and preparing them to **A**chieve and compete in college and beyond. The grant has a single activity: Increase the persistence, completion and transfer rates of Hispanic and underserved students by: 1) Improving student engagement and preparedness through increased student awareness of and access to LSC-NH resources and opportunities; and 2) Improving student success rates by providing best-fit instruction to the LSC-NH student population.

Through the Title V **iMalls** (Information technology enhanced Multidisciplinary Academic Learning Lounges), the **CAST** (Center for Academic Success and Transition), and the **MATCH** (Meaningfully Aligned Targeted Curriculum/Courses for Hispanic and under-served students) initiatives, the persistence rate for full time FTIC students increased 8.4% from a baseline of 49.8% in fall 2014 to 58.2% in fall 2017. Moreover, the success over enrollment for all DS English students increased 6.6% from 46.3% to 52.9%. Gains have also been seen in the number of transfers to four-year institutions going from a baseline of 6.0% to 10.9%, the number of AA, AS and AAS degrees going from 980 to 1,519, the average GPA of students going from 2.19 to 2.59, and the number of students on academic probation decreasing from 6.7 to 5.0.

Following is a summary of the first year measures to meet the objectives of the three initiatives outlined in the grant, which align with four of the five institutional objectives. Institutional objective five is found at the end of this report.

Initiative One: iMALLS (Information technology enhanced Multidisciplinary Academic Learning Lounges) are a collection of collaborative and active learning environments that are increasing student engagement while simultaneously enhancing students' academic and cognitive skills as well as non-cognitive soft skills.

**¹Objective 1a: Increase the number and rate of students persisting from fall to fall.
Baseline: 49.8%**

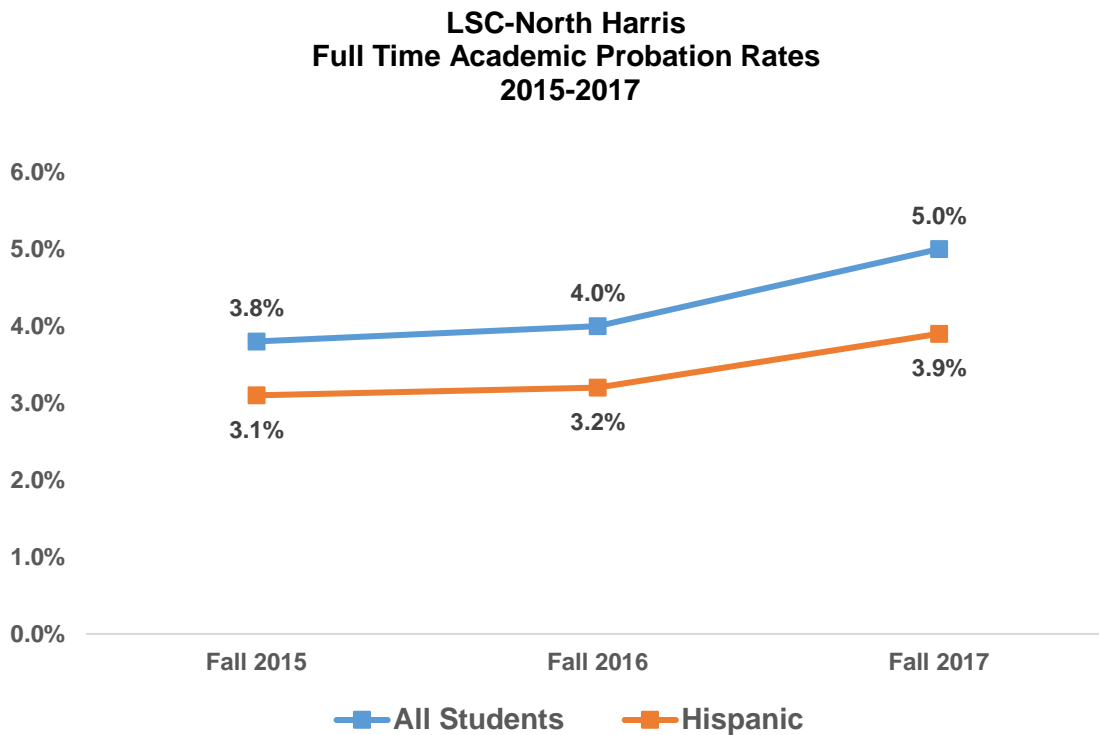


¹This objective is the same as Institutional Objective 1.

Success Indicators: Number of students utilizing iMalls to increase general knowledge:

1. **Multimedia Studio** – 5 video shoots
2. **Library 2.0** – 2,604 student visits
3. **Career Lab** – 769 student visits
4. **Hispanic Parent Academy** – 20 parent outreach events

Objective 1b: Decrease the number and rate of students who are on academic probation.
Baseline: 6.7%

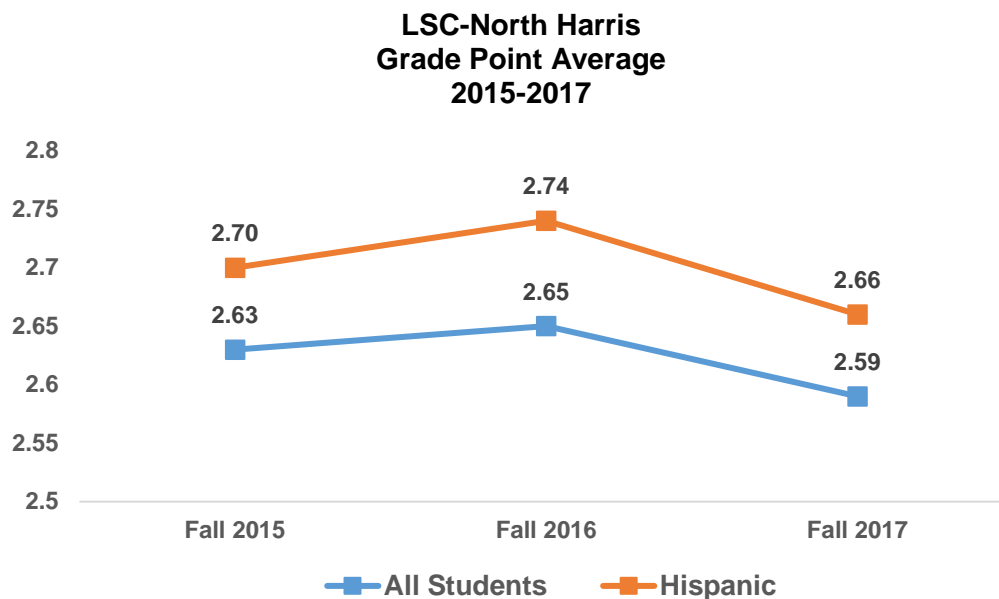


Success Indicators: Number of students utilizing iMalls in conjunction with specific courses or projects

Library 2.0: 176 students

Initiative Two: CAST (Center for Academic Success and Transition) allows LSC-North Harris to increase the availability of academic and success services to Hispanic and other high need students by building on the skills introduced in EDUC 1300 and helping students maintain these healthy habits throughout their college career and beyond.

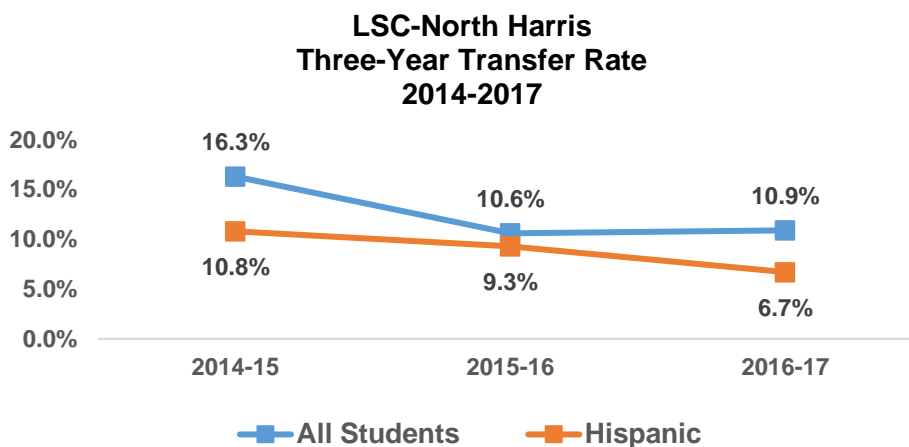
Objective 2a: Increase the average GPA of students.
Baseline: 2.19



Success Indicators: Number of students accessing academic student-support services; and those receiving academic student-support services

CAST Academic Tutoring: 311 students

¹Objective 2b: Increase the number of and rate at which students transfer to baccalaureate degree-granting institutions.
Baseline: 6.0%



Success indicators: Number of students accessing transition student-support services; and those receiving transition student-support services:

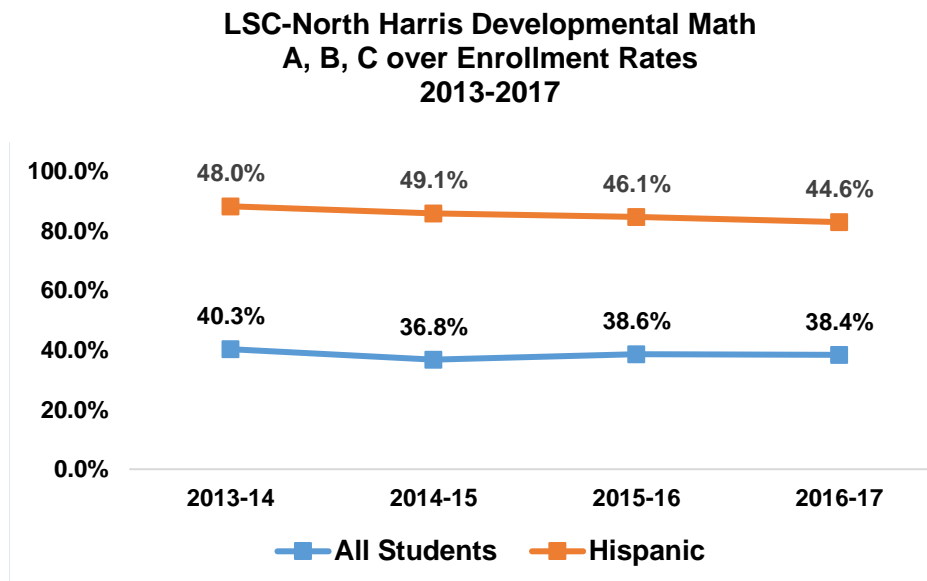
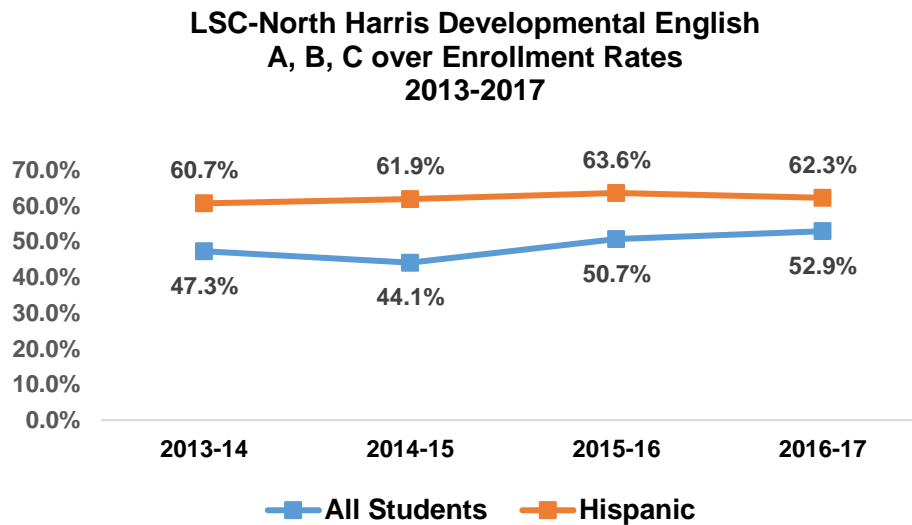
CAST Transition Services: 707 students

¹This objective is the same as Institutional Objective 4.

Initiative Three MATCH (MEANINGFULLY ALIGNED TARGETED CURRICULUM/COURSES FOR HISPANIC AND NEEDY STUDENTS) consists of two main components: **1) DELIVERY:** best-fit instructional delivery methods; and **2) DEVELOPMENT:** student-centered professional development. The delivery component consists of alternative classes (flipped, emporium or hybrid classes) and course redesign, while the development component consists of training for multiple levels of faculty (adjunct, full-time, and faculty chairs).

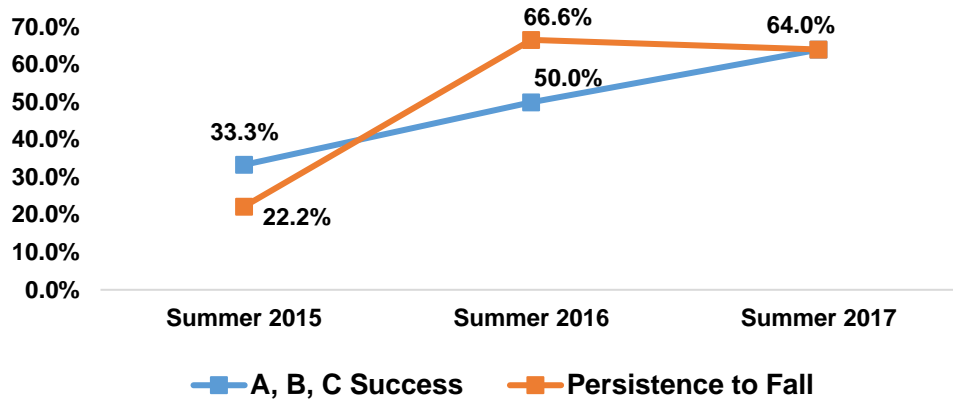
¹Objective 3a: Decrease the time in which students remain in developmental English and mathematics courses.

Baselines: English and mathematics courses will increase A, B, C success over enrollment rates from an average of 48% to 58% in English courses, and 40% to 50% for mathematics.

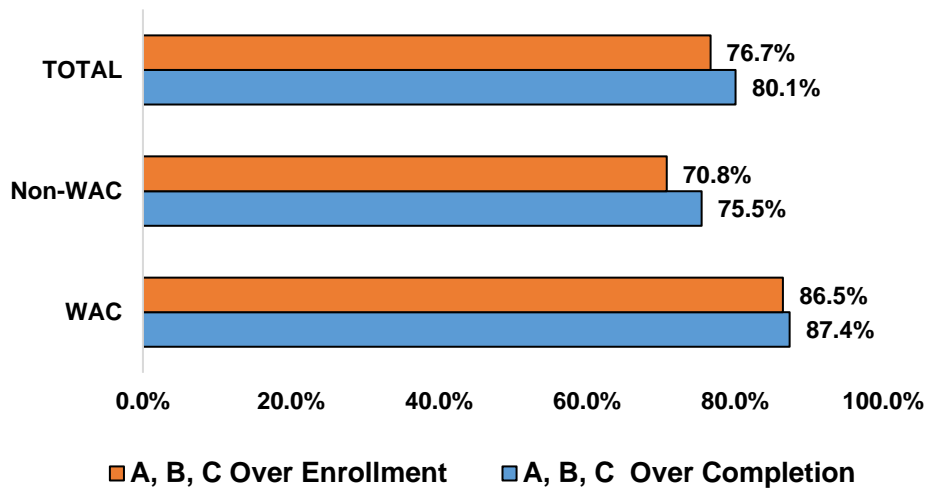


¹This objective is the same as Institutional Objective 2.

**LSC-North Harris
Summer Bridge Math
Success and Persistence
2015-2017**



**LSC-North Harris
HIST 1301 Writing Across the Curriculum (WAC)
Success Rates - Summer 2017**



Delivery Success Indicators: Number of students enrolled in a new flipped or alternative format developmental and gateway courses.

Writing Across the Curriculum: 96 students
Summer Bridge: 25 students

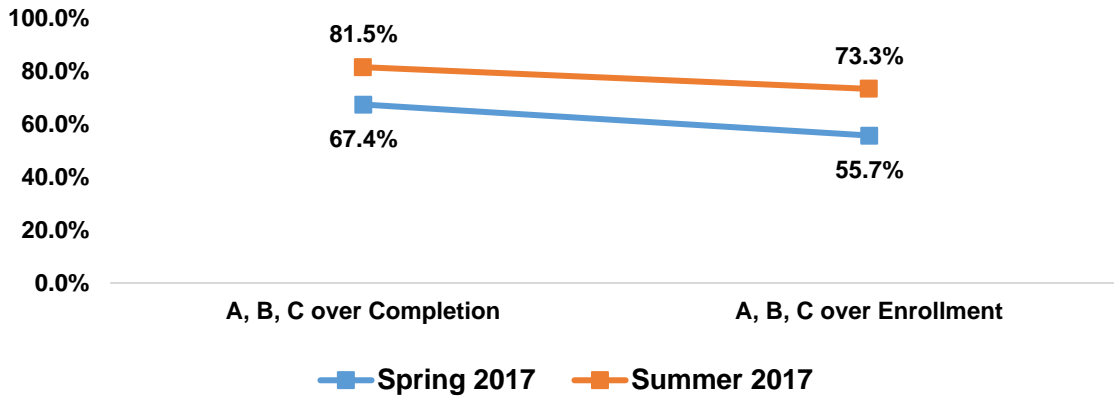
¹**Objective 3b: Increase the number and rate of faculty and staff who have completed at least one module of the newly developed Teaching Diverse 21st Century Learners professional development training.**

Baseline: 6.5%

51.2% of full time and 18.9% of adjunct faculty have completed one module.

¹This objective is the same as Institutional Objective 3.

LSC-North Harris Faculty Success Rates Professional Development



Success Indicators:

- Number of faculty and staff who participate in the implementation and evaluation process: **210 faculty**
- Number of first year adjuncts who complete one module in their first year of teaching: **10 faculty**
- Number of faculty/staff who complete multiple modules: **52 faculty**
- Success rates of students in the courses taught by these faculty the following term, compared to those taught by these faculty the prior year: **The success over completion increased 14.1% and success over enrollment 17.6% from spring 2017 to summer 2017.**

Institutional Obj. 5: By 2020, the number of students graduating with an AA, AS or AAS degree within 3 years of entry will increase 15% from a baseline of 7.9%.

LSC-North Harris 3-Year Graduation Rate - Associates 2014-2017

