To maximize success, students need a clear and well-supported path. Primarily focusing on the FTIC student journey from first semester and year, through graduation and/or transfer, this document highlights key student success measures to show where LSC has made progress in supporting students to succeed and where there remains room for improvement.

**Zero Credits Earned First Semester**

**Fall FTIC Students**

Between 2013-2019 there has been a **34% overall decrease** in students earning **zero credit hours** in their first semester.

**FTIC Fall 2019 Cohort Outcomes**

**First Term**

**Full time students (12+ credits):**
- 76% earned 6+ credits in their first term.
- 24% completed less than half of their attempted credits.

**Part time students (<9 credits):**
- 26% earned zero credits in their first term.

**First Year**

**Full time students (12+ credits):**
- 11% earned 30+ credits in their first year.
- 55% earned 15+ credits in their first year.

**Part time students (<9 credits):**
- 23% of part-time FTIC students earned 15+ credits in their first year.

<table>
<thead>
<tr>
<th># Credits Earned</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-1</td>
<td>2-5</td>
<td>6-11</td>
<td>12+</td>
<td>0-1</td>
<td>2-5</td>
</tr>
<tr>
<td>Part-Time</td>
<td>31%</td>
<td>42%</td>
<td>27%</td>
<td>26%</td>
<td>31%</td>
<td>42%</td>
</tr>
<tr>
<td>Full-Time</td>
<td>17%</td>
<td>14%</td>
<td>39%</td>
<td>40%</td>
<td>14%</td>
<td>14%</td>
</tr>
</tbody>
</table>

Course completion:
Earning an A, B, C, D, or P.
College-level indicates a non-developmental education course.
### GATEWAY MATH SUCCESS

**Fall FTIC Students**

<table>
<thead>
<tr>
<th>Course</th>
<th>MATH 1314</th>
<th>MATH 1324</th>
<th>MATH 1332</th>
<th>MATH 1342</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>College Algebra</td>
<td>Mathematics for</td>
<td>Mathematics for</td>
<td>Statistics</td>
</tr>
<tr>
<td></td>
<td>STEM, Natural Science, Computer Science, Engineering, Teacher Education, Music</td>
<td>Business &amp; Social Science</td>
<td>Liberal Arts, Humanities, English Literature, Language, Art</td>
<td></td>
</tr>
</tbody>
</table>

|                      | ENROLLED | SUCCESS | RATE | ENROLLED | SUCCESS | RATE | ENROLLED | SUCCESS | RATE | ENROLLED | SUCCESS | RATE | ENROLLED | SUCCESS | RATE | ENROLLED | SUCCESS | RATE | Total |
|----------------------|----------|---------|------|----------|---------|------|----------|---------|------|----------|---------|------|----------|---------|------|----------|---------|------|
| With Co-Req          |          |         |      |          |         |      |          |         |      |          |         |      |          |         |      |          |         |      |
| **Fall 2018**        | 745      | 321     | 43.1%| 19       | 4       | 21.1%| 88       | 35     | 39.8%| 72       | 15     | 20.1%| 924      | 375     | 40.1%|
| **Fall 2019**        | 1,612    | 547     | 33.9%| 39       | 14     | 35.9%| 129      | 69     | 53.5%| 81       | 14     | 17.3%| 1,861    | 644     | 34.6%|
| Without Co-Req       |          |         |      |          |         |      |          |         |      |          |         |      |          |         |      |          |         |      |
| **Fall 2018**        | 2,531    | 1,317   | 56.0%| 83       | 47     | 56.6%| 43       | 28     | 65.1%| 68       | 32     | 47.1%| 2,725    | 1,424   | 52.3%|
| **Fall 2019**        | 2,523    | 1,347   | 53.4%| 75       | 48     | 64.0%| 82       | 50     | 61.0%| 82       | 40     | 48.8%| 2,762    | 1,485   | 53.8%|

From Fall 2018 to Fall 2019:

- FTIC student enrollment in Gateway MATH with a co-requisite increased from 924 to 1,861.
- Successful completion of Gateway MATH with a co-requisite increased from 375 to 644.
- The overall percentage of successful completion decreased from 40% to 34%.

**Uneven Enrollment Distribution**

Fall 2019

- **10 students** enrolled in MATH 1314
- **10 students** enrolled in MATH 1324
- **10 students** enrolled in MATH 1332
- **10 students** enrolled in MATH 1342

### SUCCESSFUL COMPLETION OF GATEWAY COURSES IN FIRST YEAR

- **Math gateway courses:** 1314, 1324, 1332, 1342
- **English gateway course:** 1301
TRANSFER

Fall FTIC Students

Graduating Dual Credit Students Who Attend LSC the Following Fall

PERSISTENCE

17% of Fall 2019 degree-seeking students are within 14 credit hours of graduating

APPROACHING THE FINISH LINE

SIX-YEAR TRANSFER RATE

Fall FTIC Students Transferring to 4-Year Institutions

POST-TRANSFER GRADUATION RATE

Percentage of LSC Students Who Transfer to TX Public Universities & Graduate Within Four Years of Transfer

TOP 5 LSC TRANSFER UNIVERSITIES

MATRICULATION TO LSC

GPA

Average GPA of former Dual Credit Students in 1st Term at LSC

DUAL CREDIT

Source: THECB Accountability Data

Source: LSC AIR Data

Students earned at least 30 hours before transfer

Source: LSC AIR Data

DUAL CREDIT STUDENT:
Any student enrolled in courses to earn both high school and college credit simultaneously.
3, 4, & 6-Year Graduation Rate 2013–2015 Fall FTIC Cohorts

- Includes dual credit students, students earning Certificates, Associate, & Bachelor degrees.
- Full-time and part-time status indicate course enrollment of students’ first semester at LSC.

Time & Credits to Degree
All Graduated Students

Excessive time and credits spent pursuing a degree contributes to student debt and increases the chances that life circumstances will derail students on the path to completion. Moving to primarily 60-hour programs in 2015 likely contributed to the subsequent drop in attempted credits, and we anticipate that the implementation of guided pathways reforms will continue to improve efficiency.

Grads EMPLOYED IN TEXAS WITHIN ONE YEAR
Source: THECB Accountability Data

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jobs</td>
<td>70%</td>
<td>68%</td>
<td>69%</td>
<td>70%</td>
</tr>
</tbody>
</table>

AutoGrad is an automatic process that identifies students who have fulfilled graduation requirements for their declared degree or any certificates earned along the way, but have not applied to graduate.

Reverse Transfer retroactively graduates students who transfer to 4-year TX public institutions without a credential and fulfill their LSC degree requirements while at the transfer institution.