

**LSC-North Harris Title V  
Second Year Accountability Measures**

At the end of its second year of implementation, the LSC-North Harris Title V grant, **Mi Casa es Su Casa**, is **Connecting** students to the campus community, **Acclimating** them to the rigors of academic life, helping them **Succeed** and self-improve for the duration, and preparing them to **Achieve** 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 grant is assisting the college in its mission of providing comprehensive educational opportunities to enrich lives.

Following is a summary of the second year measures to meet the five institutional objectives outlined in the grant.

**Institutional Objective 1:** *By September 2021, the rate at which FTIC full-time students persist from fall to fall will increase 1% annually from 49.5% in fall 2014 to 60.0% for full-time students.*

The 2017-18 persistence rate for FTIC full-time students was 57.5%, which is an 8.0% increase over the baseline. The persistence rate for Hispanic students was 66.2%

**LSC-North Harris  
Fall Persistence Rates**

Fall-to-Fall Persistence by College		
Term	Fall-to-Fall Persistence (Includes Grads)	Fall-to-Fall Persistence (Excludes Grads)
Fall 2016	<b>59.3%</b>	<b>59.7%</b>
Asian	80.6%	78.6%
Black	43.5%	43.1%
Hispanic	67.2%	68.9%
Multiple	52.6%	47.1%
Unknown	75.0%	75.0%
White	53.8%	53.3%
Fall 2017	<b>57.5%</b>	<b>58.0%</b>
Asian	75.7%	77.1%
Black	40.2%	39.8%
Hispanic	66.2%	67.2%
Multiple	50.0%	50.0%
Unknown	56.5%	56.5%
White	45.5%	47.9%
<b>Total</b>	<b>58.4%</b>	<b>58.8%</b>

iMALLS have been designed to address the first institutional objective.

**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.



**The Multimedia Studio** produces materials for use in the instructional delivery section of the project and the professional development modules while educating students in TV studio production. Seven student interns worked in the Multimedia Studio to produce various materials for instructional purposes, including a video of the various activities being implemented through Title V <http://www.lonestar.edu/NH-TitleV.htm>. The A, B, C success rates of these student interns was 15% higher (95% vs. 80%) than the control group (students taking the same courses as the interns).

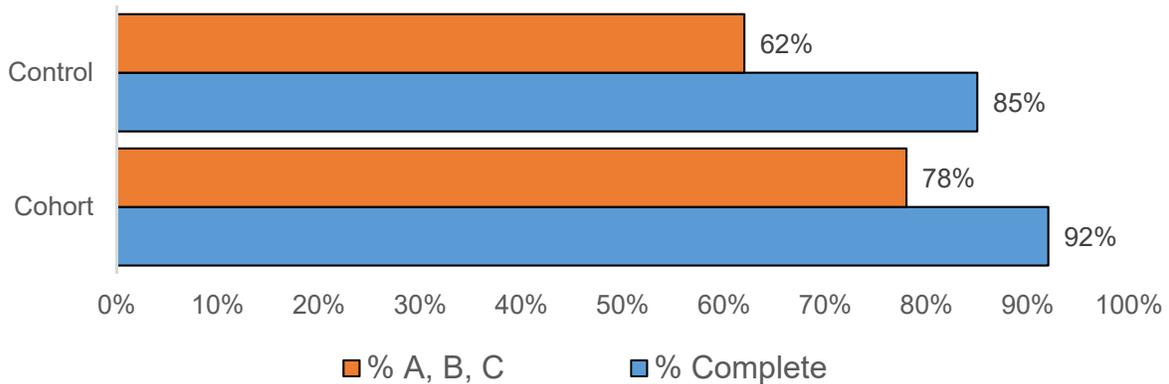
**The Library 2.0 iMALL** provides a new way to learn in the library through hands-on discovery. It is an active learning place with equipment, emerging technology, and arts-and-craft supplies where students work together in small groups, observe and discuss others' projects, offer one another encouragement and support, and write about their experiences. The **MakerSpace** offers a creative and productive dimension to any class as students are motivated to learn outside of the classroom. Participants can not only design their own projects, but also experiment with the results, modify their designs, and using what they learn, design prototypes for practical or artistic application.



The **GroupSpot** is a place for collaboration and teamwork. The space is equipped with mobile SMART boards and collaborative and white-board surfaced tables where students can share the devices in one space for group projects. Students use the space to work on coediting papers and presentations, math and science homework and as a general place for group study. In the **One-Button Studio**, faculty and students can create high quality and polished video projects and presentations without having to know anything about lights and cameras. They only need to bring a flash drive and push a single button.

Moreover, students can attend Makerspace and GroupSpot workshops with topics such as Wood Burning, Glass Etching, 3D Printing, Leadership, Emotional Intelligence and How to Make Amazing Presentations. During 2017-18, 3,319 students participated in the Library 2.0 activities. Students who attended a Makerspace class had a 16% higher A, B, C success rate than the control group (Students taught by the same instructor who did not attend a Makerspace class.)

**Makerspace Classes  
Completion and A, B, C Success Rates**



**The Career Lab** enables students to choose a major that matches their career goals. The ten “ready to work” stations include a computer, web camera, and career software and allow students not only to research and discover the career and education path that is right for them, but also to practice interviewing, learn to perfect their resumes, and build soft-skills for the 21<sup>st</sup> century workplace. In 2017-18, there were 2,253 visits to the Career Lab.



**The Hispanic Parent Academy** educates parents by providing them with information around the importance of higher education and information about how to finish their own high school equivalency, search for jobs, and access the College’s Career and Community Education classes. It engages Hispanic students and families so they feel at home in a college atmosphere and reaches out to parents so that they may better help their child navigate the complex college process. In 2017-18, there were 1,719 attendees at events and workshops.

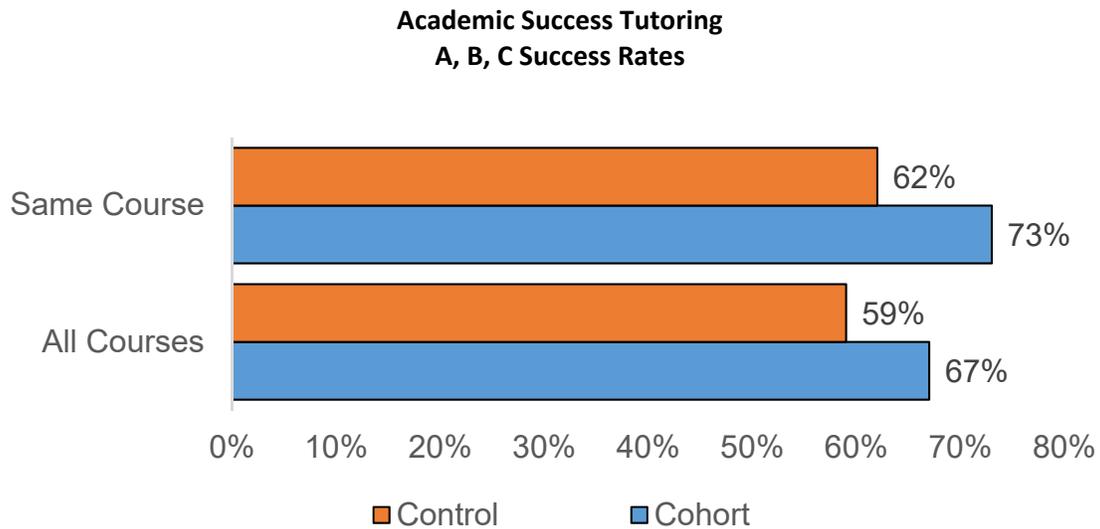
**Institutional Objective 2:** *By September 2020, the rate at which students successfully complete developmental English and mathematics courses will increase from an average of 48% (2014) to 58% in English and 40% (2014) to 50% in mathematics.*

CAST Academic Success Tutoring and the MATCH Alternative Developmental English Delivery Method and the Summer Bridge program are addressing the second institutional objective.



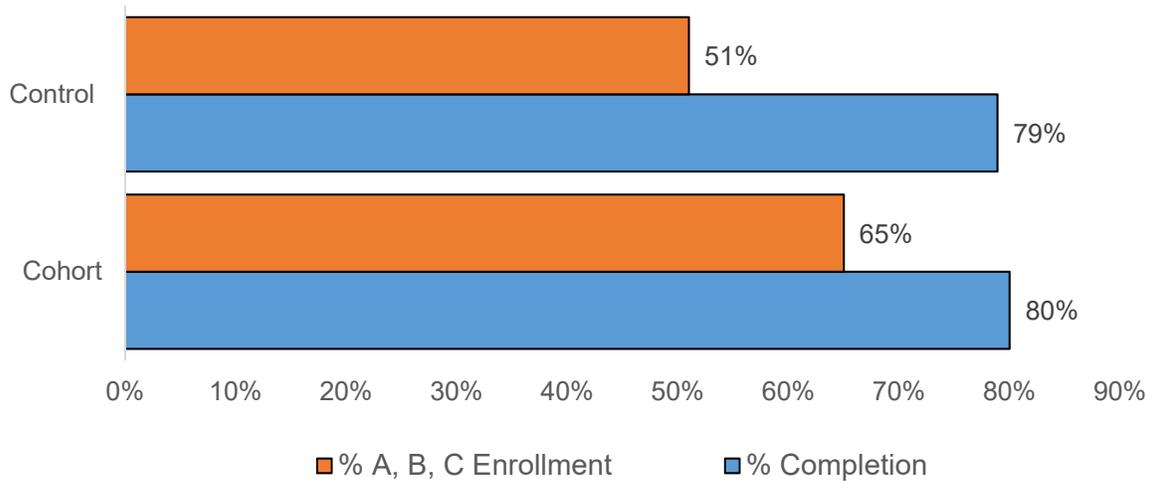
The Center for Academic Success and Transition (CAST) is also connecting students to college resources and opportunities to improve academic preparedness and engagement. **CAST Academic Tutoring** allows the college to increase the availability of academic and success services to Hispanic and other high need students by building on the skills introduced in EDUC 1300, the First-Year Experience course, and helping students maintain these healthy habits throughout their college career and beyond.

Academic Success tutors also work with the lower-level developmental reading and writing students. In 2017-18, 6,763 student visits were made to the CAST Academic Tutoring program. As the chart shows, students who received CAST Academic Tutoring had an 11% higher A, B, C success rate than students who did not receive this service in the same course. Moreover, their success rate was 8% higher in all their courses compared to students enrolled in the same courses.



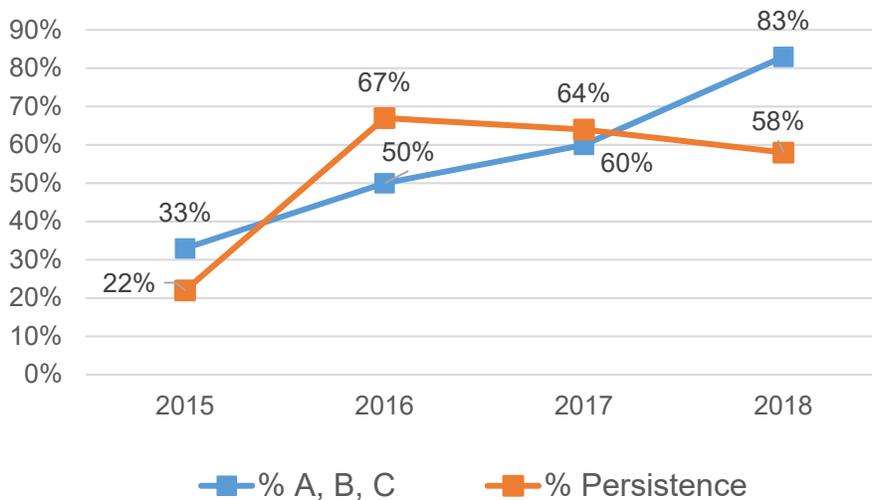
MATCH activities help ensure students are receiving best-fit instruction based on proven methods and needs through curriculum redesign. A best-fit instructional delivery method is the developmental English redesign activity. Faculty developed a portable assessment for both reading and writing to benefit the instructors who receive the students in subsequent courses and created an online repository for the Developmental English Curriculum Redesign Handbook to share with all instructors. The A, B, C, success over enrollment rate for students in the redesigned courses was 14% higher than students in the traditional format as seen in the chart below.

### DS English Redesign Courses Completion and A, B, C Success Rates



The Summer Bridge Math Program is a ten-week program whose purpose is to prepare graduating seniors in the summer immediately following high school graduation while math concepts are still fresh in their minds for the math courses required to meet their academic and career goals. The program offers College Algebra supported by the first year experience course designed to help students transition to college and understand what it takes to be a successful college student. The program also includes lunch, free use of textbooks, peer mentoring, tutoring, math study skills, career planning, and extra-curricular activities. The chart below shows that there was a 19% increase in A, B, C success rates in College Algebra for students enrolled in the 2018 Summer Bridge Math program.

### Summer Bridge Math Program College Algebra



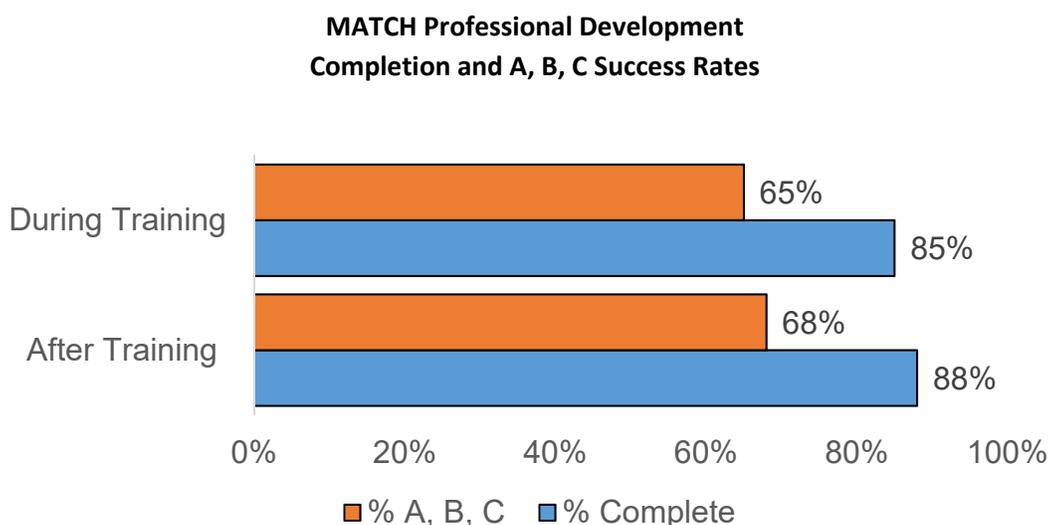
**Institutional Objective 3:** *By Fall 2020, the rate at which faculty and staff have completed at least one module of the Teaching Diverse 21st Century Learners will reach 20% full time and 20% of adjunct faculty.*

The MATCH professional development component is addressing the third institutional objective.



The MATCH professional development component is multi-pronged focusing on diversity training and innovative instructional techniques geared towards 21<sup>st</sup> century learners. The Faculty Institute provides development and training to full-time faculty as an in-house conference. Yearly themes are chosen and best practices are discussed, studied and implemented in the classroom. The Institute is a full day of professional development activities including outside keynote speakers such as education specialist, Terry Doyle, lunch, and breakout sessions.

The Adjunct Boot Camp is another in-house professional conference geared towards adjunct faculty teaching at the college and its satellite centers. The training is offered each semester on a Saturday morning and features breakfast, a keynote-speaker and two-hours of breakout sessions on pedagogy and instructional technology. The Adjunct Mentoring Program creates mentor/mentee teams pairing a more experienced faculty with a less experienced one to strategize on improved engagement strategies. Participants observe each other's classes, attend seminars together, and meet one-on-one for feedback sessions. The program sponsors a book study with regular discussion sessions open to all in the program. Finally, in an effort to develop all faculty who may not be able to participate in face-to-face professional development programs, MATCH has purchased a subscription to 20-Minute Mentor Commons, an on-demand video-based professional development program, specifically designed to focus on diversity training and innovative instructional techniques for faculty. Currently 43% of fulltime faculty and 20% of adjunct faculty have attended the various professional development opportunities. Completion and success rates of students whose instructors participated in Title V sponsored professional development opportunities in 2017-18 have increased from the semester of training to the subsequent one as seen in the following chart.



**Institutional Objective 4:** *By fall of 2020, the number of students transferring to baccalaureate degree-granting institutions within 3 years of entry will increase by 5% from a baseline of 6% in 2013-2014.*

CAST Career and Transition Advising activities are addressing the fourth institutional objective.

The previous Transfer Center has been converted into the **Career and Transfer Center** to better serve students who are pursuing an Associate degree and or/plan to transfer to a four-year university. Career advisors lever the new Career Lab and enhance career services so that students can explore a variety of career options, understand the pathway of the careers they have chosen, and have an opportunity to enhance the skills needed to successfully obtain a job and successful career. In addition, transfer advisors advise students of the viable transfer options and financial support available to help transition to a four-year university. Choices360, a bilingual online comprehensive career-planning program, assists students in making decisions about their educational and career goals. Students learn about their interests, skills and values by taking assessments and search for occupations using their assessment results. They can e-record the information they want to save in their Portfolio to share with their instructors, advisors, parents and even future employers.



Finally, CAST hosts multiple career and transfer fairs throughout the year so students can fulfill their educational goal of completing a four-year degree. Representatives from local and national colleges provide information on their programs, campus life, and admissions policies as they pertain to transfer students. In 2017-18, there were 5,567 student visiting to the Career and Transfer Center. The three-year transfer rate increased 11.1% going from a baseline of 6.0% to 17.1%. Hispanic transfer rate was 16.4%.

LSC-North Harris 3-Year Transfer Rates to 4-Year Institutions by Demographic					
3 Yr. Transfer Cohort	Headcount	Transferred in 3 Years	% Transferred Within 3 Yrs. of FTIC	Transferred Any Term	% Transferred (Any Term Since FTIC)
Fall 2016 (FTIC, Fall 2013)					
Amer-Ind	1				
Asian	68	11	16.2%	25	36.8%
Black	257	21	8.2%	38	14.8%
Hispanic	349	29	8.3%	73	20.9%
Multiple	21	2	9.5%	7	33.3%
Unknown	28	2	7.1%	6	21.4%
White	89	11	12.4%	18	20.2%
<b>Total</b>	<b>813</b>	<b>76</b>	<b>9.3%</b>	<b>167</b>	<b>20.5%</b>
Fall 2017 (FTIC, Fall 2014)					
Asian	42	6	14.3%	11	26.2%
Black	181	21	11.6%	26	14.4%
Hispanic	323	28	8.7%	48	14.9%
Multiple	26	2	7.7%	3	11.5%
Unknown	20	1	5.0%	1	5.0%
White	82	11	13.4%	13	15.9%
<b>Total</b>	<b>674</b>	<b>69</b>	<b>10.2%</b>	<b>102</b>	<b>15.1%</b>
Fall 2018 (FTIC, Fall 2015)					
Amer-Ind	1	1	100.0%	1	100.0%
Asian	52	15	28.8%	15	28.8%
Black	135	19	14.1%	19	14.1%
Hispanic	323	53	16.4%	53	16.4%
Multiple	24	2	8.3%	2	8.3%
Unknown	12	2	16.7%	2	16.7%
White	68	13	19.1%	13	19.1%
<b>Total</b>	<b>615</b>	<b>105</b>	<b>17.1%</b>	<b>105</b>	<b>17.1%</b>
<b>Total</b>	<b>2,102</b>	<b>250</b>	<b>11.9%</b>	<b>374</b>	<b>17.8%</b>

**Institutional Objective 5:** *By 2020, the number of students graduating with an AA or AS degree within 3 years of entry will increase 5% from a baseline of 6.5%.*

In 2017-18, there was a 6.2% increase in the number of students graduating with an AA or AS degree going from a baseline of 6.5% to 12.7%. The Hispanic student graduation rate was 15.8%.

LSC-North Harris 3-Year Graduation Rates (AA, AS, and AAT Degrees) by Demographics			
3 Yr. Graduation Cohort	Headcount	Graduated with AA, AS, or AAT within 3 Years of FTIC	3-Yr Grad Rate (AA, AS, or AAT)
▲			
Fall 2017 (FTIC, Fall 2014)			
Asian	42	8	19.0%
Black	181	14	7.7%
Hispanic	323	37	11.5%
Multiple	26	2	7.7%
Unknown	20	2	10.0%
White	82	8	9.8%
<b>Total</b>	<b>674</b>	<b>71</b>	<b>10.5%</b>
Fall 2018 (FTIC, Fall 2015)			
Amer-Ind	1	1	100.0%
Asian	52	8	15.4%
Black	135	6	4.4%
Hispanic	323	51	15.8%
Multiple	24	2	8.3%
Unknown	12	1	8.3%
White	68	9	13.2%
<b>Total</b>	<b>615</b>	<b>78</b>	<b>12.7%</b>
<b>Total</b>	<b>1,289</b>	<b>149</b>	<b>11.6%</b>

MATCH English/Spanish Interpreter and Writing Across the Curriculum programs are addressing the fifth institutional objective.

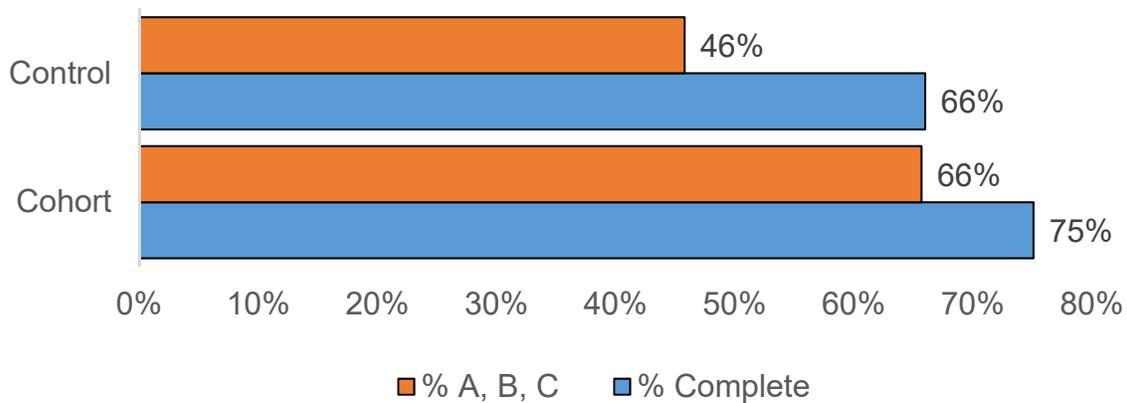


The creation of a certificate program in English/Spanish Interpretation provides professional training for students who wish to undertake rigorous and challenging careers as bilingual interpreters. Upon completion of the program, students receive a Bilingual English/Spanish Interpreter Certificate, which serves as proof of training in interpreting and gives students an edge when seeking employment to apply their skills. The first course was offered in fall 2018 with eight students enrolled in the Foundational Interpreting Program to become professional community, medical, and legal interpreters.

This 96-hour course provides a historical framework for the current principles, ethics, roles, responsibilities, and standard practices of the interpreting profession, and prepares participants to take an exam such as the National Board of Certification for Medical Interpreters.

Finally, Writing across the Curriculum (WAC) addresses the language issues that affect students in gateway courses. WAC strategies promote students' success by embedding peer tutors in the content class and after-class support. Using current reading and writing research, WAC peer tutors support students with synthesizing secondary sources to develop a more cohesive, structured and lucid written assignment. Peer-tutor training includes classroom observations, writing theory and research, and review of the content course syllabus, assignments and students' readings. WAC supports strategies in reading-as-writing, and a dialogic writing process, emphasizing the need for small group writing, based on social-cognitivist writing theory. Students in WAC sections have a 20% higher (66% vs. 46%) success rate than students in non-WAC sections taught by the same professor as seen in the chart below.

**Writing Across the Curriculum  
Completion and A, B, C Success Rates**



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 vision of Lone Star College-North Harris is to be a model college, globally recognized for achieving exceptional levels of success in student learning, student completion, gainful employment, equity and affordability.

Title V activities are helping us carry out this vision by expanding and enhancing our academic offerings, program quality, and institutional stability to improve the academic attainment of Hispanic and underserved students. By completing postsecondary degrees, our graduates are equipped with the knowledge and skills to create productive lives for themselves, their families, and the communities in which they live.

Click on the link below to see 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 Lone Star College institutional objectives.

[LSC-North Harris Title V First Year Accountability Measures](#)