

2016 Entering Student Success Institute Lone Star College-North Harris

Lone Star College

- Largest institution of higher education in the Houston area
- Comprised of six colleges serving over 85,000 credit students
- LSC-North Harris founded in 1973

2006 Joined Achieving the Dream Initiative

2007 Achieving the Dream Focus Groups – Creative Consumer Research

- Students are most successful in courses where they are encouraged and supported.
- Interaction with professors appeared to be the key factor of success.

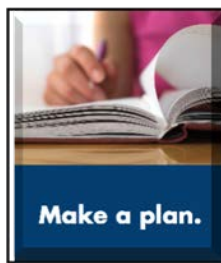
2009 Foundations of Excellence Self-Study

- Increase student connections.
- Track progress of EDUC 1300 students.
- Institute orientation to address standard student behavior.
- Create definable and measurable goals related to FTIC students,

2010 Entering Student Success Institute – Students Right Start Taskforce formed

- Require certain FTIC students who do not test college-ready in fall 2011 to enroll in the EDUC 1300 student success course.
- Implement mandatory pre-registration orientation in fall 2011 for all first-time-in-college students (regardless of academic level).

2011 Best Start: First-Year Experience – SACS Quality Enhancement Plan



FTIC students who placed into two or more higher-level DS skills area required to take EDUC 1300

2016 Entering Student Success Institute Lone Star College-North Harris

2012 Achieving the Dream Leader College

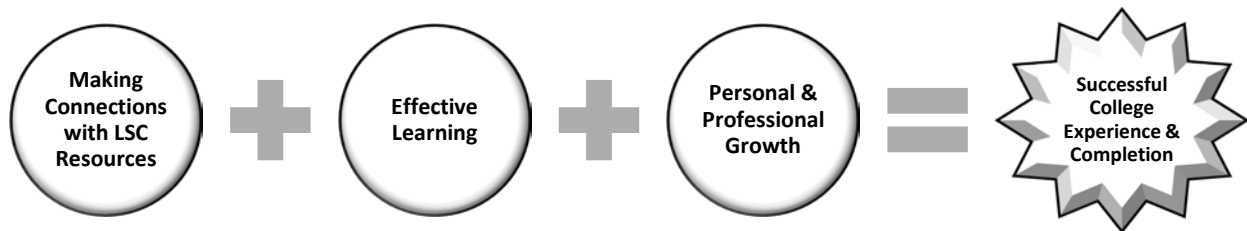
Improve student completion in five critical areas:

- Completion of developmental math, reading and writing sequence
- Transition from developmental into College Algebra and Freshman English
- Completion of two critical gatekeeper courses – College Algebra and Freshman English
- Fall to fall persistence
- Student completion and success rates.

Lesson learned: Students don't do optional!

- 2014
- EDUC 1300 required for all FTIC students regardless of academic level
 - Intrusive advising standardized as course requirement for EDUC 1300

Goal: to transform students' academic behaviors and create a learning environment to integrate students into a collegiate environment, ensure college readiness, enhance overall performance in college courses, and facilitate successful completion of a degree or certificate.



Challenges

- Difficulty in retrieving and analyzing data
- Mandated Texas Success Initiative (TSI) Assessment

Advising Structure at Lone Star College

Advising Group	Expectations of Presidents	Strategies from VP/Advising Group	Training Needs	SO will:
Students Earning 0 Credit Hours	<ul style="list-style-type: none"> • Each student will clarify reasons for past performance and develop an intervention plan • Each student will establish career and educational goals • Each student will enter an academic program and plan in iStar • Each student will build a schedule and plan for the next enrollment period 	<ol style="list-style-type: none"> 1. Contacted prior to the start of the subsequent semester. <ol style="list-style-type: none"> a. Clarify reasons for past performance b. Clarify goals and educational plan c. Build and schedule and plan for next enrollment period. 2. Advising in developing a <u>mandatory</u> intervention plan, as appropriate. <ol style="list-style-type: none"> a. Examples of intervention: <ol style="list-style-type: none"> 1. Required tutoring 2. Recommended academic coaching 3. Mandatory check points from student. 	<ul style="list-style-type: none"> • How and when to refer students to appropriate resources 	<ul style="list-style-type: none"> • Coordinate Academic and FA SAP processes • Develop and recommend a standard “PASS” type program • Review service indicators for possible streamlining • Use a team to develop standard advising checklists (skip logic to address specific students) • Consistent early alert system • Query with no “service impact” to registration • Implement advisor access to Smarter Measure results, • Provide training and assessment tools.

Advising Group	Expectations of Presidents	Strategies from VP/Advising Group	Training Needs	SO will:
Students within 14 Hours of Transfer	<ul style="list-style-type: none"> • Complete Application for Graduation • Complete Degree Audit • Referral and Use of Career Advisors for: • Resume Assistance • Placement Assistance • Exit Survey 	<ol style="list-style-type: none"> 1. Identified and communicated with by campus advisor 2. Complete application for graduation/reverse transfer 3. Paired with transfer location for admissions, financial aid, housing, and other appropriate services. 4. Assigned an Advisor at/before <u>Orientation</u> for workforce/undecided students 5. Receive communication regarding accomplishments at LSC and value of completion and degree. 	<ul style="list-style-type: none"> • NACADA workshops on transfer advising • Articulating courses • Developing relationships with university partners • Contact other colleges and universities • Cohort advising. • Job readiness skills • Cohort advising • Career start • Researching local employment resources. 	<ul style="list-style-type: none"> • Identify Query, Provide training and assessment services
Students within 14 hours of Graduation to Employment	<ul style="list-style-type: none"> • Complete Application for Graduation • Complete Degree Audit • Referral and Use of Career Advisors for: <ul style="list-style-type: none"> ○ Resume Assistance ○ Placement Assistance ○ Exit Survey 	<ol style="list-style-type: none"> 1. Identified and communicated with by campus advisor (workforce advisor) 2. Given the opportunity to participate in Job readiness skills (resume, interviewing) 3. Assisted in enrolling in Career Star-Job placement. 4. Receive communication regarding accomplishments at LSC and value of completion and degree. 		<ul style="list-style-type: none"> • Identify Query • Provide training and assessment services • Develop non-academic transcript portfolio format • Clarify workforce related pathways • Make labor market information available to advisors and students

Advising Group	Expectations of Presidents	Strategies from VP/Advising Group	Training Needs	SO will:
Students with 60+ Hours without a credential	<ul style="list-style-type: none"> • Complete Academic Plan to check: • Core • Stamp each section core complete • Complete an Application for Graduation • Completion Individualized Completion Plan 	<ol style="list-style-type: none"> 1. Block group from registration until a conference is held with an advisor. 2. Received a guided pathway to completion in an program area 3. Referred to appreciate resources 4. Assisted in enrolling in Career Star-Job placement. 	<ul style="list-style-type: none"> • How to identify specific individual needs • How to Refer to appropriate resources • Simultaneous training for counselors and advisors • Career start 	<ul style="list-style-type: none"> • Identify Query (at the 45 credits and at 60 credits) • Services indicator that blocks enrollment • Analyze data on population group • Early alert process • Provide training and assessment tools.
Reverse Transfer	<ul style="list-style-type: none"> • Complete Application for Graduation • Complete Degree Audit • Completion Individualized Completion Plan • Referral and Use of Transfer Assistance for: • Verify Reverse Transfer Permission 	<ol style="list-style-type: none"> 1. Evaluated within one semester of receipt. 2. Contacted with appropriate completion and/or graduation information at the time of completion of core 3. Given a individuated completion plan 4. Mailed their diploma and given an opportunity to participate in commencement ceremonies 	<ul style="list-style-type: none"> • Efficient transcript evaluation practices • Business process for transcript evaluation • Communication tools for students who have left the institution. 	<ul style="list-style-type: none"> • Insure reverse transfer articulation agreements are in place • Ensure data exchange work efficiently • Develop and train on business processes • Develop communication tools for this population • Stamp each section core complete

Lone Star College
First Year Experience – New Student Orientation
Goals / Student Learning Outcome Alignment

NSO Mission Statement:

New Student Orientation serves new students by introducing resources that facilitate a successful transition into the Lone Star College community.

NSO Vision Statement:

LSCS New Student Orientation is a significant milestone for new students that increase a student’s feeling of connectedness to the institution.

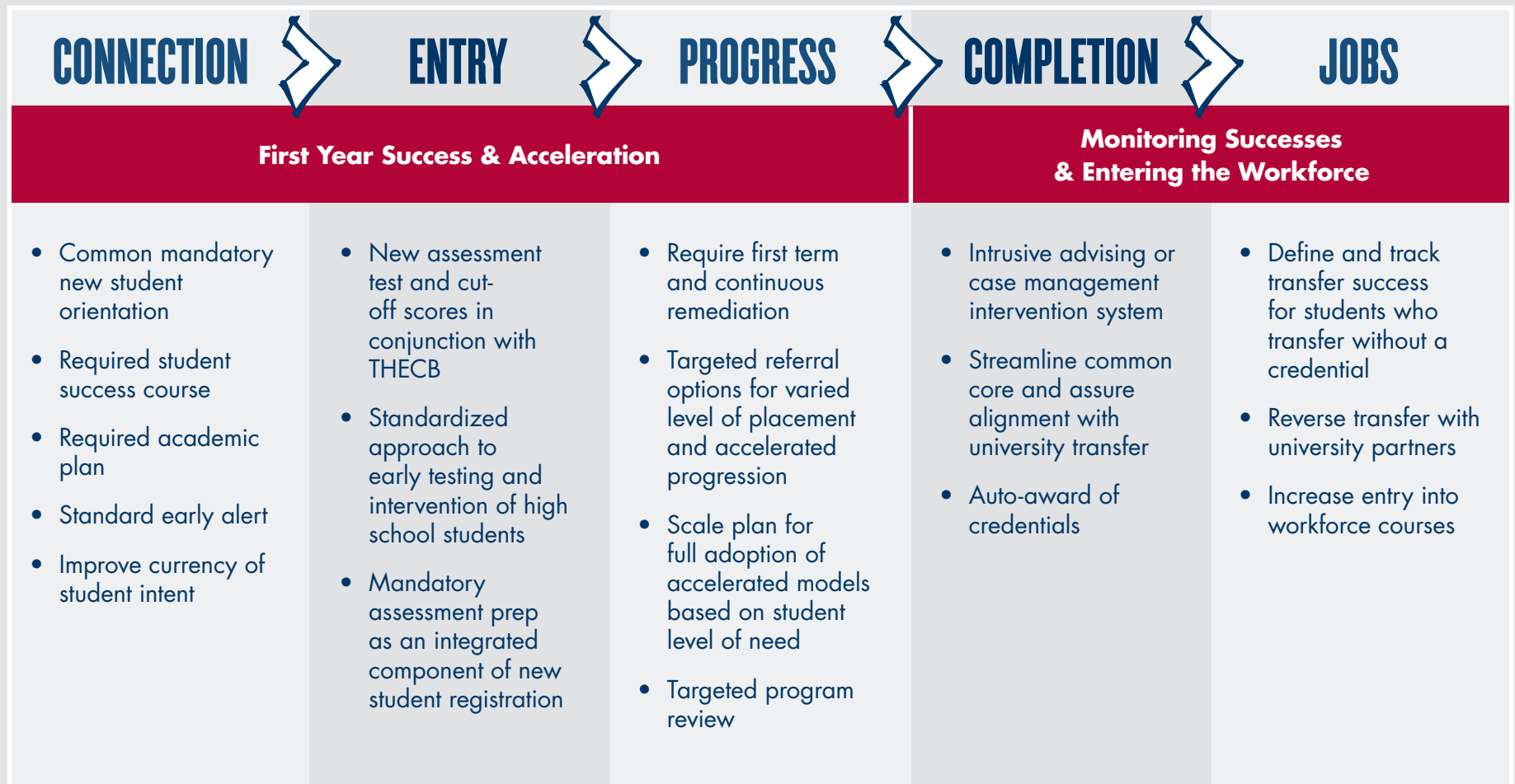
First-Year Experience Goals	First-Year Experience Student Learning Outcomes	New Student Orientation Student Learning Outcomes	New Student Orientation SLO Objectives
<p>1. To promote a successful transition to college by assisting students to connect and engage with Lone Star College.</p>	<p>1.1 Students will demonstrate an increased awareness of campus support services, systems, and student life opportunities.</p>	<p>1.1.1 Student will increase their knowledge of available campus resources</p> <p>1.1.2 Student will increase their understanding of how to be complete “out-of-class new student business” (student ID, parking permit, etc.)</p> <p>1.1.3 Student will increase their knowledge of myLoneStar and its use.</p>	<p>1.1.1.1 At NSO, students will participate in a presentation which includes information regarding campus resources.</p> <p>1.1.1.2 At NSO, students will participate in a presentation which includes information regarding “out-of-class new student business”</p> <p>1.1.1.3 At NSO, students will participate in a presentation which includes information regarding myLoneStar and its use.</p>

First-Year Experience Goals	First-Year Experience Student Learning Outcomes	New Student Orientation Student Learning Outcomes	New Student Orientation SLO Objectives
<p>1. To promote a successful transition to college by assisting students to connect and engage with Lone Star College.</p>	<p>1.2 Students will demonstrate an increased awareness of campus support services, systems, and student life opportunities.</p>	<p>1.2.1 Student will increase their knowledge of available campus resources</p> <p>1.2.2 Student will increase their understanding of how to be complete “out-of-class new student business” (student ID, parking permit, etc.)</p> <p>1.2.3 Student will increase their knowledge of myLoneStar and its use.</p>	<p>1.1.1.4 At NSO, students will participate in a presentation which includes information regarding campus resources.</p> <p>1.1.1.5 At NSO, students will participate in a presentation which includes information regarding “out-of-class new student business”</p> <p>1.1.1.6 At NSO, students will participate in a presentation which includes information regarding myLoneStar and its use.</p>
	<p>1.3 Students will develop collegial relationships with LSCS faculty, staff, and peers.</p>	<p>1.3.1 Student will increase their feeling of connectedness to Lone Star College System</p>	<p>1.3.1.1 Student will have the opportunity to connect with peers and network with college staff through planned activities and informal networking at NSO</p>

First-Year Experience Goals	First-Year Experience Student Learning Outcomes	New Student Orientation Student Learning Outcomes	New Student Orientation SLO Objectives
<p>2. To assist students in the development of appropriate career, academic and personal goals and plans aimed at graduation.</p>	<p>2.1 Students will choose appropriate career pathways based on self-assessment and analysis of future career opportunities.</p> <p>2.2 Students will establish and align educational and career goals.</p> <p>2.3 Students will select an academic program that is consistent with their strengths, preferences, interests, values, and college and career success attributes.</p> <p>2.4 Students will develop an academic plan of courses for completion of their academic program.</p> <p>2.5 Students will identify co-curricular and community opportunities to enhance their educational and career goals.</p>	<p>2.4.1 Student will increase their understanding of program plan requirements</p>	<p>2.4.1.1 Student will participate in an Academic Advising session at NSO.</p>

First-Year Experience Goals	First-Year Experience Student Learning Outcomes	New Student Orientation Student Learning Outcomes	New Student Orientation SLO Objectives
3. To support students in achieving academic success.	<p>3.1 Students will understand and meet academic expectations in higher education.</p> <p>3.2 Students will develop an understanding of their learning styles and teaching preferences.</p> <p>3.3 Students will adapt and apply academic strategies to advance their goals and ensure successful college performance.</p> <p>3.4 Students will adapt and apply strategies to effectively manage time and priorities</p> <p>3.5 Students will achieve a higher competency in critical thinking and quantitative reasoning to be able to master college-level work.</p>	3.1.1 Student will increase their knowledge of professor and institutional expectations for successful college students	3.1.1.1 At NSO, students will participate in a presentation which includes information regarding professor and institutional expectations for successful college students.
4. To support students in becoming positive, contributing members of society in a diverse, interconnected, and changing world.	<p>4.1 Students will expand knowledge of human diversity and cultural competence to effectively interact with others.</p> <p>4.2 Students will develop responsible decision-making skills.</p> <p>4.3 Students will demonstrate knowledge of financial literacy.</p> <p>4.4 Students will demonstrate responsible citizenship.</p> <p>4.5 Students will appreciate the worth of lifelong learning and scholarship.</p>		

Completion Action Plan






**Student Success Course – EDUC 1300 Learning Framework
First-Year Experience Outcomes - iStar Checklist Management Items**

Checklist Item	Item Code	Student Task	Owner of Checklist Item	Owner Task (instructor / advisor / coordinator)	Timeframe for Completion
Demonstrate awareness of campus services and supports	10CAMP	<ul style="list-style-type: none"> Campus resources investigation assignment 	EDUC 1300 Instructor	<ul style="list-style-type: none"> Assess & document grade per rubric Update student checklist item to <u>completed</u> if earned grade of 70% or higher per the rubric 	1 st quarter of course
Completion of career assessment	10CRAS	<ul style="list-style-type: none"> Complete the Do What You Are (DWYA) Assessment 	EDUC 1300 Instructor	<ul style="list-style-type: none"> Document completion of this assessment – 50 points Update student checklist item to <u>completed</u> 	2 nd quarter of course
Establish career and educational goals	10GOAL	<ul style="list-style-type: none"> Participate in individual advising session with assigned advisor 	EDUC 1300 Advisor	<ul style="list-style-type: none"> Discuss and establish career and educational goals with student Document completion of this discussion/advising session on the LSCS Advising Core Requirement Form Update student checklist item to <u>completed</u> 	2 nd quarter of course
Demonstrate knowledge of financial literacy	10FINL	<ul style="list-style-type: none"> Complete the following online course modules: <ul style="list-style-type: none"> Paying for College Budgeting Complete two of the online mini-modules 	EDUC 1300 Instructor	<ul style="list-style-type: none"> Assess & document grade per rubric Update student checklist item to <u>completed</u> if earned grade of 70% or higher per the rubric 	3 rd quarter of course
Document and verify academic program and plan in iStar	10PLAN	<ul style="list-style-type: none"> Participate in individual advising session with assigned advisor 	EDUC 1300 Advisor	<ul style="list-style-type: none"> Discuss and verify that career goal aligns with established program/plan in iStar Discuss and verify that program/plan is correctly documented in iStar Document completion of this discussion/advising session on the LSCS Advising Core Requirement Form Update student checklist item to <u>completed</u> 	3 rd quarter of course
Completion of career exploration project	10EXPL	<ul style="list-style-type: none"> Career exploration project 	EDUC 1300 Instructor	<ul style="list-style-type: none"> Assess & document grade per rubric Update student checklist item to <u>completed</u> if earned grade of 70% or higher per the rubric 	4 th quarter of course
Build a schedule and next term course registration and/or planning	10REGI	<ul style="list-style-type: none"> Build course schedule in MyPlanner for next term with assigned advisor OR Discuss plan to achieve educational/career goals with assigned advisor if not returning to LSCS next term 	EDUC 1300 Advisor	<ul style="list-style-type: none"> Build course schedule/sequence in MyPlanner that aligns with verified and documented program/plan in iStar Document completion of this activity on the LSCS Advising Core Requirement Form Next term planning and registration process OR transfer planning if appropriate Document completion of this activity/discussion on the LSCS Advising Core Requirement Form Update student checklist item to <u>completed</u> 	4 th quarter of course

**Student Success Course – EDUC 1300 Learning Framework
First-Year Experience Outcomes - iStar Checklist Management Items**

Checklist Item	Item Code	Student Task	Owner of Checklist Item	Owner Task (instructor / advisor / coordinator)	Timeframe for Completion
Build a collegial relationship with a LSCS staff member	10RELA	<ul style="list-style-type: none"> Completion of Student First Year Experience Card 	SO Coordinator assigned to campus	<ul style="list-style-type: none"> Schedule class visits with campus leads for the last quarter of the course Attend class at scheduled time and explain purpose of FYE Card Collect completed FYE Cards from students Make-arrangements with instructor for completion of FYE Cards for those students who were absent Update student checklist items as reported on the FYE Card 	4 th quarter of course
Utilization of a campus support or service	10UTIL	<ul style="list-style-type: none"> Completion of Student First Year Experience Card 	SO Coordinator assigned to campus	<ul style="list-style-type: none"> Schedule class visits with campus leads for the last quarter of the course Attend class at scheduled time and explain purpose of FYE Card Collect completed FYE Cards from students Make-arrangements with instructor for completion of FYE Cards for those students who were absent Update student checklist items as reported on the FYE Card 	4 th quarter of course
Participation in a campus event/activity/organization	10PART	<ul style="list-style-type: none"> Completion of Student First Year Experience Card 	SO Coordinator assigned to campus	<ul style="list-style-type: none"> Schedule class visits with campus leads for the last quarter of the course Attend class at scheduled time and explain purpose of FYE Card Collect completed FYE Cards from students Make-arrangements with instructor for completion of FYE Cards for those students who were absent Update student checklist items as reported on the FYE Card 	4 th quarter of course

-  = Instructor task
-  = Advisor task
-  = System Office Coordinator task

**2016 Entering Student Success Institute
Lone Star College-North Harris**

**EDUC 1300
Learning Framework – First-Year Experience**

LEARNING OUTCOMES:

Students in the college success course will be able to:

1. Assess and report on their strengths, preferences, and college and career success attributes.
2. Identify, describe, and utilize campus support services, systems, and student life opportunities.
3. Use financial literacy knowledge and skills to create a personal money management plan for college success.
4. Formulate educational and career goals and apply strategies to advance their goals and college performance.
5. Create an academic plan and identify the requirements for successful completion of their academic plan.
6. Establish collegial relationships with LSCS faculty, staff, and peers.

COURSE THEMES & TOPICS:

The student success course requires that students be introduced to the following themes in order. The themes are designed to build upon each other to support students in meeting the learning outcomes of this course.

Preparing for Success: College-Awareness

- LSCS Portal and Learning Management System Instruction (Learning Outcome 2)
- Campus Resources, Supports, and Services (Learning Outcomes 2, 3, and 5)
- Paying for Your Education (Learning Outcome 3)
- Attributes of a Successful Student (Learning Outcome 1)
- Goal Setting (Learning Outcomes 3, 4 and 5)

Preparing for Success: Self-Awareness

- College Readiness (Learning Outcome 1)
- Barriers and Paths to Success (Learning Outcomes 1, 3, 4, and 5)
- Learning Styles/Preferences and Learning Strategies (Learning Outcome 1)
- Personality Styles/Preferences (Learning Outcome 1)

Preparing to Study & Preparing for Life: Self-Advocacy

- Time-Management (Learning Outcomes 2, 3, 4, and 5)
- Preparation for Classroom Success: Research, Note-Taking, Critical Thinking, Active Reading,
- Test -Taking, Studying, Organization, and Memorization (Learning Outcomes 1-6)
- Effective Communication, Relationships, and Presentation Skills (Learning Outcomes 1-6)

Preparing for Life: Self-Determination

- Career Interest Inventories (Learning Outcome 1)
- Career Exploration (Learning Outcome 4)
- Establishing Career Goals, Educational Majors, Programs of Study, and Academic Plans (Learning Outcomes 3, 4, and 5)
- Planning for Your Financial Future (Learning Outcome 3)

**2016 Entering Student Success Institute
Lone Star College-North Harris**

GRADING POLICY:

Grading Point Scale

A	=	900 - 1000	points
B	=	800 - 899	points
C	=	700 - 799	points
D	=	600 - 699	points
F	=	599 - 000	points

COURSE PROJECTS

Points

Campus Resources, Services, and Supports Investigation Assignment	100
College Readiness Assessment – Smarter Measure	50
Do What You Are Assessment (DWYA)	50
Path to Success Analysis Paper	100
Weekly Schedule Assignment	50
Financial Literacy Modules	50
Career Exploration Research Project	100
Career Presentation	100
Two Academic Advising Sessions (1 group/1 individual) to Complete Advising Core Requirements Checklist	100
Establish/Confirm Academic Program and Plan in iStar	
Outline sequence of courses for completion of academic program/plan in MyPlanner	
Next term planning & registration process	100
Attendance/Participation **	100
Other Assignments	100
Final Exam	

****Attendance/Participation Grading**

Students are expected to attend all class sessions. Class attendance/participation is defined as arrival to class at the specified time prepared to engage actively in learning until the class is dismissed by the instructor at the designated time. Participation/attendance points are earned based on 100 points divided by the number of class meetings (specific point breakdown for hybrid and online sections will be detailed by the instructor).

Any student who does not pass the course will be required to re-enroll in EDUC 1300. The Lone Star College Catalog states that “Students who do not pass their required Lone Star College student success course will not be allowed to register for subsequent semesters without re-enrolling in the identified student success course.”

**2016 Entering Student Success Institute
Lone Star College-North Harris**

DEMOGRAPHICS – FALL 2016

Gender	LSC-North Harris*		LSC-Greenspoint Center		LSC-Victory Center	
	#	%	#	%	#	%
Female	9,565	58.7%	1,188	70.5	875	62.6%
Male	6,487	39.8%	479	28.4%	461	33.5%
Unknown	238	1.5%	17	1.0%	52	4.0%
Grand Total	16,290	100.0%	1,684	100.0	1,388	100.0

Race/Ethnicity	LSC-North Harris*		LSC-Greenspoint Center		LSC-Victory Center	
	#	%	#	%	#	%
White	2,509	15.4%	150	8.9%	88	6.3%
Black	4,161	25.5%	641	38.1%	560	40.3%
Hispanic	7,469	45.9%	714	42.4%	597	43.0%
Asian	887	5.4%	50	3.0%	39	2.8%
Amer-Ind	28	0.2%	4	0.2%	1	0.1%
Multiple	429	2.6%	36	2.1%	17	1.2%
Unknown	807	5.0%	89	5.3%	86	6.2%
Grand Total	16,290	100.0%	1,684	100.0	1,388	100.0

Age	LSC-North Harris*		LSC-Greenspoint Center		LSC-Victory Center	
	#	%	#	%	#	%
Under 20	5,037	30.9%	347	20.6%	531	38.3%
20-24	5,283	32.4%	556	33.0%	364	26.2%
25-29	2,290	14.1%	309	18.3%	177	12.8%
30-39	2,198	13.5%	297	17.6%	176	12.7%
40-49	990	6.1%	120	7.1%	95	6.8%
50+	492	3.0%	55	3.3%	45	3.2%
Grand Total	16,290	100.0%	1,684	100.0	1,388	100.0

Enrollment Status	LSC-North Harris*		LSC-Greenspoint Center		LSC-Victory Center	
	#	%	#	%	#	%
Full-time	4,799	29.5%	437	26.0%	477	34.4%
Part-time	11,49	70.5%	1,247	74.0%	911	65.6%
Grand Total	16,290	100.0%	1,684	100.0	1,388	100.0

College	All Students				FTIC Students		
	# Enrolled	Receiving Financial Aid		# Enrolled	Receiving Financial Aid		
		#	%		#	%	
LSC-North Harris	16,290	6,675	41.0%	2,226	1,358	61.0%	

*Includes the Centers

**2016 Entering Student Success Institute
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SUCCESS MEASURES

Student Success Course Completion and Success

Year	Total Enrolled	Total Completion		Total Success		
		#	%	#	% Complete	% Enrolled
2011-12	679	519	76%	309	60%	46%
2012-13	3,709	3,515	95%	2,103	60%	57%
2013-14	3,952	3,867	98%	2,601	67%	66%
2014-15	4,441	4,336	98%	2,774	64%	62%
2015-16	3,892	3,629	93%	2,667	73%	69%

First Time in College EDUC 1300 Completion and Success

Ethnicity	Fall 2014			Fall 2015		
	Enrollment	Successful Completion	Successful Completion Percent	Enrollment	Successful Completion	Successful Completion Percent
Black	967	509	52.60%	567	333	58.60%
Hispanic	826	677	82.0%	858	718	83.70%
White	126	90	71.45	116	84	72.40%
Other	178	134	75.30%	158	108	68.40%
All	2,097	1,410	67.20%	1,699	1,243	73.20%

First Time in College Checklist Items Completion Rate

Checklist Items		Fall 2014	Fall 2015
		Percent Complete	Percent Complete
10CAMP	Demonstrate Awareness of Campus Services	67.6%	87.7%
10CRAS	Completion of Career Assessment	63.2%	86.1%
10EXPL	Completion of Career Exploration Project	55.8%	70.9%
10FINL	Demonstrate Knowledge of Financial Literacy	50.0%	68.3%
10GOAL	Establish Career & Educational Goals	68.1%	83.4%
10PLAN	Document & Verify Academic Plan	66.0%	73.3%
10REGI	Build Schedule & Next Term Course Registration	57.9%	69.1%
10RELA	Build Collegial Relationship with LSC Staff	53.1%	54.0%
10UTIL	Utilization of Campus Support or Service	58.8%	62.2%

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FTIC Successful Completion of DS English

Ethnicity	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Black	50.6%	51.6%	43.6%	50.7%
Hispanic	67.6%	73.4%	68.7%	70.7%
White	56.5%	66.2%	45.3%	59.3%
Other	58.4%	71.9%	61.4%	55.7%
All	57.1%	61.2%	52.9%	60.6%

FTIC Successful Completion of DS Math

Ethnicity	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Black	29.6%	30.7%	19.9%	29.1%
Hispanic	54.7%	57.2%	40.8%	50.2%
White	55.6%	58.8%	39.2%	45.6%
Other	52.0%	49.6%	36.1%	41.2%
All	43.9%	44.3%	29.5%	41.4%

FTIC Successful Completion of College-Level English

Ethnicity	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Black	37.7%	45.4%	44.7%	51.6%
Hispanic	48.1%	53.8%	59.5%	66.2%
White	59.2%	71.9%	62.2%	55.1%
Other	54.8%	49.4%	55.9%	71.4%
All	47.8%	53.2%	55.9%	62.8%

FTIC Successful Completion of College-Level Math

Ethnicity	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Black	50.0%	46.4%	24.7%	34.0%
Hispanic	56.2%	51.6%	38.9%	48.0%
White	50.0%	69.2%	36.6%	51.4%
Other	75.0%	74.1%	47.2%	52.4%
All	57.7%	58.4%	37.1%	47.0%

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FTIC Persistence Fall to Fall

Ethnicity	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Black	36.7%	37.3%	29.7%	35.7%
Hispanic	53.4%	58.3%	56.0%	60.2%
White	44.6%	55.2%	39.8%	53.7%
Other	54.1%	60.1%	55.5%	56.0%
All	45.6%	49.1%	43.0%	51.3%

FTIC Persistence Fall to Spring

Ethnicity	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Black	77.9%	76.2%	70.4%	74.5%
Hispanic	73.8%	79.1%	77.6%	80.3%
White	70.9%	73.9%	63.5%	73.9%
Other	77.3%	80.9%	79.3%	77.3%
All	75.6%	77.6%	73.4%	77.5%

College and Gatekeeper Courses Success Rates

	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Freshman English	73%	74%	71%	78%
College Algebra	67%	68%	59%	57%
All Courses	72%	75%	73%	75%

Credentials Awarded

Ethnicity	2011-12	2012-13	2013-14	2014-15	2015-16
Black	285	407	492	559	531
Hispanic	565	664	798	1,075	1,134
White	254	244	271	277	356
Other	380	478	512	636	588
All	1,484	1,793	2,073	2,547	2,609

Transfer Students

Year	All transfers	Transfer cohort	Transfer rate
2012	328	1,700	19.3%
2013	262	1,552	16.9%
2014	322	1,620	19.9%
2015	437	2,089	20.9%