

## Accountability System Reports for Selected Success Measures Lamar State Colleges and Texas State Technical Colleges

### Membership in Group

Lamar Institute of Technology, Beaumont  
Lamar State College-Orange  
Lamar State College-Port Arthur  
Texas State Technical College Harlingen  
Texas State Technical College Marshall  
Texas State Technical College Waco  
Texas State Technical College West Texas

### Characteristics of Group

*Lamar State College-Orange, Lamar State College-Port Arthur, and Lamar Institute of Technology* are located in the southeast Texas cities of Orange, Port Arthur and Beaumont. The combined enrollment in fiscal year (FY) 2007 was 14,440 students, an increase of 11.8% since FY 2002.

LSC-O and LSC-PA provides both academic transfer and technical degree and certificate programs. LIT provides technical degree and certificate programs covering a wide range of career and technical educational opportunities. All Lamar institutions offer non-credit, continuing education, and customized training programs. Developmental education for students not ready for college-work is also part of the mission.

*NOTE: The three Lamar institutions were greatly affected by Hurricane Rita on September 24, 2005 and her aftermath. Approximately 1,000 students withdrew from college after the storm, which affected the rate progress and success for the fall 2003 entering student cohort as well as success and retention for all student groups enrolled at the time of the hurricane. Facilities, infrastructure, and enrollment suffered greatly. Although facilities and infrastructure have been repaired, enrollment loss still continues to impact college operation in FY 2008.*

The Texas State Technical College System is comprised of four colleges located in Harlingen, Marshall, Waco, and Sweetwater (West Texas) and three extension centers in Abilene, Breckenridge, and Brownwood. Their combined unduplicated enrollment in fiscal year (FY) 2007 was 27,145 students, an increase of 50.03% since FY 2002.

The TSTC institutions offer a wide range of educational opportunities for general and specialized technical training through associate degrees and certificate programs, continuing education, customized training specifically geared to industry needs, early college high schools and dual credit programs. The colleges also offer academic transfer courses that are associated with workforce programs.

## Selected Success Measures

The measures chosen by this group are:

No. 15: Persistence Rate: first-time, credential-seeking undergraduates who remain enrolled at your institution or another Texas institution after one-and-two academic years.

- No. 11: Three-Year Graduation Rate
- No. 22: The percent of underprepared students who satisfied TSI obligation within two (2) years if they tested above deviation, or three (3) years if they tested under deviation by subject areas.

## Data Analysis, Best Practices and Comments Relating to Selected Success Measures

- Peer Group Summary Data

<u>Persistence Rate:</u>	One-Year Persistence	Two-Year Persistence
	Fall 2006 Cohort	Fall 2005 Cohort
Lamar Institute of Technology, Beaumont	54.2%	34.0%
Lamar State College-Orange	60.1%	44.9%
Lamar State College-Port Arthur	67.0%	52.4%
Texas State Technical College Harlingen	54.6%	35.7%
Texas State Technical College Marshall	51.1%	44.7%
Texas State Technical College Waco	56.8%	30.0%
Texas State Technical College West Texas	43.0%	28.2%
<b>ACCOUNTABILITY GROUP</b>	53.3%	38.6%

<u>Three-Year Graduation Rate:</u>	Fall 2003 Entering Cohort
Lamar Institute of Technology, Beaumont	22.5%
Lamar State College-Orange	16.8%
Lamar State College-Port Arthur	20.5%
Texas State Technical College Harlingen	18.2%
Texas State Technical College Marshall	24.2%
Texas State Technical College Waco	24.9%
Texas State Technical College West Texas	37.2%
<b>ACCOUNTABILITY GROUP</b>	23.5%

The percent of underprepared students who satisfied TSI obligation within two years if they tested above deviation or three-years if they tested under deviation by subject areas:

	Fall 2003 Cohort		
	Math	Reading	Writing
Lamar Institute of Technology, Beaumont	21.4%	38.8%	39.4%
Lamar State College-Orange	45.9%	33.9%	31.4%
Lamar State College-Port Arthur	31.4%	58.7%	46.9%
Texas State Technical College Harlingen	29.1%	53.7%	53.8%
Texas State Technical College Marshall	23.3%	34.8%	44.1%
Texas State Technical College Waco	36.5%	57.3%	54.8%
Texas State Technical College West Texas	32.3%	59.8%	50.0%
<b>ACCOUNTABILITY GROUP</b>	30.7%	51.6%	48.5%

**Note:** The group institutions are not able to verify the accuracy of the TSI data posted to the THECB Accountability System.

- *Rationale for Selecting the Success Focus Measures*  
Students enrolling in these open admissions institutions and those seeking technical programs have higher rates of needed remediation based on low reading, writing and mathematical assessments. All three measures are linked with each other. Successful remediation leads to persistence which results in graduation.

*Noted institutions with substantially better data*

LSC-PA has a higher one-year persistence rate than the group average. Initiatives in the Allied Health programs and completion of certificate programs have resulted in improved persistence rates.

TSTC West Texas has a high persistence and graduation rate for LVN students.

### **Best Practices and Comments**

#### *No. 15 Persistence Rate and No. 11 Graduation Rates*

The persistence rate measure does NOT include part-time students which may skew the data for the institutions that have 50% and above part-time and flex-entry enrollees. In addition, although persistence and graduation data show decreasing rates for these institutions, recent trend data may be difficult to interpret due to the lingering effects of Hurricane Rita on the Lamar institutions.

All institutions in the group have focused on implementing better advisement programs.

LSC-O has conducted intensive summer programs for those without college-ready skills that have resulted in improved persistence. The admission offices of LSC-O and LIT call all students who were enrolled in the fall, but have not enrolled for classes in the subsequent spring semester, to determine if the colleges can affect retention. The revision of program curriculum has eliminated unnecessary or duplicative requirements.

TSTC West Texas schedules classes in a “block” format for selected programs. Students in these programs take and complete classes in three five-week blocks within a term. The accelerated and intensive pace of the five-week block classes improves retention of critical skills and knowledge in the specific course competencies and better prepares students to progress to the next level.

TSTC West Texas also has a program to aid students in developing employability skills such as critical thinking, customer service, teamwork, and work ethic. The program is designed to improve graduates’ opportunities for success in their chosen career.

LSC-PA reviews the transcripts of all technical education students who complete capstone courses and award appropriate degrees and certificates to students who have not applied for them.

LIT will pilot its first Learning Community in the fall 2008 semester.

Fragmentation in technical education programs and enrollment trends that rise and fall with local employment opportunities are two other challenges that these institutions face.

### *No. 22 Underprepared Students*

Students requiring developmental education have lower persistence and graduation rates at all of the accountability group institutions. All institutions work with high schools to reduce the need for developmental education. In addition, working harder to better meet the needs of students of all ages who arrive on campus unprepared to do college-level work is a priority.

The institutions report several innovative programs to address the needs of academically unprepared students. An example of an innovative program designed to address the needs of academically unprepared students (TSTC Waco) is the integration of developmental education curricula (and faculty) into technical fields, with an emphasis on real-world applications. LIT and LSC-O focus on college readiness assessment while students are still in high school. The goal is to map out and implement a collaborative (high school and college representatives) remediation plan that results in successful high school graduation and college-readiness

LSC-O has implemented a focus on critical thinking skills across the curricula to try to improve outcomes.

LIT has chosen as the central theme of its Quality Enhancement Plan, as required by the Southern Association of Colleges and Schools, to measure and improve the levels of *Students Engagement* on its campus. The principal measurement instrument of *Student Engagement* used by LIT is the *Community College Survey of Student Engagement (CCSSE)*, which provides LIT and external stakeholders data for improving institutional performance, setting accountability standards, and strategic planning, as cited by the U.S. Secretary of Education, in the report titled *A Test of Leadership: Charting the Future of U.S. Higher Education*.

TSTC Harlingen offers a “Quick Review” program for students. The program is a one-week intensive review course in developmental reading, writing, or math that is taught immediately prior to the onset of the semester. Over 70% of the students completing a “Quick Review” course jump at least one developmental level and many complete their TSI plan in the area they studied.

Several of the institutions cited innovations and new policies related to math such as requiring college math enrollment the semester immediately following successful completion of developmental math, after successful completion of TSI requirements, and/or sequential math courses. LSC-PA has implemented mandatory lab time and on-line assistance for students in developmental math classes.