# 2012 Leader College Recertification Application Narrative

## Institution Information

| Institution Information | |
|---|---|
| Name: | Houston Community College |
| Years Active in ATD | 8 (since 2004) |

| Main Contact (To be notified of submission status) | |
|---|---|
| Name: | Charles M. Cook, Ed.D |
| Title: | Vice Chancellor for Instruction |
| Phone: | 713.718.5042 |
| Email: | charles.cook@hccs.edu |
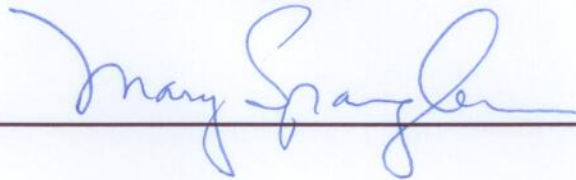
**Name and Signature of Institution President** (verifying application of this institution for Leader College recertification)

Name:                                          Signature:

Mary S. Spangler, Ed.D.

# Part 1: Student Success Data

Below and within the 2012 Leader College Recertification Contact and Data Template, your institution will provide data related to TWO of the following Achieving the Dream student success measures:

- Successfully complete developmental instruction and advance to credit-bearing courses
- Enroll in and successfully complete the initial college-level or gatekeeper courses in subjects such as math and English
- Complete the courses they take with a grade of "C" or better
- Persistence from one term to the next
- Attain a credential

Colleges must present evidence of improvement in student achievement for three or more years.

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**Student Success Data Specifications**

- Colleges may present student sub-group data related to the five measures to demonstrate improvement as long as the sub-group does not represent a small cohort of students. For example, colleges may submit course completion data for male students in developmental education as long as it represents a cohort of substantial size.
- The evidence must include a year of baseline outcome data and three years of additional outcome data and include the most recent academic year (2011-12). *If data for the most recent academic year is not available then this must be explained in the data narrative section.*
- The evidence should show an upward trend in the student success measures. Any decreases must be explained in the narrative sections.
- Data <u>must</u> be disaggregated by race/ethnicity, and gender. The college may disaggregate by other categories in addition to these. Space is provided in the data charts for colleges to add subgroup categories.
- Any achievement gaps among sub-groups of students must be addressed in the narrative as well.

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1. **Student Success Data:** Institutions are required to submit student success data related to TWO different ATD student success outcomes. This data will be submitted in the charts provided on Tabs A and B in the 2012 Leader College Recertification Contact and Data Templates, which can be downloaded here.  When submitting data:
   - **Be sure to present the <u>most recent</u> academic year of data that your college has available.** If your college does not have data from the most recent academic year available then you must explain why in the "Data Explanation" section below.
   - If you would like to submit more than three years of data, you can do so by adding columns for additional years of data in the chart provided in the 2012 Leader College Recertification Contact and Data Templates.

   ➔ *See Attachment 1 in this document for an example of a completed student success data chart.*

2. **Additional Charts/Graphs for Student Success Measure 1 (*Additional Charts are Optional*)**

Enter any additional charts or graphs below that you college would like ATD to consider in addition to your REQUIRED completion of the data template in the 2012 Leader College Recertification Contact and Data Templates excel spreadsheet.

3.   **Data Explanation for Student Success Measure 1**

   A.  **If you do not have data for the most recent academic year for Student Success Measure 1, please indicate why in the answer box below.** If you do have data for the most recent year of data then enter "NA".

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**Question 3. A**

Our reports and analyses include data from Fall 2011, but not Spring or Summer 2012.

Data from the Spring 2012 and Summer 2012 semesters will be compiled and incorporated into our analyses in Spring 2013, as we prepare our annual ATD report for submission. This timing reflects our regular data analysis cycle. With our focus on evidence-based decision making, the workload of our Institutional Research (IR) team has steadily grown. To counter this increasing load, we strive to strategically deploy our IR resources and carefully plan our major projects for the year.

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   B.  **Describe the increase in student outcome data for Student Success Measure 1 that your college has seen over the years.** Provide any additional information about the data that may be relevant (i.e. explanations of data fluctuations, trends in cohort sizes, etc.). ***Please be sure to fully explain any decreases in the data if there are any.***

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**Question 3. B**

First, we should note that HCC opts to use a three-year horizon for developmental education students to complete the corresponding gateway courses (versus a two-year horizon used by other institutions). HCC's developmental education students overwhelmingly attend on a part-time basis, and we believe that this extended horizon allows us to make a more fair comparison with our college-ready students. Because of this three-year horizon, our 2008 cohort provides the most recent data, tracking progression from Fall 2008 to Fall 2011.

Our data shows an increase of Developmental Reading students passing a Reading gateway course within this three-year horizon. Compared to our baseline cohort, the percentage of students in the Fall 2008 cohort successfully completing a gateway course increased by 11.71%, to 41%. Each of our sub-groups improved as well, with success rates up from 3.91% (Asian females) to 18.45% (Asian males).

Our cohorts increased in size by 19.6% between our baseline year and our 2008 ATD cohort. However, more notable than the increase in cohort size was the changing proportion of minorities in the cohorts. Minority enrollment grew from 59% of our ATD cohort in 2005, to 65% of HCC's Fall 2009 ATD cohort, and to 71% of our Fall 2011 cohort. With this influx of minority students, we were still able to continue to move our success agenda forward and increase our success rates.

Although our success rates improved between our baseline and 2008 cohorts, there are fluctuations in our data. The 2007 ATD cohort represented our most successful outcomes; however, the percentages tended to fall off for the 2008 ATD cohort. Fall 2008 was the first of four successive years during which HCC experienced dramatic enrollment increases, growing from total semester credit enrollments of 44,842 in Fall 2007 to 49,591 in Fall 2008, to 57,046 in Fall 2009, to 61,867 in Fall 2010, and to 64,333 in Fall 2011. There are numerous factors

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that contributed to these enrollment increases, including improved marketing and advertising, improved financial aid operations, and especially a major downturn in the economy which resulted in job losses and an increased number of students seeking to upgrade their knowledge and skills.

These additional increases expanded the pool of students who entered the college with lower skills and thus have slowed the overall gains of students' skills as a whole.

With the increase in minority enrollment during these years, coupled with HCC's change in mandatory enrollment in developmental courses, it is not too surprising that the Fall 2008 cohort's success rates at completing a gatekeeper course dipped as more students couldn't get past the Developmental Reading requirements to continue into other coursework.

 

**C. Describe any achievement gaps that are evident in the data for Student Success Measure 1 and how the college has addressed these.**

**Question 3. C**

While achievement gaps among different sub-groups still exist, every sub-group identified in our disaggregated data showed improvement over our baseline data. Further, existing achievement gaps are beginning to narrow.  For example, in the Fall 2003 baseline cohort, African-American students were 11 percent less successful than Hispanic students in passing the reading gateway course within three years.  That gap narrowed to 10 percent for the 2004 cohort, 9 percent for the 2005 cohort, 6 percent for the 2006 cohort, 3 percent for the 2007 cohort, and jumped slightly back to 5 percent for the 2008 cohort.  With African-American and Hispanic males being among the lowest-achieving groups, HCC has dedicated considerable attention in expanding our Minority Male Initiative, engaging students with professional mentors, hosting a golf tournament to raise funds for dedicated tutorial and scholarship efforts, and reaching out to minority male students in middle schools for summer enrichment programs.

**4. Additional Charts/Graphs for Student Success Measure 2 (*Additional Charts are Optional*)**

Enter any additional charts or graphs below that you college would like ATD to consider in addition to your REQUIRED completion of the data template in the 2012 Leader College Recertification Contact and Data Templates excel spreadsheet.

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*STUDENT SUCCESS MEASURE 2 - Narrative Questions*

**5. Data Explanation for Student Success Measure 2**

    **A. If you do not have data for the most recent academic year for Student Success Measure 2, please indicate why in the answer box below.** If you do have data for the most recent year of data then enter "NA".

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**Question 5. A**

Our reports and analyses include data from Fall 2011, but not Spring or Summer 2012.

Data from the Spring 2012 and Summer 2012 semesters will be compiled and incorporated into our analyses in Spring 2013, as we prepare our annual ATD report for submission. This timing reflects our regular data analysis cycle.  With our focus on evidence-based decision making, the workload of our Institutional Research (IR) team has steadily grown. To counter this increasing load, we strive to strategically deploy our IR resources and carefully plan our major projects for the year.

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    **B. Describe the increase in student outcome data for Student Success Measure 2 that your college has seen over the years.** Provide any additional information about the data that may be relevant (i.e. explanations of data fluctuations, trends in cohort sizes, etc.).  ***Please be sure to fully explain any decreases in the data if there are any.***

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**Question 5. B**

We have seen an increase in students who have placed into MATH 0312, our high-level developmental math course, who then complete our developmental math series within two years.  Overall, the completion rate improved 8.76% from our baseline year to our 2009 cohort. (The 2009 cohort tracks these students from Fall 2009 to Fall 2011.)

During this time span, our cohorts grew significantly in size, from 1,058 students in our 2005 baseline cohort to 2,353 in our 2009 cohort (a 122% increase). We attribute this growth to students who are more prepared for college-level work and are placing higher in our developmental math series. We have placed significant emphasis on partnering with local school districts to better prepare students for college-level studies. (For example, the Houston Pathways Initiative created "faculty vertical teams" of high school and college faculty to align curriculum and strengthen teaching techniques to prepare students for college while they are still in high school.)

However, more notable than the increase in cohort size was the changing proportion of minorities in the cohorts.  Minority enrollment grew from 59% of our ATD cohort in 2005, to 65% of HCC's Fall 2009 ATD cohort, and to 71% of our Fall 2011 cohort.  With this influx of minority students, we were still able to continue to move our success agenda forward and

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increase our success rates.

 

    **C. Describe any achievement gaps that are evident in the data for Student Success Measure 2 and how the college has addressed these.**

| Question 5.C |
| --- |

The only sub-group that demonstrated a decline in success from our baseline year through the most recent cohort year was our African American male population, with a small decline of .87%.  The group with the smallest rate of improvement is Hispanic males (with a 1.59% increase over baseline data).  These data points are indicative of the general struggles of African-American and Hispanic males in closing achievement gaps.

We are attempting to address this gap through our Minority Male Initiative (MMI).  Established in 2005 and renewed in 2010, MMI was developed to help African American and Hispanic males succeed and complete their time at HCC.  MMI provides academic, emotional, social, and financial support these students need to successfully complete their education goals.

In 2012, we added new components to MMI to strengthen its impact, including innovative outreach events featuring successful male role models to inspire HCC students. We anticipate that MMI's continued evolution will impact all of our minority male students, including those in developmental education.

## Part 2: Interventions/Initiatives

In this section your institution will provide information about the intervention(s)/initiative(s) that your college attributes to your success in student outcomes documented in Part 1.

Space is provided for a college to provide information on up to THREE interventions. However, only information on ONE intervention is required. If your college wishes to provide information on MORE than THREE intervention(s)/initiatives(s) then you must copy and paste the necessary questions for each additional item your institution is providing information on.

**For each intervention/initiative your college provides information on, you will be asked to provide:**
- A name and a brief description
- The years the intervention(s)/initiatives(s) have been implemented (this does not include planning years – "implementation" means the years that the intervention has actively served students)
- The target student population that the intervention(s)/initiatives(s) serve
- An explanation of why this target population is a significant population to focus on and how the college has successfully served a significant portion of this population over the years
- Data regarding the number of students served for at least three years (this should be the most recent three years of data available, ideally with the 2011-12 academic year being included)
- A description of any efforts the college has taken to scale the intervention(s)/initiative(s)

**Interventions/Initiatives Specifications**
- "Intervention" in this case includes any policy changes
- Be sure to include the number of students served by the intervention(s)/initiative(s) and that number as a percent of total enrollment and of the target population
- The intervention(s)/initiative(s) must have been in effect during the increases in student outcome data presented in the Student Success Data Section
- The intervention(s)/initiative(s) must have targeted a student population that is integral to your student success and completion work at the college and the intervention must have served a significant portion of the identified target student population

**Definition of Scale**

An integral part of the Achieving the Dream Model of Institutional Improvement is to effectively scale successful interventions. Thus, Achieving the Dream Leader Colleges are those colleges that can not only demonstrate that they have successfully increased student achievement, but also that they have successfully taken effective interventions and scaled them to serve more, and ultimately, most of a target student population.

Over the past few years, institutions participating in the Developmental Education Initiative (an initiative managed by MDC, Inc to expand groundbreaking remedial education programs at 15 Achieving the Dream Institutions) have provided valuable feedback to Achieving the Dream and MDC regarding scaling initiatives on community college campuses. This input, combined with other research from scaling experts across the country, resulted in a guide to scaling from MDC, Inc., "More to Most: Scaling Up Effective Community College Practices" ("More to Most").

More to Most" presents a framework to determine the level of scale a student intervention has reached and provides tools for institutions to plan for expansion. The framework articulates that an intervention can serve "some," "more," or "most," of the specific student population to whom the intervention is targeted. Scaling an intervention occurs when an institution moves from serving "some" students to "more" students and, finally, to "most" students.

Achieving the Dream has adopted the "More to Most" framework of scale as a useful way of evaluating the progress of an institution in scaling an intervention. Currently, no percentages have been assigned to each of the levels in the "More to Most" framework (some, more, most). However, for the purposes of this application, the following percentages will apply:

- **Some**: Intervention(s) will be considered to be serving "Some" students when serving 25% or less of the target student population
- **More:** Intervention(s) will be considered to be serving "More" students when serving 25.1% to 60% of the target student population
- **Most:** Intervention(s) will be considered to be serving "Most" students when serving more than 60% of the target student population

Achieving the Dream will award Leader College recertification to those institutions that can show how they have successfully increased the reach of successful intervention(s) to serve at least "more" or "most" of a target population, according to the definitions above. If an institution has not been successful in reaching at least the "more" category in their scaling efforts they must provide sufficient justification to be awarded Leader College recertification.

➔ **Note:** *Institutions may also consider how they have successfully implemented and scaled policies related to the intervention(s) when answering the scaling question.*

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1. **Intervention/Initiative 1 - Required**

Space is provided below for information on up to THREE interventions/initiatives. However, **only information on ONE intervention is required.** If your institution wishes to provide information on MORE than THREE interventions then you must copy and paste the necessary questions for each additional intervention/initiative.

- Please be brief and to the point in your answers and descriptions. Clear, concise information is better understood and processed by our reviewers.

**A. Intervention 1 - General Information**

| Intervention 1 (Required) |
| --- |
| **Intervention Name and Brief Description** |

Freshman Student Success Courses were developed as part of our Achieving the Dream work. These are semester credit hour classes and serve as our primary forum for introducing critical topics to orient new students to college life, available services and programs, and tools/skills required for college success.

Our first Student Success course (*GUST 1270: College and Career Exploration*) was piloted by HCC in 2006 for 195 students. Given our continued success in improving student persistence rates, we continued to scale the initiative both in terms of students reached and in the variety of success courses offered. In addition to *GUST 1270*, several comparable versions of this course were subsequently designed and launched for specific programs: engineering (*ENGR1200*), health careers (*HPRS1200*), education (*EDUC1200*), and workforce training (*LEAD1200*). Today, more than 6,500 students take one of our success courses in their first Fall or Spring in HCC.

We continue our efforts to align ATD work with institutional goals for improving student outcomes. As part of these efforts, in Fall 2012, *GUST 1270* (a course for which HCC received "unique need" approval from the Texas Higher Education Coordinating Board) was transitioned to *EDUC 1300: Learning Frameworks*, a transfer course with automatic Coordinating Board approval, and one that will maintain the best features of *GUST 1270* while adding the value of a freely transferrable course within Texas colleges and universities.

| Intervention 1 (Required) |
| --- |
| **Years of Implementation** |
| *(Please refer to academic years – e.g. 2011-12. If an intervention was started in the Fall or Spring term of a particular academic year, please indicate so – e.g. "Fall 2011-12 or Spring 2011-12")* |

Freshman Success Courses were first piloted in Spring 2006 and adopted district-wide in Fall 2007. It has been expanded in subsequent years. Initially, we offered one course: *GUST 1270*. Since then, we added four different success courses tailored for specific programs (engineering, health care, education, and workforce training). Scaling was expanded from Fall 2007 through Spring 2009.

In Fall 2012, *GUST 1270* (a course for which HCC received "unique need" approval from the Coordinating Board) was transitioned to *EDUC 1300: Learning Frameworks*, which is freely transferable to state colleges and universities.

| Intervention 1 (Required) |
| --- |
| **Target Student Population** |

The target student population for our Freshman Student Success courses is all first-time-in-college (FTIC) students entering HCC with less than 12 college-level credit hours.

**Intervention 1 (Required)**

**Briefly explain why this target population is a significant population to focus on and how the college has successfully served a significant portion of this population over the years.**

The FTIC cohort is essentially our "gateway" for all credit students, and spans all of our colleges.  Moreover, as these students have the least amount of college-level experience, they benefit most from the Student Success Course curriculum, which is designed to provide an integrated approach to college knowledge and orient students to the behaviors and expectations of college so that they might identify programs to take in preparation for rewarding careers. Topics include student aid and finances, effective study habits, and available support services. Additionally, students are required to identify a college major and file a degree plan upon completion of the course.

HCC has served a significant portion of this population by requiring that our FTIC students take one of the five Student Success courses.  Today, almost 64% of FTIC students take a Student Success course during their first Fall or Spring semester at HCC.

**B. Intervention 1 – Student Reach/Scale Information: Provide at least three years of data in the following chart for Intervention 1.** If you do not have data for the most recent academic year, be sure to explain why in the comment box below.
➔ *See Attachment 1 in this document for an example of a completed students served data chart.*

| Students Served by Intervention 1 (Required) | | | |
|---|---|---|---|
| Year (e.g. 2011-2012) | Number of Students in Intervention 1 | Students in Intervention 1 as % of total enrollment[1] | Students in Intervention 1 as % of target population[2] |
| Fall 2007 and Spring 2008 | 3,153 | 9.3% | 43.9% |
| Fall 2008 and Spring 2009 | 4,057 | 10.7% | 49.9% |
| Fall 2009 and Spring 2010 | 5,414 | 12.5% | 56.3% |
| Fall 2010 and Spring 2011 | 6,041 | 14.5% | 62.5% |
| Fall 2011 and Spring 2012 | 6,546 | 14.4% | 63.8% |
| Comments | [1] We are using total Semester Credit Hour (SCH) enrollment as our Total Enrollment figure. The Total SCH Enrollment is only the stated Fall semester. [2] These percentages only reflect the number of students who took a Student Success Course in their first Fall or Spring semester at HCC. Other enrollees took a Success Course in other semesters. | | |

**C. Intervention 1 - Scale Information**
1) According to the definition of scale provided below (Including the assigned percentages), enter which level of the target population your college is currently serving with this intervention?
   - **Some** (25% or less of the target student population)
   - **More** (25.1 – 60% of the target student population)
   - **Most** (more than 60% of the target student population)

**Intervention 1 – Question C .1**

Houston Community College is reaching "most" of our target student population, and has been since the Fall 2010-Spring 2011 year. In our most recent data set (Fall 2011-Spring 2012), we reached 63.8% of the target population within their first Fall or Spring semester at HCC.

2) **If your intervention is not currently reaching MORE (25.1-60%) of the target student population, please explain why and describe how your college is working to remedy any barriers or challenges it faces to scaling.** If you are currently reaching MORE of your target student population, enter "NA."

**Intervention 1 – Question C .2**

Does not apply.

3) **Describe how your institution has worked to scale the intervention over the years to effectively increase the number of students being served.** Be sure to include why your college decided to scale the intervention, what resources and commitments your institution dedicated to the scaling, and how your institution has addressed any barriers to scaling.

| Intervention 1 – Question C .3 |
| --- |
| HCC's Freshman Success Courses were first piloted in Spring 2006 and adopted district-wide in Fall 2007. When launched, Freshman Success courses were required for students referred to two levels of developmental education.<br><br>It has been expanded in subsequent years. Initially, we offered one course: *GUST 1270: College and Career Exploration.*  Since then, we added four different success courses specifically tailored for specific programs: engineering, health care, education, and workforce training.<br><br>Realizing that our data indicated that the courses were having positive impact on our Fall-to-Spring and Fall-to-Fall persistence rates, the intervention was scaled up and required for all students who were referred to at least <u>one</u> level of developmental education in Spring 2008.<br><br>Beginning Spring 2009, we again scaled the intervention, and all new students entering HCC with less than 12 semester credit hours of college coursework were required to take a Student Success Course. This change accounted for the major growth in scale between Fall 2009 and Fall 2010, increasing its reach from 56.3% to 62.5% of the target student population.<br><br>In Fall 2012, *GUST 1270* (a course for which HCC received "unique need" approval from the Texas Higher Education Coordinating Board) was transitioned to *EDUC 1300: Learning Frameworks*, which is freely transferable to state colleges and universities.  This change is likely to expand even further the number of students reached by the intervention at HCC as the course will petition to be part of the new HCC Core Curriculum to be adopted by Fall 2014. |

4) **Describe any plans your institution may have to further scale the intervention**

| Intervention 1 – Question C .4 |
| --- |
| While we are transitioning to *EDUC 1300*, we are also developing a science, technology, engineering, and math (STEM) themed freshman success course as part of our Quality Enhancement Plan (QEP).  This QEP was adopted as part of our 2012 reaffirmation process for accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools. |

**2. Intervention/Initiative 2 (OPTIONAL)**

Submitting information for a second intervention/initiative is optional.

**A. Intervention 2 (OPTIONAL) - General Information**

| Intervention 2 (Optional) |
|---|
| **Intervention Name and Brief Description** |
| Enter Answers Here |

| Intervention 2 (Optional) |
|---|
| **Years of Implementation** |
| *(Please refer to academic years – e.g. 2011-12. If an intervention was started in the Fall or Spring term of a particular academic year, please indicate so – e.g. "Fall 2011-12 or Spring 2011-12")* |
| Enter Answers Here |

| Intervention 2 (Optional) |
|---|
| **Target Student Population** |
| Enter Answers Here |

| Intervention 2 (Optional) |
|---|
| **Briefly explain why this target population is a significant population to focus on and how the college has successfully served a significant portion of this population over the years.** |
| Enter Answers Here |

**B. Intervention 2 (OPTIONAL) – Student Reach/Scale Information: Provide at least three years of data in the following chart for Intervention 1.** If you do not have data for the most recent academic year, be sure to explain why in the comment box below.

➔ *See Attachment 1 in this document for an example of a completed students served data chart.*

| Students Served by Intervention 2 (Optional) | | | |
|---|---|---|---|
| Year (e.g. 2011-2012) | Number of Students in Intervention 2 | Students in Intervention 2 as % of total enrollment | Students in Intervention 2 as % of target population |
| Enter Academic Year | | | |
| Enter Academic Year | | | |
| Enter Academic Year | | | |
| Enter Academic Year | | | |
| Enter Academic Year | | | |
| Comments | | | |

**C. Intervention 2 - Scale Information**
1) According to the definition of scale provided below (Including the assigned percentages), enter which level of the target population your college is currently serving with this intervention.
   - **Some** (25% or less of the target student population)
   - **More** (25.1 – 60% of the target student population)
   - **Most** (more than 60% of the target student population)

| Intervention 2 (Optional) – Question C.1 |
|---|
| Enter Answers Here |

2) **If your intervention is not currently reaching MORE (25.1-60%) of the target student population, please explain why and describe how your college is working to remedy any barriers or challenges it faces to scaling.** If you are currently reaching MORE of your target student population, enter "NA."

| Intervention 2 (Optional) – Question C.2 |
|---|
| Enter Answers Here |

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3) **Describe how your institution has worked to scale the intervention over the years to effectively increase the number of students being served.** Be sure to include why your college decided to scale the intervention, what resources and commitments your institution dedicated to the scaling, and how your institution has addressed any barriers to scaling.

| Intervention 2 (Optional) – Question C.3 |
|---|
| Enter Answers Here |

4) **Describe any plans your institution may have to further scale the intervention**

| Intervention 2 (Optional) – Question C.4 |
|---|
| Enter Answers Here |

3. **Intervention/Initiative 3 (OPTIONAL)**
   Submitting information for a second intervention/initiative is optional.

   A. **Intervention 3 (OPTIONAL)  - General Information**

| Intervention 3 (Optional) |
|---|
| **Intervention Name and Brief Description** |
| Enter Answers Here |

| Intervention 3 (Optional) |
|---|
| **Years of Implementation** |
| *(Please refer to academic years – e.g. 2011-12.  If an intervention was started in the Fall or Spring term of a particular academic year, please indicate so – e.g. "Fall 2011-12 or Spring 2011-12")* |
| Enter Answers Here |

| Intervention 3 (Optional) |
|---|
| **Target Student Population** |
| Enter Answers Here |

**Intervention 3 (Optional)**

**Briefly explain why this target population is a significant population to focus on and how the college has successfully served a significant portion of this population over the years.**

Enter Answers Here

B. **Intervention 3 (OPTIONAL) – Student Reach/Scale Information: Provide at least three years of data in the following chart for Intervention 1.** If you do not have data for the most recent academic year, be sure to explain why in the comment box below.

➜ *See Attachment 1 in this document for an example of a completed students served chart.*

| Students Served by Intervention 3 (Optional) | | | |
|---|---|---|---|
| Year<br>(e.g. 2011-2012) | Number of Students in Intervention 3 | Students in Intervention 3 as % of total enrollment | Students in Intervention 3 as % of target population |
| Enter Academic Year | | | |
| Enter Academic Year | | | |
| Enter Academic Year | | | |
| Enter Academic Year | | | |
| Enter Academic Year | | | |
| Comments | | | |

C. **Intervention 3 - Scale Information**
  1) According to the definition of scale provided above (Including the assigned percentages), enter which level of the target population your college is currently serving with this intervention.
     - **Some** (25% or less of the target student population)
     - **More** (25.1 – 60% of the target student population)
     - **Most** (more than 60% of the target student population)

**Intervention 3 (Optional) – Question C.1**

Enter Answers Here

2) **If your intervention is not currently reaching MORE (25.1-60%) of the target student population, please explain why and describe how your college is working to remedy any barriers or challenges it faces to scaling.** If you are currently reaching MORE of your target student population, enter "NA."

| Intervention 3 (Optional) – Question C.2 |
| --- |
| Enter Answers Here |

3) **Describe how your institution has worked to scale the intervention over the years to effectively increase the number of students being served.** Be sure to include why your college decided to scale the intervention, what resources and commitments your institution dedicated to the scaling, and how your institution has addressed any barriers to scaling.

| Intervention 3 (Optional) – Question C.3 |
| --- |
| Enter Answers Here |

4) **Describe any plans your institution may have to further scale the intervention**

| Intervention 3 (Optional) – Question C.4 |
| --- |
| Enter Answers Here |

# Part 3: Innovation and Leading Reform

In this section, you will enter information related to how your institution has embraced innovation to meet students' needs, as well as how your institution has led other colleges and stakeholders in the student success movement.

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**Innovation**

The ability to meet the myriad of student needs at a community college campus requires institutions to be innovative in their approach and strategies. Below, you will be asked how your institution has taken bold steps to innovate, have courageous conversations, and therefore push the student success and completion agenda at the institution. Achieving the Dream recognizes that "innovation" will look different at each institution.

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1. **Describe how your institution has worked to provide innovative ideas to challenges over the past three years and to meet the ongoing needs of your institution's students.**
   ➔ Please give examples.

| Question 1- Innovation |
| --- |

Houston Community College has consistently shown a commitment to innovation through both new and tested initiatives, forging relationships with leading organizations and institutions, and a willingness to forgo interventions that do not show evidence of success.  We are directed by our new strategic plan that guides our work through 2015, which sets forth a singular focus on student success.

For example, HCC's most recent innovations are centered on a redesign of our developmental math curriculum and formats, which is outlined in our strategic plan.  As part of this work, we are transforming our lower-level developmental math courses and corresponding bridge courses to modularized, individualized, and accelerated instruction via "math emporium" models, based upon HCC success with bridge courses (dating back to 2004) and the efforts underway in places such as Tennessee's Chattanooga and Cleveland State Community Colleges, Baltimore County Community College, and Northern Virginia Community College System. (HCC self-funded trips to each of these institutions so that we could better understand and experience some of their approaches and determine if they could work at HCC.)  It also incorporates our successful experiences with the Houston Pathways Initiative.

In the Summer of 2012, HCC created a free online website to help students prepare for the COMPASS exam.  Located at http://hccs.edu/hccs_prep, the web site contains about an hour's worth of assessments, videos, and reviews for students in each of the testing areas of reading, writing, and math.  Also in the summer of 2012, HCC offered free sections of PREP 0100, providing 16 hours of free tutorial instruction for students prior to and in preparation for taking the COMPASS exam.

In Fall 2012, HCC developed four-week Prepare for Math (PREM 0200) and Prepare for Reading/Writing (PRER 0200) courses targeted to students who took the COMPASS and scored within a "bubble range" of designated points directly below the cut score for the next level course.  Rather than enrolling the students in the 16-week version of the lower level course, the students were enrolled in a four-week lab with individualized instruction to prepare them to re-test and hopefully place into the next level course for the Second Start 12-week semester. The results were very positive, with more than 50% of the math students scoring at least one level higher, 55% of the writing students scoring at least one level higher, and 61% of the reading students scoring at least one level higher.

For Spring 2013, HCC will expand sections of PREM and PRER and begin the offering of modularized developmental math as well as integrated reading/writing at the exit developmental levels.

As an ATD Leader College, HCC has leveraged a series of grants from various funding agencies (Lumina, Gates, MDC, Kresge, Carnegie, THECB, etc.) to explore and document the success of such techniques as learning communities, enhanced tutoring, early alert warning and follow-up, and bridge programs to enable students to achieve higher rates of persistence and success.  We are also bridging new territories with funding through Gulf Coast PASS, building upon the Houston Pathways Initiative which created "faculty vertical teams" (high school and college faculty working together) to align curriculum and strengthen teaching techniques to prepare students for college while they are still in high school, ensuring that they graduate "college ready."

HCC has leveraged the Gulf Coast PASS grant to enter into a $2 million contract for services with Houston Independent School District to create the Houston Innovation Learning Zone (HILZ), creating career academies offering PREP as well as associate of applied science (AAS) degree programs in five high schools for 2012 (Computer Science and Networking, Logistics, Advanced Manufacturing, Engineering Technology, and Process Technology), and Pharmacy Technology in a sixth high school in 2013.

HCC has also been collaboratively engaged with the Center for Houston's Future (CHF) on a project to increase the numbers of college graduates in our city and Capital IDEA to provide intensive case management and support for students in developmental education.

**Leader within the Achieving the Dream Network**

A key responsibility of being an Achieving the Dream Leader College is the support given to other Achieving the Dream Institutions and advocating for Achieving the Dream principles and practices. Leader College are expected to disseminate lessons from their Achieving the Dream work (this could range from presentations at national conferences to authoring local or national op-eds about student success and equity) and to support efforts to build a policy environment in their state and nationally that promotes student success. Therefore, Leader Colleges applying for recertification must demonstrate how they have:

- Provided support to other community colleges within the Achieving the Dream Network
- Advocated for the core principles and values of Achieving the Dream both within their state and nationally
- Disseminated lessons learned to other community colleges and related stakeholders

2.  **Describe how, as a Leader College, your institution has contributed to the larger Achieving the Dream Reform Network.**

**Question 2- Leading**

As a Leader College, HCC faculty and staff have presented case studies of our experiences in reform efforts at several major conferences, including those hosted by Achieving the Dream, National Institute for Staff and Organizational Development (NISOD), and the American Association of Community Colleges (AACC).

HCC is committed to reaching out to our regional and state peer colleges.  For example, in partnership with other Gulf Coast community colleges, the Texas Association of Community Colleges, and the Texas Higher Education Coordinating Board, HCC has organized and hosted four state conferences on topics related to ATD and developmental education. (These

conferences are currently posted for viewing on the HCC iTunes University web site.  Go to http://itunes.hccs.edu and from there your computer will open iTunes and you can navigate to HCC System > Office of the Vice Chancellor of Instruction > Developmental Education Conference.) Agendas for the conferences can be found at: http://www.hccs.edu/portal/site/hccs/menuitem.a12520d901466b1f3227a2ced07401ca/?vgnext oid=3d9d2fcf8c820310VgnVCM100000864710acRCRD&vgnextchannel=4c7d54e367ef9310V gnVCM100000864710acRCRD&appInstanceName=default.

Additionally, as part of the Gulf Coast Consortium of Community Colleges, HCC has established and participated in a LISTSERV to share emerging best practices, questions, and discuss challenges. Further, our participation in STEMWAY, STATWAY, and PATHWAY provides additional opportunity for outreach to peer faculty and institutions participating in these initiatives that could benefit from best practices achieved.

Finally, through an ATD Peer Coaching grant awarded earlier this year, HCC is serving as a peer coach to Eastfield College and Tarrant County Community College, sharing promising practices that have resulted in sustained improvement, with a particular focus on our Student Success Courses.

# Part 4: Leader College Self-Assessment

In this section, your institution will download the Leader College Self-Assessment and complete the assessment.

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Leader College recertification will take into account the institution assessment tool completed by all Leadership Coaches and Data Coaches as part of the 2012 Annual Review Process. In addition to the coach assessment on the tool, each Leader College seeking recertification will complete the tool as a self-assessment.

Achieving the Dream trusts that current leader colleges can fairly assess their progress to date and will consider these ratings in conjunction with the ratings of the coaches. The tool allows for explanation and justifications for answers and this narrative will be considered along with the ratings.

*Honest assessment of a college's progress will be the most important determinant in the self-assessment.* That is, Achieving the Dream will still consider granting Leader College recertification if ratings fall below the minimum if a college can accurately justify its ratings and explain how the college is working to improve.


***To complete the Leader College Recertification Self-Assessment, download the assessment tool [here](), complete the assessment tool according to the directions given, and submit it along with the other 2012 Leader College Recertification Application components***

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# 2012 Leader College Recertification Application Checklist

Please make sure you have the following items included in your submission.

| 2012 Leader College Recertification Application Item | Included? |
|---|:---:|
| 1. **2012 Leader College Recertification Application Narrative** (Submitted as a PDF without pp. 1-11 of this document) | ✓ |
| 2. **2012 Leader College Recertification Contact and Data Templates** (Submitted as an excel document) | ✓ |
| a. **Tab A:** Updated contact information for the college. | ✓ |
| b. **Tab B:** Data Chart for Student Success Outcome Measure 1 | ✓ |
| c. **Tab C:** Data Chart for Student Success Outcome Measure 2 | ✓ |
| 3. **2012 Leader College Recertification College Self-Assessment** (Submitted as a PDF document) | ✓ |

**All templates and resources can be accessed at the Leader College Recertification page on Achieving the Dream's website.

# Attachment 1 – Examples of Completed Data Charts

**Example: Student Success Data**

**Student Success Measure 1**

| Title: First Year Fall to Winter Retention | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **ATD Measure:  Persistence from one term to the next** | | | | | | | | | | | | |
| **Target Population: All first-year, first time students** | | | | | | | | | | | | |
| | 2007-08 (Baseline) | | | 2008-09 | | | 2009-10 | | | 2010-2011 | | |
| | N | Return | % Return | N | Return | % Return | N | Return | % Return | N | Return | % Return |
| All | 680* | 513 | 75.40% | 648** | 497 | 76.7% | 691 | 548 | 79.3% | 691 | 562 | 81.3% |
| White | 398 | 304 | 76.40% | 377 | 294 | 78.0% | 406 | 320 | 78.8% | 410 | 334 | 81.5% |
| African-American | 212 | 154 | 72.60% | 207 | 152 | 73.4% | 234 | 190 | 81.2% | 226 | 179 | 79.2% |
| Other+ | 70 | 55 | 78.60% | 64 | 51 | 79.7% | 51 | 38 | 74.5% | 55 | 49 | 89.1% |

+Other includes Hispanic, Native American, Asian and non-identified.


*Represents 100% of first year full and part time enrollment and 40% of total enrollment.

**Represents 100% of first year full and part time enrollment and 41% of total enrollment.

 Represents 100% of first year full and part time enrollment and 42% of total enrollment.

  Represents 100% of first year full and part time enrollment and 41% of total enrollment

**Example: Number/Percentages of Students in Intervention**

| Students Served by Intervention 1 (Required) | | | |
| --- | --- | --- | --- |
| Year (e.g. 2010-2011) | Number of Students in Advising | Students in New Student Orientation as % of total enrollment | Students incomprehensive Advising as % of target population (all new students) |
| 2008-09 | 150 | 8% | 35% |
| 2009-10 | 300 | 12% | 60% |
| 2010-11 | 437 | 20% | 70% |
| 2011-12 | 500 | 35% | 75% |