

**Annual Reflection Narrative Report
For Houston Community College
May 15, 2013**

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1. Contributors to the Annual Reflection:

Institution Name: Houston Community College

Names of Contributors to this Annual Reflection	Titles of Contributors to this Annual Reflection
Dr. Charles Cook	Vice Chancellor for Instruction
Dr. Maria Straus	Director of Instructional Initiatives
Dr. Martha Oburn	Executive Director of Institutional Research
Ms. Margaret Drain	Research Associate II

2. Progress Statement:

Please describe in no more than one page your institution's progress in improving student success and completion. In what ways is your reform work transforming the way students experience college?

Houston Community College experienced major changes during the years of 2008-2012 in terms of its overall student numbers, student demographics, and student outcomes. These years paralleled a time during which the community experienced an onset of economic recession followed by a strong economic recovery. Traditionally for community colleges and true for HCC during this time, as local jobs are scarce, enrollments increase, and conversely, when jobs become more plentiful, enrollments decline.

This was also a period of years during which HCC significantly expanded financial aid opportunities, serving an overall cohort that has become larger, younger, more diverse, and more economically disadvantaged. Interestingly, the numbers and percentages of students new to HCC are generally better prepared academically and less likely to be referred to developmental education, but of those who are referred, they have not matched the progress achieved by earlier HCC cohorts. Nonetheless, the overall numbers of student completers (certificates and degrees) has continued to rise with HCC becoming in 2012, the top two-year college in Texas and the number two college nation-wide in terms of associate degree completers.

As a consequence of greater challenges with those students referred to developmental education, HCC is moving more aggressively toward a "second generation" of Achieving the Dream (ATD) initiatives which include the modularization and individualization of developmental math pathways, the integration of developmental reading and writing, the linking of lower level skilled students with technical programs or coursework designed to provide greater context for relevance and achievement of job skills, and ever greater links with students *prior* to their arrival at HCC. Having created a free online web site to PREP students prior to their initial testing/placement, HCC is currently exploring the upgrading and conversion of its PREP web site to a massive open, online course

(MOOC) that we can provide to an even greater audience. These various initiatives are detailed in a booklet entitled “Achieving the Dream at Houston Community College” and attached as Appendix ONE to this report.

The following chart represents some of the major changes referenced above concerning the last seven years at HCC.

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
End of term unduplicated headcount	57,457	61,398	69,755	74,299	75,766	70,845
Percentage of African-Am and Hispanic students	59.3	58.1	59	68.8	70.5	69.2
Percentage of students receiving financial aid	37	37	42.7	49	57.5	55.9
Percentage of students referred to developmental education	66.3	66.2	64	66	64.7	62
Percentage of students age 24 or younger	62	62	65	65	65	69
Total numbers of student completers (certs and degrees)	5,599	5,915	6,509	8,195	9,055	9,754

3. Institution Context:

Please consider both the positive and negative factors affecting the student success efforts at your institution and provide a brief (no more than one page) summary of the impact each has had on your progress this year. This summary may include aspects related to the institution’s culture and environment such as leadership changes, engagement of full- and part-time faculty, staff additions or lay-offs, state or federal influences, budget reductions, and reaffirmation of accreditation efforts.

The years from 2008 to 2012 marked the leadership of Chancellor Mary Spangler. During these years, there was significant attention paid to expansion of the college with aggressive and increased marketing, more sophisticated television spots, successful political campaigns to annex both the Alief and North Forest Independent School Districts into the college’s taxing district, and enrollment growth as reflected above. In her last semester of tenure (Fall 2012), the Board was primarily focused on community engagement to pass a \$425 million bond package that would result in the addition of some 18 buildings across the college district. The theme of the bond election was “We

Make Houston Work” and the emphasis was on expansion of the college’s technical programs to meet the community’s need for a skilled workforce.

These years also marked the preparation for and successful achievement by HCC in 2012 of reaffirmation of accreditation by the Southern Association of Colleges and Schools Commission on Colleges. Significant instructional leadership and time went into the various related tasks of program reviews, learning assessments, and creation of a Quality Enhancement Plan (QEP) focused on the improved teaching of first year science courses at HCC.

In 2010, HCC negotiated a services agreement with the government of Qatar in 2010 to create the Community College of Qatar (CCQ). The agreement has proven controversial, with many critics charging that it has distracted attention and energy away from the tasks in Houston to that of international concerns. CCQ has recently declared its intent to seek accreditation in its own right and HCC is assisting it in that effort.

Even though the number of overall college completers has continued to increase, the focus of the Board and thus the Chancellor’s Office still seemed primarily affixed to expansion of enrollments. There has been considerable conversation this semester (Spring 2013) about Student Success, particularly as the current state Legislature is contemplating bills to transfer a portion of funding (with proposals ranging from 10 to 25 percent of the total) for community colleges from “contact hours” to that of “success points” (based upon various completion measures).

Already working closely with secondary partners in terms of pathway projects including adult education, dual credit, Early College High Schools, Gulf Coast PASS, and career academies taught in the high schools, HCC is now exploring a partnership with Houston Independent School District to move toward the creation of Middle College High Schools in new buildings now in the planning stages and made possible by the newly approved bond package.

A final consideration that might be noted, and one that is impacting all of higher education and not just HCC is the continuing trend toward online as opposed to face to face instruction. From Fall 2007, when 12 percent of credit students were enrolled in online courses, the proportion of online students has increased to 21 percent in Fall 2012. This is significant in that our online students have traditionally achieved successful course completion and persistence rates from one semester to the next of some seven to ten points below our face to face courses. (It might be noted, however, that the “face to face” courses are themselves often “hybrid” – taught 50 percent online or substantially supplemented by online materials.)

Another student success initiative HCC is implementing for both online as well as face to face students is that of expanded “cohort options,” enrolling groups of students with opportunities for block schedules, accelerated course delivery, and wrap-around student services to assist in terms of persistence and completion. This will provide us a long-sought means by which we might scale up the successful initiative of Learning Communities.

4. Principles Assessment:

For each principle listed below, provide a brief summary of your institution’s aggregate

observations regarding the Principles Assessment Survey (*see below*). Please be sure to include recognition of achievements and challenges your college has experienced as well as a description of future plans. This summary should be no longer than 3 paragraphs for each principle and may also include a synopsis of your institution's group discussions.

HCC downloaded the Principles Assessment Survey and completed it at the April meeting of the HCC Developmental Education Council. The survey results were submitted to ATD on April 18, 2013.

Principle 1) Committed Leadership

In addition to the remarks above within the "Institution Context" section, it should be noted that HCC adopted a new Strategic Plan in Fall 2012. The philosophy and activities of Achieving the Dream (ATD) are integrated throughout the plan. Also in 2012, HCC applied and was re-certified as an ATD Leader College.

Also in 2012, HCC applied and won a grant to work with fellow Texas colleges Tarrant County College and Dallas Eastfield College as a "mentor" ATD college. The relationship has resulted in a valuable exchange of ideas and site visits. Finally, HCC sent a record number of 24 participants to the DREAM Conference in February 2013.

Principle 2) Use of Evidence to Improve Policies, Programs, and Services

Under the Gulf Coast Partners Achieving Student Success (PASS) Grant, HCC has been engaged in many initiatives. A large focus of the grant is to provide accelerated, modularized/individualized, and alternate paths through Developmental Education. HCC receives many students who do not test at college levels in reading, writing, and math and often have to spend several semesters in Developmental Education prior to being able to enroll in college-level courses that count toward certificates and degrees.

One promising initiative begun last summer and then modified for Fall 2012 and Spring 2013 implementation was a series of interventions to help students PREP for the college placement exam, score at higher levels, and thus shorten time spent in developmental education. During the Summer 2012, HCC created a free website to PREP students in reading, writing, and math. Created by HCC faculty, the website contains videos, tutorials, practice tests, and more. During Summer 2012, HCC also offered free one-week classes for students to receive computer-assisted and faculty tutorial assistance. The results were promising, but everyone concerned agreed that one week was too short.

For Fall 2012 and Spring 2013, the generic PREP classes were split into two different classes: PREM 0200: Preparation for Math and PRER 0200: Preparation for Reading and Writing. The courses were expanded to four weeks and required students to spend 32 hours in tutorial instruction. The results (see charts below) have been very encouraging and as a result, HCC is planning significant scaling of the initiative during the Fall 2012 semester.

FALL 2012 Results for PRER 0200 (Reading)

Students enrolled	#/% of students completing course	#/%of student completers who placed into higher levels	#/% of student completers who improved their placement scores
114	108 (87%)	60 (56%)	66 (61%)

Spring 2013 Results for PRER 0200 (Reading)

Students enrolled	#/% of students completing course	#/%of student completers who placed into higher levels	#/% of student completers who improved their placement scores
78	66 (85%)	46 (70%)	53 (81%)

Spring 2013 Results for PRER 0200 (Writing)

Students enrolled	#/% of students completing course	#/%of student completers who placed into higher levels	#/% of student completers who improved their placement scores
78	66 (85%)	40 (61%)	54 (82%)

Fall 2012 Results for PREM 0200 (Math)

Students enrolled	#/% of students completing course	#/%of student completers who placed into higher levels	#/% of student completers who improved their placement scores
129	112 (87%)	35 (31%)	75 (67%)

Spring 2013 Results for PREM 0200 (MATH)

Students enrolled	#/% of students completing course	#/%of student completers who placed into higher levels	#/% of student completers who improved their placement scores
128	118 (92%)	37 (31%)	83 (70%)

Principle 3) Broad Engagement

HCC is continuing to expand its outreach to the community through forums and improved marketing/communications efforts. This Fall 2013 semester, HCC will begin the redesign of its Web site to ensure a more user-friendly platform for communications with both internal and external audiences.

In the meantime, HCC is actively involved with all related community activities focused on student success such as those of the Greater Houston Partnership, the Center for Houston's Future, the American Leadership Forum, All Kids' Alliance, and more.

Principle 4) Systemic Institutional Improvement

Perhaps the most significant current initiative for systemic institutional improvement has been the revamping of Counseling and Advising Services at HCC. With the arrival of new Vice Chancellor for Student Services Diana Pino, HCC has enjoyed its best interaction of instructional and student services issues to date. Upon a thorough review of her area infrastructure, Dr. Pino has more clearly defined the roles of Counselor and Adviser at HCC.

Counselors are dedicated to working with those students one on one who need individual assistance in terms of academic difficulties (those on academic suspension or probation), learning challenges/abilities, financial issues, disciplinary issues, or other needs which might entail referral to external resources. Advisers are those who are clearly assigned to work with students in identification of their degree plans and choice of courses from semester to semester.

HCC has added 16 new academic advisers in 2012 and has plans for the addition of more in 2013. Starting in 2012, student services assigned a dedicated adviser to each section of the HCC Student Success Courses. The student success faculty mandated at least two visits by the students to the offices of the advisers as part of the course syllabus to declare their major and file their degree plans. Student services personnel also participated in administration of the Learning and Study Strategies Inventory (LASSI) during student success courses, and as part of a Comprehensive Student Success Program Grant, in the “gateway” courses of English, history, and math.

The HCC Faculty Senate has been working with the Vice Chancellor for Instruction to redefine the role of faculty in terms of academic advising so that instructional faculty may more effectively guide students along a path of student success. We are also currently working to modify our online registration system to default to only those courses in a student’s identified “path” rather than allow the whole world of course options open for student selection.

Principle 5) Equity

As noted in the opening sections, HCC is receiving an ever more diverse and disadvantaged student cohort with each new Fall registration. As a result, HCC has renewed its efforts to create, implement, and scale initiatives that are appropriate.

As mentioned, HCC is currently exploring with HISD the possibility of partnerships for several “middle college high schools.” In contrast to the existing Early College High Schools in which students are achieving ever better results (52 percent of ECHS graduates in 2012 will earn their associate degrees at the same time as their high school diplomas), the middle college high schools will serve a lower level of students in terms of their academic skills and at even greater risk for dropping out of high school. HCC and HISD just completed a joint site visit to North Carolina where the staff and Board members visited nine examples of middle college high schools in operation there.

5. Student Success Data -

- a. Measure One: Successful completion of developmental instruction and advancement to credit-bearing courses
- b. Measure Two: Enrollment in and successful completion of the initial college-level “gateway” math and English courses

HCC has been tracking measures one and two in its Progression Reports since the beginning of its involvement in ATD. The Progression Reports are included in Appendix TWO.

- c. Measure Three: Course completion with a grade of "C" or better

HCC has been tracking successful course completion in its Baseline Reports. The Baseline Reports are included as part of Appendix TWO.

- d. Describe any achievement gaps evident in the data for all Achieving the Dream student success measures and explain how the institution is addressing or plans to address these gaps.

Achievement gaps can be tracked within the Progression Reports. The fluctuations in course completion rates will be reviewed and analyzed by the Developmental Education Council during the 2013-2014 academic year.

HCC has a set of new coaches with our involvement in the Gulf Coast PASS Grant: Martha Ellis and Jacki Stirn. They have suggested and we are currently working to analyze these data reports to determine how to modify or add to them to render the data more "accessible" to the faculty and staff who must use them.

As currently constituted – showing the overall results for the district as a whole – the reports don't really reveal the level of detail needed for action by the individual programs or colleges. Further, as noted with the overall demographic changes or other district-wide challenges (the continuing trend toward online enrollment), the reports end up "masking" the real forces at work and we end up speculating as to true causes and results.

We have scheduled a meeting with our new Coaches for October 1, 2013 at which we will report to them the results of preliminary conversations with our developmental education faculty and staff how to modify or add to these reports – to make them perhaps more simple in many cases (more like the PREP results noted above). As suggested by Martha Ellis, we will review the many initiatives we have included in our ATD at HCC booklet and determine which of these need individual evaluation/data reports that can be used to inform decisions/actions. These will be similar to what we originally used in the form of "strategy reports."

6. Student Success or Completion Efforts:

In addition to Achieving the Dream, with which other student success efforts is your institution affiliated? Please put a check next to each that applies.

- ACE
- Carnegie Foundation for the Advancement of Teaching and Learning Quantway
- Carnegie Foundation for the Advancement of Teaching and Learning Statway
- Complete College America
- Completion by Design
- FIPSE
- Foundations of Excellence

X New Mathways (Dana Center)

Reaffirmation of Accreditation – completed in 2012.

Title III

Others (please list Gulf Coast PASS Grant, Bank of America Financial Literacy Grant, TGI Texas Peer Coaching Grant, Texas Coordinating Board Comprehensive Student Success Program, Kellogg Grant, Kreske Grant, Capital IDEA partnership)

7. Sharing:

Is there any additional information you would like to share with Achieving the Dream in this reflection?

Appendix TWO contains the complete Achieving the Dream at Houston Community College booklet with “one page” descriptions and status of the many ATD-related initiatives at HCC.

8. Reminder:

As part of your Annual Reflection, your institution must complete the **Interventions Showcase Update** online by May 15, 2013. If your college is applying for Leader College status, it must also complete the **2013 Leader College Application** by May 15, 2013.

- Interventions Showcase Update: Your institution’s Core Team Leader will receive an email in mid-April with information about how to review and update your intervention information (for example, updates on your student success policies and practices). (Due May 15)
- [2013 Leader College Application](#): Colleges that are applying for Leader College status must also complete Appendix Two (Due May 15). If your college is not applying for Leader College status, you do not need to complete this application.

COMPLETED.



Achieving the Dream at Houston Community College



**DEVELOPMENTAL
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Achieving the Dream at HCC: An Overview

Houston Community College (HCC) was one of the original 26 colleges selected from across the nation to participate in the Achieving the Dream (ATD) initiative funded by the Lumina Foundation in 2004. HCC was designated an ATD Leader College in 2009 and recertified as an ATD Leader College in 2012. The fundamental concepts of Achieving the Dream consist of using evidence to develop and evaluate strategies for improving student learning and success.

Achieving the Dream established a set of performance measures to guide colleges in their work. These include the rates at which students:

- Successfully complete the courses they take
- Advance from developmental to credit-bearing courses
- Enroll in and successfully complete initial college-level, or “gateway” courses
- Continue enrollment from one semester to the next
- Earn degrees and/or certificates

Achieving the Dream’s “culture of evidence” strongly supports institutional effectiveness. A culture of evidence can be described as a “collective mindset, one in which critical decisions affecting students – from selecting educational strategies and allocating resources to scheduling classes and organizing student services – are informed by data and evaluated in light of whether student achievement increases.” (*Success is What Counts, Achieving the Dream, 2007*). This work involves disaggregating data on student learning outcomes, achievement, and student success by variables such as race, age, income level, and other important demographic characteristics in order to better understand barriers to student success and identify opportunities for improvement.

HCC uses ATD as an “umbrella” for student success efforts across the college. HCC aligns and coordinates its student success efforts so that the institution’s resources and energy are mobilized efficiently to bring about improvements in student outcomes on a substantial scale. Over the years, HCC has developed an impressive series of related educational initiatives to promote student success:

- Student Success Courses
- Learning Communities
- Redesign of Developmental Math
- Center for Teaching and Learning Excellence
- Implementation of the Community College Survey on Student Engagement (CCSSE)
- Creation of Model Courses
- Integration of Developmental Reading and Writing
- Improvements in Adult Education and Workforce Education
- Redesign of HCC Counseling and Advising Services, including an Early Alert System

There are many other initiatives, some of which are detailed for you in this ATD at HCC Overview Manual.

Since, the original ATD grant in 2004, HCC has been able to leverage related strategies and activities to apply for and win numerous additional grants including:

- Developmental Education Initiative Grant (2009) from the Gates Foundation
- Early College High School Grants (2004,2006) from the Texas Education Agency, the Texas Communities Foundation, and the Texas Higher Education Coordinating Board (THECB)
- Math Redesign grant (2008) from the National Center for Academic Transformation
- Houston Pathways Initiative Grant (2009) from the Houston Endowment
- Learning Communities Grant (2009) from MDRC
- Statway Grant (2010) from the Carnegie Foundation
- Comprehensive Student Success Program Grant (2010) from the THECB
- Gulf Coast Partners Achieving Student Success (PASS) Grant (2012) from the Houston Endowment.
- Texas Peer Coaching Initiative Grant (2012) from Texas Guarantee
- Financial Literacy Grant (2012) from Bank of America

Collectively, these grants have brought in millions of dollars to initiate various reform strategies/programs. HCC has integrated ATD into the college's strategic planning process to ensure that efforts to improve student success are guided by the college's mission, are properly funded and implemented, and are institutionalized for future operations.

HCC has developed several means of tracking the results of ATD initiatives, including the following:

- Baseline Reports – these reports look at a variety of factors before ATD initiatives and measure the results after implementation. The factors include student demographics, persistence rates, completion rates, and transfer rates.
- Strategy Reports – these reports measure the impact of specific strategies (as Student Success Courses, Learning Communities, Math Bridge Courses, PREM and PRER courses, etc.) to see the results in terms of improved student achievement, persistence, and/or completion.
- Tracking Reports for Developmental Education – these reports measure the results on a continuous basis in terms of students' completion of various "milestones" in each of the Developmental Education Program (reading, writing, and math).

All of the HCC ATD reports may be accessed on the following Web site: <http://www.hccs.edu/hccs/at-a-glance/district-offices/institutional-research/achieving-the-dream-atd>

For further information, please contact one of the following:

HCC Vice Chancellor for Instruction Charles.Cook@hccs.edu

HCC Director of Learning Initiatives Maria.Straus@hccs.edu

HCC Director of Academic Resources Juan.Reina@hccs.edu

HCC Executive Director of Institutional Research Matha.Oburn@hccs.edu

HCC Researcher Margaret.Drain@hccs.edu



Student Success Courses



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Achieving the Dream Initiatives: Student Success Courses

What are they? One of the first ATD strategies initiated by HCC and one that has produced the best results in terms of improved student persistence is the creation and implementation of Student Success Courses. Currently, HCC requires students new to HCC with less than 12 semester credit hours (SCH) of college level work already passed to take a Student Success Course in his/her first semester. The students may choose from one of the following options:

- EDUC 1300: Learning Framework
- ENGR 1201: Introduction to Engineering
- LEAD 1200: Workforce Development / Critical Thinking
- HPRS 1201: Introduction to the Health Professions

Why? Students arrive at HCC knowing they should attend higher education to plan for more learning and a higher quality of life, but often have no clue as to what to study or how to study effectively. Since community colleges students are often busy people with jobs and families, and often the first in their family to attend higher education, they need additional assistance and advice. When HCC first implemented the Community College Survey of Student Engagement (CCSSE), the number one factor that students said they needed and that they didn't think HCC provided very well was Academic Advising. HCC knew that the best way to advise students was IN CLASS. Thus, the Student Success Courses were designed to offer students several common learning opportunities and activities to better prepare them for future academic success. These activities include:

- An orientation to HCC programs and services, including the HCC Libraries
- Career exploration activities to examine various job/career possibilities
- Academic advising activities to learn about HCC certificate and degree plans
- Financial aid opportunities and "financial literacy" activities to manage financial resources
- Learning theory and effective study strategies
- Required declaration of "major" and filing of an HCC "degree/certificate plan"

Results? Since implementation of ATD, the student success courses and other initiatives have resulted in major gains of both Fall to Spring and Fall to Fall student persistence rates. The gains have been largest for students of color.

Next Steps? HCC has continued to increase institutional capacity for improved student advising by matching sections of Student Success Courses with assigned advisors. As part of its Quality Enhancement Plan (QEP), HCC is currently developing a new Student Success Course for students interested in additional STEM fields (Science, Technology, Engineering, and Math).

For further information, please contact HCC Program Coordinator for Student Success Courses
Leslie.Comfort@hccs.edu



Math Initiatives



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Achieving the Dream Initiatives: Developmental Math

PREM Courses are short courses at HCC offered to students who receive a score on the COMPASS that is within a bubble range of the score needed to be placed in the next higher math course. These students are encouraged to enroll in a one or two credit hour course (PREM 0100 or PREM 0200) in the first four weeks of the semester. The content of the class is delivered through MyFoundationsLabPlus and is guided by the instructor. Students must then retake a college placement exam, currently the COMPASS Exam, to place into the next course or higher.

Bridge Courses are one SCH courses (Math 0106, Math 0108, and Math 0112) developed to help “D” students move through the developmental math courses so that they do not become discouraged and abandon their hopes of a college education. Students in the bridge course work within MyMathLab to remediate in one or more units of the course and to prepare for the course final exam. These courses are four-week courses and once the student has achieved a satisfactory overall score, they can enroll in the next developmental course during the same semester.

Houston Pathways Initiative and **Gulf Coast PASS** grants have helped students successfully transition from secondary through postsecondary instruction. Through these grants, collaboration among faculty and administrations from Houston ISD, Spring Branch ISD, HCC, UH-Downtown, and UH has occurred, providing access to data that helps to define the students in the Houston area. Faculty teams at each high school are assembled to identify possible local roadblocks to a successful transition, provide for greater curriculum articulation, and test interventions.

STATWAY (Math 0311 and Math 1342) offers a more relevant path through developmental math for students majoring in non-STEM fields. The STEM fields are those in Science, Technology, Engineering, and Math that require College Algebra. Instead of taking the required developmental courses for College Algebra, students have the option of taking STATWAY I (MATH 0311) followed by STATWAY II (defined sections of MATH 1342). Students are able to receive core credit for successfully completing Math 1342: STATWAY II.

The HCC PREP for COMPASS/COLLEGE PLACEMENT TEST (www.hccs.edu/hcc_prep) web site was built through funding provided by the Gulf Coast PASS grant to allow any future student the opportunity to prepare for the COMPASS College Placement Test. This website uses primarily video instruction, along with self-quizzes, allowing a student to remediate in Basic Reading, Writing, and Mathematics.

For further information, contact Susan.Fife@hccs.edu



Registration is complimentary!

Convening of the Texas Gulf Coast Math Consortium of Community Colleges

Saturday, April 6th, 8:30am-2:30pm



**5601 West Loop
South, Auditorium
Houston, Texas
77081**

Join us in a conversation of math innovations being implemented within each of the Gulf Coast Community Colleges.

Complimentary Registration at:

<http://imc09.hccs.edu/gcmath>

Speaker Proposals are currently being accepted.

<http://learning.hccs.edu/subjects/developmental-mathematics>

Generously sponsored by:

The Houston Endowment through the Gulf Coast PASS grant project;
The Chancellor's Innovation Grant, Dr. Susan Fife, Director;
The Instructional Initiatives Department, Dr. Maria Straus, Director;
and the Academic Resource Development Unit,
Dr. Juan Carlos Reina, Director.



**Achieving the Dream:
Modularized Developmental Math**

Modularized Developmental Math is currently available for Math 0306 and Math 0308. Students enrolled in a Modularized Math course are given a pretest on the first day of class which helps to determine if the student can test out of the course. Students are also able to challenge each unit of instruction. By challenging the course or by challenging each unit, a student is able to move through the course at a faster pace. A student who successfully completes all of the work for Modularized Math 0306 may begin working on Modularized Math 0308 during the same semester, and if he/she completes Math 0308, he/she will be able to move on to the next math course (either Math 0311 or Math 0312) during the following semester.

A student who does not complete all required units for a modularized course will be able to register the following semester for another modularized course and will be able to continue where they left off. Modularized Math courses are broken up into Units of Study. The following table defines the material within each unit of Modularized Math 0306 and Modularized Math 0308.

Modularized Math 0306	Modularized Math 0308
Unit 1 Whole Numbers; Integers	Unit 5 Real Numbers, Solving Equations and Inequalities
Unit 2 Fractions	Unit 6 Polynomials
Unit 3 Decimals, Proportions, Percentages	Unit 7 Factoring Polynomials; Multiplying and Dividing Rational Expressions
Unit 4 Tables, Graphs, Averages; Final Exam	Unit 8 Introduction to Graphing; Geometry; Final Exam

For further information, contact Developmental Math Program Coordinator Susan.Fife@hccs.edu



Achieving the Dream Initiatives: Math Pathways

HCC Math Pathways depend upon a student's initial COMPASS (or other) Placement Score and the student's degree plan or program of study. If a student places in a Bubble Range, he/she may be able to register for a **PREM 0100** or **PREM 0200** class. These classes typically meet during the first four weeks of the semester and deliver an individualized study plan to each student which helps to prepare them for the college placement exam. During the fourth week of class, the student completes their college placement exam, and may be able to place into a higher level math course. HCC offers many of its courses during 12-week sessions (which start the 5th week of the semester) and 8-week sessions (which start the 9th week of the semester). These students can register for either the 12-week or 8-week option after completing PREM.

Bridge courses (4-week course) are offered for students who earned a D in a developmental math class. The Bridge courses (Math 0106, Math 0108, and Math 0112) place students into one or two units of study during the first day of class and deliver an individualized study plan which includes a review for the final exam. Upon successful completion of the Bridge course, the student may sign up for the next sequential math course.

Modularized Math is currently available for Math 0306 and Math 0308. Students enrolled in a Modularized Math course are given a pretest on the first day of class which helps to determine if the student can test out of the course. Students are also able to challenge each unit of instruction. By challenging the course or by challenging each unit, a student is able to move through the course at a faster pace. A student who successfully completes all of the work for Modularized Math 0306 may begin working on Modularized Math 0308 during the same semester, and if they complete Math 0308, they will be able to move on to their next math course (either Math 0311 or Math 0312) during the following semester.

STATWAY (Math 0311 and Math 1342) offers a more relevant path through developmental math for students majoring in non-STEM fields. The STEM fields are those in Science, Technology, Engineering, and Math that require College Algebra. Instead of taking the required developmental courses for College Algebra, students have the option of taking STATWAY I (MATH 0311) followed by STATWAY II (defined sections of MATH 1342). Students are able to receive core credit for successfully completing Math 1342: STATWAY II.

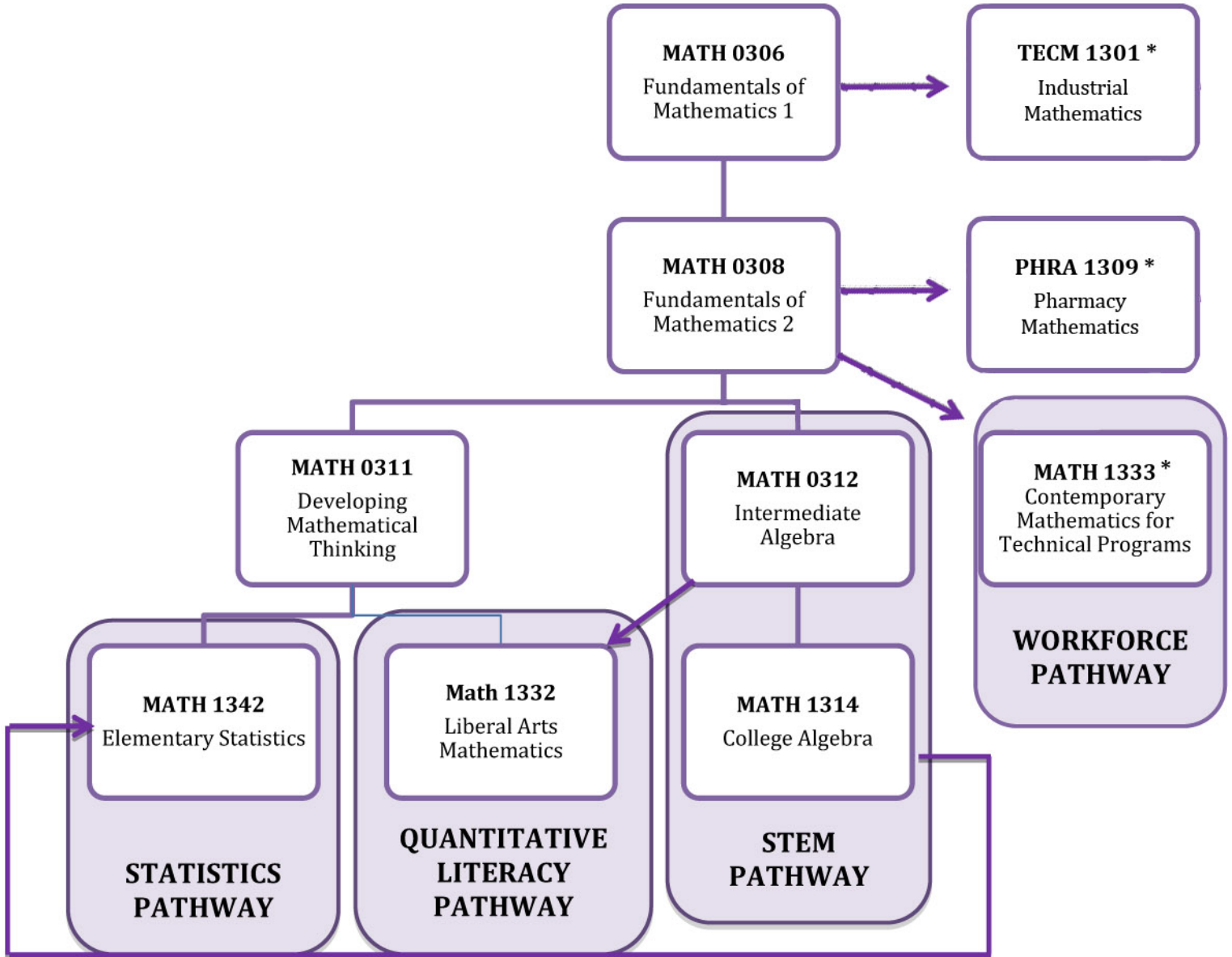
Other College Level Math course options:

- **Mathematical Modeling** – is a course option offered at the University of Houston for non-STEM majors in such fields as Education. HCC is currently developing a Mathematical Modeling course for offering at HCC.
- **Math for Liberal Arts Majors** – HCC currently offers this option and is working with Program Coordinators to include it in the proper degree and advising plans.
- **Technical Math** – there are several courses available for college credit in the Workforce Education Course Manual. HCC is currently working with Program Coordinators to include these as appropriate in degree and advising plans.

Math Crosswalk: HCC is currently working with all program coordinators on a Math Crosswalk to indicate by Program of choice, what math competencies are needed for both entry as well as exit points and the pathway by which a student would obtain the entry competencies (via developmental education) and the exit competencies (via the appropriate college level course options).

For further information, please contact Susan.Fife@hccs.edu

HOUSTON COMMUNITY COLLEGE MATH PATHWAYS



MATH 0306 UNITS

- 1: Whole Numbers
- 2: Fractions
- 3: Decimals, Proportions, Percents
- 4: Tables, Graphs, Averages

MATH 0308 UNITS

- 5: Real Numbers, Solving Equations & Inequalities
- 6: Polynomials
- 7: Factoring Polynomials; Simplifying, Multiplying & Dividing Rational Expressions
- 8: Introduction to Graphing; Geometry

* indicates all developmental units must be completed to enroll in course



Developmental Education Initiatives



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Achieving the Dream Initiatives: Non-Course Based Remediation Options

What? One option for non-course based remediation available at HCC is the opportunity for students who are within a prescribed bubble range to PREP for the COMPASS, the current HCC placement test, and then retake the test with the goal of placing into the next higher level developmental or college-level course to avoid having to take a traditional semester length course at the lower level. There are currently two PREP options at HCC: PRER to prepare students in Reading and Writing, and PREM to prepare students in Math.

Why? Students who are within 5 points of passing the college placement exam or students who are within 5 points of moving to the next developmental course usually possess most of the skills they need to be successful in the subsequent course. Diagnosing deficient areas and allowing students to remediate in those areas enables students to bypass unnecessary developmental courses, saving the students time and money.

How? After completing the college placement exam, students are then given a diagnostic assessment to identify strengths and weaknesses. Next, a computer-based individualized remediation plan is created for each student based upon the results of the diagnostic assessment. Students then work to complete this plan over the next four weeks, for a total of 32 hours or more of instruction. Reading, writing, and math instructors assist students every step of the way as they work online in a faculty and tutor staffed computer lab. Upon completion of the four-week class, students retake the college placement exam with the goal of exiting developmental courses or moving up one level of developmental courses.

Results? Many students have been successful in reducing their time in developmental courses. As of spring 2013, students who completed either a PRER or PREM course 60% of reading, 55% of writing, and 50% of math students tested out of developmental courses or into a higher-level developmental course.

Next Steps? PRER and PREM courses will continue to be offered at Houston Community College with the goal of reducing students' time to college level course work. Results will be tracked each semester.

For further information, contact:

Developmental Writing Program Coordinator Jennifer.Freytag@hccs.edu,

Developmental Reading Program Coordinator Kimberly.Koledoye@hccs.edu, and/or

Developmental Math Program Coordinator Susan.Fife@hccs.edu



Achieving the Dream Initiatives: Integrated Developmental Reading and Writing

What is it? Integrated Reading and Writing is a combined 3 hour lecture/ 2 hour lab (1 hour technology lab & 1 hour writing lab) performance-based course at the developmental exit level designed to advance students' critical reading and academic writing skills. The focus is placed on applying critical reading skills for organizing, analyzing, and retaining material and developing written work appropriate to the audience, purpose, situation, and length of the assignment. The course integrates complementary reading and writing assignments with special emphasis given to reasoning and responding to issues arising from class readings. This course is designed to prepare students for college level reading and writing intensive courses including ENGL 1301.

Why? This course allows students to remediate at a faster rate than previously offered in separate reading and writing courses and to remediate in a manner that complements their future coursework. Instead of students enrolling in two 3 hour lecture/ 1 hour lab courses, students can take one 3 hour lecture/2 hour lab course, saving them both time and money. Students who successfully complete this course fulfill TSI requirements for reading and writing and qualify to take ENGL 1301 as well as other reading intensive college courses.

Houston Community College began piloting INRW 0420: Integrated Reading and Writing during spring 2013. This course began with single sections at each college system-wide. Beginning fall 2013, increased sections of INRW 0420 courses will be offered at each college and will eventually replace the presently offered exit-level reading and writing courses by fall 2014. Exit-level reading and writing courses will be completely integrated fall 2014, ahead of the fall 2015 state deadline for implementation.

Results? As this course is in its infancy no comparative data is available at this time.

Next Steps? HCC will expand the INRW course offerings and track results. The developmental reading and writing programs will continue to develop integrated reading and writing andragogy by attending various professional development opportunities as well as developing an HCCS professional development series for new INRW instructors.

For more information, contact Developmental Writing Program Coordinator Jennifer.Freytag@hccs.edu or Developmental Reading Program Coordinator Kimberly.Koledoye@hccs.edu



Online Model Courses



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Achieving the Dream-related Initiatives: HCC Online Model Courses

Website: <http://www.hccs.edu/modelcourses>

What is an HCC Online Model Course?

HCC sponsors team faculty fellowships for the development of "HCC Online Model Courses." An HCC Online Model Course is a complete, fully-developed course for online, hybrid, or web-enhanced delivery. The courses satisfy the curriculum requirements as set forth by the respective program and meet a standardized HCC Online Course evaluation rubric. Once developed, an HCC Model Course is required to be used by all HCC faculty teaching that course.

The term "Model Course" expresses a two-fold responsibility to offer a learner-centered experience. The first responsibility requires the commitment by participating faculty to work collaboratively with the instructional design staff of the Teaching & Learning Resources Department. The second responsibility lies with the faculty to deliver the course using learner-centered instructional design strategies to better support student success.

Primary Benefits of an HCC Online Model Course:

- They impact large numbers of students.
- They create substantial development cost savings, since one class may be used multiple times.
- They are developed once with periodic updates. Although individual faculty can personalize the course, there is little need to develop entirely new versions of that course in the future.
- They set a high standard of quality, regardless of the delivery mode (i.e., distance education, hybrid/blended, web-enhanced).
- They provide a ready-to-use learner-centered course for all faculty (F/T and adjunct).

How are courses selected for development?

The majority of the courses selected are courses of high enrollment and high volume of sections (i.e. HIST 1301, BIOL 1308, PSYC 2301, MATH 1314, ENGL 1301, etc.). Model courses have also been developed for other specialized initiatives such as for student success courses (EDUC 1300, LEAD 1200, ENGR 1201, and HPRS 1201) and currently are being developed for the HILZ project with HISD.

How are faculty selected to develop the courses?

Faculty must be fulltime and have taught DE courses for at least one year. Eligible faculty members are contacted by the Distance Education Department or through their Department/Program Chair to gauge interest. Model course development teams typically consist of 2 experienced Content Developers (faculty), an Instructional Design Specialist, an optional Content Contributor (if necessary), and a Peer Reviewer (usually an HCC Program

Coordinator). Faculty are required to sign a Letter of Agreement before the model course development process so they clearly understand their commitment to the development process.

Are faculty paid to develop the course(s)?

Yes, faculty are “paid” up to 3 equated hours for their time to develop a course and up to 1 equated hour for the revision of a course. Their academic/workforce departments are compensated so they can backfill the teaching of that course.

How many courses have been developed?

Twenty eight (28) courses have been developed over the last 4 years, and all have been revised and/or re-developed when HCC’s Learning Management System (LMS) was changed from Blackboard to Moodlerooms in 2011.

How do faculty access the courses?

The courses are backed up (zip file) and placed on an HCC Intranet webpage. Faculty may go to the webpage, download the file, and then upload it into a blank LMS shell.

Immediate future plans to gauge and assess the effectiveness of HCC Online Model Courses include:

- Conducting a faculty survey to rate the effectiveness of model course design and delivery improvements.
- Rating and improving the experiences of serving as a model course developer, including working most effectively with TLR Instructional Designers.

For further information, please contact one of the following:
HCC Director of Distance Education lorah.gough@hccs.edu or
Director of Teaching and Learning Resources david.diehl@hccs.edu



Achieving the Dream-related Initiatives:

TEACHING AND LEARNING RESOURCES

Center for Teaching and Learning Excellence

Website: <http://www.hccs.edu/tlr/ctle>

The Center for Teaching and Learning Excellence (CTLE) serves as HCC's primary District organizational unit providing professional development services for faculty in learner-centered instructional design, technology integration, teaching strategies, and learning skills. CTLE's purpose is rooted in HCC's Strategic Plan 2012 – 2015, in which core focus is to promote success for students in their learning as well as throughout their lifetime. To meet this challenge, HCC's executive leadership included the following Action Items for faculty and curriculum development in the Strategic Plan:

- All faculty be trained and supported in using effective teaching and learning strategies (p. 19)
- All courses be developed based upon learner-centered instructional design strategies (p. 20)
- All full-time faculty be trained in the use of HCC's Learning Management System - Eagle Online (p. 21)

Additionally, HCC administration adopted a customized model for instructional design to ensure that HCC faculty offer students the highest quality learner-centered curriculum in every program, course, and classroom. This model is referred to as HCC's Learner-Centered Instructional Design Strategy. CTLE is charged with training all faculty in the use of this curriculum development and instructional design process.

To accomplish this goal, CTLE created the *Teaching and Learning Program*, the District's faculty development program strategically and specifically connected to the Action Items mentioned above (and others) of HCC's Strategic Plan 2012-2015. The purpose of the TL Program is to implement HCC's Learning-Centered Instructional Design Strategy by providing faculty learner-centered curriculum development expertise and instructional design consultation. As a result, courses are created that engage students and result in leading them to take charge of their own learning experience. HCC's learner-centered curriculum offers students many opportunities to become actively and collaboratively engaged in their learning.

The TL Program is accessible to all HCC full-time and part-time faculty. The curriculum consists of two parts: (1) student engagement seminars that teach learner-centered design concepts, teaching strategies, and learning skills; and (2) revision of a course to employ active, collaborative, engaging teaching and learning strategies.

The process is accomplished in collaboration with the CTLE Instructional Design Team as each faculty is assigned to consult with a credentialed and experienced instructional designer. Together, they redesign courses using the learner-centered design approach. The TL Program requires faculty to accomplish baseline expectations of learner-centeredness for the first phase of redesign. At this point, faculty receive a certificate in recognition of their first-phase accomplishment and are strongly encouraged to continue semester-by-semester redesigning their course(s) until they are fully developed as learner-centered curriculum. Faculty continue to have access to CTLE instructional designers as long as they need.

This initiative has been highly successful with faculty. Since the plan's inception in 2011, training and work has involved over 100 faculty. Additionally, many of those faculty in collaboration with CTLE have redesigned nearly 30 Distance Education Model Courses as well as over 50 online and face-to-face courses. It has been reported by faculty involved in this instructional design process that there has been increased student persistence and academic improvement.

Immediate future plans to gauge and assess results include:

- Conducting a survey of participating faculty to determine changes that have occurred in their understanding of learner-centeredness.
- Describing revisions implemented in their teaching since completing the training and redesign process.
- Rating the effectiveness of those revisions.
- Making recommendations for improvement of the program for future attendees.

One key to the exceptional success of the CTLE has to do with HCC's model for employing instructional designers and managing their work as a true partnership with faculty. HCC's executive leadership determined that centrally managing instructional design services was the most effective and efficient model for deploying them. As a result, all HCC instructional designers are employees of the CTLE. This allows HCC to ensure that every instructional designer is implementing HCC's Learner-Center Instructional Design Strategy consistently from program-to-program and course-to-course. It also ensures that instructional designer's assignments remain focused on actual course redesign.

CTLE offers a variety of other services that support faculty in the development of learner-centered curriculum. Some examples include videography/recording of instructional-oriented resources that are disseminated through the learning management system; 360 photography to create panoramic views of instructional objects; and, Web services to access free online training resources on a 24/7 basis.

For further information, please contact the Teaching & Learning Resources Director, david.diehl@hccs.edu



Student Services



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Achieving the Dream-related Initiatives: New Student Pre-Enrollment Sessions

Mandatory pre-enrollment sessions were implemented for fall 2012 registration and are required of all new students with less than 12 college level credit hours. They last approximately 90 minutes and cover everything a student should know prior to the first day of class. Test scores and program options are explained to students. They are taught how to register on-line and access their on-line student center. Students are better prepared for the first day of class as a result of the sessions.

PROCESS:

1. New student is directed to enrollment services/welcome center
2. Student is provided new student steps and walked through the process (see handout)
 - a. On-line application - directed to computer lab for assistance
 - b. Meningitis requirement (required prior to pre-enrollment session)
 - c. Financial Aid
 - d. Test scores – if students have already tests, scores are entered in student system and student signs up for mandatory pre-enrollment session. If not, students are given test prep handout and test referral form (to be replaced with required on-line prep)
 - e. Student signs up for mandatory pre-enrollment session
3. Mandatory pre-enrollment session
 - a. Students who have less than 12 college credit hours are required to attend.
 - b. Dual credit students are deferred, but will have to attend once they graduate and come to HCC.
 - c. Summer transient students do not have to attend unless it is their first time taking a college course.
 - d. Anyone exempt from mandatory success course is exempt from pre-enrollment session.
 - e. Distance education (DE) students who do not live in Houston will be able to attend the pre-enrollment session via webcast offered through DE.
 - f. Students' pre-enrollment sessions should have no more than 25 students participate at one time. Parents, children and other guests may not attend due to space availability. The pre-enrollment sessions must be conducted by an advisor/senior advisor.
 - g. Students will sign up for the sessions via a web based student sign-up system. This will produce a roster which will facilitate the process of removing the registration block while the students are in session so that they may register upon completion.
 - h. Students who arrive late must wait for the next available session. Students who leave early will have to return to stay for the entire session before the group will be updated.

MANDATORY PRE-ENROLLMENT SESSIONS include the following presentations/explanations:

1. Intro to HCC
2. Campus layout/buildings
3. Meningitis video
4. Residency
5. Transcripts

6. Explanation of test scores/ developmental prep courses
7. College ready courses for students with transfer credit
8. Review of developmental sequence
9. Programs offered, difference between certificates, AA, AS, AAS
10. Review of general education requirements
11. Advanced standing credit/prior learning assessment
12. Joint admissions/articulation/transfer
13. Building a schedule - Course options, course load, prereq/coreqs, delivery method (learning communities, hybrid, DE), bridge courses, honors, etc.
14. Registration and adding courses
15. Withdrawing from classes
16. Attendance
17. Satisfactory academic progress (SAP)
18. Financial aid (video)
19. Student account demo (student ID, login, IAAR, etc.)
20. Student Email account
21. Payment options
22. Bookstore
23. Campus Resources – tutoring, advising, counseling, ADA, VA (orientation date), International Student Services (mandatory orientation), testing, career services, etc.
24. Student ID
25. Parking Permit
26. Student Conduct
27. Student Handbook and Catalog
28. Campus Safety
29. Success Course and assigned advisor
30. Orientations (campus orientation, VA orientation, International Orientation)

Following the Pre-enrollment session, students are taken to lab to obtain assistance with registration.

For further information, please contact Vice Chancellor for Student Services Diana.Pino@hccs.edu



Achieving the Dream-related Initiatives: Intrusive Advising Case Management Model

HCC implemented an intrusive case management model of advising in the fall of 2012 for new students with less than 12 college level credit hours. A well-developed advising program is known to have a positive impact on student persistence and retention.

Theoretical Background: The intrusive advising model is based on the premise that some students will not take the initiative to seek assistance with issues presenting barriers to their academic success, thus requiring the intervention of assigned advisors (Albecker, 2012). The intrusive model is proactive and action oriented, involving and motivating students to seek assistance when needed. Essentially, advisors reach out to help students instead of waiting for students to seek help. The intrusive model incorporates the components of both prescriptive and developmental advising models, creating a holistic approach to meeting the needs of students (Earl, 1998).

Case Load: Senior advisors are assigned a case load of first-time in college students (approximately 300 students). The case load is derived from specific sections of the success courses assigned to the Senior Advisor. Checklist items (PeopleSoft function to inform student of pending items required of student) should be placed on the students' account no later than the initial class meeting.

Advising Interventions:

- The Senior Advisor develops a relationship with the success course faculty assigned and schedules classroom visits within the first two weeks of class.
- The visit will be conducted within approximately 10 minutes.
- The Senior Advisor will distribute the advising syllabus and review with the students, particularly highlighting the expectations of their participation in the advising sessions.
 - ✓ Introduce oneself and welcome the students to a successful educational experience at HCC
 - ✓ A questionnaire must be completed by the student prior to first advising session. The questionnaire includes questions aimed at eliciting information about the student related to external factors that can contribute or pose a barrier to a student's success (i.e. financial and familial support).
 - ✓ The Learning and Study Strategies Inventory (LASSI)– must be completed prior to first advising session
 - ✓ Schedule 1st and 2nd advising appointments - Students will not be able to register for the next term unless they have scheduled and attended both advising sessions.
 - ✓ Check on-line student center (PeopleSoft student system) once a week for items in your to do list. Also check preferred email once a week for important messages.
 - ✓ Participation in both advising sessions and completion of the student planner is worth 10% of a student's grade in the success course.

First advising meeting will consist of the following:

- Review responses to questionnaire
- Review LASSI/ETS results.
- Brief review of career assessment (Type Focus) results and provide career exploration guidance as needed (faculty will have gone through Type Focus thoroughly).
- Discuss program of study and career choice.
- Emphasize importance of academic calendar (i.e. last day to withdraw, first day of registration for next term, etc.)
- Provide resources and campus referrals as needed
- Confirm next appointment

Second advising meeting will commence after the midpoint of the course and consist of the following:

- Review of academic progress
- Discuss progress towards financial plan
- Review of academic advising report (iAAR)
- Review planner for accuracy and discuss registration for next term
- Provide resources and campus referrals as needed

Senior Advisors will communicate the following with students:

- Last day to withdraw
- Financial aid priority deadline (in spring)
- Major student activities (i.e. club rush, transfer fairs, job fairs, etc.)
- Scholarship deadlines
- Registration dates

Senior Advisors will respond to early alert notifications for students within their assigned cohort. Senior Advisors will document notes regarding visits and contacts within Who's Next.

References:

Anthony Albecker. (2012). The history of intrusive advising in the general college. Retrieved from the University of Minnesota Center for Research and Development Education and Urban Literacy: <http://www.cehd.umn.edu/CRDEUL/enews/archive/fa05/advising-history.html>

Earl, W. R. (1998). Intrusive advising of freshmen in academic difficulty [Electronic version]. NACADA Journal, 8(2).

For further information, contact Vice Chancellor for Student Services Diana.Pino@hccs.edu



Achieving the Dream Initiatives: Early Alert System

What is it? The HCC Early Alert (EA) System is a program to provide timely intervention for students at risk of drop-out or academic failure. The goals of EA are to increase student academic success, improve student persistence and graduation rates, increase communication between students and faculty, increase communication between students and academic advisors and increase student utilization of student services.

Why? Research indicates that the earlier students at risk of drop-out or academic failure are identified and connected with appropriate advice and services, the more likely they are to persist and succeed.

How? HCC faculty members are able to log-in to access the PeopleSoft Administration system, click the faculty center and access their class rosters. The faculty may then click on the Early Alert tab and indicate the students in need of assistance. The faculty then clicks on the Early Alert Reason tab and indicates the specific reason for the early alert. The reasons are Attendance, Academic Reasons and/or Personal Reasons. Faculty may also make specific comments. Once the faculty sends the early alert, an email notification is sent to the faculty, student and the campus advising manager. Students contact their advisor who will set-up an appointment and recommend helpful resources for improvement. These resources could include tutoring, career counseling, advising, personal counseling services, workshops, and campus involvement.

The advisor assigned to the particular student will enter the Early Alert system via the PeopleSoft System and make the necessary comment under the Person Comment Entry as it relates to the student. The advisor will indicate in the student group if the early alert falls in the component for Will, Skill or Self-Regulation as reasons why the Early Alert was initiated. The advisors are then able to run queries for Early Alert at individual campuses to schedule advising activities as needed.

Results? HCC course, term, and term-to-term persistence have been steadily improving since HCC first initiated ATD strategies in 2004. Partly as a result of ATD activities, HCC was able to apply and receive a Comprehensive Student Services Program (CSSP) grant from the Texas Higher Education Coordinating Board in 2009 (?). This grant has allowed HCC to improve the overall EA system and focus on its application in three “gateway” courses – HIST 1301, ENGL 1301, and MATH 1314. An evaluation of improved persistence rates in those courses as a result of the CSSP program is currently underway.

Next Steps? HCC needs to work on improvement of faculty knowledge and use of the EA system, pursue additional technical enhancements, and work with advisers on implementation activities.

For further information, contact Simone.Gardiner@hccs.edu



Achieving the Dream-related Initiatives: Successful Learning Intervention Plan (SLIP)

What? Students who are placed on academic probation (those with a cumulative GPA below 2.0) are *strongly encouraged* to attend a Successful Learning Intervention Plan (SLIP) session to discuss with a Counselor ways to improve their GPA. Students who are placed on academic suspension (those with a previous term status of probation or continued probation and term GPA below 2.0) are *required* to attend a SLIP session before they will be allowed to re-enroll in any subsequent semesters.

Students may enroll for SLIP sessions online at the colleges they attend. They will receive a SLIP pass to take to the session requiring them to:

- Pledge to maintain a GPA of 2.0 or better
- Take only on-campus classes for the semester
- Take a maximum of two classes for the semester
- Take only classes applicable to their degree plan
- Schedule and attend appointments with a designated Counselor
- File/update their degree/certificate plan
- Complete all assessments as directed by their Counselor
- Attend the recommended number of tutoring sessions
- Attend the recommended number of SLIP seminars
- Complete career-focused counseling with a designated Counselor
- Complete the appropriate PREP course before retaking the placement test
- Complete the recommended number of learning modules as directed by their Counselor

Why? Students in academic trouble (probation or suspension) need intervention from HCC to assist them in getting back on track and moving successfully toward completion of academic goals. The state limits the number of times students may repeat a course for funding and they incur increased enrollment charges as a result. To maintain financial aid, students must demonstrate satisfactory academic progress toward completion of their academic goals.

Next Steps? The SLIP process and sessions were implemented in Fall 2012. The next steps will include continued monitoring of the program and tracking of results.

For further information, please contact Vice Chancellor for Student Services Diana.Pino@hccs.edu



P-16 Initiatives



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Achieving the Dream-related Initiatives: Dual Credit and Early College High Schools

Dual Credit: Houston Community College (HCC) partners with school districts, charter schools and private schools in the Houston area to offer academic credit towards an associate's or bachelor's degree, or towards a certificate or associate's degree in a workforce program. This dual credit partnership enables a high school student to earn credit towards high school graduation while simultaneously earning college credit for an associate's degree or workforce program certificate.

Dual Credit is approved and regulated by the Texas Higher Education Coordinating Board. All classes provided by HCC are college level classes, taught by credentialed faculty using the same curricula, materials, and rigor as classes taught on HCC campuses or online. Dual Credit classes are conveniently held at high schools or on a college campus near the particular participating high school. When taught at the high school campus, classes are exclusively for students attending that school. On the college campus, students are integrated into regular college courses with our enrolled college students. Currently, HCC enrolls almost 8000 unduplicated students a year in dual credit courses.

Currently, HCC provides dual credit for free, charging in-district students no tuition or fees. For out-of-district students, tuition is free, but they must pay an "out of district fee."

Early College High Schools: HCC was the first community college in the state to create an Early College High School (ECHS) in 2004. Since then, HCC has created five ECHS and is currently working on its sixth:

- Challenge ECHS – HISD and HCC-Southwest College – 2004
- Houston Academy for International Studies – HISD and HCC-Central College – 2006
- East ECHS – HISD and HCC-Southeast College – 2006
- North ECHS – HISD and HCC-Northeast College – 2008
- Alief ECHS – HISD and HCC-Northwest College – 2008
- (South ECHS – HISD and HCC-Central College – 2012) – to be constructed

The Texas Education Agency adopted the Early College High School (ECHS) concept to introduce a promising high school reform model targeting students for whom the transition into post-secondary education is currently problematic. Students at HCC's Early College High Schools engage in a rigorous and supportive academic program of study. That program blends high school and college work so students can graduate with a both a high school diploma and an associate degree or 60 college credit hours toward a baccalaureate degree. All five of HCC's ECHS earned an exemplary rating in the 2010 ratings by the Texas Education Agency (TEA).

Through the years, enrollment has grown significantly at each of the ECHS – sometimes exceeding 300%. Many of the students have excelled, earning full transfer scholarships to both public and private

universities in Texas and elsewhere. ECHS provide students with a “seamless” pathway from high school to college. They allow the high school student to prepare for college work in grades 9-10 and gradually integrate into college course dual enrollment in grades 11-12, with an additional year for concentrated college coursework.

As with all HCC students, ECHS students are required to demonstrate mastery of the knowledge and skills necessary for success. As a result, students graduate high school and earn an average of 48 SCH of college work, with many earning the associate’s degree. ECHS provides strong support to each student and to the family in obtaining entrance to, and success in, higher education.

Below is comprehensive AA/AS diploma achievement data for our Early College High Schools:

	2007	2008	2009	2010	2011	2012	2013*
1) Challenge ECHS – Number of Grads	57	78	103	88	110	103	
Number (% with Degrees)	12 (36%)	26 (46%)	33 (42%)	30 (29%)	21 (24%)	30 (27%)	45 (44%)
2) North Houston ECHS - Number of Grads					86	80	
Number (% with Degrees)						67 (78%)	54 (68%)
3) East ECHS - Number of Grads			86	72	100	94	
Number (% with Degrees)				35 (41%)	38 (53%)	63 (63%)	76 (81%)
4) HAIS - Number of Grads			38	76	78	77	
Number (% with Degrees)				3 (8%)	18 (24%)	12 (15%)	24 (31%)
5) Alief ECHS – Number of Grads						96	
Number (% with Degrees)							57 (59%)
All of ECHS – Number of Grads	26	78	227	236	374	354	
Number (% with Degrees)	12(36%)	57 (46%)	33 (15%)	68 (30%)	77 (33%)	172 (46%)	199 (56%)

NOTE: Included in this chart is a prediction of how many AA/AS Diplomas will be achieved in 2013. This data was collected from Early College principals.

The data in the chart supports the growth in numbers of graduates based upon alignment of curriculum. As the numbers of enrollment increase at each campus, so does the number of completions. HCC and the surrounding school districts continue to work together to develop a crosswalk of courses that better align curriculum to meet the needs of both high school and college rigor. The college continues to develop innovative ways of improving access for students to the variety of programs offered across the District. As HCC grows along with the Houston community, the opportunity for improving dual credit and building more Early College High School campuses will be an integral part of our plan.



Achieving the Dream-Related Initiatives:
Gulf Coast Partners Achieving Student Success (PASS)

What is it? The Gulf Coast PASS is a major grant project (2012-2015) funded by the Houston Endowment, providing over \$15 million to the Gulf Coast community colleges to implement successful strategies with their high school partners to create effective paths for students that provide: (1) College and career readiness; (2) Completion of college work (dual credit, certificates, and/or the associate degree); and (3) Transition into jobs or further education. The major goals of the GC Grant as agreed upon by HCC and partner districts Houston ISD and Spring Branch ISD are:

- Effective Communication
- Curriculum Alignment
- Preparation for Testing
- Successful Entry into College
- Provision of Effective Advising and Support
- Provision of Effective Teaching
- Acceleration of Developmental Education
- Coordination of Programs/Grants
- Effective Evaluation

Why? Of the 883,260 public school students who started 8th grade in Texas during 1996–98, only 175,489, or 19.9 percent, completed a certificate or degree program. Even with a slight adjustment to account for certificates and degrees earned outside Texas, the completion rate rises to only 21.9 percent. This compares with a national average of 29.3 percent. Educational attainment translates into income earned and quality of life available for a family. Beyond the averages, there are gaps between different gender and ethnic groups, with the fastest growing group of Texans, Hispanics, having the lowest rates of educational attainment. We must do better to ensure the future well-being of our communities.

Results? HCC has achieved a number of results made possible by the grant thus far, including:

- Creation of a free, online web site for students, faculty, and parents to assist students in preparing for the college placement exam. The online site contains videos, reviews, practice tests, and more in reading, writing, and math. It may be accessed at http://hccs.edu/hcc_prep (there is an underscore between the last two words, HCC and prep)
- Creation of short-term PREP classes in math and reading/writing to help students improve test scores and thus placement into developmental education courses/modules
- Modularization of developmental math at the two lowest levels to allow for more individualized instruction and accelerated progress for students
- Mapping of alternative pathways for students to match math competencies with specific programs of study
- Integration of the exit level reading/writing developmental courses

- Creation of contextualized free adult education courses linked with low-cost credit programs in workforce education
- Redesign of English as a Second Language (ESL) Programs to link the lowest levels of ESL instruction with workforce-related CEU instruction and compress the higher levels of ESL credit instruction
- Introduction of the Houston Innovative Learning Zone (HILZ) program with HISD whereby accelerated and contextualized developmental education is linked with high tech, high demand workforce programs leading to certificates and associate degrees. Five programs began in five high schools in 2012; 1 additional program high school/program will be added in 2013.

Next Steps? The next steps will require completion of modularization and acceleration models as well as their scaling and institutionalization throughout the district. Additional professional development is required for faculty and student services staff to ensure we are all able to advise and serve students effectively.

For more information, please contact Vice Chancellor for Instruction Charles.Cook@hccs.edu



Achieving the Dream-related Initiatives: Houston Innovative Learning Zone (HILZ)

What is it? The Houston Innovative Learning Zone (HILZ) is a partnership between the Houston Independent School District (HISD) and Houston Community College (HCC) to offer dual credit Career & Technical Education (CTE) courses leading to certificates and Associate of Applied Science (AAS) degrees. Students begin taking academic English and mathematics courses in the 10th grade to prepare them for college readiness requirements. At the end of the 10th grade students are assessed to determine readiness for any of the six career pathways available. The HILZ programs are also designed to match the objectives and resources of the Gulf Coast Partners for Achieving Student Success (PASS) Grant. In addition, completers will also obtain industry certifications relevant to their specific program.

The HILZ program currently consists of the following programs and high schools:

- Booker T. Washington – Advanced Manufacturing Technology
- Furr – Engineering Technology with specialization in Alternative Energies
- Kashmere – Process Technology
- Long – Pharmacy Technology
- Scarborough – Computer Science and Network Administration
- Sterling – Logistics and Global Supply

Why? As a CTE dual credit program, HILZ offers a unique opportunity to engage students in specific high growth, high demand industry areas, incorporating academic preparation and technical skills, preparing students for life after high school, affording them a college degree or certificate at no-cost and a foundation for future career and education pathways.

Results? Over 175 students started the HILZ program at five schools in June 2012. In June 2013 Jane Long High School will launch its first cohort of HILZ students and the other five schools will start their second cohort of students. As the program is still in its initial stages, a comprehensive evaluation has not been completed as yet, but already there is a demand in the community for more such programs.

Next steps? Next steps include: (a) Enhanced efforts to improve the college readiness of students; (b) Mutual work and agreement on program evaluation standards and process; (c) Determination of needs for full-time by program; (d) Discussion of additional joint efforts for faculty and curriculum development.

For more information, please contact Associate Vice Chancellor for Workforce Instruction Madeline.Burillo@hccs.edu or HILZ project manager for HCC Scott.Godley@hccs.edu



ACHIEVING THE DREAM-RELATED INITIATIVES HOUSTON PATHWAYS INITIATIVE (HPI)

What is it? The Houston Pathways Initiative (HPI), generously funded by the Houston Endowment, enables HCC, Houston and Spring Branch ISDs, the University of Houston Central and UH-Downtown to expand already functioning projects, as well as implement new partnerships designed to promote student success in public school education, as well as success in moving to and through a post-secondary education. Special focus is aimed at increasing levels of college readiness, completion of the community college developmental education sequence, and success in first college gatekeeper courses. All partnering institutions have signed MOUs with the Texas Higher Education Coordinating Board (THECB) in order to submit student-level data in order to develop reports that track students' progression from secondary to post-secondary institutions.

How? Discipline-specific Faculty Vertical Alignment Teams (FVAT), one in each of the following - English/Language Arts, Science, Mathematics and Social Sciences - have met monthly since 2009 under the HPI project. These teams analyze student-level data on college course placement and success. Longitudinal student data is available in composite charts to allow the teams to follow student progress and look for signs of improvement. Curriculum alignment and student expectations are discussed to identify gaps or significant differences.

Results? Both secondary and post-secondary institutions have developed best practices and classroom strategies based on shared information and insight. In addition, the teams have designed and implemented interventions to address perceived gaps in preparation and to experiment with strategies. College-readiness and placement testing in mathematics, expectations about reading and writing at the college level have been articulated. Analysis by the History teams on the correlation of reading /writing on the success of students in college level History courses has led to changes in the policies such that English Composition is now a co-requisite for History. The science team has created surveys to be used across the institutions and analyze trends and expectations as students transition into STEM fields. Math Voyage to College Math, a Math Vertical Team intervention has been implemented for the last three spring terms in several high schools from Houston and Spring Branch ISDs. An average of 300 senior students take a Pre-test, work with their teachers on regular class time on

worksheets developed by the team and on online My Foundations Lab assignments for 4 weeks and then take a Post-Test of the COMPASS placement test. Results show that students place an average of 1.5 levels up from the three total levels at HCC in development math from their pre-test placement. This results have helped informed the creation of Non-Course -Based Interventions in Math (PREM) and Reading /Writing (PRER.) These Prep courses are 4 week interventions for students who take the placement test and place in developmental education.

For further information contact Dr. Juan Carlos Reina. Juan.reina@hccs.edu



High Impact Practices



**DEVELOPMENTAL
EDUCATION
INITIATIVE**

Accelerating Achievement



Achieving the Dream Initiatives: Adult Education

I. Concurrent Enrollment in and Contextualized Classes.

- **What?** Concurrent enrollment allows Adult Education students to complete their GED while simultaneously completing a skills training certificate. Contextualized Adult education classes teach basic Reading, Writing and Math skills using the content associated with the respective skill training course.
- **Why?** Concurrent enrollment increases the likelihood that Adult Education students will complete a skills training certificate because it significantly reduces training time. Contextualized classes accelerate basic skill proficiency improvement because it is more relevant and engaging to the learners.
- **Results?** Nearly two hundred students have completed training using the concurrent enrollment model. Completion rates exceed 80% and employment rates are near 50% of completers.
- **Next steps?** HCC is expanding its concurrent enrollment offerings to more campuses and including more training options.

II. Reduced Tuition

- **What?** The HCC Board of Trustees at its October 2012 meeting took advantage of its statutory authority to offer reduced tuition for specific populations and authorized reduced tuition for certain Adult Education students beginning in Spring 2013.
- **Why?** Reduced tuition makes college training more accessible to Adult Education students. The federal government in June of 2012 discontinued federal financial aid for students with secondary credentials like the GED or high school diploma.
- **Results?** As of Spring 2013, three sections of students preparing to receive have been organized.
- **Next steps?** Reduced tuition will be expanded to all campuses and include additional career options.

III. Integrated Career Awareness (ICA)

- **What Is It?** Beginning in Fall 2012, Adult Education has trained instructors in Integrated Career Awareness (ICA), a methodology to embed career information into teaching plans.
- **Why are we doing it?** Embedding career information in student learning plans increases their relevance to students. HCC has received a \$10,000 incentive grant through the Office of Vocational and Adult Education (OVAE) for the purpose of training Adult Education Instructors in

ICA techniques.

- **What are the results so far?** About half of all HCC Adult Education Instructors have been training in ICA as of Spring of 2013.
- **What are the next steps?** Training for all HCC Adult Education Instructors will be complete by Fall of 2013.

IV. Counseling to Careers (C2C)

- **What?** Counseling to Careers (C2C) trains Adult Education Instructors how to research and use labor market information to assist students to select career options that results in sustainable employment.
- **Why?** C2C provides Adult Education Instructors with the tools they need to assist students with making informed career and training choices. HCC has received a \$10,000 incentive grant through the Office of Vocational and Adult Education (OVAE) for the purpose of training Adult Education Instructors in C2C techniques.
- **Results?** The HCC C2C team has completed one of two mandatory training sessions.
- **Next steps?** The HCC C2C team is identifying applicable careers and training choices using labor market information provided by the Local Workforce Development Board.

V. Goal Setting Training for Adult Education Instructors

- **What?** Goal Setting training prepares Adult Education Instructors to create learning plans in cooperation with their students.
- **Why?** Students with specific goals and a written plan to achieve them are more likely to complete a course of study and transition to postsecondary education or employment. HCC has received a \$53,000 incentive grant through the Office of Vocational and Adult Education (OVAE) for the purpose of training Adult Education Instructors in Goal Setting techniques.
- **Results?** Instructors are already creating Goal Plans for their students.
- **Next steps?** All HCC Adult Education Instructors will be trained in Goal Setting by the end of the Spring 2013 semester.

For further information, contact David.Joost@hccs.edu



**Achieving the Dream-related Initiatives
Assistance for Low Income Families: Kellogg Grant
Partnership with Capital IDEA**

What is it? Capital IDEA and HCC have partners to provide a program for low income adults wanting to get into a great career but unable to pay for the necessary training. Capital IDEA works with local employers to identify fast growing careers that pay a living wage and offer opportunity for growth. Once they identify the training and education level needed for these living wage careers, these careers are then added to their Sponsored Careers List and matched with HCC workforce programs. The partnership provides qualified students with developmental education courses in a cohort format, along with required daily math and English tutoring and required weekly advisement sessions with a case manager from Capital IDEA.

The case managers utilize intrusive advisement and work directly with students' faculty and tutors to develop study plans and provide follow-up on students' work toward academic success. Capital IDEA at HCC began at the Southeast College with a grant received from the W. K. Kellogg Foundation—the first-ever awarded to a community college as part of its Family Economic Security Initiative. In May 2012, the George Foundation provided additional funds which allowed program expansion to 40 additional students attending HCC Stafford Campus.

Why? The majority of Capital IDEA participants are similar to many other HCC students, requiring one or more developmental classes in math, English and writing. Additionally, they have significant time and financial constraints to participation and completion. Low-income students who must work during their academic careers are less likely to complete their studies. Many face not only financial challenges, but also those posed by families who do not understand the impact of education on an individual's life-time earnings. The partnership provides qualified students the support they need to devote their energies and time to their education through intrusive case-management and support. The partnership is a model of non-profit and community college collaboration to increase academic success for students at risk.

Results? From 2010 through 2012, a total of 63 participants enrolled in the partnership program and 85 percent have successfully completed the program.

Next steps? explore future expansion of the program to additional college sites.

For more information, please contact Associate Vice Chancellor of Workforce Education
Madeline.Burillo@hccs.edu



Achieving the Dream-related Initiatives Redesign of ESL Programs

It is not surprising that Houston Community College, as the community college in one of America's most diverse cities, has developed a large and growing English-as-a-Second Language (ESL) program which addresses both the vocational and academic needs of a population which includes students from more than 80 countries and 35 different native languages.

In the summer of 2010, the Texas Higher Education Coordinating Board notified Texas community colleges that it no longer considered ESL to be exempt from the 27-hour/student restriction on reimbursing colleges for developmental education. This decision, which reversed a decade and a half of THCEB policy, forced HCC's large semester-credit-hour program, which comprised a 48-credit Intensive English Program (4 levels of full-time ESL: Reading/Writing/Grammar/Conversation) as well as a 9-credit academic ESL program, to make some hard choices and contemplate a major change in direction.

After a year of discussion and planning, HCC rolled out a new structure for offering ESL to college-bound students. The main features of this program are the following:

- Entry-level students (those testing into the previous Beginning and Intermediate levels of the Intensive English Program) will study in a Continuing Education program consisting of courses taken from the WECM manual: COMG 1004, 1005, 1007, 1008 (multi-skill workplace-based ESL courses), 4 terms of COMG 1091 (Speaking & listening and Reading & Writing) and 4 terms of COMG 1015 (Pronunciation). College-bound students who pass all of these courses will be admitted to the Advanced Intermediate level of the credit Intensive English program, from where, after two semesters of study, they can undertake regular academic courses, depending on their being designated as college-ready.
- Total instruction is 130 hours per 6-week term, which means that a student enrolling in the Beginning level in the CEU-Intensive English Program will have 520 hours of ESL instruction
- These new CEU courses in Continuing Education will be scheduled in a manner to be congruent with the schedules of the academic ESL courses and full-time academic ESL faculty will be eligible to teach these new courses as part of their regular teaching course load.
- Students in the new CEU-Intensive program will be allowed to take the COMPASS-ESL between terms, subject to Testing Office policy on retesting, to verify their placement in the program
- As far as feasible, students in the new CEU-Intensive program will be enrolled in cohorts, to preserve the Learning Community characteristics of the Intensive English Program.

HCC began this new program in the Fall of 2012, when approximately 87 students signed up for the beginning level at Southeast, Northwest and Southwest Colleges. In the Spring, Continuing Education added the Intermediate sequence, classes were offered at all 5 geographical colleges, boosting district-wide enrollment to 232.

Since this is a new program, we are aware of several challenges that we face for the future. Among the most important are:

- Enrollment is the greatest challenge: Students enrolling in the old semester-credit Intensive English program were able to use financial aid to finance their studies, but CEU courses cannot be paid for by financial aid. Therefore many students who qualify for the CEU-Intensive program are unable to afford it. (Students enrolled in CE courses, however, can pay for classes through our convenient payment plan.)
- Currently students on international student (F-1) visas are not allowed to take CEU classes to fulfill their terms of their visas. HCC maintains a limited number of sections of semester-credit ESL for these students, but we are seeking permission from the Department of Homeland Security for permission to enroll F-1 students in the CEU courses on a full-time basis.

Despite these challenges, we see the new direction for lower-level ESL as a positive development for two major reasons:

- Students entering an ESL program at an introductory or beginning level can be exposed to both academic preparation and an orientation towards successful entry to the workforce, as opposed to assuming that they are only headed towards a college degree.
- Collaboration between an academic ESL program and the large and growing Continuing Education ESL program is an enriching professional development for both sides, and heralds a future where more administrative boundaries will be crossed for more integrated ESL instruction.



Division of Extended Learning

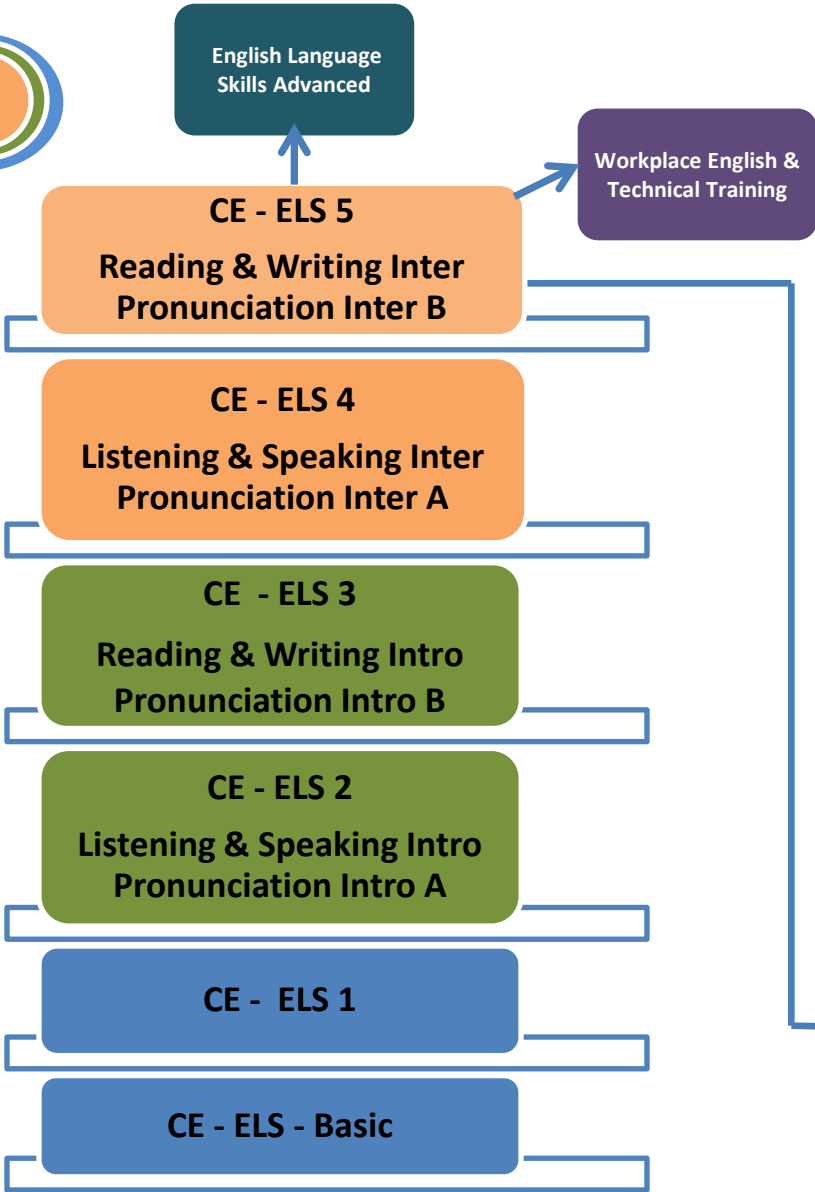
1

Adult Education
Community Outreach
ESL Classes

Beginning,
Intermediate
Advanced

Tuition \$0
One Level per Semester

2

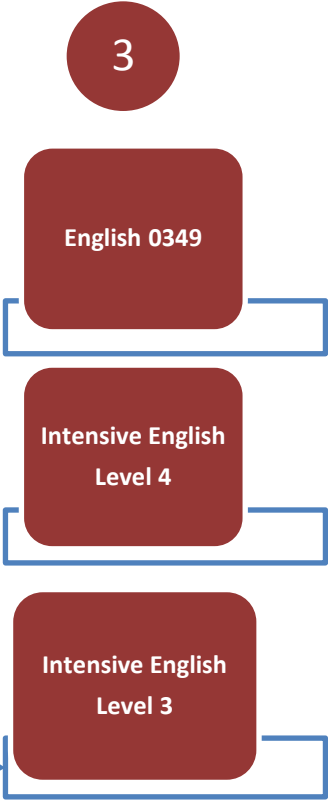


60 hrs. @ \$260 +
Textbooks
English in 6 weeks

48 hrs. @ \$250 + Textbooks
22 hrs. @ \$122 + Textbooks
English in 6 weeks

English Language Programs

Academic Division



Compass ESL – Placement Scores		
Pre-Level 1	–	0-110
Level 1	–	111-187
Level 2	–	188-245

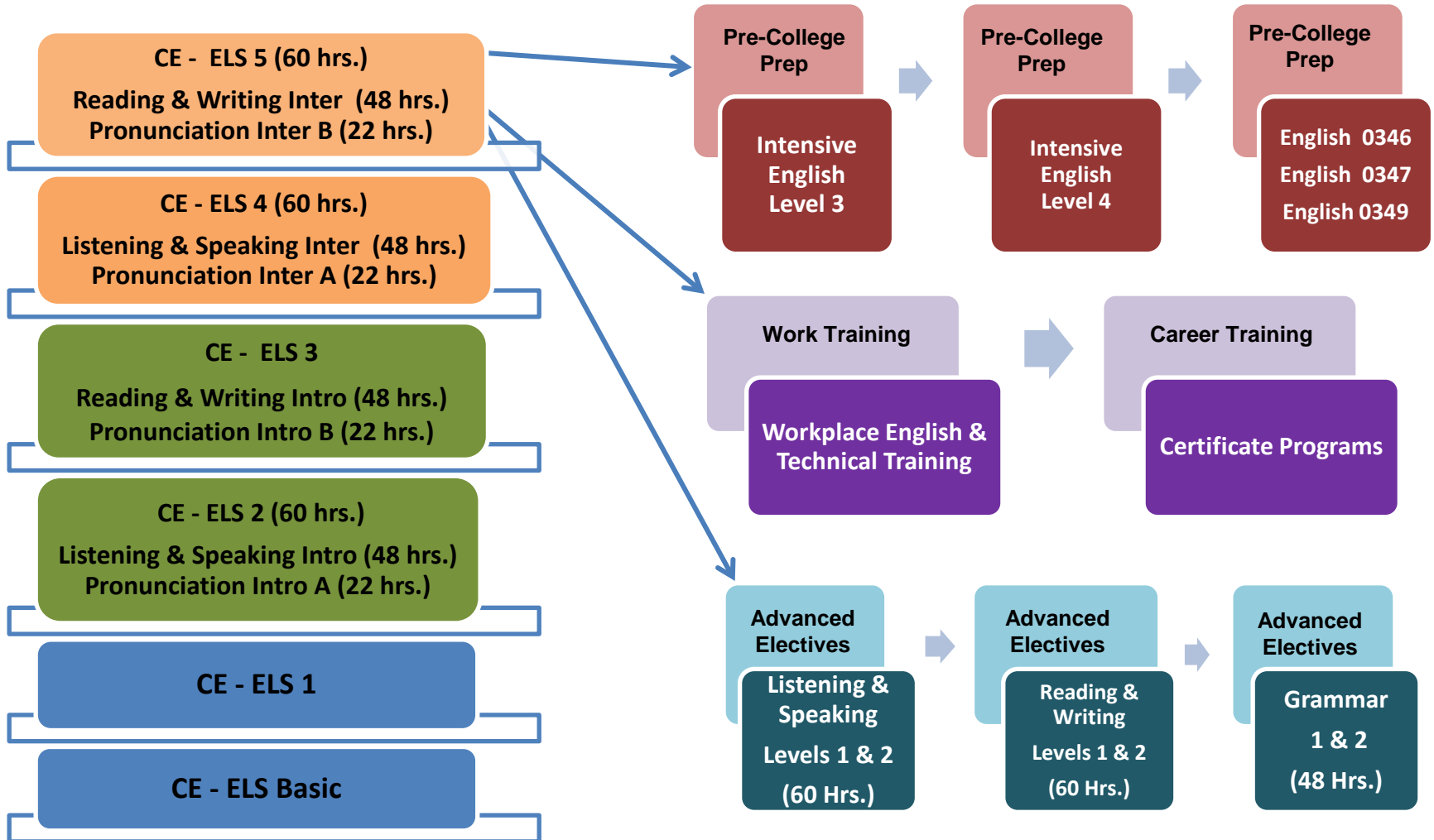
Slide 1

mb-m1 Advanced Classes include: (Workforce Focus)
Listening & Speaking 1 & 2
Reading & Writing 1 & 2
Grammar 1 & 2
maria.bazanmyrick, 3/27/2013

mb-m3 CE-ELS Level 2 & 3 (3 Courses) equivalent to IE Level 1
CE-ELS Level 4 & 5 (3 Courses) equivalent to IE Level 2

Therefore - anyone who places into L1 & L2 (through Compass ESL), will go to the new CEU Intensive English Program. The only exception at this time is the students with F-1 status.
maria.bazanmyrick, 3/27/2013

Transitioning/Sequencing



Slide 2

mb-m2 Students must complete Intermediate courses before taking Advanced or complete all ELS levels before taking the Advanced Electives.

maria.bazanmyrick, 7/26/2012

mb-m4 Once a student completes ELS Level 5, they are allowed to go STRAIGHT into Workplace English, but they need to be working on the particular field while taking these courses.

maria.bazanmyrick, 3/27/2013



**Achieving the Dream Initiatives:
The Learning & Study Strategies Inventory (LASSI)**

What is it? The Learning & Study Strategies Inventory (LASSI) is a 10-scale, 80-item assessment of students' awareness regarding their learning and study skills strategies. The content is related to skill, will and self-regulation components of strategic learning. The focus is on both covert and overt thoughts, behaviors, attitudes and beliefs that relate to successful learning and that can be altered through educational interventions. It also provides standardized scores (percentile score equivalents), national norms for ten different scales (there is no total score since this is a diagnostic measure). The LASSI is both diagnostic and prescriptive, it provides students with a diagnosis of their strengths and weaknesses and provides feedback about areas where students may be weak and need to improve their knowledge, attitudes, beliefs and skills.

Why? We utilized the Learning & Study Strategies Inventory (LASSI) assessment at HCC because there were no assessment tools in place that determine student learning strategies. The Compass only measures the student's academic ability; on the other hand, the LASSI is used to teach a student the strategy to learn. Many times students miss this less-obvious component of education.

How? The LASSI is administered in EDUC 1300, the most popular HCC Student Success Course, as well as in the college "gateway" courses of HIST 1301, ENGL 1301, and MATH 1314 targeted for treatment by the Comprehensive Student Success Program (CSSP) Grant. Faculty receive an explanation of student scores to help advise and direct student learning.

Results? The students enrolled in HCC Comprehensive Student Success Program have completed a pre and post assessment since spring 2012 to spring 2013. As a part of this assessment, HCC advisors and counselors have created and incorporated modules into workshops to assist students who display weaknesses in certain areas. The progress of using the LASSI assessment is ongoing and it has been incorporated in all EDUC 1300 sections.

Next Steps? HCC is working on improvement of faculty & staff knowledge and use of the LASSI, as well as pursuing additional technical enhancements for administering and interpreting the results. For further information, contact simone.gardiner@hccs.edu



Achieving the Dream Initiatives: Learning Communities

What are they? The most basic definition of a learning community is a group of people who learn together. In the context of a classroom environment, however, a learning community (or LC) is a course that joins two or more courses of co-enrolled students. The courses are linked thematically to varying degrees. Based on these experiences, HCC LC courses strive to incorporate the following characteristics of learning communities:

- Common themes: A common theme is often used to link the curriculum of the courses. This theme serves as a springboard from which both courses can develop integrative assignments.
- Integrative assignments: The instructors of the linked courses work together to develop assignments that integrate curricula. As part of this interdisciplinary approach, the amount of curriculum integration varies depending on the courses and teachers involved.
- Collaborative, interdisciplinary learning: Students engage in collaborative learning, looking at a central theme from various perspectives and making interdisciplinary connections by doing integrative assignments.

Why should students enroll in Learning Communities?

Learning communities have been shown to increase student persistence and academic achievement, increase student involvement and motivation, improve students' time to degree completion, and enhance student intellectual development.

Results? In a research study conducted by MDRC using random assignment of students at HCC, students taking developmental math in a Learning Community with a Student Success Course were more likely to complete the course, achieve higher grades, and move successfully to their next course.

Next Steps? HCC is working with IT to create easier means to “connect” courses and track the results thereafter. HCC is also looking at expanding cohort-based enrollments and block schedules for additional programs in workforce programs.

For more information, please contact Director of Learning Initiatives Maria.Straus@hccs.edu

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- Library feeds: <http://librus.hccs.edu/feeds>
- Twitter: <https://twitter.com/HCCLibraries>
- LibLine , A Blog: <http://libline.blogspot.com/>

Check your HCC ID Card. Use it wherever you see Renew or My Library Account.

- Use it to suggest a purchase.
- Use it to login from off-campus.

Ask a Librarian

- http://library.hccs.edu/learn_how/askalib.php

Learning Guides

- <http://libguides.hccs.edu>



<http://library.hccs.edu>



Not Just Books



Books are great, but the HCC Libraries have lots more to offer. And just for the record, we don't think books are going away any-time soon.

Our extensive collection of e-resources and many of our online services are available 24/7 to the entire HCC community.

Over 100 Online Databases

Academic Search Complete, JSTOR, Project MUSE, InfoTrac, and many others supplement our book and media collections.

<http://libguides.hccs.edu/atoz>

Over 50,000 E-books

E-books may be found and accessed using the library catalog, the e-books search page, or the integrated internet search on the library website.

<http://library.hccs.edu/catalog/ebooks.php>

Streaming Video

The best of free streaming video and a growing collection of licensed collections can be used to supplement the classroom experience: <http://librus.hccs.edu/screens/videotab.html>

Help when you need it

The libraries offer HCC students, faculty and staff, and sometimes the general public, assistance with locating, using and evaluating the information they need effectively and ethically using a wide variety of tools and resources.

Instruction

Ask for instruction (your classroom or ours) in accessing and using library resources. Connect with a librarian today to schedule instruction for your students tailored to your course assignments.

We offer individualized instruction and research assistance to faculty and staff. We want everyone to make the most of our great resources and services.

Research Assistance

Of course we offer research assistance and answer questions on a myriad of subjects. Look for the reference desk in every library and ERC or catch us on email, chat, or phone.

Ask A Librarian

Our online reference service is available on weekdays. Chat, IM, or email a librarian. Answers are immediate when we are online.





**Achieving the Dream-related Initiatives
Ask Online: HCC Online Tutoring Program**

HCC's Online Tutoring Program/Division of Instruction

Since 2006, online tutoring has improved student success at Houston Community College (HCC), becoming one of the leading self-staffed higher education online tutoring programs in the country. Comprising six semi-autonomous colleges, HCC is accredited as a single institution, requiring uniformity and continuity amongst all six. Prior to the introduction of a centralized online tutoring program, and in today's face-to-face environment, record keeping was minimal. With few or no electronic records of tutoring, data collection and analysis was not possible.

Since its inception in 2006, the online program has had the same four goals:

- 1) To make tutoring available all the time to accommodate students' busy, complex lives
- 2) To help students use educational technology and manage their time and workload more efficiently while de-stigmatizing tutoring
- 3) To make tutoring as efficient as possible by saving overhead
- 4) To collect reliable data that allows HCC to analyze the efficacy of and improve the program.

HCC now has seven years of experience in offering asynchronous discipline-specific tutoring and writing critiques/analyses across the curriculum.

The college has also conducted significant quantitative research on the correlation between online tutoring and student success (Hedrick, 2009). This referenced study provides a base for future research so that HCC and other schools can continue to make educated decisions about how to improve online tutoring. In one finding, the Hedrick study indicates that students submitting 3-5 assignments to online tutors per semester had a GPA that was .25-.3 points higher (on a 4-point scale) than students with similar placement test scores, age, gender, and ethnicity. Additionally, the research protocol used in this study is now also used by half a dozen other schools. One note of caution - quantifying the specific effects of tutoring can be difficult. Whether and how a student learns is the result of classroom instruction, tutoring, self-motivation, family involvement, time, and a variety of other issues and influences.

Through HCC's asynchronous online tutoring program that uses AskOnline software, students using all modes of instruction (distance education, hybrid, or face-to-face) can conveniently access confidential tutoring on an as-needed basis. Online tutors are either current or former HCC faculty and are very familiar with the college's curriculum and standards. Supervisors and self-selected, trained faculty have access to all interactions between students and tutors. Scores of tutor-generated handouts are electronically available to tutors and students. Further, HCC developed a "magical tool bar" for marking papers so tutors can, with one keystroke, highlight problem areas, insert a standard proofing symbol, and add pre-written text balloons that explain the problem and how to fix it. The toolbar is available to other self-staffed online tutoring programs across the country as one of HCC's contributions to this new technology. The program offers extensive online and in-person tutor training each academic year.

During busy times, 150 – 200 student submissions are received per day. Since September, 2006, online tutoring has been provided to almost 45,000 individual HCC students in more than 30 subject areas. Online tutors have processed over 150,000 student submissions.

Online tutoring is cost-effective. In 2009, HCC's per contact salary cost was \$12.65. By 2012, that cost was reduced to \$10.13 due to more efficient scheduling, increased tutor experience, and improved training. In 2008, the average time to review a downloaded student paper was 27 minutes. This year, it is 16 minutes. HCC online tutors are paid only for the time they are actively tutoring. Because the platform is web-based, tutors work anywhere there is an Internet connection, freeing campus space for classes or other activities. The service operates 24/7/365, providing asynchronous tutoring even when other physical college resources are unavailable. Tutors can also work when campuses are typically closed, such as during holidays and inclement weather.

Online tutoring is one wave of the future. Managed appropriately, it is an economical, efficient, personal, and professional answer to student needs – and it works!

The HCC Ask Online Program won a STAR Award from the Texas Higher Education Coordinating Board in 2012.

For more information, please contact Ask Online Program Director Deborah.Hardwick@hccs.edu

References:

Hedrick, J. (2009, May 26). The effectiveness of on-line tutoring at Houston Community College (HCC). Retrieved August 10, 2011 from:
http://de.hccs.edu/Distance_Ed/DE_Home/faculty_resources/Tutor/Report%20james.doc

Additional Resources:

HCC's Online Tutoring Program: <http://hccs.askonline.net/>
(guest **student** user ID / password: peanut/ butter) (guest **faculty** user ID / password: grape/jam)

AskOnline article on HCC program:
http://de.hccs.edu/Distance_Ed/DE_Home/online_tutoring/Tutor/Houston%20Case%20Study.pdf



Achieving the Dream-related Initiatives
Quality Enhancement Plan (QEP): HCC INSPIRE

What is it? In recognition of its essential role in providing relevant learning opportunities to the students of a large and diverse community for academic and career advancement, Houston Community College (HCC) has developed a comprehensive Quality Enhancement Plan (QEP) with a **clear focus on improving student learning, engagement, and success in the sciences.**

Why? While the US is currently the world's leader in science and technology, numerous factors indicate a "gathering storm" by which US leadership is presently challenged. There are few fields of study more important than science for our social and economic security. As the current "energy capital" of the world and home to the famed Texas Medical Center, Houston must provide thousands of workers annually dedicated to scientific research, training, and work.

HCC's QEP, **HCC INSPIRE** (Innovative Science-Program Initiatives to Reform Education) will transform the HCC science student experience by providing real-world, active and collaborative learning opportunities. Such learning has been shown to improve student engagement, knowledge and persistence, as well as encourage critical thinking and higher-level reasoning. Further, such learning will contribute to 21st century learning skills for students as adaptability, teamwork, effective use of technology, and social and personal responsibility.

HCC INSPIRE will bring together science faculty to create and assess a series of course-specific active learning modules with student-engaging, real-world themes. Faculty development teams in biology, chemistry, and physics will work with instructional designers to create the modules and college teams will pilot, assess, and scale-up implementation. The modules will be delivered in Eagle Online, the HCC learning management system, and supplemented by a collection of online learning materials in the HCC Library for faculty and student support. The HCC Center for Teaching and Learning Excellence will coordinate appropriate faculty development experiences with college Curriculum Innovation Centers. Faculty will implement a science-based student success course at all HCC colleges to improve science student learning and success. The HCC Office of Institutional Research will assess student learning outcomes (SLOs) as well as program goals and objectives.

For more information, please contact HCC QEP Director tineke.berends@hccs.edu



Achieving the Dream-related Initiatives The HCC Service Learning Program (SLP)

Definitions of Service Learning

The National and Community Service Act of 1990 defines service learning as student participation in thoughtfully organized service experiences that:

- Meet actual community needs and are coordinated in collaboration with the school and community
- Are integrated into the students' academic curriculum or provide structured time for a student to think, talk, or write about what the student did and saw during the actual service activity
- Provide students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities
- Enhance what is taught in school by extending student learning beyond the classroom and into the community and help to foster the development of a sense of caring for others

How It Works

Students participate in a service learning experience in the community. The service site is selected by faculty from a list of participating community agencies. Following completion of the service learning component of the course, students will reflect on their experience. There will be a service learning notation on the transcript for the course in which the student has completed a minimum of fifteen (15) hours of service.

Benefits to Students

- Makes curriculum relevant to students' lives
- Clarifies values
- Promotes community and civic responsibility
- Encourages multicultural awareness
- Develops critical thinking and problem solving skills
- Fosters social and personal development
- Builds a community within the classroom

Benefits to Faculty

- Validates teaching and enhances learning
- Helps build classroom community
- Establishes relationships with people in the community

Benefits to the Community

- Provides meaningful services to our community
- Creates opportunities for community-based organizations to participate in student learning
- Builds community awareness of college programs and services

The HCC Service Learning Program (SLP) is committed to sponsoring campus events and to participating in conferences and in-services. Many campus organizations, individual staff, faculty members and students have long been actively engaged in the community. The Service Learning Program seeks to coordinate these disparate efforts in order to enhance visibility and enthusiasm for community work.

Student Placement and Community Partnerships

The SLP works to establish partnerships with non-profit organizations and with the community service sections of corporations within the college's service area. Placement opportunities are available to students enrolled in classes with a community service component and to walk-in students. The SLP maintains a searchable database of registered partners. The program advocates a balanced service-learning approach, meeting the needs of the community while maintaining an academically rigorous campus environment.

Faculty Assistance

SLP is able to assist faculty in a variety of ways. Faculty have access to the library materials that SLP maintains, and assistance is available for curricular design and student placement. SLP personnel also can help with grant applications for service-learning projects. By arrangement, program representatives conduct orientation sessions, attend or facilitate reflection sessions and participate in project reviews and evaluations.

Information Services

SLP publicizes services and projects through campus and community media. SLP accumulates a library of materials about service-learning programs and about community partners willing to work with service learners.

President's Volunteer Service Award

Americans of all ages — individual, families and groups — are answering the President's call to service by making a difference in their communities. The President's Volunteer Service Award, an initiative of the President's Council on Service and Civic Participation, honors America's volunteers and encourages even more Americans to get involved. HCC is an authorizing agency for the President's Volunteer Service Award. HCC students who have completed the required number of volunteer service hours are eligible for this annually awarded honor.

For more information, please contact one of the follow SLP officers: For HCC-SW College: linda.cook@hccs.edu , for HCC-Central College: saundra.boyd@hccs.edu, for HCC-SE College: michelle.novak@hccs.edu, and for HCC-NE College: robin.raborn@hccs.edu .

HCC

**Achieving the Dream
Baseline Reports**



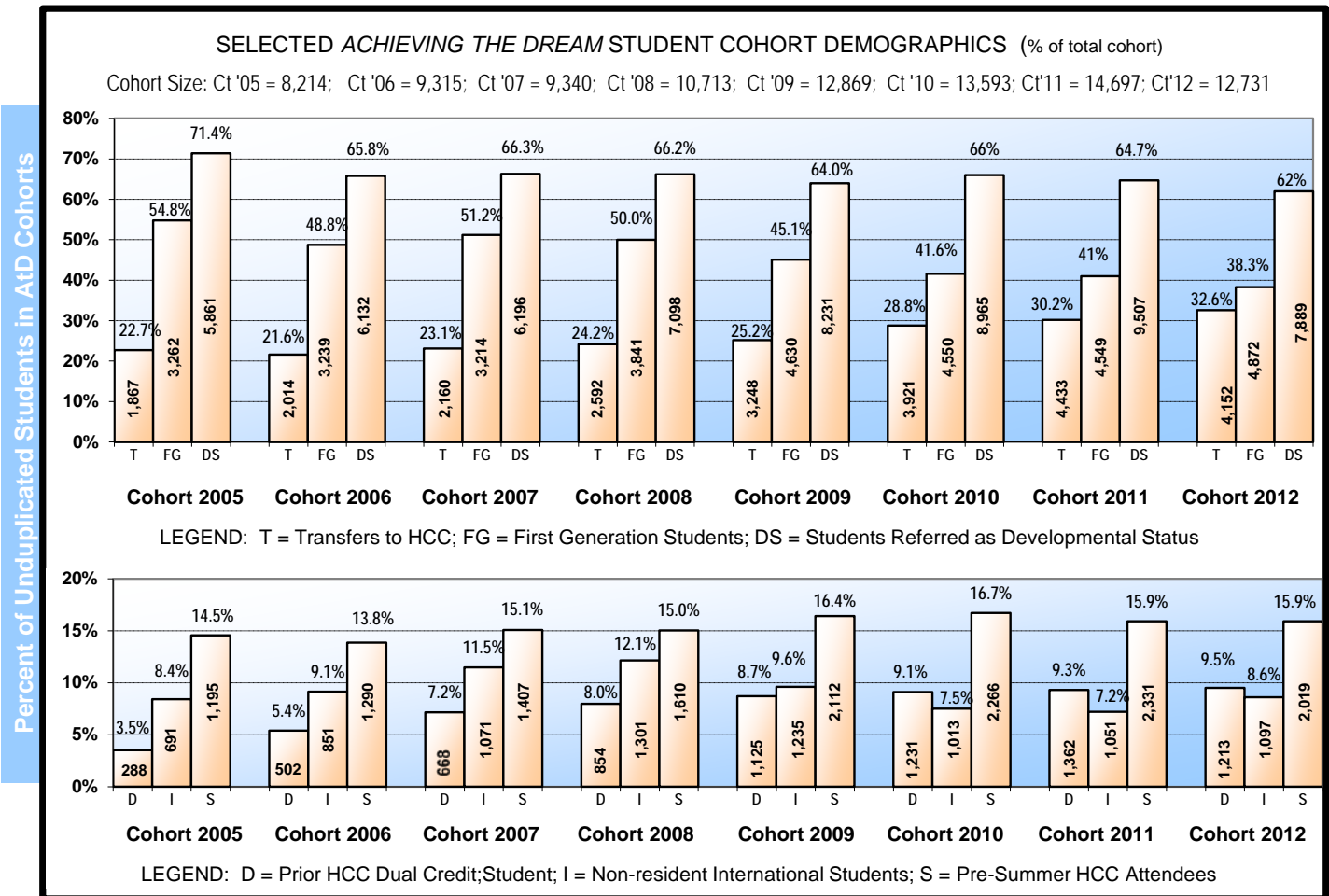
Educational Characteristics of AtD Cohorts of Fall 2005 through Fall 2012



Report Purpose: To compare the starting educational characteristics of the last eight AtD Fall Cohorts.

Analysis: Several points can be made about the educational characteristics of the incoming AtD Cohorts.

- The percentage of students with prior Dual Credits (**D**) earned at HCC has continuously and dramatically grown from 3.5% of the Fall 2005 Cohort to 9.5% of the much larger Fall 2012 Cohort .
- The percentage and number of students transferring (**T**) into HCC from other colleges gradually increased for the first five cohorts, but increased significantly during the past three years, reaching 32.6% of the latest cohort, Fall 2012.
- From about 14% to over 16% of each cohort actually started their HCC enrollment in the summer preceeding (**S**) their first Fall semester. During the pre-summers, on average, students successfully complete over 80% of their courses with a grade of C or better.
- The percent of self-declared first generation students (**FG**) in the Fall 2005 cohort was close to 55%, but the percent dropped to 38% for Cohort 2012, continuously falling over the last six Fall Cohorts. This decreasing pattern was accompanied with a similar decreasing pattern of students responding to this question.
- The percentage of non-resident international students (**I**) has fluxuated throughout the eight years from 8.4% of Cohort 2005, to a high of 12.1% of Cohort 2008, then returning to 8.6% of Cohort 2012.
- As a sign of improvement in educational preparedness, the percent of incoming students referred to developmental studies (**DS**) has fallen from 71.4% for Cohort 2005 to 62% for Cohort 2012.



Definition: AtD Cohort: Each cohort consists of students enrolled in HCC during the specified Fall semester, having entered that semester or during the prior summer semester. These cohorts include full-time, part-time, and transfer-in students entering for the first time as a degree or certificate-seeking semester credit student. These students may have previously attended HCC as dual credit or adult literacy program students, non-credit or non-degree seeking students, but are not included in a cohort until they take their first semester credit course as a first-time Fall student. Some students are first-time college students in a Spring semester, and beginning in Spring 2009 have been captured in their own Spring AtD cohort.

Source: HCC OIR AtD Student General Records and Academic Histories, Fall 2005 to Fall 2012, March 2013.



Primary Tracking Characteristics of AtD Cohorts of Fall 2005 through Fall 2011



Report Purpose: To compare the **primary tracking characteristics** of the last eight AtD Fall Cohorts.

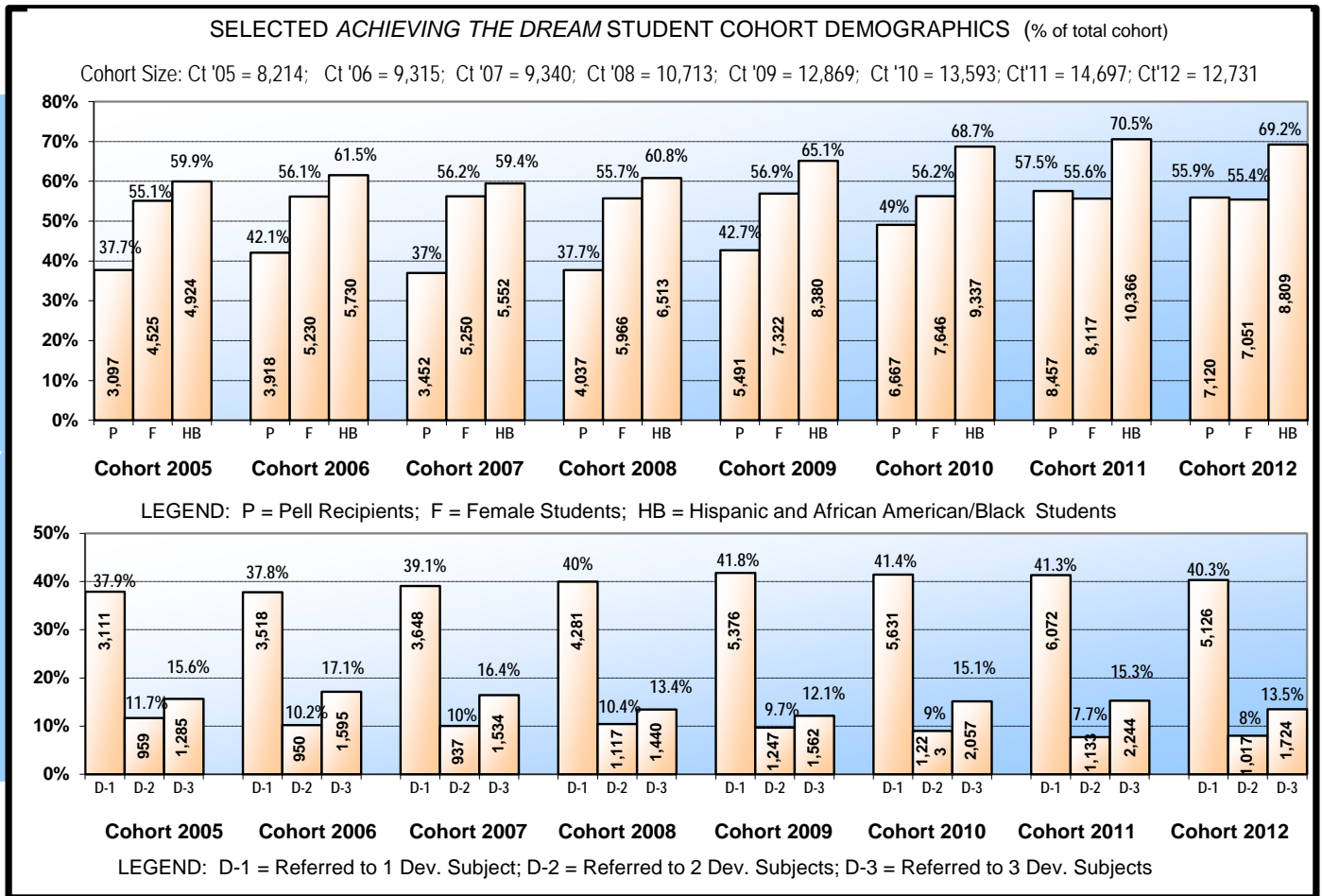
Analysis: Significant changes in the primary tracking characteristics of the incoming AtD Cohorts have occurred.

- Until the Fall 2010 Cohort, the percentage of FTIC students receiving Pell Grants (**P**) vacillated between 37% and 43%. Fall 2010 Cohort Pell recipient rate increased significantly to 49%, reached 57.5% of the largest cohort, Fall 2011, to date; then dipped to 55.9% of the Fall 2012 Cohort.
- Female students (**F**) consistently make up about 55% to 56% of Fall Cohort students. Starting with the Fall 2010 Cohort there has been a slight downward trend as the proportion of males very gradually increases.
- Prior to Fall 2009, the proportion of minority students (**HB**), which consists of Hispanic and African-American/Black students, maintained a 58% to 61% rate. Beginning with the Fall 2009 Cohort, the HB rate jumped to between 65% and 71% , a significant increase considering substantial increase in the size of the Fall cohorts, which are almost 50% larger than those 2002, 2003, and 2004.

Comments on the multiple developmental education course placements depicted in the bottom chart are as follows:

- The percentage of students referred to only one subject of developmental education (**D-1**) has increased from 38% of the Fall 2005 cohort, to over 40% of the last three Fall cohorts. This increase in the **D-1** proportions is accompanied by a reduction in the proportion of **D-2** students. Overall, the proportion of students referred to developmental status dropped over nine points to just 62% for the Fall 2012 Cohort. Of the single placement (**D-1**) students, 94% were deficit solely in Math.
- Concurrently, there was a percentage decline to 8% of students referred to developmental education in two subjects (**D-2**) for the Fall 2012 Cohort, while tertiary placement students ended slightly down at 13.5%.

Percent of Unduplicated Students in AtD Cohorts



Definition: AtD Cohort: Each cohort consists of students enrolled in HCC during the specified Fall semester, having entered that semester or during the prior summer semester. These cohorts include full-time, part-time, and transfer-in students entering for the first time as a degree or certificate-seeking semester credit student. These students may have previously attended HCC as dual credit or adult literacy program students, non-credit or non-degree seeking students, but are not included in a cohort until they take their first semester credit course as a first-time Fall student. Some students are first-time college students in a Spring semester, and beginning in Spring 2009 have been captured in their own Spring AtD cohort.

Source: HCC OIR AtD Student General Records and Academic Histories, Fall 2005 to Fall 2012, March 2013.



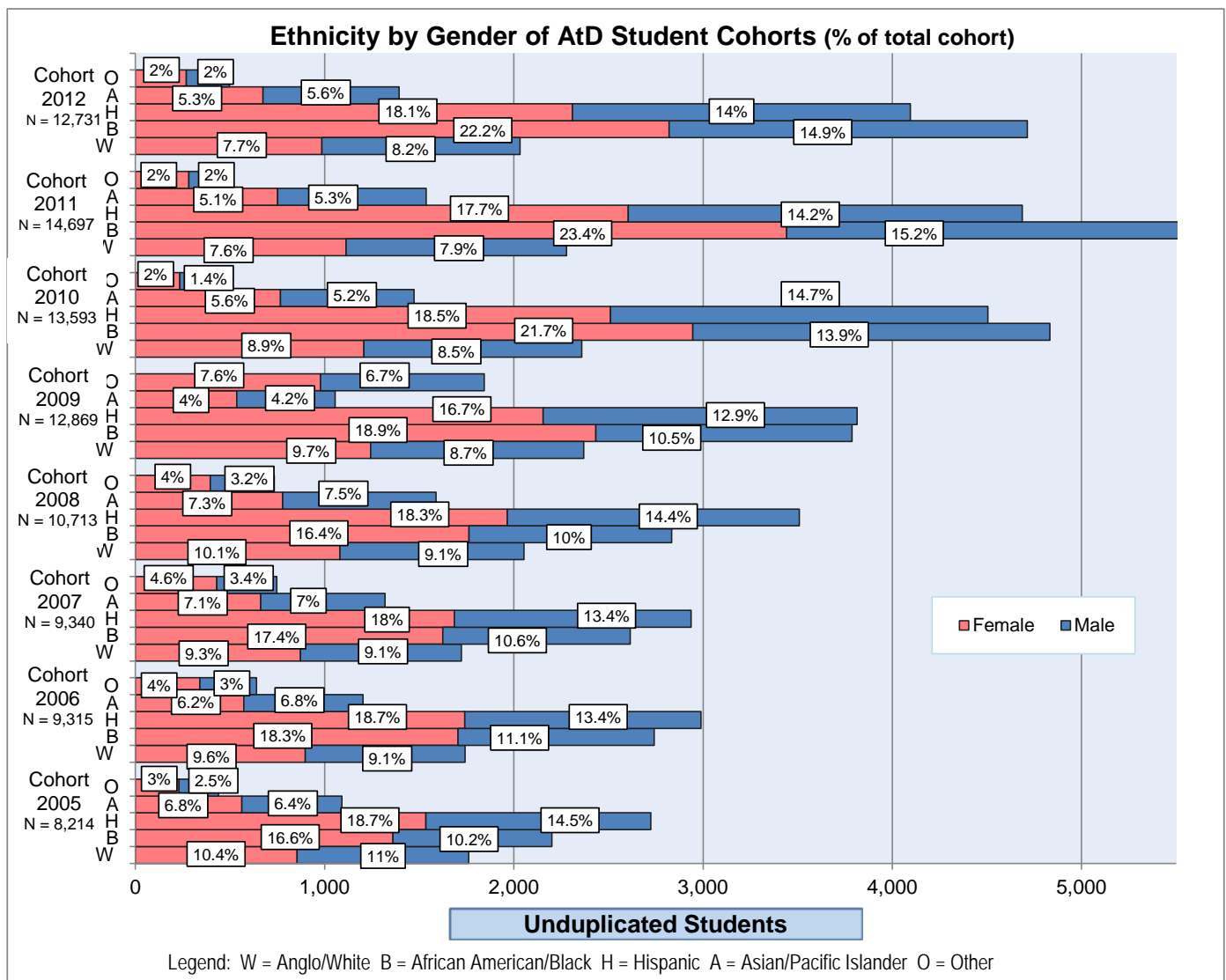
Ethnicity by Gender Demographics of AtD Cohorts of Fall 2005 through Fall 2012



Report Purpose: To compare the ethnicity and gender demographics of the last eight AtD Cohorts.

Analysis: The ethnicity and gender demographics of the AtD cohorts provide some interesting trends:

- First, the cohorts themselves have grown by 55% since Fall Cohort 2005.
- Anglo/White (**W**) students as a percent of the AtD cohorts have decreased three percentage points during the past eight years.
- From a consistent 10% of the cohorts, male African-American students (**B**) increased to 15% of the Fall 2012 Cohort. In contrast, African-American female students has gradually grown from 17% of the Fall 2005 Cohort to 22% of the Fall 2012, the highest proportion of all gender/ethnic subgroups. The African-American proportions of HCC AtD cohorts has grown 10 percentage points to 37% of the Fall 2012 Cohort.
- With proportional growth, Hispanic (**H**) students continue to make up 32% of the Fall 2012 Cohort. Both male and female Hispanic students proportions remain at 14% and 18%, respectively, of the Fall 2012 Cohort.
- The percent of Asian/Pacific Islander students (**A**) - balanced between males and females - stayed between 12% and 14% until a drop to 8% of the Fall 2009 cohort, then rebounded to above 10% for Fall 2010, 2011 and 2012.
- Finally, the percent of students in the Other (**O**) category appears to have readjusted itself back to the less than 4% level, after the novelty of multiple race selection upped the percent to 14.3% for Fall 2009 Cohort.



Definitions: AtD Cohort: Each cohort consists of students enrolled in HCC during the specified Fall semester, having entered that semester or during the prior summer semester. (See Source Demographics for more explanation.)

Ethnicity: As shown in the chart's legend above, ethnicity is reported in five groupings with an "other" category for multiple, other, and unidentified students. International students are included within the ethnicities they chose.

Source: HCC OIR AtD Student General Records and Academic Histories, Fall 2005 to Fall 2012, March 2013.



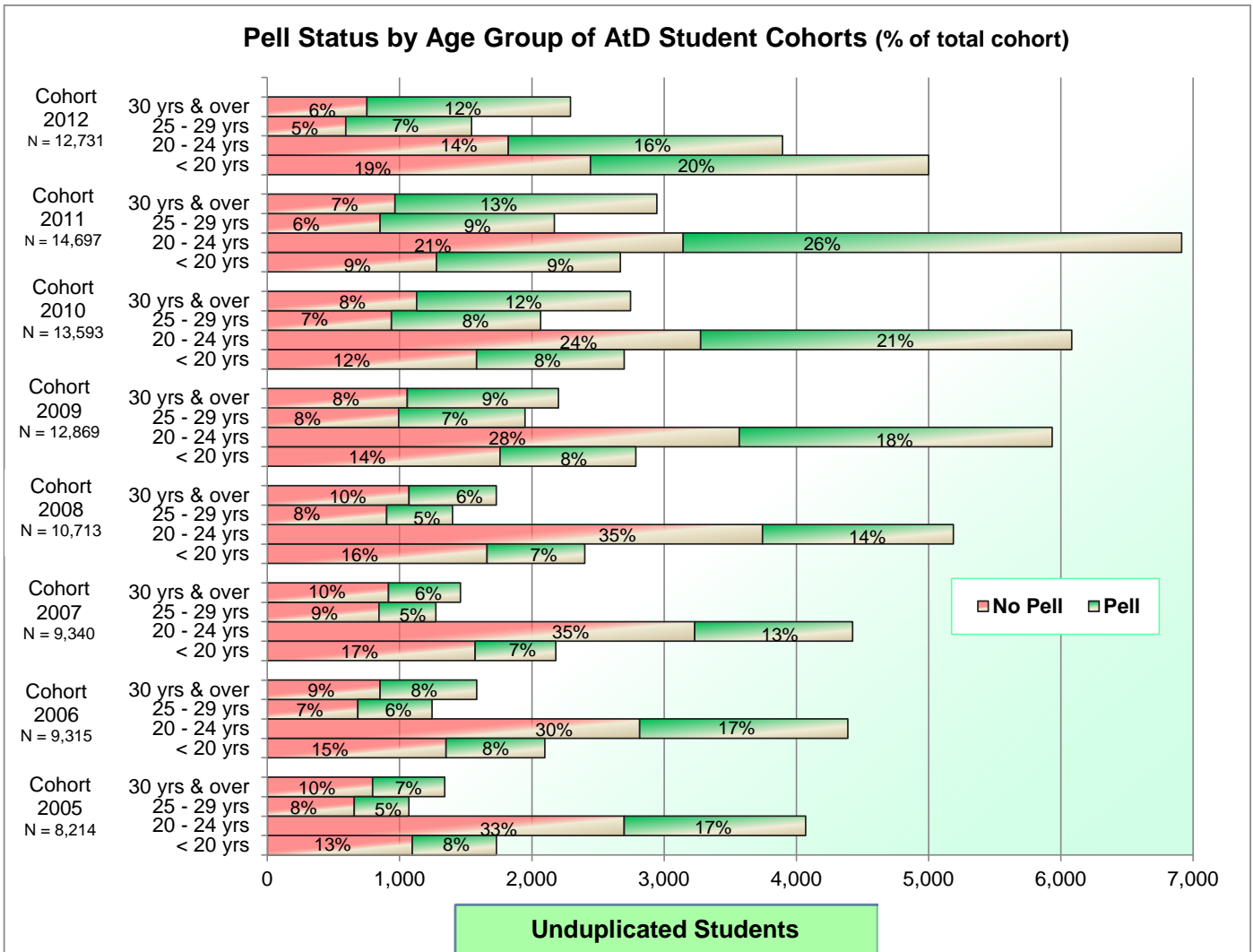
Pell Status by Age Group Demographics of AtD Cohorts of Fall 2005 through Fall 2012



Report Purpose: To compare the Pell Status and age group demographics of the last eight AtD Cohorts.

Analysis: The Pell Status by age group demographics of the AtD cohorts provide some interesting trends:

- First, while the cohorts themselves have grown by 55% since Fall 2005 Cohort; the proportion of Pell recipients also grew from the mid-30 percents for earlier cohorts to 56% for Fall 2012 Cohort.
- At 39% of the Fall 2012 Cohort, the under 20 years old age group numerically increased 89% over the Fall 2005 Cohort; also over three times as many FTIC students receiving Pell grants in Fall 2012 compared to Fall 2005.
- Dropping to the second largest age group, the 20-to-24 year old students represented 31% of the Fall 2012 cohort. Numerically, the 2012 Cohort was smaller than their counterparts in the Fall 2005 Cohort; however, more than 53% of them received Pell Grants compared to their Fall 2005 Cohort peers' 34% rate.
- The 25-to-29 year old age group has proportionally decreased to 12% of the Fall 2012 Cohort, but numerically grew by 44% compared to their Fall 2005 cohort peers. In Fall 2012, 30% more in this subgroup received Pell grants compared to their peers in the Fall 2005 Cohort.
- Finally, gaining 82% in numbers of students, the proportion of students in the "over 30" age group has remained proportionally between 17% and 20% since the Fall 2009 Cohort. However, for the Fall 2012 Cohort, more than 80% in this subgroup received Pell grants compared to their peers in the Fall 2005 Cohort.



Definitions: AtD Cohort: Each cohort consists of students enrolled in HCC during the specified Fall semester, having entered that semester or during the prior summer semester. (See Source Demographics for more explanation.)

Pell Status: As shown in the chart's legend above, Pell status, reported as "Pell" versus "No Pell" refers to the student as either receiving Pell at some point or not receiving Pell throughout the semesters reported..

Source: HCC OIR AtD Student General Records and Academic Histories, Fall 2005 to Fall 2012, March 2013.



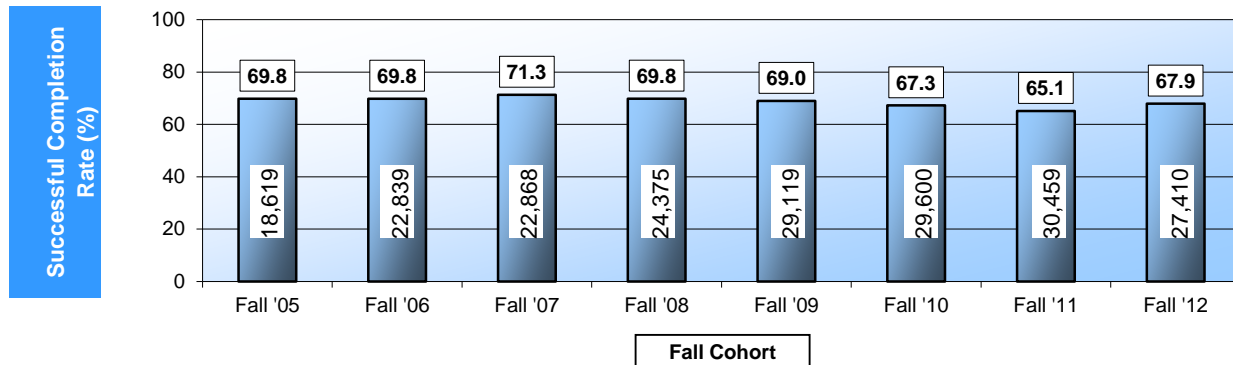
Successful Course Completion of the First Fall for AtD Cohorts 2005 thru 2012



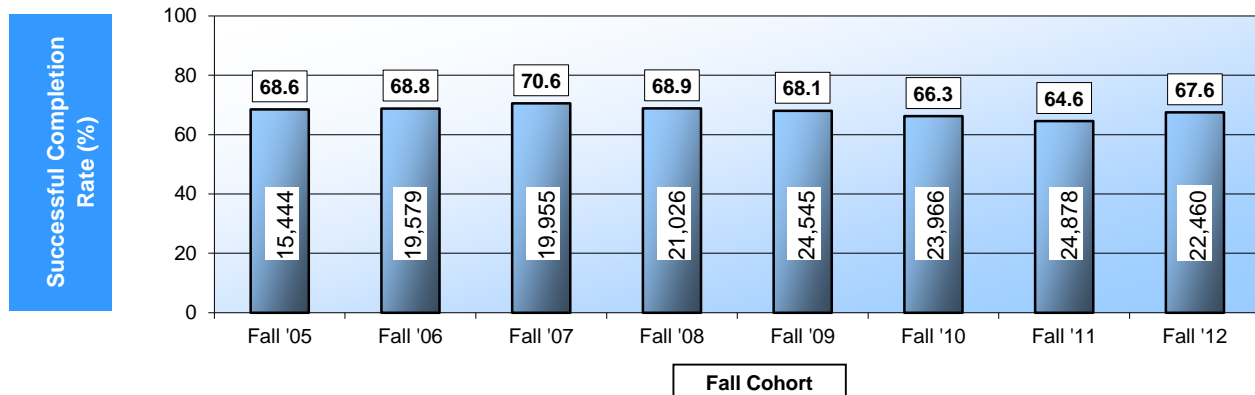
Report Purpose: To compare the **successful completion rates** of the last eight cohort's first Fall enrollment -- first for all courses, then subdivided by academic and workforce course type.

Analysis: Successful course completion rates during the first Fall semester for each cohort have remained within two percentage points throughout five of the last eight years. Declining rates for the Fall 2010 and Fall 2011 Cohorts have begun to rebound for the Fall 2012 Cohort. Although the pattern is similar, Workforce course success rates, which do not include developmental courses, almost always exceed the academic rates.

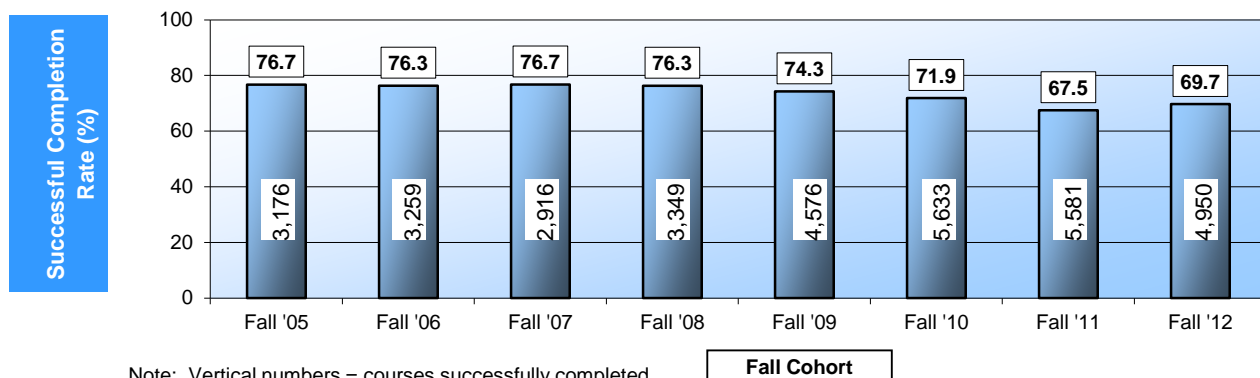
First Fall Course Completion Rates for AtD Cohorts



First Fall Course Completion Rates in Academic Courses for AtD Cohorts



First Fall Course Completion Rates in Workforce Courses for AtD Cohorts



Note: Vertical numbers = courses successfully completed.

Definition: Successful completion rate: A primary outcome indicator of student success is the rate at which students, enrolled in a course, complete the course with a "C" or better grade. Such successful completion of a course is required of accumulated credits desired for transfer or to earn an award or degree.

Source: HCC Fiscal Management Reports, Recruitment/Retention Reports, Within-Term Success Reports (HCOIR1433r), AtD First Time in College Enrollments for Cohort Terms 2005 through 2012, March 2013.



Semester to Semester Persistence

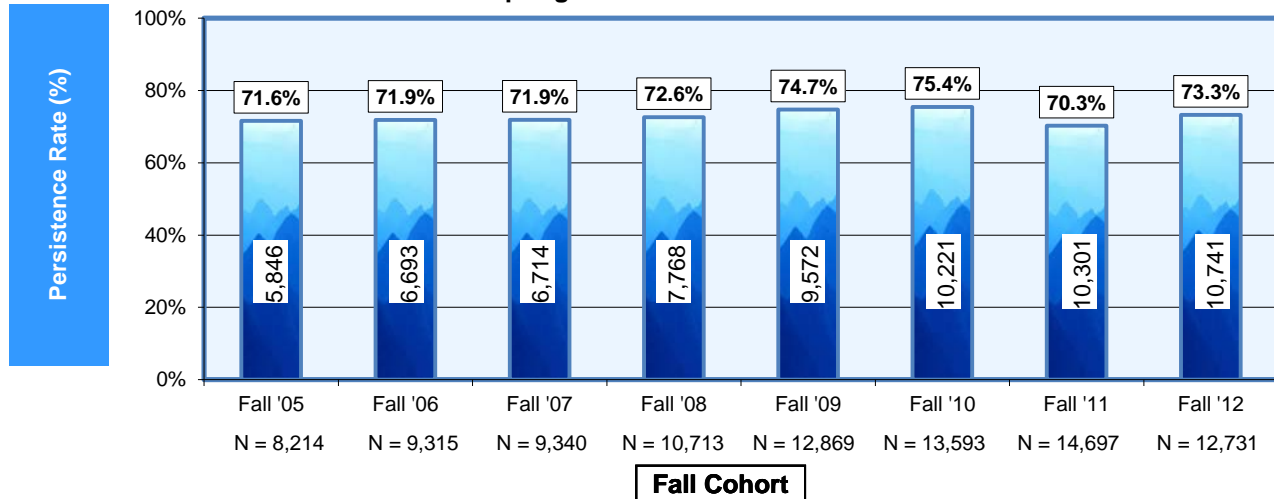


First Year for Each AtD Cohort 2005 thru 2012

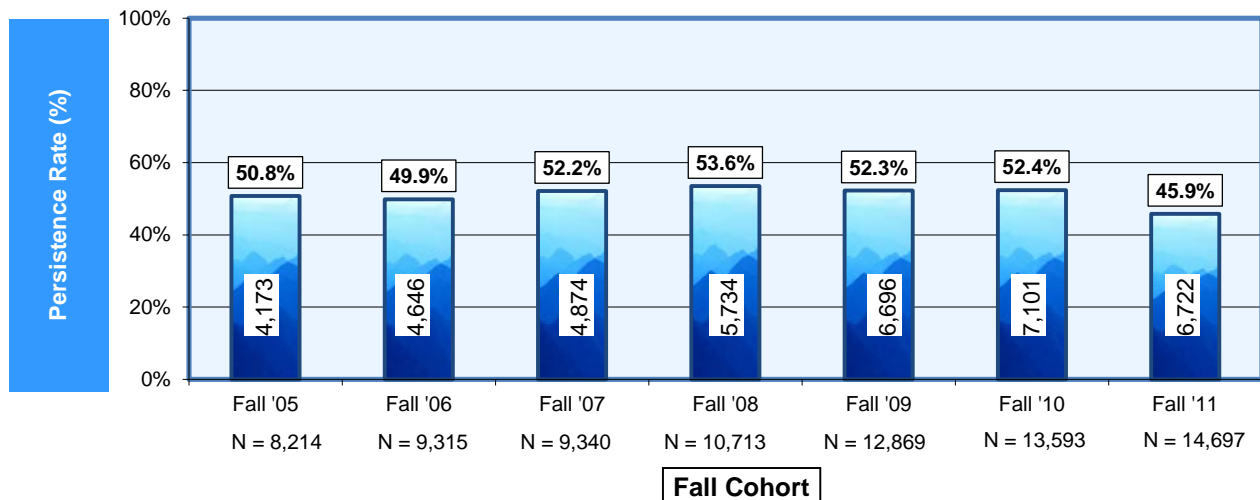
Report Purpose: To compare the **persistence rates** of each cohort's first year -- first for their first Fall to the first Spring semester, then for their first Fall to the next Fall semester.

Analysis: Across the last eight Fall cohorts, there was a gradual increase in the Fall-to-Spring persistence rate, until the 5% drop for the Fall 2011 cohort, which then rebounded by three percentage points to 73% for this past Fall 2012 Cohort. The Fall 2012 Cohort was 55% larger than the Fall 2005 Cohort, but size differences did not affect the is F-S persistence rate. More focused compliance to two policies – Pell Grant and Dual Credit Status – appears to be the major factor in the lower Fall-to-Spring and Fall-to-Fall Persistence Rates of the last two Fall Cohorts.

First Fall to First Spring Persistence/Success Rates for AtD Cohorts



First Fall to Next Fall Persistence/Success Rates for AtD Cohorts



N = total number of students in the AtD cohort

Definition: Persistence Rate: A primary outcome indicator of student success is the rate at which students return in subsequent semesters to continue their studies. Persistence is obviously necessary to earn the credits necessary for transfer or to receive an award or degree.

Source: HCC Fiscal Management Reports, Recruitment/Retention Reports, Term-to-Term Success Reports, AtD First Time in College Enrollments for Cohort Terms 2005 through 2012 (HCOIR1432y), March 2013. Note these standard reports include receipt of award in prior semester as part of persistence/success rate.



Persistence by Ethnicity

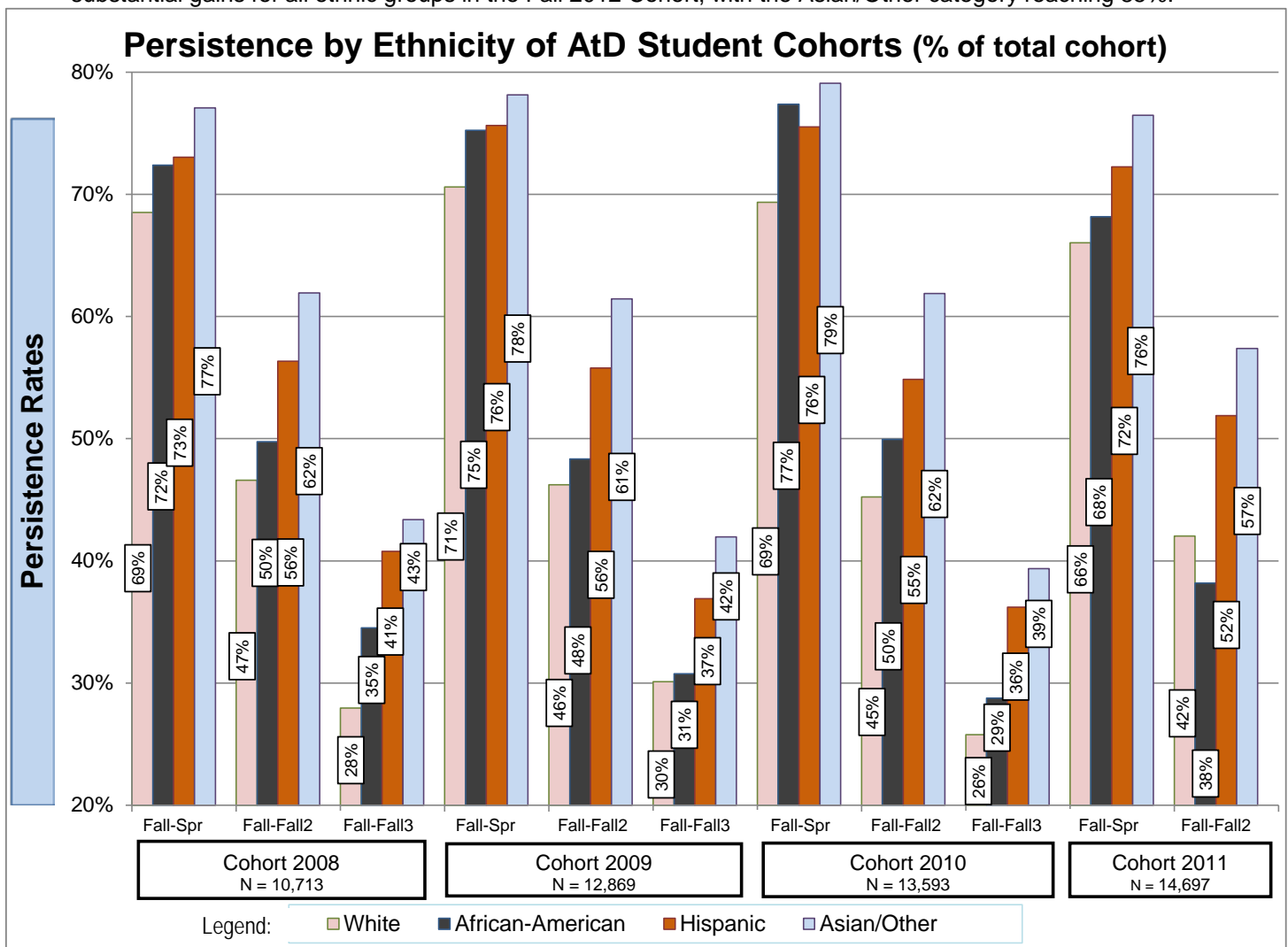
for AtD Cohorts of Fall 2007 through Fall 2010



Report Purpose: To compare the persistence rates by ethnicity for four AtD Cohorts.

Analysis: The persistence rates by ethnicity of the AtD cohorts provide some interesting trends:

- Currently, Hispanics and Asian/Other students have Fall-to-Spring Persistence rates staying above 70%.
- Ethnic gains in Fall-to-Spring and Fall-to-Fall Persistence rates for the Fall Cohorts of 2008, 2009, and 2010 became losses for the Fall 2011 Cohort, with African-Americans losing the most (4%) between Fall and Spring, and also the most (12%) between First Fall and second Fall semesters. Some of this decrease was countered by an increase in African-American transfers.
- Other than an increase in African-American transfers, a thorough analysis of the Fall 2011 Cohort did not find any other recruitment rationale for the downturn in persistence rates. However, stricter compliance to financial aid policies related to Pell grants and to Dual Credit waiver qualifications likely resulted to increases in the number of administrative removals from Fall Cohorts between mid-term and end-of-term reporting.
- Not depicted in the graph below, Fall-to-Spring persistence rates since the Fall 2009 Cohort have made substantial gains for all ethnic groups in the Fall 2012 Cohort, with the Asian/Other category reaching 85%.



Definitions: AtD Cohort: Each cohort consists of students enrolled in HCC during the specified Fall semester, having entered that semester or during the prior summer semester. (See Source Demographics for more explanation.)

Ethnicity: As shown in the chart's legend above, ethnicity is reported in four groupings with an "Asian/Other" category for Asian, multiple, other, and unidentified students. International students are included within the ethnicities they chose.

Source: HCC Fiscal Management Reports, Recruitment/Retention Reports, Term-to-Term Success Reports, AtD First Time in College Enrollments for Cohort Terms 2008 through 2011 (HCOIR1432y), Feb 2009 - Mar 2013.



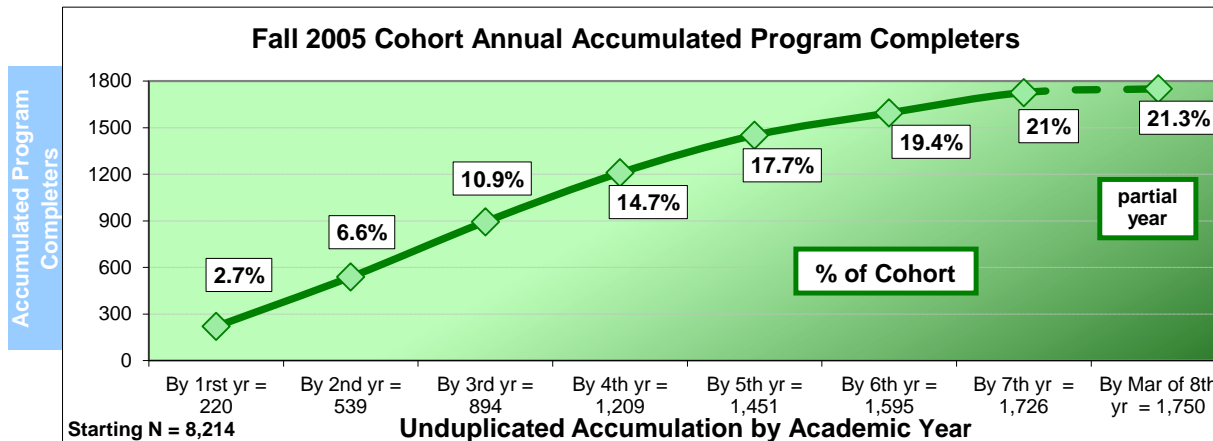
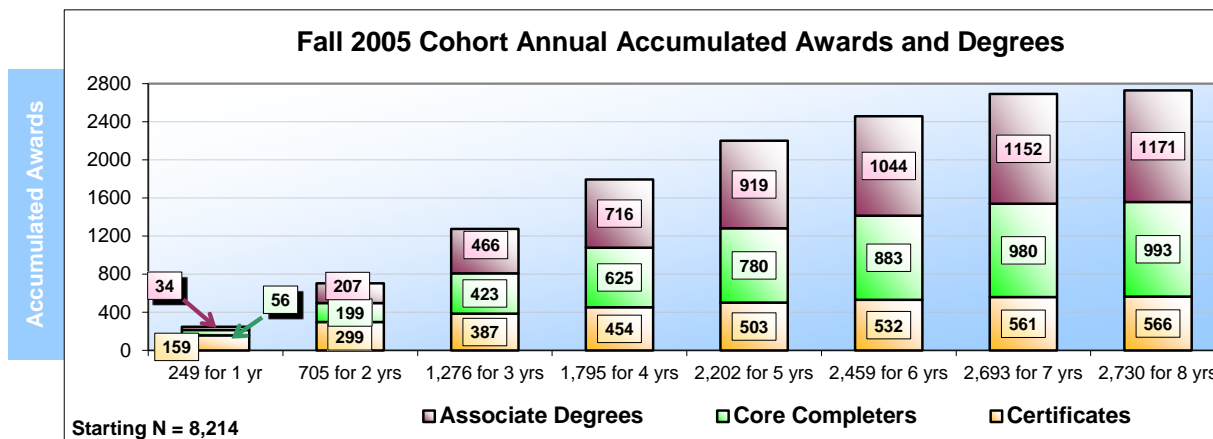
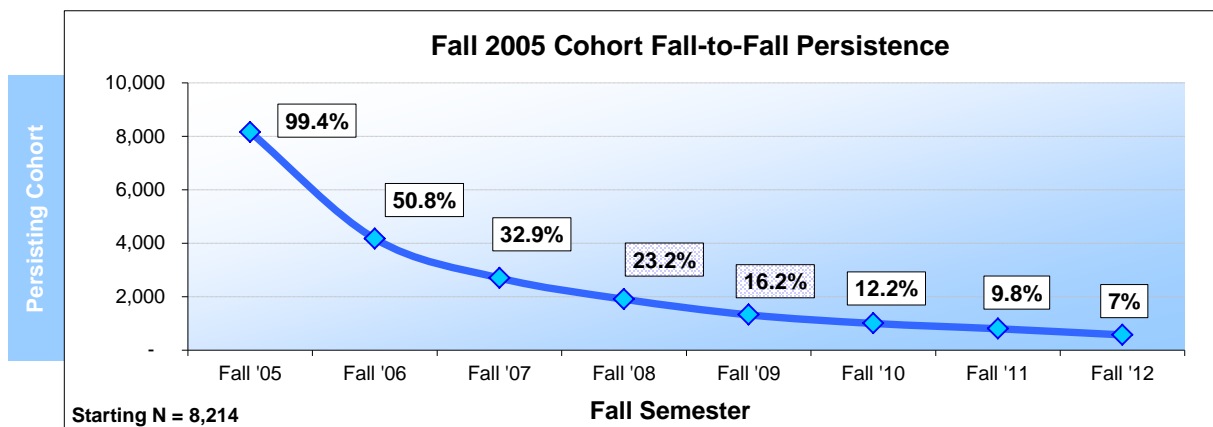
Fall-to-Fall Persistence and Awards



For Fall 2005 AtD Cohort Tracked thru Fall 2012

Report Purpose: To show the **Fall-to-Fall persistence trend**, the trend of **accumulated awards**, and the trend for **accumulated program completers** for the Fall 2005 AtD cohorts to

Analysis: AtD initiative pilots began in Fall 2005, so their impact would be minimal on the entire Fall 2005 Cohort. However, there is evidence of percentage increases in Fall-to-Fall persistence rates compared to prior cohorts. There were increases in the number of awards received and the completer rate at the end of the 2011-2012 academic year.



Definition: Persistence and Award Outcomes: An outcome of student success is not only persistence but also the number of awards and degrees accumulated by students in the cohort over time. Successful completion of a program -- either by receiving a certificate, associate degree, or core completer status -- is the end goal for all degree-seeking students.

Sources: HCC Fiscal Management Reports, Recruitment/Retention Reports, Term-to-Term Success Reports (HCOIR1432y), AtD First Time in College Enrollments for Fall Cohort Terms 2005 through 2012; and HCC Academic History File Extracts by AtD Cohort (HCOIR1446d & HCOIR1446e), March 2013.

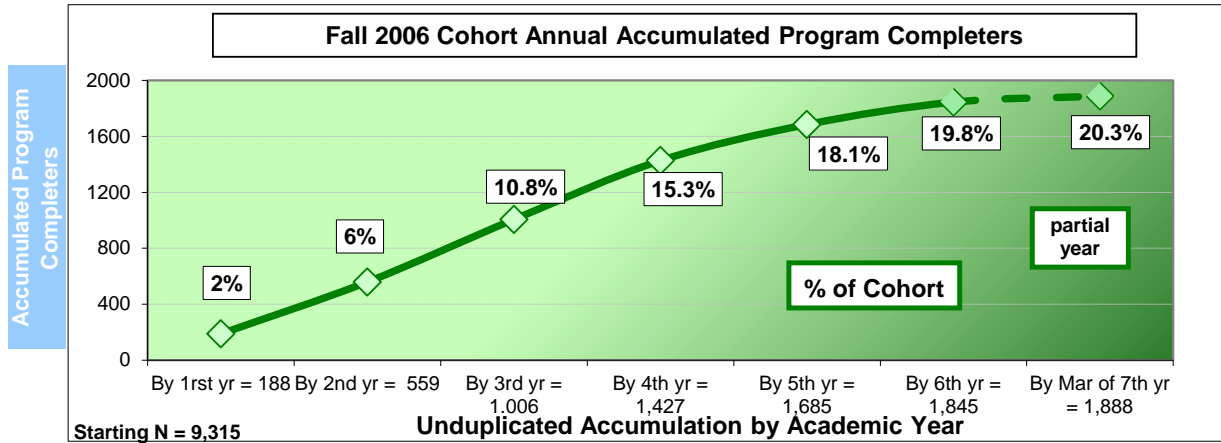
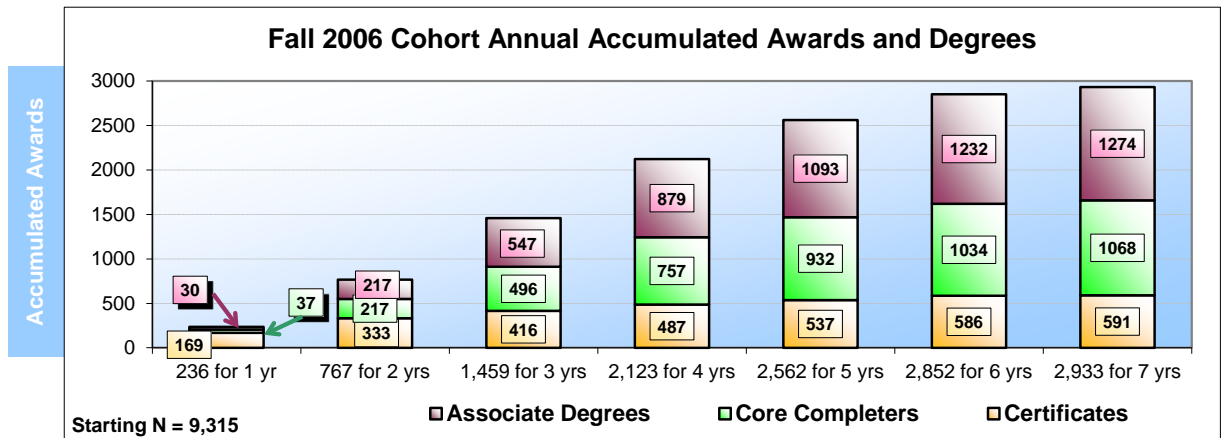
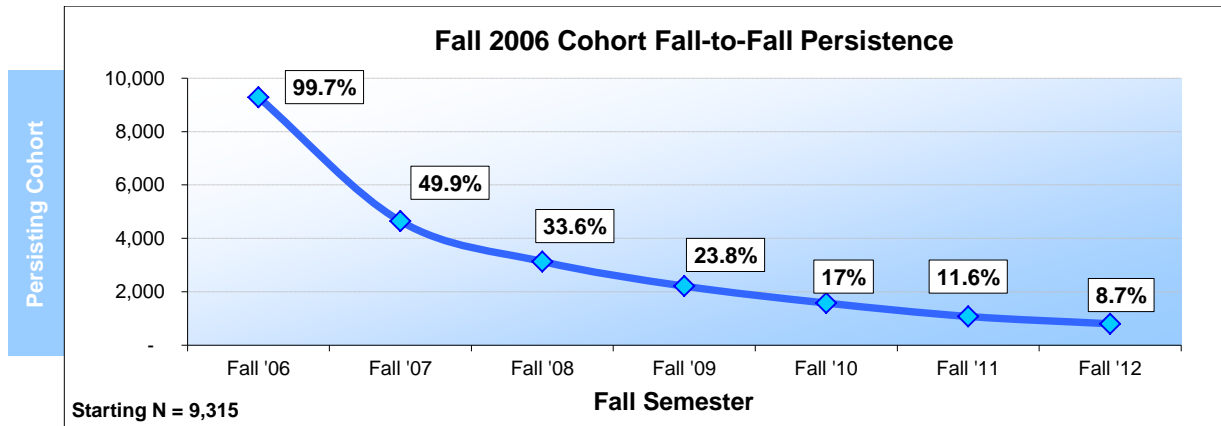


Fall-to-Fall Persistence and Awards For Fall 2006 AtD Cohort Tracked thru Fall 2012



Report Purpose: To show the **Fall-to-Fall persistence trend**, the trend of **accumulated awards**, and the trend for **accumulated program completers** for the Fall 2006 AtD cohorts to demonstrate the long-term efforts of the cohort.

Analysis: By Fall 2006, six AtD initiatives were underway, with a few expanded across colleges. Comparison of Cohort 2006 at the third year compared to Cohort 2002 yield some early impressive results. Third Fall persistence grew 4.1 points from 29.5% for Cohort 2002 to 33.6% for Cohort 2006. This increase is reflected in a 19.8% increase in awards (39% increase in Associate Degrees alone) received and a 14.7% increase in completers for Cohort 2006, compared to Cohort 2002 at the end of the cohorts' third years.



Definition: Persistence and Award Outcomes: An outcome of student success is not only persistence but also the number of awards and degrees accumulated by students in the cohort over time. Successful completion of a program -- either by receiving a certificate, associate degree, or core completer status -- is the end goal for all degree-seeking students.

Sources: HCC Fiscal Management Reports, Recruitment/Retention Reports, Term-to-Term Success Reports (HCOIR1432y), AtD First Time in College Enrollments for Fall Cohort Terms 2006 through 2012; and HCC Academic History File Extracts by AtD Cohort (HCOIR1446d & HCOIR1446e), March 2013.

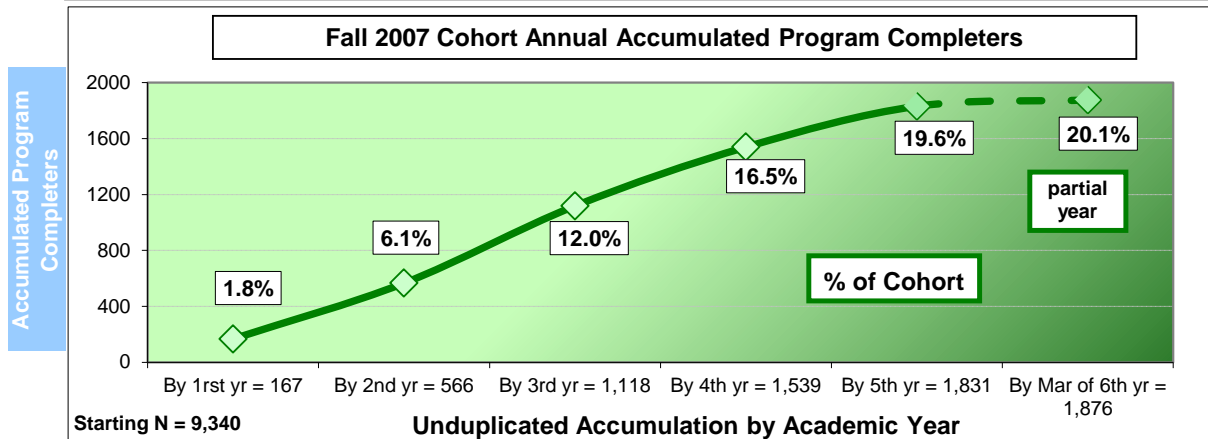
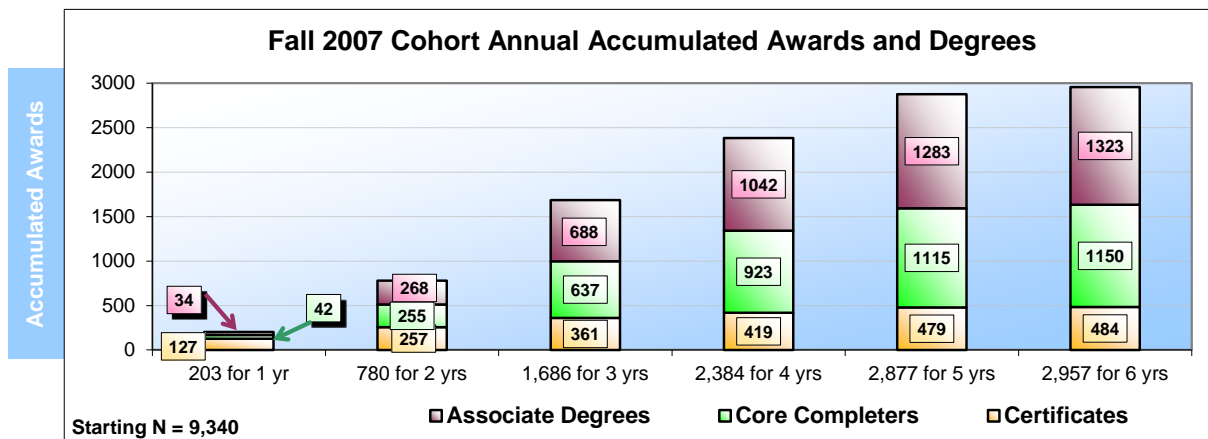
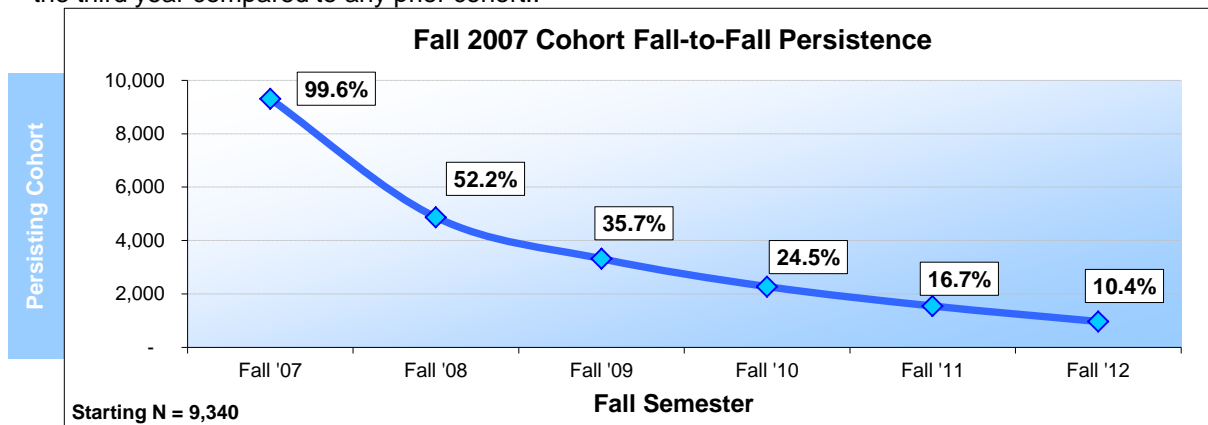


Fall-to-Fall Persistence and Awards For Fall 2007 AtD Cohort Tracked thru Fall 2012



Report Purpose: To show the **Fall-to-Fall persistence trend**, the trend of **accumulated awards**, and the trend for **accumulated program completers** for the Fall 2007 AtD cohorts to demonstrate the long-term efforts of the cohort.

Analysis: By Fall 2007, focus was on four AtD initiatives, three expanded across colleges. It is somewhat early to determine the initiatives and other efforts long-term impact on the Fall 2007 Cohort. The increase in the third Fall's persistence rate compared to prior cohorts is reflected in significant increases in awards and completers, the latter of which is a full percentage point higher at the end of the third year compared to any prior cohort..



Definition: Persistence and Award Outcomes: An outcome of student success is not only persistence but also the number of awards and degrees accumulated by students in the cohort over time. Successful completion of a program -- either by receiving a certificate, associate degree, or core completer status -- is the end goal for all degree-seeking students.

Sources: HCC Fiscal Management Reports, Recruitment/Retention Reports, Term-to-Term Success Reports (HCOIR1432y),

AtD First Time in College Enrollments for Fall Cohort Terms 2007 through 2012; and

HCC Academic History File Extracts by AtD Cohort (HCOIR1446d & HCOIR1446e), March 2013.

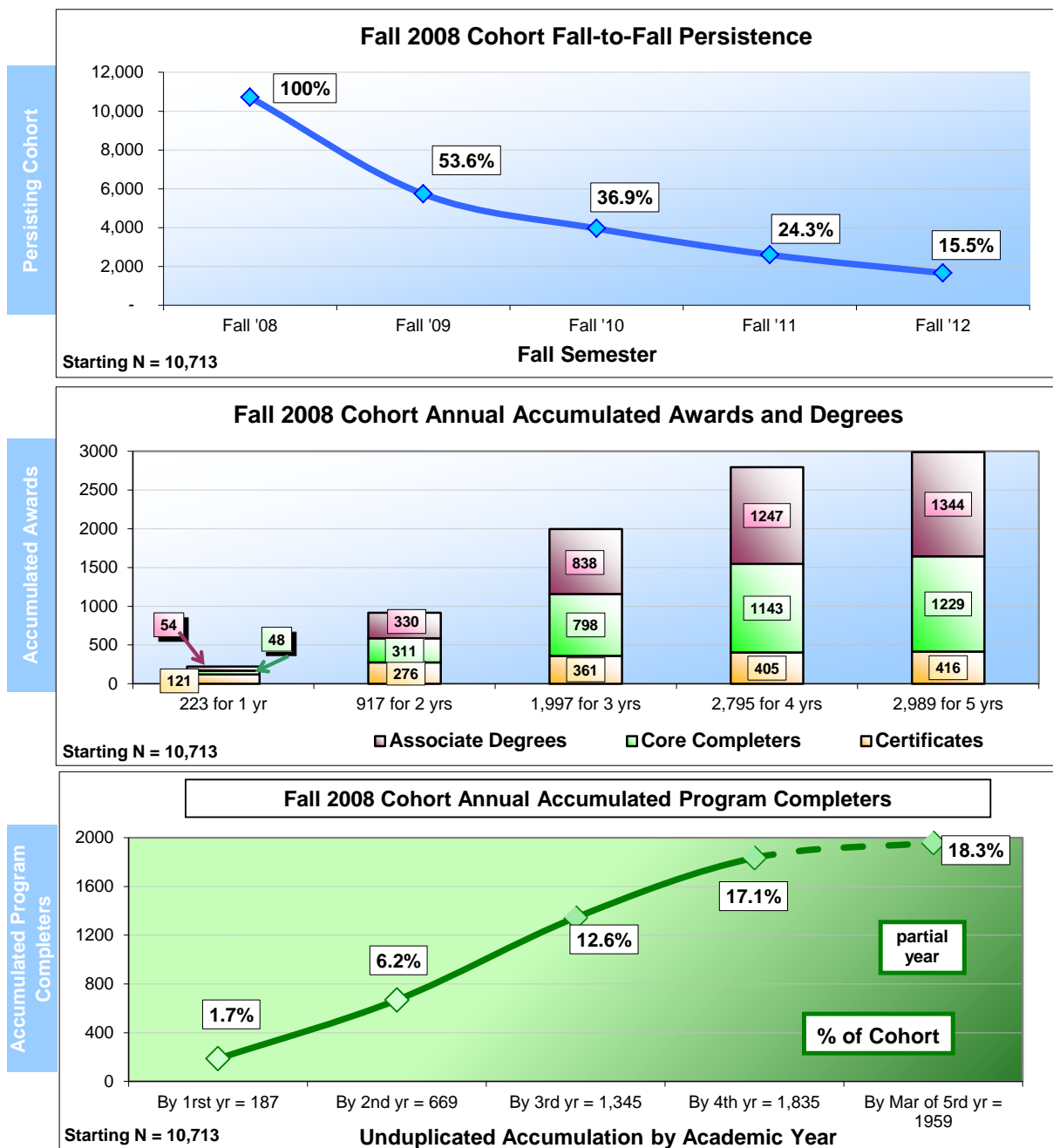


Fall-to-Fall Persistence and Awards For Fall 2008 AtD Cohort Tracked thru Fall 2012



Report Purpose: To show the **Fall-to-Fall persistence trend**, the trend of **accumulated awards**, and the trend for **accumulated program completers** for the Fall 2008 AtD cohorts to demonstrate the long-term efforts of the cohort.

Analysis: By Fall 2008, focus was on three AtD initiatives, all expanded across colleges. The numbers of awards reaching almost 3,000 for this cohort, plus the percent of completers reaching around 20% for this cohort, which is a year earlier than prior cohorts, suggests HCC initiatives are supporting a more goal-oriented focused student body.



Definition: Persistence and Award Outcomes: An outcome of student success is not only persistence but also the number of awards and degrees accumulated by students in the cohort over time. Successful completion of a program -- either by receiving a certificate, associate degree, or core completer status -- is the end goal for all degree-seeking students.

Sources: HCC Fiscal Management Reports, Recruitment/Retention Reports, Term-to-Term Success Reports (HCOIR1432y), AtD First Time in College Enrollments for Fall Cohort Terms 2008 through 2012; and HCC Academic History File Extracts by AtD Cohort (HCOIR1446d & HCOIR1446e), March 2013.

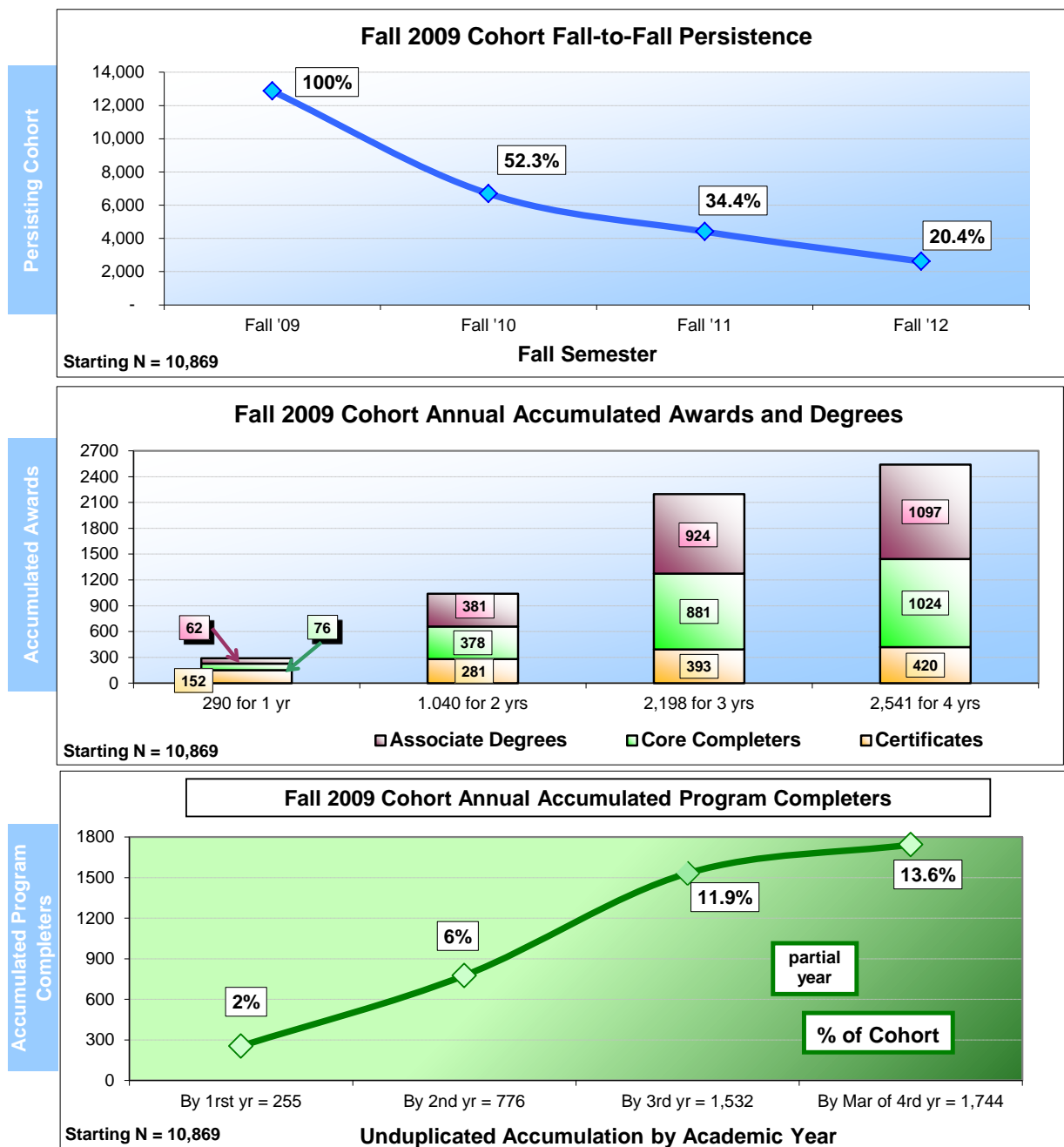


Fall-to-Fall Persistence and Awards For Fall 2009 AtD Cohort Tracked thru Fall 2012



Report Purpose: To show the **Fall-to-Fall persistence trend**, the trend of **accumulated awards**, and the trend for **accumulated program completers** for the Fall 2009 AtD cohorts to demonstrate the long-term efforts of the cohort.

Analysis: By Fall 2009, focus was on extended versions of the three main AtD initiatives, all dispersed across colleges. The trends for accumulated awards, plus persistence and completer rates for this 2009 Cohort are lagging a bit compared to the 2008 Cohort's persistence and completions trends.



Definition: Persistence and Award Outcomes: An outcome of student success is not only persistence but also the number of awards and degrees accumulated by students in the cohort over time. Successful completion of a program -- either by receiving a certificate, associate degree, or core completer status -- is the end goal for all degree-seeking students.

Sources: HCC Fiscal Management Reports, Recruitment/Retention Reports, Term-to-Term Success Reports (HCOIR1432y), AtD First Time in College Enrollments for Fall Cohort Terms 2009 through 2012; and HCC Academic History File Extracts by AtD Cohort (HCOIR1446d & HCOIR1446e), March 2013.

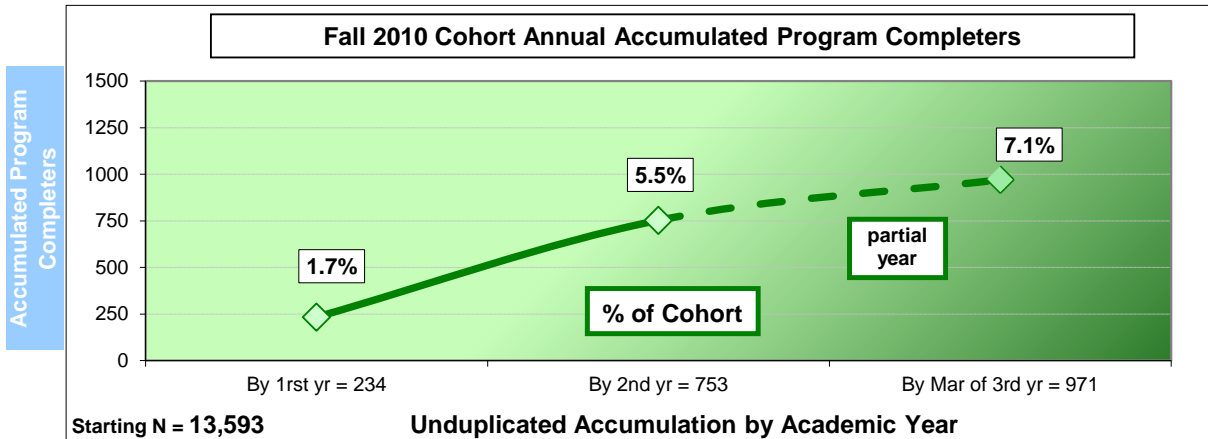
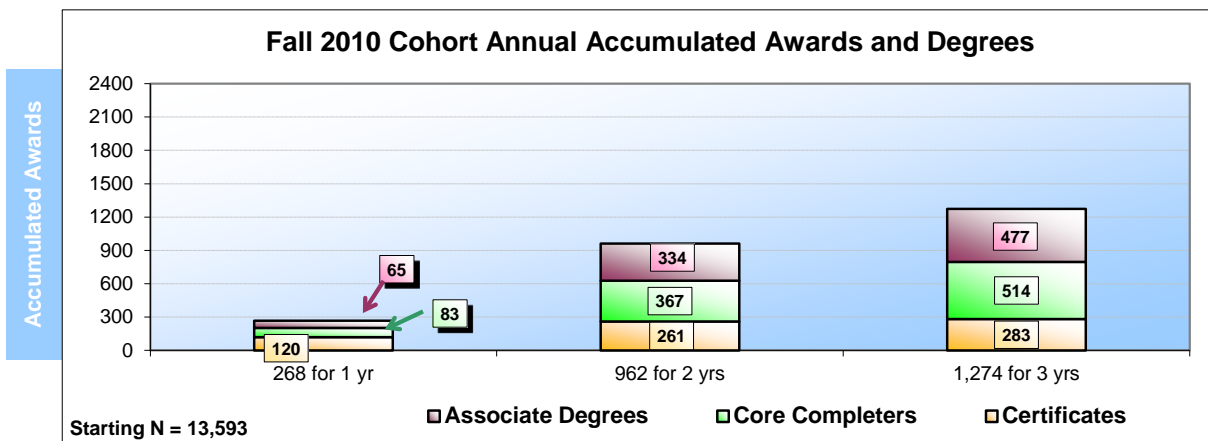
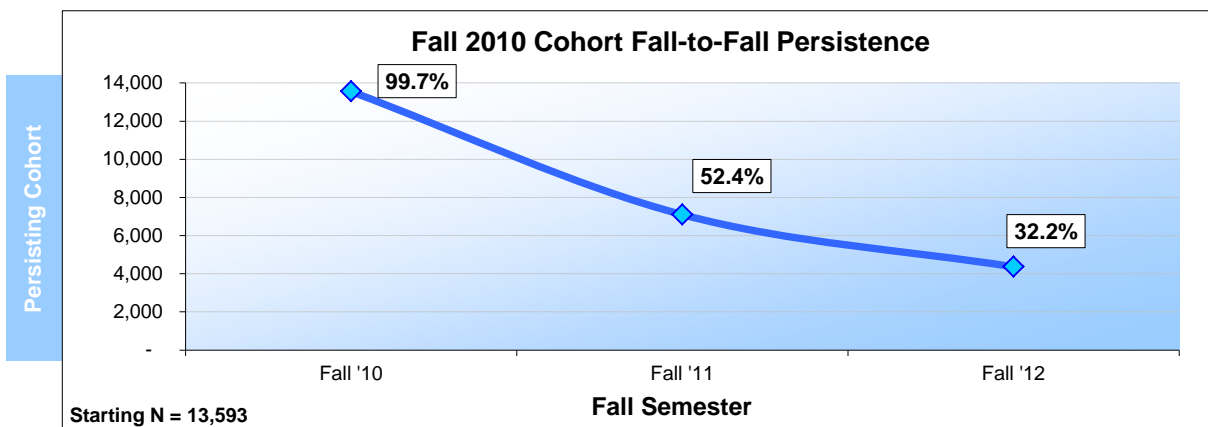


Fall-to-Fall Persistence and Awards For Fall 2010 AtD Cohort Tracked thru Fall 2012



Report Purpose: To show the **Fall-to-Fall persistence trend**, the trend of **accumulated awards**, and the trend for **accumulated program completers** for the Fall 2009 AtD cohorts to demonstrate the long-term efforts of the cohort.

Analysis: By Fall 2010, focus was again on extended versions of the three main AtD initiatives, all dispersed across colleges. After only 2½ years, there is little to compare to prior cohorts, but it appears that the trends are following those of Fall 2009's Cohort, still lagging a bit compared to the 2008 Cohort persistence and completions trends.



Definition: Persistence and Award Outcomes: An outcome of student success is not only persistence but also the number of awards and degrees accumulated by students in the cohort over time. Successful completion of a program -- either by receiving a certificate, associate degree, or core completer status -- is the end goal for all degree-seeking students.

Sources: HCC Fiscal Management Reports, Recruitment/Retention Reports, Term-to-Term Success Reports (HCOIR1432y), AtD First Time in College Enrollments for Fall Cohort Terms 2010 through 2012; and HCC Academic History File Extracts by AtD Cohort (HCOIR1446d & HCOIR1446e), March 2013.

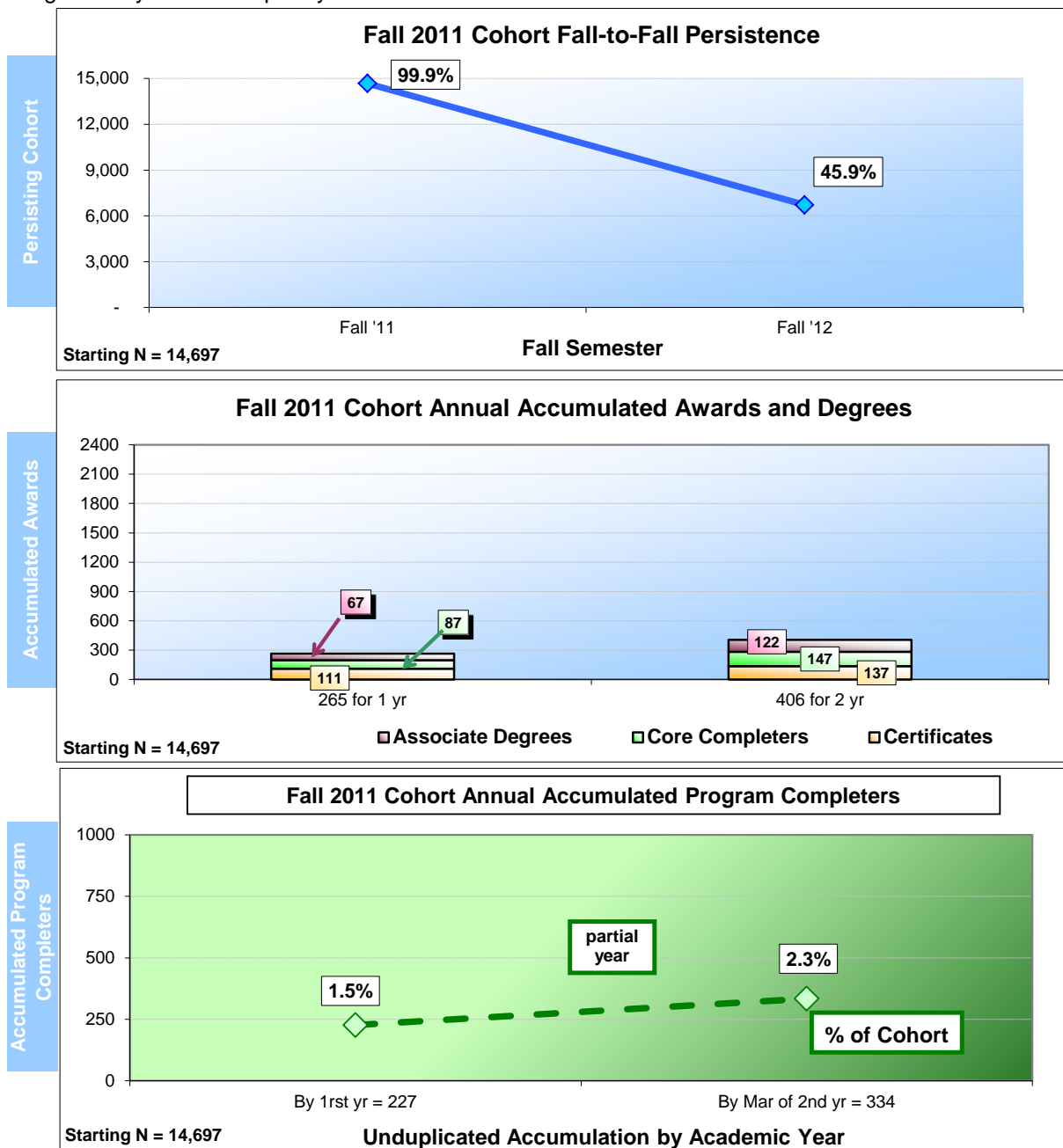


Fall-to-Fall Persistence and Awards For Fall 2011 AtD Cohort Tracked thru Fall 2012



Report Purpose: To show the **Fall-to-Fall persistence trend**, the trend of **accumulated awards**, and the trend for **accumulated program completers** for the Fall 2009 AtD cohorts to demonstrate the long-term efforts of the cohort.

Analysis: By Fall 2011, $\frac{2}{3}$ ds of HCC new students attend at least one of five Freshman Success courses; coordinated MATH modules exist at all campuses; and other supporting pedagogies further extended AtD initiatives at all colleges. After only 1½ years, it is too early to determine long-term impact on the Fall 2011 Cohort's awards and completer rates; but first Fall-to-Fall Persistence Rate is significantly lower than prior years.



Definition: Persistence and Award Outcomes: An outcome of student success is not only persistence but also the number of awards and degrees accumulated by students in the cohort over time. Successful completion of a program -- either by receiving a certificate, associate degree, or core completer status -- is the end goal for all degree-seeking students.

Sources: HCC Fiscal Management Reports, Recruitment/Retention Reports, Term-to-Term Success Reports (HCOIR1432y), AtD First Time in College Enrollments for Fall Cohort Terms 2010 through 2012; and HCC Academic History File Extracts by AtD Cohort (HCOIR1446d & HCOIR1446e), March 2013.



Completers &/or Transfers

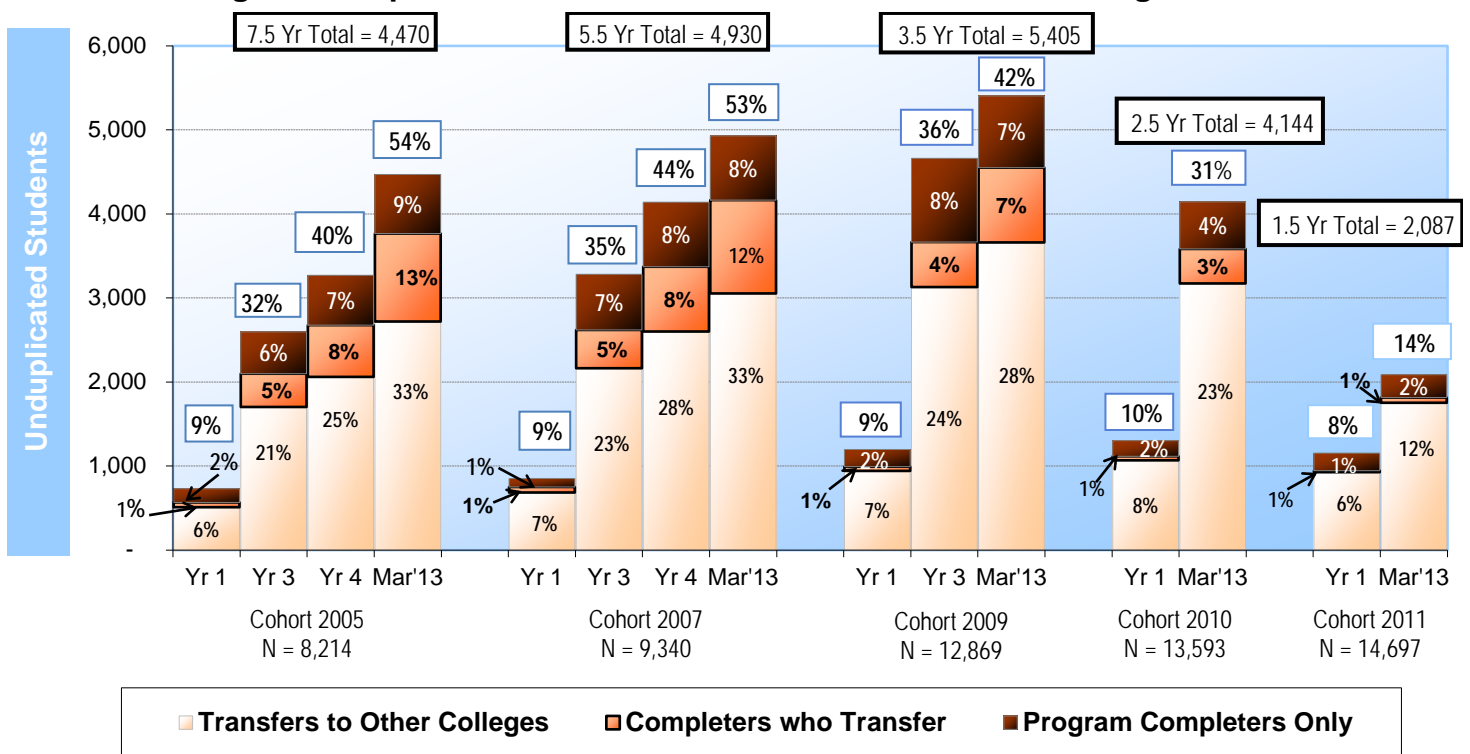
Accumulations for Selected Cohorts Thru April 2013

Report Purpose: To show the accumulations of **program completers**, **transfers** to other higher-education institutions, and **completers who transfer** for the four alternating-year AtD cohorts to compare the long-term efforts of the cohorts.

Analysis: Officials quoting accountability figures for community colleges often measure student graduation rates based on the number of Associate degrees received by a cohort of students within their first three years. However, it is important to remember that a student may reach their educational goal at the community college by receiving a program certificate, or being a core completer, and/or transferring to another post-secondary educational institution.

Because over 60% of HCC students are part-timers and about 64% require developmental coursework before taking their college level courses, HCC students take longer to complete their educational goals. With these factors in mind, please note that, after seven full years, 54% of Cohort 2005 students have either been program completers and/or transfers to other institutions. The completers/transfer trend appears to be consistent with about rates of 10% in first year, 35% by third year, 40% by fourth year, and rising to mid-50's by the current year.

Program Completer &/or Transfer Accumulations for Alternating AtD Cohorts



Definition: Program Completers and Transfers: Successful completion of a program -- either by receiving a certificate, associate degree, or core completer status -- and/or transfer out to another postsecondary institution to continue studies are major end goals for all degree-seeking students.

Sources: HCC OIR AtD Cohort Academic Histories, March 2013; National Clearinghouse Transfer AtD Cohort files, Jan. 2013.

HCC

**Achieving the Dream
Progression Reports**

Progression of AtD Cohort Students, Baseline 2003, plus Fall 2005 through Fall 2012

Progression Dimensions		Baseline	Fall AtD Cohorts								
		Fall 2003	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
Cohort Size (N)		8,007	8,214	9,315	9,340	10,713	12,869	13,593	14,697	12,731	
Writing: Dev. English = ENGL0300 & ENGL0310 & INRW0420; English = ENGL1301	Developmental	Referred to Developmental English (n)	2,643	2,192	2,310	2,303	2,369	2,487	3,103	3,249	2,668
		(%)	33.0%	26.7%	24.8%	24.7%	22.1%	19.3%	22.8%	22.1%	21.0%
		Completed Any Dev. Engl. In First Year (n)	832	703	954	971	980	1,115	1,239	1,229	n/a
		(%)	31.5%	32.1%	41.3%	42.2%	41.4%	44.8%	39.9%	37.8%	
		Completed All Dev. Engl. within 2 Years (n)	704	606	856	869	852	917	1,058	n/a	n/a
		(%)	26.6%	27.6%	37.1%	37.7%	36.0%	36.9%	34.1%		
		Completed Engl. Gatekeeper within 2 Years (n)	776	643	696	788	775	724	815	n/a	n/a
	(%)	29.4%	29.3%	30.1%	34.2%	32.7%	29.1%	26.3%			
	Completed Engl. Gatekeeper within 3 Years (n)	872	728	816	926	911	838	n/a	n/a	n/a	
	(%)	33.0%	33.2%	35.3%	40.2%	38.5%	33.7%				
	Completed a Degree or Award within 4 Years (n)	251	230	282	305	336	n/a	n/a	n/a	n/a	
	(%)	9.5%	10.5%	12.2%	13.2%	14.2%					
	College-Level	Referred to College-Level English (n)	5,090	5,853	6,881	6,926	8,238	10,109	10,392	11,344	10,043
		(%)	63.6%	71.3%	73.9%	74.2%	76.9%	78.6%	76.5%	77.2%	78.9%
Completed Engl. Gatekeeper within 2 Years (n)		1,865	2,162	2,536	2,511	3,028	4,143	4,013	n/a	n/a	
(%)		36.6%	36.9%	36.9%	36.3%	36.8%	41.0%	38.6%			
Completed Engl. Gatekeeper within 3 Years (n)	1,999	2,322	2,730	2,695	3,254	4,450	n/a	n/a	n/a		
(%)	39.3%	39.7%	39.7%	38.9%	39.5%	44.0%					
Completed a Degree or Award within 4 Years (n)	632	954	1,102	1,242	1,488	n/a	n/a	n/a	n/a		
(%)	12.4%	16.3%	16.0%	17.9%	18.1%						

Source: HCC Academic History Files for AtD Cohorts 2005 through 2012, Mar.2013.

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Progression of AtD Cohort Students, Baseline 2003, plus Fall 2005 through Fall 2012

Progression Dimensons		Baseline	Fall AtD Cohorts								
		Fall 2003	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
Cohort Size (N)		8,007	8,214	9,315	9,340	10,713	12,869	13,593	14,697	12,731	
Reading: Dev. Reading = GUST0399, GUST0341, GUST0342, & INRW0420 ; Gatekeeper Reading = ENGL1301, HIST1301, HIST1302, GOVT2301, & GOVT2302	Developmental	Referred to Developmental Reading (n)	1,635	1,639	2,080	1,982	1,956	2,172	2,463	2,624	2,020
		(%)	20.4%	20.0%	22.3%	21.2%	18.3%	16.9%	18.1%	17.9%	15.9%
		Completed Any Dev. Reading In First Year (n)	781	878	1,192	1,148	1,076	1,186	1,189	1,188	n/a
		(%)	47.8%	53.6%	57.3%	57.9%	55.0%	54.6%	48.3%	45.3%	
		Completed All Dev. Reading within 2 Years (n)	667	798	1,106	1,095	1,058	1,130	1,118	n/a	n/a
		(%)	40.8%	48.7%	53.2%	55.2%	54.1%	52.0%	45.4%		
		Completed Reading Gatekeeper within 2 Years (n)	427	503	707	737	688	637	676	n/a	n/a
	(%)	26.1%	30.7%	34.0%	37.2%	35.2%	29.3%	27.4%			
	Completed Reading Gatekeeper within 3 Years (n)	479	674	823	849	802	743	n/a	n/a	n/a	
	(%)	29.3%	41.1%	39.6%	42.8%	41.0%	34.2%				
	Completed a Degree or Award within 4 Years (n)	142	186	262	255	282	n/a	n/a	n/a	n/a	
	(%)	8.7%	11.3%	12.6%	12.9%	14.4%					
	College-Level	Referred to College-Level Reading (n)	6,170	6,461	7,119	7,254	8,654	10,580	11,059	11,991	10,704
		(%)	77.1%	78.7%	76.4%	77.7%	80.8%	82.2%	81.4%	81.6%	84.1%
Completed Reading Gatekeeper within 2 Years (n)		3,244	3,448	3,765	3,868	4,728	5,759	5,713	n/a	n/a	
(%)		52.6%	53.4%	52.9%	53.3%	54.6%	54.4%	51.7%			
Completed Reading Gatekeeper within 3 Years (n)	3,414	3,631	3,958	4,099	5,004	6,067	n/a	n/a	n/a		
(%)	55.3%	56.2%	55.6%	56.5%	57.8%	57.3%					
Completed a Degree or Award within 4 Years (n)	764	1,004	1,123	1,288	1,540	n/a	n/a	n/a	n/a		
(%)	12.4%	15.5%	15.8%	17.8%	17.8%						

Source: HCC Academic History Files for AtD Cohorts 2005 through 2012, Mar.2013.

MD: Copy of HCC Summary Progression Reports_0305-12_May2013 (2)

Progression of AtD Cohort Students, Baseline 2003, plus Fall 2005 through Fall 2012

Progression Dimensions		Baseline	Fall AtD Cohorts								
		Fall 2003	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
Cohort Size (N)		8,007	8,214	9,315	9,340	10,713	12,869	13,593	14,697	12,731	
Math: Dev. Math = MATH0106, MATH0306, MATH0108, MATH0308, MATH0112, MATH0311 & MATH0312; Gatekeeper Math = MATH1314, MATH1332, MATH1342, MATH1442, & POFT1325	Developmental	Referred to Developmental Math (n)	4,828	4,940	5,507	5,597	6,215	7,556	8,200	8,629	7,530
		(%)	60.3%	60.1%	59.1%	59.9%	58.0%	58.7%	60.3%	58.7%	59.1%
		Completed Any Dev. Math In First Year (n)	2,286	2,353	2,871	2,892	3,283	3,706	3,770	3,700	n/a
		(%)	47.3%	47.6%	52.1%	51.7%	52.8%	49.0%	46.0%	42.9%	
		Completed All Dev. Math within 2 Years (n)	1,044	1,089	1,450	1,490	1,703	2,021	1,954	n/a	n/a
		(%)	21.6%	22.0%	26.3%	26.6%	27.4%	26.7%	23.8%		
		Completed Math Gatekeeper within 2 Years (n)	796	795	918	1,035	1,072	1,302	1,175	n/a	n/a
	(%)	16.5%	16.1%	16.7%	18.5%	17.2%	17.2%	14.3%			
	Completed Math Gatekeeper within 3 Years (n)	955	1,004	1,155	1,302	1,418	1,621	n/a	n/a	n/a	
	(%)	19.8%	20.3%	21.0%	23.3%	22.8%	21.5%				
	Completed a Degree or Award within 4 Years (n)	473	606	707	812	908	n/a	n/a	n/a	n/a	
	(%)	9.8%	12.3%	12.8%	14.5%	14.6%					
	College-Level	Referred to College-Level Math (n)	2,917	3,062	3,620	3,520	4,227	4,923	5,092	5,728	5,016
		(%)	36.4%	37.3%	38.9%	37.7%	39.5%	38.3%	37.5%	39.0%	39.4%
Completed Math Gatekeeper within 2 Years (n)		743	740	795	762	969	1,121	1,089	n/a	n/a	
(%)		25.5%	24.2%	22.0%	21.6%	22.9%	22.8%	21.4%			
Completed Math Gatekeeper within 3 Years (n)	816	883	890	858	1,107	1,258	n/a	n/a	n/a		
(%)	28.0%	28.8%	24.6%	24.4%	26.2%	25.6%					
Completed a Degree or Award within 4 Years (n)	413	568	665	711	887	n/a	n/a	n/a	n/a		
(%)	14.2%	18.5%	18.4%	20.2%	21.0%						

Source: HCC Academic History Files for AtD Cohorts 2005 through 2012, Mar.2013.

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Progression of AtD Cohort Students, Baseline 2003, plus Fall 2005 through Fall 2012

Progression Dimensions		Baseline	Fall AtD Cohorts								
		Fall 2003	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
Cohort Size (N)		8,007	8,214	9,315	9,340	10,713	12,869	13,593	14,697	12,731	
Math: Low Dev. Math = MATH0106 & MATH0306, Gatekeeper Math = MATH1314, MATH1332, MATH1342, MATH1442, & POFT1325	Low Level Developmental	Referred to Low Level Dev. Math (n)	1,782	2,134	2,594	2,463	2,613	3,231	3,740	3,891	3,232
		(%)	22.3%	26.0%	27.8%	26.4%	24.4%	25.1%	27.5%	26.5%	25.4%
		Completed Any Dev. Math In First Year (n)	801	1,003	1,347	1,269	1,378	1,608	1,768	1,676	n/a
		(%)	44.9%	47.0%	51.9%	51.5%	52.7%	49.8%	47.3%	43.1%	
		Completed All Dev. Math within 2 Years (n)	263	284	371	347	342	405	415	n/a	n/a
		(%)	14.8%	13.3%	14.3%	14.1%	13.1%	12.5%	11.1%		
		Completed Math Gatekeeper within 2 Years (n)	139	150	171	188	170	176	184	n/a	n/a
	(%)	7.8%	7.0%	6.6%	7.6%	6.5%	5.4%	4.9%			
	Completed Math Gatekeeper within 3 Years (n)	193	246	286	308	305	297	n/a	n/a	n/a	
	(%)	10.8%	11.5%	11.0%	12.5%	11.7%	9.2%				
	Completed a Degree or Award within 4 Years (n)	196	205	256	256	255	n/a	n/a	n/a	n/a	
	(%)	11.0%	9.6%	9.9%	10.4%	9.8%					
	College-Level	Referred to College-Level Math (n)	2,917	3,062	3,620	3,520	4,227	4,923	5,092	5,728	5,016
		(%)	36.4%	37.3%	38.9%	37.7%	39.5%	38.3%	37.5%	39.0%	39.4%
Completed Math Gatekeeper within 2 Years (n)		743	740	795	762	969	1,121	1,089	n/a	n/a	
(%)		25.5%	24.2%	22.0%	21.6%	22.9%	22.8%	21.4%			
Completed Math Gatekeeper within 3 Years (n)	816	883	890	858	1,107	1,258	n/a	n/a	n/a		
(%)	28.0%	28.8%	24.6%	24.4%	26.2%	25.6%					
Completed a Degree or Award within 4 Years (n)	413	568	665	711	887	n/a	n/a	n/a	n/a		
(%)	14.2%	18.5%	18.4%	20.2%	21.0%						

Source: HCC Academic History Files for AtD Cohorts 2005 through 2012, Mar.2013.

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Progression of AtD Cohort Students, Baseline 2003, plus Fall 2005 through Fall 2012

Progression Dimensions		Baseline	Fall AtD Cohorts								
		Fall 2003	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
Cohort Size (N)		8,007	8,214	9,315	9,340	10,713	12,869	13,593	14,697	12,731	
Math: Mid Dev. Math = MATH0108 & MATH0308; Gatekeeper Math = MATH1314, MATH1332, MATH1342, MATH1442, & POFT1325	Mid Level Developmental	Referred to Mid Level Dev. Math (n)	2,126	1,748	1,700	1,687	1,751	1,972	1,879	2,045	1,586
		(%)	26.6%	21.3%	18.3%	18.1%	16.3%	15.3%	13.8%	13.9%	12.5%
		Completed Any Dev. Math In First Year (n)	676	663	760	774	789	854	793	776	n/a
		(%)	31.8%	37.9%	44.7%	45.9%	45.1%	43.3%	42.2%	37.9%	
		Completed All Dev. Math within 2 Years (n)	453	408	469	480	505	527	464	n/a	n/a
		(%)	21.3%	23.3%	27.6%	28.5%	28.8%	26.7%	24.7%		
		Completed Math Gatekeeper within 2 Years (n)	394	291	293	327	280	337	274	n/a	n/a
	(%)	18.5%	16.6%	17.2%	19.4%	16.0%	17.1%	14.6%			
	Completed Math Gatekeeper within 3 Years (n)	457	361	372	414	384	431	n/a	n/a	n/a	
	(%)	21.5%	20.7%	21.9%	24.5%	21.9%	21.9%				
	Completed a Degree or Award within 4 Years (n)	194	221	224	256	270	n/a	n/a	n/a	n/a	
	(%)	9.1%	12.6%	13.2%	15.2%	15.4%					
	College-Level	Referred to College-Level Math (n)	2,917	3,062	3,620	3,520	4,227	4,923	5,092	5,728	5,016
		(%)	36.4%	37.3%	38.9%	37.7%	39.5%	38.3%	37.5%	39.0%	39.4%
Completed Math Gatekeeper within 2 Years (n)		743	740	795	762	969	1,121	1,089	n/a	n/a	
(%)		25.5%	24.2%	22.0%	21.6%	22.9%	22.8%	21.4%			
Completed Math Gatekeeper within 3 Years (n)	816	883	890	858	1,107	1,258	n/a	n/a	n/a		
(%)	28.0%	28.8%	24.6%	24.4%	26.2%	25.6%					
Completed a Degree or Award within 4 Years (n)	413	568	665	711	887	n/a	n/a	n/a	n/a		
(%)	14.2%	18.5%	18.4%	20.2%	21.0%						

Source: HCC Academic History Files for AtD Cohorts 2005 through 2012, Mar.2013.

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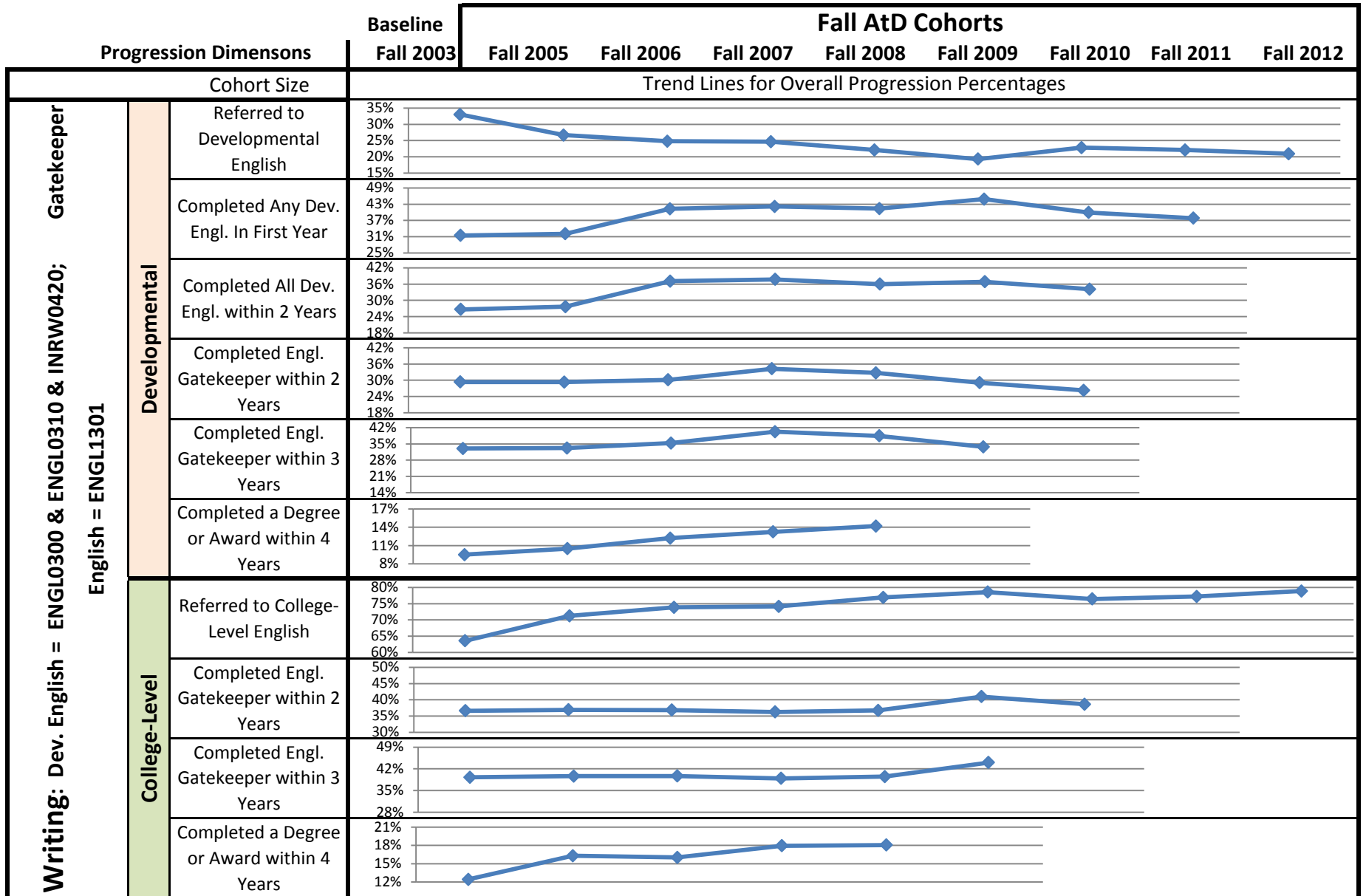
Progression of AtD Cohort Students, Baseline 2003, plus Fall 2005 through Fall 2012

Progression Dimensions		Baseline	Fall AtD Cohorts								
		Fall 2003	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
Cohort Size (N)		8,007	8,214	9,315	9,340	10,713	12,869	13,593	14,697	12,731	
Math: Top Dev. Math = MATH0112, MATH0311, & MATH0312; Gatekeeper Math = MATH1314, MATH1332, MATH1314, MATH1332, MATH1342, MATH1442, & POFT1325	Top Level Developmental	Referred to Top Level Dev. Math (n)	920	1,058	1,213	1,447	1,851	2,353	2,581	2,693	2,712
		(%)	11.5%	12.9%	13.0%	15.5%	17.3%	18.3%	19.0%	18.3%	21.3%
		Completed Any Dev. Math In First Year (n)	261	326	528	589	675	924	916	939	n/a
		(%)	28.4%	30.8%	43.5%	40.7%	36.5%	39.3%	35.5%	34.9%	
		Completed All Dev. Math within 2 Years (n)	328	397	610	663	856	1,089	1,075	n/a	n/a
		(%)	35.7%	37.5%	50.3%	45.8%	46.2%	46.3%	41.7%		
		Completed Math Gatekeeper within 2 Years (n)	263	354	454	520	622	789	717	n/a	n/a
	(%)	28.6%	33.5%	37.4%	35.9%	33.6%	33.5%	27.8%			
	Completed Math Gatekeeper within 3 Years (n)	305	397	497	580	729	893	n/a	n/a	n/a	
	(%)	33.2%	37.5%	41.0%	40.1%	39.4%	38.0%				
	Completed a Degree or Award within 4 Years (n)	128	180	227	300	383	n/a	n/a	n/a	n/a	
	(%)	13.9%	17.0%	18.7%	20.7%	20.7%					
	College-Level	Referred to College-Level Math (n)	2,917	3,062	3,620	3,520	4,227	4,923	5,092	5,728	5,016
		(%)	36.4%	37.3%	38.9%	37.7%	39.5%	38.3%	37.5%	39.0%	39.4%
Completed Math Gatekeeper within 2 Years (n)		743	740	795	762	969	1,121	1,089	n/a	n/a	
(%)		25.5%	24.2%	22.0%	21.6%	22.9%	22.8%	21.4%			
Completed Math Gatekeeper within 3 Years (n)	816	883	890	858	1,107	1,258	n/a	n/a	n/a		
(%)	28.0%	28.8%	24.6%	24.4%	26.2%	25.6%					
Completed a Degree or Award within 4 Years (n)	413	568	665	711	887	n/a	n/a	n/a	n/a		
(%)	14.2%	18.5%	18.4%	20.2%	21.0%						

Source: HCC Academic History Files for AtD Cohorts 2005 through 2012, Mar.2013.

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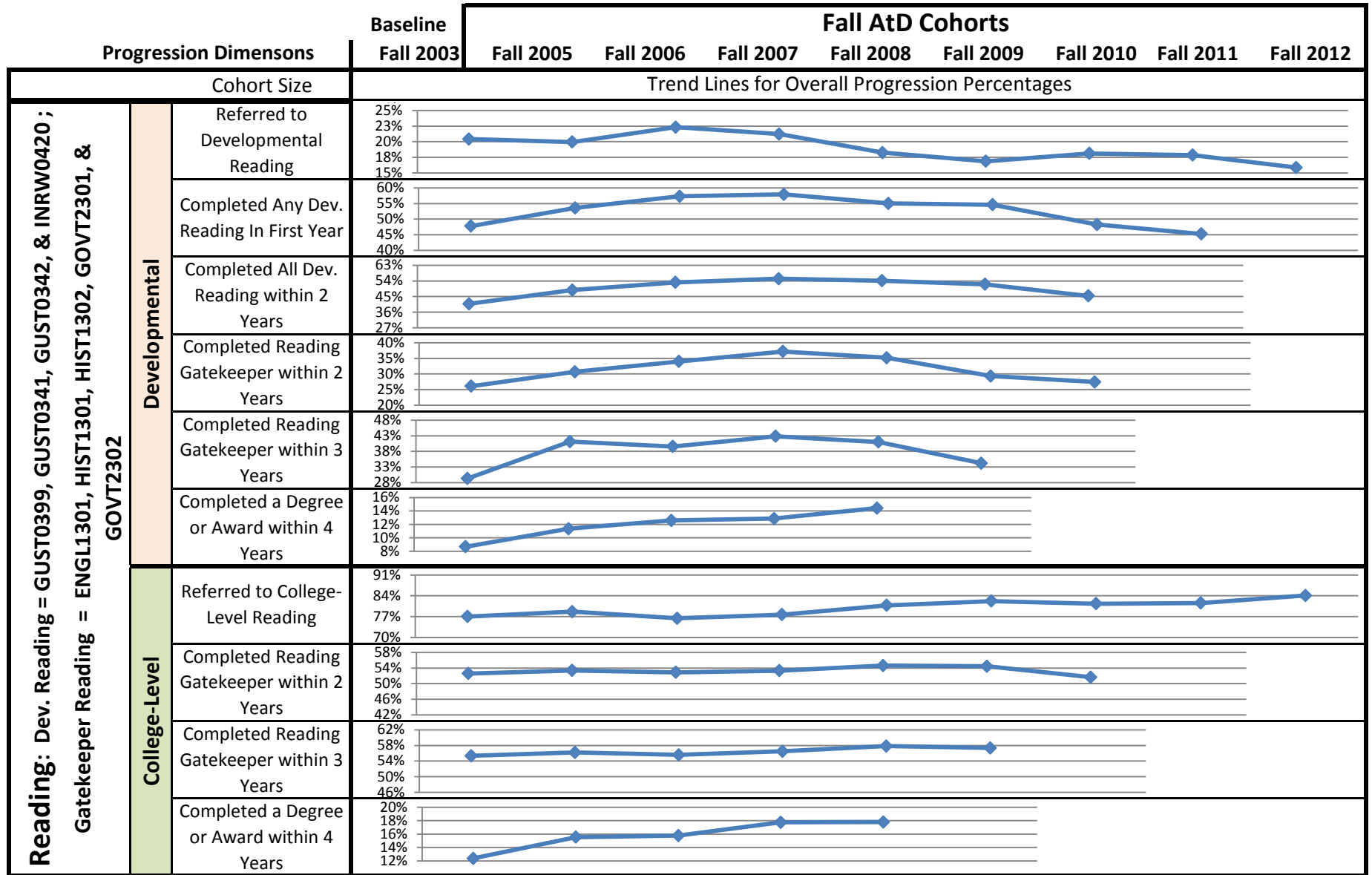
Progression of AtD Cohort Students, Baseline 2003, plus Fall 2005 through Fall 2012



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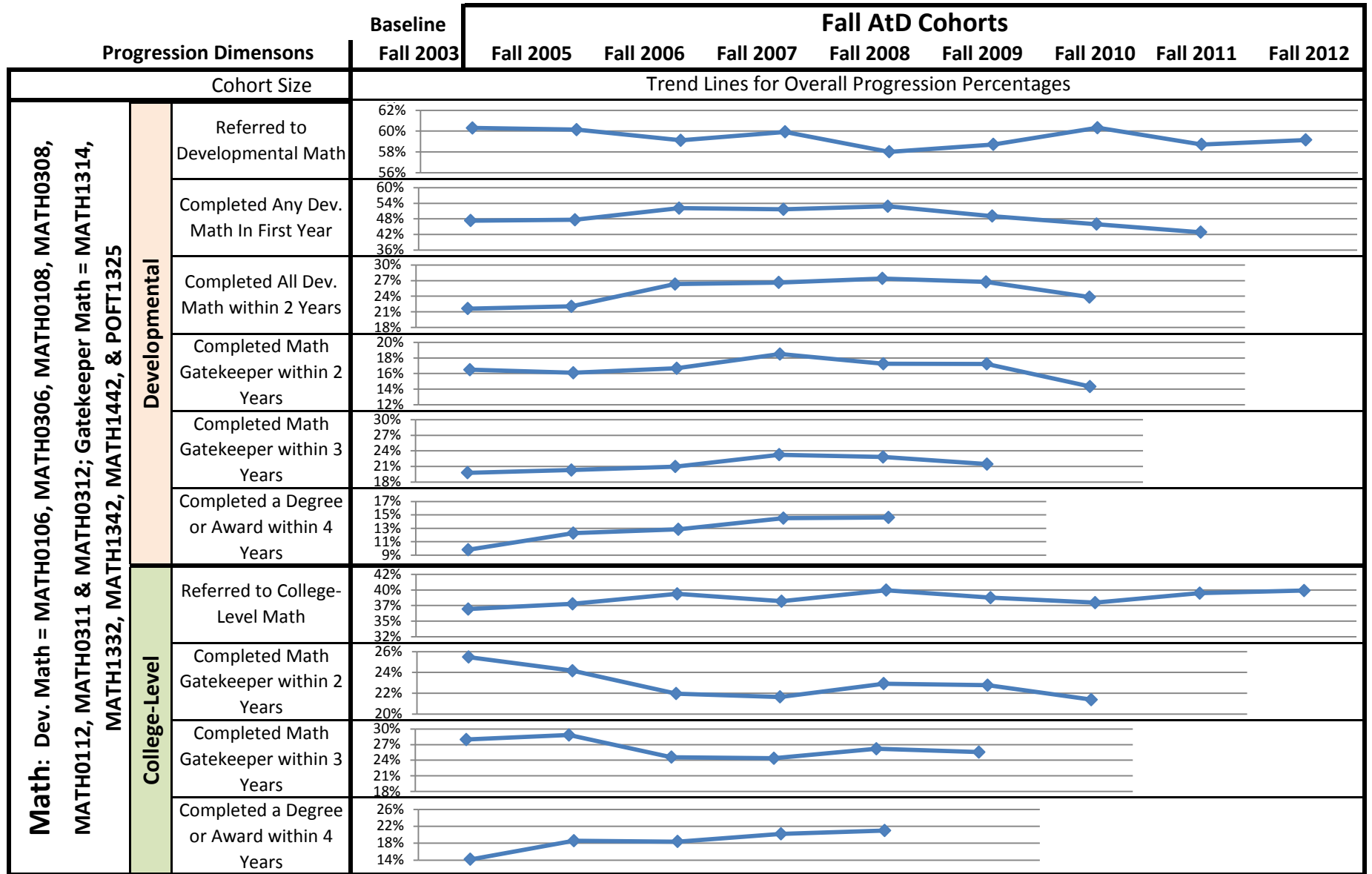
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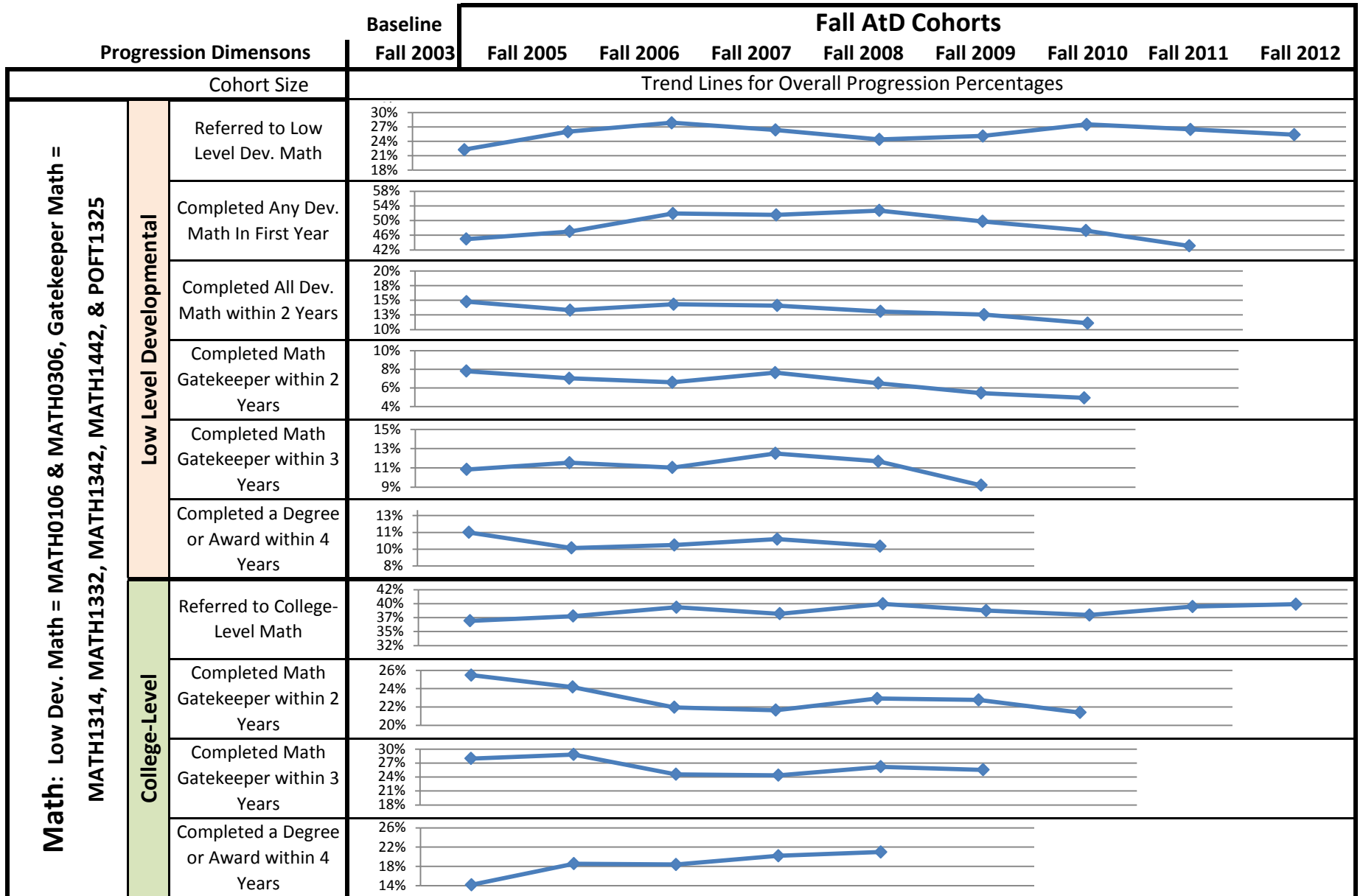
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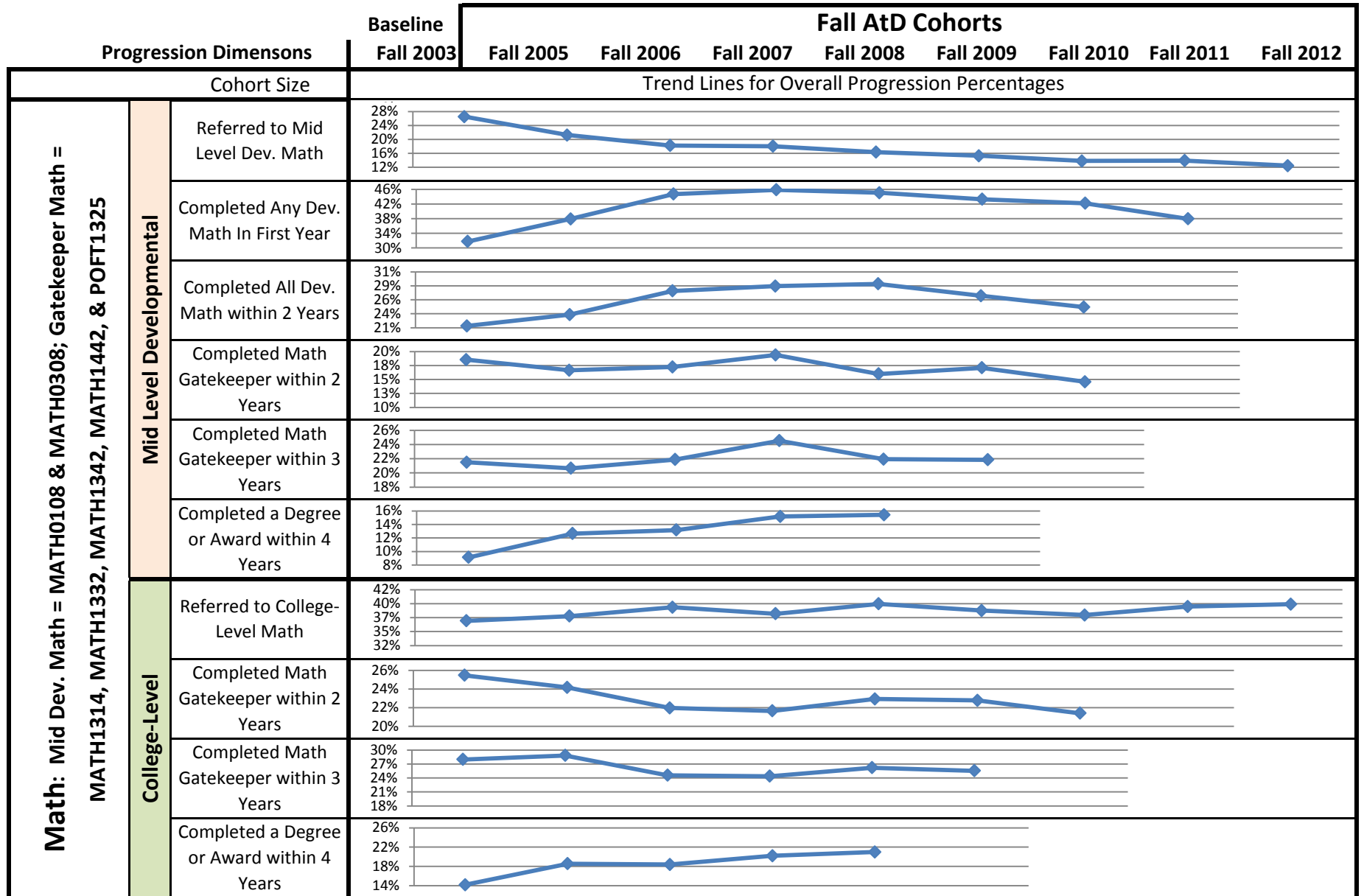
Progression of AtD Cohort Students, Baseline 2003, plus Fall 2005 through Fall 2012



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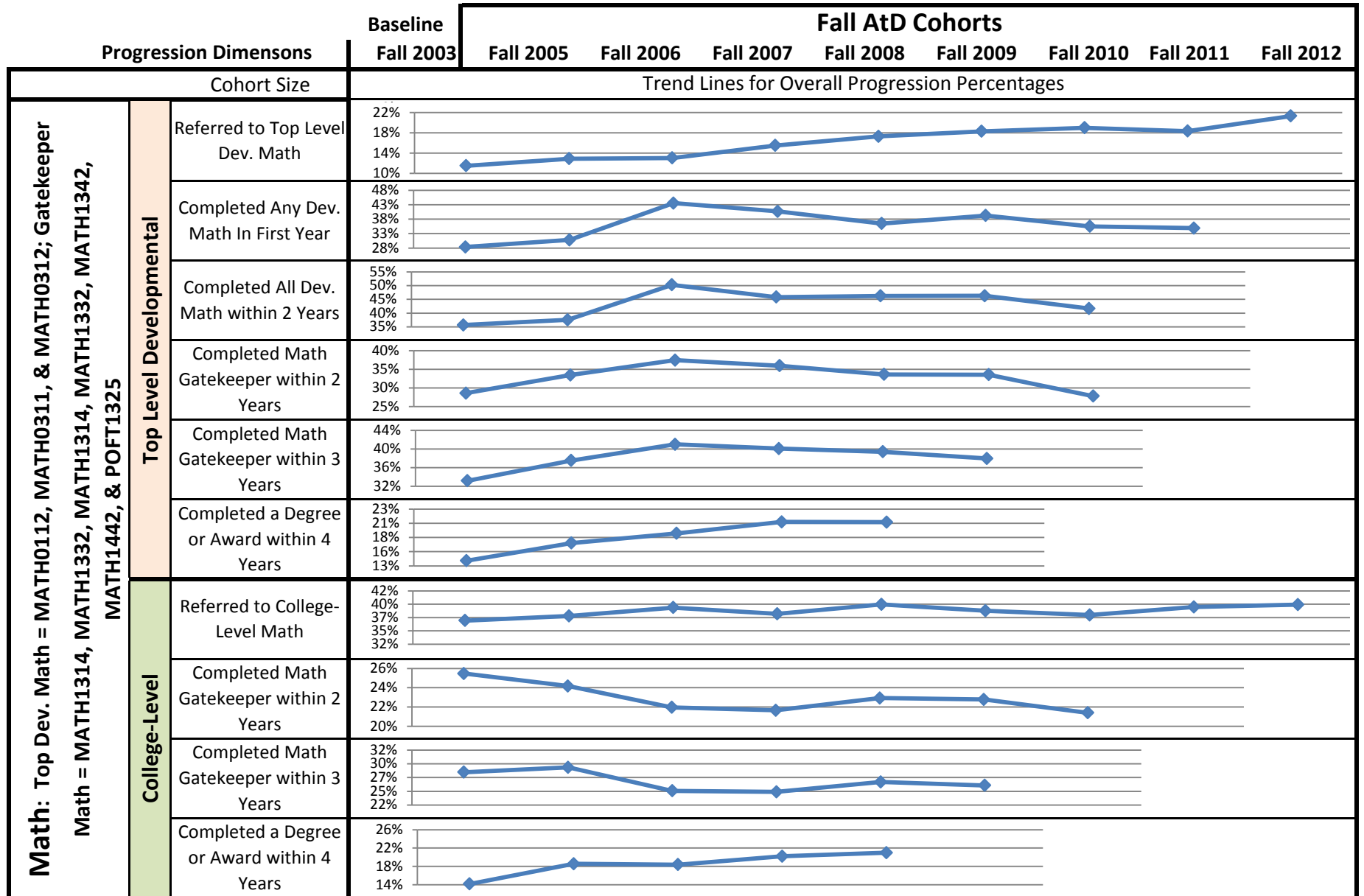
Progression of AtD Cohort Students, Baseline 2003, plus Fall 2005 through Fall 2012



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Progression of AtD Cohort Students, Baseline 2003, plus Fall 2005 through Fall 2012



Source: HCC Academic History Files for AtD Cohorts 2005 through 2012, Mar.2013.