



DEI Status Update

College Name: **Houston Community College**

1. Scaling Up DEI Interventions

*You submitted data to JBL Associates on up to three interventions for the national database. Please answer the following questions to provide a **brief** summary of each of the DEI interventions for which you have submitted data. You may also provide descriptions of DEI interventions that you have tracked institutionally.*

Intervention 1: College Success Course

What significant changes have you made in the past year?

- Houston Community College has transformed the College Success Course from a two hour course GUST 1270 to a three hour transferrable college course with a financial literacy module.
- Addition of more program-specific versions: EDUC 1200, LEAD 1200, HPRS 1201, and ENGR 1201. Not just the creation of these versions, but the promoting of them system-wide especially in our workforce programs.
- In a phone conversation with MDC last April, we were requested to limit analysis to just GUST 1270, first piloted student success course in Spring 2006.
- Trend analysis for GUST 1270 by itself shows a slow increase in actual enrollment figures from Fall 2007 through Fall 2010, then a 42 student decrease from Fall 2011. Of these students who are actually members of the reported Fall cohorts, which is a primary target for the intervention, the rate of participation has been gradually falling from a high of 34.8% for the Fall 2008 cohort to just 30.1% for the Fall 2011 cohort. (See Table 1 on the next page). This trend is perhaps due to other choices in student success courses.
- However, if the analysis includes all comparable Freshman Success Course (FSC), the participation results are much more promising. See Table 1: Enrollment history of GUST 1270.

Table 1: Enrollment History of GUST 1270 Freshman Success Course

Year ¹	Number of Students in GUST1270 Freshman Success Course ²	Students in intervention as % of total Fall SCH enrollment ³	Students in intervention and in Fall Cohort as % of target population, which is all students in the stated Fall AtD Cohort ⁴
Fall 2007	3,866	8.6%	32.6%
Fall 2008	4,658	9.4%	34.8%
Fall 2009	5,629	9.9%	33.1%
Fall 2010	5,644	9.1%	30.8%
Fall 2011	5,602	8.8%	30.1%

1. Figures are for Fall semesters only, not all of the year's semesters. Annual figures would be approximately 175% of the Fall figures, since new students arrive in each semester.
2. The original FSC intervention course was GUST1270. Although there are now several comparable versions, ONLY GUST1270 figures are reported in the above chart.
3. The Total SCH Enrollment is only the stated Fall semester, the percent is the number of Gust1270 enrollments in the stated Fall as a percent of this Fall enrollment. Other enrollees took an FSC course in earlier semesters.
4. The target population consists of all new students at HCC in the stated Fall's AtD Cohort. GUST 1270 enrollees include students not in the stated Fall Cohort, so the percent is the number of GUST1270 enrollees actually in the stated Fall Cohort as a percent of the total Fall Cohort student count

How have you expanded this intervention over the course of DEI?

- Yes, we had piloted GUST 1270 in our AtD grant and expanded it over the course of DEI to a college transfer academic course EDUC 1300.

How many students did you serve in this intervention at the beginning of DEI? How many are you serving now?

- We served 5,299 in Fall 2008 and 9,267 Fall 2011.

Describe your plans for sustaining this intervention after the grant ends. What are you plans for additional scaling up?

- We have mandated the college success course to all incoming freshman students. This intervention is scaled to capacity.

Intervention 2: Math Bridge Courses

What significant changes have you made in the past year?

- We have more 8 week courses and this has facilitated students to take two developmental courses in one semester to complete their remediation quicker. We have moved the Math Bridge Courses to the first session.

How have you expanded this intervention over the course of DEI?

- Yes, we take acceleration of developmental education seriously and have promoted 8 week formats and bridge courses. We have required continuous remediation as our policy.

How many students did you serve in this intervention at the beginning of DEI? How many are you serving now?

- We served 60 students in Fall 2008 and 319 students in Spring 2011.

Describe your plans for sustaining this intervention after the grant ends. What are your plans for additional scaling up?

- We are modularizing the developmental courses and requiring Bridge Courses as a recommendation after our placement test.

Intervention 3: Learning Communities

What significant changes have you made in the past year?

- We have cracked the code with our IT department in the registration of learning communities. We are hopeful that in the Fall 2012 we will have an increase of Learning Communities as long as Department Chairs at the colleges create schedules for students incorporating learning communities in developmental courses and linking them with our college success courses.

How have you expanded this intervention over the course of DEI?

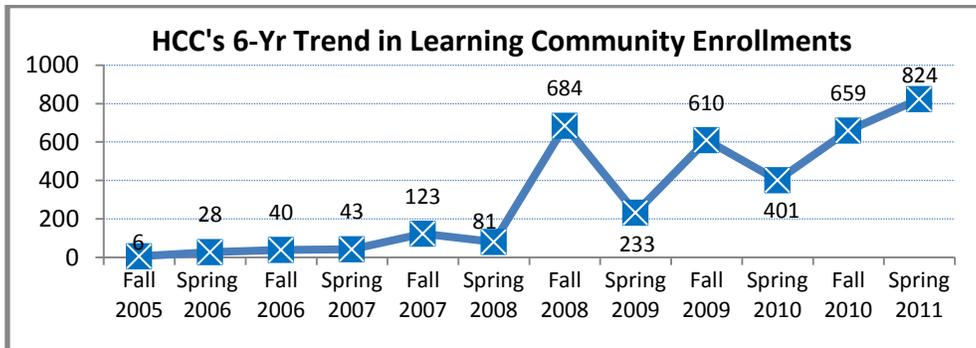
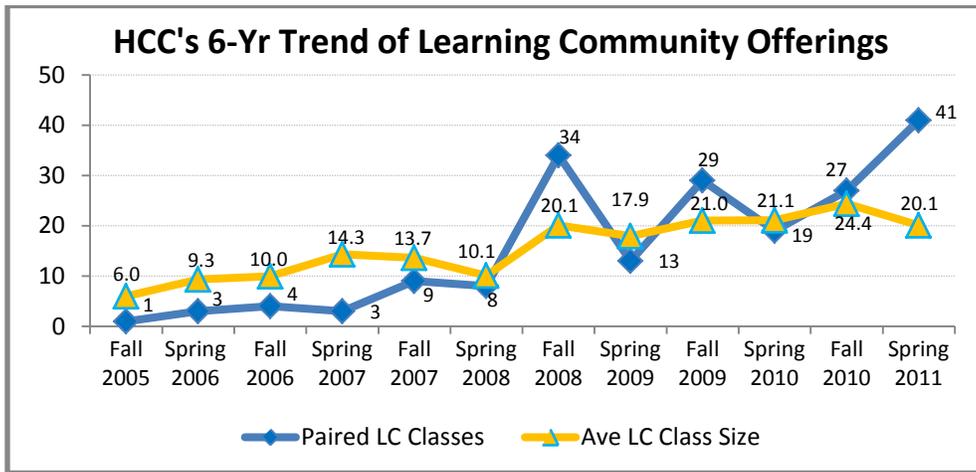
- We have offered a \$200.00 stipend to faculty who want to teach in a learning community. We are doing more marketing of Learning Communities.

How many students did you serve in this intervention at the beginning of DEI? How many are you serving now?

- We started in 2008 with 684 students and we now serve 824 students.

Describe your plans for sustaining this intervention after the grant ends. What are your plans for additional scaling up?

- We are considering mandatory Learning Communities for all incoming freshman using our new EDUC 1300 course as one of the prescribed courses in learning communities. See Learning Communities trend chart below. In Fall 2005, we have 6 learning community courses and in Spring 2011 we had 41 learning community courses.



2. Professional Development

Please provide a **brief** description of professional development you have offered since your last annual report specific to DEI interventions. Please include the number of faculty and staff who participated.

November 18, 2011	Statewide Developmental Conference	180 faculty and staff
April 24, 2012	Planning Meeting	
April 27, 2012	Statewide Developmental Conference	212 faculty and staff
May 22-23, 2012	My Foundations Lab – Curriculum Modules for Developmental English, Reading, and Developmental Math	
May 25, 2012	Student Services In-service on student success	150 staff and Faculty

The program for the Developmental Education Conferences may be accessed at the following web site: <http://www.hccs.edu/hccs/faculty-staff/instructional-initiatives-resources/gates-grant/developmental-education-conferences>

We are planning in the summer to bring Dr. Amy Tucker to discuss her book dealing with under-resourced students. Zane Community College recommends this professional development activity.

3. Lessons Learned

Please share one important lesson you have learned about:

- *Delivering effective developmental education*
8 week format delivery so they can accelerate and take college level courses in more an efficient delivery method.
- *Scaling up effective programs within your college*
College Success Courses making the course mandatory for all first time students in college. The more we make mandatory our strategies; scaling becomes part of the college's procedures and scaling becomes institutionalized.

4. Topic Suggestions for the June Project Directors' Convening

Please share any particular topics you would like to discuss at the June convening. What questions do you want to ask your DEI colleagues?

- Discuss the powerful presentation from Zane Community College with Dr. Tucker. Discuss lessons learned for placement of students and articulate these multiple measures in testing practices to all colleges who want to explore multiple measures for placement rather than a single test score.