



# Achieving the Dream Leader College Recertification

2012 Leader College  
Self-Assessment

**Submission Deadline:  
November 30, 2012**

## ACHIEVING THE DREAM LEADER COLLEGE ASSESSMENT TOOL

### Instructions

Use the scale provided to indicate the extent to which your college has implemented the practices listed under each principle and sub-principle (e.g., 1.1, 1.2, 2.1, 2.2, etc.) of the Achieving the Dream institutional effectiveness model. Please write a brief explanation for your answers under the items for each sub-principle. Achieving the Dream recommends that each college complete this assessment with key members of your institution's student success reform work.

To meet the criteria for practice for designation as a recertified Achieving the Dream Leader College, colleges should meet the minimum requirements in the table below. However, an honest assessment of a college's progress will be the most important determinant in the self-assessment. That is, Achieving the Dream will still consider granting Leader College recertification even if ratings fall below the minimum if a college can explain a lower rating and demonstrate how the college is working to improve in this area.

<u>Indicator Practice</u>	<u>Minimum Score</u>
1.1a CEO support for improving student outcomes	4
1.1b Commitment to achieving equity in outcomes	3
1.2a The board expects, and the CEO provides regular reports on student outcomes and the impact of efforts to improve success rates.	3
2.2a Longitudinal tracking of students	4
2.2b College disaggregates student cohort data	3
3.1a Engagement of faculty in the improvement process	3
4.1a Strategic planning process that relies on data to set goals	3
4.1f College works to scale up and sustain effective pilot programs or practices	3
4.1g The student success agenda and the accreditation activities are aligned and integrated.	3
At least one practice under every sub-principle (1.1, 1.2, 2.1, etc.)	3

**College Name:** Houston Community College

**Please list the names and title of the college members who contributed to the completion of this assessment**

Name	Title
Dr. Mary S. Spangler	Chancellor, Houston Community College (HCC)
Dr. Charles M. Cook	Vice Chancellor for Instruction, HCC
Dr. Diana Pino	Vice Chancellor for Student Services, HCC
Dr. Maria Straus	Director of Instructional Initiatives, HCC
Dr. Juan Carlos Reina	Director of Academic Resource Development, HCC
Dr. Martha Oburn	Executive Director, Institutional Research and Innovation, HCC
Margaret Drain	Research Associate II, Office of Institutional Research, HCC
Dr. Betty Fortune	Academic Dean, HCC Southwest
Janis Innis	Professor of Developmental Studies, HCC Southwest
Tim Sever	HCC Program Coordinator for Mathematics; Math Department Chair, HCC Central
Kimberly Koledoye	HCC Program Coordinator for Reading
Jennifer Freytag	HCC Program Coordinator for Writing
Susan Fife	HCC Program Coordinator for Developmental Math
Dr. Cheryl Peters	Executive Dean for Instruction and Student Services, HCC Central
Dr. Pauline Warren	Dean of Academic Development, HCC Southeast

Betty Fortune	Dean of Academics, HCC Southwest
Dr. Ronald Dewlen	Dean of Academics, HCC Northeast
Mark Tiller	Interim Executive Dean of Academic Affairs and Student Services, HCC Northwest
Dr. Genevieve Stevens	Interim Dean of Instruction, HCC Central
Dr. Michael Edwards	Executive Dean, Coleman College for Health Sciences
Dr. William Tapp	Interim Dean of Workforce Development, HCC Southeast
Dr. Arnold Goldberg	Workforce and Economic Development Dean, HCC Southwest
Dr. Maya Durnovo	Workforce and Economic Development Dean, HCC Northwest

<b>Principle 1. Committed Leadership</b>		<b>Extent of implementation</b>				
		<b>Little or None 1</b>	<b>2</b>	<b>Increas- ing 3</b>	<b>4</b>	<b>A lot 5</b>
<b>1.1 Vision and values</b>						
1.1a	CEO and leadership team actively support efforts to improve student learning and completion, not just increase enrollments.	O	O	O	<b>X</b>	O
1.1b	CEO and other senior leaders have made an explicit policy commitment, communicated to faculty, staff, students and community, to achieve equity in student outcomes across racial/ethnic and income groups.	O	O	<b>X</b>	O	O
1.1c	College communications, including website and news releases, emphasize a student success agenda.	O	O	O	<b>X</b>	O
<p><b>Justification/Evidence:</b>  1.1 The College’s vision and values are articulated in the <i>HCC Strategic Plan: 2012-2015</i>, approved at the start of the 2012/2013 academic year, which provide a framework for a host of supporting institutional activities and communications as well as guiding principles which include an institutional focus on student learning and completion. Specific activities in support of achieving equity in student outcomes across racial/ethnic and income groups including HCC’s Minority Male Initiative to counter the on-going crisis throughout America of a diminishing presence of young Black and Hispanic males on the campuses of higher learning, in corporate America and in entrepreneurial endeavors as well as a significant increase in financial aid awards at HCC (<i>As reported in the HCC Annual Report 2011, financial aid has helped ease the cost of attendance by increasing dramatically from \$53 million in the 2007 academic year to \$203 million disbursed for the 2010 academic year, representing a 283% increase. In Fall 2010, HCC began implementing the federal direct-loan program awarding over 18,000 students \$95 million in loans.</i>) Additionally, the restructure of HCC’s Student Services has been a major initiative. Vice Chancellor for Student Services, Dr. Diana Pino has led a reform whereby job descriptions for the various personnel in Student Services have been redefined. Counselors will no longer work with students in general for academic advising. Instead, they will be dedicated to working with students with individual needs, be they ADA issues, career counseling, problems with academic suspension/probation, etc. At the same time, HCC will redirect resources and hire additional Academic Advisors who will pick up the tasks of helping students select their majors, file their degree plans, and stay on track through</p>						

completion of certificates and/or degrees. An academic advisor will be assigned to each section of EDUC 1300 (our Freshman Success course) in the Fall 2012 semester and following students' declaration of major during that first semester, students will be assigned a Faculty academic advisor in the program of their choice.

*See related response (1a) from HCC's ATD Annual Narrative & Financial Report (2011):*

1. Briefly describe your greatest accomplishment in each principle since joining ATD.

a. Committed Leadership: Perhaps the greatest accomplishment for HCC in this category occurred in March 2009 when the HCC Combined Deans Council voted unanimously in approval of several policies and programs for Fall 2009 to improve student success, including:

- (1) Required assessment for all students prior or during the first semester of attendance;
- (2) Required assessment prior to attendance for all students declaring intent to obtain an associate degree or level two certificate;
- (3) Required attendance by all students new to HCC without a degree or at least 12 SCH of college level course work in a Freshman Success Course (FSC) in their first semester; and
- (4) A requirement for all programs and courses to set pre-requisite levels for student skills in reading, writing, and math.
- (5) Continuous enrollment by students in need of remediation, starting with reading, then math, and then writing.

For 2010, the HCC Strategic Team (Chancellor, Vice Chancellors, and College Presidents) voted to affirm a policy of "no late registration" for students.

Principle 1. Committed Leadership (continued)		Extent of implementation				
		Little or None 1	2	Increas- ing 3	4	A lot 5
1.2	<b>Commitment</b>					
1.2a	The board expects, and the CEO provides, regular reports on student outcomes and the impact of efforts to improve success rates.	O	O	O	X	O
1.2b	Senior leaders demonstrate willingness to support changes in policy, procedures and resource allocation to improve student success.	O	O	O	O	X
1.2c	Faculty leaders actively support a broad-based student success agenda.	O	O	O	X	O
<b>Justification/Evidence:</b>						
1.2. Regular reports on student outcomes and the impact of efforts to improve success rates are provided through regular Community College Survey of Student Engagement (CCSSE) reports and ATD reports in addition to regularly scheduled items on the HCC Board of Trustees meeting agendas related to informational updates on the topic of student success. Senior leaders demonstrate willingness to support changes in policy, procedures and resource allocation to improve student success through a variety of measures, notably a \$1.2 million allocation in funding this past year to restructure Student Services' student advising and counseling functions to better serve students' academic needs. Other indicators include the Chancellor's Innovation Fund which has funded Learning Communities at HCC and related student success activities						
Faculty leaders participate on a variety of HCC Councils in support of College's broad-based student success agenda (e.g., Developmental Education Council).						

<b>Principle 2. Use of Evidence to Improve Policies, Programs, and Services</b>		<b>Extent of implementation</b>				
		<b>Little or None</b>		<b>Increas- ing</b>		<b>A lot</b>
<b>2.1 IT and IR capacity</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.1a	IT capacity is adequate to meet the demand for data and institutional research.	O	O	X	O	O
2.1b	Policies and procedures are in place to ensure integrity of data collected.	O	O	X	O	O
2.1c	IR staff capacity is adequate to meet demand for data and research.	O	O	X	O	O
2.1d	IR staff effectively educates and assists college personnel to use data and research to improve programs and services.	O	O	O	X	O
<b>Justification/Evidence:</b>						
<p>2.1 HCC is creating a “data warehouse” with a targeted implementation date of spring 2013 to increase users’ access and ability to utilize data in examining institutional programs and services and planning for their improvements. A Data Integrity Committee has been established as part of the HCC Strategic Plan 2012-2015 (<a href="http://www.hccs.edu/hcc/System%20Home/Departments/Communications/At%20a%20Glance/strategicplan2012.pdf">http://www.hccs.edu/hcc/System%20Home/Departments/Communications/At%20a%20Glance/strategicplan2012.pdf</a> ) to examine current data collection and reporting practices to ensure accuracy and increase confidence in data-based planning and decision-making. While HCC’s IR office remains under-staffed to meet institutional research needs for the College, a new staff position was posted and filled in 2012 and further additions will be discussed and planned this year. HCC’s Office of Institutional Research provides excellent customer service, including comprehensive and vital data analysis and related reports on behalf of the College, such as the baseline, strategy and progression reports for Achieving the Dream (discussed in comments for 2.2), the Academic Dashboard located at <a href="http://www.hccs.edu/hccs/at-a-glance/district-offices/institutional-research/academic-dashboard/academic-dashboard">http://www.hccs.edu/hccs/at-a-glance/district-offices/institutional-research/academic-dashboard/academic-dashboard</a>, and a host of data for program review and learning assessments.</p>						

Principle 2. Use of Evidence to Improve Policies, Programs, and Services (continued)		Extent of implementation				
		Little or None		Increas- ing		A lot
2.2 Process for identifying achievement gaps		1	2	3	4	5
2.2a	College routinely collects, analyzes and reports longitudinal data on cohorts of students to chart student progression and outcomes.	O	O	O	O	X
2.2b	College routinely disaggregates student cohort data by age, race, gender, income, and other factors to identify gaps in achievement among student groups.	O	O	O	X	O
2.2c	College regularly conducts surveys and focus groups with students, faculty, and staff to identify weaknesses in programs and services and opportunities for improvement.	O	O	O	X	O
<p><b>Justification/Evidence:</b></p> <p>2.2 The HCC Office of Institutional Research (OIR) performs at a high level of service in regards to tracking and reporting longitudinal data on cohorts of students to chart progression and outcomes. For Achieving the Dream cohorts, OIR has posted a series of reports at <a href="http://www.hccs.edu/hccs/at-a-glance/district-offices/institutional-research/achieving-the-dream-atd">http://www.hccs.edu/hccs/at-a-glance/district-offices/institutional-research/achieving-the-dream-atd</a>. Included on this site are Baseline Reports, which report for each ATD Cohort, 2002-2011, demographic characteristics, persistence rates from fall-to-spring and fall-to-fall, completion of awards, and transfer outcomes.</p> <p>Additionally, OIR has prepared a series of Progression Reports for each ATD cohort, 2002-2009, in each area of developmental education: reading, writing, and math. Each cohort is divided between those students entering at college level versus those referred to developmental education. Each of these sub-groups is then tracked through benchmarks to determine the number and percentage of students who complete any developmental education course, complete the developmental education sequence, complete the appropriate college level “gatekeeper” course, and then complete an award (certificate/degree). The Progression Reports are disaggregated by colleges within HCC as well as by gender and race/ethnicity of the students.</p>						

The OIR also conducts the annual Community College Survey of Student Engagement (CCSSE) and prepares a report on the results by HCC college. Further, OIR conducts an annual survey of all HCC faculty and staff called Opportunities for Improvement (OFI). The results of both the CCSSE and OFI surveys are posted on myHCC, the HCC intranet, and all faculty/staff and administrative offices are required to use the results in the annual planning/budgeting processes.

Principle 2. Use of Evidence to Improve Policies, Programs, and Services (continued)		Extent of implementation				
		Little or None		Increas- ing		A lot
2.3 Process for formulating and evaluating solutions		1	2	3	4	5
2.3a	College routinely engages personnel from across the campus community to review data on student achievement and help develop and refine strategies for addressing priority problems.	0	0	0	X	0
2.3b	College routinely evaluates the effectiveness of efforts to improve student success and uses the results to improve policy and practice.	0	0	0	X	0
<b>Justification/Evidence:</b>						
<p>2.3 In addition to district-wide committees of faculty in each instructional program which must define, assess and analyze results of student learning outcomes (SLO), HCC operates a host of district-wide councils and committees (please refer to <a href="http://www.hccs.edu/hccs/at-a-glance/councils-committees">http://www.hccs.edu/hccs/at-a-glance/councils-committees</a>) to address broader issues that involve multiple programs/services. An example of this is the Developmental Education Council composed of faculty, counselors, advisors, testing associates, etc. The DE Council is chaired by Vice Chancellor for Instruction Charles Cook and meetings are scheduled by Dr. Maria Straus, Director of HCC Learning Initiatives. Dr. Straus posts all agendas, minutes, assessments, and readings for the DE Council on myHCC.</p> <p>Another means by which HCC has engaged faculty and staff in formulation and evaluation of solutions to improve student success has been through the creation of Forums via the HCC learning management system, Eagle Online (the platform for HCC online instruction). As an example of a Forum, there is the QEP Forum, composed of all HCC biology, chemistry, and physics faculty. The faculty members utilize the forum to develop, assess, and discuss results of the teaching modules developed for HCC INSPIRE (Innovative Science Program Initiatives to Reform Education). The forum contains teaching lessons, materials, assessments, threaded discussions, videos, and more.</p>						

<b>Principle 3. Broad Engagement</b>		<b>Extent of implementation</b>				
		<b>Little or None 1</b>	<b>2</b>	<b>Increas- ing 3</b>	<b>4</b>	<b>A lot 5</b>
<b>3.1 Faculty and staff</b>						
3.1a	Faculty meets regularly to examine course and program outcomes and develop strategies for addressing achievement gaps and improving student success.	O	O	O	<b>X</b>	O
3.1b	Faculty routinely assesses academic programs and teaching strategies from the perspective of current research on effective practice.	O	O	O	<b>X</b>	O
3.1c	Part-time or adjunct faculty are actively engaged in institutional efforts to improve student success.	O	O	<b>X</b>	O	O
3.1d	Student services staff routinely assesses student success strategies from the perspective of current research on effective practice.	O	O	O	<b>X</b>	O
3.1e	There is alignment and extensive collaboration on efforts to improve student success between academic/instructional affairs and student services.	O	O	O	<b>X</b>	O
<b>Justification/Evidence:</b>						
3.1 HCC faculty meet regularly to examine course and program outcomes and develop strategies focused on student success. Examples of these efforts include						

Program Review and an annual assessment report due each fall (October). Student Learning Outcomes are evaluated at the program level to maximize teaching effectiveness and improve student success. Additionally innovative teaching methods and best practices are routinely shared with HCC faculty through a variety of learning opportunities including online and face-face-seminars on student-centered instruction offered through HCC's Center for Teaching & Learning Excellence (CTLE). Course offerings cover a range of topics including Writing Student Learning Outcomes & Learning Objectives (Course information at:

<http://www.hccs.edu/hcc/System%20Home/Departments/TLE/Programs/Workshop%20Learning%20Resources/TLE%20Program%20Workshop%20Resources/PDF%20Files/TL1011StartHere.pdf> ). Faculty participation is also encouraged at regional and national conferences where best practices related to student success are presented; one recent example is the Texas Integrated Reading & Writing Conference held on October 26, 2012 where information was shared on Accelerated Learning Models including the Emporium Learning Model. HCC's Quality Enhancement Plan (QEP) offers strong example of the College's commitment to student success (see related discussion on QEP, Principles 2.3 and 4.1).

Additionally, there are multiple examples of HCC's engagement with its adjunct faculty. For example, HCC's Center for Teaching and Learning Excellence (CTLE) offers professional development opportunities to part-time faculty through the Part-Time Faculty Success Program that, when completed, leads to a Certificate in Teaching Excellence. This program consists of six workshops (available in both online and face-to-face formats) designed around the Benchmarks of Effective Educational Practice as identified in the Community College Survey of Student Engagement (CCSSE). To teach online, part-time faculty are required to complete training on HCC's learning management system, Eagle Online. All of these training opportunities implement a learner-centered instructional design strategy that focuses faculty on the deliberate engagement of students in learning. Each workshop presentation is evaluated by faculty for content relevance. Also, starting fall 2011, HCC began implementation of online student evaluation of all instruction via EGLS<sub>3</sub>, Evaluation for Greater Learning Student Survey System. The goal of EGLS<sub>3</sub> is to further encourage faculty and students to work together to improve teaching and learning in a methodical, thoughtful way.

A strong measure of collaboration is also found between HCC's academic activities and its Student Services staff. HCC's Student Services staff routinely assesses student success strategies from the perspective of current research on effective practice. Examples include changes to HCC's late registration system, redesign of the College's Student Services, and implementation of an Early Alert Program, which is designed to assist faculty in identifying students who are struggling academically within the first four weeks of the semester. HCC is working to increase opportunities for strategic collaboration between academic and Student Services personnel at the College level to further enhance efforts in support of student success. One example includes increasing the frequency of meetings with Academic Deans as these gatherings provide a foundation for discussion on items related to student success.

Principle 3. Broad Engagement (continued)		Extent of implementation				
		Little or None		Increas- ing		A lot
3.2 Students and external stakeholders		1	2	3	4	5
3.2a	College secures active student participation in efforts to improve student outcomes.	0	0	0	X	0
3.2b	College secures input from external stakeholders to identify causes of achievement gaps and inform the development of strategies for improving student success.	0	0	0	X	0
<b>Justification/Evidence:</b>						
<p>3.2 HCC seeks to engage active student participation aimed at improving student outcomes through a variety of outreach efforts. HCC’s United Student Council President is included in operational team meetings and budget discussions for Student Services in order to engage student representation and include the student perspective in proceedings. As further example, a Student Sounding Board comprised of student representatives from across the HCC District has been formed by Student Services to vet ideas and provide feedback on ideas related to new student programming and related activities. A high percentage of HCC students engage in service learning, as reported on the Community College Survey of Student Engagement (CCSSE), reflecting active student participation in community outreach as it ties to enhancement of their overall academic experience. There also are a variety of student clubs and activities on campus in support of student success (e.g., HCC Southeast’s e+ Math Club and student participation at national math conferences, HCC Central’s Science Club, and HCC-TV which provides an opportunity for hands-on training for students interested in broadcast journalism). As a public sign of HCC students’ commitment to degree completion, student members of HCC’s Omega Sigma chapter of Phi Theta Kappa and members of HCC’s Student Government presented HCC’s Board of Trustees with a banner signed by students from all HCC campuses on May 25, 2012. Additionally, HCC received a grant from the Texas Higher Education Coordinating Board focused on enhancements to the first-year experience of students.</p> <p>HCC also actively seeks input from its external stakeholders to identify causes of achievement gaps and inform the development of strategies for improving student success primarily. This input is primarily informed through participation in a number of major grant activities involving curricula alignment, notably Houston Pathways (<a href="http://www.hccs.edu/hccs/what-is-pathways">http://www.hccs.edu/hccs/what-is-pathways</a>), designed to improve articulation of courses and movement of students among public schools, community colleges, and universities, and Gulf Coast Partners Achieving Student Success (Gulf PASS) which comprises eight of the nine Gulf Coast community colleges and partner high schools involved in ATD in a three-year initiative (launched 2011). Grant activity is focused on increasing readiness among high school graduates, easing the transition for graduates to partner with community colleges, and increasing student success in community college developmental courses are at the core of the work. For additional information on Gulf PASS, visit <a href="http://sites.hccs.edu/educationmatters/2012/05/hcc-awarded-">http://sites.hccs.edu/educationmatters/2012/05/hcc-awarded-</a></p>						

[1-175-million-for-gulf-coast-pass-grant/](#). Both grants are funded by Houston Endowment, Inc.

Principle 4. Systemic Institutional Improvement		Extent of implementation				
		Little or None 1	2	Increas- ing 3	4	A lot 5
<b>4.1 Institutional management</b>						
4.1a	College has established strategic planning process that relies on data to set goals for student success and measure of goal attainment.	O	O	O	<b>X</b>	O
4.1b	Plans for a given year are driven by a limited set of strategic priorities that have a focus on student success.	O	O	<b>X</b>	O	O
4.1c	College regularly evaluates its academic programs and student services to determine how well they promote student success and how they can be improved.	O	O	O	<b>X</b>	O
4.1d	Decisions about budget allocations are based on evidence of program effectiveness and linked to plans to increase rates of student success.	O	O	O	<b>X</b>	O
4.1e	College uses external grant funds strategically to support systemic efforts to improve outcomes for students broadly, not just for isolated projects that benefit small numbers of students.	O	O	O	<b>X</b>	O

4.1f	College actively works to scale up and sustain pilot programs or practices that prove effective.	O	O	O	X	O
4.1g	The student success agenda is integrated with on-going accreditation activity.	O	O	O	O	X
<p><b>Justification/Evidence:</b></p> <p>4.1 The HCC Strategic Plan 2012-2015, located at: <a href="http://www.hccs.edu/hcc/System%20Home/Departments/Communications/At%20a%20Glance/strategicplan2012.pdf">http://www.hccs.edu/hcc/System%20Home/Departments/Communications/At%20a%20Glance/strategicplan2012.pdf</a> has at its core items related to student success and measures of goal attainment as well as benchmarks for key indicators in support of student success efforts. Seven initiatives provide the framework of the new Strategic Plan. However, as stated in the plan, “Although these are all important to moving the institution to the next level, <b>the focus is on student success and is HCC’s #1 priority.</b>” Pages 35-36 display graphically the strategic planning process and pages 37-40 describe HCC’s critical indicators of success, desired outcomes for 2015, and a definition of “student success.”</p> <p>As noted in comments for 2.2, HCC requires all administrative units to utilize the results of various surveys and assessments, as the Opportunities for Improvement (OFI) survey, in the annual planning/budgeting processes.</p> <p>HCC uses external grant funds strategically to support systemic efforts to improve outcomes for students broadly, not just for isolated projects that benefit small numbers of students. An example is our grant received earlier this year from the Houston Endowment, via the University of Texas Center for Community College Leadership, for Gulf Coast Partners Achieving Student Success (PASS). It is funding a comprehensive plan that impacts students in high school through any developmental education they may require. At HCC, almost two-thirds of our students are referred to developmental education in the past few years. As a result of Gulf Coast PASS funding, HCC has developed and implemented a free online test preparation site for students, located at <a href="http://hccs.edu/hcc_prep">http://hccs.edu/hcc_prep</a>. The site contains about an hour’s worth of self-assessments, reviews, videos, and tutorials for students in each of the areas of reading, writing, and math. The web site has been shared not only with HCC partner high schools but with all of the colleges and high schools in the Gulf Coast region.</p> <p><i>See related response (2d) from HCC’s ATD Annual Narrative &amp; Financial Report (2011):</i></p> <p>d. Systemic Institutional Improvement – HCC has been able to utilize ATD data and strategies to leverage additional grants for the institution, including a Developmental Education Initiative (DEI) Grant from the Bill and Melinda Gates Foundation in 2009, a Houston Pathways Initiative (HPI) Grant from the Houston Endowment, also in 2009, a grant from the Carnegie Foundation in 2010 for participation in the Statway Initiative, and several grants from MDRC for improvement and study of student success in Learning Communities. The grants have helped provide additional resources for HCC to focus attention, implement strategies, collect data, and gain greater support for necessary changes in policies, procedures, programs, and services to help students achieve greater success.</p>						

In the summer of 2012, HCC utilized Gulf Coast PASS funding to offer free one-week PREP courses for potential students to prepare for the COMPASS exam, offering 16 hours of lab-based tutorial instruction. In Fall 2012, HCC developed four week Prepare for Math (PREM 0200) and Prepare for Reading/Writing (PRER 0200) courses targeted to students who took the COMPASS and scored within a “bubble range” of designated points directly below the cut score for the next level course. Rather than enrolling the students in the 16-week version of the lower level course, the students were enrolled in a four-week lab with individualized instruction to prepare them to retest and hopefully place into the next level course for the Second Start 12-week semester. The results were very positive, with over 50 percent of the math students scoring at least one level higher, 55 percent of the writing students scoring at least one level higher, and 61 percent of the reading students scoring at least one level higher. For Spring 2013, HCC will expand sections of PREM and PRER and begin the offering of modularized developmental math as well as integrated reading/writing at the exit developmental levels.

HCC’s Quality Enhancement Plan (QEP), adopted as part of our 2012 reaffirmation process for accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools, is a strong example of how student success agenda is integrated with on-going accreditation activity. As part of the QEP, HCC will develop a freshman success course for students potentially interesting in pursuing programs of study in the high demand areas of science, technology, engineering, and math (STEM).

Principle 4. Systemic Institutional Improvement (continued)		Extent of implementation or development				
		Little or None	2	Increasing	4	A lot
4.2 Organization		1	2	3	4	5
4.2a	The college has a standing committee or committees responsible for guiding and monitoring efforts to improve student outcomes.	O	O	O	X	O
4.2b	Major meetings, organizational units, and work groups regularly focus on student success.	O	O	O	X	O
<b>Justification/Evidence:</b>						
<p>4.2 District-wide standing committee or committees responsible for guiding and monitoring efforts to improve student outcomes and promote student success at HCC include the Developmental Education (DE) Council and the Core Curriculum Committee. All developmental department and discipline chairs meet monthly as the HCC DE Council to ensure quality and consistency of instruction across the district. Other major objectives of the Council are to review progress toward Achieving the Dream and Developmental Education Initiative (DEI) goals and to share results and best practices. Representatives of the Council also meet periodically with peers from the Gulf Coast Consortium of Community Colleges. The Core Curriculum Committee provides a council to review and approve all courses included in the HCC Core Curriculum in addition to periodic review of the relevancy and efficacy of the HCC Core as a whole (including core objectives, perspectives, and competencies). This committee also provides assessment data and analysis to the Texas Higher Education Coordinating Board.</p> <p>Additionally, HCC has three Dean's Councils to promote student learning and success throughout its various disciplines. These include the Academic Dean's Council, established to promote quality instructional programs and develop and implement curriculum that enhances student learning at HCC, the Career &amp; Technical Education Dean's Council, to promote and enhance the quality of Workforce instructional programs and develop and implement curriculum that support student learning at HCC, and the Student Services Dean's Council, to effectively establish strategic goals, evaluation measures, and procedures for all divisions within Student Services to ensure student access and success.</p> <p>HCC has also organized and hosted four state conferences on topics related to ATD and developmental education since Fall 2010. These gatherings highlight the College's ongoing efforts to report on student success efforts and share best practices with colleagues at peer institutions on a local and regional level. For a listing of conference topics and corresponding materials, visit</p>						

[http://www.hccs.edu/hcc/System%20Home/Departments/Academics/Grants/pdf/Fall\\_2012\\_DE\\_program.pdf](http://www.hccs.edu/hcc/System%20Home/Departments/Academics/Grants/pdf/Fall_2012_DE_program.pdf) .

Principle 4. Systemic Institutional Improvement (continued)		Extent of implementation or development				
		Little or None		Increasing		A lot
4.3 Professional development		1	2	3	4	5
4.3a	The college offers faculty and staff professional development that reinforces efforts to improve student success and close achievement gaps.	O	O	O	X	O
4.3b	Induction and orientation activities for new faculty and staff foster a commitment to student success.	O	O	X	O	O
4.3c	College provides training to faculty and staff on using data and research to improve programs and services.	O	O	O	X	O
<p><b>Justification/Evidence:</b></p> <p>4.3 HCC provides faculty and staff professional development through a number of venues, including “Instruction Days” for program committees to meet each semester, an annual Faculty Conference, periodic seminars and guest speakers, Faculty Sabbatical Leaves, faculty travel/attendance at state and national conferences, faculty grants, college-based curriculum innovation centers, and the HCC Center for Teaching and Learning Excellence (CTLE). The CTLE offers both face to face and online seminars for faculty to learn student-centered teaching strategies and design principles. The HCC QEP project HCC INSPIRE is offering faculty “camps” each year (5-10 days) to engage faculty in the design and assessment of teaching/learning modules that require student action and collaboration in solving “real world” problems.</p> <p>HCC is creating “model courses” that utilize Eagle Online for the sharing of instructional materials among all faculty teaching the course, both full-time and adjunct. For EDUC 1300: Learning Frameworks, for example, all faculty teaching the course have been required to receive training on Eagle Online, so they can utilize the materials and share/discuss assessment results. Most recently, thanks to a grant from the Bank of America/ATD, HCC has developed and incorporate a module on Financial Literacy that is included in all of the student success model courses.</p> <p>The HCC OIR provides training each semester to faculty/staff on the use of data and research to improve programs and services. Each program must conduct</p>						

an annual Learning Assessment, assessing at least one of its program Student Learning Outcomes, and provide an annual Learning Report.

## **OTHER PERTINENT INFORMATION**

*Please provide any other pertinent information for the review team about the college's progress in building a culture of evidence to promote student success.*

HCC was recipient of an ATD Texas Peer Coaching Grant in fall 2012 and will be presenting on this grant initiative at the ATD DREAM conference in 2013.

HCC has two other ATD initiatives that have produced successful results: Learning Communities and Math Bridge Courses. Neither of these initiatives have been scaled from more to most as yet however. With Learning Communities, the challenges have existed with difficulties in coordinating schedules at 22 different teaching campuses, online registration processes, and technical difficulties with our People Soft student information system. The latter problem, specifically the linking of specific interventions to individual students was solved somewhat this year with our IT department in fashioning a link between "early alert" and individual students. HCC will dedicate over \$100,000 this year to assist IT in examining similar "fixes" in creating a link between "learning communities" and individual students. With this fix, the scheduling, registration, and most importantly, tracking of results for students who participate in learning communities will be improved and should allow for greater expansion/scale.

The other major initiative, Math Bridge Courses, while successful, has also not been scaled from more to most students. The combination of math initiatives started this year (modularization and prep courses), however, *will* provide scale. The success of the math bridge courses have provided the "break-through" needed in terms of faculty buy-in to redesign the entire math curriculum, moving from three "courses" to independent modules. MATH 0306 is being modularized for Spring 2013, MATH 0308 will be modularized for Fall 2014, and MATH 0312 will complete modularization of the entire developmental math curriculum by Spring 2014.

Another major math initiative, Statway, will require State involvement to reach scale. HCC supports the identification of at least three and possibly four distinct math pathways for students – College Algebra for STEM students, Statistics for Social/Behavioral program students, College Math for Liberal Arts, and Technical Math for the majority of workforce program students. Until the necessary preparation curriculum is aligned on the front end with public schools and the transfer curriculum aligned on the back end with universities, however, getting students to commit to alternative math pathways will continue to be problematic and limited.