

# ANNUAL

**DUE: MAY 8, 2014**



Achieving  
the Dream™

Community Colleges Count

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# Instructions

## INTRODUCTION

All Achieving the Dream institutions are required to submit an Annual Reflection (except colleges that entered ATD in 2013 that will submit an Implementation Plan). The Annual Reflection provides an opportunity to consider your institution's student success progress over the past year and to plan for the coming year. The Annual Reflection includes several components to guide your institution in this reflective process: the Principles Assessment Survey, Annual Reflection Narrative, Interventions Showcase Update, and Leader College Application (if relevant).

## COMPLETING AND SUBMITTING THE ANNUAL REFLECTION

**A. Principles Assessment Survey:** To facilitate your review and reflection process, Achieving the Dream provides the ATD Principles Assessment Survey, which should be used to solicit stakeholder feedback and group reflection as well as discussion. We recommend that your institution administer this survey to a representative group of stakeholders (administrators, faculty, staff, students, etc.) who have been involved in your reform work.

Administer the online survey by sharing the [link \(http://adobe.ly/1b9S6qt\)](http://adobe.ly/1b9S6qt) and ask stakeholders to **submit their survey by April 10, 2014**. Achieving the Dream will collect the results for your institution and send an aggregated response summary to your Core Team Leader by April 23, 2014. Please note that individual survey responses will be anonymous to both the institution and Achieving the Dream. Even individual survey responses will be identifiable only by an institution's IPEDS Unit ID.

Once you have completed the survey and received the aggregated responses, Achieving the Dream suggests that your institution engage a representative group of stakeholders to review and discuss your student success and equity work, the results of the Principles Assessment Survey, and your outcomes data for the five Achieving the Dream student success measures. This discussion will be informative as you complete the Annual Reflection Narrative.

**B. Annual Reflection Narrative:** Complete the Annual Reflection Narrative document and save the document as "Institution Name\_2014 Annual Reflection\_Date" [ex: Mountain

College\_2014 Annual Report\_5.10.14]. Return to the [Annual Progress Site](#) ([www.achievingthedream.org/annualprogress](http://www.achievingthedream.org/annualprogress)) where you will find a link to the Submission Site. Click on the Submission Site link and sign in with your email address and your institution's IPEDS number, and upload the saved document. Also, be sure to have your chart or graph ready to upload (see [Question 5](#) and [Appendix A](#)). The file should be saved as "Institution Name\_2014 Annual Reflection\_Data\_Date" [ex: Mountain College\_2014 Annual Reflection\_Data\_5.7.2014].

**C. Interventions Showcase Update:** Add new interventions and update existing interventions by going to the [Annual Progress Site](#) and following the link to the Interventions Showcase.

**D. Leader College Application (if relevant):** Institutions applying for initial Leader College status and institutions required to apply for Leader College recertification must also submit a Leader College Application with their Annual Reflection. More information about the Leader College Application can be found at the [Annual Progress Site](#).

## FEEDBACK

Institutions will receive feedback on their Annual Reflection by early fall of 2014.

## QUESTIONS

If you have a question about the Annual Reflection, please send an email to [info@achievingthedream.org](mailto:info@achievingthedream.org) or call 240-450-0075.

# Annual Reflection Narrative Questions

Please enter your responses directly into the spaces provided below.

Note that the period covered by this Annual Reflection is May 2013 - April 2014. Please reflect on activities during this time period throughout the narrative.

**Institution Name:** Brazosport College

## 1) Contributors to the Annual Reflection

Achieving the Dream suggests that your institution engages a representative group of stakeholders to review and discuss your student success and equity progress, the results of the Principles Assessment, and data for the five Achieving the Dream student success measures (as described in Question 5 below).

Names of Contributors to this Annual Reflection	Titles of Contributors to this Annual Reflection
Dr. Lynda Villanueva	Vice President, Academic & Student Affairs
Dr. Millicent Valek	President
Jo Greathouse	Dean of Student Services
Sasha Tarrant	Director, Employee Development Center and Faculty, History
Cindy Ullrich	Data Analyst
Dr. Aaron Graczyk	Dean, Planning, Institutional Effectiveness, and Research

*(You may add more rows to this table as necessary)*

## 2) Student Experience

In what ways is your reform work transforming the way students experience college?

### Question 2: Student Experience (2-3 Paragraphs)

Since the inception of Achieving the Dream (ATD) at Brazosport College in 2006, the College has been focused on the development of a strong and sustainable student success agenda. This focus on student success has been operationalized in a variety of ways. One of these ways has been the continued adoption of the five outcome indicators of ATD as key measures of student success. The College developed all of its primary interventions with the goal of improving not only these five outcome measures, but to improve the student experience itself. This goal not only influenced the College's focus of the five outcome indicators as criteria for success of all its interventions, but during the last year, with the assistance of the College's ATD coaches, Brazosport College engaged in a new strategic planning process with student success as a strategic imperative. Today, as a result of this singular focus on student success, over 75% of the College's strategic planning document, Vision 2020, continue to be directly focused

on student success. The most tangible evidence of this laser level focus has been outcomes such as a 137% increase in the completion of degrees since 2006 and labor market outcomes that surpass nearly all other community colleges in the nation.

The College's ATD work has been the driver of many changes that shape the development of students in college. These changes include improved "on-ramp" experiences that ensure that students have the skills and knowledge to be successful as new college students, targeted interventions that increase student engagement, and policy changes that provide more seamless pathways for students to complete their goals. Because of its participation in ATD, students at Brazosport College experience focused support aimed at improving their chances of placement into college-level coursework, a more intensive new student orientation, a required student success course (Learning Frameworks) with peer mentors, and the required use of tutoring services. Because of ATD, students at Brazosport College experience math courses that are not only tailored to fit their style of learning (traditional, modularized, non-course-based), but, through initiatives such as New Mathways Project, are designed to more clearly align with their career goals and are designed to specifically support the development of skills to succeed in math. All of these interventions have been based upon the singular focus of creating integrated, evidence-based, seamless pathways for students to succeed. These experiences have been manifested in marked gains across all areas of the five ATD outcome indicators.

Through a sense of urgency to improve access and completion, Brazosport College has created exemplary programs such as its nationally recognized student success course, Learning Frameworks, the Brazosport College Writing Center, and professional development programs for faculty and staff that have led to such outcomes as an: 1) 58% increase in degree and certificate attainment, 2) 21.2% increase in Fall-to-Spring retention, 3) 21.6% increase in the successful completion of gatekeeper English (15.8% increase in college algebra), 4) 36.4% increase in success of developmental reading (21.0% increase in developmental writing) education courses, and 5) 48.8% decrease in the withdrawal of students in gatekeeper English (and 61.0% decrease in college algebra) courses. More importantly, as a Hispanic-Serving Institution, these programs have resulted not only in the narrowing of achievement gaps between Latinos and Caucasians, but today Latinos are now outpacing their Caucasian counterparts.

Supporting all of these experiences has been Brazosport College's understanding that, in order to improve student success, the College must fundamentally transform the way it operates. This transformation has been expressed through commitment to student success from senior level leaders, a focus on the development of a strong culture of evidence, strengthened broad engagement, the development of an equity agenda, and the coordination of all the major success initiatives into one overarching student success agenda.

### 3) Progress Statement

Please describe your institution's progress in improving student success and completion over the past academic year. Consider both the positive factors and challenges affecting the student success efforts at your institution. 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 transitions, state or federal influences, budget reductions, and reaffirmation of accreditation efforts.

#### Question 3: Progress Statement (No more than 2 pages; 1 page preferred)

In the last year, a variety of factors have affected student success efforts at Brazosport College. While some of these factors have been outside of the College's control, the vast majority of these factors have involved the intentional focus of improving student success through the broad involvement of more college stakeholders in student success initiatives, especially faculty and staff.

The most significant internal factor affecting student success at Brazosport College has been the College's extensive overhaul of its strategic planning process. Under the guidance of its ATD coaches, this year's strategic planning process at Brazosport College the broad engagement of numerous stakeholders, including faculty, staff, administrators, Independent School District partners, Foundation members, and business and industry partners to develop our mission, vision and core value that the Board formally adopted in its February 2014 meeting. Since then, our strategic planning document, Vision 2020, was modified to align with our new vision statement. Utilizing the same stakeholder groups, including the Planning and Institutional Effectiveness Council, a revised strategic draft plan was adopted at the College's April 2014 meeting. This strategic planning process includes student success as an overarching strategic imperative.

Following this, the most positive factors have been the College's involvement in ATD's efforts to improve broad engagement, scaling, and peer mentoring of other colleges. Brazosport College is a participant of the Walmart PRESS for Completion, Catalyst Fund, and Texas Peer Coaching Initiative recipient. Through the Walmart PRESS Initiative, the College has developed a series of strategies aimed at improving student success through broad engagement. The most notable of these is an organized reading initiative (Gaining Achievement Through Organized Reading) that has led to the involvement of over 300 faculty (full and part-time), staff, students, and community members in focused discussions regarding how policies and practices can be modified to improve student success, especially Hispanic, African American, and students of poverty. Through the Catalyst Fund Initiative, Brazosport College, in partnership with the University of Texas Charles A. Dana Center and the New Mathways Project, is scaling its nationally recognized student success course, Learning Frameworks, across the state of Texas. Finally, through the Texas Peer Coaching Initiative, Brazosport College has been paired with a non-ATD institution (Midland College) and a current ATD institution (Wharton County Junior College) to improve student success through the development of collaborative partnerships and the sharing of best practices.

Brazosport College continues to face change as new members of the College's leadership team have assumed key roles in the College's structure that directly affect student success initiatives. Both the College's Chief Academic and planning and accreditation officers have retired. This turnover has led to the reorganization of a variety of responsibilities and new opportunities to expand the College's student success agenda through new innovations and new ways of leveraging resources. The integration of academic and student affairs, along with planning, effectiveness, and research has led to a substantial series of changes. These changes are designed to decrease silos between academic and student affairs and to support these areas with strong data-driven practices.

The primary negative factor affecting Brazosport College has been the continued lack of fiscal support from the Texas legislature. Three years ago Brazosport College, along with three other Texas community colleges, were slated for defunding. This decision, along with the legislature's decision to cease health insurance and retirement funding for all Texas institutions of higher education have created a fiscal climate of instability and uncertainty. While the decision for formula funding was eventually reversed, Brazosport College has taken strong steps to address this fiscal uncertainty in the form of a sustainability plan that will eliminate the College's reliance on legislative funding within five years.

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#### 4) Principles Assessment

For each principle listed below, please provide a brief analysis of your institution's aggregate responses regarding the principles inherent to the Achieving the Dream Student-Centered Model of Institutional Improvement.

- You may access complete definitions of each of the Five Principles [here](#).

**Principles Assessment Survey:** Your answers to this question should be informed by the Principles Assessment Survey, which assists institutions in gathering stakeholder feedback.

- Achieving the Dream recommends that your institution solicit feedback via this survey to a representative group of stakeholders (faculty, staff, students, etc.) who have been involved

Each principle summary should be no longer than 3 paragraphs and may also include a synopsis of your institution's group discussions regarding each principle.

**How many people from your institution submitted an online Principles Assessment?**

8 \_\_\_\_\_

## Question 4: Principles Assessment Analysis

### Principle 1: Committed Leadership (2-3 Paragraphs)

The greatest accomplishment in the area of committed leadership continues to be the singular focus of senior leadership (e.g., Board of Regents, president, and senior administrators) on student success. Senior leadership is not just committed to student success, but knowledgeable and passionate about student success. Brazosport College has established a new strategic process that places student success as the primary focus and all of the Achieving the Dream (ATD) goals are included in the College's planning document. Student success milestones are clear, ambitious, and realistic.

Members of the College's Board of Regents recently returned from another Annual Trustee's Institute on Student Success. Their report called for more focus on the use of data to drive decisions regarding student success and a clearer focus on achievement gaps. Their report even included a desire for a special pre-board workshop on building an even stronger culture of evidence and advice on how the Board can support stronger data driven decisions. As new facets of the College's student success agenda have been added (e.g., the College's equity agenda, Walmart Press for Completion, Catalyst Fund, Texas Peer Coaching Initiative), the outcome indicators for each of these initiatives have all been adopted as milestones for the College's strategic plan.

### Principle 2: Use of Evidence to Improve Policies, Programs, and Services (2-3 Paragraphs)

While ATD has been well-received, the journey has not been without challenges. Student success initiatives require a large volume of data to be collected and analyzed on a regular basis. When Brazosport College joined ATD in 2006, we had a one-person IR office. It was readily apparent that the College did not have the institutional research capacity to effectively evaluate interventions. This challenge, however, was addressed by hiring an additional full-time data analyst to support our data-related initiatives and the acquisition of data analysis software, Zogotech, for which faculty and staff now regularly use to analyze student success data. During the last year the College witnessed a retirement in its Director of Institutional Research Office and a six-month vacuum in this position created a great deal of stress as the College struggled to maintain its focus on data-driven decisions. Additionally, while the College gained a tremendous asset in its new Dean of Planning, Effectiveness, and Research, this new leader is faced with a steep learning curve and a heavy responsibility with new planning processes, the implementation of program evaluations, and the leadership of reaccreditation.

Additionally, while the decision to partner with the University of Texas Charles A. Dana Center to scale Learning Frameworks from all first-time-in-college degree-seeking students at Brazosport College to all developmental math students at Texas community colleges was self-evident from the standpoint of statewide student success data, garnering commitment from all colleges has posed some challenges. To address this, the College is participating with the Texas Association of Community College, the Center for Community College Engagement, and the Texas Higher Education Coordinating Board to host a two-day convening on the development and implementation of student success courses. This convening, through the generous support of the Catalyst Fund, will be a free workshop to all participants. The use of disaggregated student success outcome data will be a strong part of this convening to demonstrate not only the need for student success courses, but in the continuous improvement of programs, and in demonstrating effectiveness to stakeholders.

### Principle 3: Broad Engagement (2-3 Paragraphs)

While our work to date represents good progress, prior to 2011, it was clear that gaps in faculty and staff engagement continued to exist. The College realized that strong involvement of its faculty (especially adjunct faculty) and staff outside of student services were areas that had not been successfully engaged. For example, compared to 80% of full-time faculty who participated in ATD data collection and/or analysis, only 25% of adjunct faculty

participated. Further, while 90% of full-time faculty participated in professional development programs, only 15% of adjunct faculty participated in the same opportunities. In addition to gaps in adjunct faculty engagement, gaps in the engagement of faculty outside of developmental education (primarily in general education and workforce education) still existed. Over the last five academic years, while 90% of full-time faculty participated in professional development programs through ATD, less than 25% of general education and workforce education faculty participated directly in ATD through leadership positions, committee assignments, or other ATD-related activities. It was increasingly clear that, while this focus has resulted in positive student outcomes for areas of developmental education, student success outcomes for all students could be greatly enhanced through the increased involvement of all faculty and staff.

As a Walmart PRESS for Completion recipient, Brazosport College has implemented a variety of broad engagement strategies that are specifically designed to increase student achievement on the five indicators of success as outlined by ATD. These strategies include: 1) a college-wide organized reading initiative to deepen and broaden our understanding of, and sensitivity to, the structural inequities Brazosport College students confront, 2) faculty innovation grants that support the collaboration of full- and part-time faculty in the development of classroom-based student success strategies, 3) a collaborative partnership with Uri Treisman and the UT Dana Center to implement productive persistence across the disciplines, and 4) mandatory professional development training for all full- and part-time faculty and staff to create learner-centered environments.

The effects of these efforts have already been realized. Compared to the two adjunct faculty who participated in convocation week professional development programs during the 2010-11 Academic Year, 50 adjunct faculty participated in the 2011-12 Academic Year, a 54% increase. Additionally, through the combined efforts of the 324 faculty, staff, students, and community members participating in the College's Gaining Achievement Through Organized Reading (GATOR) Program, the College has already made substantial improvements such as expanded public transportation to support students, financial aid policy changes that support significantly more part-time students, and increased allocation of funds for orientation, tutoring, mentoring, and Supplemental Instruction.

#### Principle 4: Systemic Institutional Improvement (2-3 Paragraphs)

Like other ATD institutions, Brazosport College has at times been plagued with concerns of initiative fatigue. However, as an ATD Leader institution, Brazosport College has embraced the understanding that, in order to improve student success, it must fundamentally change the way it operates and create integrated evidence-based coherent pathways to support its students. The College's combined student success efforts have been leveraged with other such initiatives and accreditation activities to ensure systemic institutional improvement. Before the development of a comprehensive student success agenda, the College's planning document, Vision 2010, reflected primarily enrollment and building campaign goals. Today, all outcomes from student success initiatives are fully integrated into the strategic plan. In the College's current planning document, Vision 2020, nearly 75% of all strategic milestones and intents are directly related to student success.

In the last academic year, Brazosport College formally began its planning for 2016 reaffirmation by the Southern Association of Colleges and Schools. Because of the College's participation in and commitment to the principles of ATD, the College will be much better prepared for meeting the standards of compliance required for reaffirmation. Additionally, the College's work with ATD provides a strong framework for the development, implementation, and evaluation of a new Quality Enhancement Plan. This process has already been marked by a close evaluation of student achievement gaps, broad engagement, and close detail to ensuring that our focused quality enhancement plan is a part of the College's strategic planning process and directly related to student success, especially student learning.

#### Principle 5: Equity (2-3 Paragraphs)

Recently, as part of Brazosport College's student success agenda and its participation with ATD, the College has made a renewed commitment to eliminate achievement gaps while improving student success outcomes for all students. Part of this commitment involves examining the College's policies, practices, and its culture with the overall goal of removing and/or reducing inequities that create barriers to the success of our students. In 2011, Brazosport College was selected from all 160 ATD institutions to create one of the primary equity tools available to all ATD members, a video that was debuted at DREAM 2012 and is now available to all ATD colleges on the Equity Resource Center ([http://www.achievingthedream.org/search\\_knowledge\\_center?field\\_topics\\_tid%5B%5D=11](http://www.achievingthedream.org/search_knowledge_center?field_topics_tid%5B%5D=11)).

With the guidance of MDC president David Dodson and ATD, a cross-collaborative team of Brazosport College faculty, staff, and administrators have utilized the broader context of institutional change in support of the College's overarching student success agenda to build commitment to the practice of equity in supporting students, to gather

existing data regarding equity and achievement gaps, engage stakeholders, and to develop targeted equity interventions in the areas of curriculum, policies and practices, and professional development.

During the last academic year, Brazosport College had the distinction of being selected to partner with ATD and the Aspen Institute to develop a case study on the topic of equity designed to support the professional development of ATD Leader College presidents. This case study adds to the growing body of knowledge aimed at supporting institutions of higher education support students nationwide through the careful analysis of achievement gaps and the development of equitable policies and procedures.

## 5) Student Success Data Trends

Please review and discuss your institution's **disaggregated data trends** for the five Achieving the Dream student success measures (see [Appendix A](#))

- ❖ In an effort to better guide institutions in student cohort tracking, Achieving the Dream has clarified the five Achieving the Dream student success outcome measures. Please be sure to review [Appendix A: Student Success Outcome Measures and Definitions](#) before running your data analysis to acquaint yourself with these new specifications.

I. For *at least one* measure, your institution will provide a chart or graph, which should be uploaded along with this narrative as a *separate document*. Achieving the Dream has several tools to assist institutions with creating charts and graphs that track student cohorts.

**Please indicate by typing “x” next to the tool your institution will use in generating its chart/graph:**

- **Achieving the Dream Data Template:** An excel template that institutions can use to enter data and track student cohorts. You can access the ATD Data template on the [Annual Progress Site](#) and see an example of a completed template in [Appendix B](#).

**Note:** Institutions that are applying for Leader College Status or Leader College Recertification **must** use the ATD Data Template\* and complete the accompanying Leader College application.

- Institutions applying for Initial Leader College Status must complete the ATD Data Template for at least ONE ATD measure (one tab)
- Institutions applying for Leader College Recertification must complete the ATD Data Template for at least TWO ATD measures (two different tabs)

- **Achieving the Dream Data Products:** Your institution has access to Achieving the Dream data products. These data products are based on all student data submitted to Achieving the Dream database by your institution. One of these data products is an Excel workbook provides summarized data for ATD student outcome measures by student cohort and by subgroups (gender, ethnicity, Pell recipients). To access these data products, please log on to the data submission site: [www.dreamwebsubmission.org](http://www.dreamwebsubmission.org).

**X Institution-generated chart or graph:** Institutions may submit a self-generated chart or graph.

II. Please provide one response *per outcome measure* that includes the following:

- (a) Description of your institution's progress in comparison with previous year outcomes

**(b) Explanation of your institution’s progress in closing achievement gaps among the disaggregated student groups**

**Question 5.ii: Data Analysis Summary**

**Measure 1: Completion of remedial or developmental instruction (2-4 Paragraphs)**

Overall, the College has seen an overall increase in the advancement of students who successfully complete developmental education courses and advance to gateway math and English courses. Attached is a table that illustrates the percent of those students who successfully complete developmental mathematics courses and enroll in gateway college math courses, predominantly College Algebra, within three years. This data is disaggregated by percent of entry in gateway math courses across gender and ethnicity for cohorts of first-time-in-college degree-seeking students in the Fall semester who began in any level of developmental math.

As seen in the attachment, success for all college-level math courses has increased 51.4% between the Fall 2006 through Fall 2010 semesters and across all sub-groups. There were some increases that are particularly noteworthy. For Hispanics, this increase during the same period was 97%. As a Hispanic Serving Institution the College is particularly pleased in our results to increase developmental education completion rates among a population that has consistently demonstrated large achievement gaps. Increases across the board are primary attributed to the development of math interventions specifically designed to increase progression of students from developmental mathematics into college-level math such as the College’s statistics pathways and math modularization.

As seen attached, for students who were initially enrolled in developmental English courses, the progression of students into college-level English courses has generally consistently increased. While this increase is noteworthy, one caveat is offered. Only a small percentage of students are ever placed into developmental English courses compared to those placed into developmental math courses. Thus, percentages for this group are relatively unstable and inconsistent for any given year. Overall, however, the College has seen an overall increase in the advancement of students who successfully complete developmental education courses and advance to gateway English courses. Success for all college-level courses has increased 51.4% between the Fall 2006 through Fall 2010 semesters and across all sub-groups.

**Measure 2: Completion of college-level gateway courses (2-4 Paragraphs)**

Overall, the College has seen a small increase in the success of students in college-level English courses. Attached is a table that illustrates the percent success of students in Composition and Rhetoric (ENGL 1301) English courses disaggregated by gender and ethnicity for cohorts of first-time-in-college degree-seeking students in the Fall semester. Numbers in parentheses indicate the course successes. As seen below, the success for Composition and Rhetoric has increased a modest 0.4% between the Fall 2009 through Fall 2013 semesters and across all sub-groups. Noteworthy is the increase in success for Hispanic subgroups, a 13.3% increase.

Attached is a table that illustrates the percent success of students in all college level math courses disaggregated by gender and ethnicity for cohorts of first-time-in-college degree-seeking students in the Fall semester. Numbers in parentheses indicate the course successes. Unlike the increase in success in college-level English, the same does not hold true for the area of college-level math, especially in College Algebra. As seen in the attached data, the success for college level math courses has decreased 9.8% between the Fall 2009 through Fall 2013 semesters and across all sub-groups. To address these gaps in all categories, the College has implemented summer bridge programs, modularized mathematics, and begun a new program with the State of Texas (New Mathematics Pathways) to create seamless pathways for mathematics students. Somewhat encouraging is the comparison of this same decrease from Fall 2009 to Fall 2012 (17%). Thus completion of college-level mathematics courses is on the rise.

**Measure 3: Course completion with a grade of “C” or better (2-4 Paragraphs)**

Overall, the College has seen an overall increase in the success of students in all college-level courses. Attached is a table that illustrates the percent success of students in all college-level courses disaggregated by gender and ethnicity for cohorts of first-time-in-college degree-seeking students in the Fall semester. Numbers in parentheses indicate the course successes. As seen below, success for all college-level courses has increased 0.6% between the Fall 2009 through Fall 2013 semesters and across all sub-groups.

Disappointingly, the course completion rate with a grade of C or better for Hispanics has remained flat during this

same time period.

#### Measure 4: Term-to-term and year-to-year retention (2-4 Paragraphs)

The most significant example of Brazosport College's term-to-term and year-to-year retention is seen for its population of all first-time-in-college degree-seeking students who are required to complete its student success course, Learning Frameworks. As seen below, compared to the baseline retention rates for Fall-to-Spring (66%) and Fall-to-Fall (47%), students enrolled in Learning Frameworks are much more likely to be retained. For Fall-to-Spring retention rates, this increase is 17.1%. For Fall-to-Fall retention rates, this increase is 17.2%.

#### Measure 5: Completion of certificates or degrees (2-4 Paragraphs)

Completion of certificates and degrees is an area where Brazosport College has truly excelled. As illustrated in the separately uploaded graph, across every category, the College has seen consistent increases in both certificate and associate degree completion. For example, between the College's initial start with ATD in 2006 and the 2012-2013 Academic Year, the total number of degrees increased by 137%. For the same period, certificate attainment increased by 59%. When disaggregated, it is noteworthy that Brazosport College has seen tremendous gains for significant groups including an 173% increase in degree completion for females, an 102% increase degree completion for Hispanics, and an 86% increase for males. These increases are a strong testament to the College's development of a strong and focused student success agenda that has led to significant improvements in the long-term goal of increased certificate and degree completion.

- III. After reviewing your analysis of each of the five measures, outline your institution's plans for sustaining and building increases and addressing decreases and achievement gaps.

#### Question 5.iii: Continuous improvement plans for building increases and addressing decreases (No more than 1 Page)

The most noteworthy set of continuous improvement plans for building and addressing increasing and decreases in the five outcome indicators are: 1) the continued refinement of the College's new strategic planning process, 2) the development of a focused quality enhancement plan that will improve student learning and the environment that supports student learning, and 3) the development of a new strategic enrollment management plan that incorporates a stronger culture of evidence and a focus on small number of strategic goals for increasing student success that are impactful, measurable, and implemented with broad engagement of all college stakeholders.

In its history as an ATD college, Brazosport College has recognized that being a part of numerous initiatives is a noble endeavor, but one that often can lead to stretched resources and a reduction in the desired quality of implementation of any one initiative. As we continue to receive guidance from our ATD coaches we learn more, day by day, that our students and institution as a whole, stand much more to gain by focusing on "wildly important goals" in which leaders are held truly accountable for supporting. We look forward to reporting how this strategic focus on a smaller set of strategic goals ultimately impacts the five ATD outcome indicators.

## 6) Goals and plans for 2014-2015:

Based on analysis of your progress over the past year, including your student success data and stakeholder input, please identify at least three goals for your institution's student success work, 2 to 3 planned action steps to advance these goals in the 2014-15 academic year.

### Goal 1: (Enter Goal Here)

- Development of a Quality Enhancement Plan that is strategically focused on the reduction of achievement gaps in development education, College gateway courses, and successful completion of degrees and certificates.

### Goal 2: (Enter Goal Here)

- Development of a strategic enrollment management plan that incorporates strategies to support student success from contact through completion.

### Goal 3: (Enter Goal Here)

- Continued refinement of planning and effectiveness processes that specifically address targeted increases in student learning and the environments that support student learning.

## 7) Sharing

If you would like to share additional information about your institution's progress and reflection process, please use the space below.

### Question 7

The single greatest factor contributing to college-wide student success has been Brazosport College's involvement in the largest national student reform network, Achieving the Dream, and the development of a comprehensive student success agenda. Its student success agenda has led to a true cultural shift - from a focus on enrollment and financial health - to continuous attention to progress on key student success indicators. This singular focus on student success permeates every department and organizational level of the college.

As illustrated throughout this report, a variety of effective strategies illustrate Brazosport College's progress to supporting the student completion movement. However, more important than individual strategies, it is Brazosport College's laser-level focus on student success and its recognition that, in order to improve the lives of the students we serve, we must fundamentally change the way we operate. The journey to this recognition has not been without pitfalls and struggles. Nor has the College achieved a level of satisfaction with which it is comfortable in resting. Instead, every new strategy illustrates more gaps in supporting students that must be addressed. However, throughout this journey, we remain steadfast in our commitment to support every student who walks through our doors and mindful of the faith that our students have placed in us.

# Appendix A:

## Achieving the Dream Student Success Measures & Definitions

### GENERAL STUDENT SUCCESS DATA SPECIFICATIONS

Achieving the Dream recommends:

- ❖ That each institution analyze **at least four years of disaggregated data** for each measure.
  - We realize that some of the newer Achieving the Dream institutions may not have four years of disaggregated data available for each measure. If your institution is not able to analyze at least four years of data for a measure, we ask that you simply indicate this in the summary you give below.
- ❖ That **data be disaggregated on at least three levels:**
  - Ethnicity/race, gender, and income status (Pell or non-Pell recipients).

For an example of how to disaggregate data within a cohort please see **Appendix B: ATD Data Template Example**.

### ANALYZING YOUR DATA

Achieving the Dream has developed the following tools to assist institutions with tracking student success data and presenting results:

- ❖ Achieving the Dream Data Template
- ❖ Achieving the Dream Data Products

Institutions applying for initial Leader College status or Leader College Recertification must submit a **completed ATD Data Template** along with the appropriate Leader College Application and Annual Reflection narratives. You can learn more about the Leader College application and recertification processes [here](#).

### DEFINING COHORTS

Achieving the Dream has identified three ways for institutions to define their cohorts when analyzing data for the Annual Reflection. It is expected that you would also disaggregate data on at least three levels: ethnicity/race, gender, and income status.

- ❖ The **ATD Cohort** includes all students who are first-time degree or certificate-seeking students new to your institution during the fall term, including students who were previously enrolled as dual-enrollment high school students.
- ❖ **First Time in College (FTIC)** refers to any students who are in college for the first time (any college)
- ❖ **First-Time to Institution** refers to any students who are new to attending your institution

## STUDENT SUCCESS MEASURES

In an effort to better guide institutions in student cohort tracking, Achieving the Dream has clarified the five Achieving the Dream student outcome measures. Below you will find the specifications for each.

### **Measure 1:**

#### **Successfully complete remedial or developmental instruction**

**Definition:** Number and Percentage of Students Successfully Completing Developmental Course Requirements within 2 years

- ❖ Successful completion is defined as earning a “C” or better.

**Cohort Definition Options:** Institutions should define the cohort of students that they track in this measure by choosing one of the following cohorts:

- ❖ All students in the ATD Cohort referred to Developmental Math, English, and/or Reading
- ❖ All FTIC students referred to Developmental Math, English, and/or Reading
- ❖ All First Time to Institution students referred to Developmental Math, English, and/or Reading

### **Measure 2:**

#### **Enroll in and successfully complete the initial college-level or gateway courses**

**Definition:** Number and Percentage of Students Successfully Completing Gateway Courses within 3 Years

- ❖ Successful completion is defined as earning a “C” or better in gateway English and/or Math.

**Cohort Definition Options:** Institutions should define the cohort of students that they track in this measure by choosing one of the following cohorts and report gateway completion in either English and/or Math:

- ❖ All students in the ATD Cohort
- ❖ All FTIC students
- ❖ All First Time to Institution students

### **Measure 3:**

#### **Complete the courses they take with a grade of "C" or better**

**Definition:** Number and Percentage of Students Successfully Completing Courses with a “C” or Better

The measure is calculated as a ratio of all credit hours successfully completed to all credit hours attempted.

**Cohort Definition Options:** Institutions should define the cohort of students that they track in this measure by choosing one of the following cohorts:

- ❖ All students in the ATD Cohort
- ❖ All FTIC students

- ❖ All First Time to Institution students
- ❖ All students in your institution

### **Measure 4:** **Persistence**

**Definition:** Number and Percentage of Students Persisting from Term-to-Term or Year-to-Year

Institution may define persistence in one of two ways:

- (1) Term-to-term: first enrollment term to next major term (e.g. Fall to Spring)
- (2) Year-to-Year (e.g. Fall to Fall)

**Cohort Definition Options:** Institutions should define the cohort of students that they track in this measure by choosing one of the following cohorts:

- ❖ All students in the ATD Cohort
- ❖ All FTIC students
- ❖ All First Time to Institution students
- ❖ All students except those graduating or transferring

### **Measure 5:** **Attain a certificate or degree**

**Definition:** Number and Percentage of Students Attaining a Degree or Credential within 4 Years

**Cohort Definition Options:** Institutions should define the cohort of students that they track in this measure by choosing one of the following cohorts:

- ❖ All students in the ATD Cohort
- ❖ All FTIC students
- ❖ All First Time to Institution students

# Appendix B:

## Achieving the Dream Data Template Example

	A	B	C	D	E	F	G	H	I	J	K	L	M	N				
1	<b>Institution Name:</b> Springfield Community College																	
2	<b>Persist from Term-to-Term or Year-Year</b>																	
3																		
4	<b>Define the Persistence (Fall to Fall/Fall to Spring, etc.)</b>		<b>Fall to Spring</b>															
5	Note: Enter the most recent year that your college will submit data for in cell A7-9 and the header rows will pre-populate with the BEGINNING year of the cohort																	
6	<b>All students in the ATD cohort</b>																	
7	<b>2013-2014</b>		<b>2010-2011</b>			<b>2011-2012</b>			<b>2012-2013</b>			<b>2013-2014</b>						
8																		
9	N		# Successful		% Successful		N		# Successful		% Successful		N		# Successful		% Successful	
10	All		3,631		2,758 74.72%		3,754		3,002 79.97%		3,592		2,869 79.87%		3,417		2,621 76.70%	
11	Hispanic		489		371 75.87%		508		405 79.72%		573		465 81.15%		645		493 76.43%	
12	African American		366		257 70.22%		393		291 74.05%		412		314 76.21%		392		300 76.53%	
13	White		2,524		1,901 75.32%		2,585		2,090 80.85%		2,366		1,898 80.22%		2,144		1,633 76.17%	
14	Male		1,646		1,222 74.24%		1,667		1,298 77.86%		1,616		1,258 77.85%		1,492		1,136 76.14%	
15	Female		2,045		1,536 75.11%		2,087		1,704 81.65%		1,976		1,611 81.53%		1,925		1,485 77.14%	
16	Pell		938		777 82.84%		1,320		1,120 84.85%		1,445		1,229 85.05%		1,586		1,287 81.15%	
17	Non-Pell		2,753		1,981 71.96%		2,434		1,882 77.32%		2,147		1,640 76.39%		1,831		1,334 72.86%	
18	Subgroup 1: ENTER NAME (Optional)				NA				NA				NA				NA	
19	Subgroup 2: ENTER NAME (Optional)				NA				NA				NA				NA	
20	Subgroup 3: ENTER NAME (Optional)				NA				NA				NA				NA	
21	Subgroup 4: ENTER NAME (Optional)				NA				NA				NA				NA	
22	** A cohort should be a general/large population of students, such as: ALL new or FTIC students or ALL new or FTIC students referred to developmental education. A cohort cannot be defined as a group of students that has received the benefit of a specific intervention.																	
23																		
24																		
25	Cell B10 Represents 36% of total enrollment.																	
26	Cell E10 Represents 34.3% of total enrollment.																	
27	Cell H10 Represents 32.5% of total enrollment.																	
28	Cell K10 Represents 30.2% of total enrollment.																	
29																		

**Measure One: Successful completion of developmental instruction and advancement to credit-bearing courses.**

**English Developmental Advancement to Gateway Course**

	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>
<b>All</b>	24.30%	22.30%	25.20%	35.00%	36.80%
<b>Males</b>	27.00%	22.10%	21.40%	34.80%	38.50%
<b>Females</b>	22.00%	22.40%	28.10%	34.60%	35.80%
<b>Caucasian</b>	26.10%	24.70%	30.50%	34.00%	26.40%
<b>Black</b>	20.00%	17.20%	9.50%	26.90%	35.30%
<b>Hispanic</b>	21.10%	13.70%	23.90%	38.10%	45.80%

**Math Developmental Advancement to Gateway Course**

	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>
<b>All</b>	24.30%	22.30%	25.20%	35.00%	38.30%
<b>Males</b>	27.00%	22.10%	21.40%	34.80%	40.00%
<b>Females</b>	22.00%	22.40%	28.10%	34.60%	37.30%
<b>Caucasian</b>	26.10%	24.70%	30.50%	34.00%	37.30%
<b>Black</b>	20.00%	17.20%	9.50%	26.90%	32.10%
<b>Hispanic</b>	21.10%	13.70%	23.90%	38.10%	41.60%

**Measure Two: Enrollment in and successful completion of the initial college-level "gateway" math and English courses.**

**English Gateway Successful Course Completion**

	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>
<b>All</b>	74.9 (N=472)	77.3 (N=477)	75.4 (N=428)	77.5 (N=485)	75.2 (N=525)
<b>Male</b>	72.5 (N=206)	73.3 (N=211)	73.9 (N=173)	70.3 (N=199)	70.7 (N=162)
<b>Female</b>	76.9 (N=266)	80.9 (N=266)	76.3 (N=255)	83.4 (N=286)	78.7 (N=233)
<b>Caucasian</b>	78.5 (N=310)	77.6 (N=304)	79.5 (N=275)	78.0 (N=291)	77.6 (N=253)
<b>Black</b>	64.8 (N=35)	77.6 (N=38)	68.4 (N=26)	79.6 (N=39)	83.7 (N=36)
<b>Hispanic</b>	68.5 (N=113)	76.3 (N=129)	68.7 (N=125)	75.0 (N=147)	77.6 (N=102)

Note: English gateway course = ENGL1301

**Math Gateway Successful Course Completion**

	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>
<b>All</b>	51.2 (N=256)	50.8 (N=254)	49.6 (N=246)	42.4 (N=184)	46.2 (N=218)
<b>Male</b>	46.0 (N=109)	46.3 (N=107)	45.0 (N=108)	36.0 (N=72)	43.3 (N=100)
<b>Female</b>	55.9 (N=147)	54.6 (N=147)	53.9 (N=138)	47.9 (N=112)	49.0 (N=118)
<b>Caucasian</b>	56.7 (N=178)	49.8 (N=159)	52.4 (N=164)	48.8 (N=127)	51.1 (N=143)
<b>Black</b>	38.5 (N=15)	50.0 (N=9)	39.3 (N=11)	14.3 (N=4)	38.7 (N=12)
<b>Hispanic</b>	40.6 (N=56)	50.3 (N=77)	45.1 (N=69)	34.0 (N=48)	38.2 (N=60)

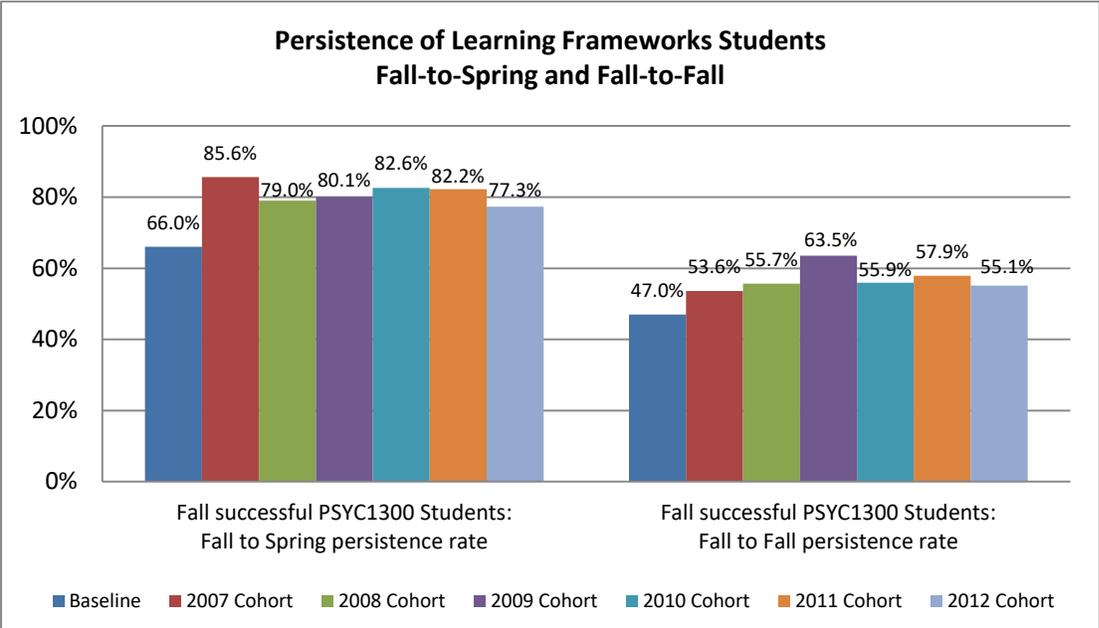
Note: Math gateway courses = MATH1314, MATH1342, TECM1401

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

	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>
<b>All</b>	71.9 (N=7399)	70.9 (N=7969)	71.8 (N=7769)	74.8 (N=7478)	72.3 (N=7309)
<b>Male</b>	70.2 (N=3532)	68.9 (N=3629)	71.4 (N=3724)	72.8 (N=3631)	70.9 (N=3815)
<b>Female</b>	73.6 (N=3667)	72.6 (N=4340)	73.2 (N=4045)	76.9 (N=3847)	74.0 (N=3494)
<b>Caucasian</b>	73.7 (N=4757)	72.9 (N=4967)	73.2 (N=4674)	76.0 (N=4329)	74.5 (N=4334)
<b>Black</b>	65.2 (N=487)	66.7 (N=596)	63.8 (N=455)	72.8 (N=541)	69 (N=543)
<b>Hispanic</b>	69.1 (N=2000)	67.7 (N=2298)	70.5 (N=2542)	73.4 (N=2483)	69.1 (N=2316)

Note: Only college level courses are included. Transitional courses are excluded.

**Measure Four: Term-to-term and year-to-year retention**



**Measure Five: Completion of Certificates and Degrees**

