Achieving the Dream

Annual Narrative & Financial Report: April 2009

Name of Institution: Brazosport College

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Achieving the Dream Funder (if applicable): Houston Endowment

Grant Number (if applicable):

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I. Committed Leadership

a. How have the **president, chancellor, and/or campus CEO** participated in your Achieving the Dream work this year? Check all that apply.

- ☒ Participated actively on the Achieving the Dream Core Team or equivalent working group

- ☒ Regularly monitored the college's Achieving the Dream work

Made presentations about Achieving the Dream issues to:

- ☒ faculty & staff
- ☒ community groups
- ☒ trustees

- ☒ Other. Please describe:

The President regularly monitors the college's Achieving the Dream (AtD) work and participates to the extent possible in Core Team meetings. During the last year she attended the 2009 Achieving the Dream Trustee Institute with two Board of Regent members. Additionally, she has given several presentations to faculty, staff, community groups, and the Board on various aspects of the AtD Initiative as well as the overall Student Success Agenda. The president provides information about AtD during regular

1

Board meetings and, most recently, at the 2009 Annual Board of Regents Workshop. During this workshop, a major focus was an update on year two of the AtD Initiative.

b. In what other ways has your institution shared information and lessons from your Achieving the Dream work and the student success agenda this year? Check all that apply.

☒ Web site

☒ Regular reports to trustees

☒ Regular reports to faculty and staff

☐ Regular reports to students

☐ Special Achieving the Dream reports

☐ On-campus Achieving the Dream events

☒ Other. Please describe:

In addition to regular updates of the AtD Initiative on the college web site and regular reports of the progress of the initiative to the Board of Regents, faculty, and staff, several core team members have made presentations to other public audiences. For example, the AtD core team leader and another core team member gave a presentation to attendees of the 2008 Annual College Academic and Support Professionals Conference in Corpus Christi on one of the college's AtD priority areas, professional development for faculty and staff. In December of 2008, three members of the core team attended the Data and Decisions Workshop hosted by the Association of Institutional Research, the American Association for Community Colleges, and the National Community College Council for Research and Planning. During this workshop, the AtD core team members gave a presentation on the college's intake and placement priority area of the AtD Initiative. Finally, on April 28th, 2009 two members of the core team will be giving a presentation to members of the Texas Lonestar Association of Institutional Researchers. This presentation will focus on the lessons learned from participating in the AtD Initiative and give prospective institutions a "realistic preview" of the needs of this initiative.

In addition to the above, the college is currently engaged in a major outreach and advertising campaign to publicize college services to area high-school students. This campaign includes the dissemination of information regarding one of our AtD priority areas, the Learning Frameworks course. The overall goal of this campaign is to increase

enrollment and retention of students in our local service area. Some of the aspects of this campaign include the development of: 1) a Learning Frameworks information pamphlet, 2) a Learning Frameworks postcard sent to all rising junior and senior high-school students in the Brazosport College service area, 3) Learning Frameworks posters, and 4) a series of transitional student testimonials published in the Brazoria County La Voz publication.

II. Use of Evidence to Improve Policies, Programs, and Services

IT and IR Capacity

a. Number of FTEs at your institution devoted to institutional research: 2

b. Has your institution upgraded its *institutional research* capacity this year?

☐ No

☒ Yes

If yes, briefly describe the changes and their impact on the college:

Last year, one of the major obstacles the College faced in implementing planned strategies was collecting and managing the large volumes of data for the initiative. A major priority for our AtD Initiative in year two was to add an additional institutional research staff person who could assist our Director of Institutional Research with these tasks. In November of 2008, the college hired a full-time data analyst to support our AtD Initiative. Since this person joined the institutional research team, our capacity to review and report student success data has noticeably increased. For example, with the addition of a new data analyst the ability of the institutional research office to produce comprehensive baseline data on cohorts of students as well as data updates on these cohorts has greatly increased. Moreover, the new data analyst is an active member of numerous data-related activities at the College and is a full member of the college's Planning and Institutional Effectiveness Council.

c. Number of FTEs at your institution devoted to information technology: 13.5

d. Has your institution upgraded its *information technology* capacity this year?

☒ No

☐ Yes

If yes, briefly describe the changes and their impact on the college:

e. How has your institution used data in institutional decision making this year? Check all that apply.

$\boxtimes$ Program review and evaluation

$\boxtimes$ Strategic planning

$\boxtimes$ Budget preparation

Briefly describe your practices and their impact to date:

Data has been used in a variety of ways to support the college's institutional decision making during the past year. In the Intake and Placement priority area of the initiative there were three sets of data utilized in completing activities during the first year of the grant. These included: 1) counselor focus group feedback and the corresponding consultant report, 2) results of a student perception/satisfaction on-line survey, and 3) results of a staff flow-charting gap analysis process. This information, as well as researching best practices, was used by the counseling staff to develop the Improvement Plan for the placement and related advisement process (plan uploaded). During the second year of the grant the committee is evaluating best practice and other internal information to develop a model for evaluation of placement cut scores. The result of this data will be a recommendation to college administrators in May 2009 to adopt an evaluation model of the placement system of the college.

In the Learning Frameworks priority area, a variety of data was used to evaluate the effectiveness of this intervention. This data includes: 1) the percent of successful PSYC 1300 students who successfully complete transitional English and math courses, 2) success rates in gateway courses (MATH 1314 and ENGL 1301) for students who successfully complete PSYC 1300, 3) withdrawal rates of successful PSYC 1300 students in gateway courses, 4) persistence rates, 5) results of a pre-post learning skills survey, 6) student feedback session reports, and 6) end-of-course student satisfaction ratings. Collectively, this data has been used to make curriculum changes in the course, to expand the offerings of this course to area high-school students, and to inform the college community of the progress of this course.

In the professional development priority area of the initiative, both formative and summative data were used to evaluate this intervention. In terms of formative data, all trainees complete an evaluation of each individual training module. This evaluation includes

4

questions concerning the completeness and usefulness of training materials to participants. At the end of the training, participants also complete a summative assessment evaluating the training course as a whole. To date, this data has led to modifications of the course curriculum and the development of a midterm survey to be administered in summer of 2009.

f. What institutional research challenges has the college faced this year? Check all that apply.

☒ None

☐ Too few IR staff positions

☐ Unfilled staff positions

☐ IR staff skill deficits

☐ Difficulty retrieving useful, timely data

☐ Other. Please describe:

As described above, the college has made great strides in advancing our institutional research capacity. The addition of a previously unfilled staff position has led to the streamlining of much of the data collection necessary for the college's AtD Initiative. It is expected that this increase in institutional research staffing will lead to numerous positive data-related outcomes in the upcoming year.

g. Has the institution analyzed longitudinal/student cohort data this year?

☐ No

☒ Yes, and this use of data pre-dates Achieving the Dream

☐ Yes, and we began this use of data after joining Achieving the Dream

If yes, what data did you use and how did you use it? If no, explain why.

The college regularly collects longitudinal cohort data to examine student success and this collection pre-dates the AtD Initiative. For example, as part of the AtD Initiative, we collected longitudinal data on three cohorts of students (Fall 2007 cohort, Spring 2008 cohort, and Fall 2008 cohort). These cohorts are defined as students who enrolled for the first time at Brazosport College during each respective semester. This cohort included transfer and concurrent/dual credit students as well as part/time and full-time students.

This cohort data has been used in a variety of ways. First, it is used to measure the college's progress on a number of AtD milestones. These include persistence rates in

gateway English and math courses, the percentage of students who repeat developmental coursework, and success in gateway courses. Second, this data is used to evaluate the success of individual AtD interventions. For example, the above cohort data is stratified into those students who successfully complete Learning Frameworks and those who do not. Specific data such as the percentage of successful PSYC 1300 students who complete remediation, persist, and take college-level coursework is analyzed to determine the efficacy of the intervention.

Although the college began collecting cohort data before beginning work with AtD, it should be noted that the initiative has helped the college to make improvements in how this data is used as well as how it is communicated. For example, more effort is made in disseminating cohort data to individual committees and reinforcing that data be examined prior to modifying or adding services for students.

h. Did the institution use data from the Achieving the Dream database to conduct these analyses?

☐ No

☒ Yes

If no, please explain why:

In addition to utilizing data from the AtD database to conduct cohort analyses, our college has found a number of AtD publications useful for assisting the college with determinations of which data needs to be collected.

Process for Identifying Achievement Gaps

i. Have you looked at any data this year to diagnose achievement gaps among groups of students?

☐ No

☒ Yes

If yes, what data did you use? How did you use this analysis to develop and refine your intervention strategies? If no, please explain why:

The Achieving the Dream Data Team has looked more closely at data related to success of different groups of students based on ethnicity, part-time/full-time status, financial aid, gender, developmental/non-developmental, and hours working outside the

6

college. As a result of these disaggregated analyses, our interventions have focused more on ensuring equal access and use of student support services to part-time students.

Process for Formulating and Evaluating Solutions

j. What is the current status of your evaluation?

- ☐ Evaluation is still being designed
- ☐ We have collected some early data
- ☐ We have collected and analyzed 1-2 semesters of data
- ☒ We have collected and analyzed 3 or more semesters of data

k. What obstacles (if any) have you faced in designing or conducting the evaluation? How are you addressing these obstacles?

In the priority area of placement, the college has done a good job of developing goals and strategies to develop an overall evaluation model. However, one challenge that this area faced was getting the Placement Committee to become more involved and knowledgeable in designing and conducting the evaluation. This was an issue that a group of core team members addressed at the 2008 Data and Decisions Workshop. While there, the workshop facilitators presented a number of solutions, some of which have already been utilized in the college's AtD plan. For example, core team members learned of different methods of presenting data, collecting data, and methods of engaging faculty to take ownership of the process.

III. Broad Engagement

Faculty and Staff

a. In what ways have *full-time faculty* been actively engaged in your Achieving the Dream efforts this year?

- ☒ Provided oversight or coordination of Achieving the Dream interventions
- ☐ Designed new student success initiatives
- ☐ Participated in focus groups related to Achieving the Dream interventions
- ☒ Participated in regular discussions related to Achieving the Dream interventions
- ☒ Participated in professional development to further student success
- ☒ Participated in data collection and/or analysis

☐ Other. Please describe:

Full-time faculty members have been actively engaged in the college's AtD efforts. During the last year, core-team leadership was assumed by a full-time faculty member. This change reflects the institutions commitment to empower faculty with the tools necessary to improve success as well as communicate the progress of the initiative among faculty members.

In the placement priority of the initiative, full-time faculty members serve on the Placement Committee. Until recently, the faculty member who now serves as core team leader co-chaired the Placement Committee with the Director of Counseling and Testing. The Director now chairs the committee. Faculty from key content areas related to the evaluation of placement testing processes joined this committee last year and continue to work on accomplishing the goals of this committee. In addition, faculty for English and math transitional education courses were surveyed during the Spring 2008, Summer 2008, and Fall 2008 semesters to gain information about their perceptions of appropriate placement for students enrolled in their classes.

Faculty continue to participate in the professional development priority of the college's AtD Initiative. To date, 68 faculty members have completed the eight-week training course, accounting for nearly three-fourths of the college's total number of faculty. In the last year, 28 faculty members participated in the training.

b. In what ways have *part-time or adjunct faculty* been actively engaged in your Achieving the Dream efforts this year?

☒ Provided oversight or coordination of Achieving the Dream interventions
☐ Designed new student success initiatives
☐ Participated in focus groups related to Achieving the Dream interventions
☒ Participated in regular discussions related to Achieving the Dream interventions
☐ Participated in professional development to further student success
☒ Participated in data collection and/or analysis
☐ Other. Please describe:

The importance of regularly including adjunct faculty in the conversations and business of improving student success is gaining momentum at our college. This recognition is evidenced in a couple of different ways. First, a part-time faculty member

8

serves on the Placement Committee of the college's AtD Initiative. As part of this involvement, the faculty member participates in the decisions regarding data collection and analysis of the Placement Committee. Second, the college recently implemented an Adjunct Training Academy Task Force to develop orientation and training materials that are specifically tailored to adjunct faculty. One of the training modules of this training academy will focus on a discussion of the college's student success agenda, including the AtD Initiative. In addition to the above, adjunct faculty are actively involved in the processes related to the collection of learning outcomes data, a critical aspect of our placement priority.

c. In what ways have *staff* been actively engaged in your Achieving the Dream efforts this year?

- ☒ Provided oversight or coordination of Achieving the Dream interventions
- ☒ Designed new student success interventions
- ☒ Participated in focus groups related to Achieving the Dream interventions
- ☒ Participated in regular discussions related to Achieving the Dream interventions
- ☒ Participated in professional development to further student success
- ☒ Participated in data collection and/or analysis
- ☐ Other. Please describe:

Placement Priority: Staff have been involved in a variety of ways:

Like faculty, college staff members have been actively engaged in the college's AtD efforts. In the placement priority of the initiative, staff members serve on the Placement Committee. In addition, support staff assisted in the logistics of administering both faculty and student surveys. Several staff members researched best practices from across the country which included internet searches, attendance of relevant workshops, as well as contacting staff at other colleges. Counselors, the Director of Counseling, and the Dean of Student Services worked to develop the Improvement Plan for Placement testing and related advisement processes. Finally, the Director of Institutional Research has provided some initial data on success of students in courses and will be collecting and analyzing this information once the evaluation model is approved.

In the priority area of Learning Frameworks, staff members have participated in three ways. First, counseling staff have created and administered a career module that is

delivered to PSYC 1300 students each semester. Second, staff members have assisted with data collection of feedback session data from students, entered the data for the pre- and post- survey administered to students, and assisted with the collection of data necessary to determine enrollment criteria. Finally, Public Information staff members have developed advertising materials such as posters, pamphlets, and postcards related to the Learning Frameworks course.

Staff members continue to participate in the professional development priority of the college's AtD Initiative. To date, 40 staff members have completed the eight-week training course, accounting for 25% of the college's total number of staff. In the last year, four staff members participated in the training.

Students and External Stakeholders

d. How have you involved *students* in your work this year?

☒   Surveys

Please list surveys conducted: Student Perceptions of Placement Survey, Motivated Strategies for Learning Questionnaire (Pintrich, Smith, Garcia, and McKeachie, 1991)

☒   Focus groups

Please describe: Two sections of Learning Frameworks students participated in feedback sessions in April 2009. These feedback sessions were conducted to evaluate the effectiveness of teaching methods and course content, resulting in the modification of course curriculum.

☒   Students participated on planning or advisory committees

Please describe: While students do not serve as regular members of the AtD core team, students regularly participate in the annual Planning and Institutional Effectiveness Workshop, an event designed to establish milestones for the planning process. This process includes getting feedback on student success initiatives towards the development of student success goals in the college's planning document, Vision 2015.

☐   Other. Please describe:

Students have been involved with the AtD Initiative in a number of ways during the past year. In the placement priority of the initiative, students in Learning Frameworks courses were surveyed for the purpose of getting their perceptions on the testing

environment and related advisement processes. The survey was administered on-line and the results were then examined by counseling staff in order to make improvement recommendations. The survey also included perceptions that will be utilized by the full Placement Committee in evaluation of specific placement scores as well as the placement system at large.

e. How have you involved the *external community* this year?

☒ K-14 collaboration

Please describe: The College has established dual credit coordinating councils with each of the Independent School Districts in our service area. Membership is comprised of counselors and administrators from each of the respective schools and the college. Agendas include review of student success data and discussion of issues and roadblocks to achieving greater levels of successful participation in college. These groups meet twice each academic year. A focus for the past year of the coordinating councils was the implementation of several sections of the Learning Frameworks course on high school campuses. The core team leader worked with council members to achieve this goal and several sections will be offered this upcoming summer.

☐ Community Conversations, following Public Agenda model

☒ Community forums or meetings

Please describe: During the past year, the college's AtD Initiative was highlighted in four presentations given by the college president to community forums. Presentation audiences included the Chamber of Commerce, Brazosport Rotary Club, Associated Builders & Contractors, as well as other Brazosport area business leaders.

☒ Other. Please describe: An on-going collaborative community effort is the annual Counselor/Administrator Dinner hosted on campus each year. Participation is at the Board, CEO, and Counselor/Administrator level. This year the program focused on local and state industry needs. Data related to the number of careers that require associate degrees and corresponding salaries were shared with audience members.

f. How have you shared information and lessons with external audiences?

☒ Conference presentations

Please list conferences: 2008 College Academic Support Professionals, 2008 Data and Decisions Workshop, 2009 Achieving the Dream Strategy Institute

☒ Presentations to community groups

☒ Press releases

☐ Scholarly articles disseminated statewide or nationally

☒ Other. Please describe: In the past year, the college's AtD Initiative was highlighted in four presentations to external audiences. These audiences included the Texas Council of Instructional Leaders, ACCT Leadership Conference members, the Texas Workforce Commission, and the University of Texas Community College Leadership Program. In addition, one of the strategies, Learning Frameworks, was adopted as our key retention strategy for the Texas Higher Education Coordinating Board Uniform Recruitment and Retention State plan. We report annually on our adopted recruitment and retention project. The report is substantial in that it is 43 pages in length and requires a great deal of both reporting data as well as evaluation of that data.

g. Was your institution's Achieving the Dream work mentioned or featured in a local or nation print or electronic media story?

☐ No

☒ Yes

If yes, please provide the reference. This may include web site links or URLs, the dates and pages on which stories were published in specific magazines, newspapers, or other publications and/or the dates stories were aired on specific radio or television stations. Please include items published periodically, monthly, or weekly as well as daily and community, neighborhood, city/town, regional, and state media outlets.

- Learning Frameworks students are featured in several of the monthly publications of La Voz, the Brazoria County bi-lingual newspaper. The newspaper is available on-line at www.lavozbrazoriacounty.com. Specific publications are the January-February 2009, March 2009, and April 2009 issues.

- A variety of articles featuring the college, programs available and student success are featured on-line at www.brazosport.edu. All of these releases are sent to area media.

Specific articles featuring AtD work that have been printed in area papers include the following:

- o "BC ESL class earns Silver Level Award from state agency" – The Facts, March 28, 2009
- o "BC celebrates partnership with area school districts" – The Facts, March 23, 2009
- o "Financial aid workshops available" – Weekly On-line Journal, March 9, 2009; The Facts, March 20, 2009
- o "Career Fair announced" – Weekly On-line Journal , February 23, 2009; The Facts, March 5, 2009
- o "BC Help Desk holds first role playing session" – Weekly On-line Journal, February 16, 2009; The Facts – February 26, 2009
- o "BC's Heating, Air Conditioning and Refrigeration Program alters certificate program to better serve high school students" – Weekly On-line Journal, February 16, 2009; The Bulletin, February 23, 2009; The Facts – February 26, 2009
- o "BC Community Education receives Barbara Bush Grant Following Hurricane Ike" – The Weekly Journal, January 26, 2009; The Bulletin, February 3, 2009; The Facts , February 25, 2009
- o "BC to host free Careers in Nursing Seminar" - The Bulletin, February 24, 2009; The Facts – February 14, 2009
- o "BC provides opportunities during difficult times" – The Facts, January 2009

IV. Systemic Institutional Improvement

Institutional Management

Item 1. Progress in Implementing Proposed Interventions. Consult the most current version of your work plan to complete the following table. For each proposed intervention, indicate whether the intervention has been:

- **I**: Implemented as planned
- **D**: Delayed
- **M**: Modified
- **C**: Cancelled
- **S**: Taken to scale

- **OT**: Uploaded, with evaluative data, to the *Interventions to Improve Student Outcomes Online Tool*

You may add cells as necessary.

Intervention	I	D	M	C	S	OT
Implementation of a Learning Frameworks Course	☒	☐	☐	☐	☐	☒
Professional Development: Transitional Education Program	☒	☐	☐	☐	☐	☒
Improvement of Initial Student Placement System	☒	☐	☐	☐	☐	☒

a. For those interventions that have been delayed, modified, or cancelled, please provide a more detailed explanation:

In the placement priority area there was some delay in completing this year's strategies. This delay was the result of 1) getting behind on administration of a student survey (planned for Spring 2008 and actually administered Fall 2009), 2) issues related to Hurricane Ike, and 3) a decision to expand the length of the faculty perception survey from one to three semesters in order to ensure the committee captured information about accuracy of placement with different types of entering students (completed Spring 2009). It is anticipated that this year's timeline will not be adversely affected.

b. What obstacles have you faced this year in implementing planned strategies and interventions? How have you addressed these challenges?

Hurricane Ike caused some delay during the Fall 2008 semester. In addition, limited resources in the Institutional Research office have caused some difficulty, such as delay with administration of the student survey. We have now added an additional Institutional Research professional, which will help tremendously. Lastly, as is the case with most colleges, key individuals involved with AtD leadership are the same faculty and staff who are also involved in other initiatives on campus. Consequently, these individuals often get overloaded, making it difficult to meet timelines. Fortunately, AtD is a priority and part of the overall Student Success Agenda at the College.

c. What changes do you propose for next year? Why do you believe the proposed changes will produce better results?

At this point, the only substantive change for AtD involves the scaling up of the Learning Frameworks course to expand more offerings. Because this intervention is

14

producing a number of positive results, it is anticipated that this change will affect our general outcomes of persistence, success in gateway courses, and withdrawal rates.

Item 2. Detailed Intervention Description.

- *ALL colleges are required to complete this section.*

- **Note to Round I and Ohio colleges:** If you are applying for designation as an ATD Leader College, please check the box below. The detailed intervention description will serve as your application documentation. For more information about this process, please see "Process for Identifying Achieving the Dream Leader Colleges Among Round I and Ohio Institutions."

☐ Our institution is applying for designation as an ATD Leader College.

a. Present credible evidence of increases in student achievement on at least one of the central Achieving the Dream measures during three or more years[1]:
- Course completion
- Advancement from remedial to credit-bearing courses
- Completion of college-level "gateway" math and English courses
- Term-to-term and year-to-year retention
- Completion of certificates or degrees

Alternatively, you may provide student success data on other measures relevant to the specific student success interventions undertaken. The documentation of increases in student achievement should be in an area where your institution has student groups. You are encouraged to present data on increases in the *rates* of student success as well as the *absolute numbers* of students succeeding, since the latter can be affected by changes in enrollment rather than in student performance.

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[1] *While at least three years of data are required for Round I and Ohio institutions' applications for ATD Leader College designation, all other institutions should base their documentation on Achieving the Dream work completed thus far.*

15

b. Provide a brief description of at least one intervention you have implemented to achieve the documented improvement in student outcomes. The intervention(s) described should be of a sufficient scale to benefit a substantial proportion of the target population.

Learning Frameworks is a student success course that focuses on providing students with the academic and personal skills needed for college success. Incoming students lacking college level skills (as determined by performance on state-approved placement exams) in any area (Reading, Writing, or Math) start their transitional plan by taking this course. PSYC 1300 is a 3-credit hour, college-level, transferable course. Touted as "on the job training" to become a successful college student, this course is designed to support students' discipline-specific transitional courses by enhancing study skills and by assisting students in setting goals.

Specific topics include the following: 1) how college is different than high-school, 2) taking notes, 3) preparing for objective and essay exams, 4) rehearsal strategies, 5) improving memory, 6) goal-setting, 7) getting to know the college campus, 8) improving reading, 9) time-management, 10) improving writing, 11) conducting research, 12) understanding motivation, 13) learning styles, 14) active learning strategies, 15) career explorations, and 16) handling stress. The course was piloted with two sections in the Fall of 2007. Since the inception of the Transitional Education Program, Brazosport College has offered 57 sections of Learning Frameworks to 1,110 students at the college.

A variety of data has been used to evaluate the effectiveness of this intervention. This data includes: 1) the percent of successful PSYC 1300 students who successfully complete transitional English and math courses, 2) success rates in gateway courses (MATH 1314 and ENGL 1301) of students successfully complete PSYC 1300, 3) withdrawal rates of successful PSYC 1300 students in gateway courses, 4) persistence rates, 5) results of a pre-post learning skills survey, 6) student feedback session reports, and 6) end-of-course student satisfaction ratings. The following table illustrates some of the evidence of the success of this intervention to date:

Cohort	Data Indicator	Fall 2007	Fall 2008
Transitional Students	Transitional Education Students: Fall to Spring persistence rate	68.6% (N = 133)	77.0% (N = 163)
Non-	Non-Transitional Education Students: Fall to Spring	74.2%	73.0%

Transitional Students	persistence rate	(N = 556)	(N = 649)
Learning Frameworks	**Fall 2007 Successful PSYC 1300 Students: Fall to Spring persistence rate**	**88.7% (N = 133)**	**91.6% (N = 207)**
Transitional Students	Transitional Education Students: Fall to Fall persistence rate	47.4% (N = 92)	TBD Fall 2009
Non-Transitional Students	Non-Transitional Education Students: Fall to Fall persistence rate	49.9% (N = 373)	TBD Fall 2009
Learning Frameworks	**Fall 2007 Successful PSYC 1300 Students: Fall to Fall persistence rate**	**85.6% (N = 77)**	**TBD Fall 2009**
Transitional Students	% of Transitional Education Students who successfully complete MATH 1314	35.1% (N = 13)	37.5% (N = 3)
Learning Frameworks	**% of Successful PSYC 1300 Students who successfully complete MATH 1314**	**31.6% (N = 6)**	**42.9% (N = 3)**
Transitional Students	% of Transitional Education Students who successfully complete ENGL 1301	61.3% (N = 87)	67.6% (N = 46)
Learning Frameworks	**% of Successful PSYC 1300 Students who successfully complete ENGL 1301**	**68.5% (N = 50)**	**78.4% (N = 46)**
Transitional Students	% of Withdrawals by Transitional Education Students in ENGL 1301	16.2% (N = 23)	5.9% (N = 4)
Learning Frameworks	**% of Withdrawals by Successful PSYC 1300 Students in ENGL 1301**	**11.0% (N = 8)**	**3.9% (N = 2)**

As illustrated above, successful PSYC 1300 students evidence gains in Fall-to-Spring and Fall-to-Fall persistence as well as successful completion of College Algebra (MATH 1314) and Composition and Rhetoric (ENGL 1301). In addition, compared to other transitional students, successful PSYC 1300 students are less likely to withdraw from ENGL 1301.

Item 3. Uploading data to the *Interventions to Improve Student Outcomes Online Tool*. To fulfill compliance requirements, all colleges are required to upload current intervention descriptions and available evaluation data to the *Interventions to Improve Student Outcomes Online Tool* in conjunction with annual report submission. Data for the Fall 2008 term must be entered by April 30, 2009. Data from the Spring 2009 term must be entered by July 31, 2009.

☒ We certify that intervention descriptions and evaluation data for the Fall 2008 term are uploaded and up-to-date in the *Interventions to Improve Student Outcomes Online Tool.*

Item 4. Institutional Policies, Planning, and Funding.

a. Have you aligned and integrated your Achieving the Dream work with core activities, processes, and policies of the institution this year?

☐ No

☒ Yes

If yes, please describe: As part of AtD Initiative, the College president and Board have adopted a formalized Student Success Agenda. This agenda has been operationalized in a few important ways. First, the College mission statement has been revised to emphasize our commitment to student success. Second, as part of the annual planning process, the college has adopted a number of student success goals. A number of these goals are directly taken from the College's AtD implementation plan. Third, the College has created a new committee, the Student Success Coordinating Committee. The charge of this committee is to: 1) develop a comprehensive coordination and tracking system for student success strategies at the College, 2) review college progress toward established student success goals and recommend additional strategies as needed, 3) assist all relevant committees with determining data that will support evaluation and improvement, and 4) to communicate successes and status to campus community.

b. Have you aligned and integrated your Achieving the Dream work with campus-wide strategic planning processes?

☐ No

☒ Yes

If yes, please describe:

As described above, as part of the annual planning process, the college has adopted a number of student success goals. A number of these goals are directly taken from the college's AtD implementation plan. These include increasing transitional course success by 11%, increasing persistence in College English and College Math by 11%, increasing success in College English and College Math by 30% and reducing the number of students who repeat Transitional English and math classes by 11%.

c. Have you aligned and integrated your Achieving the Dream work with on-going accreditation activities?

☐ No

☒ Yes

If yes, please describe:

Several aspects of the College's Quality Enhancement Plan (QEP) have been incorporated into the College's AtD Initiative. These include the Learning Frameworks course, professional development, and improved tutoring services. The AtD Initiative has assisted the college in addressing a number of unanswered questions from the QEP. For example, the QEP called for the development of learning outcomes for all courses. Questions left unanswered included whether our placement system was in line with our course curriculum and whether we have the data to provide students with a prescriptive approach to transitional education. As part of its AtD plan, the College developed the placement priority of the initiative, which includes the development of an overall evaluation model of placement and the possible addition of diagnostic software to placement tests.

d. Have additional *institutional* financial resources been committed toward Achieving the Dream interventions this year?

☐ No

☒ Yes

If yes, please complete the following table. You may add additional cells as necessary.

Source of funds	Approx. $ amount	Which interventions are these resources supporting?
College E & G Budget-Salaries	$94,863	Learning Frameworks
College E & G Budget-Fringe Benefits	$18,973	Learning Frameworks

e. Have additional *external* financial resources been committed toward Achieving the Dream interventions this year?

☒ No

☐ Yes

If yes, please complete the following table. You may add additional cells as necessary.

Source of funds	Approx. $ amount	Which interventions are these resources supporting?

Organization

a. Which standing committees or committees at your institution are responsible for guiding and monitoring Achieving the Dream and other efforts to improve student outcomes?

⊠   Achieving the Dream Core Team

⊠   Achieving the Dream Data Team

⊠   Other. Please describe: AtD subcommittees and the student success coordinating committee actively work with AtD core team members to meet initiative goals.

Professional Development

a. What kinds of professional development opportunities did you provide for faculty and staff to reinforce student success efforts?

⊠   On-campus training on using data and research to improve programs and services

⊠   Off-site training on using data and research to improve programs and services

⊠   Induction and orientation activities for new faculty and staff that include an introduction to the student success agenda

⊠   Other. Please describe: The Institutional Research office has made presentations to both the Student Success Coordinating Committee and the Planning and Institutional Effectiveness Council concerning the acquisition and use of data contained on the IR website. The IR office presented an overview of AtD strategies to counseling staff. The professional development component of the college's AtD plan regularly uses data to report on student success outcomes. Finally, a portion of the adjunct training academy currently being developed will be used to report on the college's student success agenda as well as an overview of the College's AtD Initiative.

V. Summary of Accomplishments and Disappointments

a. Briefly describe your greatest accomplishment this year.

Probably the most significant accomplishment of this past year has been the development of a Student Success Coordinating Committee. This committee represents the culmination of a series of efforts to support our now formalized Student Success Agenda. While the college has always been in the business of supporting student success, as a result of Achieving the Dream, there is a renewed focus on data and evidence that support student success.

Prior to the creation of the Student Success Coordinating Committee the college was engaged in a number of student success-related activities. A number of these activities involved the routine collection of student success outcomes. While the collection of such data is of importance, with numerous amounts of data the college risked redundancy in efforts, the loss of vital information to necessary stakeholders, and a general loss of the "big picture" as it relates to student success. In recognition of the need to use evidence to support decisions, to disseminate necessary data to faculty and staff, as well as the need to broadly engage our community, the college developed the Student Success Coordinating Committee.

Charged with integrating the college's student success-related activities into a cohesive framework, the College has already seen visible progress. Currently, three sub-committees have been formed to begin the work of this committee's charge. The first sub-committee is conducting a best practice review of the organizational structure of committees of this nature. The second sub-committee is conducting a review of the retention and student success strategies literature to prepare them to recommend new strategies. Finally, the third committee is gathering student success strategies that are already in place at the College in order to develop a tracking database and communicate success strategies to the campus community.

The focus of the college's AtD presentation to the audience of the 2009 Strategy Institute was a discussion of the potential negative consequences associated with a college's involvement in numerous data-related initiatives. The term used to describe this consequence was "Initiative Fatigue." Brazosport College's effort to address this consequence is most evident in the development of the Student Success Coordinating Committee. Through the work of this committee, the College will benefit from improved communication, coordinated efforts to review data, and the development of unique solutions to improve student success.

b. Briefly describe your greatest disappointment or setback (if any) this year?

21

Like other colleges in our area, Brazosport College was a victim of Hurricane Ike. The college suffered physical damage to properties and was closed for a week. While the amount of time the college was closed was relatively short in comparison to other colleges in our area, the lasting effects of this hurricane were greater than length of the College's closing. It took additional time to refocus efforts at the college and this effect was evident in the falling behind of some of our internal deadlines. Fortunately, the AtD Initiative is a top priority of the College and no major setbacks have been incurred as a result of this natural disaster. On a positive note, Hurricane Ike strengthened our closeness as a community, and in many ways, renewed our focus on student success.

c. Is there anything else you would like MDC or your funder (if applicable) to know about your work this year?

The College is extremely grateful for the support it receives from the donors of the Achieving the Dream Initiative. The initiative has been such a crucial tool for evaluating the way we look at student success and how we support our students. As there is no abundance of initiatives that focus on the role that community colleges play in the success of American students, the importance of this initiative can not be understated. Moreover, in light of the current economic climate and pressures to do more with less, it is imperative that initiatives like this are successful.

In addition to the support described above, the College would like to acknowledge the overwhelmingly positive support evidenced by its Board of Regents for this initiative. Like other governing bodies, our Board is involved with overseeing numerous activities at the college. However, the Brazosport College Board of Regents has taken a vested interest in the AtD Initiative and the role it plays in student success. This renewed interest is evidenced in the Board's participation in Trustee Institutes, a request to receive monthly updates on the initiative during Board meetings, and a commitment to institutionalize the components of the initiative.

Like other programs the college engages in, there will be setbacks and unanticipated problems. However, throughout this process, the importance of using data to drive decisions about student success has been underscored. This change is evident in the College's culture and reflected not only in the policies of the College, but in the College's everyday practices of doing business. Such a lesson will no doubt leave a lasting legacy at Brazosport College.

Annual Interim Financial Report

The following pages represent the 2009 Annual Interim Financial Report. Please note that our recent budget modification request to reallocate some monies was approved by MDC Inc. on April , 2009. The revised budget follows. The change reflects the large number of college staff who have developed a robust interest in AtD and our student success initiatives. The number of our staff involved in some aspect of this initiative, seeking professional development, and wanting to attend the strategy conference as well as other conferences focused on our student success agenda exceeded our expectations.

PROPOSAL BUDGET

SUGGESTED BUDGET CATEGORIES	REQUESTED SUPPORT						TOTAL SUPPORT REQUESTED

Achieving the Dream: Community Colleges Count

Name of Organization: **Brazosport College**   *Revision Date:* **April 15, 2009**

	SUGGESTED BUDGET CATEGORIES	Year 1	Year 1 Actual Expenses	Year 2	Year 2 Actual Expenses	Year 3	Year 4	TOTAL
1	**Direct Costs**							
	Personnel Expenses							
	Salaries (list staff, title, salary, <50% of time)	$63,242	$45,568	$63,242	$80,916	$52,702	$39,525	$218,711
	Fringe Benefits (list 20% rate)	$12,648	$9,114	$10,241	$13,775	$10,540	$7,905	$41,334
	SUBTOTAL: Personnel Expenses	$75,890	$54,682	$73,483	$94,691	$63,242	$47,430	$260,045
	Other Direct Expenses							
	Stipends for faculty/staff	$10,280	$10,280	$11,880	$11,880	$24,520	$29,520	$76,200
	Travel	$9,600	$9,600	$15,372	$15,372	$3,600	$3,600	$32,172
	Materials and Supplies	$437	$437	$0	$0	$437	$437	$1,311
	Software/Programming	$7,500	$7,500	$0	$0	$10,000	$10,000	$27,500
	Focus Groups	$2,400	$2,400	$372	$372	$0	$0	$2,772
	SUBTOTAL: Other Direct Expenses	$30,217	$30,217	$27,624	$27,624	$38,557	$43,557	$139,955
2	**GRAND TOTAL**	**$106,107**	**$84,899**	**$101,107**	**$122,315**	**$101,799**	**$90,987**	**$400,000**

PROPOSAL BUDGET

Budget Details

	Year 1	Year 1 Actual Expenses	Year 2	Year 2 Actual Expenses	Year 3	Year 4	Total
Direct Costs							
Personnel Expenses							
Salaries							
Data Analyst, 40% time in years 1 & 2, one-third time in year 3, one-fourth time in year 4. Reporting to the Director of Institutional Research and responsible for entering AtD data and generating required initiative reports. Salary institutionalized by year 5.	$17,674	$0	$17,674	$35,348	$14,728	$11,046	$61,122
Two Learning Frameworks (PSYC 1300) faculty, 40% time in years 1 & 2, one-third time in year 3, one-fourth time in year 4. Based on our transitional student population, twelve sections of the course are needed each long semester. Reporting to the Director of Transitional Education and responsible for teaching the transitional education, tutoring, and goal tracking programs. Salary institutionalized by year 5.	$33,880	$33,880	$33,880	$33,880	$28,234	$21,174	###### #
Office Specialist, 40% time in years 1 & 2, one-third time in year 3, one-fourth time in year 4. Reporting to the Director, Transitional Education and responsible for office support for transitional education and tutoring. Salary institutionalized by year 5.	$11,688	$11,688	$11,688	$11,688	$9,740	$7,305	$40,421
Fringe Benefits							

20% of salaries	$12,648	$9,114	$12,648	$13,775	$10,540	$7,905	$41,334
Subtotal: Personnel Expenses	**$75,890**	**$54,682**	**$75,890**	**$94,691**	**$63,242**	**$47,430**	########

PROPOSAL BUDGET

	Year 1	Year 1 Actual Expenses	Year 2	Year 2 Actual Expenses	Year 3	Year 4	Total
Other Direct Expenses							
Stipends for Faculty/Staff							
Release time (one course) for two faculty to serve as trainers during implementation of professional development (adjunct replacement costs). Two faculty (1 course each) for 4 semesters.	$6,180	$6,180	$6,180	$6,180			$12,360
20% Release time for two English faculty to operate Writing Center					$14,520	$14,520	$29,040
Tutoring staff for students in transitional and gatekeeper courses	$4,100	$4,100	$5,700	$5,700	$10,000	$15,000	$34,800
Focus Groups	$2,400	$2,400	$2,400	$372			$2,772
Travel	$9,600	$9,600	$8,000	$15,372	$3,600	$3,600	$32,172

26

AtD meetings. each participant @ an average of $900 each (airfare @ $300, lodging @ $120 per night x 4 nights, per diem @ $120)							
Materials Professional Development: Cost of printing materials at an average of $4.37 per person per semester.	$437	$437	$437	$0	$437	$437	$1,311
Software/Programming Purchase Writing Support Software (exact amount will be based on specific package purchased). This estimate includes fees, set up, and training.					$10,000	$10,000	$20,000
Programming of POISE learning competencies transcript software	$7,500	$7,500	$2,500	$0			$7,500
Subtotal: Other Direct Expenses	**$30,217**	**$30,217**	**$25,217**	**$27,624**	**$38,557**	**$43,557**	**######**
Grand Total	**#######**	**$84,899**	**#######**	**#######**	**######**	**$90,987**	**######**

APPENDIX A

INTERVENTION

"Implementation of a Learning Frameworks Course Update"

Uploaded to the *Interventions to Improve Student Outcomes Online Tool* on April 26, 2009

The following report outlines the progress of one of the Achieving the Dream Initiative priority areas, Implementation of a Learning Frameworks Course. Included in this report is an overview of the course, evaluation strategy, and data collected to date. In addition, a brief discussion of substantive changes based upon evaluation is provided.

Course Overview:

Learning Frameworks (PSYC 1300) is a 3-credit hour, college-level, transferable course. Touted as "on the job training" to become a successful college student, this course is designed to support students' discipline-specific courses by enhancing **study skills**, developing **key cognitive strategies**, and by assisting students in **setting goals**. Specific topics include the following:

How College is Different than High-School	Taking Notes	Preparing for Objective and Essay Exams
Rehearsal Strategies	Goal Setting	Improving Reading
Improving Memory	Understanding Motivation	Improving Writing
Getting to Know the College Campus	Handling Stress	Time Management
Career Explorations	Conducting Research	Learning Styles

Since the inception of the Transitional Education Program in the Spring of 2007, Brazosport College has offered 57 sections of Learning Frameworks to 1,110 students at the college. Currently, all students who are Texas Success Initiative liable are required to enroll in the course.

Evaluation Strategy:

In the Learning Frameworks priority area, a variety of data is being used to evaluate the effectiveness of this intervention. This data includes:

1. The percent of successful PSYC 1300 students who successfully complete transitional English and math courses
2. Success rates in gateway courses (MATH 1314 and ENGL 1301) of students who successfully complete PSYC 1300
3. Withdrawal rates of successful PSYC 1300 students in gateway courses
4. Persistence rates of successful PSYC 1300 students
5. Results of a pre-post learning skills survey
6. Student feedback session reports
7. End-of-course student satisfaction ratings
8. Learning outcomes in transitional math, reading, and writing courses

Below is a detailed evaluation model of this intervention:

29

Evaluation Question	Expected Outcomes	Assessment Methods	Task	Personnel	Frequency	Data Sources
1. Do successful PSYC 1300 students successfully complete transitional coursework and enroll in gateway courses at a higher rate than students who do not successfully complete PSYC 1300?	• Improved successful completion rates of gateway courses	• Cohort tracking • Benchmark analysis	• Collect and track data on success in gateway courses, success in transitional courses, and withdrawal rates in gateway courses	• Director of IR • Director of Transitional Education	• Each semester	• Student information database (POISE)
2. What elements of PSYC 1300 were perceived by students as strengths? What are areas in need of improvement?	• Improved student-reported satisfaction	• Feedback sessions • End-of-course satisfaction survey	• Conduct yearly feedback sessions • Conduct end-of-course survey	• Director of Transitional Education • Transitional Education Faculty	• Feedback sessions: annually, in Spring semesters • End-of-course surveys: each semester	• Instruments created by Director of Transitional Education
3. To what extent do students who successfully complete PSYC 1300 demonstrate improved study skill strategies?	• Increased reported knowledge of study skills	• Pre-Post survey of course constructs	• Administer MSLQ to students in course	• Director of Transitional Education • Transitional Education Faculty	• At the beginning and end of each semester	• Motivated Strategies and Learning Questionnaire
4. Do successful PSYC 1300 students demonstrate greater mastery of content knowledge of transitional courses Math and English courses than students who do not successfully complete PSYC 1300?	• Improved successful completion rates of transitional courses • 5% increase in achievement of learning outcomes for transitional math and English	• Cohort tracking • Benchmark analysis	• Collect and track data on success in transitional courses • Collect and track data on learning outcomes in transitional courses	• Director of IR • Director of Transitional Education	• Each semester	• Student information database (POISE)

Evaluation Question	Expected Outcomes	Assessment Methods	Task	Personnel	Frequency	Data Sources
5. Do successful PSYC 1300 students reenroll at a higher rate than students who do not successfully complete PSYC 1300?	• Improved Fall-to-Fall retention • Improved Fall-to-Spring retention	• Cohort tracking • Benchmark analysis	• Collect and track data on retention	• Director of IR • Director of Transitional Education	• Each semester	• Student information database (POISE)
6. Do successful PSYC 1300 students withdraw from gateway courses at a lower rate than students who do not successfully complete PSYC 1300?	• Reduced withdrawal rates in gateway courses	• Cohort tracking • Benchmark analysis	• Collect and track data on withdrawal in gateway courses	• Director of IR • Director of Transitional Education	• Each semester	• Student information database (POISE)
7. To what extent do successful PSYC students complete stated educational goals?	• Improved degree attainment • Improved certificate attainment • Improved transfer rate	• Cohort tracking • Benchmark analysis	• Collect and track data on certificate, degree, and transfer rates	• Director of IR • Director of Transitional Education	• Each semester	• Student information database (POISE)

Note: the remainder of this report represents an update on several of the data indicators outlined above. Two categories of data are presented.

One category represents a comparison of between successful PSYC 1300 students and both transitional (i.e. those that require developmental coursework) and non-transitional students across several student outcomes (e.g., persistence, success in gateway courses, withdrawal rates, etc.) The data in these comparisons are based on cohorts of first-time-at-Brazosport-College students who began in either the Fall 2007 or Fall 2008 semesters. Success is defined as completing a course with a grade of "C" or above, or equivalent.

The second category of data represents updates of PSYC 1300 students enrolled during the Summer and Fall 2008 semesters on course satisfaction and self-reported perceptions of key constructs measured by the Motivated Strategies and Learning Questionnaire (MSLQ).

Data Update 1: Comparison of Successful PSYC 1300 students and transitional/non-transitional students

One set of evaluation questions asks whether students who successfully complete PSYC 1300 demonstrate improved gains on a set of student outcomes. These outcomes include success in transitional and gateway courses, persistence, and withdrawal rates. To assess these questions, comparisons between successful PSYC 1300 students and outcomes for both transitional and non-transitional students were made. Below is a set of data representing these outcomes for both transitional and non-transitional students in both the Fall 2007 and Fall 2008 semesters.

	Data Indicator	Fall 2007	Fall 2008
A	Transitional Education Students: Fall to Spring persistence rate	68.6% (N = 133)	77.0% (N = 163)
B	Non-Transitional Education Students: Fall to Spring persistence rate	74.2% (N = 556)	73.0% (N = 649)
C	% of Transitional Education Students who complete remediation and take a college-level course	TBD Apr-2010	TBD Apr-2010
D	% of Transitional Education Students who successfully complete MATH 1314	35.1% (N = 13)	37.5% (N = 3)
E	% of Non-Transitional Education Students who successfully complete MATH 1314	61.0% (N = 83)	55.0% (N = 60)
F	% of Transitional Education Students who successfully complete ENGL 1301	61.3% (N = 87)	67.6% (N = 46)
G	% of Non-Transitional Education Students who successfully complete ENGL 1301	83.8% (N = 254)	81.1% (N = 162)
H	% of students who pass (A-C) ENGL 0406	70.4% (N = 50)	85.5% (N = 52)
I	% of students who pass (A-C) ENGL 0409	75.5% (N = 37)	85.2% (N = 45)
J	% of students who pass (A-C) MATH 0404	53.6% (N = 37)	76.1% (N = 54)
K	% of students who pass (A-C) MATH 0406	52.6% (N = 41)	57.1% (N = 32)
L	% of students who pass (A-C) MATH 0408	48.2% (N = 41)	46.5% (N = 20)
M	% of Transitional Education Students who earn certificates or degrees or transfer with 30+ sch within 3 years	(Fall 02) 6.5% (Fall 03) 8.3% (Fall 04 10.3%	(Fall 02) 6.5% (Fall 03) 8.3% (Fall 04 10.3%
N	% of Non-Transitional Education Students who earn certificates or degrees or transfer with 30+ sch within 3 years	(Fall 02) 14.3% (Fall 03) 22.2% (Fall 04) 19.2%	(Fall 02) 14.3% (Fall 03) 22.2% (Fall 04) 19.2%
O	Transitional Education Students: Fall to Fall persistence rate	47.4% (N = 92)	TBD Fall 2009

P	Non-Transitional Education Students: Fall to Fall persistence rate	49.9% (N = 373)	TBD Fall 2009
Q	% of Withdrawals by Transitional Education Students in MATH 1314	24.3% (N = 32)	37.5% (N = 3)
R	% of Withdrawals by Non-Transitional Education Students in MATH 1314	16.9% (N = 42)	18.3% (N = 20)
S	% of Withdrawals by Transitional Education Students in ENGL 1301	16.2% (N = 23)	5.9% (N = 4)
T	% of Withdrawals by Non-Transitional Education Students in ENGL 1301	6.3% (N = 19)	7.5% (N = 15)

In general, the above data indicates that non-transitional students are more likely to succeed in gateway courses, less likely to withdraw, and more likely to persist. For example, in the Fall 2007 cohort, the success rate of non-transitional students in MATH 1314 was 61.0% while the success rate of transitional students in the same class was only 35.1%. In addition, in the Fall 2008 cohort, compared to transitional students (24.3%), non-transitional students (16.9%) were less likely to withdraw in College Algebra.

By giving students the skills to succeed in college, the Learning Frameworks course is expected to increase the chances of transitional student success as reflected by the key student outcomes noted throughout this report. Below is a table that represents the outcomes of those students in the Fall 2007 and Fall 2008 cohorts who have successfully completed PSYC 1300 with a grade of C or better.

	Data Indicator	Fall 2007	Fall 2008
A,B	Fall 2007 Successful PSYC 1300 Students: Fall to Spring persistence rate	88.7% (N = 133)	91.6% (N = 207)
C	% of Successful PSYC 1300 Students who complete remediation and take a college-level course	TBD Apr-2010	TBD Apr-2010
D,E	% of Successful PSYC 1300 Students who successfully complete MATH 1314	31.6% (N = 6)	42.9% (N = 3)
F,G	% of Successful PSYC 1300 Students who successfully complete ENGL 1301	68.5% (N = 50)	78.4% (N = 46)
H	% of Successful PSYC 1300 Students who pass (A-C) ENGL 0406	70.1% (N = 54)	85.5% (N = 52)
I	% of Successful PSYC 1300 Students who pass (A-C) ENGL 0409	69.1% (N = 38)	85.2% (N = 45)
J	% of Successful PSYC 1300 Students who pass (A-C) MATH 0404	53.4% (N = 47)	76.1% (N = 54)
K	% of Successful PSYC 1300 Students who pass (A-C) MATH 0406	52.1% (N = 63)	57.1% (N = 32)
L	% of Successful PSYC 1300 Students who pass (A-C) MATH 0408	45.4% (N = 59)	43.9% (N = 18)
M,N	Fall 2007 Successful PSYC 1300 Students who earn	TBD Jan 2011	TBD Jan 2012

33

	certificates or degrees or transfer with 30+ sch within 3 years		
O,P	Fall 2007 Successful PSYC 1300 Students: Fall to Fall persistence rate	85.6% (N = 77)	TBD Fall 2009
Q,R	% of Withdrawals by Successful PSYC 1300 Students in MATH 1314	31.6% (N = 6)	28.6% (N = 2)
S,T	% of Withdrawals by Successful PSYC 1300 Students in ENGL 1301	11.0% (N = 8)	3.9% (N = 2)

When comparing the tables of transitional/non-transitional and successful PSYC 1300 students, it is evident that successful PSYC 1300 students are making significant progress in a few key student outcomes. Below is a more comprehensive review of these significant gains.

Cohort	Data Indicator	Fall 2007	Fall 2008
Transitional Students	Transitional Education Students: Fall to Spring persistence rate	68.6% (N = 133)	77.0% (N = 163)
Non-Transitional Students	Non-Transitional Education Students: Fall to Spring persistence rate	74.2% (N = 556)	73.0% (N = 649)
Learning Frameworks	**Fall 2007 Successful PSYC 1300 Students: Fall to Spring persistence rate**	**88.7%** (N = 133)	**91.6%** (N = 207)
Transitional Students	Transitional Education Students: Fall to Fall persistence rate	47.4% (N = 92)	TBD Fall 2009
Non-Transitional Students	Non-Transitional Education Students: Fall to Fall persistence rate	49.9% (N = 373)	TBD Fall 2009
Learning Frameworks	**Fall 2007 Successful PSYC 1300 Students: Fall to Fall persistence rate**	**85.6%** (N = 77)	**TBD Fall 2009**
Transitional Students	% of Transitional Education Students who successfully complete MATH 1314	35.1% (N = 13)	37.5% (N = 3)
Learning Frameworks	**% of Successful PSYC 1300 Students who successfully complete MATH 1314**	**31.6%** (N = 6)	**42.9%** (N = 3)
Transitional Students	% of Transitional Education Students who successfully complete ENGL 1301	61.3% (N = 87)	67.6% (N = 46)
Learning Frameworks	**% of Successful PSYC 1300 Students who successfully complete ENGL 1301**	**68.5%** (N = 50)	**78.4%** (N = 46)
Transitional Students	% of Withdrawals by Transitional Education Students in ENGL 1301	16.2% (N = 23)	5.9% (N = 4)
Learning Frameworks	**% of Withdrawals by Successful PSYC 1300 Students in ENGL 1301**	**11.0%** (N = 8)	**3.9%** (N = 2)

As seen above, students who successfully complete PSYC 1300 are more likely to persist, more likely to successfully complete the gateway courses College Algebra (MATH 1314) and Composition and Rhetoric (ENGL 1301), and less likely to withdraw in ENGL 1301.

34

While the success rates of successful PSYC 1300 students are not evident in *all* student outcomes, the above data is an important illustration of the success of this course to date. For example, the rates of transitional students in the Fall 2007 cohort who successfully complete College Algebra was 35.1%. The same rate for the Fall 2008 cohort was not significantly greater (37.5%). The same rates for successful PSYC 1300 students is 68.4% (Fall 2007) and 57.1%. Because successful completion of College Algebra represents such a barrier for many of the students at Brazosport College, the importance of this initial data can not be understated.

Data Update 2: Student Satisfaction

Another evaluation question asks which aspects of PSYC 1300 are seen by students as areas of strength and which are areas in need of improvement. To assess these questions, two pieces of data are collected and analyzed. The first is an end-of-course satisfaction survey completed by all students at the end of each semester. The second is a set of annual feedback sessions conducted on a sample of PSYC 1300 sections each Spring semester. An update of each of these pieces of data follows.

As previously mentioned, one method of assessing the quality of PSYC 1300 is to gather student perceptions of satisfaction in an end-of-course survey. A copy of this survey can be found on pages 37-39 of this report.. In this survey, students are asked to evaluate their overall satisfaction with the course as well as areas in need of improvement. The results of this survey have been overwhelmingly supportive. During the Fall of 2008, 97% of students enrolled in Learning Frameworks agreed that they had already adopted some of the lessons learned in the course. In addition, in both the Summer 2008 and Fall 2008 semesters, 90% of students enrolled in Learning Frameworks rated the course as either "above average" or "outstanding."

The other method of assessing areas of strength and needed improvements is an annual feedback session conducted during every Spring semester of the course. This spring, two of these feedback sessions were conducted. The questions in these sessions as well as student responses can be seen on pages 40-45. In general, students view numerous aspects of the course as important to their overall student success. Moreover, most students believe that all students who are new to college should enroll in the course.

Data Update 3: Improvement of Study Skills through the MSLQ

Another evaluation question asks whether students who complete PSYC 1300 demonstrate improved study skills. To assess this question, students in PSYC 1300 are asked to complete a survey measuring the extent to which a number of key constructs taught in the course are adopted. The survey, the Motivated Strategies and Learning Questionnaire (MSLQ), is administered to students at

the beginning and end of each semester. Data are then evaluated to determine if students report a significance increase in the utilization of various study skills across the course of the semester. Detailed reports of these data are outlined in pages 46-51. In general, the results of these surveys indicate that of the 15 constructs measured, students report a significant increase in the utilization of about half of these constructs.

The results of these surveys are used in conjunction with the other data sources outlined throughout this report to make curriculum changes for future semesters. A more detailed description of this process follows.

The Use of Data to Develop Course Improvements

Based upon the above satisfaction indices, as well results of the Motivated Strategies and Learning Questionnaire and the comparisons of successful PSYC 1300 students to other transitional and non-transitional students in key outcomes, PSYC 1300 faculty will develop a series of curriculum changes for future semesters. While this meeting will not occur until the results of Spring 2009 data are collected and evaluated, the previous year's improvements include the following:

1. Additional information on extrinsic motivators was added to the module on goal-setting
2. Additional information on task value components was added to the motivation module
3. Additional information on self-efficacy was added to the motivation module
4. Additional information on help-seeking was added to the modules in college resources and active learning

Final Data Note:

Not all of the evaluation questions outlined in the proposed evaluation model have been gathered an analyzed. These questions include: 1) whether successful PSYC 1300 students complete transitional coursework and enroll in gateway courses at a higher rate than unsuccessful PSYC 1300 students and 2) to what extent do successful PSYC students complete stated educational goals. Enough time has not elapsed to evaluate these questions. However, as future sections of this course are offered, this data will be included in the overall evaluation model of this intervention.

PSYC 1300
Post Survey Feedback-Fall 2008

1. The strategies discussed in PSYC 1300 are related to student success.

①	②	③	④	⑤
Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree

2. I have already adopted some of the lessons I learned in PSYC 1300.

①	②	③	④	⑤
Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree

3. I will adopt some of the lessons I learned in PSYC 1300.

①	②	③	④	⑤
Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree

4. Below is a list of all the topics covered in PSYC 1300. Please check all those topics that you found useful as a student.

_____ Services for Students ("Who ya' gonna call?")

_____ Goal-Setting

_____ The Discover Program and Careers

_____ Handling Stress

_____ Time Management

_____ How is college different than high school?

_____ Motivation (self-efficacy, attributions, value components)

_____ Rehearsal strategies (concept cards, concept maps, charting, oral rehearsal strategies)

_____ Attention and Memory

_____ Conducting Research

_____ Reading strategies (Annotation)

_____ Note-taking

_____ How to prepare for multiple-choice exams

_____ How to prepare for essay exams

_____ Getting to Know your Campus

_____ OASIS, BC Email, and P-Drive

_____ Active Learning Strategies

_____ Learning Styles

5. Are there any topics that should be <u>added</u> to PSYC 1300? Please list these topics below.

_____

_____

_____

6. Are there any topics that should be <u>removed</u> from PSYC 1300? Please list the topics below.

_____

_____

_____

7. What is the overall quality of this course?

①	②	③	④	⑤
Poor	Below Average	Average	Above Average	Outstanding

8. What did you like <u>best</u> about PSYC 1300?

_____

_____

_____

9. What did you like <u>least</u> about PSYC 1300?

_____

_____

_____

10. Do you have any suggestions for improving this course? Use the space below to answer

_____

_____

_____

11. Is there anything else you would like to tell us? Use the space below to provide additional information.

_____

_____

_____

_____

PSYC 1300.03
Feedback Session I – Spring 2009

Question: Tell me about a typical day in this class.

1. **What do you do?**

   Have group discussions.

   Learn about time management

   Review power point presentations, watch videos
   Receive copy of notes
   Have group activities & discussions
   Apply what has been learned to class assignments

Take a look at the list…

1. **How does this help you learn?**

   Talking with the instructor helps show that he is interested in you and develops trust with the instructor. He can relate to your own life and demonstrates respect and that he is human, develops a rapport.

   Group discussions help us learn about managing time, to be better organized.
   Groups discussions help us develop relationships, enhance leadership, connect with other classes, provides opportunity to apply what we have learned
   Helps to prioritize
   Helps us to learn more and manage tasks

   Power Point presentations help hold your attention
   Makes for a good break in regular class
   Changes perspective

2. **How does this NOT help you learn?**

   Can be monotonous

   Time management, taking notes and preparing for exams could be taught earlier in the semester.

Question: What other resources do you use for help with this class?

Computer Labs, outside research, TurnItIn.com

Discover

Dictionary -

Thesaurus

Take a look at the list…
1. How does this help you learn?

Computer Labs – for research, turnitin.com
Discover – It helps with career goals
Dictionary and Thesaurus - helps with spelling and vocabulary

2. How does this NOT help you learn?

No comments

Question: What changes could be made in the course to assist you in learning?

Have class outside
Longer class periods
More homework assignments

Question: What are the most important things you are learning in this class?

Management of time
Life skills
How to relate to others; people skills
Study skills in general

Question: What is fun or interesting in this class?

Being able to relate to the instructor, he is down to earth

Question: What would you tell a friend about this class?

That this class will help them get through college
It's not as bad as you might think
I would encourage them to take the class

Question: What do you need to do to pass this course?

Attend class
Do homework
Participate in class

Question: Who should be required to take this course?

Anyone who has never attended college
People who have not been to school or college in a long time
High School students (dual con-current students)

Question: Anything you want to add?

Would like to take other classes with Mr. O'Neal
Need more instructors like Mr. O'Neal
Dr. Foster mentioned he had heard good things about this class

Question: Tell me about a typical day in this class.

1. **What do you do?**

> Watch Power Points
> Have discussions
> Play Games/Activities/Team Work
> Take Notes
> Go to Labs
> Power Point Handouts

Take a look at the list…
3. **How does this help you learn?**

> Watch Power Points – visual, examples
>
> Discussions – Opinions, interaction with instructor, learn from others, develop rapport, increases interest in learning
>
> Play Games/Activities/Team Work – Allow you to interact, keeps your awake and interested
>
> Group projects/Team work – hear others peoples opinion and perspective, develop relationship with others, get extra help from classmates, increases memory
>
> Taking Notes – have record of what's important, learn more with note taking
>
> Go to Labs – Helps learn the college website, email, learning modules, Discover, application of course materials

4. **How does this NOT help you learn?**

> Power Points too repetitive
> Group Projects can be distracting, too many conversations and goofing off
> Print Outs – might lead to passiveness/laziness

Question: What other resources do you use for help with this class?

Dictionary

Classmates

Take a look at the list…
3. How does this help you learn?

Dictionary - helps to increase vocabulary, spelling

Classmates – help with notes

4. How does this NOT help you learn?

No comments

Question: What changes could be made in the course to assist you in learning?

Get graded papers back
Need more feed back from paper work and tests
Too many "common sense" lessons
Have more tests on what they have learned
Questions on mid-term are too opinionated written

Question: What are the most important things you are learning in this class?

Note taking
Learning styles
Discover Program
Critical Thinking
Thinking Outside the Box

Question: What is fun or interesting in this class?

Mr. I is fun and interesting; never know what to expect from him
Makes you feel comfortable
Instructor relates to students
He gives fun examples

Question: What would you tell a friend about this class?

It's easy
It's fun
You get stuff out of it
You enjoy coming to class
Lots of helpful information
Fun activities

Question: What do you need to do to pass this course?

    Come to class
    Do assignments
    Apply yourself
    Pay attention

Question: Who should be required to take this course?

    Everyone!
    High School students – will help them prepare for college
    People who haven't attended college or school in a long time

Question: Anything you want to add?

    No comments

Motivated Strategies for Learning Questionnaire
PSYC 1300 (Learning Frameworks)
Summer 2008 Pre-Post Survey Results

Overview: This document outlines the results for one of the PSYC 1300 evaluation strategies, the ***Motivated Strategies for Learning Questionnaire (MSLQ)***. At Brazosport College, this survey is being used as an evaluation tool to assess students' baseline measures of these constructs as well as *changes* that occur across a given semester. As such, students are asked to take the MSLQ on the first and last days of PSYC 1300.

Assessment: 105 students enrolled in the Summer 2008 Learning Frameworks course completed 81 items from Pintrich, Smith, Garcia, and McKeachie's (1991) MSLQ. Respondents used a seven-point scale (1 = "not at all true of me" to 7 = "very true of me") to indicate their level of agreement with such statements as "I memorize key words to remind me of important concepts when I study" and "I often find that I have been reading for class but don't know what it was all about". Items were averaged to form overall scores for each of the 15 constructs. Higher values of each scale indicate higher levels of each construct. In the current study, coefficient alphas for all constructs except the help seeking scale ranged from .60-.92. The items can be found in Appendix B.

Analysis: Data were analyzed using *paired-comparison t-tests*. This test allows us to determine whether students' self-reported use of these strategies changes over the course of the semester. A total of 105 took the pre-survey. 94 students completed the post-survey.

Description of tables: The first table (**Table 1**) in this document outlines the name of each MSLQ construct, its definition, and number of items in the survey. The second table presents the results of the paired-comparison t-tests.

Overview of Results: A total of 15 constructs were measured in this survey (see Table 1). Based upon the paired-comparison t-tests, six of these constructs were significant. In other words, students reported increases in all 7 of these key constructs. Specific information concerning these data is shown in Table 2.

Table 1-Overview of MSLQ Constructs

Scale/Construct	Definition	# of items
Cognitive Learning: Use of cognitive strategies such as memorization, elaboration, and critical thinking		
Rehearsal	Memorizing lists of keywords	4
Elaboration	Paraphrasing, summarizing	6
Organization	Outlining, identifying important ideas, use of charts, diagrams, and outlines	4
Critical Thinking	Students' use of strategies to apply previous knowledge to new situations or to make critical evaluations of ideas	5
Metacognition: Use of strategies to help control and regulate one's own cognition		
Metacognitive Self-Regulation	Use of strategies that help students control and regulate their own cognition, such as planning, monitoring, and regulating strategies	12
Value Components: reasons why students engage in an academic task		
Intrinsic Goal Orientation	Focus on learning and mastery	4
Extrinsic Goal Orientation	Focus on grades and approval from others	4
Task Value	Judgments of how interesting, useful, and important course content is to the student	6
Expectancy Components: Students' beliefs that they can accomplish a task		
Control of Learning	Extent to which individuals perceive that outcomes are under their control	4
Self-Efficacy	Judgments of specific capabilities to perform a particular task	8
Affect: Students' worry and concerns over taking exams		
Test Anxiety	Worry and concerns with taking exams	5
Resource Management: Use of self- and other resources such as time, peers, and teachers		
Time and Study Environment	Using time well, having an appropriate place to study	8
Effort Regulation	Persisting in the face of a difficult or boring task	4
Peer Learning	Using a study group or friends to help learn	3
Help Seeking	Seeking help from friends or teachers when needed	4

47

Table 2-Results of Paired-Comparison T-Tests-Fall 2008

Variable	PRE Mean	POST Mean	*T*	*df*
Rehearsal	4.53	4.98	**-2.69	93
Elaboration	4.27	4.84	**-3.92	93
Organization	3.87	4.57	**-4.10	93
Critical Thinking	4.25	4.66	**-2.61	93
Meta-cognitive Self-Regulation	4.15	4.58	**-3.62	93
Intrinsic Goal Orientation	4.66	4.85	-1.33	93
Extrinsic Goal Orientation	5.55	5.54	.08	93
Task Value	5.80	6.00	-1.36	93
Control of Learning	5.82	5.86	-.27	93
Self-Efficacy	5.84	6.01	-1.15	93
Test-Anxiety	4.10	4.24	-.74	93
Time and Study Environment	4.46	4.64	-1.40	93
Effort Regulation	4.26	4.58	-2.03	93
Peer Learning	3.81	4.38	**-2.49	93
Help Seeking	4.51	4.79	-1.75	93

Note: ** p < .01.

Motivated Strategies for Learning Questionnaire
PSYC 1300 (Learning Frameworks)
Fall 2008 Pre-Post Survey Results

Overview: This document outlines the results for one of the PSYC 1300 evaluation strategies, the ***Motivated Strategies for Learning Questionnaire (MSLQ)***. At Brazosport College, this survey is being used as an evaluation tool to assess students' baseline measures of these constructs as well as *changes* that occur across a given semester. As such, students are asked to take the MSLQ on the first and last days of PSYC 1300.

Assessment: 304 students enrolled in the Spring 2008 Learning Frameworks course completed 81 items from Pintrich, Smith, Garcia, and McKeachie's (1991) MSLQ. Respondents used a seven-point scale (1 = "not at all true of me" to 7 = "very true of me") to indicate their level of agreement with such statements as "I memorize key words to remind me of important concepts when I study" and "I often find that I have been reading for class but don't know what it was all about". Items were averaged to form overall scores for each of the 15 constructs. Higher values of each scale indicate higher levels of each construct. In the current study, coefficient alphas for constructs ranged from .60-.95. The items can be found in Appendix B.

Analysis: Data were analyzed using *paired-comparison t-tests*. This test allows us to determine whether students' self-reported use of these strategies changes over the course of the semester. A total of 304 took the pre-survey. 272 students completed the post-survey.

Description of tables: The first table (**Table 1**) in this document outlines the name of each MSLQ construct, its definition, and number of items in the survey. The second table presents the results of the paired-comparison t-tests.

Overview of Results: A total of 15 constructs were measured in this survey (see Table 1). Based upon the paired-comparison t-tests, six of these constructs were significant. In other words, students reported increases in all 6 of these key constructs. Specific information concerning these data is shown in Table 2.

Table 1-Overview of MSLQ Constructs

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	Critical Thinking	Students' use of strategies to apply previous knowledge to new situations or to make critical evaluations of ideas	5
Metacognition: Use of strategies to help control and regulate one's own cognition	Metacognitive Self-Regulation	Use of strategies that help students control and regulate their own cognition, such as planning, monitoring, and regulating strategies	12
Value Components: reasons why students engage in an academic task	Intrinsic Goal Orientation	Focus on learning and mastery	4
	Extrinsic Goal Orientation	Focus on grades and approval from others	4
	Task Value	Judgments of how interesting, useful, and important course content is to the student	6
Expectancy Components: Students' beliefs that they can accomplish a task	Control of Learning	Extent to which individuals perceive that outcomes are under their control	4
	Self-Efficacy	Judgments of specific capabilities to perform a particular task	8
Affect: Students' worry and concerns over taking exams	Test Anxiety	Worry and concerns with taking exams	5
Resource Management: Use of self- and other resources such as time, peers, and teachers	Time and Study Environment	Using time well, having an appropriate place to study	8
	Effort Regulation	Persisting in the face of a difficult or boring task	4
	Peer Learning	Using a study group or friends to help learn	3
	Help Seeking	Seeking help from friends or teachers when needed	4

Table 2-Results of Paired-Comparison T-Tests-Fall 2008

Variable	PRE Mean	POST Mean	t	df
Rehearsal	4.63	5.10	**-4.48	269
Elaboration	4.12	4.91	**-7.75	269
Organization	4.02	4.67	**-6.01	269
Critical Thinking	4.09	4.64	**-5.09	269
Meta-cognitive Self-Regulation	4.30	4.63	**-5.06	269
Intrinsic Goal Orientation	4.51	4.78	-2.72	269
Extrinsic Goal Orientation	5.51	5.32	1.70	269
Task Value	5.74	5.50	2.49	269
Control of Learning	5.75	5.53	2.00	269
Self-Efficacy	5.68	5.68	0.00	269
Test-Anxiety	4.07	4.06	1.00	269
Time and Study Environment	4.71	4.60	1.50	269
Effort Regulation	4.84	4.68	1.70	269
Peer Learning	3.62	4.26	**-4.91	269
Help Seeking	4.31	4.40	-.98	269

Note: ** $p < .01$.

APPENDIX B

INTERVENTION

"Professional Development: Transitional Education Training Program"

Uploaded to the *Interventions to Improve Student Outcomes Online Tool* on April 26, 2009

The following report outlines the progress of one of the Achieving the Dream Initiative priority areas, Professional Development: Transitional Education Training Program. Included in this report is an overview of the training program, documentation of lessons learned, data collected to date, and representative comments from trainees. In addition, a brief discussion of substantive changes based upon evaluation is provided.

Overview of the Training Program

The objectives of the Transitional Education Program Training are:

- To provide information about the mission, goals, and function of the Transitional Education Program.

- To provide tools and techniques for faculty to develop instructional strategies geared towards diverse transitional learners.

Data Collection

Since this strategy is a non-direct student intervention, it is impossible to use dashboard indicators such as success and/or retention rates to measure the effectiveness of the training program. Instead, faculty are surveyed to measure the aforementioned objectives. The first objective has been measured through a series of assessments given to faculty at the end of each learning module as they progress through the training. When asked if module material was useful for their role in the Transitional Education Program, 88.6% of participating faculty either strongly agreed or agreed (averaged over the seven modules). Furthermore, when asked if they understand the relation of the concepts taught in the training program to the overall goals of the Transitional Education Program, 94.81% of faculty either strongly agreed or agreed. The data collected thus far strongly support that the objectives of the training program have been achieved.

The above data has also been used to revise and improve the training program each time it is offered. For example, based upon trainee feedback the following curricular changes have been made to the program:

- The lesson on learning styles was deleted

- An active learning component was added to the module on active learning in the classroom

- Some information on the tutoring program and PSYC 1300 is now being presented online rather than solely presented in a face-to-face format

The second objective of the Transitional Education Program Training will also be assessed using faculty surveys. Beginning in June of 2009, faculty who participated in training during the first year of implementation will be surveyed. The survey, currently being written, will measure how faculty have used training material to revise their curriculum and instructional strategies to better accommodate and teach transitional learners. Initial data will be available in the fall of 2009. Delivery time of the survey has been arranged to provide faculty with sufficient time to incorporate changes in their course.

Documenting Lessons Learned

The primary challenge to implementing this intervention has revolved around the fact that we are training faculty. First, faculty have little time to participate in an eight week training program. Furthermore, some faculty have approached training with a "less than positive attitude", operating under the assumption that what is being taught doesn't apply to them. To overcome these challenges, much of the training was given online through Blackboard, our online course management software. Using online tools, faculty are able to complete the training when it fits into their schedule. Face-to-face meetings are only used for those topics that require interaction and synchronous discussion.
Another significant challenge has centered on the technical proficiency of some faculty members. Since much of the training has been offered online, faculty who are not "technologically savvy" have experienced some difficulty participating. To overcome this barrier, two faculty in each instructional division were paid a small stipend to serve as peer helpers. If an employee participating in training is having trouble with online components, they have two colleagues in their division to help. This has proved most useful and has virtually eliminated any technical barriers to learning.

While offering this training has been a challenge, several unexpected positive outcomes have been seen. First, faculty have reported that they have benefited from the interaction with colleagues in other instructional divisions. This interaction has produced several conversations leading to collaboration between departments. For example, the math department will be working with faculty from our pipefitting program to better teach technical students the trigonometry needed in this trade.

The second unexpected outcome has centered around the use of online learning. Many training participants have never used online instructional tools. This training has allowed them to witness, through the eyes of a "student", the many different instructional strategies available to them online. Several faculty have reported that they plan to develop online components for their classes as a result of this training.

As a result of the initial assessment data and comments from faculty and staff participants, Brazosport College plans to continue with this strategy until all full-

time faculty and selected staff have completed the program. The institution also plans to incorporate much of the training material into an adjunct training academy currently being developed, with initial implementation planned for the fall of 2009. Once all faculty have successfully completed training, the institution will offer training on an as needed basis, when a sufficient number of new faculty are hired.

As a result of this strategy, Brazosport College strongly recommends this intervention to other institutions. The training has been developed and offered with minimal cost and we have found that the results more than justify the expense. While the intervention is non-direct and cannot be directly seen in student success data, we believe that Brazosport College is a stronger learning institution as a result of this training. Specifically, we recommend that any training for faculty and staff incorporate both informational components as well as strategies germane to all participants. It is crucial that faculty and staff leave training with something specific they can immediately apply in their work. Furthermore, we recommend that the instruction provided during training model what is being taught. For example, trainers should not give a "lecture" on active learning strategies, but instead should model what they are teaching.

TEP Training Module Assessments: Representative Trainee Comments

Module 1

Comments: Please give any explanation for items checked as Disagree or Strongly Disagree.

> *Instructor indicated this course has been offered before to faculty and is re-tuned each time it's taught again – that shows in that there was little or no 'wasted' time. Thank you!*

How can this course be improved?

> *Looks good so far-I like that we're doing this in Web CT. I like being able to see what others think about different issues on the discussion board, and I hope there will be plenty of time for discussion when we meet face-to-face.*

> *Overall I think the course was well organized and delivered so far. For me the biggest challenge is always time…It's very hard to fit in the weekly meetings in the middle of all the other meetings/grading/course prep, etc…but I'm sure I'm not the only one that struggles with this! Having the online component is great, but fewer or shorter meetings would be even greater! I would like to see (and I'm sure this is available, I just don't know where to easily find it…) is an outline of all the topics covered in each of the transitional courses…It would help me have a better feel of the overall program and it would help me identify which course(s) to refer students to as well as helping me know what I can expect students to know after each course.*

> *By going out and asking students questions as to what we need to improve.*

> *Short, sweet, to the point is always most favorable to this task-oriented person*

Module 2

Comments: Please give any explanation for items checked as Disagree or Strongly Disagree.

How can this course be improved?

> *The teaching methods and examples were appropriate to the discussion. Although I had seen one of the examples once before, the discussion following was more informative and in-depth regarding how it would relate to a student in the Learning Frameworks course. I got a much better idea of what the students will learn in the course and how it is designed to provide tools for success in the*

future. It seems to me that the concepts could be applied both in the educational arena and in life situations in general.

*I thought this section was excellent with good ideas to utilize with both students & coworkers.

*I did not think the A Generational approach to Understanding Students was that useful. You might try finding another resource. This article seemed too academic and would be better to have something more application-oriented.

Module 3

Comments: Please give any explanation for items checked as Disagree or Strongly Disagree.

*Well, I tend to be on the skeptical side, but I'm trying to stay open-minded until the end of the training. I'm just wondering how discussing learning styles and generational differences with students will make up for their previous 12 years of questionable academic preparation.

*Pace is perfect. We are all so busy. The pace "forces us to participate."

*By practicing teaching methods related to the subject and materials presented.

How can this course be improved?

*Ask me this question at the end-I'm still absorbing all the information. I do feel a bit frustrated with the length of time it takes me to construct answers to the discussion questions. And while I'm the one who has control over that, I'd like to see questions that are a bit more direct and specific. Also, I'm concerned that the staff/faculty responses seem to be a bit canned-what could we do to elicit more honest responses (some of them sound like pageant acceptance speeches)?

*I gave neutral responses to two questions because I believe the transitions from each part of the module were rough. It would be helpful to do an ending slide that summarizes the main points of the chunk of information and then a final slide that introduces the next topic. The pace was neutral and the organization was neutral. I recognize that you are chunking the information for us, but creating a transition that connects us would be helpful. Also, I realize that people may not like this but a discussion among faculty about the points could be helpful. Encouraging people to "quote" a piece of another person's response in their response could create a greater sense of community.

Module 4

Comments: Please give any explanation for items checked as Disagree or Strongly Disagree.

How can this course be improved?

*I learned some very interesting points in the PowerPoint presentations. Some things were rather foreign to me while others almost seemed like common sense. You obviously spent a great deal of time in the research and compilation of these materials.

*I believe that perceptions improve with education and information, keep on doing what you are doing, and you will see improvement and more engaged and student centered faculty
.

*Dr. Villanueva had to show me how to make the learning modules come up when my computer wouldn't load them. Clearer instructions on that procedure would help every student who takes this class get his or her work done without the frustration I experienced before she taught me how to make the online instruction work properly!

*Create a need for personal contact and interaction.

Module 5

Comments: Please give any explanation for items checked as Disagree or Strongly Disagree.

How can this course be improved?

*Demonstrate more effective way to address the application of Knowles theory.

*This module was a little redundant with the audio files. It could have been covered concisely with the information written out. Some of the audio files said basically the same thing.

Module 6

Comments: Please give any explanation for items checked as Disagree or Strongly Disagree.

How can this course be improved?

It's been great! I have really enjoyed getting to hear and read about how other instructors in totally different areas think and teach!

Maybe more of these discussions in the future to keep this in the forefront of our hectic schedules.

I suggest that part of the course presents an experiential component, skills to practice and then report the results. I suggest that a portion of this training should be experiential and that we utilize faculty to prepare and demonstrate best practices teaching techniques.

I think that the most valuable idea I got from Module 6 is the active learning concept. Too much passive learning, and they all go to sleep or find other projects-computer games on their phones, text messaging their friends, or just having private conversations with their neighboring students. It made me realize that I've got to encourage active learning more in my class presentations. I know that this response has no relevance whatsoever to the question, but I wanted to share it anyway.

I am still racking my brain about how to improve active learning strategies.

<u>Module 7</u>

Comments: Please give any explanation for items checked as Disagree or Strongly Disagree.

How can this course be improved?

The only suggestion I have is that this particular module would be very helpful to first time teachers and I think it would be extremely helpful to show them this before they start teaching.

Again, more practical experiential approach may be more beneficial to faculty and staff.

For this module, I would like to read a more recent article on this issue. I felt that the 1993 and 1986 references in the material dated the information and newer, more relevant research could be found on the topic.

APPENDIX C

INTERVENTION

"Improvement of Initial Student Placement System"

Uploaded to the *Interventions to Improve Student Outcomes Online Tool* on April 26, 2009

I. Themes from Counseling/Advisement – Improvement Plan Development Process

Matching Student Survey, focus group and flow-charting information (summary of data utilized by Counselors in plan development)

Theme - Pre-information regarding testing (content, logistics, printed info, test times, what to bring, registration, arrangements, expectations of what is on test/test logistics, costs, issue of what we do when we're really busy)

Student Placement Survey Results Fall 2008	Strongly + Somewhat Agree	Somewhat + Strongly Disagree
The information on placement testing at Brazosport College was easy to understand.	165 74.0%	29 13%
Information about placement testing at Brazosport College was easy to locate.	180 81.4%	14 6.4%
I was satisfied with the dates and times available to take the placement exam.	183 83.2%	21 9.6%
I would find it useful If there were additional methods of obtaining information about placement testing.	116 52.7%	28 13%
The information I received about placement testing (e.g. Brazosport College website, counselors, brochures) was consistent.	190 85.2%	12 5.4%
I was informed of schedule changes in testing prior to taking the exam.	131 59.0%	25 11.3%
I was in need of financial assistance to pay for the placement exam fees.	55 24.8%	120 54.1%
The process of registering for the placement exam was easy.	185 84.9%	8 3.6%
I was satisfied with the available hours to pay for the placement exam.	179 80.6%	10 4.6%
I had a clear understanding of when I would get my test results.	158 71.8%	31 14.1%

Counselor Focus Group Feedback:

Flexibility was agreed to be a major strength of the process. Said Gloria, " I think we do a good job of offering the tests at all kinds of hours. You can register for the test right there at the very front of the college and you don't have to go to the bowels of the college to find somebody. I think we do an excellent job." Adds Bill, "I think this has been brainstormed so many different ways and so many things have been tried and we've seen success sometimes and sometimes we end up reverting back to where we were because it didn't work out. What we have going is pretty good right now."

Scheduling of the THEA was identified as an issue of concern. As Julie said, "The only negative I have heard is that no one ever seems to answer the phone when people call to

Flow-Charting Process:

Our Goal- to get students admitted, tested, advised and all ready to register BEFORE early registration begins. Website-checklist is currently available. Would suggest first line be changed to something that doesn't encourage students to wait until the week before class to get the process started.

- Testing is needed for some certificate programs
- Provide FAQ's (Apply TX) in response to info request and in application areas
- Make contact with Dual Credit Seniors to ensure they're getting testing complete
- Communicating TSI Status
- Getting students to do testing if necessary
- Streamline process so students are not making multiple trips
- Let student be able to pay and register for test and the same location

Theme - Preparation for testing (study materials, guides, website, practice tests)

Student Placement Survey Results Fall 2008	Strongly + Somewhat Agree	Somewhat + Strongly Disagree
I was aware of the study materials available to me at Brazosport College to prepare for the placement exam.	121 54.8%	63 28.5%
I was satisfied with the amount of time I had to prepare for the placement exam.	123 57.5%	34 15.9%
I was satisfied with the study materials available from Brazosport College to prepare for the placement exam.	112 50.5%	45 20.3%
I understood in advance what the testing processes would be like.	150 68.2%	37 16.9%
I knew the kind of materials to expect on the test.	119 54.6%	56 25.7%
I was aware of whether the test would be administered by pencil/paper or on a computer prior to taking the test.	175 79.9%	22 10.1%

Counselor Focus Group Feedback:

Concern was also expressed about student preparedness for the placement tests. Jane worried about students having that information prior to testing. She said, "I give them information about getting ready for the test so they can do as well as they can so they don't have to spend a lot of time in transitional classes. We know that the lower they start, the less of a chance that they are going to be able to complete their education and even get to college level. If you start at our lowest level of math, your chances of completing college algebra are probably less than 20%. You want to help them so you tell them to please study for the test so that we are dealing with good results and we aren't wasting your time and your money. The frustrating thing is that you know a lot of community college students wait until the very end to register and we don't have a lot of time to work with them. Sometimes they are not pleased with their test results but they are what they are and we have to work with it." Adds Gloria, "We ought to be able to tell kids that it is good to be able to start out where you are because those developmental classes are so good and the teachers are so good and helpful that they will help you learn and move up but I don't know how to say that without sounding ugly."

The practice tests were generally agreed to be very helpful to students. Jane said, "I always refer students to the practice tests on the websites. But the COMPASS book and website aren't all that good." Adds Joe, "I tell the students to use the THEA website for the COMPASS test because it's the same material. I think we put in the brochure to go to the website that has Jeff Detrick's modules. Not just the sample problems but a short video on how to do each of the problems."

Problems appear to arise when counselors forget to give new students all of the information needed to enroll.

Theme - Administration issues (within test environment)

Student Placement Survey Results Fall 2008	Strongly + Somewhat Agree	Somewhat + Strongly Disagree
The exam was administered to all students in the same way.	185 84.5%	8 3.6%
I was treated honestly and openly during the testing process.	195 87.8%	9 4.1%
Test administrators answered my questions in a straightforward and sincere manner.	184 83.6%	8 3.7%
I was treated politely during the testing process.	190 86.0%	7 3.2%
The test administrators treated students with respect during the testing process.	197 88.3%	5 2.2%
The testing staff put me at ease when I took the exam.	154 70.3%	17 7.8%
I was able to ask questions about the exam.	123 55.7%	38 17.2%
I would have felt comfortable asking questions about the exam if I had any.	157 70.7%	19 8.6%

Counselor Focus Group Feedback:

Cheating on the placement tests was briefly discussed as a possible concern but there was not widespread agreement that this is a problem.

Theme - Placement accurately placing/Content

Student Placement Survey Results Fall 2008	Strongly + Somewhat Agree	Somewhat + Strongly Disagree
I believe the placement exam accurately placed me into my classes.	142 64.0%	28 12.6%

The content of the exam was clearly related to the material in my classes.	128 57.7%	36 16.2%

Counselor Focus Group Feedback:

If they fail the tests, we know they are not ready for college work now."

Problems appear to arise when counselors forget to give new students all of the information needed to enroll.

Theme - Follow-up (information, score reports and how that communicates/understanding,)

Student Placement Survey Results Fall 2008	Strongly + Somewhat Agree	Somewhat + Strongly Disagree
There was an opportunity to discuss my exam results with someone.	130 60.5%	39 18.2%
I feel satisfied with the process for reviewing my test results.	135 60.8%	39 17.6%
I had a clear understanding of when I would get my test results.	158 71.8%	31 14.1%
I was satisfied with the amount of time it took to get feedback on my test results.	163 73.4%	22 9.9%

Theme - Counselor interpretation

Student Placement Survey Results Fall 2008	Strongly + Somewhat Agree	Somewhat + Strongly Disagree
There was an opportunity to discuss my exam results with someone.	130 60.5%	39 18.2%
I feel satisfied with the process for reviewing my test results.	135 60.8%	39 17.6%

Counselor Focus Group Feedback:

Counselors also agreed that heavy enrollment times exacerbate the problems of managing expectations.

Problems appear to arise when counselors forget to give new students all of the information needed to enroll.

Theme - Nature of communication with students (tone, done in a caring manner)

Counselor Focus Group Feedback:

Julie discussed managing expectations saying, "You know, I'm empathetic in a sense that I usually talk to them like I understand it's kinda frustrating and I know you were successful in this area of high school but the truth is, based on these test scores, you didn't quite obtain the information you needed to know and we want to see you be successful. If you don't have this basic information the chances of you being successful are not good. But some people are just not happy and then you get the parent calling and you have to do it all over again." Adds Jane, "There's a balance between trying not to squelch their enthusiasm or their desire to get an education and better themselves and being realistic about their expectations."

Counselors also agreed that heavy enrollment times exacerbate the problems of managing expectations.

II. Placement Testing:
Proposed Recommendations for Improvements

A committee was formed with a charge to study the testing process on this campus and to make recommendations for improvement. The proposed recommendations are organized around three general categories: pre-testing, test administration, post-test. The categories assisted the committee in developing recommendations for improvement of the assessment process with expected outcomes to include appropriate placement based on more accurate assessment of skills and a higher level of student satisfaction with the testing process.

Counselors serving on the committee:
Heather Dodge, Sara Garska, Jennifer Hedrick, Corlis Hicks, Bob Holcombe, Susan Phillips, BJ Owens, Arnold Ramirez, and Phil Robertson

The committee submits the following report that includes: current practices, short term goals and long term goals.

Pre-testing: Current Practices and Proposed Improvement Goals

Current practices -
Communicating pre-test information
- Catalog & website provide pre-test information. Brochures are available with information on THEA & COMPASS.
- Knowledgeable staff is available to answer telephone inquiries. The phone is answered with a "rollover" system. During heavy registration periods students may get a voicemail option.

Registering for the test & fee payment
- THEA: Students may call or register for the test in person. A check or money order payable to the test company is required on the day of the test.
- COMPASS: Students must have a BC student ID number to register for the test. A student ID is given upon completion of a BC application. Students see the counseling receptionist or testing office professional for a payment slip, take the slip to the business office to pay for the test, bring the slip back to the counseling receptionist to complete registering for the test.
- Student pays $29 each time tested. No funding available to cover fees

Preparing to test
- The testing brochures & website provide pre-test information
- THEA & COMPASS brochures are available with information that includes: websites providing free practice tests and study guides, information on THEA study guide available for purchase in campus and local bookstores, etc.
- Counselors provide pre-test information: TSI requirements, registration & fee info, study guides, etc.

Focus of Recommendation	Short Term Goal – Fall 2009 (pre-Fall '09 registration or during the Fall '09 semester)	Long Term Goal - 2010 (completed by Fall 2010)
Pre-test information	- Evaluate and implement methods to ensure that phones are always answered, such as available functions of current CISCO phone system -Review information provided in THEA & COMPASS brochures to provide student friendly, pre-test information	-LONG TERM & ON-GOING GOAL FOR ALL CATEGORIES, Pre-Test, Test Administration & Post-Test: Study all methods of communication to provide information regarding testing in language that is supportive and encouraging and that emphasizes appropriate placement as a key to student success -Work with other departments to create a culture on-campus that encourages a positive perception of the testing process and appropriate placement
Test registration process		-Study methods to provide online registration and payment for COMPASS and implement as appropriate -Ensure test schedule (dates/times) meets the needs of the student
Test fee payment	-Identify funding resources to provide test fees for students with need and ensure that funding information is available to key staff working with students	-Work with business office, financial aid, Brazosport College Foundation, etc., to secure funding for fees
Test preparation	-PILOT FALL '09: Provide a pre-test preparation workshop	- Study El Paso Community College's (EPCC) model for best practices in test preparation (pre-test workshop, diagnostics, etc.) -Evaluate EPCC's system of course content review & development for potential implementation at BC. Includes usage of software (e.g., Plato), practice tests, etc. Need to match course content outcomes and testing competencies (3rd Year AtD strategy – recommend making this a part of Year 3 & 4 strategy)

Test Administration: Current Practices and Proposed Improvement Goals

Current practices -
Test administration
- Proctors provide information regarding the administration of the test
- Proctors and appropriate support staff meet with the Director of Testing once per semester (and/or as needed) to review and update testing policies and procedures, make recommendations for improvement, etc.

Focus of Recommendation	Short Term Goal – Fall '09 (pre-Fall '09 registration or during the Fall '09 semester)	Long Term Goal - 2010 (completed by Fall 2010)
Test preparation & test environment	-Review "test day" information provided by the proctors and include information on: the implications of the test (e.g., acceptance to the college does not depend on test scores, transitional education classes provide students with the skills they need to succeed, etc.), the next step in the registration process, etc. and use language that is student friendly -Communicate to the student an appropriate foundation for the testing program at BC by providing a link on the testing webpage to the National Collegiate Testing Association's "Best Practices" (e.g., non-biased testing environment, etc.)	-Expand the professional development activities for the proctors and counselors to include more information on test content, test anxiety management skills training, customer skills training to provide "comfort zone" for students taking the test, etc.

Post-test: Current Practices and Proposed Improvement Goals

Current practices -
Test results and accurate placement
- Proctors provide information regarding the administration of the test
- In individual advisement sessions, counselors provide information on test scores, skill codes and placement.

Post-test information and score reports
- The THEA Score Report is mailed to the student approximately one week after the test and does not contain information regarding placement in specific classes at BC. The student is instructed to see a counselor for interpretation and advisement.

- The COMPASS Score Report is printed & given to the student following completion of the test. The report gives the student information on the math and English class that is appropriate for them based on their test score.
- In most cases, proctors do not provide information on score reports.
- The catalog and website contain an explanation of the Texas Success Initiative & testing, skill code requirements for specific classes but does not give students information on cut scores.

Counselor interpretation of score reports

- Counselors meet individually with students following the test and provide information on the following: TSI, skill code requirements, their scores and appropriate placement in specific courses (including PSYC 1300, Learning Frameworks), the next step in the registration process, etc.
- The time available for the individual, post-test advisement session is negatively impacted during busy registration periods

Focus of Recommendation	Short Term Goal – Fall '09 (pre-Fall '09 registration or during the Fall '09 semester)	Long Term Goal – 2010 (completed by Fall 2010)
Providing information to students regarding test scores and accurate placement	-Create opportunities to meet with high school counselors to review/update testing procedures, state regulations, etc., and to provide information on new programs at BC	-Review information delivered to dual credit students and graduating seniors to indicate differences between placement testing and college admissions testing and the value of testing early in the pre-registration period -Develop opportunities to share information regarding test results and appropriate placement (Career Fair, open house, career presentations, Learning Frameworks, etc.) -Evaluate retesting procedure (e.g., look at 30 day wait period to re-test)
Post-test information & score reports	-Work with proctors on a creating a positive, upbeat post-test experience for the student	-Review COMPASS for changes to score report that might include a positive message to students, such as, "Congratulations on your admission to Brazosport College," provide information on the course they placed into, provide student with information on the next step in the registration process
Counselor interpretation of score reports.	-Provide professional development opportunities for counselors to share methods of interpreting test results, encouraging a more positive perception of appropriate placement and transitional education	-Develop strategies to encourage students to test early in the pre-registration period so counselors could spend more time with each student -Develop post-test FAQ's or handout that could be given to the students after the test

APPENDIX D

Dashboard Report

Uploaded to the *Interventions to Improve Student Outcomes Online Tool* on April 26, 2009

2007 Fall Cohort

   This cohort began with 1,025 students who enrolled for the first time at Brazosport College in the fall semester, 2007. This cohort included transfer and concurrent/dual credit students. Many of these students will take a placement test and may enroll in one of the transitional courses, may enroll in the Learning Frameworks course, may drop out of school for a semester or more, return, transfer to another college or university, or any combination of these events. Some of these students are part-time while the remaining will be full-time, some will be older, some will have children, some will be single homemakers, and some will be returning to the workforce after raising a family.

The following measures were chosen because of their success implications. Each indicates a success event. Below, each four-year goal is listed for THIS cohort. The method by which a goal is determined is by finding a rolling or moving average. The percentages of the previous four years are determined, then summed and divided by four, thereby determining the rolling average. The four-year goal is then multiplied by the percentage increase and the four-year goal is determined.

Increase by 11% the success rate (A-C) in transitional education courses.   **Fall 2006**
The first step was to determine the baseline. The first fall semester of the initiative was 2007, so calculating the previous four fall semesters' success rates and calculating the rolling average gave the benchmark.

	Fall 2006	
	53.7	Moving Average
Goal for Fall 2010	59.6	11% increase

	Semester Moving Average	Milestone	Dashboard
The next step is to determine what the moving average should be in the fall of 2007(milestone) to indicate progress. This is done by assuming equal intervals between fall 2006 and fall 2010 (4) and dividing the difference between the goal by 4, adding this difference to the previous moving average.	54.1	55.1	🟡

Note: Remaining goals include results only

	Semester Moving Average	Milestone	Dashboard
Increase by 11% persistence rates in gatekeeper course, College English	45.9	46.6	🟡
Increase by 11% persistence rates in gatekeeper course, College Algebra	26.3	31.5	🔴
Reduce by 10% number of students who repeat transitional math courses	21.8	25.7	🟢
Reduce by 10% number of students who repeat transitional English courses	6.9	7.5	🟢
Increase by 30% success (A-C) rate in gatekeeper math course	43.6	52.1	🔴
Increase by 30% success (A-C) rate in gatekeeper English course	60.1	62.1	🟡

Green- Indicates the milestone has been met or exceeded
Yellow- Indicates measure is making progress toward milestone and is within 10% of milestone
Red- Indicates milestone has not been reached

2008 Spring Cohort

There were 376 students in this cohort, who enrolled at Brazosport College for the first time in the spring of 2008.

Achieving the Dream Goal Attainment	Semester Moving Average	Milestone for Spring 2008	Dashboard
Increase by 11% the success rate in transitional success rate (A-C) in transitional education courses.	51.8	53.3	🟡
Increase by 11% persistence rates in gatekeeper course, College English	31.9	33.3	🟡
Increase by 11% persistence rates in gatekeeper course, College Algebra	19.9	23.1	🔴
Reduce by 10% number of students who repeat transitional math courses	17.8	18.6	🟡
Reduce by 10% number of students who repeat transitional English courses	3.5	7.1	🟢
Increase by 30% success (A-C) rate in gatekeeper math course	58.0	58.7	🟡
Increase by 30% success (A-C) rate in gatekeeper English course	67.8	73.2	🟡

Green- Indicates the milestone has been met or exceeded
Yellow- Indicates measure is making progress toward milestone and is within 10% of milestone
Red- Indicates milestone has not been reached

2008 Fall Cohort

Note: This is a "new" cohort and the students in this cohort have not had time to complete transitional education programs and enroll in college math/English; therefore, the data will change and rates will increase/decrease as more semesters are included in the data analysis.

Achieving the Dream Goal Attainment	Semester Moving Average	Milestone for Fall 2008	Dashboard
Increase by 11% the success rate in transitional success rate (A-C) in transitional education courses.	55.8	56.6	🟡
Increase by 11% persistence rates in gatekeeper course, College English	34.7	47.8	🔴
Increase by 11% persistence rates in gatekeeper course, College Algebra	15.8	32.3	🔴
Reduce by 10% number of students who repeat transitional math courses	18.8	26.2	🔴
Reduce by 10% number of students who repeat transitional English courses	5.0	7.3	🔴
Increase by 30% success (A-C) rate in gatekeeper math course	NA	55.7	
Increase by 30% success (A-C) rate in gatekeeper English course	NA	66.4	

Green- Indicates the milestone has been met or exceeded
Yellow- Indicates mesure is making progress toward milestone and is within 10% of milestone
Red- Indicates milestone has not been reached

74