

Achieving the Dream Annual Narrative & Financial Report: Due April 30, 2011

Name of Institution: Brazosport College

Submission Date: 4-28-2011

Achieving the Dream Funder (if applicable): Houston Endowment

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Applying for Leader College Status?: Yes, in this report Yes, by July 1 No

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Begin report narrative:

Answer Questions 1-3 For Each of the Four Principles of Institutional Improvement (for a description of the four principles please see page 8 of the Field Guide for Improving Student Success for a description of Committed Leadership):

1. Briefly describe your greatest accomplishment in *each* principle since joining ATD.
 - a. Committed Leadership: The greatest accomplishment in the area of **committed leadership** has been the relentless and singular focus of senior leadership (e.g., Board of Regents, president, and senior administrators) on student success. Senior leadership is not just committed to student success, but knowledgeable and passionate about student success. Brazosport College has established a strategic planning document (Vision 2015) that places student success as the primary focus and all of the Achieving the Dream (ATD) goals are included in the College's planning document. Student success milestones are clear, ambitious, and realistic.
 - b. Use of Evidence: The greatest accomplishment in the area of **use of evidence** has been the use of evidence to reallocate resources to fully institutionalize and scale up the Learning Frameworks student success course intervention. Based upon cohort data from the inception of the course in 2007, positive outcomes in such areas as retention, persistence, and developmental and gatekeeper course success, the College now requires the course of all first-time-in-college degree-seeking students. From an initial group of 50 students, over 4,000 students have now been served as a result of the College's use of evidence to inform student success decisions.
 - c. Broad Engagement: The greatest accomplishment in the area of **broad engagement** has been the development of on-going institutional effectiveness efforts around a series of data summits held at the College. In the Spring Of 2010, a student success summit was held to begin a renewed college-wide process of student success inquiry. The purpose of this summit was to begin the process of more college-wide involvement in student success data inquiry. During the summit, data on ATD, the Survey of Entering Student Engagement, and the Community College Survey of

Engagement was presented. All faculty and staff were included. The follow-up process involved the following: 1) departmental meetings to determine a list of items needed to review student success data as it relates to programs or activities, 2) a review of data to determine if there is additional data needed or if there is a need to drill down or disaggregate the data further, 3) the identification of opportunities for improvement. In addition, a database of current student success strategies has been developed. Departments have had the opportunity to utilize both success strategies already in place at Brazosport College as well as research literature about what is working at other community colleges across the country.

- d. Systemic Institutional Improvement: The greatest accomplishment in the area of **systemic institutional improvement** is related to the on-going institutional effectiveness efforts described above. As part of the process, the Student Success Coordinating Committee and the Office of Institutional Research collaborated and provided departments with search tools and recommended further resources for individual departments. Several of the strategies have been submitted to the Student Success Coordinating Committee through this process have now been incorporated in the College's updated strategic plan, Vision 2015, creating a process that will allow for continued reflection of data, communication and on-going strategic planning.

2. What resources, internal and external, helped you make those accomplishments described above?

- a. Committed Leadership: One of the strongest tools for supporting **committed leadership** at Brazosport College has been the annual Board of Trustees Institute for Texas community college trustees and presidents. As a result of attending these retreats, the Brazosport College Board of Regents has been quite active in the work of ATD, requesting a monthly ATD update as a standing agenda item as well as a yearly presentation in its annual Board Workshop.
- b. Use of Evidence: The strongest tool in the area of **use of evidence** has been the College's coaches, Drs. Rigoberto Rincones and George Baker. To say that Brazosport has been fortunate to have been assigned these two experts is an understatement. In the specific area of use of evidence, Dr. Rincones has carefully guided the college through the entire process of examining data, identifying achievement gaps, drilling down to examine root causes, setting priorities, and the development of evaluation plans. As a result of this type of expert support, Brazosport College has been able to scale up all of its successful interventions. In addition to the coaches, our college has a supportive Institutional Research office that supports the use of data in making decisions. Finally, the Data Notes publication has been a great resource for enhancing a culture of evidence.
- c. Broad Engagement: One of the strongest resources in enhancing **broad engagement** has been the numerous presentations offered from

partnering institutions at both local and national gatherings. As a result of these types of gatherings, the College has been able to learn about the strongest tools for enhancing broad engagement. One of the best examples of this was the presentation by Terri Manning and Ken Gonzalez at the 2011 Strategy Institute. These presenters provided a great deal of practical tips for rolling out ATD as well as hosting data summits.

- d. Systemic Institutional Improvement: Several tools have been useful in accomplishing **systemic institutional improvement**. Among these tools are the numerous presentations from partnering institutions at both local and national gatherings. In addition to presentations from partnering institutions, the briefs developed by ATD coaches and data coaches has been a powerful tool for disseminating information regarding systemic institutional improvement.

3. Briefly describe the greatest challenges impeding your progress on *each* principle.

- a. Committed Leadership: Probably the greatest challenge impeding the progress on **committed leadership** is budgetary constraints. Brazosport College was singled out as one of four institutions in the state of Texas to lose state appropriations during the next funding biennium. While the leadership of the college has remained strongly focused on supporting the College's student success agenda, the constraints of increasing efficiencies and necessary cuts has made this process more important than ever.
- b. Use of Evidence: The strongest challenge facing the College in the area of **use of evidence** is a need for additional institutional research capacity. With a greater focus on the use of data, Brazosport College doubled its institutional research capacity by hiring a data analyst. However, the building of a culture of evidence along with a variety of mandated reports has led to an increase use of data, straining an already busy institutional research office.
- c. Broad Engagement: The main challenge in **broad engagement** is the inclusion of adjunct faculty in various student success initiatives. At Brazosport College, full-time faculty make up 80% of all faculty. While this percentage is quite high, there is still a need to provide professional development opportunities to all faculty, regardless of full-time status.
- d. Systemic Institutional Improvement: The main challenge in accomplishing **systemic institutional improvement** is gaining the perception of all faculty and staff that ATD, like other initiatives, is not a project, and instead is a tool for transformational change. As such, ATD, rather than being a project, is simply part of the College's student success agenda.

4. What institutional research challenges has the college faced this year? Mark all that apply.

None

Too few IR staff positions

Too few IT staff positions

Unfilled staff positions

Inadequate IR staff training in needed skills

Difficulty retrieving useful, timely data

Other. Please describe: As discussed above, Brazosport College doubled its institutional research capacity by hiring a data analyst two years ago. However, the building of a culture of evidence, along with a variety of mandated reports, has led to an increase use of data, straining an already busy institutional research office. In the area of Information Technology, turnover, increased budgetary constraints, and a need to focus on creating information technology systems in new buildings has been a challenge to the ATD Initiative at Brazosport College.

5. Please describe any increases in institutional research capacity at your institution this year. Include staff increases as well as new hardware or software acquisitions.

There were no staff increases in the area of institutional research. In the area of information technology, there were some staff replacements, but not additions. To support Brazosport College's student success agenda, the College purchased a tracking software called ZogoTech. Zogotech is a software tool that gives access to student data at the desktop in several forms through the use of a familiar windows/Internet interface, depending on the sophistication of the user. Standardized reports are available that include enrollment and all other defined key indicator reports. Added functionality includes the ability of the user to assemble with point-and-click ease, *ad hoc* reports (by drilling down the list of provided variables) on the fly at the user's convenience. Once the ad hoc report is built, the user can save the report for use at another time. The user can also use SQL to run queries if desired. This expands the IR capacity without the addition of staff. Instead of having to call the IR office, the user can obtain the needed data through use of the Zogotech software.

6. Did you use longitudinal data on student cohorts to identify achievement gaps among groups of students? If so, what achievement gaps did you identify?

For the purpose of this question, an achievement gap is a disparity in outcomes among student subgroups. Subgroups may be defined by a variety of characteristics, including race/ethnicity, gender, enrollment status, Pell grant eligibility, or other characteristics pertinent to your student population.

As part of a college wide effort to further develop the College's culture of evidence, an extensive review of achievement gaps across a number of variables was completed. Besides gender and ethnicity, data was disaggregated by age, basis of admission, as well as student intent. The following areas of achievement were examined:

- Learning frameworks students in gatekeeper courses
- Transitional (i.e., developmental) education students in gatekeeper courses

- Success of Beginning Algebra students
- Success of Pre-Algebra students
- Success of Intermediate Algebra students
- Success of Transitional Writing students
- Success of Transitional Reading students

Further achievement gaps were examined based on placement results with regards to success in the resulting course in which the student was placed. These results were also disaggregated by demographics. A full report on these results was given to the ATD coach and data facilitator in 2010.

Some highlights of the above study were as follows:

- a. Over time, females are more successful in transitional math and English courses than males. In Pre-Algebra, this difference is 20% between females and males and in Intermediate Algebra, the difference is between 10-15%.
 - b. From the Fall 2004 forward, Hispanics perform better in Transitional Reading than do whites and blacks.
 - c. Overall, Hispanics usually do better in Transitional Writing than do whites and blacks.
 - d. Whites usually do better in Transitional Math than do blacks and Hispanics, but only slightly.
 - e. For all groups, as the Transitional Math courses increase in difficulty, the success rates decrease (therefore the gaps narrow) but more so for the blacks and Hispanics.
 - f. Hispanics will persist at a higher rate than any of the other subgroups.
 - g. Older students (22-25) are more successful in transitional education courses than other age groups.
 - h. Those students whose intent is to get a degree or certificate will be more successful in transitional courses than those who indicate a goal of "other."
7. In what ways have you engaged the external community in your ATD efforts this year? Mark all that apply.
- Collaborative activities with K-12 schools to improve student preparation for college
 - Data sharing with local high schools
 - Collaborative activities with four-year institutions to improve student success
 - Collaborative activities with community organizations
 - Collaborative activities with employers.
 - Other. Please provide the type of the activity:
8. Briefly describe how you have aligned your Achieving the Dream work with your institution's goals for improving student outcomes, other major initiatives designed to

improve student success, accreditation and the institution's core activities, processes, and policies this year.

In the College's last yearly report, the work of ATD was a major impetus for a new committee at the college focused on student success. This committee, The Student Success Coordinating Committee, focused on integrating all of the student-success related initiatives at the college in a coordinated effort, communicating student-success related data to college community. One of the outcomes of this was a college-wide student success summit that examined student success data and kicked off ongoing practice of reviewing student success data across the college and direct feedback to the college's overall planning process. This process has led to a strong partnership on the part of this newly formed, and broadly represented committee, with Institutional Research and the Planning and Institutional Effectiveness Committee. As a result of this partnership, a new pathway for communicating student success data and strategies has been put in place. This mechanism has led to a wider group of employees who participate in the College's planning process. Additionally, this process has led the addition of numerous student success related goals in the College's strategic plan.

In addition the above, the ATD process has led to the creation of a realignment of responsibilities to coordinate all efforts related to instructional effectiveness. This realignment has led to the formation of two new committees: General Education Assessment and Workforce Education Assessment. Along with examining the effectiveness of program outcomes, all instructional units are now working to examine established student learning outcomes and associated assessment practices.

Finally, as outlined throughout this report, the college's ATD goals have been incorporated into Vision 2015, the college's strategic planning document.

9. In the summer of 2010, you received feedback from ATD on your 2010 annual report or implementation proposal. Have you incorporated that feedback into your practices and programs this year? If so, how? If not, why not?

The college has received, and incorporated, a great deal of the feedback received from our coaches. This feedback, including our responses, is highlighted below.

- Feedback: develop additional strategies to track students longitudinally in order to assess the success of specific ATD strategies
 - Brazosport College Response: the college has implemented a strong system of tracking students longitudinally, especially in the area of the Learning Frameworks intervention.
- Feedback: develop an evaluation plan for the placement priority of the ATD initiative.

- Brazosport College Response: the Placement Committee presented the coaches with a detailed plan to evaluate individual components of the newly adopted evaluation model of intake and placement. The committee has begun work on the latest component of this strategy, the development of a multiple measures model of intake and placement. At the most recent coach's visit, it was asked that the College focus on developing a sound logic model and evaluation plan for this new aspect of the initiative. The College is now completing this request.
- Feedback: develop a logic model and evaluation plan for the new writing center priority
 - Brazosport College Response: both a logic model and evaluation plan were developed for the Brazosport College Writing Center in March 2011.
- Feedback: consider the importance of scaling up successful interventions such as the Learning Frameworks course and professional development training.
 - Brazosport College Response: the college carefully reviewed three years of Learning Frameworks data and the Board adopted a decision to require the course of all first-time-in-college degree-seeking students. The College is currently assessing the feasibility of requiring all students, regardless of degree status, to take the course.
- Feedback: develop additional measures to support the evaluation of the professional development priority.
 - Brazosport College Response: during the last academic year, a new faculty survey designed to assess incorporation of training materials was developed and administered.
- Feedback: develop more visible tools to communicate ATD with the college community.
 - Brazosport College Response: In addition to a newly established ATD website, the College has engaged in a series of meetings both in and outside of its local area to disseminate findings related to ATD.

10a. Provide brief descriptions of your ATD interventions/strategies in the chart below. Add charts as needed, limit 10. Adjust column and row sizes as necessary.

Intervention Name (include active and fully scaled interventions)	Start date	Type of intervention*	Content area Math/ English/ Reading/ N/A	Target student group(s)**	Estimate number of students benefiting per semester/quarter	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
1) Learning Frameworks	Spring 2007	Student Success Course	N/A	First-time-in-college degree-seeking students and students placed into developmental coursework	<i>See table in question 11</i>	3,800	<ul style="list-style-type: none"> • Increased success in English and Math gatekeeper courses • Increased Fall-to-Fall and Fall-to-Spring retention • Increased success in developmental courses • Decreased withdrawal rates in developmental and gatekeeper courses • Increased certificate and degree completion • Expansion of course offerings 	<ul style="list-style-type: none"> • This year the course was scaled to require all first-time-in-college degree-seeking students to complete the course. • The course was expanded to high-school sophomores in their Spring semester. • Awarded the 2011 Texas Higher Education Coordinating Board STAR Award as a program demonstrating exceptional contributions towards Closing the Gaps by 2015.
<p>Intervention Description: As part of Brazosport College's ATD implementation plan, Learning Frameworks (PSYC 1300) was fully implemented in the Fall of 2007. Learning Frameworks is a student success course that focuses on providing students with the academic and personal skills needed for college success. 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.</p>								

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						to date		
1) Development and Implementation of a Writing Center	Spring 2010	Student Support Service	All disciplines requiring writing as part of curriculum	All students	<i>Number & Percentage of total enrollment</i>		<ul style="list-style-type: none"> • Examine writing requirements in existing classes and desired services in writing center • Increased number of writing tutoring sessions • Development of a logic model and evaluation plan for Writing Center 	<ul style="list-style-type: none"> • An in-house survey was developed to assess current writing practices and desired writing services. Results indicated that essays exams and short-answer assignments were the most frequently assigned writing assignments in courses at Brazosport College. Among the desired services for the new center was proofreading/editing , assistance with general paper construction/organization, plagiarism information, handouts on grammar and writing style, and writing workshops • Since Fall 2008, the number of writing tutor sessions has increased 299% from 110 sessions in Fall 2008 to 439 sessions in Fall of 2010 • A logic model and evaluation plan was developed for the Writing Center

								<ul style="list-style-type: none"> • 5 new handouts have been developed for Brazosport College students • 2 writing workshops were developed and offered to Brazosport College students
<p>Intervention Description: During the college's fourth implementation year of ATD, Brazosport College developed and implemented a new drop-in writing center. A review of several indices of data indicated the need for this type of student support. This data includes success rates in developmental (i.e., transitional) English courses, responses from the Community College Student Survey of Engagement (CCSSE), and results from a recent faculty survey on current writing practices.</p> <p>Prior to the implementation of this initiative, there were only limited writing support services. As part of the ATD Initiative, a four-member faculty team began working during the third year of the ATD Initiative to develop this center. Specific outcomes to date include a review of best practice research, interviews with partnering ATD institutions, a faculty survey, and a presentation from a local writing center director and state representative for the Southwest Writing Center Association. In addition, the college is piloting a project that offers drop-in writing tutoring to students at the college. Thus far, the results are promising and indicate an increased utilization of writing services.</p>								

Intervention Name (include active and fully scaled interventions)	Start date	Type of intervention*	Content area Math/ English/ Reading / N/A	Target student group(s)**	Estimate number of students benefiting per semester/quarter	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
1) Placement Priority – Years 3 and 4 combined	July 2007	Developmental Education and gateway courses in math (Placement)	Math	Students who are required to take college readiness placement tests	75% of incoming cohort of Brazosport College students have benefited from the implemented aspects of the Placement Priority. The estimated raw number of students during the last year is 750 students in Fall 2010, 150 students in Spring 2011, and	24,000 students have benefited from the changes made in testing environment, advisement, and advertising;	<ul style="list-style-type: none"> • Increase overall completion of math sequence • Increased number of students being placed at the next higher level of math 	<ul style="list-style-type: none"> • Changes in cut scores on COMPASS mathematics components • Piloted use of Compass diagnostic math packages. • Discontinued use of a Texas test used to determine eligibility for college-level courses. • Completed a model of multiple measures for use in math for

					100 students in Summer 2010			<p>students who score 5 or fewer points below a cutoff range.</p> <ul style="list-style-type: none"> • Progress on the implementation of the use of multiple measures in placement will be evaluated and reported after a minimum of a full year of data from the new system has been implemented
<p>Intervention Description: The overall goal of the ATD Placement Priority is to improve placement of students in transitional courses (as well as in college-level gateway courses). This goal was to be accomplished through: 1) the development of improvement strategies of the testing environment and related advisement processes (many improvements have already been implemented), 2) the development and implementation of an overall evaluation model of the placement system, and 3) Develop comprehensive placement system using multiple measures to predict success in courses and gain more diagnostic content information regarding student's skills.</p>								

10b. How do these interventions address achievement gaps or equity concerns on your campus?

The **Learning Frameworks** intervention has resulted in a narrowing of achievement gaps for both developmental students and students of color. Compared to developmental students, Hispanic and Black students who do not complete Learning Frameworks, students who successfully complete Learning Frameworks are more likely to successfully complete developmental and gatekeeper coursework, more likely to be retained, and less likely to withdraw in both developmental and gatekeeper coursework.

The **Writing Center** intervention was begun during the last year. Data on achievement gaps has yet to be collected and reported.

Placement priority - the changes in the placement system beginning with the first year have been targeted to all students who need to be tested with our various testing systems for placement purposes. Many of the changes focus on students being placed into developmental course work. The overall project goals target increasing completion rates/retention for students in developmental courses. By improving the placement systems and thus more accurately placing students, the achievement rates for students are projected to increase. The placement priority strategies have not been broken out as discreet completion or retention data, however, progress has been made as reflected in the overall goal completion (see general goal status). In addition, several of the strategies include increased preparation for testing both in terms of understanding of the placement process as well as enhanced subject content knowledge. Students who understand what is expected in the placement process, how the results will be used, and are prepared for the test are expected place at a higher level. One of the strategies in the Year 1 Improvement Plan called for implementation of a pre-testing workshop, which was implemented during the 2009 fall registration process. Students participating in the workshop complete evaluations and those evaluations have been used to improve the workshop in terms of content, presentation style, topics, etc.

10c. Briefly describe your evaluation plans for the interventions described above.

A variety of data has been used to evaluate the effectiveness of the **Learning Frameworks** 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) retention rates, 5) results of a pre-post learning skills survey, 6) student feedback session reports, and 6) end-of-course student satisfaction ratings. The three tables in Question 11 illustrate some of the evidence of the success of this intervention to date.

Placement Priority: The Year 1 strategy outcome, an Improvement Plan (test environment and related advisement), was developed and portions implemented during the Summer 2009. Student evaluations are collected and evaluated on an on-going

basis. Improvements in the testing and related advisement process are made on a regular basis as a result of student feedback.

The strategies from Year 2 were fully implemented beginning with the start of Fall 2010 registration. A full evaluation model was approved before implementing changes in the use of specific tests and placement cut scores. The evaluation model will be applied after one full year of testing. The Evaluation Model includes the following components:

- Data collection/analysis which includes predictive (ex., data on student success in courses and faculty evaluation of accuracy of placement) and content (matching skill sets on tests with course outcomes and content) validity components as well as evaluation of other test characteristics
- Conceptual steps consisting of using the data collected in the first part of the process (evaluating feasibility of making changes in tests or processes, etc.)
- Implementation plan – fully developing implementation plan that includes all logistics of a successful implementation
- Evaluation of changes will occur according to this same evaluation model

The evaluation model components for strategies developed in year 3 and 4 that are proposed (but not yet approved) are:

- Study cohort groups comparing average success rates
 - Group A – students placed in higher level math course from new system
 - Group B – students placed from previous placement system who were with score point range
- Overall success of students in courses placed from new system
- Faculty feedback
- Policy capturing study, which is a technique used to examine how individuals reach decisions (a form of judgment analysis where regression analyses is undertaken to ascertain how the cues relate to decision outcomes)

10d. Have you used evaluation data from these interventions to improve any of your student success interventions? If so, what specific improvements were made?

Evaluation data has been used in a variety of ways to improve the **Learning Frameworks** intervention. Based upon satisfaction indices, results of the Motivated Strategies and Learning Questionnaire, and the comparisons of successful Learning Frameworks students to other developmental and non-developmental students in key outcomes, Learning Frameworks faculty have developed a series of curriculum changes for the course. The most recent course changes include the following:

1. Numerous active and collaborative activities to every course module.
2. A new goal-setting activity was added to the module on motivation.
3. Emphasis on help-seeking behaviors was added to the course curriculum.
4. The module on improving writing was expanded to include more in-depth information on plagiarism and the requirements of college writing.
5. A semester project was added to the course curriculum.

Placement Priority: During year 1 of the initiative evaluation of focus group results, student survey feedback, and a prior flow-charting evaluation of systems resulted in an improvement plan for the testing and related advisement processes with the focus on goals in the following areas:

- Pre-testing
- Test administration
- Post test, including advisement

There has been significant progress made in improving pre-test information, including:

- Revamped brochures and website on testing and improved communication on test reports
- Implemented a pre-test presentation and post-test survey (results reviewed and pre-test presentation improved where students indicate lower levels of understanding/satisfaction)
- Professional development focusing on test content, test anxiety, coping skills
- Emphasizing student success as a key component of the pre-test, test administration and post-test processes

The strategies for years 2 have been fully implemented but data will not be available until after a full year of testing.

10e. What evaluation obstacles (if any) have you faced?

In the area of **Learning Frameworks** evaluation obstacles include the changing nature of the target population for the intervention. During the beginning of the intervention, developmental education students were the target population. Interventions for the course included comparisons in this group. Because of the success of this course, the target population has been expanded to all first-time-in-college degree-seeking students. This change in population has led to a need for a new evaluation plan that addresses this target population change.

10f. If any of the interventions above have been scaled up, please describe how.

The **Learning Frameworks** intervention has been scaled up. As of Fall 2010, all first-time-in-college degree-seeking students are required to take the course. This requirement also includes all dual/concurrent students.

Placement Priority— while none of the interventions have been scaled up there is the potential that several could be in the future. For example, the COMPASS diagnostic testing is only used with students who are in a narrow score range. Once the faculty determine a comprehensive approach to using the results, it could be determined to utilize the diagnostic testing for all students taking the placement tests. In addition, the use of multiples measures in determining placement is being implemented, once again, with students scoring in a narrow range. After evaluation of the results, there is the possibility that the use of this system could be expanded to either a wider range of scores or to all students testing.

10g. If any interventions have been canceled, please briefly describe them and why they were cancelled.

None of Brazosport College's interventions have been canceled.

10h. Briefly describe any substantial changes you propose to make to the interventions listed above. Note any interventions you have chosen to discontinue and describe why you chose to discontinue them.

Substantial changes to the **Learning Frameworks** intervention include the development of hybrid and online course offerings. In regards to the **Placement Priority**, it is difficult to determine if any substantial changes will occur since full evaluation of implementation has not occurred. It will be about a year before this kind of decision can be made and data will be available to do so.

No interventions will be discontinued.

10i. Briefly describe any new interventions you plan to implement.

One new intervention is the development of a student learning outcomes database for all students in every credit course at the College. In the past, we have assessed program and course effectiveness through analysis of course grades, program awards earned by students, evaluation of course instruction through student surveys, and instructor assessment of how well certain concepts were being learned through exam analysis. This is done as a part of our continuous improvement process and is required by the SACS – COC as stated in Principle 3.3.1.1

With our Achieving the Dream goal of becoming more data-driven in our curricular changes and less reliant on anecdotal data, we began 3 years ago pursuing a structured student learning outcomes approach. Our goal was to identify the key learning outcomes desired in each of our 550 credit course offerings, how student mastery of those identified learning outcomes could be reliably assessed, and how to develop a tracking system that would provide historical data, a relatively efficient data input process, and a useful report generation program.

During the programming phase of the project, the faculty began writing learning outcomes for each course and assessment methods for each Learning outcome. We used a Microsoft Access relational database program written by our Computer Science faculty to get us started. Note that with 550 courses and an average of 12 learning outcomes per course, there are 6600 learning outcomes and 6600 assessments. Considering there is an average of 25 students per section, that would be approximately 165,000 data points entered per semester.

With our software linked to our college's student database system, faculty enter in their access password and the software brings up the course that they are teaching in a given semester. Clicking on a course then brings up the student roster, and clicking on

a student then brings up the list of learning outcomes for the instructor to check off which have been mastered by the student.

The available reports show which of the learning outcomes are being mastered the best or the worst so that curriculum change can be better focused. They also show which teachers are most effective in a particular outcome, so that best practices can be shared. The cumulative data show whether the course grade is consistent with the percentage of mastered outcomes and enables the student to have a "Learning Outcomes Transcript" showing not only the courses taken and the grades earned, but also a list of mastered learning outcomes for each of the courses.

NOTES:

- ***All colleges must answer questions 11a,11b and 11c regardless of whether or not they are applying for Leader College status.***
- ***Question 11 will be considered in the ATD Leader College determination process for those colleges applying for that status.***
- ***For information about the Leader College designation process, please see "ATD Leader College Information" on the members only section of the ATD website.***
- ***An example of a successful Leader College application is at the end of this document.***

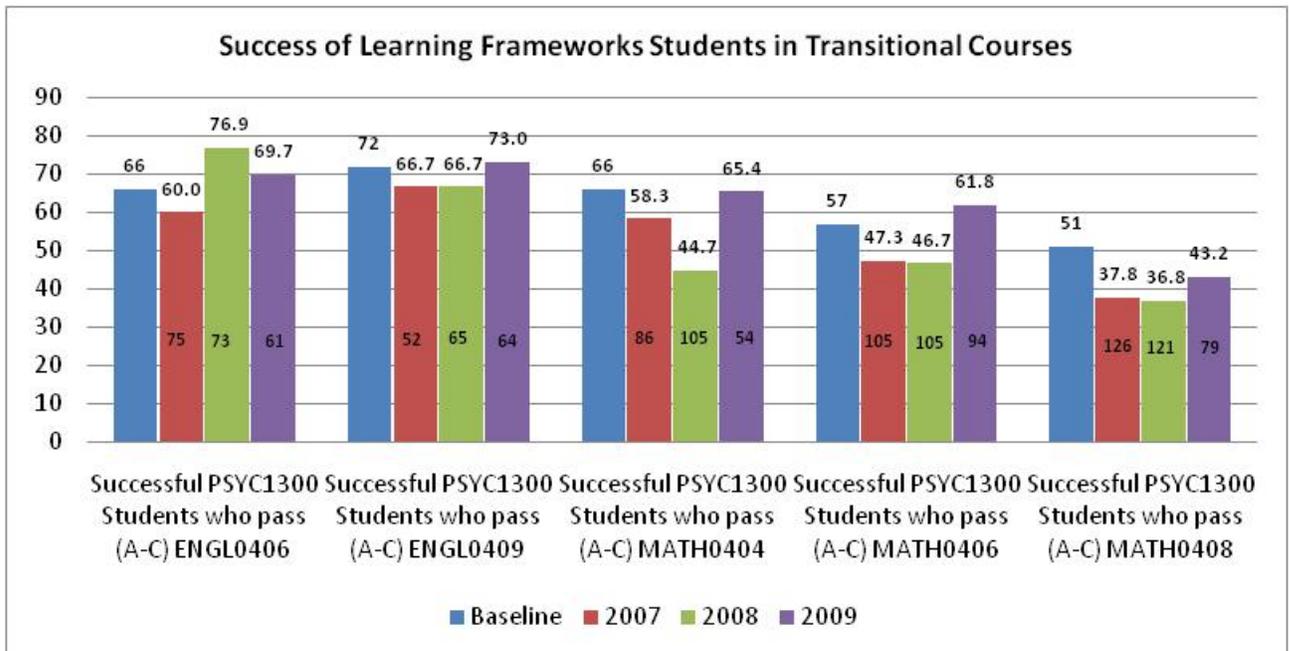
11a. Provide a graph or chart presenting evidence of improvement in student achievement over three or more years¹ on one of the following measures².

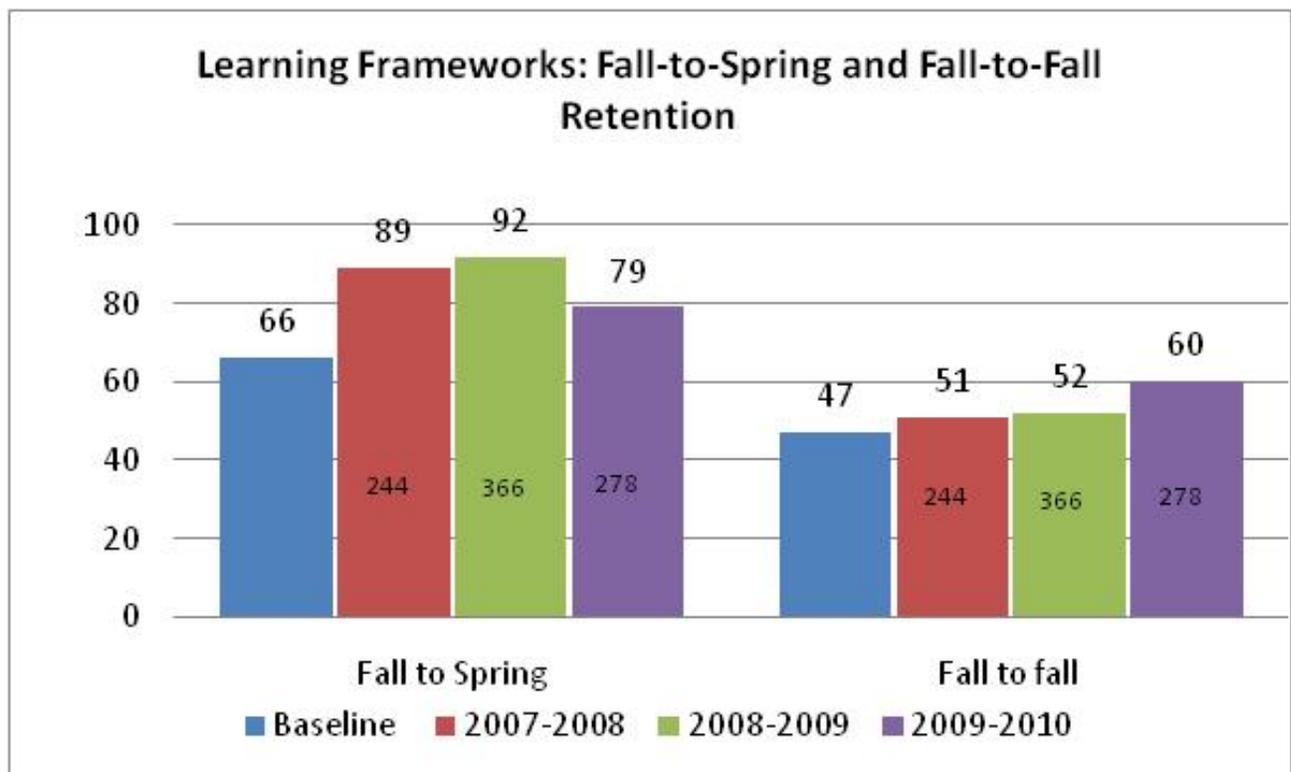
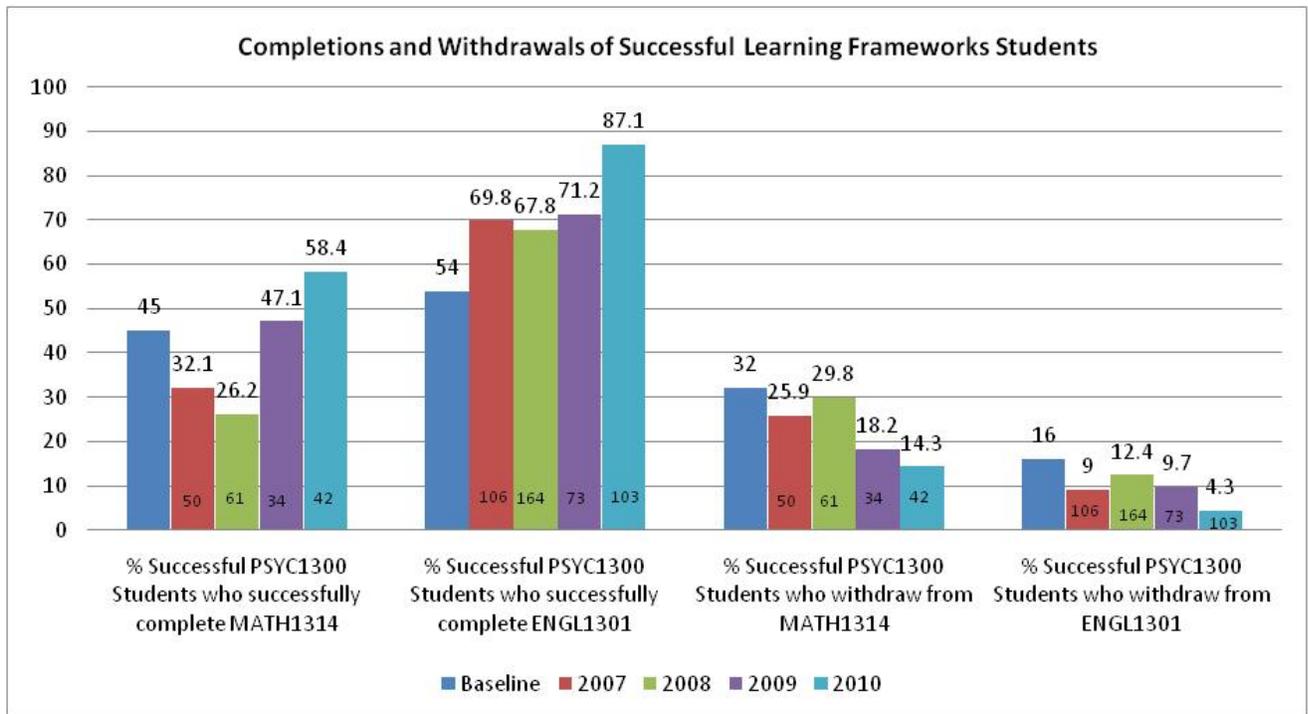
- Course completion
- Advancement from remedial to credit-bearing courses
- Completion of college-level “gatekeeper” math and English courses
- Term-to-term and year-to-year retention
- Completion of certificates or degrees

In the chart or graph,

- Include baseline performance data and three additional years of performance data.
- The performance data should be represented as a rate (percentage) and as a number of students.
- Include the numbers of students as a percentage of total enrollment
- Disaggregate data, if applicable.

If you are unable to document improvement in outcomes on one of the measures above, please identify one of the measures you have targeted for improvement, providing the same cohort data requested above.





11b. Briefly describe at least one intervention you have implemented to achieve the improvement in student outcomes **documented in Question 11a** above, including why you believe the intervention helped to improve the student outcomes in 11a.

As part of Brazosport College’s ATD implementation plan, Learning Frameworks (PSYC 1300) was fully implemented in the Fall of 2007. Learning Frameworks is a student success course that focuses on providing students with the academic and personal skills needed for college success. 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 Spring of 2007. Since then, Brazosport College has offered 130 sections of Learning Frameworks to over 3,800 students at the College. In the Fall of 2009, Learning Frameworks students comprised 23% of all first-time-in-college degree-seeking students. To date, the target population has been degree-seeking developmental students. In the Fall of 2009, Learning Frameworks students comprised 36% of the target population.

11c. Regarding the intervention **described in 11b** above:

- Was this intervention developed as part of your college’s ATD work? Yes
- Complete the following chart, adding or deleting rows as necessary:

Students involved in [intervention]:

Year	Number of Students in Learning Frameworks	Students in intervention as % of total enrollment	Students in intervention as % of target population developmental students and/or first-time-in-college-degree seeking students
2007-2008	279	7%	55% of developmental students
2008-2009	457	12%	93% of developmental students
2009-2010	803	23%	100% of developmental students
2010-2011	582	36%	100% of developmental students 61% of first-time-in-college students

12. Is there anything else you would like ATD or your funder (if applicable) to know about your work this year? Are there tools or technical assistance that ATD can provide to support Achieving the Dream on your campus?

Brazosport College continues to be extremely grateful for the continued support it receives from ATD partners, especially the Houston Endowment. ATD has been, and continues to be a crucial tool for evaluating the way we look at student success and how we design services to support our students. Because there are still too few resources that specifically focus on community college students, the importance of this initiative cannot be overstated. Moreover, in light of the current economic climate and pressures to do more with less, it is imperative that initiatives like this are successful.

Brazosport College would like the opportunity to briefly comment on the recent MDRC report on the evaluation of Round 1 ATD Institutions. It is unfortunate that there was any negative press resulting from this report. Large-scale transformational change does not occur in such a short amount of time and visionary funding organizations such as Lumina and the Houston Endowment should be applauded for their unending support of such important initiatives. Brazosport College looks forward to the news that ATD has not only moved the needle on student success, but has made meaningful changes on the fabric of higher education.

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. Our College has been faced with harrowing budget cuts at a time of unprecedented student enrollment growth. 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 scale up successful initiatives.

The college would also like to acknowledge the support it receives from its coaches. While the college has a number of resources to accomplish the goals of this initiative, it is well recognized that these individuals play a strong role in advocating for the students at the college and providing the additional knowledge, skills, and abilities necessary to make this initiative a success. Brazosport College was more than lucky to have the support of a strong former president and the National Director of Data Facilitation. None of the success of ATD at Brazosport College would be possible without their continued support. The coaches continue to be one of the most important tools for increasing student success.

Finally, we would like MDC to know how grateful the College is to serve in the role as a Leader College. We are pleased to announce that Brazosport College has chosen to extend its participation beyond the proposed grant period. This initiative has aided the college in developing a stronger student success agenda and has led to lasting effects on our student population.

End report narrative.