

Achieving the Dream Annual Narrative & Financial Report: Due Monday, April 30, 2012

Name of Institution: Brazosport College

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Achieving the Dream Funder (if applicable): Houston Endowment

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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 go

to: http://www.achievingthedream.org/institutional_change/four_principles)

1. Briefly describe your greatest accomplishment in *each* principle since joining Achieving the Dream.
 - a. Committed Leadership: The greatest accomplishment in the area of **committed leadership** continues to be the singular focus of senior leadership (e.g., Board of Regents, president, and senior administrators) on student success. Senior leadership is not just committed to student success, but knowledgeable and passionate about student success. Brazosport College has established a 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 5,750 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 summits held at the College. In the Fall of 2011, Brazosport College hosted David Dodson, president of MDC to assist in the development of the College's equity agenda. During this time, various focus groups with faculty and students were held. In addition, the College created one of ATD's primary equity tools, a video now on the

Equity Resource Center. Prior to this, 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 research tools and recommended further resources for individual departments. Several of the strategies have been submitted to the Planning and Institutional Effectiveness Council and 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 at 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. Ted Wright 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, and prior to the joining of Dr. Wright, Dr. Rincones 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. Additionally, the Data Notes publication, the use of tools from JBL, and the national database has proven a great resource for providing faculty and staff with immediate and useful data. Finally, the College has acquired, and has fully implemented, a data software package called Zogotech that is both user friendly and comprehensive in examining student data.

- 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.
 - 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. 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 increased use of data, straining an already busy institutional research office. As described above, the tools provided by ATD and the Zogotech software has assisted in addressing these challenges.
 - 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: 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.

Brazosport College doubled its institutional research capacity by hiring a data analyst two years ago. This has helped with ATD in numerous ways. The institution now has another person who can handle numerous data requests from faculty, staff, and administrators. Additionally, the purchase of **Zogotech** software has been a great aid in allowing numerous users to quickly gather data for various student success inquiries. 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. These questions pertain to your institution's data environment
- a. What type of student information system is used to process your student data? (e.g., SunGard Banner, mainframe, DataTel, etc.)
POISE_____

- b. What software package(s) is/are used for data analysis? (e.g., SAS, Cognos, Crystal Reports, etc.)
SPSS_____

7. Please explain the progress you have made toward narrowing targeted achievement gaps.

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. (Note: Subgroups are not defined as "successful" or "unsuccessful" students. Please use the example subgroups listed above.)

Extensive reviews of achievement gaps across a number of variables are regularly examined as part of the College's efforts to identify and reduce achievement gaps. Besides gender and ethnicity, data is disaggregated by age, basis of admission, as well as student intent. The following areas of achievement are some examples:

- 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
- Success in courses based upon placement testing

Some of the progress in reducing achievement gaps has been illustrated through the Learning Frameworks intervention. At Brazosport College, this course has been highly successful in increasing Latino student success. During the last three years, students who successfully completed Learning Frameworks were nearly 30% more likely to stay enrolled in college than students who did not take the course. Learning Frameworks students are also more successful in other college coursework. For example, based upon two academic years, the success rate for Latino students enrolled in Learning Frameworks in developmental English courses was 10% higher than students who did not complete the course. Even more noteworthy is that the achievement gap between Caucasians and Latinos been not only been narrowed, but with the help of this course, Latinos are now outpacing the success of their Caucasian counterparts

8. In what ways have you engaged the external community in your Achieving the Dream 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:

9. 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.

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 during the last year was a college-wide meeting to host David Dodson, president of MDC, to further the College's work on the practice of equity. In addition, there is 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, program 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.

10. In the summer of 2011, you received feedback from Achieving the Dream on your 2011 annual report or implementation proposal. Please explain how you incorporated that feedback into your practices and programs this year?

- Feedback: Enhance the effectiveness of your ATD team by continuing to search for external resources

- Response: The University of Texas at Austin in accord with a master grant from the Houston Endowment awarded Brazosport College and Brazosport Independent School District (BISD) a \$600,000 Gulf Coast Partners Achieving Student Success (PASS) grant. The master grant, made to the Community College Leadership Program (CCLP) at The University of Texas at Austin, will involve Houston A+ Challenge and The Institute for Evidence-Based Change (IEBC) as partners in the initiative. Increasing college readiness among high school graduates, easing the transition for graduates to partner community colleges, and increasing student success in community college developmental courses will be at the core of the work. As part of the PASS grant, two student populations will be addressed: dual credit high-school students and Brazosport College students placed in developmental math courses. Brazosport College and BISD will work collaboratively to increase the number of dual credit high-school students who complete college level mathematics prior to high school graduation, develop a flexible instructional model to accelerate progression through developmental mathematics, provide summer bridge programs for BISD students, and develop curriculum alignment teams. The PASS Initiative is a key part of educational reform programs aimed at increasing college readiness and degree attainment. Alongside initiatives such as Achieving the Dream and the Developmental Education Initiative, the agenda aims to guide all students down a path of success.
- Feedback: Continue to strengthen the institution's institutional research capacity so it can be responsive to requests for information and generate useful information for institutional decision-making.
 - Response: As outlined above, the purchase of **Zogotech** software has been a great aid in allowing numerous users to quickly gather data for various student success inquiries.
- Feedback: Further strengthen plans for sustained community, staff, student, and faculty engagement.
 - Response: As part of Brazosport College's student success agenda and its participation with Achieving the Dream (ATD), the College made a commitment to eliminate achievement gaps while improving student success outcomes for all students. Part of this commitment involved a renewed campus wide focus on the practice of equity. Brazosport College was selected from all 160 ATD colleges to host a special presentation and discussion on equity and student success featuring the President of MDC, David Dodson. In addition, the College engaged in targeted focus groups of students, faculty and staff. To lead this work, the president of Brazosport College appointed the Equity and Student Success Task Force. This group has developed three primary priorities: 1) the examination of College policies

- and practices to reduce or remove structural inequities that create barriers to the success of our students, 2) integrating the topic of equity into curriculum, and 3) professional development to promote the practice of equity.
- Feedback: continue to strengthen plans to scale up and/or institutionalize successful interventions, especially the Learning Frameworks Model intervention.
 - 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. In addition, this year has been the second time that the class has now been offered to high-school sophomores. These sophomores now represent 77% of all the dual/concurrent students who now are enrolled in Learning Frameworks (dual/concurrent students comprise 58% of Spring 2012 enrollment in Learning Frameworks).

11a. Provide brief descriptions of your Achieving the Dream interventions/strategies in the chart below. Add additional 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/ NA	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	See table in question 11	5,780	<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. Recognized as finalist by <i>Excelencia in Education</i> as a program making exceptional contributions towards Latino student success Published as a best practice in <i>CCSSE's A Matter of Degrees</i>, <i>U.S. News and World Report</i>, <i>The Chronicle of Higher Education</i>, and the <i>Hispanic Outlook in Higher Education</i>
<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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2. Development and	Spring 2010	Student Support	All disciplines	All students	865 (Spring 2011)	2,240 (Spring)	<ul style="list-style-type: none"> Examine writing requirements in 	<ul style="list-style-type: none"> An in-house survey was developed to assess current writing practices and desired writing

Implementation of a Writing Center		Service requiring writing as part of curriculum			2010-Fall 2011)	existing classes and desired services in writing center <ul style="list-style-type: none"> Increased number of writing tutoring sessions 	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 <ul style="list-style-type: none"> Development of a logic model and evaluation plan for Writing Center Since Fall 2010, the number of writing tutor sessions has increased 103% from 426 sessions to 865 in Fall of 2011 A logic model and evaluation plan was developed for the Writing Center 10 new handouts have been developed for Brazosport College students Several 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	July 2007	Developmental Education and gateway courses in	Math	Students who are required to take college	75% of incoming cohort of Brazosport College students	24,000 students have benefited from the changes made in testing	<ul style="list-style-type: none"> Increase overall completion of math sequence Increased number of 	<ul style="list-style-type: none"> Changes in cut scores on COMPASS mathematics

combined		math (Placement)		readiness placement tests	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 100 students in Summer 2010	environment, advisement, and advertising;	students being placed at the next higher level of math	<p>components</p> <ul style="list-style-type: none"> • 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 students who score 5 or fewer points below a cutoff range. • 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>								

11b. 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 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 is still being 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.

11c. 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 12 illustrate some of the evidence of the success of this intervention to date.

The following data is being collected to evaluate the effectiveness of the **Writing Center** intervention: 1) the percent of writing center users who successfully complete transitional English classes, 2) student-reported satisfaction, 3) student-reported knowledge of writing skills, 4) faculty-reported number of writing assignments, and 5) student-reported time spent on writing assignments.

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).

11d. 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. Additional active and collaborative activities to every course module.
2. Addition of three new writing assignments paired with the requirement use the Writing Center.
3. Greater emphasis on self-regulation in course curriculum.
4. A semester project was added to the course curriculum.

Evaluation data in the **Writing Center** intervention has led to the development of new workshops for students and the requirement of students in many classes to utilize the Writing Center.

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

11e. 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. Additionally a greater number of high-school students, including high-school

sophomores, now take Learning Frameworks. This poses an additional strain on collecting data to support the effectiveness of the intervention.

11f. 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. In addition, during the last year, the course has been offered to high-school sophomores.

11g. If any interventions have been canceled, please briefly describe them and why they were cancelled.

None of Brazosport College's interventions have been canceled. However, upcoming changes by the Texas Higher Education Coordinating Board will lead to a new college placement test and new cut-scores. This will likely have a significant impact on the nature of the Intake and Placement intervention.

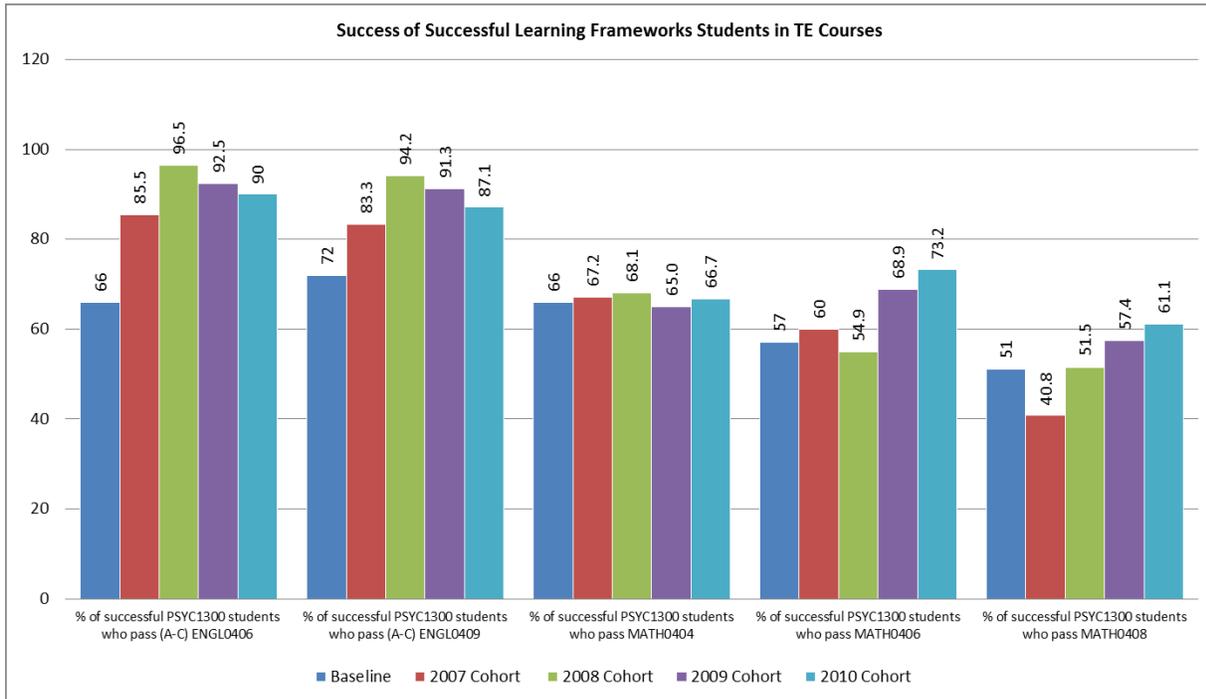
11h. Briefly describe any substantial changes you propose to make to the interventions listed above. Note any interventions you have chosen to discontinue and describe why you chose to discontinue them.

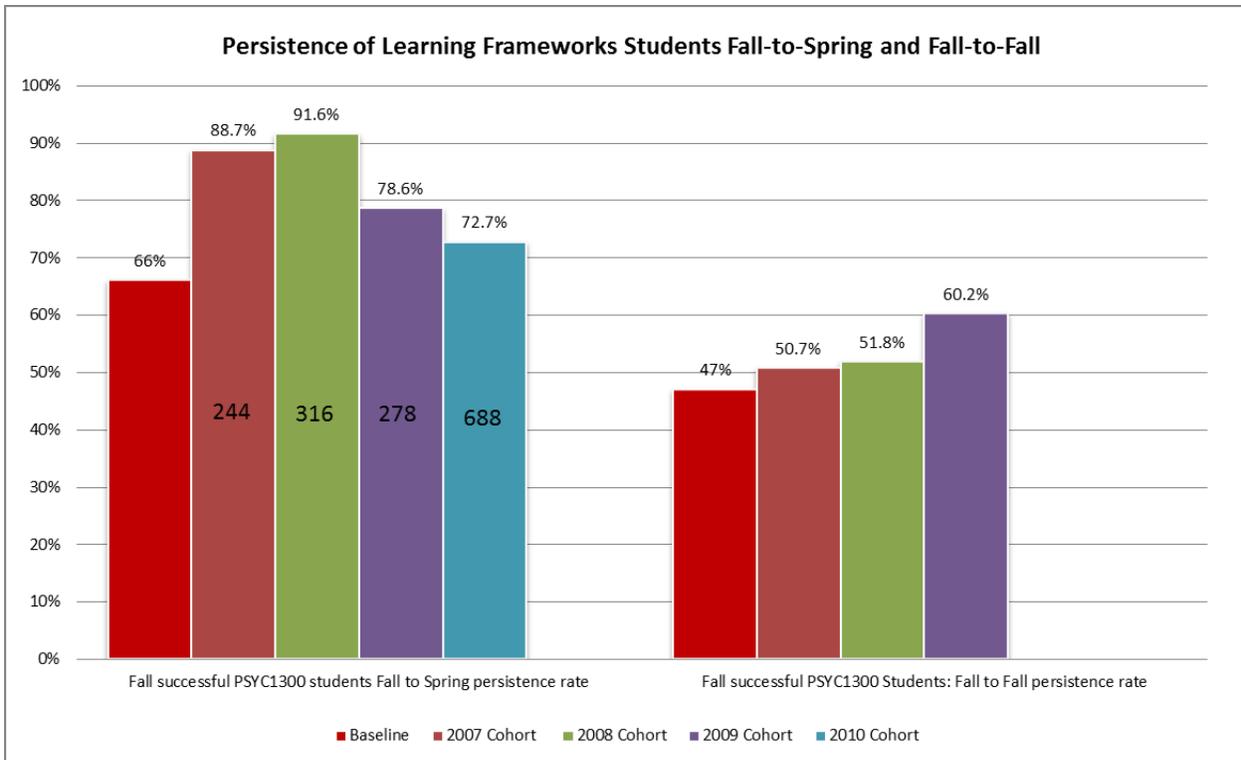
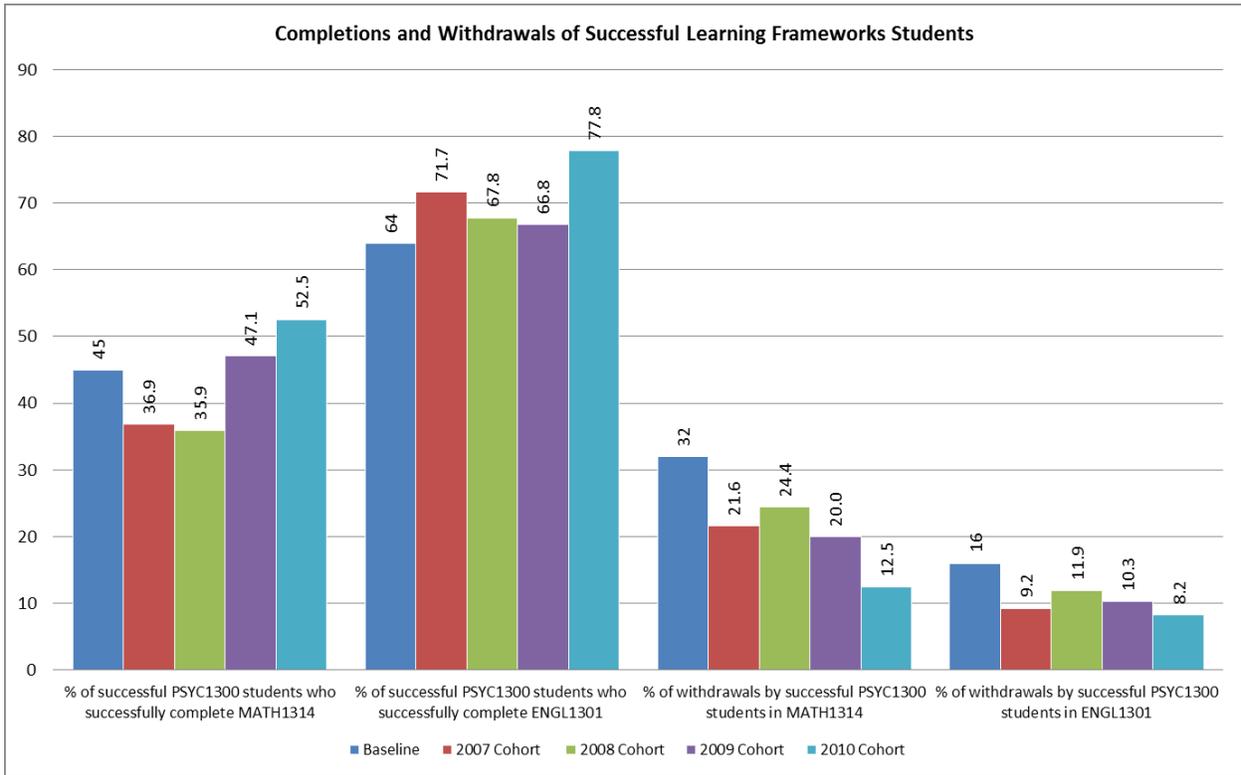
Substantial changes include the scaling of Learning Frameworks to all first-time-in-college degree-seeking students and the inclusion of dual/credit high-school sophomores. No interventions were discontinued.

11i. Briefly describe any new interventions you plan to implement.

As described above, Brazosport College has engaged in a new focus on strengthening its equity agenda. However, this is not being done as a new intervention.

12a. Provide a graph or chart presenting evidence of improvement in student achievement over three or more years on one of the following Achieving the Dream measures. (See Appendix A for an example response)





12b. Briefly describe the intervention(s) you have implemented to achieve the improvement in student outcomes **documented in Question 12a** above, including why you believe the intervention helped to improve the student outcomes.

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 247 sections of Learning Frameworks to over 5,750 students at the College.

12c. Regarding the intervention **described in 12b** above:

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

Students involved in [intervention]:

Reporting Year	Number of Students in [intervention name]	Students in intervention as % of total enrollment	Students in intervention as % of target population [describe target population]
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

13a. Is there anything else you would like Achieving the Dream or your funder (if applicable) to know about your work this year?

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 thank ATD for being selected to produce the new equity video as part of ATD's growing set of resources to improve student success. This renewed focus on the practice of equity will have a lasting effect on the lives of countless students at Brazosport College and will hopefully be a strong tool to partnering ATD institutions.

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. 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 ATD to know how grateful the College is to serve 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.

13b. Are there tools or technical assistance that Achieving the Dream can provide to support Achieving the Dream on your campus?

At this time, we are pleased with the tools and technical assistance provided by ATD.

End report narrative. The following does not count toward the page limit.



Annual Financial Report

These requirements will be sent separately based on the requirements of your institution's cohort and/or funder. Achieving the Dream will send these requirements via email to your institution's core team leader and financial contact.