



Annual Reflection Narrative

Due: May 15, 2013

Contents

1	Introduction	3
2	Stakeholder Engagement	3
3	Submitting Annual Reflection Narrative	3
4	Questions?	3
5	Annual Reflection Narrative Instructions	4

1 Introduction

All colleges (except for [the 2012 Cohort](#) that must submit an [Implementation Proposal](#)) are required to submit an Annual Reflection. The Annual Reflection, which provides an opportunity to consider your institution's Achieving the Dream work over the past year and to plan for the coming year, replaces the previous requirement for an Annual Report. It comprises several components to guide institutions in this reflective process: the Principles Assessment Survey, Annual Reflection Narrative, Interventions Showcase Update, and Leader College Application (if relevant).

2 Stakeholder Engagement

Prior to completing the following questions for the Annual Reflection Narrative, we suggest that you engage a representative group of stakeholders (faculty, staff, and others who have been involved in your reform work) to consider, review, and discuss the institution's student success and equity work.

3 Submitting Annual Reflection Narrative

Core Team Leaders will receive an email from Achieving the Dream by April 24th with a link to submit the Annual Reflection Narrative. The Core Team Leader will receive a separate email in mid-April with instructions on how to complete the institution's Interventions Showcase Update.

Colleges will receive feedback on their Annual Reflection in the summer of 2013.

4 Questions

If you have a question about the Annual Reflection please send an email to info@achievingthedream.org or call 240-450-0075.

Annual Reflection Narrative Instructions

Below is a narrative section consisting of seven questions. This document serves as a template, so please write your responses directly into the spaces provided below.

**Note that the period covered by this Annual Reflection is May 2012-April 2013. Please reflect on activities during this time period throughout the narrative.*

1. Contributors to the Annual Reflection:

Institution Name: Brazosport College

Names of Contributors to this Annual Reflection	Titles of Contributors to this Annual Reflection
Dr. Lynda Villanueva	Vice President, Academic & Student Affairs
Dr. Millicent Valek	President
Dr. Ken Tasa	Senior Vice President, Academic & Student Affairs
Dr. David Preston	Director, Institutional Research
Sasha Tarrant	Faculty, History
Jo Greathouse	Faculty, Psychology
<i>(Add more rows to this table as necessary)</i>	

2. Progress Statement:

Please describe in no more than one page your institution's progress in improving student success and completion. In what ways is your reform work transforming the way students experience college?

Since the inception of Achieving the Dream (ATD) at Brazosport College in 2006, the College has been focused on the development of a strong and sustainable student success agenda. This focus on student success has been operationalized in a variety of ways. One of these ways has been the adoption of the five outcome indicators of ATD as key measures of student success. The College developed all of its primary interventions with the goal of improving these five outcome measures. This goal not only influenced the College's focus of the five outcome indicators as criteria for success of interventions, but the indicators were adopted as strategic goals in the College's strategic plan. Today, as a result of this singular focus on student success, over 75% of the College's strategic planning document, Vision 2020, is directly focused on student success. The most tangible evidence of this laser level focus has been a 37% increase in the completion of certificates, degrees, and transfers since 2006.

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

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

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

the coordination of all the major success initiatives into one overarching student success agenda.

3. Institution Context:

Please consider both the positive and negative factors affecting the student success efforts at your institution and provide a brief (no more than one page) summary of the impact each has had on your progress this year. This summary may include aspects related to the institution's culture and environment such as leadership changes, engagement of full- and part-time faculty, staff additions or lay-offs, state or federal influences, budget reductions, and reaffirmation of accreditation efforts.

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

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

Brazosport College has experienced a number of key leadership changes during the last year. Both the College's Chief Academic and planning and accreditation officers have retired. This turnover has led to the reorganization of a variety of responsibilities and new additions to the College's senior leadership team. The most noteworthy change has been the integration of academic and student affairs, along with planning, effectiveness, and research. These changes are designed to decrease silos between academic and student affairs and to support these areas with strong data-driven practices.

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

4. Principles Assessment:

For each principle listed below, provide a brief summary of your institution's aggregate observations regarding the Principles Assessment Survey (*see below*). Please be sure to include recognition of achievements and challenges your college has experienced as well as a description of future plans. This summary should be no longer than 3 paragraphs for each principle and may also include a synopsis of your institution's group discussions.

a. Principle 1) 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 2020) 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. As new facets of the College's student success agenda have been added (e.g., the College's equity agenda, Walmart Press for Completion, Catalyst Fund, Texas Peer Coaching Initiative), the outcome indicators for each of these initiatives have all been adopted as milestones for the College's strategic plan.

b. Principle 2) Use of Evidence to Improve Policies, Programs, and Services

While ATD has been well-received, the journey has not been without challenges. Student success initiatives require a large volume of data to be collected and analyzed on a regular basis. With a one-person IR office, it was apparent that the College did not have the institutional research capacity to effectively evaluate interventions. This challenge, however, was addressed by hiring an additional full-time data analyst to support our data-related initiatives and the acquisition of data analysis software, Zogotech, for which faculty and staff now regularly use to analyze student success data.

Additionally, while the decision to scale Learning Frameworks from all developmental education students to all first-time-in-college students was self-evident from the standpoint of student success data, garnering commitment from all of the College's stakeholders posed some challenges. To address this, the College developed a mandatory eight-week hybrid professional development program as one of its ATD interventions to broadly engage faculty and staff in understanding how this course addressed critical momentum loss points in student completion and to provide tools and techniques for faculty to develop instructional strategies geared towards diverse developmental learners. Through this broad engagement strategy, college stakeholders developed a clearer understanding of the challenges faced by entering students and the role this course played in overcoming barriers to student success. More importantly, the use of this professional development program has served as a broad engagement model both at Brazosport College and to partnering ATD institutions. Finally, as part of the College's review of disaggregated achievement data, it was evident that the entire placement system was in need of evaluation. Through participation in ATD, the College has implemented an overall evaluation model of intake and placement that has significantly improved the accuracy of course placement.

c. Principle 3) Broad Engagement

While our work to date represents good progress, prior to 2011, it was clear that gaps in faculty and staff engagement continued to exist. The College realized that involvement of its adjunct faculty was an area that had not been successfully engaged. For example, compared to 80% of full-time faculty who participated in ATD data collection and/or

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

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

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

d. Principle 4) Systemic Institutional Improvement

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

Beginning this Fall 2013, Brazosport College will formally begin its planning for 2016 reaffirmation by the Southern Association of Colleges and Schools. Because of the

College's participation in and commitment to the principles of ATD, the College will be much better prepared for meeting the standards of compliance required for reaffirmation. Additionally, the College's work with ATD provides a strong framework for the development, implementation, and evaluation of a new Quality Enhancement Plan.

e. Principle 5) Equity

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

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

With the guidance of MDC president David Dodson and ATD, a cross-collaborative team of Brazosport College faculty, staff, and administrators have utilized the broader context of institutional change in support of the College's overarching student success agenda to build commitment to the practice of equity in supporting students, to gather existing data regarding equity and achievement gaps, engage stakeholders, and to develop targeted equity interventions in the areas of curriculum, policies and practices, and professional development.

Principles Assessment Survey

To assist in the facilitation of a reflection on your institutional progress, Achieving the Dream has created a Principles Assessment Survey which should be used to solicit stakeholder feedback and group reflection and discussion. Achieving the Dream recommends that institutions administer this survey to a number of stakeholders college wide to ensure an inclusive representation.

The Principles Assessment survey may be used in one of two ways.

- **Option 1:** Administer [the online survey](#) by sharing the link (<https://adobeformscentral.com/?f=3FfYggsaO18alb4SANJDuQ>) and ask stakeholders to submit their survey by April 18, 2013. Achieving the Dream will collect the results for your institution and send an aggregated response summary to your Core Team Leader the week of April 22, 2013. Please note that individual survey responses will be anonymous to both the institution and Achieving the Dream. Even individual survey responses will be identifiable only by an institution's IPEDS Unit ID.
- **Option 2:** [Download the survey](#) and use it to structure a group reflection on the institution's progress and complete the survey as a group. If your institution chooses this option, the college does not need to submit the completed survey(s) to Achieving the Dream.

Achieving the Dream suggests that the college engage a representative group of stakeholders to review and discuss the institution's student success and equity work, the results of the Principles Assessment, and outcomes data for the five Achieving the Dream student success measures (as

described in Question 5 below). This discussion will be helpful as you complete the Annual Reflection Narrative.

5. Student Success Data:

Please review your institution’s disaggregated data for the five Achieving the Dream student success measures listed below. This data must be disaggregated by race/ethnicity, gender, and Pell status.

Next, prepare a one- to two-paragraph summary for each measure that a) describes your progress in comparison with previous year outcomes, (b) addresses rising or declining results over time, (c) explains your progress in closing achievement gaps among the disaggregated student groups, and (d) describes your plans for addressing decreases or sustaining and building increases. For *at least* one measure, please include a table or graph to illustrate your points.

Finally, describe any achievement gaps evident in the data for all five Achieving the Dream student success measures and explain how the institution is addressing or plans to address these gaps.

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

- Overall, the College has seen an overall increase in the advancement of students who successfully complete developmental education courses and advance to gateway math and English courses. Below is a table that illustrates the percent of those students who successfully complete developmental mathematics courses and enroll in gateway college math courses, predominantly College Algebra, within three years. This data is disaggregated by percent of entry in gateway math courses across gender and ethnicity for cohorts of first-time-in-college degree-seeking students in the Fall semester who began in any level of developmental math. As seen below, success for all college-level courses has increased 44% between the Fall 2009 through Fall 2012 semesters and across all sub-groups. There were some decreases that are noteworthy. The dip in enrollment of college-level math for African American students in the Fall 2008 can be attributed to the relatively small numbers of African American students who are enrolled at Brazosport College. Increases across the board are primary attributed to the development of math interventions specifically designed to increase progression of students from developmental mathematics into college-level math such as the College’s statistics pathways and math modularization.

	Fall 2006	Fall 2007	Fall 2008	Fall 2009
All	24.3%	22.3%	25.2%	35.0%
Males	27.0%	22.1%	21.4%	34.8%
Females	22.0%	22.4%	28.1%	34.6%
Caucasian	26.1%	24.7%	30.5%	34.0%
Black	20.0%	17.2%	9.5%	26.9%
Hispanic	21.1%	13.7%	23.9%	38.1%

- As seen below, for students who were initially enrolled in developmental English courses, the progression of students into college-level English courses has not consistently increased. This inconsistency is attributed to two primary reasons. First, only a small percentage of students are ever placed into developmental English

courses compared to those placed into developmental math courses. Thus, percentages for this group are relatively unstable and inconsistent for any given year. Second, compared to the interventions in the area of mathematics, only one intervention (development of a writing center) has been targeted at increasing this percentage. Overall, the College has seen an overall increase in the advancement of students who successfully complete developmental education courses and advance to gateway English courses. Success for all college-level courses has increased 40% between the Fall 2009 through Fall 2012 semesters and across all sub-groups.

	Fall 2006	Fall 2007	Fall 2008	Fall 2009
All	18.0%	12.4%	16.9%	25.2%
Males	13.8%	7.8%	18.8%	29.3%
Females	21.9%	17.0%	14.5%	20.4%
Caucasian	21.3%	12.0%	21.3%	21.6%
Black	5.3%	21.4%	14.3%	23.1%
Hispanic	20.4%	11.1%	16.7%	28.6%

b. Measure Two: Enrollment in and successful completion of the initial college-level “gateway” math and English courses

- Overall, the College has seen an increase in the success of students in college-level English courses. Below is a table that illustrates the percent success of students in Composition and Rhetoric (ENGL 1301) English courses disaggregated by gender and ethnicity for cohorts of first-time-in-college degree-seeking students in the Fall semester. Numbers in parentheses indicate the course successes. As seen below, the success for Composition and Rhetoric has increased 3% between the Fall 2009 through Fall 2012 semesters and across all sub-groups.

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

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

	Fall 2009	Fall 2010	Fall 2011	Fall 2012
All	51.2 (N=256)	50.8 (N=254)	49.6 (N=246)	42.4 (N=184)
Male	46.0 (N=109)	46.3 (N=107)	45.0 (N=108)	36.0 (N=72)
Female	55.9 (N=147)	54.6 (N=147)	53.9 (N=138)	47.9 (N=112)
Caucasian	56.7 (N=178)	49.8 (N=159)	52.4 (N=164)	48.8 (N=127)
Black	38.5 (N=15)	50.0 (N=9)	39.3 (N=11)	14.3 (N=4)
Hispanic	40.6 (N=56)	50.3 (N=77)	45.1 (N=69)	34.0 (N=48)

c. Measure Three: Course completion with a grade of “C” or better

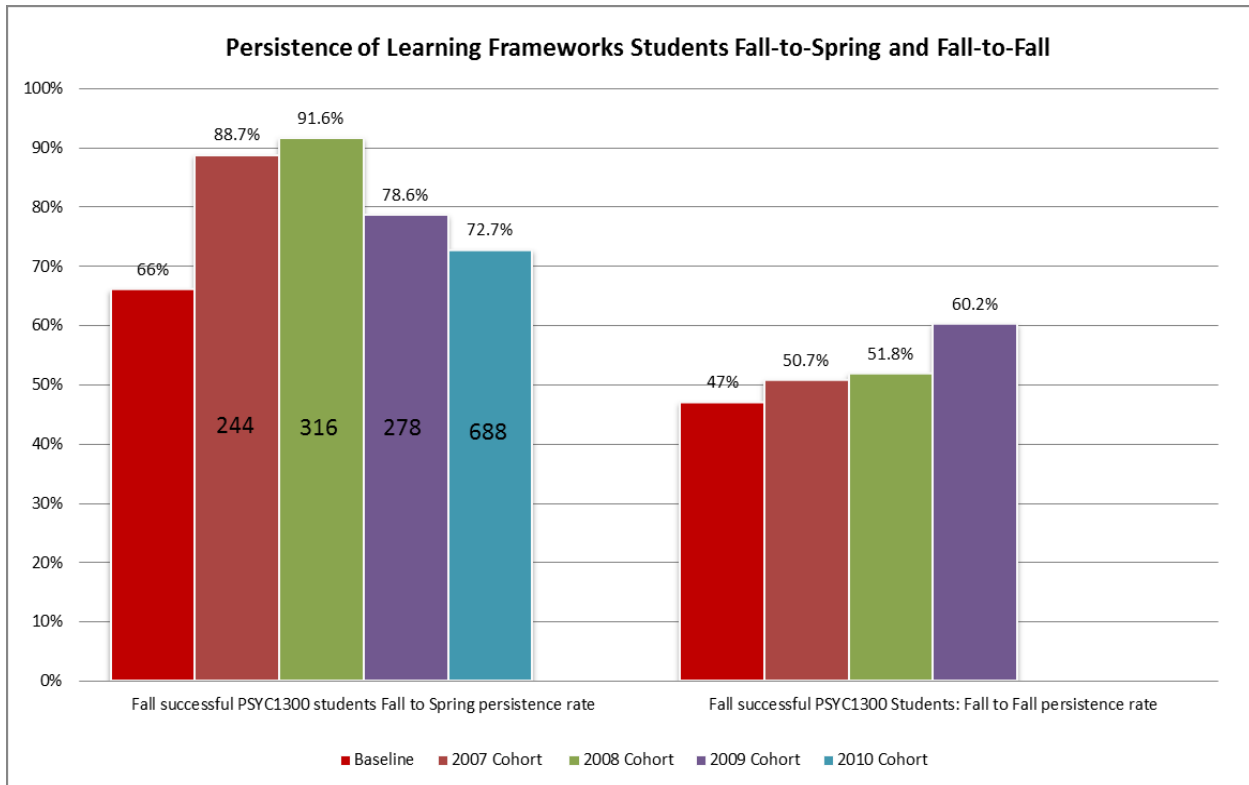
- Overall, the College has seen an overall increase in the success of students in all college-level courses. Below is a table that illustrates the percent success of students in all college-level courses disaggregated by gender and ethnicity for cohorts of first-time-in-college degree-seeking students in the Fall semester. Numbers in parentheses indicate the course successes. As seen below, success for all college-level courses has increased 4% between the Fall 2009 through Fall 2012 semesters and across all sub-groups.

	Fall 2009	Fall 2010	Fall 2011	Fall 2012
All	71.9 (N=7399)	70.9 (N=7969)	71.8 (N=7769)	74.8 (N=7478)
Male	70.2 (N=3532)	68.9 (N=3629)	71.4 (N=3724)	72.8 (N=3631)
Female	73.6 (N=3667)	72.6 (N=4340)	73.2 (N=4045)	76.9 (N=3847)

Caucasian	73.7 (N=4757)	72.9 (N=4967)	73.2 (N=4674)	76.0 (N=4329)
Black	65.2 (N=487)	66.7 (N=596)	63.8 (N=455)	72.8 (N=541)
Hispanic	69.1 (N=2000)	67.7 (N=2298)	70.5 (N=2542)	73.4 (N=2483)

d. Measure Four: Term-to-term and year-to-year retention

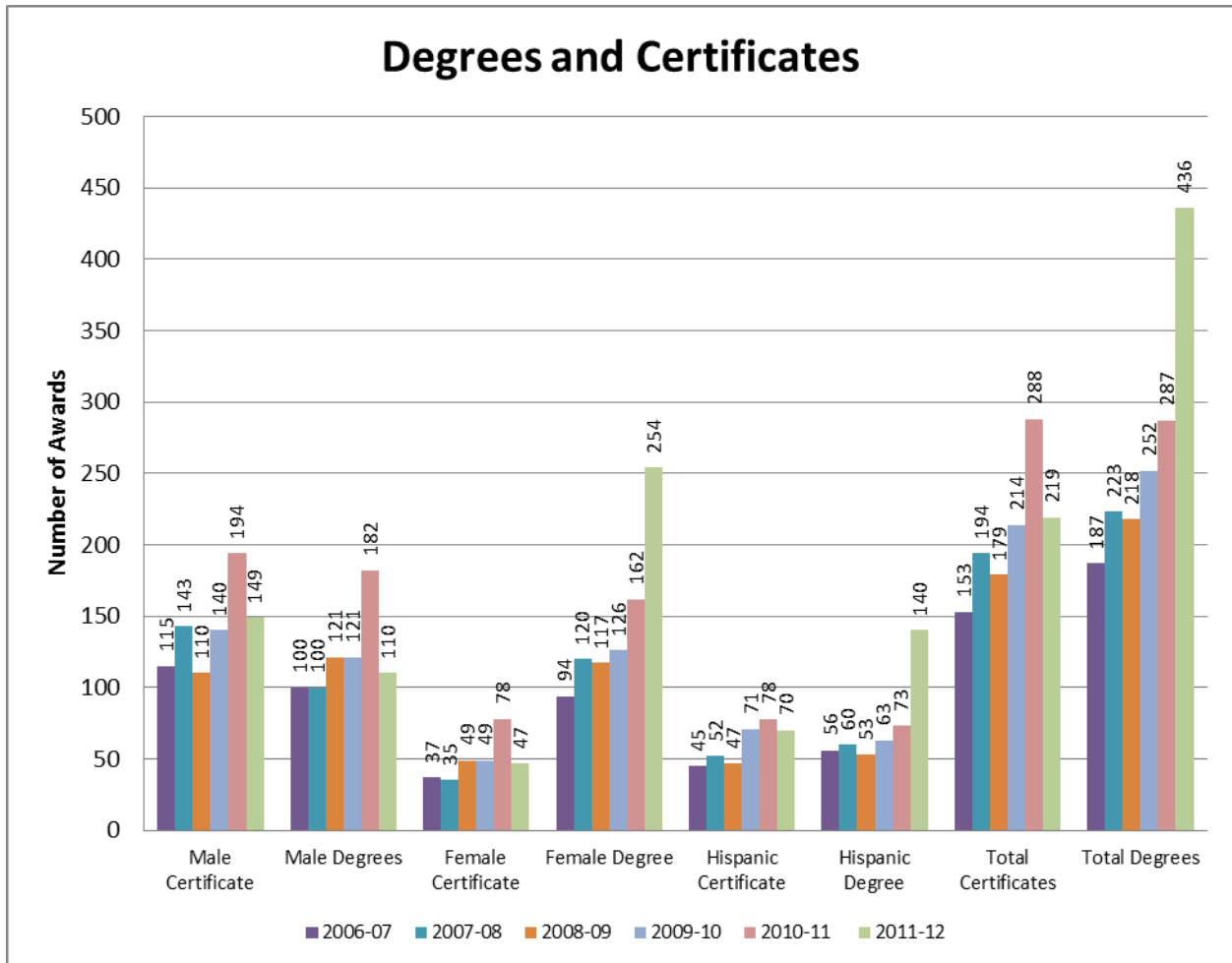
- The most significant example of Brazosport College’s term-to-term and year-to-year retention is seen for its population of all first-time-in-college degree-seeking students who are required to complete its student success course, Learning Frameworks. As seen below, compared to the baseline retention rates for Fall-to-Spring (66%) and Fall-to-Fall (47%), students enrolled in Learning Frameworks are much more likely to be retained. When disaggregated by ethnicity, not only are Latinos being retained at a higher rate, but the achievement gap in this area has not only been reduced, but Latinos are now outpacing their Caucasian counterparts.



e. Measure Five: Completion of certificates or degrees

- Completion of certificates and degrees is an area where Brazosport College has truly excelled. As illustrated in the graph below, across every category, the College has seen consistent increases in both certificate and associate degree completion. For example, between the College’s initial start with ATD in 2006 and the 2011-2012 Academic Year, the total number of degrees increased by 133%. For the same period, certificate attainment increased by 43%. When disaggregated, it is noteworthy that Brazosport College has seen tremendous gains for significant groups including an 170% increase in degree completion for females, an 150% increase degree

completion for Hispanics, and an 10% increase for males. These increases are a strong testament to the College's development of a strong and focused student success agenda that has led to significant improvements in the long-term goal of increased certificate and degree completion.



6. Student Success or Completion Efforts:

In addition to Achieving the Dream, with which other student success efforts is your institution affiliated? Please put a check next to each that applies.

- ACE
- Carnegie Foundation for the Advancement of Teaching and Learning Quantway
- Carnegie Foundation for the Advancement of Teaching and Learning Statway
- Complete College America
- Completion by Design
- FIPSE
- Foundations of Excellence
- New Mathways (Dana Center)
- Reaffirmation of Accreditation
- Title III
- Others (Walmart PRESS, Catalyst Fund, Texas Peer Coaching Initiative, Partners Achieving Student Success (PASS) Initiative)

7. **Sharing:**

Is there any additional information you would like to share with Achieving the Dream in this reflection?

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

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

8. **Reminder:**

As part of your Annual Reflection, your institution must complete the **Interventions Showcase Update** online by May 15, 2013. If your college is applying for Leader College status, it must also complete the **2013 Leader College Application** by May 15, 2013.

- **Interventions Showcase Update:** Your institution's Core Team Leader will receive an email in mid-April with information about how to review and update your intervention information (for example, updates on your student success policies and practices). (Due May 15)
- **[2013 Leader College Application](#):** Colleges that are applying for Leader College status must also complete Appendix Two (Due May 15). If your college is not applying for Leader College status, you do not need to complete this application.