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Achieving
the Dream™
Community Colleges Count

Achieving the Dream at Brazosport College: Spring 2010 Update

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Overview of Today's Meeting

- Review of ATD strategies
- Strategy Updates
- 2010 Annual Report
- Introduction of Writing Center

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ATD: Review and Update

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Strategy 1



**Implement Learning
Frameworks (PSYC 1300)**

FRAMEWORKS (PSYC 1300)

Strategy 2



Develop professional development training for all faculty and staff who work with transitional students

Strategy 3



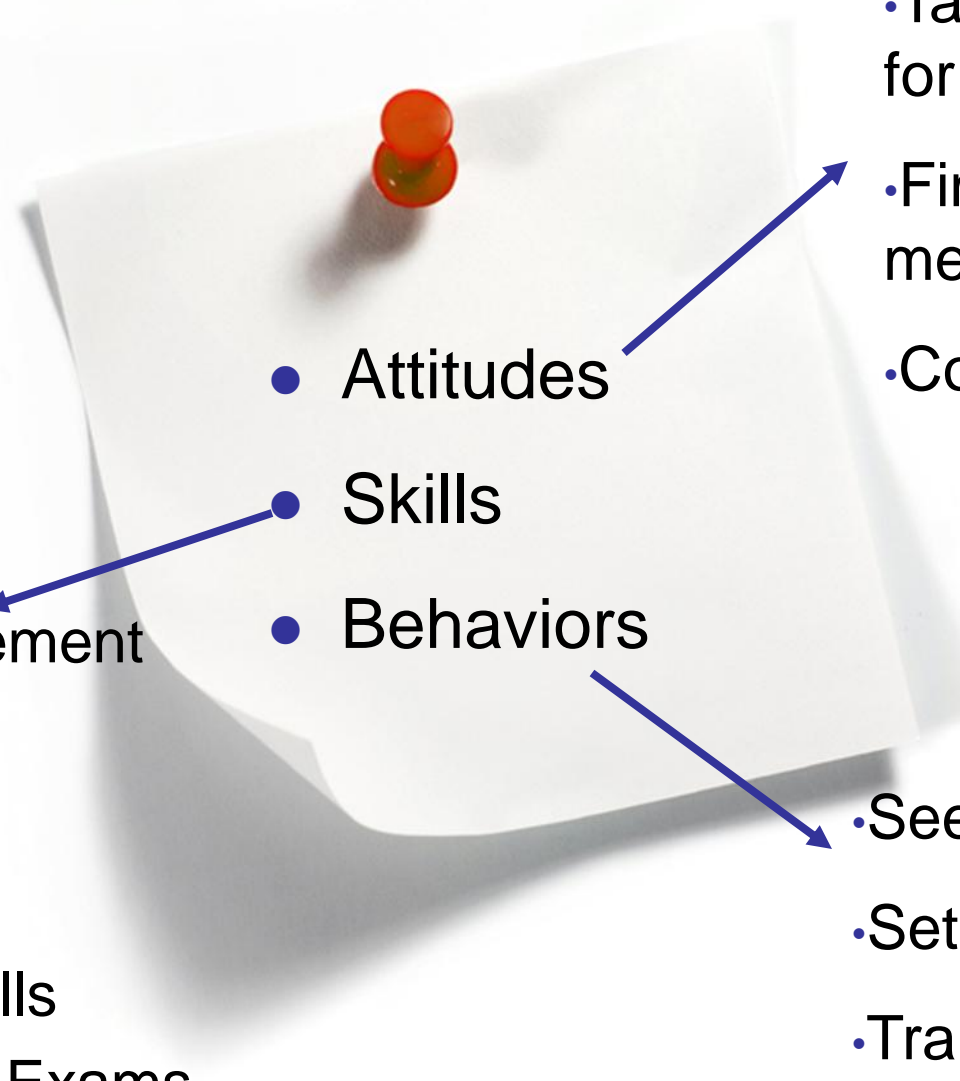
Develop overall evaluation model to improve placement of transitional students

Learning Frameworks

Strategy 1

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- Attitudes

- Take responsibility for learning
- Find relevance and meaning in studies
- Cope with stress

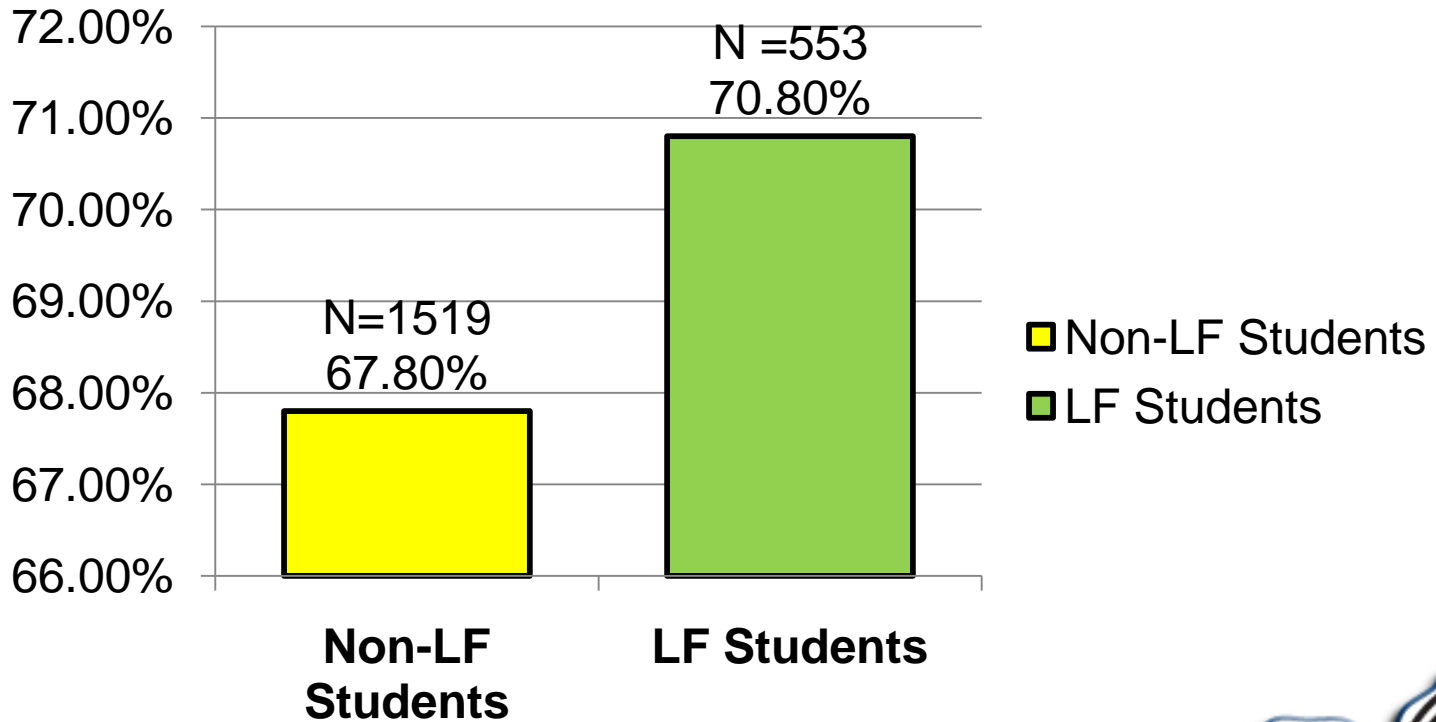
- Skills

- Behaviors

- Time Management
- Writing
- Reading
- Taking Notes
- Research Skills
- Preparing for Exams
- Memory
- Problem Solving

- Seek help
- Set goals & persist
- Transfer skills to other college course work

Success in Transitional Math: LF Students vs. Non-LF Students



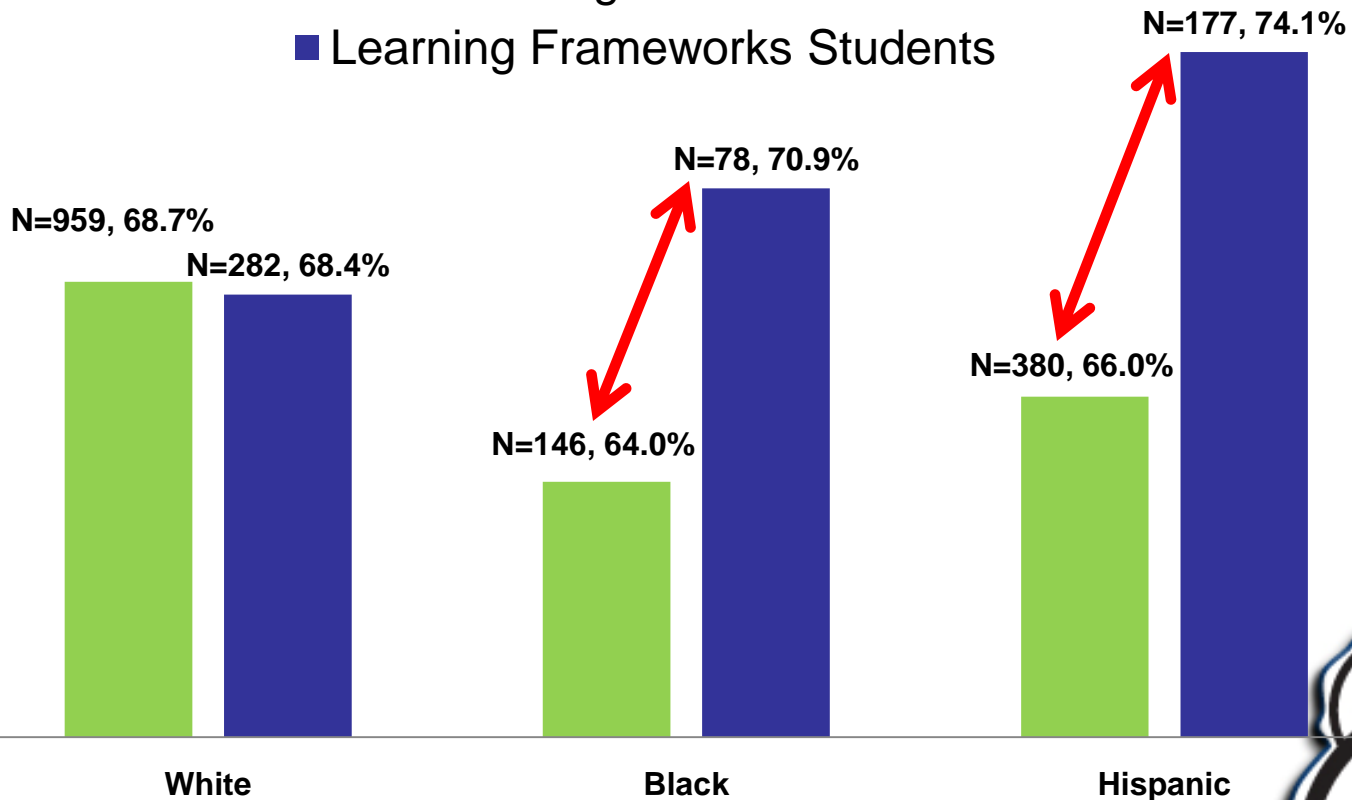
Source: 2007-2008 AY
MATH 0404, 0406 & 0408

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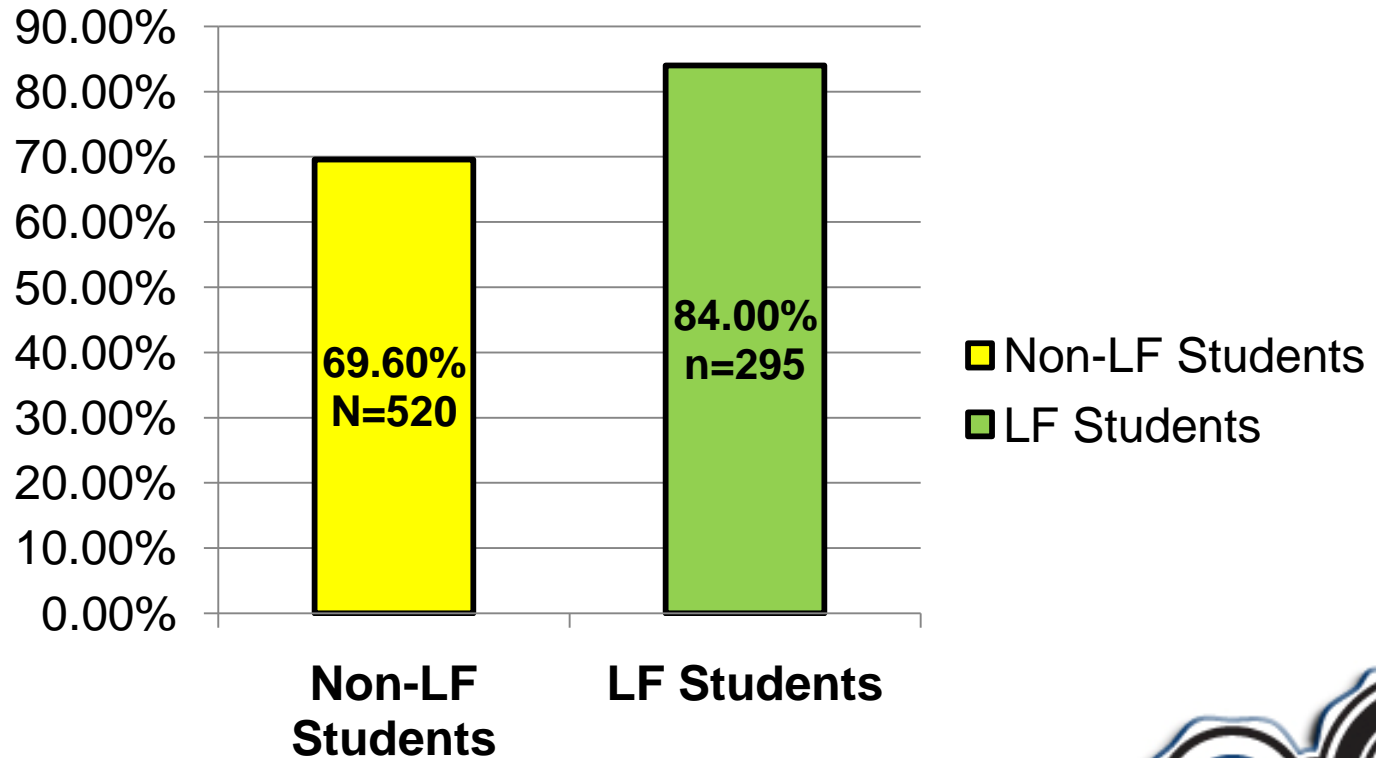


Success in Transitional Math: LF Students vs. Non-LF Students

- Non-Learning Frameworks Students
- Learning Frameworks Students



Success in Transitional English: LF Students vs. Non-LF Students

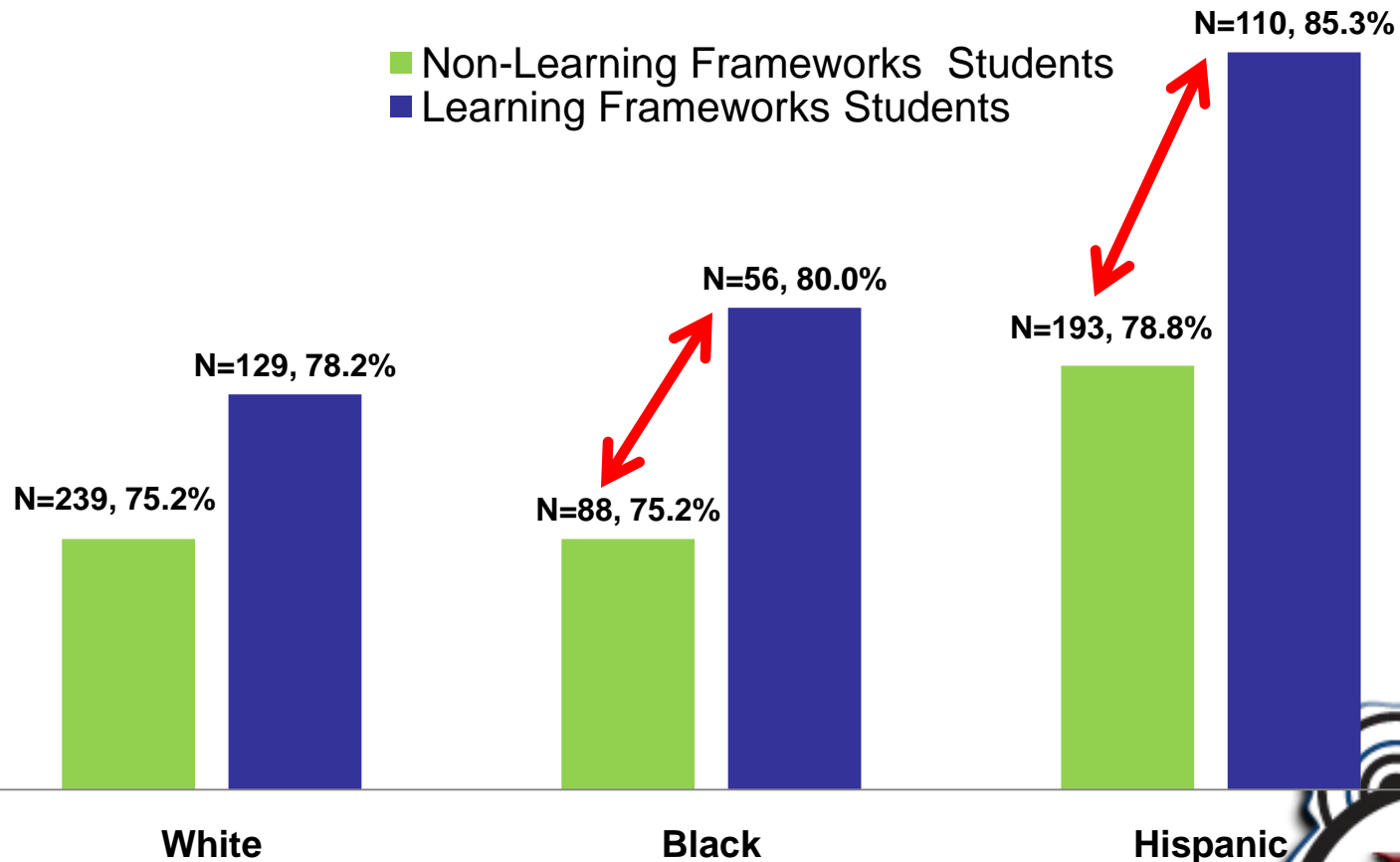


Source: 2007-2008 AY
ENGL 0406 & 0409

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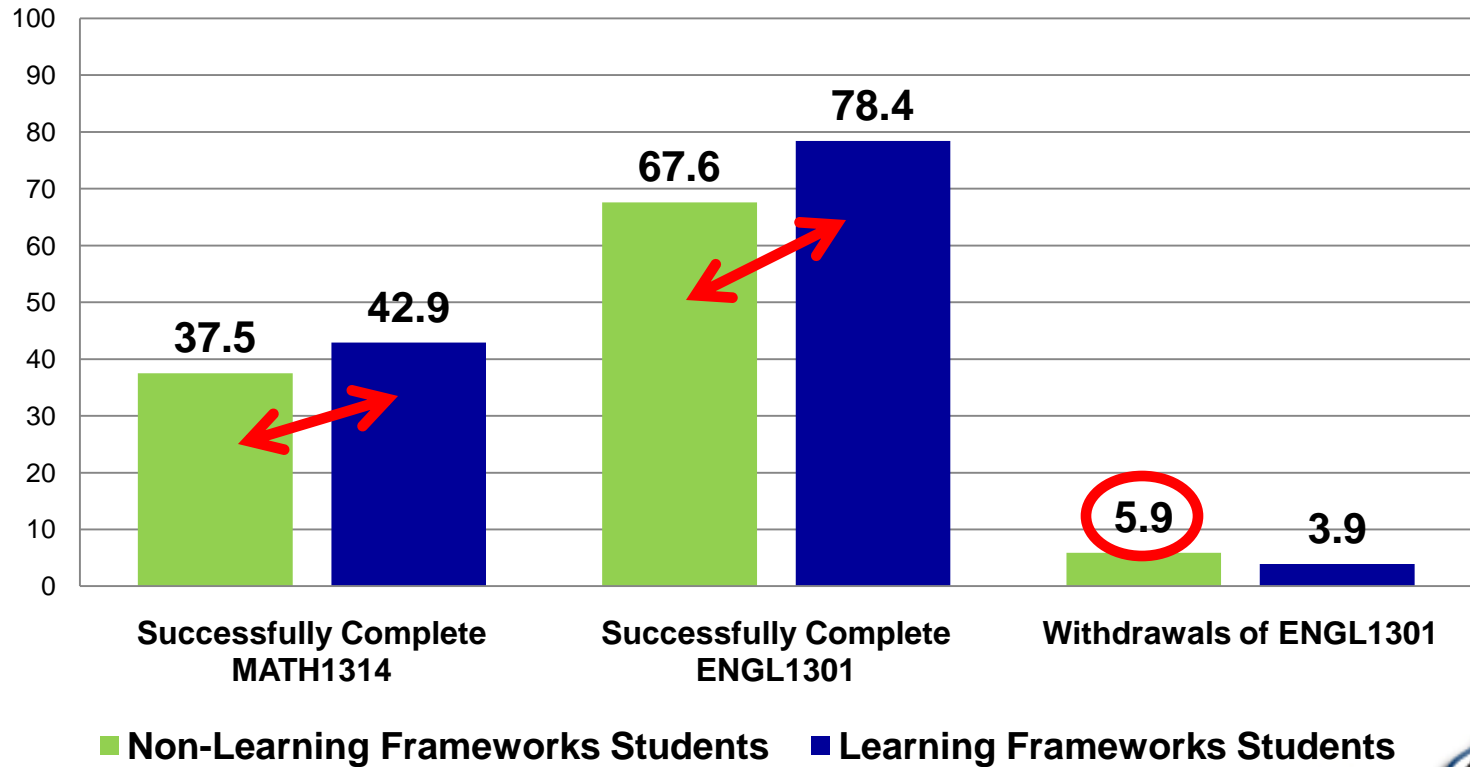
Success in Transitional English: LF Students vs. Non-LF Students



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Fall 2008 Comparison of Selected Indicators



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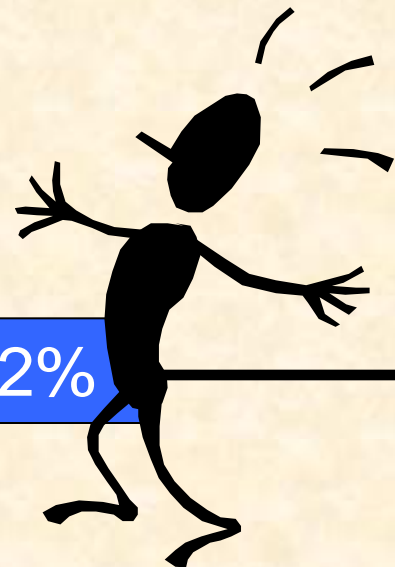




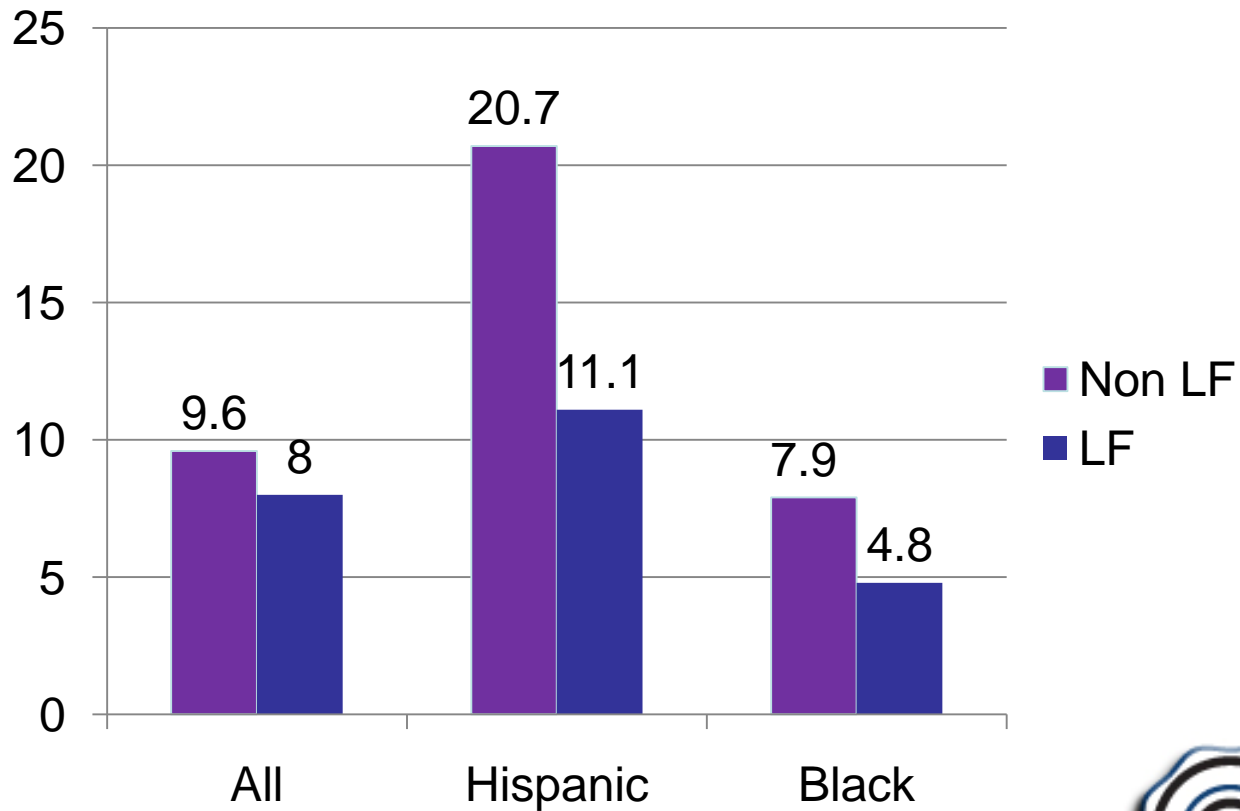
71%

92%

Fall 2008 to Spring 2009 Retention



Withdrawal Rates in Transitional English: LF Students vs. Non-LF Students

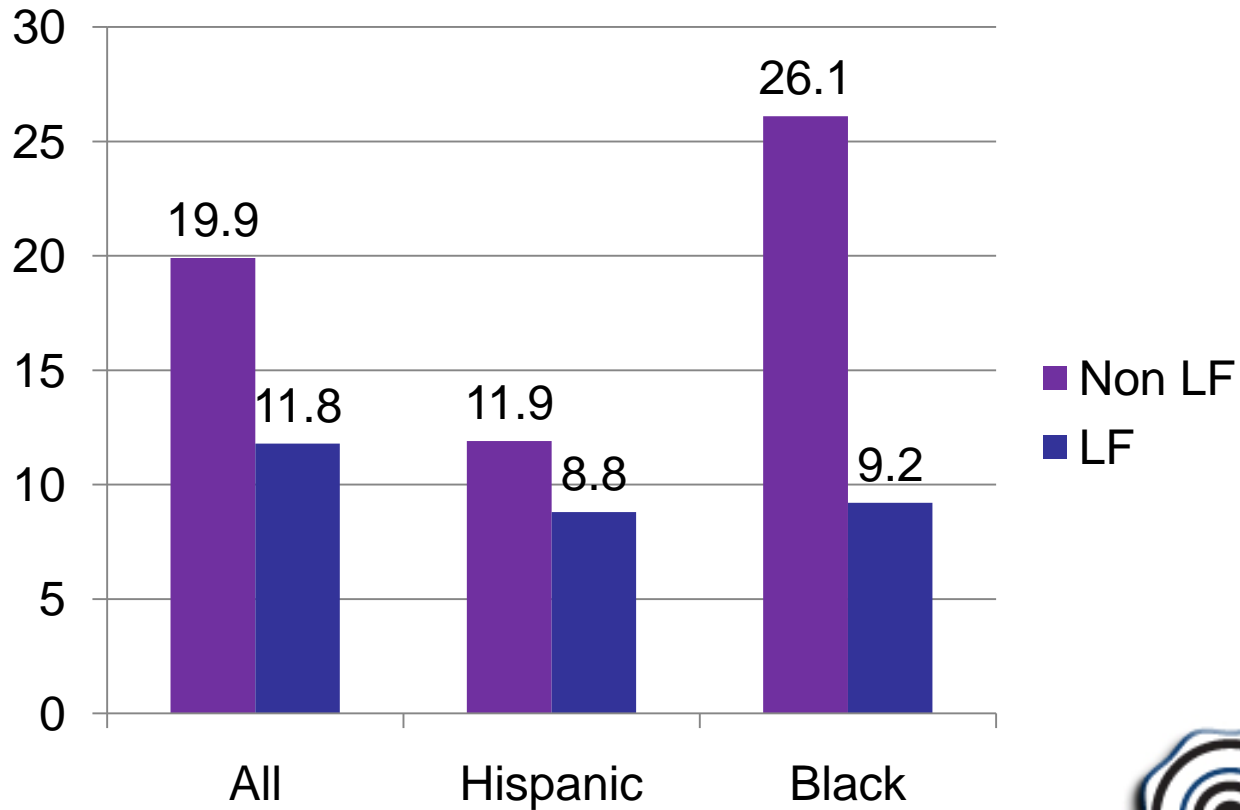


Source: 2008-2009 AY
ENGL 0406 & 0409

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Withdrawal Rates in Transitional Math: LF Students vs. Non-LF Students



Source: 2008-2009 AY
MATH 0404, 0406 & 0408

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Learning Frameworks-Scaling up

- Increasing the number of LF sections taught on high-school campuses
- Fall 2010-require LF for all FTIC students



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Professional Development

Strategy 2

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TEP Training

Design a comprehensive hybrid training that will:

1. Provide an overview of the TE program
2. Discuss the diversity and needs of our transitional learners
3. Provide faculty with tools to enhance classroom learning



Outline of Modules

M1 & M3

- **Introduction and TEP Overview (F2F)**
- **TEP Components (F2F)**

M2 & M4

- **Characteristics of Transitional Students (Online)**
- **Serving Our Students (Online)**

M 5-8

- **Adult Learning Theory (Online)**
- **Active Learning and Critical Thinking (F2F)**
- **Conflict Resolution and Classroom Management (F2F)**

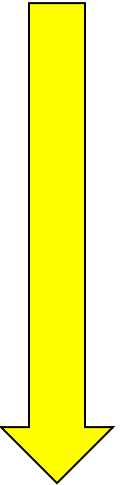
Evaluation

- TEP Training Participants Complete:
- A **formative** assessment (online) of each module measuring the effectiveness of the instruction.
- A **summative** assessment at the end of the training program



Completion to Date

	SP 07 PILOT	SUM 07	FA 07	SP 08	FA 08	SP 09	FA 08	SP 10
FACULTY	12	0	15	13	12	16	12	17
STAFF	12	14	10	0	2	2	2	0



97

42

Professional Development Example



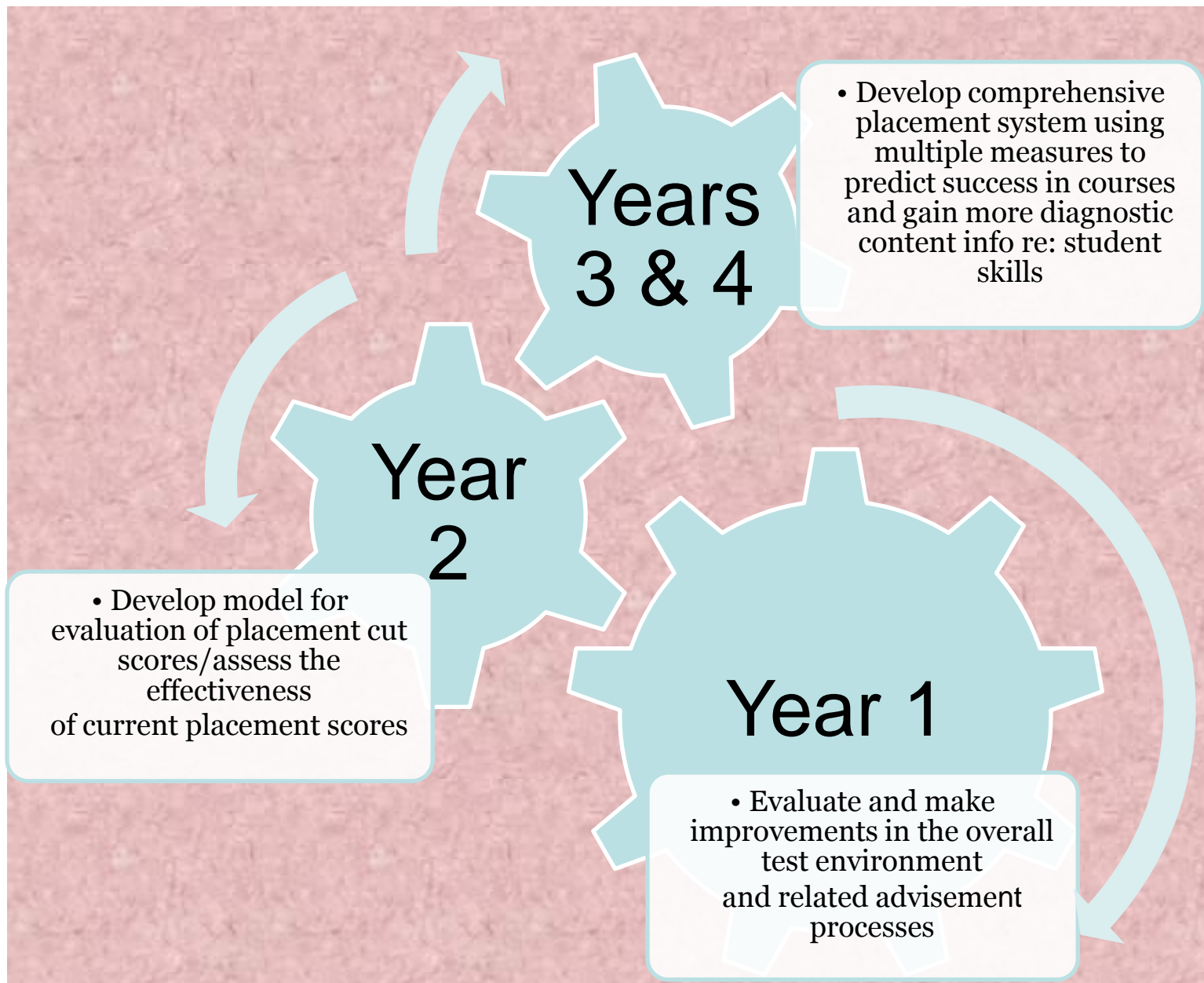
Intake and Placement

Strategy 3

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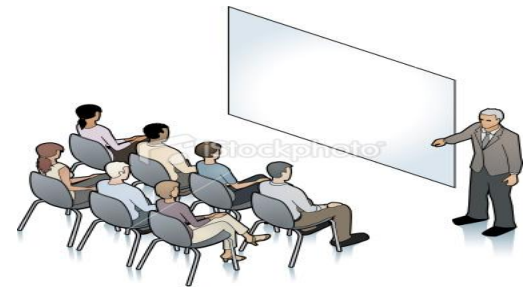
Intake and Placement Timeline



Highlights of Status of Placement Priority Goals

Continued implementation of year one strategies:

- A Pre-Test Presentation was implemented during the summer of 2009. Survey results were favorable.
 - 298 of students participated in the fall and 239 in the spring.
 - Student evaluations for fall for the workshops indicated:
 - 75% - information provided in the workshop was helpful
 - 87.5% - information presented in a manner that it was easy to understand
 - 68.7% - helped them be more comfortable taking the test
 - 79.6% - provided useful information
 - Evaluations underway to compare students who completed workshop vs. those who did not:
 - Cumulative GPA for the fall semester
 - Retention to Spring Semester
 - Course completion rates in developmental since those courses are not in GPA
- Seeking funding for component to complete pre-testing strategy – Plato software. Review of software underway.



Year Two Status:

- Evaluation Model complete, approved and implementation resulting in Placement Committee forwarding recommendations to:
 - Change COMPASS math placement scores
 - Eliminate use of THEA for placement purposes with a phased in time line
 - Change retesting procedures
- Recommendations approved with implementation set for students registering for Fall 2010. Evaluation of changes after one full year of testing.

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NEXT STEPS FOR PLACEMENT COMMITTEE

- Years 3 and 4 goal plan to develop a comprehensive placement system using multiple measures underway with review of best practice and survey of other college models.
- Review of diagnostic systems underway by faculty.



2010 ATD Annual Report and Leader College Status

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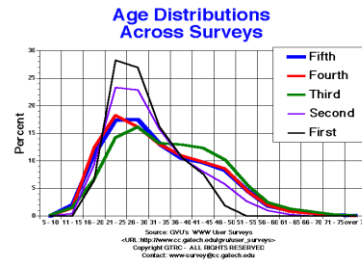
ATD Leader College



Committed Leadership



Use of Evidence



Systemic Inst. Improvement



Broad Engagement

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Current Writing Services



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- Before Spring 2010
 - Tutoring by appointment
- Currently
 - Drop-in tutoring
 - 3 days a week
 - 10 hours total
 - Two student tutors

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Writing Needs-CCSSE Benchmark



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Year	National Average	BC Average
2007	2.81	2.47
2008	2.83	2.31
2009	2.60	2.21

Survey Item: Number of written papers or reports of any length

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Strategy 4



**Develop and Implement
Brazosport College
Writing Center**

Writing Center
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Year 4-Writing Center



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- To open in Fall 2010
- Subcommittee
 - Dr. Kathy Andersen-Wyman
 - Dr. Joy Kennedy-O'Neill
 - Emily Masterson

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Writing Center-Initial Tasks

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- Best practice review
 - Guiding philosophies
 - Services offered
 - Staffing needed
 - National/regional organizations that support writing centers

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Writing Center

- Phone calls to surrounding Gulf Coast Consortium colleges and visit to UHCL
- Seminar conducted by UHCL writing center director, Dr. Chloe Diepenbroch



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Year 4-Writing Center



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- Faculty survey
 - Current writing practices
 - Determine writing center needs
- 66 Respondents

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Writing Center-Faculty Results

- Current Writing Practices

Type of Writing Assigned	Percentage
Short Answer	57.6%
Essays-Take Home	47.0%
Essays-In class	39.4%



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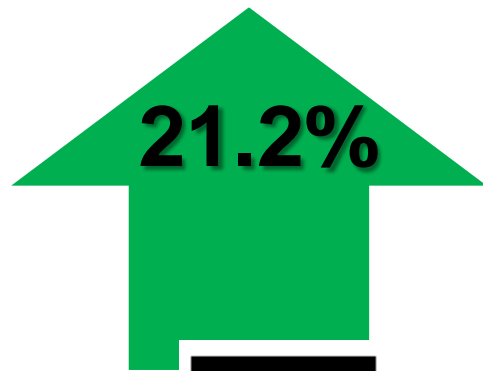
Faculty Survey-Desired Services

1	Proofreading/Editing	75.8%
2	General Paper Construction/Organization	62.1%
3	Plagiarism Information	57.6%
4	Handouts on Grammar/Writing style	51.5%
5	Workshops on Grammar	45.5%
6	ESL Support Tutor Visits to Classrooms Citation Help (APA, MLA, etc.)	40.9%
7	Grammar Hotline Online Tutoring Support	34.8%
8	Resume Assistance Presentation Assistance	28.8%

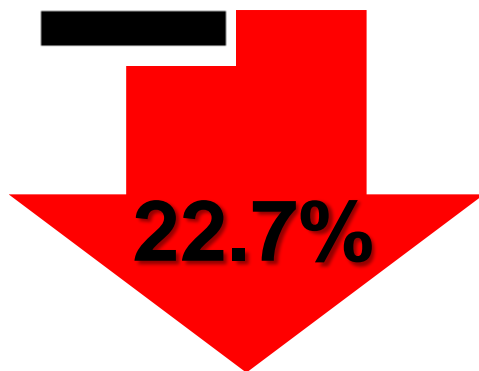
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“I would assign more papers if we had a Writing Center available to students”



“Strongly Agree” or “Agree”



“Strongly Disagree” or “Disagree”

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“If a writing lab were available, I would refer students to the center”

81.8%

“Strongly Agree” or
“Agree”

4.5%

“Strongly
Disagree” or
“Disagree”

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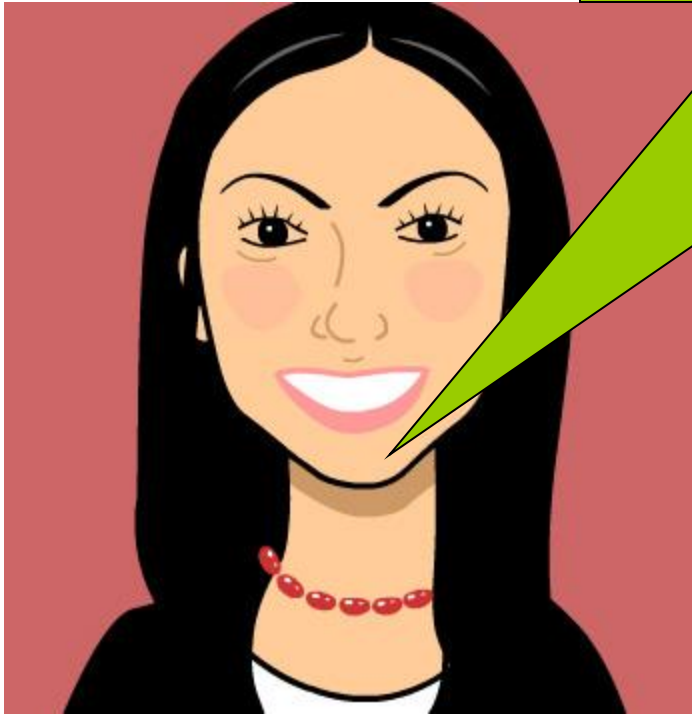
I believe a writing lab is one of the most important new ventures the college could undertake.



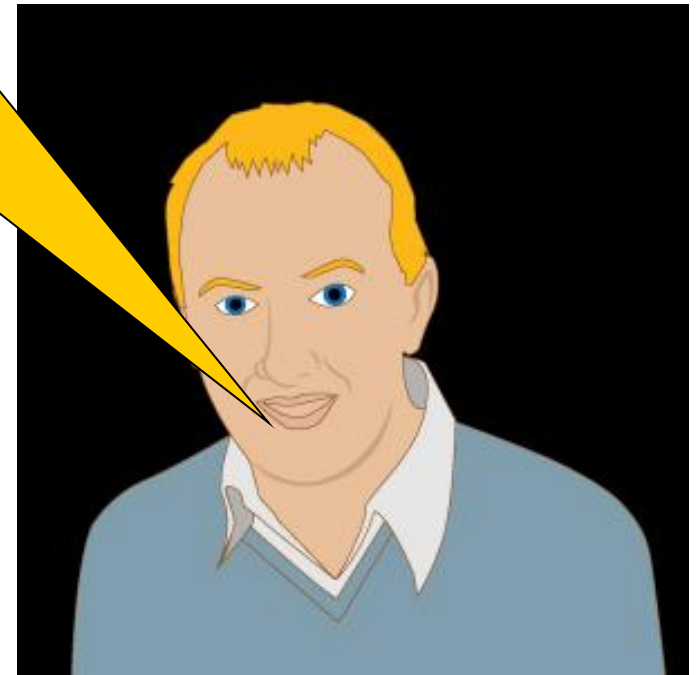
I believe generally all faculty would assign more papers if additional support were available.



Writing is essential for critical thinking development, developing beginning skill locating and evaluating information. Many students demonstrate limited spelling, grammar, organization, citation, and punctuation skill. Providing student and faculty resources supporting writing further demonstrates BC commitment to student success and workforce development.



I am certain that all students would benefit from a Writing Center. This resource would, over time, be as natural to students as going to the LAC to work on computers or going to the library for research.



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