

**Dashboard Report on
Achieving the Dream Goals**

	Spring 2007	Fall 2007	Spring 2008
Increase by 11% success rate in transitional education courses	●	●	●
Increase by 11% persistence rates in gatekeeper course, College English	●	●	
Increase by 11% persistence rates in gatekeeper course, College Algebra	●	●	
Reduce by 10% number of students who repeat Transitional math courses	●	●	
Reduce by 10% number of students who repeat Transitional English courses	●	●	
Increase by 30% success rate in gatekeeper Math course	●	●	
Increase by 30% success rate in gatekeeper English course	●	●	

Green– Indicates milestone has been met or exceeded

Yellow– Indicates measure is making progress toward milestone and is within 10% of milestone

Red – Indicates milestone has not been reached

Explanation of Goals and Milestones for AtD Brazosport College

The term “benchmark” comes from the field of survey where a “mark(s)” was chiseled into a rock so that an angle-iron (bench) could be placed for a leveling rod. Nearby heights were then calculated relative to this particular benchmark. The term has expanded to other applications. One gets benchmarks in a number of ways and they have many “names” such as indices, 10-year averages, etc. Brazosport College discussed what methodology would be used to establish a benchmark (value) to assign to the four AtD goals. One way would have been to look at national or state averages, another to look at same-sized colleges, etc. A major difficulty with most was to find other colleges that could supply data similar to what Brazosport College needed. Brazosport College determined the best methodology was to examine the tracking data collected by the Office of Institutional Research and come up with a methodology that had a solid theoretical basis and reflected what has happened in the past regarding these four goals. Using these data and a sound methodology, reasonable benchmarks were determined.

Upon examination of these averages, again, there were different methods from which to choose. Picking a low average because a 10% increase of a lower number would be easier to attain would not be much of a challenge. Doing the opposite by using a high average would be counter-productive for the college and could have been too intimidating. It was decided to use a moving average as the benchmark and 2006-07 as the base year (2006-07 was the planning year for AtD, and 2007-2008 the first year of the grant). The moving average uses a span of four years as the base in its calculation. Since transitional education is the basis of all the goals, Brazosport College chose four years to try to avoid some major changes in the way students were placed, in order to have more reliable data.

The chart below is from “Table 1: Success in Transitional Courses by Term.” For example, the “51.4” is the percentage of students who were successful in all transitional courses during the Fall, 2002 term.

Summary	Successful	Updates	4 Year Moving Average
Fall 2003	53.6		
Fall 2004	54.9		
Fall 2005	49.6		
Fall 2006	56.5		53.7

The “53.7” is the four-year moving average for the “Fall 2003” through the “Fall 2006” percentages; that is, adding the years’ averages for Fall, 2003 through Fall, 2006 and dividing by four, results in the moving average of “53.7.” This then, became the benchmark.

Goal (11 Percent Increase)				59.6
				Milestones
Fall 2007		55.3	54.1	55.1
Goal (11 Percent Increase)				59.6

Using the same table, we see that our goal is to increase the benchmark by 11%, and if one increases the “53.7” by 11% the result is “59.6.” Brazosport College intends to reach that goal in four years. By subtracting the “59.6” and “53.7” (the fall, 2006 average) the difference is 5.9; dividing this difference by 4, the quotient is 1.475; adding 1.475 each year, starting with 2007 (2006-07 was the base year), we will get the milestones. The first milestone is (“53.7” + “1.475”) “55.1.” This model is used throughout the tables to calculate the moving averages, goals, and milestones.

The “54.1” update is a moving average based on current data (Fall, 2004 through Fall, 2007) and is calculated by adding “54.9,” “49.6,” “56.5,” and “56.3” then dividing the sum by 4. The “54.1” is below the milestone but within 10% of reaching it, so good progress is being made and will be indicated by a yellow “circle” on the dashboard.

Most of the goals are calculated with denominators and numerators that change each semester as students take courses and pass or fail those courses, or enroll in gatekeeper courses and pass or fail those courses. The goal percentages for moving averages therefore, will fluctuate over time. The older the semester, the less the moving average will fluctuate; the younger the semester, the more the moving average will fluctuate. A moving average may seem to be severely below the milestone at first, but as time passes, that average will draw closer to the milestone. It will take four or more years for the data to really stabilize.

**Table 1: Success in Transitional Courses by Term
(All students who began fall 2002 and after)**

Summary	Successful	Updates	4 Year Moving Average	Goals and Milestones
Fall 2002	51.4			
Fall 2003	53.6			
Fall 2004	54.9			
Fall 2005	49.6		52.4	
Fall 2006	56.5		53.7	
Goal (11 Percent Increase)				59.6
				Milestones
Fall 2007		55.3	54.1	55.1
Fall 2008				56.6
Fall 2009				58.1
Fall 2010				59.6
Grade	Spring 2003			
A	6.5			
B	10.3			
C	21.4			
Satisfactory (S)	12.0			
Credit Awarded (CR)	-			
Success (total of A, B, C, S, CR)	50.2			
Not Successful	49.8			
Summary	Successful		4 year moving average	Goals and Milestones
Spring 2003	50.2			
Spring 2004	52.5			
Spring 2005	50.3			
Spring 2006	51.1		51.0	
Spring 2007	53.4		51.8	
Goal (11 Percent Increase)				57.5
				Milestones
Spring 2008		52.30	51.8	53.3
Spring 2009				54.7
Spring 2010				56.1
Spring 2011				57.5

Latest update - August, 2008

Success = Grade of A , B, C, CR, or S

The moving averages for fall 2006 and spring 2007 were calculated in the fall of 2007 and will not be re-calculated during the duration of the AtD initiative.

Table 2: Persistence Rates - Of Those Starting in Transitional and Eventually Enrolling in a Gatekeeper Course - Updates
GOAL: 11% Increase In Persistence Rates

Persistence Rates - Of Those Starting in Transitional and Eventually Enrolling in College Algebra

Cohort	Initial Rates (Fall 2007)	Updated - Fall 2008	4 Year Moving Averages
Fall 2002	36.1	36.0	
Fall 2003	33.4	35.1	
Fall 2004	30.3	36.0	
Fall 2005	22.7	26.7	30.6
Fall 2006		23.3	
Goal fall 2010			34.0

Persistence Rates - Of Those Starting in Transitional and Eventually Enrolling in Composition and Rhetoric

Cohort	Initial Rates (Fall 2007)	Updated - Fall 2008	4 Year Moving Averages
Fall 2002	51.2	51.2	
Fall 2003	45.5	47.4	
Fall 2004	40.3	40.8	
Fall 2005	44.3	44.8	45.3
Fall 2006		49.6	
Goal fall 2010			50.3

Spring 2003	23.3	25.0	
Spring 2004	29.2	32.4	
Spring 2005	24.0	26.0	
Spring 2006	13.6	17.6	22.5
Spring 2007		20.2	
Goal spring 2011			25.00

Spring 2003	39.3	38.6	
Spring 2004	27.1	28.3	
Spring 2005	30.8	36.5	
Spring 2006	32.5	34.1	32.4
Spring 2007		27.8	
Goal spring 2011			36.0

11% Persistence Increase	Current Average	Moving Average	Milestones
Fall 2007	6.8	23.2	31.5
Fall 2008			32.3
Fall 2009			33.2
Fall 2010			34.0

11% Persistence Increase	Current Average	Moving Average	Milestones
Fall 2007	37.2	43.1	46.6
Fall 2008			47.8
Fall 2009			49.1
Fall 2010			50.3

11% Persistence Increase			Milestones
Spring 2008			23.1
Spring 2009			23.8
Spring 2010			24.4
Spring 2011			25.0

11% Persistence Increase			Milestones
Spring 2008			33.3
Spring 2009			34.2
Spring 2010			35.1
Spring 2011			36.0

Latest update: August, 2008

Even though the goal has a 2011 enddate, meeting the goal will not be realized until at least two years later because of the dynamic nature of the course-taking behavior of Transitional students.

The moving averages were calculated in the fall of 2007 and will not be re-calculated during the duration of the AtD initiative.

Table 3: Repeating a Transitional Course - Updates
GOAL: 10% Decrease in Repeating Transitional Education Courses

Percentage of Students Who Repeated a Transitional Course at Least Once						
	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Transitional Reading	8.7	6.0	12.0	7.8	0.0	6.3
Transitional Writing	13.7	5.2	10.3	2.4	3.9	6.3
Total Dev English	11.6	5.5	11.2	5.3	1.8	6.3
Updated -Fall 2008	11.6	5.5	11.2	5.3	1.8	6.3
Moving Average				7.9	6.0	6.2
Goal - fall 2010				7.1		
Milestone					7.7	7.5
Beginning Algebra	21.7	20.8	19.3	24.4	15.5	9.9
PreAlgebra	29.5	30.0	27.3	30.0	16.0	6.3
Intermediate Algebra	34.5	35.4	27.2	28.0	22.7	11.7
Total Dev Math	30.0	30.1	25.3	27.9	18.5	9.1
Updated -Fall 2008	30.0	30.1	25.3	27.9	18.5	9.1
Moving Average				27.4	25.5	20.2
Goal - fall 2010				24.7		
Milestone					25.2	25.7
Total - All	26.1	24.3	21.9	22.2	13.9	8.2
Updated - Fall 2008	26.1	24.3	21.9	22.2	13.9	8.2
Moving Average - Baseline				22.7	20.6	16.6
Goal - fall 2010				20.4		
Milestone					19.8	19.3
	Spring 2003	Spring 2004	Spring 2005	Spring 2006	Spring 2007	
Transitional Reading	7.1	8.3	6.9	4.0	4.5	
Transitional Writing	12.5	6.7	5.3	3.2	0	
Total Dev English	10.5	7.4	6.0	3.6	2.1	
Updated - Fall 2008	10.5	7.4	6.0	3.6	2.1	
Moving Average				7.4	4.8	
Goal - spring 2011				6.7		
Milestone					7.2	
Beginning Algebra	10.5	10.0	17.5	11.1	10.8	
PreAlgebra	23.7	25.0	24.3	13.7	11.8	
Intermediate Algebra	28.0	21.1	23.9	28.8	16.7	
Total Dev Math	21.2	19.2	23.9	21.4	13.2	
Updated -Fall 2008	21.2	19.2	23.9	21.4	13.2	
Moving Average				19.5	19.4	
Goal - spring 2011				17.6		
Milestone					19.0	

Total - All	19.0	15.9	18.1	16.4	10.4
Updated -Fall 2008	19.0	15.9	18.1	16.4	10.4
Moving Average				16.3	15.2
Goal - spring 2011				14.7	
Milestone					15.9

Latest update: August, 2008

Goal: 10% decrease in the number of Transitional students who repeat a Transitional course.

Even though the goal has a 2011 end date, meeting the goal will not be realized until at least two years later because of the dynamic nature of the course-taking behavior of Transitional students.

The moving averages were calculated in the fall of 2007 and the fall, 2005 and spring, 2006 averages will not be re-calculated during the duration of the AtD initiative.

Fall 2006 added Spring 2008 and Spring 2007 added fall 2008

Table 4: Success in Gatekeeper Courses

Fall Cohorts	% Successful Transitional Math Student Successful in College Math	Update	4 Year Moving Average	Successful Non Transitional Student in College Math	Fall Cohorts	% Successful Transitional English Student Successful in College English	Update	4 Year Moving Average	Successful Non Transitional Student in College English
2002	30.6	30.4		51.7	2002	63.9	63.9		78.0
2003	42.5	39.8		56.9	2003	62.0	62.3		81.6
2004	44.9	42.0		53.5	2004	56.0	54.9		79.4
2005	50.0	47.9	42.0	52.0	2005	65.5	65.0	61.9	77.4
2006	56.3	46.3	48.4	52.2	2006	47.6	57.9	57.8	76.8
Goal			63.0		Goal			75.1	
30% gain		Moving Ave	Milestones		30% gain		Moving Ave	Milestones	
2007	41.7	44.5	52.1	56.3	2007	65.60	60.9	62.1	74.4
2008			55.7		2008			66.4	
2009			59.3		2009			70.8	
2010			63.0		2010			75.1	
Spring Cohorts	% Successful Transitional Math Student Successful in College Math	Update	4 Year Moving Average	Successful Non Transitional Student in College Math	Spring Cohorts	% Successful Transitional English Student Successful in College English	Update	4 Year Moving Average	Successful Non Transitional Student in College English
2003	42.4	44.4		51.7	2003	59.1	59.1		76.1
2004	46.2	40.9		87.5	2004	62.5	64.7		79.0
2005	55.6	56.7		41.7	2005	71.4	70.6		74.7
2006	60.0	56.3	51.1	52.0	2006	61.5	57.1	63.6	77.3
Goal			66.4		Goal			82.7	
30% gain		Moving Ave	Milestones		30% gain		Moving Ave	Milestones	
2007	70.6	56.1	54.9	56.3	2007	90.0	70.6	68.4	69.2
2008			58.7		2008			73.2	
2009			62.5		2009			77.9	
2010			66.4		2010			82.7	

Latest numbers updated August, 2008

The success rates in Transitional Education courses:

Disaggregated by gender:

	Spring 2007	Spring 2008
Female	51.5%	55.4%
Male	41.8%	46.7%

Disaggregated by ethnicity:

	Spring 2007	Spring 2008
White	46.5%	51.4%
Black	53.0%	49.2%
Hispanic	46.9%	53.1%