



Achieving the Dream™

Community Colleges Count

**2015**  
**ANNUAL REFLECTION**  
**& LEADER COLLEGE**  
**APPLICATION**  
**WORKSHEET**

## Introduction

All Achieving the Dream institutions (except for the 2014 Cohort, which must submit an [Implementation Plan](#)) are required to submit an Annual Reflection. The Annual Reflection is an opportunity to consider your institution's student success work over the past year and to plan for the coming year. Your institution's reflection helps inform Achieving the Dream's work as we collect data, identify common themes, and build our knowledge of the institutional change process.

## Instructions for Completing the 2015 Annual Reflection Narrative

### Principles Assessment Survey

Certain questions posed in the Annual Reflection require a summary of your institution's Principles Assessment Survey responses. Your Core Team Leader(s) will have received a link to access your institution's updated summary report. To learn more, visit the [Achieving the Dream website](#).

### Annual Reflection Narrative

To complete the Annual Reflection Narrative, your institution should engage a representative group of stakeholders to review and discuss the institution's student success and equity work, the results of the Principles Assessment Survey, and the outcomes data that you plan to submit along with the Annual Reflection.. This discussion will be helpful as you complete the Annual Reflection Narrative. Please use this worksheet to draft your responses.

### Leader College Application (if relevant)

Institutions submitting Annual Reflections have the option of applying for initial Leader College status or Leader College recertification by completing the Leader College Application at the end of the Annual Reflection. Leader College applicants must also submit student success outcomes data using the ATD Data Template. More information about the Leader College Application can be found [here](#).

Instructions, worksheets, and further information about the Annual College Progress are available on the [Achieving the Dream website](#).

### Submitting the Annual Reflection

When you have completed this worksheet and are ready to submit, please visit the Annual Reflection URL sent to your Core Team Leader(s) and copy and paste your answers directly into the online form. You will be asked to upload your data template (section 4) as well.

## Questions

For more information about the Annual College Progress process, see the [Achieving the Dream website](#). Please send an email to [mmulvey@achievingthedream.org](mailto:mmulvey@achievingthedream.org) if you have any questions.

# ANNUAL REFLECTION NARRATIVE WORKSHEET

Please use this document to draft your responses before completing the online Annual Reflection form.

Note that the period covered by this Annual Reflection is May 2014 - April 2015. Please reflect on activities during this time period throughout the narrative.

Institution Name: \_\_\_\_\_

## 1) CONTRIBUTORS TO THE ANNUAL REFLECTION

Achieving the Dream suggests that your institution 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 data for the five Achieving the Dream student success measures (as described in section 4 below). Please identify the stakeholders who contributed to the 2015 Annual Reflection.

Name	Title

## 2) PROGRESS STATEMENT

Please describe your institution's progress in improving student success and completion over the past academic year. Please consider both the positive factors and challenges affecting the student success efforts at your institution. This summary may include aspects related to the institution's culture and environment such as leadership changes, building a culture of inquiry, engagement of full- and part-time faculty, staff additions or transitions, state or federal influences, budget reductions, and reaffirmation of accreditation efforts. [Limit to 750 words.]

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 significant internal factor affecting student success at Brazosport College has been the College's extensive overhaul of its strategic planning process. Under the guidance of its ATD coaches, this year's strategic planning process at Brazosport College the broad engagement of numerous stakeholders, including faculty, staff, administrators, Independent School District partners, Foundation members, and business and industry partners to develop our mission, vision and core value that the Board formally adopted in its February 2015 meeting. Since then, our strategic planning document, Vision 2020, was modified to align with our new vision statement. Utilizing the same stakeholder groups, including the Planning and Institutional Effectiveness Council, a revised strategic draft plan was adopted at the College's April 2014 meeting. This strategic planning process includes student success as an overarching strategic imperative.

Following this, the most positive factors have 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 Hispanic, African American, and 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 continues to face numerous changes as it integrates planning with reaffirmation efforts. It uses ATD goals as a platform to develop a new Quality Enhancement Plan and develop an expanded strategic enrollment management plan.

The primary negative factor affecting Brazosport College has been the continued lack of fiscal support from the Texas legislature. Three 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 five years.

### 3) PRINCIPLES ASSESSMENT SURVEY RESULTS

Use the results of the Principles Assessment to analyze your institution's progress for each principle below. Be sure to include successes and areas for improvement for each principle; in particular, how will your institution strengthen areas with low-scoring results? [Limit to 1-2 paragraphs per principle.]

#### 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 new strategic process 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.

Members of the College's Board of Regents recently returned from another Annual Trustee's Institute on Student Success. Their report called for more focus on the use of data to drive decisions regarding student success and a clearer focus on achievement gaps. Their report even included a desire for a special pre-board workshop on building an even stronger culture of evidence and advice on how the Board can support stronger data driven decisions. 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.

#### 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. When Brazosport College joined ATD in 2006, we had a one-person IR office. It was readily 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. During the last year the College witnessed a retirement in its Director of Institutional Research Office and a six-month vacuum in this position created a great deal of stress as the

College struggled to maintain its focus on data-driven decisions. Additionally, while the College gained a tremendous asset in its new Dean of Planning, Effectiveness, and Research, this new leader is faced with a steep learning curve and a heavy responsibility with new planning processes, the implementation of program evaluations, and the continuing leadership of reaccreditation.

The next tangible change continues to be the College's work to integrate ATD with its institutional effectiveness, resulting in annual Faculty and Staff Assessment Days.

**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 strong involvement of its faculty (especially adjunct faculty) and staff outside of student services were areas 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.

**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 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.

Brazosport College is formally in the process of 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 is much better prepared for

	<p>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. This process has already been marked by a close evaluation of student achievement gaps, broad engagement, and close detail to ensuring that our focused quality enhancement plan is a part of the College’s strategic planning process and directly related to student success, especially student learning.</p>
<p><b>Principle 5: Equity</b></p>	<p>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 (<a href="http://www.achievingthedream.org/search_knowledge_center?field_topics_tid%5B%5D=11">http://www.achievingthedream.org/search_knowledge_center?field_topics_tid%5B%5D=11</a>).</p> <p>Brazosport College had the distinction of being selected to partner with ATD and the Aspen Institute to develop a case study on the topic of equity designed to support the professional development of ATD Leader College presidents. This case study adds to the growing body of knowledge aimed at supporting institutions of higher education support students nationwide through the careful analysis of achievement gaps and the development of equitable policies and procedures. Equity continues to be a guiding principle as the College designs its Quality Enhancement Plan and a new strategic enrollment management plan.</p>

## 4) STUDENT SUCCESS DATA TRENDS

**This question and data submission is optional for colleges applying for Leader College Initial Certification and Recertification.**

Please choose **one** of the following student success outcome measures for which to analyze your institution’s performance and upload a data table that disaggregates the student data by all students in the ATD cohort, race/ethnicity, gender, and income status. We encourage you to use the [ATD Data Template](#) (you will upload the data template at the end of the online form). More information on the student success data specifications can be found in Appendix A at the end of this document. Your narrative response should include:

- a. A description of your institution’s performance in comparison with the previous year’s outcomes

- b. An explanation of your institution’s progress in closing achievement gaps among the disaggregated groups
- c. A description of your institution’s plan to sustain/build increases, address decreases, and close achievement gaps

<p><b>Measure 1:</b>  <b>Successfully complete developmental instruction and advance to credit-bearing courses</b></p>	<p>Enter Answers Here</p>
<p><b>Measure 2:</b>  <b>Enroll in and successfully complete college-level or Gateway courses (math and/or English)</b></p>	<p>Enter Answers Here</p>
<p><b>Measure 3:</b>  <b>Persist from term-to-term or year-to-year</b></p>	<p>Enter Answers Here</p>
<p><b>Measure 4:</b>  <b>Attain a credential</b></p>	<p>Completion of certificates and degrees is an area where Brazosport College has truly excelled. As illustrated in the separately uploaded graph, 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 2012-2013 Academic Year, the total number of degrees increased by 137%. For the same period, certificate attainment increased by 59%. When disaggregated, it is noteworthy that Brazosport College has seen tremendous gains for significant groups including an 173% increase in degree completion for females, an 102% increase degree completion for Hispanics, and an 86% 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.</p>

**5) GOALS AND PLANS FOR 2015-2016**



Based on the analysis of your progress over the past year, including your student success data and stakeholder input, please identify up to three goals for your institution’s student success work, 2-3 action steps you will take to move towards these goals in the 2015-16 academic year, and any desired resources from Achieving the Dream that may assist you in reaching this goal.

Goal	Action Steps	Desired ATD resources to assist you with this goal
1) <b>Reduce the achievement gap between full- and part-time students</b>	<ul style="list-style-type: none"> <li>Development of comprehensive Quality Enhancement Plan</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing guidance from ATD coaches</li> <li>Participation in webinars</li> <li>Research briefs</li> </ul>
2) <b>Reduce the achievement gap between male and female students</b>	<ul style="list-style-type: none"> <li>Development of comprehensive Quality Enhancement Plan</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing guidance from ATD coaches</li> <li>Participation in webinars</li> <li>Research briefs</li> </ul>
3)	<ul style="list-style-type: none"> <li></li> </ul>	

## 6) SHARING

Is there any additional information you would like to share with ATD in this reflection? [Optional]

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.

## Submitting the Annual Reflection Narrative

Congratulations! You have completed the Annual Reflection worksheet. If you are not completing the Leader College Application, follow these next steps:

- Using the link sent to your Core Team Leader(s), copy and paste your responses into the online Annual Reflection form. You will be asked to upload your data template (section 4) in the form as well.
- If you have not done so, enter your planned interventions in the Interventions Showcase. Your Core Team Leader(s) will have received instructions to enter the Interventions Showcase in mid-April.

# Leader College Application Worksheet

Please read the [Leader College Application Guidelines](#) before proceeding.

Please use this document to draft your responses before completing the online Leader College Application form if your college wishes to apply for Leader College initial status or recertification.

Institution Name: \_\_\_\_\_

Year Joined ATD: \_\_\_\_\_

Application Type:  Initial.  
 Recertification. If applying for recertification, in what year did your college initially receive Leader College status? Enter Answers Here

## **Certification of Conversation with Coaches (Initial Applicants Only)**

All institutions applying for initial Leader College status must have conversations with their assigned Achieving the Dream Leadership and Data Coaches regarding this application. The discussion should address the institution's readiness to apply for Leader College status, keeping in mind the required criteria for both practice and performance, and the roles and responsibilities of Leader Colleges in the Achieving the Dream National Reform Network. Initial applicants must complete this table.

Coach Type	Coach Name	Date of Conversation Regarding Application
Leadership Coach	Enter Answers Here	Enter Answers Here
Data Coach	Enter Answers Here	Enter Answers Here

## **Certification of Conversation with President/CEO/Chancellor (All Applicants)**

All institutions applying for initial or recertification Leader College status must have conversations with their college president/CEO/chancellor regarding this application. The president/CEO/chancellor will be the primary contact for notification of Leader College status, which will occur in fall 2015.

President/CEO/Chancellor Name	Date of Conversation Regarding Application
Enter Answers Here	Enter Answers Here

## **Main Contact for Application Questions**

Name: Enter Answers Here

Title: Enter Answers Here

Email: Enter Answers Here

Phone Number: Enter Answers Here

## 1) STUDENT SUCCESS DATA

### a. On what measure would your institution like to be considered for Leader College status?

These selections must correspond to the data presented in the accompanying Achieving the Dream Data Template. Initial applicants must select one. Recertification applicants must select two.

- Measure 1: Successfully complete developmental instruction and advance to credit-bearing courses
- Measure 2: Enroll in and successfully complete the initial college-level or Gateway courses (math and/or English)
- Measure 3: Persist from term-to-term or year-to-year
- Measure 4: Attain a credential

### b. Describe the increase(s) shown in the student outcome data.

To be considered for Leader College status, the institution should ideally show a general trend upward in student achievement for the measure(s) identified in subsection a (one measure for initial applicants; two measures for recertification applicants). Achieving the Dream realizes that there may not be a constant increase in student achievement from year to year. However, any fluctuations or downward trends must be thoroughly explained. Also, provide any additional information about the data that may be relevant (e.g., external influences, trends in cohort sizes, definitions, etc.).

Enter Answers Here

### c. Describe any achievement gaps shown in the data and how the institution has addressed and/or plans to address these.

Enter Answers Here

## 2) INTERVENTIONS

**a. Provide three years of data for one of the interventions submitted to the Interventions Showcase.**

Ideally, this should be an intervention for which your institution is able to demonstrate scaling (reaching at least “more” of the target population). A target population is defined as a general cohort and not as a group of students that has received the benefit of a specific intervention. Use the following formulas when calculating percentages for this chart.

- $\text{Students in Intervention as \% of Target Population} = \frac{\text{Number of students served by intervention}}{\text{total number of students in the target population}}$
- $\text{Students in Intervention as \% of Total Enrollment} = \frac{\text{Number of students served by intervention}}{\text{total number of students enrolled}}$

If you do not have data for the most recent academic year, be sure to explain why in the comment box below. If your intervention is not currently reaching at least more (25.1-60%) of the target student population, please explain why and describe how your institution is working to remedy any barriers or challenges it faces to scaling.

<b>Intervention Name:</b> Enter Answers Here			
<b>Intervention Summary (100 words or less):</b> Enter Answers Here			
<b>Target Population:</b> Enter Answers Here			
Academic Year	Number of Students Served by Intervention	Students in Intervention as % of Target Population	Students in Intervention as % of Total Enrollment
Enter Answers Here	Enter Answers Here	Enter Answers Here	Enter Answers Here
Enter Answers Here	Enter Answers Here	Enter Answers Here	Enter Answers Here
Enter Answers Here	Enter Answers Here	Enter Answers Here	Enter Answers Here
<b>Comments:</b> Enter Answers Here			

**b. Describe how your institution has worked to scale the intervention over the years. Describe any plans your institution may have to further scale the intervention.**

Enter Answers Here

### 3) ABILITY TO LEAD

**a. Explain your institution's contributions to the larger Achieving the Dream network.**

Initial applicants should describe how, as a Leader College, your institution will contribute to the larger Achieving the Dream effort in terms of sharing and supporting replication of successful, scalable, and sustainable innovations from your campus. Recertification applicants should describe how, as a Leader College, your institution has contributed to the larger Achieving the Dream effort in terms of sharing and supporting replication of successful, scalable, and sustainable innovations from your campus.

Enter Answers Here

## Submitting the Annual Reflection and Leader College Application

Congratulations! You have completed the Annual Reflection and Leader College Application worksheet. When you are ready, follow the next steps:

- Using the link sent to your Core Team Leader(s), copy and paste your responses into the online Annual Reflection and Leader College Application form. You will be asked to upload your data at the end of the online form.
- If you have not done so, enter your planned interventions in the Interventions Showcase. Your Core Team Leader(s) will have received instructions to enter the Interventions Showcase in mid-April.

# APPENDIX A

## ACHIEVING THE DREAM STUDENT SUCCESS MEASURES & DEFINITIONS

### General Student Success Data Specifications

Achieving the Dream recommends:

- ❖ That each institution analyze **at least four years of disaggregated data** for its student success measure.
  - We realize that some of the newer Achieving the Dream institutions may not have four years of disaggregated data available for each measure. If your institution is not able to analyze at least four years of data for a measure, we ask that you simply indicate this in your narrative response.
- ❖ That **data be disaggregated on at least three levels:**
  - Ethnicity/race, gender, and income status

### Defining Cohorts

Below are three possible ways that your college may choose to define student cohorts when analyzing data for the Annual Reflection. Colleges should disaggregate data on at least three levels: race/ethnicity, gender, and income status.

- ❖ The **ATD Cohort** includes all students who are first-time degree- or certificate-seeking students new to your institution during the fall term, including students who were previously enrolled as dual-enrollment high school students.
- ❖ **First Time in College (FTIC)** and refers to any students who are in college for the first time (any college)
- ❖ **First-Time to Institution** refers to any students who are new to attending **your** institution

### Student Success Measures

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#### Measure 1: Successfully complete developmental instruction and advance to credit-bearing courses

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**Definition:** Number and percentage of students successfully completing developmental course requirements in two years

Institution may define the developmental education course one of three ways:

- (1) Math

(2) English

(3) Math and English

**Cohort Definition Options:** Institutions should define the cohort of students that they track in this measure by choosing one of the following cohorts:

- ❖ All students in the ATD Cohort (referred)
- ❖ All FTIC students (referred)
- ❖ All First Time to Institution students (referred)

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## Measure 2: Enroll in and successfully complete college-level or Gateway courses (math and/or English)

---

**Definition:** Number and percentage of students successfully completing gateway courses within three years

Institution may define the developmental education course one of three ways:

- (1) Math
- (2) English
- (3) Math and English

**Cohort Definition Options:** Institutions should define the cohort of students that they track in this measure by choosing one of the following cohorts:

- ❖ All students in the ATD Cohort
- ❖ All FTIC students
- ❖ All First Time to Institution students
- ❖ All students

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## Measure 3: Persist from term-to-term or year-to-year

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**Definition:** Number and percentage of students persisting from term-to-term or year-to-year

Institution may define persistence in one of two ways:

- ❖ Term-to-term: first enrollment term to next major term (e.g. fall to spring)
- ❖ Year-to-year: (e.g. fall to fall)

**Cohort Definition Options:** Institutions should define the cohort of students that they track in this measure by choosing one of the following cohorts:

- ❖ All students in the ATD Cohort
- ❖ All FTIC students



- ❖ All First Time to Institution students
- ❖ All students except those graduating or transferring

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### Measure 4: Attain a credential

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**Definition:** Number and percentage of students attaining a degree or credential within four years

**Cohort Definition Options:** Institutions should define the cohort of students that they track in this measure by choosing one of the following cohorts:

- ❖ All students in the ATD Cohort
- ❖ All FTIC students
- ❖ All First Time to Institution students
- ❖ All students

# APPENDIX B

## DATA TEMPLATE EXAMPLE

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	<b>Institution Name:</b>	Springfield Community College												
2	<b>Persist from Term-toTerm or Year-Year</b>													
3														
4	<b>Define the Persistence (Fall to Fall/Fall to Spring, etc.)</b>	<b>Fall to Spring</b>												
5	Note: Enter the most recent year that your college will submit data for in cell A7-9 and the header rows will pre-populate with the BEGINNING year of the cohort													
6	<b>All students in the ATD cohort</b>													
7	<b>2013-2014</b>	<b>2010-2011</b>			<b>2011-2012</b>			<b>2012-2013</b>			<b>2013-2014</b>			
8														
9		N	# Successful	% Successful	N	# Successful	% Successful	N	# Successful	% Successful	N	# Successful	% Successful	
10	All	3,691	2,758	74.72%	3,754	3,002	79.97%	3,592	2,869	79.87%	3,417	2,621	76.70%	
11														
12	Hispanic	489	371	75.87%	508	405	79.72%	573	465	81.15%	645	493	76.43%	
13	African American	366	257	70.22%	393	291	74.05%	412	314	76.21%	392	300	76.53%	
14	White	2,524	1,901	75.32%	2,585	2,090	80.85%	2,366	1,898	80.22%	2,144	1,633	76.17%	
15	Male	1,646	1,222	74.24%	1,667	1,298	77.86%	1,616	1,258	77.85%	1,492	1,136	76.14%	
16	Female	2,045	1,536	75.11%	2,087	1,704	81.65%	1,976	1,611	81.53%	1,925	1,485	77.14%	
17	Pell	938	777	82.84%	1,320	1,120	84.85%	1,445	1,229	85.05%	1,586	1,287	81.15%	
18	Non-Pell	2,753	1,981	71.96%	2,434	1,882	77.32%	2,147	1,640	76.39%	1,831	1,334	72.86%	
19	Subgroup 1: ENTER NAME (Optional)			NA			NA			NA			NA	
20	Subgroup 2: ENTER NAME (Optional)			NA			NA			NA			NA	
21	Subgroup 3: ENTER NAME (Optional)			NA			NA			NA			NA	
22	Subgroup 4: ENTER NAME (Optional)			NA			NA			NA			NA	
23	** A cohort should be a general/large population of students, such as: ALL new or FTIC students or ALL new or FTIC students referred to developmental education. A cohort cannot be defined as a group of students that has received the benefit of a specific intervention.													
24														
25	Cell B10 Represents 36% of total enrollment.													
26	Cell E10 Represents 34.3% of total enrollment.													
27	Cell H10 Represents 32.5% of total enrollment.													
28	Cell K10 Represents 30.2% of total enrollment.													
29														