

1. Is your institution applying for Leader College status (initial or recertification)?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

2. Please write the email where you would like a summary of your responses sent.

Text Response

lynda.villanueva@brazosport.edu

Statistic	Value
Total Responses	1

3. Contributors to the Annual Reflection Please identify the stakeholders who contributed to the 2016 Annual Reflection by listing their name and title. (Ex: James Brown, Chief Academic Officer)

Text Response

Dr. Lynda Villanueva, Vice President of Academic & Student Affairs Jo Greathouse, Dean of Student Services Dr. Aaron Graczyk, Dean, Planning, Institutional Effectiveness, and Research Jeff Detrick, Dean of Instruction Priscilla Sanchez, Director, Admissions & Registrar Sasha Tarrant, Director of ACE it

Statistic	Value
Total Responses	1

4. Briefly outline your institution’s current student success vision. Note that this vision should be your ideal for how students will experience your college. It should include overarching, achievable goals that will act as key milestones as your college moves towards your student success vision.

Suggested word count: 300-500 words

Text Response

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 continued adoption of the five outcome indicators of ATD as key performance indicators of student success. The College developed all of its primary interventions with the goal of improving not only these five outcome measures, but to improve the student experience itself. To this end, with the assistance of the College’s ATD coaches, Brazosport College engaged in a new strategic planning process with student success as a strategic imperative. This strategic imperative is reflected in its overarching Vision: As the College of Choice, the Brazosport College board, faculty, and staff will be broadly engaged in supporting all students intellectually, socially, and culturally, preparing them to thrive within the global community. As a national leader of student success initiatives, the College will develop lifelong learners and prepare competitive graduates for tomorrow’s workforce. The Brazosport College Vision statement is operationalized within its strategic planning document, Vision 2020, with an ambitious set of key indicators to reflect the College’s success vision. This vision reads as follows: Brazosport College, by 2020, will increase completion rates (certificate and degree attainment) by 15%, increase College readiness rates by 20%, increase transfer rates by 10% and increase job placement rates by 10%. Today, as a result of this singular focus on student success, over 75% of Vision 2020 continues to be directly focused on student success. The most tangible evidence of this laser level focus has been outcomes such as a 137% increase in the completion of degrees since 2006 and labor market outcomes that surpass nearly all other community colleges in the nation. The College’s ATD work has been the driver of many changes that shape the development of student experiences at Brazosport College. These changes include improved “on-ramp” experiences that ensure that students have the knowledge and skills 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 the College’s student success agenda, students at Brazosport College experience math courses that are not only tailored to fit their style of learning (traditional, modularized, non-course-based), but, through initiatives such as New Mathways Project, are designed to more clearly align with their career goals and are designed to specifically support the development of skills to succeed in math. All of these interventions have been based upon the singular focus of creating integrated, evidence-based, seamless pathways for students to succeed.

Statistic	Value
Total Responses	1

5. Briefly describe your systemic change priorities that help your institution achieve its student success vision. We recommend you identify 2-3 priorities.

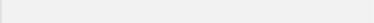
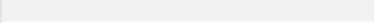
Each priority is likely comprised of multiple student success efforts that work together to achieve systemic change. Note: A student success effort is defined as a policy, practice, or procedure designed to reduce or eliminate barriers to students’ progress and ultimate success in education and the labor market. Suggested word count: 300-500 words

Text Response

As previously described, Brazosport College has embraced the 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. In order to achieve its student success vision, Brazosport College has adopted three fundamental priorities as described below. 1. Eliminate achievement gaps for all underserved students: through the use of disaggregated longitudinal cohort data, Brazosport College aims to eliminate achievement gaps for students who are most under-served including first generation college students, part-time students, students who are not college ready, students of color, and economically disadvantaged students. 2. Create a coherent onboarding experience for all students: Brazosport College has developed a number of best practices to ensure a coherent multi-semester onboarding experience for all students. Some of these practices include a required New Student Orientation and a rigorous student success course for all first-time-in-college students. During the last year, Brazosport College recently created a comprehensive student advising initiative, ACE it, designed to ensure that students are advised into the right academic pathway, are connected with supportive wrap-around services to support their path, and are empowered to make the best educational decisions to support their success. 3. Create Guided Pathways: As part of Brazosport College’s efforts to support institutional effectiveness, the College has engaged in a series of data-driven efforts to ensure that all instructional programs (workforce and general education) are defined by strong program learning outcomes that drive curricular reform. These efforts have led to Brazosport College’s efforts to ensure that all students are supported by Guided Pathways. These Pathways are easy-to-use plans that provide guidance to ensure that students are supported into and through college to the successful completion of a credential or the entry into the labor market.

Statistic	Value
Total Responses	1

6. What key metric(s) are you using to measure progress on achieving your student success vision? Select all that apply.

#	Answer	Bar	Response	%
1	Aspen Prize for Community College Excellence		1	100%
2	Complete College America		0	0%
3	National Community College Benchmarking Project		1	100%
4	National Student Clearinghouse		1	100%
5	Predictive Analytics Reporting Framework		0	0%
6	State community college system data		1	100%
7	Student Achievement Measure		1	100%
8	Voluntary Framework of Accountability		0	0%
9	Other (please specify):		1	100%

Other (please specify):

Institutionally derived metrics

Statistic	Value
Min Value	1
Max Value	9
Total Responses	1

7. Suggested word count: 300-500 words

Text Response

Brazosport College consistently reviews a variety of key metrics to measure its progress on achieving its student success vision. As previously discussed, in addition to its adoption of all five ATD outcome measures as indicators of student success, Brazosport College has operationalized a student success vision to: by 2020 increase completion rates (certificate and degree attainment) by 15%, increase College readiness rates by 20%, increase transfer rates by 10% and increase job placement rates by 10%. Brazosport College regularly uses a variety of data to review progress on achieving its student success vision. The primary data used to measure progress is disaggregated longitudinal cohort data. Data is regularly disaggregated by key variables such as gender, ethnicity, status of enrollment (full- versus part-time), college readiness, and Pell. This data is regularly shared broadly with leadership, faculty, and staff in measuring institutional and programmatic student success goals. Data includes completion in developmental and gateway coursework, retention rates, persistence rates, degree and certificate attainment, but also more proximal measures such as the number and percent of students who complete developmental and college readiness requirements within a year and the number and percent of students who complete 15 semester credit hours and general education requirements. Data is routinely used in Brazosport College's annual institutional effectiveness efforts to measure achievement and learning by both instructional and non-instructional programs. Data is disaggregated by every college program and includes measures such as success in courses, unduplicated headcount, and withdrawal rates. Central to this process is the collection and use of program student learning outcome data to inform curricular changes. Finally, data is broadly shared with external partners such as K-12 stakeholders and industry advisory committees in order to improve college readiness and ensure that college programs are providing students with the necessary knowledge, skills, and abilities to respond to industry needs.

Statistic	Value
Total Responses	1

8. Is this area part of your strategic plan?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

9. Did your college pursue any strategies in this area during the past academic year?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

10. Progress Suggested maximum word count: 300 words

Text Response

Brazosport College has made notable efforts in the areas of leadership and vision during the last year. As a whole, the College has continued to improve in its institution wide understanding of the most important achievement gaps, has committed institutional resources to address gaps, has broadly engaged key stakeholders to develop comprehensive strategies to eliminate achievement gaps, and supported the implementation of key interventions. One of the most tangible areas of progress in this area is that, through our strategic planning process, the college has a broad understanding of its student success vision. This vision is clear, specific, and inspiring of what the institution aspires to achieve by 2020 and is supported by explicit objectives and strategies that guide actions. For example, to ensure that, by 2020, degree completion increases by 15% across all students, Brazosport College has committed to two important initiatives: the implementation of Guided Pathways and its Quality Enhancement Plan, ACE it. To support the college's commitment to teaching and learning, Brazosport College has engaged in a comprehensive institutional effectiveness process that routinely collects program student learning outcomes and uses this data to inform curricular changes. A specific example of this process and commitment is in the College's welding program. As evidenced in data, since 2009, manufacturing has grown faster than the rest of the U.S. economy. The American Welding Society estimates that 300,000 skilled welders will be needed by 2020. In collaboration with its Welding Advisory Council, Brazosport College identified a number of opportunities to meet labor market outcomes in this area. For example, in surveys of local employers, it was determined that graduating students were lacking the critical skill of arc cutting and alloy welding. Brazosport College modified welding curriculum by adding these program learning outcomes. To address the local demand for welders, Brazosport College collaborated with industry partners to create the Brazoria County Petrochemical Council (BCPC) Welding Technologies Building, a \$4 million state of the art facility that doubles the number of students that can be trained in welding.

Statistic

Value

Total Responses

1

11. Challenges Suggested maximum word count: 300 words

Text Response

Like other ATD institutions, Brazosport College has at times been plagued with concerns of initiative fatigue. However, as a two-time Aspen Top 10 Finalist and 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 College's strategic plan. In the College's current planning document, Vision 2020, nearly 75% of all strategies and measurable objectives are directly related to student success. Another recent challenge was the College's need to broadly engage all stakeholders for the purposes of developing its Quality Enhancement Plan, ACE it. ACE it is a comprehensive student advising system that integrates advising with student support services and early alert technology to provide students with the support they need to get on the right educational path and to ensure that they stay on that path until they reach their goals. This venture required the input of all college stakeholders including faculty, staff, students, K-12 partners, and industry. Through stakeholder summits, convocations, and numerous student activities, the College developed a \$2.3 million dollar plan to support its student success vision.

Statistic

Value

Total Responses

1

12. Do you have goals in this area for the 2016-2017 academic year?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

13. Goals for 2016-2017 Academic Year Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for leadership and vision. What are some action steps your institution plans to take to achieve these goals? Suggested word count: 150-300 words

Text Response

While Brazosport College has developed ambitious student success metrics to attain its student success vision, some components of the College's student success agenda are not as integrated into the general operating processes of the College that drive continuous improvement. As such, these metrics are not as broadly understood by as many stakeholders necessary to achieve its student success vision. To address this gap, Brazosport College has adopted the goal of developing a set of integrated key performance indicators aligned with Vision 2020 and the College's institutional effectiveness efforts. These key performance indicators will: 1) allow all College stakeholders to understand how student success is measured as an institution, 2) support stakeholders in developing appropriate strategies with the greatest potential to impact student success metrics, and 3) ensure a set of focused strategic priorities continue to guide the College's student success reform efforts.

Statistic	Value
Total Responses	1

14. What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?

Text Response

Brazosport College benefits greatly from continued assistance of its ATD coaches and the numerous professional development opportunities provided through the ATD network.

Statistic	Value
Total Responses	1

15. Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

16. Please describe the promising practice (if this is one of the interventions in your college's Interventions Showcase, feel free to include a link to the updated intervention). Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

Text Response

As part of Brazosport College's commitment to student success, leadership recognizes the need to hold annual assessment days for faculty and staff prior to the start of each academic year. These assessment days facilitate changes that help instructional programs and non-instructional units align resources to benefit the success of our students. Faculty Assessment Days (FADs) - At the beginning of each fall semester, all faculty gather for the FAD. At this event, faculty in each department, led by their division chair and guided by the Brazosport College Institutional Effectiveness manual, review data from the previous year, including: course and program level student learning outcomes; evaluation of prior changes; end of course student evaluations; employment data from the Texas Higher Education Coordinating Board; student engagement data (e.g., Community College Survey of Student Engagement); and, applicable reports from the Planning, Institutional Effectiveness, and Research website. Staff Assessment Days (SADs) - Similar to instructional program reviews during faculty assessment days, at the beginning of each fall semester, and guided by the Brazosport College Institutional Effectiveness manual, all staff gather for the SAD. At this event staff in each unit at Brazosport College review data to evaluate their effectiveness during the previous year and establish goals for the coming year. These instructional program/curricular reviews and non-instructional unit reviews mark the beginning of the institution's planning process and institutional effectiveness cycle. Recommendations by faculty for curricular change based on program student learning outcomes assessment data and recommendations by each non-instructional unit are considered during the institution strategic planning process where leadership makes decisions regarding the direction of the College and allocation of budget.

Statistic	Value
Total Responses	1

17. Is this area part of your strategic plan?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

18. Did your college pursue any strategies in this area during the past academic year?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

19. Progress Suggested maximum word count: 300 words

Text Response

In the 2015/16 academic year, Brazosport College has made progress in three critical areas. First, the institution has begun the process of replacing its Student Information System (SIS). While stable and reliable, the current system is antiquated and will no longer be supported by its parent company. Furthermore, the technology has proven inadequate to meet the data demands of the institution. Brazosport College plans to have a new SIS in place by the end of the 2019/20 academic year. Second, Brazosport College has expanded the use of Zogotech, a research tool which allows data to be collected from the SIS and disaggregated. While the Department of Institutional Research has regularly used Zogotech as part of its typical business, the software was underutilized by other campus stakeholders, including faculty, department heads, and other administrators. Through focused training and support, Brazosport College has expanded the Zogotech user base and the software is regularly used by a number of other college employees. Finally, in the last academic year, the College made an important decision to purchase Full Measure Education, an emerging communication that weaves together data from multiple sources, including the student information system, our learning management system, local economic data, and advising data into a single platform. This software will support the institutions Quality Enhancement Plan, ACE it, an intensive, longitudinal advising program that pairs students with coaches in their first four semesters of study. This software will allow coaches, advisors, and faculty to access student information from a single source. Most importantly, however, this software will put data into the hands of those who need it most, the students. Using mobile applications, students will have access to all relevant college systems on their mobile devices. While this is an emergent technology, Brazosport College is confident that Full Measure will lead to increased student learning and completion.

Statistic	Value
Total Responses	1

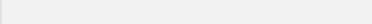
20. Challenges Suggested maximum word count: 300 words

Text Response

The implementation of such technology has posed several challenges. First and foremost, the integration of technology across all intended users has proven difficult. Often, the barrier faced is finding the time for faculty and other end users to train in the use of technology. Weekly schedules rarely provide available time for multiple users to train together. The College has also found increasing broad engagement of the use of student success data to drive continuous improvement a challenge. However, much progress has been made in recent years, as the institutional culture has steadily changed to include evidence based inquiry a more regular part of the institutional narrative. Finally, the College has found it difficult to disaggregate key performance indicators and make this data available to faculty, department heads, and other campus leaders. While the Zogotech system has lessened this challenge, more progress is needed and will be achieved through more focused professional development.

Statistic	Value
Total Responses	1

21. Do you have goals in this area for the 2016-2017 academic year?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

**22. Goals for 2016-2017 Academic Year Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for leadership and vision. What are some action steps your institution plans to take to achieve these goals?
Suggested word count: 150-300 words**

Text Response

In the next academic year, Brazosport College plans first to increase its capacity to produce the ongoing disaggregation of longitudinal cohort data. While utilized in some areas of the college, more data analysis is needed across instructional areas. Our current Student Information System does not lend itself to cohort analysis. While possible, it requires skills that only a small number of users have. The College plans to train more employees so they are able to analyze and disaggregate cohort data. Most notably, faculty program coordinators need to be able to analyze their program cohort data over time as part of the annual program review process. Brazosport College also plans to complete the implementation for the Full Measure Education system. This is an enormous undertaking that will involve all employees at the college. Most importantly, however, the students will need guidance and training in the use of this new tool. Plans are being made to incorporate this training into multiple courses on campus, to being in the fall of 2016. Brazosport College hopes to report this use of this system in next year's annual reflections report as a promising practice.

Statistic	Value
Total Responses	1

23. What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?

Text Response

Brazosport College benefits greatly from continued assistance of its ATD coaches and the numerous professional development opportunities provided through the ATD network.

Statistic	Value
Total Responses	1

24. Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

#	Answer	Bar	Response	%
1	Yes		0	0%
2	No		1	100%
	Total		1	

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

25. Please describe the promising practice (if this is one of the interventions in your college's Interventions Showcase, feel free to include a link to the updated intervention). Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

Text Response

Statistic	Value
Total Responses	0

26. Is this area part of your strategic plan?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

27. Did your college pursue any strategies in this area during the past academic year?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

28. Progress Suggested maximum word count: 300 words

Text Response

Brazosport College, as part of its Institutional Effectiveness process, routinely disaggregates data by a number of factors, including ethnicity, economic status, and gender to locate achievement gaps. As part of this analysis, Brazosport College identified two underrepresented populations in three of its workforce programs. Brazoria County is currently experiencing massive industrial expansion in the petrochemical industry. As such, there are multiple high paying, high demand entry level jobs available in Industrial Electricity, Industrial Pipefitting, and Millwright. In these three programs, African American students and female students are underrepresented in these crafts when compared to the overall population. In an effort to meet industry needs and to increase opportunity for underrepresented students, Brazosport College began its Jumpstart program. Jumpstart allows students to complete 3 classes (9 credit hours) in 9 weeks, which qualifies them for entry level positions in these three fields. In addition to their coursework and craft training, students receive support in employment basics such as resume writing, interview skills, etc. Coupled with this training is extensive advising and job placement assistance. Most importantly, the College has woven together several grant funding streams, making the program free to students who qualify. Since its inception in the summer of 2014, 160 students have completed Jumpstart. African American students represent 21.3% of the Jumpstart population, an increase from 9.4% in these craft areas overall. Female students represent 31.3% of the Jumpstart population, an increase from 10.1% in these craft areas overall. Because the program is free to the student and classes are scheduled within the K-12 school day, this program provides opportunity for underserved student population to earn an employable credential and begin a new career. In the next academic year, Brazosport College will scale Jumpstart to include twice as many students as we accommodated during the first two years.

Statistic	Value
Total Responses	1

29. Challenges Suggested maximum word count: 300 words

Text Response

There are three primary challenges for Brazosport College in the area of equity. First, the examination of equity requires the regular examination of disaggregated longitudinal cohort data. At times, the collection of disaggregated cohort data poses a challenge to our College's institutional research office. With numerous demands for both compliance and research, this can sometimes be difficult. Second, once achievement gaps are identified, it is critical that qualitative data is used to understand why achievement gaps exist. Brazosport College has a number of trained focus group facilitators. However, a comprehensive focus group requires a great deal of time and can be challenging on existing staff. Finally, commitment to equity requires a great deal of education and professional development on the part of the institution. While this concept is readily embraced by many of our faculty and staff, it is not across the board. Brazosport College continues to engage as many of its stakeholders as much as possible to increase this understanding.

Statistic	Value
Total Responses	1

30. Do you have goals in this area for the 2016-2017 academic year?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

31. Goals for 2016-2017 Academic Year Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for leadership and vision. What are some action steps your institution plans to take to achieve these goals? Suggested word count: 150-300 words

Text Response

Building on the previously described challenges on equity, Brazosport College has adopted several important goals for the 2016 -2017 academic year. First, Brazosport College is partnering with Zogotech, its data mining and analysis tool, to improve its capacity for more easily accessing longitudinal disaggregated cohort data. Second, the College has committed to conducting feedback sessions and/or focus groups around three student success priority areas. Finally, as part of its strategic plan, Brazosport College has adopted the goal of expanding instructional and financial support services to underrepresented students in the community as well as students enrolled in dual credit, evening, online, and minimester classes.

Statistic	Value
Total Responses	1

32. What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?

Text Response

Brazosport College benefits greatly from continued assistance of its ATD coaches and the numerous professional development opportunities provided through the ATD network.

Statistic	Value
Total Responses	1

33. Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

34. Please describe the promising practice (if this is one of the interventions in your college's Interventions Showcase, feel free to include a link to the updated intervention). Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

Text Response

For the last four years, Brazosport College students, faculty, staff, and community members have participated in a common reading and discussion program called GATOR (Gaining Achievement Through Organized Reading). Each semester, the campus community reads and discusses a book focused on an aspect of equity, including the understanding of racial issues, barriers faced by veteran students, and gender marginalization. Campus unity and collegiality improved through regular positive interaction among departments and with students in candid proactive conversations focused upon reducing barriers to success. Each of the monthly small group discussions in GATOR focus upon 1) understanding an element of inequity, 2) exploring the presence and form of that inequity on our camps and 3) recommending changes in college policy and practice to reduce that inequity. In these conversations, participants are pressed to contemplate what they as individuals can do in addition to recommending systemic improvements. The broadly nurtured culture of awareness and ownership of responsibility for addressing inequity manifests itself in many departments, offices and divisions where people once perceived this as someone else's duty. Since its inception in 2012, GATOR has attracted the voluntary participation of almost three thousand participants, who in any individual monthly session represent between 25-50% of college employees and more than 10% of students. Eighty three percent of participants reported in exit surveys that they planned to incorporate information from that day's discussion in their role at the college. Narrative responses on exit surveys reveal a sense of interconnectedness, as well as awareness of and empowerment to address inequities. Administrators, faculty, staff and students are, as a result of GATOR, much more aware of and dedicated to reducing the many inequities students confront. For example, the College now has a student food pantry and now actively works with local transit authorities to expand and improve bus service. Furthermore, because of GATOR, Brazosport College is now working with United Way to bring monthly informational sessions to employees to empower them with knowledge of local resources available to students in need.

Statistic	Value
Total Responses	1

35. Is this area part of your strategic plan?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

36. Did your college pursue any strategies in this area during the past academic year?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

37. Progress Suggested maximum word count: 300 words

Text Response

In the 2015/2016 academic year, Brazosport College pursued two notable strategies to improve instruction and student learning. First, disaggregated student success data in online and hybrid courses indicated a need to incorporate improvements in online instruction using a consistent standard of quality. Brazosport College has implemented a peer course review program using the Quality Matters program and associated rubric. In the 15/16 academic year, all full- and part-time faculty teaching online and hybrid courses have completed a training program on the QM standards. The training included not only the standards, but also prompted faculty to redesign portions of their online courses to bring them in line with the standards. In the next academic year, a systematic peer review on online courses will begin using the QM course rubric. Staff from the Department of Distance Learning are working with faculty to improve online instruction. To support this effort, Brazosport College has hired two online instructional specialists who are trained in instruction design and online learning. The second strategy to improve student learning was the creation of Faculty and Staff Assessment Days (FAD's and SAD's). These two events mark the beginning of the Institutional Effectiveness cycle. At the Faculty Assessment Day, faculty examine data from the previous year, including the achievement of program student learning outcomes. Also examined are performance success data, including course success rates, completion rates, enrollment trends, etc. Using these data, faculty make recommendations for improving instruction, setting program goals, and determining budgets. The output from the Assessment Day is the Basic Program Review document, which is used as input into the institutions planning cycle. Because of the Faculty Assessment Day and the Basic Program Review, faculty are intimately involved with the analysis of program data and its use to improve student learning.

Statistic	Value
Total Responses	1

38. Challenges Suggested maximum word count: 300 words

Text Response

The single greatest challenge Brazosport College has encountered with the aforementioned strategies has centered around professional development for faculty. All faculty at Brazosport College are content area experts in their teaching field, but the majority of faculty have never received training or education in outcomes and program assessment. This is especially true for faculty teaching in workforce programs, as their background and experience is not typically in higher education. Because of this challenge, many faculty have struggled in the development and assessment of student learning outcomes. To answer this challenge, the Employee Development Center at Brazosport College has provided opportunities for faculty to train in this area. Furthermore, college staff who lead institutional effectiveness efforts have taken considerable time working with faculty one-on-one and in small departmental groups. While this challenge still exists, after four complete institutional effectiveness cycles, this knowledge gap with faculty has significantly lessened.

Statistic	Value
Total Responses	1

39. Do you have goals in this area for the 2016-2017 academic year?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

40. Goals for 2016-2017 Academic Year Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for leadership and vision. What are some action steps your institution plans to take to achieve these goals? Suggested word count: 150-300 words

Text Response

In the next academic year, Brazosport College faculty, working with academic and student support staff, will construct structure guided pathways in every instructional program offered by the institution, both academic and workforce. Based upon a specific set of measurable program student learning outcomes, each pathway will clearly define the knowledge, skills and abilities students will gain from each program, the courses necessary to complete, the expected employment outlook following completion, and if applicable, steps for successful transfer to a senior institution. Intimately connected with the construction of guided pathways is the implementation of the Brazosport College's Quality Enhancement, ACE it (Advise, Connect, Empower). This plan provides Brazosport College students with intentional, intrusive, longitudinal advising that is focused on the learning outcomes necessary to be successful, autonomous college students. In the 2016/2017 academic year, the first cohort of faculty and staff will train as ACE it coaches will be trained and begin advising students. All necessary support networks include technology and professional development, will be implemented in the next academic year. Full ACE it implementation, which will serve every first time at Brazosport College student, will be achieved by the spring of 2019.

Statistic

Value

Total Responses

1

41. What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?

Text Response

Brazosport College benefits greatly from continued assistance of its ATD coaches and the numerous professional development opportunities provided through the ATD network.

Statistic

Value

Total Responses

1

42. Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

#	Answer	Bar	Response	%
1	Yes		0	0%
2	No		1	100%
	Total		1	

Statistic

Value

Min Value

2

Max Value

2

Mean

2.00

Variance

0.00

Standard Deviation

0.00

Total Responses

1

43. Please describe the promising practice (if this is one of the interventions in your college's Interventions Showcase, feel free to include a link to the updated intervention). Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

Text Response

Statistic	Value
Total Responses	0

44. Is this area part of your strategic plan?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

45. Did your college pursue any strategies in this area during the past academic year?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

46. Progress Suggested maximum word count: 300 words

Text Response

Brazosport College has taken bold, purposeful steps to ensure effective communication with external stakeholders. First, Brazosport College maintains a strong relationship with four local feeder K-12 school districts, using two key strategies. First, with each K-12 district, the college employs a shared counselor who specifically works with dual credit students within that district. Paid by both the college and the K-12 district, the shared counselor manages both enrollment and advising for high school students taking college courses. Second, coordinating councils were formed with each school district. Councils include leadership from both the K-12 district and the college, including the Superintendent, principal(s), counselors, financial aid staff, college registrar, and college administration. Councils meet two times per year, examining enrollment data, discussing challenges, and developing strategies to promote student success. Both the shared counselor model and the establishment of coordinating councils have allowed the relationship with K-12 districts to flourish. Dual credit students now account for approximate 25% of all Brazosport College students.

Statistic	Value
Total Responses	1

47. Challenges Suggested maximum word count: 300 words

Text Response

As Brazosport College has worked to improve engagement and communication with external stakeholders, two notable challenges have arisen. First, communication and alignment with university partners has, at times, proven difficult. This is most evident in the area of course transfer, especially mathematics. In the fall of 2010, Brazosport College began offering students multiple pathways to and through college level mathematics courses other than traditional college algebra. Students have the option to take credit bearing courses in areas of mathematics, such as Statistics, that are more germane to their chosen pathway. However, several university partners are reluctant to allow these courses to fulfill mathematics requirements in specific majors. Furthermore, Brazosport College has noticed that there is variability in the understanding of state laws and policies regarding the transfer of credit. To answer this challenge, the College strives to keep lines of communication open with university staff, especially with transfer offices. Furthermore, Brazosport College has incorporated the understanding of policies, guidelines, and processes surrounding transfer in its advising curriculum, so students are empowered to play an integral role in the transfer process.

Statistic	Value
Total Responses	1

48. Do you have goals in this area for the 2016-2017 academic year?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

49. Goals for 2016-2017 Academic Year Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for leadership and vision. What are some action steps your institution plans to take to achieve these goals? Suggested word count: 150-300 words

Text Response

In the 2016/2017 academic year, Brazosport College will continue a job analysis process to better define student learning outcomes in workforce areas. This process involves significantly engaging representatives from various companies to agree upon a common set of necessary learning outcomes. As previously mentioned, this has been a challenge, but through a well-defined, deliberate process of inquiry, company representatives have discovered that they have more in common than they may have thought. By facilitating open, yet guided conversation, common ground can be identified. This process has already taken place in Welding during the previous academic year with great success. Brazosport College plans to expand this engagement strategy to other workforce programs in the next academic year. Upon completion of the job analysis process, College faculty work with representatives to make changes to course curriculum, program student learning outcomes, and instructional activities. This process is also included in the annual program review, conduct by all faculty as part of the College's institutional effectiveness process.

Statistic	Value
Total Responses	1

50. What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?

Text Response

Brazosport College benefits greatly from continued assistance of its ATD coaches and the numerous professional development opportunities provided through the ATD network.

Statistic	Value
Total Responses	1

51. Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

52. Please describe the promising practice (if this is one of the interventions in your college's Interventions Showcase, feel free to include a link to the updated intervention). Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

Text Response

In the previous, the job analysis process was briefly described. Brazosport College has found this process very beneficial in workforce programs. The process has identified curricular gaps and allowed the institution to better focus its efforts teaching skills students will find immediately applicable in their chosen field. This is especially true in programs whose faculty have not been actively involved in the field outside of higher education. As industry needs change, instructors who do not stay current with changes cannot possibly keep curriculum congruent with employer needs. By engaging in the job analysis process, needed improvements can be identified and immediate addressed. Furthermore, increasing engagement with industry partners benefits the program and especially, the students.

Statistic	Value
Total Responses	1

53. Is this area part of your strategic plan?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

54. Did your college pursue any strategies in this area during the past academic year?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

55. Progress Suggested maximum word count: 300 words

Text Response

Brazosport College has a systematic process in place for planning, assessment, evaluation, and budgeting for outcomes at institution, unit, and program levels. Through the institutional effectiveness process, the college aligns organizational activities with the college mission and vision, establishes performance targets, conducts assessments, and uses data to provide substantive information for both strategic and operational decision-making. Each year, Brazosport College engages in a planning process that involves multiple stakeholders and culminates in the development and implementation of our strategic plan, Vision 2020. This annual process begins with instructional program and non-instructional unit effectiveness reviews. Instructional program reviews, including program student learning outcome assessment are annually reviewed and submitted for further consideration, review, and evaluation to the College's General and Workforce Education Committees. Non-instructional unit reviews, including productivity data, unit outcomes, and evaluation of mature changes are submitted for further review and evaluation to College leadership. Both the College's General and Workforce Education Committees and College leadership develop evidence-based and data informed recommendations to the Planning and Institutional Effectiveness Council. The Council, based on review of program and institutional goals, recommends institutional strategies to meet student success and other goals and budgetary implications for adoption in Vision 2020, for consideration by the Brazosport College Board of Regents. During the last year Brazosport College culminated this cycle with the adoption of a formal student success vision with clear and ambitious goals to greatly improve the success of all students and to eliminate achievement gaps for those students who are most underserved.

Statistic	Value
Total Responses	1

56. Challenges Suggested maximum word count: 300 words

Text Response

While the college has made great strides in its institutional effectiveness processes, one area that remains a challenge is in the area of general academic program student learning outcomes. While the College produces and assesses student learning outcomes in these areas, the tracking of program student learning outcomes in a coherent and easy to analyze fashion remains a difficulty. Additionally, the ability to disaggregate student learning outcomes to determine the most significant achievement gaps remains a challenge.

Statistic	Value
Total Responses	1

57. Do you have goals in this area for the 2016-2017 academic year?

#	Answer	Bar	Response	%
1	Yes	<div style="width: 100%;"></div>	1	100%
2	No	<div style="width: 0%;"></div>	0	0%
	Total		1	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

**58. Goals for 2016-2017 Academic Year Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for leadership and vision. What are some action steps your institution plans to take to achieve these goals?
Suggested word count: 150-300 words**

Text Response

The primary goals for the next academic year is the development of more authentic identification and assessment of student learning outcomes for meta-majors and guided pathways.

Statistic	Value
Total Responses	1

59. What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?

Text Response

Brazosport College benefits greatly from continued assistance of its ATD coaches and the numerous professional development opportunities provided through the ATD network.

Statistic	Value
Total Responses	1

60. Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

#	Answer	Bar	Response	%
1	Yes		0	0%
2	No		1	100%
	Total		1	

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

61. Please describe the promising practice (if this is one of the interventions in your college's Interventions Showcase, feel free to include a link to the updated intervention). Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

Text Response

Statistic	Value
Total Responses	0

62. Is this area part of your strategic plan?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

63. Did your college pursue any strategies in this area during the past academic year?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

64. Progress Suggested maximum word count: 300 words

Text Response

The most significant progress made in the area of policies and practices during the last year was the College's work with its 10-year reaffirmation through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). This process required a great deal of review of policies and practices to ensure the college was in compliance with instruction, student support services, and a wide variety of other areas. While engaging in this work, the College was able to conduct a policy audit to determine which policies were out of date and, more importantly, which policies were barriers to student progress. Additionally, this work allowed the College to examine the extent to which policies were in alignment with practices. Finally, the reaffirmation work provided a great forum for educating faculty and staff on policies and practices that affected student success.

Statistic	Value
Total Responses	1

65. Challenges Suggested maximum word count: 300 words

Text Response

As previously described, one of the main priorities with the College's reaffirmation work was to document College policies and practices. This work resulted in the finding that many of the practices affecting students were not in alignment with College policy. This resulted in the need to formally document changes and to revise College policies. This work is ongoing as the College continues to conduct more in-depth audits of policies.

Statistic	Value
Total Responses	1

66. Do you have goals in this area for the 2016-2017 academic year?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

**67. Goals for 2016-2017 Academic Year Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for leadership and vision. What are some action steps your institution plans to take to achieve these goals?
Suggested word count: 150-300 words**

Text Response	
The primary goal during the next year will be to develop strategies as part of the College's Quality Enhancement Plan, ACE it, to educate students on those policies that most affect their success.	
Statistic	Value
Total Responses	1

68. What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?

Text Response	
Brazosport College benefits greatly from continued assistance of its ATD coaches and the numerous professional development opportunities provided through the ATD network.	
Statistic	Value
Total Responses	1

69. Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

#	Answer	Bar	Response	%
1	Yes		0	0%
2	No		1	100%
	Total		1	

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

70. Please describe the promising practice (if this is one of the interventions in your college's Interventions Showcase, feel free to include a link to the updated intervention). Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

Text Response	
Statistic	Value
Total Responses	0

71. If you would like to upload data with your reflection, please do so here.

File Upload	File Type	File Size
Statistic	Value	
Total Responses	0	

72. Year joined ATD

Text Response

2006

Statistic	Value
Total Responses	1

73. Application Type

#	Answer	Bar	Response	%
4	Initial		0	0%
5	Recertification		1	100%
	Total		1	

Statistic	Value
Min Value	5
Max Value	5
Mean	5.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

74. What year did your college initially receive Leader College status?

Text Response

2010

Statistic	Value
Total Responses	1

75. Main Contact for Application Questions

Name	Title	Email	Phone Number
Dr. Lynda Villanueva	Vice President of Academic & Student Affairs	lynda.villanueva@brazosport.edu	979-230-3422

Statistic	Value
Total Responses	1

76. Student Success Measure Of the measures below, please select the measure(s) for which you would like your institution to be considered for Leader College status (one for initial certification applicants, two for recertification applicants). Definitions for the measures are provided in Appendix A of the worksheet. You will have an opportunity to upload your data at the end of the form, along with your president's letter of support.

#	Answer	Bar	Response	%
1	Successfully complete developmental courses and advance to credit-bearing courses	<div style="width: 100%; height: 10px; background-color: blue;"></div>	1	100%
2	Enroll in and successfully complete the initial college-level or gateway courses in subjects such as math and English	<div style="width: 0%; height: 10px; background-color: blue;"></div>	0	0%
3	Persistence from year-to-year or term-to-term	<div style="width: 0%; height: 10px; background-color: blue;"></div>	0	0%
4	Credential attainment within four years (degree or certificate)	<div style="width: 100%; height: 10px; background-color: blue;"></div>	1	100%
5	Institution-defined metric	<div style="width: 0%; height: 10px; background-color: blue;"></div>	0	0%

Institution-defined metric

Statistic	Value
Min Value	1
Max Value	4
Total Responses	1

77. Data Analysis Describe the outcomes of the measure your institution has selected to be considered for Leader College status. This could be for the overall student population or for a specific target population (e.g., African American men, Latina women, first-generation, etc.) at any time within the past three academic years (2011-2012, 2012-2013, 2013-2014, and 2014-2015). Evidence can include both quantitative and qualitative measures, but should include, at a minimum, metrics for the target population that shows improvement that can be reasonably explained by an intervention. To demonstrate the impact of the interventions and the improvements achieved, data for periods before, during and after the implementation of the initiative(s)/ program(s) should be provided. Colleges are encouraged to submit data from peer institutions or national data as points of comparisons. If the initiative(s) or program(s) targets a subset of students at the institution, also provide parallel metrics for all students at your institution. In addition to the required data template, we encourage all institutions to include in an appendix any additional charts and figures that can support the explanation of their success in this section.

Text Response

The following two outcomes have been selected in consideration for Leader College recertification: 1) all populations and Pell student population in Student Outcome 1 (Successfully complete developmental courses and advance to credit-bearing courses) and 2) Hispanic student population in Student Outcome 4 (Credential attainment within four years). Beginning with Student Outcome 4, the institution examined the number and percentage of first-time-in-college Hispanic students who attained a degree or certificate within four years. As evidenced in the accompanying data, only 11.9% of the 2008 Hispanic cohort achieved a credential within four years. In 2011, this outcome increased to 19.4%, representing an overall increase in Hispanic degree attainment of 63% within three years. The overall increase of degree attainment among all populations for this same time period is 4.3%. Brazosport College attributes this gain to its student success course, Learning Frameworks. This increase in achievement is noteworthy for two important reasons. First, the Learning Frameworks course was scaled in the Fall semester of 2010. The data clearly illustrates the effectiveness of this scaled intervention in increasing Hispanic student completion. Second, as a Hispanic Serving Institution with 34% Hispanic student enrollment, initiatives such as Learning Frameworks were intentionally designed at increasing underrepresented students. This data demonstrates that this intervention has a significant impact on this important equity gap. Another targeted at risk population at Brazosport College are students who are placed into developmental mathematics courses. Student Outcome 1 (Successfully complete developmental courses and advance to credit-bearing courses) illustrates the percentage and number of students who successfully complete developmental mathematics within two years. As shown in the attached data template, only 37.4% of the 2010 developmental cohort completed developmental math requirements within two years. Furthermore, only 35.4% of students receiving Pell during the same period successfully completed developmental math. In 2013, this outcome increased to 50.0% for the overall population and to 51.1% for the Pell population (a 44.4% increase). This data is significant for two reasons. First, the overall percentage of all first-time-in-college students who complete developmental math within two years increased by 33.7%. Second, the achievement gap between students who received Pell and students who did not was eliminated. In other words, the percentage of Pell students who successfully completed developmental math was higher than the percentage overall. These outcomes are attributed to Brazosport College's implementation and scaling of Mathematics Pathways. Again, this data illustrates the importance of this initiative in eliminating critical achievement gaps.

Statistic	Value
Total Responses	1

78. Section II In this section, describe the initiative(s) or programs(s), which contributed to your institution's improvement in the measure selected any time in the last four academic years (2011-2012, 2012-2013, 2013-2014 and 2014-2015). Please include the following information: Outline the future goals and objectives of the initiative(s)/program(s). What was the biggest challenge in implementing the initiative(s)/program(s), and how was the challenge overcome or mitigated? Do you believe the program(s)/initiative(s) can be successfully replicated or transferred to other institutions? Why or why not? What are the most important considerations for an institution wanting to replicate the initiative(s)/program(s)?

Text Response

The single greatest factor contributing to college-wide student success has been Brazosport College's (BC's) involvement in the largest national student reform network, Achieving the Dream, and the development of a comprehensive student success agenda. BC's student success agenda has led to a true cultural shift - from a focus on enrollment and financial health to learning and achievement. While a number of programs support the College's overall student success agenda, for the purposes of this recertification application, two integrated programs (Learning Frameworks and Mathematics Pathways) have greatly contributed to Brazosport College's increased achievement and will be described in this narrative. Learning Frameworks As part of Brazosport College's Achieving the Dream implementation plan, Learning Frameworks began in the Fall of 2007. Learning Frameworks is a student success course that focuses on providing students with the academic and personal skills needed for college success. It is a three-credit hour, college-level, transferable course. Touted as "on the job training" to become a successful college student, this course is designed to support students by enhancing study skills and by assisting students in setting goals. The Learning Frameworks student success course was piloted with two sections in the Spring of 2007. Since then, Brazosport College has offered 507 sections of Learning Frameworks to over 11,465 students. In general, institutional data has demonstrated that students who successfully complete Learning Frameworks are more likely to succeed in developmental coursework, more likely to succeed in gatekeeper courses, more likely to be retained, and less likely to withdraw. Additionally, as a strategic student success intervention to support the College's equity agenda as a Hispanic Serving Institution, the achievement gap between Caucasian and Latino students has not only narrowed, but for many indices, the success of Latinos now outpaces that of their Caucasian counterparts. As illustrated in the uploaded data template, the completion rate of Hispanic students has increased from 11.9% in FY09 to 19.4% in FY12, representing a 63% overall increase in three years. The implementation of Brazosport College's Learning Frameworks program has led to a number of important achievements. Between 2007-2009, Learning Frameworks was required of only developmental education students. Due to overwhelming success in a number of key student success outcomes, in 2010 the Learning Frameworks Initiative was scaled from all developmental students to all first-time-in-college degree seeking students, developmental students, and dual/concurrent high school students. In 2010, Learning Frameworks was classified by the Texas Education Agency as an innovative course. This application for an innovative course was developed in collaboration with Brazosport Independent School District and based upon the Learning Frameworks course at Brazosport College. This classification applies to all high-school districts in the state of Texas and allows all Texas high school students who enroll in Learning Frameworks to receive high school credit without the standard alignment to TEKS (Texas Essential Knowledge and Skills). In September 2010, the Learning Frameworks program at Brazosport College received the Texas Higher Education Coordinating Board's prestigious STAR award for exceptional contributions towards the Closing the Gaps Initiative in Texas. In October of 2010, the College's Learning Frameworks program was recognized by the Texas Community College Teachers Association for its exceptional contributions toward student success in higher education. In the summer of 2010, Brazosport College was named an Achieving the Dream Leader College for its sustained commitment to and achievement of student success. The success of the Brazosport College Learning Frameworks course has been so well documented that on September 27, 2011, the U.S. Under Secretary of Education and CEO of ACT joined Excelencia in Education in honoring Brazosport College's Learning Frameworks program among America's top programs that increase degree completion among Latinos at the associate, bachelor, and graduate level. Learning Frameworks was selected from among 195 competitors as one of 16 national finalists for the 2011 Examples of Excelencia recognition. Several news articles have recently published the successful work of Learning Frameworks at Brazosport College. These include publications in: (1) Community College Survey of Student Engagement's A Matter of Degrees, (2) U.S. News and World Report, (3) Hispanic Outlook in Higher Education, and (4) the Chronicle of Higher Education. Finally, as an integral part of the College's student success agenda, in 2013, and again in 2015, Brazosport College was named as one of ten finalists for the Aspen Prize for Community College Excellence, the nation's signature recognition of high achievement and performance in America's community colleges. Challenges and Scale-Learning Frameworks While the course has been well-received, the journey has not been without challenges. This course requires a large volume of data to be collected and analyzed on a regular basis. With a one-person IR office, this posed a considerable burden. This challenge, however, was addressed by hiring an additional full-time data analyst to support our data-related initiatives. 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 professional development program that broadly engaged faculty (full-and part-time) and staff to understand how this course addressed critical momentum loss points in student completion. 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. As recipient of the Achieving the Dream Catalyst grant, Brazosport College partnered with The University of Texas Charles A. Dana Center to implement the New Mathways Project (including an enhanced Learning Frameworks student success course infused with math concepts for developmental math students throughout the State of Texas). Through the Catalyst Fund Initiative, Brazosport College scaled its nationally recognized student success course, Learning Frameworks, across the state of Texas. Today, the New Mathways Project has even been scaled beyond Texas in 12 additional states. For institutions wishing to replicate this initiative, it is recommended that colleges ensure they have adequate resources in all seven capacity areas using the Institutional Capacity Assessment Tool (ICAT). Math Pathways As Learning Frameworks was scaled to all first time in college students, one metric regularly examined at Brazosport College did not show improvement. From 2007 through 2010, the percent of students who successfully completed developmental mathematics within two years remained unchanged, ranging between 35% and 39%. Furthermore, the percent of students receiving Pell funds who completed developmental mathematics was consistently about 3% to 5% below the overall average. At that time, Brazosport College offered the traditional 3 semester developmental sequence leading to College Algebra, which all degree seeking students took to fulfill their mathematics requirement. In the Spring of 2010, Brazosport College, with the assistance from staff at the Charles A. Dana Center at the University of Texas at Austin, began constructing other pathways through developmental mathematics leading to college level courses other than traditional algebra. After broadly engaging faculty in all disciplines at the institution, pathways leading to Statistics and Industrial Mathematics were created. Faculty examined both course and program level student learning outcomes to determine the knowledge, skills, and abilities students would need to be successful in these college level courses. The result was a new developmental course, titled Pre-Statistics, which focused on problem solving, numerical literacy, and critical thinking rather than mechanical algebraic skills. This shorter pathway to college level mathematics was first offered in the Fall of 2010 and scaled by Spring of 2012. In addition to the new pathways, students were offered comprehensive advising to help guide them into the correct pathway. After five years, the percent of students who complete developmental mathematics within two years has significantly increased, as described in the earlier data analysis narrative. Further evidence that this strategy is improving student success can be found by examining the number of students who complete their first college level mathematics course. As required by the Texas Higher Education Coordinating Board, institutions measure the number of students who have achieved milestones on the path to success, such as the number who complete college level math, the number who complete 30 credit hours, and additional achievement measures. Between FY 2013 and FY 2015, the number of Brazosport students completing their first college level mathematics course rose from 249 to 566, a 127.3% increase, significantly above the statewide average of 22.6%. During this time period, overall college enrollment rose by 2.1%. Offering multiple pathways through developmental mathematics, leading to multiple college level course options, not only provides students with curriculum that is germane to their chosen field, but also increase number who successfully complete. Challenges and Scale-Mathematics Pathways The primary challenges for Mathematics Pathways are 1) ensuring that all stakeholders are knowledgeable and embrace the fundamental shift in mathematics requirements, and 2) working with external stakeholders (i.e., senior transfer institutions) who often do not share in the multiple pathways vision. As previously described, this initiative has been successfully scaled across Texas and as a part of growing similar initiatives such as the Carnegie Statway Quantway initiative. If institutions wish to replicate this initiative, they should ensure strong collaboration with external partners, gain the support of internal stakeholders, and provide strong professional development for advising staff.

Statistic

Value

Total Responses

1

79. Section III Please provide a letter of endorsement from your institution's President/Chancellor that further explains why your institution should receive Leader College status.

File Upload	File Type	File Size
Statistic		Value
Total Responses		0

80. Please attach your institution's data.

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Statistic		Value
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81. PSAId

Value	Total
a0pU0000008GGAR	1

82. Institution

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Brazosport College	1

83. Date

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5/20/2016	1