

# 2017 Annual Reflection Worksheet

## Contributors

Please identify the stakeholders who contributed to the 2017 annual reflection with their name and title.

Dr. Lynda Villanueva, Vice President of Academic & Student Affairs  
Jo Greathouse, Dean of Student Services  
Cindy Ullrich, Data Analyst  
Jeff Detrick, Dean of Instruction  
Priscilla Sanchez, Director, Admissions & Registrar  
Sasha Tarrant, Director of ACE it  
Nicole Tunmire, Faculty Assembly President

## Student Success Vision

a) 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*

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 a number of years ago 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 skills and knowledge to be successful as new college students, targeted interventions that increase student engagement, and policy changes that provide more seamless pathways for students to complete their goals. Because of its participation in ATD, students at Brazosport College experience focused support aimed at improving their chances of placement into college-level coursework, a more intensive new student orientation, a required student success course (Learning Frameworks) with peer mentors, and the required use of tutoring services. Because of 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.

b) Briefly describe your systemic change priorities that help your institution achieve its student success vision. We recommend identifying 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*

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 underserved 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.

c) What key metric(s) are you using to measure progress on achieving your student success vision?

**Data source(s)**

Select all that apply:

Aspen Prize for Community College Excellence,National Community College Benchmarking Project,National Student Clearinghouse,Student Achievement Measure,Other (please specify):

*Suggested word count: 300-500 words*

State Achievement Accountability System

*As part of our research agreement with the National Student Clearinghouse (NSC), Achieving the Dream has access to your institution's NSC data and calculated outcomes. If you would like to share data from other sources, we encourage you to do so. There will be an opportunity to upload data at the end of the form.*

# Progress Update

Reflect with your group on your institution's progress with building capacity in each of seven critical areas that contribute to improving student success over the past academic year. Consider both the positive factors and the challenges affecting the student success efforts at your institution. Note which areas will be priorities for further development in 2017-2018

## Leadership & Vision

*The commitment and collaboration of the institution's leadership with respect to student success and the clarity of the vision for desired change.*

Is this area part of your strategic plan? [Yes](#)

Did your college pursue any strategies in this area during the past academic year? [Yes](#)

## Progress

*Suggested maximum word count: 300 words*

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.

Thanks to the strong efforts our faculty and staff, Brazosport College continues to make

significant process on our College's student success agenda. Our work on multiple initiatives, including ACE it and Guided Pathways, are structured around four critical pillars of student success: 1) create coherent pathways for students, 2) get students onto pathways, 3) keep students on their pathway, and 4) ensure students are learning.

## Challenges

*Suggested maximum word count: 300 words*

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 Guided Pathways efforts. 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 multi-million dollar plan to support its student success vision.

## Goals for 2017-2018 Academic Year [Optional]

Do you have goals in this area for the 2016-2017 academic year? [Yes](#)

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*

Much more focus will be placed on the creation of a strategic enrollment management plan with specific measurable goals and associated strategies that are included in the College's strategic plan.

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

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

## Promising Practice

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

No

**[IF YES]** Please describe the promising practice:

*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.*

## Data & Technology

*The commitment, capabilities, and experiences of an institution to equitably serve low-income students, students of color, and other at-risk student populations with respect to access, success, and campus climate.*

Is this area part of your strategic plan? Yes

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

## Progress

*Suggested maximum word count: 300 words*

In the 2016-2017 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 2019-2020 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. In collaboration with Student Services and Zogotech, the Office of Institutional Research has created a leakage analysis that helps with

strategic enrollment management.

Finally, in the last academic year, the College made significant progress on its ACE it initiative. In the Spring 2017, 154 ACE it students participated in coaching visits. Our data to date indicate that, compared to non-ACE it students, ACE it students are much more likely to be retained in subsequent semesters (38%-ACE it versus 16%-non ACE it).

## Challenges

*Suggested maximum word count: 300 words*

The largest challenge to date is around the need to develop systems developed around strategic goals for data collection, sharing, and use of data to drive decisions.

## Goals for 2017-2018 Academic Year [Optional]

Do you have goals in this area for the 2017-2018 academic year? **Yes**

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 equity. What are some action steps your institution plans to take to achieve these goals?

*Suggested word count: 150-300 words*

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 such 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.

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

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

## Promising Practice

Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from? **No**

**[IF YES]** Please describe the promising practice:

*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.*

## Equity

*The variety of educational programs, learning experiences, instructional approaches, and academic and non-academic supports strategies designed to facilitate student learning and success*

Is this area part of your strategic plan? **Yes**

Did your college pursue any new or scaled strategies in this area during the past academic year? **Yes**

## Progress

*Suggested maximum word count: 300 words*

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, nearly 300 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. Brazosport College continues to scale Jumpstart to include the opportunity to many more students.

## Challenges

*Suggested maximum word count: 300 words*

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.

## Goals for 2017-2018 Academic Year [Optional]

Do you have goals in this area for the 2017-2018 academic year? [Yes](#)

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 teaching and learning. What are some action steps your institution plans to take to achieve these goals?

*Suggested word count: 150-300 words*

With the help of a new Dean of Planning, Institutional Effectiveness and Research, it is hoped that the College will improve its capacity for more easily accessing longitudinal disaggregated cohort data.

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

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

## Promising Practice

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

Yes

**[IF YES]** Please describe the promising practice:

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 campus 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.

*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.*

## Teaching & Learning

*The process of enabling key external stakeholders, such as K-12, universities, employers and community-based organizations, and internal stakeholders across the institution to participate in the student success agenda and improvement of student outcomes.*

Is this area part of your strategic plan? **Yes**

Did your college pursue any strategies in this area during the past academic year? **Yes**

## Progress

*Suggested maximum word count: 300 words*

As part of the College's Guided Pathways efforts, during the Spring 2017 semester, Brazosport College faculty participated in four workshops in order to create curriculum maps for over 50 BC programs and transfer plans. Milestones achieved include:

• Defining 8 Meta-majors representing collections of instructional programs that have related learning outcomes that students are advised upon and choose as they enter college.

• Defining learning outcomes for each of the 8 Meta-majors.

• Mapping learning outcomes to courses taught in each instructional program.

• Creating curriculum maps for every BC program and numerous transfer plans. These maps consist of carefully sequenced courses leading to a certificate, a degree, and/or successful transfer at junior level into a university program.

## Challenges

*Suggested maximum word count: 300 words*

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, faculty participated in four workshops specifically focused on the development of program learning outcomes across all instructional programs.

## Goals for 2017-2018 Academic Year [Optional]

Do you have goals in this area for the 2017-2018 academic year? [Yes](#)

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 engagement and communication. What are some action steps your institution plans to take to achieve these goals?

*Suggested word count: 150-300 words*

[With the help of a new Dean of Planning, Institutional Effectiveness and Research, it is hoped that the College will improve its capacity for designing strategies designed to increase student learning.](#)

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

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

## Promising Practice

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

[No](#)

**[IF YES]** Please describe the promising practice:

*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.*

## Engagement & Communication

*The alignment of the institution with the umbrella goal of student success and the institution's process for translating the desired future into defined goals and objectives and executing the actions to achieve them.*

Is this area part of your strategic plan? [Yes](#)

Did your college pursue any strategies in this area during the past academic year? [Yes](#)

## Progress

*Suggested maximum word count: 300 words*

[As part of the College's Guided Pathways efforts, during the Spring 2017 semester, Brazosport College faculty participated in four workshops in order to create curriculum maps for over 50 BC programs and transfer plans. Milestones achieved include:](#)

â€¢ Defining 8 Meta-majors representing collections of instructional programs that have related learning outcomes that students are advised upon and choose as they enter college.

â€¢ Defining learning outcomes for each of the 8 Meta-majors.

â€¢ Mapping learning outcomes to courses taught in each instructional program.

â€¢ Creating curriculum maps for every BC program and numerous transfer plans. These maps consist of carefully sequenced courses leading to a certificate, a degree, and/or successful transfer at junior level into a university program.

## Challenges

*Suggested maximum word count: 300 words*

As Brazosport College has worked to improve engagement and communication with external stakeholders, two notable challenges have arisen. First, communication and alignment of Guided Pathways efforts with ISD and university partners remains challenging.

## Goals for 2017-2018 Academic Year [Optional]

Do you have goals in this area for the 2017-2018 academic year? **Yes**

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 strategy and planning. What are some action steps your institution plans to achieve these goals?

*Suggested word count: 150-300 words*

â€¢ Curriculum maps written by faculty will be reviewed and finalized. Both the BC catalog and website will be reorganized around Meta-majors and include each curriculum map, linked to both university transfer and labor market information.

â€¢ Once curriculum maps are in place, faculty will begin creating learning opportunities for students that support successful transfer and gainful employment.

â€¢ Assessment plans for student learning outcomes will be created to ensure students are completing programs and transfer plans with the knowledge, skills, and abilities necessary to be successful.

â€¢ Pathways at Brazosport College will be connected and integrated with high school

programs and pathways, ensuring a seamless transition from high school into college.

• Academic support services at BC will be equitably incorporated into each pathway to support students.

• Based upon assessment data, the ACE it program and training will be evaluated and revised.

• ACE it by training will be scaled with approximately 40 additional coaches in Fall 2017, Spring and Fall 2018.

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

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

## Promising Practice

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

No

**[IF YES]** Please describe the promising practice:

*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.*

## Strategy & Planning

*The institutional policies and practices that impact student success and the processes for examining and aligning policies and practices to remove barriers and foster student completion.*

Is this area part of your strategic plan? Yes

Did your college pursue any strategies in this area during the past academic year? No

## Progress

*Suggested maximum word count: 300 words*

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.

## **Challenges**

*Suggested maximum word count: 300 words*

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.

## Goals for 2017-2018 Academic Year [Optional]

Do you have goals in this area for the 2016-2017 academic year? [No](#)

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 policies and practices. What are some action steps your institution plans to achieve these goals?

*Suggested word count: 150-300 words*

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

## Promising Practice

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

[No](#)

**[IF YES]** Please describe the promising practice:

*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.*

## Policy & Practices

*The institutional policies and practices that impact student success and the processes for examining and aligning policies and practices to remove barriers and foster student completion.*

Is this area part of your strategic plan? [Yes](#)

Did your college pursue any strategies in this area during the past academic year? [No](#)

## Progress

*Suggested maximum word count: 300 words*

â€¢ Seventeen faculty and staff members served as ACE it coaches during the ACE it pilot. Students in the pilot reported that their ACE it coach was instrumental getting them on a path by helping them identify their career/major interests, develop a long range educational plan, and in planning semester course schedules.

â€¢ BC Connect continues to support ACE it by providing a convenient way for students to explore interests, build an educational plan, and schedule ACE it appointments. BC Connect also provides important reminders to students such as ACE it appointments, registration dates, financial aid deadlines, and campus events.

## Challenges

*Suggested maximum word count: 300 words*

Documentation of policies and practices continues to be a challenge.

## Goals for 2017-2018 Academic Year [Optional]

Do you have goals in this area for the 2016-2017 academic year? [No](#)

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 policies and practices. What are some action steps your institution plans to achieve these goals?

*Suggested word count: 150-300 words*

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

## Promising Practice

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

[No](#)

**[IF YES]** Please describe the promising practice:

*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.*

## **2017 Leader College Application** **Worksheet**

For more information or questions about the Leader College application, please contact [programandpolicy@achievingthedream.org](mailto:programandpolicy@achievingthedream.org)

### **Selection & Review:**

Each application for Leader College status will go through a blind-selection process and will be reviewed by a panel of experts both internal and external to Achieving the Dream.

Applications will be assessed on their ability to provide the following:

1. Evidence of growth or an upward trend for the metric your institution selected over the course of the last four years
2. Both qualitative and quantitative evidence to support the institution's success
3. A clear link between the impact of the specific actions the college has taken and the success the institution has experienced.

*Note: Colleges do not earn Leader College status solely because they have exhibited growth over a period of time. Successful applications will incorporate each of the items above – all of which are considered as a whole to determine if a college has earned leader college status.*

Institutions applying for initial Leader College certification must show an upward multi-year trend on one or more measures.

# Section I

## Student Success Measure

Of the measures below, please select one or more measures for which you would like your institution to be considered for Leader College status. Definitions for the measures are provided in Appendix A of this document.

## 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, Pell recipient, etc.) during any four year window within recent academic years. For instance, if you are reporting term one to term two persistence you may include data from 2013-14 to 2016-17. If you are reporting three year credential attainment, you may include data from 2010-11 to 2013-14.

Evidence should include both quantitative and qualitative measures, and also include, at a minimum, metrics for the target population that shows improvement that can be reasonably explained by reform efforts including intervention(s), implementation of best practices and process redesign.

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.

# Section II

In this section, describe the initiative(s), reform(s) or programs(s), which contributed to your institution's improvement in the measure selected during any four year window within recent academic years. 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)/reforms/program(s), and how was the challenge overcome or mitigated?
- Do you believe the program(s)/reforms/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)/reforms/program(s)?

## **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.