



Brazosport College
October 6 - 8, 2015
Quality Enhancement Plan

B Brazosport College
The College of Choice®

Submitted to the Southern Association of Colleges and Schools
Commission on Colleges

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I. Message from the President

At Brazosport College, we are focused on student success initiatives that provide the tools for our students to reach their personal and professional goals. Brazosport College's dedication to student success is central to everything we do as a college community and it actively drives our mission each day as we prepare our students for their futures.

Our commitment to improving student success outcomes is based upon the frank realization that far too many students are not college ready when they first enroll and that far too few will complete a degree if they are placed in developmental education courses. Our students face multiple barriers to completion and come to us with unique needs and competing priorities that decrease their chances of attaining their academic goals.

Brazosport College's Quality Enhancement Plan, ACE it, is an intentional and integrated student success initiative that reflects our College's institutional culture of student success to create a mutual environment of community, responsibility, confidence, and persistence. The implementation of ACE it is strategically designed to equip Brazosport College students with the tools needed to meet challenges and to move confidently toward goal completion and academic success.

The ACE it Quality Enhancement Plan is a culmination of Brazosport College's work to use evidence-based research from the best organizations across the nation, those who are helping to address the very same obstacles and ensure that students are provided coherent guided pathways to completion. Some of these strategies such as mandatory new student orientation sessions, required academic advising, and study-success courses are already producing promising results.

As an Achieving the Dream Leader College, Brazosport College has made a strong commitment to developing and sustaining its student success agenda through the intentional practice of the use of data to drive decisions. This on-going practice has resulted in the adoption of all ACE it goals as part of the College's strategic plan and the leveraging of them with other student success initiatives and accreditation activities to ensure systemic institutional improvement.

Through implementation of the ACE it program, we are confident that our students will develop a clear understanding of why they enrolled at Brazosport College and what they hope to accomplish during their tenure here. Additionally, they will increase their knowledge, skills, and abilities to achieve not only a college degree, but to also gain better knowledge of themselves. The ACE it program will empower our alumni to build and sustain life-long, positive educational connections and effective strategies for continued improvement.

Brazosport College's commitment to equity and closing achievement gaps permeates campus-wide. As a team, we work together to provide every Brazosport College student the Advising, Connections, and Empowerment they need to succeed as a college student and as positive members of our society.

Mellicent M. Valek



II. Executive Summary

In 2013, Brazosport College President Millicent Valek appointed a committee to guide the College through an examination of student outcome data, achievement data and College processes and practices in order to identify the most important, potentially transformative, opportunity to improve the quality of student learning and increase student success. This diverse Quality Enhancement Plan (QEP) committee extensively reviewed disaggregated quantitative and qualitative data, identified the greatest student achievement gaps, and guided the campus to formulate a strategy to close these gaps.

After identifying clear and consistent achievement gaps in the areas of student retention, course completion, degree and certificate attainment, and student engagement rates, the QEP team examined survey data that revealed low levels of advising support among first time in college students. The QEP committee shared these data with the campus community and solicited insight and suggestions from a broad range of students, employees, faculty, administrators, and community stakeholders through small and large group discussions, town halls, online surveys, focus groups, and hallway feedback boards. Through sustained broad engagement, the focus became clear. Campus-wide feedback revealed insufficient knowledge, skills, and abilities in the areas of counseling, advising, academic planning, tutoring, faculty support, and the utilization of College resources.

Based on these findings, the College developed a plan that weaves together a network of inescapable student support services and learning experiences in the areas of growth mindset, goal setting, institutional literacy, and relational skills. The resulting QEP initiative, ACE it, which stands for Advise, Connect, and Empower, is a comprehensive program that includes both deliberate, structured academic support and holistic advising. Over time, ACE it will support the development of defined academic pathways, guided by subject-matter experts that better facilitate student learning and achievement and, ultimately, their academic and career outcomes.

Building from the sound principles and widely embraced standards of the Council for Advancement of Standards in Higher Education (CAS) and the National Academic Advising Association (NACADA), the QEP committee guided the campus through a process to establish clear, measurable student learning outcomes.



Focused research and best practices were used to identify the QEP focus. The QEP team contacted peer colleges with strong academic advising programs to learn from their experiences, examined current academic advising scholarship, and developed a supporting marketing and communication plan. After a broad discussion of the QEP focus with the College wide community in Spring 2015, the QEP committee solicited feedback from faculty and staff on the methods to achieve the desired student learning outcomes. During the spring semester, stakeholders throughout the College community provided recommendations for developing and improving the QEP. Recommendations centered around a structured and consistent academic advising process that educates and empowers students to take an active role in planning their academic paths, learning experiences, and, ultimately, enables students to take control of their own success.

Supported by the research literature, the College believes students who are provided with purposeful and holistic advising will be able to develop meaningful relationships at the College, set academic and career goals, and achieve them through increased persistence and success.

The ACE it program is designed to improve the culture of advising and requires the development of several interconnected elements. These elements include coach training modules, an advising syllabus, an educational plan for ACE it students by the end of his or her first semester in college, and campus-wide technology that engages students. This technology provides a 360 degree view of key leading student indicators to all appropriate personnel including an early alert and intervention system. Thus, the platform will provide customized, unified campus support for each student.

As part of the College's overall institutional effectiveness process, the ACE it program will be assessed with measures of student learning, institutional outcomes, and student achievement. The ACE it program will be integrated into the College's existing institutional review and strategic planning processes.



III. Background

Located on 156 acres in Lake Jackson, Texas, Brazosport College has served as the College of Choice for students in southern Brazoria County since 1968. Brazosport College offers two-year degree and certificate options in a variety of career fields and four-year degree programs in Industrial Management and Health Services Management.

The Campus has expanded in recent years and additions include: the BASF Center for Process Technology, the Dow Academic Center, the Byron and Sandra Sadler Health Professions/Science Complex, a new Student Pavilion, a revitalized library and, under construction, the Freeport LNG Crafts Academy. College growth and a strong student success agenda have led to a variety of accolades. In 2012 and 2014, The Aspen Institute ranked Brazosport College among the Top 10 Community Colleges in the United States. Other awards and recognitions include Safest College Campus in Texas, Top 10 Beautiful yet Affordable College Campus' in the Nation, and Achieving the Dream Leader College.

The College's continued commitment to student success drives the development of initiatives to assist students in attaining their goals. To help ensure student success, the Brazosport College Foundation supports partnership programs between the College, its community, and local industry leaders.

The mission statement of Brazosport College is to improve quality of life by providing certificate, associate and baccalaureate degree programs, academic transfer programs, workforce development, and cultural enrichment in an efficient and cost-effective manner. The board, faculty, and staff are committed to student success and lifelong learning by responding to student needs, creating a dynamic learning environment, and enriching our communities. Expanding upon this mission, Brazosport College's Core Values are:

- ✓ *Student Success*—Creating a learner-centered institution focused on academic excellence, we engage all students through multiple strategies to attain educational and personal goals.
- ✓ *Partnerships*—Fostering innovative partnerships, we contribute to the educational, economic, and cultural advancement of our local and global communities.
- ✓ *Integrity*—Adhering to the highest ethical standards while promoting personal and social responsibility, we are accountable for the use of college and community resources.
- ✓ *People*—Recognizing that education is a human endeavor, we create a welcoming, safe, and inclusive environment in which all people are encouraged to pursue excellence.
- ✓ *Continuous Improvement*—Establishing evidence-based processes to set student success goals, the College evaluates its programs and services to drive measurable continuous improvement.

Brazosport College's Vision is to be the College of Choice. 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.



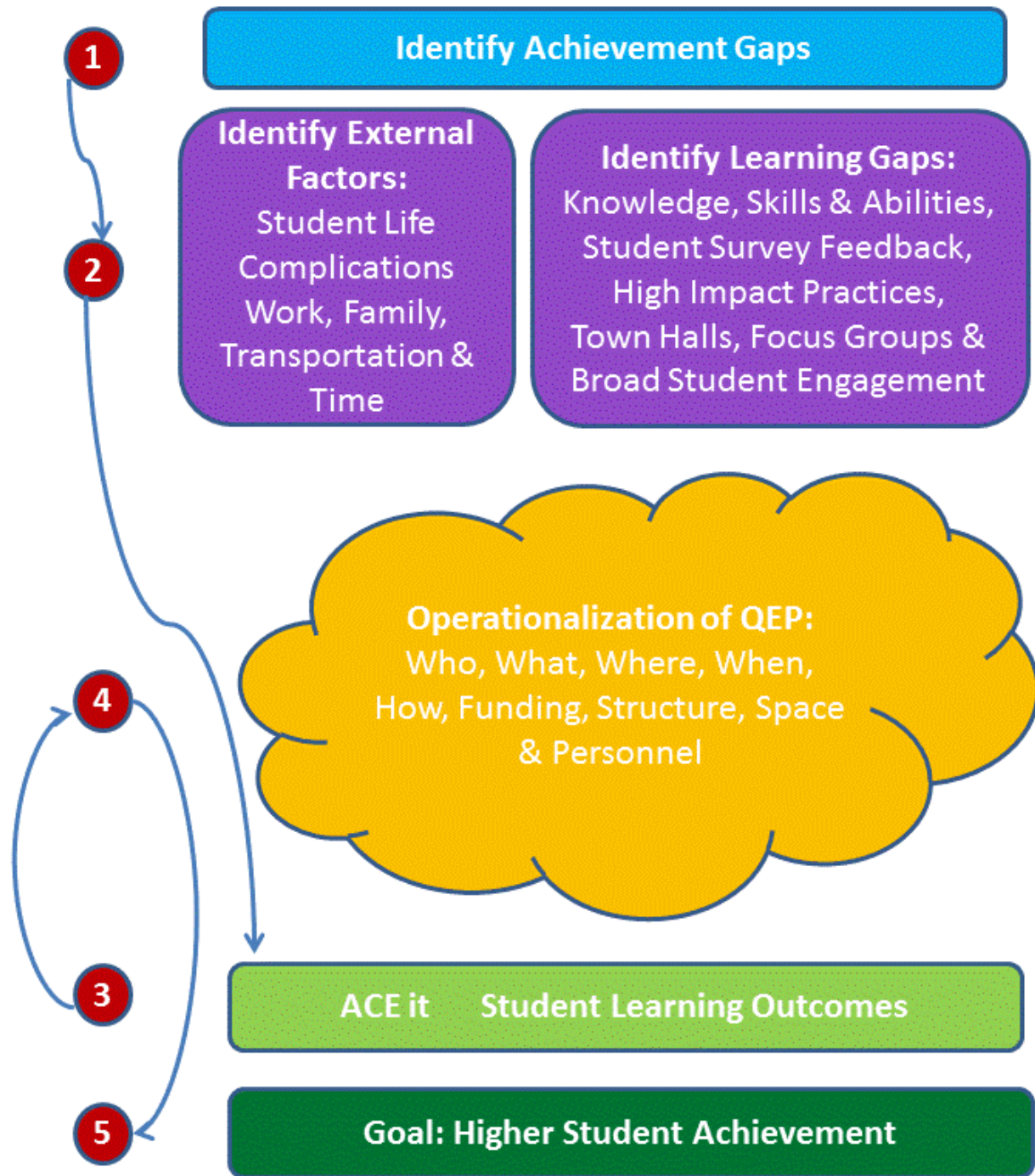
IV. Choosing the QEP

Brazosport College QEP Development Process

Identifying the most important and potentially transformative improvement the College can make to bolster student success involved a deliberate progression of data gathering and analysis, strategic conversations with a wide range of campus stakeholders, and incrementally narrowing the focus until a clear, manageable but invigorating QEP topic emerged. This process began with gathering and assessing student learning outcomes, measures of achievement, and perception data from a wide range of sources. By examining disaggregated student outcome data, the most significant achievement gaps were identified. A series of focus groups, campus conversations, student engagement activities, town halls, and online surveys were used to understand the potential causes of achievement gaps identified in the data. What emerged was a shared vision of a need to create a coherent sequence of learning experiences that empower students to take charge of their educational careers through a collaborative mentoring relationship between advisor, coach, and student, connecting the learner to Brazosport College and its community. By weaving together a network of inescapable student support services and learning experiences, this QEP creates and nurtures successful college students who take responsibility for developing and achieving academic, career, and personal aspirations.



Figure 1: Process of Brazosport College QEP Development



Description: Once achievement gaps (1) were identified, the campus community sought to understand the root causes of those gaps (2) and focused on those causes the College had the most influence. Next, the team asked students, staff, and faculty to identify the knowledge, skills, and abilities students need to succeed and drafted those into student learning outcomes. (3) The committee guided the campus to clarify the operational components (4) necessary to achieve the student learning outcomes and accomplish higher student achievement. (5)

Identifying Achievement Gaps

In 2013, Brazosport College President Millicent Valek appointed a representative and diverse Quality Enhancement Plan committee to guide the campus community through an examination of both student outcome data and College processes and practices in order to identify the most important, potentially transformative, opportunity to improve the quality of student learning and increase student success.

Table 1: QEP Committee Membership

Jeff Detrick, Co-Chair Interim Dean, Instruction	Sasha Tarrant, Co-Chair Associate Professor, History Faculty Director, Employee Development Center	Andrea Aguirre President, Student Government
Ronald D. Bonnette Division Chair, Construction, Computer Technology	David Cady Assistant Professor, Heating, Air Conditioning & Refrigeration	Beth Cassidy Director, Workforce Development and School Partnerships
John C. Cooper Professor, Physics/Mathematics	Kelli Forde Student Life Coordinator	Aaron Graczyk Dean, Planning, Institutional Effectiveness & Research
Jo Greathouse Dean, Student Services	Linda McConnell Director, Distance Learning and Online Education	Clifford O'Neal Division Chair, Mathematics and Life Sciences
Kelley O'Neal Director of Student Success Center/ Learning Framework	Mariellen Overly Instructor, English	Arnold Ramirez Director, Counseling & Testing
Isaiah Schauer Instructor, Life Sciences	Kyle Smith Director, Marketing and Communications	Pricilla Sanchez Director, Admissions and Registrar
Cindy Urias Student	Lynda Villanueva Vice President, Academic & Student Affairs	Cassandra Zamoralez Instructor, Psychology

Description: Members of the QEP Committee and their roles on campus.

This team led an extensive review of disaggregated data to identify the largest student achievement gaps. To begin the task of identifying possible QEP topics, the committee first needed to help the College determine where achievement and learning gaps existed. In order to accomplish this goal, committee members split into five teams based on the data source to be reviewed: 1) Achieving the Dream (ATD), 2) Community College Survey of Student Engagement (CCSSE)/Survey of Entering Student Engagement (SENSE), 3) Noel-Levitz Student Satisfaction Inventory, 4) Texas Higher Education Coordinating Board (THECB), and 5) Texas Workforce Commission (TWC). Team members were asked to review these data sources, discuss data with colleagues in their area, and suggest ways that the data could assist in better understanding Brazosport College students to inform creation of a program that improves student success.

The QEP committee members explored available data on student achievement as well as survey data, and gathered and evaluated qualitative feedback from students, staff, faculty and community

stakeholders to broadly share with employees and students. Based upon this range of information, President Valek charged the committee with guiding the campus community through the development of a QEP focus topic, a description, a preliminary list of student learning outcomes, and facilitating campus engagement in construction of an action plan to achieve identified outcomes.

Table 2: Measures of Student Achievement and Survey Data

Source	Measure	Baseline Data
Texas Higher Education Coordinating Board Almanac	Average time to complete an associate's degree.	BC Three Year Average: 4.2 years
Texas Higher Education Coordinating Board Almanac	Percent of First Time in College students who complete a degree or certificate with three, four, and six years, calculated using a three year average.	Three Years Full Time: 21.7% Three Years Part Time: 11.8% Four Years Full Time: 30.2% Four Years Part Time: 15.9% Six Years Full Time: 41.4% Six Years Part Time: 20.1%
Texas Higher Education Coordinating Board Almanac	Percent of First Time in College students who transfer to a senior institution within six years.	BC Three Year Average: 23.2%
Brazosport College Achievement Data	Percent of attempted courses successfully completed by students with a grade of C or better.	Baseline Data: 2008-2013 Full Time Student Attempts: 82% Part Time Student Attempts: 67%
Brazosport College Achievement Data	Percent of students retained.	Baseline Data: 5 year average (Fall 2009 through Fall 2013). Fall to Spring Retention: 66.2% Fall to Fall Retention: 47.5%
Community College Survey of Student Engagement (CCSSE)	Promising Practices Item 16 Item: Before the end of my first term at this college, an advisor helped me develop an academic plan.	Baseline Data: CCSSE 2012 Yes: 38.2% (N=73) No or Not Yet: 61.8% (N=118)
Community College Survey of Student Engagement (CCSSE)	Promising Practices Item 17 Item: Someone at this college contacts me if I am struggling with my studies to help me get the assistance I need.	Baseline Data: CCSSE 2012 Yes: 13.5% (N=58) No: 52.3% (N=225) Not Applicable: 34.1% (N=147)

Source	Measure	Baseline Data
Survey of Entering Student Engagement (SENSE)	Item 18h Prompt: A college staff member talked with me about my commitments outside of school to help me figure out how many courses to take.	Baseline Data: SENSE 2012 Agree or Strongly Agree: 25% (N=158) Neutral: 33.9% (N=133) Disagree or Strongly Disagree: 41.1% (N=161)
Survey of Entering Student Engagement (SENSE)	Item 22 Prompt: What has been your MAIN source of academic advising?	Baseline Data: SENSE 2012 Faculty and/or staff: 41.2% (N=176) Friends, family, or other students: 45.2% (N=193) Other: 13.6% (N=58)

Viewing Data through Clarifying Lenses

As the QEP committee explored data, several members participated in the Center for Community College Student Engagement (CCSSE) 2014 High-Impact Practices Institute (HIPI), an intensive, hands-on learning event for college teams, where they systematically explored institutional policies and practices along with campus and survey data organized into themes aligned with CCSSE High Impact Practices research. The Brazosport College HIPI team examined the implications of outcome and survey data in light of current College policies and practices while interacting with colleagues from the Center, nationally-recognized speakers, and resident CCSSE faculty. While engaged in this guided examination, the Brazosport College team reviewed the data with a fresh perspective. Instead of looking at achievement and survey information in isolation, HIPI facilitators supported attendees in organization of fragments of disparate data sources into themes that brought clarity to information about gaps in student achievement.

Upon their return from the High-Impact Practices Institute (HIPI), the team shared their evaluation strategy with the QEP committee. The team deliberately chose not to disclose the observations made at HIPI. Instead, the QEP committee was divided into working groups to examine aspects of the HIPI data that had been organized into themes and derived from varied sources (local student success, persistence, graduation rates, College policies and practices, and survey data from CCSSE, SENSE, Community College Faculty Survey of Student Engagement (CCFSSE), and Noel-Levitz—the same data the QEP committee had been exploring for months). Teams evaluated and recommended student achievement gaps for additional exploration. Working independently of the original HIPI team, QEP committee members arrived at conclusions and suggestions that aligned with the insights made by the HIPI team. With confidence that the appropriate student achievement gaps had been identified, the QEP committee shared data with the campus community to determine if the observations of the committee resonated with the students, staff, faculty, and community members.

Campus Engagement to Understand Achievement Gaps

After identifying clear and consistent achievement gaps in the areas of student retention, course

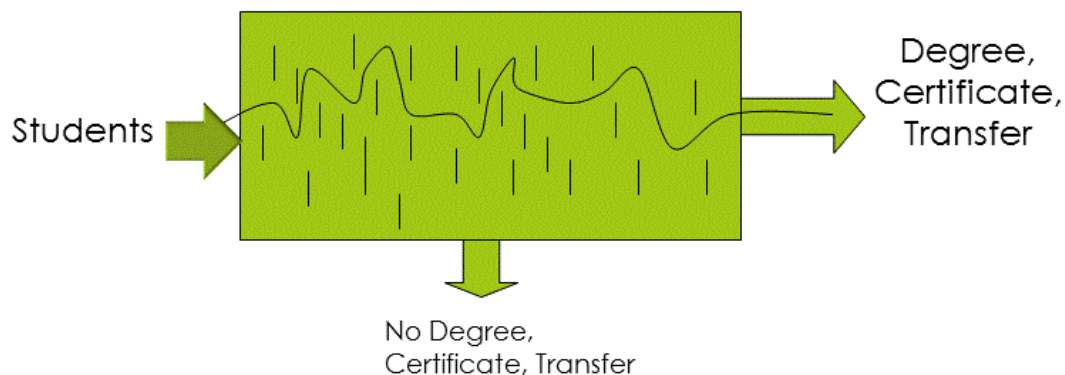
completion, degree and certificate attainment, and retention and engagement rates, the committee sought information to help the campus understand the root cause of these disparities. Specifically, the College needed to differentiate between external, personal causes of achievement gaps over which there is little control and learning gaps which could be more effectively addressed. Simply put, additional insight into why these achievement gaps existed was needed. For answers, the QEP committee turned to the campus community.

Focus Groups: Round One

In order to determine why achievement gaps existed and what learning gaps led to those achievement gaps, a team of ten Brazosport College faculty and staff were trained to facilitate focus groups. Noted qualitative researcher, Dr. Kenneth Gonzalez, Professor at California State University, Fullerton, came to Brazosport College and taught both the theory and practice of conducting and evaluating data from focus groups. This training included: 1) developing a focused research question, 2) identifying, recruiting, and organizing focus group participants, 3) conducting focus groups, 4) evaluating focus group data, and 5) presenting conclusions. Training was based upon methodology by Padilla, Trevino, and Gonzalez (1997). As a part of the training, eleven focus groups were conducted while Dr. Gonzalez observed and assisted. Ninety six students, faculty, and staff members participated in these eleven sessions (five with students, two with faculty, and four with staff).

In all focus groups, the facilitator explained that the purpose of the session was to identify general areas for improving student success in support of the QEP. All in attendance were given a “QEP Participant” sticker to wear as a reminder of their active role in the QEP development process. Next, Dr. Gonzalez (personal communication, August 11, 2014) described students’ collegiate experience as a box filled with obstacles through which some students successfully navigate (see Figure 2).

Figure 2: Focus Group Visualization of Student Experiences



Description: Depiction of student experiences in college as they navigate obstacles to generate discussion during focus groups.

As illustrated in Figure 2, the facilitator drew a line through and around barriers (represented by the lines inside the box) to indicate the path of successful students. Participants were told that they represented experts who understood the barriers as well as the successful path through college depicted by the line. Finally, facilitators explained that through the focus group process participants would identify the barriers,

uncover paths around the barriers, and brainstorm ways to remove or reduce challenges to successful course completion.

The facilitator then walked the group through a structured brainstorming process through which participants: 1) identified barriers, 2) estimated the percent of students affected by that barrier, 3) discussed knowledge that helped them navigate around the barrier, 4) described actions that helped them successfully overcome the challenge, 5) recommended ways the barrier could be reduced or eliminated, and 6) listed current College practices and programs that effectively address the challenge (see Table 3).

Table 3: The Unfolding Matrix as a Tool for Conducting Focus Groups

Barriers (Challenges)	%	Knowledge	Action Strategies	Changes	Anything Effective?

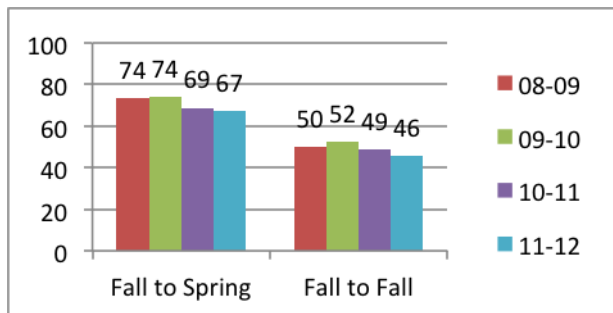
After all sessions, facilitators compared results. Any topic, issue, or recommendation that occurred in 60 percent or more of all focus groups was considered representative of a broad experience. Using the 60% criterion, a number of external factors and learning gaps emerged with sufficient frequency to indicate a pattern. Topics that reoccurred across the focus groups were as follows: communication; academic advising; availability, awareness and utilization of campus resources; teaching and learning style variations; time management; and student focus and motivation (see Appendix A).

Convocation Fall 2014

The next step in understanding achievement gaps occurred during the Fall 2014 campus-wide Convocation. This semi-annual event welcomes all employees back to campus before the onset of fall and spring semesters and constitutes the largest cross-campus gathering each year. Based on the focus group findings, members of the QEP committee placed select data reflecting 1) enrollment and retention, 2) successful course completion disaggregated by age and full and part time status, 3) student CCSSE responses on advising support before the first day of class, and 4) long-range advising support reflected in CCSSE student feedback. These tables are presented in Figure 3. Seventy-three percent of faculty, staff, and administrators were in attendance and discussed the data, providing their individual knowledge and experiences to offer interpretations of the data, and made suggestions in order to address achievement gaps and bolster student success.

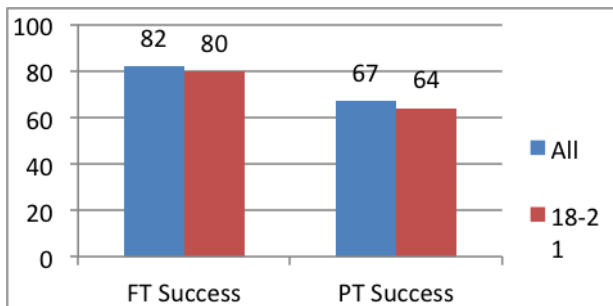
Figure 3: Data Presented to Employees - Fall 2014 Convocation

1. Retention Rates – 2008-2012



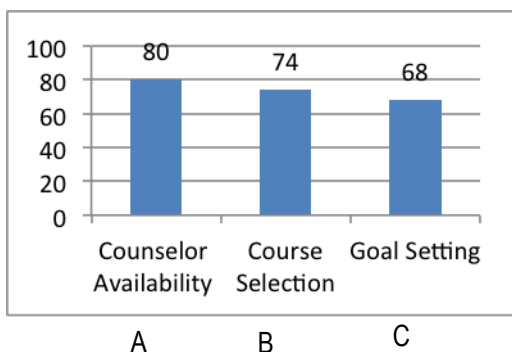
Source: Brazosport College Enrollment Reports

2. Success of Full- and Part-Time Students



Percent of attempted courses successfully completed earning a C or higher in all courses from 2008-2012.

3. Student Support before Enrollment



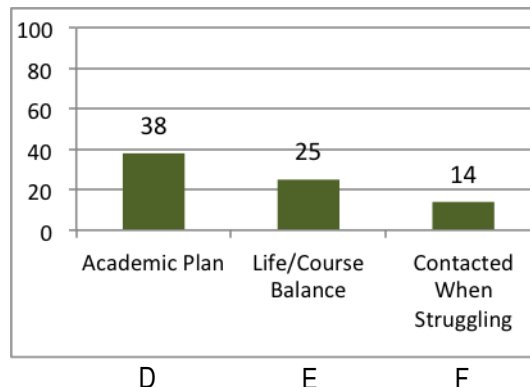
A “I was able to meet with an advisor at times convenient for me.” 80% agreed or strongly agreed.

B “An advisor helped me to identify the courses I needed to take during my first semester.” 74% agreed or strongly agreed.

C “An advisor helped me to set academic goals and to create a plan for achieving them.” 68% agreed or strongly agreed.

2012 Community College Survey of Student Engagement

4. Student Support after Enrollment



D “Before the end of my first term at this college an advisor helped me develop an academic plan (a personalized plan with a defined sequence of courses for completing a college certificate or degree and/or for transferring to a 4 year college or university).” 38% agreed or strongly agreed.

E “A college or staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many classes to take.” 25% agreed or strongly agreed.

F “Someone at this college contacts me if I am struggling with my studies to help me get the assistance I need.” 14% answered yes.

Description: Graphs 1 and 2 – retention and successful course completion results from 2008 to 2012.

Graphs 3 and 4 – results from 2012 Community College Survey of Student Engagement related to student support before and after enrollment.

After reviewing the data and incorporating experiences to the discussion, participants in the Fall 2014 employee Convocation were asked “What is the most important thing Brazosport College can do to improve student success?” Members of the QEP committee collected feedback cards from each table, which were used to further refine the topic and student learning outcomes. Of the 186 comments recorded during this exercise, 66.5% referenced expanded, improved, or mandatory academic advising for all students. An additional 23.6% of comments reported improved communication and the need for an early alert and intervention system (see Appendix B).

Student Sticky Walls

The following week, the QEP committee engaged students in a series of hallway conversations about challenges and needs that they and their classmates have experienced. Students and QEP committee members stationed a mobile “Sticky Wall” along with stacks of paper at various high-traffic intersections around campus. To spur thought and focused feedback, the same data examined by faculty and staff at Convocation was posted. Committee members asked students to record their insights into why the achievement gaps identified in the data existed and to suggest ways to address the external factors and learning gaps identified by the data.

Table 4: Prompts for Sticky Wall Student Feedback

Why don't a majority of students develop a formal plan to map out their education? What would make this easier and more useful?

Part-time (less than 12 credit hours) students ages 18-21 are 16% less likely to succeed (earn a C or higher in courses) at Brazosport College than 18-21 year old full-time students. Why?

In 2011-2012, 46 out of every 100 Brazosport College (BC) students did not return to BC in the next academic year. Why?

Do you think professors or someone else at the college should contact students when they are falling behind in class? If so, what kind of notification would be most beneficial? When should it occur?

As students were engaged in this conversation, College employees took the opportunity to explain what a QEP was and how student feedback would be incorporated into our QEP topic development. At the conclusion of their participation, all who contributed to the Sticky Wall were given a sticker which said “QEP Participant” to ensure they knew the larger purpose for the questions and their active role in shaping our QEP. In all, 115 comments from students were collected.

Respondents to the prompt, “Why don't a majority of students develop a formal plan to map out their education?” indicated that lack of knowledge (28%) and motivation (24%) were the primary reasons students did not formulate academic plans. In response to information about lower success rates among part-time 18-21 year old students, Sticky Wall comments focused upon external factors, such as work and family (37.9%), as well as learning gaps including focus, prioritization, and motivation (41.4%). When



commenting on persistence rates, 37.7% of students pointed out that transfers account for some of the persistence information, while other students pointed to factors such as employment (17%), finances (13.2%) and motivation (11.3%) as primary reasons students do not re-enroll. The final question on the Sticky Wall asked whether students think a professor or other College employee should contact students when they fall behind in class. In response to this question, 67.2% of students thought that email, phone, or in-person conversation would help them understand available student support resources. The QEP committee categorized and shared all comments with the campus community during subsequent activities.

Town Halls

Armed with quantitative data from completion rates, student surveys, and demographic data and paired qualitative data from focus groups, convocation discussions, and Student Sticky Wall feedback, a series of structured Town Hall conversations with stakeholders were conducted. In five town hall sessions, 24 students, 21 faculty, 35 staff, and 12 community, educational, industrial and business leaders learned about the process of QEP development and what the QEP committee had learned from all sources thus far. As participants signed in for the Town Halls, they were given a sticker which said “QEP Participant” to ensure they knew the larger purpose for the Town Halls and their active role in shaping our QEP. The QEP committee also presented Town Hall participants with word clouds, as shown in Figure 4, generated from responses to Convocation table discussions and Sticky Wall feedback from students. Word clouds incorporate all feedback and form a visual representation of the range and frequency of words. The more often a word occurs in a document, the larger and more prominent it becomes in the word cloud. This method allows viewers to quickly assess dominant themes from a wealth of information. The word cloud in Figure 4 represents all employee comments during the table discussions at the fall 2014 Convocation. The focus on students, advising, faculty, and counseling became readily discernable from the 186 responses captured by this word cloud.

Online Survey

A goal of the QEP committee was to ensure a broad range of stakeholders were reached. Therefore, a campus-wide, student, employee, and community partner online survey was developed. Survey items administered were the same questions posed to students during the Sticky Wall exercises listed in Table 5.

Table 5: Prompts for Online Survey

Why don't a majority of students develop a formal plan to map out their education? What would make this easier and more useful?

Part-time (less than 12 credit hours) students ages 18-21 are 16% less likely to succeed (earn a C or higher in courses) at Brazosport College than 18-21 year old full-time students. Why?

In 2011-2012, 46 out of every 100 Brazosport College (BC) students did not return to BC in the next academic year. Why?

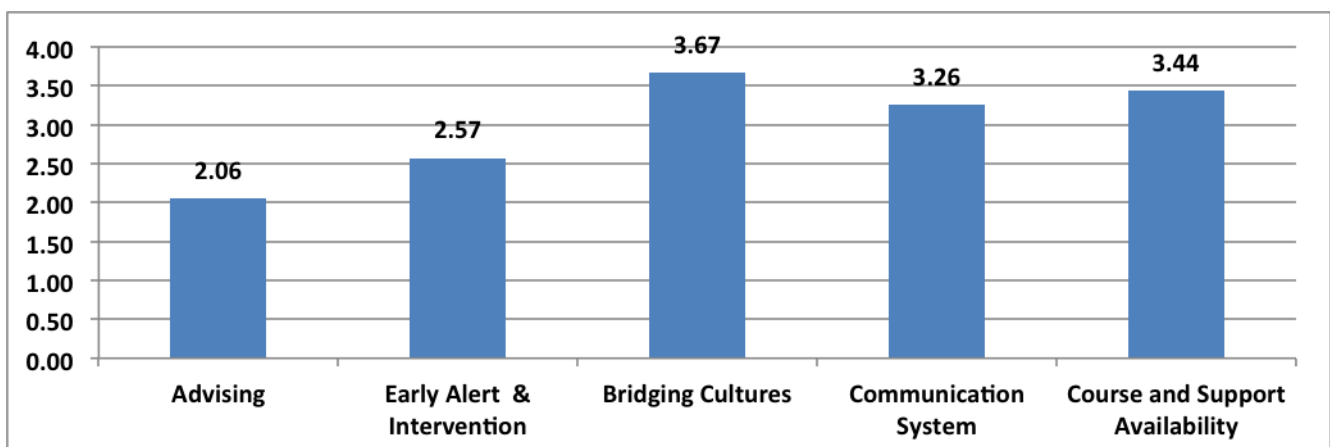
Do you think professors or someone else at the college should contact students when they are falling behind in class? If so, what kind of notification would be most beneficial? When should it occur?

Description: Survey participants were asked to complete an open-ended response to any or all of the above prompts (n=164).

The QEP committee reviewed all responses to evaluate the focus and frequency of categorical responses. It was determined that the type and frequency of responses was consistent with those collected through the convocation, sticky wall, focus group and town hall exercises.

Next, online survey participants were asked to rank, in order of importance, the suggestions for improvement that emerged from previous broad-engagement exercises on a scale from 1 (most important) to 5 (least important). Averages of all five areas were calculated and included in the table below. Because a response of 1 indicates a higher priority than a selection of 5, the lower the number on this graph, the higher the average survey respondent ranked that option.

Figure 5: Online Survey – Ranking Potential QEP Topics



Of the 164 replies to the online survey, respondents clearly indicated that advising (2.06 average score on a 1-5 scale where 1 was most important) and early alert and intervention (2.57) were top priorities followed by communication (3.26), course and support availability (3.44), and bridging cultures from high school to college (3.67) (see Appendix E). The final question on the survey allowed respondents to suggest themes or topics outside of the five provided that they thought might be more important than the options provided on the survey. Twenty-four percent of survey respondents added a comment in this area. However, the majority of these comments reflected added detail to the five categories offered for ranking rather than suggesting new areas for QEP development (see Appendix F).

Definition of the Specific Focus

Based upon all of the quantitative data that helped the College to identify achievement gaps, followed by qualitative feedback from focus groups, convocation exercises, the sticky wall comments, town halls, and online surveys, a clear and consistent message emerged: **Brazosport College student learning and achievement would be increased by an expansion in educational advising, communication, and student support systems.**





V. QEP Student Learning Outcomes

To ensure that identified strategies focused on student learning and closed identified achievement gaps, student learning outcomes were drafted prior to researching and developing strategies. Borrowing from Stephen R. Covey (1989) regarding the habits of highly effective people as it relates to scholarship, these learning outcomes were developed using the idea of beginning with the end in mind. Thus, the College developed and categorized the following student learning outcomes before drafting an action plan for achievement.

As a result of completing the ACE it program, Brazosport College students will:

Advise

- ✓ A1 – Through self-evaluation and partnering with an ACE it coach, produce an educational plan in an area of study that supports educational and career goals.
- ✓ A2 – Evaluate course-selection risks with an ACE it coach.
- ✓ A3 – Articulate knowledge of policies that affect educational pathways.

Connect

- ✓ C1 – Identify College resources and articulate how those resources will assist in reaching educational goals.
- ✓ C2 – Explain the role coaches, faculty, and staff play in assisting students to achieve success.
- ✓ C3 – Discuss the importance of co-curricular programs and how participation is related to student success.

Empower

- ✓ E1 - Communicate and explain how personal values and interests, in conjunction with strengths and weaknesses, affect educational and career goals.
- ✓ E2 – Articulate and apply concepts of growth mindset to college experiences.





VI. Communication and Marketing Process

Once the campus community decided upon a focus, a communications subgroup was formed from the QEP committee. This subgroup discussed naming the QEP and brainstormed ideas for engaging the campus community with the QEP and its objectives. Discussions at meetings resulted in naming the QEP ACE it as an acronym for “Advise, Connect, and Empower,” representing Brazosport College’s learning objectives for advising. This hash-tagged acronym appeals to social media users and enhances marketing opportunities for the College. The subgroup also generated ideas promoting the QEP with the campus and community. QEP logos were developed and presented for a vote. The resulting logo was then used to develop marketing materials that were distributed across the College campus.

To provide faculty and staff with easy access to documentation detailing the QEP process, the QEP web page (<http://www.brazosport.edu/QEP>) was established. Minutes of each QEP meeting and subgroup reports, as well as supporting documentation, are posted on this site for public viewing.

In January 2015, the finalized ACE it logo and student learning outcomes were shared with faculty and staff at the semi-annual Convocation. A subgroup made a formal presentation, updating faculty and staff on the status of the QEP and discussed how ACE it would help the College achieve stronger campus-wide student success. This was followed by distribution of wristbands and buttons to all in attendance. Also, a follow-up email was sent to all faculty and staff, outlining ACE it outcomes for supporting student success. A week later, six-inch green and white cardboard cubes outlining the ACE it strategies were distributed to all faculty and staff to be placed on their desks as colorful reminders of Brazosport College’s Quality Enhancement Plan.



Much effort was taken to give ACE it a significant visual presence on campus. This included 21 decorative light pole flags, 14 extra-large pull-up banners, and 8 assorted-sized banners displaying ACE it in large green letters that were placed around the College entrances, main lobbies, common areas, corridors, and walkways. In addition, virtual flyers were added for rotation on GatorTV slides. These displays of bright flags and banners look appealing and offer an impressive welcome to faculty, staff, students, and visitors arriving to campus, as they clearly communicate Brazosport College's commitment to its main goal—Student Success.

Students were also introduced to ACE it and encouraged to engage in promotional activities for ACE it during welcome week of the Spring 2015 semester. A pancake breakfast was hosted for students, and, once there, students were provided with bright green wristbands and lapel buttons advertising the ACE it logo. While in attendance at the breakfast, the students also received information about ACE it and the College's outcomes for student success.

Students in music and theatre departments, working with the Marketing and Communications Department, launched a music video with a memorable beat and lyrics named "All About That ACE." The finished video will play during the College's Fall 2015 Convocation. Further plans include sponsoring a contest to encourage students to make their own ACE it videos or print advertisements, promoting student-to-student and student-to-faculty/staff engagement. Participation in the contest will be voluntary and prizes sporting the ACE it logo will be awarded as incentives for participation. Such prizes include T-shirts, gift certificates, favored parking spaces, and more. Additional activities will be prepared with expectations of generating further knowledge of ACE it.

Future Marketing Plans

During and after implementation of the QEP, the ACE it committee will need to continuously, strategically market ACE it so that students, employees, and community stakeholders become familiar with, and excited about, the ACE it program. As discussed in the Actions Planned section, technology to support ACE it activities will be implemented, supporting communication, early alert and intervention, and learning outcomes assessment. Plans to build student awareness and utilization of the ACE it technologies include, but are not limited to:

- Presentation materials and talking points for ACE it coaches, faculty, and administrators,
- Social media calendar,
- Advertisements, flyers, and infographics through multiple channels,
- Marketing materials to high school guidance counselors, students, and other stakeholders,
- Gamification of technology use.

Students will be introduced to the ACE it program and early alert technology during initial registration advising, mandatory New Student Orientation, and by email. During the first two months of each semester, social media will be utilized for an intensive campaign to introduce and inspire students to embrace the assistive technology. Daily or weekly posts, hashtags, and information will be used to support the connection between ACE it and student success.

Infographics, advertisements, and flyers will be created and distributed via the following channels:

- Faculty distribution of a flyer on the first day of class,
- Mention of ACE it in the signature line of faculty, administrator, and coach emails,
- Flyers highlighting technology to ACE it coaches and support staff for distribution to students when they seek assistance,
- Postings to GATOR TV,
- Posters displayed in high traffic areas.

Gamification will incentivize the use of ACE it technology. Students will earn points for their level of interaction with the application and users with the most points will be listed in the interface. Additionally, individuals with high scores, for example, will qualify for gift cards to stores or restaurants frequented by students.

Finally, during campus visits for career fair and other events, Brazosport College will provide high school students with information about the career-planning module for the student web and mobile platforms. Future students will have the opportunity to utilize this technology as they comply with Texas House Bill 5 which requires 8th graders to identify possible career paths and align their high school coursework to that path.

Informational materials will be created for other audiences including parents, teachers, and K-12 administrators as a means of including all stakeholders in the College enrollment process. Finally, an email marketing campaign will encourage parents to work with and motivate their children to take advantage of ACE it opportunities.

During and after the launch of ACE it, three events per semester will target students and the campus community to build awareness of the ACE it program. These sessions will include a hosted breakfast and



dinner during welcome week and one event during each of the first two months of each long semester. These will also serve as forums for informal interaction opportunities between students and faculty and staff coaches to nurture the relationships leading to student persistence and success. For a full breakdown of past and future marketing plans (see Appendix G).



VII. Research Supporting QEP Design

Focus groups, community-based discussions, identification of achievement and learning gaps, and satisfaction surveys provided both qualitative and quantitative data to support the need to strengthen the College's advising program. After reviewing the abundance of literature on revising existing advising services, it confirmed that the College was moving in the right direction.

After reviewing the Council for the Advancement of Standards in Higher Education (CAS) standards and National Academic Advising Association (NACADA) literature, and conducting interviews with peer institutions, the QEP committee began examining literature focusing on theories and models of academic advising. During the review, a specific advising model (intrusive/holistic) emerged that best aligns with the Brazosport College culture and its mission.

The first step to any successful intervention is a well-rounded understanding of the challenge. Today's student faces a gauntlet of challenges from initial contact to completion and career. Ripley (2015) in "The Upwardly Mobile Barista" expertly dissects why so few of Starbucks' 125,000 baristas were able to enroll in or complete college, despite the company offering it to them at no cost. Ripley describes the barriers students face including the feeling of isolation, not knowing why they were in school, the absence of a caring individual, or the lack of a pathway to follow.

The dominant thread in Ripley's article wasn't difficult classwork, quality of the faculty, or range of program options, but the daily struggle to manage family, children, work, transportation, and other "life-risks" while staying connected to their education and the institution. Brazosport College's data mirrors Ripley's findings. Despite the evolution of the way people communicate, interact, and consume information, the educational and structural delivery of information in higher education has reflected far less adaptation to our changing world. Aware of the need to bring structure and processes in line with student expectations and needs, best practices were reviewed for creating a sense of belonging that result in clear, coherent, guided pathways that students need to succeed. The processes that best match students' needs are provided through a combination of advising, communication, early alert and intervention, and the development of an important psychological construct known as growth mindset.

Advising Model Research

Although there are several advising models, the intrusive/holistic model is proactive and addresses problems as they emerge where advisors reach out to assist students before and as issues arise. This model ensures a student's potential is congruent with their educational goals (Sullivan-Vance, 2008). The intrusive/holistic advising model is based on the premise that some students will not take the initiative in resolving their academic concerns, thereby creating a need for intrusive assistance of assigned advisors. This strategy can positively impact the retention rate of students by providing more support related to students' personal, social, financial, emotional, developmental, and cultural issues.

According to Levitz and Noel (1989), part of the role of the institution is to assist entering students in developing decision making skills, participate in values clarification, evaluate their interests and abilities, and develop a career pathway. Advisors and students become partners in the exploration process, creating a feeling of mutual responsibility for students' goals. Advisors and students benefit from this model in

terms of advising effectiveness. Kolenovic, Linderman, Karp, and Mechur (2013) found that intrusive academic support programs have a positive effect on student outcomes and retention. For instance, the student-advisor relationship becomes more than just a course registration process by engaging students in the whole academic process (e.g., career exploration, personal development, study strategies, etc.), thus building connectedness to the institution, and ultimately leading to increasing retention rates. When performed effectively and viewed as part of the educational process, “academic advising plays a critical role in connecting students with learning opportunities to foster and support their engagement, success, and the attainment of key learning outcomes” (Campbell & Nutt, 2008, pp. 4).

Academic advising represents an essential learning process that contributes to student success. Campbell and Nutt (2008) state that academic advising is central to effective student success initiatives. Intrusive/holistic advising models contain five essential components: 1) advising syllabus, 2) academic assessment plans, 3) early-alert and intervention, 4) campus connections, 5) growth mindset.

Advising Syllabus

One component that supports this intrusive/holistic advising model is the development and use of an advising syllabus. An advising syllabus communicates the intentions of, and expectations for, academic advising. McKamey (2007) states that outlining “the experience and relationship of advising for advisees as well as a way to bridge the gap between curricular and co-curricular activities that act as support for the student in their educational pursuit” (para. 2) is an important component of setting advising expectations.

According to Sullivan-Vance (2008), the need to utilize an academic syllabus is based upon the understanding that most incoming students do not understand the role of an academic advisor. An academic syllabus clearly defines and outlines the role and associated responsibilities of both student and advisor, creating a road map that illustrates the advisor/advisee relationship.

An advising syllabus encourages advisors to develop and implement an advising philosophy. Trabant (2006) not only “encourages advisors to write down and commit to an advising philosophy and a definition of their work” (para. 4), but it also serves as a communication tool for students on what they can and cannot expect from an advisor. This allows students to fully engage in the advising relationship as they are no longer left on their own (Trabant, 2006).

Academic Assessment Plans

Another component that supports the College’s commitment to better supporting our students, and compliments an advising syllabus is the development and use of academic assessment plans. Campbell & Nutt (2008) found that academic assessment plans are used to pinpoint and measure what is expected of students to learn as a result of participation in academic advising. Hemwell & Trachte (2003) suggest identifying advising as a learning process which allows for assessing specific outcomes that may be correlated to student achievement.

In general, assessment plans are used to improve education and support programs. Data gathered will not only inform how well an educational program is meeting its purpose, but also serves as the basis for improving the program. Cueso (2008) points towards closing the loop by using assessment results to strengthen the program.

According to Campbell & Nutt (2008), an advising assessment plan should list the learning opportunities that were developed, identify benchmarks for success, and describe measures used to gather evidence to guide improvement and demonstrate successful student movement through the program. References to these steps recur in multiple CAS standards including:

- Assess relevant and desirable student learning and development.
- Provide evidence of impact on outcomes.
- Use evidence gathered through this process to create strategies for improvement of programs and services.

Early-Alert Intervention System

Since intrusive advising centers on proactive, not reactive, action, the need for an early-alert and intervention system represents a critical component of an intrusive/holistic model. Early-alert systems help to identify at-risk students and provide tools that faculty, advisors, and administrators can use to intervene and increase the likelihood of student success.

These systems are often based on measures of academic performance, such as poor class attendance, low test scores, and missing or incomplete assignments. Development of an early-alert and intervention system draws upon best practices from the Center for Community College Student Engagement High Impact Practices Institute. Norin's (2008) recommends developing faculty buy-in by emphasizing simplicity, automation, timely delivery of alerts to students and others, alert tracking, and a closed information loop which ensures faculty know how and when their alert input translated into appropriate interventions. Brazosport College is reviewing and will acquire technology to incorporate early alert with centralized communication between advisors, students, and departments as well other student supports.

Campus Connections

Research indicates that academic and social connections between the College, student, and their peers result in higher levels of student retention and grade point averages. Woosley and Miller (2009) concluded that even when gender, ethnicity, and entrance exam scores are included in the analysis, student academic and social integration, especially within the first three weeks of class, were statistically significant predictors of retention and grade performance. Nguyen (2011) recognizes that retention is closely aligned with campus connections and reports that faculty and staff who are motivated to introduce appropriate services and resources to students will assist students in building connections.

Another body of research on the importance of campus connections by Levitz and Noel (1989) revealed that more than fifty percent of freshmen who did not benefit from significant contact with a faculty, staff, or advisor did not re-enroll. Not only are these student-employee relationships important, but they are especially effective in the first 2-6 weeks of the freshman year. Within the general context of campus connections, individual relationships are most effective at increasing student retention.

Growth Mindset

A building and promising body of research is focused on developing grit, tenacity, and resilience in students through productive persistence, a construct also identified as growth mindset. The premise of this

research by Dweck (2006), Duckworth (2013), and Yeager (2006) is that students' understanding of the brain and its ability to improve functionality with practice can yield notable gains in fortitude and eventual educational success as measured both by retention and grades. This research indicates the powerful effect of mindset on students' motivation, their willingness to embrace change, and their overall responsibility for learning and academic performance. Dweck's (2006) research revealed that when students understand that intelligence can grow and improve with effort and appropriate strategies (i.e., growth mindset), they are more likely to respond resiliently to challenges and show improved learning and achievement when they encounter difficulty. When students believe intelligence is finite and unchangeable (i.e., fixed mindset), they are more likely to avoid challenges because they consider challenges an indication of their intellectual limitations. Duckworth (2013) refers to student tenacity as grit and has documented a strong relationship between grit and student success. Yeager and Dweck (2012) focus on resilience. Though there are subtle differences in the characteristics described by Duckworth (2013) and Yeager and Dweck (2012), the confluence of their work focuses on building student persistence by introducing and reinforcing concepts of neuroplasticity and examples of intellectual growth.

Research in the K-12 environment and in higher education indicates that interventions can support the student development of a growth mindset. These interventions can result in profound changes in student engagement, motivation, and academic performance as revealed in the following research:

- When seventh graders were introduced to growth mindset and study skills training, they showed a sharp grade improvement compared to students who received only study skills training (Blackwell, Trzesniewski, & Dweck, 2007; Yeager and Dweck, 2012).
- Growth mindset predicted higher overall grades in an organic chemistry course even when controlling for math SAT scores as an index of entering ability. Grant and Dweck (2003) concluded that growth mindedness was related to use of deeper strategies to recover from an initial poor grade.
- Inserting a simple one-sentence message that emphasizes the malleability of intelligence (e.g. "Remember, the more you practice, the smarter you become." (p. 1)) notably improved the number of problems students attempted and the rate of progression to mathematical proficiency in an online math course (Williams, Paunesku, Haley, & Sohl-Dickstein, 2013).
- Completion of a web-based growth mindset intervention at a state university the summer before freshman year increased completion of 12 or more hours in the freshman year from 3 to 10% (Yeager, Paunesku, Walton & Dweck, 2013).

Based on these findings, the QEP committee concluded that incorporating lessons and reinforcing exercises related to growth mindset, paired with study skills and a more focused educational path, will help students develop and maintain resiliency and lead to overall improvements in retention and goal attainment.

VIII. Actions Planned

These research findings, coupled with the input of the campus community generated through broad engagement, resulted in the recommendation that the College's advising program be transformed to encourage student educational and social integration, enhance student learning, and the fostering of healthy relationships between students, faculty, and staff. This advising model will pair students with a faculty or staff member for four semesters in order to support the early college experiences and nurture the development of a growth mindset.

The model includes development and implementation of a four semester learning experience with clearly defined student learning outcomes and assessments. Also included is a broad professional development and training program for faculty and staff in ACE it program structure, support technology, and relational skills that will be used in the application of ACE it. In addition, a robust, multidimensional assessment plan will promote continuous improvement over time by assessing student learning outcomes, institutional outcomes, and measures of student achievement. Lastly, Brazosport College has allocated sufficient personnel, fiscal, and physical resources to support sustained successful implementation of the ACE it program.

ACE it Program Target Population and Size

The ACE it program will target a subpopulation of Brazosport College students named First Time at Brazosport College students (FT@BC). Specifically, this includes students in their first semester at Brazosport College, with the following exceptions:

Dual credit/concurrently enrolled students still enrolled in high school. Brazosport College has an extensive advising support staff for dual credit students that includes dedicated shared dual credit counselors who are employed by both Brazosport College and the applicable school district. If dual credit students attend Brazosport College after graduation, they then become part of the ACE it program.

Casual enrollment and transient students, which include students who attend college elsewhere, but take courses at Brazosport College when they are home, typically in the summer semesters and minimesters.

Past data were examined to understand the size and distribution of the target population and the number of staff needed to support and sustain the ACE it program. First, past enrollment data was examined to determine the approximate size of the overall Brazosport College credit population and how it changed over time. The following table details unduplicated fall enrollment over a five year period.

Table 6: Historic Student Enrollment Fall 2009 to Fall 2014

Semester	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Unduplicated Enrollment	3866	4174	4194	4033	4129	4251

Table 6 reveals that, while minor variances have occurred, enrollment has remained stable and consistent over time. Therefore, to predict the size and distribution of the ACE it student population for the first five years of implementation (2016-2021), the QEP committee examined enrollment data from Fall 2009 through Fall 2014 to determine the number of FT@BC students. Using reasonable assumptions to estimate student retention (discussed in the next section), the estimated size of the ACE it population over time was determined, which includes added FT@BC students and retained students from previous semesters. It is important to note that students participate in ACE it for 4 semesters. While many students continue at Brazosport College after this point, they are not included in the estimated ACE it population. Although past enrollment trends do not precisely predict future numbers, historic data allows for realistic data-based projections for staffing, budget and other purposes.

Tables 7, 8 and 9 describe the estimated number of FT@BC students by semester and total cumulative ACE it population size and distribution between academic and workforce programs. Because academic and workforce enrollments fluctuate differently, it was important to understand them separately and in aggregate.

Table 7: FT@BC Academic Enrollment Fall 2009-2014 and ACE it Size

	F09	S10	F10	S11	F11	S12	F12	S13	F13	S14	F14
New FT@BC Academic Students	513	177	555	193	563	163	511	184	517	129	475
ACE it - Academic Students	513	594	939	945	967	859	886	851	889	797	815

Table 7 reveals that the number of FT@BC academic students is larger in fall semesters. As described later, students join and remain in ACE it for four semesters. If ACE it had begun in Fall 2009, the number of academic students participating in the program would rise to and fluctuate between 797 and 967.

Table 8: FT@BC Workforce Enrollment Fall 2009-2014 and ACE it Size

	F09	S10	F10	S11	F11	S12	F12	S13	F13	S14	F14
New FT@BC Workforce Students	363	178	370	183	378	179	378	222	406	167	303
ACE it - Workforce Students	363	403	606	656	697	658	683	672	719	682	651

Table 8 describes that the number of FT@BC workforce students in ACE it. At full scale, the number of workforce students participating in ACE it would rise to and fluctuate between 651 and 719.

Table 9: FT@BC Total Academic and Workforce Enrollment Projected ACE it Size

	F09	S10	F10	S11	F11	S12	F12	S13	F13	S14	F14
Total New FT@BC Students	876	355	925	376	941	342	889	406	923	296	778
Total ACE it Size	876	997	1545	1601	1664	1517	1569	1523	1608	1479	1466

Description: First line reflects historic enrollment data for all FT@BC students less dual credit students. Second line reflects ACE it size based on historic trends as students would join and remain in the ACE it program for four semesters.

Based on the data, the total number of students actively engaged in the ACE it program will plateau at approximately 1600 students when at full scale. Increases in program size due to improved retention are discussed in a later section. This data provide a foundation on which to build program, staffing and budget models. The subsequently described plan of action will be directed at this defined target population.

Organizational Structure

Because the ACE it program is built upon relationships with students, personnel is the most critical resource necessary for student success. Implementing the ACE it program will require the efforts of faculty and staff across campus. Personnel needed to achieve ACE it student learning outcomes fall within four categories: administrative leadership, committee support, ACE it coaches, and support staff.

Administrative Leadership

The ACE it program will be led by the ACE it Director. This employee, reporting to the Dean of Student Services, will work in conjunction with the Director of Counseling and Testing and receive support and feedback from the ACE it committee. The campus organizational chart reflects how this new office will fit within the College’s overall structure (see Appendix H). The job description for the ACE it Director is included in Appendix I. The primary duties of the Director include:

- Working with the Employee Development Center, implement both initial and ongoing professional development for all ACE it coaches and other support staff.

- Support the collection of all assessment data dissemination to the campus community.
- Manage the assessment of ACE it student learning outcomes and the plan for continuous improvement. This includes the annual Basic Unit Review report (included in Appendix J), reports to the Board of Regents, and communication to all faculty and staff regarding outcomes and effectiveness.
- Work with the ACE it committee to facilitate broad, transparent campus wide communication in all aspects of the ACE it program.
- Work with Information Technology to ensure all software systems supporting ACE it are accessible to students, faculty, and staff.

ACE it Committee

During the initial implementation of the ACE it program, a committee led by the co-chairs of the QEP committee and comprised of the Vice-President of Academic and Student Affairs, Dean of Student Services, and representatives from the following: Institutional Research, the Registrar's office, Financial Aid, Counseling and Testing office, Student Life, each of the eight instructional divisions, and two students will guide the implementation of the ACE it program until the ACE it Director begins work in January of 2016. The QEP implementation team will manage the assessment and implementation processes. Reports regarding implementation will be provided to the Dean of Student Services and the Vice President of Academic and Student Affairs.

When the ACE it Director is in place, the implementation team will be transitioned to the ACE it committee with the Director as the chair of the committee (see Appendix K). The ACE it committee members, led by the ACE it Director, will be active in the continuing review and development of the ACE it program. Committee members will regularly review the progress of student learning outcomes, institutional outcomes, and student achievement outcomes in the ACE it program. Additionally, committee members will assist the ACE it Director in the dissemination of information throughout the College community.

ACE it Faculty/Staff Coaches

The heart of the ACE it program lies with those who will work directly with students as a coach. Coaches will fall into one of two categories: dedicated part time coaches and existing faculty/staff trained as ACE it coaches. At scale, at least three fourths of ACE it students will be assigned to a faculty/staff coach. Currently, there are 88 full time faculty, 49 teaching academic courses and 39 in workforce education programs. There are another 17 full time staff members that will also serve as ACE it coaches, for a total of 105 employees. Staff members were selected from those employees who have broad institutional knowledge and are classified as exempt by the Fair Labor Standards Act. More staff may be added at a later time, depending on need, at the discretion of individual supervisors. Currently, advising is already included in the faculty job description. ACE it activities will consume no more than three to five percent of the faculty/staff semester work load. This estimate is based on a review conducted by Brazosport College counselors of ACE it coach essential duties. Experienced counseling and advising staff estimated that the specific activities for each meeting should take between 20 and 30 minutes. They estimate that ACE it duties will require about 15 to 25 faculty working hours per semester (525 working hours). This estimate represents an

average; while actual hours spent on ACE it activities in a given week may vary.

In their first semester of the ACE it program, coaches will not work with students, but rather, will spend a semester in intensive training. Following training, coaches will begin working directly with students. The ACE it program will be scaled in two ways. First, faculty and staff will be trained and begin work in four different groups: a pilot group of about 15 faculty and staff, followed by three groups of about 30, staggered over three semesters. Second, caseloads will also be scaled once a faculty or staff coach has been trained. In their first semester as a coach, caseloads will be limited to eight students. After the pilot semester, faculty and staff caseloads will be increased to about 15 students each, and no more than 20, depending on initial cohort size and the number of past students retained.



ACE it Dedicated Coaches

To ensure that caseloads for ACE it coaches are maintained at the low, manageable size of 15-20 for full-time faculty and staff, ACE it will add five part-time coaches to College staff. The job description for the ACE it part time coaches is included in Appendix L. These coaches will act as a “go-to” resource for faculty and staff coach questions and each will support a student caseload of no more than 60 students. Each dedicated part-time coach will cross-train in several, high demand workforce and academic areas so that they can support all instructional programs.

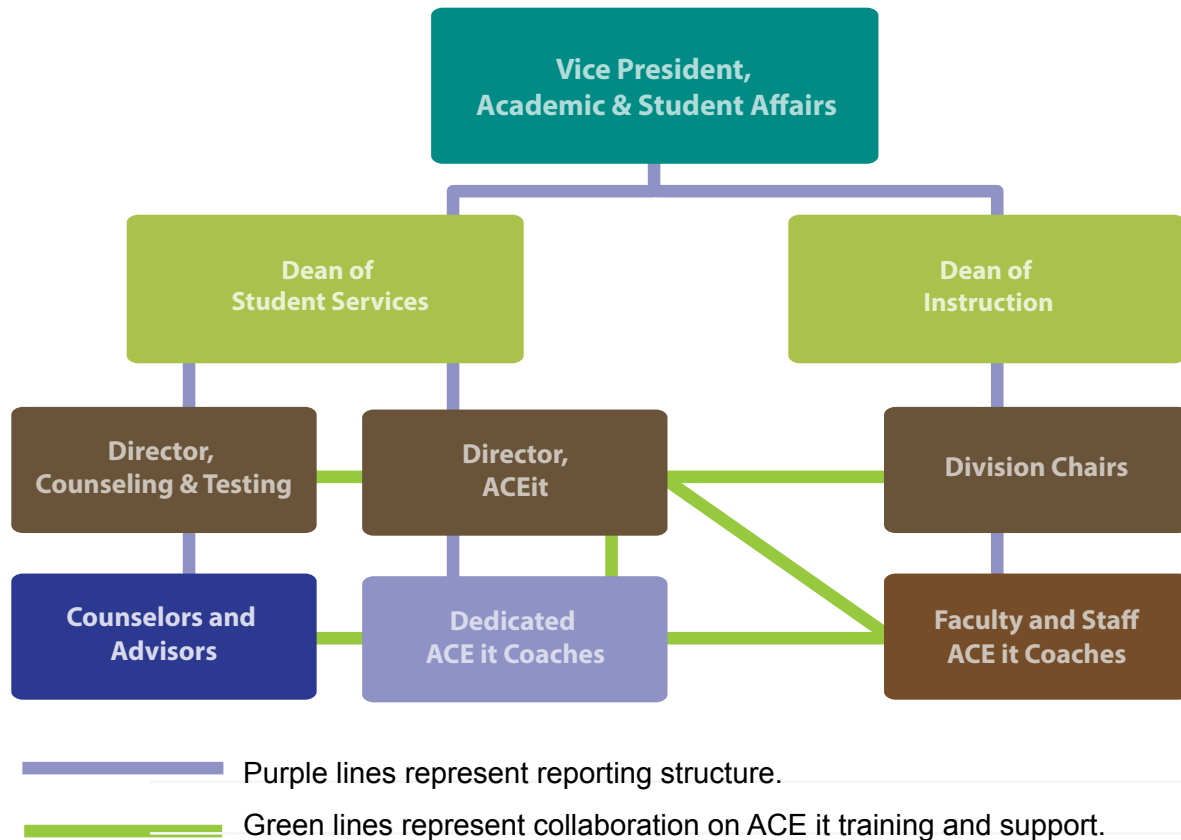
Support Staff

A core group of support staff will assist both the coaches and leadership. First, the ACE it Director will be assigned a full time administrative office specialist (AOS). Personnel currently employed in the Counseling and Testing department will assist in initial and ongoing training and provide on-call support to faculty and staff coaches to answer questions and provide guidance as needed.

Organizational Structure and Supervision

In the existing Brazosport College organizational chart, both the Dean of Instruction and the Dean of Student Services report to the Vice President of Academic and Student Affairs. Personnel required to implement ACE it report to both dean positions, as faculty in all programs fall under the Dean of Instruction. However, because this program is focused on student advising and coaching, the ACE it program director will report directly to the Dean of Student Services.

Figure 6: ACE it Organization, Collaboration and Evaluation Flow Chart



Description: Chart depicts reporting structure for the Director, ACE it and dedicated ACE it Coaches as well as annual appraisal and support lines between and among personnel.

The ACE it Director will report directly to the Dean of Student Services alongside the Director of Counseling and Testing. As colleagues, the directors of ACE it and Counseling and Testing will work closely to develop processes, training, assessment, and support for all ACE it coaches. The ACE it Director will directly evaluate and appraise the part-time dedicated ACE it coaches. ACE it evaluations and assessments will factor into the overall annual performance of all full-time faculty and staff ACE it coaches. Faculty are appraised annually by their division chair. Other staff members serving as ACE it coaches are appraised annually by their direct supervisor, at the Dean or Vice President level. With the support of office staff and the Office of Institutional Research, the ACE it Director will provide each supervisor with the following data, each disaggregated by ACE it coach:

- Student end of semester ACE it coach evaluations,
- Student learning outcomes assessment data,
- Professional development activities.

Furthermore, faculty will also include ACE it responsibilities in their own self-appraisal, completed and discussed with their division chair. As part of the College’s appraisal process, all faculty appraisals are reviewed by the Dean of Instruction. Any concerns raised regarding faculty performance in the ACE it program will be discussed and acted upon by the appropriate Division Chair, the Dean of Instruction or the ACE it Director.

ACE it Faculty/Staff Coaches Staffing Model and Scaling

The proposed staffing model ensures that Brazosport College has sufficient personnel resources to achieve all ACE it outcomes and to sustain and grow the ACE it program over time. This staffing model is based on the following assumptions:

- As previously discussed in Section IV, current average retention rates are 66% (Fall-to-Spring) and 47% (Fall-to-Fall). Based on previously discussed best practices research on the effects of ACE it activities, Brazosport College expects retention to increase after ACE it is fully scaled. Targets described in the Assessment Plan are 76% (Fall-to-Spring) and 57% (Fall-to-Fall). To ensure that Brazosport College has adequate staff to implement and scale the ACE it program, the following was considered in the development of the staffing model:
 - ◆ Using current baseline retention rates for the five year model would underestimate the number of ACE it students and as a result, underestimate the number of needed coaches.
 - ◆ Conversely, using 5 year target retention rates would overestimate the number of ACE it students during the early years of implementation.
 - ◆ To estimate the number of ACE it students to be served, this model sets retention rates half way between baseline and target, namely 71% (Fall-to-Spring) and 53% (Fall-to-Fall).
- No more than eight students are assigned to a faculty or staff ACE it coach in their first semester.
- Caseloads are kept at or below 15 students for faculty and staff coaches. When retention rates increase due to the effectiveness of ACE it, caseloads may increase to no more than 20, as needed.
- Caseloads are kept at or below 50 students for dedicated ACE it coaches. When retention rates increase due to the effectiveness of ACE it, caseloads may increase to no more than 60, as needed.
- The pilot group of faculty/staff coaches begins in the spring semester of 2017. The second group begins coaching in spring of 2018. The added semester allows for revision of training and processes after the first semester of implementation and evaluation.
- Beyond the pilot, faculty and staff coaches will be trained and matriculated into ACE it in groups of approximately 30.

Table 10: Availability of ACE it Coaches 2016 to 2021

	Year 1		Year 2		Year 3		Year 4		Year 5	
	F16	S 17	F 17	S 18	F 18	S 19	F 19	S 20	F 20	S 21
Available P/T ACE it Coaches	0	5	5	5	5	5	5	5	5	5
Trained Faculty/Staff Coaches	0	15	15	45	75	105	105	105	105	105

Table 10 illustrates the training and incorporation of five dedicated part time ACE it coaches as well as 105 faculty and staff coaches over the next five years. Five ACE it part time coaches will be trained in the fall of 2016 and begin coaching in the Spring of 2017. ACE it faculty and staff coaches will be trained in four

groups and phased into coaching, reaching full implementation by spring of 2019. Table 11 describes the average case load for the dedicated part-time ACE it coaches as well as faculty and staff coaches over five years.

Table 11: Average Case Loads for ACE it Coaches 2016 to 2021

	Year 1		Year 2		Year 3		Year 4		Year 5	
	F16	S 17	F 17	S 18	F 18	S 19	F 19	S 20	F 20	S 21
PT ACE it Coach Average Load	0	35	42	48	45	45	45	50	50	50
Ave Faculty/Staff Case Loads	0	8	12	10	11	12	14	15	15	15

To ensure Brazosport College has sufficient resources to serve all FT@BC students, Table 12 details the percent of ACE it eligible students as a fraction of program capacity. The number of students that can be served increases until full capacity is attained when all faculty and staff are trained as coaches.

Table 12: ACE it Resource Sufficiency

	Year 1		Year 2		Year 3		Year 4		Year 5	
	F16	S 17	F 17	S 18	F 18	S 19	F 19	S 20	F 20	S 21
ACE it Student Capacity	0	295	390	660	1050	1485	1695	1825	1825	1825
Projected Number of Eligible Students	876	997	1545	1601	1664	1517	1569	1523	1608	1479
Capacity as a % of Eligible Students Served	0%	30%	25%	41%	63%	98%	108%	120%	113%	123%

Table 12 shows that once all coaches are trained and scaled to their projected caseloads (50 for part time dedicated coaches and 15 for faculty and staff coaches), the scaling of ACE it to support students will exceed the projected number of eligible students by 23%. By the spring of 2021, capacity exceeds projected program size by over 300 students. Furthermore, the above staffing model assumed an average faculty/staff ACE it coach case load of 15 and dedicated ACE it coach case load of 50. If, due to higher retention, program size exceeds the Spring 2020 capacity of 1825, faculty/staff ACE it coach caseloads can be increased from 15 to 20, and dedicated ACE it coach caseloads from 50 to 60, accommodating another 575 students, for a total capacity of 2400. If fall-to-fall retention increases to the expected target of 57% and fall-to-spring retention increases to 76%, the expected ACE it program size is predicted to be approximately 1900 students. Thus, Brazosport College has sufficient personnel resources to sustain and grow the ACE it program over time.

ACE it Advising Model

Development of the advising model emerged when members of the QEP committee engaged the campus in a series of town halls to refresh the college community on the previous process of topic identification and brainstorm options for building a strong plan to address the student learning gaps identified through earlier efforts. Eighty three faculty and staff as well as a number of students engaged in three different town halls over a two day period. These extended conversations considered options and provided direction for the developing ACE it advising model.

Specific topics which emerged from these sessions included the frequency and focus of coaching sessions, training needs, campus awareness, technology, campus cultural shift, time commitment and assessment. Campus input and research informed the following advising model (see Appendix M).

ACE it will create an inescapable network of scaled, self-reinforcing learning experiences and support services during a student's first four semesters at Brazosport College in which students will develop knowledge, skills, abilities, and other traits to effectively navigate higher education, connect with resources, build professional relationships, and learn to be truly self-advised. To achieve the student learning outcomes detailed earlier in this document, ACE it will help students:

- clarify their purpose for attending college,
- develop a sense of belonging through relationships with ACE it coaches and connections with student support services and co-curricular opportunities,
- build a pragmatic strategy to achieve educational goals,
- nurture growth mindset,
- provide direction and focus when students experience difficulties.

This program will pair students with trained, dedicated coaches who will guide students through the process of identifying their values and interests. Then coaches will help students connect those interests to career opportunities and related educational requirements. Working with coaches, students will build a pragmatic educational plan and a strategic course and learning experience road map. Students and coaches will work as a team to identify and track use of campus resources and co-curricular learning experiences. ACE it coaches will teach and nurture growth mindset to develop student resilience and persistence. If students become overwhelmed or enter a less productive path, ACE it coaches will help students navigate through educational and life obstacles and connect them with support services to assist them as they return to their educational pathway. Throughout this process, students' knowledge, skills, and abilities will develop until specific guidance becomes less necessary, and the student becomes empowered to maintain their own educational journey. Appendix N provides a detailed meeting by meeting summary of coaching meetings, objectives, outcomes and documentation.

Currently, longitudinal advising is neither systemic nor mandatory for most students. In the 2012 SENSE survey, 45% of Brazosport College students reported that they receive most of their advice about courses and programs from friends or family. By contrast, ACE it will change these experiences by expanding, training, supporting, and documenting advising through the ACE it coaching processes carried out by full-time faculty, select staff, and part-time success coaches who work one-on-one with First Time at Brazosport College (FT@BC) students. Students will be assigned to a particular coach based on several

considerations. These include the student's selection of a workforce or academic pathway, the specific discipline of study, student schedule, and available space in each coach's caseload.

Students' ACE it experience will begin during the registration process, which will be referred to as Zero Semester. Please note that Zero Semester refers to the processes student experience before their first semester of courses. In other words, during Zero Semester, all of the processes related to registration and onboarding take place with the support of the existing Counseling and Testing staff. Currently, staff from the Counseling and Testing office meets with each new student to help them with initial career exploration, the testing and placement process, and options for financial aid, as needed. With ACE it, these same processes will occur while adding an introduction to the ACE it program during Zero Semester, ACE it technology, and assignment of an ACE it coach. Students will begin the ACE it experience with their ACE it coach after their first semester of classes begin. The ACE it model was developed with strong representation and involvement of staff from the Counseling and Testing office so that there is a deep mutual understanding of duties, processes, and expectations on both sides of the student experience. The ACE it Director will work closely with the Director of Counseling and Testing, both of whom report to the Dean of Student Services. This structure supports a strong relationship between coaches and students that transition from initial intake into the ACE it program.

After the ACE it coach is assigned, students will call or email to set up an initial appointment. If the student has not contacted their coach to schedule an appointment by the third day of class, the ACE it technology will automatically send a reminder to the student. If, after a week of class, the student still has not scheduled an initial ACE it appointment, student workers will contact the student to schedule the initial appointment. The ACE it implementation team will determine processes to address students who withdraw during this period.

During the first semester, coaches and students will meet a minimum of three times. Each subsequent semester, coaches and students will meet at least twice. The first visit each semester will take place during the first three weeks of class or two weeks for students in transitional (developmental) classes. If students' initial transitional course placements are not a good fit, students can be moved to a more appropriate course. The final meeting of each semester, during which students and coaches draft the next semester's course schedule, will take place no later than one week before registration opens. Realizing that some students will have life events that may cause them to miss or need to reschedule appointments, flexibility in scheduling will be provided.

A detailed description of the objectives for the nine meetings that will occur over the four semesters of ACE it is included in Appendix N. As a result of completing the ACE it program, Brazosport College students will:

Advise

- ✓ A1 – Through self-evaluation and partnering with an ACE it coach, produce an educational plan in an area of study that supports educational and career goals.
- ✓ A2 – Evaluate course-selection risks with an ACE it coach.
- ✓ A3 – Articulate knowledge of policies that affect educational pathways.

Connect

- ✓ C1 – Identify college resources and articulate how those resources will assist in reaching educational goals.
- ✓ C2 – Explain the role coaches, faculty, and staff play in assisting students to achieve success.
- ✓ C3 – Discuss the importance of co-curricular programs and how participation is related to student success.

Empower

- ✓ E1 - Communicate and explain how personal values and interests, in conjunction with strengths and weaknesses, affect educational and career goals.
- ✓ E2 – Articulate and apply concepts of growth mindset to college experiences.

Table 13 outlines major themes for conversations and accomplishments in ACE it meetings, aligned with ACE it learning outcomes.

Table 13: ACE it Semester Meetings Summary

Semester 0	All Semesters	Semester 1	Semester 2	Semester 3	Semester 4
Testing & Placement	Review ACE it Syllabus	Icebreaker SLO: C2	Following skills demonstration, student is empowered to update education plan themselves SLO: A1	Explore career opportunities including co-ops, internships and volunteering SLO: A1	Discuss post-ACE it steps: graduation, transfer, Career Center SLO: A3
Discuss educational goals SLO: E1	Evaluate previous and current semester SLO: A2	Discuss initial transitional course placement SLO: A2	Growth Mindset: Motivation SLO: E2	Growth Mindset: Multiple intelligences SLO: E2	Growth Mindset: Maintaining course on goals SLO: E1, E2
Review Admissions SLO: A3	Set semester appointments	Introduce early alert and intervention SLO: E1	Growth Mindset: Saying is believing SLO: E2	Growth Mindset: Goal setting and attainment SLO: E1 & E2	Growth Mindset: Lifelong learning SLO: E2
Review Financial Aid SLO: A3	Discuss Campus Resources SLO: C1 & C3	Discuss interest inventory/self-evaluation SLO: A1			
Prepare 1 st semester course schedule SLO: A2	Address early alerts and Interventions SLO: E1	Build educational plan SLO: A1			

Semester 0	All Semesters	Semester 1	Semester 2	Semester 3	Semester 4
Discuss campus resources SLO: C1 & C3	Review/Revise Educational Plan SLO: A1	Growth Mindset: Neuroplasticity SLO: E2			
Introduce ACE it	Develop next semester's schedule SLO: A2	Growth Mindset: Belonging SLO: E2 & C2			
Assign ACE it Coach SLO: C2	Assign student to complete ACE it evaluation	Growth Mindset: Values SLO: E1, E2 & C2			

Description: ACE it meeting topics and goals for the semester before ACE it and four semesters of ACE it.

Table 13 indicates many topics and processes will be covered every semester. Each semester will also include unique material. Upon successful demonstration of knowledge and skills as documented by student learning outcome assessments, related material will no longer need to be covered in ACE it meetings.

The processes of ACE it meetings will be supported by four resources: advising syllabus (Appendix O), Notes to Self (Appendix P), a handout on why students should participate in co-curricular programs (Appendix Q), and ACE it technology (described later). ACE it principles and student learning outcomes are detailed in the advising syllabus. During meetings, students will take notes and, with guidance, manage the conversation as described in the “Advising Syllabus and Materials” portion of this document. This work will facilitate students’ active engagement in the learning experience and development of leadership skills. A “Notes-to-Self” page will provide an outline for each meeting, afford space for notes, and offer a resource list for easy referral to support and co-curricular opportunities. ACE it technology will streamline and support every step of the student life cycle as explained later in this document.

Understanding that those students who most need guidance and support often do not avail themselves of these resources, participation in the ACE it four-semester long learning experience will be mandatory for all First Time at Brazosport College students. Registration holds will be placed on all First Time at Brazosport College students for their first four semesters. These holds will be lifted by ACE it coaches after students complete their ACE it requirements each semester.

If students stop attending for a semester or more in the ACE it program, they will resume the program where they left off with the same coach, if available, and if the student’s major has not changed.

Advising Syllabus and Materials

Materials that support advising provide consistency, accountability and an assessment framework for the advising experience, outcomes, and relationships. According to National Academic Advising Association (NACADA), a strong advising syllabus:

1. Contains relevant campus information,
2. Reflects campus syllabus guidelines and norms,
3. Defines the educational advising mission and philosophy,
4. Provides up-to-date contact information for all parties,

5. Outlines student expectations and responsibilities,
6. Details advisor responsibilities and expectations,
7. Lists learning outcomes,
8. References tools and resource recommendations for students.

In addition to clarifying roles and expectations, an advising syllabus enhances students' active learning because it explicitly encourages them to fully participate in the learning experience (Trabant 2006). Beyond these elements recommended by NACADA, the advising syllabus also includes the following elements:

1. Student goals
2. ACE it coach contact information and availability,
3. Relevant college policies,
4. Advising and Student Services leadership contact information,
5. Check-off list for steps - students and coaches complete,
6. Signature line.

These expectations and resources will create a stable, productive advising experience (see Appendix O).

Because meetings between ACE it coaches and students will contain multiple learning activities, support materials will help organize, focus, and document each interaction. Each meeting will have a specific set of objectives outlined on a "Notes to Self" check-off worksheet. ACE it coaches will hand the "Notes to Self" sheet to the student at the beginning of every meeting, and ask the student to facilitate discussion and take notes during their meeting. By placing the student in the leadership role, and by making them responsible for taking notes, these sessions will develop students' leadership and accountability skills. For an example of one of the nine "Notes to Self," see Appendix P. ACE it coaches will document each visit using the ACE it technology. The combination of a strong, clear syllabus, meeting, and support materials will enable students and ACE it coaches to establish and maintain clear expectations and track their progress toward achieving those objectives.

Technology

As the College explored student achievement and researched best practices, the need for a multifunctional and user-friendly technology became clear. Such technology needs to be student-centered and focused on the student experience and life-cycle as opposed to technology focused on the institution. The technology must provide an integrated student experience and also provide coaches and other stakeholders a 360 degree view of student needs and challenges. Furthermore, developing student independence is central to ACE it outcomes. For this to occur, students must access information on the platform they are most comfortable with: their smart phones. Since some students may not have smart phones, a web portal will also be available. ACE it technology will create a student interface that will help students identify career options and track their academic progress while simultaneously linking regional employment and income information to College degree programs to help students maintain their focus through the conclusion of their education.

The QEP committee developed six necessary components technology must have to support ACE it student learning outcomes:

1. Career Planning – Career, salary, and job market information allows students to make informed decisions that affect their chosen educational and career path (Supports Outcomes A1, E1).
2. Enrollment Management – Technology must support application, registration, financial aid, and enrollment, providing the learner with a manageable interface to institutional processes, policies, and requirements (Supports Outcomes A3, C1, C3).
3. Educational Plan Building and Monitoring – ACE it will focus on defining and following an educational path to completion. With their ACE it coach, students will define, manage, and adjust their educational plan using this technology (Supports Outcomes A1, A2, A3, C2, E1).
4. ACE it Activities – Technology will allow for the seamless integration of ACE it activities, including appointment scheduling, assessment administration, and outcomes data collection (Supports Outcomes C1, C3, E2).
5. ACE it Early Alert and Intervention - Using leading rather than lagging indicators, the ACE it technology will alert students and coaches to academic, administrative, and “life happens” problems as they arise (Supports Outcomes C1, C2, E1).
6. Stakeholder Access – Coaches, faculty, staff, administration, and, most importantly, students, need full, single-source access to student information, including the educational plan, career interest results, outcomes assessment, and progress through their educational path.

Technology Components: Career Planning

By guiding students through an interest and career selection process linked to regional, state and national marketplace demand and salary information, the ACE it technology will help build a hardier, grittier student, one excited about a career vision and his/her personal pathway. ACE it coaches and students empowered with clear, student-centric technology will make informed decisions about financing education, assisting students to see the return on their educational investment.

Student feedback during QEP topic selection revealed that many students live semester- to-semester, selecting courses based upon factors with little relevance to long-range needs. Foundational to ACE it is identification of careers that will be of interest to students and available in the area. Critical to building a student’s education plan is an interactive, personalized assessment designed to uncover the student’s career interests and aptitudes. To be included in the ACE it technology are relevant labor market data allowing students to create a customized list of specific careers of interest. Also included will be data from the U.S. Department of Commerce, the U.S. Department of Labor, the U.S. Department of Education, National Center for Education Statistics, the U.S. Department of Health and Human Services, National Center for Health Statistics, the Texas Workforce Commission, and other local, regional and national sources of current employment data.

This composite data provides valuable insight on occupational growth and decline presented in an understandable manner to students. ACE it technology will provide information on job opportunities, including salary, job openings, and the potential for labor market growth.

Building on job market data is the return on investment (ROI) linked to students’ career choices. Students need to easily digest and understand what it means to pursue a degree, certificate, or licensure

and the impact the award has on their future financial position. ROI is often overlooked in financial literacy programs, and knowledge of ROI helps students select careers that produce a return on the cost of their educational pathway. A clear and up-to-date understanding of employment options which await students who complete degrees and certificates will help motivate and focus students through their educational pathway.

Technology Components: Enrollment Management

ACE it technology will allow students to complete their admission application, financial aid application, and other necessary documentation without ever having to leave the mobile or online application. Data common to each document (e.g. name, address, SSN, etc.) will pre-populate subsequent forms, making the process more efficient for the student. This technology will also track students who only partially complete the application process. Automatic communication with students who do not complete the enrollment process will provide guidance and support to finish their application, complete their visit with counselors, register and begin classes, resulting in an expectation of increased enrollment. ACE it technology will provide administrators with insight about exact points where students disengage from the application process so areas needing improvement can be addressed.

Technology Components: Educational Plan Building and Monitoring

To inform development of individual students' educational plans, ACE it technology will document the student's term-by-term course plans through completion, based on program selection requirements, student interests, and course availability. ACE it technology will flag potential pitfalls such as a student taking multiple, traditionally difficult courses simultaneously and course sequencing that may put a student at risk. By utilizing predictive analytics and factoring in students' schedules and course offerings, the ACE it technology will reduce frustration and missteps, and will accelerate student progress toward their goals.

Technology Components: ACE it Activities

As previously described, the ACE it program contains multiple activities and learning experiences scheduled over several semesters. To facilitate a plan with multiple moving parts, the ACE it technology will provide a number of logistical services to support program actions. Basic activities include appointment scheduling and communication, especially between student and coach. More substantive activities supported by ACE it software are centered on outcomes assessment. Utilizing the technology, students will complete surveys, learning activities, and outcomes assessments. The day-to-day operationalization of ACE it will function smoothly with the help of a centralized networked technological service.

Technology Components: Early Alert and Intervention

The broader and more structured advising under ACE it will include a robust college communication system to ensure students receive consistent, timely information as they progress through their current semester and plan for the next. Included in this communication network is an early alert and intervention system to keep students, ACE it coaches, and support personnel informed so that they may help keep students on track throughout their academic career.

Early alert and intervention systems offer clear, timely delivery of leading indicators of student process and simple, streamlined processes that ACE it coaches, faculty, other employees, and students can easily utilize. Technology will allow faculty to either enter course information, or allow access to information from the College's online learning management system. An early alert and intervention system is recognized by Achieving the Dream, Community College Center for Student Engagement, and NACADA as a high-impact practice for improving student success, provided that the alerts and interventions are promptly delivered in ways that students are likely to receive and view such as through pop-up push notifications on their smart devices, text, or email.

ACE it technology will also use real time data to automatically utilize a range of communication strategies that inform and empower students to take action. Properly informed, coaches and faculty members will be able to intrusively intervene and connect students to the assistance needed before the student becomes frustrated. This technology will allow coaches, faculty, and counselors to access the student information in real time and intervene in a prompt manner.

Student demeanor, statements made by students, attendance, and grades constitute the data sources for most early alert and intervention systems. During the semester, coaches will document conversations with each student into ACE it technology so that this feedback will become a part of the aggregate student record. With faculty input, appropriate electronic and human communication strategies will be deployed to nudge students to schedule coaching, tutoring, or other appointments when a student veers onto an unproductive path.

The ACE it early alert and intervention system will apply best practice insights from Norin (2010) that emphasize simplicity, automation, timely delivery of alerts to students and others, alert tracking, and a closed information loop, ensuring faculty know how and when their alert input translated into appropriate interventions. All faculty, coaches, and other stakeholders will have a 360 degree view of all student information including alert creation, nature of the alert, actions taken by the College and student, and any follow-up steps. This approach demonstrates the value and pay-off of faculty submission of attendance, grade, and other alert data. Norin (2010) found that, to develop faculty commitment to enter early alert data, they must see that the information they submit is utilized, thereby shaping positive actions by both the College and student.

Technology Components: Stakeholder Access

A consistent approach to student goals and needs is central to a student's sense of belonging and support, and technology will need to keep stakeholders up to date on all aspects of a student's progress and experience. ACE it technology will allow coaches to see in real time whether a student completes or does not complete an action. Should students partially complete their education plan, an ACE it coach will be able to see exactly where they are in their process and be able to provide the appropriate guidance. The ACE it coach's view of student information brings all key information sources onto one page, including student demographics, career information, degree plan, degree audit, financial aid, transcripts, and notes from previous meetings. Current systems require that advisors and counselors review information on multiple screens or different software packages. For ACE it to operate smoothly, information needs to be

straightforward for ACE it coaches and students to access, understand, input, and act upon. Once the coach meets with the student, he/she will document the challenges that the student communicates into the ACE it technology so that other stakeholders can view and act. In addition to providing seamless, intuitive, just-in-time delivery of information to students, ACE it technology will deliver critical data to ACE it coaches and faculty so that a campus-unified approach to supporting students is realized.

Technology Selection

Recognizing these needs, the QEP committee assembled a technology task force composed of QEP committee members and additional representatives from faculty, Information Technology, Financial Aid, the Registrar's office, and Counseling and Testing. This group discussed needs and developed a list of fifteen functions and attributes considered ideal for purposes within and beyond ACE it so that the technology would serve not only the QEP but other campus needs (see Appendix R). The criteria established for the technology included:

- a seamless student interface from first interest in the college through post-completion/transfer, alumni communication, and service,
- availability of multiple formats including web, IOS, and Android platforms,
- proactive prompts for student action based on leading rather than lagging indicators such as grades and/or attendance patterns,
- career aptitude and interest information collection aligned with regional employment and income potential,
- a platform for note collection, tracking, and sharing among ACE it coaches, Counseling and Testing personnel, Financial Aid, and Admissions and Registrar personnel.

Brazosport College has taken two critical steps to secure needed technology. First, funds were set aside in the FY 2015-2016 budget, and, second, a request for proposals was initiated in July 2015 according to the College's purchasing policies. Final decisions will be made in the fall of 2015 regarding the technology choice. The chosen technology system will be operational prior to the commencement of training and ACE it activities, with enough time allotted for troubleshooting and testing.

ACE it technology will draw from other existing information sources, utilizing predictive analytics and create an easily accessible, understandable, seamless, and unified interface for students, coaches and staff so that they may more efficiently and effectively make decisions and take actions to support student success. The ACE it committee will regularly evaluate the functionality of the technology and work with the vendor to streamline processes. If aspects of the technology fall short, college personnel would: 1) work with the vendor to make necessary improvements, 2) temporarily revert to previous, less integrated approaches to accessing and using information from multiple software sources, and/or 3) seek a different vendor with a more effective product.

ACE it Training and Development

ACE it training and development is consistent with CAS Standards and Guidelines (2012) which state that ongoing professional development should include:

- Student development theories, student learning, career development, and other pertinent theories,

- Academic policies and procedures, including transfer policies and curricular changes,
- Legal issues (e.g. FERPA),
- Technology and software training (e.g. student information system, advising and enrollment management software),
- Institutional resources (career services, counseling and health services, and tutorial services).

To foster a transformational change in advising, Lowenstein (2003) suggests promoting a vision of advising that goes beyond “bookkeeping” and includes the following:

- Advising is not seen as prescriptive or formulaic,
- Advising is an interactive process,
- The student is not passive but plays an active role,
- The student is positively changed by the advising experience.

Based on Council for the Advancement of Standards in Higher Education (CAS) guidelines and a review of literature in advising and teaching, ACE it coach training and development programs must include conceptual components, such as advising mission and philosophy, student development theory, and rights and responsibilities of advisors and advisees, informational components, including assisting students in creating and using an educational plan, ACE it technology, academic policies, documentation, resources and referral processes, and relational components, including communication skills and supportive/encouragement strategies.

Resources used in the development and training of advisors will include NACADA speakers, *NACADA Scenes for Learning and Reflection*, DVD Vols. 1 & 2, NACADA print resources, Brazosport College faculty and staff expertise, and online training modules created by the Brazosport College ACE it Director.

ACE it coaches and campus-wide stakeholders need a clear understanding of the ACE it expectations and processes that support students. Training will draw upon effective strategies offered in professional advising association training, conversations with other campuses, and expertise from the Brazosport College Counseling and Testing department. To prepare ACE it coaches, this training will blend key elements ranging from technical knowledge to soft skills in order to provide consistent and personalized support to students as they mature.

Academic advisors and counselors in the Counseling and Testing department will participate in the entire ACE it training in order to be able to effectively communicate to students the program nuances. Since the advisors and counselors are responsible for zero semester, an initial point of contact for the student, departmental training will continue to address holistic advising, Texas Success Initiative review, programs of study, application status, campus resources, and semester scheduling. Zero semester advisors and counselors will assign and introduce the student to their ACE it coach.

Working with the College’s Employee Development Center Director, the ACE it Director will facilitate ACE it training and development. Activities in this training will be developed by the ACE it Director in coordination with the ACE it committee. There will be four modules of campus-wide ACE it training. All college employees must understand the principles of the program and their role in supporting students. Support staff not serving as an ACE it coach will benefit from training on the overall goals and processes of

ACE it as well as specific training on the relational skills that may be utilized with students. Specific learning outcomes and assessment for each training component will be developed in Semester Zero by the ACE it Director and the Director of Employee Development.

ACE it will involve intense initial training followed by opportunities for growth each year. Initial training will focus on the following four categories. Conceptual: What concepts do ACE it coaches need to understand?

- Informational: What do ACE it coaches need to know about college programs and policies?
- Relational: What skills do ACE it coaches need to relate effectively with their advisees (Koring 2005)?
- Skills development: What practical skills do ACE it coaches need for effective inter-departmental communication, ACE it organization, and documentation?

Because ACE it will produce a change in the campus culture, it is important to establish a common understanding of the need for and purpose of formal faculty and staff coaching. The conceptual module will review data from student surveys, student completion data, focus groups from Brazosport College, and information from other colleges with strong advising programs. This training module will utilize print resources and training DVDs from NACADA to develop ACE it coaches' understanding of their role in student success.

The informational training module will cover definitions, role description, goals, and expectations for advisors, the use of advising technology and software, introduction to characteristics of effective advising, and Brazosport College advising guidelines and policies.

The relational module will include training units devoted to the communication skills necessary for developing a positive relationship with an advisee, student development theory, campus resources and referrals, and legal and ethical issues. This training component is designed to enhance ACE it coach skills in the areas of understanding advising as a teaching and mentoring strategy, refining the advising interview and intervention strategies, encouraging student problem-solving skills, alternate advising delivery strategies, and student advocacy and ethical issues.

The skills development module will address general skills needed for appropriate documentation, timely communications, and general organization as an ACE it coach. Skills include, but are not limited to, prerequisite interpretation, degree completion review, and guiding students to evaluate transfer requirements.

All training is designed to provide the necessary knowledge, skills, and abilities necessary to be successful in the role of a coach.

Technology Training

The ACE it technology provider will facilitate several training resources to help staff, ACE it coaches, and counselors use the technology effectively. Onsite training will be provided in a "train-the-trainer" environment and be paired with training for the assigned subject matter experts in each of the departmental offices. Once onsite training is complete, the ACE it technology company will provide the college with a library of online videos for continued supplemental training and development of college staff. As new features and functionality are released, the technology company will provide additional training through various media. As employees utilize the technology in their role at the College, technology training will involve tutorials and practice sessions that apply skills and peer learning opportunities.

The College will highlight the ACE it program and its assistive technology in advertising, social media, and other community outreach so that potential students become familiar with and utilize the software while in the early exploratory phases of their student life cycle. Additionally, students will be provided with multiple, scaled training occasions on the ACE it program and its assistive technology.

Through outreach and marketing at local schools, prospective students will be introduced to ACE it technology beginning their 8th grade year as a service to those students and their districts. Consistent with Texas House Bill 5 (legislation that requires K-12 students to identify their career interests and establish their educational pathway by the end of the 8th grade), the College will provide training on ACE it technology to intermediate and high school counselors so that students may be introduced to the technology. Marketing and infographic information will be provided to local schools so that potential students become familiar with the ACE it technology before they graduate from high school.

Ongoing Professional Development

Professional is essential to ensure that ACE it coaches are current about policies and pertinent information (Givans Voller, 2012, Tinto 2012). Ongoing training will consist of follow-up presentations on policy and practice changes as well as best practices, role-playing scenarios, NACADA speakers, and participation in external advising conferences. The number, topic, and frequency of additional trainings will be determined through evaluation of individual advisor strengths and opportunities for improvement indicated by the annual performance appraisal of each coach.

Ongoing training will include discussion of assessment information in an atmosphere designed to foster a collaborative culture, as recommended by Workman (2013). Semester meetings will be offered at staggered times over a two day period in which ACE it coaches meet to review student feedback and discuss challenges, effective techniques, and program modifications. These meetings will combine formal structure and outcomes with round-table conversations to facilitate a relaxed environment in which ACE it coaches may freely share their thoughts and receive feedback on program and individual outcomes. These sessions will start with vignettes of student comments from ACE it coach evaluations, overview information on program trends, frequently occurring remarks or challenges, and table discussions of ways to address those challenges. The meetings will conclude with discussion of institutional data on program outcomes including any information from survey responses, retention, or other assessed areas.

ACE it Assessment

Brazosport College's ACE it program includes a comprehensive evaluation plan that will measure the impact of the program and support evidence based decision making as the components are fully implemented throughout the next five years. Measurable objectives and outcomes will provide quantitative and qualitative evidence of progress toward achieving the mission of the ACE it program.

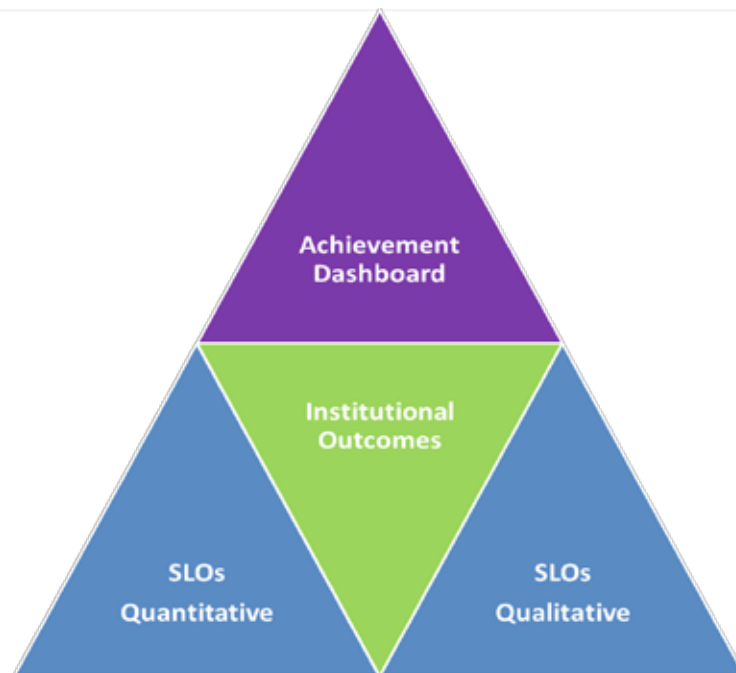
The ACE it Director will provide leadership for the implementation and evaluation of the QEP. The ACE it Director will be responsible for facilitating the assessment of the QEP with the assistance of the Office of Institutional Research staff and the ACE it committee.

The evaluation plan will focus on three primary areas: 1) measurement of program student learning outcomes, 2) measurement of institutional outcomes, and 3) measurement of student achievement

outcomes. The resulting plan evaluates the effectiveness of the overall initiative by incorporating assessments of major ACE it program components individually and assessments at the institutional level as a whole. Brazosport College’s ACE it evaluation plan is designed to be both comprehensive and flexible, allowing for the use of both summative and formative data to make necessary adjustments. Data is used to inform programmatic decisions that support program success. As with every other Brazosport College instructional program and student support unit, assessment results will be used to drive continuous improvement of the ACE it program.

As described throughout this narrative, student learning outcomes have been established for the ACE it program. Furthermore, achievement gaps were initially identified in the campus wide needs assessment process that led to the focus of the QEP. To ensure that each of these outcomes and measures are collected and used for improvement, the evaluation plan will focus on the primary areas as illustrated in Figure 7.

Figure 7: ACE it Outcomes and Achievement



ACE it Student Learning Outcomes

As a result of completing the ACE it program, Brazosport College students will:

Advise

- ✓ A1 – Through self-evaluation and partnering with an ACE it coach, produce an educational plan in an area of study that supports educational and career goals.
- ✓ A2 – Evaluate course-selection risks with an ACE it coach.
- ✓ A3 – Articulate knowledge of policies that affect educational pathways.

Connect

- ✓ C1 – Identify college resources and articulate how those resources will assist in reaching educational goals.
- ✓ C2 – Explain the role coaches, faculty, and staff play in assisting students to achieve success.
- ✓ C3 – Discuss the importance of co-curricular programs and how participation is related to student success.

Empower

- ✓ E1 - Communicate and explain how personal values and interests, in conjunction with strengths and weaknesses, affect educational and career goals.
- ✓ E2 – Articulate and apply concepts of growth mindset to college experiences.

Assessment of Student Learning

Table fourteen describes the method of assessment, collection of data, and the timing of assessment for each of the ACE it student learning outcomes. The specific assessment tools (i.e. survey questions, quiz, rubric, etc.) will be developed during 2015-2016 academic year. Assessment tool development will be led by the ACE it Director, in collaboration with the Dean of Student Services, the Dean, Planning, Institutional Effectiveness, and Research, and the Director, Institutional Research. Baseline data for each measure of student learning will be established during 2015-2016 academic year. The Director, Institutional Research, will identify a cohort of First Time at Brazosport College (FT@BC) students. Each assessment of student knowledge, skills, and abilities will be administered to the baseline group of students to establish a baseline prior to the beginning of ACE it activities. This will take place during the spring, summer, and fall semesters of 2016, prior to the ACE it pilot in the spring of 2017. Targets for improvement will be determined following baseline establishment.

Table 14: Student Learning Outcomes Assessment Overview

Student Learning Outcome	Method of Assessment	Collection of Data	Timing of Assessment
A1: Through self-evaluation and partnering with an ACE it coach, the learner will produce an educational plan in an area of study that supports educational and career goals.	Educational plan rubric to assess plan components including timely submission, a clearly stated educational goal, prerequisite considerations, course sequencing, academic work load, incorporation of life circumstances, needed resources, and plans for contingency.	The rubric will produce an overall score that will be entered into the student's coaching record. ACE it coaches will enter data, and the ACE it Director will compile scores for evaluation.	The ACE it coach will use the rubric to evaluate each plan before the third coaching visit in the first semester.

Student Learning Outcome	Method of Assessment	Collection of Data	Timing of Assessment
A2: The student will evaluate course-selection risks with an ACE it coach.	Evaluation questions to be included on the end of semester evaluation.	Questions will be a subset of an overall end of semester evaluation. Scores will be electronically compiled.	Students will complete the survey after their last coaching visit each semester.
A3: The student will articulate knowledge of policies that affect educational pathways.	Institutional policy quiz.	Students will take the quiz electronically.	Student will take the quiz before the conclusion of the second semester in ACE it.
C1: The student will identify college resources and articulate how those resources will assist in reaching educational goals.	College resources matching assessment.	Students will match possible student scenarios (i.e. educational and/or life circumstances) with college resources that can provide assistance with that situation, generating an overall score. The matching assessment will be administered electronically and compiled for review.	The assessment will be completed by the student during the second visit of the second semester.
C2: The student will explain the role coaches, faculty, and staff play in assisting students to achieve success.	Evaluation questions to be included on the end of semester evaluation.	Questions will be a subset of an overall end of semester evaluation. Scores will be electronically compiled.	Students will complete the survey after their last coaching visit each semester.
C3: The student will discuss the importance of co-curricular programs and how participation is related to student success.	Evaluation questions to be included on the end of semester evaluation.	Questions will be a subset of an overall end of semester evaluation. Scores will be electronically compiled.	Students will complete the survey after their last coaching visit each semester.
E1: The student will communicate and explain how personal values and interests, in conjunction with strengths and weaknesses, affect educational and career goals.	Career decision self-efficacy scale (short version).	Students will complete the CDE scale electronically.	The activity will take place between coaching visits during the third semester of ACE it.
E2: The student will articulate and apply concepts of growth mindset to college experiences.	Student will complete the growth mindset scale. (pre/post)	The assessment, administered by the ACE it coach, will be completed electronically.	The assessment will be used as a pre/post measure. It will be administered during the first and fourth semesters of ACE it.

Summary of ACE it Student Learning Outcome Assessment Tools:

1. Educational plan rubric (A1),
2. End of semester evaluation (A2, C2, C3),
3. Institutional policy quiz (A3),
4. College resource matching assessment (C1),
5. Career decision self-efficacy scale (E1),
6. Growth mindset scale (pre/post) (E2).

ACE it Institutional Outcomes

In addition to student learning outcomes, a number of institutional outcomes are included in the ACE it evaluation plan. These outcomes are a result of key institutional activities (e.g., training, communication, technology support, etc.) that directly contribute to student learning and achievement. The following table describes the method of assessment, collection of data, and the timing of assessment for each of the ACE it institutional outcomes. Baseline data will be collected during first two years of ACE it implementation when the activity begins.

Assessment of Institution Outcomes

Table 15: Institutional Outcomes Assessment Overview

Institution Outcome	Method(s) of Assessment	Collection of Data	Timing/Frequency of Assessment
I1: Training – Brazosport College will provide training to all ACE it coaches to ensure they have adequate knowledge, skills, and abilities to successfully guide students.	Embedded assessments of trainee learning outcomes.	Administration of the assessments during/at end of training.	During/at end of training.
I2: Technology – Brazosport College will implement ACE it technology to provide students and ACE it coaches sufficient information to facilitate the advising process.	Technology evaluation survey. Student and staff focus groups.	The survey will be administered to faculty, staff, and students. Focus groups led by trained focus group facilitators.	Each semester. Once per year.

Institution Outcome	Method(s) of Assessment	Collection of Data	Timing/Frequency of Assessment
I3: Quality of Advising – Brazosport College will ensure high quality performance of counselors, advisors, and ACE it coaches.	Student end of semester survey.	Questions will be a subset of an overall end of semester evaluation for students.	Each semester.
	Focus groups of students.	Focus groups led by trained focus group facilitators.	End of first full year of implementation and periodically.
I4: Communication – Brazosport College will facilitate seamless and integrated communication to students and ACE it coaches.	Communication evaluation survey.	The survey will be administered to faculty, staff, and students.	Each semester.
	Faculty/staff focus group.	Focus groups led by trained focus group facilitators.	Once per year.

Summary of ACE it Institutional Outcome Assessment Tools:

1. Embedded trainee learning outcomes (I1),
2. Technology survey (I2),
3. Student focus group (I2, I3),
4. Student End of Semester Survey (I3),
 - a. Including an evaluation of the ACE it coach and coaching experience,
 - b. Including an evaluation of Zero semester advising and transition to longitudinal coaching,
5. Faculty staff focus group (I2, I4),
6. Communication survey (I4).

ACE it Student Achievement Dashboard: Primary

The development of this QEP was based upon the identification of targeted student achievement measures, identified in Section IV. ACE it student learning outcomes and institutional outcomes support the improvement of student achievement, as identified by these measures. In other words, gains in student knowledge, skills, and abilities will lead to positive increases in these focused measures. Table 16 includes the aforementioned measures of student achievement, with five year institutional targets included.

Table 16: Primary Achievement Measures and Targets

Source	Measure	Baseline Data	5 Year Targets
Texas Higher Education Coordinating Board Almanac	Average time to complete an associate's degree.	BC Three Year Average: 4.2 years	BC Three Year Average: 3.5 years
Texas Higher Education Coordinating Board Almanac	Percent of First Time in College students who complete a degree or certificate within three, four, and six years, calculated using a three year average.	<ul style="list-style-type: none"> • Three Years Full Time: 21.7% • Three Years Part Time: 11.8% • Four Years Full Time: 30.2% • Four Years Part Time: 15.9% • Six Years Full Time: 41.4% • Six Years Part Time: 20.1% 	<ul style="list-style-type: none"> • Three Years Full Time: 26.7% • Three Years Part Time: 16.8% • Four Years Full Time: 37.2% • Four Years Part Time: 22.9% • Six Years Full Time: 51.4% • Six Years Part Time: 30.1%
Texas Higher Education Coordinating Board Almanac	Percent of First Time in College students who transfer to a senior institution within six years.	BC Three Year Average: 23.2%	BC Three Year Average: 30.2%
Brazosport College Achievement Data	Percent of attempted courses successfully completed by students with a grade of C or better.	<ul style="list-style-type: none"> • Baseline Data: 2008-2013 • Full Time Student Attempts: 82% • Part Time Student Attempts: 67% 	<ul style="list-style-type: none"> • Full Time Student Attempts: 87% • Part Time Student Attempts: 72%
Brazosport College Achievement Data	Percent of students retained.	<ul style="list-style-type: none"> • Baseline Data: 5 year average (Fall 2009 through Fall 2013). • Fall to Spring Retention: 66.2% • Fall to Fall Retention: 47.5% 	<ul style="list-style-type: none"> • Fall to Spring Retention: 76.2% • Fall to Fall Retention: 57.5%
Community College Survey of Student Engagement (CCSSE)	Promising Practices Item 16 Prompt: Before the end of my first term at this college, an advisor helped me develop an academic plan.	<ul style="list-style-type: none"> • Baseline Data: CCSSE 2012 • Yes: 38.2% (N=73) • No or Not Yet: 61.8% (N=118) 	<ul style="list-style-type: none"> • Yes: 48.2% • No or Not Yet: 51.8%
Community College Survey of Student Engagement (CCSSE)	Promising Practices Item 17 Prompt: Someone at this college contacts me if I am struggling with my studies to help me get the assistance I need.	<ul style="list-style-type: none"> • Baseline Data: CCSSE 2012 • Yes: 13.5% (N=58) • No: 52.3% (N=225) • Not Applicable: 34.1% (N=147) 	<ul style="list-style-type: none"> • Yes: 33.5% • No: 32.3% • Not Applicable: 34.1%

Source	Measure	Baseline Data	5 Year Targets
Survey of Entering Student Engagement (SENSE)	Item 18h Prompt: A college staff member talked with me about my commitments outside of school to help me figure out how many courses to take.	<ul style="list-style-type: none"> • Baseline Data: SENSE 2012 • Agree or Strongly Agree: 25% (N=158) • Neutral: 33.9% (N=133) • Disagree or Strongly Disagree: 41.1% (N=161) 	<ul style="list-style-type: none"> • Agree or Strongly Agree: 55% • Neutral: 33.9% • Disagree or Strongly Disagree: 11.1%
Survey of Entering Student Engagement (SENSE)	Item 22 Prompt: What has been your MAIN source of academic advising?	<ul style="list-style-type: none"> • Baseline Data: SENSE 2012 • Faculty and/or staff: 41.2% (N=176) • Friends, family, or other students: 45.2% (N=193) • Other: 13.6% (N=58) 	<ul style="list-style-type: none"> • Faculty and/or staff: 61.2% • Friends, family, or other students: 25.2% • Other: 13.6%

ACE it Student Achievement Dashboard: Additional Measures

In addition to the targeted achievement gaps, it is expected that a number of related achievement measures will also be positively affected by the implementation of the ACE it program. These include measures such as the Texas Success Student Momentum Points. Based on the premise that educational achievement includes more than just traditional, terminal accomplishments, the Texas Student Success Point model was developed to measure the performance of institutions in a way that promotes their efforts to increase the rate of student progression and achievement. Success points are measures of attainment consistent with the completion of a milestone. By measuring them, the College can accurately gauge progress in helping students succeed.

The additional achievement measures that will be assessed along with targets set in order to monitor the success of the ACE it program are listed in Table 17.

Table 17: Additional Institutional Achievement Measures and Targets

Achievement Measure	Baseline (AY 13-14)	5 Year Target
College Readiness - Mathematics	233	280
College Readiness – Reading	173	208
College Readiness – Writing	234	281
Successful completion of first college level mathematics course	337	404

Achievement Measure	Baseline (AY 13-14)	5 Year Target
Successful completion of first college level reading course	920	1104
Successful completion of first college level writing course	674	809
Completion of 15 semester credit hours (SCH)	1309	1505
Completion of 30 semester credit hours (SCH)	777	894
Number of Completed Awards (degrees, certificates, core curriculum)	544	626
Number of successful transfers	413	454

Institutional Effectiveness and Strategic Planning

Each year, Brazosport College engages in a planning process that involves multiple stakeholders and culminates in the development and implementation of the institution's strategic plan titled 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, evaluates the extent to which the College's mission has been met and recommends institutional goals and budgetary implications for adoption in the College's strategic plan, Vision 2020, for consideration by the Brazosport College Board of Regents.

The ACE it program will be fully incorporated into the annual strategic planning process at Brazosport College. With a central focus in the College's planning document, Vision 2020, the QEP will be established as a high institutional priority ensuring the results of the ACE it evaluation plan be integrated into the College's overall institutional effectiveness process. This process occurs systematically at the same time each year such that assessment results can be used to improve programs and services at all levels of the institution as well as be incorporated into decisions about the following year's budget.

Currently, Vision 2020, Brazosport College's strategic plan consists of five primary goals and a number of strategies for achieving these goals. Brazosport College's strategic imperative, student success, states that "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%" (Brazosport College, 2014). The ACE it QEP program supports these overarching achievement goals. As illustrated in the College's student success goal, a variety of achievement measures including persistence, progression, and completion are expected to be impacted by the QEP and will be tracked as indicators of progress for both the ACE it program and the College's overall strategic student success goals.

Implementation Timeline

ACE it training, technology, advising, marketing, and reporting will be developed and implemented in stages until all aspects are fully scaled in the spring of 2019. The following table details actions for each category of ACE it implementation and concludes with a one-year cycle overview.

Table 18: Timeline for Implementation of ACE it Components

Category	Action	Offices Involved	Date
Personnel	ACE it Committee Formed & Begins Work	President	Aug 2015
Personnel	Hire ACE it Director and AOS	President, VP Academic and Student Affairs, Dean Student Services, HR, Regents	Jan 2016
Personnel	Hire ACE it dedicated coaches	ACE it Director, Dean Student Services, President, HR	April 2016
Personnel	Identify and recruit pilot faculty	ACE it Director, ACE it Committee	May 2016
Personnel	Develop Faculty Staff Coach Appraisal Report Format	Ace it Director, ACE it Committee	Oct 2016
Personnel	Produce & distribute Coach Appraisal Reports for pilot group	ACE it Director	May 2016
Personnel	Identify and register group A for training	ACE it Director	March 2017
Personnel	Produce & distribute Coach Appraisal Reports for pilot group (data from Spring & Fall 17)	ACE it Director	March 2018
Personnel	Identify and register group B for training	ACE it Director	Oct 2018
Personnel	Register group C coaches for training	ACE it Director	March 2018
Personnel	Produce & distribute Coach Appraisal Reports for pilot group (data from Spring & Fall calendar not academic year)	ACE it Director	March Annually
Advising	Complete ACE it Advising Syllabus	ACE it Director, ACE it Committee	Feb 2016
Advising	Develop ACE it procedures	ACE it Director, ACE it Committee	April 2016
Advising	Pilot ACE it	ACE it Director, Pilot Group	April 2017
Advising	ACE it advising by pilot coaches	ACE it Director, Pilot Group	Oct 2017
Advising	ACE it advising by pilot & group A coaches	ACE it Director, Pilot & Group A	March 2018
Advising	ACE it advising by pilot & groups A & B	ACE it Director, Pilot & A Group	Oct 2018
Advising	ACE it advising by all coaches	ACE it Director, Pilot & A & B Group	March 2019
Advising	ACE it advising by all coaches	ACE it Director, All Coaches	March & Oct Annually

Category	Action	Offices Involved	Date
Assessment	Develop specific ACE it SLO assessments	ACE it Director, ACE it Committee, Dean IE &R	March 2016
Assessment	Administer baseline assessments	ACE it Director, Dean IE&R	April 2016 July 2016 Nov 2017
Assessment	Administer assessment, ACE it pilot	ACE it Director, Dean IE&R	April 2017
Assessment	Report to Board of Regents/Basic Unit Review (BUR)	ACE it Director	Aug Annually
Assessment	Evaluate data from ACE it pilot	ACE it Director, Dean IE&R, ACE it Committee	July 2017
Assessment	Administer assessment, ACE it pilot	ACE it Director, Dean IE&R	Nov 2017
Assessment	Administer assessment, ACE it pilot and group A	ACE it Director, Dean IE&R	April 2018
Assessment	Evaluate data from ACE it pilot and group A	ACE it Director, Dean IE&R, ACE it Committee	July 2018
Assessment	Administer assessment, ACE it pilot and groups A & B	ACE it Director, Dean IE&R	Nov 2018
Assessment	Administer assessment to all groups	ACE it Director, Dean IE&R	April & Nov Annually
Assessment	Evaluate data from ACE it	ACE it Director, Dean IE&R, ACE it Committee	July Annually
Technology	Post RFP for ACE it technology	Business Office	July 2015
Technology	Complete purchasing procedures for ACE it technology	Business Office, ACE it Implementation Team	Aug 2015
Technology	Initiate technology installation	IT & Tech Vender	Oct 2015
Technology	Complete technology installation and integration with all campus information systems.	IT & Tech Vender	April 2016
Technology	Complete initial technology training with key campus stakeholders	Tech Vender, ACE it Director, EDC Director	June 2016
Technology	Complete initial technology training with all technology users	ACE it Director, EDC Director	Aug 2016
Technology	Complete training plan for students using ACE it software system	Tech Vender, ACE it Director, Student Life Coordinator	July 2016
Technology	Implement technology	ACE it Director, ACE it Committee, IT	July-Sept 2016
Technology	Evaluate user experiences & recommend improvements	ACE it Director, IT, Dean IE&R, ACE it Committee	May & Dec Annually
Technology	Train students on use of ACE it technology	ACE it Director, ACE it Committee	Sept Annually
Technology & Awareness	Introduce & support communication about ACE it technology to ISDs for use by students as they conduct career exploration in accordance with HB5	ACE it Director, Director Workforce Dev & School Partnerships, Student Workers	Oct Annually
Technology	Train new employees on use of ACE it technology	ACE it Director, EDC Director	As needed

Category	Action	Offices Involved	Date
Training	Complete ACE it training curriculum	ACE it Director, EDC Director	March 2016
Training	Train ACE it pilot group	ACE it Director, EDC Director	Nov 2016
Training	Train ACE it dedicated coaches to back up Counseling and Testing Office during peak times – shadow & support on-the-job training	ACE it Director, Director Counseling and Testing	Nov 2016
Training	Participate in advising professional associations meetings and training	ACE it Director, faculty/staff coaches	Annually as Available
Training	Modify training based on pilot experiences	ACE it Director, EDC Director	Aug 2016
Training	Train ACE it group A	ACE it Director, EDC Director	Nov 2017
Training	Modify training based upon previous training and ACE it coaching experiences and feedback	ACE it Director, EDC Director	Jan Annually
Training	Train ACE it group B	ACE it Director, EDC Director	April 2018
Training	Train ACE it group C	ACE it Director, EDC Director	Nov 2018
Training	Train new hire ACE it coaches	ACE it Director, EDC Director	As needed
Awareness	Convocation breakfast presentation & table discussions	QEP Development Committee	Aug 2015
Awareness	ACE it Walk & Talk with the President	President, ACE it Committee	Oct 2015
Awareness	Welcome Week ACE it pancake breakfast	ACE it Committee	Jan & Aug Annually
Awareness	Welcome Week ACE it Pizza with Profs dinner	ACE it Committee	Jan & Aug Annually
Awareness	ACE it Awareness Bingo (or other)	ACE it Committee	Feb & Sept Annually
Awareness	ACE it Apple Day (or other)	ACE it Committee	March & Oct Annually
Reports	Basic Unit Review (BUR)	ACE it Director	Aug Annually
Reports	Report to President/Board of Regents	ACE it Director	Aug Annually
Reports	SACS-COC 5-year report	ACE it Director	June 2021



Table 19: Fully Implemented ACE it Annual Cycle

Jan	<p>Welcome week ACE it Pancake breakfast and Pizza with Profs dinner</p> <p>Modify ACE it training based on training and coaching feedback</p> <p>First ACE it meetings for the semester complete</p>
Feb	<p>ACE it Awareness Hot Chocolate (or other)</p>
Mar	<p>ACE it Apple Day (or other)</p> <p>Produce & distribute coach appraisal reports</p> <p>Advising sessions complete for semester</p>
Apr	<p>Administer ACE it assessments</p>
May	<p>Evaluate user experiences with ACE it technology and recommend improvements</p>
June	<p>Evaluate ACE it data</p>
July	<p>Welcome week ACE it Pancake breakfast and Pizza with Profs dinner</p> <p>Report to President/Board of Regents</p> <p>Basic Unit Review (BUR) Report</p> <p>ACE it Awareness Bingo (or other)</p> <p>First ACE it meetings for the semester complete</p> <p>Train students in use of ACE it Technology</p>
Aug	<p>Introduce & support ACE it Technology communication with ISDs for use by students</p> <p>Advising sessions complete for semester ACE it Apple Day (or other)</p>
Sept	
Oct	
Nov	
Dec	
Ongoing	<p>Train new employees on ACE it program and technology.</p> <p>Participate in advising professional association meetings and training.</p> <p>Professional development training for ACE it Coaches.</p> <p>Updates on advising policies and procedures (email and website).</p> <p>Train students on ACE it software.</p>

IX. Resources

Budget

Personnel: The following determining factors were considered in the development of the personnel budget.

- The Director and AOS positions were budgeted according to the Board approved Brazosport College salary scale, implemented in FY 15/16. Prescribed step increases are included each year. Benefits are budgeted at 23% of salary. Half the costs of benefits are paid by the State of Texas, the other half by the institution. Depending on education and experience, the Director may start at level 1 – 3 on the salary scale. Budget numbers assume level 3 as a maximum.
- Prescribed step increases are included each year for part time ACE it coaches
- The cost of student workers may be lower than planned depending on the number of students hired who are approved to receive Title IV work study.

Professional Development: Funds are allocated for the following training activities:

- Training ACE it coaches.
- Employee training in the ACE it technology.
- Workshops and networking opportunities with other gulf coast colleges/conferences.

Software and Support: Funds are allocated annually to support technology.

Miscellaneous: Funds are included in the budget for numerous lesser costs, such as:

- Office supplies and materials
- Printing, Marketing, and Travel

Table 20: Annual ACE it Budgets 2015-16 through 2020-21

Year	Line Item	Amount
Year 0: FY 15/16	ACE it Director (Salary and Benefits) *	\$53,047
	ACE it A.O.S. (Salary and Benefits) *	\$24,646
	Software and Support	\$130,000
	Miscellaneous	\$10,000
	Physical Space/Furniture	\$20,000
	Year 0 Total	\$237,693
* ACE it Director and AOS will start in January 2016		

Year	Line Item	Amount
Year 1: FY 16/17	ACE it Director (Salary and Benefits)	\$81,959
	ACE it A.O.S. (Salary and Benefits)	\$38,080
	Part Time ACE it Coaches (5)	\$107,297
	Student Workers	\$5,000
	Faculty/Staff ACE it Coaches (15 employees)	In Kind: 3% – 5% of work load
	Professional Development	\$25,000
	Software and Support	\$130,000
	Miscellaneous	\$10,000
	Year 1 Total	\$397,336

Year 2: FY 17/18	ACE it Director (Salary and Benefits)	\$84,418
	ACE it A.O.S. (Salary and Benefits)	\$39,172
	Part Time ACE it Coaches (5)	\$110,534
	Student Workers	\$10,000
	Faculty/Staff ACE it Coaches (75 employees) *	In Kind: 3% – 5% of work load
	Professional Development	\$25,000
	Software and Support	\$130,000
	Miscellaneous	\$10,000
	Year 2 Total	\$409,124

* 30 Faculty/Staff Coaches added in the Fall of 2017, 30 in the Spring of 2018

Year 3: FY 18/19	ACE it Director (Salary and Benefits)	\$86,945
	ACE it A.O.S. (Salary and Benefits)	\$40,394
	Part Time ACE it Coaches (5)	\$113,863
	Student Workers	\$10,000
	Faculty/Staff ACE it Coaches (110 employees)	In Kind: 3% – 5% of work load
	Professional Development	\$25,000
	Software and Support	\$130,000
	Miscellaneous	\$10,000
	Year 3 Total	\$416,202

Year	Line Item	Amount
Year 4: FY 19/20	ACE it Director (Salary and Benefits)	\$89,543
	ACE it A.O.S. (Salary and Benefits)	\$41,612
	Part Time ACE it Coaches (5)	\$117,283
	Student Workers	\$10,000
	Faculty/Staff ACE it Coaches (110 employees)	In Kind: 3% – 5% of work load
	Professional Development	\$25,000
	Software and Support	\$130,000
	Miscellaneous	\$10,000
	Year 4 Total	\$423,438
Year 5: FY 20/21	ACE it Director (Salary and Benefits)	\$92,233
	ACE it A.O.S. (Salary and Benefits)	\$42,856
	Part Time ACE it Coaches (5)	\$120,794
	Student Workers	\$10,000
	Faculty/Staff ACE it Coaches (110 employees)	In Kind: 3% – 5% of work load
	Professional Development	\$25,000
	Software and Support	\$130,000
	Miscellaneous	\$10,000
	Year 5 Total	\$430,883
Six Year Total Budget		\$2,314,676

The Brazosport College QEP budget will not adversely impact other institutional programs and priorities. Brazosport College’s yearly budget is approximately \$46,000,000. As such, the increased annual budget for the ACE it program is less than 1% of the budget. As a result of strong economic growth in the community and sound management of expenses, recent fiscal years have ended with consistent and significant budget surpluses. The increase in Net Position in the most recently audited fiscal year was nearly \$4,000,000. Projections for the current fiscal year are for an increase in Net Position of nearly \$3,000,000.

Additionally, the College has significant cash reserves. Expectations are that at the end of FY 2015, the College will have unrestricted cash reserves of approximately \$10,000,000. In conclusion, Brazosport College’s has the ability to fund the QEP budget without affecting other institutional programs or priorities. A growing local economy and tax base, a strong management team and Board of Regents, and significant unrestricted cash reserves will ensure the College’s financial future and its ability to support the QEP.

Physical Space

ACE it will be located in the high traffic Student Pavilion. Included in the ACE it suite will be a reception area, the director’s office, six work station cubicles for ACE it dedicated coaches, and one private office for use by the dedicated coaches. All offices and work stations will be equipped with appropriate office

furniture, computers, phones, and four printers distributed across the two sections of the ACE it suite.

To make the ACE it suite welcoming, it is placed in the Student Pavilion which also houses the offices of the Dean of Student Services as well as a number of student service departments such as Student Life, Intramurals, Student Government, Student Mentors, and Peer Recruiters. The Student Pavilion is the site for many student activities and events. Located centrally in the main campus building, the Student Pavilion is adjacent to the library and around the corner from Admissions and Registration, Counseling and Testing, the Student Success Center, and Financial Aid. The ACE it suite is also within short walking distance of faculty and staff offices.

Inviting students and coaches to formal and informal gatherings, the ACE it reception area will include a sofa set and coffee station for students and coaches. Though full-time faculty and staff coaches will likely prefer to meet with students in their offices, they will have the option to meet in the ACE it suite. Some coach meetings and training will also take place in the ACE it suite.

In Conclusion

The ACE it program, originating from vigorous conversation with the college community, exhaustive data analysis, and thorough research of best practices, will result in a campus wide transformation that will encourage student educational and social integration, enhance student learning, and foster healthy relationships between students, faculty, and staff. Supported by a broad professional development program, comprehensive support technology, a multidimensional assessment plan and sufficient fiscal, human, and physical resources, the ACE it program will enhance student learning and foster student achievement in every program, department, and support service at Brazosport College.



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XI. Appendices

QEP Topic Selection Process

A. Challenges Students Brought up During August 2014 Focus Group (n=36)

- Teachers not posting grades in D2I and elsewhere in a timely fashion.
- Instructors assume that students know information and aren't helpful with explaining course information.
- Teachers that have heavy accents that are difficult to understand.
- Writing assignments.
- Widely varied teaching styles & expectations.
- Lack of consistency between what is being taught and what is on the test.
- Absence of effective study guides.
- Course costs for Learning Frameworks.
- Lack of encouragement from the counseling department (not all counselors, but some do not feel caring).
- Feeling lost (given different information by counselors; counselors not addressing students feeling lost, some counselors have a laissez faire attitude).
- Counselors trying to take students in a different direction from the student's academic interests.
- Time Management.
- Knowing what classes to take (balancing easy/hard).
- Challenge with lengthy fast paced lectures.
- Class instruction time not being fully utilized by the instructor.
- Staying on task and keeping up with classes.
- Comprehension of lecture information.
- Science lectures are too fast pace.
- Instructors easily get off subject.
- Getting the correct book for a class in the bookstore.
- Availability of textbooks.
- Lack of support groups (felt lost the first semester, no idea what I was going to go through, both personally and emotionally, wish there was a student body to help new students like big brother, big sister).
- Math instructors could use improvement.
- Textbook costs.
- Knowledge of used textbook sources.
- Not informing students that textbooks will no longer be used in the next semester.
- Lack of consistency between counselors (can't make an appointment with a particular counselor, someone that you can talk to throughout your time here, counselors tell you something different).
- Difficulty reading textbooks because they are boring.
- Procrastination.
- Juggling home life and school.
- Difficulty locating classrooms/buildings.
- Lack of information for student resources.
- Class locations changes on the first class day without notification.
- Study habits.

B. Brazosport College Convocation Responses, August 20, 2014

Replies “What is the most important thing Brazosport College can do to improve student success?” (N=186 of 270 employees)

Suggestion Categories	Percentage
Require students to meet regularly with advisors to review degree plan.	30.7
Implement & increase faculty advisors.	21.6
Implement program-specific advisors.	14.2
Implement an early-warning/intervention program for at-risk students.	13.4
Develop better initial and ongoing training for advisors.	11.8
Provide more/better support for students after enrollment.	10.2
Better communication to students and faculty regarding resources and events.	10.2
Thirteen suggestion categories each representing less than 5% of total responses	

C. Student, Employee & Community Town Halls Sept 2014 Common Themes

Dot Votes on Posters With Brainstormed Ideas to Improve Student Success <i>n=296</i>	Votes	%
Communicate with Struggling Students	35	11.82
Early Alert	16	5.41
Subtotal: Early Alert	51	17.23
Cross Campus Communication & Training to Support our Students	38	12.84
Communication across Parts of the College (Components)	35	11.82
Subtotal: Communication	73	24.66
Individual Contact with Advisors for Multiple Purposes	27	9.12
Faculty Mentor Advising	47	15.88
Faculty Advising	11	3.72
Subtotal: Advising	85	28.72
Priority Registration	2	0.68
Schedule Flexibility	25	8.45
Triage/Better Placement of Students	25	8.45
Scholarship/Financial Assistance	4	1.35
Understand Student Goals	6	2.03
Online Access to Grades and Course Materials	9	3.04
Bridging Cultures	6	2.03
Course Scheduling Flexibility	10	3.38

D. Challenges Students Brought up During October 2014 Focus Group with 18-21 Year Old Part Time Students (n=40)

1. Counseling
 - A. What knowledge do students need to succeed?

Start early, be prepared, don't be discouraged.

- ✓ Don't expect counselor to know everything; research your transfer school or program.
- ✓ Take notes at all counselor sessions, have counselor sign it.
- ✓ Request a specific counselor you feel comfortable with.
- ✓ Go to the source for course specifics: ask chair or division head, use Texas Common Course <http://www.tccns.org/>, and ask professor.

B. What strategies are effective in helping students overcome this challenge?

- ✓ Assign advisors to students.
- ✓ Have degree-specific advisors.
- ✓ Designate a counselor for each department.
- ✓ Division/Department Chairs should be counselors.
- ✓ Increase communication across campus on counseling-specific issues.

2. Time Management

A. What knowledge do students need to succeed?

- ✓ Begin work early.
- ✓ Dedicate consistent study time, perhaps late.
- ✓ Maintain a rigorous pace using a planner.
- ✓ Prepare for late nights of study.
- ✓ Communicate early and often with professor.

B. What strategies are effective in helping students overcome this challenge?

- ✓ Childcare Center: decrease cost & increase capacity.
- ✓ Establish false 'motivation' deadlines.
- ✓ Offer incentivized time management seminar.
- ✓ Heavier emphasis on time management in Learning Frameworks.
- ✓ Increase work-study positions.

3. Classroom Dynamics

A. What knowledge do students need to succeed?

- ✓ Talk to counselor: degree plan.
- ✓ Fully investigate class/professor.
- ✓ Talk with previous students.
- ✓ Look at Ratemyprofessor.com.
- ✓ Talk with professor about grading scheme.
- ✓ Take advantage of tutors, Supplemental Instruction, and study partners.

B. What strategies are effective in helping students overcome this challenge?

- ✓ Increased dialog/interaction among: Professors ↔ Tutors, Professors ↔ Students, Professors ↔ Chair
- ✓ More stringent faculty evaluation (probation).
- ✓ Have high school and new students shadow an experienced college student for a day.
- ✓ Increased subject-specific tutoring (Sciences, History).
- ✓ Improve Learning Frameworks as follows: more strategies and practice using T-notes, shorter and more focused course, practicum or extended orientation, and more in-depth coverage of D2L/Virtual Campus.

E. Online Survey Results September 2014

Below are five topics/themes that came up frequently during the Quality Enhancement Plan feedback sessions. Please rank the order for each of the following based on what you believe we should focus on to greatly improve student learning at Brazosport College. (1 = Most Important; 5 = Least Important) *n*=164

Advising (Student goal-setting, Planning to Reach Goals, Faculty/Mentor Advising)	Early Alert System (A system to identify struggling students, Communication with struggling students, Intervention planning with struggling students)	Bridging Cultures (ISD vs. College Cultures (expectations), Focus and Memory Skills Training, Student Time Management Training)	Communication System (A system of communication for faculty and staff to have up-to-date information, Communication with students about what is available throughout the College and Community)	Course and Support Availability (When courses are offered (am, pm, weekend), Length of class (long semesters, short condensed semesters, self-paced), When advising and facilities are available)
1 = 76 (46.3%)	1 = 31 (18.9%)	1 = 15 (9.1%)	1 = 21 (12.6%)	1 = 21 (12.6%)
2 = 36 (22.0%)	2 = 56 (34.1%)	2 = 18 (11.0%)	2 = 26 (15.6%)	2 = 28 (16.8%)
3 = 25 (15.2%)	3 = 41 (25.0%)	3 = 35 (21.3%)	3 = 38 (22.8%)	3 = 26 (15.6%)
4 = 20 (12.2%)	4 = 24 (14.6%)	4 = 35 (21.3%)	4 = 48 (28.7%)	4 = 36 (21.6%)
5 = 7 (4.3%)	5 = 12 (7.3%)	5 = 61 (37.2%)	5 = 31 (18.6%)	5 = 53 (31.7%)

F. Open Ended Question Responses Online Survey September 2014

1. Why don't a majority of students develop a formal plan to map out their education? What would make this easier and more useful? <i>n=139</i>	
Students are not knowledgeable of the need for and process of creating an educational plan.	40 (28.9%)
Undecided on major/career.	32 (23.0 %)
Lack of time.	8 (21.0 %)
Life circumstances.	3 (2.2 %)
Lack of advising.	15 (10.1 %)
Requiring students to build a formal plan with an advisor would help.	18 (12.9 %)
Requiring students to create a template/form/educational path chart would help.	6 (4.3 %)
Workshops to inform and help students build educational plans would help.	3 (2.2 %)
2. Part-time (less than 12 credit hours) students ages 18-21 are 16% less likely to succeed (earn a C or higher in courses) at Brazosport College than 18-21 year old full-time students. Why? <i>n=145</i>	
External commitments (work, family).	74 (51.0 %)
Lack of motivation/focus/priorities.	30 (20.7 %)
Didn't understand that expectations were different than in high school.	11 (7.6 %)
Lack of college level skills/underprepared.	3 (2.0 %)
Do not have clear educational/career goals.	3 (2.0 %)
Immaturity.	3 (2.0 %)
3. In 2011-2012, 46 out of every 100 Brazosport College (BC) students did not return to BC in the next academic year. Why? <i>n=140</i>	
Transferred.	46 (32.9 %)
Jobs and external commitments.	29 (20.7 %)
Finances.	24 (17.1 %)
Motivation issues.	15 (10.7 %)
Unprepared or didn't have a plan or didn't understand the expectations.	7 (5.0 %)
Failed.	5 (3.6 %)
4. Do you think professors or someone else at the college should contact students when they are falling behind in class? If so, what kind of notification would be most beneficial? When should they occur? <i>n=142</i>	
Yes. (Order of preferred method of contact: e-mail, text, phone, or in person). Students would prefer advisors to call instead of instructors.	112 (78.9 %)
No	26 (18.3 %)

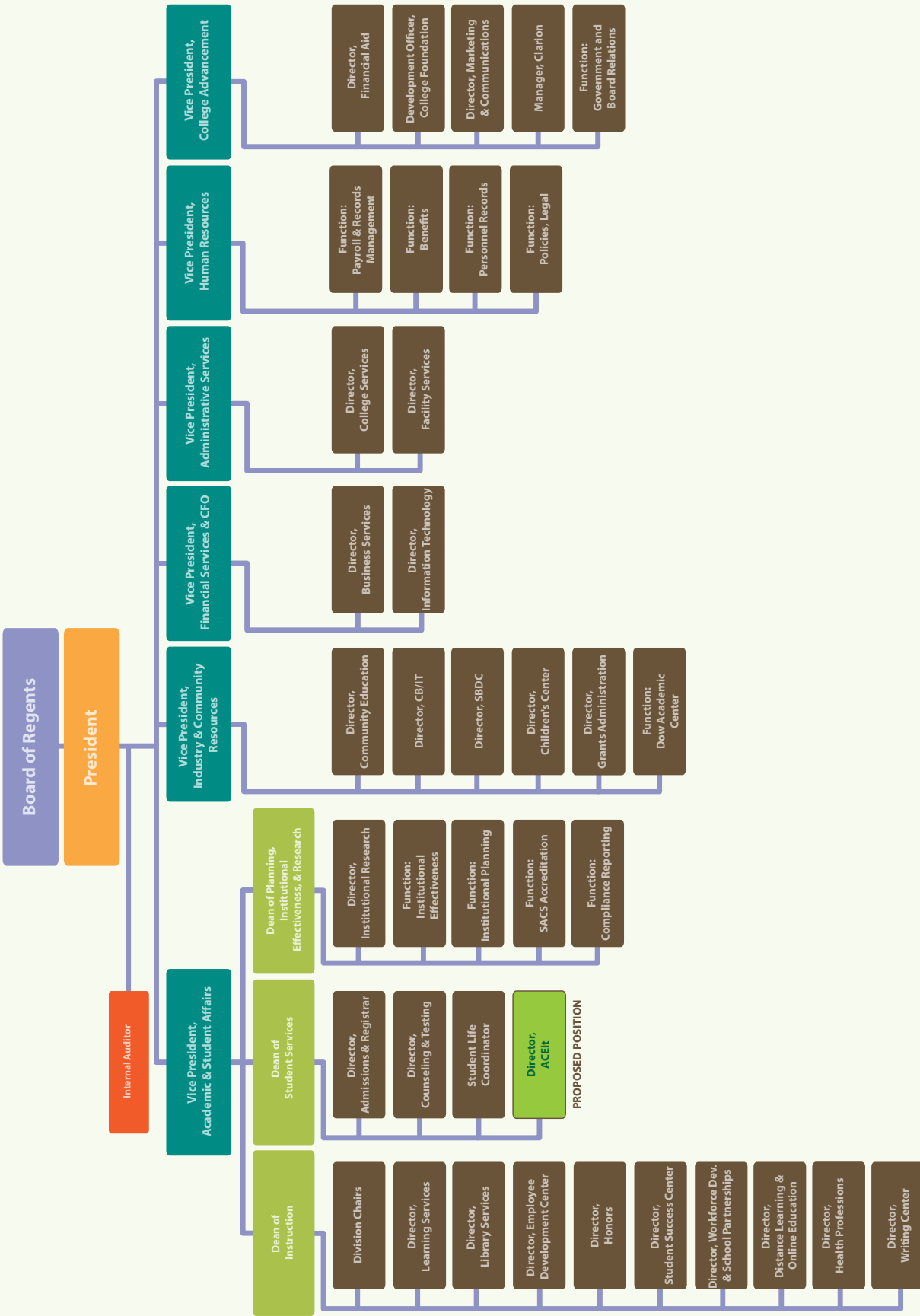
G. QEP Marketing and Engagement Plan

ACTIVITY	GROUP	TARGET DATE	DETAILS	STATUS
QEP Focus Groups	QEP Focus Group Team	Fall 2014	Gain a better understanding of underlying causes of achievement gaps. Engage campus community in defining the QEP direction. Engage students, faculty and staff in discussion about college needs.	Complete
QEP Sticky Wall	QEP Committee	Fall 2014	Student engagement using a sticky wall format where students post their opinions and concerns on various topics to provide insight into underlying causes for achievement gaps.	Complete
QEP Town Hall	QEP Committee	Fall 2014	Town hall meetings designed to allow employees, students and community to contribute to the focus and design of the QEP. These meetings will allow an open discussion by all stakeholders concerning issues that affect student success.	Complete
QEP Online Survey	QEP Committee	Fall 2014	Campus community engagement to gather feedback and prioritize QEP options.	Complete
Share QEP Logo and Slogan	QEP Convocation Team Isaiah Schauer Priscilla Sanchez Kelli Forde Dave Cady Kyle Smith	August 2015	Share the finalized QEP logo and slogan with the faculty and staff community during the Spring semester's convocation breakfast. Distribute QEP buttons to be worn to increase awareness on campus and give out QEP wristbands to be worn as reminders of the QEP.	Complete
QEP Campus Signage	QEP Marketing Team	August 2015	Before students arrive on campus for the semester, blanket campus with QEP signage. Increase locations and placement of posters and signage. Add light pole banners across campus and large banners across main entrances and walkways. Place pull-up banners inside all campus buildings. Use TV monitors to display logo and message.	Complete
QEP Pancake Breakfast	QEP Committee and Student Life	Welcome Week Spring 2015	Discuss QEP and engage with students over free pancakes and coffee.	Complete
QEP Email	QEP Marketing Team	Spring 2015	Summary email to students, faculty, and staff communicating the finalized QEP focus.	Complete
QEP Cubes	QEP Marketing Team	Spring 2015	Create 3-D cubes with QEP messaging to spark interest and provide 'cheat sheets' for all employees to understand the QEP.	Complete
QEP "Outlook Posters"	QEP Marketing Team and Peer Recruiters	Spring 2015 – Fall 2015	Continue QEP messaging and branding on all "Outlook" posters located outside of restrooms across campus.	Ongoing
QEP Social Media Messaging	QEP Marketing Team	Spring 2015 – Fall 2015	Use social media to cross-promote QEP events and messaging and to engage local community during QEP process.	Ongoing

ACTIVITY	GROUP	TARGET DATE	DETAILS	STATUS
QEP Town Hall	QEP Broad Engagement Team	June 22 – 23, 2015	Town hall meetings allow employees and students to contribute to the design of the QEP. These open discussions by faculty, staff and students focused on issues that affect student success.	Complete
QEP "All about that A.C.E" music video	Students in music and theatre departments and QEP Marketing Team	Fall 2015	Students write, perform and create a music video to increase engagement and messaging. Rewrite lyrics to Meghan Trainor's 'All About That Bass.' Involve college music department to record and perform parody song. Fun, light-hearted way to raise QEP awareness.	In Development
QEP Pancake Breakfast	QEP Committee, Faculty, Coaches and Student Life	Welcome Week	Discuss QEP and engage with students over free pancakes and coffee. College employees, professors and coaches encouraged to attend and actively participate.	In Development
QEP Pizza with Professors	QEP Committee and Student Life	Welcome Week	Similar to QEP Pancake Breakfast, but allows evening student population to participate and engage with QEP.	In Development
QEP T-shirts and Prizes	QEP Marketing Team and Student Life	Welcome Week Fall 2015	Engage campus community in various games and activities to win QEP door prizes. Prizes range from t-shirts, wristbands, USB wristbands, and buttons.	In Development
QEP Walk with the President	QEP Marketing Team	Fall 2015	Opportunities for students, faculty and staff to walk across campus with the president to discuss the QEP.	In Development
QEP Weekly Email Updates	QEP Marketing Team	Fall 2015	Send out weekly email updates, FAQ's and fun messages to students, faculty and staff.	In Development
Student Communication Contest	Student Clubs & Organizations	Fall 2015	Cash prizes awarded to the three best ACE it QEP marketing and communications submissions by student clubs and organizations. Winners determined by a one-week open voting period.	In Development
QEP Bingo	QEP Committee and Student Life	Second Month of Semester	Engage campus community in various games and activities to win QEP door prizes ranging from t-shirts, wristbands, USB wristbands, and buttons.	In Development
QEP ACE it Apple Day	QEP Committee and Student Life	Second Month of Semester	Engage campus community in awareness by distributing green apples and ACE it information	In Development

Appendix H: Brazosport College Organizational Chart

Proposed 7/9/2015



I. DIRECTOR, ACE IT Draft Job Announcement

Classification Title:	Director, ACE it
Pay Grade Level	D61
Pay Rate:	Salary follows approved salary structure; excellent benefits.
Department:	Student Services
Physical Demands:	Standing, walking, sitting, vision, hearing, talking, lifting and carrying up to 50 lbs., fine dexterity, handling, climbing and balancing; ability to drive to off campus locations.
Job Summary/Basic Function:	Reports to the Dean of Student Services; oversees and administers ACE it program; develops and coordinates training for all ACE it coaches; monitors adherence of ACE it coaches to ACE it responsibilities; ensures communications are disseminated to ACE it coaches and college at large; coordinates assignment of students to ACE it coaches; supports ACE it coaches and students when interventions are needed; directly supervises part-time ACE it coaches and staff, including making work assignments and schedules; conducts employee reviews and resolves conflicts; acts as a resource for ACE it coaches; advises and provides information to ACE it participants including information regarding programs of study and services, transfer issues, career development and serves as the college resource; other administrative duties include: develops and recommends budget for ACE it program to the Dean of Student Services; monitors budget balances; approves expenditures in areas of responsibility; and serves on formal and informal college committees representing the ACE it program; engages in professional development activities including but not limited to, memberships in professional organizations; attendance at conferences, workshops, division, and department training sessions; stays current with information technology skills; performs other duties of a similar nature of level as assigned; supports Student Success initiatives for the department.
Minimum Qualifications:	Master's degree in counseling and guidance, social services or related field; experience to be determined; knowledge of counseling theories; excellent oral and written communication skills, interpersonal, and organizational skills; computer competency; ability to maintain patience and composure with frustrated or difficult individuals; ability to get along with others, work under stress and follow directions; understanding of statistics; other qualities, experiences, and skills that enhance one's value to the institution.
Closing Date:	Open until filled.

J. ACE it Basic Unit Review Form (BUR)

Unit:	ACE it
Unit Director:	ACE it Director
Review Period:	Fall 2016 – Summer 2017
Date of Last Review:	New Program
Review Participants:	ACE it Director, ACE it Committee
Academic Dean:	Jo Greathouse, Dean of Student Services
Description of the Review Process:	<ul style="list-style-type: none"> • Determination of outcomes to be assessed for the academic year. • Review of performance indicators such as the number served, availability of services (on campus and online), etc. • Development of a prescriptive plan based upon the unit assessment results. • Monitor impact of prescriptive plan and adjust as needed based on results. • Incorporate and use results as part of the College's long range strategic and budgetary plan.

MISSION STATEMENT

Mission Statement: The ACE it program exists to support student success by empowering students to take charge of their educational careers through a collaborative mentoring relationship between coach and student, connecting the learner to Brazosport College and community. By weaving together a network of inescapable student support services and learning experiences, the ACE it program nurtures successful college students who take responsibility for developing and achieving academic, career, and personal aspirations.

Part I: Unit Productivity

This should include the basic usage data collected for the year, compared to prior years. Data may include gate counts, number of students served, number of employees served, etc. Included data should be collected every year and tracked over time. Carefully review past annual board reports you've submitted. Most, if not all, of the data you've submitted in the past can and should be included in your annual unit review.

Achievement Measures	2016-17	2017-18	2018-19	Change '16-'19
Average time to complete a degree				
FTIC: Award within Three Years FT				
FTIC: Award within Three Years PT				
FTIC: Award within Four Years FT				
FTIC: Award within Four Years PT				
FTIC: Award within Six Years FT				
FTIC: Award within Six Years PT				
FTIC: Transfer with Six Years				
Percent of successful course attempts				
Percent of FT Students Retained: F-F				
Percent of PT Students Retained: F-F				
Percent of FT Students Retained: F-S				
Percent of PT Students Retained: F-S				
CCSSE: Item 16: Academic Plan				
CCSSE: Item 17: Early Alert				
SENSE: Item 18h: Advising Courses				
SENSE: Item 22: Advising Source				
College Readiness - Mathematics				
College Readiness – Reading				
College Readiness – Writing				
Successful completion of first college level mathematics course				
Successful completion of first college level reading course				
Successful completion of first college level writing course				
Completion of 15 semester credit hours (SCH)				
Completion of 30 semester credit hours (SCH)				

Achievement Measures	2016-17	2017-18	2018-19	Change '16-'19
Number of Completed Awards (degrees, certificates, core curriculum)				
Number of successful transfers				
Retention Rate: Fall to Spring				
Retention Rate: Fall to Fall				

Part II: Unit Quality

Include any qualitative data, such as student feedback, as appropriate. Also include statements attesting to staff qualification, especially if new staff has been added to the year being reviewed.

- 1 - Training of advisors
- 2 - Student feedback regarding their experiences with advising
- 3 – CCSSE/SENSE Data

Part III: Performance Outcomes (Unit Functions)

Included here are your assessed unit outcomes. This includes your basic functions that transcend years, not specific goals you may have for a particular year. For units that serve students directly, include outcomes describing student learning. This could include any measureable knowledge, skill, or ability that students gained as a result of your services.

Performance Outcomes (Unit Functions)	Criteria for Success	Means of Assessment	Summary of Data Collected	Use of Results
A1: The learner will, through self-evaluation and partnering with a coach, produce an educational plan in an area of study that supports educational and career goals.		Educational plan rubric to assess plan components.		
A2: The student will evaluate course-selection risks with a coach.		Evaluation questions to be included on the End of Semester evaluation.		
A3: The learner will articulate knowledge of policies that affect educational pathways.		Institutional policy quiz.		
C1: The student will identify college resources and articulate how those resources will assist in reaching educational goals.		College resources matching assessment.		
C2: The learner will explain the role coaches, faculty and staff play in assisting students to achieve success.		Evaluation questions to be included on the End of Semester evaluation.		

Performance Outcomes (Unit Functions)	Criteria for Success	Means of Assessment	Summary of Data Collected	Use of Results
C3: The student will discuss the importance of co-curricular programs and how participation is related to student success.		Evaluation questions to be included on the End of Semester evaluation.		
E1: The learner will communicate and explain how personal values and interests, in conjunction with strengths and weaknesses, affect educational and career goals.		Career Decision Self Efficacy Scale (Short Version).		
E2: The student will articulate and apply concepts of growth mindset to college experiences.		Student will complete the Growth Mindset Scale. (pre-post).		
I1: Brazosport College will provide training to all ACE it coaches to ensure they have adequate knowledge, skills, and abilities to successfully guide students.		Embedded assessments of trainee learning outcomes.		
I2: Brazosport College will implement ACE it technology to provide students and ACE it coaches sufficient information to facilitate the advising process.		Technology evaluation survey. Student and staff focus groups.		
I3: Brazosport College will ensure high quality performance of ACE it coaches.		Student End of Semester Survey Student Focus Groups		
I4: Brazosport College will facilitate seamless and integrated communication to students and ACE it coaches.		Communication evaluation survey. Faculty/Staff focus groups.		

Part IV: Evaluation of Mature Unit Changes (Add rows as necessary)

Here you will describe goals and recommendations for change made in prior years and what effect those changes had. In other words, was there change in your data (either unit productivity data or performance objective measures).

Program Change Need	Program Change Description	Evaluation/Outcome Measures

Part V: Goals for the Next Year (Add rows as necessary)

Based on all the data collected, what goals will you set to improve your program in the next year? These goals should incorporate your use of data listed in the rightmost column of the table in Part III. Note that these goals will be included in Part IV in the next review cycle.

Program Goal	Connection to Strategic Planning: Vision 2020	Budget Impact

K. ACE it Committee

Charge: To facilitate the development and continuing review of the ACE it program. To review the progress of student learning outcomes, institutional outcomes, and student achievement outcomes in the ACE it program. To assist the ACE it Director as needed in the preparation of report(s) to the Board of Regents and the college community. To disseminate information throughout the college community.

Membership: ACE it Director – Chair, Dean of Student Services, Dean of Instruction, Dean, Planning, Institutional Research and Effectiveness, Director, Counseling and Testing, Vice President, Academic & Student Affairs, One Faculty from each division, and Student Representative.

Frequency of Meetings: As needed or once per long semester.

Status: Two-year term for faculty members.

Appointment Process: President appoints all members.

FY 2016 Outcomes:

Implementation of ACE it program with pilot group.

Obtain baseline data to determine effectiveness of ACE it activities and prepare to scale program.

Assist in the development of training, review training and training roll out plan and provide feedback to the ACE it Director.

L. ACE IT Coach – Part Time Draft Job Announcement

Classification Title:	ACE it Coach – Part Time
Pay Grade Level	C41
Pay Rate:	Salary follows approved salary structure
Department:	Student Services
Physical Demands:	Standing, walking, sitting, vision, hearing, talking, lifting, carrying, fine dexterity, handling, climbing and balancing; ability to drive to off campus locations.
Job Summary/ Basic Function:	Reports to the Director of ACE it program; provides information, support and advice to current Brazosport College students concerning registration procedures, career interest and aptitude exploration, career selection, educational plan development, college class selection, and career, job co-op, volunteer and intern opportunities; refers students to appropriate campus resources; documents meetings with students; coaches students through academic adjustment to college; discusses early alerts with students as necessary; teaches ACE it curriculum; serves as resource person for fellow ACE it coaches; interacts with college and/or community representatives to implement special programs and events; engages in professional development activities; stays current with information technology skills; performs other duties of a similar nature or level as assigned; supports Student Success initiatives for the department; maximum of 19 work hours per week.
Minimum Qualifications:	Bachelor's degree in counseling, psychology or related field; experience in advising students preferred; excellent oral and written communication skills, interpersonal, documentation and organizational skills; computer competency; ability to maintain patience and composure with frustrated or difficult individuals; ability to get along with others, work under stress and follow directions; other qualities, experiences, and skills that enhance one's value to the institution.
Closing Date:	Open until filled.

M. QEP Development Town Hall June 2015

Faculty & Staff (n=83 of 270 employees, 23 of 88 faculty and 51 of 182 staff)

Eighty two representatives from Brazosport College faculty and staff participated in Town Hall meetings to discuss the ACE it QEP in June 2015. Two main focal points for discussion arose: frequency and format of meetings, and training for ACE it coaches. Participants in the feedback sessions discussed the number of scheduled visits each semester as well as the access evening students will have to ACE it coaches given their schedule availability. Comments read:

- “The average student may need more than 3 visits/contacts.”
- “Meeting frequency should vary by student needs.”
- “We need to match evening students with evening faculty.”
- “What will we do about student availability of nights but faculty in that major not available?”

Participants also discussed how much time it will take to be adequately trained. Specifically, they indicated four main areas in which coaches should be trained: communication, college resources, degree planning, and software.

Communication – There were several areas involving communication that faculty and staff members would like to address. First, they would like training in the area of interpersonal communication so that they can more effectively help students. There will be situations that may be uncomfortable and the coaches want to be trained in handling such events. Additionally, members want to be able to foster a good student-coach relationship. Finally, they want to be trained in how to communicate across campus departments and programs.

Resources – They feel it’s important to be knowledgeable of the available resources on campus and in the community and when to use them. For instance, at what point does the coach determine when a case should be referred to the counseling department? They want to be aware of co-curricular activities, student work opportunities, and they would like a campus tour to learn where the essential offices are located.

Degree planning – Some of the areas that they need training in order to effectively develop a degree plan in collaboration with the students are:

- Basic understanding of Texas Success Initiative (TSI) and its requirements.
- Catalog & scheduling.
- Course offerings & requirements.
- Degree requirements.
- Graduation requirements.
- General transfer information.
- College forms.
- Interactive catalog.

Software – They asked when the Early Alert software will be in place. The overriding sentiment was that it will be critical for employees to receive extensive training on the new software so that they can effectively address students’ obstacles. They also asked if faculty would be required to enter attendance on a weekly/daily basis?

Challenges: When asked what they foresee as the biggest challenges in implementing ACE it, participants noted three issues: a cultural shift for students and faculty, student accountability, and compensation.

Cultural Shift – There is concern that faculty & students will not buy into ACE it. Most of the feedback focused on ACE it being another hoop through which students will have to jump and many of them will not want to do it. Faculty might be resistant to the program because they feel that they may not be as effective as coaches who were specifically trained in student developmental theory. How will the college change the current mindset?

Student Accountability – Some expressed a concern that students will not adhere to the structure of ACE it and will

end up dropping out. Some of the questions included:

- Who tracks the students' attendance to meetings?
- How will attendance to the required meetings be enforced?
- What if students do not come back after a hold has been placed on their account?

Compensation – Participants wanted to know if coaches will be compensated for serving as faculty advisors. Training and advising takes time – will this take away from any class time?

Other Questions: Several other questions arose that don't fit in a specific category, but should be considered.

- "Is there a formal plan for follow-up for students going beyond the four semesters?"
- "What consideration will be given when advisors go past the four semester model? Will the additional students be considered as part of their student load?"
- "If students go to another advisor other than their assigned advisor will that count as a visit?"
- "Will advising be for long semesters only?"
- "What about students that we assign to an advisor and they didn't pay? Should we wait to Official Reporting Day to assign advisor?"
- "What about the totally online students?"

Students

Approximately 10 students participated in the QEP feedback session in June 2015. Students were asked what they need from a coach and program. Two primary focuses emerged: an encouraging and approachable coach and information related to courses, transferring, and resources. The two primary college resources identified as most important to students were tutoring and financial aid. Finally, students' biggest piece of advice for new students related to academic coaching was to not be afraid to ask coaches questions.

N. Semester Meeting Talking Points

Zero Semester: Advising and Connecting the New Student - Getting Started

Zero Semester: First Visit

Purpose: Set the tone for ACE it relationship, review programs of study, review Admissions and Financial Aid application statuses, review Texas Success Initiative (TSI), review advising syllabus, prepare semester schedule, discuss applicable campus resources, introduce ACE it, and assign coach.

Talking Points/Questions:

- ✓ Advising Relationship: Choice of positive ice breaking conversation starters initiated by advisor. Ask student to share something about themselves. Schedule additional visits as needed.
- ✓ Review Programs of Study: Discuss with student both credit and non-credit available programs of study as needed. Provide copy(s) of applicable certificate/degree plan(s). For undecided students, discuss available decision making resources i.e. Career Coach. Explore transfer plans as applicable.
- ✓ Review Admissions & Financial Aid application statuses: Discuss whether student has completed applications and discuss high school/college transcripts.
- ✓ Review TSI: Based on student's goals, determine TSI exemption or required testing. Review TSI Pre-Assessment Activity (PAA) and available resources.
- ✓ **Schedule Second Visit as Needed, If Not Continue.**

- ✓ **Purpose:** Review notes from first visit, review programs of study, review high school and/or college transcripts, review TSI results, prepare semester schedule.
- ✓ **Prepare Semester Schedule:** Holistically discuss and prepare first semester schedule including developmental pathway. Familiarize student with online registration process.
- ✓ **Campus Resources:** Discuss student's course schedule, needs, life circumstances and interests to highlight high interest and support resources such as Student Success Center, Honors, etc.
- ✓ **Introduce ACE it and assign coach:** Discuss purpose and benefits of ACE it program. Provide ACE it coach name, contact information and ACE it Director and AOS contact information.

SLOs covered: Outcome A2 & A3, C1, C2, C3 and E1.

Documentation: Advisor records conversation notes in ACE it software. Develop automatic emails in ACE it software as follow-up to meeting (i.e. Any questions since our meeting?). Advisor notates any referrals made.

Deliverables (pre, during, post): Student completes admissions process. Student is aware of financial aid process. Student has taken TSI as needed. Advisor gives student a copy of and introduces the ACE it syllabus. Student has a copy of program of study. Advisor introduces student to campus resources. Student learned how to construct a course schedule and how to register. Student is familiar with the ACE it program and benefits. Advisor assigns student to watch Neuroplasticity videos before first meeting with ACE it coach.

First Semester: Advising and Connecting the New Student - Getting Started

First Semester: First Visit Within first 3 weeks of the semester (first 2 weeks for transitional students).

Talking Points/Questions:

- ✓ **Set tone for coaching relationship:** Coach selects a positive ice breaking conversation starter. Coach asks student to share in kind. Schedule semester visits.
- ✓ **Review ACE it Syllabus:** Coach and student initial where appropriate and sign syllabus.
- ✓ **Campus Resources:** Discuss student's course schedule, needs, life circumstances and interests to highlight high interest/support resources on "Notes to Self" sheet. Discuss purpose of co-curricular engagement and ask students to participate. Provide student with handout over reasons why they should participate in co-curricular activities. Note specific student interests and commitments.
- ✓ **Course Selection:** Ask about degree of difficulty, especially for **transitional courses**, to determine if they are placed in the best course. Are the expectations in your courses clear? If not, teach and encourage student to be proactive with clarification and if that does not address the need, inform student about grievance process.
- ✓ **Introduce Early Alert and Intervention (EA&I) System:** Explain how alerts are generated, who receives alerts, and how student, faculty or others can initiate an alert.
- ✓ **Initiate Growth Mindset Curriculum:** Discuss Growth Mindset with the student focusing on why struggling through the learning experience is both normal and healthy. Biological information about brain growth – **Neuroplasticity**. *Before meeting* student views videos: <https://www.youtube.com/watch?v=WtKJrB5rOKs&noredirect=1> And <https://www.youtube.com/watch?v=ELpfYCZa87g> Student explains (written or video) to a younger student how the brain can grow and what this means in terms of the younger student's educational potential. Discuss video or letter during meeting.
- ✓ **Set appointments for semester meetings.**

SLOs covered: A1, A2, C1, C3, E1 (all semesters), specific to semester A1, C2 and E2.

Documentation: Coach records conversation notes in ACE it software. Develop automatic emails in ACE it software as follow-up to meeting (i.e. Any questions since our meeting?). Coach notates any referrals made.

Deliverables (pre, during, post): 1-Student and Coach initial and sign syllabus. 2-Student takes meeting notes on "Notes-To-Self" sheet and records interest in campus resources listed on sheet. 3- Coach

assigns student interest inventory/self-evaluation tool (Career Coach) to complete before second visit.

Between scheduled visits as needed – address Early Alerts.

First Semester: Second Visit /Contact Visit or contact should take place before mid-October in fall or end of March in spring.

Talking Points/Questions:

- ✓ Discuss Educational Goals: Review interest inventory/self-evaluation tool assigned at the close of first visit. Discuss possible academic and career goals with consideration of market and salary information. Explore transfer if applicable.
- ✓ Build Educational Plan: Explore college catalog and review chosen degrees/certificates. Discuss prerequisites, course options and toxic course combinations. Consider student work, family, life and study habits to determine course load ranges most likely to result in success. Build an electronic semester by semester educational plan based on realistic course loads. Student and coach sign two copies of educational plan (each keeps a copy).
- ✓ Discuss Early Alert and Intervention: As needed.
- ✓ Campus Resources: Ask which resources or activities student has utilized. Make recommendations as appropriate and encourage student to participate. Note student interests and commitments.
- ✓ Growth Mindset: Discuss frequency with which most people worry about being an imposter. Assure the student this is a normal feeling and it generally improves with time.
- ✓ Confirm or schedule third meeting.

SLOs covered: A1, A2, C1, C3, E1 (all semesters), specific to semester A1, E1 and E2.

Documentation: Coach records conversation notes in ACE it software. Develop automatic emails in ACE it software as follow-up to meeting (i.e. Any questions since our meeting?). Coach notates any referrals made. Coach notes any co-curricular interests the student expresses.

Deliverables (pre, during, post): 1- Complete, print and sign two copies of educational plan (one copy each).

First Semester: Third Visit/Contact Visit or contact should take place no later than one week before registration opens.

Talking Points/Questions:

- ✓ Campus Resources: Ask which resources or activities student has utilized. Make specific recommendations as appropriate and encourage student to participate. Note student interests and commitments
- ✓ Early Alert and Intervention: Discuss any triggers as needed.
- ✓ Growth Mindset: Affirmation - Have student write about personal values that give the student a sense of belonging and identity – friends, family, faith, artistic pursuits, athletics, etc. (Discussing things that give a student a sense of belonging boost a student’s self-confidence and sense of belonging). Ask student about any critical feedback they have received so far. Explain that this is a sign of the teacher’s high standards and confidence that the student can achieve those expectations.
- ✓ Review and Revise Educational Plan: As needed. If changes are needed, walk through the decision making and paperwork processes with student. If no changes are needed, practice steps in changing an educational plan so that the student learns to complete this process on their own if needed in the future.
- ✓ Using educational plan and considering student’s life circumstances, assist them in drafting a course schedule for the next semester which aligns their educational plan with course and student availability.
- ✓ Discuss and develop skills for formulating contingency plans on course scheduling as needed.

- ✓ Student completes ACE it evaluation.
- ✓ ACE it coach clears student for registration.

SLOs covered: A1, A2, C1, C3, E1 (all semesters), specific to semester C2, and E2.

Documentation: Coach records conversation notes in ACE it software. Develop automatic emails in ACE it software as follow-up to meeting (i.e. Any questions since our meeting?). Coach notates any referrals made. Note any co-curricular interests the students express.

Deliverables (pre, during, post): ACE it program assessment. Produce tentative class schedule. Student completes online registration.

Second Semester: Advising and Connecting the New Student – Evaluating Pathways

Second Semester: First Contact/Visit Within first 3 weeks of the semester.

Talking Points/Questions:

- ✓ Review first semester: Discuss successes and opportunities for improvement.
- ✓ Discuss Early Alert and Intervention: As needed.
- ✓ Review and Revise Educational Plan as needed. If changes are needed, walk through the decision making and paperwork processes with student. If no changes are needed, practice steps in changing an educational plan so that the student learns to complete this process on their own if needed in the future.
- ✓ Growth Mindset: Motivation Help student learn about the types of motivation (intrinsic, extrinsic) and how to build and maintain motivation. Student reads article: <http://www.lifehack.org/articles/productivity/6-types-of-motivation-explained.html> Discussion questions: What motivates you? How can you build, reinforce, and maintain motivation? Why is your educational plan important to you?
- ✓ Campus Resources: Ask which resources or activities student has utilized. Make recommendations as appropriate and encourage student to participate. Note student interests and commitments.
- ✓ Schedule semester ACE it appointments.
- ✓ Schedule second appointment.

SLOs covered: A1, A2, C1, C3, E1 (all semesters), specific to semester A1 and E2.

Documentation: Coach records conversation notes in ACE it software. Develop automatic emails in ACE it software as follow-up to meeting (i.e. Any questions since our meeting?). Coach notates any referrals made. Note any co-curricular interests the student expresses.

Deliverables (pre, during, post): Schedule semester visits.

Second Semester: Second Contact/Visit Visit or contact should take place no later than one week before registration opens.

Talking Points/Questions:

- ✓ Discuss progress of current semester.
- ✓ Growth Mindset: Student actively generates intervention (saying is believing). Have student write about things with which they once struggled, but eventually mastered. How did they improve? What could they learn from those experiences, and how can they apply those lessons to their current challenges? After student writes this out, the coach reads it and discusses it with them.
- ✓ Campus Resources: Ask which resources or activities student has utilized. Make recommendations as appropriate and encourage student to participate. Note student interests and commitments.
- ✓ Discuss Early Alert and Intervention: As needed.
- ✓ Review and Revise Educational Plan: As needed. Determine if student is prepared to modify educational

plans themselves by having them engage in a skills demonstration. If demonstration is successful, note this, and release student to make changes on their own.

- ✓ Using educational plan and considering student's life circumstances, assist them in drafting a course schedule for the next semester which aligns their educational plan with course and student availability.
- ✓ Discuss and develop skills for formulating contingency plans on course scheduling as needed.
- ✓ Student completes ACE it evaluation.
- ✓ ACE it coach clears student for registration.

SLOs covered: A1, A2, C1, C3, E1 (all semesters), specific to semester E2.

Documentation: Coach records conversation notes in ACE it software. Develop automatic emails in ACE it software as follow-up to meeting (i.e. Any questions since our meeting?). Coach notates any referrals made. Note any co-curricular interests the student expresses.

Deliverables (pre, during, post): ACE it program assessment. Produce tentative class schedule. Student completes online registration. Student essay about past struggles and how the lessons from those experiences inform current challenges.

Third Semester: Empowering the Maturing Student – Maintaining course

Third Semester: First Contact/Visit Within first 3 weeks of the semester.

Talking Points/Questions:

- ✓ Discuss progress of current semester.
- ✓ Campus Resources: Ask which resources or activities student has utilized. Make recommendations as appropriate and encourage student to participate. Note student interests and commitments.
- ✓ Discuss Early Alert and Intervention: As needed.
- ✓ Explore career opportunities such as internships, co-ops, and volunteering in student's major/career area, and encourage student to pursue these opportunities. Note any interest or commitments the student makes.
- ✓ If student previously demonstrated educational plan changing skills, ask if they made any changes and discuss. If they have not yet demonstrated these skills, re-administer assessment.
- ✓ Growth Mindset: Multiple intelligences. Student views two short videos: <https://www.youtube.com/watch?v=c-f6lqfNTmaM> and <http://www.edutopia.org/multiple-intelligences-assessment>. Discussion questions: What are your intelligences? How can you draw on your strengths to boost your success in college?
- ✓ Schedule semester appointments.

SLOs covered: A1, A2, C1, C3, E1 (all semesters) Specific to Semester A1, E1 and E2.

Documentation: Coach records conversation notes in ACE it software. Develop automatic emails in ACE it software as follow-up to meeting (i.e. Any questions since our meeting?). Coach notates any referrals made. Note any co-curricular interests the student expresses. Note any career opportunity interest or commitments student expresses.

Deliverables (pre, during, post): Schedule semester visits.

Third Semester: Second Contact/Visit Visit should take place no later than one week before registration opens.

Talking Points/Questions:

- ✓ Ask how current semester is going.
- ✓ Growth Mindset: Goal setting and attainment. Student views brief video: <https://www.youtube.com/watch?v=sdX-ofYdSIE> Student writes in journal about one personal and one educational goal using this SMART approach. Discuss goals with Coach.
- ✓ Campus Resources: Ask which resources or activities student has utilized. Make recommendations as ap-

- appropriate and encourage student to participate. Note student interests and commitments.
- ✓ Discuss Early Alert and Intervention: As needed.
 - ✓ If student previously demonstrated educational plan changing skills, ask if they made any changes and discuss. If they have not yet demonstrated these skills, re-administer assessment.
 - ✓ Using educational plan and considering student's life circumstances, assist them in drafting a course schedule for the next semester which aligns their educational plan with course and student availability.
 - ✓ Discuss and develop skills for formulating contingency plans on course scheduling as needed.
 - ✓ Student completes ACE it evaluation.
 - ✓ ACE it coach clears student for registration.

SLOs covered: A1, A2, C1, C3, E1 (all semesters), specific to semester A1, E1 and E2.

Documentation: Coach records conversation notes in ACE it software. Develop automatic emails in ACE it software as follow-up to meeting (i.e. Any questions since our meeting?). Coach notates any referrals made. Note any co-curricular interests the student expresses.

Deliverables (pre, during, post): ACE it program assessment. Produce tentative class schedule. Student completes online registration. Student essay with SMART goals.

Fourth Semester: Empowering the Mature Student – Transition to Autonomy

Fourth Semester: First Contact/Visit Within first 3 weeks of the semester.

Talking Points/Questions:

- ✓ Ask about past and current semester.
- ✓ Growth Mindset: Maintaining course. (Specific activities to be determined.)
- ✓ Campus Resources: Ask which resources or activities student has utilized. Make recommendations as appropriate and encourage student to participate. Note student interests and commitments.
- ✓ Discuss Early Alert and Intervention: As needed.
- ✓ If student previously demonstrated educational plan changing skills, ask if they made any changes and discuss. If they have not yet demonstrated these skills, re-administer assessment.
- ✓ Discuss Future Steps: Discuss future steps such as graduation and transfer requirements and services offered in Career Center.
- ✓ Schedule semester appointments.

SLOs covered: A1, A2, C1, C3, E1 (all semesters), specific to semester A3, C2, E1 and E2.

Documentation: Coach records conversation notes in ACE it software. Develop automatic emails in ACE it software as follow-up to meeting (i.e. Any questions since our meeting?). Coach notates any referrals made. Note any co-curricular interests the student expresses.

Deliverables (pre, during, post): Schedule semester visits.

Fourth Semester: Second Contact/Visit Meeting or contact should take place no later than one week before registration opens.

Talking Points/Questions:

- ✓ Ask how the semester is going.
- ✓ Growth Mindset: Lifelong learning. Discuss with student: What would you like to know more about? Why? How might you gain this knowledge, act on the information, and share it with others? Have student communicate advice to a younger student on the intersection of goals, values and interests as they relate to setting and maintaining educational and career goals.
- ✓ Campus Resources: Ask which resources or activities student has utilized. Make recommendations as ap-

appropriate and encourage student to participate. Note student interests and commitments.

- ✓ Discuss Early Alert and Intervention: As needed.
- ✓ If student previously demonstrated educational plan changing skills, ask if they made any changes and discuss. If they have not yet demonstrated these skills, re-administer assessment.
- ✓ Using educational plan and considering student's life circumstances, assist them in drafting a course schedule for the next semester which aligns their educational plan with course and student availability.
- ✓ Discuss and develop skills for formulating contingency plans on course scheduling as needed.
- ✓ Student completes ACE it evaluation.
- ✓ ACE it coach clears student for registration.

SLOs covered: A1, A2, C1, C3, E1 (all semesters) Specific to Semester A3, C2, E1, E2

Documentation: Coach records conversation notes in ACE it software. Develop automatic emails in ACE it software as follow-up to meeting (i.e. Any questions since our meeting?). Coach notates any referrals made. Note any co-curricular interests the student expresses.

Deliverables (pre, during, post): ACE it program assessment. Prepare course schedule semester. Student prepares communication to younger student about educational and career goals.

O. Brazosport College ACE it Syllabus



Student Name _____

Student Phone _____

ACE it Coach Name _____

ACE it Coach Office _____ Phone _____

ACE it Mission: The ACE it program exists to support student success by empowering students to take charge of their educational careers through a collaborative mentoring relationship between coach and student, connecting the learner to Brazosport College and community. By weaving together a network of inescapable student support services and learning experiences, the ACE it program nurtures successful college students who take responsibility for developing and achieving academic, career, and personal aspirations. ACE it involves a shared responsibility between student and ACE it coach that includes student learning outcomes as well as expectations for both student and ACE it coach.

Student Learning Outcomes:

Advise	Connect	Empower
✓ Through self-evaluation and partnering with an ACE it coach, produce an academic plan in an area of study that supports educational and career goals.	✓ Identify college resources and articulate how those resources will assist in reaching educational goals.	✓ Communicate and explain how personal values and interests, in conjunction with strengths and weaknesses, affect educational and career goals.
✓ Evaluate course-selection risks with an ACE it coach.	✓ Explain the role coaches, faculty, and staff play in assisting students to achieve success.	✓ Articulate and apply concepts of growth mindset to college experiences.
✓ Articulate knowledge of policies that affect educational pathways.	✓ Discuss the importance of co-curricular programs and how participation is related to student success.	

Expectations & Responsibilities (Student and Coach to initial each item)

As an ACE it Coach I will...	As a student, you are expected to...
<ul style="list-style-type: none"> — Be knowledgeable and effectively communicate information about programs, policies, procedures, and graduation requirements. — Be understanding, approachable, and demonstrate an interest in the student. — Encourage and guide students as they define, develop and pursue their goals and create an educational plan. — Refer students to appropriate campus resources. — Be accessible via phone, email, and my appointment and respond to students in a timely way. — Follow through on actions promised to students. — Maintain confidentiality by adhering to FERPA standards. — Recommend appropriate classes and describe catalog of record and other tools/resources to assist students in course selection and registration. — Engage in continuing professional development to remain abreast of research, theories, legislation, policies and developments that affect College programs and services. 	<ul style="list-style-type: none"> — Accept responsibility regarding the investment you have just made in yourself. Your education is an investment that can affect the rest of your life. — Complete all necessary assessments. — Schedule and keep ACE it appointments each semester. — Be prepared for ACE it sessions by researching degree requirements, pre/co-requisites, and transfer information and arriving with written questions to explore with your ACE it coach. — Actively participate in advising by asking questions and by sharing and clarifying goals. — Clarify personal values and goals, provide coach with accurate information regarding your interests and abilities. — Follow through on advising recommendations in a timely way. — Accept responsibility for actions, inactions and decisions.

Homework: Throughout the ACE it process students and coaches will need to read, consider and complete work outside of their meeting time to make meeting time productive.

Completion of all visits and ACE it assessment: To ensure students are equipped with all the requisite knowledge, skills, and abilities to succeed in college students will **not be able to register for classes** until they complete all ACE it visits. Minimum required visits: 3 in 1st semester, 2 each in semesters 2-4.

To contact the ACE it Director call 979-320-3226 ACEit@brazosport.edu or visit our web page at www.brazosport.edu/ACEit.

Student Success Center: For drop-in tutoring in math, the writing center, supplemental instruction, and other tutoring including e-tutoring, visit the Student Success Center, call 979.230.3527, or visit <http://www.brazosport.edu/studentsuccesscenter>.

Students with Disabilities: Brazosport College is committed to providing equal education opportunities to every student. Brazosport College offers services for individuals with special needs and capabilities including counseling, tutoring, equipment, and software to assist students with special needs. Please contact the Special Populations Counselor, 979.230.3236, for further information.

Learning Services : For assistance completing online work, an open computer lab, online and make-up testing, audio/visual services, and study skills, visit Learning Services next to the Library, call 979.230.3253, or visit <http://www.brazosport.edu/learningservices>.

Student Services provides assistance in the following:

- Counseling and Advising 979.230.3040
- Financial Aid 979.230.3294
- Student Life 979.230.3355

Information Technology: To reach the Information Technology Department for computer, email, or other technical assistance call the Helpdesk at 979-230-3266 or <http://www.brazosport.edu/IT/Pages/default.aspx>

Student ACE it Goals in addition to the expectations and goals listed above.

ACE it Appointments (date & time) Semester _____ 1st Visit _____

2nd Visit _____ 3rd Visit (if needed) _____

I certify that I have read, understood and agree to the information contained on this syllabus.

X _____ Student _____ Date

X _____ ACE it Coach _____ Date

**P. Notes to Self: 1st Semester
3rd Meeting**

Student Name _____
 Student ID _____
 Coach _____ Office _____
 Date _____ Time _____
 Phone _____

My Goals: _____

This meeting is to help the student address questions and challenges. Talk with your coach about resources and techniques to increase your success.

Academic plan: _____

Review Notes To Self from your first visit with your coach. Discuss and make note of changes.

Action Items: _____

Registration Plan

- Review Requirements needed for major
- My Registration Date/Time: _____
- Financial Aid deadline: _____

I understand that, as the student, I am responsible for registering myself in my own courses. The list below is simply a list of courses I discussed with my coach as possibilities.

Reg#	Course	Prerequisite

- Policies to Review: Non-Payment Withdraw 3-Peat
- I have confirmed that I have completed all prerequisites for the courses listed above.
 - I have obtained a permit, if needed, for any specialty courses listed above.
 - I understand that I cannot register until I complete all required coaching visits.
 - Signature _____

Meet with/Contact:

- Gator Guidance and Career Center**
Office: E-120 Phone: 979-230-3646
www.brazosport.edu/counseling-testing
- Counseling and Testing**
Office: E-100 Phone: 979-230-3237
www.brazosport.edu/counseling-testing
- Disability Services**
Office: E-109 Phone: 979-230-3236
www.brazosport.edu/disabilityservices
- Financial Aid**
Office: E-101 Phone: 979-230-3377
www.brazosport.edu/finaid
- Fitness Loft**
Office: J-230 Phone: 979-230-3412
www.brazosport.edu/StudentLife/Pages/Fitness-Loft
- Food Pantry**
Office: C-100J Phone: 979-230-3230
www.brazosport.edu/StudentLife/Pages/Food-Pantry
- Intramurals**
Office: J-117 Phone: 979-230-3412
www.brazosport.edu/StudentLife/intramurals
- Learning Services (Make-up and Online Testing)**
Office: E-130 Phone: 979-230-3253
www.brazosport.edu/learningservices
- Library**
Office: E-140 Phone: 979-230-3310
www.brazosport.edu/Library
- Math Center**
Office: E-201 Phone: 979-230-7166
www.brazosport.edu/mathcenter
- Sexual Harassment and Discrimination**
Office J-117D Phone: 979-230-3355
www.brazosport.edu/shv
- Student Life**
Office: J-117 Phone: 979-230-3412
www.brazosport.edu/studentlife
- Student Success Center (Tutoring)**
Office: E-200 Phone: 979-230-3412
www.brazosport.edu/StudentSuccessCenter
- Supplemental Instruction**
Office: HS-224 Phone: 979-230-3337
www.brazosport.edu/SI/
- Veterans Office**
Office: E-126 Phone: 979-230-3473
www.brazosport.edu/VABenefits
- Writing Center**
Office: E-220 Phone: 979-230-3412
www.brazosport.edu/writingcenter

Additional Resources:

College Catalog: www.catalog.brazosport.edu
 Student Guide and Calendar: www.brazosport.edu/guide

Q. Handout: Why Students Should Participate in Co-Curricular Programs

#ACEIT DEP
CAMPUS EVENTS & PROGRAMS
LEADERSHIP CERTIFICATES
STUDENT ORGANIZATIONS
INTRAMURAL SPORTS
#ACEIT DEP

Co-Curricular Opportunities @ BC

For more information about
 co-curricular programs, visit
www.brazosport.edu/aceit
 or contact us at
 student.life@brazosport.edu or
 979-230-5412

Contact us

Students who are involved in co-curricular experiences are more likely to develop transferable skills such as critical thinking, leadership, and time management. (Dunkel and Schuh, 1998)

Personal development and learning are enhanced when students are involved in purposeful co-curricular activities. (Pascarella and Terenzini, 2005)

Co-curricular activities cultivate positive working and social relationships among different groups on campus which is attributed to better academic performance and satisfaction. (CCSSE)

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R. ACE it Technology Vendor Evaluation Form

VENDOR'S NAME:

Rate each vendor on the scales indicated for each job-related criterion. Each vendor should be evaluated on the same job-related criteria using the same standards for evaluation.

0 = non-existent, 1 = present but not impressive, 2 = good, 3 = great

Rating Scale

0 1 2 3

***Criteria should be based on.....

		0	1	2	3
1	Ease of navigation with web and mobile applications.				
2	Degree of automation of communication with students.				
3	Efficiently collects information and prompts student, faculty and advisor action on grade and attendance early alert and intervention during an active semester.				
4	Collects career aptitude and interest information and relates this information to market indicators in a way that is clear and useful to student and advisor.				
5	Centralizes communication between all of the following: student, advisor, faculty, staff, financial aid & registrar.				
6	Serves as a repository of feedback and conversation notes between all concerned parties so that they can easily recover and review meeting notes.				
7	Automatically generates notices and prompts for student, advisor and faculty to take action on enrollment management milestones (registration, financial aid, etc.).				
8	Prompts for action are based on leading rather than lagging indicators.				
9	Utilizes predictive analytics to suggest course and careers based upon student interest and career questions.				
10	Predictive analytics utilized to notify students and advisors of toxic and complementary course combinations.				
11	Provides tracking from first interest through enrollment and goal completion.				
12	Provides administration with scheduling predictions for program and course needs.				
13	Provides data on effectiveness of technology including return on investment.				
14	Represents leading edge technology.				
15	Tracks students after they leave BC (graduate, transfer, jobs).				

Total Points _____

Signature of Committee Members _____



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