

**Aligning with its core value of student success as stated in its strategic plan, “Vision 2020,” Brazosport College measures success with respect to student achievement consistent with its mission. Our criteria include enrollment data; retention, graduation, course completion, job placement rates, and state licensing examinations.**

In addition to considering enrollment data in its measures, BC’s criteria for student success includes successful course completion (students earning a grade of “C” or higher); retention from fall to spring and fall to fall semesters; graduation, certification, and licensure; transfer to four-year institutions, and job placement. In addition to these student success criteria and consistent with its mission, Brazosport College responds to students’ needs, creates a dynamic learning environment, and enriches the community. Further, BC evaluates student achievement data by indicating the criteria and thresholds of acceptability, and we use these data to support institutional effectiveness. BC establishes criteria, thresholds, and appropriateness of the thresholds in accordance with the Closing the Gaps Higher Education Plan adopted by the Texas Higher Education Coordinating Board as well as those determined by the National Higher Education Benchmarking Institute.

In FY2009, the Texas Higher Education Coordinating Board added a new category of measure on momentum points and milestones to the Accountability Report. A momentum point is defined as *a measurable educational attainment that is correlated to a milestone*. In the Accountability System, examples of momentum points are students who pass the first college-level math course. A milestone is defined as *a measurable educational achievement that we can attribute to students’ success*. In the Accountability System, examples of milestones would be students who receive degrees or certificates. The Texas Higher Education Coordinating Board developed this measure from a model described by the National Center for Higher Education Management Systems.

Brazosport College develops reports that are submitted to several agencies in addition to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), including the Texas Higher Education Coordinating Board (THECB), Integrated Postsecondary Education Data System (IPEDS), Achieving the Dream, and the Aspen Institute. BC broadly engages in an integrated and institution-wide evidence-based planning, institutional, and effectiveness research process that incorporates a systematic review of programs and services.

To determine student achievement goals, BC has implemented an Institutional Effectiveness Process. Through this process, stakeholders from across the college gather and review data from both instructional and non-instructional programs. The Planning and Institutional Effectiveness Council then develop achievement goals based on these data and present them to the Board of Regents for adoption of new goals and milestones.

### **Enrollment Data**

Brazosport College calculates targets for its enrollment based on the “Goal 1: Close the Gaps in Participation” as part of its objectives of continual improvement. It is estimated that 60% of the 500,000 additional students needed to enroll in Texas institutions to reach 5.7% by 2015 will begin at community colleges. These targets are shared with and approved by the Board of Regents.

Data from the Accountability System are reported by college and by groups of colleges. The THECB divided colleges by size using the following categories: Very Large, Large, Medium, and Small colleges. BC is in the Medium category with 22 other colleges. Alvin Community College and College of the Mainland from the Gulf Coast Consortium are also included in the medium category. The remaining medium institutions are used for comparison throughout the remainder of this report.

These data show that BC compares favorably to colleges in the Medium category in equivalent areas and that BC is on track to achieve several goals established for CTG.

The THECB began reporting enrollment data using the new Federal race and ethnicity standards with fall 2010 enrollment data. Students are permitted to self-identify their ethnicity and race, which also permits them to select more than one race and/or ethnic category. This change is designed to more accurately reflect student’s racial and ethnic background by not limiting responses to only one racial or ethnic category. Students now select from seven categories; American Indian or Alaska Native, Asian, African American, Hispanic, Native Hawaiian or Other Pacific Islander, White, and Two or More Races. Many students elect not to report their ethnicity. This is reflected in the “other” category responses.

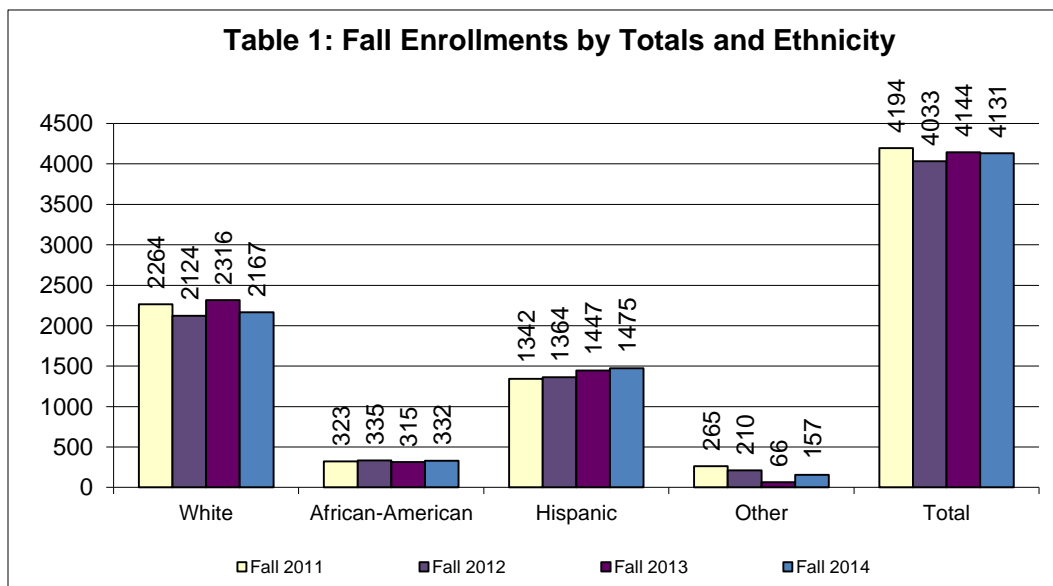
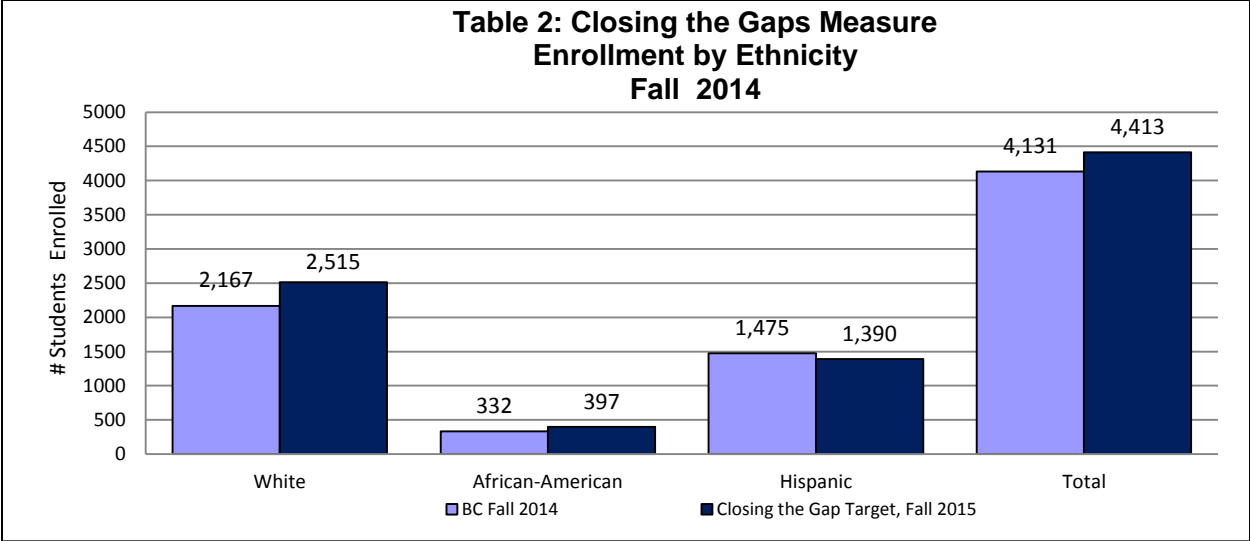


Table 1 indicates fall enrollments by ethnicity and total enrollment for the past four fall semesters (2011 – 2014). Overall, BC total fall 2014 enrollment was flat (-0.3%) compared to the previous fall semester. To place this in context, however, Brazosport College’s neighboring Gulf Coast community colleges experienced decreased enrollment in fall 2014: Alvin Community College -5.3%, College of the Mainland -7.9%, Wharton County Community College -3.2%. The average fall enrollment change across all Texas community colleges was -1.0%\*.



BC’s fall 2014 credit enrollment is currently at approximately 94% of the CTG target. The enrollment for the Hispanic category has exceeded the fall target. African-American and White groups are currently short of their respective targets. There have been marketing initiatives (mailings, website development, peer recruitment, etc.) established toward the improvement of community awareness of the opportunities available at BC which are expected to help with closing these gaps.

<b>Table 3: Service Area Representation (%)</b>				
<b>Ethnicity</b>	FY2010	FY2011	FY2012	FY2013
White	8.4	-0.9	2.8	2.4
African-American	-1.7	-1.4	-4.2	-4.3
Hispanic	-4.7	-5.1	4.0	4.2
Other	-2.0	7.4	-2.6	-2.2
<b>Gender</b>				
Male	-4.9	-6.3	-1.8	-0.7
Female	4.9	6.3	1.8	0.7

Table 3 indicates the gap between the ethnic/gender percentages enrolled at BC and the ethnic/gender percentages in the service area population. Over time our Female, Male, and White group percentages reflect better student representation as indicated by percentages closing toward 0%. The African-American and Hispanic representation has shifted from FY2011 to FY2012 and this shift was sustained in FY2013. Some of this could be an indication of ambiguity surrounding the new federally required ethnicity/race question with students selecting the “more than one race” category or not electing to indicate their background (Other). This makes it difficult to determine representation by ethnicity.

As stated in the above section, marketing initiatives have been employed toward achieving community awareness of opportunities at BC. It is expected these initiatives will help enrollment and service area representation.

Enrollment has steadily increased at BC with a 7.1% increase from fall 2000 (N = 3,855) to fall 2013 (4,129) in unduplicated headcount. In the same time period, annual semester credit hours (SCH) and annual contact hours have increased by 19.7 and 6.0% respectively, from 64,610 to 77,334 and 1,554,566 to 1,647,678. Annual unduplicated enrollment including credit, non-credit, and dual-credit students for FY 2013 was 6,823, a 2.2% increase from FY 2000 (N = 6,676). Of the 4,067 credential-seeking students enrolled fall 2013, 959 were full-time students and 3,108 were part-time students. First-Time in College Students for the fall 2013 cohort numbered 722.

While the increase in enrollment is largely the result of population, demographic, and employment trends within the service area, BC developed several goals to meet the growing needs of its student body. *Vision 2015, section III. Developing Educational Programs to Meet Needs* targeted four programs to develop or expand to meet the growing number of students: Allied Health programs, Associate Degree programs, Music program, and a Baccalaureate program. Further, *Vision 2015, section IV.* directly addresses the need to develop BC's facilities to meet the growth of our programs.

In February 2014, the BC Board of Regents convened to use data collected to determine specifically which educational programs to develop. Compared to fall 2012, overall fall 2013 credit enrollment increased by 4.4%, with the number of new students increasing by 90 (17%). Based on these data, the Board approved measures to revise course times to assist students in completing programs and to continue to develop further enrollment strategies, such as extending evening care at the Children's Center. Additionally, the Board explored strategies to build enrollment of full-time students.

### **Successful Course Completion**

BC monitors course completion rates by tracking the performance underprepared (transitional) and prepared students who successfully complete a college-level course in math, reading, and writing. Prepared students are given one year. Underprepared students are given three years. College-level successful course completion refers to a grade of "C" or better. Brazosport College has set a goal of increasing completion rates (i.e., certificate and degree attainment by 15% by the year 2020).

Using institutional data, the BC Board of Regents developed strategies to increase student success and to set goals, specifically in gatekeeper courses.

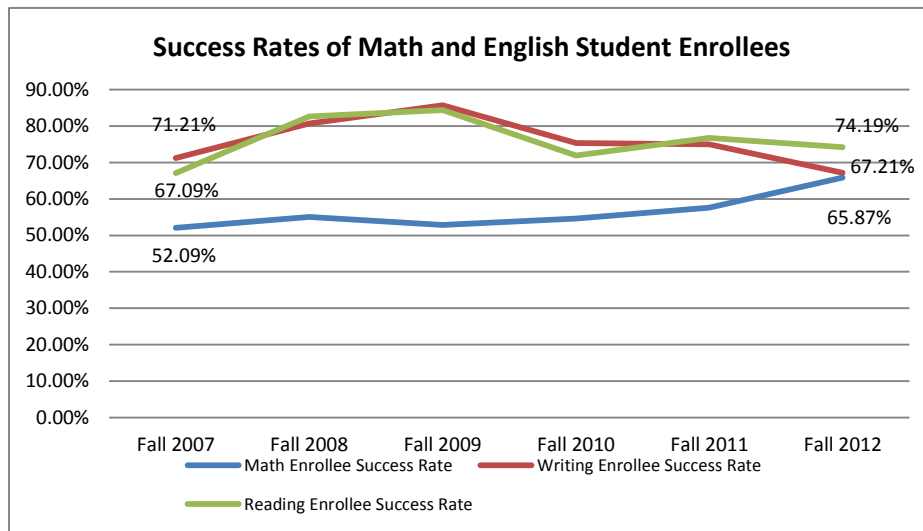
**The most recent cohort for whom BC has data is the fall 2009 cohort.** The total number of FTIC students in the cohort was 676. Of those, 318 met state standards in all three areas, 224 did not meet state standards in one, two or all three areas (at entry), and 134 were unknown. Of the 318 students who met state standards in all three areas, 105 successfully completed math, 125 successfully completed reading, and 138 successfully completed writing all at college-level within one year.

There were 37 transitional students who did not meet state standards in all three areas. Within three years, however, 5 (13.5%) successfully completed college-level math, 13 (35.1%) successfully completed college-level reading, and 16 (43.2%) successfully completed college-level writing.

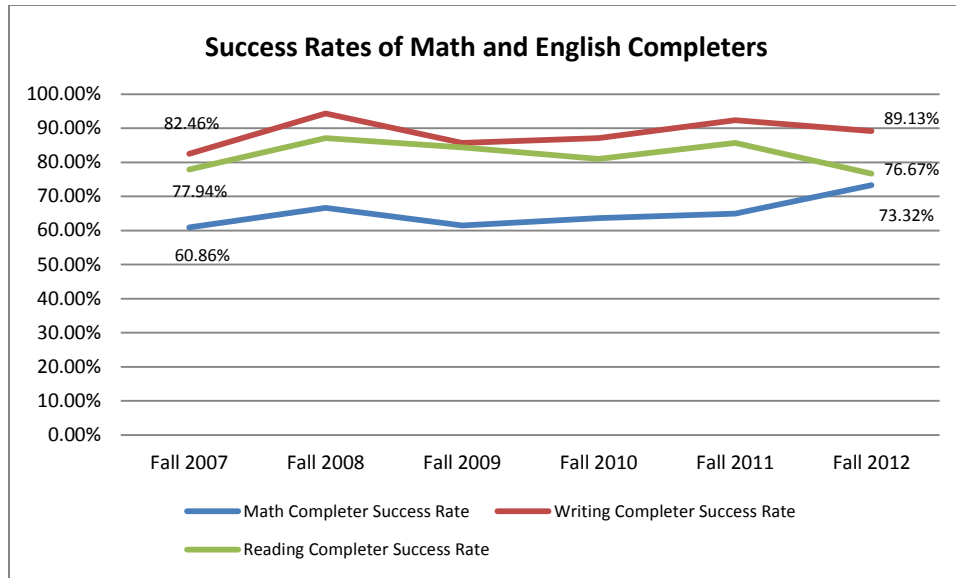
Each year, Brazosport College completes the *National Community College Benchmark Report*, which is a summary of a national survey overseen by Dr. Jeffery Seybert at Johnson County Community College, Overland Park, Kansas. This survey is completed by 253 colleges nationwide and is a highly respected survey instrument. Brazosport College has participated since 2005. The reports can be obtained from the Office of Institutional Research (OIR) because by contract the full reports cannot be uploaded via the Internet. The results can also be viewed online by obtaining a username and password from the OIR.

The OIR has selected certain results from the Benchmark Report for this report that pertains to Brazosport College’s continuing student success initiatives. One caveat about the Benchmark data collection is that some of the definitions vary from IPEDS (Integrated Postsecondary Education Data Systems) and/or THECB (Texas Higher Education Coordinating Board) definitions so the results presented may differ somewhat from what you would see in some of the reports published by those two agencies, but not to an extent to cause concern, especially for any of the results presented here.

First, the success rates for enrollees of math and English students for credit (no transitional education students are included) are presented.

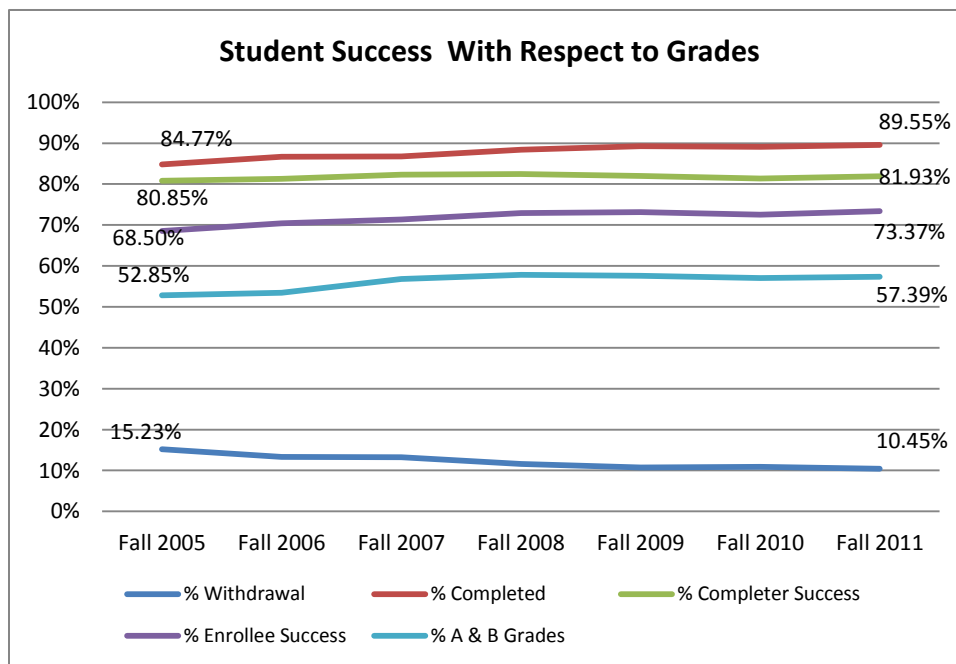


In all cases, the success rates improved over the time period from the fall of 2005 to the fall of 2009. The success rate in math continued to increase through 2011 and 2012. The Achieving the Dream initiative began in 2006, with the Learning Frameworks course piloting in the spring of 2007. In the second graph below, only completers are included: that is, only those who did not withdraw from a credit math or English course were included in the data that generated the results in that graph.



There was an increase in the success rates for math. The increase in the mathematics completer success rate was 12.46 percent for the time frame examined - an increase that is just phenomenal. Also, with math courses being so important to completing so many programs and degree attainment, a 12.46 percent increase in the success rate of math completers should be very encouraging to all.

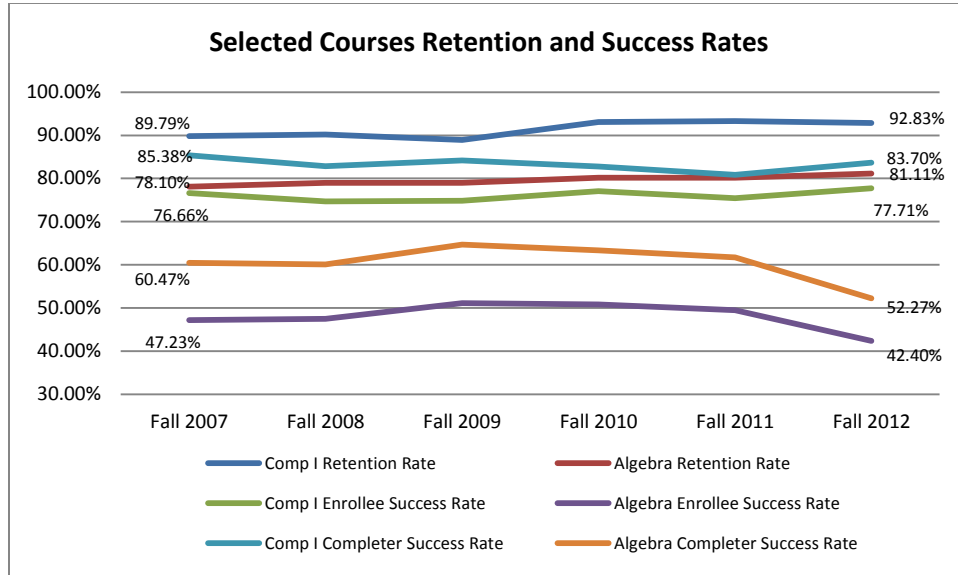
Examining student success from a grades perspective, the graph below, “Student Success with Respect to Grades,” shows a similar trend to the previous graphs.



The percent of withdrawal has dropped, which has important implications. For one, with less withdrawal, coupled with higher success, the college becomes less expensive for students and

students tend to complete their programs more quickly. Even though these percentages may seem small, over time, the effect can involve a large number of students.

Also, the graph below displays the retention and success rates for selected gateway courses.



As shown in table below, from FY2011 to FY2013 BC has performed well on several completion measures:

Completion Measure	FY 2011	FY 2012	FY 2013	3-year Average
Students Who Complete 15 SCH	1,433.0	1,295.0	1,243.0	1,323.7
Students Who Complete 30 SCH	854.0	729.0	768.0	783.7
Students Who Pass First College-Level Math Course	341.0	433.0	249.0	341.0
Students Who Pass First College-Level Read Course	310.5	406.0	266.5	327.7
Students Who Pass First College-Level Write Course	295.0	353.5	251.0	299.8
Note: SCH = Semester Credit Hours				

Brazosport College has developed targets to increase the percentage of developmental education students who successfully complete their first college-level mathematics course to 59.6% by August 2015. As shown in the table below, the institution has already exceeded this target.

Fiscal Year	Percentage Increase over Previous Baseline	Target Percentage of Completers Based on Three-Year Rolling Average	Actual Three-Year Rolling Average	Evaluation Date
2012-13	3%	56.2%	<b>59.1%</b>	February 2014
2013-14	3%	57.9%	<b>60.8%</b>	February 2015
2014-15	3%	59.6%	<b>N/A</b>	February 2016
Baseline – 54.6% for 2008, 2009, 2010 (fall cohorts)				

### Retention

Brazosport College tracks fall-to-fall and fall-to-spring retention rates. The most recent data indicate a fall 2013 to spring 2014 retention rate of 62.5% and a fall 2013 to fall 2014 retention rate of 45.4%. The first time undergraduate persistence rate after one year of the fall 2011 cohort was 66.0%. First-time undergraduate persistence rate for the same cohort after two years was 54.2%. Retention for fall-to-spring 2013-2014 increased by 5.7, reversing a trend from the previous three years. One strategy that may account for this increase was the shared use of data between Institutional Research, Marketing, and Counseling. By retrieving data using Zogotech, we were able to identify students who had completed fall 2013 semester but had not enrolled for spring 2014. Peer recruiters and mentors contacted those students to remind them to enroll.

Brazosport College participates in the National Community College Benchmark Project (NCCBP) each year and both fall-to-fall and fall-to-spring retention rates are collected from 280 participating colleges. To give a national perspective of our retention rates, the NCCBP medians for fall-to-fall and fall-to-spring retention rates are 48.3 and 71.7 respectively. BC's fall-to-fall and fall-to-spring retention rates are 45.4% and 62.5% respectively.

To address these retention rates, within its *Vision 2020* document, BC has committed to collecting baseline data for identification of strategic enrollment management targets. To provide the optimal baseline, the Board of Regents developed strategies to maximize retention, including identifying faculty in each program to serve as advisors, encouraged greater participation in Phi Theta Kappa and the Honors Program, and the implementation of a First-Year Experience Program.

### Graduation and Certification

In an effort toward continual improvement, Brazosport College determines appropriate thresholds for degrees, certificates, and other identifiable student successes by aligning with the targets outlined in Closing the Gaps “Goal 2: Close the Gaps in Success.” With regard to community colleges, the goal is to increase the number of students completing associate’s degrees in Texas to 163,000 by 2015. Therefore, increasing the number of degrees and certificates is an institutional goal.



Creating targets has been effective. Total degrees and certificates (not including other completers) was 650 for FY 2012 and 671 for FY 2013. BC experienced an 88.0% increase from FY 2000 to FY 2013. During the 2014 academic year, there was a 21.4% increase in the number of degrees and certificates awarded to African American students.

In its Vision 2015 document, BC sought to increase the number of graduate and certificate students from 416 to 450, which it achieved in 2006. In the updated Vision 2020, BC has set a goal of increasing certificate and degree attainment by 15%.

The Board of Regents used data to develop and implement strategies to increase the number of degrees and certificates.

### **Licensing Examination**

Brazosport College submitted its annual licensure report to the Texas Higher Education Coordinating Board most recently for the 2012 academic year. The report indicates pass rates of 100% for criminal justice/police science, licensed practical/vocational nurse training, and registered nursing/registered nurse; 65% for emergency medical technology/technician (EMT Paramedic); and 75% for massage therapy/therapeutic massage. The state standard for licensure is 90% or within 5% of the state average. In its Vision 2015 document, BC pledged to increase pass rates on state licensure exams by having each area exceed the state average.

### **Transfer Rates**

Brazosport College tracks its transfer students and collects data on their continued success at transfer institutions. For FY 2012 (entering fall cohort 2006) the total rate of transfers to a senior institution was 24.2%. For FY 2013 (entering fall cohort 2007) the total rate of transfers to a senior institution was 24.5%. Brazosport College has set a goal of increasing the number of transfer students by 10% by the year 2020.

The Board of regents used data to develop and implement strategies to increase the number of 30-hour transfers. Additionally to this end, the Board implemented articulation agreements with transfer colleges and universities.

As the number of students who have earned an associate degree and who transfer to four-year universities continues to grow across the state of Texas, it is even more crucial that we collect data on those students to ensure that community colleges have provided them with the foundation necessary to achieve academic success in new learning environments. We are pleased to report that the students who earn an associate degree from Brazosport College have exceeded the statewide fall-to-fall retention rates for three of the past four years. In fact, the fall-to-fall retention rates of Brazosport College students at four-year institutions were more than 10 percent higher than the statewide retention rates for all transfer students. This is not only an indicator of our students' future success, but it aligns with the White House's goals to improve persistence and increase college completion, especially for first-generation, low-income, and underrepresented students.

### Fall-to-Fall Retention Rates

	Statewide Transfer Cohort (n)	Statewide Retention Rate	Brazosport College Transfer Cohort (n)	Brazosport College Retention Rate	Difference between BC and Statewide rates
Fall 2009	8,570	76%	39	77%	1.3%
Fall 2010	9,601	76%	41	76%	0.0%
Fall 2011	10,122	75%	44	84%	12.0%
Fall 2012	11,416	75%	55	85%	13.3%

*Note:* Fall-to-Fall Retention = transfer students who enrolled at a university the first fall semester and returned the next fall semester to the same university.\*

In addition to these data, a number of Brazosport College graduates earn a grade point average greater than 2.0 at their respective transfer institutions. The percentage of Brazosport College students who earned a GPA higher than 2.0 exceeded that statewide percentage of associate degree transfer students three of the four years for which data was reported. These students have demonstrated that they are prepared for the academic rigor and other challenges that they must navigate to achieve success at a four-year institution. Brazosport College is proud to have played a role in our students' success as they realize their educational goals.

### Transfer GPA

	Statewide Transfer Cohort (n)	Statewide GPA 2.0 or >	Brazosport College Transfer Cohort (n)	Brazosport College GPA 2.0 or >	Difference between BC and Statewide rates
Fall 2009	8,411	86%	38	92%	7.0%
Fall 2010	9,408	87%	40	78%	-10.3%
Fall 2011	9,549	85%	43	95%	11.8%
Fall 2012	10,819	85%	52	88%	3.5%

*Note:* GPA SAP = Grade point average (GPA) during the first year at the university is equal to or greater than satisfactory academic performance requirements (SAP) of 2.0 which is the minimum requirement for federal financial aid. Cohorts exclude students whose grades were unreported.\*

### Job Placement Rates

In its Vision 2020 plan, BC has set the goal of increasing its job placement rate by 10% by the year 2020. Every attempt is made on the part of BC to collect data on graduate status after graduation, including employments. For FY 2012, among students graduating in an academic program (N = 259), 114 (44%) were employed only, 54 (20.8%) were employed and enrolled (in senior institutions), 55 (21.2%) were enrolled only (in senior institutions), 20 (7.7%), were enrolled only (in community colleges), and 16 (6.2%) were unaccounted for. For the same year, among students who graduated from a technical degree program (N = 339), 299 (88.2%) were

employed only, 5 (1.5%) were employed and enrolled (in senior institutions), 1 (0.3%) was enrolled only (in senior institutions), 22 (6.5%) were enrolled only (in community colleges), and 12 (3.5%) were not found.

Brazosport College began offering the Bachelor of Applied Technology (BAT) degree in 2005. Since its implementation and through the end of the 2013 academic year, 430 students have enrolled in BAT courses. Just over one-half (51%) of the students who matriculate into the BAT program earned their associate degree from Brazosport College. Of those students who earned their associate degree from Brazosport College, three out ten (31%) have successfully completed the BAT program and received their bachelor's degree, graduating with an average GPA of 3.33. The academic success that the graduates of the BAT program achieved has led to success in their professional endeavors. The average employment rate for graduates of Brazosport College's BAT program is 86 percent, slightly higher than the statewide average for graduates from similar programs at 85 percent. Moreover, graduates of the BAT program at Brazosport College earn a mean annual wage nearly double that of graduates from similar programs across the state of Texas, with Brazosport College alumni earning \$76,842.00 and their counterparts earning \$43,731.00 annually.\*\*

\* Source: Texas Higher Education Coordinating Board Academic Performance of 2-Year College Transfer Students at Texas Public Universities.

\*\* Source: The Texas Higher Education Coordinating Board Gainful Employment report.