



Gator Stats

The Office of Institutional Research (OIR)

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Student retention and withdrawal rates are reviewed in this issue of the *Gator Stats*. A major reason for examining these two outcomes is that in order for a student to attain a long term goal, such as getting a certificate of degree, the student must complete courses and stay in school long enough to complete program requirements. For the purposes of this report, only fall-to-fall retention rates are used. The rates are also cohort-based. A cohort is defined as *the set of students who enrolled at Brazosport College for the first time during a semester*. For example those students who enrolled at Brazosport College for the first time in the fall semester, 2000, are included in that cohort. If a student, from that cohort, then re-enrolls in the fall semester, 2001, that student is included in the calculation of the 2001 retention rate. For the fall semester, 2000, 1,159 students enrolled at Brazosport College for the first time. Five hundred and thirty-five of those students re-enrolled in the fall semester, 2001. The retention rate therefore is 46.2% (535/1159).

All Students

Semester	Retention Rates (%)				Cohort Size	Total Enrollment
	All	White	Black	Hispanic		
Fall 2000	46.2	48.3	40.7	41.5	1159	3958
Fall 2001	46.2	47.8	35.2	45.9	1162	4177
Fall 2002	42.7	45.1	35.6	37.0	1109	4194
Fall 2003	42.4	43.7	35.7	43.1	896	3727

Source: BC Student Files

Fall-to-fall retention rates have decreased over the past two fall semesters. During this time, overall enrollment has also dropped significantly. However, fall-to-fall retention rates are still well above in the mid-thirty percent range in the mid nineties. Two minority groups are included for comparison. The next table, however, shows higher retention rates for student participating in career counseling.

Career Counseling Participants

Semester	Retention Rates (%)				Cohort Size
	All	White	Black	Hispanic	
Fall 2001	70.6	72.3	54.3	71.9	510
Fall 2002	60.7	65.5	44.4	52.6	531
Fall 2003	49.9	51.8	36.8	53.3	499

Source: OIR Title V Student Database

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What can we do for you?

If you need our assistance to help design, construct, administer, or scan a survey or help in the analysis of the data collected by a survey, please feel free to call the OIR for assistance. If you would like to have the OIR produce a specialized study or report, please contact us. The OIR does and can help with writing grant proposals. Presenting the results of analysis to an internal or external group is also something the OIR is more than happy to do.

New! There is now an OIR Request form at www.brazosport.edu/~ir

Got a question that requires an analysis of student data? Call the OIR or visit www.brazosport.edu/~ir

Suggested Links:

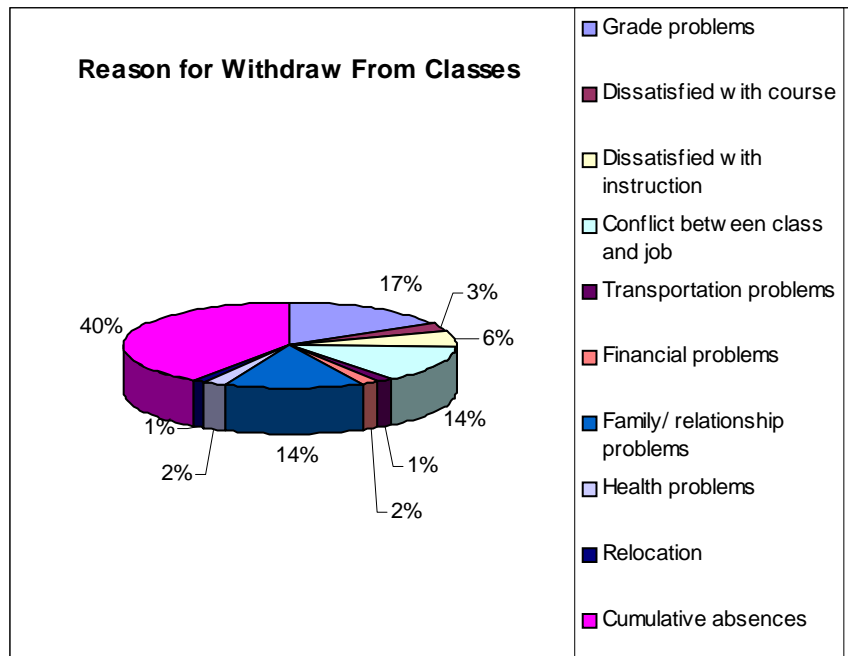
If you want to get info about public schools here's a good site. The students are tracked p-16.
<http://www.texaseducationinfo.org/>

Factoids:

- Americans consumed 76 billion pounds of red meat and poultry in the year 2000, up 21% from a decade earlier. (Source: US Census Bureau)
- Scientists have identified only 4,000 different viruses, a fraction of the estimated 400,000 believed to exist on Earth. (Source: All Species Foundation)
- The average American contributed 1,570 pounds of solid trash to the world last year, along with 23 tons of hazardous waste and 3.613 pounds of sewage. (Source: learner.org)

The Counseling and Testing Staff has implemented a comprehensive career counseling program to assist students in career choices and to help with obtaining employment. The focus is on making contact with the students and sharing an added interest in their expectations. For those who participated, the retention rate is greater for each fall semester examined. The program was piloted during the 2001-2002 academic year as part of the Title V grant. Even though this past year shows a decline in the overall retention rates, the retention rates for participants in the counseling program are impressive when compared to the overall student population rates.

There are reasons why students withdraw from classes. The graph below summarizes the reasons students give for withdrawing from classes.



The withdrawal rates for all students have been steady for the past few years, usually between 17-21%. Sixty percent of all withdrawals are student-initiated while the remaining withdrawals are institution initiated. The Texas Legislature, via the Legislative Budget Board, focuses on contact hours for obvious reasons. Fall semester contact hour completion rates for BC ranged from 82.86% in 2001 to 83.23% in 2003. This compares with the statewide averages of 82.81% and 84.09% respectively.

Retention and withdrawal rates are two outcomes that are used frequently in determining effectiveness. However, there are other measures that could be used. One such measure is goal attainment. Another is employment in a related field. Much has been written about effectiveness and a Google search of the Internet will provide as much reading as you would like to undertake.