



Brazosport College

Gator Stats

The Office of Institutional Research (OIR)

Inside this issue:

Accountability	1
Active and Collaborative Learning	1-2

Accountability

We all know about the efforts to hold Higher Education (HE) more accountable with the federal legislators being just one of the players. The re-authorization of the Higher Education Act will reflect the intent of the legislators [to hold higher education even more accountable.] Some of the organizations cooperating with congress to hold HE more accountable are various businesses, Higher Education Forum, National Center for Public Policy in Higher Education, Association of American Colleges and Universities, and State Higher Education Executive Officers. The benefits that Higher Education brings to the community are many. One of which is to provide training to update the workplace skills for advancement, salary increases, or continued employment. We have data on numbers for enrollment and graduates, cost per contact hour, etc., but are there other data to document the benefits: that is, can we show that upon completion of a course or program, that the necessary skills have been attained (such as licensure examinations) resulting in higher salaries, promotions, or continued employment? [Did the student’s training meet the expectations of the employer?] Did the instructor meet the expectations of the student? The importance of student learn outcomes is emphasized by Peter Ewell: “...evidence of student learning outcomes ought to be the *sine qua non* of accountability for higher education.” A way to review outcomes, of course, is assessment and tracking. Once that is done, one examines the data to identify areas in which improvements can be made.

An additional theme that increasingly runs throughout accountability processes is the transparency of results that is a fallout from the recent corporate scandals. But that is a topic for a later issue.

From the CCSSE: Active and Collaborative Learning

How often do students make a presentation in a class? Do any courses include participation in a community-based project as a part of the course? These and other items to which the student responds on the Community College Survey of Student Engagement (CCSSE) are combined to form the construct, “Active and Collaborative Learning.” Seven items go into this construct, listed in the table below, and a respondent’s score is found by summing the value of each of the items. The scores for each item is then averaged.

The table below shows the results of student responses for the “Active and Collaborative Learning” construct found in the CCSSE. The items on the survey that are included are displayed in the first column of the table. A respondent can make one of four choices that are listed as a footnote at the end of the table. Points are assigned to each possible response (“never” gets 1 point, “sometimes” 2 points, etc). Each respondent’s points are summed and the sum divided by the total number of respondents. The comparison group consists of community colleges similar to Brazosport College. The averages are used for comparison and statistical testing. One can “fit” the mean to the scale. A mean of 1.98 is less than “Sometimes” but greater than “Never”. Is an average of 1.98 “good” or not? Would you expect this low/high of an average? The interpretation of the results in the table is left to the reader.

Factoid:

As of July 1, 2004, the estimated population of American Indians and Alaska natives, including those of more than one race is **4.4 million**. They made up 1.5 percent of the total population.

The American Indian and Alaska native population in California as of July 1, 2004, the highest total of any state in the nation, is **687,400**. California was followed by Oklahoma (398,200) and Arizona (322,200). About 6,400 American Indians and Alaska natives were added to Arizona’s population between July 1, 2003 and July 1, 2004.

About 1 in 5 is the proportion of Alaska’s population identified as American Indian and Alaska native as of July 1, 2004, the highest rate for this race group of any state in the nation. Alaska was followed by Oklahoma and New Mexico.

OIR Staff and Contact Information

David Preston, Ed. D., Director of Institutional Research and Coordinator of Title V
 dpreston@brazosport.edu
 Ext. 3256

Jennifer Dudley, Administrative Office Specialist
 jdudley@brazosport.edu
 Ext. 3407

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

In your experiences at this college during the current school year, about how often have you done each of the following?	Averages	
	Brazosport College	Comparison Group
Asked questions in class or contributed to class discussions	2.89 N=428	2.82 N=10,361
Made a class presentation	1.98 N=427	2.04 N=10,315
Worked with other students on projects during class	2.50 N=422	2.43 N=10,251
Worked with classmates outside of class to prepare class assignments	1.92 N=425	1.97 N=10,304
Tutored or taught other students (paid or voluntary)	1.46 N=424	1.45 N=10,304
Participated in a community-based project as part of a regular course	1.24 N=426	1.35 N=10,304
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.58 N=427	2.80 N=10,304

1=Never, 2=Sometimes, 3=Often, 4=Very often

Although, not all classes administered the CCSSE survey, credit classes were randomly chosen and more than 500 students returned the survey, with 489 being usable. Statistical methods were used to assure that the results represented the entire student body.

What are the faculty perceptions?

The next table shows the results of similar items from the Community College Faculty Survey of Student Engagement (CCFSSE) which was administered by those colleges who participated in the CCSSE and volunteered to participate in the Brazosport College faculty version. Although Brazosport College volunteered to participate, none of their faculty decided to complete the survey. One purpose of this survey was to find congruency, or lack thereof, when faculty members are asked for their perception of the same constructs to which their students also responded.

The percentages in the table below represent the combination of the “Often” and “Very Often” responses.

Item	Faculty Responses	Student Responses
Use e-mail to communicate with you	50%	37%
Discuss grades or assignments with you	71%	44%
Talk about career plans with you	38%	23%
Discuss ideas from your readings or classes with you outside class	29%	15%
Receive prompt feedback (written or oral) from you about their performance	93%	55%

Interestingly, the differences between the students and faculty members perceptions for these survey items are significant. To what would you attribute the lack of congruency?

Recommended Reading:

Ewell, P. “From the States” *Assessment Updates*. September – October 2005. Vol 17, No.5

Factoid Source:
 The U.S. Census Bureau at <http://www.census.gov/Press-Release/www/releases/archives/population/005164.html>