



Brazosport College

# Gator Stats

The Office of Institutional Research (OIR)

**Inside this issue:**

Population by Ethnicity	1
Why do we use surveys?	2

This report includes data from several sources. It includes a comparison of area population with Brazosport College student population, a comparison of grades for students who enrolled on time to those who did not (English and math only), why we use surveys, and gleanings from the spring administration of the Student Satisfaction Survey.

How well does Brazosport College represent its population with regards to ethnicity? The following table includes three categories: BISD population only, service area population, and Brazosport College enrollment. The enrollment breakdown for Brazosport College is for the academic year (AY) of 2004 and is unduplicated.

	BISD-2004*		Service Area – 2004*		Brazosport College - AY 2003-2004**	
White	35,872	57.43%	79,095	60.04%	3,750	66.95%
Black/African Am.	4,606	7.37%	14,754	11.20%	427	7.62%
Am. Indian/Alaska Native	189	0.30%	496	0.38%	89	1.59%
Asian alone	1,083	1.73%	1,630	1.24%	29	0.52%
Native Hawaiian and Other Pac Islander	18	0.03%	45	0.03%	-	
Other Race	42	0.07%	82	0.06%	38	0.68%
Two or more races	798	1.28%	1,636	1.24%	-	
	42,608		97,738		4,333	
Hispanic	19,838	31.77%	33,991	25.80%	1,268	22.64%
	62,446		131,729		5,601	

\*Source: PCensus

\*\*Source: Brazosport College student files

Note – The district and service area populations are statistical estimates and the categories are federally defined. The Coordinating Board definitions for ethnic categories differ somewhat from the federal categories.

The next table examines success rates for students who enrolled late in English and mathematics courses. A common assumption is that students who enroll late do not do as well as those who register in a more timely manner.

Totals for Fall Semesters 2000,2001, 2002									
	Regular Registration			Late Registration			Post Late Registration		
	S	Un	% S	S	Un	% S	S	Un	% S
Developmental Math	922	1105	45.5	77	110	41.2	25	36	41.0
Developmental English	272	135	66.8	26	23	53.1	8	2	80.0
College level Math	301	539	35.8	10	36	21.7	3	9	25.0
College level English	1423	449	76.0	90	50	64.3	73	8	90.1

Definitions:

Late Registration = enrolled in College during Drop/Add registration  
 Post Late Registration = enrolled in College after Drop/Add registration  
 Successful = student earned an A, B, or C  
 Unsuccessful = student earned a D, E, F, W, I, or U

Source: BC student files

Cont. on next page

## 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](http://www.brazosport.edu/~ir)**

Got a question that requires an analysis of student data? Call the OIR or visit [www.brazosport.edu/~ir](http://www.brazosport.edu/~ir)

### Hispanic Heritage Month

September 15—October 15, 2005

Factoids from the US Census: 43% of the Hispanic-origin population lives in either California or Texas.

Texas is home to 7.8 million of the Hispanic-origin population.

The data suggest what one supposes - those who enrolled late did not do as well as those who enroll prior to the start of classes but not to the extent that most of us would think. Post-late registration numbers are low because post-late registration is discouraged.

### Why do we survey?

Surveys have become an important part of institutional assessment, evaluation, and planning. Because of accountability demands, showing, not saying, that the institution is living up to its mission is the lynchpin to the public's and legislators' view of higher education.

### Gleanings from the Gulf Coast Standard Student Satisfaction Survey.

- Two major reasons for attending Brazosport College continues to be cost (66.6%) and convenient location (67.7%). "Offered courses I wanted" and "Could work while attending" were relatively high also.
- If respondents had to start college over, 72.3% of the respondents would definitely or probably choose Brazosport College again. This represents a decrease from the 81.0% reported in 2004.
- 69.2% of the respondents considered the quality of education at Brazosport College as good or excellent, a slight decrease from the 73.5% reported in 2004.
- 54.8% of the respondents were employed full time.
- 41.9% of the respondents listed obtaining an associate's degree as their major educational goal followed closely by "Transfer to a four-year institution" (35.8%).
- 62.0% of the respondents were single.
- Most respondents lived in a household that had 4 or fewer occupants (77.0%).
- 22.3% had a pre-school age child living with them.
- 28.1% were first-generation students which is a significant decrease from the 53.2% reported in 2004.
- Most were 21 years of age or less (48.4%).
- Neither parent had a bachelor's degree for 68.4% of the respondents. 23% indicated they received a Pell grant or TPEG.

If you wish to find more information about this survey, please visit <http://www.brazosport.edu/~ir/ssi.html>.

Also posted on the OIR web site are summaries for the surveys administered during the 2004-05 academic year.

Here is an interesting consequence of an aging population. By 2025, 25% of the population will be 60 or older. The "woopies" will be able to attend college to take courses in which they are interested for a number of reasons. Will colleges be ready for the influx? Oh, "woopies" is not a type of cushion, but an acronym for "Well off older people!" Cute, right? Seriously, the mix of older and younger people on the same campus will change in favor of the older and a cultural change among college students may occur.

### Recommended Reading

Learning how to be a successful student: Exploring the Impact of First-Year Seminars on Student Outcomes . *The First-Year Experience and Student in Transition*, page 11-40. Although the study included only four-year institutions, there are some important findings that could apply to two-year schools.