



Gator Stats

The Office of Institutional Research (OIR)

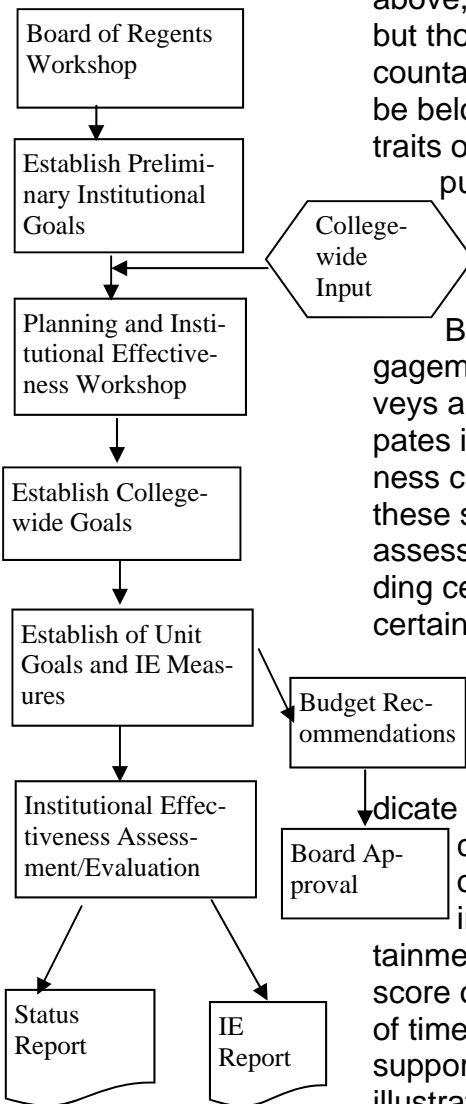
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Reviewing Institutional Effectiveness

When you think about educational accountability, what comes to mind: is the college using public funds efficiently, is the public or student getting what they paid for, is there a return on investment for the student, for the taxpayer? Maybe, instead of the money angle, you think about college output measures such as the number of degrees and certificates, the number of transfers, the number who obtained employment, or some other “number of.” All of the above, and more, certainly play an important role in the accountability milieu, but those are somewhat superficial measures because there is more to accountability than outputs. Measuring a level of meeting expectations that may be below the surface such as being able to write an essay that demonstrates traits of a good composition is not only more complicated, but less visible to the public (Does Brazosport College inform the public that X% of those completing an English sequence can construct an essay that meets a predetermined set of standards?).

Brazosport College faculty and staff assess student satisfaction and engagement through the use of several surveys. In addition, several external surveys are completed each year (such as IPEDS) and Brazosport College participates in other national projects where data are collected; however, effectiveness cannot live by surveys alone even though a lot of data are collected by these surveys. Administering a survey is one method of assessment. Other assessment methods include the examinations given in classes. By embedding certain questions in exams the student is being assessed whether or not certain student learning objectives have been attained. Once one has assessed, the data collected are analyzed to make an evaluation. For example, after a group of exam scores are averaged, the average is then assigned a grade (evaluation). The evaluation methodology is assessment, averaging, assigning a grade. But, collectively, grades do not indicate some of the characteristics that employers crave (such as whatever the characteristic is that causes one to arrive at work on time). Other methodologies are available to collect data for student evaluation. At some institutions, the portfolio method is used to evaluate a student’s skill attainment, with each item in the portfolio (called artifacts) being more than a score on an exam. The methodology is more complicated, takes a great deal of time, but after the portfolio is examined, there remains a body of evidence to support the evaluation, and can be carried by the student to a job interview to illustrate the skills that s/he has attained while at the institution.



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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.

The OIR request form is located at www.brazosport.edu/~ir

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

Remember Mom's Day

Tuesday is the most popular day of the week which to have a baby

July is the most popular month

In 2004 the most popular baby names were Jacob and Emily.

There were 5.6 million stay-at-home moms in 2004.

There were 10 million single mothers....up from 3 million in 1970.

Effectiveness is similar to the portfolio method of assessing a student in that during the IE process, a body of evidence is collected and used to make the determination as to whether or not an institution is effective. A grade distribution or a school-wide GPA are measurements used to assist in the determination of an institution's effectiveness. The effectiveness of each "unit" is part of a whole, including such outputs as number of graduates, transfers, and awards. However, each student, each instructor, and each staff member, individually, is an integral part of determining the overall effectiveness of the institution. The difficulty lies in developing and implementing a system of determining the effectiveness of each unit and the processes that intertwine the institution's programs and services with the student, faculty, and staff. Common to this determination by the units involved is the collection of data which is done through assessment. Evaluation comes after the data collection and analyses. An integral part of determining institutional effectiveness, then, is assessment (data collection). The IE process is inclusive of all the units in the college and demonstrates how well (or badly?) Brazosport College has accomplished its mission. It is an insightful tool to let us know how we can accomplish more and do better at what we do.

The last part of the loop is using the body of evidence to simply make things better: fewer barriers to enrollment and registration, less anxiety for first-generation college students enrolling, improving scholarship opportunities, receiving a higher quality education, and many others that you could list.

Benchmarks

Each year, Brazosport College participates in the Integrated Postsecondary Education Data System (IPEDS). There are several surveys completed, one of which is the Finance Survey. The following charts display some of the results:

For fiscal year 2004, the revenue sources per student FTE (full time equivalent) for Brazosport College as compared to a comparison group (most small-sized Texas CCs):

Revenue Source	Brazosport College	Comparison Group
Tuition and Fees	\$2,473	\$1,151
State and local	\$5,781	\$3,910
Other Core revenues	\$3,179	\$2,535
Total	\$11,433	\$7,596

The following table shows the core expenses per FTE student, by function.

Expense	Brazosport College	Comparison Group
Instruction	\$4,583	\$3,112
Academic Support	\$400	\$418
Institutional Support	\$1,560	\$1,045
Student Services	\$777	\$641
Other Core Expenses	\$2,376	\$2,373
Total	\$9,336	\$7,589