



Gator Stats

The Office of Institutional Research (OIR)

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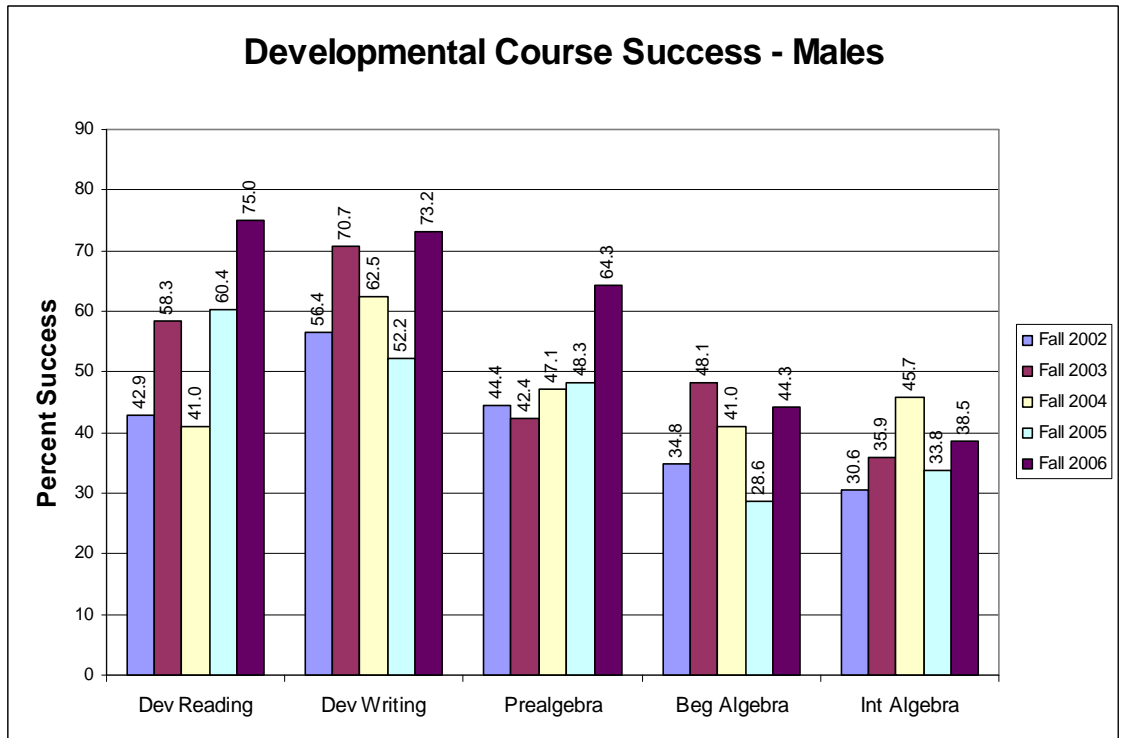
December Board Report

The IR December Board of Regents report was postponed from December to January. This report concentrates on the Accountability System that can be found on the Texas Higher Education Coordinating Board Internet site. More about this in the January issue of the *Gator Stats*.

Achieving the Dream

Brazosport College’s AtD Coach, Dr. George Baker, was on campus December 4th, and met with the Leadership Team. A report was prepared describing the course-taking behavior of developmental students and presented to the Leadership Team and Dr. Baker. This report can be found at <http://www.brazosport.edu/ir/> in the AtD section. One of the graphs in the report is included below.

Success is defined as receiving grades of S, CR, A, B, or C. The data suggest that there is little consistency in the success rates over time. With such inconsistency, trends are not established and attempting to set goals to determine if a new classroom methodology is effective is almost impossible. The methodology chosen by the Brazosport College ATD Data Team is moving averages; that is, using a four-year average. By using a moving average, the inconsistencies are “smoothed” out so that when a new classroom methodology (such as what Brazosport College is attempting with the Learning Frameworks course), an improvement in the success rate due to that change is more easily attributable to the methodology rather than to “noise.”



Comparing the developmental course success for males (graph to the right) and females (on page 2), the difference is rather stark. The data are more

consistent from year-to-year for females than for males. The male inconsistency in success rates over time is not easily explained and it is not course specific. For females, the success rates are consistent over time for all courses. For males, there is a “spike” in all areas except for Intermediate Algebra for the fall of 2006. For females, this “spike” is only evident for two subjects: Developmental Writing and Beginning Algebra and does not seem as robust.

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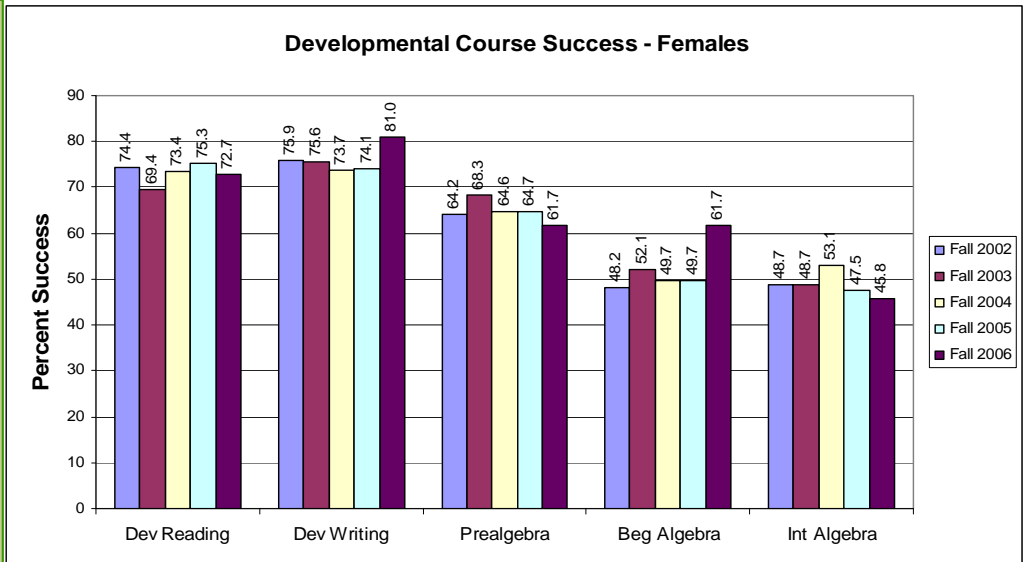
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What can we do for you?

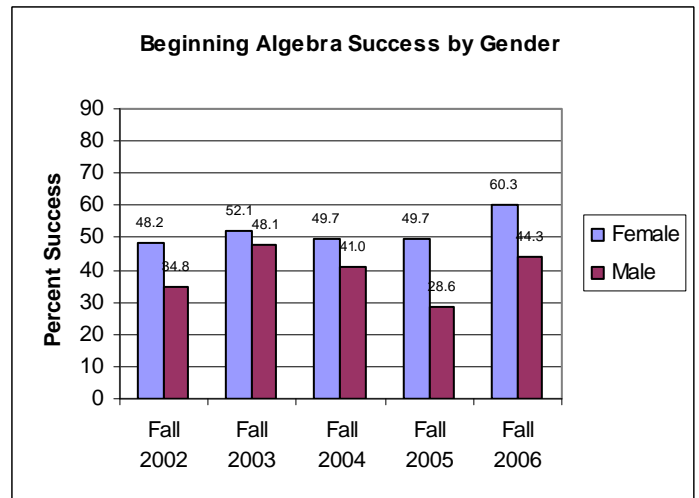
If you need our assistance to help design, construct, administer, or scan a survey or help in the analysis of the data collected by a survey, please feel free to call the OIR for assistance. If you would like to have the OIR produce a specialized study or report, please contact us. Presenting the results 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? Submit your request at www.brazosport.edu/ir



The graph to the right illustrates the gender gap for success in Beginning Algebra. One would think that there may be differences in finances, family obligations, employment, or maybe age that would influence one gender over the other. Examining CCSSE data, only one of these areas stands out—finances. Females are more than twice as likely to depend heavily on scholarships as a major source of financing education than males.



Once a student is awarded a scholarship, especially a Pell Grant, it becomes imperative the student remain enrolled and do well in his/her course work to continue receiving financial aid. An interesting research study would be to try to determine the relationship (if there is one) between developmental course success and dependency on financial aid at Brazosport College.

The Non-traditional Student

Who is the non-traditional student? Which of the following characteristics are used to describe non-traditional students?

- Married
- Postponed college entrance after HS graduation
- Older than 24
- Has children
- Enrolled in Distance Education
- Active military or Veteran
- Divorced
- Single parent

If you guessed all—you are correct (there are others, believe it or not). It is easier to define traditional student than non-traditional student. The problem of lumping non-traditional students in a report from the IR perspective is Simpson's Paradox. **Simpson's paradox** (or the **Yule-Simpson effect**) is a statistical paradox wherein the successes of groups seem reversed when the groups are combined (taken from Wikipedia). So when we say non-traditional students do not graduate at the same rate as traditional students, there just may be a group of those non-traditional students that do.

Trivia: Who was the first woman to win a Nobel prize?