



Gator Stats

The Office of Institutional Research (OIR)

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The Community College Survey of Student Engagement (CCSSE) included twenty additional items to which students were asked to respond. The first five additional items were specifically for CCSSE and the remaining 15 were for a small consortium in which Brazosport College participated. The five CCSSE items focused on the first four weeks of a student's experience with Brazosport College. In fact, these were a prelude to the SENSE survey Brazosport College administered this fall.

The first item was: By the end of my FIRST FOUR WEEKS at this college, I had met with an advisor to discuss my educational goals.

Although the 43% is comparable to the consortium percentage of 48%, not discussing one's educational goals with a

Response	Pt % - BC	FT% - BC	All - BC	All - Consort
Yes	43	43	43	48
No, I met with an advisor by the end of my first four weeks at this college, but we did not discuss my educational goals	6	8	7	8
No, I did not meet with an advisor by the end of my first four weeks at this college	25	24	24	25
No, I have discussed educational goals with an advisor, but it did not happen by the end of my first four weeks at this college	12	10	12	11
I do not recall	15	15	15	9

counselor is a missed opportunity for the student to become more engaged with the college. And, as has been discussed previously in the *Gator Stats*, engagement is an extremely important component in the process of helping students be successful.

The next item was: By the end of my FIRST FOUR WEEKS at this college, I had completed an initial assessment test to determine which reading, writing, and math courses I should enroll in.

Response	Pt % - BC	FT% - BC	All - BC	All - Consort
Yes	37	53	41	56
No	52	37	41	35
I do not recall	11	10	9	9

There seems to be a fairly significant gap between Brazosport College and the consortium schools with regards to the percentage of those who complete an initial assessment test (41% vs. 56%). The reason for this may be the way in which Brazosport College exempts students from taking the test.

The third item: How satisfied were you with the quality of your college's orientation course or program for new students?

Response	Pt % - BC	FT% - BC	All - BC	All - Consort
Very Satisfied	22	22	22	28
Somewhat satisfied	34	44	36	36
Not at all satisfied	11	11	11	6
Have not attended an orientation course or program	33	23	31	29

About 1/3 of Brazosport College respondents did not attend an orientation course or program. Only 11 percent of the respondents were not at all satisfied which is almost twice as much as the respondents from the other consortium schools.

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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 fourth item: Rate your overall satisfaction with this college's processes for working with new students – including the admissions process, the financial aid office, new student assessment, your first class registration experience, etc.

Response	PT% - BC	FT% - BC	All - BC	All - Consort
Very Satisfied	35	35	35	34
Somewhat satisfied	48	49	48	50
Somewhat dissatisfied	11	12	11	12
Very dissatisfied	7	5	6	4

The 83% satisfaction rate (adding the percentages for "Very Satisfied" and "Somewhat Satisfied") compares very favorable to the consortium's 84% satisfaction rate.

Update on AtD

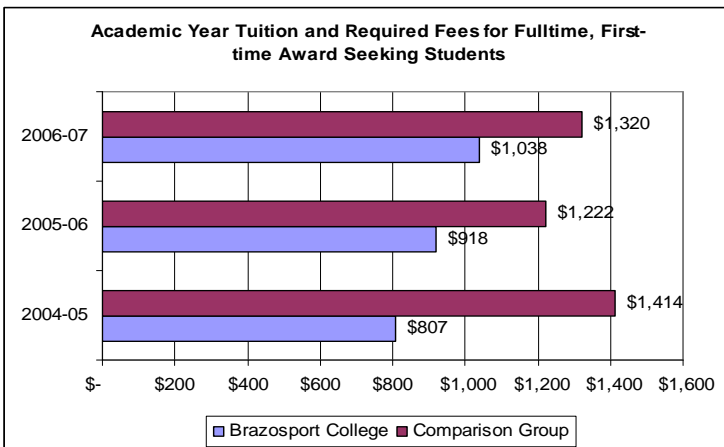
The cohort data for fall 2006 was due in November. The data were extracted and uploaded as requested and approved. Yeah!!!!!! Those data may be examined at the AtD website. You will need to contact Dr. Tasa for access.

In the November/December *Data Notes*, at the end of the newsletter, the author poses a series of questions: one of which is; How do our part- and full-time students differ? The topics the author discussed in the newsletter were developmental education, persistence, credits earned vs. credits attempted (percentage completed), and degree completion. The underlying research question is whether or not this dichotomous variable (part/full time) can be a predictor of persistence and/or degree completion. Interesting hypothesis, don't you think, even though an over-simplification? If so, increase the number of fulltime students, get more graduates and/or a higher retention rate (even if it is serendipitous). I know, not really! Let's don't forget that at private schools, they have a high percentage of fulltime students and high persistence rates and high graduation rates, but they are highly selective, community colleges are not.

One problem encountered very quickly in a study such as this is a timeframe. Part-time students will probably take longer to graduate than 2 years. So, choose your poison. How about a 3-year or 6-year graduation timeframe which the Texas Higher Education Coordinating Board uses? The U.S. Department of Education, however, because of legislation, uses 150% of normal time to graduation for reporting graduation rates which would make 3 years the timeframe for the Associate Degree and three semesters for many of the Certificates. Can we include these folks into the study? Another issue is the Core Curriculum Completion which is also considered a student success. This

makes calculating a meaningful graduation rate much more complicated. The last issue I will mention is a student's educational goal – it simply may not be a degree or certificate. But establishing a student's educational goal has its own set of caveats, which are too numerous and complex for this short discussion. So, just what is it that we are trying to predict with the part/full time variable?

It always amuses me (I am too numb to be amazed anymore) that those who write about CCs usually do not have a notion about the complexity of the CC student and how that complexity manifests itself not only in the classroom but also in goal attainment. To those at AtD – change your paradigm!



IPEDS Reporting

Each year, all colleges and universities (Title IV eligible) must submit three surveys to the Department of Education. These Integrated Postsecondary Education Data System Surveys (IPEDS) entail enrollment, finance, financial aid, graduation rates, and human resources. They produce a feedback report each year to send to each reporting institution using a set of colleges, which are self-picked, as a benchmark. This feedback report is received in November following the survey. Brazosport College's comparison group included 24 of the small colleges in Texas such as Lee College, College of the Mainland, Galveston, etc.

One part of the report shows the comparison of tuition and fees for full-time students. The cost of attending Brazosport College has been much lower than comparable colleges in Texas. The remainder of the report can be found at <http://www.brazosport.edu/~ir>.