



Gator Stats

The Office of Institutional Research (OIR)

What about those part-time students?

Recently the NCES (National Center for Educational Statistics) published the results of a study of part-time college students. Some of the findings they reported were:

- Part-time enrollment is prominent in undergraduate education and is expected to remain that way in the future.
- “About 75 percent of part-timers are more likely to be ‘older, female, Hispanic, financially independent, and first-generation students.’ These students tend to come from low-income families, have weaker academic preparation, and lower expectations for postsecondary education. They are also less likely to receive financial aid, are usually financially independent, are likely to be married, and usually have one or more dependents.”
- The majority of part-time students (64%) attend two-year colleges and many do not transfer to a four-year institution. They predominately enroll in associate degree or no-degree programs. Full-time students, in contrast, had a 64% completion rate for a degree or certificate and a 72% persistence rate.
- More than 50% of the part-time students work full-time and consider themselves as full-time employees first.

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How does Brazosport College fare? Approximately 72% of our fall students enroll part-time, and that percent is fairly consistent (e.g., 71% for the fall semester, 2006). From the 2006 CCSSE, 57.3% of the part-time respondents work 30 or more hours per week, compared to 34.4% of the fulltime students; 29.4% of the part-time respondents report that grants and scholarships are either a major or minor source of college funding compared to 55.7% of the fulltime students.

SENSE

Several faculty members were involved in the administration of the Survey of Entering Student Engagement (SENSE) during late September. The SENSE helps community and technical colleges focus on the “front door” of the college experience. Grounded in research about what works in retaining and supporting entering students, *SENSE* collects and analyzes data about institutional practices and student behaviors in the earliest weeks of college. These data can help colleges understand students’ critical early experiences and improve institutional practices that affect student success in the first college year. Results will be available in early 2008 and will be posted on the Office of Institutional Research’s website. More about the survey can be found at <http://www.ccsse.org>. Several Brazosport College staff and faculty will be attending a special workshop – *Starting Right – the Spring 2008 Entering Student Success Institute* in late March of 2008.

CCSSE for 2007

Brazosport College was involved in several consortia for this administration of the survey: the Small Colleges Consortium, Achieving the Dream (AtD) Consortium, and the Gulf Coast Consortium. The results of the 2007 CCSSE administration are on the OIR website at <http://www.brazosport.edu/~ir/ccsse.html>. The next few issues of the *Gator Stats* will focus on some portion of the CCSSE and use comparative data from one or more of the consortia. The survey has 21 items targeting student engagement, with the possible responses being Never, Sometimes, Often, or Very Often. Each response is assigned a number from 4 (Very Often) to 1 (Never). So a mean of 2.5 would indicate the average was between Sometimes and Often. On the following item related to student effort: In your experiences at this college during the current school year, about how often have you done each of the following? Brazosport College student responses were significantly lower than the ATD Consortium Colleges’ student responses for the following items:

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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

Item	Brazosport College	ATD Consortium
Made a class presentation	1.86	2.08
Prepared two or more drafts of a paper or assignment before turning it in	2.16	2.48
Used the Internet or instant messaging to work on an assignment	2.53	2.82
Used email to communicate with an instructor	2.09	2.82
Worked harder than you thought you could to meet an instructor's standards or expectations	2.32	2.57

How important is engagement? "Research shows that the more actively engaged students are – with college faculty and staff, with other students, and with the subject matter they study – the more likely they are to learn, to stick with their studies, and to attain their academic goals. Student engagement, therefore, is a valuable yardstick for assessing the quality of colleges' educational practices and identifying ways they can produce more successful results – across all subgroups of students." *Committing to Student Engagement. 2007 Findings. CCSSE* (pg 4).

National Community College Benchmark Project

Community colleges are under increasing pressures from federal, state, and accrediting agencies to demonstrate institutional effectiveness. Demonstrations increasingly require some comparisons with benchmarks from like institutions.

Until recently, no community college benchmarking data have been readily available. The National Community College Benchmark Project, starting with a pilot in 2002, has established benchmarks on key indicators so that community colleges can compare their college with others and provide the information needed when various agencies request them.

Responding to requirements for inter-institutional comparisons, Johnson County Community College worked with other colleges from across the United States to develop a community college benchmark reporting process. Over 175 community colleges representing a variety of student environments, from across the country participated in NCCBP during 2007.

Benchmarks and reporting processes were defined, pilot tested, and revised, in

2003. The current data-collection and reporting process was implemented in 2004. More information on this project can be found at <http://www.nccbp.org/>.

Brazosport College has participated in this project since 2003. The results for each year are posted at <http://www.brazosport.edu/~ir/newreport.html>. This project has its own definitions for the benchmarks in the report which may differ from definitions of similar terms from other agencies such as IPEDS or the Texas Higher Education Coordinating Board. Even though some of the definitions differ, the benchmarks included are more varied and much more usable. There were 10 other Texas CCs who participated in the project. A couple of the results were: Brazosport College's tuition and fees were below the 10th percentile, the next-semester retention rate (68.66%) was at the 58th percentile, and the next-fall retention (45.21%) was at the 34th percentile. I encourage you to look at our cost per credit hour and cost per full time equivalent student (I'm going to make you look – you may be surprised).

The Kansas Project

One other project with which BC was associated was The Kansas Project. (No, not because I am originally from Kansas). It is a cost study of instruction by CIP code. Salaries and benefits are assigned to CIP codes by full- and part-time faculty and support staff. The data for the survey were obtained from the Business Office. As you may guess, the results are posted on the IR web site (<http://www.brazosport.edu/~ir>).

Trivia: What state has the highest percentage of people who walk to work?