



Gator Stats

The Office of Institutional Research (OIR)

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NEW ADDRESS!

The Office of Institutional Research has a new URL. <http://www.brazosport.edu/ir> I know each of you have this URL in your "favorites" so you will need to edit it so that you will not go wandering into cyberspace to some other strange place.

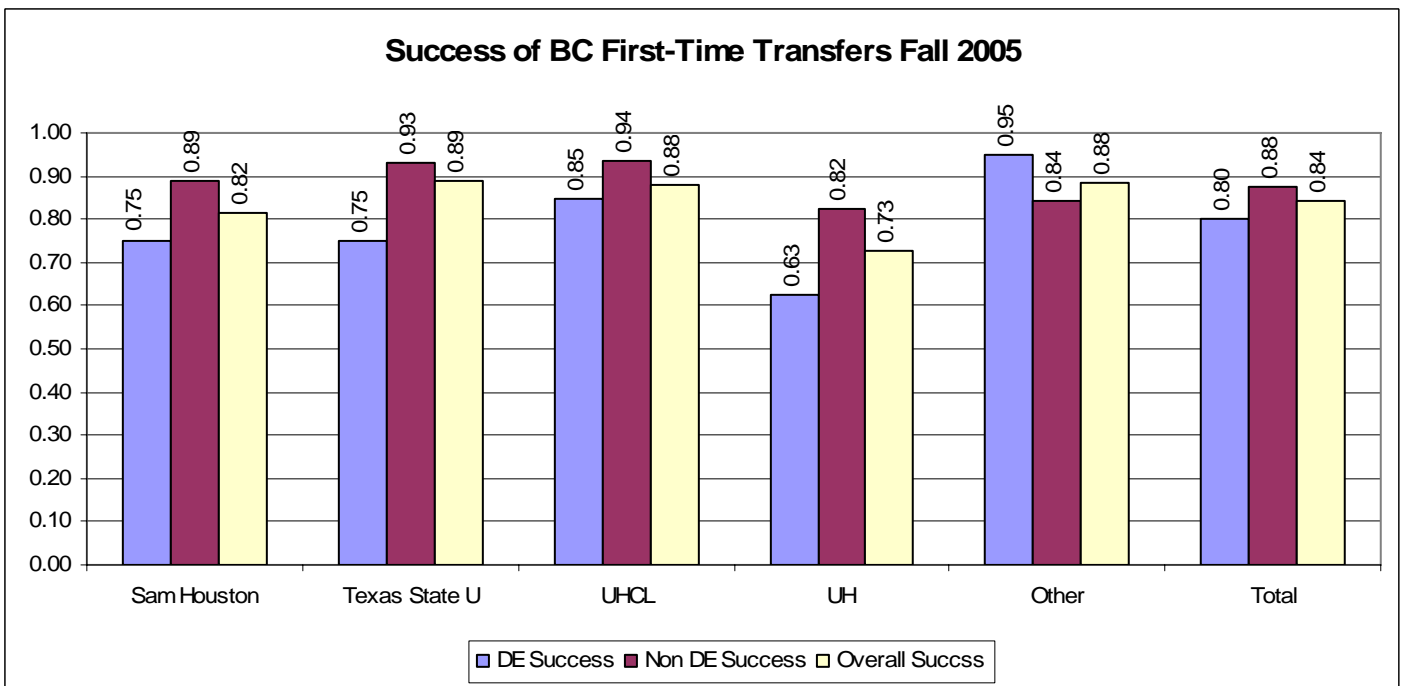
Success of Brazosport College's Transfer Students

One of the indicators of an institution's effectiveness is the success of its transfers. How well a Brazosport College transfer does at another institution once he/she transfers is indicative of how well he/she has been grounded in the fundamentals.

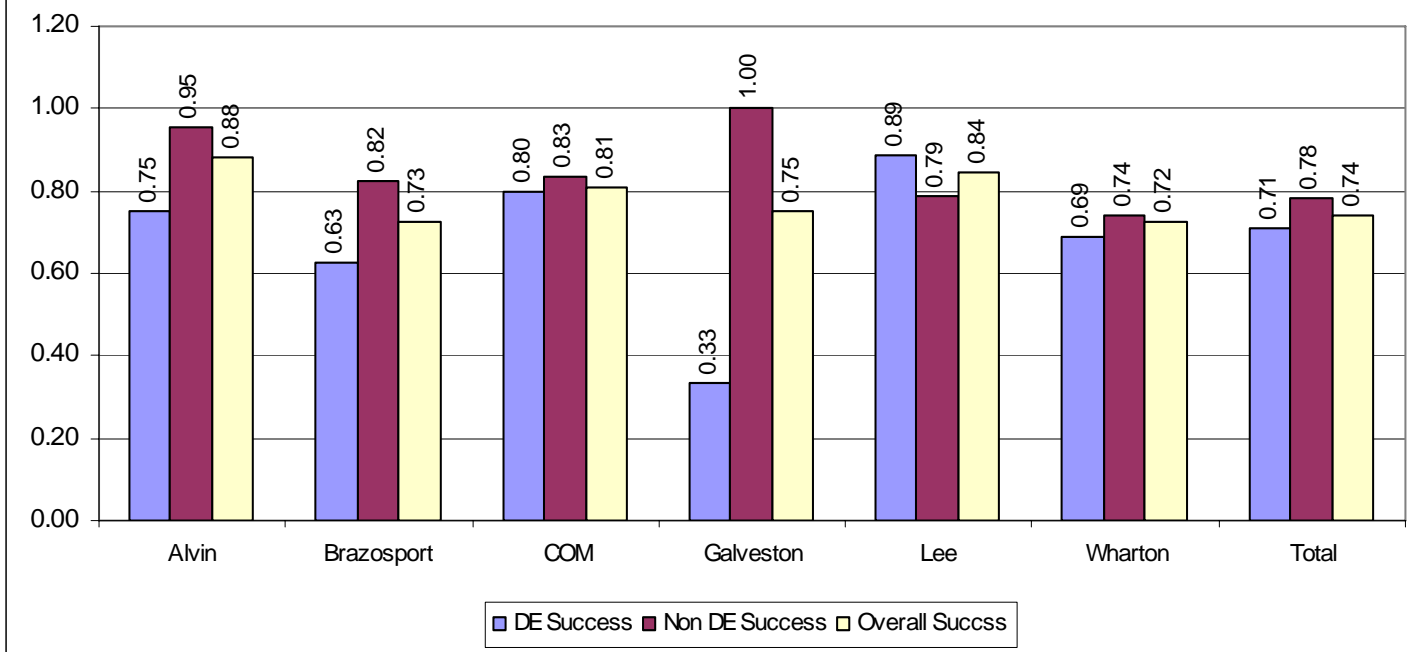
During the 1990's an effort was made to share transfer data among colleges in order to determine how well community college transfers were doing at four-year institutions. The project was barely off the ground when the Coordinating Board Counsel decided it was against the FERPA law (Buckley Amendment) to implement the project statewide. With the continual efforts of a few IR people, the backing of the Texas Association for Institutional Research, and a change in THECB staffing, the THECB took on this project and now we do have some information on how successful community college students are at four-year institutions once they transfer.

There is a major caveat. Over the objections of some, a student must have 30 credit hours at a CC before that student is included in the dataset. The major objection, of course, is that the 30 hours is much too high. We are working on lowering that to 24.

The graph below shows the success of Brazosport College students at several four-year institutions. The students are first-time transfers for the fall of 2005. The overall success rates look very good (.80 for developmental students, .88 for non-developmental students and .84 for the combined group). The obvious question is: How do we compare with other community colleges? Right? Turn the page.



Success Rates Of First-Time Transfers to UH for Selected CCs for Fall 2005



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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. Got a question that requires an analysis of student data? Submit your request at www.brazosport.edu/ir

The University of Houston was chosen because more of the Gulf Coast colleges were represented than other colleges to which Brazosport College had transfers; however, others could have been used. Galveston College had very, very few transfers to UH, making their results unreliable. Comparing Brazosport College’s success rates, another college may have been a better pick. Using the overall averages as a benchmark, the developmental transfers were significantly (not statistically) below the average. The overall for Brazosport College was essentially the same as the overall success rate for the entire group of colleges.

Now that we’ve looked at these data, so what? As this type of reporting usually does, it raises more questions. Why is it that developmental students are less successful for UH courses than other community college’s students when for other colleges, they seem to be on a par with other CCs? Is it a curricular misalignment where a small adjustment in the content of a developmental course could make the difference? How could we find out? There were almost 50 UH students in this particular cohort, half of which were developmental, which is a significant number of students, especially over time and these are only the ones that have at least 30 credit hours at Brazosport College before transferring.

College Enrollment

From the *Digest of Education Statistics*, 2007: College enrollment continues to increase. Between fall 2007 and fall 2016, enrollment is expected to increase by 14 percent. Between 1995 and 2005, the number of full-time students increased by 33 percent compared to a 9 percent increase in part-time students. During the same period, the number of males enrolled increased 18 percent, while the number of females enrolled increased 27 percent. I encourage you to read the executive summary of this report (<http://nces.ed.gov/programs/digest/d07/>).

Where can I get more?

Of course you can find more results, data, information, at <http://www.brazosport.edu/ir>.

Trivia: What average number of hummingbirds does it take to weigh 1 ounce?