

Brazosport College

Gator Stats

The Office of Institutional Research (OIR)

Inside this issue:		Survey of Entering Student Engagement (SENSE) Last fall Brazosport College administered this survey for the first time, and Brazosport College was one of 22 institutions that helped pilot the survey. The results are in. The entire report can be found on the IR website (http://www.brazosport.edu/ir). Why is it that we are interested in entering student engagement? Glad you asked.
Survey of Entering Student Engagement	1	
References Automated Follow-up Student Success	2	Levitz and Noel, in 1989, were saying that the transition to college can be difficult for first-year students and the extent to which they cope is related to their persistence to graduation. They also claimed the most critical time period in this transition is the first two to six weeks of the fall semester. Research by Barefoot and Gardner (1999) show that students benefit positively from participating in a first-year seminar as compared to students who do not. (First-year seminar would be similar to a student success course a la Learning Frameworks).

How well did Brazosport College compare to the overall results on the SENSE? Listed below are some of the results for all respondents. Overall results are listed first, with Brazosport College's results in parenthesis:

- 74% (74%) of entering students report that they worked with other students on a project during class *at least once* in their first three weeks of class, while 23% (24%) indicate that they *never* do.
- 32% (30%) of entering students report that they worked with classmates outside of class to prepare assignments *at least once* in their first three weeks of class, while 66% (68%) indicate that they *never* did so.
- Asked whether they agree with the statement, "Instructors had activities to introduce students to one another," 62% (63%) of entering students *agree* or *strongly agree* and 19% (18.5%) *disagree* or *strongly disagree*.
- Asked whether they agree with the statement, "Instructors clearly explained the academic resources and services available at this college," 76% (76.8%) of entering students *agree* or *strongly agree* and 8% (7.4%) *disagree* or *strongly disagree*.
- Three-quarters (78.2%) of students say they *never* used peer or other tutoring services, and 57% (81.2%) say they *never* used skill labs (writing, math, etc.) during the first three weeks of the term.

The data show gaps when disaggregated about classroom activities. Engagement between traditional-age entering students and older entering students can be very different. For example, 49% (of all students who responded) of traditional-age entering students versus 63% of nontraditional-age entering students prepared at least one draft of an assignment before turning it in on more than one occasion.

Some other gleanings from the SENSE:

The lead-in for the items listed below is: Please think about experiences you had by the end of the first three weeks of your first academic term at this college. The following percentages are based on responses by entering Brazosport College students.

- 90% were not aware that Brazosport College had an orientation course
- Almost 50% of the respondents came to class without doing an assignment at least once
- Only 47.3% of these students said that a faculty member knew their name
- One-third of the respondents used the Internet or instant messaging to work on an assignment, 65% at least once
- 51% of the respondents used e-mail to communicate with an instructor at least once, 47% never did
- 40% of the respondents never discussed an assignment or grade with an instructor
- 70% of the respondents never discussed an idea from readings or classes with an instructor outside of class
- 70% of the respondents indicated they had received feedback on their performance at least once

Any of these results surprising? Again, you are invited to read and study the entire report at the IR website (<http://www.brazosport.edu/ir>); just follow the "Surveys" link.

**Automated Student and Adult Learner Follow-up System
2004-05 Former Students—Where were they fall, 2006?
All Students**

Student Type	Additional Higher Ed and Not Employed	Employed No Add'l Higher Ed	Add'l Higher Ed and Employed	Employed and/or Add'l Higher Ed	Students Not Found	Total Former Students
Graduate	21—6.2%	174 —52.5%	121—35.8%	316 — 93.5%	22— 6.5%	338
Non-returning	151—7.6%	1,196—60.3%	402—20.3%	1,749—88.2%	233—11.8%	1,982
Undeclared	109—15.2%	293—40.9%	212—29.6%	614—85.6%	103—14.4%	717
Total	281—9.3%	1,663—54.8%	735—24.2%	2,679—88.2%	358—11.8%	3,037

The data for this report came from the Texas Higher Education Coordinating Board and the Texas Workforce Commission (TWC). Student records from the THECB are matched with Unemployment Insurance wage records from the TWC and an analysis of these records gives the table above. Of the 338 who graduated from Brazosport College during 2004-05, 142 are continuing their education (21 + 121). The data are disaggregated on the THECB website by Academic, Technical, Tech-Prep and Tech+TP majors. There were 104 academic graduates during 2004-05 and 71 of those are continuing their education. These reports can be found at <http://www.txhighereddata.org/reports/performance/ctcasalf/ctcasf.cfm>. Eventually salary information will become available for the graduates who are working which will give us some information on the “value-added” of education.

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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

Student Success

I have the privilege of getting a lot of research articles sent to me in one form or another, some good, some not. A recent one that really piqued my interest was about an empirical model showing a new look at student success. I first saw this presented at a meeting in Austin last year by Dr. Peter Ewell. I received an article from the Community College Research Center recently that expanded on Dr. Ewell’s presentation. The empirical student success model uses milestone achievements and momentum point attainments of community college students as the events that correlate with students staying in school and attaining their goals.

Momentum points are measureable educational attainments such as completing a college-level math course that are empirically correlated with the completion of a milestone. Milestones are measurable educational achievements that include both conventional terminal completions, such as earning a credential or transferring to a four-year institution and intermediate outcomes such as completing developmental education. Milestone and momentum point data help to illuminate patterns of student progression and achievement. For instance, students who complete the developmental sequence (momentum point) are more likely to continue to transfer (a milestone event) or graduation. This model will be used for performance funding in the state of Washington.

Reading this article is well worth your time. It is the January 2008 issue of the *CCRC Research Tools*, Using longitudinal data to increase community college student success: A guide to measuring milestone and momentum point attainment. You can find the full report at <http://ccrc.tc.columbia.edu/Publication.asp?UID=570>

References

Barefoot, B. O., & Gardner, J. N. (1993). The freshman orientation seminar: Extending the benefits of traditional orientation. In M. L. Uprcraft, R. H. Mullendore, B. O. Barefoot, & D S. Fidler (Eds), Designing successful transitions: A guide for orienting students to college. Columbia SC: University of South Carolina.

Levitz, R, & Noel, L (1989). Connecting students to institutions: Keys to retention and success. In M. L. Uprcraft & J. N. Gardner (Eds), The freshman year experience: Helping students survive and succeed in college. San Francisco; Jossey-Bass.

Past Trivia Answers

- Number of hummingbirds: 18
- North America has the most wilderness not Africa.
- Most statues—Sacagawea (Sacajewa).
- Madame Curie was the first woman to win a Nobel Prize (physics—1903).
- Money can't buy happiness - but somehow it's more comfortable to cry in a Corvette than in a Yugo.