

Executive Summary

Accountability Report

For the past several years, the Board of Regents has reviewed Brazosport College's performance on nine State measures. These measures have been expanded with Governor Perry's requirement that the Texas Higher Education Coordinating Board (THECB) and each college work together to provide "the information necessary to determine the effectiveness and quality of the education students receive at individual institutions" and also to provide "the basis to evaluate the institutions' use of state resources." Community colleges and the THECB have been working in concert to create a statewide Accountability System that would meet this requirement. The Accountability System now includes 31 measures. It is substantially completed, but community colleges and the THECB continue to work on defining excellence measures for the system.

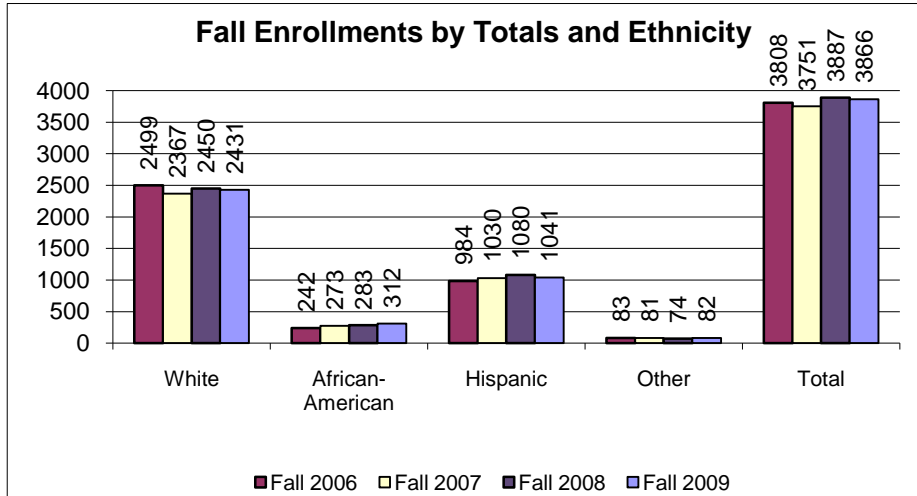
The Accountability System is closely tied with the *Closing the Gaps* (CTG) initiative that began in 2000 and set several statewide goals for higher education to attain by 2015. This initiative has four essential parts: **participation** (primarily access and enrollment); **success** (degrees, certificates, persistence, employment, and transfer); **excellence**, and **research**. This report will focus on the first two categories, participation and success. There is additional work to be done on excellence, and the research category does not apply to community colleges.

Data from the Accountability System are reported by college and by groups of colleges. The Coordinating Board divided colleges by size into groups of very large, large, medium A, medium B, and small colleges. Brazosport College is in the medium A group with 11 other colleges. Alvin and College of the Mainland from the Gulf Coast Consortium are also included in the medium A group. Other colleges of similar size from across the state comprise the other nine colleges in this group. Selected data in this report will include a comparison to totals for the group of medium A colleges.

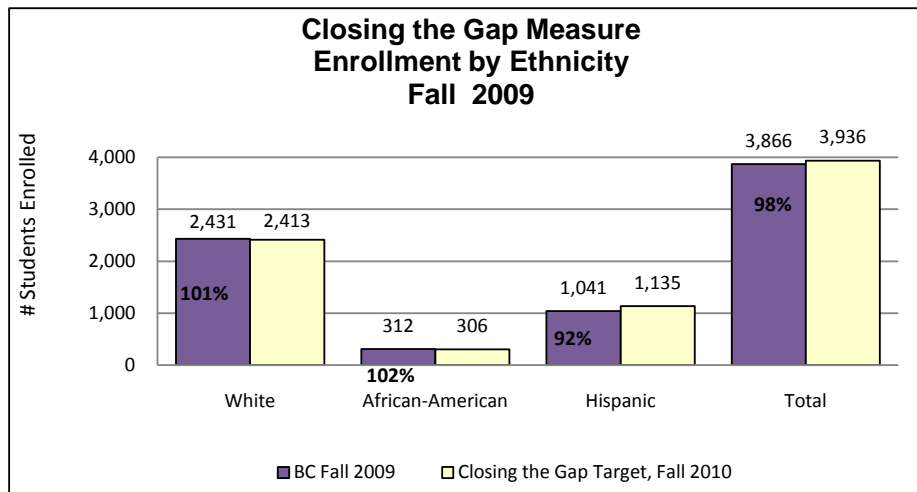
These data show that Brazosport College compares favorably to colleges in the medium A group in comparable areas and that Brazosport College is on track to achieve the goals established for *Closing the Gaps*.

Participation

I. Fall Enrollments by Totals and Ethnicity



The above graph shows fall enrollments by ethnicity and total enrollment for the past four fall semesters (2006 – 2009). Overall, total fall 2009 enrollment was stable compared to the previous fall semester. By ethnicity, enrollment increased slightly in the African-American category.



For comparative purposes, Brazosport College’s credit enrollment is 70 students below our 2010 *Closing the Gaps* target of 3,936 as shown in the latest THECB forecasts. Because of our current recruiting and enrollment management efforts, BC’s institutional target should be achievable by the fall 2010 semester. Brazosport College is also on track for achieving 2010 *Closing the Gaps* targets for enrollments by ethnicity. Percentages in the Brazosport College columns indicate the Closing the Gaps targets achieved.

II. Enrollment and Service Area Representation

Service Area Representation (%)				
Ethnicity	FY2006	FY2007	FY2008	FY2009
White	7.7	6.2	5.7	7.2
African-American	-1.8	-2.6	-1.1	-4.7
Hispanic	-4.1	-1.7	-2.5	-1.3
Other	-1.9	-1.9	-2.1	-1.2
Gender				
Male	-6.9	-2.7	-2.9	3.5
Female	6.9	2.7	2.9	-3.5

This table shows the percentage gap between the ethnic/gender percentages enrolled at Brazosport College and the ethnic/gender percentages in the service area population. For example, the 7.2 indicates that in the fall 2009 semester, the percentage of Whites enrolled at Brazosport College was 7.2% greater than the percentage of Whites in the service area population, suggesting that Whites were over-represented for that semester.

Addressing the under-representation of minority students is an initiative in enrollment management at Brazosport College. Even though Hispanics were under-represented at Brazosport College by 1.3% in the fall 2009 semester, compared to the previous fiscal year, much improvement was made to represent the actual Hispanic service area population percentage.

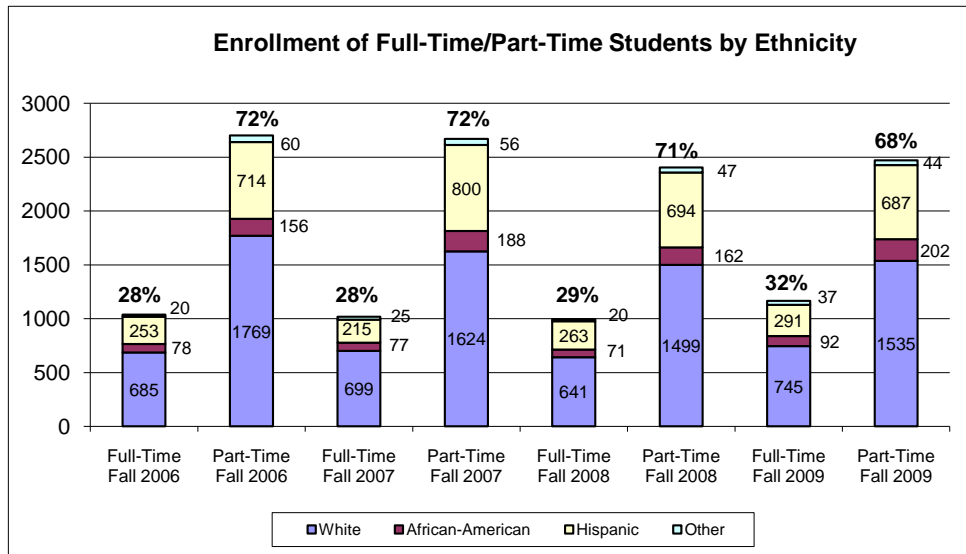
For the first time in the past 4 years, Brazosport College male students actually over represented female students. From a national perspective, females greatly outnumber males in community colleges.

III. Semester Credit Hours/Contact Hours

	FY2003	FY2007	FY2008	FY2009	%Change FY2003 to FY2009
Semester Credit Hours					
Academic	39,053	51,236	49,136	51,380	31.6
Technical	25,557	18,528	18,971	17,710	-30.7
Contact Hours					
Academic	743,936	938,592	893,200	935,144	25.7
Technical	750,288	595,232	577,904	514,320	-31.5
Community Education	60,342	43,244	44,419	43,298	-28.2

The data in this table show an increase in credit and contact hours in academic programs, and a decrease in credit and contact hours in technical programs since 2003. Community Education also experienced a decrease in contact hours from 2003 to 2009. One reason for this decrease is that some Community Education programs, such as Law Enforcement, were moved from non-credit to credit in this time period.

IV. Full-Time/Part-Time Student Enrollment by Totals and Ethnicity

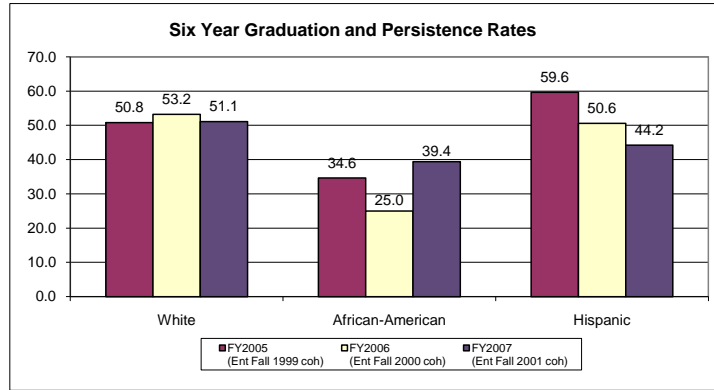


Note: Data in this graph include only credential-seeking students.

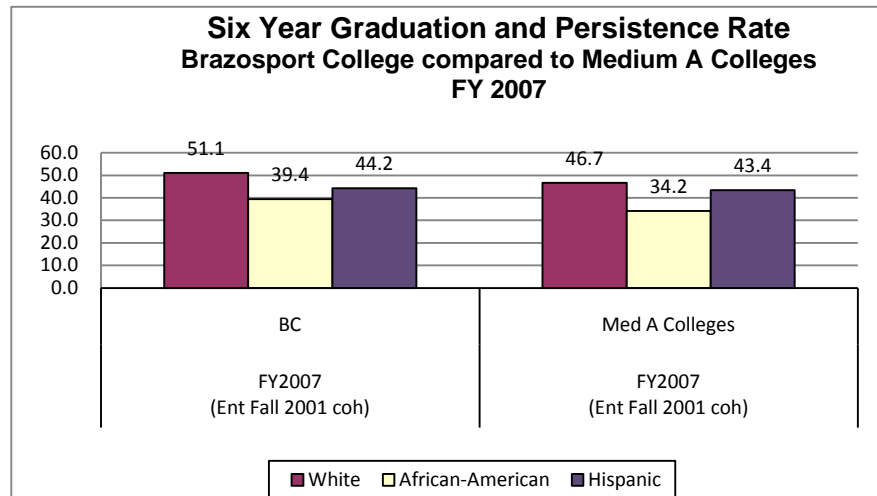
A student is considered full-time if s/he is enrolled in 12 or more semester credit hours and part-time if enrolled in fewer than 12 semester credit hours. For the past few years, the percentage of part-time students at Brazosport College has been in the range of 70-73%; however, the Fall 2009 semester experienced a slight rise in full-time credential-seeking students. Even with this increase, Brazosport College continues to have a significantly higher percentage of part-time students than many colleges of its size. In fact, the percentage of part-time students at other Medium A colleges is in the range of 57-60% and nationally, approximately six out of ten (58.8%) public two-year college students were exclusively part-time as reported by the U.S. Department of Education, National Center for Education Statistics, 2007-08 National Postsecondary Student Aid Study (NPSAS:08).

Success

V. Graduation/Persistence Rates from 2005, 2006, 2007

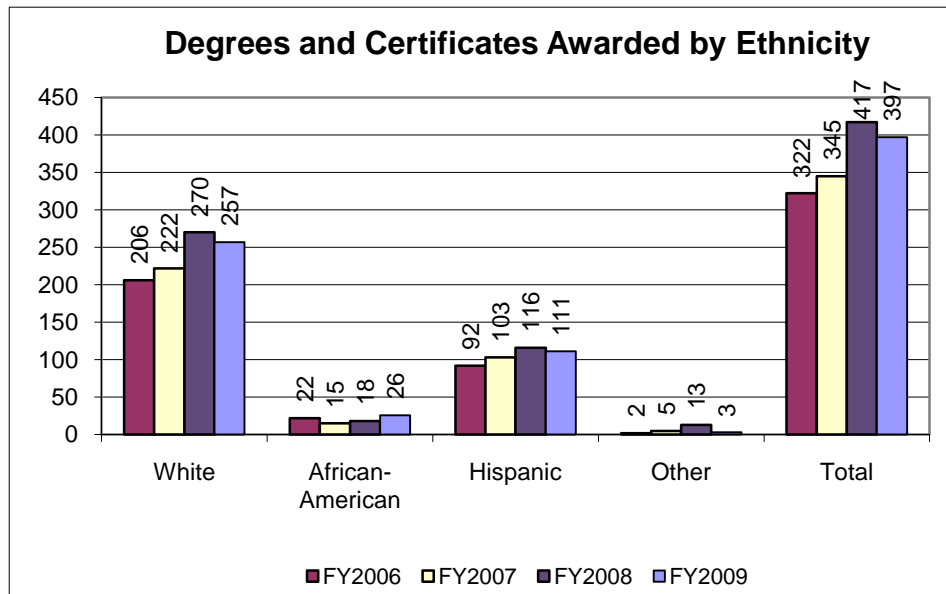


This graph shows the percentage of first-time, full-time, credential-seeking undergraduates by entering cohort who have graduated or are still enrolled in Texas public and private higher education after six academic years, disaggregated by ethnicity.



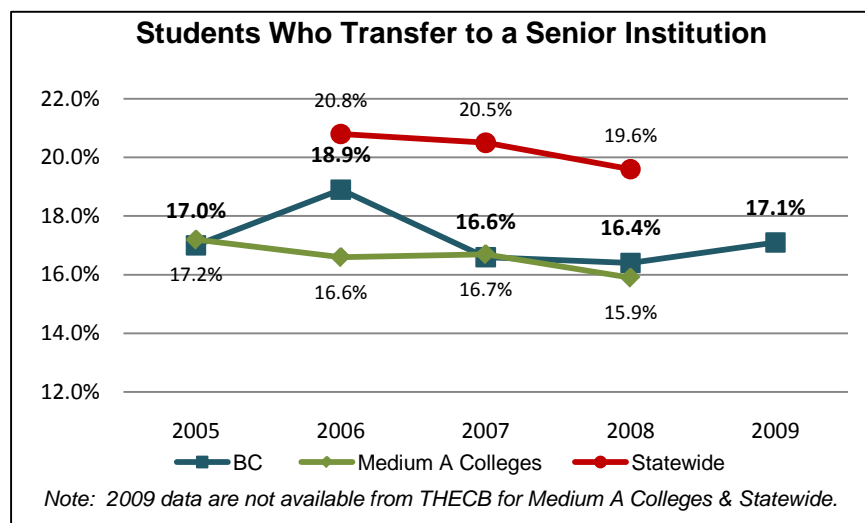
As compared to other Medium A colleges in fiscal year 2007, Brazosport College had a higher graduation and persistence rate in all three ethnic categories.

VI. Degrees and Certificates Awarded



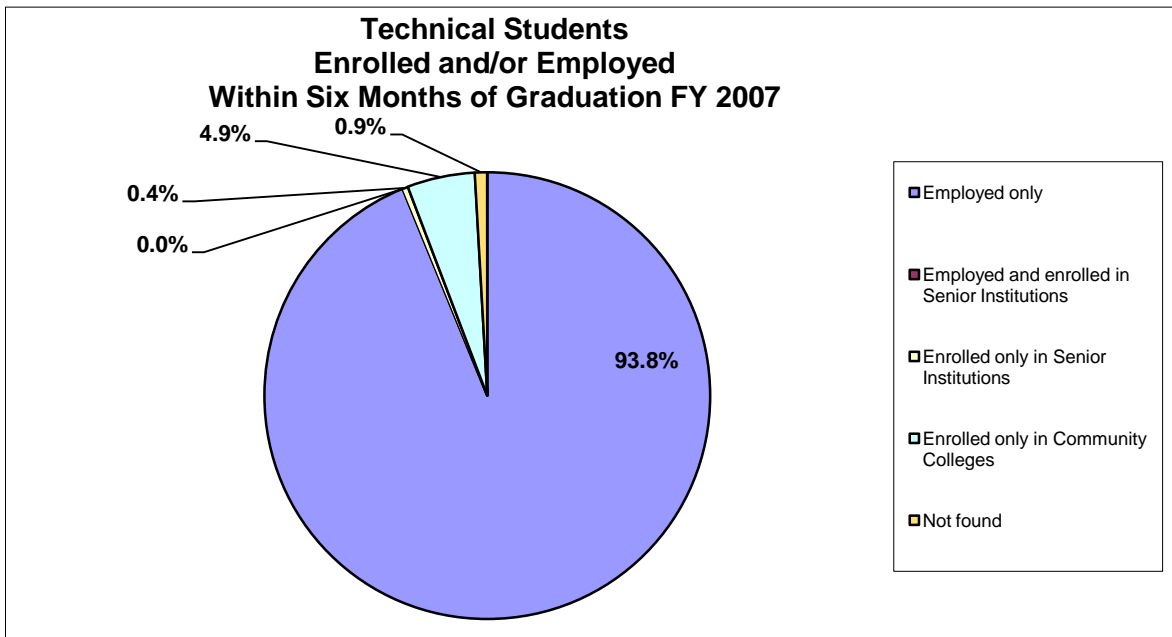
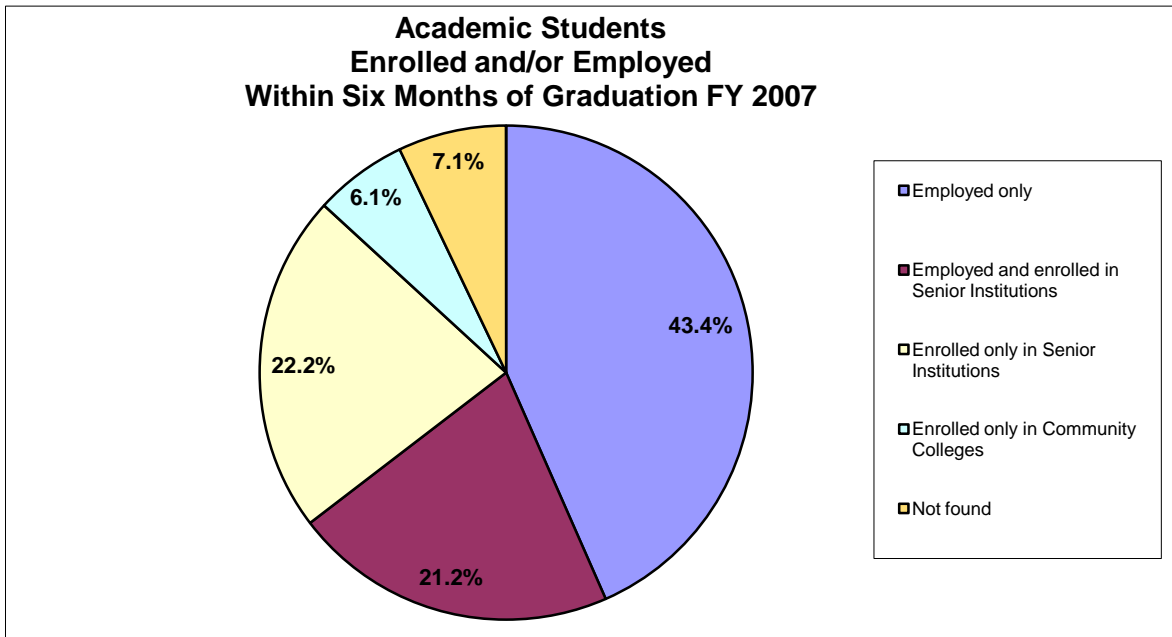
During fiscal year 2009, there was a decrease in the number of degrees and certificates awarded to Brazosport College students compared to FY2008. Even though there was a slight decrease in FY2009, Brazosport College faculty and staff encourage students to complete degree programs during these difficult economic times.

VII. Percent of Students Who Transfer to a Senior Institution



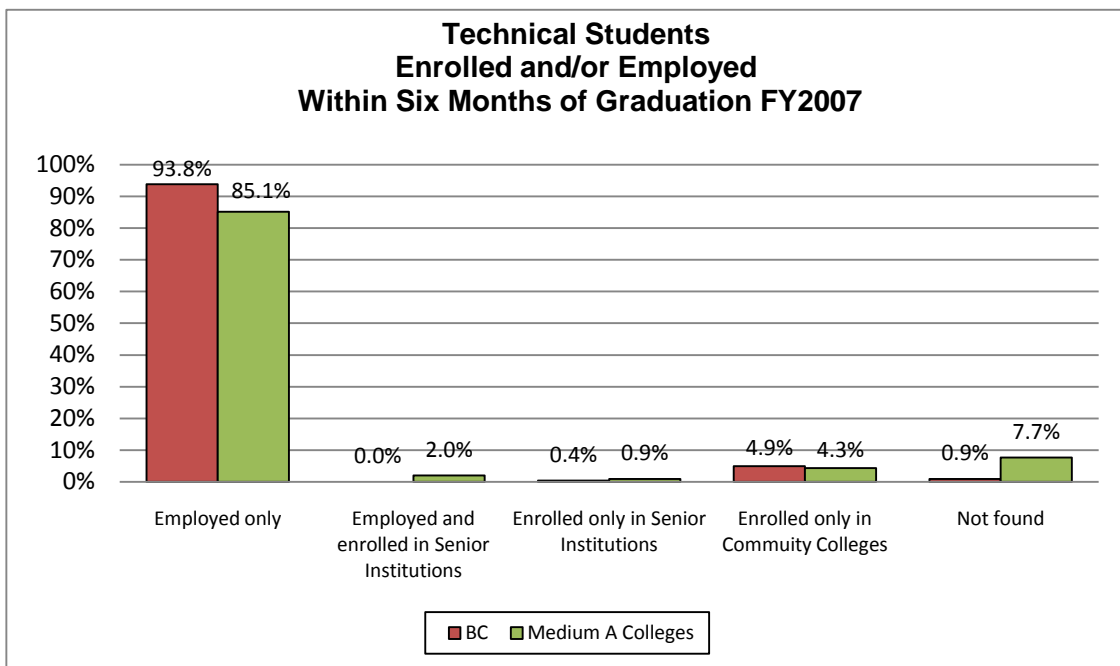
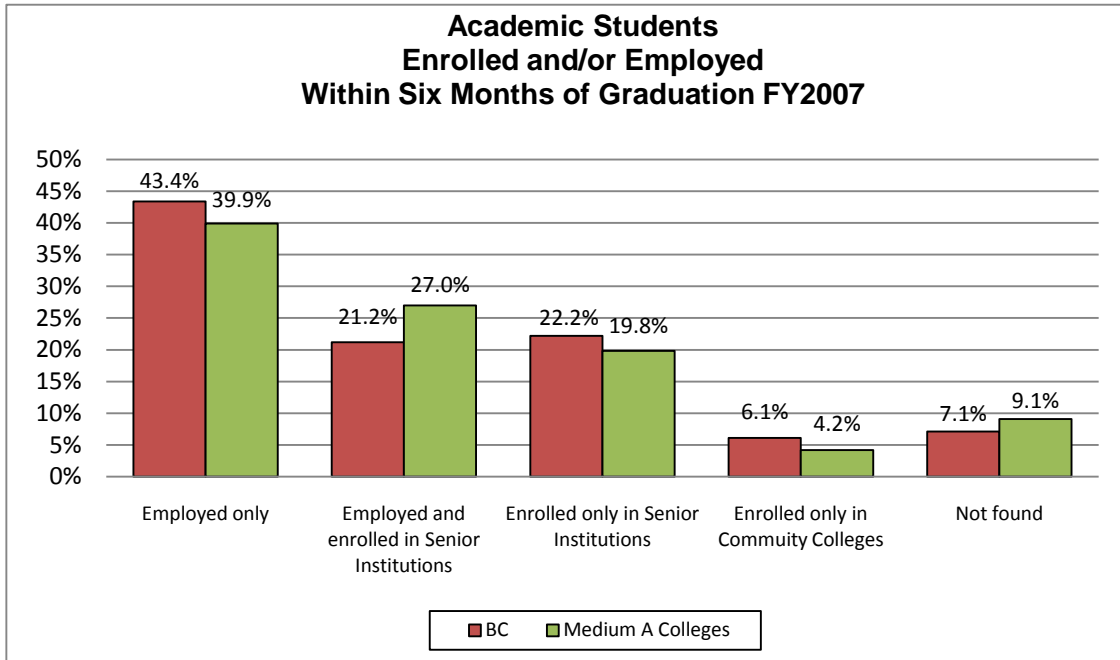
This measure includes the cohort of first-time students who enrolled at Brazosport College six years previous to the year reported and accumulated at least 30 credit hours at the institution before transferring. Although this report omits students who completed fewer than 30 semester credit hours before transfer, it does provide a way of comparing transfer results among colleges. Brazosport College's transfer rate is about the same as other Medium A college (Alvin CC, College of the Mainland, etc.) and slightly below the statewide transfer rates for the academic years 2005 – 2008. Brazosport College increased their transfer rate by almost a percentage point in 2009. Statewide and Medium A college data are not available yet for comparison purposes.

VIII. Status After Graduation



These two graphs show differences between academic and technical students six months after graduation with 43.4% of the academic students being employed-only compared to 93.8% of technical students. However, after graduating from Brazosport College, more than four out of ten academic students (43.4%) continued their education at a senior institution whereas; only 5.3% of the technical students continued their education. Brazosport College's strong technical programs and industry support prepares students to enter the workforce after graduating with a technical degree or certificate.

- During FY2007, approximately half of the academic students, Brazosport College (50%) and Medium A college (51%) students, continued their education in senior institutions or community colleges within six months of graduation.
- As in previous years, when compared to Medium A college students (85.1%), significantly more Brazosport College technical students (93.8%) were employed-only within six months of graduation.



IX. Licensure Rates

Licensure Pass Rates	BC 2004	BC 2005	BC 2006	BC 2007	BC 2008
Massage Therapy	46.0	85	83.3	100	100
Food Preparation Manager-Culinary Arts	91.0	100	88.9	75	100
Emergency Medical Technician-Basic	33	87	64	80	80
Emergency Medical Technician-Intermediate	43	67	50	63	70
Paramedic	--	100	--	50	50
Nurse LVN	100	100	100	100	100
Nurse Aide	--	100	100	100	100
Law Enforcement, Peace Officer Academy	76	88	56.25	89	97

Over the past five years, Brazosport College has made progress in improving the pass rates in several of its programs. In 2008, compared to 2007, licensure pass rates increased in three programs and pass rates remained the same in five programs (three out of five of these programs maintained a 100% pass rate).