

Board of Regents Report September 2007

Satisfaction Report

Background

Satisfaction data for the 2007 Board Report are from items on the Community College Survey of Student Engagement (CCSSE). The CCSSE is distributed by the University of Texas and was first administered nationally in 2003. It has been widely accepted and is rapidly becoming a survey that provides important information about student engagement in credit course educational activities. Brazosport College first administered the survey in the spring of 2004 and has continued to administer it each year since.

The CCSSE has been developed to assess student engagement in credit programs, defined as the amount of time and energy that students invest in meaningful educational practices. The survey includes questions about student experiences at the college, specific questions about coursework, time spent in learning activities, and satisfaction with programs and services. In 2007, the CCSSE included more than 308,000 student respondents from 518 colleges in 48 states. These data are reported based on size of the institution and on responses from all participants. The reports provide information about how students view their work at Brazosport College and allow benchmarking among similar-sized institutions and the entire sample of all institutions. While these data indicate satisfaction with college programs and services, other portions of the report provide information about engagement in learning. This information is shared with the college community and serves as key data for the Planning and Institutional Effectiveness Council.

Profile of BC Students Responding to the CCSSE

The characteristics of 450 student respondents in credit classes to the 2007 CCSSE survey are shown below:

- 51.5% of the respondents were male, 48.5% were female.
- Ages of respondents were from 18 to over 55 years of age. Approximately 76% were 18-30 years old.

- The ethnicity of the respondents was 61.2% White, 25.2% Hispanic, 7.6% Black, and 6% other.
- 54.5% reported attending college full-time.
- 83.3% of the respondents started at Brazosport College.
- 70.1% of the respondents earned fewer than 30 semester credit hours prior to participating in the survey.
- 70.6% reported that they worked 21 or more hours per week.

Satisfaction with Programs and Services

The following table from the CCSSE provides information about Brazosport College student satisfaction with programs and services compared to responses from students at similar-sized colleges (less than 4,500 fall headcount) and from the entire group of survey respondents.

Satisfaction Percentages

Survey Item	Brazosport College	Small Colleges (<4,500 enrollment)	All Participating Colleges
Academic Advising/Planning	68.0	71.1	71.1
Career Counseling	54.3	47.5	45.3
Job Placement	28.9	23.6	22.9
Peer or Other Tutoring	44.3	42.2	39.5
Skill Labs (writing, math, etc.)	49.1	52.7	50.4
Child Care	14.9	13.4	11.8
Financial Aid Advising	43.3	50.9	50.2
Computer Labs	72.2	73.9	71.4
Student Organizations	23.7	29.1	28.2
Transfer Credit Assistance	31.2	38.0	37.6
Service to Students with Disabilities	16.6	18.8	17.5

As these results suggest, Brazosport College student responses compare favorably to the responses from students at similar-sized colleges and to students at all the colleges participating in the survey.

Two other survey items from the CCSSE give information about student satisfaction with Brazosport College. These items relate to “recommending this college to family and friends” and the “entire educational experience at this college.” The percentages of respondents who replied “yes” to the first item are shown in the table on the following page.

Survey Item	Brazosport College	Small Colleges	All Colleges
Would you recommend this college to a friend or family?	93.2	95.3	94.2

The percentage of students responding “Good” or “Excellent” to the second item is shown in the table below.

Survey Item	Brazosport College	Small Colleges	All Colleges
How would you evaluate your entire educational experience at this college?	86.0	86.7	86.2

**Community Education – Course/Instructor Evaluations
Satisfaction Report
September 2006 to August 2007**

Community Education (CE) class instructors administer Course Evaluation Surveys at the last class meeting to determine satisfaction with course delivery. These student responses were summarized by the Office of Institutional Research. This report includes a summary of all forms received between September 2006 and August 2007. For this period, 191 surveys were analyzed for this report.

The CE Course Evaluation Survey contains six items that offer a choice of "Yes" or "No."

Item	Yes %
1. Overall, were you satisfied with the course?	96.8
2. Was your instructor well-prepared for the course?	98.4
3. Did the course meet your training and/or personal needs?	96.8
4. Did the teacher make the goals and objectives clear at the beginning of the course?	98.4
5. Would you recommend this course to others?	97.9
6. Were the facilities adequate for the course?*	97.3

Item	Excellent	Good	Satisfactory	Fair	Poor
The teacher's knowledge of the subject area was	84.8	13.1	2.1	0	0
The techniques used in the presenting the materials were	67.5	26.7	3.1	2.1	0.5

These positive responses suggest that students were satisfied with CE courses with 96.8% of the students responding "Yes" when asked if they were satisfied with their courses.

**Small Business Development Center (SBDC)
Satisfaction Report on Counseling Services
June 2006 to June 2007**

The SBDC offers consulting services to small business clients with existing businesses or clients who are starting a business. The mission of the SBDC is to help businesses become established, grow, survive, and succeed by providing low cost training seminars and free confidential management counseling. The goal of the SBDC Network is to assist clients in creating jobs, retaining jobs, starting businesses, and obtaining capital.

From June 2006 to June 2007, 16 clients completed and returned surveys. Clients responded to their satisfaction with SBDC services as follows:

SBDC Services were	Number of Responses	Percentage
Prompt	16	100%
Somewhat Prompt		
Not Prompt		
No Response		
Courteous	13	81%
Somewhat Courteous		
Not Courteous		
No Response	3	
Professional	12	75%
Somewhat Professional		
Not Professional		
No Response	4	

Item	Excellent	Very Good	Good	Fair	Poor	No Response
My working relationship with the SBDC Consultant was	14	2	0	0	0	0
The business knowledge of the SBDC Consultant was	15	1	0	0	0	0
The Consultant's response to my needs was	15	1	0	0	0	0
The SBDC Consultant's suggestions were	14	2	0	0	0	0
Rate the Consulting Services you received	14	2	0	0	0	0

Would you recommend SBDC services?	Yes	No
	100%	0%

As indicated by the data, the SBDC is providing services that its clients rated very highly.

Center for Business/Industry Training (CBIT)
Satisfaction Report
January – July 2007

The Center for Business/Industry Training provides a number of services for local business and industry. These services include:

- Safety training
- Computer training
- Professional development
- Facilities arrangements
- Web-based training

These results are from class surveys. From January-July, 2007, 650 participants in training classes responded to the majority of these items. These questionnaires were given to students at the end of the course to evaluate five different categories of course delivery.

Satisfaction with Courses and Instruction - CBIT Classes

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Str. Agree + Agree
	Count/%	Count/%	Count/%	Count/%	Count/%	Count/%
1. Overall, I was satisfied with the pre-course activities	312 46.4	297 44.1	33 4.9	5 .7	0 0.0	609 90.0
2. I had the information required to register and begin this course	341 50.7	286 42.5	20 3.0	2 .3	0 0.0	627 93.2
3. The facility was satisfactory	399 59.3	240 35.7	5 .7	3 .4	3 .4	639 95.0
4. From the time I first tried to register - the timeframe was reasonable	342 50.8	257 38.2	31 4.6	15 2.2	1 .1	599 89.0
5. I clearly understood the course objectives	328 48.7	305 45.3	17 2.5	4 .6	1 .1	633 94.1
6. The course met all of its stated objectives	336 49.9	295 43.8	20 3.0	5 .7	0 0.0	631 93.8
7. The delivery method(s) was an effective way for me to learn this subject matter	364 54.1	283 42.0	9 1.3	2 .3	0 1	647 96.1
8. Participant materials were useful during this course	371 55.1	263 39.1	13 1.9	6 .9	1 .1	634 94.2
9. Total time in class was appropriate for this course	307 45.6	294 43.7	30 4.5	18 2.7	7 1.0	601 89.3
10. The course content was logically organized	354 52.6	288 42.8	14 2.1	3 .4	0 0.0	642 95.4
11. The balance of time between lecture and other learning methods was effective	348 51.7	277 41.2	19 2.8	9 1.3	4 .6	625 92.9
12. Overall, the instructor was effective	431 64.0	208 30.9	9 1.3	1 .1	0 0.0	639 94.9
13. My knowledge &/or skills increased as a result of this course	350 52.0	276 41.0	19 2.8	4 .6	1 .1	626 93.0
14. The knowledge &/or skills gained through this course are directly applicable to my job	364 54.1	257 38.2	24 3.6	4 .6	1 .1	621 92.3
15. Overall, I was satisfied with this course	351 52.2	282 41.9	16 2.4	3 .4	0 0.0	633 94.1

The responses to these items reflect a high level of satisfaction with all sixteen items. The “Strongly Agree” and “Agree” choices were calculated and their sum appears in the last column of the table. Overall, 94% of the respondents indicated that they were satisfied with their courses.

CLOSING THE GAPS

Closing the Gaps

In October 2000, the Texas Higher Education Coordinating Board (THECB) adopted *Closing the Gaps by 2015: The Texas Higher Education Plan* (CTG). The goal of the Plan was to close educational gaps by focusing on the critical areas of participation, success, excellence, and research. At the Plan's inception, a primary goal and a number of supporting objectives were adopted for each of the CTG goals. Periodically, the goals are adjusted to reflect changes in population. Each post-secondary institution was required to adopt similar goals and establish milestones to assist the state in reaching the goals set by the THECB. The following information reflects the status of Brazosport College's effort to assist the state in the attainment of key goals.

Goal 1: Participation:

Increase the enrollment at Brazosport College to 3969 by 2015. (The original goal in 2002 for Brazosport College was 5239 but because of the economic turndown in 2003 and a BISD change in policy for concurrent/dual credit students, the targets were adjusted.) Supporting objectives include increases the participation of the three ethnic groups: White, African American, and Hispanic.

Enrollment – All Students:

Fall Semester	Target	Enrollment
2002	4137	4097
2003	4275	3679
2004	3937	3503
2005	3598	3606
2006	3680	3808
2007	3752	3777

Status: On target.

Enrollment targets for ethnic groups.

Ethnicity	2002 Actual	2005 Actual	2007 (Approx)	2010 Predicted	2015 Predicted
White	66.88	66.58	62.9	62.5	58.0
African American	6.81	7.54	7.10	8.00	9.00
Hispanic	23.80	24.29	27.30	28.00	31.50

Status: On target.

Goal 2: Success

Increase the awarding of degrees and certificates from high quality programs. The supporting objectives are to increase the number of degrees and certificates of three ethnic groups: White, African-American, and Hispanic.

Increase the number of degrees and certificates:

Academic Year	Number of Degrees and Certificates				
	White	African-American	Hispanic	Total	Target
2001-02	257	27	108	397	370
2002-03	273	32	107	416	377
2003-04	297	45	102	458	383
2004-05	221	33	101	364	390
2005-06	206	22	92	322	396

Status: Target was met in 2001-2004, but not met in 2004-2006.

GRADUATION

VISION 2010 UPDATE