

8.1 Student Achievement

Brazosport College (BC) affirms that it identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered.

Identification of Goals and Outcomes for Student Achievement

The College determines appropriate measurable goals and outcomes for student achievement consistent with its mission and vision statements:

Mission: Brazosport College exists to improve quality of life by providing certificate, associate and baccalaureate degree programs, academic transfer programs, workforce development, and cultural enrichment in an efficient and cost-effective manner. The board, faculty and staff are committed to student success and lifelong learning by responding to student needs, creating a dynamic and safe learning environment, and enriching our communities.

Vision: As the College of Choice, the Brazosport College board, faculty, and staff will be broadly engaged in reaching and supporting all students intellectually, socially, and culturally, preparing them to thrive within the global community. As a national leader of student success initiatives, the College will develop lifelong learners and prepare competitive citizens for tomorrow's workforce.

Criteria for student achievement includes:

- Completion Rate.
- Retention from fall-to-fall semesters.
- Successful course completion (students earning a grade of "C" or higher).
- Degree or certificate awarded.
- Transfer to four-year institutions.
- Licensure rate.

BC evaluates student achievement data by indicating the criteria and thresholds of acceptability and uses this data to support institutional effectiveness. In determining these data points, the following types of criteria were utilized to justify the appropriateness of thresholds of acceptability and achievement goals:

1. Peers: Where data are available, student achievement was compared with that of the College's peers (medium sized Texas community colleges) with the threshold of accountability established at the three-year average of those peers.
2. State/System Accountability Benchmarks: Peer benchmarking and comparisons are available through the Texas Higher Education Coordinating Board's (THECB)

Accountability interactive website. Data from the THECB 2020 Accountability Report website is included.

- Institutional Trend Data: BC’s historical trend data provided additional context for establishing thresholds of acceptability as well as achievement goals.

Completion Rate

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) completion indicator chosen to most accurately represent the College’s student completion patterns is the IPEDS eight-year award rate. The IPEDS eight-year outcome for the most current year available is the 2012-13 cohort.

- Threshold of acceptability = 26%
- Achievement goal = 40%

Table 1: IPEDS eight-year award rate

Cohort	2011-12 8-year award rate	2012-13 8-year award rate
Total Entering	28%	31%
Pell Grant recipients	32%	32%
Non-Pell Grant recipients	26%	30%

Completion rate is defined as the three-year graduation rate from IPEDS and THECB. IPEDS data lags behind THECB by almost 3 years. For this reason, BC utilizes data from THECB. Table 2 documents BC’s performance levels from Fall 2015 through Fall 2020 (THECB).

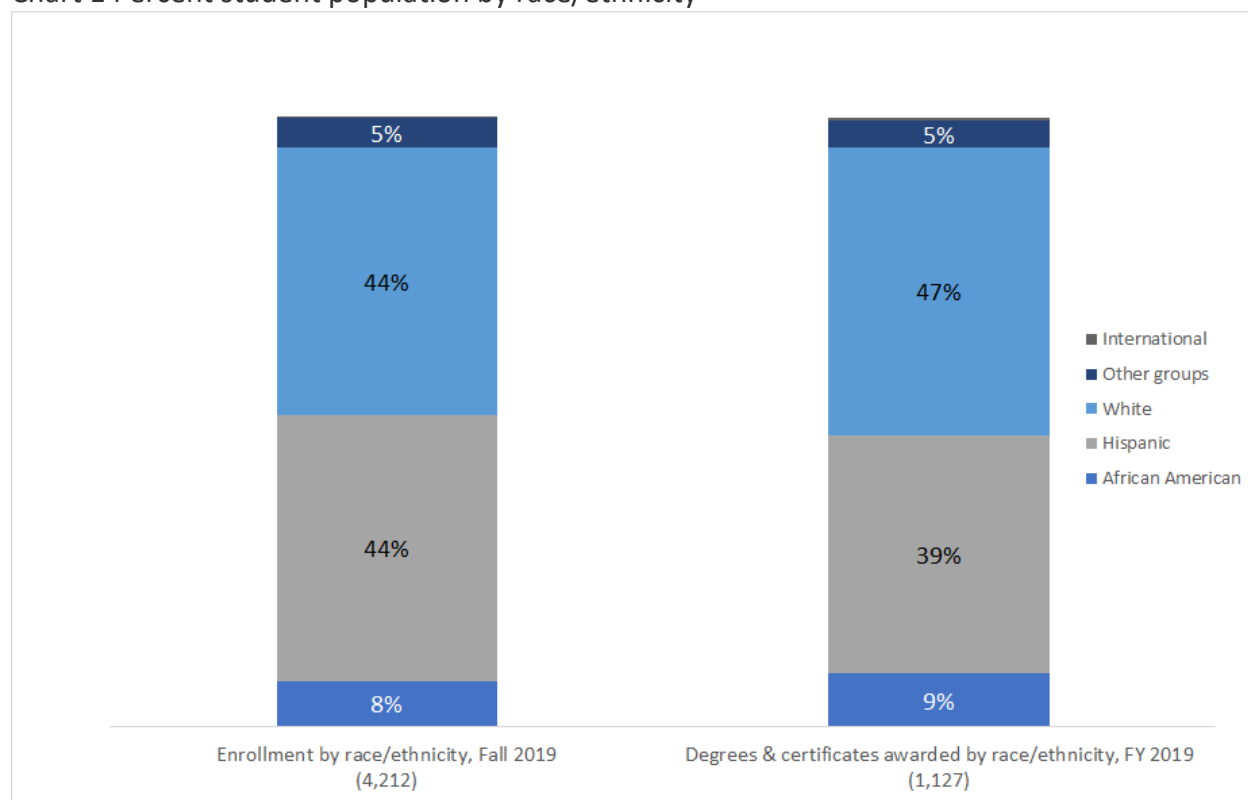
Table 2: THECB 3-year completion rate

Institutions	Fall 2015 entering cohort 2018 report			Fall 2016 entering cohort 2019 report			Fall 2017 entering cohort 2020 report		
	Cohort	Graduated	Rate %	Cohort	Graduated	Rate %	Cohort	Graduated	Rate %
BC	232	96	41.4	244	101	41.4	226	92	40.3
Peer	11,246	2,879	25.6	11,950	3,346	28.0	11,714	3,316	28.3
State Average	50,684	11,556	22.8	50,712	12,272	24.2	50,765	12,844	25.2

Data Source: THECB Accountability Report 2020

SACSCOC approved additional interpretations to Standard 8.1 in December 2019. Due to the small enrollment numbers in the first time in college (FTIC) cohorts for some of BC’s ethnicities, data are not able to be presented. However, the number of degrees awarded, and the student population percentages are shown below as a proxy to graduation rates.

Chart 1 Percent student population by race/ethnicity



Source: THECB Almanac 2020

Retention Fall-to-Fall

- Threshold of acceptability = 66%
- Achievement goal = 70%

Students returning from one fall term to the next is an indicator of success and progress. BC seeks to exceed peer state-wide averages for all community colleges and the medium size peer average for one- and two-year persistence rates. One-year persistence rates for medium-size community colleges are determined by the percentage of first-time, degree-seeking students enrolled in at least 12 semester credit hours (SCH) in the fall semester who are still enrolled at the same or another Texas public or private (independent) the following fall semester.

Table 4: One-year persistence rates from Fall 2017 through Fall 2019.

Institutions	2018 entering cohort 2017 report		2019 entering cohort 2018 report		2020 entering cohort 2019 report	
	Cohort	Rate %	Cohort	Rate %	Cohort	Rate %
BC	220	76.8	282	76.6	260	70.0
Peer Institutions	11,330	66.2	11,165	66.3	10,462	65.1
State Average	49,829	68.0	53,565	68.3	56,593	63.7

Data Source: THECB Accountability Report 2020

Table 5: Two-year persistence rates from Fall 2016 through Fall 2018.

Institutions	2018 entering cohort 2016 report		2019 entering cohort 2017 report		2020 entering cohort 2018 report	
	Cohort	Rate %	Cohort	Rate %	Cohort	Rate %
BC	218	70.2	208	71.6	264	64.0
Peer Institutions	10,858	52.1	10,615	52.2	10,514	50.6
State Average	47,657	55.0	47,530	54.5	51,098	52.1

Data Source: Accountability Report 2020

ACT National data set 2-year persistence rate: 55%

Successful Course Completion

- Threshold of acceptability = 40%
- Achievement goal = 60%

BC monitors course completion rates by tracking the performance of underprepared (transitional) and prepared students who successfully complete a college-level course in math, reading, and writing. A leading indicator for degrees and awards completion is students completing the first college-level math, reading and writing course. College-level successful course completion refers to a grade of “C” or better. The most recent cohort for whom BC has data is the fall 2017 cohort. BC has set a goal of increasing completion rates (i.e., certificate and degree attainment) by 15% by the year 2025.

Table 6: **Prepared** students completing a college level course: Math, reading and writing successful course completion rates.

	BC				Peers			
	2016		2017		2016		2017	
	Count	%	Count	%	Count	%	Count	%
Math	240	100%	216	100%	7,511	100%	7,539	100%
*Completed Course	157	65.4%	157	72.7%	4,866	64.8%	4,866	64.5%
Reading	359	100%	330	100%	11,459	100%	11,711	100%
*Completed Course	293	81. %	285	86.4%	8,725	76.1%	9,189	78.5%
Writing	376	100%	359	100%	11,372	100%	13,732	100%
*Completed Course	279	74.2%	294	81.9%	8,438	74.2%	9,781	71.25%

Data Source: Accountability Report 2020

Table 7: **Underprepared** students completing a college level course: Math, reading and writing successful course completion rates.

	BC				Peers			
	2016		2017		2016		2017	
	Count	%	Count	%	Count	%	Count	%
Math	195	100 %	157	100 %	10,530	100 %	9,955	100 %
*Completed Course	38	19.5 %	42	26.8 %	2,643	25.1 %	2,594	26.1 %
Reading	76	100 %	44	100 %	6,623	100 %	5,860	100 %

	BC				Peers			
	2016		2017		2016		2017	
	Count	%	Count	%	Count	%	Count	%
*Completed Course	29	38.2 %	29	65.9 %	2,950	44.5 %	2,579	44.0 %
Writing	59	100 %	15	100 %	6,682	100 %	3,860	100 %
*Completed Course	22	37.3 %	5	33.3 %	2,638	39.5 %	1,545	40.0 %

Data Source: Accountability Report 2020

Transfer to Senior Institution within 6 years

- Threshold of Acceptability = 18%
- Achievement goal = 28%

Transfer data is available through the THECB’s Texas Higher Education Accountability System resource website. On the THECB online resumes for Texas community colleges, transfer is defined as students who transfer to a 4-year institution within 6 years. BC tracks its transfer students and collects data on their continued success at transfer institutions. The Board of Regents used data to develop and implement strategies to increase the number of 30-hour transfers. Additionally, the Board implemented articulation agreements with transfer colleges and universities. The table below documents BC’s transfer rates for Academic Year 2018 through 2020:

Table 8: Six-year transfer rates to senior institutions.

	2018		2019		2020	
	Count	Percent	Count	Percent	Count	Percent
BC	140	20.4	130	18.3	129	23.0
Peer Institutions	4,387	21.8	4,539	21.8	4,548	23.3
State Average	27,607	23.4	28,322	24.5	28,994	25.9

Data Source: Accountability Report 2020

As the number of students who have earned an associate degree and who transfer to four-year universities continues to grow across the State of Texas, it is crucial that we collect data on those students to ensure that community colleges have provided them with the foundation necessary to achieve academic success in new learning environments. BC was pleased to report that the students who earn an associate degree from BC have met or exceeded the statewide fall-to-fall retention rates for past three years:

Table 9: Fall-to-Fall retention rates of university transfer students from BC*.

	Statewide Transfer Cohort (n)	Statewide Retention Rate	BC Transfer Cohort (n)	BC Retention Rate	Difference between BC and Statewide rates
Fall 2017	18,208	75%	104	76%	+1 pts
Fall 2018	18,173	77%	93	77%	+0 pts
Fall 2019	18,851	77%	116	82%	+5 pts

Note: *Fall-to-Fall Retention = transfer students who enrolled at a university the first fall semester and returned the next fall semester to the same university.

Data Source: THECB Academic performance of 2-Year college transfer students at Texas public universities

A number of BC graduates earn a grade point average greater than 2.0 at their respective transfer institutions. The percentage of BC students who earned a GPA higher than 2.0 exceeded that statewide percentage of associate degree transfer students three of the four years for which data was reported. These students have demonstrated that they are prepared for the academic rigor and other challenges that they must navigate to achieve success at a four-year institution. BC is proud to have played a role in our students' success as they realize their educational goals:

Table 10: Transfer GPA*

	Statewide Transfer Cohort (n)	Statewide GPA 2.0 or >	BC Transfer Cohort (n)	BC GPA 2.0 or >	Difference between BC and Statewide rates
Fall 2017	17,117	80%	95	84%	4 pts
Fall 2018	17,622	87%	84	93%	5 pts
Fall 2019	17,798	90%	105	92%	2 pts

Note: *GPA SAP = Grade point average (GPA) during the first year at the university is equal to or greater than satisfactory academic performance requirements (SAP) of 2.0 which is the minimum requirement for federal financial aid. Cohorts exclude students whose grades were unreported.

Certification and Licensure Pass Rates

- Threshold of acceptability = 88%
- Achievement goal = 90%

In keeping with the role and mission of the Texas public junior (community college) as defined by Texas Education Code (Title 3, Subtitle G, Chapter 130), BC provides several workforce programs that prepare students for occupational licensure and certification examinations. These programs are criminal justice, emergency medical technology, licensed practical nurse training, massage therapy, and registered nursing. BC set a goal for pass rates on State licensure exams by having each area exceed the State average. The State standard for licensure is 90% or within 5% of the state average. The table below documents BC's licensure pass rates for Academic Year 2015-2016 through 2017-2018:

Table 11: Licensure exams pass rate BC compared to State average.

Program	2016		2017		2018	
	BC	Statewide	BC	Statewide	BC	Statewide
Criminal Justice/Police Science	100	99.64	100	99.64	100	99.64
Emergency Medical Technology/Technician (EMT Paramedic)	66.67	77.02	70.59	77.94	95.24	78.65
Licensed Practical/Vocational Nurse Training	100	90.16	100	92.72	100	93.99
Massage Therapy/Therapeutic Massage	77.78	87.6	100	73.81	100	82.35
Registered Nursing/Registered Nurse	96.77	89.87	100	91.86	92.31	93.38

Summary

BC affirms that it identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to its mission to "improve quality of life by providing certificate, associate and baccalaureate degree programs, academic transfer programs, workforce development, and cultural enrichment in an efficient and cost-effective manner." BC uses multiple measures (completion rate, retention, degree or cert awarded, licensure rates, etc.) to document student success.