



**Quarterly Board Report
on**

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September, 2013

SATISFACTION



Satisfaction Report September 2013

Background

Satisfaction data for the 2013 Board of Regents Report comes from the Noel-Levitz Student Satisfaction Inventory (SSI) that was conducted during the Spring 2013 semester. This survey was previously conducted and reported to the Board in 2008 and 2010.

The Noel-Levitz SSI was developed to assess the satisfaction and importance of a number of key items to students. The survey includes questions in areas such as academic advising/counseling, registration effectiveness, instructional effectiveness, academic success, and safety and security. In 2013, the SSI included 191,857 student respondents from 192 two-year colleges in 41 states and one Canadian province. The local survey included 327 Brazosport College credit students. Comparison data to other community college respondents is also provided. This information is shared with the college community and plays a key role in the work of the College's Planning and Institutional Effectiveness Council. The complete report can be accessed at <http://www.brazosport.edu/ir> on the Institutional Research survey webpage.

SSI Satisfaction with Programs and Services

The Noel-Levitz SSI provides measures related to the satisfaction and importance of college services. Students rated 76 items on these two measures (**importance** and **satisfaction**), and a difference was calculated (importance – satisfaction = performance gap) to determine the extent to which Brazosport College is meeting student expectations. Survey items are based upon the following areas:












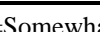
- Academic Advising and Counseling
- Academic Success
- Admissions and Financial Aid
- Campus Climate
- Campus Support Services
- Concern for the Individual
- Instructional Effectiveness
- Registration Effectiveness
- Responsiveness to Diverse Populations
- Safety and Security
- Service Excellence
- Student Centeredness

Overall, students rated Brazosport College very well compared to students who responded from all community colleges. In fact, Brazosport College student responses were more positive in all categories when compared to student responses from other community colleges in the survey. Some highlights from the survey are listed in the following points:

Survey Highlights:

- Student responses to satisfaction items were higher on almost all of the survey items in 2013 (73 out of 76) compared to the Brazosport College responses on the 2008 and 2010 surveys. Only three 2013 items were rated slightly less than the 2010 survey; however, compared to the national survey averages, Brazosport College students indicated a higher level of satisfaction on all items.
- Two of the highest rated satisfaction items were in the Academic Services category. Students rated two library related items very highly: “*Library resources and services are adequate*” and “*Library staff are helpful and approachable*”.
- The bookstore staff, the well-maintained campus, and the adequate and accessible computer labs all received high satisfaction ratings by Brazosport College students and were rated in the top 5 highest satisfaction ratings.
- The recent renovations to the Brazosport College campus seem to be reflected in student’s high satisfaction with facility related items such as the sufficient number of study areas on campus, the comfortable student center and the secure, well-lighted parking lots on campus.
- Student respondents in the 2013 survey were as satisfied with the faculty’s knowledge in their fields, their availability after class, and during office hours as reported in the 2010 survey.
- An area that indicated opportunity for improvement was in the Instructional Effectiveness category. The item “*Students are notified early in the term if they are doing poorly in a class*” received the lowest satisfaction rating overall and had the largest performance gap.

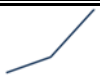
**SSI Satisfaction Means
Brazosport College 2013 Means Comparison**

| Survey Area | BC 2008 Means | BC 2010 Means | BC 2013 Means | BC Trends | Natl CC 2013 Means |
|---------------------------------------|---------------------|---------------------|---------------------|---|--------------------------|
| Academic Services | 5.38 | 5.66 | 5.92 |  | 5.51 |
| Registration Effectiveness | 5.37 | 5.60 | 5.79 |  | 5.46 |
| Responsiveness to Diverse Populations | 5.34 | 5.52 | 5.77 |  | 5.52 |
| Instructional Effectiveness | 5.21 | 5.51 | 5.67 |  | 5.44 |
| Service Excellence | 5.22 | 5.51 | 5.71 |  | 5.31 |
| Student Centeredness | 5.23 | 5.49 | 5.67 |  | 5.41 |
| Academic Advising/Counseling | 5.07 | 5.46 | 5.54 |  | 5.23 |
| Campus Climate | 5.18 | 5.45 | 5.65 |  | 5.34 |
| Concern for the Individual | 5.11 | 5.42 | 5.54 |  | 5.25 |
| Admissions and Financial Aid | 5.08 | 5.29 | 5.48 |  | 5.19 |
| Campus Support Services | 4.94 | 5.18 | 5.44 |  | 5.00 |
| Safety and Security | 5.05 | 5.17 | 5.59 |  | 5.06 |

Scale: 1=Not satisfied at all, 2=Not very satisfied, 3=Somewhat dissatisfied, 4=Neutral, 5=Somewhat satisfied, 6=Satisfied, 7=Very satisfied

Brazosport College student responses on the SSI compare favorably to responses given by students at other community colleges. Compared to 2008 and 2010 responses, Brazosport College 2013 SSI satisfaction data continued the upward trend in satisfaction in all areas of the survey. Brazosport College's recent facility improvements and Student Success Agenda are strong contributors of student satisfaction.

Three other survey items from the SSI provide information about student satisfaction with Brazosport College. These items relate to meeting student's expectations, their experiences at BC, and choosing to enroll at BC again. One of these items is shown below.

| Survey Item 1 | 2008 | 2010 | 2013 | Trend |
|--|------|------|------|---|
| So far, how has your college experience met your expectations? | 4.73 | 4.82 | 5.1 |  |

Scale: 1=Much worse than expected, 2=Quite a bit worse than I expected, 3=Worse than I expected, 4=About what I expected, 5=Better than I expected, 6=Quite a bit better than I expected, 7=Much better than expected



**Course/Instructor Evaluations
Satisfaction Report
September 2012 to August 2013**

Community Education (CE) course instructors administer Course Evaluation Surveys to selected classes at the last class meeting to determine satisfaction with course delivery. These student responses are summarized by the Office of Institutional Research. This report includes a summary by short and long survey forms received between September 2012 and August 2013.

Community Education – Class Evaluation – Short Form

| | Agree | Disagree | Does not apply |
|--|---------------|-------------|----------------|
| 1. My instructor seems well-prepared for class | 105 100.0% | 0 0.0% | 0 0.0% |
| 2. My instructor begins class on time | 106 100.0% | 0 0.0% | 0 0.0% |
| 3. My instructor maintains a classroom free of disruptions | 105 99.1% | 0 0.0% | 1 .9% |
| 4. My instructor seems impatient with questions and comments from students | 4 3.8% | 95 90.5% | 6 5.7% |
| 5. My instructor seems enthusiastic about teaching | 106 100.0% | 0 0.0% | 0 0.0% |
| 6. My instructor communicates at a level that is easy for me to understand | 103 97.2% | 3 2.8% | 0 0.0% |
| 7. My instructor spends too much class time sharing irrelevant or personal information | 3 2.8% | 90 84.9% | 13 12.3% |
| 8. Materials, supplies, and equipment related to the class met my expectations | 101 95.3% | 4 3.8% | 1 .9% |

There are four additional survey items that the respondents rate the course using a scale from 1 to 10 with 1 being the lowest score and 10 being the highest score. Those items and their averages are listed in the following table.

| | Mean |
|--|------|
| My level of satisfaction of the course is: | 9.24 |
| The overall quality of the course is: | 9.34 |
| To what extent did this course meet your needs? | 9.07 |
| The degree to which I consider my instructor to be experienced and professional. | 9.71 |

Community Education – Class Evaluation – Long Form

| Community Education- Satisfaction | Agree | Disagree | Does not apply |
|---|---------------|--------------|----------------|
| 1. My instructor covers content in an orderly manner | 161 98.2% | 2 1.2% | 1 .6% |
| 2. My instructor has one or more distracting mannerisms that interfere with my ability to concentrate | 11 6.7% | 137 84.0% | 15 9.2% |
| 3. My instructor uses teaching methods that help me learn | 162 98.8% | 2 1.2% | 0 0.0% |
| 4. My instructor returns work (tests, papers, etc) within a reasonable period of time | 129 79.6% | 0 0.0% | 33 20.4% |
| 5. My instructor seems well-prepared for class | 161 99.4% | 1 .6% | 0 0.0% |
| 6. My instructor provides clear, written copies of classroom policies | 141 86.0% | 2 1.2% | 21 12.8% |
| 7. My instructor is inconsistent in following classroom policies | 50 30.9% | 93 57.4% | 19 11.7% |
| 8. My instructor maintains a classroom free of disruptions | 154 94.5% | 7 4.3% | 2 1.2% |
| 9. My instructor begins class on time | 163 98.8% | 2 1.2% | 0 0.0% |
| 10. My instructor consistently ends class at the scheduled time | 156 94.5% | 7 4.2% | 2 1.2% |
| 11. My instructor uses class time well | 149 91.4% | 14 8.6% | 0 0.0% |
| 12. My instructor seems impatient with questions and comments from students | 23 14.1% | 129 79.1% | 11 6.7% |
| 13. My instructor uses audio-visual aids effectively (chalkboard, video, projector, etc) | 161 97.6% | 2 1.2% | 2 1.2% |
| 14. My instructor is enthusiastic about teaching | 164 100.0% | 0 0.0% | 0 0.0% |
| 15. My instructor helps me improve my ability to think and solve problems | 158 96.9% | 2 1.2% | 3 1.8% |
| 16. My instructor inspires learning in a positive manner | 165 99.4% | 0 0.0% | 1 .6% |
| 17. My instructor encourages students to ask questions and express opinions | 163 98.2% | 2 1.2% | 1 .6% |
| 18. My instructor communicates at a level that is easy for me to understand | 165 99.4% | 1 .6% | 0 0.0% |

| Community Education- Satisfaction | Agree | Disagree | Does not apply |
|--|--------------|-----------------|-----------------------|
| 19. My instructor relates course content to everyday life and-or the workplace | 158 95.8% | 2 1.2% | 5 3.0% |
| 20. My instructor spends too much class time sharing irrelevant - personal information | 16 9.7% | 132 80.0% | 17 10.3% |
| 21. My instructor is prepared for class meetings | 157 95.2% | 2 1.2% | 6 3.6% |
| 22. I am interested in being in this class | 162 98.8% | 0 0.0% | 2 1.2% |
| 23. I am interested in learning the material | 164 99.4% | 1 .6% | 0 0.0% |
| 24. This class is challenging to me intellectually | 116 70.7% | 39 23.8% | 9 5.5% |
| 25. I cut this course more frequently than other courses | 13 7.9% | 114 69.5% | 37 22.6% |
| 26. Materials, supplies, and equipment related to the class meet my expectations | 160 96.4% | 6 3.6% | 0 0.0% |

There are five additional survey items that the respondents rate the course on a scale from 1 to 10 with 1 being the lowest and 10 being the highest score. Those items and their averages are listed in the following table.

| | Mean |
|--|-------------|
| My level of satisfaction of the course is: | 9.33 |
| The overall quality of the course is: | 9.47 |
| To what extent did this course meet your needs? | 9.24 |
| The degree to which I consider my instructor to be experienced and professional | 9.68 |
| How comfortable was the temperature in the classroom? (1 being too cold and 10 being too hot) | 5.84 |

In general, these averages indicate that students rate the CE courses highly.



**Satisfaction Report
September 2012 – August 2013**

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

- Safety Training
- Grant Training
- Facilities Arrangements
- Course Development
- Computer Training
- Professional Development
- Web-based Training
- Consulting

The responses below are from all course surveys, which include internal CBIT instructors as well as external client and vendor instructors. From September 2012 through August 2013, over 2,000 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 different categories of course delivery.

Satisfaction with Courses and Instruction - CBIT Classes

| Survey Question | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Strongly Agree/Agree |
|---|----------------|-------|---------|----------|-------------------|----------------------|
| 1. Overall, I was satisfied with the pre-course activities. | 57% | 37% | 4% | 0% | 0% | 94% |
| 2. I had the information required to register and begin this course. | 59% | 37% | 3% | 0% | 0% | 96% |
| 3. The facility was satisfactory. | 67% | 30% | 1% | 1% | 0% | 97% |
| 4. From the time I first tried to register – the timeframe was reasonable. | 57% | 34% | 6% | 2% | 0% | 91% |
| 5. I clearly understood the course objectives. | 63% | 31% | 2% | 0% | 0% | 94% |
| 6. The course met all of its stated objectives. | 63% | 33% | 3% | 0% | 0% | 96% |
| 7. The delivery method(s) was an effective way for me to learn this subject matter. | 65% | 32% | 2% | 1% | 0% | 97% |
| 8. Participant materials were useful during this course. | 64% | 31% | 3% | 1% | 0% | 95% |
| 9. Total time in class was appropriate for this course. | 58% | 33% | 5% | 3% | 1% | 91% |
| 10. The course content was logically organized. | 62% | 34% | 4% | 1% | 0% | 96% |
| 11. The balance of time between lecture and other learning methods was effective. | 63% | 33% | 3% | 1% | 0% | 96% |
| 12. Overall, the instructor was effective. | 73% | 25% | 1% | 0% | 0% | 98% |
| 13. My knowledge &/or skills increased as a result of this course. | 62% | 34% | 4% | 1% | 0% | 96% |
| 14. The knowledge &/or skills gained through this course are directly applicable to my job. | 63% | 32% | 3% | 1% | 0% | 95% |
| 15. Overall, I was satisfied with this course. | 64% | 32% | 3% | 1% | 0% | 96% |

The responses to these items reflect a high level of satisfaction with all fifteen items. The “Strongly Agree” and “Agree” choices were calculated and their sum appears in the last column of the table. Overall, 96% of the respondents indicated that they were satisfied with their courses.



BRAZOSPORT COLLEGE
SMALL BUSINESS
DEVELOPMENT CENTER

Satisfaction Report on Consulting Services
July 2012 to June 2013

The Small Business Development Center (SBDC) offers services to small business clients. The mission of the SBDC is to help businesses become established, grow, and succeed by providing free confidential business consulting, low cost training seminars, and market research. The goal of the SBDC Network is to assist clients in creating jobs, starting and expanding businesses, and accessing capital when required.

SBDC Client Surveys received from July 2012 to June 2013 shows that our clients are pleased with our services and would recommend the SBDC to family and friends in the Brazoria County area.

| Item | Excellent | Very Good | Good | Fair | Poor | No Response |
|---|------------------|------------------|-------------|-------------|-------------|--------------------|
| 1. My working relationship with the SBDC Consultant was | 20 | 8 | 1 | | | 1 |
| 2. The business knowledge of the SBDC Consultant was | 18 | 10 | 2 | | | |
| 3. The Consultant's response to my needs was | 19 | 7 | 3 | | | 1 |
| 4. The SBDC Consultant's suggestions were | 16 | 9 | 3 | | | 2 |
| 5. Rate the Consulting Services you received | 22 | 5 | 2 | | | 1 |

| Would you recommend SBDC services? | Yes | No |
|---|------------|-----------|
| Percentages | 100% | 0% |

As indicated by the data above, Brazosport College Small Business Development Center is providing services that business clients rate very highly.

CLOSING THE GAPS

Closing the Gaps Board of Regents Fall, 2013

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. All colleges were 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 4,413 by 2015 and to 4,814 by 2020. Supporting objectives include increases in the participation of the three ethnic groups: White, African American, and Hispanic. The targets are analyzed annually as directed by the Texas Higher Education Coordinating Board and if necessary, targets are revised.

Enrollment – All Students:

| Fall Semester | Target | Enrollment |
|---------------|--------|------------|
| 2002 | 4,137 | 4,097 |
| 2003 | 4,275 | 3,679 |
| 2004 | 3,937 | 3,503 |
| 2005 | 3,598 | 3,606 |
| 2006 | 3,680 | 3,808 |
| 2007 | 3,752 | 3,751 |
| 2008 | 3,920 | 3,887 |
| 2009 | 4,000 | 3,866 |
| 2010 | 3,936 | 4,174 |
| 2011 | 4,220 | 4,194 |
| 2012 | 4,263 | 4,033 |
| 2013 | 4,306 | 4,218* |

*Enrollment as of 9/03/2013

Status: 2% below Target.

Enrollment targets (percentages) for ethnic groups:

| Ethnicity | 2002 Actual | 2008 Actual | 2009 Actual | 2010 Actual | 2011 Actual | 2012 Actual | *2013 Actual | 2013 Predicted | 2015 Predicted |
|------------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|----------------|----------------|
| White | 66.88 | 63.03 | 62.93 | 57.71 | 54.0 | 52.7 | 55.8 | 58.72 | 57.0 |
| African American | 6.81 | 7.28 | 8.08 | 6.88 | 7.7 | 8.3 | 7.7 | 8.51 | 9.0 |
| Hispanic | 23.80 | 27.81 | 26.87 | 27.29 | 32.0 | 33.8 | 34.8 | 30.44 | 31.5 |

*As of 9/3/13.

Source: Actual data gathered from THECB Accountability Report.

Fall 2013 actual Hispanic ethnicity percentages exceeded the 2013 predicted target and the 2015 CTG target. Progress is also being made in the African American ethnicity, showing an increase in the Fall 2012 semester from the previous fall semester. White students fell below both targets (2013 predicted and 2015 CTG).

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 | | | | Target |
|---------------|------------------------------------|------------------|----------|-------|--------|
| | White | African-American | Hispanic | Total | |
| 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 |
| 2006-07 | 222 | 15 | 103 | 345 | 413 |
| 2007-08 | 270 | 18 | 116 | 417 | 375 |
| 2008-09 | 249 | 25 | 102 | 380 | 381 |
| 2009-10 | 296 | 26 | 137 | 468 | 459 |
| 2010-11 | 281 | 40 | 128 | 537 | 489 |
| 2011-12 | 369 | 31 | 203 | 609 | 548 |

Status: Target was met in academic years 2001-2004, and 2008-2012 but not met in academic years 2004-2007.

Increasing the number of degrees and certificates as well as 30-hour transfers is an institutional goal that has been established by Brazosport College, and the efforts of the college community have been effective.