

Executive Summary

Accountability Report

Over the past few years, the Board of Regents has reviewed Brazosport College's performance on nine State measures. These measures have been greatly expanded with Governor Perry's requirement that the Texas Higher Education Coordinating Board (THECB) and colleges 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 worked in concert to create a statewide Accountability System to meet this requirement. The Accountability System now includes 39 measures. It is substantially completed, but community colleges and the THECB continue to work to refine these measures. Also included are the measures on momentum points/milestones.

The Accountability System is closely tied to 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** (licensure rates), **momentum points**, and **institutional efficiency and effectiveness**. This report will focus on the first four categories: participation, success, excellence, and momentum points.

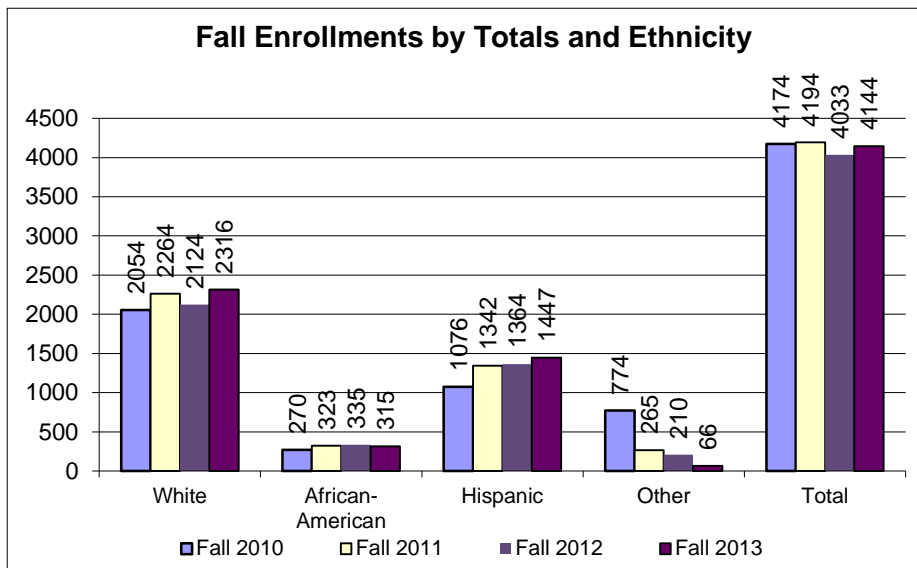
Data from the Accountability System are reported by college and by groups of colleges. The Coordinating Board divided colleges by size using the following categories: Very Large, Large, Medium, and Small colleges. Brazosport College is in the Medium category with 22 other colleges. Alvin and College of the Mainland from the Gulf Coast Consortium are also included in the medium category. The remaining medium institutions are used for comparison throughout the remainder of this report.

These data show that Brazosport College compares favorably to colleges in the Medium category in equivalent areas and that Brazosport College is on track to achieve the goals established for *Closing the Gaps*.

PARTICIPATION

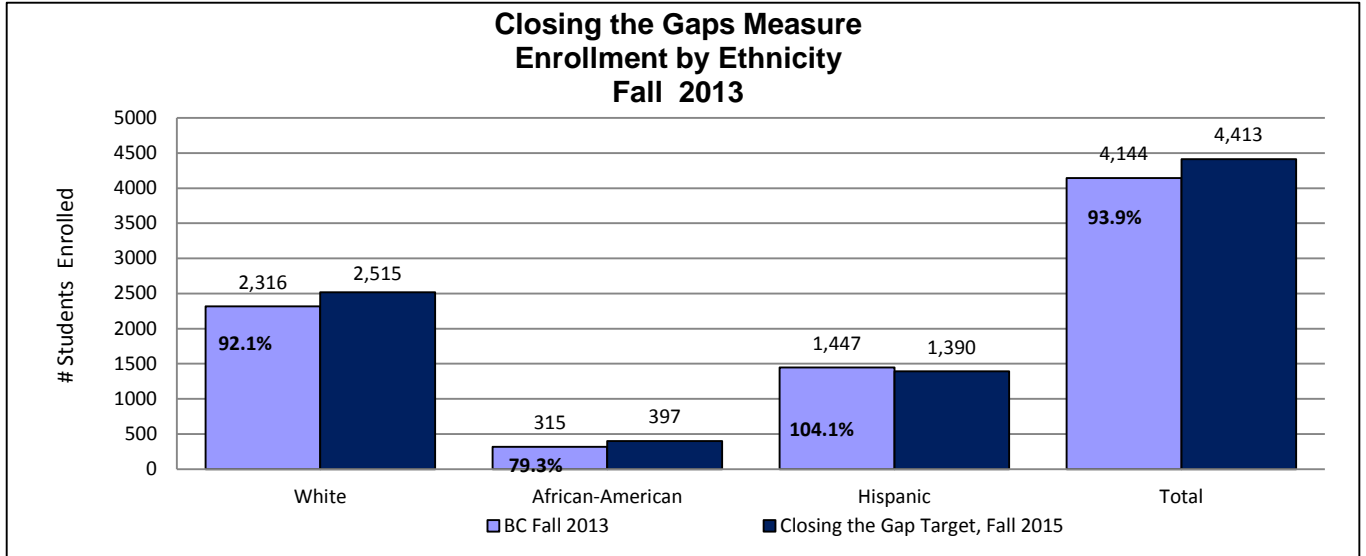
I. Fall Enrollments by Ethnicity

The Texas Higher Education Coordinating Board (THECB) began reporting enrollment data using the new Federal race and ethnicity standards with fall 2010 enrollment data. Students are permitted to self-identify their ethnicity and race, which also permits them to select more than one race and/or ethnic category. This change is designed to more accurately reflect student's racial and ethnic background by not limiting responses to only one racial or ethnic category. Students now select from seven categories; American Indian or Alaska Native, Asian, African American, Hispanic, Native Hawaiian or Other Pacific Islander, White, and Two or More Races. The fall semester of the new reporting standards, many students elected not to report their ethnicity. This is reflected in the large "other" category responses.



The above graph shows fall enrollments by ethnicity and total enrollment for the past four fall semesters (2010 – 2013). Overall, total fall 2013 enrollment increased slightly (+2.8%) compared to the previous fall semester. Brazosport College’s increase in enrollment is attributed to such things as outreach programs and industry new hire programs. Compared to the average fall enrollment change across all Texas community colleges (-0.4%), Brazosport College’s 2.8% increase is positive.

Note: The Texas Association of Community Colleges report fall 2013 enrollment decreased an average of 0.4% across all Texas community colleges (http://www.tacc.org/documents/Fall13_CBEnroll.pdf).



Brazosport College’s fall 2013 credit enrollment is currently at approximately 94% of the *Closing the Gap* target. With the current enrollment management programs in place, it is possible to achieve the 2015 total enrollment goal. The *Closing the Gap* target for the Hispanic ethnic category has been met and exceeded this fall semester; however, the *Closing the Gaps* goal by the African-American ethnic category has not yet been attained.

II. Enrollment and Service Area Representation

Service Area Representation (%)				
Ethnicity	FY2009	FY2010	FY2011	FY2012
White	6.5	8.4	-0.9	2.8
African-American	-1.0	-1.7	-1.4	-4.2
Hispanic	-3.4	-4.7	-5.1	4.0
Other	-2.1	-2.0	7.4	-2.6
Gender				
Male	-4.5	-4.9	-6.3	-1.8
Female	4.5	4.9	6.3	1.8

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 2.8 indicates that in the fiscal year 2012, the percentage of Whites enrolled at Brazosport College was 2.8% greater than the percentage of Whites in the service area population, suggesting that Whites were over-represented for that fiscal year.

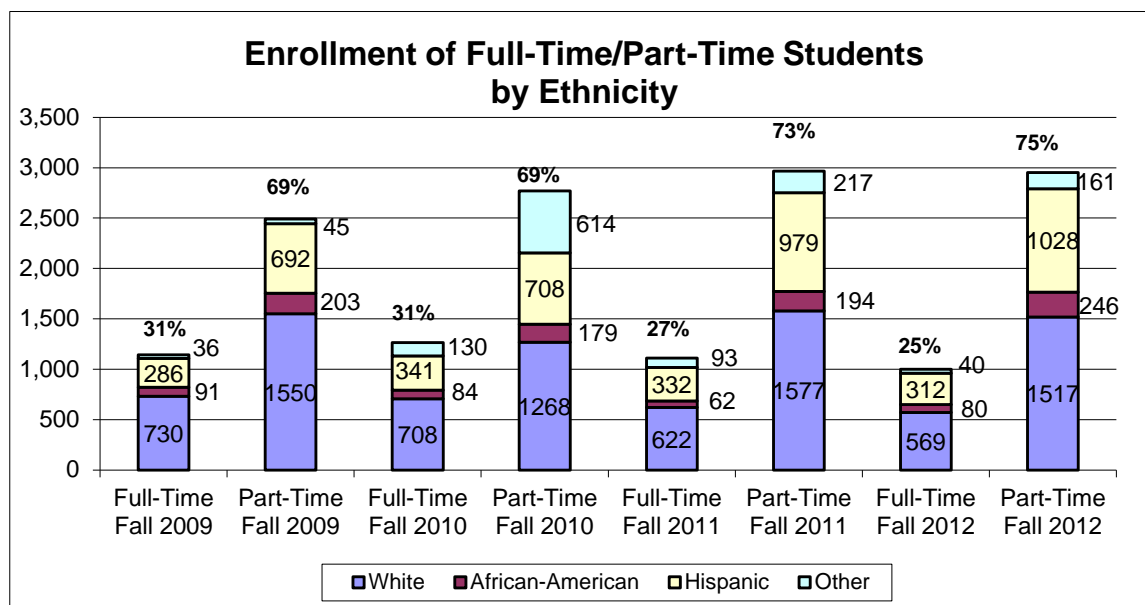
For the first time over the past four years, the Hispanic ethnic category is over represented in fiscal year 2012. The percentage of African-Americans is more under-represented this fiscal year than in the past years. This could be an indication that students are not clear how to answer the new federally required ethnicity/race question on their application. Therefore, more students have selected the “more than one race” category which makes it difficult to determine service area representation by ethnicity.

III. Semester Credit Hours/Contact Hours

Semester Credit Hours	FY2008	FY2011	FY2012	%Change FY2008 to FY2012	%Change FY2011 to FY2012
Academic	49,136	63,019	59,195	20.5%	-6.1%
Technical	18,971	20,803	21,471	13.2%	3.2%
Contact Hours					
Academic	893,200	1,153,920	1,071,056	19.9%	-7.2%
Technical	577,904	572,880	619,312	7.2%	8.1%
Community Education	44,419	55,131	46,753	5.3%	-15.2%

Both credit and contact hours for academic, technical, and community education programs have increased over the past five years. When FY2012 is compared to FY2011, there is a decrease in academic credit and contact hours and community education contact hours. The decrease in FY2012 enrollment is possibly the reason for the decrease in academic credit and contact hours. Community Education is revising programs and expects to see an increase in enrollment and contact hours.

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

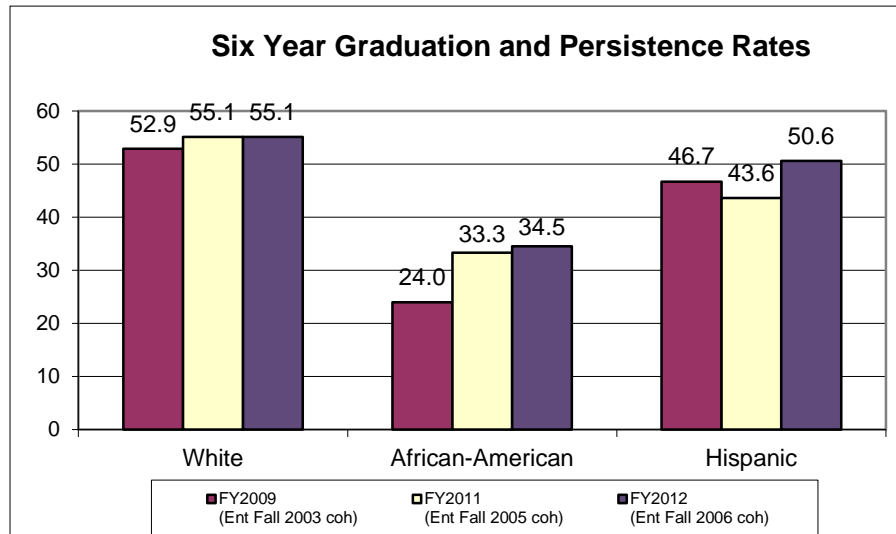


Note: Data in this graph include only credential-seeking students.

A student is considered full-time if he or she 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 (BC) has been in the range of 69-73%. In the fall 2012 semester, BC part-time credential seeking student enrollment rose to a high of 75%. BC continues to have a higher percentage of part-time students than many colleges of its size. In fact, when comparing BC to other Medium colleges, the percentage of part-time students at other Medium colleges was 13% lower than BC (62% Medium colleges vs. 75% BC).

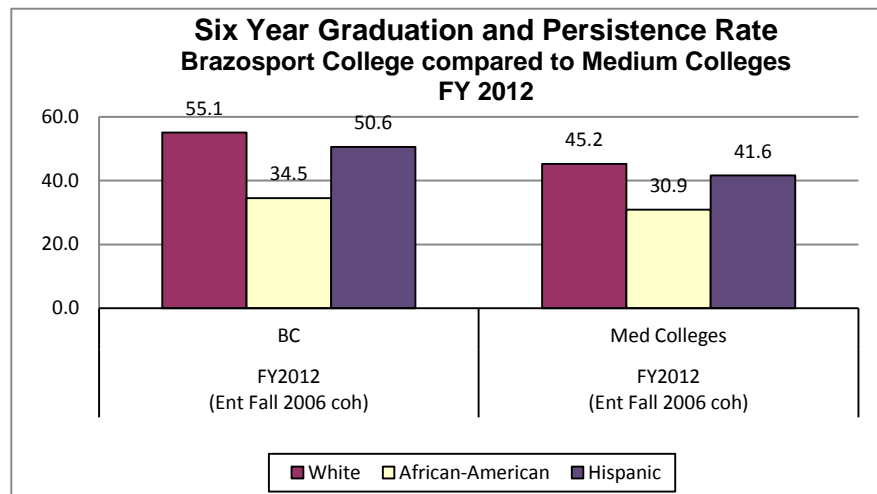
SUCCESS

V. Graduation/Persistence Rates from 2009, 2011, 2012



Note: FY2010 data was omitted due to invalid data in that cohort.

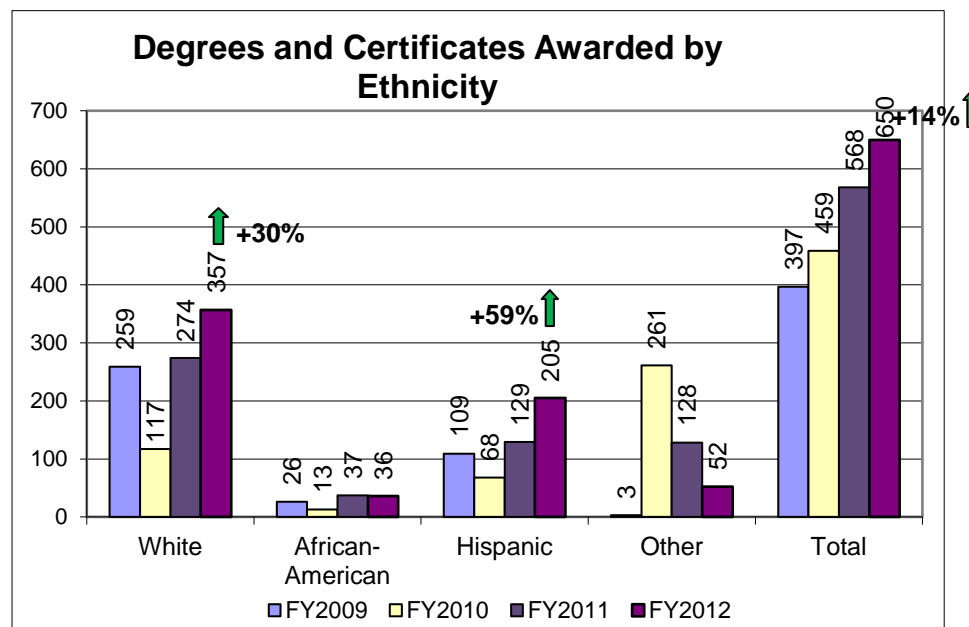
This graph shows the percentage of first-time, full-time, credential-seeking undergraduates by entering cohort that have graduated, or are still enrolled in Texas public and private higher education after six academic years, disaggregated by ethnicity. A significant increase in the six year graduation and persistence occurred within the Hispanic ethnic category.



Note: Small sample sizes.

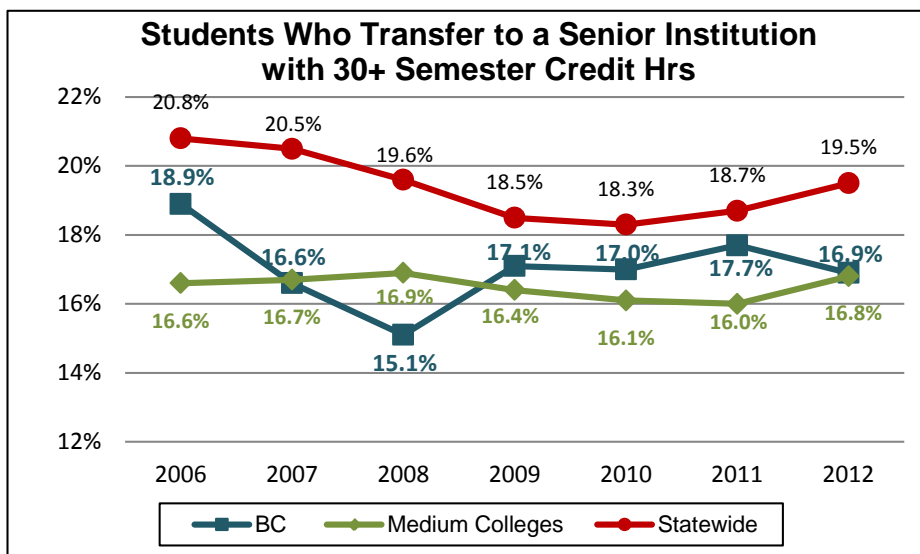
Compared to other Medium colleges in fiscal year 2012, Brazosport College's graduation and persistence rate was higher across all ethnic categories. In fact, graduation and persistence rates were significantly higher among White and Hispanic ethnic categories when compared to Medium colleges (BC increase compared to Medium colleges: Whites: +9.9 points, African-Americans: +3.6 points, and Hispanics: +9.0 points).

VI. Degrees and Certificates Awarded



During fiscal year 2012, Brazosport College awarded the highest number of degrees and certificates over the past four years. In fact, the number of degrees and certificates awarded more than doubled (+63%) compared to FY2009. Because of the new federal race/ethnicity reporting that became effective fall 2010, longitudinal comparisons are difficult to make by ethnic category prior to FY2011. However, when comparing FY2012 to FY2011 by ethnic category, the number of degrees and certificates awarded significantly increased in the White and Hispanic categories.

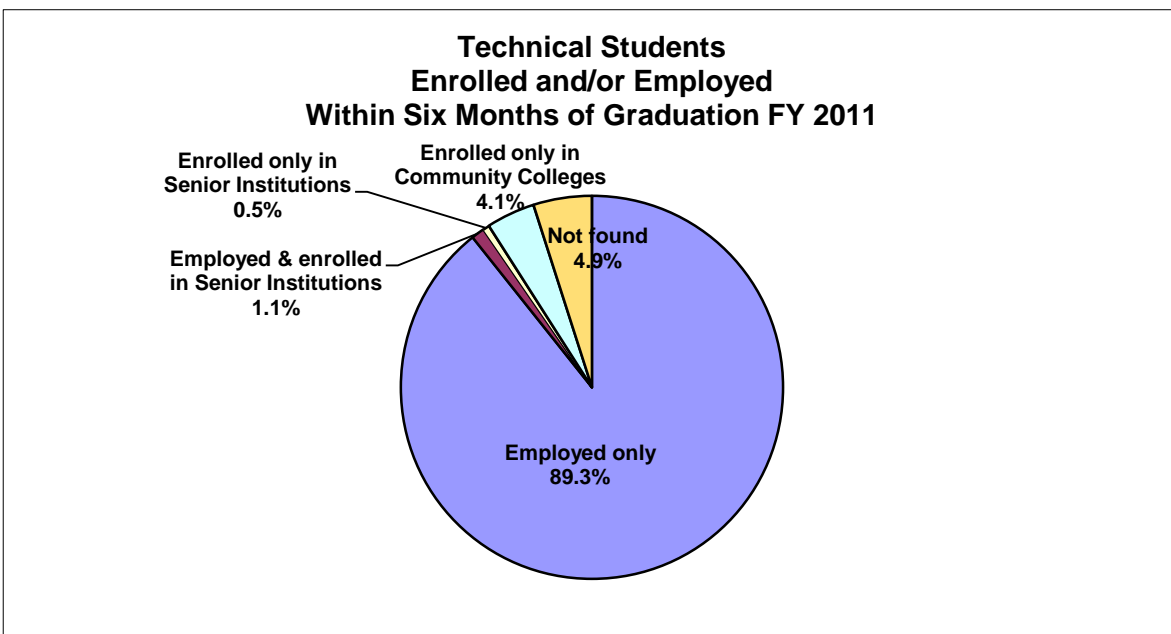
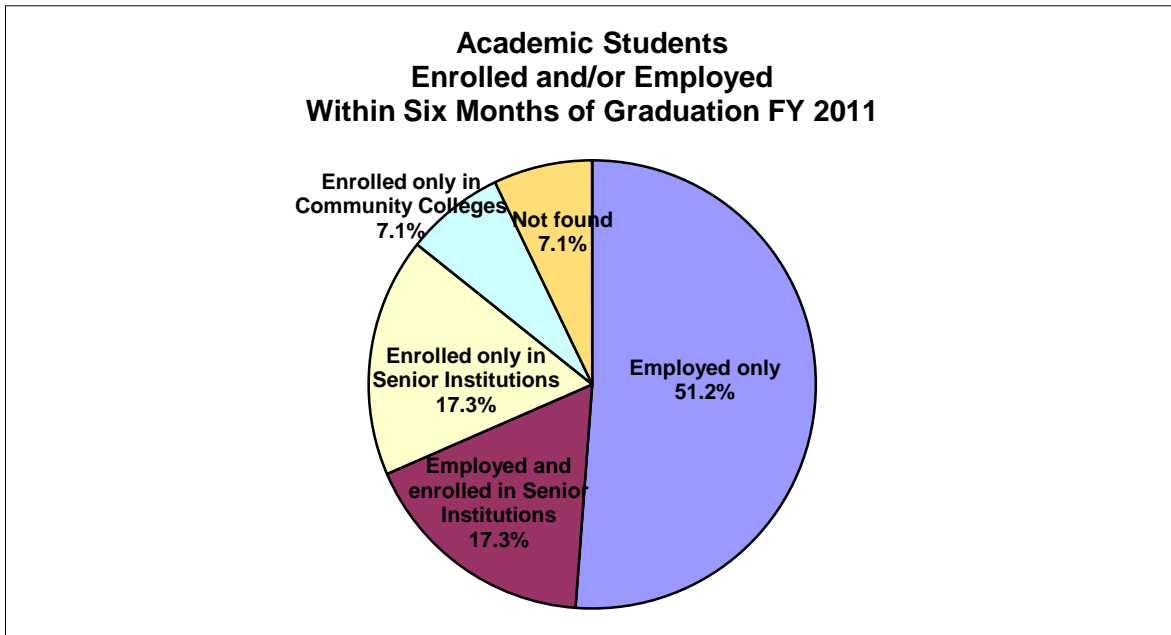
VII. Percent of Students Who Transfer to a Senior



This measure includes the cohort of first-time students who enrolled at Brazosport College (BC) six years prior 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 similar colleges. BC's 2012 transfer rate is comparable to Medium colleges and below the statewide transfer rate.

VIII. Status After Graduation



These two graphs show differences in enrollment status between academic and technical students six months after graduation. The largest difference is the number of students who are employed only within six months of graduation. Almost nine out of ten (89.3%) technical students are employed only compared to approximately one-half (51.2%) of the academic students.

However, academic students are more likely to continue their education within six months of graduation. Approximately one-fourth (24.4%) of academic students are enrolled only in senior institutions or community colleges compared to less than one out of ten (4.6%) technical students.

EXCELLENCE

IX. Licensure Rates

Licensure Pass Rates	2007	2008	2009	2010	2011
Massage Therapy	100	100	100	72	↓ 60
Food Preparation Manager-Culinary Arts	75	56	100	100	100
Law Enforcement, Peace Officer-Academy	89	97	100	100	100
Emergency Medical Technician-Basic	80	70	67	82	↓ 56
Emergency Medical Technician-Intermediate	63	67	67	50	↑ 100
Nurse-LVN	100	100	100	100	100
Nurse Aide	100	--	--	80	↑ 100
Associate Degree Nursing	--	--	--	93	↑ 100

Over the past five years, Brazosport College has made progress in improving the pass rates in several of its programs. Six out of the eight programs achieved 100% pass rate while the remaining two programs showed decreases in pass rates. Licensure pass rates include only results for first-time test takers. Students have opportunities to retest on State licensure exams.

MOMENTUM POINTS/MILESTONES

In FY2009, the Texas Higher Education Coordinating Board added a new category of measure on momentum points and milestones to the Accountability Report. A momentum point is defined as a *measurable educational attainment that is correlated to a milestone*. In the Accountability System, examples of momentum points are students who pass the first college-level math course. A milestone is defined as a *measurable educational achievement that we can attribute to students' success*. In the Accountability System, examples of milestones would be students who receive degrees or certificates. The Texas Higher Education Coordinating Board developed this measure from a model described by the National Center for Higher Education Management Systems.

The Higher Education Coordinating Board (THECB) has proposed formula funding recommendations for the 2014-2015 biennium using momentum points. A proposed three year implementation plan began in FY2012-13 with data gathering. Fiscal year 2013-14 was proposed as a "learning year" by forming a committee to determine the methodology for awarding momentum points funding. Fiscal year 2014-15 was proposed as the first year to allocate the incentive funds.

In reviewing momentum point/milestone data, Brazosport College increased the total annual momentum points by 25% over the past four years when comparing FY2012 to FY2009. However, even though individual milestones increased in most categories, the overall momentum point increase was only 4% when comparing FY2012 to the previous year.

Brazosport College Milestones	FY2009	FY2010	FY2011	FY2012	Difference	
					FY2012 vs FY2011	
a. Math Readiness	108.0	191.0	144.0	212.0	68.0	47%
b. Read Readiness	66.0	50.5	76.5	77.5	1.0	1%
c. Write Readiness	58.5	53.5	68.0	79.0	11.0	16%
d. Complete 15 SCH	1,304.0	1,481.0	1,475.0	1,342.0	-133.0	-9%
e. Complete 30 SCH	695.0	865.0	903.0	777.0	-126.0	-14%
f. Transfer to a 4-Year Institution	292.0	266.0	276.0	284.0	8.0	3%
g. Pass First College-Level Math Course	254.0	588.0	346.0	440.0	94.0	27%
h. Pass First College-Level Read Course	378.0	518.0	318.0	401.5	83.5	26%
i. Pass First College-Level Write Course	276.5	458.0	299.5	357.5	58.0	19%
j. Degrees, Core Curriculum, or Certificates (unduplicated)	526.0	604.0	862.0	922.0	60.0	7%
k. Degrees or Certificates in Critical Fields	211.5	261.0	234.0	324.0	90.0	38%
Annual Momentum Point Total	4,169.5	5,336.0	5,002.0	5,216.5	214.5	4%

SCH = Semester credit hours