

## 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. There is ongoing work on institutional efficiency and effectiveness.

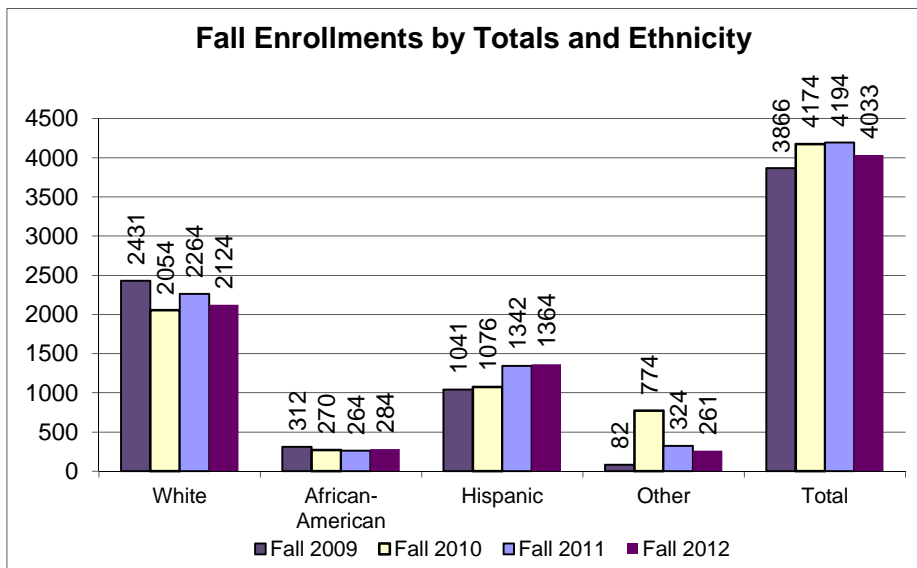
Data from the Accountability System are reported by college and by groups of colleges. The Coordinating Board divided colleges by size into groups of Very Large, Large, Medium, and Small colleges. Brazosport College is in the Medium group with 22 other colleges. Alvin and College of the Mainland from the Gulf Coast Consortium are also included in the Medium group. Other colleges of similar size from across the state comprise the other 19 colleges in this group. Selected data in this report will include a comparison to totals for Medium colleges.

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

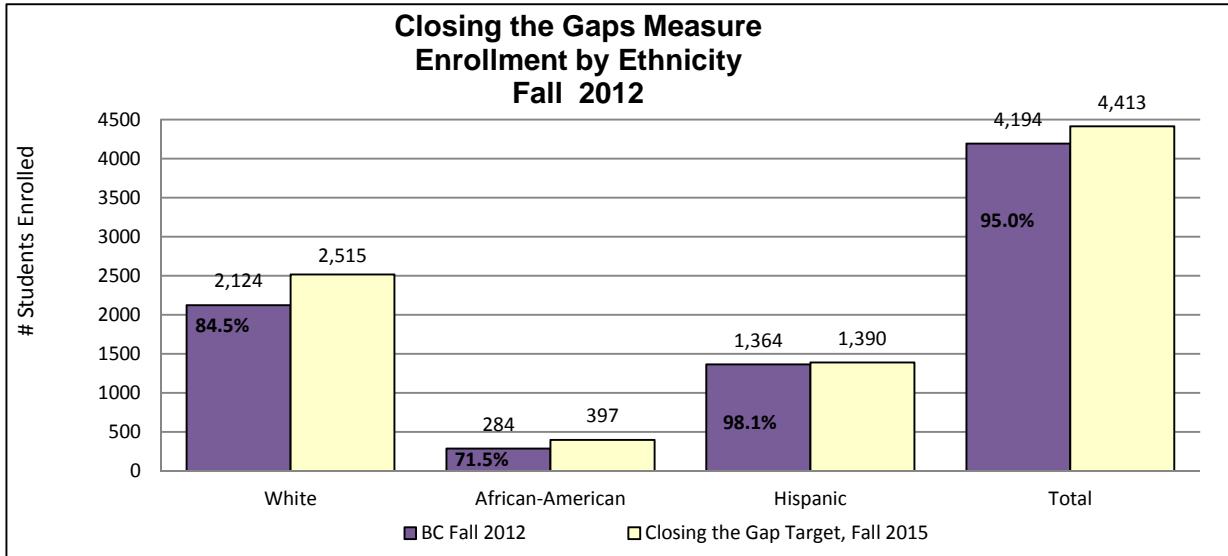
# PARTICIPATION

## 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 allowed to self-identify their ethnicity and race, which also permits them to select more than one race and/or ethnicity. This change is supposed to more accurately reflect student's racial and ethnic background by not limiting responses to only one racial or ethnic category, and expands reporting options to seven categories (American Indian or Alaska Native, Asian, African American, Hispanic, Native Hawaiian or Other Pacific Islander, White, and Two or More Races). Because fall 2010 is the first year for the new reporting standards, longitudinal comparisons with earlier years are problematic.



The above graph shows fall enrollments by ethnicity and total enrollment for the past four fall semesters (2009 – 2012). Overall, total fall 2012 enrollment decreased slightly compared to the previous two semesters (fall 2011, -3.8% and fall 2010, -3.4%). Brazosport College's enrollment decline was similar to most Texas community colleges. The Texas Association of Community Colleges report that fall 2012 enrollment across all Texas community colleges decreased an average of 2.3% ([http://www.tacc.org/documents/Fa12\\_HC\\_018.pdf](http://www.tacc.org/documents/Fa12_HC_018.pdf)).



Brazosport College’s fall 2012 credit enrollment is currently at 95% of the target and on track to achieve the 2015 *Closing the Gaps* total enrollment goal. However, *Closing the Gaps* goals by ethnicity may not be met in all ethnic categories by 2015. However, these differences may be mitigated somewhat because of the student’s multiple race/ethnic choices on the application.

## II. Enrollment and Service Area Representation

Service Area Representation (%)				
Ethnicity	FY2008	FY2009	FY2010	FY2011
White	5.7	6.5	8.4	-0.9
African-American	-1.1	-1.0	-1.7	-1.4
Hispanic	-2.5	-3.4	-4.7	-5.1
Other	-2.1	-2.1	-2.0	7.4
Gender				
Male	-2.9	-4.5	-4.9	-6.3
Female	2.9	4.5	4.9	6.3

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 8.4 indicates that in the fiscal year 2010, the percentage of Whites enrolled at Brazosport College was 8.4% greater than the percentage of Whites in the service area population, suggesting that Whites were over-represented for that fiscal year.

Fiscal year 2011 displays a change in service area representation. This year the ethnic category “other” was over represented by 7.4%. 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 “unknown” and the “more than one race” categories which make it difficult to determine service area representation by ethnicity.

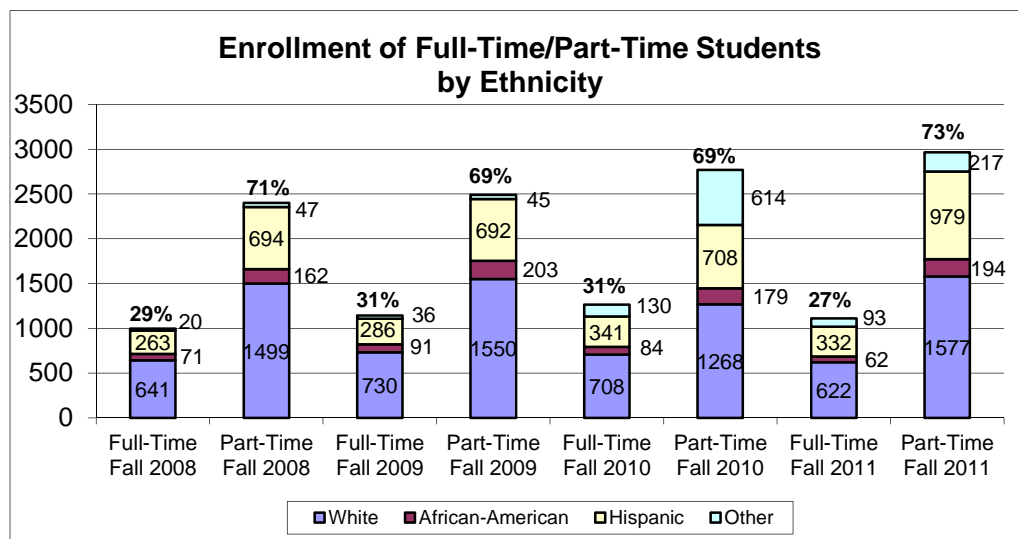
Addressing the under-representation of minority students is an initiative being undertaken by Brazosport College’s Enrollment Management Committee. In the fiscal year 2011 semester African-Americans were under-represented by 1.4% while Hispanics were under-represented by 5.1%.

### III. Semester Credit Hours/Contact Hours

Semester Credit Hours	FY2005	FY2009	FY2010	FY2011	%Change FY2005 to FY2011
Academic	50,067	52,481	58,836	63,019	25.9%
Technical	15,773	17,746	17,943	20,803	31.9%
<b>Contact Hours</b>					
Academic	915,104	954,512	1,085,616	1,153,920	26.1%
Technical	470,272	515,504	492,256	572,880	21.8%
Community Education	120,130	43,298	60,304	55,131	-54.1%

Both credit and contact hours for academic and technical programs have gradually increased since 2005. Several Community Education programs have been moved to credit since 2005 such as the Law Enforcement Academy, Automotive, and EMT classes which is a reason for the decrease in enrollment.

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

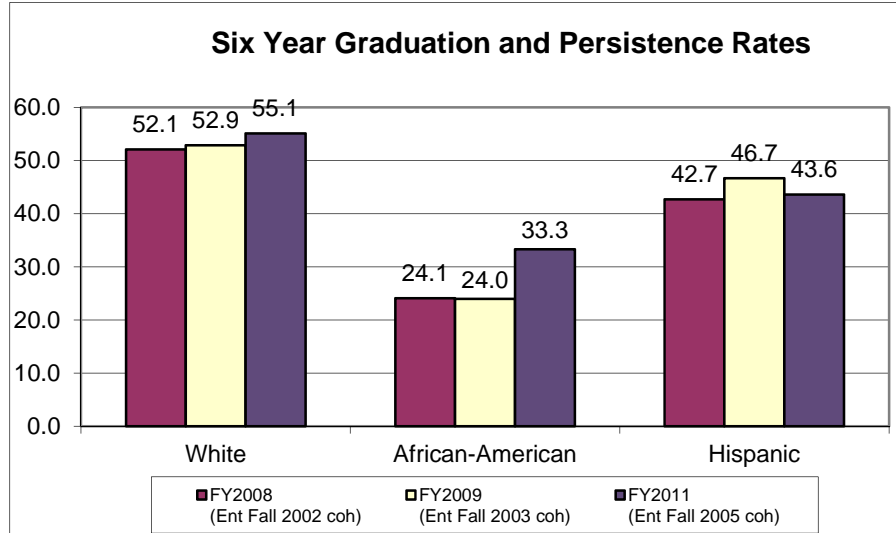


Note: Data in this graph include only credential-seeking students.

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 (BC) has been in the range of 69-73%. In the fall 2011 semester BC part-time credential seeking student enrollment rose to a high of 73%. 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 points lower than BC (60% Medium colleges vs. 73% BC).

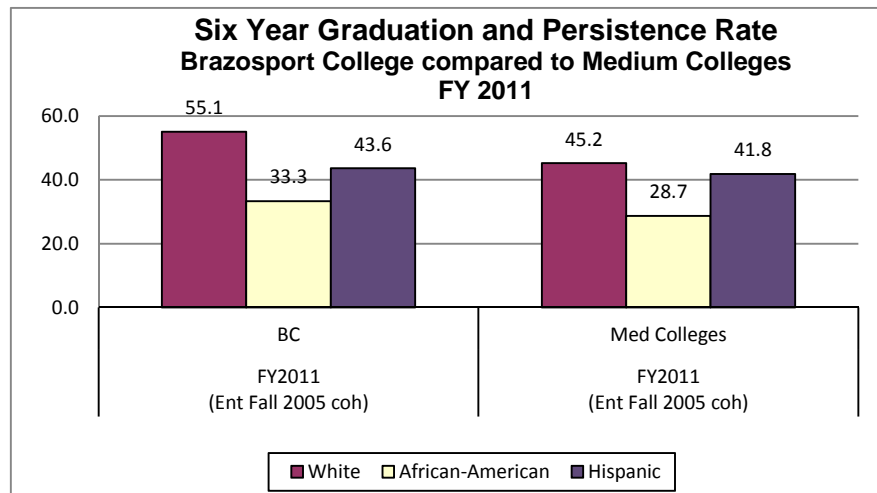
# SUCCESS

## V. Graduation/Persistence Rates from 2008, 2009, 2011



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

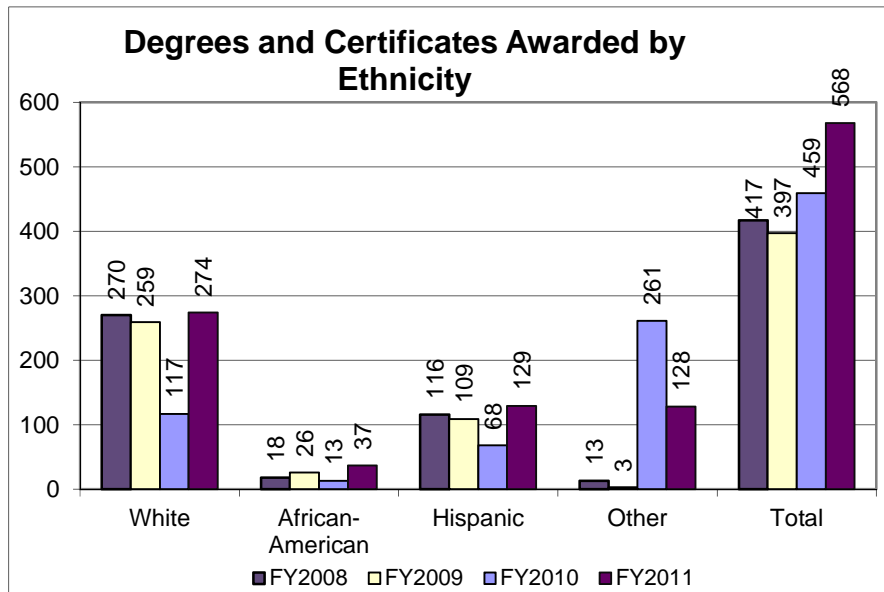
This graph shows the percentage of first-time, full-time, credential-seeking undergraduates by entering cohort that have graduated or are still enrolled in Texas public and private higher education after six academic years, disaggregated by ethnicity. The graduation rate for African-American students is affected by a lower number of students in the cohort. Fiscal year 2010 is not included because of an invalid dataset for 2004 when the cohort was misreported.



Note: Small sample sizes.

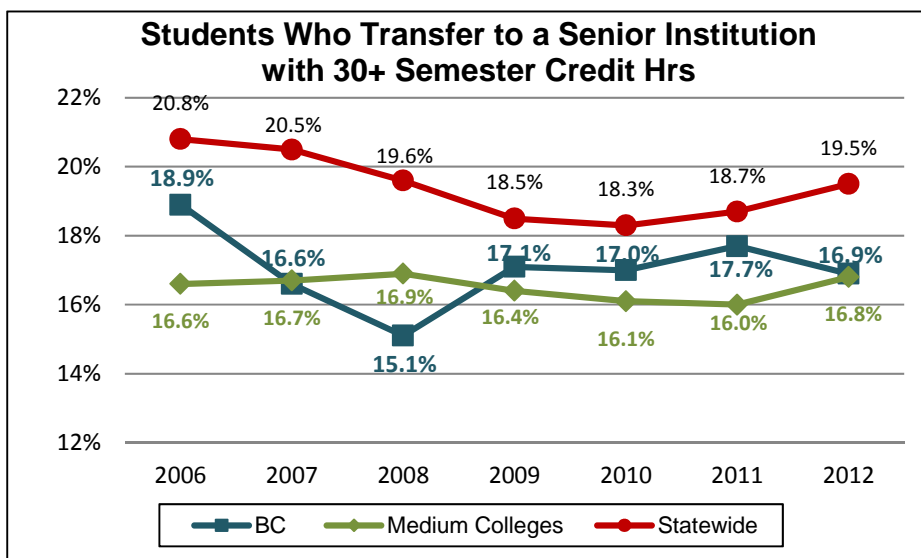
As compared to other Medium colleges in fiscal year 2011, Brazosport College's graduation and persistence rate was higher across all ethnic categories. In fact, graduation and persistence rates were significantly higher among White and African-American ethnic categories when compared to Medium colleges (BC increase compared to Medium colleges: Whites: +9.9 points, African-Americans: +4.6 points, and Hispanics: +1.8 points).

## VI. Degrees and Certificates Awarded



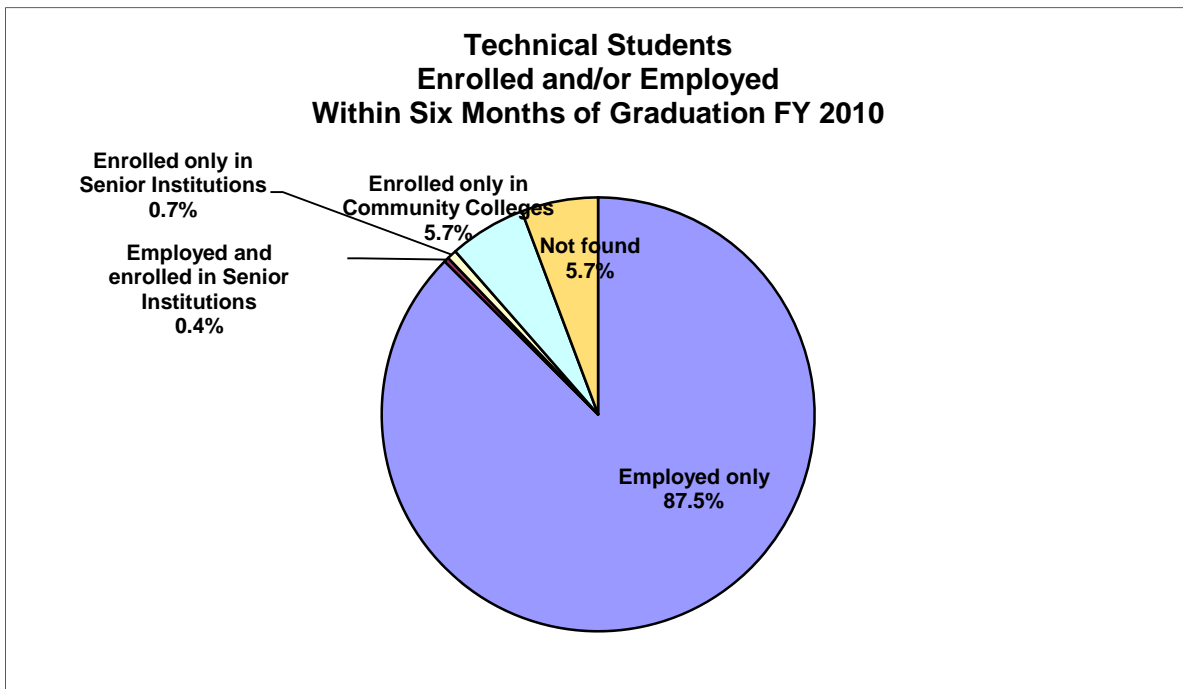
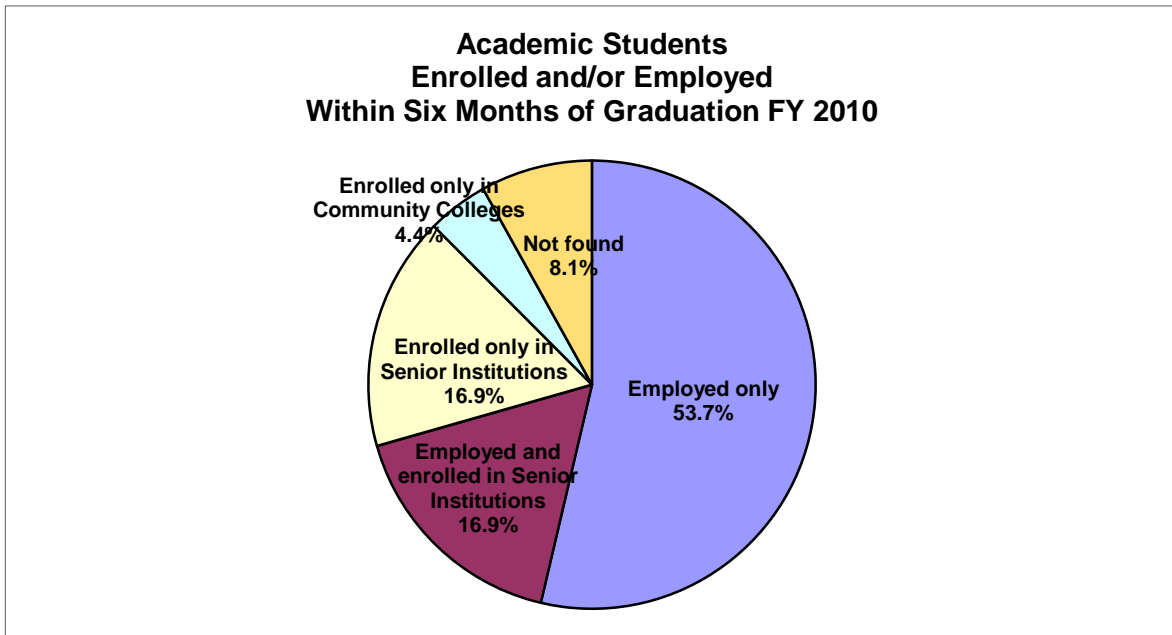
During fiscal year 2011, Brazosport College awarded the highest number of degrees and certificates over the past four years. In fact, the number of degrees and certificates awarded increased by 36% compared to FY2008. Because of the new federal race/ethnicity reporting that became effective fall 2010, longitudinal comparisons are difficult to make by ethnic category.

## VII. Percent of Students Who Transfer to a Senior Institution



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 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. More than eight out of ten (87.5%) technical students are employed-only compared to slightly more than one-half (53.7%) of the academic students. However, academic students are more likely to continue their education within six months of graduation. Approximately four out of ten (38.2%) academic students are enrolled-only in senior institutions or community colleges compared to less than one out of ten (6.8%) 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

The Texas Higher Education Coordinating Board has added a new 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. This model clearly differentiated momentum points from milestones and included many more items than what is listed below.

While there has been discussion about how momentum points/milestones could be used as part of the Accountability System, there is no definite plan for implementation of this measure as part of the funding formula. In reviewing momentum point/milestone data, Brazosport College increased the total annual momentum points by 26% during FY2010 when compared to FY2009.

Brazosport College Milestones	FY2009	FY2010	Difference
a. Math Readiness	108.0	190.0	82.0
b. Reading/Writing Readiness	154.0	103.0	-51.0
c. Pass First College-Level Math Course	254.0	587.0	333.0
d. Pass First College-Level Read/Write Course	653.5	976.0	322.5
e. Complete 15 SCH	1,304.0	1,482.0	178.0
f. Complete 30 SCH	695.0	863.0	168.0
g. Transfer to a 4-Year Institution	444.0	420.0	-24.0
h. Receive a Degree, Core Curriculum, or Certificate (unduplicated)	714.0	836.0	122.0
<b>Annual Momentum Point Total</b>	<b>4,326.5</b>	<b>5,457.0</b>	<b>1,130.5</b>

SCH = Semester credit hours