

Brazosport College Accountability Report

Prepared by the Office of Planning, Institutional Effectiveness and
Research

January 18, 2018

Executive Summary

Community colleges and the Texas Higher Education Coordinating Board (THECB) have created a statewide Accountability System to meet the requirement that they provide “the information necessary to determine the effectiveness and quality of the education students receive at individual institutions,” which also serves as “the basis to evaluate the institutions’ use of state resources.” Accountability System data are reported by individual college and by groups of colleges according to their size. Brazosport College (BC) is in the medium size category with 21 other colleges. This report contains accountability data on BC and medium sized colleges as a group. Key points are:

1. Enrollment headcount at BC for fall, 2017, is 4,244, down 1.6% compared to 2016 but about the same as 2015.
2. Enrollment headcount at BC of Hispanic students climbed 2%, 7% and 6% in the past three years, while the headcount of other categories remained essentially flat.
3. Total semester credit hours at BC for academic, technical and bachelor programs is up 1%, 4% and 3% respectively in 2016-2017 compared to the previous year.
4. Community Education contact hours declined 25% compared to the previous year, probably due to the increased availability of courses from non-college providers in the area.
5. The percentage of part-time students at BC has increased from 76% to 81% over the past three years, which is higher than the average of 69% for medium-sized colleges.
6. The percentage of dual-credit students at BC increased from 21% to 26% over the past three years.
7. The six-year graduation rate at BC for first-time full-time students declined from 47% to 39% over the past two years, possibly because these students entered college during the Great Recession, and many of them came because they lost their jobs and then left as soon as they could find another job but before they finished their degree or certificate program. Our graduation rate is still better than the average of 33% for medium-sized colleges.
8. BC awarded 989 degrees and certificates in 2016-2017, an increase of 25% compared to the previous year and an increase of 47% compared to three years ago.
9. The percentage of BC students who transfer to a senior institution declined from 20% in 2015 to 15% in 2016. The decline may be meaningless as our rates for the five years prior to 2015 are all between 17% and 18%, or it may reflect a trend seen at the state level where rates have gone from 21% to 19% to 16% in the last three years.
10. One year after completing a degree or certificate at BC, 86% of graduates are working compared to 70% for graduates of medium-sized colleges in general. If you combine graduates who are working only, working and enrolled in school, and enrolled in school only, the percentage for BC is 95% and for medium-sized colleges is 85%.
11. The percentages of BC graduates who passed their licensure exams on their first attempt in 2015-2016 are: Massage Therapy: 100%; Law Enforcement Academy: 100%; Paramedic: 63%; Nurse-LVN: 100%; Nurse Aide: 100%, and Associate Degree in Nursing: 91%.
12. BC earned 5,999 Success Points in 2016-2017, essentially the same as 2015-2016. Each district was funded \$172.58 per point for the FY2016 & FY2017 biennium.

PARTICIPATION

I. Fall Enrollments by Race and Ethnicity

The THECB began reporting enrollment data using the new federal race and ethnicity standards with fall 2010 enrollment data. Students self-identify their ethnicity and race. They are allowed to select only one ethnicity, “Hispanic or Latino” or “Not Hispanic or Latino,” but they can select multiple races from the five racial categories: American Indian or Alaska Native, Asian, Black or African-American, Native Hawaiian or Other Pacific Islander, and White.

Students who select “Hispanic or Latino” are reported as Hispanic regardless of the racial category they select. Students who select “Not Hispanic or Latino” are reported according to the race they select. Very few students at Brazosport College report themselves as American Indian or Alaska Native, Asian, or Native Hawaiian or Other Pacific Islander, so these students are grouped together in the “Other” category. Students who elect not to identify their race or ethnicity and students who identify as non-Hispanic and more than one race are also grouped in the “Other” category.

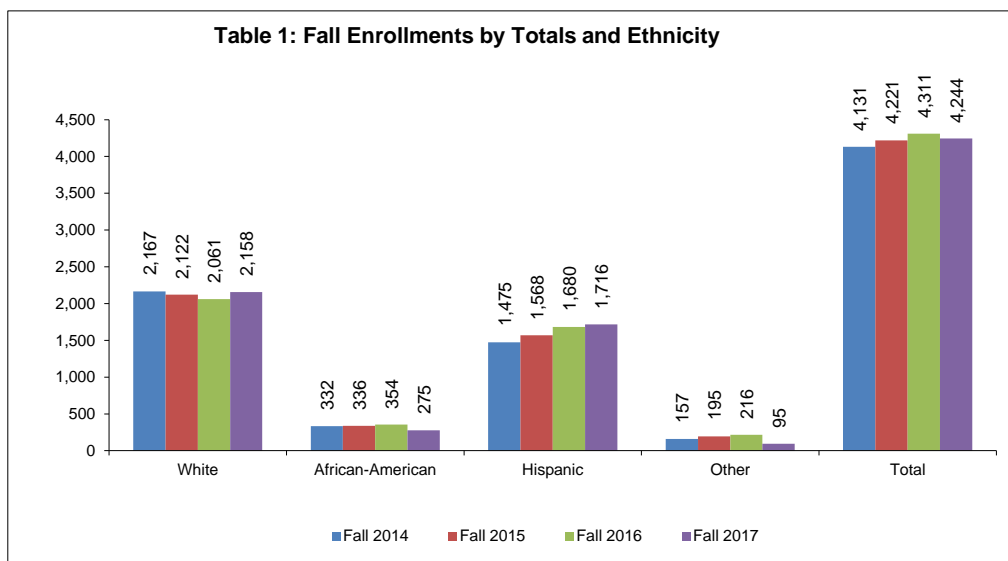


Table 1 indicates fall enrollments by race/ethnicity and total enrollment for the past four fall semesters (2014 – 2017). Overall, Brazosport College’s total fall 2017 enrollment decreased slightly (-1.6%) compared to the previous fall semester. To place this in context, the total fall 2017 enrollment change across all Texas community colleges was +0.2%*.

*Note: The Texas Association of Community Colleges provides preliminary fall headcounts (http://www.tacc.org/uploads/tiny_mce/data%20and%20info/enrollment/102917_enroll.pdf).

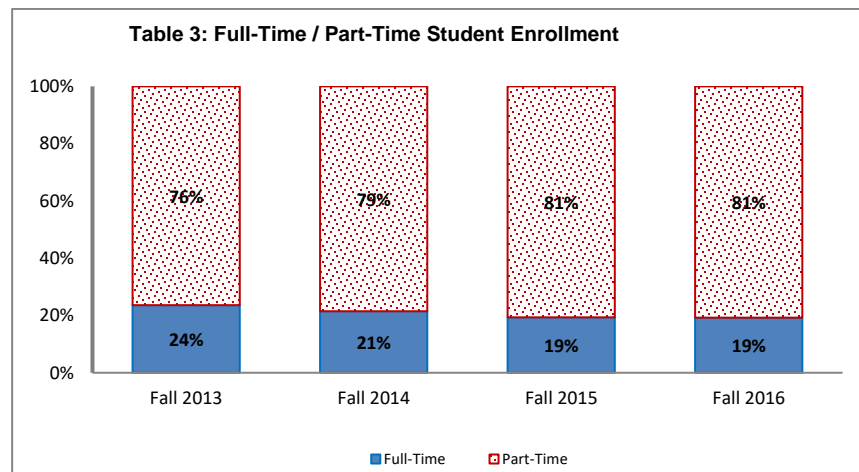
II. Semester Credit Hours/Contact Hours

Table 2: Semester Credit Hours	FY2014	FY2015	FY2016	2 Year % Change FY2014 to FY2016	1 Year % Change FY2015 to FY2016
Academic	49,420	48,597	49,113	-0.6%	1.1%
Technical	23,128	23,352	24,246	4.8%	3.8%
BAT	2,400	2,736	2,826	17.8%	3.3%
Contact Hours					
Academic	892,032	876,172	889,372	-0.3%	1.5%
Technical	626,304	621,504	635,136	1.4%	2.2%
BAT	38,400	43,504	45,216	17.8%	3.9%
Community Education	26,668	29,789	22,309	-16.3%	-25.1%

Table 2 shows that credit and contact hours for credit, technical and Bachelor of Applied Technology (BAT) programs increased over the past year. The THECB Accountability System reports Community Education (CE) contact hours only. Table 2 shows a decline in CE contact hours over the past two years.

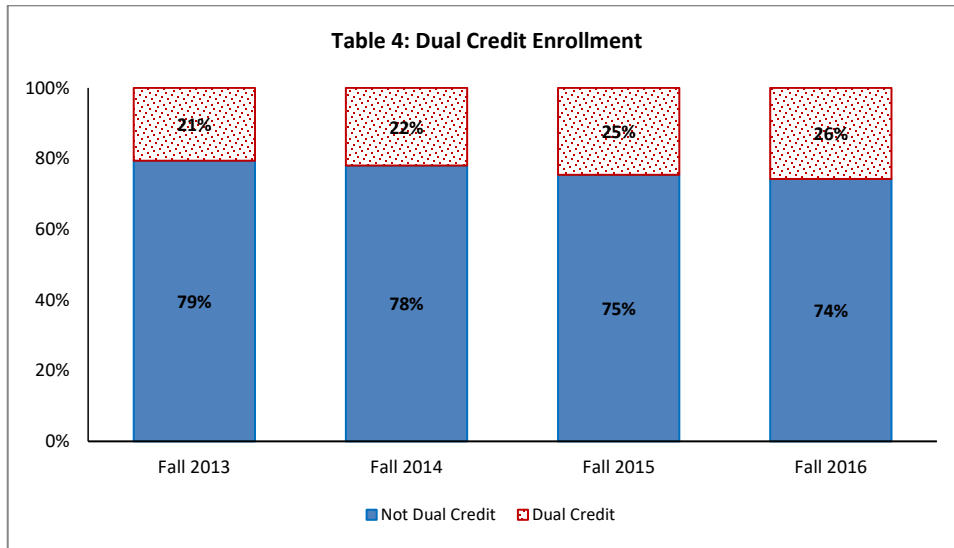
Community Education hours have declined due, in part, to environmental factors including the growing availability of classes through cities and local businesses as well as the transfer of significant grant funding authority to the Texas Workforce Commission. The CE department is monitoring the changing environment and exploring a realignment of its programs to a concentration on workforce outcomes to attract students who are not being served by other providers of community education.

III. Full-Time / Part-Time Student Enrollment



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. The percentage of fall 2016 full-time and part-time students at BC remained the same as the previous fall semester. BC continues to have a higher percentage of part-time students than many colleges of its size. When comparing BC to other Medium colleges, the percentage of part-time students at other Medium colleges was lower (68.7% Medium colleges vs. 81.0% BC).

IV. Dual Credit Enrollment

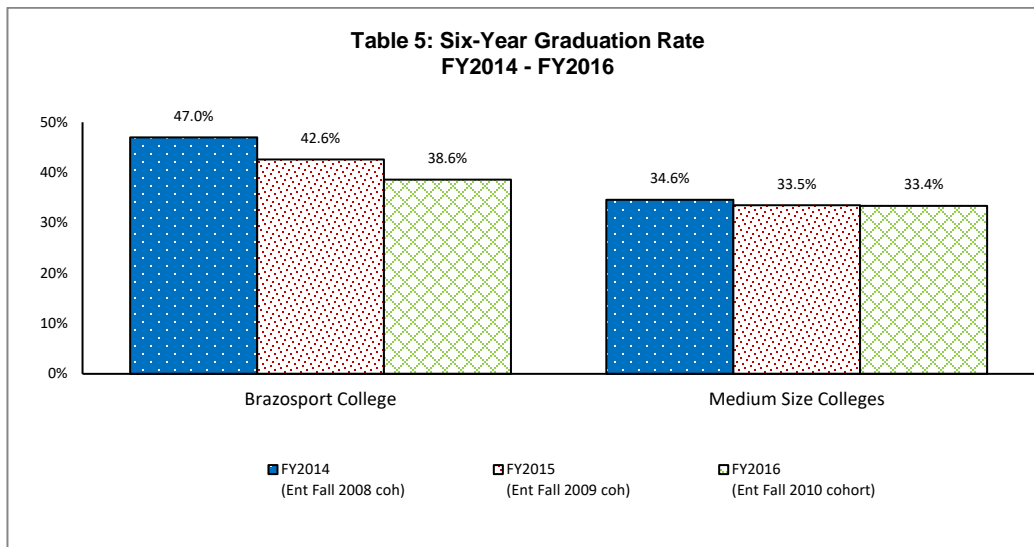


Brazosport College dual credit enrollment has risen 5.1 percentage points over the past four years. Students are classified as dual credit if they are taking Brazosport College classes while enrolled as a high school student. The increase in course offerings at the high school campuses has most likely attributed to the increase in dual credit enrollment.

SUCCESS

V. Graduation/Persistence Rates

Graduation and persistence rates are important measures of success. Students successfully achieve their educational goal by graduating and receiving a degree or certificate. Tables 5 – 6 report on Brazosport College’s graduation rates comparing them to medium colleges and disaggregating by ethnicity. The six-year graduation rate cohort includes students who were first-time, full-time credential-seeking students who enrolled in a minimum of 12 semester credit hours their first fall semester. The graduation rate measures the percentage of cohort students who graduated from Brazosport College or another Texas public or independent institution in six years.



Brazosport College’s 6-year graduation rate has decreased over the past two years (-8.4%), which is a concern. These students entered college during the Great Recession (2008-2010) and many students came to college because they lost their job and couldn’t find another. (Our enrollment surged by 11% during this period.) The economy started adding private-sector jobs in 2010, and we hypothesize that many students who came to college because they couldn’t find a job subsequently left college without completing a degree or certificate because they found a job before they finished their studies, which caused our graduation rate to decline. If this hypothesis is correct, our graduation rate may remain low for one or two more years because the nation lost 8.7 million jobs in the recession and did not regain them until the middle of 2014. Our graduation rate is still higher than at medium colleges overall (33.4%) or two-year institutions statewide (32.2%).

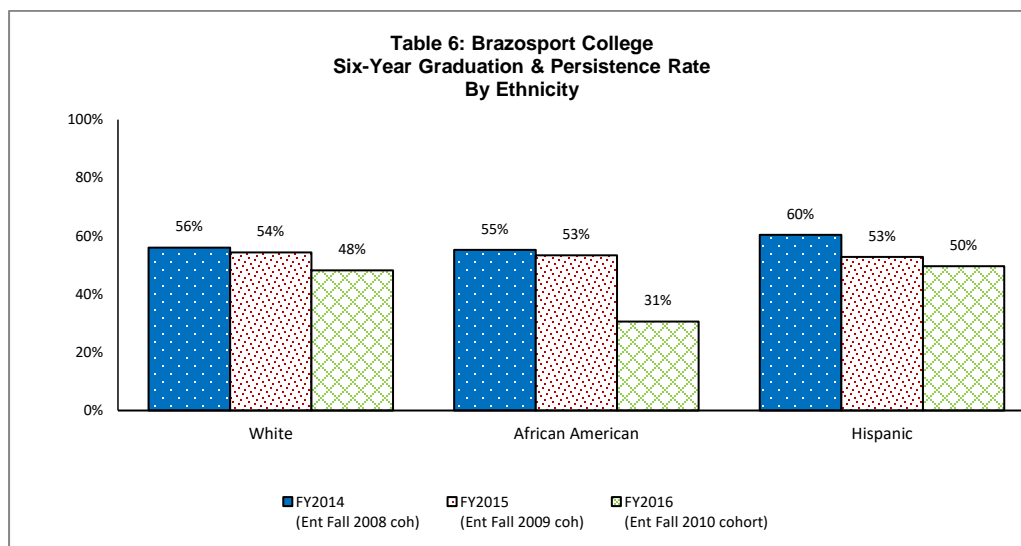
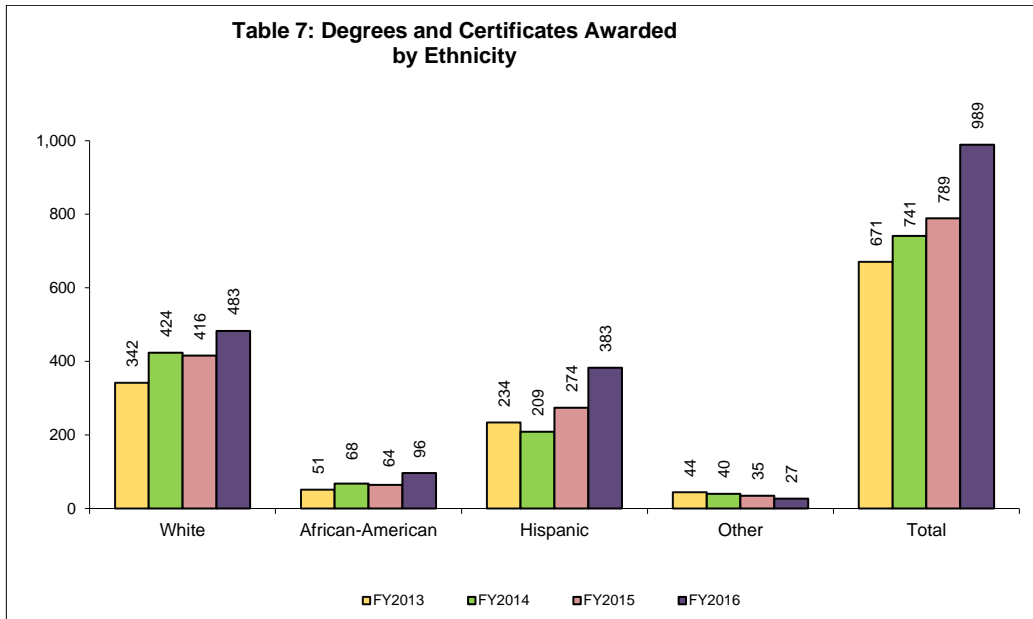


Table 6 indicates the percentage of first-time, full-time, credential-seeking undergraduates by entering cohort who have graduated or are still enrolled in Texas public and private higher education institutions after six academic years, disaggregated by ethnicity. Over the past two fiscal years, the six-year graduation and persistence rate have decreased in all ethnic categories. The African American category has seen the

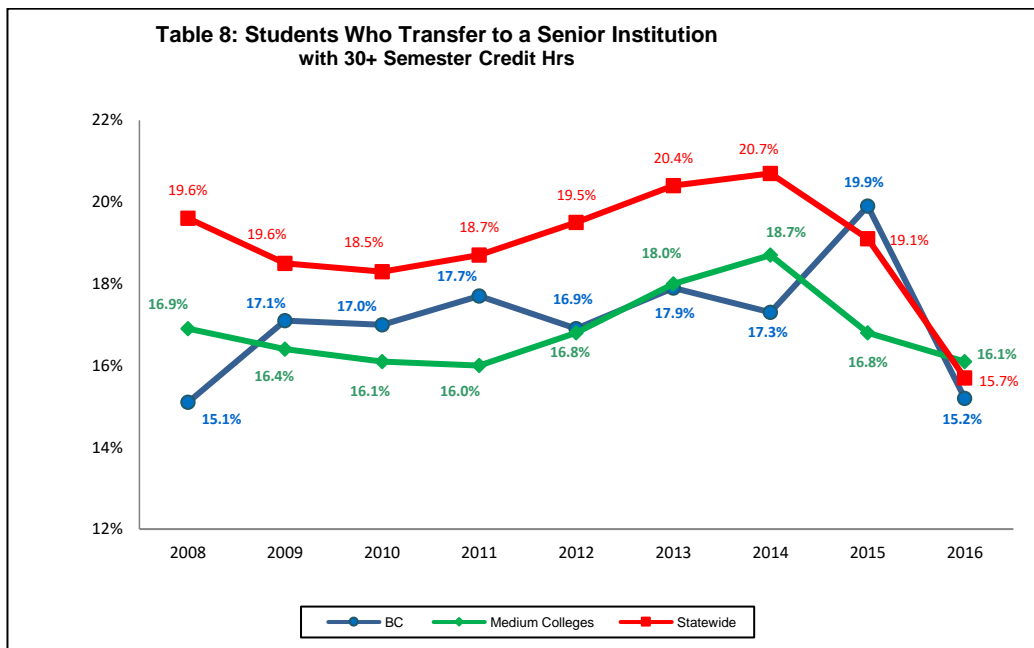
largest decrease in students graduating or still enrolled within six years, but BC only enrolls 10 to 20 first-time full-time African American students each year, so changes of one or two students appear as large percentage changes.

VI. Degrees and Certificates Awarded



During fiscal year 2016, BC awarded the highest number of degrees and certificates over the past four years (Table 7). The number of degrees and certificates awarded increased by 47% from FY2013 to FY2016 and increased by 25% in FY2016 compared to the previous fiscal year. Minority students achieved the greatest increase in awards from FY2015 to FY2016, with an increase of 40% or more.

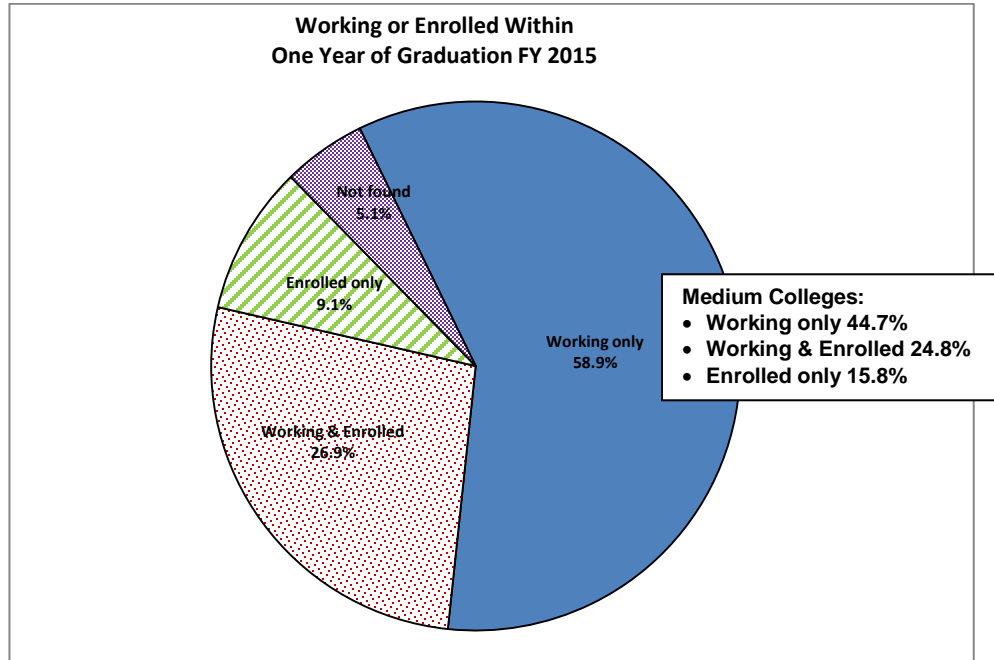
VII. Percent of Students Who Transfer to a Senior Institution



This measure represented in Table 8 includes the cohort of first-time students who enrolled at BC six years prior to the year reported and accumulated at least 30 credit hours at the institution before transferring for the first time to a four-year institution. 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. In 2016, transfer rates decreased among medium colleges, statewide and BC compared to the previous year. BC's transfer rate has been about 17% for several years. Last year it rose to 20%, and this year it fell to 15%, but these variations appear to be random and not a consistent trend.

VIII. Status after Graduation



The pie chart shows differences in enrollment status within one year of completing a degree or a certificate at Brazosport College. More than eight out of ten BC graduates (85.8%) are employed within one year of graduation compared to seven out of ten (69.5%) medium college graduates. However, a larger percentage of medium college graduates are continuing their education (“enrolled only” and “working & enrolled”) compared to Brazosport College graduates.

EXCELLENCE

IX. Licensure Rates

Table 9: Licensure Pass Rates	2013-14	2014-15	2015-16
Massage Therapy	100	100	100
Law Enforcement, Peace Officer-Academy	100	100	100
Emergency Medical Technician-Paramedic	54	47	63
Nurse-LVN	100	100	100
Nurse Aide	89	50	100
Associate Degree Nursing	94	93	91

Over the past three years, BC has made progress in improving the pass rates in several of its programs. In 2015-2016, four of six programs achieved 100% pass rates while one program experienced a slight decrease in pass rates. Licensure pass rates include only results for first-time test takers. Students have opportunities to retest on State licensure exams.

SUCCESS POINTS

State funding is partially based on a student achievement points system. Success points are earned as students progress along a continuum from successful completion of college readiness courses to intermediate success measures (e.g., pass 1st college math course) to successful outcome metrics (e.g., degree awarded; transfer to university). For the FY2016 & FY2017 biennium (84th Legislature), the student success appropriation was distributed to the fifty college districts by the following method:

- \$169.2 million was appropriated for student success points.
- 980,204 student success points were earned by the 50 public community/junior college districts.
- The appropriated amount (\$169.2 million) was divided by the total number of points (980,204) to determine the dollar amount per point (\$172.58).
- Each district was funded \$172.58 per point for the FY2016 & FY2017 biennium.

As shown in the Table 10, from FY2014 to FY2016 BC’s success points have increased on the following important measures: Students who pass first college-level math course (+49.9%); Students who pass first college-level writing course (+22.6%), Degrees, core curriculum, or certificates – unduplicated (+18.8%); Degrees or certificates in critical fields (+29.6%); and, Annual success point total (5.5%).

The table also shows lower numbers in the six categories related to readiness and passing the first college-level course in math, reading and writing. The cause of this reduction is not known, but it may be related to the sudden state-wide drop in the percentage of first-time students meeting college-readiness standards that occurred from 2013-2014 (57%) to 2014-2015 (37%).

Table 10: Success Points	FY2014	FY2015	FY2016	3-year Average
Math Readiness	112	141	111	121
Read Readiness	39	30	25	31
Write Readiness	42	35	26	34
Students Who Complete 15 SCH	1,309	1,263	1,251	1,274
Students Who Complete 30 SCH	777	739	753	756
Students Who Transfer to a 4-Year Institution	874	848	780	834
Students Who Pass First College-Level Math Course	337	566	505	469
Students Who Pass First College-Level Read Course	460	496	441	466
Students Who Pass First College-Level Write Course	337	399	413	383
Degrees, Core Curriculum or Certificates (Unduplicated)	1,088	1,068	1,292	1,149
Degrees or Certificates in Critical Fields	311	403	403	372
Annual Success Point Total	5,686	5,987	5,999	5,890

SCH = Semester credit hours