

## Closing the Gaps Board of Regents Fall 2014

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
2014	4,359	4,211*

\*Enrollment as of 8/29/2014

**Status: Below Target.**

### Enrollment (percentages) for ethnic groups:

Ethnicity	2002 Actual	2008 Actual	2009 Actual	2010 Actual	2011 Actual	2012 Actual	2013 Actual	2014*	2015 Predicted
White	66.88	63.03	62.93	57.71	54.0	52.7	55.8	53.00	57.0
African American	6.81	7.28	8.08	6.88	7.7	8.3	7.7	8.70	9.0
Hispanic	23.80	27.81	26.87	27.29	32.0	33.8	34.8	32.40	31.5

\*As of 8/29/14

Source: Actual data gathered from THECB Accountability Report.

The Fall 2014 Hispanic population percentage exceed the 2015 CTG target. White student population percentage did not exceed the 2015 CTG target. The African American population percentage also did not exceed the 2015 CTG target; however, the percentage has increased and is higher than previous years.

**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				
	White	African-American	Hispanic	Total	Target
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
2012-13	347	42	237	679	607
2013-14	342	51	234	671	666

Source: Actual data gathered from THECB Accountability Report.

Increasing the number of degrees and certificates is an institutional goal that has been established by Brazosport College, and the efforts of the college community have been effective. For example, during the 2014 academic year, there was a 21.4 percent increase in the number of degrees and certificates awarded to African American students.



## Satisfaction Report September 2014

### **Background**

Satisfaction data for the 2014 Board of Regents Report comes from the Community College Survey of Student Engagement developed by the University of Texas. Board members have reviewed data from this survey in previous years, most recently in 2012.

The Community College Survey of Student Engagement (CCSSE) was developed to assess key areas of student engagement in credit programs, defined as the amount of time and energy that students invest in meaningful educational activities. The survey includes questions about student experiences at the college, specific questions about coursework, time spent on learning activities, interactions with faculty and fellow students, and satisfaction with programs and services.

CCSSE uses a three-year analysis (2012-2014) of participating colleges in their cohort. The 2014 CCSSE cohort included more than 400,000 student respondents from 684 community colleges in 48 states, the District of Columbia, three Canadian provinces, plus Bermuda, Micronesia, and the Marshall Islands. These data are reported based on size of the institution and on responses from all participants. The CCSSE report also provides information about how students view their work at Brazosport College and allows benchmarking among similar-sized institutions and the 2014 CCSSE cohort. The Brazosport College cohort consists of the 2014 survey year data which contained 508 respondents. The profile below provides a description of the BC respondents. The CCSSE report is shared with the college community and provides important data for the Planning and Institutional Effectiveness Council as well as staff members in program development. The complete report can be found at <http://www.brazosport.edu/pier> on the *Survey Results* page.

### **Profile of Brazosport College Students Responding to CCSSE**

Characteristics of the Brazosport College student respondents in credit classes in the 2014 CCSSE survey are shown below:

- 48% of the respondents were male, 50% were female, 2% did not report gender.
- Ages of respondents were from 18 to 64. Approximately 60 % were 18-24 years old.
- The ethnicity of the respondents was 52% White, 32% Hispanic, 6% African American, and 10% other.
- 55% reported attending college full-time.
- 81% of the respondents started at Brazosport College.

- 49.8% reported that they work more than 30 hours per week.
- 13.8% reported that English was not their first language.
- 26.3% reported their mother’s highest educational level was a high school diploma or GED, and 24.5% reported their father’s highest educational level was a high school diploma or GED.
- 28% reported they are married.
- 44.2% reported having children living in the same household with them.

### CCSSE Satisfaction with Programs and Services

The following table displays satisfaction results with programs and services from the administration of the 2014 CCSSE survey along with comparison results for Texas small colleges and the entire CCSSE sample of colleges. Texas small colleges are those with fall enrollments fewer than 4,500. Data are reported based on percentages of students who indicate that they were “somewhat satisfied” or “very satisfied” with the following survey items.

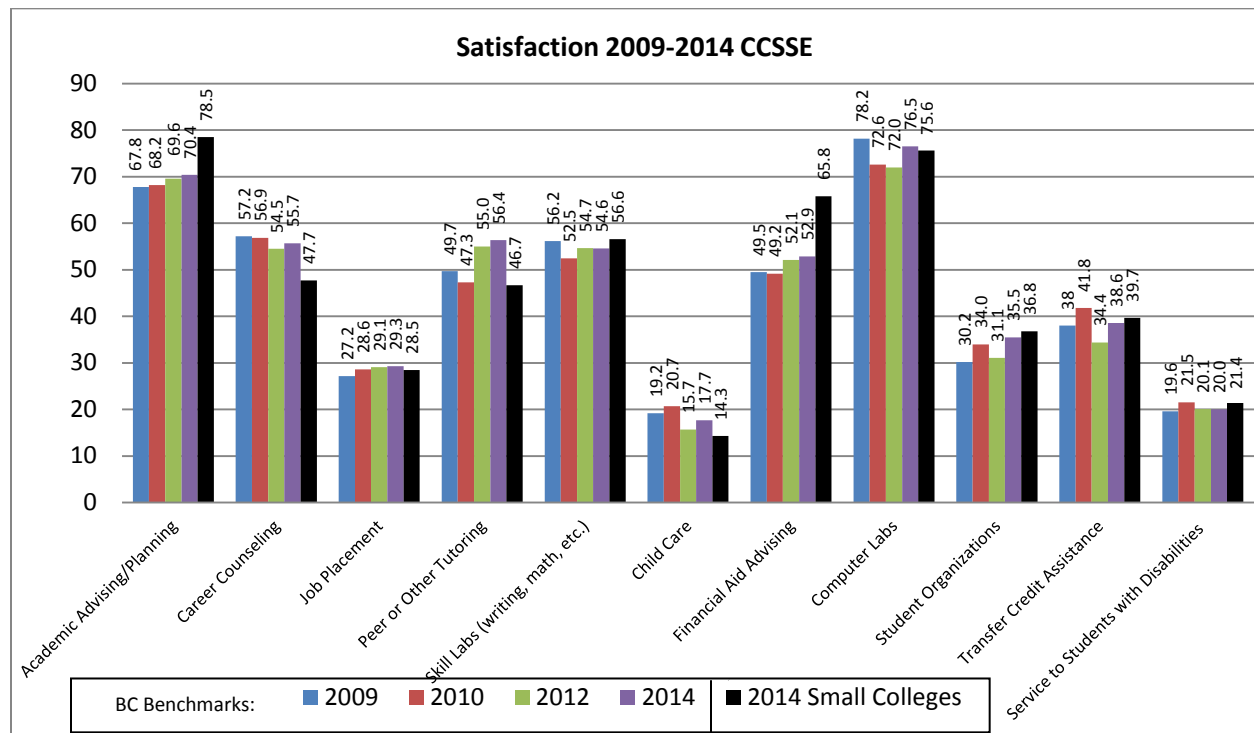
#### Satisfaction Percentages

CCSSE Satisfaction Constructs	BC 2012	BC 2014	Small Colleges 2014	CCSSE 2014
Academic Advising/Planning	69.6	↑ 70.4	78.5	74.6
Career Counseling	54.5	↑ <b>55.7</b>	47.7	45.7
Job Placement	29.1	↑ <b>29.3</b>	28.5	24.5
Peer or Other Tutoring	55.0	↑ <b>56.4</b>	46.7	45.4
Skill Labs (writing, math, etc.)	54.7	54.6	56.6	53.7
Child Care	15.7	↑ <b>17.7</b>	14.3	12.5
Financial Aid Advising	52.1	↑ 52.9	65.8	58.9
Computer Labs	72.0	↑ <b>76.5</b>	75.6	72.8
Student Organizations	31.1	↑ 35.5	36.8	32.7
Transfer Credit Assistance	34.4	↑ 38.6	39.7	38.4
Service to Students with Disabilities	20.1	20.0	21.4	19.4

The green arrows represent the nine Brazosport College constructs that showed an increase from 2012 to 2014. Some of the increases are small; however, “Computer Labs,” “Student Organizations,” and “Transfer Credit Assistance” showed increases by 4.5%, 4.4%, and 4.2% respectively in satisfaction ratings. The five 2014 BC constructs in bold represent areas that have higher satisfaction than both the 2014 small colleges and the 2014 CCSSE cohort.

The table below displays all BC satisfaction results since 2009 by CCSSE construct. The black bar in each construct represents the 2014 small college result. This bar could be viewed as a measuring stick. For five out of the eleven constructs, BC’s measures are greater than, or the same as the small college average. Nine of the eleven constructs increased from 2012. Financial Aid is trending up in satisfaction with inroads being made in getting students to complete the

FAFSA, but that process is still challenging. Some students still make their college-going decision late and delay the financial aid process.



Two other survey items from CCSSE give information about student satisfaction with Brazosport College. These items relate to “recommending this college to family and friends” and the “entire educational experience at this college.” The percentage of respondents who replied “yes” to the first item is shown in the following table. A very large number of our students would recommend our institution.

Survey Item	2010	2012	2014
Would you recommend this college to a friend or family?	97.2%	96.4%	96.6 %

The percentage of students responding “Good” or “Excellent” to the second item is shown in the table below. The respondents rated their educational experience at Brazosport College highly.

Survey Item	2010	2012	2014
How would you evaluate your entire educational experience at this college?	87.7%	90.5%	89.2%



**Course/Instructor Evaluations  
Satisfaction Report  
September 2013 to August 2014**

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 2013 and August 2014.

**Community Education – Class Evaluation – Short Form**

	Agree	Disagree	Does not apply
My instructor seems well-prepared for class	45 95.7%	2 4.3%	0 0.0%
My instructor begins class on time	47 100.0%	0 0.0%	0 0.0%
My instructor maintains a classroom free of disruptions	45 95.7%	2 4.3%	0 0.0%
My instructor seems impatient with questions and comments from students	3 6.4%	42 89.4%	2 4.3%
My instructor seems enthusiastic about teaching	47 100.0%	0 0.0%	0 0.0%
My instructor communicates at a level that is easy for me to understand	46 97.9%	1 2.1%	0 0.0%
My instructor spends too much class time sharing irrelevant or personal information	3 6.5%	43 93.5%	0 0.0%
Materials, supplies, and equipment related to the class met my expectations	44 93.6%	3 6.4%	0 0.0%

There are four additional survey items that the respondents rate a 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.

	2013-14 Mean
My level of satisfaction of the course is:	9.08
The overall quality of the course is:	9.30
To what extent did this course meet your needs?	9.18
The degree to which I consider my instructor to be experienced and professional.	9.37

### Community Education – Class Evaluation – Long Form

	Agree	Disagree	Does not apply	Total
1. My instructor covers content in an orderly manner	48 96.0%	2 4.0%	0 0.0%	50 100.0%
2. My instructor has one or more distracting mannerisms that interfere with my ability to concentrate	8 16.0%	36 72.0%	6 12.0%	50 100.0%
3. My instructor uses teaching methods that help me learn	44 88.0%	5 10.0%	1 2.0%	50 100.0%
4. My instructor returns work (tests, papers, etc) within a reasonable period of time	39 83.0%	1 2.1%	7 14.9%	47 100.0%
5. My instructor seems well-prepared for class	47 94.0%	3 6.0%	0 0.0%	50 100.0%
6. My instructor provides clear, written copies of classroom policies	45 90.0%	0 0.0%	5 10.0%	50 100.0%
7. My instructor is inconsistent in following classroom policies	9 18.0%	33 66.0%	8 16.0%	50 100.0%
8. My instructor maintains a classroom free of disruptions	47 94.0%	0 0.0%	3 6.0%	50 100.0%
9. My instructor begins class on time	45 91.8%	3 6.1%	1 2.0%	49 100.0%
10. My instructor consistently ends class at the scheduled time	44 88.0%	5 10.0%	1 2.0%	50 100.0%
11. My instructor uses class time well	43 87.8%	6 12.2%	0 0.0%	49 100.0%
12. My instructor seems impatient with questions and comments from students	5 10.2%	41 83.7%	3 6.1%	49 100.0%
13. My instructor uses audio-visual aids effectively (chalkboard, video, projector, etc)	44 88.0%	2 4.0%	4 8.0%	50 100.0%
14. My instructor is enthusiastic about teaching	43 89.6%	4 8.3%	1 2.1%	48 100.0%

15. My instructor helps me improve my ability to think and solve problems	45	2	2	49
	91.8%	4.1%	4.1%	100.0%
16. My instructor inspires learning in a positive manner	45	3	2	50
	90.0%	6.0%	4.0%	100.0%
17. My instructor encourages students to ask questions and express opinions	49	1	0	50
	98.0%	2.0%	0.0%	100.0%
18. My instructor communicates at a level that is easy for me to understand	46	4	0	50
	92.0%	8.0%	0.0%	100.0%
19. My instructor relates course content to everyday life and-or the workplace	47	1	1	49
	95.9%	2.0%	2.0%	100.0%
20. My instructor spends too much class time sharing irrelevant-personal information	4	43	3	50
	8.0%	86.0%	6.0%	100.0%
21. My instructor is prepared for class meetings	45	2	3	50
	90.0%	4.0%	6.0%	100.0%
22. I am interested in being in this class	49	1	0	50
	98.0%	2.0%	0.0%	100.0%
23. I am interested in learning the material	50	0	0	50
	100.0%	0.0%	0.0%	100.0%
24. This class is challenging to me intellectually	26	19	5	50
	52.0%	38.0%	10.0%	100.0%
25. I cut this course more frequently than other courses	3	35	12	50
	6.0%	70.0%	24.0%	100.0%
26. Materials, supplies, and equipment related to the class meet my expectations	44	4	1	49
	89.8%	8.2%	2.0%	100.0%

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.

	2013-14 Mean
My level of satisfaction of the course is:	8.96
The overall quality of the course is:	9.15
To what extent did this course meet your needs?	9.26
How comfortable was the temperature in the classroom?	5.86
The degree to which I consider my instructor to be experienced and professional.	9.37

In general, these averages indicate that students rate Community Education courses highly.





## Satisfaction Report September 2013 – August 2014

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 2013 through August 2014, over 1,800 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.	58%	35%	6%	1%	0%	93%
2. I had the information required to register and begin this course.	60%	36%	3%	1%	0%	96%
3. The facility was satisfactory.	65%	32%	2%	1%	1%	97%
4. From the time I first tried to register – the timeframe was reasonable.	58%	35%	5%	2%	1%	93%
5. I clearly understood the course objectives.	61%	35%	3%	0%	0%	96%
6. The course met all of its stated objectives.	62%	34%	3%	1%	0%	96%
7. The delivery method(s) was an effective way for me to learn this subject matter.	63%	33%	3%	1%	0%	96%
8. Participant materials were useful during this course.	61%	33%	4%	1%	0%	94%
9. Total time in class was appropriate for this course.	57%	34%	5%	3%	1%	91%
10. The course content was logically organized.	62%	34%	3%	1%	0%	96%
11. The balance of time between lecture and other learning methods was effective.	61%	33%	4%	2%	1%	94%
12. Overall, the instructor was effective.	70%	26%	3%	0%	0%	96%
13. My knowledge &/or skills increased as a result of this course.	60%	34%	5%	1%	0%	94%
14. The knowledge &/or skills gained through this course are directly applicable to my job.	60%	34%	5%	1%	0%	94%
15. Overall, I was satisfied with this course.	62%	33%	4%	1%	0%	95%

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, 95% of the respondents indicated that they were satisfied with their courses.



**BRAZOSPORT COLLEGE**  
**SMALL BUSINESS**  
**DEVELOPMENT CENTER**

**Satisfaction Report on Consulting Services**

**July 2013 to June 2014**

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/industry 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 2013 to June 2014 shows that our clients are pleased with our services and would recommend the SBDC to family and friends in the Brazoria County area.

Survey comments include the following:

- *The SBDC advisors are very helpful, professional, friendly, courteous, flexible, and extremely knowledgeable in their field*
- *They helped us figure out financing and a business plan.*
- *The SBDC is an invaluable resource to small businesses.*

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

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.