

## Executive Summary

### Accountability Report

The Board of Regents reviews Brazosport College's (BC) performance on state measures with the 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" which serves as "the basis to evaluate the institutions' use of state resources." Community colleges and the THECB have worked in concert to create a statewide Accountability System to meet this requirement.

The Accountability System is closely tied to the *Closing the Gaps* (CTG) initiative that began in 2000 and several statewide goals were set for higher education to attain by 2015. The essential parts of this initiative that serve as the focus of this report are as follows: **participation** (primarily access and enrollment); **success** (degrees, certificates, persistence, employment, and transfer); **excellence** (licensure rates), and **momentum/student success points**.

Data from the Accountability System are reported by college and by groups of colleges. The THECB divided colleges by size using the following categories: Very Large, Large, Medium, and Small colleges. BC is in the Medium category with 22 other colleges. The medium institutions are used for comparison throughout the remainder of this report. These data show that BC compares favorably to colleges in the Medium category.

# PARTICIPATION

## I. Fall Enrollments by Ethnicity

The 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. Many students elect not to report their ethnicity. This is reflected in the “other” category responses.

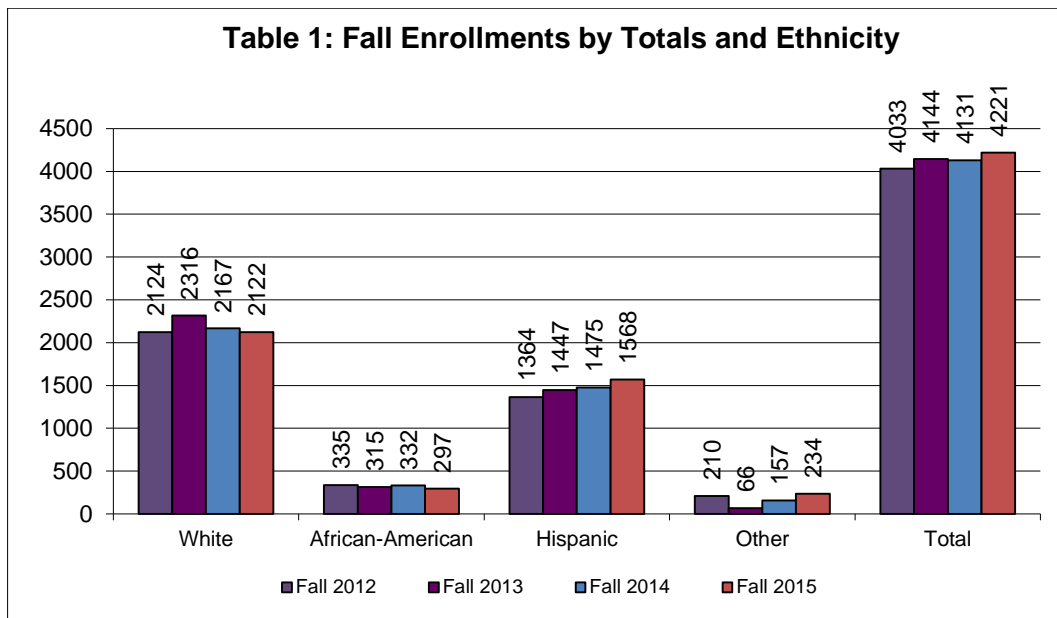
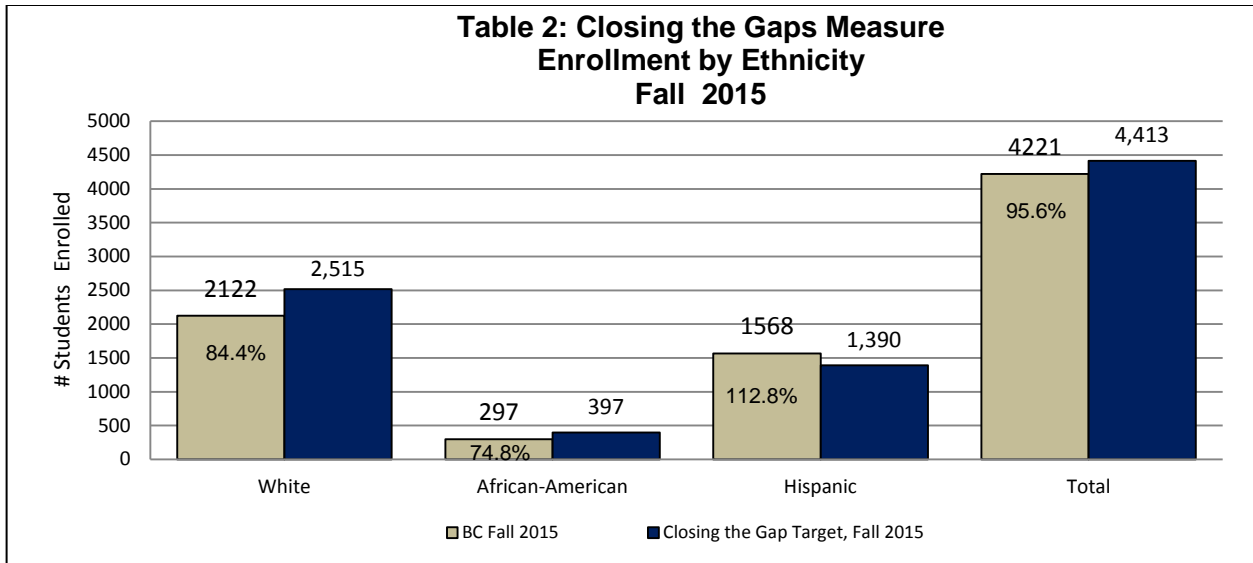


Table 1 indicates fall enrollments by ethnicity and total enrollment for the past four fall semesters (2012 – 2015). Overall, BC total fall 2015 enrollment was up (+2.2%) compared to the previous fall semester. To place this in context, however, the most recent average fall enrollment change across all Medium Texas community colleges for which we have data, fall 2014, was -2.3%\*.

\*Note: The THECB Accountability Report fall 2014 indicates enrollment decreased an average of -2.3% across all Medium Texas community colleges ([http://www.txhighereddata.org/Interactive/Accountability/CC\\_Participation.cfm](http://www.txhighereddata.org/Interactive/Accountability/CC_Participation.cfm)).



BC's fall 2015 credit enrollment is currently at approximately 95.6% of the CTG target. The enrollment for the Hispanic category has exceeded the fall target. African-American and White groups are currently short of their respective targets. There have been marketing initiatives (mailings, website development, peer recruitment, etc.) established toward the improvement of community awareness of the opportunities available at BC which are expected to help with closing these gaps.

## II. Enrollment and Service Area Representation

<b>Table 3: Service Area Representation (%)</b>				
<b>Ethnicity</b>	FY2011	FY2012	FY2013	FY2014
White	-0.9	2.8	2.4	3.0
African-American	-1.4	-4.2	-4.3	-4.0
Hispanic	-5.1	4.0	4.2	4.6
Other	7.4	-2.6	-2.2	-3.7
<b>Gender</b>				
Male	-6.3	-1.8	-0.7	1.9
Female	6.3	1.8	0.7	-1.9

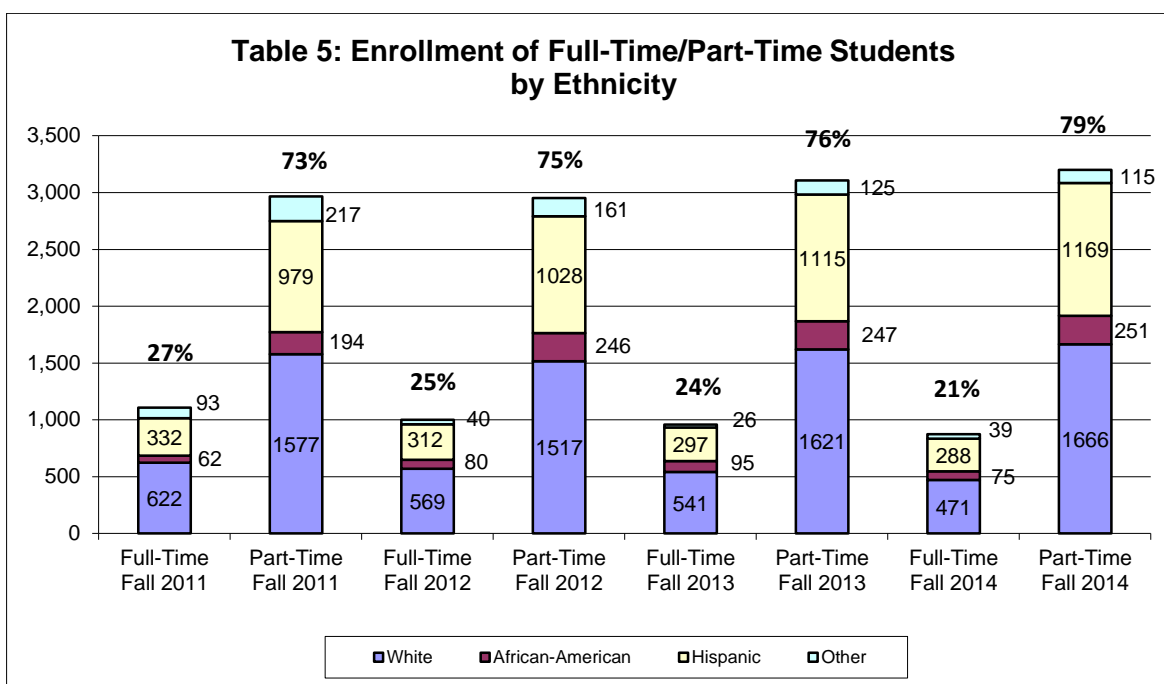
Table 3 indicates the gap between the ethnic/gender percentages enrolled at BC and the ethnic/gender percentages in the service area population. As stated in the above section, marketing initiatives have been employed toward achieving community awareness of opportunities at BC. It is expected these initiatives will help enrollment and service area representation.

### III. Semester Credit Hours/Contact Hours

<b>Table 4: Semester Credit Hours</b>	FY2010	FY2013	FY2014	%Change FY2010 to FY2014	%Change FY2013 to FY2014
Academic	58,836	56,212	54,592	-7.2%	-2.9%
Technical	17,943	21,122	22,586	25.9%	6.9%
<b>Contact Hours</b>					
Academic	1,085,616	1,014,848	983,904	-9.4%	-3.0%
Technical	492,256	592,464	617,104	25.4%	4.2%
Community Education	60,304	40,366	31,279	-48.1%	-22.5%

Credit and contact hours for technical programs have increased over the past five years. There is a decrease, however, in academic semester credit hours and contact hours as well as for Community Education.

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

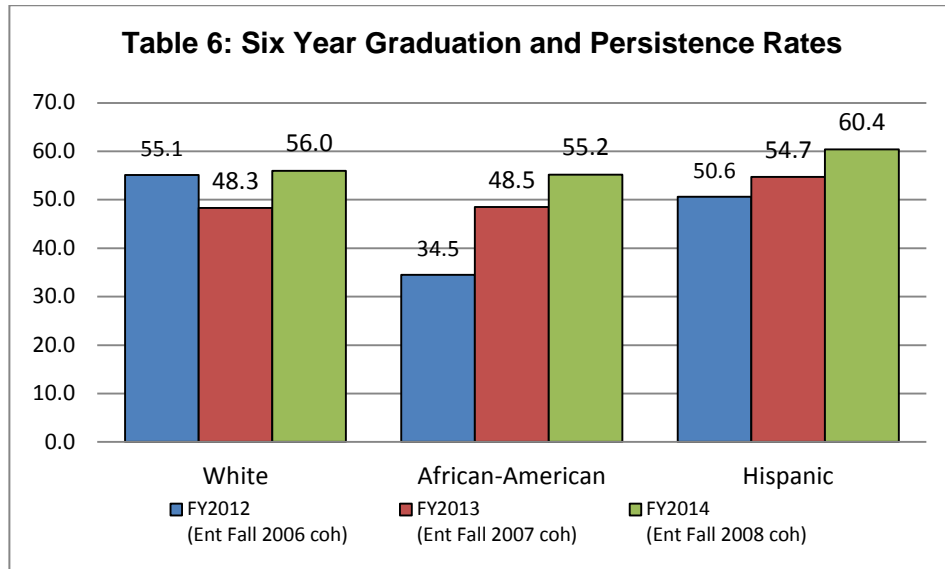


Note: Data in this graph include only credential-seeking students.

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. Since fall 2011, the percentage of part-time students at BC has steadily increased. In the fall 2014 semester, BC part-time, credential-seeking student enrollment rose to a high of 79%. 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 lower (66.3% Medium colleges vs. 79.0% BC).

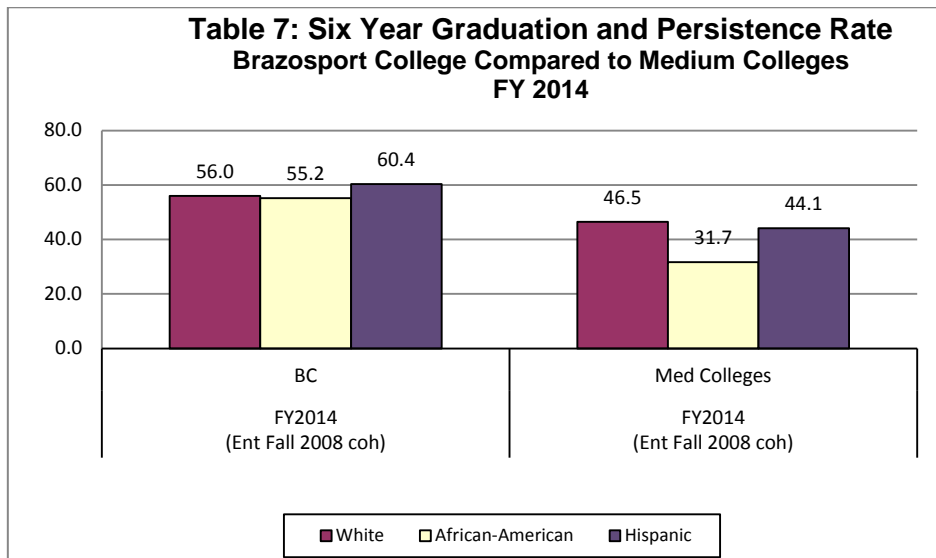
# SUCCESS

## V. Graduation/Persistence Rates from 2012, 2013, & 2014



Note: FY = Fiscal Year.

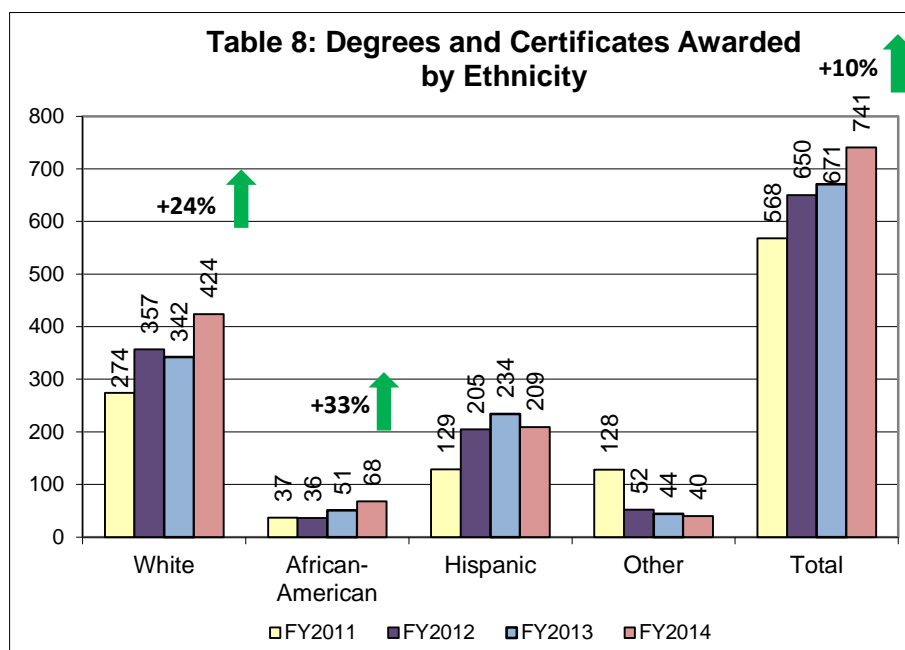
Table 6 indicates the percentage of first-time, full-time, credential-seeking undergraduates by entering cohort who have graduated or are still enrolled in Texas public and private higher education institutions after six academic years, disaggregated by ethnicity. The six year graduation and persistence rate has increased within **all** ethnic categories when compared to FY2012 and FY2013. From FY2012 to FY2014, the largest increase occurred within the African-American category.



Note: Small sample sizes.

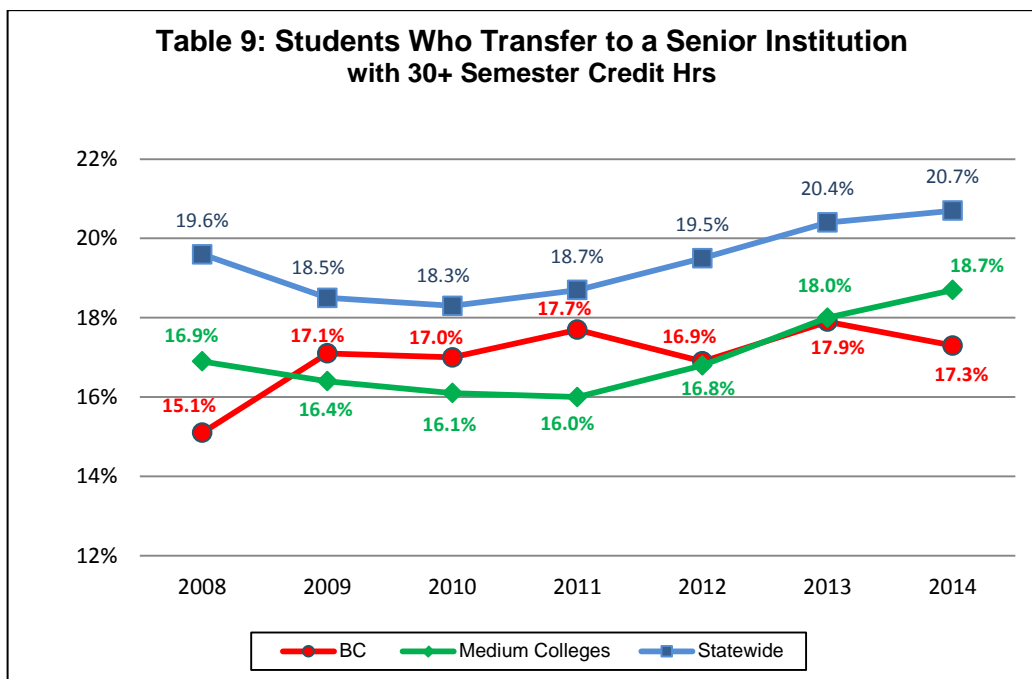
Compared to other Medium colleges in fiscal year 2014, BC's graduation and persistence rate was higher across **all** ethnic categories. In fact, graduation and persistence rates were much higher among African-American and Hispanic ethnic categories when compared to Medium colleges (White: +9.5 points, African-American: +23.5 points, and Hispanic: +16.3 points).

## VI. Degrees and Certificates Awarded



During fiscal year 2014, BC awarded the highest number of degrees and certificates over the past four years (Table 8). The number of degrees and certificates awarded increased by 30.5% from FY2011.

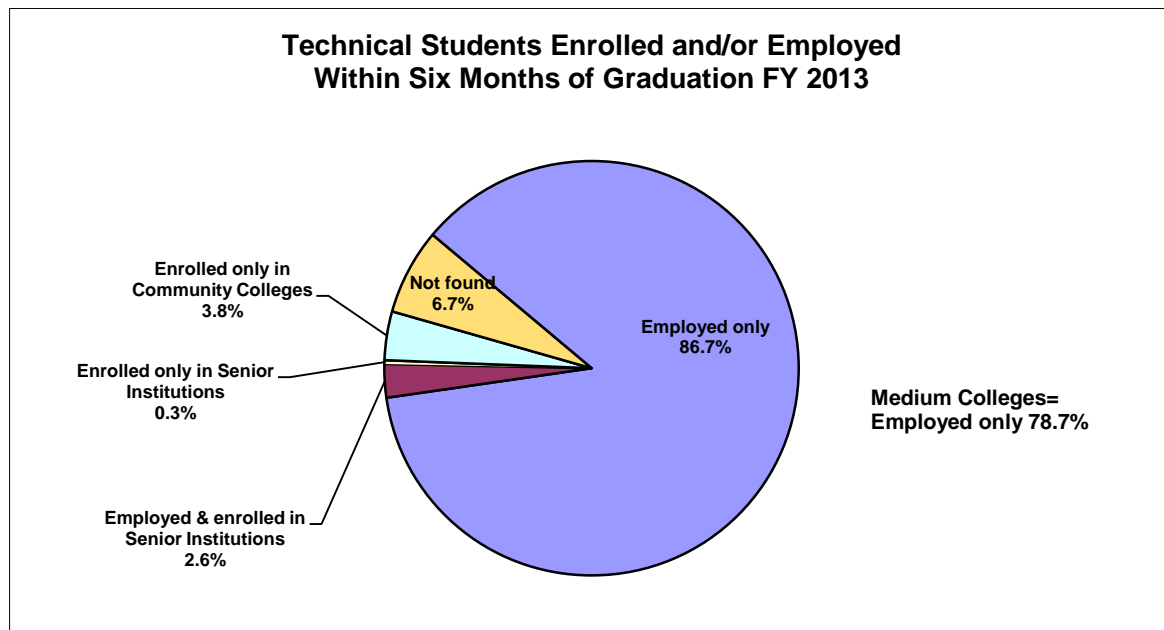
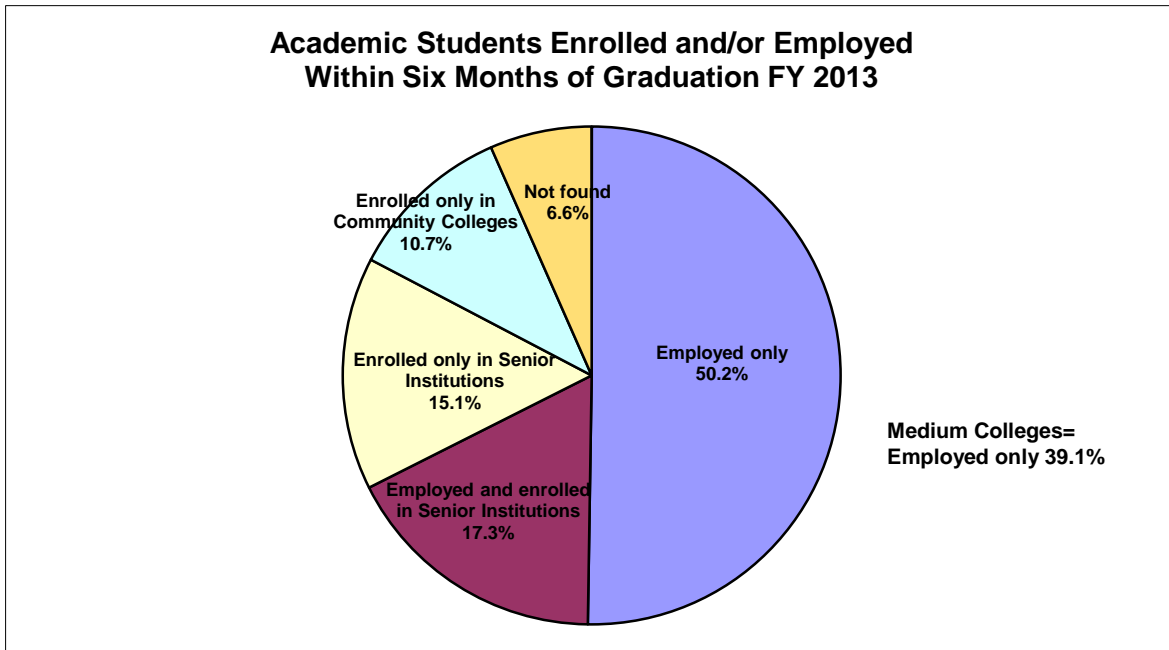
## VII. Percent of Students Who Transfer to a Senior Institution



This measure represented in Table 9 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. 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. Over time, BC's transfer rate has been comparable to the transfer rates of other Medium colleges.

### VIII. Status after Graduation



The above pie charts 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. Nearly nine out of ten (86.7%) technical students are “employed only” compared to one-half (50.2%) of the academic students. Academic students, however, are more likely to continue their education within six months of graduation.

One-fourth (25.8%) of academic students are “enrolled only” in senior institutions or community colleges compared to fewer than one out of twenty (4.1%) technical students.

## EXCELLENCE

### IX. Licensure Rates

<b>Table 12: Licensure Pass Rates</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Massage Therapy	72	60	75	100	100
Food Preparation Manager-Culinary Arts	100	100	100	100	100
Law Enforcement, Peace Officer-Academy	100	100	100	100	100
Emergency Medical Technician-Basic	82	56	65	60	47
Emergency Medical Technician-Intermediate	50	100			
Nurse-LVN	100	100	100	100	100
Nurse Aide	80	100	100	89	50
Associate Degree Nursing	93	100	100	94	93

Note: the state of Texas and the National Emergency Medical Services (EMS) body began a process to simplify EMS licensure designations. One of the changes was to phase out the “Intermediate EMT” designation. Therefore, for 2012-2014, the “basic” and “intermediate” levels of EMT are combined.

Over the past five years, BC has made progress in improving the pass rates in several of its programs. In 2014, four of seven programs achieved 100% pass rates while the remaining programs experienced decreases 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, 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 below, from FY2012 to FY2014 BC has increased on the following important measures: Students who complete 30 SCH (6.6%); Students who pass first college-level reading course (13.3%); Degrees, core curriculum, or certificates (unduplicated) (18.0).



<b>Success Points</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>3-year Average</b>
Math Readiness	256.0	138.0	112.0	168.7
Read Readiness	85.5	41.0	39.0	55.2
Write Readiness	85.5	31.0	42.0	52.8
Students Who Complete 15 SCH	1,295.0	1,243.0	1,309.0	1,282.3
Students Who Complete 30 SCH	729.0	768.0	777.0	758.0
Students Who Transfer to a 4-Year Institution	864.0	824.0	826.0	838.0
Students Who Pass First College-Level Math Course	433.0	249.0	337.0	339.7
Students Who Pass First College-Level Read Course	406.0	266.5	460.0	377.5
Students Who Pass First College-Level Write Course	353.5	251.0	337.0	313.8
Degrees, Core Curriculum or Certificates (Unduplicated)	922.0	994.0	1,088.0	1,001.3
Degrees or Certificates in Critical Fields	324.0	272.3	310.5	302.3
<b>Annual Success Point Total</b>	<b>5,753.5</b>	<b>5,077.8</b>	<b>5,637.5</b>	<b>5,489.6</b>

SCH = Semester credit hours