

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), **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. Alvin Community College 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 BC compares favorably to colleges in the Medium category in equivalent areas and that BC is on track to achieve several goals established for CTG.

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.

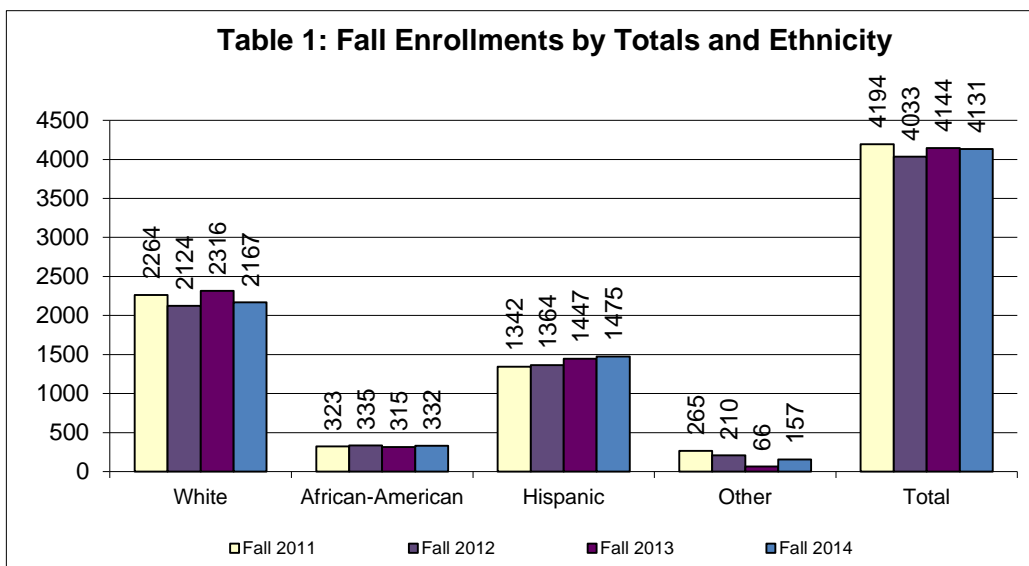
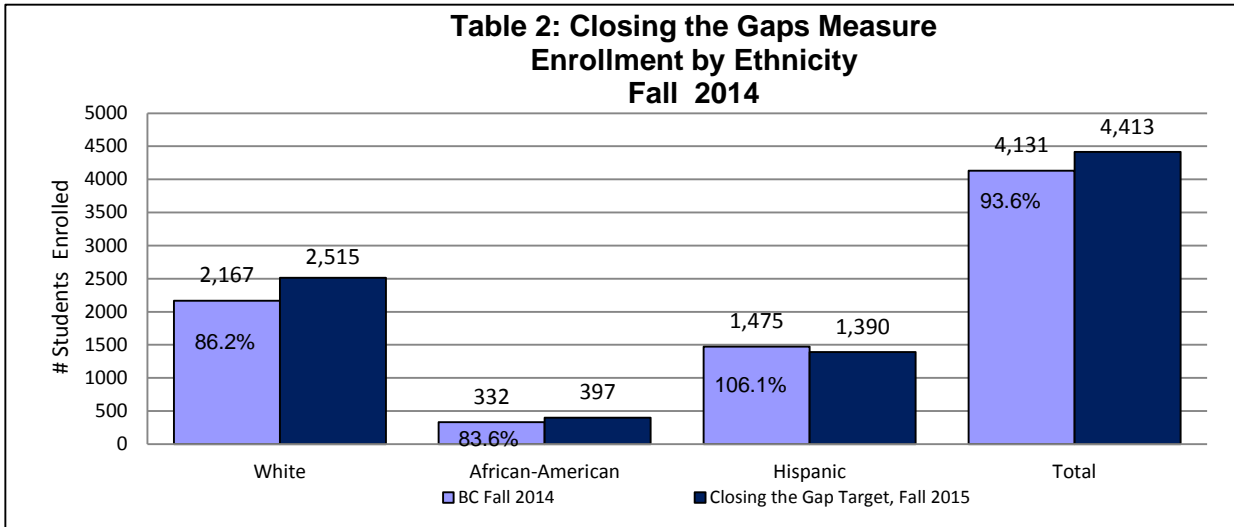


Table 1 indicates fall enrollments by ethnicity and total enrollment for the past four fall semesters (2011 – 2014). Overall, BC total fall 2014 enrollment was flat (-0.3%) compared to the previous fall semester. To place this in context, however, Brazosport College’s neighboring Gulf Coast community colleges experienced decreased enrollment in fall 2014: Alvin Community College - 5.3%, College of the Mainland -7.9%, Wharton County Community College -3.2%. The average fall enrollment change across all Texas community colleges was -1.0%*.

*Note: The THECB Accountability Report fall 2014 indicates enrollment decreased an average of -1.0% across all Texas community colleges (http://www.txhighereddata.org/Interactive/Accountabilitydraft/CC_Participation.cfm?fice=445566).



BC's fall 2014 credit enrollment is currently at approximately 94% 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

Table 3: Service Area Representation (%)				
Ethnicity	FY2010	FY2011	FY2012	FY2013
White	8.4	-0.9	2.8	2.4
African-American	-1.7	-1.4	-4.2	-4.3
Hispanic	-4.7	-5.1	4.0	4.2
Other	-2.0	7.4	-2.6	-2.2
Gender				
Male	-4.9	-6.3	-1.8	-0.7
Female	4.9	6.3	1.8	0.7

Table 3 indicates the gap between the ethnic/gender percentages enrolled at BC and the ethnic/gender percentages in the service area population. Over time our Female, Male, and White group percentages reflect better student representation as indicated by percentages closing toward 0%. The African-American and Hispanic representation has shifted from FY2011 to FY2012 and this shift was sustained in FY2013. Some of this could be an indication of ambiguity surrounding the new federally required ethnicity/race question with students selecting the "more than one race" category or not electing to indicate their background (Other). This makes it difficult to determine representation by ethnicity.

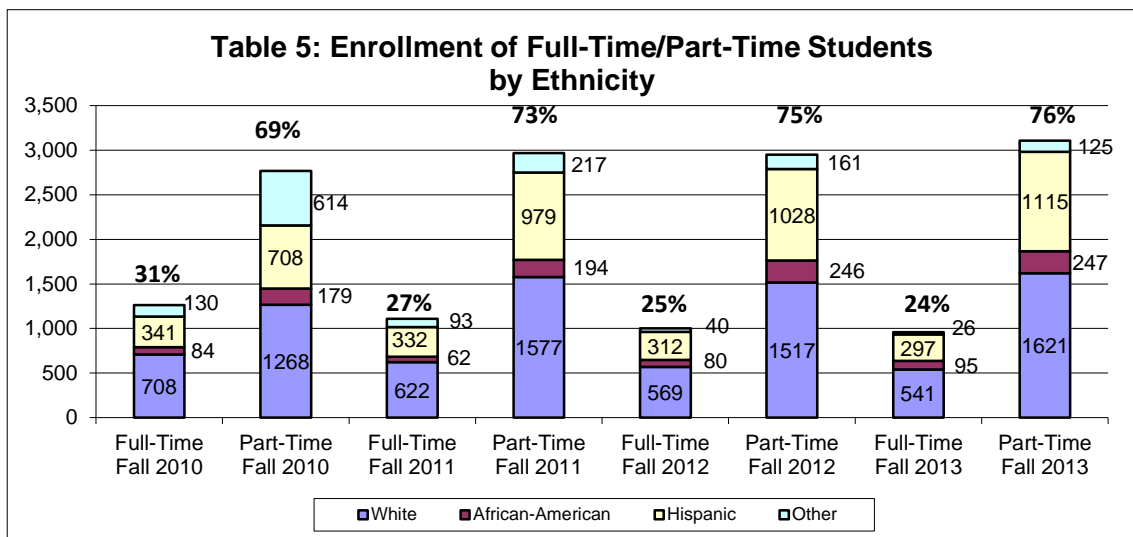
As stated in the above section, marketing initiatives have been employed toward achieving community awareness of opportunities at BC. It is expected these initiatives will help enrollment and service area representation.

III. Semester Credit Hours/Contact Hours

Table 4: Semester Credit Hours	FY2009	FY2012	FY2013	%Change FY2009 to FY2013	%Change FY2012 to FY2013
Academic	52,481	59,195	56,212	7.1%	-5.0%
Technical	17,746	21,471	21,122	19.0%	-1.6%
Contact Hours					
Academic	954,512	1,071,056	1,014,848	6.3%	-5.2%
Technical	515,504	619,312	592,464	14.9%	-4.3%
Community Education	43,298	46,753	40,366	-6.8%	-13.7%

Both credit and contact hours for academic and technical programs have increased over the past five years. When comparing FY2013 to FY2012, however, there is a decrease in contact hours across all three categories (i.e., academic, technical, and community education.). Enrollment has decreased slightly over the past few years and directly relates to the decrease in credit and contact hours.

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

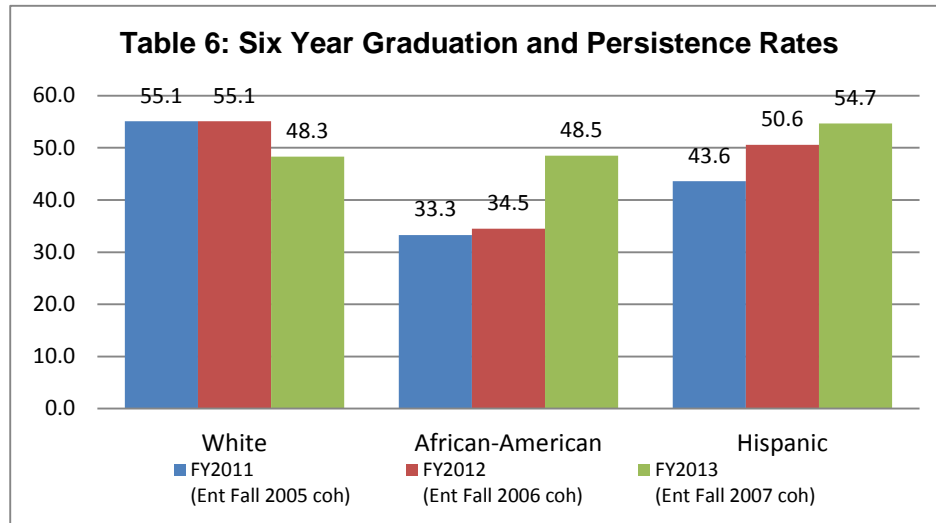


Note: Data in this graph include only credential-seeking students.

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 three years prior to fall 2013, the percentage of part-time students at BC has been in the range of 69-75%. In the fall 2013 semester, BC part-time, credential-seeking student enrollment rose to a high of 76.4%. 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 (64% Medium colleges vs. 76.4% BC).

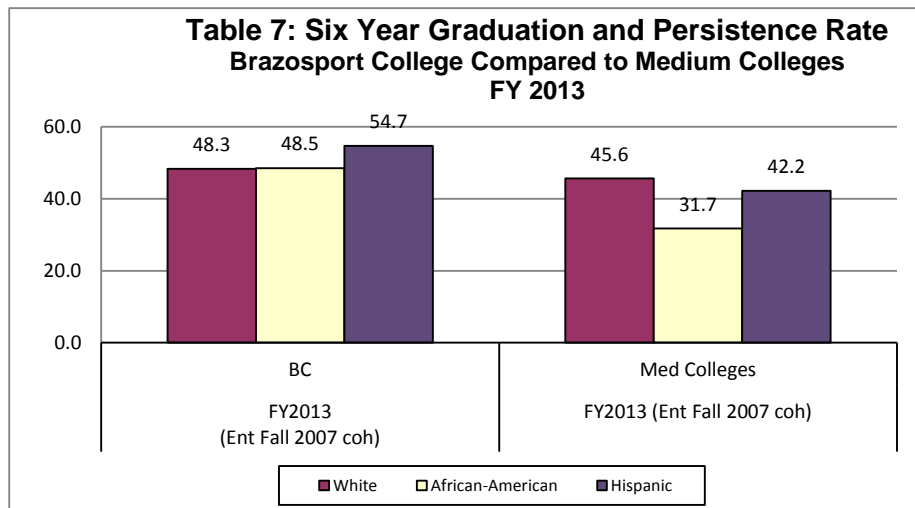
SUCCESS

V. Graduation/Persistence Rates from 2011, 2012, 2013



Note: FY = Fiscal Year.

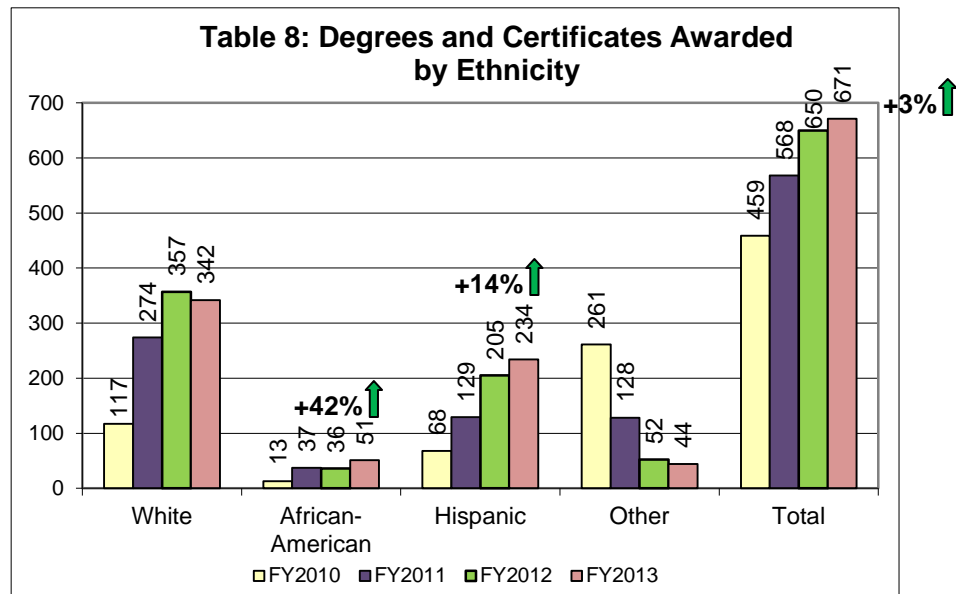
Table 6 indicates the percentage of first-time, full-time, credential-seeking undergraduates by entering cohort who have graduated or are still enrolled in Texas public and private higher education institutions after six academic years, disaggregated by ethnicity. The six year graduation and persistence rate increased within the Hispanic and African-American ethnic categories when compared to FY2011 and FY2012. The largest increase occurred within the African-American category.



Note: Small sample sizes.

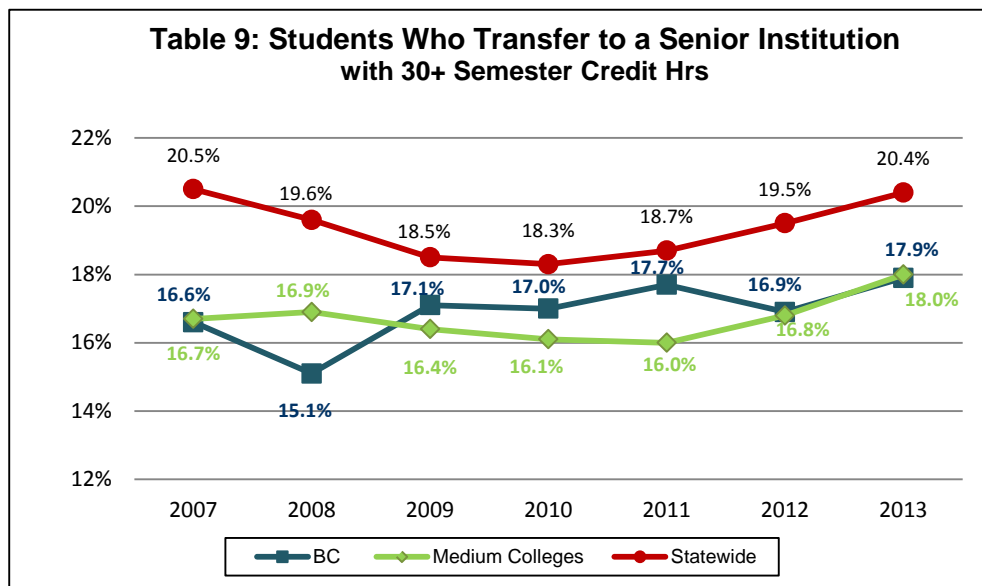
Compared to other Medium colleges in fiscal year 2013, BC's graduation and persistence rate was higher across all ethnic categories. In fact, graduation and persistence rates were much higher among African-American and Hispanic ethnic categories when compared to Medium colleges (White: +2.7 points, African-American: +16.8 points, and Hispanic: +12.5 points).

VI. Degrees and Certificates Awarded



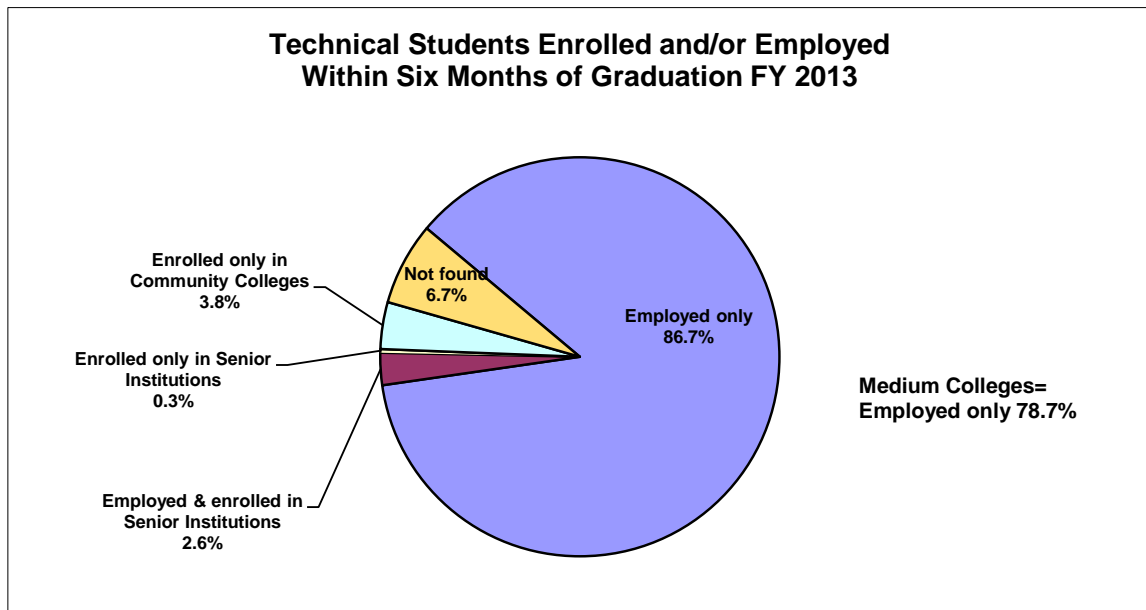
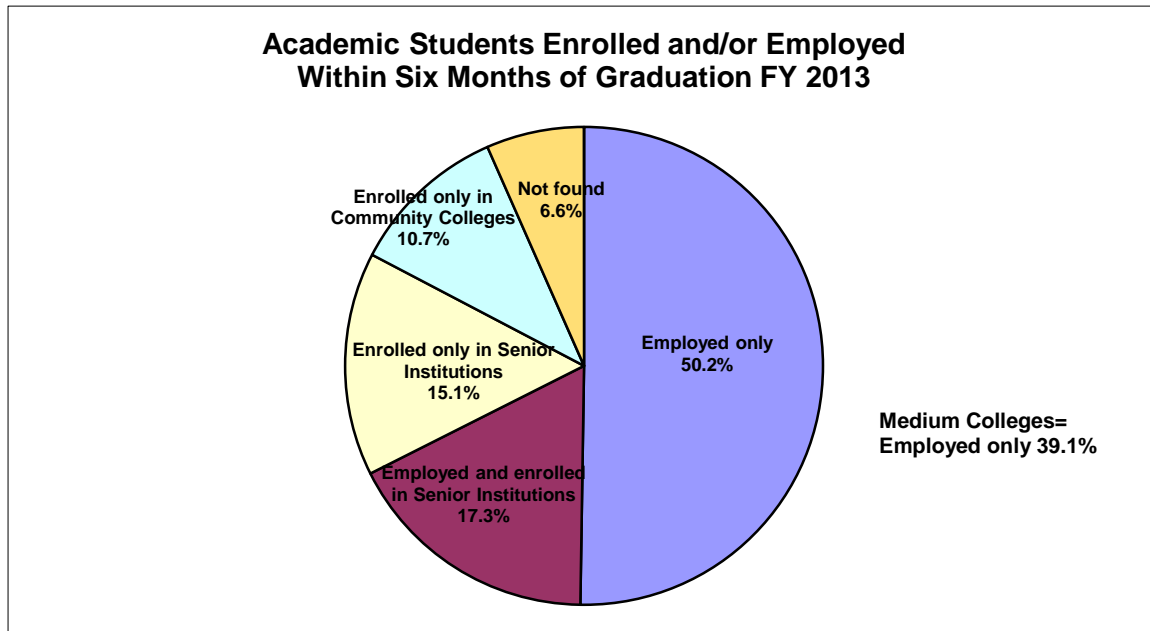
During fiscal year 2013, BC awarded the highest number of degrees and certificates over the past four years (Table 8). The number of degrees and certificates awarded increased by 46.19% from FY2010.

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. BC's 2013 transfer rate (17.9%) is comparable to Medium colleges (18.0%) transfer rate.

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—Table edits complete

Table 12: Licensure Pass Rates	2009	2010	2011	2012	2013
Massage Therapy	100	72	60	75	▲ 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	67	82	56	65	▼ 60
Emergency Medical Technician-Intermediate	67	50	100		
Nurse-LVN	100	100	100	100	100
Nurse Aide	--	80	100	100	▼ 89
Associate Degree Nursing	--	93	100	100	▼ 94

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 and 2013, 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 2013, 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 2014-15 biennium, the student success appropriation was distributed to the fifty college districts by the following method:

- \$172 million was appropriated for student success points.
- 929,188 student success points were earned by the 50 public community/junior college districts (3-year average of student success points; the 3-year average was based on FY10-FY11-FY12).
- The appropriated amount (\$172 million) was divided by the total number of points (929,188) to determine the dollar amount per point (\$185).
- Each district was funded \$185 per point for the 2014-15 biennium.

As shown in table below, from FY2011 to FY2013 BC has increased on the following important measures: Students who transfer to a 4-year institution (7.4%); Degrees, core curriculum, or certificates (unduplicated) (15.3%); Degrees or certificates in critical fields (16.4%).

Success Points	FY 2011	FY 2012	FY 2013	3-year Average
Math Readiness	183.0	256.0	138.0	192.3
Read Readiness	86.0	85.5	41.0	70.8
Write Readiness	76.5	85.5	31.0	64.3
Students Who Complete 15 SCH	1,433.0	1,295.0	1,243.0	1,323.7
Students Who Complete 30 SCH	854.0	729.0	768.0	783.7
Students Who Transfer to a 4-Year Institution	732.0	822.0	786.0	780.0
Students Who Pass First College-Level Math Course	341.0	433.0	249.0	341.0
Students Who Pass First College-Level Read Course	310.5	406.0	266.5	327.7
Students Who Pass First College-Level Write Course	295.0	353.5	251.0	299.8
Degrees, Core Curriculum or Certificates (Unduplicated)	862.0	922.0	994.0	926.0
Degrees or Certificates in Critical Fields	234.0	324.0	272.3	276.7
Annual Success Point Total	5,407.0	5,711.5	5,039.8	5,386.1

SCH = Semester credit hours