

## **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.

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 students’ 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.

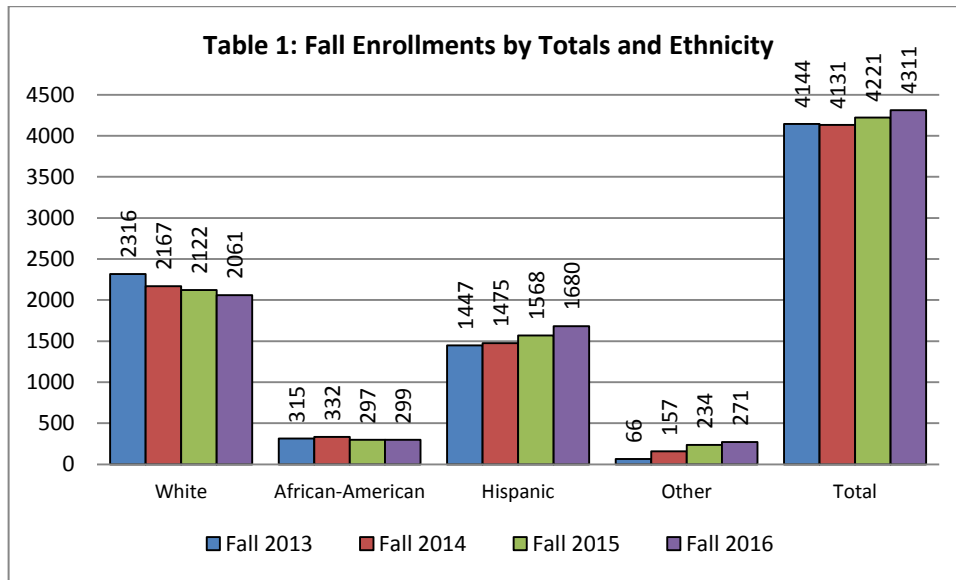


Table 1 indicates fall enrollments by ethnicity and total enrollment for the past four fall semesters (2013 – 2016). Overall, BC total fall 2016 enrollment was up (+2.1%) compared to the previous fall semester. To place this in context, however, fall 2016 enrollment change across all Texas community colleges was +2.0%\*.

\*Note: The Texas Association of Community Colleges provides preliminary fall headcounts (<http://www.tacc.org/uploads/tinymce/data%20and%20info/enrollment/fall%202016%20enroll.pdf>).

## II. Enrollment and Service Area Representation

<b>Table 2: Service Area Representation (%)</b>				
<b>Ethnicity</b>	FY2012	FY2013	FY2014	FY2015
White	2.8	2.4	3.0	2.5
African-American	-4.2	-4.3	- 4.0	-4.1
Hispanic	4.0	4.2	4.6	5.2
Other	-2.6	-2.2	-3.7	-3.6
<b>Gender</b>				
Male	-1.8	-0.7	1.9	1.1
Female	1.8	0.7	-1.9	-1.1

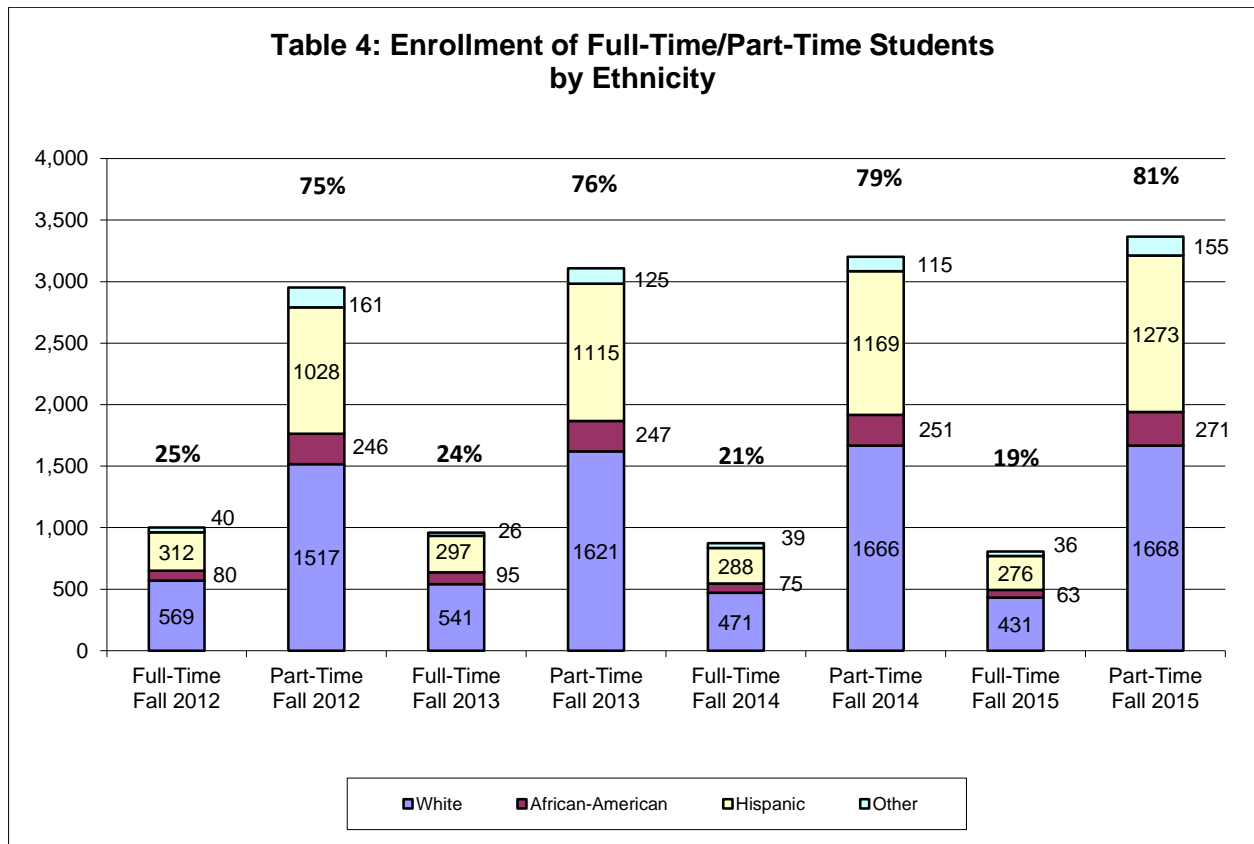
Table 2 indicates the gap between the ethnic/gender percentages enrolled at BC and the ethnic/gender percentages in the service area population. Marketing initiatives have been employed toward achieving community awareness of opportunities at BC. It is expected these initiatives will help enrollment and service area representation.

## III. Semester Credit Hours/Contact Hours

<b>Table 3: Semester Credit Hours</b>	FY2010	FY2014	FY2015	%Change FY2010 to FY2015	%Change FY2014 to FY2015
Academic	58,836	54,592	52,529	-10.7	-3.8
Technical	17,943	22,586	23,641	31.8	4.7
<b>Contact Hours</b>					
Academic	1,085,616	983,904	937,392	-13.7	-4.7
Technical	492,256	617,104	632,832	28.6	2.5
Community Education	60,304	31,279	26,913	-55.4	-24.0

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 and in Community Education.

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

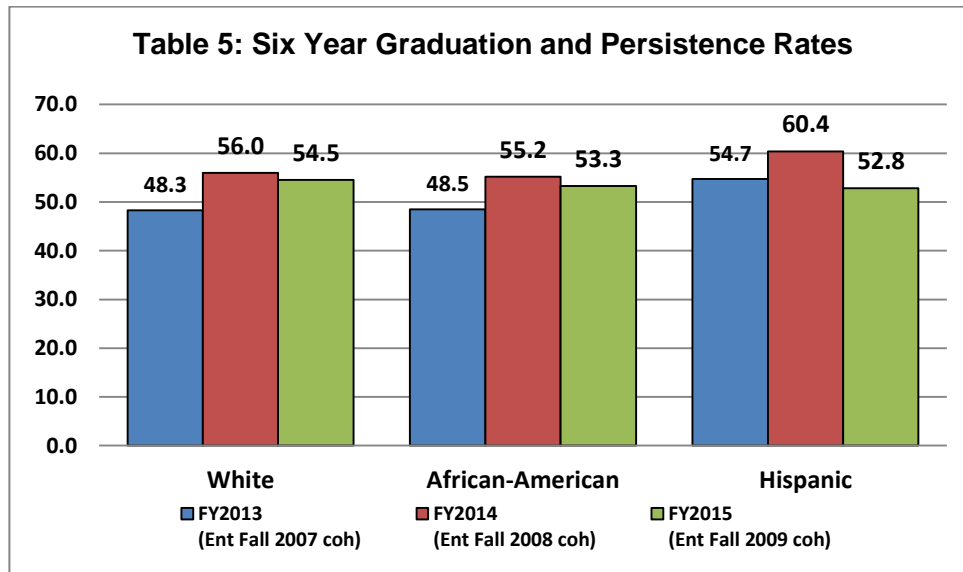


Note: Data in this graph include only credential-seeking students.

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 2012, the percentage of part-time students at BC has steadily increased. In the fall 2015 semester, BC part-time, credential-seeking student enrollment rose to 81%. 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 (67.4% Medium colleges vs. 81.0% BC).

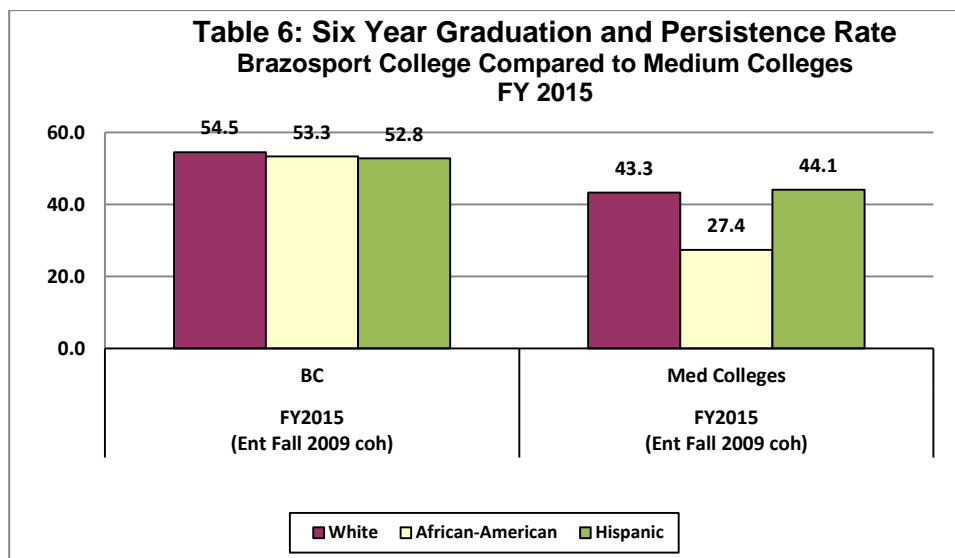
# SUCCESS

## V. Graduation/Persistence Rates from 2013, 2014, & 2015



Note: FY = Fiscal Year.

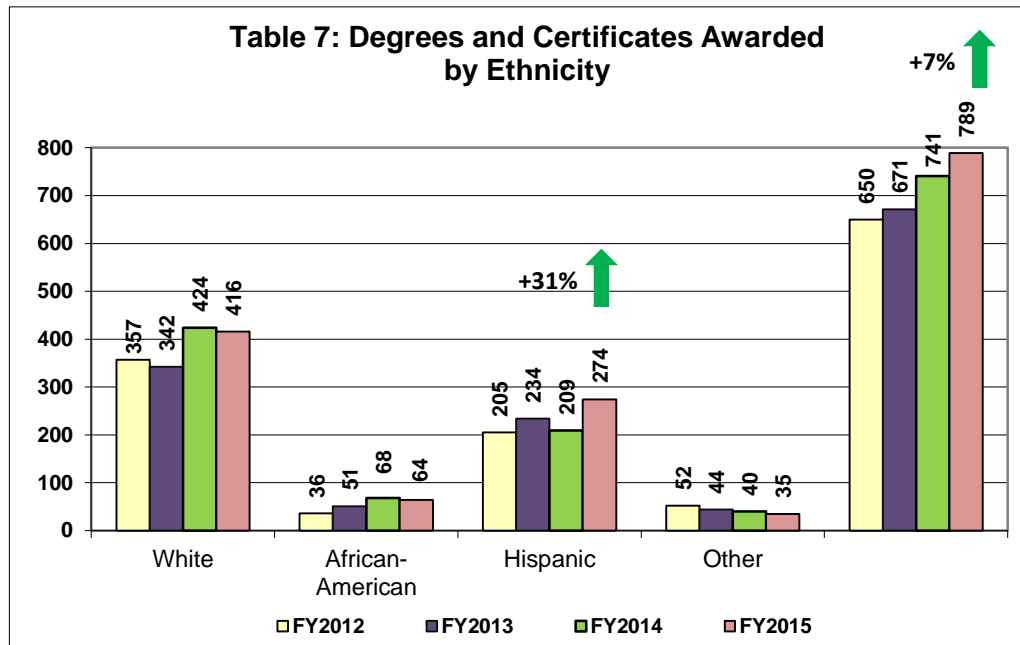
Table 5 indicates the percentage of first-time, full-time, credential-seeking undergraduates by entering cohort who have graduated or are still enrolled in Texas public and private higher education institutions after six academic years, disaggregated by ethnicity. The six year graduation and persistence rate has decreased within the three ethnic categories when compared to FY2014. This may be attributed to the increase in students who transfer without completing a degree (see table 8).



Note: Small sample sizes.

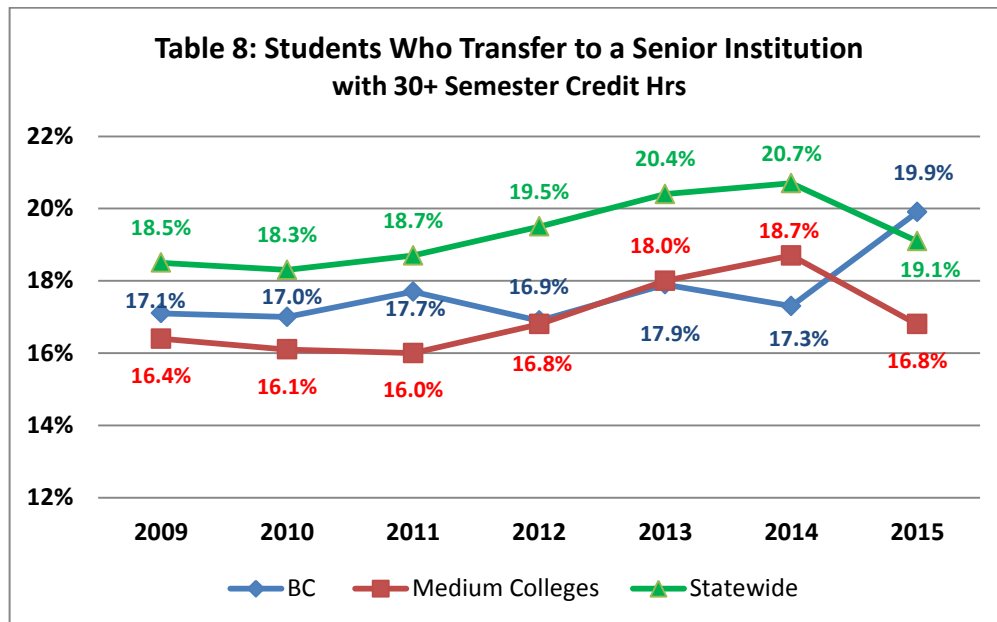
Compared to other Medium colleges in fiscal year 2015, BC's graduation and persistence rate was higher across all ethnic categories. In fact, graduation and persistence rates were much higher among African-American and Hispanic ethnic categories when compared to Medium colleges (White: +11.2 points, African-American: +25.9 points, and Hispanic: +8.7 points).

## VI. Degrees and Certificates Awarded



During fiscal year 2015, 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 21.4% from FY2012. The increase in Hispanic students reflects targeted strategic enrollment management strategies aimed at increasing underrepresented student groups.

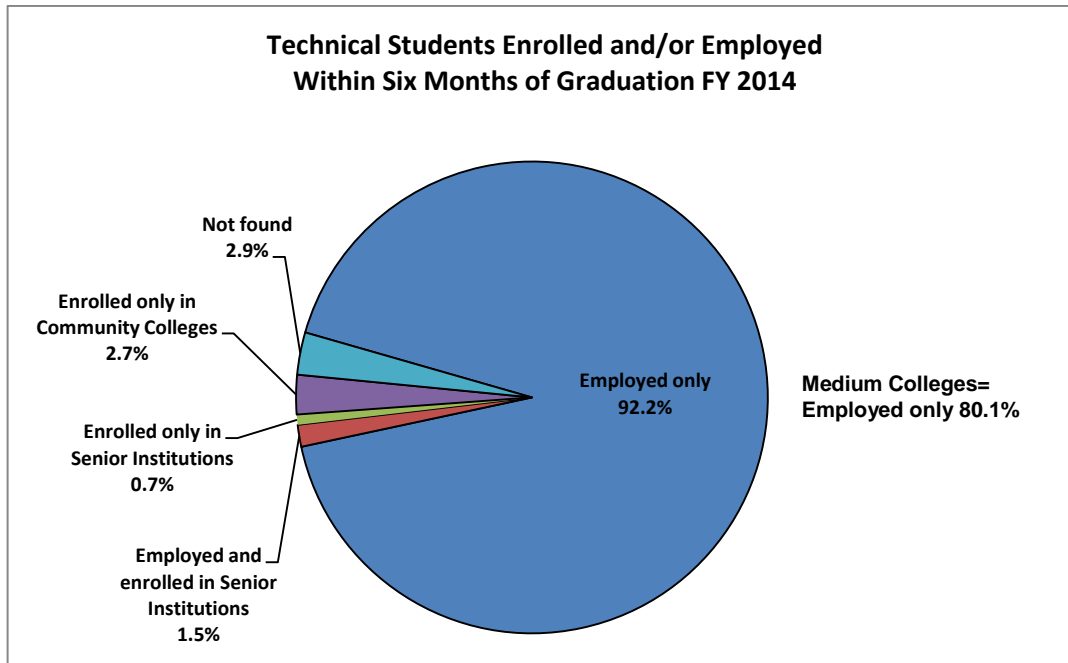
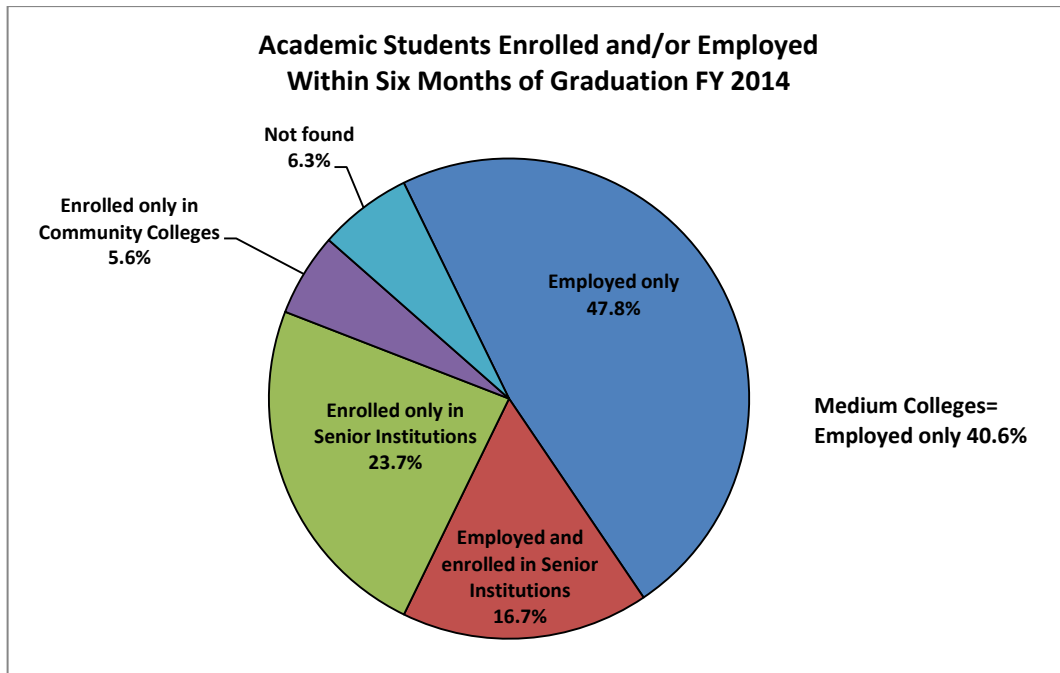
## VII. Percent of Students Who Transfer to a Senior Institution



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. 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 2015, BC's transfer rate exceeded statewide and medium college rates.

### 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. Over nine out of ten (92.2%) technical students are “employed only” compared to nearly one-half (47.8%) of the academic students. Academic students, however, are more likely to continue their education within six months of graduation. Over one-fourth (29.3%) of

academic students are “enrolled only” in senior institutions or community colleges compared to one out of thirty (3.4%) technical students.

## EXCELLENCE

### IX. Licensure Rates

<b>Table 12: Licensure Pass Rates</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Massage Therapy	60	75	100	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	56	65	60	47	↑ 63
Emergency Medical Technician-Intermediate	100				
Nurse-LVN	100	100	100	100	100
Nurse Aide	100	100	89	50	↑ 100
Associate Degree Nursing	100	100	94	93	↓ 91

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 2015, five of seven 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, 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 FY2013 to FY2015 BC’s success points have increased on the following important measures: Math readiness (2.2%); Write readiness (11.3%); Students who complete 15 SCH (1.6%); Students who transfer to a 4-year institution (7.9%); Students who pass first



college-level math course (27.3%); Students who pass first college-level reading course (85.9%); Students who pass first college-level writing course (59.2%), Degrees, core curriculum, or certificates – unduplicated (7.4%); Degrees or certificates in critical fields (47.9%); Annual success point total (18.8%).

<b>Success Points</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY2015</b>	<b>3-year Average</b>
Math Readiness	138.0	112.0	141.0	127.7
Read Readiness	41.0	39.0	29.5	36.5
Write Readiness	31.0	42.0	34.5	35.8
Students Who Complete 15 SCH	1,243.0	1,309.0	1,263.0	1,271.6
Students Who Complete 30 SCH	768.0	777.0	739.0	761.3
Students Who Transfer to a 4-Year Institution	786.0	826.0	848.0	820.0
Students Who Pass First College-Level Math Course	249.0	337.0	566.0	384.0
Students Who Pass First College-Level Read Course	266.5	460.0	495.5	407.3
Students Who Pass First College-Level Write Course	251.0	337.0	399.5	329.2
Degrees, Core Curriculum or Certificates (Unduplicated)	994.0	1,088.0	1,068.0	1,050.0
Degrees or Certificates in Critical Fields	272.3	310.5	402.8	328.5
Annual Success Point Total	5,039.8	5,637.5	5,986.8	5,551.9

SCH = Semester credit hours