

Brazosport College Accountability Report

Prepared by the Office of Planning, Institutional Effectiveness
and Research

January 10, 2019

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. BC’s fall 2018 enrollment headcount is 4,304, which is an increase of 1.8% compared to fall 2017, but about the same as fall 2016.
2. Enrollment headcount at BC of Hispanic students increased 16% in the past three years, while the White student category decreased 7% in the past three years. African American fall enrollment remained essentially flat across the four year period.
3. Total semester credit hours for BC’s 2017-18 credit programs was about the same as the previous year (2016-17) while semester contact hours decreased 1.0% over the previous year.
4. Community Education contact hours declined 28% compared to the previous year, probably due to the reduction in the available courses/programs.
5. The percentage of part-time students at BC has been about 80% over the past four years, which is higher than the average of 68% for medium-sized colleges.
6. Over the past three years (2015 – 2017), approximately 25% of the fall enrollment has been dual-credit students.
7. The six-year graduation rate at BC for first-time, full-time students increased from 39% to 44% over the past year. BC’s six-year graduation rate is higher than the average of 34% for medium-sized colleges.
8. BC awarded 1,091 degrees and certificates in 2017-2018, an increase of 10% compared to the previous year and an increase of 38% compared to two years ago.
9. The percentage of BC students who transfer to a senior institution with 30 credit hours or more declined one percentage point from 15.2% in 2016 to 14.2% in 2017. Medium-sized colleges also declined about one percent; 16.1% in 2016 to 15.2% in 2017. The statewide percentage of transfer students to a senior institution did not change over the past year, it remained at 15.7%.
10. One year after completing a degree or certificate at BC, 84% of graduates are working compared to 74% 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 96% and for medium-sized colleges it is 90%.
11. The percentages of BC graduates who passed their licensure exams on their first attempt in 2017-2018 are: Massage Therapy: 100%; Law Enforcement Academy: 100%; Associate Degree in Nursing: 100%, Nurse-LVN: 100%; and Paramedic: 71%.
12. BC earned 6,238 Success Points in 2017-2018, which is 4% more than the previous two years. 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.

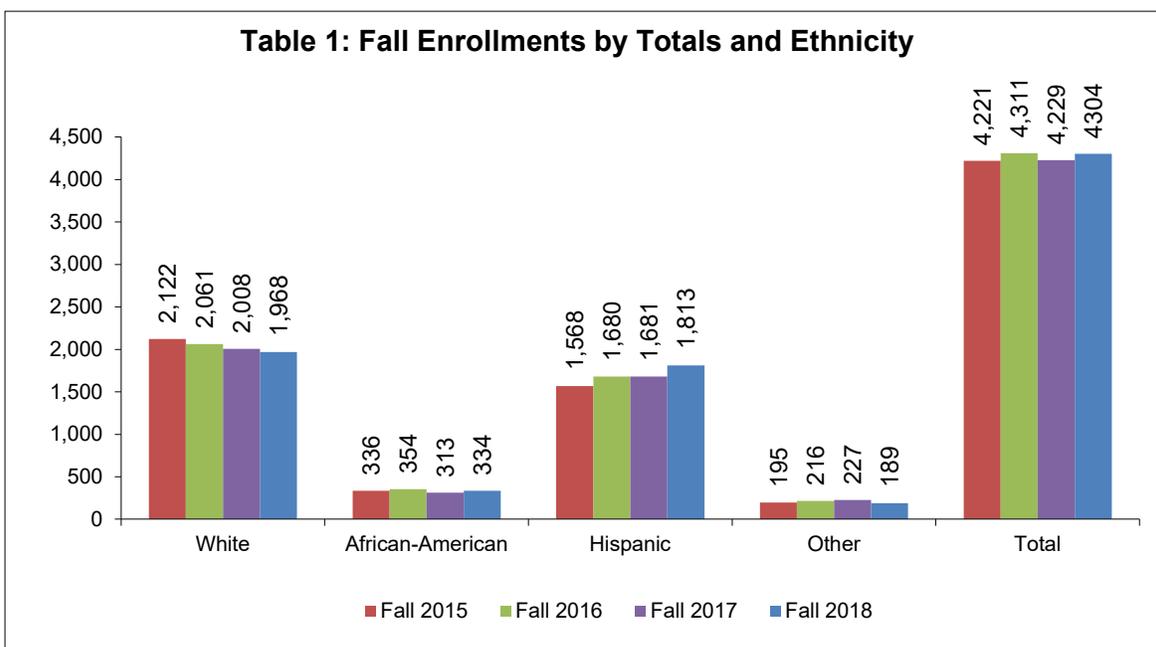


Table 1 indicates fall enrollments by race/ethnicity and total enrollment for the past four fall semesters (2015 – 2018). Overall, Brazosport College’s total fall 2018 enrollment increased slightly (1.8%) compared to the previous fall semester. To place this in context, the preliminary total fall 2018 enrollment change across all Texas community colleges increased 4.16%*.

*Note: The Texas Higher Education Coordinating Board provides preliminary fall headcounts.

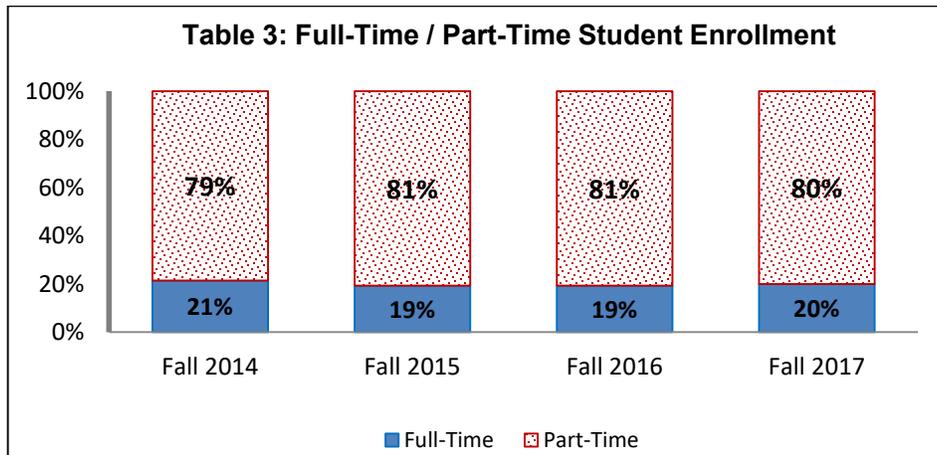
II. Semester Credit Hours and Contact Hours

| Table 2: | | | | 2 Year % Change FY2015 to FY2017 | 1 Year % Change FY2016 to FY2017 |
|------------------------------------|------------------|------------------|------------------|---|---|
| SEMESTER CREDIT HOURS | FY2015 | FY2016 | FY2017 | | |
| State Funded - Academic | 48,771 | 48,354 | 49,682 | 1.9% | 2.7% |
| State Funded - Technical | 23,554 | 24,551 | 23,079 | -2.0% | -6.0% |
| State Funded - BAT | 2,714 | 2,792 | 2,921 | 7.6% | 4.6% |
| Non Funded Credit | 1,131 | 1,298 | 1,344 | 18.8% | 3.5% |
| Total Semester Credit Hours | 76,170 | 76,995 | 77,026 | 1.1% | 0.0% |
| SEMESTER CONTACT HOURS | | | | | |
| State Funded - Academic | 876,600 | 875,728 | 899,620 | 2.6% | 2.7% |
| State Funded - Technical | 630,832 | 647,728 | 604,176 | -4.2% | -6.7% |
| State Funded - BAT | 43,152 | 44,672 | 46,736 | 8.3% | 4.6% |
| Non Funded Credit | 19,640 | 22,704 | 24,188 | 23.2% | 6.5% |
| Total Credit Contact Hours | 1,570,224 | 1,590,832 | 1,574,720 | 0.3% | -1.0% |
| Community Education (CE) | 26,913 | 27,198 | 19,622 | -27.1% | -27.9% |
| Non Funded CE | 0 | 18 | 0 | 0.0% | -100.0% |
| Total CE Contact Hours | 26,913 | 27,216 | 19,622 | -27.1% | -27.9% |

Table 2 shows that credit hours for academic, technical and Bachelor of Applied Technology (BAT) programs were flat over the past year (total credit hours did not increase or decrease compared to the previous year 2016.) However, contact hours for academic, technical and BAT programs decreased slightly (-1.0%) compared to the previous 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.

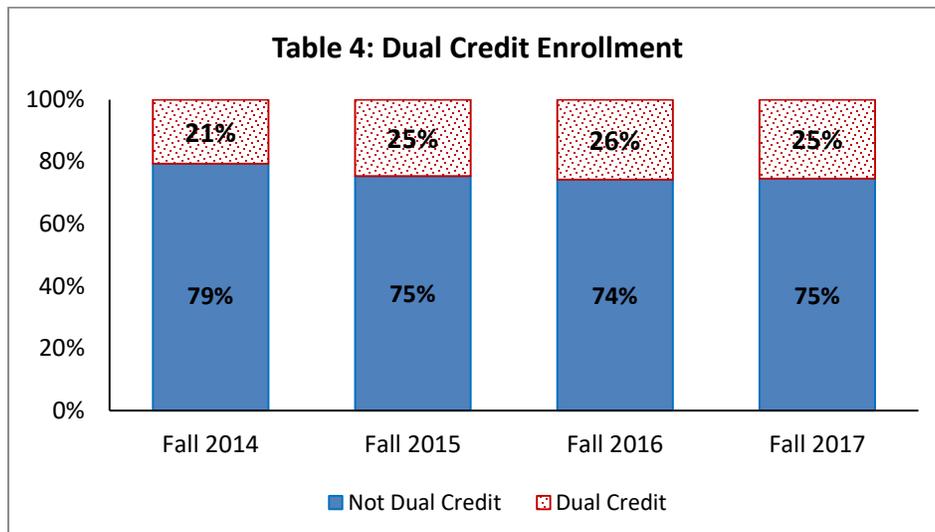
Community Education hours have declined due to the reduction of classes that, if held, would have saturated the local job market such as Certified Nurse Aid and Medical Assistant. Additionally, an instructor with a large student following passed away and those classes have been absorbed by the Center for Arts and Sciences. The CE department is exploring a realignment of its programs to mirror the credit program's meta majors and pathways as well as concentrating on workforce programs to attract new students.

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 2017 full-time and part-time students at BC was about the same as the previous reported fall semesters. BC continues to have a higher percentage of part-time students than many colleges of its size. When comparing BC to other medium-sized colleges, the percentage of part-time students at other medium-sized colleges was lower (68.2% medium colleges vs. 80.0% BC).

IV. Dual Credit Enrollment

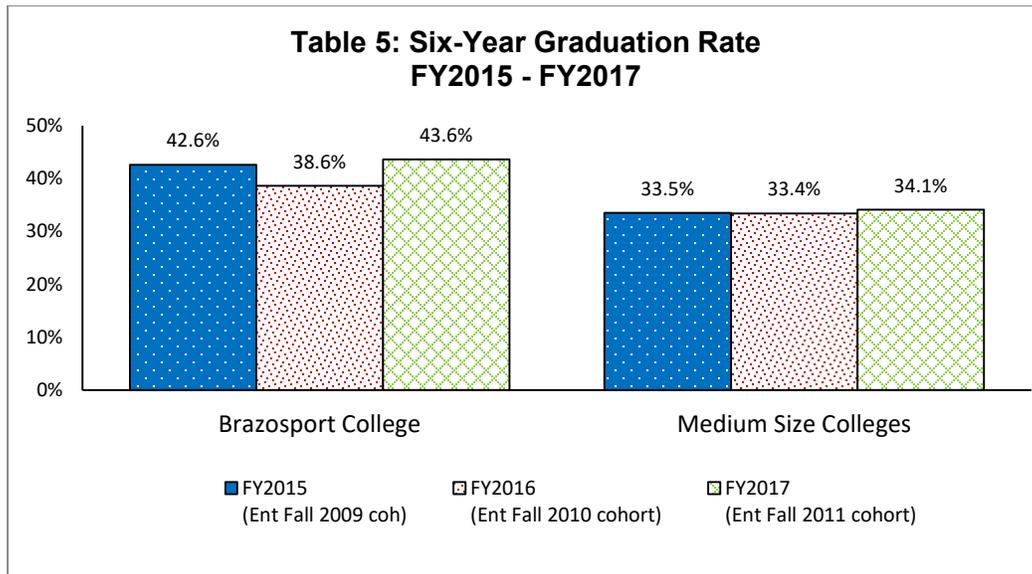


Brazosport College dual credit enrollment has risen 4 percentage points over the past four years. Students are classified as dual credit if they are taking Brazosport College classes while enrolled as a high school student. The increase in course offerings at the high school campuses has most likely 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-sized 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 FY2017 six-year graduation rate increased (5.0%) compared to the past year. BC’s six-year graduation rate is also about 10% higher than medium-sized colleges overall (34.1%) and two-year institutions statewide (33.7%). The many student success initiatives within the college may be having a positive impact on graduation rates.

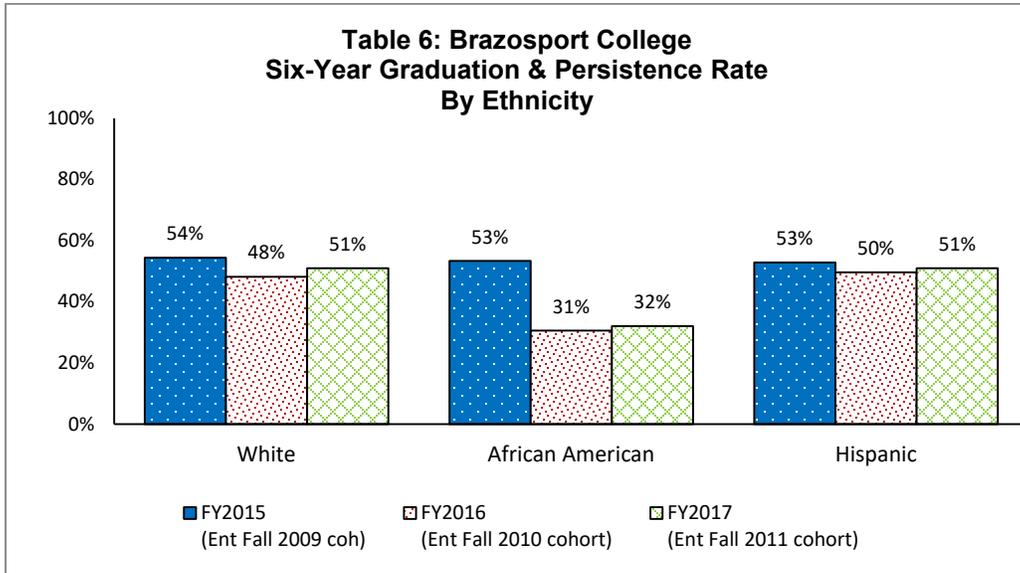
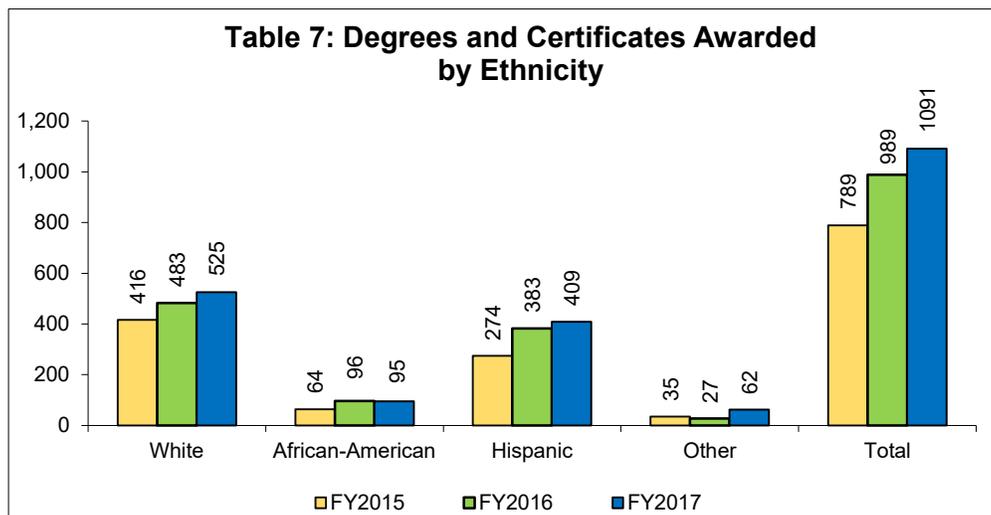


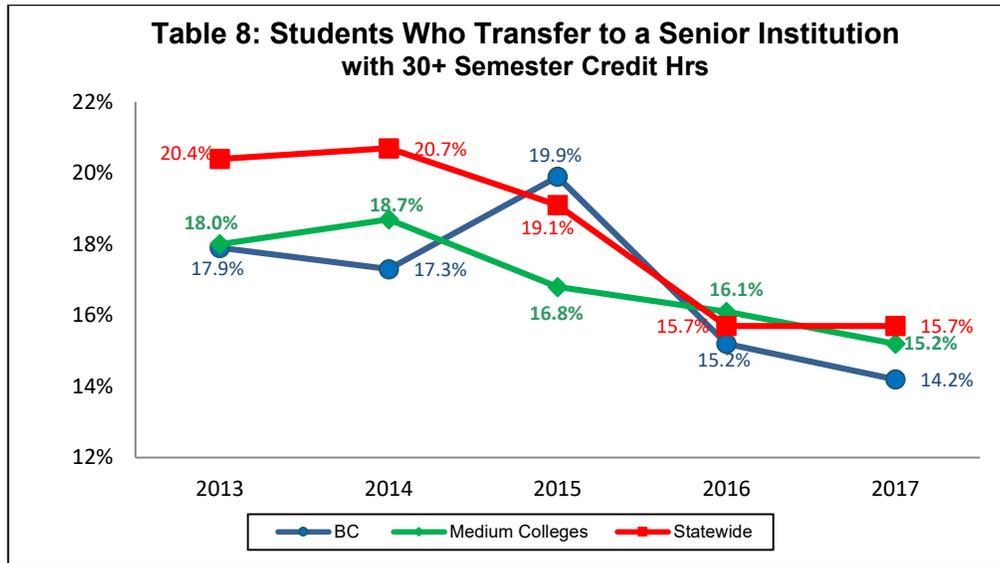
Table 6 indicates the percentage of first-time, full-time, credential-seeking undergraduates by entering cohort who have graduated or are still enrolled in Texas public and private higher education institutions after six academic years, disaggregated by ethnicity. There has been little fluctuation in the six-year graduation and persistence rate for the White and Hispanic ethnic categories over the past two years. The African American category has seen the largest decrease in students graduating or still enrolled within six years, compared to FY2015. However, the number of first-time, full-time African American students enrolled each year is less than 30, so changes of one or two students appear as large percentage changes.

VI. Degrees and Certificates Awarded



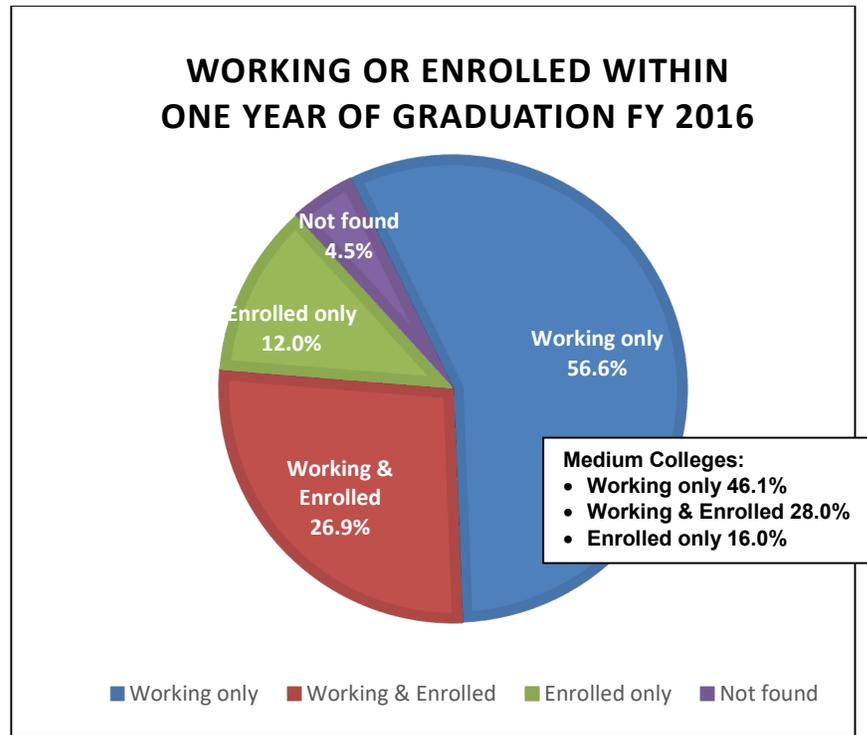
During fiscal year 2017, BC awarded the highest number of degrees and certificates over the past three years (Table 7). The number of degrees and certificates awarded increased by 38% from FY2015 to FY2017 and increased by 10% compared to the previous fiscal year. African American students and Hispanic students increased the number of awards achieved by approximately 50% from FY2015 to FY2017.

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 2017, transfer rates decreased slightly (1.0%) among BC and medium-sized colleges compared to the previous year. Statewide the percentage of students who transfer to a senior institution with 30 credit hours did not change compared to the previous year.

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. Brazosport College graduates are more likely to be employed within one year of graduation (56.6%) compared to medium college graduates (46.1%). 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 | 2014-15 | 2015-16 | 2016-17 |
|--|----------------|----------------|----------------|
| Massage Therapy | 100 | 100 | 100 |
| Law Enforcement, Peace Officer-Academy | 100 | 100 | 100 |
| Emergency Medical Technician-Paramedic | 47 | 63 | 71 |
| Nurse-LVN | 100 | 100 | 100 |
| Associate Degree Nursing | 93 | 91 | 100 |

Over the past years, BC has made progress in improving the pass rates in several of its programs (Table 9). In 2016-2017, four of five programs achieved 100% licensure pass rates. Even though the 2016-2017 Emergency Medical Technician – Paramedic pass rate was not 100%, the pass rate increased by 24% compared to 2014-2015. Licensure pass rates include only results for first-time test takers. Students have opportunities to retake 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 FY2015 to FY2017 BC's total success points continue to increase each year. In 2017, nine out of the 11 measures increased compared to the previous year. The measure with the highest increase was Students Who Pass First College-Level Reading Course (13.4%). The two measures with decreased success points were Students Who Transfer to a 4 Year Institution (-3.8%) and Students Who Pass First College-Level Math Course (-6.1%).

| Table 10: Success Points | FY2015 | FY2016 | FY2017 | 3-year Average |
|---|---------------|---------------|---------------|-----------------------|
| Math Readiness | 142 | 111 | 124 | 126 |
| Read Readiness | 30 | 25 | 39 | 31 |
| Write Readiness | 35 | 26 | 31 | 31 |
| Students Who Complete 15 SCH | 1,263 | 1,251 | 1,333 | 1,282 |
| Students Who Complete 30 SCH | 739 | 753 | 805 | 766 |
| Students Who Transfer to a 4-Year Institution | 848 | 780 | 750 | 793 |
| Students Who Pass First College-Level Math Course | 566 | 505 | 474 | 515 |
| Students Who Pass First College-Level Read Course | 496 | 441 | 500 | 479 |
| Students Who Pass First College-Level Write Course | 400 | 413 | 416 | 410 |
| Degrees, Core Curriculum or Certificates (Unduplicated) | 1,068 | 1,292 | 1,344 | 1,235 |
| Degrees or Certificates in Critical Fields | 403 | 403 | 423 | 410 |
| Annual Success Point Total | 5,988 | 5,999 | 6,238 | 6,075 |

SCH = Semester credit hours