

South Plains College

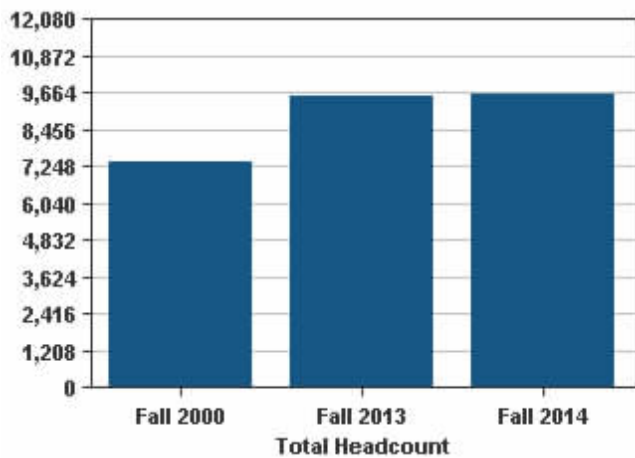
Accountability Report

January 2015

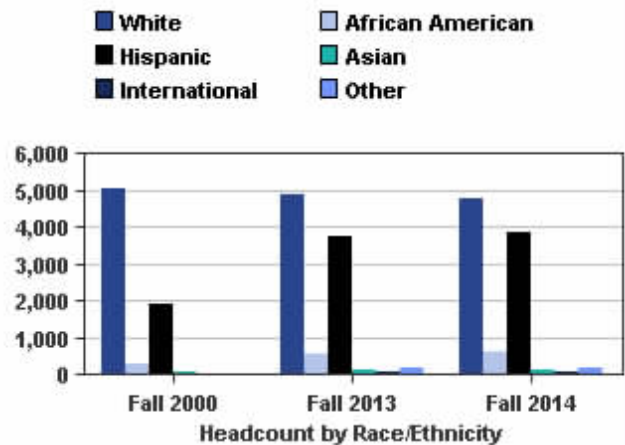
Participation - Key Measures

Enrollment

1. Fall Headcount (Unduplicated)									
	Fall 2000		Fall 2013		Fall 2014		% Change Fall 2000 to 2014	Institutional Closing the Gaps Target- Fall 2015	Closing the Gaps Completion
Total (does not include flex entry)	7,432		9,563		9,661		30.0%	10,575	91.4 %
White	5,054	(68.0%)	4,870	(50.9%)	4,776	(49.4%)	- 5.5%	5,213	91.6%
African American	323	(4.3%)	563	(5.9%)	623	(6.4%)	92.9%	512	121.7%
Hispanic	1,934	(26.0%)	3,746	(39.2%)	3,882	(40.2%)	100.7%	4,253	91.3%
Asian	58	(0.8%)	146	(1.5%)	149	(1.5%)	156.9%		
International	31	(0.4%)	71	(0.7%)	65	(0.7%)	109.7%		
Other	32	(0.4%)	167	(1.7%)	166	(1.7%)	418.8%		
Gender									
Male	3,388	(45.6%)	4,288	(45.4%)	4,283	(44.3%)	26.4%		
Female	4,044	(54.4%)	5,275	(54.6%)	5,378	(55.7%)	33.0%		
Flex Entry	141		77		N/A		N/A		



Source: Coordinating Board Management (CBM) Report 001



Source: Coordinating Board Management (CBM) Report 001

Annual Unduplicated Enrollment

2. Annual unduplicated enrollment including credit, non-credit and dual-credit students.							
	FY 2000		FY 2013		FY 2014		% Change FY 2000 to 2014
Total	12,188		15,639		15,121		24.1%
White	8,521	(69.9%)	7,260	(46.4%)	7,035	(46.5%)	- 17.4%
African American	717	(5.9%)	851	(5.4%)	865	(5.7%)	20.6%
Hispanic	2,732	(22.4%)	4,988	(31.9%)	5,302	(35.1%)	94.1%
Asian	107	(0.9%)	203	(1.3%)	236	(1.6%)	120.6%
International	56	(0.5%)	112	(0.7%)	126	(0.8%)	125.0%
Other	55	(0.5%)	2,225	(14.2%)	1,557	(10.3%)	2730.9%
Gender							
Male	5,547	(45.5%)	7,377	(46.5%)	7,065	(46.7%)	27.4%
Female	6,641	(54.5%)	8,262	(53.5%)	8,056	(53.3%)	21.3%

Participation - Contextual Measures

3. Enrollment by Semester	FY 2000	FY 2013	FY 2014	% Change FY 2000 to 2014
Fall	7,500	10,487	10,294	37.3%
Academic	3,981	7,541	7,257	82.3%
Technical	3,145	2,156	2,330	-25.9%
Continuing Education	374	790	707	89.0%
Spring	7,654	10,706	10,103	32.0%
Academic	3,521	7,000	6,634	88.4%
Technical	3,208	2,384	2,350	-26.7%
Continuing Education	925	1,322	1,119	21.0%
Summer	3,387	4,090	3,863	14.1%
Academic	1,664	2,744	2,546	53.0%
Technical	1,132	770	786	-30.6%
Continuing Education	591	576	531	-10.2%

Service Area Representation

4. Gap between demographic groups in the area and enrollment.	FY 2005	FY 2013	FY 2014		
	Service difference (% Enr. - % Pop.)	Service difference (% Enr. - % Pop.)	Percent population in service area	Percent credit enrollment	Service difference (% Enr. - % Pop.)
Race/Ethnicity					
White	13.3%	0.6%	50.4%	49.6%	-0.8%
African American	-1.9%	0.5%	6.3%	7.0%	0.7%
Hispanic	-10.5%	-1.4%	39.8%	39.7%	-0.1%
Other	-0.9%	0.3%	3.5%	3.7%	0.2%
Gender					
Male	-2.2%	-5.6%	51.4%	45.7%	-5.7%
Female	2.2%	5.6%	48.6%	54.3%	5.7%

5. Annual Semester Credit and Contact Hours	FY 2000	FY 2013	FY 2014	% Change FY 2000 to 2014
Annual Semester Credit Hours (SCH)	152,115	209,624	201,083	32.2%
Academic	111,076	166,414	156,732	41.1%
Technical	41,039	43,210	44,351	8.1%
Annual Contact Hours	3,295,042	4,563,867	4,431,374	34.5%
Academic	2,096,904	3,118,592	2,930,352	39.7%
Technical	1,104,160	1,235,689	1,285,600	16.4%
Continuing Education	93,978	209,586	215,422	129.2%
Distance Education Hours				
Hybrid/Blended on campus	0	0	0	N/A
Fully-distance education/Internet	2,281	33,713	34,641	1418.7%

6. Financial Aid: Students Receiving Pell Grants	Fall 1999	Fall 2011	Fall 2012	Point Change Fall 1999 to Fall 2012
Total*	29.3%	39.7%	39.0%	9.7
White	19.9%	27.3%	26.2%	6.3
African American	58.8%	69.2%	66.5%	7.7
Hispanic	49.3%	56.2%	54.6%	5.3
Asian	21.3%	22.3%	26.5%	5.2
International	0.0%	3.2%	2.5%	2.5
Other	48.5%	38.2%	37.2%	-11.3
Gender				
Male	23.9%	32.9%	32.3%	8.4
Female	34.0%	45.3%	44.6%	10.6

*Please note: The source for this Pell data is the Coordinating Board's financial aid database; Pell data found in the institutional online resumes is produced using IPEDS data and may not match.

7. Full-Time/Part-Time Undergraduate Students	Fall 2000	Fall 2013	Fall 2014	% Change Fall 2000 to Fall 2014
Credential-Seeking Undergraduate Students (Full- and Part- Time)				
Total	7,429	9,307	9,402	26.6%
Full-Time Credential Seeking Students				
Total*	3,612	4,662	4,731	31.0%
White	2,291 (63.4%)	2,150 (46.1%)	2,090 (44.2%)	-8.8%
African American	175 (4.8%)	330 (7.1%)	382 (8.1%)	118.3%
Hispanic	1,088 (30.1%)	1,975 (42.4%)	2,072 (43.8%)	90.4%
Asian	23 (0.6%)	58 (1.2%)	51 (1.1%)	121.7%
International	17 (0.5%)	59 (1.3%)	52 (1.1%)	205.9%
Other	18 (0.5%)	90 (1.9%)	84 (1.8%)	366.7%

Gender						
Male	1,737	(48.1%)	2,277	(48.8%)	2,281	(48.2%)
Female	1,875	(51.9%)	2,385	(51.2%)	2,450	(51.8%)
Part-Time Credential Seeking Students						
Total*	3,817		4,645		4,671	22.4%
White	2,760	(72.3%)	2,544	(54.8%)	2,531	(54.2%)
African American	148	(3.9%)	228	(4.9%)	232	(5.0%)
Hispanic	846	(22.2%)	1,706	(36.7%)	1,728	(37.0%)
Asian	35	(0.9%)	82	(1.8%)	91	(1.9%)
International	14	(0.4%)	12	(0.3%)	13	(0.3%)
Other	14	(0.4%)	73	(1.6%)	76	(1.6%)
Gender						
Male	1,650	(43.2%)	1,883	(40.5%)	1,872	(40.1%)
Female	2,167	(56.8%)	2,762	(59.5%)	2,799	(59.9%)

8. First-Time In College Students	Fall 2000	Fall 2013	Fall 2014	% Change Fall 2000 to Fall 2014
Credential-Seeking Undergraduate Students (Full- and Part- Time)				
Total	2,343	1,819	1,924	- 17.9%
Full-Time Credential Seeking Students				
Total*	1,174	1,514	1,596	35.9%
White	652 (55.5%)	614 (40.6%)	627 (39.3%)	- 3.8%
African American	68 (5.8%)	110 (7.3%)	125 (7.8%)	83.8%
Hispanic	430 (36.6%)	730 (48.2%)	789 (49.4%)	83.5%
Asian	7 (0.6%)	16 (1.1%)	17 (1.1%)	142.9%
International	8 (0.7%)	17 (1.1%)	12 (0.8%)	50.0%
Other	9 (0.8%)	27 (1.8%)	26 (1.6%)	188.9%
Gender				
Male	545 (46.4%)	768 (50.7%)	780 (48.9%)	43.1%
Female	629 (53.6%)	746 (49.3%)	816 (51.1%)	29.7%
Part-Time Credential Seeking Students				
Total*	1,169	305	328	- 71.9%
White	883 (75.5%)	107 (35.1%)	120 (36.6%)	- 86.4%
African American	29 (2.5%)	18 (5.9%)	26 (7.9%)	- 10.3%
Hispanic	236 (20.2%)	168 (55.1%)	170 (51.8%)	- 28.0%
Asian	15 (1.3%)	9 (3.0%)	6 (1.8%)	- 60.0%
International	3 (0.3%)	1 (0.3%)	0 (0.0%)	-100.0%
Other	3 (0.3%)	2 (0.7%)	6 (1.8%)	100.0%
Gender				
Male	509 (43.5%)	131 (43.0%)	132 (40.2%)	- 74.1%
Female	660 (56.5%)	174 (57.0%)	196 (59.8%)	- 70.3%

*Hispanic students, except international ones, are counted as Hispanic. Students who are "Multi-Racial one of which is African American" are included with the African American students. Asian includes Asian, Hawaiian, and Pacific Islanders. "Other" includes American Indian, Alaskan Native, Unknown, and two or more races, excluding African American. International students are shown as a separate category.

9. Community College Activities: Non-funded and Non-reported	FY 2013	FY 2014
Contract Training: Enrollment	N/A	N/A
Adult Basic Education: Enrollment as Reported to TEA	N/A	N/A
G.E.D.: Enrolled in G.E.D. Program	N/A	N/A

Fall 2014 Unduplicated Enrollment Detail - South Plains College

By Age

Age	Count	Percent
Less than 18	1,705	17.6%
18 to 21	4,438	45.9%
22 to 24	1,193	12.3%
25 to 29	986	10.2%
30 to 34	533	5.5%
Over 35	806	8.3%
N/A	0	0.0%

By Status

Status	Count	Percent
Full-Time	4,765	49.3%
Part-Time	4,896	50.7%

By Type Major

Type Major	Count	Percent
Academic	7,058	73.1%
Technical	2,603	26.9%

By Enrollment Status

Status	Count	Percent
In-District	544	5.6%
Out-of-District	8,875	91.9%
Out-of-State	242	2.5%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	1,669	17.3%

FY 2014 Unduplicated Enrollment Detail - South Plains College

By Age

Age	Count	Percent
Less than 18	1,917	12.7%
18 to 21	6,138	40.6%
22 to 24	2,125	14.1%
25 to 29	1,701	11.2%
30 to 34	1,018	6.7%
Over 35	2,192	14.5%
N/A	30	0.2%

By Type Major

Type Major	Count	Percent
Academic	9,723	64.3%
Technical	3,242	21.4%
Continuing Education	2,156	14.3%

By Enrollment Status

Status	Count	Percent
In-District	681	4.5%
Out-of-District	11,864	78.5%
Out-of-State	420	2.8%
Continuing Education	2,156	14.3%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	2,071	13.7%

FY 2014 Unduplicated Total by Semester Detail - South Plains College

By Age

Age	Fall	Spring	Summer
Less than 18	1,753	828	98
18 to 21	4,394	4,439	1,608
22 to 24	1,267	1,519	754
25 to 29	1,042	1,219	569
30 to 34	658	671	292
Over 35	1,180	1,394	542
N/A	0	33	0

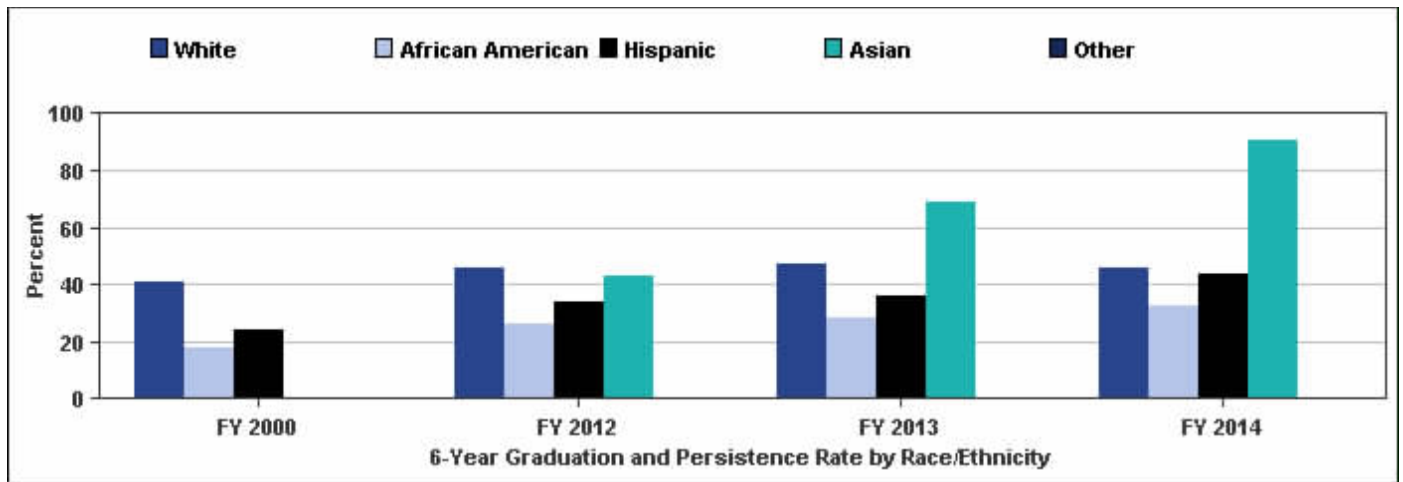
By Race/Ethnicity

Race/Ethnicity	Fall	Spring	Summer
White	4,971	4,749	1,899
African American	591	576	249
Hispanic	3,900	3,723	1,259
Asian	149	147	80
International	71	75	56
Other	612	833	320

Success - Key Measures

Graduation and Persistence Rate

10. First-time, full-time, credential-seeking, undergraduates who have graduated or are still enrolled.					
	FY 2000 (Entering Fall 1994 Cohort)	FY 2012 (Entering Fall 2006 Cohort)	FY 2013 (Entering Fall 2007 Cohort)	FY 2014 (Entering Fall 2008 Cohort)	Point Change FY 2000 to FY 2014
Total*	34.1%	39.4%	42.3%	44.4%	10.3
Race/Ethnicity					
White	41.2%	45.6%	47.1%	46.0%	4.8
African American	18.1%	26.3%	28.6%	32.6%	14.5
Hispanic	24.2%	33.7%	36.2%	43.5%	19.3
Asian	0.0%	42.9%	69.2%	90.9%	90.9
Native American	0.0%	25.0%	57.1%	27.3%	27.3
International	12.5%	29.4%	41.2%	47.4%	34.9
Other (Unknown)	0.0%	0.0%	0.0%	0.0%	0.0
Gender					
Male	33.3%	38.0%	40.2%	39.4%	6.1
Female	35.0%	41.0%	44.8%	49.6%	14.6

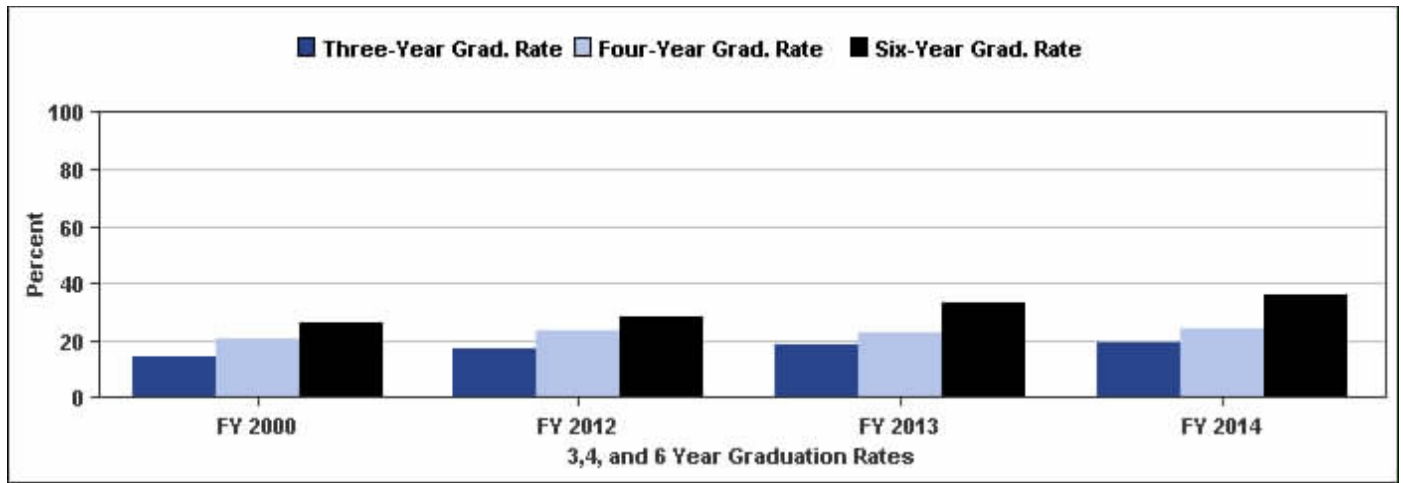


Source: CBM001, CBM002, and CBM009

3, 4, and 6-Year Graduation Rates

11. First-time, full-time entering, credential-seeking, undergraduates who have graduated.									
	FY 2000		FY 2012		FY 2013		FY 2014		Point Change FY 2000 to FY 2014
	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	
3-Year graduation rate (Total)	1997	173 (14.6%)	2009	256 (16.9%)	2010	300 (18.3%)	2011	294 (18.9%)	4.3
Baccalaureate or Above		1 (0.1%)		5 (0.3%)		7 (0.4%)		9 (0.6%)	0.5
Associates		117 (9.8%)		143 (9.4%)		173 (10.6%)		168 (10.8%)	1.0
Certificate		55 (4.6%)		108 (7.1%)		120 (7.3%)		117 (7.5%)	2.9
No Award		1,015 (85.4%)		1,261 (83.1%)		1,336 (81.7%)		1,246 (76.2%)	-4.3
4-Year graduation rate (Total)	1996	175 (20.7%)	2008	333 (23.5%)	2009	343 (22.6%)	2010	390 (23.8%)	3.1
Baccalaureate or Above		13 (1.5%)		38 (2.7%)		48 (3.2%)		53 (3.2%)	1.7
Associates		105 (12.4%)		194 (13.7%)		179 (11.8%)		208 (12.7%)	0.3
Certificate		57 (6.7%)		101 (7.1%)		116 (7.6%)		129 (7.9%)	1.2
No Award		670 (79.3%)		1,087 (76.5%)		1,174 (77.4%)		1,246 (76.2%)	-3.1
6-Year graduation rate (Total)	1994	254 (26.1%)	2006	317 (28.6%)	2007	480 (32.9%)	2008	510 (35.9%)	9.8
Baccalaureate or Above		107 (11.0%)		142 (12.8%)		221 (15.2%)		221 (15.2%)	4.6
Associates		104 (10.7%)		98 (8.8%)		186 (12.8%)		173 (12.2%)	1.5
Certificate		43 (4.4%)		77 (6.9%)		73 (5.0%)		116 (8.2%)	3.8
No Award		720 (73.9%)		791 (71.4%)		977 (67.1%)		910 (64.1%)	-9.8

For more data on the 6-year graduation rate, go to: <http://www.txhighereddata.org/GradRates>

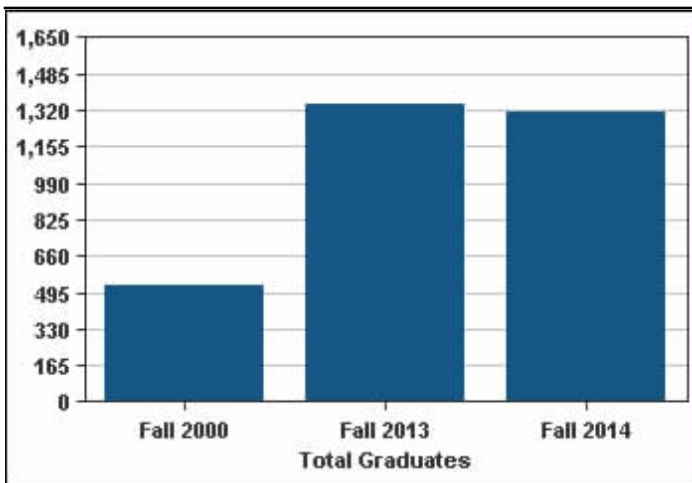


Source: CBM001, CBM002, and CBM009

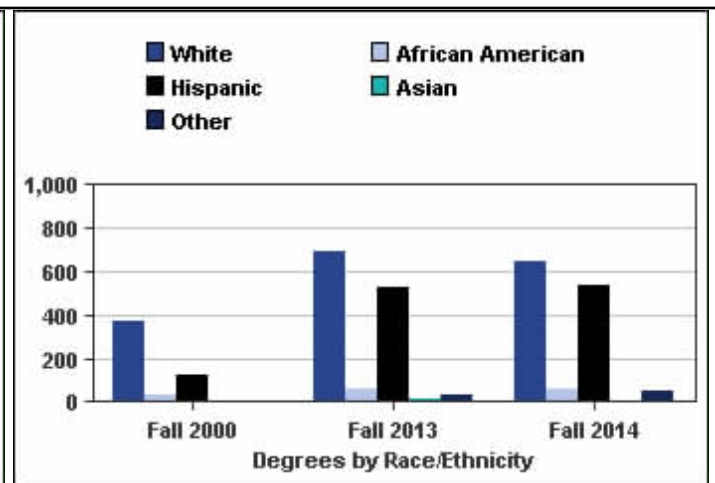
Degrees and Certificates

12. Number of awards, certificates by type, core completers and field of study completers.

	FY 2000	FY 2013	FY 2014	% Change FY 2000 to FY 2014	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
Total Degrees and Certificates (Does not include other completers)	531	1,345	1,315	147.6%	1,557	84%
White	368	695	644	75.0%		
African American	32	56	64	100.0%		
Hispanic	124	532	535	331.5%		
Asian	3	12	9	200.0%		
International	2	14	14	600.0%		
Other	2	36	49	2350.0%		
Level						
Bachelor of Applied Technology	N/A	N/A	N/A	N/A		
Associates	358	707	688	92.2%	1,292	53.3%
Certificate 1	88	547	546	520.5%		
Certificate 2	85	91	81	- 4.7%		
Advanced Technology Certificates	N/A	N/A	N/A	N/A		
Other Completers:						
ESC	N/A	1	N/A	N/A		
Core Completers	N/A	N/A	N/A	N/A		
Field of Study	N/A	N/A	N/A	N/A		
Gender						
Male	194	650	640	229.9%		
Female	337	695	675	100.3%		



Source: CBM009



Source: CBM009

Transfers

13. Transfers to a senior institution.									
	FY 2000			FY 2013			FY 2014		
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate	
Cohort	1994	1,634	(100%)	2007	1,910	(100%)	2008	1,802	(100%)
0-12 hours		38	(2.3%)		44	(2.3%)		25	(1.4%)
13-24 hours		49	(3.0%)		52	(2.7%)		48	(2.7%)
25-29 hours		26	(1.6%)		46	(2.4%)		40	(2.2%)
30-42 hours		48	(2.9%)		57	(3.0%)		58	(3.2%)
43+ hours		230	(14.1%)		350	(18.3%)		305	(16.9%)
All Transfers Total		391	(23.9%)		549	(28.7%)		476	(26.4%)
Non Transfer Completers		178	(10.9%)		223	(11.7%)		231	(12.8%)
Non Completers		1,065	(65.2%)		1,138	(59.6%)		1,095	(60.8%)
Awarded Core		0	(0.0%)		0	(0.0%)		11	(0.6%)

Developmental Education

14. The percent of underprepared and prepared students who successfully complete a college-level course in math, reading and writing. Prepared students are given 1 year. Underprepared students are given 3 years.	Fall 2010 Cohort			
	Total/Area Counts (a)	Received credit pre-matriculation (b)	College level course completion (grade A, B, or C) (c)	College level course completion (grade A, B, C) including pre-matriculation credit (percent of total) (b+c)/(a)
Summary Data				
Number of FTIC students	2,029			
Met state standards in all three areas	893			
Did not meet state standards in one, two, or all three areas (at entry)	912			
Unknown* (unduplicated)	224			
Data by Subject Area				
Met Standard				
Math	1,070	164	263	39.9%
Reading	1,514	483	587	70.7%
Writing	1,285	289	506	61.9%
Did Not Meet Standard				
Math	736	N/A	131	17.8%
Reading	297	N/A	117	39.4%
Writing	523	N/A	134	25.6%
Unknown** (waived or military exemption)				
Math**	223	N/A	22	9.9%
Reading**	218	N/A	46	21.1%
Writing**	221	N/A	26	11.8%
Most- and Least-Prepared Populations				
Met State Standard in All Three Areas				
Math	893	153	231	43.0%
Reading	893	338	379	80.3%
Writing	893	250	363	68.6%
Did Not Meet Standard in All Three Areas				
Math	190	N/A	27	14.2%
Reading	190	N/A	67	35.3%
Writing	190	N/A	45	23.7%

The data for this accountability measure is tracked for one year for students who met TSI and for one, two, and three years for students who did not meet TSI for this report.

*The Unknown (unduplicated) category does not include students who are unknown in some areas and not met in others.

**Unknowns by area include students with waivers or exemptions who have not been reported as meeting TSI on a performance measure; FTIC students with waivers or military exemptions who were reported as meeting TSI in all areas based on performance measures are included in the "met state standards in all areas" category.

Success - Contextual Measures

15. Persistence Rates	Entering Cohort Fall 2000	Entering Cohort Fall 2012	Entering Cohort Fall 2013	Point Change Fall 2000 to Fall 2013
First-time Undergraduate Persistence rate after one year				
Total	57.4%	59.7%	60.8%	3.4
Same institution	49.5%	49.3%	51.9%	2.4
Other institutions	7.9%	10.4%	8.9%	1.0
White	62.0%	65.0%	64.6%	2.6
Same institution	50.1%	50.9%	51.0%	0.9
Other institutions	11.9%	14.1%	13.6%	1.7
African American	43.9%	46.4%	56.0%	12.1
Same institution	43.9%	38.4%	45.0%	1.1
Other institutions	0.0%	8.0%	11.0%	11.0
Hispanic	52.0%	56.6%	58.2%	6.2
Same institution	49.2%	49.6%	53.3%	4.1
Other institutions	2.9%	7.0%	4.9%	2.0
Asian	57.1%	70.6%	56.3%	- 0.8
Same institution	42.9%	41.2%	43.8%	0.9
Other institutions	14.3%	29.4%	12.5%	- 1.8
International	62.5%	78.9%	70.6%	8.1
Same institution	62.5%	78.9%	70.6%	8.1
Other institutions	0.0%	0.0%	0.0%	0.0
Other	77.8%	54.2%	63.0%	- 14.8
Same institution	55.6%	37.5%	55.6%	0.0
Other institutions	22.2%	16.7%	7.4%	- 14.8

	Entering Cohort Fall 2000	Entering Cohort Fall 2011	Entering Cohort Fall 2012	Point Change Fall 2000 to Fall 2012
First-time Undergraduate Persistence rate after two years				
Total	42.5%	46.0%	45.3%	2.8
Same institution	27.0%	28.6%	27.9%	0.9
Other institutions	15.5%	17.4%	17.4%	1.9
White	48.5%	53.0%	54.1%	5.6
Same institution	28.1%	29.2%	28.4%	0.3
Other institutions	20.5%	23.8%	25.7%	5.2
African American	31.7%	39.7%	23.9%	- 7.8
Same institution	13.3%	22.2%	16.5%	3.2
Other institutions	18.3%	17.5%	7.3%	- 11.0
Hispanic	35.2%	39.3%	41.1%	5.9
Same institution	27.3%	28.5%	29.0%	1.7
Other institutions	7.9%	10.8%	12.1%	4.2
Asian	42.9%	71.4%	58.8%	15.9
Same institution	28.6%	42.9%	35.3%	6.7
Other institutions	14.3%	28.6%	23.5%	9.2
International	25.0%	50.0%	37.5%	12.5
Same institution	25.0%	50.0%	37.5%	12.5
Other institutions	0.0%	0.0%	0.0%	0.0
Other	44.4%	41.2%	40.9%	- 3.5
Same institution	33.3%	32.4%	27.3%	- 6.0
Other institutions	11.1%	8.8%	13.6%	2.5

16. Awards in STEM Fields	FY 2000	FY 2013	FY 2014	% Change FY 2000 to FY 2014	Institutional Closing the Gaps Target-FY 2015	Closing the Gaps Completion
Fields						
Computer Science	25	25	13	- 48.0%	48	27.1%
Engineering	7	26	25	257.1%	57	43.9%
Math	0	5	2	N/A	15	13.3%
Physical Science	0	5	3	N/A	4	75.0%
Level						
Degrees in Critical Fields Bachelor of Applied Technology	0	0	0	N/A		
Associates	30	38	26	- 13.3%		
Cert 1	2	23	17	750.0%		
Cert 2	0	0	0	N/A		
Degrees in Critical Fields Advanced Technology Certificate	0	0	0	N/A		

17. Awards in Nursing	FY 2000	FY 2013	FY 2014	% Change FY 2000 to FY 2014	Institutional Closing the Gaps Target-FY 2015	Closing the Gaps Completion
Total	98	128	134	36.7%	132	101.5%
Associates	28	47	55	96.4%		
Cert 1	0	0	0	N/A		
Cert 2	70	81	79	12.9%		
Advanced Technology Certificate	0	0	0	N/A		
ESC	0	0	0	N/A		

Field of Study 0 0 0 N/A

18. Awards in Allied Health	FY 2000	FY 2013	FY 2014	% Change FY 2000 to FY 2014	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
Total	51	40	63	23.5%	335	18.8%
Bachelor of Applied Technology	0	0	0	N/A		
Associates	23	37	50	117.4%		
Cert 1	27	3	13	- 51.9%		
Cert 2	1	0	0	-100.0%		
Advanced Technology Certificate	0	0	0	N/A		
ESC	0	0	0	N/A		

19. Teacher Production and Certification	FY 2011	FY 2012	FY 2013
Students taking the certification exams	N/A	N/A	N/A
Race/Ethnicity			
White	N/A	N/A	N/A
African American	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A
Other	N/A	N/A	N/A
Gender			
Male	N/A	N/A	N/A
Female	N/A	N/A	N/A
Students passing the certification exams	N/A	N/A	N/A
Race/Ethnicity			
White	N/A	N/A	N/A
African American	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A
Other	N/A	N/A	N/A
Gender			
Male	N/A	N/A	N/A
Female	N/A	N/A	N/A

Note: The data for teacher production and certification was provided by SBEC. In some cases, the sum of the categories does not add up to the total. Numbers less than 10 in a category are masked (*).

20. Graduate Status After Graduation	FY 2011	FY 2012	FY 2013	Point Change FY 2011 to FY 2013
Academic				
Employed Only	107	29.2%	126	31.4%
Employed and Enrolled (in Senior Institutions)	140	38.3%	134	33.4%
Enrolled Only (in Senior Institutions)	90	24.6%	90	22.4%
Enrolled Only (in Community Colleges)	14	3.8%	19	4.7%
Not Found	15	4.1%	32	8.0%
Technical				
Employed Only	477	78.2%	502	75.7%
Employed and Enrolled (in Senior Institutions)	32	5.2%	38	5.7%
Enrolled Only (in Senior Institutions)	4	0.7%	9	1.4%
Enrolled Only (in Community Colleges)	58	9.5%	83	12.5%
Not Found	39	6.4%	31	4.7%

For additional data on students graduating from and leaving institutions, go to: <http://www.txhighereddata.org/reports/performance/ctcasal/exitcohorts>

21. Marketable Skills Awards	FY 2002	FY 2013	FY 2014	Point Change FY 2002 to FY 2014
Marketable Skills Completers	0	14	24	N/A
Race/Ethnicity				
White	0	7	11	N/A
African American	0	0	1	N/A
Hispanic	0	6	12	N/A
Asian	0	0	0	N/A
International	0	0	0	N/A
Other	0	1	0	N/A
Gender				
Male	0	6	14	N/A
Female	0	8	10	N/A

22. Associate of Arts in Teaching Awards	FY 2000	FY 2013	FY 2014	Percent Change FY 2000 to FY 2014
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Total	0	34	41	N/A
Race/Ethnicity				
White	0	19	27	N/A
African American	0	2	1	N/A
Hispanic	0	11	13	N/A
Asian	0	0	0	N/A
International	0	0	0	N/A
Other	0	2	0	N/A
Gender				
Male	0	2	1	N/A
Female	0	32	40	N/A

Developmental Education	Fall 2010 Cohort							
	Total/Area Counts (a)	Number attempting developmental education (b)	Percent attempting developmental education (includes DevEd interventions) (b/a)	TSI obligations met (of those attempting developmental education) (d)	TSI obligations met through any means (of total) (e)	TSI obligations met (percent of those attempting developmental education) (d/b)	TSI obligations met (percent of total as reported by institution) (e/a)	TSI obligations met based on TSI reporting or passed 1st college-level course (percent of total) (e) and/or Passed†(a)
23. The percent of underprepared students who satisfied TSI obligation within 2 years								
Summary Data								
Number of FTIC students	2,029							
Met state standards in all three areas	893							
Did not meet state standards in one, two, or all three areas (at entry)	912							
Unknown* (unduplicated)	224							
Data by Subject Area								
Met Standard								
Math	1,070	135	12.6%	N/A	N/A	N/A	N/A	N/A
Reading	1,514	133	8.8%	N/A	N/A	N/A	N/A	N/A
Writing	1,285	9	0.7%	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standard								
Math	736	696	94.6%	227	231	32.6%	31.4%	31.4%
Reading	297	267	89.9%	158	177	59.2%	59.6%	59.6%
Writing	523	389	74.4%	174	205	44.7%	39.2%	39.2%
Unknown** (waived or military exemption)								
Math**	223	53	23.8%	N/A	N/A	N/A	N/A	N/A
Reading**	218	11	5.0%	N/A	N/A	N/A	N/A	N/A
Writing**	221	10	4.5%	N/A	N/A	N/A	N/A	N/A
Most- and Least-Prepared Populations								
Met state standards in all areas								
Math	893	99	11.1%	N/A	N/A	N/A	N/A	N/A
Reading	893	14	1.6%	N/A	N/A	N/A	N/A	N/A
Writing	893	8	0.9%	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standards in All Three Areas								
Math	190	178	93.7%	48	49	27.0%	25.8%	25.8%
Reading	190	171	90.0%	92	103	53.8%	54.2%	54.2%
Writing	190	142	74.7%	57	69	40.1%	36.3%	36.3%

*The Unknown (unduplicated) category does not include students who are unknown in some areas and not met in others.

**Unknowns by area include students with waivers or exemptions who have not been reported as meeting TSI on a performance measure; FTIC students with waivers or military exemptions who were reported as meeting TSI in all areas based on performance measures are included in the "met state standards in all areas" category.

†Passed is the number of students who passed a first college-level course as shown on measure #14.

24. The number and percent of underprepared and prepared students who return the following fall	Fall 2010 Cohort		
	Total (a)	Number returning (Fall 2011) (b)	Percent returning (Fall 2011) (b/a)
Summary Data			
Number of FTIC students	2,029	1,112	55
Met state standards in all areas	893	584	65.4%
Did not meet state standards in one, two, or all three areas	912	440	48.2%
Did not meet state standards in all three areas	190	97	51.1%
Unknown* (unduplicated)	224	88	39.3%

Data by Subject Area

Met Standard by Area

Math	1,070	672	62.8%
Reading	1,514	876	57.9%
Writing	1,285	777	60.5%

Did Not Meet Standard by Area

Math	736	352	47.8%
Reading	297	152	51.2%
Writing	523	250	47.8%

Unknown by Area (waived or military exemption)**

Math	223	88	39.5%
Reading	218	84	38.5%
Writing	221	85	38.5%

*The Unknown (unduplicated) category does not include students who are unknown in some areas and not met in others.

**Unknowns by area include students with waivers or exemptions who have not been reported as meeting TSI on a performance measure; FTIC students with waivers or military exemptions who were reported as meeting TSI in all areas based on performance measures are included in the "met state standards in all areas" category.

	Fall 2000	Fall 2012	Fall 2013	%/Point Change Fall 2000 to Fall 2013
25. Course Completion Rate for Undergraduate State Funded Semester Credit Hours				
Beginning semester credit hours	73,437	95,939	93,968	28.0%
Ending semester credit hours	62,201	88,509	86,043	38.3%
Completion rate	84.7%	92.3%	91.6%	6.9

Graduates Detail (FY 2014)- South Plains College

Success

By 2015, increase by 50 percent the number of degrees, certificates, and other identifiable student successes from high quality programs.

By Level, Race/Ethnicity:

Race/Ethnicity	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
White	354	261	29	0	644
African American	39	20	5	0	64
Hispanic	245	245	45	0	535
Asian	8	1	0	0	9
International	10	3	1	0	14
Other	32	16	1	0	49

By Level, Gender:

Gender	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Male	286	347	7	0	640
Female	402	199	74	0	675

By Level, Type Major:

Type Major	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Academic	433	0	0	0	433
Technical	255	546	81	0	882
Continuing Education	0	0	0	0	0

Graduates Success Detail (FY 2013)- South Plains College

Academic

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	101	51.5%
African American	6	3.1%
Hispanic	81	41.3%
Asian	4	2.0%
International	0	0.0%
Other	4	2.0%

Gender:

Gender	Number	Percent of Cohort
Male	63	32.1%
Female	133	67.9%

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	68	51.9%
African American	11	8.4%
Hispanic	45	34.4%
Asian	1	0.8%
International	0	0.0%
Other	6	4.6%

Gender:

Gender	Number	Percent of Cohort
Male	49	37.4%

Female 82 62.6%

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	38	56.7%
African American	5	7.5%
Hispanic	23	34.3%
Asian	0	0.0%
International	0	0.0%
Other	1	1.5%

Gender:

Gender	Number	Percent of Cohort
Male	31	46.3%
Female	36	53.7%

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	7	46.7%
African American	0	0.0%
Hispanic	8	53.3%
Asian	0	0.0%
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	4	26.7%
Female	11	73.3%

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	22	55.0%
African American	7	17.5%
Hispanic	10	25.0%
Asian	0	0.0%
International	0	0.0%
Other	1	2.5%

Gender:

Gender	Number	Percent of Cohort
Male	10	25.0%
Female	30	75.0%

Technical

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	270	52.8%
African American	17	3.3%
Hispanic	212	41.5%
Asian	2	0.4%
International	2	0.4%

Other 8 1.6%

Gender:

Gender	Number	Percent of Cohort
Male	251	49.1%
Female	260	50.9%

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	3	50.0%
African American	0	0.0%
Hispanic	1	16.7%
Asian	1	16.7%
International	0	0.0%
Other	1	16.7%

Gender:

Gender	Number	Percent of Cohort
Male	3	50.0%
Female	3	50.0%

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	3	30.0%
African American	1	10.0%
Hispanic	5	50.0%
Asian	1	10.0%
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	5	50.0%
Female	5	50.0%

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	30	52.6%
African American	2	3.5%
Hispanic	22	38.6%
Asian	0	0.0%
International	0	0.0%
Other	3	5.3%

Gender:

Gender	Number	Percent of Cohort
Male	43	75.4%
Female	14	24.6%

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	29	42.6%
African American	1	1.5%
Hispanic	33	48.5%

Asian	2	2.9%
International	0	0.0%
Other	3	4.4%

Gender:

Gender	Number	Percent of Cohort
Male	30	44.1%
Female	38	55.9%

Transfer Detail (through FY 2014)- South Plains College

Transfer Measure Detail

Transfers to Senior Institutions						
	All Students		Academic Students		Technical Students	
Fall 2014 Cohort	1,802	(100%)	1,544	(100%)	258	(100%)
0-12 hours	25	(1.4%)	24	(1.6%)	1	(0.4%)
13-24 hours	48	(2.7%)	44	(2.8%)	4	(1.6%)
25-29 hours	40	(2.2%)	37	(2.4%)	3	(1.2%)
30-42 hours	58	(3.2%)	54	(3.5%)	4	(1.6%)
43+ hours	305	(16.9%)	279	(18.1%)	26	(10.1%)
Non Transfer Completers	231	(12.8%)	158	(10.2%)	73	(28.3%)
Non Completers	1,095	(60.8%)	948	(61.4%)	147	(57.0%)
All Transfers Total	476	(26.4%)	438	(28.4%)	38	(14.7%)
Awarded Core	11	(0.6%)	11	(0.7%)	0	(0.0%)

Excellence - Key Measures

Licensure Rate

26. Pass rate for excellent programs whose graduates are required to pass a licensure exam to practice in the field.							
CIP	Program	2011		2012		2013	
		Number Takers	Pass Rate	Number Takers	Pass Rate	Number Takers	Pass Rate
12040100	Cosmetology/Cosmetologist, General	53	100.0%	43	100.0%	68	100.0%
12041300	Cosmetology, Barber/Styling, and Nail Instructor	2	100.0%	3	100.0%	3	100.0%
43010700	Criminal Justice/Police Science	50	100.0%	48	100.0%	38	100.0%
43020300	Fire Science/Firefighting	24	100.0%	24	100.0%	23	100.0%
47010100	Electrical/Electronics Equipment Installation and Repair, General	64	100.0%	48	98.0%	47	98.0%
47020100	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician	16	100.0%	22	95.0%	17	94.0%
47060300	Autobody/Collision and Repair Technology/Technician	31	90.0%	31	100.0%	9	100.0%
48050800	Welding Technology/Welder	27	100.0%	31	100.0%	36	100.0%
50040200	Commercial and Advertising Art	15	100.0%	13	100.0%	17	100.0%
50040200	Illustration	15	100.0%	13	100.0%	17	100.0%
51090800	Respiratory Care Therapy/Therapist	9	100.0%	12	100.0%	7	100.0%
51091100	Radiologic Technology/Science - Radiographer	12	100.0%	11	100.0%	10	100.0%
51380100	Registered Nursing/Registered Nurse	60	93.0%	44	100.0%	47	96.0%
51380100	Registered Nursing/Registered Nurse	60	93.0%	44	100.0%	47	96.0%
51390100	Licensed Practical/Vocational Nurse Training	88	99.0%	97	100.0%	82	93.0%
51390100	Licensed Practical/Vocational Nurse Training	88	99.0%	97	100.0%	82	93.0%
52150100	Real Estate	2	100.0%	2	100.0%	3	100.0%

Excellence - Contextual Measures

27. Certification and Licensure	FY 2007	FY 2013	FY 2014	Point Change FY 2007 to FY 2014
Pass rate on state or national exams.	88.9%	92.4%	90.7%	1.8

For more information, see the [licensure report](#).

Quality Enhancement Plan

28. Quality Enhancement Plan, Including Reaffirmation Year

“ESP @ SPC”

SPC has developed a comprehensive advising program as its Quality Enhancement Plan. Students are the primary focus of the QEP for SPC, more specifically the coaching they receive from faculty members. The Educational Success Plan (ESP) will prepare our students to navigate through their years of study at SPC and give them the tools they will need as they go beyond our doors and on the path towards achieving their life and career goals. Out of our desire to help our incoming and current students, we have developed three goals which encompass what we hope to achieve with our ESP.

Goals

Goal 1: SPC students will develop an Educational Success Plan with the assistance of their academic coach.

Goal 2: Students will identify and refine their life and career plans.

Goal 3: Students will establish and progress through their academic plan.

Student Learning Outcomes

The student learning outcomes came out of a desire to help our students reflect on their past, make quality decisions for the present and plan for their future. The three primary components of this are reflection, responsibility and planning:

Reflection – SPC students will reflect on their past experiences to help shape their future academic goals.

Responsibility – SPC Students will develop individual responsibility and accountability.

Planning – SPC students will learn to set goals in order to help accomplish their current academic and future career plans.

Excellent Programs

29. Excellent Programs

Highlighted Excellent Programs 1

2012 Law Enforcement Academy 100% passing license 6th year in a row

2012 Fire Technology Academy 2012 Cosmetology 100% passing license

30. Significant Recognitions - 2013:

Number of members in Phi Theta Kappa	
Number of students eligible for Phi Theta Kappa membership	
Number of students in service learning programs	
Exemplary programs or citations/Other national recognitions:	

Significant Recognitions - 2014:

Number of members in Phi Theta Kappa	
Number of students eligible for Phi Theta Kappa membership	
Number of students in service learning programs	
Exemplary programs or citations/Other national recognitions:	

SPC received \$475,000 in Grant money from the EDA to assist in constructing training facilities on our Plainview Extension Campus. This is in response to workers who lost their jobs when Excel Meat Packers closed their Plainview operation.
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Institutional Efficiency and Effectiveness - Key Measures

Institutional Support

31. Institutional support as a percent of total operating expenses.

	FY 2000	FY 2013	FY 2014	Point Change FY 2000 to FY 2014
Institutional support as a percent of total operating expenditures	N/A	8.9%	N/A	N/A

Institutional Support is 8.34% of total operating expenditures for 2013.

Tuition and Fees

32. Tuition and fees for 30 SCH.

	FY 2000	FY 2014	FY 2015	Percent Change FY 2000 to FY 2015
Tuition and fees for 30 SCH in two semesters	\$1,045	\$2,632	\$2,272	117.4%

Institutional Efficiency and Effectiveness - Contextual Measures

33. Faculty

	Fall 2000	Fall 2012	Fall 2013	Percent Change Fall 2000 to Fall 2013
Full-Time Total*	221	275	270	22.2%
Race/Ethnicity				
White	208 (94.1%)	250 (90.9%)	249 (92.2%)	19.7%
African American	2 (0.9%)	4 (1.5%)	3 (1.1%)	50.0%
Hispanic	9 (4.1%)	15 (5.5%)	12 (4.4%)	33.3%
Asian	1 (0.5%)	0 (0.0%)	0 (0.0%)	-100.0%
International	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Other	1 (0.5%)	6 (2.2%)	6 (2.2%)	500.0%
Gender				
Male	112 (50.7%)	144 (52.4%)	142 (52.6%)	26.8%
Female	109 (49.3%)	131 (47.6%)	128 (47.4%)	17.4%
Part-Time Total*	145	130	122	- 15.9%
Race/Ethnicity				
White	138 (95.2%)	120 (92.3%)	109 (89.3%)	- 21.0%
African American	2 (1.4%)	1 (0.8%)	3 (2.5%)	50.0%
Hispanic	5 (3.4%)	8 (6.2%)	9 (7.4%)	80.0%
Asian	0 (0.0%)	0 (0.0%)	1 (0.8%)	N/A
International	0 (0.0%)	1 (0.8%)	0 (0.0%)	N/A
Other	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Gender				
Male	66 (45.5%)	51 (39.2%)	50 (41.0%)	- 24.2%
Female	79 (54.5%)	79 (60.8%)	72 (59.0%)	- 8.9%

*Hispanic faculty members, except international ones, are counted as Hispanic. Faculty who are "Multi-Racial one of which is African American" are included with the African American faculty. Asian includes Asian, Hawaiian, and Pacific Islanders. "Other" includes American Indian, Alaskan Native, Unknown, and two or more races, excluding African American. International faculty are shown as a separate category.

	Fall 2000	Fall 2012	Fall 2013	Percent Change Fall 2000 to Fall 2013
34. FTE Student/FTE Faculty Ratio	20:1	21:1	20:1	0.0%
35. Contact Hours	1,473,928	1,932,416	1,883,216	27.8%
Taught by full-time faculty	81.1%	86.1%	89.4%	8.3
Taught by part-time faculty	18.9%	13.9%	10.6%	- 8.3

Institutional Efficiency and Effectiveness - Finance Measures

Finances per FTE Student

36. Funds by source divided by full-time equivalent students

	FY 2000	FY 2013	FY 2014	% Change FY 2000 to FY 2014
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Total revenues per FTE student	N/A	9,149	N/A	N/A
State funds per FTE student	N/A (N/A)	2,461 (26.9%)	N/A (N/A)	N/A
Local funds per FTE student	N/A (N/A)	1,866 (20.4%)	N/A (N/A)	N/A
Tuition and Fees per FTE student	N/A (N/A)	2,225 (24.3%)	N/A (N/A)	N/A
Federal revenue per FTE student	N/A (N/A)	2,597 (28.4%)	N/A (N/A)	N/A

37. Expenditures per full-time equivalent students

	FY 2000	FY 2013	FY 2014	% Change FY 2000 to FY 2014
Total expenditures per FTE student	N/A	8,122	N/A	N/A
Instructional expenditures per FTE student	N/A (N/A)	3,833 (47.2%)	N/A (N/A)	N/A
Institution Support expenditures per FTE student	N/A (N/A)	722 (8.9%)	N/A (N/A)	N/A
Academic Support expenditures per FTE student	N/A (N/A)	370 (4.6%)	N/A (N/A)	N/A

38. Financial Viability Ratio

	FY 2003	FY 2013	FY 2014	Point Change FY 2003 to FY 2014
Financial Viability Ratio	N/A	0.90%	N/A	N/A

For more information on community college finances, go to the Community College Annual Reporting and Analysis Tool (CARAT) at: <https://www1.theccb.state.tx.us/apps/CARAT/>

Success Points

	FY 2012	FY 2013	FY 2014	% Change FY 2012 to FY 2014
39 Success Points				
Annual Success Point Total	12,046.3	15,085.0	N/A	N/A
Math Readiness	429.0	389.0	N/A	N/A
Read Readiness	205.0	189.0	N/A	N/A
Write Readiness	172.5	182.0	N/A	N/A
Students Who Complete 15 SCH	3,193.0	3,199.0	N/A	N/A
Students Who Complete 30 SCH	2,036.0	1,974.0	N/A	N/A
Students Who Transfer to a 4-Year Institution	2,666.0	2,542.0	N/A	N/A
Students Who Pass First College-Level Math Course	550.0	1,737.0	N/A	N/A
Students Who Pass First College-Level Read Course	221.0	1,256.5	N/A	N/A
Students Who Pass First College-Level Write Course	348.5	1,326.0	N/A	N/A
Degrees, Core Curriculum or Certificates (Unduplicated)	1,692.0	1,800.0	N/A	N/A
Degrees or Certificates in Critical Fields	533.3	490.5	N/A	N/A