


South Plains College

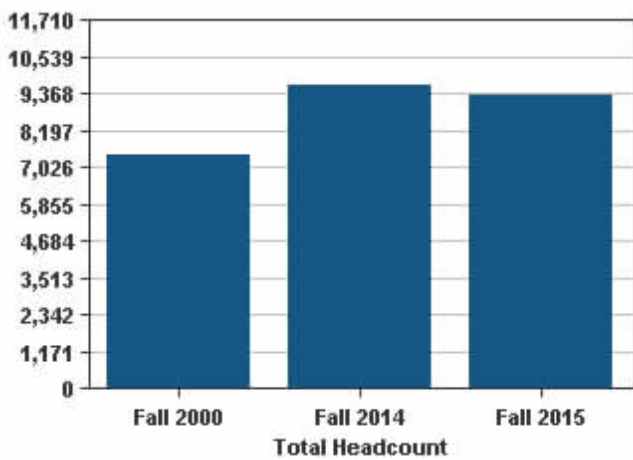
Accountability Report

January 2016

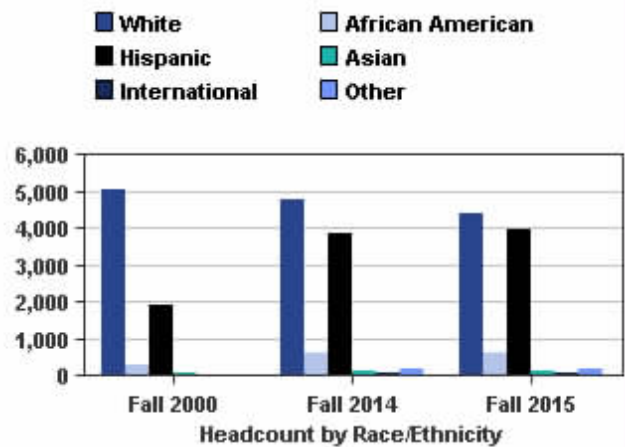
Participation - Key Measures

Enrollment

1. Fall Headcount (Unduplicated) 									
	Fall 2000		Fall 2014		Fall 2015		% Change Fall 2000 to 2015	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
Total (does not include flex entry)	7,432		9,661		9,365		26.0%	10,575	88.6 %
White	5,054	(68.0%)	4,776	(49.4%)	4,384	(46.8%)	- 13.3%	5,213	84.1%
African American	323	(4.3%)	623	(6.4%)	599	(6.4%)	85.4%	512	117.0%
Hispanic	1,934	(26.0%)	3,882	(40.2%)	3,997	(42.7%)	106.7%	4,253	94.0%
Asian	58	(0.8%)	149	(1.5%)	139	(1.5%)	139.7%		
International	31	(0.4%)	65	(0.7%)	80	(0.9%)	158.1%		
Other	32	(0.4%)	166	(1.7%)	166	(1.8%)	418.8%		
Gender									
Male	3,388	(45.6%)	4,283	(44.8%)	4,235	(45.2%)	25.0%		
Female	4,044	(54.4%)	5,378	(55.2%)	5,130	(54.8%)	26.9%		
Flex Entry	141		59		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 2014		FY 2015		% Change FY 2000 to 2015	
Total	12,188		15,121		15,205		24.8%	
White	8,521	(69.9%)	7,035	(46.5%)	6,973	(45.9%)	- 18.2%	
African American	717	(5.9%)	865	(5.7%)	943	(6.2%)	31.5%	
Hispanic	2,732	(22.4%)	5,302	(35.1%)	5,589	(36.8%)	104.6%	
Asian	107	(0.9%)	236	(1.6%)	231	(1.5%)	115.9%	
International	56	(0.5%)	126	(0.8%)	113	(0.7%)	101.8%	
Other	55	(0.5%)	1,557	(10.3%)	1,356	(8.9%)	2365.5%	
Gender								
Male	5,547	(45.5%)	7,065	(47.2%)	7,043	(46.3%)	27.0%	
Female	6,641	(54.5%)	8,056	(52.8%)	8,162	(53.7%)	22.9%	


Participation - Contextual Measures


3. Enrollment by Semester 				
	FY 2000	FY 2014	FY 2015	% Change FY 2000 to 2015
Fall	7,500	10,294	10,453	39.4%
Academic	3,981	7,257	7,059	77.3%
Technical	3,145	2,330	2,619	- 16.7%
Continuing Education	374	707	775	107.2%
Spring	7,654	10,103	10,275	34.2%
Academic	3,521	6,634	7,065	100.7%
Technical	3,208	2,350	2,022	- 37.0%
Continuing Education	925	1,119	1,188	28.4%

Summer	3,387	3,863	3,773	11.4%
Academic	1,664	2,546	2,625	57.8%
Technical	1,132	786	607	- 46.4%
Continuing Education	591	531	541	- 8.5%


Service Area Representation

4. Gap between demographic groups in the area and enrollment. 	FY 2005	FY 2014	FY 2015		
	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%	- 0.8%	49.8%	48.3%	- 1.5%
African American	- 1.9%	0.7%	6.3%	7.4%	1.1%
Hispanic	- 10.5%	- 0.1%	40.4%	41.0%	0.6%
Other	- 0.9%	0.2%	3.6%	3.3%	- 0.3%
Gender					
Male	- 2.2%	- 5.7%	51.4%	45.4%	- 6.0%
Female	2.2%	5.7%	48.6%	54.6%	6.0%

5. Annual Semester Credit and Contact Hours 	FY 2000	FY 2014	FY 2015	% Change FY 2000 to 2015
Annual Semester Credit Hours (SCH)	152,115	201,083	202,944	33.4%
Academic	111,076	156,732	155,899	40.4%
Technical	41,039	44,351	47,045	14.6%
Annual Contact Hours	3,295,042	4,431,374	4,570,429	38.7%
Academic	2,096,904	2,930,352	2,943,552	40.4%
Technical	1,104,160	1,285,600	1,390,048	25.9%
Continuing Education	93,978	215,422	236,829	152.0%
Distance Education Hours				
Hybrid/Blended on campus	0	0	2,268	N/A
Fully-distance education/Internet	2,281	34,641	35,896	1473.7%

6. Financial Aid: Students Receiving Pell Grants 	Fall 1999	Fall 2012	Fall 2013	Point Change Fall 1999 to Fall 2013
Total*	29.3%	39.0%	39.7%	10.4
White	19.9%	26.2%	26.4%	6.5
African American	58.8%	66.5%	67.9%	9.1
Hispanic	49.3%	54.6%	53.8%	4.5
Asian	21.3%	26.5%	34.2%	12.9
International	0.0%	2.5%	1.4%	1.4
Other	48.5%	37.2%	37.1%	- 11.4
Gender				
Male	23.9%	32.3%	33.7%	9.8
Female	34.0%	44.6%	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 2014	Fall 2015	% Change Fall 2000 to Fall 2015
Credential-Seeking Undergraduate Students (Full- and Part- Time)				
Total	7,429	9,402	9,126	22.8%
Full-Time Credential Seeking Students				
Total*	3,612	4,731	4,586	27.0%
White	2,291 (63.4%)	2,090 (44.2%)	1,946 (42.4%)	- 15.1%
African American	175 (4.8%)	382 (8.1%)	352 (7.7%)	101.1%
Hispanic	1,088 (30.1%)	2,072 (43.8%)	2,092 (45.6%)	92.3%
Asian	23 (0.6%)	51 (1.1%)	57 (1.2%)	147.8%
International	17 (0.5%)	52 (1.1%)	64 (1.4%)	276.5%
Other	18 (0.5%)	84 (1.8%)	75 (1.6%)	316.7%
Gender				
Male	1,737 (48.1%)	2,281 (48.2%)	2,280 (49.7%)	31.3%
Female	1,875 (51.9%)	2,450 (51.8%)	2,306 (50.3%)	23.0%
Part-Time Credential Seeking Students				
Total*	3,817	4,671	4,540	18.9%
White	2,760 (72.3%)	2,531 (54.2%)	2,297 (50.6%)	- 16.8%
African American	148 (3.9%)	232 (5.0%)	238 (5.2%)	60.8%
Hispanic	846 (22.2%)	1,728 (37.0%)	1,831 (40.3%)	116.4%
Asian	35 (0.9%)	91 (1.9%)	75 (1.7%)	114.3%
International	14 (0.4%)	13 (0.3%)	16 (0.4%)	14.3%
Other	14 (0.4%)	76 (1.6%)	83 (1.8%)	492.9%
Gender				

Male	1,650	(43.2%)	1,872	(40.1%)	1,835	(40.4%)	11.2%
Female	2,167	(56.8%)	2,799	(59.9%)	2,705	(59.6%)	24.8%

8. First-Time In College Students 

	Fall 2000	Fall 2014	Fall 2015	% Change Fall 2000 to Fall 2015
Credential-Seeking Undergraduate Students (Full- and Part- Time)				
Total	2,343	1,924	1,949	- 16.8%
Full-Time Credential Seeking Students				
Total*	1,174	1,596	1,617	37.7%
White	652 (55.5%)	627 (39.3%)	576 (35.6%)	- 11.7%
African American	68 (5.8%)	125 (7.8%)	135 (8.3%)	98.5%
Hispanic	430 (36.6%)	789 (49.4%)	832 (51.5%)	93.5%
Asian	7 (0.6%)	17 (1.1%)	23 (1.4%)	228.6%
International	8 (0.7%)	12 (0.8%)	26 (1.6%)	225.0%
Other	9 (0.8%)	26 (1.6%)	25 (1.5%)	177.8%
Gender				
Male	545 (46.4%)	780 (48.9%)	834 (51.6%)	53.0%
Female	629 (53.6%)	816 (51.1%)	783 (48.4%)	24.5%
Part-Time Credential Seeking Students				
Total*	1,169	328	332	- 71.6%
White	883 (75.5%)	120 (36.6%)	124 (37.3%)	- 86.0%
African American	29 (2.5%)	26 (7.9%)	20 (6.0%)	- 31.0%
Hispanic	236 (20.2%)	170 (51.8%)	178 (53.6%)	- 24.6%
Asian	15 (1.3%)	6 (1.8%)	4 (1.2%)	- 73.3%
International	3 (0.3%)	0 (0.0%)	2 (0.6%)	- 33.3%
Other	3 (0.3%)	6 (1.8%)	4 (1.2%)	33.3%
Gender				
Male	509 (43.5%)	132 (40.2%)	147 (44.3%)	- 71.1%
Female	660 (56.5%)	196 (59.8%)	185 (55.7%)	- 72.0%

*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 2014	FY 2015
Contract Training: Enrollment	N/A	N/A
Adult Basic Education: Enrollment as Reported to TWC	N/A	N/A
G.E.D.: Enrolled in G.E.D. Program	N/A	N/A

Fall 2015 Unduplicated Enrollment Detail - South Plains College

By Age

Age	Count	Percent
Less than 18	1,461	15.6%
18 to 21	4,577	48.9%
22 to 24	1,166	12.5%
25 to 29	912	9.7%
30 to 34	528	5.6%
Over 35	721	7.7%
N/A	0	0.0%

By Status

Status	Count	Percent
Full-Time	4,635	49.5%
Part-Time	4,730	50.5%

By Type Major

Type Major	Count	Percent
Academic	7,421	79.2%
Technical	1,944	20.8%

By Enrollment Status

Status	Count	Percent
In-District	512	5.5%
Out-of-District	8,593	91.8%
Out-of-State	260	2.8%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	1,428	15.2%

FY 2015 Unduplicated Enrollment Detail - South Plains College

By Age

Age	Count	Percent
Less than 18	1,913	12.6%
18 to 21	6,259	41.2%
22 to 24	2,126	14.0%
25 to 29	1,702	11.2%
30 to 34	976	6.4%
Over 35	2,229	14.7%
N/A	0	0.0%

By Type Major

Type Major	Count	Percent
Academic	9,777	64.3%
Technical	3,232	21.3%
Continuing Education	2,196	14.4%

By Enrollment Status

Status	Count	Percent
In-District	682	4.5%
Out-of-District	11,931	78.5%
Out-of-State	396	2.6%
Continuing Education	2,196	14.4%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	1,955	12.9%

FY 2015 Unduplicated Total by Semester Detail - South Plains College

By Age

Age	Fall	Spring	Summer
Less than 18	1,736	910	121
18 to 21	4,537	4,444	1,626
22 to 24	1,296	1,543	679
25 to 29	1,085	1,236	513
30 to 34	597	688	272
Over 35	1,202	1,454	562
N/A	0	0	0

By Race/Ethnicity

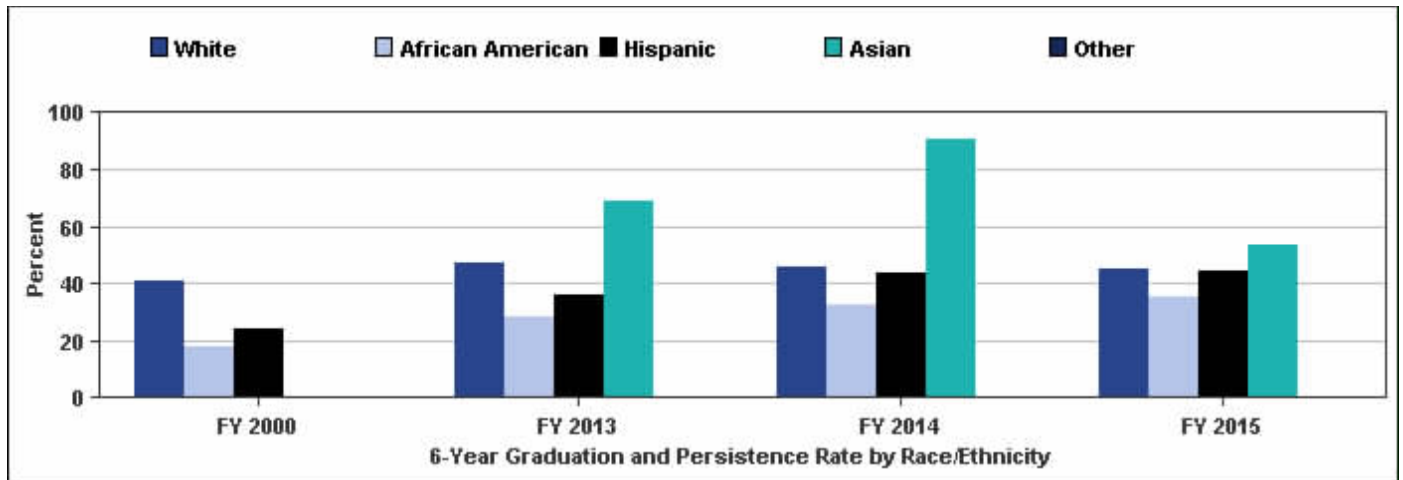
Race/Ethnicity	Fall	Spring	Summer
White	4,887	4,730	1,854
African American	652	632	261
Multi-racial one of which is African American	0	0	0
Hispanic	4,112	3,988	1,285
Asian	152	154	70
International	65	68	53
Other	585	703	250

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 2013 (Entering Fall 2007 Cohort)	FY 2014 (Entering Fall 2008 Cohort)	FY 2015 (Entering Fall 2009 Cohort)	Point Change FY 2000 to FY 2015
Total*	34.1%	42.3%	44.4%	44.0%	9.9
Race/Ethnicity					
White	41.2%	47.1%	46.0%	44.8%	3.6
African American	18.1%	28.6%	32.6%	35.3%	17.2
Hispanic	24.2%	36.2%	43.5%	44.6%	20.4
Asian	0.0%	69.2%	90.9%	53.8%	53.8
Native American	0.0%	57.1%	27.3%	33.3%	33.3
International	12.5%	41.2%	47.4%	46.7%	34.2
Other (Unknown)	0.0%	0.0%	0.0%	0.0%	0.0
Gender					
Male	33.3%	40.2%	39.4%	40.7%	7.4
Female	35.0%	44.8%	49.6%	47.2%	12.2



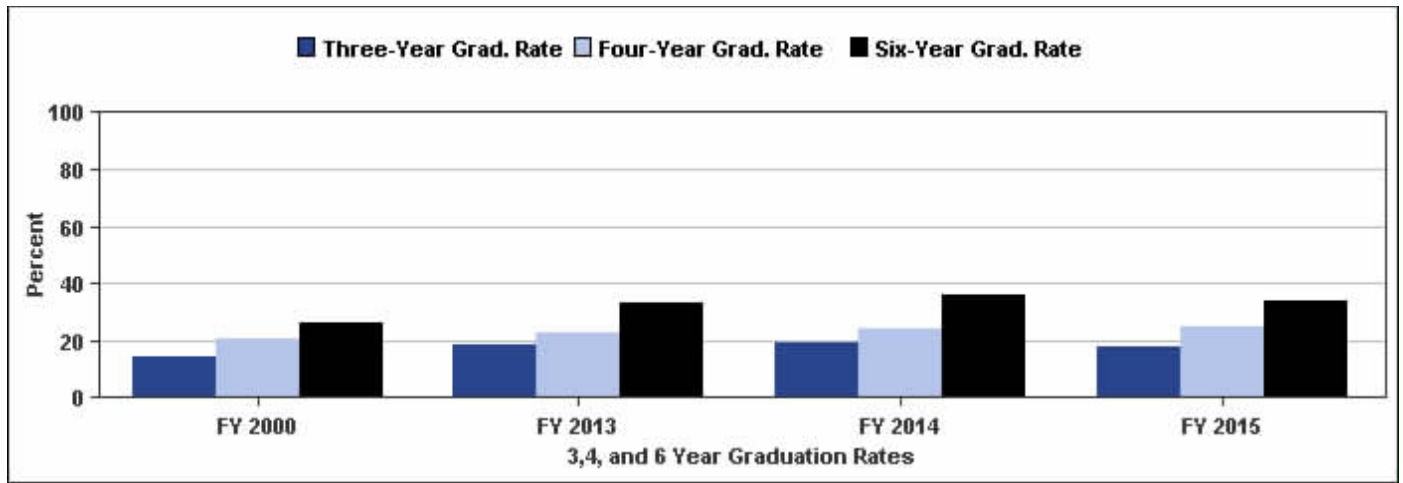
Source: CBM001, CBM002, and CBM009

3, 4, and 6-Year Graduation Rates

11. First-time, full-time entering, credential-seeking, undergraduates who have graduated. 

	FY 2000		FY 2013		FY 2014		FY 2015		Point Change FY 2000 to FY 2015
	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%)	2010	300 (18.3%)	2011	294 (18.9%)	2012	249 (17.5%)	2.9
Baccalaureate or Above	1	(0.1%)	7	(0.4%)	9	(0.6%)	1	(0.1%)	0.0
Associates	117	(9.8%)	173	(10.6%)	168	(10.8%)	155	(10.9%)	1.1
Certificate	55	(4.6%)	120	(7.3%)	117	(7.5%)	93	(6.5%)	1.9
No Award	1,015	(85.4%)	1,336	(81.7%)	1,260	(81.1%)	1,174	(82.5%)	- 2.9
4-Year graduation rate (Total)	1996	175 (20.7%)	2009	343 (22.6%)	2010	390 (23.8%)	2011	390 (25.1%)	4.4
Baccalaureate or Above	13	(1.5%)	48	(3.2%)	53	(3.2%)	53	(3.4%)	1.9
Associates	105	(12.4%)	179	(11.8%)	208	(12.7%)	215	(13.8%)	1.4
Certificate	57	(6.7%)	116	(7.6%)	129	(7.9%)	122	(7.9%)	1.2
No Award	670	(79.3%)	1,174	(77.4%)	1,246	(76.2%)	1,164	(74.9%)	- 4.4
6-Year graduation rate (Total)	1994	254 (26.1%)	2007	480 (32.9%)	2008	510 (35.9%)	2009	512 (33.8%)	7.7
Baccalaureate or Above	107	(11.0%)	221	(15.2%)	221	(15.6%)	219	(14.4%)	3.4
Associates	104	(10.7%)	186	(12.8%)	173	(12.2%)	171	(11.3%)	0.6
Certificate	43	(4.4%)	73	(5.0%)	116	(8.2%)	122	(8.0%)	3.6
No Award	720	(73.9%)	977	(67.1%)	910	(64.1%)	1,005	(66.2%)	- 7.7

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

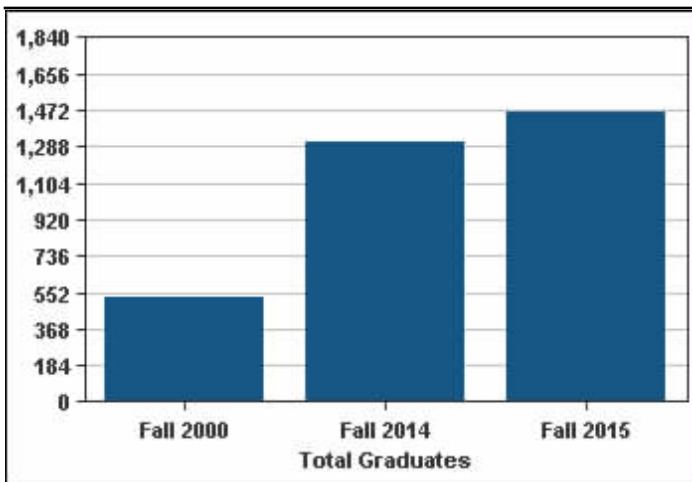


Source: CBM001, CBM002, and CBM009

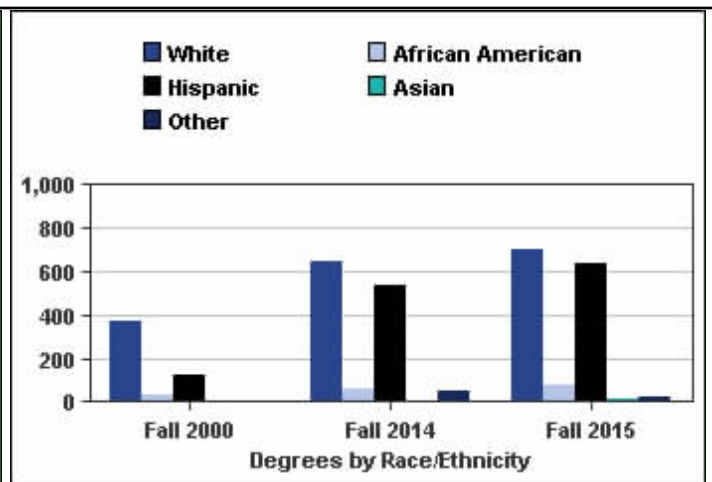
Degrees and Certificates

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

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
Total Degrees and Certificates (Does not include other completers)	531	1,315	1,466	176.1%	1,557	94%
White	368	644	698	89.7%		
African American	32	64	78	143.8%		
Hispanic	124	535	641	416.9%		
Asian	3	9	10	233.3%		
International	2	14	12	500.0%		
Other	2	49	27	1250.0%		
Level						
Bachelor of Applied Technology	N/A	N/A	N/A	N/A		
Associates	358	688	755	110.9%	1,292	58.4%
Certificate 1	88	546	649	637.5%		
Certificate 2	85	81	62	- 27.1%		
Advanced Technology Certificates	N/A	N/A	N/A	N/A		
Other Completers:						
ESC	N/A	N/A	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	640	769	296.4%		
Female	337	675	697	106.8%		



Source: CBM009



Source: CBM009

Transfers

13. Transfers to a senior institution.

	FY 2000			FY 2014			FY 2015		
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate	
Cohort	1994	1,634	(100%)	2008	1,802	(100%)	2009	1,875	(100%)
0-12 hours		38	(2.3%)		25	(1.4%)		15	(0.8%)
13-24 hours		49	(3.0%)		48	(2.7%)		45	(2.4%)
25-29 hours		26	(1.6%)		40	(2.2%)		33	(1.8%)
30-42 hours		48	(2.9%)		58	(3.2%)		50	(2.7%)
43+ hours		230	(14.1%)		305	(16.9%)		320	(17.1%)
All Transfers Total		391	(23.9%)		476	(26.4%)		463	(24.7%)
Non Transfer Completers		178	(10.9%)		259	(14.4%)		260	(13.9%)
Non Completers		1,065	(65.2%)		1,067	(59.2%)		1,152	(61.4%)
Awarded Core		0	(0.0%)		11	(0.6%)		15	(0.8%)

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 2011 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		1,967		
Met state standards in all three areas		890		
Did not meet state standards in one, two, or all three areas (at entry)		862		
Unknown* (unduplicated)		215		
Data by Subject Area				
Met Standard				
Math	1,019	156	412	55.7%
Reading	1,384	355	712	77.1%
Writing	1,259	202	653	67.9%
Did Not Meet Standard				
Math	733	N/A	113	15.4%
Reading	368	N/A	112	30.4%
Writing	494	N/A	118	23.9%
Unknown** (waived or military exemption)				
Math**	215	N/A	16	7.4%
Reading**	215	N/A	46	21.4%
Writing**	214	N/A	32	15.0%
Most- and Least-Prepared Populations				
Met State Standard in All Three Areas				
Math	890	148	365	57.6%
Reading	890	267	465	82.2%
Writing	890	190	467	73.8%
Did Not Meet Standard in All Three Areas				
Math	261	N/A	29	11.1%
Reading	261	N/A	70	26.8%
Writing	261	N/A	49	18.8%

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 2013	Entering Cohort Fall 2014	Point Change Fall 2000 to Fall 2014
First-time Undergraduate Persistence rate after one year Total	57.4%	60.8%	59.4%	2.0

Same institution	49.5%	51.9%	48.1%	- 1.4
Other institutions	7.9%	8.9%	11.3%	3.4
White	62.0%	64.6%	67.8%	5.8
Same institution	50.1%	51.0%	52.9%	2.8
Other institutions	11.9%	13.6%	14.9%	3.0
African American	43.9%	56.0%	44.7%	0.8
Same institution	43.9%	45.0%	25.2%	- 18.7
Other institutions	0.0%	11.0%	19.5%	19.5
Hispanic	52.0%	58.2%	55.0%	3.0
Same institution	49.2%	53.3%	48.6%	- 0.6
Other institutions	2.9%	4.9%	6.4%	3.5
Asian	57.1%	56.3%	64.7%	7.6
Same institution	42.9%	43.8%	41.2%	- 1.7
Other institutions	14.3%	12.5%	23.5%	9.2
International	62.5%	70.6%	41.7%	- 20.8
Same institution	62.5%	70.6%	41.7%	- 20.8
Other institutions	0.0%	0.0%	0.0%	0.0
Other	77.8%	63.0%	61.5%	- 16.3
Same institution	55.6%	55.6%	38.5%	- 17.1
Other institutions	22.2%	7.4%	23.1%	0.9


	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 two years				
Total	42.5%	45.3%	47.8%	5.3
Same institution	27.0%	27.9%	30.1%	3.1
Other institutions	15.5%	17.4%	17.7%	2.2
White	48.5%	54.1%	53.8%	5.3
Same institution	28.1%	28.4%	29.2%	1.1
Other institutions	20.5%	25.7%	24.6%	4.1
African American	31.7%	23.9%	37.1%	5.4
Same institution	13.3%	16.5%	19.0%	5.7
Other institutions	18.3%	7.3%	18.1%	- 0.2
Hispanic	35.2%	41.1%	45.0%	9.8
Same institution	27.3%	29.0%	32.5%	5.2
Other institutions	7.9%	12.1%	12.6%	4.7
Asian	42.9%	58.8%	43.8%	0.9
Same institution	28.6%	35.3%	25.0%	- 3.6
Other institutions	14.3%	23.5%	18.8%	4.5
International	25.0%	37.5%	40.0%	15.0
Same institution	25.0%	37.5%	40.0%	15.0
Other institutions	0.0%	0.0%	0.0%	0.0
Other	44.4%	40.9%	38.5%	- 5.9
Same institution	33.3%	27.3%	30.8%	- 2.5
Other institutions	11.1%	13.6%	7.7%	- 3.4

16. Awards in STEM Fields 	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target-FY 2015	Closing the Gaps Completion
Fields						
Computer Science	25	13	33	32.0%	48	68.8%
Engineering	7	25	13	85.7%	57	22.8%
Math	0	2	1	N/A	15	6.7%
Physical Science	0	3	2	N/A	4	50.0%
Level						
Degrees in Critical Fields Bachelor of Applied Technology	0	0	0	N/A		
Associates	30	26	26	- 13.3%		
Cert 1	2	17	23	1050.0%		
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 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target-FY 2015	Closing the Gaps Completion
Total	98	134	145	48.0%	132	109.8%
Associates	28	55	92	228.6%		
Cert 1	0	0	0	N/A		
Cert 2	70	79	53	- 24.3%		
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 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target-FY 2015	Closing the Gaps Completion
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Total	51	63	86	68.6%	335	25.7%
Bachelor of Applied Technology	0	0	0	N/A		
Associates	23	50	58	152.2%		
Cert 1	27	13	28	3.7%		
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 2012	FY 2013	FY 2014
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 2012		FY 2013		FY 2014		Point Change FY 2012 to FY 2014
Academic								
Employed Only		126	31.4%	196	43.7%	159	37.7%	6.3
Employed and Enrolled (in Senior Institutions)		134	33.4%	131	29.2%	126	29.9%	- 3.5
Enrolled Only (in Senior Institutions)		90	22.4%	67	14.9%	70	16.6%	- 5.8
Enrolled Only (in Community Colleges)		19	4.7%	15	3.3%	14	3.3%	- 1.4
Not Found		32	8.0%	40	8.9%	53	12.6%	4.6
Technical								
Employed Only		502	75.7%	511	78.4%	572	80.7%	5.0
Employed and Enrolled (in Senior Institutions)		38	5.7%	6	0.9%	25	3.5%	- 2.2
Enrolled Only (in Senior Institutions)		9	1.4%	10	1.5%	8	1.1%	- 0.3
Enrolled Only (in Community Colleges)		83	12.5%	57	8.7%	65	9.2%	- 3.3
Not Found		31	4.7%	68	10.4%	39	5.5%	0.8

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

21. Marketable Skills Awards 		FY 2002	FY 2014	FY 2015	Point Change FY 2002 to FY 2015
Marketable Skills Completers		0	24	21	N/A
Race/Ethnicity					
White		0	11	6	N/A
African American		0	1	1	N/A
Hispanic		0	12	13	N/A
Asian		0	0	0	N/A
International		0	0	0	N/A
Other		0	0	1	N/A
Gender					
Male		0	14	11	N/A
Female		0	10	10	N/A

22. Associate of Arts in Teaching Awards 		FY 2000	FY 2014	FY 2015	Percent Change FY 2000 to FY 2015
Total		0	41	37	N/A
Race/Ethnicity					
White		0	27	24	N/A
African American		0	1	0	N/A
Hispanic		0	13	13	N/A
Asian		0	0	0	N/A
International		0	0	0	N/A


Other	0	0	0	N/A
Gender				
Male	0	1	3	N/A
Female	0	40	34	N/A

Developmental Education 23. The percent of underprepared students who satisfied TSI obligation within 2 years 	Fall 2011 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)
Summary Data								
Number of FTIC students	1,967							
Met state standards in all three areas	890							
Did not meet state standards in one, two, or all three areas (at entry)	862							
Unknown* (unduplicated)	215							
Data by Subject Area								
Met Standard								
Math	1,019	176	17.3%	N/A	N/A	N/A	N/A	N/A
Reading	1,384	56	4.0%	N/A	N/A	N/A	N/A	N/A
Writing	1,259	16	1.3%	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standard								
Math	733	676	92.2%	230	234	34.0%	31.9%	31.9%
Reading	368	336	91.3%	177	184	52.7%	50.0%	50.0%
Writing	494	350	70.9%	156	177	44.6%	35.8%	35.8%
Unknown** (waived or military exemption)								
Math**	215	47	21.9%	N/A	N/A	N/A	N/A	N/A
Reading**	215	11	5.1%	N/A	N/A	N/A	N/A	N/A
Writing**	214	17	7.9%	N/A	N/A	N/A	N/A	N/A
Most- and Least-Prepared Populations								
Met state standards in all areas								
Math	890	160	18.0%	N/A	N/A	N/A	N/A	N/A
Reading	890	17	1.9%	N/A	N/A	N/A	N/A	N/A
Writing	890	5	0.6%	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standards in All Three Areas								
Math	261	219	83.9%	57	59	26.0%	22.6%	22.6%
Reading	261	233	89.3%	111	117	47.6%	44.8%	44.8%
Writing	261	169	64.8%	64	72	37.9%	27.6%	27.6%

*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 2011 Cohort		
	Total (a)	Number returning (Fall 2012) (b)	Percent returning (Fall 2012) (b/a)
Summary Data			
Number of FTIC students	1,967	1,025	52
Met state standards in all areas	890	573	64.4%
Did not meet state standards in one, two, or all three areas	862	365	42.3%
Did not meet state standards in all three areas	261	89	34.1%
Unknown* (unduplicated)	215	87	40.5%
Data by Subject Area			
Met Standard by Area			
Math	1,019	637	62.5%
Reading	1,384	804	58.1%
Writing	1,259	739	58.7%
Did Not Meet Standard by Area			
Math	733	301	41.1%

Reading	368	134	36.4%
Writing	494	199	40.3%
Unknown** by Area (waived or military exemption)			
Math	215	87	40.5%
Reading	215	87	40.5%
Writing	214	87	40.7%

*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 2013	Fall 2014	%/Point Change Fall 2000 to Fall 2014
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25. Course Completion Rate for Undergraduate State Funded Semester Credit

Hours 

Beginning semester credit hours	73,437	93,968	95,173	29.6%
Ending semester credit hours	62,201	86,043	87,567	40.8%
Completion rate	84.7%	91.6%	92.0%	7.3

Graduates Detail (FY 2015) - 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	383	292	23	0	698
African American	53	24	1	0	78
Hispanic	289	317	35	0	641
Asian	7	2	1	0	10
International	11	1	0	0	12
Other	12	13	2	0	27

By Level, Gender:

Gender	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Male	332	417	20	0	769
Female	423	232	42	0	697

By Level, Type Major:

Type Major	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Academic	437	0	0	0	437
Technical	318	649	62	0	1,029
Continuing Education	0	0	0	0	0

Graduates Success Detail (FY 2014) - South Plains College

Academic

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	85	53.5%
African American	5	3.1%
Hispanic	57	35.8%
Asian	0	0.0%
Native American		N/A
International	0	0.0%
Other	12	7.5%

Gender:

Gender	Number	Percent of Cohort
Male	57	35.8%
Female	102	64.2%

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	67	53.2%
African American	4	3.2%
Hispanic	50	39.7%
Asian	1	0.8%
Native American		N/A
International	0	0.0%

Other 4 3.2%

Gender:

Gender	Number	Percent of Cohort
Male	50	39.7%
Female	76	60.3%

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	35	50.0%
African American	7	10.0%
Hispanic	23	32.9%
Asian	0	0.0%
Native American		N/A
International	0	0.0%
Other	5	7.1%

Gender:

Gender	Number	Percent of Cohort
Male	26	37.1%
Female	44	62.9%

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	8	57.1%
African American	2	14.3%
Hispanic	3	21.4%
Asian	1	7.1%
Native American		N/A
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	8	57.1%
Female	6	42.9%

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	16	30.2%
African American	12	22.6%
Hispanic	18	34.0%
Asian	1	1.9%
Native American		N/A
International	0	0.0%
Other	4	7.5%

Gender:

Gender	Number	Percent of Cohort
Male	23	43.4%
Female	30	56.6%

Technical

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	273	47.7%
African American	22	3.8%
Hispanic	255	44.6%
Asian	4	0.7%
Native American		N/A
International	3	0.5%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	276	48.3%
Female	296	51.7%

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	17	68.0%
African American	0	0.0%
Hispanic	7	28.0%
Asian	1	4.0%
Native American		N/A
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	14	56.0%
Female	11	44.0%

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	0	0.0%
African American	0	0.0%
Hispanic	8	100.0%
Asian	0	0.0%
Native American		N/A
International	0	0.0%
Other	2	25.0%

Gender:

Gender	Number	Percent of Cohort
Male	5	62.5%
Female	3	37.5%

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	35	53.8%
African American	4	6.2%
Hispanic	23	35.4%
Asian	0	0.0%
Native American		N/A
International	1	1.5%
Other	2	3.1%

Gender:

Gender	Number	Percent of Cohort
Male	52	80.0%

Female 13 20.0%

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	15	38.5%
African American	3	7.7%
Hispanic	19	48.7%
Asian	0	0.0%
Native American		N/A
International	19	48.7%
Other		N/A

Gender:

Gender	Number	Percent of Cohort
Male	18	46.2%
Female	21	53.8%

Transfer Detail (through FY 2015)- South Plains College

Transfer Measure Detail

Transfers to Senior Institutions						
	All Students		Academic Students		Technical Students	
Fall 2015 Cohort	1,875	(100%)	1,476	(100%)	399	(100%)
0-12 hours	15	(0.8%)	14	(0.9%)	1	(0.3%)
13-24 hours	45	(2.4%)	40	(2.7%)	5	(1.3%)
25-29 hours	33	(1.8%)	31	(2.1%)	2	(0.5%)
30-42 hours	50	(2.7%)	48	(3.3%)	2	(0.5%)
43+ hours	320	(17.1%)	299	(20.3%)	21	(5.3%)
Non Transfer Completers	260	(13.9%)	142	(9.6%)	118	(29.6%)
Non Completers	1,152	(61.4%)	902	(61.1%)	250	(62.7%)
All Transfers Total	463	(24.7%)	432	(29.3%)	31	(7.8%)
Awarded Core	15	(0.8%)	14	(0.9%)	1	(0.3%)

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	2012		2013		2014	
		Number Takers	Pass Rate	Number Takers	Pass Rate	Number Takers	Pass Rate
12040100	Cosmetology/Cosmetologist, General	43	100.0%	68	100.0%	54	100.0%
12041300	Cosmetology, Barber/Styling, and Nail Instructor	3	100.0%	3	100.0%	1	100.0%
43010700	Criminal Justice/Police Science	48	100.0%	38	100.0%	48	100.0%
43020300	Fire Science/Firefighting	24	100.0%	23	100.0%	14	100.0%
47010100	Electrical/Electronics Equipment Installation and Repair, General	48	97.9%	47	97.9%	62	100.0%
47020100	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician	22	95.5%	17	94.1%	21	100.0%
47060300	Autobody/Collision and Repair Technology/Technician	31	100.0%	9	100.0%	8	100.0%
48050800	Welding Technology/Welder	31	100.0%	36	100.0%	36	100.0%
50040200	Commercial and Advertising Art	13	100.0%	17	100.0%	11	100.0%
50040200	Illustration	13	100.0%	17	100.0%	11	100.0%
51090800	Respiratory Care Therapy/Therapist	12	100.0%	7	100.0%	12	100.0%
51091100	Radiologic Technology/Science - Radiographer	11	100.0%	10	100.0%	11	100.0%
51380100	Registered Nursing/Registered Nurse	44	100.0%	47	95.7%	55	96.4%
52150100	Real Estate	2	100.0%	3	100.0%	9	100.0%

Excellence - Contextual Measures

27. Certification and Licensure



FY 2008	FY 2014	FY 2015	Point Change FY 2008 to FY 2015
N/A	90.7%	96.1%	N/A

Pass rate on state or national exams.

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 - 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:		

Significant Recognitions - 2015:

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.

Institutional Efficiency and Effectiveness - Key Measures

Institutional Support

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

	FY 2000	FY 2014	FY 2015	Point Change FY 2000 to FY 2015
Institutional support as a percent of total operating expenditures	N/A	9.0%	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 2015	FY 2016	Percent Change FY 2000 to FY 2016
Tuition and fees for 30 SCH in two semesters	\$1,045	\$2,272	\$2,918	179.2%

Institutional Efficiency and Effectiveness - Contextual Measures

33. Faculty


	Fall 2000	Fall 2013	Fall 2014	Percent Change Fall 2000 to Fall 2014
Full-Time Total*	221	270	270	22.2%
Race/Ethnicity				
White	208 (94.1%)	249 (92.2%)	245 (90.7%)	17.8%
African American	2 (0.9%)	3 (1.1%)	4 (1.5%)	100.0%
Hispanic	9 (4.1%)	12 (4.4%)	15 (5.6%)	66.7%
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%)	142 (52.6%)	149 (55.2%)	33.0%
Female	109 (49.3%)	128 (47.4%)	121 (44.8%)	11.0%
Part-Time Total*	145	122	118	- 18.6%
Race/Ethnicity				
White	138 (95.2%)	109 (89.3%)	105 (89.0%)	- 23.9%
African American	2 (1.4%)	3 (2.5%)	3 (2.5%)	50.0%
Hispanic	5 (3.4%)	9 (7.4%)	9 (7.6%)	80.0%
Asian	0 (0.0%)	1 (0.8%)	1 (0.8%)	N/A
International	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Other	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Gender				
Male	66 (45.5%)	50 (41.0%)	49 (41.5%)	- 25.8%
Female	79 (54.5%)	72 (59.0%)	69 (58.5%)	- 12.7%

*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 2013	Fall 2014	Percent Change Fall 2000 to Fall 2014
34. FTE Student/FTE Faculty Ratio	20:1	20:1	20:1	0.0%
35. Contact Hours	1,473,928	1,883,216	1,953,040	32.5%
Taught by full-time faculty	81.1%	89.4%	87.1%	6.0
Taught by part-time faculty	18.9%	10.6%	12.9%	- 6.0

Institutional Efficiency and Effectiveness - Finance Measures


Finances per FTE Student

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

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015
Total revenues per FTE student	N/A	9,806	N/A	N/A
State funds per FTE student	N/A (N/A)	2,659 (27.1%)	N/A (N/A)	N/A
Local funds per FTE student	N/A (N/A)	1,954 (19.9%)	N/A (N/A)	N/A
Tuition and Fees per FTE student	N/A (N/A)	2,487 (25.4%)	N/A (N/A)	N/A
Federal revenue per FTE student	N/A (N/A)	2,706 (27.6%)	N/A (N/A)	N/A

37. Expenditures per full-time equivalent students 


	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015
Total expenditures per FTE student	N/A	8,730	N/A	N/A
Instructional expenditures per FTE student	N/A (N/A)	4,070 (46.6%)	N/A (N/A)	N/A
Institution Support expenditures per FTE student	N/A (N/A)	782 (9.0%)	N/A (N/A)	N/A
Academic Support expenditures per FTE student	N/A (N/A)	385 (4.4%)	N/A (N/A)	N/A

38. Financial Viability Ratio 

	FY 2003	FY 2014	FY 2015	Point Change FY 2003 to FY 2015
Financial Viability Ratio	N/A	0.84%	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 2013	FY 2014	FY 2015	% Change FY 2013 to FY 2015
39 Success Points 				
Annual Success Point Total	15,091.0	14,712.8	15,386.8	2.0%
Math Readiness	389.0	308.0	381.0	- 2.1%
Read Readiness	189.0	168.0	142.0	- 24.9%
Write Readiness	182.0	197.0	128.5	- 29.4%
Students Who Complete 15 SCH	3,199.0	2,997.0	3,175.0	- 0.8%
Students Who Complete 30 SCH	1,974.0	1,907.0	1,952.0	- 1.1%
Students Who Transfer to a 4-Year Institution	2,548.0	2,372.0	2,446.0	- 4.0%
Students Who Pass First College-Level Math Course	1,737.0	1,639.0	1,659.0	- 4.5%
Students Who Pass First College-Level Read Course	1,256.5	1,483.0	1,554.5	23.7%
Students Who Pass First College-Level Write Course	1,326.0	1,294.5	1,332.0	0.5%
Degrees, Core Curriculum or Certificates (Unduplicated)	1,800.0	1,832.0	2,034.0	13.0%
Degrees or Certificates in Critical Fields	490.5	515.3	582.8	18.8%