

# South Plains College

## Accountability Report

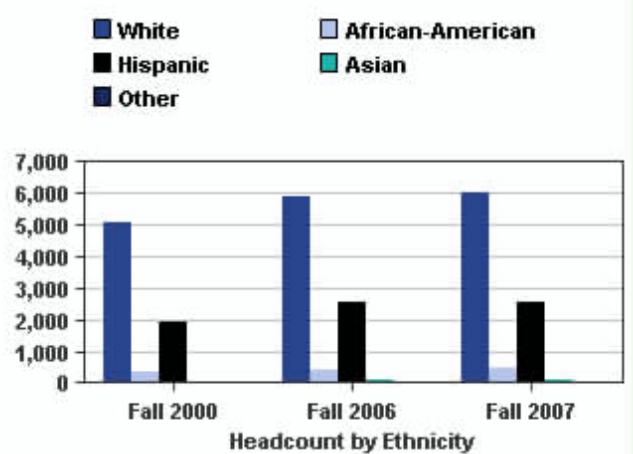
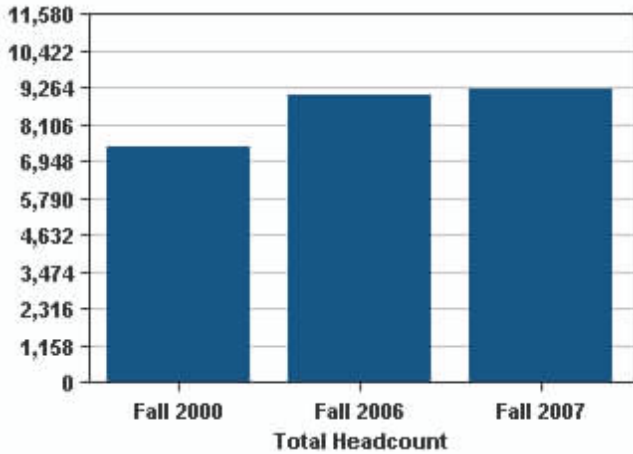
FALL 2007

**Participation - Key Measures**

**Enrollment**

Number and percent of credit students enrolled on the fall census day by ethnicity with details of in-district, out-of-district, out-of-state, and dual credit.

	Fall 2000		Fall 2006		Fall 2007		% Change Fall 2000 to 2007	Institutional Closing the Gaps Target- Fall 2010	Closing the Gaps Completion	Group Targets
<b>Total</b>	<b>7,432</b>		<b>9,043</b>		<b>9,259</b>		<b>24.6%</b>	<b>10,183</b>	<b>91%</b>	
White	5,054	(68.0%)	5,886	(65.1%)	6,007	(64.9%)	18.9%	6,721	89%	
African-American	323	(4.3%)	391	(4.3%)	455	(4.9%)	40.9%	485	94%	
Hispanic	1,934	(26.0%)	2,557	(28.3%)	2,569	(27.7%)	32.8%	2,784	92%	
Asian	58	(0.8%)	95	(1.1%)	108	(1.2%)	86.2%			
Native-American	32	(0.4%)	53	(0.6%)	62	(0.7%)	93.8%			
International	31	(0.4%)	61	(0.7%)	58	(0.6%)	87.1%			
Other	0	(0.0%)	0	(0.0%)	0	(0.0%)	N/A			



**Annual Unduplicated Enrollment**

Annual unduplicated enrollment including credit and non-credit students.

	FY 2002		FY 2006		FY 2007		% Change FY 2002 to 2007	Group Targets
<b>Total</b>	<b>13,117</b>		<b>15,005</b>		<b>15,595</b>		<b>18.9%</b>	
White	9,039	(68.9%)	9,882	(65.9%)	10,312	(66.1%)	14.1%	
African-American	779	(5.9%)	961	(6.4%)	828	(5.3%)	6.3%	
Hispanic	3,065	(23.4%)	3,843	(25.6%)	4,113	(26.4%)	34.2%	
Asian	111	(0.8%)	148	(1.0%)	173	(1.1%)	55.9%	
Native-American	60	(0.5%)	78	(0.5%)	83	(0.5%)	38.3%	
International	63	(0.5%)	93	(0.6%)	86	(0.6%)	36.5%	
Other	0	(0.0%)	0	(0.0%)	0	(0.0%)	N/A	

**Participation - Contextual Measures**

	FY 2002	FY 2006	FY 2007	% Change FY 2002 to 2007
<b>Enrollment Total by Semester</b>				
<b>Fall</b>	7,500	9,970	10,116	34.9%
Academic	3,979	3,203	3,386	- 14.9%
Technical	3,145	6,338	5,863	86.4%
Continuing Education	376	429	867	130.6%
<b>Spring</b>	7,144	9,451	9,108	27.5%
Academic	3,517	3,206	3,235	- 8.0%
Technical	3,208	5,710	5,302	65.3%
Continuing Education	419	535	571	36.3%
<b>Summer I</b>	2,942	3,322	3,010	2.3%
Academic	1,374	1,172	1,102	- 19.8%
Technical	991	1,457	1,264	27.5%
Continuing Education	577	693	644	11.6%
<b>Summer II</b>	1,602	2,090	2,121	32.4%
Academic	749	681	707	- 5.6%
Technical	250	795	670	168.0%
Continuing Education	603	614	744	23.4%

	FY 2005	FY 2006	FY 2007		
	Service difference (% Enr. - % Pop.)	Service difference (% Enr. - % Pop.)	Percent population in service area	Percent credit enrollment	Service difference (% Enr. - % Pop.)
<b>Service area representation: gap between the population service area served and students enrolled in community colleges</b>					
<b>Ethnicity</b>					
White	13.3%	11.9%	54.8%	65.9%	11.2%
African-American	-1.9%	-1.9%	6.5%	4.7%	-1.8%
Hispanic	-10.5%	-9.5%	36.7%	27.5%	-9.1%
Other	-0.9%	-0.6%	2.1%	1.8%	-0.3%
<b>Gender</b>					
Male	-2.2%	-3.4%	50.9%	47.8%	-3%
Female	2.2%	3.4%	49.1%	52.2%	3%

	FY 2002	FY 2006	FY 2007	% Change FY 2002 to 2007
<b>Annual Semester Credit Hours (SCH)</b>	<b>152,115</b>	<b>196,351</b>	<b>194,761</b>	<b>28.0%</b>
Academic	111,076	153,908	155,061	39.6%
Technical	41,039	42,443	39,700	- 3.3%
<b>Annual Contact Hours</b>	<b>3,295,042</b>	<b>4,310,473</b>	<b>4,225,930</b>	<b>28.3%</b>
Academic	2,096,904	2,929,920	2,901,616	38.4%
Technical	1,104,160	1,227,872	1,122,496	1.7%
Continuing Education	93,978	152,681	201,818	114.8%

	FY 2002	FY 2006	FY 2007	% Change FY 2002 to 2007
<b>Percent of Credit Students Receiving Pell Grants by Ethnicity/Gender</b>				
<b>Total</b>	<b>29.3%</b>	<b>28.8%</b>	<b>29.1%</b>	<b>- 0.7%</b>
White	19.9%	20.5%	19.5%	- 2.0%
African-American	58.8%	55.7%	56.2%	- 4.4%
Hispanic	49.3%	47.1%	47.7%	- 3.2%
Asian	21.3%	21.9%	23.5%	10.3%
Native-American	48.5%	28.6%	41.5%	- 14.4%
International	0.0%	3.0%	1.7%	N/A
Other	0.0%	0.0%	0.0%	N/A
<b>Gender</b>				
Male	23.9%	21.7%	22.6%	- 5.4%
Female	34.0%	35.0%	34.9%	2.6%

	Fall 2000	Fall 2006	Fall 2007	% Change Fall 2000 to 2007
<b>Full-Time Credential Seeking Students</b>				
<b>Total</b>	<b>3,612</b>	<b>4,312</b>	<b>4,516</b>	<b>25.0%</b>
White	2,291	2,683	2,809	22.6%
African-American	175	228	259	48.0%
Hispanic	1,088	1,290	1,317	21.0%
Asian	23	35	44	91.3%
Native-American	18	29	37	105.6%
International	17	47	50	194.1%
Other	0	0	0	N/A
<b>Gender</b>				
Male	1,737	2,145	2,291	31.9%
Female	1,875	2,167	2,225	18.7%
<b>Part-Time Credential Seeking Students</b>				
<b>Total</b>	<b>3,817</b>	<b>4,323</b>	<b>4,339</b>	<b>13.7%</b>
White	2,760	2,880	2,883	4.5%
African-American	148	154	189	27.7%
Hispanic	846	1,203	1,179	39.4%
Asian	35	53	58	65.7%
Native-American	14	22	24	71.4%
International	14	11	6	-57.1%
Other	0	0	0	N/A
<b>Gender</b>				
Male	1,650	1,850	1,878	13.8%
Female	2,167	2,473	2,461	13.6%
<b>First Time in College Full-Time Credential Seeking Students</b>				
<b>Total</b>	<b>1,174</b>	<b>1,108</b>	<b>1,457</b>	<b>24.1%</b>
White	652	588	815	25.0%
African-American	68	80	98	44.1%
Hispanic	430	404	500	16.3%
Asian	7	7	13	85.7%
Native-American	9	12	14	55.6%
International	8	17	17	112.5%
Other	0	0	0	N/A
<b>Gender</b>				
Male	545	610	779	42.9%
Female	629	498	678	7.8%
<b>First Time in College Part-Time Credential Seeking Students</b>				
<b>Total</b>	<b>1,169</b>	<b>1,274</b>	<b>454</b>	<b>-61.2%</b>
White	883	891	237	-73.2%
African-American	29	34	26	-10.3%
Hispanic	236	326	183	-22.5%
Asian	15	16	6	-60.0%
Native-American	3	6	2	-33.3%
International	3	1	0	-100.0%
Other	0	0	0	N/A
<b>Gender</b>				
Male	509	544	211	-58.5%
Female	660	730	243	-63.2%

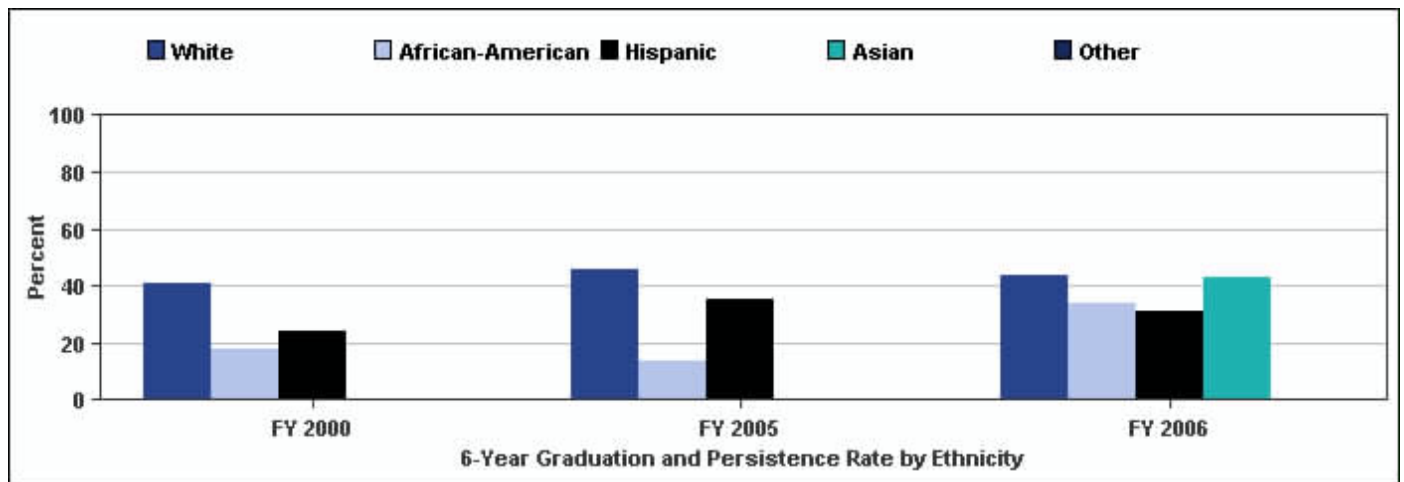
	FY 2007		FY 2008	
<b>Contract Training: Number of Enrollments and Contact Hours</b>	Enrollment:	Contact Hours:	Enrollment:	Contact Hours:
<b>Adult Basic Education: Number of Enrollments as Reported to TEA</b>				
<b>Alternative Certification: Number of Enrollments and Contact Hours</b>	Enrollment:	Contact Hours:	Enrollment:	Contact Hours:
<b>G.E.D.: Number Enrolled in G.E.D. Program</b>				
<b>G.E.D.: Number Who Took the Test</b>				
<b>G.E.D.: Number Who Passed the Test</b>				

**Success - Key Measures**

**Graduation and Persistence Rate**

Percentage of first-time, full-time, credential-seeking, undergraduates who have graduated with a degree, cert1, cert2, or advanced technology certificate or are still enrolled in Texas public or private education after six academic years.

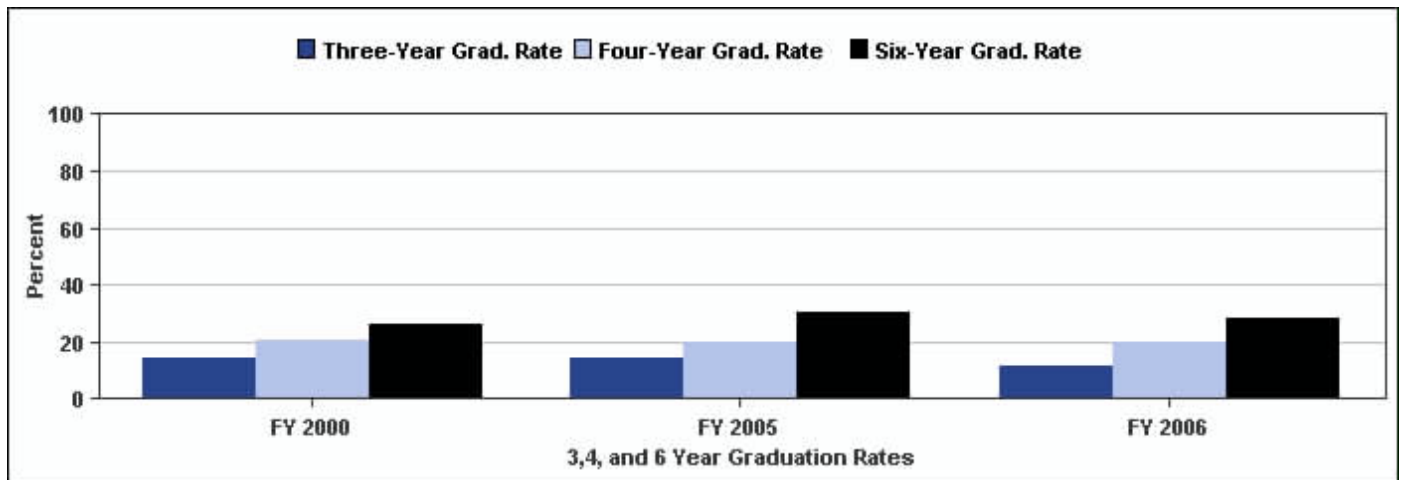
	FY 2000 (Entering Fall 1994 Cohort)	FY 2005 (Entering Fall 1999 Cohort)	FY 2006 (Entering Fall 2000 Cohort)	Point Change FY 2000 to FY 2006
<b>Total</b>	34.1%	39.5%	38.2%	4.1
<b>Ethnicity</b>				
White	41.2%	45.5%	43.7%	2.5
African-American	18.1%	13.8%	33.8%	15.7
Hispanic	24.2%	35.3%	31.2%	7.0
Asian	0.0%	0.0%	42.9%	42.9
Native-American	0.0%	0.0%	22.2%	22.2
International	12.5%	0.0%	25.0%	12.5
Other	0.0%	0.0%	0.0%	0.0
<b>Gender</b>				
Male	33.3%	36.7%	34.3%	1.0
Female	35.0%	42.3%	41.7%	6.7



3, 4, and 6-Year Graduation Rates

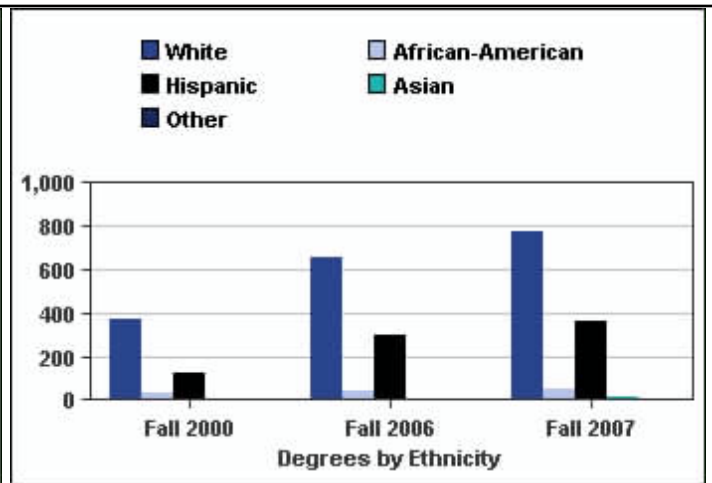
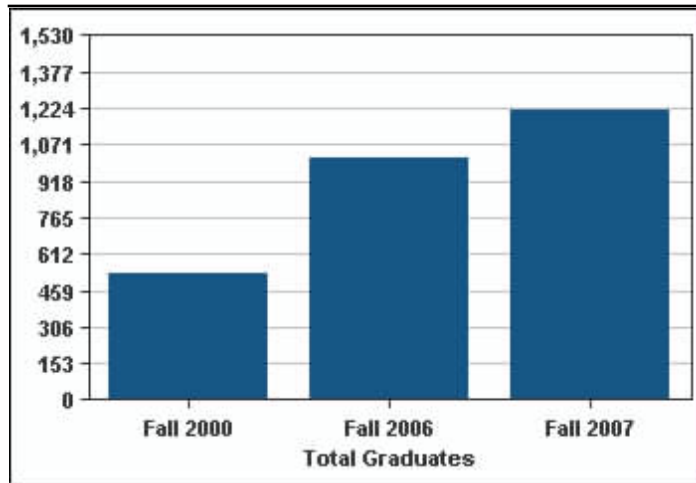
Percentage of first-time, full-time entering, credential-seeking, undergraduates who have graduated with a degree, cert1, cert2, or advanced technology certificate from a Texas public and private higher education after six academic years.

	FY 2000			FY 2005			FY 2006			Point Change FY 2000 to FY 2006
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		
<b>3-Year graduation rate (Total)</b>	<b>1997</b>	<b>173</b>	<b>(14.6%)</b>	<b>2002</b>	<b>188</b>	<b>(14.1%)</b>	<b>2003</b>	<b>166</b>	<b>(11.4%)</b>	<b>- 3.2</b>
Baccalaureate or Above		1	(0.1%)		1	(0.1%)		1	(0.1%)	0.0
Associates		117	(9.8%)		106	(7.9%)		98	(6.7%)	- 3.1
Certificate		55	(4.6%)		81	(6.1%)		67	(4.6%)	0.0
No Award		1,015	(85.4%)		1,147	(85.9%)		1,289	(88.6%)	3.2
<b>4-Year graduation rate (Total)</b>	<b>1996</b>	<b>175</b>	<b>(20.7%)</b>	<b>2001</b>	<b>266</b>	<b>(19.8%)</b>	<b>2002</b>	<b>268</b>	<b>(20.1%)</b>	<b>- 0.6</b>
Baccalaureate or Above		13	(1.5%)		42	(3.1%)		31	(2.3%)	0.8
Associates		105	(12.4%)		125	(9.3%)		147	(11.0%)	- 1.4
Certificate		57	(6.7%)		99	(7.4%)		90	(6.7%)	0.0
No Award		670	(79.3%)		1,077	(80.2%)		1,067	(79.9%)	0.6
<b>6-Year graduation rate (Total)</b>	<b>1994</b>	<b>254</b>	<b>(26.1%)</b>	<b>1999</b>	<b>253</b>	<b>(30.2%)</b>	<b>2000</b>	<b>334</b>	<b>(28.4%)</b>	<b>2.3</b>
Baccalaureate or Above		107	(11.0%)		103	(12.3%)		125	(10.6%)	- 0.4
Associates		104	(10.7%)		94	(11.2%)		124	(10.6%)	- 0.1
Certificate		43	(4.4%)		56	(6.7%)		85	(7.2%)	2.8
No Award		720	(73.9%)		585	(69.8%)		840	(71.6%)	- 2.3



**Degrees and Certificates Awarded**

Number of awards, certificates by type, core completers and field of study completers by gender and ethnicity.				
	FY 2000	FY 2006	FY 2007	% Change FY 2000 to FY 2007
<b>Total Degrees and Certificates</b> (Does not include other completers)	531	1,012	1,220	129.8%
White	368	658	775	110.6%
African-American	32	38	54	68.8%
Hispanic	124	295	362	191.9%
Asian	3	7	13	333.3%
Native-American	2	5	5	150.0%
International	2	9	11	450.0%
Other	0	0	0	N/A
<b>Level</b>				
Bachelor of Applied Technology	N/A	N/A	N/A	N/A
Associates	358	670	760	112.3%
Certificate 1	88	237	342	288.6%
Certificate 2	85	105	118	38.8%
Advanced Technology Certificates	N/A	N/A	N/A	N/A
Other Completers:				
ESC	N/A	3	6	N/A
Core Completers	N/A	N/A	N/A	N/A
Field of Study	N/A	N/A	N/A	N/A
<b>Gender</b>				
Male	194	474	570	193.8%
Female	337	538	650	92.9%



**Transfers**

Percent of students who attempted at least 30 SCH before transferring to a senior institution.				
	FY 2000	FY 2006	FY 2007	Point Change FY 2000 to FY 2007
<b>Total</b>	17.6%	17.5%	16.7%	- 0.9
Awarded Core	N/A	0%	0.0%	0.0

**Developmental Education**

The percent of underprepared and prepared students who successfully complete a related college-level course within 3 years if they tested above deviation or 4 years if they tested under deviation by subject areas.

	Fall 2003 Cohort						
	Total	Received Credit pre-matriculation	Number attempting college level course	Percent attempting college level course	College level course completion (grade A, B, or C)	College level course completion (grade A, B,C) (percent of those attempting college level)	College level course completion(grade A, B,C) or pre-matriculation credit (percent of total)
<b>Number of FTIC students</b>	<b>2,567</b>						
<b>Met state standards in all areas</b>							
Math	1,292	6	540	41.8%	403	74.6%	31.2%
Reading	1,292	30	973	75.3%	869	89.3%	67.3%
Writing	1,292	25	581	45%	498	85.7%	38.5%
<b>All students below state standard</b>							
Math	862	N/A	145	16.8%	103	71%	11.9%
Reading	602	N/A	193	32.1%	149	77.2%	24.8%
Writing	394	N/A	73	18.5%	56	76.7%	14.2%
<b>Not met state standards:</b>							
<b>In all three areas</b>							
Math	223	N/A	27	12.1%	17	63%	7.6%
Reading	223	N/A	41	18.4%	26	63.4%	11.7%
Writing	223	N/A	24	10.8%	18	75%	8.1%
<b>Math</b>							
Not requiring developmental education	169	0	91	53.8%	55	60.4%	32.5%
Requiring developmental education	639	N/A	118	18.5%	76	64.4%	11.9%
Unknown / Not tested	244	N/A	25	10.2%	22	88%	9%
<b>Reading</b>							
Not requiring developmental education	434	11	303	69.8%	203	67%	46.8%
Requiring developmental education	379	N/A	152	40.1%	108	71.1%	28.5%
Unknown / Not tested	239	N/A	47	19.7%	35	74.5%	14.6%
<b>Writing</b>							
Not requiring developmental education	651	9	231	35.5%	162	70.1%	24.9%
Requiring developmental education	171	N/A	49	28.7%	32	65.3%	18.7%
Unknown / Not tested	230	N/A	24	10.4%	20	83.3%	8.7%



**Success - Contextual Measures**

	Entering Cohort Fall 2000	Entering Cohort Fall 2005	Entering Cohort Fall 2006	Point Change Fall 2000 to Fall 2006
<b>First-time Undergraduate Persistence rate after one year (Total)</b>				
<b>Total</b>	<b>57.4%</b>	<b>58.8%</b>	<b>60.8%</b>	<b>3.4</b>
Same institution	49.4%	49.2%	50.5%	1.1
Other institutions	7.9%	9.6%	10.3%	2.4
<b>White</b>	<b>61.9%</b>	<b>63.6%</b>	<b>65.6%</b>	<b>3.7</b>
Same institution	50%	49.9%	50.8%	0.8
Other institutions	11.8%	13.7%	14.9%	3.1
<b>African-American</b>	<b>43.9%</b>	<b>48.8%</b>	<b>53.8%</b>	<b>9.9</b>
Same institution	43.9%	44.1%	50%	6.1
Other institutions	0%	4.6%	3.8%	3.8
<b>Hispanic</b>	<b>52%</b>	<b>52.4%</b>	<b>55.4%</b>	<b>3.4</b>
Same institution	49.1%	48.9%	50.5%	1.4
Other institutions	2.8%	3.4%	4.8%	2.0
<b>Asian</b>	<b>57.1%</b>	<b>72.7%</b>	<b>57.1%</b>	<b>0.0</b>
Same institution	42.8%	63.6%	28.6%	- 14.2
Other institutions	14.2%	9%	28.6%	14.4
<b>Native-American</b>	<b>77.7%</b>	<b>100%</b>	<b>41.7%</b>	<b>- 36.0</b>
Same institution	55.5%	66.6%	33.3%	- 22.2
Other institutions	22.2%	33.3%	8.3%	- 13.9
<b>International</b>	<b>62.5%</b>	<b>47.3%</b>	<b>64.7%</b>	<b>2.2</b>
Same institution	62.5%	42.1%	64.7%	2.2
Other institutions	0%	5.2%	0%	0.0
<b>Other</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0.0</b>
Same institution	0%	0%	0%	0.0
Other institutions	0%	0%	0%	0.0

	Entering Cohort Fall 2000	Entering Cohort Fall 2004	Entering Cohort Fall 2005	Point Change Fall 2000 to Fall 2005
<b>First-time Undergraduate Persistence rate after two years (Total)</b>				
<b>Total</b>	<b>42.5%</b>	<b>49.4%</b>	<b>48.4%</b>	<b>5.9</b>
Same institution	27%	26%	29.4%	2.4
Other institutions	15.5%	23.4%	19.1%	3.6
<b>White</b>	<b>48.5%</b>	<b>53.8%</b>	<b>52.9%</b>	<b>4.4</b>
Same institution	28%	23.7%	29.3%	1.3
Other institutions	20.4%	30.1%	23.6%	3.2
<b>African-American</b>	<b>31.6%</b>	<b>36%</b>	<b>34.6%</b>	<b>3.0</b>
Same institution	13.3%	17.3%	19.8%	6.5
Other institutions	18.3%	18.6%	14.8%	- 3.5
<b>Hispanic</b>	<b>35.2%</b>	<b>42.7%</b>	<b>43.6%</b>	<b>8.4</b>
Same institution	27.2%	31.2%	32.1%	4.9
Other institutions	7.9%	11.4%	11.5%	3.6
<b>Asian</b>	<b>42.8%</b>	<b>71.4%</b>	<b>81.8%</b>	<b>39.0</b>
Same institution	28.5%	14.2%	36.4%	7.9
Other institutions	14.2%	57.1%	45.5%	31.3
<b>Native-American</b>	<b>44.4%</b>	<b>33.3%</b>	<b>66.7%</b>	<b>22.3</b>
Same institution	33.3%	33.3%	66.7%	33.4
Other institutions	11.1%	0%	0%	- 11.1
<b>International</b>	<b>25%</b>	<b>64.2%</b>	<b>23.5%</b>	<b>- 1.5</b>
Same institution	25%	50%	11.8%	- 13.2
Other institutions	0%	14.2%	11.8%	11.8
<b>Other</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0.0</b>
Same institution	0%	0%	0%	0.0
Other institutions	0%	0%	0%	0.0

	FY 2000	FY 2006	FY 2007	% Change FY 2000 to FY 2007	Institutional Closing the Gaps Target- Fall 2010	Closing the Gaps Completion
<b>Number of Degrees and Certificates Awarded in Closing the Gaps Critical Fields</b>						
<b>Fields</b>						
Computer Science	25	22	26	4.0%	24	108%
Engineering	7	9	46	557.1%	39	118%
Math	0	0	4	N/A	0	N/A
Physical Science	0	0	4	N/A	0	N/A
<b>Level</b>						
Associates	30	19	65	116.7%		
Cert 1	2	12	15	650.0%		
Cert 2	0	0	0	N/A		

	FY 2000	FY 2006	FY 2007	% Change FY 2000 to FY 2007
<b>Total Nursing/Allied Health Degrees and Certificates Awarded</b>	<b>149</b>	<b>197</b>	<b>317</b>	<b>112.8%</b>
Associates	51	89	156	205.9%
Cert 1	27	48	47	74.1%
Cert 2	71	60	114	60.6%
Advanced Technology Certificate	0	0	0	N/A
ESC	0	0	4	N/A
Core Completers	0	0	0	N/A
Field of Study	0	0	0	N/A

	FY 2005	FY 2006
<b>Teacher Production and Certification: The number of students taking the certification exams for teacher education.</b>		<b>N/A</b>
<b>Ethnicity</b>		
White		N/A
African-American		N/A
Hispanic		N/A
Other		N/A
<b>Gender</b>		
Male		N/A
Female		N/A

	FY 2005	FY 2006
<b>Teacher Production and Certification: The percentage of students passing the certification exams for teacher education.</b>		<b>N/A%</b>
<b>Ethnicity</b>		
White		N/A%
African-American		N/A%
Hispanic		N/A%
Other		N/A%
<b>Gender</b>		
Male		N/A%
Female		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.

	FY 2005		FY 2006		
<b>Percent of students either employed and/or enrolled in a Texas senior institution within six months of graduation</b>					
<b>Academic</b>					
Employed Only	90	37.7%	190	33.4%	111.1%
Employed and Enrolled (in Senior Institutions)	103	43.1%	266	46.7%	158.3%
Enrolled Only (in Senior Institutions)	27	11.3%	85	14.9%	214.8%
Enrolled Only (in Community Colleges)	7	2.9%	4	0.7%	- 42.9%
Not Found	12	5.0%	24	4.2%	<a href="#">detail</a>
<b>Technical</b>					
Employed Only	411	83.9%	489	90.2%	<a href="#">detail</a>
Employed and Enrolled (in Senior Institutions)	50	10.2%	30	5.5%	<a href="#">detail</a>
Enrolled Only (in Senior Institutions)	9	1.8%	3	0.6%	<a href="#">detail</a>
Enrolled Only (in Community Colleges)	9	1.8%	11	2.0%	<a href="#">detail</a>
Not Found	11	2.2%	9	1.7%	<a href="#">detail</a>

	FY 2000	FY 2006	FY 2007	Point Change FY 2000 to FY 2007
<b>Total Number of Marketable Skills Completers</b>	<b>N/A</b>	<b>0</b>	<b>0</b>	<b>N/A</b>
<b>Ethnicity</b>				
White	N/A	0	0	N/A
African-American	N/A	0	0	N/A
Hispanic	N/A	0	0	N/A
Asian	N/A	0	0	N/A
Native-American	N/A	0	0	N/A
International	N/A	0	0	N/A
Other	N/A	0	0	N/A
<b>Gender</b>				
Male	N/A	0	0	N/A
Female	N/A	0	0	N/A

	FY 2000	FY 2004	FY 2005	Point Change FY 2000 to FY 2005
<b>Total Associate of Arts in Teaching Completers</b>	<b>0</b>	<b>18</b>	<b>59</b>	<b>N/A</b>
<b>Ethnicity</b>				
White	0	10	48	N/A
African-American	0	0	1	N/A
Hispanic	0	8	10	N/A
Asian	0	0	0	N/A
Native-American	0	0	0	N/A
International	0	0	0	N/A
Other	0	0	0	N/A
<b>Gender</b>				
Male	0	2	6	N/A
Female	0	16	53	N/A

The percent of underprepared students who satisfied TSI obligation within 2 years if they tested above deviation or 3 years if they tested under deviation by subject areas.	Fall 2003 Cohort						
	Total	Number attempting developmental education	Percent attempting developmental education	TSI obligations met (of those attempting developmental education)	TSI obligations met (of total)	TSI obligations met (percent of those attempting developmental education)	TSI obligations met (percent of total)
<b>Number of FTIC students</b>	<b>2,567</b>						
<b>Met state standards in all areas</b>							
Math	1,292	85	6.6%	N/A	N/A	N/A	N/A
Reading	1,292	7	0.5%	N/A	N/A	N/A	N/A
Writing	1,292	13	1%	N/A	N/A	N/A	N/A
<b>All students below state standard</b>							
Math	862	755	87.6%	280	337	37.1%	39.1%
Reading	602	380	63.1%	181	305	47.6%	50.7%
Writing	394	223	56.6%	96	172	43%	43.7%
<b>Not met state standards:</b>							
<b>In all three areas</b>							
Math	223	199	89.2%	46	52	23.1%	23.3%
Reading	223	154	69.1%	58	74	37.7%	33.2%
Writing	223	128	57.4%	48	77	37.5%	34.5%
<b>Math</b>							
Not requiring developmental education	169	14	8.3%	N/A	N/A	N/A	N/A
Requiring developmental education	639	556	87%	234	285	42.1%	44.6%
Unknown / Not tested	244	59	24.2%	3	18	5.1%	7.4%
<b>Reading</b>							
Not requiring developmental education	434	2	0.5%	N/A	N/A	N/A	N/A
Requiring developmental education	379	226	59.6%	123	231	54.4%	60.9%
Unknown / Not tested	239	18	7.5%	2	31	11.1%	13%
<b>Writing</b>							
Not requiring developmental education	651	25	3.8%	N/A	N/A	N/A	N/A
Requiring developmental education	171	95	55.6%	48	95	50.5%	55.6%
Unknown / Not tested	230	9	3.9%	2	46	22.2%	20%

The percent of underprepared and prepared students who return the following fall.	Fall 2003 Cohort		
	Total	Number returning (Fall 2004)	Percent returning (Fall 2004)
<b>Number of FTIC students</b>	<b>2,567</b>		
<b>Met state standards in all areas</b>	<b>1,292</b>	<b>891</b>	<b>69%</b>
<b>Not met state standards:</b>			
<b>In all three areas</b>	<b>223</b>	<b>86</b>	<b>38.6%</b>
<b>Math</b>			
Not requiring developmental education	169	107	63.3%
Requiring developmental education	639	345	54%
Unknown / Not tested	244	86	35.2%
<b>Reading</b>			
Not requiring developmental education	434	245	56.5%
Requiring developmental education	379	210	55.4%
Unknown / Not tested	239	83	34.7%
<b>Writing</b>			
Not requiring developmental education	651	361	55.5%
Requiring developmental education	171	103	60.2%
Unknown / Not tested	230	74	32.2%

**Excellence - Key Measures**

**Licensure Rate**

Programs whose graduates are required to pass a licensure exam to practice in the field.				
	2004 Pass Rate	2005 Pass Rate	2006 Pass Rate	2007 Pass Rate
Certified Respiratory Technician Exam	100	100	97.7	84.2
Fire Technology	100	100	100	100
Law Enforcement Technology	94.1	100	89.5	83.0
EMS Basic Certificate	63.3	62.8	78.5	60.8
EMS Intermediate Certificate	100	75	100	81.2
EMS Paramedic Certificate	71.4	46.8	75	53.3
Registered Health Information Technician	0	50	100	100
Vocational Nursing	97	93	100	100
Associate Degree Nursing	86.3	86.7	81.5	71.4
Cosmetology	88.7	94.7	96.8	89.0

**Excellence - Contextual Measures**

	FY 2005	FY 2006	FY 2007	% Change FY 2005 to FY 2007
Certification and Licensure: Licensure and certification rate on state or national exams.	89.1%	81%	88.93%	- 0.2

**Significant Recognitions - 2006:**

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

**Significant Recognitions - 2007:**

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

**Institutional Efficiency and Effectiveness - Key Measures**

**Administrative Cost Ratio**

Administrative cost as a percentage of total expenditures.				
	FY 2000	FY 2006	FY 2007	Point Change FY 2000 to FY 2007
Administrative costs as a percent of total expenditures	8.2%	8.7%	8.3%	0.1

**Tuition and Fees**

Revenues from all tuition and fees charged a student taking 15 semester credit hours (SCH).				
	FY 2000	FY 2006	FY 2007	Percent Change FY 2000 to FY 2007
Tuition and fees for 15 SCH	\$1,045	\$1,712	\$1,892	81.1%

**Institutional Efficiency and Effectiveness - Contextual Measures**

	Fall 2000	Fall 2006	Fall 2007	Percent Change Fall 2000 to Fall 2007
<b>Full-Time Faculty: Number and percent of full-time faculty by gender and ethnicity</b>				
<b>Total</b>	<b>221</b>	<b>247</b>	<b>235</b>	<b>6.3%</b>
<b>Ethnicity</b>				
White	208 (94.1%)	229 (92.7%)	219 (93.2%)	5.3%
African-American	2 (0.9%)	3 (1.2%)	3 (1.3%)	50.0%
Hispanic	9 (4.1%)	11 (4.5%)	10 (4.3%)	11.1%
Asian	1 (0.5%)	4 (1.6%)	3 (1.3%)	200.0%
Native-American	1 (0.5%)	0 (0.0%)	0 (0.0%)	-100.0%
International	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Other	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
<b>Gender</b>				
Male	112 (50.7%)	122 (49.4%)	119 (50.6%)	6.3%
Female	109 (49.3%)	125 (50.6%)	116 (49.4%)	6.4%
<b>Part-Time Faculty: Number and percent of part-time faculty by gender and ethnicity</b>				
<b>Total</b>	<b>145</b>	<b>139</b>	<b>138</b>	<b>-4.8%</b>
<b>Ethnicity</b>				
White	138 (95.2%)	131 (94.2%)	127 (92.0%)	-8.0%
African-American	2 (1.4%)	3 (2.2%)	3 (2.2%)	50.0%
Hispanic	5 (3.4%)	5 (3.6%)	6 (4.3%)	20.0%
Asian	0 (0.0%)	0 (0.0%)	2 (1.4%)	N/A
Native-American	0 (0.0%)	0 (0.0%)	0 (0.0%)	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
<b>Gender</b>				
Male	66 (45.5%)	61 (43.9%)	60 (43.5%)	-9.1%
Female	79 (54.5%)	78 (56.1%)	78 (56.5%)	-1.3%

	Fall 2000	Fall 2006	Fall 2007	Percent/Point Change Fall 2000 to Fall 2007
FTE Student/FTE Faculty Ratio	20:1	22:1	24:1	20.0%
Total Contact Hours	1,473,928	1,777,824	1,804,144	22.4%
Contact Hours taught by full-time faculty	81.1%	84.8%	79.2%	-1.9
Contact Hours taught by part-time faculty	18.9%	15.2%	20.8%	1.9