

# South Plains College

## Accountability Report

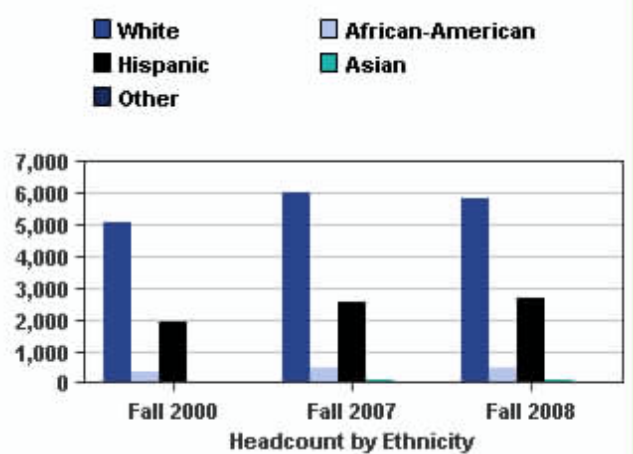
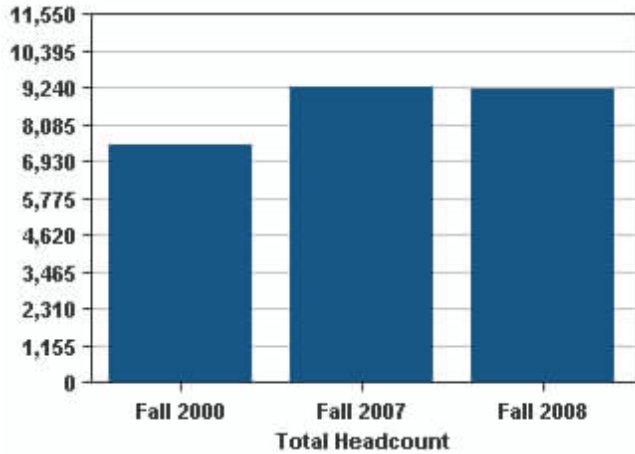
FALL 2008

**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 2007		Fall 2008		% Change Fall 2000 to 2008	Institutional Closing the Gaps Target- Fall 2010	Closing the Gaps Completion	Group Targets
<b>Total</b>	<b>7,432</b>		<b>9,259</b>		<b>9,232</b>		<b>24.2%</b>	<b>10,183</b>	<b>91%</b>	
White	5,054	(68.0%)	6,007	(64.9%)	5,858	(63.5%)	15.9%	6,721	87%	
African-American	323	(4.3%)	455	(4.9%)	448	(4.9%)	38.7%	485	92%	
Hispanic	1,934	(26.0%)	2,569	(27.7%)	2,711	(29.4%)	40.2%	2,784	97%	
Asian	58	(0.8%)	108	(1.2%)	106	(1.1%)	82.8%			
Native-American	32	(0.4%)	62	(0.7%)	52	(0.6%)	62.5%			
International	31	(0.4%)	58	(0.6%)	57	(0.6%)	83.9%			
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 2003		FY 2007		FY 2008		% Change FY 2003 to 2008	Group Targets
<b>Total</b>	<b>13,117</b>		<b>15,595</b>		<b>15,966</b>		<b>21.7%</b>	
White	9,039	(68.9%)	10,312	(66.1%)	9,877	(61.9%)	9.3%	
African-American	779	(5.9%)	828	(5.3%)	1,035	(6.5%)	32.9%	
Hispanic	3,065	(23.4%)	4,113	(26.4%)	4,632	(29.0%)	51.1%	
Asian	111	(0.8%)	173	(1.1%)	177	(1.1%)	59.5%	
Native-American	60	(0.5%)	83	(0.5%)	107	(0.7%)	78.3%	
International	63	(0.5%)	86	(0.6%)	138	(0.9%)	119.0%	
Other	0	(0.0%)	0	(0.0%)	0	(0.0%)	N/A	

**Participation - Contextual Measures**

	FY 2003	FY 2007	FY 2008	% Change FY 2003 to 2008
<b>Enrollment Total by Semester</b>				
<b>Fall</b>				
Academic	7,500	10,116	9,998	33.3%
Technical	3,979	3,386	4,036	1.4%
Continuing Education	3,145	5,863	4,997	58.9%
	376	867	965	156.6%
<b>Spring</b>	7,144	9,108	9,274	29.8%
Academic	3,517	3,235	3,875	10.2%
Technical	3,208	5,302	4,596	43.3%
Continuing Education	419	571	803	91.6%
<b>Summer I</b>	2,942	3,010	3,467	17.8%
Academic	1,374	1,102	1,323	- 3.7%
Technical	991	1,264	1,252	26.3%
Continuing Education	577	644	892	54.6%
<b>Summer II</b>	1,602	2,121	2,397	49.6%
Academic	749	707	824	10.0%
Technical	250	670	655	162.0%
Continuing Education	603	744	918	52.2%

	FY 2006	FY 2007	FY 2008		
	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	11.9%	11.2%	54%	63.8%	9.9%
African-American	-1.9%	-1.8%	6.6%	5.6%	-1%
Hispanic	-9.5%	-9.1%	37.3%	28.6%	-8.7%
Other	-0.6%	-0.3%	2.1%	1.9%	-0.2%
<b>Gender</b>					
Male	-3.4%	-3%	50.9%	48%	-2.9%
Female	3.4%	3%	49.1%	52%	2.9%

	FY 2003	FY 2007	FY 2008	% Change FY 2003 to 2008
<b>Annual Semester Credit Hours (SCH)</b>	<b>152,115</b>	<b>194,761</b>	<b>195,227</b>	<b>28.3%</b>
Academic	111,076	155,061	155,651	40.1%
Technical	41,039	39,700	39,576	- 3.6%
<b>Annual Contact Hours</b>	<b>3,295,042</b>	<b>4,225,930</b>	<b>4,290,306</b>	<b>30.2%</b>
Academic	2,096,904	2,901,616	2,946,896	40.5%
Technical	1,104,160	1,122,496	1,147,536	3.9%
Continuing Education	93,978	201,818	195,874	108.4%

	FY 2003	FY 2007	FY 2008	% Change FY 2003 to 2008
<b>Percent of Credit Students Receiving Pell Grants by Ethnicity/Gender</b>				
<b>Total</b>	<b>29.3%</b>	<b>29.1%</b>	<b>29.3%</b>	<b>0.0%</b>
White	19.9%	19.5%	19.7%	- 1.0%
African-American	58.8%	56.2%	59.9%	1.9%
Hispanic	49.3%	47.7%	47.2%	- 4.3%
Asian	21.3%	23.5%	18.8%	- 11.7%
Native-American	48.5%	41.5%	36.1%	- 25.6%
International	0.0%	1.7%	0.0%	N/A
Other	0.0%	0.0%	0.0%	N/A
<b>Gender</b>				
Male	23.9%	22.6%	22.8%	- 4.6%
Female	34.0%	34.9%	35.2%	3.5%

	Fall 2000	Fall 2007	Fall 2008	% Change Fall 2000 to 2008
<b>Full-Time Credential Seeking Students</b>				
<b>Total</b>	<b>3,612</b>	<b>4,516</b>	<b>4,304</b>	<b>19.2%</b>
White	2,291	2,809	2,622	14.4%
African-American	175	259	266	52.0%
Hispanic	1,088	1,317	1,294	18.9%
Asian	23	44	42	82.6%
Native-American	18	37	29	61.1%
International	17	50	51	200.0%
Other	0	0	0	N/A
<b>Gender</b>				
Male	1,737	2,291	2,150	23.8%
Female	1,875	2,225	2,154	14.9%
<b>Part-Time Credential Seeking Students</b>				
<b>Total</b>	<b>3,817</b>	<b>4,339</b>	<b>4,519</b>	<b>18.4%</b>
White	2,760	2,883	2,932	6.2%
African-American	148	189	171	15.5%
Hispanic	846	1,179	1,332	57.4%
Asian	35	58	57	62.9%
Native-American	14	24	21	50.0%
International	14	6	6	-57.1%
Other	0	0	0	N/A
<b>Gender</b>				
Male	1,650	1,878	1,948	18.1%
Female	2,167	2,461	2,571	18.6%
<b>First Time in College Full-Time Credential Seeking Students</b>				
<b>Total</b>	<b>1,174</b>	<b>1,457</b>	<b>1,420</b>	<b>21.0%</b>
White	652	815	780	19.6%
African-American	68	98	95	39.7%
Hispanic	430	500	504	17.2%
Asian	7	13	11	57.1%
Native-American	9	14	11	22.2%
International	8	17	19	137.5%
Other	0	0	0	N/A
<b>Gender</b>				
Male	545	779	723	32.7%
Female	629	678	697	10.8%
<b>First Time in College Part-Time Credential Seeking Students</b>				
<b>Total</b>	<b>1,169</b>	<b>454</b>	<b>372</b>	<b>-68.2%</b>
White	883	237	196	-77.8%
African-American	29	26	21	-27.6%
Hispanic	236	183	151	-36.0%
Asian	15	6	1	-93.3%
Native-American	3	2	3	0.0%
International	3	0	0	-100.0%
Other	0	0	0	N/A
<b>Gender</b>				
Male	509	211	159	-68.8%
Female	660	243	213	-67.7%

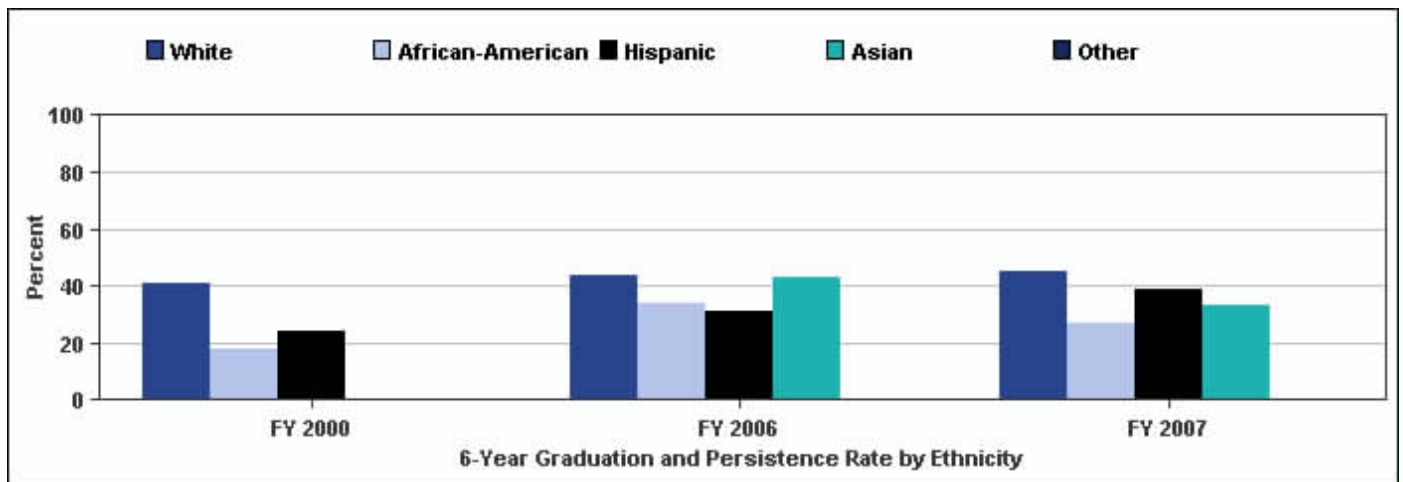
	FY 2008		FY 2009	
<b>Contract Training: Number of Enrollments and Contact Hours</b>	Enrollment:	Contact Hours:	Enrollment:	Contact Hours:
<b>Adult Basic Education: Number of Enrollments as Reported to TEA</b>				
<b>Alternative Certification: Number of Enrollments and Contact Hours</b>	Enrollment:	Contact 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.

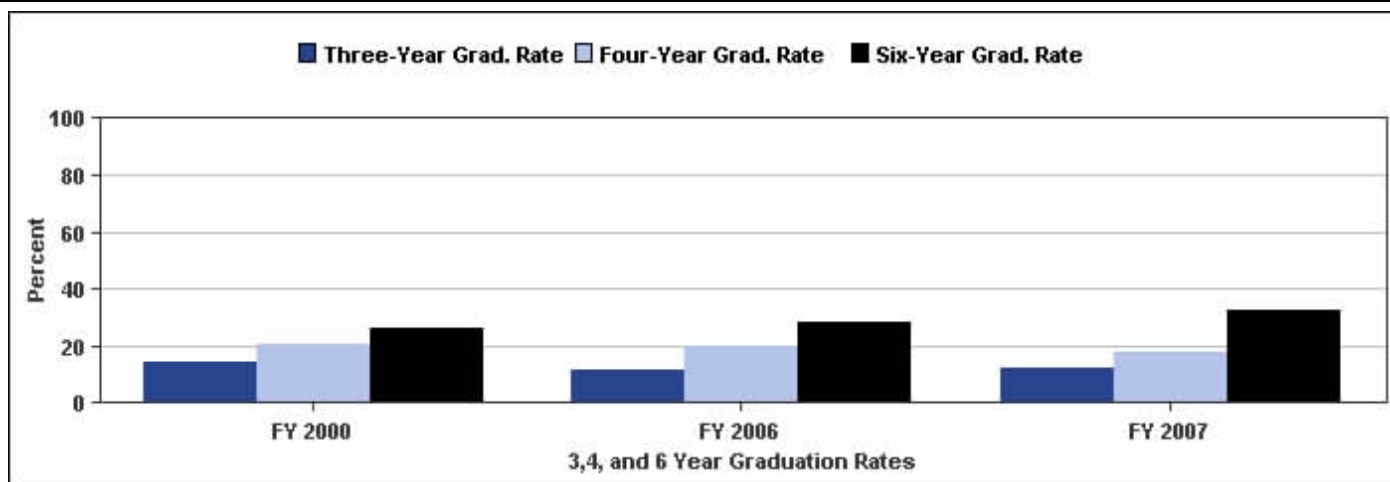
	FY 2000 (Entering Fall 1994 Cohort)	FY 2006 (Entering Fall 2000 Cohort)	FY 2007 (Entering Fall 2001 Cohort)	Point Change FY 2000 to FY 2007
<b>Total</b>	34.1%	38.2%	41.9%	7.8
<b>Ethnicity</b>				
White	41.2%	43.7%	45.3%	4.1
African-American	18.1%	33.8%	27%	8.9
Hispanic	24.2%	31.2%	39%	14.8
Asian	0.0%	42.9%	33.3%	33.3
Native-American	0.0%	22.2%	42.9%	42.9
International	12.5%	25.0%	33.3%	20.8
Other	0.0%	0.0%	0%	0.0
<b>Gender</b>				
Male	33.3%	34.3%	36.8%	3.5
Female	35.0%	41.7%	46.9%	11.9



3, 4, and 6-Year Graduation Rates

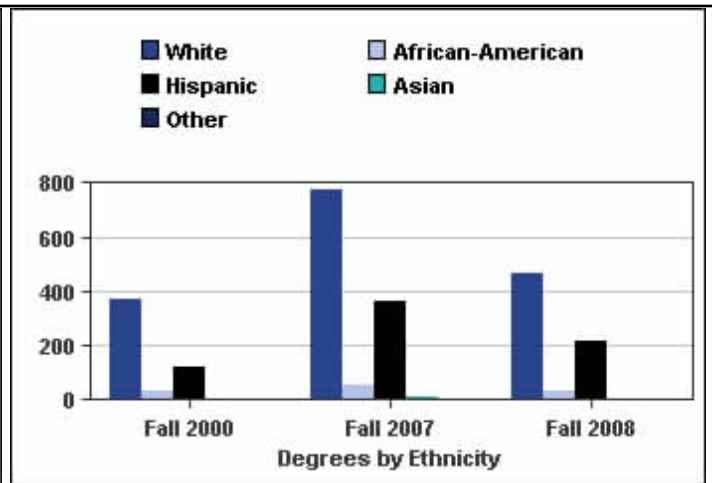
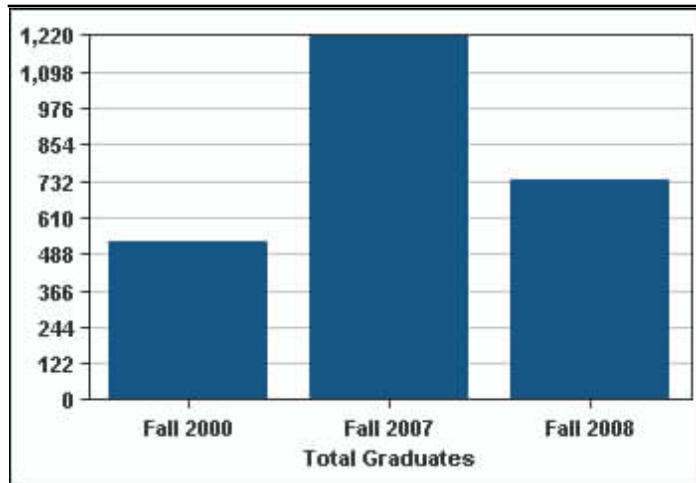
Percentage of first-time, full-time entering, credential-seeking, undergraduates who have graduated with a degree, cert1, cert2, or advanced technology certificate from a Texas public and private higher education after six academic years.

	FY 2000			FY 2006			FY 2007			Point Change FY 2000 to FY 2007
	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>2003</b>	<b>166</b>	<b>(11.4%)</b>	<b>2004</b>	<b>159</b>	<b>(11.9%)</b>	<b>- 2.7</b>
Baccalaureate or Above		1	(0.1%)		1	(0.1%)		1	(0.1%)	0.0
Associates		117	(9.8%)		98	(6.7%)		95	(7.1%)	- 2.7
Certificate		55	(4.6%)		67	(4.6%)		63	(4.7%)	0.1
No Award		1,015	(85.4%)		1,289	(88.6%)		1,180	(88.1%)	2.7
<b>4-Year graduation rate (Total)</b>	<b>1996</b>	<b>175</b>	<b>(20.7%)</b>	<b>2002</b>	<b>268</b>	<b>(20.1%)</b>	<b>2003</b>	<b>260</b>	<b>(17.9%)</b>	<b>- 2.8</b>
Baccalaureate or Above		13	(1.5%)		31	(2.3%)		39	(2.7%)	1.2
Associates		105	(12.4%)		147	(11.0%)		146	(10.0%)	- 2.4
Certificate		57	(6.7%)		90	(6.7%)		75	(5.2%)	- 1.5
No Award		670	(79.3%)		1,067	(79.9%)		1,195	(82.1%)	2.8
<b>6-Year graduation rate (Total)</b>	<b>1994</b>	<b>254</b>	<b>(26.1%)</b>	<b>2000</b>	<b>334</b>	<b>(28.4%)</b>	<b>2001</b>	<b>435</b>	<b>(32.4%)</b>	<b>6.3</b>
Baccalaureate or Above		107	(11.0%)		125	(10.6%)		207	(15.4%)	4.4
Associates		104	(10.7%)		124	(10.6%)		122	(9.1%)	- 1.6
Certificate		43	(4.4%)		85	(7.2%)		106	(7.9%)	3.5
No Award		720	(73.9%)		840	(71.6%)		908	(67.6%)	- 6.3



**Degrees and Certificates Awarded**

Number of awards, certificates by type, core completers and field of study completers by gender and ethnicity.				
	FY 2000	FY 2007	FY 2008	% Change FY 2000 to FY 2008
<b>Total Degrees and Certificates</b> (Does not include other completers)	531	1,220	738	39.0%
White	368	775	463	25.8%
African-American	32	54	33	3.1%
Hispanic	124	362	216	74.2%
Asian	3	13	5	66.7%
Native-American	2	5	4	100.0%
International	2	11	17	750.0%
Other	0	0	0	N/A
<b>Level</b>				
Bachelor of Applied Technology	N/A	N/A	N/A	N/A
Associates	358	760	473	32.1%
Certificate 1	88	342	188	113.6%
Certificate 2	85	118	77	- 9.4%
Advanced Technology Certificates	N/A	N/A	N/A	N/A
Other Completers:				
ESC	N/A	6	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
<b>Gender</b>				
Male	194	570	378	94.8%
Female	337	650	360	6.8%



**Transfers**

Percent of students who attempted at least 30 SCH before transferring to a senior institution.				
	FY 2000	FY 2007	FY 2008	Point Change FY 2000 to FY 2008
<b>Total</b>	17.6%	16.7%	16.6%	- 1.0
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 2004 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>2,408</b>						
<b>Met state standards in all areas</b>							
Math	758	14	288	38%	186	64.6%	24.5%
Reading	758	28	607	80.1%	528	87%	69.7%
Writing	758	24	361	47.6%	294	81.4%	38.8%
<b>All students below state standard</b>							
Math	858	N/A	207	24.1%	152	73.4%	17.7%
Reading	643	N/A	233	36.2%	198	85%	30.8%
Writing	432	N/A	91	21.1%	73	80.2%	16.9%
<b>Not met state standards:</b>							
<b>In all three areas</b>							
Math	248	N/A	30	12.1%	20	66.7%	8.1%
Reading	248	N/A	57	23%	40	70.2%	16.1%
Writing	248	N/A	33	13.3%	26	78.8%	10.5%
<b>Math</b>							
Not requiring developmental education	296	1	146	49.3%	84	57.5%	28.4%
Requiring developmental education	610	N/A	177	29%	122	68.9%	20%
Unknown / Not tested	496	N/A	116	23.4%	90	77.6%	18.1%
<b>Reading</b>							
Not requiring developmental education	449	17	327	72.8%	250	76.5%	55.7%
Requiring developmental education	395	N/A	176	44.6%	141	80.1%	35.7%
Unknown / Not tested	558	N/A	315	56.5%	285	90.5%	51.1%
<b>Writing</b>							
Not requiring developmental education	666	12	229	34.4%	178	77.7%	26.7%
Requiring developmental education	184	N/A	58	31.5%	40	69%	21.7%
Unknown / Not tested	552	N/A	163	29.5%	143	87.7%	25.9%



**Success - Contextual Measures**

	Entering Cohort Fall 2000	Entering Cohort Fall 2006	Entering Cohort Fall 2007	Point Change Fall 2000 to Fall 2007
<b>First-time Undergraduate Persistence rate after one year (Total)</b>				
<b>Total</b>	<b>57.4%</b>	<b>60.8%</b>	<b>58.2%</b>	<b>0.8</b>
Same institution	49.4%	50.5%	49.6%	0.2
Other institutions	7.9%	10.3%	8.6%	0.7
<b>White</b>	<b>61.9%</b>	<b>65.6%</b>	<b>64.4%</b>	<b>2.5</b>
Same institution	50%	50.8%	53.3%	3.3
Other institutions	11.8%	14.9%	11.1%	-0.7
<b>African-American</b>	<b>43.9%</b>	<b>53.8%</b>	<b>48%</b>	<b>4.1</b>
Same institution	43.9%	50%	43.9%	0.0
Other institutions	0%	3.8%	4.1%	4.1
<b>Hispanic</b>	<b>52%</b>	<b>55.4%</b>	<b>49.1%</b>	<b>-2.9</b>
Same institution	49.1%	50.5%	44.1%	-5.0
Other institutions	2.8%	4.8%	5%	2.2
<b>Asian</b>	<b>57.1%</b>	<b>57.1%</b>	<b>84.6%</b>	<b>27.5</b>
Same institution	42.8%	28.6%	69.2%	26.4
Other institutions	14.2%	28.6%	15.4%	1.2
<b>Native-American</b>	<b>77.7%</b>	<b>41.7%</b>	<b>76.9%</b>	<b>-0.8</b>
Same institution	55.5%	33.3%	46.2%	-9.3
Other institutions	22.2%	8.3%	30.8%	8.6
<b>International</b>	<b>62.5%</b>	<b>64.7%</b>	<b>52.9%</b>	<b>-9.6</b>
Same institution	62.5%	64.7%	52.9%	-9.6
Other institutions	0%	0%	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 2005	Entering Cohort Fall 2006	Point Change Fall 2000 to Fall 2006
<b>First-time Undergraduate Persistence rate after two years (Total)</b>				
<b>Total</b>	<b>42.5%</b>	<b>48.4%</b>	<b>43.8%</b>	<b>1.3</b>
Same institution	27%	29.4%	26.6%	-0.4
Other institutions	15.5%	19.1%	17.2%	1.7
<b>White</b>	<b>48.5%</b>	<b>52.9%</b>	<b>50.5%</b>	<b>2.0</b>
Same institution	28%	29.3%	27.8%	-0.2
Other institutions	20.4%	23.6%	22.7%	2.3
<b>African-American</b>	<b>31.6%</b>	<b>34.6%</b>	<b>30.3%</b>	<b>-1.3</b>
Same institution	13.3%	19.8%	19.7%	6.4
Other institutions	18.3%	14.8%	10.5%	-7.8
<b>Hispanic</b>	<b>35.2%</b>	<b>43.6%</b>	<b>37.5%</b>	<b>2.3</b>
Same institution	27.2%	32.1%	26.6%	-0.6
Other institutions	7.9%	11.5%	10.9%	3.0
<b>Asian</b>	<b>42.8%</b>	<b>81.8%</b>	<b>71.4%</b>	<b>28.6</b>
Same institution	28.5%	36.4%	42.9%	14.4
Other institutions	14.2%	45.5%	28.6%	14.4
<b>Native-American</b>	<b>44.4%</b>	<b>66.7%</b>	<b>25%</b>	<b>-19.4</b>
Same institution	33.3%	66.7%	8.3%	-25.0
Other institutions	11.1%	0%	16.7%	5.6
<b>International</b>	<b>25%</b>	<b>23.5%</b>	<b>20%</b>	<b>-5.0</b>
Same institution	25%	11.8%	20%	-5.0
Other institutions	0%	11.8%	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

	FY 2000	FY 2007	FY 2008	% Change FY 2000 to FY 2008	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	26	7	-72.0%	24	29%
Engineering	7	46	9	28.6%	39	23%
Math	0	4	0	N/A	0	N/A
Physical Science	0	4	0	N/A	0	N/A
<b>Level</b>						
Associates	30	65	11	-63.3%		
Cert 1	2	15	5	150.0%		
Cert 2	0	0	0	N/A		

	FY 2000	FY 2007	FY 2008	% Change FY 2000 to FY 2008
<b>Total Nursing/Allied Health Degrees and Certificates Awarded</b>	<b>149</b>	<b>317</b>	<b>138</b>	<b>- 7.4%</b>
Associates	51	156	76	49.0%
Cert 1	27	47	36	33.3%
Cert 2	71	114	26	- 63.4%
Advanced Technology Certificate	0	0	0	N/A
ESC	0	4	0	N/A
Core Completers	0	0	0	N/A
Field of Study	0	0	0	N/A

	FY 2006	FY 2007
<b>Teacher Production and Certification: The number of students taking the certification exams for teacher education.</b>		
<b>Ethnicity</b>		
White	N/A	N/A
African-American	N/A	N/A
Hispanic	N/A	N/A
Other	N/A	N/A
<b>Gender</b>		
Male		
Female		

	FY 2006	FY 2007
<b>Teacher Production and Certification: The percentage of students passing the certification exams for teacher education.</b>		
<b>Ethnicity</b>		
White	%	%
African-American	%	%
Hispanic	%	%
Other	%	%
<b>Gender</b>		
Male	%	%
Female	%	%

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 2006		FY 2007		
<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	190	33.4%	161	36.3%	- 15.3%
Employed and Enrolled (in Senior Institutions)	266	46.7%	169	38.1%	- 36.5%
Enrolled Only (in Senior Institutions)	85	14.9%	90	20.3%	5.9%
Enrolled Only (in Community Colleges)	4	0.7%	14	3.2%	250.0%
Not Found	24	4.2%	10	2.3%	<a href="#">detail</a>
<b>Technical</b>					
Employed Only	489	90.2%	527	81.5%	<a href="#">detail</a>
Employed and Enrolled (in Senior Institutions)	30	5.5%	42	6.5%	<a href="#">detail</a>
Enrolled Only (in Senior Institutions)	3	0.6%	17	2.6%	<a href="#">detail</a>
Enrolled Only (in Community Colleges)	11	2.0%	33	5.1%	<a href="#">detail</a>
Not Found	9	1.7%	28	4.3%	<a href="#">detail</a>

	FY 2000	FY 2007	FY 2008	Point Change FY 2000 to FY 2008
<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>59</b>	<b>11</b>	<b>N/A</b>
<b>Ethnicity</b>				
White	0	48	8	N/A
African-American	0	1	1	N/A
Hispanic	0	10	2	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	6	0	N/A
Female	0	53	11	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 2004 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>2,408</b>						
<b>Met state standards in all areas</b>							
Math	758	49	6.5%	N/A	N/A	N/A	N/A
Reading	758	0	0%	N/A	N/A	N/A	N/A
Writing	758	0	0%	N/A	N/A	N/A	N/A
<b>All students below state standard</b>							
Math	858	719	83.8%	343	429	47.7%	50%
Reading	643	418	65%	220	374	52.6%	58.2%
Writing	432	235	54.4%	111	217	47.2%	50.2%
<b>Not met state standards:</b>							
<b>In all three areas</b>							
Math	248	212	85.5%	70	84	33%	33.9%
Reading	248	187	75.4%	73	101	39%	40.7%
Writing	248	147	59.3%	59	92	40.1%	37.1%
<b>Math</b>							
Not requiring developmental education	296	19	6.4%	N/A	N/A	N/A	N/A
Requiring developmental education	610	507	83.1%	273	345	53.8%	56.6%
Unknown / Not tested	496	56	11.3%	2	164	3.6%	33.1%
<b>Reading</b>							
Not requiring developmental education	449	3	0.7%	N/A	N/A	N/A	N/A
Requiring developmental education	395	231	58.5%	147	273	63.6%	69.1%
Unknown / Not tested	558	22	3.9%	1	240	4.5%	43%
<b>Writing</b>							
Not requiring developmental education	666	6	0.9%	N/A	N/A	N/A	N/A
Requiring developmental education	184	88	47.8%	52	125	59.1%	67.9%
Unknown / Not tested	552	18	3.3%	2	232	11.1%	42%

The percent of underprepared and prepared students who return the following fall.	Fall 2004 Cohort		
	Total	Number returning (Fall 2005)	Percent returning (Fall 2005)
<b>Number of FTIC students</b>	<b>2,408</b>		
<b>Met state standards in all areas</b>	<b>758</b>	<b>531</b>	<b>70.1%</b>
<b>Not met state standards:</b>			
<b>In all three areas</b>	<b>248</b>	<b>101</b>	<b>40.7%</b>
<b>Math</b>			
Not requiring developmental education	296	197	66.6%
Requiring developmental education	610	363	59.5%
Unknown / Not tested	496	273	55%
<b>Reading</b>			
Not requiring developmental education	449	289	64.4%
Requiring developmental education	395	230	58.2%
Unknown / Not tested	558	314	56.3%
<b>Writing</b>			
Not requiring developmental education	666	412	61.9%
Requiring developmental education	184	113	61.4%
Unknown / Not tested	552	308	55.8%

**Excellence - Key Measures**

**Licensure Rate**

Programs whose graduates are required to pass a licensure exam to practice in the field.				
	2005 Pass Rate	2006 Pass Rate	2007 Pass Rate	2008 Pass Rate

No data for this institution

**Excellence - Contextual Measures**

	FY 2006	FY 2007	FY 2008	% Change FY 2006 to FY 2008
Certification and Licensure: Licensure and certification rate on state or national exams.	81%	88.93%	%	N/A

**Significant Recognitions - 2007:**

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

**Significant Recognitions - 2008:**

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 2007	FY 2008	Point Change FY 2000 to FY 2008
Administrative costs as a percent of total expenditures	8.2%	8.3%	%	N/A

**Tuition and Fees**

Revenues from all tuition and fees charged a student taking 15 semester credit hours (SCH).				
	FY 2000	FY 2007	FY 2008	Percent Change FY 2000 to FY 2008
Tuition and fees for 15 SCH	\$1,045	\$1,892	\$0	N/A

**Institutional Efficiency and Effectiveness - Contextual Measures**

	Fall 2000	Fall 2007	Fall 2008	Percent Change Fall 2000 to Fall 2008
<b>Full-Time Faculty: Number and percent of full-time faculty by gender and ethnicity</b>				
<b>Total</b>	<b>221</b>	<b>235</b>	<b>257</b>	<b>16.3%</b>
<b>Ethnicity</b>				
White	208 (94.1%)	219 (93.2%)	237 (92.2%)	13.9%
African-American	2 (0.9%)	3 (1.3%)	3 (1.2%)	50.0%
Hispanic	9 (4.1%)	10 (4.3%)	12 (4.7%)	33.3%
Asian	1 (0.5%)	3 (1.3%)	5 (1.9%)	400.0%
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%)	119 (50.6%)	131 (51.0%)	17.0%
Female	109 (49.3%)	116 (49.4%)	126 (49.0%)	15.6%
<b>Part-Time Faculty: Number and percent of part-time faculty by gender and ethnicity</b>				
<b>Total</b>	<b>145</b>	<b>138</b>	<b>131</b>	<b>- 9.7%</b>
<b>Ethnicity</b>				
White	138 (95.2%)	127 (92.0%)	119 (90.8%)	- 13.8%
African-American	2 (1.4%)	3 (2.2%)	2 (1.5%)	0.0%
Hispanic	5 (3.4%)	6 (4.3%)	9 (6.9%)	80.0%
Asian	0 (0.0%)	2 (1.4%)	1 (0.8%)	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%)	60 (43.5%)	56 (42.7%)	- 15.2%
Female	79 (54.5%)	78 (56.5%)	75 (57.3%)	- 5.1%

	Fall 2000	Fall 2007	Fall 2008	Percent/Point Change Fall 2000 to Fall 2008
FTE Student/FTE Faculty Ratio	20:1	24:1	22:1	10.0%
Total Contact Hours	1,473,928	1,804,144	1,796,592	21.9%
Contact Hours taught by full-time faculty	81.1%	79.2%	84.2%	3.1
Contact Hours taught by part-time faculty	18.9%	20.8%	15.8%	- 3.1