

South Plains College

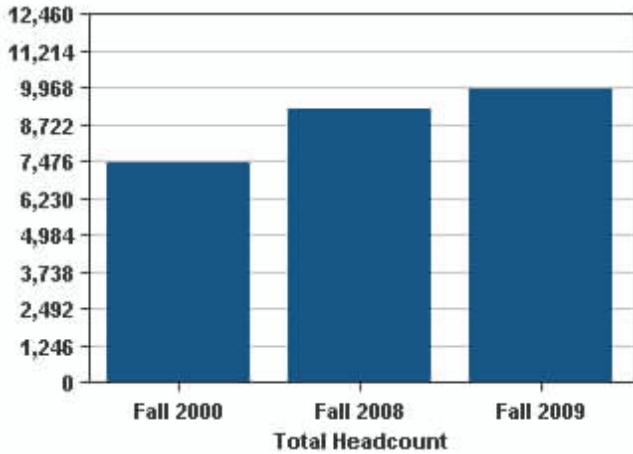
Accountability Report

FALL 2009

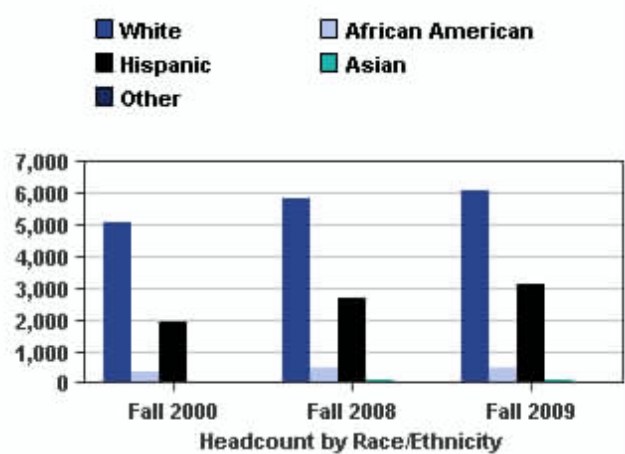
Participation - Key Measures

Enrollment

1. Fall Headcount (Unduplicated)									
	Fall 2000		Fall 2008		Fall 2009		% Change Fall 2000 to 2009	Institutional Closing the Gaps Target-Fall 2010	Closing the Gaps Completion
Total	7,432		9,232		9,962		34.0%	10,183	98%
White	5,054	(68.0%)	5,858	(63.5%)	6,114	(61.4%)	21.0%	6,721	91%
African American	323	(4.3%)	448	(4.9%)	500	(5.0%)	54.8%	485	103%
Hispanic	1,934	(26.0%)	2,711	(29.4%)	3,092	(31.0%)	59.9%	2,950	105%
Asian	58	(0.8%)	106	(1.1%)	126	(1.3%)	117.2%		
Native American	32	(0.4%)	52	(0.6%)	63	(0.6%)	96.9%		
International	31	(0.4%)	57	(0.6%)	67	(0.7%)	116.1%		
Other	0	(0.0%)	0	(0.0%)	0	(0.0%)	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 2008		FY 2009		% Change FY 2000 to 2009
Total	12,188		15,966		16,681		36.9%
White	8,520	(69.9%)	9,877	(61.9%)	10,406	(62.4%)	22.1%
African American	716	(5.9%)	1,035	(6.5%)	947	(5.7%)	32.3%
Hispanic	2,732	(22.4%)	4,632	(29.0%)	4,942	(29.6%)	80.9%
Asian	107	(0.9%)	177	(1.1%)	200	(1.2%)	86.9%
Native American	56	(0.5%)	107	(0.7%)	86	(0.5%)	53.6%
International	57	(0.5%)	138	(0.9%)	100	(0.6%)	75.4%
Other	0	(0.0%)	0	(0.0%)	0	(0.0%)	N/A

Participation - Contextual Measures

3. Enrollment by Semester	FY 2004	FY 2008	FY 2009	% Change FY 2000 to 2009
Fall	7,500	10,316	10,542	40.6%
Academic	3,979	4,096	8,194	105.9%
Technical	3,145	5,174	1,042	- 66.9%
Continuing Education	376	1,046	1,306	247.3%
Spring	7,144	9,566	10,148	42.0%
Academic	3,517	4,796	7,045	100.3%
Technical	3,208	3,974	2,011	- 37.3%
Continuing Education	419	796	1,092	160.6%
Summer I	2,942	3,583	3,657	24.3%
Academic	1,374	1,866	1,979	44.0%
Technical	991	661	660	- 33.4%
Continuing Education	577	1,056	1,018	76.4%
Summer II	1,602	2,371	2,406	50.2%
Academic	749	1,337	1,376	83.7%
Technical	250	88	169	- 32.4%
Continuing Education	603	946	861	42.8%

Service Area Representation	FY 2005	FY 2008	FY 2009		
	Service difference (% Enr. - % Pop.)	Service difference (% Enr. - % Pop.)	Percent population in service area	Percent credit enrollment	Service difference (% Enr. - % Pop.)
4. Gap between demographic groups in the area and enrollment.					
Race/Ethnicity					
White	13.3%	9.9%	53%	63%	9.9%
African American	-1.9%	-1%	6.7%	5.7%	-1%
Hispanic	-10.5%	-8.7%	38.1%	29.4%	-8.7%
Other	-0.9%	-0.2%	2.1%	1.9%	-0.3%
Gender					
Male	-2.2%	-2.9%	51%	47.2%	-3.8%
Female	2.2%	2.9%	49%	52.8%	3.8%

5. Annual Semester Credit and Contact Hours	FY 2000	FY 2008	FY 2009	% Change FY 2000 to 2009
Annual Semester Credit Hours (SCH)	152,115	195,227	198,541	30.5%
Academic	111,076	155,651	157,908	42.2%
Technical	41,039	39,576	40,633	- 1.0%
Annual Contact Hours	3,295,042	4,290,306	4,415,370	34.0%
Academic	2,096,904	2,946,896	2,982,400	42.2%
Technical	1,104,160	1,147,536	1,179,712	6.8%
Continuing Education	93,978	195,874	253,258	169.5%

6. Financial Aid: Students Receiving Pell Grants	FY 2000	FY 2008	FY 2009	% Change FY 2000 to 2009
Total	29.3%	28.9%	28.7%	- 2.0%
White	19.9%	19.4%	19.3%	- 3.0%
African American	58.8%	58.9%	60.0%	2.0%
Hispanic	49.3%	46.8%	44.8%	- 9.1%
Asian	21.3%	17.6%	17.9%	- 16.0%
Native American	48.5%	35.5%	28.8%	- 40.6%
International	0.0%	0.0%	1.8%	N/A
Other	0.0%	0.0%	0.0%	N/A
Gender				
Male	23.9%	22.5%	22.6%	- 5.4%
Female	34.0%	34.7%	33.9%	- 0.3%

7. Full-Time/Part-Time Undergraduate Students	Fall 2000	Fall 2008	Fall 2009	% Change Fall 2000 to 2009
Full-Time Credential Seeking Students				
Total	3,612	4,304	4,698	30.1%
White	2,291	2,622	2,748	19.9%
African American	175	266	291	66.3%
Hispanic	1,088	1,294	1,514	39.2%
Asian	23	42	51	121.7%
Native American	18	29	34	88.9%
International	17	51	60	252.9%
Other	0	0	0	N/A
Gender				
Male	1,737	2,150	2,299	32.4%
Female	1,875	2,154	2,399	27.9%
Part-Time Credential Seeking Students				
Total	3,817	4,519	4,885	28.0%
White	2,760	2,932	3,083	11.7%
African American	148	171	200	35.1%
Hispanic	846	1,332	1,506	78.0%
Asian	35	57	62	77.1%
Native American	14	21	27	92.9%
International	14	6	7	-50.0%
Other	0	0	0	N/A
Gender				
Male	1,650	1,948	2,079	26.0%
Female	2,167	2,571	2,806	29.5%

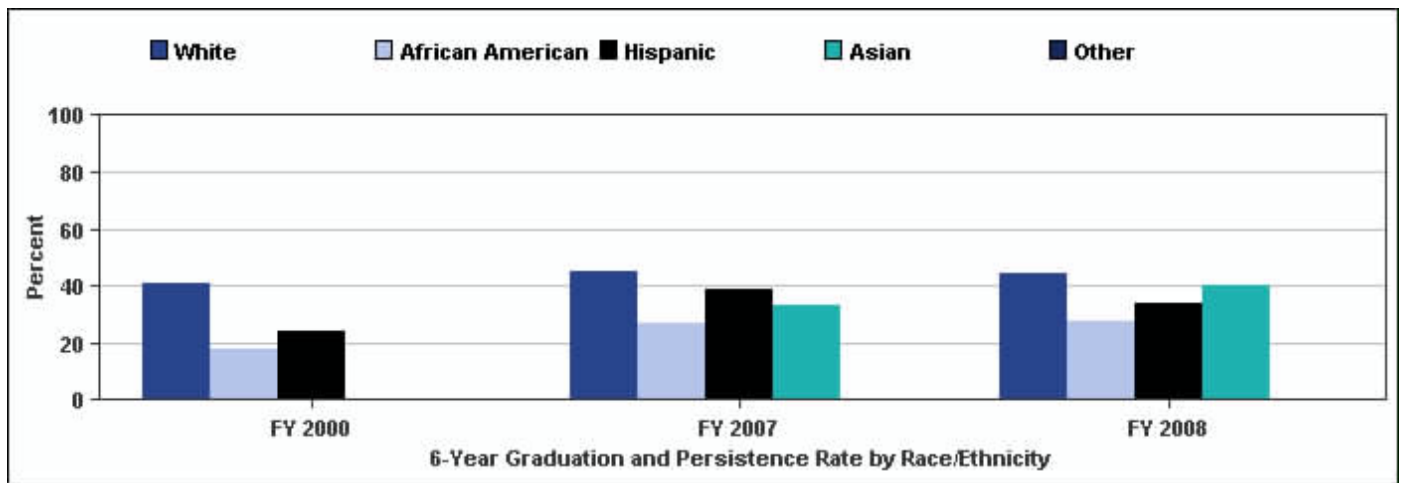
8. First-Time In College Students	Fall 2000	Fall 2008	Fall 2009	% Change Fall 2000 to 2009
Full-Time Credential Seeking Students				
Total	1,174	1,420	1,517	29.2%
White	652	780	761	16.7%
African American	68	95	119	75.0%
Hispanic	430	504	603	40.2%
Asian	7	11	13	85.7%
Native American	9	11	6	-33.3%
International	8	19	15	87.5%
Other	0	0	0	N/A
Gender				
Male	545	723	742	36.1%
Female	629	697	775	23.2%
Part-Time Credential Seeking Students				
Total	1,169	372	391	-66.6%
White	883	196	190	-78.5%
African American	29	21	26	-10.3%
Hispanic	236	151	165	-30.1%
Asian	15	1	6	-60.0%
Native American	3	3	4	33.3%
International	3	0	0	-100.0%
Other	0	0	0	N/A
Gender				
Male	509	159	172	-66.2%
Female	660	213	219	-66.8%

9. Community College Activities: Non-funded and Non-reported	FY 2009	
Contract Training: Enrollment and Contact Hours	Enrollment:	Contact Hours:
Adult Basic Education: Enrollment as Reported to TEA		
Alternative Certification: Enrollment and Contact Hours	Enrollment:	Contact Hours:
G.E.D.: Enrolled in G.E.D. Program		
G.E.D.: Test Takers		
G.E.D.: Passed the Test		

Success - Key Measures

Graduation and Persistence Rate

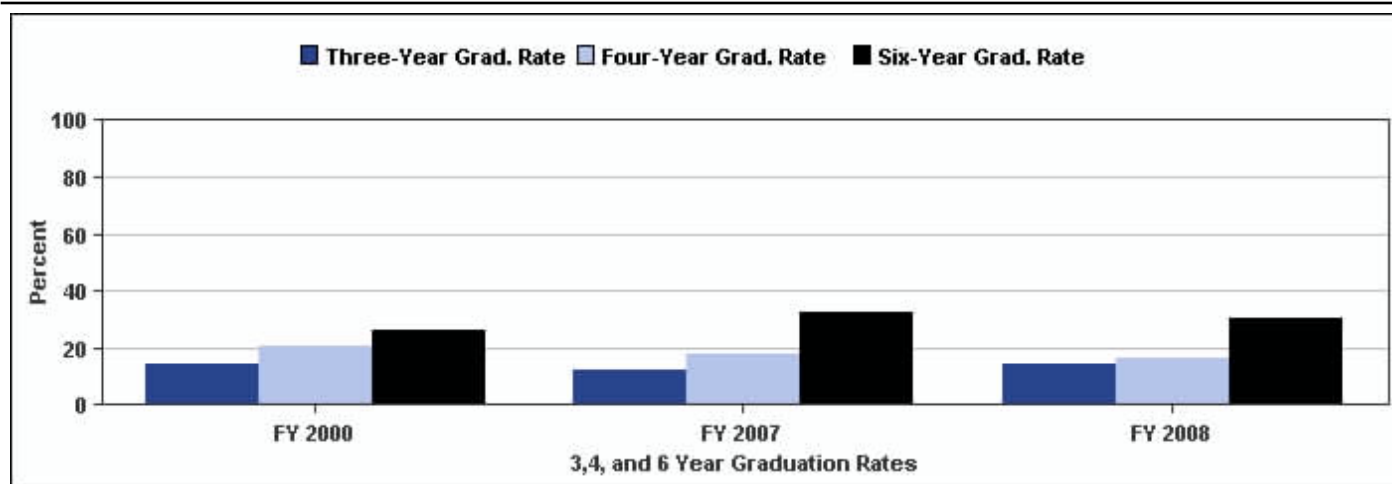
10. First-time, full-time, credential-seeking undergraduates who have graduated or are still enrolled.				
	FY 2000 (Entering Fall 1994 Cohort)	FY 2007 (Entering Fall 2001 Cohort)	FY 2008 (Entering Fall 2002 Cohort)	Point Change FY 2000 to FY 2008
Total	34.1%	41.9%	39.9%	5.8
Race/Ethnicity				
White	41.2%	45.3%	44.4%	3.2
African American	18.1%	27%	27.8%	9.7
Hispanic	24.2%	39%	34.2%	10.0
Asian	0%	33.3%	40%	40.0
Native American	0%	42.9%	0%	0.0
International	12.5%	33.3%	14.3%	1.8
Other	0%	0%	0%	0.0
Gender				
Male	33.3%	36.8%	37.4%	4.1
Female	35%	46.9%	42.6%	7.6



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 2007			FY 2008			Point Change FY 2000 to FY 2008
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		
3-Year graduation rate (Total)	1997	173	(14.6%)	2004	159	(11.9%)	2005	162	(14.4%)	- 0.2
Baccalaureate or Above		1	(0.1%)		1	(0.1%)		0	(0.0%)	- 0.1
Associates		117	(9.8%)		95	(7.1%)		87	(7.7%)	- 2.1
Certificate		55	(4.6%)		63	(4.7%)		75	(6.6%)	2.0
No Award		1,015	(85.4%)		1,180	(88.1%)		966	(85.6%)	0.2
4-Year graduation rate (Total)	1996	175	(20.7%)	2003	260	(17.9%)	2004	221	(16.5%)	- 4.2
Baccalaureate or Above		13	(1.5%)		39	(2.7%)		37	(2.8%)	1.3
Associates		105	(12.4%)		146	(10.0%)		117	(8.7%)	- 3.7
Certificate		57	(6.7%)		75	(5.2%)		67	(5.0%)	- 1.7
No Award		670	(79.3%)		1,195	(82.1%)		1,118	(83.5%)	4.2
6-Year graduation rate (Total)	1994	254	(26.1%)	2001	435	(32.4%)	2002	409	(30.6%)	4.5
Baccalaureate or Above		107	(11.0%)		207	(15.4%)		183	(13.7%)	2.7
Associates		104	(10.7%)		122	(9.1%)		127	(9.5%)	- 1.2
Certificate		43	(4.4%)		106	(7.9%)		99	(7.4%)	3.0
No Award		720	(73.9%)		908	(67.6%)		926	(69.4%)	- 4.5

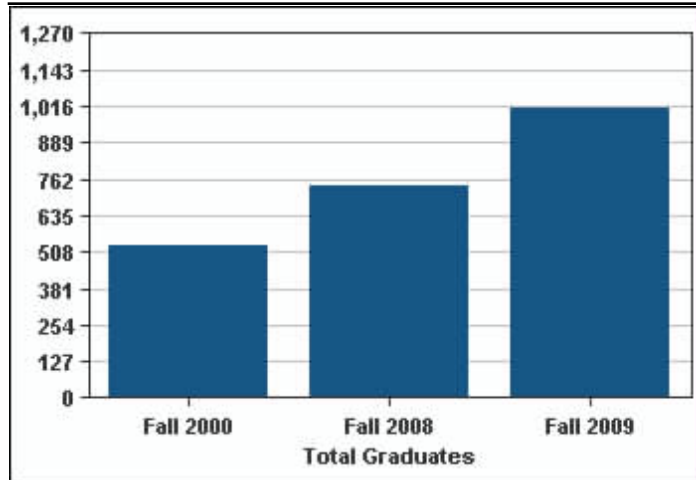


Source: CBM001, CBM002, and CBM009

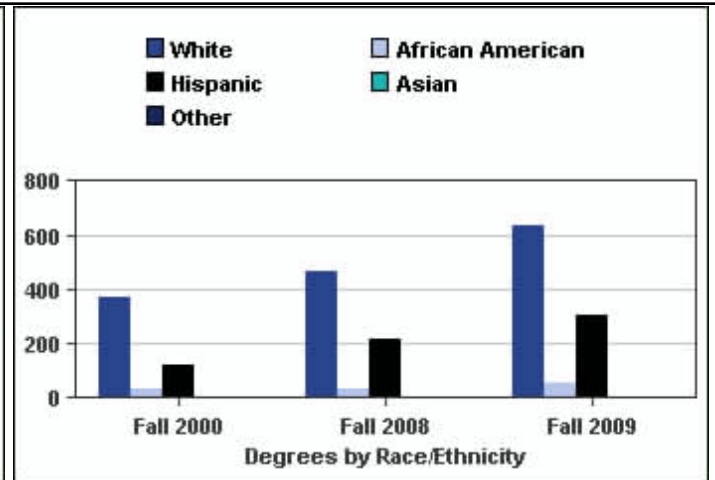
Degrees and Certificates

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

	FY 2000	FY 2008	FY 2009	% Change FY 2000 to FY 2009	Institutional Closing the Gaps Target-Fall 2010	Closing the Gaps Completion
Total Degrees and Certificates (Does not include other completers)	531	738	1,010	90.2%	1222	83%
White	368	463	636	72.8%		
African American	32	33	53	65.6%		
Hispanic	124	216	303	144.4%		
Asian	3	5	5	66.7%		
Native American	2	4	4	100.0%		
International	2	17	9	350.0%		
Other	0	0	0	N/A		
Level						
Bachelor of Applied Technology	N/A	N/A	N/A	N/A		
Associates	358	473	544	52.0%	850	64%
Certificate 1	88	188	367	317.0%		
Certificate 2	85	77	99	16.5%		
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	378	498	156.7%		
Female	337	360	512	51.9%		



Source: CBM009



Source: CBM009

Transfers

13. Transfers to a senior institution.									
	FY 2000 detail			FY 2008 detail			FY 2009 detail		
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate	
Cohort	1994	1,634	(100%)	2002	2,588	(100%)	2003	2,780	(100%)
0-12 hours		38	(2.3%)		341	(13.2%)		286	(10.3%)
13-24 hours		49	(3.0%)		211	(8.2%)		253	(9.1%)
25-29 hours		26	(1.6%)		90	(3.5%)		92	(3.3%)
30-42 hours		48	(2.9%)		76	(2.9%)		110	(4.0%)
43+ hours		230	(14.1%)		312	(12.1%)		357	(12.8%)
Non Transfer Completers		178	(10.9%)		234	(9.0%)		215	(7.7%)
Non Completers		1,065	(65.2%)		1,324	(51.2%)		1,467	(52.8%)
All Transfers Total		391	(23.9%)		1,030	(39.8%)		1,098	(39.5%)
Awarded Core		0	(0.0%)		0	(0.0%)		0	(0.0%)

Developmental Education

14. Students who successfully complete a college-level course in math, reading and writing. Prepared students are given 1 year. Under-prepared students are given 3 years.

	Fall 2005 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)
Number of FTIC students	2,142						
Met state standards in all areas							
Math	674	2	228	33.8%	160	70.2%	23.7%
Reading	674	21	544	80.7%	491	90.3%	72.8%
Writing	674	14	353	52.4%	311	88.1%	46.1%
All students below state standard							
Math	697	N/A	146	20.9%	108	74%	15.5%
Reading	563	N/A	222	39.4%	186	83.8%	33%
Writing	334	N/A	77	23.1%	60	77.9%	18%
Not met state standards:							
In all three areas							
Math	201	N/A	32	15.9%	21	65.6%	10.4%
Reading	201	N/A	50	24.9%	40	80%	19.9%
Writing	201	N/A	31	15.4%	23	74.2%	11.4%
Math							
Not requiring developmental education	288	0	155	53.8%	96	61.9%	33.3%
Requiring developmental education	496	N/A	114	23%	87	76.3%	17.5%
Unknown / Not tested	483	N/A	82	17%	49	59.8%	10.1%
Reading							
Not requiring developmental education	385	10	284	73.8%	221	77.8%	57.4%
Requiring developmental education	362	N/A	172	47.5%	146	84.9%	40.3%
Unknown / Not tested	520	N/A	326	62.7%	295	90.5%	56.7%
Writing							
Not requiring developmental education	617	6	233	37.8%	181	77.7%	29.3%
Requiring developmental education	133	N/A	46	34.6%	37	80.4%	27.8%
Unknown / Not tested	517	N/A	182	35.2%	161	88.5%	31.1%

Success - Contextual Measures

15. Persistence Rates	Entering Cohort Fall 2000	Entering Cohort Fall 2007	Entering Cohort Fall 2008	Point Change Fall 2000 to Fall 2008
First-time Undergraduate Persistence rate after one year				
Total	57.4%	58.2%	61.6%	4.2
Same institution	49.4%	49.6%	53.3%	3.9
Other institutions	7.9%	8.6%	8.3%	0.4
White	61.9%	64.4%	64.6%	2.7
Same institution	50%	53.3%	54.3%	4.3
Other institutions	11.8%	11.1%	10.4%	- 1.4
African American	43.9%	48%	53.7%	9.8
Same institution	43.9%	43.9%	43.2%	- 0.7
Other institutions	0%	4.1%	10.5%	10.5
Hispanic	52%	49.1%	57.5%	5.5
Same institution	49.1%	44.1%	53%	3.9
Other institutions	2.8%	5%	4.5%	1.7
Asian	57.1%	84.6%	90%	32.9
Same institution	42.8%	69.2%	50%	7.2
Other institutions	14.2%	15.4%	40%	25.8
Native American	77.7%	76.9%	54.5%	- 23.2
Same institution	55.5%	46.2%	54.5%	- 1.0
Other institutions	22.2%	30.8%	0%	- 22.2
International	62.5%	52.9%	73.7%	11.2
Same institution	62.5%	52.9%	73.7%	11.2
Other institutions	0%	0%	0%	0.0
Other	0%	0%	0%	0.0
Same institution	0%	0%	0%	0.0
Other institutions	0%	0%	0%	0.0

First-time Undergraduate Persistence rate after two years	Entering Cohort Fall 2000	Entering Cohort Fall 2006	Entering Cohort Fall 2007	Point Change Fall 2000 to Fall 2007
Total	42.5%	43.8%	47.9%	5.4
Same institution	27%	26.6%	28.6%	1.6
Other institutions	15.5%	17.2%	19.3%	3.8
White	48.5%	50.5%	54.5%	6.0
Same institution	28%	27.8%	29.6%	1.6
Other institutions	20.4%	22.7%	24.9%	4.5
African American	31.6%	30.3%	33.7%	2.1
Same institution	13.3%	19.7%	20.7%	7.4
Other institutions	18.3%	10.5%	13%	- 5.3
Hispanic	35.2%	37.5%	39.5%	4.3
Same institution	27.2%	26.6%	27.4%	0.2
Other institutions	7.9%	10.9%	12.1%	4.2
Asian	42.8%	71.4%	53.8%	11.0
Same institution	28.5%	42.9%	38.5%	10.0
Other institutions	14.2%	28.6%	15.4%	1.2
Native American	44.4%	25%	53.8%	9.4
Same institution	33.3%	8.3%	38.5%	5.2
Other institutions	11.1%	16.7%	15.4%	4.3
International	25%	20%	50%	25.0
Same institution	25%	20%	50%	25.0
Other institutions	0%	0%	0%	0.0
Other	0%	0%	0%	0.0
Same institution	0%	0%	0%	0.0
Other institutions	0%	0%	0%	0.0

16. Awards in STEM Fields	FY 2000	FY 2008	FY 2009	% Change FY 2000 to FY 2009	Institutional Closing the Gaps Target- Fall 2010	Closing the Gaps Completion
Fields						
Computer Science	25	7	11	- 56.0%	24	46%
Engineering	7	9	9	28.6%	39	23%
Math	0	0	1	N/A	10	10%
Physical Science	0	0	2	N/A	0	N/A
Level						
Associates	30	11	17	- 43.3%		
Cert 1	2	5	6	200.0%		
Cert 2	0	0	0	N/A		

17. Awards in Nursing	FY 2000	FY 2008	FY 2009	% Change FY 2000 to FY 2009
Total	98	81	152	55.1%
Associates	28	55	59	110.7%
Cert 1	0	0	0	N/A
Cert 2	70	26	93	32.9%
Advanced Technology Certificate	0	0	0	N/A
ESC	0	0	0	N/A
Core Completers	0	0	0	N/A
Field of Study	0	0	0	N/A

18. Awards in Allied Health	FY 2000	FY 2008	FY 2009	% Change FY 2000 to FY 2009
Total	51	57	89	74.5%
Associates	23	21	45	95.7%
Cert 1	27	36	44	63.0%
Cert 2	1	0	0	-100.0%
Advanced Technology Certificate	0	0	0	N/A
ESC	0	0	0	N/A
Core Completers	0	0	0	N/A
Field of Study	0	0	0	N/A

19. Teacher Preparation and Certification	FY 2007	FY 2008
Students taking the certification exams	N/A	N/A
Race/Ethnicity		
White	N/A	N/A
African American	N/A	N/A
Hispanic	N/A	N/A
Other	N/A	N/A
Gender		
Male	N/A	N/A
Female	N/A	N/A
Students passing the certification exams	N/A%	N/A%
Race/Ethnicity		
White	N/A%	N/A%
African American	N/A%	N/A%
Hispanic	N/A%	N/A%
Other	N/A%	N/A%
Gender		
Male	N/A%	N/A%
Female	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 2007		FY 2008		Point Change FY 2007 to FY 2008
Academic					
Employed Only	161	36.3%	84	32.4%	- 47.8%
Employed and Enrolled (in Senior Institutions)	169	38.1%	114	44.0%	- 32.5%
Enrolled Only (in Senior Institutions)	90	20.3%	49	18.9%	- 45.6%
Enrolled Only (in Community Colleges)	14	3.2%	10	3.9%	- 28.6%
Not Found	10	2.3%	2	0.8%	- 80.0%
Technical					
Employed Only	527	81.5%	274	76.8%	- 48.0%
Employed and Enrolled (in Senior Institutions)	42	6.5%	60	16.8%	42.9%
Enrolled Only (in Senior Institutions)	17	2.6%	4	1.1%	- 76.5%
Enrolled Only (in Community Colleges)	33	5.1%	11	3.1%	- 66.7%
Not Found	28	4.3%	8	2.2%	- 71.4%

21. Marketable Skills Awards	FY 2000	FY 2008	FY 2009	Point Change FY 2000 to FY 2009
Marketable Skills Completers	N/A	0	0	N/A
Race/Ethnicity				
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

Gender

Male

Female

N/A

0

0

N/A

N/A

0

0

N/A

	FY 2000	FY 2004	FY 2005	Point Change FY 2000 to FY 2005
22. Associate of Arts in Teaching Awards				
Total	0	11	39	N/A
Race/Ethnicity				
White	0	8	29	N/A
African American	0	1	1	N/A
Hispanic	0	2	8	N/A
Asian	0	0	0	N/A
Native American	0	0	1	N/A
International	0	0	0	N/A
Other	0	0	0	N/A
Gender				
Male	0	0	5	N/A
Female	0	11	34	N/A

Fall 2005 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)
Developmental Education							
23. Under-prepared students are given 2 years to satisfy their TSI obligation.							
Number of FTIC students	2,142						
Met state standards in all areas							
Math	674	56	8.3%	N/A	N/A	N/A	N/A
Reading	674	3	0.4%	N/A	N/A	N/A	N/A
Writing	674	2	0.3%	N/A	N/A	N/A	N/A
All students below state standard							
Math	697	581	83.4%	228	298	39.2%	42.8%
Reading	563	373	66.3%	180	314	48.3%	55.8%
Writing	334	163	48.8%	71	160	43.6%	47.9%
Not met state standards:							
In all three areas							
Math	201	178	88.6%	54	63	30.3%	31.3%
Reading	201	160	79.6%	58	77	36.3%	38.3%
Writing	201	107	53.2%	39	73	36.4%	36.3%
Math							
Not requiring developmental education	288	17	5.9%	N/A	N/A	N/A	N/A
Requiring developmental education	496	403	81.3%	174	235	43.2%	47.4%
Unknown / Not tested	483	51	10.6%	6	186	11.8%	38.5%
Reading							
Not requiring developmental education	385	5	1.3%	N/A	N/A	N/A	N/A
Requiring developmental education	362	213	58.8%	122	237	57.3%	65.5%
Unknown / Not tested	520	14	2.7%	1	256	7.1%	49.2%
Writing							
Not requiring developmental education	617	12	1.9%	N/A	N/A	N/A	N/A
Requiring developmental education	133	56	42.1%	32	87	57.1%	65.4%
Unknown / Not tested	517	9	1.7%	1	260	11.1%	50.3%

Fall 2005 Cohort			
	Total	Number returning (Fall 2006)	Percent returning (Fall 2006)
24. Developmental Education: Underprepared and prepared students returning in fall.			
Number of FTIC students	2,142		
Met state standards in all areas	674	475	70.5%
Not met state standards:			
In all three areas	201	93	46.3%
Math			
Not requiring developmental education	288	190	66%
Requiring developmental education	496	284	57.3%
Unknown / Not tested	483	283	58.6%
Reading			
Not requiring developmental education	385	236	61.3%
Requiring developmental education	362	212	58.6%
Unknown / Not tested	520	309	59.4%
Writing			
Not requiring developmental education	617	368	59.6%
Requiring developmental education	133	80	60.2%
Unknown / Not tested	517	309	59.8%

	Fall 2000	Fall 2007	Fall 2008	%/Point Change Fall 2000 to Fall 2008
25. Course Completion Rate for Undergraduate State Funded Credit Hours				
Beginning semester credit hours	73,437	89,625	88,697	20.8%
Ending semester credit hours	62,201	76,753	78,051	25.5%
Completion rate	84.7%	85.6%	88.0%	3.3

Excellence - Key Measures

Licensure Rate

26. Pass rate for programs whose graduates are required to pass a licensure exam to practice in the field.				
	2006 Pass Rate	2007 Pass Rate	2008 Pass Rate	2009 Pass Rate
Law Enforcement Technology	89.5	83.0	100	
Fire Technology	100	100	100	
Certified Respiratory Technician	97.7	84.2	98.5	
EMS Basic Certificate	78.5	60.8	72.3	
EMS Intermediate Certificate	100	81.2	81.8	
EMS Paramedic Certificate	75	53.3	48	
Registered Health Information Technician	100	100		
Vocational Nursing	100	100	88.33	
Associate Degree Nursing	81.5	71.4	94.51	
Cosmetology	96.8	89.0	97.3	

Excellence - Contextual Measures

27. Certification and Licensure	FY 2007	FY 2008	FY 2009	% Change FY 2007 to FY 2009
Pass rate on state or national exams.	88.93%	87.9%	%	N/A

28. Significant Recognitions - 2008:

Number of members in Phi Theta Kappa	153
Number of students eligible for Phi Theta Kappa membership	
Number of students in service learning programs	
Exemplary programs or citations/Other national recognitions: The recruiting and retention office at SPC received a national award for efforts in retention. SPC was awarded the 2008 Noel-Levitz Retention Excellence Award. SPC improved fall to spring retention rates from 69 to 73% and fall to fall retention rates from 35 to 44%. South Plains College achieved national recognition in 2008 in Athletics as our Men's Basketball Team and our Track team both won national titles.	

Significant Recognitions - 2009:

Number of members in Phi Theta Kappa	153
Number of students eligible for Phi Theta Kappa membership	
Number of students in service learning programs	
Exemplary programs or citations/Other national recognitions: The recruiting and retention office at SPC received a national award for efforts in retention. SPC was awarded the 2008 Noel-Levitz Retention Excellence Award. SPC improved fall to spring retention rates from 69 to 73% and fall to fall retention rates from 35 to 44%. South Plains College achieved national recognition in 2008 in Athletics as our Men's Basketball Team and our Track team both won national titles.	

SPC just finished a \$2.7 million dollar renovation and expansion of our Fine Arts Complex and over 22% of the money came from private contributions proving the success of SPC's campaign to get the community and service area more involved in the college.

Institutional Efficiency and Effectiveness - Key Measures

Administrative Cost Ratio

29. Institutional support as a percent of total operating expenses.				
	FY 2000	FY 2008	FY 2009	Point Change FY 2000 to FY 2009
Administrative costs as a percent of total expenditures	8.2%	8.45%	%	N/A

Tuition and Fees

30. Tuition and fees for 30 SCH.				
	FY 2000	FY 2008	FY 2009	Percent Change FY 2000 to FY 2009
Tuition and fees for 15 SCH	\$1,045	\$2,792	\$1,892	81.1%

Institutional Efficiency and Effectiveness - Contextual Measures

31. Faculty	Fall 2000	Fall 2008	Fall 2009	Percent Change Fall 2000 to Fall 2009
Full-Time Total	221	257	251	13.6%
Race/Ethnicity				
White	208 (94.1%)	237 (92.2%)	232 (92.4%)	11.5%
African American	2 (0.9%)	3 (1.2%)	4 (1.6%)	100.0%
Hispanic	9 (4.1%)	12 (4.7%)	10 (4.0%)	11.1%
Asian	1 (0.5%)	5 (1.9%)	5 (2.0%)	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
Gender				
Male	112 (50.7%)	131 (51.0%)	131 (52.2%)	17.0%
Female	109 (49.3%)	126 (49.0%)	120 (47.8%)	10.1%
Part-Time Total	145	131	143	-1.4%
Race/Ethnicity				
White	138 (95.2%)	119 (90.8%)	129 (90.2%)	-6.5%
African American	2 (1.4%)	2 (1.5%)	1 (0.7%)	-50.0%
Hispanic	5 (3.4%)	9 (6.9%)	12 (8.4%)	140.0%
Asian	0 (0.0%)	1 (0.8%)	1 (0.7%)	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
Gender				
Male	66 (45.5%)	56 (42.7%)	62 (43.4%)	-6.1%
Female	79 (54.5%)	75 (57.3%)	81 (56.6%)	2.5%

	Fall 2000	Fall 2008	Fall 2009	Percent/Point Change Fall 2000 to Fall 2009
32. FTE Student/FTE Faculty Ratio	20:1	22:1	23:1	15.0%
33. Contact Hours	1,473,928	1,796,592	1,937,232	31.4%
Contact Hours taught by full-time faculty	81.1%	84.2%	82.1%	1.0
Contact Hours taught by part-time faculty	18.9%	15.8%	17.9%	-1.0