

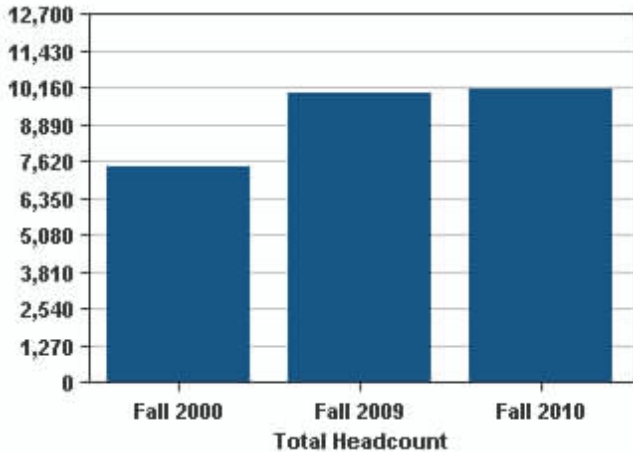
# South Plains College

## Accountability Report

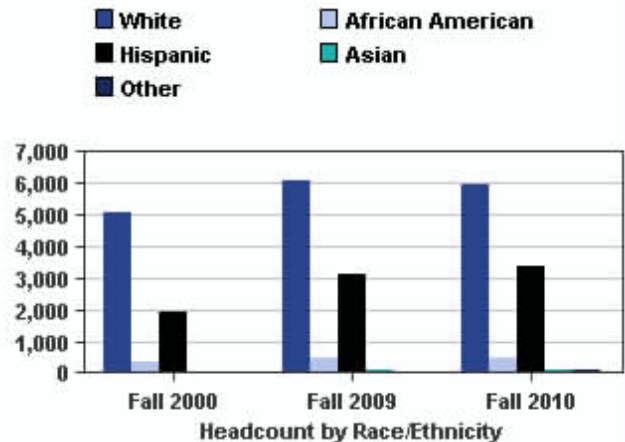
**Participation - Key Measures**

**Enrollment**

1. Fall Headcount (Unduplicated)									
	Fall 2000		Fall 2009		Fall 2010		% Change Fall 2000 to Fall 2010	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
<b>Total</b>	<b>7,432</b>		<b>9,962</b>		<b>10,153</b>		<b>36.6%</b>	<b>10,183</b>	<b>100 %</b>
White	5,054	( 68.0%)	6,114	( 61.4%)	5,979	( 58.9%)	18.3%	6,721	89%
African American	323	( 4.3%)	500	( 5.0%)	488	( 4.8%)	51.1%	485	101%
Multi-racial one of which is African American	0	( 0.0%)	0	( 0.0%)	16	( 0.2%)	N/A		
Hispanic	1,934	( 26.0%)	3,092	( 31.0%)	3,377	( 33.3%)	74.6%	2,950	114%
Asian	58	( 0.8%)	126	( 1.3%)	122	( 1.2%)	110.3%		
International	31	( 0.4%)	67	( 0.7%)	82	( 0.8%)	164.5%		
Other	32	( 0.4%)	63	( 0.6%)	89	( 0.9%)	178.1%		



Source: Coordinating Board Management (CBM) Report 001



Source: Coordinating Board Management (CBM) Report 001

**URRS**

2. Uniform Recruitment and Retention Strategy (URRS)	
<p>The Retention Team at South Plains College analyzes data as a means of improving services. It is through this research and the oversight of the committee that SPC has developed the programs that make up the Retention Program: Academic Advising, Early Alert and Student Success Plans. These programs prove that outstanding services can improve student success. South Plains College actively participates in traditional means of recruitment; however, as we continue to see an increase in underprepared and first generation students our recruitment initiatives are becoming more individualized and include a pre-academic program entitled Abriendo Puertas, College Connection and Dual Credit. The success at South Plains College is evident with a record enrollment of over 10,000, made possible by a faculty and staff dedicated to student success. It is the same dedication that will continue to propel South Plains College forward as we strive to close the gaps in higher education in Texas.</p>	

**Annual Unduplicated Enrollment**

3. Annual unduplicated enrollment including credit, non-credit and dual-credit students.							
	FY 2000		FY 2009		FY 2010		% Change FY 2000 to FY 2010
<b>Total</b>	<b>12,188</b>		<b>16,681</b>		<b>17,636</b>		<b>44.7%</b>
White	8,520	( 69.9%)	10,406	( 62.4%)	10,709	( 60.7%)	25.7%
African American	716	( 5.9%)	947	( 5.7%)	1,080	( 6.1%)	50.8%
Hispanic	2,732	( 22.4%)	4,942	( 29.6%)	5,409	( 30.7%)	98.0%
Asian	107	( 0.9%)	200	( 1.2%)	231	( 1.3%)	115.9%
Native American	56	( 0.5%)	86	( 0.5%)	104	( 0.6%)	85.7%
International	57	( 0.5%)	100	( 0.6%)	103	( 0.6%)	80.7%
Other	0	( 0.0%)	0	( 0.0%)	0	( 0.0%)	N/A

**Participation - Contextual Measures**

4. Enrollment by Semester	FY 2000	FY 2009	FY 2010	% Change FY 2000 to FY 2010
<b>Fall</b>	7,500	10,542	11,210	49.5%
Academic	3,979	8,194	8,028	101.8%
Technical	3,145	1,042	1,944	- 38.2%
Continuing Education	376	1,306	1,238	229.3%
<b>Spring</b>	7,144	10,148	11,124	55.7%
Academic	3,517	7,045	7,795	121.6%
Technical	3,208	2,011	2,174	- 32.2%
Continuing Education	419	1,092	1,155	175.7%
<b>Summer I</b>	2,942	3,657	3,910	32.9%
Academic	1,374	1,979	2,144	56.0%
Technical	991	660	661	- 33.3%
Continuing Education	577	1,018	1,105	91.5%
<b>Summer II</b>	1,602	2,406	2,606	62.7%
Academic	749	1,376	1,568	109.3%
Technical	250	169	181	- 27.6%
Continuing Education	603	861	857	42.1%

**Service Area Representation**

5. Gap between demographic groups in the area and enrollment.	FY 2005	FY 2009	FY 2010		
	Service difference (% Enr. - % Pop.)	Service difference (% Enr. - % Pop.)	Percent population in service area	Percent credit enrollment	Service difference (% Enr. - % Pop.)
<b>Race/Ethnicity</b>					
White	13.3%	9.9%	51.5%	60.4%	8.9%
African American	-1.9%	-1.0%	7.1%	6.1%	-1.0%
Hispanic	-10.5%	-8.7%	39.1%	31.5%	-7.6%
Other	-0.9%	-0.3%	2.3%	1.9%	-0.4%
<b>Gender</b>					
Male	-2.2%	-3.8%	50.9%	46.5%	-4.4%
Female	2.2%	3.8%	49.1%	53.5%	4.4%

6. Annual Semester Credit and Contact Hours	FY 2000	FY 2009	FY 2010	% Change FY 2000 to FY 2010
<b>Annual Semester Credit Hours (SCH)</b>	<b>152,115</b>	<b>198,541</b>	<b>216,564</b>	<b>42.4%</b>
Academic	111,076	157,908	171,923	54.8%
Technical	41,039	40,633	44,641	8.8%
<b>Annual Contact Hours</b>	<b>3,295,042</b>	<b>4,415,370</b>	<b>4,876,231</b>	<b>48.0%</b>
Academic	2,096,904	2,982,400	3,242,016	54.6%
Technical	1,104,160	1,179,712	1,282,752	16.2%
Continuing Education	93,978	253,258	351,463	274.0%

7. Financial Aid: Students Receiving Pell Grants	Fall 1999	Fall 2007	Fall 2008	Point Change Fall 1999 to Fall 2008
<b>Total</b>	<b>29.3%</b>	<b>28.9%</b>	<b>28.7%</b>	<b>- 0.6</b>
White	19.9%	19.4%	19.3%	- 0.6
African American	58.8%	58.9%	60.0%	1.2
Hispanic	49.3%	46.8%	44.8%	- 4.5
Asian	21.3%	17.6%	17.9%	- 3.4
Native American	48.5%	35.5%	28.8%	- 19.7
International	0.0%	0.0%	1.8%	1.8
Other	0.0%	0.0%	0.0%	0.0
<b>Gender</b>				
Male	23.9%	22.5%	22.6%	- 1.3
Female	34.0%	34.7%	33.9%	- 0.1

8. Full-Time/Part-Time Undergraduate Students	Fall 2000	Fall 2009	Fall 2010	% Change Fall 2000 to Fall 2010
<b>Full-Time Credential Seeking Students</b>				
<b>Total*</b>	<b>3,612</b>	<b>4,698</b>	<b>4,987</b>	<b>38.1%</b>
White	2,291	2,748	2,695	17.6%
African American	175	291	318	81.7%
Multi-racial one of which is African American	0	0	7	N/A
Hispanic	1,088	1,514	1,810	66.4%
Asian	23	51	49	113.0%
International	17	60	67	294.1%
Other	18	34	41	127.8%
<b>Gender</b>				
Male	1,737	2,299	2,388	37.5%
Female	1,875	2,399	2,599	38.6%
<b>Part-Time Credential Seeking Students</b>				
<b>Total*</b>	<b>3,817</b>	<b>4,885</b>	<b>4,769</b>	<b>24.9%</b>
White	2,760	3,083	3,005	8.9%
African American	148	200	161	8.8%
Multi-racial one of which is African American	0	0	9	N/A
Hispanic	846	1,506	1,476	74.5%
Asian	35	62	63	80.0%
International	14	7	11	- 21.4%
Other	14	27	44	214.3%
<b>Gender</b>				
Male	1,650	2,079	2,065	25.2%
Female	2,167	2,806	2,704	24.8%

9. First-Time In College Students	Fall 2000	Fall 2009	Fall 2010	% Change Fall 2000 to Fall 2010
<b>Full-Time Credential Seeking Students</b>				
<b>Total*</b>	<b>1,174</b>	<b>1,517</b>	<b>1,636</b>	<b>39.4%</b>
White	652	761	759	16.4%
African American	68	119	138	102.9%
Multi-racial one of which is African American	0	0	6	N/A
Hispanic	430	603	685	59.3%
Asian	7	13	12	71.4%
International	8	15	24	200.0%
Other	9	6	12	33.3%
<b>Gender</b>				
Male	545	742	835	53.2%
Female	629	775	801	27.3%
<b>Part-Time Credential Seeking Students</b>				
<b>Total*</b>	<b>1,169</b>	<b>391</b>	<b>393</b>	<b>- 66.4%</b>
White	883	190	183	- 79.3%
African American	29	26	21	- 27.6%
Multi-racial one of which is African American	0	0	0	N/A
Hispanic	236	165	183	- 22.5%
Asian	15	6	4	- 73.3%
International	3	0	1	- 66.7%
Other	3	4	1	- 66.7%
<b>Gender</b>				
Male	509	172	196	- 61.5%
Female	660	219	197	- 70.2%

\*Federal reporting of race/ethnicity categories changed effective fall 2010. The new reporting categories will make longitudinal comparisons problematic. Hispanics are identified by an ethnicity question that is separate from the racial question. Hispanic students, except international ones, are identified by the ethnicity question. In addition to the "African American" non-Hispanic category, there is a listing for "Multi-Racial one of which is African American." "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 separately and excluded from the race/ethnicity breakouts.

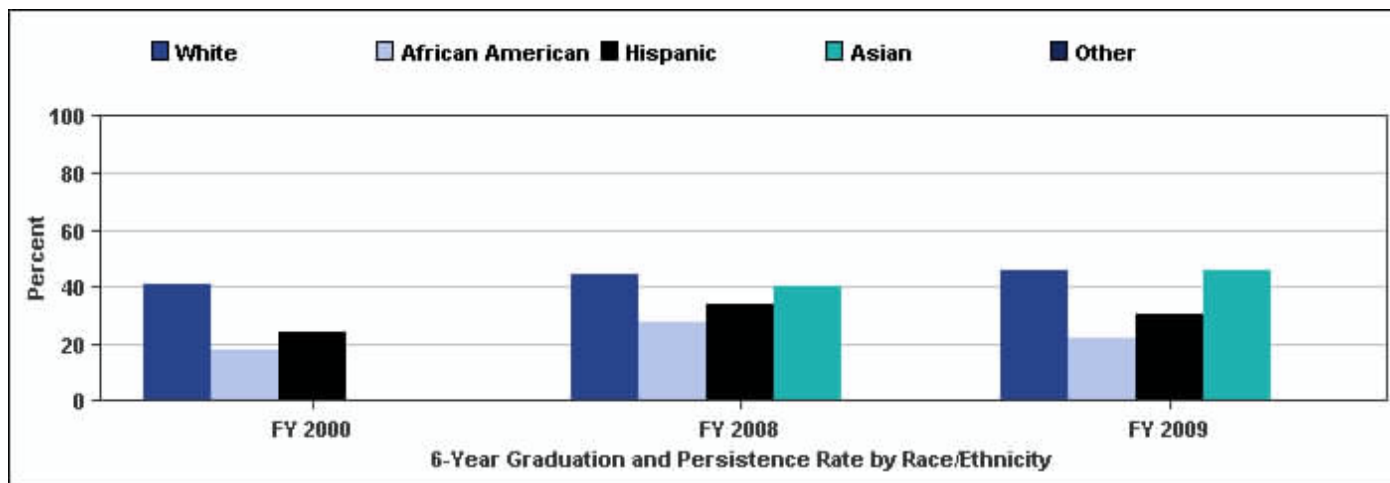
10. Community College Activities: Non-funded and Non-reported	FY 2009		FY 2010	
Contract Training: Enrollment and Contact Hours	Enrollment: N/A	Contact Hours: N/A	Enrollment: N/A	Contact Hours: N/A
Adult Basic Education: Enrollment as Reported to TEA	N/A		N/A	
Alternative Certification: Enrollment and Contact Hours	Enrollment: N/A	Contact Hours: N/A	Enrollment: N/A	Contact Hours: N/A
G.E.D.: Enrolled in G.E.D. Program	N/A		N/A	
G.E.D.: Test Takers	N/A		N/A	
G.E.D.: Passed the Test	N/A		N/A	

**Success - Key Measures**

**Graduation and Persistence Rate**

11. First-time, full-time, credential-seeking, undergraduates who have graduated or are still enrolled.				
	FY 2000 (Entering Fall 1994 Cohort)	FY 2008 (Entering Fall 2002 Cohort)	FY 2009 (Entering Fall 2003 Cohort)	Point Change FY 2000 to FY 2009
<b>Total</b>	34.1%	39.9%	39.1%	5.0
<b>Race/Ethnicity</b>				
White	41.2%	44.4%	45.6%	4.4
African American	18.1%	27.8%	22%	3.9
Hispanic	24.2%	34.2%	30.4%	6.2
Asian	0%	40%	45.5%	45.5
Native American	0%	0%	66.7%	66.7
International	12.5%	14.3%	6.7%	- 5.8
Other	0%	0%	0%	0.0
<b>Gender</b>				
Male	33.3%	37.4%	37.4%	4.1
Female	35%	42.6%	41.1%	6.1

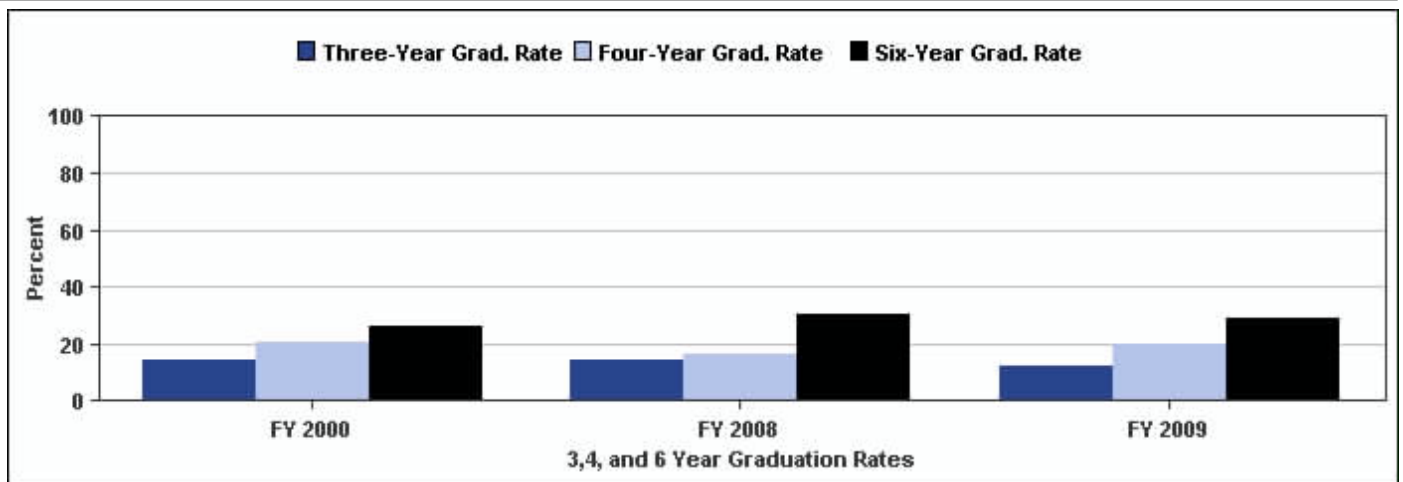
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Source: CBM001, CBM002, and CBM009

3, 4, and 6-Year Graduation Rates

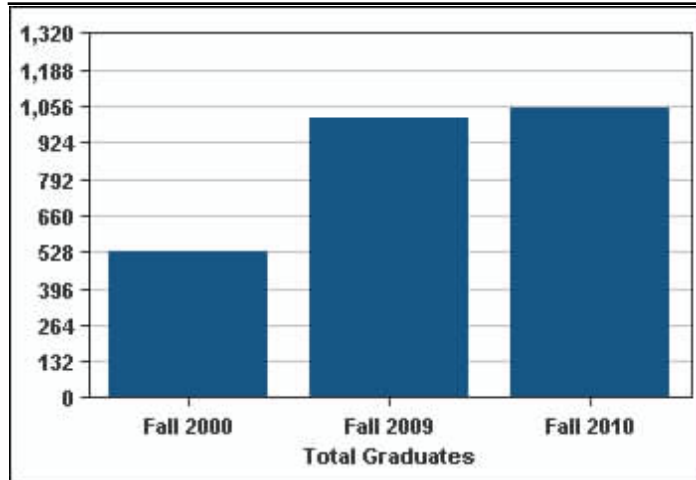
12. First-time, full-time entering, credential-seeking, undergraduates who have graduated.										
	FY 2000			FY 2008			FY 2009			Point Change FY 2000 to FY 2009
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		
<b>3-Year graduation rate (Total)</b>	<b>1997</b>	<b>173</b>	<b>(14.6%)</b>	<b>2005</b>	<b>162</b>	<b>(14.4%)</b>	<b>2006</b>	<b>132</b>	<b>(11.9%)</b>	<b>- 2.7</b>
Baccalaureate or Above		1	(0.1%)		0	(0.0%)		1	(0.1%)	0.0
Associates		117	(9.8%)		87	(7.7%)		70	(6.3%)	- 3.5
Certificate		55	(4.6%)		75	(6.6%)		61	(5.5%)	0.9
No Award		1,015	(85.4%)		966	(85.6%)		976	(88.1%)	2.7
<b>4-Year graduation rate (Total)</b>	<b>1996</b>	<b>175</b>	<b>(20.7%)</b>	<b>2004</b>	<b>221</b>	<b>(16.5%)</b>	<b>2005</b>	<b>221</b>	<b>(19.6%)</b>	<b>- 1.1</b>
Baccalaureate or Above		13	(1.5%)		37	(2.8%)		20	(1.8%)	0.3
Associates		105	(12.4%)		117	(8.7%)		117	(10.4%)	- 2.0
Certificate		57	(6.7%)		67	(5.0%)		84	(7.4%)	0.7
No Award		670	(79.3%)		1,118	(83.5%)		907	(80.4%)	1.1
<b>6-Year graduation rate (Total)</b>	<b>1994</b>	<b>254</b>	<b>(26.1%)</b>	<b>2002</b>	<b>409</b>	<b>(30.6%)</b>	<b>2003</b>	<b>422</b>	<b>(29.0%)</b>	<b>2.9</b>
Baccalaureate or Above		107	(11.0%)		183	(13.7%)		195	(13.4%)	2.4
Associates		104	(10.7%)		127	(9.5%)		138	(9.5%)	- 1.2
Certificate		43	(4.4%)		99	(7.4%)		89	(6.1%)	1.7
No Award		720	(73.9%)		926	(69.4%)		1,033	(71.0%)	- 2.9



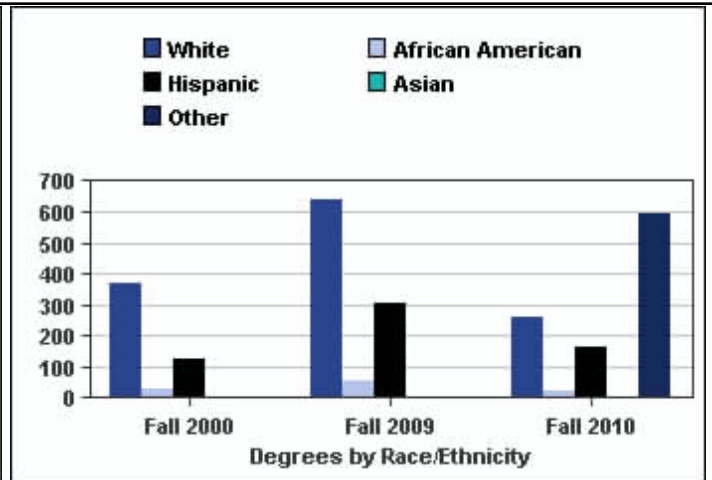
Source: CBM001, CBM002, and CBM009

Degrees and Certificates

13. Number of awards, certificates by type, core completers and field of study completers.						
	FY 2000	FY 2009	FY 2010	% Change FY 2000 to FY 2010	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
<b>Total Degrees and Certificates</b> (Does not include other completers)	531	1,010	1,049	97.6%	1,344	78%
White	368	636	257	- 30.2%		
African American	32	53	21	- 34.4%		
Multi-racial one of which is African American	0	0	1	N/A		
Hispanic	124	303	165	33.1%		
Asian	3	5	2	- 33.3%		
International	2	9	8	300.0%		
Other	2	4	595	29650.0%		
<b>Level</b>						
Bachelor of Applied Technology	N/A	N/A	N/A	N/A		
Associates	358	544	588	64.2%	934	63%
Certificate 1	88	367	371	321.6%		
Certificate 2	85	99	90	5.9%		
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		
<b>Gender</b>						
Male	194	498	486	150.5%		
Female	337	512	563	67.1%		



Source: CBM009



Source: CBM009

Transfers

14. Transfers to a senior institution.										
	FY 2000			FY 2009			FY 2010			Point Change FY 2000 to FY 2010
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		
Cohort	1994	1,634	(100%)	2003	2,780	(100%)	2004	2,644	(100%)	
0-12 hours		38	(2.3%)		286	(10.3%)		267	(10.1%)	7.8
13-24 hours		49	(3.0%)		253	(9.1%)		268	(10.1%)	7.1
25-29 hours		26	(1.6%)		92	(3.3%)		92	(3.5%)	1.9
30-42 hours		48	(2.9%)		110	(4.0%)		133	(5.0%)	2.1
43+ hours		230	(14.1%)		357	(12.8%)		379	(14.3%)	0.2
Non Transfer Completers		178	(10.9%)		215	(7.7%)		170	(6.4%)	- 4.5
Non Completers		1,065	(65.2%)		1,467	(52.8%)		1,335	(50.5%)	- 14.7
All Transfers Total		391	(23.9%)		1,098	(39.5%)		1,139	(43.1%)	19.2
Awarded Core		0	(0.0%)		0	(0.0%)		0	(0.0%)	0.0

Developmental Education

15. 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 2006 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	2,319						
<b>Met state standards in all areas</b>							
Math	661	3	262	39.6%	174	66.4%	26.3%
Reading	661	21	512	77.5%	437	85.4%	66.1%
Writing	661	12	315	47.7%	244	77.5%	36.9%
<b>All students below state standard</b>							
Math	680	N/A	147	21.6%	115	78.2%	16.9%
Reading	550	N/A	213	38.7%	173	81.2%	31.5%
Writing	379	N/A	65	17.2%	56	86.2%	14.8%
<b>Not met state standards:</b>							
<b>In all three areas</b>							
Math	209	N/A	38	18.2%	29	76.3%	13.9%
Reading	209	N/A	49	23.4%	34	69.4%	16.3%
Writing	209	N/A	20	9.6%	17	85%	8.1%
<b>Math</b>							
Not requiring developmental education	281	1	138	49.1%	73	52.9%	26%
Requiring developmental education	471	N/A	109	23.1%	86	78.9%	18.3%
Unknown / Not tested	697	N/A	194	27.8%	152	78.4%	21.8%
<b>Reading</b>							
Not requiring developmental education	383	7	272	71%	192	70.6%	50.1%
Requiring developmental education	341	N/A	164	48.1%	139	84.8%	40.8%
Unknown / Not tested	725	N/A	533	73.5%	501	94%	69.1%
<b>Writing</b>							
Not requiring developmental education	573	6	187	32.6%	132	70.6%	23%
Requiring developmental education	170	N/A	45	26.5%	39	86.7%	22.9%
Unknown / Not tested	706	N/A	302	42.8%	274	90.7%	38.8%



**Success - Contextual Measures**

16. Persistence Rates	Entering Cohort Fall 2000	Entering Cohort Fall 2008	Entering Cohort Fall 2009	Point Change Fall 2000 to Fall 2009
<b>First-time Undergraduate Persistence rate after one year</b>				
<b>Total</b>	<b>57.4%</b>	<b>61.6%</b>	<b>59.7%</b>	<b>2.3</b>
Same institution	49.4%	53.3%	51.5%	2.1
Other institutions	7.9%	8.3%	8.1%	0.2
<b>White</b>	<b>61.9%</b>	<b>64.6%</b>	<b>62.7%</b>	<b>0.8</b>
Same institution	50%	54.3%	53.1%	3.1
Other institutions	11.8%	10.4%	9.5%	- 2.3
<b>African American</b>	<b>43.9%</b>	<b>53.7%</b>	<b>54.2%</b>	<b>10.3</b>
Same institution	43.9%	43.2%	40.7%	- 3.2
Other institutions	0%	10.5%	13.6%	13.6
<b>Hispanic</b>	<b>52%</b>	<b>57.5%</b>	<b>56.9%</b>	<b>4.9</b>
Same institution	49.1%	53%	51.5%	2.4
Other institutions	2.8%	4.5%	5.4%	2.6
<b>Asian</b>	<b>57.1%</b>	<b>90%</b>	<b>61.5%</b>	<b>4.4</b>
Same institution	42.8%	50%	53.8%	11.0
Other institutions	14.2%	40%	7.7%	- 6.5
<b>Native American</b>	<b>77.7%</b>	<b>54.5%</b>	<b>50%</b>	<b>- 27.7</b>
Same institution	55.5%	54.5%	33.3%	- 22.2
Other institutions	22.2%	0%	16.7%	- 5.5
<b>International</b>	<b>62.5%</b>	<b>73.7%</b>	<b>64.3%</b>	<b>1.8</b>
Same institution	62.5%	73.7%	64.3%	1.8
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

First-time Undergraduate Persistence rate after two years	Entering Cohort Fall 2000	Entering Cohort Fall 2007	Entering Cohort Fall 2008	Point Change Fall 2000 to Fall 2008
<b>Total</b>	<b>42.5%</b>	<b>47.9%</b>	<b>48.9%</b>	<b>6.4</b>
Same institution	27%	28.6%	31.6%	4.6
Other institutions	15.5%	19.3%	17.3%	1.8
<b>White</b>	<b>48.5%</b>	<b>54.5%</b>	<b>50.6%</b>	<b>2.1</b>
Same institution	28%	29.6%	30.4%	2.4
Other institutions	20.4%	24.9%	20.2%	- 0.2
<b>African American</b>	<b>31.6%</b>	<b>33.7%</b>	<b>34.8%</b>	<b>3.2</b>
Same institution	13.3%	20.7%	13%	- 0.3
Other institutions	18.3%	13%	21.7%	3.4
<b>Hispanic</b>	<b>35.2%</b>	<b>39.5%</b>	<b>49.1%</b>	<b>13.9</b>
Same institution	27.2%	27.4%	37.8%	10.6
Other institutions	7.9%	12.1%	11.4%	3.5
<b>Asian</b>	<b>42.8%</b>	<b>53.8%</b>	<b>90%</b>	<b>47.2</b>
Same institution	28.5%	38.5%	40%	11.5
Other institutions	14.2%	15.4%	50%	35.8
<b>Native American</b>	<b>44.4%</b>	<b>53.8%</b>	<b>36.4%</b>	<b>- 8.0</b>
Same institution	33.3%	38.5%	9.1%	- 24.2
Other institutions	11.1%	15.4%	27.3%	16.2
<b>International</b>	<b>25%</b>	<b>50%</b>	<b>18.2%</b>	<b>- 6.8</b>
Same institution	25%	50%	18.2%	- 6.8
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

17. Awards in STEM Fields	FY 2000	FY 2009	FY 2010	% Change FY 2000 to FY 2010	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
<b>Fields</b>						
Computer Science	25	11	18	- 28.0%	48	<b>38%</b>
Engineering	7	9	16	128.6%	57	<b>28%</b>
Math	0	1	2	N/A	15	<b>13%</b>
Physical Science	0	2	2	N/A	0	<b>N/A</b>
<b>Level</b>						
Degrees in Critical Fields Bachelor of Applied Technology	0	0	0	N/A		
Associates	30	17	27	- 10.0%		
Cert 1	2	6	11	450.0%		
Cert 2	0	0	0	N/A		
Degrees in Critical Fields Advanced Technology Certificate	0	0	0	N/A		

18. Awards in Nursing	FY 2000	FY 2009	FY 2010	% Change FY 2000 to FY 2010	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
<b>Total</b>	<b>98</b>	<b>152</b>	<b>128</b>	<b>30.6%</b>	<b>120</b>	<b>107%</b>
Associates	28	59	46	64.3%		
Cert 1	0	0	0	N/A		
Cert 2	70	93	82	17.1%		
Advanced Technology Certificate	0	0	0	N/A		
ESC	0	0	0	N/A		
Field of Study	0	0	0	N/A		

19. Awards in Allied Health	FY 2000	FY 2009	FY 2010	% Change FY 2000 to FY 2010	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
<b>Total</b>	<b>51</b>	<b>89</b>	<b>75</b>	<b>47.1%</b>	<b>335</b>	<b>22%</b>
Associates	23	45	42	82.6%		
Cert 1	27	44	33	22.2%		
Cert 2	1	0	0	-100.0%		
Advanced Technology Certificate	0	0	0	N/A		
ESC	0	0	0	N/A		

20. Teacher Production and Certification	FY 2007	FY 2008	FY 2009
<b>Students taking the certification exams</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Race/Ethnicity</b>			
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
<b>Gender</b>			
Male	N/A	N/A	N/A
Female	N/A	N/A	N/A
<b>Students passing the certification exams</b>	<b>N/A%</b>	<b>N/A%</b>	<b>N/A%</b>
<b>Race/Ethnicity</b>			
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%
<b>Gender</b>			
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 (\*).

21. Graduate Status After Graduation	FY 2007	FY 2008	FY 2009	Point Change FY 2007 to FY 2009			
<b>Academic</b>							
Employed Only	161	36.3%	103	39.8%	94	29.2%	- 67.0
Employed and Enrolled (in Senior Institutions)	169	38.1%	95	36.7%	133	41.3%	- 36.0
Enrolled Only (in Senior Institutions)	90	20.3%	49	18.9%	82	25.5%	- 8.0
Enrolled Only (in Community Colleges)	14	3.2%	10	3.9%	7	2.2%	- 7.0
Not Found	10	2.3%	2	0.8%	6	1.9%	- 4.0
<b>Technical</b>							
Employed Only	527	81.5%	316	88.5%	482	83.8%	- 45.0
Employed and Enrolled (in Senior Institutions)	42	6.5%	18	5.0%	30	5.2%	- 12.0
Enrolled Only (in Senior Institutions)	17	2.6%	4	1.1%	5	0.9%	- 12.0
Enrolled Only (in Community Colleges)	33	5.1%	11	3.1%	31	5.4%	- 2.0
Not Found	28	4.3%	8	2.2%	27	4.7%	- 1.0

22. Marketable Skills Awards	FY 2002	FY 2009	FY 2010	Point Change FY 2002 to FY 2010
<b>Marketable Skills Completers</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>N/A</b>
<b>Race/Ethnicity</b>				
White	0	0	0	N/A
African American	0	0	0	N/A
Hispanic	0	0	0	N/A
Multi-racial one of which is African American	0	0	0	N/A
Asian	0	0	0	N/A
International	0	0	0	N/A
Other	0	0	0	N/A

**Gender**

Male

Female

0

0

0

N/A

0

0

0

N/A

	FY 2000	FY 2009	FY 2010	Percent Change FY 2000 to FY 2010
<b>23. Associate of Arts in Teaching Awards</b>				
<b>Total</b>	0	39	54	N/A
<b>Race/Ethnicity</b>				
White	0	29	19	N/A
African American	0	1	1	N/A
Hispanic	0	8	4	N/A
Multi-racial one of which is African American	0	0	0	N/A
Asian	0	0	0	N/A
International	0	0	0	N/A
Other	0	1	30	N/A
<b>Gender</b>				
Male	0	5	3	N/A
Female	0	34	51	N/A

		Fall 2006 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>Developmental Education</b>								
<b>24. Under-prepared students are given 2 years to satisfy their TSI obligation.</b>								
<b>Number of FTIC students</b>		2,319						
<b>Met state standards in all areas</b>								
Math	661	54	8.2%	N/A	N/A	N/A	N/A	
Reading	661	4	0.6%	N/A	N/A	N/A	N/A	
Writing	661	0	0%	N/A	N/A	N/A	N/A	
<b>All students below state standard</b>								
Math	680	570	83.8%	194	248	34%	36.5%	
Reading	550	345	62.7%	191	329	55.4%	59.8%	
Writing	379	193	50.9%	79	167	40.9%	44.1%	
<b>Not met state standards:</b>								
<b>In all three areas</b>								
Math	209	174	83.3%	47	58	27%	27.8%	
Reading	209	162	77.5%	74	99	45.7%	47.4%	
Writing	209	112	53.6%	36	72	32.1%	34.4%	
<b>Math</b>								
Not requiring developmental education	281	24	8.5%	N/A	N/A	N/A	N/A	
Requiring developmental education	471	396	84.1%	147	190	37.1%	40.3%	
Unknown / Not tested	697	48	6.9%	6	323	12.5%	46.3%	
<b>Reading</b>								
Not requiring developmental education	383	2	0.5%	N/A	N/A	N/A	N/A	
Requiring developmental education	341	183	53.7%	117	230	63.9%	67.4%	
Unknown / Not tested	725	18	2.5%	6	415	33.3%	57.2%	
<b>Writing</b>								
Not requiring developmental education	573	7	1.2%	N/A	N/A	N/A	N/A	
Requiring developmental education	170	81	47.6%	43	95	53.1%	55.9%	
Unknown / Not tested	706	11	1.6%	2	402	18.2%	56.9%	

		Fall 2006 Cohort		
		Total	Number returning (Fall 2007)	Percent returning (Fall 2007)
<b>25. Developmental Education: Underprepared and prepared students returning in fall.</b>				
<b>Number of FTIC students</b>		2,319		
<b>Met state standards in all areas</b>		661	477	72.2%
<b>Not met state standards:</b>				
<b>In all three areas</b>		209	105	50.2%
<b>Math</b>				
Not requiring developmental education	281	182	64.8%	
Requiring developmental education	471	258	54.8%	
Unknown / Not tested	697	427	61.3%	
<b>Reading</b>				
Not requiring developmental education	383	216	56.4%	
Requiring developmental education	341	195	57.2%	
Unknown / Not tested	725	456	62.9%	
<b>Writing</b>				
Not requiring developmental education	573	322	56.2%	
Requiring developmental education	170	99	58.2%	
Unknown / Not tested	706	446	63.2%	

	Fall 2000	Fall 2008	Fall 2009	%/Point Change Fall 2000 to Fall 2009
<b>26. Course Completion Rate for Undergraduate State Funded Semester Credit Hours</b>				
Beginning semester credit hours	73,437	88,697	95,842	30.5%
Ending semester credit hours	62,201	78,051	86,618	39.3%

Completion rate

84.7%

88.0%

90.4%

5.7

**Excellence - Key Measures**

**Licensure Rate**

<b>27. Pass rate for excellent programs whose graduates are required to pass a licensure exam to practice in the field.</b>				
	<b>2007 Pass Rate</b>	<b>2008 Pass Rate</b>	<b>2009 Pass Rate</b>	<b>2010 Pass Rate</b>
Law Enforcement Technology	83.0	100		NA
Fire Technology	100	100		NA
Certified Respiratory Technician	84.2	98.5		NA
EMS Basic Certificate	60.8	72.3		NA
EMS Intermediate Certificate	81.2	81.8		NA
EMS Paramedic Certificate	53.3	48		NA
Registered Health Information Technician	100			NA
Vocational Nursing	100	88.33		NA
Associate Degree Nursing	71.4	94.51		NA
Cosmetology	89.0	97.3		NA

**Excellence - Contextual Measures**

<b>28. Certification and Licensure</b>	<b>FY 2003</b>	<b>FY 2009</b>	<b>FY 2010</b>	<b>% Change FY 2003 to FY 2010</b>
Pass rate on state or national exams.	91.7%	87.9%	N/A	N/A

**Quality Enhancement Plan**

**29. Quality Enhancement Plan**

**Excellent Programs**

**30. Excellent Programs**

**31. 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.	

**Significant Recognitions - 2010:**

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 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**

**Institutional Support**

32. Institutional support as a percent of total operating expenses.				
	FY 2000	FY 2009	FY 2010	Point Change FY 2000 to FY 2010
Institutional support as a percent of total operating expenditures	8.2%	8.1%		N/A

**Tuition and Fees**

33. Tuition and fees for 30 SCH.				
	FY 2000	FY 2010	FY 2011	Percent Change FY 2000 to FY 2011
Tuition and fees for 30 SCH in two semesters	\$1,045	\$1,892	\$1,952	86.8%

**Institutional Efficiency and Effectiveness - Contextual Measures**

34. Faculty	Fall 2000	Fall 2009	Fall 2010	Percent Change Fall 2000 to Fall 2010
<b>Full-Time Total*</b>	<b>221</b>	<b>251</b>	<b>262</b>	<b>18.6%</b>
<b>Race/Ethnicity</b>				
White	208 (94.1%)	232 (92.4%)	241 (92.0%)	15.9%
African American	2 (0.9%)	4 (1.6%)	3 (1.1%)	50.0%
Multi-racial one of which is African American	0 (0.0%)	0 (0.0%)	2 (0.8%)	N/A
Hispanic	9 (4.1%)	10 (4.0%)	10 (3.8%)	11.1%
Asian	1 (0.5%)	5 (2.0%)	0 (0.0%)	-100.0%
International	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Other	1 (0.5%)	0 (0.0%)	6 (2.3%)	500.0%
<b>Gender</b>				
Male	112 (50.7%)	131 (52.2%)	136 (51.9%)	21.4%
Female	109 (49.3%)	120 (47.8%)	126 (48.1%)	15.6%
<b>Part-Time Total*</b>	<b>145</b>	<b>143</b>	<b>140</b>	<b>-3.4%</b>
<b>Race/Ethnicity</b>				
White	138 (95.2%)	129 (90.2%)	128 (91.4%)	-7.2%
African American	2 (1.4%)	1 (0.7%)	0 (0.0%)	-100.0%
Multi-racial one of which is African American	0 (0.0%)	0 (0.0%)	1 (0.7%)	N/A
Hispanic	5 (3.4%)	12 (8.4%)	11 (7.9%)	120.0%
Asian	0 (0.0%)	1 (0.7%)	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%)	62 (43.4%)	52 (37.1%)	-21.2%
Female	79 (54.5%)	81 (56.6%)	88 (62.9%)	11.4%

\*Federal reporting of race/ethnicity categories changed effective fall 2010. The new reporting categories will make longitudinal comparisons problematic. Hispanics are identified by an ethnicity question that is separate from the racial question. Hispanic students, except international ones, are identified by the ethnicity question. In addition to the "African American" non-Hispanic category, there is a listing for "Multi-Racial one of which is African American." "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 separately and excluded from the race/ethnicity breakdowns.

	Fall 2000	Fall 2009	Fall 2010	Percent/Point Change Fall 2000 to Fall 2010
<b>35. FTE Student/FTE Faculty Ratio</b>	<b>20:1</b>	<b>23:1</b>	<b>23:1</b>	<b>15.0%</b>
<b>36. Contact Hours</b>	<b>1,473,928</b>	<b>1,937,232</b>	<b>2,007,280</b>	<b>36.2%</b>
<b>Taught by full-time faculty</b>	<b>81.1%</b>	<b>82.1%</b>	<b>86.3%</b>	<b>5.2</b>
<b>Taught by part-time faculty</b>	<b>18.9%</b>	<b>17.9%</b>	<b>13.7%</b>	<b>-5.2</b>

**Milestones**

	FY 2008	FY 2009	FY 2010	% Change FY 2008 to FY 2010
<b>37 Milestones</b>				
<b>Annual Momentum Point Total</b>	<b>7,799</b>	<b>9,364</b>	<b>9,600</b>	<b>23.1%</b>
Math Readiness	434	610	313	- 27.9%
Reading/Writing Readiness	517	636	272	- 47.4%
Students Who Pass First College-Level Math Course	810	1,358	1,582	95.3%
Students Who Complete 15 SCH	3,046	3,304	3,754	23.2%
Students Who Complete 30 SCH	1,816	1,976	2,155	18.7%
Students Who Transfer to a 4-Year Institution	549	575	580	5.6%
Students Who Receive a Degree or Certificate	627	905	944	50.6%