

South Plains College

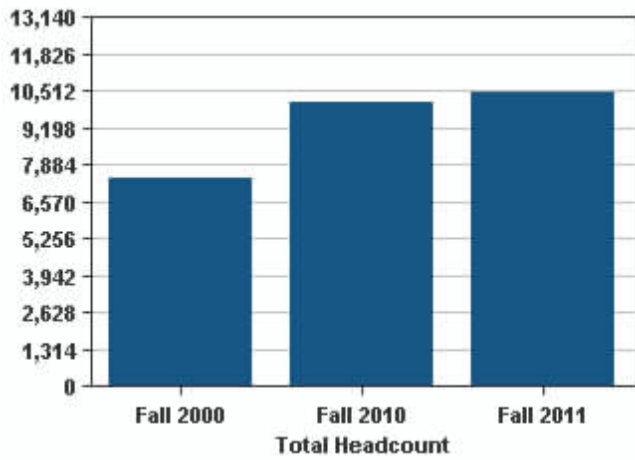
Accountability Report

January 2012

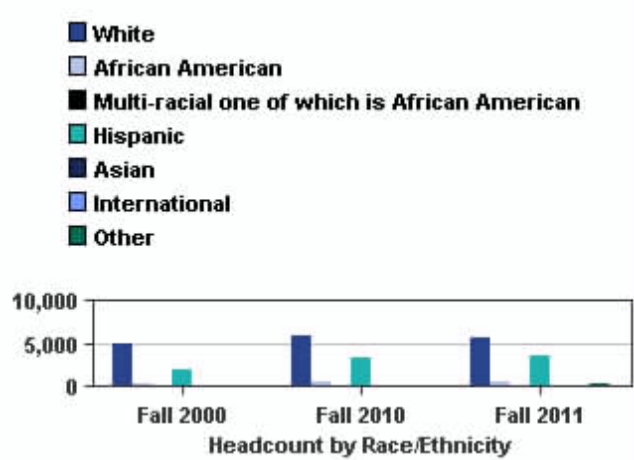
Participation - Key Measures

Enrollment

1. Fall Headcount (Unduplicated)									
	Fall 2000		Fall 2010		Fall 2011		% Change Fall 2000 to Fall 2011	Institutional Closing the Gaps Target- Fall 2015	Closing the Gaps Completion
Total	7,432		10,153		10,505		41.3%	10,183	103.2 %
White	5,054	(68.0%)	5,979	(58.9%)	5,781	(55.0%)	14.4%	6,721	86.0%
African American	323	(4.3%)	488	(4.8%)	541	(5.1%)	67.5%	485	111.5%
Multi-racial one of which is African American	0		16	(0.2%)	18	(0.2%)	N/A		
Hispanic	1,934	(26.0%)	3,377	(33.3%)	3,654	(34.8%)	88.9%	2,950	123.9%
Asian	58	(0.8%)	122	(1.2%)	130	(1.2%)	124.1%		
International	31	(0.4%)	82	(0.8%)	62	(0.6%)	100.0%		
Other	32	(0.4%)	89	(0.9%)	319	(3.0%)	896.9%		
Gender									
Male	3,388	(45.6%)	4,645	(45.8%)	4,730	(45.0%)	39.6%		
Female	4,044	(54.4%)	5,508	(54.2%)	5,775	(55.0%)	42.8%		



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 2010		FY 2011		% Change FY 2000 to 2011
Total	12,188		17,636		17,362		42.5%
White	8,520	(69.9%)	10,684	(60.6%)	8,356	(48.1%)	- 1.9%
African American	716	(5.9%)	1,085	(6.2%)	698	(4.0%)	- 2.5%
Multi-racial one of which is African American	0		0		26	(0.1%)	N/A
Hispanic	2,732	(22.4%)	5,426	(30.8%)	4,501	(25.9%)	64.8%
Asian	107	(0.9%)	231	(1.3%)	212	(1.2%)	98.1%
International	57	(0.5%)	104	(0.6%)	113	(0.7%)	98.2%
Other	56	(0.5%)	106	(0.6%)	3,456	(19.9%)	6071.4%
Gender							
Male	5,547	(45.5%)	8,705	(49.2%)	8,422	(48.5%)	51.8%
Female	6,641	(54.5%)	8,931	(50.8%)	8,940	(51.5%)	34.6%

Participation - Contextual Measures

3. Enrollment by Semester	FY 2000	FY 2010	FY 2011	% Change FY 2000 to 2011
Fall	7,500	11,210	11,233	49.8%
Academic	3,981	8,039	7,837	96.9%
Technical	3,145	1,944	2,335	- 25.8%
Continuing Education	374	1,227	1,061	183.7%
Spring	7,654	12,085	11,007	43.8%
Academic	3,521	7,810	7,642	117.0%
Technical	3,208	2,174	2,349	- 26.8%
Continuing Education	925	2,101	1,016	9.8%
Summer	3,387	4,443	4,304	27.1%
Academic	1,664	2,853	2,813	69.1%
Technical	1,132	736	739	- 34.7%
Continuing Education	591	854	752	27.2%

Service Area Representation

4. Gap between demographic groups in the area and enrollment.	FY 2005	FY 2010	FY 2011		Service difference (% Enr. - % Pop.)
	Service difference (% Enr. - % Pop.)	Service difference (% Enr. - % Pop.)	Percent population in service area	Percent credit enrollment	
Race/Ethnicity					
White	13.3%	8.9%	50.7%	57.7%	7.0%
African American	- 1.9%	- 1.0%	7.2%	5.6%	- 1.6%
Hispanic	- 10.5%	- 7.6%	39.8%	33.7%	- 6.2%
Other	- 0.9%	- 0.4%	2.3%	3.1%	0.8%
Gender					
Male	- 2.2%	- 4.4%	51.0%	46.2%	- 4.8%
Female	2.2%	4.4%	49.0%	53.8%	4.8%

5. Annual Semester Credit and Contact Hours	FY 2000	FY 2010	FY 2011	% Change FY 2000 to FY 2011
Annual Semester Credit Hours (SCH)	152,115	216,564	220,472	44.9%
Academic	111,076	171,923	173,965	56.6%
Technical	41,039	44,641	46,507	13.3%
Annual Contact Hours	3,295,042	4,876,231	4,904,634	48.8%
Academic	2,096,904	3,242,016	3,271,648	56.0%
Technical	1,104,160	1,282,752	1,338,176	21.2%
Continuing Education	93,978	351,463	294,810	213.7%

6. Financial Aid: Students Receiving Pell Grants	Fall 1999	Fall 2008	Fall 2009	Point Change Fall 1999 to Fall 2009
Total	29.3%	28.7%	31.8%	2.5
White	19.9%	19.3%	21.1%	1.2
African American	58.8%	60.0%	64.6%	5.8
Multi-racial one of which is African American	0.0%	0.0%	0.0%	0.0
Hispanic	49.3%	44.8%	48.4%	- 0.9
Asian	21.3%	17.9%	20.6%	- 0.7
International	0.0%	1.8%	3.0%	3.0
Other	48.5%	28.8%	34.9%	- 13.6
Gender				
Male	23.9%	22.6%	26.1%	2.2
Female	34.0%	33.9%	36.5%	2.5

7. Full-Time/Part-Time Undergraduate Students	Fall 2000	Fall 2010	Fall 2011	% Change Fall 2000 to Fall 2011
Full-Time Credential Seeking Students				
Total*	3,612	4,987	4,979	37.8%
White	2,291	2,695	2,538	10.8%
African American	175	318	339	93.7%
Multi-racial one of which is African American	0	7	10	N/A
Hispanic	1,088	1,810	1,868	71.7%
Asian	23	49	48	108.7%
International	17	67	52	205.9%
Other	18	41	124	588.9%
Gender				
Male	1,737	2,388	2,392	37.7%
Female	1,875	2,599	2,587	38.0%
Part-Time Credential Seeking Students				
Total*	3,817	4,769	5,161	35.2%
White	2,760	3,005	2,989	8.3%
African American	148	161	195	31.8%
Multi-racial one of which is African American	0	9	8	N/A
Hispanic	846	1,476	1,699	100.8%
Asian	35	63	73	108.6%
International	14	11	9	- 35.7%
Other	14	44	188	1242.9%
Gender				
Male	1,650	2,065	2,150	30.3%
Female	2,167	2,704	3,011	38.9%

8. First-Time In College Students	Fall 2000	Fall 2010	Fall 2011	% Change Fall 2000 to Fall 2011
Full-Time Credential Seeking Students				
Total*	1,174	1,636	1,553	32.3%
White	652	759	719	10.3%
African American	68	138	124	82.4%
Multi-racial one of which is African American	0	6	7	N/A
Hispanic	430	685	641	49.1%
Asian	7	12	7	0.0%
International	8	24	18	125.0%
Other	9	12	37	311.1%
Gender				
Male	545	835	789	44.8%
Female	629	801	764	21.5%
Part-Time Credential Seeking Students				
Total*	1,169	393	413	- 64.7%
White	883	183	169	- 80.9%
African American	29	21	27	- 6.9%
Multi-racial one of which is African American	0	0	0	N/A
Hispanic	236	183	201	- 14.8%
Asian	15	4	4	- 73.3%
International	3	1	1	- 66.7%
Other	3	1	11	266.7%
Gender				
Male	509	196	182	- 64.2%
Female	660	197	231	- 65.0%

*Hispanic students, except international ones, are counted as Hispanic. Students who are "Multi-Racial one of which is African American" are non-international, non-Hispanic students who selected two or more races. Asian includes Asian, Hawaiian, and Pacific Islanders. "Other" includes American Indian, Alaskan Native, Unknown, and two or more races, excluding African American. International students are shown as a separate category. In Institutional Targets, "Multi-Racial one of which is African American" are included in the African American target.

9. Community College Activities: Non-funded and Non-reported	FY 2010		FY 2011	
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	

Fall 2011 Unduplicated Enrollment Detail - South Plains College

By Age

Age	Count	Percent
Less than 18	2,067	19.7%
18 to 21	4,641	44.2%
22 to 24	1,270	12.1%
25 to 29	1,087	10.3%
30 to 34	645	6.1%
Over 35	794	7.6%
N/A	1	0.0%

By Status

Status	Count	Percent
Full-Time	5,029	47.9%
Part-Time	5,476	52.1%

By Type Major

Type Major	Count	Percent
Academic	8,295	79.0%
Technical	2,210	21.0%

By Enrollment Status

Status	Count	Percent
In-District	621	5.9%
Out-of-District	9,619	91.6%
Out-of-State	265	2.5%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	2,029	19.3%

FY 2011 Unduplicated Enrollment Detail - South Plains College

By Age

Age	Count	Percent
Less than 18	2,074	11.9%
18 to 21	6,845	39.4%
22 to 24	2,295	13.2%
25 to 29	2,033	11.7%
30 to 34	1,283	7.4%
Over 35	2,786	16.0%
N/A	46	0.3%

By Type Major

Type Major	Count	Percent
Academic	10,810	62.3%
Technical	3,214	18.5%
Continuing Education	3,338	19.2%

By Enrollment Status

Status	Count	Percent
In-District	798	4.6%
Out-of-District	12,793	73.7%
Out-of-State	433	2.5%
Continuing Education	3,338	19.2%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	2,218	12.8%

FY 2011 Unduplicated Total by Semester Detail - South Plains College

By Age

Age	Fall	Spring	Summer
Less than 18	1,849	1,090	89
18 to 21	4,860	4,795	1,719
22 to 24	1,376	1,672	700
25 to 29	1,212	1,340	618
30 to 34	700	775	415
Over 35	1,236	1,335	710
N/A	0	0	53

By Race/Ethnicity

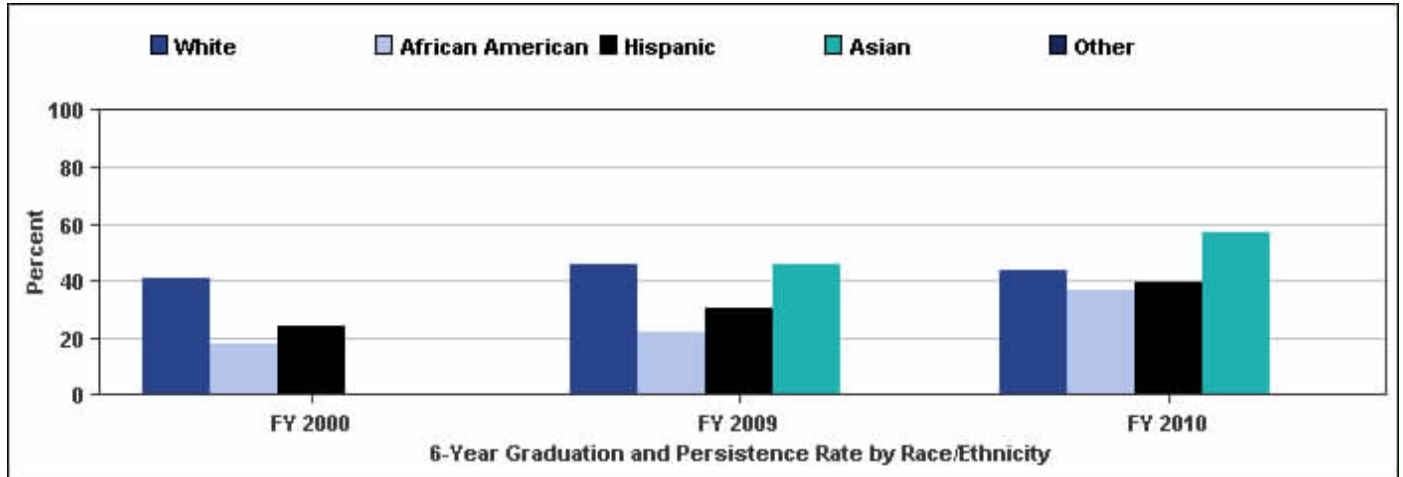
Race/Ethnicity	Fall	Spring	Summer
White	6,001	5,803	2,184
African American	500	484	188
Multi-racial one of which is African American	16	18	7
Hispanic	3,401	3,301	1,029
Asian	122	146	84
International	82	79	39
Other	1,111	1,176	773

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 2009 (Entering Fall 2003 Cohort)	FY 2010 (Entering Fall 2004 Cohort)	Point Change FY 2000 to FY 2010
Total	34.1%	39.1%	42.3%	8.2
Race/Ethnicity				
White	41.2%	45.6%	44.0%	2.8
African American	18.1%	22.0%	36.4%	18.3
Hispanic	24.2%	30.4%	39.6%	15.4
Asian	0.0%	45.5%	57.1%	57.1
Native American	0.0%	66.7%	0.0%	0.0
International	12.5%	6.7%	58.8%	46.3
Other	0.0%	0.0%	0.0%	0.0
Gender				
Male	33.3%	37.4%	40.6%	7.3
Female	35.0%	41.1%	44.2%	9.2

*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.



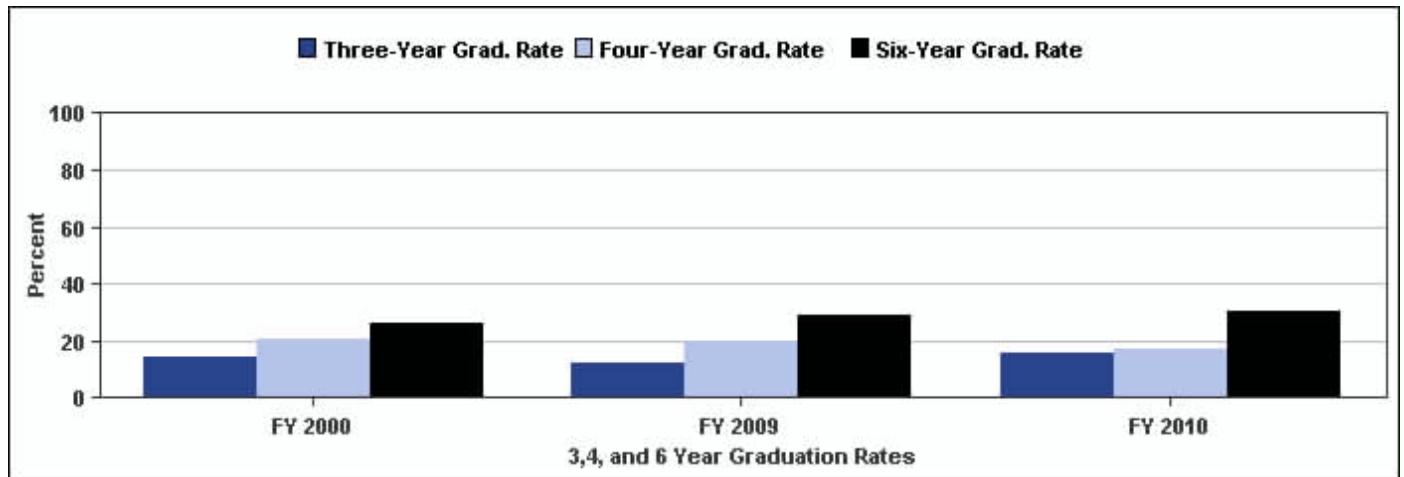
Source: CBM001, CBM002, and CBM009

3, 4, and 6-Year Graduation Rates

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

	FY 2000			FY 2009			FY 2010			Point Change FY 2000 to FY 2010
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		
3-Year graduation rate (Total)	1997	173	(14.6%)	2006	132	(11.9%)	2007	224	(15.4%)	0.8
Baccalaureate or Above		1	(0.1%)		1	(0.1%)		4	(0.3%)	0.2
Associates		117	(9.8%)		70	(6.3%)		163	(11.2%)	1.4
Certificate		55	(4.6%)		61	(5.5%)		57	(3.9%)	-0.7
No Award		1,015	(85.4%)		976	(88.1%)		1,233	(84.6%)	-0.8
4-Year graduation rate (Total)	1996	175	(20.7%)	2005	221	(19.6%)	2006	190	(17.1%)	-3.6
Baccalaureate or Above		13	(1.5%)		20	(1.8%)		28	(2.5%)	1.0
Associates		105	(12.4%)		117	(10.4%)		94	(8.5%)	-3.9
Certificate		57	(6.7%)		84	(7.4%)		68	(6.1%)	-0.6
No Award		670	(79.3%)		907	(80.4%)		918	(82.9%)	3.6
6-Year graduation rate (Total)	1994	254	(26.1%)	2003	422	(29.0%)	2004	406	(30.3%)	4.2
Baccalaureate or Above		107	(11.0%)		195	(13.4%)		216	(16.1%)	5.1
Associates		104	(10.7%)		138	(9.5%)		111	(8.3%)	-2.4
Certificate		43	(4.4%)		89	(6.1%)		79	(5.9%)	1.5
No Award		720	(73.9%)		1,033	(71.0%)		933	(69.7%)	-4.2

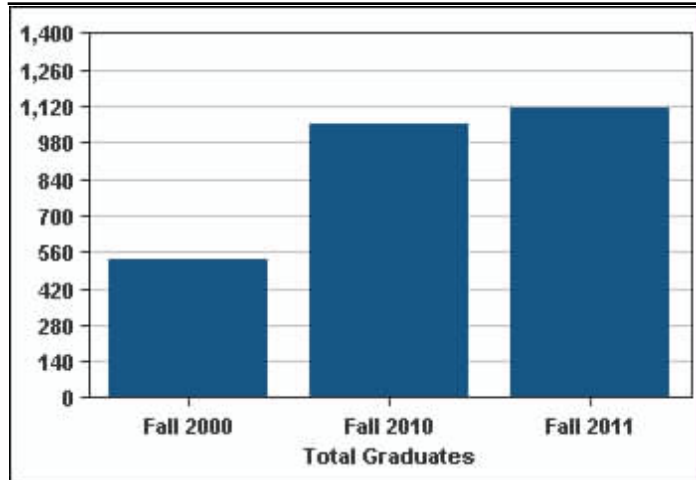
For more data on the 6-year graduation rate, go to: <http://www.txhighereddata.org/Interactive/GradRates.cfm>



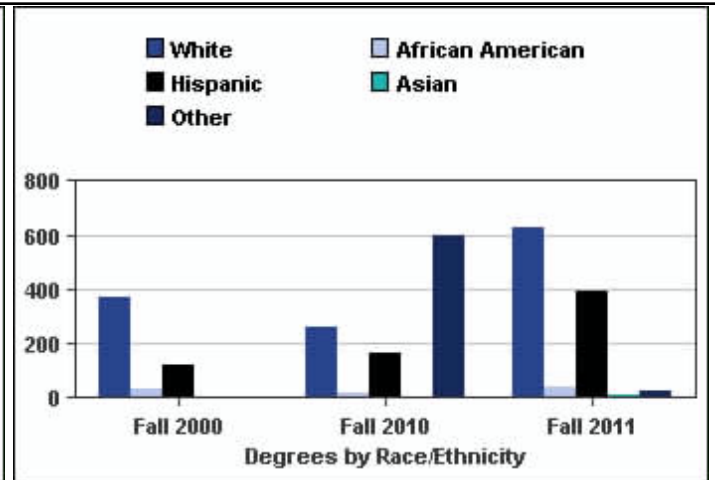
Source: CBM001, CBM002, and CBM009

Degrees and Certificates

12. Number of awards, certificates by type, core completers and field of study completers.						
	FY 2000	FY 2010	FY 2011	% Change FY 2000 to FY 2011	Institutional Closing the Gaps Target- Fall 2015	Closing the Gaps Completion
Total Degrees and Certificates (Does not include other completers)	531	1,049	1,113	109.6%	1,344	82.8%
White	368	257	627	70.4%		
African American	32	21	44	37.5%		
Multi-racial one of which is African American	0	1	2	N/A		
Hispanic	124	165	390	214.5%		
Asian	3	2	11	266.7%		
International	2	8	11	450.0%		
Other	2	595	28	1300.0%		
Level						
Bachelor of Applied Technology	N/A	N/A	N/A	N/A		
Associates	358	588	614	71.5%	934	65.7%
Certificate 1	88	371	406	361.4%		
Certificate 2	85	90	93	9.4%		
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	486	542	179.4%		
Female	337	563	571	69.4%		



Source: CBM009



Source: CBM009

Transfers

13. Transfers to a senior institution.									
	FY 2000			FY 2010			FY 2011		
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate	
Cohort	1994	1,634	(100%)	2004	2,644	(100%)	2005	2,418	(100%)
0-12 hours		38	(2.3%)		267	(10.1%)		287	(11.9%)
13-24 hours		49	(3.0%)		268	(10.1%)		267	(11.0%)
25-29 hours		26	(1.6%)		92	(3.5%)		71	(2.9%)
30-42 hours		48	(2.9%)		133	(5.0%)		94	(3.9%)
43+ hours		230	(14.1%)		379	(14.3%)		338	(14.0%)
Non Transfer Completers		178	(10.9%)		170	(6.4%)		235	(9.7%)
Non Completers		1,065	(65.2%)		1,335	(50.5%)		1,126	(46.6%)
All Transfers Total		391	(23.9%)		1,139	(43.1%)		1,057	(43.7%)
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 2007 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	1,825							
Met state standards in all areas								
Math	729		125	211	28.9%	122	57.8%	33.9%
Reading	729		207	368	50.5%	277	75.3%	66.4%
Writing	729		133	251	34.4%	195	77.7%	45.0%
All students below state standard								
Math	702		N/A	161	22.9%	101	62.7%	14.4%
Reading	487		N/A	178	36.6%	131	73.6%	26.9%
Writing	311		N/A	67	21.5%	58	86.6%	18.6%
Not met state standards:								
In all three areas								
Math	198		N/A	25	12.6%	13	52.0%	6.6%
Reading	198		N/A	50	25.3%	30	60.0%	15.2%
Writing	198		N/A	28	14.1%	24	85.7%	12.1%
Math								
Not requiring developmental education	171		15	71	41.5%	40	56.3%	23.4%
Requiring developmental education	504		N/A	136	27.0%	88	64.7%	17.5%
Unknown / Not tested	223		N/A	27	12.1%	17	63.0%	7.6%
Reading								
Not requiring developmental education	391		27	242	61.9%	160	66.1%	40.9%
Requiring developmental education	289		N/A	128	44.3%	101	78.9%	34.9%
Unknown / Not tested	218		N/A	56	25.7%	43	76.8%	19.7%
Writing								
Not requiring developmental education	580		18	193	33.3%	137	71.0%	23.6%
Requiring developmental education	113		N/A	39	34.5%	34	87.2%	30.1%
Unknown / Not tested	205		N/A	30	14.6%	24	80.0%	11.7%

Success - Contextual Measures

15. Persistence Rates	Entering Cohort Fall 2000	Entering Cohort Fall 2009	Entering Cohort Fall 2010	Point Change Fall 2000 to Fall 2010
First-time Undergraduate Persistence rate after one year				
Total	57.4%	59.7%	58.8%	1.4
Same institution	49.5%	51.5%	50.1%	0.6
Other institutions	7.9%	8.1%	8.7%	0.8
White	62.0%	62.7%	63.1%	1.1
Same institution	50.1%	53.1%	51.2%	1.1
Other institutions	11.9%	9.5%	11.9%	0.0
African American	43.9%	54.2%	48.3%	4.4
Same institution	43.9%	40.7%	39.2%	- 4.7
Other institutions	0.0%	13.6%	9.1%	9.1
Hispanic	52.0%	56.9%	55.6%	3.6
Same institution	49.2%	51.5%	50.4%	1.2
Other institutions	2.9%	5.4%	5.3%	2.4
Asian	57.1%	61.5%	83.3%	26.2
Same institution	42.9%	53.8%	75.0%	32.1
Other institutions	14.3%	7.7%	8.3%	- 6.0
International	62.5%	64.3%	60.9%	- 1.6
Same institution	62.5%	64.3%	60.9%	- 1.6
Other institutions	0.0%	0.0%	0.0%	0.0
Other	77.8%	50.0%	58.3%	- 19.5
Same institution	55.6%	33.3%	50.0%	- 5.6
Other institutions	22.2%	16.7%	8.3%	- 13.9

	Entering Cohort Fall 2000	Entering Cohort Fall 2008	Entering Cohort Fall 2009	Point Change Fall 2000 to Fall 2009
First-time Undergraduate Persistence rate after two years				
Total	42.5%	48.9%	46.3%	3.8
Same institution	27.0%	31.6%	29.0%	2.0
Other institutions	15.5%	17.3%	17.3%	1.8
White	48.5%	50.6%	50.6%	2.1
Same institution	28.1%	30.4%	30.0%	1.9
Other institutions	20.5%	20.2%	20.7%	0.2
African American	31.7%	34.8%	33.3%	1.6
Same institution	13.3%	13.0%	12.6%	- 0.7
Other institutions	18.3%	21.7%	20.7%	2.4
Hispanic	35.2%	49.1%	43.6%	8.4
Same institution	27.3%	37.8%	31.5%	4.2
Other institutions	7.9%	11.4%	12.2%	4.3
Asian	42.9%	90.0%	53.8%	10.9
Same institution	28.6%	40.0%	23.1%	- 5.5
Other institutions	14.3%	50.0%	30.8%	16.5
International	25.0%	18.2%	20.0%	- 5.0
Same institution	25.0%	18.2%	20.0%	- 5.0
Other institutions	0.0%	0.0%	0.0%	0.0
Other	44.4%	36.4%	50.0%	5.6
Same institution	33.3%	9.1%	16.7%	- 16.6
Other institutions	11.1%	27.3%	33.3%	22.2

16. Awards in STEM Fields	FY 2000	FY 2010	FY 2011	% Change FY 2000 to FY 2011	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
Fields						
Computer Science	25	18	18	- 28.0%	48	37.5%
Engineering	7	16	28	300.0%	57	49.1%
Math	0	2	2	N/A	15	13.3%
Physical Science	0	2	2	N/A	0	N/A
Level						
Degrees in Critical Fields Bachelor of Applied Technology	0	0	0	N/A		
Associates	30	27	37	23.3%		
Cert 1	2	11	13	550.0%		
Cert 2	0	0	0	N/A		
Degrees in Critical Fields Advanced Technology Certificate	0	0	0	N/A		

17. Awards in Nursing	FY 2000	FY 2010	FY 2011	% Change FY 2000 to FY 2011	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
Total	98	128	146	49.0%	120	121.7%
Associates	28	46	59	110.7%		
Cert 1	0	0	0	N/A		
Cert 2	70	82	87	24.3%		
Advanced Technology Certificate	0	0	0	N/A		
ESC	0	0	0	N/A		
Field of Study	0	0	0	N/A		

18. Awards in Allied Health	FY 2000	FY 2010	FY 2011	% Change FY 2000 to FY 2011	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
Total	51	75	48	- 5.9%	335	14.3%
Associates	23	42	41	78.3%		
Cert 1	27	33	7	- 74.1%		
Cert 2	1	0	0	-100.0%		
Advanced Technology Certificate	0	0	0	N/A		
ESC	0	0	0	N/A		

19. Teacher Production and Certification	FY 2008	FY 2009	FY 2010
Students taking the certification exams	N/A	N/A	N/A
Race/Ethnicity			
White	N/A	N/A	N/A
African American	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A
Other	N/A	N/A	N/A
Gender			
Male	N/A	N/A	N/A
Female	N/A	N/A	N/A
Students passing the certification exams	N/A	N/A	N/A
Race/Ethnicity			
White	N/A	N/A	N/A
African American	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A
Other	N/A	N/A	N/A
Gender			
Male	N/A	N/A	N/A
Female	N/A	N/A	N/A

Note: The data for teacher production and certification was provided by SBEC. In some cases, the sum of the categories does not add up to the total. Numbers less than 10 in a category are masked (*).

20. Graduate Status After Graduation	FY 2008		FY 2009		FY 2010		Point Change FY 2008 to FY 2010
Academic							
Employed Only	103	39.8%	94	29.2%	117	32.9%	14.0
Employed and Enrolled (in Senior Institutions)	95	36.7%	133	41.3%	126	35.4%	31.0
Enrolled Only (in Senior Institutions)	49	18.9%	82	25.5%	88	24.7%	39.0
Enrolled Only (in Community Colleges)	10	3.9%	7	2.2%	20	5.6%	10.0
Not Found	2	0.8%	6	1.9%	5	1.4%	3.0
Technical							
Employed Only	316	88.5%	482	83.8%	494	85.9%	178.0
Employed and Enrolled (in Senior Institutions)	18	5.0%	30	5.2%	24	4.2%	6.0
Enrolled Only (in Senior Institutions)	4	1.1%	5	0.9%	8	1.4%	4.0
Enrolled Only (in Community Colleges)	11	3.1%	31	5.4%	33	5.7%	22.0
Not Found	8	2.2%	27	4.7%	16	2.8%	8.0

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

21. Marketable Skills Awards	FY 2002	FY 2010	FY 2011	Point Change FY 2002 to FY 2011
Marketable Skills Completers	0	0	0	N/A
Race/Ethnicity				
White	0	0	0	N/A
African American	0	0	0	N/A
Multi-racial one of which is African American	0	0	0	N/A
Hispanic	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	0	0	0	N/A
Female	0	0	0	N/A

22. Associate of Arts in Teaching Awards	FY 2000	FY 2010	FY 2011	Percent Change FY 2000 to FY 2011
Total	0	54	57	N/A
Race/Ethnicity				
White	0	19	34	N/A
African American	0	1	1	N/A
Hispanic	0	4	18	N/A
Multi-racial one of which is African American	0	0	0	N/A
Asian	0	0	0	N/A
International	0	0	1	N/A
Other	0	30	3	N/A
Gender				
Male	0	3	9	N/A
Female	0	51	48	N/A

Fall 2007 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	1,825						
Met state standards in all areas							
Math	729	75	10.3%	N/A	N/A	N/A	N/A
Reading	729	3	0.4%	N/A	N/A	N/A	N/A
Writing	729	6	0.8%	N/A	N/A	N/A	N/A
All students below state standard							
Math	702	639	91.0%	256	278	40.1%	39.6%
Reading	487	365	74.9%	195	286	53.4%	58.7%
Writing	311	195	62.7%	78	140	40.0%	45.0%
Not met state standards:							
In all three areas							
Math	198	164	82.8%	47	50	28.7%	25.3%
Reading	198	174	87.9%	72	81	41.4%	40.9%
Writing	198	130	65.7%	47	73	36.2%	36.9%
Met state standards in at least one area:							
Math							
Not requiring developmental education	171	24	14.0%	N/A	N/A	N/A	N/A
Requiring developmental education	504	475	94.2%	209	228	44.0%	45.2%
Unknown / Not tested	223	73	32.7%	25	78	34.2%	35.0%
Reading							
Not requiring developmental education	391	1	0.3%	N/A	N/A	N/A	N/A
Requiring developmental education	289	191	66.1%	123	205	64.4%	70.9%
Unknown / Not tested	218	24	11.0%	14	98	58.3%	45.0%
Writing							
Not requiring developmental education	580	10	1.7%	N/A	N/A	N/A	N/A
Requiring developmental education	113	65	57.5%	31	67	47.7%	59.3%
Unknown / Not tested	205	12	5.9%	8	86	66.7%	42.0%

For additional detail on developmental education outcomes, including yearly changes, go to: <http://www.txhighereddata.org/reports/performance/deved/>

Fall 2007 Cohort			
	Total	Number returning (Fall 2008)	Percent returning (Fall 2008)
24. Developmental Education: Underprepared and prepared students returning in fall.			
Number of FTIC students	1,825		
Met state standards in all areas	729	487	66.8%
Not met state standards:			
In all three areas	198	74	37.4%
Math			
Not requiring developmental education	171	103	60.2%
Requiring developmental education	504	261	51.8%
Unknown / Not tested	223	81	36.3%
Reading			
Not requiring developmental education	391	212	54.2%
Requiring developmental education	289	157	54.3%
Unknown / Not tested	218	76	34.9%
Writing			
Not requiring developmental education	580	323	55.7%
Requiring developmental education	113	57	50.4%
Unknown / Not tested	205	65	31.7%

	Fall 2000	Fall 2009	Fall 2010	%/Point Change Fall 2000 to Fall 2010
25. Course Completion Rate for Undergraduate State Funded Semester Credit Hours				
Beginning semester credit hours	73,437	95,842	99,140	35.0%
Ending semester credit hours	62,201	86,618	85,513	37.5%
Completion rate	84.7%	90.4%	86.3%	1.6

Graduates Detail (FY 2011)- South Plains College

Success

By 2015, increase by 50 percent the number of degrees, certificates, and other identifiable student successes from high quality programs.

By Level, Race/Ethnicity:

Race/Ethnicity	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
White	350	222	55	0	627
African American	32	9	3	0	44
Multi-racial one of which is African American	1	1	0	0	2
Hispanic	197	158	35	0	390
Asian	7	4	0	0	11
International	10	1	0	0	11
Other	17	11	0	0	28

By Level, Gender:

Gender	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Male	258	274	10	0	542
Female	356	132	83	0	571

By Level, Type Major:

Type Major	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Academic	381	0	0	0	381
Technical	233	406	93	0	732
Continuing Education	0	0	0	0	0

Graduates Success Detail (FY 2010)- South Plains College

Academic

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	23	19.7%
African American	2	1.7%
Hispanic	16	13.7%
Asian	0	0.0%
Native American	0	0.0%
International	0	0.0%
Other	76	65.0%

Gender:

Gender	Number	Percent of Cohort
Male	43	36.8%
Female	74	63.2%

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	23	18.3%
African American	1	0.8%
Hispanic	10	7.9%
Asian	0	0.0%
Native American	0	0.0%
International	0	0.0%

Other 92 73.0%

Gender:

Gender	Number	Percent of Cohort
Male	45	35.7%
Female	81	64.3%

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	20	22.7%
African American	6	6.8%
Hispanic	9	10.2%
Asian	0	0.0%
Native American	1	1.1%
International	0	0.0%
Other	52	59.1%

Gender:

Gender	Number	Percent of Cohort
Male	34	38.6%
Female	54	61.4%

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	8	40.0%
African American	1	5.0%
Hispanic	4	20.0%
Asian	0	0.0%
Native American	0	0.0%
International	0	0.0%
Other	7	35.0%

Gender:

Gender	Number	Percent of Cohort
Male	6	30.0%
Female	14	70.0%

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	0	0.0%
African American	0	0.0%
Hispanic	0	0.0%
Asian	0	0.0%
Native American	0	0.0%
International	0	0.0%
Other	5	100.0%

Gender:

Gender	Number	Percent of Cohort
Male	0	0.0%
Female	5	100.0%

Technical

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
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White	135	27.3%
African American	8	1.6%
Hispanic	97	19.6%
Asian	1	0.2%
Native American	1	0.2%
International	0	0.0%
Other	252	51.0%

Gender:

Gender	Number	Percent of Cohort
Male	237	48.0%
Female	257	52.0%

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	3	12.5%
African American	1	4.2%
Hispanic	2	8.3%
Asian	0	0.0%
Native American	0	0.0%
International	0	0.0%
Other	18	75.0%

Gender:

Gender	Number	Percent of Cohort
Male	13	54.2%
Female	11	45.8%

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	0	0.0%
African American	0	0.0%
Hispanic	1	12.5%
Asian	1	12.5%
Native American	0	0.0%
International	0	0.0%
Other	6	75.0%

Gender:

Gender	Number	Percent of Cohort
Male	6	75.0%
Female	2	25.0%

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	21	63.6%
African American	0	0.0%
Hispanic	12	36.4%
Asian	0	0.0%
Native American	0	0.0%
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	22	66.7%

Female 11 33.3%

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	5	31.3%
African American	1	6.3%
Hispanic	2	12.5%
Asian	0	0.0%
Native American	0	0.0%
International	0	0.0%
Other	8	50.0%

Gender:

Gender	Number	Percent of Cohort
Male	7	43.8%
Female	9	56.3%

Transfer Detail (FY 2011)- South Plains College

Transfer Measure Detail

Transfers to Senior Institutions						
	All Students		Academic Students		Technical Students	
Fall 2011 Cohort	2,418	(100%)	783	(100%)	1,635	(100%)
0-12 hours	287	(11.9%)	84	(10.7%)	203	(12.4%)
13-24 hours	267	(11.0%)	66	(8.4%)	201	(12.3%)
25-29 hours	71	(2.9%)	13	(1.7%)	58	(3.5%)
30-42 hours	94	(3.9%)	28	(3.6%)	66	(4.0%)
43+ hours	338	(14.0%)	127	(16.2%)	127	(16.2%)
Non Transfer Completers	235	(9.7%)	62	(7.9%)	173	(10.6%)
Non Completers	1,126	(46.6%)	403	(51.5%)	723	(44.2%)
All Transfers Total	1,057	(43.7%)	318	(40.6%)	739	(45.2%)
Awarded Core	0	(0.0%)	0	(0.0%)	0	(0.0%)

Excellence - Key Measures

Licensure Rate

26. Pass rate for excellent programs whose graduates are required to pass a licensure exam to practice in the field.								
CIP	Program	2008		2009		2010		
		Number Passing	Pass Rate	Number Passing	Pass Rate	Number Passing	Pass Rate	
12040100	Cosmetology/Cosmetologist, General	38	100.0%	49	100.0%	64	100.0%	
43010700	Criminal Justice/Police Science	26	100.0%	31	100.0%	50	100.0%	
51091100	Radiologic Technology/Science - Radiographer	16	100.0%	14	100.0%	9	100.0%	

Excellence - Contextual Measures

27. Certification and Licensure	FY 2004	FY 2010	FY 2011	Point Change FY 2004 to FY 2011
Pass rate on state or national exams.	91.7%	N/A	N/A	N/A

Quality Enhancement Plan

28. Quality Enhancement Plan

Excellent Programs

29. Excellent Programs

30. 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:	

Significant Recognitions - 2011:

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

31. Institutional support as a percent of total operating expenses.				
	FY 2000	FY 2010	FY 2011	Point Change FY 2000 to FY 2011
Institutional support as a percent of total operating expenditures	8.2%	N/A	N/A	N/A

Tuition and Fees

32. Tuition and fees for 30 SCH.				
	FY 2000	FY 2011	FY 2012	Percent Change FY 2000 to FY 2012
Tuition and fees for 30 SCH in two semesters	\$1,045	\$1,952	\$2,162	106.9%

Institutional Efficiency and Effectiveness - Contextual Measures

33. Faculty				
	Fall 2000	Fall 2009	Fall 2010	Percent Change Fall 2000 to Fall 2010
Full-Time Total*	221	251	262	18.6%
Race/Ethnicity				
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%
Gender				
Male	112 (50.7%)	131 (52.2%)	136 (51.9%)	21.4%
Female	109 (49.3%)	120 (47.8%)	126 (48.1%)	15.6%
Part-Time Total*	145	143	140	-3.4%
Race/Ethnicity				
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
Gender				
Male	66 (45.5%)	62 (43.4%)	52 (37.1%)	-21.2%
Female	79 (54.5%)	81 (56.6%)	88 (62.9%)	11.4%

*Hispanic students, except international ones, are counted as Hispanic. Students who are "Multi-Racial one of which is African American" are non-international, non-Hispanic students who selected two or more races. Asian includes Asian, Hawaiian, and Pacific Islanders. "Other" includes American Indian, Alaskan Native, Unknown, and two or more races, excluding African American. International students are shown as a separate category. In Institutional Targets, "Multi-Racial one of which is African American" are included in the African American target.

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

Institutional Efficiency and Effectiveness - Finance Measures

Finances per FTE Student

36. Funds by source divided by full-time equivalent students				
	FY 2000	FY 2010	FY 2011	% Change FY 2000 to FY 2011
Total revenues per FTE student	6,836	9,473	8,410	23.0%
State funds per FTE student	2,969 (43.4%)	2,548 (26.9%)	2,498 (29.7%)	-15.9%

Local funds per FTE student	932 (13.6%)	1,272 (13.4%)	1,407 (16.7%)	51.0%
Tuition and Fees per FTE student	1,494 (21.9%)	2,892 (30.5%)	1,721 (20.5%)	15.2%
Federal revenue per FTE student	1,260 (18.4%)	2,497 (26.4%)	2,573 (30.6%)	104.2%

37. Expenditures per full-time equivalent students				
	FY 2000	FY 2010	FY 2011	% Change FY 2000 to FY 2011
Total expenditures per FTE student	6,618	7,943	7,529	13.8%
Instructional expenditures per FTE student	3,239 (48.9%)	3,456 (43.5%)	3,509 (46.6%)	8.3%
Institution Support expenditures per FTE student	947 (14.3%)	609 (7.7%)	635 (8.4%)	- 32.9%
Academic Support expenditures per FTE student	113 (1.7%)	313 (3.9%)	332 (4.4%)	193.8%

38. Financial Viability Ratio				
	FY 2003	FY 2010	FY 2011	Point Change FY 2003 to FY 2011
Financial Viability Ratio	0.9%	6.2%	3.8%	2.8%

For more information on community college finances, go to the Community College Annual Reporting and Analysis Tool (CARAT) at: <https://www1.theccb.state.tx.us/apps/CARAT/>

Milestones

	FY 2009	FY 2010	FY 2011	% Change FY 2009 to FY 2011
39 Milestones				
Annual Momentum Point Total	10,844	11,124	N/A	N/A
Math Readiness	610	313	N/A	N/A
Reading/Writing Readiness	636	272	N/A	N/A
Students Who Pass First College-Level Math Course	1,358	1,582	N/A	N/A
Students Who Complete 15 SCH	3,304	3,754	N/A	N/A
Students Who Complete 30 SCH	1,976	2,155	N/A	N/A
Students Who Transfer to a 4-Year Institution	1,150	1,160	N/A	N/A
Students Who Receive a Degree or Certificate	1,810	1,888	N/A	N/A

