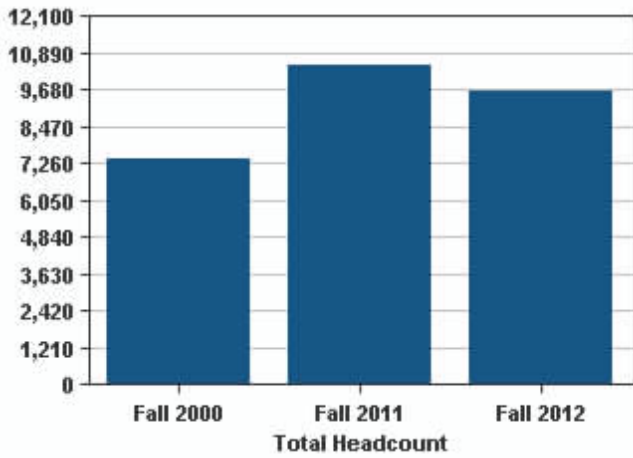


South Plains College
Accountability Report
January 2013

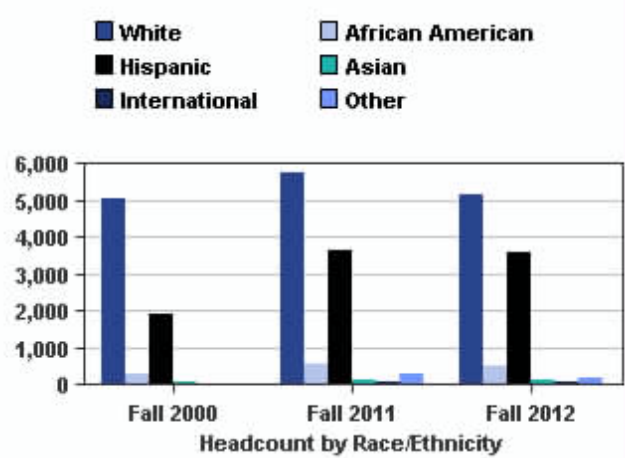
Participation - Key Measures

Enrollment

1. Fall Headcount (Unduplicated)									
	Fall 2000		Fall 2011		Fall 2012		% Change Fall 2000 to 2012	Institutional Closing the Gaps Target- Fall 2015	Closing the Gaps Completion
Total	7,432		10,505		9,678		30.2%	10,575	91.5%
White	5,054	(68.0%)	5,781	(55.0%)	5,141	(53.1%)	1.7%	5,213	98.6%
African American	323	(4.3%)	559	(5.3%)	538	(5.6%)	66.6%	512	105.1%
Hispanic	1,934	(26.0%)	3,654	(34.8%)	3,597	(37.2%)	86.0%	4,253	84.6%
Asian	58	(0.8%)	130	(1.2%)	132	(1.4%)	127.6%		
International	31	(0.4%)	62	(0.6%)	79	(0.8%)	154.8%		
Other	32	(0.4%)	319	(3.0%)	191	(2.0%)	496.9%		
Gender									
Male	3,388	(45.6%)	4,730	(45.8%)	4,397	(45.4%)	29.8%		
Female	4,044	(54.4%)	5,775	(54.2%)	5,281	(54.6%)	30.6%		



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 2011		FY 2012		% Change FY 2000 to 2012
Total	12,188		17,362		16,309		33.8%
White	8,520	(69.9%)	8,356	(48.1%)	7,819	(47.9%)	-8.2%
African American	716	(5.9%)	724	(4.2%)	779	(4.8%)	8.8%
Hispanic	2,732	(22.4%)	4,501	(25.9%)	4,773	(29.3%)	74.7%
Asian	107	(0.9%)	212	(1.2%)	200	(1.2%)	86.9%
International	57	(0.5%)	113	(0.7%)	96	(0.6%)	68.4%
Other	56	(0.5%)	3,456	(19.9%)	2,642	(16.2%)	4617.9%
Gender							
Male	5,547	(45.5%)	8,422	(49.4%)	7,579	(46.5%)	36.6%
Female	6,641	(54.5%)	8,940	(50.6%)	8,730	(53.5%)	31.5%

Participation - Contextual Measures

3. Enrollment by Semester	FY 2000	FY 2011	FY 2012	% Change FY 2000 to 2012
Fall	7,500	11,233	11,405	52.1%
Academic	3,981	7,837	8,296	108.4%
Technical	3,145	2,335	2,230	- 29.1%
Continuing Education	374	1,061	879	135.0%
Spring	7,654	11,831	10,836	41.6%
Academic	3,521	7,642	7,515	113.4%
Technical	3,208	2,349	2,136	- 33.4%
Continuing Education	925	1,840	1,185	28.1%
Summer	3,387	4,304	3,743	10.5%
Academic	1,664	2,813	2,590	55.6%
Technical	1,132	739	677	- 40.2%
Continuing Education	591	752	476	- 19.5%

Service Area Representation	FY 2005	FY 2011	FY 2012		
	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%	7.0%	51.7%	53.6%	1.9%
African American	- 1.9%	- 1.6%	6.3%	6.1%	- 0.2%
Hispanic	- 10.5%	- 6.2%	38.7%	35.4%	- 3.3%
Other	- 0.9%	0.8%	3.4%	4.9%	1.5%
Gender					
Male	- 2.2%	- 4.8%	51.3%	45.3%	- 6.0%
Female	2.2%	4.8%	48.7%	54.7%	6.0%

5. Annual Semester Credit and Contact Hours	FY 2000	FY 2011	FY 2012	% Change FY 2000 to 2012
Annual Semester Credit Hours (SCH)	152,115	220,472	216,052	42.0%
Academic	111,076	173,965	171,437	54.3%
Technical	41,039	46,507	44,615	8.7%
Annual Contact Hours	3,295,042	4,904,634	4,712,229	43.0%
Academic	2,096,904	3,271,648	3,214,688	53.3%
Technical	1,104,160	1,338,176	1,291,312	16.9%
Continuing Education	93,978	294,810	206,229	119.4%

6. Financial Aid: Students Receiving Pell Grants	Fall 1999	Fall 2009	Fall 2010	Point Change Fall 1999 to Fall 2010
Total*	29.3%	31.8%	38.0%	8.7
White	19.9%	21.1%	26.3%	6.4
African American	58.8%	64.6%	69.0%	10.2
Hispanic	49.3%	48.4%	55.7%	6.4
Asian	21.3%	20.6%	21.3%	0.0
International	0.0%	3.0%	8.5%	8.5
Other	48.5%	34.9%	33.7%	- 14.8
Gender				
Male	23.9%	26.1%	32.0%	8.1
Female	34.0%	36.5%	43.1%	9.1

*Please note: The source for this Pell data is the Coordinating Board's financial aid database; Pell data found in the institutional online resumes is produced using IPEDS data and may not match.

7. Full-Time/Part-Time Undergraduate Students	Fall 2000	Fall 2011	Fall 2012	% Change Fall 2000 to Fall 2012
Credential-Seeking Undergraduate Students (Full- and Part- Time)				
Total	7,429	10,140	9,377	26.2%
Full-Time Credential Seeking Students				
Total*	3,612	4,979	4,721	30.7%
White	2,291 (63.4%)	2,538 (51.0%)	2,301 (48.7%)	0.4%
African American	175 (4.8%)	349 (7.0%)	320 (6.8%)	82.9%
Hispanic	1,088 (30.1%)	1,868 (37.5%)	1,897 (40.2%)	74.4%
Asian	23 (0.6%)	48 (1.0%)	43 (0.9%)	87.0%
International	17 (0.5%)	52 (1.0%)	63 (1.3%)	270.6%
Other	18 (0.5%)	124 (2.5%)	97 (2.1%)	438.9%
Gender				
Male	1,737 (48.1%)	2,392 (48.0%)	2,304 (48.8%)	32.6%
Female	1,875 (51.9%)	2,587 (52.0%)	2,417 (51.2%)	28.9%

Part-Time Credential Seeking Students

Total*	3,817		5,161		4,656		22.0%
White	2,760 (72.3%)		2,989 (57.9%)		2,644 (56.8%)		- 4.2%
African American	148 (3.9%)		203 (3.9%)		209 (4.5%)		41.2%
Hispanic	846 (22.2%)		1,699 (32.9%)		1,622 (34.8%)		91.7%
Asian	35 (0.9%)		73 (1.4%)		80 (1.7%)		128.6%
International	14 (0.4%)		9 (0.2%)		16 (0.3%)		14.3%
Other	14 (0.4%)		188 (3.6%)		85 (1.8%)		507.1%
Gender							
Male	1,650 (43.2%)		2,150 (41.7%)		1,941 (41.7%)		17.6%
Female	2,167 (56.8%)		3,011 (58.3%)		2,715 (58.3%)		25.3%

8. First-Time In College Students

	Fall 2000	Fall 2011	Fall 2012	% Change Fall 2000 to Fall 2012
Credential-Seeking Undergraduate Students (Full- and Part- Time)				
Total	2,343	1,966	1,832	- 21.8%

Full-Time Credential Seeking Students

Total*	1,174		1,553		1,490		26.9%
White	652 (55.5%)		719 (46.3%)		626 (42.0%)		- 4.0%
African American	68 (5.8%)		131 (8.4%)		125 (8.4%)		83.8%
Hispanic	430 (36.6%)		641 (41.3%)		679 (45.6%)		57.9%
Asian	7 (0.6%)		7 (0.5%)		17 (1.1%)		142.9%
International	8 (0.7%)		18 (1.2%)		19 (1.3%)		137.5%
Other	9 (0.8%)		37 (2.4%)		24 (1.6%)		166.7%
Gender							
Male	545 (46.4%)		789 (50.8%)		752 (50.5%)		38.0%
Female	629 (53.6%)		764 (49.2%)		738 (49.5%)		17.3%

Part-Time Credential Seeking Students

Total*	1,169		413		342		- 70.7%
White	883 (75.5%)		169 (40.9%)		152 (44.4%)		- 82.8%
African American	29 (2.5%)		27 (6.5%)		23 (6.7%)		- 20.7%
Hispanic	236 (20.2%)		201 (48.7%)		157 (45.9%)		- 33.5%
Asian	15 (1.3%)		4 (1.0%)		5 (1.5%)		- 66.7%
International	3 (0.3%)		1 (0.2%)		1 (0.3%)		- 66.7%
Other	3 (0.3%)		11 (2.7%)		4 (1.2%)		33.3%
Gender							
Male	509 (43.5%)		182 (44.1%)		152 (44.4%)		- 70.1%
Female	660 (56.5%)		231 (55.9%)		190 (55.6%)		- 71.2%

*Hispanic students, except international ones, are counted as Hispanic. Students who are "Multi-Racial one of which is African American" are included with the African American students. 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.

9. Community College Activities: Non-funded and Non-reported

	FY 2011	FY 2012
Contract Training: Enrollment	N/A	N/A
Adult Basic Education: Enrollment as Reported to TEA	N/A	N/A
G.E.D.: Enrolled in G.E.D. Program	N/A	N/A

Fall 2012 Unduplicated Enrollment Detail - South Plains College

By Age

Age	Count	Percent
Less than 18	1,863	19.2%
18 to 21	4,359	45.0%
22 to 24	1,186	12.3%
25 to 29	977	10.1%
30 to 34	554	5.7%
Over 35	738	7.6%
N/A	1	0.0%

By Status

Status	Count	Percent
Full-Time	4,780	49.4%
Part-Time	4,898	50.6%

By Type Major

Type Major	Count	Percent
Academic	7,540	77.9%
Technical	2,138	22.1%

By Enrollment Status

Status	Count	Percent
In-District	534	5.5%
Out-of-District	8,897	91.9%
Out-of-State	247	2.6%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	1,802	18.6%

FY 2012 Unduplicated Enrollment Detail - South Plains College

By Age

Age	Count	Percent
Less than 18	2,192	13.4%
18 to 21	6,629	40.6%
22 to 24	2,164	13.3%
25 to 29	1,876	11.5%
30 to 34	1,095	6.7%
Over 35	2,352	14.4%
N/A	1	0.0%

By Type Major

Type Major	Count	Percent
Academic	10,952	67.2%
Technical	2,998	18.4%
Continuing Education	2,359	14.5%

By Enrollment Status

Status	Count	Percent
In-District	726	4.5%
Out-of-District	12,827	78.6%
Out-of-State	397	2.4%
Continuing Education	2,359	14.5%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	2,305	14.1%

FY 2012 Unduplicated Total by Semester Detail - South Plains College

By Age

Age	Fall	Spring	Summer
Less than 18	2,067	1,010	66
18 to 21	4,816	4,645	1,599
22 to 24	1,344	1,621	661
25 to 29	1,182	1,333	558
30 to 34	747	754	315
Over 35	1,248	1,473	544
N/A	1	0	0

By Race/Ethnicity

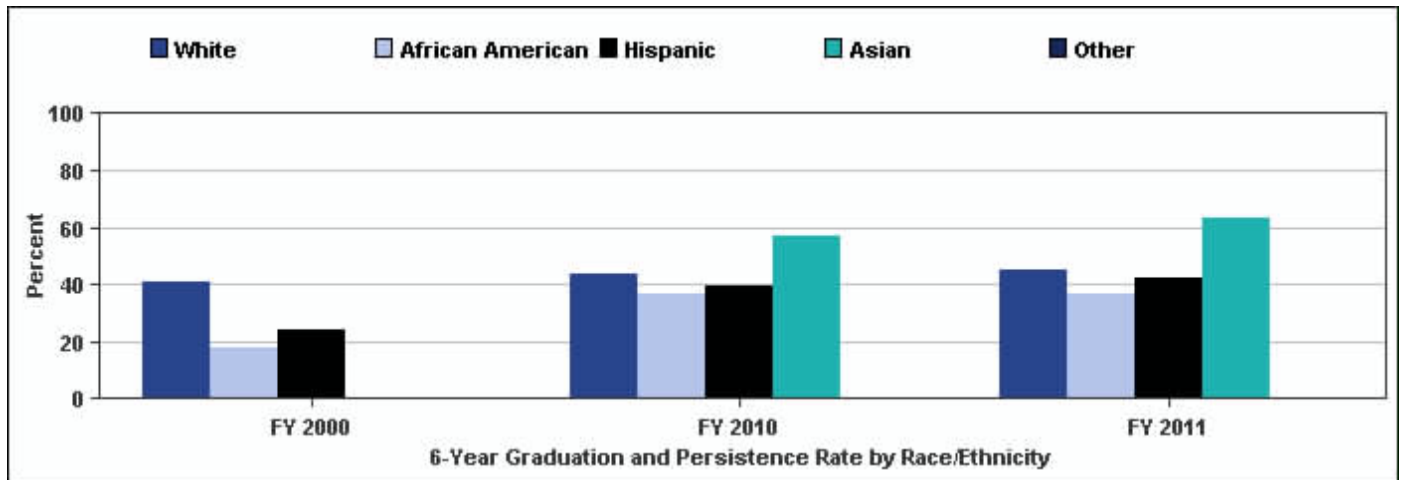
Race/Ethnicity	Fall	Spring	Summer
White	5,807	5,282	1,945
African American	564	526	205
Hispanic	3,688	3,485	1,037
Asian	132	140	59
International	62	62	38
Other	1,152	1,341	459

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 2010 (Entering Fall 2004 Cohort)	FY 2011 (Entering Fall 2005 Cohort)	Point Change FY 2000 to FY 2011
Total*	34.1%	42.3%	43.6%	9.5
Race/Ethnicity				
White	41.2%	44.0%	45.3%	4.1
African American	18.1%	36.4%	36.8%	18.7
Hispanic	24.2%	39.6%	42.4%	18.2
Asian	0.0%	57.1%	63.6%	63.6
Native American	0.0%	0.0%	66.7%	66.7
International	12.5%	58.8%	26.3%	13.8
Other (Unknown)	0.0%	0.0%	0.0%	0.0
Gender				
Male	33.3%	40.6%	37.8%	4.5
Female	35.0%	44.2%	49.9%	14.9



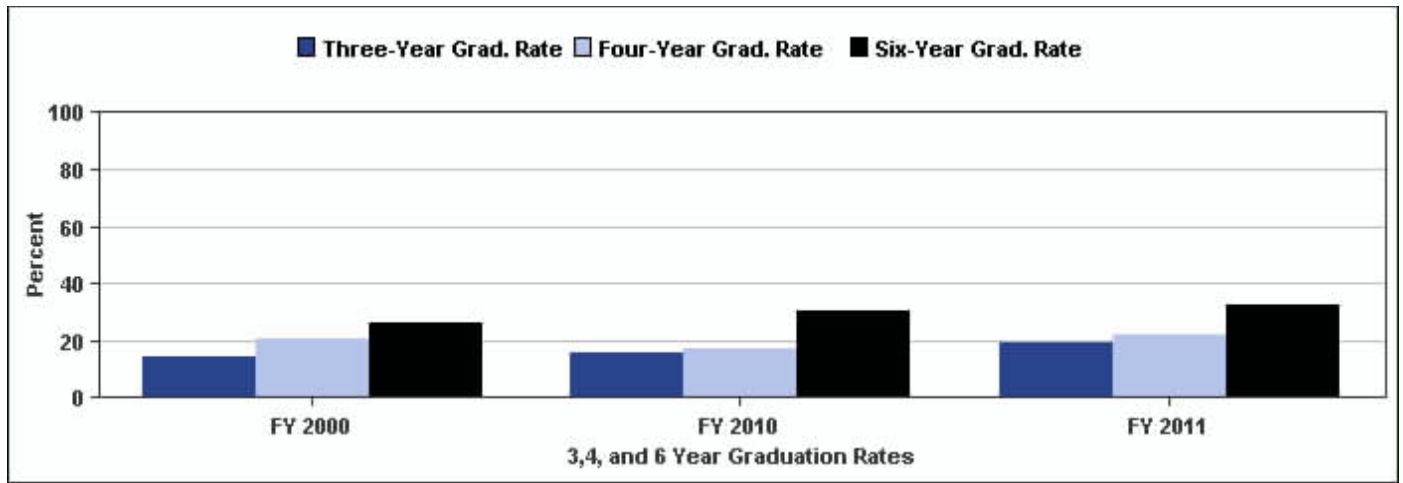
Source: CBM001, CBM002, and CBM009

3, 4, and 6-Year Graduation Rates

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

	FY 2000		FY 2010		FY 2011		Point Change FY 2000 to FY 2011
	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	
3-Year graduation rate (Total)	1997	173 (14.6%)	2007	224 (15.4%)	2008	268 (18.9%)	4.3
Baccalaureate or Above		1 (0.1%)		4 (0.3%)		6 (0.4%)	0.3
Associates		117 (9.8%)		163 (11.2%)		164 (11.5%)	1.7
Certificate		55 (4.6%)		57 (3.9%)		98 (6.9%)	2.3
No Award		1,015 (85.4%)		1,233 (84.6%)		1,152 (81.1%)	- 4.3
4-Year graduation rate (Total)	1996	175 (20.7%)	2006	190 (17.1%)	2007	318 (21.8%)	1.1
Baccalaureate or Above		13 (1.5%)		28 (2.5%)		71 (4.9%)	3.4
Associates		105 (12.4%)		94 (8.5%)		186 (12.8%)	0.4
Certificate		57 (6.7%)		68 (6.1%)		61 (4.2%)	- 2.5
No Award		670 (79.3%)		918 (82.9%)		1,139 (78.2%)	- 1.1
6-Year graduation rate (Total)	1994	254 (26.1%)	2004	406 (30.3%)	2005	366 (32.4%)	6.3
Baccalaureate or Above		107 (11.0%)		216 (16.1%)		149 (13.2%)	2.2
Associates		104 (10.7%)		111 (8.3%)		125 (11.1%)	0.4
Certificate		43 (4.4%)		79 (5.9%)		92 (8.2%)	3.8
No Award		720 (73.9%)		933 (69.7%)		762 (67.6%)	- 6.3

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

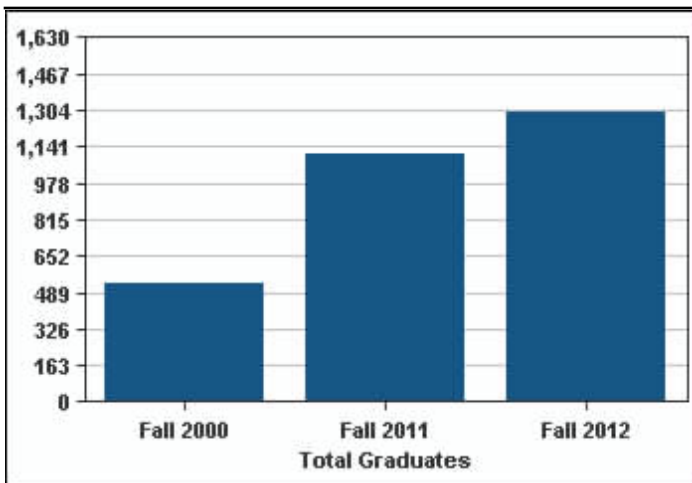


Source: CBM001, CBM002, and CBM009

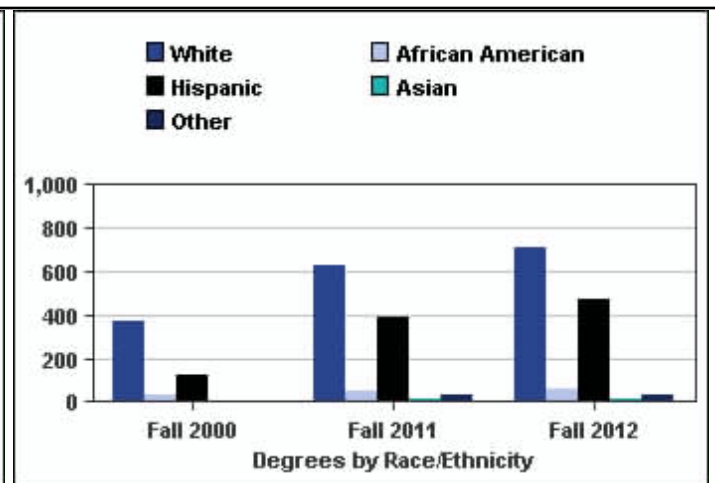
Degrees and Certificates

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

	FY 2000	FY 2011	FY 2012	% Change FY 2000 to FY 2012	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
Total Degrees and Certificates (Does not include other completers)	531	1,113	1,297	144.3%	1,557	83%
White	368	627	713	93.8%		
African American	32	46	62	93.8%		
Hispanic	124	390	469	278.2%		
Asian	3	11	11	266.7%		
International	2	11	12	500.0%		
Other	2	28	30	1400.0%		
Level						
Bachelor of Applied Technology	N/A	N/A	N/A	N/A		
Associates	358	614	664	85.5%	1,292	51.4%
Certificate 1	88	406	527	498.9%		
Certificate 2	85	93	106	24.7%		
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	542	636	227.8%		
Female	337	571	661	96.1%		



Source: CBM009



Source: CBM009

Transfers

13. Transfers to a senior institution.									
	FY 2000			FY 2011			FY 2012		
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate	
Cohort	1994	1,634	(100%)	2005	2,418	(100%)	2006	2,457	(100%)
0-12 hours		38	(2.3%)		287	(11.9%)		298	(12.1%)
13-24 hours		49	(3.0%)		267	(11.0%)		270	(11.0%)
25-29 hours		26	(1.6%)		71	(2.9%)		87	(3.5%)
30-42 hours		48	(2.9%)		94	(3.9%)		161	(6.6%)
43+ hours		230	(14.1%)		338	(14.0%)		352	(14.3%)
All Transfers Total		391	(23.9%)		1,057	(43.7%)		1,168	(47.5%)
Non Transfer Completers		178	(10.9%)		235	(9.7%)		170	(6.9%)
Non Completers		1,065	(65.2%)		1,126	(46.6%)		1,119	(45.5%)
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 2008 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	1,721						
Met state standards in all areas							
Math	779	142	553	71.0%	213	38.5%	27.3%
Reading	779	237	711	91.3%	372	52.3%	47.8%
Writing	779	168	621	79.7%	348	56.0%	44.7%
All students below state standard							
Math	608	N/A	176	28.9%	110	62.5%	18.1%
Reading	393	N/A	208	52.9%	153	73.6%	38.9%
Writing	268	N/A	87	32.5%	68	78.2%	25.4%
Not met state standards:							
In all three areas							
Math	157	N/A	34	21.7%	22	64.7%	14.0%
Reading	157	N/A	68	43.3%	48	70.6%	30.6%
Writing	157	N/A	42	26.8%	33	78.6%	21.0%
Math							
Not requiring developmental education	132	9	83	62.9%	28	33.7%	21.2%
Requiring developmental education	451	N/A	142	31.5%	88	62.0%	19.5%
Unknown / Not tested	202	N/A	25	12.4%	12	48.0%	5.9%
Reading							
Not requiring developmental education	387	38	328	84.8%	229	69.8%	59.2%
Requiring developmental education	236	N/A	140	59.3%	105	75.0%	44.5%
Unknown / Not tested	162	N/A	25	15.4%	14	56.0%	8.6%
Writing							
Not requiring developmental education	507	30	300	59.2%	211	70.3%	41.6%
Requiring developmental education	111	N/A	45	40.5%	35	77.8%	31.5%
Unknown / Not tested	167	N/A	15	9.0%	7	46.7%	4.2%

Success - Contextual Measures

15. Persistence Rates	Entering Cohort Fall 2000	Entering Cohort Fall 2010	Entering Cohort Fall 2011	Point Change Fall 2000 to Fall 2011
First-time Undergraduate Persistence rate after one year				
Total	57.4%	59.0%	56.3%	- 1.1
Same institution	49.5%	50.1%	47.2%	- 2.3
Other institutions	7.9%	8.9%	9.1%	1.2
White	62.0%	63.5%	65.4%	3.4
Same institution	50.1%	51.2%	52.3%	2.2
Other institutions	11.9%	12.3%	13.1%	1.2
African American	43.9%	49.0%	48.9%	5.0
Same institution	43.9%	39.2%	35.9%	- 8.0
Other institutions	0.0%	9.8%	13.0%	13.0
Hispanic	52.0%	55.6%	47.3%	- 4.7
Same institution	49.2%	50.4%	42.6%	- 6.6
Other institutions	2.9%	5.3%	4.6%	1.7
Asian	57.1%	83.3%	71.4%	14.3
Same institution	42.9%	75.0%	71.4%	28.5
Other institutions	14.3%	8.3%	0.0%	- 14.3
International	62.5%	60.9%	88.9%	26.4
Same institution	62.5%	60.9%	88.9%	26.4
Other institutions	0.0%	0.0%	0.0%	0.0
Other	77.8%	58.3%	43.2%	- 34.6
Same institution	55.6%	50.0%	43.2%	- 12.4
Other institutions	22.2%	8.3%	0.0%	- 22.2

	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 two years				
Total	42.5%	46.7%	44.7%	2.2
Same institution	27.0%	29.0%	28.7%	1.7
Other institutions	15.5%	17.7%	16.0%	0.5
White	48.5%	51.0%	51.2%	2.7
Same institution	28.1%	30.0%	30.2%	2.1
Other institutions	20.5%	21.1%	20.9%	0.4
African American	31.7%	34.2%	28.7%	- 3.0
Same institution	13.3%	12.6%	10.3%	- 3.0
Other institutions	18.3%	21.6%	18.4%	0.1
Hispanic	35.2%	43.6%	40.8%	5.6
Same institution	27.3%	31.5%	30.2%	2.9
Other institutions	7.9%	12.2%	10.6%	2.7
Asian	42.9%	61.5%	50.0%	7.1
Same institution	28.6%	23.1%	50.0%	21.4
Other institutions	14.3%	38.5%	0.0%	- 14.3
International	25.0%	20.0%	44.4%	19.4
Same institution	25.0%	20.0%	44.4%	19.4
Other institutions	0.0%	0.0%	0.0%	0.0
Other	44.4%	50.0%	41.7%	- 2.7
Same institution	33.3%	16.7%	25.0%	- 8.3
Other institutions	11.1%	33.3%	16.7%	5.6

16. Awards in STEM Fields	FY 2000	FY 2011	FY 2012	% Change FY 2000 to FY 2012	Institutional Closing the Gaps Target-FY 2015	Closing the Gaps Completion
Fields						
Computer Science	25	18	19	- 24.0%	48	39.6%
Engineering	7	28	25	257.1%	57	43.9%
Math	0	2	4	N/A	15	26.7%
Physical Science	0	2	2	N/A	4	50.0%
Level						
Degrees in Critical Fields Bachelor of Applied Technology	0	0	0	N/A		
Associates	30	37	31	3.3%		
Cert 1	2	13	19	850.0%		
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 2011	FY 2012	% Change FY 2000 to FY 2012	Institutional Closing the Gaps Target-FY 2015	Closing the Gaps Completion
Total	98	146	140	42.9%	132	106.1%
Associates	28	59	43	53.6%		
Cert 1	0	0	0	N/A		
Cert 2	70	87	97	38.6%		
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 2011	FY 2012	% Change FY 2000 to FY 2012	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
Total	51	48	59	15.7%	335	17.6%
Associates	23	41	55	139.1%		
Cert 1	27	7	4	- 85.2%		
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 2009	FY 2010	FY 2011
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 2009		FY 2010		FY 2011		Point Change FY 2009 to FY 2011
Academic							
Employed Only	94	29.2%	117	32.9%	107	29.2%	0.0
Employed and Enrolled (in Senior Institutions)	133	41.3%	126	35.4%	140	38.3%	- 3.0
Enrolled Only (in Senior Institutions)	82	25.5%	88	24.7%	90	24.6%	- 0.9
Enrolled Only (in Community Colleges)	7	2.2%	20	5.6%	14	3.8%	1.6
Not Found	6	1.9%	5	1.4%	15	4.1%	2.2
Technical							
Employed Only	482	83.8%	494	85.9%	477	78.2%	- 5.6
Employed and Enrolled (in Senior Institutions)	30	5.2%	24	4.2%	32	5.2%	0.0
Enrolled Only (in Senior Institutions)	5	0.9%	8	1.4%	4	0.7%	- 0.2
Enrolled Only (in Community Colleges)	31	5.4%	33	5.7%	58	9.5%	4.1
Not Found	27	4.7%	16	2.8%	39	6.4%	1.7

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 2011	FY 2012	Point Change FY 2002 to FY 2012
Marketable Skills Completers	0	0	0	N/A
Race/Ethnicity				
White	0	0	0	N/A
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 2011	FY 2012	Percent Change FY 2000 to FY 2012
Total	0	57	46	N/A

Race/Ethnicity					
White		0	34	24	N/A
African American		0	1	1	N/A
Hispanic		0	18	19	N/A
Asian		0	0	0	N/A
International		0	1	0	N/A
Other		0	3	2	N/A
Gender					
Male		0	9	5	N/A
Female		0	48	41	N/A

Developmental Education	Fall 2008 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)
23. Under-prepared students are given 2 years to satisfy their TSI obligation.							
Number of FTIC students	1,721						
Met state standards in all areas							
Math	779	77	9.9%	N/A	N/A	N/A	N/A
Reading	779	0	0.0%	N/A	N/A	N/A	N/A
Writing	779	6	0.8%	N/A	N/A	N/A	N/A
All students below state standard							
Math	608	572	94.1%	235	255	41.1%	41.9%
Reading	393	330	84.0%	231	281	70.0%	71.5%
Writing	268	194	72.4%	111	152	57.2%	56.7%
Not met state standards:							
In all three areas							
Math	157	143	91.1%	46	50	32.2%	31.8%
Reading	157	132	84.1%	82	99	62.1%	63.1%
Writing	157	117	74.5%	65	83	55.6%	52.9%
Met state standards in at least one area:							
Math							
Not requiring developmental education	132	25	18.9%	N/A	N/A	N/A	N/A
Requiring developmental education	451	429	95.1%	189	205	44.1%	45.5%
Unknown / Not tested	202	88	43.6%	58	169	65.9%	83.7%
Reading							
Not requiring developmental education	387	3	0.8%	N/A	N/A	N/A	N/A
Requiring developmental education	236	198	83.9%	149	182	75.3%	77.1%
Unknown / Not tested	162	19	11.7%	13	150	68.4%	92.6%
Writing							
Not requiring developmental education	507	6	1.2%	N/A	N/A	N/A	N/A
Requiring developmental education	111	77	69.4%	46	69	59.7%	62.2%
Unknown / Not tested	167	15	9.0%	5	151	33.3%	90.4%

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

24. Developmental Education: Underprepared and prepared students returning in fall.	Fall 2008 Cohort		
	Total	Number returning (Fall 2009)	Percent returning (Fall 2009)
Number of FTIC students	1,721		
Met state standards in all areas	779	533	68.4%
Not met state standards:			
In all three areas	157	76	48.4%
Math			
Not requiring developmental education	132	73	55.3%
Requiring developmental education	451	230	51.0%
Unknown / Not tested	202	80	39.6%
Reading			
Not requiring developmental education	387	214	55.3%
Requiring developmental education	236	117	49.6%
Unknown / Not tested	162	52	32.1%
Writing			
Not requiring developmental education	507	261	51.5%
Requiring developmental education	111	64	57.7%
Unknown / Not tested	167	58	34.7%

25. Course Completion Rate for Undergraduate State Funded Semester Credit Hours	Fall 2000	Fall 2010	Fall 2011	%/Point Change Fall 2000 to Fall 2011
	Beginning semester credit hours	73,437	99,140	102,851
Ending semester credit hours	62,201	85,513	94,023	51.2%
Completion rate	84.7%	86.3%	91.4%	6.7

Graduates Detail (FY 2012)- 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	365	290	58	0	713
African American	38	16	8	0	62
Hispanic	221	212	36	0	469
Asian	7	2	2	0	11
International	11	0	1	0	12
Other	22	7	1	0	30

By Level, Gender:

Gender	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Male	261	364	11	0	636
Female	403	163	95	0	661

By Level, Type Major:

Type Major	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Academic	420	0	0	0	420
Technical	244	527	106	0	877
Continuing Education	0	0	0	N/A	0

Graduates Success Detail (FY 2011)- South Plains College

Academic

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	63	58.9%
African American	3	2.8%
Hispanic	35	32.7%
Asian	2	1.9%
International	0	0.0%
Other	4	3.7%

Gender:

Gender	Number	Percent of Cohort
Male	46	43.0%
Female	61	57.0%

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	82	58.6%
African American	6	4.3%
Hispanic	46	32.9%
Asian	0	0.0%
International	0	0.0%
Other	6	4.3%

Gender:

Gender	Number	Percent of Cohort
Male	63	45.0%

Female 77 55.0%

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	44	48.9%
African American	11	12.2%
Hispanic	30	33.3%
Asian	1	1.1%
International	0	0.0%
Other	4	4.4%

Gender:

Gender	Number	Percent of Cohort
Male	38	42.2%
Female	52	57.8%

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	6	42.9%
African American	3	21.4%
Hispanic	5	35.7%
Asian	0	0.0%
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	4	28.6%
Female	10	71.4%

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	8	53.3%
African American	2	13.3%
Hispanic	5	33.3%
Asian	0	0.0%
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	4	26.7%
Female	11	73.3%

Technical

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	275	57.7%
African American	14	2.9%
Hispanic	177	37.1%
Asian	2	0.4%
International	0	0.0%

Other 9 1.9%

Gender:

Gender	Number	Percent of Cohort
Male	220	46.1%
Female	257	53.9%

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	21	65.6%
African American	1	3.1%
Hispanic	9	28.1%
Asian	0	0.0%
International	0	0.0%
Other	1	3.1%

Gender:

Gender	Number	Percent of Cohort
Male	11	34.4%
Female	21	65.6%

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	2	50.0%
African American	0	0.0%
Hispanic	2	50.0%
Asian	0	0.0%
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	3	75.0%
Female	1	25.0%

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	30	51.7%
African American	0	0.0%
Hispanic	25	43.1%
Asian	1	1.7%
International	0	0.0%
Other	2	3.4%

Gender:

Gender	Number	Percent of Cohort
Male	41	70.7%
Female	17	29.3%

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	23	59.0%
African American	0	0.0%
Hispanic	15	38.5%

Asian	1	2.6%
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	22	56.4%
Female	17	43.6%

Transfer Detail (FY 2012) - South Plains College

Transfer Measure Detail

Transfers to Senior Institutions						
	All Students		Academic Students		Technical Students	
Fall 2012 Cohort	2,457	(100%)	1,030	(100%)	1,427	(100%)
0-12 hours	298	(12.1%)	109	(10.6%)	189	(13.2%)
13-24 hours	270	(11.0%)	87	(8.4%)	183	(12.8%)
25-29 hours	87	(3.5%)	38	(3.7%)	49	(3.4%)
30-42 hours	161	(6.6%)	58	(5.6%)	103	(7.2%)
43+ hours	352	(14.3%)	167	(16.2%)	185	(13.0%)
Non Transfer Completers	170	(6.9%)	69	(6.7%)	101	(7.1%)
Non Completers	1,119	(45.5%)	502	(48.7%)	617	(43.2%)
All Transfers Total	1,168	(47.5%)	459	(44.6%)	709	(49.7%)
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	2009		2010		2011	
		Number Takers	Pass Rate	Number Takers	Pass Rate	Number Takers	Pass Rate
51090800	Respiratory Care Therapy/Therapist	7	100.0%	9	100.0%	9	100.0%
51091100	Radiologic Technology/Science - Radiographer	14	100.0%	9	100.0%	12	100.0%
47020100	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician	8	100.0%	15	100.0%	16	100.0%
47060300	Autobody/Collision and Repair Technology/Technician	10	90.0%	7	100.0%	31	90.3%
43020300	Fire Science/Firefighting	25	96.0%	25	100.0%	24	100.0%
48050800	Welding Technology/Welder	41	100.0%	38	100.0%	27	100.0%
47010100	Electrical/Electronics Equipment Installation and Repair, General	14	100.0%	33	93.9%	64	100.0%
43010700	Criminal Justice/Police Science	31	100.0%	50	100.0%	50	100.0%
51380100	Registered Nursing/Registered Nurse	59	100.0%	46	93.5%	60	93.3%
12040100	Cosmetology/Cosmetologist, General	49	100.0%	64	100.0%	53	100.0%
51390100	Licensed Practical/Vocational Nurse Training	98	98.0%	89	97.8%	88	98.9%

Excellence - Contextual Measures

27. Certification and Licensure	FY 2005	FY 2011	FY 2012	Point Change FY 2005 to FY 2012
Pass rate on state or national exams.	89.1%	86.3%	86.3%	- 2.8

For more information, see the [licensure report](#).

Quality Enhancement Plan

28. Quality Enhancement Plan, Including Reaffirmation Year
<p>PROPOSED PLAN:</p> <p>"Planning for Success using ESP (Educational Success Plan)"</p> <p>--The Quality Enhancement Plan at South Plains College</p> <p>The Quality Enhancement Plan (QEP) at South Plains College (SPC) is "a" carefully designed course of action that enhances student learning. The QEP is designed to help SPC students clarify their career goals and assist them in developing and implementing an educational success plan. "Planning for Success using ESP," the title of the QEP, is designed to sustain student engagement and enable students to monitor their individual progress. This plan will encourage student engagement and stimulate intellectual and personal growth. Ultimately, the QEP will increase student retention, improve completion and graduation rates, and improve each student's life.</p> <p>Theme: The theme of the QEP at SPC is "Planning for Success using ESP (Educational Success Plan)"</p> <p>Target Population: The SPC QEP has four goals, each with several learning outcomes.</p> <p>Goal 1: To help SPC students clarify their career goals. Goal 2: To assist SPC students in developing and implementing an educational success plan. Goal 3: To encourage SPC student engagement and stimulate intellectual and personal growth. Goal 4: SPC faculty will participate in training for student career development and advising.</p>

Excellent Programs

29. Excellent Programs
<p>Highlighted Excellent Programs 1</p> <p>2012 Law Enforcement Academy 100% passing license 6th year in a row 2012 Fire Technology Academy 2012 Cosmetology 100% passing license</p>

30. 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:	

Significant Recognitions - 2012:

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 2011	FY 2012	Point Change FY 2000 to FY 2012
Institutional support as a percent of total operating expenditures	14.3%	8.4%	8.8%	- 5.5

Tuition and Fees

32. Tuition and fees for 30 SCH.

	FY 2000	FY 2012	FY 2013	Percent Change FY 2000 to FY 2013
Tuition and fees for 30 SCH in two semesters	\$1,045	\$2,162	\$2,647	153.3%

Institutional Efficiency and Effectiveness - Contextual Measures

33. Faculty

	Fall 2000	Fall 2010	Fall 2011	Percent Change Fall 2000 to Fall 2011
Full-Time Total*	221	262	272	23.1%
Race/Ethnicity				
White	208 (94.1%)	241 (92.0%)	249 (91.5%)	19.7%
African American	2 (0.9%)	5 (1.9%)	5 (1.8%)	150.0%
Hispanic	9 (4.1%)	10 (3.8%)	12 (4.4%)	33.3%
Asian	1 (0.5%)	0 (0.0%)	0 (0.0%)	-100.0%
International	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Other	1 (0.5%)	6 (2.3%)	6 (2.2%)	500.0%
Gender				
Male	112 (50.7%)	136 (51.9%)	142 (52.2%)	26.8%
Female	109 (49.3%)	126 (48.1%)	130 (47.8%)	19.3%
Part-Time Total*	145	140	144	- 0.7%
Race/Ethnicity				
White	138 (95.2%)	128 (91.4%)	133 (92.4%)	- 3.6%
African American	2 (1.4%)	1 (0.7%)	2 (1.4%)	0.0%
Hispanic	5 (3.4%)	11 (7.9%)	9 (6.3%)	80.0%
Asian	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%)	52 (37.1%)	56 (38.9%)	- 15.2%
Female	79 (54.5%)	88 (62.9%)	88 (61.1%)	11.4%

*Hispanic faculty members, except international ones, are counted as Hispanic. Faculty who are "Multi-Racial one of which is African American" are included with the African American faculty. Asian includes Asian, Hawaiian, and Pacific Islanders. "Other" includes American Indian, Alaskan Native, Unknown, and two or more races, excluding African American. International faculty are shown as a separate category.

	Fall 2000	Fall 2010	Fall 2011	Percent Change Fall 2000 to Fall 2011
34. FTE Student/FTE Faculty Ratio	20:1	23:1	23:1	15.0%
35. Contact Hours	1,473,928	2,007,280	2,085,072	41.5%
Taught by full-time faculty	81.1%	86.3%	86.5%	5.4
Taught by part-time faculty	18.9%	13.7%	13.5%	- 5.4

Institutional Efficiency and Effectiveness - Finance Measures

Finances per FTE Student

36. Funds by source divided by full-time equivalent students

	FY 2000	FY 2011	FY 2012	% Change FY 2000 to FY 2012
Total revenues per FTE student	6,836	8,410	10,100	47.7%
State funds per FTE student	2,969 (43.4%)	2,498 (29.7%)	2,234 (22.1%)	- 24.8%

Local funds per FTE student	932 (13.6%)	1,407 (16.7%)	1,457 (14.4%)	56.3%
Tuition and Fees per FTE student	1,494 (21.9%)	1,721 (20.5%)	3,372 (33.4%)	125.7%
Federal revenue per FTE student	1,260 (18.4%)	2,573 (30.6%)	2,610 (25.8%)	107.1%

37. Expenditures per full-time equivalent students

	FY 2000	FY 2011	FY 2012	% Change FY 2000 to FY 2012
Total expenditures per FTE student	6,618	7,529	7,647	15.5%
Instructional expenditures per FTE student	3,239 (48.9%)	3,509 (46.6%)	3,597 (47.0%)	11.1%
Institution Support expenditures per FTE student	947 (14.3%)	635 (8.4%)	670 (8.8%)	- 29.3%
Academic Support expenditures per FTE student	113 (1.7%)	332 (4.4%)	348 (4.6%)	208.0%

38. Financial Viability Ratio

	FY 2003	FY 2011	FY 2012	Point Change FY 2003 to FY 2012
Financial Viability Ratio	0.9%	3.8%	1.8%	0.9%

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 Success Point Total	13,178.8	14,213.3	13,624.5	3.4%
Math Readiness	707.0	315.0	378.0	- 46.5%
Read Readiness	327.0	155.0	159.5	- 51.2%
Write Readiness	217.0	104.5	148.0	- 31.8%
Students Who Complete 15 SCH	3,321.0	3,799.0	3,670.0	10.5%
Students Who Complete 30 SCH	1,978.0	2,162.0	2,271.0	14.8%
Students Who Transfer to a 4-Year Institution	1,148.0	1,158.0	1,266.0	10.3%
Students Who Pass First College-Level Math Course	1,354.0	1,583.0	1,444.0	6.6%
Students Who Pass First College-Level Read Course	1,353.0	1,691.5	1,278.5	- 5.5%
Students Who Pass First College-Level Write Course	899.5	1,300.0	975.0	8.4%
Degrees, Core Curriculum or Certificates (Unduplicated)	1,810.0	1,888.0	1,976.0	9.2%
Degrees or Certificates in Critical Fields	64.3	57.3	58.5	- 9.0%