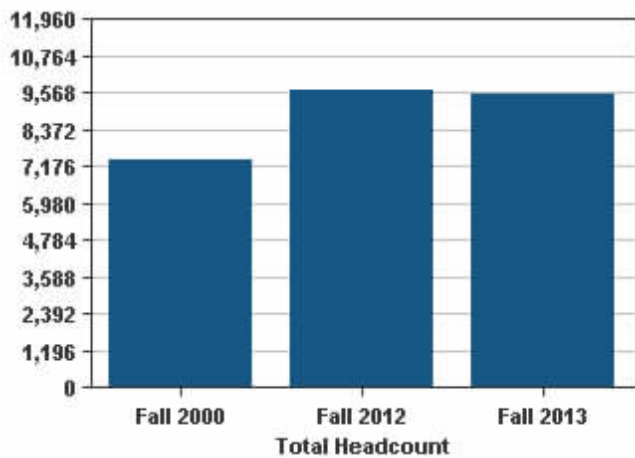


South Plains College
Accountability Report
January 2014

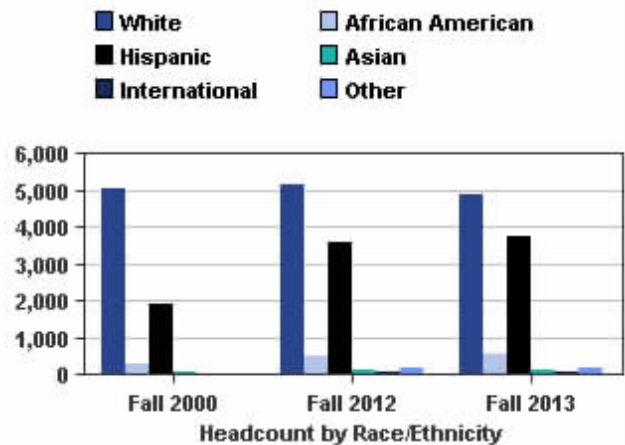
Participation - Key Measures

Enrollment

1. Fall Headcount (Unduplicated)									
	Fall 2000		Fall 2012		Fall 2013		% Change Fall 2000 to 2013	Institutional Closing the Gaps Target- Fall 2015	Closing the Gaps Completion
Total (does not include flex entry)	7,432		9,678		9,563		28.7%	10,575	90.4 %
White	5,054	(68.0%)	5,141	(53.1%)	4,870	(50.9%)	- 3.6%	5,213	93.4%
African American	323	(4.3%)	538	(5.6%)	563	(5.9%)	74.3%	512	110.0%
Hispanic	1,934	(26.0%)	3,597	(37.2%)	3,746	(39.2%)	93.7%	4,253	88.1%
Asian	58	(0.8%)	132	(1.4%)	146	(1.5%)	151.7%		
International	31	(0.4%)	79	(0.8%)	71	(0.7%)	129.0%		
Other	32	(0.4%)	191	(2.0%)	167	(1.7%)	421.9%		
Gender									
Male	3,388	(45.6%)	4,397	(45.0%)	4,288	(44.8%)	26.6%		
Female	4,044	(54.4%)	5,281	(55.0%)	5,275	(55.2%)	30.4%		
Flex Entry	141		60		N/A		N/A		



Source: Coordinating Board Management (CBM) Report 001



Source: Coordinating Board Management (CBM) Report 001

Annual Unduplicated Enrollment

2. Annual unduplicated enrollment including credit, non-credit and dual-credit students.							
	FY 2000		FY 2012		FY 2013		% Change FY 2000 to 2013
Total	12,188		16,309		15,639		28.3%
White	8,520	(69.9%)	7,819	(47.9%)	7,260	(46.4%)	- 14.8%
African American	716	(5.9%)	779	(4.8%)	851	(5.4%)	18.9%
Hispanic	2,732	(22.4%)	4,773	(29.3%)	4,988	(31.9%)	82.6%
Asian	107	(0.9%)	200	(1.2%)	203	(1.3%)	89.7%
International	57	(0.5%)	96	(0.6%)	112	(0.7%)	96.5%
Other	56	(0.5%)	2,642	(16.2%)	2,225	(14.2%)	3873.2%
Gender							
Male	5,547	(45.5%)	7,579	(48.5%)	7,377	(47.2%)	33.0%
Female	6,641	(54.5%)	8,730	(51.5%)	8,262	(52.8%)	24.4%

Participation - Contextual Measures

3. Enrollment by Semester	FY 2000	FY 2012	FY 2013	% Change FY 2000 to 2013
Fall	7,500	11,405	10,487	39.8%
Academic	3,981	8,296	7,541	89.4%
Technical	3,145	2,230	2,156	- 31.4%
Continuing Education	374	879	790	111.2%
Spring	7,654	10,836	10,706	39.9%
Academic	3,521	7,515	7,000	98.8%
Technical	3,208	2,136	2,384	- 25.7%
Continuing Education	925	1,185	1,322	42.9%
Summer	3,387	3,743	4,090	20.8%
Academic	1,664	2,590	2,744	64.9%
Technical	1,132	677	770	- 32.0%
Continuing Education	591	476	576	- 2.5%

Service Area Representation	FY 2005	FY 2012	FY 2013		
	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%	1.9%	51.0%	51.6%	0.6%
African American	- 1.9%	- 0.2%	6.3%	6.8%	0.5%
Hispanic	- 10.5%	- 3.3%	39.3%	37.9%	- 1.4%
Other	- 0.9%	1.5%	3.4%	3.8%	0.3%
Gender					
Male	- 2.2%	- 6.0%	51.3%	45.7%	- 5.6%
Female	2.2%	6.0%	48.7%	54.3%	5.6%

5. Annual Semester Credit and Contact Hours	FY 2000	FY 2012	FY 2013	% Change FY 2000 to 2013
Annual Semester Credit Hours (SCH)	152,115	216,052	209,624	37.8%
Academic	111,076	171,437	166,414	49.8%
Technical	41,039	44,615	43,210	5.3%
Annual Contact Hours	3,295,042	4,712,229	4,563,867	38.5%
Academic	2,096,904	3,214,688	3,118,592	48.7%
Technical	1,104,160	1,291,312	1,235,689	11.9%
Continuing Education	93,978	206,229	209,586	123.0%

6. Financial Aid: Students Receiving Pell Grants	Fall 1999	Fall 2010	Fall 2011	Point Change Fall 1999 to Fall 2011
Total*	29.3%	38.0%	39.7%	10.4
White	19.9%	26.3%	27.3%	7.4
African American	58.8%	69.0%	69.2%	10.4
Hispanic	49.3%	55.7%	56.2%	6.9
Asian	21.3%	21.3%	22.3%	1.0
International	0.0%	8.5%	3.2%	3.2
Other	48.5%	33.7%	38.2%	- 10.3
Gender				
Male	23.9%	32.0%	32.9%	9.0
Female	34.0%	43.1%	45.3%	11.3

*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 2012	Fall 2013	% Change Fall 2000 to Fall 2013
Credential-Seeking Undergraduate Students (Full- and Part- Time)				
Total	7,429	9,377	9,307	25.3%
Full-Time Credential Seeking Students				
Total*	3,612	4,721	4,662	29.1%
White	2,291 (63.4%)	2,301 (48.7%)	2,150 (46.1%)	- 6.2%
African American	175 (4.8%)	320 (6.8%)	330 (7.1%)	88.6%
Hispanic	1,088 (30.1%)	1,897 (40.2%)	1,975 (42.4%)	81.5%
Asian	23 (0.6%)	43 (0.9%)	58 (1.2%)	152.2%
International	17 (0.5%)	63 (1.3%)	59 (1.3%)	247.1%
Other	18 (0.5%)	97 (2.1%)	90 (1.9%)	400.0%
Gender				
Male	1,737 (48.1%)	2,304 (48.8%)	2,277 (48.8%)	31.1%
Female	1,875 (51.9%)	2,417 (51.2%)	2,385 (51.2%)	27.2%

Part-Time Credential Seeking Students

Total*	3,817		4,656		4,645		21.7%
White	2,760	(72.3%)	2,644	(56.8%)	2,544	(54.8%)	- 7.8%
African American	148	(3.9%)	209	(4.5%)	228	(4.9%)	54.1%
Hispanic	846	(22.2%)	1,622	(34.8%)	1,706	(36.7%)	101.7%
Asian	35	(0.9%)	80	(1.7%)	82	(1.8%)	134.3%
International	14	(0.4%)	16	(0.3%)	12	(0.3%)	- 14.3%
Other	14	(0.4%)	85	(1.8%)	73	(1.6%)	421.4%
Gender							
Male	1,650	(43.2%)	1,941	(41.7%)	1,883	(40.5%)	14.1%
Female	2,167	(56.8%)	2,715	(58.3%)	2,762	(59.5%)	27.5%

8. First-Time In College Students

	Fall 2000	Fall 2012	Fall 2013	% Change Fall 2000 to Fall 2013
Credential-Seeking Undergraduate Students (Full- and Part- Time)				
Total	2,343	1,832	1,819	- 22.4%

Full-Time Credential Seeking Students

Total*	1,174		1,490		1,514		29.0%
White	652	(55.5%)	626	(42.0%)	614	(40.6%)	- 5.8%
African American	68	(5.8%)	125	(8.4%)	110	(7.3%)	61.8%
Hispanic	430	(36.6%)	679	(45.6%)	730	(48.2%)	69.8%
Asian	7	(0.6%)	17	(1.1%)	16	(1.1%)	128.6%
International	8	(0.7%)	19	(1.3%)	17	(1.1%)	112.5%
Other	9	(0.8%)	24	(1.6%)	27	(1.8%)	200.0%
Gender							
Male	545	(46.4%)	752	(50.5%)	768	(50.7%)	40.9%
Female	629	(53.6%)	738	(49.5%)	746	(49.3%)	18.6%

Part-Time Credential Seeking Students

Total*	1,169		342		305		- 73.9%
White	883	(75.5%)	152	(44.4%)	107	(35.1%)	- 87.9%
African American	29	(2.5%)	23	(6.7%)	18	(5.9%)	- 37.9%
Hispanic	236	(20.2%)	157	(45.9%)	168	(55.1%)	- 28.8%
Asian	15	(1.3%)	5	(1.5%)	9	(3.0%)	- 40.0%
International	3	(0.3%)	1	(0.3%)	1	(0.3%)	- 66.7%
Other	3	(0.3%)	4	(1.2%)	2	(0.7%)	- 33.3%
Gender							
Male	509	(43.5%)	152	(44.4%)	131	(43.0%)	- 74.3%
Female	660	(56.5%)	190	(55.6%)	174	(57.0%)	- 73.6%

*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 2012	FY 2013
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 2013 Unduplicated Enrollment Detail - South Plains College

By Age

Age	Count	Percent
Less than 18	1,756	18.4%
18 to 21	4,311	45.1%
22 to 24	1,201	12.6%
25 to 29	969	10.1%
30 to 34	538	5.6%
Over 35	788	8.2%
N/A	0	0.0%

By Status

Status	Count	Percent
Full-Time	4,702	49.2%
Part-Time	4,861	50.8%

By Type Major

Type Major	Count	Percent
Academic	7,256	75.9%
Technical	2,307	24.1%

By Enrollment Status

Status	Count	Percent
In-District	552	5.8%
Out-of-District	8,757	91.6%
Out-of-State	254	2.7%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	1,740	18.2%

FY 2013 Unduplicated Enrollment Detail - South Plains College

By Age

Age	Count	Percent
Less than 18	2,007	12.8%
18 to 21	6,141	39.3%
22 to 24	2,144	13.7%
25 to 29	1,795	11.5%
30 to 34	1,093	7.0%
Over 35	2,457	15.7%
N/A	2	0.0%

By Type Major

Type Major	Count	Percent
Academic	9,998	63.9%
Technical	3,175	20.3%
Continuing Education	2,466	15.8%

By Enrollment Status

Status	Count	Percent
In-District	662	4.2%
Out-of-District	12,131	77.6%
Out-of-State	380	2.4%
Continuing Education	2,466	15.8%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	2,124	13.6%

FY 2013 Unduplicated Total by Semester Detail - South Plains College

By Age

Age	Fall	Spring	Summer
Less than 18	1,863	919	88
18 to 21	4,440	4,509	1,719
22 to 24	1,243	1,642	777
25 to 29	1,076	1,301	580
30 to 34	680	742	301
Over 35	1,184	1,593	624
N/A	1	0	1

By Race/Ethnicity

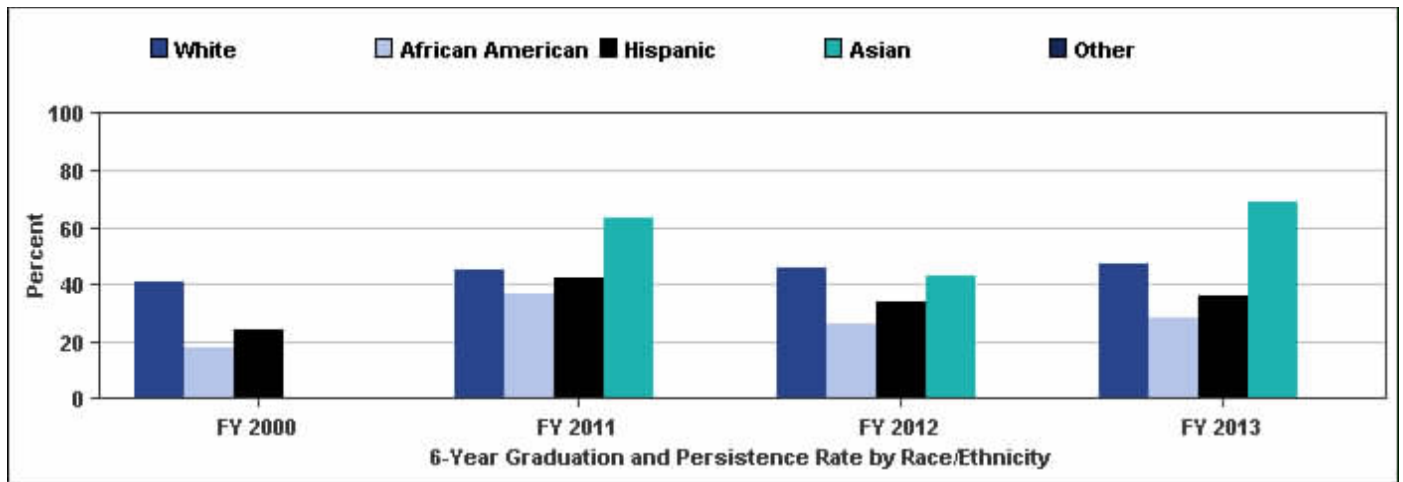
Race/Ethnicity	Fall	Spring	Summer
White	5,178	5,049	2,055
African American	546	601	249
Hispanic	3,645	3,636	1,263
Asian	132	129	77
International	79	65	54
Other	907	1,226	392

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 2011 (Entering Fall 2005 Cohort)	FY 2012 (Entering Fall 2006 Cohort)	FY 2013 (Entering Fall 2007 Cohort)	Point Change FY 2000 to FY 2013
Total*	34.1%	43.6%	39.4%	42.3%	8.2
Race/Ethnicity					
White	41.2%	45.3%	45.6%	47.1%	5.9
African American	18.1%	36.8%	26.3%	28.6%	10.5
Hispanic	24.2%	42.4%	33.7%	36.2%	12.0
Asian	0.0%	63.6%	42.9%	69.2%	69.2
Native American	0.0%	66.7%	25.0%	57.1%	57.1
International	12.5%	26.3%	29.4%	41.2%	28.7
Other (Unknown)	0.0%	0.0%	0.0%	0.0%	0.0
Gender					
Male	33.3%	37.8%	38.0%	40.2%	6.9
Female	35.0%	49.9%	41.0%	44.8%	9.8



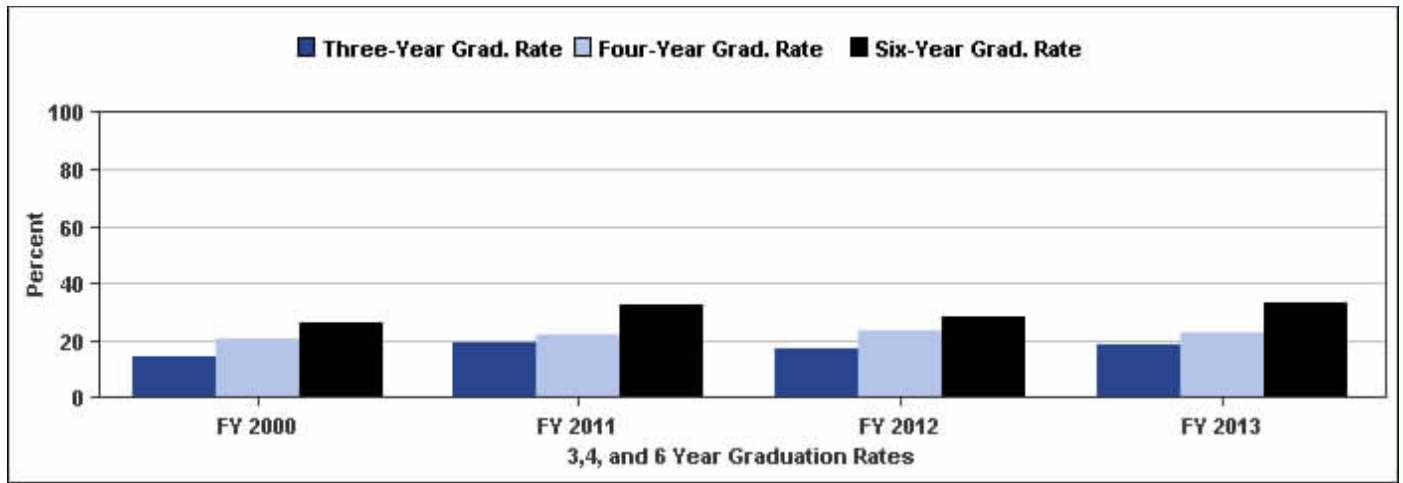
Source: CBM001, CBM002, and CBM009

3, 4, and 6-Year Graduation Rates

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

	FY 2000		FY 2011		FY 2012		FY 2013		Point Change FY 2000 to FY 2013
	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	
3-Year graduation rate (Total)	1997	173 (14.6%)	2008	268 (18.9%)	2009	256 (16.9%)	2010	300 (18.3%)	3.7
Baccalaureate or Above		1 (0.1%)		6 (0.4%)		5 (0.3%)		7 (0.4%)	0.3
Associates		117 (9.8%)		164 (11.5%)		143 (9.4%)		173 (10.6%)	0.8
Certificate		55 (4.6%)		98 (6.9%)		108 (7.1%)		120 (7.3%)	2.7
No Award		1,015 (85.4%)		1,152 (81.1%)		1,261 (83.1%)		1,336 (81.7%)	-3.7
4-Year graduation rate (Total)	1996	175 (20.7%)	2007	318 (21.8%)	2008	333 (23.5%)	2009	343 (22.6%)	1.9
Baccalaureate or Above		13 (1.5%)		71 (4.9%)		38 (2.7%)		48 (3.2%)	1.7
Associates		105 (12.4%)		186 (12.8%)		194 (13.7%)		179 (11.8%)	-0.6
Certificate		57 (6.7%)		61 (4.2%)		101 (7.1%)		116 (7.6%)	0.9
No Award		670 (79.3%)		1,139 (78.2%)		1,087 (76.5%)		1,174 (77.4%)	-1.9
6-Year graduation rate (Total)	1994	254 (26.1%)	2005	366 (32.4%)	2006	317 (28.6%)	2007	480 (32.9%)	6.8
Baccalaureate or Above		107 (11.0%)		149 (13.2%)		142 (12.8%)		221 (19.9%)	4.2
Associates		104 (10.7%)		125 (11.1%)		98 (8.8%)		186 (12.8%)	2.1
Certificate		43 (4.4%)		92 (8.2%)		77 (6.9%)		73 (5.0%)	0.6
No Award		720 (73.9%)		762 (67.6%)		791 (71.4%)		977 (67.1%)	-6.8

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

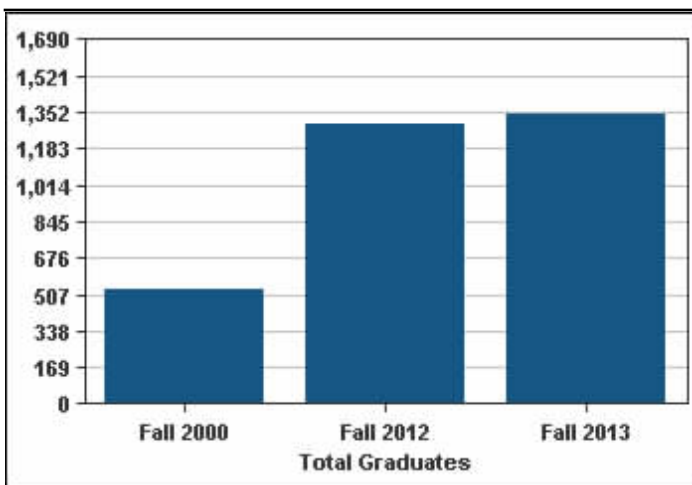


Source: CBM001, CBM002, and CBM009

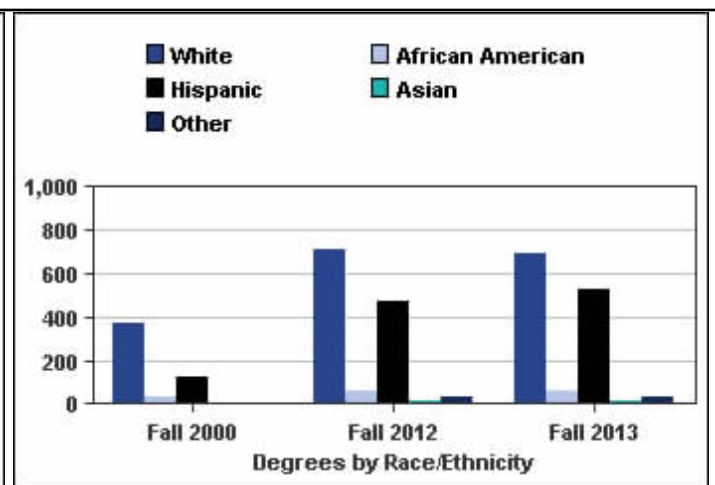
Degrees and Certificates

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

	FY 2000	FY 2012	FY 2013	% Change FY 2000 to FY 2013	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
Total Degrees and Certificates (Does not include other completers)	531	1,297	1,345	153.3%	1,557	86%
White	368	713	695	88.9%		
African American	32	62	56	75.0%		
Hispanic	124	469	532	329.0%		
Asian	3	11	12	300.0%		
International	2	12	14	600.0%		
Other	2	30	36	1700.0%		
Level						
Bachelor of Applied Technology	N/A	N/A	N/A	N/A		
Associates	358	664	707	97.5%	1,292	54.7%
Certificate 1	88	527	547	521.6%		
Certificate 2	85	106	91	7.1%		
Advanced Technology Certificates	N/A	N/A	N/A	N/A		
Other Completers:						
ESC	N/A	N/A	1	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	636	650	235.1%		
Female	337	661	695	106.2%		



Source: CBM009



Source: CBM009

Transfers

13. Transfers to a senior institution.									
	FY 2000			FY 2012			FY 2013		
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate	
Cohort	1994	1,634	(100%)	2006	2,457	(100%)	2007	1,910	(100%)
0-12 hours		38	(2.3%)		298	(12.1%)		44	(2.3%)
13-24 hours		49	(3.0%)		270	(11.0%)		52	(2.7%)
25-29 hours		26	(1.6%)		87	(3.5%)		46	(2.4%)
30-42 hours		48	(2.9%)		161	(6.6%)		57	(3.0%)
43+ hours		230	(14.1%)		352	(14.3%)		350	(18.3%)
All Transfers Total		391	(23.9%)		1,168	(47.5%)		549	(28.7%)
Non Transfer Completers		178	(10.9%)		170	(6.9%)		205	(10.7%)
Non Completers		1,065	(65.2%)		1,119	(45.5%)		1,156	(60.5%)
Awarded Core		0	(0.0%)		0	(0.0%)		0	(0.0%)

Developmental Education

14. The percent of underprepared and prepared students who successfully complete a college-level course in math, reading and writing. Prepared students are given 1 year. Underprepared students are given 3 years.	Fall 2009 Cohort			
	Total/Area Counts (a)	Received credit pre-matriculation (b)	College level course completion (grade A, B, or C) (c)	College level course completion (grade A, B, C) including pre-matriculation credit (percent of total) (b+c)/(a)
Summary Data				
Number of FTIC students	1,908			
Met state standards in all three areas	780			
Did not meet state standards in one, two, or all three areas (at entry)	903			
Unknown* (unduplicated)	225			
Data by Subject Area				
Met Standard				
Math	915	160	278	47.9%
Reading	1,298	378	569	73.0%
Writing	1,211	216	495	58.7%
Did Not Meet Standard				
Math	771	N/A	157	20.4%
Reading	391	N/A	149	38.1%
Writing	475	N/A	120	25.3%
Unknown** (waived or military exemption)				
Math**	222	N/A	16	7.2%
Reading**	219	N/A	52	23.7%
Writing**	222	N/A	40	18.0%
Most- and Least-Prepared Populations				
Met State Standard in All Three Areas				
Math	780	157	241	51.0%
Reading	780	264	345	78.1%
Writing	780	191	326	66.3%
Did Not Meet Standard in All Three Areas				
Math	240	N/A	36	15.0%
Reading	240	N/A	75	31.3%
Writing	240	N/A	48	20.0%

The data for this accountability measure is tracked for one year for students who met TSI and for one, two, and three years for students who did not meet TSI for this report.

*The Unknown (unduplicated) category does not include students who are unknown in some areas and not met in others.

**Unknowns by area include students with waivers or exemptions who have not been reported as meeting TSI on a performance measure; FTIC students with waivers or military exemptions who were reported as meeting TSI in all areas based on performance measures are included in the "met state standards in all areas" category.

Success - Contextual Measures

15. Persistence Rates	Entering Cohort Fall 2000	Entering Cohort Fall 2011	Entering Cohort Fall 2012	Point Change Fall 2000 to Fall 2012
First-time Undergraduate Persistence rate after one year				
Total	57.4%	56.3%	59.7%	2.3
Same institution	49.5%	47.2%	49.3%	- 0.2
Other institutions	7.9%	9.1%	10.4%	2.5
White	62.0%	65.4%	65.0%	3.0
Same institution	50.1%	52.3%	50.9%	0.8
Other institutions	11.9%	13.1%	14.1%	2.2
African American	43.9%	48.9%	46.4%	2.5
Same institution	43.9%	35.9%	38.4%	- 5.5
Other institutions	0.0%	13.0%	8.0%	8.0
Hispanic	52.0%	47.3%	56.6%	4.6
Same institution	49.2%	42.6%	49.6%	0.4
Other institutions	2.9%	4.6%	7.0%	4.1
Asian	57.1%	71.4%	70.6%	13.5
Same institution	42.9%	71.4%	41.2%	- 1.7
Other institutions	14.3%	0.0%	29.4%	15.1
International	62.5%	88.9%	78.9%	16.4
Same institution	62.5%	88.9%	78.9%	16.4
Other institutions	0.0%	0.0%	0.0%	0.0
Other	77.8%	43.2%	54.2%	- 23.6
Same institution	55.6%	43.2%	37.5%	- 18.1
Other institutions	22.2%	0.0%	16.7%	- 5.5

	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 two years				
Total	42.5%	44.7%	46.0%	3.5
Same institution	27.0%	28.7%	28.6%	1.6
Other institutions	15.5%	16.0%	17.4%	1.9
White	48.5%	51.2%	53.0%	4.5
Same institution	28.1%	30.2%	29.2%	1.1
Other institutions	20.5%	20.9%	23.8%	3.3
African American	31.7%	28.7%	39.7%	8.0
Same institution	13.3%	10.3%	22.2%	8.9
Other institutions	18.3%	18.4%	17.5%	- 0.8
Hispanic	35.2%	40.8%	39.3%	4.1
Same institution	27.3%	30.2%	28.5%	1.2
Other institutions	7.9%	10.6%	10.8%	2.9
Asian	42.9%	50.0%	71.4%	28.5
Same institution	28.6%	50.0%	42.9%	14.3
Other institutions	14.3%	0.0%	28.6%	14.3
International	25.0%	44.4%	50.0%	25.0
Same institution	25.0%	44.4%	50.0%	25.0
Other institutions	0.0%	0.0%	0.0%	0.0
Other	44.4%	41.7%	41.2%	- 3.2
Same institution	33.3%	25.0%	32.4%	- 0.9
Other institutions	11.1%	16.7%	8.8%	- 2.3

16. Awards in STEM Fields	FY 2000	FY 2012	FY 2013	% Change FY 2000 to FY 2013	Institutional Closing the Gaps Target-FY 2015	Closing the Gaps Completion
Fields						
Computer Science	25	19	25	0.0%	48	52.1%
Engineering	7	25	26	271.4%	57	45.6%
Math	0	4	5	N/A	15	33.3%
Physical Science	0	2	5	N/A	4	125.0%
Level						
Degrees in Critical Fields Bachelor of Applied Technology	0	0	0	N/A		
Associates	30	31	38	26.7%		
Cert 1	2	19	23	1050.0%		
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 2012	FY 2013	% Change FY 2000 to FY 2013	Institutional Closing the Gaps Target-FY 2015	Closing the Gaps Completion
Total	98	140	128	30.6%	132	97.0%
Associates	28	43	47	67.9%		
Cert 1	0	0	0	N/A		
Cert 2	70	97	81	15.7%		
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 2012	FY 2013	% Change FY 2000 to FY 2013	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
Total	51	59	40	- 21.6%	335	11.9%
Bachelor of Applied Technology	0	0	0	N/A		
Associates	23	55	37	60.9%		
Cert 1	27	4	3	- 88.9%		
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 2010	FY 2011	FY 2012
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 2010		FY 2011		FY 2012		Point Change FY 2010 to FY 2012
Academic							
Employed Only	117	32.9%	107	29.2%	126	31.4%	- 1.5
Employed and Enrolled (in Senior Institutions)	126	35.4%	140	38.3%	134	33.4%	- 2.0
Enrolled Only (in Senior Institutions)	88	24.7%	90	24.6%	90	22.4%	- 2.3
Enrolled Only (in Community Colleges)	20	5.6%	14	3.8%	19	4.7%	- 0.9
Not Found	5	1.4%	15	4.1%	32	8.0%	6.6
Technical							
Employed Only	494	85.9%	477	78.2%	502	75.7%	- 10.2
Employed and Enrolled (in Senior Institutions)	24	4.2%	32	5.2%	38	5.7%	1.5
Enrolled Only (in Senior Institutions)	8	1.4%	4	0.7%	9	1.4%	0.0
Enrolled Only (in Community Colleges)	33	5.7%	58	9.5%	83	12.5%	6.8
Not Found	16	2.8%	39	6.4%	31	4.7%	1.9

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

21. Marketable Skills Awards	FY 2002	FY 2012	FY 2013	Point Change FY 2002 to FY 2013
Marketable Skills Completers	0	0	14	N/A
Race/Ethnicity				
White	0	0	7	N/A
African American	0	0	0	N/A
Hispanic	0	0	6	N/A
Asian	0	0	0	N/A
International	0	0	0	N/A
Other	0	0	1	N/A
Gender				
Male	0	0	6	N/A
Female	0	0	8	N/A

22. Associate of Arts in Teaching Awards	FY 2000	FY 2012	FY 2013	Percent Change FY 2000 to FY 2013
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Total	0	46	34	N/A
Race/Ethnicity				
White	0	24	19	N/A
African American	0	1	2	N/A
Hispanic	0	19	11	N/A
Asian	0	0	0	N/A
International	0	0	0	N/A
Other	0	2	2	N/A
Gender				
Male	0	5	2	N/A
Female	0	41	32	N/A

Developmental Education	Fall 2009 Cohort							
	Total/Area Counts (a)	Number attempting developmental education (b)	Percent attempting developmental education (includes DevEd interventions) (b/a)	TSI obligations met (of those attempting developmental education) (d)	TSI obligations met through any means (of total) (e)	TSI obligations met (percent of those attempting developmental education) (d/b)	TSI obligations met (percent of total as reported by institution) (e/a)	TSI obligations met based on TSI reporting or passed 1st college-level course (percent of total) (e) and/or Passed†(a)
23. The percent of underprepared students who satisfied TSI obligation within 2 years								
Summary Data								
Number of FTIC students	1,908							
Met state standards in all three areas	780							
Did not meet state standards in one, two, or all three areas (at entry)	903							
Unknown* (unduplicated)	225							
Data by Subject Area								
Met Standard								
Math	915	98	10.7%	N/A	N/A	N/A	N/A	N/A
Reading	1,298	63	4.9%	N/A	N/A	N/A	N/A	N/A
Writing	1,211	9	0.7%	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standard								
Math	771	729	94.6%	264	270	36.2%	35.0%	35.0%
Reading	391	346	88.5%	188	209	54.3%	53.5%	54.5%
Writing	475	342	72.0%	152	178	44.4%	37.5%	37.7%
Unknown** (waived or military exemption)								
Math**	222	67	30.2%	N/A	N/A	N/A	N/A	N/A
Reading**	219	15	6.8%	N/A	N/A	N/A	N/A	N/A
Writing**	222	11	5.0%	N/A	N/A	N/A	N/A	N/A
Most- and Least-Prepared Populations								
Met state standards in all areas								
Math	780	76	9.7%	N/A	N/A	N/A	N/A	N/A
Reading	780	10	1.3%	N/A	N/A	N/A	N/A	N/A
Writing	780	3	0.4%	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standards in All Three Areas								
Math	240	209	87.1%	58	63	27.8%	26.3%	26.3%
Reading	240	214	89.2%	106	118	49.5%	49.2%	49.2%
Writing	240	160	66.7%	58	73	36.3%	30.4%	30.4%

*The Unknown (unduplicated) category does not include students who are unknown in some areas and not met in others.

**Unknowns by area include students with waivers or exemptions who have not been reported as meeting TSI on a performance measure; FTIC students with waivers or military exemptions who were reported as meeting TSI in all areas based on performance measures are included in the "met state standards in all areas" category.

†Passed is the number of students who passed a first college-level course as shown on measure #14.

24. The number and percent of underprepared and prepared students who return the following fall	Fall 2009 Cohort		
	Total (a)	Number returning (Fall 2010) (b)	Percent returning (Fall 2010) (b/a)
Summary Data			
Number of FTIC students	1,908	1,065	56
Met state standards in all areas	780	518	66.4%
Did not meet state standards in one, two, or all three areas	903	444	49.2%
Did not meet state standards in all three areas	240	106	44.2%
Unknown* (unduplicated)	225	103	45.8%

Data by Subject Area

Met Standard by Area

Math	915	589	64.4%
Reading	1,298	791	60.9%
Writing	1,211	742	61.3%

Did Not Meet Standard by Area

Math	771	375	48.6%
Reading	391	174	44.5%
Writing	475	222	46.7%

Unknown by Area (waived or military exemption)**

Math	222	101	45.5%
Reading	219	100	45.7%
Writing	222	101	45.5%

*The Unknown (unduplicated) category does not include students who are unknown in some areas and not met in others.

**Unknowns by area include students with waivers or exemptions who have not been reported as meeting TSI on a performance measure; FTIC students with waivers or military exemptions who were reported as meeting TSI in all areas based on performance measures are included in the "met state standards in all areas" category.

	Fall 2000	Fall 2011	Fall 2012	%/Point Change Fall 2000 to Fall 2012
25. Course Completion Rate for Undergraduate State Funded Semester Credit Hours				
Beginning semester credit hours	73,437	102,851	95,939	30.6%
Ending semester credit hours	62,201	94,023	88,509	42.3%
Completion rate	84.7%	91.4%	92.3%	7.6

Graduates Detail (FY 2013)- 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	367	286	42	0	695
African American	36	15	5	0	56
Hispanic	265	224	43	0	532
Asian	9	3	0	0	12
International	10	3	1	0	14
Other	20	16	0	0	36

By Level, Gender:

Gender	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Male	279	358	13	0	650
Female	428	189	78	0	695

By Level, Type Major:

Type Major	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Academic	463	0	0	0	463
Technical	244	547	91	0	882
Continuing Education	0	0	0	N/A	0

Graduates Success Detail (FY 2012)- South Plains College

Academic

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	65	51.6%
African American	2	1.6%
Hispanic	51	40.5%
Asian	1	0.8%
International	0	0.0%
Other	7	5.6%

Gender:

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

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	80	59.7%
African American	6	4.5%
Hispanic	43	32.1%
Asian	1	0.7%
International	0	0.0%
Other	4	3.0%

Gender:

Gender	Number	Percent of Cohort
Male	43	32.1%

Female 91 67.9%

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	46	51.1%
African American	12	13.3%
Hispanic	28	31.1%
Asian	1	1.1%
International	1	1.1%
Other	2	2.2%

Gender:

Gender	Number	Percent of Cohort
Male	43	47.8%
Female	47	52.2%

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	12	63.2%
African American	0	0.0%
Hispanic	7	36.8%
Asian	0	0.0%
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	5	26.3%
Female	14	73.7%

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	17	53.1%
African American	7	21.9%
Hispanic	5	15.6%
Asian	1	3.1%
International	0	0.0%
Other	2	6.3%

Gender:

Gender	Number	Percent of Cohort
Male	12	37.5%
Female	20	62.5%

Technical

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	270	53.8%
African American	23	4.6%
Hispanic	194	38.6%
Asian	5	1.0%
International	2	0.4%

Other 8 1.6%

Gender:

Gender	Number	Percent of Cohort
Male	261	52.0%
Female	241	48.0%

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	21	55.3%
African American	2	5.3%
Hispanic	13	34.2%
Asian	1	2.6%
International	0	0.0%
Other	1	2.6%

Gender:

Gender	Number	Percent of Cohort
Male	11	28.9%
Female	27	71.1%

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	7	77.8%
African American	0	0.0%
Hispanic	2	22.2%
Asian	0	0.0%
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	4	44.4%
Female	5	55.6%

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	37	44.6%
African American	1	1.2%
Hispanic	41	49.4%
Asian	1	1.2%
International	0	0.0%
Other	3	3.6%

Gender:

Gender	Number	Percent of Cohort
Male	48	57.8%
Female	35	42.2%

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	17	54.8%
African American	2	6.5%
Hispanic	11	35.5%

Asian	0	0.0%
International	0	0.0%
Other	1	3.2%

Gender:

Gender	Number	Percent of Cohort
Male	10	32.3%
Female	21	67.7%

Transfer Detail (through FY 2013)- South Plains College

Transfer Measure Detail

Transfers to Senior Institutions						
	All Students		Academic Students		Technical Students	
Fall 2013 Cohort	1,910	(100%)	917	(100%)	993	(100%)
0-12 hours	44	(2.3%)	15	(1.6%)	29	(2.9%)
13-24 hours	52	(2.7%)	27	(2.9%)	25	(2.5%)
25-29 hours	46	(2.4%)	28	(3.1%)	18	(1.8%)
30-42 hours	57	(3.0%)	30	(3.3%)	27	(2.7%)
43+ hours	350	(18.3%)	203	(22.1%)	147	(14.8%)
Non Transfer Completers	205	(10.7%)	76	(8.3%)	129	(13.0%)
Non Completers	1,156	(60.5%)	538	(58.7%)	618	(62.2%)
All Transfers Total	549	(28.7%)	303	(33.0%)	246	(24.8%)
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	2010		2011		2012	
		Number Takers	Pass Rate	Number Takers	Pass Rate	Number Takers	Pass Rate
12040100	Cosmetology/Cosmetologist, General	64	100.0%	53	100.0%	43	100.0%
12041300	Cosmetology, Barber/Styling, and Nail Instructor	1	100.0%	2	100.0%	3	100.0%
43010700	Criminal Justice/Police Science	50	100.0%	50	100.0%	48	100.0%
43020300	Fire Science/Firefighting	25	100.0%	24	100.0%	24	100.0%
47010100	Electrical/Electronics Equipment Installation and Repair, General	33	93.9%	64	100.0%	48	97.9%
47020100	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician	15	100.0%	16	100.0%	22	95.5%
47060300	Autobody/Collision and Repair Technology/Technician	7	100.0%	31	90.3%	31	100.0%
48050800	Welding Technology/Welder	38	100.0%	27	100.0%	31	100.0%
51090800	Respiratory Care Therapy/Therapist	9	100.0%	9	100.0%	12	100.0%
51091100	Radiologic Technology/Science - Radiographer	9	100.0%	12	100.0%	11	100.0%
51380100	Registered Nursing/Registered Nurse	46	93.5%	60	93.3%	44	100.0%
51390100	Licensed Practical/Vocational Nurse Training	89	97.8%	88	98.9%	97	100.0%
52150100	Real Estate	5	100.0%	2	100.0%	2	100.0%

Excellence - Contextual Measures

27. Certification and Licensure	FY 2006	FY 2012	FY 2013	Point Change FY 2006 to FY 2013
Pass rate on state or national exams.	81.0%	86.3%	92.4%	11.4

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

Quality Enhancement Plan

28. Quality Enhancement Plan, Including Reaffirmation Year
<p>“ESP @ SPC”</p> <p>SPC has developed a comprehensive advising program as its Quality Enhancement Plan. Students are the primary focus of the QEP for SPC, more specifically the coaching they receive from faculty members. The Educational Success Plan (ESP) will prepare our students to navigate through their years of study at SPC and give them the tools they will need as they go beyond our doors and on the path towards achieving their life and career goals. Out of our desire to help our incoming and current students, we have developed three goals which encompass what we hope to achieve with our ESP.</p> <p>Goals</p> <p>Goal 1: SPC students will develop an Educational Success Plan with the assistance of their academic coach.</p> <p>Goal 2: Students will identify and refine their life and career plans.</p> <p>Goal 3: Students will establish and progress through their academic plan.</p> <p>Student Learning Outcomes</p> <p>The student learning outcomes came out of a desire to help our students reflect on their past, make quality decisions for the present and plan for their future. The three primary components of this are reflection, responsibility and planning:</p> <p>Reflection – SPC students will reflect on their past experiences to help shape their future academic goals.</p> <p>Responsibility – SPC Students will develop individual responsibility and accountability.</p> <p>Planning – SPC students will learn to set goals in order to help accomplish their current academic and future career plans.</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</p> <p>2012 Fire Technology Academy</p> <p>2012 Cosmetology 100% passing license</p>

30. 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:		

Significant Recognitions - 2013:

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 received \$475,000 in Grant money from the EDA to assist in constructing training facilities on our Plainview Extension Campus. This is in response to workers who lost their jobs when Excel Meat Packers closed their Plainview operation.

Institutional Efficiency and Effectiveness - Key Measures

Institutional Support

31. Institutional support as a percent of total operating expenses.

	FY 2000	FY 2012	FY 2013	Point Change FY 2000 to FY 2013
Institutional support as a percent of total operating expenditures	14.3%	8.8%	8.7%	- 5.6

Institutional Support is 8.34% of total operating expenditures for 2013.

Tuition and Fees

32. Tuition and fees for 30 SCH.

	FY 2000	FY 2013	FY 2014	Percent Change FY 2000 to FY 2014
Tuition and fees for 30 SCH in two semesters	\$1,045	\$2,647	\$2,632	151.9%

Institutional Efficiency and Effectiveness - Contextual Measures

33. Faculty

	Fall 2000	Fall 2011	Fall 2012	Percent Change Fall 2000 to Fall 2012
Full-Time Total*	221	272	275	24.4%
Race/Ethnicity				
White	208 (94.1%)	249 (91.5%)	250 (90.9%)	20.2%
African American	2 (0.9%)	5 (1.8%)	4 (1.5%)	100.0%
Hispanic	9 (4.1%)	12 (4.4%)	15 (5.5%)	66.7%
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 (2.2%)	6 (2.2%)	500.0%
Gender				
Male	112 (50.7%)	142 (52.2%)	144 (52.4%)	28.6%
Female	109 (49.3%)	130 (47.8%)	131 (47.6%)	20.2%
Part-Time Total*	145	144	130	- 10.3%
Race/Ethnicity				
White	138 (95.2%)	133 (92.4%)	120 (92.3%)	- 13.0%
African American	2 (1.4%)	2 (1.4%)	1 (0.8%)	- 50.0%
Hispanic	5 (3.4%)	9 (6.3%)	8 (6.2%)	60.0%
Asian	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
International	0 (0.0%)	0 (0.0%)	1 (0.8%)	N/A
Other	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Gender				
Male	66 (45.5%)	56 (38.9%)	51 (39.2%)	- 22.7%
Female	79 (54.5%)	88 (61.1%)	79 (60.8%)	0.0%

*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 2011	Fall 2012	Percent Change Fall 2000 to Fall 2012
34. FTE Student/FTE Faculty Ratio	20:1	23:1	21:1	5.0%
35. Contact Hours	1,473,928	2,085,072	1,932,416	31.1%
Taught by full-time faculty	81.1%	86.5%	86.1%	5.0
Taught by part-time faculty	18.9%	13.5%	13.9%	- 5.0

Institutional Efficiency and Effectiveness - Finance Measures

Finances per FTE Student

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

	FY 2000	FY 2012	FY 2013	% Change FY 2000 to FY 2013
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Total revenues per FTE student	6,836	10,100	9,002	31.7%
State funds per FTE student	2,969 (43.4%)	2,234 (22.1%)	2,266 (25.2%)	- 23.7%
Local funds per FTE student	932 (13.6%)	1,457 (14.4%)	1,750 (19.4%)	87.8%
Tuition and Fees per FTE student	1,494 (21.9%)	3,372 (33.4%)	3,495 (38.8%)	133.9%
Federal revenue per FTE student	1,260 (18.4%)	2,610 (25.8%)	2,556 (28.4%)	102.9%

37. Expenditures per full-time equivalent students

	FY 2000	FY 2012	FY 2013	% Change FY 2000 to FY 2013
Total expenditures per FTE student	6,618	7,647	8,164	23.4%
Instructional expenditures per FTE student	3,239 (48.9%)	3,597 (47.0%)	3,772 (46.2%)	16.5%
Institution Support expenditures per FTE student	947 (14.3%)	670 (8.8%)	711 (8.7%)	- 24.9%
Academic Support expenditures per FTE student	113 (1.7%)	348 (4.6%)	364 (4.5%)	222.1%

38. Financial Viability Ratio

	FY 2003	FY 2012	FY 2013	Point Change FY 2003 to FY 2013
Financial Viability Ratio	0.92%	1.81%	1.43%	0.5%

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/>

Success Points

	FY 2011	FY 2012	FY 2013	% Change FY 2011 to FY 2013
39 Success Points				
Annual Success Point Total	13,062.5	10,359.8	N/A	N/A
Math Readiness	378.0	404.0	N/A	N/A
Read Readiness	159.5	199.5	N/A	N/A
Write Readiness	148.0	163.5	N/A	N/A
Students Who Complete 15 SCH	3,670.0	3,221.0	N/A	N/A
Students Who Complete 30 SCH	2,271.0	2,110.0	N/A	N/A
Students Who Transfer to a 4-Year Institution	704.0	712.0	N/A	N/A
Students Who Pass First College-Level Math Course	1,444.0	629.0	N/A	N/A
Students Who Pass First College-Level Read Course	1,278.5	292.5	N/A	N/A
Students Who Pass First College-Level Write Course	975.0	403.0	N/A	N/A
Degrees, Core Curriculum or Certificates (Unduplicated)	1,508.0	1,692.0	N/A	N/A
Degrees or Certificates in Critical Fields	526.5	533.3	N/A	N/A