

Accountability Report

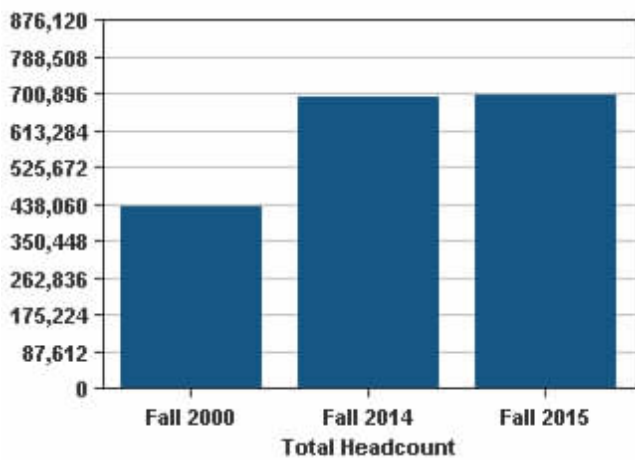
January 2016

Participation - Key Measures

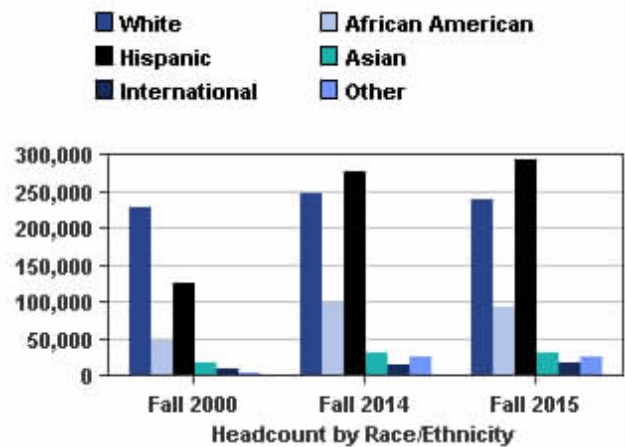
Enrollment

1. Fall Headcount

	Fall 2000	Fall 2014	Fall 2015	% Change Fall 2000 to 2015
Total (does not include flex entry)	431,934	693,791	700,892	62.3%
White	227,361 (52.6%)	247,537 (35.7%)	239,927 (34.2%)	5.5%
African American	46,871 (10.9%)	98,202 (14.2%)	92,360 (13.2%)	97.1%
Hispanic	125,222 (29.0%)	276,432 (39.8%)	294,406 (42.0%)	135.1%
Asian	17,362 (4.0%)	30,320 (4.4%)	30,958 (4.4%)	78.3%
International	10,695 (2.5%)	14,804 (2.1%)	17,263 (2.5%)	61.4%
Other	4,423 (1.0%)	26,496 (3.8%)	25,978 (3.7%)	487.3%
Gender				
Male	181,555 (42.0%)	291,308 (41.8%)	298,268 (42.6%)	64.3%
Female	250,379 (58.0%)	402,483 (58.2%)	402,624 (57.4%)	60.8%
Flex Entry	19,005	45,996	45,019	136.9%



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 2014	FY 2015	% Change FY 2000 to 2015
Total	921,762	1,370,795	1,362,489	47.8%
White	501,253 (54.4%)	508,378 (37.1%)	485,601 (35.6%)	- 3.1%
African American	108,515 (11.8%)	210,614 (15.4%)	206,537 (15.2%)	90.3%
Hispanic	241,156 (26.2%)	479,315 (35.0%)	493,161 (36.2%)	104.5%
Asian	40,095 (4.3%)	63,993 (4.7%)	64,930 (4.8%)	61.9%
International	19,303 (2.1%)	25,339 (1.8%)	27,998 (2.1%)	45.0%
Other	11,440 (1.2%)	83,156 (6.1%)	84,262 (6.2%)	636.6%
Gender				
Male	416,726 (45.2%)	610,038 (44.2%)	609,864 (44.8%)	46.3%
Female	505,036 (54.8%)	760,757 (55.8%)	752,625 (55.2%)	49.0%

Participation - Contextual Measures

3. Enrollment by Semester

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to 2015
Fall	508,198	784,050	779,661	53.4%
Academic	246,708	500,494	502,856	103.8%
Technical	178,740	205,175	196,156	9.7%
Continuing Education	82,750	77,723	79,903	- 3.4%
BAT	0	658	746	N/A
Spring	548,695	857,356	861,784	57.1%
Academic	236,892	525,610	534,749	125.7%
Technical	186,237	214,211	206,108	10.7%
Continuing Education	125,566	116,878	120,172	- 4.3%

BAT	0	657	755	N/A
Summer	325,994	517,511	519,194	59.3%
Academic	144,342	325,567	332,413	130.3%
Technical	105,791	127,010	120,829	14.2%
Continuing Education	75,861	64,627	65,553	- 13.6%
BAT	0	307	399	N/A

Service Area Representation

4. Gap between demographic groups in the area and enrollment.



	FY 2005	FY 2014	FY 2015		
	Service difference (% Enr. - % Pop.)	Service difference (% Enr. - % Pop.)	Percent population in service area	Percent credit enrollment	Service difference (% Enr. - % Pop.)
Race/Ethnicity					
White	1.8%	- 4.3%	40.3%	35.6%	- 4.8%
African American	1.6%	4.7%	12.1%	16.8%	4.7%
Hispanic	- 5.2%	- 2.8%	41.2%	38.8%	- 2.3%
Other	1.8%	2.4%	6.4%	8.8%	2.4%
Gender					
Male	- 9.5%	- 7.9%	50.4%	42.5%	- 7.8%
Female	9.5%	7.9%	49.6%	57.5%	7.8%

5. Annual Semester Credit and Contact Hours



	FY 2000	FY 2014	FY 2015	% Change FY 2000 to 2015
Annual Semester Credit Hours (SCH)	8,728,550	13,701,218	13,506,900	54.7%
Academic	6,663,317	11,258,478	11,099,823	66.6%
Technical	2,065,233	2,442,740	2,407,077	16.6%
Annual Contact Hours	197,184,904	291,230,383	287,580,392	45.8%
Academic	124,379,883	208,299,373	204,404,977	64.3%
Technical	55,652,827	66,507,263	65,987,530	18.6%
Continuing Education	17,152,194	16,423,747	17,187,885	0.2%
Distance Education Hours				
Hybrid/Blended on campus	0	291,511	321,600	N/A
Fully-distance education/Internet	131,464	2,910,589	2,989,792	2174.2%

6. Financial Aid: Students Receiving Pell Grants



	Fall 1999	Fall 2012	Fall 2013	Point Change Fall 1999 to Fall 2013
Total*	21.3%	35.1%	34.1%	12.8
White	12.9%	26.4%	25.1%	12.2
African American	30.9%	55.0%	54.1%	23.2
Hispanic	35.3%	39.3%	38.1%	2.8
Asian	15.6%	29.9%	29.7%	14.1
International	2.1%	5.6%	5.2%	3.1
Other	19.4%	29.1%	28.2%	8.8
Gender				
Male	15.5%	29.5%	28.8%	13.3
Female	25.6%	39.1%	38.0%	12.4


*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 2014	Fall 2015	% Change Fall 2000 to Fall 2015
Credential-Seeking Undergraduate Students (Full- and Part- Time)				
Total	363,656	655,536	663,251	82.4%
Full-Time Credential Seeking Students				
Total*	139,705	168,185	162,626	16.4%
White	73,262 (52.4%)	61,527 (36.6%)	57,932 (35.6%)	- 20.9%
African American	13,316 (9.5%)	22,776 (13.5%)	20,645 (12.7%)	55.0%
Hispanic	42,541 (30.5%)	66,011 (39.2%)	65,725 (40.4%)	54.5%
Asian	4,296 (3.1%)	6,398 (3.8%)	6,354 (3.9%)	47.9%
International	4,981 (3.6%)	5,194 (3.1%)	6,072 (3.7%)	21.9%
Other	1,309 (0.9%)	6,279 (3.7%)	5,898 (3.6%)	350.6%
Gender				
Male	61,005 (43.7%)	76,412 (45.4%)	75,445 (46.4%)	23.7%
Female	78,700 (56.3%)	91,773 (54.6%)	87,181 (53.6%)	10.8%
Part-Time Credential Seeking Students				
Total*	223,951	487,351	500,625	123.5%
White	116,058 (51.8%)	171,919 (35.3%)	168,158 (33.6%)	44.9%
African American	24,563 (11.0%)	68,864 (14.1%)	65,891 (13.2%)	168.3%
Hispanic	69,230 (30.9%)	197,863 (40.6%)	215,849 (43.1%)	211.8%
Asian	8,346 (3.7%)	21,777 (4.5%)	22,507 (4.5%)	169.7%
International	3,475 (1.6%)	8,242 (1.7%)	9,773 (2.0%)	181.2%
Other	2,279 (1.0%)	18,686 (3.8%)	18,447 (3.7%)	709.4%

Gender						
Male	91,486	(40.9%)	198,458	(40.7%)	206,239	(41.2%)
Female	132,465	(59.1%)	288,893	(59.3%)	294,386	(58.8%)

8. First-Time In College Students 		Fall 2000	Fall 2014	Fall 2015	% Change Fall 2000 to Fall 2015		
Credential-Seeking Undergraduate Students (Full- and Part- Time)							
Total		93,923	114,707	110,138	17.3%		
Full-Time Credential Seeking Students							
Total*		46,007	53,969	50,693	10.2%		
White	24,936	(54.2%)	19,699	(36.5%)	17,800	(35.1%)	- 28.6%
African American	4,930	(10.7%)	7,056	(13.1%)	6,573	(13.0%)	33.3%
Hispanic	12,725	(27.7%)	22,122	(41.0%)	21,174	(41.8%)	66.4%
Asian	1,357	(2.9%)	1,853	(3.4%)	1,806	(3.6%)	33.1%
International	1,500	(3.3%)	1,164	(2.2%)	1,483	(2.9%)	- 1.1%
Other	559	(1.2%)	2,075	(3.8%)	1,857	(3.7%)	232.2%
Gender							
Male	21,349	(46.4%)	25,545	(47.3%)	24,830	(49.0%)	16.3%
Female	24,658	(53.6%)	28,424	(52.7%)	25,863	(51.0%)	4.9%
Part-Time Credential Seeking Students							
Total*		47,916	60,738	59,445	24.1%		
White	26,977	(56.3%)	17,808	(29.3%)	16,260	(27.4%)	- 39.7%
African American	4,666	(9.7%)	9,580	(15.8%)	8,128	(13.7%)	74.2%
Hispanic	13,125	(27.4%)	27,663	(45.5%)	29,208	(49.1%)	122.5%
Asian	1,659	(3.5%)	2,135	(3.5%)	2,330	(3.9%)	40.4%
International	792	(1.7%)	1,449	(2.4%)	1,680	(2.8%)	112.1%
Other	697	(1.5%)	2,103	(3.5%)	1,839	(3.1%)	163.8%
Gender							
Male	21,094	(44.0%)	28,184	(46.4%)	27,826	(46.8%)	31.9%
Female	26,822	(56.0%)	32,554	(53.6%)	31,619	(53.2%)	17.9%

*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 

Statewide data is not available for this measure.

Fall 2015 Unduplicated Enrollment Detail - Statewide

By Age

Age	Count	Percent
Less than 18	126,919	18.1%
18 to 21	279,556	39.9%
22 to 24	90,607	12.9%
25 to 29	80,878	11.5%
30 to 34	46,073	6.6%
Over 35	76,849	11.0%
N/A	10	0.0%

By Status

Status	Count	Percent
Full-Time	168,977	24.1%
Part-Time	531,986	75.9%

By Type Major

Type Major	Count	Percent
Academic	515,642	73.6%
Technical	184,476	26.3%
BAT	774	(0.1%)

By Enrollment Status

Status	Count	Percent
In-District	452,633	64.6%
Out-of-District	215,532	30.8%
Out-of-State	32,727	4.7%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	123,898	17.7%

FY 2015 Unduplicated Enrollment Detail - Statewide

By Age

Age	Count	Percent
Less than 18	141,729	10.4%
18 to 21	461,413	33.9%
22 to 24	192,255	14.1%
25 to 29	184,563	13.5%
30 to 34	119,002	8.7%
Over 35	263,194	19.3%
N/A	333	0.0%

By Type Major

Type Major	Count	Percent
Academic	823,196	60.4%
Technical	325,186	23.9%
Continuing Education	213,003	15.6%
BAT	1,104	(0.1%)

By Enrollment Status

Status	Count	Percent
In-District	751,749	55.2%
Out-of-District	342,255	25.1%
Out-of-State	55,473	4.1%
Continuing Education	213,012	15.6%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	139,712	10.3%

FY 2015 Unduplicated Total by Semester Detail - Statewide**By Age**

Age	Fall	Spring	Summer
Less than 18	114,438	63,444	29,018
18 to 21	284,651	306,885	186,481
22 to 24	100,035	129,655	81,386
25 to 29	95,289	120,476	76,633
30 to 34	60,472	75,841	48,050
Over 35	124,663	165,327	97,534
N/A	113	156	92

By Race/Ethnicity

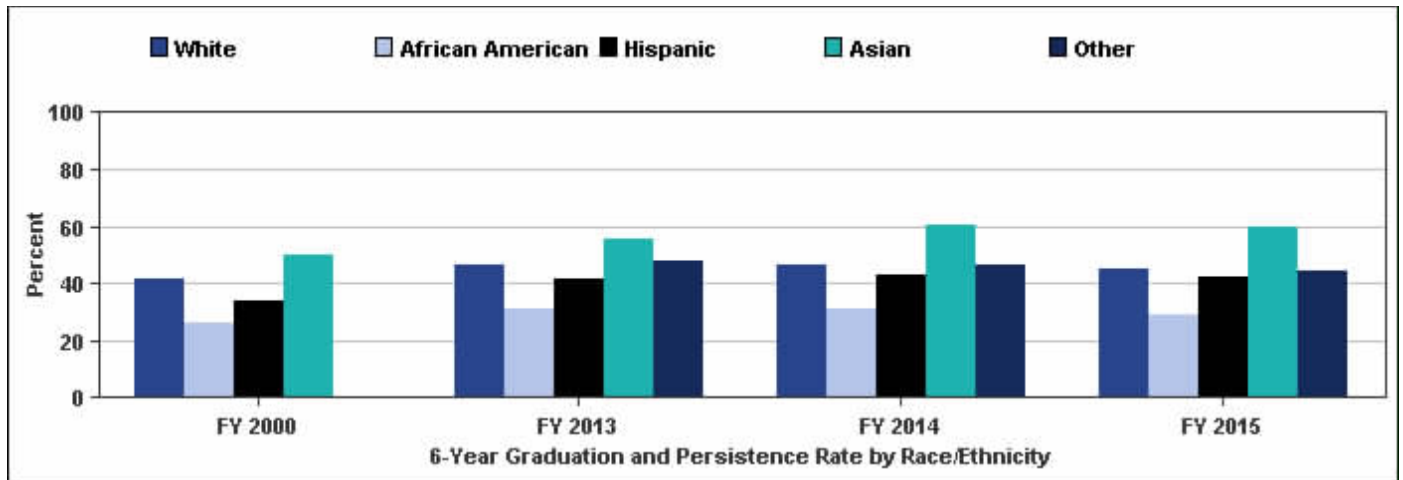
Race/Ethnicity	Fall	Spring	Summer
White	279,529	304,671	180,660
African American	106,853	126,557	85,500
Multi-racial one of which is African American	0	0	0
Hispanic	302,797	324,021	180,772
Asian	33,142	38,128	31,593
International	15,950	18,904	12,455
Other	41,390	49,503	28,214

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 2013 (Entering Fall 2007 Cohort)	FY 2014 (Entering Fall 2008 Cohort)	FY 2015 (Entering Fall 2009 Cohort)	Point Change FY 2000 to FY 2015
Total*	38.0%	43.1%	43.6%	42.2%	4.2
Race/Ethnicity					
White	41.4%	46.5%	46.8%	45.2%	3.8
African American	26.3%	31.0%	30.9%	29.2%	2.9
Hispanic	34.0%	41.9%	43.1%	42.0%	8.0
Asian	49.9%	55.3%	60.3%	59.5%	9.6
Native American	35.2%	37.0%	37.3%	42.2%	7.0
International	32.6%	32.3%	34.6%	35.3%	2.7
Other (Unknown)	0.0%	47.8%	46.6%	44.3%	44.3
Gender					
Male	34.6%	39.3%	39.5%	38.5%	3.9
Female	40.9%	46.5%	47.3%	45.6%	4.7



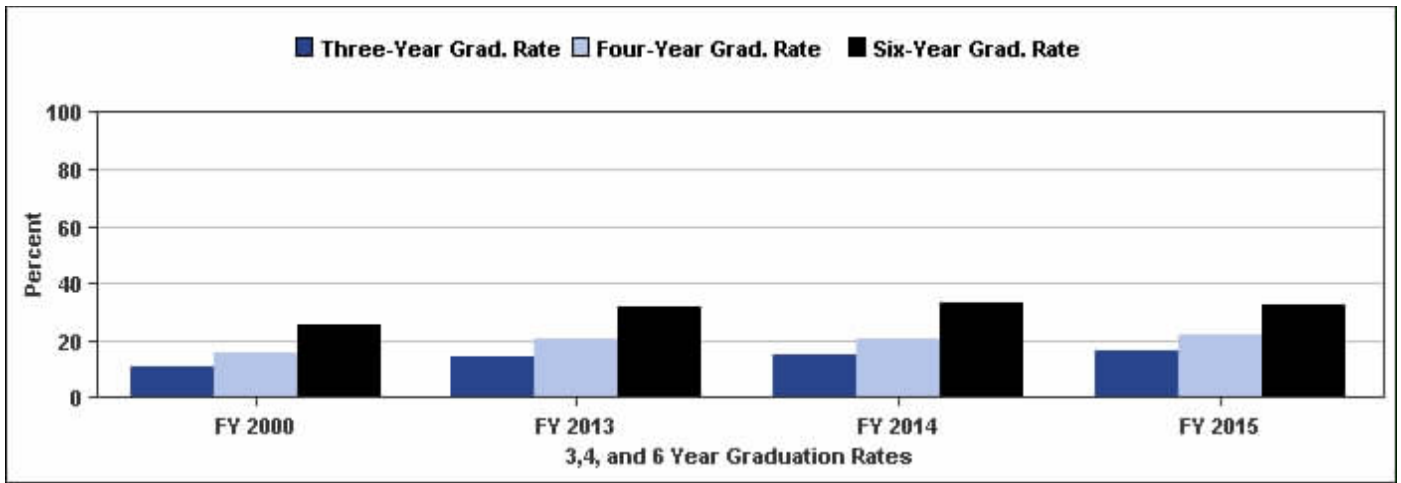
Source: CBM001, CBM002, and CBM009

3, 4, and 6-Year Graduation Rates

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

	FY 2000		FY 2013		FY 2014		FY 2015		Point Change FY 2000 to FY 2015
	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	
3-Year graduation rate (Total)	1997	4,471 (10.8%)	2010	8,992 (14.2%)	2011	9,271 (15.0%)	2012	9,622 (16.2%)	5.4
Baccalaureate or Above	116	(0.3%)	184	(0.3%)	189	(0.3%)	262	(0.4%)	0.1
Associates	2,896	(7.0%)	6,427	(10.1%)	6,774	(10.9%)	7,211	(12.2%)	5.2
Certificate	1,459	(3.5%)	2,381	(3.7%)	2,308	(3.7%)	2,149	(3.6%)	0.1
No Award	36,972	(89.2%)	54,546	(85.8%)	52,598	(85.0%)	49,624	(83.8%)	- 5.4
4-Year graduation rate (Total)	1996	6,166 (15.5%)	2009	12,643 (20.7%)	2010	13,168 (20.7%)	2011	13,691 (22.1%)	6.6
Baccalaureate or Above	1,082	(2.7%)	1,806	(3.0%)	1,783	(2.8%)	1,911	(3.1%)	0.4
Associates	3,415	(8.6%)	8,256	(13.5%)	8,777	(13.8%)	9,207	(14.9%)	6.3
Certificate	1,669	(4.2%)	2,581	(4.2%)	2,608	(4.1%)	2,573	(4.2%)	0.0
No Award	33,644	(84.5%)	48,510	(79.3%)	50,370	(79.3%)	48,178	(77.9%)	- 6.6
6-Year graduation rate (Total)	1994	9,846 (25.7%)	2007	17,095 (32.0%)	2008	17,939 (32.9%)	2009	19,908 (32.6%)	6.9
Baccalaureate or Above	4,829	(12.6%)	7,887	(14.7%)	7,995	(14.6%)	8,349	(13.7%)	1.1
Associates	3,332	(8.7%)	6,892	(12.9%)	7,518	(13.8%)	8,734	(14.3%)	5.6
Certificate	1,685	(4.4%)	2,316	(4.3%)	2,426	(4.4%)	2,825	(4.6%)	0.2
No Award	28,462	(74.3%)	36,384	(68.0%)	36,662	(67.1%)	41,245	(67.4%)	- 6.9

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

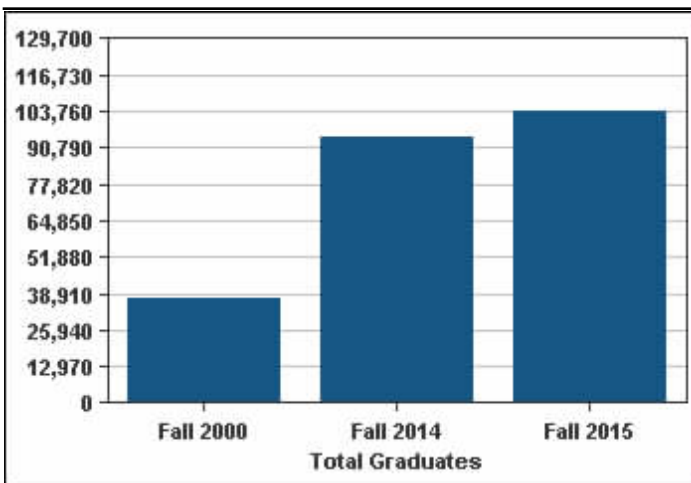


Source: CBM001, CBM002, and CBM009

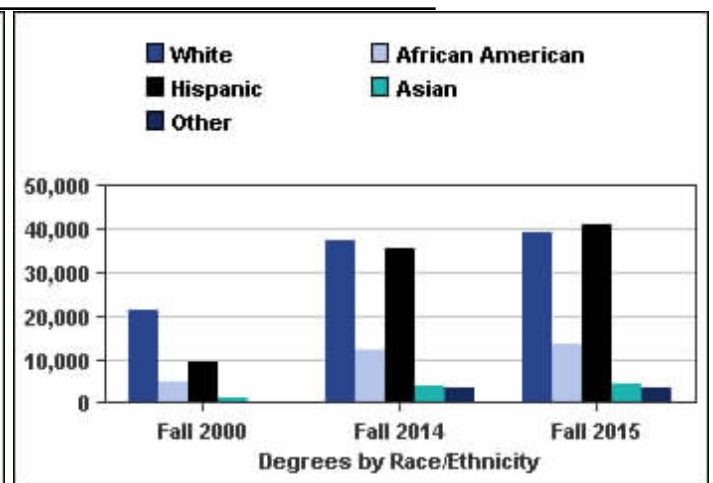
Degrees and Certificates

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

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015
Total Degrees and Certificates (Does not include other completers)	37,395	94,477	103,752	177.4%
White	21,165	37,524	39,044	84.5%
African American	4,817	12,255	13,679	184.0%
Hispanic	9,428	35,391	40,905	333.9%
Asian	1,170	3,883	4,321	269.3%
International	563	2,155	2,331	314.0%
Other	252	3,269	3,472	1277.8%
Level				
Bachelor of Applied Technology	N/A	184	256	N/A
Associates	22,753	63,443	69,642	206.1%
Certificate 1	12,481	28,036	30,740	146.3%
Certificate 2	2,161	2,441	2,831	31.0%
Advanced Technology Certificates	N/A	373	283	N/A
Other Completers:				
ESC	90	167	104	15.6%
Core Completers	N/A	41,895	44,322	N/A
Field of Study	N/A	2,911	3,404	N/A
Gender				
Male	15,150	41,102	45,978	203.5%
Female	22,245	53,375	57,774	159.7%




Source: CBM009



Source: CBM009

Transfers

13. Transfers to a senior institution. 

	FY 2000			FY 2014			FY 2015		
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate	
Cohort	1994	83,200	(100%)	2008	101,062	(100%)	2009	112,999	(100%)
0-12 hours		2,603	(3.1%)		1,423	(1.4%)		1,236	(1.1%)
13-24 hours		1,632	(2.0%)		1,844	(1.8%)		1,554	(1.4%)
25-29 hours		802	(1.0%)		1,095	(1.1%)		1,132	(1.0%)
30-42 hours		1,991	(2.4%)		2,879	(2.8%)		2,930	(2.6%)
43+ hours		12,095	(14.5%)		18,044	(17.9%)		18,617	(16.5%)
All Transfers Total		19,123	(23.0%)		25,285	(25.0%)		25,469	(22.5%)
Non Transfer Completers		6,685	(8.0%)		11,134	(11.0%)		12,798	(11.3%)
Non Completers		57,392	(69.0%)		64,643	(64.0%)		74,732	(66.1%)
Awarded Core		0	(0.0%)		9,092	(9.0%)		9,824	(8.7%)

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 2011 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	121,546			
Met state standards in all three areas	49,212			
Did not meet state standards in one, two, or all three areas (at entry)	65,151			
Unknown* (unduplicated)	7,183			
Data by Subject Area				
Met Standard				
Math	60,771	3,901	17,850	35.8%
Reading	80,430	12,835	38,510	63.8%
Writing	80,214	11,260	35,330	58.1%
Did Not Meet Standard				
Math	53,748	N/A	8,511	15.8%
Reading	34,579	N/A	13,041	37.7%
Writing	34,606	N/A	10,823	31.3%
Unknown** (waived or military exemption)				
Math**	7,027	N/A	734	10.4%
Reading**	6,537	N/A	1,551	23.7%
Writing**	6,726	N/A	1,209	18.0%
Most- and Least-Prepared Populations				
Met State Standard in All Three Areas				
Math	49,212	3,582	15,000	37.8%
Reading	49,212	9,696	25,538	71.6%
Writing	49,212	8,936	23,688	66.3%
Did Not Meet Standard in All Three Areas				
Math	20,338	N/A	2,611	12.8%
Reading	20,338	N/A	6,013	29.6%
Writing	20,338	N/A	5,262	25.9%

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 2013	Entering Cohort Fall 2014	Point Change Fall 2000 to Fall 2014
First-time Undergraduate Persistence rate after one year Total	66.1%	65.5%	66.9%	0.8


Statewide Totals


Community College Performance - Complete Report

Same institution	53.8%	55.3%	56.5%	2.7
Other institutions	12.3%	10.2%	10.4%	- 1.9
White	67.9%	67.6%	69.1%	1.2
Same institution	52.0%	53.9%	55.0%	3.0
Other institutions	15.9%	13.7%	14.0%	- 1.9
African American	59.3%	53.7%	53.9%	- 5.4
Same institution	48.2%	42.9%	42.5%	- 5.7
Other institutions	11.1%	10.7%	11.4%	0.3
Hispanic	65.2%	66.4%	68.0%	2.8
Same institution	58.6%	59.7%	61.1%	2.5
Other institutions	6.6%	6.7%	6.9%	0.3
Asian	76.6%	81.4%	83.5%	6.9
Same institution	64.1%	67.0%	71.0%	6.9
Other institutions	12.5%	14.5%	12.6%	0.1
International	57.0%	67.6%	65.8%	8.8
Same institution	52.2%	65.8%	64.0%	11.8
Other institutions	4.8%	1.9%	1.8%	- 3.0
Other	66.2%	64.3%	65.5%	- 0.7
Same institution	52.5%	52.6%	52.6%	0.1
Other institutions	13.7%	11.7%	12.9%	- 0.8

	Entering Cohort Fall 2000	Entering Cohort Fall 2012	Entering Cohort Fall 2013	Point Change Fall 2000 to Fall 2013
First-time Undergraduate Persistence rate after two years				
Total	54.5%	51.2%	53.0%	- 1.5
Same institution	31.0%	30.7%	31.6%	0.6
Other institutions	23.5%	20.5%	21.4%	- 2.1
White	57.2%	54.2%	55.8%	- 1.4
Same institution	27.8%	27.7%	27.8%	0.0
Other institutions	29.3%	26.5%	28.0%	- 1.3
African American	45.2%	39.1%	39.4%	- 5.8
Same institution	23.7%	21.0%	21.2%	- 2.5
Other institutions	21.5%	18.2%	18.1%	- 3.4
Hispanic	53.3%	51.8%	54.4%	1.1
Same institution	39.4%	36.3%	38.0%	- 1.4
Other institutions	13.9%	15.5%	16.3%	2.4
Asian	67.9%	70.4%	72.1%	4.2
Same institution	39.5%	39.2%	40.3%	0.8
Other institutions	28.5%	31.2%	31.8%	3.3
International	39.4%	38.7%	43.2%	3.8
Same institution	28.2%	33.7%	37.6%	9.4
Other institutions	11.1%	5.0%	5.6%	- 5.5
Other	55.1%	50.9%	50.3%	- 4.8
Same institution	30.8%	29.1%	28.1%	- 2.7
Other institutions	24.3%	21.7%	22.2%	- 2.1

16. Awards in STEM Fields 	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015
Fields				
Computer Science	2,317	4,087	4,618	99.3%
Engineering	1,616	4,465	4,904	203.5%
Math	134	345	377	181.3%
Physical Science	71	222	424	497.2%
Level				
Degrees in Critical Fields Bachelor of Applied Technology	0	17	23	N/A
Associates	2,069	3,710	4,320	108.8%
Cert 1	2,034	5,252	5,733	181.9%
Cert 2	35	131	244	597.1%
Degrees in Critical Fields Advanced Technology Certificate	0	9	3	N/A

17. Awards in Nursing 	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015
Total	5,135	8,598	8,185	59.4%
Associates	2,531	5,447	5,062	100.0%
Cert 1	877	1,862	1,803	105.6%
Cert 2	1,727	1,289	1,320	- 23.6%
Advanced Technology Certificate	0	0	0	N/A
ESC	1	7	0	-100.0%
Field of Study	0	296	273	N/A


18. Awards in Allied Health 	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015
Total	3,584	7,034	6,958	94.1%
Bachelor of Applied Technology	0	64	85	N/A
Associates	2,194	3,568	3,531	60.9%

Cert 1	1,228	3,038	2,871	133.8%
Cert 2	162	270	303	87.0%
Advanced Technology Certificate	0	94	168	N/A
ESC	0	144	90	N/A

19. Teacher Production and Certification 

Statewide data is not available for this measure.

	FY 2012	FY 2013	FY 2014
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20. Graduate Status After Graduation 

Academic

	FY 2012	FY 2013	FY 2014	Point Change FY 2012 to FY 2014			
Employed Only	12,441	36.2%	14,438	38.7%	16,350	38.8%	2.6
Employed and Enrolled (in Senior Institutions)	9,131	26.6%	9,286	24.9%	10,988	26.1%	- 0.5
Enrolled Only (in Senior Institutions)	7,181	20.9%	6,671	17.9%	7,916	18.8%	- 2.1
Enrolled Only (in Community Colleges)	1,747	5.1%	1,879	5.0%	2,136	5.1%	0.0
Not Found	3,839	11.2%	5,051	13.5%	4,700	11.2%	0.0

Technical

Employed Only	26,470	75.7%	27,803	76.4%	28,697	76.4%	0.7
Employed and Enrolled (in Senior Institutions)	1,330	3.8%	1,237	3.4%	1,468	3.9%	0.1
Enrolled Only (in Senior Institutions)	787	2.3%	632	1.7%	795	2.1%	- 0.2
Enrolled Only (in Community Colleges)	2,714	7.8%	2,449	6.7%	2,731	7.3%	- 0.5
Not Found	3,676	10.5%	4,247	11.7%	3,877	10.3%	- 0.2

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

21. Marketable Skills Awards 

Marketable Skills Completers

Race/Ethnicity

	FY 2002	FY 2014	FY 2015	Point Change FY 2002 to FY 2015
Total	774	4,746	6,375	723.6%
White	416	1,519	2,160	419.2%
African American	149	632	756	407.4%
Hispanic	147	2,188	2,842	1833.3%
Asian	52	138	199	282.7%
International	5	64	69	1280.0%
Other	5	205	349	6880.0%

Gender

Male	0	2,693	3,990	N/A
Female	0	2,053	2,385	N/A

22. Associate of Arts in Teaching Awards 


Total

Race/Ethnicity

	FY 2000	FY 2014	FY 2015	Percent Change FY 2000 to FY 2015
Total	441	1,941	2,085	372.8%
White	176	656	663	276.7%
African American	25	104	112	348.0%
Hispanic	236	1,069	1,202	409.3%
Asian	0	20	25	N/A
International	1	26	27	2600.0%
Other	3	66	56	1766.7%

Gender

Male	96	225	250	160.4%
Female	345	1,716	1,835	431.9%

23. The percent of underprepared students who satisfied TSI obligation within 2 years 

Fall 2011 Cohort								
Developmental Education	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)

Summary Data

Number of FTIC students	121,546
Met state standards in all three areas	49,212

Statewide Totals

Community College Performance - Complete Report

Did not meet state standards in one, two, or all three areas (at entry)	65,151
Unknown* (unduplicated)	7,183

Data by Subject Area

Met Standard

Math	60,771	20,481	33.7%	N/A	N/A	N/A	N/A	N/A
Reading	80,430	3,896	4.8%	N/A	N/A	N/A	N/A	N/A
Writing	80,214	7,165	8.9%	N/A	N/A	N/A	N/A	N/A

Did Not Meet Standard

Math	53,748	42,471	79.0%	14,170	15,481	33.4%	28.8%	29.7%
Reading	34,579	25,019	72.4%	13,782	17,638	55.1%	51.0%	53.2%
Writing	34,606	23,770	68.7%	11,690	14,879	49.2%	43.0%	45.5%

Unknown** (waived or military exemption)

Math**	7,027	1,655	23.6%	N/A	N/A	N/A	N/A	N/A
Reading**	6,537	934	14.3%	N/A	N/A	N/A	N/A	N/A
Writing**	6,726	1,319	19.6%	N/A	N/A	N/A	N/A	N/A

Most- and Least-Prepared Populations

Met state standards in all areas

Math	49,212	15,558	31.6%	N/A	N/A	N/A	N/A	N/A
Reading	49,212	1,161	2.4%	N/A	N/A	N/A	N/A	N/A
Writing	49,212	2,131	4.3%	N/A	N/A	N/A	N/A	N/A

Did Not Meet Standards in All Three Areas

Math	20,338	14,822	72.9%	3,843	4,544	25.9%	22.3%	23.4%
Reading	20,338	14,317	70.4%	6,408	8,499	44.8%	41.8%	44.2%
Writing	20,338	13,402	65.9%	5,448	7,266	40.7%	35.7%	38.5%

*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.

†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 2011 Cohort		
	Total (a)	Number returning (Fall 2012) (b)	Percent returning (Fall 2012) (b/a)

Summary Data

Number of FTIC students	121,546	66,957	55
Met state standards in all areas	49,212	32,509	66.1%
Did not meet state standards in one, two, or all three areas	65,151	31,886	48.9%
Did not meet state standards in all three areas	20,338	8,667	42.6%
Unknown* (unduplicated)	7,183	2,562	35.7%

Data by Subject Area

Met Standard by Area

Math	60,771	39,231	64.6%
Reading	80,430	48,423	60.2%
Writing	80,214	48,444	60.4%

Did Not Meet Standard by Area

Math	53,748	25,238	47.0%
Reading	34,579	16,291	47.1%
Writing	34,606	16,143	46.6%

Unknown** by Area (waived or military exemption)

Math	7,027	2,488	35.4%
Reading	6,537	2,243	34.3%
Writing	6,726	2,370	35.2%

*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.

25. Course Completion Rate for Undergraduate State Funded Semester Credit



Hours

	Fall 2000	Fall 2013	Fall 2014	%/Point Change Fall 2000 to Fall 2014
Beginning semester credit hours	3,786,472	5,961,384	5,879,330	55.3%
Ending semester credit hours	3,036,598	5,299,404	5,234,710	72.4%
Completion rate	80.2%	88.9%	89.0%	8.8

Graduates Detail (FY 2015)- Statewide

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	BAT	Total
White	26,055	11,740	1,077	137	3539,044	
African American	8,814	4,457	366	36	613,679	
Hispanic	27,393	12,059	1,194	55	20440,905	
Asian	3,322	865	84	47	3 4,321	
International	1,801	492	35	1	2 2,331	
Other	2,257	1,127	75	7	6 3,472	

By Level, Gender:

Gender	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	BAT	Total
Male	26,252	18,499	1,037	93	9745,978	
Female	43,390	12,241	1,794	190	15957,774	

By Level, Type Major:

Type Major	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	BAT	Total
Academic	50,826	0	0	0	256	51,082
Technical	18,816	27,349	2,831	283	0	49,279
Continuing Education	0	3,391	0	0	0	3,391

Graduates Success Detail (FY 2015)- Statewide

Academic

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	6947	37.0%
African American	2666	14.2%
Hispanic	7613	40.6%
Asian	769	4.1%
Native American		N/A
International	191	1.0%
Other	582	3.1%

Gender:

Gender	Number	Percent of Cohort
Male	6613	35.2%
Female	12155	64.8%

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	4161	33.4%
African American	1592	12.8%
Hispanic	5687	45.6%
Asian	580	4.7%
Native American		N/A
International	94	0.8%

Other 358 2.9%

Gender:

Gender	Number	Percent of Cohort
Male	4593	36.8%
Female	7879	63.2%

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	3054	35.3%
African American	944	10.9%
Hispanic	3573	41.3%
Asian	601	6.9%
Native American		N/A
International	167	1.9%
Other	309	3.6%

Gender:

Gender	Number	Percent of Cohort
Male	3465	40.1%
Female	5183	59.9%

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	863	37.1%
African American	234	10.1%
Hispanic	923	39.7%
Asian	140	6.0%
Native American		N/A
International	64	2.8%
Other	100	4.3%

Gender:

Gender	Number	Percent of Cohort
Male	800	34.4%
Female	1524	65.6%

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	2147	38.3%
African American	778	13.9%
Hispanic	1993	35.5%
Asian	290	5.2%
Native American		N/A
International	69	1.2%
Other	217	3.9%

Gender:

Gender	Number	Percent of Cohort
Male	2065	36.8%
Female	3544	63.2%

Technical

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	12975	42.6%
African American	4020	13.2%
Hispanic	11208	36.8%
Asian	957	3.1%
Native American		N/A
International	230	0.8%
Other	1081	3.5%

Gender:

Gender	Number	Percent of Cohort
Male	14729	48.3%
Female	15742	51.7%

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	618	39.8%
African American	265	17.1%
Hispanic	546	35.1%
Asian	71	4.6%
Native American		N/A
International	7	0.5%
Other	47	3.0%

Gender:

Gender	Number	Percent of Cohort
Male	570	36.7%
Female	984	63.3%

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	245	31.3%
African American	116	14.8%
Hispanic	360	46.0%
Asian	25	3.2%
Native American		N/A
International	17	2.2%
Other	19	2.4%

Gender:

Gender	Number	Percent of Cohort
Male	353	45.1%
Female	429	54.9%

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	1036	36.2%
African American	428	15.0%
Hispanic	1164	40.7%
Asian	92	3.2%
Native American		N/A
International	47	1.6%
Other	92	3.2%

Gender:

Gender	Number	Percent of Cohort
Male	1460	51.1%

Female 1399 48.9%

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	1695	39.7%
African American	578	13.5%
Hispanic	1550	36.3%
Asian	191	4.5%
Native American		N/A
International		N/A
Other	184	4.3%

Gender:

Gender	Number	Percent of Cohort
Male	1975	46.3%
Female	2292	53.7%


Transfer Detail (through FY 2015)- Statewide

Transfer Measure Detail

Transfers to Senior Institutions						
	All Students		Academic Students		Technical Students	
Fall 2015 Cohort	112,999	(100%)	79,325	(100%)	33,674	(100%)
0-12 hours	1,236	(1.1%)	1,061	(1.3%)	175	(0.5%)
13-24 hours	1,554	(1.4%)	1,321	(1.7%)	233	(0.7%)
25-29 hours	1,132	(1.0%)	981	(1.2%)	151	(0.4%)
30-42 hours	2,930	(2.6%)	2,516	(3.2%)	414	(1.2%)
43+ hours	18,617	(16.5%)	15,494	(19.5%)	3,123	(9.3%)
Non Transfer Completers	12,798	(11.3%)	6,745	(8.5%)	6,053	(18.0%)
Non Completers	74,732	(66.1%)	51,207	(64.6%)	23,525	(69.9%)
All Transfers Total	25,469	(22.5%)	21,373	(26.9%)	4,096	(12.2%)
Awarded Core	9,824	(8.7%)	8,308	(10.5%)	1,516	(4.5%)

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	2012		2013		2014	
		Number Takers	Pass Rate	Number Takers	Pass Rate	Number Takers	Pass Rate
Statewide data is not available for this measure.							

Excellence - Contextual Measures

27. Certification and Licensure 

	FY 2008	FY 2014	FY 2015	Point Change FY 2008 to FY 2015
Pass rate on state or national exams.	N/A	89.2%	N/A	N/A


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

Quality Enhancement Plan

28. Quality Enhancement Plan, Including Reaffirmation Year 

Statewide data is not available for this measure.

Excellent Programs

29. Excellent Programs 

Statewide data is not available for this measure.

30. Significant Recognitions - 2014: 

Statewide data is not available for this measure.

Institutional Efficiency and Effectiveness - Key Measures

Institutional Support

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

Statewide data is not available for this measure.

Tuition and Fees

32. Tuition and fees for 30 SCH.

	FY 2000	FY 2015	FY 2016	Percent Change FY 2000 to FY 2016
Tuition and fees for 30 SCH in two semesters	\$954	\$2,339	\$2,446	156.4%

Institutional Efficiency and Effectiveness - Contextual Measures

33. Faculty

	Fall 2000	Fall 2013	Fall 2014	Percent Change Fall 2000 to Fall 2014
Full-Time Total*	8,850	11,727	11,358	28.3%
Race/Ethnicity				
White	7,059 (79.8%)	7,913 (67.5%)	7,530 (66.3%)	6.7%
African American	542 (6.1%)	901 (7.7%)	896 (7.9%)	65.3%
Hispanic	974 (11.0%)	1,665 (14.2%)	1,738 (15.3%)	78.4%
Asian	209 (2.4%)	454 (3.9%)	430 (3.8%)	105.7%
International	40 (0.5%)	13 (0.1%)	12 (0.1%)	- 70.0%
Other	44 (0.5%)	781 (6.7%)	752 (6.6%)	1609.1%
Gender				
Male	4,547 (51.4%)	5,550 (47.3%)	5,421 (47.7%)	19.2%
Female	4,303 (48.6%)	6,177 (52.7%)	5,937 (52.3%)	38.0%
Part-Time Total*	14,561	19,697	19,892	36.6%
Race/Ethnicity				
White	11,339 (77.9%)	12,447 (63.2%)	12,392 (62.3%)	9.3%
African American	972 (6.7%)	2,335 (11.9%)	2,487 (12.5%)	155.9%
Hispanic	1,758 (12.1%)	2,505 (12.7%)	2,530 (12.7%)	43.9%
Asian	378 (2.6%)	853 (4.3%)	966 (4.9%)	155.6%
International	40 (0.3%)	48 (0.2%)	57 (0.3%)	42.5%
Other	74 (0.5%)	1,509 (7.7%)	1,460 (7.3%)	1873.0%
Gender				
Male	7,523 (51.7%)	8,804 (44.7%)	8,987 (45.2%)	19.5%
Female	7,038 (48.3%)	10,893 (55.3%)	10,905 (54.8%)	54.9%

*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 2013	Fall 2014	Percent Change Fall 2000 to Fall 2014
34. FTE Student/FTE Faculty Ratio	19:1	20:1	20:1	5.3%
35. Contact Hours	73,370,630	110,871,851	108,654,156	48.1%
Taught by full-time faculty	63.3%	62.9%	61.3%	- 2.0
Taught by part-time faculty	36.7%	37.1%	38.7%	2.0

Institutional Efficiency and Effectiveness - Finance Measures

Finances per FTE Student

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

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015
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Total revenues per FTE student	N/A	10,807	9,992	N/A
State funds per FTE student	N/A (N/A)	2,527 (23.4%)	2,634 (26.4%)	N/A
Local funds per FTE student	N/A (N/A)	3,905 (36.1%)	2,918 (29.2%)	N/A
Tuition and Fees per FTE student	N/A (N/A)	1,806 (16.7%)	1,923 (19.2%)	N/A
Federal revenue per FTE student	N/A (N/A)	2,570 (23.8%)	2,517 (25.2%)	N/A

37. Expenditures per full-time equivalent students 


	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015
Total expenditures per FTE student	N/A	9,042	9,375	N/A
Instructional expenditures per FTE student	N/A (N/A)	3,565 (39.4%)	3,719 (39.7%)	N/A
Institution Support expenditures per FTE student	N/A (N/A)	1,435 (15.9%)	1,536 (16.4%)	N/A
Academic Support expenditures per FTE student	N/A (N/A)	770 (8.5%)	832 (8.9%)	N/A

38. Financial Viability Ratio 

	FY 2003	FY 2014	FY 2015	Point Change FY 2003 to FY 2015
Financial Viability Ratio	N/A	1.15%	0.64%	N/A

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 2013	FY 2014	FY 2015	% Change FY 2013 to FY 2015
39 Success Points 				
Annual Success Point Total	974,558.5	1,010,668.0	1,043,322.3	7.1%
Math Readiness	30,377.0	24,581.0	27,916.0	- 8.1%
Read Readiness	16,108.0	14,001.5	12,603.5	- 21.8%
Write Readiness	13,950.0	13,434.0	12,183.0	- 12.7%
Students Who Complete 15 SCH	198,003.0	203,294.0	203,172.0	2.6%
Students Who Complete 30 SCH	122,827.0	122,490.0	123,676.0	0.7%
Students Who Transfer to a 4-Year Institution	133,968.0	133,306.0	138,560.0	3.4%
Students Who Pass First College-Level Math Course	97,582.0	116,766.0	119,647.0	22.6%
Students Who Pass First College-Level Read Course	87,900.0	97,155.0	99,421.5	13.1%
Students Who Pass First College-Level Write Course	77,231.5	79,483.5	82,952.5	7.4%
Degrees, Core Curriculum or Certificates (Unduplicated)	148,624.0	156,486.0	172,496.0	16.1%
Degrees or Certificates in Critical Fields	47,988.0	49,671.0	50,694.8	5.6%