

Accountability Report

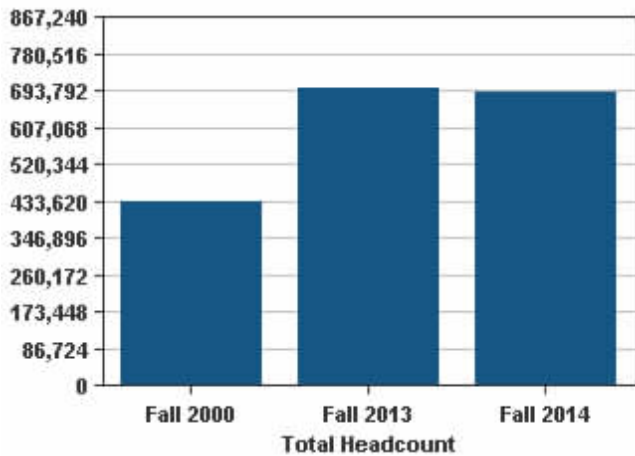
January 2015

Participation - Key Measures

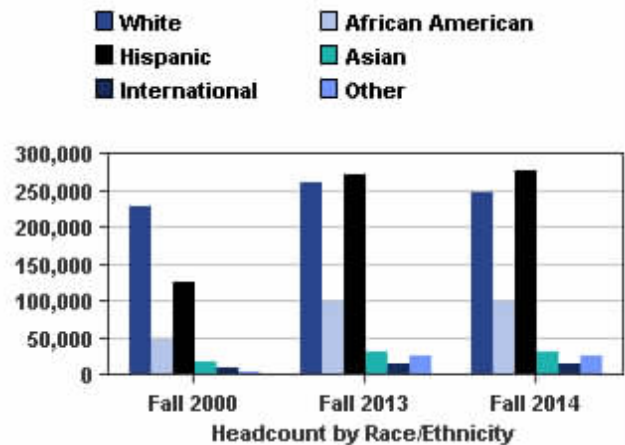
Enrollment

1. Fall Headcount

	Fall 2000		Fall 2013		Fall 2014		% Change Fall 2000 to 2014
Total (does not include flex entry)	431,934		700,840		693,791		60.6%
White	227,361	(52.6%)	259,595	(37.0%)	247,537	(35.7%)	8.9%
African American	46,871	(10.9%)	98,922	(14.1%)	98,202	(14.2%)	109.5%
Hispanic	125,222	(29.0%)	272,323	(38.9%)	276,432	(39.8%)	120.8%
Asian	17,362	(4.0%)	29,812	(4.3%)	30,320	(4.4%)	74.6%
International	10,695	(2.5%)	13,643	(1.9%)	14,804	(2.1%)	38.4%
Other	4,423	(1.0%)	26,545	(3.8%)	26,496	(3.8%)	499.1%
Gender							
Male	181,555	(42.0%)	292,743	(41.2%)	291,308	(42.0%)	60.5%
Female	250,379	(58.0%)	408,097	(58.8%)	402,483	(58.0%)	60.7%
Flex Entry	19,005		43,339		45,996		142.0%



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 2013		FY 2014		% Change FY 2000 to 2014
Total	921,762		1,393,867		1,370,795		48.7%
White	501,253	(54.4%)	535,413	(38.4%)	508,378	(37.1%)	1.4%
African American	108,515	(11.8%)	214,223	(15.4%)	210,614	(15.4%)	94.1%
Hispanic	241,156	(26.2%)	471,812	(33.8%)	479,315	(35.0%)	98.8%
Asian	40,095	(4.3%)	63,482	(4.6%)	63,993	(4.7%)	59.6%
International	19,303	(2.1%)	24,433	(1.8%)	25,339	(1.8%)	31.3%
Other	11,440	(1.2%)	84,504	(6.1%)	83,156	(6.1%)	626.9%
Gender							
Male	416,726	(45.2%)	615,738	(44.0%)	610,038	(44.5%)	46.4%
Female	505,036	(54.8%)	778,129	(56.0%)	760,757	(55.5%)	50.6%

Participation - Contextual Measures

3. Enrollment by Semester	FY 2000	FY 2013	FY 2014	% Change FY 2000 to 2014
Fall	508,198	797,134	784,050	54.3%
Academic	246,708	514,582	500,494	102.9%
Technical	178,740	205,999	205,175	14.8%
Continuing Education	82,750	76,078	77,723	- 6.1%
BAT	0	475	658	N/A
Spring	548,695	870,960	857,356	56.3%
Academic	236,892	529,072	525,610	121.9%
Technical	186,237	217,221	214,211	15.0%
Continuing Education	125,566	124,049	116,878	- 6.9%
BAT	0	618	657	N/A
Summer	325,994	523,626	517,511	58.7%
Academic	144,342	324,771	325,567	125.6%
Technical	105,791	130,815	127,010	20.1%
Continuing Education	75,861	67,701	64,627	- 14.8%
BAT	0	339	307	N/A

Service Area Representation

4. Gap between demographic groups in the area and enrollment.	FY 2005	FY 2013	FY 2014		
	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%	- 3.7%	41.0%	36.8%	- 4.3%
African American	1.6%	4.5%	12.1%	16.8%	4.7%
Hispanic	- 5.2%	- 3.4%	40.6%	37.7%	- 2.8%
Other	1.8%	2.6%	6.3%	8.7%	2.4%
Gender					
Male	- 9.5%	- 8.2%	50.4%	42.5%	- 7.9%
Female	9.5%	8.2%	49.6%	57.5%	7.9%

5. Annual Semester Credit and Contact Hours	FY 2000	FY 2013	FY 2014	% Change FY 2000 to 2014
Annual Semester Credit Hours (SCH)	8,728,550	13,986,839	13,701,218	57.0%
Academic	6,663,317	11,528,987	11,258,478	69.0%
Technical	2,065,233	2,457,852	2,442,740	18.3%
Annual Contact Hours	197,184,904	297,266,776	291,230,383	47.7%
Academic	124,379,883	213,853,249	208,299,373	67.5%
Technical	55,652,827	66,937,908	66,507,263	19.5%
Continuing Education	17,152,194	16,475,619	16,423,747	- 4.2%
Distance Education Hours				
Hybrid/Blended on campus	0	258,661	291,511	N/A
Fully-distance education/Internet	131,464	2,853,812	2,910,589	2114.0%

6. Financial Aid: Students Receiving Pell Grants	Fall 1999	Fall 2011	Fall 2012	Point Change Fall 1999 to Fall 2012
Total*	21.3%	37.1%	35.1%	13.8
White	12.9%	27.3%	26.4%	13.5
African American	30.9%	58.3%	55.0%	24.1
Hispanic	35.3%	42.5%	39.3%	4.0
Asian	15.6%	28.2%	29.9%	14.3
International	2.1%	6.6%	5.6%	3.5
Other	19.4%	32.3%	29.1%	9.7
Gender				
Male	15.5%	31.1%	29.5%	14.0
Female	25.6%	41.4%	39.1%	13.5

*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 2013	Fall 2014	% Change Fall 2000 to Fall 2014
Credential-Seeking Undergraduate Students (Full- and Part- Time)				
Total	363,656	662,112	655,536	80.3%
Full-Time Credential Seeking Students				
Total*	139,705	178,620	168,185	20.4%
White	73,262 (52.4%)	67,401 (37.7%)	61,527 (36.6%)	- 16.0%
African American	13,316 (9.5%)	24,542 (13.7%)	22,776 (13.5%)	71.0%
Hispanic	42,541 (30.5%)	68,581 (38.4%)	66,011 (39.2%)	55.2%
Asian	4,296 (3.1%)	6,491 (3.6%)	6,398 (3.8%)	48.9%

Statewide Totals

Community College Performance - Complete Report

International	4,981	(3.6%)	5,143	(2.9%)	5,194	(3.1%)	4.3%
Other	1,309	(0.9%)	6,462	(3.6%)	6,279	(3.7%)	379.7%
Gender							
Male	61,005	(43.7%)	81,150	(45.4%)	76,412	(45.4%)	25.3%
Female	78,700	(56.3%)	97,470	(54.6%)	91,773	(54.6%)	16.6%
Part-Time Credential Seeking Students							
Total*	223,951		483,492		487,351		117.6%
White	116,058	(51.8%)	177,660	(36.7%)	171,919	(35.3%)	48.1%
African American	24,563	(11.0%)	67,463	(14.0%)	68,864	(14.1%)	180.4%
Hispanic	69,230	(30.9%)	191,258	(39.6%)	197,863	(40.6%)	185.8%
Asian	8,346	(3.7%)	21,290	(4.4%)	21,777	(4.5%)	160.9%
International	3,475	(1.6%)	7,261	(1.5%)	8,242	(1.7%)	137.2%
Other	2,279	(1.0%)	18,560	(3.8%)	18,686	(3.8%)	719.9%
Gender							
Male	91,486	(40.9%)	195,002	(40.3%)	198,458	(40.7%)	116.9%
Female	132,465	(59.1%)	288,490	(59.7%)	288,893	(59.3%)	118.1%

8. First-Time In College Students	Fall 2000	Fall 2013	Fall 2014	% Change Fall 2000 to Fall 2014			
Credential-Seeking Undergraduate Students (Full- and Part- Time)							
Total	93,923	117,308	114,707	22.1%			
Full-Time Credential Seeking Students							
Total*	46,007	57,554	53,969	17.3%			
White	24,936	(54.2%)	21,534	(37.4%)	19,699	(36.5%)	- 21.0%
African American	4,930	(10.7%)	8,026	(13.9%)	7,056	(13.1%)	43.1%
Hispanic	12,725	(27.7%)	23,030	(40.0%)	22,122	(41.0%)	73.8%
Asian	1,357	(2.9%)	1,811	(3.1%)	1,853	(3.4%)	36.6%
International	1,500	(3.3%)	1,136	(2.0%)	1,164	(2.2%)	- 22.4%
Other	559	(1.2%)	2,017	(3.5%)	2,075	(3.8%)	271.2%
Gender							
Male	21,349	(46.4%)	27,463	(47.7%)	25,545	(47.3%)	19.7%
Female	24,658	(53.6%)	30,091	(52.3%)	28,424	(52.7%)	15.3%
Part-Time Credential Seeking Students							
Total*	47,916	59,754	60,738	26.8%			
White	26,977	(56.3%)	18,046	(30.2%)	17,808	(29.3%)	- 34.0%
African American	4,666	(9.7%)	9,830	(16.5%)	9,580	(15.8%)	105.3%
Hispanic	13,125	(27.4%)	26,351	(44.1%)	27,663	(45.5%)	110.8%
Asian	1,659	(3.5%)	2,155	(3.6%)	2,135	(3.5%)	28.7%
International	792	(1.7%)	1,175	(2.0%)	1,449	(2.4%)	83.0%
Other	697	(1.5%)	2,197	(3.7%)	2,103	(3.5%)	201.7%
Gender							
Male	21,094	(44.0%)	27,662	(46.3%)	28,184	(46.4%)	33.6%
Female	26,822	(56.0%)	32,092	(53.7%)	32,554	(53.6%)	21.4%

*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 2014 Unduplicated Enrollment Detail - Statewide

By Age

Age	Count	Percent
Less than 18	107,188	15.4%
18 to 21	276,097	39.8%
22 to 24	92,331	13.3%
25 to 29	83,470	12.0%
30 to 34	49,815	7.2%
Over 35	84,868	12.2%
N/A	22	0.0%

By Status

Status	Count	Percent
Full-Time	175,007	25.2%
Part-Time	518,801	74.8%

By Type Major

Type Major	Count	Percent
Academic	499,263	72.0%
Technical	193,800	27.9%
BAT	728	(0.1%)

By Enrollment Status

Status	Count	Percent
In-District	449,898	64.8%
Out-of-District	213,341	30.8%
Out-of-State	30,552	4.4%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	104,997	15.1%

FY 2014 Unduplicated Enrollment Detail - Statewide

By Age

Age	Count	Percent
Less than 18	131,258	9.6%
18 to 21	461,360	33.7%
22 to 24	192,625	14.1%
25 to 29	186,565	13.6%
30 to 34	123,867	9.0%
Over 35	274,795	20.0%
N/A	325	0.0%

By Type Major

Type Major	Count	Percent
Academic	818,831	59.7%
Technical	341,356	24.9%
Continuing Education	209,675	15.3%
BAT	933	(0.1%)

By Enrollment Status

Status	Count	Percent
In-District	763,375	55.7%
Out-of-District	344,539	25.1%
Out-of-State	53,195	3.9%
Continuing Education	209,686	15.3%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	131,924	9.6%

FY 2014 Unduplicated Total by Semester Detail - Statewide**By Age**

Age	Fall	Spring	Summer
Less than 18	108,356	52,533	26,349
18 to 21	285,477	304,384	183,516
22 to 24	100,049	129,037	80,904
25 to 29	95,612	120,619	76,637
30 to 34	63,363	78,649	49,368
Over 35	131,093	171,989	100,632
N/A	100	145	105

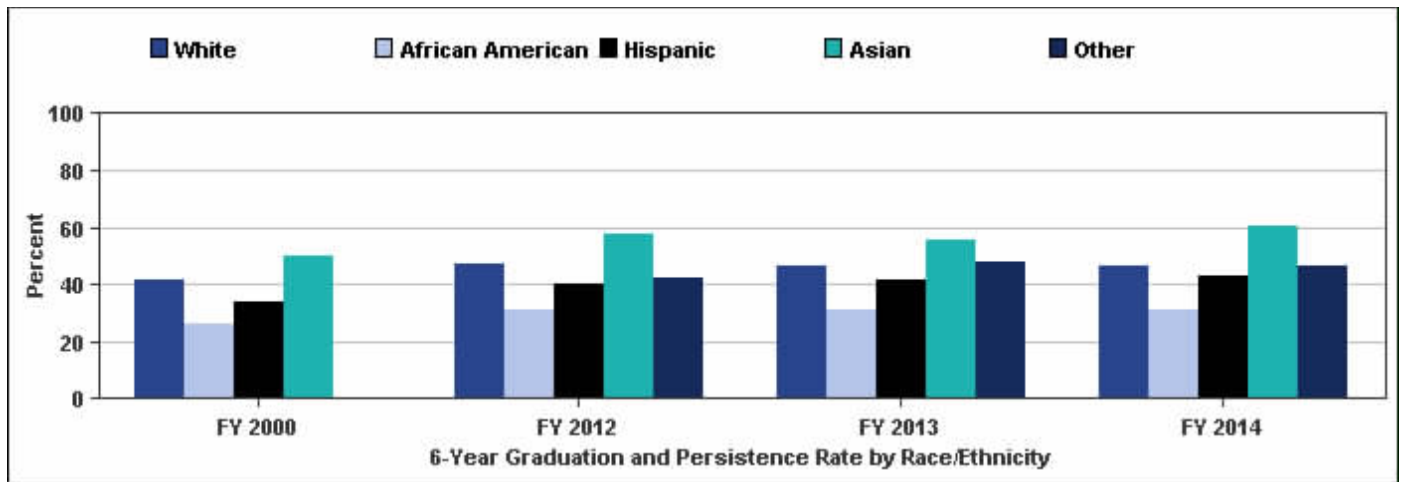
By Race/Ethnicity

Race/Ethnicity	Fall	Spring	Summer
White	292,055	314,040	189,863
African American	107,679	127,629	87,070
Hispanic	297,918	312,787	170,680
Asian	32,655	36,807	31,065
International	14,469	16,668	11,247
Other	39,274	49,425	27,586

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 2012 (Entering Fall 2006 Cohort)	FY 2013 (Entering Fall 2007 Cohort)	FY 2014 (Entering Fall 2008 Cohort)	Point Change FY 2000 to FY 2014
Total*	38.0%	42.8%	43.1%	43.6%	5.6
Race/Ethnicity					
White	41.4%	47.0%	46.5%	46.8%	5.4
African American	26.3%	31.3%	31.0%	30.9%	4.6
Hispanic	34.0%	40.3%	41.9%	43.1%	9.1
Asian	49.9%	57.9%	55.3%	60.3%	10.4
Native American	35.2%	36.4%	37.0%	37.3%	2.1
International	32.6%	32.2%	32.3%	34.6%	2.0
Other (Unknown)	0.0%	42.1%	47.8%	46.6%	46.6
Gender					
Male	34.6%	38.8%	39.3%	39.5%	4.9
Female	40.9%	46.6%	46.5%	47.3%	6.4

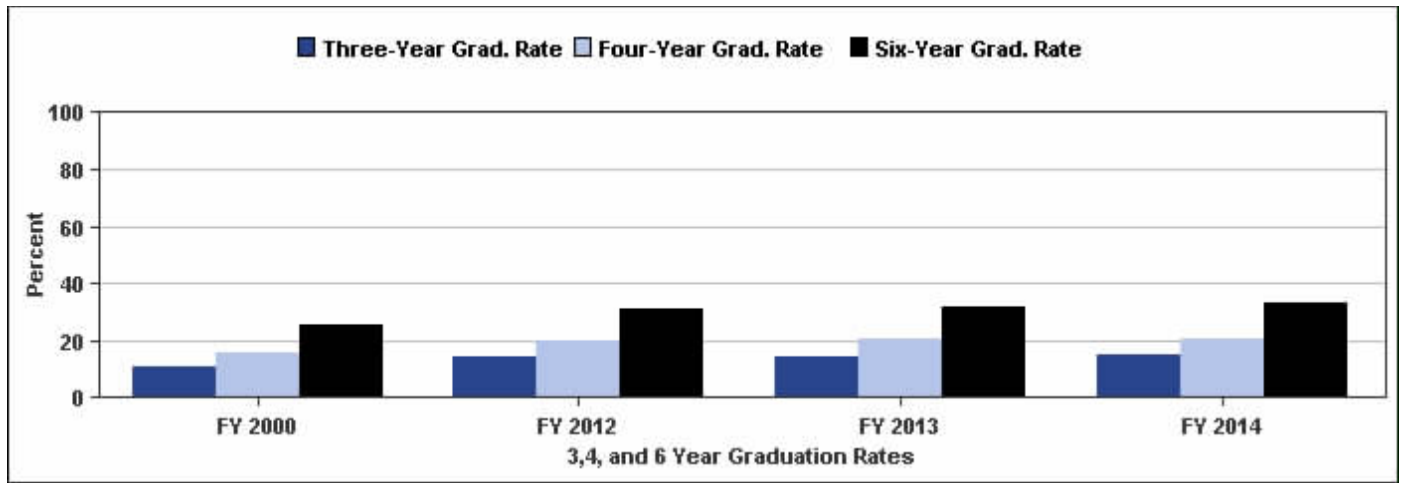


Source: CBM001, CBM002, and CBM009

3, 4, and 6-Year Graduation Rates

11. First-time, full-time entering, credential-seeking, undergraduates who have graduated.									
	FY 2000		FY 2012		FY 2013		FY 2014		Point Change FY 2000 to FY 2014
	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%)	2009	8,535 (14.0%)	2010	8,992 (14.2%)	2011	9,271 (15.0%)	4.2
Baccalaureate or Above		116 (0.3%)		171 (0.3%)		184 (0.3%)		189 (0.3%)	0.0
Associates		2,896 (7.0%)		6,020 (9.8%)		6,427 (10.1%)		6,774 (10.9%)	3.9
Certificate		1,459 (3.5%)		2,344 (3.8%)		2,381 (3.7%)		2,308 (3.7%)	0.2
No Award		36,972 (89.2%)		52,618 (86.0%)		54,546 (85.8%)		52,598 (85.0%)	-4.2
4-Year graduation rate (Total)	1996	6,166 (15.5%)	2008	10,978 (20.1%)	2009	12,643 (20.7%)	2010	13,168 (20.7%)	5.2
Baccalaureate or Above		1,082 (2.7%)		1,699 (3.1%)		1,806 (3.0%)		1,783 (2.8%)	0.1
Associates		3,415 (8.6%)		7,086 (13.0%)		8,256 (13.5%)		8,777 (13.8%)	5.2
Certificate		1,669 (4.2%)		2,193 (4.0%)		2,581 (4.2%)		2,608 (4.1%)	-0.1
No Award		33,644 (84.5%)		43,623 (79.9%)		48,510 (79.3%)		50,370 (79.3%)	-5.2
6-Year graduation rate (Total)	1994	9,846 (25.7%)	2006	16,086 (30.9%)	2007	17,095 (32.0%)	2008	17,939 (32.9%)	7.2
Baccalaureate or Above		4,829 (12.6%)		7,556 (14.5%)		7,887 (14.7%)		7,995 (14.6%)	2.0
Associates		3,332 (8.7%)		6,293 (12.1%)		6,892 (12.9%)		7,518 (13.8%)	5.1
Certificate		1,685 (4.4%)		2,237 (4.3%)		2,316 (4.3%)		2,426 (4.4%)	0.0
No Award		28,462 (74.3%)		35,921 (69.1%)		36,384 (68.0%)		36,662 (67.1%)	-7.2

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

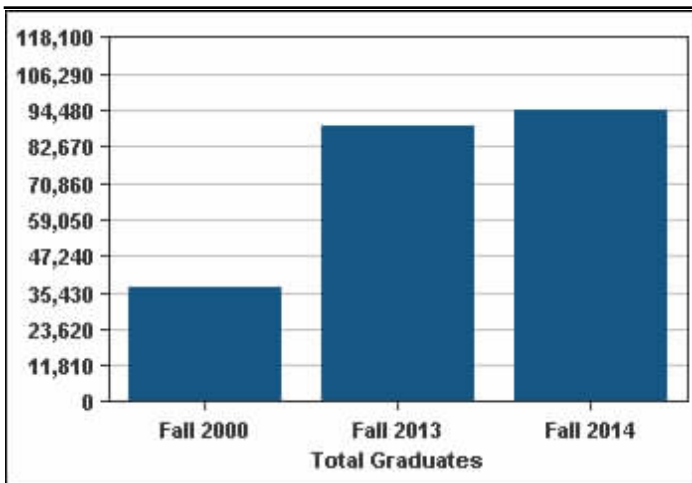


Source: CBM001, CBM002, and CBM009

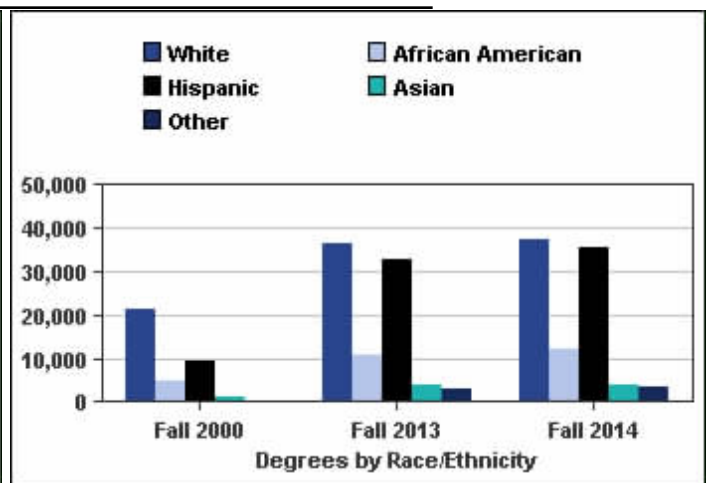
Degrees and Certificates

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

	FY 2000	FY 2013	FY 2014	% Change FY 2000 to FY 2014
Total Degrees and Certificates (Does not include other completers)	37,395	89,342	94,477	152.6%
White	21,165	36,326	37,524	77.3%
African American	4,817	10,915	12,255	154.4%
Hispanic	9,428	32,877	35,391	275.4%
Asian	1,170	3,808	3,883	231.9%
International	563	2,322	2,155	282.8%
Other	252	3,094	3,269	1197.2%
Level				
Bachelor of Applied Technology	N/A	166	184	N/A
Associates	22,753	58,524	63,443	178.8%
Certificate 1	12,481	27,789	28,036	124.6%
Certificate 2	2,161	2,605	2,441	13.0%
Advanced Technology Certificates	N/A	258	373	N/A
Other Completers:				
ESC	90	163	167	85.6%
Core Completers	N/A	41,358	41,895	N/A
Field of Study	N/A	2,376	2,911	N/A
Gender				
Male	15,150	39,301	41,102	171.3%
Female	22,245	50,041	53,375	139.9%



Source: CBM009



Source: CBM009

Transfers

13. Transfers to a senior institution.							
	FY 2000			FY 2013		FY 2014	
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate	Entering Fall Cohort	Rate
Cohort	1994	83,200 (100%)		2007	97,469 (100%)	2008	101,062 (100%)
0-12 hours		2,603 (3.1%)			2,079 (2.1%)		1,423 (1.4%)
13-24 hours		1,632 (2.0%)			2,092 (2.1%)		1,844 (1.8%)
25-29 hours		802 (1.0%)			1,219 (1.3%)		1,095 (1.1%)
30-42 hours		1,991 (2.4%)			2,777 (2.8%)		2,879 (2.8%)
43+ hours		12,095 (14.5%)			17,147 (17.6%)		18,044 (17.9%)
All Transfers Total		19,123 (23.0%)			25,314 (26.0%)		25,285 (25.0%)
Non Transfer Completers		6,685 (8.0%)			10,092 (10.4%)		11,134 (11.0%)
Non Completers		57,392 (69.0%)			62,063 (63.7%)		64,643 (64.0%)
Awarded Core		0 (0.0%)			7,709 (7.9%)		9,092 (9.0%)

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 2010 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	121,403			
Met state standards in all three areas	47,614			
Did not meet state standards in one, two, or all three areas (at entry)	66,725			
Unknown* (unduplicated)	7,064			
Data by Subject Area				
Met Standard				
Math	56,947	3,709	16,725	35.9%
Reading	79,370	13,473	37,538	64.3%
Writing	79,900	12,051	35,597	59.6%
Did Not Meet Standard				
Math	57,594	N/A	10,542	18.3%
Reading	35,653	N/A	13,625	38.2%
Writing	35,129	N/A	12,161	34.6%
Unknown** (waived or military exemption)				
Math**	6,862	N/A	801	11.7%
Reading**	6,380	N/A	1,731	27.1%
Writing**	6,374	N/A	1,544	24.2%
Most- and Least-Prepared Populations				
Met State Standard in All Three Areas				
Math	47,614	3,532	14,456	37.8%
Reading	47,614	10,962	23,817	73.0%
Writing	47,614	9,951	22,332	67.8%
Did Not Meet Standard in All Three Areas				
Math	23,342	N/A	3,811	16.3%
Reading	23,342	N/A	7,813	33.5%
Writing	23,342	N/A	7,391	31.7%

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 2012	Entering Cohort Fall 2013	Point Change Fall 2000 to Fall 2013
First-time Undergraduate Persistence rate after one year				
Total	66.1%	64.2%	65.5%	- 0.6
Same institution	53.8%	53.9%	55.3%	1.5
Other institutions	12.3%	10.3%	10.2%	- 2.1
White	67.9%	67.3%	67.6%	- 0.3
Same institution	52.0%	54.0%	53.9%	1.9
Other institutions	15.9%	13.2%	13.7%	- 2.2
African American	59.3%	51.6%	53.7%	- 5.6
Same institution	48.2%	40.2%	42.9%	- 5.3
Other institutions	11.1%	11.4%	10.7%	- 0.4
Hispanic	65.2%	64.7%	66.4%	1.2
Same institution	58.6%	57.3%	59.7%	1.1
Other institutions	6.6%	7.4%	6.7%	0.1
Asian	76.6%	80.2%	81.4%	4.8
Same institution	64.1%	68.7%	67.0%	2.9
Other institutions	12.5%	11.5%	14.5%	2.0
International	57.0%	59.4%	67.6%	10.6
Same institution	52.2%	57.2%	65.8%	13.6
Other institutions	4.8%	2.2%	1.9%	- 2.9
Other	66.2%	65.1%	64.3%	- 1.9
Same institution	52.5%	53.9%	52.6%	0.1
Other institutions	13.7%	11.3%	11.7%	- 2.0

	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 two years				
Total	54.5%	48.6%	51.2%	- 3.3
Same institution	31.0%	30.5%	30.7%	- 0.3
Other institutions	23.5%	18.1%	20.5%	- 3.0
White	57.2%	50.4%	54.2%	- 3.0
Same institution	27.8%	27.8%	27.7%	- 0.1
Other institutions	29.3%	22.6%	26.5%	- 2.8
African American	45.2%	35.4%	39.1%	- 6.1
Same institution	23.7%	19.7%	21.0%	- 2.7
Other institutions	21.5%	15.7%	18.2%	- 3.3
Hispanic	53.3%	50.7%	51.8%	- 1.5
Same institution	39.4%	35.7%	36.3%	- 3.1
Other institutions	13.9%	14.9%	15.5%	1.6
Asian	67.9%	64.9%	70.4%	2.5
Same institution	39.5%	37.7%	39.2%	- 0.3
Other institutions	28.5%	27.2%	31.2%	2.7
International	39.4%	39.9%	38.7%	- 0.7
Same institution	28.2%	36.4%	33.7%	5.5
Other institutions	11.1%	3.4%	5.0%	- 6.1
Other	55.1%	49.6%	50.9%	- 4.2
Same institution	30.8%	31.2%	29.1%	- 1.7
Other institutions	24.3%	18.3%	21.7%	- 2.6

16. Awards in STEM Fields	FY 2000	FY 2013	FY 2014	% Change FY 2000 to FY 2014
Fields				
Computer Science	2,317	3,797	4,087	76.4%
Engineering	1,616	4,114	4,465	176.3%
Math	134	288	345	157.5%
Physical Science	71	167	222	212.7%
Level				
Degrees in Critical Fields Bachelor of Applied Technology Associates	0	34	17	N/A
Cert 1	2,069	3,276	3,710	79.3%
Cert 2	2,034	4,962	5,252	158.2%
Degrees in Critical Fields Advanced Technology Certificate	35	89	131	274.3%
	0	5	9	N/A

17. Awards in Nursing	FY 2000	FY 2013	FY 2014	% Change FY 2000 to FY 2014
Total	5,135	8,815	8,598	67.4%
Associates	2,531	5,478	5,447	115.2%
Cert 1	877	1,863	1,862	112.3%
Cert 2	1,727	1,474	1,289	- 25.4%
Advanced Technology Certificate	0	0	0	N/A
ESC	1	7	7	600.0%
Field of Study	0	297	296	N/A

18. Awards in Allied Health	FY 2000	FY 2013	FY 2014	% Change FY 2000 to FY 2014
Total	3,584	6,930	7,034	96.3%
Bachelor of Applied Technology	0	35	64	N/A
Associates	2,194	3,339	3,568	62.6%
Cert 1	1,228	3,148	3,038	147.4%
Cert 2	162	319	270	66.7%
Advanced Technology Certificate	0	89	94	N/A
ESC	0	130	144	N/A

19. Teacher Production and Certification	FY 2011	FY 2012	FY 2013
Statewide data is not available for this measure.			

20. Graduate Status After Graduation	FY 2011	FY 2012	FY 2013	Point Change FY 2011 to FY 2013			
Academic							
Employed Only	10,857	36.7%	12,441	36.2%	14,438	38.7%	2.0
Employed and Enrolled (in Senior Institutions)	7,696	26.0%	9,131	26.6%	9,286	24.9%	- 1.1
Enrolled Only (in Senior Institutions)	6,153	20.8%	7,181	20.9%	6,671	17.9%	- 2.9
Enrolled Only (in Community Colleges)	1,644	5.6%	1,747	5.1%	1,879	5.0%	- 0.6
Not Found	3,223	10.9%	3,839	11.2%	5,051	13.5%	2.6
Technical							
Employed Only	26,517	76.5%	26,470	75.7%	27,803	76.4%	- 0.1
Employed and Enrolled (in Senior Institutions)	1,168	3.4%	1,330	3.8%	1,237	3.4%	0.0
Enrolled Only (in Senior Institutions)	694	2.0%	787	2.3%	632	1.7%	- 0.3
Enrolled Only (in Community Colleges)	2,842	8.2%	2,714	7.8%	2,449	6.7%	- 1.5
Not Found	3,441	9.9%	3,676	10.5%	4,247	11.7%	1.8

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 2013	FY 2014	Point Change FY 2002 to FY 2014
Marketable Skills Completers	774	4,839	4,746	513.2%
Race/Ethnicity				
White	416	1,610	1,519	265.1%
African American	149	703	632	324.2%
Hispanic	147	2,042	2,188	1388.4%
Asian	52	152	138	165.4%
International	5	94	64	1180.0%
Other	5	238	205	4000.0%
Gender				
Male	0	2,541	2,693	N/A
Female	0	2,298	2,053	N/A

22. Associate of Arts in Teaching Awards	FY 2000	FY 2013	FY 2014	Percent Change FY 2000 to FY 2014
Total	441	1,952	1,941	340.1%
Race/Ethnicity				
White	176	648	656	272.7%
African American	25	108	104	316.0%
Hispanic	236	1,087	1,069	353.0%
Asian	0	22	20	N/A
International	1	33	26	2500.0%
Other	3	54	66	2100.0%
Gender				
Male	96	245	225	134.4%
Female	345	1,707	1,716	397.4%

Developmental Education	Fall 2010 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)
23. The percent of underprepared students who satisfied TSI obligation within 2 years							

								Passed†(a)
Summary Data								
Number of FTIC students	121,403							
Met state standards in all three areas	47,614							
Did not meet state standards in one, two, or all three areas (at entry)	66,725							
Unknown* (unduplicated)	7,064							
Data by Subject Area								
Met Standard								
Math	56,947	19,110	33.6%	N/A	N/A	N/A	N/A	N/A
Reading	79,370	5,155	6.5%	N/A	N/A	N/A	N/A	N/A
Writing	79,900	7,518	9.4%	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standard								
Math	57,594	44,081	76.5%	16,356	19,113	37.1%	33.2%	34.6%
Reading	35,653	23,384	65.6%	12,590	18,064	53.8%	50.7%	54.8%
Writing	35,129	21,322	60.7%	10,690	15,958	50.1%	45.4%	49.1%
Unknown** (waived or military exemption)								
Math**	6,862	2,023	29.5%	N/A	N/A	N/A	N/A	N/A
Reading**	6,380	1,176	18.4%	N/A	N/A	N/A	N/A	N/A
Writing**	6,374	951	14.9%	N/A	N/A	N/A	N/A	N/A
Most- and Least-Prepared Populations								
Met state standards in all areas								
Math	47,614	15,063	31.6%	N/A	N/A	N/A	N/A	N/A
Reading	47,614	1,759	3.7%	N/A	N/A	N/A	N/A	N/A
Writing	47,614	2,518	5.3%	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standards in All Three Areas								
Math	23,342	15,871	68.0%	4,158	5,920	26.2%	25.4%	28.0%
Reading	23,342	13,783	59.0%	5,905	10,027	42.8%	43.0%	48.5%
Writing	23,342	12,840	55.0%	5,384	9,448	41.9%	40.5%	45.4%

*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 2010 Cohort		
	Total (a)	Number returning (Fall 2011) (b)	Percent returning (Fall 2011) (b/a)
Summary Data			
Number of FTIC students	121,403	69,418	57
Met state standards in all areas	47,614	31,814	66.8%
Did not meet state standards in one, two, or all three areas	66,725	34,856	52.2%
Did not meet state standards in all three areas	23,342	11,207	48.0%
Unknown* (unduplicated)	7,064	2,748	38.9%
Data by Subject Area			
Met Standard by Area			
Math	56,947	37,375	65.6%
Reading	79,370	48,949	61.7%
Writing	79,900	49,441	61.9%
Did Not Meet Standard by Area			
Math	57,594	29,404	51.1%
Reading	35,653	18,041	50.6%
Writing	35,129	17,562	50.0%
Unknown** by Area (waived or military exemption)			
Math	6,862	2,639	38.5%
Reading	6,380	2,428	38.1%
Writing	6,374	2,415	37.9%

*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 2012	Fall 2013	%/Point Change Fall 2000 to Fall 2013
25. Course Completion Rate for Undergraduate State Funded Semester Credit Hours				

Statewide Totals

Community College Performance - Complete Report

Beginning semester credit hours	3,786,472	6,028,001	5,961,384	57.4%
Ending semester credit hours	3,036,598	5,349,920	5,299,404	74.5%
Completion rate	80.2%	88.8%	88.9%	8.7

Graduates Detail (FY 2014)- 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	25,024	11,376	944	156	2437,524	
African American	7,714	4,182	294	57	812,255	
Hispanic	23,794	10,359	1,041	58	13935,391	
Asian	2,988	768	58	67	2 3,883	
International	1,718	394	31	11	1 2,155	
Other	2,205	957	73	24	10 3,269	

By Level, Gender:

Gender	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	BAT	Total
Male	23,587	16,480	803	154	7841,102	
Female	39,856	11,556	1,638	219	10653,375	

By Level, Type Major:

Type Major	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	BAT	Total
Academic	44,783	0	0	0	184	44,967
Technical	18,660	26,138	2,441	373	0	47,612
Continuing Education	0	1,898	0	0	0	1,898

Graduates Success Detail (FY 2014)- Statewide

Academic

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	6580	40.2%
African American	2099	12.8%
Hispanic	6303	38.6%
Asian	645	3.9%
International	181	1.1%
Other	542	3.3%

Gender:

Gender	Number	Percent of Cohort
Male	5861	35.8%
Female	10489	64.2%

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	3848	35.0%
African American	1395	12.7%
Hispanic	4853	44.2%
Asian	480	4.4%
International	71	0.6%
Other	341	3.1%

Gender:

Gender	Number	Percent of Cohort
Male	3900	35.5%

Female 7088 64.5%

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	2827	35.7%
African American	867	11.0%
Hispanic	3275	41.4%
Asian	481	6.1%
International	142	1.8%
Other	324	4.1%

Gender:

Gender	Number	Percent of Cohort
Male	3107	39.2%
Female	4809	60.8%

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	830	38.9%
African American	226	10.6%
Hispanic	775	36.3%
Asian	157	7.4%
International	60	2.8%
Other	88	4.1%

Gender:

Gender	Number	Percent of Cohort
Male	687	32.2%
Female	1449	67.8%

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	1808	38.5%
African American	675	14.4%
Hispanic	1629	34.7%
Asian	241	5.1%
International	72	1.5%
Other	197	4.2%

Gender:

Gender	Number	Percent of Cohort
Male	1757	37.4%
Female	2943	62.6%

Technical

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	13165	45.9%
African American	3641	12.7%
Hispanic	9690	33.8%
Asian	918	3.2%
International	273	1.0%

Other 50 0.2%

Gender:

Gender	Number	Percent of Cohort
Male	13252	46.2%
Female	15445	53.8%

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	605	41.2%
African American	245	16.7%
Hispanic	496	33.8%
Asian	60	4.1%
International	12	0.8%
Other	24	1.6%

Gender:

Gender	Number	Percent of Cohort
Male	553	37.7%
Female	915	62.3%

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	261	32.8%
African American	111	14.0%
Hispanic	360	45.3%
Asian	25	3.1%
International	14	1.8%
Other	90	11.3%

Gender:

Gender	Number	Percent of Cohort
Male	331	41.6%
Female	464	58.4%

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	986	36.1%
African American	424	15.5%
Hispanic	1089	39.9%
Asian	90	3.3%
International	52	1.9%
Other	156	5.7%

Gender:

Gender	Number	Percent of Cohort
Male	1340	49.1%
Female	1391	50.9%

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	1596	41.2%
African American	485	12.5%
Hispanic	1389	35.8%

Asian	179	4.6%
International	1330	34.3%
Other		N/A

Gender:

Gender	Number	Percent of Cohort
Male	1604	41.4%
Female	2273	58.6%

Transfer Detail (through FY 2014)- Statewide

Transfer Measure Detail

Transfers to Senior Institutions						
	All Students		Academic Students		Technical Students	
Fall 2014 Cohort	101,062	(100%)	73,200	(100%)	27,862	(100%)
0-12 hours	1,423	(1.4%)	1,183	(1.6%)	240	(0.9%)
13-24 hours	1,844	(1.8%)	1,574	(2.2%)	270	(1.0%)
25-29 hours	1,095	(1.1%)	965	(1.3%)	130	(0.5%)
30-42 hours	2,879	(2.8%)	2,474	(3.4%)	405	(1.5%)
43+ hours	18,044	(17.9%)	15,190	(20.8%)	2,854	(10.2%)
Non Transfer Completers	11,134	(11.0%)	6,130	(8.4%)	5,004	(18.0%)
Non Completers	64,643	(64.0%)	45,684	(62.4%)	18,959	(68.0%)
All Transfers Total	25,285	(25.0%)	21,386	(29.2%)	3,899	(14.0%)
Awarded Core	9,092	(9.0%)	7,755	(10.6%)	1,337	(4.8%)

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	2011		2012		2013	
		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 2007	FY 2013	FY 2014	Point Change FY 2007 to FY 2014
Pass rate on state or national exams.	87.9%	90.2%	89.2%	1.3

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 - 2013:

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 2014	FY 2015	Percent Change FY 2000 to FY 2015
Tuition and fees for 30 SCH in two semesters	\$954	\$2,342	\$2,339	145.2%

Institutional Efficiency and Effectiveness - Contextual Measures

33. Faculty	Fall 2000	Fall 2012	Fall 2013	Percent Change Fall 2000 to Fall 2013
Full-Time Total*	8,850	12,153	11,727	32.5%
Race/Ethnicity				
White	7,059 (79.8%)	8,177 (67.3%)	7,913 (67.5%)	12.1%
African American	542 (6.1%)	920 (7.6%)	901 (7.7%)	66.2%
Hispanic	974 (11.0%)	1,751 (14.4%)	1,665 (14.2%)	70.9%
Asian	209 (2.4%)	455 (3.7%)	454 (3.9%)	117.2%
International	40 (0.5%)	18 (0.1%)	13 (0.1%)	- 67.5%
Other	44 (0.5%)	832 (6.8%)	781 (6.7%)	1675.0%
Gender				
Male	4,547 (51.4%)	5,686 (46.8%)	5,550 (47.3%)	22.1%
Female	4,303 (48.6%)	6,467 (53.2%)	6,177 (52.7%)	43.6%
Part-Time Total*	14,561	19,510	19,697	35.3%
Race/Ethnicity				
White	11,339 (77.9%)	12,468 (63.9%)	12,447 (63.2%)	9.8%
African American	972 (6.7%)	2,134 (10.9%)	2,335 (11.9%)	140.2%
Hispanic	1,758 (12.1%)	2,404 (12.3%)	2,505 (12.7%)	42.5%
Asian	378 (2.6%)	780 (4.0%)	853 (4.3%)	125.7%
International	40 (0.3%)	35 (0.2%)	48 (0.2%)	20.0%
Other	74 (0.5%)	1,689 (8.7%)	1,509 (7.7%)	1939.2%
Gender				
Male	7,523 (51.7%)	8,905 (45.6%)	8,804 (44.7%)	17.0%
Female	7,038 (48.3%)	10,605 (54.4%)	10,893 (55.3%)	54.8%

*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 2012	Fall 2013	Percent Change Fall 2000 to Fall 2013
34. FTE Student/FTE Faculty Ratio	19:1	20:1	20:1	5.3%
35. Contact Hours	73,370,630	113,069,717	110,871,851	51.1%
Taught by full-time faculty	63.3%	62.5%	62.9%	- 0.4
Taught by part-time faculty	36.7%	37.5%	37.1%	0.4

Institutional Efficiency and Effectiveness - Finance Measures

Finances per FTE Student

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

	FY 2000	FY 2013	FY 2014	% Change FY 2000 to FY 2014
Total revenues per FTE student	N/A	10,475	10,807	N/A
State funds per FTE student	N/A (N/A)	2,369 (22.6%)	2,527 (23.4%)	N/A
Local funds per FTE student	N/A (N/A)	3,599 (34.4%)	3,905 (36.1%)	N/A
Tuition and Fees per FTE student	N/A (N/A)	1,820 (17.4%)	1,806 (16.7%)	N/A
Federal revenue per FTE student	N/A (N/A)	2,687 (25.7%)	2,570 (23.8%)	N/A

37. Expenditures per full-time equivalent students

	FY 2000	FY 2013	FY 2014	% Change FY 2000 to FY 2014
Total expenditures per FTE student	N/A	8,765	9,042	N/A
Instructional expenditures per FTE student	N/A (N/A)	3,448 (39.3%)	3,565 (39.4%)	N/A
Institution Support expenditures per FTE student	N/A (N/A)	1,357 (15.5%)	1,435 (15.9%)	N/A
Academic Support expenditures per FTE student	N/A (N/A)	727 (8.3%)	770 (8.5%)	N/A

38. Financial Viability Ratio

	FY 2003	FY 2013	FY 2014	Point Change FY 2003 to FY 2014
Financial Viability Ratio	N/A	0.57%	1.15%	N/A

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

Success Points

	FY 2012	FY 2013	FY 2014	% Change FY 2012 to FY 2014
39 Success Points				
Annual Success Point Total	961,794.5	974,558.5	1,010,668.0	5.1%
Math Readiness	28,053.0	30,377.0	24,581.0	- 12.4%
Read Readiness	15,465.0	16,108.0	14,001.5	- 9.5%
Write Readiness	12,493.0	13,950.0	13,434.0	7.5%
Students Who Complete 15 SCH	199,418.0	198,003.0	203,294.0	1.9%
Students Who Complete 30 SCH	122,869.0	122,827.0	122,490.0	- 0.3%
Students Who Transfer to a 4-Year Institution	131,468.0	133,968.0	133,306.0	1.4%
Students Who Pass First College-Level Math Course	98,593.0	97,582.0	116,766.0	18.4%
Students Who Pass First College-Level Read Course	90,426.5	87,900.0	97,155.0	7.4%
Students Who Pass First College-Level Write Course	77,694.0	77,231.5	79,483.5	2.3%
Degrees, Core Curriculum or Certificates (Unduplicated)	138,506.0	148,624.0	156,486.0	13.0%
Degrees or Certificates in Critical Fields	46,809.0	47,988.0	49,671.0	6.1%