

Accountability Report

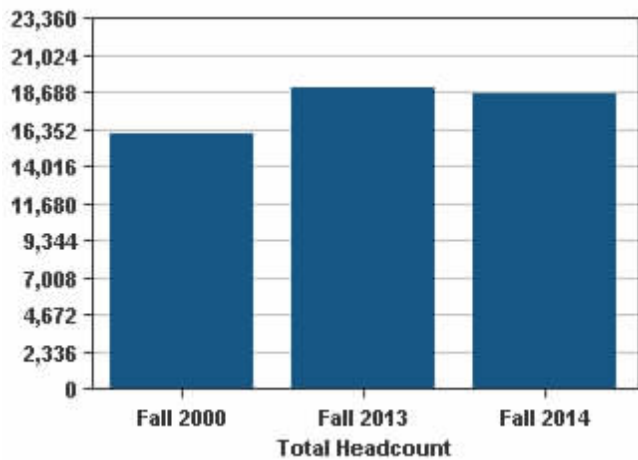
January 2015

Participation - Key Measures

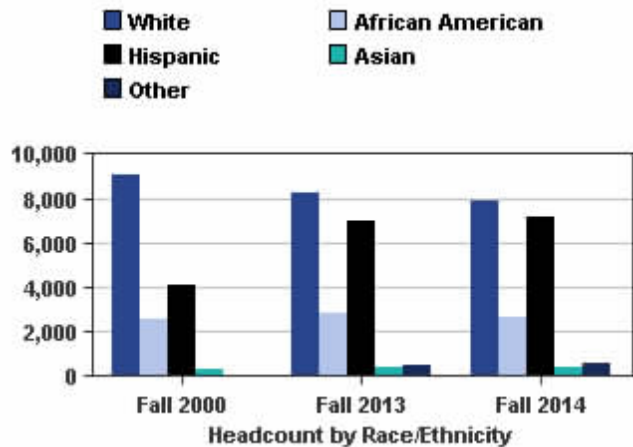
Enrollment

1. Fall headcount							
	Fall 2000		Fall 2013		Fall 2014		% Change Fall 2000 to 2014
Total* (does not include flex entry)	16,064		19,001		18,687		16.3%
White	9,068	(56.4%)	8,227	(43.3%)	7,860	(42.1%)	- 13.3%
African American	2,543	(15.8%)	2,811	(14.8%)	2,697	(14.4%)	6.1%
Hispanic	4,086	(25.4%)	7,026	(37.0%)	7,154	(38.3%)	75.1%
Asian	283	(1.8%)	413	(2.2%)	409	(2.2%)	44.5%
International	0	(0.0%)	20	(0.1%)	19	(0.1%)	N/A
Other	84	(0.5%)	504	(2.7%)	548	(2.9%)	552.4%
Gender							
Male	8,943	(55.7%)	10,022	(52.7%)	10,084	(54.0%)	12.8%
Female	7,121	(44.3%)	8,979	(47.3%)	8,603	(46.0%)	20.8%
Flex Entry	38		1,033		N/A		N/A

*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.



Source: Coordinating Board Management (CBM) Report 001



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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 FY 2014
Total	27,792		33,309		32,088		15.5%
White	15,502	(55.8%)	13,725	(41.2%)	12,976	(40.4%)	- 16.3%
African American	4,223	(15.2%)	6,494	(19.5%)	5,709	(17.8%)	35.2%
Hispanic	7,515	(27.0%)	11,371	(34.1%)	11,699	(36.5%)	55.7%
Asian	385	(1.4%)	577	(1.7%)	615	(1.9%)	59.7%
International	2	(0.0%)	65	(0.2%)	44	(0.1%)	2100.0%
Other	165	(0.6%)	1,077	(3.2%)	1,045	(3.3%)	533.3%
Gender							
Male	16,033	(57.7%)	17,513	(52.2%)	17,101	(53.3%)	6.7%
Female	11,759	(42.3%)	15,796	(47.8%)	14,987	(46.7%)	27.5%

Participation - Contextual Measures

Service Area Representation	FY 2014		
	Percent population in primary counties	Percent credit enrollment	Service difference (% Enr. - % Pop.)
3. Gap between the demographic groups in the area and enrollment.			
Race/Ethnicity			
White	41.0%	41.7%	0.6%
African American	12.1%	16.5%	4.3%
Hispanic	40.6%	37.3%	- 3.2%
Other	6.3%	4.5%	- 1.8%
Gender			
Male	50.4%	52.3%	1.9%
Female	49.6%	47.7%	- 1.9%

	FY 2000	FY 2013	FY 2014	% Change FY 2000 to FY 2014
4. Annual Semester Credit Hours and Contact Hours				
Semester Credit Hours (SCH)				
Semester Credit Hours (SCH)	414,484	470,081	449,165	8.4%
Academic	168,947	203,056	201,149	19.1%
Technical	245,537	267,025	248,016	1.0%
Contact Hours (CH)				
Contact Hours (CH)	11,368,123	12,327,380	11,673,998	2.7%
Academic	3,038,844	3,605,068	3,579,402	17.8%
Technical	7,848,484	8,104,646	7,528,962	- 4.1%
Continuing Education	480,795	617,666	565,634	17.6%
Distance Education Hours				
Hybrid/Blended on campus	0	1,723	1,928	N/A
Fully-distance education/Internet	375	72,495	68,510	18169.3%

Students Receiving Pell Grants	Fall 1999	Fall 2011	Fall 2012	Point Change Fall 1999 to Fall 2012
5. Students Receiving Pell Grants				
Total*	39.6%	51.6%	48.7%	9.1
White	29.5%	42.6%	38.3%	8.8
African American	50.7%	66.9%	60.6%	9.9
Hispanic	55.1%	56.1%	56.8%	1.7
Asian	40.8%	41.6%	38.9%	- 1.9
International	0.0%	30.2%	35.3%	35.3
Other	54.5%	47.6%	45.4%	- 9.1
Gender				
Male	33.9%	48.9%	45.8%	11.9
Female	46.9%	54.5%	51.8%	4.9

*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.

6. College Activities: Non-funded and Non-reported	FY 2013	FY 2014
Statewide data is not available for this measure.		

7. First-time undergraduate enrollments	Fall 2000	Fall 2013	Fall 2014	% Change Fall 2000 to Fall 2014
Credential-Seeking Undergraduate Students (Full- and Part- Time)				
Total	4,546	3,719	3,663	- 19.4%
Credential-Seeking Undergraduate Students (Full-Time)				
Total	3,094	2,641	2,481	- 19.8%
White	1,643 (53.1%)	1,063 (40.2%)	1,044 (42.1%)	- 36.5%
African American	407 (13.2%)	393 (14.9%)	392 (15.8%)	- 3.7%
Hispanic	988 (31.9%)	1,082 (41.0%)	914 (36.8%)	- 7.5%
Asian	44 (1.4%)	35 (1.3%)	49 (2.0%)	11.4%
International	0 (0.0%)	1 (0.0%)	6 (0.2%)	N/A
Other	12 (0.4%)	67 (2.5%)	76 (3.1%)	533.3%
Gender				
Male	1,946 (62.9%)	1,628 (61.6%)	1,569 (63.2%)	- 19.4%
Female	1,148 (37.1%)	1,013 (38.4%)	912 (36.8%)	- 20.6%
Credential-Seeking Undergraduate Students (Part-Time)				
Total	1,452	1,078	1,182	- 18.6%
White	739 (50.9%)	372 (34.5%)	370 (31.3%)	- 49.9%
African American	191 (13.2%)	172 (16.0%)	151 (12.8%)	- 20.9%
Hispanic	495 (34.1%)	505 (46.8%)	603 (51.0%)	21.8%
Asian	20 (1.4%)	9 (0.8%)	15 (1.3%)	- 25.0%
International	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Other	7 (0.5%)	20 (1.9%)	43 (3.6%)	514.3%
Gender				
Male	727 (50.1%)	581 (53.9%)	714 (60.4%)	- 1.8%
Female	725 (49.9%)	497 (46.1%)	468 (39.6%)	- 35.4%

Participation - Out-of-State Peers

**Group
Out-of-State
Peers**

Headcount Enrollment

Headcount enrolled for credit, disaggregated by race/ethnicity.

Total

N/A

White

N/A

African American

N/A

Hispanic

N/A

Asian

N/A

Other

N/A

Full-Time Equivalent Enrollment

Full-time equivalent for the institution. The full-time equivalent of part-time enrollment is estimated by multiplying the part-time enrollment by factors that vary by control and level of institution and level of student.

Total

N/A

Source: IPEDS, Fall 2013

Fall 2014 Enrollment Detail - Statewide**Participation**

By 2015, close the gaps in participation rates across Texas to add 630,000 more students.

By Age

Age	Count	Percent
Less than 18	2,181	11.7%
18 to 21	8,304	44.4%
22 to 24	2,505	13.4%
25 to 29	2,204	11.8%
30 to 34	1,321	7.1%
Over 35	2,171	11.6%
N/A	1	0.0%

By Type Major

Type Major	Count	Percent
Academic	5,196	27.8%
Technical	13,491	72.2%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	2,173	11.6%

Success - Key Measures

3-, 4-, and 6-Year Graduation Rates

8. First-time, full-time, credential-seeking, undergraduates who have graduated from a Texas public or private higher education institution.

Statewide data is not available for this measure.

Associate Degrees and Certificates

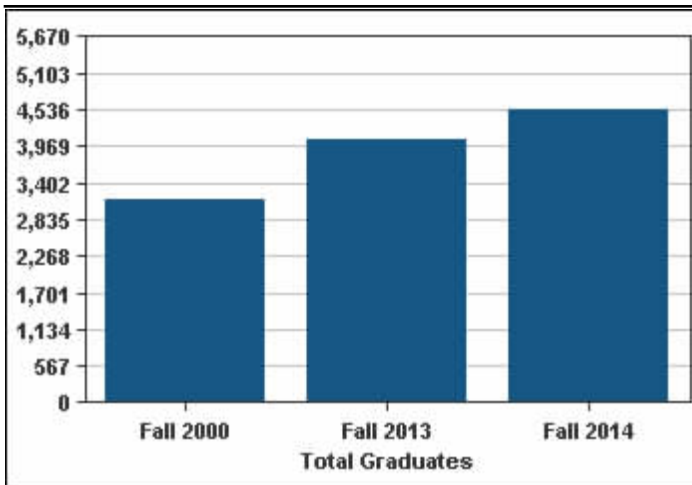
9. Awards, certificates by type, core completers and field of study completers.

	FY 2000	FY 2013	FY 2014	% Change FY 2000 to FY 2014
Total Degrees and Certificates (Does not include other completers)	3,158	4,060	4,532	43.5%
White	1,932	2,085	2,229	15.4%
African American	375	629	749	99.7%
Hispanic	779	1,127	1,294	66.1%
Asian	57	82	104	82.5%
International	1	9	15	1400.0%
Other	14	128	141	907.1%

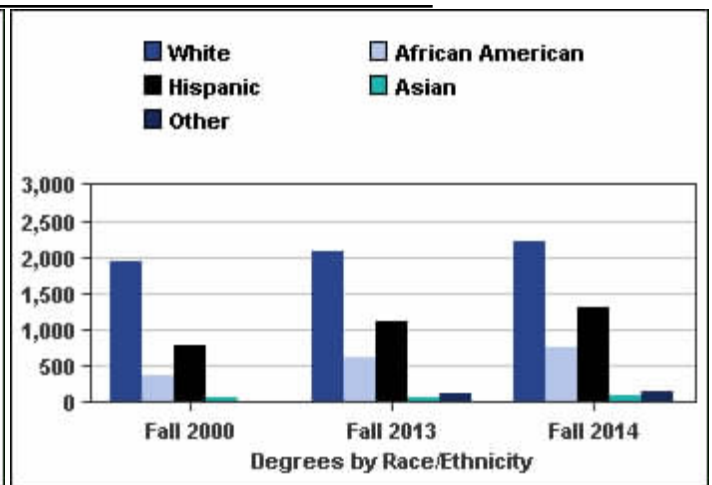
*Hispanic students, except international ones, are counted as Hispanic. Students who are "Multi-Racial one of which is African American" are included with the African American students. Asian includes Asian, Hawaiian, and Pacific Islanders. "Other" includes American Indian, Alaskan Native, Unknown, and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

Level	FY 2000	FY 2013	FY 2014	% Change
Associates	2,057	2,615	2,901	41.0%
Certificate 1	872	1,097	1,250	43.3%
Certificate 2	229	343	374	63.3%
Advanced Technology Certificates	N/A	5	7	N/A
Other Completers:				
ESC	N/A	2	N/A	N/A
Core Completers	N/A	241	263	N/A
Field of Study	N/A	N/A	N/A	N/A

Gender	FY 2000	FY 2013	FY 2014	% Change
Male	1,823	2,256	2,397	31.5%
Female	1,335	1,804	2,135	59.9%



Source: CBM009



Source: CBM009

Closing the Gaps Critical STEM Fields

10. Awards in Closing the Gaps critical STEM fields.

	FY 2000	FY 2013	FY 2014	% Change FY 2000 to FY 2014
Fields				
Computer Science	337	287	257	- 23.7%
Engineering	609	812	893	46.6%
Math	0	3	1	N/A
Physical Science	0	0	1	N/A

Level	FY 2000	FY 2013	FY 2014	% Change
Associates	814	909	908	11.5%
Cert 1	130	184	227	74.6%
Cert 2	2	7	13	550.0%
Advanced Technology Certificates	0	2	4	N/A

Nursing and Allied Health

11. Awards in Nursing.

	FY 2000	FY 2013	FY 2014	% Change FY 2000 to FY 2014
Total Nursing Degrees and Certificates Awarded	326	617	925	183.7%
Associates	93	317	607	552.7%
Certificate 1	32	52	78	143.8%
Certificate 2	201	248	240	19.4%
Advanced Technology Certificate	0	0	0	N/A
ESC	0	0	0	N/A
Field of Study	0	0	0	N/A

12. Awards in Allied Health

	FY 2000	FY 2013	FY 2014	% Change FY 2000 to FY 2014
Total Allied Health Degrees and Certificates Awarded	343	497	514	49.9%
Associates	139	235	247	77.7%
Certificate 1	191	208	214	12.0%
Certificate 2	13	54	53	307.7%
Advanced Technology Certificate	0	0	0	N/A
ESC	0	0	0	N/A

Graduation and Persistence Rate

13. First-time, full-time, credential-seeking, undergraduates who graduated or are enrolled.

Statewide data is not available for this measure.

Transfers

14. Transfers to a senior institution.

	FY 2000		FY 2013		FY 2014		Point Change FY 2000 to FY 2014
	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	
Cohort	1994	3,830 (100%)	2007	4,072 (100%)	2008	3,923 (100%)	
0-12 hours		74 (1.9%)		44 (1.1%)		27 (0.7%)	- 1.2
13-24 hours		55 (1.4%)		55 (1.4%)		52 (1.3%)	- 0.1
25-29 hours		27 (0.7%)		25 (0.6%)		22 (0.6%)	- 0.1
30-42 hours		65 (1.7%)		35 (0.9%)		38 (1.0%)	- 0.7
43+ hours		260 (6.8%)		271 (6.7%)		223 (5.7%)	- 1.1
All Transfers Total		481 (12.6%)		430 (10.6%)		362 (9.2%)	- 3.4
Non Transfer Completers		1,046 (27.3%)		947 (23.3%)		975 (24.9%)	- 2.4
Non Completers		2,303 (60.1%)		2,695 (66.2%)		2,586 (65.9%)	5.8
Awarded Core		0 (0.0%)		29 (0.7%)		27 (0.7%)	0.7

Success - Contextual Measures

15. Persistence Rate	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	57.3%	53.6%	55.8%	- 1.5
Same Institution	50.6%	48.1%	50.7%	0.1
Other institutions	6.8%	5.4%	5.1%	- 1.7
White	58.5%	57.9%	61.8%	3.3
Same institution	51.1%	51.9%	55.6%	4.5
Other institutions	7.4%	6.0%	6.3%	- 1.1
African American	48.0%	40.0%	42.7%	- 5.3
Same institution	44.0%	35.2%	38.5%	- 5.5
Other institutions	4.0%	4.8%	4.2%	0.2
Hispanic	58.3%	54.3%	54.3%	- 4.0
Same institution	51.6%	49.4%	50.2%	- 1.4
Other institutions	6.8%	4.9%	4.0%	- 2.8
Asian	74.4%	75.7%	81.8%	7.4
Same institution	67.4%	64.9%	60.6%	- 6.8
Other institutions	7.0%	10.8%	21.2%	14.2
International	0.0%	87.5%	0.0%	0.0
Same institution	0.0%	75.0%	0.0%	0.0
Other institutions	0.0%	12.5%	0.0%	0.0
Other	83.3%	47.8%	52.3%	- 31.0
Same institution	66.7%	43.5%	49.2%	- 17.5
Other institutions	16.7%	4.3%	3.1%	- 13.6

	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	40.4%	32.8%	36.9%	- 3.5
Same institution	29.2%	25.0%	27.9%	- 1.3
Other institutions	11.2%	7.8%	9.1%	- 2.1
White	43.0%	36.5%	41.1%	- 1.9
Same institution	30.6%	28.3%	30.1%	- 0.5
Other institutions	12.4%	8.2%	11.0%	- 1.4
African American	31.4%	22.5%	22.4%	- 9.0
Same institution	20.8%	15.0%	15.5%	- 5.3
Other institutions	10.6%	7.6%	6.9%	- 3.7
Hispanic	40.2%	33.7%	38.3%	- 1.9
Same institution	30.7%	26.7%	31.1%	0.4
Other institutions	9.5%	7.0%	7.2%	- 2.3
Asian	75.5%	71.4%	78.1%	2.6
Same institution	60.4%	50.0%	40.6%	- 19.8
Other institutions	15.1%	21.4%	37.5%	22.4
International	100.0%	66.7%	50.0%	- 50.0
Same institution	100.0%	50.0%	25.0%	- 75.0
Other institutions	0.0%	16.7%	25.0%	25.0
Other	33.3%	31.1%	29.5%	- 3.8
Same institution	20.0%	23.6%	24.6%	4.6
Other institutions	13.3%	7.5%	4.9%	- 8.4

Developmental Education	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)
16. 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.				

Summary Data	
Number of FTIC students	4,450
Met state standards in all three areas	1,254
Did not meet state standards in one, two, or all three areas (at entry)	2,736
Unknown* (unduplicated)	460

Data by Subject Area

Statewide Totals

TSTC/Lamar Performance - Complete Report

Met Standard				
Math	1,696	60	364	25.0%
Reading	2,629	90	692	29.7%
Writing	2,550	123	798	36.1%
Did Not Meet Standard				
Math	2,330	N/A	348	14.9%
Reading	1,474	N/A	218	14.8%
Writing	1,513	N/A	277	18.3%
Unknown** (waived or military exemption)				
Math**	424	N/A	32	7.5%
Reading**	347	N/A	31	8.9%
Writing**	387	N/A	46	11.9%
Most- and Least-Prepared Populations				
Met State Standard in All Three Areas				
Math	1,254	54	290	27.4%
Reading	1,254	66	407	37.7%
Writing	1,254	101	483	46.6%
Did Not Meet Standard in All Three Areas				
Math	905	N/A	77	8.5%
Reading	905	N/A	90	9.9%
Writing	905	N/A	108	11.9%

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.

Fall 2010 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)
17. Underprepared students who satisfied TSI obligation within 2 years.								
Summary Data								
Number of FTIC students	4,450							
Met state standards in all three areas	1,254							
Did not meet state standards in one, two, or all three areas (at entry)	2,736							
Unknown* (unduplicated)	460							
Data by Subject Area								
Met Standard								
Math	1,696	258	15.2%	N/A	N/A	N/A	N/A	N/A
Reading	2,629	190	7.2%	N/A	N/A	N/A	N/A	N/A
Writing	2,550	253	9.9%	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standard								
Math	2,330	1,551	66.6%	568	700	36.6%	30.0%	30.8%
Reading	1,474	681	46.2%	308	493	45.2%	33.4%	34.8%
Writing	1,513	643	42.5%	295	469	45.9%	31.0%	33.3%
Unknown** (waived or military exemption)								
Math**	424	147	34.7%	N/A	N/A	N/A	N/A	N/A
Reading**	347	94	27.1%	N/A	N/A	N/A	N/A	N/A
Writing**	387	87	22.5%	N/A	N/A	N/A	N/A	N/A
Most- and Least-Prepared Populations								
Met state standards in all areas								
Math	1,254	178	14.2%	N/A	N/A	N/A	N/A	N/A
Reading	1,254	45	3.6%	N/A	N/A	N/A	N/A	N/A
Writing	1,254	52	4.1%	N/A	N/A	N/A	N/A	N/A

Did Not Meet Standards in All Three Areas

Math	905	465	51.4%	111	152	23.9%	16.8%	17.5%
Reading	905	384	42.4%	153	230	39.8%	25.4%	26.3%
Writing	905	336	37.1%	121	198	36.0%	21.9%	24.1%

*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 #16.

18. 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	4,450	2,164	49
Met state standards in all areas	1,254	801	63.9%
Did not meet state standards in one, two, or all three areas	2,736	1,185	43.3%
Did not meet state standards in all three areas	905	294	32.5%
Unknown* (unduplicated)	460	178	38.7%
Data by Subject Area			
Met Standard by Area			
Math	1,696	1,025	60.4%
Reading	2,629	1,487	56.6%
Writing	2,550	1,451	56.9%
Did Not Meet Standard by Area			
Math	2,330	980	42.1%
Reading	1,474	556	37.7%
Writing	1,513	576	38.1%
Unknown** by Area (waived or military exemption)			
Math	424	159	37.5%
Reading	347	121	34.9%
Writing	387	137	35.4%

*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.

19. Graduate status following graduation

	FY 2011		FY 2012		FY 2013		Percent Change FY 2011 to FY 2013
For additional data on students graduating from and leaving institutions, go to: http://www.txhighereddata.org/reports/performance/ctcasalf/exitcohorts							
Academic							
Employed Only	47	31.8%	78	38.2%	95	36.1%	102.1%
Employed and Enrolled (in Senior Institutions)	37	25.0%	55	27.0%	74	28.1%	100.0%
Enrolled Only (in Senior Institutions)	39	26.4%	46	22.5%	51	19.4%	30.8%
Enrolled Only (in Community Colleges)	12	8.1%	13	6.4%	19	7.2%	58.3%
Not Found	13	8.8%	12	5.9%	24	9.1%	84.6%
Technical							
Employed Only	2,451	78.0%	2,572	78.2%	2,651	80.3%	8.2%
Employed and Enrolled (in Senior Institutions)	87	2.8%	105	3.2%	83	2.5%	- 4.6%
Enrolled Only (in Senior Institutions)	71	2.3%	79	2.4%	48	1.5%	- 32.4%
Enrolled Only (in Community, State or Technical Colleges)	253	8.0%	226	6.9%	216	6.5%	- 14.6%
Not Found	281	8.9%	309	9.4%	305	9.2%	8.5%

20. Marketable Skills Awards

	FY 2000	FY 2013	FY 2014	Point Change FY 2000 to FY 2014
Total	0	135	179	N/A
Race/Ethnicity				
White	0	79	128	N/A
African American	0	29	29	N/A
Hispanic	0	24	19	N/A
Asian	0	1	0	N/A
International	0	1	1	N/A
Other	0	1	2	N/A

Gender				
Male	0	94	113	N/A
Female	0	41	66	N/A

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

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 (*).

Fall 2000	Fall 2012	Fall 2013	%/Point Change Fall 2000 to Fall 2013

22. Course Completion Rate for Undergraduate State Funded Semester Credit Hours
Statewide data is not available for this measure.

Success - Out-of-State Peers

**Group
Out-of-State
Peers**

Graduation Rate: Three-year graduation rates of first-time, full-time degree seeking undergraduates by race/ethnicity.

3-Year Rate N/A%

Degrees Awarded: Number of graduates by level, race/ethnicity and gender.

Total Degrees		N/A
White		N/A
African American		N/A
Hispanic		N/A
Asian		N/A
Other		N/A
Level		
Associates		N/A
Gender		
Male		N/A
Female		N/A

Graduation and Persistence Rate: Percent of first-time, degree-seeking undergraduates who have graduated or are still enrolled in public higher education after three academic years.

Total		N/A%
White		N/A%
African American		N/A%
Hispanic		N/A%
Asian		N/A%
American Indian or Alaska Native		N/A%
Unknown		N/A%
Nonresident Alien		N/A%

Graduates in Key Fields: Number of degrees awarded in specific fields by level.

Computer Science		N/A
Engineering		N/A
Math		N/A
Physical Science		N/A

Nursing and Allied-Health Graduates: Number of degrees awarded in nursing/allied-health by level.

Total Degrees		N/A
Certificate		N/A
Associates		N/A

Source: IPEDS, Fall 2013

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	Total
White	1,434	567	223	5	2,229
African American	484	203	62	0	749
Hispanic	789	423	81	1	1,294
Asian	78	21	5	0	104
International	10	5	0	0	15
Other	106	31	3	1	141

By Level, Gender:

Gender	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Male	1,503	789	98		72,397
Female	1,398	461	276		02,135

By Level, Type Major:

Type Major	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Academic	303	0	0	0	303
Technical	2,598	1,250	374	7	4,229

Graduates Success Detail (FY 2013)- Statewide

Success

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

Academic

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	46	48.4%
African American	19	20.0%
Hispanic	24	25.3%
Asian	3	3.2%
International	0	0.0%
Other	3	3.2%

Gender:

Gender	Number	Percent of Cohort
Male	29	30.5%
Female	66	69.5%

Academic

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	41	55.4%
African American	10	13.5%
Hispanic	21	28.4%
Asian	1	1.4%
International	0	0.0%
Other	1	1.4%

Gender:

Gender	Number	Percent of Cohort
Male	18	24.3%
Female	56	75.7%

Academic

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	27	52.9%
African American	12	23.5%
Hispanic	9	17.6%
Asian	2	3.9%
International	0	0.0%
Other	1	2.0%

Gender:

Gender	Number	Percent of Cohort
Male	15	29.4%
Female	36	70.6%

Academic

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	5	26.3%
African American	0	0.0%
Hispanic	13	68.4%
Asian	1	5.3%
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	3	15.8%
Female	16	84.2%

Academic

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	12	50.0%
African American	3	12.5%
Hispanic	5	20.8%
Asian	2	8.3%
International	0	0.0%
Other	2	8.3%

Gender:

Gender	Number	Percent of Cohort
Male	7	29.2%
Female	17	70.8%

Technical

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	1393	52.5%
African American	416	15.7%
Hispanic	703	26.5%
Asian	41	1.5%
International	5	0.2%
Other	93	3.5%

Gender:

Gender	Number	Percent of Cohort
Male	1515	57.1%
Female	1136	42.9%

Technical

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	38	45.8%
African American	13	15.7%
Hispanic	28	33.7%
Asian	0	0.0%
International	0	0.0%
Other	4	4.8%

Gender:

Gender	Number	Percent of Cohort
Male	32	38.6%
Female	51	61.4%

Technical

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	18	37.5%
African American	5	10.4%
Hispanic	24	50.0%
Asian	1	2.1%
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	18	37.5%
Female	30	62.5%

Technical

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	86	39.8%
African American	32	14.8%
Hispanic	84	38.9%
Asian	9	4.2%
International	1	0.5%
Other	4	1.9%

Gender:

Gender	Number	Percent of Cohort
Male	116	53.7%
Female	100	46.3%

Technical

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	158	51.8%
African American	50	16.4%
Hispanic	77	25.2%
Asian	11	3.6%
International	3	1.0%
Other	6	2.0%

Gender:

Gender	Number	Percent of Cohort
Male	161	52.8%
Female	144	47.2%

Excellence - Key Measures

Certification and Licensure

23. Pass rate for programs whose graduates are required to pass an exam.

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.

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

Excellence - Contextual Measures

Quality Enhancement Plan

24. Quality Enhancement Plan, Including Reaffirmation Year

Statewide data is not available for this measure.

Excellent Programs

25. Excellent Programs

Statewide data is not available for this measure.

26. Significant Recognitions - 2012:

Statewide data is not available for this measure.

	Fall 2000	Fall 2013	Fall 2014	%/Point Change Fall 2000 to Fall 2014
27. Class size (average)	Statewide data is not available for this measure.			

28. Faculty	Fall 2000	Fall 2012	Fall 2013	Percent Change Fall 2000 to Fall 2013
Full-Time Total*	709	606	601	- 15.2%
Race/Ethnicity				
White	566 (79.8%)	464 (76.6%)	456 (75.9%)	- 19.4%
African American	36 (5.1%)	28 (4.6%)	29 (4.8%)	- 19.4%
Hispanic	97 (13.7%)	104 (17.2%)	101 (16.8%)	4.1%
Asian	9 (1.3%)	6 (1.0%)	9 (1.5%)	0.0%
International	1 (0.1%)	0 (0.0%)	0 (0.0%)	-100.0%
Other	0 (0.0%)	4 (0.7%)	6 (1.0%)	N/A
Gender				
Male	456 (64.3%)	366 (60.4%)	371 (61.7%)	- 18.6%
Female	253 (35.7%)	240 (39.6%)	230 (38.3%)	- 9.1%
Part-Time Total*	283	412	449	58.7%
Race/Ethnicity				
White	239 (84.5%)	326 (79.1%)	322 (71.7%)	34.7%
African American	17 (6.0%)	32 (7.8%)	33 (7.3%)	94.1%
Hispanic	20 (7.1%)	43 (10.4%)	74 (16.5%)	270.0%
Asian	4 (1.4%)	7 (1.7%)	10 (2.2%)	150.0%
International	2 (0.7%)	0 (0.0%)	0 (0.0%)	-100.0%
Other	1 (0.4%)	4 (1.0%)	10 (2.2%)	900.0%
Gender				
Male	156 (55.1%)	205 (49.8%)	214 (47.7%)	37.2%
Female	127 (44.9%)	207 (50.2%)	235 (52.3%)	85.0%

*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.

29. Graduates employed or enrolled	Fall 2009	Fall 2012	Fall 2013	% Change Fall 2009 to Fall 2013
	Statewide data is not available for this measure.			

Excellence - Out-of-State Peers

**Group
Out-of-State Peers**

Percent of Full-Time Faculty

Percentage of all faculty members who are employed with a full-time teaching assignment.

Percent of Full-Time Faculty

N/A

Source: IPEDS, Fall 2013

Institutional Efficiency and Effectiveness - Key Measures

Administrative Cost

	FY 2002	FY 2013	FY 2014	Point Change FY 2002 to FY 2014
30. Administrative expenses as a percent of operating budget	Statewide data is not available for this measure.			

Space Usage Efficiency (SUE)

Statewide data is not available for this measure.

31. Space usage efficiency measure of the effectiveness and efficiency of existing teaching space utilization. Classroom and lab passing score is 75 and overall passing score is 150.	Fall 2013	Fall 2014

Historically Underutilized Business (HUB)

32. Historically Underutilized Business: Expenditures without construction (Millions), Expenditures with construction (Millions)	FY 2000	FY 2013	FY 2014	%/Point Change FY 2000 to FY 2014

Statewide data is not available for this measure.

Institutional Efficiency and Effectiveness - Contextual Measures

33. Faculty Contact Hours	Fall 2000	Fall 2012	Fall 2013	Percent/Point Change Fall 2000 to Fall 2013
Total Contact Hours	4,133,422	4,156,878	3,971,560	- 3.9%
Contact Hours taught by full-time faculty	88.2%	81.8%	79.3%	- 8.9
Contact Hours taught by part-time faculty	11.8%	18.2%	20.7%	8.9

34. FTSE/FTFE Ratio	Fall 2000			Fall 2012			Fall 2013			% Change Fall 2000 to Fall 2013
	FTSE	FTFE	Ratio	FTSE	FTFE	Ratio	FTSE	FTFE	Ratio	
	11,058	788	14:1	13,062	792	17:1	12,872	801	16:1	14.3%

35. Appropriations	FY 2012	FY 2013	FY 2014
Appropriated funds per FTE student	6,674	6,643	\$7,527
Appropriated funds per FTE faculty	147,859	142,016	\$154,678

Link to additional information: <http://www.thecb.state.tx.us/index.cfm?objectid=5026C14D-FD20-B6E6-9AA684EC8FFB08D8>

36. Tuition and fees for 30 SCH.	FY 2005	FY 2014	FY 2015	Percent Change FY 2005 to FY 2015
Tuition and fees for 30 SCH in two semesters	\$2,529	\$4,422	\$4,521	78.8%

Institutional Efficiency and Effectiveness - Out-of-State Peers**Group
Out-of-State Peers****Administrative Cost Ratio**

Amount expended for administrative costs as a percent of operative expenses

Administrative costs as a percent of operating budget

N/A

Appropriations

State and local government appropriation revenues per FTE student.

Appropriations per FTE student

N/A

Expenditures

Instruction expenses per FTE student.

Instruction expenses per FTE student

N/A

Tuition and Fees

Tuition and Fee revenue per FTE student.

Tuition and Fee Revenue per FTE student

N/A

Source: IPEDS, Fall 2013