Accountability Report

January 2016

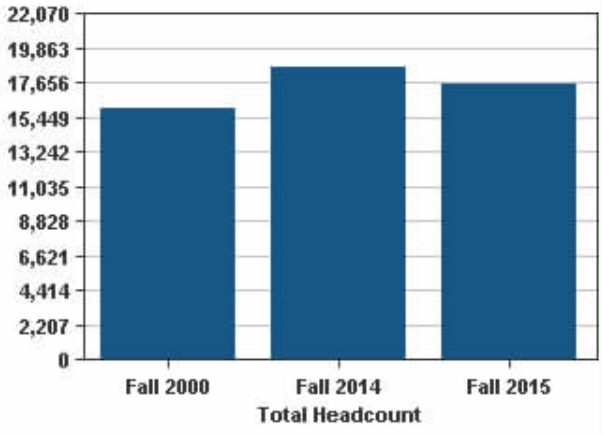
Participation - Key Measures

Enrollment

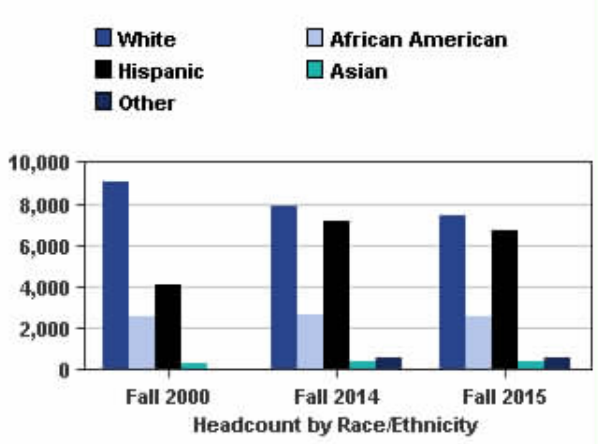
1. Fall headcount

	Fall 2000		Fall 2014		Fall 2015		% Change Fall 2000 to 2015
Total* (does not include flex entry)	**16,064**		**18,687**		**17,655**		**9.9%**
White	9,068	(56.4%)	7,860	(42.1%)	7,453	(42.2%)	- 17.8%
African American	2,543	(15.8%)	2,697	(14.4%)	2,534	(14.4%)	- 0.4%
Hispanic	4,086	(25.4%)	7,154	(38.3%)	6,716	(38.0%)	64.4%
Asian	283	(1.8%)	409	(2.2%)	366	(2.1%)	29.3%
International	0	(0.0%)	19	(0.1%)	15	(0.1%)	N/A
Other	84	(0.5%)	548	(2.9%)	571	(3.2%)	579.8%
Gender							
Male	8,943	(55.7%)	10,084	(54.0%)	9,798	(55.5%)	9.6%
Female	7,121	(44.3%)	8,603	(46.0%)	7,857	(44.5%)	10.3%
Flex Entry	38		773		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



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 FY 2015
Total	**27,792**		**32,088**		**31,974**		**15.0%**
White	15,502	(55.8%)	12,976	(40.4%)	12,667	(39.6%)	- 18.3%
African American	4,223	(15.2%)	5,709	(17.8%)	5,413	(16.9%)	28.2%
Hispanic	7,515	(27.0%)	11,699	(36.5%)	12,017	(37.6%)	59.9%
Asian	385	(1.4%)	615	(1.9%)	579	(1.8%)	50.4%
International	2	(0.0%)	44	(0.1%)	43	(0.1%)	2050.0%
Other	165	(0.6%)	1,045	(3.3%)	1,255	(3.9%)	660.6%
Gender							
Male	16,033	(57.7%)	17,101	(52.6%)	17,936	(56.1%)	11.9%
Female	11,759	(42.3%)	14,987	(47.4%)	14,038	(43.9%)	19.4%

Participation - Contextual Measures

Service Area Representation	FY 2015		
	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	40.3%	41.4%	1.1%

African American	12.1%	15.9%	3.8%
Hispanic	41.2%	38.1%	- 3.0%
Other	6.4%	4.5%	- 1.9%
Gender			
Male	50.4%	54.4%	4.0%
Female	49.6%	45.6%	- 4.0%

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015
4. Annual Semester Credit Hours and Contact Hours				
Semester Credit Hours (SCH)	**414,484**	**449,165**	**428,325**	**3.3%**
Academic	168,947	201,149	189,926	12.4%
Technical	245,537	248,016	238,399	- 2.9%
Contact Hours (CH)	**11,368,123**	**11,673,998**	**11,179,009**	**- 1.7%**
Academic	3,038,844	3,579,402	3,337,418	9.8%
Technical	7,848,484	7,528,962	7,162,166	- 8.7%
Continuing Education	480,795	565,634	679,425	41.3%
Distance Education Hours				
Hybrid/Blended on campus	0	1,928	2,367	N/A
Fully-distance education/Internet	375	68,510	59,478	15760.8%

Students Receiving Pell Grants	Fall 1999	Fall 2012	Fall 2013	Point Change Fall 1999 to Fall 2013
5. Students Receiving Pell Grants				
Total*	**39.6%**	**48.7%**	**48.3%**	**8.7**
White	29.5%	38.3%	37.4%	7.9
African American	50.7%	60.6%	57.6%	6.9
Hispanic	55.1%	56.8%	58.7%	3.6
Asian	40.8%	38.9%	32.4%	- 8.4
International	0.0%	35.3%	20.0%	20.0
Other	54.5%	45.4%	43.8%	- 10.7
Gender				
Male	33.9%	45.8%	46.2%	12.3
Female	46.9%	51.8%	50.7%	3.8

*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 2014	FY 2015

Statewide data is not available for this measure.

7. First-time undergraduate enrollments	Fall 2000		Fall 2014		Fall 2015		% Change Fall 2000 to Fall 2015
Credential-Seeking Undergraduate Students (Full- and Part- Time)							
Total	**4,546**		**3,663**		**3,376**		**- 25.7%**
Credential-Seeking Undergraduate Students (Full-Time)							
Total	**3,094**		**2,481**		**2,180**		**- 29.5%**
White	1,643	(53.1%)	1,044	(42.1%)	1,009	(46.3%)	- 38.6%
African American	407	(13.2%)	392	(15.8%)	317	(14.5%)	- 22.1%
Hispanic	988	(31.9%)	914	(36.8%)	720	(33.0%)	- 27.1%
Asian	44	(1.4%)	49	(2.0%)	37	(1.7%)	- 15.9%
International	0	(0.0%)	6	(0.2%)	1	(0.0%)	N/A
Other	12	(0.4%)	76	(3.1%)	96	(4.4%)	700.0%
Gender							
Male	1,946	(62.9%)	1,569	(63.2%)	1,408	(64.6%)	- 27.6%
Female	1,148	(37.1%)	912	(36.8%)	772	(35.4%)	- 32.8%
Credential-Seeking Undergraduate Students (Part-Time)							
Total	**1,452**		**1,182**		**1,196**		**- 17.6%**
White	739	(50.9%)	370	(31.3%)	363	(30.4%)	- 50.9%
African American	191	(13.2%)	151	(12.8%)	179	(15.0%)	- 6.3%
Hispanic	495	(34.1%)	603	(51.0%)	591	(49.4%)	19.4%
Asian	20	(1.4%)	15	(1.3%)	12	(1.0%)	- 40.0%
International	0	(0.0%)	0	(0.0%)	0	(0.0%)	N/A
Other	7	(0.5%)	43	(3.6%)	51	(4.3%)	628.6%
Gender							
Male	727	(50.1%)	714	(60.4%)	678	(56.7%)	- 6.7%
Female	725	(49.9%)	468	(39.6%)	518	(43.3%)	- 28.6%

Participation - Out-of-State Peers

Out-of-state peer data is from the Fall 2014 IPEDS report and may not match accountability data because of differences in the source of the data. Accountability measures are primarily derived from institutional data sent to the CB for CBM reports. Data reported on this out-of-state peer link is obtained from the IPEDS system of institutional reporting to the federal government. Data differences may result from different reporting periods and different definitions for the data elements.

Options

Return to the Participation Page
Download Excel Version
Out-of-State Peer Measures and Definitions

	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 2014

Fall 2015 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	1,995	11.3%
18 to 21	8,183	46.3%
22 to 24	2,385	13.5%
25 to 29	2,041	11.6%
30 to 34	1,136	6.4%
Over 35	1,915	10.8%
N/A	0	0.0%

By Type Major

Type Major	Count	Percent
Academic	5,767	32.7%
Technical	11,888	67.3%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	1,994	11.3%

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.

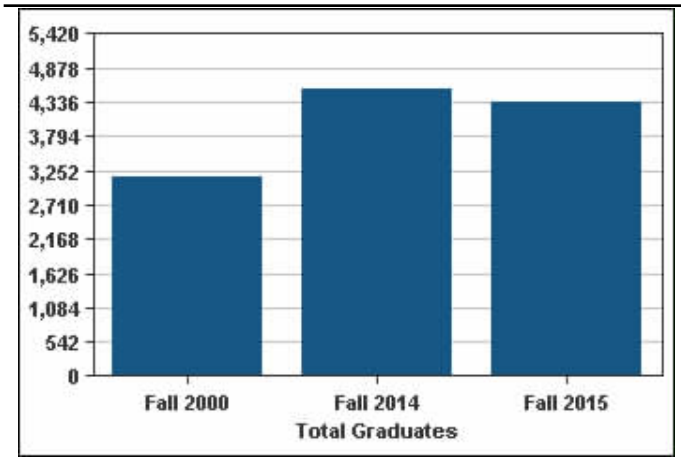
Associate Degrees and Certificates

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

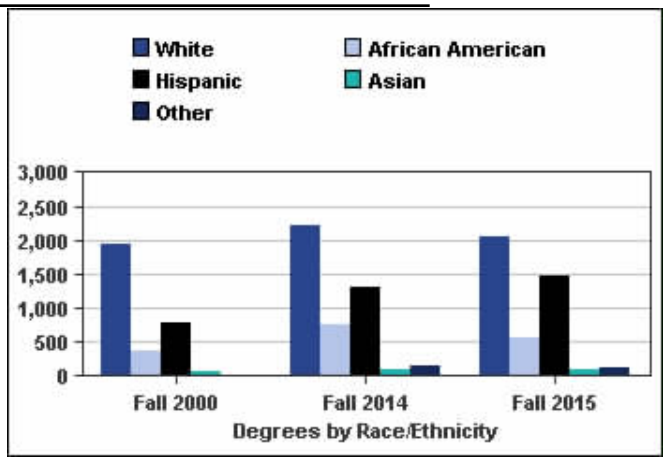
	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015
Total Degrees and Certificates (Does not include other completers)	**3,158**	**4,532**	**4,331**	**37.1%**
White	1,932	2,229	2,062	6.7%
African American	375	749	567	51.2%
Hispanic	779	1,294	1,485	90.6%
Asian	57	104	88	54.4%
International	1	15	7	600.0%
Other	14	141	122	771.4%

*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.

Level				
Associates	2,057	2,901	2,638	28.2%
Certificate 1	872	1,250	1,267	45.3%
Certificate 2	229	374	423	84.7%
Advanced Technology Certificates	N/A	7	3	N/A
Other Completers:				
ESC	N/A	N/A	N/A	N/A
Core Completers	N/A	263	436	N/A
Field of Study	N/A	N/A	1	N/A
Gender				
Male	1,823	2,397	2,533	38.9%
Female	1,335	2,135	1,798	34.7%



Source: CBM009



Source: CBM009

Closing the Gaps Critical STEM Fields

10. Awards in *Closing the Gaps* critical STEM fields.

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015
Fields				
Computer Science	337	257	206	- 38.9%
Engineering	609	893	913	49.9%
Math	0	1	2	N/A
Physical Science	0	1	2	N/A
Level				

Associates	814	908	913	12.2%
Cert 1	130	227	202	55.4%
Cert 2	2	13	7	250.0%
Advanced Technology Certificates	0	4	1	N/A

Nursing and Allied Health

11. Awards in Nursing.

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015
Total Nursing Degrees and Certificates Awarded	**326**	**925**	**613**	**88.0%**
Associates	93	607	274	194.6%
Certificate 1	32	78	75	134.4%
Certificate 2	201	240	264	31.3%
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 2014	FY 2015	% Change FY 2000 to FY 2015
Total Allied Health Degrees and Certificates Awarded	**343**	**514**	**486**	**41.7%**
Associates	139	247	204	46.8%
Certificate 1	191	214	226	18.3%
Certificate 2	13	53	56	330.8%
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 2014			FY 2015			Point Change FY 2000 to FY 2015
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		
Cohort	**1994**	**3,830**	**(100%)**	**2008**	**3,923**	**(100%)**	**2009**	**4,700**	**(100%)**	
0-12 hours		**74**	**(1.9%)**		**27**	**(0.7%)**		**29**	**(0.6%)**	**- 1.3**
13-24 hours		**55**	**(1.4%)**		**52**	**(1.3%)**		**64**	**(1.4%)**	**0.0**
25-29 hours		**27**	**(0.7%)**		**22**	**(0.6%)**		**30**	**(0.6%)**	**- 0.1**
30-42 hours		**65**	**(1.7%)**		**38**	**(1.0%)**		**46**	**(1.0%)**	**- 0.7**
43+ hours		**260**	**(6.8%)**		**223**	**(5.7%)**		**261**	**(5.6%)**	**- 1.2**
All Transfers Total		**481**	**(12.6%)**		**362**	**(9.2%)**		**430**	**(9.1%)**	**- 3.5**
Non Transfer Completers		**1,046**	**(27.3%)**		**975**	**(24.9%)**		**1,130**	**(24.0%)**	**- 3.3**
Non Completers		**2,303**	**(60.1%)**		**2,586**	**(65.9%)**		**3,140**	**(66.8%)**	**6.7**
Awarded Core		**0**	**(0.0%)**		**27**	**(0.7%)**		**42**	**(0.9%)**	**0.9**

Success - Contextual Measures

15. Persistence Rate

	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	**57.3%**	**55.8%**	**59.2%**	**1.9**
Same Institution	50.6%	50.7%	52.6%	2.0
Other Institution	6.8%	5.1%	6.5%	- 0.3
White	**58.5%**	**61.8%**	**63.5%**	**5.0**
Same institution	51.1%	55.6%	55.6%	4.5
Other institutions	7.4%	6.3%	7.9%	0.5
African American	**48.0%**	**42.7%**	**45.9%**	**- 2.1**

Same institution	44.0%	38.5%	39.1%	- 4.9
Other institutions	4.0%	4.2%	6.8%	2.8
Hispanic	**58.3%**	**54.3%**	**59.1%**	**0.8**
Same institution	51.6%	50.2%	54.7%	3.1
Other institutions	6.8%	4.0%	4.5%	- 2.3
Asian	**74.4%**	**81.8%**	**75.5%**	**1.1**
Same institution	67.4%	60.6%	63.3%	- 4.1
Other institutions	7.0%	21.2%	12.2%	5.2
International	**0.0%**	**0.0%**	**83.3%**	**83.3**
Same institution	0.0%	0.0%	83.3%	83.3
Other institutions	0.0%	0.0%	0.0%	0.0
Other	**83.3%**	**52.3%**	**56.6%**	**- 26.7**
Same institution	66.7%	49.2%	50.0%	- 16.7
Other institutions	16.7%	3.1%	6.6%	- 10.1

	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	**40.4%**	**36.9%**	**39.6%**	**- 0.8**
Same institution	29.2%	27.9%	29.7%	0.5
Other institutions	11.2%	9.1%	9.9%	- 1.3
White	**43.0%**	**41.1%**	**41.6%**	**- 1.4**
Same institution	30.6%	30.1%	29.8%	- 0.8
Other institutions	12.4%	11.0%	11.8%	- 0.6
African American	**31.4%**	**22.4%**	**32.1%**	**0.7**
Same institution	20.8%	15.5%	26.4%	5.6
Other institutions	10.6%	6.9%	5.7%	- 4.9
Hispanic	**40.2%**	**38.3%**	**39.6%**	**- 0.6**
Same institution	30.7%	31.1%	31.0%	0.3
Other institutions	9.5%	7.2%	8.6%	- 0.9
Asian	**75.5%**	**78.1%**	**62.1%**	**- 13.4**
Same institution	60.4%	40.6%	31.0%	- 29.4
Other institutions	15.1%	37.5%	31.0%	15.9
International	**100.0%**	**50.0%**	**100.0%**	**0.0**
Same institution	100.0%	25.0%	0.0%	-100.0
Other institutions	0.0%	25.0%	100.0%	100.0
Other	**33.3%**	**29.5%**	**42.6%**	**9.3**
Same institution	20.0%	24.6%	27.9%	7.9
Other institutions	13.3%	4.9%	14.8%	1.5

Developmental Education **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.**	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	**3,551**			
Met state standards in all three areas	**1,122**			
Did not meet state standards in one, two, or all three areas (at entry)	**2,050**			
Unknown* (unduplicated)	**379**			
Data by Subject Area				
Met Standard				
Math	1,561	21	635	42.0%
Reading	2,070	64	913	47.2%
Writing	1,960	64	919	50.2%
Did Not Meet Standard				
Math	1,661	N/A	244	14.7%
Reading	1,202	N/A	227	18.9%
Writing	1,278	N/A	232	18.2%
Unknown (waived or military exemption)**				
Math**	329	N/A	29	8.8%
Reading**	279	N/A	26	9.3%
Writing**	313	N/A	24	7.7%
Most- and Least-Prepared Populations				
Met State Standard in All Three Areas				
Math	1,122	20	501	46.4%
Reading	1,122	48	581	56.1%
Writing	1,122	50	608	58.6%
Did Not Meet Standard in All Three Areas				
Math	753	N/A	63	8.4%
Reading	753	N/A	98	13.0%
Writing	753	N/A	96	12.7%

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.

Developmental Education 17. Underprepared students who satisfied TSI obligation within 2 years.	Fall 2011 Cohort							
	Total/Area Counts (a)	Number attempting developmental education (b)	Percent attempting developmental education (includes DevEd interventions) (b/a)	TSI obligations met (of those attempting developmental education) (d)	TSI obligations met through any means (of total) (e)	TSI obligations met (percent of those attempting developmental education) (d/b)	TSI obligations met (percent of total as reported by institution) (e/a)	TSI obligations met based on TSI reporting or passed 1st college-level course (percent of total) (e) and/or Passed†/(a)
Summary Data								
Number of FTIC students	**3,551**							
Met state standards in all three areas	**1,122**							
Did not meet state standards in one, two, or all three areas (at entry)	**2,050**							
Unknown* (unduplicated)	**379**							
Data by Subject Area								
Met Standard								
Math	1,561	227	14.5%	N/A	N/A	N/A	N/A	N/A
Reading	2,070	130	6.3%	N/A	N/A	N/A	N/A	N/A
Writing	1,960	148	7.6%	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standard								
Math	1,661	1,330	80.1%	451	474	33.9%	28.5%	29.3%
Reading	1,202	704	58.6%	330	415	46.9%	34.5%	36.3%
Writing	1,278	701	54.9%	309	390	44.1%	30.5%	31.8%
Unknown (waived or military exemption)**								
Math**	329	134	40.7%	N/A	N/A	N/A	N/A	N/A
Reading**	279	126	45.2%	N/A	N/A	N/A	N/A	N/A
Writing**	313	99	31.6%	N/A	N/A	N/A	N/A	N/A
Most- and Least-Prepared Populations								
Met state standards in all areas								
Math	1,122	149	13.3%	N/A	N/A	N/A	N/A	N/A
Reading	1,122	37	3.3%	N/A	N/A	N/A	N/A	N/A
Writing	1,122	50	4.5%	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standards in All Three Areas								
Math	753	530	70.4%	120	128	22.6%	17.0%	17.5%
Reading	753	429	57.0%	174	208	40.6%	27.6%	28.3%
Writing	753	366	48.6%	131	169	35.8%	22.4%	23.4%

*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 #16.

18. 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	**3,551**	1,646	46
Met state standards in all areas	**1,122**	699	62.3%
Did not meet state standards in one, two, or all three areas	**2,050**	812	39.6%
Did not meet state standards in all three areas	**753**	225	29.9%
Unknown* (unduplicated)	**379**	135	35.6%
Data by Subject Area			
Met Standard by Area			
Math	1,561	909	58.2%
Reading	2,070	1,134	54.8%
Writing	1,960	1,085	55.4%
Did Not Meet Standard by Area			
Math	1,661	628	37.8%
Reading	1,202	420	34.9%
Writing	1,278	460	36.0%
Unknown by Area (waived or military exemption)**			

Math	329	109	33.1%
Reading	279	92	33.0%
Writing	313	101	32.3%

*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

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

	FY 2012		FY 2013		FY 2014		Percent Change FY 2012 to FY 2014
Academic							
Employed Only	78	38.2%	95	36.1%	76	35.5%	- 2.6%
Employed and Enrolled (in Senior Institutions)	55	27.0%	74	28.1%	63	29.4%	14.5%
Enrolled Only (in Senior Institutions)	46	22.5%	51	19.4%	40	18.7%	- 13.0%
Enrolled Only (in Community Colleges)	13	6.4%	19	7.2%	11	5.1%	- 15.4%
Not Found	12	5.9%	24	9.1%	24	11.2%	100.0%
Technical							
Employed Only	2,572	78.2%	2,651	80.3%	1,398	83.6%	- 45.6%
Employed and Enrolled (in Senior Institutions)	105	3.2%	83	2.5%	65	3.9%	- 38.1%
Enrolled Only (in Senior Institutions)	79	2.4%	48	1.5%	19	1.1%	- 75.9%
Enrolled Only (in Community, State or Technical Colleges)	226	6.9%	216	6.5%	54	3.2%	- 76.1%
Not Found	309	9.4%	305	9.2%	136	8.1%	- 56.0%

20. Marketable Skills Awards

	FY 2000	FY 2014	FY 2015	Point Change FY 2000 to FY 2015
Total	**0**	**179**	**209**	**N/A**
Race/Ethnicity				
White	0	128	107	N/A
African American	0	29	59	N/A
Hispanic	0	19	35	N/A
Asian	0	0	1	N/A
International	0	1	4	N/A
Other	0	2	3	N/A
Gender				
Male	0	113	158	N/A
Female	0	66	51	N/A

21. Teacher Production and Certification

FY 2012	FY 2013	FY 2014

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 (*).

22. Course Completion Rate for Undergraduate State Funded Semester Credit Hours

Fall 2000	Fall 2013	Fall 2014	%/Point Change Fall 2000 to Fall 2014

Statewide data is not available for this measure.

Success - Out-of-State Peers

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Options

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Out-of-State Peer Measures and Definitions

	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 2014

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	Total
White	1,330	531	200	1	2,062
African American	362	146	57	2	567
Multi-racial one of which is African American	N/A	N/A	N/A	N/A	N/A
Hispanic	806	525	154	0	1,485
Asian	65	19	4	0	88
International	6	0	1	0	7
Other	69	46	7	0	122

By Level, Gender:

Gender	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Male	1,575	830	126	2	2,533
Female	1,063	437	297	1	1,798

By Level, Type Major:

Type Major	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Academic	294	0	0	0	294
Technical	2,344	1,267	423	3	4,037

Graduates Success 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.

Academic

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	43	56.6%
African American	19	25.0%
Hispanic	9	11.8%
Asian	5	6.6%
Native American		N/A
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	21	27.6%
Female	55	72.4%

Academic

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	35	55.6%
African American	15	23.8%
Hispanic	12	19.0%
Asian	0	0.0%
Native American		N/A
International	0	0.0%
Other	1	1.6%

Gender:

Gender	Number	Percent of Cohort
Male	13	20.6%
Female	50	79.4%

Academic

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	16	40.0%
African American	14	35.0%
Hispanic	6	15.0%
Asian	2	5.0%
Native American		N/A
International	0	0.0%
Other	2	5.0%

Gender:

Gender	Number	Percent of Cohort
Male	10	25.0%

Female	30	75.0%

Academic

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	6	54.5%
African American	3	27.3%
Hispanic	2	18.2%
Asian	0	0.0%
Native American		N/A
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	2	18.2%
Female	9	81.8%

Academic

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	18	75.0%
African American	3	12.5%
Hispanic	1	4.2%
Asian	2	8.3%
Native American		N/A
International	0	0.0%
Other	0	0.0%

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	744	53.2%
African American	410	29.3%
Hispanic	150	10.7%
Asian	50	3.6%
Native American		N/A
International	0	0.0%
Other	44	3.1%

Gender:

Gender	Number	Percent of Cohort
Male	515	36.8%
Female	883	63.2%

Technical

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	33	50.8%
African American	21	32.3%

Hispanic	6	9.2%
Asian	4	6.2%
Native American		N/A
International	0	0.0%
Other	1	1.5%

Gender:

Gender	Number	Percent of Cohort
Male	19	29.2%
Female	46	70.8%

Technical

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	15	78.9%
African American	3	15.8%
Hispanic	0	0.0%
Asian	0	0.0%
Native American		N/A
International	0	0.0%
Other	1	5.3%

Gender:

Gender	Number	Percent of Cohort
Male	10	52.6%
Female	9	47.4%

Technical

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	28	51.9%
African American	17	31.5%
Hispanic	2	3.7%
Asian	6	11.1%
Native American		N/A
International	0	0.0%
Other	1	1.9%

Gender:

Gender	Number	Percent of Cohort
Male	16	29.6%
Female	38	70.4%

Technical

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	74	54.4%
African American	40	29.4%
Hispanic	17	12.5%
Asian	2	1.5%
Native American		N/A
International	0	0.0%
Other	3	2.2%

Gender:

Gender	Number	Percent of Cohort

Male	49	36.0%
Female	87	64.0%

Excellence - Key Measures

Certification and Licensure

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

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.

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 - 2013:

Statewide data is not available for this measure.

	Fall 2000	Fall 2014	Fall 2015	%/Point Change Fall 2000 to Fall 2015
27. Class size (average)	Statewide data is not available for this measure.			

28.Faculty	Fall 2000	Fall 2013	Fall 2014	Percent Change Fall 2000 to Fall 2014
Full-Time Total*	**709**	**601**	**606**	**- 14.5%**
Race/Ethnicity				
White	566 (79.8%)	456 (75.9%)	460 (75.9%)	- 18.7%
African American	36 (5.1%)	29 (4.8%)	30 (5.0%)	- 16.7%
Hispanic	97 (13.7%)	101 (16.8%)	103 (17.0%)	6.2%
Asian	9 (1.3%)	9 (1.5%)	7 (1.2%)	- 22.2%
International	1 (0.1%)	0 (0.0%)	1 (0.2%)	0.0%
Other	0 (0.0%)	6 (1.0%)	5 (0.8%)	N/A
Gender				
Male	456 (64.3%)	371 (61.7%)	366 (60.4%)	- 19.7%
Female	253 (35.7%)	230 (38.3%)	240 (39.6%)	- 5.1%
Part-Time Total*	**283**	**449**	**412**	**45.6%**
Race/Ethnicity				
White	239 (84.5%)	322 (71.7%)	290 (70.4%)	21.3%
African American	17 (6.0%)	33 (7.3%)	30 (7.3%)	76.5%
Hispanic	20 (7.1%)	74 (16.5%)	58 (14.1%)	190.0%
Asian	4 (1.4%)	10 (2.2%)	9 (2.2%)	125.0%
International	2 (0.7%)	0 (0.0%)	0 (0.0%)	-100.0%
Other	1 (0.4%)	10 (2.2%)	25 (6.1%)	2400.0%
Gender				
Male	156 (55.1%)	214 (47.7%)	218 (52.9%)	39.7%
Female	127 (44.9%)	235 (52.3%)	194 (47.1%)	52.8%

*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.

29. Graduates employed or enrolled	Fall 2010	Fall 2013	Fall 2014	% Change Fall 2010 to Fall 2014

Statewide data is not available for this measure.

Excellence - Out-of-State Peers

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Options

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Out-of-State Peer Measures and Definitions

	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 2014

Institutional Efficiency and Effectiveness - Key Measures

Administrative Cost

	FY 2002	FY 2014	FY 2015	Point Change FY 2002 to FY 2015
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 2014	Fall 2015

Historically Underutilized Business (HUB)

32. Historically Underutilized Business: Expenditures without construction (Millions), Expenditures with construction (Millions)	FY 2000	FY 2014	FY 2015	%/Point Change FY 2000 to FY 2015

Statewide data is not available for this measure.

Institutional Efficiency and Effectiveness - Contextual Measures

33. Faculty Contact Hours	Fall 2000	Fall 2013	Fall 2014	Percent/Point Change Fall 2000 to Fall 2014
Total Contact Hours	4,133,422	3,971,560	3,846,514	- 6.9%
Contact Hours taught by full-time faculty	88.2%	79.3%	81.7%	- 6.5
Contact Hours taught by part-time faculty	11.8%	20.7%	18.3%	6.5

	Fall 2000			Fall 2013			Fall 2014			% Change Fall 2000 to Fall 2014
	FTSE	FTFE	Ratio	FTSE	FTFE	Ratio	FTSE	FTFE	Ratio	
34. FTSE/FTFE Ratio	11,058	788	14:1	12,872	801	16:1	12,304	810	15:1	7.1%

35. Appropriations	FY 2013	FY 2014	FY 2015
Appropriated funds per FTE student	6,643	$7,527	$7,544
Appropriated funds per FTE faculty	142,016	$154,678	$152,650

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

	FY 2005	FY 2015	FY 2016	Percent Change FY 2005 to FY 2016
36. Tuition and fees for 30 SCH.				
Tuition and fees for 30 SCH in two semesters	$2,529	$4,521	$4,737	87.3%

Institutional Efficiency and Effectiveness - Out-of-State Peers

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Options

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Out-of-State Peer Measures and Definitions

	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 2014