

# Institutional Obligations for Public Disclosure

A candidate or accredited SACSCOC institution is obligated to provide to its students, constituents, and the public information about itself that is complete, accurate, timely, accessible, clear and sufficient. Information provided to the public includes:

The institution publishes statements of its goals for student achievement and the success of students in achieving those goals. Information on student success may include reliable information in retention, graduation, course completion, licensure examinations, and job placement rates and other measures of student success appropriate to institutional mission.

## **Student Success Goals 2018:**

- 1. Student success will be reflected in total number of underprepared students participating in a co-requisite course with a college-level course that satisfies TSI requirements in math, reading, or writing. Because the model will be new during the academic year, no comparative data are available. The goal is that 50% of all students enrolled in developmental coursework will be enrolled in a co-requisite course.**
- 2. Student success will be reflected in developmental education by an increase of 5% in 2018 (N = tbd) from the total of 2014 (MATH = 42.7%; READING = 65%; WRITING 65.3%) of the number of students who complete a college-level course in an area in which they were underprepared within two years of initial enrollment in college.**
- 3. Student success will be reflected in a 5% (67.3% one-year persistence; 46.3% two-year persistence) increase in the persistence rates of first-time undergraduates, after one and two years. The data will be compared between 2018 and 2015 (62.3%, one-year persistence; 41.3% two-year persistence).**
- 4. Student success will be reflected in graduation rates after three years by an increase of 5% in 2018 (30.9%) from 2015 (25.9%) among first-time, full-time entering degree-seeking students enrolled in a minimum of 12 SCH their first fall semester who graduated from the same institution or another Texas public or independent institution.**
- 5. Student success will be reflected by an increase in the number of students transferring to a senior institution in 2018 (Goal N=65) compared to 2015 (N=60).**
- 6. Student success will be reflected through an increase of 5% in completion of gateway courses (college algebra, biology, government, and history) with a C or higher for students during initial enrollment of the course in comparison to the 2016 completion rates.**

## **Student Success Goals 2017:**

1. Student success will be reflected in Total Number of Awards by an increase of 5% in 2016 (N = tbd) from the total of 2012 (N = 135). The percentage will be determined based on credential-seeking students.
    - **The total number of awards increased by 27.42% in 2016 (N=186) from 2012 (N=135).  
The goal was exceeded.**
  
  2. Student success will be reflected in developmental education by an increase of 5% in 2014 (N = tbd) from the total of 2012 (MATH 34.62%; READING 54.83%; WRITING 42%) of the number of students who complete a college-level course in an area in which they were underprepared within two years of initial enrollment in college.
    - **The percentage for MATH increased by 8.07%**
    - **The percentage for READING increased by 10.17%**
    - **The percentage for WRITING increased by 23.30%**
    - The goal was exceeded in all areas.**
  
  3. Student success will be reflected in graduation and persistence rates after three years by an increase of 5% in 2016 (tbd) from 2011 (45.9%).
    - **The percentage from 2011 to 2016 decreased by 8.94%.  
The goal was not met.**
  
  4. Student success will be reflected by an above-average six-year graduation rate of first-time entering undergraduates (full and part time). Data from 2015 will include the 2009 cohort of students, and data from 2016 will include the 2010 cohort. The state average for 2009 cohort is 63.4% for full-time and 69.9% for part time.
    - **The percentage of graduates for 2015 was 30.1% (FPC) compared to 42.2% (State average).  
This goal was not met.**
  
  5. Student success will be reflected by an increase in the number of students transferring to a senior institution in 2016 (Cohort N = 56) compared to 2014 (Cohort N = 72).
    - **While the goal was not met with a decrease of 22.23%, the number of students transferring has decreased in part due to the number of dual-credit students who are not included in the cohort.  
The goal may not be realistic at this point in the college's operations.**
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## Student Success Goals 2016:

1. Student success will be reflected in Total Number of Awards by an increase of 5% in 2015 (N = tbd) from the total of 2011 (N = 137). The percentage will be determined based on credential-seeking students.
    - The total number of awards increased by 37.69% in 2015 (190) from 2011 (138)
  2. Student success will be reflected in developmental education by an increase of 5% in 2014 (N = tbd) from the total of 2010 (MATH N = 18; READING N = 36; WRITING N = 54) of the number of students who complete a college-level course in an area in which they were underprepared within two years of initial enrollment in college.
    - Data is not yet available; however, the increase from cohort 2010 to cohort 2011 was - 2.2% for math; +0.5% for reading; and +5.0% writing.
  3. Student success will be reflected in graduation and persistence rates by an increase of 5% in 2015 (tbd) from 2012 (33.0%)
    - The graduation and persistence rates increased from 33.0% in 2012 to 36.6% in 2015 (3.6% increase)
  4. Student success will be reflected by an above-average six-year graduation rate of first- time entering undergraduates (full and part time). Data from 2013 will include the 2007 cohort of students, and data from 2015 will include the 2009 cohort. The state average is 957.1% for full-time and 65.9% for part time.
    - The college persistence rate for the 2007 cohort was 64.3%, compared to 57.1% state average for full-time students and 72.1%, compared to 65.9% for part-time students. The college persistence rate for the 2009 cohort was 63.4%, compared to 58% state average for full-time students and 83.0%, compared to 69.9% state average for part-time students.
    - The college's persistence rate between 2007 (64.3%) and 2009 (63.4%) cohorts for full-time students decreased by 0.9% and between 2007 (72.1%) and 2009 (83.0%), the persistence rate for part-time students increased by 10.9%.
  5. Student success will be reflected by an increase in the number of students transferring to a senior institution in 2015 (Cohort N = 288) compared to 2013 (Cohort N = 268).
    - The number of students transferring to a senior institution in 2015 was 60 compared to 54 in 2013, an increase of 11.05%. The percentage of non-transfer completers increased from remained the same (14.6%) from 2013 to 2015, representing no increasing in students who completed a community-college credential without transfer.
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## **Student Success Goals 2014-2015:**

1. Student success will be reflected in Total Number of Awards by an increase of 5% in 2014 (N = 161) from the total of 2010 (N = 138). The percentage will be determined based on credential-seeking students.
  - **The total number of awards increased by 8.57% in 2014 from 2010 (138)**
2. Student success will be reflected in developmental education by an increase of 5% in 2014 (N = tbd) from the total of 2010 (MATH N = 18; READING N = 36; WRITING N = 54) of the number of students who complete a college-level course in an area in which they were underprepared within two years of initial enrollment in college.
  - **Data is not yet available; however, the increase from cohort 2010 to cohort 2011 was - 2.2% for math; +0.5% for reading; and +5.0% writing.**
3. Student success will be reflected in graduation and persistence rates by an increase of 5% in 2014 (tbd) from 2011 (45.9%)
  - **The graduation and persistence rates decreased from 45.9% in 2011 to 42.3% in 2014**
4. Student success will be reflected by an above-average six-year graduation rate of first-time entering undergraduates (full and part time). Data from 2013 will include the 2007 cohort of students, and data from 2014 will include the 2008 cohort. The state average is 57.1% for full-time and 65.9% for part time.
  - **The college persistence rate for the 2007 cohort was 64.3%, compared to 57.1% state average for full-time students and 72.1%, compared to 65.9% for part-time students.**
5. Student success will be reflected by an increase in the number of students transferring to a senior institution in 2014 (Cohort N = 293) compared to 2012 (Cohort N = 329).
  - **The number of students transferring to a senior institution in 2014 was 72 compared to 58 in 2012, an increase of 24.15%. The percentage of non-transfer completers increased from 12.8% in 2012 to 18.8% in 2014, representing an increasing in students who completed a community-college credential without transfer.**

# General Success Measures

## Total Number of Awards Granted

Data Source: Institutional

Year	Associate Degrees	Technical Degrees	Certificates	Licensed Vocational Nurse Certificates	Total	Total % of Credential-Seeking Students
2010	57	10	53	18	138	14.76%
2011	70	1	41	25	137	14.79%
2012	51	5	45	34	135	19.18%
2013	47	8	46	30	131	20.8%
2014	46	11	85	19	161	27.9%
2015	56	11	100	23	190	29.5%
2016	71	10	80	25	186	25.94%
2017	82	10	89	13	194	28.03%
2018	TBD	TBD	TBD	TBD	TBD	TBD

Table 1A

## Course Completion Rates Measured in Credit Hours Earned

Data Source: Institutional

Year	First Semester of Enrollment	Ending Semester of Enrollment	Percentage of Hours Completed
2009	11,506	10,286	89.39%
2010	11,733	10,133	86.36%
2012	11,346	10,179	89.71%
2013	10,806	9,649	89.29%
2014	12,480	10,696	85.7%
2015	13,351	11,340	84.93%
2016	14,250	12,064	84.65%
2017	13,553	11,609	85.65%

Table 1B

## Graduation Rates

Data Source: Institutional

Year	Within Three Years	Within Six Years	Academic Transfer	Transfer Cohort (# of Students)
2010	11.9%	15.6%	52	299
2011	13.7%	18.0%	51	240
2012	11.0%	12.8%	49	329
2013	10.9%	11.0%	50	268
2014	10.0%	14.5%	62	293
2015	15.79%	18.7%	53	288
2016	24.0%	33.1%	53	282
2017	TBD	TBD	51	210

Table 1C

## Scheduled Credit Hours to Degree

Data Source: THECB Accountability System

Data Element: All students earning a two-year degree that requires sixty (60) hours

Cohort	2014 SCH	2014 Variance	2015 SCH	2015 Variance	2016 SCH	2016 Variance
State Sector – All Community Colleges	90	23.34% 21 Hours	90	17.78% 16 Hours	89	28.09% 25 Hours
Small College Sector – Clarendon, Frank Phillips, Galveston, Howard, Northeast Texas, Panola, Ranger, Vernon, Western Texas, and Southwest Institute for the Deaf	82	15.86% 13 Hours	81	8.65% 7 Hours	81	20.99% 17 Hours
Frank Phillips College	69		74		64	

**Table 1D**

\*Variance = difference in number of hours at Frank Phillips College and number of hours at Cohort Sector or College

# Developmental Education Success Measures

## Developmental Education Participation (Table 2.1)

**Data Source:** THECB-Provided Data

**Data Element:** Number and Percentage of full-time and part-time students who participated in developmental education in Fall of 2012 and Fall of 2013

Year	Cohort	Total	Number of Dev Edu	Percentage of FTIC participating in Developmental Education
Fall 2012	All Entering	242	96	39.66%
Fall 2012	Full-time	205	75	36.59%
	Part-time	37	21	56.76%
Fall 2013	All Entering	209	75	35.89%
	Full-time	175	63	36.%
	Part-time	34	12	35.29%
Fall 2014	All Entering	262	128	48.85%
	Full-Time	221	97	43.89%
	Part-Time	41	31	75.61%

**Table 2.1**

## Developmental Education Participation (Table 2.2)

**Data Source:** THECB Accountability System

**Data Element:** Number/Percentage of underprepared students (did not meet state standard in one, two, or three areas) who satisfied TSIA obligation within two years for Fall 2010 cohort (tracked through summer 2012), Fall 2011 (tracked through summer 2013); Fall 2012 (tracked through summer 2014); and Fall 2013 (tracked through summer 2015)

Subject Area	Number in cohort 2010	Met obligation	Percent met obligation	Number in cohort 2011	Met obligation	Percent met obligation
Math	106	33	31.1%	52	16	30.8%
Reading	102	56	54.9%	62	35	56.5%
Writing	111	78	70.3%	77	58	75.3%
Subject Area	Number in cohort 2012	Met obligation	Percent met obligation	Number in cohort 2013	Met obligation	Percent met obligation
Math	104	31	29.8%	56	18	32.1%
Reading	84	45	53.6%	44	27	64.4
Writing	86	16	18.6%	57	41	71.9%

**Table 2.2**

## Developmental Education Participation (Table 2.3)

**Data Source:** Detailed Report (THECB)

**Data Element:** The number and percent of prepared and underprepared students who return the following fall semester (Fall, 2012 Cohort)

	Number of FTIC Students in Fall 2012 Cohort	Number returning (Fall 2013)	Percent returning (Fall 2013)
<b>Total</b>	242	134	55.4%
<b>Met state standards in all areas (prepared)</b>	70	47	67.1%
<b>Did not meet state standard in one or more areas</b>	129	64	49.6%
<b>Unknown</b>	43	23	53.5%
	Number of FTIC Students in Fall 2013 Cohort	Number returning (Fall 2014)	Percent returning (Fall 2014)
<b>Total</b>	209	121	57.9%
<b>Met state standards in</b>	87	62	71.3%
<b>Did not meet state</b>	85	43	56.2%
<b>Unknown</b>	37	16	43.2%

Table 2.3

## Developmental Education Participation (Table 2.4)

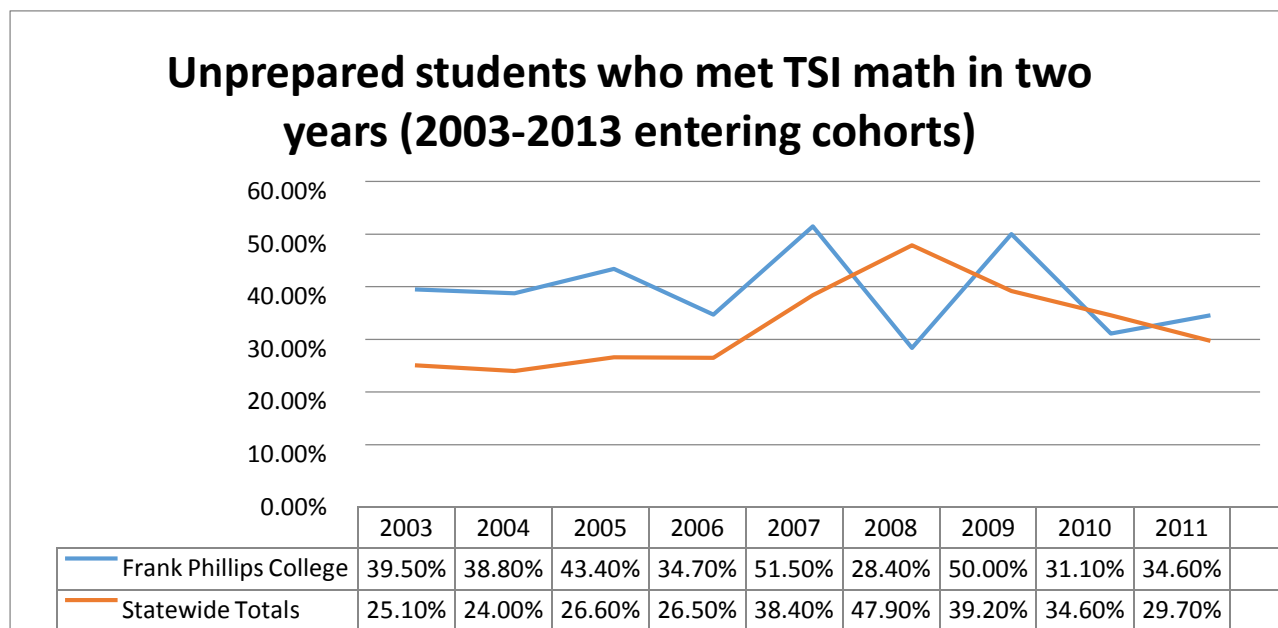


Table 2.4



# First College-Level Course Completion using 2012 Cohort Data: Tracked for 1- Year by Subject (Table 2.4a; 2.4b. 2.4c)

**Data Source:** THECB Accountability System

**Data Element:** Number/Percentage of prepared and underprepared students who successfully complete a college-level course in math, reading, and writing (2012 Cohort)

## MATH

Population and Data Element	Met Standard (Prepared)	Did Not Meet Standard (Underprepared)	Unknown
Number of Students in 2012	97	104	41
Number of Students Completing a College-Level Course During 2012	65	36	0
Percentage of Eligible Students Completing	67.01%	34.62%	0%
Population and Data Element	Met Standard (Prepared)	Did Not Meet Standard (Underprepared)	Unknown
Number of Students in 2013	120	56	36
Number of Students Completing a College-Level	92	21	0
Percentage of Eligible Students Completing	76.66%	37.5%	0%
Population and Data Element	Met Standard (Prepared)	Did Not Meet Standard (Underprepared)	Unknown
Number of Students in 2014	137	89	36
Number of Students Completing a College-Level	108	38	0
Percentage of Eligible Students Completing	78.83%	42.69%	0%

Table 2.4a

## READING

Population and Data Element	Met Standard (Prepared)	Did Not Meet Standard (Underprepared)	Unknown
<b>Number of Students in 2012</b>	103	62	30
<b>Number of Students Completing a College-Level Course During 2012</b>	75	34	0
<b>Percentage of Eligible Students Completing</b>	72.81%	54.83%	0%
Population and Data Element	Met Standard	Did Not Meet Standard	Unknown
<b>Number of Students in 2013</b>	190	40	32
<b>Number of Students Completing a College-Level</b>	154	23	0
<b>Percentage of Eligible Students Completing</b>	81.1%	57.5%	0%
Population and Data Element	Met Standard	Did Not Meet Standard	Unknown
<b>Number of Students in 2014</b>	190	40	0
<b>Number of Students Completing a College-Level</b>	158	26	0
<b>Percentage of Eligible Students Completing</b>	83.15%	65.0%	0%

Table 2.4b

## WRITING

Population and Data Element	Met Standard	Did Not Meet Standard	Unknown
Number of Students in 2012	119	86	37
Number of Students Completing a College-Level Course During 2012	65	36	0
Percentage of Eligible Students Completing	54.62%	41.86%	0%
Population and Data Element	Met Standard	Did Not Meet Standard	Unknown
Number of Students in 2013	119	57	36
Number of Students Completing a College-Level	92	27	0
Percentage of Eligible Students Completing	77.31%	47.36%	0%
Population and Data Element	Met Standard	Did Not Meet Standard	Unknown
Number of Students in 2014	177	49	32
Number of Students Completing a College-Level	130	32	0
Percentage of Eligible Students Completing	73.44%	65.30%	0%

Table 2.4c

## First College-Level Course Completion (Table 2.2)

Data Source: THECB Accountability System

Fall 2012	Fall 2012 Part-Time	Fall 2012 Full-Time	Fall 2013	Fall 2013 Part-Time	Fall 2013 Full-Time
<b>Total Number</b>	37	205	<b>Total Number</b>	34	175
<b>Number Completing CL Course</b>	17	103	<b>Number Completing CL Course</b>	20	102
<b>Percentage</b>	45.94%	50.24%	<b>Percentage</b>	58.82%	58.28%

Table 2.5

## First College-Level Course Completion (Table 2.6)

**Data Source:** THECB Accountability System

**Data Element:** Number/Percentage of underprepared students ONLY who successfully completed a college-level course in math, reading, or writing as tracked over 2 years

<b>2010</b>	<b>1 Year Math (3 Dev Ed Courses)</b>	<b>1 Year Reading (2 Dev Ed Courses)</b>	<b>1 Year Writing (2 Dev Ed Courses)</b>	<b>2 years Math (3 Dev Ed Courses)</b>	<b>2 Years Reading (2 Dev Ed Courses)</b>	<b>2 Years Writing (2 Dev Ed Courses)</b>
<b>Total Number</b>	106	102	111	106	102	111
<b>Number Completing CL Course</b>	3	10	22	15	26	32
<b>Percentage</b>	2.83%	9.8%	19.81%	14.15%	25.49%	28.82%
<b>2011</b>	<b>1 Year Math (3 Dev Ed Courses)</b>	<b>1 Year Reading (2 Dev Ed)</b>	<b>1 Year Writing (2 Dev Ed)</b>	<b>2 years Math (3 Dev Ed)</b>	<b>2 Years Reading (2 Dev Ed)</b>	<b>2 Years Writing (2 Dev Ed)</b>
<b>Total</b>	56	44	57	56	44	57
<b>Number</b>	13	15	22	21	22	30
<b>Percentage</b>	23.21%	34.09%	38.59%	37.5%	50%	52.63%

**Table 2.6**

## Underprepared/Prepared Students Receiving an Award (Table 2.7)

**Data Source:** THECB Accountability System

**Data Element:** Number of prepared and underprepared students who received a degree or certificate or transferred to another institution without earning a credential.

Year	Cohort Year	Award Type	Cohort	Count
<b>2014</b>	2011	Associates	Prepared	7
	2011	Associates	Underprepared	9
	2011	Certificate	Prepared	1
	2011	Certificate	Underprepared	1
	2011	No Award	Prepared	33
	2011	No Award	Underprepared	72
<b>2015</b>	2012	Associates	Prepared	17
	2012	Associates	Underprepared	14
	2012	Certificate	Prepared	1
	2012	Certificate	Underprepared	4
	2012	No Award	Prepared	46
	2012	No Award	Underprepared	86
<b>2016</b>	2013	Associates	Prepared	21
	2013	Associates	Underprepared	4
	2013	Certificate	Prepared	1
	2013	Certificate	Underprepared	3
	2013	No Award	Prepared	49
	2013	No Award	Underprepared	62
<b>2017</b>	2014	Associates	Prepared	TBD
	2014	Associates	Underprepared	TBD
	2014	Certificate	Prepared	TBD
	2014	Certificate	Underprepared	TBD
	2014	No Award	Prepared	TBD
	2014	No Award	Underprepared	TBD

**Table 2.7**

# Graduation and Persistence Success Measures

## Graduation and Persistence Rate (Table 3.1)

**Data Source:** THECB Accountability System

**Data Element:** First-time, full-time, credential-seeking, undergraduates who have graduated or are still enrolled

Cohort	FY 2011 (Entering Fall 2005 Cohort)	FY 2012 (Entering Fall 2005 Cohort)	FY 2013 (Entering Fall 2007 Cohort)	FY 2014 (Entering Fall 2008 Cohort)	FY 2015 (Entering Fall 2009 Cohort)	FY 2016 (Entering Fall 2010 Cohort)
Percentage of Students	45.9%	33.0%	35.7%	42.3%	36.6%	36.96%

Table 3.1

## Persistence Rate (Tables 3.2 and 3.3)

**Data Source:** THECB Accountability System

**Data Element:** Persistence rates of first-time undergraduates after one and two years

Persistence Rate After One Year	Entering Cohort Fall 2000	Entering Cohort Fall 2011	Entering Cohort Fall 2012	Entering Cohort Fall 2013	Entering Cohort Fall 2014	Point Change Fall 2000 – Fall 2014
%	65.5%	65.1%	56.4%	59.5%	62.3%	-3.2%

Table 3.2

Persistence Rate After Two Years	Entering Cohort Fall 2000	Entering Cohort Fall 2010	Entering Cohort Fall 2011	Entering Cohort Fall 2012	Entering Cohort Fall 2013	Point Change Fall 2000 – Fall 2011
%	50.0%	33.0%	38.0%	33.3%	41.3%	-8.7%

Table 3.3

## Persistence Rate (Table 3.4)

**Data Source:** THECB Accountability System and Detailed Report

**Data Element:** The number and percentage of underprepared students who return the following fall. For the purpose of this data review, we are only interested in the totals.

	Fall 2009 Cohort	Fall 2009 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2010 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2011 Cohort	Fall 2011 Cohort
Underprepared in:	MATH	READING	WRITING	MATH	READING	WRITING	MATH	READING	WRITING
<b>Total Number</b>	68	54	52	106	102	111	52	62	77
<b>Number Returning Next Fall</b>	44	36	31	40	39	45	29	38	48
<b>%</b>	64.7%	66.66%	59.61%	37.73%	38.23%	40.54%	55.76%	61.29%	62.33%

**Table 3.4**

## Students Receiving Zero Credit Hours (Table 3.5)

**Data Source:** Institutional Data

**Data Element:** Number and Percentage of students who receive zero credit hours their first semester of college, disaggregated by enrollment status and preparedness.

	Fall 2010	Fall 2010	Fall 2010	Fall 2012	Fall 2012	Fall 2012	Fall 2013	Fall 2013	Fall 2013
	Total Number of FTIC Students	Number of FTIC Students Earning Zero Credits	Percent	Total Number of FTIC Students	Number of FTIC Students Earning Zero Credits	Percent	Total Number of FTIC Students	Number of FTIC Students Earning Zero Credits	Percent
<b>Full-Time</b>	181	26	14.4%	151	25	16.6%	220	36	16.4%
<b>Part-Time</b>	36	3	8.3%	16	0	0.0%	42	4	9%
<b>Met All Standards</b>	60	2	3.3%	98	1	1.0%	115	0	0%
<b>Did not meet in one or more areas</b>	147	22	15.0%	53	21	39.6%	105	16	15.2%
<b>Did not meet in all 3 areas</b>	11	2	18.2%	14	3	21.4%	42	3	7.1%

**Table 3.5**



# Community and Technical Colleges 6-year Graduation Rates of First-Time Entering Undergraduates – Full-Time and Part-Time (Table 4.1a and 4.1b)

**Data Source:** Baccalaureate/Associate’s Graduation Rates (<http://www.txhighereddata.org/GradRates>)

**Data Element:** First-Time Degree-Seeking Undergraduates, Fall 2007 Cohort, Six-year Graduation and Persistence by Full-Time/Part-Time

<b>FULL TIME</b>	<b>Fall 2007 Cohort</b>	<b>BA</b>	<b>BA%</b>	<b>Associate</b>	<b>Associate %</b>	<b>Certificate</b>	<b>Certificate%</b>
College	210	19	11.0%	23	11.0%	20	9.5%
Statewide	56,391	8,009	14.2%	7,432	13.2%	2,635	4.7%
<b>PART TIME</b>	<b>Fall 2007 Cohort</b>	<b>BA</b>	<b>BA%</b>	<b>Associate</b>	<b>Associate %</b>	<b>Certificate</b>	<b>Certificate%</b>
College	61	1	1.6%	4	6.6%	7	11.5%
Statewide	46,313	4,497	9.7%	4,092	8.8%	1,895	4.1%
<b>FULL TIME</b>	<b>Fall 2008 Cohort</b>	<b>BA</b>	<b>BA%</b>	<b>Associate</b>	<b>Associate %</b>	<b>Certificate</b>	<b>Certificate%</b>
College	246	30	12.2%	16	6.5%	28	11.4%
Statewide	64,518	8,441	13.1%	9,349	14.5%	3,203	5.0%
<b>PART TIME</b>	<b>Fall 2009 Cohort</b>	<b>BA</b>	<b>BA%</b>	<b>Associate</b>	<b>Associate %</b>	<b>Certificate</b>	<b>Certificate%</b>
College	53	1	1.9%	4	7.5%	2	3.8%
Statewide	54,075	3,397	6.30	5,374	9.9%	2,358	4.4%

**Table 4.1a**

## Total Number and Percentage of Graduates and Non-Graduates Persisting 2 and 4 years– Full-Time and Part-Time (Table 4.1b)

Data Source: THECB Accountability System

Data Element: First-Time Degree-Seeking Undergraduates, Fall 2007 Cohort, Six-year Graduation and Persistence by Full-Time/Part-Time

FULL TIME	Fall 2007 Cohort	Total Graduates	Total Graduates %	Non-Graduating Persisting @ 4yr IHE	Non-Graduating Persisting at 2 yr IHE	Non-Graduating Persisting Total	Persistence Rate
College	210	62	29.5%	6	7	135	64.3%
Statewide	56391	18076	32.1%	2623	3472	32220	57.1%
PART TIME	Fall 2007 Cohort	Total Graduates	Total Graduates %	Non-Graduating Persisting @ 4yr IHE	Non-Graduating Persisting at 2 yr IHE	Non-Graduating Persisting Total	Persistence Rate
College	61	12	19.7%	N/A	N/A	5	72.1%
Statewide	46313	10484	22.6%	N/A	N/A	5327	65.9%
FULL TIME	Fall 2009 Cohort	Total Graduates	Total Graduates %	Non-Graduating Persisting	Persistence Rate	Grad + Persistence	No Grad, No Persistence
College	246	74	30.1	16	6.5	36.6	63.4
Statewide	64518	20993	32.5	6097	9.5	42.	58.
PART TIME	Fall 2009 Cohort	Total Graduates	Total Graduates %	Non-Graduating Persisting	Persistence Rate	Grad + Persistence	No Grad, No Persistence
College	53	7	13.2	2	3.8	17.0	83.0
Statewide	54075	11129	20.6	5153	9.5	31.10	69.90

Table 4.1b

## Degrees and Certificates by Year (Table 4.2)

Data Source: THECB Accountability System

Data Element: Number of awards, certificates by type, core completers, and field-of-study completers

Level	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	% Change FY 2014 to 2016
Associates	56	55	57	64	81	29.63%
Certificate 1	45	56	85	97	80	<5.9%>
Certificate 2	34	30	19	23	25	24.0%
Total Degrees & Certificates	135	141	161	184	186	13.45%

Table 4.2

## Degrees and Certificates Awarded by Cohorts (Table 4.3)

Data Source: THECB Accountability System

Data Element: Number of awards for various cohorts (all awards combined)

Cohort	2014 Count	2015 Count	2016 Count	Percent Change 2014 - 2016
Economically Disadvantaged	76	99	94	19.2%
Female	65	96	94	20.9%
Male	96	88	92	<4.2%>
White	118	101	112	<5.1%>
African American	5	14	10	50%
Hispanic	29	67	56	48.2%
Asian	2	1	3	33.3%
International	3	0	4	25%

Table 4.3

## Degrees and Certificates Awarded by Gender and Ethnicity (Table 4.4)

Data Source: THECB Accountability System

Data Element: Number of awards for various cohorts (all awards combined)

Cohort	2014 Degree Count	2014 Certificate Count	2015 Degree Count	2015 Certificate Count	2016 Degree Count	2016 Certificate Count	2017 Degree Count	2017 Certificate count
Female African American	2	0	7	5	4	1	1	3
Female Asian	1	0	1	0	0	0	0	0
Female Hispanic	6	7	8	20	10	16	19	16
Female White	14	30	23	31	33	28	34	28
Female International	2	1	0	0	1	0	3	0
Female Other	1	1	0	1	0	1	1	2
Male African American	0	3	2	0	3	2	1	7
Male Asian	1	0	0	0	1	2	0	0
Male Hispanic		14	7	32	6	24	7	15
Male White	28	46	16	31	20	31	23	33
Male International	0	0	0	0	3	0	3	3
Male Other	0	2	0	0	0	0	0	1

Table 4.4

## Occupational Skills Achievement Awards (Table 4.5)

**Data Source:** THECB Accountability System

**Data Element:** Number of occupational skills awards by gender and ethnicity (all awards combined)

Cohort	2014 Count	2015 Count	2016 Count	2017
Female Hispanic	1	2	0	0
Female White	3	0	5	0
Female African American	0	0	0	1
Female International	0	0	0	0
Female Other	0	0	0	0
Male Hispanic	19	7	19	12
Male White	16	8	26	19
Male African American	0	0	1	1
International	0	0	1	0
Male Other	0	0	2	0

**Table 4.5**

## Graduation Rate: 3-, 4-, and 6-Year Degrees and Certificates Awarded by Cohorts (Table 4.6)

**Data Source:** THECB Accountability System

**Data Element:** First-time, full-time entering degree-seeking students who enrolled in a minimum of 12 SCH their first fall semester who graduated from the same institution or another Texas public or independent institution. Percentage point change is from first to last year displayed.

Year/Cohort	Graduation Rate	Count	Percent	Baccalaureate or Above	Associates	Certificate
2014/2011	3-year	170	17.1%	0%	10%	7.1%
2014/2010	4-year	257	28.4%	3.9%	11.7%	12.8%
2014/2008	6-year	234	36.3%	10.3%	14.5%	11.5%
2015/2012	3-year	205	25.9%	0%	15.6%	10.2%
2015/2011	4-year	170	24.1%	3.5%	12.4%	8.2%
2015/2009	6-year	246	30.1%	12.2%	6.5%	11.4%
2016/2013	2-year	175	24.0%	1.1%	14.9%	8.0%
2016/2012	4-year	205	28.8%	1.5%	16.6%	10.7%
2016/2010	6-year	257	33.1%	9.3%	10.9%	12.8%

**Table 4.6**

## Transfer to a Senior Institution (Table 4.7)

Data Source: THECB Accountability System

Data Element: Number and percent of 2006 and 2007 Fall Cohorts' six-year transfer based on semester credit hours

FY 2013	FY 2013	FY 2013	FY 2014	FY 2014	FY 2014	FY 2015	FY 2015	FY 2015
Entering Fall Cohort	Number	Rate	Entering Fall Cohort	Number	Rate	Entering Fall Cohort	Number	Rate
2007 (Total)	268	100%	2008 (Total)	293	100%	2009 (Total)	288	100%
0-12 Hours	3	1.1%	0-12 Hours	3	1%	0-12 Hours	0	0%
13-24 Hours	10	3.7%	13-24 Hours	10	3.4%	13-24 Hours	6	2.1%
25-29 Hours	4	1.5%	25-29 Hours	11	3.8%	25-29 Hours	3	1%
30-42 Hours	11	4.1%	30-42 Hours	14	4.8%	30-42 Hours	9	3.1%
43+ Hours	26	9.7%	40+ Hours	34	11.6%	43+ Hours	42	14.6%
All Transfers Total	54	20.1%	All Transfers Total	72	24.6%	All Transfers Total	60	20.8%
Non Transfer Completers	39	14.6%	Non Transfer Completers	55	18.8%	Non Transfer Completers	42	14.6%
Non Completers	175	65.3%	Non Completers	166	56.7%	Non Completers	186	64.6%

Table 4.7

## Transfer to a Senior Institution – Transfer Measure Detail, FY 2013 (Tables 4.8a and 4.8b)

Data Source: THECB Accountability System

Data Element: Number and Percentage of 2007 Fall Cohort six-year transfer based on semester credit hours in FY 2013 (Table 4.8a)

	All Students	All Students	Academic Students	Academic Students	Technical Students	Technical Students
	Number	Rate	Number	Rate	Number	Rate
Cohort	268	100%	204	100%	64	100%
0-12 Hours	3	1.1%	3	4.5%	0	0%
13-24 Hours	10	3.7%	10	4.9%	0	0%
25-29 Hours	4	1.5%	4	2.0%	0	0%
30-42 Hours	11	4.1%	10	4.9%	1	1.6%
43+ Hours	26	9.7%	23	11.3%	15	23.4%
Non Transfer Completers	39	14.6%	24	11.8%	15	23.4%
Non Completers	175	65.3%	130	63.7%	45	70.3%
All Transfers Total	54	20.1%	50	24.5%	4	6.3%

Table 4.8a

**Data Source:** THECB Accountability System

**Data Element:** Number and Percentage of 2008 Fall Cohort six-year transfer based on semester credit hours in FY 2014 (Table 4.8b)

	All Students	All Students	Academic Students	Academic Students	Technical Students	Technical Students
	Number	Rate	Number	Rate	Number	Rate
<b>Cohort</b>	293	100%	230	100%	63	100%
<b>0-12 Hours</b>	3	1.0%	3	1.3%	0	0%
<b>13-24 Hours</b>	10	3.4%	10	4.3%	0	0%
<b>25-29 Hours</b>	11	3.8%	10	4.3%	1	1.6%
<b>30-42 Hours</b>	14	4.8%	12	5.2%	2	3.2%
<b>43+ Hours</b>	34	11.6%	27	11.7%	7	11.1%
<b>Non Transfer Completers</b>	55	18.8%	30	13.0%	25	39.7%
<b>Non Completers</b>	166	56.7%	138	60.0%	28	44.4%
<b>All Transfers Total</b>	72	24.6%	62	27.0%	10	15.9%

**Table 4.8b**

**Data Source:** THECB Accountability System

**Data Element:** Number and Percentage of 2009 Fall Cohort six-year transfer based on semester credit hours in FY 2015 (Table 4.8c)

	All Students	All Students	Academic Students	Academic Students	Technical Students	Technical Students
	Number	Rate	Number	Rate	Number	Rate
<b>Cohort</b>	288	100%	195	100%	93	100%
<b>0-12 Hours</b>	0	0.0%	0	0.0%	0	0%
<b>13-24 Hours</b>	6	3.4%	6	3.0%	0	0%
<b>25-29 Hours</b>	3	3.8%	3	1.5%	0	0%
<b>30-42 Hours</b>	9	4.8%	7	3.6%	2	2.2%
<b>43+ Hours</b>	42	11.6%	37	19.0%	5	11.1%
<b>Non Transfer Completers</b>	42	14.6%	18	9.2%	24	25.8%
<b>Non Completers</b>	186	64.6%	124	63.6%	62	66.6%
<b>All Transfers Total</b>	60	20.8%	53	27.2%	7	7.5%

**Table 4.8c**

**Data Source:** THECB Accountability System

**Data Element:** Number and Percentage of 2010 Fall Cohort six-year transfer based on semester credit hours in FY 2016 (Table 4.8d)

	All Students	All Students	Academic Students	Academic Students	Technical Students	Technical Students
	Number	Rate	Number	Rate	Number	Rate
<b>Cohort</b>	282	100%	210	100%	72	100%
<b>0-12 Hours</b>	2	0.6%	2	0.9%	0	0%
<b>13-24 Hours</b>	4	1.4%	4	1.9%	0	0%
<b>25-29 Hours</b>	7	2.8%	7	3.3%	0	0%
<b>30-42 Hours</b>	17	5.8%	17	8.1%	0	0%
<b>43+ Hours</b>	26	8.9%	23	11.7%	3	4.2%
<b>Non Transfer Completers</b>	56	19.9%	30	14.3%	26	36.1%
<b>Non Completers</b>	170	60.3%	127	60.5%	43	59.8%
<b>All Transfers Total</b>	56	19.9%	53	25.2%	3	4.2%

**Table 4.8d**

**Data Source:** THECB Accountability System

**Data Element:** Number and Percentage of 2011 Fall Cohort six-year transfer based on semester credit hours in FY 2017 (Table 4.8e)

	All Students	All Students	Academic Students	Academic Students	Technical Students	Technical Students
	Number	Rate	Number	Rate	Number	Rate
<b>Cohort</b>	211	100%	153	100%	58	100%
<b>0-12 Hours</b>	1	0.5%	1	0.6%	0	0%
<b>13-24 Hours</b>	10	4.7%	10	6.5%	0	0%
<b>25-29 Hours</b>	4	1.9%	4	2.6%	0	0%
<b>30-42 Hours</b>	10	4.7%	9	5.9%	1	1.7%
<b>43+ Hours</b>	29	8.9%	27	10.4%	2	3.4%
<b>Non Transfer Completers</b>	36	17.1%	16	10.5%	20	34.5%
<b>Non Completers</b>	121	57.3%	86	56.2%	35	60.3%
<b>All Transfers Total</b>	54	25.6%	51	33.3%	3	5.2%

**Table 4.8e**

## Working or Enrolled within One Year after Completion of an Award (Table 5.1)

Data Source: THECB Accountability System

Data Element: Number of students who were tracked one year after completion of an award, FY 2013-2016

Year	Working Only	Enrolled Only	Working and Enrolled	Not Found	Total
<b>2013</b>	N=49 36.3%	N=27 20%	N=32 23.7	N=27 20%	135 100%
<b>2014</b>	N=65 49.6%	N=26 19.8%	N=30 19.2%	N=15 11.5%	13 100%
<b>2015</b>	N=72 46.2%	N=30 19.2%	N=43 27.6%	N=11 7.1%	156 100%
<b>2016</b>	TBD	TBD	TBD	TBD	TBD

Table 5.1