

2016 Accountability Report
for
Lamar State College
Port Arthur

Updated January 2016

Degrees and Certificates Awarded

Degrees and certificates awarded for students at public 2-year institutions. Percent change is from first to last year displayed.

	2015	2016	2017	Percent Change
	Count	Count	Count	
Total	669	459	481	-28.1 %
Certificate 1	184	164	193	4.9 %
Certificate 2	47	62	39	-17.0 %
Advanced Technology Certificate		1		-100.0 %
Associate	438	232	249	-43.2 %
Bachelor's				

Degrees and Certificates Awarded (Economically Disadvantaged)

Economically disadvantaged undergraduates receiving a certificate, associate degree or bachelor's degree. Percent change is from first to last year displayed.

	2015	2016	2017	Percent Change
	Count	Count	Count	
Undergraduates Receiving an Award	316	181	229	-27.5 %

Graduation Rate: 3-, 4-, and 6-Year

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.

	2015			2016			2017			Point Change
	Entering Fall Cohort	Count	Percent	Entering Fall Cohort	Count	Percent	Entering Fall Cohort	Count	Percent	
3-Year Graduation Rate	2012	307	26.4 %	2013	323	26.6 %	2014	281	21.4 %	-5.0
Bachelor's or Above			0.3 %			0.3 %			0.0 %	-0.3
Associate			21.5 %			18.6 %			17.8 %	-3.7
Certificate			4.6 %			7.7 %			3.6 %	-1.0
4-Year Graduation Rate	2011	265	26.4 %	2012	307	34.9 %	2013	323	33.4 %	7.0
Bachelor's or Above			1.1 %			3.3 %			1.9 %	0.8
Associate			20.8 %			26.4 %			22.3 %	1.5
Certificate			4.5 %			5.2 %			9.3 %	4.8
6-Year Graduation Rate	2009	336	36.0 %	2010	406	37.7 %	2011	265	35.8 %	-0.2
Bachelor's or Above			7.7 %			8.9 %			8.3 %	0.6
Associate			21.1 %			20.7 %			23.0 %	1.9
Certificate			7.1 %			8.1 %			4.5 %	-2.6

Fall Headcount

Fall headcount including dual credit students and not including fall flex students. Percent change is from first to last year displayed.

	2015	2016	2017	Percent Change
	Count	Count	Count	
Total	1,802	2,051	2,293	27.2 %
Male	703	813	904	28.6 %
Female	1,099	1,238	1,389	26.4 %
Total	1,802	2,051	2,293	27.2 %
White	678	731	705	4.0 %
African American	499	569	658	31.9 %
Hispanic	453	581	745	64.5 %
Asian	145	144	150	3.4 %
International	5	7	4	-20.0 %
Other	22	19	31	40.9 %

Working or Enrolled in Texas within One Year after Award

Students found working or enrolled in Texas within one year after earning a degree or certificate. Note that this measure was revised to match the 60x30TX state strategic plan. Percentage point change is from first to last year displayed.

	2014		2015		2016		Point Change
	Count	Percent	Count	Percent	Count	Percent	
Total	745	87.2 %	434	81.4 %	270	89.7 %	2.5
Working Only	580	67.9 %	330	61.9 %	161	53.5 %	-14.4
Enrolled Only	47	5.5 %	26	4.9 %	42	14.0 %	8.5
Working and Enrolled	118	13.8 %	78	14.6 %	67	22.3 %	8.5

Undergraduate Student Debt as Percentage of First Year Wage

Median of undergraduate student loan debt as a percentage of first year wage for graduates of Texas public institutions. Point change is from first to last year displayed.

	2013	2014	2015	Point Change
	Pct	Pct	Pct	
Median	34.8 %	22.6 %	34.8 %	0.1

Excess Semester Credit Hours Attempted

Average semester credit hours attempted when completing an associate degree. Percentage change is from first to last year displayed.

	2015	2016	2017	Percent Change
	Count	Count	Count	
Same	16	15	17	6.3 %
Other	49	38	46	-6.1 %
Total	26	20	25	-3.8 %

Percent of Undergraduates Completing with Debt

Percent of undergraduate students earning an associate degree or certificate with student loan debt. Percentage point change is from first year to last year displayed.

	2015	2016	2017	Point Change
	Pct	Pct	Pct	
Certificate	40.4 %	35.3 %	32.8 %	-7.6
Associate	44.4 %	44.2 %	44.0 %	-0.4
Total	43.6 %	40.8 %	40.4 %	-3.2

Tuition and Fees for 30 Semester Credit Hours

Average cost of tuition and fees charged a student taking 30 semester credit hours. Percent change is from first to last year displayed.

	2016	2017	2018	Percent Change
	Amount	Amount	Amount	
Average Tuition and Fees	\$5,533	\$5,698	\$5,698	3.0 %

Annual Contact Hours for Continuing Education Students

Annual contacts hours for students enrolled in continuing education. Percent change is from first to last year displayed.

	2015	2016	2017	Percent Change
	Count	Count	Count	
Total	306,155	307,111	287,227	-6.2 %
State Funded Contact Hours	306,155	306,515	286,945	-6.3 %
Non Funded Contact Hours		596	282	-52.7 %

Annual Contact Hours for Credit Enrollment Students

Annual contact hours for credit enrollment students. Percent change is from first to last year displayed.

	2015	2016	2017	Percent Change
	Count	Count	Count	
Total	879,200	895,536	978,512	11.3 %
State Funded - Academic	476,208	439,216	484,400	1.7 %
State Funded - Technical	394,304	447,392	485,680	23.2 %
State Funded - BAT				
Non Funded	8,688	8,928	8,432	-2.9 %

Annual Semester Credit Hours by Funding Type

Annual semester credit hours by funding type. Percent change is from first to last year displayed.

	2015	2016	2017	Percent Change
	Count	Count	Count	
Total	41,909	40,643	43,822	4.6 %
State Funded - Academic	26,897	24,527	26,808	-0.3 %
State Funded - Technical	14,538	15,690	16,602	14.2 %
State Funded - BAT				
Non Funded	474	426	412	-13.1 %

Students Receiving Pell Grants

Fall undergraduate students receiving a Pell Grant as reported in the THECB's Financial Aid Database System. Percentage point change is from first to last year displayed.

	2014		2015		2016		Point Change
	Count	Percent	Count	Percent	Count	Percent	
Pell	713	34.3 %	572	31.7 %	625	30.5 %	-3.8
No Pell	1,365	65.7 %	1,230	68.3 %	1,426	69.5 %	3.8

Students Enrolled in Dual Credit

Fall undergraduate students enrolled in dual credit courses in the fall. Percentage point change is from first to last year displayed.

	2015		2016		2017		Point Change
	Count	Percent	Count	Percent	Count	Percent	
Dual Credit	289	16.0 %	495	24.1 %	662	28.9 %	12.9
Not Dual Credit	1,513	84.0 %	1,556	75.9 %	1,631	71.1 %	-12.9

Persistence Rates (One Year)

One year persistence rates for first-time, degree-seeking undergraduates enrolled in at least 12 semester credit hours in the fall. Percentage point change from first to last year displayed.

	2015			2016			2017			Point Change
	Entering Fall Cohort	Count	Percent	Entering Fall Cohort	Count	Percent	Entering Fall Cohort	Count	Percent	
1-Year Persistence Rates	2014	274	70.8 %	2015	220	66.4 %	2016	300	64.7 %	-6.1
Same			55.8 %			55.5 %			57.3 %	1.5
Other			15.0 %			10.9 %			7.3 %	-7.7

Persistence Rates (Two Year)

Two year persistence rates for first-time, degree-seeking undergraduates enrolled in at least 12 semester credit hours in the fall. Percentage point change from first to last year displayed.

	2015			2016			2017			Point Change
	Entering Fall Cohort	Count	Percent	Entering Fall Cohort	Count	Percent	Entering Fall Cohort	Count	Percent	
2-Year Persistence Rates	2013	289	49.1 %	2014	267	61.4 %	2015	212	52.4 %	3.3
Same			31.8 %			31.1 %			31.6 %	-0.2
Other			17.3 %			30.3 %			20.8 %	3.5

Graduation and Persistence Rate (Six Year)

Six year graduation and persistence rate for first-time, full-time degree-seeking students who enrolled in a minimum of 12 semester credit hours (SCH) their first fall semester. Percentage point change is from first to last year displayed.

	2015			2016			2017			Point Change
	Entering Fall Cohort	Count	Percent	Entering Fall Cohort	Count	Percent	Entering Fall Cohort	Count	Percent	
6-Year Graduation Rate	2009	336	44.9 %	2010	406	44.3 %	2011	265	45.3 %	0.4
Graduated or Persisted			44.9 %			44.3 %			45.3 %	0.4

Graduates as a Percent of Undergraduate FTE Enrollment

The number of students who received an associate degree or certificate from the institution in a given year divided by the annual full-time equivalent enrollment at that institution. Percentage point change is from first to last year displayed.

	2015	2016	2017	Point Change
	Pct	Pct	Pct	
Certificates and Associate	50.0 %	36.0 %	36.4 %	-13.6

Students Who Transferred to a Senior Institution

Students who entered college for the first time at a two-year institution and were not concurrently enrolled at a four-year institution, and then transferred for the first time to a four-year institution. Percentage point change is from first to last year displayed.

	2015		2016		2017		Point Change
	Count	Percent	Count	Percent	Count	Percent	
Total	443	100.0 %	577	100.0 %	381	100.0 %	0.0
0-12 Hours	5	1.1 %	9	1.6 %	5	1.3 %	0.2
13-24 Hours	7	1.6 %	10	1.7 %	6	1.6 %	0.0
25-29 Hours	10	2.3 %	6	1.0 %	7	1.8 %	-0.5
30-42 Hours	7	1.6 %	15	2.6 %	10	2.6 %	1.0
43+ Hours	56	12.6 %	64	11.1 %	43	11.3 %	-1.3
Not a Transfer	358	80.8 %	473	82.0 %	310	81.4 %	0.6
Total	443	100.0 %	577	100.0 %	381	100.0 %	0.0
All Transfers	85	19.2 %	104	18.0 %	71	18.6 %	-0.6
Non Transfer Completer	86	19.4 %	128	22.2 %	82	21.5 %	2.1
Non-Completers	272	61.4 %	345	59.8 %	228	59.8 %	-1.6
Total	443	100.0 %	577	100.0 %	381	100.0 %	0.0
Awarded Core	34	7.7 %	39	6.8 %	26	6.8 %	-0.9
Not Awarded Core	409	92.3 %	538	93.2 %	355	93.2 %	0.9
Total	443	100.0 %	577	100.0 %	381	100.0 %	0.0
Awarded Field of Study		0.0 %		0.0 %		0.0 %	0.0
Not Awarded Field of Study	443	100.0 %	577	100.0 %	381	100.0 %	0.0

Underprepared Students Who Satisfy TSI in Two Years

Of the first-time summer/fall entering (non-flex entry) degree-seeking undergraduates who did not meet the college readiness standard (math, reading, writing) and were not TSI exempted, the percent of students who satisfied TSI requirements in 2 years. Percentage point change is from first to last year displayed.

	2012		2013		2014		Point Change
	Count	Percent	Count	Percent	Count	Percent	
Math	180	100.0 %	185	100.0 %	128	100.0 %	0.0
Met	55	30.6 %	64	34.6 %	42	32.8 %	2.2
Did Not Meet	125	69.4 %	121	65.4 %	86	67.2 %	-2.2
Reading	92	100.0 %	85	100.0 %	85	100.0 %	0.0
Met	40	43.5 %	38	44.7 %	32	37.6 %	-5.9
Did Not Meet	52	56.5 %	47	55.3 %	53	62.4 %	5.9
Writing	59	100.0 %	63	100.0 %	81	100.0 %	0.0
Met	19	32.2 %	35	55.6 %	32	39.5 %	7.3
Did Not Meet	40	67.8 %	28	44.4 %	49	60.5 %	-7.3

Underprepared Students Completing a College Level Course

Underprepared first-time summer/fall entering (non-flex entry) degree-seeking undergraduates in each subject are tracked to determine whether they successfully complete a college-level course in the subject they entered not ready (math, reading, writing) within 2 years. Percentage point change is from first to last year displayed.

	2012		2013		2014		Point Change
	Count	Percent	Count	Percent	Count	Percent	
Math	180	100.0 %	185	100.0 %	128	100.0 %	0.0
Completed Course	28	15.6 %	36	19.5 %	26	20.3 %	4.7
Did Not Complete Course	152	84.4 %	149	80.5 %	102	79.7 %	-4.7
Reading	92	100.0 %	85	100.0 %	85	100.0 %	0.0
Completed Course	16	17.4 %	22	25.9 %	15	17.6 %	0.2
Did Not Complete Course	76	82.6 %	63	74.1 %	70	82.4 %	-0.2
Writing	59	100.0 %	63	100.0 %	81	100.0 %	0.0
Completed Course	12	20.3 %	16	25.4 %	24	29.6 %	9.3
Did Not Complete Course	47	79.7 %	47	74.6 %	57	70.4 %	-9.3

Prepared Students Completing a College Level Course

Prepared first-time summer/fall entering (non-flex entry) degree-seeking undergraduates in each subject are tracked to determine whether they successfully complete a college-level course in each subject area (math, reading, writing) within 2 years. Percentage point change is from first to last year displayed.

	2012		2013		2014		Point Change
	Count	Percent	Count	Percent	Count	Percent	
Math	176	100.0 %	222	100.0 %	197	100.0 %	0.0
Completed Course	87	49.4 %	115	51.8 %	132	67.0 %	17.6
Did Not Complete Course	89	50.6 %	107	48.2 %	65	33.0 %	-17.6
Reading	264	100.0 %	320	100.0 %	240	100.0 %	0.0
Completed Course	177	67.0 %	216	67.5 %	177	73.8 %	6.8
Did Not Complete Course	87	33.0 %	104	32.5 %	63	26.3 %	-6.7
Writing	297	100.0 %	343	100.0 %	244	100.0 %	0.0
Completed Course	189	63.6 %	221	64.4 %	176	72.1 %	8.5
Did Not Complete Course	108	36.4 %	122	35.6 %	68	27.9 %	-8.5

Underprepared and Prepared Students Receiving an Award

Underprepared and prepared students receiving an award within three years. Percentage point change is from first to last year displayed.

	2015			2016			2017			Point Change
	Entering Fall Cohort	Count	Percent	Entering Fall Cohort	Count	Percent	Entering Fall Cohort	Count	Percent	
Prepared	2012	139	38.1 %	2013	144	33.3 %	2014	153	26.1 %	-12.0
Bachelor's or Above		1	0.7 %		1	0.7 %			0.0 %	-0.7
Associate		46	33.1 %		36	25.0 %		38	24.8 %	-8.3
Certificate		6	4.3 %		11	7.6 %		2	1.3 %	-3.0
Underprepared	2012	150	13.3 %	2013	138	17.4 %	2014	107	13.1 %	-0.2
Bachelor's or Above			0.0 %			0.0 %			0.0 %	0.0
Associate		19	12.7 %		22	15.9 %		12	11.2 %	-1.5
Certificate		1	0.7 %		2	1.4 %		2	1.9 %	1.2

Certificate and Licensure Pass Rates

Pass rate for students who take a certification or licensure exam in their discipline. For more information, see licensure report at: <http://www.txhighereddata.org/reports/performance/ctclbb/licensure.cfm>. Percentage point change is from first to last year displayed.

	2014	2015	2016	Point Change
	Pct	Pct	Pct	
Pass Rate	75.5 %	71.1 %	86.6 %	11.1

Associate Degree Graduates With No More Than 3 Excess Hours

Percent of associate degree graduates completing with no more than 3 hours of their degree plan from a public two-year institution.

	2015	2016	2017	Point Change
	Pct	Pct	Pct	
Percent with no more than 3 excess hours	17.2 %	21.7 %	26.4 %	9.1

Average Debt of Graduates with Loans

Each student's debt at time of receiving an applicable degree, based on the highest degree earned. Percent change from first year to last year displayed.

	2015	2016	2017	Percent Change
	Amount	Amount	Amount	
Same	\$18,339	\$13,709	\$15,969	-12.9 %
Other	\$18,186	\$17,207	\$21,900	20.4 %
Total	\$18,303	\$14,661	\$17,605	-3.8 %

Percent of State-funded Attempted SCH Completed

Fall state-funded semester credit hours (SCH) completed divided by the fall state-funded semester credit hours attempted. Percentage point change is from first to last year displayed.

	2014	2015	2016	Point Change
	Pct	Pct	Pct	
Completed	94.9 %	95.0 %	96.2 %	1.3
Successfully completed	82.5 %	82.3 %	83.3 %	0.8

Average Time to Degree in Years

The average length of time in years to complete a bachelor's degree (for public universities) or an associate degree (for public two-year institutions). Percent change is from first year to last year displayed.

	2015	2016	2017	Percent Change
	TotalCount1	TotalCount1	TotalCount1	
Average Time to Degree	4.2	3.7	3.9	-7.1 %

Average SCH to Degree

The average attempted semester credit hours (SCH) to complete a bachelor's degree (for public universities) or an associate degree (for public two-year institutions). Percent change is from first year to last year displayed.

	2015	2016	2017	Percent Change
	Count	Count	Count	
Average SCH to Degree	86	80	85	-1.2 %

Student/Faculty Ratio

Fall full-time student equivalents (FTSE) divided by full-time equivalent (FTE) faculty. Percent change is from first year to last year displayed.

	2014	2015	2016	Percent Change
	RatioCount	RatioCount	RatioCount	
Student/Faculty Ratio	16:1	16:1	17:1	6.3 %

Expenditures per FTE Student

Total operating expenses divided by full-time equivalent (FTE) students. Percent change is from first to last year displayed.

	2015	2016	2017	Percent Change
	Amount	Amount	Amount	
Instructional Support Per FTSE	\$4,143	\$4,361	\$4,857	17.2 %
Academic Support Per FTSE	\$1,327	\$1,135	\$1,350	1.7 %
Institutional Support Per FTSE	\$1,998	\$2,021	\$1,707	-14.6 %
Other Expenditures Per FTSE	\$3,393	\$3,925	\$9,030	166.1 %
Total Operating Expenses Per FTSE	\$10,861	\$11,441	\$16,945	56.0 %

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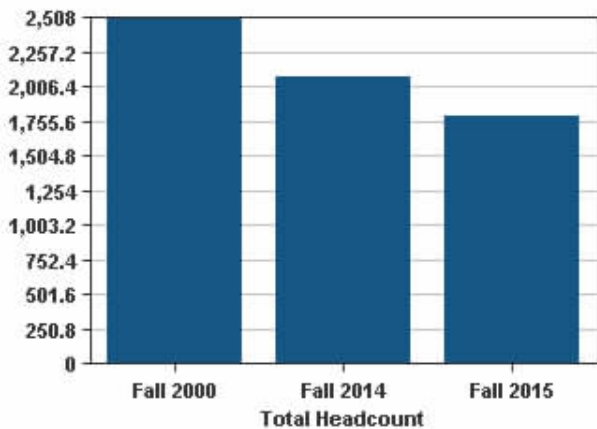
Participation - Key Measures

Enrollment

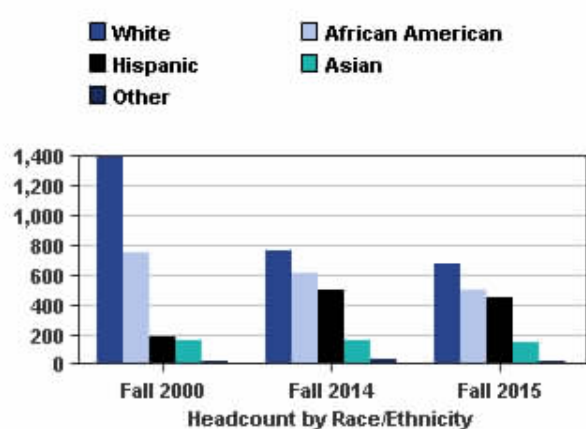
1. Fall headcount (unduplicated)

	Fall 2000		Fall 2014		Fall 2015		% Change Fall 2000 to 2015	Institutional Closing the Gaps Target- Fall 2015	Closing the Gaps Completion
Total* (does not include flex entry)	2,508		2,078		1,802		-28.1%	2,625	68.6%
White	1,393	(55.5%)	762	(36.7%)	678	(37.6%)	-51.3%	1,470	46.1%
African American	755	(30.1%)	614	(29.5%)	499	(27.7%)	-33.9%	790	63.2%
Hispanic	182	(7.3%)	501	(24.1%)	453	(25.1%)	148.9%	190	238.4%
Asian	162	(6.5%)	163	(7.8%)	145	(8.0%)	-10.5%		
International	0	(0.0%)	5	(0.2%)	5	(0.3%)	N/A		
Other	16	(0.6%)	33	(1.6%)	22	(1.2%)	37.5%		
Gender									
Male	985	(39.3%)	681	(32.8%)	703	(39.0%)	-28.6%		
Female	1,523	(60.7%)	1,397	(67.2%)	1,099	(61.0%)	-27.8%		
Flex Entry	61		48		106		73.8%		

*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

1. The College has already met its 2020 Closing the Gaps goal for Hispanic enrollment. The increase in Hispanic student enrollment is more than double that of the state-wide accountability group.
2. Male enrollment increased by 3% over fall 2014.

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	4,398		4,443		3,768		-14.3%
White	2,254	(51.3%)	1,583	(35.6%)	1,296	(34.4%)	-42.5%
African American	1,407	(32.0%)	1,486	(33.4%)	1,195	(31.7%)	-15.1%
Hispanic	517	(11.8%)	1,048	(23.6%)	992	(26.3%)	91.9%
Asian	197	(4.5%)	239	(5.4%)	213	(5.7%)	8.1%
International	0	(0.0%)	2	(0.0%)	7	(0.2%)	N/A
Other	23	(0.5%)	85	(1.9%)	65	(1.7%)	182.6%
Gender							
Male	2,182	(49.6%)	1,999	(42.3%)	1,914	(50.8%)	-12.3%
Female	2,216	(50.4%)	2,444	(57.7%)	1,854	(49.2%)	-16.3%

1. Hispanic and Asian enrollments were higher in FY 2015 over the base year of FY 2000.
2. 37% of the Asian students enrolled in 2015 at institutions constituting this accountability group were enrolled at Lamar-Port Arthur.

Participation - Contextual Measures

FY 2015

Service Area Representation	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	53.9%	37.0%	- 16.9%
African American	25.2%	32.0%	6.9%
Hispanic	16.3%	23.9%	7.6%
Other	4.6%	7.0%	2.4%
Gender			
Male	52.6%	35.9%	- 16.7%
Female	47.4%	64.1%	16.7%

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015
4. Annual Semester Credit Hours and Contact Hours				
Semester Credit Hours (SCH)				
Academic	51,885	50,018	41,909	- 19.2%
Technical	31,107	29,378	27,252	- 12.4%
Continuing Education	20,778	20,640	14,657	- 29.5%
Contact Hours (CH)				
Academic	1,236,808	1,404,992	1,185,355	- 4.2%
Technical	533,168	522,016	482,432	- 9.5%
Continuing Education	517,888	597,520	396,768	- 23.4%
Distance Education Hours				
Hybrid/Blended on campus	0	0	0	N/A
Fully-distance education/Internet	60	14,420	7,635	12625.0%

Students Receiving Pell Grants	Fall 1999	Fall 2012	Fall 2013	Point Change Fall 1999 to Fall 2013
5. Students Receiving Pell Grants				
Total*				
White	26.6%	37.7%	34.1%	7.5
African American	16.3%	25.6%	25.3%	9.0
Hispanic	40.2%	55.8%	49.7%	9.5
Asian	25.1%	36.6%	31.4%	6.3
International	60.8%	35.6%	30.2%	- 30.6
Other	0.0%	0.0%	0.0%	0.0
Gender				
Male	57.1%	34.9%	31.4%	- 25.7
Female	15.9%	26.8%	27.3%	11.4
Female	33.2%	43.2%	37.3%	4.1

*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.

	FY 2014	FY 2015
6. College Activities: Non-funded and Non-reported		
Contract Training: Number of Enrollments		132
Adult Basic Education: Number of Enrollments as Reported to TWC		0
G.E.D.: Number Enrolled in G.E.D. Program		0

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	385	369	310	- 19.5%
Credential-Seeking Undergraduate Students (Full-Time)				
Total	268	281	228	- 14.9%
White	144 (53.7%)	115 (40.9%)	93 (40.8%)	- 35.4%
African American	70 (26.1%)	62 (22.1%)	55 (24.1%)	- 21.4%
Hispanic	17 (6.3%)	77 (27.4%)	61 (26.8%)	258.8%
Asian	35 (13.1%)	21 (7.5%)	17 (7.5%)	- 51.4%
International	0 (0.0%)	2 (0.7%)	0 (0.0%)	N/A
Other	2 (0.7%)	4 (1.4%)	2 (0.9%)	0.0%
Gender				
Male	99 (36.9%)	104 (37.0%)	78 (34.2%)	- 21.2%
Female	169 (63.1%)	177 (63.0%)	150 (65.8%)	- 11.2%
Credential-Seeking Undergraduate Students (Part-Time)				
Total	117	88	82	- 29.9%
White	70 (59.8%)	34 (38.6%)	29 (35.4%)	- 58.6%
African American	25 (21.4%)	18 (20.5%)	21 (25.6%)	- 16.0%
Hispanic	13 (11.1%)	23 (26.1%)	27 (32.9%)	107.7%

Asian	8	(6.8%)	9	(10.2%)	4	(4.9%)	- 50.0%
International	0	(0.0%)	0	(0.0%)	0	(0.0%)	N/A
Other	1	(0.9%)	4	(4.5%)	1	(1.2%)	0.0%
Gender							
Male	49	(41.9%)	45	(51.1%)	41	(50.0%)	- 16.3%
Female	68	(58.1%)	43	(48.9%)	41	(50.0%)	- 39.7%

1. The numbers of African American and Hispanic PT FTIC were higher in Fall 2015 than in 2014.
2. The number of FT FTIC Hispanic students has increased by 258% since 2000. The number of PT Hispanic students has increased by 107% since 2000.
3. The number of LSC-PA FT FTIC has decreased by 14.9% over 15 years while the overall state total has dropped by 29.5% during that time.



Higher Education Accountability System

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](#)

	Lamar State College-Port Arthur	Group Out-of-State Peers		Institution's Out-of-State Peers		
		COLUMBUS TECHNICAL COLLEGE, GA	TECHNICAL COLLEGE OF THE LOWCOUNTRY, SC	COPIAH-LINCOLN COMMUNITY COLLEGE	EAST CENTRAL COMMUNITY COLLEGE	SOUTHERN UNIVERSITY AT SHREVEPORT
Headcount Enrollment Headcount enrolled for credit, disaggregated by race/ethnicity.						
Total	2,077	3,594	2,529	3,029	2,544	2,952
White	762	1,516	1,238	1,633	1,407	237
African American	601	1,655	891	1,301	906	2,616
Hispanic	501	179	242	32	46	8
Asian	162	61	25	8	14	19
Other	51	183	133	55	171	72
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	1,294	2,017	1,337	2,574	2,163	2,350

Source: IPEDS, Fall 2014

Fall 2015 Enrollment Detail - Lamar State College-Port Arthur**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	296	16.4%
18 to 21	726	40.3%
22 to 24	229	12.7%
25 to 29	206	11.4%
30 to 34	123	6.8%
Over 35	222	12.3%
N/A	0	0.0%

By Type Major

Type Major	Count	Percent
Academic	1,101	61.1%
Technical	701	38.9%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	289	16.0%

Success - Key Measures

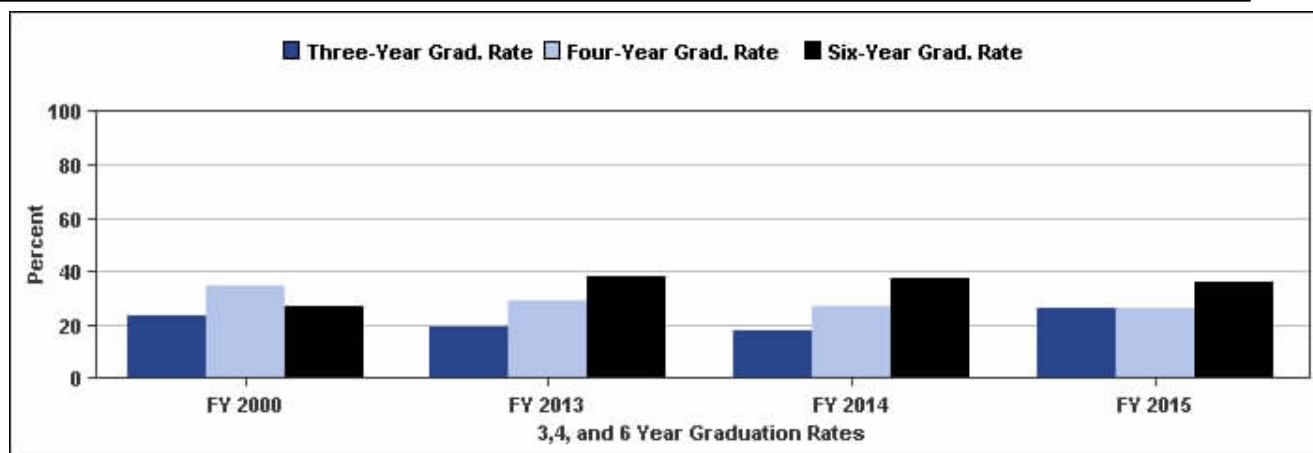
3-, 4-, and 6-Year Graduation Rates

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



	FY 2000		FY 2013		FY 2014		FY 2015		Point Change FY 2000 to FY 2015
	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	
3-Year graduation rate (Total)	1997	35 (23.3%)	2010	77 (19.0%)	2011	48 (18.1%)	2012	81 (26.4%)	3.1
Baccalaureate or Above	0	(0.0%)	1	(0.2%)	0	(0.0%)	1	(0.3%)	0.3
Associates	16	(10.7%)	51	(12.6%)	38	(14.3%)	66	(21.5%)	10.8
Certificate	19	(12.7%)	25	(6.2%)	10	(3.8%)	14	(4.6%)	- 8.1
No Award	115	(76.7%)	329	(81.0%)	217	(81.9%)	226	(73.6%)	- 3.1
4-Year graduation rate (Total)	1996	58 (34.9%)	2009	98 (29.2%)	2010	109 (26.8%)	2011	70 (26.4%)	- 8.5
Baccalaureate or Above	1	(0.6%)	4	(1.2%)	6	(1.5%)	3	(1.1%)	0.5
Associates	28	(16.9%)	72	(21.4%)	76	(18.7%)	55	(20.8%)	3.9
Certificate	29	(17.5%)	22	(6.5%)	27	(6.7%)	12	(4.5%)	- 13.0
No Award	108	(65.1%)	238	(70.8%)	297	(73.2%)	195	(73.6%)	8.5
6-Year graduation rate (Total)	1994	50 (27.0%)	2007	109 (38.1%)	2008	95 (37.4%)	2009	121 (36.0%)	9.0
Baccalaureate or Above	6	(3.2%)	41	(14.3%)	22	(8.7%)	26	(7.7%)	4.5
Associates	21	(11.4%)	44	(15.4%)	51	(20.1%)	71	(21.1%)	9.7
Certificate	23	(12.4%)	24	(8.4%)	22	(8.7%)	24	(7.1%)	- 5.3
No Award	135	(73.0%)	177	(61.9%)	159	(62.6%)	215	(64.0%)	- 9.0

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



Source: CBM001, CBM002, and CBM009

1. FY 2015 rates are not available from the THECB.

Associate Degrees and Certificates

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



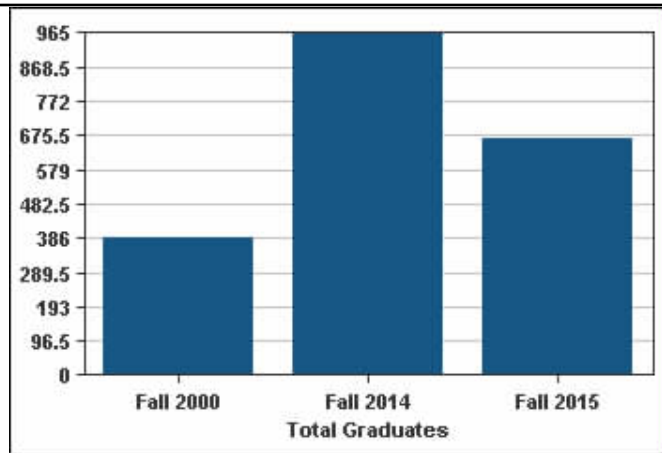
	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
Total Degrees and Certificates (Does not include other completers)	389	965	669	72.0%	415	161.2%
White	204	338	206	1.0%		
African American	125	383	223	78.4%		
Hispanic	34	154	193	467.6%		
Asian	24	53	35	45.8%		
International	0	3	0	N/A		
Other	2	34	12	500.0%		

*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.

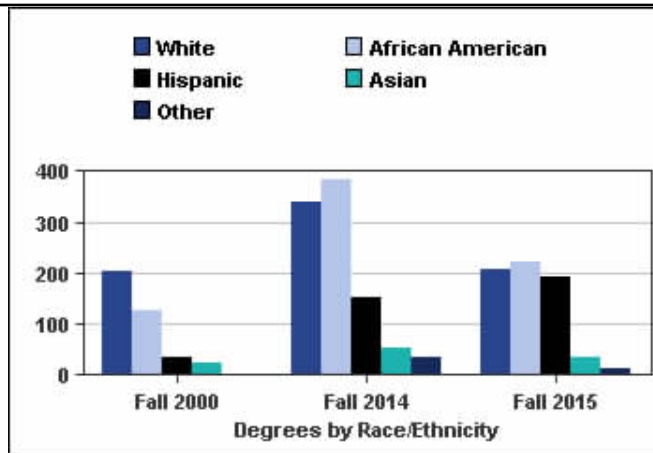
Level

Associates	212	735	438	106.6%	245	178.8%
Certificate 1	102	166	184	80.4%		
Certificate 2	75	64	47	- 37.3%		
Advanced Technology Certificates	N/A	N/A	N/A	N/A		
Other Completers:						
ESC	N/A	N/A	N/A	N/A		
Core Completers	N/A	118	111	N/A		
Field of Study	N/A	N/A	N/A	N/A		

Gender						
Male	113	242	252	123.0%		
Female	276	723	417	51.1%		



Source: CBM009



Source: CBM009

1. The number of FY 2015 graduates was the second-highest in the College's history.
2. Lamar State College-Port Arthur has exceeded its institutional 2020 Closing the Gaps targets for annual total graduates.
3. LSC-PA has exceeded its 2020 Closing the Gaps targets for associate degree graduates in all ethnic categories.
4. LSC-PA conferred 17% of the associate degrees awarded by the entire state-wide accountability group in FY 2015.
5. LSC-PA conferred 16% of the total associate degrees and certificates awarded by the entire state-wide accountability group in FY 2015.
6. LSC-PA conferred 38% of the associate degrees and certificates in nursing awarded by the entire state-wide accountability group in FY 2015.
7. LSC-PA conferred 81% of the associate degrees in nursing awarded by the entire state-wide accountability group in FY 2014.

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	Institutional Closing the Gaps Target- FY 2015*	Closing the Gaps Completion*
Fields						
Computer Science	62	13	2	- 96.8%	70	2.9%
Engineering	34	26	34	0.0%	40	85.0%
Math	0	0	0	N/A	3	0.0%
Physical Science	0	0	0	N/A	3	0.0%
Level						
Associates	57	20	18	- 68.4%		
Cert 1	39	19	18	- 53.8%		
Cert 2	0	0	0	N/A		
Advanced Technology Certificates	0	0	0	N/A		

Nursing and Allied Health

11. Awards in Nursing.

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
Total Nursing Degrees and Certificates Awarded	101	546	233	130.7%	105	221.9%
Associates	30	491	193	543.3%		
Certificate 1	0	0	0	N/A		
Certificate 2	71	55	40	- 43.7%		
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

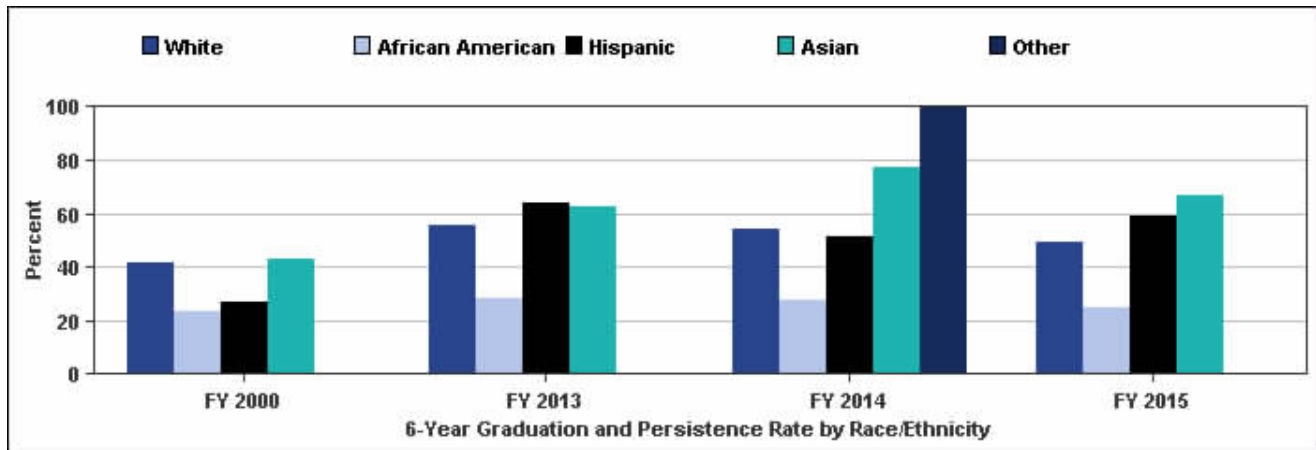
	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
Total Allied Health Degrees and Certificates Awarded	26	58	41	57.7%	20	205.0%
Associates	16	29	19	18.8%		
Certificate 1	6	20	15	150.0%		
Certificate 2	4	9	7	75.0%		
Advanced 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.

	FY 2000 (Entering Fall 1994 Cohort)	FY 2013 (Entering Fall 2007 Cohort)	FY 2014 (Entering Fall 2008 Cohort)	FY 2015 (Entering Fall 2009 Cohort)	Point Change FY 2000 to FY 2015
Total	34.6%	47.9%	47.2%	44.9%	10.3
Race/Ethnicity					
White	41.7%	55.5%	53.9%	49.3%	7.6
African American	23.3%	28.1%	27.5%	25.0%	1.7
Hispanic	26.7%	64.3%	51.4%	58.8%	32.1
Asian	42.9%	62.5%	77.3%	66.7%	23.8
Native American	0.0%	100.0%	0.0%	100.0%	100.0
International	0.0%	0.0%	0.0%	0.0%	0.0
Other	0.0%	0.0%	100.0%	0.0%	0.0
Gender					
Male	28.1%	43.6%	37.9%	38.8%	10.7
Female	37.5%	50.3%	52.8%	49.0%	11.5

For more data on the 6-year graduation and persistence rates, go to: <http://www.txhighereddata.org/Interactive/GradRates.cfm>



Source: CBM001, CBM009, and CBM002

FY 2015 graduation rates are not available from the THECB.

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	557 (100%)	2008	351 (100%)	2009	443 (100%)	
0-12 hours		9 (1.6%)		7 (2.0%)		5 (1.1%)	- 0.5
13-24 hours		19 (3.4%)		13 (3.7%)		7 (1.6%)	- 1.8

25-29 hours	11 (2.0%)	3 (0.9%)	10 (2.3%)	0.3
30-42 hours	16 (2.9%)	7 (2.0%)	7 (1.6%)	- 1.3
43+ hours	60 (10.8%)	44 (12.5%)	56 (12.6%)	1.8
All Transfers Total	115 (20.6%)	74 (21.1%)	85 (19.2%)	- 1.4
Non Transfer Completers	75 (13.5%)	68 (19.4%)	86 (19.4%)	5.9
Non Completers	367 (65.9%)	209 (59.5%)	272 (61.4%)	- 4.5
Awarded Core	0 (0.0%)	16 (4.6%)	34 (7.7%)	7.7


1. Lamar State College-Port Arthur's FY 2015 performance of 19.2% for total transfers was higher than all of the other colleges in the accountability group and higher than the state average of 9.2%.
 2. LSC-PA's FY 2015 performance for transfers and non-transfer completers was 38.6%. The average for the state-wide accountability group was 33.1%.

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	67.3%	67.1%	70.8%	3.5
Same Institution	59.4%	56.5%	55.8%	- 3.6
Other Institution	7.9%	10.6%	15.0%	7.1
White	66.4%	66.9%	75.4%	9.0
Same institution	57.3%	53.4%	56.1%	- 1.2
Other institutions	9.1%	13.5%	19.3%	10.2
African American	62.9%	50.6%	55.7%	- 7.2
Same institution	55.7%	46.8%	44.3%	- 11.4
Other institutions	7.1%	3.8%	11.5%	4.4
Hispanic	88.2%	80.5%	66.7%	- 21.5
Same institution	88.2%	70.7%	58.3%	- 29.9
Other institutions	0.0%	9.8%	8.3%	8.3
Asian	67.6%	92.3%	95.2%	27.6
Same institution	58.8%	61.5%	76.2%	17.4
Other institutions	8.8%	30.8%	19.0%	10.2
International	0.0%	0.0%	100.0%	100.0
Same institution	0.0%	0.0%	100.0%	100.0
Other institutions	0.0%	0.0%	0.0%	0.0
Other	100.0%	33.3%	100.0%	0.0
Same institution	100.0%	33.3%	50.0%	- 50.0
Other institutions	0.0%	0.0%	50.0%	50.0

	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	57.1%	52.2%	49.1%	- 8.0
Same institution	38.8%	30.8%	31.8%	- 7.0
Other institutions	18.3%	21.5%	17.3%	- 1.0
White	59.8%	48.6%	48.8%	- 11.0
Same institution	43.0%	22.9%	28.0%	- 15.0
Other institutions	16.8%	25.7%	20.8%	4.0
African American	37.7%	26.7%	36.0%	- 1.7
Same institution	20.8%	14.7%	29.3%	8.5
Other institutions	16.9%	12.0%	6.7%	- 10.2
Hispanic	71.9%	72.8%	57.3%	- 14.6
Same institution	46.9%	53.1%	40.0%	- 6.9
Other institutions	25.0%	19.8%	17.3%	- 7.7
Asian	90.9%	88.9%	81.8%	- 9.1
Same institution	72.7%	38.9%	27.3%	- 45.4
Other institutions	18.2%	50.0%	54.5%	36.3
International	0.0%	0.0%	0.0%	0.0
Same institution	0.0%	0.0%	0.0%	0.0
Other institutions	0.0%	0.0%	0.0%	0.0
Other	50.0%	50.0%	66.7%	16.7
Same institution	0.0%	50.0%	66.7%	66.7
Other institutions	50.0%	0.0%	0.0%	- 50.0

Fall 2011 Cohort				
Developmental Education	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)
<p>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.</p> <p>Underprepared students are given 3 years. </p>				

Summary Data	
Number of FTIC students	351
Met state standards in all three areas	127
Did not meet state standards in one, two, or all three areas (at entry)	195

Unknown* (unduplicated) 29

Data by Subject Area

Met Standard

Math	141	2	38	28.4%
Reading	211	14	94	51.2%
Writing	254	13	110	48.4%

Did Not Meet Standard

Math	181	N/A	44	24.3%
Reading	111	N/A	29	26.1%
Writing	68	N/A	16	23.5%

Unknown (waived or military exemption)**

Math**	29	N/A	1	3.4%
Reading**	29	N/A	1	3.4%
Writing**	29	N/A	0	0.0%

Most- and Least-Prepared Populations

Met State Standard in All Three Areas

Math	127	2	36	29.9%
Reading	127	10	67	60.6%
Writing	127	11	71	64.6%

Did Not Meet Standard in All Three Areas

Math	60	N/A	14	23.3%
Reading	60	N/A	13	21.7%
Writing	60	N/A	13	21.7%

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.

		Fall 2011 Cohort							
Developmental Education		Total/Area Counts (a)	Number attempting developmental education (b)	Percent attempting developmental education (includes DevEd interventions) (b/a)	TSI obligations met (of those attempting developmental education) (d)	TSI obligations met through any means (of total) (e)	TSI obligations met (percent of those attempting developmental education) (d/b)	TSI obligations met (percent of total as reported by institution) (e/a)	TSI obligations met based on TSI reporting or passed 1st college-level course (percent of total) (e) and/or Passed†/(a)
17. Underprepared students who satisfied TSI obligation within 2 years.									
Summary Data									
Number of FTIC students		351							
Met state standards in all three areas		127							
Did not meet state standards in one, two, or all three areas (at entry)		195							
Unknown* (unduplicated)		29							
Data by Subject Area									
Met Standard									
Math		141	31	22.0%	N/A	N/A	N/A	N/A	N/A
Reading		211	1	0.5%	N/A	N/A	N/A	N/A	N/A
Writing		254	20	7.9%	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standard									
Math		181	161	89.0%	54	60	33.5%	33.1%	33.1%
Reading		111	100	90.1%	51	56	51.0%	50.5%	50.5%
Writing		68	51	75.0%	25	27	49.0%	39.7%	39.7%
Unknown** (waived or military exemption)									
Math**		29	3	10.3%	N/A	N/A	N/A	N/A	N/A
Reading**		29	2	6.9%	N/A	N/A	N/A	N/A	N/A
Writing**		29	2	6.9%	N/A	N/A	N/A	N/A	N/A
Most- and Least-Prepared Populations									
Met state standards in all areas									
Math		127	24	18.9%	N/A	N/A	N/A	N/A	N/A
Reading		127	1	0.8%	N/A	N/A	N/A	N/A	N/A
Writing		127	5	3.9%	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standards in All Three Areas									
Math		60	48	80.0%	11	12	22.9%	20.0%	20.0%
Reading		60	53	88.3%	20	23	37.7%	38.3%	38.3%
Writing		60	43	71.7%	20	22	46.5%	36.7%	36.7%

*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.

	Fall 2011 Cohort		
	Total (a)	Number returning (Fall 2012) (b)	Percent returning (Fall 2012) (b/a)
18. Underprepared and prepared students who return the following fall.			
Summary Data			
Number of FTIC students	351	196	56
Met state standards in all areas	127	86	67.7%
Did not meet state standards in one, two, or all three areas	195	102	52.3%
Did not meet state standards in all three areas	60	29	48.3%
Unknown* (unduplicated)	29	8	27.6%
Data by Subject Area			
Met Standard by Area			
Math	141	94	66.7%
Reading	211	133	63.0%
Writing	254	156	61.4%
Did Not Meet Standard by Area			
Math	181	94	51.9%
Reading	111	55	49.5%
Writing	68	32	47.1%
Unknown** by Area (waived or military exemption)			
Math	29	8	27.6%
Reading	29	8	27.6%
Writing	29	8	27.6%

*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.


	FY 2012		FY 2013		FY 2014		Percent Change FY 2012 to FY 2014
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							
Academic							
Employed Only	35	41.2%	47	43.5%	41	32.8%	17.1%
Employed and Enrolled (in Senior Institutions)	24	28.2%	28	25.9%	38	30.4%	58.3%
Enrolled Only (in Senior Institutions)	18	21.2%	17	15.7%	27	21.6%	50.0%
Enrolled Only (in Community Colleges)	3	3.5%	7	6.5%	8	6.4%	166.7%
Not Found	5	5.9%	9	8.3%	11	8.8%	120.0%
Technical							
Employed Only	256	81.0%	347	85.5%	598	88.7%	133.6%
Employed and Enrolled (in Senior Institutions)	15	4.7%	11	2.7%	31	4.6%	106.7%
Enrolled Only (in Senior Institutions)	4	1.3%	1	0.2%	1	0.1%	- 75.0%
Enrolled Only (in Community, State or Technical Colleges)	10	3.2%	16	3.9%	8	1.2%	- 20.0%
Not Found	31	9.8%	31	7.6%	36	5.3%	16.1%

	FY 2000	FY 2014	FY 2015	Point Change FY 2000 to FY 2015
20. Marketable Skills Awards				
Total	0	0	0	N/A
Race/Ethnicity				
White	0	0	0	N/A
African American	0	0	0	N/A
Hispanic	0	0	0	N/A
Asian	0	0	0	N/A
International	0	0	0	N/A
Other	0	0	0	N/A
Gender				
Male	0	0	0	N/A
Female	0	0	0	N/A

	FY 2012	FY 2013	FY 2014
21. Teacher Production and Certification			
Students taking the certification exams.	N/A	N/A	N/A
Race/Ethnicity			
White	N/A	N/A	N/A
African American	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A
Other	N/A	N/A	N/A
Gender			
Male	N/A	N/A	N/A

Female	N/A	N/A	N/A
Percentage passing the certification exams.	N/A	N/A	N/A
Race/Ethnicity			
White	N/A	N/A	N/A
African American	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A
Other	N/A	N/A	N/A
Gender			
Male	N/A	N/A	N/A
Female	N/A	N/A	N/A

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 2013	Fall 2014	%/Point Change Fall 2000 to Fall 2014
22. Course Completion Rate for Undergraduate State Funded Semester Credit				
Hours 				
Beginning semester credit hours	23,005	23,567	19,883	- 13.6%
Ending semester credit hours	20,607	23,567	18,871	- 8.4%
Completion rate	89.6%	100.0%	94.9%	5.3



Higher Education Accountability System

Success - 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 Success Page Download Excel Version Out-of-State Peer Measures and Definitions
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	Group Out-of-State Peers			Institution's Out-of-State Peers		
	Lamar State College-Port Arthur	COLUMBUS TECHNICAL COLLEGE, GA	TECHNICAL COLLEGE OF THE LOWCOUNTRY, SC	COPIAH-LINCOLN COMMUNITY COLLEGE	EAST CENTRAL COMMUNITY COLLEGE	SOUTHERN UNIVERSITY AT SHREVEPORT
Graduation Rate: Three-year graduation rates of first-time, full-time degree seeking undergraduates by race/ethnicity.						
3-Year Rate	17%	21%	10%	26%	23%	11%
Degrees Awarded: Number of graduates by level, race/ethnicity and gender.						
Total Degrees	1,086	1,209	426	873	419	374
White	377	537	243	493	272	49
African American	429	524	143	369	115	315
Hispanic	180	80	18	7	2	3
Asian	55	24	8	2	1	2
Other	45	44	14	2	29	5
Level						
Associates	838	273	197	717	343	273
Gender						
Male	243	500	155	339	143	89
Female	843	709	271	534	276	285
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	39%	21%	33%	49%	50%	11%
White	38%	24%	33%	51%	58%	4%
African American	32%	21%	33%	48%	43%	12%
Hispanic	44%	14%	17%	25%	33%	0%
Asian	40%	20%	100%	100%	40%	0%
American Indian or Alaska Native	100%	0%	0%	100%	41%	0%
Unknown	0%	0%	38%	0%	36%	0%
Nonresident Alien	100%	100%	0%	0%	0%	0%
Graduates in Key Fields: Number of degrees awarded in specific fields by level.						
Computer Science	14	61	6	19	17	13
Engineering	N/A	N/A	N/A	16	N/A	N/A
Math	21	14	42	41	0	0
Physical Science	0	0	0	3	0	0

Nursing and Allied-Health

Graduates: Number of degrees awarded in nursing/allied-health by level.

Total Degrees	720	394	111	136	83	177
Certificate	86	276	55	56	22	66
Associates	634	118	56	80	61	111

Source: IPEDS, Fall 2014

Graduates Detail (FY 2015) - Lamar State College-Port Arthur

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	133	50	23	0	206
African American	163	44	16	0	223
Multi-racial one of which is African American	N/A	N/A	N/A	N/A	N/A
Hispanic	112	75	6	0	193
Asian	23	11	1	0	35
International	0	0	0	0	0
Other	7	4	1	0	12

By Level, Gender:

Gender	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Male	122	126	4	0	252
Female	316	58	43	0	417

By Level, Type Major:

Type Major	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Academic	129	0	0	0	129
Technical	309	184	47	0	540

Graduates Success Detail (FY 2015)- Lamar State College-Port Arthur**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	18	34.0%
African American	18	34.0%
Hispanic	17	32.1%
Asian	0	0.0%
Native American		N/A
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	11	20.8%
Female	42	79.2%

Academic

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	13	40.6%
African American	4	12.5%
Hispanic	15	46.9%
Asian	0	0.0%
Native American		N/A
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	8	25.0%
Female	24	75.0%

Academic

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	5	33.3%
African American	5	33.3%
Hispanic	3	20.0%
Asian	2	13.3%
Native American		N/A
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	2	13.3%

Female 13 86.7%

Academic

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	0	0.0%
African American	0	0.0%
Hispanic	1	33.3%
Asian	2	66.7%
Native American		N/A
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	1	33.3%
Female	2	66.7%

Academic

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	9	56.3%
African American	4	25.0%
Hispanic	3	18.8%
Asian	0	0.0%
Native American		N/A
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	2	12.5%
Female	14	87.5%

Technical

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	94	30.1%
African American	125	40.1%
Hispanic	69	22.1%
Asian	18	5.8%
Native American		N/A
International	0	0.0%
Other	6	1.9%

Gender:

Gender	Number	Percent of Cohort
Male	69	22.1%
Female	243	77.9%

Technical

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	0	0.0%
African American	9	75.0%

Hispanic	1	8.3%
Asian	1	8.3%
Native American		N/A
International	0	0.0%
Other	1	8.3%

Gender:

Gender	Number	Percent of Cohort
Male	1	8.3%
Female	11	91.7%

Technical

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	0	0.0%
African American	1	50.0%
Hispanic	1	50.0%
Asian	0	0.0%
Native American		N/A
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	2	100.0%
Female	0	0.0%

Technical

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	1	25.0%
African American	1	25.0%
Hispanic	2	50.0%
Asian	0	0.0%
Native American		N/A
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	2	50.0%
Female	2	50.0%

Technical

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	9	31.0%
African American	4	13.8%
Hispanic	13	44.8%
Asian	3	10.3%
Native American		N/A
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
--------	--------	-------------------

Male	9	31.0%
Female	20	69.0%

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
12040800	Facial Treatment Specialist/Facialist	7	100.0%	7	100.0%	8	100.0%
51390100	Licensed Practical/Vocational Nurse Training	141	95.7%	58	94.8%	55	98.2%

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

Excellence - Contextual Measures

Quality Enhancement Plan

24. Quality Enhancement Plan, Including Reaffirmation Year

In January 2013, Lamar State College-Port Arthur (LSC-PA) implemented the College's Quality Enhancement Plan (QEP), as described by Comprehensive Requirement 2.12 and Comprehensive Standard 3.3.2 in The Principles of Accreditation: Foundations for Quality Enhancement. The College's QEP is entitled Seahawks SOAR (Students Obtaining Achievement in Reading). The Seahawks SOAR purpose and Student Learning Outcomes are:
 Seahawks SOAR, is to improve students' reading comprehension skills by integrating reading strategies into targeted courses, and by supporting reading-focused activities.

- A. Students will comprehend discipline-specific academic reading material.
- B. Students will use appropriate and discipline-specific vocabulary.
- C. Students will gain reading and vocabulary acquisition strategies.

The QEP Chair and ultimately QEP Co-Directors are providing overall guidance and are working with faculty-driven committees and reading specialists to design, provide and evaluate faculty development activities throughout the five years of the project. Faculty will be trained to teach and evaluate the following reading-comprehension vocabulary-acquisition strategies: SQ3R, KWL, Selective Underlining/Annotation, Concept Definition Maps, Context/Content Clues, and Quizlet. These strategies are being taught in General Education courses selected for their heavy reading requirement and concentration of incoming freshmen and because they are included in the curriculum for transfer and technical education students.

Seahawks SOAR will began in January 2013 with Pre-Kickoff training for the faculty, baseline data collection, and trial campus reading activities. Seahawks SOAR will be assessed using a pre-test / post-test experimental design. Nelson Denny reading tests will be administered to five succeeding cohorts of fall freshmen. The Metacognitive Awareness of Reading Strategies Inventory (MARS) and PSLO Alpha artifact assessment will monitor reading and vocabula

Excellent Programs

25. Excellent Programs

Highlighted Excellent Programs 1

The Paralegal AAS Degree Program is approved by the American Bar Association.
<http://www.lamarpa.edu/dept/tp/>

Highlighted Excellent Programs 2

The Surgical Technology Program is approved by the Commission on Accreditation of Allied Health Education Programs. The program had a 100% pass rate on the national registry in FY 2014 and FY 2015.
www.lamarpa.edu/dept/ah/srgt.html

26. Significant Recognitions - 2013:

Number of members in Phi Theta Kappa	86
Number of students in service learning programs	0
Exemplary programs or citations/Other national recognitions: Legal Assistant Program--Approved by American Bar Association Small Business Development Center--Recognized by Texas Workforce Commission and the Small Business Administration Texas Board of Nursing--LVN Program Workforce Training Department--Recognized by Texas Workforce Commission	


Significant Recognitions - 2014:


Number of members in Phi Theta Kappa	
Number of students in service learning programs	

Exemplary programs or citations/Other national recognitions:
 Legal Assistant Program--Approved by American Bar Association Small Business Development Center--Recognized by Texas Workforce Commission and the Small Business Administration Texas Board of Nursing--LVN Program Workforce Training Department--Recognized by Texas Workforce Commission


Significant Recognitions - 2015:

Number of members in Phi Theta Kappa
 Number of students in service learning programs
 Exemplary programs or citations/Other national recognitions:
 Legal Assistant Program--Approved by American Bar Association Small Business Development Center--Recognized by Texas Workforce Commission and the Small Business Administration Texas Board of Nursing--LVN Program Workforce Training Department--Recognized by Texas Workforce Commission

	Fall 2000	Fall 2014	Fall 2015	%/Point Change Fall 2000 to Fall 2015
27. Class size (average) 	18	19	16	- 10.6%

	Fall 2000	Fall 2013	Fall 2014	Percent Change Fall 2000 to Fall 2014
28. Faculty 				
Full-Time Total*	72	68	55	- 23.6%
Race/Ethnicity				
White	66 (91.7%)	56 (82.4%)	43 (78.2%)	- 34.8%
African American	6 (8.3%)	7 (10.3%)	8 (14.5%)	33.3%
Hispanic	0 (0.0%)	2 (2.9%)	2 (3.6%)	N/A
Asian	0 (0.0%)	2 (2.9%)	2 (3.6%)	N/A
International	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Other	0 (0.0%)	1 (1.5%)	0 (0.0%)	N/A
Gender				
Male	25 (34.7%)	27 (39.7%)	24 (43.6%)	- 4.0%
Female	47 (65.3%)	41 (60.3%)	31 (56.4%)	- 34.0%
Part-Time Total*	68	56	64	- 5.9%
Race/Ethnicity				
White	58 (85.3%)	46 (82.1%)	51 (79.7%)	- 12.1%
African American	8 (11.8%)	8 (14.3%)	8 (12.5%)	0.0%
Hispanic	1 (1.5%)	1 (1.8%)	2 (3.1%)	100.0%
Asian	1 (1.5%)	1 (1.8%)	2 (3.1%)	100.0%
International	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Other	0 (0.0%)	0 (0.0%)	1 (1.6%)	N/A
Gender				
Male	31 (45.6%)	22 (39.3%)	31 (48.4%)	0.0%
Female	37 (54.4%)	34 (60.7%)	33 (51.6%)	- 10.8%

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

	Fall 2010	Fall 2013	Fall 2014	% Change Fall 2010 to Fall 2014
29. Graduates employed or enrolled 				
Technical	91.0%	92.3%	94.7%	3.7
Academic	86.0%	91.7%	91.3%	5.3

The percentage of technical graduates employed or enrolled surpassed all institutions in the accountability group except TSTC-West Texas.
 The percentage of academic graduates employed or enrolled surpassed all institutions in the accountability group except TSTC-Harlingen.



Higher Education Accountability System

Excellence - 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


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- [Out-of-State Peer Measures and Definitions](#)

	Group Out-of-State Peers			Institution's Out-of-State Peers		
	Lamar State College-Port Arthur	COLUMBUS TECHNICAL COLLEGE, GA	TECHNICAL COLLEGE OF THE LOWCOUNTRY, SC	COPIAH-LINCOLN COMMUNITY COLLEGE	EAST CENTRAL COMMUNITY COLLEGE	SOUTHERN UNIVERSITY AT SHREVEPORT
Percent of Full-Time Faculty Percentage of all faculty members who are employed with a full-time teaching assignment.						
Percent of Full-Time Faculty	64%	38%	30%	100%	44%	99%

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 	16.7%	12.0%	12.4%	- 4.3


The percentage of administrative costs as a percent of operating budget are 71% of what they were in FY 2002.

Space Usage Efficiency (SUE)

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
Classroom space use efficiency	49	41
Lab space use efficiency	66	58
Overall space use efficiency	115	99


Link to additional information: <http://www.thecb.state.tx.us/index.cfm?objectid=B85D374F-E616-618E-A5545416B1195F76>


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
Expenditures without construction (Millions)	\$ 0.506	\$ 0.322	\$ 0.605	19.6%
Percent of total expenditures	11.5%	17.5%	25.7%	14.2
Expenditures with construction (Millions)	\$ 0.776	\$ 0.339	\$ 0.608	- 21.7%
Percent of total expenditures	17.6%	18.5%	25.8%	8.2

LSC-PA had practically no new construction projects in FY 2015.


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	426,784	450,592	381,216	- 10.7%
Contact Hours taught by full-time faculty	78.7%	81.8%	78.7%	0.0
Contact Hours taught by part-time faculty	21.3%	18.2%	21.3%	0.0

34. FTSE/FTFE Ratio 	Fall 2000			Fall 2013			Fall 2014			% Change Fall 2000 to Fall 2014
	FTSE	FTFE	Ratio	FTSE	FTFE	Ratio	FTSE	FTFE	Ratio	
	1,535	93	16:1	1,594	96	17:1	1,345	92	15:1	- 6.3%

35. Appropriations 	FY 2013	FY 2014	FY 2015
Appropriated funds per FTE student	4,326	\$6,917	\$7,915
Appropriated funds per FTE faculty	135,999	\$154,586	\$181,243

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 2015	FY 2016	Percent Change FY 2005 to FY 2016
Tuition and fees for 30 SCH in two semesters	\$2,980	\$5,295	\$5,533	85.7%



Higher Education Accountability System

Institutional Efficiency and Effectiveness - Out-of-State Peers

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Options

- [Return to the Institutional Efficiency and Effectiveness Page](#)
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- [Out-of-State Peer Measures and Definitions](#)

	Group Out-of-State Peers			Institution's Out-of-State Peers		
	Lamar State College-Port Arthur	COLUMBUS TECHNICAL COLLEGE, GA	TECHNICAL COLLEGE OF THE LOWCOUNTRY, SC	COPIAH-LINCOLN COMMUNITY COLLEGE	EAST CENTRAL COMMUNITY COLLEGE	SOUTHERN UNIVERSITY AT SHREVEPORT
Administrative Cost Ratio Amount expended for administrative costs as a percent of operative expenses						
Administrative costs as a percent of operating budget	11%	9%	7%	7%	5%	17%
Appropriations State and local government appropriation revenues per FTE student.						
Appropriations per FTE student	\$9,885	\$3,265	\$3,291	\$4,892	\$5,249	\$3,166
Expenditures Instruction expenses per FTE student.						
Instruction expenses per FTE student	\$7,654	\$3,356	\$4,674	\$5,430	\$4,438	\$2,566
Tuition and Fees Tuition and Fee revenue per FTE student.						
Tuition and Fee Revenue per FTE student	\$4,251	\$1,554	\$2,720	\$898	\$631	\$918

Source: IPEDS, Fall 2014