

2018 – 2019

Institutional Fact Book

With Accountability Measures

Office of Institutional Effectiveness



A Member of the Texas State University System

Introduction to Lamar State College Port Arthur

The Lamar State College Port Arthur Institutional Fact Book is an annual publication of the Office of Institutional Effectiveness. The Institutional Fact Book is designed to provide reliable and consistent, current and longitudinal information about the institution, its students and faculty.

Administrators, faculty, staff, students can use the Institutional Fact Book and stakeholders as a reference for answering the most frequently asked questions about the College. This publication can be used for comparisons, forecasting, and internal studies. In addition, by reviewing the College's historical progress and current trends, we may better anticipate and plan. Comments and recommendations from the Institutional Fact Book users are welcomed and encouraged.

Mission

Lamar State College - Port Arthur, a member of The Texas State University System, is an open-access, comprehensive public two-year college offering quality and affordable instruction leading to associate degrees and a variety of certificates. *Lamar State College Port Arthur provides learning experiences that prepare students to continue their education or enter the workforce.*

Vision

Lamar State College Port Arthur strives to enhance lives by expanding opportunities through quality education.

Goals

- Provide educational opportunities flexible in scheduling, location, delivery method and content.
- Offer freshman and sophomore general education/core curriculum courses, which will transfer to traditional baccalaureate degree programs.
- Provide opportunities to acquire information literacy skills, common to all disciplines.

- Provide instruction and/or support services to improve the potential for employment and/or occupational advancement.
- Provide students with personal attention in a broad range of student service activities, educational support services for instructional programs, and provide responsible oversight of the College's physical and financial resources
- Enhance institutional advancement efforts targeted toward the needs of local communities, economic development and community partnerships, and provide cultural enrichment opportunities, both on and off campus.

Core Values

- Shared commitment by faculty, staff and administration to a mission characterized by student learning, diversity, and community involvement.
- General education/core curriculum that develops the values and concepts that allow the student to make a meaningful contribution in the workplace or community.
- Academic and technical programs designed to fulfill our commitment to accommodate students with diverse goals and backgrounds, using a variety of delivery methods, on and off campus. Technical education programs that provide for the acquisition of the knowledge, skills and behavior necessary for initial and continued employment.
- Student achievement characterized by attainment of individual goals and measured by successful accomplishments and completion of curriculum.
- Co-curricular opportunities that develop social, financial and civic acuity.

Principles

Lamar State College Port Arthur operates in the belief that all individuals should be:

- Treated with dignity and respect;
- Afforded equal opportunity to acquire a complete educational experience;
- Given an opportunity to discover and develop their special aptitudes and insights; and,
- Provided an opportunity to equip themselves for a fulfilling life and responsible citizenship in a world characterized by change.

Accreditations

The Southern Association of Colleges and Schools Commission on Colleges to award associate degrees accredit Lamar State College-Port Arthur. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Lamar State College-Port Arthur. Normal inquiries about the institution, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to Lamar State College-Port Arthur and not to the Commission's office. The Commission should be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard of *The Principles of*

Accreditation: Foundations for Quality Enhancement. Lamar State College-Port Arthur is a member of the Class of 2013 for Reaffirmation of Accreditation by the Southern Association of Colleges and Schools Commission on Colleges.

The College is approved by the Texas Education Agency for training veterans under all classifications. The College is also a member of or approved by the American Bar Association, the Commission on Accreditation of Allied Health Education Programs (CAAHEP), the Texas Department of Aging and Disability Services, the Texas Certification Board of Addiction Professionals, the Texas Department of Licensing and Regulation, the Texas Board of Nursing, the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/SSTSA), the U.S. Department of Education and the Veterans Administration.

General Information

Location

Lamar State College Port Arthur (LSCPA), a two-year, state-supported institution, is located in Port Arthur, an industrial and cultural center of Southeast Texas. The College offers freshman- and sophomore-level work in numerous academic and technical/vocational fields. The campus sits between the 1000 and 1800 blocks of Procter Street and Lakeshore Drive and is immediately adjacent to the Sabine-Neches Intercostal Waterway.

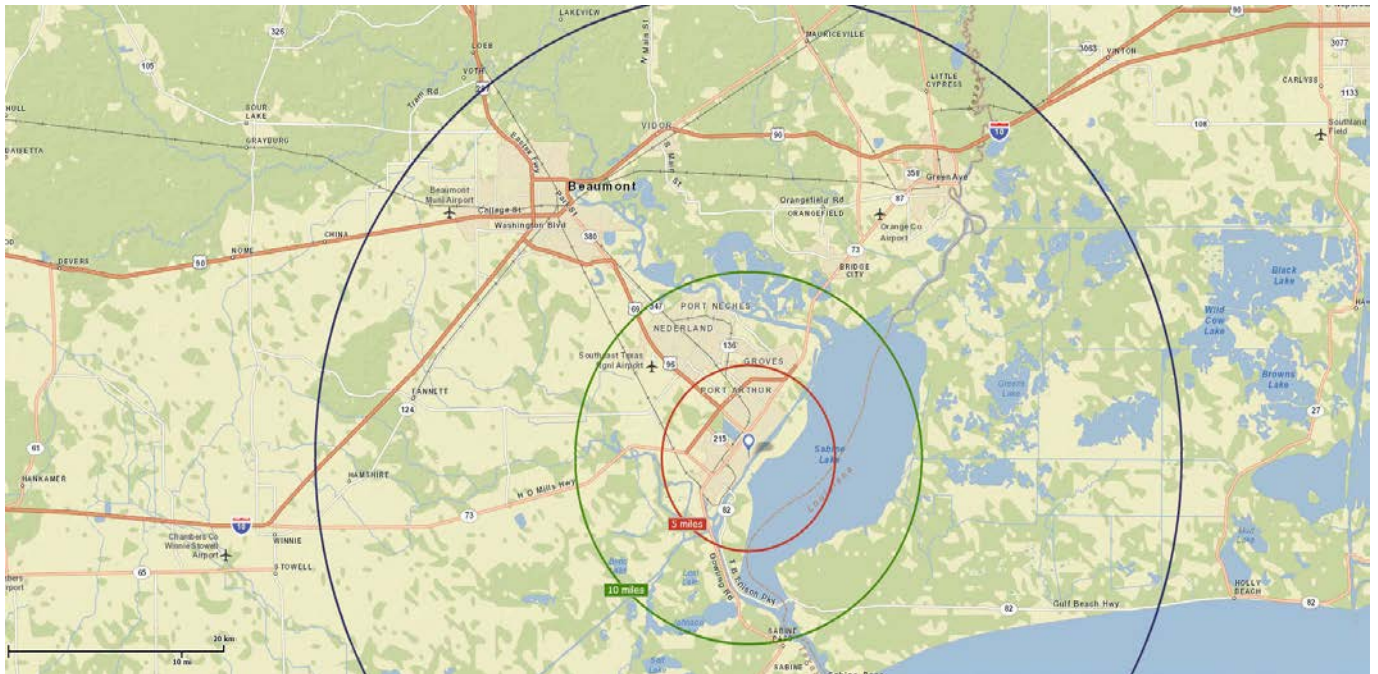


Figure 1: Lamar State College Port Arthur Campus

Port Arthur has modern public schools, churches, shopping districts and recreation areas serving a community and its suburbs of approximately 100,000 persons. Principal industries in the area are oil refining, chemical production, shipping and shipbuilding.

The metropolitan area, known as the Golden Triangle, includes Port Arthur and the cities of Beaumont, Bridge City, Groves, Orange, Port Neches, Nederland and Vidor, all of which are located within 25 miles of Port Arthur and form the heart of the upper Texas Gulf Coast where approximately 350,000 people live.

Figure 2: Location of Campus with five, 10 and 25 Mile Rings



LSCPA is located on a 40-acre campus with more than 300,000 gross square footage of building space. Every educational building on the LSCPA campus was either designed and built for the specific program it serves, or has been professionally redesigned and remodeled to provide the highest level of compatibility between the physical plant and the College's programs and services. In addition, the LSCPA Physical Plant Department is designed, staffed, and funded to carry out the task of preserving and maintaining the campus and its buildings.

History

John Warne Gates of New York City, one of the founders of Texaco, established Port Arthur Business College in 1909 to train people for the petrochemical industry, then in its infancy. The College became Port Arthur Collegiate Institute in 1911, when the school was presented to the Board of Education of the Methodist Episcopal Church North, a forerunner of the present United Methodist Temple.

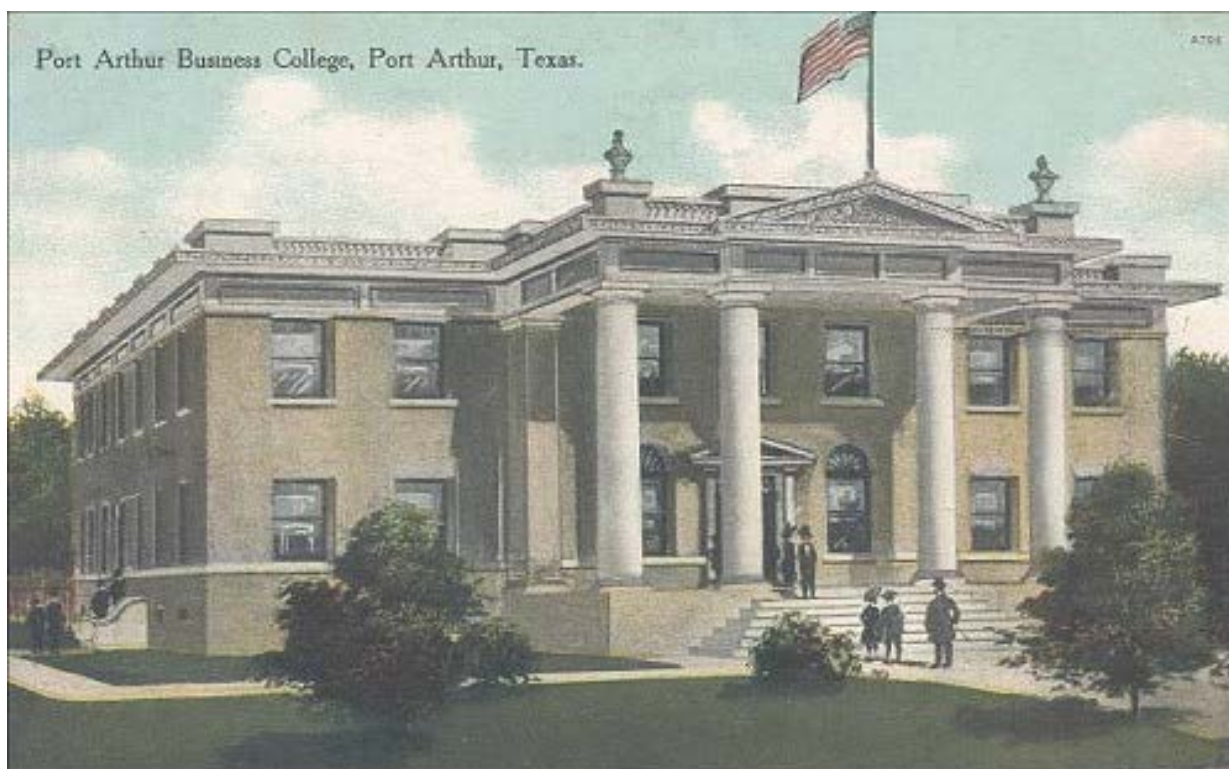


Figure 4: Port Arthur Business College Circa 1909

The church operated the growing campus until 1918, when it was turned over to a non-profit Texas corporation, which had no capital stock and was overseen by a self-perpetuating board of trustees. The name of the school was changed back to Port Arthur Business College and finally, in 1932, to Port Arthur College.

Another milestone in the school's history was reached July 31, 1974, when W. Sam Monroe, president of Port Arthur College and a Lamar University regent, presented a resolution to merge the college into Lamar University. The 21 trustees agreed that a merger would be in the best interests of both institutions and their constituencies.

The 64th Texas Legislature authorized the merger and appropriated \$600,000 for creation of the Lamar University Extension Center at Port Arthur. On August 21, 1975, the trustees presented the deed for Port Arthur College to the Lamar University Board of Regents. Classes began on the Port Arthur campus on August 28, 1975.

In the years following the merger, enrollment increased from 151 students to a peak of more than 3,000 and the curriculum expanded to more than 50 areas of study.

In 1977, the 65th Legislature approved House Bill 1134 renaming the school Lamar University-Port Arthur and dropping the “Extension Center” designation.

In 1983, the 68th Legislature passed three bills that directly affected the college:

1. Senate Bill 409 deleted the restrictive language of House Bill 130 (passed in 1971 by the 63rd Legislature), making Lamar University-Port Arthur eligible, on an equal basis with other state institutions, for state funds to be used to buy land and/or building.
2. Senate Bill 410 provided Lamar University regents with the authority to levy a fixed student fee and the authority to bond against said fee for construction of a Student Center on the Port Arthur campus. This legislation was validated by a majority vote of the Lamar University-Port Arthur student body in November 1983.
3. Senate Bill 620 created the Lamar University System. Lamar University-Port Arthur thus became a component institution of that system on August 29, 1983.

In 1985, two bills affected the school:

1. Senate Bill 578 provided that Lamar University-Port Arthur be a beneficiary institution and receive money from the Higher Education Assistance Fund.
2. The General Appropriations Act of 1985 directed that a formula be developed by the Texas Higher Education Coordinating Board to provide operational funding to Lamar University-Port Arthur on the same basis as other state-supported institutions of higher education.

Senate Bill 78 in 1989 removed restrictions imposed by earlier legislation on the acquisition of real estate and the construction of facilities on campus.

Senate Bill 843 in 1991 clarified the degree-granting authority by allowing Lamar University-Port Arthur to issue associate degrees in its own name.

On September 1, 1995, the Texas Legislature dissolved the Lamar University System, and Lamar University-Port Arthur and its three sister institutions in Orange and Beaumont joined the Texas State University System, which is headquartered in Austin and includes Sam Houston State University, Texas State University-San Marcos and Sul Ross State University.

House Bill 1297, signed in June 1999, changed the name of the school to Lamar State College-Port Arthur.

THE TEXAS STATE UNIVERSITY SYSTEM

Board of Regents

Charlie Amato, San Antonio

Duke Austin, 1st Vice Chairman, Houston

Garry Crain 2nd Vice Chairman, The Hills

Sheila Faske, Rose City

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Stephen Lee, Beaumont

William F. Scott, Nederland

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System Administration

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John Hayek, Ph.D., Vice Chancellor for Academic and Health Affairs

Nelly R. Herrera, J.D., Vice Chancellor and General Counsel

Sean Cunningham, J.D. Vice Chancellor for Governmental Relations

Daniel Harper, M.B.A. Vice Chancellor and Chief Financial Officer

Mike Wintemute, Executive Director, TSUS Foundation

LAMAR STATE COLLEGE-PORT ARTHUR

ADMINISTRATION

Betty Reynard, Ed.D., President

Pam Millsap, Ph.D. ,Vice President for Academic Affairs

Mary Wickland, C.P.A. ,Executive Vice President for Finance and Operations

Dr. Tessie Bradford ,Dean of Student Services

Melissa Armentor, Ed.D., Dean of Technical Programs

Helena Gawu, M.L.S., Dean of Library Science

Ben Stafford, Dr. P.H. Vice President of Workforce Training and Continuing Education

J. Mark Knowles, M.Ed. Director, Institutional Effectiveness

Shirley MacNeill, M.S.N. Chair, Department of Allied Health

Sheila Guillot, M.Ed. Chair, Business and Industrial Technology Department

Michelle Davis, Ed.D. Chair, General Education and Developmental Education Department

Eddie Vandewalker, M.F.A. Chair, Commercial Music, Visual and Performing Arts Department

Scott Street, M.B.A., M.S. Chair, Health, Fitness & Sports

Reed Richard, Director, Physical Plant

Wayne Wells, M.S. Director, Correctional Education

Hilda Billups, M.S. Director, Dual Enrollment

Degrees and Certificates Awarded

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

| | 2017 | 2018 | 2019 | Percent Change |
|---------------------------------|-------|-------|-------|----------------|
| | Count | Count | Count | |
| Total | 481 | 457 | 451 | -6.2 % |
| Certificate 1 | 193 | 160 | 145 | -24.9 % |
| Certificate 2 | 39 | 41 | 50 | 28.2 % |
| Advanced Technology Certificate | | 2 | | -100.0 % |
| Associate | 249 | 254 | 256 | 2.8 % |
| 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.

| | 2017 | 2018 | 2019 | Percent Change |
|-----------------------------------|-------|-------|-------|----------------|
| | Count | Count | Count | |
| Undergraduates Receiving an Award | 229 | 223 | | -100.0 % |

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.

| | 2017 | | | 2018 | | | 2019 | | | Point Change |
|------------------------|----------------------|-------|---------|----------------------|-------|---------|----------------------|-------|---------|--------------|
| | Entering Fall Cohort | Count | Percent | Entering Fall Cohort | Count | Percent | Entering Fall Cohort | Count | Percent | |
| 3-Year Graduation Rate | 2014 | 281 | 21.4 % | 2015 | 228 | 22.4 % | 2016 | 314 | 33.1 % | 11.7 |
| * Bachelor's or Above | | | 0.0 % | | | 0.0 % | | | 0.0 % | 0.0 |
| * Associate | | | 17.8 % | | | 17.5 % | | | 25.5 % | 7.7 |
| * Certificate | | | 3.6 % | | | 4.8 % | | | 7.6 % | 4.0 |
| 4-Year Graduation Rate | 2013 | 323 | 33.4 % | 2014 | 281 | 29.2 % | 2015 | 228 | 31.6 % | -1.8 |
| * Bachelor's or Above | | | 1.9 % | | | 3.2 % | | | 2.6 % | 0.7 |
| * Associate | | | 22.3 % | | | 20.6 % | | | 24.1 % | 1.8 |
| * Certificate | | | 9.3 % | | | 5.3 % | | | 4.8 % | -4.5 |
| 6-Year Graduation Rate | 2011 | 265 | 35.8 % | 2012 | 307 | 44.3 % | 2013 | 323 | 45.8 % | 10.0 |
| * Bachelor's or Above | | | 8.3 % | | | 13.4 % | | | 12.1 % | 3.8 |
| * Associate | | | 23.0 % | | | 25.4 % | | | 24.1 % | 1.1 |

| | | | | | | | |
|---------------|--|-------|--|-------|--|-------|-----|
| * Certificate | | 4.5 % | | 5.5 % | | 9.6 % | 5.1 |
|---------------|--|-------|--|-------|--|-------|-----|

Fall Headcount

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

| | 2017 | 2018 | 2019 | Percent Change |
|------------------|-------|-------|-------|----------------|
| | Count | Count | Count | |
| Total | 2,293 | 2,413 | 2,710 | 18.2 % |
| Male | 904 | 978 | 1,152 | 27.4 % |
| Female | 1,389 | 1,435 | 1,558 | 12.2 % |
| Total | 2,293 | 2,413 | 2,710 | 18.2 % |
| White | 705 | 710 | 790 | 12.1 % |
| African American | 658 | 716 | 782 | 18.8 % |
| Hispanic | 745 | 814 | 946 | 27.0 % |
| Asian | 150 | 128 | 142 | -5.3 % |
| International | 4 | | | -100.0 % |
| Other | 31 | 45 | 50 | 61.3 % |

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.

| | 2016 | | 2017 | | 2018 | | Point Change |
|----------------------|-------|---------|-------|---------|-------|---------|--------------|
| | Count | Percent | Count | Percent | Count | Percent | |
| Total | 270 | 89.7 % | 275 | 94.2 % | 282 | 94.6 % | 4.9 |
| Working Only | 161 | 53.5 % | 203 | 69.5 % | 159 | 53.4 % | -0.1 |
| Enrolled Only | 42 | 14.0 % | 20 | 6.8 % | 39 | 13.1 % | -0.9 |
| Working and Enrolled | 67 | 22.3 % | 52 | 17.8 % | 84 | 28.2 % | 5.9 |

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.

| | 2015 | 2016 | 2017 | Point Change |
|--------|---------|---------|------|--------------|
| | Pct | Pct | Pct | |
| Median | 34.82 % | 48.99 % | | |

Excess Semester Credit Hours Attempted

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

| | 2017 | 2018 | 2019 | Percent Change |
|-------|-------|-------|-------|----------------|
| | Count | Count | Count | |
| Same | 17 | 14 | 12 | -29.4 % |
| Other | 46 | 30 | 56 | 21.7 % |
| Total | 25 | 19 | 22 | -12.0 % |

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.

| | 2017 | 2018 | 2019 | Point Change |
|-------------|---------|---------|------|--------------|
| | Pct | Pct | Pct | |
| Certificate | 32.76 % | 26.45 % | | -32.8 |
| Associate | 44.03 % | 41.94 % | | -44.0 |
| Total | 40.39 % | 36.86 % | | -40.4 |

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.

| | 2018 | 2019 | 2020 | Percent Change |
|--------------------------|---------|---------|---------|----------------|
| | Amount | Amount | Amount | |
| Average Tuition and Fees | \$5,698 | \$6,012 | \$6,103 | 7.1 % |

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.

| | 2017 | 2018 | 2019 | Percent Change |
|----------------------------|---------|---------|---------|----------------|
| | Count | Count | Count | |
| Total | 287,227 | 269,823 | 294,937 | 2.7 % |
| State Funded Contact Hours | 286,945 | 269,448 | 294,853 | 2.8 % |
| Non Funded Contact Hours | 282 | 375 | 84 | -70.2 % |

Annual Contact Hours for Credit Enrollment Students

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

| | 2017 | 2018 | 2019 | Percent Change |
|--------------------------|---------|---------|-----------|----------------|
| | Count | Count | Count | |
| Total | 978,512 | 966,864 | 1,092,256 | 11.6 % |
| State Funded - Academic | 484,400 | 518,096 | 546,288 | 12.8 % |
| State Funded - Technical | 485,680 | 441,088 | 539,376 | 11.1 % |
| State Funded - Bachelor | | | | |
| Non Funded | 8,432 | 7,680 | 6,592 | -21.8 % |

Annual Semester Credit Hours by Funding Type

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

| | 2017 | 2018 | 2019 | Percent Change |
|--------------------------|--------|--------|--------|----------------|
| | Count | Count | Count | |
| Total | 43,822 | 44,441 | 50,016 | 14.1 % |
| State Funded - Academic | 26,808 | 29,096 | 31,396 | 17.1 % |
| State Funded - Technical | 16,602 | 14,980 | 18,262 | 10.0 % |
| State Funded - Bachelor | | | | |
| Non Funded | 412 | 365 | 358 | -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.

| | 2016 | | 2017 | | 2018 | | Point Change |
|---------|-------|---------|-------|---------|-------|---------|--------------|
| | Count | Percent | Count | Percent | Count | Percent | |
| Pell | 625 | 30.5 % | 726 | 31.7 % | | | |
| No Pell | 1,426 | 69.5 % | 1,567 | 68.3 % | | | |

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.

| | 2017 | | 2018 | | 2019 | | Point Change |
|-----------------|-------|---------|-------|---------|-------|---------|--------------|
| | Count | Percent | Count | Percent | Count | Percent | |
| Dual Credit | 662 | 28.9 % | 674 | 27.9 % | 769 | 28.4 % | -0.5 |
| Not Dual Credit | 1,631 | 71.1 % | 1,739 | 72.1 % | 1,941 | 71.6 % | 0.5 |

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.

| | 2016 | 2017 | | 2018 | | | 2019 | | | Point Change | |
|--------------------------|------|----------------------|-------|---------|----------------------|-------|---------|----------------------|-------|--------------|---------|
| | | Entering Fall Cohort | Count | Percent | Entering Fall Cohort | Count | Percent | Entering Fall Cohort | Count | | Percent |
| 1-Year Persistence Rates | | 2016 | 300 | 64.7 % | 2017 | 262 | 65.6 % | 2018 | 302 | 65.9 % | 1.2 |
| * Same | | | | 57.3 % | | | 58.4 % | | | 57.0 % | -0.3 |
| * Other | | | | 7.3 % | | | 7.3 % | | | 8.9 % | 1.6 |

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 | 2017 | | 2018 | | | 2019 | | | Point Change | |
|--------------------------|------|----------------------|-------|---------|----------------------|-------|---------|----------------------|-------|--------------|---------|
| | | Entering Fall Cohort | Count | Percent | Entering Fall Cohort | Count | Percent | Entering Fall Cohort | Count | | Percent |
| 2-Year Persistence Rates | | 2015 | 212 | 52.4 % | 2016 | 280 | 53.2 % | 2017 | 245 | 54.3 % | 1.9 |
| * Same | | | | 31.6 % | | | 32.5 % | | | 33.9 % | 2.3 |
| * Other | | | | 20.8 % | | | 20.7 % | | | 20.4 % | -0.4 |

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.

| | 2017 | 2018 | | 2019 | | | Point Change |
|--|------|----------------------|-------|---------|----------------------|-------|--------------|
| | | Entering Fall Cohort | Count | Percent | Entering Fall Cohort | Count | |
| | | | | | | | |

| | | | | | | | | | | |
|--------------------------|------|-----|--------|------|-----|--------|------|-----|--------|-----|
| 6-Year Graduation Rate | 2011 | 265 | 45.3 % | 2012 | 307 | 52.4 % | 2013 | 323 | 51.4 % | 6.1 |
| * Graduated or Persisted | | | 45.3 % | | | 52.4 % | | | 51.4 % | 6.1 |

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.

| | 2017 | | 2018 | | 2019 | | Point Change |
|----------------------------|---------|--|---------|--|---------|--|--------------|
| | Pct | | Pct | | Pct | | |
| Certificates and Associate | 36.37 % | | 35.71 % | | 31.84 % | | -0.0453 |

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 within 6 years. Percentage point change is from first to last year displayed.

| | 2017 | | 2018 | | 2019 | | Point Change |
|----------------------------|-------|---------|-------|---------|-------|---------|--------------|
| | Count | Percent | Count | Percent | Count | Percent | |
| Total | 381 | 100.0 % | 400 | 100.0 % | 469 | 100.0 % | 0.0 |
| 0-12 Hours | 5 | 1.3 % | 6 | 1.5 % | 8 | 1.7 % | 0.4 |
| 13-24 Hours | 6 | 1.6 % | 14 | 3.5 % | 7 | 1.5 % | -0.1 |
| 25-29 Hours | 7 | 1.8 % | 9 | 2.3 % | 9 | 1.9 % | 0.1 |
| 30-42 Hours | 10 | 2.6 % | 19 | 4.8 % | 18 | 3.8 % | 1.2 |
| 43+ Hours | 43 | 11.3 % | 61 | 15.3 % | 60 | 12.8 % | 1.5 |
| Not a Transfer | 310 | 81.4 % | 291 | 72.8 % | 367 | 78.3 % | -3.1 |
| Total | 381 | 100.0 % | 400 | 100.0 % | 469 | 100.0 % | 0.0 |
| All Transfers | 71 | 18.6 % | 109 | 27.3 % | 102 | 21.7 % | 3.1 |
| Non Transfer Completer | 82 | 21.5 % | 94 | 23.5 % | 124 | 26.4 % | 4.9 |
| Non-Completers | 228 | 59.8 % | 197 | 49.3 % | 243 | 51.8 % | -8.0 |
| Total | 381 | 100.0 % | 400 | 100.0 % | 469 | 100.0 % | 0.0 |
| Awarded Core | 26 | 6.8 % | 42 | 10.5 % | 38 | 8.1 % | 1.3 |
| Not Awarded Core | 355 | 93.2 % | 358 | 89.5 % | 431 | 91.9 % | -1.3 |
| Total | 381 | 100.0 % | 400 | 100.0 % | 469 | 100.0 % | 0.0 |
| Awarded Field of Study | | 0.0 % | | 0.0 % | | 0.0 % | 0.0 |
| Not Awarded Field of Study | 381 | 100.0 % | 400 | 100.0 % | 469 | 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.

| | 2014 | | 2015 | | 2016 | | Point Change |
|----------------|-------|---------|-------|---------|-------|---------|--------------|
| | Count | Percent | Count | Percent | Count | Percent | |
| Math | 128 | 100.0 % | 145 | 100.0 % | 226 | 100.0 % | 0.0 |
| * Met | 42 | 32.8 % | 49 | 33.8 % | 95 | 42.0 % | 9.2 |
| * Did Not Meet | 86 | 67.2 % | 96 | 66.2 % | 131 | 58.0 % | -9.2 |
| Reading | 85 | 100.0 % | 104 | 100.0 % | 131 | 100.0 % | 0.0 |
| * Met | 32 | 37.6 % | 33 | 31.7 % | 61 | 46.6 % | 9.0 |
| * Did Not Meet | 53 | 62.4 % | 71 | 68.3 % | 70 | 53.4 % | -9.0 |
| Writing | 81 | 100.0 % | 93 | 100.0 % | 119 | 100.0 % | 0.0 |

| | | | | | | | |
|----------------|----|--------|----|--------|----|--------|-------|
| * Met | 32 | 39.5 % | 32 | 34.4 % | 62 | 52.1 % | 12.6 |
| * Did Not Meet | 49 | 60.5 % | 61 | 65.6 % | 57 | 47.9 % | -12.6 |

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.

| | 2014 | | 2015 | | 2016 | | Point Change |
|---------------------------|-------|---------|-------|---------|-------|---------|--------------|
| | Count | Percent | Count | Percent | Count | Percent | |
| Math | 128 | 100.0 % | 145 | 100.0 % | 226 | 100.0 % | 0.0 |
| * Completed Course | 26 | 20.3 % | 33 | 22.8 % | 67 | 29.6 % | 9.3 |
| * Did Not Complete Course | 102 | 79.7 % | 112 | 77.2 % | 159 | 70.4 % | -9.3 |
| Reading | 85 | 100.0 % | 104 | 100.0 % | 131 | 100.0 % | 0.0 |
| * Completed Course | 15 | 17.6 % | 24 | 23.1 % | 33 | 25.2 % | 7.6 |
| * Did Not Complete Course | 70 | 82.4 % | 80 | 76.9 % | 98 | 74.8 % | -7.6 |
| Writing | 81 | 100.0 % | 93 | 100.0 % | 119 | 100.0 % | 0.0 |
| * Completed Course | 24 | 29.6 % | 20 | 21.5 % | 34 | 28.6 % | -1.0 |
| * Did Not Complete Course | 57 | 70.4 % | 73 | 78.5 % | 85 | 71.4 % | 1.0 |

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.

| | 2014 | | 2015 | | 2016 | | Point Change |
|---------------------------|-------|---------|-------|---------|-------|---------|--------------|
| | Count | Percent | Count | Percent | Count | Percent | |
| Math | 197 | 100.0 % | 131 | 100.0 % | 154 | 100.0 % | 0.0 |
| * Completed Course | 132 | 67.0 % | 102 | 77.9 % | 118 | 76.6 % | 9.6 |
| * Did Not Complete Course | 65 | 33.0 % | 29 | 22.1 % | 36 | 23.4 % | -9.6 |
| Reading | 240 | 100.0 % | 172 | 100.0 % | 249 | 100.0 % | 0.0 |
| * Completed Course | 177 | 73.8 % | 118 | 68.6 % | 163 | 65.5 % | -8.3 |
| * Did Not Complete Course | 63 | 26.3 % | 54 | 31.4 % | 86 | 34.5 % | 8.2 |
| Writing | 244 | 100.0 % | 183 | 100.0 % | 261 | 100.0 % | 0.0 |
| * Completed Course | 176 | 72.1 % | 130 | 71.0 % | 177 | 67.8 % | -4.3 |
| * Did Not Complete Course | 68 | 27.9 % | 53 | 29.0 % | 84 | 32.2 % | 4.3 |

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.

| | 2017 | | | 2018 | | | 2019 | | | Point Change |
|-----------------------|----------------------|-------|---------|----------------------|-------|---------|----------------------|-------|---------|--------------|
| | Entering Fall Cohort | Count | Percent | Entering Fall Cohort | Count | Percent | Entering Fall Cohort | Count | Percent | |
| Prepared | 2014 | 153 | 26.1 % | 2015 | 95 | 32.6 % | 2016 | 106 | 41.5 % | 15.4 |
| * Bachelor's or Above | | | 0.0 % | | | 0.0 % | | | 0.0 % | 0.0 |

| | | | | | | | | | | |
|-----------------------|------|-----|--------|------|-----|--------|------|-----|--------|------|
| * Associate | | 38 | 24.8 % | | 29 | 30.5 % | | 41 | 38.7 % | 13.9 |
| * Certificate | | 2 | 1.3 % | | 2 | 2.1 % | | 3 | 2.8 % | 1.5 |
| Underprepared | 2014 | 107 | 13.1 % | 2015 | 117 | 10.3 % | 2016 | 172 | 24.4 % | 11.3 |
| * Bachelor's or Above | | | 0.0 % | | | 0.0 % | | | 0.0 % | 0.0 |
| * Associate | | 12 | 11.2 % | | 10 | 8.5 % | | 38 | 22.1 % | 10.9 |
| * Certificate | | 2 | 1.9 % | | 2 | 1.7 % | | 4 | 2.3 % | 0.4 |

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.

| | 2016 | 2017 | 2018 | Point Change |
|-----------|---------|---------|---------|--------------|
| | Pct | Pct | Pct | |
| Pass Rate | 86.57 % | 93.55 % | 87.14 % | 0.0057 |

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.

| | 2017 | 2018 | 2019 | Point Change |
|--|---------|---------|---------|--------------|
| | Pct | Pct | Pct | |
| Percent with no more than 3 excess hours | 26.38 % | 36.09 % | 29.27 % | 0.0289 |

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.

| | 2017 | 2018 | 2019 | Percent Change |
|-------|----------|----------|--------|----------------|
| | Amount | Amount | Amount | |
| Same | \$15,969 | \$19,995 | | -100.0 % |
| Other | \$21,900 | \$20,208 | | -100.0 % |
| Total | \$17,605 | \$20,037 | | -100.0 % |

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.

| | 2016 | 2017 | 2018 | Point Change |
|------------------------|---------|---------|---------|--------------|
| | Pct | Pct | Pct | |
| Completed | 96.20 % | 95.35 % | 94.32 % | -1.9 |
| Successfully completed | 83.27 % | 82.25 % | 81.30 % | -2.0 |

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.

| | 2017 | 2018 | 2019 | Percent Change |
|------------------------|-------------|-------------|-------------|----------------|
| | TotalCount1 | TotalCount1 | TotalCount1 | |
| Average Time to Degree | 3.90 | 3.60 | 3.70 | -5.1 % |

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.

| | 2017 | 2018 | 2019 | Percent Change |
|-----------------------|-------|-------|-------|----------------|
| | Count | Count | Count | |
| Average SCH to Degree | 85 | 79 | 82 | -3.5 % |

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.

| | 2016 | 2017 | 2018 | Percent Change |
|-----------------------|------------|------------|------------|----------------|
| | RatioCount | RatioCount | RatioCount | |
| Student/Faculty Ratio | 17:1 | 17:1 | | -100.0 % |

Expenditures per FTE Student

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

| | 2017 | 2018 | 2019 | Percent Change |
|-----------------------------------|----------|----------|---------|----------------|
| | Amount | Amount | Amount | |
| Instructional Support Per FTSE | \$4,857 | \$4,876 | \$3,349 | -31.0 % |
| Academic Support Per FTSE | \$1,350 | \$1,215 | \$1,180 | -12.6 % |
| Institutional Support Per FTSE | \$1,707 | \$1,914 | \$1,440 | -15.6 % |
| Other Expenditures Per FTSE | \$9,030 | \$3,421 | \$3,513 | -61.1 % |
| Total Operating Expenses Per FTSE | \$16,945 | \$11,425 | \$9,483 | -44.0 % |