


# Howard County Junior College District

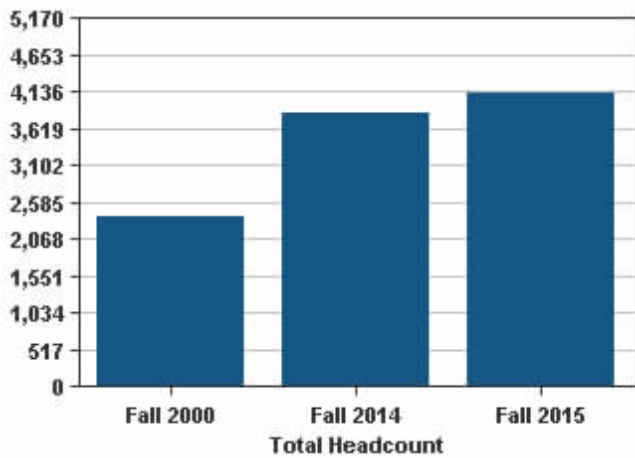
## Accountability Report

January 2016

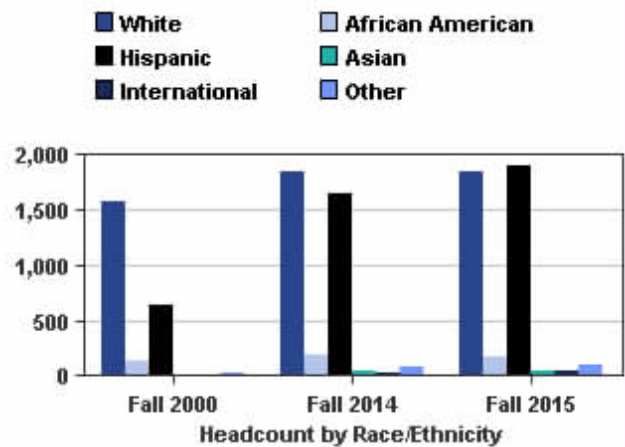
**Participation - Key Measures**

**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
<b>Total</b> (does not include flex entry)	<b>2,393</b>		<b>3,852</b>		<b>4,130</b>		<b>72.6%</b>	<b>N/A</b>	
White	1,569	(65.6%)	1,847	(47.9%)	1,848	(44.7%)	17.8%	N/A	0.0%
African American	131	(5.5%)	187	(4.9%)	177	(4.3%)	35.1%	N/A	0.0%
Hispanic	640	(26.7%)	1,656	(43.0%)	1,909	(46.2%)	198.3%	N/A	0.0%
Asian	17	(0.7%)	45	(1.2%)	46	(1.1%)	170.6%		
International	10	(0.4%)	29	(0.8%)	45	(1.1%)	350.0%		
Other	26	(1.1%)	88	(2.3%)	105	(2.5%)	303.8%		
<b>Gender</b>									
Male	987	(41.2%)	1,471	(35.9%)	1,682	(40.7%)	70.4%		
Female	1,406	(58.8%)	2,381	(64.1%)	2,448	(59.3%)	74.1%		
<b>Flex Entry</b>	41		92		30		-26.8%		




Source: Coordinating Board Management (CBM) Report 001



Source: Coordinating Board Management (CBM) Report 001

**Annual Unduplicated Enrollment**


2. Annual unduplicated enrollment including credit, non-credit and dual-credit students. 									
	FY 2000		FY 2014		FY 2015		% Change FY 2000 to 2015		
<b>Total</b>	<b>10,031</b>		<b>9,218</b>		<b>8,438</b>		<b>-15.9%</b>		
White	4,962	(49.5%)	4,406	(47.8%)	3,968	(47.0%)	-20.0%		
African American	492	(4.9%)	600	(6.5%)	548	(6.5%)	11.4%		
Hispanic	4,323	(43.1%)	3,848	(41.7%)	3,544	(42.0%)	-18.0%		
Asian	105	(1.0%)	81	(0.9%)	93	(1.1%)	-11.4%		
International	13	(0.1%)	41	(0.4%)	42	(0.5%)	223.1%		
Other	136	(1.4%)	242	(2.6%)	243	(2.9%)	78.7%		
<b>Gender</b>									
Male	5,886	(58.7%)	4,513	(47.7%)	4,032	(47.8%)	-31.5%		
Female	4,145	(41.3%)	4,705	(52.3%)	4,406	(52.2%)	6.3%		

**Participation - Contextual Measures**


3. Enrollment by Semester 				
	FY 2000	FY 2014	FY 2015	% Change FY 2000 to 2015
<b>Fall</b>	4,310	5,328	5,027	16.6%
Academic	629	2,364	2,194	248.8%
Technical	1,376	1,749	1,669	21.3%
Continuing Education	2,305	1,215	1,164	-49.5%
<b>Spring</b>	6,572	6,354	5,349	-18.6%
Academic	632	2,224	2,113	234.3%
Technical	1,468	1,672	1,397	-4.8%
Continuing Education	4,472	2,458	1,839	-58.9%

<b>Summer</b>	3,483	2,163	2,389	- 31.4%
Academic	299	526	628	110.0%
Technical	701	368	336	- 52.1%
Continuing Education	2,483	1,269	1,425	- 42.6%


**Service Area Representation**

4. Gap between demographic groups in the area and enrollment. 	FY 2005	FY 2014	FY 2015		
	Service difference (% Enr. - % Pop.)	Service difference (% Enr. - % Pop.)	Percent population in service area	Percent credit enrollment	Service difference (% Enr. - % Pop.)
<b>Race/Ethnicity</b>					
White	17.4%	6.4%	39.4%	46.5%	7.1%
African American	1.5%	2.6%	3.7%	6.5%	2.7%
Hispanic	- 19.6%	- 10.3%	54.4%	43.1%	- 11.3%
Other	0.8%	1.3%	2.4%	3.9%	1.4%
<b>Gender</b>					
Male	- 13.8%	- 18.3%	53.1%	34.6%	- 18.5%
Female	13.8%	18.3%	46.9%	65.4%	18.5%

5. Annual Semester Credit and Contact Hours 	FY 2000	FY 2014	FY 2015	% Change FY 2000 to 2015
<b>Annual Semester Credit Hours (SCH)</b>	<b>44,766</b>	<b>70,451</b>	<b>63,577</b>	<b>42.0%</b>
Academic	31,621	54,067	48,722	54.1%
Technical	13,145	16,384	14,855	13.0%
<b>Annual Contact Hours</b>	<b>1,961,261</b>	<b>2,096,235</b>	<b>1,846,199</b>	<b>- 5.9%</b>
Academic	607,376	967,168	865,312	42.5%
Technical	387,132	461,282	411,262	6.2%
Continuing Education	966,753	667,785	569,625	- 41.1%
<b>Distance Education Hours</b>				
Hybrid/Blended on campus	0	1,000	1,388	N/A
Fully-distance education/Internet	143	18,980	18,915	13127.3%

6. Financial Aid: Students Receiving Pell Grants 	Fall 1999	Fall 2012	Fall 2013	Point Change Fall 1999 to Fall 2013
<b>Total*</b>	<b>34.5%</b>	<b>36.0%</b>	<b>31.0%</b>	<b>- 3.5</b>
White	28.4%	28.1%	22.4%	- 6.0
African American	54.7%	55.6%	44.5%	- 10.2
Hispanic	46.2%	43.6%	38.6%	- 7.6
Asian	41.2%	25.6%	29.7%	- 11.5
International	0.0%	39.5%	9.7%	9.7
Other	50.0%	31.4%	38.3%	- 11.7
<b>Gender</b>				
Male	27.0%	27.1%	21.0%	- 6.0
Female	39.4%	41.0%	36.5%	- 2.9

\*Please note: The source for this Pell data is the Coordinating Board's financial aid database; Pell data found in the institutional online resumes is produced using IPEDS data and may not match.

7. Full-Time/Part-Time Undergraduate Students 	Fall 2000	Fall 2014	Fall 2015	% Change Fall 2000 to Fall 2015
<b>Credential-Seeking Undergraduate Students (Full- and Part- Time)</b>				
<b>Total</b>	<b>2,233</b>	<b>3,795</b>	<b>4,091</b>	<b>83.2%</b>
<b>Full-Time Credential Seeking Students</b>				
<b>Total*</b>	<b>1,055</b>	<b>1,084</b>	<b>1,025</b>	<b>- 2.8%</b>
White	684 (64.8%)	478 (44.1%)	418 (40.8%)	- 38.9%
African American	73 (6.9%)	83 (7.7%)	78 (7.6%)	6.8%
Hispanic	278 (26.4%)	448 (41.3%)	451 (44.0%)	62.2%
Asian	5 (0.5%)	12 (1.1%)	12 (1.2%)	140.0%
International	6 (0.6%)	24 (2.2%)	36 (3.5%)	500.0%
Other	9 (0.9%)	39 (3.6%)	30 (2.9%)	233.3%
<b>Gender</b>				
Male	450 (42.7%)	420 (38.7%)	422 (41.2%)	- 6.2%
Female	605 (57.3%)	664 (61.3%)	603 (58.8%)	- 0.3%
<b>Part-Time Credential Seeking Students</b>				
<b>Total*</b>	<b>1,178</b>	<b>2,711</b>	<b>3,066</b>	<b>160.3%</b>
White	778 (66.0%)	1,342 (49.5%)	1,410 (46.0%)	81.2%
African American	48 (4.1%)	101 (3.7%)	97 (3.2%)	102.1%
Hispanic	320 (27.2%)	1,184 (43.7%)	1,442 (47.0%)	350.6%
Asian	12 (1.0%)	33 (1.2%)	34 (1.1%)	183.3%
International	4 (0.3%)	5 (0.2%)	9 (0.3%)	125.0%
Other	16 (1.4%)	46 (1.7%)	74 (2.4%)	362.5%
<b>Gender</b>				

Male	463	(39.3%)	1,036	(38.2%)	1,245	(40.6%)	168.9%
Female	715	(60.7%)	1,675	(61.8%)	1,821	(59.4%)	154.7%

8. First-Time In College Students 

	Fall 2000		Fall 2014		Fall 2015		% Change Fall 2000 to Fall 2015
<b>Credential-Seeking Undergraduate Students (Full- and Part- Time)</b>							
<b>Total</b>	<b>877</b>		<b>544</b>		<b>519</b>		<b>- 40.8%</b>
<b>Full-Time Credential Seeking Students</b>							
<b>Total*</b>	<b>408</b>		<b>378</b>		<b>362</b>		<b>- 11.3%</b>
White	260	(63.7%)	149	(39.4%)	147	(40.6%)	- 43.5%
African American	40	(9.8%)	38	(10.1%)	27	(7.5%)	- 32.5%
Hispanic	100	(24.5%)	170	(45.0%)	163	(45.0%)	63.0%
Asian	1	(0.2%)	5	(1.3%)	4	(1.1%)	300.0%
International	0	(0.0%)	1	(0.3%)	8	(2.2%)	N/A
Other	7	(1.7%)	15	(4.0%)	13	(3.6%)	85.7%
<b>Gender</b>							
Male	189	(46.3%)	165	(43.7%)	168	(46.4%)	- 11.1%
Female	219	(53.7%)	213	(56.3%)	194	(53.6%)	- 11.4%
<b>Part-Time Credential Seeking Students</b>							
<b>Total*</b>	<b>469</b>		<b>166</b>		<b>157</b>		<b>- 66.5%</b>
White	322	(68.7%)	67	(40.4%)	50	(31.8%)	- 84.5%
African American	14	(3.0%)	7	(4.2%)	9	(5.7%)	- 35.7%
Hispanic	120	(25.6%)	77	(46.4%)	91	(58.0%)	- 24.2%
Asian	5	(1.1%)	2	(1.2%)	1	(0.6%)	- 80.0%
International	1	(0.2%)	3	(1.8%)	1	(0.6%)	0.0%
Other	7	(1.5%)	10	(6.0%)	5	(3.2%)	- 28.6%
<b>Gender</b>							
Male	194	(41.4%)	67	(40.4%)	52	(33.1%)	- 73.2%
Female	275	(58.6%)	99	(59.6%)	105	(66.9%)	- 61.8%

\*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.

9. Community College Activities: Non-funded and Non-reported 

	FY 2014	FY 2015
Contract Training: Enrollment	N/A	N/A
Adult Basic Education: Enrollment as Reported to TWC	N/A	N/A
G.E.D.: Enrolled in G.E.D. Program	N/A	N/A

## Fall 2015 Unduplicated Enrollment Detail - Howard County Junior College District

## By Age

Age	Count	Percent
Less than 18	2,017	48.8%
18 to 21	1,128	27.3%
22 to 24	322	7.8%
25 to 29	289	7.0%
30 to 34	149	3.6%
Over 35	225	5.4%
N/A	0	0.0%

## By Status

Status	Count	Percent
Full-Time	1,039	25.2%
Part-Time	3,091	74.8%

## By Type Major

Type Major	Count	Percent
Academic	2,750	66.6%
Technical	1,380	33.4%

## By Enrollment Status

Status	Count	Percent
In-District	567	13.7%
Out-of-District	3,491	84.5%
Out-of-State	72	1.7%

## Dual Credit Enrollment

Status	Count	Percent
Dual Credit	2,096	50.8%

## FY 2015 Unduplicated Enrollment Detail - Howard County Junior College District

## By Age

Age	Count	Percent
Less than 18	1,804	21.4%
18 to 21	2,075	24.6%
22 to 24	809	9.6%
25 to 29	947	11.2%
30 to 34	663	7.9%
Over 35	2,138	25.3%
N/A	2	0.0%

## By Type Major

Type Major	Count	Percent
Academic	2,766	32.8%
Technical	2,311	27.4%
Continuing Education	3,361	39.8%

## By Enrollment Status

Status	Count	Percent
In-District	771	9.1%
Out-of-District	4,214	49.9%
Out-of-State	92	1.1%
Continuing Education	3,361	39.8%

**Dual Credit Enrollment**

<b>Status</b>	<b>Count</b>	<b>Percent</b>
Dual Credit	1,956	23.2%

**FY 2015 Unduplicated Total by Semester Detail - Howard County Junior College District****By Age**

<b>Age</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
Less than 18	1,600	704	119
18 to 21	1,319	1,783	524
22 to 24	405	557	300
25 to 29	451	625	335
30 to 34	310	405	257
Over 35	942	1,273	854
N/A	0	2	0

**By Race/Ethnicity**

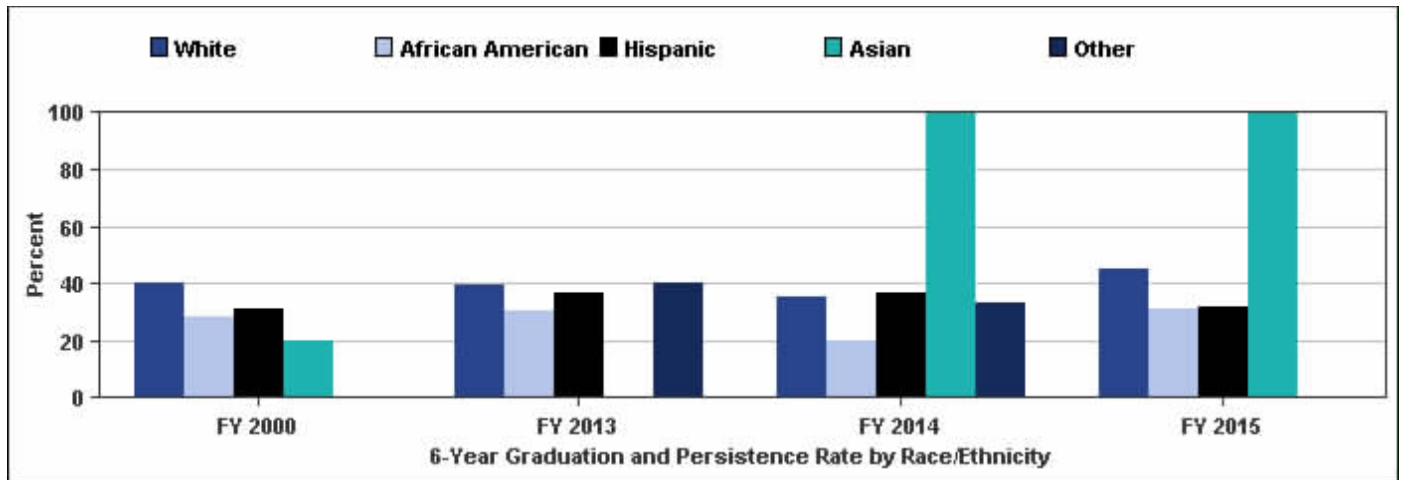
<b>Race/Ethnicity</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
White	2,370	2,521	1,135
African American	288	341	166
Multi-racial one of which is African American	0	0	0
Hispanic	2,130	2,218	982
Asian	73	46	20
International	29	48	17
Other	137	175	69

**Success - Key Measures**

**Graduation and Persistence Rate**

**10. First-time, full-time, credential-seeking, undergraduates who have graduated or are still 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
<b>Total*</b>	37.3%	36.9%	34.6%	39.4%	2.1
<b>Race/Ethnicity</b>					
White	40.4%	39.6%	35.1%	45.1%	4.7
African American	28.1%	30.3%	20.0%	31.1%	3.0
Hispanic	31.0%	36.9%	36.9%	32.0%	1.0
Asian	20.0%	0.0%	100.0%	100.0%	80.0
Native American	0.0%	33.3%	33.3%	50.0%	50.0
International	0.0%	0.0%	0.0%	0.0%	0.0
Other (Unknown)	0.0%	40.0%	33.3%	0.0%	0.0
<b>Gender</b>					
Male	34.1%	33.1%	30.6%	32.4%	- 1.7
Female	40.3%	41.2%	37.6%	44.4%	4.1



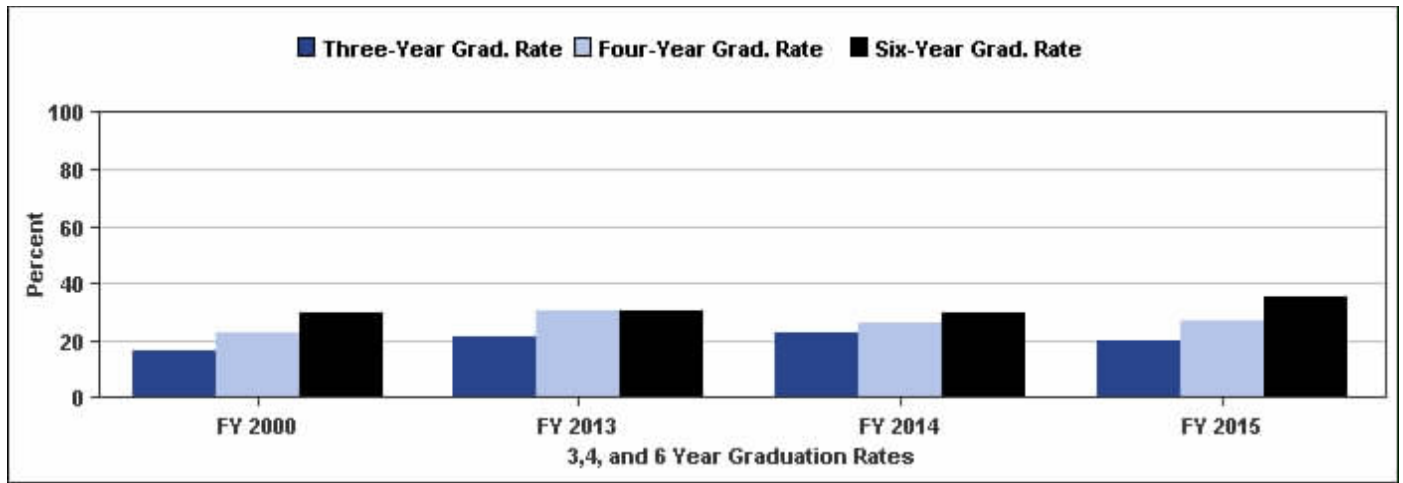
Source: CBM001, CBM002, and CBM009

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

**11. First-time, full-time entering, credential-seeking, undergraduates who have graduated.**

	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	
<b>3-Year graduation rate (Total)</b>	1997	63 (16.2%)	2010	102 (21.0%)	2011	107 (22.6%)	2012	93 (19.8%)	3.6
Baccalaureate or Above		3 (0.8%)		1 (0.2%)		0 (0.0%)		1 (0.2%)	- 0.6
Associates		45 (11.5%)		66 (13.6%)		78 (16.5%)		62 (13.2%)	1.7
Certificate		15 (3.8%)		35 (7.2%)		29 (6.1%)		30 (6.4%)	2.6
No Award		327 (83.8%)		383 (79.0%)		367 (77.4%)		376 (80.2%)	- 3.6
<b>4-Year graduation rate (Total)</b>	1996	84 (22.4%)	2009	130 (30.3%)	2010	126 (26.0%)	2011	129 (27.2%)	4.8
Baccalaureate or Above		13 (3.5%)		24 (5.6%)		22 (4.5%)		13 (2.7%)	- 0.8
Associates		52 (13.9%)		78 (18.2%)		67 (13.8%)		83 (17.5%)	3.6
Certificate		19 (5.1%)		28 (6.5%)		37 (7.6%)		33 (7.0%)	1.9
No Award		291 (77.6%)		299 (69.7%)		359 (74.0%)		345 (72.8%)	- 4.8
<b>6-Year graduation rate (Total)</b>	1994	114 (29.9%)	2007	97 (30.6%)	2008	86 (29.8%)	2009	151 (35.2%)	5.3
Baccalaureate or Above		42 (11.0%)		27 (8.5%)		15 (5.2%)		48 (11.2%)	0.2
Associates		48 (12.6%)		43 (13.6%)		46 (15.9%)		75 (17.5%)	4.9
Certificate		24 (6.3%)		27 (8.5%)		25 (8.7%)		28 (6.5%)	0.2
No Award		267 (70.1%)		220 (69.4%)		203 (70.2%)		278 (64.8%)	- 5.3

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

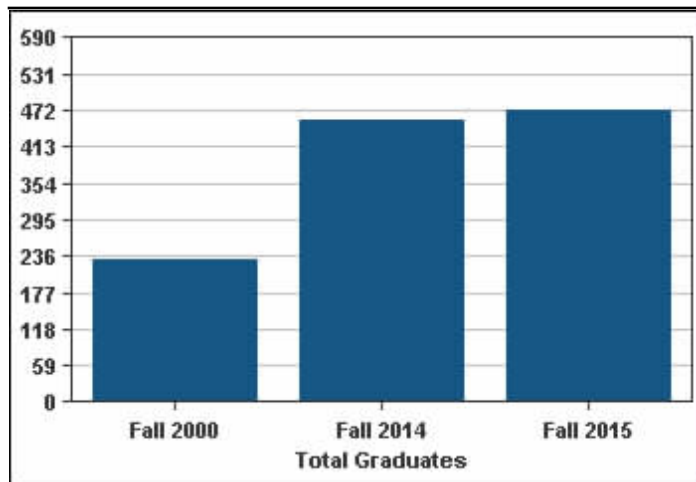


Source: CBM001, CBM002, and CBM009

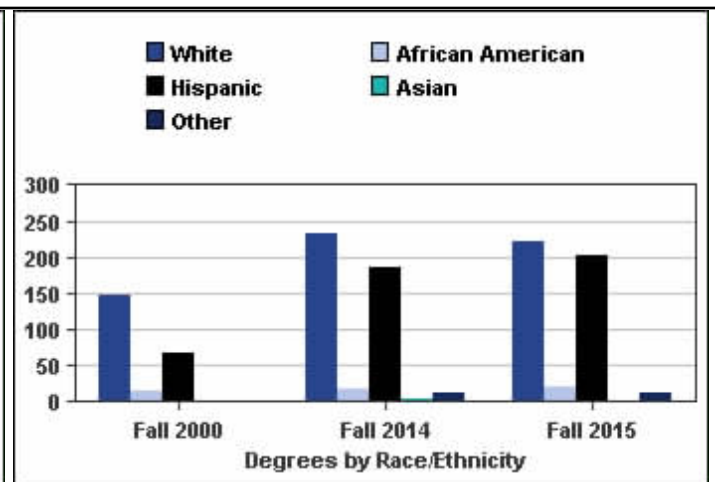
### Degrees and Certificates

**12. Number of 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-Fall 2015	Closing the Gaps Completion
<b>Total Degrees and Certificates</b> (Does not include other completers)	231	455	471	103.9%	N/A	N/A
White	147	233	222	51.0%		
African American	14	17	22	57.1%		
Hispanic	68	186	202	197.1%		
Asian	1	5	1	0.0%		
International	0	1	11	N/A		
Other	1	13	13	1200.0%		
<b>Level</b>						
Bachelor of Applied Technology	N/A	N/A	N/A	N/A		
Associates	123	310	323	162.6%	N/A	N/A
Certificate 1	70	145	119	70.0%		
Certificate 2	38	N/A	29	-23.7%		
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	59	54	N/A		
Field of Study	N/A	N/A	N/A	N/A		
<b>Gender</b>						
Male	63	138	150	138.1%		
Female	168	317	321	91.1%		




Source: CBM009



Source: CBM009



## Transfers

13. Transfers to a senior institution. 

	FY 2000			FY 2014			FY 2015		
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate	
Cohort	1994	755	(100%)	2008	488	(100%)	2009	687	(100%)
0-12 hours		50	(6.6%)		7	(1.4%)		6	(0.9%)
13-24 hours		28	(3.7%)		11	(2.3%)		16	(2.3%)
25-29 hours		9	(1.2%)		4	(0.8%)		13	(1.9%)
30-42 hours		29	(3.8%)		14	(2.9%)		25	(3.6%)
43+ hours		89	(11.8%)		54	(11.1%)		60	(8.7%)
All Transfers Total		205	(27.2%)		90	(18.4%)		120	(17.5%)
Non Transfer Completers		86	(11.4%)		74	(15.2%)		110	(16.0%)
Non Completers		464	(61.5%)		324	(66.4%)		457	(66.5%)
Awarded Core		0	(0.0%)		27	(5.5%)		34	(4.9%)

## Developmental Education

14. The percent of underprepared and prepared students who successfully complete a college-level course in math, reading and writing. Prepared students are given 1 year.

Underprepared students are given 3 years. 

	Fall 2011 Cohort			
	Total/Area Counts (a)	Received credit pre-matriculation (b)	College level course completion (grade A, B, or C) (c)	College level course completion (grade A, B, C) including pre-matriculation credit (percent of total) (b+c)/(a)
<b>Summary Data</b>				
Number of FTIC students	696			
Met state standards in all three areas	219			
Did not meet state standards in one, two, or all three areas (at entry)	353			
Unknown* (unduplicated)	124			
<b>Data by Subject Area</b>				
<b>Met Standard</b>				
Math	296	42	121	55.1%
Reading	366	78	206	77.6%
Writing	326	55	130	56.7%
<b>Did Not Meet Standard</b>				
Math	276	N/A	51	18.5%
Reading	206	N/A	105	51.0%
Writing	246	N/A	67	27.2%
<b>Unknown** (waived or military exemption)</b>				
Math**	124	N/A	14	11.3%
Reading**	124	N/A	52	41.9%
Writing**	124	N/A	23	18.5%
<b>Most- and Least-Prepared Populations</b>				
<b>Met State Standard in All Three Areas</b>				
Math	219	38	91	58.9%
Reading	219	68	112	82.2%
Writing	219	50	88	63.0%
<b>Did Not Meet Standard in All Three Areas</b>				
Math	140	N/A	25	17.9%
Reading	140	N/A	62	44.3%
Writing	140	N/A	29	20.7%

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.


## Success - Contextual Measures


15. Persistence Rates 


	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	63.1%	53.3%	57.4%	- 5.7

Same institution	45.0%	41.1%	45.3%	0.3
Other institutions	18.1%	12.2%	12.1%	- 6.0
<b>White</b>	<b>68.0%</b>	<b>58.3%</b>	<b>60.3%</b>	<b>- 7.7</b>
Same institution	44.8%	41.7%	44.5%	- 0.3
Other institutions	23.2%	16.7%	15.8%	- 7.4
<b>African American</b>	<b>48.7%</b>	<b>50.0%</b>	<b>52.8%</b>	<b>4.1</b>
Same institution	33.3%	33.3%	36.1%	2.8
Other institutions	15.4%	16.7%	16.7%	1.3
<b>Hispanic</b>	<b>56.7%</b>	<b>48.0%</b>	<b>56.2%</b>	<b>- 0.5</b>
Same institution	49.5%	39.6%	48.1%	- 1.4
Other institutions	7.2%	8.4%	8.0%	0.8
<b>Asian</b>	<b>100.0%</b>	<b>0.0%</b>	<b>60.0%</b>	<b>- 40.0</b>
Same institution	100.0%	0.0%	60.0%	- 40.0
Other institutions	0.0%	0.0%	0.0%	0.0
<b>International</b>	<b>0.0%</b>	<b>77.8%</b>	<b>100.0%</b>	<b>100.0</b>
Same institution	0.0%	77.8%	100.0%	100.0
Other institutions	0.0%	0.0%	0.0%	0.0
<b>Other</b>	<b>50.0%</b>	<b>63.6%</b>	<b>50.0%</b>	<b>0.0</b>
Same institution	50.0%	54.5%	35.7%	- 14.3
Other institutions	0.0%	9.1%	14.3%	14.3


	Entering Cohort Fall 2000	Entering Cohort Fall 2012	Entering Cohort Fall 2013	Point Change Fall 2000 to Fall 2013
<b>First-time Undergraduate Persistence rate after two years</b>				
<b>Total</b>	<b>51.3%</b>	<b>36.5%</b>	<b>38.3%</b>	<b>- 13.0</b>
Same institution	18.1%	19.9%	15.4%	- 2.7
Other institutions	33.1%	16.6%	22.9%	- 10.2
<b>White</b>	<b>55.0%</b>	<b>37.1%</b>	<b>41.1%</b>	<b>- 13.9</b>
Same institution	16.6%	15.4%	11.0%	- 5.6
Other institutions	38.4%	21.7%	30.1%	- 8.3
<b>African American</b>	<b>27.8%</b>	<b>15.6%</b>	<b>28.6%</b>	<b>0.8</b>
Same institution	8.3%	12.5%	3.6%	- 4.7
Other institutions	19.4%	3.1%	25.0%	5.6
<b>Hispanic</b>	<b>50.0%</b>	<b>40.0%</b>	<b>34.6%</b>	<b>- 15.4</b>
Same institution	24.4%	25.6%	18.3%	- 6.1
Other institutions	25.6%	14.4%	16.2%	- 9.4
<b>Asian</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0</b>
Same institution	0.0%	0.0%	0.0%	0.0
Other institutions	0.0%	0.0%	0.0%	0.0
<b>International</b>	<b>0.0%</b>	<b>37.5%</b>	<b>62.5%</b>	<b>62.5</b>
Same institution	0.0%	25.0%	62.5%	62.5
Other institutions	0.0%	12.5%	0.0%	0.0
<b>Other</b>	<b>75.0%</b>	<b>33.3%</b>	<b>72.7%</b>	<b>- 2.3</b>
Same institution	50.0%	14.3%	27.3%	- 22.7
Other institutions	25.0%	19.0%	45.5%	20.5

16. Awards in 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
<b>Fields</b>						
Computer Science	11	18	9	- 18.2%	N/A	N/A
Engineering	0	13	36	N/A	N/A	N/A
Math	2	0	0	-100.0%	N/A	N/A
Physical Science	0	0	0	N/A	N/A	N/A
<b>Level</b>						
Degrees in Critical Fields Bachelor of Applied Technology	0	0	0	N/A		
Associates	10	16	16	60.0%		
Cert 1	1	15	29	2800.0%		
Cert 2	2	0	0	-100.0%		
Degrees in Critical Fields Advanced Technology Certificate	0	0	0	N/A		


17. 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
<b>Total</b>	<b>39</b>	<b>55</b>	<b>65</b>	<b>66.7%</b>		<b>N/A</b>
Associates	7	22	37	428.6%		
Cert 1	1	33	0	-100.0%		
Cert 2	31	0	28	- 9.7%		
Advanced Technology Certificate	0	0	0	N/A		
ESC	0	0	0	N/A		
Field of Study	0	0	0	N/A		

18. 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
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<b>Total</b>	<b>36</b>	<b>62</b>	<b>52</b>	<b>44.4%</b>	<b>N/A</b>
Bachelor of Applied Technology	0	0	0	N/A	
Associates	17	34	33	94.1%	
Cert 1	18	28	19	5.6%	
Cert 2	1	0	0	-100.0%	
Advanced Technology Certificate	0	0	0	N/A	
ESC	0	0	0	N/A	


19. Teacher Production and Certification 		FY 2012	FY 2013	FY 2014
<b>Students taking the certification exams</b>		N/A	N/A	N/A
<b>Race/Ethnicity</b>				
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
<b>Gender</b>				
Male		N/A	N/A	N/A
Female		N/A	N/A	N/A
<b>Students passing the certification exams</b>		N/A	N/A	N/A
<b>Race/Ethnicity</b>				
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
<b>Gender</b>				
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 (\*).


20. Graduate Status After Graduation 		FY 2012		FY 2013		FY 2014		Point Change FY 2012 to FY 2014
<b>Academic</b>								
Employed Only		53	30.1%	79	38.3%	63	32.5%	2.4
Employed and Enrolled (in Senior Institutions)		38	21.6%	38	18.4%	52	26.8%	5.2
Enrolled Only (in Senior Institutions)		43	24.4%	36	17.5%	45	23.2%	- 1.2
Enrolled Only (in Community Colleges)		8	4.5%	8	3.9%	7	3.6%	- 0.9
Not Found		34	19.3%	45	21.8%	27	13.9%	- 5.4
<b>Technical</b>								
Employed Only		238	73.5%	226	80.4%	204	78.5%	5.0
Employed and Enrolled (in Senior Institutions)		13	4.0%	8	2.8%	3	1.2%	- 2.8
Enrolled Only (in Senior Institutions)		13	4.0%	4	1.4%	3	1.2%	- 2.8
Enrolled Only (in Community Colleges)		19	5.9%	10	3.6%	12	4.6%	- 1.3
Not Found		41	12.7%	33	11.7%	38	14.6%	1.9

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

21. Marketable Skills Awards 		FY 2002	FY 2014	FY 2015	Point Change FY 2002 to FY 2015
<b>Marketable Skills Completers</b>		0	123	118	N/A
<b>Race/Ethnicity</b>					
White		0	49	38	N/A
African American		0	1	3	N/A
Hispanic		0	69	66	N/A
Asian		0	1	1	N/A
International		0	0	3	N/A
Other		0	3	7	N/A
<b>Gender</b>					
Male		0	33	35	N/A
Female		0	90	83	N/A

22. Associate of Arts in Teaching Awards 		FY 2000	FY 2014	FY 2015	Percent Change FY 2000 to FY 2015
<b>Total</b>		6	5	7	16.7%
<b>Race/Ethnicity</b>					
White		5	1	3	- 40.0%
African American		0	0	0	N/A
Hispanic		1	4	4	300.0%
Asian		0	0	0	N/A
International		0	0	0	N/A


Other	0	0	0	N/A
<b>Gender</b>				
Male	1	0	0	-100.0%
Female	5	5	7	40.0%

Developmental Education 23. The percent of underprepared students who satisfied TSI obligation within 2 years 	Fall 2011 Cohort							
	Total/Area Counts (a)	Number attempting developmental education (b)	Percent attempting developmental education (includes DevEd interventions) (b/a)	TSI obligations met (of those attempting developmental education) (d)	TSI obligations met through any means (of total) (e)	TSI obligations met (percent of those attempting developmental education) (d/b)	TSI obligations met (percent of total as reported by institution) (e/a)	TSI obligations met based on TSI reporting or passed 1st college-level course (percent of total) (e) and/or Passed†(a)
<b>Summary Data</b>								
Number of FTIC students	696							
Met state standards in all three areas	219							
Did not meet state standards in one, two, or all three areas (at entry)	353							
Unknown* (unduplicated)	124							
<b>Data by Subject Area</b>								
<b>Met Standard</b>								
Math	296	26	8.8%	N/A	N/A	N/A	N/A	N/A
Reading	366	4	1.1%	N/A	N/A	N/A	N/A	N/A
Writing	326	3	0.9%	N/A	N/A	N/A	N/A	N/A
<b>Did Not Meet Standard</b>								
Math	276	253	91.7%	76	80	30.0%	29.0%	29.0%
Reading	206	153	74.3%	94	125	61.4%	60.7%	60.7%
Writing	246	180	73.2%	103	125	57.2%	50.8%	50.8%
<b>Unknown** (waived or military exemption)</b>								
Math**	124	36	29.0%	N/A	N/A	N/A	N/A	N/A
Reading**	124	19	15.3%	N/A	N/A	N/A	N/A	N/A
Writing**	124	34	27.4%	N/A	N/A	N/A	N/A	N/A
<b>Most- and Least-Prepared Populations</b>								
<b>Met state standards in all areas</b>								
Math	219	11	5.0%	N/A	N/A	N/A	N/A	N/A
Reading	219	1	0.5%	N/A	N/A	N/A	N/A	N/A
Writing	219	0	0.0%	N/A	N/A	N/A	N/A	N/A
<b>Did Not Meet Standards in All Three Areas</b>								
Math	140	124	88.6%	37	41	29.8%	29.3%	29.3%
Reading	140	104	74.3%	63	80	60.6%	57.1%	57.1%
Writing	140	97	69.3%	55	63	56.7%	45.0%	45.0%

\*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 #14.

24. The number and percent of underprepared and prepared students who return the following fall 	Fall 2011 Cohort		
	Total (a)	Number returning (Fall 2012) (b)	Percent returning (Fall 2012) (b/a)
<b>Summary Data</b>			
Number of FTIC students	696	346	50
Met state standards in all areas	219	132	60.3%
Did not meet state standards in one, two, or all three areas	353	164	46.5%
Did not meet state standards in all three areas	140	65	46.4%
Unknown* (unduplicated)	124	50	40.3%
<b>Data by Subject Area</b>			
<b>Met Standard by Area</b>			
Math	296	171	57.8%
Reading	366	200	54.6%
Writing	326	179	54.9%
<b>Did Not Meet Standard by Area</b>			
Math	276	125	45.3%

Reading	206	96	46.6%
Writing	246	117	47.6%
<b>Unknown** by Area (waived or military exemption)</b>			
Math	124	50	40.3%
Reading	124	50	40.3%
Writing	124	50	40.3%

\*The Unknown (unduplicated) category does not include students who are unknown in some areas and not met in others.

\*\*Unknowns by area include students with waivers or exemptions who have not been reported as meeting TSI on a performance measure; FTIC students with waivers or military exemptions who were reported as meeting TSI in all areas based on performance measures are included in the "met state standards in all areas" category.

	Fall 2000	Fall 2013	Fall 2014	%/Point Change Fall 2000 to Fall 2014
<b>25. Course Completion Rate for Undergraduate State Funded Semester Credit</b>				
<b>Hours</b> 				
Beginning semester credit hours	22,981	32,174	28,329	23.3%
Ending semester credit hours	20,294	29,781	26,144	28.8%
Completion rate	88.3%	92.6%	92.3%	4.0

**Graduates Detail (FY 2015) - Howard County Junior College District****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	155	44	23	0	222
African American	21	1	0	0	22
Hispanic	128	68	6	0	202
Asian	1	0	0	0	1
International	10	1	0	0	11
Other	8	5	0	0	13

**By Level, Gender:**

Gender	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Male	101	47	2	0	150
Female	222	72	27	0	321

**By Level, Type Major:**

Type Major	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Academic	196	0	0	0	196
Technical	127	119	29	0	275
Continuing Education	0	0	0	0	0

**Graduates Success Detail (FY 2015)- Howard County Junior College District****Academic****Graduates - Employed****Race/Ethnicity:**

Race/Ethnicity	Number	Percent of Cohort
White	24	47.1%
African American	5	9.8%
Hispanic	22	43.1%
Asian	0	0.0%
Native American		N/A
International	0	0.0%
Other	0	0.0%

**Gender:**

Gender	Number	Percent of Cohort
Male	12	23.5%
Female	39	76.5%

**Graduates - Employed and Enrolled in a Senior Institution****Race/Ethnicity:**

Race/Ethnicity	Number	Percent of Cohort
White	22	40.0%
African American	3	5.5%
Hispanic	30	54.5%
Asian	0	0.0%
Native American		N/A
International	0	0.0%

Other 0 0.0%

**Gender:**

Gender	Number	Percent of Cohort
Male	19	34.5%
Female	36	65.5%

**Graduates - Enrolled in a Senior Institution****Race/Ethnicity:**

Race/Ethnicity	Number	Percent of Cohort
White	28	56.0%
African American	8	16.0%
Hispanic	12	24.0%
Asian	0	0.0%
Native American		N/A
International	1	2.0%
Other	1	2.0%

**Gender:**

Gender	Number	Percent of Cohort
Male	21	42.0%
Female	29	58.0%

**Graduates - Enrolled in a Community or Technical College****Race/Ethnicity:**

Race/Ethnicity	Number	Percent of Cohort
White	6	54.5%
African American	1	9.1%
Hispanic	4	36.4%
Asian	0	0.0%
Native American		N/A
International	0	0.0%
Other	0	0.0%

**Gender:**

Gender	Number	Percent of Cohort
Male	6	54.5%
Female	5	45.5%

**Graduates - Not Found****Race/Ethnicity:**

Race/Ethnicity	Number	Percent of Cohort
White	8	36.4%
African American	2	9.1%
Hispanic	10	45.5%
Asian	0	0.0%
Native American		N/A
International	0	0.0%
Other	2	9.1%

**Gender:**

Gender	Number	Percent of Cohort
Male	7	31.8%
Female	15	68.2%

**Technical****Graduates - Employed****Race/Ethnicity:**

Race/Ethnicity	Number	Percent of Cohort
White	103	49.8%
African American	2	1.0%
Hispanic	95	45.9%
Asian	1	0.5%
Native American		N/A
International	0	0.0%
Other	6	2.9%

**Gender:**

Gender	Number	Percent of Cohort
Male	54	26.1%
Female	153	73.9%

**Graduates - Employed and Enrolled in a Senior Institution**

**Race/Ethnicity:**

Race/Ethnicity	Number	Percent of Cohort
White	9	60.0%
African American	0	0.0%
Hispanic	6	40.0%
Asian	0	0.0%
Native American		N/A
International	0	0.0%
Other	0	0.0%

**Gender:**

Gender	Number	Percent of Cohort
Male	1	6.7%
Female	14	93.3%

**Graduates - Enrolled in a Senior Institution**

**Race/Ethnicity:**

Race/Ethnicity	Number	Percent of Cohort
White	1	25.0%
African American	0	0.0%
Hispanic	3	75.0%
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%

**Graduates - Enrolled in a Community or Technical College**

**Race/Ethnicity:**

Race/Ethnicity	Number	Percent of Cohort
White	10	50.0%
African American	0	0.0%
Hispanic	8	40.0%
Asian	0	0.0%
Native American		N/A
International	1	5.0%
Other	1	5.0%

**Gender:**

Gender	Number	Percent of Cohort
Male	12	60.0%



Female 8 40.0%

**Graduates - Not Found****Race/Ethnicity:**

Race/Ethnicity	Number	Percent of Cohort
White	11	42.3%
African American	1	3.8%
Hispanic	11	42.3%
Asian	0	0.0%
Native American		N/A
International		N/A
Other	3	11.5%

**Gender:**


Gender	Number	Percent of Cohort
Male	11	42.3%
Female	15	57.7%

**Transfer Detail (through FY 2015 )- Howard County Junior College District****Transfer Measure Detail**

Transfers to Senior Institutions						
	All Students		Academic Students		Technical Students	
Fall 2015 Cohort	687	(100%)	293	(100%)	394	(100%)
0-12 hours	6	(0.9%)	5	(1.7%)	1	(0.3%)
13-24 hours	16	(2.3%)	13	(4.4%)	3	(0.8%)
25-29 hours	13	(1.9%)	12	(4.1%)	1	(0.3%)
30-42 hours	25	(3.6%)	21	(7.2%)	4	(1.0%)
43+ hours	60	(8.7%)	39	(13.3%)	21	(5.3%)
Non Transfer Completers	110	(16.0%)	32	(10.9%)	78	(19.8%)
Non Completers	457	(66.5%)	171	(58.4%)	286	(72.6%)
All Transfers Total	120	(17.5%)	90	(30.7%)	30	(7.6%)
Awarded Core	34	(4.9%)	27	(9.2%)	7	(1.8%)


**Excellence - Key Measures**

**Licensure Rate**

**26. Pass rate for excellent programs whose graduates are required to pass a licensure exam to practice in the field.** 

CIP	Program	2012		2013		2014		
		Number Takers	Pass Rate	Number Takers	Pass Rate	Number Takers	Pass Rate	
	No data for this institution							


**Excellence - Contextual Measures**

**27. Certification and Licensure** 


	FY 2008	FY 2014	FY 2015	Point Change FY 2008 to FY 2015
Pass rate on state or national exams.	N/A	89.8%	93.8%	N/A

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

**Quality Enhancement Plan**

**28. Quality Enhancement Plan, Including Reaffirmation Year** 

**Excellent Programs**

**29. Excellent Programs** 

**30. Significant Recognitions - 2014:** 

Number of members in Phi Theta Kappa		
Number of students eligible for Phi Theta Kappa membership		
Number of students in service learning programs		
Exemplary programs or citations/Other national recognitions:		

**Significant Recognitions - 2015:**

Number of members in Phi Theta Kappa		
Number of students eligible for Phi Theta Kappa membership		
Number of students in service learning programs		
Exemplary programs or citations/Other national recognitions:		

**Institutional Efficiency and Effectiveness - Key Measures****Institutional Support****31. Institutional support as a percent of total operating expenses.**

	FY 2000	FY 2014	FY 2015	Point Change FY 2000 to FY 2015
Institutional support as a percent of total operating expenditures	N/A	19.6%	21.3%	N/A

**Tuition and Fees****32. Tuition and fees for 30 SCH.**

	FY 2000	FY 2015	FY 2016	Percent Change FY 2000 to FY 2016
Tuition and fees for 30 SCH in two semesters	\$1,200	\$2,222	\$2,542	111.8%

**Institutional Efficiency and Effectiveness - Contextual Measures****33. Faculty**

	Fall 2000	Fall 2013	Fall 2014	Percent Change Fall 2000 to Fall 2014
<b>Full-Time Total*</b>	<b>84</b>	<b>96</b>	<b>97</b>	<b>15.5%</b>
<b>Race/Ethnicity</b>				
White	78 (92.9%)	75 (78.1%)	76 (78.4%)	- 2.6%
African American	2 (2.4%)	2 (2.1%)	2 (2.1%)	0.0%
Hispanic	2 (2.4%)	6 (6.3%)	6 (6.2%)	200.0%
Asian	1 (1.2%)	2 (2.1%)	2 (2.1%)	100.0%
International	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Other	0 (0.0%)	11 (11.5%)	11 (11.3%)	N/A
<b>Gender</b>				
Male	42 (50.0%)	38 (39.6%)	39 (40.2%)	- 7.1%
Female	42 (50.0%)	58 (60.4%)	58 (59.8%)	38.1%
<b>Part-Time Total*</b>	<b>80</b>	<b>80</b>	<b>66</b>	<b>- 17.5%</b>
<b>Race/Ethnicity</b>				
White	77 (96.3%)	51 (63.7%)	48 (72.7%)	- 37.7%
African American	1 (1.3%)	1 (1.3%)	0 (0.0%)	-100.0%
Hispanic	2 (2.5%)	5 (6.3%)	0 (0.0%)	-100.0%
Asian	0 (0.0%)	1 (1.3%)	0 (0.0%)	N/A
International	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Other	0 (0.0%)	22 (27.5%)	18 (27.3%)	N/A
<b>Gender</b>				
Male	37 (46.3%)	33 (41.3%)	29 (43.9%)	- 21.6%
Female	43 (53.8%)	47 (58.8%)	37 (56.1%)	- 14.0%

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

	Fall 2000	Fall 2013	Fall 2014	Percent Change Fall 2000 to Fall 2014
<b>34. FTE Student/FTE Faculty Ratio</b>	13:1	19:1	18:1	38.5%

**35. Contact Hours**

	Fall 2000	Fall 2013	Fall 2014	Percent Change Fall 2000 to Fall 2014
469,472	521,172	449,168	- 4.3%	
Taught by full-time faculty	80.9%	75.6%	76.8%	- 4.1
Taught by part-time faculty	19.1%	24.4%	23.2%	4.1

**Institutional Efficiency and Effectiveness - Finance Measures****Finances per FTE Student****36. Funds by source divided by full-time equivalent students**

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015
Total revenues per FTE student	N/A	11,253	10,701	N/A
State funds per FTE student	N/A (N/A)	4,067 (36.1%)	4,399 (41.1%)	N/A
Local funds per FTE student	N/A (N/A)	3,259 (29.0%)	1,954 (18.3%)	N/A
Tuition and Fees per FTE student	N/A (N/A)	1,361 (12.1%)	1,384 (12.9%)	N/A
Federal revenue per FTE student	N/A (N/A)	2,566 (22.8%)	2,965 (27.7%)	N/A

### 37. Expenditures per full-time equivalent students


	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015
Total expenditures per FTE student	N/A	8,890	9,820	N/A
Instructional expenditures per FTE student	N/A (N/A)	3,477 (39.1%)	3,555 (36.2%)	N/A
Institution Support expenditures per FTE student	N/A (N/A)	1,741 (19.6%)	2,093 (21.3%)	N/A
Academic Support expenditures per FTE student	N/A (N/A)	945 (10.6%)	1,145 (11.7%)	N/A

### 38. Financial Viability Ratio

	FY 2003	FY 2014	FY 2015	Point Change FY 2003 to FY 2015
Financial Viability Ratio	N/A	0.94%	0.46%	N/A

For more information on community college finances, go to the Community College Annual Reporting and Analysis Tool (CARAT) at: <https://www1.theccb.state.tx.us/apps/CARAT/>

## Success Points

	FY 2013	FY 2014	FY 2015	% Change FY 2013 to FY 2015
<b>39 Success Points</b> 				
<b>Annual Success Point Total</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>N/A</b>
Math Readiness	NA	NA	NA	N/A
Read Readiness	NA	NA	NA	N/A
Write Readiness	NA	NA	NA	N/A
Students Who Complete 15 SCH	NA	NA	NA	N/A
Students Who Complete 30 SCH	NA	NA	NA	N/A
Students Who Transfer to a 4-Year Institution	NA	NA	NA	N/A
Students Who Pass First College-Level Math Course	NA	NA	NA	N/A
Students Who Pass First College-Level Read Course	NA	NA	NA	N/A
Students Who Pass First College-Level Write Course	NA	NA	NA	N/A
Degrees, Core Curriculum or Certificates (Unduplicated)	NA	NA	NA	N/A
Degrees or Certificates in Critical Fields	NA	NA	NA	N/A