

**CLARENDON COLLEGE
2013-2014 FACT BOOK**

Office of Institutional Research & Effectiveness

Table of Contents

History and Missions of Clarendon College.....	1
Accreditation.....	1
Philosophy of Clarendon College.....	1
Mission Statement.....	1
Purpose.....	2
2013-2014 Board of Regents.....	2
2013-2014 Administration.....	2
Clarendon College Service Area	3
Geography and Regional Information	3
Population	3
Table 1: Population Demographics in Primary Counties (2010 Census)	4
Table 2: Population Demographics in Secondary Counties (2010 Census).....	4
Table 3: Change in Population Since 2010 Census, Primary Counties	5
Table 4: Change in Population Since 2010 Census, Secondary Counties.....	5
Age Distribution	6
Table 5: Population Age Distribution in Service Area & Primary Counties).....	6
Table 6: Population Age distribution in Secondary Service Area Counties	6
Fall Enrollment Trends	7
Table 7: Fall Unduplicated Head Count.....	7
Figure 1: Fall Unduplicated Head Count, Academic vs. Technical	8
Figure 2: Fall 2013 Enrollment by Course/Program Type (%)	8
Figure 3: Fall Unduplicated Head Count, Full Time vs. Part time	8
Figure 4: Fall 2013 Enrollment by Load (%)	9
Figure 5: Fall FTIC Enrollment	9
Figure 6: Fall Dual Credit Enrollment	9
Figure 7: Fall Developmental Education Enrollment.....	10
Figure 8: Fall Unduplicated Head Count, by Residence Status	10
Student Demographics – Fall Terms	11
Table 8: Fall Student Demographics	11
Figure 9: Fall 2013 Enrollment by Gender (%)	12
Figure 10: Fall 2013 Enrollment by Ethnicity (%).....	12
Table 9: Fall First-Time-In-College Student Demographics	13

Figure 11: Fall 2013 Enrollment by Ethnicity (%).....	13
Figure 12: Fall 2013 Enrollment by Ethnicity (%).....	14
Fall Enrollment Trends by Location	15
Table 10: Clarendon Campus Fall Enrollment Trends	15
Figure 13: Clarendon Campus Fall Enrollment Trends.....	15
Figure 14: Clarendon Campus Fall Student Profile	16
Table 11: Pampa Center Fall Enrollment Trends.....	16
Figure 15: Pampa Center Fall Enrollment Trends	16
Figure 16: Pampa Center Fall Student Profile	17
Table 12: Childress Center Fall Enrollment Trends	17
Figure 17: Childress Center Fall Enrollment Trends.....	17
Figure 18: Childress Center Fall Student Profile.....	18
Table 13: Distance Education Fall Enrollment Trends	18
Figure 19: Distance Education Fall Enrollment Trends.....	18
Figure 20: Distance Education Fall Student Profile	19
Table 14: Dual Credit Fall Enrollment Trends.....	19
Figure 21: Dual Credit Fall Enrollment Trends	19
Figure 22: Dual Credit Fall Student Profile	20
Fall Enrollment Demographics by Location	20
Table 15: Clarendon Campus Fall Enrollment Demographics	20
Figure 23: Clarendon Campus Student Gender	21
Figure 24: Clarendon Campus Student Ethnicity.....	21
Table 16: Pampa Center Fall Enrollment Demographics.....	22
Figure 25: Pampa Center Student Gender	22
Figure 26: Pampa Center Student Ethnicity	23
Table 17: Childress Center Fall Enrollment Demographics	23
Figure 27: Childress Center Student Gender	24
Figure 28: Childress Center Student Ethnicity.....	24
Table 18: Distance Education Fall Enrollment Demographics	25
Figure 29: Distance Education Student Gender	25
Figure 30: Distance Education Student Ethnicity.....	26
Table 19: Dual Credit Fall Enrollment Demographics	26
Figure 31: Dual Credit Student Gender	27

Figure 32: Dual Credit Student Ethnicity	27
Annual Enrollment Trends and Demographics	28
Table 20: Fiscal Year Unduplicated Headcount	28
Figure 33: Annual Unduplicated Head Count, Academic vs. Technical	28
Figure 34: 2013-2014 Enrollment by Type	29
Figure 35: Annual Dual Credit Unduplicated Head Count.....	29
Figure 36: Annual Continuing Education Unduplicated Head Count.....	29
Table 21: Fiscal Year Unduplicated Headcount by Gender	30
Figure 37: Annual Enrollment Trends by Gender	30
Figure 38: 2013-2014 Enrollment by Gender	30
Table 22: Fiscal Year Unduplicated Headcount by Ethnicity	31
Figure 39: Ethnicity Annual Enrollment Percentage	31
Figure 40: 2013-2014 Enrollment by Ethnicity.....	32
Table 23: Fiscal Year Unduplicated Headcount by Age.....	32
Figure 41: 2013-2014 Enrollment by Age.....	33
Table 24: Fiscal Year Total Contact Hours.....	33
Figure 42: Annual Contact Hour enrollment by Type	33
Figure 43: 2013-2014 Contact Hours by Type.....	34
Table 25: Annual Contract Hours by Location	34
Table 26: Change in Contact Hours by Primary Location (Regular Terms)	35
Figure 44: 2013-2014 Contact Hours by Location	35
Student Success	36
Table 27: Credit Hours Successfully Completed	36
Table 28: Student Persistence after 1 Year.....	36
Table 29: Student Persistence after 2 Years	37
Table 30: Degrees Awarded each Fiscal Year	37
Table 31: Degrees Awarded each Fiscal Year by Gender.....	38
Table 32: Degrees Awarded each Fiscal Year by Ethnicity	38
Developmental Education Enrollment & Student Success.....	39
Table 33: Developmental Math Student Success Rates (% of students earning a “C” or better)	39
Figure 45: Clarendon Campus Developmental Math Student Success Rates (“C” or better)	39

Figure 46: Pampa Center Developmental Math Student Success Rates (“C” or better).....	39
Figure 47: Childress Center Developmental Math Student Success Rates (“C” or better) ..	40
Table 34: Developmental Reading Student Success Rates (% of students earning a “C” or better)	40
Figure 48: Clarendon Campus Developmental Reading Student Success Rates (“C” or better)	40
Figure 49: Pampa Center Developmental Reading Student Success Rates (“C” or better) 41	
Figure 50: Childress Center Developmental Reading Student Success Rates (“C” or better)	41
Table 35: Developmental Writing Student Success Rates (% of students earning a “C” or better)	41
Figure 51: Clarendon Campus Developmental Writing Student Success Rates (“C” or better)	42
Figure 52: Pampa Center Developmental Writing Student Success Rates (“C” or better) ..	42
Figure 53: Childress Center Developmental Writing Student Success Rates (“C” or better)	42
Table 36: Developmental Math Enrollment by Gender-Clarendon Campus.....	43
Figure 54: Clarendon Campus Fall 2013 Developmental Math Enrollment & Student Success by Gender.....	43
Table 37: Developmental Math Enrollment by Ethnicity-Clarendon Campus	44
Figure 55: Clarendon Campus Fall 2013 Developmental Math Enrollment by Ethnicity.....	44
Table 38: Developmental Reading Enrollment by Gender-Clarendon Campus	45
Table 39: Developmental Writing Enrollment by Gender-Clarendon Campus	45
Figure 56: Clarendon Campus Fall 2013 Developmental Reading & Writing Enrollment & Student Success by Gender.....	45
Table 40: Developmental Reading Enrollment by Ethnicity-Clarendon Campus.....	46
Figure 57: Fall 2013 Developmental Reading & Writing Enrollment by Ethnicity	46
Table 41: Developmental Writing Enrollment by Ethnicity-Clarendon Campus.....	47
Table 42: Developmental Math Enrollment by Gender-Pampa Center	47
Figure 58: Pampa Center Fall 2013 Developmental Math Enrollment & Student Success by Gender.....	48
Table 43: Developmental Math Enrollment by Ethnicity-Pampa Center.....	48
Figure 59: Pampa Center Fall 2013 Developmental Math Enrollment by Ethnicity	49
Table 44: Developmental Reading Enrollment by Gender-Pampa Center	49
Table 45: Developmental Writing Enrollment by Gender-Pampa Center	49

Figure 60: Pampa Center Fall 2013 Developmental Reading & Writing Enrollment & Student Success by Gender.....	50
Table 46: Developmental Reading Enrollment by Ethnicity-Pampa Center	50
Figure 61: Pampa Center Fall 2013 Developmental Reading & Writing Enrollment by Ethnicity	51
Table 47: Developmental Writing Enrollment by Ethnicity-Pampa Center.....	51
Table 48: Developmental Math Enrollment by Gender-Childress Center.....	52
Figure 62: Childress Center Fall 2013 Developmental Math Enrollment & Student Success by Gender	52
Table 49: Developmental Math Enrollment by Ethnicity-Childress Center	53
Figure 63: Childress Center Fall 2013 Developmental Math Enrollment by Ethnicity.....	53
Table 50: Developmental Reading Enrollment by Gender-Childress Center	54
Table 51: Developmental Writing Enrollment by Gender-Childress Center.....	54
Figure 64: Childress Center Fall 2013 Developmental Reading & Writing Enrollment & Student Success by Gender.....	54
Table 52: Developmental Reading Enrollment by Ethnicity-Childress Center.....	55
Table 53: Developmental Writing Enrollment by Ethnicity-Childress Center	56

History and Missions of Clarendon College

Clarendon College is the oldest institution of higher education in the Texas Panhandle, having been established in 1898 by the Methodist Episcopal Church, South. The College was successfully administered by the church through the first quarter of the 20th Century. The original college was moved to Abilene and became McMurry University. The Clarendon Independent School Board purchased the college property and Clarendon College was re-established in 1927 as a non-sectarian junior college. It is maintained, in part, by property taxes in the Clarendon College District (Donley County). The College was recognized by the Texas Education Agency and the Association of Texas Colleges and Universities in 1927. The College separated from the school district and moved to its present location in 1968. Clarendon College now operates from a beautiful 107-acre campus on the west edge of Clarendon and has educational centers in Pampa and Childress. Eight counties comprise the College's service area including Armstrong, Briscoe, Childress, Collingsworth, Donley, Gray, Hall and Wheeler counties. Clarendon College is one of the 50 state-assisted community colleges in the Texas system.

Accreditation

Clarendon College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4501 for questions about the accreditation of Clarendon College.

Philosophy of Clarendon College

The faculty, Board of Regents, and administrators at Clarendon College are committed to the concept that our College be an open door to learning. With this goal in mind, we extend an educational opportunity to students of all ages who can profit from instruction. Every effort is made to provide equal access to the educational opportunities offered at Clarendon College without regard to age, gender, color, national or ethnic origin, race, religion, creed, and/or disability. In keeping with this philosophy, Clarendon College recognizes and accepts the responsibility for providing curricula for university-bound students, for students seeking career opportunities in a variety of occupations, and for persons of the community seeking cultural enrichment, short-term skill training, or personal improvement opportunities. The College will seek to achieve these goals within the limits of its legal responsibilities and available fiscal resources.

Mission Statement

Clarendon College is a comprehensive community college committed to teaching and learning and to providing equal access to opportunities that assist in the holistic development of its constituents and community. In pursuit of that mission, the College provides academic transfer programs, workforce education programs, student services, developmental education courses, continuing education/ community service courses, and diverse cultural enrichment opportunities.

Purpose

The purpose of Clarendon College shall be to provide the following:

Technical programs up to two years in length leading to associate degrees or certificates

Occupational programs leading directly to employment in semi-skilled and skilled occupations

Freshman and sophomore courses in arts and sciences; continuing adult education programs for occupational or cultural upgrading

Compensatory education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students

Continuing program of counseling and guidance designed to assist students in achieving their individual educational goals

Workforce development programs designed to meet local and statewide needs

Adult literacy programs and other basic skills programs

Other purposes as may be prescribed by the Texas Higher Education Coordinating Board or local governing boards, in the best interest of post-secondary education in Texas.

Clarendon College exists to serve these purposes as they relate first to the local service areas, then to the State of Texas, and finally, to the nation. It has accepted the challenge of providing the resources, curricula, instructional support, and personnel required to best serve the many educational needs of its students.

2013-2014 Board of Regents

Dr. John Howard – Chairman

Jerry Woodard - Vice-Chair

Delbert Robertson – Secretary

Douglas Lowe – Member

Jack A. Moreman- Member

Ruth Robinson – Member

Dr. Bill Sansing – Member

Susie Shields – Member

Leonard "Tex" Selvidge

2013-2014 Administration

Dr. Robert K. Riza – President

Dr. Roger Schustereit - Interim Vice President of Instruction

Texas D. "Tex" Buckhaults - Vice President of Student Services & SACS Liaison

Brad Vanden Boogaard - Athletic Director

Clarendon College Service Area

(Sources: United States 2010 Census; Texas State Data Center; *Service Area Profile Report* prepared for Clarendon College by the Career Development Resources (CDR) unit of the Texas Workforce Commission, full report provided in Appendix A)

Geography and Regional Information

The Clarendon College Service Area includes Armstrong, Briscoe, Childress, Collingsworth, Donley, Gray, Hall and Wheeler counties. The region had an estimated population of 49,657 in 2008, and consists of 7,130 square miles with a population density of 6.96 residents per square mile compared to a statewide density of 91.95. The counties in the service area are members of the Texas Workforce Commission (<http://www.twc.state.tx.us/dirs/wdas/wda01.html>).

Population

County population estimates are updated periodically by the Texas State Data Center – Office of the State Demographer at the University of Texas at San Antonio. County estimates are primarily based on the 100 percent population counts from the latest April, 2010 decennial census and are calculated to reveal population change up to a current date, in this case July 1, 2012. These estimation methodologies utilize information on births, deaths and elementary school enrollment to estimate population. In this method, migration of the school-age population is assumed to be indicative of migration in the total population (with adjustments being made for the historical differences between the school-age migration rate and the total population's rate of migration). Data on public school enrollment from the Texas Education Agency and data from the Texas State Data Center's survey of private schools in Texas are used to estimate change in the school-age population. Data on institutional populations were obtained from applicable institutions, while data on other special populations, such as the elderly population were obtained from the U.S. Bureau of the Census. According to the county-based population estimates from the Texas State Data Center, Clarendon College Service Area Profile changed in population from 50,470 in April, 2010 to an estimated 49,657 in January 2008 by -813 residents. This reflects a decrease of -1.6 percent in population. During the same time period, the state's population changed by 3,253,597 residents from 20,851,820 to an estimated 24,105,417 persons representing a comparative change of 15.6 percent.

The gender distribution of an area can provide additional insight into the region's overall distribution in the population by male and female. Of the area's population, 25,764 were male which represents 51.0 percent and 24,706 were female which represents 49.0 percent. This compares to the statewide percentage of 49.6 percent for male and 50.4 percent for female. The region's race/ethnic distribution in 2010 is estimated by the Census Bureau to be:

Table 1: Population Demographics in Primary Counties (2010 Census)

	Donley County	Gray County	Childress County	Service Area
Total Population	3,677	22,535	7,041	48,611
Male	1,825	11,703	4,121	25,208
% of Total	50%	52%	59%	52%
Female	1,852	10,832	2,920	23,403
% of Total	50%	48%	41%	48%
White	3,136	15,564	4,327	33,697
% of Total	85%	69%	61%	69%
Black	163	1,055	684	2,422
% of Total	4%	5%	10%	5%
Hispanic	309	5,365	1,885	11,441
% of Total	8%	24%	27%	24%
Other	69	551	145	1,051
% of Total	2%	2%	2%	2%

Data Source: United States Census Bureau, 2010 Census Population Estimates, <http://www.census.gov>, accessed May 28, 2014.

Table 2: Population Demographics in Secondary Counties (2010 Census)

	Armstrong County	Briscoe County	Collingsworth County	Hall County	Wheeler County
Total Population	1,901	1,637	3,057	3,353	5,410
Male	928	815	1,498	1,657	2,661
<i>% of Total</i>	<i>49%</i>	<i>50%</i>	<i>49%</i>	<i>49%</i>	<i>49%</i>
Female	973	822	1,559	1,696	2,749
<i>% of Total</i>	<i>51%</i>	<i>50%</i>	<i>51%</i>	<i>51%</i>	<i>51%</i>
White	1,725	1,163	1,937	1,998	3,847
<i>% of Total</i>	<i>91%</i>	<i>71%</i>	<i>63%</i>	<i>60%</i>	<i>71%</i>
Black	11	40	122	235	112
<i>% of Total</i>	<i>1%</i>	<i>2%</i>	<i>4%</i>	<i>7%</i>	<i>2%</i>
Hispanic	124	411	916	1,087	1,344
<i>% of Total</i>	<i>7%</i>	<i>25%</i>	<i>30%</i>	<i>32%</i>	<i>25%</i>
Other	41	23	82	33	107
<i>% of Total</i>	<i>2%</i>	<i>1%</i>	<i>3%</i>	<i>1%</i>	<i>2%</i>

Data Source: United States Census Bureau, 2010 Census Population Estimates, <http://www.census.gov>, accessed May 28, 2014.

Table 3: Change in Population Since 2010 Census, Primary Counties

	Donley County	Gray County	Childress County	Service Area
Est. Population (7/1/2012)	3,724	22,915	7,055	49,398
<i>% Change</i>	1%	2%	0%	2%
Male	1,848	11,932	4,137	25,629
<i>% Change</i>	1%	2%	0%	2%
Female	1,876	10,983	2,918	23,769
<i>% Change</i>	1%	1%	0%	2%
White	3,162	15,522	4,282	33,730
<i>% Change</i>	1%	0%	-1%	0%
Black	164	1,063	680	2,446
<i>% Change</i>	1%	1%	-1%	1%
Hispanic	323	5,765	1,948	12,144
<i>% Change</i>	5%	7%	3%	6%
Other	75	565	145	1,078
<i>% Change</i>	9%	3%	0%	3%

Data Source: Texas Data Center, University of Texas San Antonio, <http://www.txsdcenter.org>, accessed June 9, 2014.

Table 4: Change in Population Since 2010 Census, Secondary Counties

	Armstrong County	Briscoe County	Collingsworth County	Hall County	Wheeler County
Est. Population (7/1/2012)	1,940	1,652	3,095	3,409	5,608
<i>% Change</i>	2%	1%	1%	2%	4%
Male	945	813	1,522	1,668	2,764
<i>% Change</i>	2%	0%	2%	1%	4%
Female	995	839	1,573	1,741	2,844
<i>% Change</i>	2%	2%	1%	3%	3%
White	1,761	1,154	1,928	1,995	3,926
<i>% Change</i>	2%	-1%	0%	0%	2%
Black	12	42	123	237	125
<i>% Change</i>	9%	5%	1%	1%	12%
Hispanic	124	429	963	1,141	1,451
<i>% Change</i>	0%	4%	5%	5%	8%
Other	43	27	81	36	106
<i>% Change</i>	5%	17%	-1%	9%	-1%

Data Source: Texas Data Center, University of Texas San Antonio, <http://www.txsdcenter.org>, accessed June 9, 2014.

Age Distribution

The age distribution of an area can provide valuable insight into the region's economic composition and income potential. By national standards, Texas has a relatively young population. The 2010 Census estimates for Texas show a population composition as follows:

Table 5: Population Age Distribution in Service Area & Primary Counties)

	Donley County	Gray County	Childress County	Service Area
Under 18	758	5,571	1,508	11,705
<i>Percent of Total</i>	21%	25%	21%	24%
18-24	462	1,722	796	4,014
<i>Percent of Total</i>	13%	8%	11%	8%
25-34	361	2,915	1,341	6,243
<i>Percent of Total</i>	10%	13%	19%	13%
35-49	595	4,494	1,212	8,934
<i>Percent of Total</i>	16%	20%	17%	18%
50-64	723	4,221	1,119	9,208
<i>Percent of Total</i>	20%	19%	16%	19%
65 and over	778	3,612	1,065	8,507
<i>Percent of Total</i>	21%	16%	15%	18%
Total Population	3,677	22,535	7,041	48,611

Data Source: United States Census Bureau, 2010 Census Population Estimates, <http://www.census.gov>, accessed May 28, 2014.

Table 6: Population Age distribution in Secondary Service Area Counties

	Armstrong County	Briscoe County	Collingsworth County	Hall County	Wheeler County
Under 18	423	362	845	867	1,371
<i>Percent of Total</i>	22%	22%	28%	26%	25%
18-24	100	102	222	226	384
<i>Percent of Total</i>	5%	6%	7%	7%	7%
25-34	202	160	352	304	608
<i>Percent of Total</i>	11%	10%	12%	9%	11%
35-49	319	302	525	544	943
<i>Percent of Total</i>	17%	18%	17%	16%	17%
50-64	463	353	567	653	1,109
<i>Percent of Total</i>	24%	22%	19%	19%	20%
65 and over	394	358	546	759	995
<i>Percent of Total</i>	21%	22%	18%	23%	18%
Total Population	1,901	1,637	3,057	3,353	5,410

Data Source: United States Census Bureau, 2010 Census Population Estimates, <http://www.census.gov>, accessed May 28, 2014.

Fall Enrollment Trends

The following tables and graphs provide fall enrollment data for credit students at Clarendon College including total unduplicated head counts and enrollments disaggregated by type of enrollment for fall 2009, 2010, 2011, 2012 and 2013. Tables 5, 6 and 7 (and associated graphs) present enrollment figures as reported to the Texas Higher Education Coordinating Board (THECB). Enrollment has been declining from a high of 1,583 students in Fall 2010 to 1,213 in Fall 2013. This represents a total drop in enrollment of 23.4% between 2010 and 2013. The largest decline occurred between the 2010 and 2011 fall semesters at 15%, with the rate of decline slowing to 3% between the 2012 and 2013 fall semesters. The most likely cause of the decline in enrollment is economic in nature as evidenced by the significant drop in in-district and part time student enrollment between 2010 and 2011, followed by a significant drop in full time enrollment and an increase in part time enrollment the following year. These changes reflect students gaining employment and either not returning to school or reducing their course loads.

Table 7: Fall Unduplicated Head Count

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Total Headcount	1,422	1,583	1,343	1,245	1,213
<i>Change from previous fall</i>		12%	-15%	-7%	-3%
Full Time Students	658	747	732	566	600
<i>Change from previous fall</i>		14%	-2%	-23%	6%
Part Time Students	764	836	611	679	613
<i>Change from previous fall</i>		9%	-27%	11%	-10%
First Time In College	335	299	329	288	267
<i>Change from previous fall</i>		-11%	10%	-13%	-7%
Academic Students	1,114	1,228	1,038	991	980
<i>Change from previous fall</i>		10%	-16%	-5%	-1%
Dev Ed Students	268	282	199	121	160
<i>Change from previous fall</i>		5%	-29%	-39%	32%
Dual Credit Students	355	462	402	404	366
<i>Change from previous fall</i>		30%	-13%	1%	-9%
Technical Students	308	355	305	254	233
<i>Change from previous fall</i>		15%	-14%	-17%	-8%
In-District Students	270	305	124	93	91
<i>Change from previous fall</i>		13%	-59%	-25%	-2%
Out of District Students	1,080	1,221	1,144	1,076	1,053
<i>Change from previous fall</i>		13%	-6%	-6%	-2%
Out of State Students	72	57	75	76	69
<i>Change from previous fall</i>		-21%	32%	1%	-9%

Data Source: Institutional reports to the THECB (CBM 001, CBM 002 & CBM 00S).

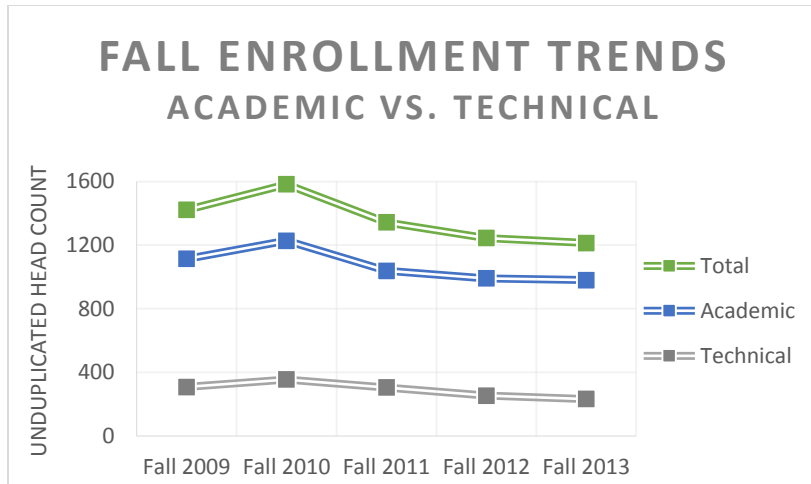


Figure 1: Fall Unduplicated Head Count, Academic vs. Technical

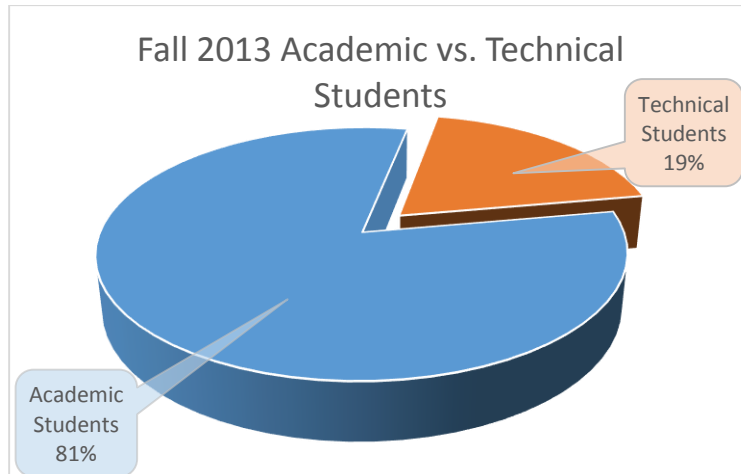


Figure 2: Fall 2013 Enrollment by Course/Program Type (%)

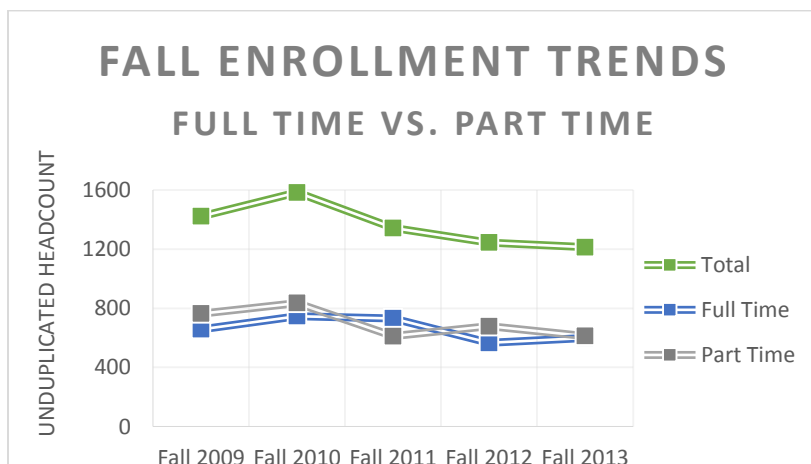


Figure 3: Fall Unduplicated Head Count, Full Time vs. Part time

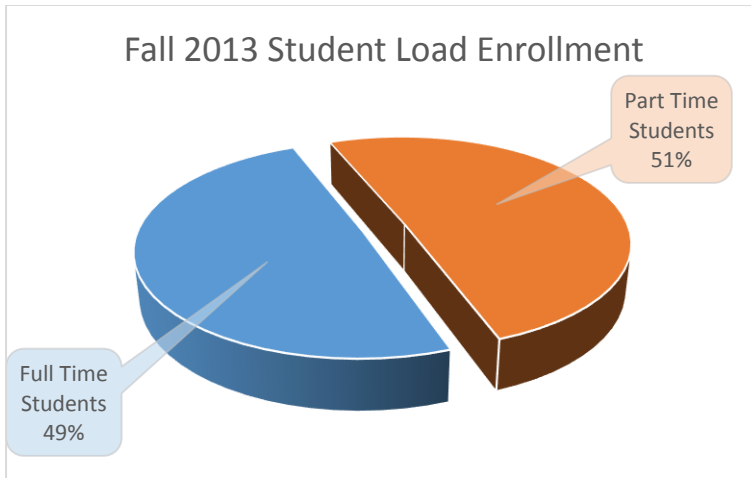


Figure 4: Fall 2013 Enrollment by Load (%)

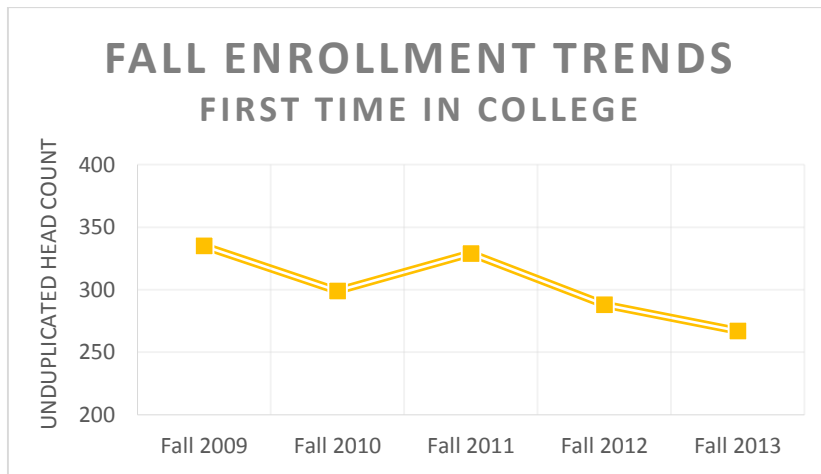


Figure 5: Fall FTIC Enrollment

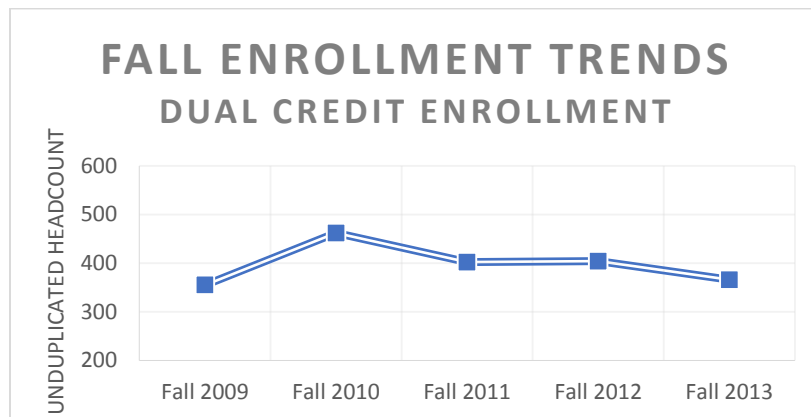


Figure 6: Fall Dual Credit Enrollment

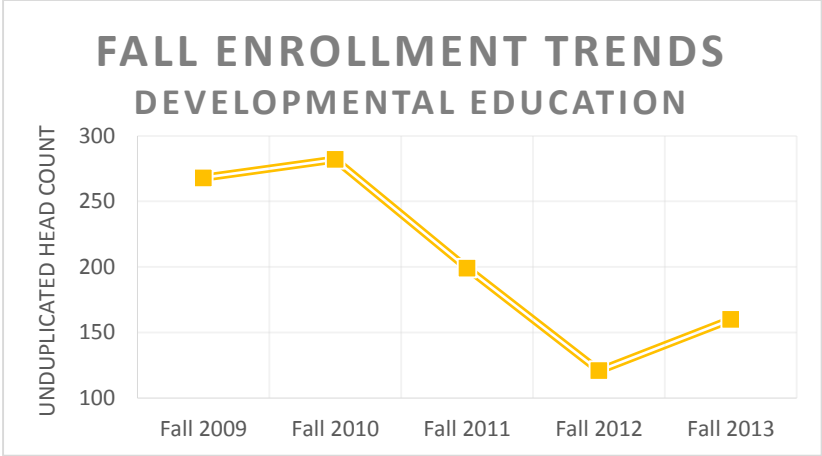


Figure 7: Fall Developmental Education Enrollment

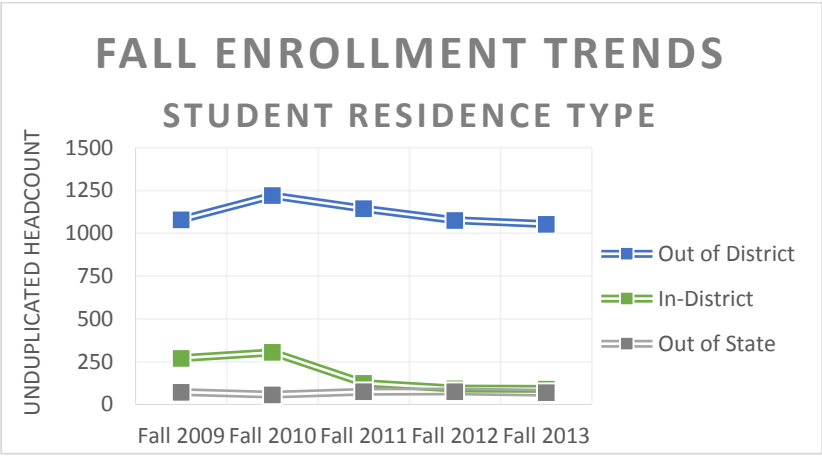


Figure 8: Fall Unduplicated Head Count, by Residence Status

Student Demographics – Fall Terms

Table 8 and associated figures provide student demographic information for credit students including gender, ethnicity and the percent enrolled full time for the past five fall semesters as reported by the College to the THECB. The proportion of male students to female students dropped from 53% in Fall 2009 to 40% in Fall 2011, with the largest change occurring between the Fall 2010 and 2011 semesters. The proportion of male to female students has not changed significantly since this decrease. Ethnicity proportions have not changed significantly over the past five years, though there has been slight variations in the percentage of each registered full time. Asian students had the greatest change in the percentage attending full time, more than doubling during the five year period. Though reported enrollment figures for Hispanic students showed a significant drop in Fall 2012, it should be noted that those reported as “Other” or “No Response” increased by a comparable amount that same term.

Table 8: Fall Student Demographics

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Male	747	797	533	505	497
<i>Percent</i>	53%	50%	40%	41%	41%
<i>Percent Full Time</i>	45%	44%	56%	51%	56%
Female	675	786	810	740	716
<i>Percent</i>	47%	50%	60%	59%	59%
<i>Percent Full Time</i>	47%	51%	53%	42%	45%
African American	103	97	63	69	52
<i>Percent</i>	7%	6%	5%	6%	4%
<i>Percent Full Time</i>	44%	50%	79%	60%	71%
Asian	15	16	8	7	6
<i>Percent</i>	1%	1%	1%	1%	0%
<i>Percent Full Time</i>	40%	21%	57%	57%	83%
Hispanic	293	302	252	83	237
<i>Percent</i>	21%	19%	19%	7%	20%
<i>Percent Full Time</i>	48%	43%	59%	46%	49%
International	11	7	11	16	14
<i>Percent</i>	1%	0%	1%	1%	1%
<i>Percent Full Time</i>	80%	100%	100%	75%	86%
White	987	959	869	798	789
<i>Percent</i>	69%	61%	64%	64%	65%
<i>Percent Full Time</i>	46%	47%	54%	45%	49%
Other	13	202	140	272	115
<i>Percent</i>	1%	13%	10%	22%	9%
<i>Percent Full Time</i>	54%	55%	30%	42%	40%

Data Source: Institutional report to the THECB (CBM 001).

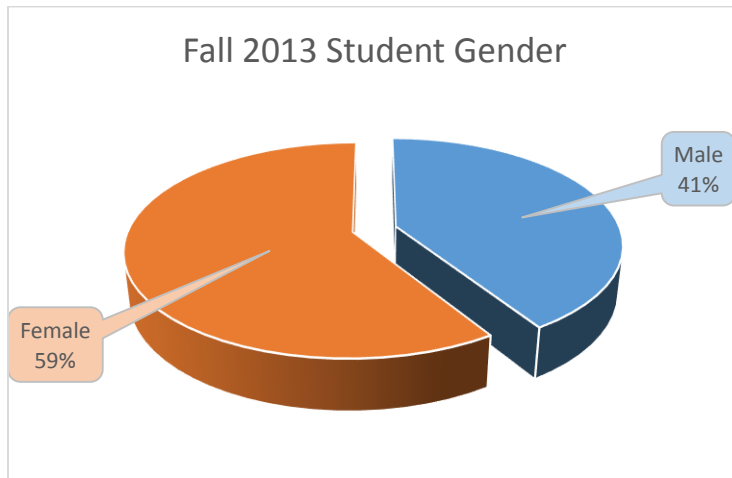


Figure 9: Fall 2013 Enrollment by Gender (%)

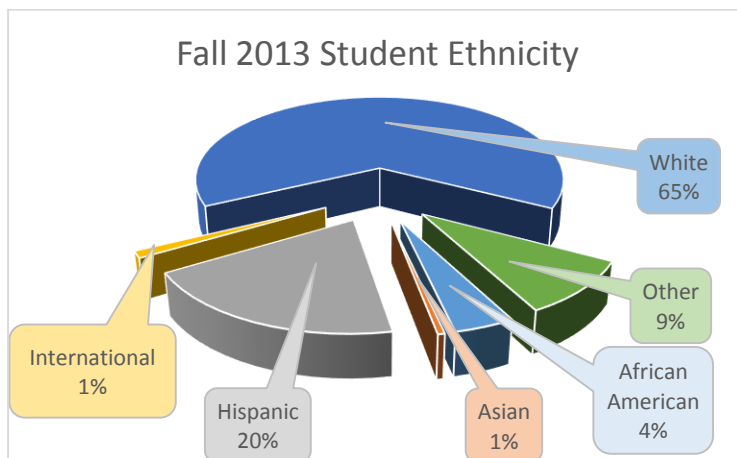


Figure 10: Fall 2013 Enrollment by Ethnicity (%)

Table 9 and associated figures provide student demographic information for First Time In College credit students including gender, ethnicity and the percent of each enrolled full time for the past five fall semesters as reported by the College to the THECB. Just as enrollment by all students, the proportion of male FTIC students has declined over the past five years, though the number that were enrolled full time has increased from 67% in Fall 2009 to 93% in Fall 2013. The percent of full time female FTIC students declined from 95% in Fall 2009 to 68% in Fall 2012 before increasing to 92% in Fall 2013. The ethnicity of FTIC students as well as the proportion attending full time varied during the five years, though all ethnic groups except "Other" showed a significant drop in those attending full time in Fall 2012.

Table 9: Fall First-Time-In-College Student Demographics

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
First Time In College Students	335	299	329	288	267
<i>Percent Full Time</i>	76%	81%	79%	74%	93%
Male	222	162	152	162	149
<i>Percent</i>	66%	54%	46%	56%	56%
<i>Percent Full Time</i>	67%	79%	78%	78%	93%
Female	113	137	177	126	118
<i>Percent</i>	34%	46%	54%	44%	44%
<i>Percent Full Time</i>	95%	84%	80%	68%	92%
African American	38	28	21	28	18
<i>Percent</i>	11%	9%	6%	10%	7%
<i>Percent Full Time</i>	63%	82%	95%	64%	89%
Asian	0	1	2	2	3
<i>Percent</i>	0%	0%	1%	1%	1%
<i>Percent Full Time</i>	N/A	100%	100%	50%	100%
Hispanic	81	50	63	6	54
<i>Percent</i>	24%	17%	19%	2%	20%
<i>Percent Full Time</i>	83%	78%	89%	67%	94%
International	3	3	5	10	7
<i>Percent</i>	1%	1%	2%	3%	3%
<i>Percent Full Time</i>	100%	100%	100%	60%	100%
White	208	124	192	170	159
<i>Percent</i>	62%	41%	58%	59%	60%
<i>Percent Full Time</i>	75%	81%	82%	79%	92%
Other	5	93	46	72	26
<i>Percent</i>	1%	31%	14%	25%	10%
<i>Percent Full Time</i>	80%	82%	41%	69%	88%

Data Source: Institutional report to the THECB (CBM 001).

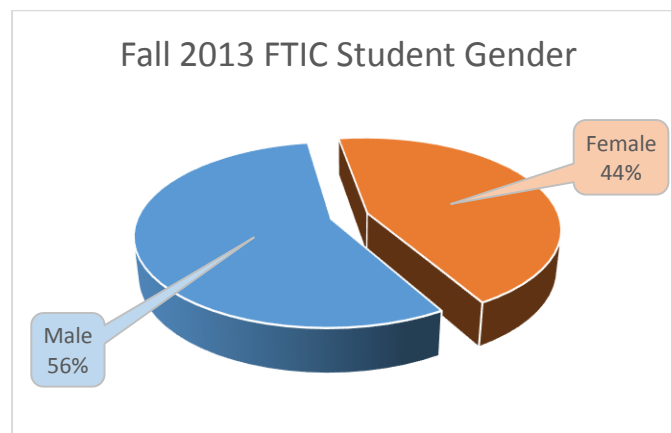


Figure 11: Fall 2013 Enrollment by Ethnicity (%)

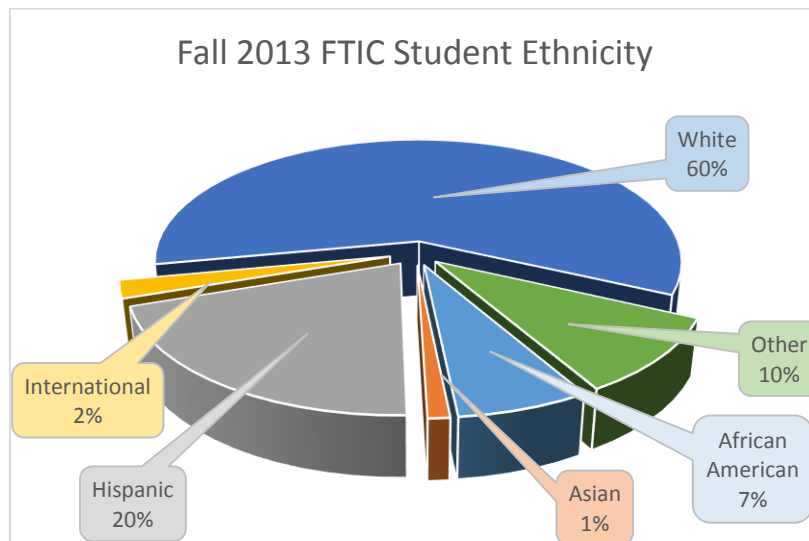


Figure 12: Fall 2013 Enrollment by Ethnicity (%)

Fall Enrollment Trends by Location

The following tables and associated figures provide fall enrollments for each primary location (Clarendon Campus, Pampa Center, Childress Center, Distance Education and Dual Credit) and include enrollment figures for total enrollment and enrollment by registration status (FT/PT) as well as by the student characteristics of first time in college, economically and academically disadvantaged. Enrollment figures are based on a student's primary access campus for each term. The conversion of the student records management system resulted in location-specific data not being available for distance education prior to Fall 2011 and for all other locations prior to Fall 2010. In addition, the conversion process resulted in some location-specific data prior to Fall 2011 to be either incorrect or unavailable. For example, there is no data on distance education prior to Fall 2011. Most of these students were listed with the Clarendon Campus students in the Fall 2010 semester.

Table 10: Clarendon Campus Fall Enrollment Trends

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Total Enrollment	448	373	347	357
Full Time	379	327	253	312
<i>Percent</i>	85%	88%	73%	87%
Part Time	69	46	94	45
<i>Percent</i>	15%	12%	27%	13%
Average Age (Years)	22	21	20	20
Economically Dis.	183	162	200	233
Academically Dis.	108	72	45	40
First Time in College	103	144	166	193

Data Source: Internally generated institutional report.

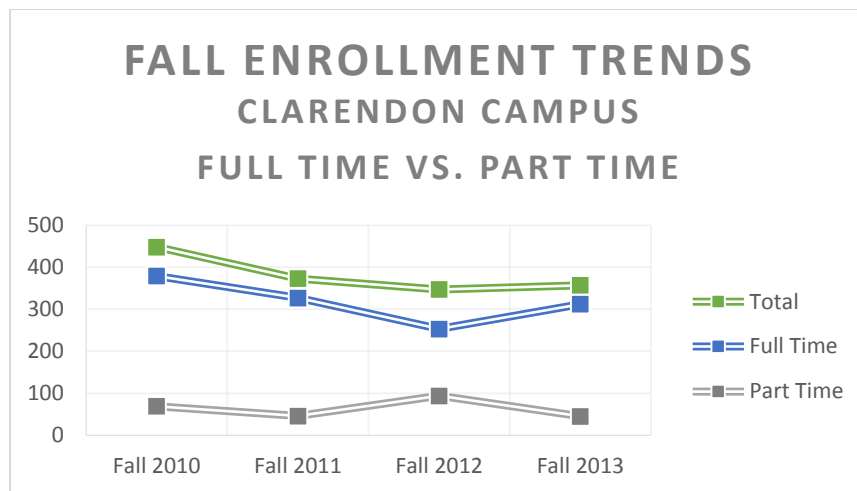


Figure 13: Clarendon Campus Fall Enrollment Trends

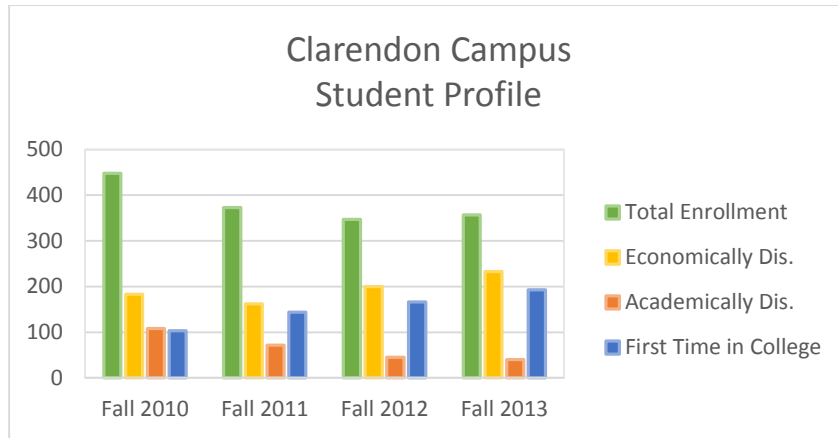


Figure 14: Clarendon Campus Fall Student Profile

Table 11: Pampa Center Fall Enrollment Trends

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Total Enrollment	399	396	340	332
Full Time	227	220	157	178
<i>Percent</i>	57%	56%	46%	54%
Part Time	172	176	183	154
<i>Percent</i>	43%	44%	54%	46%
Average Age (Years)	28	27	27	27
Economically Dis.	124	68	45	41
Academically Dis.	109	112	70	69
First Time in College	1	15	39	29

Data Source: Internally generated institutional report.

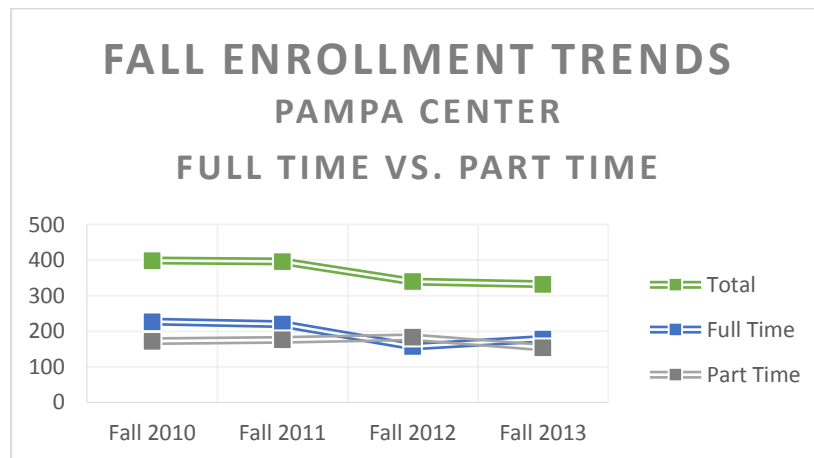


Figure 15: Pampa Center Fall Enrollment Trends

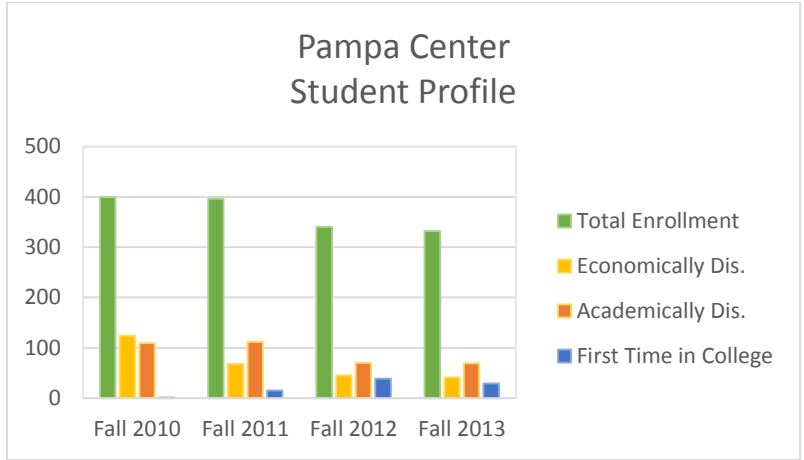


Figure 16: Pampa Center Fall Student Profile

Table 12: Childress Center Fall Enrollment Trends

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Total Enrollment	57	52	44	48
Full Time	19	32	28	28
<i>Percent</i>	33%	62%	64%	58%
Part Time	38	20	16	20
<i>Percent</i>	67%	38%	36%	42%
Average Age (Years)	27	26	27	25
Economically Dis.	25	20	27	19
Academically Dis.	15	13	6	5
First Time in College	3	9	9	4

Data Source: Internally generated institutional report.

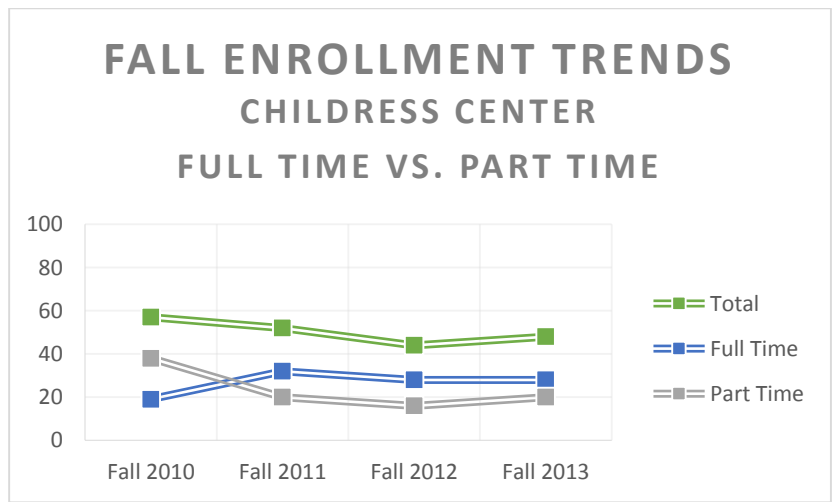


Figure 17: Childress Center Fall Enrollment Trends

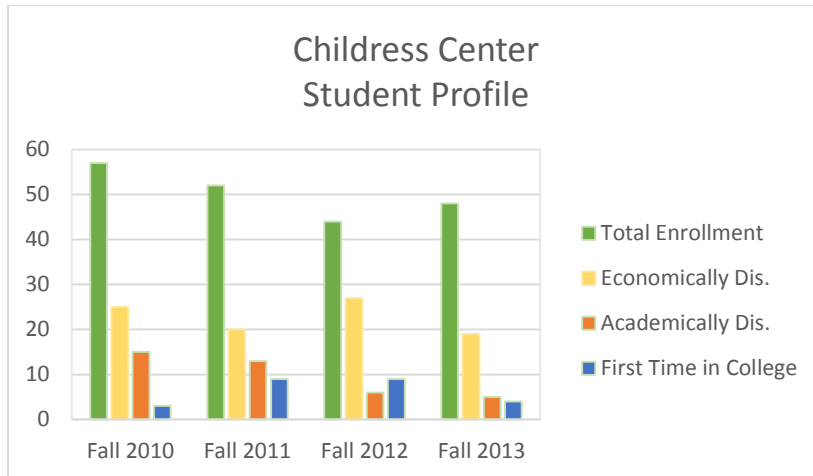


Figure 18: Childress Center Fall Student Profile

Table 13: Distance Education Fall Enrollment Trends

	Fall 2011	Fall 2012	Fall 2013
Total Enrollment	93	81	77
Full Time	23	28	22
<i>Percent</i>	25%	35%	29%
Part Time	70	53	55
<i>Percent</i>	75%	65%	71%
Average Age (Years)	27	29	28
Economically Dis.	42	29	22
Academically Dis.	13	18	11
First Time in College	2	7	5

Data Source: Internally generated institutional report.

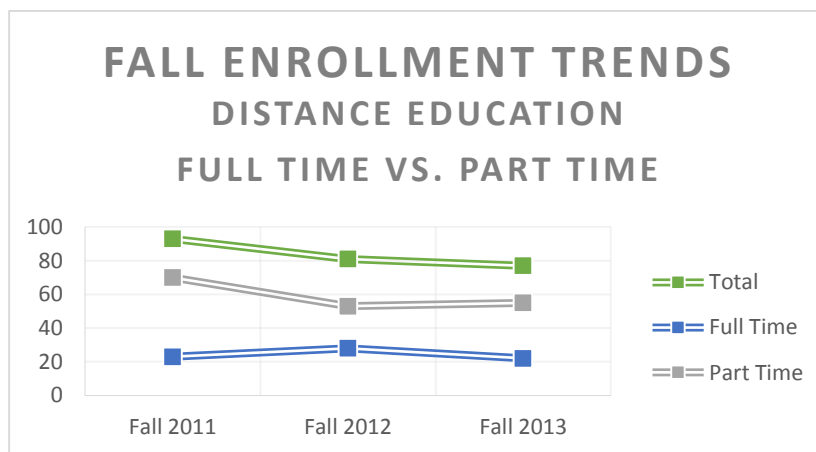


Figure 19: Distance Education Fall Enrollment Trends

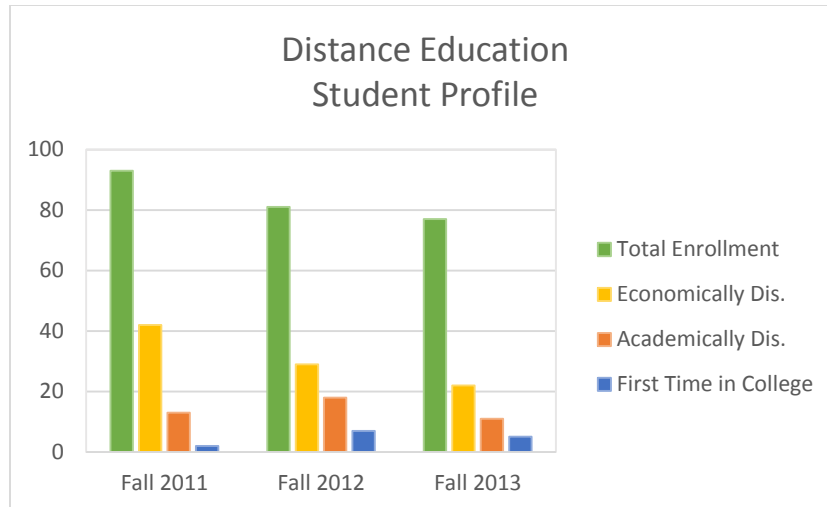


Figure 20: Distance Education Fall Student Profile

Table 14: Dual Credit Fall Enrollment Trends

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Total Enrollment	451	386	404	371
Full Time	20	14	25	13
<i>Percent</i>	4%	4%	6%	4%
Part Time	431	372	379	358
<i>Percent</i>	96%	96%	94%	96%
Average Age (Years)	17	17	17	17
Economically Dis.	47	31	30	14
Academically Dis.	89	37	2	2
First Time in College	0	0	0	0

Data Source: Internally generated institutional report.

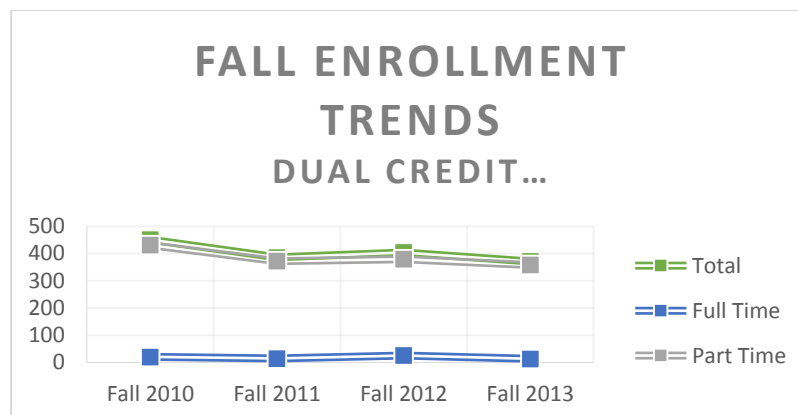


Figure 21: Dual Credit Fall Enrollment Trends

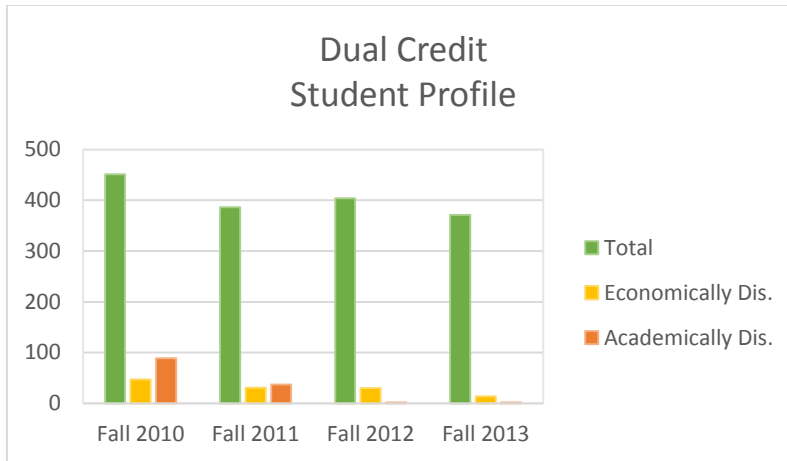


Figure 22: Dual Credit Fall Student Profile

Fall Enrollment Demographics by Location

Table 15: Clarendon Campus Fall Enrollment Demographics

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Male	240	187	195	196
<i>Percent</i>	54%	50%	56%	55%
Female	208	186	152	161
<i>Percent</i>	46%	50%	44%	45%
American Indian	4	10	7	3
<i>Percent</i>	1%	3%	2%	1%
Asian	2	1	1	2
<i>Percent</i>	0%	0%	0%	1%
Black	42	31	34	28
<i>Percent</i>	9%	8%	10%	8%
Hawaiian/Pacific Islands	0	0	2	2
<i>Percent</i>	0%	0%	1%	1%
Hispanic	80	59	72	73
<i>Percent</i>	18%	16%	21%	20%
International	5	12	15	10
<i>Percent</i>	1%	3%	4%	3%
White	307	248	199	220
<i>Percent</i>	69%	66%	57%	62%
Other/No Response	8	12	17	19
<i>Percent</i>	2%	3%	5%	5%

Data Source: Internally generated institutional report.

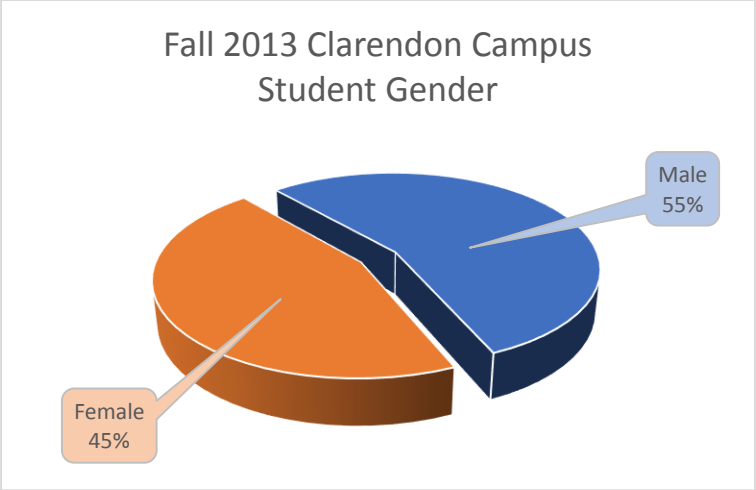


Figure 23: Clarendon Campus Student Gender

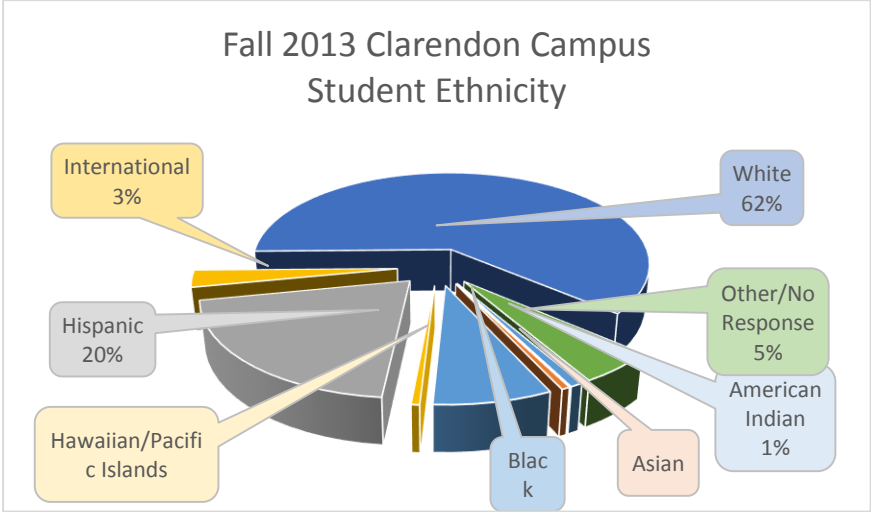


Figure 24: Clarendon Campus Student Ethnicity

Table 16: Pampa Center Fall Enrollment Demographics

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Male	139	129	96	99
<i>Percent</i>	35%	33%	28%	30%
Female	260	267	244	233
<i>Percent Full Time</i>	65%	67%	72%	70%
American Indian	4	6	3	7
<i>Percent</i>	1%	2%	1%	2%
Asian	1	0	1	0
<i>Percent</i>	0%	0%	0%	0%
Black	9	22	15	13
<i>Percent</i>	2%	6%	4%	4%
Hawaiian/Pacific Islands	0	0	0	0
<i>Percent</i>	0%	0%	0%	0%
Hispanic	84	90	79	70
<i>Percent</i>	21%	23%	23%	21%
International	1	1	0	0
<i>Percent</i>	0%	0%	0%	0%
White	291	263	236	227
<i>Percent</i>	73%	66%	69%	68%
Other/No Response	9	14	6	15
<i>Percent</i>	2%	4%	2%	5%

Data Source: Internally generated institutional report.

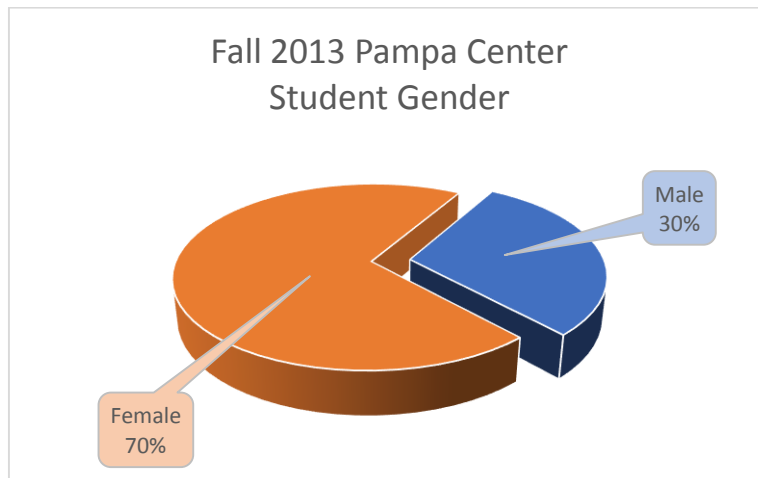


Figure 25: Pampa Center Student Gender

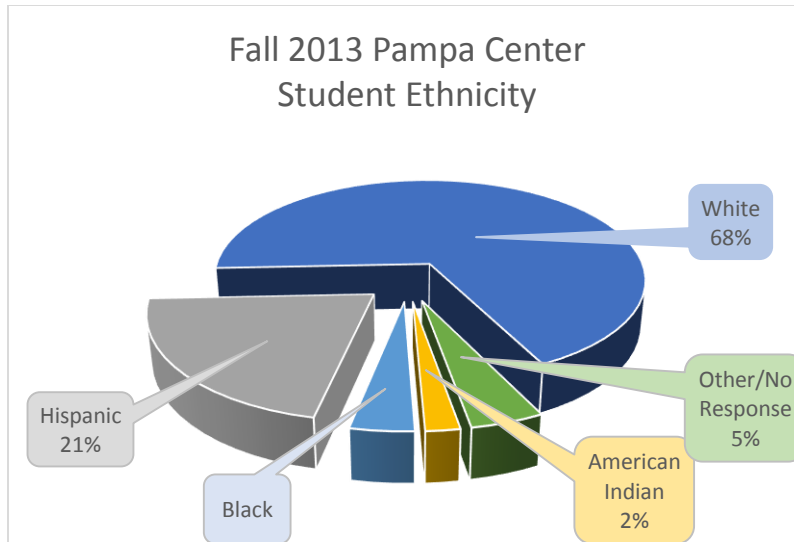


Figure 26: Pampa Center Student Ethnicity

Table 17: Childress Center Fall Enrollment Demographics

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Male	22	16	9	9
<i>Percent</i>	39%	31%	20%	19%
Female	35	36	35	39
<i>Percent Full Time</i>	61%	69%	80%	81%
American Indian	0	0	0	0
<i>Percent</i>	0%	0%	0%	0%
Asian	1	2	0	0
<i>Percent</i>	2%	4%	0%	0%
Black	1	1	2	1
<i>Percent</i>	2%	2%	5%	2%
Hawaiian/Pacific Islands	0	0	0	0
<i>Percent</i>	0%	0%	0%	0%
Hispanic	19	20	19	20
<i>Percent</i>	33%	38%	43%	42%
International	0	0	0	0
<i>Percent</i>	0%	0%	0%	0%
White	36	29	22	26
<i>Percent</i>	63%	56%	50%	54%
Other/No Response	0	0	1	1
<i>Percent</i>	0%	0%	2%	2%

Data Source: Internally generated institutional report.

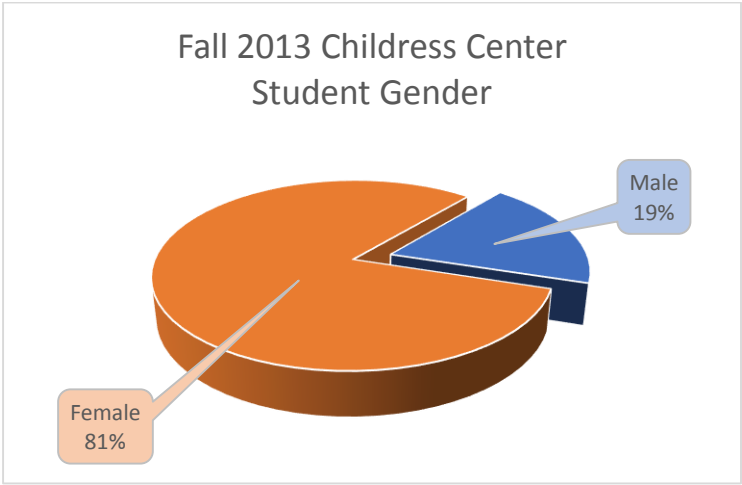


Figure 27: Childress Center Student Gender

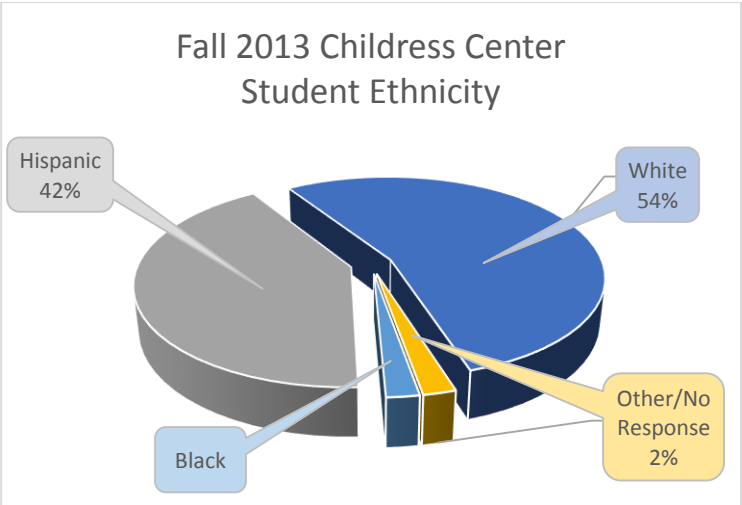


Figure 28: Childress Center Student Ethnicity

Table 18: Distance Education Fall Enrollment Demographics

	Fall 2011	Fall 2012	Fall 2013
Male	31	26	26
<i>Percent</i>	33%	32%	34%
Female	62	55	51
<i>Percent Full Time</i>	67%	68%	66%
American Indian	1	1	1
<i>Percent</i>	1%	1%	1%
Asian	0	1	0
<i>Percent</i>	0%	1%	0%
Black	2	9	3
<i>Percent</i>	2%	11%	4%
Hawaiian/Pacific Islands	0	0	0
<i>Percent</i>	0%	0%	0%
Hispanic	17	11	11
<i>Percent</i>	18%	14%	14%
International	0	0	0
<i>Percent</i>	0%	0%	0%
White	71	59	58
<i>Percent</i>	76%	73%	75%
Other/No Response	2	0	4
<i>Percent</i>	2%	0%	5%

Data Source: Internally generated institutional report.

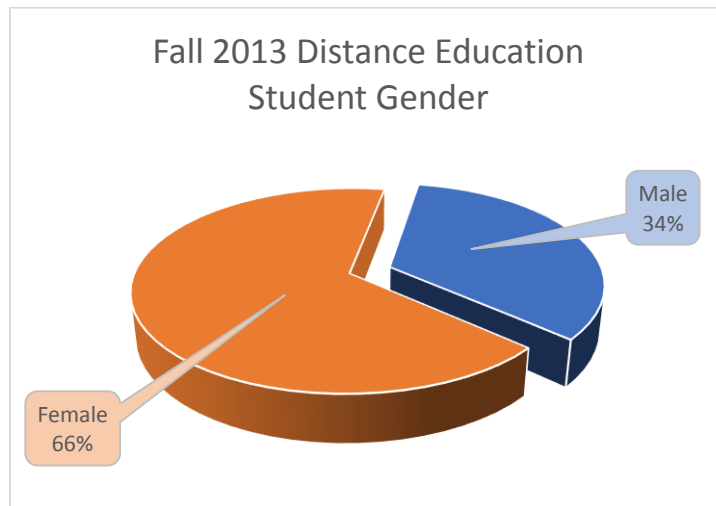


Figure 29: Distance Education Student Gender

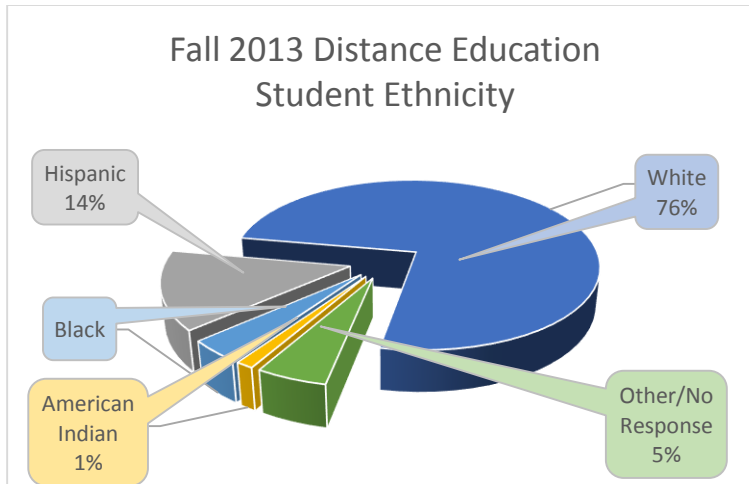


Figure 30: Distance Education Student Ethnicity

Table 19: Dual Credit Fall Enrollment Demographics

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Male	188	153	168	154
<i>Percent</i>	42%	40%	42%	42%
Female	263	233	236	217
<i>Percent Full Time</i>	58%	60%	58%	58%
American Indian	3	4	6	6
<i>Percent</i>	1%	1%	1%	2%
Asian	5	4	4	2
<i>Percent</i>	1%	1%	1%	1%
Black	9	9	8	6
<i>Percent</i>	2%	2%	2%	2%
Hawaiian/Pacific Islands	0	0	1	0
<i>Percent</i>	0%	0%	0%	0%
Hispanic	77	61	71	69
<i>Percent</i>	17%	16%	18%	19%
International	0	0	0	0
<i>Percent</i>	0%	0%	0%	0%
White	318	255	272	261
<i>Percent</i>	71%	66%	67%	70%
Other/No Response	39	53	42	27
<i>Percent</i>	9%	14%	10%	7%

Data Source: Internally generated institutional report.

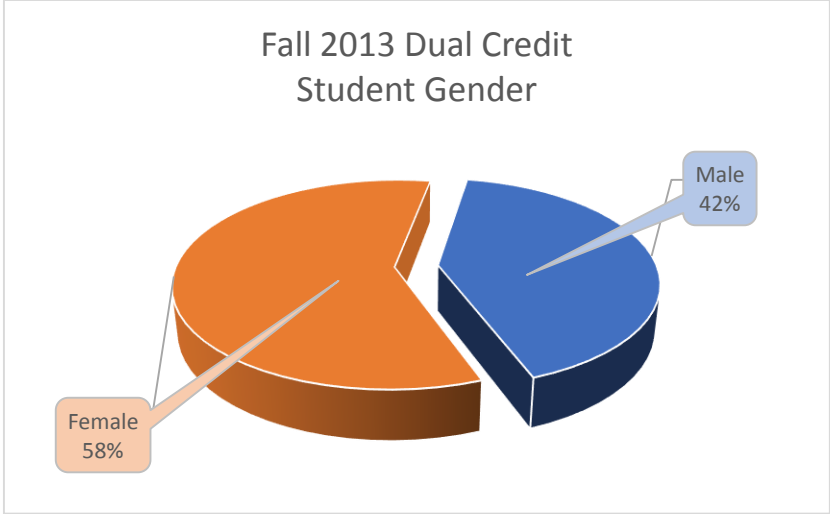


Figure 31: Dual Credit Student Gender

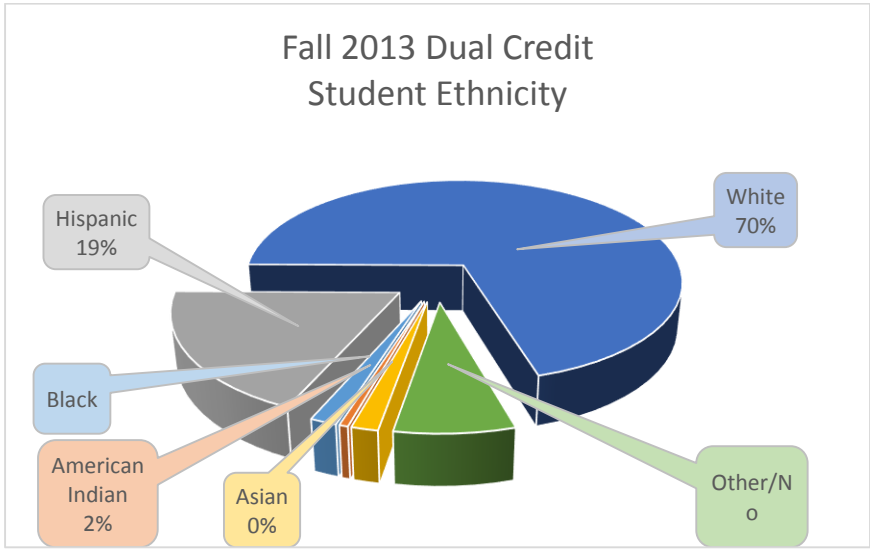


Figure 32: Dual Credit Student Ethnicity

Annual Enrollment Trends and Demographics

Table 20: Fiscal Year Unduplicated Headcount

	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Annual Enrollment	2,123	2,456	2,584	2,389	2,258
Academic	1,394	1,457	1,614	1,445	1,541
<i>Percent of total</i>	65.7%	59.3%	62.5%	60.5%	68.2%
Dual Credit	404	378	498	440	436
<i>Percentage</i>	19.0%	15.4%	19.3%	18.4%	19.3%
Technical	309	520	539	429	329
<i>Percent of total</i>	14.6%	21.2%	20.9%	18.0%	14.6%
Continuing Education	420	479	431	515	388
<i>Percent of total</i>	19.8%	19.5%	16.7%	21.6%	17.2%

Data Source: Institutional reports to the THECB (CBM 001 & CBM 00A).

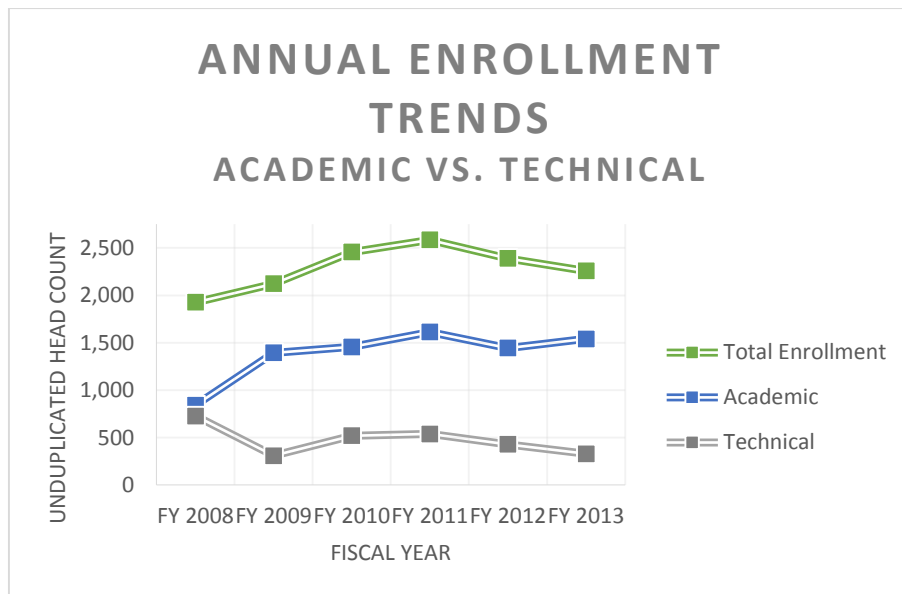


Figure 33: Annual Unduplicated Head Count, Academic vs. Technical

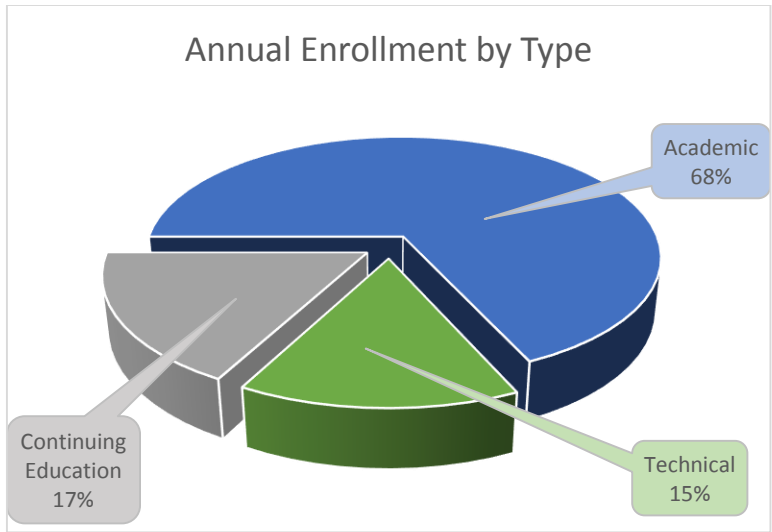


Figure 34: 2013-2014 Enrollment by Type

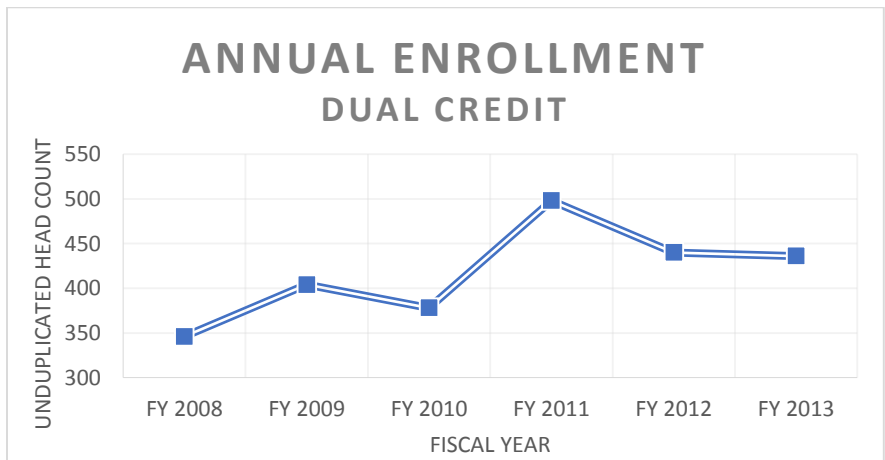


Figure 35: Annual Dual Credit Unduplicated Head Count

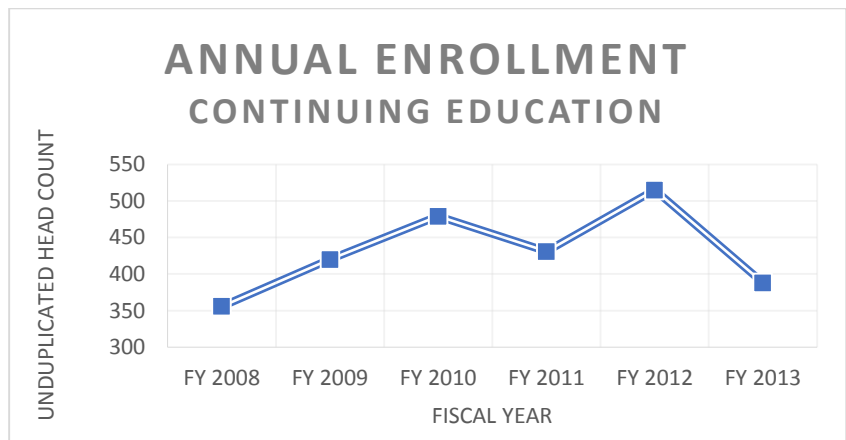


Figure 36: Annual Continuing Education Unduplicated Head Count

Table 21: Fiscal Year Unduplicated Headcount by Gender

Annual Enrollment by Gender	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Female	1,023	1,163	1,255	1,267	1,184
<i>Percent of total</i>	<i>48.2%</i>	<i>47.4%</i>	<i>48.6%</i>	<i>53.0%</i>	<i>52.4%</i>
Male	1,100	1,293	1,329	1,122	1,074
<i>Percent of total</i>	<i>51.8%</i>	<i>52.6%</i>	<i>51.4%</i>	<i>47.0%</i>	<i>47.6%</i>

Data Source: Institutional reports to the THECB (CBM 001 & CBM 00A).

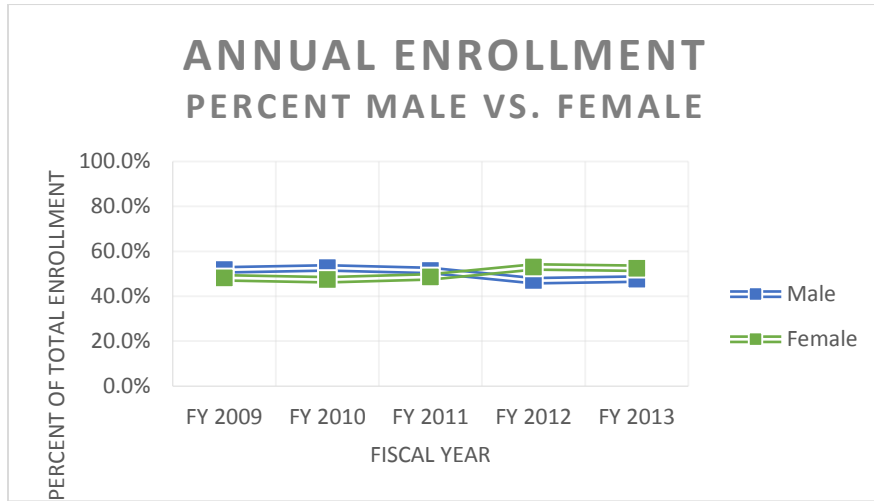


Figure 37: Annual Enrollment Trends by Gender

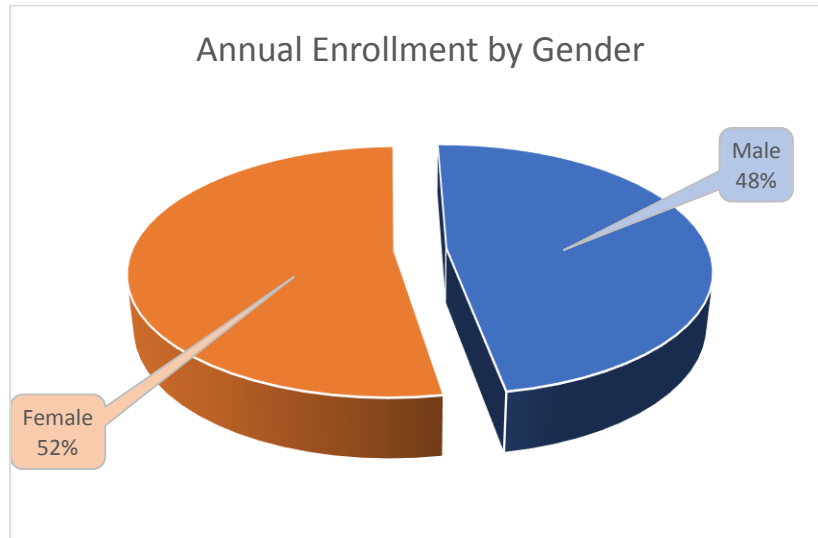


Figure 38: 2013-2014 Enrollment by Gender

Table 22: Fiscal Year Unduplicated Headcount by Ethnicity

Annual Enrollment by Ethnicity	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
African-American <i>Percent of total</i>	153 7.2%	156 6.4%	163 6.3%	124 5.2%	196 8.7%
Asian <i>Percent of total</i>	21 1.0%	26 1.1%	18 0.7%	11 0.5%	12 0.5%
Hispanic <i>Percent of total</i>	381 17.9%	460 18.7%	418 16.2%	336 14.1%	203 9.0%
International <i>Percent of total</i>	10 0.5%	15 0.6%	8 0.3%	14 0.6%	26 1.2%
White <i>Percent of total</i>	1,532 72.2%	1,778 72.4%	1,576 61.0%	1,660 69.5%	1,427 63.2%
Other <i>Percent of total</i>	26 1.2%	21 0.9%	401 15.5%	244 10.2%	394 17.4%

Data Source: Institutional reports to the THECB (CBM 001 & CBM 00A).

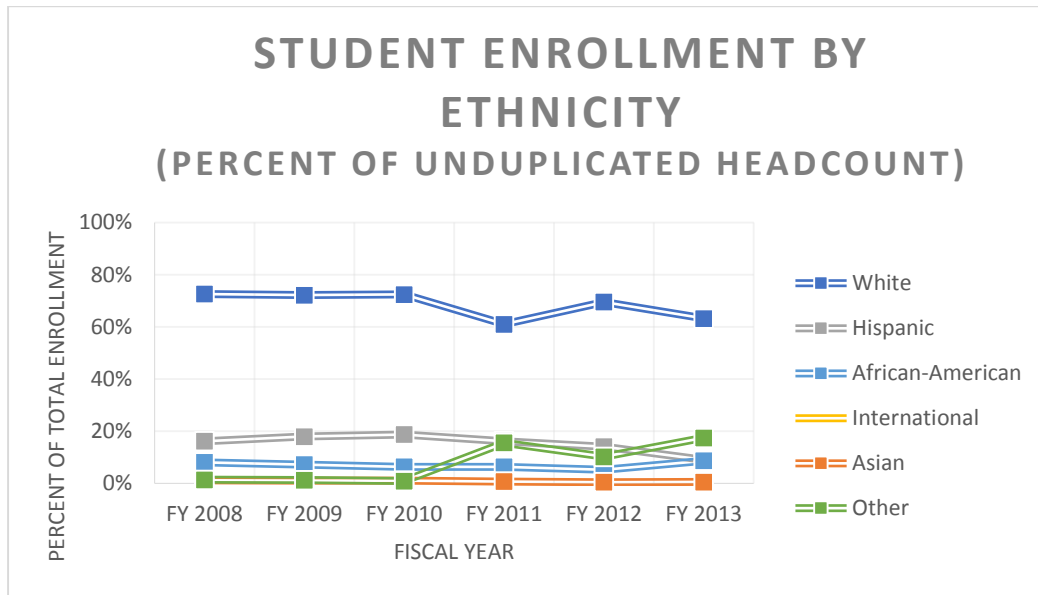


Figure 39: Ethnicity Annual Enrollment Percentage

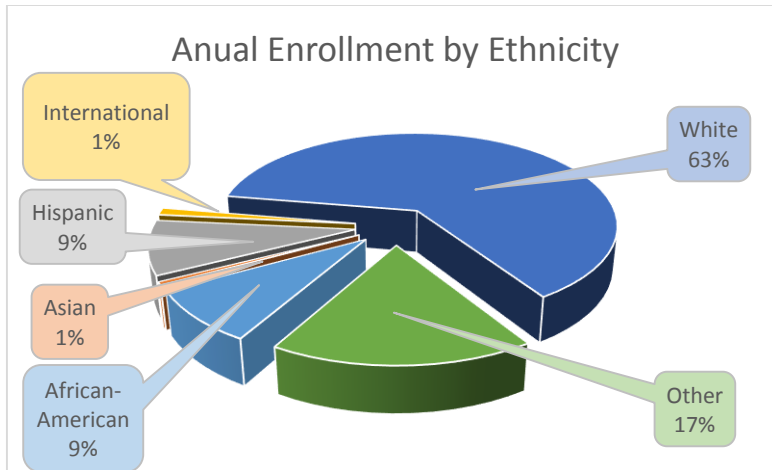


Figure 40: 2013-2014 Enrollment by Ethnicity

Table 23: Fiscal Year Unduplicated Headcount by Age

Annual Enrollment by Age	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Age less than 18	434	477	487	458	434
<i>Percent of total</i>	<i>20.4%</i>	<i>19.4%</i>	<i>18.8%</i>	<i>19.2%</i>	<i>19.2%</i>
Ages 18-21	676	706	773	832	900
<i>Percent of total</i>	<i>31.8%</i>	<i>28.7%</i>	<i>29.9%</i>	<i>34.8%</i>	<i>39.9%</i>
Ages 22-24	198	203	220	193	227
<i>Percent of total</i>	<i>9.3%</i>	<i>8.3%</i>	<i>8.5%</i>	<i>8.1%</i>	<i>10.1%</i>
Ages 25-29	221	268	306	177	147
<i>Percent of total</i>	<i>10.4%</i>	<i>10.9%</i>	<i>11.8%</i>	<i>7.4%</i>	<i>6.5%</i>
Ages 30-34	139	187	210	151	121
<i>Percent of total</i>	<i>6.5%</i>	<i>7.6%</i>	<i>8.1%</i>	<i>6.3%</i>	<i>5.4%</i>
Age 35 and Over	455	615	588	578	429
<i>Percent of total</i>	<i>21.4%</i>	<i>25.0%</i>	<i>22.8%</i>	<i>24.2%</i>	<i>19.0%</i>

Data Source: Institutional reports to the THECB (CBM 001 & CBM 00A).

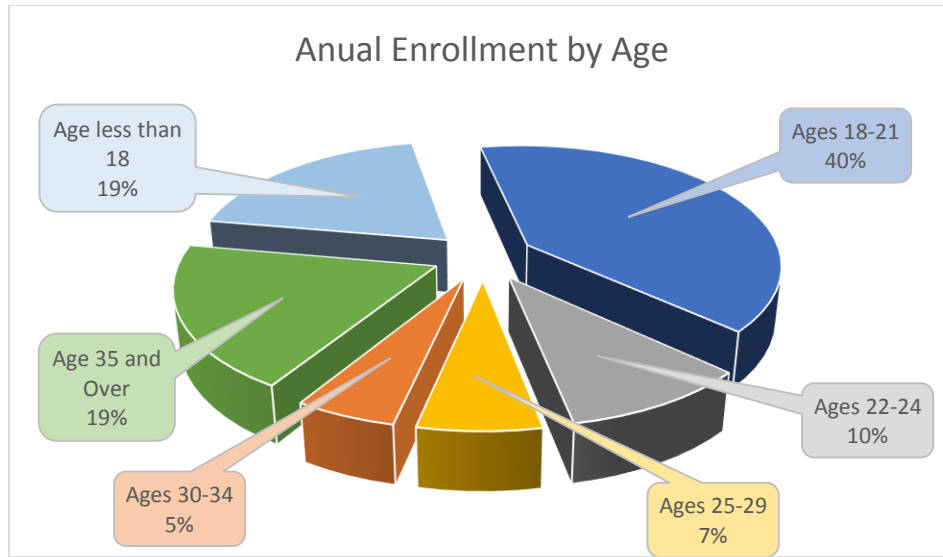


Figure 41: 2013-2014 Enrollment by Age

Table 24: Fiscal Year Total Contact Hours

Annual Contact Hours	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Total	667,930	774,878	812,309	734,469	663,774
Academic	461,072	490,880	524,560	477,488	438,768
<i>Percent of total</i>	<i>69.0%</i>	<i>63.3%</i>	<i>64.6%</i>	<i>65.0%</i>	<i>66.1%</i>
Technical	183,664	261,248	270,884	242,672	206,720
<i>Percent of total</i>	<i>27.5%</i>	<i>33.7%</i>	<i>33.3%</i>	<i>33.0%</i>	<i>31.1%</i>
Continuing Education	23,194	22,750	16,865	14,309	18,286
<i>Percent of total</i>	<i>3.5%</i>	<i>2.9%</i>	<i>2.1%</i>	<i>1.9%</i>	<i>2.8%</i>

Data Source: Institutional reports to the THECB (CBM 001 & CBM 00A).

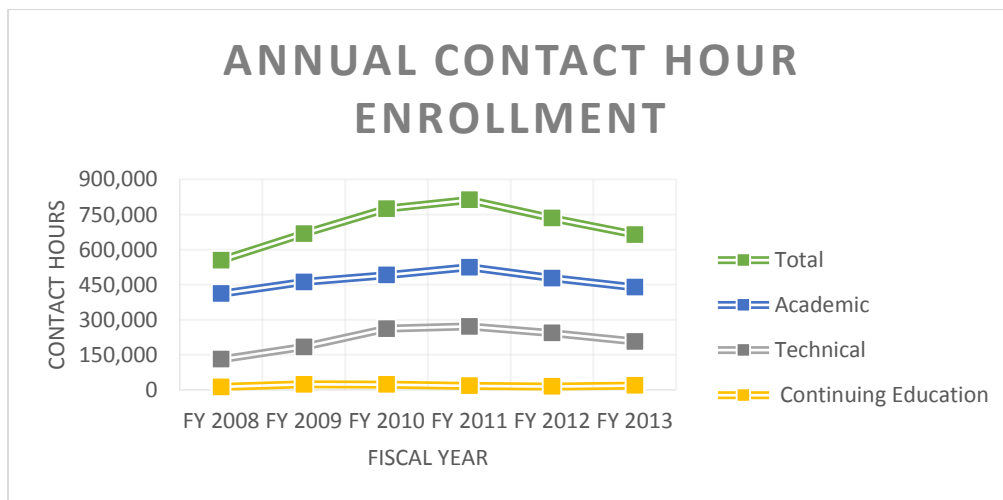


Figure 42: Annual Contact Hour enrollment by Type

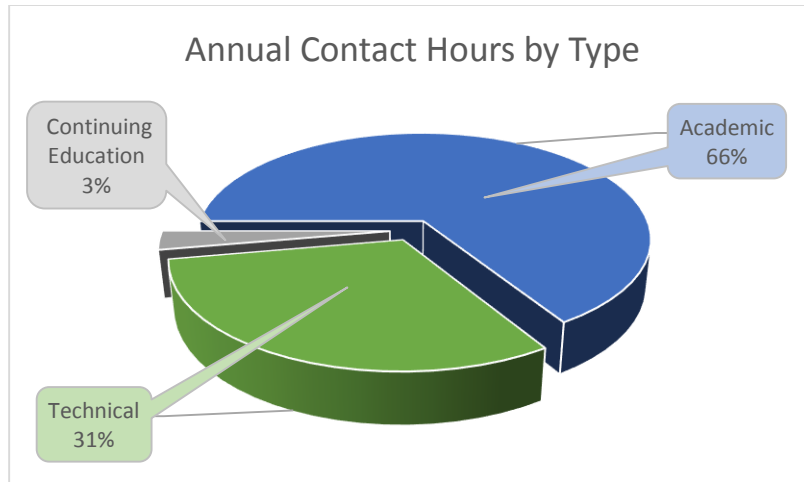


Figure 43: 2013-2014 Contact Hours by Type

Table 25: Annual Contract Hours by Location

	2010-11	2011-12	2012-13	2013-14
All locations	776,092	691,656	644,705	642,547
<i>Percent change from previous year</i>		-10.9%	-6.8%	-0.3%
Clarendon	260,792	222,546	203,754	209,588
<i>Percent change from previous year</i>		-14.7%	-8.4%	2.9%
Pampa	253,220	242,278	215,044	208,031
<i>Percent change from previous year</i>		-4.3%	-11.2%	-3.3%
Childress	15,088	32,560	40,659	39,024
<i>Percent change from previous year</i>		115.8%	24.9%	-4.0%
Distance Education	109,760	114,224	106,928	85,680
<i>Percent change from previous year</i>		4.1%	-6.4%	-19.9%
Dual Credit	82,320	80,048	78,320	100,224
<i>Percent change from previous year</i>		-2.8%	-2.2%	28.0%
Prison	54,912	N/A	N/A	N/A
<i>Percent change from previous year</i>		N/A	N/A	N/A

Data Source: Internally generated institutional report.

Table 26: Change in Contact Hours by Primary Location (Regular Terms)

	2010-2011	2011-2012	2012-2013	2013-2014
Clarendon	260,792	222,546	203,754	210,196
<i>Change from previous year</i>		-14.70%	-8.40%	3.20%
Fall	123,360	114,128	115,932	115,924
Spring	126,760	102,944	85,806	92,912
Summer 1	9,952	4,754	1,584	944
Summer 2	720	720	432	416
Childress	15,088	32,560	40,659	37,712
<i>Change from previous year</i>		115.80%	24.90%	-7.20%
Fall	5,104	12,256	16,192	15,152
Spring	8,976	10,880	13,520	13,568
Summer 1	768	9,136	10,851	8,848
Summer 2	240	288	96	144
Pampa	253,220	236,806	215,044	185,807
<i>Change from previous year</i>		-6.50%	-9.20%	-13.60%
Fall	109,239	96,229	89,679	88,857
Spring	98,599	93,906	84,282	83,542
Summer 1	44,134	44,991	39,355	12,112
Summer 2	1,248	1,680	1,728	1,296
Total for Primary Locations & Regular	529,100	491,912	459,457	433,715
<i>Change from previous year</i>		-7.00%	-6.60%	-5.60%

Data Source: Internally generated institutional report.

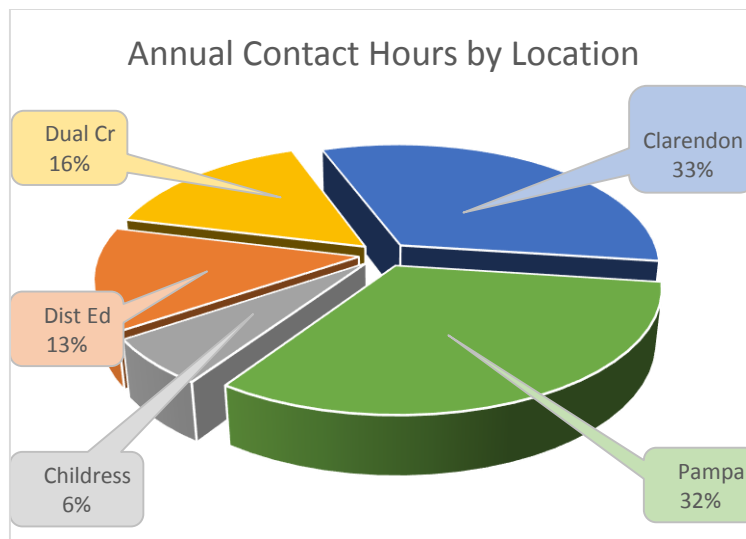


Figure 44: 2013-2014 Contact Hours by Location

Student Success

Table 27: Credit Hours Successfully Completed

Completion	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Beginning Credit Hours Enrolled	14476	15711	14238	12798
Ending Credit Hours Completed	13482	14455	13006	11832
<i>Percent Completion</i>	<i>93.1%</i>	<i>92.0%</i>	<i>91.3%</i>	<i>92.5%</i>

Data Source: Institutional reports to the THECB (CBM 001 & CBM 00S).

Table 28: Student Persistence after 1 Year

	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Total	66%	53%	54%	53%
Same Inst.	46%	37%	45%	37%
Other Inst.	19%	16%	9%	16%
African American	58%	52%	55%	41%
Same Inst.	42%	44%	45%	29%
Other Inst.	17%	9%	10%	12%
Asian	0%	0%	100%	100%
Same Inst.	0%	0%	100%	0%
Other Inst.	0%	0%	0%	100%
Hispanic	61%	49%	57%	25%
Same Inst.	38%	33%	52%	25%
Other Inst.	23%	15%	6%	0%
International	67%	100%	75%	20%
Same Inst.	67%	100%	75%	20%
Other Inst.	0%	0%	0%	0%
White	68%	56%	52%	56%
Same Inst.	50%	40%	41%	40%
Other Inst.	18%	15%	11%	17%
Other	100%	51%	53%	52%
Same Inst.	100%	31%	42%	36%
Other Inst.	0%	20%	11%	16%

Data Source: Institutional reports to the THECB (CBM 001 & CBM 00S).

Table 29: Student Persistence after 2 Years

	Fall 2009	Fall 2010	Fall 2011
Total	41%	36%	36%
Same Inst.	12%	11%	14%
Other Inst.	29%	25%	22%
African American	33%	36%	42%
Same Inst.	0%	14%	5%
Other Inst.	33%	23%	37%
Asian	0%	0%	0%
Same Inst.	0%	0%	0%
Other Inst.	0%	0%	0%
Hispanic	31%	44%	38%
Same Inst.	9%	8%	15%
Other Inst.	22%	36%	23%
International	0%	0%	0%
Same Inst.	0%	0%	0%
Other Inst.	0%	0%	0%
White	47%	35%	37%
Same Inst.	15%	9%	16%
Other Inst.	32%	26%	21%
Other	100%	33%	18%
Same Inst.	50%	15%	6%
Other Inst.	50%	18%	12%

Data Source: Institutional reports to the THECB (CBM 001 & CBM 00S).

Table 30: Degrees Awarded each Fiscal Year

	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Associates Degrees Awarded (AA, AS, & AAS)	93	84	125	95	118
Academic Degrees Awarded (AA & AS)	86	80	112	79	106
Technical Degrees Awarded (AAS)	7	4	13	16	12
Certificates Awarded (Level 1)	83	121	98	128	117
Certificates Awarded (Level 2)	0	0	0	0	3
Total Degrees & Certificates Awarded	176	205	223	223	238

Data Source: Institutional report to the THECB (CBM 009).

Table 31: Degrees Awarded each Fiscal Year by Gender

	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Degrees & Certificates Awarded - Male	112	101	83	108	102
<i>Percent of Total</i>	64%	49%	37%	48%	43%
Academic Degrees Awarded	54	39	53	52	48
Technical Degrees & Certificates Awarded	58	62	30	56	54
Degrees & Certificates Awarded - Female	64	104	140	115	136
<i>Percent of Total</i>	36%	51%	63%	52%	57%
Academic Degrees Awarded	39	45	72	43	70
Technical Degrees & Certificates Awarded	25	59	68	72	66

Data Source: Institutional report to the THECB (CBM 009).

Table 32: Degrees Awarded each Fiscal Year by Ethnicity

	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Total Degrees & Certificates Awarded-Black	15	4	22	8	17
<i>Percent of Total</i>	9%	2%	10%	4%	7%
Academic Degrees Awarded	8	4	18	3	8
Technical Degrees & Certificates Awarded	7	0	4	5	9
Total Degrees & Certificates Awarded-Asian	1	0	1	1	2
<i>Percent of Total</i>	1%	0%	0%	0%	1%
Academic Degrees Awarded	1	0	0	0	1
Technical Degrees & Certificates Awarded	0	0	1	1	1
Total Degrees & Certificates Awarded-Hispanic	36	34	40	43	41
<i>Percent of Total</i>	20%	17%	18%	19%	17%
Academic Degrees Awarded	18	11	22	9	15
Technical Degrees & Certificates Awarded	18	23	18	34	26
Total Degrees & Certificates Awarded-International	2	2	0	7	5
<i>Percent of Total</i>	1%	1%	0%	3%	2%
Academic Degrees Awarded	2	2	0	7	5
Technical Degrees & Certificates Awarded	0	0	0	0	0
Total Degrees & Certificates Awarded-White	121	162	155	162	161
<i>Percent of Total</i>	69%	79%	70%	73%	68%
Academic Degrees Awarded	63	65	81	75	80
Technical Degrees & Certificates Awarded	58	97	74	87	81
Total Degrees & Certificates Awarded-Other	1	3	5	2	12
<i>Percent of Total</i>	1%	1%	2%	1%	5%
Academic Degrees Awarded	1	2	4	1	9
Technical Degrees & Certificates Awarded	0	1	1	1	3

Data Source: Institutional report to the THECB (CBM 009).

Developmental Education Enrollment & Student Success

The following three tables present the student success rates for developmental Math, Reading and Writing at each location as determined by the percentage of students earning a “C” or better in their developmental course. Student success rates have varied greatly from one fall to the next, though Developmental Math showed the greatest swings as well as the largest drops in success rates across all three locations.

Table 33: Developmental Math Student Success Rates (% of students earning a “C” or better)

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Clarendon Campus	58%	60%	40%	70%	60%
Pampa Center	71%	44%	40%	32%	48%
Childress Center	100%	88%	43%	86%	67%

Data Source: Internally generated institutional report.

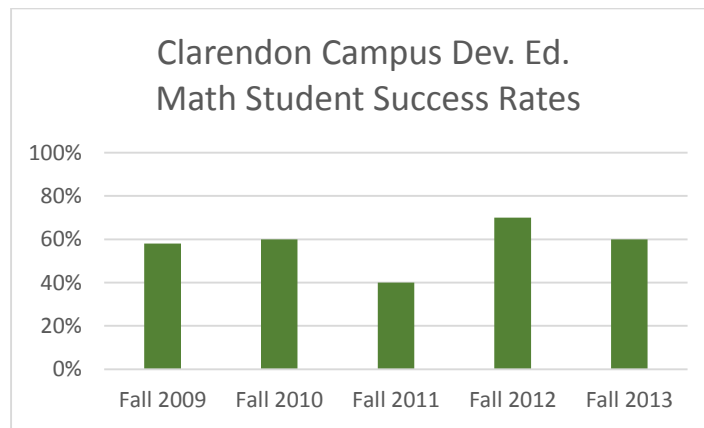


Figure 45: Clarendon Campus Developmental Math Student Success Rates (“C” or better)

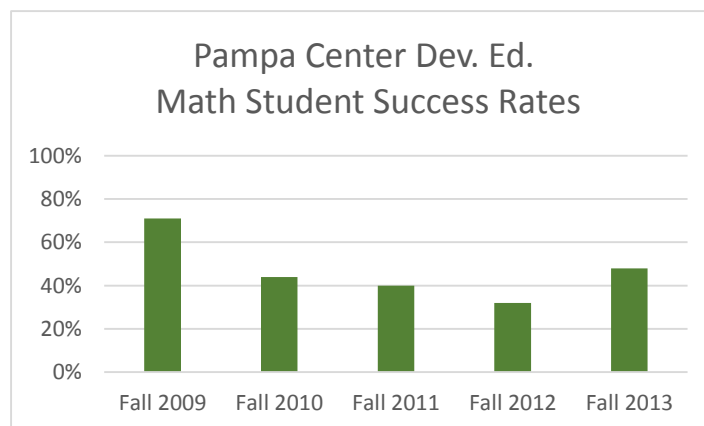


Figure 46: Pampa Center Developmental Math Student Success Rates (“C” or better)

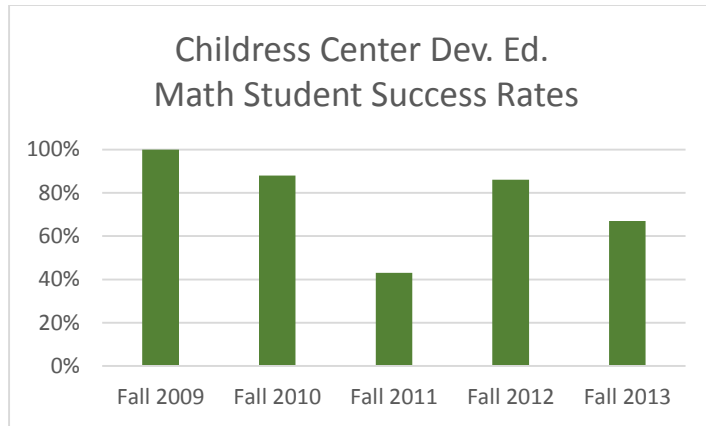


Figure 47: Childress Center Developmental Math Student Success Rates (“C” or better)

Table 34: Developmental Reading Student Success Rates (% of students earning a “C” or better)

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Clarendon Campus	74%	78%	74%	59%	70%
Pampa Center	74%	69%	72%	76%	64%
Childress Center	100%	100%	100%	50%	67%

Data Source: Internally generated institutional report.

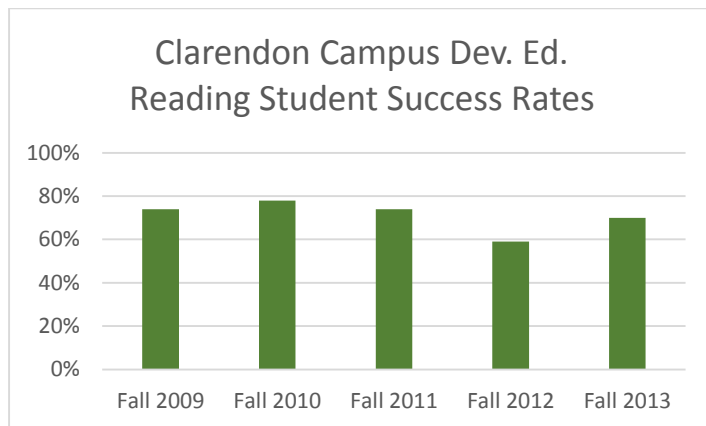


Figure 48: Clarendon Campus Developmental Reading Student Success Rates (“C” or better)

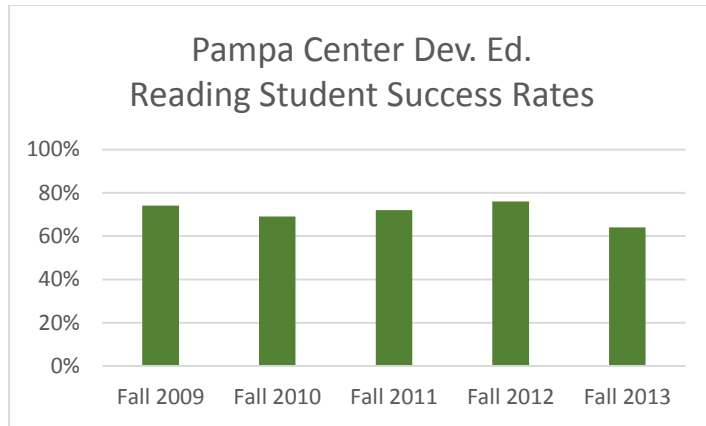


Figure 49: Pampa Center Developmental Reading Student Success Rates (“C” or better)

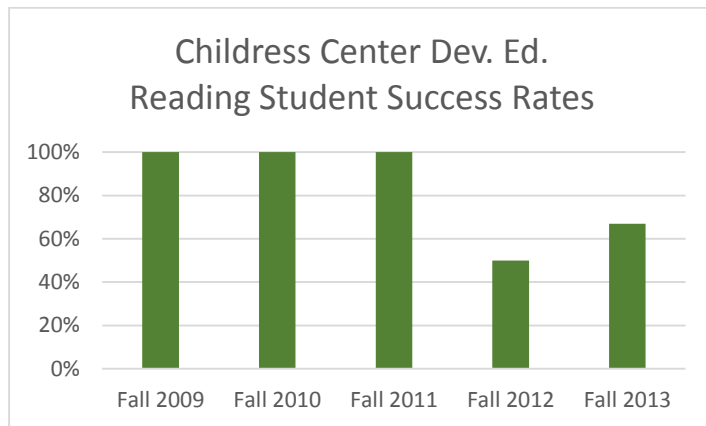


Figure 50: Childress Center Developmental Reading Student Success Rates (“C” or better)

Table 35: Developmental Writing Student Success Rates (% of students earning a “C” or better)

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Clarendon Campus	75%	77%	57%	54%	70%
Pampa Center	81%	61%	71%	74%	64%
Childress Center	100%	100%	100%	100%	67%

Data Source: Internally generated institutional report.

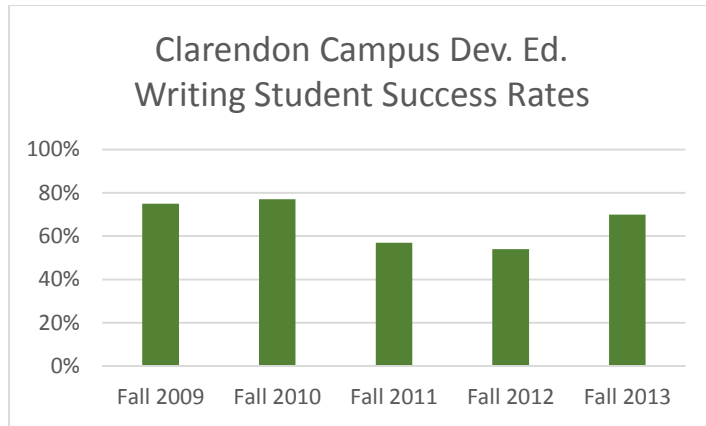


Figure 51: Clarendon Campus Developmental Writing Student Success Rates (“C” or better)

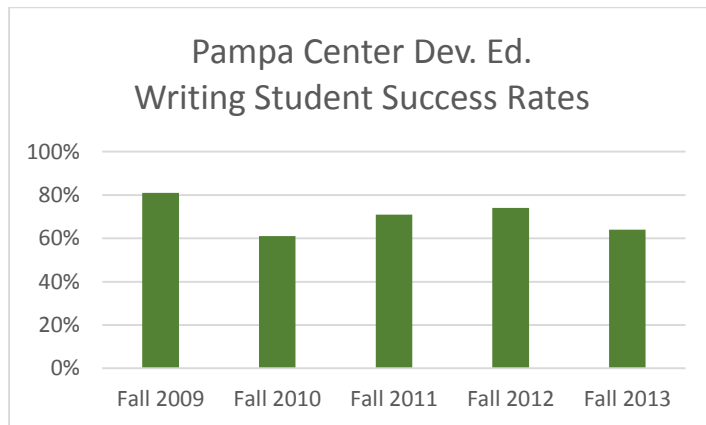


Figure 52: Pampa Center Developmental Writing Student Success Rates (“C” or better)

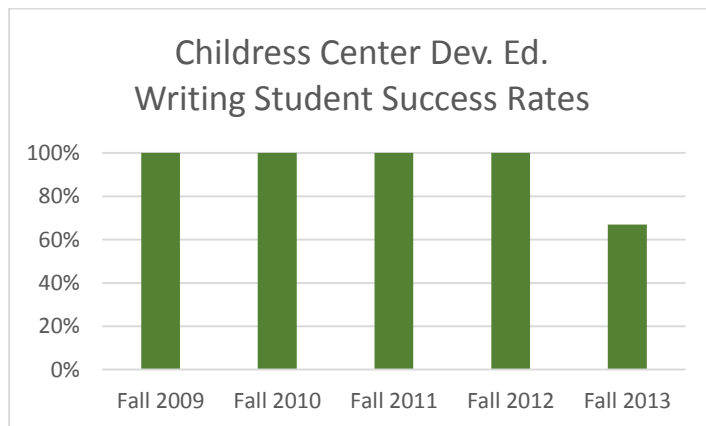


Figure 53: Childress Center Developmental Writing Student Success Rates (“C” or better)

The following tables show the fall enrollment and student demographic information for developmental Math, Reading and Writing courses for the Clarendon Campus, Pampa Center and Childress Center for 2009 through 2013. Also included are the student success rates defined as the percentage of students making a “C” or better in their developmental course for all students enrolled as well as by demographic characteristic. In Fall 2013 Integrated Reading and Writing (IRAW) courses were offered instead of separate Reading and Writing developmental courses. Thus the enrollment data reported for Fall 2013 in the following tables for Reading and Writing represent enrollment figures for the Integrated Reading & Writing courses. Enrollment numbers for Fall 2013 also include enrollment in traditional developmental courses and labs as well for Non-Course Based Options (NCBOs). The included students consist of 1 male International student that enrolled in and passed the Math NCBO at the Clarendon Campus, 4 students enrolled in and passing the NCBO Integrated Reading & Writing NCBO at the Clarendon Campus (3 male, 1 female, 1 International, and 3 White), and 2 female White students enrolling and 1 passing the Integrated Reading & Writing NCBO at the Pampa Center.

Table 36: Developmental Math Enrollment by Gender-Clarendon Campus

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Total Enrolled	101	95	78	64	89
Passed (C or better)	59	57	31	45	53
<i>% Passed</i>	58%	60%	40%	70%	60%
Enrolled-Male	56	48	43	30	51
Passed	32	29	15	19	26
<i>% Passed</i>	57%	60%	35%	63%	51%
Enrolled-Female	45	47	35	34	38
Passed	27	28	16	26	27
<i>% Passed</i>	60%	60%	46%	76%	71%

Data Source: Internally generated institutional report.

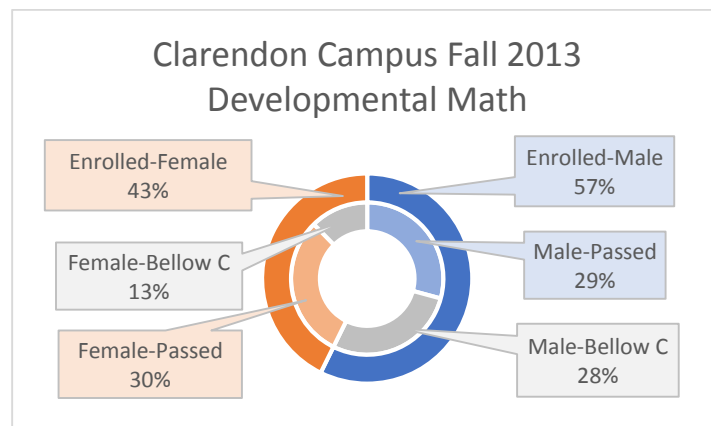


Figure 54: Clarendon Campus Fall 2013 Developmental Math Enrollment & Student Success by Gender

Table 37: Developmental Math Enrollment by Ethnicity-Clarendon Campus

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
American Indian	1	1	0	0	0
Passed (C or better)	1	1	0	0	0
% Passed	100%	100%	N/A	N/A	N/A
Asian	0	0	0	0	0
Passed	0	0	0	0	0
% Passed	N/A	N/A	N/A	N/A	N/A
Black	15	15	17	11	13
Passed	8	7	4	10	8
% Passed	53%	47%	24%	91%	62%
Hispanic	24	24	19	17	19
Passed	13	17	12	11	13
% Passed	54%	71%	63%	65%	68%
International	2	1	3	4	2
Passed	1	1	3	4	2
% Passed	50%	100%	100%	100%	100%
Native Hawaiian	0	0	0	1	1
Passed	0	0	0	1	0
% Passed	N/A	N/A	N/A	100%	0%
White	59	53	34	29	51
Passed	35	30	9	18	27
% Passed	59%	57%	26%	62%	53%
Other/Not Given	0	1	5	2	3
Passed	0	1	3	1	3
% Passed	N/A	100%	60%	50%	100%

Data Source: Internally generated institutional report.

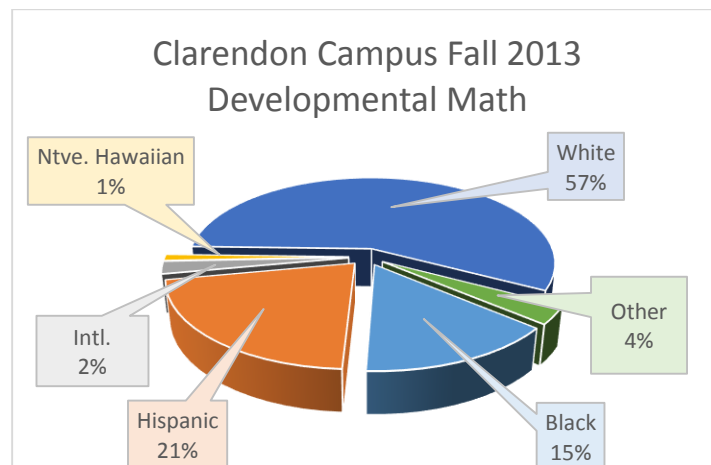


Figure 55: Clarendon Campus Fall 2013 Developmental Math Enrollment by Ethnicity

Table 38: Developmental Reading Enrollment by Gender-Clarendon Campus

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Total Enrolled	50	41	39	41	79
Passed (C or better)	37	32	29	24	55
<i>% Passed</i>	74%	78%	74%	59%	70%
Enrolled-Male	28	25	21	27	51
Passed	21	20	14	14	32
<i>% Passed</i>	75%	80%	67%	52%	63%
Enrolled-Female	22	16	18	14	28
Passed	16	12	15	10	23
<i>% Passed</i>	73%	75%	83%	71%	82%

Data Source: Internally generated institutional report.

Table 39: Developmental Writing Enrollment by Gender-Clarendon Campus

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Total Enrolled	32	43	47	28	79
Passed (C or better)	24	33	27	15	55
<i>% Passed</i>	75%	77%	57%	54%	70%
Enrolled-Male	22	29	32	23	51
Passed	16	21	16	10	32
<i>% Passed</i>	73%	72%	50%	43%	63%
Enrolled-Female	10	14	15	5	28
Passed	8	12	11	5	23
<i>% Passed</i>	80%	86%	73%	100%	82%

Data Source: Internally generated institutional report.

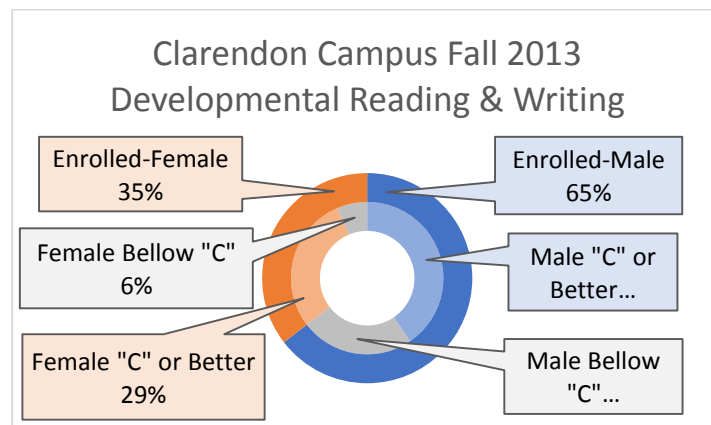


Figure 56: Clarendon Campus Fall 2013 Developmental Reading & Writing Enrollment & Student Success by Gender

Table 40: Developmental Reading Enrollment by Ethnicity-Clarendon Campus

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
American Indian	0	1	2	0	1
Passed (C or better)	0	1	2	0	0
% Passed	N/A	100%	100%	N/A	0%
Asian	0	1	0	0	1
Passed	0	1	0	0	1
% Passed	N/A	100%	N/A	N/A	100%
Black	11	12	7	11	10
Passed	7	10	6	4	9
% Passed	64%	83%	86%	36%	90%
Hispanic	13	10	8	11	25
Passed	9	7	5	7	21
% Passed	69%	70%	63%	64%	84%
International	0	0	1	1	3
Passed	0	0	1	1	1
% Passed	N/A	N/A	100%	100%	33%
Native Hawaiian	0	0	0	1	1
Passed	0	0	0	1	1
% Passed	N/A	N/A	N/A	100%	100%
White	26	17	18	11	36
Passed	21	13	12	6	20
% Passed	81%	76%	67%	55%	56%
Other/Not Given	0	0	3	6	2
Passed	0	0	3	5	2
% Passed	N/A	N/A	100%	83%	100%

Data Source: Internally generated institutional report.

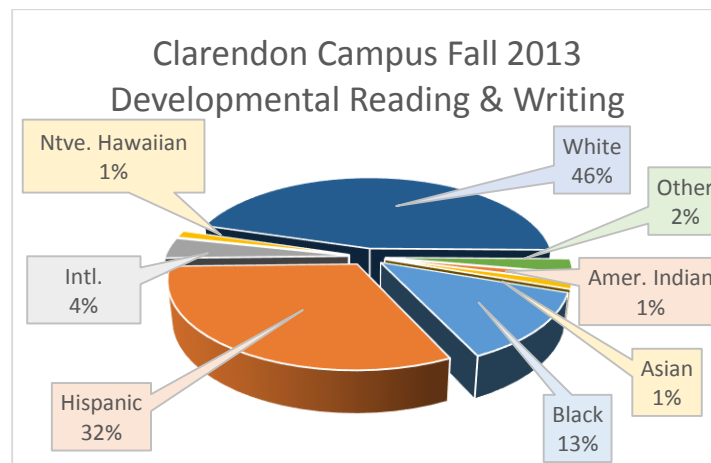


Figure 57: Fall 2013 Developmental Reading & Writing Enrollment by Ethnicity

Table 41: Developmental Writing Enrollment by Ethnicity-Clarendon Campus

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
American Indian	0	2	2	0	1
Passed (C or better)	0	2	1	0	0
<i>% Passed</i>	<i>N/A</i>	<i>100%</i>	<i>50%</i>	<i>N/A</i>	<i>0%</i>
Asian	0	1	0	0	1
Passed	0	1	0	0	1
<i>% Passed</i>	<i>N/A</i>	<i>100%</i>	<i>N/A</i>	<i>N/A</i>	<i>100%</i>
Black	8	9	8	6	10
Passed	6	7	6	2	9
<i>% Passed</i>	<i>75%</i>	<i>78%</i>	<i>75%</i>	<i>33%</i>	<i>90%</i>
Hispanic	7	10	11	6	25
Passed	6	9	7	2	21
<i>% Passed</i>	<i>86%</i>	<i>90%</i>	<i>64%</i>	<i>33%</i>	<i>84%</i>
International	0	0	0	1	3
Passed	0	0	0	1	1
<i>% Passed</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>100%</i>	<i>33%</i>
Native Hawaiian	0	0	0	0	1
Passed	0	0	0	0	1
<i>% Passed</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>100%</i>
White	17	21	23	10	36
Passed	12	14	11	6	20
<i>% Passed</i>	<i>71%</i>	<i>67%</i>	<i>48%</i>	<i>60%</i>	<i>56%</i>
Other/Not Given	0	0	3	5	2
Passed	0	0	2	4	2
<i>% Passed</i>	<i>N/A</i>	<i>N/A</i>	<i>67%</i>	<i>80%</i>	<i>100%</i>

Data Source: Internally generated institutional report.

Table 42: Developmental Math Enrollment by Gender-Pampa Center

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Total Enrolled	55	61	52	47	40
Passed (C or better)	39	27	21	15	19
<i>% Passed</i>	<i>71%</i>	<i>44%</i>	<i>40%</i>	<i>32%</i>	<i>48%</i>
Enrolled-Male	26	24	18	14	10
Passed	16	13	6	3	6
<i>% Passed</i>	<i>62%</i>	<i>54%</i>	<i>33%</i>	<i>21%</i>	<i>60%</i>
Enrolled-Female	29	37	34	33	30
Passed	23	14	15	12	13
<i>% Passed</i>	<i>79%</i>	<i>38%</i>	<i>44%</i>	<i>36%</i>	<i>43%</i>

Data Source: Internally generated institutional report.

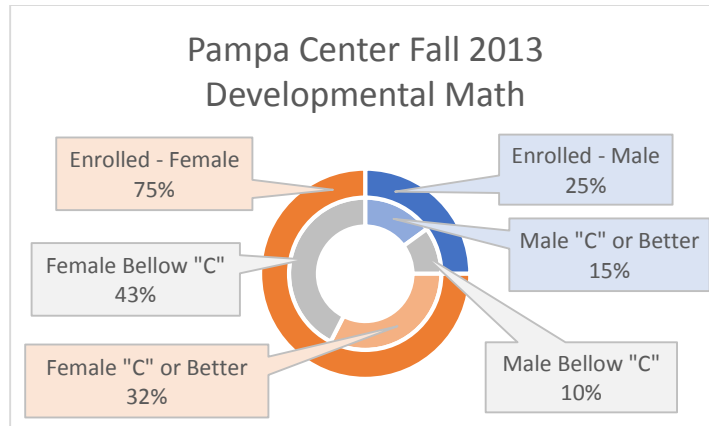


Figure 58: Pampa Center Fall 2013 Developmental Math Enrollment & Student Success by Gender

Table 43: Developmental Math Enrollment by Ethnicity-Pampa Center

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
American Indian	0	0	0	0	2
Passed (C or better)	0	0	0	0	2
<i>% Passed</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	100%
Asian	0	0	0	0	0
Passed	0	0	0	0	0
<i>% Passed</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Black	2	1	4	1	3
Passed	2	0	2	1	2
<i>% Passed</i>	100%	0%	50%	100%	67%
Hispanic	15	12	11	10	8
Passed	10	6	6	5	1
<i>% Passed</i>	67%	50%	55%	50%	13%
International	0	0	0	0	0
Passed	0	0	0	0	0
<i>% Passed</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Native Hawaiian	0	0	0	0	0
Passed	0	0	0	0	0
<i>% Passed</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
White	38	47	36	36	26
Passed	27	32	13	9	24
<i>% Passed</i>	71%	68%	36%	25%	92%
Other/Not Given	0	1	1	0	1
Passed	0	1	0	0	0
<i>% Passed</i>	<i>N/A</i>	100%	0%	<i>N/A</i>	0%

Data Source: Internally generated institutional report.

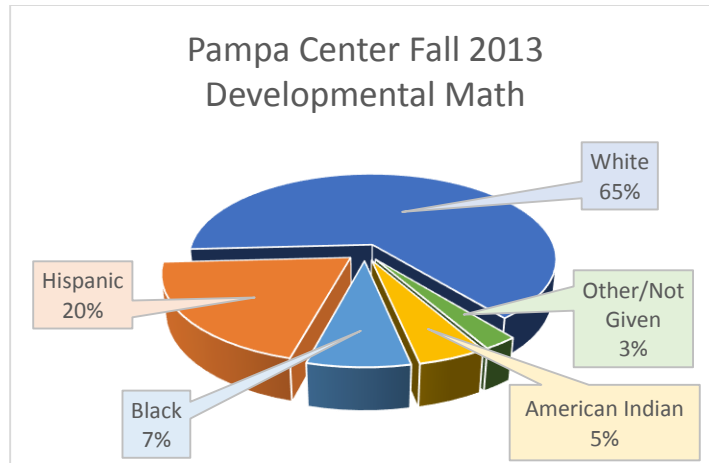


Figure 59: Pampa Center Fall 2013 Developmental Math Enrollment by Ethnicity

Table 44: Developmental Reading Enrollment by Gender-Pampa Center

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Total Enrolled	19	13	32	21	33
Passed (C or better)	14	9	23	16	21
<i>% Passed</i>	74%	69%	72%	76%	64%
Enrolled-Male	9	5	9	7	6
Passed	7	3	4	7	4
<i>% Passed</i>	78%	60%	44%	100%	67%
Enrolled-Female	10	8	23	14	27
Passed	7	6	19	9	17
<i>% Passed</i>	70%	75%	83%	64%	63%

Data Source: Internally generated institutional report.

Table 45: Developmental Writing Enrollment by Gender-Pampa Center

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Total Enrolled	21	23	24	19	33
Passed (C or better)	17	14	17	14	21
<i>% Passed</i>	81%	61%	71%	74%	64%
Enrolled-Male	11	8	6	9	6
Passed	8	6	3	7	4
<i>% Passed</i>	73%	75%	50%	78%	67%
Enrolled-Female	10	15	18	10	27
Passed	9	8	14	7	17
<i>% Passed</i>	90%	53%	78%	70%	63%

Data Source: Internally generated institutional report.

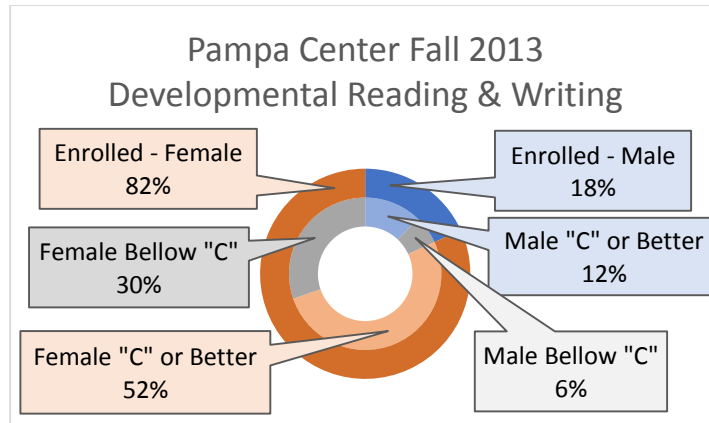


Figure 60: Pampa Center Fall 2013 Developmental Reading & Writing Enrollment & Student Success by Gender

Table 46: Developmental Reading Enrollment by Ethnicity-Pampa Center

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
American Indian	0	0	0	0	1
Passed (C or better)	0	0	0	0	1
% Passed	N/A	N/A	N/A	N/A	100%
Asian	0	0	0	0	0
Passed	0	0	0	0	0
% Passed	N/A	N/A	N/A	N/A	N/A
Black	0	1	2	0	2
Passed	0	0	1	0	2
% Passed	N/A	0%	50%	N/A	100%
Hispanic	7	1	11	6	7
Passed	5	1	8	6	5
% Passed	71%	100%	73%	100%	71%
International	0	0	0	0	0
Passed	0	0	0	0	0
% Passed	N/A	N/A	N/A	N/A	N/A
Native Hawaiian	0	0	0	0	0
Passed	0	0	0	0	0
% Passed	N/A	N/A	N/A	N/A	N/A
White	12	11	19	15	21
Passed	9	8	14	10	11
% Passed	75%	73%	74%	67%	52%
Other/Not Given	0	0	0	0	2
Passed	0	0	0	0	2
% Passed	N/A	N/A	N/A	N/A	100%

Data Source: Internally generated institutional report.

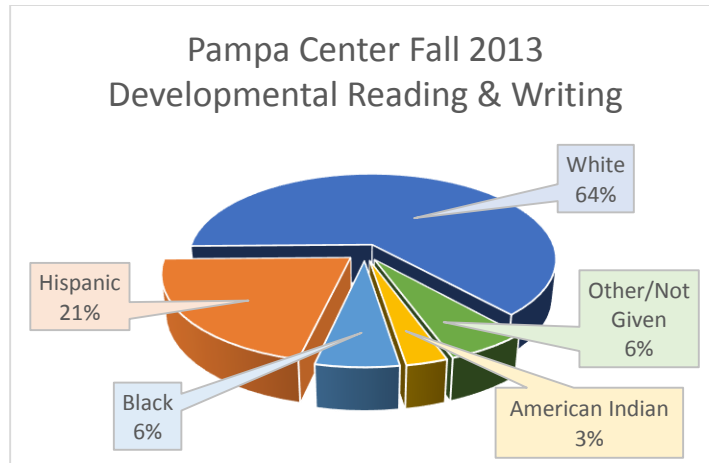


Figure 61: Pampa Center Fall 2013 Developmental Reading & Writing Enrollment by Ethnicity

Table 47: Developmental Writing Enrollment by Ethnicity-Pampa Center

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
American Indian	0	0	0	0	1
Passed (C or better)	0	0	0	0	1
<i>% Passed</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>100%</i>
Asian	0	0	0	0	0
Passed	0	0	0	0	0
<i>% Passed</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Black	1	0	1	1	2
Passed	1	0	0	1	2
<i>% Passed</i>	<i>100%</i>	<i>N/A</i>	<i>0%</i>	<i>100%</i>	<i>100%</i>
Hispanic	4	5	6	4	7
Passed	3	3	3	4	5
<i>% Passed</i>	<i>75%</i>	<i>60%</i>	<i>50%</i>	<i>100%</i>	<i>71%</i>
International	1	0	0	0	0
Passed	1	0	0	0	0
<i>% Passed</i>	<i>100%</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Native Hawaiian	0	0	0	0	0
Passed	0	0	0	0	0
<i>% Passed</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
White	15	18	16	14	21
Passed	12	11	12	9	11
<i>% Passed</i>	<i>80%</i>	<i>61%</i>	<i>75%</i>	<i>64%</i>	<i>52%</i>
Other/Not Given	0	0	1	0	2
Passed	0	0	1	0	2
<i>% Passed</i>	<i>N/A</i>	<i>N/A</i>	<i>100%</i>	<i>N/A</i>	<i>100%</i>

Data Source: Internally generated institutional report.

Table 48: Developmental Math Enrollment by Gender-Childress Center

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Total Enrolled	5	8	7	7	3
Passed (C or better)	5	7	3	6	2
<i>% Passed</i>	100%	88%	43%	86%	67%
Enrolled-Male	4	3	1	1	2
Passed	4	3	0	1	1
<i>% Passed</i>	100%	100%	0%	100%	50%
Enrolled-Female	1	5	6	6	1
Passed	1	4	3	5	1
<i>% Passed</i>	100%	80%	50%	83%	100%

Data Source: Internally generated institutional report.

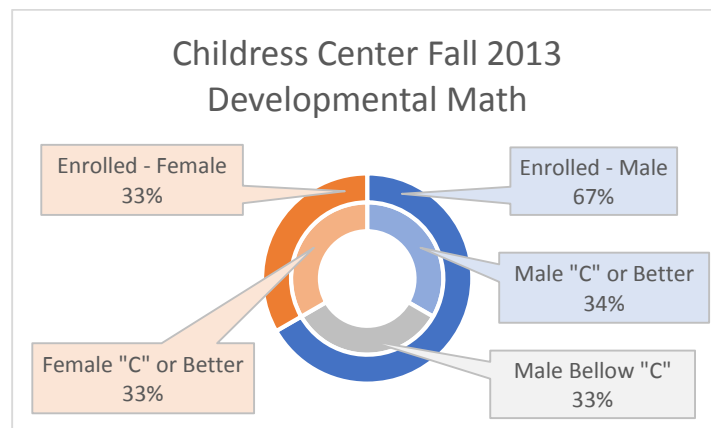


Figure 62: Childress Center Fall 2013 Developmental Math Enrollment & Student Success by Gender

Table 49: Developmental Math Enrollment by Ethnicity-Childress Center

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
American Indian	0	0	0	0	0
Passed (C or better)	0	0	0	0	0
<i>% Passed</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Asian	0	0	0	0	0
Passed	0	0	0	0	0
<i>% Passed</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Black	0	0	0	0	0
Passed	0	0	0	0	0
<i>% Passed</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Hispanic	2	3	2	2	2
Passed	2	2	2	2	1
<i>% Passed</i>	<i>100%</i>	<i>67%</i>	<i>100%</i>	<i>100%</i>	<i>50%</i>
International	0	0	0	0	0
Passed	0	0	0	0	0
<i>% Passed</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Native Hawaiian	0	0	0	0	0
Passed	0	0	0	0	0
<i>% Passed</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
White	2	5	5	5	1
Passed	2	5	1	4	1
<i>% Passed</i>	<i>100%</i>	<i>100%</i>	<i>20%</i>	<i>80%</i>	<i>100%</i>
Other/Not Given	1	0	0	0	0
Passed	1	0	0	0	0
<i>% Passed</i>	<i>100%</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

Data Source: Internally generated institutional report.

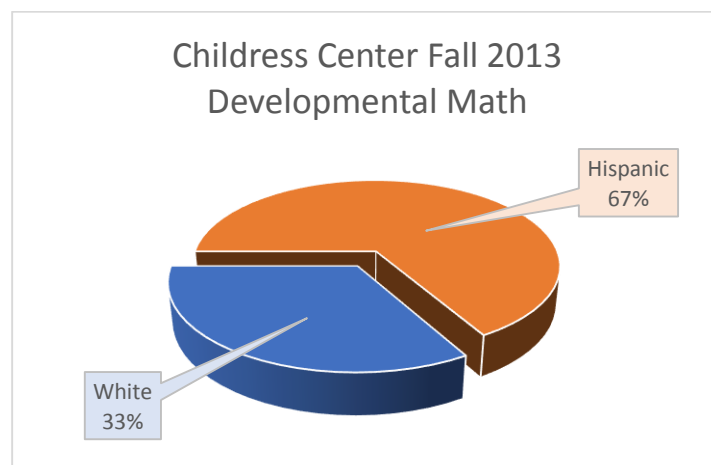


Figure 63: Childress Center Fall 2013 Developmental Math Enrollment by Ethnicity

Table 50: Developmental Reading Enrollment by Gender-Childress Center

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Total Enrolled	5	1	3	2	3
Passed (C or better)	5	1	3	1	2
<i>% Passed</i>	100%	100%	100%	50%	67%
Enrolled-Male	2	0	0	1	3
Passed	2	0	0	0	2
<i>% Passed</i>	100%	N/A	N/A	0%	67%
Enrolled-Female	3	1	3	1	0
Passed	3	1	3	1	0
<i>% Passed</i>	100%	100%	100%	100%	N/A

Data Source: Internally generated institutional report.

Table 51: Developmental Writing Enrollment by Gender-Childress Center

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Total Enrolled	5	2	3	1	3
Passed (C or better)	5	2	3	1	2
<i>% Passed</i>	100%	100%	100%	100%	67%
Enrolled-Male	4	0	1	0	3
Passed	4	0	1	0	2
<i>% Passed</i>	100%	N/A	100%	N/A	67%
Enrolled-Female	1	2	2	1	0
Passed	1	2	2	1	0
<i>% Passed</i>	100%	100%	100%	100%	N/A

Data Source: Internally generated institutional report.

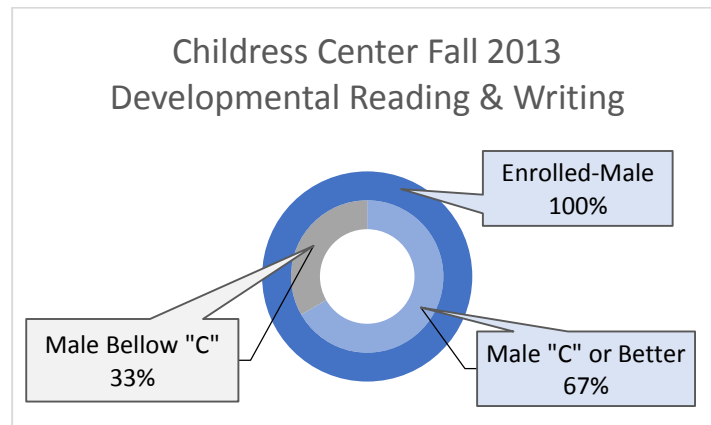


Figure 64: Childress Center Fall 2013 Developmental Reading & Writing Enrollment & Student Success by Gender

Table 52: Developmental Reading Enrollment by Ethnicity-Childress Center

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
American Indian	0	0	0	0	0
Passed (C or better)	0	0	0	0	0
<i>% Passed</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Asian	1	0	0	0	0
Passed	1	0	0	0	0
<i>% Passed</i>	<i>100%</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Black	0	0	0	0	0
Passed	0	0	0	0	0
<i>% Passed</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Hispanic	1	1	2	1	3
Passed	1	1	2	0	2
<i>% Passed</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>0%</i>	<i>67%</i>
International	0	0	0	0	0
Passed	0	0	0	0	0
<i>% Passed</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Native Hawaiian	0	0	0	0	0
Passed	0	0	0	0	0
<i>% Passed</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
White	3	0	1	1	0
Passed	3	0	1	1	0
<i>% Passed</i>	<i>100%</i>	<i>N/A</i>	<i>100%</i>	<i>100%</i>	<i>N/A</i>
Other/Not Given	0	0	0	0	0
Passed	0	0	0	0	0
<i>% Passed</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

Data Source: Internally generated institutional report.

Table 53: Developmental Writing Enrollment by Ethnicity-Childress Center

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
American Indian	0	0	0	0	0
Passed (C or better)	0	0	0	0	0
<i>% Passed</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Asian	1	0	0	0	0
Passed	1	0	0	0	0
<i>% Passed</i>	<i>100%</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Black	0	0	0	0	0
Passed	0	0	0	0	0
<i>% Passed</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Hispanic	2	1	2	0	3
Passed	2	1	2	0	2
<i>% Passed</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>N/A</i>	<i>67%</i>
International	0	0	0	0	0
Passed	0	0	0	0	0
<i>% Passed</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Native Hawaiian	0	0	0	0	0
Passed	0	0	0	0	0
<i>% Passed</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
White	2	1	1	1	0
Passed	2	1	1	1	0
<i>% Passed</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>N/A</i>
Other/Not Given	0	0	0	0	0
Passed	0	0	0	0	0
<i>% Passed</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

Data Source: Internally generated institutional report.