

# Sul Ross State University Rio Grande College

## Accountability Report

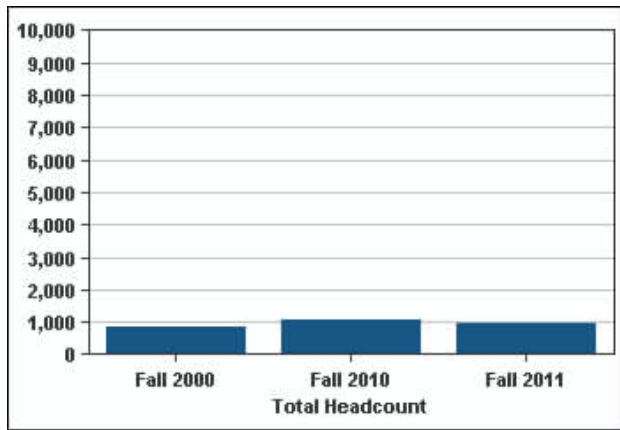
January 2012

**Participation - Key Measures**

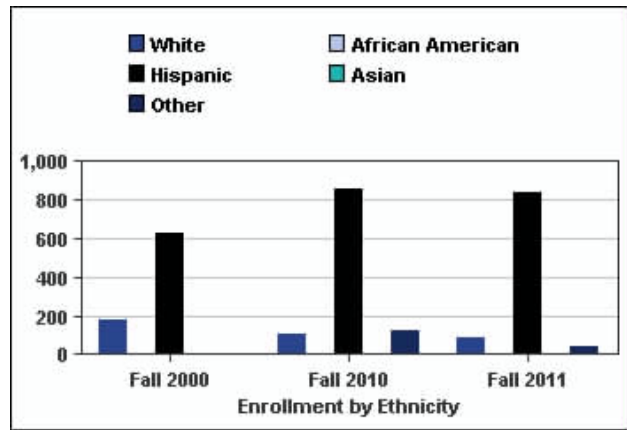
**Enrollment**

1. Fall headcount (unduplicated)						
	Fall 2000	Fall 2010	Fall 2011	% Change Fall 2000 to Fall 2011	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
<b>Total*</b>	<b>828</b>	<b>1,092</b>	<b>971</b>	<b>17.3%</b>	<b>1,355</b>	<b>72%</b>
White	181 (21.9%)	101 (9.2%)	85 (8.8%)	- 53.0%	135	63.0%
African American	6 (0.7%)	5 (0.5%)	4 (0.4%)	- 33.3%	10	40.0%
Multi-racial one of which is African American	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A		
Hispanic	630 (76.1%)	859 (78.7%)	842 (86.7%)	33.7%	1,155	72.9%
Asian	0 (0.0%)	4 (0.4%)	2 (0.2%)	N/A		
International	2 (0.2%)	0 (0.0%)	0 (0.0%)	-100.0%		
Other	9 (1.1%)	123 (11.3%)	38 (3.9%)	322.2%		

\*Federal reporting of race/ethnicity categories changed effective fall 2010. The new reporting categories will make longitudinal comparisons problematic. Hispanics are identified by an ethnicity question that is separate from the racial question. Hispanic students, except international ones, are identified by the ethnicity question. In addition to the "African American" non-Hispanic category, there is a listing for "Multi-Racial one of which is African American." "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 separately and excluded from the race/ethnicity breakouts.



Source: Coordinating Board Management (CBM) Report 001



Source: Coordinating Board Management (CBM) Report 001

**Full-Time Equivalent Enrollment**

2. Fall semester credit hours (SCH) includes undergraduate(15), master's(12), doctoral(9), special-professional(12), and optometry(17).				
	Fall 2000	Fall 2010	Fall 2011	% Change Fall 2000 to Fall 2011
<b>Total FTSEs</b>	<b>413</b>	<b>581</b>	<b>530</b>	<b>28.5%</b>
<b>State-Funded FTSEs</b>	<b>413</b>	<b>577</b>	<b>526</b>	<b>27.4%</b>

NOTE: The percentage change is based on the actual FTE numbers and may vary slightly from the calculation produced by the rounded numbers. Post-baccalaureate students are counted separately from master's for headcount enrollment and are counted with master's for FTE enrollment calculations.

**Participation - Contextual Measures**

	Fall 2000	Fall 2010	Fall 2011	%/Point Change Fall 2000 to Fall 2011
3. First-time undergraduates from Texas top 10%	N/A	0.0%	0.0%	N/A
4. First-time entering applicants accepted	N/A	100.0%	100.0%	N/A
5. First-time accepted, enrolled	N/A	100.0%	100.0%	N/A

Additional applicant data is available at: <http://www.txhighereddata.org/Interactive/AppAccEnr.cfm>

	FY 2000	FY 2009	FY 2010	Point Change FY 2000 to FY 2010
<b>6. Racial and Ethnic composition of Texas public high school graduates</b>				
White	51.5%	42.4%	38.7%	-3.7
African American	12.9%	13.6%	13.2%	-0.4
Hispanic	32.1%	39.7%	42.6%	2.9
Asian	3.2%	4.0%	3.7%	-0.3
Other	0.3%	0.4%	1.9%	1.5

**UG Students by SCH taken at 2-year colleges**

7. UG Students by SCH taken at 2-year colleges							
	Fall 2000		Fall 2010		Fall 2011		Point Change Fall 2000 to Fall 2011
	Fall UG Enrollment	Rate	Fall UG Enrollment	Rate	Fall UG Enrollment	Rate	
<b>UG Students</b>	<b>528</b>	<b>(100%)</b>	<b>808</b>	<b>(100%)</b>	<b>728</b>	<b>(100%)</b>	
0-12 hours	30	(5.7%)	54	(6.7%)	45	(6.2%)	0.5
13-24 hours	50	(9.5%)	49	(6.1%)	44	(6.0%)	- 3.5
25-29 hours	21	(4.0%)	24	(3.0%)	21	(2.9%)	- 1.1
30-42 hours	51	(9.7%)	72	(8.9%)	61	(8.4%)	- 1.3
43+ hours	349	(66.1%)	563	(69.7%)	510	(70.1%)	4.0
<b>All Students with SCH at TX 2-Yr college</b>	<b>501</b>	<b>(94.9%)</b>	<b>762</b>	<b>(94.3%)</b>	<b>681</b>	<b>(93.5%)</b>	<b>- 1.4</b>
<b>Awarded Core</b>	<b>0</b>	<b>(0.0%)</b>	<b>159</b>	<b>(19.7%)</b>	<b>175</b>	<b>(24.0%)</b>	<b>24.0</b>

	Fall 2000	Fall 2010	Fall 2011	%/Point Change Fall 2000 to Fall 2011
<b>8. Semester Credit Hours</b>				
Total undergraduate semester credit hours	5,079	7,151	6,615	30.2%
Total graduate semester credit hours	888	1,254	1,068	20.3%
Percentage graduate SCH to total SCH	14.9 %	14.9 %	13.9%	- 1.0

**Participation - Out-of-State Peers**

Sul Ross State University Rio Grande College	Master's Group Out-of-State Peers		Institution's Out-of-State Peers			
	GOVERNORS STATE UNIVERSITY	UNIVERSITY OF ILLINOIS AT SPRINGFIELD	CHADRON STATE COLLEGE	GEORGIA SOUTHWESTERN STATE UNIVERSITY	WESTERN NEW MEXICO UNIVERSITY	
<b>Headcount Enrollment</b>						
<b>Total</b>	N/A	5,660	5,174	2,759	3,037	3,506
White	N/A	2,704	3,878	2,188	1,931	1,091
African American	N/A	2,056	565	52	842	89
Hispanic	N/A	437	180	117	70	1,746
Asian	N/A	74	179	22	37	34
Other	N/A	389	372	380	157	546
<b>Full-Time Equivalent Enrollment</b>						
<b>Total</b>	N/A	3,377	3,596	2,159	2,584	2,441

Source: IPEDS Fall 2010

Fall 2011 Enrollment Detail - Sul Ross State University Rio Grande College

**Participation**

By 2015, close the gaps in participation rates across Texas to add 630,000 more students.

**By Level, Age:**

Age Group	Undergraduate	Master's	Doctor's Research/ Scholarship	Professional Specialty	Post- Baccalaureate	Total
Under 18	0	0	0	0	0	0
18 to 21	92	0	0	0	0	92
22 to 24	179	15	0	0	7	201
25 to 29	172	55	0	0	15	242
30 to 34	122	31	0	0	10	163
35 and over	163	87	0	0	23	273
<b>Total</b>	<b>728</b>	<b>188</b>	<b>0</b>	<b>0</b>	<b>55</b>	<b>971</b>

**By Level, Race/Ethnicity:**

Ethnicity	Undergraduate	Master's	Doctor's Research/ Scholarship	Professional Specialty	Post- Baccalaureate	Total
White	52	25	0	0	8	85
African American	2	2	0	0	0	4
Multi-racial one of which is African American	0	0	0	0	0	0
Hispanic	646	151	0	0	45	842
Asian	1	0	0	0	1	2
International	0	0	0	0	0	0
Other	27	10	0	0	1	38
<b>Total</b>	<b>728</b>	<b>188</b>	<b>0</b>	<b>0</b>	<b>55</b>	<b>971</b>

**By Level, Gender:**

Gender	Undergraduate	Master's	Doctor's Research/ Scholarship	Professional Specialty	Post- Baccalaureate	Total
Male	166	50	0	0	18	234
Female	562	138	0	0	37	737
<b>Total</b>	<b>728</b>	<b>188</b>	<b>0</b>	<b>0</b>	<b>55</b>	<b>971</b>

Fall 2011 FTE Enrollment Detail - Sul Ross State University Rio Grande College

**Participation**

By 2015, close the gaps in participation rates across Texas to add 630,000 more students.

	Lower-Division SCH	Upper Division SCH	Undergraduate SCH	Master's SCH	Doctor's Research/ Scholarship SCH	Professional Specialty SCH	Optometry SCH	Total SCH	FTSE
<b>Total</b>	277	6,338	6,615	1,068	0	0	0	7,683	530
<b>State-Funded</b>	277	6,275	6,552	1,068	0	0	0	7,620	526

**Success - Key Measures**

**Graduation Rate: 4-, 5-, and 6-Year**

9. First-time, full-time entering, degree-seeking, students enrolled in a minimum of 12 SCH their first fall semester who have graduated from the same institution or another Texas public or independent institution.

FY 1999			FY 2008			FY 2009			FY 2010			Point Change FY 1999 to FY 2010
Entering Fall Cohort	Num	Rate	Entering Fall Cohort	Num	Rate	Entering Fall Cohort	Num	Rate	Entering Fall Cohort	Num	Rate	

Upper division institution. No first-time entering undergraduates for this institution.

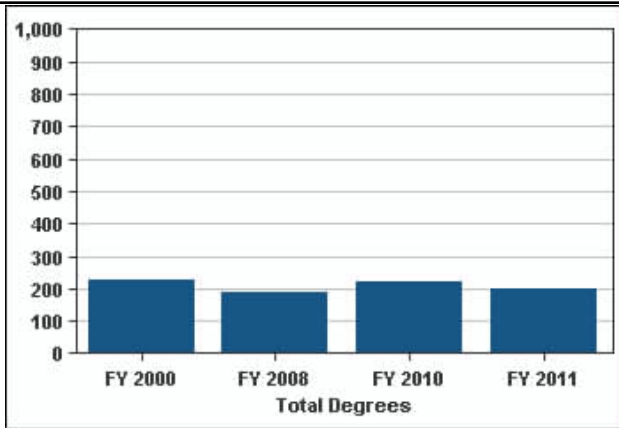
For more information on the 6-year graduation rate, see: <http://www.txhighereddata.org/Interactive/GradRates.cfm>

Degrees Awarded

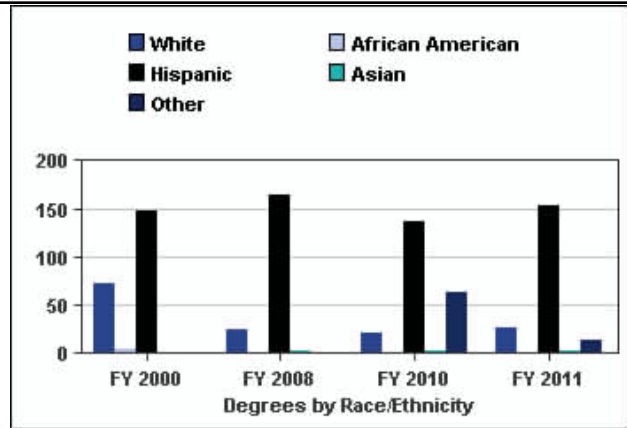
10. Number of degrees awarded.						
	FY 2000	FY 2010	FY 2011	% Change FY 2000 to FY 2011	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
<b>Total Degrees*</b>	<b>226</b>	<b>223</b>	<b>199</b>	<b>- 11.9%</b>		
White	72	21	27	- 62.5%		
African American	4	0	1	- 75.0%		
Multi-racial one of which is African American	0	0	0	N/A		
Hispanic	148	137	154	4.1%		
Asian	0	2	3	N/A		
International	1	0	0	-100.0%		
Other	1	63	14	1300.0%		
<b>Level</b>						
Associates	N/A	N/A	N/A	N/A	0	N/A
Baccalaureate	176	168	163	- 7.4%	214	76.2%
Master's	50	55	36	- 28.0%		
Doctor's Research/Scholarship	N/A	N/A	N/A	N/A	0	N/A
Doctor's Professional Practice	N/A	N/A	N/A	N/A		

\*Hispanic students, except international ones, are counted as Hispanic. Students who are "Multi-Racial one of which is African American" are non-international, non-Hispanic students who selected two or more races. 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. In Institutional Targets, "Multi-Racial one of which is African American" are included in the African American target.

Gender				
Male	61	61	53	- 13.1%
Female	165	162	146	- 11.5%



Source: CBM009



Source: CBM009

11. Undergraduate Degrees to At-Risk Students

	FY 2000	FY 2010	FY 2011	Change FY 2000 to FY 2011
Undergraduate Degrees to At-Risk Students	146	149	145	-1

Closing the Gaps Critical Fields: STEM Awards

12. Degrees awarded in STEM fields.

	FY 2000	FY 2009	FY 2010	FY 2011	% Change FY 2000 to FY 2011	Institutional Closing the Gaps Target-Fall 2015*	Closing the Gaps Completion*
Computer Science*	0	0	0	0	N/A	0	N/A
Engineering*	0	0	0	0	N/A	0	N/A
Math*	1	7	8	5	400.0%	10	50.0%
Physical Science*	0	0	0	0	N/A	10	0.0%
<b>Level</b>							
Associates	0	0	0	0	N/A		
Baccalaureate	1	7	8	5	400.0%	20	25.0%
Master's	0	0	0	0	N/A		
Doctor's Research/Scholarship	0	0	0	0	N/A		

\* Includes baccalaureate and associate degrees.

Nursing and Allied Health

13. Degrees and certificates awarded in nursing.							
	FY 2000	FY 2009	FY 2010	FY 2011	% Change FY 2000 to FY 2011	Institutional Closing the Gaps Target- FY 2015*	Closing the Gaps Completion*
<b>Total Nursing Degrees</b>	0	0	0	0	N/A		
Certificate	0	0	0	0	N/A		
Associates	0	0	0	0	N/A		
Baccalaureate	0	0	0	0	N/A	0	N/A
Master's	0	0	0	0	N/A		
Doctor's Research/Scholarship	0	0	0	0	N/A		
Doctor's Professional Practice	0	0	0	0	N/A		

\* Includes baccalaureate and associate degrees and certificates.

14. Degrees and certificates awarded in allied health.							
	FY 2000	FY 2009	FY 2010	FY 2011	% Change FY 2000 to FY 2011	Institutional Closing the Gaps Target- FY 2015*	Closing the Gaps Completion*
<b>Total Allied Health Degrees</b>	0	0	0	0	N/A		
Certificate	0	0	0	0	N/A		
Associates	0	0	0	0	N/A		
Baccalaureate	0	0	0	0	N/A	0	N/A
Master's	0	0	0	0	N/A		
Doctor's Research/Scholarship	0	0	0	0	N/A		
Doctor's Professional Practice	0	0	0	0	N/A		

\* Includes baccalaureate and associate degrees and certificates.

Teacher Production and Certification

15. Students taking and passing the certification exams for teacher education.			
	FY 2008	FY 2009	FY 2010
<b>Total number taking exam</b>	97	114	60
<b>Race/Ethnicity</b>			
White	16	17	11
African American	N/A	*	N/A
Hispanic	81	93	49
Other	N/A	*	N/A
<b>Gender</b>			
Male	19	16	10
Female	78	98	50
<b>Total percent passing exam</b>	100.0%	100.0%	100.0%
<b>Race/Ethnicity</b>			
White	100.0%	100.0%	100.0%
African American	N/A	100.0%	N/A
Hispanic	100.0%	100.0%	100.0%
Other	N/A	100.0%	N/A
<b>Gender</b>			
Male	100.0%	100.0%	100.0%
Female	100.0%	100.0%	100.0%

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 suppressed.

Graduation and Persistence Rate: 6-Year

16. First-time, full-time students enrolled in a minimum of 12 SCH their first fall semester who have graduated or are still enrolled at the same institution or another Texas public or independent institution.

FY 1999			FY 2008			FY 2009			FY 2010			Point Change FY 1999 to FY 2010
Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	

Upper division institution. No first-time entering undergraduates for this institution.

For more information on the 6-year graduation rate, see: <http://www.txhighereddata.org/Interactive/GradRates.cfm>

Success - Contextual Measures

Fall 2000	Fall 2010	Fall 2011	Point Change Fall 2000 to Fall 2011
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16. First-time, full-time students enrolled in a minimum of 12 SCH their first fall semester who have graduated or are still enrolled at the same institution or another Texas public or independent institution.

Upper Division Institution. No first-time entering undergraduates for this institution.

Fall 2000	Fall 2008	Fall 2009	Point Change Fall 2000 to Fall 2009
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18. Financial Aid: Percent of students receiving Pell Grants

55.9% 67.1% 67.1% 11.2



Fall 2000	Fall 2010	Fall 2011	Point Change Fall 2000 to Fall 2011
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19. Part-time first-time, degree seeking, undergraduates

Entering Cohort Fall 2000		Entering Cohort Fall 2009		Entering Cohort Fall 2010		Point Change Fall 2000 to Fall 2010
Cohort	Rate	Cohort	Rate	Cohort	Rate	

20. Persistence rate of first-time, degree-seeking undergraduates: One-Year

Total

Same institution  
Other institutions

0	N/A	0	N/A	0	N/A	N/A
	N/A		N/A		N/A	N/A
	N/A		N/A		N/A	N/A

Upper division institution. No first-time entering undergraduates for this institution.

Entering Cohort Fall 2000		Entering Cohort Fall 2008		Entering Cohort Fall 2009		Point Change Fall 2000 to Fall 2009
Cohort	Rate	Cohort	Rate	Cohort	Rate	

21. Persistence rate of first-time, degree-seeking undergraduates: Two-Year

Upper division institution. No first-time entering undergraduates for this institution.

**Developmental Education**

	Fall 2007 Cohort						
	Total	Received Credit pre-matriculation	Number attempting college level course	Percent attempting college level course	College level course completion (grade A, B, or C)	College level course completion (grade A, B, C) (percent of those attempting college level)	College level course completion(grade A, B,C) or pre-matriculation credit (percent of total)
<b>22. Students who successfully complete a college-level course in math, reading and writing. Prepared students are given 1 year. Under-prepared students are given 3 years.</b>							
<b>Number of FTIC students</b>	N/A						
<b>Met state standards in all areas</b>							
Math	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Reading	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>All students below state standard</b>							
Math	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Reading	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Not met state standards:</b>							
<b>In all three areas</b>							
Math	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Reading	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Math</b>							
Not requiring developmental education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Requiring developmental education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Unknown / Not tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Reading</b>							
Not requiring developmental education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Requiring developmental education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Unknown / Not tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
Not requiring developmental education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Requiring developmental education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Unknown / Not tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Link to more detailed data on developmental education: <http://www.txhighereddata.org/reports/performance/deved/>

	Fall 2007 Cohort						
	Total	Number attempting developmental education	Percent attempting developmental education	TSI obligations met (of those attempting developmental education)	TSI obligations met (of total)	TSI obligations met (percent of those attempting developmental education)	TSI obligations met (percent of total)
<b>23. Underprepared students who satisfied TSI obligation within 2 years.</b>							
<b>Number of FTIC students</b>	N/A						
<b>Met state standards in all areas</b>							
Math	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Reading	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>All students below state standard</b>							
Math	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Reading	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Not met state standards:</b>							
<b>In all three areas</b>							
Math	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Reading	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Math</b>							
Not requiring developmental education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Requiring developmental education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Unknown / Not tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Reading</b>							
Not requiring developmental education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Requiring developmental education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Unknown / Not tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
Not requiring developmental education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Requiring developmental education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Unknown / Not tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Link to more detailed data on developmental education: <http://www.txhighereddata.org/reports/performance/deved/>

24. Percent of students who return the following fall.	Fall 2007 Cohort		
	Total	Number returning (Fall 2008)	Percent returning (Fall 2008)
Number of FTIC students	0		
Met state standards in all areas	0	0	N/A
Not met state standards:			
In all three areas	0	0	N/A
Math			
Not requiring developmental education	N/A	N/A	N/A
Requiring developmental education	N/A	N/A	N/A
Unknown / Not tested	N/A	N/A	N/A
Reading			
Not requiring developmental education	N/A	N/A	N/A
Requiring developmental education	N/A	N/A	N/A
Unknown / Not tested	N/A	N/A	N/A
Writing			
Not requiring developmental education	N/A	N/A	N/A
Requiring developmental education	N/A	N/A	N/A
Unknown / Not tested	N/A	N/A	N/A

Link to more detailed data on developmental education: <http://www.txhighereddata.org/reports/performance/devded/>

	FY 2000	FY 2010	FY 2011	Point Change FY 2000 to FY 2011
<b>25. Graduation of two-year college students</b>				
Less than 30 SCH	21 (42.0%)	6 (33.3%)	4 (33.3%)	- 8.7
30 SCH or more	140 (61.1%)	51 (41.1%)	35 (39.8%)	- 21.3
Source: CBM001 and CBM009.				
<b>26. Percentage of baccalaureate graduates by SCH completed at two-year colleges:</b>				
1-29 SCH	26.7%	22.6%	31.3%	4.6
30 SCH or more	71.0%	72.0%	67.5%	- 3.5

27. Graduation Rates	Cohort	Rate	Cohort	Rate	Cohort	Rate
Master's	Fall 1986	40.4%	Fall 2005	50.0%	Fall 2006	26.7%
Doctor's Research/Scholarship	Fall 1991	N/A	Fall 2000	N/A	Fall 2001	N/A

Baccalaureate graduate success	FY 2007	FY 2009	FY 2010	Point Change FY 2007 to FY 2010
28. Percent of baccalaureate graduates who are employed or enrolled in a Texas graduate program or professional school	86.8%	86.1%	82.7%	- 1.0

Baccalaureate Graduates Employment/Enrollment Status	FY 2007	FY 2009	FY 2010	Point Change FY 2007 to FY 2010
29. Employed in 4th quarter in which program year ends	72.2%	72.3%	62.5%	- 9.7
30. In graduate or professional school in Texas in fall of the next FY	1.4%	1.7%	4.8%	3.4
31. Employed in Texas and enrolled in a graduate or professional school in Texas	11.1%	12.1%	15.5%	4.4

32. Course Completion Rate for State-Funded Semester Credit Hours	Fall 2000	Fall 2009	Fall 2010	%/Point Change Fall 2000 to Fall 2010
UG Beginning semester credit hours	5,079	6,245	7,082	39.4%
UG Ending semester credit hours	4,797	6,041	6,415	33.7%
UG Completion rate	94.4%	96.7%	90.6%	- 3.9
Graduate beginning SCH	888	1,317	1,254	41.2%
Graduate ending SCH	804	1,200	1,143	42.2%
Graduate Completion rate	90.5%	91.1%	91.1%	0.6

**Success - Out-of-State Peers**

Sul Ross State University Rio Grande College	Master's Group Out-of-State Peers		Institution's Out-of-State Peers			
	GOVERNORS STATE UNIVERSITY	UNIVERSITY OF ILLINOIS AT SPRINGFIELD	CHADRON STATE COLLEGE	GEORGIA SOUTHWESTERN STATE UNIVERSITY	WESTERN NEW MEXICO UNIVERSITY	
<b>Graduation Rate</b>						
4-Year Rate	N/A%	N/A%	50%	24%	11%	8%
5-Year Rate	N/A%	N/A%	63%	41%	26%	14%
6-Year Rate	N/A%	N/A%	68%	46%	31%	17%
<b>Degrees Awarded</b>						
<b>Total Degrees</b>	N/A	1,741	1,121	464	639	349
White	N/A	911	843	383	457	142
African American	N/A	530	87	4	144	14
Hispanic	N/A	164	22	19	12	146
Asian	N/A	30	41	2	7	0
Other	N/A	92	128	56	14	47
<b>Level</b>						
Associates	N/A	0	0	0	0	65
Bachelors	N/A	858	592	366	406	168
Master's	N/A	848	499	98	92	94
Doctoral	N/A	0	1	0	0	0
Professional	N/A	18	0	0	0	0
<b>Gender</b>						
Male	N/A	519	490	182	157	104
Female	N/A	1,222	631	282	482	245
<b>Graduation Rate</b>						
<b>Total</b>	N/A%	N/A%	68%	46%	30%	21%
White	N/A%	N/A%	71%	47%	34%	27%
African American	N/A%	N/A%	57%	0%	28%	33%
Hispanic	N/A%	N/A%	0%	27%	20%	8%
Asian	N/A%	N/A%	50%	0%	0%	0%
American Indian or Alaska Native	N/A%	N/A%	100%	14%	0%	0%
Unknown	N/A%	N/A%	67%	51%	N/A%	14%
Nonresident Alien	N/A%	N/A%	50%	N/A%	0%	50%
<b>Graduates in Key Fields</b>						
Computer Science	N/A	37	108	8	13	1
Engineering	N/A	0	0	3	0	4
Math	N/A	11	19	5	8	2
Physical Science	N/A	22	6	3	8	1
<b>Nursing and Allied-Health Graduates</b>						
<b>Total Degrees</b>	N/A	210	11	0	53	31
Certificate	N/A	0	0	0	0	0
Associates	N/A	0	0	0	0	27
Bachelors	N/A	72	11	0	53	4
Master's	N/A	118	0	0	0	0
Doctoral	N/A	0	0	0	0	0

Source: IPEDS Fall 2010

**Graduates Detail (FY 2011 )- Sul Ross State University Rio Grande College**

**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:**

<b>Race/Ethnicity</b>	<b>Associate's</b>	<b>Bachelor's</b>	<b>Master's</b>	<b>Doctor's Research/ Scholarship</b>	<b>Doctor's Professional Practice</b>	<b>Total</b>
White	0	18	9	0	0	27
African American	0	1	0	0	0	1
Multi-racial one of which is African American	0	0	0	0	0	0
Hispanic	0	131	23	0	0	154
Asian	0	2	1	0	0	3
International	0	0	0	0	0	0
Other	0	11	3	0	0	14

**Excellence - Key Measures**

**Faculty Teaching**

Fall 2000	Fall 2009	Fall 2010	Point Change Fall 2000 to Fall 2010
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Upper division institution. No first-time entering undergraduates for this institution.

**Student/Faculty Ratio**

**34. Full-time student equivalents (FTSE) divided by full-time equivalent (FTE) faculty.**

	Fall 2000			Fall 2009			Fall 2010			% Change Fall 2000 to Fall 2011
	FTSE	FTE	Ratio	FTSE	FTE	Ratio	FTSE	FTE	Ratio	
FTSE/FTE Ratio	413	40	10:1	537	36	15:1	581	35	17:1	60.8%

**State and National Exams Success**

**35. Certification and licensure rates**

	FY 2000	FY 2010	FY 2011	Point Change FY 2009 to FY 2011
Law	N/A	N/A	N/A	N/A
Pharmacy	N/A	N/A	N/A	N/A
Nursing	N/A	N/A	N/A	N/A
Engineering	N/A	N/A	N/A	N/A

**Tenured/Tenure-Track FTE Faculty**

Fall 2000	Fall 2009	Fall 2010	Point Change Fall 2000 to Fall 2010
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36. Percent of FTE teaching faculty who are tenured/tenure-track 47.5% 86.1% 80.1% 32.6

**Quality Enhancement Plan**

**37. Quality Enhancement Plan**

The SRSU Rio Grande College QEP, Putting Your Words to Work, focuses on enhancing students' written and oral communication skills. The plan is consistent with RGC's objective of enhancing learning and cultivating habits of mind and action that lead students to positions as effective leaders and responsible citizens. The QEP committee designed rubrics for written and oral presentations used by faculty and students. Faculty use of the rubrics creates a campus-wide awareness of RGC's commitment. Strategies include: (1) faculty use of rubrics for assessing and evaluating written and oral assignments, (2) providing faculty support through roundtable discussions, workshops and consulting by experts, (3) measuring and modifying progress through multiple forms of external and internal assessment. Assessment results are documented and analyzed, and the impact or improvements resulting from the assessments are shared. The QEP is designed to ensure RGC achieves its mission and strategic plan. The QEP is directed by a Coordinator, an Advisory Committee, and an Assessment Committee. Contact: Dr. Sarah Moreman, Coordinator, RGC QEP, smoreman@sulross.edu.

**Excellent Programs**

**38. Excellent Programs**

**Highlighted Excellent Programs 1**

The Educator Certification Program at Sul Ross State University – Rio Grande College (SRSU-RGC) has achieved much success in the past years. The Program offers certification in twenty eight different areas for educators in Texas. The College serves numerous counties in the Southwest region of Texas. The student population is diverse, over 85% are Hispanic, 9% are White and 5% are Undeclared. In addition to the upper-level Baccalaureate degree, the SRSU-RGC Education Department offers Post-Baccalaureate courses that lead to certification and five Masters degrees with three of them leading to certification in Texas. In 2007, there were 71 students that sought certification with 70 (98.6% overall) being successful. In 2008 there were 199 students that sought certification, and all 199 (100% overall) were successful. In 2009, there were 252 students that sought certification, and 252 (100% overall) were successful. In addition, 85% of the graduates in the 2008-2009 school year were Hispanic and 12% were White. Most of the Hispanic graduates have been first-generation college-degreed students

**Highlighted Excellent Programs 2**

In order to address the communication skills of Sul Ross State University Rio Grande College (RGC) students, the institution established writing labs at the three sites that comprise the RGC campus. Students are encouraged by faculty to seek assistance as they progress through their courses. Trained writing tutors assist students and coordinate with faculty to ensure key writing components of assignments are addressed. The writing labs provide added emphasis to the institution's QEP Putting Your Words to Work, and demonstrate the commitment of the university to its student population in addressing a skills deficiency. The writing labs are reflective of RGC's dedication to its mission of ensuring its graduates are fully prepared to enter the workforce and become valued and productive members of our society.

**Excellence - Contextual Measures**

	Fall 2000	Fall 2009	Fall 2010	Point Change Fall 2000 to Fall 2010
<b>39. FTE tenured/tenure-track faculty demographics</b>				
<b>Ethnicity</b>				
Total	47.5%	86.1%	80.1%*	32.6
White	58.2%	85.4%	82.2%	24.0
African American	N/A	0.0%	100.0%	N/A
Multi-racial one of which is African-American	N/A	N/A	0.0%	N/A
Hispanic	18.2%	86.5%	80.0%	61.8
Asian	0.0%	100.0%	100.0%	100.0
International	N/A	0.0%	0.0%	N/A
Other	100.0%	0.0%	62.8%	- 37.2
<b>Gender</b>				
Male	57.1%	92.0%	82.4%	25.3
Female	32.3%	72.6%	73.7%	41.4

\*Hispanic faculty, except international ones, are counted as Hispanic. Faculty who are "Multi-Racial one of which is African American" are non-international, non-Hispanic faculty who selected two or more races. 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. In Institutional Targets, "Multi-Racial one of which is African American" are included in the African American target.

**Faculty Rank**

	Teaching Assistants	Other Faculty	Instructor	Assistant Professor	Associate Professor	Professor
<b>40. Faculty Rank</b>						
<b>Teaching Faculty Ethnicity</b>						
Total*	0	17	0	10	10	9
White	0	7	0	7	5	5
African American	0	0	0	0	0	1
Multi-racial one of which is African American	0	0	0	0	0	0
Hispanic	0	5	0	3	4	0
Asian	0	0	0	0	0	1
International	0	0	0	0	0	0
Other	0	5	0	0	1	2
<b>Teaching Faculty Gender</b>						
Male	0	11	0	5	8	9
Female	0	6	0	5	2	0

**Faculty Salary by Rank**

	FY 2002	FY 2010	FY 2011	% Change FY 2002 to FY 2011	National Average (FY 2011)	% National Average
<b>41. Faculty Salary Comparisons</b>						
Professor	\$64,052	\$69,796	\$71,664	11.9%	\$108,212	66%
Associate Professor	\$49,979	\$56,224	\$52,443	4.9%	\$77,386	68%
Assistant Professor	\$40,212	\$46,599	\$45,775	13.8%	\$65,612	70%
Instructor	\$35,290	\$0	\$0	-100.0%	\$45,424	0%

	Fall 2000	Fall 2010	Fall 2011	%/Point Change Fall 2000 to Fall 2011
<b>42. Endowed Professorships and Chairs</b>				
Percent unfilled	0	N/A	N/A	N/A
Percent of total tenured/tenure-track faculty	N/A	N/A	N/A	N/A

**43. Nobel Prize Winners and National Academies**

	Fall 2009	Fall 2010	Fall 2011	% Change Fall 2009 to Fall 2011

**Excellence - Out-of-State Peers**

Sul Ross State University Rio Grande College	Master's Group Out-of-State Peers		Institution's Out-of-State Peers			
	GOVERNORS STATE UNIVERSITY	UNIVERSITY OF ILLINOIS AT SPRINGFIELD	CHADRON STATE COLLEGE	GEORGIA SOUTHWESTERN STATE UNIVERSITY	WESTERN NEW MEXICO UNIVERSITY	
Percent of Tenured/Tenure-Track faculty	N/A	72%	86%	90%	84%	88%

\* The previous year survey was used for these institutions.

Source: IPEDS Fall 2010



**Research - Key Measures**

**Federal and Private Research**

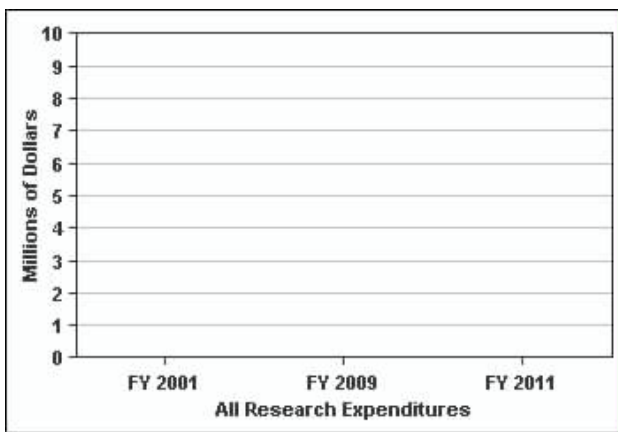
	FY 2001	FY 2010	FY 2011	% Change FY 2001 to FY 2011
44. Federal and private research expenditures per FTE faculty	\$0	\$0	\$0	N/A

**Research Expenditures**

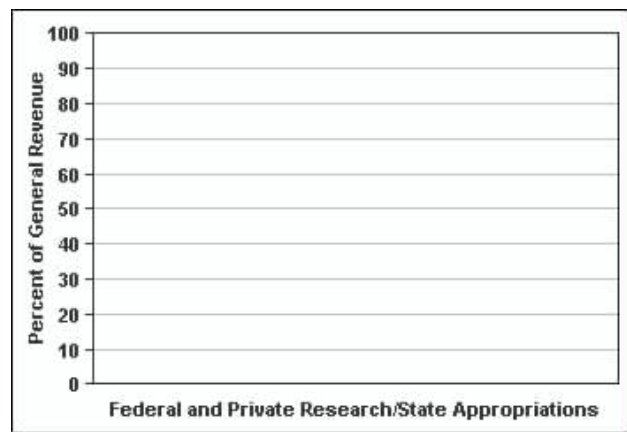
	FY 2001	FY 2010	FY 2011	% Change FY 2001 to FY 2011	Institutional Closing the Gaps Target- Fall 2015	Closing the Gaps Completion
45. Research expenditures (\$ Million)	\$ 0.006	\$ 0.000	\$ 0.000	-100.0%	\$ 0.010	0.0%

**Sponsored Research Funds**

	FY 2007	FY 2010	FY 2011	Point Change FY 2007 to FY 2011
46. Federal and private (sponsored) research funds per revenue appropriations.	#DIV/0!	N/A	w/ Sul Ross	N/A



Source: THECB Annual Research Expenditures Report and Sources & Uses



Source: THECB Annual Research Expenditures Report and Sources & Uses

**Research - Contextual Measures**

	FY 2001	FY 2010	FY 2011	% Change FY 2001 to FY 2011
47. Research Expenditures by Source (\$ Millions)	\$0.006	\$0	\$0.000	-100.0%
Federal	\$0.000	\$0	\$0.000	N/A
State	\$0.006	\$0	\$0.000	-100.0%
Private	\$0.000	\$0	\$0.000	N/A
Institutional	\$0.000	\$0	\$0.000	N/A

	FY 2005	FY 2009	FY 2010	FY 2011	% Change FY 2005 to FY 2011
48. Faculty holding extramural research grants					
Number		2	N/A	N/A	N/A
Percent		3.0%	N/A	N/A	N/A

	FY 2001	FY 2009	FY 2010	FY 2011	% Change FY 2001 to FY 2011
<b>Patents</b>					
49. Patents issued	0		0		N/A
50. Number of new patent applications	0		0		N/A

**Research - Out-of-State Peers**

Sul Ross State University Rio Grande College	Master's Group Out-of-State Peers		Institution's Out-of-State Peers		
	GOVERNORS STATE UNIVERSITY	UNIVERSITY OF ILLINOIS AT SPRINGFIELD	CHADRON STATE COLLEGE	GEORGIA SOUTHWESTERN STATE UNIVERSITY	WESTERN NEW MEXICO UNIVERSITY
Research Expenditures (\$ million)	\$1,438,487	\$2,228,318	\$188,048	\$56,681	\$72,737
Federal Research Funds (\$ millions)	\$5,483,935	\$3,470,963	\$-	\$1,072,687	\$1,532,946

Source: IPEDS Fall 2010

**Institutional Efficiency and Effectiveness - Key Measures**

**Administrative Cost**

	FY 2000	FY 2010	FY 2011	Point Change FY 2000 to FY 2011
51. Administrative costs as a percent of operating budget	10.6%	N/A	9.4%	- 1.2

**Space Usage Efficiency (SUE)**

52. Space usage efficiency measure of the effectiveness and efficiency of existing teaching space utilization. Classroom and lab passing score is 75 and overall passing score is 150.				
		Fall 2010	Fall 2011	
Classroom space use efficiency		25	25	
Lab space use efficiency		49	33	
Overall space use efficiency		74	58	

**Appropriated Funds per FTE Student and FTE Faculty**

53. State appropriations divided by full-time equivalent students and annual full-time equivalent teaching faculty.				
	FY 2001	FY 2010	FY 2011	% Change FY 2001 to FY 2011
Appropriated funds per FTE student	\$w/ SRSU	\$w/ SRSU	\$w/ SRSU	N/A
Appropriated funds per FTE faculty	\$63,946	\$w/ SRSU	\$N/A	N/A

**Historically Underutilized Business (HUB)**

	FY 2000	FY 2010	FY 2011	%/Point Change FY 2000 to FY 2011
54. HUB Expenditures without construction (Millions)	Information included with Sul Ross State University			

**Operating Expenses per FTE Student**

	FY 2001	FY 2010	FY 2011	% Change FY 2001 to FY 2011
55. Operating expenses per FTE student	Information included with Sul Ross State University			

**Total Revenue per FTE Student and FTE teaching Faculty**

	FY 2000	FY 2010	FY 2011	% Change FY 2000 to FY 2011
56. Total revenue	Information included with Sul Ross State University			

**Institutional Efficiency and Effectiveness - Contextual Measures**

	Fall 2000	Fall 2010	Fall 2011	%/Point Change Fall 2000 to Fall 2011
<b>Class Size</b>				
57. Class size	Upper Division Institution. No first-time entering undergraduates for this institution.			
58. Percentage of undergraduate classes with less than 20 students	63.4%	51.9%	55.3%	- 8.1
59. Percentage of undergraduate classes with more than 50 students	0.0%	0.6%	0.8%	0.8

	FY 2000	FY 2011	FY 2012	% Change FY 2000 to FY 2012
60. Average cost of resident undergraduate tuition and fees for 30 SCH.	\$2,480	\$3,786	\$5,760	132.3%

	Fall 2000	Fall 2010	Fall 2011	% Change Fall 2000 to Fall 2011
61. E&G Square footage	This institution does not own any facilities.			
E&G classroom per FTE student				
E&G lab per FTE student				

Endowment	FY 2007	FY 2009	FY 2010	FY 2011	% Change FY 2007 to FY 2011
62. True and Term Endowment (\$ millions)	Information included with Sul Ross State University				
63. Quasi Endowment (\$ millions)	Information included with Sul Ross State University				
64. Total Endowment (\$ millions)	Information included with Sul Ross State University				
65. Total Endowment - Per FTE student	Information included with Sul Ross State University				

	FY 2001	FY 2010	FY 2011	% Change FY 2001 to FY 2011
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66. Total Revenue\*  
Information included with Sul Ross State University

\*Does not include Constitutional Funds

Link to additional information: <http://www.thecb.state.tx.us/index.cfm?objectid=5026C14D-FD20-B6E6-9AA684EC8FFB08D8>

**Institutional Efficiency and Effectiveness - Out-of-State Peers**

	Sul Ross State University Rio Grande College	Master's Group Out-of-State Peers		Institution's Out-of-State Peers		
		GOVERNORS STATE UNIVERSITY	UNIVERSITY OF ILLINOIS AT SPRINGFIELD	CHADRON STATE COLLEGE	GEORGIA SOUTHWESTERN STATE UNIVERSITY	WESTERN NEW MEXICO UNIVERSITY
Administrative costs as a percent of operating budget	N/A	10%	4%	9%	6%	6%
Appropriations per FTE student	N/A	\$6,361	\$5,851	\$7,000	\$3,700	\$8,848
Instruction expenses per FTE student	N/A	\$10,090	\$8,782	\$4,993	\$4,279	\$7,963
Tuition and Fee Revenue per FTE student	N/A	\$6,711	\$5,865	\$2,374	\$3,096	\$2,127

Source: IPEDS Fall 2010