



Higher Education Accountability System

Sam Houston State University

Universities Performance

[Main Menu](#)

[>Participation](#)
[>Success](#)
[>Excellence](#)
[>Research](#)
[>Institutional Efficiency and Effectiveness](#)
[>URRS](#)
[>Questions?](#)

Institution Selection
 To see information on a particular institution/system, select the institution below, then click on Go.



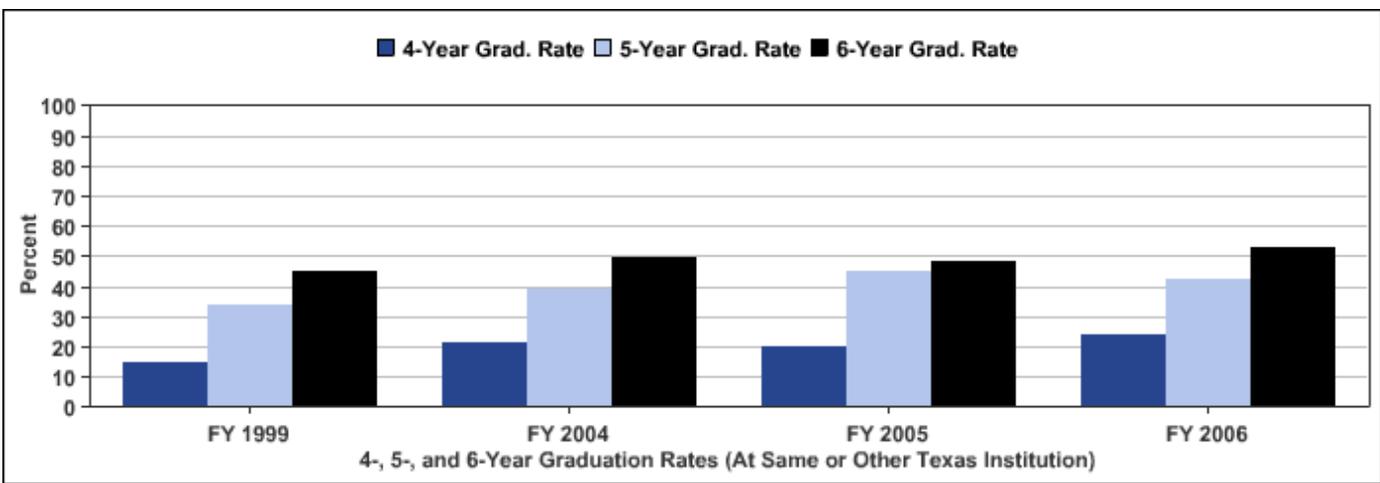
PDF Version
[This Section](#)
[Complete Report](#)

Success - Key Measures

4-, 5-, and 6-Year Graduation Rates

Percentage of first-time, full-time entering, degree-seeking, students who have graduated from the same institution or another Texas public or independent institution after four, five, and six years. ([More Information](#))

Out-Of-State Peers	FY 1999			FY 2004			FY 2005			FY 2006			Point Change FY 1999 to FY 2006	Point Change Group Target FY 2004 to FY 2007
	Entering Fall Cohort	Cohort	Rate											
4-Year graduation rate	1995	1,615	14.9%	2000	1,648	21.2%	2001	1,717	20.0%	2002	1,603	24.0%	9.1	3.0
Same institution			12.9%			19.5%			17.8%			21.1%	8.2	
Other institutions			1.9%			1.8%			2.2%			2.9%	1.0	
5-Year graduation rate	1994	1,614	33.7%	1999	1,557	38.9%	2000	1,648	45.0%	2001	1,717	42.3%	8.6	4.5
Same institution			27.8%			32.1%			38.7%			35.6%	7.8	
Other institutions			5.9%			6.8%			6.3%			6.8%	0.9	
6-Year graduation rate	1993	1,640	44.9%	1998	1,533	49.7%	1999	1,557	48.3%	2000	1,648	53.0%	8.1	3.0
Same institution			35.2%			39.5%			38.1%			44.0%	8.8	
Other institutions			9.7%			10.2%			10.2%			9.0%	- 0.7	

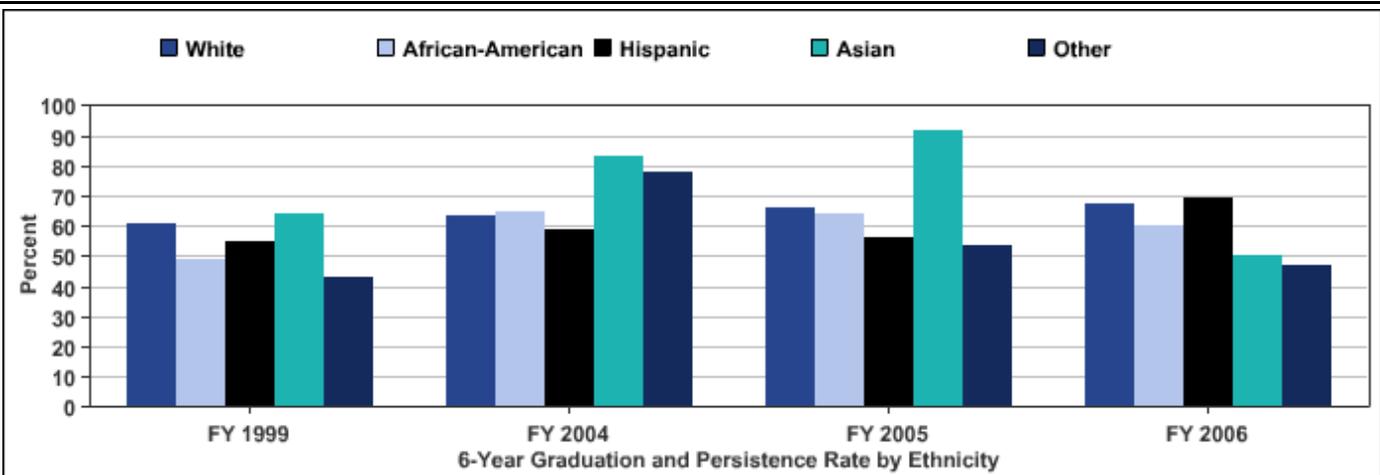


The five-year graduation rate exceeds the Fall 2007 target.

6-Year Graduation and Persistence Rate

Percentage of first-time, full-time, degree-seeking, students who have graduated or are still enrolled at the same institution or another Texas public or independent institution after six academic years.

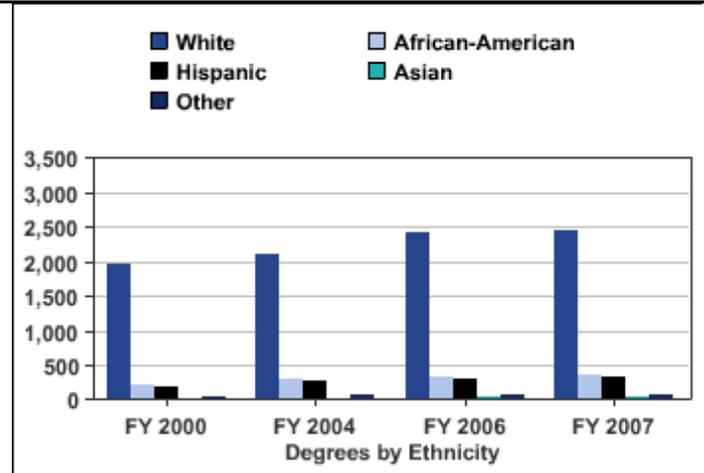
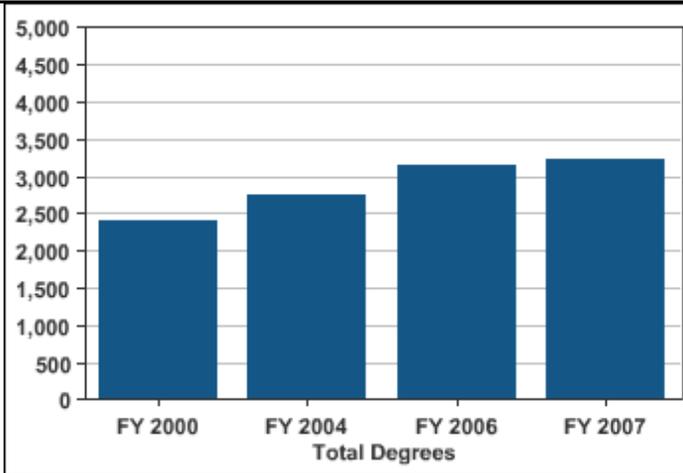
	FY 1999			FY 2004			FY 2005			FY 2006			Point Change FY 1999 to FY 2006
	Entering Fall Cohort	Cohort	Rate										
Total	1993	1,640	58.6%	1998	1,533	63.9%	1999	1,557	64.9%	2000	1,648	65.6%	7.0
Same institution			39.0%			43.5%			42.8%			48.6%	9.6
Other institutions			19.6%			20.4%			22.0%			17.0%	- 2.6
White	1993	1,228	61.1%	1998	1,070	63.8%	1999	1,072	66.0%	2000	1,100	67.3%	6.2
Same institution			40.8%			42.4%			43.7%			50.0%	9.2
Other institutions			20.3%			21.4%			22.4%			17.3%	- 3.0
African-American	1993	260	48.8%	1998	310	64.8%	1999	324	64.2%	2000	329	60.2%	11.4
Same institution			33.1%			46.8%			43.8%			45.3%	12.2
Other institutions			15.8%			18.1%			20.4%			14.9%	- 0.9
Hispanic	1993	113	54.9%	1998	132	59.1%	1999	134	56.0%	2000	178	69.1%	14.2
Same institution			30.1%			43.2%			33.6%			48.9%	18.8
Other institutions			24.8%			15.9%			22.4%			20.2%	- 4.6
Asian	1993	25	64.0%	1998	12	83.3%	1999	12	91.7%	2000	24	50.0%	- 14.0
Same institution			52.0%			50.0%			50.0%			33.3%	- 18.7
Other institutions			12.0%			33.3%			41.7%			16.7%	4.7
Other	1993	14	42.9%	1998	9	77.8%	1999	15	53.3%	2000	17	47.1%	4.2
Same institution			35.7%			55.6%			40.0%			41.2%	5.5
Other institutions			7.1%			22.2%			13.3%			5.9%	- 1.2



Degrees Awarded

Number of degrees awarded by ethnicity, level, and gender.

<u>Out-Of-State Peers</u>	FY 2000 detail	FY 2004 detail	FY 2006 detail	FY 2007 detail	% Change FY 2004 to FY 2007	Group Target FY 2004 to FY 2007
Total Degrees	2,420	2,760	3,143	3,230	17.0%	15%
White	1,968	2,116	2,412	2,441	15.4%	
African-American	206	289	317	345	19.4%	
Hispanic	183	274	308	342	24.8%	
Asian	26	23	38	43	87.0%	
Other	37	58	68	59	1.7%	
Level						
Associates	N/A	N/A	N/A	N/A	N/A	
Baccalaureate	2,103	2,155	2,413	2,609	21.1%	
Master's	304	579	691	585	1.0%	
Doctoral	13	26	39	36	38.5%	
Professional	N/A	N/A	N/A	N/A	N/A	
Gender						
Male	1,017	989	1,186	1,281	29.5%	
Female	1,403	1,771	1,957	1,949	10.1%	



SHSU continues to show improvement in meeting this goal.

Degrees Awarded in Key Fields

Number of degrees awarded in specific fields by level.

<u>Out-Of-State Peers</u>	FY 2000	FY 2005	FY 2006	FY 2007	% Change FY 2000 to FY 2007	Institutional Closing the Gaps Target- Fall 2010	Closing the Gaps Completion
Computer Science*	25	24	23	25	0.0%		
Engineering*	26	29	47	38	46.2%		
Math*	15	16	13	18	20.0%		
Physical Science*	23	22	28	29	26.1%		
Level							
Baccalaureate	81	91	111	110	35.8%	111	99%
Master's	22	27	20	28	27.3%		
Doctoral	0	0	0	0	N/A		

* Total numbers include baccalaureate and associate degrees.

Nursing and Allied Health Degrees Awarded

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

<u>Out-Of-State Peers</u>	FY 2000	FY 2005	FY 2006	FY 2007	% Change FY 2000 to FY 2007	Institutional Closing the Gaps Target- FY 2010	Closing the Gaps Completion
Total Nursing/Allied Health Degrees	3	5	9	17	466.7%		
Certificate	0	0	0	0	N/A		
Associates	0	0	0	0	N/A		
Baccalaureate	3	5	9	8	166.7%	3	267%
Master's	0	0	0	9	N/A		
Doctoral	0	0	0	0	N/A		
Professional	0	0	0	0	N/A		

Teacher Production and Certification

The number of students taking the certification exams for teacher education and the percent of tests passed.

	FY 2004	FY 2005	FY 2006
Total number taking	341	427	620
Ethnicity			
White	279	334	503
African-American	14	23	34
Hispanic	42	58	69
Other	*	12	14
Gender			
Male	51	78	72
Female	289	346	548
Total percent of tests passed	95.0%	97.9%	98.1%
Ethnicity			
White	96.0%	98.4%	98.5%
African-American	77.0%	92.7%	93.1%
Hispanic	95.0%	96.6%	98.4%
Other	100.0%	100.0%	96.3%
Gender			
Male	91.0%	94.3%	96.6%
Female	96.0%	98.7%	98.3%

Note: The data for teacher production and certification was provided by SBEC. In some cases, the sum of the categories does not add up to the total. Numbers less than 10 in a category are masked.

Success - Contextual Measures

	FY 2000	FY 2005	FY 2006	Point Change Fall 2000 to Fall 2006
Percent of students receiving Pell Grants	22.7%	27.6%	27.4%	4.7

	Fall 2000	Fall 2006	Fall 2007	Point Change Fall 2000 to Fall 2007
Percent of first-time students 19 and under	97%	97.9%	96.8%	- 0.2
Part-time undergraduate students: The percentage of first-time,	3.8%	2.6%	2.2%	- 1.6

part-time degree-seeking undergraduates	473	(53.8%)	562	(54.4%)	632	(56.6%)	2.8
Graduation rate for two-year college students who completed at least 30 SCH before transferring to a university							
Percent of baccalaureate graduates completing at least 30 SCH at a Texas two-year college		38.8%		43.6%		44.9%	6.1

The percent of underprepared and prepared students who successfully complete a related college-level course within 3 years if they tested above deviation or 4 years if they tested under deviation by subject areas	Fall 2003 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)
Number of FTIC students	1,823						
Met state standards in all areas							
Math	1,505	59	68	4.5%	49	72.1%	3.3%
Reading	1,505	60	246	16.3%	193	78.5%	12.8%
Writing	1,505	61	107	7.1%	79	73.8%	5.2%
All students below state standard							
Math	135	N/A	23	17%	11	47.8%	8.1%
Reading	62	N/A	16	25.8%	12	75%	19.4%
Writing	37	N/A	5	13.5%	3	60%	8.1%
Not met state standards:							
In all three areas							
Math	8	N/A	1	12.5%	1	100%	12.5%
Reading	8	N/A	2	25%	1	50%	12.5%
Writing	8	N/A	3	37.5%	2	66.7%	25%
Math							
Not requiring developmental education	99	0	7	7.1%	6	85.7%	6.1%
Requiring developmental education	127	N/A	22	17.3%	10	45.5%	7.9%
Unknown / Not tested	84	N/A	46	54.8%	44	95.7%	52.4%
Reading							
Not requiring developmental education	176	1	28	15.9%	20	71.4%	11.4%
Requiring developmental education	54	N/A	14	25.9%	10	71.4%	18.5%
Unknown / Not tested	80	N/A	56	70%	54	96.4%	67.5%
Writing							
Not requiring developmental education	214	1	29	13.6%	18	62.1%	8.4%
Requiring developmental education	29	N/A	2	6.9%	0	0%	0%
Unknown / Not tested	67	N/A	53	79.1%	53	100%	79.1%

The percent of underprepared students who satisfied TSI obligation within 2 years if they tested above deviation or 3 years if they tested under deviation by subject areas.	Fall 2003 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)
Number of FTIC students	1,823						
Met state standards in all areas							
Math	1,505	72	4.8%	N/A	N/A	N/A	N/A
Reading	1,505	4	0.3%	N/A	N/A	N/A	N/A
Writing	1,505	10	0.7%	N/A	N/A	N/A	N/A
All students below state standard							
Math	135	120	88.9%	75	88	62.5%	65.2%

Reading	62	27	43.5%	18	41	66.7%	66.1%
Writing	37	31	83.8%	22	24	71%	64.9%
Not met state standards:							
In all three areas							
Math	8	7	87.5%	1	2	14.3%	25%
Reading	8	3	37.5%	1	4	33.3%	50%
Writing	8	6	75%	5	6	83.3%	75%
Math							
Not requiring developmental education	99	8	8.1%	N/A	N/A	N/A	N/A
Requiring developmental education	127	113	89%	74	86	65.5%	67.7%
Unknown / Not tested	84	75	89.3%	61	64	81.3%	76.2%
Reading							
Not requiring developmental education	176	1	0.6%	N/A	N/A	N/A	N/A
Requiring developmental education	54	24	44.4%	17	37	70.8%	68.5%
Unknown / Not tested	80	70	87.5%	65	70	92.9%	87.5%
Writing							
Not requiring developmental education	214	5	2.3%	N/A	N/A	N/A	N/A
Requiring developmental education	29	25	86.2%	17	18	68%	62.1%
Unknown / Not tested	67	55	82.1%	49	56	89.1%	83.6%

The percent of underprepared and prepared students who return the following fall.	Fall 2003 Cohort		
	Total	Number returning (Fall 2004)	Percent returning (Fall 2004)
Number of FTIC students	1,823		
Met state standards in all areas	1,505	1,324	88%
Not met state standards:			
In all three areas	8	6	75%
Math			
Not requiring developmental education	99	82	82.8%
Requiring developmental education	127	103	81.1%
Unknown / Not tested	84	76	90.5%
Reading			
Not requiring developmental education	176	147	83.5%
Requiring developmental education	54	41	75.9%
Unknown / Not tested	80	73	91.3%
Writing			
Not requiring developmental education	214	185	86.4%
Requiring developmental education	29	17	58.6%
Unknown / Not tested	67	59	88.1%

	Cohort	Rate	Cohort	Rate	Cohort	Rate
Graduation Rates						
Master's	Fall 1995	55.7%	Fall 2001	51.6%	Fall 2002	59.8%
Doctoral	FY 1991	53.3%	FY 1997	75%	FY 1998	81.8%

	Entering Cohort Fall 2000		Entering Cohort Fall 2005		Entering Cohort Fall 2006		Point Change Fall 2000 to Fall 2006
	Cohort	Rate	Cohort	Rate	Cohort	Rate	
First-time undergraduate persistence rate after one year (Total)							
Total	1,648	84.8%	2,179	89.9%	2,166	87.8%	3.0
Same institution		67.2%		72.8%		70.4%	3.2
Other institutions		17.7%		17.1%		17.4%	- 0.3
White	1,100	85.9%	1,506	89.2%	1,495	87.7%	1.8
Same institution		68.2%		71.3%		69.3%	1.1
Other institutions		17.7%		17.9%		18.4%	0.7
African-American	329	81.5%	373	90.9%	344	89.0%	7.5
Same institution		65.7%		78.3%		76.7%	11.0

Other institutions		15.8%		12.6%		12.2%		- 3.6
Hispanic	178	85.4%	257	92.2%	271	90.4%		5.0
Same institution		65.7%		73.2%		71.2%		5.5
Other institutions		19.7%		19.1%		19.2%		- 0.5
Asian	24	95.8%	24	95.8%	33	75.8%		- 20.0
Same institution		66.7%		70.8%		57.6%		- 9.1
Other institutions		29.2%		25.0%		18.2%		- 11.0
Other	17	58.8%	19	84.2%	23	60.9%		2.1
Same institution		47.1%		78.9%		56.5%		9.4
Other institutions		11.8%		5.3%		4.3%		- 7.5

	Entering Cohort Fall 2000		Entering Cohort Fall 2004		Entering Cohort Fall 2005		Point Change Fall 2000 to Fall 2005
	Cohort	Rate	Cohort	Rate	Cohort	Rate	
First-time undergraduate persistence rate after two years (Total)							
Total	1,648	77.8%	2,082	79.3%	2,179	80.7%	2.9
Same institution		55.5%		59.9%		60.0%	4.5
Other institutions		22.3%		19.4%		20.7%	- 1.6
White	1,100	79.5%	1,365	78.5%	1,506	80.3%	0.8
Same institution		57.1%		59.0%		58.7%	1.6
Other institutions		22.4%		19.6%		21.6%	- 0.8
African-American	329	73.3%	378	83.1%	373	81.0%	7.7
Same institution		52.6%		66.7%		63.8%	11.2
Other institutions		20.7%		16.4%		17.2%	- 3.5
Hispanic	178	79.2%	292	78.1%	257	83.3%	4.1
Same institution		54.5%		54.5%		61.9%	7.4
Other institutions		24.7%		23.6%		21.4%	- 3.3
Asian	24	75.0%	21	81.0%	24	83.3%	8.3
Same institution		45.8%		76.2%		58.3%	12.5
Other institutions		29.2%		4.8%		25.0%	- 4.2
Other	17	47.1%	26	80.8%	19	73.7%	26.6
Same institution		29.4%		61.5%		68.4%	39.0
Other institutions		17.6%		19.2%		5.3%	- 12.3