

Grayson County College

Prepared for the
Southern Association of Colleges and Schools
Commission on Colleges

Reaffirmation of Accreditation
2012

Submitted March 15, 2011

Compliance Certification Report



2.1

Degree-granting Authority

The institution has degree-granting authority from the appropriate government agency or agencies.

Judgment



Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) has degree-granting authority from the state of Texas and the Texas Higher Education Coordinating Board (THECB). According to the [Texas Education Code 130.0011](#), “Texas public junior colleges shall be two-year institutions primarily serving their local taxing districts and service areas in Texas and offering vocational, technical, and academic courses for certification or associate degrees.” [Texas Education Code 130.180](#) specifically names GCC and describes its service area. Further, [Texas Education Code 130.001](#) authorizes the THECB to exercise general control of the public junior colleges of Texas, including the responsibility for adopting policies, enacting regulations, establishing general rules necessary, and creating junior college districts.

GCC has been in continuous operation since the mid-1960s. A Steering Committee of the Grayson County Development Council appeared before the Study Commission of the Texas State Board of Education and on March 3, 1963, the State Board of Education approved an election to establish a junior college district.

Sources

-  [CR 2.1 \(01\) Pages from Texas Education Code Chapter 130. Junior College Districts](#)
-  [CR 2.1 \(02\) Pages from Texas Education Code Chapter 130. Junior College Districts](#)
-  [CR 2.1 \(03\) Pages from Texas Education Code Chapter 130. Junior College Districts](#)

2.2

Governing Board

The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution. A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) has an elected Board of Trustees, consisting of seven members, which serves as the ultimate legal authority for the college. [Texas Education Code 130.002](#) states that “All authority not vested by this chapter or by other laws of the state in the coordinating board or in the Central Education Agency is reserved and retained locally in each of the respective public junior college districts or in the governing boards of such junior colleges as provided in the laws applicable.” [GCC Local Policy BBE](#) gives the Board authority to act as the policy-making body and requires the Board to transact business in open meetings.

The GCC Board of Trustees is elected by local voters with each member serving a six year term. The Board meets regularly in open session to exercise its responsibilities and duties in compliance with [GCC Legal Policy BBE](#) and in compliance with [Texas Education Code 51.352\(e\)](#): “Each board member shall have the legal responsibility of a fiduciary in the management of funds under the control of colleges subject to the Board’s control and management.” The GCC Board of Trustees take responsibility for the control and expenditures of funds, setting of tuition and fees, management of property, and development of College policies and procedures. The Board reviews and adopts an annual budget. The Board requires and reviews an annual financial audit, conducted by an independent accounting firm, to ensure resources are available and allocated as presented in monthly reviews. The Board receives the written audit report accompanied by a personal presentation by a representative of the auditing firm, as evidenced in Board minutes for [January 22, 2008](#), [January 20, 2009](#), and [January 19, 2010](#).












The GCC Board of Trustees actively sets policies for the institution. Recent examples include approval of changes to GCC Local Policies DJ and BGC on [June 17, 2008](#), which address faculty teaching load and on [September 22, 2009](#), approval of a change in the local guidelines for awarding TPEG (Texas Public Education Grants) to disadvantaged students, which lowered the required enrollment from six credit hours to a minimum of three semester credit hours.

GCC belongs to the statewide system of public community colleges established in 1965 under the control of the Texas Higher Education Coordinating Board (THECB). No minority of Board members controls GCC, and no organization or interest separate from the Board of Trustees controls GCC. As mandated, no member of the GCC Board of Trustees has a contractual, employment, or personal interest in the institution. The presiding officer, other officers, and elected members of the Board subscribe and swear to an oath that they have no contractual, employment, personal, familial, or financial interest in the College. [GCC Legal Policy BBFA Legal](#)

and [Legal Policy DBE](#) details employment restrictions and prohibit nepotism by public officials. This policy also defines relationships that are included in the nepotism rules.

Name	Title	Board Position	Year Elected
Janet Gott	Retired, Plant Manager, B.A.G Corporation, Denison, TX	President	2005
Bill McFatridge	Retired, Owner, Carl's Sausage, Whitewright, TX	Vice President	1980
Bobby Brown	Certified Public Accountant, Denison, TX	Secretary	1997
Ralph Jones	Retired, Bank Officer, Denison, TX	Member	1970
Dr. Mary Moses	Retired, Grayson County College Dean of Health Science	Member	1993
Jack Norman	Agribusiness, Howe, TX	Member	1981
Ruby Jo Williams	Retired, Public School Teacher and Principal; Edison Project, Sherman, TX	Member	1993

Sources

-  [CR 2.2 \(01\) TEXAS EDUCATION CODE CHAPTER 130.002](#)
-  [CR 2.2 \(02\) GCC Local Policy BBE](#)
-  [CR 2.2 \(03\) GCC Legal Policy BBE](#)
-  [CR 2.2 \(04\) Pages from TEXAS EDUCATION CODE CHAPTER 51 - 51.352e](#)
-  [CR 2.2 \(05\) GCC Board of Trustees Minutes January 22, 2008 Excerpt](#)
-  [CR 2.2 \(06\) GCC Board of Trustees Minutes January 20, 2009 Excerpt](#)
-  [CR 2.2 \(07\) GCC Board of Trustees Minutes January 19, 2010 Excerpt](#)
-  [CR 2.2 \(08\) GCC Board of Trustees Minutes June 17, 2008 Excerpt](#)
-  [CR 2.2 \(09\) GCC Board of Trustees Minutes September 22, 2009 Excerpt](#)
-  [CR 2.2 \(10\) GCC Legal Policy BBFA](#)
-  [CR 2.2 \(11\) GCC Legal Policy DBE](#)

2.3

Chief Executive Officer

The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board.

Judgment

Compliant Non-Compliant Not Applicable




Narrative

Grayson County College's (GCC) chief executive officer's primary responsibility is to the institution and is not the presiding officer of the Board.

GCC is led by President Alan Scheibmeir, Ph.D. The president is appointed by and accountable to the Board of Trustees according to [GCC Legal Policy BAA](#) and, as such, is responsible for the implementation of policy and day-to-day operation of the college. The [Performance Management Worksheet \(PMW\)](#) for the college president shows the president's primary responsibility to be to the institution. Among the key responsibility/result areas on his position profile are "understanding and implementing the college Mission....representing college management to the Board of Trustees and working effectively with external entities." These responsibilities are detailed in actions that directly relate to the role of a president leading and representing an institution.

The Board of Trustees' current President is Ms. Janet Gott. Ms. Gott has been a member of the Board since 2005, and was elected in [June 23, 2009](#), by the board members to serve as the President for a two-year term. Board members who will serve in the Vice President and Secretary positions were also decided at this time.

Sources

-  [CR 2.3 \(01\) GCC Legal Policy BAA](#)
-  [CR 2.3 \(02\) President-Alan Scheibmeir, Ph.D. Performance Management Worksheet](#)
-  [CR 2.3 \(03\) Pages from GCC Board of Trustees Minutes June 23, 2009](#)

2.4

Institutional Mission

The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) has a clearly defined [Mission Statement](#) which reads as follows:

The mission of Grayson County College is to cultivate student success and community building in North Texas by:

- Recognizing our interdependence with various communities
- Providing a broad and dynamic curriculum to support university transfer, career technical education, developmental, and community education
- Developing innovative curricula and services facilitated by appropriate technology
- Creating a supportive learning environment
- Promoting diversity and cultural enrichment
- Supporting economic development
- Committing to an institutional effectiveness process for continuous improvement in the pursuit of excellence.

The GCC [Mission Statement](#) is comprehensive. It directs the planning for all aspects of GCC operations from university transfer and career technical education, including developmental and community education, through lifelong learning opportunities such as continuing education classes and community enrichment programs to support services required for the promotion of student success in all programs and community building.









The Mission Statement is specific to GCC. It directs all members of the college community to focus on student success through the provision of high quality learning opportunities that meet the needs of a diverse student population to transform individuals, build communities, and inspire excellence.

GCC publishes its Mission Statement, vision, philosophy, and Viking Values on its [Website](#), in the [GCC General Catalog](#), the [Student Handbook](#), the [Faculty Handbook](#), and the [GCC Local Policy AD](#). The Mission Statement is appropriate for higher education, directing the college to offer commonly accepted higher education degrees and certificates. It is consistent with the requirements for Texas two year colleges as described in [Chapter 9, Subsection C, Rule §9.53 of the Texas Higher Education Coordinating Board \(THECB\) Rules and Regulations](#).

The GCC [Mission Statement](#) addresses teaching and learning throughout and specifically states that GCC is committed to an institutional effectiveness process for continuous improvement in the pursuit of excellence. The Mission Statement identifies the focus of community building for GCC as providing opportunities for promoting diversity and cultural enrichment, supporting economic development, and for participating in innovative curricula in a supportive learning environment.

As described in [CS 3.1.1](#), the GCC Mission Statement was developed with input from the GCC Board of Trustees, GCC administration, faculty and staff, and GCC students. The GCC Mission Statement provides direction in planning for all aspects of college operation.

Sources

-  CR 2.4 (02) GCC Mission Statement on the website
-  CR 2.4 (03) Pages from GCC General Catalog 2010-2011 - Mission Statement
-  CR 2.4 (04) Pages from 2010 GCC Student Handbook - Mission Statement
-  CR 2.4 (05) Pages from Faculty Handbook 2010 - Mission Statement
-  CR 2.4 (06) Pages from GCC TASB Manual - Local Policy AD-Mission Statement
-  CR 2.4 (07) THECB Rules and Regulations, Chapter 9, Subsection C, Rule 9.53
-  CR 2.4 (08) CS 3.1.1 - Mission
-  GCC Mission Statement

2.5

Institutional Effectiveness

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) has ongoing, integrated, and institution-wide research-based planning and assessment processes which involve faculty, students, trustees, administrators, and staff and result in the enhancement of the College's ability to achieve its [mission](#). Through an annual strategic planning process, the College's human, physical, and fiscal resources are organized to carry out the mission of the College. GCC's strategic planning activities occur at all levels of the College, providing for broad-based participation in determining program directions, establishing desired outcomes, and shaping College goals. The planning process links administrative objectives and learning outcomes with College goals ([Student Success](#), [Student Learning](#), [Community and Outreach](#), and [Accountability](#)).

The processes are ongoing

The GCC Institutional Effectiveness process is ongoing with systemic improvements identified through the iterative planning and assessment process. Since the year 2004 each of the college planning units has participated in activities designed to enhance the quality of its contribution to the College mission.

Fall 2006, the President [implemented](#) a participative strategic planning model, [College Effectiveness Council \(CEC\)](#), which met monthly during the first year and now meets four times a year. The purpose and membership of the CEC is explained in [GCC Local Policy BGC](#). CEC meeting [agendas](#) address the cyclical items included in the [Institutional Effectiveness Cycle \(IE Cycle\)](#) and other important issues that support the Institutional Effectiveness process. The IE Cycle was revised and approved by the [President Executive Council \(PEC\)](#) on [August 1, 2006](#), to better align the planning and budgeting cycles and was revised [July 29, 2008](#), and [April 21, 2010](#), to implement improvements in the planning and assessment process.

In January 2007, the College implemented an online, web-based system, [Strategic Planning Online \(SPOL\)](#), to improve [collaboration among planning units institution-wide](#), to track improvements and assessments over time, and particularly to emphasize linkages between planning, assessment, and budgeting. Each year, these activities are evaluated in the [CEC](#). The planning and assessment activities follow the annual IE Cycle based on the fiscal year September 1 through August 31.

The processes are integrated

As activity plans are finalized, resource requests are integrated into the final institutional budget. [GCC Local Policy CC](#) states, "Budget planning shall be an integral part of overall program planning so that the budget effectively reflects the College District's programs and activities and provides the resources to implement them." The [Vice President for Business Services](#) develops a [budget calendar](#). The budget is initiated in January when all planning units assess progress on current planning objectives to develop new, modified, and/or continuing planning objectives for the next fiscal year. The Vice President for Business Services and [Director of Institutional Effectiveness](#) facilitate [planning and budgeting workshops](#) to assist planning unit managers to use the results for making improvements and supporting related budget requests. The Vice President for Business Services involves employees by using SPOL for employees to submit their budget requests to their

immediate supervisors, who in turn submit [approved requests](#) to their respective Vice Presidents. Upon receipt of the approved requests from all the vice presidents, the Vice President for Business Services compiles the requests and presents a draft budget to the PEC. At this point, the PEC studies the draft budget along with budget detail and justification and in turn, makes recommendations to the [President](#), who will then present the final budget to the Board of Trustees for [approval](#).

[Initial budget requests](#) are due in April, and budgets are considered throughout the summer. Following the IE Cycle, the institutional effectiveness process begins in the fall of each year, continues through the spring, and concludes with the budgeting process which is finalized in May, June, and July. SPOL supports a budget process [justified and linked](#) to planning. [Strategic Planning Reports](#) in SPOL include Purpose, Goals, Objectives, Assessments, Results, and Use of Results. These reports are published on the [GCC Portal](#) as each planning unit's end-of-year assessment report. The end-of-year assessment reports are used to develop improvement plans for each Division ([President's Office](#), [Instructional Services](#), [Student Services](#), [Information Technology](#), [Business Services](#), [Resource and Community Development](#)) and for developing and/or modifying [planning objectives for the next fiscal year](#).

The Institutional Effectiveness process integrates the activities of each planning unit into a coordinated effort to achieve the overall College goals by [linking each objective to an institutional goal](#) and a [planning priority](#) in the SPOL web-based system. Planning priorities were established by the [PEC](#). The Institutional Effectiveness planning and budget processes are integrated into the IE Cycle. As a result, improvement activities are planned to coordinate with resource availability and resource allocation is informed by improvement activity needs.

The processes are institution-wide

The IE Cycle and CEC participative model involves faculty, students, trustees, administrators, and staff and results in the continuous enhancement of the College's ability to effectively accomplish its mission. The CEC evaluated 2009-10 End-of-Year Assessment Reports and 2010-11 Improvement Plans and provided feedback orally and in writing to each Division of the College: [President's Office](#), [Instructional Services](#), [Student Services](#), [Business Services](#), [Information Technology](#), and [Community Resource and Development](#). The CEC, chaired by the President and facilitated by the Director of Institutional Effectiveness, is primarily responsible for the overall operation and success of the Institutional Effectiveness process ([CEC purpose and function](#)). Of the [forty-five members](#) of the council, thirteen are faculty, two are students, nine are administrators, seventeen are professionals, and four are staff members. Every [planning unit](#) at the College is represented on the CEC. On [November 5, 2010](#) the PEC and on [November 16, 2010](#), the Board of Trustees approved the [College Assessment Advisory Council \(CAAC\)](#) to promote institutional improvements in instruction, curriculum, technology, and assessment based upon assessment results. The CAAC will be implemented in 2011 and will assume the responsibility of evaluating and making recommendations on end-of-year assessment reports and improvements plans, previously accomplished by the CEC.

The CEC recommends measurable strategic objectives through the work of the four individual goal teams so that progress can be monitored and serves as a liaison with campus stakeholders for continuous assessment and improvement. As an advisory council to the PEC, the CEC recommends changes in College mission, goals and/or strategic priorities (see [CS 3.1.1](#) for more detailed explanation).

Goal teams develop and revise institutional action plans that encompass strategic objectives, strategic initiatives, and key performance indicators. Goal team leaders serve on the CEC and present their [goal team's recommendations](#) to the PEC for consideration to approve and/or allocate resources for the new planning cycle ([PEC Minutes - April 21, 2010](#)). The PEC reports back to the [CEC in September](#) regarding strategic initiatives that were approved, funded, and/or assigned to an [administrative unit](#) for implementation.

The processes are research-based

A variety of data from research are available on the GCC Portal. This research is used to inform and guide decisions for optimal planning of facilities requirements, need for full-time faculty positions, needs assessment

of community and outreach, new initiatives. The [GCC Strategic Plan](#) was research based. Selection of the topic for the [Quality Enhancement Plan](#) was research-based and based upon data. The Office of Institutional Effectiveness assists the College in the gathering and analysis of information in an effort to provide data that informs decision makers regarding assessment activities.

Research activities include the development and execution of web-based and/or paper surveys to faculty and staff, students, and community. The surveys gather information about perceptions, opinions, and needs of those being surveyed. As a result of a [recommendation from the Community and Outreach Goal Team](#), an online repository of data and analysis resources was published on the GCC Portal which is available to all personnel and the public. The [Strategic Planning and Assessment page](#) includes the GCC Strategic Plan, four Scorecards with key performance indicators for each of the four institutional goals, 2009-10 End-of-Year Assessment Reports, and 2010-11 Improvement Plans. The [Accountability page](#) includes national, state, and institutional data results and analyses.

On [October 13, 2010](#), PEC and on [November 16, 2010](#), the Board of Trustees approved the Institutional Review Board, which is outlined in [GCC Local Policy BGC. Policies and procedures](#) for the Institutional Review Board were developed and published on the GCC Portal; however, to date there have been no applications submitted for review.

The GCC Information Needs and Access Task Force recommended the purchase and deployment of a data warehouse, Estudios, which was approved by the [PEC](#). Access was assigned to [50 licenses throughout the campus](#) to empower users to access and analyze data resources for decision-making and to identify opportunities for improvement.

The processes include a systematic-review of institutional mission, goals, and outcomes

The IE Cycle includes a systematic-review of the institutional mission, goals, and outcomes. Each [September](#), the CEC reviews and evaluates the College mission and goals. Each division of the College reports outcomes to the CEC, and end-of-year assessment reports are shared on the [GCC Portal](#).

In [September 2008](#), the President initiated a strategic planning process for a comprehensive review of the College [mission and goals](#). The campus-wide process originated in the CEC with broad-based input from the faculty, students, trustees, administrators, and staff. This process is detailed in the [GCC Strategic Plan](#) and is described in [CR 3.1.1](#).

The processes result in continuous improvement

Each planning unit of the College (division, discipline, office, and function) documents the unit's "results" and "use of results" for the year in SPOL. Each [planning unit strategic report](#) identifies each improvement activity implemented, identifies the manner in which the activity was evaluated, and provides an analysis of the results of the activity in terms of improvement and future implications. This analysis includes the degree to which the improvement activity was successful or unsuccessful and the reasons for that success or lack thereof. The impact of the improvement activity on the targeted objective reaffirms the current strategy or informs so that strategies can be modified if needed. This analysis and discussion closes the loop and provides a springboard for planning the activities for the next cycle. All unit, division, and institutional strategic planning reports since planning 2007-2008 are available in SPOL (2007-08, 2008-09, 2009-10, 2010-11). The annual assessment results and improvement activities for each area are reported to the CEC and are published on the [GCC Portal](#).

Goal team recommendations for institutional improvements based upon assessment results are presented to the PEC for approval, implementation, and any needed resources. Recommendations approved by the PEC and progress made is reported back to the CEC. As of February 2011, many of the approved recommendations are either [in-progress or complete](#). The institutional effectiveness process supports continuous improvement

throughout every level of the College as further detailed in [CS 3.3.1](#).

Research results are analyzed and used to make institutional improvements as evidenced by the work of the [CCSSE Data Analysis Committee \(CDAC\)](#), comprised of six faculty teams on February 27, 2009. The CDAC presented its [recommendations](#) to the [PEC](#) for institutional improvements based upon its analyses of the Community College Survey of Student Engagement (CCSSE) results.

The institution effectively accomplishes its mission








The College's human, physical, and fiscal resources are organized to carry out the [mission](#) of the College. The planning process links administrative objectives and learning outcomes with College goals ([SPOL report objectives by College goal](#)). [Student Success and Student Learning Goal Teams](#) and the [Community and Outreach and Accountability Goal Teams](#) present their recommendations to the CEC. The goal team leaders then present recommendations from the CEC to the PEC. Goal team leaders recommend strategic objectives, strategic initiatives, and key performance indicators for each institutional goal. If approved by the PEC, the strategic initiatives are incorporated into an administrative planning unit for implementation and assessment, and the key performance indicators are included on the mission-driven [GCC Balanced Scorecard](#) approved by the [PEC](#). The mission-driven GCC Balanced Scorecard is available online on the GCC Portal with a Scorecard for each institutional goal ([Student Success](#), [Student Learning](#), [Community & Outreach](#), and [Accountability](#)). The GCC Balanced Scorecard is maintained by the Office of Institutional Effectiveness. The GCC Balanced Scorecard reports progress annually on key performance indicators for strategic goals and objectives included in the GCC Strategic Plan. Goal team leaders call meeting on an as-needed basis to support progress of the College goals (Student Learning Goal Team minutes - [January 21, 2010](#), and [September 2, 2010](#)).

Summary

Not only does GCC work through its IE Cycle to make continuing improvements to the programs and services offered by each individual planning unit, but continues to revise and improve its Institutional Effectiveness process, primarily through the activities of the CEC and the leadership of PEC. Planning unit managers, program coordinators, division leadership, and the Office of Institutional Effectiveness work as a team with planning units to evaluate and revise previously-labeled goals and objectives, resulting in the current set of objectives. These objectives have been aligned with the budgeting process and linked to overall strategic planning goals.

Sources

-  CR 2.5 (02) Page 12 from 2010-2015 Strategic Plan - Student Success Goal
-  CR 2.5 (03) Page 13 from 2010-2015 Strategic Plan - Student Learning Goal
-  CR 2.5 (04) Page 14 from 2010-2015 Strategic Plan - Community and Outreach Goal
-  CR 2.5 (05) Page 15 from 2010-2015 Strategic Plan - Accountability Goal
-  CR 2.5 (06) CEC appointment letter from the President
-  CR 2.5 (07) Page 8 from 2010-2015 Strategic Plan - CEC Model
-  CR 2.5 (08) GCC Local Policy BGC - College Effectiveness Council - Purpose and Membership
-  CR 2.5 (09) CEC Agenda, Sept 14, 2010 - support IE Cycle
-  CR 2.5 (10) Pages from 2010-2015 Strategic Plan - IE Cycle
-  CR 2.5 (11) GCC Local Policy BGC - PEC
-  CR 2.5 (12) Page 1 from PEC Minutes - August 1, 2006 - revise IE Cycle
-  CR 2.5 (13) PEC Meeting Minutes July 29, 2008 - IE Cycle revised
-  CR 2.5 (14) Page 1 from PEC Minutes - April 21, 2010 - IE Cycle Revised
-  CR 2.5 (15) Page 2 from CEC Minutes, November 9, 2010 - CEC evaluates improvement plans for Divisions
-  CR 2.5 (16) GCC Local Policy CC - Budget Planning
-  CR 2.5 (17) Vice President for Business Services Performance Management Worksheet
-  CR 2.5 (18) FY 2011 Budget Calendar
-  CR 2.5 (19) Director of Institutional Effectiveness Performance Management Worksheet
-  CR 2.5 (20) FY 2011 Planning-Budgeting Workshops
-  CR 2.5 (21) Budget Approval and Final Budget Approval Status
-  CR 2.5 (22) President Performance Management Worksheet
-  CR 2.5 (23) Pages from 2009-2010 Board of Trustees Minutes - Approval of FY 2011 Budget
-  CR 2.5 (24) Representative Sample of Budget Requests in SPOL - 2009-10
-  CR 2.5 (25) Enhanced Budget Requests linked to Planning Objectives, Goals, and Planning Priorities in SPOL - 2009-10
-  CR 2.5 (26) Representative Sample (24 Planning Units) of Strategic Planning Results - 2009-10
-  CR 2.5 (27) Strategic Planning and Assessment Webpage on the Portal
-  CR 2.5 (28) 2010-11 Improvement and Professional Development Plan - President's Office
-  CR 2.5 (29) 2010-11 Improvement and Professional Development Plan - Instructional Services
-  CR 2.5 (30) 2010-11 Improvement and Professional Development Plan - Student Services
-  CR 2.5 (31) 2010-11 Improvement and Professional Development Plan - Information Technology
-  CR 2.5 (32) 2010-11 Improvement Plan and Professional Development Plan - Business Services
-  CR 2.5 (33) 2010-11 Improvement and Professional Development Plan - Resource and Community Development
-  CR 2.5 (34) Alert to SPOL Planning Unit Managers to Develop Planning Objectives for Next Fiscal Year
-  CR 2.5 (35) Planning Members by Planning Units on SPOL
-  CR 2.5 (36) Planning Objectives by Institutional Goal in SPOL - 2010-11
-  CR 2.5 (37) Planning Objectives by Planning Priority in SPOL - 2009-10
-  CR 2.5 (38) Planning Priorities approved, PEC Minutes - March 13, 2009 - SPOL Planning Priorities
-  CR 2.5 (39) CEC Evaluation of President's Office 2010-11 Improvement Plan
-  CR 2.5 (40) CEC Evaluation of Instructional Services 2010-11 Improvement Plan
-  CR 2.5 (41) CEC Evaluation of Student Services 2010-11 Improvement Plan
-  CR 2.5 (42) CEC Evaluation of Business Services 2010-11 Improvement Plan

-  CR 2.5 (43) CEC Evaluation of Information Technology 2010-11 Improvement Plan
-  CR 2.5 (44) CEC Purpose and Function
-  CR 2.5 (45) College Effectiveness Council Membership
-  CR 2.5 (46) PEC Minutes November 5, 2010 - Approval of BGC Local Policy
-  CR 2.5 (47) Pages from Board of Trustees Minutes November 16 2010 - CAAC and IRB Approval in BCG Local Policy
-  CR 2.5 (48) GCC Local Policy BGC - College Assessment Advisory Council - Purpose and Membership
-  CR 2.5 (49) Goal Team Recommendations for Strategic Initiatives
-  CR 2.5 (50) Pages from PEC Minutes April 21, 2010 - Adoption of Goal Team Strategic Goals and Initiatives
-  CR 2.5 (51) CEC Minutes September 14, 2010 - PEC Reporting on Strategic Initiatives
-  CR 2.5 (52) Goal Teams Recommendations highlighting admin. responsibility
-  CR 2.5 (53) Pages from 2010-2015 Strategic Plan - Research
-  CR 2.5 (54) Pages from 2010-2015 Strategic Plan Development
-  CR 2.5 (55) QEP Research-Based
-  CR 2.5 (56) Recommendations from Community & Outreach Goal Team
-  CR 2.5 (57) Accountability Page on the GCC Portal
-  CR 2.5 (58) GCC Local Policy BGC - Institutional Review Board
-  CR 2.5 (59) PEC Minutes, October 13, 2010 - Approve IRB
-  CR 2.5 (60) Institutional Review Board Policies and Procedures on the GCC Portal
-  CR 2.5 (61) President's Executive Council Minutes - Feb 27 2009 Estudios purchase
-  CR 2.5 (62) List of 50 licensed users for Estudios
-  CR 2.5 (63) Pages from CEC Minutes April 29, 2008 - Mission
-  CR 2.5 (64) Pages from CEC Minutes April 29, 2008 - Goals
-  CR 2.5 (65) 2009-2010 End of year Assessment Reports and 2010-2011 Improvement Plans on the GCC Portal
-  CR 2.5 (66) Progress Report on CEC Goal Teams Recommendations - progress to date
-  CR 2.5 (67) CDAC Committee Membership
-  CR 2.5 (68) CDAC Recommendations
-  CR 2.5 (69) Pages from PEC Minutes March 13, 2009 - Presentation of CCSSEE Data Analysis Committee Findings
-  CR 2.5 (70) Pages from CEC Minutes November 10, 2009
-  CR 2.5 (71) Pages from CEC Minutes April 13, 2010
-  CR 2.5 (72) GCC Balanced Scorecard approved by PEC April 21, 2010
-  CR 2.5 (73) GCC Balanced Scorecard, Student Success on GCC Portal
-  CR 2.5 (74) GCC Balanced Scorecard, Student Learning on GCC Portal
-  CR 2.5 (75) GCC Balanced Scorecard, Community and Outreach on GCC Portal
-  CR 2.5 (76) GCC Balanced Scorecard, Accountability on the GCC Portal
-  CR 2.5 (77) Student Learning Goal Team Minutes January 21, 2010
-  CR 2.5 (78) Student Learning Goal Team Agenda & Minutes, September 2, 2010
-  CR 2.5 (79) CS 3.1.1 - Mission
-  CR 2.5 (80) CS 3.3.1 - Institutional Effectiveness
-  GCC 2010-2015 Strategic Plan
-  GCC Mission Statement

2.6

Continuous Operation

The institution is in operation and has students enrolled in degree programs.

Judgment





Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) opened its doors in September 1965 with higher than anticipated enrollment and has continuously served students since that time. The current Texas Higher Education Coordinating Board (THECB) [CBM 001 Report](#), the [GCC General Catalog](#), and the [Schedule of Classes](#) confirm that the College is in operation and has students enrolled in degree programs at both our Main Campus in Denison, TX, and our South Campus in Van Alstyne, TX. The [GCC General Catalog](#) demonstrates that the College offers 23 Associate of Science, 20 Associate of Applied Science, 9 Associate of Arts in Teaching degrees, and 42 Certificates of Completion Awards. The [Schedule of Classes](#) demonstrates that GCC is offering courses for these degree and certificate programs.

As a member of the Texas state system of publicly supported institutions of higher education, GCC reports semester enrollment data to THECB on the [CBM 001](#) and [CBM 004](#) Reports and the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). Enrollment for the Fall 2010 semester, verified by the THECB [CBM 001](#), shows 5,034 students enrolled in degree programs at GCC.

Sources

-  [CR 2.6 \(01\) THECB CBM 001 Report Fall 2010](#)
-  [CR 2.6 \(02\) Pages from GCC General Catalog 2010-2011 - Degree Programs](#)
-  [CR 2.6 \(05\) THECB CBM 004 Declared Majors](#)
-  [GCC Schedule of Classes Spring 2011](#)

2.7.1

Program Length

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) currently awards the following three **degrees**: the Associate of Science (A.S.), the Associate of Applied Science (A.A.S.), and the Associate of Arts in Teaching (A.A.T.). The College bases the requirements for each degree on the Texas Higher Education Coordinating Board (THECB).








According to the Texas Administrative Code Rule §9.183” of the THECB **Lower Division Academic Course Guide Manual (ACGM)**, program length for transfer associate degrees (A.S., A.A., and A.A.T.) must consist of a minimum of 60 semester credit hours to a maximum of 66 semester credit hours in each degree plan. Additionally, according to the **Guidelines for Instructional Programs in Workforce Education (GIPWE)**, Associate of Applied Science Degrees (A.A.S.) are limited to a range of 60-72 semester credit hours.

GCC has 23 majors that award the Associate of Science Degree (A.S.). The A.S. is designed for students planning to transfer to a four-year institution or students who desire the education provided by the first two years of a four-year degree. In compliance with the **ACGM**, all A.S. degrees at GCC contain at least 60 but no more than 66 semester credit hours (SCH). GCC awards the A.S. degree upon successful completion of the SCH required in each major.

GCC offers nine majors which award the Associate of Arts in Teaching (A.A.T.) is designed to transfer to a baccalaureate program leading to initial Texas teacher certification and meets the standards set forth by the THECB as described in the **ACGM**. The College’s **A.A.T. curriculum** has been approved by THECB and requires successful completion of 64 SCH.

There are 20 majors in workforce education in which a student can earn an Associate of Applied Science (A.A.S) degree. The A.A.S. degree provides an orderly, identifiable sequence of courses to meet specific occupational competencies and outcomes to prepare students for employment as required by the THECB. All GCC **A.A.S. degrees** require a minimum of 60 but no more than 72 SCH. For the A.A.S. degree, the number of SCH varies according to the specific program, and specific program requirements can be found in the General Catalog. The A.A.S. degree requires the student to complete at least 15 semester credit hours in general education from the **designated core curriculum** (A.A.S. General Education Curriculum). This requirement specifies that the student complete at least one course from each of the following areas: natural science/mathematics, social and behavioral sciences, and fine arts/humanities.

Sources

-  CR 2.7.1 (01) Pages from GCC General Catalog 2010-2011 - Degrees Offered
-  CR 2.7.1 (02) Page 219 from THECB ACGM 2010 - 9.183 Degree Titles, Program Length, and Program Content
-  CR 2.7.1 (03) Page 31 from THECB 2008 GIPWE Manual - Degree Requirements
-  CR 2.7.1 (04) Page 59 from the GCC General Catalog 2010-2011 - AS Degree
-  CR 2.7.1 (05) Page 59 from the GCC General Catalog 2010-2011 - AAT Degree
-  CR 2.7.1 (06) Page 59 from the GCC General Catalog 2010-2011 - AAS Degree
-  CR 2.7.1 (07) Page 67 from GCC General Catalog 2010-2011 - Core Curriculum Requirements

2.7.2

Program Content

The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) offers Associate Degree programs which are designed to embody a coherent course of study compatible with its [mission](#) to “provide a broad and dynamic curriculum to support university transfer, career technical education, developmental, and community education.”

GCC offers a wide variety of [curricular pathways](#) which lead to the [Associate of Science \(A.S.\)](#) and the [Associate of Arts in Teaching \(A.A.T.\)](#) degrees for transfer as well as the [Associate of Applied Science \(A.A.S.\)](#) and [Certificates](#) which lead to employment. Descriptions of all degree programs and certificates are included in the [GCC General Catalog](#) along with [curriculum guides](#) describing a coherent course of study and recommended sequencing of courses. GCC degree programs are generally accepted higher education degrees designated by the Texas Higher Education Coordinating Board (THECB) and accepted for transfer by other institutions of higher education.















In compliance with [Texas Administrative Code Rule §4.28](#), all associate degrees at GCC are built upon a [common core curriculum](#) made up of courses chosen primarily from communication, mathematics, natural sciences, visual and performing arts and social and behavioral sciences as prescribed by the THECB [Lower-Division Academic Course Guide Manual \(ACGM\)](#) and the [Guidelines for Instructional Programs in Workforce Education Manual \(GIPWE\)](#).

“Senate Bill (SB) 148, enacted in 1997 by the 75th Texas legislature, requires the THECB to adopt rules that include "statement of the content, component areas, and objectives of the core curriculum," which all institutions are to fulfill by their own selection of specific courses. All GCC programs and courses are in compliance with the Texas Higher Education Coordinating Board (THECB) standards found in the ACGM, the GIPWE and the Workforce Education Course Manual (WECM). GCC remains in compliance with THECB guidelines, submitting courses, field of study curriculum, and degree programs for approval as needed.

All A.S. degrees include a core 44-hour [general education curriculum requirement](#). The A.A.T degree programs also include a core 44-hour [general education curriculum requirement](#). In addition, students must also complete additional courses to reach the SCH required for the respective degrees. These additional courses are made up of classes included in the THECB ACGM listing of courses and approved by the GCC’s Curriculum Committee. The courses included in the GCC Core Curriculum work together to provide students with the opportunity to acquire knowledge and develop skills that will prepare them to successfully meet challenges and negotiate change. These degrees enable student to enter as juniors at senior-level colleges or universities, and all degree programs offered by GCC are based upon fields of study appropriate to higher education. All A.S. degrees have 62-66 semester credit hours (SCH). The [A.A.T. degrees](#) have 62-64 SCH.

GCC's [A.A.S. degree](#) programs include 60-72 SCH and have a well-defined focus that provides students with valid opportunities for employment and career opportunities. Each A.A.S. degree incorporates at least [15 SCH in general education coursework](#). As required by the GIPWE each workforce education program “consist of a coherent sequence of courses designed to prepare students for employment in a career field.” These programs are developed with input from advisory committees and in close cooperation with business and industry to satisfy a need for effective and timely workforce education.

Sources

-  CR 2.7.2 (01) GCC Mission and Vision
-  CR 2.7.2 (02) Pages from GCC General Catalog 2010-2011 - Degree Programs
-  CR 2.7.2 (03) Page 59 from the GCC General Catalog 2010-2011 - AS Degree
-  CR 2.7.2 (04) Page 59 from the GCC General Catalog 2010-2011 - AAT Degree
-  CR 2.7.2 (05) Page 59 from the GCC General Catalog 2010-2011 - AAS Degree
-  CR 2.7.2 (06) Page 60-61 from the GCC General Catalog 2010-2011 - Certificate Programs
-  CR 2.7.2 (07) Pages 70-133 from GCC General Catalog 2010-2011 - Suggested Degree-Certificate Programs
-  CR 2.7.2 (08) Texas Administrative Code Rule 4.28
-  CR 2.7.2 (09) Page 67 from GCC General Catalog 2010-2011 - Core Curriculum Requirements
-  CR 2.7.2 (10) Pages from ACGM 2010 - Core Curriculum
-  CR 2.7.2 (11) Pages from THECB GIPWE Manual 2008 - Core Curriculum
-  CR 2.7.2 (12) Page 66 from GCC General Catalog 2010-2011 - AS General Education Requirements
-  CR 2.7.2 (13) Page 67 from GCC General Catalog 2010-2011 - AAS General Education Requirements
-  CR 2.7.2 (14) Page 68 from GCC General Catalog 2010-2011 - AAT General Education Requirements

2.7.3

General Education

In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

In each degree program at the college, Grayson County College (GCC) requires the successful completion of a general education component known as the [Core Curriculum](#). Included in this, GCC offers the [Associate of Science \(A.S.\) degree](#) and the [Associate of Arts in Teaching \(A.A.T.\) degree](#) which are designed for the student planning to transfer to a senior college or university. The College also offers the [Associate of Applied Science \(A.A.S.\) degree](#), which is awarded for the successful completion of a two-year prescribed occupational program. The general education, or core curriculum, requirement is a substantial component of all associate degrees and requires a minimum number of credits in specified disciplines for completion.

For the transfer degrees, the State of Texas, according to the Texas Higher Education Coordinating Board (THECB) Academic Course Guide Manual (ACGM), mandates a core curriculum of 42 to 48 semester hours. GCC complies with this requirement with a core curriculum of 44 semester hours in all programs except [music](#). The music degree has a core curriculum of 35 hours as allowed by THECB as described in [ACGM, Chapter 9, §9:183, \(a\) 1](#), and [§4.32: Field of Study Curricula](#) when programs are developed based on a select field of study in the discipline. GCC received an [Email](#) from THECB staff approving the change. The core curriculum, according to the [ACGM](#), provides students with a solid foundation of knowledge and skills that will assist them throughout life and foster intellectual inquiry among students. The core encompasses a breadth of content in coursework within the disciplines of communication, mathematics, natural sciences, humanities and visual and performing arts, social/behavioral sciences, and the option of six semester hours from one of the areas listed above, or computer literacy, health/wellness, kinesiology, capstone or interdisciplinary courses.

GCC's specific core requirements for the [A.S.](#) and [A.A.T.](#) degrees include the following: three hours of oral communications (speech), six hours of written communications (English), three hours of mathematics, eight hours in the natural sciences (biology, chemistry, geology, and physics -- all core science courses include a laboratory component), three hours of arts, three hours of humanities, six hours each in history and government, three hours in the behavioral and social sciences, and an institutional option of three hours of either a learning frameworks course or computer science. Specific courses in each component area are outlined in the [GCC General Catalog](#).

All [A.A.S. degrees](#) require a minimum of 15 semester hours of general education courses. At least one three-semester-hour course must be taken from each of the following areas: oral communication, written communication, natural science/mathematics, social and behavioral science, and fine art/humanities.

Core Competencies

The general education core was developed based on guidelines and requirements outlined in the THECB [Core Curriculum: Assumptions and Defining Characteristics \(April, 1998\)](#). The courses in the GCC core were designed to meet the exemplary educational objectives developed by the state and align with basic intellectual competencies specified for the Texas core curriculum, specifically, to promote the development of reading, writing, speaking, listening, critical thinking, and computer literacy in students. These competencies are woven into [GCC's Institutional Learning Outcomes](#) and are reinforced throughout the core curriculum.

General education courses typically have student populations representing many different programs of study and are not delivered from a limited perspective built around the required skill or knowledge base for any single occupation or profession. Additionally, requiring students to take coursework in multiple departments (humanities/fine arts, social/behavioral sciences, and natural science/mathematics) ensures breadth of knowledge among GCC graduates. One of the core curriculum mandates from the THECB states that “a core curriculum should contain courses that provide multiple perspectives about the individual and the world in which he or she lives; that stimulate a capacity to discuss and reflect upon individual, political, and social aspects of life so students understand ways in which to exercise responsible citizenship; and that enable students to integrate knowledge and understand the interrelationships of the disciplines.” The core curriculum at GCC clearly fulfills this mandate as shown in the GCC [Core Evaluation Report](#) submitted to the THECB on April 1, 2009.

Sequence and Mode of Delivery

The general education component is based on a coherent rationale. Degree programs outline a series of courses and identify prerequisites so that coursework can take place in a logical sequence, building upon the knowledge and skills of previous courses. Core courses at GCC are offered through a variety of delivery modes including traditional classroom instruction, internet courses, interactive video courses, and hybrid formats.
























Course Equivalency

To establish course equivalency, GCC uses the THECB [ACGM](#). Core courses must also be included in the Texas [Common Course Numbering System Online Matrix](#). This ensures that these courses are recognized as collegiate-level and are fully transferable toward baccalaureate degree completion at state colleges and universities, as shown in the [ACGM Rule §4.24](#). These documents also assist in establishing course equivalencies at both state and private institutions. In addition, GCC has a standard formula which is used to establish course equivalency for institutions on the quarter hour system. This formula converts quarter hours into semester hours for transcript evaluation and transfer.

Course Substitutions

Students are expected to complete degree requirements according to the specific curriculum outlined in the GCC General Catalog. Substitutions for the core curriculum may not be made for courses taken at GCC according to [GCC Legal and Local Policy EFAA](#). Substitutions in the core for transfer students are accepted when taken as part of the required core of another Texas institution according to [GCC Legal Policy EGA](#). Approved course substitutions require the signature of an advisor and the appropriate division dean using the [Course Substitution Form](#).

Sources

-  CR 2.7.3 (01) Page 67 from GCC General Catalog 2010-2011 - Core Curriculum Requirements
-  CR 2.7.3 (02) Page 59 from the GCC General Catalog 2010-2011 - AS Degree
-  CR 2.7.3 (03) Page 59 from the GCC General Catalog 2010-2011 - AAT Degree
-  CR 2.7.3 (04) Page 59 from the GCC General Catalog 2010-2011 - AAS Degree
-  CR 2.7.3 (05) Pages from ACGM 2010 - Transfer Degree Core Curriculum Requirements
-  CR 2.7.3 (06) Pages from GCC General Catalog 2010-2011 - General Education Core Curriculum Requirements
-  CR 2.7.3 (07) Pages from ACGM 2010 - Rule 9.183 Degree Titles, Program Length and Program Content
-  CR 2.7.3 (08) Pages from ACGM 2010 - Field of Study Curricula
-  CR 2.7.3 (09) Email from THECB Regarding AS Music Core
-  CR 2.7.3 (10) Pages from ACGM 2010 - Core Curriculum
-  CR 2.7.3 (11) Page 66 from GCC General Catalog 2010-2011 - AS General Education Requirements
-  CR 2.7.3 (12) Page 68 from GCC General Catalog 2010-2011 - AAT General Education Requirements
-  CR 2.7.3 (13) Page 67 from GCC General Catalog 2010-2011 - AAS General Education Requirements
-  CR 2.7.3 (14) THECB - Core Curriculum_ Assumptions and Defining Characteristics (Rev. 1999)
-  CR 2.7.3 (15) GCC Institutional Learning Outcomes
-  CR 2.7.3 (16) GCC Core Curriculum Report 2009
-  CR 2.7.3 (17) Pages from ACGM 2010 - Course Equivalency
-  CR 2.7.3 (18) Pages from ACGM 2010 - Texas Common Course Numbering System
-  CR 2.7.3 (19) Pages from ACGM 2010 Rule 4.24 - Course Transfer
-  CR 2.7.3 (20) Page from GCC TASB Manual December 2010 - Legal Policy EFAA Course Substitutions
-  CR 2.7.3 (21) Pages from GCC TASB Manual December 2010 - Local Policy EFAA - Course Substitutions
-  CR 2.7.3 (22) Pages from GCC TASB Manual December 2010 - Legal Policy EGA - Transfer Student Core Curriculum
-  CR 2.7.3 (23) GCC Course Substitution Forms

2.7.4

Coursework for Degrees

The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (See Commission policy 'Core Requirement 2.7.4: Documenting an Alternate Approach.')

Judgment













Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) provides instruction for all coursework required for degree programs at each level for [Associate of Science \(A.S.\)](#) and [Associate of Arts in Teaching \(A.A.T.\)](#) degrees. GCC provides instruction for all coursework for all [Associate of Applied Arts and Sciences \(A.A.S.\)](#) degrees and certificates with the exception of the new Air Traffic Controller program. A [contractual agreement](#) for this program, which conforms to requirements set forth by the Texas Higher Education Coordinating Board (THECB) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), has been approved by [THECB](#) and [SACSCOC](#). The GCC General Catalog lists the [courses required](#) for each degree program offered at GCC.

Contractual and consortial agreements for instruction comply with current guidelines of the SACSCOC and are approved through the established procedures of the [THECB](#). Furthermore, [GCC Legal Policy ECF](#) requires GCC to ensure the quality of educational programs/courses offered through consortia relationships or contractual agreements. [GCC Local Policy GH](#) delineates the details of contractual relationships GCC has with area [public schools](#) to offer [dual credit](#).

Sources

-  [CR 2.7.4 \(01\) Page 59 from the GCC General Catalog 2010-2011 - AS Degree](#)
-  [CR 2.7.4 \(02\) Page 59 from the GCC General Catalog 2010-2011 - AAT Degree](#)
-  [CR 2.7.4 \(03\) Page 59 from the GCC General Catalog 2010-2011 - AAS Degree](#)
-  [CR 2.7.4 \(04\) ATC Contractual Agreement with L3](#)
-  [CR 2.7.4 \(05\) ATC Certificate THECB Program Approval Letter](#)
-  [CR 2.7.4 \(06\) SACSCOC Approval of ATF Program](#)
-  [CR 2.7.4 \(07\) Pages 70-133 from GCC General Catalog 2010-2011 - Degree-Certificate Program Courses](#)
-  [CR 2.7.4 \(08\) Texas Administrative Code Title 19, Part 1, Chapter 9, Subchapter G Rule 9.126](#)
-  [CR 2.7.4 \(09\) Pages from GCC TASB Manual - Legal Policy ECF - Contractual Agreements](#)
-  [CR 2.7.4 \(10\) Pages from GCC TASB Manual - Local Policy GH](#)
-  [CR 2.7.4 \(11\) Dual Credit Partnerships](#)
-  [CS 2.7.4 \(12\) Sample Dual Credit Agreement](#)

2.8

Faculty

The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) has an adequate number of full-time faculty members, as evidenced by the [Faculty Roster](#), to support the [mission](#) of the institution and to ensure the quality and integrity of its academic programs. [Sufficient faculty](#) are employed to meet both the teaching needs, both in the classroom or via distance education, and the auxiliary functions best fulfilled by full-time faculty. These functions include but are not limited to responsibility for curriculum, assessment, program-level advisory boards, and the sponsorship of student organizations deemed appropriate for full-time faculty.

[GCC Local Policy DC](#) defines faculty as “anyone in an exempt position, generally employed on an academic year basis that delivers instruction for academic and/or technical programs.” The hiring process is completed following the process outlined in [GCC Local Policy DC](#). The department chair and/or dean and vice president review and certify all academic credentials and qualifications for both full-time and part-time members at the time of hiring using a [Faculty Credentialing Form](#).

According to the [GCC Local Policy DJ](#), full-time faculty at GCC are defined as “full-time salaried employees who are responsible for teaching, advising, recruiting, maintaining office hours, providing College services such as committee work, and participating in college events.” Faculty workloads are outlined in [GCC Local Policy DJ](#) and may vary according to discipline and additional assignments.

For Fall 2010, GCC employed 102 full-time faculty and three full-time administrators to provide instruction and leadership for academic transfer courses leading to the Associate of Science (A.S.) and Associate of Arts in Teaching (A.A.T.) degrees, and the Associate of Applied Science (A.A.S.) degrees and certificates.

Each year, GCC reports to the Texas Higher Education Coordinating Board (THECB) the number of sections taught, the number of students taught, number of semester credit hours taught, plus the contact hours taught by both full and part-time faculty. A [report](#) from the THECB Accountability System comparing GCC to our peer group indicates full-time faculty taught 66% of the contact hours for 2010, resulting in a full-time student to full-time faculty ratio of 27:1. This [report](#) indicates an increase in the use of part-time faculty. All disciplines that have recently increased the number of part-time faculty have done so due to enrollment growth of programs, increased demand for certain courses (including those for dual credit), and delivery of courses to additional sites including dual credit courses at local high schools. Ratios of FT students to FT Faculty are reflected below:

Full-time and Part-Time Faculty

	Fall 2000	Fall 2009	Fall 2010	% Change since 2000
Full-time Faculty*	78	65	86	10.3%
Part-Time Faculty	82	129	140	70.7%
FTE/FTE Faculty Ratio	21:1	30:1	27:1	28.6%

THECB Accountability System: http://www.txhighereddata.org/Interactive/Accountability/CC_InstEffect.cfm

*Note: Faculty figures from the Texas Higher Education Coordinating Board reflect only instructor of record for each class and do not account for additional faculty in courses that are team-taught such as Nursing.

Total Contact Hours Taught By Full-time and Part-Time Faculty

	2000	2009	2010	% Change since 2000
Contact Hours	687,684	1,005,584	1,115,320	62.2%
Taught by FT Faculty	77.4%	66.2%	66.1%	-11.3%
Taught by PT Faculty	22.6%	33.8%	33.9%	11.3%













THECB Accountability System: http://www.txhighereddata.org/Interactive/Accountability/CC_InstEffect.cfm

According to faculty workload [GCC Local Policy DJ](#), which describes faculty workload, full-time faculty at GCC shall have a full instructional load if the following conditions are met: 15 load hours per week and 270 student contact hours per week. Full-time faculty are not required to teach more than their designated load per semester. Faculty requests to teach overload assignments must be approved by the respective deans. In approving overload requests deans consider the nature of the course, the delivery mode, the number of preparations required, and the extent of other duties which include assessment, advising, and advisory committees, as well as student organization responsibilities and other committee participation.

Part-time faculty are employed to teach select sections in a discipline when enrollments require more sections than can be taught by the full-time faculty. Part-time faculty are not required to serve on committees, attend meetings, or advise students. Full-time college employees from across the college with appropriate academic credentials may be hired as part-time faculty.

Following the procedures outlined in [GCC Local Policy DJ](#), the instructional deans and department chairs develop the semester schedules and assign full-time faculty to teach their loads. GCC Fall semester headcount has increased by 67.1% since 2000, with a growth of 62.2% in contact hours over the same period. Research revealed several variables influencing the increased enrollment, including a regional unemployment rate of 9.4% and tuition costs of approximately 70% less than area universities. This growth, coupled with significant cuts in state reimbursement revenue, has hindered GCC's efforts to maintain the optimal full-time to adjunct faculty ratio. Despite difficult economic times and reduced budgets, the college has continued its commitment to providing adequate numbers of faculty, thus ensuring the quality and integrity of its academic programs. This commitment is evidenced in [2010-2011 Operating Budget](#) with the hiring of seven new full-time faculty in disciplines reflecting significant growth: history, english, biology, medical laboratory technology, early childhood education, psychology, and culinary/hospitality.

Sources

-  CR 2.8 (03) Faculty List by Program
-  CR 2.8 (04) Page from GCC TASB Manual Local Policy DC - Hiring Definitions
-  CR 2.8 (05) Pages from GCC TASB Manual Local Policy DC - Hiring Practice for Full-time Faculty
-  CR 2.8 (06) Faculty Credentialing Form (Samples)
-  CR 2.8 (07) Pages from GCC TASB Manual Local Policy DJ - Full-time Teaching Load
-  CR 2.8 (08) Pages from GCC TASB Manual Local Policy DJ - Faculty Workload Policy
-  CR 2.8 (09) THECB Contact Hours Taught - Comparison
-  CR 2.8 (10) Pages from GCC TASB Manual Local Policy DJ
-  CR 2.8 (11) Pages from GCC TASB Manual Local Policy DJ - Teaching Load
-  CR 2.8 (12) Pages from 2010-2011 GCC Operating Budget - New Faculty Positions
-  GCC Faculty Roster Spring 2010 and Fall 2010
-  GCC Mission Statement

2.9

Learning Resources and Services

The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) libraries maintain a robust collection of learning/information resources in support of the College's educational, research, and public service programs. The primary library collection is housed at the Main Campus with additional physical library collections at the South Campus which is served by a formal agreement with the [Van Alstyne Public Library](#). In addition, GCC students with borrowing privileges at the GCC library have the same borrowing privileges at the Denison and Sherman public libraries and the Austin College library through a formal agreement that created the [Bibliographic Association of the Red River \(BARR\)](#).

The BARR agreement enables a user in good standing with a valid library card to borrow materials from any and all of the BARR member libraries. In addition, the GCC Library maintains a cooperative service agreement with the Van Alstyne Public Library that allows GCC students with a valid library card to borrow materials from that library. In order to provide GCC students with a broad selection of educational materials, the GCC college librarian budgets and orders materials to supplement the Van Alstyne library collection. All library locations provide direct, physical access to books, print serial publications and other learning resources. All GCC students have privileges to borrow any item from the circulating collection at any campus or [BARR Online Catalog](#). Inter-campus and BARR delivery is available through the college courier. EBooks, electronic full-text journal holdings, databases, and a variety of other electronic resources are available to all GCC students and employees from the library [webpage](#). Collection holdings are cataloged and easily located using the online public access catalog (OPAC) via the BARR Catalog link.

Books and eBooks are the cornerstone of a useful, relevant library collection. GCC libraries offer nearly [52,000 print volumes](#). Print and electronic book collections are carefully maintained to ensure adequate subject coverage to meet the needs of the College's diverse course and program offerings. EBooks are becoming increasingly central to the way students and faculty conduct research. All GCC students and employees can obtain authenticated access and read eBooks from off-campus without ever setting foot in the library. GCC Library eBooks are provided via the NetLibrary platform. History Resource Center, EbscoHost, and other select databases offer smaller collections of online encyclopedias, dictionaries and other reference resources. Access to journals/serials is greatly expanded through online access to 16,000 serial titles available in full-text through 60 library databases. All library databases are accessible from off-site through the library website. Off-site users are authenticated by using their GCC network username/password.

The GCC libraries provide physical access to more than 85 print serial titles. The libraries actively subscribe to 28 serial titles. Most print serial holdings are shelved in open stacks for easy access by students, faculty, and other library users. Current issues of serial publications are routed to faculty and staff offices upon request. Faculty and staff may also check out current or back issues of serial publications.

All GCC students and faculty have privileges to borrow any item from the circulating collection of any GCC or BARR library. Since it is not always convenient for students and faculty to visit each library location directly, circulating items are routinely sent from the owning library to any Grayson College campus or library location via campus or BARR courier. Requests for intercampus delivery are made online as well as by phone or email.

The courier runs between campuses Monday through Friday, and depending upon time of request, delivery times of less than 24 hours are sometimes possible.

Immediate electronic delivery of information resources is often available. Articles available in full-text from bibliographic databases are often emailed directly from the database to a requested email address. Requested articles from print publications are either copied or scanned and then delivered according to the user's preference (i.e. email, courier, fax, and postal mail) at no charge. Sometimes, scanned digital images are more practical. Scanned images may be printed directly to any GCC networked printer or emailed to any requested email address.

All library holdings are evaluated, by the College Librarian, based on criteria outlined in the 2010-2015 Information Technology Plan for [library collection development criteria](#). This policy is reviewed every three years by the Vice President for Information Technology/Library Director and College Librarian to ensure continued suitability of selection criteria. Curricular considerations, demonstrated demand, and overall collection balance are the three most important factors in determining which resources meet the College's needs and which should be removed. The GCC librarians work closely with faculty in each discipline to ensure that resource collections meet the full needs of all academic programs.

The library's well-developed collections provide the broad, diverse scope required by general education courses as well as the depth of content required by career education programs such as [nursing, health sciences, and various technical programs](#). In addition to offering diverse book and periodical collections, many of the library's 60 databases are well-suited to the broad research interests of general education students. EbscoHost, JSTOR, and GaleGroup stand out as particularly helpful to general education students writing papers, preparing speeches, or researching literary criticism. Lexis-Nexis, History Resource Center, and Business and Nursing Resource Center are quickly gaining popularity among students and faculty with more targeted research needs.

Library collections support the needs of more specialized academic programs as well. Nursing and health Science are good examples. The library supports these programs through a combination of book, eBook, journal, and database collections. The library supports nursing/allied health program students with a collection of over 2,200 books. The library holds 18 health-related journals/serials in print with more than 1,000 health-related titles available in full-text from library databases. Databases provided for nursing/health sciences research include Health Reference Center Academic, Medline, Health Source: Nursing/Academic Edition, and the consumer edition of Health Source.

The GCC Libraries offer several options for students, faculty, and staff that need to access items not held directly by GCC's physical or electronic resource collections: interlibrary loan and the TexShare Borrower Card which allows GCC's registered users to directly borrow materials from the libraries of other participating institutions. Some of the nearby TexShare participating institutions include: Collin College, Dallas County Community College District, Texas Woman's University, University of North Texas, University of Texas at Dallas, and University of Texas Southwestern Medical Center at Dallas.

Interlibrary loan (ILL) is the primary means by which GCC students, faculty, and staff obtain items not held by the GCC Libraries. The libraries are a member of the Amigos network and uses OCLC ILL services as an active participant in the Amigos program. Any GCC student or employee may initiate ILL requests from the library's website or in person.










The libraries borrow books, articles, and other items on behalf of the requestor at no charge. Interlibrary loan is coordinated by the librarian at the Main Campus library. Once received, items are sent by courier to the campus/site designated by the requestor. Though we caution requestors that fulfillment can take several weeks, turnaround times currently average 10.5 calendar days. From 2008 to 2009, Grayson College Library fulfilled 94% of all [ILL](#) requests initiated by Grayson College students and faculty. Grayson College tends to borrow monographs (100% of total requests) more than articles. [ILL transaction details](#) provide useful information in

further development of our locally-held collections.

GCC libraries provide direct access to other library collections through cooperative agreements. The [TexShare](#) card program is our statewide formal cooperative program. TexShare cards are available upon request to all Grayson College employees and currently enrolled students with library accounts in good standing. Requestors fill out a short application and are issued a card which allows them direct borrowing privileges from over 500 TexShare libraries throughout the state. Borrowers agree to follow all guidelines of the individual institutions and to pay applicable fees for lost or overdue items. Currently enrolled students may receive their TexShare borrowing privileges for the current semester only. Privileges expire the last day of the current semester. Faculty and staff privileges are extended for one calendar year from date of issue. Privileges are renewable upon request.

Students also have access to learning resources through our Success Centers located on the Main and South Campuses. These locations provide one-on-one and small group tutoring, supplemental instruction, and a collection of instructional videos that directly support developmental reading, writing, and math course work. The Success Centers also provide students with an open computer lab environment and degreed support staff to assist with assignments during most operational hours of the college.

Sources

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-  [CR 2.9 \(02\) BARR Agreement](#)
-  [CR 2.9 \(03\) BARR Online Catalog Website.docx](#)
-  [CR 2.9 \(04\) GCC Library Website](#)
-  [CR 2.9 \(05\) Collection Size Summary](#)
-  [CR 2.9 \(06\) Collection Development Policy](#)
-  [CR 2.9 \(07\) Nursing Allied Health Summary](#)
-  [CR 2.9 \(08\) Interlibrary Loan Statistics](#)
-  [CR 2.9 \(09\) TexShare Website](#)

2.10

Student Support Services

The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College's (GCC) Student Services fulfills the College's [mission](#) through the delivery of student support programs, services, and activities that promote student learning and enhance student development. Student Services provides a learning framework of support throughout the admissions and enrollment process of becoming a Grayson County College student, until graduation, transition to the workplace, or transfer to another postsecondary institution. Information about student programs and services is published in the [GCC General Catalog](#) and on the [GCC Website](#). As students increasingly depend on online resources for information and interaction, GCC has developed its website to be an important portal to the wide variety of student services, programs, and activities available to enhance the collegiate experience. Under the direction of the [Vice President for Student Services](#), the following services provide assistance to students and the college to accomplish its mission.

Admissions, Records and Recruitment

Through the combined efforts of the [Executive Director of Texoma Tech Prep](#), College Connections and Recruitment, and the [Vice President for Student Services](#), GCC has aligned to serve area high schools to raise students' awareness of the benefits of higher education and to educate students about GCC's academic programs and support services. Enrollment advisors participate in college fairs and work with prospective students, parents, and high school administrators to orient them to the College. The GCC webpage link for "[Getting Started](#)" is designed to be a learning experience, welcoming prospective students and answering important questions.

The [Admissions and Records Office](#) supports and assists students with step-by-step [instructions for online registration](#). Once enrolled, students have online access to their records through a secured login via the [GCC Portal](#) and Campus Connect. This online system is available to all students at any time providing access to their transcript, course schedules and grades. The Admissions and Records Office provides students (online and in person) enrollment verification, student records, academic status, data, and transcripts as well as federal regulations including [Student Right to Know](#) and [Family Educational Rights and Privacy Act \(FERPA\)](#). The Admissions and Records Office is responsible for managing graduation information for all students, providing certification of eligibility for graduation, processing applications for graduation, and information concerning diplomas and upcoming commencement exercises.

International Student Program

GCC's International Student Program serves approximately 150 international students each year. The program is led by a full-time student advisor who has expertise in SEVIS reporting (official federal reporting for Homeland Security). The International Student Program works closely with Student Services departments to assure these students receive the same services provided to all students including coordination of academic advising and services, student housing, extra-curricular activities, social opportunities, and participation in [community outreach and education](#). International students are provided with information and a link to an [online application](#) on the GCC website.

Financial Aid

Under the leadership of the [Director of Financial Aid](#), GCC provides a comprehensive financial aid program including [federal and state grants](#), [loans](#), [scholarships](#), and [federal and state work-study](#) opportunities. Each financial aid program administered by the college has current [policies and procedures](#) to ensure that aid is awarded to eligible students. Grants offered through GCC include Federal Pell Grants, Supplemental Educational Opportunity Grants, state student-incentive grants, and Texas Public Education Grants. Loans include Federal Stafford Loans and Parent Plus Loans for Undergraduate students. Scholarships include the Vestal Foundation, Verne Cooper Foundation, Deupree Foundation, Viking Scholarship, Ray & Mary Morrison Scholarship, and the Irma Blackburn Scholarship, as well as athletic and departmental scholarships. GCC also recognizes twelve Texas Higher Education Coordinating Board approved tuition [exemptions and waivers](#), as well as the [Hazelwood Texas Veterans Exemption](#). The Office of Financial Aid uses a computerized sign-in system to provide the most efficient customer service possible.

The Financial Aid Office provides services at the Main and South Campuses. In addition, assistance and services are available to students online, by telephone, and email. The [Financial Aid webpage](#) contains many links to help students learn how to navigate the often complex processes involved in obtaining financial aid, including a detailed [Frequently Asked Questions page](#). The college has contracted Horizon Services to assist GCC and students in managing Title IV Student Loan Cohort Default rates

Veterans Services

GCC assists veterans in completing the certification process necessary to obtain [federal and state benefits](#) for postsecondary education. The College has a certifying official at the Main Campus. The Veterans Services [webpage](#) provides email and telephone contact information for these individuals, as well as step-by-step instructions through the certifying process, informing students how to obtain and maintain their veteran's benefits. Other support services include: a student peer group, the [Veteran Student Association](#), personal counseling and referrals, and career services.

Counseling, Academic and Career Services

Full on-site Counseling and Career Services are offered at the Main Campus. Professional counseling staff visit the South Campus as needed by appointment. A full-time academic counselor position is maintained at the South Campus. Students also have online access to the resources of Counseling Services. The [Academic and Career Advising](#) webpage contains many links to help student gain knowledge about majors, placement services, transfer requirements, the College's policies, procedures and the requirements that apply to the student in their specific situation.

Counseling services at GCC include New Student Orientation, entrance advising, general counseling, and short-term personal counseling. The goal of counseling is to help students establish a sound foundation and successfully complete their academic work. To support students toward the accomplishment of their educational goals, counselors begin building this foundation by conducting New Student Orientation sessions at campus locations. New students are encouraged to participate in College 101 and the Student Success Series. GCC utilizes a mixed model of academic advising. After the 12th day of classes, each student is assigned a permanent faculty advisor based upon his or her major area of study.

[Career Services](#) at GCC provides resources for students who are undecided about their career plans, who are looking for a part-time job, and who need help with their job search skills. Counselors provide students with assistance in selecting a major field of study and exploring possible career options through career advisement, career assessments, reference materials, and online career websites, including the popular program connecting majors to careers, [What Can I Do with This Major?](#) Students can complete an extensive self-assessment in [Career Cruising](#) to help learn more about themselves. The inventories assist students in clarifying and

evaluating their career and educational goals, providing them with direction and career information on the job market, and offering strategies to assist them in the career decision process. Students can access career planning services by attending [College 101](#), by individual appointment, or by visiting the career counselors in the Counseling Office, located in the Administrative Services Building.

Beginning with the start of a student's college experience and continuing through the completion of a program, career planning services are available which provide students with insight into the world of work. Career Development workshops are offered each long semester. These workshops encourage students to consider viable career options and provide up-to-date data about the job market, and the economy. Also available to students is the [College Central Network](#) to aid in their employment search.

The GCC Counseling Center provides short-term assistance to students in need of personal counseling. Students who may need long-term assistance or clinical evaluation are referred to community resources that can better address their issues. Services include personal counseling for individuals, crisis intervention, and referral services to a group of community counseling resources. The Counseling Center also is responsible for providing psychological assessment for alcohol and drug abuse offenders as needed by the Residential Life program. Services are designed to foster mental health and personal development and to meet needs of the general student population.

Student Life

GCC endeavors to provide a program of [student activities](#) that appeal to the interests and meet the needs of a diverse student population. The [Student Life Office](#) offers a variety of quality extra-curricular entertaining and educational experiences that act as diversions from the inevitable stresses associated with the college environment. [Specific recreational activities](#) are planned to encourage the development of healthy lifestyles outside the classroom, laboratory and office. The programs and services offered by Student Life are open to all students, faculty, and staff. GCC Offers 21 [student organizations or clubs](#) for social interaction, recreation, leadership training, and enhancement of academic interests. Each organization has a college employee or faculty sponsor. All sponsored events must be approved by the [Director of Student Life](#). Student Life helps coordinate the various student events and manage the Student Life Recreation Center and the Fitness Center/Gymnasium. Current facilities and activities encourage active engagement between college employees and students.

Athletics

GCC competes in men's and women's basketball, men's baseball and women's softball as a member of the National Junior College Athletic Association. In order for a student to participate in athletics, eligibility requirements of the National Junior College Athletic Association must be met. The college also provides recreational sports: basketball, flag football, sand volleyball and soccer.

Assistance to Special Student Populations

The [Pathways to Success program](#) provides support services and financial assistance to special population students. To be eligible to receive a funding award, a student must be a technical major, eligible to receive a Pell Grant and qualify in one of the following categories: single parents, displaced homemakers, students with disabilities, economically disadvantaged students, students preparing for non-traditional fields, and/or students with limited English proficiency. The Carl Perkins Grant Coordinator is available to guide qualifying students through the process of attending college.

Distance Learning Students

Distance Learning Students (DLS) are supported in several ways. Distance learning students can utilize all administrative student services functions through the [GCC Website](#), their secured [GCC Student Portal](#) log-in, and/or Blackboard access, which are available twenty four hours, seven days a week. Online services give students access to admissions status, financial aid, orientation, transcript requests, social media via club Facebook pages, phone and electronic advising (emails and phone), online workshops (Academic & Career Exploration, Personal Management, Learning to Learn), Veterans Association requirements and links, and library services. Online forms and registration function through [CampusConnect](#), via the Portal, which includes adding/dropping classes, degree audit, class schedules, enrollment verifications, unofficial transcripts, and bill payment. The [Library](#) also has an open-access computer lab along with the help desk for technical problems where students can call, email or visit for assistance. All counseling services are available to all distance learning students as well as off-campus locations if needed.

Student Success Centers

Under the Direction of the [Vice President for Instructional Services](#), GCC offers all students academic support through the Success Centers on the Main and South Campuses. The Success Centers offer a variety of services for the campus and community to include assessment testing, computer resources, tutoring, and disability services.

Testing

The [Testing Centers](#) provide basic skills testing, proctoring, and state/national tests. GCC is an official testing site for the Texas Higher Education Assessment (THEA), the THEA Quick Test, and the COMPASS Assessment. All three tests are approved for the Texas Success Initiative (TSI) purposes

THEA Quick Test and COMPASS assessment tests are offered for degree majors, and WorkKeys is given to assess certificate majors. Students take make-up tests for all courses, including internet delivery, in the Success Centers. GED tests are offered on most Tuesdays and the ACT test on designated Saturdays as a community service.

Additionally, the Success Centers on both campuses provide help with basic skills for students at the developmental and college level. Students enroll in developmental and video instruction to fulfill the lab component of their lecture courses. Business, health science, and technical students access the lab to improve foundation skills and work-related competencies. The computer area also allows students access to computers for word processing, e-mail, internet research, and supplemental software.

Tutoring

[Tutoring](#) for college-level coursework is available at no charge to all enrolled students. Peer tutors recommended by professors assist students in small groups or individually. Special accommodations for students with documented disabilities are available through the Success Centers.










Disability Services

GCC's Disability Services coordinates reasonable accommodations for students in compliance with [Section 504 of the Rehabilitation Act of 1973](#) and the Americans with Disabilities Act of 1990. The [Disability Services webpage](#) includes the Steps in Receiving Accommodations for Students with Disabilities and lists the appropriate documentation students must provide to the Disability Director so that an [accommodation plan](#) can be developed. Professors include this information in their course syllabi each semester.

Special accommodations for students with documented disabilities are available through the Success Center. Students may request services related to testing, note taking, large print, taping, mobility, interpreting, etc. Full-service disability services are available on the Main and South Campuses and at other delivery locations by appointment. Success Center staff work closely with professor to provide these services effectively. For faculty training, the department provides a PowerPoint [Faculty Training Guide - Disabilities](#) presentation guide via the web.

Sources

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-  [CR 2.10 \(03\) Grayson County College - Getting Started Website](#)
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-  [CR 2.10 \(05\) Executive Director of Texoma Tech Prep PMW](#)
-  [CR 2.10 \(06\) GCC Getting Started Website](#)
-  [CR 2.10 \(07\) Admissions and Records Website](#)
-  [CR 2.10 \(08\) Steps to Enrollment - Admissions](#)
-  [CR 2.10 \(09\) GCC Portal Website](#)
-  [CR 2.10 \(11\) Pages from Spring 2011 Schedule of Classes - Student Right to Know Statement](#)
-  [CR 2.10 \(12\) GCC 2009 FERPA statement](#)
-  [CR 2.10 \(13\) International Student Community and Outreach Activities](#)
-  [CR 2.10 \(14\) International Student Online Application](#)
-  [CR 2.10 \(15\) Director of Financial Aid PMW](#)
-  [CR 2.10 \(16\) Grayson County College Financial Federal Grants](#)
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-  [CR 2.10 \(20\) GCC Financial Aid Policies](#)
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-  [CR 2.10 \(29\) College 101 Information](#)
-  [CR 2.10 \(30\) Student Success Series Fall 2010](#)
-  [CR 2.10 \(31\) Grayson County College - Career Services Website](#)
-  [CR 2.10 \(32\) What can I do with a major in... Website](#)
-  [CR 2.10 \(33\) Career Cruising Website](#)
-  [CR 2.10 \(34\) College Central Network Services](#)
-  [CR 2.10 \(35\) Grayson County College - Student Activities and Events](#)
-  [CR 2.10 \(36\) Grayson County College - Student Services Recreation](#)
-  [CR 2.10 \(37\) Student Organizations 2010-11](#)
-  [CR 2.10 \(38\) Director of Student Life PMW](#)
-  [CR 2.10 \(39\) Student Life - Home Page GCC Portal](#)
-  [CR 2.10 \(40\) Grayson County College - Pathways To Success](#)
-  [CR 2.10 \(41\) GCC Library Webpage](#)

-  CR 2.10 (42) Vice President for Instructional Services PMW
-  CR 2.10 (43) Testing Center Webpage
-  CR 2.10 (44) Tutoring Services Webpage
-  CR 2.10 (45) Section 504 of the Rehabilitation Act of 1973
-  CR 2.10 (46) Grayson County College - Services for Students with Disabilities Website
-  CR 2.10 (47) Sample Student Accommodation Plan
-  CR 2.10 (48) Sample Course Syllabi with Disability Services information
-  CR 2.10 (49) Faculty Training Disability Services
-  GCC Mission Statement

2.11.1

Financial Resources

The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

Audit requirements for applicant institutions may be found in the Commission policy "Accreditation Procedures for Applicant Institutions."

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College's (GCC) [mission](#) enjoys the support of a strong financial base and excellent financial stability. In recent fiscal years, the College has added to its net assets and achieved positive operating results each year as shown in the [Financial Analysis for Grayson County College for Fiscal Year 2008-2009](#).

The College has experienced solid growth in enrollment. The [CBM001 Report](#) to the Texas Higher Education Coordinating Board shows the number of students enrolled in the Fall 2010 semester was 5,034, which is 6.8% higher than enrollment in the Fall 2009 semester. The "[Enrollment Details](#)" in the Statistical Supplement of the 2010 Annual Financial Report show that the number of students in the Fall 2009 semester was 4,712, or 14.3% higher than the number in Fall 2008. The increase in students from Fall 2007 to Fall 2008 was 10.9%.

Being a public community college in Texas, the school is allowed to retain its positive operating results to strengthen its financial base. Of special note, in fiscal year 2007-2008 GCC issued \$44,790 million dollars in general obligation bonds to renew its facilities. At the end of fiscal year 2009-2010, the major projects funded by the bond proceeds are nearing completion. The remaining \$10.2 million in bond proceeds will be expended within two years.

Institutional Audit and Management Letter

Annually, the college receives an institutional audit conducted by an independent certified public accountant. Recently the audit was performed by the firm of Adami, Lindsey & Company, L.L.P of Sherman, Texas. For the most recent fiscal year, ending August 31, 2010, the audit firm presented the college with an [unqualified \(clean\) opinion](#) and a [letter](#) that stated no management letter was necessary for this audit. The college also received an [unqualified opinion](#) and a letter stating that no management letter was necessary for the fiscal year ending August 31, 2009.

Statement of Net Assets and Statement of Unrestricted Net Assets, Exclusive of Plant Assets and Plant Related Debt

[GCC's Statement of Net Assets for August 31, 2010](#) and [Statement of Net Assets for August 31, 2009](#) demonstrate the College's sound financial base. Unrestricted net assets were \$20,298,112 at August 31, 2010 and \$18,746,846 at August 31, 2009. This high level of net assets allows flexibility in making investments which will further the mission of the college. It also provides a safety net against major, unforeseen financial problems. In the most recent fiscal year, unrestricted net assets grew \$1,551,266. This continued the pattern of positive financial results.

[The Statement of Unrestricted Net Assets, Exclusive of Plant Assets and Plant Related Debt for August 31, 2010](#) and prior years present a sub-set of unrestricted net assets by removing plant funds and related debt. This represents financial resources that are readily available to the college. Here again, the college demonstrates an outstanding level of financial resources. At the end of fiscal year 2010 unrestricted net assets, exclusive of plant assets and plant related debt equaled \$10,786,586, as compared to \$9,335,598 at the end of Fiscal Year 2009.

Additional evidence of the College's substantial financial base can be found in its solid [A1 bond rating](#) on its general obligation debt from Moody's Investors Service and its [A+ Bond Rating](#) on its revenue debt from Standard and Poor's.

Annual Budget

GCC's [annual budget](#) flows directly out of the College's [mission](#), vision, goals, and values. The [planning cycle](#) provides the structure to align the budget to these integral parts of the planning process. As it relates to the budget, the cycle begins in January when each planning unit sets its goals and objectives. In February, the President leads the College Effectiveness Council in setting strategic priority areas to be considered for funding in the upcoming budget. In February or March, the President works with the Board of Trustees to set strategic priorities and identify critical focus areas to be addressed in the budget. In March and April, planning unit managers submit their budget requests that flow from their unit's goals and objectives. In May and June, the President's Executive Council considers the budget requests in the context of available resources and develops a draft budget. In June the Board of Trustees reviews and provides input into the draft budget during the Board of Trustees Budget Retreat. Based on the Board's input and any new information that becomes available, the President presents a budget for the Board's consideration and approval in August. The Board of Trustees approved the 2010-2011 budget on [August 24, 2010](#), as reflected in the minutes from that board meeting.
























Management Discussion and Analysis

The [Management Discussion and Analysis \(MD&A\)](#) is the opening section of the Annual Financial Report. It provides the perspective of the College's executive management team on the financial results reported in the annual financial audit. Found on pages 4-8 of the current Annual Financial Report, the MD&A for the Fiscal Year Ended August 31, 2010, communicates the solid financial condition of Grayson County College by highlighting the growth in total net assets, emphasizing the growth in unrestricted net assets, and discussing several financial ratios.

Historical Perspective

The annual audits from fiscal years [2009](#), [2008](#), [2007](#), and [2006](#) and the budget documents for fiscal years [2010](#), [2009](#) and [2008](#) provide information to evaluate the College's financial planning and financial results over time.

Sources

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-  CR 2.11.1 (01) GCC Mission and Vision
-  CR 2.11.1 (02) GCC Financial Analysis 2008-2009
-  CR 2.11.1 (03) THECB CBM001 Report
-  CR 2.11.1 (04) Pages from 2010 Annual Financial Report - Enrollment Details
-  CR 2.11.1 (05) Pages from 2010 Annual Financial Report Unqualified Opinion
-  CR 2.11.1 (06) Letter from Auditor - No Management Letter Necessary
-  CR 2.11.1 (07) Pages from 2009 Annual Financial Report - Unqualified Opinion
-  CR 2.11.1 (08) Pages from 2010 Annual Financial Report - Statement of Net Assets
-  CR 2.11.1 (09) 2009 Statement of Net Assets
-  CR 2.11.1 (10) Statement of Unrestricted Net Assets, Exclusive of Plant Assets and Plant Related Debt
-  CR 2.11.1 (11) A1 Bond Rating Letter from Moody Investment Services
-  CR 2.11.1 (12) A+ Bond Rating Letter Standard & Poors 2010
-  CR 2.11.1 (15) GCC Board Approval of 2010-11 Budget
-  CR 2.11.1 (16) 2010 Annual Financial Report - MD&A
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-  CR 2.11.1 (19) 2007 Annual Financial Report
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-  CR 2.11.1 (22) 2009 Annual Operating Budget
-  CR 2.11.1 (23) 2008 Annual Operating Budget
-  GCC 2010 Annual Financial Report
-  GCC Approved Operating Budget 2010-2011

2.11.2

Physical Resources

The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) has adequate physical resources to support the [mission](#) of the college and the scope of its programs and services. Since 2002, the college has issued [bonds](#) on five occasions to expand or renovate its physical plant. The value of these bond issues total \$66.6 million. As a result, virtually all instruction now takes place in new or newly-remodeled classrooms that are furnished with excellent audio/visual equipment. Additional space for instruction was created by the construction of the new Career and Technology Center that contains 62,348 square feet and by the expansion of the Arts and Communications Center, where 32,803 square feet of practice, performance and back-of-the-house space were added for the music and drama programs. Necessary support facilities, such as the library, the Student Life Center, and the Administrative Services Building, have also been remodeled and expanded. In addition, a large new space used by support services is the 6,820 square foot Bridge, which connects the second floor of the library to the second floor of Student Life Center with gathering spaces and offices.

The school owns and maintains three campuses and leases a facility in a neighboring county, as shown on the [Campus Location Map](#). The Main Campus provides instructional facilities for academic and technical programs. It is also the site of the main library, the sports facilities, the Student Life Center, campus housing and the Administrative Services Building. The [campus map](#) shows fifteen buildings on this Main Campus. The West Campus is approximately two miles west of the Main Campus and is located on the site of a former air force base. Formerly the home of most of the technical programs, the West Campus continues to house the Viticulture/Enology program, continuing education courses, campus housing, and the golf course. The building which formerly housed the cosmetology, heating and air conditioning, auto body repair, and welding programs is available for new programs or other college functions. Located near the southern border of Grayson County to handle anticipated growth from the Dallas/Fort Worth area, the South Campus provides instruction in several academic disciplines and is the home of the Vocational Nursing program. The college rents classrooms in a storefront facility in neighboring Fannin County to provide academic courses.

The college uses a [classroom utilization report](#) to determine the extent to which its instructional spaces are used and the potential need for additional space. GCC continues to have classroom space available. For the Fall 2010 semester, the college had 44 classrooms available at various times throughout the day, not including the three recently-vacated buildings on the West Campus. Additional capacity for instruction is also available via distance learning and at high schools for dual credit students. Many classrooms still have space for additional students. For the Fall semester of 2010, there were 166 sections that were half-full or less.

GCC provides the time and money to maintain its physical resources in a condition to support the school's mission. In 2010, the maintenance department implemented an automated [work order system](#). Available to all employees via GCC's intranet, it has streamlined the process for requesting maintenance work and has provided better documentation of what has been accomplished. In addition, in 2009, GCC began a systematic system to [inspect each college-owned building](#). The [Director of Facilities Maintenance](#) and the [Vice President of Business Services](#) meet with building users each month on a rotating basis to inspect the buildings and listen to maintenance problems. The program has proven very useful in identifying problems and in opening lines of communications between maintenance personnel and the users of the facilities. The College's [operating budget for cleaning and maintaining the buildings and grounds](#) contains over \$700,000. In addition, as of August 31, 2010, \$9,511,526 in unrestricted net assets have been designated to improving, expanding, or repairing the physical resources of the college as shown on [Schedule D of the 2010 Annual Financial Report](#).

As shown in the [Management's Discussion and Analysis for the Fiscal Year Ended August 31, 2010](#), in the [Annual Financial Report](#), unrestricted net assets including capital assets have increased each recent year. This indicates that depreciation is being funded so that resources exist to upgrade facilities as necessary. At the end of each recent fiscal year, unrestricted net assets were as follows: 2007 - \$15.9 million; 2008 - \$16.2 million; 2009 - \$18.7 million; 2010 - \$20.3 million.

These efforts have resulted in excellent physical resources to support the mission of the college. The [Campus Overviews & Capital Improvements 2003-2010](#) provides a visual representation of the upgrade to existing facilities and the construction of new ones. The [Facilities Maintenance Status Overview](#) shows the year that each building was built or renovated, along with comments about any major maintenance issues that remain with that facility. In December 2010, the college [surveyed](#) students, faculty members and employees concerning facilities. Of the 773 responses that observed the facilities for educational programs, 752 or 97.3% said that the facilities were adequate or outstanding. Of the 718 responses that observed the facilities for support services, 682 or 95.0% graded them as adequate or outstanding.

The college has adequate land to build new facilities on each of its three campuses. The Main Campus consists of approximately 140 acres, of which approximately 80 are developed. The South Campus has approximately 95 acres, with approximately 10 developed. The West Campus has approximately 310 acres and contains three buildings that recently housed technical programs and are currently available for other purposes.

Approximately every ten years, GCC updates its Master Plan for the Main Campus. The basis of the renewal program was the 1999 Master Plan and the [2005 Facilities Inventory, Assessment and Deferred Maintenance Capital Planning Report](#). These planning documents led to the successful bond election of May 12, 2007, which provided \$44,790 million dollars for campus facilities. [Information provided to the public concerning the improvements from the bond issue is attached](#). Even in the midst of the renewal program funded by the bond issue, the school worked with its architectural firm to capture a vision for future physical resources. Presented to the Board of Trustees at the Planning Retreat on March 23, 2010, the update of Master Plan for the Main Campus shows two new academic buildings, expanded parking, a new dorm, an amphitheater, and the re-routing of a campus road. The Board of Trustees received a [Facilities Updates](#), most recently on [January 18, 2011](#).

Sources

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-  CR 2.11.2 (02) GCC Bonds Issued
-  CR 2.11.2 (03) Campus Location Map
-  CR 2.11.2 (04) GCC Main Campus Map
-  CR 2.11.2 (05) Classroom Utilization Report Fall 2010
-  CR 2.11.2 (06) Work Order System
-  CR 2.11.2 (07) Building Inspections
-  CR 2.11.2 (08) Director of Facilities maintenance - Lacy Shotwell
-  CR 2.11.2 (09) Vice President for Business Services - Giles Brown
-  CR 2.11.2 (10) Maintenance Op Budget 2010-11
-  CR 2.11.2 (11) 2010 Annual Financial Report - Schedule D
-  CR 2.11.2 (12) 2010 Annual Financial Report - MD&A
-  CR 2.11.2 (14) Campus Overviews and Capital Improvements 2003-2010
-  CR 2.11.2 (15) Facilities Maintenance Status Overview
-  CR 2.11.2 (16) Faculty, Staff, and Student Survey on Facilities
-  CR 2.11.2 (17) 2005 Facilities Inventory Assess Report
-  CR 2.11.2 (18) Information to Public on Bond Issue
-  CR 2.11.2 (19) Facilities Update January 18, 2011
-  CR 2.11.2 (20) Pages from GCC Board of Trustee Minutes January 18, 2011 - Facilities Update
-  GCC 2010 Annual Financial Report

3.1.1

Institutional Mission

The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The Mission Statement is current

The current Grayson County College (GCC) [Mission Statement](#) was adopted by the GCC Board of Trustees on [June 23, 2009](#), and was reaffirmed by the Board of Trustees on [June 29, 2010](#). As directed by the [GCC Local Policy AE](#), "The College Effectiveness Council (CEC) shall review and update the College District mission's, purpose, philosophy, and responsibility statement every three years." GCC's process to review and update the College District's Mission Statement is documented in the [GCC Strategic Plan](#).

The 45-member campus-wide CEC (described in detail in [CS 3.3.1](#)) held a Strategic Retreat on [February 13, 2008](#), to review GCC's Mission Statement, subsequently appointing a task force to represent the spirit and intent of the CEC membership in refining its recommendations for changes to the Mission Statement and institutional goals. The task force was charged to present its findings to the CEC at its next quarterly meeting on [April 29, 2008](#). The task force was comprised of faculty, administrators, staff, and students representing the "entire campus community." The Board of Trustees provided feedback on the proposed revisions to the mission statement during their Strategic Retreat on February 19, 2008. Throughout the review process, feedback was sought using multiple methods, such as [online survey in April 2008](#) and [telephone interviews](#). The task force shared its proposed revisions for the Mission Statement at the regular quarterly meeting of the CEC on [April 29, 2008](#). The CEC appointed a leadership team to consider all ideas and recommendations shared thus far and finalize a recommendation for the new Mission Statement following a set [timeline and activities](#) to guide the process for revising the College mission and goals. A [rubric](#) was designed and used for evaluating and deciding the final recommendation approved by the President's Executive Council (PEC) on [May 26, 2009](#). The President presented the new Mission Statement in [rubric](#) format to the Board of Trustees which was approved on [June 23, 2009](#).

The Mission Statement is comprehensive and accurately guides the institution's operations

The [GCC Mission Statement](#) is the basis for all GCC programs and activities, and it directs the planning for all aspects of GCC operations. Components of the mission statement include university transfer and career-technical education, developmental and community education, and life-long learning opportunities such as continuing education classes and community enrichment programs. As the foundation of the Institutional Effectiveness Process, the tenets of the Mission Statement direct all institutional planning and evaluation. [CR 2.5](#) provides a more detailed description of the integral role of the Mission Statement as a guide for all of the College's operations.

The Mission Statement is periodically reviewed and updated and approved by the governing board

[GCC Local Policy AE](#) requires a complete review of the Mission Statement every three years. The CEC reviews the mission statement annually for continued relevance and accuracy ([September 14, 2010](#)). The Board of Trustees approves any revisions to College vision, mission, and goals or reaffirms ([June 23, 2009](#) & [June 29, 2010](#) when the Board approved the GCC Strategic Plan, which includes the mission statement). According to the [GCC Institutional Effectiveness Cycle](#), the President also reviewed College vision, mission, and goals with

the Board of Trustees in their Strategic Planning Retreat during the spring semester ([March 24, 2009](#)) and at their regular monthly meeting.

GCC defines or revises its Mission Statement and institutional goals as a part of a multi-year strategic planning cycle as directed by [GCC Local Policy AE](#). The GCC campus community then has opportunity to review and provide comments on any proposed revisions of the Mission Statement. All elements of GCC's Mission Statement are included in the GCC Strategic Plan approved by the PEC on [June 23, 2010](#), and the Board of Trustees on [June 29, 2010](#). This part of the strategic planning process assures that the institution's Mission Statement, approved by the institution and the Board of Trustees, is aligned with the institution's direction and [purpose](#). In addition to the multi-year strategic planning cycle, the CEC reviews the Mission Statement annually at its first regular quarterly meeting on [September, 14, 2010](#).











The Mission Statement is communicated to the institution's constituencies

















[GCC Mission Statement](#) clearly describes the institution, its unique characteristics, its commitment to lifelong learning, and its primary constituents. The mission emphasizes the college's commitment to the community by providing learner-centered instruction and services that promote economic development and cultural enrichment in the region. The College communicates its [Mission Statement](#), printed below, to internal and external audiences on its [Website](#), in the [GCC General Catalog](#), the [Student Handbook](#), the [Faculty Handbook](#), and the [GCC Local Policy AD](#).

The mission of Grayson County College is to cultivate student success and community building in North Texas by:

- Recognizing our interdependence with various communities
- Providing a broad and dynamic curriculum to support university transfer, career technical education, developmental, and community education
- Developing innovative curricula and services facilitated by appropriate technology
- Creating a supportive learning environment
- Promoting diversity and cultural enrichment
- Supporting economic development
- Committing to an institutional effectiveness process for continuous improvement in the pursuit of excellence.

Sources

-  CS 3.1.1 (02) Pages from GCC Board of Trustees Minutes 2008-2009 - Approval of Mission Statement
-  CS 3.1.1 (03) Pages from GCC Board of Trustees Minutes 2009-2010 - Reaffirmation of the Mission Statement
-  CS 3.1.1 (04) GCC Local Policy AE - CEC review & updates mission every 3 years
-  CS 3.1.1 (05) Pages from 2010-2015 Strategic Plan - Mission Statement
-  CS 3.1.1 (06) Pages 3-6 from CEC Retreat February 13, 2008 Minutes Review of Mission and Goals
-  CS 3.1.1 (07) Page 7 from Board of Trustees Strategic Planning Retreat - February 19, 2008 - Input on Mission
-  CS 3.1.1 (08) Results of online survey on proposed missions and goals, April 29, 2008
-  CS 3.1.1 (09) Telephone interview list of CEC members re. proposed missions and goals
-  CS 3.1.1 (10) CEC Minutes, April 29, 2008 - Mission Task force reports to CEC & CEC appoints Leadership Team to finalize proposed mission
-  CS 3.1.1 (11) Leadership Team's Timeline and Activities for finalizing a proposed mission

-  CS 3.1.1 (12) Rubric for evaluating proposed missions presented to PEC
-  CS 3.1.1 (13) PEC Minutes, May 26, 2009 - Approve mission
-  CS 3.1.1 (14) Rubric for evaluating proposed mission presented to Board, June 23, 2009
-  CS 3.1.1 (15) Page 5 from CEC Minutes, September 14, 2010 - Review of mission
-  CS 3.1.1 (16) Page 10 from Board of Trustees Minutes, June 29, 2010 - approval of strategic plan and reaffirm mission & goals
-  CS 3.1.1 (17) Pages from 2010-2015 Strategic Plan - Institutional Effectiveness Cycle
-  CS 3.1.1 (18) Board of Trustees Strategic Planning Retreat - Incident Command Agenda - March 24, 2009 - Review of Mission and Goals
-  CS 3.1.1 (19) GCC Website - Mission Statement
-  CS 3.1.1 (20) Pages from GCC General Catalog 2010-2011 - College Mission
-  CS 3.1.1 (21) Pages from 2010 GCC Student Handbook - College Mission
-  CS 3.1.1 (22) Pages from Faculty Handbook 2010 - College Mission
-  CS 3.1.1 (23) GCC Local Policy AD - Mission Statement
-  CS 3.1.1 (24) CS 3.3.1 - Institutional Effectiveness
-  CS 3.1.1 (25) CR 2.5 - Institutional Effectiveness
-  GCC 2010-2015 Strategic Plan
-  GCC Mission Statement

3.2.1

Governance and Administration: CEO Evaluation/Selection

The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer.

Judgment










Compliant Non-Compliant Not Applicable

Narrative

The Board of Trustees of Grayson County College (GCC) is responsible for the process and procedures used in hiring the chief executive officer. [GCC Legal Policy BAA](#), which is in compliance with [Texas Education Code 51.352 \(d\)](#), requires the Board to “Appoint the College President, evaluate the College President, and assist the College President in the achievement of performance goals.” [GCC Local Policy DC](#) directs the Board to determine the process and procedures for hiring the college president. According to [GCC Local Policy DDA](#), the college president is hired for a three-year period, with a performance evaluation conducted annually.

To assist in evaluating the performance of the president, the Board of Trustees receives feedback from all direct reports and a random sampling of approximately 30-40 full-time employees who are randomly selected to provide anonymous performance observations. Using an [evaluation instrument](#), these faculty, staff, and administrators are surveyed with the results compiled and shared with the Board members. This evaluation occurs each fall, with the formal performance review between the President and the Board taking place at the November monthly meeting of the Board. Criteria and objectives of the evaluation are outlined in [GCC Local Policy BFD](#). The formal vote on the president’s contract is held in January each year during the monthly meeting of the Board. Evidence of the outcome of each annual evaluation is captured in the Board meeting minutes each January (Board meeting minutes January [2008](#), [2009](#), [2010](#)) when the Board takes a vote on the President’s contract.

Sources

-  [CS 3.2.1 \(01\) Pages from GCC TASB Manual legal Policy BBA - Appointment of College President](#)
-  [CS 3.2.1 \(02\) Pages from TEXAS EDUCATION CODE CHAPTER 51 - Board Authority to Appoint President](#)
-  [CS 3.2.1 \(03\) Pages from GCC TASB Manual Local Policy DC - Hiring of College President](#)
-  [CS 3.2.1 \(04\) Pages from GCC TASB Manual Employment Contract for College President](#)
-  [CS 3.2.1 \(05\) Presidential Evaluation Survey](#)
-  [CS 3.2.1 \(06\) Pages from GCC TASB Manual Local Policy BFD College President Evaluation](#)
-  [CS 3.2.1 \(07\) Pages from GCC Board of Trustees Minutes 2007-2008 - Extension of President's Contract](#)
-  [CS 3.2.1 \(08\) Pages from GCC Board of Trustees Minutes 2008-2009 - Extension of the President's Contract](#)
-  [CS 3.2.1 \(09\) Pages from GCC Board of Trustees Minutes 2009-2010 - Extension of President's Contract](#)

3.2.2

Governance and Administration: Governing Board Control

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.1 institution's mission;

3.2.2.2 fiscal stability of the institution;

3.2.2.3 institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services; and

3.2.2.4 related foundations (athletic, research, etc.) and other corporate entities whose primary purpose is to support the institution and/or its programs.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The legal authority and operating control for Grayson County College (GCC) is clearly defined in college policy, which is based upon Texas Education Code.

The Texas Higher Education Coordinating Board (THECB) administers and oversees the Texas Education Code. According to the [Texas Higher Education Code Ch. 130.0011](#), “Texas public junior colleges shall be two-year institutions primarily serving their local taxing districts and service areas in Texas and offering vocational, technical, and academic courses for certification or associate degrees.” The GCC Policy Manual clearly identifies its Board of Trustees as a comprehensive governing body responsible for policymaking in [BA Legal](#). The Board derives its legal status from the Texas Constitution and the state legislature.

CS 3.2.2.1

As the College’s governing body, the Board of Trustees plays an integral role in developing and updating the institution’s mission statement; monitoring the fiscal stability of the institution; setting policy, especially those concerning related and affiliated corporate entities and all auxiliary services; and having a representative on the GCC Foundation Board to ensure communication and support for the Foundation.

[GCC Mission Statement](#) clearly outlines the spirit of the institution related to serving the community and cultivating student success. To ensure the Mission Statement remains relevant it is presented for review and/or reaffirmation on an annual basis by the Presidents Executive Council (PEC) and the Board of Trustees. In the spring of 2009, major revisions were made to better define and clarify the purpose of GCC. The updated Mission Statement specifically addresses the many facets of the College's role and scope for its students and community. It also incorporates all requirements made by any pertinent regulatory authorities. The GCC Mission Statement serves as the ultimate source for all decisions relating to the institutional development and improvement as described in [CS 3.3.1](#).

CS 3.2.2.2

The legal authority and operating control of GCC's fiscal stability is placed on the Board of Trustees by the State of Texas and by institutional policy.

[Section 130.084 of the Texas Education Code](#) states that “. . . the governing board of a junior college district may set and collect with respect to the public junior college in the district any amount of tuition, rental, rates, charges, or fees the board considers necessary for the efficient operation of the college. . . .”

Several institutional policies prescribe the role of the Board of Trustees in controlling the fiscal stability of the institution. The Board is charged with: (1) [setting the tax rate \(CAI\)](#); (2) [obtaining capital funds \(CAC\)](#); (3) [responsibility for debts incurred \(CAD, CF, CAF, CAG, CAI\) by the District](#); (4) [approving the District's investment policy \(CAK\)](#); (5) [approving quarterly reports on the District's investment transactions \(CAK\)](#); (6) [approving the companies that may do investment transactions with the District and selecting the District's depository bank \(CAK\)](#); (7) [adopting the annual budget \(CC\)](#); (8) [preparation of an annual financial statement \(CDA\)](#); and (9) [selecting an external auditor \(CDC\)](#). In the performance of their duties, Board members are held to high ethical standards, including avoiding conflicts of interest ([BBF & BBFA](#)).

The Board and the Administration monitor fiscal stability and the compliance with law and policy in several ways. Each month, the Board receives a [report](#) that compares the financial performance in the Unrestricted Fund to its budget and projects the results that can be expected in this fund for the current fiscal year. Each quarter, the Board receives a [report](#) on investment activity. Annually, the Board receives audited [financial statements](#). At the same time, the College staff provides a [staff report](#) of supplemental information on the fiscal year that has been audited. Also on an annual basis the Board approves the [investment policy](#) and the [list of brokers](#) that are authorized to do business with the college.

CS 3.2.2.3

The legal authority and operating control of GCC's institutional policy is placed on the Board of Trustees according to [GCC Local Policy BBE](#). A full set of institutional policies approved by the Board of Trustees is available on the College's website.

The College does not have any related or affiliated corporate entities.

The following specific policies relate to the college's auxiliary services. Fund balances in the auxiliary fund must be not less than 25 percent but not greater than 33 percent as measured by the auxiliary fund balance on August 31, divided by total revenue budgeted or projected for the auxiliary fund for the ensuing fiscal year according to [GCC Local Policy CD](#). [GCC Legal Policy CQ](#) limits the college's ability to extend credit but authorizes it to market technology in which it has an interest. [GCC Legal Policy CM](#) limits the college auxiliary enterprise from using student fees for construction unless that construction is for a student center or a dormitory. [GCC Local Policy DC](#) sets hiring practices including practices for hiring "other staff" which includes anyone in a position related to physical plant and auxiliary enterprises.

GCC has the following auxiliary enterprises: housing, food service, bookstore, golf course. The college operates the housing, bookstore and golf course. Great Western Dining Service, Inc. operates the college's food service. It is governed by the attached [contract](#).




































CS 3.2.2.4

The Grayson County College Foundation, Inc. was incorporated in March, 1991, as a 501 (c) 3, nonprofit, tax-exempt entity formed solely for the purpose of support of Grayson County College (GCC) educational mission and goals. The GCC Foundation is a separately incorporated entity with an independent Board of Directors; however, GCC provides an operating budget, recruits employees, and oversees all of the activities of the GCC Foundation. The activities of the GCC Foundation are managed by the Vice President for Resource and Community Development, who [reports](#) directly to the College President.

According to the GCC General Catalog, The [Grayson County College Foundation](#) strives to secure philanthropic and external sources of support for Grayson County College. As its purpose statement states, the Foundation exists to bridge a gap between the needs and the resources of Grayson County College. The Foundation is a non-profit, tax exempt Texas corporation established in 1991 to raise funds to provide assistance to GCC students for scholarship; to solicit gifts for facilities and equipment; to develop private

funding sources for new programs; and to communicate the needs of the College to business, educational, cultural, governmental and other constituencies so that friendships and long-term relations can be established and sustained. The GCC Foundation seeks to secure financial support for the College, which is ordinarily beyond the scope of tax-based funding, thus providing a margin of excellence for the College.

Sources

-  CS 3.2.2.1
 -  CR 3.2.2.1 (02) CS 3.3.1 - Institutional Effectiveness
-  CS 3.2.2.2 Support Documents
 -  CS 3.2.2.2 (1) TEXAS EDUCATION CODE CHAPTER 130.084
 -  CS 3.2.2.2 (10) Pages from GCC TASB Manual December 2010 CAD Legal
 -  CS 3.2.2.2 (11) Pages from GCC TASB Manual December 2010 Local Policy CF
 -  CS 3.2.2.2 (11b) Pages from GCC TASB Manual December 2010 Legal Policy CAF
 -  CS 3.2.2.2 (12) Pages from GCC TASB Manual December 2010 Legal Policy CAG
 -  CS 3.2.2.2 (13) Pages from GCC TASB Manual December 2010 Legal Policy CAI
 -  CS 3.2.2.2 (15) Pages from GCC TASB Manual December 2010 Legal Policy CAK - Investment No. 4
 -  CS 3.2.2.2 (16) Pages from GCC TASB Manual December 2010 legal Policy CAK
 -  CS 3.2.2.2 (17) Pages from GCC TASB Manual December 2010 Local Policy CC
 -  CS 3.2.2.2 (18) Pages from GCC TASB Manual December 2010 Legal Policy CDA
 -  CS 3.2.2.2 (19) Pages from GCC TASB Manual December 2010 Local Policy CDC
 -  CS 3.2.2.2 (20) Pages from GCC TASB Manual December 2010 Local Policy BBF
 -  CS 3.2.2.2 (21) Pages from GCC TASB Manual December 2010 Legal Policy BBFA
 -  CS 3.2.2.2 (22) GCC Financial Report Jan 31, 2010
 -  CS 3.2.2.2 (23) GCC Investment Report Quarter Ending November 30, 2009
 -  CS 3.2.2.2 (24) GCC Board Annual External Audit 2008-2009
 -  CS 3.2.2.2 (25) GCC Staff Report on Financial Results of FY 2008-2009
 -  CS 3.2.2.2 (26) GCC Board Approval of Investment Policy
 -  CS 3.2.2.2 (27) GCC Recommended List of Brokers-Dealers
 -  CS 3.2.2.2 (8) Pages from GCC TASB Manual December 2010 - CAI Legal
 -  CS 3.2.2.2 (9) Pages from GCC TASB Manual December 2010 CAC Local
-  CS 3.2.2.3
 -  CS 3.2.2.3 (000) Pages from GCC TASB Manual December 2010 - Local Policy BBE
-  CS 3.2.2.4 Support Documents
 -  CS 3.2.2.4 (2) GCC Foundation Purpose Statement
-  CS 3.2.2 (01) Pages from GCC TASB Manual Legal Policy BA
-  CS 3.2.2.1 (02) Pages from Texas Education Code Chapter 130.0011
-  CS 3.2.2.2 (03) GCC Legal Policy CAK - Investment Policy Annual Review
-  CS 3.2.2.3 (04) Great Western Dining Contract dated 08 01 10
-  CS 3.2.2.4 (05) Vice President for Resource & Community Development PMW
-  GCC 2010 Annual Financial Report
-  GCC Mission Statement

3.2.3

Governance and Administration: Board Conflict of Interest

The board has a policy addressing conflict of interest for its members.

Judgment

Compliant Non-Compliant Not Applicable

Narrative







Grayson County College (GCC) addresses conflict of interest for the Board of Trustees through various approved policies, which are directed by the Texas Government Code. [GCC Legal Policy BBFA](#) outlines procedures for avoiding conflicts that may arise from familial relationships with entities that conduct business or have real property interests with the college. [GCC Local Policy BBF](#) provides a detailed statement of ethics for Board members that addresses multiple topics. It specifically states Board members are to “Avoid being placed in a position of conflict of interest, and refrain from using my Board position for personal or partisan gain.”

Conflicts of interest related to either business entity conflicts or real property conflicts are covered by [Texas Government Code 171.001-010](#). Further, the conflict of interest policy applies to individuals on the Board as well as to the collective actions taken by the Board as described in [GCC Local Policy BBE](#). The policy addresses conditions for the Board’s authority in business transactions and individual authority for committing the board. Board members are made aware of college policies when they are presented for final approval at regular Board meetings and have instant access to the College’s Policy and Procedures Manual through its website.

Evidence of a Board member’s respect for the integrity of the institution is found in [Board of Trustees meeting minutes from January 1, 2001](#), when a member removed himself from a discussion related to an agenda item that involved a business in which he had a relationship. The Board was considering a request for a tax abatement for a start-up business in which the Board member was affiliated.

Further evidence of the implementation and enforcement of this policy is found in the College's process for awarding tuition scholarships through the GCC Foundation. All applicants are required to reveal familial relationships to Board members in a section of the scholarship application that is signed by the student. A random sampling of submitted [GCC Scholarship Applications](#) illustrates that this declaration is made by the student as part of the award process.

Sources

-  [CS 3.2.3 \(01\) Pages from GCC TASB Manual Ethics Conflict of Interest Disclosures](#)
-  [CS 3.2.3 \(02\) LOCAL GOVERNMENT CODE CHAPTER 171. REGULATION OF CONFLICTS OF INTEREST](#)
-  [CS 3.2.3 \(03\) Pages from GCC TASB Manual Local Policy BBF](#)
-  [CS 3.2.3 \(04\) Pages from GCC TASB Manual local Policy BBE Board Members Authority - Transacting Business](#)
-  [CS 3.2.3 \(05\) GCC Board of Trustees Meeting Minutes for Jan 2001](#)
-  [CS 3.2.3 \(06\) GCC Foundation Scholarship Applications](#)

3.2.4

Governance and Administration: External Influence

The governing board is free from undue influence from political, religious, or other external bodies and protects the institution from such influence.

Judgment

Compliant Non-Compliant Not Applicable

Narrative







Grayson County College's (GCC) Board of Trustees is free from undue influence from political, religious, or other external bodies, and protects the institution from such influence.

[GCC Legal Policy BBFB](#) outlines the restrictions and prohibited practices of public servants. Additionally, a Statement of Ethics, unanimously approved by the Board of Trustees Minutes, as shown in Board minutes from [August 15, 1995](#), which assures that Board members are aware of rules and regulations governing their actions. To comply with a Texas appropriations bill rider mandating that every institution of higher learning have such a policy, GCC filed this ethics policy with the Texas Higher Education Coordinating Board in August 1995. This policy helps not only to insulate GCC's Board of Trustees from undue external pressure, but also to encourage the Board to protect the administration from similar pressures.

The GCC Board of Trustees Ethics Policy, [BBF Local](#), includes statements that guide each individual trustee to work toward improving community college education by adhering to a set of 13 ethical standards. To acknowledge their commitment to the ethical standards, each Board member signed an official declaration to uphold ethical standards during the [June 29, 2010](#), regular meeting. To ensure that members are regularly reminded of their responsibility to remain free from undue influence from political, religious, or other external bodies, and to protect the institution from such influence, each member signs an updated [Loyalty Oath and Statement of Ethics](#) affidavit every two years as the Board reorganizes following the election period.

[GCC Local Policy BBE](#) outlines the authority of the Board, which also specifies that "Each action of the Board supported by the majority is binding on the whole Board." Further, it states, "Board members as individuals shall not exercise authority over the College District, its property, or its employees. Except for appropriate duties and functions of the Board President, an individual member may act on behalf of the Board only with the express authorization of the Board. Without such authorization, no individual member may commit the Board on any issue."

Sources

-  [CS 3.2.4 \(01\) Pages from GCC TASB Manual Legal Policy BBFB Ethics Prohibited Practices](#)
-  [CS 3.2.4 \(02\) Pages from Board of Trustees Minutes August 15, 1995](#)
-  [CS 3.2.4 \(03\) Pages from GCC TASB Manual Local Policy BBF Statement of Ethics](#)
-  [CS 3.2.4 \(04\) Pages from GCC Board of Trustees Minutes 2009-2010 - Loyalty Oath Policy](#)
-  [CS 3.2.4 \(05\) Pages from GCC Board of Trustees Minutes 2009-2010 - Sample Signed Loyalty Oath](#)
-  [CS 3.2.4 \(06\) GCC Local Policy BBE](#)

3.2.5

Governance and Administration: Board Dismissal

The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process.

Judgment




Compliant Non-Compliant Not Applicable

Narrative

[Grayson County College \(GCC\) Legal Policy BBC](#) addresses board member removal from office. This policy states and defines the reasons for which a board member may be removed from office. The process for dismissal is included in the policy and requires that such action be brought before the judge of the district court holding jurisdiction, except that any court convicting a board member of a felony or official misconduct shall order immediate removal. [Texas Education Code 130.0845](#) describes the process for the removal of a board member for nonattendance of Board meetings. Further, [Texas Education Code 44.032 \(e\)](#) allows for the removal of a board member under the Texas Local Government Code (Chapter 87), as well as the Texas Constitution (Section 24, article V), following a conviction for an offense.

The College president is familiar with the circumstances for which a governing board member could be dismissed, including the process for removal, and would initiate such proceedings should it become necessary. GCC has never had a Board member removed from office. The policy that addresses this issue, like every policy in the College's policy manual, is approved by the Board of Trustees. New policies that are introduced through state legislation or recommended by the College's administration are presented to the Board of Trustees for consideration at their open meetings.

Sources

-  [CS 3.2.5 \(01\) Pages from GCC TASB Manual Legal Policy BBC Board Member Removal from Office](#)
-  [CS 3.2.5 \(02\) TEXAS EDUCATION CODE CHAPTER 130.0845](#)
-  [CS 3.2.5 \(03\) TEXAS EDUCATION CODE CHAPTER 44.032e](#)

3.2.6

Governance and Administration: Board/Administration Distinction

There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.

Judgment

Compliant Non-Compliant Not Applicable





Narrative

The Grayson County College (GCC) Board of Trustees is a policy-making body. According to [GCC Local Policy BBE](#) the Board has final authority to determine and interpret the policies that govern the College District and, within the limits imposed by other legal authorities, has complete and full control of the College District. [GCC Local Policy BBF](#) further defines the Board's role as policy-making and delegates the authority for the administration of the college to the chief executive officer. The College's [organizational chart](#) clearly outlines the hierarchy of responsibility in implementing policy.

The Board clearly understands its policy making responsibility and supports the administration and faculty roles in administering and implementing those policies. A review of Board meeting minutes reflects approvals of policy additions and changes, as well as periodic presentations made by administrators to inform board members of the implementation of those policies. Further, the Board agendas and minutes will indicate that the Board does not engage in administrative or day to day management decisions.

The Board is essential in representing the local citizenry by interpreting economic and social trends in terms of institutional policies, and bearing the ultimate legal responsibility and authority for all aspects of the operation of the institution as described in [GCC Legal Policy BAA](#). An example of their participation in these activities is their guidance toward budget development. Board members share community feedback and comments during an annual budget planning retreat. These insights are used by administrators in the prioritization of budget allocations. Other evidence of their legal responsibility is their annual review and consideration of the College's investment policy. Within the college, the Board selects and evaluates the chief executive officer, acts on the recommendations of the College president during open meetings, and makes the final determination of policies and practices.

Sources

-  [CS 3.2.6 \(01\) Pages from GCC TASB Manual Local Policy BBE Board Authority](#)
-  [CS 3.2.6 \(02\) Pages from GCC TASB Manual Local Policy BBF Statement of Ethics](#)
-  [CS 3.2.6 \(04\) Pages from GCC TASB Manual Legal Policy BAA Board Responsibility](#)
-  [Part 5. Organizational Charts 2010-2011](#)

3.2.7

Governance and Administration: Organizational Structure

The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies.

Judgment

Compliant Non-Compliant Not Applicable





Narrative

Grayson County College (GCC) has a clearly defined organizational structure that delineates responsibility for the administration of policies. The organizational chart is consistent with the governing roles and responsibilities of the Board. An [organizational chart](#) that clearly presents lines of report and relationships between various departments within the college is maintained by the Human Resource Office.

The organization structure of GCC is consistent with college policy. [GCC Legal Policy BAA](#) lists among the Board of Trustees' powers and duties that of appointing the college president and approving the employment of personnel and faculty.

[Performance Management Worksheets](#) (PMW) are created for all full-time college employees, which identify the purpose for each position, specific tasks, accountability and oversight. The college organization chart is updated each fall and included in the Faculty Handbook, Adjunct Faculty Handbook, Student Handbook, as well as on the College's [website](#). In 2009, the college adopted a new PMW system for creating job descriptions and position expectations. Administrators completed the process in 2009 and all other non-faculty positions were incorporated into the system during 2010. Supervisors evaluate each PMW during the employee evaluation and update as needed.

Sources

-  [CS 3.2.7 \(02\) Pages from GCC TASB Manual Legal Policy BAA Board Responsibilities](#)
-  [CS 3.2.7 \(03\) Sample Performance Management Worksheet - President](#)
-  [CS 3.2.7 \(04\) GCC Organizational Charts on the College Website](#)
-  [Part 5. Organizational Charts 2010-2011](#)

3.2.8

Governance and Administration: Qualified Administrative/Academic Officers

The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) has qualified administrative and academic officers with the necessary education, experience, competence and capacity to provide leadership for the institution. Performance Management Worksheets (PMW) for each administrative position have been designed to ensure all the required tasks and oversight responsibilities necessary for competent leadership of the institution are included. These competencies are detailed in each position's PMW. The evaluation process of the PMW links an individual and his/her division or department goals to the college-wide planning process that captures tasks for improvement. The Human Resources office monitors the evaluation process and maintains evaluation records.

As administrative positions become available the college president and/or vice president of the division leads a focus group discussion made up of stakeholders to update the position responsibilities and performance expectations. Individual administrator selection includes careful examination of education and experience that would qualify an individual to fulfill the position to which he/she is assigned. The Human Resources office maintains resumes/vitas and continuing education and/or ongoing position-related training records of administrators and academic officers.

Grayson County College Administrators 2010-2011

Position	Degree Required	Degree Held	Years of Experience
President	Doctorate	Ph.D.	38
Vice President for Business Services	Masters/Doctorate Preferred	M.B.A.	30
Vice President for Information Technology Director of Library	Masters/Doctorate Preferred	M.L.S.	32
Vice President for Instructional Services	Masters/Doctorate Preferred	Ed.D.	24
Vice President for Resource & Community Development	Masters/Doctorate Preferred	Ph.D.	37
Vice President for Student Services	Masters/Doctorate Preferred	M.S.	14
Dean of Academic Studies	Masters/Doctorate Preferred	Ph.D.	25
Dean of Workforce Education	Masters/Doctorate Preferred	M.S.	35
Dean of South Campus	Masters/Doctorate Preferred	Ed.D.	18
Assistant Dean of Academic Studies	Masters/Doctorate Preferred	M.A.	17
Athletic Director	Bachelors	M.S.	23
Director of Institutional Effectiveness	Masters/Doctorate Preferred	Ph.D.	10

Director of Marketing and Public Information	Bachelors	B.S.	30
Executive Director for Workplace Learning	Masters/Doctorate Preferred	Ph.D.	27
Director of Distance Learning	Masters	Vacant	
Director of Small Business Development Center	Masters	Ph.D.	14
Director of Fiscal Services	Bachelors	B.S.	24
Director of Facilities Maintenance	Commensurate w/ Experience	B.S.	30
Director of Network Services	Bachelors or Equivalent Experience	A.A.S.	25
Director of Admissions and Registrar	Masters	M.B.A.	17
Director of Counseling Services	Masters	M.S.	27
Director of Financial Aid	Bachelors	B.S.	20
Director of Student Life	Bachelors	M.S.	24
Interim Director of Public Safety	Bachelors or Equivalent Experience	A.A.S.	10
Executive Director of Texoma Tech Prep	Bachelors	B.B.A.	11
College Librarian	Masters	M.L.S.	33
Director of Nursing	Masters	M.S.	35
Director of Adult Basic Education	Bachelors	M.A.	30
Director of Continuing Education	Bachelors	A.A.S.	8
Bookstore Manager	Associates or Equivalent Experience	A.A.S.	31

Sources

-  Assistant Dean of Academic Instruction - Director of Student Success Center - Mark Taylor
-  Athletic Director - Theresa Barnett
-  Bookstore Manager - Brenda Fox
-  College Librarian - Lisa Hebert
-  Dean of Academic Instruction - Tony Stanzo
-  Dean of South Campus - Kim Teel
-  Dean of Workforce Education - Steve Davis
-  Director of AD Nursing Program - Jean Flick
-  Director of Admissions and Registrar - Kim Farris
-  Director of Adult Basic Education - Donna Byrum
-  Director of Annual Giving - Tina Dodson
-  Director of Continuing Education - Ron deCento
-  Director of Counseling - Barbara Malone

-  Director of Distance Learning - Vacant
-  Director of Facilities maintenance - Lacy Shotwell
-  Director of Fiscal Services - Danny Hyatt
-  Director of Institutional Effectiveness - Debbie Smarr
-  Director of Marketing and Public Information - Shelle Cassell
-  Director of Marketing and Public Information - Shelle Cassell
-  Director of Network Services - Mike Brown
-  Director of Small Business Development Center - Karen Stidham
-  Director of Student Activities - Gregg Miles
-  Director Office of Financial Aid - Donna King
-  Executive Director Center for Workplace Learning - Patty Pool
-  Executive Director of Tech Prep - Cindy Powell
-  Interim Director of Public Safety Services - Andrew MacPherson
-  President - Alan Scheibmeir
-  Vice President for Business Services - Giles Brown
-  Vice President for Information Technology - Gary F. Paikowski
-  Vice President for Instructional Services - Jeanie Hardin
-  Vice President for Resource and Community Development - Roy Renfro
-  Vice President for Student Services - Marc Payne

3.2.9

Governance and Administration: Faculty/Staff Appointment

The institution defines and publishes policies regarding appointment and employment of faculty and staff.

Judgment





Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) defines and publishes policies regarding the appointment and employment of faculty and staff. [GCC Local Policy DC](#) defines the recruiting and general employment procedures for full-time professional positions, full-time non-contractual personnel, full-time faculty, administrators, support staff, and for other staff.

General information about the appointment and employment practices affecting faculty and staff are included in the [Faculty Handbook](#) as well as in [GCC Legal Policy DAA](#). The Human Resource office maintains an [Employment Opportunities page](#) on the GCC website. This site provides details of and applications for any open positions. It also includes the Human Resources phone number and email for any inquiries regarding employment.

Sources

-  [CS 3.2.9 \(01\) Pages from GCC Local Policy DC - Hiring Practices](#)
-  [CS 3.2.9 \(02\) Pages from Faculty Handbook 2010 Employment Information](#)
-  [CS 3.2.9 \(03\) GCC Legal Policy DAA - Hiring Practices](#)
-  [CS 3.2.9 \(04\) GCC Employment Opportunities on GCC Website](#)

3.2.10

Governance and Administration: Administrative Staff Evaluations

The institution evaluates the effectiveness of its administrators on a periodic basis.

Judgment

Compliant Non-Compliant Not Applicable


Narrative

Grayson County College (GCC) requires all employees to participate in the performance evaluation process. As stated in [GCC Local Policy DLA](#), “The College District shall have a comprehensive plan for evaluating, developing, and providing feedback to all employees. The plan shall be fair, equitable and timely, and it shall promote individual and College District improvement.”

In 2009, GCC adopted a new Performance Management Worksheet (PMW) designed to more accurately define each position’s purpose, key responsibilities, performance standards, and competencies. As part of the new system, each employee has a performance plan that ties directly to departmental/institutional planning, and is the basis for performance evaluation. College administrators completed the transition to the new process in Fall 2009. All remaining professional and support staff transitioned in early Spring 2010. PMWs and evaluation results are retained in each employee’s Human Resources file.

According to [GCC Local Policy BFD](#), the Board of Trustees evaluates the President and immediate supervisors evaluate all other personnel, including all administrators. The President's evaluation process is detailed in [CS 3.2.1](#).

Sources

-  [CS 3.2.10 \(01\) Pages from GCC TASB Manual Employee Evaluations Local Policy DLA](#)
-  [CS 3.2.10 \(02\) Pages from GCC TASB Manual President's Evaluation Local Policy BFD](#)
-  [CS 3.2.10 \(03\) CS 3.2.1 - CEO Evaluation - Selection](#)

3.2.11

Governance and Administration: Control of Intercollegiate Athletics

The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The Grayson County College (GCC) president, who serves as the College's Chief Executive Officer, has ultimate responsibility for and exercises appropriate administrative and fiscal control over the institution's intercollegiate athletics program. The President retains and exercises National Junior College Athletic Association (NJCAA) voting rights and serves on appropriate NJCAA committees as the representative of GCC. Athletic program staff and activities are supervised by the Athletic Director who **reports** directly to the College President for purposes of evaluation, budget approval, and strategic planning. All binding documents require the signature of the Athletic Director and the President.

The College currently maintains four athletic programs for students: men's and women's basketball, softball, and baseball. The **Athletic Director's** primary responsibility is to manage the intercollegiate athletic program. Duties include ensuring compliance with all NJCAA, Title IX of the Civil Rights Act, and other state, federal, and institutional rules, regulations, and policies; working effectively with the athletic staff; evaluating job performance of coaches; facilitating departmental planning; and, recruiting quality student athletes.

An example of the coordination between the Athletic Department and the President is the unfortunate experience of the death of a basketball player who collapsed during halftime of an away game. The coach and athletic department handled the emergency situation until the President's Office was informed. He empowered the athletic staff to make immediate decisions at the scene and hospital. The President directly supervised the ensuing family, student, and employee communications, transportation arrangements, and campus memorial events.

GCC's Athletic Department follows all college financial procedures, and its budgets are part of the institution's annual budgeting process. The President authorizes budget expenditures by signing the purchase order requests for the athletic department. While GCC does have a Foundation that seeks external funds to promote the total operation of the College in the form of scholarships, program equipment and support, and special projects, only a small portion of its activities involve the support of athletics. Portions of Foundation funds are used to supplement athletic scholarships, and private sources have donated money to purchase national championship rings for the baseball team in 1999, 2000, and 2008. All gifts flow through the Foundation and are subject to the College's accounting practices.

Sources

-  CS 3.2.11 (01) Institutional Org Chart
-  CS 3.2.11 (02) Athletic Director Performance Management Worksheet

3.2.12

Governance and Administration: Fund-raising Activities

The institution's chief executive officer controls the institution's fund-raising activities exclusive of institution-related foundations that are independent and separately incorporated.

Judgment

Compliant Non-Compliant Not Applicable






Narrative

Grayson County College (GCC) has a Foundation that is independent and separately incorporated and operates as a 501(c) 3 non-profit organization. While the College [President](#) has ultimate control of all fundraising activities, the [Vice President for Resource and Community Development](#) is the Executive Director of the Foundation and is responsible for the day-to-day oversight. The Vice President [reports](#) directly to the College President. As documented in the VP's [Performance Management Worksheet](#), he is charged with managing the annual fundraising campaign, coordinating and soliciting the planned giving and major gifts efforts, leading initiatives to secure grants to support institutional goals and programs, and to maintain community relationships that encourage donor development.

[GCC Local Policy CAM](#) specifically addresses gifts, external funds, and funds solicitation, and stipulates that such funds should directly support the mission, purpose, and philosophy of the college. It states that the college “will seek, as time and resources allow, external funds from federal, state, local agencies, corporations, foundations, and individual donors to promote the total operation of the College District. The College District shall seek only those funds that (1) have support of the College District officials, (2) may be used in a manner consistent with the mission purpose and philosophy of the College District, and (3) shall not cause the College District to become dependent on grants for the operation of educational programs.”

The Foundation is advised and activities are supported through a volunteer Foundation Board. Currently, there are 14 active [Foundation Board of Directors](#). The College President, Vice President for Business Services, a GCC faculty representative, and a Board of Trustee Representative each serve as ex-officio members of the Foundation Board. This inclusion enables the Foundation to remain connected to the College's goals and priorities and facilitates open communication.

Sources

-  [CS 3.2.12 \(01\) President - Alan Scheibmeir](#)
-  [CS 3.2.12 \(02\) Vice President for Resource and Community Development - Roy Renfro](#)
-  [CS 3.2.12 \(03\) Organizational Chart for Resources and Community Development](#)
-  [CS 3.2.12 \(05\) Pages from GCC TASB Manual Local Policy CAM External Funds](#)
-  [CS 3.2.12 \(06\) GCC Foundation Board of Directors 2010-11](#)

3.2.13

Governance and Administration: Institution-Related Foundations

Any institution-related foundation not controlled by the institution has a contractual or other formal agreement that (1) accurately describes the relationship between the institution and the foundation, and (2) describes any liability associated with that relationship. In all cases, the institution ensures that the relationship is consistent with its mission.

Judgment

Compliant Non-Compliant Not Applicable









Narrative

The Grayson County College (GCC) Foundation is a 501(c)(3) corporation and is separate from the College with its own [Board of Directors](#), [by-laws](#), and [articles of incorporation](#). The [Foundation was incorporated](#) on December 2, 1991, and the [Articles of Incorporation](#) were restated on May 4, 1994. In accordance with its bylaws, the GCC Foundation Board is comprised of volunteer members. The ex-officio board includes the College President, a GCC faculty representative, and a GCC Board of Trustee representative. The College’s Vice President for Business Services serves as the GCC Foundation Treasurer. Additionally, the Executive Director of the Foundation is also employed by the College as the [Vice President for Resource and Community Development](#).

There is a formal [Memorandum of Understanding](#) (MOU) between the Foundation and the College which clearly describes the relationship between both entities. In the agreement, the Foundation describes itself by stating “... the Foundation serves a public purpose by raising funds from the private sector (from individuals, corporations, and foundations) for the sole benefit of the College; preserving for the sole benefit of the College such privately raised funds and keeping them separate from the public funds of the College, and making distributions for the sole benefit of the College in accordance with the donors’ wishes; ...” The MOU also addresses liability arising in connection with activities of the Foundation in [Section 1.05](#).

In [Section III. Findings of Public Service](#), the MOU addresses its role in supporting the institution’s mission. “Its existence not only complements, but enhances, the ability of the Board of Trustees to provide funding for the College in carrying out its educational mission.” And goes on to say, “The existence of the Foundation carries out part of the charitable and educational mission of the College and enhances the College’s ability to raise, manage, and disburse privately-solicited funds for the College’s mission.”

Sources

-  [CS 3.2.13 \(01\) GCC Foundation By-Laws](#)
-  [CS 3.2.13 \(02\) GCC Foundation Articles of Incorporation](#)
-  [CS 3.2.13 \(03\) GCC Restated Foundation Articles of Incorporation](#)
-  [CS 3.2.13 \(04\) GCC Foundation Memorandum of Understanding 2010](#)
-  [CS 3.2.13 \(05\) GCC Foundation Board of Directors](#)
-  [CS 3.2.13 \(06\) Vice President for Resource and Community Development](#)
-  [CS 3.2.13 \(07\) Section 1.05 of the Foundation MOU](#)
-  [CS 3.2.13 \(08\) Section 3 of the Foundation MOU](#)

3.2.14

Governance and Administration: Intellectual Property Rights

The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff.

Judgment

Compliant Non-Compliant Not Applicable






Narrative

The Grayson County College (GCC) policy concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property is clear and can be found in [GCC Local Policy DBD](#). The policy defines intellectual property and provides pertinent examples in the application of college Intellectual Property rules. GCC's policy provides that an employee who conceives, creates, discovers, invents, or develops intellectual property may own or be awarded any amount of equity interest and are free to benefit from royalties and monies accrued from publication or invention.

The policy clearly describes the process for resolving issues and disputes. The creator(s) has the right to request a review by the College President. The President will appoint a committee to consider the facts of the dispute and offer a recommendation. The President will consider the recommendation prior to making a decision, which is final.

Faculty and students are notified of the Intellectual Property rules through the [Faculty Handbook](#), [Adjunct Faculty Handbook](#), and the [Student Handbook](#). Additionally, in [GCC Local Policy CR](#), which is also included in the Faculty Handbook and the Adjunct Faculty Handbook, professors are reminded that the use of intellectual property laws extends to the electronic environment. "Intellectual Property: All members of the College District community should be aware that intellectual property laws extend to the electronic environment. Users should assume that works communicated through the computer network are subject to copyright laws, unless specifically stated otherwise."

Sources

-  [CS 3.2.14 \(01\) Pages from GCC TASB Manual - Local Policy DBD](#)
-  [CS 3.2.14 \(02\) Pages from Faculty Handbook 2010 - Intellectual Rights](#)
-  [CS 3.2.14 \(03\) Pages from 2010-2011 Adjunct Handbook - Intellectual Property](#)
-  [CS 3.2.14 \(04\) Pages from 2010 GCC Student Handbook - Intellectual Property](#)
-  [CS 3.2.14 \(05\) Pages from GCC TASB Manual Local Policy CR](#)

3.3.1

Institutional Effectiveness

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

- 3.3.1.1 educational programs, to include student learning outcomes
- 3.3.1.2 administrative support services
- 3.3.1.3 educational support services
- 3.3.1.4 research within its educational mission, if appropriate
- 3.3.1.5 community/public service within its educational mission, if appropriate.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

CS 3.3.1

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

This is accomplished by integrating three methods to support College-wide continuous improvement: 1) [Institutional Effectiveness Cycle \(IE Cycle\)](#), 2) Strategic Planning Online (SPOL), and 3) [College Effectiveness Council \(CEC\)](#). Each of these are described in detail in [CR 2.5](#).

Every [planning unit](#) at GCC follows the well defined process of the IE Cycle, currently tied to the fiscal year, September 1 thru August 31, by identifying objectives, assessing results, and using results to make improvements. Planning units are made up of all the employees who make up an instructional, support or administrative department, regardless of their office location. Throughout the year, college personnel meet in planning units to evaluate assessment data and to establish, evaluate and revise objectives, indicators and activities for improvement purposes. The formal schedule for the fall semester directs the implementation of the plan designed the previous spring and the finalization of the [end-of-year assessment report](#) (also referred to Strategic Planning Results) on the previous year's activities, followed by the improvement plan ([President's Office, Instructional Services, Student Services, Business Services, Information Technology, and Resource & Community Development](#)). The CEC evaluated the improvement plans at its [November 9, 2010](#), meeting ([President's Office, Instructional Services, Student Services, Business Services, Information Technology, and Resource and Community Development](#)) for the next planning cycle. The schedule for the spring semester directs the completion of the current plan and the [formulation of objectives for the following year](#) based on results from the current plan and other assessment data. The [IE Cycle](#) clearly illustrates the process and serves as a reminder to the campus community of how the institutional effectiveness process is incorporated into various decision-making aspects of the organization. The process encompasses a complex understanding of student learning as a key component of the annual planning process. Key linkages between the planning process, the budgeting cycles and instructional cycles are clearly made.

The online, web-based system Strategic Planning Online (SPOL) supports and facilitates the process described in this section. The IE Cycle defines the activities that support the planning, budgeting, assessment, and use of results which are documented in SPOL. SPOL integrates planning, budgeting, and assessment and aligns all objectives and activities to the [institutional goals](#), and [planning priorities](#) of the College. SPOL facilitates the work of planning unit members and collaboration among planning units, as well as tracking on-going progress of objectives and tasks.

Broad campus-wide participation in the Institutional Effectiveness process is promoted through the [College Effectiveness Council \(CEC\)](#) that meets four times each planning cycle. The [CEC agenda](#) is driven by the [IE Cycle](#) and other agenda items important for effective strategic planning, assessment, and improvement. The CEC is comprised of [45 college-wide representatives appointed by the President](#). The CEC leads the institutional effectiveness process for the College and makes recommendations to the President Executive Council (PEC) as directed and scheduled by the IE Cycle. Each of the four institutional goals ([Student Success, Student Learning, Community & Outreach, and Accountability](#)) is represented by a 7-10 member goal team [appointed by the President](#) to meet as needed throughout the year to review data and recommend strategic objectives, strategic initiatives, and key performance indicators (KPI) included on the [GCC Balanced Scorecard](#) for their respective institutional goal. Each goal team presents their recommendations to the CEC at one of the four regularly scheduled meetings ([Student Success and Student Learning Goal Teams & Community & Outreach and Accountability Goal Teams](#)). The goal team leader is a [standing member](#) of the CEC and presents their [goal team's strategic initiatives and recommendations](#) to the [PEC](#) prior to the [budget cycle](#) for their consideration in allocating resources for the next planning cycle. The GCC Strategic Plan includes the strategic objectives developed by the goal teams' analysis of data. Members of the PEC present a [progress report on the strategic initiatives accepted and funded for the 2010-11 planning cycle](#) at the first meeting of the CEC September 14, 2010.

Budget decisions are driven by planning. The [President's planning unit](#) established an initiative for the current planning cycle to formalize a system for tracking budget dollars to strategic initiatives linked to mission and goals. The [GCC Balanced Scorecard](#) includes key performance indicators selected by the goal teams to assess the strategic objectives of each goal. End-of-year assessment reports and improvement plans for the next planning cycle are reported to the CEC and published on the [GCC Portal](#). The overall effectiveness of education at GCC is evaluated through the comprehensive IE Cycle described in [CR 2.5](#) that requires all the various components of GCC to annually plan and initiate improvement activities. The institution's continuing improvement process is systematic and utilizes the results of assessment of student learning and of college services to plan for future improvement. The mission-based GCC Balanced Scorecard is updated periodically and published on the GCC Portal ([Student Success, Student Learning, Community and Outreach, and Accountability](#)) to monitor key performance indicators selected by each goal team respective to their institutional goal and strategic objectives.

The [GCC Mission Statement, institutional goals, and GCC Institutional Learning Outcomes](#) based upon the Exemplary Educational Objectives recommended by the Texas Higher Education Coordinating Board, are the foundation of the comprehensive [GCC CEC Model](#) and [IE Cycle](#). GCC seeks to ensure continuous improvement in fulfilling its purpose and achieving expected educational outcomes through the establishment of institutional goals and objectives that structures effectiveness planning, evaluation and improvement of personnel, policies, and programs. The planning process promotes the mission and goals of Grayson County College (GCC), The Texas Higher Education Coordinating Board (THECB) and the Southern Association of Colleges and Schools (SACS).

3.3.1.1 educational programs, to include student learning outcomes

Grayson County College (GCC) has stated learning outcomes that are addressed at the institutional level, the program level, and the course level. GCC identifies eight mission-driven [Institutional Learning Outcomes](#) (ILOs) (developed in 2008, refined in December 2009, and adopted January 2010) that were developed with participation of all faculty and staff at the college and were carefully worded to reflect the values of the GCC community of learners. The faculty agreed to use the ILOs to represent the body of knowledge, skills, and abilities expected of graduates in General Studies and University Transfer programs.

Each program in [Workforce Education](#) at GCC has Program Learning Outcomes (PLOs). The [Academic Studies](#) PLO's are identified within the Core Curriculum PLO's (see [CS 3.5.1](#)). Faculty have written and continually revise PLO's for continuous improvement. These outcomes are specific to each program or

degree and represent the unique set of knowledge, skills, and abilities students are expected to have after finishing the program. As outlined in the [Instructional Services Assessment Handbook](#), faculty are responsible for developing and assessing student learning outcomes (SLOs) in courses taught at GCC.

The Instructional Services Assessment Handbook outlines the process for assessing student learning outcomes at the College. This plan includes a process for assessment of the program learning outcomes, course learning outcomes, and the general education core ([GCC Core Curriculum Report, 2009](#)). In addition, beginning Fall 2009, GCC further enhanced improvements and success. GCC began using course-embedded assessment ([Academic Studies](#) and [Workforce Education](#)) as part of the assessment process. In accordance with the Instructional Services Assessment Handbook, every course in the [core](#) and every degree and certificate in the Career and Technical Programs show improvement plans based on the results of the assessment evaluations in [Workforce Education](#) and Academic Studies assessment evaluations ([Fall 2010](#), [Spring 2010](#)) and Academic Studies [improvement plans](#). These plans include improvements in specific areas related to Instruction, Curriculum, Technology, and Assessment (process). In addition to course embedded assessment, the Collegiate Assessment of Academic Proficiency test (CAAP) is being administered in selected courses to provide a comprehensive picture of student proficiencies acquired in the general education core. A process for continuous improvement based on the results of these two assessments is built into the institutional effectiveness cycle and will guide the refinement of all aspects of core outcomes. All educational programs are evaluated and assessed through the Institutional Effectiveness process as explained in CS 3.3.1.

3.3.1.2 administrative support services

Grayson County College (GCC) identifies expected outcomes, assesses the extent to which it achieves those outcomes, and provides evidence of improvement with administrative support services in three ways: 1) the annual development and evaluation of a performance plan for each administrative support employee as part of their performance management worksheet, with that of the [Vice President of Business Services](#) shown as an example; 2) each administrative unit is included in the IE Cycle as a planning unit; and 3) the annual development and evaluation of [student learning outcomes](#) for each administrative support planning unit. The following are administrative planning units at GCC: President's Office, Institutional Effectiveness, Marketing and Public Information, Business Services, and Human Resources.

Each permanent, full-time, non-faculty position at GCC participates in annual development and evaluation of his/her effectiveness by completing a Performance Management Worksheet (PMW) as part of the Institutional Effectiveness process. Revised on a continual basis by the employee and his/her supervisor, the completion of the PMW clarifies how each job within a planning unit supports the goals and objectives of that unit. The PMW explains the purpose of the position and breaks down the job into major components, called key responsibility areas (KRAs). Then performance standards, which describe what success would look like, are listed for each KRA. Next, the PMW lists the skills or competencies that are needed to achieve the performance standards. Finally, the performance plan in the PMW lists the specific actions that must be taken or avoided in order to achieve the performance standards for each KRA. Each employee drafts their PMW and then reviews it with his/her supervisor, who makes sure that it captures the key duties of the position, contains an appropriate performance plan, and aligns with the goals and objectives of the planning unit.

At the same time that the supervisor reviews the performance plan for the upcoming year, he/she evaluates how well the current performance plan was accomplished and develops a [performance plan](#) from the PMW for improvement during next year. The success of an employee in accomplishing his/her performance plan is the major consideration of each employee evaluation. [GCC Local Policy DLA](#) sets the frequency of employee evaluations. To manage the workload in the human resources area and because employees start their jobs on various dates, the actual evaluations are performed [throughout the calendar year](#). These individual assessments support the planning unit goals, objectives, assessments, use of results, and student learning outcome for their respective planning unit. All administrative support services are evaluated and assessed through the Institutional Effectiveness process ([Business Services 2009-10 end-of-year assessment report](#) and [2010-](#)

[11 improvement plan](#)). The institutional effectiveness process is explained in CS 3.3.1.

GCC recognizes that each planning unit has a role to play in student learning, since GCC is an educational institution. Therefore, administrative support service planning units have developed [student learning outcomes](#) that are assessed for improvement each planning year.

3.3.1.3 educational support services

Educational support service planning units use SPOL to document planning objectives, status reports, assessment, results, and use of results, which are included in the [end-of-year assessment report](#). The end-of-year assessment report informs the [improvement plan](#) and planning objectives for the next year. Periodically, the objectives, as well as the methodology for assessing success in all educational support services, are re-evaluated for usefulness and alignment with the institution mission and goals. All educational support services are evaluated and assessed through the Institutional Effectiveness process explained in CS 3.3.1 and are included in the annual development and evaluation of a performance plan described in CS 3.3.1.2.

3.3.1.4 research within its educational mission, if appropriate

As a two-year institution, GCC does not include original research in its mission. In support of teaching and learning, “Faculty are supported to attend conferences where they have opportunities to present scholarly work and are encouraged to share their work with the campus community.” These efforts are described in detail in [CS 3.7.3](#).

On [October 13, 2010](#), PEC and on [November 16, 2010](#), the Board of Trustees approved several committees which included the Institutional Review Board in [GCC Local Policy BGC. Policies and procedures](#) for the Institutional Review Board were developed and published on the GCC Portal, however, to date there have been no applications submitted for review.

3.3.1.5 community/public service within its educational mission, if appropriate

[GCC Mission](#) seeks “to cultivate community-building by recognizing its interdependence with various communities.” Toward this end, GCC “provides a broad and dynamic curriculum to support career technical education and community education.” The Dean of Workforce Education, the Executive Director of the Center for Workplace Learning, and the Department Chair of Fine Arts oversee the majority of the community and public service activities in which GCC engages. Various programs, courses and events are scheduled for the benefit of the community. Some of these activities are initiated at the request of business and community leaders, some as a result of input from students and employees regarding community need. Community and public service programs are described in [CS 3.4.2](#).

Each public and community service project falls under the auspices of one of the college [planning units](#). As a result, these activities become a part of the institutional effectiveness process. The aspect of the [College mission](#) they support and the extent to which they have achieved the outcome intended is documented in their SPOL results: [Center for Workplace Learning and Continuing Education, Workforce Education, Adult Basic Education, and College Connections](#). Other programs supported for the benefit of the community, such as the [Golf Course](#), or to promote economic development, such as the [Small Business Development Center](#), or to promote diversity, such as the [International Student Program](#), are evaluated and assessed through the Institutional Effectiveness process described in CS 3.3.1.

Sources

-  CS 3.3.1 (00) CEC Membership, GCC Portal - Goal Team Leaders
-  CS 3.3.1 (01) & CS 3.3.1.2 Pages from 2010-2015 Strategic Plan - IE Cycle
-  CS 3.3.1 (02) Page 8 from 2010-2015 Strategic Plan - CEC Model

-  CS 3.3.1 (03) SPOL Planning Members by Planning Unit
-  CS 3.3.1 (04) End-of-Year Assessment Report- Representative Sample (24 Planning Units) of Strategic Planning Results - 2009-10
-  CS 3.3.1 (05) 2010-11 Improvement and Professional Development Plan - President's Office
-  CS 3.3.1 (06) 2010-11 Improvement and Professional Development Plan - Instructional Services
-  CS 3.3.1 (07) 2010-11 Improvement and Professional Development Plan - Student Services
-  CS 3.3.1 (08) 2010-11 Improvement Plan and Professional Development Plan - Business Services
-  CS 3.3.1 (09) 2010-11 Improvement and Professional Development Plan - Information Technology
-  CS 3.3.1 (10) 2010-11 Improvement and Professional Development Plan - Resource and Community Development
-  CS 3.3.1 (11) CEC Minutes - November 9, 2010 - Evaluate Improvement Plans for each Division of the College
-  CS 3.3.1 (12) Evaluation of Improvement Plan, President's Office, November 9 2010
-  CS 3.3.1 (13) Evaluation of Improvement Plan, Instructional Services, November 9 2010
-  CS 3.3.1 (14) Evaluation of Improvement Plan, Student Services, November 9 2010
-  CS 3.3.1 (15) Evaluation of Improvement Plan, Business Services, November 9 2010
-  CS 3.3.1 (16) Evaluation of Improvement Plan, Information Technology, November 9 2010
-  CS 3.3.1 (17) Alert to SPOL Planning Unit Managers to formulate next year's planning objectives in SPOL
-  CS 3.3.1 (18) Planning Objectives by Institutional Goal - SPOL 2010-11
-  CS 3.3.1 (19) Planning Objectives by Planning Priority - SPOL 2009-10
-  CS 3.3.1 (20) CEC Agenda – September 14, 2010 - demo IE Cycle
-  CS 3.3.1 (21) CEC Appointment letter from President - 9-5-08
-  CS 3.3.1 (22) Page 12 from Strategic Plan - Student Success
-  CS 3.3.1 (23) Page 13 from Strategic Plan - Student Learning
-  CS 3.3.1 (24) Page 14 from Strategic Plan - Community & Outreach
-  CS 3.3.1 (25) Page 15 from Strategic Plan - Accountability
-  CS 3.3.1 (26) Appointment letter from President for Student Learning Goal Team
-  CS 3.3.1 (27) GCC Balanced Scorecard approved by PEC April 21 2010
-  CS 3.3.1 (28) Page 15 from CEC Minutes - November 10, 2009 - Student Success & Student Learning Recommendations
-  CS 3.3.1 (29) Page 1 from CEC Minutes - April 13, 2010 - Community & Outreach and Accountability Recommendations
-  CS 3.3.1 (30) Goal Teams Proposed Strategic Initiatives
-  CS 3.3.1 (31) Budget Calendar 2011
-  CS 3.3.1 (32) President's Executive Council April 21 2010 Page 2 Goal Team Recommendations
-  CS 3.3.1 (33) Page 8 from CEC, September 14, 2010 - Goal Team Recommendations to CEC
-  CS 3.3.1 (34) President's Office Planning Unit - Use of Results - 2009-10
-  CS 3.3.1 (35) GCC Balanced Scorecard
-  CS 3.3.1 (36) GCC Portal - End-of-Year Assessment
-  CS 3.3.1 (37) Progress Report from PEC to CEC on Goal Teams Proposed Strategic Initiatives, highlighting progress reported to CEC, PEC app 4-21-10
-  CS 3.3.1 (38) GCC Balanced Scorecard on Portal - Student Success

-  CS 3.3.1 (39) GCC Balanced Scorecard on Portal - Student Learning
-  CS 3.3.1 (40) GCC Balanced Scorecard on Portal - Community and Outreach
-  CS 3.3.1 (41) GCC Balanced Scorecard on Portal - Accountability
-  CS 3.3.1 (42) GCC Institutional Goals
-  CS 3.3.1 (43) ILOs
-  CS 3.3.1 (44) CR 2.5 - Institutional Effectiveness

-  CS 3.3.1.1 (01) Program Learning Outcome - Workforce Education
-  CS 3.3.1.1 (03) Instructional Services Assessment Handbook - Program Coordination
-  CS 3.3.1.1 (04) GCC Core Curriculum THECB Report - 2009
-  CS 3.3.1.1 (05) Academic Studies Representative Sample Assessment - Spring 2010
-  CS 3.3.1.1 (06) Workforce Education Representative Sample Assessment of Student Learning Outcomes - Spring 2010
-  CS 3.3.1.1 (07) Workforce Education (Use of Results) Assessment Spring 2010 PLO's- Fall 2010 Implementation
-  CS 3.3.1.1 (08) Fall 2010 Assessment of Student Learning Outcomes
-  CS 3.3.1.1 (09) Spring 2010 Assessment of Student Learning Outcomes 2 16 11
-  CS 3.3.1.1 (10) MASTER Core Improvement Plan Documentation Fall 2010
-  CS 3.3.1.1 (11) CS 3.5.1 - College-level competencies
-  CS 3.3.1.2 (01) Performance Management Worksheet - Giles Brown
-  CS 3.3.1.2 (02) Sample Student Learning Outcomes for Business Services
-  CS 3.3.1.2 (03) Pages from Director of Fiscal Services - Danny Hyatt
-  CS 3.3.1.2 (04) GCC Local Policy DLA
-  CS 3.3.1.2 (05) Employee Evaluation Schedule
-  CS 3.3.1.2 (06) SPOL Business Services 2009-10
-  CS 3.3.1.3 (01) End-of-Year Assessment Report in SPOL - Student Services 2009-10
-  CS 3.3.1.4 (01) PEC Minutes, October 13 2010 - approve IRB
-  CS 3.3.1.4 (02) Board of Trustee Minutes, November 16, 2010 - Approve IRB
-  CS 3.3.1.4 (03) GCC Local Policy BGC - Institutional Review Board
-  CS 3.3.1.4 (04) IRB Policies and Procedures on Portal
-  CS 3.3.1.4 (05) CS 3.7.3 - Faculty development
-  CS 3.3.1.5 (01) Center for Workplace Learning & Continuing Education in SPOL - 2009-10
-  CS 3.3.1.5 (02) Workforce Education in SPOL - 2009-10
-  CS 3.3.1.5 (03) Adult Basic Education in SPOL - 2009-10
-  CS 3.3.1.5 (04) College Connections in SPOL - 2009-10
-  CS 3.3.1.5 (05) Golf Course in SPOL - 2009-10
-  CS 3.3.1.5 (06) Small Business Development Center in SPOL - 2009-10
-  CS 3.3.1.5 (07) International Student Program in SPOL - 2009-10
-  CS 3.3.1.5 (08) CS 3.4.2 - Continuing education-service programs
-  GCC 2010-2015 Strategic Plan
-  GCC Mission Statement

3.4.1

Educational Programs: All: Academic Program Approval

The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

According to Grayson County College (GCC) [Local Policy EE](#), the primary responsibility for curricular development and the improvement of the educational programs resides with the faculty. At GCC, all educational programs and courses awarding academic credit are designed by the faculty, approved by the [Curriculum Committee](#), and receive final approval from the [President's Executive Council](#) (PEC) and the [Board of Trustees](#) when required.




Faculty members are responsible for the content, quality, and effectiveness of the curriculum and meet annually in their departments to determine whether curriculum changes are needed. In Career and Technical Education (CTE) programs, curriculum changes are also guided by input from advisory committees. Requested changes must be submitted according to the outlined [Curriculum Change Procedures](#). The curriculum development process includes submission of the approved [Curriculum Packet](#) to the appropriate chair, which reviews and forwards it to the instructional dean. Once approved by the instructional dean, curriculum changes are forwarded to the Curriculum Committee for initial approval. Proposed curricula changes are evaluated on the basis of academic effectiveness and fiscal responsibility. According to [GCC Local Policy EE](#), all significant changes, including new program proposals, major redesign of courses or programs, or changes to the core curriculum approved by the [Curriculum Committee](#), must be submitted to the [President's Executive Council](#) and the [Board of Trustees](#) for approval.






According to [GCC Local Policy BGC](#), the purpose of the Curriculum Committee is to review curriculum change requests and make appropriate recommendations to the Vice President of Instruction. The committee considers curriculum changes on the basis of whether they best serve student interests, are consistent with the GCC mission statement, and meet the requirements of relevant accrediting bodies.

The membership of the Curriculum Committee consists of three members from each of two instructional areas, Academic Studies and Workforce Education, who are nominated by the Faculty Association. The Dean of Academic Studies and the Dean of Workforce Education co-chair the committee. Members serve three year terms with the terms ending on alternate years. Each area will have one new member and two experienced members serving on the committee at any given time. Only members with faculty rank may vote on curriculum issues.

To enhance campus-wide communication, ex-officio membership consists of the Vice President for Instruction, College Graduation Specialist, and a representative from Academic Advising, Financial Aid, Admissions and Records, and a student representative.

Sources

-  CR 3.4.1 (01) Pages from GCC TASB Manual Responsibility for Curriculum
-  CS 3.4.1 (02) Curriculum Committee Minutes 1-13-2011
-  CS 3.4.1 (03) Executive Council Meeting Minutes 1-14-2011

-  CS 3.4.1 (04) Pages from Board of Trustees September 2010 to February 2011 - Approval of Curriculum
-  CS 3.4.1 (06) Pages from Faculty Handbook 2010 Curriculum Change Procedures
-  CS 3.4.1 (07) Sample Curriculum Packet for Curriculum Committee Approval
-  CS 3.4.1 (08) Pages from GCC TASB Manual Local Policy EE Curriculum Change Approval
-  CS 3.4.1 (09) Pages from GCC TASB Manual Local Policy BGC Curriculum Committee Description

3.4.2

Educational Programs: All: Continuing Education/Service Programs

The institution's continuing education, outreach, and service programs are consistent with the institution's mission.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) provides continuing education, outreach and service programs that support the college [mission](#) by:

- Recognizing our interdependence with various communities
- Providing a broad and dynamic curriculum to support ... career technical education, developmental, and community education
- Supporting economic development
- Promoting diversity and cultural enrichment

All Continuing Education [courses](#) are scheduled to meet the needs of the GCC constituency in response to requests from area businesses and regional demand. Organizations which figure prominently in GCC's endeavors to support economic and workforce development are GCC's [Center for Workplace Learning \(CWL\) Advisory Board](#), [Workforce Solutions Texoma](#), the local economic development organizations such as [Sherman Economic Development Corporation](#) and [Denison Development Alliance](#), and [Texoma Human Resource Management Association \(THRMA\)](#). These groups work collaboratively to identify local training needs for current business and industry, as well as ongoing and new skill requirements for workforce needs in emerging or migrating business and industry. ([CE and Outreach Programs Summary 2009-2010](#) and [CWL Actual Offerings 2009-2010](#)).

GCC's participation in the [Texas Workforce Commission Skills Development Fund \(SDF\) Grant program](#) supports the mission to promote economic development. GCC has partnered with various businesses and industries in the region to train and retrain employees by providing high-quality technical training and computer labs to produce a skilled workforce. During the 2009-10 academic year GCC managed approximately \$1.4 million in training grant awards impacting over 730 local employees ([CWL Continuing Education Skill Development Grant Summary](#)).

GCC promotes diversity and cultural enrichment by providing opportunities for community members to take courses that address personal interest, enrichment, and professional goals. The Continuing Education Department develops [brochures](#) for marketing course offerings. GCC utilizes online course providers such as ed2go, 360, AHIT Home Inspection Training, and Command Spanish, all designed for non-credit, adult learning needs available to members of the community. Other initiatives include GED/Adult Basic Education, English Language/Civics, and Intensive English Language. Open enrollment through Continuing Education invites the community to participate in activities such as the arts, music, and entertainment.

Recognizing their interdependence with various communities, GCC has developed a variety of outreach programs. These initiatives include GED/Adult Basic Education, English Second Language/Civics and Intensive English language [website](#). Several for-credit courses are offered for non-credit each semester and are listed as '[mirror](#)' courses in the [Schedule of Classes](#). Students enrolled in these courses attend all class meetings and participate in all assignments, but do not have to fulfill the admission requirements of students taking the classes for credits. Grades are issued as a "pass" or "fail."





















GCC provides outreach to area high schools through a variety of P-16 initiatives including [College Connections-iPLAN](#), vertical alignment meetings, career fairs and [It's My Life](#). Through the iPLAN, the college offers comprehensive college readiness services to the High Schools through career programs, advising, testing, financial aid assistance, dual credit and Tech Prep. With the [It's My Life](#) the college provides business

and industry speakers to speak to High School students regarding the workplace today. The college hosts special events for public school students to come on the college campus to learn about the workforce and education requirements.

In addition to these scheduled programs, GCC faculty and staff coordinate and participate in a variety of arts, humanities, and public education events which the general public is encouraged to attend ([GCC Outreach and Service Programs Fall 2010](#) & [GCC Cultural Arts Series Fall 2010](#)). These include concerts, workshops, theater performances, political forums, health care seminars and panel discussions, historical re-enactment programs and lecture series. Through these events, students, staff, and guests find opportunities to see, hear, and experience life within and beyond their daily activities.

All coursework offered through continuing education is routinely monitored for currency and relevance to the college mission. Course revisions are implemented based upon [evaluation](#), and new courses are developed in response to business, industry, and community need.

Sources

-  [CS 3.4.2 \(02\) Pages from GCC General Catalog 2010-2011 - Continuing Education Courses](#)
-  [CS 3.4.2 \(03\) CWL Advisory Committee Membership](#)
-  [CS 3.4.2 \(04\) Workforce Texoma Webpage](#)
-  [CS 3.4.2 \(05\) SEDCO Website](#)
-  [CS 3.4.2 \(06\) Denison Alliance Website](#)
-  [CS 3.4.2 \(07\) THRMA Website](#)
-  [CS 3.4.2 \(08\) GCC Continuing Education and Outreach programs Summary 2009-2010](#)
-  [CS 3.4.2 \(09\) CWL Activity 2009-2010](#)
-  [CS 3.4.2 \(10\) TWC Skills Development Fund](#)
-  [CS 3.4.2 \(11\) CWL 2009 Skill Development Grant Summary](#)
-  [CS 3.4.2 \(12\) Sample CWL and Continuing Education Mailers-Brochures](#)
-  [CS 3.4.2 \(13\) GCC Adult Basic Education Website](#)
-  [CS 3.4.2 \(14\) Pages from GCC General Catalog 2010-2011 - Mirror Courses](#)
-  [CS 3.4.2 \(15\) Pages from Spring 2011 Schedule of Classes - Mirror Course Designation](#)
-  [CS 3.4.2 \(16\) College Connections iPlan Newsletter](#)
-  [CS 3.4.2 \(17\) CWL It's My Life](#)
-  [CS 3.4.2 \(18\) GCC Continuing Education Course Evaluation Samples](#)
-  [CS 3.4.2 \(19\) GCC Cultural Arts Series Fall 2010](#)
-  [CS 3.4.2 \(20\) GCC Outreach and Service Programs for Fall 2010](#)
-  [GCC Mission Statement](#)

3.4.3

Educational Programs: All: Admission Policies

The institution publishes admissions policies that are consistent with its mission.

Judgment

Compliant Non-Compliant Not Applicable















Narrative


As a public, two-year institution that is a member of the Texas state system of publicly supported institutions of higher education Grayson County College (GCC) follows student admission policy guidelines set by the [Texas Legislature Title 3, Subtitle G, Chapter 130, Subchapter A, Section 130.0011](#), [The Texas Higher Education Coordinating Board Title 19 Part 1, Chapter 9, Subsection C \(b\)](#) and [GCC Legal Policy AD](#) in developing admission policies. All admissions policies and procedures are consistent with GCC's [mission](#) which are published in the GCC General Catalog (in hard copy, and online), and are governed by the College's Board of Trustees. Although GCC offers an open door policy for admissions consistent with Texas Administrative Code, prospective students must meet the admissions requirements for the student classification for which they are seeking admission.

Students are generally classified as degree-seeking or non-degree seeking and the admissions requirements for all categories of students within these general classifications are outlined in the [GCC General Catalog](#) and on the GCC [Website](#). Admission information is also provided in the [Schedule of Classes](#) each semester. Special admission policies include provisions for dual credit high school students, individual approvals and International students.

Historically, GCC has achieved distinction for the quality of its programs in the field of health care. Due to limited enrollment in these programs, there are special admissions policies for Associate of Applied Science degree programs in the Health Sciences including [Dental Assisting](#), [Radiologic Technology](#), [EMS](#), [Medical Laboratory Technology](#), and Nursing ([ADN](#) and [LVN](#)). Special admissions policies for these programs are published in all versions of the [GCC General Catalog](#) and the GCC Website under [Programs & Classes](#). Program directors in these Health Science programs provide prospective students assistance in understanding program admissions requirements through group orientations and individual advising.

Sources

-  CS 3.4.3 (01) TEXAS EDUCATION CODE CHAPTER 130. JUNIOR COLLEGE DISTRICTS
-  CS 3.4.3 (02) Texas Administrative Code Title 19 Chapter 9 Subchapter C Rule 9.53
-  CS 3.4.3 (03) Pages from GCC TASB Manual Legal Policy AD Admissions Policy
-  CS 3.4.3 (04) GCC Mission and Vision
-  CS 3.4.3 (05) Pages 32-35 from Current GCC Catalog 2010-2011
-  CS 3.4.3 (06) Admission Requirements on the Website
-  CS 3.4.3 (07) Pages from Spring 2011 Schedule of Classes - Admissions Policies
-  CS 3.4.3 (08) Pages 85-88 from Current GCC Catalog 2010-2011 - Dental Assisting Admission Requirements
-  CS 3.4.3 (09) Pages 121-124 from Current GCC Catalog 2010-2011 - Radiologic Technology Admission Requirements
-  CS 3.4.3 (10) Pages 93-97 from current GCC Catalog 2010-2011 - EMS Admission Requirements
-  CS 3.4.3 (11) Pages 105-107 from Current GCC Catalog 2010-2011 - Medical Laboratory Technology Admission Requirements
-  CS 3.4.3 (12) Pages from GCC General Catalog 2010-2011 - ADN Program
-  CS 3.4.3 (13) Pages from GCC General Catalog 2010-2011 - LVN Program
-  CS 3.4.3 (15) Programs and Classes on the Website

-  GCC General Catalog 2010-2011

3.4.4

Educational Programs: All: Acceptance of Academic Credit

The institution has a defined and published policy for evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. (See Commission policy "The Transfer or Transcribing of Academic Credit.")

Judgment







Compliant Non-Compliant Not Applicable

Narrative

When evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates, Grayson County College (GCC) evaluates, accepts and posts credits for acceptable transfer courses, advanced placement scores, and military service according to [GCC Legal Policy EGA](#). In all cases, GCC offers credit only for those courses which are included on the [approved inventory of courses](#) at GCC. The academic regulations for awarding acceptable credit are defined in the [GCC General Catalog](#). GCC adheres to the principles and guidelines established by the [Texas Higher Education Coordinating Board in Chapter 4, Subchapter B: Transfer of Credit, Core Curriculum and Field of Study Curricula](#) for the learning objectives appropriate for the Associate of Arts, the Associate of Arts in Teaching and Associate of Applied Science degrees' core curricula and programs of study in technical programs. In addition, GCC adheres to the recommendations of the Southern Association of Colleges and Schools Commission on Colleges as laid out in the [Transfer of Academic Credit Position Statement](#).

Based on the policies and procedures in place for evaluating, awarding and accepting credit, GCC assumes responsibility for the academic quality of any satisfactorily completed coursework or credit recorded on a GCC transcript. GCC accepts college-level coursework satisfactorily completed at regionally accredited colleges or universities as transfer credits. A course-by-course evaluation and a degree audit form of transfer work for students seeking a GCC degree or certificate, regardless of originating institution, is completed by the Counseling Office using a [degree audit form](#). An official transcript from all previous colleges/universities must be received before the transfer coursework will be posted to a student's transcript and degree audit. GCC offers experiential learning credit only for those students with active duty military service. GCC will award up to twelve hours of elective credit including two hours of kinesiology credit for active military service with submission of form DD-214 as proof of such service. This is the only experiential learning credit offered by GCC.

Sources

-  [CS 3.4.4 \(01\) Pages from GCC TASB Manual Legal Policy EGA Credit Award](#)
-  [CS 3.4.4 \(02\) Current GCC Catalog 2010-2011 - Approved Inventory of Courses](#)
-  [CS 3.4.4 \(03\) Current GCC Catalog 2010-2011 - Academic Regulations](#)
-  [CS 3.4.4 \(04\) Texas Administrative Code Chapter 4 Subchapter B Rule 4.24](#)
-  [CS 3.4.4 \(05\) SACS Position Statement on Transfer of Academic Credit](#)
-  [CS 3.4.4 \(06\) Sample Degree Audit](#)

3.4.5

Educational Programs: All: Academic Policies

The institution publishes academic policies that adhere to principles of good educational practice. These are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.

Judgment

Compliant Non-Compliant Not Applicable












Narrative

Grayson County College (GCC) publishes a wide array of materials, in both print and electronic forms, in order to make its academic policies and procedures available to students, faculty, and other interested parties. These policies adhere to the principles of good educational practice through an institutional program of planning, implementation, evaluation, and improvement. These policies incorporate mandates and good practices from the Texas Legislature through the [Texas Higher Education Coordinating Board \(THECB\)](#) and the [Southern Association of Colleges and Schools Commission on College \(SACSCOC\)](#). For distance learning courses, GCC also follows the SACSCOC [Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs](#) as endorsed by the THECB.

These policies are disseminated to students, faculty, and other interested parties through publication in print and electronic form. Publications include, but are not limited to, the [GCC General Catalog](#), [Student Handbook](#), [Faculty Handbook](#), [Adjunct Faculty Handbook](#), [GCC Policies and Procedures Manual](#), [Schedule of Classes](#), and [course syllabi](#). Distance Learning students have access to all these materials through the GCC Website.

Print publications are updated at regular intervals ranging from each semester, as in the case of course syllabi and class schedules, to every year, as in the case of the printed GCC General Catalog. Online publications are updated on the same schedule as printed publications. According to [GCC Local Policy GA](#), policies are subject to administrative, committee, and/or faculty-staff review prior to each new publication, ensuring accurate representation of the programs and services of the institution, appropriateness for the intended audience, sound educational content, accuracy, and appearance.

Sources

-  [CS 3.4.5 \(01\) THECB Principles of Good Practice for Academic Degree and Certificate Programs](#)
-  [CS 3.4.5 \(02\) SACSCOC Polices, Guidelines, and Good Practices](#)
-  [CS 3.4.5 \(03\) THECB Best Practices for Electronically Offered Degree and Certificate Programs](#)
-  [CS 3.4.5 \(10\) Sample Course Syllabi](#)
-  [CS 3.4.5 \(11\) Pages from GCC TASB Manual Local Policy GA Print Publications](#)
-  [GCC Adjunct Handbook 2010-2011](#)
-  [GCC Faculty Handbook 2010](#)
-  [GCC General Catalog 2010-2011](#)
-  [GCC Policies and Procedures Manual 2010](#)
-  [GCC Schedule of Classes Spring 2011](#)
-  [GCC Student Handbook 2010](#)

3.4.6

Educational Programs: All: Practices for Awarding Credit

The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

Judgment







Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) employs sound and acceptable practices for determining the amount and level of credit awarded for courses. GCC uses the [Academic Course Guide Manual \(ACGM\)](#) for academic transfer courses, the [Guidelines for Instructional Programs in Workforce Education \(GIPWE\)](#) and the online [Workforce Education Course Manual \(WECM\)](#) for technical courses to determine the amount and level of credit awarded for courses. These documents, published by the Texas Higher Education Coordinating Board, dictate course levels, course descriptions and the range of contact, credit, and lab hours that may be assigned to courses offered by Texas public two-year institutions. All courses offered at GCC must adhere to the standards identified in these documents.

As described in [CS 3.4.1](#), all curriculum changes or new curriculum must be approved by the faculty, administration, and the Board of Trustees when appropriate. In order to ensure adherence to state requirements, all courses added to, changed or deleted from the GCC inventory of courses, regardless of mode of delivery, must be approved by the [Curriculum Committee](#). According to [GCC Local Policy EE](#), faculty submit changes which are reviewed by the department chair and the appropriate dean. The Curriculum Committee requires a [Curriculum Change Packet](#) be completed for all suggested changes. The packets must include all information pertaining to the recommended changes including the ACGM, GIPWE, and WECM documentation.

Sources

-  [CS 3.4.6 \(01\) Pages from ACGM 2010 - Academic Transfer Courses](#)
-  [CS 3.4.6 \(02\) Pages from THECB GIPWE Manual 2008 Credit Award for Courses](#)
-  [CS 3.4.6 \(03\) WECM Website](#)
-  [CS 3.4.6 \(04\) Pages from GCC TASB Manual local Policy EE Curriculum Change Approval](#)
-  [CS 3.4.6 \(05\) Sample Curriculum Packet for Curriculum Committee Approval](#)
-  [CS 3.4.6 \(06\) CS 3.4.1 - Academic Program Approval](#)

3.4.7

Educational Programs: All: Consortial Relationships/Contractual Agreements

The institution ensures the quality of educational programs and courses offered through consortial relationships or contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the consortial relationship and/or agreement against the purpose of the institution.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) provides a [broad and dynamic curriculum](#) to support university transfer, career technical education, developmental, and community education cultivating student success and community building in North Texas by participation in a variety of consortia and contractual agreements. The opportunity to provide students with courses that integrate successfully with their lives, schedules, and learning needs is significantly expanded by the inclusion of partnership offerings. For every consortial relationship and contractual agreement, whether through dual credit, Tech Prep, or program related, the Texas Higher Education Coordinating Board (THECB) maintains [oversight](#) of the relationship. GCC abides by the policies, fulfills institutional responsibilities and maintains relationships among the participants as prescribed by the Memorandum of Understandings (MOU).

GCC ensures the quality of educational programs and courses offered through consortia relationships or contractual agreements. [GCC Legal Policy ECF](#) delineates that the administration ensures that courses and programs offered through contractual agreements are consistent with the educational purpose, mission, and goals of GCC; are offered under its direct control; and are approved through the established [procedures](#) of the THECB. In all cases, courses and programs eligible under contractual agreements are consistent with the educational purpose, mission, and goals of the institution. A sample of a contractual agreement at GCC is the [Air Traffic Control Program-L3 Articulation Agreement](#). Courses and programs remain under the sole and direct control of GCC.














For each consortial relationship and contractual agreement an MOU is created which contains a clear guidelines of the responsibilities of all parties to the agreement, a provision for ensuring the quality of the program and courses offered through the agreement, and a provision for evaluation of the agreement in relation to the purposes of the college. [Meetings](#) are held each year to assess the agreements and make needed changes. To assure quality, all face-to-face and distance learning courses and programs offered within consortial relationships have already gone through the same rigorous assessment by the college curriculum committee and administration approval as well as follow [GCC Local Policy GH](#) to ensure sufficient rigor of course offerings.

At this time, GCC has contract agreements with 21 area [High Schools](#) to provide Dual Credit classes. The [course offerings](#) GCC makes available to high school students through dual credit include regular college courses in both Academic Studies and Career Technical areas. The [partnership agreements for Dual Credit](#) include guidelines for student eligibility, location, faculty qualifications, course standards, academic policies and resources, course composition, eligible courses, and tuition. All dual credit contracts are written by the Dean of the respective division in which the course is administered, then approved by the Vice President for Instructional Services and the President.

GCC also offers [articulation](#) in Career and Technical Education (CTE) programs to all high schools in the College's service area through a partnership with the Texoma Tech Prep Consortium of Texas. Texoma Tech Prep provides the coordination link between GCC and area high schools to align the post-secondary [Workforce Education Course Manual](#) (WECM) courses with the secondary [Texas Essential Knowledge and Skills](#) (TEKS) courses that GCC accepts. GCC faculty participate in an annual local evaluation and articulation alignment meetings with corresponding high school faculty to approve and ensure the integrity of course articulation.

Student who successfully complete local articulated secondary courses and meet GCC entrance requirements are eligible to receive articulated credit for corresponding college courses offered by GCC. The College maintains control of approved GCC degree programs. Approved articulated college programs are documented with the THECB.

Sources

-  CS 3.4.7 (01) Pages from GCC General Catalog 2010-2011 - Degrees Offered
-  CS 3.4.7 (02) Texas Administrative Code, Title 19, Part 1, Chapter 9, Subchapter G, Rule 9.125
-  CS 3.4.7 (03) Pages from GCC TASB Manual Legal Policy ECF - Consortia and Contract Agreements
-  CS 3.4.7 (05) ATC Contractual Agreement with L3
-  CS 3.4.7 (06) Annual Dual Credit Partnership Meeting August 17, 2010
-  CS 3.4.7 (07) Pages from GCC TASB Manual Local Policy GH - Concurrent Enrollment
-  CS 3.4.7 (08) GCC List of Consortial and Articulation Agreements
-  CS 3.4.7 (09) List of Dual Credit High Schools
-  CS 3.4.7 (10) List Career and Technical Education programs offered to HS - Fall 2010
-  CS 3.4.7 (11) Sample Dual Credit Agreement - Denison High School
-  CS 3.4.7 (12) Van Alstyne High School Tech Prep Agreement - Sample
-  CS 3.4.7 (13) WECM Website
-  CS 3.4.7 (14) TEKS - Texas Essential Knowledge and Skills Website

3.4.8

Educational Programs: All: Noncredit to Credit

The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience.

Judgment







Compliant Non-Compliant Not Applicable

Narrative

Many Grayson County College (GCC) academic classes are also offered through the Continuing Education Department as [mirror courses](#). No formal college admission is required for the student to enroll in these types of courses. The courses eligible as mirror courses are noted with a double number symbol (##) in the College's [Schedule of Classes](#). Students participate in classes alongside credit-seeking students. The same grading standards and curricular rigor apply. Grades for continuing education students are assigned as Satisfactory or Unsatisfactory.

GCC has a [Mirror Course Policy](#) which has been approved by the [Deans' Council](#) and [President Executive Council](#). Conversion of mirror courses from non-credit to credit is accomplished by the use of the [Credit Award Policy and Application](#). There have been no conversion requests as of March 2011.

Sources

-  CS 3.4.8 (01) Pages from GCC General Catalog 2010-2011 - Mirror Courses
-  CS 3.4.8 (02) Pages from Spring 2011 Schedule of Classes - Mirror Course Designation
-  CS 3.4.8 (03) Mirror Course Policy
-  CS 3.4.8 (04) GCC Dean's Council Minutes Approving the Mirror Course Policy
-  CS 3.4.8 (05) Executive Council Minutes September 15, 2010
-  CS 3.4.8 (06) Credit Award Policy and Application

3.4.9

Educational Programs: All: Academic Support Services

The institution provides appropriate academic support services.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) provides academic support services that support the College's [mission](#). The importance of these support areas are reflected by the breadth of services provided. The services listed below are generally available to students Monday through Friday on Main and South Campuses.

Counseling, Academic and Career Services

Complete on-site Counseling and Career Services are offered at the Main Campus and at the South Campus as needed by appointment. Students also have online access to the resources of Counseling Services.

The [Academic and Career Advising](#) webpage contains many links to help student gain knowledge about majors, placement services, transfer requirements, the college's policies, procedures and the requirements that apply to the student in their specific situation.

Counseling services at GCC include New Student Orientation, entrance advising, general counseling, and short-term personal counseling. The goal of counseling is to help students establish a sound foundation and successfully complete their academic work. To support students toward the accomplishment of their educational goals, counselors begin building this foundation by conducting New Student Orientation sessions at campus locations. New students are encouraged to participate in [College 101](#) and the [Student Success Series](#). GCC utilizes a mixed model of academic advising. After the 12th day of classes, each student is assigned a permanent faculty advisor based upon their major area of study.

[Career Services](#) at GCC provides resources for students who are undecided about their career plans, who are looking for a part-time job, and who need help with their job search skills. Counselors provide students with assistance in selecting a major field of study and exploring possible career options through career advisement, career assessments, reference materials, and online career websites, including the popular program connecting majors to careers, [What Can I Do with This Major?](#) Students can complete an extensive self-assessment in [Career Cruising](#) to help learn more about themselves. The inventories assist students in clarifying and evaluating their career and educational goals, providing them with direction and career information on the job market, and offering strategies to assist them in the career decision process. Students can access career planning services by attending [College 101](#), by individual appointment, or by visiting the career counselors in the Counseling Office, located in the Administrative Services Building.

Beginning at the start of a student's college experience and continuing through the completion of a program, career planning services are available which provide students with insight into various careers. Career Development workshops are offered each long semester. These workshops encourage students to consider viable career options and provide up-to-date data about the job market, and the economy. Also available to students is the [College Central Network](#) to aid in their employment search.

The GCC Counseling Center provides short-term assistance to students in need of personal counseling. Students who may need long-term assistance or clinical evaluation are referred to community resources that can better address their issues. Services include personal counseling for individuals, crisis intervention, and referral services to a group of community counseling resources. The counseling center also is responsible for providing personal counseling and psychological assessment for alcohol and drug abuse offenders as needed by the

Residential Life program. Services are designed to foster mental health and personal development and to meet needs of the general student population.

Testing

The [Testing Centers](#) provide basic skills testing, proctoring, and state/national tests. GCC is an official testing site for the Texas Higher Education Assessment (THEA), the THEA Quick Test, and the COMPASS Assessment. All three tests are approved for the Texas Success Initiative (TSI) purposes.

THEA Quick Test and COMPASS assessment tests are offered for degree majors and WorkKeys is given to assess certificate majors. Students take make-up tests for all courses, including internet delivery, in the Success Centers. The GED test is offered on most Tuesdays and the ACT test is offered on designated Saturdays as a community service.

Additionally, the Success Centers on both the Main and South Campuses provide help with basic skills for students at the developmental and college level. Students enroll in developmental and video instruction to fulfill the lab component of their lecture courses. Business, health science and technical students access the lab to improve foundation skills and work-related competencies. The [computer](#) area also allows students access to computers for word processing, e-mail, internet research and supplemental software.

International Student Program

GCC's International Student Program serves approximately 150 international students each year. The program is led by a full-time student advisor who has expertise in SEVIS reporting (official federal reporting for Homeland Security). The International Student Program works closely with the Student Services areas to assure these students receive the same services provided to all students including coordination of academic advising and services, student housing, extra-curricular activities, provide social opportunities and participate in [community outreach and education](#). Potential International students are provided with information and a link to an [online application](#) on the [GCC website](#).

Adult Basic Education

The GCC Adult Basic Education Program is grant funded through the [Texas Education Agency](#) (TEA) to serve Adult Education (primarily GED) and English Language/Civics instruction in Cooke, Fannin, Grayson, and Hunt counties. The administration of the grants, including performance reporting and expenditure of funds, are coordinated through TEA's [TEAMS](#) reporting system. Students from this program are actively assisted with transition into workforce and/or college-level course work to fulfill their individual professional and academic goals. To assist students, an [Individualized Academic Success Plan](#) is developed.

Developmental Studies Program

All Texas college students are required to meet Texas Success Initiative (TSI) guidelines designed to assess each student's college-readiness. Students who are identified as TSI deficient in math, reading, or writing are required to complete appropriate developmental coursework as part of their individualized academic plan. GCC's [Developmental Education Plan: Implementation of the Texas Success Initiative](#) has been developed. All developmental courses and academic policies are designed to help students gain the requisite skills needed to succeed in college-level classes as soon as possible.

To this end, we have integrated assessment and instruction strategies within our course designs to rapidly identify individual student skill needs for timely intervention. While discussions about appropriate course redesigns are ongoing in developmental math, our pilots in reading and writing courses are complete and reflect a more precise description of our developmental reading and students.

Pilot projects in developmental math, designed at providing both richer data and richer instructional opportunities, will be implemented during the 2010-2011 academic year.

Student Success Center

Under the Direction of the [Vice President for Instructional Services](#), GCC offers all students academic support through the Success Centers on the Main and South Campuses. The Success Centers offers a variety of services for the campus and community to include assessment testing, computer resources, tutoring, and disability services.

Tutoring

[Tutoring](#) for college level coursework is available at no charge to all enrolled students. Peer tutors recommended by professors assist students in small groups or individually. Special accommodations for students with documented disabilities are available through the Success Centers.

Disability Services

GCC's Disability Services coordinates reasonable accommodations for students in compliance with [Section 504 of the Rehabilitation Act of 1973](#) and the Americans with Disabilities Act of 1990. The [Disability Services webpage](#) includes the Steps in Receiving Accommodations for Students with Disabilities and the appropriate documentation students must provide to the Disability Director so that an [accommodation plan](#) can be developed. Professors include this information in their [course syllabi](#) each semester.

Special accommodations for students with documented disabilities are available through the Success Center. Students may request services related to testing, note taking, large print, taping, mobility, interpreting, etc. Full-service disability services are available on the Main Campus and at other locations by appointment. Success Center staff work closely with professor to provide these services effectively. For faculty training, the department provides a PowerPoint [Faculty Training Guide - Disabilities](#) presentation guide.

Distance Learning Students
























Distance Learning Students are supported in several ways. Distance learning students can utilize all administrative student services functions through the [GCC website](#), their secured [GCC Student Portal](#) log-in, and/or Blackboard access which are available twenty-four hours, seven days a week. The Student Services department will be piloting video conferencing with academic and financial aid advisors during the summer 2011. Online services give students access to admissions status, financial aid, orientation, transcript requests, social media via club Facebook pages, phone and electronic advising (emails and phone), online workshops (Academic & Career Exploration, Personal Management, Learning to Learn), Veterans Association requirements and links, and library services. Online forms and registration function through [CampusConnect](#), via the Portal, which includes adding/dropping classes, degree audit, class schedules, enrollment verification, unofficial transcripts, and payment. The Library also has an open access computer lab along with the help desk for technical problems where students can call, email or visit for assistance.

Library

GCC's library services, which are described in detail in [CR 2.9](#) and [CS 3.8.1](#) and [CS 3.8.2](#), provide our students with academic support. The library is staffed by a director, two reference librarians, and a para-professional assistant. The library's collection of books, journals, and videos support the mission of the college and academic needs of all programs offered at GCC. Academic journals are accessible online through our collection of electronic databases, which are supported in part by GCC's membership in TexShare. The GCC Library is

also a member of the Bibliographic Association of the Red River, which provides a consortium arrangement whereby holdings from the Sherman and Denison Public Libraries can be accessed and obtained by GCC students. Similar arrangements are maintained with the Austin College Library and the Van Alstyne Public Library. Online and off-campus students have equal access to all library materials and bibliographic instruction.

Sources

-  CS 3.4.9 (02) GCC Academic Advising Website GCC Portal
-  CS 3.4.9 (03) College 101 Information
-  CS 3.4.9 (04) Student Success Series Fall 2010
-  CS 3.4.9 (05) Grayson County College - Career Services Website
-  CS 3.4.9 (06) Developmental Education Plan
-  CS 3.4.9 (07) Career Cruising Website
-  CS 3.4.9 (08) What can I do with a major in... Website
-  CS 3.4.9 (09) College Central Network Services
-  CS 3.4.9 (10) GCC Tutoring Services Website
-  CS 3.4.9 (11) International Student Community and Outreach Activities
-  CS 3.4.9 (12) TEA Website for Adult basic Education
-  CS 3.4.9 (13) Sample Academic Success Plan
-  CS 3.4.9 (14) Developmental Education Plan
-  CS 3.4.9 (15) Vice President for Instructional Services PMW
-  CS 3.4.9 (16) Section 504 of the Rehabilitation Act of 1973
-  CS 3.4.9 (17) Grayson County College - Services for Students with Disabilities Website
-  CS 3.4.9 (18) Sample Course Syllabi with Disability Services information
-  CS 3.4.9 (19) Faculty Training Disability Services
-  CS 3.4.9 (20) Sample Student Accommodation Plan
-  CS 3.4.9 (21) CR 2.9 - Learning Resources and Services
-  CS 3.4.9 (22) CS 3.8.1 - Learning-Information Resources
-  CS 3.4.9 (23) CS 3.8.2 - Instruction of library use
-  GCC Mission Statement

3.4.10

Educational Programs: All: Responsibility for Curriculum

The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) places primary responsibility for the content, quality and effectiveness of its curriculum with its faculty as stated in [GCC Local Policy EE](#). GCC faculty provide ownership and control over the college programs and curricula by leadership and participation in the following areas:

- President's Executive Council (Faculty Association President is a member)
- Curriculum Committee College Effectiveness Council
- Instructional Council
- Discipline Committee
- Distance Learning Advisory Council
- Load Exceptions Committee
- Work Load Committee
- Student Learning Goal Team
- Student Success Goal Team
- Community and Outreach Goal Team
- Accountability Goal Team
- College Assessment Advisory Council
- Instructional Services Assessment Committee
- External Program Accreditation Process
- SACS Leadership Team
- Core Curriculum Committee

Faculty are responsible for preparing new or revised academic and workforce education program curriculum as described in CS 3.4.1. GCC places the primary responsibility for curricular development and improvement of the curriculum and educational programs with the faculty.

CS 3.4.11 describes GCC's Academic Program Coordination which is also the responsibility of the faculty through program review in [Academic Studies](#) as well as [Workforce Education](#), and the curriculum development and review process. Additionally, as stated in CR 2.7.2, faculty are responsible for program content and initiate all curriculum additions and/or modifications. [Program coordinators](#) and chairs lead these efforts among the faculty. Faculty also participate on the [Distance Learning Advisory Committee \(DLAC\)](#) which is specifically charged with making recommendations for improvement of curriculum quality and effectiveness as it related to distance learning delivery.

As a component of the Institutional Effectiveness cycle, faculty chair the [Student Learning Goal Team](#) and [Student Success Goal Teams](#). The Student Learning Goal Team is charged with tracking and documenting student learning resulting in recommendations to improve academic quality. The Student Success Goal Team makes recommendations to enhance student success based upon institutional data.

Departmental institutional effectiveness activities and the college processes for course and program-level assessment are faculty-managed processes which are designed to evaluate and maintain the quality and effectiveness of the curriculum as detailed in CS 3.3.1.1. The faculty's role in academic program assessment is













thoroughly described in CS 3.5.1. Faculty are an integral component of the [Instructional Services Assessment Committee](#), which monitors all of the academic assessment processes.

According to GCC [Local Policy BGC](#), department chairs, who are full-time faculty members, serve on the [Instructional Council](#). This council makes recommendations to the President's Executive Council on important instructional issues and contributes to strategic planning within instructional areas for improving curriculum quality and effectiveness.

The College has select programs that seek external accreditation. This process is led and completed solely by the faculty within those programs. The results of these accreditation processes may lead to curriculum enhancements. ([Nursing Accreditation Assignment List](#))

The faculty-led [Core Curriculum Committee](#) evaluates the effectiveness of the core curriculum and makes recommendations on issues and changes related to the instruction and curriculum of the core courses that comprise the general education components of the Associate of Science (A.S.), the Associate of Arts in Teaching (A.A.T.), and the Associate of Applied Science (A.A.S.) degrees. GCC faculty monitor the quality of the curriculum informally through such activities as discipline specific meetings and textbook selection processes and formally through a regular schedule of program review or evaluation activities associated with THECB requirements and accreditations.

Sources

-  [CS 3.4.10 \(01\) Pages from GCC TASB Manual local Policy EE Curriculum Change Approval](#)
-  [CS 3.4.10 \(04\) Economics Program review 2008-2009](#)
-  [CS 3.4.10 \(05\) Dental Assisting Program Review 2007-2008](#)
-  [CS 3.4.10 \(07\) Program Coordinators](#)
-  [CS 3.4.10 \(08\) DLAC Committee Membership List](#)
-  [CS 3.4.10 \(09\) Student Success Goal Team Membership List](#)
-  [CS 3.4.10 \(10\) Student Learning Goal Team Membership List](#)
-  [CS 3.4.10 \(13\) Pages from GCC TASB Manual Academic Assessment Committee](#)
-  [CS 3.4.10 \(14\) Pages from GCC TASB Manual Instructional Services Council Membership](#)
-  [CS 3.4.10 \(15\) Instructional Council Membership List](#)
-  [CS 3.4.10 \(16\) NLNAC Self-Study Preparation Report Authorship](#)
-  [CS 3.4.10 \(17\) GCC Core Curriculum Meeting Minutes April 23, 2009](#)

3.4.11

Educational Programs: All: Academic Program Coordination

For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) places responsibility for program coordination as well as curriculum development and review with faculty academically qualified in the field. [Program coordination responsibilities](#) include oversight of the assessment process as it relates to the quality and soundness of the curriculum. Recommendations resulting from this assessment are made to the department chair and may lead to modifications in curriculum, instructional methodologies, technology enhancements, and the assessment process itself. For the University Transfer and General Studies degrees, teams of faculty from multiple related disciplines serve as program coordinators under the direct supervision of the division dean.

The [instructional program coordinators](#) are academically qualified by virtue of their credentials, experience, and/or other qualifications appropriate to the degree offered. These [credentials](#) are documented in the faculty credential files in the office of the Vice President for Instructional Services and in the Faculty Credential database.

Sources

-  [CS 3.4.11 \(01\) Instructional Services Assessment Handbook - Program Coordination Responsibilities](#)
-  [CS 3.4.11 \(02\) Program Coordinators](#)
-  [CS 3.4.11 \(03\) Program Coordinator Credentials](#)

3.4.12

Educational Programs: All: Technology Use

The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The use of technology at Grayson County College (GCC) enhances student learning and is appropriate for meeting the objectives of its programs. At GCC the Information Technology Department (IT), led by the [Vice President for Information Technology](#), provides primary technology service and support to the entire campus community. Specifically, instructional technology that enhances student learning is supported by the Media Technology Specialist, Director of Distance Learning, Distance Learning and Information Technology Specialist, and the Computer Support Specialist.

The [Director of Distance Learning](#), reporting to the [Vice President for Instructional Services](#) and working closely with the Vice President for Information Technology, lead campus initiatives in the implementation of distance learning and instructional technologies. Additionally, the Director of Distance of Learning supports and promotes quality instruction, curriculum, and use of classroom technology for electronically delivered material in courses and programs at all sites.

The Director of Distance Learning and the Distance Learning and Information Technology Specialist have developed a [Distance Education Plan](#) and an [Information Technology Plan](#) respectively. These documents are updated periodically and contain primary objectives and expected outcomes that enhance student learning and are [presented](#) to the Board of Trustees.

Students have access to a variety of technologies at GCC. Through the college portal, students can access registration, view records, billing, and general, campus-wide announcements. Through Blackboard Learning Management System, students have access to instructional materials. Additional training for how to access and use technology and the portal is provided through [College 101](#), an introduction to college delivered face-to-face or [accessible online](#) for convenience.

An orientation to online learning is provided through GCC Blackboard. The READI (Readiness for Education at a Distance Indicator) assessment is available to faculty and is used to help determine the student's readiness for distance learning. Face-to-face, email, telephone, and web-based assistance is available to any student needing help with GCC technology via the [Help Desk](#). As described in [CS 3.8.1](#), [3.8.2](#) and [3.8.3](#), the library staff also provide students training in accessing online resources through personal, face-to-face instruction following faculty request and in regularly scheduled workshops posted in the [Schedule of Classes](#). Excellent participation in this training is evidenced by the following attendance records:

- 2008-2009 – 25 sessions, 473 students
- 2009-2010 – 13 sessions, 284 students

GCC provides a wide variety of instruction, service and support through the use of technology for Interactive television (ITV) classes, online classes, online supplemental instruction for courses delivered face-to-face, class time computer lab availability, classroom internet access, smart classrooms and program-specific technologies. All of these are an integral part of the technology-enhanced instruction at GCC. Faculty who wish to utilize classroom, online, or other instructional technologies are provided with group as well as individualized assistance as evidenced in the [GCC Distance Learning-Instructional Technology Report](#) and [Workshop Flyers](#).

Computer literacy is one of the basic intellectual competencies required by the Texas Higher Education Coordinating Board (THECB). For this reason, computer literacy courses are included in the [GCC core requirements](#) as an institutional option for all Associate of Science and Associate of Arts in Teaching Degrees. Students who do not come to GCC with well-developed computer literacy skills are encouraged to complete one of the basic computer literacy courses prior to enrolling in an online class.
















To ensure excellence in distance learning opportunities for students, the [Distance Learning Advisory Council \(DLAC\)](#), led by the [Director of Distance Learning](#), oversees planning, promotion, and implementation of distance learning initiatives. Utilizing universally-accepted best practices and comprehensive standards set by [SACS](#) and [THECB](#), the [DLAC reviews](#) online and hybrid courses through a designated [Distance Learning Course Review Process](#) to ensure optimum student learning and engagement.








Highlights of [Student Computer Labs and Classroom Technology](#)

- Instructional classrooms include a computer, projector, document camera, VCR/DVD player, sound system, and Starboard interactive digital display as deemed appropriate for instruction in each class.
- Computer Labs
 - Campus computer labs include Windows and Office 2007 and course-specific software
- Campus Wireless Access
 - Campus-wide at Main Campus in Denison, South Campus, and Rayburn Collegiate Center in Bonham
 - Select areas on West Campus in Denison
- Jenzabar Portal
 - Academics (enrollment, transcripts, etc.)
 - Advising
 - Financial Aid
 - Account Billing
- Blackboard Enterprise learning management system

Students at GCC are provided with access to [standard as well as special needs technology](#) through the Disability Services office. Computers and special application software are available to students for classroom instruction, testing, research, and college business. Software and hardware for special populations are available for use.

Sources

-  CS 3.4.12 (01) Vice President for Information Technology PMW
-  CS 3.4.12 (02) Director of Distance Learning PMW
-  CS 3.4.12 (03) Vice President for Instructional Services PMW
-  CS 3.4.12 (04) GCC Distance Learning Plan
-  CS 3.4.12 (05) Information Technology Plan
-  CS 3.4.12 (06) Presentation Materials to the Board of Trustees
-  CS 3.4.12 (07) College 101 on Website
-  CS 3.4.12 (08) Pages from Spring 2011 Schedule of Classes - Orientation for Online Students
-  CS 3.4.12 (09) GCC Help Desk Services on the Website
-  CS 3.4.12 (11) GCC Distance Learning-Instructional Technology Fall 2009 Report
-  CS 3.4.12 (12) Technology Workshop Flyer
-  CS 3.4.12 (13) Pages from GCC General Catalog 2010-2011 - GCC Core curriculum Requirements
-  CS 3.4.12 (14) DLAC Committee Membership List
-  CS 3.4.12 (16) SACS Best Practices for Online Courses
-  CS 3.4.12 (17) Texas Administrative Code Title 19 Part 1 Chapter 4 Subchapter P Rule 4.262

-  CS 3.4.12 (18) Sample DLAC Review
-  CS 3.4.12 (19) DLAC Course Review Process
-  CS 3.4.12 (20) Instructional Technology and Classroom Inventory
-  CS 3.4.12 (21) GCC Disability Services Technology Inventory
-  CS 3.4.12 (22) CS 3.8.1 - Learning-Information Resources
-  CS 3.4.12 (23) CS 3.8.2 - Instruction of library use
-  CS 3.4.12 (24) CS 3.8.3 - Library and other Learning Resources - Qualified Staff

3.5.1

Educational Programs: Undergraduate: College-level Competencies

The institution identifies college-level general education competencies and the extent to which graduates have attained them.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) has identified eight mission-driven [Institutional Learning Outcomes](#) (ILOs) which were developed in 2008, refined in December 2009, and adopted January 2010. These ILO's are the college's [general education core curriculum](#). These outcomes were developed with participation of all faculty and staff at the college and were carefully worded to reflect the values of the GCC community of learners. In philosophy and practice, GCC endeavors to provide all of its students with the essential knowledge and skills of a college-educated person in the 21st Century.

The ILOs are derived from the six Basic Intellectual Competencies - reading, writing, listening, speaking, critical thinking and computer literacy - recognized by the Texas Higher Education Coordinating Board (THECB) as “essential to the learning process in any discipline.” They directly reflect the College [Vision](#) that states: “Grayson County College is a premier learning college that transforms individuals, builds communities, and inspires excellence.” Through carefully designed courses, tests, projects, assignments, and evaluations, GCC coursework increases students’ ability to communicate in oral and written form, think critically, demonstrate specific skills in information literacy, work in teams, and be inter-culturally literate and socially responsible. Sufficient competency in each of these areas is expected to be attained by graduates of every associate degree program.

[THECB Rules and Regulations: Title 19, Chapter 4, Subchapter B, Rule 4.28](#) stipulate that all Texas higher education institutions must adhere to a set of [Basic Intellectual Competencies \(BICs\)](#) found within the Core Curriculum: Assumptions and Defining Characteristics (1999). GCC’s ILOs are modeled after the State’s BICs in both philosophy and desired outcomes. The courses in the GCC Core Curriculum provide students with opportunities to gain the knowledge, expertise, and skills to enhance their learning at senior institutions, in their chosen professions, and for personal enhancement as lifelong learners.

Core Assessment History

A report on the assessment of the overall GCC general education program has been produced every five years as required by the THECB. (This requirement was changed in 2009 to allow colleges to align their assessment processes with the SACS compliance certification.) In 1999, in preparation for this report, each core area incorporated [Exemplary Educational Objectives \(EEOs\)](#) into core courses as prescribed by the THECB. Efforts were made to ensure that a student who completes the core at GCC would demonstrate proficiency in all the EEOs. Assessment measures in each core area were developed and conducted. Faculty in each core area, using pre- and post-test strategies, determined which courses to focus on initially and what improvements to make in the assessment process and the core courses themselves to improve student learning. For the next report in 2004, many assessment strategies, including electronic portfolios and a variety of scoring rubrics were tested in different departments. Matrices summarizing the results of these measurements were created for each core area.

The most recent core assessment evaluation cycle began in Spring 2007 with a preliminary meeting of faculty stakeholders and a final College [Core Evaluation Report](#) being submitted to THECB in 2009 as required. Over the next two years, a faculty committee analyzed the matrices that assessed the EEOs and other college data (CCSSE and SENSE) to determine areas of concern. Discussion about changes to the core focused primarily on the institutional option, a course the college is allowed to select to enhance the learning experience.

In previous years, a computer science course seemed beneficial to students since computers were relatively new to society and were becoming increasingly widespread. An improvement to GCC's institutional option in the core was proposed to add a Learning Frameworks course to the students' first semester to enhance student success in college. The Core Evaluation Committee examined the institutional option and made a recommendation to the curriculum committee. A Learning Frameworks course was proposed and adopted as an alternative institutional option to the computer science course, with both options retained in the core ([GCC Core Curriculum Evaluation Committee - AS and AAT degrees](#)) ([GCC Core Curriculum Meeting Minutes April 23, 2009](#); [GCC Curriculum Committee Minutes, May 1, 2009](#); [President's Executive Council Minutes, June 16, 2009](#); [GCC Core Curriculum Committee Minutes, February 17, 2010](#))













Current Assessment Plan









Beginning with the Spring 2010 semester, GCC developed a faculty-driven comprehensive Instructional Assessment Plan to include the assessment of the college's core curriculum. Student Outcomes were developed for all courses within the core curriculum and are found in the course syllabi. Samples of Core Course Syllabi for [History](#) and [English](#) for the Fall 2010 semester have been provided. Assessment tools have been identified to assess the level of proficiency of the SLOs throughout every section of the core taught at GCC. Faculty members, under the guidance of program coordinators in each discipline or program, consider how and to what extent learning outcomes can be measured in their courses and decide upon instructional strategies that will most effectively enhance the development and measurement of these outcomes.

In order to provide a comprehensive picture of student proficiencies acquired in the general education core, two complementary assessment methods are used. One is by means of embedded assessments chosen by faculty. The second is via the Collegiate Assessment of Academic Proficiency test (CAAP), which is administered in selected courses. The results of all assessment measures, including additional institutional data, such as the CCSSE survey results and other performance data, are reviewed annually and [improvements](#) are made as deemed necessary. This process for improvement based on the results of these two assessments is built into the institutional effectiveness cycle described in [CR 2.5](#) and will guide the refinement of the core as well as teaching and learning within the current core ([CAAP Results](#) and [Core Curriculum Assessment Results](#))

The procedures for utilizing the course embedded assessment and the CAAP tests for continuous improvement are outlined in detail in the [GCC Instructional Services Assessment Handbook](#). This plan contains a description of the process and the responsibilities of all academic faculty and administrators. Through this process, continuous improvement within the general education core ensures student learning coincides with expected outcomes, objectives and competencies.

Sources

-  CS 3.5.1 (01) GCC Mission and Vision
-  CS 3.5.1 (02) Pages from GCC Strategic Plan - Institutional Learning Outcomes
-  CS 3.5.1 (03) Pages from GCC General Catalog 2010-2011 - Core Curriculum
-  CS 3.5.1 (04) Pages from GCC Strategic Plan - Vision
-  CS 3.5.1 (05) Texas Administrative Code Title 19; Chpt 4; Subchpt B; Rule 4.28
-  CS 3.5.1 (06) THECB - Core Curriculum_ Assumptions and Defining Characteristics (Rev. 1999)
-  CS 3.5.1 (07) THECB - Core Curriculum_ Assumptions and Defining Characteristics (Rev. 1999)
-  CS 3.5.1 (08) GCC Core Curriculum Report 2009
-  CS 3.5.1 (09) GCC Core Curriculum Evaluation Committee Recommendation - AS and AAT degrees
-  CS 3.5.1 (10) GCC Core Curriculum Meeting Minutes April 23, 2009
-  CS 3.5.1 (11) GCC Curriculum Committee Minutes May 1, 2009
-  CS 3.5.1 (12) President's Executive Council Minutes June 16, 2009

-  CS 3.5.1 (13) GCC Core Curriculum Committee Minutes February 17, 2010
-  CS 3.5.1 (15) Sample Core Curriculum Syllabi for HIST 1301
-  CS 3.5.1 (16) GCC Sample Course Syllabi for English
-  CS 3.5.1 (18) Core Curriculum Improvement Plan Fall 2010
-  CS 3.5.1 (19) Spring 2010 CAAP Results
-  CS 3.5.1 (20) 2010-2011 Assessment Results
-  CS 3.5.1 (21) 2010 Instructional Services Assessment Handbook
-  CS 3.5.1 (22) CR 2.5 - Institutional Effectiveness

3.5.2

Educational Programs: Undergraduate: Institutional Credits for a Degree

At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. In the case of undergraduate degree programs offered through joint, cooperative, or consortia arrangements, the student earns 25 percent of the credits required for the degree through instruction offered by the participating institutions. (See Commission policy "The Transfer or Transcribing of Academic Credit.")

Judgment






Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) awards degrees only to those students who have earned at least 25% percent of the credit hours required for the degree through instruction offered by GCC. We have no exceptions to this policy. The [GCC General Catalog](#) outlines Associate Degree Requirements: "To graduate from Grayson County College with an Associate degree, students must: ... 4) Have earned at least 25% of the total required semester hours at Grayson County College."

[CS 3.4.4](#) describes the policy for evaluating, awarding, and accepting credit for transfer. [CR 2.7.4](#) and [CS 3.4.7](#) describe the process by which credit can be awarded through TechPrep and other consortia relationships. When a student files an application for graduation, the percentage of courses that may be transcribed from other institutions is evaluated according to the guidelines identified above. This evaluation is completed by the Graduation Specialist and assures that at least 25% of credit hours required for the degree is earned through instruction offered by GCC ([sample transcripts](#)).

Sources

-  [CS 3.5.2 \(01\) Pages from GCC General Catalog 2010-2011 Graduation Requirements](#)
-  [CS 3.5.2 \(02\) Sample Transcripts](#)
-  [CS 3.5.2 \(03\) CS 3.4.4 - Acceptance of academic credit](#)
-  [CS 3.5.2 \(04\) CR 2.7.4 - Coursework for Degrees](#)
-  [CS 3.5.2 \(05\) CS 3.4.7 - Consortial Relationships - Contractual Agreements](#)

3.5.3

Educational Programs: Undergraduate: Undergraduate Requirements

The institution defines and publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) defines and publishes its general education and program requirements for all degrees and certificates in the GCC General Catalog available in [print](#) and [online](#). A list of all degree and certificate programs is located in the [GCC General Catalog](#). In addition, the college publishes [brochures](#) that are updated periodically and made available in the Counseling Center, in various program offices, as well as on the GCC Website under the [Programs and Classes](#) link. Typically, these brochures are distributed during recruitment events, college open house events, registration periods, or accessible anytime from the web page.





GCC offers the Associate of Science (A.S.) degree, which is a general education degree designed to transfer to a four-year college or university, and the Associate of Applied Science (A.A.S.) degree, which is awarded for the successful completion of a two-year technical program. The Associate of Arts in Teaching degree (A.A.T.) is granted to those students who are pursuing a degree in education. General education is a major component of all degrees, as specified in the GCC General Catalog.











For the A.S. and the A.A.T. degrees, the state of Texas mandates a [core curriculum](#) of forty-two to forty-eight semester hours. GCC complies with this requirement with a core curriculum of forty-four semester hours in all A.S. and A.A.T. associate degrees except for the A.S. for the field of study in music which has a 35 hour core curriculum. This exception is allowed by THECB when programs are developed based on a select field of study in the discipline ([ACGM §4.32 Field of Study Curricula](#) and [ACGM, §9:183, Field of Study](#)).

To ensure course equivalency, GCC uses the [THECB Lower Division Academic Course Guide Manual \(ACGM\)](#). Core course offerings must match those listed in the [Texas Common Course Numbering System](#). This ensures that these courses are recognized as collegiate level, conform to commonly accepted standards and practices for degree programs, and are fully transferable toward baccalaureate degree completion at state colleges and universities in Texas. Adherence to these requirements assures course equivalencies at state institutions.

For the A.A.S. degree, the THECB identifies general education and program-specific course requirements in the [Guidelines for Instructional Programs in Workforce Education \(GIPWE\)](#). Courses that satisfy the general education requirements at GCC are drawn from the GCC Core Curriculum. Additionally, program-specific courses for the A.A.S. degree are chosen from the [Workforce Education Course Manual \(WECM\)](#) based upon recommendations from program-specific [advisory boards](#) and approved by the GCC Curriculum Committee ([POFT Advisory Minutes, October 9, 2009](#) and [Curriculum Committee Minutes with Office and Computer Technology Program Changes, January 27, 2010](#)). GCC publishes course requirements for all A.A.S. Degree programs in the print and online version of the GCC General Catalog.

Sources

-  CS 3.5.3 (02) GCC General Catalog Online
-  CS 3.5.3 (03) Pages from GCC General Catalog 2010-2011 Degrees Offered
-  CS 3.5.3 (04) Sample of program Brochure in PDF format for PSYC
-  CS 3.5.3 (05) Programs and Classes on the Website

-  CS 3.5.3 (06) Pages from GCC General Catalog 2010-2011 Core Curriculum
-  CS 3.5.3 (07) Pages from ACGM 2010 Rule 4.32
-  CS 3.5.3 (08) Pages from ACGM 2010 Rule 9.183
-  CS 3.5.3 (09) THECB Academic Course Guide Manual (ACGM)
-  CS 3.5.3 (10) Texas Common Course Numbering Website
-  CS 3.5.3 (11) THECB 2008 Guidelines for Instructional Programs in Workforce Education (GIPWE)
-  CS 3.5.3 (12) Workforce Advisory Board Memberships
-  CS 3.5.3 (13) WECM Website
-  CS 3.5.3 (14) POFT Advisory Board Minutes October 9, 2009
-  CS 3.5.3 (15) Curriculum Committee Minutes January 27, 2010

3.7.1

Faculty: Faculty Competence

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (See Commission guidelines "Faculty Credentials.")

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) hires competent [faculty](#) who are qualified to accomplish the mission and goals of the college. All faculty members meet the [requirements](#) found in the Southern Association of Colleges and School Commission on Colleges (SACSCOC) guidelines for faculty credentials as directed by the [THECB](#). Faculty teaching academic transfer courses have a master's degree and/or 18 graduate hours in the discipline being taught. Technical program faculty teaching courses not designed for academic transfer may have a bachelor's degree in the teaching discipline or an associate's degree or certificate, three years professional work experience and demonstrated competencies in the teaching discipline as required by the specific program. Credential requirements for all faculty members are the same, regardless of full or part-time status, campus location, or mode of delivery.

If exceptions arise, the emphasis for faculty hiring is based on overall qualifications rather than simply academic credentials. In such cases, GCC documents and justifies the qualifications of each faculty member.








Hiring Process

When a faculty position becomes vacant or a new faculty position is approved, GCC follows the hiring procedures described in the [GCC Local Policy DC](#). This process is also outlined in both the [Faculty Handbook](#) and the [Adjunct Faculty Handbook](#).

The respective division dean ensures that all faculty members hired meet the required standards and submits the Personnel Action Request Form to the Vice President for Instruction for approval. Once the Vice President interviews the candidate, and approves credentials, the candidate is presented to the President of the College. Upon approval by the President the professor is officially hired ([Personnel Action Form](#)).

Once final approval from the President is granted, official hiring paperwork is forwarded to the Human Resources office along with interview materials. Information regarding faculty credentials are documented using the Faculty Credential form which includes information related to degrees and certificates, teaching, applicable licenses, work experience, relevant coursework, as well as specialized trainings. The office of the Vice President for Instructional Services ensures the faculty's credential information is accurate and entered in the Faculty Credential Database for all academic studies and workforce education faculty. The Faculty Credential Form, transcripts, and other documentation verifying faculty qualifications are maintained by the office of the Vice President for Instructional Services.

Sources

-  CS 3.7.1 (01) SACS Faculty Credential Guidelines
-  CS 3.7.1 (02) Texas Administrative Code on Faculty Credentials
-  CS 3.7.1 (03) Pages from GCC TASB Manual Local Policy DC - Hiring Practices
-  CS 3.7.1 (04) Pages from Faculty Handbook 2010 Faculty Selection and Qualifications Criteria
-  CS 3.7.1 (05) Pages from 2010-2011 Adjunct Handbook Faculty Selection and Qualifications Criteria
-  CS 3.7.1 (06) GCC Personnel Action Form
-  GCC Faculty Roster Spring 2010 and Fall 2010

3.7.2

Faculty: Faculty Evaluation

The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.

Judgment

Compliant Non-Compliant Not Applicable

Narrative





Grayson County College (GCC) regularly evaluates the effectiveness of each faculty member in accordance with [GCC Local Policy DLA](#), regardless of contractual status. GCC has evaluation procedures for [new](#) and [established](#) faculty members which follow the [Faculty Evaluation Procedure](#) consisting of four components. At a minimum, chairs and program directors evaluate new faculty (1-3 years) annually for the first three years, and every three years thereafter. The schedule by which faculty are evaluated is updated in conjunction with Human Resources and kept in the [Academic Dean's Office](#) and the [Workforce Education Dean's Office](#). Online courses are evaluated by giving Department Chairs access to the instructor's course.













The first of these components is the [Student Survey of Instruction](#). The purpose of the Student Survey of Instruction is to provide constructive feedback in order to improve teaching and learning in the classroom or in online courses. Students are asked to complete course evaluations each fall and spring using an online format on all full-time and adjunct faculty in every course/section to which they are assigned. The Dean of Workforce Education and the Dean of Academic Instruction provide access to the Student Survey of Instruction through the CourseEval software each semester. E-mails are sent to students directing them to complete the survey. The instructor is allowed to review the evaluations only after final grades are submitted. In addition, Department Chairs have access to the results of the faculty they supervise and the Deans have access to campus-wide [results](#). The Department Chair and the professor meet to discuss the evaluation and create a professional development plan.

The second component of the Faculty Evaluation Plan is the Instructor Evaluation [Classroom Observation Report](#) and/or the Instructor Evaluation [Internet Course Observation Report](#). The third component of the Faculty Evaluation Plan is the [Professional Development Plan](#). In this segment, faculty members provide a narrative account of their goals for improvement. Together, faculty and Department Chairs determine both the professional development goals for the upcoming evaluation cycle and the resources needed, as well as the method to be used, for evaluating successful completion of those goals.

The final component of the Faculty Evaluation Plan is the [Faculty Performance Evaluation](#). In this segment of the Evaluation Plan, the faculty member completes a [self-evaluation](#) with the supervisor completing the same evaluation form on the faculty member. Department Chairs and Program Directors review the self-evaluation, Student Surveys of Instruction, and Faculty Observation Report and rate faculty performance in multiple areas. The evaluation is used to assist faculty in creating a professional development plan for the next evaluation cycle (Sample of a [Full-time Workforce Education Faculty Evaluation](#), [Part-time Workforce Education Faculty Evaluation](#), [Full-time Academic Studies Faculty Evaluation](#), and [Part-time Academic Studies Faculty Evaluation](#).)

Sources

-  CS 3.7.2 (01) Pages from GCC TASB Manual Local Policy DLA
-  CS 3.7.2 (02) New Faculty Evaluation Procedure
-  CS 3.7.2 (03) Established Faculty Evaluation Procedure
-  CS 3.7.2 (04) Faculty Evaluation Procedure

-  CS 3.7.2 (05) Academic Studies Faculty Evaluation Schedule
-  CS 3.7.2 (06) Faculty Evaluation Dates for Workforce Education
-  CS 3.7.2 (07) Student Survey of Instruction Results
-  CS 3.7.2 (08) Classroom Observation Report
-  CS 3.7.2 (09) Internet Course Observation Report
-  CS 3.7.2 (10) Professional Development Plan
-  CS 3.7.2 (11) Faculty Performance Evaluation Tool
-  CS 3.7.2 (12) Faculty Self Evaluation
-  CS 3.7.2 (13) Sample Full-time Workforce Education Faculty Evaluation Packet
-  CS 3.7.2 (14) Sample Part-time Workforce Education Faculty Evaluation Sample
-  CS 3.7.2 (15) Sample Full-time Academic Studies Faculty Evaluation
-  CS 3.7.2 (16) Sample Part-time Academic Studies Faculty Evaluation

3.7.3

Faculty: Faculty Development

The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) is committed to the professional growth and development of all faculty as an important measure for gauging the institutional effectiveness of the College. GCC provides ongoing professional development of all faculty by offering financial support and classroom release time to attend outside training, seminars, and conferences. The college also provides in-house educational opportunities which include special speakers, workshops, training and seminars.

GCC routinely budgets a minimum of [three-hundred dollars](#) (\$300) annually for every full-time faculty member to attend professional development of their choice related to college mission and goals. In addition, the college annually budgets a Faculty Development Fund of [fifteen thousand dollars](#) (\$15,000) as an incentive to encourage and support faculty members to take advantage of quality professional development opportunities. The Faculty Development Fund is managed through the faculty appointed, Faculty Professional Development Committee. Faculty seeking funding for professional development through the Faculty Development Fund complete the [GCC Faculty Educational Development Application](#) which is then evaluated by the [Faculty Professional Development Committee](#) to determine appropriateness of the request related to the college mission.

Each year all faculty in Academic Studies and Workforce Education are encouraged to attend discipline specific sessions at the Texas Community College Teachers Association Conference, the Distance Learning Association Conference, Academic and Scholarly conferences, Workforce Education Workshops, and other professional organization conferences which is tracked by the respective Dean using the [Academic Studies](#) and [Workforce Education](#) Faculty Development Logs. Faculty are supported to attend conferences where they have opportunities to present scholarly work and are encouraged to share their work with the campus community. The college supports up to three employees each year, with faculty participating the last two years, to develop higher education leadership skills by participation in the North Texas Community College Consortium Conferences (CLARA) ([GCC CLARA Membership 2002-2010](#)). The cost per participant is \$900 per person.

Local professional development opportunities are organized by the Vice President for Instruction, Dean of Academic Studies, Dean of Workforce Education, Dean of South Campus, Director of Distance Learning, and Executive Director of the Center for Workplace Learning. Campus-wide workshops include: [Distance Learning Instructional Technology In-Service Workshops](#), and [Adjunct and New Faculty Orientation: Teaching 101](#). These professional development opportunities take place the week before classes begin and continue throughout the year as opportunities and needs emerge.
















In the Fall 2008, GCC hired a [Director of Distance Learning](#). This position is responsible for providing ongoing professional development in instructional design, instructional technology, online pedagogy, office software applications, and best practices for utilization of technology. Increased numbers of faculty are availing themselves of this [training](#).

Part-time faculty are encouraged to participate in professional development activities, especially those offered by GCC. The college has intensified efforts to include adjuncts in all on-campus programs and trainings. In addition to the special Adjunct Orientation session, which is designed specifically to inform adjuncts of professional development policies, practices and plans of the college, GCC invites part-time faculty at all

locations to participate in all professional development sessions delivered. Each August, GCC offers a special “[How to Teach – Teaching 101](#)” training session for all adjunct and new faculty.

GCC also makes available for all faculty, full and part-time, an online professional development resource from the State of Texas. [STARLINK](#), an agency of the Texas Association of Community Colleges, produces a series of live professional development programs each year. STARLINK also maintains a library of more than sixty full-length professional development programs available through streaming video and short, five to ten-minute “Ideas” programming. These are available to faculty 24/7 for individual viewing and are periodically incorporated into a special web course identified as recommended professional development for GCC employees. Other online professional development resources, such as [TXpod.org](#), are available to faculty to assist in developing personalized [Professional Development Plans](#).

Sources

-  [CS 3.7.3 \(01\) Sample page from 2010-2011 Budget for Faculty Travel](#)
-  [CS 3.7.3 \(02\) 2010-2011 Faculty Development Account from Budget](#)
-  [CS 3.7.3 \(03\) Faculty Educational Development Application](#)
-  [CS 3.7.3 \(04\) Pages from GCC TASB Manual December 2010 - Local Policy BGC](#)
-  [CS 3.7.3 \(05\) 2009-2010 Academic Studies Staff and Faculty Development Log](#)
-  [CS 3.7.3 \(06\) 2009-2010 Workforce Education Professional Development Log](#)
-  [CS 3.7.3 \(07\) GCC CLARA Participants](#)
-  [CS 3.7.3 \(08\) GCC Distance Learning-Instructional Technology Fall 2009 In-Service Workshops Report](#)
-  [CS 3.7.3 \(09\) GCC Adjunct and New Faculty Seminar Fall 2010 Agenda and Participant list](#)
-  [CS 3.7.3 \(10\) Director of Distance Learning PMW](#)
-  [CS 3.7.3 \(11\) Faculty Training in Technology shared with the Board](#)
-  [CS 3.7.3 \(12\) Sample Teaching 101 Materials](#)
-  [CS 3.7.3 \(13\) Starlink Website](#)
-  [CS 3.7.3 \(14\) TXpod.org Texas Network for Teaching Excellence](#)
-  [CS 3.7.3 \(15\) Sample Faculty Professional Development Plan](#)

3.7.4

Faculty: Academic Freedom

The institution ensures adequate procedures for safeguarding and protecting academic freedom.

Judgment

Compliant Non-Compliant Not Applicable





Narrative

Grayson County College (GCC) ensures adequate procedures for safeguarding and protecting academic freedom. [GCC Local Policy DGC](#) explains the College's philosophy regarding academic freedom and outlines the faculty member's responsibility in upholding academic freedom. The College policy states the "philosophy that a faculty member of the College District be free to pursue scholarly inquiry without undue restriction and to voice and publish conclusions concerning the significance of evidence considered relevant." The policy also states that each faculty member is entitled to full freedom in the classroom in discussing the subject. This assurance is accompanied by an equally demanding concept of faculty responsibility. Professors have the responsibility to exercise professional integrity by striving to be accurate in statements, to exercise appropriate restraint, to show respect for the opinion of others, and to avoid creating the impression that one speaks or acts for the College when speaking or acting as a private citizen. Further, a faculty member should be judicious in the use of controversial material in the classroom and should introduce such material only as it has been assigned to teach.

If for any reason faculty believe their academic freedom has been violated they may follow the process outlined in [GCC Local Policy DGBA](#) to file a formal complaint. Per policy, neither the Board nor any college employee shall unlawfully retaliate against an employee for bringing a concern or complaint. GCC has not experienced any issues related to academic freedom.

Full-time and adjunct professors are made aware of the College's view on academic freedom and the responsibility of faculty through the [Faculty Handbook](#) and the [Adjunct Faculty Handbook](#).

Sources

-  [CS 3.7.4 \(01\) Pages from GCC TASB Manual Local Policy DGC Academic Freedom](#)
-  [CS 3.7.4 \(02\) Pages from GCC TASB Manual Local Policy DGBA Employee Complaint Policy](#)
-  [CS 3.7.4 \(03\) Pages from Faculty Handbook 2010 - Academic Freedom](#)
-  [CS 3.7.4 \(04\) Pages from 2010-2011 Adjunct Handbook Academic Freedom](#)

3.7.5

Faculty: Faculty Role in Governance

The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.

Judgment

Compliant Non-Compliant Not Applicable

Narrative







Grayson County College (GCC) publishes policies on the responsibility and authority of faculty in academic and governance matters. These policies can be found in the [GCC Local Policy BGC](#), in the [Faculty Handbook](#), the [Adjunct Faculty Handbook](#), and within the [Faculty Association's Bylaws](#). These resources can be found on the College's website under [Faculty and Staff](#) tab and on the intranet. The Faculty Handbook is updated annually and the College's Policies and Procedures Manual is updated as new policies are put in place by the Board of Trustees. The Faculty Association Bylaws are amended as deemed necessary by the members of the Association.

The faculty of GCC have certain responsibilities and authority to function in academic matters and in the general governance of the college at all administrative levels. The GCC Faculty Association exists at the College District by authority granted from the Trustees and operates within the framework of the constitution approved by the Trustees as outlined in [GCC Local Policy BGC](#). The general purpose of the Faculty Association is to assure close cooperation between faculty and administration in order to facilitate operations, achievements, and objectives of the College. Further, the Board of Trustees encourages widespread faculty involvement in the planning of new course offerings and in the exploration of new techniques for meeting course objectives. Faculty are responsible for the development of curricula working in cooperation with the Dean and the Curriculum Committee as outlined in [GCC Local Policy EE](#).

Faculty representatives are appointed to the following committees/councils, as described in [GCC Local Policy BGC](#), and are responsible for the faculty voice in academic and governance matters while serving on the following committees, councils, and teams:

- Presidents Executive Council (Faculty Association President)
- Curriculum Committee
- College Effectiveness Council
- Instructional Council
- Discipline Committee
- Distance Learning Advisory Council
- Load Exceptions Committee
- Work Load Committee
- Student Learning Goal Team
- Student Success Goal Team
- Community and Outreach Goal Team
- Accountability Goal Team
- College Assessment Advisory Council
- Instructional Services Assessment Committee
- External Program Accreditation Process
- SACS Leadership Team
- Core Curriculum Committee

Sources

-  CS 3.7.5 (01) Pages from GCC TASB Manual Local Policy BGC Faculty Participation on College Committees
-  CS 3.7.5 (02) Pages from Faculty Handbook 2010 - Role in Governance
-  CS 3.7.5 (03) Pages from 2010-2011 Adjunct Handbook Role in Governance
-  CS 3.7.5 (04) Faculty Association Bylaws
-  CS 3.7.5 (05) Faculty and Staff Resources on College Website
-  CS 3.7.5 (06) Pages from GCC TASB Manual Local Policy EE Curriculum Development

3.8.1

Library and Other Learning Resources: Learning/Information Resources

The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The Grayson County College (GCC) Library [mission](#) supports the College's mission by providing the facilities, services and learning/information resources needed to provide a challenging and nurturing learning environment; promote life-long learning, and serve the educational needs of citizens in our service area.

All GCC libraries are open to the public. BARR cards are issued to residents of Grayson County, GCC students, faculty, and staff. Denison and Sherman public libraries will issue BARR library cards to all qualified Grayson county residents free of charge and to non-Grayson County residents for a fee. The Van Alstyne Public Library issues library cards to any resident of Texas with proper identification, with no fee and also honors the BARR library card, although not a member of the BARR consortium described in [CR 2.9](#). The Abel Library at Austin College honors the BARR library card but doesn't issue those cards to users.

The [College Library](#) headquarters is housed at the Main Campus with additional physical library collection facilities at the [Van Alstyne Public Library](#). The GCC library is open 63 hours per week, including four hours on Sunday and the Van Alstyne Public Library is open 38 hours per week, including four hours on Saturday. Denison Public Library is open 67 hours per week, including four hours on both Saturday and Sunday. The Sherman Public Library is open 54 hours per week, including four hours on Saturday. The Abel Library at Austin College is open from 7:45 a.m. until midnight, Monday through Thursday and from 1:00 p.m. until midnight on Sunday in addition to a half day on Saturday and all day Friday.

All library [collections](#) provide books, magazines, journals, newspapers and other learning resources as well as facilities for computer use and group study. Grayson College students and other library card holders have privileges to borrow any item from the circulating collection at any campus or public library. Requested items are delivered by college or BARR courier.

All libraries, except the Abel Library at Austin College, provide open computer labs for student study and library staff which provide one-on-one assistance with Microsoft Office applications, internet searching, database use, and other software issues. GCC library staff also provide assistance with online college registration. Computer labs at the GCC Library on the Main Campus are available to community patrons on an "as available" basis. GCC currently charges students and community residents ten cents per page for printing. All libraries also offer free wireless access to students, employees, and community residents.

All library databases are available to students, faculty, staff, and community residents on-site and via the web. Databases provided as part of the state-wide [TexShare](#) initiative are available to authenticated students, faculty, and staff from off-campus through the Grayson County College Library [webpage](#).

The [GCC library webpage](#) provides access to the online catalog and all of the online databases, information about open hours and delivery options, as well as a wide variety of resources to assist students with academic research. The library webpage was completely redesigned in April 2010 to facilitate improved access to library collections and services. Improved navigation was an overriding focus of the redesign effort. Users are now able to navigate easily from any page of the library's website to any other site page with a single click.

The website redesign focuses on resource collections and high-priority access services. Information about additional library services available to specific user groups (i.e. students, staff, faculty, community residents) is

also available via the library website. The College's selected focus on learning strategies provides a natural fit for the library and offers a unique opportunity to promote library services to both students and faculty through a combination of workshops, bibliographies, and resource collections.

The GCC Library recognizes the value of online social networking as a means of capturing student interest. In order to capitalize on the use of social networking to capture student interest and to deliver high-impact, timely, and relevant library services, the college library staff developed, and maintain, sites on Facebook and My Space. The library website also provides access to [LibGuides](#), a site that offers research assistance, subject guides, and useful resources that are compiled by the college librarians. There's also an option to register for email updates to alert the user that newly published guides are available.










Collection usage statistics from 2007-2009 are provided for review. Collection usage statistics indicate decreased usage of library resources. [Circulation statistics](#) for books and other physical items decreased slightly from 2007 to 2009. Between 2008 and 2009, the overall number of [database sessions](#) (number of unique log on events) increased by 86%. Within a given session, multiple searches are often conducted. The increase in the number of database sessions indicates an increased use of library electronic resources.

Distance Learning Resources: Because the Vice President for Information Technology (IT) also serves as the Director of the Grayson County College Library, there is an interrelationship between IT and library functions and services. Employees in both departments are cross-trained to provide continuous library and information technology support and services for faculty, staff, and students.

The IT department manages GCC's classroom technology, monitors technical support issues, and provides back-up video-taping of classes when needed. IT also manages Blackboard, the course management system used for the college's online and web-enhanced courses. Access to Blackboard online instructional resources enables students to study anytime, anywhere asynchronously, and also gives students in traditional, on-campus classes access to such learning enhancements as study guides, practice tests, and online interaction with instructors. Faculty in every academic division of the college utilize the course management system to provide students with online learning resources.

GCC's library staff and IT personnel who office in the library provide the primary student and faculty technical support related to the Blackboard learning management system. The technical support provided by the library staff and IT personnel housed in the library consists of in-person, phone, and email support to troubleshoot problems related to logging into Blackboard and any GCC portal issues related to logging in to access the learning management system or Campus Connect.

Sources

-  [CS 3.8.1 \(01\) Library Mission Statement](#)
-  [CS 3.8.1 \(02\) GCC Library Webpage](#)
-  [CS 3.8.1 \(03\) South Campus Library Webpage](#)
-  [CS 3.8.1 \(04\) Collection Size Summary](#)
-  [CS 3.8.1 \(05\) TexShare Initiative Website](#)
-  [CS 3.8.1 \(08\) LibGuides on GCC Library Website](#)
-  [CS 3.8.1 \(09\) Collection Activity Summary](#)
-  [CS 3.8.1 \(10\) Database Usage Statistics](#)
-  [CS 3.8.1 \(11\) CR 2.9 - Learning Resources and Services](#)

3.8.2

Library and Other Learning Resources: Instruction of Library Use

The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The Grayson County College (GCC) Library provides access to regular, timely [instruction](#) in the use of library resources. User instruction is provided through library tours, assignment-focused library sessions, and research assistance in person, by phone, or through email.

Librarians regularly provide facility tours to classes, prospective students, civic groups, and other community users. Tours are tailored to the specific needs of the visiting group and often include a general orientation to the physical layout of the facility; an overview of the entire library system; a brief explanation of available services and policies, and, when appropriate, an invitation to receive library cards.

Students are most receptive to learning about the library when working on a specific assignment. For this reason, the library provides formal library instruction sessions tailored to specific assignments. Sessions are scheduled upon request of classroom faculty. Sessions are available for any course taught at GCC. Librarians from the Main Campus will travel to any Grayson County College teaching location.







All sessions are taught by MLS degreed librarians. Instruction sessions are prepared in consultation with the classroom instructor. Faculty are encouraged to link library instruction sessions to specific assignments for maximum benefit. Whenever possible, bibliographic instruction sessions are offered in the library or other computer labs so students can directly apply the research techniques offered. The emphasis is upon offering practical advice and insight into the research process which students can directly apply to their course work. Individual instruction sessions are evaluated and feedback is provided to the librarian teaching the session. Overall feedback from instructional sessions is a major component of a librarian's portfolio.

[Student evaluations of library instruction sessions](#) reflect the value of direct instruction by librarians. Ninety-six percent of session participants report that library instruction sessions improved their ability to search using both the BARR catalog and the library databases. Equal or greater levels of satisfaction were reported for the clarity of instruction as well as comfort asking questions. A [summary of comments](#) further shows student appreciation for the quality of library resources, ease of use, and the professional competence of library staff.

In addition to formal tours and bibliographic instruction sessions, librarians use reference queries and requests for research assistance as teachable moments. Librarians and support staff members provide research assistance in person at the Main Campus. Students at the South Campus have access to research assistance at the Van Alstyne Public Library where a librarian with a master's degree in Library Science and a library assistant with [library education and experience](#) provide [assistance](#) to GCC students on an as-needed basis. Research assistance is also provided by phone and email.

[The GCC Library](#) continues exploring new instructional delivery methods. GCC courses, whether taught in the classroom, online, or hybrid, increasingly include some online component. The college library is aligning instructional services to better serve this increasingly important delivery method. The librarian is available in person, via email, or phone to help students navigate databases offered through the Grayson County College Library, to offer research assistance and tips, to discuss the differences between primary and secondary sources, and to offer citation assistance.

Sources

-  CS 3.8.2 (01) Library Instruction Statistics
-  CS 3.8.2 (02) Assessment of Library Instruction
-  CS 3.8.2 (03) Library Survey Summary of Comments
-  CS 3.8.2 (04) Van Alstyne Personnel Education and Experience
-  CS 3.8.2 (05) Van Alstyne Library Statistics
-  CS 3.8.2 (06) GCC Library Website

3.8.3

Library and Other Learning Resources: Qualified Staff

The institution provides a sufficient number of qualified staff "with appropriate education or experiences in library and/or other learning/information resources "to accomplish the mission of the institution.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The Grayson County College (GCC) Library provides a sufficient number of qualified staff with appropriate education or experience in library and other learning information resources (including the technical expertise to assist students in online classes) to accomplish the [mission](#) of the College. The mission of Grayson County College is to cultivate student success and community building in North Texas by:

- Recognizing our interdependence with various communities
- Providing a broad and dynamic curriculum to support university transfer, career technical education, developmental, and community education
- Developing innovative curricula and services facilitated by appropriate technology
- Creating a supportive learning environment
- Promoting diversity and cultural enrichment
- Supporting economic development
- Committing to an institutional effectiveness process for continuous improvement in the pursuit of excellence.

According to the American Library Association Standards and Guidelines, “the staff should be sufficient in size and quality to meet the programmatic and service needs of its primary users. Librarians should have a graduate degree from an ALA-accredited program.” The GCC library meets these standards with two full-time librarian positions and one half-time librarian, three full-time library positions to support both student library needs as well as distance learning and on campus program support, and student workers who provide library assistance with flexible, part-time schedules.

The [Vice President of Information Technology and Director of Libraries](#), the [college librarians](#), and the [Director of the South Campus/Van Alstyne Public Library](#) have Master of Library Science degrees from American Library Association accredited programs. The full-time GCC library personnel all have Bachelor degrees from accredited institutions and the South Campus/Van Alstyne Public Library assistant has completed twelve hours of college and 115 hours of additional library related training through the North East Texas Library System (NETLS) and the North Texas Regional Library System (NRTLS). She has also completed Supplemental Basic Library Education: Collection Development Sequence through the Idaho State Library. All newly hired library assistants are required to have a minimum of an associate’s degree prior to being hired.

GCC librarians and assistants receive periodic training in the use of library database resources, participate in local area and online library training seminars, and are encouraged to attend state and national library conventions. Because the information landscape changes rapidly, staying current with these changes is essential to ensuring the continued quality of library service. All librarians regularly read Library Journal as well as relevant professional blogs. Librarians maintain professional memberships; attend annual conferences; access product information webinars; and take professional development courses. All librarians and library assistants are responsible and trained to assist all students accessing online systems including the GCC MyPage Portal, Blackboard, and Campus Connect.






Grayson College Library Personnel

Position	Degree Required	Degree Held	Years of Related Experience
V.P./Library Director	M.L.S.	M.L.S.	32
College Librarian (full-time)	M.L.S.	M.L.S.	19
College Librarian (half-time)	M.L.S.	M.L.S.	28
Library Assistant	Associate's	B.A.	2.5
Adjunct Library Tech	HS Diploma	A.S.	4
Adjunct Library Tech	HS Diploma	Certificate	4

South Campus/Van Alstyne Public Library Personnel

Position	Degree Required	Degree Held	Years of Related Experience
Library Director	M.L.S.	M.L.S.	33
College Library Liaison (full-time)	Associate's	12 hours college credit	8

Sources

-  CS 3.8.3 (01) Vice President for Information Technology - Gary F. Paikowski
-  CS 3.8.3 (02) College Librarian - Lisa Hebert
-  CS 3.8.3 (03) Library Assistant - Brenda Witcher
-  CS 3.8.3 (04) Van Alstyne Public Library Personnel - Experience
-  GCC Mission Statement

3.9.1

Student Affairs and Services: Student Rights

The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.

Judgment








Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) prominently publishes its institutional statements of student rights, responsibilities and consequences in the [GCC General Catalog](#) and in the [Student Handbook](#) under Student Rights and Responsibilities. These resources are currently online, available at each campus, and are distributed at College 101 Orientations. These policies regarding student rights are designed to assure all students the right to learn in an environment of collegiality and academic freedom. The policies require them to conduct themselves in the college community with common decency and decorum, recognizing the rights and property of others and of the College, exhibiting honesty in academic work and all other activities, and observing local, state and federal laws.

GCC policies regarding student rights and responsibilities are outlined in GCC [Legal](#) and [Local Policies FL, FLA Legal, FLAA Legal, and FLB Local](#). The policies also ensure that GCC students receive appropriate due process protection when charged with an infringement of College policy.

Sources

-  CS 3.9.1 (01) Pages from GCC General Catalog 2010-2011 - Student Rights and Responsibilities
-  CS 3.9.1 (02) Pages from 2010 GCC Student Handbook - Students Rights and Responsibilities
-  CS 3.9.1 (03) Pages from GCC TASB Manual December 2010 - Legal Policy FL
-  CS 3.9.1 (04) Pages from GCC TASB Manual December 2010 - Local Policy FL
-  CS 3.9.1 (05) Pages from GCC TASB Manual December 2010 - Legal Policy FLA
-  CS 3.9.1 (06) Pages from GCC TASB Manual December 2010 - Legal Policy FLAA
-  CS 3.9.1 (07) Pages from GCC TASB Manual December 2010 - Local Policy FLB

3.9.2

Student Affairs and Services: Student Records

The institution protects the security, confidentiality, and integrity of student records and maintains special security measures to protect and back up data.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) student academic records are considered confidential and are housed in and maintained by the Admissions and Registrar's Office. As the custodian of student records, the Registrar's Office is responsible for the security of all printed and electronic documents related to student records. The security of the server and the backup of electronic records is the responsibility of the Vice President for Information Technology. The use and release of GCC student records is governed by the Family Educational Rights and Privacy Act (FERPA) as outlined in [GCC Policy FJ Local](#). GCC policies are explained in the General Information section of the [GCC General Catalog](#) including information regarding directory information, release of transcripts, limitations on access to records, and privacy rights.

GCC provides continuous education to faculty and staff regarding FERPA. New employees receive a FERPA introduction during New Employee Orientation. All employees can access FERPA information through the College's website.

The Admissions and Records Office maintains a complete file of admissions and other student documents for the required amount of time, as defined by and in accordance with, the [Texas State Records Retention Schedule](#) and [GCC Legal Policy CIA](#) for any changes to the Texas Schedule. After the record keeping requirement is met, files are purged and the contents are shredded.







GCC began storing student academic and related information in electronic format via the Student Information System (SIS) in 1986. Since that time, all transcripts are maintained electronically. Student transcripts prior to 1986 are maintained in the imaging system in electronic format or on CD's.

Permanent record cards dated prior to 1986 have been converted to CD format and are stored in a controlled access fire proof safe. Paper student files, grade rosters, and various other confidential documents are housed in a secure and fireproof vault inside the Admissions and Records Office. Access to the vault is limited to employees of the Admissions and Records Office and other select authorized personnel. Paper documents with personally identifiable information that do not need to be retained are shredded. All college personnel who have access to the vault or who have access to confidential documents in the Admissions and Records Office are required to sign a confidentiality statement informing them of their responsibility in safeguarding the security and confidentiality of information housed in the Admissions and Records Office. Their signature attests to their understanding of an agreement with these standards of confidentiality and FERPA guidelines. Student workers in the Admissions and Records and Financial Aid offices are also required to sign a confidentiality form and complete a background check.

The campus Information Technology Department conducts back-ups of scanned/imaged records and stores back-up tapes at a secure location. To ensure data integrity and security, electronic student records are maintained on a secure, password protected database and may be accessed through an encrypted web-based interface. Faculty and staff access to electronic student information must be approved by the Registrar, who reviews and audits user accounts to maintain correct access. Students may access their own records through the student, password protected web interface. MyPage@grayson.edu, the [GCC Portal](#), allows students to access their own records in the POISE database with the use of a valid ID and personal identification number (PIN) to access these functions. Student social security numbers have been replaced by campus-wide identification numbers to prevent compromise of personally identifiable information.

To ensure business continuity and disaster recovery, backups of electronic student record data are made and kept in a fireproof safe. The safe is located in a restricted access area in another building separate from the Administrative Services Building. All other backup tapes are stored in a locked room within a restricted access area of the Administrative Services Building. All student records and daily system transactions are backed-up nightly by our vendor, Enterprise Systems Products offices in Tulsa, Oklahoma.

Sources

-  CS 3.9.2 (01) Pages from GCC TASB Manual December 2010 - Local Policy FJ
-  CS 3.9.2 (03) Texas State Records Retention Schedule (3rd Edition) - Texas State Library
-  CS 3.9.2 (04) Pages from GCC TASB Manual December 2010 - Legal Policy CIA
-  CS 3.9.2 (05) MyPage@grayson.edu Webpage
-  CS 3.9.2 (06) GCC Website - Portal Log-in
-  GCC General Catalog 2010-2011

3.9.3

Student Affairs and Services: Qualified Staff

The institution employs qualified personnel to ensure the quality and effectiveness of its student affairs programs.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) employs qualified personnel for support services in order to "[cultivate student success](#)." GCC Student Services personnel are qualified and experienced, ensuring the quality and effectiveness of its programs. Student Services personnel are evaluated annually. All Student Services personnel meet the standards established for their respective positions as detailed in their Performance Management Worksheets (PMW) and are qualified to hold their positions based on relevant experience and academic credentials. Student Services programs participate in the annual [Institutional Effectiveness Planning Cycle](#) which uses Strategic Planning Online (SPOL) to develop action plans, monitor progress, and analyze previous year planning results to make improvements.

Student Services personnel maintain individual and institutional memberships in appropriate [professional organizations](#) and participate in professional development activities for the purpose of maintaining and improving their expertise.

Position	Degree Required	Degree Held	Years of Experience
Vice President for Student Services	Masters	Masters	17
Director of Admissions & Registrar	Bachelor/Masters Preferred	Masters	17
State Reporting Specialist	HS Diploma/Associate Preferred	Associate	16
Admissions and Records Specialist	HS Diploma/Associate Preferred	Associate	5
Admissions and Records Specialist	HS Diploma/Associate Preferred	Associate	8
Admissions and Records Specialist	HS Diploma/Associate Preferred	Bachelor	2
Records Specialist	HS Diploma/Associate Preferred	Associate	1
Director of Public Safety	Associate or Equivalent Years of Experience	Associate	10
Investigator-Peace Officer	TCLEOSE Basic Police Officer	Vacant	
Peace Officer	HS Diploma	None	17
Administrative Assistant	HS Diploma	None	25
Coordinator for Outreach and Recruitment	Bachelors	Masters	17
Enrollment Advisor	Bachelors	Bachelors	5
Director for Counseling Services	Master with LPC	Masters	27
Coordinator Special Services	Bachelors	Masters	10
Veterans Education Benefits Coordinator	Bachelors	Masters	16

Student Services Assistant	Bachelors	Bachelors	2
Student Services Assistant	Bachelors	Bachelors	6
Bilingual Enrollment Advisor	Associates	Associates	Less than 1
Enrollment and Academic Advisor	Bachelors	Bachelors	4
Student Services Receptionist	Associates	Bachelors	2
Director of Financial Aid	Bachelors	Bachelors	19
Counselor	HS or Equivalent	HS Diploma	26
Advisor/Reception Supervisor	HS or Equivalent	HS Diploma	7
Reception Advisor	HS or Equivalent	HS Diploma	19
Receptionist	HS or Equivalent	HS Diploma	3
Financial Aid Counselor	Bachelors	Bachelors	Less than 1
Database Specialist	Certificate/Associates	Certificate	Less than 1
Director of Student Life	Bachelors/Masters Preferred	Masters	25
Residence Hall Coordinator	None	Associate	12
Executive Director of Texoma	Bachelors	Bachelors	11
Tech Prep Coordinator	Associates	Bachelors	4
Administrative Assistant	Associates	Associates	25
Executive Assistant to the Vice President for Student Services	Associates	Associate	30

Sources

-  CS 3.9.3 (01) Pages from Strategic Plan - GCC Mission
-  CS 3.9.3 (02) Pages from 2010-2015 Strategic Plan - IE Planning Cycle
-  CS 3.9.3 (03) Student Services Staff Professional Organization Involvement
-  CS 3.9.3 (04) Vice President for Student Services - Marc Payne
-  CS 3.9.3 (05) Director of Admissions and Registrar - Kim Farris
-  CS 3.9.3 (06) State Reports Specialist - Jeanne Williams
-  CS 3.9.3 (07) Admissions and Records Specialist - Kelly Bagwell
-  CS 3.9.3 (08) Admissions and Records Specialist - Dorothy Weiser
-  CS 3.9.3 (09) Admissions and Records Specialist - Tracy Rains
-  CS 3.9.3 (10) Records Specialist - Wendee Zang
-  CS 3.9.3 (11) Interim Director of Public Safety Services - Andrew MacPherson
-  CS 3.9.3 (12) Public Safety Officer - Harold Spaugh
-  CS 3.9.3 (13) Administrative Assistant to the Director of Public Safety Services - Judy Ellis
-  CS 3.9.3 (14) College Connections Coordinator - Paula Cavender
-  CS 3.9.3 (15) Lead Enrollment Advisor
-  CS 3.9.3 (16) Director of Counseling - Barbara Malone
-  CS 3.9.3 (17) Coordinator of Special Services - Susan Lancaster
-  CS 3.9.3 (18) Counselor - Coordinator of Veterans Educational Benefits
-  CS 3.9.3 (19) Student Services Assistant - Dana Kermanian
-  CS 3.9.3 (20) Student Services Assistant - Nancy Luthe
-  CS 3.9.3 (21) Enrollment Advisor - Carolina Guerra
-  CS 3.9.3 (22) Enrollment Advisor - Charles Leslie Jr.
-  CS 3.9.3 (23) Student Services Receptionist - Melissa Young
-  CS 3.9.3 (24) Director Office of Financial Aid - Donna King
-  CS 3.9.3 (25) Financial Aid Counselor - Brenda Britt
-  CS 3.9.3 (26) Financial Aid Receptionist Advisor - Jean Burton

-  CS 3.9.3 (27) Financial Aid Advisor - Office Manager - Audrey Newman
-  CS 3.9.3 (28) Financial Aid Receptionist - Elizabeth Burton
-  CS 3.9.3 (29) Financial Aid Counselor - Brent Archer
-  CS 3.9.3 (30) Financial Aid Database Specialist - Robert Trissell
-  CS 3.9.3 (31) Director of Student Activities - Gregg Miles
-  CS 3.9.3 (32) Residence Hall Coordinator - Cindy Taylor
-  CS 3.9.3 (33) Executive Director of Tech Prep - Cindy Powell
-  CS 3.9.3 (34) Texoma Tech Prep Coordinator - Anna Hicks
-  CS 3.9.3 (35) Executive Assistant to the Vice President for Student Services
-  CS 3.9.3 (36) Graduation-Data Specialist - Jan Pfeifer
-  CS 3.9.3 (37) Administrative Assistant - Marla Stanford

3.10.1

Financial Resources: Financial Stability

The institution's recent financial history demonstrates financial stability.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) has achieved outstanding financial stability in recent years. This is demonstrated by excellent operating results and by a solid level of net assets. It is also demonstrated by comparing various financial ratios for the College to statewide averages and to standards set by the Texas Higher Education Coordinating Board (THECB).

The [Financial Analysis](#) for GCC, which is based on information found in the audited [Annual Financial Report](#), shows that for each of the past four fiscal years unrestricted net assets and total net assets have grown. The analysis also shows excellent operational outcomes and operational cash flows for each of these years. Additionally, at August 31, 2010, the college had \$20,298,112 in unrestricted net assets. This solid level of reserves provides resources: (1) to buffer any financial emergency, or (2) to allow the school to take advantage of new opportunities to further its mission.

The [Ratio Analysis Report](#) uses ratios to compare GCC's financial results and conditions to prior years, to averages for Texas Community Colleges, and to minimums set by the Texas Higher Education Coordinating Board (THECB). GCC's ratios are based on its annual audit report, while the state averages and the minimum levels are provided by [THECB](#). It also contains financial reports in the format used in monthly financial reports to the Board of Trustees and the "Statement of Financial Position of Unrestricted Net Assets, Exclusive of Plant and Plant-Related Debt." The Ratio Analysis Report supplements the [Management's Discussion and Analysis for the Fiscal Year Ended August 31, 2010](#), (MD&A) which is contained on pages 4-8 of the [2010 Annual Financial Report](#). The MD&A shows that total net assets and unrestricted net assets have increased each fiscal year from 2006 through 2010.















This discussion of the history of financial stability is based on information contained in the college's audited [Annual Financial Report](#). The audit is performed by Adami, Lindsey & Company, L.L.P. of Sherman, Texas. It is conducted in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; Office of Management and Budget (OMB) Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations, and the State of Texas Single Audit Circular, as shown in the auditors' [Report on Internal Control over Financial Reporting and on Compliance and Other matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards and Report on Compliance with Requirements Applicable to Each Major Program and Internal Control over Compliance in Accordance with OMB Circular A-133 and the State of Texas Single Audit Circular](#). For the past two fiscal years, Adami, Lindsey & Company has provided a letter documenting that they had no need to issue a [management letter](#) in conjunction with their audits of Grayson County College.

Information from the unaudited [Statistical Supplement](#) of the [Annual Financial Report](#) shows that the factors that underlie the funding of the College are solid and improving. The schedule "Demographic and Economic Statistics - Taxing District" shows that the College district's population is stable and slowly increasing. The schedule "Enrollment Details" shows that the number of students has risen dramatically the last two periods shown. That increase held true for the Fall of 2010, when the total head count reached 5,034 according to [CBM001](#) report to the THECB. Also, the Statistical Supplement schedule "Assessed Value and Taxable Assessed Value of Property" shows that the taxable assessed value has risen each of the past ten fiscal years.

Three individuals are key to sustaining the institution's financial stability. The College [President](#), Dr. Alan Scheibmeir, has an earned Ph.D. in Community College Administration from the University of Texas. He began his service to Grayson County College on July 14, 1982, and has been in the position of president for 15 years. The [Vice President for Business Services](#), Giles Brown, holds an MBA degree, is a Texas Certified Public Accountant, and has been in his position over three years. The Director of Fiscal Services, [Daniel Hyatt](#), has served in that role since October 6, 1986, and holds a bachelors degree in Accounting.

All endowment funds are maintained by the Grayson County College Foundation. Net assets in the Foundation have grown steadily over the last several fiscal years, as shown in the [Foundation Net Asset History](#) which is based on the audited Annual Financial Report ([Note 16 - GCC Foundation - Discrete Component Unit](#)).

Sources

-  [CS 3.10.1 \(01\) 2010 Financial Analysis](#)
-  [CS 3.10.1 \(03\) GCC Ratio Analysis](#)
-  [CS 3.10.1 \(04\) GCC Summary of Financial Ratios](#)
-  [CS 3.10.1 \(05\) Pages from Annual Financial Report](#)
-  [CS 3.10.1 \(08\) Pages from Annual Financial Report](#)
-  [CS 3.10.1 \(09\) Pages from Annual Financial Report](#)
-  [CS 3.10.1 \(10\) Management Letter 2 years](#)
-  [CS 3.10.1 \(11\) Pages from Annual Financial Report - Statistical Supplement](#)
-  [CS 3.10.1 \(13\) CBM 001 Report](#)
-  [CS 3.10.1 \(14\) President - Alan Scheibmeir](#)
-  [CS 3.10.1 \(15\) Vice President for Business Services - Giles Brown](#)
-  [CS 3.10.1 \(16\) Director of Fiscal Services - Danny Hyatt](#)
-  [CS 3.10.1 \(17\) Foundation Net Assets by Fiscal Assets](#)
-  [GCC 2010 Annual Financial Report \(Page 32\)](#)

3.10.2

Financial Resources: Submission of Financial Statements

The institution provides financial profile information on an annual basis and other measures of financial health as requested by the Commission. All information is presented accurately and appropriately and represents the total operation of the institution.

Judgment



Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) submits its [Institutional Profile for Financial Information](#) and its [Institutional Profile for General and Enrollment Information](#) to the Commission on Colleges each year on a timely basis. Each of these reports is accurate, appropriate, and represents the total operation of the college.

The College also provides accurate, complete and timely responses to all other [written requests for information](#) from the Commission on Colleges on a timely basis.

Sources

-  [CS 3.10.2 \(01\) GCC 2010 Financial Profile Form A](#)
-  [CS 3.10.2 \(02\) Institutional Profile for General Information and Enrollment Fall 2010](#)
-  [CS 3.10.2 \(03\) Responses to SACS Written Requests](#)

3.10.3

Financial Resources: Financial Aid Audits

The institution audits financial aid programs as required by federal and state regulations.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Financial aid programs at Grayson County College (GCC) are audited as required by federal and state regulations. Each annual audit report, which is prepared by a certified public accountant, contains a [Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards](#) and a [Report on Compliance with Requirements Applicable to Each Major Program and Internal Control over Compliance in Accordance with OMB Circular A-133](#). For the past four years there have not been any findings related to federal and state financial aid requirements.

Recent audits have been performed by the firm of Adami, Lindsey & Company, L. L. P. of Sherman, Texas.

GCC has not been placed on the direct reimbursement method for federal funds. It has not been obligated to post a letter of credit on behalf of the U.S. Department of Education. There have not been any large sums of money paid back to federal programs due to fraud, waste, or abuse. The College is not on probation from the U. S. Department of Education or any other agency. There is no need for a remediation plan for improvement, nor have there been any warnings from federal or state agencies regarding an investigation. The College's published refund policy meets the requirements for Federal Financial Aid. The College's [Financial Aid Policy and Procedure Manual](#) provides guidance on meeting Federal and State regulations and providing service to students.

Sources

-  [CS 3.10.3 \(01\) 08-10 Report on Internal Control](#)
-  [CS 3.10.3 \(02\) 08-10 Report on Compliance](#)
-  [CS 3.10.3 \(03\) Financial Aid Policies and Procedures Manual Spring 2010](#)

3.10.4

Financial Resources: Control of Finances

The institution exercises appropriate control over all its financial resources.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) exercises appropriate control over its financial resources in the following ways: (1) through appropriate policies and procedures, (2) through regular reporting to the Board of Trustees, (3) through regular reconciliations of its bank accounts, (4) through the employment of a well-qualified staff, (5) through an adequate level of liability insurance and bonds, and (6) through regular comparisons of expenditures to budgeted amounts. The sufficiency of the College's control over its financial resources is tested and reported annually as part of the annual external audit.

A great many of the policies of the Board of Trustees govern the [control of the college's financial resources](#). Among them are policies that regulate the following: the [expenditure of funds, local property taxes, borrowing funds, investments, sale, trade, or lease of college owned property, grants, funds, and donations from private sources, banking relationships, annual operating budgets, the level of financial reserves \(fund balances\), audits, financial ethics, purchasing, and insurance](#).

Other significant financial matters are covered in operating procedures. Subjects include: [travel](#), the [use of college owned credit cards](#), and [purchasing procedures](#).

The Board of Trustees is ultimately responsible for the College's financial resources. The Board receives various reports that allow it to fulfill its responsibility. Each month the Board reviews and approves a business office report that compares the performance of the unrestricted fund to its [budget](#). Each quarter, the board reviews and approves a report on the College's investment activity. Annually, the Board receives and approves the [annual audit report](#) from the external auditor. At that time, the administration also presents [financial analysis and commentary](#) based on the audited financial statements.

Timely reconciliation of the College's bank statement is a fundamental step in exercising control over GCC's financial resources. It insures that the College's financial records reflect all transactions and that only authorized activity takes place in the bank account. GCC reconciles its [bank statement](#) within two weeks of receiving it. Additionally, the College uses a positive pay feature on its depository bank account. Under this arrangement, the bank will not pay any third party from this account unless the College has specifically authorized the payment. This feature protects the College's cash from unauthorized access from outsiders. A well-qualified staff is essential to controlling financial resources. GCC's Business Services Department is headed by the Vice President for Business Services. Charged with providing leadership in financial matters, the [Vice President for Business Services](#) responsibilities are described in his Performance Management Worksheet (PMW). The [Director of Fiscal Services](#), Daniel Hyatt, directs the accounting and day-to-day financial operations of the College.

Position	Degree Required	Degree Held	Years of Experience
Vice President for Business Services		M.B.A. and CPA	30
Director of Fiscal Services		Bachelors	25
Procurement and Grants Accountant		Bachelors	15
Accounts Payable Specialist		HS Diploma	10
Payroll Specialist		Bachelors	21
Accounting Specialist		Bachelors	30
Student Accounts Specialist		Bachelors	3
Administrative Assistant to the Vice President for Business Services		Associates	12

The relationships among these positions is shown in the attached [organization chart for Business Services](#). GCC carries \$2,000,000 of liability insurance. Additionally, the Vice President for Business Services, Director of Fiscal Services, and each Business Office employee that can independently access cash are [bonded](#) for \$500,000. Proof of this coverage can be found in the College's [insurance policy](#) under Additional Property Coverages, F. Employee Dishonesty.

Not only is a monthly summary report of actual expenditures to budgeted amounts presented to the Board of Trustees, but the College also has procedures in place to control each expenditure as compared to the budgeted amount at the departmental line item level. Each departmental line item budget is available via the Poise computer system. More significantly, the procurement and grants accountant distributes [budget to actual comparisons](#) to each department on a regular basis. Furthermore, line item expenditures are not allowed to exceed their budget, and when that becomes necessary a [budget transfer](#) from another line item is required.

The College's annual budget process flows out of its [mission, vision, goals, and values](#). The [planning cycle](#) provides the structure to align the budget to these integral parts of the planning process. As it relates to the budget, the cycle begins in January when each planning unit sets its goals and objectives. In February, the president leads the College Effectiveness Council in setting strategic priority areas to be considered for funding in the upcoming budget. In February or March, the president works with the Board of Trustees to set strategic priorities and to identify critical focus areas to be addressed in the budget. In March and April, planning unit managers submit their budget requests that are related to their goals and objectives in the Strategic Planning On Line (SPOL) software package. In May and June, the President Executive Council considers the budget requests in context of available resources and develops a draft budget. In June, the Board of Trustees reviews and provides input into the draft budget during the Board of Trustees Budget Retreat. Based on the Board's input and any new information that becomes available, the president presents a budget for the Board's consideration and approval in August. The Board is provided detailed information including departmental line items at the time of its consideration and approval.

The annual audit and the management letter that comes from the audit provide external assurance that GCC exercises appropriate control over its financial resources. The college received a clean opinion in the Independent Auditor's Report and in the Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with [Government Auditing Standards](#). Furthermore, for each of the last two fiscal years the audit firm provided a letter to the Board of Trustees in which it reported that no items worthy of inclusion in a [Management Letter](#) were located in the audit process.

Sources

-  CS 3.10.4 (01) Table of GCC Financial Policies
-  CS 3.10.4 (02) GCC Local and Legal Policies CAA & CAB
-  CS 3.10.4 (03) Pages from GCC TASB Manual - Policies CD, CAI and CAC
-  CS 3.10.4 (04) GCC Legal and Local Policies CAD, CAE, CAG, CAH & CAI
-  CS 3.10.4 (05) GCC Legal and Local Policy CAK
-  CS 3.10.4 (06) GCC Legal and Local Policy CAL
-  CS 3.10.4 (07) GCC Legal and Local Policy CAM
-  CS 3.10.4 (08) GCC Legal and Local Policy CB
-  CS 3.10.4 (09) GCC Legal and Local Policy CC
-  CS 3.10.4 (10) Pages from GCC TASB Manual Local Policy CD

-  CS 3.10.4 (11) GCC Legal and Local Policy CDC
-  CS 3.10.4 (12) GCC Local Policy CDE
-  CS 3.10.4 (13) GCC Legal and Local Policies CF, CFE, CFH, & CFG
-  CS 3.10.4 (14) GCC Legal and Local Policies CK, CKB, CKE, and CKF
-  CS 3.10.4 (15) GCC Legal and Local Policy DEE
-  CS 3.10.4 (16) GCC Credit Card Policy
-  CS 3.10.4 (17) GCC Purchasing Policy
-  CS 3.10.4 (18) Monthly Financial report to the Board of Trustees
-  CS 3.10.4 (20) GCC Annual Audit Report
-  CS 3.10.4 (21) Investment Report
-  CS 3.10.4 (23) Performance Management Worksheet - VP for Business Services
-  CS 3.10.4 (24) Performance Management Worksheet - Director of Fiscal Services
-  CS 3.10.4 (25) PMW-Procurement and Grants Accountant
-  CS 3.10.4 (26) PMW-Accounts Payable Specialist
-  CS 3.10.4 (27) PMW-Payroll Specialist
-  CS 3.10.4 (28) PMW-Accounting Specialist
-  CS 3.10.4 (29) Student Accounts Specialist - Dorothee Johnson
-  CS 3.10.4 (30) PMW-Executive Assistant to the Vice President for Business Services
-  CS 3.10.4 (31) Business Services Organizational Chart
-  CS 3.10.4 (32) Pages from Insurance Policies - Employees Bonded
-  CS 3.10.4 (32b) Email from Insurance Agent Regarding Employee Bonding
-  CS 3.10.4 (33) Budget Performance and Transfers
-  CS 3.10.4 (34) Budget Performance and Transfers
-  CS 3.10.4 (36) GCC IE Cycle
-  CS 3.10.4 (37) Pages from 2010 Annual Audit - Meeting Government Auditing Standards
-  CS 3.10.4 (38) Management Letters 2 years
-  GCC 2010 Annual Financial Report
-  GCC Mission Statement

3.10.5

Financial Resources: Control of Sponsored Research/External Funds

The institution maintains financial control over externally funded or sponsored research and programs.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) maintains financial control over externally funded or sponsored research and programs.

GCC has no externally funded or externally sponsored research programs. However, the College does receive external funding in the form of grants that provide funding for some of its programs.

The College controls its grants by policy, procedure, accounting control and auditing oversight. Furthermore, qualified employees manage the process.

[GCC Local Policy CAM](#) provides the foundation for the College's control over grants. It sets out the following criteria for grant applications: (1) support of college officials, (2) consistency with the mission, purpose and philosophy of the college, (3) avoiding the creation of a dependency on grants for the operation of educational programs. Prior approval is required from the supervisor of the person submitting the grant application, from the executive administrator (Vice President or President) over the person submitting the grant application, and from the Vice President for Resources and Community Development. Furthermore, the Vice President of Business Services is to be informed of potential grant applications and is charged with the responsibility of determining whether the proposal should be reviewed by the College Effectiveness Council.

[GCC Local Policy CAM](#) is supplemented by a [grant procedures manual](#) that was approved by the President Executive Council on [January 5, 2011](#). The manual provides guidance on how to submit successful grant applications and gives sources for assistance. Of particular note, on [page 12](#) the manual requires that any application that requires cost sharing or matching receive prior approval from the President and from the Vice President for Business Services.

Financial control over externally funded programs is maintained by the Business Office. Once a grant is awarded and notification is received, the Director of Fiscal Services and the Procurement and Grants Accountant set up account codes, budget information, and procedures for financial administration. The Director of Fiscal Services sets up a separate departmental code to track these grant restricted funds, and the Procurement and Grants Accountant monitors transactions and completes and processes all required financial reports. Grant funds are reconciled at least monthly with expenditures being reported monthly, quarterly or annually, as required by the grantor. The College consistently files reports required by external sources in a timely and accurate manner. Receipt and disbursement of grant and contract funds are subject to the same procedures as institutional receipts and disbursements. Purchases made with grant funds must follow the College's [purchasing manual](#). Program directors may access budget and expenditure detail through the College's POISE accounting software, or by contacting the Procurement and Grants Accountant.















Grant funds are reported externally in the [Annual Financial Report on Schedules E and F](#). GCC's annual external audit, performed by the firm of Adami, Lindsey & Company, L. L. P. of Sherman, Texas, contains two separate reports on the internal controls and compliance with grant requirements. These are the "[Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards](#)" and the "[Report on Compliance with Requirements Applicable to Each Major Program and Internal Control over Compliance in Accordance with OMB Circular A-133 and the State of Texas Single Audit Circular](#)."

Neither of these reports has found material weaknesses in internal controls, reportable conditions, or instances

of non-compliance in the last three years. Additionally, for each of the last two fiscal years the audit firm has provided a [letter stating that a management letter was not necessary](#).

The following employees play important roles in maintaining financial control over externally funded or sponsored research and programs: [President](#), [Vice President for Resources and Community Development](#), [Vice President for Business Services](#), [Procurement and Grants Accountant](#), and [Grant Writer-Development Specialist](#). Each is well qualified to perform these tasks.

Sources

-  CS 3.10.5 (01) GCC Local Policy CAM
-  CS 3.10.5 (02) Grant Procedures Manual
-  CS 3.10.5 (03) PEC Minutes January 5, 2011 - Grants Manual Approval
-  CS 3.10.5 (04) Page 12 from Grants Procedure Manual - Prior Approval
-  CS 3.10.5 (05) Purchasing Manual
-  CS 3.10.5 (06) Schedule E and F of the Annual Financial Audit
-  CS 3.10.5 (07) Report on Internal Control 08-10
-  CS 3.10.5 (08) 08-10 Report on Compliance with Requirements
-  CS 3.10.5 (09) Management Letters 2 years
-  CS 3.10.5 (10) President - Alan Scheibmeir
-  CS 3.10.5 (11) Vice President for Resource and Community Development - Roy Renfro
-  CS 3.10.5 (12) Vice President for Business Services - Giles Brown
-  CS 3.10.5 (13) Procurement and Grant Accountant
-  CS 3.10.5 (14) Grant Writer - Vacant

3.11.1

Physical Resources: Control of Physical Resources

The institution exercises appropriate control over all its physical resources.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) exercises appropriate control over its physical resources. It accomplishes this goal through the efforts of its maintenance staff and its campus security department, through the use of surveillance and safety equipment, through appropriate policies, and through suitable business practices. Furthermore, it guards against loss of the use of its physical resources by planning for contingencies and by insuring against losses.

The College's physical resources are found at four locations as shown on the [location map](#). The college owns the property at the Main Campus, the West Campus and the South Campus. It [leases](#) the facility at the Fannin County site. Instruction is provided at each of these locations, and each is equipped with furnishings, audio/visual equipment and other items of personal property. The Main Campus is the location of the administrative offices and the major support facilities such as the bookstore, library and sports venues.

Control and maintenance of the college's physical resources is provided by its Facilities Maintenance Department. It is led by the Director of Facilities Maintenance, assisted by the Facilities Services Coordinator. It contains three major areas: grounds maintenance, janitorial services, and building maintenance. The grounds maintenance area contains a working supervisor and two permanent full-time employees, and it is supplemented by temporary workers during the growing season. The janitorial services area is led by a working supervisor who manages the three member college janitorial crew as well as the relationship with the janitorial contractor that cleans the majority of the College's buildings. The building maintenance area is comprised of specialists, such as a plumber, an electrician, and the heating and air conditioning technician, as well as three generalists positions with the ironic title of specialist. The organization of the department is shown on the attached [organization chart](#), and the [qualifications and job duties](#) of the employees are shown in the attached documentation.

The Public Safety Office plays an important role in providing appropriate control over the College's physical resources by working to prevent theft and vandalism by active patrol and by electronic monitoring. The department is staffed with armed, commissioned police officers. Most of the officers are also certified as Emergency Care Attendants, Emergency Medical Technicians, and firefighters. The department is registered by the [Texas Department of State Health Services as Emergency Medical Service \(EMS\) First Responder](#). A Police Chief heads the department and reports to the Vice President for Student Services. The Chief and two other full-time officers are the backbone of the office. They are supplemented by five part-time certified officers and by an administrative assistant, four courtesy officers and a work study student. This level of staffing provides an excellent level of emergency preparedness coverage for the College and allows coverage around the clock on the campuses that contain student housing, which are the Main and West Campuses. The South Campus has a courtesy officer on duty 20 hours per week during the day, when administrators are present on campus. The four nights a week that classes are held (Monday through Thursday); a certified officer is on-duty from 5 p.m. until closing. In addition to their patrols and other physical presence, the campus security staff monitors the surveillance cameras explained below. Outside normal business hours, all buildings are locked by the maintenance department, and they are checked by the public safety officers.

The College also uses appropriate equipment to protect its physical resources. Surveillance cameras are in the process of being installed to protect the following locations: Sports and Recreation Center, Administrative Services, Arts and Communications Center, Liberal Arts Building, Science Building, Library, Center for Interdisciplinary Studies, Student Life Center, Center for Workplace Learning, Health Science Center,

Learning Success Center, Viking Residence Hall, Career and Technology Center, Campus Police, Jensen Dorm, Viticulture Center, Silver Wings Building, Golf Club House, and the South Campus. In addition, as shown on the [Inventory Life Safety Equipment](#) list, several buildings are protected by fire alarms, security alarms, fire extinguishers, fire sprinklers, and emergency lighting. The College uses an emergency generator to keep its computer and phone systems operational if the campus loses power. This has the added benefit of maintaining online classes and maintaining contact between all instructors and students via Blackboard.

Various policies and procedures provide the basis for the control over the College's physical resources. [GCC Local or Legal Policy CAL](#) governs the sale, trade or lease of college owned property. [GCC Local or Legal Policy CAN](#) guides renting and leasing college owned property to others. [GCC Local or Legal Policies CF, CFE, CFG, and CFH](#) govern purchasing, including the purchase of physical resources. [GCC Legal Policy CFH](#) directs the financing of personal property purchases. [GCC Local or Legal Policy CK](#) guides the insurance coverage for the College's physical resources, among other interests.

GCC uses several business practices to account for its physical resources. The College maintains a [fixed asset inventory](#). It contains all real property and personal property with an initial purchase price of \$5,000 and a useful life exceeding one year. Items of personal property that are included on the inventory list are tagged. The [inventory list](#) of all GCC property is physically verified according to a pre-determined [schedule](#). The [physical inventory is reconciled](#) to the general ledger at least annually and then reflected in the annual audit report. When an item is removed from the fixed asset inventory, proper documentation to support the transaction is maintained by the Director of Fiscal Services. Additionally, in January 2011, the College began a procedure to require the completion of an [asset disposal form](#), which includes the signature of an executive officer, prior to the disposal of any item on the fixed asset inventory. Also, the purchase of physical resources is governed by the College's [purchasing manual](#) and by applicable state law.

GCC enters into lease agreements. It is the [lessor of real property](#) on the West Campus to the Grayson County Adult Probation department and to the Perrin Air Force Base Museum. Also, it is the lessee of [classroom space in Bonham, TX](#), the county seat of neighboring Fannin County.

GCC has a [business continuation plan](#) that would ease the effect of the unlikely event of a catastrophic loss of facilities. The scope of the plan is to allow the college to stay in business while it settles with its insurance carrier and restores its physical resources. The key components of the plan are to shift a significant portion of instruction to online, to house face-to-face instruction at large vacant sites in the community, to recover key instructional technology via a service bureau, and to operate business computing from the vendor's home location in an adjacent state.

An important component of controlling physical resources is managing the risk of their loss. The significant insurance policies that relate to physical resources are shown on the [Summary of Physical Resources Coverage](#). Data on property claims from January 3, 2008, through January 3, 2011, are shown on the [Claim List by Occurrence](#) and the [Loss Analysis by Cause Action](#) provided by the college's claims administrator.

Sources

-  CS 3.11.1 (01) Location Map
-  CS 3.11.1 (04) Facilities Organizational Chart
-  CS 3.11.1 (05) Qualifications and Job Duties
-  CS 3.11.1 (07) Inventory Life Safety Equipment
-  CS 3.11.1 (08) GCC Local Policy CAL
-  CS 3.11.1 (09) GCC Legal Policy CAL
-  CS 3.11.1 (10) Local Policy CAN
-  CS 3.11.1 (11) GCC Legal Policy CAN
-  CS 3.11.1 (12) GCC Local Policy CF

-  CS 3.11.1 (13) GCC Legal Policy CF
-  CS 3.11.1 (14) GCC Legal Policy CFE
-  CS 3.11.1 (15) GCC Legal Policy CFG
-  CS 3.11.1 (16) GCC Legal Policy CFH
-  CS 3.11.1 (17) GCC Local Policy CK
-  CS 3.11.1 (18) GCC Legal Policy CK
-  CS 3.11.1 (19) Fixed Assets Inventory
-  CS 3.11.1 (2) Copy of Bonham Classroom Lease
-  CS 3.11.1 (20) Schedule to Perform Fixed Asset Inventory
-  CS 3.11.1 (21) Fixed Assets Schedule
-  CS 3.11.1 (22) Fixed Asset Reconciliation
-  CS 3.11.1 (23) Reconciliation of Fixed Assets Inventory General Ledger
-  CS 3.11.1 (24) Asset Disposal Form
-  CS 3.11.1 (24a) GCC Purchasing Manual
-  CS 3.11.1 (25) Purchasing Manual
-  CS 3.11.1 (26) Copy of Leases to Adult Probation and Air Base Museum
-  CS 3.11.1 (29) Business Continuation Plan
-  CS 3.11.1 (30) Summary of Physical Resource Coverage
-  CS 3.11.1 (31) Claim List by Occurrence
-  CS 3.11.1 (32) Loss Analysis by Claim

3.11.2

Physical Resources: Institutional Environment

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) takes reasonable steps to provide a healthy, safe and secure environment. Those steps include an excellent campus security department, cooperation with surrounding emergency departments, active identification of potential hazards, broad involvement of top administrators, appropriate emergency planning, suitable life and safety equipment that is routinely tested, effective communication of emergency plans and of actual emergencies, policies and procedures that allow employees to report unsafe conditions, identification of chemicals and other environmental considerations, and the promotion of healthy living among employees. The college assesses its effectiveness in these efforts by insurance inspections and by surveys of faculty, employees and students.

The Public Safety Office is GCC's first line of defense in providing a healthy, safe and secure environment. The department is staffed with armed, commissioned police officers. Most of the officers are also certified as Emergency Care Attendants, Emergency Medical Technicians, and firefighters. The department is registered by the [Texas Department of State Health Services as Emergency Medical Service \(EMS\) First Responder](#). The department is headed by a [Director of Public Safety](#), who reports to the [Vice President for Student Services](#). As shown on the department's [organizational chart](#), the chief and two other full-time officers are the backbone of the office. They are supplemented by five part-time certified officers and by an administrative assistant, four courtesy officers and a work study student. This level of staffing provides an excellent level of emergency preparedness coverage for the college. This level of staffing allows coverage around the clock on the campuses that contain student housing, which are the Main and West Campuses. The South Campus has a courtesy officer on duty 20 hours per week during the day, when administrators are present on campus. The four nights a week that classes are held (Monday through Thursday); a certified officer is on-duty from 5 p.m. until closing. The rarity of incidents, as evidenced by the [Clery Act](#) reports provide justification for the reduced security presence on the South Campus. The certified staff keeps current in their [training](#).

Surrounding public safety departments provide responses for emergencies. Fire equipment responds from the North Texas Regional Airport, which is adjacent to the West Campus. The Grayson County Sheriff's Department provides additional manpower for police emergencies, and the City of Denison provides ambulance service. In the case of a major emergency, other departments in Grayson County would respond.

The College actively identifies conditions that require monitoring, remediation, or action. Material Safety Data Sheets (MSDS) are available at each location that uses each chemical, in order to be accessible in the case of an emergency. The Executive Assistant for the Vice President for Business Services maintains an [MSDS file](#) which lists each location that uses chemicals, sorted by location. Also, the College has joined a consortium of community colleges and private four-year institutions to participate in a comprehensive [self-study of all environmental issues](#). As part of that effort, three employees have undergone rigorous training and are leading the effort to make sure the College is environmentally safe and compliant with Federal law. Also, the Police Chief monitors the National Weather Service and communicates alerts to the campus via the email system. Furthermore, all employees can report unsafe conditions via the maintenance department's [automated work order system](#). Additionally, the [Vice President for Business Services](#) and the [Director of Facilities Maintenance](#) meet with building users each month on a rotating basis to [inspect each college owned building](#) for unsafe conditions as well as all other maintenance issues. The College has a [whistleblower's policy](#) that protects employees that report criminal activity. Also, the College uses the risk management services of its

insurance carrier as a source of suggestions for improving the safety of the College's work procedures and campus surroundings. The College also promotes health among its employees. [The Director of Student Life](#) has been appointed as the College's Wellness Coordinator and regularly attends [statewide conferences](#) on the subject. The fitness center in the remodeled Sports and Recreation Center is open to all students and employees on a regularly scheduled basis. As part of its wellness program, GCC also provides gym memberships to employees up to a limit of \$200 per year. The Wellness Coordinator [keeps schedules](#) that show this benefit is well used. Additionally, smoking is prohibited in all College facilities and is restricted to designated outdoor smoking areas.




























Emergency response and planning are supported across the organization. All top administrators, including the college president, actively participate in preparedness by serving as the [Emergency Management Team](#). All team members have had Incident Command Training from the Texas School Safety Center, as have several other employees. The team participates in tabletop drills, in which they are confronted with a potential emergency incident and are challenged as to how they would respond. In addition, the college has formed a [Campus Preparedness Team](#) that has representatives in key campus buildings. These representatives have been trained to direct occupants of their buildings on the proper course of action in an emergency. The College has an [Emergency Procedure Plan](#) which provides information on what to do in any emergency situation. The plan is available on the [website](#) and in each classroom. The College's [Business Continuation Plan](#) prepares the school for a quick recovery from a catastrophic loss of facilities. It contains provisions to switch some instruction to on-line delivery, to house face-to-face instruction at large vacant sites in the area, to recover key instructional technology via a service bureau, and to access business data that is stored at the software vendor's location in an adjacent state.

Several types of equipment are vital components of the College's program to provide a healthy, safe, and secure environment and communicating with those affected. Regular testing is performed to make sure the equipment is operational when needed. Surveillance cameras are in the process of being installed to protect the following locations: Sports and Recreation Center, Administrative Services Building, Arts and Communications Center, Liberal Arts Building, Science Building, Library, Center for Interdisciplinary Studies, Student Life Center, Center for Workplace Learning, Health Science Center, Learning Success Center, Viking Dorm, Career and Technology Center, Campus Police, Jensen Residence Hall, Viticulture Center, Silver Wings Building, Golf Club House, and South Campus. An outdoor warning siren alerts the campus in case of severe weather or other emergencies. The system has recently been upgraded to allow announcements as well as sirens to be broadcast. The Campus Preparedness Team that is explained above also plays a key role in communicating responses in an emergency. The College also uses a mass telephoning system, by Student Messenger, to call each student in the case of campus emergency or closure. Student Messenger is an off-site third party system which would not be affected by an emergency on campus. The scrolling message boards at each campus entrance are in active use continually, as is the College's email system. These systems are used to communicate emergency information when appropriate. Local radio and television stations cooperate with the College in broadcasting any emergency information, particularly weather related items. Other communications avenues include the Website and a telephone tree to keep top administrators advised of situations. An emergency generator keeps the campus telephone and internet systems operational during a power outage, allowing communication via the Blackboard system. Automatic Emergency Defibrillators (AEDs) are located in the gym and police vehicles to respond immediately to heart attacks. In addition, as shown on the [Inventory of Life Safety Equipment](#), several buildings are protected by fire alarms, security alarms, fire extinguishers, fire sprinklers, and emergency lighting.

The College regularly tests components of its emergency plan. The outdoor [siren is tested each month](#). [Fire drills](#) are held on a regular basis at each of the dormitories. The AED's are tested frequently and kept in excellent working order. The [Inventory of Life Safety Equipment](#) shows the testing frequency of fire alarms, security alarms, fire extinguishers, fire sprinklers, and eye wash stations.

The College actively communicates other information that pertains to a healthy, safe, and secure environment. The disclosures mandated by the [Clery Act](#) are posted on the [website](#). The [website](#) also provides information from the Texas Department of Public Safety concerning registered sex offenders. Those using the College's facilities recognize them as adequate or outstanding, indicating a lack of concern for health and safety issues. In December 2010, the college [surveyed](#) students, faculty members and employees concerning facilities. Of the 773 responses that observed the facilities for educational programs, 752 or 97.3% said they were adequate or outstanding. Of the 718 responses that observed the facilities for support services, 682 or 95.0% graded them as adequate or outstanding.

Sources

-  CS 3.11.2 (01) Certificate of Compliance with Texas Rule 157.14
-  CS 3.11.2 (02) Interim Director of Public Safety Services - Andrew MacPherson
-  CS 3.11.2 (03) Vice President for Student Services - Marc Payne
-  CS 3.11.2 (04) Public Safety Departmental Org Chart
-  CS 3.11.2 (05) Clery Act
-  CS 3.11.2 (06) Campus Public Safety Staff Training Records
-  CS 3.11.2 (07) MSDS Log
-  CS 3.11.2 (08) Consortial Agreement to Participate in Self-Study of Environmental Issues
-  CS 3.11.2 (09) Work Order System
-  CS 3.11.2 (10) Vice President for Business Services - Giles Brown
-  CS 3.11.2 (11) Director of Facilities Maintenance - Lacy Shotwell
-  CS 3.11.2 (12) Building Inspections
-  CS 3.11.2 (13) GCC Whistleblower Policy (DG)
-  CS 3.11.2 (14) Director of Student Activities - Gregg Miles
-  CS 3.11.2 (15) 2009 Conference Attendance for College Wellness Coordinator
-  CS 3.11.2 (16) GCC Employee Wellness Benefit Check in Detail
-  CS 3.11.2 (17) GCC Emergency Management Team
-  CS 3.11.2 (18) Campus Preparedness Team
-  CS 3.11.2 (19) GCC Emergency Procedures Plan
-  CS 3.11.2 (20) Campus Emergency Procedure Plan on College Website
-  CS 3.11.2 (21) Business Continuation Plan
-  CS 3.11.2 (22) Inventory Life Safety Equipment
-  CS 3.11.2 (23) Tornado Siren Testing Schedule for 2009
-  CS 3.11.2 (24) GCC Dormitory Fire Drill Schedule
-  CS 3.11.2 (25) Clery Act Reporting on College Website
-  CS 3.11.2 (26) Sex Offender Registry available on College Website
-  CS 3.11.2 (27) College Student Survey 2010

3.11.3

Physical Resources: Physical Facilities

The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) operates and maintains physical facilities that appropriately serve the needs of its educational programs, support services, and other mission-related activities.

The College owns and maintains three campuses and leases one instructional area, as shown on the [Campus Location Map](#). The Main Campus provides instructional facilities for academic and technical programs. It is also the site of the Main Library, the Sports Facilities, the Student Life Center, Viking Residence Hall and the Administrative Services Building, as shown on the [map of the Main Campus](#). The West Campus is approximately two miles west of the Main Campus, is located on the site of a former air force base, and is shown on the [map of the West Campus](#). Formerly the home of most of the technical programs, the West Campus continues to house the Viticulture/Enology Program, Continuing Education Courses, Jensen Residence Hall, and the Golf Course. The buildings which formerly housed the Cosmetology, Heating and Air Conditioning, Collision Repair, and Welding Programs are available for new programs or other college functions. Located near the southern border of Grayson County to handle anticipated growth from the Dallas/Fort Worth area, the South Campus provides instruction in several academic disciplines and is home to the Licensed Vocational Nursing Program. In addition to the three campuses explained above, the College rents a storefront facility in neighboring Fannin County to provide academic courses. Appropriate [deeds](#) and [leases](#) are included in the documentation.

The College has just completed a series of projects which constructed new buildings, renovated existing structures, and therefore substantially reduced a huge backlog of deferred maintenance. In fiscal year 2007-2008, the College issued \$44.7 million dollars in general obligation bonds for renewal and expansion of physical facilities. This followed a series of smaller revenue bond issues that were also dedicated for those purposes. In total, the College has issued \$66.6 million in bonds on the renewal and expansion of physical facilities. As of February 28, 2011, all the major projects funded by the bond issues have been completed. As a result of these renewal projects: (1) essentially every building on the Main Campus is new or has been renovated and some have been expanded, (2) the majority of the instructional programs on the West Campus have been moved to a new facility on the Main Campus, and (3) some of the facilities that remain on the West Campus have been renovated.

Capacity

GCC provides physical facilities that appropriately serve the needs of its students and other mission-related activities at all of its locations.

The College uses a [classroom utilization report](#) to determine the extent to which its instructional spaces are used and the potential need for additional space. GCC continues to have classroom space available. For Fall 2010, the College had 44 classrooms available at some time during the day. Also, there were 166 sections that were one-half full or less. Additionally, the building renewal process has provided space that was not counted in the classroom utilization report. The Campus Police Building and the Library each have a classroom that has not been used and which is not included in the utilization report. Also, after renovations, new programs could be placed in the former Cosmetology Building and Refrigeration and Air Conditioning Buildings on the West Campus since those programs have been moved to the new Career and Technology Center on the Main

Campus.

All current faculty members have adequate offices, as indicated on the attached [Campus Directory by Division](#). The building program also provided or made available space that could be used for offices or meetings in the Administrative Services Building, in the house formerly occupied by the Director of Facilities Maintenance, and the Bridge, which provides a connection between second floors of the Library and the Student Life Center.

Additional parking was constructed in the building program. The Main Campus now has [1,543 parking spaces](#), which is more than adequate for most of the academic year, and temporary parking lots for overflow during the peak two weeks at the start of the Fall semester. There is unused parking on the South and West Campuses as well.

The College library is located at the Main Campus and serves as the primary library resource for the Main and West Campuses. The library needs of the South Campus are primarily met by the collection at the [Van Alstyne Public Library](#). GCC Library is open 63 hours per week, including four hours on Sunday and the Van Alstyne Public Library is open 38 hours per week, including four hours on Saturday. GCC students can access the collections at either of these facilities. They can also access other area libraries through the Bibliographic Association of Red River (BARR). Denison Public Library is open 67 hours per week, including four hours on both Saturday and Sunday. Sherman Public Library is open 54 hours per week, including four hours on Saturday. The Abel Library at Austin College is open from 7:45 a.m. until midnight, Monday through Thursday and from 1:00 p.m. until midnight on Sunday in addition to a half day on Saturday and all day Friday. A more complete description of the college's library resources can be found in the responses to standards 3.8.1, 3.8.2 and 3.8.3.

The College Bookstore is located in the Student Life Center on the Main Campus. During registration periods, the bookstore staff also sells textbooks on the South Campus.

The campus security offices are located on the Main Campus, but the department provides services to West and South Campuses as well. The Public Safety Office plays an important role in providing a safe environment and in providing appropriate control over the College's physical resources by active patrol and by electronic monitoring. The department is staffed with armed, commissioned police officers. Most of the officers are also certified as Emergency Care Attendants, Emergency Medical Technicians, and firefighters. The department is registered by the [Texas Department of State Health Services as Emergency Medical Service \(EMS\) First Responder](#). A Police Chief heads the department and reports to the Vice President for Student Services. The Chief and two other full-time officers are the backbone of the office. They are supplemented by five part-time certified officers and by an administrative assistant, four courtesy officers and a work study student. This level of staffing provides an excellent level of emergency preparedness coverage for the college and allows coverage around the clock on the campuses that contain student housing, which are the Main and West Campuses. The South Campus has a courtesy officer on duty 20 hours per week during the day, when administrators are present on campus. The four nights a week that classes are held (Monday through Thursday); a certified officer is on-duty from 5 p.m. until closing. In addition to their patrols and other physical presence, the campus security staff monitors the surveillance cameras located throughout the Main, West and South campuses. Outside normal business hours, all buildings are locked by the maintenance department, and they are checked by the public safety officers.

The College has received a grant to begin a Hospitality/Culinary Arts Program. The facility for this program will have specific requirements, and the school is investigating potential locations.

There is an abundance of undeveloped or unutilized land on the Main Campus, the West Campus, and the South Campus. The College will not be landlocked for the foreseeable future.

Identification of Maintenance Needs/Deferred Maintenance Backlog

Over the years GCC had accumulated a huge backlog of deferred maintenance items on its Main and West Campuses. Many of the buildings on these campuses were built in the 1960's and had not had any major renovations performed on them. The college used the SHW Group, LLP, Architects and Planners, to produce a report that explained the problem as shown in [the Facilities Inventory, Assessment and Deferred Maintenance Capital Planning Report](#). The Facilities Inventory, Assessment and Deferred Maintenance Capital Planning Report, which is dated August 2005, used a Facilities Condition Index, which is calculated by dividing a building's deferred maintenance backlog by its current replacement value, to determine buildings that were in need of significant repairs or renovations. The report excluded the South Campus, since it was newly constructed, and it also excluded any building that was in the process of renovation. Nineteen buildings or structures received a rating of "fair" which indicated a need for significant repairs or renovations.

The task of improving facilities was so daunting that GCC sought the input from local citizens by forming its [Citizens Advisory Committee \(CAC\)](#). Formed from a cross-section of leading citizens throughout Grayson County and chaired by a former County Judge, the committee studied the College's facility needs and recommended the improvements that they believed would be supported by local voters in a bond election. On [February 20, 2007](#), the [CAC presented its recommendation](#) to the Board of Trustees. The subsequent general obligation bond election, held on May 12, 2007, [passed](#) by two votes. [Information](#) was provided to voters in advance. [Canvassing](#) of the election done by the Board of Trustees is shown as documentation. As explained below, the proceeds from this bond issue, in addition to the prior revenue bond issues, allowed the college to make a quantum leap forward in its facilities.

In addition to this extraordinary effort to reduce the deferred maintenance backlog and expand its physical resources, the college identifies maintenance needs in on-going ways. One program is a [regular inspection](#) of each college-owned, college-maintained building on a regular basis. The Vice President for Business Services, the Director of Facilities Maintenance, and an occupant of the building inspect the [interior](#) and exterior of each building each year. The inspection identifies necessary work that has not been reported or that has not been completed on a timely basis, work orders are issued and the needed work is completed. The maintenance department keeps records of each inspection. In addition to identifying maintenance problems, this program keeps the lines of communication open among top management, the maintenance department and building occupants. Also, the college uses an [electronic work order system](#). All employees can report maintenance problems. The maintenance department issues work orders to the appropriate personnel. The system also tracks the status of the reported problem, allowing proper management and follow-up.

The College has active programs to maintain its physical assets. The maintenance department maintains the college's fleet of motor vehicles and keeps [logs of the maintenance activity on each vehicle](#). The maintenance department also performs [routine maintenance on the heating and air conditioning and plumbing](#) in college-owned buildings. Also, as shown on the [Inventory of Life and Safety Equipment](#) and various [contracts](#) external companies perform periodic inspections of fire alarms, security alarms, fire extinguishers, and emergency lighting.

Current Maintenance Status of Facilities

The [Campus Overviews & Capital Improvements 2003-2010](#) provides a visual representation of current facilities and in some cases shows their appearance prior to the renewal program.

The physical facilities of GCC are in the best shape that they have been in decades due to the renewal program. However, some large maintenance items were not addressed in the bond programs. These primarily deal with the facilities on the West Campus and with the Viking Residence Hall. The maintenance status of the College's current facilities is shown on the attached [Facilities Maintenance Status Overview](#).

In December 2010, the college [surveyed its faculty, staff and administration](#) about how effective the renewal program has been and about what improvements they would like in the future. The results were very positive. Of the 773 responses that observed the facilities for educational programs, 752 or 97.3%, said that the facilities were adequate or outstanding. Of the 718 responses that observed the facilities for support services, 682 or 95.0% graded them as adequate or outstanding. Of the 595 responses that observed the facilities for community outreach and events, 563 or 94.6%, called them adequate or outstanding.

Methods Used to Address Facilities Issues

Perhaps due to our recent history of recovering from a massive deferred maintenance backlog; GCC has made a priority of maintaining its facilities.

Funds are available for renewal and new construction. An estimated \$500,000 to \$750,000 will remain in the general obligation bond proceeds after all current projects are completed. More significantly, the college had \$9,511,526 dedicated to its facility needs at August 31, 2010, as shown on [Schedule D of the Annual Financial Report](#).

The College has also provided annual funding for its maintenance efforts. Over the last four years, GCC has provided substantial and increasing amounts of money to maintain its buildings and vehicles, with the current year's [maintenance budget](#) being \$714,776.

Maintenance of the College's physical resources is provided by its facilities maintenance department. It is led by the Director of Facilities Maintenance, assisted by the Facilities Services Coordinator. It contains three major areas: grounds maintenance, janitorial services, and building maintenance. The grounds maintenance area contains a working supervisor and two permanent full-time employees, and it is supplemented by temporary workers during the growing season. The janitorial services area is led by a working supervisor who manages the three member college janitorial crew as well as the relationship with the janitorial contractor that cleans the majority of the College's buildings. The building maintenance area is comprised of specialists, such as a plumber, an electrician, and the heating and air conditioning technician, as well as three generalists positions with the ironic title of specialist. The organization of the department is shown on the attached [organization chart](#), and the [qualifications](#) and [job duties of the employees](#) are shown in the attached documentation.

Looking to the Future

While currently blessed with excellent physical facilities, the College realizes it must think of the future. The Board of Trustees reviewed an update to the Master Plan at its [Strategic Planning Retreat](#) held March 23, 2010. The plans foresee significant future improvements to include two new classroom buildings, a new dorm, the re-routing of a campus road, and an amphitheater. The College estimates that it will be over a decade before it is called upon to actually construct any of these facilities. Prior to this update, the College's last Master Plan was completed in 1999 and updated by the [Facilities Inventory, Assessment and Deferred Maintenance Capital Planning Report in 2005](#).

Sources

-  CS 3.11.3 (01) Campus Location Map
-  CS 3.11.3 (02) GCC Main Campus Map
-  CS 3.11.3 (03) GCC West Campus Map
-  CS 3.11.3 (04) Deeds
-  CS 3.11.3 (05) Lease
-  CS 3.11.3 (06) Classroom Utilization Report
-  CS 3.11.3 (07) Campus Directory by Division
-  CS 3.11.3 (08) GCC Parking Spaces
-  CS 3.11.3 (09) Library Contract
-  CS 3.11.3 (11) Facilities Inventory, Assessment

-  CS 3.11.3 (12) CAC and Recommendation
-  CS 3.11.3 (12a) Pamphlet
-  CS 3.11.3 (12b) February 20 2007
-  CS 3.11.3 (12c) June 2007 Board Meeting Minutes
-  CS 3.11.3 (13) Canvassing by Board-2 Meetings
-  CS 3.11.3 (14) Building Inspections
-  CS 3.11.3 (14a) Filter Change Schedule
-  CS 3.11.3 (15) Work Order System
-  CS 3.11.3 (16) Quarterly Vehicle Inspections
-  CS 3.11.3 (17) Routine Maintenance
-  CS 3.11.3 (18) Inventory Life Safety Equipment
-  CS 3.11.3 (19) Contracts
-  CS 3.11.3 (20) Camoes Overview and Capital Improvements 2003 to 2010
-  CS 3.11.3 (21) Facilities Maintenance Status
-  CS 3.11.3 (22) College Student Survey
-  CS 3.11.3 (23) Schedule D of the 2010 Annual Financial Report
-  CS 3.11.3 (23a) Maintenance Op Budget 2010-11
-  CS 3.11.3 (24) Facilities Org Chart
-  CS 3.11.3 (25) Facilities Resumes
-  CS 3.11.3 (26) Facilities PMWs
-  CS 3.11.3 (27) GCC Facilities Information Update Presentation to the Board of Trustees 3-23-2010
-  CS 3.11.3 (28) Facilities Update for the Board of Trusts January 18, 2011
-  GCC 2010 Annual Financial Report (Page 38)

3.12.1

Substantive Change

The institution notifies the Commission of changes in accordance, with the substantive change policy and, when required, seeks approval prior to the initiation of changes.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) notifies the Commission on Colleges of changes in accordance with the substantive change policy and, when required, seeks approval prior to the initiation of changes. The [Director of Institutional Effectiveness](#) performance management worksheet includes responsibility as Southern Association of Colleges and Schools (SACS) Accreditation Liaison and receives a copy of all President Executive Council (PEC) agendas prior to the meeting to ascertain any institutional-level substantive changes which may require prior notification or approval from the Commission on Colleges. The [Dean of Academic Instruction](#) and the [Dean of Workforce Education](#) serve as [co-chairs](#) of the Curriculum Committee.

According to the [Faculty Handbook](#), "The Southern Association of Colleges and Schools Commission on Colleges (SACS) requires all schools to review all substantive changes that occur between an institution's accreditation reviews to determine whether or not the change has affected the quality of the total institution and to assure the public that all aspects of the institution continue to meet defined standards. Notification requires a letter from the College President to the President of the Commission summarizing the proposed change and providing the intended implementation date. All instructional substantive changes at GCC are identified through the [Curriculum Change Procedure](#) using the [GCC Substantive Change Checklist](#) included in Appendix O."

Every curricular change processed through the Curriculum Committee requires a completed approved [Curriculum Committee Request](#) and [Curriculum Committee Flow Chart](#), and if appropriate a [Curriculum Committee Template](#). One of the items addressed in the Curriculum Committee Flow Chart is whether the change requires a substantive change notification or substantive change request for approval from SACS.






















According to the [GCC Faculty Handbook](#), "By February 1st of each year, the Vice President for Instruction notifies the President and SACS Accreditation Liaison [in writing](#) of any curriculum changes made over the past academic year that require approval for substantive change from SACS, simple notification, or neither. Identification by February will ensure that changes are sent to SACS in time to get them in next year's catalog. All requests to SACS will originate from the [President's office](#)." The SACS Substantive Change Checklist, SACS Substantive Change Policy, and any substantive changes submitted are reviewed annually in February at the PEC meeting. On [February 10, 2010](#), and [February 15, 2011](#), the PEC approved the substantive changes to be submitted to the Commission on Colleges for notification and approval. Listed below are the notifications of change sent to the Southern Association of Colleges and Schools and approved by the Commission ([March 26, 2009](#); [April 27, 2009](#); [July 13, 2009](#); [February 12, 2010](#); [August 20, 2010](#)) over the last three years.

Change Requests and Notifications

Category/Item	Date of Approval or Notification Accepted
APPROVALS	
<i>New Programs</i>	
Radiologic Technology Degree	3/26/2009
Cosmetology	3/26/2009
Nail Technician	3/26/2009
Esthetician	3/26/2009
Cosmetology Instructor	3/26/2009
Associate of Applied Science, Air Traffic Controller	8/20/2010
Certificate, Control Tower Operator	8/20/2010
Certificate, Texoma Regional Police Academy	8/20/2010
Associate of Science, English	8/20/2010
Associate of Science, Spanish	8/20/2010
Associate of Applied Science, Culinary Arts	Pending
Certificate, Culinary Arts	Pending
Associate of Applied Science, Hospitality	Pending
Certificate, Restaurant Management	Pending
Certificate, Hospitality Management	Pending
<i>Off-campus sites where 50% or more of the credits may be earned for General Education Development (GED) and English as a Second Language (ESL)</i>	
Workforce Solutions	3/26/2009
Greenville Adult Education Center at Greenville ISD	3/26/2009
Gainesville Education Plus at Workforce Building	3/26/2009
Sherman Housing Authority	3/26/2009
<i>Institutional procedure</i>	
Institution's procedure for addressing the timely reporting of substantive changes	7/13/2009
NOTIFICATIONS	
<i>Locations offering 25-49% of a program</i>	
Bonham High School	4/27/2009
Denison High School	4/27/2009
Gunter High School	4/27/2009
Leonard High School	4/27/2009
Pottsboro High School	4/27/2009
Sherman High School	4/27/2009
Texoma Christian School	4/27/2009
<i>Locations of offering 25-49% of a program via Instructional Television (ITV)</i>	
Bells High School	4/27/2009
Collinsville High School	4/27/2009
Dodd City High School	4/27/2009
Ector High School	4/27/2009
Gunter High School	4/27/2009
Leonard High School	4/27/2009
Pottsboro High School	4/27/2009
Sam Rayburn High School	4/27/2009
Savoy High School	4/27/2009

Trenton High School	4/27/2009
Whitesboro High School	4/27/2009
Whitewright High School	4/27/2009
<i>Off-campus instructional site address change</i>	
South Campus	2/12/2010
<i>Offering 50% or more of a program via electronic delivery</i>	
Associate of Science in Economics	8/20/2010
Associate of Applied Science in Child Development	8/20/2010
Certificate, Child Development Associate Marketable Skills Award	8/20/2010
<i>Offering 25-49% of a program via electronic delivery</i>	
Dental Assisting	3/26/2009
Radiologic Technology	3/26/2009
<i>Offering 25-49% of the credits toward a program</i>	
Associate of Science in General Studies	3/26/2009
<i>Discontinued Programs</i>	
Six AAS degrees	4/27/2009
Fourteen certificate programs	4/27/2009
Two certificate programs	8/27/2009

Sources

-  CS 3.12.1 (01) Director of Institutional Effectiveness - Debbie Smarr
-  CS 3.12.1 (02) Dean of Academic Instruction - Tony Stanzo
-  CS 3.12.1 (03) Vice President for Instructional Services - Jeanie Hardin
-  CS 3.12.1 (04) Dean of Workforce Education - Steve Davis
-  CS 3.12.1 (05) Pages from Faculty Handbook 2010 - Curriculum Committee Chair
-  CS 3.12.1 (06) Pages from Faculty Handbook 2010 - Curriculum Change Procedures
-  CS 3.12.1 (07) Pages from Faculty Handbook 2010 - Substantive Change Policy
-  CS 3.12.1 (08) Curriculum Committee Request
-  CS 3.12.1 (09) Sub C Checklist
-  CS 3.12.1 (10) Curriculum Committee Flow Chart
-  CS 3.12.1 (11) Curriculum Committee Template
-  CS 3.12.1 (12) Pages from Faculty Handbook 2010 - Notification by Vice President for Instructional Services
-  CS 3.12.1 (13) SACS Sub C Letter from VP of Instruction to President February 14 2011
-  CS 3.12.1 (14) SACS Sub C Letter to SACS February 15 2011
-  CS 3.12.1 (15) President's Executive Council Minutes - February 15, 2011
-  CS 3.12.1 (16) President's Executive Council Minutes - February 10, 2010
-  CS 3.12.1 (17) SACS March 26 2009 Sub C approval letter
-  CS 3.12.1 (18) SACS April 27 2009 Sub C approval letter
-  CS 3.12.1 (19) SACS July 13 2009 Sub C approval letter
-  CS 3.12.1 (20) SACS February 12 2010 Sub C approval Letter
-  CS 3.12.1 (21) SACS August 20 2010 Sub C approval letter

3.13.1

Compliance with other Commission Policies

The institution complies with the policies of the Commission on Colleges.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

CS 3.13

Responsibility for compliance with other Commission policies. The Commission's philosophy of accreditation precludes denial of membership to a degree-granting institution of higher education on any ground other than an institution's failure to meet the requirements of the Principles of Accreditation in the professional judgment of peer reviewers, or failure to comply with the policies of the Commission. (See Commission Web site for all current Commission policies: www.sacscoc.org.)

CS 3.13.1

The institution complies with the policies of the Commission on Colleges. (Policy compliance)

(Note: This standard is not addressed by the institution in its Compliance Certification.)

3.14.1

Representation of Status with the Commission: Publication of Accreditation Status

A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College includes the statement below on its [Website](#), in the [GCC General Catalog](#), and anywhere else it is appropriate to state the accreditation status of the college:

Grayson County College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award Associate Degrees. Persons should contact the Commission only if there is evidence that appears to support a significant non-compliance with a requirement or standard.

Sources

-  CS 3.14.1 (01) Affiliation on the college website
-  CS 3.14.1 (02) Pages from GCC General Catalog 2010-2011 - Statement of Affiliation

4.1

Student Achievement

The institution evaluates success with respect to student achievement, including as appropriate, consideration of course completion, state licensing examinations, and job placement rates.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) evaluates success with respect to student achievement at the institutional, program and course level. The evaluation of student success is an integral part of the planning process. Effectiveness of outcomes that related to student success are evaluated annually at the administrative and unit levels. When determining the success of the outcomes, GCC considers course completion, state licensing examinations and job placement rates as appropriate in relation to the goals of the college which include efforts to ensure student success and student support.

GCC engages annually in integrated and institution-wide research-based planning, past years planning, evaluation, and improvement processes that incorporate a systematic review of programs and services through the development of an annual Assessment Plan. As a result, GCC, in conjunction with its [goals](#), evaluates student achievement in regard to course completion, state licensing, and job placement.

GCC Instructional Services includes Academic Studies (A.S.) and Career and Technical Education (CTE). The A.S. area primarily consists of courses intended to support student transfer to a four-year institution. Hence, these courses do not lead directly to job placement or state licensing except as they overlap various CTE programs such as Criminal Justice where students may take the A.S. and CTE courses to fulfill degree or certificate requirements. In all cases, students who are taking the classes for transfer credit are included in the documented CTE program evaluation for job placement and state licensing report ([THECB Annual Data Profile, Graduates Status after Graduation](#)).

GCC tracks academic transfer rates to other institutions using the [Texas Higher Education Coordinating Board \(THECB\) Annual Data Profile, Transfers to senior institutions](#) report. The THECB's [Student Migration Report](#) shows whether GCC students stay at the same institution, transfer to another two-year college, or transfer to a senior college. Additionally, GCC tracks completion rates for all courses. According to the [THECB Annual Data Profile, Course Completions](#), over the past three years, the course completion rate at GCC average 86.87%.











All CTE programs at GCC, including Associate of Applied Science degrees and certificates evaluate ongoing success related to program completion, placement rates, and certification or licensure exam rates. The THECB requires all CTE programs to have a minimum completion rate of fifteen students per year; additionally, 85% of all CTE programs completers must attain successful outcomes (i.e. job placements, continuing formal education). GCC uses the [Annual Data Profile](#) to evaluate its success in these areas.

Additionally, student success is measured in regard to retention and remediation using the [Annual Data Profile, Graduation and Persistence](#). First time college students from fall to spring, graduation by gender, ethnicity, special populations and the graduation rates of first-time college students are also taken into full consideration. Once data is available, it is reviewed by the Dean of Workforce Education and used in the [program review](#) process for improvement.

Each year the THECB publishes the [Statewide Annual Licensure Report](#) which allows comparison of licensure/certification rates of programs to statewide averages. The following GCC programs have higher certification/licensure pass rates than the statewide averages: Nail Technician/Specialist and Manicurist,

Criminal Justice/Police Science, Welding Technology/Welder, Radiologic Technology, Registered Nurse, and Licensed Practical/Vocational Nurse THECB 2007-2009 [Statewide Annual Licensure Report](#). The Statewide Annual Licensure Report and other measures such as graduation surveys, program reviews, and NCLEX-PN and NCLEX-RN pass rates are also utilized to evaluate the success of specific programs. If weaknesses are identified through other mechanisms, the outcomes are made a part of the institutional effectiveness plan, and therefore, related back to the institutional mission and goals in order to meet the overall needs of the student.

Sources

-  FR 4.1 (01) Pages from 2010-2015 Strategic Plan - Goals
-  FR 4.1 (02) Pages from THECB Annual Data Profile - Graduate Status after Graduation
-  FR 4.1 (03) Pages from THECB Annual Data Profile - Transfers
-  FR 4.1 (04) THECB Student Migration Report Fall 2008 to Fall 2009
-  FR 4.1 (05) Pages from THECB Annual Data Profile - Course Completion
-  FR 4.1 (06) Dental Assisting Program Review 2007-2008
-  FR 4.1 (07) THECB Annual Licensure Report 2007-2008
-  FR 4.1 (08) Pages from THECB Annual Data Profile - Graduation-Persistence Rates
-  FR 4.1 (09) Annual Data Profile
-  GCC 2010-2015 Strategic Plan (Page 11)

4.2

Program Curriculum

The institution's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates or degrees awarded.

Judgment

Compliant Non-Compliant Not Applicable












Narrative

All components of the educational programs at Grayson County College (GCC) are directly related to the [mission and purpose](#) of the College. GCC diplomas, certificates, and degrees awarded provide a broad and dynamic curriculum to support university transfer, career technical education, developmental, and community education. Curriculum is designed to meet the purposes of the College including providing technical programs leading to associate degrees and certificates; career technical/workforce programs leading directly to employment, occupational advancement, or career development; freshman and sophomore courses in arts and sciences leading to transfer; and continuing education and community service programs to obtain occupational skills or cultural enrichment. [According to the GCC General Catalog](#), GCC offers three degree awards: Associate of Science (A.S.), Associate of Arts in Teaching (A.A.T), and Associate of Applied Science (A.A.S.) as well as various certificate options.

The process for program approval requires an assessment of whether or not the program aligns with the institution's mission and purpose. According to [GCC Local Policy EE](#), all credit degrees and certificates offered by the College are first developed and proposed by the faculty to the Curriculum Committee using the [Curriculum Committee Proposed Curricular Change Packet](#). Once approved, all significant curriculum changes, including new program proposals, are approved by the President Executive Council (PEC), the Board of Trustees, and when appropriate by the Texas Higher Education Coordinating Board (THECB). These procedures are evidenced through the minutes of the [Curriculum Committee](#), [President Executive Council](#), and when required, the GCC Board of Trustees.

THECB program approval process requires justification of the need for all new degree/certificate proposals and an assessment demonstrating whether or not the program aligns with the institution's mission and purpose. All programs comply with the guidelines that the THECB has regulated in the 2010 [Lower Division Academic Course Guide Manual \(ACGM\)](#), the [2008 Guidelines for Instructional Programs in Workforce Education \(GIPWE\)](#), and the online [Workforce Education Course Guide Manual \(WECM\)](#). Workforce program and curriculum review/change begin with input from College Advisory Committees and academically qualified and experienced full-time faculty as evidenced in [Office and Computer Technology \(POFT\) Advisory Minutes](#) and [Curriculum Committee Minutes Related to POFT Advisory Committee Recommendations](#).

Sources

-  FR 4.2 (00) THECB 2008 Guidelines for Instructional Programs in Workforce Education (GIPWE)
-  FR 4.2 (01) Pages from GCC General Catalog 2010-2011 Degrees Offered
-  FR 4.2 (02) Pages from GCC TASB Manual Local Policy EE Curriculum Development
-  FR 4.2 (03) Sample Curriculum Packet for Curriculum Committee Approval
-  FR 4.2 (04) Curriculum Committee Minutes 1-13-11
-  FR 4.2 (05) Executive Council Minutes 1-14-11
-  FR 4.2 (06) Pages from ACGM 2010 New Program Guidelines
-  FR 4.2 (07) POFT Advisory Board Minutes October 9, 2009
-  FR 4.2 (08) Curriculum Committee Minutes 1-27-10
-  FR 4.2 (09) THECB 2008 Guidelines for Instructional Programs in Workforce Education (GIPWE)
-  FR 4.2 (10) THECB Workforce Education Course Manual (WECM)

4.3

Publication of Policies

The institution makes available to students and the public current academic calendars, grading policies, and refund policies.








Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) makes available to students and the public the current [academic calendars](#) in each semester's [Schedule of Classes](#) and on the [website](#). GCC's grading policy is stated in the [GCC General Catalog](#), in the [Student Handbook](#) and is available on the website through links to the GCC General Catalog and the Student Handbook online versions. [GCC's Refund Policies](#) are stated in the [GCC General Catalog](#) and in each semester's [Schedule of Classes](#).

Sources

-  FR 4.3 (01) Pages from Spring 2011 Schedule of Classes - Academic Calendar
-  FR 4.3 (02) Academic Calendar 2010-11 - GCC Website
-  FR 4.3 (03) Pages from GCC General Catalog 2010-2011 Grading Policy
-  FR 4.3 (04) Pages from 2010 Student Handbook Grading Policy
-  FR 4.3 (05) Pages from GCC General Catalog 2010-2011 Refund Policy
-  FR 4.3 (06) Pages from Spring 2011 Schedule of Classes Refund Policy
-  GCC Schedule of Classes Spring 2011

4.4

Program Length

Program length is appropriate for each of the institution's educational programs.







Judgment

Compliant Non-Compliant Not Applicable

Narrative

All Grayson County College (GCC) [degree and certificate programs](#) offered adhere to the program length requirements established by the Texas Higher Education Coordinating Board (THECB). Texas Administrative Code as cited in the THECB Academic Course Guide Manual (ACGM) requires [all academic degree programs](#) consist of 60 to 66 semester credit hours. According to the THECB Guidelines for Instructional Programs in Workforce Education (GIPWE) the [Associate of Applied Science \(A.A.S.\)](#) degree workforce education program length must range from 60 to 72 semester credit hours; the [level one certificate](#) must consist of at least 15 and no more that 42 semester credit hours; and the [level two certificate](#) must consist of at least 43 and no more than 59 semester credit hours. The length of the GCC degree and certificate programs appear in the print and online versions of the [GCC General Catalog](#). In all of the associate degree programs, the length of each program is sufficient to meet the general education core and gain desired mastery of the specific subject area. GCC's compliance with this statement is more fully documented in [CR 2.7.1](#).

Sources

-  [FR 4.4 \(01\) Pages from GCC General Catalog 2010-2011 - Degrees Offered](#)
-  [FR 4.4 \(02\) Pages from ACGM 2010 AS Credit hour Requirement](#)
-  [FR 4.4 \(03\) Pages from THECB GIPWE Manual 2008 AAS Credit Hour Requirement](#)
-  [FR 4.4 \(04\) Pages from GCC General Catalog 2010-2011 Degree Program Length](#)
-  [FR 4.4 \(05\) Pages from THECB GIPWE Manual 2008 Level 1 and 2 Certificate Program Length Requirements](#)
-  [FR 4.4 \(06\) Copy of CR 2.7.1](#)

4.5

Student Complaints

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (See Commission policy "Complaint Procedures for the Commission or its Accredited Institutions.")

Judgment

Compliant Non-Compliant Not Applicable









Narrative

Grayson County College (GCC) resolution of complaints includes those alleging discrimination, unfair academic treatment, or interference of first amendment rights. Student's Rights and Responsibilities statements are included in the [Student Handbook](#) and the [GCC General Catalog](#). Student complaints regarding non-academic discipline and sexual harassment are covered by separate procedures outlined in the Student Handbook under "[Student Discipline](#)." Students are free to make use of the established complaint procedures without fear or prejudice, discrimination, restraint, coercion or reprisal of any nature.

Whenever possible, student complaints at GCC are handled in an informal manner. College administrators, faculty and staff maintain an "open-door" policy to discuss issues of concern for all students. However, sometimes the issues are serious and demand a formal resolution of the complaint. Student complaints that involve issues such as discrimination, sexual harassment, unfair academic treatment, or interference of first amendment rights are issues that demand a formal review. The Student Handbook, available [online](#) and in print, outlines procedures for addressing written student complaints. Currently the College houses scanned copies of student complaints memos and complaint resolution in the office of the [Vice President for Student Services](#) and academic complaints in the [Vice President of Instructional Services](#).

Students wishing to file a formal complaint must do so by completing a Student Complaint Form. The Student Complaint Form is available in the offices of the Vice President for Student Services and the Vice President for Instructional Services. The respective Vice President is responsible for investigating student complaints in consultation with other GCC personnel as needed. Samples of an [instructional](#) and [non-instructional](#) student complaint are provided.

Sources

-  [FR 4.5 \(01\) Pages from GCC Student Handbook - Student Rights and Responsibilities](#)
-  [FR 4.5 \(02\) Pages from Current GCC Catalog 2010-2011 - Student Rights and Responsibilities](#)
-  [FR 4.5 \(03\) Pages 46-51 from GCC Student Handbook - Student Discipline](#)
-  [FR 4.5 \(04\) Student Handbook on website](#)
-  [FR 4.5 \(05\) Vice President for Student Services - Marc Payne](#)
-  [FR 4.5 \(06\) Vice President for Instructional Services - Jeanie Hardin](#)
-  [FR 4.5 \(07\) Sample Academic Student Complaint](#)
-  [FR 4.5 \(08\) Non-Instructional Services Written Complaint](#)

4.6

Recruitment Materials

Recruitment materials and presentations accurately represent the institution's practices and policies.

Judgment

Compliant Non-Compliant Not Applicable

Narrative














Grayson County College (GCC) accurately represents the institution's practices and policies through its recruitment materials and presentations. The college recruits students utilizing print and web-based media, as well as radio and television advertising. [GCC Local Policies GA](#) and [FKA](#) have been developed to ensure that college publications accurately and appropriately represent the mission and programs of the institution.







[Dual Credit](#) and [Recruitment](#) presentations made by college enrollment advisors at service area high schools follow guidelines established by the Director of Admissions and Registrar. Examples of recruitment materials and presentations include:

- Grayson County College [Viewbook](#)
 - [Brochure](#) with List of Majors and Programs
 - [Student Profile Piece](#) (Experience Grayson County College)
 - [Dual Credit Brochure](#)
 - [YouTube Video \(Enrolling in Grayson County College\)](#)
 - [YouTube Video \(College 101\)](#)
 - [YouTube Video \(Student Life\)](#)
 - [YouTube Video \(Dual Credit\)](#)
-
- Grayson County College [Catalog](#)
 - Grayson County College [Website](#)
 - Posters (Spanish & English)
 - Programs & Classes Brochures
 - Follow-up Post Cards

All GCC recruiting materials are approved through the Office of Public Information and Marketing.

Sources

-  FR 4.6 (01) Pages from GCC TASB Manual Local Policy GA Publications
-  FR 4.6 (02) Pages from GCC TASB Manual Local Policy FKA Student Publications
-  FR 4.6 (03) High School Recruitment Presentation for Dual Credit
-  FR 4.6 (04) High School Recruitment Presentation
-  FR 4.6 (05) GCC Viewbook 2010
-  FR 4.6 (06) GCC Majors and Areas of Study Brochure 2009
-  FR 4.6 (07) GCC Profile Piece 2009
-  FR 4.6 (08) Guide to Dual Credit Brochure
-  FR 4.6 (09) YouTube Video Steps to Enrolling at GCC
-  FR 4.6 (10) YouTube College 101 Video
-  FR 4.6 (11) YouTube Video Student Life at GCC
-  FR 4.6 (12) YouTube Video on Dual Credit
-  FR 4.6 (14) GCC Website

-  GCC General Catalog 2010-2011
-  Grayson County College Website
-  YouTube Video (college 101)
-  YouTube Video (duel credit)
-  YouTube Video (Enrolling in Grayson County College)
-  YouTube Video (student life)

4.7

Title IV Program Responsibilities

The institution is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Secretary of Education.)

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Grayson County College (GCC) is in compliance with its program responsibilities under Title IV of the Higher Education Amendments. The College meets all audit and review standards set forth in the [Program Participation Agreement](#) entered into with the U.S. Department of Education, approved through Secretary of Education: 34CFR 668.16. The college has no negative issues to report related to its Title IV responsibilities. GCC receives federal funds through the electronic transfer method and has not been required to post a letter of credit on behalf of the U.S. Department of Education or other financial regulatory agencies. Title IV programs and other federal funds are subject to audit during annual audits conducted by Secretary of Education. Audits are conducted pursuant to School Participation Team – SC Dallas.

The objective of the [audit](#) is to consider the College's internal control over financial reporting; to determine compliance with certain provisions of laws, regulations, contracts, and grant agreements (including financial aid programs and other federal funds); to determine the fairness of the presentation of the financial statements; and to recommend appropriate actions to correct any deficiencies. GCC provides a full range of financial aid services to assist students in achieving their educational goals. The College has contracted Horizon Services to assist GCC and students in managing Title IV Student Loan Cohort Default rates.

Sources

-  [FR 4.7 \(01\) GCC Federal Student Aid School Eligibility Program Participation Agreement](#)
-  [FR 4.7 \(02\) Pages from 2010 Financial Audit - Financial Aid Programs no Findings](#)