

Grayson County College

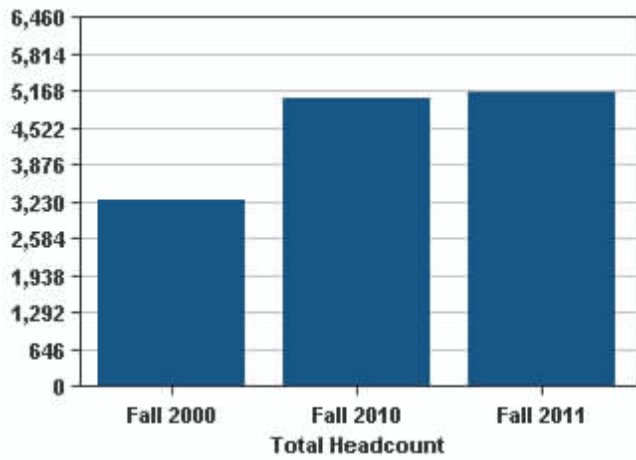
Accountability Report

January 2012

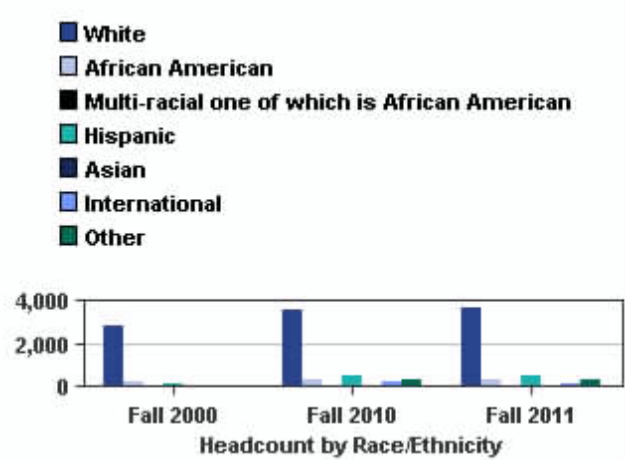
Participation - Key Measures

Enrollment

1. Fall Headcount (Unduplicated)									
	Fall 2000		Fall 2010		Fall 2011		% Change Fall 2000 to Fall 2011	Institutional Closing the Gaps Target- Fall 2015	Closing the Gaps Completion
Total	3,260		5,034		5,166		58.5%	4,411	117.1 %
White	2,860	(87.7%)	3,574	(71.0%)	3,699	(71.6%)	29.3%	3,752	98.6%
African American	192	(5.9%)	342	(6.8%)	343	(6.6%)	78.6%	247	138.9%
Multi-racial one of which is African American	0		33	(0.7%)	42	(0.8%)	N/A		
Hispanic	106	(3.3%)	488	(9.7%)	542	(10.5%)	411.3%	412	131.6%
Asian	15	(0.5%)	49	(1.0%)	53	(1.0%)	253.3%		
International	30	(0.9%)	191	(3.8%)	164	(3.2%)	446.7%		
Other	57	(1.7%)	357	(7.1%)	323	(6.3%)	466.7%		
Gender									
Male	1,333	(40.9%)	1,962	(38.9%)	1,988	(38.5%)	49.1%		
Female	1,927	(59.1%)	3,072	(61.1%)	3,178	(61.5%)	64.9%		



Source: Coordinating Board Management (CBM) Report 001



Source: Coordinating Board Management (CBM) Report 001

Annual Unduplicated Enrollment

2. Annual unduplicated enrollment including credit, non-credit and dual-credit students.							
	FY 2000		FY 2010		FY 2011		% Change FY 2000 to 2011
Total	6,767		9,328		9,568		41.4%
White	6,018	(88.9%)	7,107	(76.2%)	6,757	(70.6%)	12.3%
African American	374	(5.5%)	659	(7.1%)	610	(6.4%)	63.1%
Multi-racial one of which is African American	0		0		51	(0.5%)	N/A
Hispanic	177	(2.6%)	600	(6.4%)	894	(9.3%)	405.1%
Asian	52	(0.8%)	98	(1.1%)	97	(1.0%)	86.5%
International	38	(0.6%)	175	(1.9%)	250	(2.6%)	557.9%
Other	108	(1.6%)	689	(7.4%)	909	(9.5%)	741.7%
Gender							
Male	3,103	(45.9%)	3,895	(46.4%)	4,069	(42.5%)	31.1%
Female	3,664	(54.1%)	5,433	(53.6%)	5,499	(57.5%)	50.1%

Participation - Contextual Measures

3. Enrollment by Semester				
	FY 2000	FY 2010	FY 2011	% Change FY 2000 to 2011
Fall	4,078	5,448	5,800	42.2%
Academic	1,793	2,552	2,509	39.9%
Technical	1,536	2,316	2,707	76.2%
Continuing Education	749	580	584	- 22.0%
Spring	4,324	6,372	5,679	31.3%
Academic	1,696	2,214	2,421	42.7%
Technical	1,527	2,544	2,794	83.0%
Continuing Education	1,101	1,614	464	- 57.9%
Summer	1,827	2,902	3,244	77.6%
Academic	822	910	1,025	24.7%
Technical	563	1,111	1,120	98.9%
Continuing Education	442	881	1,099	148.6%

Service Area Representation

4. Gap between demographic groups in the area and enrollment.	FY 2005	FY 2010	FY 2011		
	Service difference (% Enr. - % Pop.)	Service difference (% Enr. - % Pop.)	Percent population in service area	Percent credit enrollment	Service difference (% Enr. - % Pop.)
Race/Ethnicity					
White	4.3%	1.1%	74.0%	72.4%	- 1.6%
African American	0.4%	1.5%	7.3%	8.5%	1.2%
Hispanic	- 5.1%	- 7.1%	14.7%	10.0%	- 4.6%
Other	0.3%	4.5%	4.0%	9.0%	5.1%
Gender					
Male	- 12.8%	- 13.7%	52.1%	37.9%	- 14.2%
Female	12.8%	13.7%	47.9%	62.1%	14.2%

5. Annual Semester Credit and Contact Hours				
	FY 2000	FY 2010	FY 2011	% Change FY 2000 to FY 2011
Annual Semester Credit Hours (SCH)	70,071	108,990	119,191	70.1%
Academic	51,196	78,056	86,551	69.1%
Technical	18,875	30,934	32,640	72.9%
Annual Contact Hours	1,608,024	2,473,005	2,663,043	65.6%
Academic	971,077	1,485,664	1,645,552	69.5%
Technical	519,584	895,010	932,519	79.5%
Continuing Education	117,363	92,331	84,972	- 27.6%

6. Financial Aid: Students Receiving Pell Grants				
	Fall 1999	Fall 2008	Fall 2009	Point Change Fall 1999 to Fall 2009
Total	25.2%	30.3%	39.2%	14.0
White	22.6%	29.1%	37.6%	15.0
African American	56.1%	57.9%	69.0%	12.9
Multi-racial one of which is African American	0.0%	0.0%	0.0%	0.0
Hispanic	38.9%	35.4%	43.4%	4.5
Asian	0.0%	15.2%	31.1%	31.1
International	0.0%	0.6%	0.0%	0.0
Other	41.7%	35.8%	40.8%	- 0.9
Gender				
Male	17.8%	22.5%	31.8%	14.0
Female	30.2%	35.3%	43.9%	13.7

7. Full-Time/Part-Time Undergraduate Students	Fall 2000	Fall 2010	Fall 2011	% Change Fall 2000 to Fall 2011
Full-Time Credential Seeking Students				
Total*	1,471	2,416	2,272	54.5%
White	1,261	1,628	1,541	22.2%
African American	113	206	185	63.7%
Multi-racial one of which is African American	0	20	23	N/A
Hispanic	46	236	256	456.5%
Asian	6	21	20	233.3%
International	25	128	93	272.0%
Other	20	177	154	670.0%
Gender				
Male	567	985	923	62.8%
Female	904	1,431	1,349	49.2%
Part-Time Credential Seeking Students				
Total*	1,532	2,571	2,873	87.5%
White	1,365	1,905	2,139	56.7%
African American	69	136	157	127.5%
Multi-racial one of which is African American	0	13	19	N/A
Hispanic	52	247	285	448.1%
Asian	8	28	33	312.5%
International	5	63	71	1320.0%
Other	33	179	169	412.1%
Gender				
Male	650	953	1,056	62.5%
Female	882	1,618	1,817	106.0%

8. First-Time In College Students	Fall 2000	Fall 2010	Fall 2011	% Change Fall 2000 to Fall 2011
Full-Time Credential Seeking Students				
Total*	507	813	755	48.9%
White	419	549	499	19.1%
African American	53	78	57	7.5%
Multi-racial one of which is African American	0	2	10	N/A
Hispanic	14	88	108	671.4%
Asian	1	3	7	600.0%
International	12	25	32	166.7%
Other	8	68	42	425.0%
Gender				
Male	217	354	325	49.8%
Female	290	459	430	48.3%
Part-Time Credential Seeking Students				
Total*	502	251	278	- 44.6%
White	457	177	192	- 58.0%
African American	18	13	20	11.1%
Multi-racial one of which is African American	0	3	1	N/A
Hispanic	18	26	31	72.2%
Asian	1	1	3	200.0%
International	2	8	8	300.0%
Other	6	23	23	283.3%
Gender				
Male	226	122	128	- 43.4%
Female	276	129	150	- 45.7%

*Hispanic students, except international ones, are counted as Hispanic. Students who are "Multi-Racial one of which is African American" are non-international, non-Hispanic students who selected two or more races. Asian includes Asian, Hawaiian, and Pacific Islanders. "Other" includes American Indian, Alaskan Native, Unknown, and two or more races, excluding African American. International students are shown as a separate category. In Institutional Targets, "Multi-Racial one of which is African American" are included in the African American target.

9. Community College Activities: Non-funded and Non-reported	FY 2010		FY 2011	
Contract Training: Enrollment and Contact Hours	Enrollment: 401	Contact Hours: 3,324	Enrollment: 1,281	Contact Hours: 2,056,005
Adult Basic Education: Enrollment as Reported to TEA	1,045		629	
Alternative Certification: Enrollment and Contact Hours	Enrollment: 0	Contact Hours: 0	Enrollment: 0	Contact Hours: 0
G.E.D.: Enrolled in G.E.D. Program	See Adult Basic Ed		300	
G.E.D.: Test Takers	370		95	
G.E.D.: Passed the Test	242		76	

Fall 2011 Unduplicated Enrollment Detail - Grayson County College

By Age

Age	Count	Percent
Less than 18	773	15.0%
18 to 21	1,811	35.1%
22 to 24	559	10.8%
25 to 29	622	12.0%
30 to 34	494	9.6%
Over 35	907	17.6%
N/A	0	0.0%

By Status

Status	Count	Percent
Full-Time	2,279	44.1%
Part-Time	2,887	55.9%

By Type Major

Type Major	Count	Percent
Academic	2,496	48.3%
Technical	2,670	51.7%

By Enrollment Status

Status	Count	Percent
In-District	3,699	71.6%
Out-of-District	1,368	26.5%
Out-of-State	99	1.9%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	611	11.8%

FY 2011 Unduplicated Enrollment Detail - Grayson County College

By Age

Age	Count	Percent
Less than 18	792	8.3%
18 to 21	2,636	27.6%
22 to 24	1,092	11.4%
25 to 29	1,338	14.0%
30 to 34	985	10.3%
Over 35	2,682	28.0%
N/A	43	0.4%

By Type Major

Type Major	Count	Percent
Academic	3,281	34.3%
Technical	3,899	40.8%
Continuing Education	2,388	25.0%

By Enrollment Status

Status	Count	Percent
In-District	5,077	53.1%
Out-of-District	1,901	19.9%
Out-of-State	202	2.1%
Continuing Education	2,388	25.0%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	536	5.6%

FY 2011 Unduplicated Total by Semester Detail - Grayson County College

By Age

Age	Fall	Spring	Summer
Less than 18	668	134	137
18 to 21	1,918	2,036	773
22 to 24	648	745	373
25 to 29	782	791	453
30 to 34	540	636	410
Over 35	1,233	1,318	1,082
N/A	11	19	16

By Race/Ethnicity

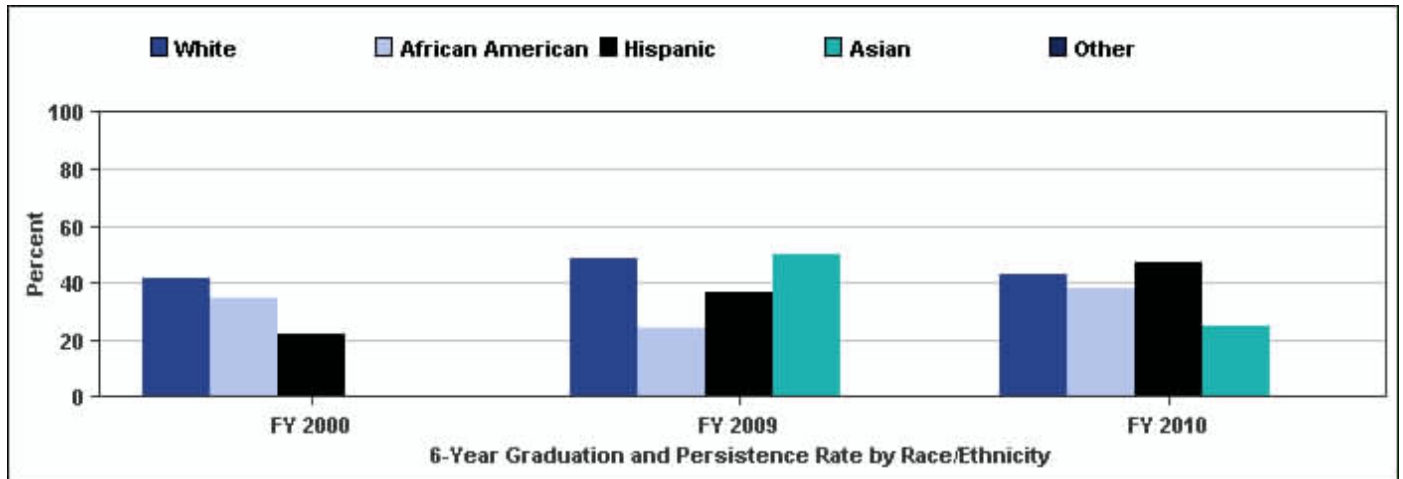
Race/Ethnicity	Fall	Spring	Summer
White	4,125	3,972	2,315
African American	377	393	206
Multi-racial one of which is African American	33	34	16
Hispanic	542	552	294
Asian	59	60	27
International	196	184	88
Other	468	484	298

Success - Key Measures

Graduation and Persistence Rate

10. First-time, full-time, credential-seeking, undergraduates who have graduated or are still enrolled.				
	FY 2000 (Entering Fall 1994 Cohort)	FY 2009 (Entering Fall 2003 Cohort)	FY 2010 (Entering Fall 2004 Cohort)	Point Change FY 2000 to FY 2010
Total	40.1%	45.5%	41.8%	1.7
Race/Ethnicity				
White	41.9%	48.5%	43.1%	1.2
African American	34.3%	24.4%	37.8%	3.5
Hispanic	22.2%	36.4%	46.9%	24.7
Asian	0.0%	50.0%	25.0%	25.0
Native American	0.0%	50.0%	0.0%	0.0
International	0.0%	30.0%	20.0%	20.0
Other	0.0%	0.0%	0.0%	0.0
Gender				
Male	41.3%	42.5%	38.7%	- 2.6
Female	38.9%	47.6%	43.7%	4.8

*Federal reporting of race/ethnicity categories changed effective fall 2010. The new reporting categories will make longitudinal comparisons problematic. Hispanics are identified by an ethnicity question that is separate from the racial question. Hispanic students, except international ones, are identified by the ethnicity question. In addition to the "African American" non-Hispanic category, there is a listing for "Multi-Racial one of which is African American." "Asian" includes Asian, Hawaiian, and Pacific Islanders. "Other" includes American Indian, Alaskan Native, Unknown, and two or more races, excluding African American. International students are shown separately and excluded from the race/ethnicity breakouts.



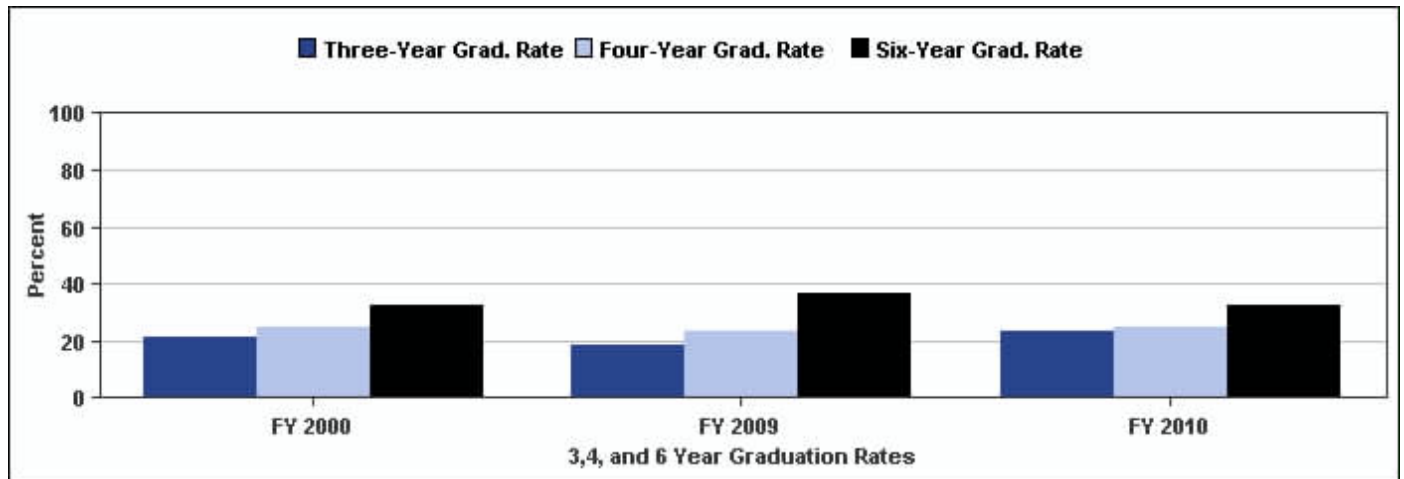
Source: CBM001, CBM002, and CBM009

3, 4, and 6-Year Graduation Rates

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

	FY 2000			FY 2009			FY 2010			Point Change FY 2000 to FY 2010
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		
3-Year graduation rate (Total)	1997	104	(21.0%)	2006	106	(18.5%)	2007	125	(23.5%)	2.5
Baccalaureate or Above	4	(0.8%)		1	(0.2%)		1	(0.2%)		- 0.6
Associates	66	(13.3%)		82	(14.3%)		99	(18.6%)		5.3
Certificate	34	(6.9%)		23	(4.0%)		25	(4.7%)		- 2.2
No Award	392	(79.0%)		466	(81.5%)		407	(76.5%)		- 2.5
4-Year graduation rate (Total)	1996	128	(24.5%)	2005	102	(23.2%)	2006	141	(24.7%)	0.2
Baccalaureate or Above	20	(3.8%)		8	(1.8%)		11	(1.9%)		- 1.9
Associates	73	(14.0%)		63	(14.4%)		99	(17.3%)		3.3
Certificate	35	(6.7%)		31	(7.1%)		31	(5.4%)		- 1.3
No Award	394	(75.5%)		337	(76.8%)		431	(75.3%)		- 0.2
6-Year graduation rate (Total)	1994	115	(32.2%)	2003	190	(36.8%)	2004	158	(32.2%)	0.0
Baccalaureate or Above	47	(13.2%)		45	(8.7%)		49	(10.0%)		- 3.2
Associates	47	(13.2%)		100	(19.4%)		73	(14.9%)		1.7
Certificate	21	(5.9%)		45	(8.7%)		36	(7.3%)		1.4
No Award	242	(67.8%)		326	(63.2%)		333	(67.8%)		0.0

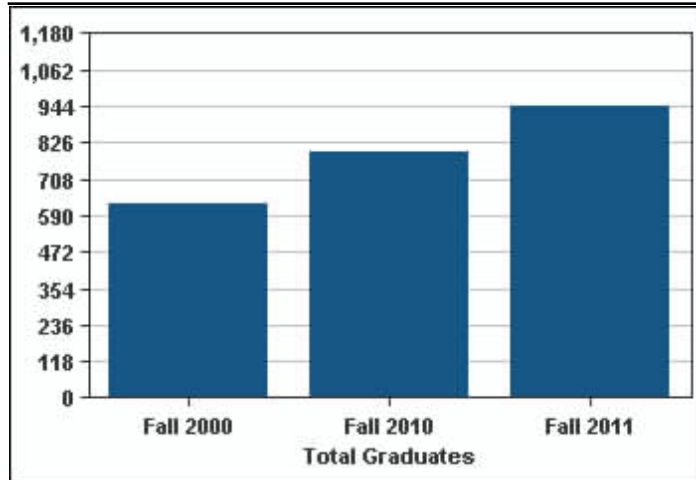
For more data on the 6-year graduation rate, go to: <http://www.txhighereddata.org/Interactive/GradRates.cfm>



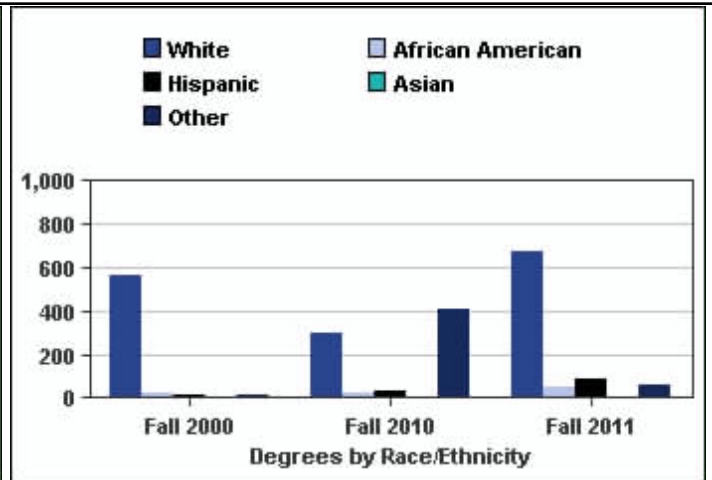
Source: CBM001, CBM002, and CBM009

Degrees and Certificates

12. Number of awards, certificates by type, core completers and field of study completers.						
	FY 2000	FY 2010	FY 2011	% Change FY 2000 to FY 2011	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
Total Degrees and Certificates (Does not include other completers)	631	794	942	49.3%	821	114.7%
White	567	302	671	18.3%		
African American	25	26	50	100.0%		
Multi-racial one of which is African American	0	4	6	N/A		
Hispanic	16	31	88	450.0%		
Asian	3	0	9	200.0%		
International	5	25	59	1080.0%		
Other	15	406	59	293.3%		
Level						
Bachelor of Applied Technology	N/A	N/A	N/A	N/A		
Associates	367	434	521	42.0%	721	72.3%
Certificate 1	217	304	358	65.0%		
Certificate 2	47	56	63	34.0%		
Advanced Technology Certificates	N/A	N/A	N/A	N/A		
Other Completers:						
ESC	N/A	N/A	N/A	N/A		
Core Completers	N/A	67	39	N/A		
Field of Study	N/A	2	N/A	N/A		
Gender						
Male	290	339	402	38.6%		
Female	341	455	540	58.4%		



Source: CBM009



Source: CBM009

Transfers

13. Transfers to a senior institution.									
	FY 2000			FY 2010			FY 2011		
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate	
Cohort	1994	609	(100%)	2004	999	(100%)	2005	610	(100%)
0-12 hours		5	(0.8%)		131	(13.1%)		3	(0.5%)
13-24 hours		12	(2.0%)		39	(3.9%)		5	(0.8%)
25-29 hours		4	(0.7%)		9	(0.9%)		8	(1.3%)
30-42 hours		18	(3.0%)		28	(2.8%)		9	(1.5%)
43+ hours		90	(14.8%)		90	(9.0%)		51	(8.4%)
Non Transfer Completers		77	(12.6%)		116	(11.6%)		112	(18.4%)
Non Completers		403	(66.2%)		586	(58.7%)		422	(69.2%)
All Transfers Total		129	(21.2%)		297	(29.7%)		76	(12.5%)
Awarded Core		0	(0.0%)		24	(2.4%)		10	(1.6%)

Developmental Education

14. Students who successfully complete a college-level course in math, reading and writing. Prepared students are given 1 year. Under-prepared students are given 3 years.

	Fall 2007 Cohort						
	Total	Received Credit pre-matriculation	Number attempting college level course	Percent attempting college level course	College level course completion (grade A, B, or C)	College level course completion (grade A, B, C) (percent of those attempting college level)	College level course completion(grade A, B, C) or pre-matriculation credit (percent of total)
Number of FTIC students	707						
Met state standards in all areas							
Math	326	15	109	33.4%	60	55.0%	23.0%
Reading	326	0	34	10.4%	20	58.8%	6.1%
Writing	326	57	176	54.0%	123	69.9%	55.2%
All students below state standard							
Math	210	N/A	31	14.8%	23	74.2%	11.0%
Reading	132	N/A	45	34.1%	21	46.7%	15.9%
Writing	120	N/A	51	42.5%	36	70.6%	30.0%
Not met state standards:							
In all three areas							
Math	51	N/A	5	9.8%	5	100.0%	9.8%
Reading	51	N/A	13	25.5%	8	61.5%	15.7%
Writing	51	N/A	18	35.3%	12	66.7%	23.5%
Math							
Not requiring developmental education	73	3	31	42.5%	17	54.8%	23.3%
Requiring developmental education	159	N/A	26	16.4%	18	69.2%	11.3%
Unknown / Not tested	98	N/A	9	9.2%	7	77.8%	7.1%
Reading							
Not requiring developmental education	159	0	22	13.8%	10	45.5%	6.3%
Requiring developmental education	81	N/A	32	39.5%	13	40.6%	16.0%
Unknown / Not tested	90	N/A	7	7.8%	4	57.1%	4.4%
Writing							
Not requiring developmental education	172	10	86	50.0%	49	57.0%	28.5%
Requiring developmental education	69	N/A	33	47.8%	24	72.7%	34.8%
Unknown / Not tested	89	N/A	13	14.6%	7	53.8%	7.9%

Success - Contextual Measures

15. Persistence Rates	Entering Cohort Fall 2000	Entering Cohort Fall 2009	Entering Cohort Fall 2010	Point Change Fall 2000 to Fall 2010
First-time Undergraduate Persistence rate after one year				
Total	66.3%	64.5%	56.9%	- 9.4
Same institution	55.6%	57.3%	50.6%	- 5.0
Other institutions	10.7%	7.2%	6.3%	- 4.4
White	66.5%	63.3%	59.6%	- 6.9
Same institution	56.8%	55.4%	53.6%	- 3.2
Other institutions	9.7%	7.9%	6.1%	- 3.6
African American	72.5%	70.0%	38.8%	- 33.7
Same institution	49.0%	61.7%	32.5%	- 16.5
Other institutions	23.5%	8.3%	6.3%	- 17.2
Hispanic	71.4%	65.2%	61.6%	- 9.8
Same institution	64.3%	60.9%	54.7%	- 9.6
Other institutions	7.1%	4.3%	7.0%	- 0.1
Asian	100.0%	75.0%	100.0%	0.0
Same institution	100.0%	75.0%	66.7%	- 33.3
Other institutions	0.0%	0.0%	33.3%	33.3
International	27.3%	62.5%	48.0%	20.7
Same institution	27.3%	62.5%	44.0%	16.7
Other institutions	0.0%	0.0%	4.0%	4.0
Other	57.1%	68.2%	52.2%	- 4.9
Same institution	57.1%	63.6%	44.8%	- 12.3
Other institutions	0.0%	4.5%	7.5%	7.5

	Entering Cohort Fall 2000	Entering Cohort Fall 2008	Entering Cohort Fall 2009	Point Change Fall 2000 to Fall 2009
First-time Undergraduate Persistence rate after two years				
Total	49.1%	49.1%	46.6%	- 2.5
Same institution	26.8%	37.0%	31.1%	4.3
Other institutions	22.3%	12.0%	15.5%	- 6.8
White	50.4%	48.9%	45.6%	- 4.8
Same institution	28.7%	36.4%	28.3%	- 0.4
Other institutions	21.7%	12.5%	17.3%	- 4.4
African American	46.5%	40.8%	47.4%	0.9
Same institution	16.3%	32.7%	36.8%	20.5
Other institutions	30.2%	8.2%	10.5%	- 19.7
Hispanic	57.1%	59.3%	48.4%	- 8.7
Same institution	21.4%	42.6%	37.5%	16.1
Other institutions	35.7%	16.7%	10.9%	- 24.8
Asian	100.0%	75.0%	50.0%	- 50.0
Same institution	100.0%	50.0%	50.0%	- 50.0
Other institutions	0.0%	25.0%	0.0%	0.0
International	9.1%	68.4%	57.1%	48.0
Same institution	9.1%	68.4%	57.1%	48.0
Other institutions	0.0%	0.0%	0.0%	0.0
Other	33.3%	30.0%	52.4%	19.1
Same institution	16.7%	20.0%	38.1%	21.4
Other institutions	16.7%	10.0%	14.3%	- 2.4

16. Awards in STEM Fields	FY 2000	FY 2010	FY 2011	% Change FY 2000 to FY 2011	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
Fields						
Computer Science	40	3	6	- 85.0%	6	100.0%
Engineering	91	65	90	- 1.1%	97	92.8%
Math	8	11	7	- 12.5%	15	46.7%
Physical Science	2	2	4	100.0%	4	100.0%
Level						
Degrees in Critical Fields Bachelor of Applied Technology	0	0	0	N/A		
Associates	64	30	36	- 43.8%		
Cert 1	77	51	71	- 7.8%		
Cert 2	0	0	0	N/A		
Degrees in Critical Fields Advanced Technology Certificate	0	0	0	N/A		

17. Awards in Nursing	FY 2000	FY 2010	FY 2011	% Change FY 2000 to FY 2011	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
Total	106	120	180	69.8%	120	150.0%
Associates	72	64	117	62.5%		
Cert 1	0	0	0	N/A		
Cert 2	34	56	63	85.3%		
Advanced Technology Certificate	0	0	0	N/A		
ESC	0	0	0	N/A		
Field of Study	0	0	0	N/A		

18. Awards in Allied Health	FY 2000	FY 2010	FY 2011	% Change FY 2000 to FY 2011	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
Total	36	104	98	172.2%	156	62.8%
Associates	8	41	39	387.5%		
Cert 1	16	63	59	268.8%		
Cert 2	12	0	0	-100.0%		
Advanced Technology Certificate	0	0	0	N/A		
ESC	0	0	0	N/A		

19. Teacher Production and Certification	FY 2008	FY 2009	FY 2010
Students taking the certification exams	N/A	N/A	N/A
Race/Ethnicity			
White	N/A	N/A	N/A
African American	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A
Other	N/A	N/A	N/A
Gender			
Male	N/A	N/A	N/A
Female	N/A	N/A	N/A
Students passing the certification exams	N/A	N/A	N/A
Race/Ethnicity			
White	N/A	N/A	N/A
African American	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A
Other	N/A	N/A	N/A
Gender			
Male	N/A	N/A	N/A
Female	N/A	N/A	N/A

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

20. Graduate Status After Graduation	FY 2008		FY 2009		FY 2010		Point Change FY 2008 to FY 2010
Academic							
Employed Only	126	54.3%	117	50.4%	105	45.1%	- 21.0
Employed and Enrolled (in Senior Institutions)	31	13.4%	29	12.5%	45	19.3%	14.0
Enrolled Only (in Senior Institutions)	53	22.8%	41	17.7%	35	15.0%	- 18.0
Enrolled Only (in Community Colleges)	8	3.4%	13	5.6%	17	7.3%	9.0
Not Found	14	6.0%	32	13.8%	31	13.3%	17.0
Technical							
Employed Only	341	86.5%	346	86.5%	354	78.0%	13.0
Employed and Enrolled (in Senior Institutions)	8	2.0%	5	1.3%	8	1.8%	0.0
Enrolled Only (in Senior Institutions)	2	0.5%	7	1.8%	11	2.4%	9.0
Enrolled Only (in Community Colleges)	26	6.6%	26	6.5%	47	10.4%	21.0
Not Found	17	4.3%	16	4.0%	34	7.5%	17.0

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

21. Marketable Skills Awards	FY 2002	FY 2010	FY 2011	Point Change FY 2002 to FY 2011
Marketable Skills Completers	0	134	76	N/A
Race/Ethnicity				
White	0	114	59	N/A
African American	0	5	4	N/A
Multi-racial one of which is African American	0	0	0	N/A
Hispanic	0	5	5	N/A
Asian	0	2	1	N/A
International	0	0	0	N/A
Other	0	8	7	N/A
Gender				
Male	0	96	47	N/A
Female	0	38	29	N/A

22. Associate of Arts in Teaching Awards	FY 2000	FY 2010	FY 2011	Percent Change FY 2000 to FY 2011
Total	0	26	27	N/A
Race/Ethnicity				
White	0	7	18	N/A
African American	0	1	1	N/A
Hispanic	0	1	5	N/A
Multi-racial one of which is African American	0	0	0	N/A
Asian	0	0	0	N/A
International	0	0	0	N/A
Other	0	17	3	N/A
Gender				
Male	0	3	0	N/A
Female	0	23	27	N/A

Fall 2007 Cohort							
	Total	Number attempting developmental education	Percent attempting developmental education	TSI obligations met (of those attempting developmental education)	TSI obligations met (of total)	TSI obligations met (percent of those attempting developmental education)	TSI obligations met (percent of total)
Developmental Education							
23. Under-prepared students are given 2 years to satisfy their TSI obligation.							
Number of FTIC students	707						
Met state standards in all areas							
Math	326	21	6.4%	N/A	N/A	N/A	N/A
Reading	326	1	0.3%	N/A	N/A	N/A	N/A
Writing	326	1	0.3%	N/A	N/A	N/A	N/A
All students below state standard							
Math	210	190	90.5%	67	76	35.3%	36.2%
Reading	132	92	69.7%	58	88	63.0%	66.7%
Writing	120	89	74.2%	43	67	48.3%	55.8%
Not met state standards:							
In all three areas							
Math	51	45	88.2%	14	16	31.1%	31.4%
Reading	51	40	78.4%	23	31	57.5%	60.8%
Writing	51	42	82.4%	21	28	50.0%	54.9%
Met state standards in at least one area:							
Math							
Not requiring developmental education	73	5	6.8%	N/A	N/A	N/A	N/A
Requiring developmental education	159	145	91.2%	53	60	36.6%	37.7%
Unknown / Not tested	98	23	23.5%	3	28	13.0%	28.6%
Reading							
Not requiring developmental education	159	2	1.3%	N/A	N/A	N/A	N/A
Requiring developmental education	81	52	64.2%	35	57	67.3%	70.4%
Unknown / Not tested	90	12	13.3%	4	33	33.3%	36.7%
Writing							
Not requiring developmental education	172	3	1.7%	N/A	N/A	N/A	N/A
Requiring developmental education	69	47	68.1%	22	39	46.8%	56.5%
Unknown / Not tested	89	11	12.4%	5	38	45.5%	42.7%

For additional detail on developmental education outcomes, including yearly changes, go to: <http://www.txhighereddata.org/reports/performance/devdev/>

Fall 2007 Cohort			
	Total	Number returning (Fall 2008)	Percent returning (Fall 2008)
24. Developmental Education: Underprepared and prepared students returning in fall.			
Number of FTIC students	707		
Met state standards in all areas	326	239	73.3%
Not met state standards:			
In all three areas	51	29	56.9%
Math			
Not requiring developmental education	73	51	69.9%
Requiring developmental education	159	85	53.5%
Unknown / Not tested	98	45	45.9%
Reading			
Not requiring developmental education	159	84	52.8%
Requiring developmental education	81	56	69.1%
Unknown / Not tested	90	41	45.6%
Writing			
Not requiring developmental education	172	101	58.7%
Requiring developmental education	69	40	58.0%
Unknown / Not tested	89	40	44.9%

	Fall 2000	Fall 2009	Fall 2010	%/Point Change Fall 2000 to Fall 2010
25. Course Completion Rate for Undergraduate State Funded Semester Credit Hours				
Beginning semester credit hours	32,235	46,891	51,776	60.6%
Ending semester credit hours	27,683	40,844	46,584	68.3%
Completion rate	85.9%	87.1%	90.0%	4.1

Graduates Detail (FY 2011)- Grayson County College

Success

By 2015, increase by 50 percent the number of degrees, certificates, and other identifiable student successes from high quality programs.

By Level, Race/Ethnicity:

Race/Ethnicity	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
White	345	272	54	0	671
African American	34	14	2	0	50
Multi-racial one of which is African American	6	0	0	0	6
Hispanic	46	39	3	0	88
Asian	7	0	2	0	9
International	46	13	0	0	59
Other	37	20	2	0	59

By Level, Gender:

Gender	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Male	179	214	9	0	402
Female	342	144	54	0	540

By Level, Type Major:

Type Major	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Academic	282	0	0	0	282
Technical	239	358	63	0	660
Continuing Education	0	0	0	0	0

Graduates Success Detail (FY 2010)- Grayson County College

Academic

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	36	34.3%
African American	1	1.0%
Hispanic	3	2.9%
Asian	0	0.0%
Native American	0	0.0%
International	1	1.0%
Other	64	61.0%

Gender:

Gender	Number	Percent of Cohort
Male	31	29.5%
Female	74	70.5%

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	16	35.6%
African American	1	2.2%
Hispanic	0	0.0%
Asian	0	0.0%
Native American	0	0.0%
International	1	2.2%

Other 27 60.0%

Gender:

Gender	Number	Percent of Cohort
Male	14	31.1%
Female	31	68.9%

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	12	34.3%
African American	2	5.7%
Hispanic	1	2.9%
Asian	0	0.0%
Native American	0	0.0%
International	1	2.9%
Other	19	54.3%

Gender:

Gender	Number	Percent of Cohort
Male	15	42.9%
Female	20	57.1%

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	13	76.5%
African American	1	5.9%
Hispanic	1	5.9%
Asian	0	0.0%
Native American	0	0.0%
International	0	0.0%
Other	2	11.8%

Gender:

Gender	Number	Percent of Cohort
Male	5	29.4%
Female	12	70.6%

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	5	16.1%
African American	1	3.2%
Hispanic	1	3.2%
Asian	0	0.0%
Native American	0	0.0%
International	3	9.7%
Other	21	67.7%

Gender:

Gender	Number	Percent of Cohort
Male	10	32.3%
Female	21	67.7%

Technical

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
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White	138	39.0%
African American	16	4.5%
Hispanic	14	4.0%
Asian	0	0.0%
Native American	8	2.3%
International	2	0.6%
Other	176	49.7%

Gender:

Gender	Number	Percent of Cohort
Male	150	42.4%
Female	204	57.6%

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	4	50.0%
African American	0	0.0%
Hispanic	0	0.0%
Asian	0	0.0%
Native American	0	0.0%
International	0	0.0%
Other	4	50.0%

Gender:

Gender	Number	Percent of Cohort
Male	4	50.0%
Female	4	50.0%

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	7	63.6%
African American	1	9.1%
Hispanic	1	9.1%
Asian	0	0.0%
Native American	0	0.0%
International	0	0.0%
Other	2	18.2%

Gender:

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

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	32	68.1%
African American	1	2.1%
Hispanic	3	6.4%
Asian	0	0.0%
Native American	4	8.5%
International	2	4.3%
Other	5	10.6%

Gender:

Gender	Number	Percent of Cohort
Male	30	63.8%

Female 17 36.2%

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	9	26.5%
African American	0	0.0%
Hispanic	1	2.9%
Asian	0	0.0%
Native American	1	2.9%
International	0	0.0%
Other	23	67.6%

Gender:

Gender	Number	Percent of Cohort
Male	12	35.3%
Female	22	64.7%

Transfer Detail (FY 2011) - Grayson County College

Transfer Measure Detail

Transfers to Senior Institutions						
	All Students		Academic Students		Technical Students	
Fall 2011 Cohort	610	(100%)	428	(100%)	182	(100%)
0-12 hours	3	(0.5%)	3	(0.7%)	0	(0.0%)
13-24 hours	5	(0.8%)	4	(0.9%)	1	(0.5%)
25-29 hours	8	(1.3%)	8	(1.9%)	0	(0.0%)
30-42 hours	9	(1.5%)	9	(2.1%)	0	(0.0%)
43+ hours	51	(8.4%)	39	(9.1%)	39	(9.1%)
Non Transfer Completers	112	(18.4%)	74	(17.3%)	38	(20.9%)
Non Completers	422	(69.2%)	291	(68.0%)	131	(72.0%)
All Transfers Total	76	(12.5%)	63	(14.7%)	13	(7.1%)
Awarded Core	10	(1.6%)	10	(2.3%)	0	(0.0%)

Excellence - Key Measures

Licensure Rate

26. Pass rate for excellent programs whose graduates are required to pass a licensure exam to practice in the field.								
CIP	Program	2008		2009		2010		Pass Rate
		Number Passing	Pass Rate	Number Passing	Pass Rate	Number Passing	Pass Rate	
12041000	Nail Technician/Specialist and Manicurist	1	100.0%	1	100.0%	3	100.0%	
43010700	Criminal Justice/Police Science	35	100.0%	32	100.0%	52	90.0%	
51060100	Dental Assisting/Assistant	24	100.0%	24	100.0%	25	100.0%	
51091100	Radiologic Technology/Science - Radiographer	22	100.0%	22	95.0%	20	95.0%	

Excellence - Contextual Measures

27. Certification and Licensure	FY 2004	FY 2010	FY 2011	Point Change FY 2004 to FY 2011
Pass rate on state or national exams.	89.1%	N/A	N/A	N/A

Quality Enhancement Plan

28. Quality Enhancement Plan
GCC's QEP is Got Math? We will receive approval of our QEP in June 2012 from SACSCOC. This QEP transforms developmental math program into a two-path system that will incorporate learner support in the forms of anxiety reduction and increased student ownership of the educational process. Failure to enter college-level math keeps any degree-seeking student from success. Fall 2009, 30% of our students needed developmental education. Of that group of students, 64% were not college ready in math. THECB reported that the 2005 cohort of students in developmental math were far less successful than their peers in other developmental subjects. THECB also shows the three-year persistence rate for this cohort at GCC is 26.9% compared to peer institutions at 36.9%. Developmental math student learning outcomes clearly describe learning that should occur at each stage so that the cumulative math skills of students meet College Readiness Standards.

Excellent Programs

29. Excellent Programs

Highlighted Excellent Programs 1

Grayson County College Associate Degree Nursing Program received formal notification from the National League for Nursing Accrediting Commission (NLNAC) that it had received continuing accreditation for the next 8 years (until spring 2019). http://www.grayson.edu/WebSite/adminGCC/programFiles/brochure/ADN_header.pdf
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Highlighted Excellent Programs 2

Grayson County College's Honors Program seeks to promote excellence in education through learning-centered honors sections of core courses and participation in the cultural, social, and public service activities of the campus and community. http://www.grayson.edu/website/ApplyNow/honorsCollege.aspx?GroupPage=Programs
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30. Significant Recognitions - 2010

Number of members in Phi Theta Kappa	500
Number of students eligible for Phi Theta Kappa membership	1035
Number of students in service learning programs	
Exemplary programs or citations/Other national recognitions: National Award for Employer Partnership for It's My Life, National Association of Tech Prep Leaders, http://www.grayson.edu/videoFour.htm	
Selected by GI Jobs Magazine as a Military Friendly School which places GCC in the top 15% of schools nationwide.	
Three students from Medical Laboratory Tech Program were recipients of the American Society for Clinical Pathology (ASCP) National Student Honor Award.	

Significant Recognitions - 2011:

Number of members in Phi Theta Kappa	500
Number of students eligible for Phi Theta Kappa membership	931
Number of students in service learning programs	352
Exemplary programs or citations/Other national recognitions: Our theatre department entered its production of Out Town in the Kennedy Center American College Theatre Festival in November, 2010, and received the following recognitions: Three Irene Ryan Acting Award Nominations to students Excellence in Ensemble Acting to the entire cast Excellence in Set Design (Adjunct faculty) Excellence in Costume Design (student) Excellence in Light Design (faculty) Excellence in Directing (faculty) Excellence in Original Music Design (student) Excellence in Stage Management (student)	
After conducting the first annual "Welding Rodeo" in spring 2011 the Grayson County Welding Program received a \$10,000 grant from the National Endowment for the Arts to assist in conducting the second annual program.	

Mary Linder, advisor for Phi Theta Kappa, received recognition for the second consecutive year in Texas with the Horizon Award for outstanding advisors. She also won the International Paragon Award for New Advisors, which recognizes distinguished service by chapter advisors who have served less than four years.

Women's Basketball 2010-2011 - Conference Champs, Regional Champs, 5th place at Nationals

Men's Baseball 2010-2011 - Conference Champs, Regional Champs, Qualified for World Series

Institutional Efficiency and Effectiveness - Key Measures

Institutional Support

31. Institutional support as a percent of total operating expenses.				
	FY 2000	FY 2010	FY 2011	Point Change FY 2000 to FY 2011
Institutional support as a percent of total operating expenditures	12.0%	N/A	N/A	N/A

Tuition and Fees

32. Tuition and fees for 30 SCH.				
	FY 2000	FY 2011	FY 2012	Percent Change FY 2000 to FY 2012
Tuition and fees for 30 SCH in two semesters	\$973	\$1,751	\$1,909	96.2%

Institutional Efficiency and Effectiveness - Contextual Measures

33. Faculty	Fall 2000	Fall 2009	Fall 2010	Percent Change Fall 2000 to Fall 2010
Full-Time Total*	78	65	86	10.3%
Race/Ethnicity				
White	74 (94.9%)	62 (95.4%)	71 (82.6%)	- 4.1%
African American	2 (2.6%)	1 (1.5%)	2 (2.3%)	0.0%
Multi-racial one of which is African American	0 (0.0%)	0 (0.0%)	1 (1.2%)	N/A
Hispanic	1 (1.3%)	2 (3.1%)	5 (5.8%)	400.0%
Asian	1 (1.3%)	0 (0.0%)	1 (1.2%)	0.0%
International	1 (1.3%)	0 (0.0%)	1 (1.2%)	0.0%
Other	0 (0.0%)	0 (0.0%)	5 (5.8%)	N/A
Gender				
Male	38 (48.7%)	30 (46.2%)	33 (38.4%)	- 13.2%
Female	40 (51.3%)	35 (53.8%)	53 (61.6%)	32.5%
Part-Time Total*	82	129	140	70.7%
Race/Ethnicity				
White	77 (93.9%)	109 (84.5%)	113 (80.7%)	46.8%
African American	1 (1.2%)	4 (3.1%)	4 (2.9%)	300.0%
Multi-racial one of which is African American	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Hispanic	3 (3.7%)	4 (3.1%)	8 (5.7%)	166.7%
Asian	0 (0.0%)	4 (3.1%)	2 (1.4%)	N/A
International	1 (1.2%)	1 (0.8%)	2 (1.4%)	100.0%
Other	0 (0.0%)	7 (5.4%)	11 (7.9%)	N/A
Gender				
Male	47 (57.3%)	54 (41.9%)	56 (40.0%)	19.1%
Female	35 (42.7%)	75 (58.1%)	84 (60.0%)	140.0%

*Hispanic students, except international ones, are counted as Hispanic. Students who are "Multi-Racial one of which is African American" are non-international, non-Hispanic students who selected two or more races. Asian includes Asian, Hawaiian, and Pacific Islanders. "Other" includes American Indian, Alaskan Native, Unknown, and two or more races, excluding African American. International students are shown as a separate category. In Institutional Targets, "Multi-Racial one of which is African American" are included in the African American target.

	Fall 2000	Fall 2009	Fall 2010	Percent/Point Change Fall 2000 to Fall 2010
34. FTE Student/FTE Faculty Ratio	21:1	30:1	27:1	28.6%
35. Contact Hours	687,684	1,005,584	1,115,320	62.2%
Taught by full-time faculty	77.4%	66.2%	66.1%	- 11.3
Taught by part-time faculty	22.6%	33.8%	33.9%	11.3

Institutional Efficiency and Effectiveness - Finance Measures

Finances per FTE Student

36. Funds by source divided by full-time equivalent students				
	FY 2000	FY 2010	FY 2011	% Change FY 2000 to FY 2011
Total revenues per FTE student	7,574	11,250	10,574	39.6%
State funds per FTE student	3,182 (42.0%)	2,482 (22.1%)	2,264 (21.4%)	- 28.8%

Local funds per FTE student	1,591 (21.0%)	3,338 (29.7%)	2,307 (21.8%)	45.0%
Tuition and Fees per FTE student	1,253 (16.5%)	1,993 (17.7%)	2,137 (20.2%)	70.6%
Federal revenue per FTE student	1,111 (14.7%)	2,785 (24.8%)	3,263 (30.9%)	193.7%

37. Expenditures per full-time equivalent students				
	FY 2000	FY 2010	FY 2011	% Change FY 2000 to FY 2011
Total expenditures per FTE student	6,757	9,970	8,307	22.9%
Instructional expenditures per FTE student	3,089 (45.7%)	3,411 (34.2%)	3,279 (39.5%)	6.2%
Institution Support expenditures per FTE student	783 (11.6%)	953 (9.6%)	935 (11.3%)	19.4%
Academic Support expenditures per FTE student	343 (5.1%)	418 (4.2%)	373 (4.5%)	8.7%

38. Financial Viability Ratio				
	FY 2003	FY 2010	FY 2011	Point Change FY 2003 to FY 2011
Financial Viability Ratio	0.9%	0.4%	0.4%	- 0.4

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

Milestones

	FY 2009	FY 2010	FY 2011	% Change FY 2009 to FY 2011
39 Milestones				
Annual Momentum Point Total	4,448	5,491	N/A	N/A
Math Readiness	123	163	N/A	N/A
Reading/Writing Readiness	168	180	N/A	N/A
Students Who Pass First College-Level Math Course	210	466	N/A	N/A
Students Who Complete 15 SCH	1,480	1,863	N/A	N/A
Students Who Complete 30 SCH	879	1,097	N/A	N/A
Students Who Transfer to a 4-Year Institution	268	296	N/A	N/A
Students Who Receive a Degree or Certificate	1,320	1,426	N/A	N/A