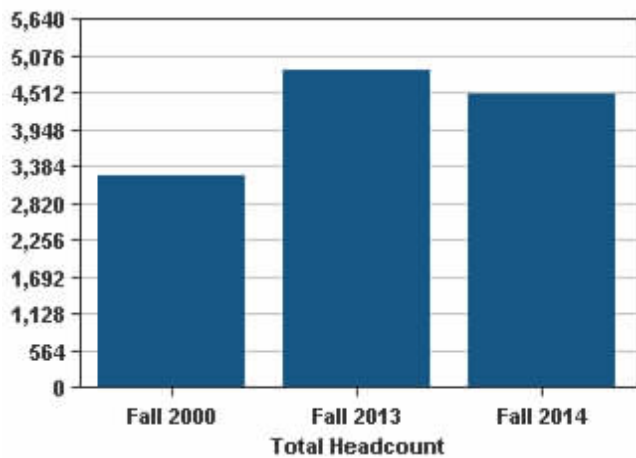


Grayson College
Accountability Report
January 2015

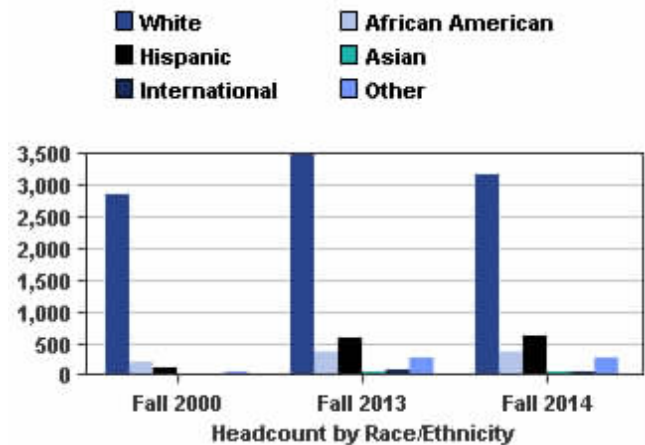
Participation - Key Measures

Enrollment

1. Fall Headcount (Unduplicated)									
	Fall 2000		Fall 2013		Fall 2014		% Change Fall 2000 to 2014	Institutional Closing the Gaps Target- Fall 2015	Closing the Gaps Completion
Total (does not include flex entry)	3,260		4,872		4,511		38.4%	5,601	80.5 %
White	2,860	(87.7%)	3,490	(71.6%)	3,167	(70.2%)	10.7%	3,741	84.7%
African American	192	(5.9%)	370	(7.6%)	361	(8.0%)	88.0%	388	93.0%
Hispanic	106	(3.3%)	592	(12.2%)	610	(13.5%)	475.5%	621	98.2%
Asian	15	(0.5%)	61	(1.3%)	44	(1.0%)	193.3%		
International	30	(0.9%)	83	(1.7%)	49	(1.1%)	63.3%		
Other	57	(1.7%)	276	(5.7%)	280	(6.2%)	391.2%		
Gender									
Male	1,333	(40.9%)	1,981	(38.3%)	1,809	(40.1%)	35.7%		
Female	1,927	(59.1%)	2,891	(61.7%)	2,702	(59.9%)	40.2%		
Flex Entry	133		302		N/A		N/A		



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 2013		FY 2014		% Change FY 2000 to 2014
Total	6,767		8,768		8,799		30.0%
White	6,019	(88.9%)	6,115	(69.7%)	6,061	(68.9%)	0.7%
African American	374	(5.5%)	627	(7.2%)	629	(7.1%)	68.2%
Hispanic	178	(2.6%)	1,038	(11.8%)	1,048	(11.9%)	488.8%
Asian	52	(0.8%)	114	(1.3%)	110	(1.3%)	111.5%
International	37	(0.5%)	171	(2.0%)	101	(1.1%)	173.0%
Other	107	(1.6%)	703	(8.0%)	850	(9.7%)	694.4%
Gender							
Male	3,103	(45.9%)	3,463	(40.0%)	3,789	(43.1%)	22.1%
Female	3,664	(54.1%)	5,305	(60.0%)	5,010	(56.9%)	36.7%

Participation - Contextual Measures

3. Enrollment by Semester	FY 2000	FY 2013	FY 2014	% Change FY 2000 to 2014
Fall	4,078	5,354	5,543	35.9%
Academic	1,793	2,416	2,640	47.2%
Technical	1,536	2,451	2,328	51.6%
Continuing Education	749	487	575	-23.2%
Spring	4,324	5,834	5,902	36.5%
Academic	1,696	2,380	2,418	42.6%
Technical	1,527	2,418	2,165	41.8%
Continuing Education	1,101	1,036	1,319	19.8%
Summer	1,827	2,727	2,635	44.2%
Academic	822	944	895	8.9%
Technical	563	941	913	62.2%
Continuing Education	442	842	827	87.1%

Service Area Representation

4. Gap between demographic groups in the area and enrollment.	FY 2005	FY 2013	FY 2014		
	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%	-2.6%	74.4%	71.4%	-3.0%
African American	0.4%	2.0%	6.5%	9.0%	2.5%
Hispanic	-5.1%	-2.7%	14.5%	12.6%	-1.9%
Other	0.3%	3.3%	4.5%	7.0%	2.5%
Gender					
Male	-12.8%	-12.4%	50.7%	39.5%	-11.2%
Female	12.8%	12.4%	49.3%	60.5%	11.2%

5. Annual Semester Credit and Contact Hours	FY 2000	FY 2013	FY 2014	% Change FY 2000 to 2014
Annual Semester Credit Hours (SCH)	70,071	104,214	102,569	46.4%
Academic	51,196	74,115	72,679	42.0%
Technical	18,875	30,099	29,890	58.4%
Annual Contact Hours	1,608,024	2,278,150	2,281,971	41.9%
Academic	971,077	1,366,032	1,350,448	39.1%
Technical	519,584	849,950	869,056	67.3%
Continuing Education	117,363	62,168	62,467	-46.8%
Distance Education Hours				
Hybrid/Blended on campus	0	6,845	6,684	N/A
Fully-distance education/Internet	4,036	26,418	26,690	561.3%

6. Financial Aid: Students Receiving Pell Grants	Fall 1999	Fall 2011	Fall 2012	Point Change Fall 1999 to Fall 2012
Total*	25.2%	48.3%	43.7%	18.5
White	22.6%	46.1%	41.6%	19.0
African American	56.1%	70.4%	68.2%	12.1
Hispanic	38.9%	52.0%	46.9%	8.0
Asian	0.0%	43.4%	43.3%	43.3
International	0.0%	37.8%	26.8%	26.8
Other	41.7%	47.4%	44.3%	2.6
Gender				
Male	17.8%	41.3%	39.9%	22.1
Female	30.2%	52.6%	46.1%	15.9

*Please note: The source for this Pell data is the Coordinating Board's financial aid database; Pell data found in the institutional online resumes is produced using IPEDS data and may not match.

7. Full-Time/Part-Time Undergraduate Students	Fall 2000	Fall 2013	Fall 2014	% Change Fall 2000 to Fall 2014
Credential-Seeking Undergraduate Students (Full- and Part- Time)				
Total	3,003	4,864	4,487	49.4%
Full-Time Credential Seeking Students				
Total*	1,471	1,956	1,752	19.1%
White	1,261 (85.7%)	1,368 (69.9%)	1,175 (67.1%)	-6.8%
African American	113 (7.7%)	169 (8.6%)	177 (10.1%)	56.6%
Hispanic	46 (3.1%)	249 (12.7%)	265 (15.1%)	476.1%
Asian	6 (0.4%)	24 (1.2%)	12 (0.7%)	100.0%
International	25 (1.7%)	46 (2.4%)	31 (1.8%)	24.0%
Other	20 (1.4%)	100 (5.1%)	92 (5.3%)	360.0%

Gender						
Male	567	(38.5%)	858	(43.9%)	764	(43.6%)
Female	904	(61.5%)	1,098	(56.1%)	988	(56.4%)
Part-Time Credential Seeking Students						
Total*	1,532		2,908		2,735	78.5%
White	1,365	(89.1%)	2,116	(72.8%)	1,974	(72.2%)
African American	69	(4.5%)	201	(6.9%)	183	(6.7%)
Hispanic	52	(3.4%)	341	(11.7%)	341	(12.5%)
Asian	8	(0.5%)	37	(1.3%)	32	(1.2%)
International	5	(0.3%)	37	(1.3%)	18	(0.7%)
Other	33	(2.2%)	176	(6.1%)	187	(6.8%)
Gender						
Male	650	(42.4%)	1,118	(38.4%)	1,033	(37.8%)
Female	882	(57.6%)	1,790	(61.6%)	1,702	(62.2%)

8. First-Time In College Students	Fall 2000	Fall 2013	Fall 2014	% Change Fall 2000 to Fall 2014			
Credential-Seeking Undergraduate Students (Full- and Part- Time)							
Total	1,009	968	860	- 14.8%			
Full-Time Credential Seeking Students							
Total*	507	688	610	20.3%			
White	419	(82.6%)	492	(71.5%)	395	(64.8%)	- 5.7%
African American	53	(10.5%)	52	(7.6%)	66	(10.8%)	24.5%
Hispanic	14	(2.8%)	96	(14.0%)	111	(18.2%)	692.9%
Asian	1	(0.2%)	5	(0.7%)	3	(0.5%)	200.0%
International	12	(2.4%)	10	(1.5%)	4	(0.7%)	- 66.7%
Other	8	(1.6%)	33	(4.8%)	31	(5.1%)	287.5%
Gender							
Male	217	(42.8%)	313	(45.5%)	274	(44.9%)	26.3%
Female	290	(57.2%)	375	(54.5%)	336	(55.1%)	15.9%
Part-Time Credential Seeking Students							
Total*	502		280		250		- 50.2%
White	457	(91.0%)	184	(65.7%)	165	(66.0%)	- 63.9%
African American	18	(3.6%)	34	(12.1%)	19	(7.6%)	5.6%
Hispanic	18	(3.6%)	44	(15.7%)	43	(17.2%)	138.9%
Asian	1	(0.2%)	3	(1.1%)	2	(0.8%)	100.0%
International	2	(0.4%)	0	(0.0%)	1	(0.4%)	- 50.0%
Other	6	(1.2%)	15	(5.4%)	20	(8.0%)	233.3%
Gender							
Male	226	(45.0%)	147	(52.5%)	120	(48.0%)	- 46.9%
Female	276	(55.0%)	133	(47.5%)	130	(52.0%)	- 52.9%

*Hispanic students, except international ones, are counted as Hispanic. Students who are "Multi-Racial one of which is African American" are included with the African American students. 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.

9. Community College Activities: Non-funded and Non-reported	FY 2013	FY 2014
Contract Training: Enrollment	1,132	2,970
Adult Basic Education: Enrollment as Reported to TEA	986	774
G.E.D.: Enrolled in G.E.D. Program	404	465

Fall 2014 Unduplicated Enrollment Detail - Grayson College

By Age

Age	Count	Percent
Less than 18	887	19.7%
18 to 21	1,536	34.1%
22 to 24	504	11.2%
25 to 29	503	11.2%
30 to 34	343	7.6%
Over 35	738	16.4%
N/A	0	0.0%

By Status

Status	Count	Percent
Full-Time	1,755	38.9%
Part-Time	2,756	61.1%

By Type Major

Type Major	Count	Percent
Academic	2,611	57.9%
Technical	1,900	42.1%

By Enrollment Status

Status	Count	Percent
In-District	3,265	72.4%
Out-of-District	1,180	26.2%
Out-of-State	66	1.5%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	845	18.7%

FY 2014 Unduplicated Enrollment Detail - Grayson College

By Age

Age	Count	Percent
Less than 18	963	10.9%
18 to 21	2,335	26.5%
22 to 24	1,039	11.8%
25 to 29	1,217	13.8%
30 to 34	816	9.3%
Over 35	2,417	27.5%
N/A	12	0.1%

By Type Major

Type Major	Count	Percent
Academic	3,271	37.2%
Technical	3,239	36.8%
Continuing Education	2,289	26.0%

By Enrollment Status

Status	Count	Percent
In-District	4,613	52.4%
Out-of-District	1,792	20.4%
Out-of-State	105	1.2%
Continuing Education	2,289	26.0%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	795	9.0%

FY 2014 Unduplicated Total by Semester Detail - Grayson College

By Age

Age	Fall	Spring	Summer
Less than 18	882	302	124
18 to 21	1,709	1,870	711
22 to 24	614	733	379
25 to 29	695	789	416
30 to 34	448	537	278
Over 35	1,189	1,669	723
N/A	6	2	4

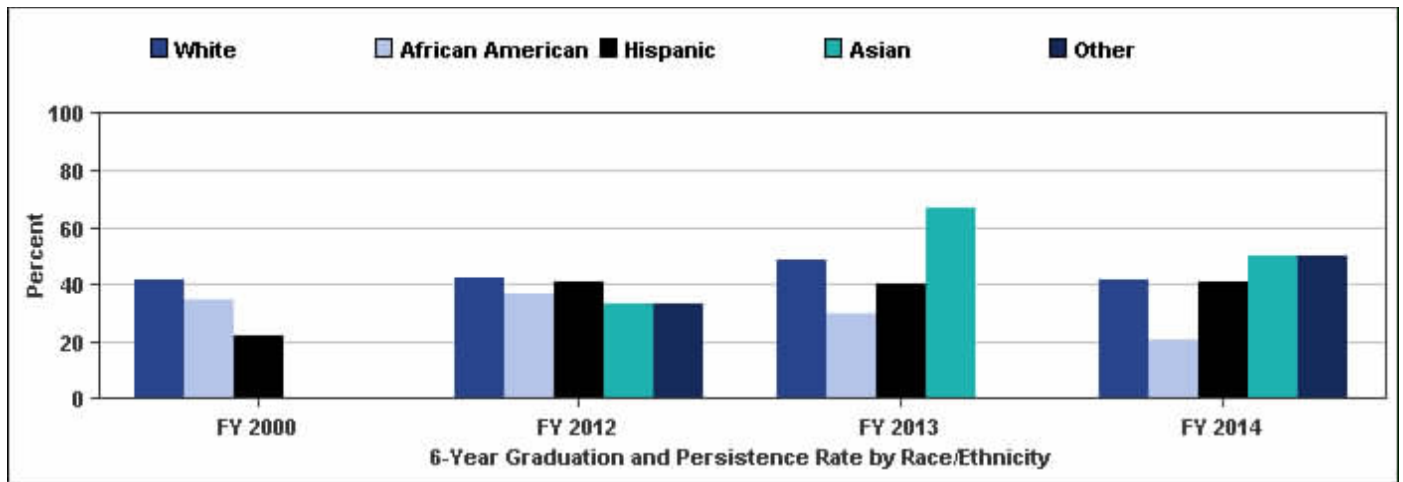
By Race/Ethnicity

Race/Ethnicity	Fall	Spring	Summer
White	3,943	4,199	1,766
African American	405	398	203
Hispanic	692	678	314
Asian	67	75	32
International	83	68	29
Other	353	484	291

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 2012 (Entering Fall 2006 Cohort)	FY 2013 (Entering Fall 2007 Cohort)	FY 2014 (Entering Fall 2008 Cohort)	Point Change FY 2000 to FY 2014
Total*	40.1%	39.9%	45.9%	38.5%	- 1.6
Race/Ethnicity					
White	41.9%	42.5%	48.6%	41.4%	- 0.5
African American	34.3%	36.8%	29.5%	20.4%	- 13.9
Hispanic	22.2%	41.2%	40.5%	41.1%	18.9
Asian	0.0%	33.3%	66.7%	50.0%	50.0
Native American	0.0%	20.7%	38.1%	20.7%	20.7
International	0.0%	22.2%	40.0%	45.0%	45.0
Other (Unknown)	0.0%	33.3%	0.0%	50.0%	50.0
Gender					
Male	41.3%	34.7%	34.7%	34.4%	- 6.9
Female	38.9%	44.1%	54.7%	41.9%	3.0

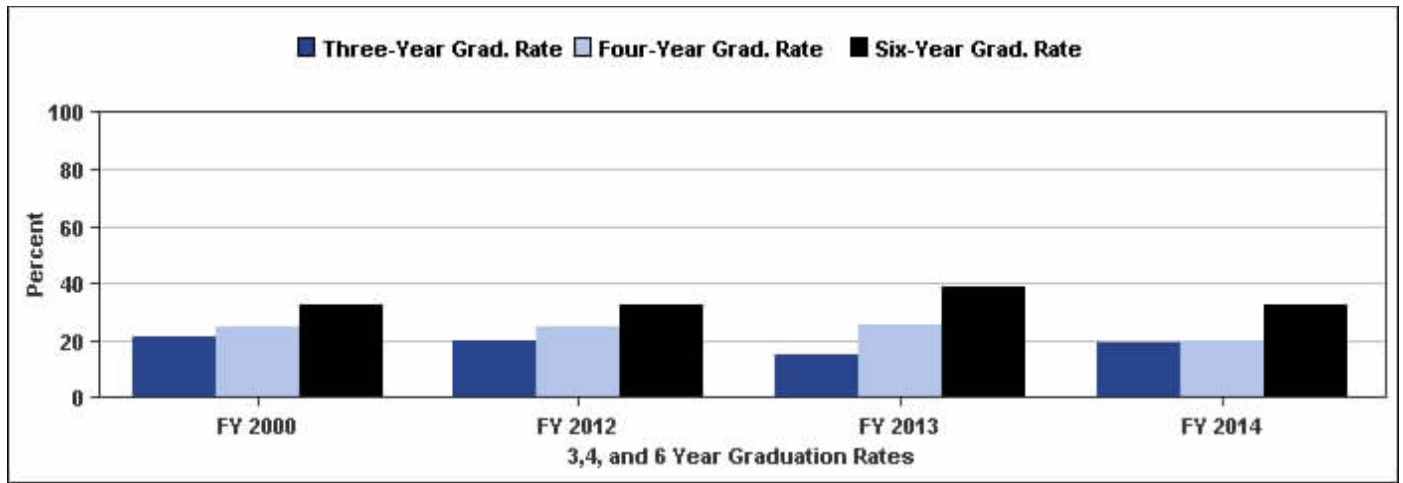


Source: CBM001, CBM002, and CBM009

3, 4, and 6-Year Graduation Rates

	FY 2000		FY 2012		FY 2013		FY 2014		Point Change FY 2000 to FY 2014
	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	
3-Year graduation rate (Total)	1997	104 (21.0%)	2009	147 (20.1%)	2010	120 (14.8%)	2011	144 (19.1%)	- 1.9
Baccalaureate or Above		4 (0.8%)		2 (0.3%)		1 (0.1%)		3 (0.4%)	- 0.4
Associates		66 (13.3%)		101 (13.8%)		85 (10.5%)		93 (12.3%)	- 1.0
Certificate		34 (6.9%)		44 (6.0%)		34 (4.2%)		48 (6.4%)	- 0.5
No Award		392 (79.0%)		585 (79.9%)		693 (85.2%)		611 (80.9%)	1.9
4-Year graduation rate (Total)	1996	128 (24.5%)	2008	141 (24.9%)	2009	186 (25.4%)	2010	160 (19.7%)	- 4.8
Baccalaureate or Above		20 (3.8%)		11 (1.9%)		14 (1.9%)		19 (2.3%)	- 1.5
Associates		73 (14.0%)		87 (15.4%)		120 (16.4%)		106 (13.0%)	- 1.0
Certificate		35 (6.7%)		43 (7.6%)		52 (7.1%)		35 (4.3%)	- 2.4
No Award		394 (75.5%)		425 (75.1%)		546 (74.6%)		653 (80.3%)	4.8
6-Year graduation rate (Total)	1994	115 (32.2%)	2006	186 (32.5%)	2007	208 (39.1%)	2008	185 (32.7%)	0.5
Baccalaureate or Above		47 (13.2%)		46 (8.0%)		49 (9.2%)		41 (7.2%)	- 6.0
Associates		47 (13.2%)		103 (18.0%)		128 (24.1%)		101 (17.8%)	4.6
Certificate		21 (5.9%)		37 (6.5%)		31 (5.8%)		43 (7.6%)	1.7
No Award		242 (67.8%)		386 (67.5%)		324 (60.9%)		381 (67.3%)	- 0.5

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

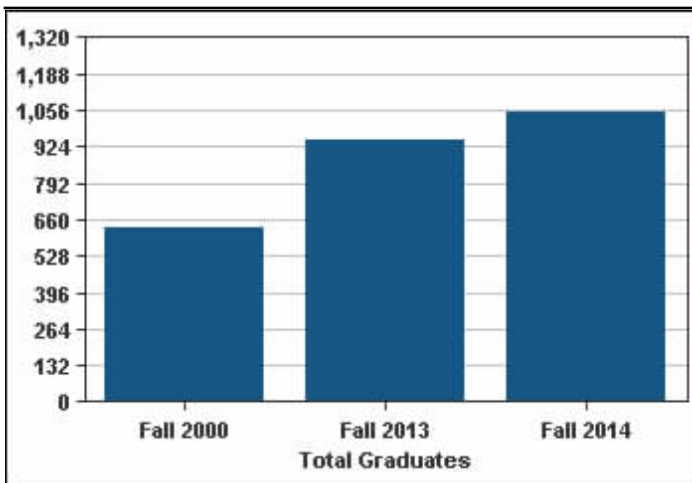


Source: CBM001, CBM002, and CBM009

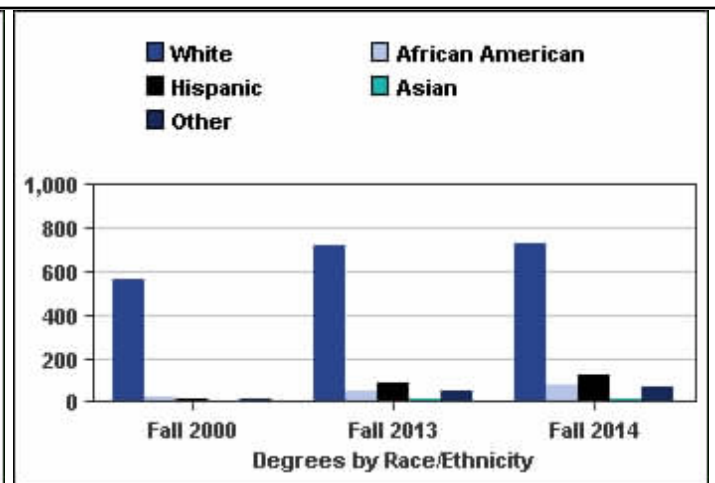
Degrees and Certificates

12. Number of awards, certificates by type, core completers and field of study completers.

	FY 2000	FY 2013	FY 2014	% Change FY 2000 to FY 2014	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
Total Degrees and Certificates (Does not include other completers)	631	952	1,048	66.1%	888	118%
White	567	719	730	28.7%		
African American	25	51	78	212.0%		
Hispanic	16	84	127	693.8%		
Asian	3	14	18	500.0%		
International	5	29	24	380.0%		
Other	15	55	71	373.3%		
Level						
Bachelor of Applied Technology	N/A	N/A	N/A	N/A		
Associates	367	524	650	77.1%	480	135.4%
Certificate 1	217	376	328	51.2%		
Certificate 2	47	52	70	48.9%		
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	141	160	N/A		
Field of Study	N/A	40	61	N/A		
Gender						
Male	290	424	407	40.3%		
Female	341	528	641	88.0%		



Source: CBM009



Source: CBM009

Transfers

13. Transfers to a senior institution.									
	FY 2000			FY 2013			FY 2014		
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate	
Cohort	1994	609	(100%)	2007	700	(100%)	2008	716	(100%)
0-12 hours		5	(0.8%)		11	(1.6%)		3	(0.4%)
13-24 hours		12	(2.0%)		17	(2.4%)		5	(0.7%)
25-29 hours		4	(0.7%)		7	(1.0%)		8	(1.1%)
30-42 hours		18	(3.0%)		18	(2.6%)		20	(2.8%)
43+ hours		90	(14.8%)		75	(10.7%)		61	(8.5%)
All Transfers Total		129	(21.2%)		128	(18.3%)		97	(13.5%)
Non Transfer Completers		77	(12.6%)		160	(22.9%)		122	(17.0%)
Non Completers		403	(66.2%)		412	(58.9%)		497	(69.4%)
Awarded Core		0	(0.0%)		13	(1.9%)		14	(2.0%)

Developmental Education

14. The percent of underprepared and prepared students who successfully complete a college-level course in math, reading and writing. Prepared students are given 1 year. Underprepared students are given 3 years.	Fall 2010 Cohort			
	Total/Area Counts (a)	Received credit pre-matriculation (b)	College level course completion (grade A, B, or C) (c)	College level course completion (grade A, B, C) including pre-matriculation credit (percent of total) (b+c)/(a)
Summary Data				
Number of FTIC students	1,064			
Met state standards in all three areas	469			
Did not meet state standards in one, two, or all three areas (at entry)	446			
Unknown* (unduplicated)	149			
Data by Subject Area				
Met Standard				
Math	512	22	87	21.3%
Reading	741	4	11	2.0%
Writing	766	120	330	58.7%
Did Not Meet Standard				
Math	403	N/A	52	12.9%
Reading	175	N/A	8	4.6%
Writing	151	N/A	27	17.9%
Unknown** (waived or military exemption)				
Math**	149	N/A	4	2.7%
Reading**	148	N/A	2	1.4%
Writing**	147	N/A	8	5.4%
Most- and Least-Prepared Populations				
Met State Standard in All Three Areas				
Math	469	22	80	21.7%
Reading	469	3	5	1.7%
Writing	469	99	222	68.4%
Did Not Meet Standard in All Three Areas				
Math	89	N/A	3	3.4%
Reading	89	N/A	4	4.5%
Writing	89	N/A	13	14.6%

The data for this accountability measure is tracked for one year for students who met TSI and for one, two, and three years for students who did not meet TSI for this report.

*The Unknown (unduplicated) category does not include students who are unknown in some areas and not met in others.

**Unknowns by area include students with waivers or exemptions who have not been reported as meeting TSI on a performance measure; FTIC students with waivers or military exemptions who were reported as meeting TSI in all areas based on performance measures are included in the "met state standards in all areas" category.

Success - Contextual Measures

15. Persistence Rates	Entering Cohort Fall 2000	Entering Cohort Fall 2012	Entering Cohort Fall 2013	Point Change Fall 2000 to Fall 2013
First-time Undergraduate Persistence rate after one year				
Total	66.3%	58.9%	55.3%	- 11.0
Same institution	55.6%	53.0%	47.5%	- 8.1
Other institutions	10.7%	6.0%	7.8%	- 2.9
White	66.5%	62.7%	56.7%	- 9.8
Same institution	56.8%	55.6%	48.5%	- 8.3
Other institutions	9.7%	7.0%	8.2%	- 1.5
African American	72.5%	37.0%	44.2%	- 28.3
Same institution	49.0%	32.6%	36.5%	- 12.5
Other institutions	23.5%	4.3%	7.7%	- 15.8
Hispanic	71.4%	63.0%	56.3%	- 15.1
Same institution	64.3%	60.3%	52.1%	- 12.2
Other institutions	7.1%	2.7%	4.2%	- 2.9
Asian	100.0%	66.7%	40.0%	- 60.0
Same institution	100.0%	66.7%	20.0%	- 80.0
Other institutions	0.0%	0.0%	20.0%	20.0
International	27.3%	38.1%	60.0%	32.7
Same institution	27.3%	28.6%	60.0%	32.7
Other institutions	0.0%	9.5%	0.0%	0.0
Other	57.1%	43.8%	50.0%	- 7.1
Same institution	57.1%	43.8%	37.5%	- 19.6
Other institutions	0.0%	0.0%	12.5%	12.5

	Entering Cohort Fall 2000	Entering Cohort Fall 2011	Entering Cohort Fall 2012	Point Change Fall 2000 to Fall 2012
First-time Undergraduate Persistence rate after two years				
Total	49.1%	39.2%	39.8%	- 9.3
Same institution	26.8%	27.6%	27.7%	0.9
Other institutions	22.3%	11.6%	12.0%	- 10.3
White	50.4%	38.4%	41.7%	- 8.7
Same institution	28.7%	26.0%	27.5%	- 1.2
Other institutions	21.7%	12.4%	14.2%	- 7.5
African American	46.5%	30.3%	34.9%	- 11.6
Same institution	16.3%	22.7%	27.9%	11.6
Other institutions	30.2%	7.6%	7.0%	- 23.2
Hispanic	57.1%	50.0%	45.6%	- 11.5
Same institution	21.4%	36.0%	36.8%	15.4
Other institutions	35.7%	14.0%	8.8%	- 26.9
Asian	100.0%	57.1%	50.0%	- 50.0
Same institution	100.0%	42.9%	50.0%	- 50.0
Other institutions	0.0%	14.3%	0.0%	0.0
International	9.1%	37.9%	10.0%	0.9
Same institution	9.1%	31.0%	5.0%	- 4.1
Other institutions	0.0%	6.9%	5.0%	5.0
Other	33.3%	34.2%	26.9%	- 6.4
Same institution	16.7%	28.9%	19.2%	2.5
Other institutions	16.7%	5.3%	7.7%	- 9.0

16. Awards in STEM Fields	FY 2000	FY 2013	FY 2014	% Change FY 2000 to FY 2014	Institutional Closing the Gaps Target-FY 2015	Closing the Gaps Completion
Fields						
Computer Science	40	9	11	- 72.5%	8	137.5%
Engineering	91	98	83	- 8.8%	70	118.6%
Math	8	2	2	- 75.0%	16	12.5%
Physical Science	2	6	5	150.0%	7	71.4%
Level						
Degrees in Critical Fields Bachelor of Applied Technology	0	0	0	N/A		
Associates	64	34	32	- 50.0%		
Cert 1	77	81	69	- 10.4%		
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 2013	FY 2014	% Change FY 2000 to FY 2014	Institutional Closing the Gaps Target-FY 2015	Closing the Gaps Completion
Total	106	174	202	90.6%	180	112.2%
Associates	72	122	132	83.3%		
Cert 1	0	0	0	N/A		
Cert 2	34	52	70	105.9%		
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 2013	FY 2014	% Change FY 2000 to FY 2014	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
Total	36	89	67	86.1%	139	48.2%
Bachelor of Applied Technology	0	0	0	N/A		
Associates	8	37	39	387.5%		
Cert 1	16	52	28	75.0%		
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 2011	FY 2012	FY 2013
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 2011	FY 2012	FY 2013	Point Change FY 2011 to FY 2013			
Academic							
Employed Only	102	44.5%	97	43.9%	106	45.5%	1.0
Employed and Enrolled (in Senior Institutions)	31	13.5%	29	13.1%	38	16.3%	2.8
Enrolled Only (in Senior Institutions)	58	25.3%	64	29.0%	32	13.7%	- 11.6
Enrolled Only (in Community Colleges)	20	8.7%	11	5.0%	8	3.4%	- 5.3
Not Found	18	7.9%	20	9.0%	49	21.0%	13.1
Technical							
Employed Only	445	80.5%	482	82.7%	448	82.2%	1.7
Employed and Enrolled (in Senior Institutions)	15	2.7%	18	3.1%	17	3.1%	0.4
Enrolled Only (in Senior Institutions)	22	4.0%	13	2.2%	7	1.3%	- 2.7
Enrolled Only (in Community Colleges)	47	8.5%	53	9.1%	39	7.2%	- 1.3
Not Found	24	4.3%	17	2.9%	34	6.2%	1.9

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

21. Marketable Skills Awards	FY 2002	FY 2013	FY 2014	Point Change FY 2002 to FY 2014
Marketable Skills Completers	0	35	66	N/A
Race/Ethnicity				
White	0	33	52	N/A
African American	0	0	0	N/A
Hispanic	0	1	10	N/A
Asian	0	0	0	N/A
International	0	0	0	N/A
Other	0	1	4	N/A
Gender				
Male	0	23	60	N/A
Female	0	12	6	N/A

22. Associate of Arts in Teaching Awards	FY 2000	FY 2013	FY 2014	Percent Change FY 2000 to FY 2014
--	---------	---------	---------	---

Total	0	34	61	N/A
Race/Ethnicity				
White	0	22	43	N/A
African American	0	1	3	N/A
Hispanic	0	5	10	N/A
Asian	0	1	0	N/A
International	0	3	1	N/A
Other	0	2	4	N/A
Gender				
Male	0	2	10	N/A
Female	0	32	51	N/A

Developmental Education	Fall 2010 Cohort							
	Total/Area Counts (a)	Number attempting developmental education (b)	Percent attempting developmental education (includes DevEd interventions) (b/a)	TSI obligations met (of those attempting developmental education) (d)	TSI obligations met through any means (of total) (e)	TSI obligations met (percent of those attempting developmental education) (d/b)	TSI obligations met (percent of total as reported by institution) (e/a)	TSI obligations met based on TSI reporting or passed 1st college-level course (percent of total) (e) and/or Passed†(a)
23. The percent of underprepared students who satisfied TSI obligation within 2 years								
Summary Data								
Number of FTIC students	1,064							
Met state standards in all three areas	469							
Did not meet state standards in one, two, or all three areas (at entry)	446							
Unknown* (unduplicated)	149							
Data by Subject Area								
Met Standard								
Math	512	27	5.3%	N/A	N/A	N/A	N/A	N/A
Reading	741	35	4.7%	N/A	N/A	N/A	N/A	N/A
Writing	766	79	10.3%	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standard								
Math	403	382	94.8%	142	144	37.2%	35.7%	35.7%
Reading	175	160	91.4%	78	83	48.8%	47.4%	47.4%
Writing	151	134	88.7%	60	63	44.8%	41.7%	41.7%
Unknown** (waived or military exemption)								
Math**	149	20	13.4%	N/A	N/A	N/A	N/A	N/A
Reading**	148	9	6.1%	N/A	N/A	N/A	N/A	N/A
Writing**	147	10	6.8%	N/A	N/A	N/A	N/A	N/A
Most- and Least-Prepared Populations								
Met state standards in all areas								
Math	469	23	4.9%	N/A	N/A	N/A	N/A	N/A
Reading	469	9	1.9%	N/A	N/A	N/A	N/A	N/A
Writing	469	13	2.8%	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standards in All Three Areas								
Math	89	74	83.1%	20	21	27.0%	23.6%	23.6%
Reading	89	81	91.0%	33	36	40.7%	40.4%	40.4%
Writing	89	80	89.9%	35	36	43.8%	40.4%	40.4%

*The Unknown (unduplicated) category does not include students who are unknown in some areas and not met in others.

**Unknowns by area include students with waivers or exemptions who have not been reported as meeting TSI on a performance measure; FTIC students with waivers or military exemptions who were reported as meeting TSI in all areas based on performance measures are included in the "met state standards in all areas" category.

†Passed is the number of students who passed a first college-level course as shown on measure #14.

24. The number and percent of underprepared and prepared students who return the following fall	Fall 2010 Cohort		
	Total (a)	Number returning (Fall 2011) (b)	Percent returning (Fall 2011) (b/a)
Summary Data			
Number of FTIC students	1,064	561	53
Met state standards in all areas	469	301	64.2%
Did not meet state standards in one, two, or all three areas	446	203	45.5%
Did not meet state standards in all three areas	89	34	38.2%
Unknown* (unduplicated)	149	57	38.3%

Data by Subject Area

Met Standard by Area

Math	512	326	63.7%
Reading	741	426	57.5%
Writing	766	447	58.4%

Did Not Meet Standard by Area

Math	403	178	44.2%
Reading	175	79	45.1%
Writing	151	59	39.1%

Unknown by Area (waived or military exemption)**

Math	149	57	38.3%
Reading	148	56	37.8%
Writing	147	55	37.4%

*The Unknown (unduplicated) category does not include students who are unknown in some areas and not met in others.

**Unknowns by area include students with waivers or exemptions who have not been reported as meeting TSI on a performance measure; FTIC students with waivers or military exemptions who were reported as meeting TSI in all areas based on performance measures are included in the "met state standards in all areas" category.

	Fall 2000	Fall 2012	Fall 2013	%/Point Change Fall 2000 to Fall 2013
25. Course Completion Rate for Undergraduate State Funded Semester Credit Hours				
Beginning semester credit hours	32,235	46,571	48,399	50.1%
Ending semester credit hours	27,683	43,592	45,330	63.7%
Completion rate	85.9%	93.6%	93.7%	7.8

Graduates Detail (FY 2014)- Grayson 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	445	234	51	0	730
African American	46	27	5	0	78
Hispanic	71	43	13	0	127
Asian	14	3	1	0	18
International	20	4	0	0	24
Other	54	17	0	0	71

By Level, Gender:

Gender	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Male	197	201	9	0	407
Female	453	127	61	0	641

By Level, Type Major:

Type Major	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Academic	379	0	0	0	379
Technical	271	328	70	0	669
Continuing Education	0	0	0	0	0

Graduates Success Detail (FY 2013)- Grayson College

Academic

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	80	75.5%
African American	5	4.7%
Hispanic	11	10.4%
Asian	2	1.9%
International	2	1.9%
Other	6	5.7%

Gender:

Gender	Number	Percent of Cohort
Male	33	31.1%
Female	73	68.9%

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	29	76.3%
African American	1	2.6%
Hispanic	6	15.8%
Asian	0	0.0%
International	1	2.6%
Other	1	2.6%

Gender:

Gender	Number	Percent of Cohort
Male	16	42.1%

Female 22 57.9%

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	22	68.8%
African American	0	0.0%
Hispanic	3	9.4%
Asian	0	0.0%
International	6	18.8%
Other	1	3.1%

Gender:

Gender	Number	Percent of Cohort
Male	16	50.0%
Female	16	50.0%

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	5	62.5%
African American	0	0.0%
Hispanic	1	12.5%
Asian	1	12.5%
International	0	0.0%
Other	1	12.5%

Gender:

Gender	Number	Percent of Cohort
Male	0	0.0%
Female	8	100.0%

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	36	73.5%
African American	3	6.1%
Hispanic	4	8.2%
Asian	0	0.0%
International	3	6.1%
Other	3	6.1%

Gender:

Gender	Number	Percent of Cohort
Male	19	38.8%
Female	30	61.2%

Technical

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	346	77.2%
African American	24	5.4%
Hispanic	37	8.3%
Asian	4	0.9%
International	9	2.0%

Other 28 6.3%

Gender:

Gender	Number	Percent of Cohort
Male	198	44.2%
Female	250	55.8%

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	11	64.7%
African American	4	23.5%
Hispanic	0	0.0%
Asian	1	5.9%
International	0	0.0%
Other	1	5.9%

Gender:

Gender	Number	Percent of Cohort
Male	3	17.6%
Female	14	82.4%

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	6	85.7%
African American	0	0.0%
Hispanic	0	0.0%
Asian	0	0.0%
International	0	0.0%
Other	1	14.3%

Gender:

Gender	Number	Percent of Cohort
Male	3	42.9%
Female	4	57.1%

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	36	92.3%
African American	2	5.1%
Hispanic	0	0.0%
Asian	0	0.0%
International	0	0.0%
Other	1	2.6%

Gender:

Gender	Number	Percent of Cohort
Male	24	61.5%
Female	15	38.5%

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	26	76.5%
African American	2	5.9%
Hispanic	5	14.7%

Asian	1	2.9%
International	0	0.0%
Other	0	0.0%

Gender:

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

Transfer Detail (through FY 2014)- Grayson College

Transfer Measure Detail

Transfers to Senior Institutions						
	All Students		Academic Students		Technical Students	
Fall 2014 Cohort	716	(100%)	371	(100%)	345	(100%)
0-12 hours	3	(0.4%)	1	(0.3%)	2	(0.6%)
13-24 hours	5	(0.7%)	4	(1.1%)	1	(0.3%)
25-29 hours	8	(1.1%)	7	(1.9%)	1	(0.3%)
30-42 hours	20	(2.8%)	18	(4.9%)	2	(0.6%)
43+ hours	61	(8.5%)	47	(12.7%)	14	(4.1%)
Non Transfer Completers	122	(17.0%)	49	(13.2%)	73	(21.2%)
Non Completers	497	(69.4%)	245	(66.0%)	252	(73.0%)
All Transfers Total	97	(13.5%)	77	(20.8%)	20	(5.8%)
Awarded Core	14	(2.0%)	12	(3.2%)	2	(0.6%)

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	2011		2012		2013	
		Number Takers	Pass Rate	Number Takers	Pass Rate	Number Takers	Pass Rate
12040900	Aesthetician/Esthetician and Skin Care Specialist	3	100.0%	7	100.0%	8	100.0%
51060100	Dental Assisting/Assistant	24	100.0%	28	100.0%	19	100.0%
51380100	Registered Nursing/Registered Nurse	116	99.0%	119	100.0%	120	98.0%
51380100	Registered Nursing/Registered Nurse	116	99.0%	119	100.0%	120	98.0%
51390100	Licensed Practical/Vocational Nurse Training	62	100.0%	78	100.0%	50	100.0%
51390100	Licensed Practical/Vocational Nurse Training	62	100.0%	78	100.0%	50	100.0%

Excellence - Contextual Measures

27. Certification and Licensure	FY 2007	FY 2013	FY 2014	Point Change FY 2007 to FY 2014
Pass rate on state or national exams.	90.0%	95.3%	93.9%	3.9

For more information, see the [licensure report](#).

Quality Enhancement Plan

28. Quality Enhancement Plan, Including Reaffirmation Year
GC's QEP is Got Math? We received 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 GC 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
<p>Highlighted Excellent Programs 1</p> <p>Executive Chef, Joanna Bryant, received the Julia Child Independent Study Grant to study the history of French cuisine. She will travel to France in the summer of 2015. In addition she was runner-up for the Grayson County Young Business Woman of the Year. Eta Sigma Delta Honor Society provided numerous community services such as: (1) cooking turkeys for local underprivileged families; (2) Texoma Night Out in conjunction with the Campus Police Department; (3) providing student workers for the "Boot Scootin Ball" that served over 1000 individuals; (4) participating in a fish fry for Home Hospice of Grayson County; (5) participating in the Ghost Town Arts Collective chili cook-off fundraiser; (6) were invited to and participated in "Sky Ball 12", a Wounded Warrior Project sponsored by Air Power Foundation and Chef Robert Irvine; (7) preparing 5 different soups for the "Empty Bowls" project to benefit Visions of Sugarplums, a local non-profit that provides meals for children in need and (8) donating \$1000 to the Baptist Student Union "Helping Hand Fund". Finally, the program is currently completing a self-study in preparation for an accreditation site visit from the American Culinary Federation.</p> <p>For more information go to: http://www.grayson.edu/WebSite/adminGCC/programFiles/brochure/Culinary%20Arts-AAS.pdf</p>

<p>Highlighted Excellent Programs 2</p> <p>Phi Theta Kappa is the official honor society of the two-year college. Students who are in the top ten percent are invited to join the Society each long semester. In 2014, our Omicron Psi chapter won many awards and distinctions within the Texas Region, including once again being recognized as a Five Star chapter, which is the highest level that can be attained on the Chapter Development Plan. The chapter also won the Communication Award of Merit and had four chapter members named to the District II Hall of Honor along with the chapter's advisor. Three members were inducted into the Texas Hall of Honor, and the chapter advisor was recognized as the Most Distinguished Advisor in all of Texas. At the International level, the chapter received additional distinctions by one member winning the Distinguished Member Award, the officers winning an award as a Distinguished Officer Team, the advisor receiving the Distinguished Advisor Award, and the chapter winning the Distinguished College Project Award. The Omicron Psi chapter was also given the honor of hosting a regional event, the Texas Leadership Conference. This conference brought more than 400 members from across Texas to our campus to engage in educational programming.</p>

30. Significant Recognitions - 2013:

Number of members in Phi Theta Kappa	
Number of students eligible for Phi Theta Kappa membership	1
Number of students in service learning programs	

Exemplary programs or citations/Other national recognitions:	
--	--

Significant Recognitions - 2014:

Number of members in Phi Theta Kappa	
Number of students eligible for Phi Theta Kappa membership	
Number of students in service learning programs	
Exemplary programs or citations/Other national recognitions:	

Institutional Efficiency and Effectiveness - Key Measures

Institutional Support

31. Institutional support as a percent of total operating expenses.

	FY 2000	FY 2013	FY 2014	Point Change FY 2000 to FY 2014
Institutional support as a percent of total operating expenditures	N/A	12.6%	12.9%	N/A

Tuition and Fees

32. Tuition and fees for 30 SCH.

	FY 2000	FY 2014	FY 2015	Percent Change FY 2000 to FY 2015
Tuition and fees for 30 SCH in two semesters	\$973	\$2,281	\$2,401	146.8%

Due to cuts in state funding and inflation, Grayson College has had an average annual increase in tuition and fees of 8%.

Institutional Efficiency and Effectiveness - Contextual Measures

33. Faculty

	Fall 2000	Fall 2012	Fall 2013	Percent Change Fall 2000 to Fall 2013
Full-Time Total*	78	96	81	3.8%
Race/Ethnicity				
White	74 (94.9%)	73 (76.0%)	63 (77.8%)	- 14.9%
African American	2 (2.6%)	4 (4.2%)	4 (4.9%)	100.0%
Hispanic	1 (1.3%)	5 (5.2%)	4 (4.9%)	300.0%
Asian	1 (1.3%)	1 (1.0%)	0 (0.0%)	-100.0%
International	1 (1.3%)	2 (2.1%)	1 (1.2%)	0.0%
Other	0 (0.0%)	11 (11.5%)	9 (11.1%)	N/A
Gender				
Male	38 (48.7%)	39 (40.6%)	31 (38.3%)	- 18.4%
Female	40 (51.3%)	57 (59.4%)	50 (61.7%)	25.0%
Part-Time Total*	82	132	162	97.6%
Race/Ethnicity				
White	77 (93.9%)	118 (89.4%)	146 (90.1%)	89.6%
African American	1 (1.2%)	3 (2.3%)	4 (2.5%)	300.0%
Hispanic	3 (3.7%)	9 (6.8%)	7 (4.3%)	133.3%
Asian	0 (0.0%)	0 (0.0%)	1 (0.6%)	N/A
International	1 (1.2%)	0 (0.0%)	0 (0.0%)	-100.0%
Other	0 (0.0%)	2 (1.5%)	4 (2.5%)	N/A
Gender				
Male	47 (57.3%)	44 (33.3%)	57 (35.2%)	21.3%
Female	35 (42.7%)	88 (66.7%)	105 (64.8%)	200.0%

*Hispanic faculty members, except international ones, are counted as Hispanic. Faculty who are "Multi-Racial one of which is African American" are included with the African American faculty. Asian includes Asian, Hawaiian, and Pacific Islanders. "Other" includes American Indian, Alaskan Native, Unknown, and two or more races, excluding African American. International faculty are shown as a separate category.

	Fall 2000	Fall 2012	Fall 2013	Percent Change Fall 2000 to Fall 2013
34. FTE Student/FTE Faculty Ratio	21:1	21:1	22:1	4.8%
35. Contact Hours	687,684	923,696	973,712	41.6%
Taught by full-time faculty	77.4%	68.2%	62.2%	- 15.2
Taught by part-time faculty	22.6%	31.8%	37.8%	15.2

Institutional Efficiency and Effectiveness - Finance Measures

Finances per FTE Student

36. Funds by source divided by full-time equivalent students

	FY 2000	FY 2013	FY 2014	% Change FY 2000 to FY 2014
Total revenues per FTE student	N/A	11,254	11,571	N/A
State funds per FTE student	N/A (N/A)	2,857 (25.4%)	3,177 (27.5%)	N/A
Local funds per FTE student	N/A (N/A)	3,848 (34.2%)	4,005 (34.6%)	N/A
Tuition and Fees per FTE student	N/A (N/A)	1,398 (12.4%)	1,396 (12.1%)	N/A
Federal revenue per FTE student	N/A (N/A)	3,151 (28.0%)	2,993 (25.9%)	N/A

37. Expenditures per full-time equivalent students

	FY 2000	FY 2013	FY 2014	% Change FY 2000 to FY 2014
Total expenditures per FTE student	N/A	8,637	8,643	N/A
Instructional expenditures per FTE student	N/A (N/A)	3,630 (42.0%)	3,817 (44.2%)	N/A
Institution Support expenditures per FTE student	N/A (N/A)	1,091 (12.6%)	1,119 (12.9%)	N/A
Academic Support expenditures per FTE student	N/A (N/A)	464 (5.4%)	529 (6.1%)	N/A

38. Financial Viability Ratio

	FY 2003	FY 2013	FY 2014	Point Change FY 2003 to FY 2014
Financial Viability Ratio	N/A	3.47%	2.61%	N/A

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

Success Points

	FY 2012	FY 2013	FY 2014	% Change FY 2012 to FY 2014
39 Success Points				
Annual Success Point Total	6,918.0	7,507.0	N/A	N/A
Math Readiness	365.0	293.0	N/A	N/A
Read Readiness	67.0	57.5	N/A	N/A
Write Readiness	44.0	44.0	N/A	N/A
Students Who Complete 15 SCH	1,644.0	1,569.0	N/A	N/A
Students Who Complete 30 SCH	1,040.0	1,033.0	N/A	N/A
Students Who Transfer to a 4-Year Institution	910.0	908.0	N/A	N/A
Students Who Pass First College-Level Math Course	722.0	804.0	N/A	N/A
Students Who Pass First College-Level Read Course	2.0	631.5	N/A	N/A
Students Who Pass First College-Level Write Course	363.5	492.5	N/A	N/A
Degrees, Core Curriculum or Certificates (Unduplicated)	892.0	878.0	N/A	N/A
Degrees or Certificates in Critical Fields	868.5	796.5	N/A	N/A