


Grayson College

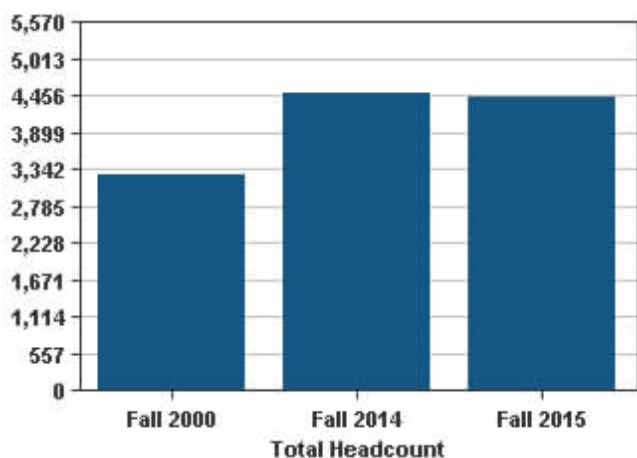
Accountability Report

January 2016

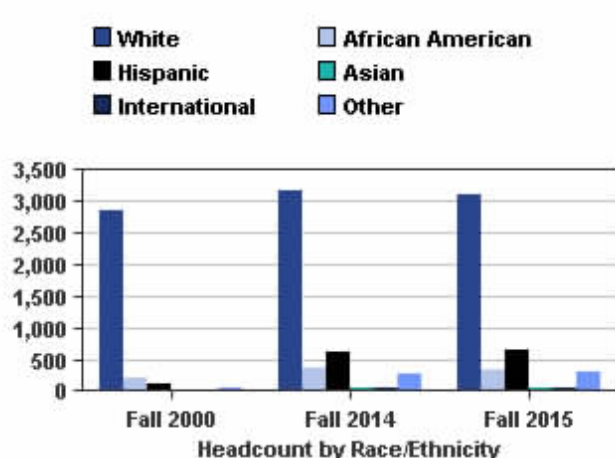
Participation - Key Measures

Enrollment

1. Fall Headcount (Unduplicated) 									
	Fall 2000		Fall 2014		Fall 2015		% Change Fall 2000 to 2015	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
Total (does not include flex entry)	3,260		4,511		4,453		36.6%	5,601	79.5 %
White	2,860	(87.7%)	3,167	(70.2%)	3,095	(69.5%)	8.2%	3,741	82.7%
African American	192	(5.9%)	361	(8.0%)	333	(7.5%)	73.4%	388	85.8%
Hispanic	106	(3.3%)	610	(13.5%)	642	(14.4%)	505.7%	621	103.4%
Asian	15	(0.5%)	44	(1.0%)	47	(1.1%)	213.3%		
International	30	(0.9%)	49	(1.1%)	40	(0.9%)	33.3%		
Other	57	(1.7%)	280	(6.2%)	296	(6.6%)	419.3%		
Gender									
Male	1,333	(40.9%)	1,809	(40.7%)	1,851	(41.6%)	38.9%		
Female	1,927	(59.1%)	2,702	(59.3%)	2,602	(58.4%)	35.0%		
Flex Entry	133		298		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 2014		FY 2015		% Change FY 2000 to 2015
Total	6,767		8,799		8,330		23.1%
White	6,019	(88.9%)	6,061	(68.9%)	5,533	(66.4%)	- 8.1%
African American	374	(5.5%)	629	(7.1%)	606	(7.3%)	62.0%
Hispanic	178	(2.6%)	1,048	(11.9%)	1,128	(13.5%)	533.7%
Asian	52	(0.8%)	110	(1.3%)	93	(1.1%)	78.8%
International	37	(0.5%)	101	(1.1%)	80	(1.0%)	116.2%
Other	107	(1.6%)	850	(9.7%)	890	(10.7%)	731.8%
Gender							
Male	3,103	(45.9%)	3,789	(39.5%)	3,433	(41.2%)	10.6%
Female	3,664	(54.1%)	5,010	(60.5%)	4,897	(58.8%)	33.7%

Participation - Contextual Measures

3. Enrollment by Semester 				
	FY 2000	FY 2014	FY 2015	% Change FY 2000 to 2015
Fall	4,078	5,543	5,316	30.4%
Academic	1,793	2,640	2,623	46.3%
Technical	1,536	2,328	2,019	31.4%
Continuing Education	749	575	674	- 10.0%
Spring	4,324	5,902	5,635	30.3%
Academic	1,696	2,418	2,564	51.2%
Technical	1,527	2,165	1,864	22.1%
Continuing Education	1,101	1,319	1,207	9.6%

Summer	1,827	2,635	2,368	29.6%
Academic	822	895	1,014	23.4%
Technical	563	913	706	25.4%
Continuing Education	442	827	648	46.6%

Service Area Representation

4. Gap between demographic groups in the area and enrollment.



	FY 2005	FY 2014	FY 2015		
	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%	- 3.0%	73.7%	70.4%	- 3.3%
African American	0.4%	2.5%	6.5%	9.5%	3.0%
Hispanic	- 5.1%	- 1.9%	15.1%	13.0%	- 2.1%
Other	0.3%	2.5%	4.7%	7.1%	2.4%
Gender					
Male	- 12.8%	- 11.2%	50.8%	39.7%	- 11.1%
Female	12.8%	11.2%	49.2%	60.3%	11.1%

5. Annual Semester Credit and Contact Hours



	FY 2000	FY 2014	FY 2015	% Change FY 2000 to 2015
Annual Semester Credit Hours (SCH)	70,071	102,569	95,312	36.0%
Academic	51,196	72,679	67,052	31.0%
Technical	18,875	29,890	28,260	49.7%
Annual Contact Hours	1,608,024	2,281,971	2,144,929	33.4%
Academic	971,077	1,350,448	1,248,096	28.5%
Technical	519,584	869,056	836,755	61.0%
Continuing Education	117,363	62,467	60,078	- 48.8%
Distance Education Hours				
Hybrid/Blended on campus	0	6,684	5,560	N/A
Fully-distance education/Internet	4,036	26,690	25,796	539.1%

6. Financial Aid: Students Receiving Pell Grants



	Fall 1999	Fall 2012	Fall 2013	Point Change Fall 1999 to Fall 2013
Total*	25.2%	43.7%	42.2%	17.0
White	22.6%	41.6%	39.7%	17.1
African American	56.1%	68.2%	70.0%	13.9
Hispanic	38.9%	46.9%	43.9%	5.0
Asian	0.0%	43.3%	41.0%	41.0
International	0.0%	26.8%	18.1%	18.1
Other	41.7%	44.3%	40.6%	- 1.1
Gender				
Male	17.8%	39.9%	36.7%	18.9
Female	30.2%	46.1%	45.9%	15.7

*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 2014	Fall 2015	% Change Fall 2000 to Fall 2015
Credential-Seeking Undergraduate Students (Full- and Part- Time)				
Total	3,003	4,487	4,442	47.9%
Full-Time Credential Seeking Students				
Total*	1,471	1,752	1,575	7.1%
White	1,261 (85.7%)	1,175 (67.1%)	1,074 (68.2%)	- 14.8%
African American	113 (7.7%)	177 (10.1%)	128 (8.1%)	13.3%
Hispanic	46 (3.1%)	265 (15.1%)	248 (15.7%)	439.1%
Asian	6 (0.4%)	12 (0.7%)	9 (0.6%)	50.0%
International	25 (1.7%)	31 (1.8%)	27 (1.7%)	8.0%
Other	20 (1.4%)	92 (5.3%)	89 (5.7%)	345.0%
Gender				
Male	567 (38.5%)	764 (43.6%)	704 (44.7%)	24.2%
Female	904 (61.5%)	988 (56.4%)	871 (55.3%)	- 3.7%
Part-Time Credential Seeking Students				
Total*	1,532	2,735	2,867	87.1%
White	1,365 (89.1%)	1,974 (72.2%)	2,013 (70.2%)	47.5%
African American	69 (4.5%)	183 (6.7%)	204 (7.1%)	195.7%
Hispanic	52 (3.4%)	341 (12.5%)	393 (13.7%)	655.8%
Asian	8 (0.5%)	32 (1.2%)	37 (1.3%)	362.5%
International	5 (0.3%)	18 (0.7%)	13 (0.5%)	160.0%
Other	33 (2.2%)	187 (6.8%)	207 (7.2%)	527.3%
Gender				

Male	650	(42.4%)	1,033	(37.8%)	1,141	(39.8%)	75.5%
Female	882	(57.6%)	1,702	(62.2%)	1,726	(60.2%)	95.7%

8. First-Time In College Students 

	Fall 2000		Fall 2014		Fall 2015		% Change Fall 2000 to Fall 2015
Credential-Seeking Undergraduate Students (Full- and Part- Time)							
Total	1,009		860		847		- 16.1%
Full-Time Credential Seeking Students							
Total*	507		610		576		13.6%
White	419	(82.6%)	395	(64.8%)	378	(65.6%)	- 9.8%
African American	53	(10.5%)	66	(10.8%)	37	(6.4%)	- 30.2%
Hispanic	14	(2.8%)	111	(18.2%)	113	(19.6%)	707.1%
Asian	1	(0.2%)	3	(0.5%)	1	(0.2%)	0.0%
International	12	(2.4%)	4	(0.7%)	8	(1.4%)	- 33.3%
Other	8	(1.6%)	31	(5.1%)	39	(6.8%)	387.5%
Gender							
Male	217	(42.8%)	274	(44.9%)	271	(47.0%)	24.9%
Female	290	(57.2%)	336	(55.1%)	305	(53.0%)	5.2%
Part-Time Credential Seeking Students							
Total*	502		250		271		- 46.0%
White	457	(91.0%)	165	(66.0%)	185	(68.3%)	- 59.5%
African American	18	(3.6%)	19	(7.6%)	26	(9.6%)	44.4%
Hispanic	18	(3.6%)	43	(17.2%)	37	(13.7%)	105.6%
Asian	1	(0.2%)	2	(0.8%)	4	(1.5%)	300.0%
International	2	(0.4%)	1	(0.4%)	1	(0.4%)	- 50.0%
Other	6	(1.2%)	20	(8.0%)	18	(6.6%)	200.0%
Gender							
Male	226	(45.0%)	120	(48.0%)	143	(52.8%)	- 36.7%
Female	276	(55.0%)	130	(52.0%)	128	(47.2%)	- 53.6%

*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 2014	FY 2015
Contract Training: Enrollment	2,970	3,820
Adult Basic Education: Enrollment as Reported to TWC	774	618
G.E.D.: Enrolled in G.E.D. Program	465	336

Fall 2015 Unduplicated Enrollment Detail - Grayson College

By Age

Age	Count	Percent
Less than 18	949	21.3%
18 to 21	1,573	35.3%
22 to 24	481	10.8%
25 to 29	488	11.0%
30 to 34	316	7.1%
Over 35	646	14.5%
N/A	0	0.0%

By Status

Status	Count	Percent
Full-Time	1,578	35.4%
Part-Time	2,875	64.6%

By Type Major

Type Major	Count	Percent
Academic	2,744	61.6%
Technical	1,709	38.4%

By Enrollment Status

Status	Count	Percent
In-District	3,210	72.1%
Out-of-District	1,197	26.9%
Out-of-State	46	1.0%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	929	20.9%

FY 2015 Unduplicated Enrollment Detail - Grayson College

By Age

Age	Count	Percent
Less than 18	1,023	12.3%
18 to 21	2,205	26.5%
22 to 24	1,031	12.4%
25 to 29	1,135	13.6%
30 to 34	807	9.7%
Over 35	2,128	25.5%
N/A	1	0.0%

By Type Major

Type Major	Count	Percent
Academic	3,386	40.6%
Technical	2,845	34.2%
Continuing Education	2,099	25.2%

By Enrollment Status

Status	Count	Percent
In-District	4,441	53.3%
Out-of-District	1,687	20.3%
Out-of-State	103	1.2%
Continuing Education	2,099	25.2%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	884	10.6%

FY 2015 Unduplicated Total by Semester Detail - Grayson College

By Age


Age	Fall	Spring	Summer
Less than 18	892	285	144
18 to 21	1,585	1,926	651
22 to 24	600	706	367
25 to 29	646	763	385
30 to 34	465	535	257
Over 35	1,128	1,419	564
N/A	0	1	0

By Race/Ethnicity

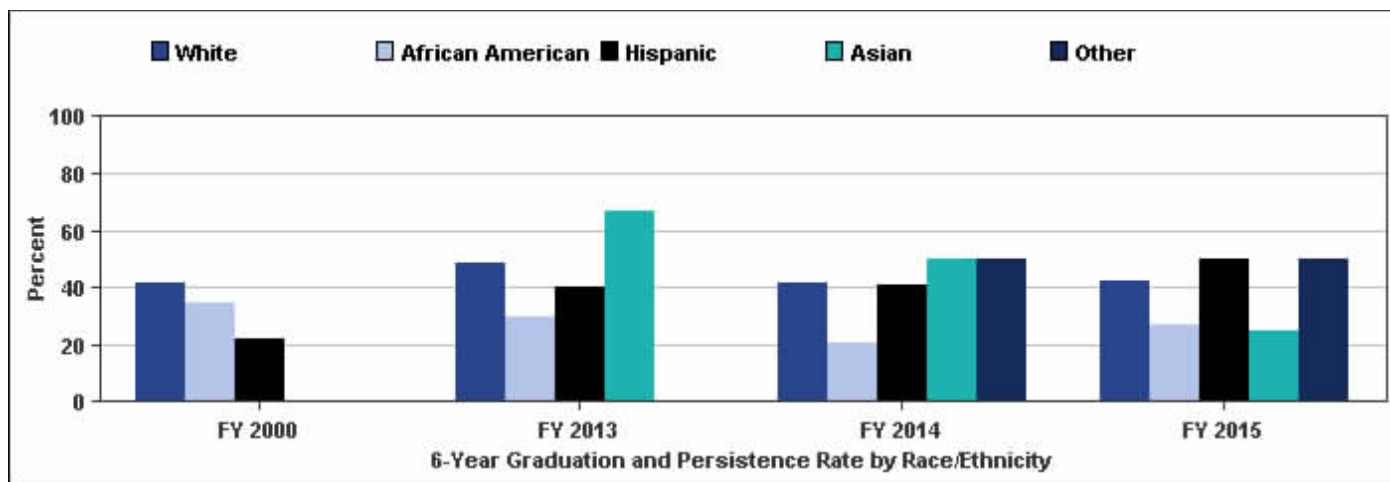
Race/Ethnicity	Fall	Spring	Summer
White	3,656	3,816	1,589
African American	407	407	165
Multi-racial one of which is African American	0	0	0
Hispanic	710	772	324
Asian	50	56	38
International	53	53	16
Other	440	531	236

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 2013 (Entering Fall 2007 Cohort)	FY 2014 (Entering Fall 2008 Cohort)	FY 2015 (Entering Fall 2009 Cohort)	Point Change FY 2000 to FY 2015
Total*	40.1%	45.9%	38.5%	41.7%	1.6
Race/Ethnicity					
White	41.9%	48.6%	41.4%	42.0%	0.1
African American	34.3%	29.5%	20.4%	26.7%	- 7.6
Hispanic	22.2%	40.5%	41.1%	50.0%	27.8
Asian	0.0%	66.7%	50.0%	25.0%	25.0
Native American	0.0%	38.1%	20.7%	50.0%	50.0
International	0.0%	40.0%	45.0%	37.5%	37.5
Other (Unknown)	0.0%	0.0%	50.0%	50.0%	50.0
Gender					
Male	41.3%	34.7%	34.4%	35.9%	- 5.4
Female	38.9%	54.7%	41.9%	46.0%	7.1



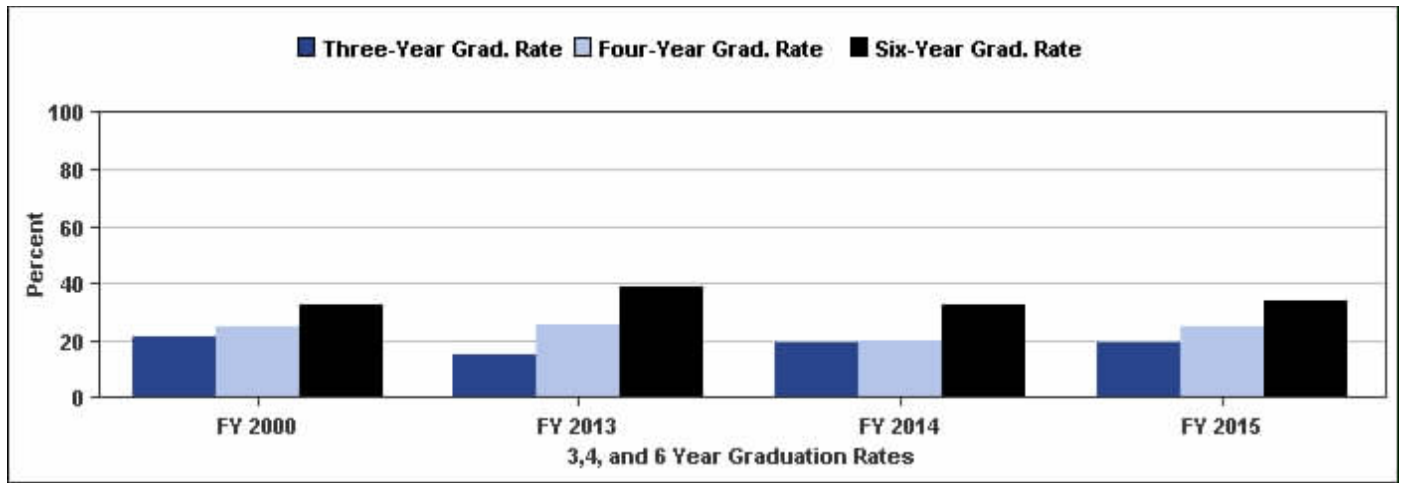
Source: CBM001, CBM002, and CBM009

3, 4, and 6-Year Graduation Rates

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

	FY 2000		FY 2013		FY 2014		FY 2015		Point Change FY 2000 to FY 2015
	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%)	2010	120 (14.8%)	2011	144 (19.1%)	2012	105 (19.0%)	- 2.0
Baccalaureate or Above	4	(0.8%)	1	(0.1%)	3	(0.4%)	2	(0.4%)	- 0.4
Associates	66	(13.3%)	85	(10.5%)	93	(12.3%)	75	(13.5%)	0.2
Certificate	34	(6.9%)	34	(4.2%)	48	(6.4%)	28	(5.1%)	- 1.8
No Award	392	(79.0%)	693	(85.2%)	611	(80.9%)	449	(81.0%)	2.0
4-Year graduation rate (Total)	1996	128 (24.5%)	2009	186 (25.4%)	2010	160 (19.7%)	2011	186 (24.6%)	0.1
Baccalaureate or Above	20	(3.8%)	14	(1.9%)	19	(2.3%)	17	(2.3%)	- 1.5
Associates	73	(14.0%)	120	(16.4%)	106	(13.0%)	121	(16.0%)	2.0
Certificate	35	(6.7%)	52	(7.1%)	35	(4.3%)	48	(6.4%)	- 0.3
No Award	394	(75.5%)	546	(74.6%)	653	(80.3%)	569	(75.4%)	- 0.1
6-Year graduation rate (Total)	1994	115 (32.2%)	2007	208 (39.1%)	2008	185 (32.7%)	2009	248 (33.9%)	1.7
Baccalaureate or Above	47	(13.2%)	49	(9.2%)	41	(7.2%)	67	(9.2%)	- 4.0
Associates	47	(13.2%)	128	(24.1%)	101	(17.8%)	123	(16.8%)	3.6
Certificate	21	(5.9%)	31	(5.8%)	43	(7.6%)	58	(7.9%)	2.0
No Award	242	(67.8%)	324	(60.9%)	381	(67.3%)	484	(66.1%)	- 1.7

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

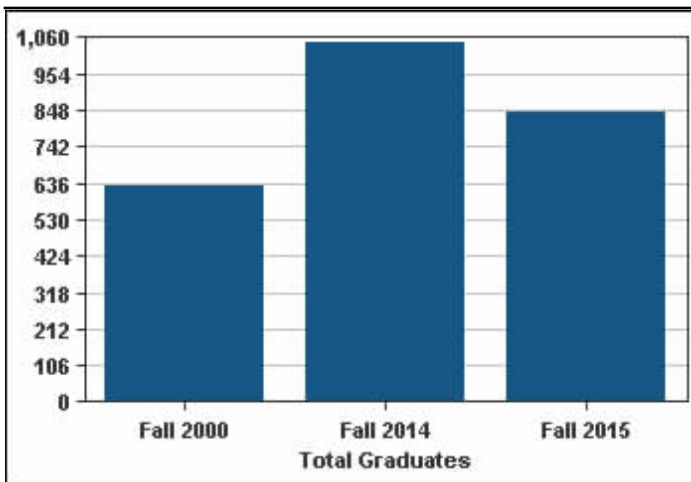


Source: CBM001, CBM002, and CBM009

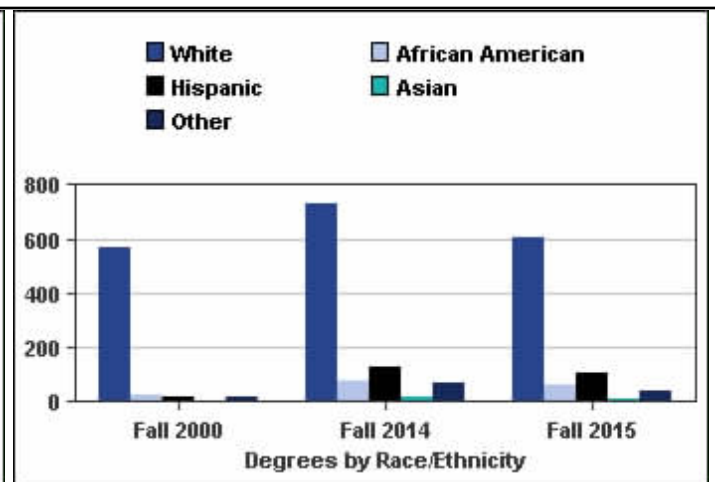
Degrees and Certificates

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

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
Total Degrees and Certificates (Does not include other completers)	631	1,048	843	33.6%	888	95%
White	567	730	608	7.2%		
African American	25	78	64	156.0%		
Hispanic	16	127	108	575.0%		
Asian	3	18	8	166.7%		
International	5	24	13	160.0%		
Other	15	71	42	180.0%		
Level						
Bachelor of Applied Technology	N/A	N/A	N/A	N/A		
Associates	367	650	514	40.1%	480	107.1%
Certificate 1	217	328	271	24.9%		
Certificate 2	47	70	58	23.4%		
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	160	123	N/A		
Field of Study	N/A	61	6	N/A		
Gender						
Male	290	407	360	24.1%		
Female	341	641	483	41.6%		




Source: CBM009



Source: CBM009


Transfers

13. Transfers to a senior institution. 

	FY 2000			FY 2014			FY 2015		
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate	
Cohort	1994	609	(100%)	2008	716	(100%)	2009	1,013	(100%)
0-12 hours		5	(0.8%)		3	(0.4%)		8	(0.8%)
13-24 hours		12	(2.0%)		5	(0.7%)		13	(1.3%)
25-29 hours		4	(0.7%)		8	(1.1%)		12	(1.2%)
30-42 hours		18	(3.0%)		20	(2.8%)		28	(2.8%)
43+ hours		90	(14.8%)		61	(8.5%)		95	(9.4%)
All Transfers Total		129	(21.2%)		97	(13.5%)		156	(15.4%)
Non Transfer Completers		77	(12.6%)		136	(19.0%)		204	(20.1%)
Non Completers		403	(66.2%)		483	(67.5%)		653	(64.5%)
Awarded Core		0	(0.0%)		17	(2.4%)		21	(2.1%)

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 2011 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		1,033		
Met state standards in all three areas		478		
Did not meet state standards in one, two, or all three areas (at entry)		402		
Unknown* (unduplicated)		153		
Data by Subject Area				
Met Standard				
Math	527	27	252	52.9%
Reading	751	0	267	35.6%
Writing	778	138	335	60.8%
Did Not Meet Standard				
Math	353	N/A	70	19.8%
Reading	133	N/A	33	24.8%
Writing	108	N/A	18	16.7%
Unknown** (waived or military exemption)				
Math**	153	N/A	5	3.3%
Reading**	149	N/A	3	2.0%
Writing**	147	N/A	8	5.4%
Most- and Least-Prepared Populations				
Met State Standard in All Three Areas				
Math	478	26	232	54.0%
Reading	478	0	191	40.0%
Writing	478	123	207	69.0%
Did Not Meet Standard in All Three Areas				
Math	49	N/A	3	6.1%
Reading	49	N/A	8	16.3%
Writing	49	N/A	8	16.3%

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 2013	Entering Cohort Fall 2014	Point Change Fall 2000 to Fall 2014
First-time Undergraduate Persistence rate after one year Total	66.3%	55.3%	60.7%	- 5.6

Same institution	55.6%	47.5%	55.4%	- 0.2
Other institutions	10.7%	7.8%	5.3%	- 5.4
White	66.5%	56.7%	60.6%	- 5.9
Same institution	56.8%	48.5%	54.9%	- 1.9
Other institutions	9.7%	8.2%	5.7%	- 4.0
African American	72.5%	44.2%	51.6%	- 20.9
Same institution	49.0%	36.5%	46.9%	- 2.1
Other institutions	23.5%	7.7%	4.7%	- 18.8
Hispanic	71.4%	56.3%	67.6%	- 3.8
Same institution	64.3%	52.1%	62.2%	- 2.1
Other institutions	7.1%	4.2%	5.4%	- 1.7
Asian	100.0%	40.0%	66.7%	- 33.3
Same institution	100.0%	20.0%	66.7%	- 33.3
Other institutions	0.0%	20.0%	0.0%	0.0
International	27.3%	60.0%	50.0%	22.7
Same institution	27.3%	60.0%	50.0%	22.7
Other institutions	0.0%	0.0%	0.0%	0.0
Other	57.1%	50.0%	58.1%	1.0
Same institution	57.1%	37.5%	54.8%	- 2.3
Other institutions	0.0%	12.5%	3.2%	3.2


	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 two years				
Total	49.1%	39.8%	36.9%	- 12.2
Same institution	26.8%	27.7%	24.7%	- 2.1
Other institutions	22.3%	12.0%	12.1%	- 10.2
White	50.4%	41.7%	39.5%	- 10.9
Same institution	28.7%	27.5%	25.9%	- 2.8
Other institutions	21.7%	14.2%	13.6%	- 8.1
African American	46.5%	34.9%	17.6%	- 28.9
Same institution	16.3%	27.9%	13.7%	- 2.6
Other institutions	30.2%	7.0%	3.9%	- 26.3
Hispanic	57.1%	45.6%	41.8%	- 15.3
Same institution	21.4%	36.8%	28.6%	7.2
Other institutions	35.7%	8.8%	13.2%	- 22.5
Asian	100.0%	50.0%	40.0%	- 60.0
Same institution	100.0%	50.0%	20.0%	- 80.0
Other institutions	0.0%	0.0%	20.0%	20.0
International	9.1%	10.0%	22.2%	13.1
Same institution	9.1%	5.0%	22.2%	13.1
Other institutions	0.0%	5.0%	0.0%	0.0
Other	33.3%	26.9%	18.8%	- 14.5
Same institution	16.7%	19.2%	15.6%	- 1.1
Other institutions	16.7%	7.7%	3.1%	- 13.6

16. Awards in STEM Fields 	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target-FY 2015	Closing the Gaps Completion
Fields						
Computer Science	40	11	13	- 67.5%	8	162.5%
Engineering	91	83	74	- 18.7%	70	105.7%
Math	8	2	1	- 87.5%	16	6.3%
Physical Science	2	5	3	50.0%	7	42.9%
Level						
Degrees in Critical Fields Bachelor of Applied Technology	0	0	0	N/A		
Associates	64	32	46	- 28.1%		
Cert 1	77	69	45	- 41.6%		
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 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target-FY 2015	Closing the Gaps Completion
Total	106	202	178	67.9%	180	98.9%
Associates	72	132	120	66.7%		
Cert 1	0	0	0	N/A		
Cert 2	34	70	58	70.6%		
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 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target-FY 2015	Closing the Gaps Completion
---	---------	---------	---------	-----------------------------	---	-----------------------------


Total	36	67	60	66.7%	139	43.2%
Bachelor of Applied Technology	0	0	0	N/A		
Associates	8	39	38	375.0%		
Cert 1	16	28	22	37.5%		
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 2012	FY 2013	FY 2014
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 2012		FY 2013		FY 2014		Point Change FY 2012 to FY 2014
Academic								
Employed Only		97	43.9%	106	45.5%	162	50.8%	6.9
Employed and Enrolled (in Senior Institutions)		29	13.1%	38	16.3%	43	13.5%	0.4
Enrolled Only (in Senior Institutions)		64	29.0%	32	13.7%	57	17.9%	- 11.1
Enrolled Only (in Community Colleges)		11	5.0%	8	3.4%	20	6.3%	1.3
Not Found		20	9.0%	49	21.0%	37	11.6%	2.6
Technical								
Employed Only		482	82.7%	448	82.2%	419	79.5%	- 3.2
Employed and Enrolled (in Senior Institutions)		18	3.1%	17	3.1%	27	5.1%	2.0
Enrolled Only (in Senior Institutions)		13	2.2%	7	1.3%	17	3.2%	1.0
Enrolled Only (in Community Colleges)		53	9.1%	39	7.2%	23	4.4%	- 4.7
Not Found		17	2.9%	34	6.2%	41	7.8%	4.9

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 2014	FY 2015	Point Change FY 2002 to FY 2015
Marketable Skills Completers		0	66	40	N/A
Race/Ethnicity					
White		0	52	33	N/A
African American		0	0	0	N/A
Hispanic		0	10	4	N/A
Asian		0	0	0	N/A
International		0	0	0	N/A
Other		0	4	3	N/A
Gender					
Male		0	60	30	N/A
Female		0	6	10	N/A

22. Associate of Arts in Teaching Awards 		FY 2000	FY 2014	FY 2015	Percent Change FY 2000 to FY 2015
Total		0	61	39	N/A
Race/Ethnicity					
White		0	43	27	N/A
African American		0	3	2	N/A
Hispanic		0	10	8	N/A
Asian		0	0	1	N/A
International		0	1	0	N/A


Other	0	4	1	N/A
Gender				
Male	0	10	4	N/A
Female	0	51	35	N/A

Developmental Education 23. The percent of underprepared students who satisfied TSI obligation within 2 years 	Fall 2011 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)
Summary Data								
Number of FTIC students	1,033							
Met state standards in all three areas	478							
Did not meet state standards in one, two, or all three areas (at entry)	402							
Unknown* (unduplicated)	153							
Data by Subject Area								
Met Standard								
Math	527	44	8.3%	N/A	N/A	N/A	N/A	N/A
Reading	751	40	5.3%	N/A	N/A	N/A	N/A	N/A
Writing	778	46	5.9%	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standard								
Math	353	340	96.3%	161	164	47.4%	46.5%	46.5%
Reading	133	113	85.0%	57	63	50.4%	47.4%	47.4%
Writing	108	90	83.3%	29	37	32.2%	34.3%	34.3%
Unknown** (waived or military exemption)								
Math**	153	26	17.0%	N/A	N/A	N/A	N/A	N/A
Reading**	149	11	7.4%	N/A	N/A	N/A	N/A	N/A
Writing**	147	6	4.1%	N/A	N/A	N/A	N/A	N/A
Most- and Least-Prepared Populations								
Met state standards in all areas								
Math	478	35	7.3%	N/A	N/A	N/A	N/A	N/A
Reading	478	6	1.3%	N/A	N/A	N/A	N/A	N/A
Writing	478	2	0.4%	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standards in All Three Areas								
Math	49	43	87.8%	9	10	20.9%	20.4%	20.4%
Reading	49	40	81.6%	12	14	30.0%	28.6%	28.6%
Writing	49	40	81.6%	12	15	30.0%	30.6%	30.6%

*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 2011 Cohort		
	Total (a)	Number returning (Fall 2012) (b)	Percent returning (Fall 2012) (b/a)
Summary Data			
Number of FTIC students	1,033	509	49
Met state standards in all areas	478	273	57.1%
Did not meet state standards in one, two, or all three areas	402	181	45.0%
Did not meet state standards in all three areas	49	16	32.7%
Unknown* (unduplicated)	153	55	35.9%
Data by Subject Area			
Met Standard by Area			
Math	527	299	56.7%
Reading	751	402	53.5%
Writing	778	421	54.1%
Did Not Meet Standard by Area			
Math	353	155	43.9%

Reading	133	56	42.1%
Writing	108	36	33.3%
Unknown** by Area (waived or military exemption)			
Math	153	55	35.9%
Reading	149	51	34.2%
Writing	147	52	35.4%

*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 2013	Fall 2014	%/Point Change Fall 2000 to Fall 2014
25. Course Completion Rate for Undergraduate State Funded Semester Credit				
Hours 				
Beginning semester credit hours	32,235	48,399	44,572	38.3%
Ending semester credit hours	27,683	45,330	41,648	50.4%
Completion rate	85.9%	93.7%	93.4%	7.6

Graduates Detail (FY 2015) - 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	363	199	46	0	608
African American	38	19	7	0	64
Hispanic	69	34	5	0	108
Asian	8	0	0	0	8
International	12	1	0	0	13
Other	24	18	0	0	42

By Level, Gender:

Gender	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Male	173	182	5	0	360
Female	341	89	53	0	483

By Level, Type Major:

Type Major	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Academic	245	0	0	0	245
Technical	269	271	58	0	598
Continuing Education	0	0	0	0	0

Graduates Success Detail (FY 2014) - Grayson College

Academic

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	115	71.0%
African American	10	6.2%
Hispanic	12	7.4%
Asian	4	2.5%
Native American		N/A
International	3	1.9%
Other	18	11.1%

Gender:

Gender	Number	Percent of Cohort
Male	51	31.5%
Female	111	68.5%

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	27	62.8%
African American	5	11.6%
Hispanic	7	16.3%
Asian	0	0.0%
Native American		N/A
International	2	4.7%

Other 2 4.7%

Gender:

Gender	Number	Percent of Cohort
Male	10	23.3%
Female	33	76.7%

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	34	59.6%
African American	3	5.3%
Hispanic	11	19.3%
Asian	0	0.0%
Native American		N/A
International	3	5.3%
Other	6	10.5%

Gender:

Gender	Number	Percent of Cohort
Male	21	36.8%
Female	36	63.2%

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	14	70.0%
African American	2	10.0%
Hispanic	1	5.0%
Asian	0	0.0%
Native American		N/A
International	1	5.0%
Other	2	10.0%

Gender:

Gender	Number	Percent of Cohort
Male	6	30.0%
Female	14	70.0%

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	26	70.3%
African American	2	5.4%
Hispanic	5	13.5%
Asian	1	2.7%
Native American		N/A
International	0	0.0%
Other	3	8.1%

Gender:

Gender	Number	Percent of Cohort
Male	13	35.1%
Female	24	64.9%

Technical

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	302	72.1%
African American	35	8.4%
Hispanic	47	11.2%
Asian	7	1.7%
Native American		N/A
International	5	1.2%
Other	2	0.5%

Gender:

Gender	Number	Percent of Cohort
Male	154	36.8%
Female	265	63.2%

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	16	59.3%
African American	3	11.1%
Hispanic	4	14.8%
Asian	1	3.7%
Native American		N/A
International	1	3.7%
Other	3	11.1%

Gender:

Gender	Number	Percent of Cohort
Male	6	22.2%
Female	21	77.8%

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	12	70.6%
African American	1	5.9%
Hispanic	0	0.0%
Asian	0	0.0%
Native American		N/A
International	1	5.9%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	8	47.1%
Female	9	52.9%

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	18	78.3%
African American	2	8.7%
Hispanic	2	8.7%
Asian	1	4.3%
Native American		N/A
International	0	0.0%
Other	1	4.3%

Gender:

Gender	Number	Percent of Cohort
Male	14	60.9%

Female 9 39.1%

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	32	78.0%
African American	5	12.2%
Hispanic	3	7.3%
Asian	0	0.0%
Native American		N/A
International	29	70.7%
Other		N/A

Gender:

Gender	Number	Percent of Cohort
Male	16	39.0%
Female	25	61.0%

Transfer Detail (through FY 2015)- Grayson College

Transfer Measure Detail

Transfers to Senior Institutions						
	All Students		Academic Students		Technical Students	
Fall 2015 Cohort	1,013	(100%)	482	(100%)	531	(100%)
0-12 hours	8	(0.8%)	6	(1.2%)	2	(0.4%)
13-24 hours	13	(1.3%)	9	(1.9%)	4	(0.8%)
25-29 hours	12	(1.2%)	12	(2.5%)	0	(0.0%)
30-42 hours	28	(2.8%)	19	(3.9%)	9	(1.7%)
43+ hours	95	(9.4%)	68	(14.1%)	27	(5.1%)
Non Transfer Completers	204	(20.1%)	81	(16.8%)	123	(23.2%)
Non Completers	653	(64.5%)	287	(59.5%)	366	(68.9%)
All Transfers Total	156	(15.4%)	114	(23.7%)	42	(7.9%)
Awarded Core	21	(2.1%)	16	(3.3%)	5	(0.9%)

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	2012		2013		2014	
		Number Takers	Pass Rate	Number Takers	Pass Rate	Number Takers	Pass Rate
43010700	Criminal Justice/Police Science	45	97.8%	36	100.0%	34	100.0%
51060100	Dental Assisting/Assistant	28	100.0%	19	100.0%	21	100.0%
51380100	Registered Nursing/Registered Nurse	119	100.0%	120	97.5%	129	97.7%
51390100	Licensed Practical/Vocational Nurse Training	78	100.0%	50	100.0%	68	95.6%

Excellence - Contextual Measures

27. Certification and Licensure



	FY 2008	FY 2014	FY 2015	Point Change FY 2008 to FY 2015
Pass rate on state or national exams.	N/A	93.9%	93.1%	N/A

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



Highlighted Excellent Programs 1

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 each semester. In 2015, our chapter won many awards and distinctions within Texas, including once again being recognized as a Five Star chapter. This is the highest level a chapter can attain in the Chapter Development Plan. A member was inducted into the Texas Hall of Honor, and the chapter won both College Project and Honors in Action Awards. The advisor received the Regional Coordinator's Award and was inducted into the Texas Hall of Honor for Advisors. The chapter was named a Texas Top Chapter, ranking fourth in Texas. A member was elected as a Texas Regional Officer, one of six officers elected statewide. Internationally, the chapter won both Distinguished College Project and Distinguished Honors in Action Awards. Also, the chapter was designated as a Distinguished Chapter, ranking in the top 34 chapters in the Society. The advisor won the Continued Excellence Award for Advisors. Additionally, a member was elected as the Division II International Vice President, one of five officers elected to serve at the top level of student leadership in Phi Theta Kappa. For more information visit: www.ptk.org.

Highlighted Excellent Programs 2

In its 50th year of program offering, the Licensed Vocational Nursing program continues to provide training and education for Grayson and Fannin County students seeking employment in the nursing field. Enrollment in the Licensed Vocational Nursing program at Grayson College has grown from 20 to 30 each entering class to 80 over the past 50 years. Licensure exam pass rates for those students taking the Board of Nursing exam for 2014-2015 is 95% on the first attempt. This program of excellence has served students for fifty years. For more information on the Licensed Vocational Nursing program at Grayson College visit: <http://grayson.edu/programs-and-majors/nursing/licensed-vocational-nursing.html>.

30. 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:	

Significant Recognitions - 2015:

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 2014	FY 2015	Point Change FY 2000 to FY 2015
Institutional support as a percent of total operating expenditures	N/A	12.9%	13.7%	N/A

Tuition and Fees

32. Tuition and fees for 30 SCH.

	FY 2000	FY 2015	FY 2016	Percent Change FY 2000 to FY 2016
Tuition and fees for 30 SCH in two semesters	\$973	\$2,401	\$2,821	189.9%

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 2013	Fall 2014	Percent Change Fall 2000 to Fall 2014
Full-Time Total*	78	81	96	23.1%
Race/Ethnicity				
White	74 (94.9%)	63 (77.8%)	77 (80.2%)	4.1%
African American	2 (2.6%)	4 (4.9%)	5 (5.2%)	150.0%
Hispanic	1 (1.3%)	4 (4.9%)	4 (4.2%)	300.0%
Asian	1 (1.3%)	0 (0.0%)	0 (0.0%)	-100.0%
International	1 (1.3%)	1 (1.2%)	0 (0.0%)	-100.0%
Other	0 (0.0%)	9 (11.1%)	10 (10.4%)	N/A
Gender				
Male	38 (48.7%)	31 (38.3%)	37 (38.5%)	- 2.6%
Female	40 (51.3%)	50 (61.7%)	59 (61.5%)	47.5%
Part-Time Total*	82	162	146	78.0%
Race/Ethnicity				
White	77 (93.9%)	146 (90.1%)	126 (86.3%)	63.6%
African American	1 (1.2%)	4 (2.5%)	3 (2.1%)	200.0%
Hispanic	3 (3.7%)	7 (4.3%)	5 (3.4%)	66.7%
Asian	0 (0.0%)	1 (0.6%)	3 (2.1%)	N/A
International	1 (1.2%)	0 (0.0%)	0 (0.0%)	-100.0%
Other	0 (0.0%)	4 (2.5%)	9 (6.2%)	N/A
Gender				
Male	47 (57.3%)	57 (35.2%)	54 (37.0%)	14.9%
Female	35 (42.7%)	105 (64.8%)	92 (63.0%)	162.9%

*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 2013	Fall 2014	Percent Change Fall 2000 to Fall 2014
34. FTE Student/FTE Faculty Ratio	21:1	22:1	20:1	- 4.8%
35. Contact Hours	687,684	973,712	698,720	1.6%
Taught by full-time faculty	77.4%	62.2%	66.0%	- 11.4
Taught by part-time faculty	22.6%	37.8%	34.0%	11.4

Institutional Efficiency and Effectiveness - Finance Measures

Finances per FTE Student

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

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015
Total revenues per FTE student	N/A	11,571	11,445	N/A
State funds per FTE student	N/A (N/A)	3,177 (27.5%)	3,427 (29.9%)	N/A
Local funds per FTE student	N/A (N/A)	4,005 (34.6%)	3,576 (31.2%)	N/A
Tuition and Fees per FTE student	N/A (N/A)	1,396 (12.1%)	1,459 (12.7%)	N/A
Federal revenue per FTE student	N/A (N/A)	2,993 (25.9%)	2,982 (26.1%)	N/A

37. Expenditures per full-time equivalent students


	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015
Total expenditures per FTE student	N/A	8,643	9,604	N/A
Instructional expenditures per FTE student	N/A (N/A)	3,817 (44.2%)	4,064 (42.3%)	N/A
Institution Support expenditures per FTE student	N/A (N/A)	1,119 (12.9%)	1,321 (13.8%)	N/A
Academic Support expenditures per FTE student	N/A (N/A)	529 (6.1%)	555 (5.8%)	N/A

38. Financial Viability Ratio

	FY 2003	FY 2014	FY 2015	Point Change FY 2003 to FY 2015
Financial Viability Ratio	N/A	2.61%	2.09%	N/A

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/>

Success Points

	FY 2013	FY 2014	FY 2015	% Change FY 2013 to FY 2015
39 Success Points 				
Annual Success Point Total	7,509.0	7,870.0	7,418.8	- 1.2%
Math Readiness	293.0	258.0	244.0	- 16.7%
Read Readiness	57.5	63.0	62.5	8.7%
Write Readiness	44.0	65.5	65.5	48.9%
Students Who Complete 15 SCH	1,569.0	1,584.0	1,484.0	- 5.4%
Students Who Complete 30 SCH	1,033.0	1,006.0	891.0	- 13.7%
Students Who Transfer to a 4-Year Institution	910.0	952.0	988.0	8.6%
Students Who Pass First College-Level Math Course	804.0	842.0	809.0	0.6%
Students Who Pass First College-Level Read Course	631.5	767.0	827.0	31.0%
Students Who Pass First College-Level Write Course	492.5	532.0	533.0	8.2%
Degrees, Core Curriculum or Certificates (Unduplicated)	878.0	1,058.0	842.0	- 4.1%
Degrees or Certificates in Critical Fields	796.5	742.5	672.8	- 15.5%