

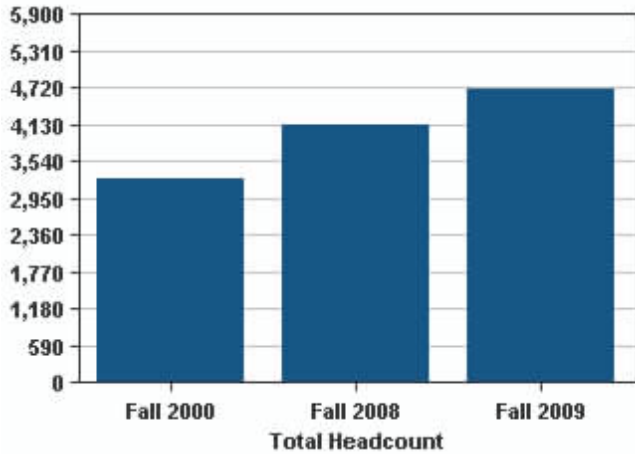
Grayson County College

Accountability Report

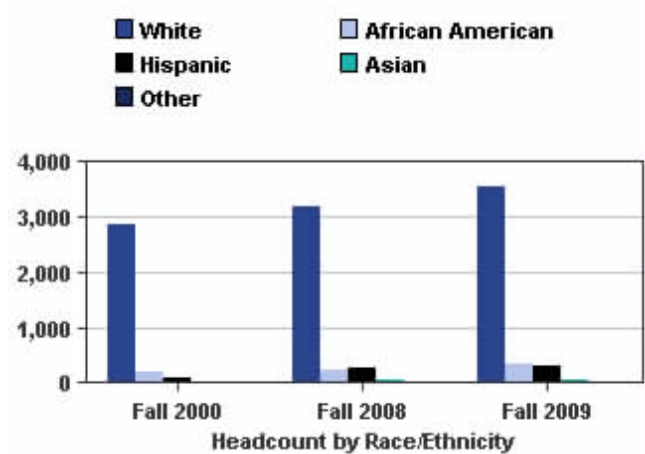
Participation - Key Measures

Enrollment

1. Fall Headcount (Unduplicated)									
	Fall 2000		Fall 2008		Fall 2009		% Change Fall 2000 to 2009	Institutional Closing the Gaps Target- Fall 2010	Closing the Gaps Completion
Total	3,260		4,122		4,712		44.5%	4,411	107%
White	2,860	(87.7%)	3,183	(77.2%)	3,560	(75.6%)	24.5%	3,752	95%
African American	192	(5.9%)	240	(5.8%)	329	(7.0%)	71.4%	247	133%
Hispanic	106	(3.3%)	260	(6.3%)	318	(6.7%)	200.0%	412	77%
Asian	15	(0.5%)	46	(1.1%)	61	(1.3%)	306.7%		
Native American	57	(1.7%)	207	(5.0%)	286	(6.1%)	401.8%		
International	30	(0.9%)	161	(3.9%)	135	(2.9%)	350.0%		
Other	0	(0.0%)	25	(0.6%)	23	(0.5%)	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 2008		FY 2009		% Change FY 2000 to 2009
Total	6,767		8,875		8,754		29.4%
White	6,018	(88.9%)	7,119	(80.2%)	6,924	(79.1%)	15.1%
African American	374	(5.5%)	517	(5.8%)	542	(6.2%)	44.9%
Hispanic	177	(2.6%)	479	(5.4%)	484	(5.5%)	173.4%
Asian	52	(0.8%)	168	(1.9%)	142	(1.6%)	173.1%
Native American	108	(1.6%)	316	(3.6%)	388	(4.4%)	259.3%
International	38	(0.6%)	231	(2.6%)	232	(2.7%)	510.5%
Other	0	(0.0%)	45	(0.5%)	42	(0.5%)	N/A

Participation - Contextual Measures

3. Enrollment by Semester	FY 2004	FY 2008	FY 2009	% Change FY 2000 to 2009
Fall	4,078	5,021	4,968	21.8%
Academic	1,765	2,292	2,462	39.5%
Technical	1,536	1,480	1,733	12.8%
Continuing Education	777	1,249	773	- 0.5%
Spring	3,792	4,489	4,722	24.5%
Academic	1,684	2,136	2,349	39.5%
Technical	1,527	1,500	1,834	20.1%
Continuing Education	581	853	539	- 7.2%
Summer I	1,836	2,526	2,408	31.2%
Academic	730	829	875	19.9%
Technical	480	590	747	55.6%
Continuing Education	626	1,107	786	25.6%
Summer II	930	1,693	1,973	112.2%
Academic	260	387	450	73.1%
Technical	174	174	242	39.1%
Continuing Education	496	1,132	1,281	158.3%

Service Area Representation	FY 2005	FY 2008	FY 2009		
	Service difference (% Enr. - % Pop.)	Service difference (% Enr. - % Pop.)	Percent population in service area	Percent credit enrollment	Service difference (% Enr. - % Pop.)
4. Gap between demographic groups in the area and enrollment.					
Race/Ethnicity					
White	4.3%	1.3%	77.7%	78.6%	0.9%
African American	0.4%	0%	7%	7.6%	0.6%
Hispanic	-5.1%	-5.3%	12.1%	6.2%	-5.8%
Other	0.3%	4%	3.3%	7.6%	4.3%
Gender					
Male	-12.8%	-14.7%	51.7%	37.7%	-14%
Female	12.8%	14.7%	48.3%	62.3%	14%

5. Annual Semester Credit and Contact Hours	FY 2000	FY 2008	FY 2009	% Change FY 2000 to 2009
Annual Semester Credit Hours (SCH)	70,071	83,763	94,250	34.5%
Academic	51,196	62,559	69,436	35.6%
Technical	18,875	21,204	24,814	31.5%
Annual Contact Hours	1,608,024	1,946,498	2,151,132	33.8%
Academic	971,077	1,183,072	1,315,568	35.5%
Technical	519,584	620,961	733,894	41.2%
Continuing Education	117,363	142,465	101,670	- 13.4%

6. Financial Aid: Students Receiving Pell Grants	FY 2000	FY 2008	FY 2009	% Change FY 2000 to 2009
Total	25.2%	26%	30.3%	20.2%
White	22.6%	25.3%	29.1%	28.8%
African American	56.1%	48.6%	57.9%	3.2%
Hispanic	38.9%	28.4%	35.4%	- 9.0%
Asian	0.0%	26.1%	15.2%	N/A
Native American	41.7%	30.2%	35.7%	- 14.4%
International	0.0%	0.0%	0.6%	N/A
Other	0.0%	0.0%	36.0%	N/A
Gender				
Male	17.8%	18.9%	22.5%	26.4%
Female	30.2%	30.4%	35.3%	16.9%

7. Full-Time/Part-Time Undergraduate Students	Fall 2000	Fall 2008	Fall 2009	% Change Fall 2000 to 2009
Full-Time Credential Seeking Students				
Total	1,471	1,855	2,137	45.3%
White	1,261	1,335	1,543	22.4%
African American	113	135	180	59.3%
Hispanic	46	134	156	239.1%
Asian	6	15	32	433.3%
Native American	20	90	108	440.0%
International	25	135	108	332.0%
Other	0	11	10	N/A
Gender				
Male	567	776	854	50.6%
Female	904	1,079	1,283	41.9%
Part-Time Credential Seeking Students				
Total	1,532	2,193	2,519	64.4%
White	1,365	1,791	1,969	44.2%
African American	69	103	149	115.9%
Hispanic	52	122	160	207.7%
Asian	8	31	29	262.5%
Native American	33	112	174	427.3%
International	5	21	25	400.0%
Other	0	13	13	N/A
Gender				
Male	650	797	954	46.8%
Female	882	1,396	1,565	77.4%

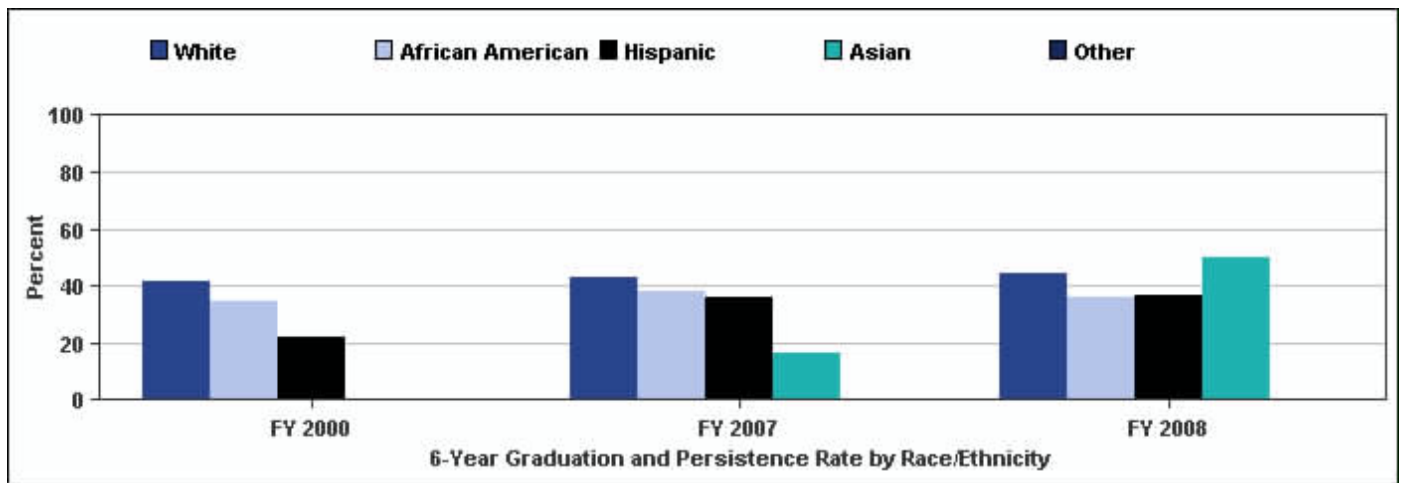
8. First-Time In College Students	Fall 2000	Fall 2008	Fall 2009	% Change Fall 2000 to 2009
Full-Time Credential Seeking Students				
Total	507	566	732	44.4%
White	419	399	538	28.4%
African American	53	54	60	13.2%
Hispanic	14	56	70	400.0%
Asian	1	4	12	1100.0%
Native American	8	29	40	400.0%
International	12	20	8	-33.3%
Other	0	4	4	N/A
Gender				
Male	217	253	315	45.2%
Female	290	313	417	43.8%
Part-Time Credential Seeking Students				
Total	502	166	292	-41.8%
White	457	135	221	-51.6%
African American	18	9	22	22.2%
Hispanic	18	14	21	16.7%
Asian	1	1	4	300.0%
Native American	6	6	23	283.3%
International	2	0	0	-100.0%
Other	0	1	1	N/A
Gender				
Male	226	73	145	-35.8%
Female	276	93	147	-46.7%

9. Community College Activities: Non-funded and Non-reported	FY 2009	
Contract Training: Enrollment and Contact Hours	Enrollment: 300	Contact Hours: 2500
Adult Basic Education: Enrollment as Reported to TEA		509
Alternative Certification: Enrollment and Contact Hours	Enrollment: 0	Contact Hours: 0
G.E.D.: Enrolled in G.E.D. Program		724
G.E.D.: Test Takers		315
G.E.D.: Passed the Test		227

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 2007 (Entering Fall 2001 Cohort)	FY 2008 (Entering Fall 2002 Cohort)	Point Change FY 2000 to FY 2008
Total	40.1%	41.7%	42.7%	2.6
Race/Ethnicity				
White	41.9%	43.2%	44.5%	2.6
African American	34.3%	38.2%	35.7%	1.4
Hispanic	22.2%	35.7%	37%	14.8
Asian	0%	16.7%	50%	50.0
Native American	0%	40%	33.3%	33.3
International	0%	0%	26.7%	26.7
Other	0%	0%	0%	0.0
Gender				
Male	41.3%	37.2%	39.5%	- 1.8
Female	38.9%	45.4%	45.3%	6.4

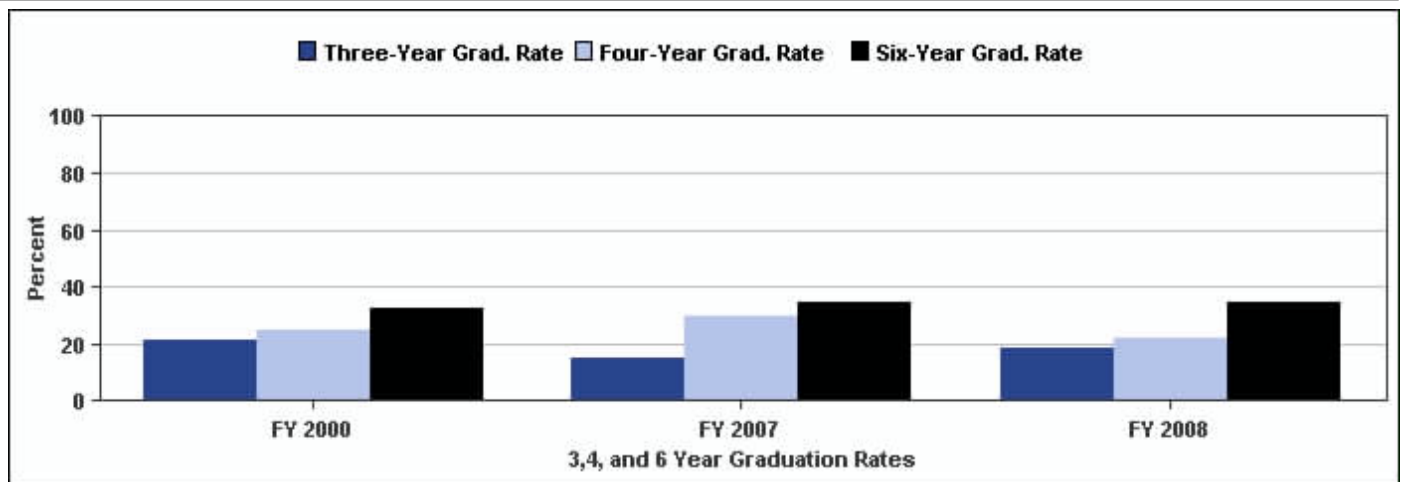


Source: CBM001, CBM002, and CBM009

3-, 4-, and 6-Year Graduation Rates

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

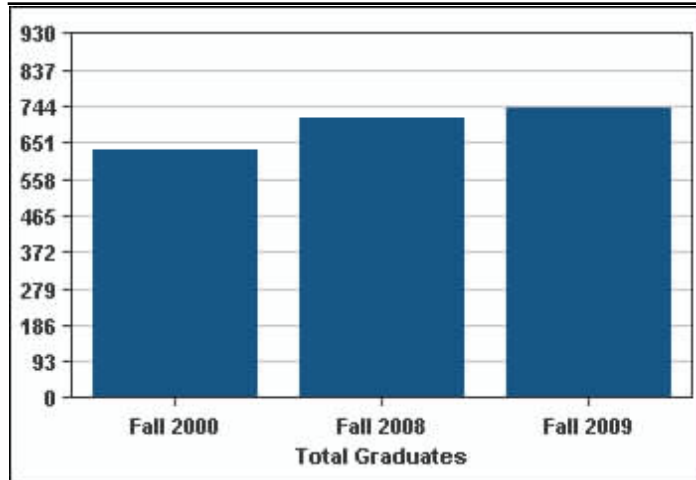
	FY 2000			FY 2007			FY 2008			Point Change FY 2000 to FY 2008
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		
3-Year graduation rate (Total)	1997	104	(21.0%)	2004	75	(15.3%)	2005	82	(18.7%)	- 2.3
Baccalaureate or Above	4	(0.8%)		0	(0.0%)		0	(0.0%)		- 0.8
Associates	66	(13.3%)		50	(10.2%)		56	(12.8%)		- 0.5
Certificate	34	(6.9%)		25	(5.1%)		26	(5.9%)		- 1.0
No Award	392	(79.0%)		416	(84.7%)		357	(81.3%)		2.3
4-Year graduation rate (Total)	1996	128	(24.5%)	2003	152	(29.5%)	2004	108	(22.0%)	- 2.5
Baccalaureate or Above	20	(3.8%)		10	(1.9%)		12	(2.4%)		- 1.4
Associates	73	(14.0%)		97	(18.8%)		67	(13.6%)		- 0.4
Certificate	35	(6.7%)		45	(8.7%)		29	(5.9%)		- 0.8
No Award	394	(75.5%)		364	(70.5%)		383	(78.0%)		2.5
6-Year graduation rate (Total)	1994	115	(32.2%)	2001	144	(34.7%)	2002	168	(34.4%)	2.2
Baccalaureate or Above	47	(13.2%)		47	(11.3%)		52	(10.6%)		- 2.6
Associates	47	(13.2%)		62	(14.9%)		74	(15.1%)		1.9
Certificate	21	(5.9%)		35	(8.4%)		42	(8.6%)		2.7
No Award	242	(67.8%)		271	(65.3%)		321	(65.6%)		- 2.2



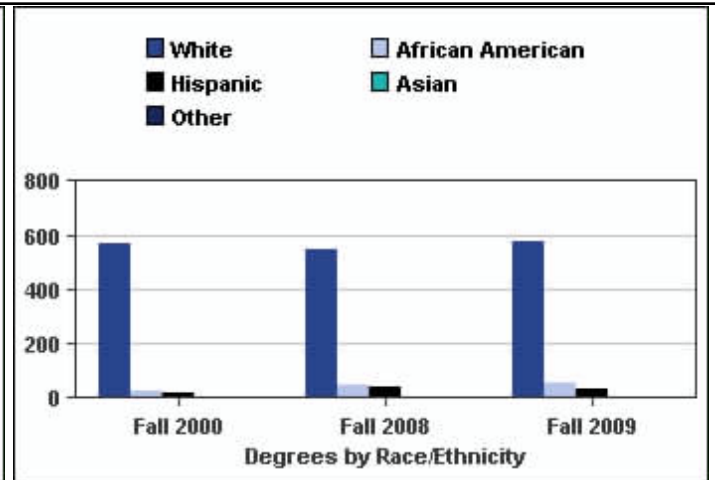
Source: CBM001, CBM002, and CBM009

Degrees and Certificates

12. Number of awards, certificates by type, core completers and field of study completers.						
	FY 2000	FY 2008	FY 2009	% Change FY 2000 to FY 2009	Institutional Closing the Gaps Target-Fall 2010	Closing the Gaps Completion
Total Degrees and Certificates (Does not include other completers)	631	714	739	17.1%	927	80%
White	567	549	575	1.4%		
African American	25	48	54	116.0%		
Hispanic	16	38	34	112.5%		
Asian	3	6	6	100.0%		
Native American	15	31	32	113.3%		
International	5	40	36	620.0%		
Other	0	2	2	N/A		
Level						
Bachelor of Applied Technology	N/A	N/A	N/A	N/A		
Associates	367	428	429	16.9%	527	81%
Certificate 1	217	237	243	12.0%		
Certificate 2	47	49	67	42.6%		
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	19	40	N/A		
Field of Study	N/A	N/A	2	N/A		
Gender						
Male	290	258	307	5.9%		
Female	341	456	432	26.7%		



Source: CBM009



Source: CBM009

Transfers

13. Transfers to a senior institution.									
	FY 2000 detail			FY 2008 detail			FY 2009 detail		
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate	
Cohort	1994	609	(100%)	2002	963	(100%)	2003	1,093	(100%)
0-12 hours		5	(0.8%)		107	(11.1%)		115	(10.5%)
13-24 hours		12	(2.0%)		40	(4.2%)		38	(3.5%)
25-29 hours		4	(0.7%)		10	(1.0%)		10	(0.9%)
30-42 hours		18	(3.0%)		32	(3.3%)		28	(2.6%)
43+ hours		90	(14.8%)		100	(10.4%)		101	(9.2%)
Non Transfer Completers		77	(12.6%)		159	(16.5%)		201	(18.4%)
Non Completers		403	(66.2%)		515	(53.5%)		600	(54.9%)
All Transfers Total		129	(21.2%)		289	(30.0%)		292	(26.7%)
Awarded Core		0	(0.0%)		4	(0.4%)		11	(1.0%)

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 2005 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	604						
Met state standards in all areas							
Math	197	1	14	7.1%	7	50%	3.6%
Reading	197	6	110	55.8%	61	55.5%	31%
Writing	197	0	143	72.6%	103	72%	52.3%
All students below state standard							
Math	245	N/A	40	16.3%	30	75%	12.2%
Reading	156	N/A	68	43.6%	46	67.6%	29.5%
Writing	119	N/A	32	26.9%	23	71.9%	19.3%
Not met state standards:							
In all three areas							
Math	55	N/A	6	10.9%	3	50%	5.5%
Reading	55	N/A	23	41.8%	14	60.9%	25.5%
Writing	55	N/A	12	21.8%	8	66.7%	14.5%
Math							
Not requiring developmental education	60	0	8	13.3%	2	25%	3.3%
Requiring developmental education	190	N/A	34	17.9%	27	79.4%	14.2%
Unknown / Not tested	102	N/A	3	2.9%	3	100%	2.9%
Reading							
Not requiring developmental education	150	2	69	46%	36	52.2%	24%
Requiring developmental education	101	N/A	45	44.6%	32	71.1%	31.7%
Unknown / Not tested	101	N/A	9	8.9%	6	66.7%	5.9%
Writing							
Not requiring developmental education	182	0	105	57.7%	66	62.9%	36.3%
Requiring developmental education	64	N/A	20	31.3%	15	75%	23.4%
Unknown / Not tested	106	N/A	5	4.7%	4	80%	3.8%

Success - Contextual Measures

15. Persistence Rates	Entering Cohort Fall 2000	Entering Cohort Fall 2007	Entering Cohort Fall 2008	Point Change Fall 2000 to Fall 2008
First-time Undergraduate Persistence rate after one year				
Total	66.3%	67.8%	64.7%	- 1.6
Same institution	55.6%	60.8%	56.8%	1.2
Other institutions	10.6%	7%	7.9%	- 2.7
White	66.5%	69.2%	62.3%	- 4.2
Same institution	56.7%	62.2%	53.9%	- 2.8
Other institutions	9.7%	7%	8.4%	- 1.3
African American	72.5%	59.1%	66%	- 6.5
Same institution	49%	50%	58.5%	9.5
Other institutions	23.5%	9.1%	7.5%	- 16.0
Hispanic	71.4%	64.9%	75.9%	4.5
Same institution	64.2%	56.8%	66.7%	2.5
Other institutions	7.1%	8.1%	9.3%	2.2
Asian	100%	50%	100%	0.0
Same institution	100%	50%	75%	- 25.0
Other institutions	0%	0%	25%	25.0
Native American	57.1%	71.4%	64.3%	7.2
Same institution	57.1%	61.9%	60.7%	3.6
Other institutions	0%	9.5%	3.6%	3.6
International	27.2%	70%	70%	42.8
Same institution	27.2%	70%	70%	42.8
Other institutions	0%	0%	0%	0.0
Other	0%	0%	66.7%	66.7
Same institution	0%	0%	66.7%	66.7
Other institutions	0%	0%	0%	0.0

First-time Undergraduate Persistence rate after two years	Entering Cohort Fall 2000	Entering Cohort Fall 2006	Entering Cohort Fall 2007	Point Change Fall 2000 to Fall 2007
Total	49.1%	44%	51.5%	2.4
Same institution	26.8%	32.2%	37.9%	11.1
Other institutions	22.2%	11.8%	13.6%	- 8.6
White	50.3%	46.1%	53.2%	2.9
Same institution	28.6%	35.1%	39%	10.4
Other institutions	21.7%	11.1%	14.2%	- 7.5
African American	46.5%	44.7%	42.9%	- 3.6
Same institution	16.2%	21.1%	31%	14.8
Other institutions	30.2%	23.7%	11.9%	- 18.3
Hispanic	57.1%	44%	48.6%	- 8.5
Same institution	21.4%	28%	40%	18.6
Other institutions	35.7%	16%	8.6%	- 27.1
Asian	100%	66.7%	66.7%	- 33.3
Same institution	100%	66.7%	50%	- 50.0
Other institutions	0%	0%	16.7%	16.7
Native American	33.3%	28.6%	60%	26.7
Same institution	16.6%	25%	35%	18.4
Other institutions	16.6%	3.6%	25%	8.4
International	9%	20.8%	26.7%	17.7
Same institution	9%	20.8%	26.7%	17.7
Other institutions	0%	0%	0%	0.0
Other	0%	66.7%	0%	0.0
Same institution	0%	0%	0%	0.0
Other institutions	0%	66.7%	0%	0.0

16. Awards in STEM Fields	FY 2000	FY 2008	FY 2009	% Change FY 2000 to FY 2009	Institutional Closing the Gaps Target- Fall 2010	Closing the Gaps Completion
Fields						
Computer Science	40	5	4	- 90.0%	20	20%
Engineering	91	90	75	- 17.6%	125	60%
Math	8	6	8	0.0%	15	53%
Physical Science	2	7	7	250.0%	6	117%
Level						
Associates	64	34	27	- 57.8%		
Cert 1	77	74	67	- 13.0%		
Cert 2	0	0	0	N/A		

17. Awards in Nursing	FY 2000	FY 2008	FY 2009	% Change FY 2000 to FY 2009
Total	106	150	152	43.4%
Associates	72	101	85	18.1%
Cert 1	0	0	0	N/A
Cert 2	34	49	67	97.1%
Advanced Technology Certificate	0	0	0	N/A
ESC	0	0	0	N/A
Core Completers	0	0	0	N/A
Field of Study	0	0	0	N/A

18. Awards in Allied Health	FY 2000	FY 2008	FY 2009	% Change FY 2000 to FY 2009
Total	36	81	98	172.2%
Associates	8	35	38	375.0%
Cert 1	16	46	60	275.0%
Cert 2	12	0	0	-100.0%
Advanced Technology Certificate	0	0	0	N/A
ESC	0	0	0	N/A
Core Completers	0	0	0	N/A
Field of Study	0	0	0	N/A

19. Teacher Preparation and Certification	FY 2007	FY 2008
Students taking the certification exams	N/A	N/A
Race/Ethnicity		
White	N/A	N/A
African American	N/A	N/A
Hispanic	N/A	N/A
Other	N/A	N/A
Gender		
Male	N/A	N/A
Female	N/A	N/A
Students passing the certification exams	N/A%	N/A%
Race/Ethnicity		
White	N/A%	N/A%
African American	N/A%	N/A%
Hispanic	N/A%	N/A%
Other	N/A%	N/A%
Gender		
Male	N/A%	N/A%
Female	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 2007		FY 2008		Point Change FY 2007 to FY 2008
Academic					
Employed Only	84	55.3%	105	45.3%	25.0%
Employed and Enrolled (in Senior Institutions)	23	15.1%	52	22.4%	126.1%
Enrolled Only (in Senior Institutions)	26	17.1%	53	22.8%	103.8%
Enrolled Only (in Community Colleges)	6	3.9%	8	3.4%	33.3%
Not Found	13	8.6%	15	6.5%	15.4%
Technical					
Employed Only	287	87.0%	282	71.6%	- 1.7%
Employed and Enrolled (in Senior Institutions)	13	3.9%	67	17.0%	415.4%
Enrolled Only (in Senior Institutions)	7	2.1%	2	0.5%	- 71.4%
Enrolled Only (in Community Colleges)	9	2.7%	26	6.6%	188.9%
Not Found	14	4.2%	17	4.3%	21.4%

21. Marketable Skills Awards	FY 2000	FY 2008	FY 2009	Point Change FY 2000 to FY 2009
Marketable Skills Completers	N/A	0	0	N/A
Race/Ethnicity				
White	N/A	0	0	N/A
African American	N/A	0	0	N/A
Hispanic	N/A	0	0	N/A
Asian	N/A	0	0	N/A
Native American	N/A	0	0	N/A
International	N/A	0	0	N/A
Other	N/A	0	0	N/A

Gender

Male

Female

N/A

0

0

N/A

N/A

0

0

N/A

	FY 2000	FY 2004	FY 2005	Point Change FY 2000 to FY 2005
22. Associate of Arts in Teaching Awards				
Total	0	34	30	N/A
Race/Ethnicity				
White	0	29	27	N/A
African American	0	0	1	N/A
Hispanic	0	2	0	N/A
Asian	0	1	0	N/A
Native American	0	1	2	N/A
International	0	1	0	N/A
Other	0	0	0	N/A
Gender				
Male	0	3	2	N/A
Female	0	31	28	N/A

Fall 2005 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	604						
Met state standards in all areas							
Math	197	12	6.1%	N/A	N/A	N/A	N/A
Reading	197	1	0.5%	N/A	N/A	N/A	N/A
Writing	197	2	1%	N/A	N/A	N/A	N/A
All students below state standard							
Math	245	228	93.1%	71	81	31.1%	33.1%
Reading	156	127	81.4%	58	80	45.7%	51.3%
Writing	119	87	73.1%	35	56	40.2%	47.1%
Not met state standards:							
In all three areas							
Math	55	50	90.9%	12	14	24%	25.5%
Reading	55	48	87.3%	21	24	43.8%	43.6%
Writing	55	48	87.3%	17	21	35.4%	38.2%
Math							
Not requiring developmental education	60	4	6.7%	N/A	N/A	N/A	N/A
Requiring developmental education	190	178	93.7%	59	67	33.1%	35.3%
Unknown / Not tested	102	12	11.8%	2	14	16.7%	13.7%
Reading							
Not requiring developmental education	150	2	1.3%	N/A	N/A	N/A	N/A
Requiring developmental education	101	79	78.2%	37	56	46.8%	55.4%
Unknown / Not tested	101	7	6.9%	2	20	28.6%	19.8%
Writing							
Not requiring developmental education	182	1	0.5%	N/A	N/A	N/A	N/A
Requiring developmental education	64	39	60.9%	18	35	46.2%	54.7%
Unknown / Not tested	106	11	10.4%	4	22	36.4%	20.8%

Fall 2005 Cohort			
	Total	Number returning (Fall 2006)	Percent returning (Fall 2006)
24. Developmental Education: Underprepared and prepared students returning in fall.			
Number of FTIC students	604		
Met state standards in all areas	197	138	70.1%
Not met state standards:			
In all three areas	55	30	54.5%
Math			
Not requiring developmental education	60	38	63.3%
Requiring developmental education	190	119	62.6%
Unknown / Not tested	102	33	32.4%
Reading			
Not requiring developmental education	150	97	64.7%
Requiring developmental education	101	61	60.4%
Unknown / Not tested	101	32	31.7%
Writing			
Not requiring developmental education	182	113	62.1%
Requiring developmental education	64	43	67.2%
Unknown / Not tested	106	34	32.1%

	Fall 2000	Fall 2007	Fall 2008	%/Point Change Fall 2000 to Fall 2008
25. Course Completion Rate for Undergraduate State Funded Credit Hours				
Beginning semester credit hours	32,235	36,899	40,157	24.6%
Ending semester credit hours	27,683	31,627	34,523	24.7%
Completion rate	85.9%	85.7%	86.0%	0.1

Excellence - Key Measures

Licensure Rate

26. Pass rate for programs whose graduates are required to pass a licensure exam to practice in the field.				
	2006 Pass Rate	2007 Pass Rate	2008 Pass Rate	2009 Pass Rate
Associate Degree of Nursing (ADN)	95%	97%	97%	98.84%
Vocational Nursing (LVN)	100%	98%	100%	97%
Texoma Regional Police Academy	95%	100%	100%	100%

Excellence - Contextual Measures

27. Certification and Licensure	FY 2007	FY 2008	FY 2009	% Change FY 2007 to FY 2009
Pass rate on state or national exams.	90%	90%	94.47%	4.5

28. Significant Recognitions - 2008:

Number of members in Phi Theta Kappa	69
Number of students eligible for Phi Theta Kappa membership	
Number of students in service learning programs	587
Exemplary programs or citations/Other national recognitions: Student Maria Johnson named the National Coca-Cola Foundation Scholarship recipient Professor Donna Kumler named Honors College Outstanding Professor by the National Collegiate Honors Council	

Significant Recognitions - 2009:

Number of members in Phi Theta Kappa	20
Number of students eligible for Phi Theta Kappa membership	705
Number of students in service learning programs	446
Exemplary programs or citations/Other national recognitions: National Association of Tech Prep Leader (NATPL) National Award Winner for Employer Partnership Recognition Award for "It's My Life" Video Project Board of Nurse Examiners Commendations for Vocational Nursing 100% Pass Rate Two students received Coca-Cola Scholarships: One National and one state with selection to All Texas Team GCC invited to share iPLAN Frameworks at the National Career Clusters Institute 2009	

Institutional Efficiency and Effectiveness - Key Measures

Administrative Cost Ratio

29. Institutional support as a percent of total operating expenses.				
	FY 2000	FY 2008	FY 2009	Point Change FY 2000 to FY 2009
Administrative costs as a percent of total expenditures	12%	11.85%	11%	- 1.0

Tuition and Fees

30. Tuition and fees for 30 SCH.				
	FY 2000	FY 2008	FY 2009	Percent Change FY 2000 to FY 2009
Tuition and fees for 15 SCH	\$973	\$1,356	\$1,374	41.2%

Institutional Efficiency and Effectiveness - Contextual Measures

31. Faculty	Fall 2000	Fall 2008	Fall 2009	Percent Change Fall 2000 to Fall 2009
Full-Time Total	78	66	65	- 16.7%
Race/Ethnicity				
White	74 (94.9%)	61 (92.4%)	62 (95.4%)	- 16.2%
African American	2 (2.6%)	2 (3.0%)	1 (1.5%)	- 50.0%
Hispanic	1 (1.3%)	2 (3.0%)	2 (3.1%)	100.0%
Asian	1 (1.3%)	1 (1.5%)	0 (0.0%)	-100.0%
Native American	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
International	1 (1.3%)	0 (0.0%)	0 (0.0%)	-100.0%
Other	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Gender				
Male	38 (48.7%)	27 (40.9%)	30 (46.2%)	- 21.1%
Female	40 (51.3%)	39 (59.1%)	35 (53.8%)	- 12.5%
Part-Time Total	82	117	129	57.3%
Race/Ethnicity				
White	77 (93.9%)	100 (85.5%)	109 (84.5%)	41.6%
African American	1 (1.2%)	2 (1.7%)	4 (3.1%)	300.0%
Hispanic	3 (3.7%)	5 (4.3%)	4 (3.1%)	33.3%
Asian	0 (0.0%)	3 (2.6%)	4 (3.1%)	N/A
Native American	0 (0.0%)	1 (0.9%)	0 (0.0%)	N/A
International	1 (1.2%)	0 (0.0%)	1 (0.8%)	0.0%
Other	0 (0.0%)	6 (5.1%)	7 (5.4%)	N/A
Gender				
Male	47 (57.3%)	47 (40.2%)	54 (41.9%)	14.9%
Female	35 (42.7%)	70 (59.8%)	75 (58.1%)	114.3%

	Fall 2000	Fall 2008	Fall 2009	Percent/Point Change Fall 2000 to Fall 2009
32. FTE Student/FTE Faculty Ratio	21:1	27:1	30:1	42.9%
33. Contact Hours	687,684	863,540	1,005,584	46.2%
Contact Hours taught by full-time faculty	77.4%	65.8%	66.2%	- 11.2
Contact Hours taught by part-time faculty	22.6%	34.2%	33.8%	11.2