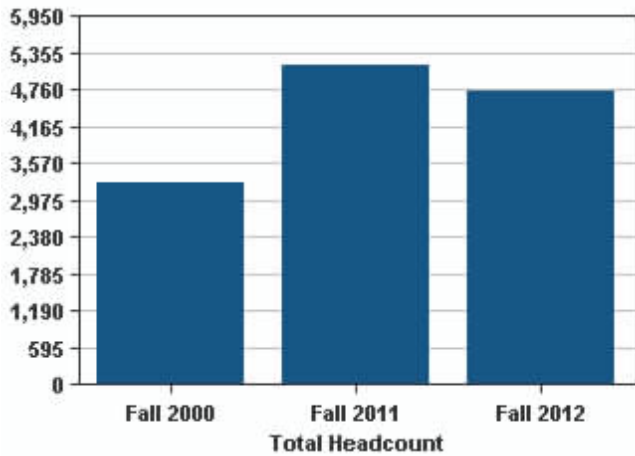


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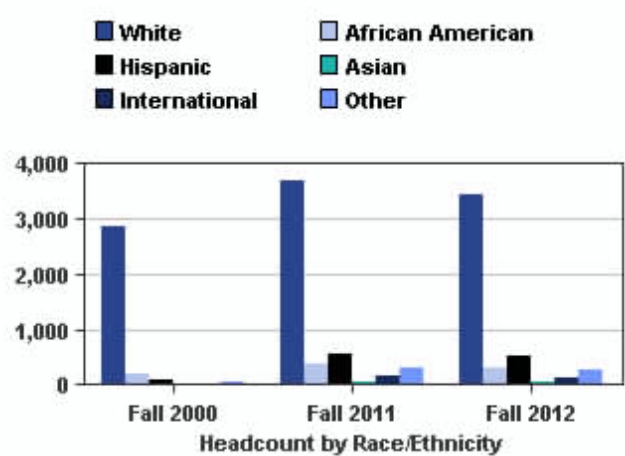
**Participation - Key Measures**

**Enrollment**

1. Fall Headcount (Unduplicated)									
	Fall 2000		Fall 2011		Fall 2012		% Change Fall 2000 to 2012	Institutional Closing the Gaps Target- Fall 2015	Closing the Gaps Completion
<b>Total</b>	<b>3,260</b>		<b>5,166</b>		<b>4,755</b>		<b>45.9%</b>	<b>5,601</b>	<b>84.9%</b>
White	2,860	( 87.7%)	3,699	( 71.6%)	3,449	( 72.5%)	20.6%	3,741	92.2%
African American	192	( 5.9%)	385	( 7.5%)	314	( 6.6%)	63.5%	388	80.9%
Hispanic	106	( 3.3%)	542	( 10.5%)	520	( 10.9%)	390.6%	621	83.7%
Asian	15	( 0.5%)	53	( 1.0%)	67	( 1.4%)	346.7%		
International	30	( 0.9%)	164	( 3.2%)	123	( 2.6%)	310.0%		
Other	57	( 1.7%)	323	( 6.3%)	282	( 5.9%)	394.7%		
<b>Gender</b>									
Male	1,333	( 40.9%)	1,988	( 39.0%)	1,821	( 38.3%)	36.6%		
Female	1,927	( 59.1%)	3,178	( 61.0%)	2,934	( 61.7%)	52.3%		



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 2011		FY 2012		% Change FY 2000 to 2012
<b>Total</b>	<b>6,767</b>		<b>9,568</b>		<b>9,374</b>		<b>38.5%</b>
White	6,018	( 88.9%)	6,757	( 70.6%)	6,199	( 66.1%)	3.0%
African American	374	( 5.5%)	661	( 6.9%)	695	( 7.4%)	85.8%
Hispanic	177	( 2.6%)	894	( 9.3%)	1,014	( 10.8%)	472.9%
Asian	52	( 0.8%)	97	( 1.0%)	104	( 1.1%)	100.0%
International	38	( 0.6%)	250	( 2.6%)	200	( 2.1%)	426.3%
Other	108	( 1.6%)	909	( 9.5%)	1,162	( 12.4%)	975.9%
<b>Gender</b>							
Male	3,103	( 45.9%)	4,069	( 41.8%)	3,752	( 40.0%)	20.9%
Female	3,664	( 54.1%)	5,499	( 58.2%)	5,622	( 60.0%)	53.4%

**Participation - Contextual Measures**

3. Enrollment by Semester	FY 2000	FY 2011	FY 2012	% Change FY 2000 to 2012
<b>Fall</b>	4,078	5,800	5,910	44.9%
Academic	1,793	2,509	2,509	39.9%
Technical	1,536	2,707	2,784	81.3%
Continuing Education	749	584	617	- 17.6%
<b>Spring</b>	4,324	6,483	6,337	46.6%
Academic	1,696	2,421	2,389	40.9%
Technical	1,527	2,794	2,663	74.4%
Continuing Education	1,101	1,268	1,285	16.7%
<b>Summer</b>	1,827	3,244	2,817	54.2%
Academic	822	1,025	961	16.9%
Technical	563	1,120	1,086	92.9%
Continuing Education	442	1,099	770	74.2%

Service Area Representation	FY 2005	FY 2011	FY 2012		
	Service difference (% Enr. - % Pop.)	Service difference (% Enr. - % Pop.)	Percent population in service area	Percent credit enrollment	Service difference (% Enr. - % Pop.)
<b>4. Gap between demographic groups in the area and enrollment.</b>					
<b>Race/Ethnicity</b>					
White	4.3%	- 1.6%	75.8%	72.0%	- 3.8%
African American	0.4%	1.2%	6.5%	8.8%	2.3%
Hispanic	- 5.1%	- 4.6%	13.5%	10.8%	- 2.6%
Other	0.3%	5.1%	4.3%	8.4%	4.1%
<b>Gender</b>					
Male	- 12.8%	- 14.2%	50.6%	37.0%	- 13.6%
Female	12.8%	14.2%	49.4%	63.0%	13.6%

5. Annual Semester Credit and Contact Hours	FY 2000	FY 2011	FY 2012	% Change FY 2000 to 2012
<b>Annual Semester Credit Hours (SCH)</b>	<b>70,071</b>	<b>119,191</b>	<b>113,068</b>	<b>61.4%</b>
Academic	51,196	86,551	80,340	56.9%
Technical	18,875	32,640	32,728	73.4%
<b>Annual Contact Hours</b>	<b>1,608,024</b>	<b>2,663,043</b>	<b>2,545,700</b>	<b>58.3%</b>
Academic	971,077	1,645,552	1,512,096	55.7%
Technical	519,584	932,519	936,292	80.2%
Continuing Education	117,363	84,972	97,312	- 17.1%

6. Financial Aid: Students Receiving Pell Grants	Fall 1999	Fall 2009	Fall 2010	Point Change Fall 1999 to Fall 2010
<b>Total*</b>	<b>25.2%</b>	<b>39.2%</b>	<b>46.2%</b>	<b>21.0</b>
White	22.6%	37.6%	44.0%	21.4
African American	56.1%	69.0%	71.2%	15.1
Hispanic	38.9%	43.4%	49.4%	10.5
Asian	0.0%	31.1%	36.7%	36.7
International	0.0%	0.0%	35.1%	35.1
Other	41.7%	40.8%	44.5%	2.8
<b>Gender</b>				
Male	17.8%	31.8%	41.0%	23.2
Female	30.2%	43.9%	49.5%	19.3

\*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 2011	Fall 2012	% Change Fall 2000 to Fall 2012
<b>Credential-Seeking Undergraduate Students (Full- and Part- Time)</b>				
<b>Total</b>	<b>3,003</b>	<b>5,145</b>	<b>4,738</b>	<b>57.8%</b>
<b>Full-Time Credential Seeking Students</b>				
<b>Total*</b>	<b>1,471</b>	<b>2,272</b>	<b>1,898</b>	<b>29.0%</b>
White	1,261 (85.7%)	1,541 (67.8%)	1,334 (70.3%)	5.8%
African American	113 (7.7%)	208 (9.2%)	162 (8.5%)	43.4%
Hispanic	46 (3.1%)	256 (11.3%)	207 (10.9%)	350.0%
Asian	6 (0.4%)	20 (0.9%)	25 (1.3%)	316.7%
International	25 (1.7%)	93 (4.1%)	58 (3.1%)	132.0%
Other	20 (1.4%)	154 (6.8%)	112 (5.9%)	460.0%
<b>Gender</b>				
Male	567 (38.5%)	923 (40.6%)	797 (42.0%)	40.6%
Female	904 (61.5%)	1,349 (59.4%)	1,101 (58.0%)	21.8%

**Part-Time Credential Seeking Students**

<b>Total*</b>	<b>1,532</b>		<b>2,873</b>		<b>2,840</b>		<b>85.4%</b>
White	1,365	(89.1%)	2,139	(74.5%)	2,101	(74.0%)	53.9%
African American	69	(4.5%)	176	(6.1%)	151	(5.3%)	118.8%
Hispanic	52	(3.4%)	285	(9.9%)	311	(11.0%)	498.1%
Asian	8	(0.5%)	33	(1.1%)	42	(1.5%)	425.0%
International	5	(0.3%)	71	(2.5%)	65	(2.3%)	1200.0%
Other	33	(2.2%)	169	(5.9%)	170	(6.0%)	415.2%
<b>Gender</b>							
Male	650	(42.4%)	1,056	(36.8%)	1,014	(35.7%)	56.0%
Female	882	(57.6%)	1,817	(63.2%)	1,826	(64.3%)	107.0%

**8. First-Time In College Students**

	Fall 2000	Fall 2011	Fall 2012	% Change Fall 2000 to Fall 2012
<b>Credential-Seeking Undergraduate Students (Full- and Part- Time)</b>				
<b>Total</b>	<b>1,009</b>	<b>1,033</b>	<b>848</b>	<b>- 16.0%</b>

**Full-Time Credential Seeking Students**

<b>Total*</b>	<b>507</b>		<b>755</b>		<b>613</b>		<b>20.9%</b>
White	419	(82.6%)	499	(66.1%)	433	(70.6%)	3.3%
African American	53	(10.5%)	67	(8.9%)	47	(7.7%)	- 11.3%
Hispanic	14	(2.8%)	108	(14.3%)	74	(12.1%)	428.6%
Asian	1	(0.2%)	7	(0.9%)	6	(1.0%)	500.0%
International	12	(2.4%)	32	(4.2%)	21	(3.4%)	75.0%
Other	8	(1.6%)	42	(5.6%)	32	(5.2%)	300.0%
<b>Gender</b>							
Male	217	(42.8%)	325	(43.0%)	265	(43.2%)	22.1%
Female	290	(57.2%)	430	(57.0%)	348	(56.8%)	20.0%

**Part-Time Credential Seeking Students**

<b>Total*</b>	<b>502</b>		<b>278</b>		<b>235</b>		<b>- 53.2%</b>
White	457	(91.0%)	192	(69.1%)	165	(70.2%)	- 63.9%
African American	18	(3.6%)	21	(7.6%)	14	(6.0%)	- 22.2%
Hispanic	18	(3.6%)	31	(11.2%)	39	(16.6%)	116.7%
Asian	1	(0.2%)	3	(1.1%)	3	(1.3%)	200.0%
International	2	(0.4%)	8	(2.9%)	5	(2.1%)	150.0%
Other	6	(1.2%)	23	(8.3%)	9	(3.8%)	50.0%
<b>Gender</b>							
Male	226	(45.0%)	128	(46.0%)	122	(51.9%)	- 46.0%
Female	276	(55.0%)	150	(54.0%)	113	(48.1%)	- 59.1%

\*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 2011	FY 2012
<b>Contract Training: Enrollment</b>	1,281	1,087
<b>Adult Basic Education: Enrollment as Reported to TEA</b>	629	960
<b>G.E.D.: Enrolled in G.E.D. Program</b>	300	366

**Fall 2012 Unduplicated Enrollment Detail - Grayson College**

**By Age**

Age	Count	Percent
Less than 18	820	17.2%
18 to 21	1,580	33.2%
22 to 24	510	10.7%
25 to 29	531	11.2%
30 to 34	420	8.8%
Over 35	894	18.8%
N/A	0	0.0%

**By Status**

Status	Count	Percent
Full-Time	1,903	40.0%
Part-Time	2,852	60.0%

**By Type Major**

Type Major	Count	Percent
Academic	2,406	50.6%
Technical	2,349	49.4%

**By Enrollment Status**

Status	Count	Percent
In-District	3,419	71.9%
Out-of-District	1,260	26.5%
Out-of-State	76	1.6%

**Dual Credit Enrollment**

Status	Count	Percent
Dual Credit	737	15.5%

**FY 2012 Unduplicated Enrollment Detail - Grayson College**

**By Age**

Age	Count	Percent
Less than 18	885	9.4%
18 to 21	2,548	27.2%
22 to 24	1,095	11.7%
25 to 29	1,268	13.5%
30 to 34	939	10.0%
Over 35	2,620	27.9%
N/A	19	0.2%

**By Type Major**

Type Major	Count	Percent
Academic	3,270	34.9%
Technical	3,837	40.9%
Continuing Education	2,267	24.2%

**By Enrollment Status**

Status	Count	Percent
In-District	5,055	53.9%
Out-of-District	1,923	20.5%
Out-of-State	129	1.4%
Continuing Education	2,267	24.2%

**Dual Credit Enrollment**

<b>Status</b>	<b>Count</b>	<b>Percent</b>
Dual Credit	643	6.9%

**FY 2012 Unduplicated Total by Semester Detail - Grayson College****By Age**

<b>Age</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
Less than 18	780	208	112
18 to 21	1,882	1,991	772
22 to 24	663	796	368
25 to 29	745	879	397
30 to 34	572	677	302
Over 35	1,261	1,778	860
N/A	7	8	6

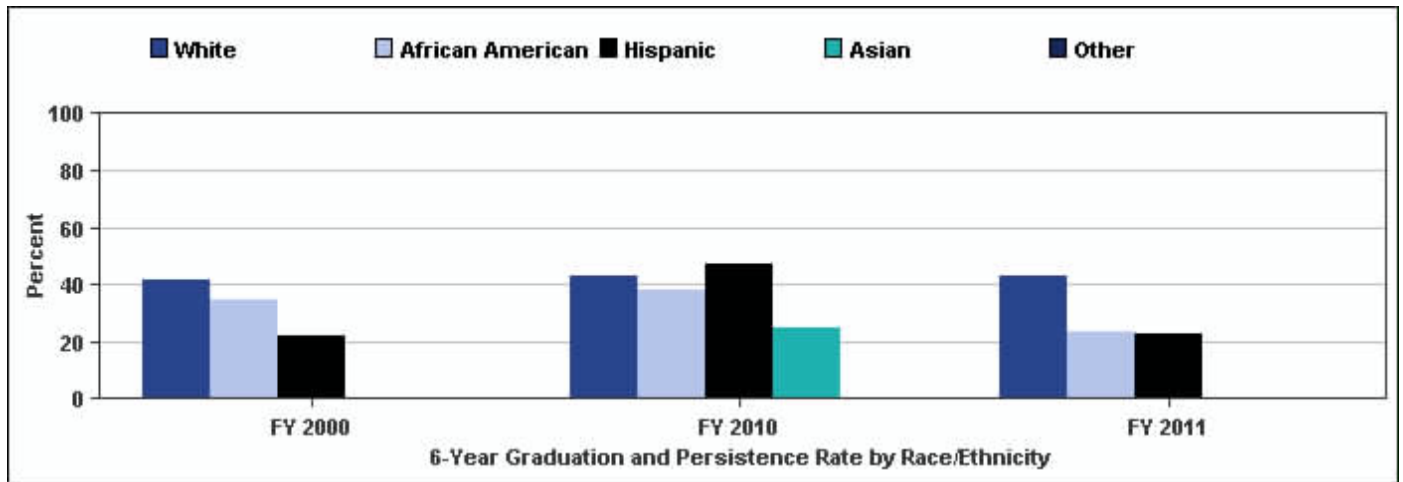
**By Race/Ethnicity**

<b>Race/Ethnicity</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
White	4,061	4,291	1,896
African American	420	439	244
Hispanic	643	673	291
Asian	63	73	39
International	165	139	60
Other	558	722	287

**Success - Key Measures**

**Graduation and Persistence Rate**

<b>10. First-time, full-time, credential-seeking, undergraduates who have graduated or are still enrolled.</b>				
	FY 2000 (Entering Fall 1994 Cohort)	FY 2010 (Entering Fall 2004 Cohort)	FY 2011 (Entering Fall 2005 Cohort)	Point Change FY 2000 to FY 2011
<b>Total*</b>	40.1%	41.8%	38.7%	- 1.4
<b>Race/Ethnicity</b>				
White	41.9%	43.1%	42.9%	1.0
African American	34.3%	37.8%	23.3%	- 11.0
Hispanic	22.2%	46.9%	22.6%	0.4
Asian	0.0%	25.0%	0.0%	0.0
Native American	0.0%	0.0%	42.1%	42.1
International	0.0%	20.0%	30.8%	30.8
Other (Unknown)	0.0%	0.0%	0.0%	0.0
<b>Gender</b>				
Male	41.3%	38.7%	34.3%	- 7.0
Female	38.9%	43.7%	42.3%	3.4

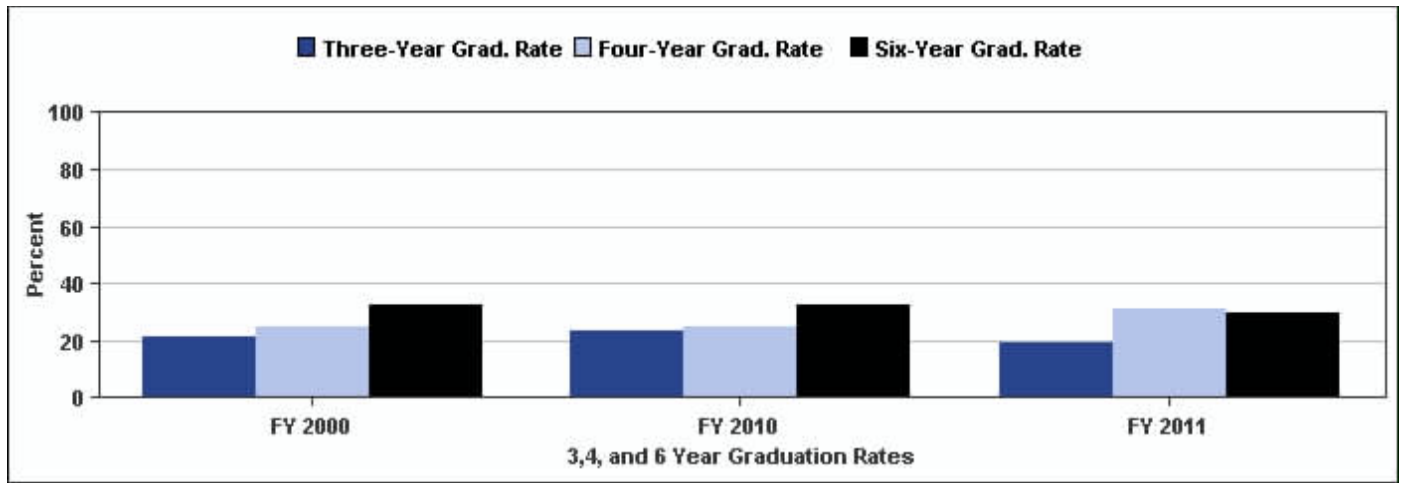


Source: CBM001, CBM002, and CBM009

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

	FY 2000		FY 2010		FY 2011		Point Change FY 2000 to FY 2011
	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	
<b>3-Year graduation rate (Total)</b>	<b>1997</b>	<b>104 (21.0%)</b>	<b>2007</b>	<b>125 (23.5%)</b>	<b>2008</b>	<b>109 (19.3%)</b>	<b>- 1.7</b>
Baccalaureate or Above	4	(0.8%)	1	(0.2%)	5	(0.9%)	0.1
Associates	66	(13.3%)	99	(18.6%)	64	(11.3%)	- 2.0
Certificate	34	(6.9%)	25	(4.7%)	40	(7.1%)	0.2
No Award	392	(79.0%)	407	(76.5%)	457	(80.7%)	1.7
<b>4-Year graduation rate (Total)</b>	<b>1996</b>	<b>128 (24.5%)</b>	<b>2006</b>	<b>141 (24.7%)</b>	<b>2007</b>	<b>167 (31.4%)</b>	<b>6.9</b>
Baccalaureate or Above	20	(3.8%)	11	(1.9%)	15	(2.8%)	- 1.0
Associates	73	(14.0%)	99	(17.3%)	123	(23.1%)	9.1
Certificate	35	(6.7%)	31	(5.4%)	29	(5.5%)	- 1.2
No Award	394	(75.5%)	431	(75.3%)	365	(68.6%)	- 6.9
<b>6-Year graduation rate (Total)</b>	<b>1994</b>	<b>115 (32.2%)</b>	<b>2004</b>	<b>158 (32.2%)</b>	<b>2005</b>	<b>131 (29.8%)</b>	<b>- 2.4</b>
Baccalaureate or Above	47	(13.2%)	49	(10.0%)	32	(7.3%)	- 5.9
Associates	47	(13.2%)	73	(14.9%)	70	(15.9%)	2.7
Certificate	21	(5.9%)	36	(7.3%)	29	(6.6%)	0.7
No Award	242	(67.8%)	333	(67.8%)	308	(70.2%)	2.4

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

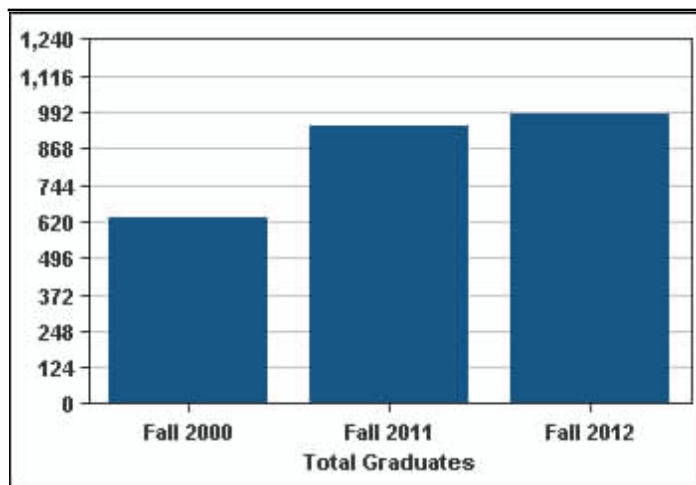


Source: CBM001, CBM002, and CBM009

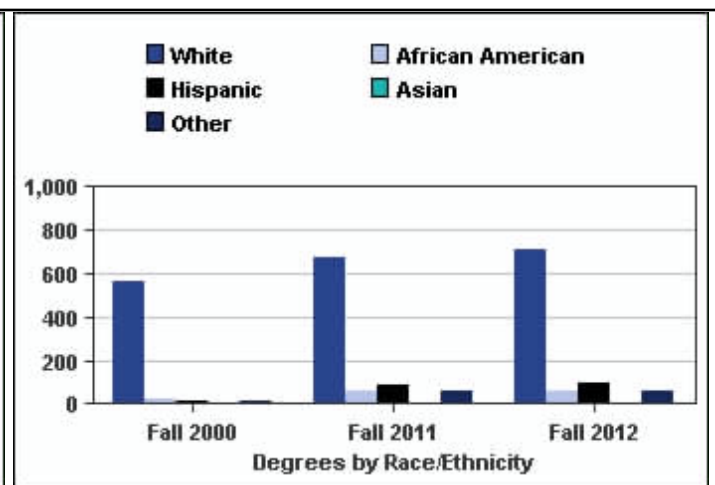
### Degrees and Certificates

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

	FY 2000	FY 2011	FY 2012	% Change FY 2000 to FY 2012	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
<b>Total Degrees and Certificates</b> (Does not include other completers)	<b>631</b>	<b>942</b>	<b>985</b>	<b>56.1%</b>	<b>888</b>	<b>111%</b>
White	567	671	714	25.9%		
African American	25	56	64	156.0%		
Hispanic	16	88	92	475.0%		
Asian	3	9	5	66.7%		
International	5	59	51	920.0%		
Other	15	59	59	293.3%		
<b>Level</b>						
Bachelor of Applied Technology	N/A	N/A	N/A	N/A		
Associates	367	521	526	43.3%	480	109.6%
Certificate 1	217	358	381	75.6%		
Certificate 2	47	63	78	66.0%		
Advanced Technology Certificates	N/A	N/A	N/A	N/A		
Other Completers:						
ESC	N/A	N/A	N/A	N/A		
Core Completers	N/A	39	37	N/A		
Field of Study	N/A	N/A	14	N/A		
<b>Gender</b>						
Male	290	402	437	50.7%		
Female	341	540	548	60.7%		



Source: CBM009



Source: CBM009



**Transfers**

13. Transfers to a senior institution.									
	FY 2000			FY 2011			FY 2012		
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate	
<b>Cohort</b>	1994	609	(100%)	2005	610	(100%)	2006	720	(100%)
0-12 hours		5	(0.8%)		3	(0.5%)		5	(0.7%)
13-24 hours		12	(2.0%)		5	(0.8%)		18	(2.5%)
25-29 hours		4	(0.7%)		8	(1.3%)		6	(0.8%)
30-42 hours		18	(3.0%)		9	(1.5%)		10	(1.4%)
43+ hours		90	(14.8%)		51	(8.4%)		65	(9.0%)
<b>All Transfers Total</b>		129	(21.2%)		76	(12.5%)		104	(14.4%)
<b>Non Transfer Completers</b>		77	(12.6%)		112	(18.4%)		132	(18.3%)
<b>Non Completers</b>		403	(66.2%)		422	(69.2%)		484	(67.2%)
<b>Awarded Core</b>		0	(0.0%)		10	(1.6%)		4	(0.6%)

**Developmental Education**

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

	Fall 2008 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)
<b>Number of FTIC students</b>	731						
<b>Met state standards in all areas</b>							
Math	266	11	71	26.7%	27	38.0%	10.2%
Reading	266	1	171	64.3%	116	67.8%	43.6%
Writing	266	0	154	57.9%	103	66.9%	38.7%
<b>All students below state standard</b>							
Math	278	N/A	57	20.5%	42	73.7%	15.1%
Reading	152	N/A	67	44.1%	41	61.2%	27.0%
Writing	138	N/A	59	42.8%	45	76.3%	32.6%
<b>Not met state standards:</b>							
<b>In all three areas</b>							
Math	77	N/A	15	19.5%	11	73.3%	14.3%
Reading	77	N/A	38	49.4%	29	76.3%	37.7%
Writing	77	N/A	33	42.9%	28	84.8%	36.4%
<b>Math</b>							
Not requiring developmental education	53	0	12	22.6%	2	16.7%	3.8%
Requiring developmental education	201	N/A	42	20.9%	31	73.8%	15.4%
Unknown / Not tested	134	N/A	4	3.0%	3	75.0%	2.2%
<b>Reading</b>							
Not requiring developmental education	182	0	81	44.5%	46	56.8%	25.3%
Requiring developmental education	75	N/A	29	38.7%	12	41.4%	16.0%
Unknown / Not tested	131	N/A	5	3.8%	3	60.0%	2.3%
<b>Writing</b>							
Not requiring developmental education	194	0	87	44.8%	47	54.0%	24.2%
Requiring developmental education	61	N/A	26	42.6%	17	65.4%	27.9%
Unknown / Not tested	133	N/A	20	15.0%	11	55.0%	8.3%

**Success - Contextual Measures**

15. Persistence Rates	Entering Cohort Fall 2000	Entering Cohort Fall 2010	Entering Cohort Fall 2011	Point Change Fall 2000 to Fall 2011
<b>First-time Undergraduate Persistence rate after one year</b>				
<b>Total</b>	<b>66.3%</b>	<b>56.9%</b>	<b>52.9%</b>	<b>- 13.4</b>
Same institution	55.6%	50.6%	46.9%	- 8.7
Other institutions	10.7%	6.3%	6.0%	- 4.7
<b>White</b>	<b>66.5%</b>	<b>59.6%</b>	<b>51.7%</b>	<b>- 14.8</b>
Same institution	56.8%	53.6%	46.5%	- 10.3
Other institutions	9.7%	6.1%	5.3%	- 4.4
<b>African American</b>	<b>72.5%</b>	<b>38.8%</b>	<b>42.4%</b>	<b>- 30.1</b>
Same institution	49.0%	32.5%	28.8%	- 20.2
Other institutions	23.5%	6.3%	13.6%	- 9.9
<b>Hispanic</b>	<b>71.4%</b>	<b>61.6%</b>	<b>65.1%</b>	<b>- 6.3</b>
Same institution	64.3%	54.7%	58.5%	- 5.8
Other institutions	7.1%	7.0%	6.6%	- 0.5
<b>Asian</b>	<b>100.0%</b>	<b>100.0%</b>	<b>57.1%</b>	<b>- 42.9</b>
Same institution	100.0%	66.7%	42.9%	- 57.1
Other institutions	0.0%	33.3%	14.3%	14.3
<b>International</b>	<b>27.3%</b>	<b>48.0%</b>	<b>64.5%</b>	<b>37.2</b>
Same institution	27.3%	44.0%	61.3%	34.0
Other institutions	0.0%	4.0%	3.2%	3.2
<b>Other</b>	<b>57.1%</b>	<b>52.2%</b>	<b>43.9%</b>	<b>- 13.2</b>
Same institution	57.1%	44.8%	41.5%	- 15.6
Other institutions	0.0%	7.5%	2.4%	2.4

	Entering Cohort Fall 2000	Entering Cohort Fall 2009	Entering Cohort Fall 2010	Point Change Fall 2000 to Fall 2010
<b>First-time Undergraduate Persistence rate after two years</b>				
<b>Total</b>	<b>49.1%</b>	<b>46.6%</b>	<b>36.3%</b>	<b>- 12.8</b>
Same institution	26.8%	31.1%	24.7%	- 2.1
Other institutions	22.3%	15.5%	11.5%	- 10.8
<b>White</b>	<b>50.4%</b>	<b>45.6%</b>	<b>39.2%</b>	<b>- 11.2</b>
Same institution	28.7%	28.3%	26.2%	- 2.5
Other institutions	21.7%	17.3%	12.9%	- 8.8
<b>African American</b>	<b>46.5%</b>	<b>47.4%</b>	<b>17.7%</b>	<b>- 28.8</b>
Same institution	16.3%	36.8%	12.7%	- 3.6
Other institutions	30.2%	10.5%	5.1%	- 25.1
<b>Hispanic</b>	<b>57.1%</b>	<b>48.4%</b>	<b>39.3%</b>	<b>- 17.8</b>
Same institution	21.4%	37.5%	31.0%	9.6
Other institutions	35.7%	10.9%	8.3%	- 27.4
<b>Asian</b>	<b>100.0%</b>	<b>50.0%</b>	<b>66.7%</b>	<b>- 33.3</b>
Same institution	100.0%	50.0%	66.7%	- 33.3
Other institutions	0.0%	0.0%	0.0%	0.0
<b>International</b>	<b>9.1%</b>	<b>57.1%</b>	<b>30.4%</b>	<b>21.3</b>
Same institution	9.1%	57.1%	21.7%	12.6
Other institutions	0.0%	0.0%	8.7%	8.7
<b>Other</b>	<b>33.3%</b>	<b>52.4%</b>	<b>32.3%</b>	<b>- 1.0</b>
Same institution	16.7%	38.1%	18.5%	1.8
Other institutions	16.7%	14.3%	13.8%	- 2.9

16. Awards in STEM Fields	FY 2000	FY 2011	FY 2012	% Change FY 2000 to FY 2012	Institutional Closing the Gaps Target-FY 2015	Closing the Gaps Completion
<b>Fields</b>						
Computer Science	40	6	9	- 77.5%	8	112.5%
Engineering	91	90	102	12.1%	70	145.7%
Math	8	7	8	0.0%	16	50.0%
Physical Science	2	4	8	300.0%	7	114.3%
<b>Level</b>						
Degrees in Critical Fields Bachelor of Applied Technology Associates	0	0	0	N/A		
Cert 1	64	36	40	- 37.5%		
Cert 2	77	71	87	13.0%		
Degrees in Critical Fields Advanced Technology Certificate	0	0	0	N/A		

17. Awards in Nursing	FY 2000	FY 2011	FY 2012	% Change FY 2000 to FY 2012	Institutional Closing the Gaps Target-FY 2015	Closing the Gaps Completion
<b>Total</b>	<b>106</b>	<b>180</b>	<b>201</b>	<b>89.6%</b>	<b>180</b>	<b>111.7%</b>
Associates	72	117	123	70.8%		
Cert 1	0	0	0	N/A		
Cert 2	34	63	78	129.4%		
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 2011	FY 2012	% Change FY 2000 to FY 2012	Institutional Closing the Gaps Target-FY 2015	Closing the Gaps Completion
<b>Total</b>	<b>36</b>	<b>98</b>	<b>96</b>	<b>166.7%</b>	<b>139</b>	<b>69.1%</b>
Associates	8	39	45	462.5%		
Cert 1	16	59	51	218.8%		
Cert 2	12	0	0	-100.0%		
Advanced Technology Certificate	0	0	0	N/A		
ESC	0	0	0	N/A		

19. Teacher Production and Certification	FY 2009	FY 2010	FY 2011
<b>Students taking the certification exams</b>	N/A	N/A	N/A
<b>Race/Ethnicity</b>			
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
<b>Gender</b>			
Male	N/A	N/A	N/A
Female	N/A	N/A	N/A
<b>Students passing the certification exams</b>	N/A	N/A	N/A
<b>Race/Ethnicity</b>			
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
<b>Gender</b>			
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 2009		FY 2010		FY 2011		Point Change FY 2009 to FY 2011
<b>Academic</b>							
Employed Only	117	50.4%	105	45.1%	102	44.5%	- 5.9
Employed and Enrolled (in Senior Institutions)	29	12.5%	45	19.3%	31	13.5%	1.0
Enrolled Only (in Senior Institutions)	41	17.7%	35	15.0%	58	25.3%	7.6
Enrolled Only (in Community Colleges)	13	5.6%	17	7.3%	20	8.7%	3.1
Not Found	32	13.8%	31	13.3%	18	7.9%	- 5.9
<b>Technical</b>							
Employed Only	346	86.5%	354	78.0%	445	80.5%	- 6.0
Employed and Enrolled (in Senior Institutions)	5	1.3%	8	1.8%	15	2.7%	1.4
Enrolled Only (in Senior Institutions)	7	1.8%	11	2.4%	22	4.0%	2.2
Enrolled Only (in Community Colleges)	26	6.5%	47	10.4%	47	8.5%	2.0
Not Found	16	4.0%	34	7.5%	24	4.3%	0.3

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 2011	FY 2012	Point Change FY 2002 to FY 2012
<b>Marketable Skills Completers</b>	0	76	40	N/A
<b>Race/Ethnicity</b>				
White	0	59	36	N/A
African American	0	4	0	N/A
Hispanic	0	5	1	N/A
Asian	0	1	2	N/A
International	0	0	0	N/A
Other	0	7	1	N/A
<b>Gender</b>				
Male	0	47	27	N/A
Female	0	29	13	N/A

22. Associate of Arts in Teaching Awards	FY 2000	FY 2011	FY 2012	Percent Change FY 2000 to FY 2012
<b>Total</b>	0	27	30	N/A

<b>Race/Ethnicity</b>				
White	0	18	21	N/A
African American	0	1	2	N/A
Hispanic	0	5	4	N/A
Asian	0	0	0	N/A
International	0	0	1	N/A
Other	0	3	2	N/A
<b>Gender</b>				
Male	0	0	5	N/A
Female	0	27	25	N/A

Developmental Education	Fall 2008 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)
<b>23. Under-prepared students are given 2 years to satisfy their TSI obligation.</b>							
<b>Number of FTIC students</b>	<b>731</b>						
<b>Met state standards in all areas</b>							
Math	266	10	3.8%	N/A	N/A	N/A	N/A
Reading	266	2	0.8%	N/A	N/A	N/A	N/A
Writing	266	2	0.8%	N/A	N/A	N/A	N/A
<b>All students below state standard</b>							
Math	278	257	92.4%	95	105	37.0%	37.8%
Reading	152	125	82.2%	73	95	58.4%	62.5%
Writing	138	111	80.4%	54	78	48.6%	56.5%
<b>Not met state standards:</b>							
<b>In all three areas</b>							
Math	77	69	89.6%	23	23	33.3%	29.9%
Reading	77	71	92.2%	40	44	56.3%	57.1%
Writing	77	66	85.7%	34	43	51.5%	55.8%
<b>Met state standards in at least one area:</b>							
<b>Math</b>							
Not requiring developmental education	53	5	9.4%	N/A	N/A	N/A	N/A
Requiring developmental education	201	188	93.5%	72	82	38.3%	40.8%
Unknown / Not tested	134	24	17.9%	13	58	54.2%	43.3%
<b>Reading</b>							
Not requiring developmental education	182	1	0.5%	N/A	N/A	N/A	N/A
Requiring developmental education	75	54	72.0%	33	51	61.1%	68.0%
Unknown / Not tested	131	15	11.5%	7	63	46.7%	48.1%
<b>Writing</b>							
Not requiring developmental education	194	0	0.0%	N/A	N/A	N/A	N/A
Requiring developmental education	61	45	73.8%	20	35	44.4%	57.4%
Unknown / Not tested	133	9	6.8%	3	62	33.3%	46.6%

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

24. Developmental Education: Underprepared and prepared students returning in fall.	Fall 2008 Cohort		
	Total	Number returning (Fall 2009)	Percent returning (Fall 2009)
<b>Number of FTIC students</b>	<b>731</b>		
<b>Met state standards in all areas</b>	<b>266</b>	<b>180</b>	<b>67.7%</b>
<b>Not met state standards:</b>			
<b>In all three areas</b>	<b>77</b>	<b>49</b>	<b>63.6%</b>
<b>Math</b>			
Not requiring developmental education	53	32	60.4%
Requiring developmental education	201	118	58.7%
Unknown / Not tested	134	47	35.1%
<b>Reading</b>			
Not requiring developmental education	182	110	60.4%
Requiring developmental education	75	43	57.3%
Unknown / Not tested	131	44	33.6%
<b>Writing</b>			
Not requiring developmental education	194	117	60.3%
Requiring developmental education	61	34	55.7%
Unknown / Not tested	133	46	34.6%

25. Course Completion Rate for Undergraduate State Funded Semester Credit Hours	Fall 2000	Fall 2010	Fall 2011	%/Point Change Fall 2000 to Fall 2011
	Beginning semester credit hours	32,235	51,776	52,305
Ending semester credit hours	27,683	46,584	48,070	73.6%
Completion rate	85.9%	90.0%	91.9%	6.0



**Graduates Detail (FY 2012 )- Grayson College**

**Success**

By 2015, award 210,000 undergraduate 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	371	287	56	0	714
African American	36	21	7	0	64
Hispanic	42	40	10	0	92
Asian	3	1	1	0	5
International	40	10	1	0	51
Other	34	22	3	0	59

**By Level, Gender:**

Gender	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Male	189	240	8	0	437
Female	337	141	70	0	548

**By Level, Type Major:**

Type Major	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Academic	278	0	0	0	278
Technical	248	381	78	0	707
Continuing Education	0	0	0	N/A	0

**Graduates Success Detail (FY 2011)- Grayson College**

**Academic**

**Graduates - Employed**

**Race/Ethnicity:**

Race/Ethnicity	Number	Percent of Cohort
White	80	78.4%
African American	4	3.9%
Hispanic	9	8.8%
Asian	0	0.0%
International	3	2.9%
Other	6	5.9%

**Gender:**

Gender	Number	Percent of Cohort
Male	36	35.3%
Female	66	64.7%

**Graduates - Employed and Enrolled in a Senior Institution**

**Race/Ethnicity:**

Race/Ethnicity	Number	Percent of Cohort
White	21	67.7%
African American	2	6.5%
Hispanic	3	9.7%
Asian	0	0.0%
International	2	6.5%
Other	3	9.7%

**Gender:**

Gender	Number	Percent of Cohort
Male	8	25.8%

Female 23 74.2%

**Graduates - Enrolled in a Senior Institution**

**Race/Ethnicity:**

Race/Ethnicity	Number	Percent of Cohort
White	39	67.2%
African American	5	8.6%
Hispanic	6	10.3%
Asian	2	3.4%
International	2	3.4%
Other	4	6.9%

**Gender:**

Gender	Number	Percent of Cohort
Male	23	39.7%
Female	35	60.3%

**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%
International	2	10.0%
Other	1	5.0%

**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	14	77.8%
African American	0	0.0%
Hispanic	0	0.0%
Asian	0	0.0%
International	2	11.1%
Other	2	11.1%

**Gender:**

Gender	Number	Percent of Cohort
Male	5	27.8%
Female	13	72.2%

**Technical**

**Graduates - Employed**

**Race/Ethnicity:**

Race/Ethnicity	Number	Percent of Cohort
White	337	75.7%
African American	22	4.9%
Hispanic	44	9.9%
Asian	6	1.3%
International	14	3.1%

Other 22 4.9%

**Gender:**

Gender	Number	Percent of Cohort
Male	185	41.6%
Female	260	58.4%

**Graduates - Employed and Enrolled in a Senior Institution**

**Race/Ethnicity:**

Race/Ethnicity	Number	Percent of Cohort
White	10	66.7%
African American	3	20.0%
Hispanic	1	6.7%
Asian	0	0.0%
International	0	0.0%
Other	1	6.7%

**Gender:**

Gender	Number	Percent of Cohort
Male	8	53.3%
Female	7	46.7%

**Graduates - Enrolled in a Senior Institution**

**Race/Ethnicity:**

Race/Ethnicity	Number	Percent of Cohort
White	15	68.2%
African American	0	0.0%
Hispanic	1	4.5%
Asian	0	0.0%
International	0	0.0%
Other	6	27.3%

**Gender:**

Gender	Number	Percent of Cohort
Male	11	50.0%
Female	11	50.0%

**Graduates - Enrolled in a Community or Technical College**

**Race/Ethnicity:**

Race/Ethnicity	Number	Percent of Cohort
White	33	70.2%
African American	6	12.8%
Hispanic	3	6.4%
Asian	0	0.0%
International	2	4.3%
Other	3	6.4%

**Gender:**

Gender	Number	Percent of Cohort
Male	28	59.6%
Female	19	40.4%

**Graduates - Not Found**

**Race/Ethnicity:**

Race/Ethnicity	Number	Percent of Cohort
White	18	75.0%
African American	1	4.2%
Hispanic	3	12.5%



Asian	0	0.0%
International	0	0.0%
Other	2	8.3%

**Gender:**

Gender	Number	Percent of Cohort
Male	9	37.5%
Female	15	62.5%

**Transfer Detail (FY 2012 )- Grayson College**

**Transfer Measure Detail**

<b>Transfers to Senior Institutions</b>						
	<b>All Students</b>		<b>Academic Students</b>		<b>Technical Students</b>	
<b>Fall 2012 Cohort</b>	<b>720</b>	<b>(100%)</b>	<b>506</b>	<b>(100%)</b>	<b>214</b>	<b>(100%)</b>
0-12 hours	5	(0.7%)	4	(0.8%)	1	(0.5%)
13-24 hours	18	(2.5%)	12	(2.4%)	6	(2.8%)
25-29 hours	6	(0.8%)	4	(0.8%)	2	(0.9%)
30-42 hours	10	(1.4%)	8	(1.6%)	2	(0.9%)
43+ hours	65	(9.0%)	57	(11.3%)	8	(3.7%)
Non Transfer Completers	132	(18.3%)	82	(16.2%)	50	(23.4%)
Non Completers	484	(67.2%)	339	(67.0%)	145	(67.8%)
<b>All Transfers Total</b>	<b>104</b>	<b>(14.4%)</b>	<b>85</b>	<b>(16.8%)</b>	<b>19</b>	<b>(8.9%)</b>
Awarded Core	4	(0.6%)	4	(0.8%)	0	(0.0%)

**Excellence - Key Measures**

**Licensure Rate**

26. Pass rate for excellent programs whose graduates are required to pass a licensure exam to practice in the field.							
CIP	Program	2009		2010		2011	
		Number Takers	Pass Rate	Number Takers	Pass Rate	Number Takers	Pass Rate
12040900	Aesthetician/Esthetician and Skin Care Specialist	7	100.0%	6	100.0%	3	100.0%
51091100	Radiologic Technology/Science - Radiographer	22	95.5%	20	95.0%	21	100.0%
51060100	Dental Assisting/Assistant	24	100.0%	25	100.0%	24	100.0%
51390100	Licensed Practical/Vocational Nurse Training	67	100.0%	56	100.0%	62	100.0%
51380100	Registered Nursing/Registered Nurse	85	100.0%	64	96.9%	116	99.1%

**Excellence - Contextual Measures**

27. Certification and Licensure	FY 2005	FY 2011	FY 2012	Point Change FY 2005 to FY 2012
Pass rate on state or national exams.	80.2%	94.2%	94.2%	14.0

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
<b>Highlighted Excellent Programs 1</b>
Grayson College's Licensed Vocational Nursing (LVN) Program received full 6-year approval status from the Texas Board of Nurse Examiners based on a site visit conducted in the spring of 2012. The program was awarded exemplary status and many aspects of the program are utilized as guidelines for other programs within the state. <a href="http://www.grayson.edu/WebSite/adminGCC/programFiles/brochure/ADN_header.pdf">http://www.grayson.edu/WebSite/adminGCC/programFiles/brochure/ADN_header.pdf</a>

<b>Highlighted Excellent Programs 2</b>
Grayson County College's Honors Program seeks to promote excellence in education through learning-centered honors sections of core courses and participation in the cultural, social, and public service activities of the campus and community. <a href="http://www.grayson.edu/website/ApplyNow/honorsCollege.aspx?GroupPage=Programs">http://www.grayson.edu/website/ApplyNow/honorsCollege.aspx?GroupPage=Programs</a>

**30. Significant Recognitions - 2011:**

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 - 2012:**

Number of members in Phi Theta Kappa	250
Number of students eligible for Phi Theta Kappa membership	990
Number of students in service learning programs	138
Exemplary programs or citations/Other national recognitions:	
After conducting the second annual "Welding Rodeo" in the spring of 2012, the Grayson College Welding Program received a \$10,000 grant from the National Endowment for the Arts to assist in conducting the third annual Welding Rodeo. This is the second year in a row the grant has been awarded to Grayson.	
The Grayson College Life Center and Bridge was selected to be highlighted in the January 2013 issue of The Bulletin as a "Spotlight Union" following the recent renovations and new addition.	

**Institutional Efficiency and Effectiveness - Key Measures**

**Institutional Support**

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

	FY 2000	FY 2011	FY 2012	Point Change FY 2000 to FY 2012
Institutional support as a percent of total operating expenditures	11.6%	11.3%	12.6%	1.0

**Tuition and Fees**

**32. Tuition and fees for 30 SCH.**

	FY 2000	FY 2012	FY 2013	Percent Change FY 2000 to FY 2013
Tuition and fees for 30 SCH in two semesters	\$973	\$1,909	\$2,011	106.7%

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 2010	Fall 2011	Percent Change Fall 2000 to Fall 2011
<b>Full-Time Total*</b>	<b>78</b>	<b>86</b>	<b>87</b>	<b>11.5%</b>
<b>Race/Ethnicity</b>				
White	74 (94.9%)	71 (82.6%)	68 (78.2%)	- 8.1%
African American	2 (2.6%)	3 (3.5%)	4 (4.6%)	100.0%
Hispanic	1 (1.3%)	5 (5.8%)	5 (5.7%)	400.0%
Asian	1 (1.3%)	1 (1.2%)	0 (0.0%)	-100.0%
International	1 (1.3%)	1 (1.2%)	3 (3.4%)	200.0%
Other	0 (0.0%)	5 (5.8%)	7 (8.0%)	N/A
<b>Gender</b>				
Male	38 (48.7%)	33 (38.4%)	34 (39.1%)	- 10.5%
Female	40 (51.3%)	53 (61.6%)	53 (60.9%)	32.5%
<b>Part-Time Total*</b>	<b>82</b>	<b>140</b>	<b>142</b>	<b>73.2%</b>
<b>Race/Ethnicity</b>				
White	77 (93.9%)	113 (80.7%)	120 (84.5%)	55.8%
African American	1 (1.2%)	4 (2.9%)	3 (2.1%)	200.0%
Hispanic	3 (3.7%)	8 (5.7%)	9 (6.3%)	200.0%
Asian	0 (0.0%)	2 (1.4%)	3 (2.1%)	N/A
International	1 (1.2%)	2 (1.4%)	2 (1.4%)	100.0%
Other	0 (0.0%)	11 (7.9%)	5 (3.5%)	N/A
<b>Gender</b>				
Male	47 (57.3%)	56 (40.0%)	53 (37.3%)	12.8%
Female	35 (42.7%)	84 (60.0%)	89 (62.7%)	154.3%

\*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 2010	Fall 2011	Percent Change Fall 2000 to Fall 2011
<b>34. FTE Student/FTE Faculty Ratio</b>	<b>21:1</b>	<b>27:1</b>	<b>26:1</b>	<b>23.8%</b>
<b>35. Contact Hours</b>	<b>687,684</b>	<b>1,115,320</b>	<b>1,070,928</b>	<b>55.7%</b>
Taught by full-time faculty	77.4%	66.1%	65.4%	- 12.0
Taught by part-time faculty	22.6%	33.9%	34.6%	12.0

**Institutional Efficiency and Effectiveness - Finance Measures**

**Finances per FTE Student**

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

	FY 2000	FY 2011	FY 2012	% Change FY 2000 to FY 2012
<b>Total revenues per FTE student</b>	<b>7,574</b>	<b>10,574</b>	<b>11,557</b>	<b>52.6%</b>
State funds per FTE student	3,182 (42.0%)	2,264 (21.4%)	2,361 (20.4%)	- 25.8%
Local funds per FTE student	1,591 (21.0%)	2,307 (21.8%)	2,477 (21.4%)	55.7%
Tuition and Fees per FTE student	1,253 (16.5%)	2,137 (20.2%)	2,340 (20.2%)	86.8%
Federal revenue per FTE student	1,111 (14.7%)	3,263 (30.9%)	3,415 (29.5%)	207.4%

**37. Expenditures per full-time equivalent students**

	FY 2000	FY 2011	FY 2012	% Change FY 2000 to FY 2012
<b>Total expenditures per FTE student</b>	<b>6,757</b>	<b>8,307</b>	<b>8,134</b>	<b>20.4%</b>
Instructional expenditures per FTE student	3,089 (45.7%)	3,279 (39.5%)	3,471 (42.7%)	12.4%
Institution Support expenditures per FTE student	783 (11.6%)	935 (11.3%)	1,022 (12.6%)	30.5%
Academic Support expenditures per FTE student	343 (5.1%)	373 (4.5%)	397 (4.9%)	15.7%

**38. Financial Viability Ratio**

	FY 2003	FY 2011	FY 2012	Point Change FY 2003 to FY 2012
Financial Viability Ratio	0.9%	0.4%	0.5%	- 0.4

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

## Milestones

	FY 2009	FY 2010	FY 2011	% Change FY 2009 to FY 2011
<b>39 Milestones</b>				
<b>Annual Success Point Total</b>	<b>5,664.0</b>	<b>6,360.3</b>	<b>7,099.5</b>	<b>25.3%</b>
Math Readiness	172.0	198.0	375.0	118.0%
Read Readiness	98.5	76.0	160.0	62.4%
Write Readiness	77.5	84.0	146.5	89.0%
Students Who Complete 15 SCH	1,557.0	1,985.0	2,052.0	31.8%
Students Who Complete 30 SCH	956.0	1,172.0	1,233.0	29.0%
Students Who Transfer to a 4-Year Institution	272.0	320.0	344.0	26.5%
Students Who Pass First College-Level Math Course	210.0	472.0	498.0	137.1%
Students Who Pass First College-Level Read Course	453.5	0.0	0.0	-100.0%
Students Who Pass First College-Level Write Course	466.0	556.0	559.5	20.1%
Degrees, Core Curriculum or Certificates (Unduplicated)	1,320.0	1,426.0	1,642.0	24.4%
Degrees or Certificates in Critical Fields	81.5	71.3	89.5	9.8%