

*... a beacon of light guiding lifelong learning*

**2016**



**FACTBOOK**

*Office of Institutional Effectiveness and Research*

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# **General Information**

*Office of Institutional Effectiveness and Research*

## **VISION**

**"GALVESTON COLLEGE** - *a beacon of light guiding lifelong learning.*"

## **MISSION**

**"GALVESTON COLLEGE**, a comprehensive community college committed to teaching and learning, creates accessible learning opportunities to fulfill individual and community needs by providing high-quality educational programs and services."

## **PURPOSES**

**In accordance with Texas Education Code, Section 130.003, the College District shall provide:**

- Technical programs up to two years in length leading to associate degrees or certificates;
- Vocational programs leading directly to employment in semiskilled and skilled occupations;
- Freshman and sophomore courses in arts and sciences;
- Continuing adult education programs for occupational or cultural upgrading;
- Compensatory education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students;
- A continuing program of counseling and guidance designed to assist students in achieving their individual educational goals;
- Workforce development programs designed to meet local and statewide needs;
- Adult literacy and other basic skills programs for adults; and
- Such other purposes as may be prescribed by the Texas Higher Education Coordinating Board or local governing boards in the best interest of post secondary education in Texas.

## GOALS

### The College District shall:

- Provide dynamic programs of study and shall conduct appropriate cultural activities to meet the needs of a diverse student body that is reflective of the community and service area constituents;
- Provide comprehensive student support services that enhance student success;
- Provide effective recruitment and retention processes;
- Provide a qualified and diverse faculty and staff, through fair hiring processes and continuous professional development;
- Provide facilities and grounds that create a physical environment conducive to teaching and learning in the 21st Century;
- Provide and continuously improve technology collect and store data, provide required information, support learning needs, and facilitate effective communications;
- Provide effective and accountable management of resources;
- Seek additional resources to support the mission of the College District;
- Conduct and document comprehensive institutional research, planning, and information services that support continuous improvement of every facet of College District operations; and
- Meet all federal, state, local, and accreditation agency accountability standards for operations and quality.

## VALUES

The shared values listed below are among the beliefs that guide Galveston College in the development of its mission, goals, programs, and services:

- Access
- Achievement
- Diversity
- Excellence
- Integrity
- Respect
- Stewardship

Source: GC Mission and Vision web page

Galveston College has served the learning interests of Galveston residents, businesses, and industries for more than forty years. Many groups and individuals, both past and present, have played an important part in the development of Galveston College.

Although the Galveston College District was established on November 2, 1935, by a vote of the citizens of Galveston, the institution was not organized until 1966. The original Board of Regents was appointed on September 21, 1966, by the Public School District Trustees, and on December 3, 1966, an election was held to establish a maintenance tax for the operation of the College. An annual ad valorem tax was authorized at a rate not to exceed \$0.27 per each \$100 valuation of the taxable property within the College district.

Galveston College opened for student enrollment in September, 1967, and from 1967 through the spring of 1970, occupied Moody Hall, a refurbished orphanage, as its only campus facility. The initial academic offerings were fairly broad in scope, while the occupational program was minimal, but with strong offerings in vocational nursing, office occupations, engineering/drafting, and law enforcement.

During this period, the College implemented cooperative agreements with the University of Texas Medical Branch hospitals resulting in programs in associate degree nursing and associated health occupations. In addition, the College received a gift from the Moody Foundation of one million dollars and achieved its initial accreditation by the Southern Association of Colleges and Schools.

During its twentieth anniversary celebration in 1987, the College enjoyed an expansion in programs, facilities, and student enrollment. The College's new degree programs of horticulture, fast food management, criminal justice, and microcomputer applications were accompanied by huge increases in community education enrollments and course offerings.

In March of 1990, after two and a half years of planning and construction, the College held gala opening ceremonies for the new Regent's Hall and rededication of the David Glenn Hunt Memorial Library. Shortly thereafter, in December of 1990, the faculty, student services, and administration occupied a completely remodeled Moody Hall, the site of the old orphanage and the College's once meager beginnings.

By early 1995, Galveston College's Board of Regents had approved campus expansion plans at the main campus that involved the \$3.1 million development of a new fine arts building and gymnasium. The increasing demand for parking due to record enrollments required the purchase of several residences for the provision of satellite parking adjacent to the main campus. In August, 1996, Galveston College opened its newest facilities, a fine arts complex and the relocation of the Hermes Fitness Center to the main campus.

During the fall semester of 1996, the College formed the Galveston College Foundation, whose initial campaign of – Universal Access earned Galveston College the top award for innovation in Texas Higher Education. College and community leadership had conceived a unique plan to enhance the human resources of the economically and socially challenged island community. Universal

Access proposed to raise \$9.3 million to provide free tuition and fees for every local high school graduate to attend Galveston College beginning in the fall semester of 2001.

In early 1998, the College celebrated its 30th anniversary with a reception for the college community and a variety of special events. The President's Report to the Community showed the remarkable evolution of a community college that had become proactive and transformed into one of the most important core elements of our community.

As Galveston College made its way through the first year of the millennium in 2001, the first local high school graduating classes had their tuition and fees paid for by the Galveston College Foundation's Universal Access endowment, and a new vision statement was developed – Galveston College: A beacon of light guiding lifelong learning.

During the 2003-2004 academic year, the College's annual operating budget topped \$13 million, and architects and builders completed renovations creating the new Health Sciences Center and the Learning Resource Center.

In fall of 2005, Galveston College became a Hispanic-serving institution and received a 2.4 million dollar Title V grant. This grant was coupled with a \$450,000 Achieving the Dream grant and a \$100,000 Dreamkeepers grant to promote student success.

Galveston College entered its 40th anniversary year in fall 2006, holding several events to celebrate four decades of service to Galveston Island residents and the surrounding region. The process of selecting the College's eighth President was also near completion by May 2007, and a strong emphasis on student recruitment and workforce development programs guided the faculty and staff as they concluded the 40th Anniversary with a record graduating class of 350.

On September 12, 2008, Hurricane Ike struck Galveston Island, causing considerable damage to the island and over a million dollars of damage to the Galveston College Campus. With the College resuming classes on October 8, 2008 and with adaptations to the schedule (extended days and weekends), the returning students were able to complete the fall semester just prior to the winter break.

Beginning in the fall of 2008 and continuing forward, the College worked to restore the campus. In like manner, the community continued to recover and rebuild. Following the hurricane, the College renewed its dedication to serve the community and to serve students by identifying a need for new technical programs and by committing to develop the facilities to support these programs.

As Galveston College students registered for 2009 fall semester classes, the College announced the expansion of the Cheney Student Center by developing the Abe and Annie Seibel Wing. The Seibel Foundation made a generous donation to enable the new construction expansion at no cost to the local taxpayer.

In the spring of 2010, the College announced the purchase of a 4.3-acre site on Galveston Island to be used for the development of facilities to support new technical programs. The Grand Opening of the Charlie Thomas Family Applied Technology Center at 7626 Broadway Boulevard helped build a better Galveston by answering a workforce training need. The Grand Opening ceremony took place on Tuesday, September 17, 2013 with over 300 citizens, dignitaries and elected officials in attendance. Businessman Charlie Thomas and his family members were on hand for the ribbon cutting and the unveiling of the commemorative plaque.

Programs in Welding, Industrial Systems, Heating, Ventilation, Air Conditioning and Refrigeration that began in 2012 at the Center were joined as students entered fall 2013 with new programs of Electrical and Electronics Technology, Cosmetology, Medical Administration and others.

As Galveston College entered its 48th year of service to the community in fall of 2014, enrollment was expected to continue to increase. In addition, facility expansion along with Foundation Universal Access and scholarships, positioned Galveston College to continue to serve students and its community.

The College completed a review by the SACS accreditation team in fall of 2014. At the end of 2014, a major \$3 million donation for the Universal Access Endowment from the Moody Foundation was received by Galveston College. The College added Pipefitting to its list of workforce classes in spring of 2015 and incorporated renovations to facilities and signage. Galveston College was ranked the number one community college in Texas by Schools.com in the early summer of 2015. The College's 49th year would begin with property removals and purchases for future expansion.

In March of 2016, 50th anniversary banners bearing the logo were placed on every Main Campus and ATC light pole. Galveston College received a \$200,000 grant from the National Science Foundation in May of 2016 and the 49th graduating class of Galveston College celebrated 496 graduates earning 572 degrees and certificates. As the summer of 2016 approached plans were underway for the anniversary gala and the year-long 50th anniversary celebration.



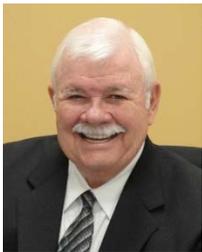
Raymond Lewis, Jr.  
Chairperson



Karen F. Flowers  
Vice Chairperson



Fred D. Raschke  
Secretary



George F. Black



Armin Cantini



Tino F. Gonzalez



Michael B. Hughes



Carl E. Kelly



Carroll G. Sunseri

Source: GC Board of Regents web page

1. David Glenn Hunt, Ph.D. \_\_\_\_\_ April 1958 – March 1967
2. Melvin M. Plexco \_\_\_\_\_ April 1968 – August 1981
3. Jack E. Stone, Ph.D. \_\_\_\_\_ July 1981 – October 1983
4. John E. Pickelman, Ph.D. \_\_\_\_\_ November 1983 – February 1991
5. Marc A. Nigliazzo, Ph.D. \_\_\_\_\_ March 1991 – August 1995
6. C. B. Rathburn, III, Ph.D. \_\_\_\_\_ January 1995 – December 2000
7. Elva Concha LeBlanc, Ph.D. \_\_\_\_\_ July 2001 – October 2006
8. W. Myles Shelton, Ed.D. \_\_\_\_\_ July 2007 – Present

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# **Enrollment and Course Profiles**



*Office of Institutional Effectiveness and Research*

## Historical Information by Calendar Year

### (Credit Enrollment, Contact Hours, Semester Credit Hours, and FTE)

CALENDAR YEAR	Credit Enrollment *	CH's (fundable)	SCH's (fundable)	FTE (15 hours)	Credit Enrollment *	CH's (fundable)	SCH's (fundable)	FTE (15 hours)
	SPRING				SUMMER-1			
2007	2,164	423,408	18,301	1,220.1	910	123,896	5,165	344.3
2008	2,070	390,544	17,074	1,138.3	923	129,824	5,350	356.7
2009	1,946	380,028	16,036	1,069.1	811	115,696	4,472	298.1
2010	2,230	426,192	18,821	1,254.7	652	80,528	3,404	226.9
2011	2,330	482,016	21,048	1,403.2	748	99,568	4,600	306.7
2012	2,236	450,912	19,746	1,316.4	708	96,448	4,579	305.3
2013	2,227	464,672	20,142	1,342.8	756	101,801	4,834	322.3
2014	2,084	448,645	18,777	1,251.8	683	101,602	4,576	305.1
2015	2,025	407,589	17,400	1,160.0	647	95,723	4,252	283.5
2016	1,965	399,088	16,715	1,114.3	602	92,080	4,218	281.2
Calendar YR	SUMMER-2				FALL			
2007	431	33,200	1,682	112.1	2,044	337,680	16,129	1,075.3
2008	409	33,360	1,655	110.3	2,229	373,568	17,237	1,149.1
2009	368	30,496	1,427	95.1	2,167	385,888	17,716	1,181.1
2010	571	105,168	4,426	295.1	2,318	432,880	19,627	1,308.5
2011	509	80,800	3,411	227.4	2,214	407,792	18,833	1,255.5
2012	497	92,752	3,749	249.9	2,193	392,976	17,918	1,194.5
2013	549	93,271	3,726	248.4	2,130	388,468	17,433	1,162.2
2014	479	82,192	3,327	221.8	2,048	375,923	16,505	1,100.3
2015	478	83,296	3,435	229.0	2,071	382,704	16,412	1,094.1
2016	531	96,288	3,592	239.5	2,200	415,856	17,295	1,153.0

CH's = Contact Hours      SCH's = Semester Credit Hours

Source: CBM001 and 004 reports

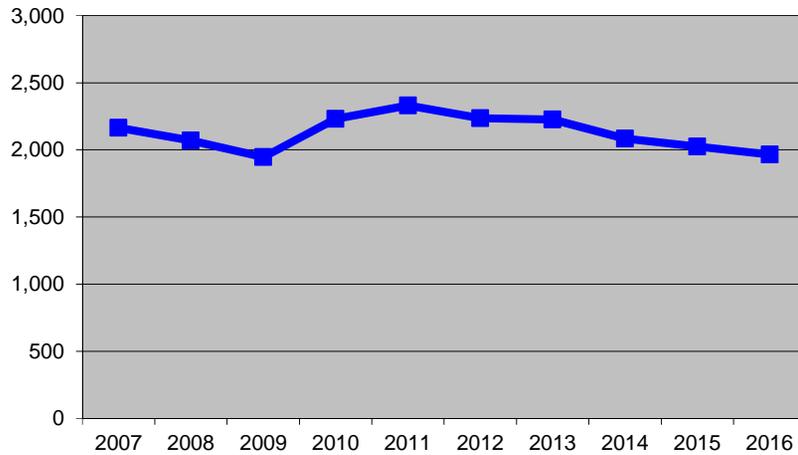
\* Enrollment excludes flex entry and visiting students.

FTE = Full Time Equivalent

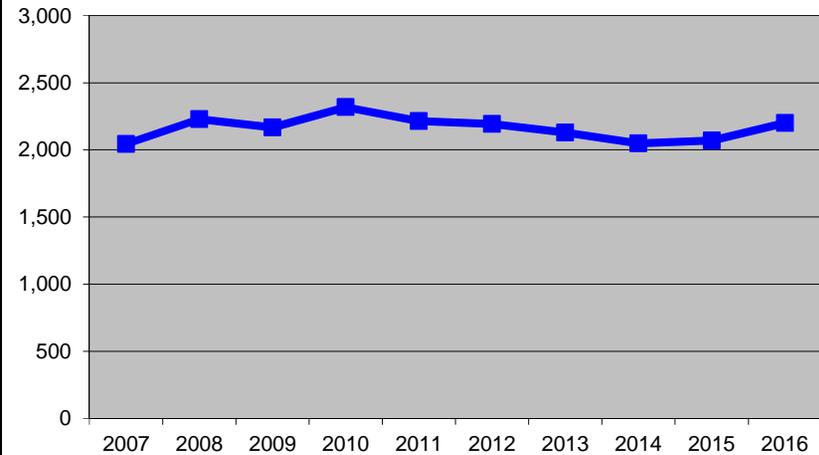
# Historical Information (Enrollment & Contact Hours)

## CREDIT ENROLLMENT \* (Spring and Fall Semesters)

SPRING 2007 to 2016

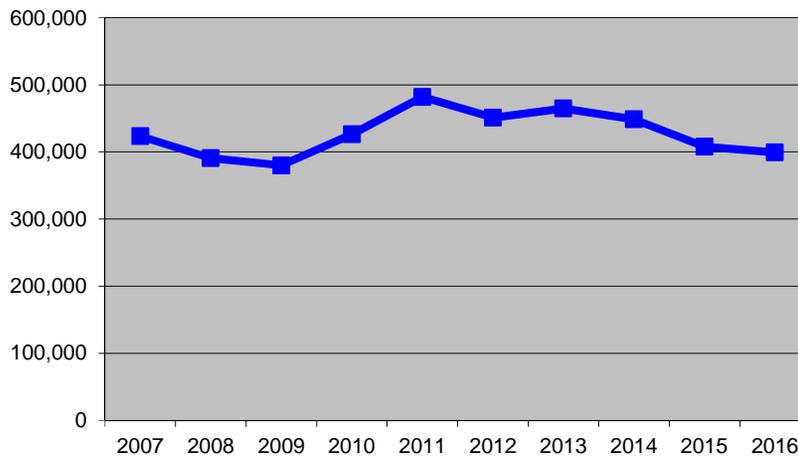


FALL 2007 to 2016

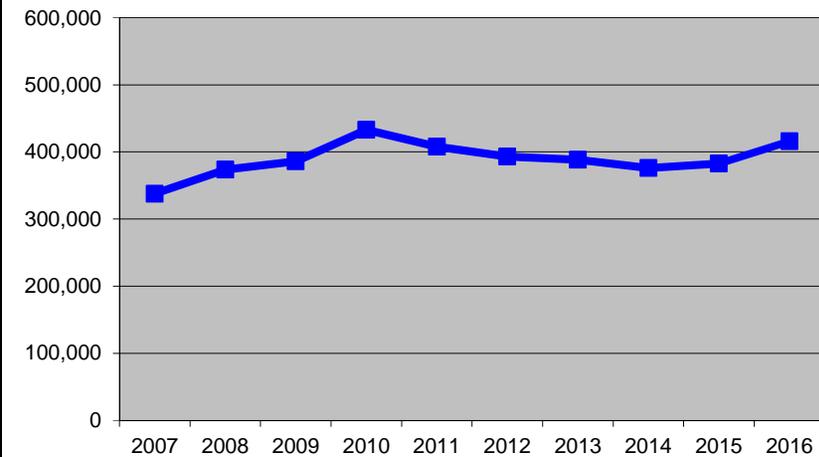


## CONTACT HOURS [Fundable] (Spring and Fall Semesters)

SPRING 2007 to 2016



FALL 2007 to 2016



Source: CBM001 and 004 reports

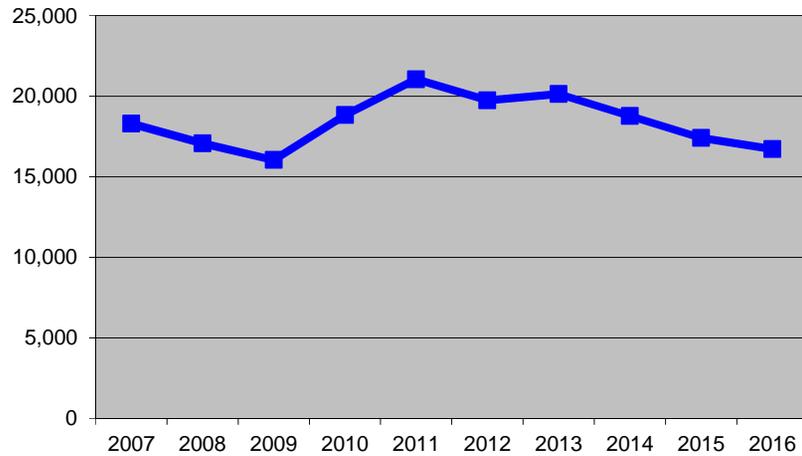
\* Enrollment excludes flex entry and visiting students.

FTE = Full Time Equivalent

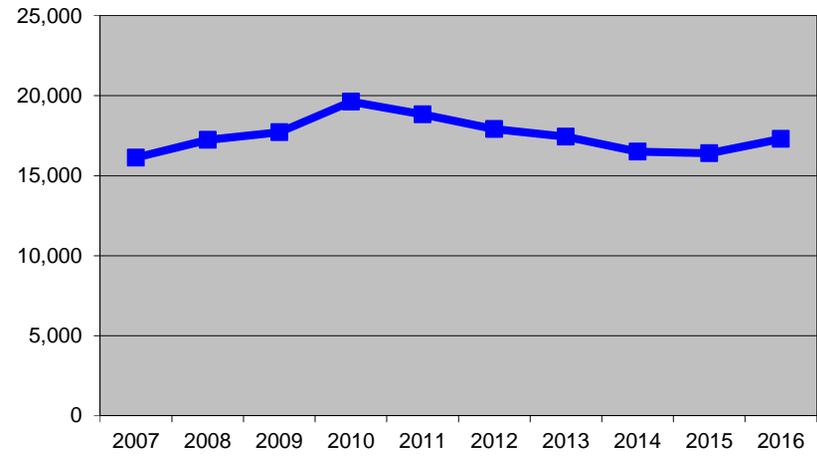
# Historical Information (Semester Credit Hours & FTE)

## SEMESTER CREDIT HOURS [Fundable] (Spring and Fall Semesters)

SPRING 2007 to 2016

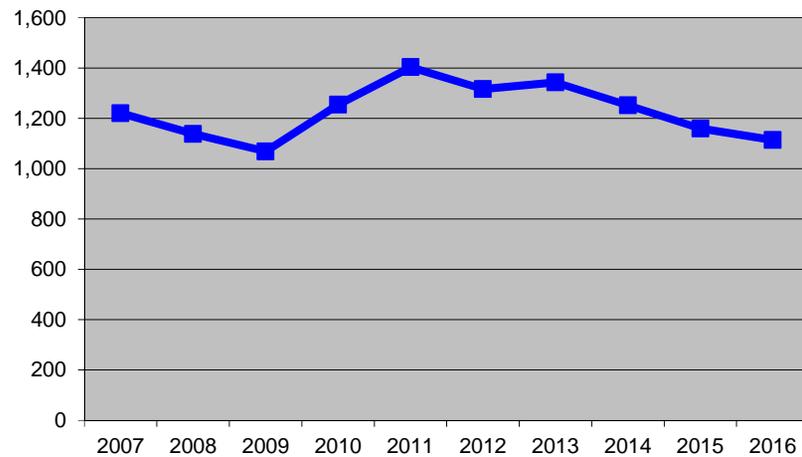


FALL 2007 to 2016

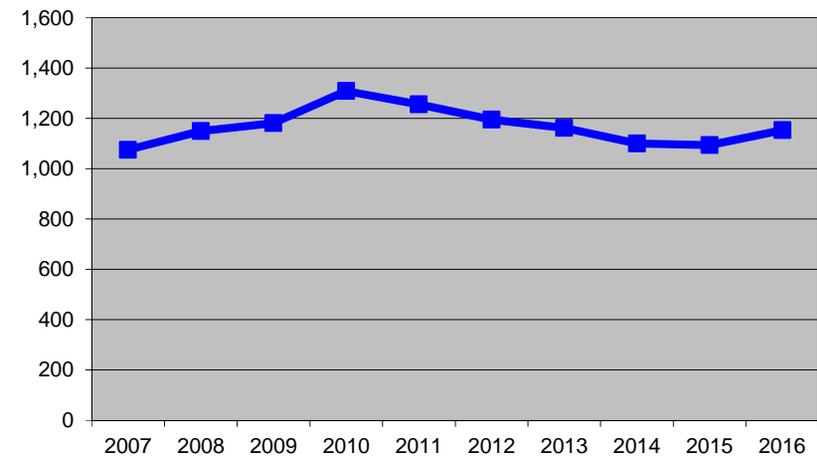


## F T E (Spring and Fall Semesters)

SPRING 2007 to 2016



FALL 2007 to 2016



Source: CBM001 and 004 reports

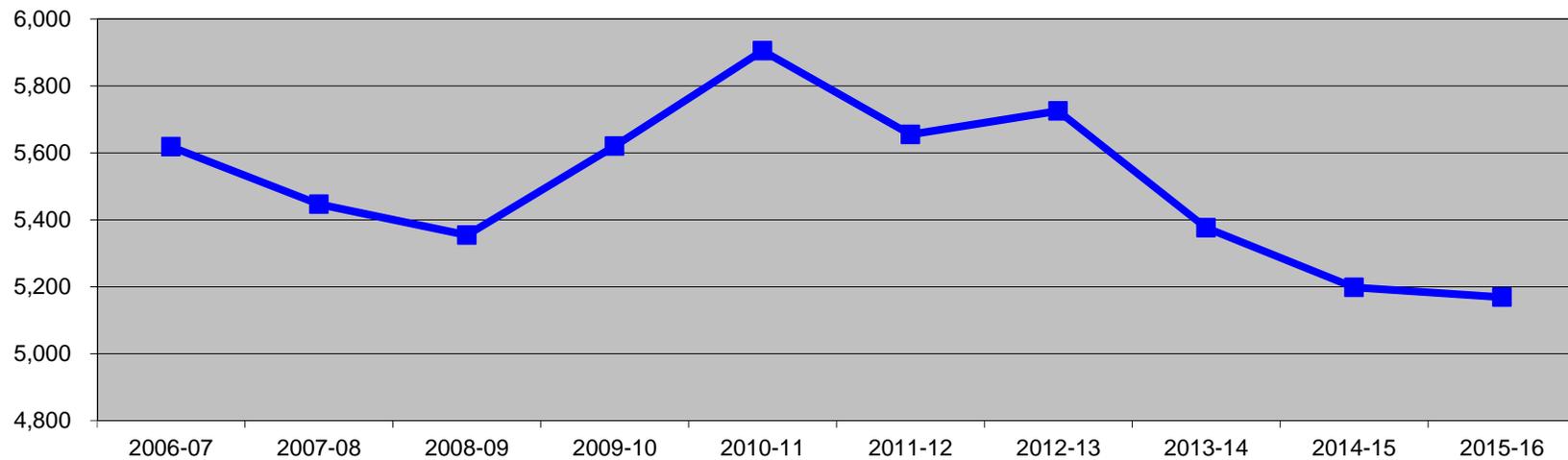
\* Enrollment excludes flex entry and visiting students.

FTE = Full Time Equivalent

## Annual Credit Enrollment \* Academic Years 2006-07 to 2015-16

ACADEMIC YEAR	FALL	SPRING	SUMMER-1	SUMMER-2	TOTAL *
2006-07	2,113	2,164	910	431	5,618
2007-08	2,044	2,070	923	409	5,446
2008-09	2,229	1,946	811	368	5,354
2009-10	2,167	2,230	652	571	5,620
2010-11	2,318	2,330	748	509	5,905
2011-12	2,214	2,236	708	497	5,655
2012-13	2,193	2,227	756	549	5,725
2013-14	2,130	2,084	683	479	5,376
2014-15	2,048	2,025	647	478	5,198
2015-16	2,071	1,965	602	531	5,169

### Annual Credit Enrollment by Academic Year \*



Source: THECB -- CBM001 reports

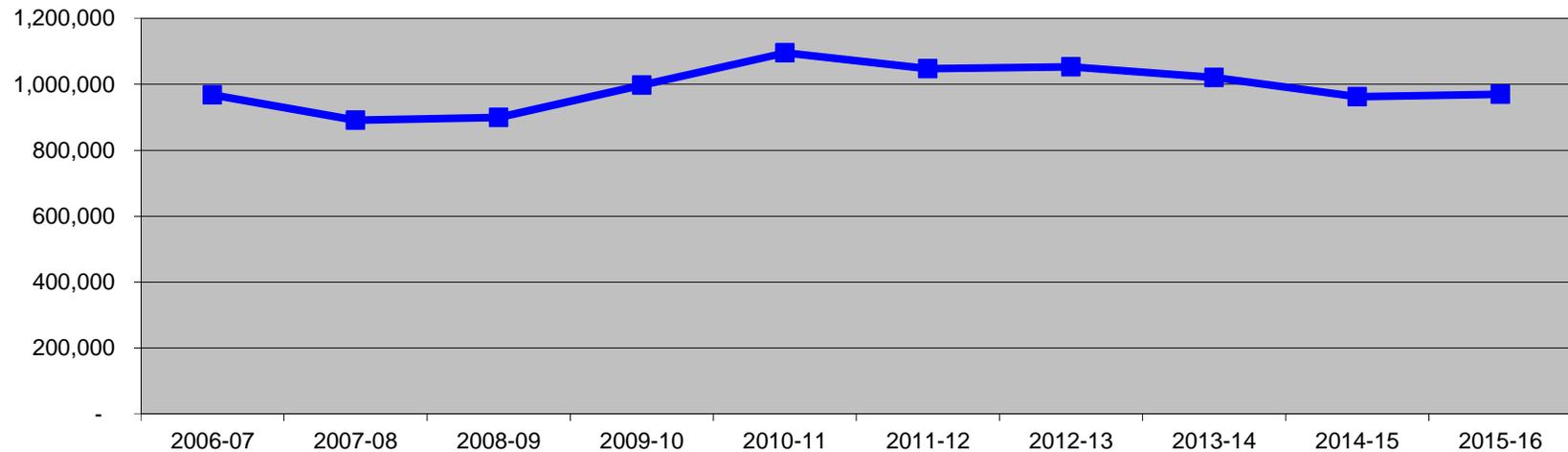
Enrollment excludes flex entry and visiting students

\* duplicated headcount

## Annual Contact Hour Information (Fundable) Academic Years 2006-07 to 2015-16

ACADEMIC YEAR	FALL	SPRING	SUMMER-1	SUMMER-2	TOTAL
2006-07	387,356	423,408	123,896	33,200	967,860
2007-08	337,680	390,544	129,824	33,360	891,408
2008-09	373,568	380,028	115,696	30,496	899,788
2009-10	385,888	426,192	80,528	105,168	997,776
2010-11	432,880	482,016	99,568	80,800	1,095,264
2011-12	407,792	450,912	96,448	92,752	1,047,904
2012-13	392,976	464,672	101,801	93,271	1,052,720
2013-14	388,468	448,645	101,602	82,192	1,020,907
2014-15	375,923	407,589	95,723	83,296	962,531
2015-16	382,704	399,088	92,080	96,288	970,160

### Annual Contact Hours by Academic Year (Fundable)

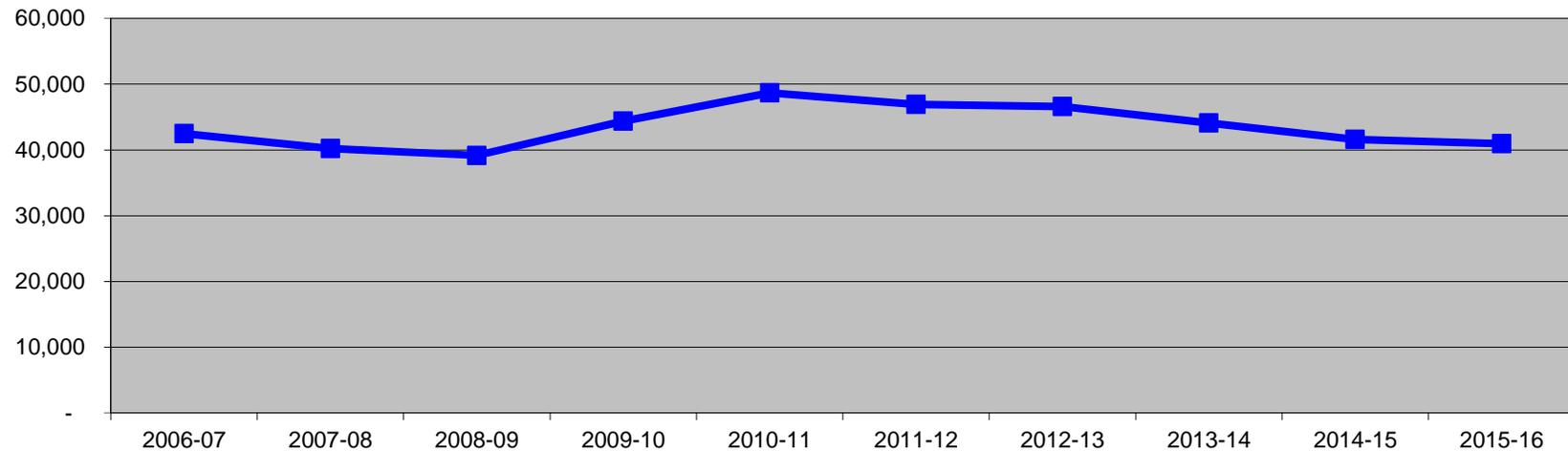


Source: THECB -- CBM004 reports

## Annual Semester Credit Hour Information (Fundable) Academic Years 2006-07 to 2015-16

ACADEMIC YEAR	FALL	SPRING	SUMMER-1	SUMMER-2	TOTAL
2006-07	17,334	18,301	5,165	1,682	42,482
2007-08	16,129	17,074	5,350	1,655	40,208
2008-09	17,237	16,036	4,472	1,427	39,172
2009-10	17,716	18,821	3,404	4,426	44,367
2010-11	19,627	21,048	4,600	3,411	48,686
2011-12	18,833	19,746	4,579	3,749	46,907
2012-13	17,918	20,142	4,834	3,726	46,620
2013-14	17,433	18,777	4,576	3,327	44,113
2014-15	16,505	17,400	4,252	3,435	41,592
2015-16	16,412	16,715	4,218	3,592	40,937

### Annual Semester Credit Hours by Academic Year (Fundable)

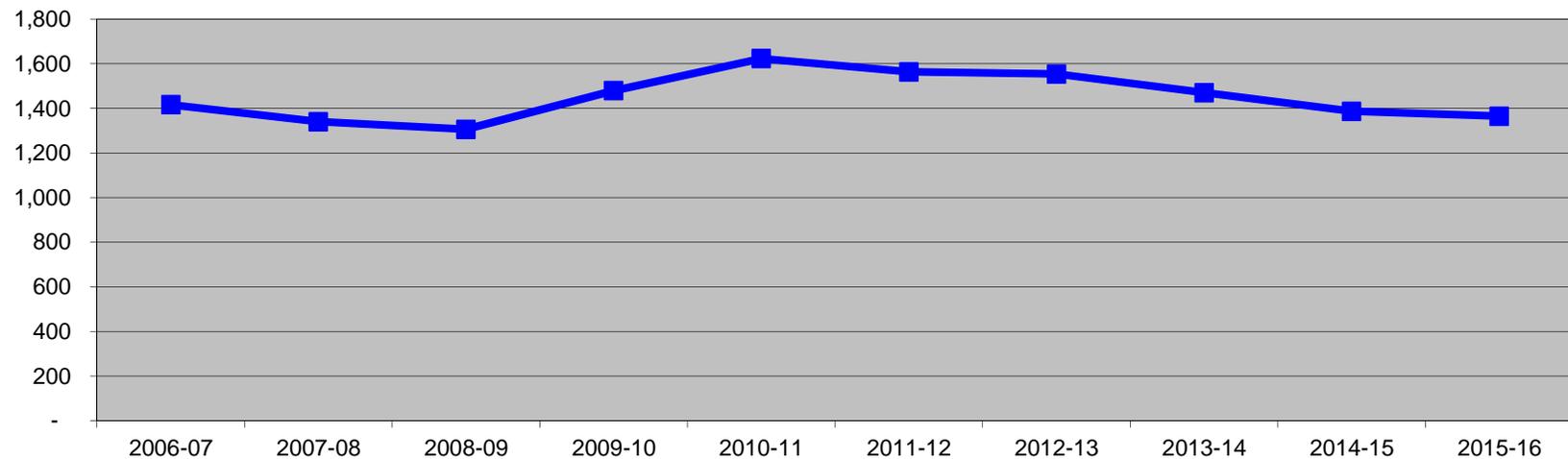


Source: THECB -- CBM004 reports

## Annual Full Time Equivalent (FTE) Academic Years 2006-07 to 2015-16

ACADEMIC YEAR	FALL *	SPRING *	SUMMER-1 *	SUMMER-2 *	Annual FTE **
2006-07	1,155.6	1,220.1	344.3	112.1	1,416.1
2007-08	1,075.3	1,138.3	356.7	110.3	1,340.3
2008-09	1,149.1	1,069.1	298.1	95.1	1,305.7
2009-10	1,181.1	1,254.7	226.9	295.1	1,478.9
2010-11	1,308.5	1,403.2	306.7	227.4	1,622.9
2011-12	1,255.5	1,316.4	305.3	249.9	1,563.6
2012-13	1,194.5	1,342.8	322.3	248.4	1,554.0
2013-14	1,162.2	1,251.8	305.1	221.8	1,470.4
2014-15	1,100.3	1,160.0	283.5	229.0	1,386.4
2015-16	1,094.1	1,114.3	281.2	239.5	1,364.6

### Annual Semester Credit Hours by Academic Year



Source: THECB -- CBM004 reports

\* FTE calculation (by Term): The total # of semester credit hours for a long term divided by 15 semester credit hours.

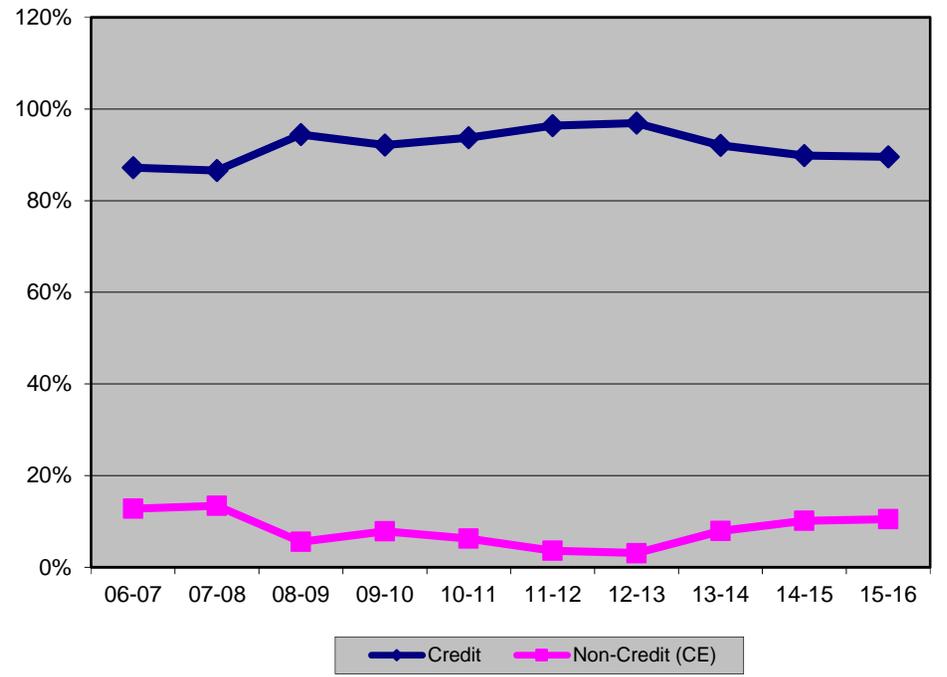
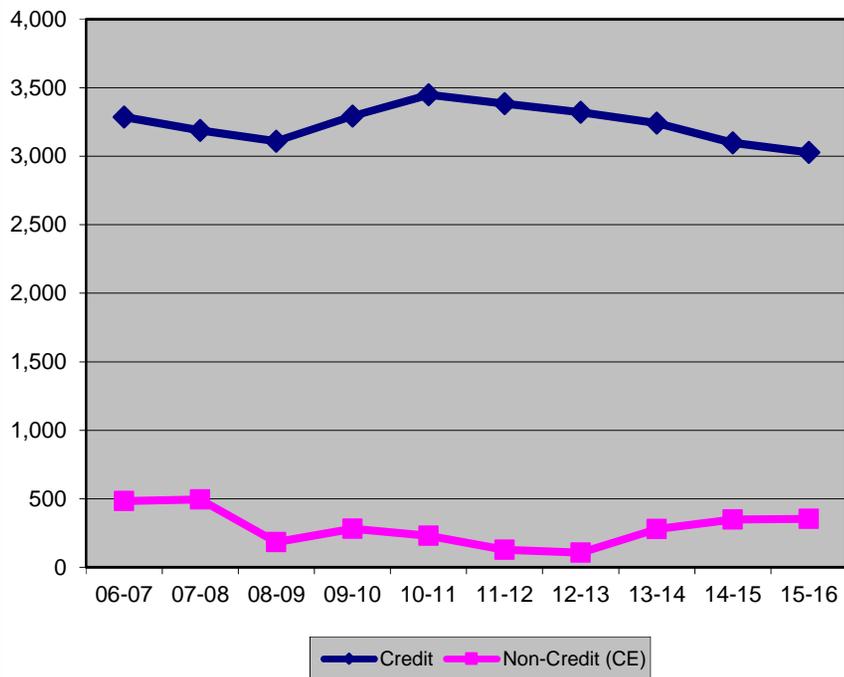
\*\* FTE calculation (Annual): The total # of semester credit hours generated annually divided by 30 semester credit hours.

# Annual Non-Duplicative Headcount Academic Year 2006-07 to 2015-16

Student Type	ENROLLMENT (#)										PERCENT (%)									
	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
Credit	3,286	3,189	3,109	3,294	3,448	3,383	3,321	3,242	3,097	3,029	87%	87%	94%	92%	94%	96%	97%	92%	90%	90%
Non-Credit (CE)	483	495	183	281	230	127	106	280	349	354	13%	13%	6%	8%	6%	4%	3%	8%	10%	10%
<b>TOTAL</b>	<b>3,769</b>	<b>3,684</b>	<b>3,292</b>	<b>3,575</b>	<b>3,678</b>	<b>3,510</b>	<b>3,427</b>	<b>3,522</b>	<b>3,446</b>	<b>3,383</b>	<b>100%</b>									

**Annual Headcount (#)**

**Annual Headcount (%)**



**Sources:**

THECB Accountability System

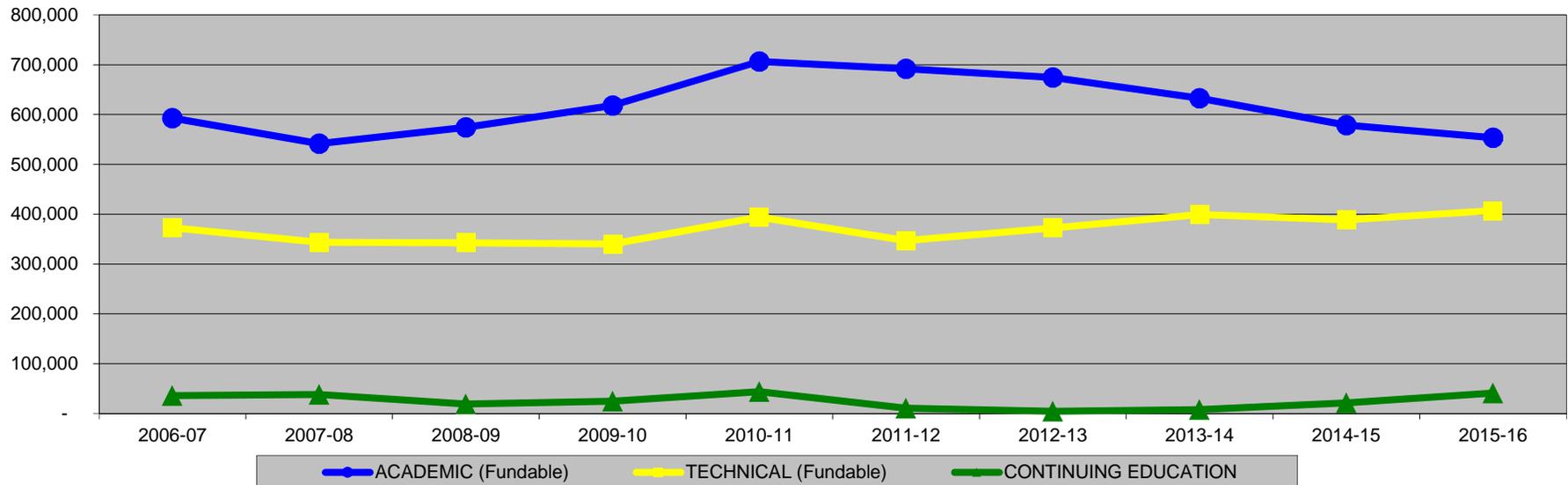
Credit = Academic and Technical

Non-Credit = Continuing Education

## Contact Hours by Funding Year 2006-07 to 2015-16

Funding Year	ACADEMIC (Fundable)					TECHNICAL (Fundable)					CONTINUING EDUCATION				
	Sum. I	Sum. II	Fall	Spring	Total	Sum. I	Sum. II	Fall	Spring	Total	Qtr-3	Qtr-4	Qtr-1	Qtr-2	Total
2006-07	53,936	21,408	272,160	245,104	592,608	74,400	5,232	115,196	178,304	373,132	5,008	4,602	12,819	13,700	36,129
2007-08	51,072	29,888	233,312	227,200	541,472	72,824	3,312	104,368	163,344	343,848	4,882	7,650	12,171	13,253	37,956
2008-09	57,792	29,216	262,592	224,512	574,112	72,032	4,144	110,976	155,516	342,668	5,535	3,350	3,840	6,264	18,989
2009-10	47,808	26,496	269,712	274,144	618,160	67,888	4,000	116,176	152,048	340,112	3,862	2,910	6,603	11,534	24,909
2010-11	46,608	58,432	298,224	303,184	706,448	33,920	46,736	134,656	178,832	394,144	5,982	14,318	16,324	7,218	43,842
2011-12	57,232	43,536	294,656	296,688	692,112	42,336	37,264	113,136	154,224	346,960	352	1,426	5,416	3,464	10,658
2012-13	61,376	48,512	269,488	294,848	674,224	35,072	44,240	123,488	169,824	372,624	1,632	-	1,838	1,012	4,482
2013-14	65,033	47,879	258,212	261,573	632,697	36,768	45,392	130,256	187,072	399,488	1,311	1,172	2,474	3,018	7,975
2014-15	59,426	40,256	234,995	244,069	578,746	42,176	41,936	140,928	163,520	388,560	2,463	3,380	7,767	7,520	21,130
2015-16	55,883	38,544	232,832	226,320	553,579	39,840	44,752	149,872	172,768	407,232	3,704	3,984	16,315	17,099	41,102

### Contact Hours by Funding Year (#)



Source: THECB -- CBM004 and CBM00C reports

Qtr = Quarter Sum = Summer

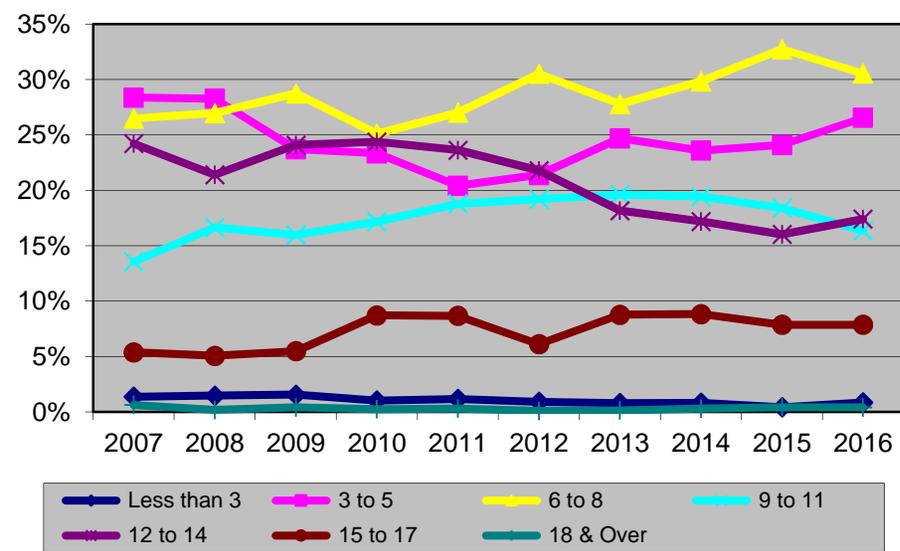
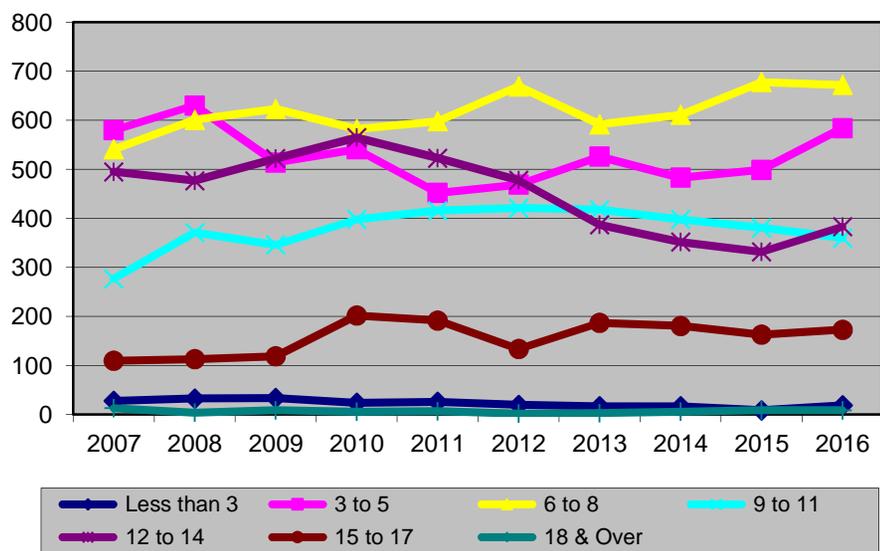
Note: Quarter-4 2012 has zero Contact hours.

# Fall Headcount by SEMESTER CREDIT HOUR LOAD 2007 to 2016

Semester Credit Hour Load	ENROLLMENT (#)										PERCENT (%)									
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Less than 3	28	33	34	24	26	20	17	17	9	19	1%	1%	2%	1%	1%	1%	1%	0.8%	0.4%	0.9%
3 to 5	580	630	514	541	452	469	526	483	499	584	28%	28%	24%	23%	20%	21%	25%	24%	24%	27%
6 to 8	541	601	623	582	598	669	592	611	678	672	26%	27%	29%	25%	27%	31%	28%	30%	33%	31%
9 to 11	277	371	346	398	416	421	418	398	381	360	14%	17%	16%	17%	19%	19%	20%	19%	18%	16%
12 to 14	495	477	522	565	523	478	387	352	332	383	24%	21%	24%	24%	24%	22%	18%	17%	16%	17%
15 to 17	110	113	119	202	192	134	187	181	163	173	5%	5%	5%	9%	9%	6%	9%	9%	8%	8%
18 & Over	13	4	9	6	7	2	3	6	9	9	0.6%	0.2%	0.4%	0.3%	0.3%	0.1%	0.1%	0.3%	0.4%	0.4%
<b>TOTAL</b>	<b>2,044</b>	<b>2,229</b>	<b>2,167</b>	<b>2,318</b>	<b>2,214</b>	<b>2,193</b>	<b>2,130</b>	<b>2,048</b>	<b>2,071</b>	<b>2,200</b>	<b>100%</b>									
Full-Time *	618	594	650	773	722	614	577	539	504	565	30%	27%	30%	33%	33%	28%	27%	26%	24%	26%
Part-Time **	1,426	1,635	1,517	1,545	1,492	1,579	1,553	1,509	1,567	1,635	70%	73%	70%	67%	67%	72%	73%	74%	76%	74%

**Fall Headcount by Credit Hour Load (#)**

**Fall Headcount by Credit Hour Load (%)**



Source: THECB -- CBM001 reports

\* FT = 12 or more hours

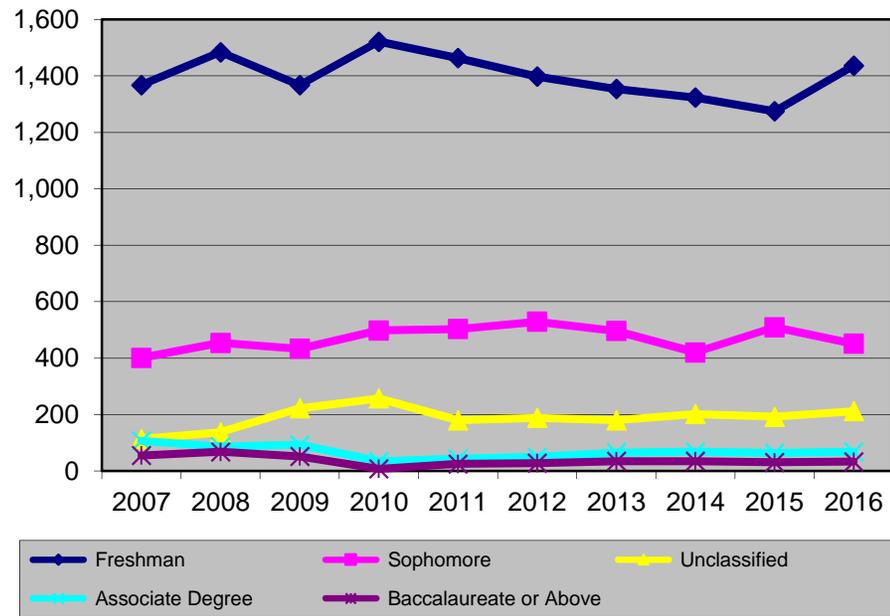
\*\* PT = 11 or less hours

Note: Figures do not include flex entry.

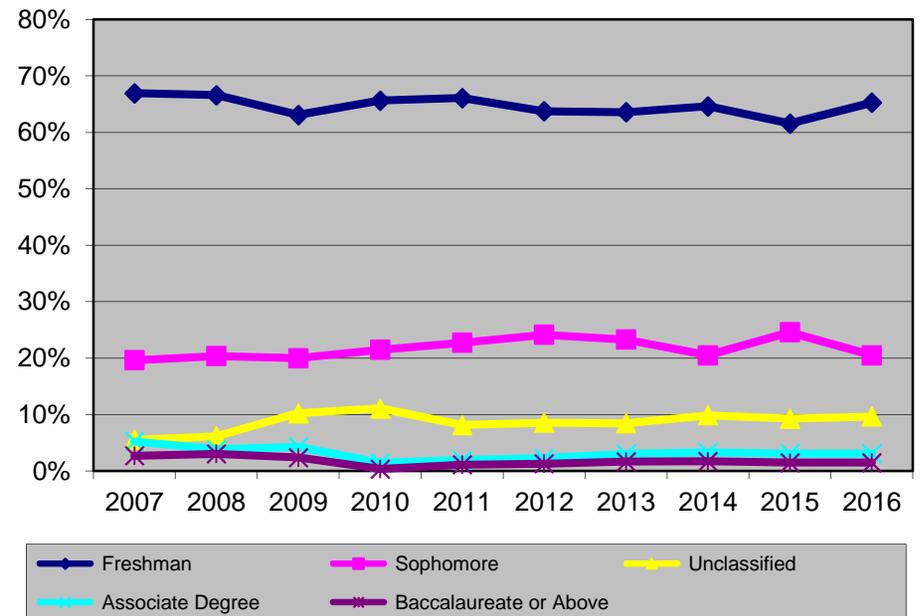
# Fall Headcount by CLASSIFICATION 2007 to 2016

CLASSIFICATION	ENROLLMENT (#)										PERCENT (%)									
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Freshman	1,368	1,484	1,367	1,521	1,463	1,398	1,354	1,323	1,275	1,436	67%	67%	63%	66%	66%	64%	64%	65%	62%	65%
Sophomore	401	454	433	498	503	529	496	420	509	451	20%	20%	20%	21%	23%	24%	23%	21%	25%	21%
Unclassified	113	137	222	257	180	188	180	202	192	212	6%	6%	10%	11%	8%	9%	8%	10%	9%	10%
Associate Degree	107	86	93	34	43	50	65	68	64	68	5%	4%	4%	1%	2%	2%	3%	3%	3%	3%
Baccalaureate or Above	55	68	52	8	25	28	35	35	31	33	3%	3%	2%	0%	1%	1%	1.6%	1.7%	1%	2%
<b>TOTAL</b>	<b>2,044</b>	<b>2,229</b>	<b>2,167</b>	<b>2,318</b>	<b>2,214</b>	<b>2,193</b>	<b>2,130</b>	<b>2,048</b>	<b>2,071</b>	<b>2,200</b>	<b>100%</b>									

**Fall Headcount by Classification (#)**



**Fall Headcount by Classification (%)**



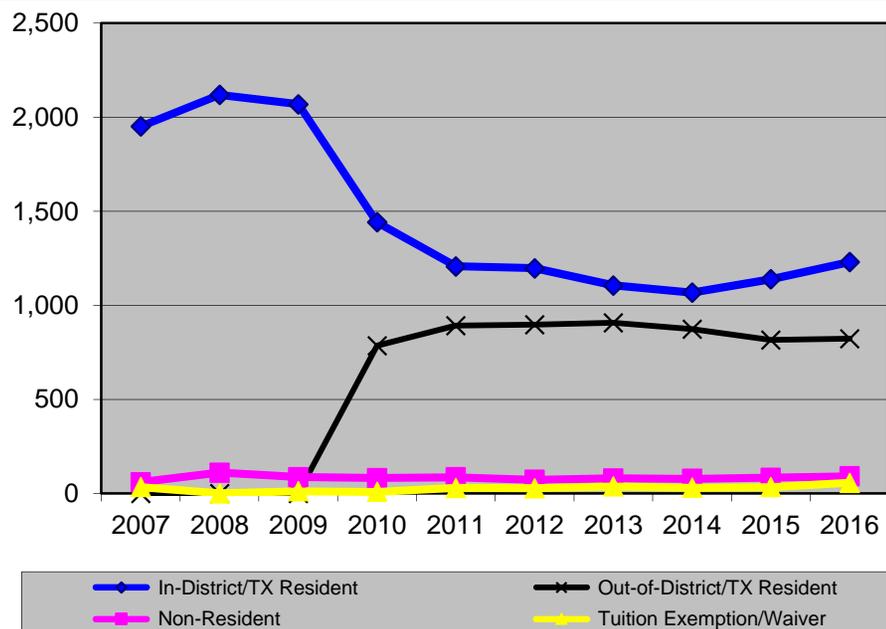
Source: THECB -- CBM001 reports

Note: Figures do not include flex entry.

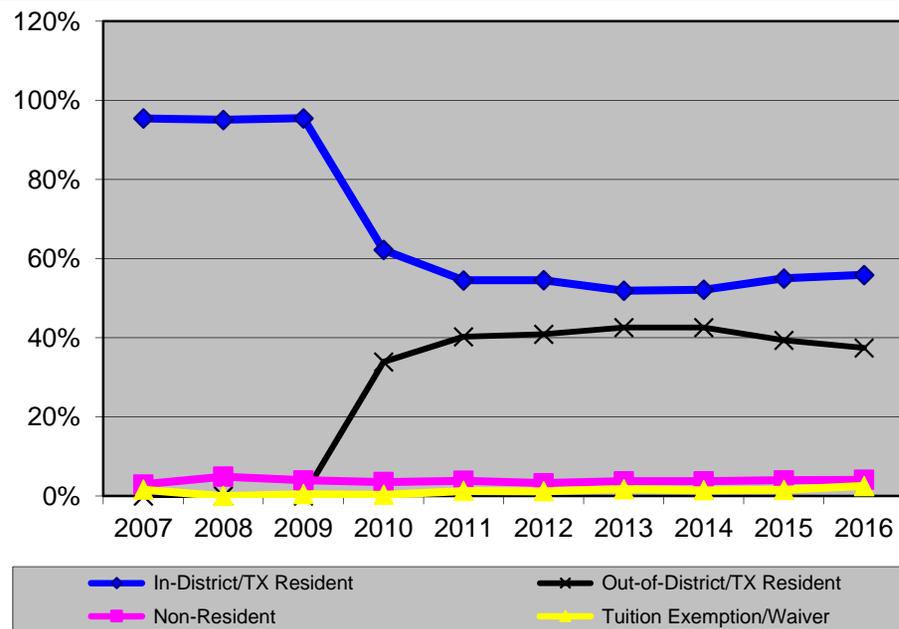
## Fall Headcount by TUITION STATUS 2007 to 2016

TUITION STATUS	ENROLLMENT (#)										PERCENT (%)									
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
In-District/TX Resident	1,951	2,119	2,069	1,442	1,207	1,197	1,106	1,068	1,139	1,230	95%	95%	95%	62%	55%	55%	52%	52%	55%	56%
Out-of-District/TX Resident	N/A	N/A	N/A	786	892	897	907	873	816	823	N/A	N/A	N/A	34%	40%	41%	43%	43%	39%	37%
Non-Resident	60	110	87	82	86	72	80	77	83	91	3%	5%	4%	4%	4%	3%	4%	4%	4%	4%
Tuition Exemption/Waiver	33	0	11	8	29	27	37	30	33	56	2%	0%	1%	0%	1%	1.2%	2%	1%	2%	3%
Visiting Student	0	0	0	0	0	0	0	0	0	0	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>TOTAL</b>	<b>2,044</b>	<b>2,229</b>	<b>2,167</b>	<b>2,318</b>	<b>2,214</b>	<b>2,193</b>	<b>2,130</b>	<b>2,048</b>	<b>2,071</b>	<b>2,200</b>	<b>100%</b>									

**Fall Headcount by Tuition Status (#)**



**Fall Headcount by Tuition Status (%)**



Source: THECB -- CBM001 reports

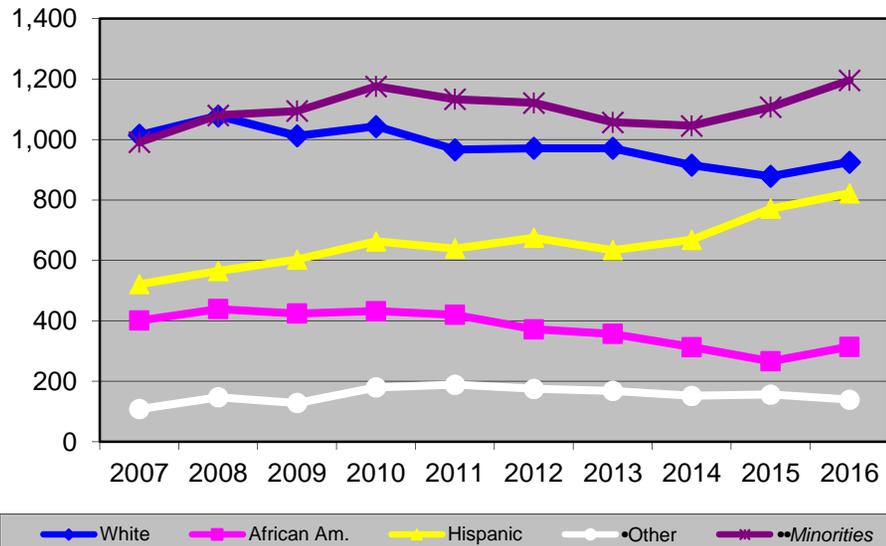
Texas Resident Tuition Status separated into In-District and Out-of-District in Fall 2010.

Note: Figures do not include flex entry.

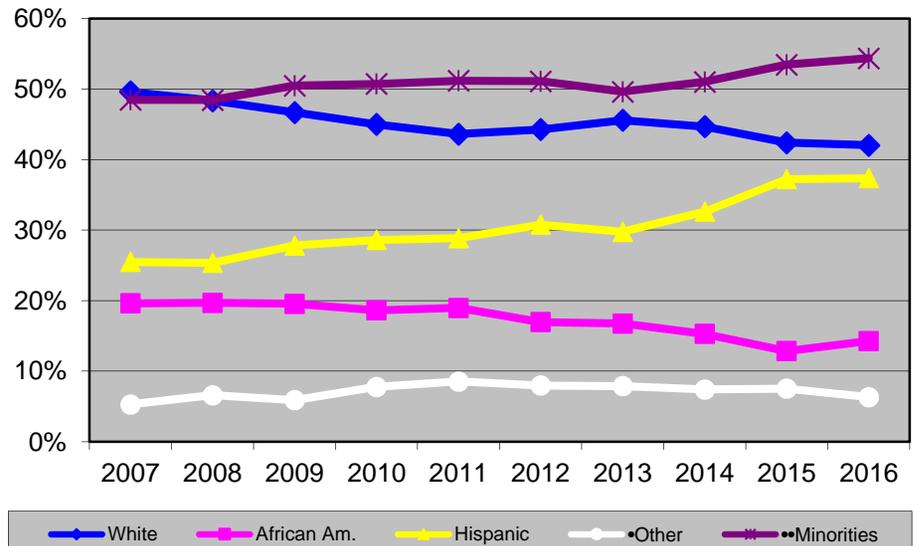
## Fall Headcount by ETHNICITY/RACE\* 2007 to 2016

ETHNICITY/RACE *	ENROLLMENT (#)										PERCENT (%)									
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
White	1,014	1,078	1,012	1,043	966	971	971	915	878	925	50%	48%	47%	45%	44%	44%	46%	45%	42%	42%
African American	401	439	424	432	420	372	357	313	266	314	20%	20%	20%	19%	19%	17%	17%	15%	13%	14%
Hispanic	521	565	603	663	639	675	634	668	771	822	25%	25%	28%	29%	29%	31%	30%	33%	37%	37%
Asian/Nat Haw/Pac Islldr	65	65	59	64	62	67	59	56	60	52	3%	3%	3%	3%	3%	3%	3%	3%	3%	2%
Native American	4	11	8	17	12	7	7	8	10	8	0.2%	0.5%	0.4%	0.7%	0.5%	0.3%	0.3%	0.4%	0.5%	0.4%
International	32	35	19	0	4	11	14	18	25	23	1.6%	1.6%	0.9%	0.0%	0.2%	0.5%	0.7%	0.9%	1.2%	1.0%
Multi-racial	N/A	N/A	N/A	1	7	9	7	12	8	10	N/A	N/A	N/A	0.04%	0.3%	0.4%	0.3%	0.6%	0.4%	0.5%
Unknown	7	36	42	98	104	81	81	58	53	46	0.3%	2%	2%	4%	5%	4%	4%	3%	2.6%	2%
<b>TOTAL</b>	<b>2,044</b>	<b>2,229</b>	<b>2,167</b>	<b>2,318</b>	<b>2,214</b>	<b>2,193</b>	<b>2,130</b>	<b>2,048</b>	<b>2,071</b>	<b>2,200</b>	<b>100%</b>									

**Fall Headcount by Ethnicity (#)**



**Fall Headcount by Ethnicity (%)**



**Source:**  
THECB -- CBM001 reports

•Other = Asian, Native Am/Alaskan Nat, International, Unknown, Nat Haw/Pac Islldr, Multi-racial  
 •Minorities = African Am, Hispanic, Asian, Native Am, Nat Haw/Pac Islldr

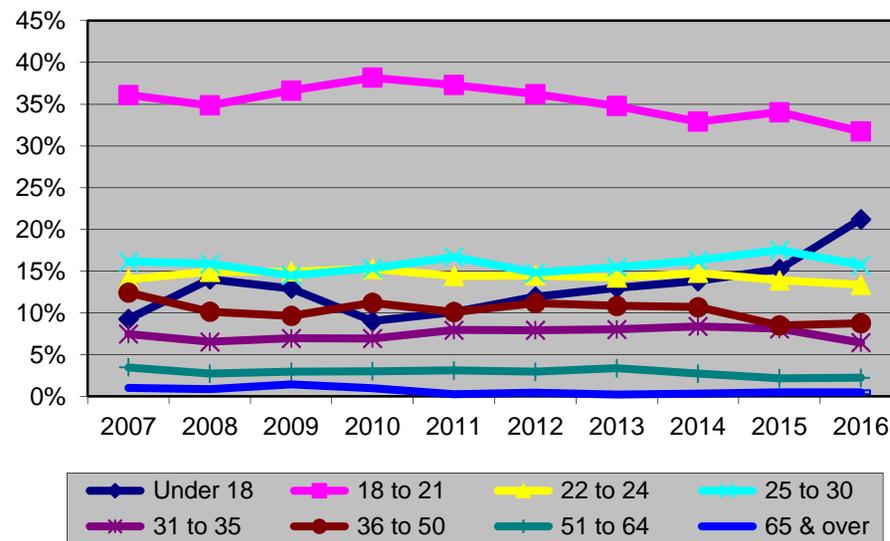
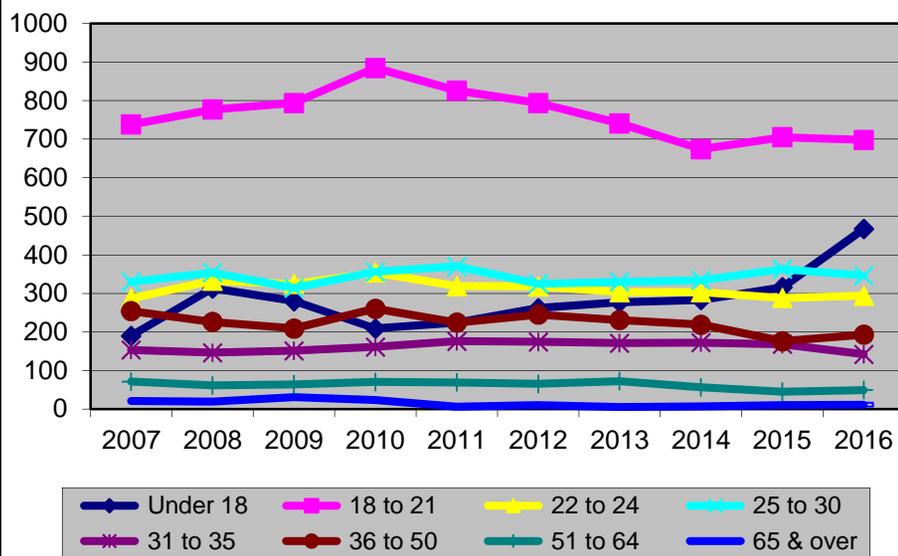
\* Ethnicity/Race revised by THECB in Fall 2010.  
**Note:** Figures do not include flex entry.

## Fall Headcount by AGE 2007 to 2016

AGE	ENROLLMENT (#)										PERCENT (%)									
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Under 18	190	313	280	209	224	262	277	283	316	467	9%	14%	13%	9%	10%	12%	13%	14%	15%	21%
18 to 21	738	777	794	885	826	794	741	674	705	698	36%	35%	37%	38%	37%	36%	35%	33%	34%	32%
22 to 24	287	333	324	354	319	318	303	303	288	294	14%	15%	15%	15%	14%	15%	14%	15%	14%	13%
25 to 30	330	354	314	356	370	325	330	334	363	346	16%	16%	14%	15%	17%	15%	15%	16%	18%	16%
31 to 35	153	146	151	161	176	174	171	172	168	142	7%	7%	7%	7%	8%	8%	8%	8%	8%	6%
36 to 50	254	226	209	260	224	245	231	219	176	193	12%	10%	10%	11%	10%	11%	11%	11%	8%	9%
51 to 64	71	61	64	70	69	65	72	56	45	49	3%	3%	3%	3%	3%	3%	3%	3%	2%	2%
65 & over	21	19	31	23	6	10	5	7	10	11	1%	1%	1%	1%	0%	0%	0.2%	0.3%	0.5%	0.5%
<b>TOTAL</b>	<b>2,044</b>	<b>2,229</b>	<b>2,167</b>	<b>2,318</b>	<b>2,214</b>	<b>2,193</b>	<b>2,130</b>	<b>2,048</b>	<b>2,071</b>	<b>2,200</b>	<b>100%</b>									
<i>Average Age</i>	<b>26</b>	<b>25</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>25</b>	<b>25</b>	<b>24</b>										

**Fall Headcount by Age (#)**

**Fall Headcount by Age (%)**



Source: THECB -- CBM001 reports

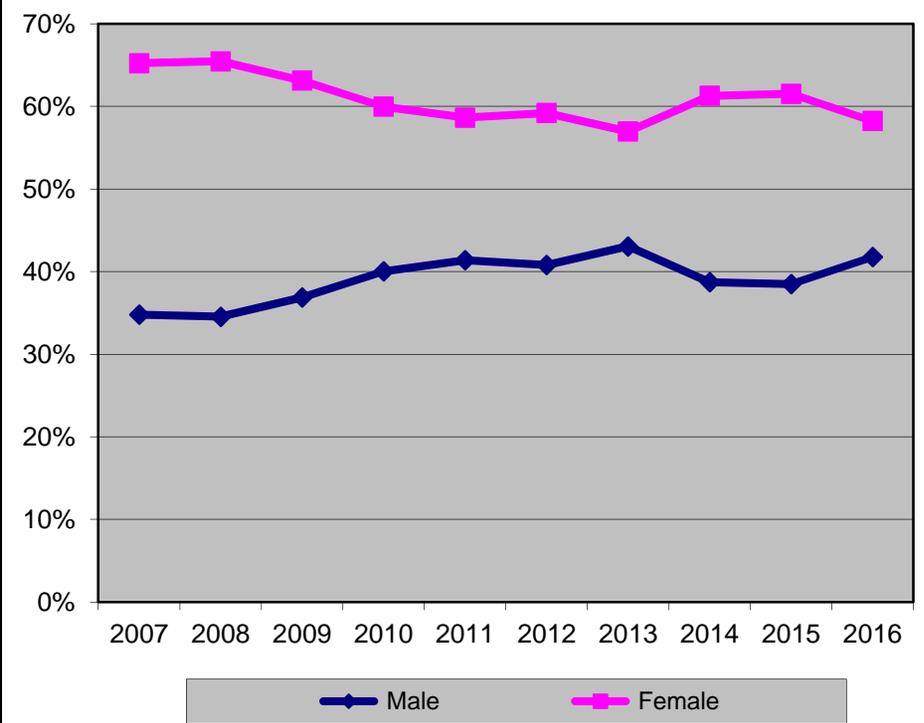
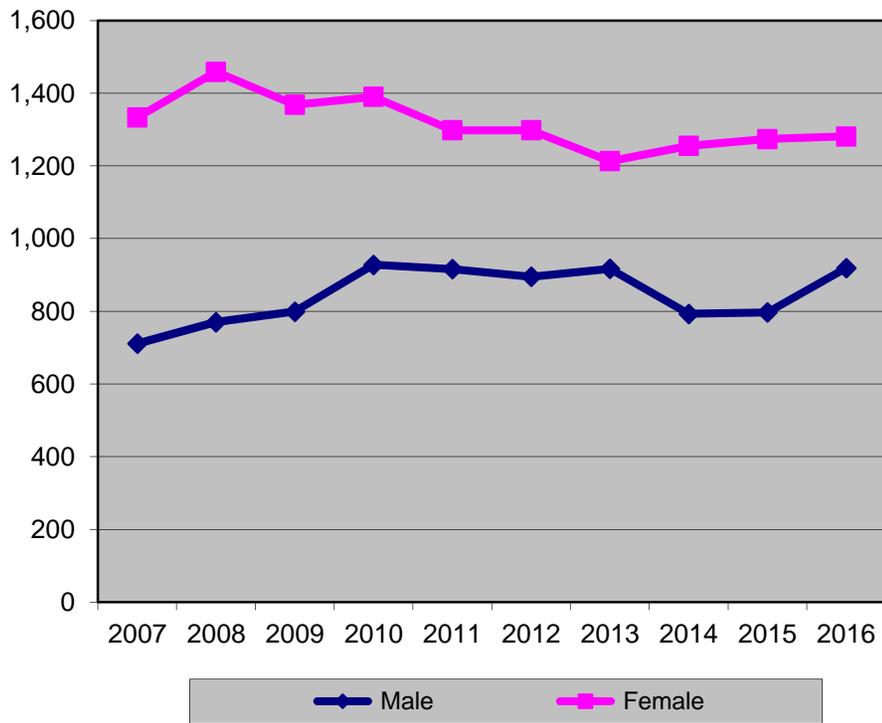
Note: Figures do not include flex entry.

## Fall Headcount by GENDER 2007 to 2016

GENDER	ENROLLMENT (#)										PERCENT (%)									
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Male	711	770	799	928	916	895	917	793	797	919	35%	35%	37%	40%	41%	41%	43%	39%	38%	42%
Female	1,333	1,459	1,368	1,390	1,298	1,298	1,213	1,255	1,274	1,281	65%	65%	63%	60%	59%	59%	57%	61%	62%	58%
<b>TOTAL</b>	<b>2,044</b>	<b>2,229</b>	<b>2,167</b>	<b>2,318</b>	<b>2,214</b>	<b>2,193</b>	<b>2,130</b>	<b>2,048</b>	<b>2,071</b>	<b>2,200</b>	<b>100%</b>									

**Fall Headcount by Gender (#)**

**Fall Headcount by Gender (%)**



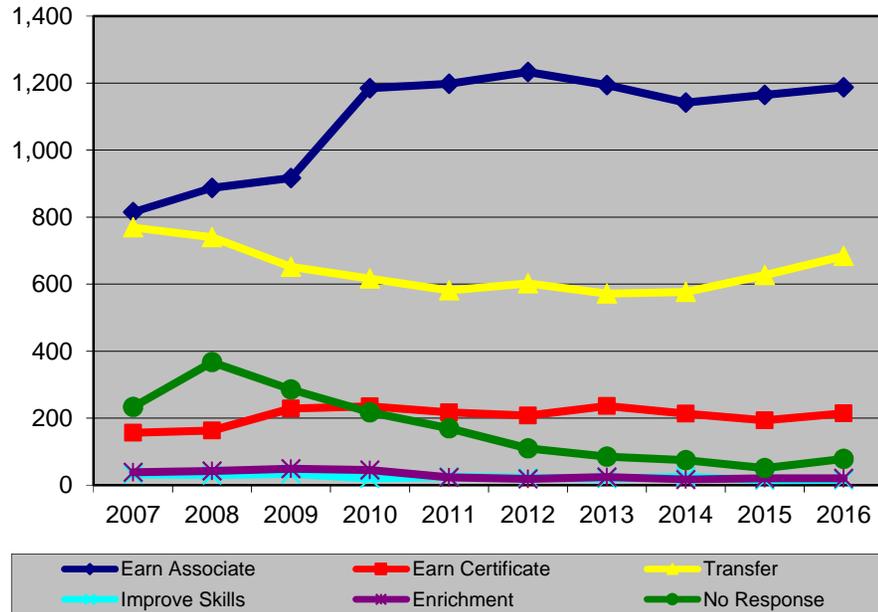
Source: THECB -- CBM001 reports

Note: Figures do not include flex entry.

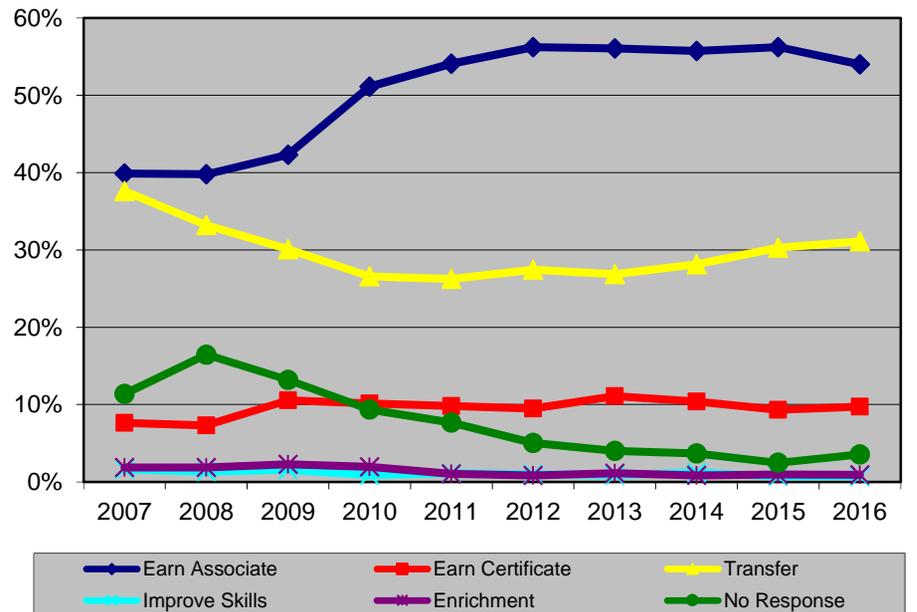
# Fall Headcount by INTENT 2007 to 2016

INTENT	HEADCOUNT (#)										PERCENT (%)									
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Earn Associate	815	887	917	1,185	1,198	1,233	1,194	1,142	1,165	1,188	40%	40%	42%	51%	54%	56%	56%	56%	56%	54%
Earn Certificate	156	163	229	235	217	208	236	213	193	214	8%	7%	11%	10%	10%	9%	11%	10%	9%	10%
Transfer	769	740	652	616	581	602	572	576	627	684	38%	33%	30%	27%	26%	27%	27%	28%	30%	31%
Improve Skills	33	30	34	20	25	22	19	25	15	16	1.6%	1%	2%	1%	1%	1%	1%	1%	1%	1%
Enrichment	38	42	49	45	23	18	24	17	20	20	2%	2%	2%	2%	1%	1%	1%	0.8%	1%	1%
No Response	233	367	286	217	170	110	85	75	51	78	11%	16%	13%	9%	8%	5%	4%	4%	2%	4%
<b>TOTAL</b>	<b>2,044</b>	<b>2,229</b>	<b>2,167</b>	<b>2,318</b>	<b>2,214</b>	<b>2,193</b>	<b>2,130</b>	<b>2,048</b>	<b>2,071</b>	<b>2,200</b>	<b>100%</b>									

**Fall Headcount by Intent (#)**



**Fall Headcount by Intent (%)**



Source: THECB -- CBM001 reports

Note: Figures do not include Flex entry.

## Fall 2016 Student Enrollment by Major, Gender, and Classification

2010 CIP Code	Major (old CIP Code)	Classification by Gender															GRAND TOTAL		
		Freshman			Sophomore			Unclassified			Associate Degree			Baccalaureate or above			F	M	T
		F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
11.0701	Computer Science	4	15	19		5	5		1	1							4	21	25
12.0401	Cosmetology/Cosmetologist	16	1	17	3		3										19	1	20
12.0503	Culinary Arts	9	6	15	5		5	1	1	2		1	1				15	8	23
13.1202	Elementary Educ. & Teaching	17	3	20	7		7				1		1				25	3	28
14.1001	Electrical & Electronics Engineering	5	5	10	2	14	16	1	2	3							8	21	29
23.0101	English Language & Literature	3	1	4													3	1	4
23.1302	Creative Writing					1	1											1	1
23.1304	Rhetoric and Composition				1		1										1		1
24.0102	General Studies	373	402	775	93	52	145	21	4	25	1	1	2	2	1	3	490	460	950
24.0199	Liberal Arts and Sciences	38	56	94	9	10	19	13	4	17	2	2	4	8	3	11	70	75	145
26.0101	Biology/Biological Sciences	21	7	28	8	4	12	2	1	3	1		1				32	12	44
27.0101	Mathematics	1	2	3	1	3	4										2	5	7
31.0501	Health & Physical Ed./Fitness	2	2	4													2	2	4
40.0501	Chemistry, General	1	1	2													1	1	2
40.0801	Physics, General		4	4														4	4
42.0101	Psychology, General	9	7	16	4	2	6		1	1							13	10	23
43.0104	Criminal Justice/Safety Studies	3	14	17	3	4	7	2		2							8	18	26
43.0107	Criminal Justice/Police Science	1	12	13		2	2		1	1				2	2		1	17	18
45.1001	Political Sci. & Government		1	1														1	1
45.1101	Sociology	11	2	13	10	1	11										21	3	24
46.0301	Electrical/Power Transmission Instal.	2	3	5		2	2								1	1	2	6	8
47.0201	Heating, AC, Ventilation, Refrig.	3	14	17		2	2										3	16	19
48.0508	Welding Technology/Welder		17	17		8	8		2	2								27	27
50.0501	Drama/Theatre Arts	3	1	4	2	1	3		1	1							5	3	8
50.0701	Art/Art Studies	5	1	6	1		1					1	1				6	2	8
51.0716	Medical Secretary	14	2	16	20	5	25	3		3	1		1	1		1	39	7	46
51.0904	Emergency Medical Technology	10	8	18	5	1	6		2	2					1	1	15	12	27
51.0905	Nuclear Medical Technology	3	5	8				3	2	5	5	1	6	1		1	12	8	20
51.0907	Radiation Therapy	11	1	12		1	1	5	3	8	1		1	2	2	4	19	7	26
51.0909	Surgical Technology	1		1	2		2										3		3
51.0911	Radiography -- CT -- MRI	39	30	69	12	5	17	10	5	15	27	11	38	4		4	92	51	143

Source: THECB -- CBM001 report

F = Female M = Male T = Total

Notes: Figures do not include flex entry.

## Fall 2016 Student Enrollment by Major, Gender, and Classification

2010 CIP Code		Major (old CIP Code)		Classification by Gender																	
				Freshman			Sophomore			Unclassified			Associate Degree			Baccalaureate or above			GRAND TOTAL		
				F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
51.1005	Clinical Laboratory Sci./Med. Tech.	1	1	2			---			---	1		1			---	2	1	3		
51.2306	Occupational Therapy	1	5	6	2		2		1	1			---			---	3	6	9		
51.3801	Nursing	105	16	121	75	13	88	83	25	108	9		9	3	2	5	275	56	331		
51.3901	Vocational Nursing	19	1	20	13	1	14	6		6	2		2			---	40	2	42		
52.0201	Business Admin. and Mgmt.	27	30	57	18	18	36	4	2	6			---			---	49	50	99		
54.0101	History	1	1	2			---			---			---			---	1	1	2		
<b>Grand Total</b>		<b>759</b>	<b>677</b>	<b>1,436</b>	<b>296</b>	<b>155</b>	<b>451</b>	<b>154</b>	<b>58</b>	<b>212</b>	<b>51</b>	<b>17</b>	<b>68</b>	<b>21</b>	<b>12</b>	<b>33</b>	<b>1,281</b>	<b>919</b>	<b>2,200</b>		

Source: THECB -- CBM001 report

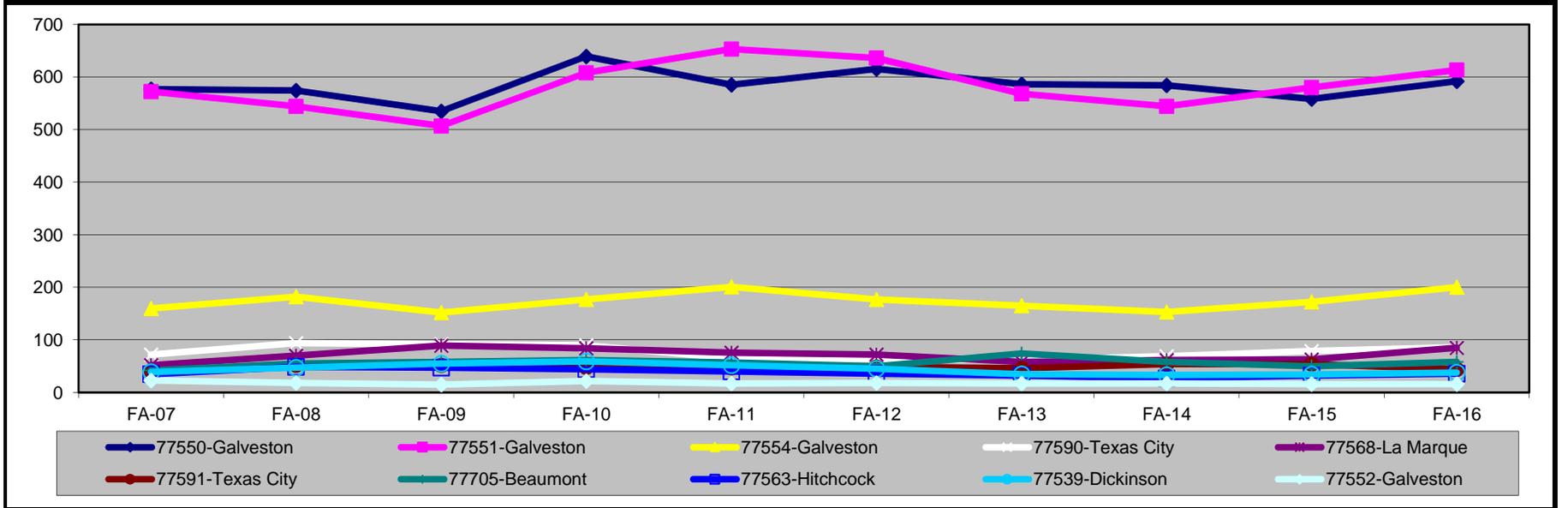
F = Female M = Male T = Total

Notes: Figures do not include flex entry.

## Student Origins by Local Zip Codes with High Enrollment (includes City of Galveston) Fall 2007 to Fall 2016

Zip Code/City	ENROLLMENT (#)										PERCENT of Term Enrollment (%)									
	FA-07	FA-08	FA-09	FA-10	FA-11	FA-12	FA-13	FA-14	FA-15	FA-16	FA-07	FA-08	FA-09	FA-10	FA-11	FA-12	FA-13	FA-14	FA-15	FA-16
77550-Galveston	577	574	535	639	585	615	586	584	558	592	28%	26%	25%	28%	26%	28%	26%	29%	27%	27%
77551-Galveston	572	544	507	608	653	636	568	544	580	613	28%	24%	23%	26%	29%	29%	25%	27%	28%	28%
77554-Galveston	160	182	152	177	201	177	165	153	172	200	8%	8%	7%	8%	9%	8%	7%	7%	8%	9%
77590-Texas City	72	94	92	90	65	64	62	69	79	86	4%	4%	4%	4%	3%	3%	3%	3%	4%	4%
77568-La Marque	52	70	89	84	76	72	58	62	63	85	3%	3%	4%	4%	3%	3%	3%	3%	3%	4%
77591-Texas City	41	52	52	48	47	49	46	54	54	44	2%	2%	2%	2%	2%	2%	2%	3%	3%	2%
77705-Beaumont	42	55	58	62	57	50	74	58	50	58	2%	2%	3%	3%	3%	2%	3%	3%	2%	3%
77539-Dickinson	39	47	55	59	52	45	35	33	34	38	2%	2%	3%	3%	2%	2%	2%	2%	2%	2%
77563-Hitchcock	35	49	47	44	40	36	32	27	32	36	1.7%	2.2%	2.2%	1.9%	1.8%	1.6%	1.4%	1.3%	1.5%	1.6%
77552-Galveston	23	18	15	22	17	18	17	17	16	16	1.1%	0.8%	0.7%	0.9%	0.8%	0.8%	0.8%	0.8%	0.8%	0.7%
<b>TOTAL Zip Codes</b>	<b>1,613</b>	<b>1,685</b>	<b>1,602</b>	<b>1,833</b>	<b>1,793</b>	<b>1,762</b>	<b>1,643</b>	<b>1,601</b>	<b>1,638</b>	<b>1,768</b>	<b>79%</b>	<b>76%</b>	<b>74%</b>	<b>79%</b>	<b>81%</b>	<b>80%</b>	<b>74%</b>	<b>78%</b>	<b>79%</b>	<b>80%</b>
<b>Term Enrollment</b>	<b>2,044</b>	<b>2,229</b>	<b>2,167</b>	<b>2,318</b>	<b>2,214</b>	<b>2,197</b>	<b>2,230</b>	<b>2,048</b>	<b>2,071</b>	<b>2,200</b>										

### Local Zip Codes with Highest Enrollment (#)



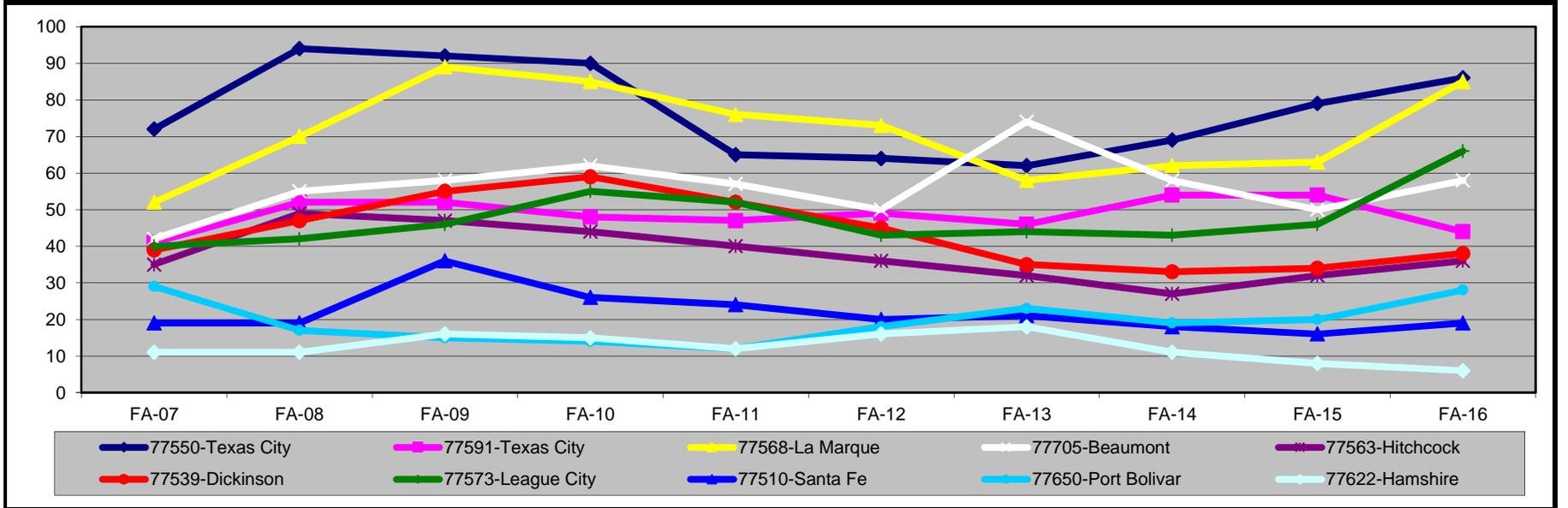
Source: Zip code data from Student Information System

Note: Figures do not include flex entry.

## Student Origins by Local Zip Codes with High Enrollment *(excludes City of Galveston)* Fall 2007 to Fall 2016

Zip Code/City	ENROLLMENT (#)										PERCENT of Term Enrollment (%)									
	FA-07	FA-08	FA-09	FA-10	FA-11	FA-12	FA-13	FA-14	FA-15	FA-16	FA-07	FA-08	FA-09	FA-10	FA-11	FA-12	FA-13	FA-14	FA-15	FA-16
77550-Texas City	72	94	92	90	65	64	62	69	79	86	4%	4%	4%	4%	3%	3%	3%	3%	4%	4%
77591-Texas City	41	52	52	48	47	49	46	54	54	44	2%	2%	2%	2%	2%	2%	2%	3%	3%	2%
77568-La Marque	52	70	89	85	76	73	58	62	63	85	3%	3%	4%	4%	3%	3%	3%	3%	3%	4%
77705-Beaumont	42	55	58	62	57	50	74	58	50	58	2%	2%	3%	3%	3%	2%	3%	3%	2%	3%
77573-League City	40	42	46	55	52	43	44	43	46	66	2%	2%	2%	2%	2%	2%	2%	2%	2%	3%
77563-Hitchcock	35	49	47	44	40	36	32	27	32	36	1.7%	2.2%	2.2%	1.9%	1.8%	1.6%	1.4%	1.3%	1.5%	1.6%
77539-Dickinson	39	47	55	59	52	45	35	33	34	38	1.9%	2.1%	2.5%	2.5%	2.3%	2.1%	1.6%	1.6%	1.6%	1.7%
77650-Port Bolivar	29	17	15	14	12	18	23	19	20	28	1.4%	0.8%	0.7%	0.6%	0.5%	0.8%	1.0%	0.9%	1.0%	1.3%
77510-Santa Fe	19	19	36	26	24	20	21	18	16	19	0.9%	0.9%	1.7%	1.1%	1.1%	0.9%	0.9%	0.9%	0.8%	0.9%
77622-Hamshire	11	11	16	15	12	16	18	11	8	6	0.5%	0.5%	0.7%	0.6%	0.5%	0.7%	0.8%	0.5%	0.4%	0.3%
<b>TOTAL Zip Codes</b>	<b>380</b>	<b>456</b>	<b>506</b>	<b>498</b>	<b>437</b>	<b>414</b>	<b>413</b>	<b>394</b>	<b>402</b>	<b>466</b>	<b>19%</b>	<b>20%</b>	<b>23%</b>	<b>21%</b>	<b>20%</b>	<b>19%</b>	<b>19%</b>	<b>19%</b>	<b>19%</b>	<b>21%</b>
<b>Term Enrollment</b>	<b>2,044</b>	<b>2,229</b>	<b>2,167</b>	<b>2,318</b>	<b>2,214</b>	<b>2,193</b>	<b>2,230</b>	<b>2,048</b>	<b>2,071</b>	<b>2,200</b>										

**Local Zip Codes with Highest Enrollment (excludes Galveston) (#)**



Source: Zip code data from Student Information System

Note: Figures do not include flex entry.

## International and Out-of-State Enrollment Fall 2007 to Fall 2016

RESIDENCE	FALL ENROLLMENTS (#) and PERCENTS (%)																			
	FA-07	FA-08	FA-09	FA-10	FA-11	FA-12	FA-13	FA-14	FA-15	FA-16	FA-07	FA-08	FA-09	FA-10	FA-11	FA-12	FA-13	FA-14	FA-15	FA-16
International *	31	28	29	39	34	31	37	39	45	46	1.5%	1.3%	1.3%	1.7%	1.5%	1.4%	1.7%	1.9%	2.2%	2.1%
Alabama	1	0	0	0	2	1	0	1	0	1	0.05%	0%	0%	0%	0.09%	0.05%	0%	0.05%	0%	0.05%
Alaska	1	0	1	0	0	0	0	0	0	2	0.05%	0%	0.05%	0%	0%	0%	0%	0%	0%	0.09%
Arizona	0	1	1	2	1	1	1	2	0	1	0%	0.04%	0.05%	0.09%	0.05%	0.05%	0.05%	0.10%	0%	0.05%
Arkansas	2	0	1	0	1	2	2	3	0	0	0.10%	0%	0.05%	0%	0.05%	0.09%	0.09%	0.15%	0%	0%
California	6	3	8	9	6	4	15	5	7	5	0.29%	0.13%	0.37%	0.39%	0.27%	0.18%	0.70%	0.24%	0.34%	0.23%
Colorado	1	3	4	0	1	0	0	1	3	2	0.05%	0.13%	0.18%	0%	0.05%	0%	0%	0.05%	0.14%	0.09%
Connecticut	1	0	0	0	1	0	0	0	0	0	0.05%	0%	0%	0%	0.05%	0%	0%	0%	0%	0%
Delaware	0	2	1	1	0	0	0	0	0	0	0%	0.09%	0.05%	0.04%	0%	0%	0%	0%	0%	0%
Florida	1	1	0	8	6	3	2	2	4	8	0.05%	0.04%	0%	0.35%	0.27%	0.14%	0.09%	0.10%	0.19%	0.36%
Georgia	0	2	4	7	5	2	4	5	0	0	0%	0.09%	0.18%	0.30%	0.23%	0.09%	0.19%	0.24%	0%	0%
Hawaii	0	0	0	1	0	0	0	0	0	0	0%	0%	0%	0.04%	0%	0%	0%	0%	0%	0%
Idaho	0	0	0	1	0	0	0	0	0	0	0%	0%	0%	0.04%	0%	0%	0%	0%	0%	0%
Illinois	1	0	0	1	1	4	2	1	7	4	0.05%	0%	0%	0.04%	0.05%	0.18%	0.09%	0.05%	0.34%	0.18%
Indiana	1	0	3	1	3	2	1	0	1	1	0.05%	0%	0.14%	0.04%	0.14%	0.09%	0.05%	0%	0.05%	0.05%
Iowa	0	1	1	2	1	1	3	1	0	1	0%	0.04%	0.05%	0.09%	0.05%	0.05%	0.14%	0.05%	0%	0.05%
Kansas	2	2	1	3	3	2	3	2	1	0	0.10%	0.09%	0.05%	0.13%	0.14%	0.09%	0.14%	0.10%	0.05%	0%
Kentucky	2	0	1	1	1	0	1	0	1	1	0.10%	0%	0.05%	0.04%	0.05%	0%	0.05%	0%	0.05%	0.05%
Louisiana	11	19	16	11	17	17	15	13	18	15	0.54%	0.85%	0.74%	0.47%	0.77%	0.78%	0.70%	0.63%	0.87%	0.68%
Maine	0	0	0	1	0	0	0	0	0	1	0%	0%	0%	0.04%	0%	0%	0%	0%	0%	0.05%
Maryland	0	0	0	1	0	0	0	0	0	1	0%	0%	0%	0.04%	0%	0%	0%	0%	0%	0.05%
Massachusetts	1	1	0	0	2	1	1	1	0	0	0.05%	0.04%	0%	0%	0.09%	0.05%	0.05%	0.05%	0%	0%
Michigan	1	1	0	2	2	5	1	1	1	2	0.05%	0.04%	0%	0.09%	0.09%	0.23%	0.05%	0.05%	0.05%	0.09%
Minnesota	0	0	2	0	2	1	2	3	1	0	0%	0%	0.09%	0%	0.09%	0.05%	0.09%	0.15%	0.05%	0%
Mississippi	3	2	0	1	2	2	0	0	2	1	0.15%	0.09%	0%	0.04%	0.09%	0.09%	0%	0%	0.10%	0.05%
Missouri	3	1	1	4	1	3	0	0	1	3	0.15%	0.04%	0.05%	0.17%	0.05%	0.14%	0%	0%	0.05%	0.14%
Nebraska	1	1	0	0	0	1	1	0	0	0	0.05%	0.04%	0%	0%	0%	0.05%	0.05%	0%	0%	0%
Nevada	0	0	0	0	1	0	0	0	0	0	0%	0%	0%	0%	0.05%	0%	0%	0%	0%	0%
New Hampshire	0	0	1	1	0	0	0	0	0	0	0%	0%	0.05%	0.04%	0%	0%	0%	0%	0%	0%
New Jersey	0	0	0	0	0	1	1	2	0	0	0%	0%	0%	0%	0%	0.05%	0.05%	0.10%	0%	0%
New Mexico	0	0	0	0	1	0	1	1	0	1	0%	0%	0%	0%	0.05%	0%	0.05%	0.05%	0%	0.05%
New York	0	3	0	4	10	0	2	3	5	4	0%	0.13%	0%	0.17%	0.45%	0%	0.09%	0.15%	0.24%	0.18%
North Carolina	2	1	0	0	1	0	2	1	2	0	0.10%	0.04%	0%	0%	0.05%	0%	0.09%	0.05%	0.10%	0%
Ohio	1	2	4	0	0	0	1	0	0	1	0.05%	0.09%	0.18%	0%	0%	0%	0.05%	0%	0%	0.05%
Oklahoma	3	1	1	3	4	4	6	3	3	2	0.15%	0.04%	0.05%	0.13%	0.18%	0.18%	0.28%	0.15%	0.14%	0.09%
Oregon	0	1	2	1	1	0	1	2	0	0	0%	0.04%	0.09%	0.04%	0.05%	0%	0.05%	0.10%	0%	0%
Pennsylvania	1	1	1	1	1	1	0	1	4	1	0.05%	0.04%	0.05%	0.04%	0.05%	0.05%	0%	0.05%	0.19%	0.05%
South Carolina	2	0	1	0	3	3	1	1	1	1	0.10%	0%	0.05%	0%	0.14%	0.14%	0.05%	0.05%	0.05%	0.05%
South Dakota	0	0	1	0	1	0	0	1	1	2	0%	0%	0.05%	0%	0.05%	0%	0%	0.05%	0.05%	0.09%
Tennessee	2	1	3	0	1	2	2	1	1	2	0.10%	0.04%	0.14%	0%	0.05%	0.09%	0.09%	0.05%	0.05%	0.09%
Utah	0	1	0	1	0	1	0	0	0	0	0%	0.04%	0%	0.04%	0%	0.05%	0%	0%	0%	0%
Virginia	2	2	3	3	3	2	1	2	5	3	0.10%	0.09%	0.14%	0.13%	0.14%	0.09%	0.05%	0.10%	0.24%	0.14%
Washington	3	1	1	4	4	4	6	2	1	2	0.15%	0.04%	0.05%	0.17%	0.18%	0.18%	0.28%	0.10%	0.05%	0.09%
West Virginia	0	0	1	0	0	0	0	0	0	0	0%	0%	0.05%	0%	0%	0%	0%	0%	0%	0%
Wisconsin	2	0	0	0	1	0	0	1	2	0	0.10%	0%	0%	0%	0.05%	0%	0%	0.05%	0.10%	0%
Wyoming	0	0	0	0	0	0	0	0	0	1	0%	0%	0%	0%	0%	0%	0%	0%	0%	0.05%
<b>TOTAL</b>	<b>88</b>	<b>82</b>	<b>93</b>	<b>114</b>	<b>124</b>	<b>101</b>	<b>115</b>	<b>101</b>	<b>117</b>	<b>115</b>	<b>4.3%</b>	<b>3.7%</b>	<b>4.3%</b>	<b>4.9%</b>	<b>5.6%</b>	<b>4.6%</b>	<b>5.4%</b>	<b>4.9%</b>	<b>5.6%</b>	<b>5.2%</b>
<b>Term Enrollment</b>	<b>2,044</b>	<b>2,229</b>	<b>2,167</b>	<b>2,318</b>	<b>2,214</b>	<b>2,193</b>	<b>2,130</b>	<b>2,048</b>	<b>2,071</b>	<b>2,200</b>										

Source: CBM001 reports, certified data, residence analysis

\* International also includes foreign countries and US territories

Note: Figures do not include flex entry.

## Average Class Size Summary Fall 2007 to Fall 2016

Fall Semester	Total # of Sections	Total Class Enrollments	Average Class Size
2007	413	5,509	13.3
2008	445	5,894	13.2
2009	360	5,975	16.6
2010	389	6,563	16.9
2011	344	6,326	18.4
2012	346	6,006	17.4
2013	331	5,774	17.4
2014	325	5,544	17.1
2014	337	5,512	16.4
2016	364	5,801	15.9

Source: THECB, CBM004 reports

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## Average Class Size by Rubric Fall 2007 to Fall 2016

Rubric	2007			2008			2009			2010			2011			2012			2013			2014			2015			2016		
	# of Sect.	Enroll-ment	Avg. Class Size	# of Sect.	Enroll-ment	Avg. Class Size	# of Sect.	Enroll-ment	Avg. Class Size	# of Sect.	Enroll-ment	Avg. Class Size	# of Sect.	Enroll-ment	Avg. Class Size	# of Sect.	Enroll-ment	Avg. Class Size	# of Sect.	Enroll-ment	Avg. Class Size	# of Sect.	Enroll-ment	Avg. Class Size	# of Sect.	Enroll-ment	Avg. Class Size	# of Sect.	Enroll-ment	Avg. Class Size
ACCT	3	35	11.7	5	40	8.0	3	40	13.3	3	46	15.3	4	55	13.8	3	58	19.3	2	38	19.0	4	37	9.3	3	49	16.3	3	44	14.7
ACNT	5	23	4.6	5	22	4.4	6	15	2.5	3	6	2.0	2	2	1.0															
ARTS	20	203	10.2	26	195	7.5	18	224	12.4	20	259	13.0	15	207	13.8	17	201	11.8	20	221	11.1	18	218	12.1	16	167	10.4	17	181	10.6
BCIS				2	5	2.5	1	25	25.0	2	32	16.0	2	36	18.0	2	36	18.0	2	32	16.0	2	39	19.5	2	38	19.0	2	43	21.5
BIOL	16	365	22.8	17	348	20.5	14	300	21.4	14	394	28.1	14	336	24.0	17	332	19.5	15	338	22.5	15	353	23.5	16	363	22.7	15	368	24.5
BITC	4	10	2.5	3	8	2.7	3	16	5.3																					
BMGT	2	3	1.5				1	2	2.0	1	11	11.0	1	9	9.0	1	4	4.0	1	13	13.0	1	7	7.0	1	8	8.0			
BUSI	2	29	14.5	4	39	9.8	3	39	13.0	3	43	14.3	1	13	13.0	1	19	19.0	1	20	20.0	1	15	15.0	2	29	14.5	2	25	12.5
CETT										2	28	14.0	2	22	11.0				1	7	7.0	1	10	10.0	1	12	12.0	2	7	3.5
CHEF	5	28	5.6	13	98	7.5	10	80	8.0	11	97	8.8	6	56	9.3	7	75	10.7	4	78	19.5	6	43	7.2	6	80	13.3	7	82	11.7
CHEM	7	113	16.1	7	115	16.4	7	119	17.0	8	148	18.5	9	144	16.0	8	121	15.1	6	107	17.8	7	113	16.1	6	82	13.7	5	79	15.8
CJLE	1	28	28.0	1	13	13.0	1	34	34.0	1	25	25.0	1	24	24.0	1	25	25.0	1	20	20.0	1	23	23.0	1	20	20.0	1	18	18.0
CJSA	1	2	2.0																											
CNBT																												1	1	1.0
COMM				1	5	5.0																						2	6	3.0
COSC	11	156	14.2	7	108	15.4	5	60	12.0	3	54	18.0	3	55	18.3	4	29	7.3	3	36	12.0	3	36	12.0	3	27	9.0	3	23	7.7
CRIJ	8	37	4.6	4	30	7.5	3	51	17.0	4	94	23.5	4	57	14.3	6	81	13.5	4	53	13.3	4	36	9.0	4	30	7.5	7	38	5.4
CSME																						6	114	19.0	12	112	9.3	10	109	10.9
CTMT	2	22	11.0	2	23	11.5	4	74	18.5	4	75	18.8	4	54	13.5	4	102	25.5	4	116	29.0	5	119	23.8	5	127	25.4	4	113	28.3
DRAM	1	14	14.0	2	12	6.0	2	11	5.5	1	12	12.0	1	29	29.0	1	11	11.0				3	31	10.3	7	40	5.7	10	80	8.0
ECON	5	71	14.2	3	41	13.7	3	55	18.3	4	89	22.3	5	89	17.8	4	69	17.3	3	45	15.0	4	56	14.0	4	60	15.0	4	50	12.5
EDUC				1	9	9.0	1	23	23.0	2	28	14.0	1	18	18.0	1	23	23.0	3	24	8.0	4	21	5.3	5	17	3.4	5	29	5.8
ELPT																			4	36	9.0	4	44	11.0	4	48	12.0	6	26	4.3
EMSP	6	57	9.5	10	106	10.6	9	109	12.1	7	58	8.3	6	108	18.0	6	98	16.3	7	95	13.6	3	75	25.0	8	124	15.5	12	128	10.7
ENGL	35	544	15.5	39	669	17.2	30	720	24.0	33	719	21.8	37	772	20.9	35	781	22.3	27	600	22.2	26	534	20.5	18	461	25.6	18	498	27.7
ENGR																2	20	10.0	3	27	9.0	5	26	5.2	5	34	6.8	4	24	6.0
ENVR				2	30	15.0	3	40	13.3	4	86	21.5	6	118	19.7	7	130	18.6	5	117	23.4	3	59	19.7	6	137	22.8	8	225	28.1
GEOG				1	15	15.0																								
GERM				1	1	1.0	1	3	3.0																2	4	2.0	2	8	4.0
GOVT	16	283	17.7	13	297	22.8	6	225	37.5	8	271	33.9	8	307	38.4	9	346	38.4	10	304	30.4	9	252	28.0	10	262	26.2	9	294	32.7
HAMG	9	29	3.2	5	16	3.2	9	18	2.0	7	35	5.0	2	2	1.0												1	4	4.0	
HART										8	104	13.0	5	79	15.8	12	88	7.3	4	76	19.0	4	44	11.0	4	68	17.0	4	72	18.0
HIST	19	310	16.3	20	360	18.0	13	349	26.8	16	383	23.9	15	399	26.6	16	376	23.5	14	357	25.5	13	327	25.2	11	332	30.2	11	296	26.9
HITT	6	93	15.5	6	90	15.0	5	73	14.6	5	87	17.4	6	90	15.0	5	84	16.8	5	69	13.8	6	78	13.0	4	55	13.8	7	115	16.4

Source: THECB -- CBM004 reports SPSS analysis

## Average Class Size by Rubric Fall 2007 to Fall 2016

Rubric	2007			2008			2009			2010			2011			2012			2013			2014			2015			2016		
	# of Sect.	Enroll-ment	Avg. Class Size	# of Sect.	Enroll-ment	Avg. Class Size	# of Sect.	Enroll-ment	Avg. Class Size	# of Sect.	Enroll-ment	Avg. Class Size	# of Sect.	Enroll-ment	Avg. Class Size	# of Sect.	Enroll-ment	Avg. Class Size	# of Sect.	Enroll-ment	Avg. Class Size	# of Sect.	Enroll-ment	Avg. Class Size	# of Sect.	Enroll-ment	Avg. Class Size	# of Sect.	Enroll-ment	Avg. Class Size
HPRS	4	105	26.3	3	83	27.7	4	101	25.3	3	91	30.3	3	83	27.7	3	87	29.0	1	16	16.0	3	86	28.7	4	96	24.0	3	85	28.3
HRPO				1	2	2.0																								
HUMA	5	112	22.4	5	96	19.2	2	49	24.5	3	68	22.7	1	23	23.0	1	34	34.0	1	41	41.0	1	26	26.0	1	15	15.0	1	12	12.0
HYDR										1	15	15.0	1	11	11.0															
IFWA	1	12	12.0	2	2	1.0				1	6	6.0				1	12	12.0				1	4	4.0				1	12	12.0
INRW																			9	95	10.6	7	91	13.0	9	129	14.3	9	116	12.9
IMED	1	6	6.0				1	2	2.0	1	3	3.0	1	1	1.0															
ITNW	1	2	2.0	5	11	2.2	1	3	3.0	3	3	1.0																		
ITSC	7	35	5.0	5	10	2.0	4	4	1.0	1	8	8.0	1	1	1.0															
KINE																						7	69	9.9	6	86	14.3	7	79	11.3
MAMT	4	20	5.0	4	12	3.0	4	24	6.0	4	12	3.0																		
MATH	33	670	20.3	32	623	19.5	33	682	20.7	39	816	20.9	40	849	21.2	36	675	18.8	37	751	20.3	37	697	18.8	45	749	16.6	41	737	18.0
MDCA	1	3	3.0	2	3	1.5	1	6	6.0	1	5	5.0	1	6	6.0	1	10	10.0	2	24	12.0	2	22	11.0	1	10	10.0	1	8	8.0
MRIT	2	26	13.0	2	22	11.0	5	64	12.8	5	52	10.4	7	97	13.9	7	96	13.7	4	139	34.8	4	87	21.8	4	78	19.5	6	112	18.7
MRKG	1	1	1.0																											
MRMT	2	2	1.0	3	6	2.0	1	5	5.0	1	6	6.0	1	1	1.0	2	3	1.5	2	9	4.5	2	7	3.5	2	8	4.0			
MUAP	9	17	1.9	6	12	2.0	6	16	2.7	5	12	2.4	2	10	5.0	1	2	2.0	1	1	1.0	1	1	1.0				2	4	2.0
MUEN	2	11	5.5	2	6	3.0	1	5	5.0	1	4	4.0				1	2	2.0	1	1	1.0	1	1	1.0				1	1	1.0
MUSI	12	107	8.9	16	95	5.9	5	71	14.2	6	57	9.5	2	57	28.5	4	62	15.5	4	82	20.5	4	84	21.0	4	57	14.3	3	59	19.7
NMTT	6	67	11.2	6	60	10.0	7	64	9.1	7	76	10.9	6	54	9.0	6	58	9.7	6	68	11.3	6	71	11.8	4	36	9.0	4	34	8.5
PFPB										1	14	14.0																		
PHED	12	195	16.3	19	207	10.9	19	319	16.8	22	275	12.5	20	287	14.4	18	277	15.4	19	210	11.1	11	124	11.3	6	77	12.8	4	42	10.5
PHIL	1	76	76.0	5	135	27.0	2	129	64.5	2	120	60.0	4	122	30.5	2	49	24.5	2	60	30.0	2	43	21.5	1	43	43.0	1	44	44.0
PHRA							4	38	9.5	4	48	12.0																		
PHYS	3	64	21.3	6	73	12.2	4	94	23.5	4	65	16.3	4	71	17.8	5	83	16.6	5	96	19.2	5	79	15.8	6	92	15.3	5	76	15.2
POFM	1	1	1.0	2	6	3.0	3	12	4.0	3	13	4.3	3	12	4.0	1	10	10.0	1	1	1.0							1	2	2.0
POFT	15	43	2.9	11	45	4.1	5	30	6.0	5	31	6.2	2	5	2.5															
PSTR													1	12	12.0													1	12	12.0
PSYC	20	315	15.8	19	365	19.2	15	338	22.5	18	367	20.4	13	361	27.8	13	289	22.2	14	272	19.4	13	299	23.0	13	263	20.2	12	290	24.2
RADR	7	142	20.3	7	160	22.9	8	160	20.0	8	129	16.1	8	126	15.8	8	151	18.9	9	172	19.1	10	221	22.1	11	236	21.5	10	189	18.9
RADT	6	38	6.3	6	40	6.7	6	54	9.0	4	27	6.8	4	27	6.8	4	23	5.8	4	23	5.8	4	24	6.0	3	26	8.7	4	29	7.3
READ	7	115	16.4	9	153	17.0	8	138	17.3	6	133	22.2	7	167	23.9	6	107	17.8												
RNSG	33	414	12.5	24	393	16.4	17	287	16.9	20	339	17.0	19	328	17.3	22	360	16.4	19	275	14.5	18	309	17.2	19	313	16.5	22	366	16.6
RSTO	2	5	2.5	4	8	2.0	2	9	4.5	2	15	7.5	2	3	1.5										1	4	4.0	1	5	5.0

Source: THECB -- CBM004 reports SPSS analysis

## Average Class Size by Rubric Fall 2007 to Fall 2016

Rubric	2007			2008			2009			2010			2011			2012			2013			2014			2015			2016		
	# of Sect.	Enroll-ment	Avg. Class Size	# of Sect.	Enroll-ment	Avg. Class Size	# of Sect.	Enroll-ment	Avg. Class Size	# of Sect.	Enroll-ment	Avg. Class Size	# of Sect.	Enroll-ment	Avg. Class Size	# of Sect.	Enroll-ment	Avg. Class Size	# of Sect.	Enroll-ment	Avg. Class Size	# of Sect.	Enroll-ment	Avg. Class Size	# of Sect.	Enroll-ment	Avg. Class Size	# of Sect.	Enroll-ment	Avg. Class Size
SCIT																									1	10	10.0	1	8	8.0
SOCI	6	70	11.7	5	88	17.6	6	134	22.3	6	142	23.7	5	135	27.0	6	120	20.0	6	118	19.7	6	91	15.2	6	73	12.2	5	89	17.8
SPAN	9	57	6.3	8	73	9.1	3	21	7.0	6	55	9.2	4	35	8.8	3	22	7.3	2	26	13.0	2	18	9.0	1	13	13.0	1	9	9.0
SPCH	7	145	20.7	9	183	20.3	10	210	21.0	7	169	24.1	9	181	20.1	6	170	28.3	7	181	25.9	6	159	26.5	6	112	18.7	6	149	24.8
SPNL													1	14	14.0															
SRGT	3	33	11.0	3	33	11.0	3	30	10.0	3	36	12.0																		
SSFC	2	37	18.5	3	33	11.0	2	29	14.5																					
TRVM				2	13	6.5	2	10	5.0				1	1	1.0															
VNSG	4	108	27.0	9	148	16.4	5	132	26.4	4	91	22.8	3	53	17.7	4	71	17.8	6	104	17.3	6	115	19.2	7	110	15.7	6	67	11.2
WLDG										8	76	9.5	8	112	14.0	16	124	7.8	20	180	9.0	8	106	13.3	10	90	9.0	23	179	7.8
<b>Total</b>	<b>413</b>	<b>5,509</b>	<b>13.3</b>	<b>445</b>	<b>5,894</b>	<b>13.2</b>	<b>360</b>	<b>5,975</b>	<b>16.6</b>	<b>389</b>	<b>6,563</b>	<b>16.9</b>	<b>344</b>	<b>6,326</b>	<b>18.4</b>	<b>346</b>	<b>6,006</b>	<b>17.4</b>	<b>331</b>	<b>5,774</b>	<b>17.4</b>	<b>325</b>	<b>5,544</b>	<b>17.1</b>	<b>337</b>	<b>5,512</b>	<b>16.4</b>	<b>364</b>	<b>5,801</b>	<b>15.9</b>

Source: THECB -- CBM004 reports SPSS analysis

*... a beacon of light guiding lifelong learning*

**2016 FACTBOOK**

# **Degrees and Programs of Study**



**2016 FACTBOOK**

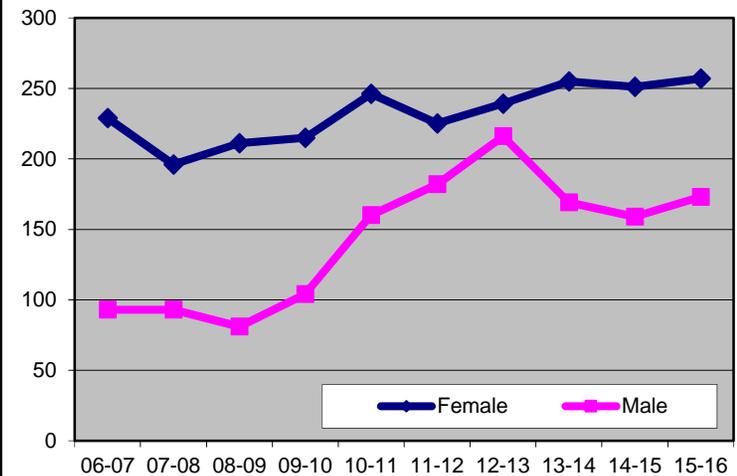
*Office of Institutional Effectiveness and Research*

# Profile of GRADUATES Academic Year 2006-07 to 2015-16

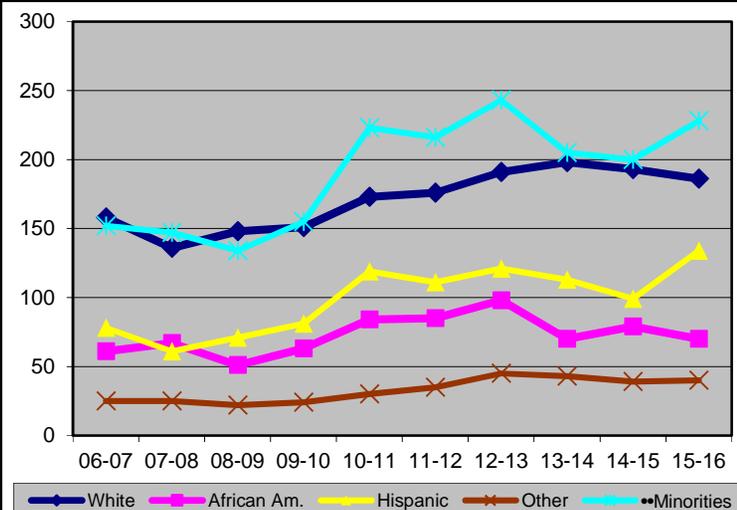
**\*\*\* UNDUPLICATED HEADCOUNT \*\*\***

Demographics	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
<b>TOTAL GRADUATES</b>	<b>322</b>	<b>289</b>	<b>292</b>	<b>319</b>	<b>406</b>	<b>407</b>	<b>455</b>	<b>424</b>	<b>410</b>	<b>430</b>
<b>by GENDER</b>										
Female	<b>229</b> 71%	<b>196</b> 68%	<b>211</b> 72%	<b>215</b> 67%	<b>246</b> 61%	<b>225</b> 55%	<b>239</b> 53%	<b>255</b> 60%	<b>251</b> 61%	<b>257</b> 60%
Male	<b>93</b> 29%	<b>93</b> 32%	<b>81</b> 28%	<b>104</b> 33%	<b>160</b> 39%	<b>182</b> 45%	<b>216</b> 47%	<b>169</b> 40%	<b>159</b> 39%	<b>173</b> 40%
<b>by ETHNICITY / RACE</b>										
White	<b>158</b> 49%	<b>136</b> 47%	<b>148</b> 51%	<b>151</b> 47%	<b>173</b> 43%	<b>176</b> 43%	<b>191</b> 42%	<b>198</b> 47%	<b>193</b> 47%	<b>186</b> 43%
African American	<b>61</b> 19%	<b>67</b> 23%	<b>51</b> 17%	<b>63</b> 20%	<b>84</b> 21%	<b>85</b> 21%	<b>98</b> 22%	<b>70</b> 17%	<b>79</b> 19%	<b>70</b> 16%
Hispanic	<b>78</b> 24%	<b>61</b> 21%	<b>71</b> 24%	<b>81</b> 25%	<b>119</b> 29%	<b>111</b> 27%	<b>121</b> 27%	<b>113</b> 27%	<b>99</b> 24%	<b>134</b> 31%
Asian	<b>11</b> 3%	<b>18</b> 6%	<b>12</b> 4%	<b>11</b> 3%	<b>18</b> 4%	<b>18</b> 4%	<b>23</b> 5%	<b>21</b> 5%	<b>21</b> 5%	<b>20</b> 5%
Native American/ Alaskan Native	<b>2</b> 0.6%	<b>1</b> 0.3%	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>1</b> 0.2%	<b>2</b> 0.5%	<b>1</b> 0.2%	<b>1</b> 0.2%	<b>0</b> 0.0%	<b>0</b> 0.0%
International	<b>12</b> 3.7%	<b>6</b> 2.1%	<b>4</b> 1.4%	<b>5</b> 1.6%	<b>1</b> 0.2%	<b>4</b> 1.0%	<b>2</b> 0.4%	<b>3</b> 0.7%	<b>2</b> 0.5%	<b>5</b> 1.2%
Unknown	<b>0</b> 0%	<b>0</b> 0%	<b>6</b> 2%	<b>8</b> 3%	<b>9</b> 2%	<b>10</b> 2%	<b>17</b> 4%	<b>17</b> 4%	<b>13</b> 3%	<b>10</b> 2%
Native Hawaiian/ Pacific Islander	N/A	N/A	N/A	N/A	<b>1</b> 0.2%	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>1</b> 0.2%	<b>4</b> 0.9%
Multi-Racial	N/A	N/A	N/A	N/A	<b>0</b> 0.0%	<b>1</b> 0.2%	<b>2</b> 0.4%	<b>1</b> 0.2%	<b>2</b> 0.5%	<b>1</b> 0.2%
<b>(data points used for Ethnicity/Race Chart)</b>										
•Other	<b>25</b> 8%	<b>25</b> 9%	<b>22</b> 8%	<b>24</b> 8%	<b>30</b> 7%	<b>35</b> 9%	<b>45</b> 10%	<b>43</b> 10%	<b>39</b> 10%	<b>40</b> 9%
••Minorities	<b>152</b> 47%	<b>147</b> 51%	<b>134</b> 46%	<b>155</b> 49%	<b>223</b> 55%	<b>216</b> 53%	<b>243</b> 53%	<b>205</b> 48%	<b>200</b> 49%	<b>228</b> 53%

## GRADUATES by GENDER



## GRADUATES by ETHNICITY / RACE



Source: THECB CBM009 report  
(certified) and SPSS analysis

Notes: – Ethnicity/Race revised by THECB in Fall '10.  
– Academic Year (Fiscal Year) from September to August (includes Fall, Spring, Sum-1, & Sum-2)  
• Other = Asian, Native Am/Alaskan Nat, International, Unknown, Nat Haw/Pac Isldr, Multi-racial  
•• Minorities = African Am, Hispanic, Asian, Native Am, Native Hawaiian/Pac. Isldr

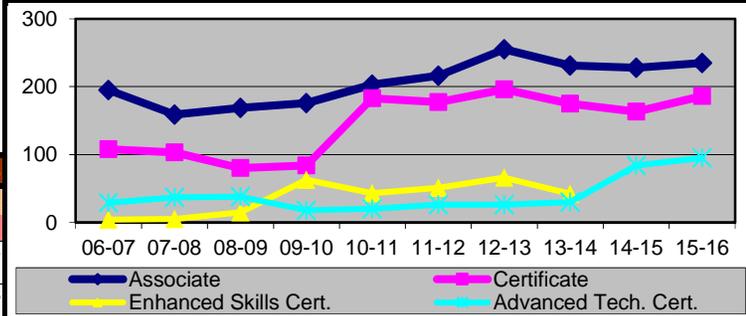
**Excludes Core Curriculum Completers**

# Profile of AWARDS (Degrees/Certificates) Academic Year 2006-07 to 2015-16

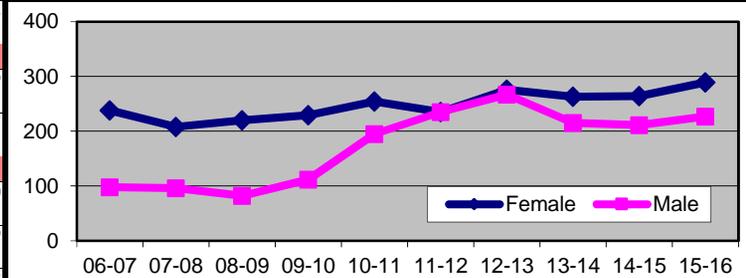
**\*\*\* DUPLICATED COUNT \*\*\***

Demographics	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
<b>TOTAL AWARDS</b>	<b>336</b>	<b>304</b>	<b>302</b>	<b>341</b>	<b>449</b>	<b>470</b>	<b>543</b>	<b>478</b>	<b>475</b>	<b>516</b>
<b>by Type of AWARDS</b>										
Associate	195 58%	159 52%	169 56%	176 52%	203 45%	216 46%	255 47%	231 48%	228 48%	235 46%
Certificate	108 32%	103 34%	80 26%	84 25%	183 41%	177 38%	196 36%	175 37%	163 34%	186 36%
Enhanced Skills Cert.	4 1%	5 2%	15 5%	63 18%	43 10%	51 11%	66 12%	42 9%		
Advanced Tech. Cert.	29 9%	37 12%	38 13%	18 5%	20 4%	26 6%	26 5%	30 6%	84 18%	95 18%
<b>by GENDER</b>										
Female	238 71%	208 68%	220 73%	229 67%	254 57%	235 50%	276 51%	263 55%	264 56%	289 56%
Male	98 29%	96 32%	82 27%	112 33%	195 43%	235 50%	267 49%	215 45%	211 44%	227 44%
<b>by ETHNICITY / RACE</b>										
White	163 49%	145 48%	155 51%	162 48%	185 41%	192 41%	231 43%	227 47%	228 48%	220 43%
African American	65 19%	69 23%	52 17%	71 21%	93 21%	104 22%	118 22%	80 17%	84 18%	79 15%
Hispanic	82 24%	63 21%	73 24%	82 24%	137 31%	138 29%	144 27%	123 26%	119 25%	168 33%
Asian	11 3%	19 6%	12 4%	12 4%	20 4%	18 4%	25 5%	21 4%	21 4%	26 5%
Native American/ Alaskan Native	3 0.9%	1 0.3%	0 0.0%	0 0.0%	1 0.2%	2 0.4%	1 0.2%	1 0.2%	0 0.0%	0 0.0%
International	12 3.6%	7 2.3%	4 1.3%	6 1.8%	1 0.2%	4 0.9%	3 0.6%	3 0.6%	2 0.4%	5 1.0%
Unknown	0 0%	0 0%	6 2%	8 2%	11 2%	11 2%	18 3%	22 5%	16 3%	11 2%
Native Hawaiian/ Pacific Islander					1 0.2%	0 0.0%	0 0.0%	0 0.0%	1 0.2%	6 1.2%
Multi-Racial					0 0.0%	1 0.2%	3 0.6%	1 0.2%	4 0.8%	1 0.2%
<b>(data points used for Ethnicity/Race Chart)</b>										
•Other	26 8%	27 9%	22 7%	26 8%	34 8%	36 8%	50 9%	48 10%	44 9%	49 9%
••Minorities	161 48%	152 50%	137 45%	165 48%	252 56%	262 56%	288 53%	225 47%	225 47%	279 54%
<b>Core Curriculum Completers (CCC)</b>	<b>68</b>	<b>68</b>	<b>66</b>	<b>92</b>	<b>95</b>	<b>154</b>	<b>227</b>	<b>199</b>	<b>151</b>	<b>192</b>
<b>Total AWARDS &amp; CCC</b>	<b>404</b>	<b>372</b>	<b>368</b>	<b>433</b>	<b>544</b>	<b>624</b>	<b>770</b>	<b>677</b>	<b>626</b>	<b>708</b>

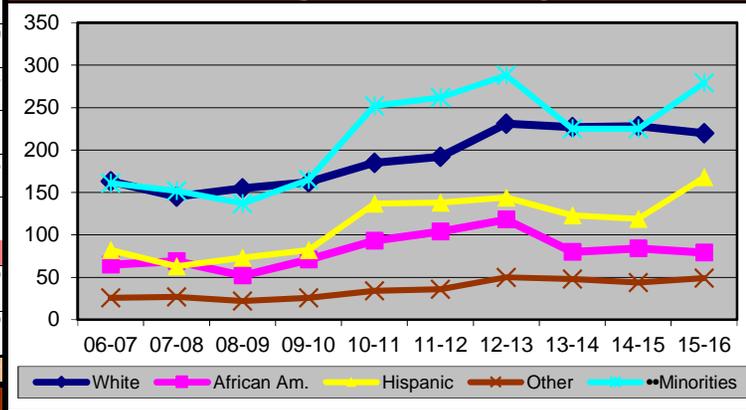
## AWARDS (Degrees & Certificates)



## AWARDS by GENDER



## AWARDS by ETHNICITY / RACE



Source: THECB CBM009 report (certified) and SPSS analysis

Notes: - Ethnicity/Race revised by THECB in Fall '10.  
 - Academic Year (Fiscal Year) from September to August (includes Fall, Spring, Sum-1, & Sum-2)  
 • Other = Asian, Native Am/Alaskan Nat, International, Unknown, Nat Haw/Pac Islr, Multi-racial  
 •• Minorities = African Am, Hispanic, Asian, Native Am, Native Hawaiian/Pac. Islr

## AWARDS by PROGRAM AREA (Associates & Certificates) Academic Year 2006-07 to 2015-16

CIP Code	Curriculum Area	Academic Year									
		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
11.0201	Computer Programming/Programmer, Gen.	5	2	1	1	1	4				
12.0401	Cosmetology/Cosmetologist, General								4	7	20
12.0503	Culinary Arts/Chef Training	6	5	5	2	8	3	21	17	16	4
13.0101	Education, General				1						
15.0612	Industrial Technology/Technician					14	22	9	1	3	
16.0905	Languages/Foreign Languages						1		1		
23.0101	English Language and Literature, General						2				
24.0101	Liberal Arts and Sciences/Liberal Studies		1								
24.0102	General Studies	70	69	78	87	94	117	134	107	127	128
26.0101	Biology/Biological Sciences, General						1	1			
26.0202	Biochemistry							1			
27.0101	Mathematics, General					7	2	6	5		
31.0501	Health & Physical Education/Fitness, General							1			
41.0101	Biology Technician/Biotechnology Laboratory	4	1	3	1	1					
42.0101	Psychology, General					3		2	1		
43.0104	Criminal Justice/Safety Studies	3	2		3	2	3	4	7		
43.0107	Criminal Justice/Police Science	20	22	12	30	24	22	28	17	17	19
45.1101	Sociology							1	1		
46.0301	Electrical/Electronics								13	21	29
47.0201	HVAC Technology/Technician					36	30	37	37	21	35
48.0508	Welding Technology/Welder					46	64	62	51	53	44
50.0711	Ceramic Arts & Ceramics							1	1		
51.0716	Medical Administrative/Exec. Asst./Med. Sec.	9	4	4	5	8	6	20	25	24	31
51.0805	Pharmacy Technician/Assistant			7	6	8					
51.0904	Emergency Medical Technology/Technician	28	25	27	5	3	20	16	5	3	3
51.0905	Nuclear Medical Technology/Technologist	14	8	7	4	11	5	6	6	3	8
51.0907	Radiation Therapy	3	7	6	11	11	10	8	12	8	10
51.0908	Respiratory Care Therapy/Therapist					1			1		

Source: THECB -- CBM009 reports

\* Core Curriculum Completers have completed courses totaling 42-48 SCH's (CIP 24.0101) [beginning 2006-07]

• Academic Year (Fiscal Year) from September to August (includes Fall, Spring, Sum-1, Sum-2)

## AWARDS by PROGRAM AREA (Associates & Certificates) Academic Year 2006-07 to 2015-16

CIP Code	Curriculum Area	Academic Year									
		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
51.0909	Surgical Technology/Technologist	11	11	9	6	10					
51.0911	Radiography -- MRI -- CT	49	52	71	97	70	81	101	78	103	115
51.1005	Clinical Laboratory Sci./Medical Tech./Technologist						1		1		
51.1009	Phlebotomy/Phlebotomist	7	6	1		1					
51.3801	Registered Nursing/Registered Nurse	63	59	45	43	50	42	46	51	49	44
51.3901	Licensed Practical/Vocational Nurse	33	24	21	24	23	19	21	26	20	26
52.0201	Business Administration and Management	2	1	1	12	14	13	14	10		
52.0301	Accounting	4		2	3	1	1				
52.0401	Administrative Assistant and Secretarial	5	5	2		2	1	3			
<b>TOTAL AWARDS</b>		<b>336</b>	<b>304</b>	<b>302</b>	<b>341</b>	<b>449</b>	<b>470</b>	<b>543</b>	<b>478</b>	<b>475</b>	<b>516</b>
24.0101	Core Curriculum Completers *	68	68	66	92	95	154	227	199	151	192
<b>TOTAL Awards &amp; Core Completers</b>		<b>404</b>	<b>372</b>	<b>368</b>	<b>433</b>	<b>544</b>	<b>624</b>	<b>770</b>	<b>677</b>	<b>626</b>	<b>708</b>

Source: THECB -- CBM009 reports

\* Core Curriculum Completers have completed courses totaling 42-48 SCH's (CIP 24.0101) [beginning 2006-07]  
 • Academic Year (Fiscal Year) from September to August (includes Fall, Spring, Sum-1, Sum-2)

## AWARDS by PROGRAM AREA and DEGREE Academic Year 2006-07 to 2015-16

CIP Code	Program Name	Degree	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
11.0201	Computer Programming/ Programmer, General	Advanced Tech. Cert.										
		Associate	4				1	2				
		Certificate	1	2	1	1		2				
		Enhanced Skill Cert.										
<b>11.0201 Total</b>			<b>5</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
12.0401	Cosmetology/ Cosmetologist, General	Advanced Tech. Cert.										
		Associate										2
		Certificate								4	7	18
		Enhanced Skill Cert.										
<b>12.0503 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>7</b>	<b>20</b>
12.0503	Culinary Arts/Chef Training	Advanced Tech. Cert.										
		Associate	4		4	1	2	2				
		Certificate	2	5	1	1	6	1	21	17	16	4
		Enhanced Skill Cert.										
<b>12.0503 Total</b>			<b>6</b>	<b>5</b>	<b>5</b>	<b>2</b>	<b>8</b>	<b>3</b>	<b>21</b>	<b>17</b>	<b>16</b>	<b>4</b>
13.0101	Education, General	Advanced Tech. Cert.										
		Associate				1						
		Certificate										
		Enhanced Skill Cert.										
<b>13.0101 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
15.0612	Industrial Technology/ Technician	Advanced Tech. Cert.										
		Associate						1	1	1	1	
		Certificate					14	21	8		2	
		Enhanced Skill Cert.										
<b>14.0101 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>22</b>	<b>9</b>	<b>1</b>	<b>3</b>	<b>0</b>
16.0905	Languages/Foreign Languages	Advanced Tech. Cert.										
		Associate						1		1		
		Certificate										
		Enhanced Skill Cert.										
<b>16.0905 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>

Source: THECB - CBM009 reports

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## AWARDS by PROGRAM AREA and DEGREE Academic Year 2006-07 to 2015-16

CIP Code	Program Name	Degree	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	
23.0101	English Language and Literature, General	Advanced Tech. Cert.											
		Associate						2					
		Certificate											
		Enhanced Skill Cert.											
<b>23.0101 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
24.0101	Liberal Arts and Sciences/Liberal Studies	Advanced Tech. Cert.											
		Associate		1									
		Certificate											
		Enhanced Skill Cert.											
<b>24.0101 Total</b>			<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
24.0102	General Studies	Advanced Tech. Cert.											
		Associate	70	69	78	87	94	117	134	107	127	128	
		Certificate											
		Enhanced Skill Cert.											
<b>24.0102 Total</b>			<b>70</b>	<b>69</b>	<b>78</b>	<b>87</b>	<b>94</b>	<b>117</b>	<b>134</b>	<b>107</b>	<b>127</b>	<b>128</b>	
26.0101	Biology/Biological Sciences, General	Advanced Tech. Cert.											
		Associate						1	1				
		Certificate											
		Enhanced Skill Cert.											
<b>26.0101 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	
26.0202	Biochemistry	Advanced Tech. Cert.											
		Associate							1				
		Certificate											
		Enhanced Skill Cert.											
<b>26.0202 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	
27.0101	Mathematics, General	Advanced Tech. Cert.											
		Associate					7	2	6	5			
		Certificate											
		Enhanced Skill Cert.											
<b>27.0101 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>2</b>	<b>6</b>	<b>5</b>	<b>0</b>	<b>0</b>	

Source: THECB - CBM009 reports

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## AWARDS by PROGRAM AREA and DEGREE Academic Year 2006-07 to 2015-16

CIP Code	Program Name	Degree	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	
31.0501	Health and Physical Education/Fitness, General	Advanced Tech. Cert.											
		Associate							1				
		Certificate											
		Enhanced Skill Cert.											
<b>27.0101 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	
41.0101	Biology Technician/Biotechnology Laboratory	Advanced Tech. Cert.											
		Associate	4	1	3	1	1						
		Certificate											
		Enhanced Skill Cert.											
<b>41.0101 Total</b>			<b>4</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
42.0101	Psychology, General	Advanced Tech. Cert.											
		Associate					3		2	1			
		Certificate											
		Enhanced Skill Cert.											
<b>26.0101 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	
43.0104	Criminal Justice/Safety Studies	Advanced Tech. Cert.											
		Associate	3	1		1	1	3	4	7			
		Certificate		1		2	1						
		Enhanced Skill Cert.											
<b>43.0104 Total</b>			<b>3</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>7</b>	<b>0</b>	<b>0</b>	
43.0107	Criminal Justice/Police Science	Advanced Tech. Cert.											
		Associate						1	3				
		Certificate	20	22	12	30	24	21	25	17	17	19	
		Enhanced Skill Cert.											
<b>43.0107 Total</b>			<b>20</b>	<b>22</b>	<b>12</b>	<b>30</b>	<b>24</b>	<b>22</b>	<b>28</b>	<b>17</b>	<b>17</b>	<b>19</b>	
45.1101	Sociology	Advanced Tech. Cert.											
		Associate							1	1			
		Certificate											
		Enhanced Skill Cert.											
<b>45.1101 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	

Source: THECB - CBM009 reports

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## AWARDS by PROGRAM AREA and DEGREE Academic Year 2006-07 to 2015-16

CIP Code	Program Name	Degree	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	
46.0301	Electrical/ Electronics	Advanced Tech. Cert.											
		Associate									3	4	
		Certificate									13	18	25
		Enhanced Skill Cert.											
<b>46.0301 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>21</b>	<b>29</b>	
47.0201	Heating, Ventilation, AC & Refrigeration Maintenance Technology/Tech.	Advanced Tech. Cert.											
		Associate						1	3	4	2	4	
		Certificate					36	29	34	33	19	31	
		Enhanced Skill Cert.											
<b>47.0201 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>36</b>	<b>30</b>	<b>37</b>	<b>37</b>	<b>21</b>	<b>35</b>	
48.0508	Welding Technology/ Welder	Advanced Tech. Cert.											
		Associate						3	1	6	7	4	
		Certificate					46	61	61	45	46	40	
		Enhanced Skill Cert.											
<b>48.0508 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>46</b>	<b>64</b>	<b>62</b>	<b>51</b>	<b>53</b>	<b>44</b>	
50.0711	Ceramic Arts and Ceramics	Advanced Tech. Cert.											
		Associate							1	1			
		Certificate											
		Enhanced Skill Cert.											
<b>50.0711 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	
51.0716	Medical Admin./ Executive Asst./ Medical Secretary	Advanced Tech. Cert.											
		Associate	2	1	1	1	4	3	5	9	8	9	
		Certificate	7	3	3	4	4	3	15	16	16	22	
		Enhanced Skill Cert.											
<b>51.0716 Total</b>			<b>9</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>8</b>	<b>6</b>	<b>20</b>	<b>25</b>	<b>24</b>	<b>31</b>	
51.0805	Pharmacy Technician/ Assistant	Advanced Tech. Cert.											
		Associate											
		Certificate			7	6	8						
		Enhanced Skill Cert.											
<b>51.0805 Total</b>			<b>0</b>	<b>0</b>	<b>7</b>	<b>6</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	

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• Academic Year (Fiscal Year) from September to August (includes Fall, Spring, Sum-1, Sum-2)

## AWARDS by PROGRAM AREA and DEGREE Academic Year 2006-07 to 2015-16

CIP Code	Program Name	Degree	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
51.0904	Emergency Medical Technology/Technician	Advanced Tech. Cert.										
		Associate	3		3	2	1		7	1	1	2
		Certificate	25	25	24	3	2	20	9	4	2	1
		Enhanced Skill Cert.										
<b>51.0904 Total</b>			<b>28</b>	<b>25</b>	<b>27</b>	<b>5</b>	<b>3</b>	<b>20</b>	<b>16</b>	<b>5</b>	<b>3</b>	<b>3</b>
51.0905	Nuclear Medical Technology/Technologist	Advanced Tech. Cert.										
		Associate	14	8	7	4	11	5	6	6	3	8
		Certificate										
		Enhanced Skill Cert.										
<b>51.0905 Total</b>			<b>14</b>	<b>8</b>	<b>7</b>	<b>4</b>	<b>11</b>	<b>5</b>	<b>6</b>	<b>6</b>	<b>3</b>	<b>8</b>
51.0907	Radiation Therapy	Advanced Tech. Cert.	3	4	2	4	3	5	3	5	1	2
		Associate		3	4	7	8	5	5	7	7	8
		Certificate										
		Enhanced Skill Cert.										
<b>51.0907 Total</b>			<b>3</b>	<b>7</b>	<b>6</b>	<b>11</b>	<b>11</b>	<b>10</b>	<b>8</b>	<b>12</b>	<b>8</b>	<b>10</b>
51.0908	Respiratory Care Therapy/Therapist	Advanced Tech. Cert.										
		Associate					1			1		
		Certificate										
		Enhanced Skill Cert.										
<b>51.0908 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>
51.0909	Surgical Technology/Technologist	Advanced Tech. Cert.										
		Associate										
		Certificate	11	11	9	6	10					
		Enhanced Skill Cert.										
<b>51.0909 Total</b>			<b>11</b>	<b>11</b>	<b>9</b>	<b>6</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
51.0911	Radiography -- MRI -- CT	Advanced Tech. Cert. (MRI)	7	10	12	14	17	21	23	25	31	16
		Advanced Tech. Cert. (CT)	19	23	24						52	77
		Associate (RADIOGRAPHY)	19	14	20	20	10	9	12	11	20	22
		Enhanced Skill Cert. (CT)			10	51	40	51	66	42		
		Enhanced Skill Cert. (Breast Imaging/Mammography)	4	5	5	12	3					
<b>51.0911 Total</b>			<b>49</b>	<b>52</b>	<b>71</b>	<b>97</b>	<b>70</b>	<b>81</b>	<b>101</b>	<b>78</b>	<b>103</b>	<b>115</b>

Source: THECB - CBM009 reports

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## AWARDS by PROGRAM AREA and DEGREE Academic Year 2006-07 to 2015-16

CIP Code	Program Name	Degree	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	
51.1005	Clinical Laboratory Science/Medical Technology/ Technologist	Advanced Tech. Cert.											
		Associate						1		1			
		Certificate											
		Enhanced Skill Cert.											
<b>51.1005 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	
51.1009	Phlebotomy/ Phlebotomist	Advanced Tech. Cert.											
		Associate											
		Certificate	7	6	1		1						
		Enhanced Skill Cert.											
<b>51.1009 Total</b>			<b>7</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
51.3801 <i>(formerly 51.1601)</i>	Registered Nursing/ Registered Nurse	Advanced Tech. Cert.											
		Associate	63	59	45	43	50	42	46	51	49	44	
		Certificate											
		Enhanced Skill Cert.											
<b>51.1601 Total</b>			<b>63</b>	<b>59</b>	<b>45</b>	<b>43</b>	<b>50</b>	<b>42</b>	<b>46</b>	<b>51</b>	<b>49</b>	<b>44</b>	
51.3901 <i>(formerly 51.1613)</i>	Licensed Practical/ Vocational Nurse	Advanced Tech. Cert.											
		Associate											
		Certificate	33	24	21	24	23	19	21	26	20	26	
		Enhanced Skill Cert.											
<b>51.1613 Total</b>			<b>33</b>	<b>24</b>	<b>21</b>	<b>24</b>	<b>23</b>	<b>19</b>	<b>21</b>	<b>26</b>	<b>20</b>	<b>26</b>	
52.0201	Business Administration and Management,	Advanced Tech. Cert.											
		Associate	2	1	1	5	7	13	14	10			
		Certificate				7	7						
		Enhanced Skill Cert.											
<b>52.0201 Total</b>			<b>2</b>	<b>1</b>	<b>1</b>	<b>12</b>	<b>14</b>	<b>13</b>	<b>14</b>	<b>10</b>	<b>0</b>	<b>0</b>	
52.0301	Accounting	Advanced Tech. Cert.											
		Associate	4		1	3	1	1					
		Certificate			1								
		Enhanced Skill Cert.											
<b>52.0301 Total</b>			<b>4</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	

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## AWARDS by PROGRAM AREA and DEGREE Academic Year 2006-07 to 2015-16

CIP Code	Program Name	Degree	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
52.0401	Administrative Assistant and Secretarial	Advanced Tech. Cert.										
		Associate	3	1	2		1	1	1			
		Certificate	2	4			1		2			
		Enhanced Skill Cert.										
<b>52.0401 Total</b>			<b>5</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL AWARDS</b>	Advanced Tech. Cert.	<b>29</b>	<b>37</b>	<b>38</b>	<b>18</b>	<b>20</b>	<b>26</b>	<b>26</b>	<b>30</b>	<b>84</b>	<b>95</b>	
	Associate	<b>195</b>	<b>159</b>	<b>169</b>	<b>176</b>	<b>203</b>	<b>216</b>	<b>255</b>	<b>231</b>	<b>228</b>	<b>235</b>	
	Certificate	<b>108</b>	<b>103</b>	<b>80</b>	<b>84</b>	<b>183</b>	<b>177</b>	<b>196</b>	<b>175</b>	<b>163</b>	<b>186</b>	
	Enhanced Skill Cert.	<b>4</b>	<b>5</b>	<b>15</b>	<b>63</b>	<b>43</b>	<b>51</b>	<b>66</b>	<b>42</b>	<b>0</b>	<b>0</b>	
	<b>TOTAL (ALL)</b>	<b>336</b>	<b>304</b>	<b>302</b>	<b>341</b>	<b>449</b>	<b>470</b>	<b>543</b>	<b>478</b>	<b>475</b>	<b>516</b>	
24.0101	Core Curriculum Completers*	68	68	66	92	95	154	227	199	151	192	
<b>TOTAL AWARDS and CORE COMPLETERS</b>			<b>404</b>	<b>372</b>	<b>368</b>	<b>433</b>	<b>544</b>	<b>624</b>	<b>770</b>	<b>677</b>	<b>626</b>	<b>708</b>

Source: THECB - CBM009 reports

\* Core Curriculum Completers have completed courses totaling 42-48 SCH's (CIP 24.0101) [beginning 2006-07]  
 • Academic Year (Fiscal Year) from September to August (includes Fall, Spring, Sum-1, Sum-2)

*... a beacon of light guiding lifelong learning*



# **Student Follow-Up**

**2016 FACTBOOK**

**2016 FACTBOOK**

*Office of Institutional Effectiveness and Research*

## POST- GRADUATION OUTCOMES BY PROGRAM 2014-2015 Graduates

CIP Code/Major	Additional Higher Education & Not Employed [A]		Employed, No Additional Higher Education [B]		Additional Higher Education and Employed [C]		Employed and/or Additional Higher Ed. [A+B+C]		Students Not Found [D]		Total Former Students [A+B+C+D]
<b>ACADEMIC PROGRAMS</b>											
<b>11070100 Computer Sciences</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	1	16.7%	4	66.7%	1	16.7%	6	100.0%	0	0.0%	6
<b>Total:</b>	<b>1</b>	<b>16.7%</b>	<b>4</b>	<b>66.7%</b>	<b>1</b>	<b>16.7%</b>	<b>6</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>6</b>
<b>12040100 Cosmetology / Cosmetologist, General</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	0	0.0%	5	62.5%	0	0.0%	5	62.5%	3	37.5%	8
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>5</b>	<b>62.5%</b>	<b>0</b>	<b>0.0%</b>	<b>5</b>	<b>62.5%</b>	<b>3</b>	<b>37.5%</b>	<b>8</b>
<b>13120200 Elementary Education and Teaching</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	3	15.8%	6	31.6%	5	26.3%	14	73.7%	5	26.3%	19
<b>Total:</b>	<b>3</b>	<b>15.8%</b>	<b>6</b>	<b>31.6%</b>	<b>5</b>	<b>26.3%</b>	<b>14</b>	<b>73.7%</b>	<b>5</b>	<b>26.3%</b>	<b>19</b>
<b>14100100 Electrical and Electronics Engineering</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	5	19.2%	12	46.2%	7	26.9%	24	92.3%	2	7.7%	26
<b>Total:</b>	<b>5</b>	<b>19.2%</b>	<b>12</b>	<b>46.2%</b>	<b>7</b>	<b>26.9%</b>	<b>24</b>	<b>92.3%</b>	<b>2</b>	<b>7.7%</b>	<b>26</b>
<b>23010100 English Language and Literature, General</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1
<b>Total:</b>	<b>1</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>
<b>23130200 Creative Writing</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	0	0.0%	2	66.7%	0	0.0%	2	66.7%	1	33.3%	3
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>	<b>66.7%</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>	<b>66.7%</b>	<b>1</b>	<b>33.3%</b>	<b>3</b>
<b>24010100 Liberal Arts and Sciences/Liberal Studies (Core Curriculum Completers)</b>											
Completer:	23	27.1%	13	15.3%	44	51.8%	80	94.1%	5	5.9%	85
		0.0%		0.0%		0.0%	0	0.0%		0.0%	0
<b>Total:</b>	<b>23</b>	<b>27.1%</b>	<b>13</b>	<b>15.3%</b>	<b>44</b>	<b>51.8%</b>	<b>80</b>	<b>94.1%</b>	<b>5</b>	<b>5.9%</b>	<b>85</b>

Data Source: Texas Higher Education Coordinating Board - Automated Student and Adult Learner Follow-Up System

## POST- GRADUATION OUTCOMES BY PROGRAM 2014-2015 Graduates

CIP Code/Major	Additional Higher Education & Not Employed [A]		Employed, No Additional Higher Education [B]		Additional Higher Education and Employed [C]		Employed and/or Additional Higher Ed. [A+B+C]		Students Not Found [D]		Total Former Students [A+B+C+D]
<b>ACADEMIC PROGRAMS</b>											
<b>24010200 General Studies</b>											
Graduate:	28	23.0%	36	29.5%	50	41.0%	114	93.4%	8	6.6%	122
Non-returned:	86	16.0%	221	41.2%	112	20.9%	419	78.0%	118	22.0%	537
<b>Total:</b>	<b>114</b>	<b>17.3%</b>	<b>257</b>	<b>39.0%</b>	<b>162</b>	<b>24.6%</b>	<b>533</b>	<b>80.9%</b>	<b>126</b>	<b>19.1%</b>	<b>659</b>
<b>24019900 Liberal Arts and Sciences, General Studies and Humanities, Other</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	74	31.9%	53	22.8%	75	32.3%	202	87.1%	30	12.9%	232
<b>Total:</b>	<b>74</b>	<b>31.9%</b>	<b>53</b>	<b>22.8%</b>	<b>75</b>	<b>32.3%</b>	<b>202</b>	<b>87.1%</b>	<b>30</b>	<b>12.9%</b>	<b>232</b>
<b>26010100 Biology / Biological Sciences, General</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	4	10.8%	9	24.3%	17	45.9%	30	81.1%	7	18.9%	37
<b>Total:</b>	<b>4</b>	<b>10.8%</b>	<b>9</b>	<b>24.3%</b>	<b>17</b>	<b>45.9%</b>	<b>30</b>	<b>81.1%</b>	<b>7</b>	<b>18.9%</b>	<b>37</b>
<b>26020200 Biochemistry</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>100.0%</b>	<b>1</b>
<b>27010100 Mathematics, General</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	2	40.0%	3	60.0%	0	0.0%	5	100.0%	0	0.0%	5
<b>Total:</b>	<b>2</b>	<b>40.0%</b>	<b>3</b>	<b>60.0%</b>	<b>0</b>	<b>0.0%</b>	<b>5</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>5</b>
<b>31050100 Health and Physical Education / Fitness, General</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	2	16.7%	5	41.7%	3	25.0%	10	83.3%	2	16.7%	12
<b>Total:</b>	<b>2</b>	<b>16.7%</b>	<b>5</b>	<b>41.7%</b>	<b>3</b>	<b>25.0%</b>	<b>10</b>	<b>83.3%</b>	<b>2</b>	<b>16.7%</b>	<b>12</b>
<b>38010100 Philosophy</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>100.0%</b>	<b>1</b>

Data Source: Texas Higher Education Coordinating Board - Automated Student and Adult Learner Follow-Up System

## POST- GRADUATION OUTCOMES BY PROGRAM 2014-2015 Graduates

CIP Code/Major	Additional Higher Education & Not Employed [A]		Employed, No Additional Higher Education [B]		Additional Higher Education and Employed [C]		Employed and/or Additional Higher Ed. [A+B+C]		Students Not Found [D]		Total Former Students [A+B+C+D]
<b>ACADEMIC PROGRAMS</b>											
<b>40050100 Chemistry, General</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	1	50.0%	1	50.0%	0	0.0%	2	100.0%	0	0.0%	2
<b>Total:</b>	<b>1</b>	<b>50.0%</b>	<b>1</b>	<b>50.0%</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>
<b>40080100 Physics, General</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	3	42.9%	1	14.3%	1	14.3%	5	71.4%	2	28.6%	7
<b>Total:</b>	<b>3</b>	<b>42.9%</b>	<b>1</b>	<b>14.3%</b>	<b>1</b>	<b>14.3%</b>	<b>5</b>	<b>71.4%</b>	<b>2</b>	<b>28.6%</b>	<b>7</b>
<b>42010100 Psychology, General</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	2	20.0%	5	50.0%	1	10.0%	8	80.0%	2	20.0%	10
<b>Total:</b>	<b>2</b>	<b>20.0%</b>	<b>5</b>	<b>50.0%</b>	<b>1</b>	<b>10.0%</b>	<b>8</b>	<b>80.0%</b>	<b>2</b>	<b>20.0%</b>	<b>10</b>
<b>43010400 Criminal Justice / Safety Studies</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	1	7.1%	8	57.1%	2	14.3%	11	78.6%	3	21.4%	14
<b>Total:</b>	<b>1</b>	<b>7.1%</b>	<b>8</b>	<b>57.1%</b>	<b>2</b>	<b>14.3%</b>	<b>11</b>	<b>78.6%</b>	<b>3</b>	<b>21.4%</b>	<b>14</b>
<b>45100100 Political Science and Government, General</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	1
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>
<b>45110100 Sociology</b>											
Graduate:	0	0.0%	0	0.0%		0.0%	0	0.0%	0	0.0%	0
Non-returned:	1	9.1%	6	54.5%	2	18.2%	9	81.8%	2	18.2%	11
<b>Total:</b>	<b>1</b>	<b>9.1%</b>	<b>6</b>	<b>54.5%</b>	<b>2</b>	<b>18.2%</b>	<b>9</b>	<b>81.8%</b>	<b>2</b>	<b>18.2%</b>	<b>11</b>
<b>50060500 Photography</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	0	0.0%	3	100.0%	0	0.0%	3	100.0%	0	0.0%	3
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>3</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>3</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>3</b>

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## POST- GRADUATION OUTCOMES BY PROGRAM 2014-2015 Graduates

CIP Code/Major	Additional Higher Education & Not Employed [A]		Employed, No Additional Higher Education [B]		Additional Higher Education and Employed [C]		Employed and/or Additional Higher Ed. [A+B+C]		Students Not Found [D]		Total Former Students [A+B+C+D]
<b>ACADEMIC PROGRAMS</b>											
<b>50070800 Painting</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	1
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>
<b>50071100 Ceramics Arts and Ceramics</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>100.0%</b>	<b>1</b>
<b>51090800 Respiratory Care Therapy / Therapist</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	1
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>
<b>51091100 Radiologic Technology / Science - Radiography</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	0	0.0%	3	100.0%	0	0.0%	3	100.0%	0	0.0%	3
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>3</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>3</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>3</b>
<b>51100500 Clinical Laboratory Science / Medical Technology / Technologist</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1
<b>Total:</b>	<b>1</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>
<b>51230600 Occupational Therapy / Therapist</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	2	50.0%	0	0.0%	1	25.0%	3	75.0%	1	25.0%	4
<b>Total:</b>	<b>2</b>	<b>50.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>25.0%</b>	<b>3</b>	<b>75.0%</b>	<b>1</b>	<b>25.0%</b>	<b>4</b>
<b>51380100 Registered Nursing / Registered Nurse</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	1	6.3%	7	43.8%	5	31.3%	13	81.3%	3	18.8%	16
<b>Total:</b>	<b>1</b>	<b>6.3%</b>	<b>7</b>	<b>43.8%</b>	<b>5</b>	<b>31.3%</b>	<b>13</b>	<b>81.3%</b>	<b>3</b>	<b>18.8%</b>	<b>16</b>

Data Source: Texas Higher Education Coordinating Board - Automated Student and Adult Learner Follow-Up System

## POST- GRADUATION OUTCOMES BY PROGRAM 2014-2015 Graduates

CIP Code/Major	Additional Higher Education & Not Employed [A]		Employed, No Additional Higher Education [B]		Additional Higher Education and Employed [C]		Employed and/or Additional Higher Ed. [A+B+C]		Students Not Found [D]		Total Former Students [A+B+C+D]
<b>ACADEMIC PROGRAMS</b>											
<b>52020100 Business Administration and Management, General</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	9	17.6%	22	43.1%	5	9.8%	36	70.6%	15	29.4%	51
<b>Total:</b>	<b>9</b>	<b>17.6%</b>	<b>22</b>	<b>43.1%</b>	<b>5</b>	<b>9.8%</b>	<b>36</b>	<b>70.6%</b>	<b>15</b>	<b>29.4%</b>	<b>51</b>
<b>52110100 International Business / Trade / Commerce</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	1
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>
<b>52120100 Management Information Systems, General</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	0	0.0%	1	50.0%	0	0.0%	1	50.0%	1	50.0%	2
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>50.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>50.0%</b>	<b>1</b>	<b>50.0%</b>	<b>2</b>
<b>54010100 History, General</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	1	25.0%	2	50.0%	0	0.0%	3	75.0%	1	25.0%	4
<b>Total:</b>	<b>1</b>	<b>25.0%</b>	<b>2</b>	<b>50.0%</b>	<b>0</b>	<b>0.0%</b>	<b>3</b>	<b>75.0%</b>	<b>1</b>	<b>25.0%</b>	<b>4</b>
<b>99000000 Undeclared</b>											
Undeclared:	17	20.2%	36	42.9%	13	15.5%	66	78.6%	18	21.4%	84
<b>GRAND TOTAL [ACADEMIC PROGRAMS]:</b>											
<b>Graduate:</b>	<b>28</b>	<b>23.0%</b>	<b>36</b>	<b>29.5%</b>	<b>50</b>	<b>41.0%</b>	<b>114</b>	<b>93.4%</b>	<b>8</b>	<b>6.6%</b>	<b>122</b>
<b>Completer:</b>	<b>23</b>	<b>27.1%</b>	<b>13</b>	<b>15.3%</b>	<b>44</b>	<b>51.8%</b>	<b>80</b>	<b>94.1%</b>	<b>5</b>	<b>5.9%</b>	<b>85</b>
<b>Non-returned:</b>	<b>200</b>	<b>19.6%</b>	<b>383</b>	<b>37.5%</b>	<b>237</b>	<b>23.2%</b>	<b>820</b>	<b>80.3%</b>	<b>201</b>	<b>19.7%</b>	<b>1,021</b>
<b>Undeclared:</b>	<b>17</b>	<b>20.2%</b>	<b>36</b>	<b>42.9%</b>	<b>13</b>	<b>15.5%</b>	<b>66</b>	<b>78.6%</b>	<b>18</b>	<b>21.4%</b>	<b>84</b>
<b>TOTAL:</b>	<b>268</b>	<b>20.4%</b>	<b>468</b>	<b>35.7%</b>	<b>344</b>	<b>26.2%</b>	<b>1,080</b>	<b>82.3%</b>	<b>232</b>	<b>17.7%</b>	<b>1,312</b>

Data Source: Texas Higher Education Coordinating Board - Automated Student and Adult Learner Follow-Up System

## POST- GRADUATION OUTCOMES BY PROGRAM 2014-2015 Graduates

CIP Code/Major	Additional Higher Education & Not Employed [A]	Employed, No Additional Higher Education [B]	Additional Higher Education and Employed [C]	Employed and/or Additional Higher Ed. [A+B+C]	Students Not Found [D]	Total Former Students [A+B+C+D]
<b>TECHNICAL PROGRAMS</b>						
<b>12040100 Cosmetology / Cosmetologist, General</b>						
Graduate:	0	5	0	5	2	7
Non-returned:	0	2	0	2	1	3
<b>Total:</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>7</b>	<b>3</b>	<b>10</b>
<b>12050300 Culinary Arts / Chef Training</b>						
Graduate:	2	4	4	10	2	12
Non-returned:	0	3	1	4	1	5
<b>Total:</b>	<b>2</b>	<b>7</b>	<b>5</b>	<b>14</b>	<b>3</b>	<b>17</b>
<b>15061200 Industrial Technology/Technician</b>						
Graduate:	0	0	0	0	1	1
Non-returned:	0	0	0	0	0	0
<b>Total:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>43010700 Criminal Justice / Police Science</b>						
Graduate:	0	14	3	17	0	17
Non-returned:	0	3	0	3	1	4
<b>Total:</b>	<b>0</b>	<b>17</b>	<b>3</b>	<b>20</b>	<b>1</b>	<b>21</b>
<b>46030100 Electrical</b>						
Graduate:	1	6	0	7	3	10
Non-returned:	0	2	0	2	2	4
<b>Total:</b>	<b>1</b>	<b>8</b>	<b>0</b>	<b>9</b>	<b>5</b>	<b>14</b>
<b>47020100 Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician</b>						
Graduate:	1	3	2	6	3	9
Non-returned:	0	4	0	4	6	10
<b>Total:</b>	<b>1</b>	<b>7</b>	<b>2</b>	<b>10</b>	<b>9</b>	<b>19</b>
<b>48050800 Welding Technology/Welder</b>						
Graduate:	1	13	7	21	4	25
Non-returned:	0	13	1	14	4	18
<b>Total:</b>	<b>1</b>	<b>26</b>	<b>8</b>	<b>35</b>	<b>8</b>	<b>43</b>

Data Source: Texas Higher Education Coordinating Board - Automated Student and Adult Learner Follow-Up System

## POST- GRADUATION OUTCOMES BY PROGRAM 2014-2015 Graduates

CIP Code/Major	Additional Higher Education & Not Employed [A]		Employed, No Additional Higher Education [B]		Additional Higher Education and Employed [C]		Employed and/or Additional Higher Ed. [A+B+C]		Students Not Found [D]		Total Former Students [A+B+C+D]
<b>TECHNICAL PROGRAMS</b>											
<b>51071600 Medical Administrative / Executive Assistant and Medical Secretary</b>											
Graduate:	0	0.0%	7	46.7%	6	40.0%	13	86.7%	2	13.3%	15
Non-returned:	0	0.0%	10	66.7%	0	0.0%	10	66.7%	5	33.3%	15
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>17</b>	<b>56.7%</b>	<b>6</b>	<b>20.0%</b>	<b>23</b>	<b>76.7%</b>	<b>7</b>	<b>23.3%</b>	<b>30</b>
<b>51071900 Clinical Research Coordinator</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	0	0.0%	2	100.0%	0	0.0%	2	100.0%	0	0.0%	2
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>
<b>51090400 Emergency Medical Technology (EMT Paramedic)</b>											
Graduate:	0	0.0%	1	33.3%	2	66.7%	3	100.0%	0	0.0%	3
Non-returned:	1	8.3%	9	75.0%	0	0.0%	10	83.3%	2	16.7%	12
<b>Total:</b>	<b>1</b>	<b>6.7%</b>	<b>10</b>	<b>66.7%</b>	<b>2</b>	<b>13.3%</b>	<b>13</b>	<b>86.7%</b>	<b>2</b>	<b>13.3%</b>	<b>15</b>
<b>51090500 Nuclear Medical Technology / Technologist</b>											
Graduate:	0	0.0%	2	66.7%	1	33.3%	3	100.0%	0	0.0%	3
Non-returned:	1	16.7%	1	16.7%	1	16.7%	3	50.0%	3	50.0%	6
<b>Total:</b>	<b>1</b>	<b>11.1%</b>	<b>3</b>	<b>33.3%</b>	<b>2</b>	<b>22.2%</b>	<b>6</b>	<b>66.7%</b>	<b>3</b>	<b>33.3%</b>	<b>9</b>
<b>51090700 Medical Radiologic Technology / Science - Radiation Therapy</b>											
Graduate:	0	0.0%	5	62.5%	1	12.5%	6	75.0%	2	25.0%	8
Non-returned:	1	8.3%	3	25.0%	2	16.7%	6	50.0%	6	50.0%	12
<b>Total:</b>	<b>1</b>	<b>5.0%</b>	<b>8</b>	<b>40.0%</b>	<b>3</b>	<b>15.0%</b>	<b>12</b>	<b>60.0%</b>	<b>8</b>	<b>40.0%</b>	<b>20</b>
<b>51091100 Radiologic Technology / Science - F 62</b>											
Graduate:	0	0.0%	85	82.5%	7	6.8%	92	89.3%	11	10.7%	103
Non-returned:	0	0.0%	49	69.0%	5	7.0%	54	76.1%	17	23.9%	71
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>134</b>	<b>77.0%</b>	<b>12</b>	<b>6.9%</b>	<b>146</b>	<b>83.9%</b>	<b>28</b>	<b>16.1%</b>	<b>174</b>
<b>51380100 Registered Nursing / Registered Nurse</b>											
Graduate:	0	0.0%	35	71.4%	13	26.5%	48	98.0%	1	2.0%	49
Non-returned:	7	4.5%	92	59.7%	28	18.2%	127	82.5%	27	17.5%	154
<b>Total:</b>	<b>7</b>	<b>3.4%</b>	<b>127</b>	<b>62.6%</b>	<b>41</b>	<b>20.2%</b>	<b>175</b>	<b>86.2%</b>	<b>28</b>	<b>13.8%</b>	<b>203</b>

Data Source: Texas Higher Education Coordinating Board - Automated Student and Adult Learner Follow-Up System

## POST- GRADUATION OUTCOMES BY PROGRAM 2014-2015 Graduates

CIP Code/Major	Additional Higher Education & Not Employed [A]		Employed, No Additional Higher Education [B]		Additional Higher Education and Employed [C]		Employed and/or Additional Higher Ed. [A+B+C]		Students Not Found [D]		Total Former Students [A+B+C+D]
<b>TECHNICAL PROGRAMS</b>											
<b>51390100 Licensed Practical / Vocational Nurse Training</b>											
Graduate:	0	0.0%	12	60.0%	5	25.0%	17	85.0%	3	15.0%	20
Non-returned:	0	0.0%	29	72.5%	6	15.0%	35	87.5%	5	12.5%	40
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>41</b>	<b>68.3%</b>	<b>11</b>	<b>18.3%</b>	<b>52</b>	<b>86.7%</b>	<b>8</b>	<b>13.3%</b>	<b>60</b>
<b>GRAND TOTAL [TECHNICAL PROGRAMS]:</b>											
<b>Graduate:</b>	<b>5</b>	<b>1.8%</b>	<b>192</b>	<b>68.1%</b>	<b>51</b>	<b>18.1%</b>	<b>248</b>	<b>87.9%</b>	<b>34</b>	<b>12.1%</b>	<b>282</b>
<b>Non-returned:</b>	<b>10</b>	<b>2.8%</b>	<b>222</b>	<b>62.4%</b>	<b>44</b>	<b>12.4%</b>	<b>276</b>	<b>77.5%</b>	<b>80</b>	<b>22.5%</b>	<b>356</b>
<b>TOTAL:</b>	<b>15</b>	<b>2.4%</b>	<b>414</b>	<b>64.9%</b>	<b>95</b>	<b>14.9%</b>	<b>524</b>	<b>82.1%</b>	<b>114</b>	<b>17.9%</b>	<b>638</b>

## POST- GRADUATION OUTCOMES BY PROGRAM 2014-2015 Graduates

CIP Code/Major	Additional Higher Education & Not Employed [A]		Employed, No Additional Higher Education [B]		Additional Higher Education and Employed [C]		Employed and/or Additional Higher Ed. [A+B+C]		Students Not Found [D]		Total Former Students [A+B+C+D]
<b>S U M M A R Y T O T A L S</b>											
<b>ACADEMIC PROGRAMS</b>											
<b>Graduate:</b>	28	23.0%	36	29.5%	50	41.0%	114	93.4%	8	6.6%	122
<b>Completer:</b>	23	27.1%	13	15.3%	44	51.8%	80	94.1%	5	5.9%	85
<b>Non-returned:</b>	200	19.6%	383	37.5%	237	23.2%	820	80.3%	201	19.7%	1,021
<b>Undeclared:</b>	17	20.2%	36	42.9%	13	15.5%	66	78.6%	18	21.4%	84
<b>TOTAL:</b>	<b>268</b>	<b>20.4%</b>	<b>468</b>	<b>35.7%</b>	<b>344</b>	<b>26.2%</b>	<b>1,080</b>	<b>82.3%</b>	<b>232</b>	<b>17.7%</b>	<b>1,312</b>
<b>TECHNICAL PROGRAMS</b>											
<b>Graduate:</b>	5	1.8%	192	68.1%	51	18.1%	248	87.9%	34	12.1%	282
<b>Non-returned:</b>	10	2.8%	222	62.4%	44	12.4%	276	77.5%	80	22.5%	356
<b>TOTAL:</b>	<b>15</b>	<b>2.4%</b>	<b>414</b>	<b>64.9%</b>	<b>95</b>	<b>14.9%</b>	<b>524</b>	<b>82.1%</b>	<b>114</b>	<b>17.9%</b>	<b>638</b>
<b>GRAND TOTAL (ALL PROGRAM AREAS) :</b>											
<b>Graduate:</b>	33	8.2%	228	56.4%	101	25.0%	362	89.6%	42	10.4%	404
<b>Completer:</b>	23	27.1%	13	15.3%	44	51.8%	80	94.1%	5	5.9%	85
<b>Non-returned:</b>	210	15.3%	605	43.9%	281	20.4%	1,096	79.6%	281	20.4%	1,377
<b>Undeclared:</b>	17	20.2%	36	42.9%	13	15.5%	66	78.6%	18	21.4%	84
<b>TOTAL:</b>	<b>283</b>	<b>14.5%</b>	<b>882</b>	<b>45.2%</b>	<b>439</b>	<b>22.5%</b>	<b>1,604</b>	<b>82.3%</b>	<b>346</b>	<b>17.7%</b>	<b>1,950</b>

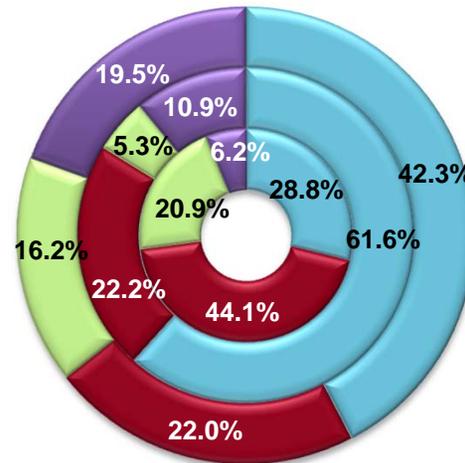
## POST-GRADUATION OUTCOMES on EXITERS (Graduates & Leavers) 2014-2015 Summary by Cohort Type

COHORT TYPE	Working Only		Working & Enrolled		Enrolled Only		Not Located		COHORT TOTAL	
	Count	% of Cohort	Count	% of Cohort	Count	% of Cohort	Count	% of Cohort	Count	% of Cohort
Academic Completers	51	28.8%	78	44.1%	37	20.9%	11	6.2%	177	8.7%
Technical Completers	175	61.6%	63	22.2%	15	5.3%	31	10.9%	284	14.0%
Leavers	664	42.3%	345	22.0%	254	16.2%	306	19.5%	1,569	77.3%
<b>TOTAL</b>	<b>890</b>	<b>43.8%</b>	<b>486</b>	<b>23.9%</b>	<b>306</b>	<b>15.1%</b>	<b>348</b>	<b>17.1%</b>	<b>2,030</b>	<b>100.0%</b>
LEVEL of AWARD										
Associate	101	49.3%	66	32.2%	25	12.2%	13	6.3%	205	10.1%
Certificate	48	50.5%	26	27.4%	4	4.2%	17	17.9%	95	4.7%
Advanced Tech. Certificate	64	84.2%	5	6.6%	0	0.0%	7	9.2%	76	3.7%
Other	13	15.3%	44	51.8%	23	27.1%	5	5.9%	85	4.2%
Leaver	664	42.3%	345	22.0%	254	16.2%	306	19.5%	1,569	77.3%
<b>TOTAL</b>	<b>890</b>	<b>43.8%</b>	<b>486</b>	<b>23.9%</b>	<b>306</b>	<b>15.1%</b>	<b>348</b>	<b>17.1%</b>	<b>2,030</b>	<b>100.0%</b>

### Percentage of Graduates and Leavers by Cohort Type 2014-2015

**Ring Legend:**

Inner ring = Academic Completers  
Middle ring = Technical Completers  
Outer ring = Leavers



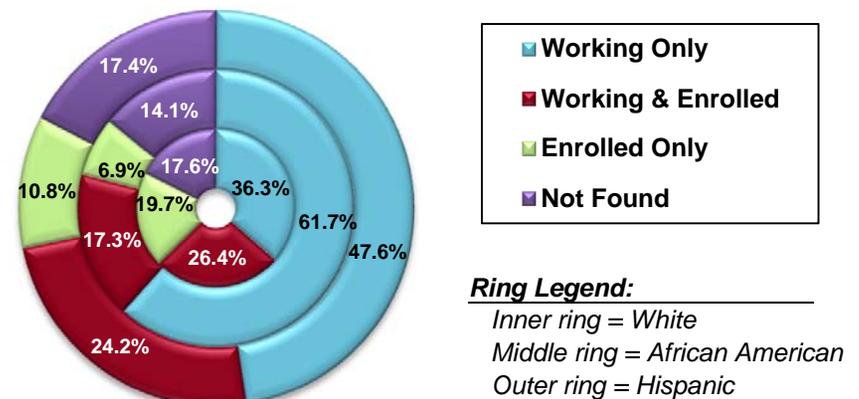
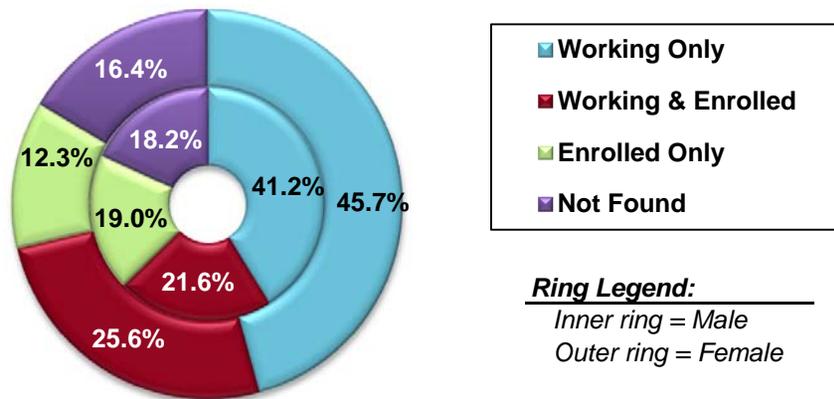
## POST-GRADUATION OUTCOMES on EXITERS (Graduates & Leavers) 2014-2015 Summary by Gender and Ethnicity

**ALL EXITERS  
(No CE)**

Cohort Type	TOTAL Cohort [ A+B+C+D ]	Working Only [ A ]				Working & Enrolled [ B ]				Enrolled Only [ C ]		Not Found [ D ]		All Working [ Total A+B ]				All Enrolled [ Total B+C ]	
		Count	% of Cohort	Mean Quarterly Earnings	Median Quarterly Earnings	Count	% of Cohort	Mean Quarterly Earnings	Median Quarterly Earnings	Count	% of Cohort	Count	% of Cohort	Count	% of Cohort	Mean Quarterly Earnings	Median Quarterly Earnings	Count	% of Cohort
<b>GENDER</b>	<b>847</b>																		
Male	847	349	41.2%	8,634	6,988	183	21.6%	2,659	2,659	161	19.0%	154	18.2%	532	62.8%	7,444	5,175	344	40.6%
Female	1,183	541	45.7%	9,048	7,646	303	25.6%	6,253	3,456	145	12.3%	194	16.4%	844	71.3%	8,093	6,080	448	37.9%
<b>Total</b>	<b>2,030</b>	<b>890</b>	<b>43.8%</b>	<b>8,890</b>	<b>7,300</b>	<b>486</b>	<b>23.9%</b>	<b>5,802</b>	<b>2,182</b>	<b>306</b>	<b>15.1%</b>	<b>348</b>	<b>17.1%</b>	<b>1,376</b>	<b>67.8%</b>	<b>7,848</b>	<b>5,693</b>	<b>792</b>	<b>39.0%</b>
<b>ETHNICITY</b>																			
White	1,032	375	36.3%	9,258	7,602	272	26.4%	994	2,533	203	19.7%	182	17.6%	647	62.7%	7,531	4,913	475	46.0%
African Am.	347	214	61.7%	8,794	7,028	60	17.3%	6,173	4,344	24	6.9%	49	14.1%	274	79.0%	8,234	6,002	84	24.2%
Hispanic	517	246	47.6%	8,133	6,735	125	24.2%	7,147	4,703	56	10.8%	90	17.4%	371	71.8%	7,817	6,284	181	35.0%
Asian	64	27	42.2%	12,778	12,771	12	18.8%	7,081	2,395	14	21.9%	11	17.2%	39	60.9%	11,313	11,931	26	40.6%
Native Am.	4	1	25.0%	*	*	0	0.0%	0	0	2	50.0%	1	25.0%	1	25.0%	*	*	2	50.0%
International	13	8	61.5%	6,146	4,671	3	23.1%	13,989	10,798	0	0.0%	2	15.4%	11	84.6%	8,499	4,764	3	23.1%
Unknown	49	16	32.7%	8,860	8,884	14	28.6%	4,871	3,037	6	12.2%	13	26.5%	30	61.2%	7,087	4,403	20	40.8%
Multi-Racial	4	3	75.0%	5,413	5,479	0	0.0%	0	0	1	25.0%	0	0.0%	3	75.0%	5,413	5,479	1	25.0%
<b>Total</b>	<b>2,030</b>	<b>890</b>	<b>43.8%</b>	<b>8,551</b>	<b>6,988</b>	<b>486</b>	<b>23.9%</b>	<b>5,370</b>	<b>2,642</b>	<b>306</b>	<b>15.1%</b>	<b>348</b>	<b>17.1%</b>	<b>1,376</b>	<b>67.8%</b>	<b>7,427</b>	<b>5,137</b>	<b>792</b>	<b>39.0%</b>

Percentage of Graduates and Leavers by GENDER

Percentage of Graduates and Leavers by ETHNICITY



Source: Texas Higher Education Coordinating Board - Automated Student and Adult Learner Follow-Up System Exit Cohort Reports, Summary by Gender/Ethnicity-All Exiters, page-5

## TRANSFER SUMMARY

### FORMER GALVESTON STUDENTS PURSUING ADDITIONAL EDUCATION

Galveston College - 2014-2015 Graduates, Completers and Non-Returners

Institutions Attended ~ FALL 2015	Academic Students	Technical Students	TOTAL -- All Students
<b>COMMUNITY and TECHNICAL COLLEGES</b>			
ACCD - San Antonio College	1		1
Alvin Community College	7	3	10
Amarillo College		1	1
Angelina College	3		3
Austin Community College	4	1	5
Blinn College	10	2	12
Brazosport College	1		1
Cisco College		1	1
College of the Mainland Community College District	25	22	47
Collin County Community College District	1		1
DCCCD - Cedar Valley College		1	1
DCCCD - El Centro College	1		1
DCCCD - North Lake College	1		1
DCCCD - Richland College	1		1
Galveston College	60	39	99
Houston Community College System	4	2	6
Lamar Institute of Technology	4	1	5
Lamar State College - Port Arthur	4		4
Lee College	1		1
Lone Star College - CyFair	1		1
Lone Star College - Kingwood	3		3
Lone Star College - Montgomery	3		3
Lone Star College - North Harris		1	1
Lone Star College - University Park		1	1
North Central Texas College	1		1
Northeast Texas Community College	1		1
San Jacinto College - Central Campus	8	3	11
San Jacinto College - South Campus	5	4	9
Tarrant County College - Connect Campus	1	1	2

Data Source: Texas Higher Education Coordinating Board, ASALFS Report - Students Pursuing Additional Education

**TRANSFER SUMMARY**  
**FORMER GALVESTON STUDENTS PURSUING ADDITIONAL EDUCATION**  
**Galveston College - 2014-2015 Graduates, Completers and Non-Returners**

Institutions Attended ~ FALL 2015	Academic Students	Technical Students	TOTAL -- All Students
<b>COMMUNITY and TECHNICAL COLLEGES (continued)</b>			
Tarrant County College - Northeast Campus	1		1
Temple College		1	1
Texas State Technical College - West Texas		1	1
Trinity Valley Community College	2		2
Tyler Junior College		1	1
Western Texas College	1		1
Wharton County Junior College		2	2
<b>Subtotal - COMMUNITY &amp; TECHNICAL COLLEGES:</b>	<b>155</b>	<b>88</b>	<b>243</b>
<b>HEALTH SCIENCE INSTITUTIONS</b>			
Texas Tech University Health Sciences Center	2		2
University of Texas Health Science Center at Houston	1		1
University of Texas M.D. Anderson Cancer Center	1	2	3
University of Texas Medical Branch at Galveston	22	10	32
<b>Subtotal - HEALTH SCIENCE INSTITUTIONS:</b>	<b>26</b>	<b>12</b>	<b>38</b>

## TRANSFER SUMMARY

### FORMER GALVESTON STUDENTS PURSUING ADDITIONAL EDUCATION

Galveston College - 2014-2015 Graduates, Completers and Non-Returners

Institutions Attended ~ FALL 2015	Academic Students	Technical Students	TOTAL -- All Students
<b>UNIVERSITIES</b>			
Angelo State University	1		1
Lamar University	30		30
Midwestern State University		2	2
Prairie View A&M University	2		2
Sam Houston State University	12		12
Stephen F. Austin State University	4	1	5
Tarleton State University	1		1
Texas A&M University	20		20
Texas A&M University - Corpus Christi	2	1	3
Texas A&M University - Kingsville	7		7
Texas A&M University at Galveston	185	1	186
Texas Southern University	5	1	6
Texas State University	17		17
Texas Tech University	9		9
Texas Woman's University	3	1	4
University of Houston	16	1	17
University of Houston - Clear Lake	48	1	49
University of Houston - Downtown	4		4
University of Houston - Victoria	3		3
University of North Texas	2		2
University of Texas at Arlington	7	1	8
University of Texas at Austin	26		26
University of Texas at El Paso	1		1
University of Texas at San Antonio	7		7
University of Texas at Tyler	2		2
West Texas A&M University	2		2
<b>Subtotal - UNIVERSITIES:</b>	<b>416</b>	<b>10</b>	<b>426</b>
<b>TOTAL - ALL STUDENTS</b>	<b>597</b>	<b>110</b>	<b>707</b>

Data Source: Texas Higher Education Coordinating Board, ASALFS Report - Students Pursuing Additional Education

## ACADEMIC PERFORMANCE

### 2-YEAR GC TRANSFER STUDENTS at TEXAS PUBLIC UNIVERSITIES

#### Comparison of Developmental Education vs. No Developmental Education ~ Fall 2015

Institution	Total Transfers Fall 2015 (A)	Developmental Education Prior to Transfer							No Developmental Education Prior to Transfer								
		DE (B)	GPA for 1st Year at University (C)						Enroll Fall 2016 (D)	No DE (E)	GPA for 1st Year at University (F)						Enroll Fall 2016 (G)
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk	
Sam Houston State University	7	3	0	1	2	0	0	0	2	4	2	1	0	1	0	0	3
Texas A&M University - Galveston	9	5	0	2	2	1	0	0	5	4	0	3	1	0	0	0	4
Texas State University	5	2	0	0	1	1	0	0	1	3	0	1	0	0	2	0	2
University of Houston - Clear Lake	31	14	4	3	2	4	1	0	10	17	2	0	4	2	9	0	13
University of Texas - Arlington	6	1	0	0	1	0	0	0	1	5	2	0	0	1	2	0	1
University of Houston	9	5	2	0	1	1	1	0	3	4	2	0	1	1	0	0	2
UT Medical Branch Galveston	18	3	0	0	0	0	0	3	1	15	0	0	0	0	0	15	5
Other Public 4-Year Institutions	21	8	3	2	0	2	0	1	2	13	3	0	3	2	2	3	7
<b>INSTITUTION TOTAL</b>	<b>106</b>	<b>41</b>	<b>9</b>	<b>8</b>	<b>9</b>	<b>9</b>	<b>2</b>	<b>4</b>	<b>25</b>	<b>65</b>	<b>11</b>	<b>5</b>	<b>9</b>	<b>7</b>	<b>15</b>	<b>18</b>	<b>37</b>

- A - Students who were coded as first time transfer in Fall 2015 on CBM001. Those coded as first-time transfer in the prior summer (Summer 2015) who returned to the same institution in Fall 2015 are included in the cohort. Students are tracked back 6 years to see if they earned at least 30 hours at a CTC.
- B - Transfers who took developmental education at some point in the 6 year leading up to the transfer. Used Dev. Ed. SCH > 0 on the CBM001.
- C - GPA during the first year at the university. If student had some SCH and no grade points, they are counted in < 2.0. If they did not match to the CBM002/CBM00S, they are unknown.
- D - Still enrolled at same institution in the following fall.
- E - Transfers who did not take any developmental education during the 6 years leading up to the transfer.
- F - GPA during the first year at the university.
- G - Still enrolled at same institution in the following fall.
- Note - Other Public 4-Yr Institutions include universities who received less than 5 students from a community, state or technical college.

## ACADEMIC PERFORMANCE

### 2-YEAR GC TRANSFER STUDENTS at TEXAS PUBLIC UNIVERSITIES

#### CORE CURRICULUM and FIELD of STUDY TRANSFERS ~ Fall 2015

Institution	Total Transfers Fall 2015 (A)	Earned Core Curriculum Completer Prior to Transfer							Earned Field of Study Completer Prior to Transfer								
		CCC (B)	GPA for 1st Year at University (C)						Enroll Fall 2016 (D)	FOS (E)	GPA for 1st Year at University (F)						Enroll Fall 2016 (G)
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk	
Sam Houston State University	7	4	1	1	1	1	0	0	3	0	0	0	0	0	0	0	0
Texas A&M University - Galveston	9	4	0	2	1	1	0	0	4	0	0	0	0	0	0	0	0
Texas State University	5	3	0	0	0	1	2	0	3	0	0	0	0	0	0	0	0
University of Houston - Clear Lake	31	19	5	1	3	3	7	0	11	0	0	0	0	0	0	0	0
University of Texas - Arlington	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
University of Houston	9	2	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0
UT Medical Branch Galveston	18	9	0	0	0	0	0	9	3	0	0	0	0	0	0	0	0
Other Public 4-Year Institutions	21	7	0	1	1	2	0	3	3	0	0	0	0	0	0	0	0
<b>INSTITUTION TOTAL</b>	<b>106</b>	<b>48</b>	<b>7</b>	<b>5</b>	<b>6</b>	<b>8</b>	<b>10</b>	<b>12</b>	<b>28</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

- A - Students who were coded as first time transfer in Fall 2015 on CBM001. Those coded as first-time transfer in the prior summer (Summer 2015) who returned to the same institution in Fall 2015 are included in the cohort. Students are tracked back 6 years to see if they earned at least 30 hours at a CTC.
- B - Transfers who earned a core curriculum completer before transferring.
- C - GPA during the first year at the university. If student had some SCH and no grade points, they are counted in < 2.0. If they did not match to the CBM002/CBM00S, they are unknown.
- D - Still enrolled at same institution in the following fall.
- E - Transfers who earned field of study completer before transferring.
- F - GPA during the first year at the university.
- G - Still enrolled at same institution in the following fall.
- H - CCC and FOS completers were run separately from other types of awards. They will not add up to the total.
- Note - Other Public 4-Yr Institutions include universities who received less than 5 students from a community, state or technical college.

## ACADEMIC PERFORMANCE

### 2-YEAR GC TRANSFER STUDENTS at TEXAS PUBLIC UNIVERSITIES

#### ACADEMIC and TECHNICAL ASSOCIATE DEGREE TRANSFERS ~ FALL 2015

Institution	Total Transfers Fall 2015 (A)	Earned Academic Associate Prior to Transfer							Earned Technical Associate Prior to Transfer								
		Acad. (B)	GPA for 1st Year at University (C)						Enroll Fall 2016 (D)	Tech. (E)	GPA for 1st Year at University (F)						Enroll Fall 2016 (G)
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk	
Sam Houston State University	7	5	2	1	1	1	0	0	4	0	0	0	0	0	0	0	0
Texas A&M University - Galveston	9	4	0	2	2	0	0	0	4	0	0	0	0	0	0	0	0
Texas State University	5	2	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0
University of Houston - Clear Lake	31	22	5	1	4	5	7	0	16	0	0	0	0	0	0	0	0
University of Texas - Arlington	6	0	0	0	0	0	0	0	0	6	2	0	1	1	2	0	2
University of Houston	9	4	3	0	0	0	1	0	1	0	0	0	0	0	0	0	0
UT Medical Branch Galveston	18	4	0	0	0	0	0	4	2	8	0	0	0	0	0	8	1
Other Public 4-Year Institutions	21	9	2	2	1	1	2	1	7	4	0	0	0	1	0	3	0
<b>INSTITUTION TOTAL</b>	<b>106</b>	<b>50</b>	<b>12</b>	<b>6</b>	<b>9</b>	<b>8</b>	<b>10</b>	<b>5</b>	<b>35</b>	<b>18</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>11</b>	<b>3</b>

- A - Students who were coded as first time transfer in Fall 2015 on CBM001. Those coded as first-time transfer in the prior summer (Summer 2015) who returned to the same institution in Fall 2015 are included in the cohort. Students are tracked back 6 years to see if they earned at least 30 hours at a CTC.
- B - Transfers who earned academic associate degree before transferring.
- C - GPA during the first year at the university. If student had some SCH and no grade points, they are counted in < 2.0. If they did not match to the CBM002/CBM00S, they are unknown.
- D - Still enrolled at same institution in the following fall.
- E - Transfers who earned technical associate degree before transferring.
- F - GPA during the first year at the university.
- G - Still enrolled at same institution in the following fall.
- H - If student received more than one award, academic associate superceded technical associate which superceded certificates.
- Note - Other Public 4-Yr Institutions include universities who received less than 5 students from a community, state or technical college.

## ACADEMIC PERFORMANCE 2-YEAR GC TRANSFER STUDENTS at TEXAS PUBLIC UNIVERSITIES

### CERTIFICATES and NO AWARDS ~ FALL 2015

Institution	Total Transfers Fall 2015 (A)	Earned Certificate Prior to Transfer							No Award Prior to Transfer								
		Certs (B)	GPA for 1st Year at University (C)						Enroll Fall 2016 (D)	No Awd (E)	GPA for 1st Year at University (F)						Enroll Fall 2016 (G)
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk	
Sam Houston State University	7	0	0	0	0	0	0	0	0	2	0	1	1	0	0	0	1
Texas A&M University - Galveston	9	0	0	0	0	0	0	0	0	5	0	3	1	1	0	0	5
Texas State University	5	0	0	0	0	0	0	0	0	3	0	1	0	0	2	0	2
University of Houston - Clear Lake	31	0	0	0	0	0	0	0	0	9	1	2	2	1	3	0	7
University of Texas - Arlington	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
University of Houston	9	0	0	0	0	0	0	0	0	5	1	0	2	2	0	0	4
UT Medical Branch Galveston	18	0	0	0	0	0	0	0	0	6	0	0	0	0	0	6	3
Other Public 4-Year Institutions	21	1	0	0	0	1	0	0	0	7	4	0	2	1	0	0	2
<b>INSTITUTION TOTAL</b>	<b>106</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>37</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>24</b>

A - Students who were coded as first time transfer in Fall 2015 on CBM001. Those coded as first-time transfer in the prior summer (Summer 2015) who returned to the same institution in Fall 2015 are included in the cohort. Students are tracked back 6 years to see if they earned at least 30 hours at a CTC.

B - Transfers who earned certificate prior to transfer.

C - GPA during the first year at the university. If student had some SCH and no grade points, they are counted in < 2.0. If they did not match to the CBM002/CBM00S, they are unknown.

D - Still enrolled at same institution in the following fall.

E - Transfers who did not earn an award prior to transfer.

F - GPA during the first year at the university.

G - Still enrolled at same institution in the following fall.

H - If student received more than one award, academic associate superceded technical associate which superceded certificates.

Note - Other Public 4-Yr Institutions include universities who received less than 5 students from a community, state or technical college.

## STUDENT MIGRATION REPORT Fall 2014 to Fall 2015

DEMOGRAPHICS		FOUND SECOND FALL AT:								TOTAL
		Same Institution		Other 2-Year		Other 4-Year		Not Found		
		#	%	#	%	#	%	#	%	
<b>GRADUATES</b>	Academic	19	17.3%	4	3.6%	42	38.2%	45	40.9%	110
	Technical	35	16.1%	3	1.4%	14	6.5%	165	76.0%	217
	Male	17	13.4%	4	3.1%	23	18.1%	83	65.4%	127
	Female	37	18.5%	3	1.5%	33	16.5%	127	63.5%	200
	White	23	14.8%	3	1.9%	29	18.7%	100	64.5%	155
	African American	10	15.9%	1	1.6%	5	7.9%	47	74.6%	63
	Hispanic	14	17.5%	1	1.3%	17	21.3%	48	60.0%	80
	Asian	4	28.6%	0	0.0%	2	14.3%	8	57.1%	14
	International	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2
	Other	3	23.1%	2	15.4%	3	23.1%	5	38.5%	13
<b>TOTAL</b>	<b>54</b>	<b>16.5%</b>	<b>7</b>	<b>2.1%</b>	<b>56</b>	<b>17.1%</b>	<b>210</b>	<b>64.2%</b>	<b>327</b>	
<b>NON-GRADUATES</b>	Academic	478	41.5%	64	5.6%	167	14.5%	442	38.4%	1,151
	Technical	258	50.5%	31	6.1%	6	1.2%	216	42.3%	511
	Male	253	39.2%	43	6.7%	78	12.1%	272	42.1%	646
	Female	483	47.5%	52	5.1%	95	9.4%	386	38.0%	1,016
	White	288	39.4%	48	6.6%	109	14.9%	286	39.1%	731
	African American	94	37.5%	17	6.8%	16	6.4%	124	49.4%	251
	Hispanic	301	52.5%	27	4.7%	38	6.6%	207	36.1%	573
	Asian	20	51.3%	0	0.0%	7	17.9%	12	30.8%	39
	International	5	31.3%	0	0.0%	1	6.3%	10	62.5%	16
	Other	28	53.8%	3	5.8%	2	3.8%	19	36.5%	52
<b>TOTAL</b>	<b>736</b>	<b>44.3%</b>	<b>95</b>	<b>5.7%</b>	<b>173</b>	<b>10.4%</b>	<b>658</b>	<b>39.6%</b>	<b>1,662</b>	
<b>CORE CURRICULUM COMPLETERS</b>	Academic	19	45.2%	1	2.4%	12	28.6%	10	23.8%	42
	Technical	10	58.8%	3	17.6%	1	5.9%	3	17.6%	17
	Male	9	45.0%	0	0.0%	6	30.0%	5	25.0%	20
	Female	20	51.3%	4	10.3%	7	17.9%	8	20.5%	39
	White	12	41.4%	2	6.9%	8	27.6%	7	24.1%	29
	African American	3	37.5%	2	25.0%	1	12.5%	2	25.0%	8
	Hispanic	11	73.3%	0	0.0%	1	6.7%	3	20.0%	15
	Asian	1	33.3%	0	0.0%	1	33.3%	1	33.3%	3
	International	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Other	2	50.0%	0	0.0%	2	50.0%	0	0.0%	4
<b>TOTAL</b>	<b>29</b>	<b>49.2%</b>	<b>4</b>	<b>6.8%</b>	<b>13</b>	<b>22.0%</b>	<b>13</b>	<b>22.0%</b>	<b>59</b>	
<b>TOTAL (ALL AREAS)</b>		<b>819</b>	<b>40.0%</b>	<b>106</b>	<b>5.2%</b>	<b>242</b>	<b>11.8%</b>	<b>881</b>	<b>43.0%</b>	<b>2,048</b>

NOTE: "Asian" includes Asian, Hawaiian, and Pacific Islander.

"Other" includes Native American, Alaska Native, Unknown, and Two or More Races.

Students who are "Multi-Racial" one of which is African American are included under African American.

Source: Texas Higher Education Coordinating Board, Student Migration Report

*... a beacon of light guiding lifelong learning*

**2016 FACTBOOK**

# **Accountability & Performance Measures**



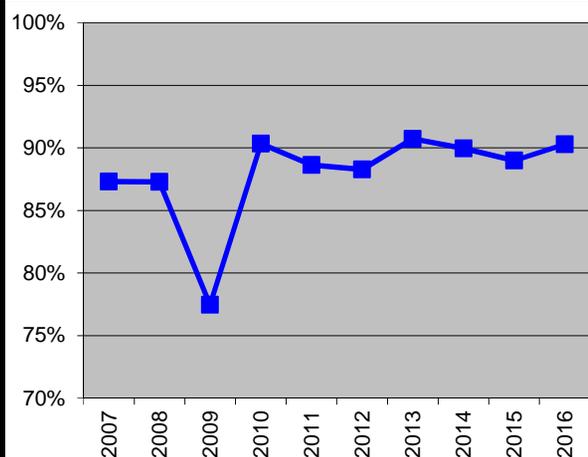
**2016 FACTBOOK**

*Office of Institutional Effectiveness and Research*

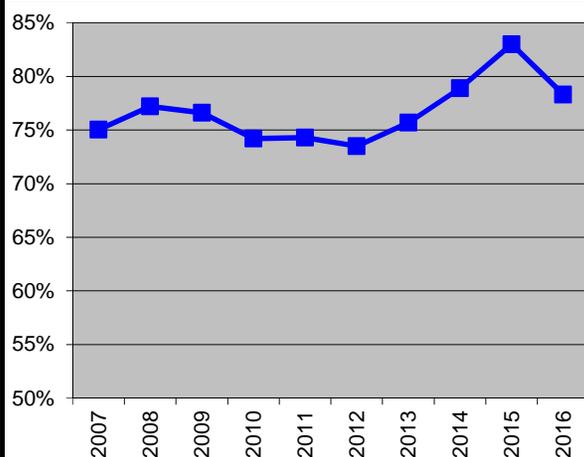
## Institutional Effectiveness Performance Measures FY 2007 to FY 2016

Performance Measure	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Course Completers	87.3%	87.3%	77.5%	90.3%	88.6%	88.3%	90.7%	90.0%	89.0%	90.3%
<i>Note: IE Performance Measures (for Legislative Budget Board) bases course completion rates on State funded contact hours. THECB Accountability measure bases course completion rates on State funded semester credit hours.</i>										
Contact Hours Taught by Full-Time Faculty	75.0%	77.2%	76.6%	74.2%	74.3%	73.5%	75.7%	78.9%	83.0%	78.3%
Students Who Transfer to a University	47	36	48	97	38	47	49	54	48	44
Minority Students Enrolled	43.6%	45.5%	47.8%	50.0%	48.7%	48.4%	47.1%	48.7%	50.8%	52.3%
Students Enrolled Who Are Academically Disadvantaged	70.9%	24.5%	23.6%	25.2%	17.8%	17.4%	16.2%	16.4%	16.4%	10.4%
Students Enrolled Who Are Economically Disadvantaged	30.3%	28.1%	34.6%	39.1%	25.0%	15.4%	31.5%	26.4%	23.1%	25.8%
Remedial Students Who Satisfy a TSI Obligation *	46.9%	<i>definition change, data no longer collected</i>								
Remedial Students Met TSI Obligation ~ Math *	<i>new definition starting FY2008</i>	41.7%	41.2%	41.2%	68.3%	76.8%	31.3%	26.1%	52.7%	37.4%
Remedial Students Met TSI Obligation ~ Reading *		68.4%	54.1%	54.1%	80.9%	87.6%	40.9%	56.3%	76.1%	45.7%
Remedial Students Met TSI Obligation ~ Writing *		52.7%	46.8%	46.8%	77.4%	83.1%	43.6%	49.1%	70.4%	46.9%
Students Who Pass a Licensure Exam **	82.3%	82.0%	86.0%	88.3%	86.6%	93.8%	90.9%	88.0%	91.2%	82.7%
Degrees or Certificates Awarded	274	304	302	341	449	470	543	478	475	516

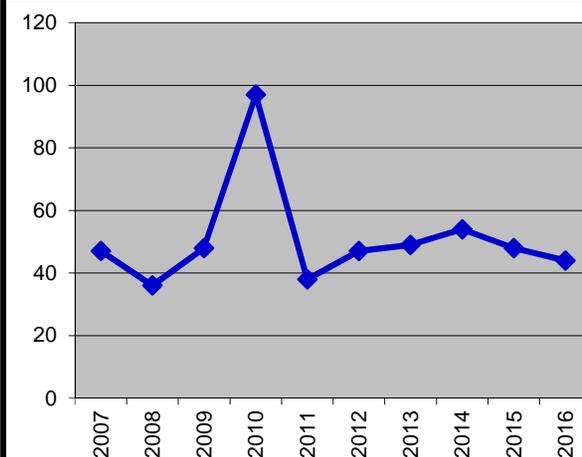
### Course Completers (%)



### Contact Hours by FT Faculty (%)



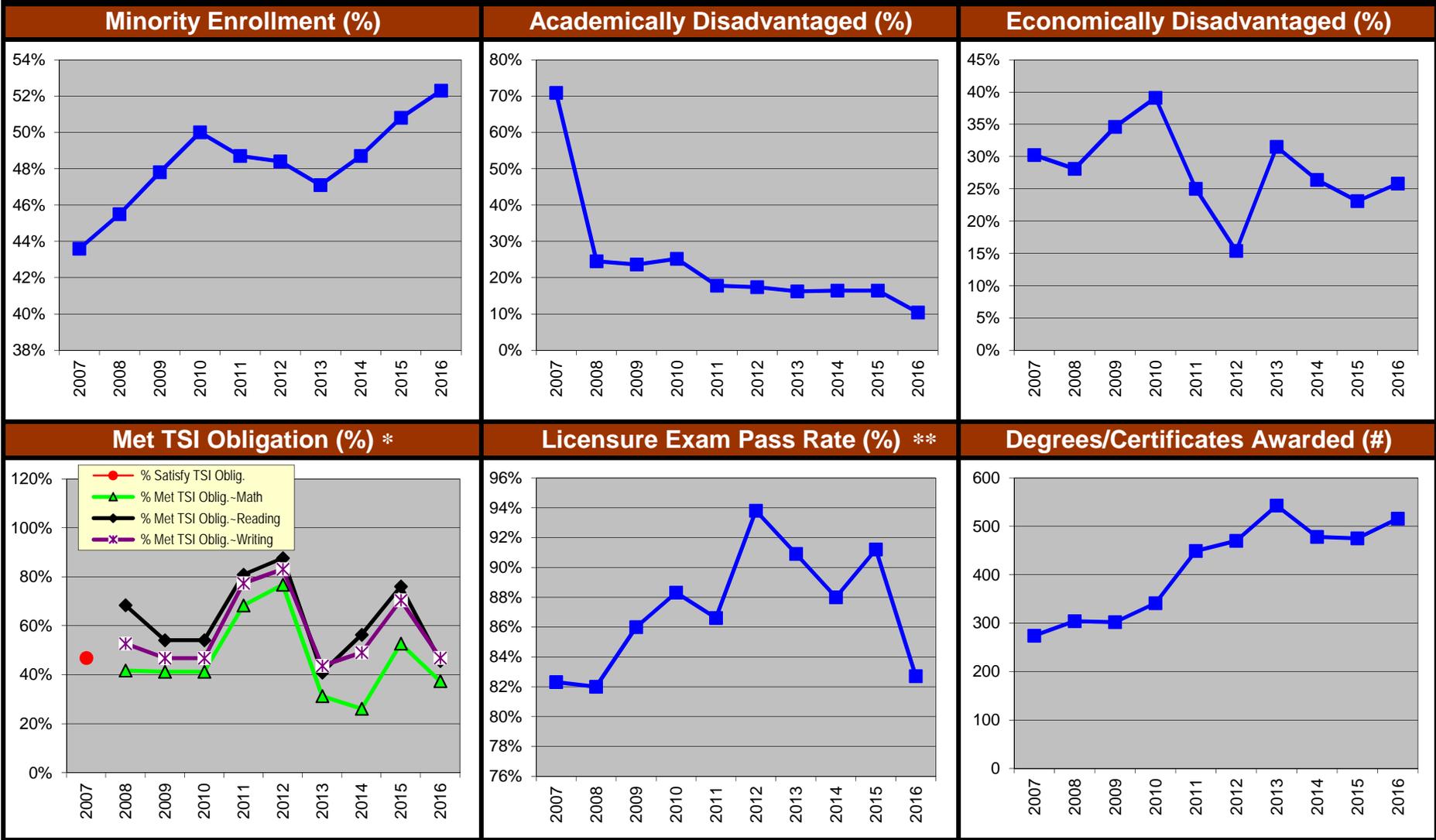
### Transfer to a University (#)



Source: THECB -- Data Resources for LBB  
(Legislative Budget Board) Performance Measures

\* data definition change  
\*\* all licensure programs combined

# Institutional Effectiveness Performance Measures FY 2007 to FY 2016



Source: THECB -- Data Resources for LBB  
(Legislative Budget Board) Performance Measures

\* data definition change  
\*\* all licensure programs combined

## Annual COMPLETION RATES -- AY 2012-13 to 2015-16

\*\*\* NOTE: Data table excludes team taught duplication (team taught courses counted only once) \*\*\*

DIVISION Program Area (from Business Objects)	FALL 2012			SPRING 2013			SUM-1 2013			SUM-2 2013			TOTAL 2012-13			FALL 2013			SPRING 2014			SUM-1 2014			SUM-2 2014			TOTAL 2013-14		
	Enrl	CMP	Rate	Enrl	CMP	Rate	Enrl	CMP	Rate	Enrl	CMP	Rate	Enrl	CMP	Rate	Enrl	CMP	Rate	Enrl	CMP	Rate	Enrl	CMP	Rate	Enrl	CMP	Rate	Enrl	CMP	Rate
<b>Allied Health</b>	<b>548</b>	<b>515</b>	<b>94.0%</b>	<b>500</b>	<b>454</b>	<b>90.8%</b>	<b>218</b>	<b>208</b>	<b>95.4%</b>				<b>1266</b>	<b>1177</b>	<b>93.0%</b>	<b>639</b>	<b>603</b>	<b>94.4%</b>	<b>606</b>	<b>543</b>	<b>89.6%</b>	<b>300</b>	<b>280</b>	<b>93.3%</b>	<b>2</b>	<b>1</b>	<b>50.0%</b>	<b>1547</b>	<b>1427</b>	<b>92.2%</b>
CT	102	96	94.1%	77	76	98.7%	77	71	92.2%				256	243	94.9%	116	110	94.8%	87	83	95.4%	115	111	96.5%				318	304	95.6%
EMS	99	88	88.9%	70	46	65.7%							169	134	79.3%	95	86	90.5%	80	58	72.5%							175	144	82.3%
MRI	96	92	95.8%	133	115	86.5%	39	39	100.0%				268	246	91.8%	139	136	97.8%	179	166	92.7%	59	52	88.1%				377	354	93.9%
Nuclear Medicine	58	56	96.6%	36	36	100.0%	12	12	100.0%				106	104	98.1%	68	64	94.1%	40	32	80.0%	16	13	81.3%				124	109	87.9%
Radiation Therapy	20	20	100.0%	64	64	100.0%	33	33	100.0%				117	117	100.0%	24	24	100.0%	62	62	100.0%	27	27	100.0%				113	113	100.0%
Radiography	173	163	94.2%	120	117	97.5%	57	53	93.0%				350	333	95.1%	197	183	92.9%	158	142	89.9%	83	77	92.8%	2	1	50.0%	440	403	91.6%
<b>Art &amp; Humanities</b>	<b>2879</b>	<b>2582</b>	<b>89.7%</b>	<b>2819</b>	<b>2551</b>	<b>90.5%</b>	<b>521</b>	<b>490</b>	<b>94.0%</b>	<b>265</b>	<b>246</b>	<b>92.8%</b>	<b>6484</b>	<b>5869</b>	<b>90.5%</b>	<b>2751</b>	<b>2486</b>	<b>90.4%</b>	<b>2479</b>	<b>2224</b>	<b>89.7%</b>	<b>446</b>	<b>415</b>	<b>93.0%</b>	<b>267</b>	<b>250</b>	<b>93.6%</b>	<b>5943</b>	<b>5375</b>	<b>90.4%</b>
Communications	198	181	91.4%	151	137	90.7%	47	45	95.7%	20	19	95.0%	416	382	91.8%	201	187	93.0%	135	123	91.1%	42	35	83.3%				378	345	91.3%
Education	23	15	65.2%	13	11	84.6%							36	26	72.2%	24	23	95.8%	13	12	92.3%	6	6	100.0%				43	41	95.3%
English & Humanities	852	750	88.0%	845	740	87.6%	174	159	91.4%	100	90	90.0%	1971	1739	88.2%	802	703	87.7%	744	651	87.5%	139	130	93.5%	109	100	91.7%	1794	1584	88.3%
Health & Physical Ed.	302	287	95.0%	303	296	97.7%	29	29	100.0%	24	23	95.8%	658	635	96.5%	229	219	95.6%	235	228	97.0%				12	12	100.0%	476	459	96.4%
History/Government	772	687	89.0%	815	738	90.6%	181	174	96.1%	96	89	92.7%	1864	1688	90.6%	738	656	88.9%	694	603	86.9%	157	150	95.5%	115	108	93.9%	1704	1517	89.0%
Psyc. & Social Sci.	454	402	88.5%	369	327	88.6%	32	25	78.1%	2	2	100.0%	857	756	88.2%	452	413	91.4%	347	315	90.8%	44	39	88.6%				843	767	91.0%
Performing Arts	77	70	90.9%	85	80	94.1%	29	29	100.0%	23	23	100.0%	214	202	94.4%	84	74	88.1%	240	227	94.6%	46	10	21.7%	31	30	96.8%	401	341	85.0%
Visual Arts	201	190	94.5%	238	222	93.3%	29	29	100.0%				468	441	94.2%	221	211	95.5%	71	65	91.5%	12	45	375.0%				304	321	105.6%
<b>Business, Sci. &amp; Tech.</b>	<b>1265</b>	<b>1111</b>	<b>87.8%</b>	<b>1352</b>	<b>1178</b>	<b>87.1%</b>	<b>327</b>	<b>302</b>	<b>92.4%</b>	<b>221</b>	<b>208</b>	<b>94.1%</b>	<b>3165</b>	<b>2799</b>	<b>88.4%</b>	<b>1237</b>	<b>1061</b>	<b>85.8%</b>	<b>1189</b>	<b>1006</b>	<b>84.6%</b>	<b>301</b>	<b>283</b>	<b>94.0%</b>	<b>163</b>	<b>151</b>	<b>92.6%</b>	<b>2890</b>	<b>2501</b>	<b>86.5%</b>
Busi. Admin./Mgmt.	150	133	88.7%	146	128	87.7%	18	15	83.3%	1	1	100.0%	315	277	87.9%	115	105	91.3%	76	59	77.6%	16	14	87.5%				207	178	86.0%
Computer Science	75	67	89.3%	81	73	90.1%				16	15	93.8%	172	155	90.1%	68	58	85.3%	59	46	78.0%				14	12	85.7%	141	116	82.3%
Engineering	20	14	70.0%	21	19	90.5%							41	33	80.5%	27	23	85.2%	39	35	89.7%	2	1	50.0%				68	59	86.8%
Life Sciences	493	426	86.4%	514	450	87.5%	103	100	97.1%	30	29	96.7%	1140	1005	88.2%	471	394	83.7%	465	404	86.9%	91	89	97.8%	29	23	79.3%	1056	910	86.2%
Mathematics	323	287	88.9%	349	294	84.2%	114	102	89.5%	61	56	91.8%	847	739	87.2%	353	303	85.8%	320	261	81.6%	86	79	91.9%	38	35	92.1%	797	678	85.1%
Physical Sciences	204	184	90.2%	241	214	88.8%	92	85	92.4%	113	107	94.7%	650	590	90.8%	203	178	87.7%	230	201	87.4%	106	100	94.3%	82	81	98.8%	621	560	90.2%
<b>Developmental Ed.</b>	<b>646</b>	<b>586</b>	<b>90.7%</b>	<b>567</b>	<b>497</b>	<b>87.7%</b>	<b>158</b>	<b>142</b>	<b>89.9%</b>	<b>74</b>	<b>63</b>	<b>85.1%</b>	<b>1445</b>	<b>1288</b>	<b>89.1%</b>	<b>551</b>	<b>468</b>	<b>84.9%</b>	<b>550</b>	<b>415</b>	<b>75.5%</b>	<b>93</b>	<b>74</b>	<b>79.6%</b>	<b>56</b>	<b>54</b>	<b>96.4%</b>	<b>1250</b>	<b>1011</b>	<b>80.9%</b>
Dev. Ed. - Literacy	282	270	95.7%	175	168	96.0%	32	29	90.6%	23	23	100.0%	512	490	95.7%	113	111	98.2%	97	91	93.8%	25	25	100.0%	14	14	100.0%	249	241	96.8%
Dev. Ed. - Math	364	316	86.8%	392	329	83.9%	126	113	89.7%	51	40	78.4%	933	798	85.5%	438	357	81.5%	453	324	71.5%	68	49	72.1%	42	40	95.2%	1001	770	76.9%
<b>Industrial/Applied Tch.</b>	<b>581</b>	<b>534</b>	<b>91.9%</b>	<b>529</b>	<b>508</b>	<b>96.0%</b>	<b>190</b>	<b>187</b>	<b>98.4%</b>				<b>1300</b>	<b>1229</b>	<b>94.5%</b>	<b>627</b>	<b>592</b>	<b>94.4%</b>	<b>456</b>	<b>417</b>	<b>91.4%</b>	<b>159</b>	<b>144</b>	<b>90.6%</b>	<b>1</b>	<b>1</b>	<b>100.0%</b>	<b>1243</b>	<b>1154</b>	<b>92.8%</b>
Cosmetology													----	----	----	27	24	88.9%	28	20	71.4%	18	18	100.0%				73	62	84.9%
Criminal Justice	131	127	96.9%	145	145	100.0%							276	272	98.6%	92	89	96.7%	87	82	94.3%							179	171	95.5%
Culinary Arts	173	155	89.6%	57	53	93.0%	4	3	75.0%				234	211	90.2%	142	127	89.4%	89	86	96.6%	5	2	40.0%				236	215	91.1%
Electrical/Electronics													----	----	----	10	10	100.0%	10	10	100.0%	12	9	75.0%				32	29	90.6%
HVAC & R	90	86	95.6%	83	78	94.0%	56	56	100.0%				229	220	96.1%	79	76	96.2%	56	53	94.6%	44	40	90.9%				179	169	94.4%
Industrial Sys. Tech.	6	6	100.0%	15	15	100.0%	9	9	100.0%				30	30	100.0%	33	30	90.9%	16	16	100.0%	4	3	75.0%				53	49	92.5%
Medical Office Admin	57	52	91.2%	71	68	95.8%	40	40	100.0%				168	160	95.2%	64	62	96.9%	81	73	90.1%	20	20	100.0%				165	155	93.9%
Welding Technology	124	108	87.1%	158	149	94.3%	81	79	97.5%				363	336	92.6%	180	174	96.7%	89	77	86.5%	56	52	92.9%	1	1	100.0%	326	304	93.3%
<b>Nursing</b>	<b>828</b>	<b>758</b>	<b>91.5%</b>	<b>664</b>	<b>633</b>	<b>95.3%</b>	<b>195</b>	<b>193</b>	<b>99.0%</b>	<b>158</b>	<b>125</b>	<b>79.1%</b>	<b>1845</b>	<b>1709</b>	<b>92.6%</b>	<b>826</b>	<b>758</b>	<b>91.8%</b>	<b>682</b>	<b>652</b>	<b>95.6%</b>	<b>146</b>	<b>145</b>	<b>99.3%</b>	<b>142</b>	<b>141</b>	<b>99.3%</b>	<b>1796</b>	<b>1696</b>	<b>94.4%</b>
Nursing, RN	520	458	88.1%	381	366	96.1%	75	73	97.3%	127	125	98.4%	1103	1022	92.7%	489	430	87.9%	379	357	94.2%	64	63	98.4%	123	122	99.2%	1055	972	92.1%
NURV, VN	184	181	98.4%	163	156	95.7%	93	93	100.0%	31		0.0%	471	430	91.3%	216	210	97.2%	193	189	97.9%	57	57	100.0%	19	19	100.0%	485	475	97.9%
Phlebotomy Tech.	124	119	96.0%	120	111	92.5%	27	27	100.0%				271	257	94.8%	121	118	97.5%	110	106	96.4%	25	25	100.0%				256	249	97.3%
<b>TOTAL (All Divisions)</b>	<b>6747</b>	<b>6086</b>	<b>90.2%</b>	<b>6431</b>	<b>5821</b>	<b>90.5%</b>	<b>1609</b>	<b>1522</b>	<b>94.6%</b>	<b>718</b>	<b>642</b>	<b>89.4%</b>	<b>15505</b>	<b>14071</b>	<b>90.8%</b>	<b>6631</b>	<b>5968</b>	<b>90.0%</b>	<b>5962</b>	<b>5257</b>	<b>88.2%</b>	<b>1445</b>	<b>1341</b>	<b>92.8%</b>	<b>631</b>	<b>598</b>	<b>9</b>			

## Annual COMPLETION RATES -- AY 2012-13 to 2015-16

\*\*\* NOTE: Data table excludes team taught duplication (team taught courses counted only once) \*\*\*

DIVISION Program Area (from Business Objects)	FALL 2014			SPRING 2015			SUM-1 2015			SUM-2 2015			TOTAL 2014-15			FALL 2015			SPRING 2016			SUM-1 2016			SUM-2 2016			TOTAL 2015-16		
	Enrl	CMP	Rate	Enrl	CMP	Rate	Enrl	CMP	Rate	Enrl	CMP	Rate	Enrl	CMP	Rate	Enrl	CMP	Rate	Enrl	CMP	Rate	Enrl	CMP	Rate	Enrl	CMP	Rate	Enrl	CMP	Rate
<b>Allied Health</b>	<b>591</b>	<b>510</b>	<b>86.3%</b>	<b>560</b>	<b>510</b>	<b>91.1%</b>	<b>307</b>	<b>300</b>	<b>97.7%</b>				<b>1458</b>	<b>1320</b>	<b>90.5%</b>	<b>635</b>	<b>561</b>	<b>88.3%</b>	<b>651</b>	<b>595</b>	<b>91.4%</b>	<b>282</b>	<b>278</b>	<b>98.6%</b>				<b>1568</b>	<b>1434</b>	<b>91.5%</b>
CT	119	104	87.4%	81	75	92.6%	88	87	98.9%				288	266	92.4%	125	114	91.2%	136	130	95.6%	97	97	100.0%				358	341	95.3%
EMS	69	45	65.2%	75	44	58.7%							144	89	61.8%	124	75	60.5%	140	95	67.9%	22	22	100.0%				286	192	67.1%
MRI	87	67	77.0%	146	139	95.2%	75	71	94.7%				308	277	89.9%	78	69	88.5%	107	104	97.2%	68	68	100.0%				253	241	95.3%
Nuclear Medicine	71	65	91.5%	33	30	90.9%	24	24	100.0%				128	119	93.0%	46	46	100.0%	56	56	100.0%	30	30	100.0%				132	132	100.0%
Radiation Therapy	29	29	100.0%	58	58	100.0%	30	30	100.0%				117	117	100.0%	26	26	100.0%	54	54	100.0%	21	21	100.0%				101	101	100.0%
Radiography	216	200	92.6%	167	164	98.2%	90	88	97.8%				473	452	95.6%	236	231	97.9%	158	156	98.7%	44	40	90.9%				438	427	97.5%
<b>Art &amp; Humanities</b>	<b>2490</b>	<b>2293</b>	<b>92.1%</b>	<b>2445</b>	<b>2246</b>	<b>91.9%</b>	<b>406</b>	<b>378</b>	<b>93.1%</b>	<b>278</b>	<b>269</b>	<b>96.8%</b>	<b>5619</b>	<b>5186</b>	<b>92.3%</b>	<b>2230</b>	<b>2047</b>	<b>91.8%</b>	<b>2225</b>	<b>2045</b>	<b>91.9%</b>	<b>417</b>	<b>380</b>	<b>91.1%</b>	<b>322</b>	<b>308</b>	<b>95.7%</b>	<b>5194</b>	<b>4780</b>	<b>92.0%</b>
Communications	159	153	96.2%	147	140	95.2%	41	38	92.7%				347	331	95.4%	112	106	94.6%	129	116	89.9%	39	36	92.3%				280	258	92.1%
Education	21	16	76.2%	11	11	100.0%							32	27	84.4%	17	13	76.5%	13	10	76.9%	1	1	100.0%				32	25	78.1%
English & Humanities	681	604	88.7%	658	591	89.8%	136	124	91.2%	105	102	97.1%	1580	1421	89.9%	601	537	89.4%	603	542	89.9%	113	97	85.8%	107	99	92.5%	1424	1275	89.5%
Health & Physical Ed.	214	207	96.7%	263	249	94.7%	33	33	100.0%	7	6	85.7%	517	495	95.7%	183	177	96.7%	158	156	98.7%	15	15	100.0%	11	11	100.0%	367	359	97.8%
History/Government	627	579	92.3%	624	572	91.7%	124	118	95.2%	145	141	97.2%	1520	1410	92.8%	638	582	91.2%	618	569	92.1%	126	116	92.1%	150	146	97.3%	1532	1413	92.2%
Psyc. & Social Sci.	452	414	91.6%	383	347	90.6%	34	28	82.4%				869	789	90.8%	404	370	91.6%	370	328	88.6%	57	51	89.5%	6	6	100.0%	837	755	90.2%
Performing Arts	118	113	95.8%	122	116	95.1%	25	25	100.0%	21	20	95.2%	286	274	95.8%	107	102	95.3%	176	176	100.0%	40	38	95.0%	19	18	94.7%	342	334	97.7%
Visual Arts	218	207	95.0%	237	220	92.8%	13	12	92.3%				468	439	93.8%	168	160	95.2%	158	148	93.7%	26	26	100.0%	28	27	96.4%	380	361	95.0%
<b>Business, Sci. &amp; Tech.</b>	<b>1215</b>	<b>1001</b>	<b>82.4%</b>	<b>1255</b>	<b>1103</b>	<b>87.9%</b>	<b>326</b>	<b>301</b>	<b>92.3%</b>	<b>197</b>	<b>189</b>	<b>95.9%</b>	<b>2993</b>	<b>2594</b>	<b>86.7%</b>	<b>1327</b>	<b>1106</b>	<b>83.3%</b>	<b>1240</b>	<b>1080</b>	<b>87.1%</b>	<b>317</b>	<b>295</b>	<b>93.1%</b>	<b>241</b>	<b>232</b>	<b>96.3%</b>	<b>3125</b>	<b>2713</b>	<b>86.8%</b>
Busi. Admin./Mgmt.	115	90	78.3%	80	67	83.8%	22	22	100.0%	1	1	100.0%	218	180	82.6%	146	121	82.9%	112	98	87.5%	20	19	95.0%	19	19	100.0%	297	257	86.5%
Computer Science	75	63	84.0%	44	37	84.1%				12	12	100.0%	131	112	85.5%	65	56	86.2%	54	47	87.0%				23	23	100.0%	142	126	88.7%
Engineering	26	21	80.8%	42	36	85.7%	7	7	100.0%				75	64	85.3%	34	20	58.8%	25	23	92.0%	23	23	100.0%				82	66	80.5%
Life Sciences	422	346	82.0%	519	443	85.4%	109	103	94.5%	57	53	93.0%	1107	945	85.4%	520	446	85.8%	510	441	86.5%	115	109	94.8%	76	73	96.1%	1221	1069	87.6%
Mathematics	385	320	83.1%	339	307	90.6%	89	80	89.9%	43	41	95.3%	856	748	87.4%	388	315	81.2%	360	312	86.7%	86	75	87.2%	63	59	93.7%	897	761	84.8%
Physical Sciences	192	161	83.9%	231	213	92.2%	99	89	89.9%	84	82	97.6%	606	545	89.9%	174	148	85.1%	179	159	88.8%	73	69	94.5%	60	58	96.7%	486	434	89.3%
<b>Developmental Ed.</b>	<b>429</b>	<b>360</b>	<b>83.9%</b>	<b>407</b>	<b>327</b>	<b>80.3%</b>	<b>101</b>	<b>86</b>	<b>85.1%</b>	<b>51</b>	<b>42</b>	<b>82.4%</b>	<b>988</b>	<b>815</b>	<b>82.5%</b>	<b>527</b>	<b>447</b>	<b>84.8%</b>	<b>371</b>	<b>314</b>	<b>84.6%</b>	<b>72</b>	<b>66</b>	<b>91.7%</b>	<b>35</b>	<b>29</b>	<b>82.9%</b>	<b>1005</b>	<b>856</b>	<b>85.2%</b>
Dev. Ed. - Literacy	106	99	93.4%	93	90	96.8%	39	35	89.7%	14	12	85.7%	252	236	93.7%	157	151	96.2%	93	90	96.8%	26	25	96.2%	7	7	100.0%	283	273	96.5%
Dev. Ed. - Math	323	261	80.8%	314	237	75.5%	62	51	82.3%	37	30	81.1%	736	579	78.7%	370	296	80.0%	278	224	80.6%	46	41	89.1%	28	22	78.6%	722	583	80.7%
<b>Industrial/Applied Tech</b>	<b>553</b>	<b>506</b>	<b>91.5%</b>	<b>506</b>	<b>471</b>	<b>93.1%</b>	<b>138</b>	<b>134</b>	<b>97.1%</b>				<b>1197</b>	<b>1111</b>	<b>92.8%</b>	<b>635</b>	<b>585</b>	<b>92.1%</b>	<b>500</b>	<b>486</b>	<b>97.2%</b>	<b>151</b>	<b>141</b>	<b>93.4%</b>	<b>2</b>	<b>2</b>	<b>100.0%</b>	<b>1288</b>	<b>1214</b>	<b>94.3%</b>
Cosmetology	114	106	93.0%	121	101	83.5%	33	33	100.0%				268	240	89.6%	112	108	96.4%	70	70	100.0%	24	18	75.0%				206	196	95.1%
Criminal Justice	80	76	95.0%	65	65	100.0%							145	141	97.2%	70	68	97.1%	53	53	100.0%				2	2	100.0%	125	123	98.4%
Culinary Arts	87	83	95.4%	86	76	88.4%	1	1	100.0%				174	160	92.0%	142	130	91.5%	84	79	94.0%	2	2	100.0%				228	211	92.5%
Electrical/Electronics	55	46	83.6%	16	14	87.5%	6	6	100.0%				77	66	85.7%	60	60	100.0%	39	39	100.0%	18	18	100.0%				117	117	100.0%
HVAC & R	44	28	63.6%	24	24	100.0%	16	16	100.0%				84	68	81.0%	68	64	94.1%	61	56	91.8%	44	40	90.9%				173	160	92.5%
Industrial Sys. Tech.				24	22	91.7%	2	2	100.0%				26	24	92.3%				13	13	100.0%	6	6	100.0%				19	19	100.0%
Medical Office Admin	68	66	97.1%	79	78	98.7%	22	22	100.0%				169	166	98.2%	93	85	91.4%	110	110	100.0%	2	2	100.0%				205	197	96.1%
Welding Technology	105	101	96.2%	91	91	100.0%	58	54	93.1%				254	246	96.9%	90	70	77.8%	70	66	94.3%	55	55	100.0%				215	191	88.8%
<b>Nursing</b>	<b>769</b>	<b>706</b>	<b>91.8%</b>	<b>647</b>	<b>602</b>	<b>93.0%</b>	<b>230</b>	<b>223</b>	<b>97.0%</b>	<b>116</b>	<b>114</b>	<b>98.3%</b>	<b>1762</b>	<b>1645</b>	<b>93.4%</b>	<b>719</b>	<b>663</b>	<b>92.2%</b>	<b>577</b>	<b>557</b>	<b>96.5%</b>	<b>187</b>	<b>181</b>	<b>96.8%</b>	<b>139</b>	<b>138</b>	<b>99.3%</b>	<b>1622</b>	<b>1539</b>	<b>94.9%</b>
Nursing, RN	456	408	89.5%	377	352	93.4%	124	118	95.2%	86	84	97.7%	1043	962	92.2%	402	363	90.3%	338	321	95.0%	92	88	95.7%	116	116	100.0%	948	888	93.7%
NURV, VN	171	160	93.6%	148	135	91.2%	90	90	100.0%	30	30	100.0%	439	415	94.5%	200	194	97.0%	162	160	98.8%	69	67	97.1%	23	22	95.7%	454	443	97.6%
Phlebotomy Tech.	142	138	97.2%	122	115	94.3%	16	15	93.8%				280	268	95.7%	117	106	90.6%	77	76	98.7%	26	26	100.0%				220	208	94.5%
<b>TOTAL (All Divisions)</b>	<b>6047</b>	<b>5376</b>	<b>88.9%</b>	<b>5820</b>	<b>5259</b>	<b>90.4%</b>	<b>1508</b>	<b>1422</b>	<b>94.3%</b>	<b>642</b>	<b>614</b>	<b>95.6%</b>	<b>14017</b>	<b>12671</b>	<b>90.4%</b>	<b>6073</b>	<b>5409</b>	<b>89.1%</b>	<b>5564</b>	<b>5077</b>	<b>9</b>									

# Annual SUCCESS RATES -- AY 2012-13 to 2015-16

**\*\*\* NOTE: Data table excludes team taught duplication (team taught courses counted only once) \*\*\***

DIVISION Program Area <i>(from Business Objects)</i>	FALL 2012			SPRING 2013			SUM-1 2013			SUM-2 2013			TOTAL 2012-13			FALL 2013			SPRING 2014			SUM-1 2014			SUM-2 2014			TOTAL 2013-14		
	Enrl	SC	Rate	Enrl	SC	Rate	Enrl	SC	Rate	Enrl	SC	Rate	Enrl	SC	Rate	Enrl	SC	Rate	Enrl	SC	Rate	Enrl	SC	Rate	Enrl	SC	Rate	Enrl	SC	Rate
<b>Allied Health</b>	<b>548</b>	<b>493</b>	<b>90.0%</b>	<b>500</b>	<b>437</b>	<b>87.4%</b>	<b>218</b>	<b>202</b>	<b>92.7%</b>				<b>1266</b>	<b>1132</b>	<b>89.4%</b>	<b>639</b>	<b>564</b>	<b>88.3%</b>	<b>606</b>	<b>518</b>	<b>85.5%</b>	<b>300</b>	<b>257</b>	<b>85.7%</b>	<b>2</b>	<b>0</b>	<b>0.0%</b>	<b>1547</b>	<b>1339</b>	<b>86.6%</b>
C T	102	91	89.2%	77	68	88.3%	77	67	87.0%				256	226	88.3%	116	99	85.3%	87	74	85.1%	115	100	87.0%				318	273	85.8%
E M S	99	83	83.8%	70	43	61.4%							169	126	74.6%	95	68	71.6%	80	58	72.5%							175	126	72.0%
M R I	96	88	91.7%	133	114	85.7%	39	39	100.0%				268	241	89.9%	139	136	97.8%	179	162	90.5%	59	50	84.7%				377	348	92.3%
Nuclear Medicine	58	55	94.8%	36	35	97.2%	12	12	100.0%				106	102	96.2%	68	61	89.7%	40	29	72.5%	16	13	81.3%				124	103	83.1%
Radiation Therapy	20	20	100.0%	64	63	98.4%	33	33	100.0%				117	116	99.1%	24	24	100.0%	62	58	93.5%	27	27	100.0%				113	109	96.5%
Radiography	173	156	90.2%	120	114	95.0%	57	51	89.5%				350	321	91.7%	197	176	89.3%	158	137	86.7%	83	67	80.7%	2	0	0.0%	440	380	86.4%
<b>Art &amp; Humanities</b>	<b>2879</b>	<b>2158</b>	<b>75.0%</b>	<b>2819</b>	<b>2112</b>	<b>74.9%</b>	<b>521</b>	<b>406</b>	<b>77.9%</b>	<b>265</b>	<b>191</b>	<b>72.1%</b>	<b>6484</b>	<b>4867</b>	<b>75.1%</b>	<b>2751</b>	<b>2052</b>	<b>74.6%</b>	<b>2479</b>	<b>1805</b>	<b>72.8%</b>	<b>446</b>	<b>364</b>	<b>81.6%</b>	<b>267</b>	<b>191</b>	<b>71.5%</b>	<b>5943</b>	<b>4412</b>	<b>74.2%</b>
Communications	198	146	73.7%	151	106	70.2%	47	35	74.5%	20	18	90.0%	416	305	73.3%	201	158	78.6%	135	98	72.6%	42	28	66.7%				378	284	75.1%
Education	23	14	60.9%	13	11	84.6%							36	25	69.4%	24	15	62.5%	13	11	84.6%	6	4	66.7%				43	30	69.8%
English & Humanities	852	597	70.1%	845	583	69.0%	174	141	81.0%	100	72	72.0%	1971	1393	70.7%	802	555	69.2%	744	535	71.9%	139	117	84.2%	109	76	69.7%	1794	1283	71.5%
Health & Physical Ed.	302	267	88.4%	303	275	90.8%	29	29	100.0%	24	20	83.3%	658	591	89.8%	229	206	90.0%	235	219	93.2%				12	11	91.7%	476	436	91.6%
History/Government	772	565	73.2%	815	609	74.7%	181	124	68.5%	96	58	60.4%	1864	1356	72.7%	738	527	71.4%	694	464	66.9%	157	135	86.0%	115	78	67.8%	1704	1204	70.7%
Psc. & Social Sci.	454	324	71.4%	369	248	67.2%	32	24	75.0%	2	2	100.0%	857	598	69.8%	452	329	72.8%	347	235	67.7%	44	30	68.2%				843	594	70.5%
Performing Arts	77	64	83.1%	85	73	85.9%	29	29	100.0%	23	21	91.3%	214	187	87.4%	84	69	82.1%	240	187	77.9%	46	42	91.3%	31	26	83.9%	401	324	80.8%
Visual Arts	201	181	90.0%	238	207	87.0%	29	24	82.8%				468	412	88.0%	221	193	87.3%	71	56	78.9%	12	8	66.7%				304	257	84.5%
<b>Business, Sci. &amp; Tech.</b>	<b>1265</b>	<b>885</b>	<b>70.0%</b>	<b>1352</b>	<b>947</b>	<b>70.0%</b>	<b>327</b>	<b>259</b>	<b>79.2%</b>	<b>221</b>	<b>181</b>	<b>81.9%</b>	<b>3165</b>	<b>2272</b>	<b>71.8%</b>	<b>1237</b>	<b>808</b>	<b>65.3%</b>	<b>1189</b>	<b>782</b>	<b>65.8%</b>	<b>301</b>	<b>240</b>	<b>79.7%</b>	<b>163</b>	<b>121</b>	<b>74.2%</b>	<b>2890</b>	<b>1951</b>	<b>67.5%</b>
Busi. Admin./Mgmt.	150	101	67.3%	146	106	72.6%	18	13	72.2%	1	1	100.0%	315	221	70.2%	115	84	73.0%	76	41	53.9%	16	9	56.3%				207	134	64.7%
Computer Science	75	50	66.7%	81	61	75.3%				16	14	87.5%	172	125	72.7%	68	35	51.5%	59	34	57.6%				14	10	71.4%	141	79	56.0%
Engineering	20	14	70.0%	21	18	85.7%							41	32	78.0%	27	20	74.1%	39	33	84.6%	2	1	50.0%				68	54	79.4%
Life Sciences	493	357	72.4%	514	376	73.2%	103	89	86.4%	30	28	93.3%	1140	850	74.6%	471	319	67.7%	465	325	69.9%	91	76	83.5%	29	21	72.4%	1056	741	70.2%
Mathematics	323	232	71.8%	349	240	68.8%	114	90	78.9%	61	51	83.6%	847	613	72.4%	353	228	64.6%	320	199	62.2%	86	68	79.1%	38	16	42.1%	797	511	64.1%
Physical Sciences	204	131	64.2%	241	146	60.6%	92	67	72.8%	113	87	77.0%	650	431	66.3%	203	122	60.1%	230	150	65.2%	106	86	81.1%	82	74	90.2%	621	432	69.6%
<b>Developmental Ed.</b>	<b>646</b>	<b>506</b>	<b>78.3%</b>	<b>567</b>	<b>406</b>	<b>71.6%</b>	<b>158</b>	<b>107</b>	<b>67.7%</b>	<b>74</b>	<b>49</b>	<b>66.2%</b>	<b>1445</b>	<b>1068</b>	<b>73.9%</b>	<b>551</b>	<b>344</b>	<b>62.4%</b>	<b>550</b>	<b>271</b>	<b>49.3%</b>	<b>93</b>	<b>63</b>	<b>67.7%</b>	<b>56</b>	<b>42</b>	<b>75.0%</b>	<b>1250</b>	<b>720</b>	<b>57.6%</b>
Dev. Ed. - Literacy	282	251	89.0%	175	147	84.0%	32	22	68.8%	23	19	82.6%	512	439	85.7%	113	94	83.2%	97	58	59.8%	25	23	92.0%	14	13	92.9%	249	188	75.5%
Dev. Ed. - Math	364	255	70.1%	392	259	66.1%	126	85	67.5%	51	30	58.8%	933	629	67.4%	438	250	57.1%	453	213	47.0%	68	40	58.8%	42	29	69.0%	1001	532	53.1%
<b>Industrial/Applied Tch.</b>	<b>581</b>	<b>473</b>	<b>81.4%</b>	<b>529</b>	<b>456</b>	<b>86.2%</b>	<b>190</b>	<b>180</b>	<b>94.7%</b>				<b>1300</b>	<b>1109</b>	<b>85.3%</b>	<b>627</b>	<b>532</b>	<b>84.8%</b>	<b>456</b>	<b>369</b>	<b>80.9%</b>	<b>159</b>	<b>122</b>	<b>76.7%</b>	<b>1</b>	<b>1</b>	<b>100.0%</b>	<b>1243</b>	<b>1024</b>	<b>82.4%</b>
Cosmetology													----	----	----	27	21	77.8%	28	19	67.9%	18	18	100.0%				73	58	79.5%
Criminal Justice	131	119	90.8%	145	140	96.6%							276	259	93.8%	92	80	87.0%	87	72	82.8%							179	152	84.9%
Culinary Arts	173	121	69.9%	57	28	49.1%	4	3	75.0%				234	152	65.0%	142	101	71.1%	89	72	80.9%	5	2	40.0%				236	175	74.2%
Electrical/Electronics													----	----	----	10	9	90.0%	10	8	80.0%	12	9	75.0%				32	26	81.3%
HVAC & R	90	76	84.4%	83	71	85.5%	56	51	91.1%				229	198	86.5%	79	72	91.1%	56	51	91.1%	44	40	90.9%				179	163	91.1%
Industrial Sys. Tech.	6	6	100.0%	15	15	100.0%	9	9	100.0%				30	30	100.0%	33	25	75.8%	16	12	75.0%	4	3	75.0%				53	40	75.5%
Medical Office Admin	57	49	86.0%	71	66	93.0%	40	40	100.0%				168	155	92.3%	64	61	95.3%	81	68	84.0%	20	18	90.0%				165	147	89.1%
Welding Technology	124	102	82.3%	158	136	86.1%	81	77	95.1%				363	315	86.8%	180	163	90.6%	89	67	75.3%	56	32	57.1%	1	1	100.0%	326	263	80.7%
<b>Nursing</b>	<b>828</b>	<b>715</b>	<b>86.4%</b>	<b>664</b>	<b>584</b>	<b>88.0%</b>	<b>195</b>	<b>184</b>	<b>94.4%</b>	<b>158</b>	<b>154</b>	<b>97.5%</b>	<b>1845</b>	<b>1637</b>	<b>88.7%</b>	<b>826</b>	<b>708</b>	<b>85.7%</b>	<b>682</b>	<b>614</b>	<b>90.0%</b>	<b>146</b>	<b>134</b>	<b>91.8%</b>	<b>142</b>	<b>141</b>	<b>99.3%</b>	<b>1796</b>	<b>1597</b>	<b>88.9%</b>
Nursing, RN	520	431	82.9%	381	341	89.5%	75	70	93.3%	127	123	96.9%	1103	965	87.5%	489	407	83.2%	379	338	89.2%	64	57	89.1%	123	122	99.2%	1055	924	87.6%
NURV, VN	184	178	96.7%	163	151	92.6%	93	90	96.8%	31	31	100.0%	471	450	95.5%	216	202	93.5%	193	179	92.7%	57	53	93.0%	19	19	100.0%	485	453	93.4%
Phlebotomy Tech.	124	106	85.5%	120	92	76.7%	27	24	88.9%				271	222	81.9%	121	99	81.8%	110	97	88.2%	25	24	96.0%				256	220	85.9%
<b>TOTAL (All Divisions)</b>	<b>6747</b>	<b>5230</b>	<b>77.5%</b>	<b>6431</b>	<b>4942</b>	<b>76.8%</b>	<b>1609</b>	<b>1338</b>	<b>83.2%</b>	<b>718</b>	<b>575</b>	<b>80.1%</b>	<b>15505</b>	<b>12085</b>	<b>77.9%</b>	<b>6631</b>	<b>5008</b>	<b>75.5%</b>	<b>5962</b>	<b>4359</b>	<b>73.1%</b>	<b>1445</b> </								

# Annual SUCCESS RATES -- AY 2012-13 to 2015-16

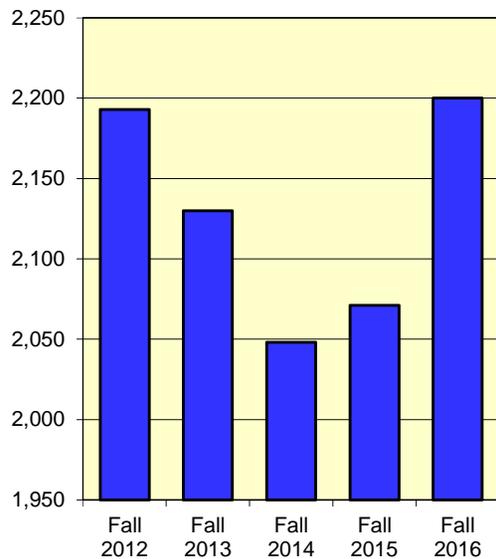
\*\*\* NOTE: Data table excludes team taught duplication (team taught courses counted only once) \*\*\*

DIVISION Program Area <i>(from Business Objects)</i>	FALL 2014			SPRING 2015			SUM-1 2015			SUM-2 2015			TOTAL 2014-15			FALL 2015			SPRING 2016			SUM-1 2016			SUM-2 2016			TOTAL 2015-16		
	Enrl	SC	Rate	Enrl	SC	Rate	Enrl	SC	Rate	Enrl	SC	Rate	Enrl	SC	Rate	Enrl	SC	Rate	Enrl	SC	Rate	Enrl	SC	Rate	Enrl	SC	Rate	Enrl	SC	Rate
<b>Allied Health</b>	<b>591</b>	<b>495</b>	<b>83.8%</b>	<b>560</b>	<b>496</b>	<b>88.6%</b>	<b>307</b>	<b>295</b>	<b>96.1%</b>				<b>1458</b>	<b>1286</b>	<b>88.2%</b>	<b>635</b>	<b>537</b>	<b>84.6%</b>	<b>651</b>	<b>580</b>	<b>89.1%</b>	<b>282</b>	<b>273</b>	<b>96.8%</b>				<b>1568</b>	<b>1390</b>	<b>88.6%</b>
C T	119	100	84.0%	81	66	81.5%	88	87	98.9%				288	253	87.8%	125	113	90.4%	136	124	91.2%	97	92	94.8%				358	329	91.9%
E M S	69	36	52.2%	75	40	53.3%							144	76	52.8%	124	60	48.4%	140	89	63.6%	22	22	100.0%				286	171	59.8%
M R I	87	67	77.0%	146	139	95.2%	75	68	90.7%				308	274	89.0%	78	69	88.5%	107	104	97.2%	68	68	100.0%				253	241	95.3%
Nuclear Medicine	71	65	91.5%	33	30	90.9%	24	24	100.0%				128	119	93.0%	46	46	100.0%	56	56	100.0%	30	30	100.0%				132	132	100.0%
Radiation Therapy	29	29	100.0%	58	58	100.0%	30	30	100.0%				117	117	100.0%	26	26	100.0%	54	53	98.1%	21	21	100.0%				101	100	99.0%
Radiography	216	198	91.7%	167	163	97.6%	90	86	95.6%				473	447	94.5%	236	223	94.5%	158	154	97.5%	44	40	90.9%				438	417	95.2%
<b>Art &amp; Humanities</b>	<b>2490</b>	<b>1954</b>	<b>78.5%</b>	<b>2445</b>	<b>1879</b>	<b>76.9%</b>	<b>406</b>	<b>336</b>	<b>82.8%</b>	<b>278</b>	<b>227</b>	<b>81.7%</b>	<b>5619</b>	<b>4396</b>	<b>78.2%</b>	<b>2230</b>	<b>1779</b>	<b>79.8%</b>	<b>2225</b>	<b>1795</b>	<b>80.7%</b>	<b>417</b>	<b>344</b>	<b>82.5%</b>	<b>322</b>	<b>273</b>	<b>84.8%</b>	<b>5194</b>	<b>4191</b>	<b>80.7%</b>
Communications	159	137	86.2%	147	124	84.4%	41	31	75.6%				347	292	84.1%	112	93	83.0%	129	105	81.4%	39	34	87.2%				280	232	82.9%
Education	21	14	66.7%	11	8	72.7%							32	22	68.8%	17	13	76.5%	13	9	69.2%	1	0	0.0%	1	1	100.0%	32	23	71.9%
English & Humanities	681	497	73.0%	658	476	72.3%	136	114	83.8%	105	83	79.0%	1580	1170	74.1%	601	454	75.5%	603	474	78.6%	113	86	76.1%	107	86	80.4%	1424	1100	77.2%
Health & Physical Ed.	214	186	86.9%	263	228	86.7%	33	27	81.8%	7	5	71.4%	517	446	86.3%	183	166	90.7%	158	145	91.8%	15	14	93.3%	11	11	100.0%	367	336	91.6%
History/Government	627	490	78.1%	624	467	74.8%	124	104	83.9%	145	122	84.1%	1520	1183	77.8%	638	505	79.2%	618	486	78.6%	126	98	77.8%	150	131	87.3%	1532	1220	79.6%
Psc. & Social Sci.	452	336	74.3%	383	262	68.4%	34	26	76.5%				869	624	71.8%	404	293	72.5%	370	273	73.8%	57	48	84.2%	6	5	83.3%	837	619	74.0%
Performing Arts	118	105	89.0%	122	109	89.3%	25	25	100.0%	21	17	81.0%	286	256	89.5%	107	100	93.5%	176	167	94.9%	40	38	95.0%	19	18	94.7%	342	323	94.4%
Visual Arts	218	189	86.7%	237	205	86.5%	13	9	69.2%				468	403	86.1%	168	155	92.3%	158	136	86.1%	26	26	100.0%	28	21	75.0%	380	338	88.9%
<b>Business, Sci. &amp; Tech.</b>	<b>1215</b>	<b>790</b>	<b>65.0%</b>	<b>1255</b>	<b>882</b>	<b>70.3%</b>	<b>326</b>	<b>260</b>	<b>79.8%</b>	<b>197</b>	<b>149</b>	<b>75.6%</b>	<b>2993</b>	<b>2081</b>	<b>69.5%</b>	<b>1327</b>	<b>887</b>	<b>66.8%</b>	<b>1240</b>	<b>871</b>	<b>70.2%</b>	<b>317</b>	<b>245</b>	<b>77.3%</b>	<b>241</b>	<b>215</b>	<b>89.2%</b>	<b>3125</b>	<b>2218</b>	<b>71.0%</b>
Busi. Admin./Mgmt.	115	75	65.2%	80	56	70.0%	22	19	86.4%	1	0	0.0%	218	150	68.8%	146	94	64.4%	112	78	69.6%	20	14	70.0%	19	17	89.5%	297	203	68.4%
Computer Science	75	51	68.0%	44	27	61.4%				12	10	83.3%	131	88	67.2%	65	46	70.8%	54	37	68.5%				23	23	100.0%	142	106	74.6%
Engineering	26	20	76.9%	42	33	78.6%	7	7	100.0%				75	60	80.0%	34	17	50.0%	25	22	88.0%	23	23	100.0%				82	62	75.6%
Life Sciences	422	268	63.5%	519	367	70.7%	109	95	87.2%	57	45	78.9%	1107	775	70.0%	520	364	70.0%	510	374	73.3%	115	99	86.1%	76	72	94.7%	1221	909	74.4%
Mathematics	385	239	62.1%	339	248	73.2%	89	66	74.2%	43	33	76.7%	856	586	68.5%	388	253	65.2%	360	241	66.9%	86	55	64.0%	63	54	85.7%	897	603	67.2%
Physical Sciences	192	137	71.4%	231	151	65.4%	99	73	73.7%	84	61	72.6%	606	422	69.6%	174	113	64.9%	179	119	66.5%	73	54	74.0%	60	49	81.7%	486	335	68.9%
<b>Developmental Ed.</b>	<b>429</b>	<b>265</b>	<b>61.8%</b>	<b>407</b>	<b>239</b>	<b>58.7%</b>	<b>101</b>	<b>72</b>	<b>71.3%</b>	<b>51</b>	<b>35</b>	<b>68.6%</b>	<b>988</b>	<b>611</b>	<b>61.8%</b>	<b>527</b>	<b>377</b>	<b>71.5%</b>	<b>371</b>	<b>262</b>	<b>70.6%</b>	<b>72</b>	<b>58</b>	<b>80.6%</b>	<b>35</b>	<b>20</b>	<b>57.1%</b>	<b>1005</b>	<b>717</b>	<b>71.3%</b>
Dev. Ed. - Literacy	106	85	80.2%	93	69	74.2%	39	32	82.1%	14	12	85.7%	252	198	78.6%	157	130	82.8%	93	82		26	23	88.5%	7	6	85.7%	283	241	85.2%
Dev. Ed. - Math	323	180	55.7%	314	170	54.1%	62	40	64.5%	37	23	62.2%	736	413	56.1%	370	247	66.8%	278	180		46	35	76.1%	28	14	50.0%	722	476	65.9%
<b>Industrial/Applied Tech</b>	<b>553</b>	<b>470</b>	<b>85.0%</b>	<b>506</b>	<b>432</b>	<b>85.4%</b>	<b>138</b>	<b>133</b>	<b>96.4%</b>				<b>1197</b>	<b>1035</b>	<b>86.5%</b>	<b>635</b>	<b>534</b>	<b>84.1%</b>	<b>500</b>	<b>441</b>	<b>88.2%</b>	<b>151</b>	<b>130</b>	<b>86.1%</b>	<b>2</b>	<b>2</b>	<b>100.0%</b>	<b>1288</b>	<b>1107</b>	<b>85.9%</b>
Cosmetology	114	100	87.7%	121	97	80.2%	33	33	100.0%				268	230	85.8%	112	108	96.4%	70	70	100.0%	24	16	66.7%				206	194	94.2%
Criminal Justice	80	70	87.5%	65	60	92.3%							145	130	89.7%	70	66	94.3%	53	53	100.0%				2	2	100.0%	125	121	96.8%
Culinary Arts	87	68	78.2%	86	68	79.1%	1	1	100.0%				174	137	78.7%	142	95	66.9%	84	58	69.0%	2	0	0.0%				228	153	67.1%
Electrical/Electronics	55	46	83.6%	16	14	87.5%	6	6	100.0%				77	66	85.7%	60	59	98.3%	39	30	76.9%	18	15	83.3%				117	104	88.9%
HVAC & R	44	27	61.4%	24	23	95.8%	16	16	100.0%				84	66	78.6%	68	57	83.8%	61	49	80.3%	44	37	84.1%				173	143	82.7%
Industrial Sys. Tech.				24	21	87.5%	2	2	100.0%				26	23	88.5%				13	11	84.6%	6	5	83.3%				19	16	84.2%
Medical Office Admin	68	65	95.6%	79	74	93.7%	22	21	95.5%				169	160	94.7%	93	79	84.9%	110	108	98.2%	2	2	100.0%				205	189	92.2%
Welding Technology	105	94	89.5%	91	75	82.4%	58	54	93.1%				254	223	87.8%	90	70	77.8%	70	62	88.6%	55	55	100.0%				215	187	87.0%
<b>Nursing</b>	<b>769</b>	<b>654</b>	<b>85.0%</b>	<b>647</b>	<b>550</b>	<b>85.0%</b>	<b>230</b>	<b>212</b>	<b>92.2%</b>	<b>116</b>	<b>113</b>	<b>97.4%</b>	<b>1762</b>	<b>1529</b>	<b>86.8%</b>	<b>719</b>	<b>647</b>	<b>90.0%</b>	<b>577</b>	<b>528</b>	<b>91.5%</b>	<b>187</b>	<b>174</b>	<b>93.0%</b>	<b>139</b>	<b>138</b>	<b>99.3%</b>	<b>1622</b>	<b>1487</b>	<b>91.7%</b>
Nursing, RN	456	380	83.3%	377	321	85.1%	124	110	88.7%	86	83	96.5%	1043	894	85.7%	402	354	88.1%	338	305	90.2%	92	86	93.5%	116	116	100.0%	948	861	90.8%
NURV, VN	171	150	87.7%	148	128	86.5%	90	87	96.7%	30	30	100.0%	439	395	90.0%	200	193	96.5%	162	153	94.4%	69	63	91.3%	23	22	95.7%	454	431	94.9%
Phlebotomy Tech.	142	124	87.3%	122	101	82.8%	16	15	93.8%				280	240	85.7%	117	100	85.5%	77	70	90.9%	26	25	96.2%				220	195	88.6%
<b>TOTAL (All Divisions)</b>	<b>6047</b>	<b>4628</b>	<b>76.5%</b>	<b>5820</b>	<b>4478</b>	<b>76.9%</b>	<b>1508</b>	<b>1308</b>	<b>86.7%</b>	<b>642</b>	<b>524</b>	<b>81.6%</b>	<b>14017</b>	<b>10938</b>	<b>78.0%</b>	<b>6073</b>	<b>4761</b>	<b></b>												

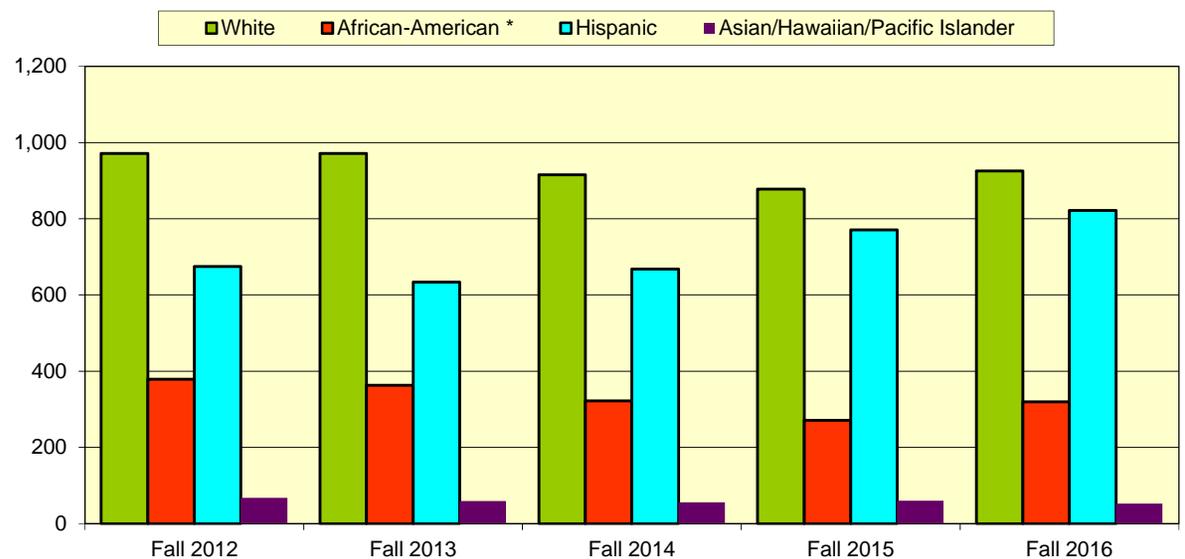
## Accountability Measure – Participation (Key Measures) Enrollment

Number and percent of credit students enrolled on the fall census day.						
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	% Change Fall 2012 to 2016
<b>Total</b>	<b>2,193</b>	<b>2,130</b>	<b>2,048</b>	<b>2,071</b>	<b>2,200</b>	<b>0.3%</b>
White	971 (44.3%)	971 (45.6%)	915 (44.7%)	878 (42.4%)	925 (42.0%)	-4.7%
African-American *	379 (17.3%)	363 (17.0%)	322 (15.7%)	271 (13.1%)	320 (14.5%)	-15.6%
Hispanic	675 (30.8%)	634 (29.8%)	668 (32.6%)	771 (37.2%)	822 (37.4%)	21.8%
Asian/Hawaiian/Pacific Islander	67 (3.1%)	59 (2.8%)	56 (2.7%)	60 (2.9%)	52 (2.4%)	-22.4%
International	11 (0.5%)	14 (0.7%)	18 (0.9%)	25 (1.2%)	23 (1.0%)	109.1%
Other **	90 (4.1%)	89 (4.2%)	69 (3.4%)	66 (3.2%)	58 (2.6%)	-35.6%

**Total Fall Headcount**



**Fall Headcount by Ethnicity**



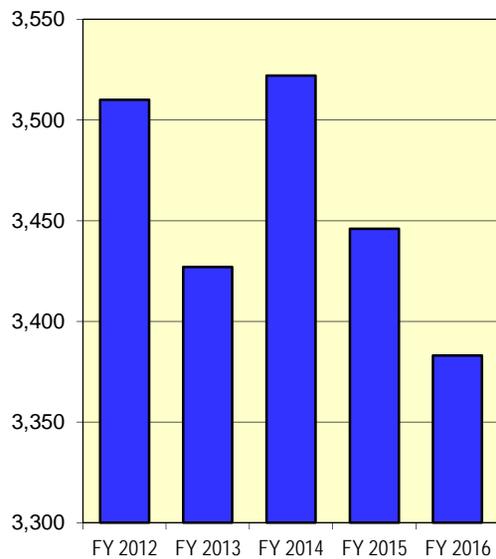
\*\* Other includes Native American, Alaskan Native, Unknown, and Multi-Racial

\* includes Multi-Racial African Americans

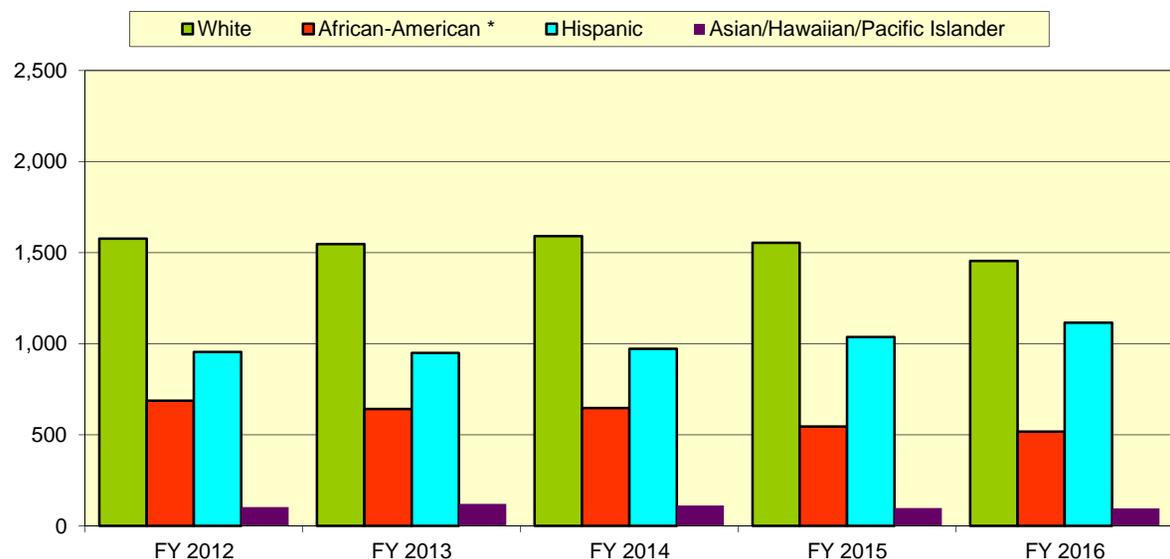
## Accountability Measure – Participation (Key Measures) Annual Unduplicated Enrollment

Annual unduplicated enrollment including credit & non-credit students.						
	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	% Change FY 2012 to 2016
<b>Total</b>	<b>3,510</b>	<b>3,427</b>	<b>3,522</b>	<b>3,446</b>	<b>3,383</b>	<b>-3.6%</b>
White	1,578 (45.0%)	1,548 (45.2%)	1,592 (45.2%)	1,555 (45.1%)	1,456 (43.0%)	-7.7%
African-American *	687 (19.6%)	643 (18.8%)	647 (18.4%)	546 (15.8%)	518 (15.3%)	-24.6%
Hispanic	955 (27.2%)	950 (27.7%)	972 (27.6%)	1,038 (30.1%)	1,116 (33.0%)	16.9%
Asian/Hawaiian/Pacific Islander	104 (3.0%)	121 (3.5%)	113 (3.2%)	99 (2.9%)	97 (2.9%)	-6.7%
International	9 (0.3%)	22 (0.6%)	22 (0.6%)	30 (0.9%)	39 (1.2%)	333.3%
Other **	177 (5.0%)	143 (4.2%)	176 (5.0%)	178 (5.2%)	157 (4.6%)	-11.3%

### Total Unduplicated Headcount



### Unduplicated Headcount by Ethnicity



\*\* Other includes Native American, Alaskan Native, Unknown, and Multi-Racial

\* includes Multi-Racial African Americans

**Accountability Measure -- Participation (Contextual Measures)**

**Enrollment by Semester**

**no update  
available**

Enrollment by Semester						
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	% Change FY 2011 to FY 2015
<b>Fall</b>	<b>2,462</b>	<b>2,295</b>	<b>2,212</b>	<b>2,222</b>	<b>2,237</b>	<b>-9.1%</b>
Academic	1,386 (56.3%)	1,416 (61.7%)	1,394 (63.0%)	1,316 (59.2%)	1,303 (58.2%)	<b>-6.0%</b>
Technical	932 (37.9%)	802 (34.9%)	800 (36.2%)	814 (36.6%)	745 (33.3%)	<b>-20.1%</b>
Continuing Education	144 (5.8%)	77 (3.4%)	18 (0.8%)	92 (4.1%)	189 (8.4%)	<b>31.3%</b>
<b>Spring</b>	<b>2,505</b>	<b>2,363</b>	<b>2,389</b>	<b>2,305</b>	<b>2,270</b>	<b>-9.4%</b>
Academic	1,434 (57.2%)	1,436 (60.8%)	1,478 (61.9%)	1,339 (58.1%)	1,328 (58.5%)	<b>-7.4%</b>
Technical	968 (38.6%)	858 (36.3%)	857 (35.9%)	883 (38.3%)	766 (33.7%)	<b>-20.9%</b>
Continuing Education	103 (4.1%)	69 (2.9%)	54 (2.3%)	83 (3.6%)	176 (7.8%)	<b>70.9%</b>
<b>Summer</b>	<b>1,235</b>	<b>1,330</b>	<b>1,409</b>	<b>1,390</b>	<b>1,227</b>	<b>-0.6%</b>
Academic	696 (56.4%)	805 (60.5%)	854 (60.6%)	753 (54.2%)	706 (57.5%)	<b>1.4%</b>
Technical	521 (42.2%)	525 (39.5%)	515 (36.6%)	506 (36.4%)	472 (38.5%)	<b>-9.4%</b>
Continuing Education	18 (1.5%)	0 (0.0%)	40 (2.8%)	131 (9.4%)	49 (4.0%)	<b>172.2%</b>

**Accountability Measure -- Participation (Contextual Measures)**

**Service Area Representation**

**no update  
available**

Service area representation: gap between the population service area served and the students enrolled in community colleges						
	FY 2012	FY 2013	FY 2014	FY 2015		
	Service difference (% Enr. - % Pop.)	Service difference (% Enr. - % Pop.)	Service difference (% Enr. - % Pop.)	% Population in service area	% credit enrollment	Service difference (% Enr. - % Pop.)
<b>Race/Ethnicity</b>						
White	-3.6%	-2.3%	-1.0%	45.7%	46.3%	0.6%
African-American	-5.0%	-6.0%	-6.4%	25.4%	17.3%	-8.1%
Hispanic	6.4%	6.2%	5.9%	23.1%	30.0%	6.9%
Other	2.2%	2.0%	1.5%	5.7%	6.4%	0.7%
<b>Gender</b>						
Male	-11.2%	-10.9%	-11.0%	52.3%	39.1%	-13.2%
Female	11.2%	10.9%	11.0%	47.7%	60.9%	13.2%

**Accountability Measure -- Participation (Contextual Measures)**  
**Annual Semester Credit Hour/Contact Hour**

	Semester Credit Hour/Contact Hour (FUNDED & Non-FUNDED)										
	FY 2012		FY 2013		FY 2014		FY 2015		FY 2016		% Change FY 2012 to FY 2016
<b>Semester Credit Hours (SCH)</b>	<b>47,617</b>		<b>47,151</b>		<b>44,642</b>		<b>42,134</b>		<b>41,453</b>		<b>-12.9%</b>
Academic (Funded)	35,225	3.3%	34,202	3.2%	31,093	3.0%	28,945	2.9%	28,054	2.7%	<b>-20.4%</b>
Technical (Funded)	11,682	1.1%	12,418	1.2%	13,020	1.2%	12,647	1.3%	12,883	1.3%	<b>10.3%</b>
Non-Funded	710	0.1%	531	0.0%	529	0.1%	542	0.1%	516	0.1%	<b>-27.3%</b>
<b>Contact Hours</b>	<b>1,073,168</b>		<b>1,068,245</b>		<b>1,043,186</b>		<b>996,525</b>		<b>1,025,131</b>		<b>-4.5%</b>
Academic (Funded)	701,232	65.3%	677,200	63.4%	619,467	59.4%	573,491	57.5%	556,496	54.3%	<b>-20.6%</b>
Technical (Funded)	346,672	32.3%	375,472	35.1%	401,440	38.5%	389,040	39.0%	413,664	40.4%	<b>19.3%</b>
Non-Funded	14,752	1.4%	10,240	1.0%	10,944	1.0%	11,019	1.1%	10,208	1.0%	<b>-30.8%</b>
Continuing Education	10,512	1.0%	5,333	0.5%	11,335	1.1%	22,975	2.3%	44,763	4.4%	<b>325.8%</b>

**FISCAL YEAR (FY) is September to August.**

**Contact Hours and Semester Credit Hours includes Funded and Non-Funded.**

Accountability Measure -- Participation (Contextual Measures)  
**Credit Students Receiving Pell Grants**

**no update  
available**

	Percent of Credit Students Receiving Pell Grants by Ethnicity/Gender					
	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	Point Change FY 2010 to FY 2014
<b>Total</b>	<b>36.8%</b>	<b>41.6%</b>	<b>41.6%</b>	<b>38.8%</b>	<b>35.1%</b>	<b>-1.7%</b>
<b>Race/Ethnicity</b>						
White	21.6%	31.3%	29.7%	30.6%	26.3%	4.7%
African-American	65.8%	62.6%	64.2%	59.6%	59.2%	-6.6%
Hispanic	43.1%	46.5%	46.3%	40.1%	36.8%	-6.3%
Asian/Pacific Islander	32.2%	35.9%	33.9%	35.8%	27.1%	-5.1%
International	5.3%	0.0%	0.0%	0.0%	0.0%	-5.3%
Other	38.0%	32.2%	36.2%	35.6%	31.5%	-6.5%
<b>Gender</b>						
Male	28.8%	35.0%	36.1%	34.2%	31.8%	3.0%
Female	41.4%	46.0%	45.4%	41.9%	37.5%	-3.9%

Note: The source for this Pell data is the THECB financial aid database; Pell data found in the institutional online resumes is produced using IPEDS data and may not match.

### Accountability Measure -- Participation (Contextual Measures)

## Undergraduate Students

### Full-Time/Part-Time

**no update  
available**

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	% Change Fall 2011 to 2015
<b>Full-Time Students</b>	<b>715</b>	<b>607</b>	<b>563</b>	<b>533</b>	<b>502</b>	<b>-29.8%</b>
<b>Race/Ethnicity</b>						
- White	324 (45.3%)	273 (45.0%)	274 (48.7%)	266 (49.9%)	221 (44.0%)	-31.8%
- African-American *	119 (16.6%)	108 (17.8%)	88 (15.6%)	58 (10.9%)	46 (9.2%)	-61.3%
- Hispanic	214 (29.9%)	176 (29.0%)	159 (28.2%)	161 (30.2%)	189 (37.6%)	-11.7%
- Asian/Native Hawaiian /Pacific Islander	20 (2.8%)	15 (2.5%)	14 (2.5%)	20 (3.8%)	18 (3.6%)	-10.0%
- International	4 (0.6%)	6 (1.0%)	8 (1.4%)	5 (0.9%)	11 (2.2%)	175.0%
- Other **	34 (4.8%)	29 (4.8%)	20 (3.6%)	23 (4.3%)	17 (3.4%)	-50.0%
<b>Gender</b>						
- Male	347 (48.5%)	302 (49.8%)	321 (57.0%)	262 (49.2%)	236 (47.0%)	-32.0%
- Female	368 (51.5%)	305 (50.2%)	242 (43.0%)	271 (50.8%)	266 (53.0%)	-27.7%
<b>Part-Time Students</b>	<b>1,451</b>	<b>1,546</b>	<b>1,524</b>	<b>1,473</b>	<b>1,534</b>	<b>5.7%</b>
<b>Race/Ethnicity</b>						
- White	615 (42.4%)	679 (43.9%)	677 (44.4%)	626 (42.5%)	637 (41.5%)	3.6%
- African-American *	304 (21.0%)	266 (17.2%)	267 (17.5%)	259 (17.6%)	222 (14.5%)	-27.0%
- Hispanic	414 (28.5%)	488 (31.6%)	466 (30.6%)	495 (33.6%)	571 (37.2%)	37.9%
- Asian/Native Hawaiian /Pacific Islander	40 (2.8%)	49 (3.2%)	40 (2.6%)	34 (2.3%)	42 (2.7%)	5.0%
- International	0 (0.0%)	5 (0.3%)	6 (0.4%)	13 (0.9%)	14 (0.9%)	N/A
- Other **	78 (5.4%)	59 (3.8%)	68 (4.5%)	46 (3.1%)	48 (3.1%)	-38.5%
<b>Gender</b>						
- Male	554 (38.2%)	587 (38.0%)	580 (38.1%)	514 (34.9%)	549 (35.8%)	-0.9%
- Female	897 (61.8%)	959 (62.0%)	944 (61.9%)	959 (65.1%)	985 (64.2%)	9.8%
<b>TOTAL (FT &amp; PT)</b>	<b>2,166</b>	<b>2,153</b>	<b>2,087</b>	<b>2,006</b>	<b>2,036</b>	<b>-6.0%</b>

\*\* Other includes Native American, Alaskan Native, Unknown, and Multi-Racial

\* includes Multi-Racial African Americans

Source: THECB -- Accountability System - Community Colleges - Participation - Galveston College

**Accountability Measure – Participation (Contextual Measures)**  
**First Time in College (FTIC) Undergraduate Students**  
**Full-Time/Part-Time**

**no update  
available**

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	% Change Fall 2011 to 2015
<b>FTIC Full-Time Students</b>	<b>197</b>	<b>173</b>	<b>175</b>	<b>142</b>	<b>129</b>	<b>-34.5%</b>
<b>Race/Ethnicity</b>						
- White	73 (37.1%)	76 (43.9%)	77 (44.0%)	68 (47.9%)	52 (40.3%)	<b>-28.8%</b>
- African-American *	46 (23.4%)	28 (16.2%)	34 (19.4%)	15 (10.6%)	7 (5.4%)	<b>-84.8%</b>
- Hispanic	69 (35.0%)	56 (32.4%)	56 (32.0%)	51 (35.9%)	62 (48.1%)	<b>-10.1%</b>
- Asian/Native Hawaiian /Pacific Islander	2 (1.0%)	2 (1.2%)	0 (0.0%)	0 (0.0%)	2 (1.6%)	<b>0.0%</b>
- International	3 (1.5%)	1 (0.6%)	1 (0.6%)	1 (0.7%)	3 (2.3%)	<b>0.0%</b>
- Other **	4 (2.0%)	10 (5.8%)	7 (4.0%)	7 (4.9%)	3 (2.3%)	<b>-25.0%</b>
<b>Gender</b>						
- Male	109 (55.3%)	90 (52.0%)	102 (58.3%)	81 (57.0%)	77 (59.7%)	<b>-29.4%</b>
- Female	88 (44.7%)	83 (48.0%)	73 (41.7%)	61 (43.0%)	52 (40.3%)	<b>-40.9%</b>
<b>FTIC Part-Time Students</b>	<b>161</b>	<b>151</b>	<b>153</b>	<b>120</b>	<b>131</b>	<b>-18.6%</b>
<b>Race/Ethnicity</b>						
- White	44 (27.3%)	46 (30.5%)	53 (34.6%)	32 (26.7%)	34 (26.0%)	<b>-22.7%</b>
- African-American *	41 (25.5%)	29 (19.2%)	26 (17.0%)	20 (16.7%)	20 (15.3%)	<b>-51.2%</b>
- Hispanic	63 (39.1%)	66 (43.7%)	61 (39.9%)	60 (50.0%)	69 (52.7%)	<b>9.5%</b>
- Asian/Native Hawaiian /Pacific Islander	3 (1.9%)	6 (4.0%)	2 (1.3%)	2 (1.7%)	2 (1.5%)	<b>-33.3%</b>
- International	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (2.5%)	2 (1.5%)	<b>N/A</b>
- Other **	10 (6.2%)	4 (2.6%)	11 (7.2%)	3 (2.5%)	4 (3.1%)	<b>-60.0%</b>
<b>Gender</b>						
- Male	68 (42.2%)	75 (49.7%)	63 (41.2%)	53 (44.2%)	59 (45.0%)	<b>-13.2%</b>
- Female	93 (57.8%)	76 (50.3%)	90 (58.8%)	67 (55.8%)	72 (55.0%)	<b>-22.6%</b>
<b>TOTAL (FT &amp; PT FTIC)</b>	<b>358</b>	<b>324</b>	<b>328</b>	<b>262</b>	<b>260</b>	<b>-27.4%</b>

\*\* Other includes Native American, Alaskan Native, Unknown, and Multi-Racial

\* includes Multi-Racial African Americans

Source: THECB -- Accountability System - Community Colleges - Participation - Galveston College

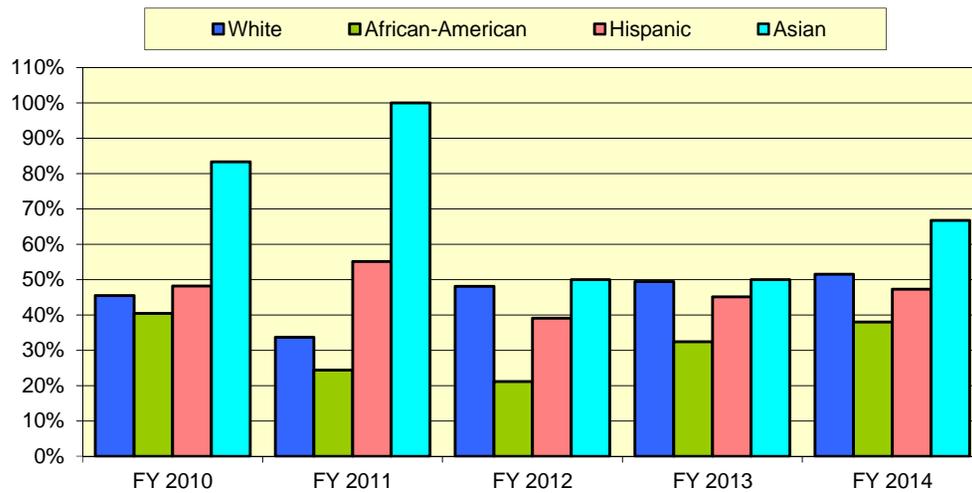
## Accountability Measure – Success (Key Measures) Graduation and Persistence Rate

Percentage of first-time, full-time, credential-seeking, undergraduates who have graduated or are still enrolled in Texas public or private education after six academic years.

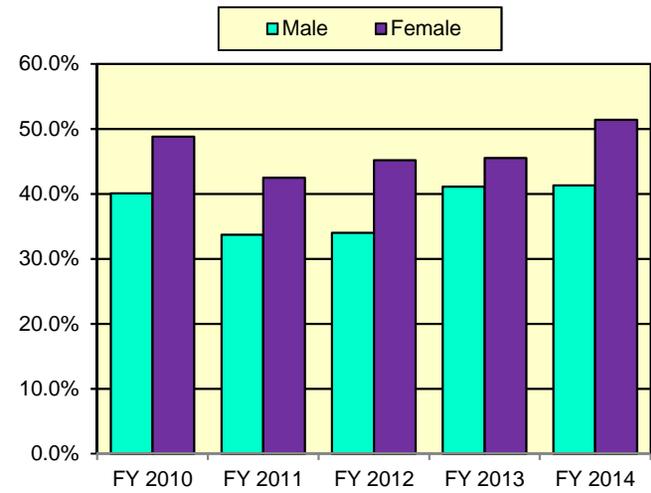
**no update available**

	FY 2010 (Entering Fall 2004 Cohort)	FY 2011 (Entering Fall 2005 Cohort)	FY 2012 (Entering Fall 2006 Cohort)	FY 2013 (Entering Fall 2007 Cohort)	FY 2014 (Entering Fall 2008 Cohort)	Point Change FY 2010 to FY 2014
<b>TOTAL</b>	<b>45.1%</b>	<b>38.9%</b>	<b>40.5%</b>	<b>43.7%</b>	<b>46.7%</b>	<b>1.6</b>
<b>Ethnicity/Race</b>						
White	45.5%	33.7%	48.1%	49.4%	51.5%	6.0
African-American	40.4%	24.4%	21.1%	32.4%	38.0%	-2.4
Hispanic	48.2%	55.1%	39.1%	45.1%	47.3%	-0.9
Asian	83.3%	100.0%	50.0%	50.0%	66.7%	-16.6
Native-American	0.0%	0.0%	50.0%	0.0%	0.0%	0.0
International	22.2%	16.7%	33.3%	0.0%	0.0%	-22.2
Other (Unknown)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0
<b>Gender</b>						
Male	40.1%	33.7%	34.0%	41.1%	41.3%	1.2
Female	48.8%	42.5%	45.2%	45.5%	51.4%	2.6

### 6-Year Graduation & Persistence Rate by Ethnicity/Race



### 6-Year Graduation & Persistence Rates by Gender

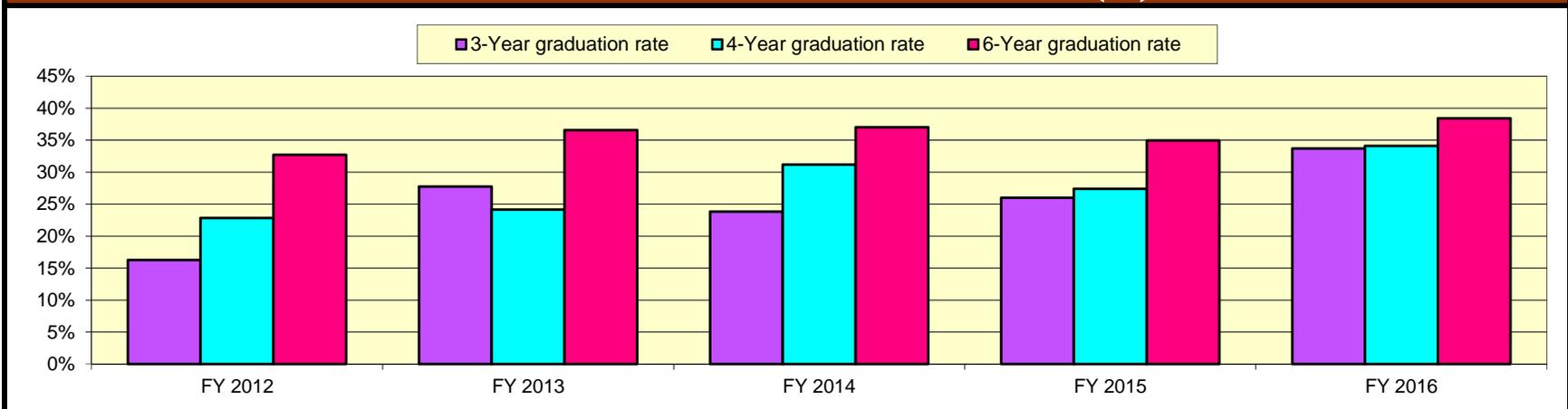


Source: THECB -- Accountability System - Community Colleges - Success - Galveston College

**Accountability Measure – Success (Key Measures)****3, 4, and 6-Year Graduation Rates**

Percentage of first-time, credential-seeking, undergraduates who have graduated or are still enrolled in Texas public or private education after six academic years.

	FY 2012			FY 2013			FY 2014			FY 2015			FY 2016			Point Change FY 2012 to FY 2016
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		
		#	%		#	%		#	%		#	%		#	%	
<b>3-Yr graduation rate (Total)</b>	<b>2009</b>	<b>33</b>	<b>(16.3%)</b>	<b>2010</b>	<b>65</b>	<b>(27.8%)</b>	<b>2011</b>	<b>47</b>	<b>(23.9%)</b>	<b>2012</b>	<b>45</b>	<b>(26.0%)</b>	<b>2013</b>	<b>59</b>	<b>(33.7%)</b>	<b>17.5</b>
Baccalaureate or Above		0	(0.0%)		0	(0.0%)		0	(0.0%)		0	(0.0%)		0	(0.0%)	0.0
Associates		26	(12.8%)		31	(13.2%)		24	(12.2%)		27	(15.6%)		39	(22.3%)	9.5
Certificate		7	(3.4%)		34	(14.5%)		23	(11.7%)		18	(10.4%)		20	(11.4%)	8.0
No Award		170	(83.7%)		169	(72.2%)		150	(76.1%)		128	(74.0%)		116	(66.3%)	-17.5
<b>4-Yr graduation rate (Total)</b>	<b>2008</b>	<b>45</b>	<b>(22.8%)</b>	<b>2009</b>	<b>49</b>	<b>(24.1%)</b>	<b>2010</b>	<b>73</b>	<b>(31.2%)</b>	<b>2011</b>	<b>54</b>	<b>(27.4%)</b>	<b>2012</b>	<b>59</b>	<b>(34.1%)</b>	<b>11.3</b>
Baccalaureate or Above		5	(2.5%)		8	(3.9%)		2	(0.9%)		4	(2.0%)		8	(4.6%)	2.1
Associates		32	(16.2%)		33	(16.3%)		39	(16.7%)		26	(13.2%)		34	(19.7%)	3.4
Certificate		8	(4.1%)		8	(3.9%)		32	(13.7%)		24	(12.2%)		17	(9.8%)	5.8
No Award		152	(77.2%)		154	(75.9%)		161	(68.8%)		143	(72.6%)		114	(65.9%)	-11.3
<b>6-Yr graduation rate (Total)</b>	<b>2006</b>	<b>72</b>	<b>(32.7%)</b>	<b>2007</b>	<b>67</b>	<b>(36.6%)</b>	<b>2008</b>	<b>73</b>	<b>(37.1%)</b>	<b>2009</b>	<b>71</b>	<b>(35.0%)</b>	<b>2010</b>	<b>90</b>	<b>(38.5%)</b>	<b>5.7</b>
Baccalaureate or Above		26	(11.8%)		23	(12.6%)		26	(13.2%)		25	(12.3%)		20	(8.5%)	-3.3
Associates		37	(16.8%)		35	(19.1%)		37	(18.8%)		37	(18.2%)		38	(16.2%)	-0.6
Certificate		9	(4.1%)		9	(4.9%)		10	(5.1%)		9	(4.4%)		32	(13.7%)	9.6
No Award		148	(67.3%)		116	(63.4%)		124	(62.9%)		132	(65.0%)		144	(61.5%)	-5.7

**3, 4, and 6-Year Graduation Rates (%)**

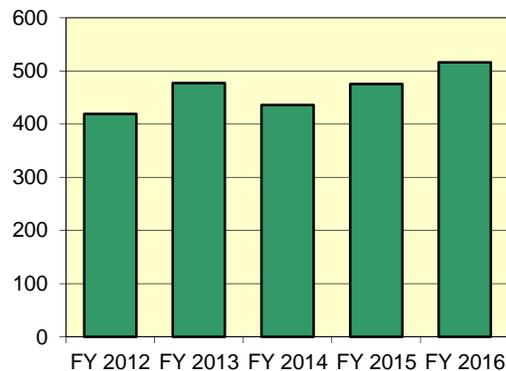
Source: THECB -- Accountability System - Community Colleges - Success - Galveston College

## Accountability Measure – Success (Key Measures) Degrees and Certificates Awarded

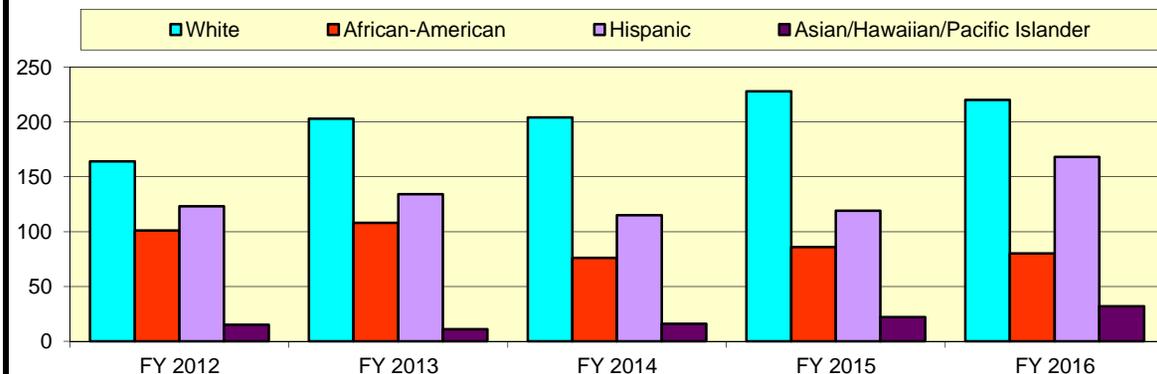
Number of graduates with awards, certificates by type, core completers and field of study completers by gender and ethnicity.

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	% Change FY 2012 to FY 2016
<b>TOTAL Degrees and Certificates *</b>	<b>419</b>	<b>477</b>	<b>436</b>	<b>475</b>	<b>516</b>	<b>23.2%</b>
<b>Ethnicity/Race</b>	419	477	436	475	516	
- White	164	203	204	228	220	34.1%
- African-American	101	108	76	86	80	-20.8%
- Hispanic	123	134	115	119	168	36.6%
- Asian/Hawaiian/Pacific Islander	15	11	16	22	32	113.3%
- International	4	3	2	2	5	25.0%
- Other	12	18	23	18	11	-8.3%
<b>Level</b>	419	477	436	475	516	
- Associates	216	255	231	228	235	8.8%
- Certificate 1	140	163	127	118	133	-5.0%
- Certificate 2	37	33	48	45	53	43.2%
- Advanced Technology Certificates	26	26	30	84	95	265.4%
- <i>Other Completers:</i>						
<i>ESC</i>	51	66	42	N/A	N/A	-100.0%
<i>Core Completers</i>	154	227	199	151	192	24.7%
<i>Field of Study</i>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Gender</b>	419	477	436	475	516	
- Male	220	238	199	211	227	3.2%
- Female	199	239	237	264	289	45.2%

### Total Graduates \* (#)



### Degrees by Ethnicity/Race \* (#)



*Other includes Native American, Alaskan Native, Multi-Racial, Unknown*

*\*TOTAL does not include "Other Completers"*

Source: THECB -- Accountability System - Community Colleges - Success - Galveston College

## Accountability Measure – Success (Key Measures) Transfers

Transfers to a Senior Institution																
	FY 2012			FY 2013			FY 2014			FY 2015			FY 2016			Point Change FY 2012 to FY 2016
	Entering Fall Cohort	#	Rate %													
<b>Cohort *</b>	<b>2006</b>	<b>367</b>	<b>(100.0%)</b>	<b>2007</b>	<b>304</b>	<b>(100.0%)</b>	<b>2008</b>	<b>343</b>	<b>(100.0%)</b>	<b>2009</b>	<b>348</b>	<b>(100.0%)</b>	<b>2010</b>	<b>362</b>	<b>(100.0%)</b>	
<b>All Transfers</b>																
0 - 12 hours		11	(3.0%)		6	(2.0%)		12	(3.5%)		2	(0.6%)		3	(0.8%)	-2.2%
13 - 24 hours		14	(3.8%)		5	(1.6%)		8	(2.3%)		10	(2.9%)		3	(0.8%)	-3.0%
25 - 29 hours		3	(0.8%)		4	(1.3%)		6	(1.7%)		4	(1.1%)		2	(0.6%)	-0.3%
30 - 42 hours		4	(1.1%)		8	(2.6%)		10	(2.9%)		8	(2.3%)		4	(1.1%)	0.0%
43+ hours		43	(11.7%)		41	(13.5%)		44	(12.8%)		40	(11.5%)		40	(11.0%)	-0.7%
<b>TOTAL All Transfers</b>		<b>75</b>	<b>(20.4%)</b>		<b>64</b>	<b>(21.1%)</b>		<b>80</b>	<b>(23.3%)</b>		<b>64</b>	<b>(18.4%)</b>		<b>52</b>	<b>(14.4%)</b>	<b>-6.1%</b>
<b>Non Transfer Completers</b>		<b>50</b>	<b>(13.6%)</b>		<b>51</b>	<b>(16.8%)</b>		<b>46</b>	<b>(13.4%)</b>		<b>68</b>	<b>(19.5%)</b>		<b>86</b>	<b>(23.8%)</b>	<b>10.1%</b>
<b>Non Completers</b>		<b>242</b>	<b>(65.9%)</b>		<b>189</b>	<b>(62.2%)</b>		<b>217</b>	<b>(63.3%)</b>		<b>216</b>	<b>(62.1%)</b>		<b>224</b>	<b>(61.9%)</b>	<b>-4.1%</b>
Awarded Core (CCC)		24	(6.5%)		24	(7.9%)		29	(8.5%)		30	(8.6%)		30	(8.3%)	1.7%

\* Cohort is the sum of "All Transfers", "Non Transfer Completers", and "Non Completers"

CCC = Core Curriculum Completer

## Accountability Measure – Success (Key Measures) Developmental Education

% of prepared & underprepared students who successfully complete a college-level course in math, reading, & writing. PREPARED students are given 1 year. UNDERPREPARED students are given 3 years.	FALL 2012 COHORT (tracked for 3-years)			
	(a) Total Area Counts	(b) Received Credit Pre- Matriculation	(c) College-level course completion (grade A, B, or C)	(d) College-level course completion (grade A, B, or C) including pre-matriculation credit (% of total) [ (b+c) / a ]
<b>SUMMARY DATA:</b>				
Number of FTIC students	324			
Met State Standards in ALL areas	116			
Did not meet state standards in 1, 2, or all 3 areas (at entry)	193			
Unknown (1)	15			
<b>DATA by SUBJECT AREA:</b>				
<b>Met Standard (2)</b>				
MATH	141	5	63	48.2%
READING	222	25	121	65.8%
WRITING	233	21	153	74.7%
<b>Did Not Meet Standard</b>				
MATH	169	N/A	28	16.6%
READING	92	N/A	41	44.6%
WRITING	81	N/A	34	42.0%
<b>Unknown (3)</b>				
MATH	14	N/A	0	0.0%
READING	10	N/A	0	0.0%
WRITING	10	N/A	2	20.0%
<b>MOST and LEAST-PREPARED POPULATIONS</b>				
<b>Met Standard in all Three Areas</b>				
MATH	116	5	56	52.6%
READING	116	21	65	74.1%
WRITING	116	16	78	81.0%
<b>Did Not Meet Standard in all Three Areas</b>				
MATH	55	N/A	5	9.1%
READING	55	N/A	19	34.5%
WRITING	55	N/A	22	40.0%
<b>Report: THECB Developmental Education Accountability Measures Data (page 3)</b>				

- 1 -- The unknown summary total includes students who are unknown in all areas or unknown in some areas and met in others. Students who are unknown in some areas and NOT met in others are included in the "Did not meet state standards in one, two, or all three areas" category.
- 2 -- Students who met state standards upon entry are given only one year to pass a first college-level course in the related accountability measure; however, this report includes three years of college-level course completion data for students who met the standard.
- 3 -- Unknowns by area include students with waivers or military exemptions who have not been reported as meeting TSI on a performance measure for that area.

Source: THECB -- Accountability System - Community Colleges - Success - Galveston College

## Accountability Measure -- Success (Contextual Measures) Developmental Education

Fall 2012 Cohort (tracked over 2 years)								
<i>ACCOUNTABILITY MEASURE:</i>	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
<i>The number and percent of underprepared students who satisfied TSI obligation within 2 years.</i>	Total	Number attempting Dev. Ed.	Percent attempting Dev. Ed. [ b / a ]	TSI obligations met (of those attempting Dev. Ed.)	TSI obligations met (of total)	TSI obligations met (% of those attempting Dev. Ed.) [ d / b ]	TSI obligations met (% of total) [ e / a ]	TSI obligations met based on TSI reporting or passed 1st college-level course (% of total) [ e and/or passed (3) / a ]
<b>SUMMARY DATA:</b>								
Number of FTIC students	324							
Met State Standards in all three areas	116							
Did not meet state standards in 1, 2, or all 3 areas (at entry)	193							
Unknown (1)	15							
<b>DATA by SUBJECT AREA:</b>								
<b>Met Standard</b>								
MATH	141	14	9.9%	N/A	N/A	N/A	N/A	N/A
READING	222	1	0.5%	N/A	N/A	N/A	N/A	N/A
WRITING	233	8	3.4%	N/A	N/A	N/A	N/A	N/A
<b>Did Not Meet Standard</b>								
MATH	169	136	80.5%	89	89	65.4%	52.7%	52.7%
READING	92	69	75.0%	65	70	94.2%	76.1%	76.1%
WRITING	81	57	70.4%	49	57	86.0%	70.4%	70.4%
<b>Unknown (2)</b>								
MATH	14	3	21.4%	N/A	N/A	N/A	N/A	N/A
READING	10	3	30.0%	N/A	N/A	N/A	N/A	N/A
WRITING	10	3	30.0%	N/A	N/A	N/A	N/A	N/A
<b>MOST and LEAST-PREPARED POPULATIONS</b>								
<b>Met Standard in All Three Areas</b>								
MATH	116	10	8.6%	N/A	N/A	N/A	N/A	N/A
READING	116	0	0.0%	N/A	N/A	N/A	N/A	N/A
WRITING	116	1	0.9%	N/A	N/A	N/A	N/A	N/A
<b>Did Not Meet Standard in All Three Areas</b>								
MATH	55	40	72.7%	23	23	57.5%	41.8%	41.8%
READING	55	38	69.1%	33	38	86.8%	69.1%	69.1%
WRITING	55	37	67.3%	32	38	86.5%	69.1%	69.1%

**Report: THECB Developmental Education Accountability Measures Data (page 5)**

1 -- The unknown summary total includes students who are unknown in all areas or unknown in some areas and met in others. Students who are unknown in some areas and NOT met in others are included in the "Did not meet state standards in one, two, or all three areas" category.

2 -- Unknowns by area include students with waivers or military exemptions who have not been reported as meeting TSI on a performance measure for that area.

3 -- Passed is the number of students who passed a first college-level course as shown on a prior table.

Source: THECB -- Accountability System - Community Colleges - Success - Galveston College

## Accountability Measure -- Success (Contextual Measures) Developmental Education

ACCOUNTABILITY MEASURE: The number and percent of prepared and underprepared students who return the following fall.	Fall 2012 Cohort		
	( a ) Total / Area Counts	( b ) Number returning (Fall 2013)	( c ) Percent returning (Fall 2013)
Number of FTIC students	324	179	55.2%
Met State Standards in all areas	116	76	65.5%
Did not meet state standards in 1, 2, or all 3 areas	193	100	51.8%
Unknown (1) -- (unduplicated)	15	3	20.0%
DATA by SUBJECT AREA:			
<b>Met Standard</b>			
MATH	141	91	64.5%
READING	222	127	57.2%
WRITING	233	137	58.8%
<b>Did Not Meet Standard</b>			
MATH	169	85	50.3%
READING	92	49	53.3%
WRITING	81	40	49.4%
<b>Unknown (2) -- (waived or military exemption)</b>			
MATH	14	3	21.4%
READING	10	3	30.0%
WRITING	10	2	20.0%
MOST and LEAST-PREPARED POPULATIONS			
<b>Met Standard in All Three Areas</b>	116	76	65.5%
<b>Did Not Met Standard in All Three Areas</b>	55	29	52.7%

### Report: THECB Developmental Education Accountability Measures Data (page 6)

1 -- The unknown summary total includes students who are unknown in all areas or unknown in some areas and met in others. Students who are unknown in some areas and NOT met in others are included in the "Did not meet state standards in one, two, or all three areas" category.

2 -- Unknowns by area include students with waivers or military exemptions who have not been reported as meeting TSI on a performance measure for that area.

**Accountability Measure -- Success (Contextual Measures)**  
**First-Time Undergraduate Persistence Rate (One Year)**

**no  
update  
available**

	Entering Cohort Fall 2010	Entering Cohort Fall 2011	Entering Cohort Fall 2012	Entering Cohort Fall 2013	Entering Cohort Fall 2014	Point Change Fall 2010 to Fall 2014
<b>First-time Undergraduate Persistence rate after ONE YEAR (TOTAL)</b>						
<b>TOTAL</b>	<b>54.2%</b>	<b>51.4%</b>	<b>67.3%</b>	<b>63.9%</b>	<b>64.2%</b>	<b>10.0</b>
Same institution	47.2%	42.5%	54.5%	51.2%	48.5%	1.3
Other institution	6.9%	8.8%	12.7%	12.7%	15.7%	8.8
<b>White</b>	<b>57.0%</b>	<b>62.5%</b>	<b>64.4%</b>	<b>63.5%</b>	<b>64.1%</b>	<b>7.1</b>
Same institution	48.4%	48.6%	42.5%	45.9%	43.8%	-4.6
Other institution	8.6%	13.9%	21.9%	17.6%	20.3%	11.7
<b>African-American</b>	<b>30.0%</b>	<b>28.2%</b>	<b>72.0%</b>	<b>40.0%</b>	<b>26.7%</b>	<b>-3.3</b>
Same institution	27.5%	28.2%	68.0%	40.0%	26.7%	-0.8
Other institution	2.5%	0.0%	4.0%	0.0%	0.0%	-2.5
<b>Hispanic</b>	<b>63.6%</b>	<b>51.6%</b>	<b>68.5%</b>	<b>77.8%</b>	<b>75.5%</b>	<b>11.9</b>
Same institution	56.1%	41.9%	63.0%	63.0%	61.2%	5.1
Other institution	7.6%	9.7%	5.6%	14.8%	14.3%	6.7
<b>Asian</b>	<b>33.3%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>-33.3</b>
Same institution	33.3%	100.0%	100.0%	0.0%	0.0%	-33.3
Other institution	0.0%	0.0%	0.0%	0.0%	0.0%	0.0
<b>International</b>	<b>0.0%</b>	<b>0.0%</b>	<b>100.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0</b>
Same institution	0.0%	0.0%	100.0%	0.0%	0.0%	0.0
Other institution	0.0%	0.0%	0.0%	0.0%	0.0%	0.0
<b>Other</b> (Unknown, Native Am., Multi-Racial)	<b>64.3%</b>	<b>100.0%</b>	<b>60.0%</b>	<b>71.4%</b>	<b>66.7%</b>	<b>2.4</b>
Same institution	57.1%	100.0%	50.0%	71.4%	50.0%	-7.1
Other institution	7.1%	0.0%	10.0%	0.0%	16.7%	9.6

Source: THECB -- Accountability System - Community Colleges - Success - Galveston College

**Accountability Measure -- Success (Contextual Measures)**  
**First-Time Undergraduate Persistence Rate (Two Years)**

**no  
update  
available**

	Entering Cohort Fall 2009	Entering Cohort Fall 2010	Entering Cohort Fall 2011	Entering Cohort Fall 2012	Entering Cohort Fall 2013	Point Change Fall 2009 to Fall 2013
<b>First-time Undergraduate Persistence rate after TWO YEARS (TOTAL)</b>						
<b>TOTAL</b>	<b>52.2%</b>	<b>44.3%</b>	<b>40.9%</b>	<b>51.5%</b>	<b>49.0%</b>	<b>-3.2</b>
Same institution	30.3%	26.9%	26.3%	25.0%	22.1%	-8.2
Other institution	21.9%	17.4%	14.6%	26.5%	26.9%	5.0
<b>White</b>	<b>56.9%</b>	<b>50.6%</b>	<b>45.6%</b>	<b>37.3%</b>	<b>50.0%</b>	<b>-6.9</b>
Same institution	23.6%	27.6%	25.0%	6.8%	16.7%	-6.9
Other institution	33.3%	23.0%	20.6%	30.5%	33.3%	0.0
<b>African-American</b>	<b>46.7%</b>	<b>15.8%</b>	<b>22.2%</b>	<b>66.7%</b>	<b>23.1%</b>	<b>-23.6</b>
Same institution	31.1%	13.2%	19.4%	44.4%	19.2%	-11.9
Other institution	15.6%	2.6%	2.8%	22.2%	3.8%	-11.8
<b>Hispanic</b>	<b>50.7%</b>	<b>48.3%</b>	<b>44.1%</b>	<b>64.6%</b>	<b>63.0%</b>	<b>12.3</b>
Same institution	34.7%	31.7%	28.8%	39.6%	30.4%	-4.3
Other institution	16.0%	16.7%	15.3%	25.0%	32.6%	16.6
<b>Asian</b>	<b>66.7%</b>	<b>66.7%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>0.0%</b>	<b>-66.7</b>
Same institution	66.7%	33.3%	50.0%	100.0%	0.0%	-66.7
Other institution	0.0%	33.3%	50.0%	0.0%	0.0%	0.0
<b>International</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0</b>
Same institution	0.0%	0.0%	0.0%	0.0%	0.0%	0.0
Other institution	0.0%	0.0%	0.0%	0.0%	0.0%	0.0
<b>Other (Unknown, Native Am., Multi-Racial)</b>	<b>60.0%</b>	<b>61.5%</b>	<b>100.0%</b>	<b>40.0%</b>	<b>50.0%</b>	<b>-10.0</b>
Same institution	40.0%	38.5%	100.0%	20.0%	33.3%	-6.7
Other institution	20.0%	23.1%	0.0%	20.0%	16.7%	-3.3

Source: THECB -- Accountability System - Community Colleges - Success - Galveston College

Galveston College						IE and Research		
<b>Accountability Measure -- Success (Contextual Measures)</b> <b>Awards in STEM Fields</b>								
	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	% Change FY 2012 to FY 2016	Institutional Closing the Gaps Target - Fall 2015	Closing the Gaps Completion
<b>FIELDS</b>								
Computer Science	4	0	0	0	0	-100.0%	15	0.0%
Engineering	22	9	1	3	0	-100.0%	15	0.0%
Math	2	6	5	0	0	-100.0%	10	0.0%
Physical Science	0	0	0	0	0	N/A	0	N/A
<b>LEVEL</b>								
Associates	5	7	6	1	0	-100.0%		
Cert 1	19	8	0	0	0	-100.0%		
Cert 2	4	0	0	2	0	-100.0%		

Source: THECB -- Accountability System - Community Colleges - Success - Galveston College

Galveston College						IE and Research		
<b>Accountability Measure -- Success (Contextual Measures)</b> <b>Awards in Nursing and Allied Health</b>								
	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	% Change FY 2012 to FY 2016	Institutional Closing the Gaps Target - Fall 2015	Closing the Gaps Completion
<b>Total Nursing Awards</b>	<b>61</b>	<b>67</b>	<b>77</b>	<b>69</b>	<b>70</b>	<b>14.8%</b>	<b>75</b>	<b>93.3%</b>
Associates	42	46	51	49	44	4.8%		
Cert 1	0	0	0	0	0	N/A		
Cert 2	19	21	26	20	26	36.8%		
Advanced Technology Certificate	0	0	0	0	0	N/A		
<b>Total Allied Health Awards *</b>	<b>72</b>	<b>85</b>	<b>86</b>	<b>141</b>	<b>167</b>	<b>131.9%</b>	<b>150</b>	<b>111.3%</b>
Associates	23	35	36	39	49	113.0%		
Cert 1	19	17	11	11	13	-31.6%		
Cert 2	4	7	9	7	10	150.0%		
Advanced Technology Certificate	26	26	30	84	95	265.4%		
ESC	51	66	42	0	0	-100.0%		
<b>TOTAL ALL AWARDS</b>	<b>133</b>	<b>152</b>	<b>163</b>	<b>210</b>	<b>237</b>	<b>78.2%</b>		

\* Total Allied Health Awards **excludes** ESC (Enhanced Skill Certificate)

FY 2016 collected from certified CBM009

Source: THECB -- Accountability System - Community Colleges - Success - Galveston College

### Accountability Measure -- Success (Contextual Measures)

**no update available**

## Students Employed/Enrolled in a Texas Sr. Institution within 1-Year of Graduation

	FY 2010		FY 2011		FY 2012		FY 2013		FY 2014		Point Change FY 2010 to FY 2014
<b>Academic</b>	<b>91</b>		<b>104</b>		<b>140</b>		<b>168</b>		<b>145</b>		
Employed Only	34	37.4%	27	26.0%	59	42.1%	81	48.2%	55	37.9%	0.6%
Employed & Enrolled (in Sr. Institutions)	20	22.0%	35	33.7%	35	25.0%	40	23.8%	45	31.0%	9.1%
Enrolled Only (in Sr. Institutions)	23	25.3%	21	20.2%	23	16.4%	21	12.5%	24	16.6%	-8.7%
Enrolled Only (in Community Colleges)	7	7.7%	12	11.5%	11	7.9%	6	3.6%	6	4.1%	-3.6%
Not Found	7	7.7%	9	8.7%	12	8.6%	20	11.9%	15	10.3%	2.7%
<b>Technical</b>	<b>227</b>		<b>293</b>		<b>257</b>		<b>278</b>		<b>272</b>		
Employed Only	195	85.9%	234	79.9%	213	82.9%	241	86.7%	224	82.4%	-3.6%
Employed & Enrolled (in Sr. Institutions)	5	2.2%	8	2.7%	5	1.9%	11	4.0%	4	1.5%	-0.7%
Enrolled Only (in Sr. Institutions)	2	0.9%	3	1.0%	2	0.8%	1	0.4%	0	0.0%	-0.9%
Enrolled Only (in Community Colleges)	14	6.2%	18	6.1%	16	6.2%	23	8.3%	20	7.4%	1.2%
Not Found	11	4.8%	30	10.2%	21	8.2%	2	0.7%	24	8.8%	4.0%

Source: THECB -- Accountability System - Community Colleges - Success - Galveston College

### Accountability Measure -- Success (Contextual Measures)

**no update available**

## Marketable Skills Awards

	FY 2011		FY 2012		FY 2013		FY 2014		FY 2015		Point Change FY 2011 to FY 2015
<b>Ethnicity/Race</b>											
White	18	23.7%	9	30.0%	3	60.0%	6	66.7%	1	9.1%	-14.6%
African-American	44	57.9%	6	20.0%	0	0.0%	0	0.0%	3	27.3%	-30.6%
Hispanic	12	15.8%	14	46.7%	2	40.0%	3	33.3%	4	36.4%	20.6%
Asian/Native Hawaiian/Pacific Islander	2	2.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	-2.6%
International	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%
Other ( <i>Unknown, Native American, Multi-Racial</i> )	0	0.0%	1	3.3%	0	0.0%	0	0.0%	3	27.3%	27.3%
<b>Gender</b>											
Male	36	47.4%	6	20.0%	1	20.0%	6	66.7%	0	0.0%	-47.4%
Female	40	52.6%	24	80.0%	4	80.0%	3	33.3%	11	100.0%	47.4%
<b>TOTAL # of Marketable Skills Awards</b>	<b>76</b>		<b>30</b>		<b>5</b>		<b>9</b>		<b>11</b>		

Source: THECB -- Accountability System - Community Colleges - Success - Galveston College

## Accountability Measure – Institutional Efficiency & Effectiveness (Contextual Measures) Faculty

**Measure: Number & percent of full-time (teaching 80% or more) and part-time faculty.** This includes faculty teaching flex courses.

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	% Change Fall 2011 to Fall 2015
<b>FULL-TIME FACULTY *</b>	<b>47</b>	<b>49</b>	<b>53</b>	<b>55</b>	<b>56</b>	<b>19.1%</b>
<b>Ethnicity/Race</b>						
White	36 (76.6%)	33 (67.3%)	36 (67.9%)	37 (67.3%)	40 (71.4%)	11.1%
African-American	5 (10.6%)	7 (14.3%)	8 (15.1%)	8 (14.5%)	7 (12.5%)	40.0%
Hispanic	5 (10.6%)	6 (12.2%)	6 (11.3%)	7 (12.7%)	6 (10.7%)	20.0%
Asian	1 (2.1%)	2 (4.1%)	2 (3.8%)	2 (3.6%)	2 (3.6%)	100.0%
International	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Other (Unknown)	0 (0.0%)	1 (2.0%)	1 (1.9%)	1 (1.8%)	1 (1.8%)	100.0%
<b>Gender</b>						
Male	26 (55.3%)	27 (55.1%)	27 (50.9%)	29 (52.7%)	29 (51.8%)	11.5%
Female	21 (44.7%)	2 (4.1%)	26 (49.1%)	26 (47.3%)	27 (48.2%)	28.6%
<b>PART-TIME FACULTY *</b>	<b>68</b>	<b>63</b>	<b>50</b>	<b>44</b>	<b>44</b>	<b>-35.3%</b>
<b>Ethnicity/Race</b>						
White	48 (70.6%)	45 (71.4%)	41 (82.0%)	36 (81.8%)	33 (75.0%)	-31.3%
African-American	10 (14.7%)	12 (19.0%)	6 (12.0%)	4 (9.1%)	5 (11.4%)	-50.0%
Hispanic	7 (10.3%)	5 (7.9%)	3 (6.0%)	4 (9.1%)	5 (11.4%)	-28.6%
Asian	2 (2.9%)	1 (1.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	-100.0%
International	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Other (Unknown)	1 (1.5%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (2.3%)	0.0%
<b>Gender</b>						
Male	30 (44.1%)	20 (31.7%)	19 (38.0%)	17 (38.6%)	15 (34.1%)	-50.0%
Female	38 (55.9%)	43 (68.3%)	31 (62.0%)	27 (61.4%)	29 (65.9%)	-23.7%

**Measure Data Source:****CBM008 [Faculty Report]****\* NOTE:**

- 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.

## Accountability Measure – Institutional Efficiency & Effectiveness (Contextual Measures) Faculty Ratio

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	% Change Fall 2011 to Fall 2015
FTE Student / FTE Faculty Ratio	20:1	19:1	18:1	17:1	17:1	-15.0%

Measure Data Source:	Measure Definition:
CBM004 [Class Report] and CBM008 [Faculty Report]	CBM008 for FTE faculty - <b>FTE faculty are instructional faculty reported on the CBM008 with rank codes 1-5 (or blank) and percent of time directly related to teaching greater than 0.</b> Faculty members without a salary are included. For this measure, undergraduate <b>full-time-student-equivalents (FTSEs) are calculated on 15 semester credit hours</b> where the SCH value is greater than zero. All enrollments (funded and not funded) are used.

## Accountability Measure – Institutional Efficiency & Effectiveness (Contextual Measures) Faculty Contact Hours

**no update available**

**Measure: Percent of contact hours taught by full-time and part-time faculty.**  
(Includes all contact hours for the fall semester for courses reported as lecture, lab or practicum that are not inter-institutional.  
Full-time faculty are those with 80% or more teaching time. Part-time are those less than 80%.)

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2010 to Fall 2014 % Change
<b>Faculty generated contact hours</b>	<b>403,408</b>	<b>411,760</b>	<b>397,440</b>	<b>366,308</b>	<b>339,987</b>	<b>-15.7%</b>
% contact hours taught by . . .						<b>Point Change</b>
Full-Time Faculty	72.4%	66.3%	68.8%	77.0%	81.4%	9.0%
Part-Time Faculty	27.6%	33.7%	31.2%	23.0%	18.6%	-9.0%

Measure Data Source:  
CBM008 [Faculty Report] and CBM00S [Student Schedule Report];  
prior to Fall 2011 -- CBM008 [Faculty Report] and CBM004 [Class Report]

Galveston College						IE and Research
<b>Accountability Measure – Institutional Efficiency &amp; Effectiveness (Key Measures)</b>						
<b>Tuition and Fees</b>						
Revenues from all tuition and fees charged to a student taking 30 semester credit hours (SCH). [15 hours each term, Fall and Spring semesters]						
	<b>FY 2013</b> 09/01/12 to 08/31/13	<b>FY 2014</b> 09/01/13 to 08/31/14	<b>FY 2015</b> 09/01/14 to 08/31/15	<b>FY 2016</b> 09/01/15 to 08/31/16	<b>FY 2017</b> 09/01/16 to 08/31/17	<b>% Change</b> FY 2013 to FY 2017
<b>Tuition and Fees for 30 SCH (15 hours each term, Fall/Spring)</b>						
<b>In-District (Total)</b>	<b>\$1,900</b>	<b>\$1,900</b>	<b>\$1,900</b>	<b>\$1,900</b>	<b>\$2,050</b>	<b>7.9%</b>
<b>Out-of-District (Total)</b>	<b>\$2,260</b>	<b>\$2,260</b>	<b>\$2,260</b>	<b>\$2,380</b>	<b>\$2,650</b>	<b>17.3%</b>
<b>Non-Resident (Total)</b>	<b>\$4,150</b>	<b>\$4,150</b>	<b>\$4,150</b>	<b>\$4,270</b>	<b>\$4,600</b>	<b>10.8%</b>
<b>Tuition</b>						
In-District	\$1,110	\$1,110	\$1,110	\$1,110	\$1,200	8.1%
Out-of-District	\$1,470	\$1,470	\$1,470	\$1,590	\$1,800	22.4%
Non-Resident	\$3,360	\$3,360	\$3,360	\$3,480	\$3,750	11.6%
<b>Fees</b>						
In-District	\$790	\$790	\$790	\$790	\$850	7.6%
Out-of-District	\$790	\$790	\$790	\$790	\$850	7.6%
Non-Resident	\$790	\$790	\$790	\$790	\$850	7.6%

Source:

GC's Fall Class Schedules -  
Tuition and Fee Table

Note:

- Figures listed above do not include laboratory and special fees associated with certain courses and/or programs.
- Figures based on Fall tuition and fees multiplied by 2 (Fall and Spring) in order to get FY (fiscal year) estimate.

Galveston College						IE and Research
<b>Accountability Measure – Institutional Efficiency &amp; Effectiveness (Key Measures)</b>						
<b>Institutional Support</b>						
	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>Point Change</b> FY 2012 to FY 2016
Institutional Support as a percentage of total operating expenditures	19.1%	19.0%	19.7%	20.0%	20.8%	<b>1.7</b>

Source: FY-2012 to FY-2015 -- THECB -- Accountability System - Community Colleges - Institutional Efficiency and Effectiveness - Galveston College  
FY-2016 -- "Finances per FTE Student" data table

**Accountability Measure – Institutional Efficiency & Effectiveness (Finance Measures)**  
**Finances per FTE Student**

Funds by source divided by full-time equivalent (FTE) students	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	% Change FY 2012 to FY 2016
<b>REVENUES *</b>						
<b>Total REVENUES per FTE student</b>	<b>14,114</b>	<b>14,684</b>	<b>16,429</b>	<b>17,405</b>	<b>17,722</b>	<b>25.6%</b>
• State funds per FTE student	2,670 (18.9%)	2,609 (17.8%)	3,323 (20.2%)	3,763 (21.6%)	3,761 (21.2%)	40.9%
• Local funds per FTE student	6,377 (45.2%)	6,919 (47.1%)	7,655 (46.6%)	8,328 (47.8%)	9,054 (51.1%)	42.0%
• Tuition and Fees funds per FTE student	1,602 (11.4%)	1,616 (11.0%)	1,699 (10.3%)	1,823 (10.5%)	1,859 (10.5%)	16.0%
• Federal revenue funds per FTE student	3,465 (24.6%)	3,540 (24.1%)	3,752 (22.8%)	3,491 (20.1%)	3,048 (17.2%)	-12.0%
<b>EXPENDITURES *</b>						
<b>Total OPERATING EXPENDITURES per FTE student</b>	<b>12,017</b>	<b>13,032</b>	<b>14,330</b>	<b>14,535</b>	<b>15,063</b>	<b>25.3%</b>
• Instructional Support per FTE student	3,886 (32.3%)	4,785 (36.7%)	5,266 (36.7%)	5,326 (36.6%)	5,714 (37.9%)	47.0%
• Institutional Support per FTE student	2,299 (19.1%)	2,476 (19.0%)	2,826 (19.7%)	2,903 (20.0%)	3,139 (20.8%)	36.5%
• Academic Support per FTE student	801 (6.7%)	871 (6.7%)	947 (6.6%)	1,042 (7.2%)	1,156 (7.7%)	44.3%
• Other expenditures per FTE student	5,031 (41.9%)	4,900 (37.6%)	5,291 (36.9%)	5,264 (36.2%)	5,054 (33.6%)	0.5%
<b>FINANCIAL VIABILITY RATIO</b>						<b>Point Change</b>
<b>Financial Viability Ratio</b>	<b>7.6%</b>	<b>11.3%</b>	<b>36.6%</b>	<b>2.7%</b>	<b>2.8%</b>	<b>-4.9%</b>

Source:

FY-2012 to FY-2015 -- OLD THECB Accountability System (*Institutional Efficiency & Effectiveness*)FY 2016 REVENUES -- from THECB CARAT report - Financial Profiles (*calculated figures*)FY 2016 EXPEDITURES -- from NEW THECB Accountability System (*Sector-Specific/Other Report*)

\* For this measure, FTE students are determined using state funded hours only.

For more information on community college finances, go to Community College Annual Reporting and Analysis Tool (CARAT).

<http://www.thecb.state.tx.us/index.cfm?objectid=148BEF9C-EC8D-06F7-A85154FCA9C2D191>

## Accountability Measure – Success Points Institutional Success Points

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	% Change FY 2012 to FY 2016
<b>Annual Success Point TOTAL</b>	<b>3,384.0</b>	<b>3,707.3</b>	<b>3,465.5</b>	<b>3,567.3</b>	<b>3,625.0</b>	<b>7.1%</b>
Math Readiness	94.0	141.0	99.0	82.0	70.0	-25.5%
Read Readiness	59.0	64.5	27.0	24.5	53.0	-10.2%
Write Readiness	38.0	57.0	31.0	23.5	55.0	44.7%
Students Who Complete 15 SCH	676.0	723.0	694.0	747.0	716.0	5.9%
Students Who Complete 30 SCH	415.0	419.0	339.0	420.0	380.0	-8.4%
Students Who Transfer to a 4-Year Institution	430.0	426.0	494.0	466.0	456.0	6.0%
Students Who Pass FCL Math Course	290.0	308.0	282.0	322.0	332.0	14.5%
Students Who Pass FCL Read Course	249.5	260.0	267.0	232.0	222.0	-11.0%
Students Who Pass FCL Write Course	241.0	260.0	240.0	209.5	214.0	-11.2%
Degree, CCCs, or Certificate (Unduplicated)	572.0	700.0	628.0	584.0	658.0	15.0%
Degrees or Certificates in Critical Field	319.5	348.8	364.5	456.8	470.0	47.1%

**SCH** = semester credit hours

**FCL** = First College-Level

**CCCs** = Core Curriculum Completers

## Accountability Measure -- Excellence (Key Measures)

# Licensure Pass Rate - Technical Programs

Programs whose graduates are required to pass a licensure exam to practice in the field.

CIP Code and Program Area	2012			2013			2014			2015			2016		
	Tested	Passed	Pass Rate	Tested	Passed	Pass Rate	Tested	Passed	Pass Rate	Tested	Passed	Pass Rate	Tested	Passed	Pass Rate
12.0401 Cosmetology			N/A			N/A			N/A	7	7	100.0%	13	13	100.0%
43.0107 Law Enforcement, Peace Officer ( <i>Police Academy</i> )	22	22	100.0%	25	25	100.0%	19	16	84.2%	17	17	100.0%	19	19	100.0%
<b>51.0904 Emergency Medical Services</b>															
- <i>Advanced (AEMT) (formerly Intermediate)</i>			N/A			N/A	1	1	100.0%	3	2	66.7%	16	8	50.0%
- <i>Basic</i>	18	12	66.7%	9	4	44.4%	9	7	77.8%	8	1	12.5%			N/A
- <i>Paramedic</i>	5	5	100.0%	3	3	100.0%	7	4	57.1%	5	2	40.0%	1	1	100.0%
- <b>TOTAL 51.0904</b>	<b>23</b>	<b>17</b>	<b>73.9%</b>	<b>12</b>	<b>7</b>	<b>58.3%</b>	<b>17</b>	<b>12</b>	<b>70.6%</b>	<b>16</b>	<b>5</b>	<b>31.3%</b>	<b>17</b>	<b>9</b>	<b>52.9%</b>
51.0905 Nuclear Medicine	5	3	60.0%	7	4	57.1%	6	6	100.0%	3	3	100.0%	15	15	100.0%
51.0907 Radiation Therapy	9	9	100.0%	7	7	100.0%	11	11	100.0%	8	7	87.5%	8	7	87.5%
<b>51.0911 Radiography / CT/ MRI Programs</b>															
- <i>Radiography</i>	9	9	100.0%	11	11	100.0%	14	14	100.0%	20	10	50.0%	22	21	95.5%
- <i>CT (Computerized Tomography)</i>	25	25	100.0%	38	38	100.0%	38	37	97.4%	6	6	100.0%	49	46	93.9%
- <i>MRI (Magnetic Resonance Imaging)</i>	8	8	100.0%	16	15	93.8%	19	18	94.7%	12	12	100.0%	15	14	93.3%
- <b>TOTAL 51.0911</b>	<b>42</b>	<b>42</b>	<b>100.0%</b>	<b>65</b>	<b>64</b>	<b>98.5%</b>	<b>71</b>	<b>69</b>	<b>97.2%</b>	<b>38</b>	<b>28</b>	<b>73.7%</b>	<b>86</b>	<b>81</b>	<b>94.2%</b>
51.3801 Nurse, Registered	52	45	86.5%	49	38	77.6%	47	41	87.2%	49	47	95.9%	44	35	79.5%
51.3901 Vocational Nursing	22	21	95.5%	18	16	88.9%	23	22	95.7%	18	15	83.3%	25	22	88.0%
<b>TOTAL (ALL PROGRAMS)</b>	<b>175</b>	<b>159</b>	<b>90.9%</b>	<b>183</b>	<b>161</b>	<b>88.0%</b>	<b>194</b>	<b>177</b>	<b>91.2%</b>	<b>156</b>	<b>129</b>	<b>82.7%</b>	<b>227</b>	<b>201</b>	<b>88.5%</b>

Source:

THECB Licensure data collection (certified data based on accreditation agency data and/or student self-report)

Note:

- FY-2012 to FY-2015: figures exclude duplicates within same CIP code.
- FY-2016 figures include duplicates within same CIP code

## Texas Higher Education Coordinating Board Program Placement Rates - TECHNICAL PROGRAMS ONLY

**STANDARD:**

85% of workforce education program completers (3-year average) are employed or pursuing additional education within one year of graduation

CIP Code	Program Area	AY 2010-2011			AY 2011-2012			AY 2012-2013			AY 2013-2014			AY 2014-2015			3-Year Average		
		CMP	PLC	%	CMP	PLC	%												
11.02	Computer Programming	1	1	100.0%	2	2	100.0%												
12.04	Cosmetology										4	2	50.0%	7	6	85.7%	11	8	72.7%
12.05	Culinary Arts	8	8	100.0%	3	3	100.0%	17	14	82.4%	15	11	73.3%	12	11	91.7%	44	36	81.8%
15.06	Industrial / Production Tech.	8	8	100.0%	11	10	90.9%	4	4	100.0%	1	0	0.0%	1	1	100.0%	6	5	83.3%
43.01	Criminal Justice & Corrections	25	25	100.0%	23	21	91.3%	32	32	100.0%	24	24	100.0%	17	17	100.0%	73	73	100.0%
	•43.0104 Criminal Justice/Studies	0	0	N/A	1	1	100.0%	4	4	100.0%	7	7	100.0%	N/A	N/A	N/A	11	11	100.0%
	•43.0107 Law Enforcement (Police Academy)	25	25	100.0%	22	20	90.9%	28	28	100.0%	17	17	100.0%	17	17	100.0%	62	62	100.0%
46.03	Electrical / Electronics										7	5	71.4%	10	9	90.0%	17	14	82.4%
47.02	HVAC	21	15	71.4%	9	9	100.0%	19	18	94.7%	18	16	88.9%	9	9	100.0%	46	43	93.5%
48.05	Welding	29	24	82.8%	40	33	82.5%	39	37	94.9%	31	30	96.8%	25	23	92.0%	95	90	94.7%
51.0716	Medical Administration	8	8	100.0%	6	6	100.0%	12	11	91.7%	17	14	82.4%	15	15	100.0%	44	40	90.9%
51.0805	Pharmacy Tech./Assistant	8	7	87.5%															
51.0904	Emergency Medical Services	3	3	100.0%	10	10	100.0%	13	12	92.3%	5	5	100.0%	3	3	100.0%	21	20	95.2%
51.0905	Nuclear Medicine Technology	11	11	100.0%	5	3	60.0%	6	5	83.3%	6	6	100.0%	3	3	100.0%	15	14	93.3%
51.0907	Radiation Therapy	11	10	90.9%	10	9	90.0%	8	6	75.0%	12	11	91.7%	8	8	100.0%	28	25	89.3%
51.0909	Surgical Technology	10	6	60.0%															
51.0911	Radiography, CT, and MRI	68	66	97.1%	79	75	94.9%	99	97	98.0%	78	74	94.9%	103	103	100.0%	280	274	97.9%
51.1009	Phlebotomy Technician	1	1	100.0%															
51.38	Nurse, Registered	50	43	86.0%	41	38	92.7%	45	41	91.1%	51	45	88.2%	49	48	98.0%	145	134	92.4%
51.39	Nurse, LVN	22	20	90.9%	19	18	94.7%	21	21	100.0%	26	25	96.2%	20	17	85.0%	67	63	94.0%
52.02	Business Administration	5	4	80.0%	12	12	100.0%	13	13	100.0%	9	7	77.8%				22	20	90.9%
52.03	Accounting	1	1	100.0%	1	1	100.0%												
52.04	Business Operations	2	2	100.0%	1	1	100.0%	1	1	100.0%							1	1	100.0%

Source: THECB CB116 Supplemental Follow-Up and Automated Student and Adult Learner Follow-Up System (ASALFS)  
(data as reported to the THECB in CB116 Follow-Up)

Cmp = Completer/graduate  
Plc = placement

figures exclude duplicates (students counted only once per A.Y. and only one CIP code -- no counts for multiple CIP codes)

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**2016 FACTBOOK**

**2016 FACTBOOK**

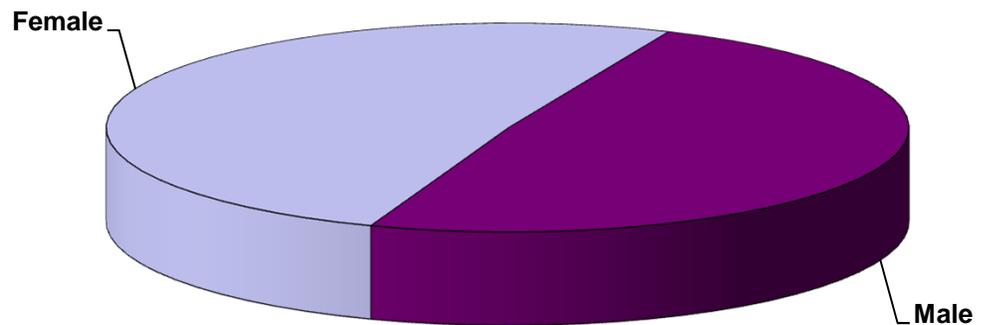
# **Faculty**

*Office of Institutional Effectiveness and Research*

## FULL-TIME Faculty Profile Fall 2016

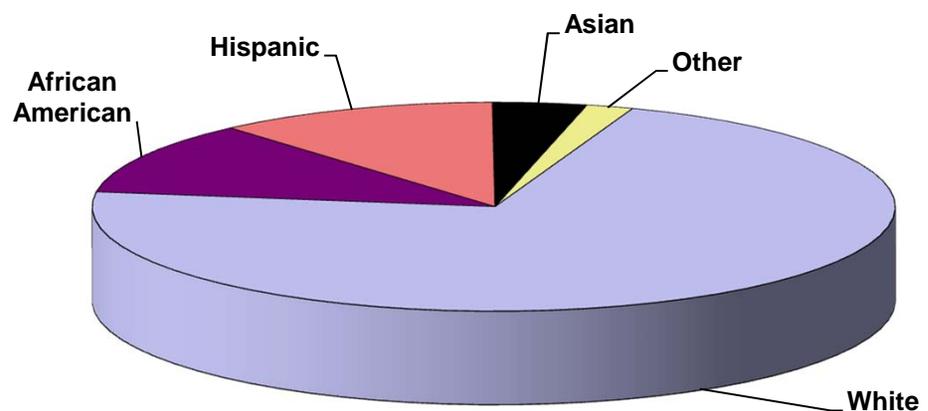
### FULL-TIME Faculty by GENDER

Gender	Number (#)	Percent (%)
Female	27	51%
Male	26	49%
<b>TOTAL</b>	<b>53</b>	<b>100%</b>



### FULL-TIME Faculty by ETHNICITY/RACE

Ethnicity/Race	Number (#)	Percent (%)
White	38	72%
African American	6	11%
Hispanic	6	11%
Asian	2	4%
Other	1	2%
<b>TOTAL</b>	<b>53</b>	<b>100%</b>

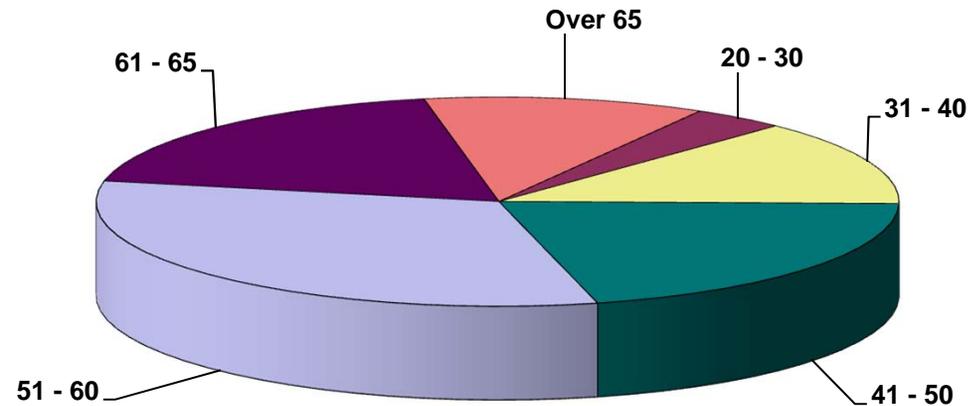


Source: THECB -- CBM008

# FULL-TIME Faculty Profile Fall 2016

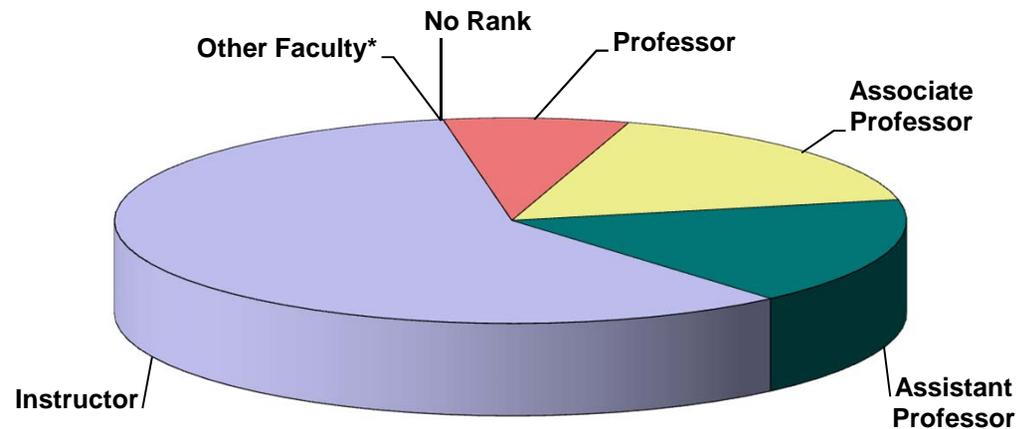
## FULL-TIME Faculty by AGE

Age	Number (#)	Percent (%)
Under 20	0	0%
20 - 30	2	4%
31 - 40	7	13%
41 - 50	11	21%
51 - 60	17	32%
61 - 65	10	19%
Over 65	6	11%
<b>TOTAL</b>	<b>53</b>	<b>100%</b>



## FULL-TIME Faculty by RANK

Rank	Number (#)	Percent (%)
Professor	4	8%
Associate Professor	9	17%
Assistant Professor	9	17%
Instructor	31	58%
Other Faculty*	0	0%
No Rank	0	0%
<b>TOTAL</b>	<b>53</b>	<b>100%</b>

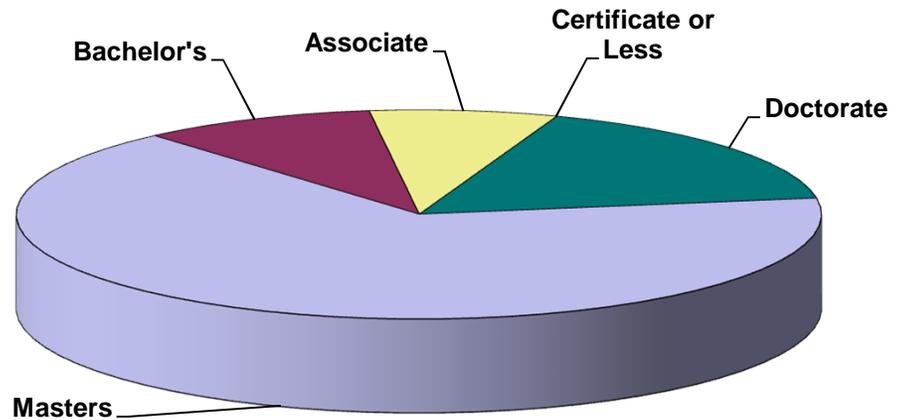


\* Other faculty includes adjunct, visiting, and special faculty.

## FULL-TIME Faculty Profile Fall 2016

### FULL-TIME Faculty by HIGHEST DEGREE EARNED

Degree	Number (#)	Percent (%)
Doctorate	9	17%
Masters	35	66%
Bachelor's	5	9%
Associate	4	8%
Certificate or Less	0	0%
<b>TOTAL</b>	<b>53</b>	<b>100%</b>



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**2016 FACTBOOK**



**2016 FACTBOOK**

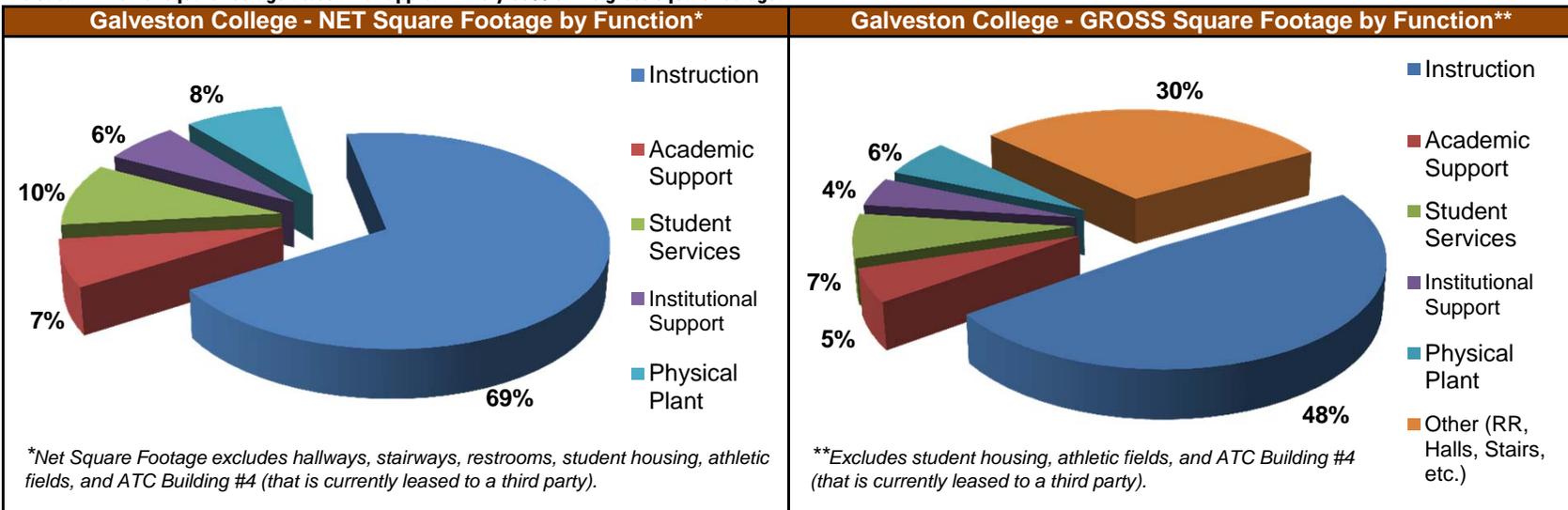
# **Facilities**

*Office of Institutional Effectiveness and Research*

# SQUARE FOOTAGE

	Northern Center	ATC #1	ATC #2	ATC #3	Cheney	FA/ Fitness	Moody	Regents	Selbel	Total Sq. Ft.
<b>NET SQUARE FOOTAGE</b>										
Instruction	22,859	6,622	19,626	2,081	—	37,326	4,908	24,000	4,766	122,188
Community Service	—	—	—	—	—	—	—	—	—	—
Academic Support	2,351	—	—	—	—	—	—	10,502	—	12,853
Student Services	—	—	—	—	4,649	597	9,588	2,119	—	16,953
Institutional Support	540	108	46	10	133	—	7,596	2,511	97	11,041
Physical Plant	8,216	60	319	92	62	2,214	1,239	2,167	126	14,495
Other (RR, Halls, Stairs, etc)	6,469	1,063	1,015	—	688	7,661	6,612	20,506	2,330	46,344
<b>TOTAL (NET)</b>	<b>40,435</b>	<b>7,853</b>	<b>21,006</b>	<b>2,183</b>	<b>5,532</b>	<b>47,798</b>	<b>29,943</b>	<b>61,805</b>	<b>7,319</b>	<b>223,874</b>
<b>GROSS SQUARE FOOTAGE</b>										
Instruction	22,859	6,622	19,626	2,081	—	37,326	4,908	24,000	4,766	122,188
Community Service	—	—	—	—	—	—	—	—	—	—
Academic Support	2,351	—	—	—	—	—	—	10,502	—	12,853
Student Services	—	—	—	—	4,649	597	9,588	2,119	—	16,953
Institutional Support	540	108	46	10	133	—	7,596	2,511	97	11,041
Physical Plant	8,216	60	319	92	62	2,214	1,239	2,167	126	14,495
Other (RR, Halls, Stairs, etc)	17,174	497	1,989	199	1,249	13,635	13,369	23,011	3,439	74,562
<b>TOTAL (GROSS)</b>	<b>51,140</b>	<b>7,287</b>	<b>21,980</b>	<b>2,382</b>	<b>6,093</b>	<b>53,772</b>	<b>36,700</b>	<b>64,310</b>	<b>8,428</b>	<b>252,092</b>

As indicated by the graphs below, 69% of the college's net square footage by function is committed to instruction. Academic support, which includes the library, uses 7% of the net square footage, while 10% is committed to student services. Institutional support - which includes such things as administrative offices, the business office, informational technology offices, and administrative support functions - accounts for 6% of the net square footage. 8% of the net square footage is allocated to the physical plant. (Net square footage does not include hallways, stairways, the atrium, restrooms, student housing, and/or ATC Building 4 (which is currently leased to a third party).) The hallways, stairways, the atrium, and the restrooms that were not included in the net square footage account for approximately 30% of the gross square footage.



Source: 2014 SACS CR 2.11.2 - Physical Resources

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**2016 FACTBOOK**

**2016 FACTBOOK**

# **Financial Data**



*Office of Institutional Effectiveness and Research*

# 2016 Tuition and Fees Information

TUITION AND FEES										
Semester Hours	Resident of Texas Tuition	Non-Resident of Texas Tuition	Out-of-District Fee	Building Use Fee	Student Services Fee	Registration Fee	General Services Fee	In-District RESIDENT TOTAL	Out-of-District RESIDENT TOTAL	NON-RESIDENT TOTAL
1	\$160	\$420	\$80	\$88	\$10	\$30	\$50	\$338	\$418	\$678
2	\$160	\$420	\$80	\$88	\$10	\$30	\$50	\$338	\$418	\$678
3	\$160	\$420	\$80	\$88	\$10	\$30	\$50	\$338	\$418	\$678
4	\$160	\$420	\$80	\$88	\$10	\$30	\$50	\$338	\$418	\$678
5	\$200	\$525	\$100	\$110	\$10	\$30	\$50	\$400	\$500	\$825
6	\$240	\$630	\$120	\$132	\$10	\$30	\$50	\$462	\$582	\$972
7	\$280	\$735	\$140	\$154	\$10	\$30	\$50	\$524	\$664	\$1,119
8	\$320	\$840	\$160	\$176	\$10	\$30	\$50	\$586	\$746	\$1,266
9	\$360	\$945	\$180	\$198	\$15	\$30	\$50	\$653	\$833	\$1,418
10	\$400	\$1,050	\$200	\$220	\$15	\$30	\$50	\$715	\$915	\$1,565
11	\$440	\$1,155	\$220	\$242	\$15	\$30	\$50	\$777	\$997	\$1,712
12	\$480	\$1,260	\$240	\$264	\$15	\$30	\$50	\$839	\$1,079	\$1,859
13	\$520	\$1,365	\$260	\$286	\$15	\$30	\$50	\$901	\$1,161	\$2,006
14	\$560	\$1,470	\$280	\$308	\$15	\$30	\$50	\$963	\$1,243	\$2,153
15	\$600	\$1,575	\$300	\$330	\$15	\$30	\$50	\$1,025	\$1,325	\$2,300
16	\$640	\$1,680	\$320	\$352	\$15	\$30	\$50	\$1,087	\$1,407	\$2,447
17	\$680	\$1,785	\$340	\$374	\$15	\$30	\$50	\$1,149	\$1,489	\$2,594
18	\$720	\$1,890	\$360	\$396	\$15	\$30	\$50	\$1,211	\$1,571	\$2,741
19	\$760	\$1,995	\$380	\$418	\$15	\$30	\$50	\$1,273	\$1,653	\$2,888
20	\$800	\$2,100	\$400	\$440	\$15	\$30	\$50	\$1,335	\$1,735	\$3,035

Source: 2015 Fall Class Schedule

Figures listed above do not include laboratory and special fees associated with certain courses and/or programs

## SENIOR CITIZEN DISCOUNT

All United States citizens who are residents of Galveston Community College District who have attained the age of 65 years (65 and older) are eligible to receive a 100% tuition discount for credit courses, and a 50% discount for associated fees for credit courses (exceptions include individual music instruction, Course fees, liability insurance, health fees, and testing fees).

## SENIOR CITIZEN - CONTINUING EDUCATION COURSES

All United States citizens who are residents of Galveston Community College District who have attained the age of 65 years (65 and older) are eligible to receive a 50% tuition discount for non-credit continuing education courses. Tuition/fee adjustment requests for continuing education courses must be made at the time of registration.

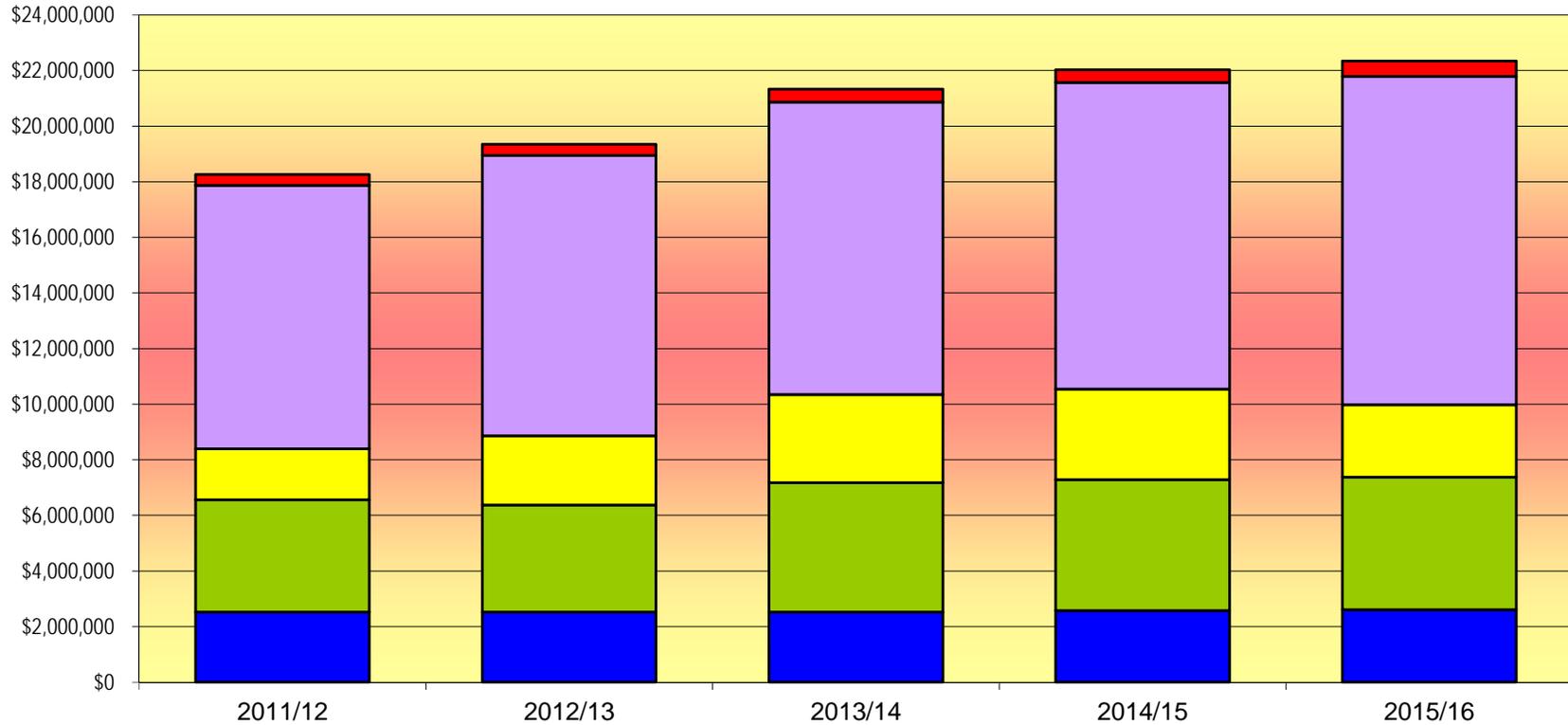
## NON-REFUNDABLE FEES

Registration Fee	\$30
Schedule Change	\$10
Late Registration Fee	\$25
Returned Check Fee	\$35
Stop Payment Fee	\$25
Stop Payment Fee to Reissue a Refund	\$25
Check Mailed to Incorrect Address	
Installment Plan Administration Fee	\$25
Installment Plan Late Fee	\$25
Duplicate Diploma	\$10
TSI Assessment Fee	\$29
Test Administration Fee for Non GC test	\$25
CLEP® Test Fee	\$95
HESI Entrance Exam for Radiography Students	\$45

Source: 2016-2017 Galveston College Catalog

## FINANCIAL PROFILE

### Five-Year Revenue History – 2011/12 to 2015/16

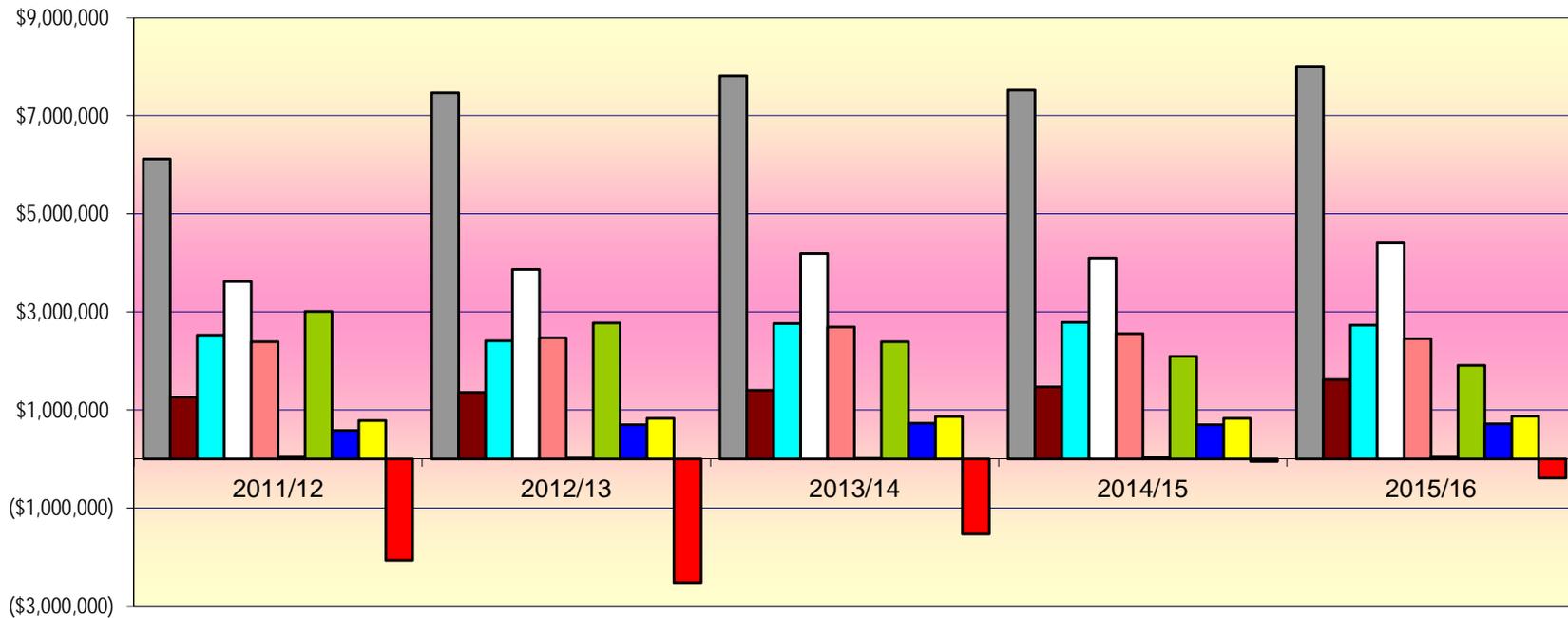


REVENUE CATEGORY	2011/12	2012/13	2013/14	2014/15	2015/16
Student tuition and fees	\$2,523,914	\$2,520,989	\$2,519,438	\$2,574,360	\$2,605,353
State Appropriations	\$4,039,458	\$3,853,582	\$4,662,085	\$4,708,758	\$4,765,726
Grants/Contracts/Scholarships (Federal, State, Local, & Private)	\$1,826,099	\$2,481,138	\$3,168,309	\$3,262,780	\$2,603,444
Property Taxes	\$9,483,072	\$10,086,059	\$10,511,511	\$11,022,556	\$11,815,295
Auxiliary Enterprises & Other Revenue	\$391,939	\$402,313	\$465,182	\$453,203	\$550,041
<b>TOTAL</b>	<b>\$18,264,482</b>	<b>\$19,344,081</b>	<b>\$21,326,525</b>	<b>\$22,021,657</b>	<b>\$22,339,859</b>

Source: Galveston College Financial Audit Reports -- Statement of Revenues, Expenses, and Changes in Net Position

## SOURCES and USES OF FUNDS

### Five-Year Expenditure History – 2011/12 to 2015/16



Expense Category	2011/12	2012/13	2013/14	2014/15	2015/16
Instruction	\$6,120,920	\$7,464,287	\$7,810,357	\$7,519,930	\$8,007,612
Academic Support	\$1,261,409	\$1,358,225	\$1,403,811	\$1,471,634	\$1,619,862
Student Services	\$2,527,036	\$2,404,847	\$2,759,863	\$2,784,895	\$2,728,445
Institution Support	\$3,620,875	\$3,862,331	\$4,190,963	\$4,098,804	\$4,399,197
Operations/Maintenance	\$2,391,461	\$2,468,967	\$2,694,685	\$2,557,757	\$2,448,345
Public Services	\$36,624	\$18,957	\$12,355	\$21,480	\$35,707
Scholarships/Fellowships	\$3,007,795	\$2,770,364	\$2,391,918	\$2,089,940	\$1,905,368
Auxiliary Enterprises	\$577,450	\$697,719	\$731,060	\$695,918	\$718,033
Depreciation	\$786,855	\$825,410	\$865,397	\$829,987	\$869,308
Transfers	(\$2,065,943)	(\$2,527,026)	(\$1,533,884)	(\$48,688)	(\$392,018)
<b>TOTAL</b>	<b>\$18,264,482</b>	<b>\$19,344,081</b>	<b>\$21,326,525</b>	<b>\$22,021,657</b>	<b>\$22,339,859</b>

Source: Galveston College Financial Audit Reports -- Statement of Revenues, Expenses, and Changes in Net Position

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**2016 FACTBOOK**

# **Service Area**



**2016 FACTBOOK**

*Office of Institutional Effectiveness and Research*

## Profile of Service Area High Schools 2016 Accountability Ratings

County	School	Grade Span	Accountability Rating
Galveston	Ball High School	9 - 12	Met Standard
	High Island High School	9 - 12	Improvement Required
Jefferson	Sabine Pass School	PK - 12	Met Standard
	Hamshire-Fannett High School	9 - 12	Met Standard

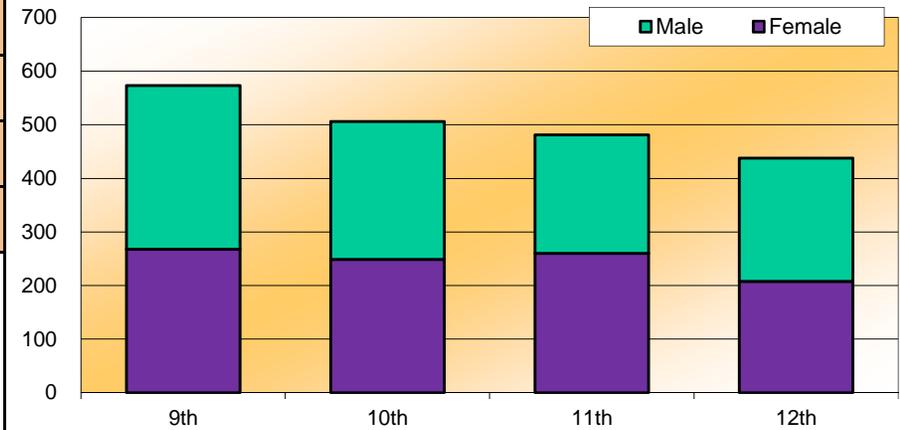
**Source:**

Texas Education Agency,  
 Accountability Rating System for Texas Public Schools & Districts  
<http://ritter.tea.state.tx.us/perfreport/account/>

## Profile of Service Area High Schools 2016-2017 Student Enrollment by GENDER

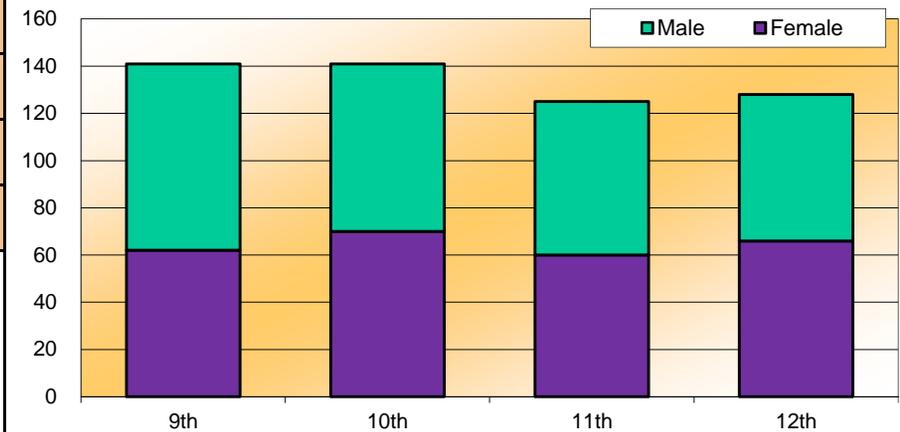
### Ball High School by Grade

Gender	9th	10th	11th	12th	Total
Female	268	249	260	208	<b>985</b>
Male	305	257	221	230	<b>1,013</b>
<b>TOTAL</b>	<b>573</b>	<b>506</b>	<b>481</b>	<b>438</b>	<b>1,998</b>



### Hamshire-Fannett High School by Grade

Gender	9th	10th	11th	12th	Total
Female	62	70	60	66	<b>258</b>
Male	79	71	65	62	<b>277</b>
<b>TOTAL</b>	<b>141</b>	<b>141</b>	<b>125</b>	<b>128</b>	<b>535</b>

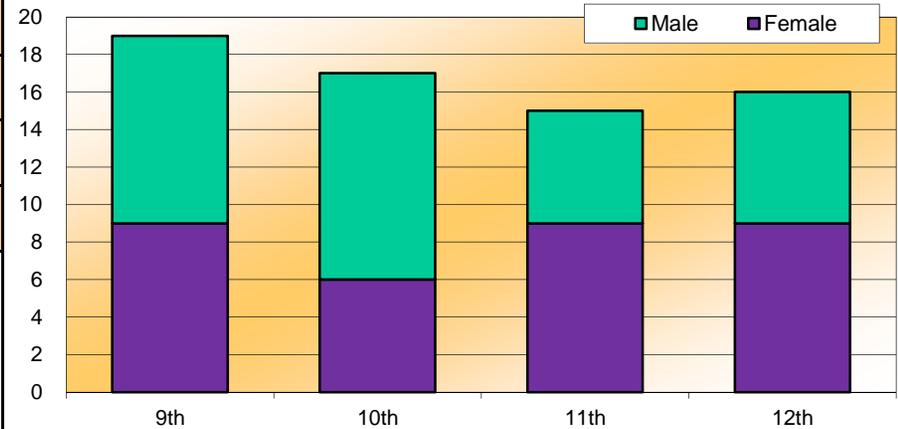


Source: Texas Education Agency, Student Enrollment Reports

## Profile of Service Area High Schools 2016-2017 Student Enrollment by GENDER

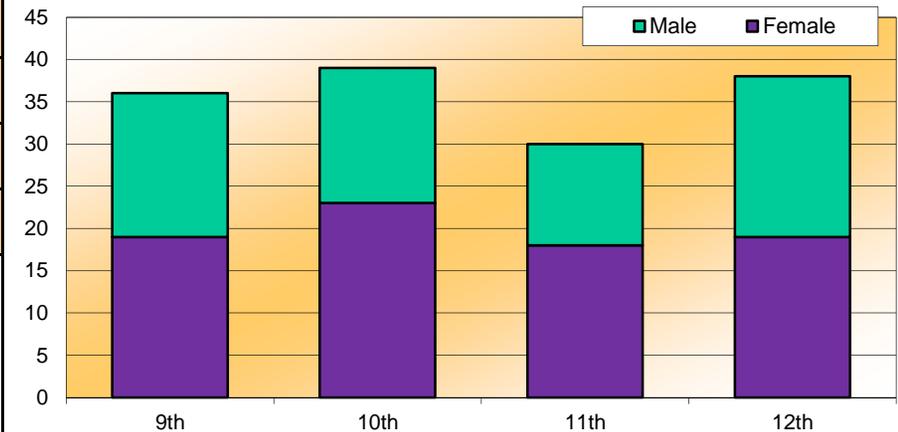
### High Island High School by Grade

Gender	9th	10th	11th	12th	Total
Female	9	6	9	9	33
Male	10	11	6	7	34
<b>TOTAL</b>	<b>19</b>	<b>17</b>	<b>15</b>	<b>16</b>	<b>67</b>



### Sabine Pass School by Grade

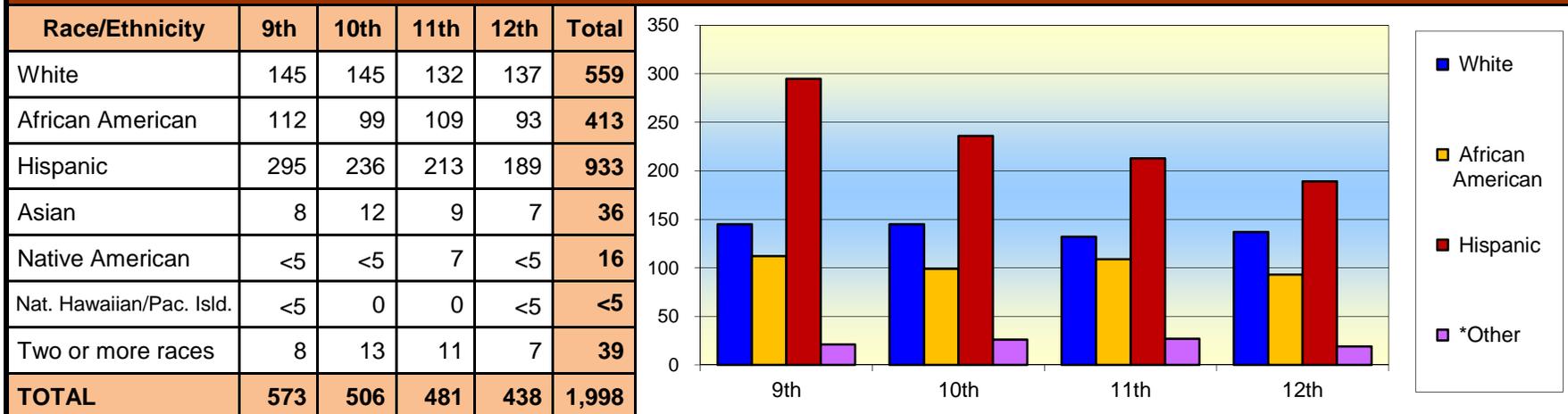
Gender	9th	10th	11th	12th	Total
Female	19	23	18	19	79
Male	17	16	12	19	64
<b>TOTAL</b>	<b>36</b>	<b>39</b>	<b>30</b>	<b>38</b>	<b>143</b>



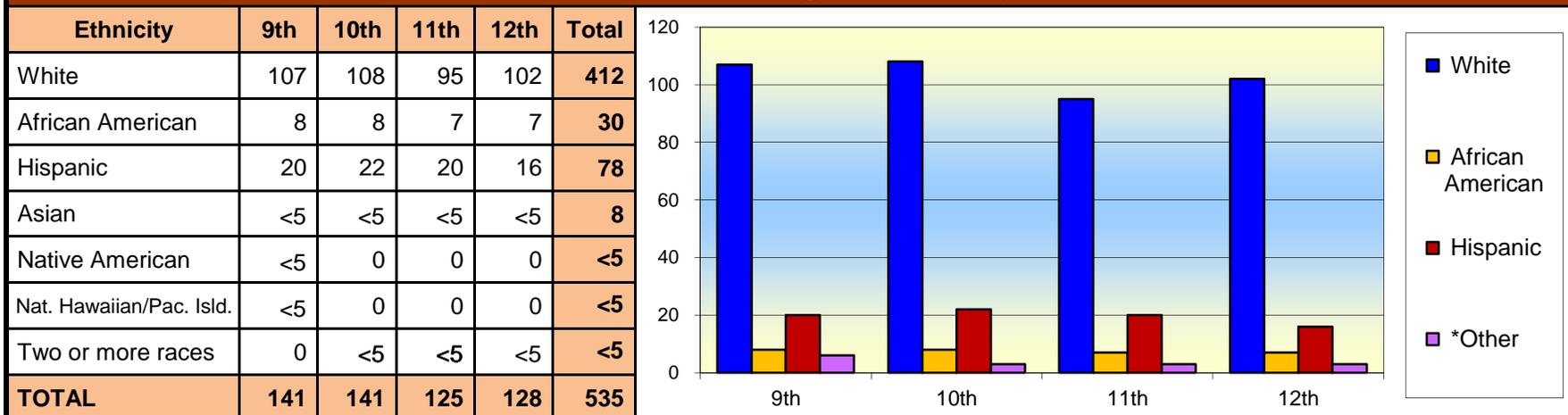
Source: Texas Education Agency, Student Enrollment Reports

## Profile of Service Area High Schools 2016-2017 Student Enrollment by ETHNICITY

### Ball High School by Grade



### Hamshire-Fannett High School by Grade



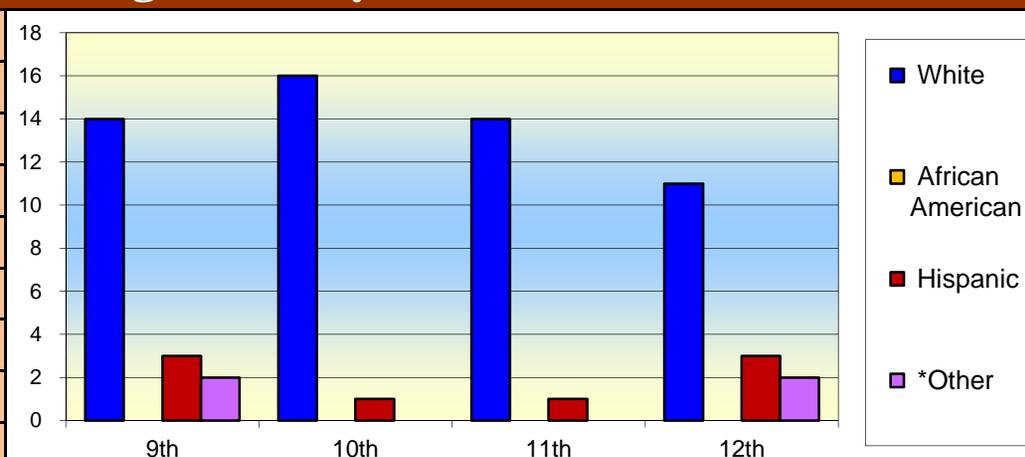
Source: Texas Education Agency,  
Student Enrollment Reports

NOTE: Counts less than 5 and greater than 0, are masked with the value "<5" to comply with FERPA.  
\*Other (Sum of Asian, Native American, Native Hawaiian/Pacific Islander, and Two or more races.)

## Profile of Service Area High Schools 2016-2017 Student Enrollment by ETHNICITY

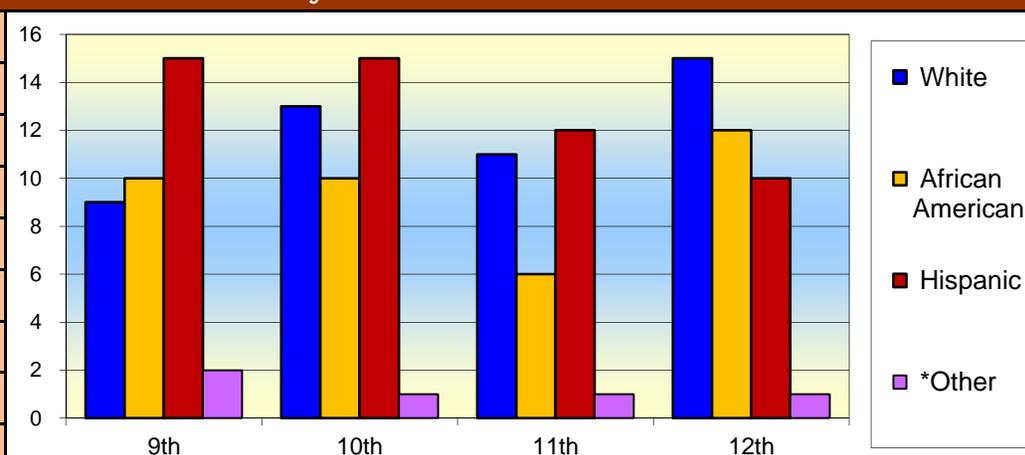
### High Island High School by Grade

Ethnicity	9th	10th	11th	12th	Total
White	14	16	14	11	55
African American	0	0	0	0	0
Hispanic	<5	<5	<5	<5	8
Asian	0	0	0	0	0
Native American	0	0	0	<5	<5
Nat. Hawaiian/Pac. Isld.	0	0	0	0	0
Two or more races	<5	0	0	<5	<5
<b>TOTAL</b>	<b>19</b>	<b>17</b>	<b>15</b>	<b>16</b>	<b>67</b>



### Sabine Pass School by Grade

Ethnicity	9th	10th	11th	12th	Total
White	9	13	11	15	48
African American	10	10	6	12	38
Hispanic	15	15	12	10	52
Asian	<5	0	0	0	<5
Native American	0	0	0	<5	<5
Nat. Hawaiian/Pac. Isld.	0	0	0	0	0
Two or more races	<5	<5	<5	0	<5
<b>TOTAL</b>	<b>36</b>	<b>39</b>	<b>30</b>	<b>38</b>	<b>143</b>



Source: Texas Education Agency,  
Student Enrollment Reports

NOTE: Counts less than 5 and greater than 0, are masked with the value "<5" to comply with FERPA.  
\*Other (Sum of Asian, Native American, Native Hawaiian/Pacific Islander, and Two or more races.)

**FY 2016 Texas High School Graduates  
Enrolled in Texas Public or Independent Higher Education in Fall 2016**

ISD	High School	Institution	Total Students	Percent
Galveston ISD	Ball HS	<b>Total High School Graduates</b>	<b>428</b>	
		GALVESTON COLLEGE	127	30%
		UNIVERSITY OF TEXAS - AUSTIN	13	3%
		TEXAS A&M UNIVERSITY - GALVESTON	10	2%
		PRAIRIE VIEW A&M UNIVERSITY	7	2%
		STEPHEN F. AUSTIN STATE UNIVERSITY	6	1%
		TEXAS A&M UNIVERSITY	6	1%
		UNIVERSITY OF HOUSTON	6	1%
		UNIVERSITY OF TEXAS - SAN ANTONIO	6	1%
		TEXAS STATE UNIVERSITY	5	1%
		Other Pub/Ind 4-yr Inst. (15)	32	7%
		Other Pub/Ind 2-yr Inst. (7)	8	2%
		Not trackable	26	6%
		Not found	176	41%

Source: THECB and Texas Education Agency; Texas High School Graduates Report by High School County, School District, High School  
<http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>

**Notes:**

- "Other" records combine records where Total Students from one Institution <5.
- "Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
- "Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

## Galveston College's Service Area Profile

### Galveston College's service area includes:

- the territory within the Galveston Independent School District;
- the part of Galveston and Chambers counties located on the Bolivar Peninsula, including the municipality of High Island and the High Island Independent School District; and
- the territory within the Sabine Pass and Hamshire-Fannett Independent School Districts in Jefferson County.

**Source:**

Texas Legislature Online, Texas Statutes -- Education Code 130.179 (Added by Acts 1995, 74th Leg., Ch. 971, Sec. 1, eff. Sept. 1, 1995.)  
<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.130.htm#130.179>