



Fact Book

2019

Opening doors.
Changing lives.



Table of Contents

| | |
|-------------------------------------------------------------------------------|----|
| Introduction..... | 1 |
| Vision, Mission, and Goals | 2 |
| History..... | 5 |
| Board of Regents..... | 7 |
| Presidents..... | 8 |
| Service Area..... | 9 |
| Service Area High School Profiles: 2018-19 | 10 |
| Enrollment..... | 11 |
| Fall Enrollment Trends..... | 11 |
| Trend in Fall Headcount, FTE, Contact Hours, and Semester Credit Hours..... | 11 |
| Trend in Enrollment by Zip Code | 12 |
| Fall 2019 Top Ten Zip Code Enrollment by City..... | 12 |
| Trend in International and Out-of-State Enrollment..... | 13 |
| Annual Enrollment Trends..... | 15 |
| Trend in Annual Headcount, FTE, Contact Hours, and Semester Credit Hours..... | 15 |
| Trend in Annual Unduplicated Headcount: Credit and Non-Credit | 16 |
| Trend in Funded Contact Hours by Funding Year | 17 |
| Awards..... | 18 |
| Awards Profile..... | 18 |
| Degrees and Certificates Awarded – AY2019 | 18 |
| Awards by Gender | 18 |
| Awards by Race/Ethnicity | 18 |
| Trend in Award Types..... | 19 |
| Trend in Awards by Program Area..... | 20 |
| Student Achievement..... | 21 |
| Graduation Rate | 21 |
| Course Success Rate | 24 |
| Fall-to-Fall Persistence Rate..... | 25 |
| Graduate Success Rate..... | 26 |
| Certificate and Licensure Pass Rate | 27 |
| Accountability Measures | 29 |

| | |
|-------------------------------------------------------------|----|
| Success Points | 29 |
| Trend in Success Point Totals (Weighted) | 29 |
| Trend in Success Points Three-Year Rolling Average..... | 29 |
| Legislative Budget Board (LBB) Performance Measures..... | 30 |
| Trend in LBB Performance Measures | 30 |
| Faculty | 31 |
| Faculty Profile | 31 |
| Trend in Faculty by Rank..... | 31 |
| Trend in Faculty by Full-Time/Part-Time Status | 31 |
| Trend in Full-Time Faculty by Gender & Race/Ethnicity | 32 |
| Trend in Student/Faculty Ratio | 32 |
| Facilities | 33 |
| Facilities Overview | 33 |
| Square Footage | 33 |
| Net Square Footage by Function | 34 |
| Financial Data | 35 |
| Financial Overview..... | 35 |
| Trend in Revenues by Category | 35 |
| Annual Distribution of Revenues..... | 35 |
| Trend in Expenses by Category | 36 |
| Annual Distribution of Expenses..... | 36 |
| Tuition and Fees..... | 37 |

Introduction

The Galveston College Fact Book provides general statistical information about the College which may be useful to those engaged in planning, reporting, grant writing, and other data-centered endeavors related to the College. While this print version of the Fact Book is compiled and updated annually, the dashboards that constitute the online, interactive Fact Book are updated as new data become available. Both the print version and the interactive Fact Book are available online at: <http://gc.edu/about-gc/presidents-office/institutional-effectiveness/>.

Questions about the Fact Book are welcome and should be directed to [Carmen E. Allen, Director of Institutional Effectiveness and Research](#).

Vision, Mission, and Goals

Vision

GALVESTON COLLEGE – opening doors, changing lives.

Mission

GALVESTON COLLEGE, an innovative public post-secondary institution dedicated to student success, teaching and learning, creates accessible learning opportunities to fulfill individual and community needs by providing high quality educational programs and services.

Purposes

The purposes of Galveston College are defined in the Texas Education Code, Section 130.003, and shall be to provide:

- technical programs up to two years in length leading to associate degrees or certificates;
- occupational programs leading directly to employment in semi-skilled 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;
- 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 programs and other basic skills programs for adults; and,
- such other purposes as may be prescribed by the Texas Higher Education Coordinating Board or the Galveston College Board of Regents, in the best interest of post-secondary education in Texas.

Galveston College exists to serve these purposes as they relate first to the local service areas, then to the State of Texas, and finally, to the nation. Further, Galveston College accepts the challenge of providing the resources, curricula, instructional support, and personnel required to best serve the many educational needs of its students.

Philosophy

The faculty, staff, Board of Regents, and administrators at Galveston College are committed to the concept that our College be an open door to learning. With this goal in mind, we extend an educational opportunity to students of all ages who can profit from instruction. Every effort is made to provide equal access to the educational opportunities offered at Galveston College without regard to age, race, color, religion, national origin, gender, disability, genetic information, or veteran status.

In keeping with this philosophy, Galveston College recognizes and accepts the responsibility for providing curricula for university-bound students, for students seeking career opportunities in a variety of occupations, and for persons of the community seeking cultural enrichment, short-term skill training, or personal improvement opportunities. The College will seek to achieve these goals within the limits of its legal responsibilities and available fiscal resources.

Goals

The College District shall:

- provide an open door to learning and extend accessible educational opportunities to students of all ages who are able to benefit from instruction;
- improve student success through high-quality, learning-centered programs and support services that reflect the highest expectations and academic standards;
- continue to provide for a qualified and diverse faculty and staff through fair hiring processes and continuous professional development, as well as a competitive salary and benefits program accompanied by a healthy and safe work environment; and,
- provide equipment, technology resources, facilities, and grounds that create a physical environment conducive to teaching and learning, as well as student success in the 21st Century.

Values

The Board of Regents has developed a list of seven values that are an integral part of the College Mission and Vision. The values reinforce the Board's desire to provide ethical leadership and are used in making decisions undertaken by the college community as the Mission is operationalized. From the development of strategic goals to the simplest actions and decisions taken by college staff, these values will manifest themselves.

- **Access** - Providing an open door to learning while extending accessible educational opportunities to qualified students of all ages who can profit from instruction.
- **Academic Excellence and Student Success** - Providing high-quality, learning-centered programs and services that focus on achieving student success and academic excellence while improving student learning outcomes.
- **Integrity** - Fostering a culture of trust, honesty, openness, and fairness, while upholding high ethical standards.
- **Respect** - Fostering an environment that seeks to understand and value the importance and contributions of each individual.
- **Diversity and Inclusion** - Affirming and empowering members of the college community by celebrating diversity, inclusion, and cultural awareness.
- **Innovation** - Creating and developing learning opportunities that support business and industry through innovative teaching-learning methods and strategies.
- **Stewardship** - Ensuring fiscally sound business practices to provide the resources necessary to foster teaching and learning for today and tomorrow.

History

In fall 2020, Galveston College will enter its 54th year of service to the Galveston region, providing affordable higher education and career training since opening its doors in September of 1967. From its beginnings, in the former Saint Mary's Orphanage at 4015 Avenue Q on Galveston Island, Galveston College has blossomed into a dynamic community college covering two locations.

Early Days

As early as 1934, there was local interest in developing a junior/community college in Galveston. After several false starts, the Galveston Chamber of Commerce, in 1964, put money and people behind a college movement. In September of 1966, the Galveston Junior College District Board of Regents held its first meeting after being appointed by the Board of Trustees of the Galveston Independent School District. In December of 1966, a local maintenance tax of up to 27 cents per \$100 property valuation was approved by the majority of voters within the junior college district. The college district area was created to match the independent school district that includes Galveston Island, Port Bolivar and a portion of Crystal Beach.

In May of 1967, with the help of a \$340,000 grant from the Moody Foundation, the original Board of Regents of the Galveston Community College District purchased St. Mary's Orphanage from the Galveston-Houston Catholic Diocese. On September 18, 1967, Galveston College opened its doors to 703 students. Galveston College occupied Moody Hall, the refurbished orphanage, as its only campus facility. The initial academic offerings were broad in scope, while the vocational programs were minimal but with strong offerings in nursing, office occupations, engineering/drafting and law enforcement.

Campus Growth

In June of 1972, with the help of a \$1 million Moody Foundation grant, Galveston College opened its second facility, the Mary Moody Northen Vocational Center. This facility brought more faculty offices and vocational labs to Galveston College students. In December of 1973, Galveston College acquired a 5.2-acre site with a structure at the former Fort Crockett hospital/armory. Within a year, this property, known as the Fort Crockett Campus, offered nursing classes, art classes and a theatre.

In 1981, Galveston College grew to occupy the second floor of the Shearn Moody Plaza and, in September of 1982, the Eudine Meadows Cheney Student Center opened. In 1990, Galveston College opened Regents Hall and completed renovation of Moody Hall. A new Fine Arts Center and the Sarah Hermes Fitness Center and Gym opened in 1996. Full relocation of the arts gallery and arts program occurred in 2007 with the sale of the Fort Crockett Campus. In 2010, the college opened the Abe and Annie Seibel Foundation wing of the Cheney Student Center, with a generous gift of \$1.5 million from the Seibel Foundation.

Galveston College: Today and Tomorrow

Galveston College offers two-year associate degrees and technical certificates, as well as continuing education for professional and personal development and customized training for business and industry. Offerings include academic-transfer programs for students who plan to pursue bachelor's degrees and workforce programs for many of the area's most in-demand careers.

Since the beginning at Galveston College, students have been the priority. A special program of the Galveston College Foundation called Universal Access, which has received national and statewide attention, gives tuition assistance to every high school, home-schooled and GED graduate who lives in Galveston. The Galveston College Foundation also awards more than \$90,000 in other scholarships annually to students.

The Charlie Thomas Family Applied Technology Center, located at 7626 Broadway Boulevard in Galveston, opened in 2013 and consists of four buildings. Technical education programs in Cosmetology, Welding, Heating Ventilation, Air Conditioning and Refrigeration, Electronics and Electrical Technology, Pipefitting, Instrumentation Technology and Medical Administration are offered at this location. Other technical education programs will be housed at the center as they are developed for the Galveston workforce.

In 2017, the Board of Regents of the Galveston Community College District took historic votes, creating the opportunity for Galveston College to pursue the offering of two bachelor's degree programs for the first time in its 50-year history. Galveston College launched its first bachelor's degree, a Bachelor of Applied Science in Healthcare Management, in fall 2019. A second degree is in the planning stages.

Board of Regents

The chief duty of the Board of Regents is to provide for the progress and welfare of the College, and to establish the policies that govern the College's organization and operation. The Board consists of nine members; each member is elected for a term of six years.



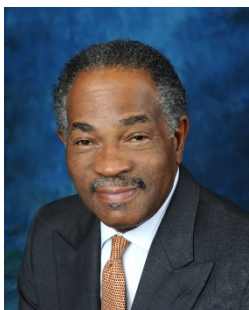
Mary R. Longoria
Position 1
Term Expires: May 2024



Fred D. Raschke
Position 2
Vice Chairperson
Term Expires: May 2024



Karen F. Flowers
Position 3
Chairperson
Term Expires: May 2024



Raymond Lewis, Jr.
Position 4
Term Expires: May 2020



Michael B. Hughes
Position 5
Secretary
Term Expires: May 2020



Carroll G. Sunseri
Position 6
Term Expires: May 2020



Rebecca Trout Unbehagen
Position 7
Term Expires: May 2022



Carl E. Kelly
Position 8
Term Expires: May 2022



Armin Cantini
Position 9
Term Expires: May 2022

Presidents

| | |
|----------------------------|-------------------------------|
| David Glenn Hunt, Ph.D. | February 1967 – April 1968 |
| Melvin M. Plexco | April 1968 – August 1981 |
| Jack E. Stone, Ph.D. | July 1981 – October 1983 |
| John E. Pickelman, Ph.D. | November 1983 – February 1991 |
| Marc A. Nigliazzo, Ph.D. | March 1991 – August 1995 |
| C. B. Rathburn, III, Ph.D. | January 1995 – December 2000 |
| Elva Concha LeBlanc, Ph.D. | July 2001 – October 2006 |
| W. Myles Shelton, Ed.D. | July 2007 – Present |

Service Area

Galveston College's service area includes:

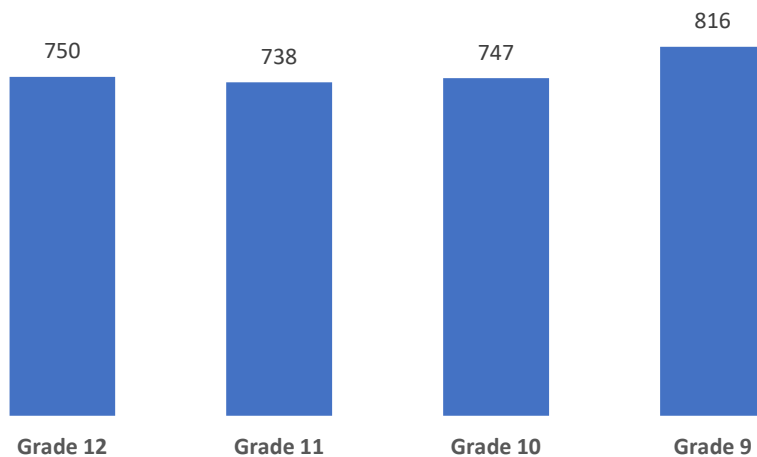
- the territory within the Galveston Independent School District;
- the part of Galveston and Chambers counties located on the Bolivar Peninsula, including the municipality of High Island and the High Island Independent School District; and
- the territory within the Sabine Pass and Hamshire-Fannett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

Service Area High School Enrollment by Grade Level

| School | Grade 12 | | Grade 11 | | Grade 10 | | Grade 9 | |
|--------------------------------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | N | % | N | % | N | % | N | % |
| Ball High School | 502 | 66.9% | 483 | 65.4% | 499 | 66.8% | 561 | 68.8% |
| Hamshire-Fannett High School | 133 | 17.7% | 138 | 18.7% | 139 | 18.6% | 147 | 18.0% |
| High Island School | 9 | 1.2% | 19 | 2.6% | 21 | 2.8% | 19 | 2.3% |
| O'Connell College Preparatory School | 28 | 3.7% | 27 | 3.7% | 22 | 2.9% | 19 | 2.3% |
| Odyssey Academy - Galveston | 45 | 6.0% | 39 | 5.3% | 30 | 4.0% | 40 | 4.9% |
| Sabine Pass School | 33 | 4.4% | 32 | 4.3% | 36 | 4.8% | 30 | 3.7% |
| Grand Total | 750 | 100.0% | 738 | 100.0% | 747 | 100.0% | 816 | 100.0% |

Sources: Texas Education Agency - PEIMS Student Enrollment Reports, O'Connell High School

Combined Service Area High Schools – Grade Level Distribution



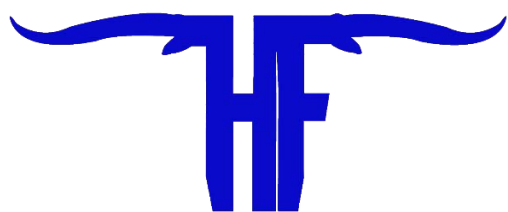
Sources: Texas Education Agency - PEIMS Student Enrollment Reports, O'Connell High School

Service Area High School Profiles: 2018-19



Ball High School
4115 Avenue O
Galveston, TX 77550

2,045
Students



Hamshire-Fannett High School
12702 2nd St.
Hamshire, TX 77622

557
Students



High Island High School
2113 6th St.
High Island, TX 77623

68
Students



**O'Connell College
Preparatory School**
1320 Tremont Street
Galveston, TX 77550

96
Students
(Grades 9-12)



Odyssey Academy - Galveston
2113 6th St.
High Island, TX 77623

154
Students
(Grades 9-12)



Sabine Pass ISD
5641 South Gulfway Drive
Sabine Pass, TX 77655

131
Students
(Grades 9-12)

Enrollment

Fall Enrollment Trends

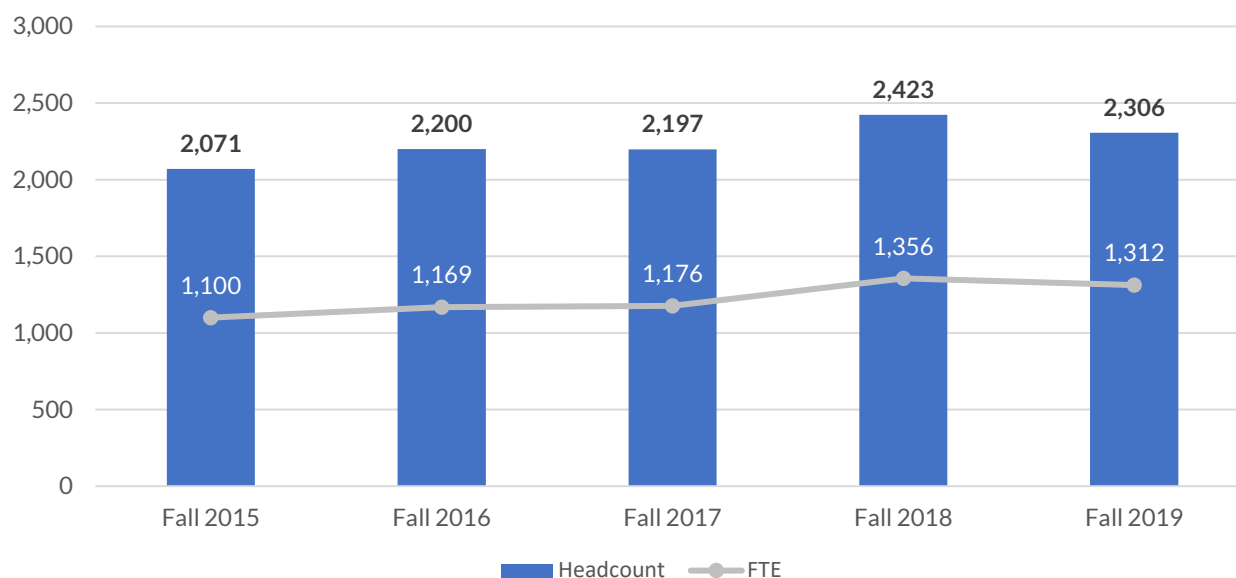
Fall headcount represents an unduplicated count of all students who are enrolled in credit courses at Galveston College as of census day in the fall semester. For these purposes, enrollment does not include flex-entry students. Full-time equivalency (FTE) is the conversion of the number of all students enrolled full-time and part-time into an equivalent number of full-time students. To calculate FTE for fall, the total number of semester credit hours is divided by 15. Contact hours and semester credit hours include both funded and unfunded hours.

Trend in Fall Headcount, FTE, Contact Hours, and Semester Credit Hours

| Enrollment Measure | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Five Year % Change |
|-----------------------|-----------|-----------|-----------|-----------|-----------|--------------------|
| Headcount | 2,071 | 2,200 | 2,197 | 2,423 | 2,306 | 11.3% |
| FTE | 1,100 | 1,169 | 1,176 | 1,356 | 1,312 | 19.3% |
| Contact Hours | 387,520 | 420,800 | 420,208 | 484,704 | 465,648 | 20.2% |
| Semester Credit Hours | 16,644 | 17,528 | 17,640 | 20,340 | 19,679 | 18.2% |

Source: THECB Certified Reports (CBM001), Fall 2015 - 2019

Trend in Fall Headcount and FTE

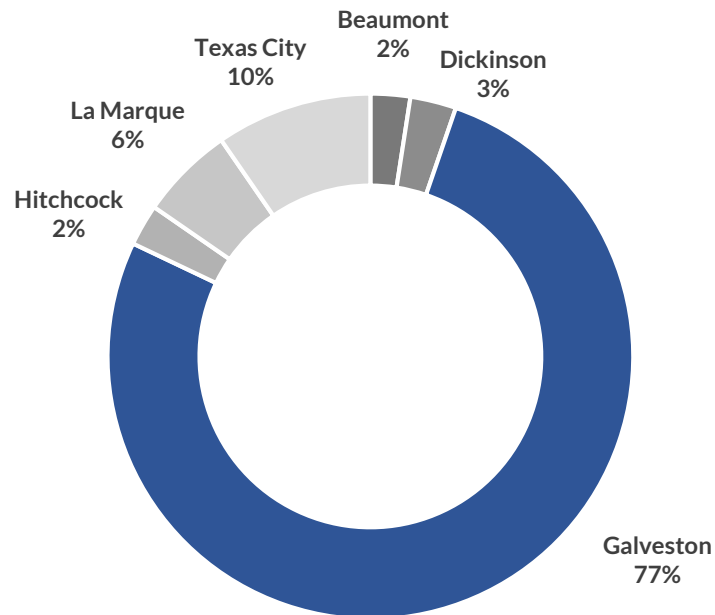


Trend in Enrollment by Zip Code

| Zip Code/City | Fall 2015 | | Fall 2016 | | Fall 2017 | | Fall 2018 | | Fall 2019 | |
|-------------------------|--------------|---------------|--------------|---------------|--------------|---------------|--------------|---------------|--------------|---------------|
| | N | % | N | % | N | % | N | % | N | % |
| 77551-Galveston | 580 | 28.0% | 613 | 27.9% | 559 | 25.4% | 680 | 28.1% | 650 | 28.2% |
| 77550-Galveston | 558 | 26.9% | 592 | 26.9% | 606 | 27.6% | 628 | 25.9% | 574 | 24.9% |
| 77554-Galveston | 172 | 8.3% | 200 | 9.1% | 162 | 7.4% | 157 | 6.5% | 151 | 6.5% |
| 77568-La Marque | 63 | 3.0% | 85 | 3.9% | 81 | 3.7% | 96 | 4.0% | 104 | 4.5% |
| 77590-Texas City | 79 | 3.8% | 86 | 3.9% | 90 | 4.1% | 107 | 4.4% | 101 | 4.4% |
| 77591-Texas City | 54 | 2.6% | 44 | 2.0% | 61 | 2.8% | 75 | 3.1% | 72 | 3.1% |
| 77539-Dickinson | 34 | 1.6% | 38 | 1.7% | 53 | 2.4% | 57 | 2.4% | 51 | 2.2% |
| 77563-Hitchcock | 32 | 1.5% | 36 | 1.6% | 31 | 1.4% | 40 | 1.7% | 46 | 2.0% |
| 77705-Beaumont | 50 | 2.4% | 58 | 2.6% | 60 | 2.7% | 61 | 2.5% | 44 | 1.9% |
| 77552-Galveston | 16 | 0.8% | 16 | 0.7% | 12 | 0.5% | 7 | 0.3% | 8 | 0.3% |
| Top 10 Zip Codes | 1,638 | 79.1% | 1,768 | 80.4% | 1,715 | 78.1% | 1,908 | 78.7% | 1,801 | 78.1% |
| Other Zip Codes | 433 | 20.9% | 432 | 19.6% | 482 | 21.9% | 515 | 21.3% | 505 | 21.9% |
| Total Enrollment | 2,071 | 100.0% | 2,200 | 100.0% | 2,197 | 100.0% | 2,423 | 100.0% | 2,306 | 100.0% |

Source: THECB Certified Reports (CBM001), Fall 2015 - 2019, Colleague SIS

Fall 2019 Top Ten Zip Code Enrollment by City



Trend in International and Out-of-State Enrollment

| Country/State | Fall 2015 | | Fall 2016 | | Fall 2017 | | Fall 2018 | | Fall 2019 | |
|----------------------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|
| | N | % | N | % | N | % | N | % | N | % |
| Argentina | | 0.0% | | 0.0% | | 0.0% | | 0.0% | 1 | 0.0% |
| Australia | | 0.0% | | 0.0% | 2 | 0.1% | 2 | 0.1% | 1 | 0.0% |
| Bolivia | 1 | 0.0% | 1 | 0.0% | | 0.0% | | 0.0% | | 0.0% |
| Brazil | | 0.0% | | 0.0% | 2 | 0.1% | 2 | 0.1% | 2 | 0.1% |
| Cambodia (Kampuchea) | | 0.0% | | 0.0% | | 0.0% | 1 | 0.0% | | 0.0% |
| Canada | 4 | 0.2% | 5 | 0.2% | 5 | 0.2% | 10 | 0.4% | 1 | 0.0% |
| Chile | 1 | 0.0% | 1 | 0.0% | 2 | 0.1% | | 0.0% | | 0.0% |
| China, People's Rep of | | 0.0% | 1 | 0.0% | 1 | 0.0% | 2 | 0.1% | 1 | 0.0% |
| Cuba | | 0.0% | | 0.0% | | 0.0% | 1 | 0.0% | 1 | 0.0% |
| El Salvador | 3 | 0.1% | 1 | 0.0% | 2 | 0.1% | 2 | 0.1% | 3 | 0.1% |
| France | 1 | 0.0% | 1 | 0.0% | 1 | 0.0% | | 0.0% | | 0.0% |
| Germany | | 0.0% | | 0.0% | | 0.0% | 1 | 0.0% | | 0.0% |
| Guatemala | 1 | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% |
| Haiti | | 0.0% | 1 | 0.0% | | 0.0% | | 0.0% | | 0.0% |
| Honduras | 4 | 0.2% | 3 | 0.1% | 1 | 0.0% | 3 | 0.1% | 3 | 0.1% |
| Indonesia | | 0.0% | | 0.0% | | 0.0% | | 0.0% | 1 | 0.0% |
| Iran | | 0.0% | | 0.0% | 1 | 0.0% | 1 | 0.0% | | 0.0% |
| Jamaica | | 0.0% | | 0.0% | | 0.0% | 1 | 0.0% | 1 | 0.0% |
| Kenya | 1 | 0.0% | 1 | 0.0% | | 0.0% | 1 | 0.0% | 1 | 0.0% |
| Korea, South (Rep. of) | 1 | 0.0% | | 0.0% | 1 | 0.0% | | 0.0% | 1 | 0.0% |
| Mexico | 15 | 0.7% | 15 | 0.7% | 11 | 0.5% | 10 | 0.4% | 7 | 0.3% |
| Moldova | 1 | 0.0% | 2 | 0.1% | 2 | 0.1% | 1 | 0.0% | | 0.0% |
| Nepal | | 0.0% | | 0.0% | 1 | 0.0% | 1 | 0.0% | | 0.0% |
| Nigeria | | 0.0% | | 0.0% | | 0.0% | 1 | 0.0% | 1 | 0.0% |
| Philippines | 3 | 0.1% | 2 | 0.1% | | 0.0% | 2 | 0.1% | | 0.0% |
| Saudi Arabia | | 0.0% | 3 | 0.1% | | 0.0% | | 0.0% | | 0.0% |
| Spain | 1 | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% |
| Sweden | 1 | 0.0% | | 0.0% | | 0.0% | | 0.0% | 1 | 0.0% |
| Syria | | 0.0% | 1 | 0.0% | 1 | 0.0% | 1 | 0.0% | 1 | 0.0% |
| Taiwan | 1 | 0.0% | 1 | 0.0% | 1 | 0.0% | | 0.0% | | 0.0% |
| Trinidad and Tobago | 1 | 0.0% | 1 | 0.0% | | 0.0% | | 0.0% | | 0.0% |
| Ukraine | | 0.0% | 2 | 0.1% | 4 | 0.2% | 2 | 0.1% | 1 | 0.0% |
| United Kingdom | 2 | 0.1% | 1 | 0.0% | 1 | 0.0% | | 0.0% | | 0.0% |
| Venezuela | 1 | 0.0% | 1 | 0.0% | 1 | 0.0% | 1 | 0.0% | | 0.0% |
| Vietnam | | 0.0% | | 0.0% | 1 | 0.0% | 1 | 0.0% | | 0.0% |
| International Total | 43 | 2.1% | 44 | 2.0% | 41 | 1.9% | 47 | 1.9% | 28 | 1.2% |
| Alabama | | 0.0% | 1 | 0.0% | 1 | 0.0% | 2 | 0.1% | 1 | 0.0% |
| Alaska | | 0.0% | 2 | 0.1% | 1 | 0.0% | | 0.0% | 1 | 0.0% |
| Arizona | | 0.0% | 1 | 0.0% | 2 | 0.1% | 2 | 0.1% | 1 | 0.0% |
| Arkansas | | 0.0% | | 0.0% | 1 | 0.0% | | 0.0% | 1 | 0.0% |
| California | 7 | 0.3% | 5 | 0.2% | 7 | 0.3% | 6 | 0.2% | 4 | 0.2% |
| Colorado | 3 | 0.1% | 2 | 0.1% | | 0.0% | 1 | 0.0% | 1 | 0.0% |

| Country/State | Fall 2015 | | Fall 2016 | | Fall 2017 | | Fall 2018 | | Fall 2019 | |
|--------------------------------|--------------|---------------|--------------|---------------|--------------|---------------|--------------|---------------|--------------|---------------|
| | N | % | N | % | N | % | N | % | N | % |
| Connecticut | | 0.0% | | 0.0% | 1 | 0.0% | | 0.0% | | 0.0% |
| Florida | 4 | 0.2% | 8 | 0.4% | 3 | 0.1% | 8 | 0.3% | 3 | 0.1% |
| Georgia | | 0.0% | | 0.0% | 1 | 0.0% | | 0.0% | | 0.0% |
| Hawaii | | 0.0% | | 0.0% | | 0.0% | | 0.0% | 1 | 0.0% |
| Idaho | | 0.0% | | 0.0% | 2 | 0.1% | | 0.0% | | 0.0% |
| Illinois | 7 | 0.3% | 4 | 0.2% | 2 | 0.1% | 1 | 0.0% | 1 | 0.0% |
| Indiana | 1 | 0.0% | 1 | 0.0% | | 0.0% | 1 | 0.0% | 1 | 0.0% |
| Iowa | | 0.0% | 1 | 0.0% | | 0.0% | | 0.0% | | 0.0% |
| Kansas | 1 | 0.0% | | 0.0% | | 0.0% | | 0.0% | 1 | 0.0% |
| Kentucky | 1 | 0.0% | 1 | 0.0% | | 0.0% | | 0.0% | 1 | 0.0% |
| Louisiana | 18 | 0.9% | 15 | 0.7% | 18 | 0.8% | 12 | 0.5% | 9 | 0.4% |
| Maine | | 0.0% | 1 | 0.0% | 1 | 0.0% | 1 | 0.0% | 1 | 0.0% |
| Maryland | | 0.0% | 1 | 0.0% | | 0.0% | | 0.0% | | 0.0% |
| Massachusetts | | 0.0% | | 0.0% | | 0.0% | 1 | 0.0% | | 0.0% |
| Michigan | 1 | 0.0% | 2 | 0.1% | | 0.0% | | 0.0% | | 0.0% |
| Minnesota | 1 | 0.0% | | 0.0% | 1 | 0.0% | | 0.0% | | 0.0% |
| Mississippi | 2 | 0.1% | 1 | 0.0% | 1 | 0.0% | 1 | 0.0% | | 0.0% |
| Missouri | 1 | 0.0% | 3 | 0.1% | 2 | 0.1% | 4 | 0.2% | 1 | 0.0% |
| Nebraska | | 0.0% | | 0.0% | | 0.0% | | 0.0% | 1 | 0.0% |
| New Jersey | | 0.0% | | 0.0% | | 0.0% | | 0.0% | 1 | 0.0% |
| New Mexico | | 0.0% | 1 | 0.0% | 1 | 0.0% | 3 | 0.1% | 2 | 0.1% |
| New York | 5 | 0.2% | 4 | 0.2% | 3 | 0.1% | 1 | 0.0% | | 0.0% |
| North Carolina | 2 | 0.1% | | 0.0% | | 0.0% | 1 | 0.0% | | 0.0% |
| Ohio | | 0.0% | 1 | 0.0% | 2 | 0.1% | 1 | 0.0% | 1 | 0.0% |
| Oklahoma | 3 | 0.1% | 2 | 0.1% | 1 | 0.0% | 4 | 0.2% | 1 | 0.0% |
| Oregon | | 0.0% | | 0.0% | 1 | 0.0% | 2 | 0.1% | 2 | 0.1% |
| Pennsylvania | 4 | 0.2% | 1 | 0.0% | 2 | 0.1% | 1 | 0.0% | 2 | 0.1% |
| Puerto Rico | 2 | 0.1% | 2 | 0.1% | 3 | 0.1% | 4 | 0.2% | 4 | 0.2% |
| Rhode Island | | 0.0% | | 0.0% | | 0.0% | 1 | 0.0% | | 0.0% |
| South Carolina | 1 | 0.0% | 1 | 0.0% | | 0.0% | 3 | 0.1% | 1 | 0.0% |
| South Dakota | 1 | 0.0% | 2 | 0.1% | | 0.0% | | 0.0% | | 0.0% |
| Tennessee | 1 | 0.0% | 2 | 0.1% | | 0.0% | | 0.0% | | 0.0% |
| Utah | | 0.0% | | 0.0% | 1 | 0.0% | | 0.0% | | 0.0% |
| Virginia | 5 | 0.2% | 3 | 0.1% | 3 | 0.1% | 1 | 0.0% | | 0.0% |
| West Virginia | | 0.0% | | 0.0% | | 0.0% | | 0.0% | 1 | 0.0% |
| Wisconsin | 2 | 0.1% | | 0.0% | | 0.0% | 1 | 0.0% | 1 | 0.0% |
| Wyoming | | 0.0% | 1 | 0.0% | 2 | 0.1% | 1 | 0.0% | 1 | 0.0% |
| Washington | 1 | 0.0% | 2 | 0.1% | | 0.0% | | 0.0% | 1 | 0.0% |
| U.S. Out of State Total | 74 | 3.6% | 71 | 3.2% | 63 | 2.9% | 64 | 2.6% | 47 | 2.0% |
| Texas | 1,954 | 94.4% | 2,085 | 94.8% | 2,093 | 95.3% | 2,312 | 95.4% | 2,231 | 96.7% |
| Grand Total | 2,071 | 100.0% | 2,200 | 100.0% | 2,197 | 100.0% | 2,423 | 100.0% | 2,306 | 100.0% |

Source: THECB Certified Reports (CBM001), Fall 2015 - 2019

Annual Enrollment Trends

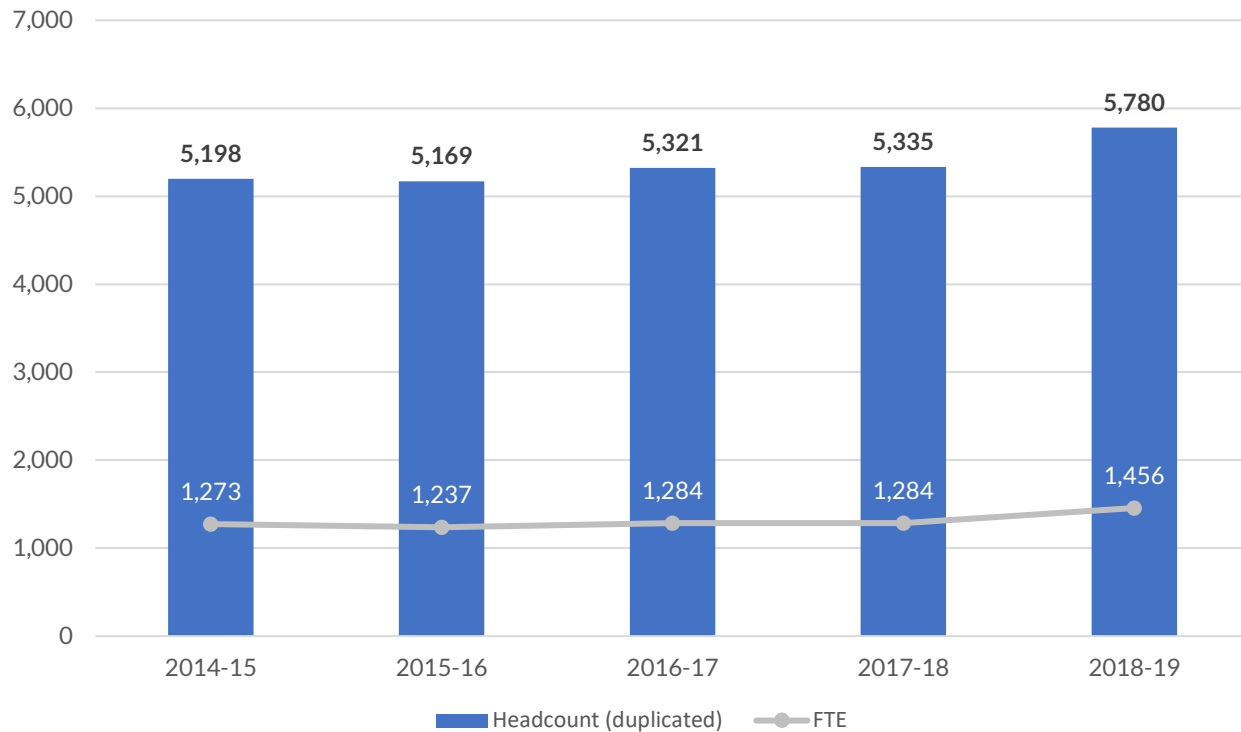
Annual headcount represents a duplicated count of all students who are enrolled in credit courses at Galveston College as of census day in the fall, spring, and/or summer semesters. Full-Time Equivalency (FTE) is the conversion of the number of all students enrolled full-time and part-time into an equivalent number of full-time students. To calculate annual FTE, the total number of semester credit hours for the academic year is divided by 30. Contact hours and semester credit hours include both funded and unfunded hours.

Trend in Annual Headcount, FTE, Contact Hours, and Semester Credit Hours

| Enrollment Measure | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Five Year % Change |
|------------------------------|---------|---------|-----------|-----------|-----------|--------------------|
| Headcount (duplicated) | 5,198 | 5,169 | 5,321 | 5,335 | 5,780 | 11.2% |
| FTE | 1,273 | 1,237 | 1,284 | 1,284 | 1,456 | 14.4% |
| Funded Contact Hours | 962,531 | 970,160 | 1,006,688 | 1,029,136 | 1,132,619 | 17.7% |
| Funded Semester Credit Hours | 41,592 | 40,937 | 41,989 | 42,410 | 46,467 | 11.7% |

Source: THECB Certified Reports (CBM001), AY2015 - AY2019

Trend in Annual Headcount and FTE

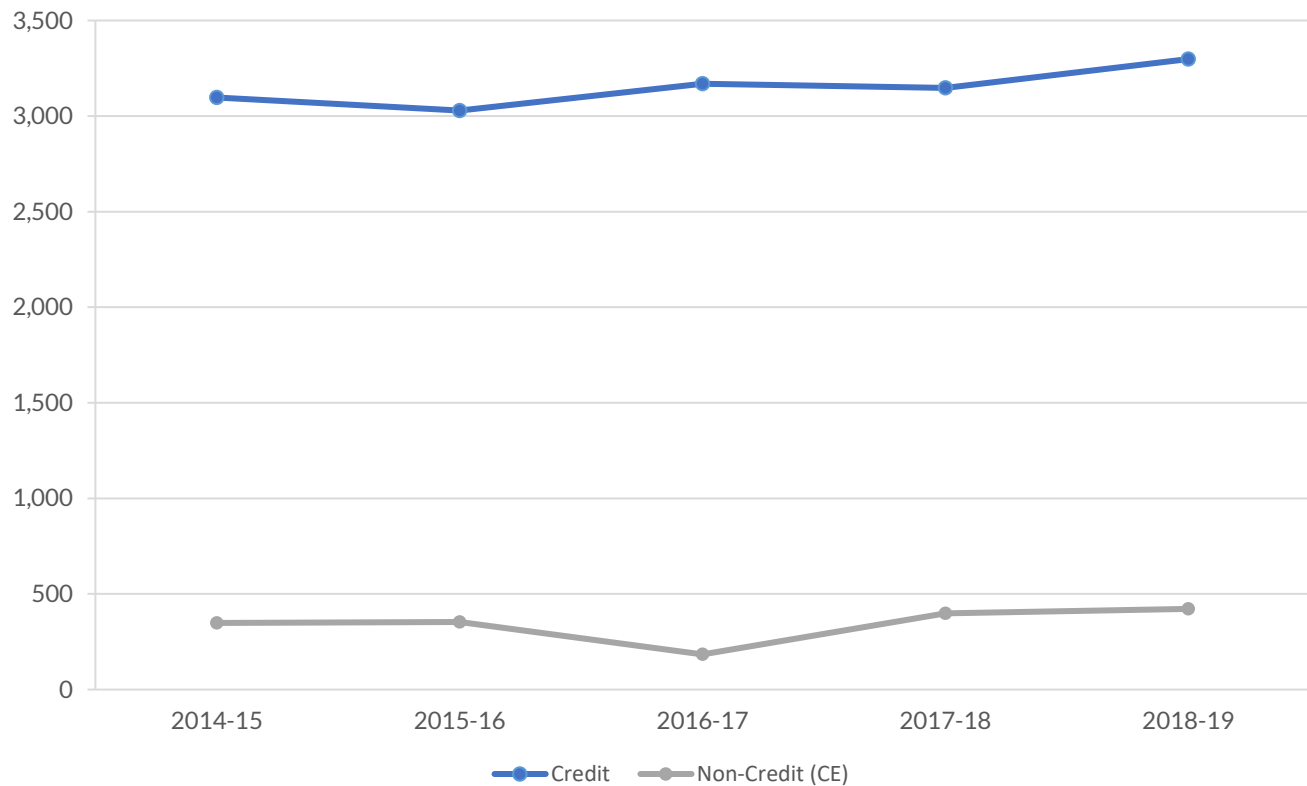


Trend in Annual Unduplicated Headcount: Credit and Non-Credit

| Student Type | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | |
|--------------------|--------------|---------------|--------------|---------------|--------------|---------------|--------------|---------------|--------------|---------------|
| | N | % | N | % | N | % | N | % | N | % |
| Credit | 3,097 | 89.9% | 3,029 | 89.5% | 3,169 | 94.5% | 3,147 | 88.8% | 3,298 | 87.2% |
| Non-Credit (CE) | 349 | 10.1% | 354 | 10.5% | 184 | 5.5% | 398 | 11.2% | 422 | 12.8% |
| Grand Total | 3,446 | 100.0% | 3,383 | 100.0% | 3,353 | 100.0% | 3,545 | 100.0% | 3,780 | 100.0% |

Source: THECB Certified Reports (CBM001, CBM00A), AY2015 - AY2019

Trend in Annual Unduplicated Headcount by Credit Status

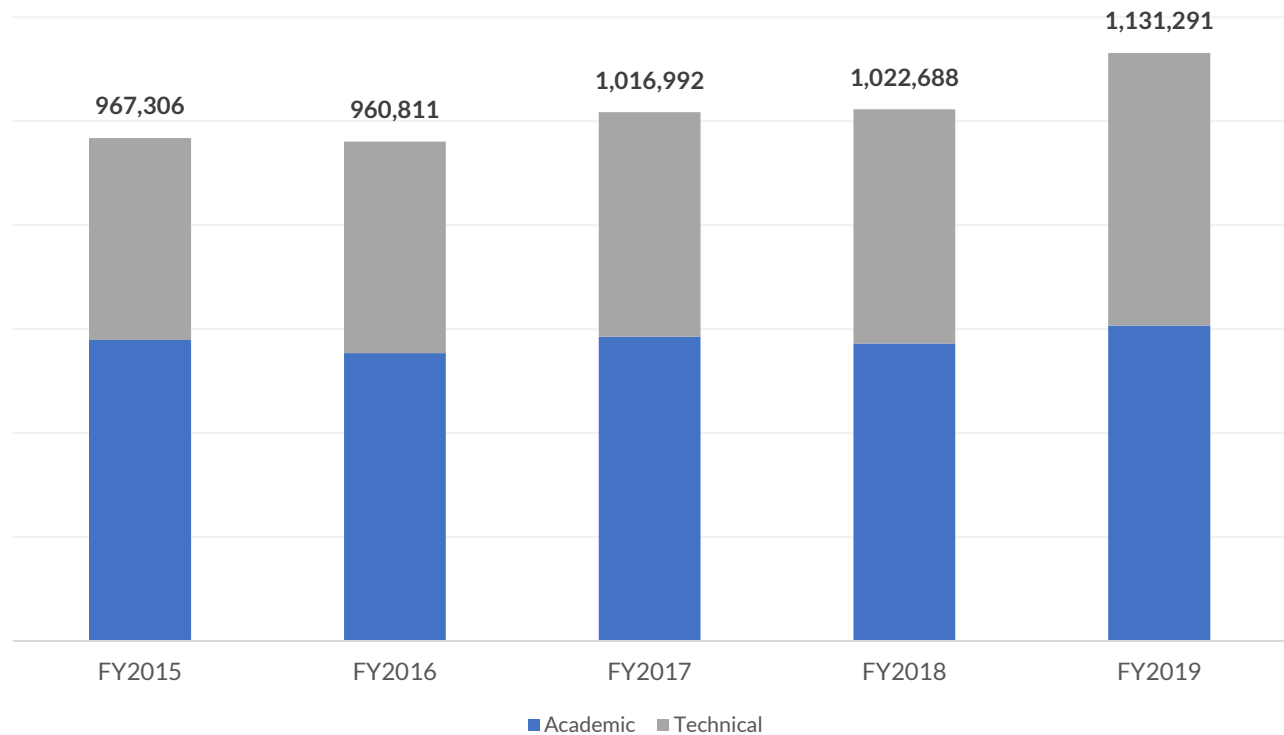


Trend in Funded Contact Hours by Funding Year

| | | FY2015 | FY2016 | FY2017 | FY2018 | FY2019 |
|--------------------|------------------------|----------------|----------------|------------------|------------------|------------------|
| Academic | Summer I | 59,426 | 55,883 | 56,000 | 52,864 | 51,392 |
| | Summer II | 40,256 | 38,544 | 41,344 | 39,984 | 36,384 |
| | Fall | 234,995 | 232,832 | 243,040 | 244,672 | 269,648 |
| | Spring | 244,069 | 226,320 | 244,736 | 234,976 | 249,211 |
| | Academic Total | 578,746 | 553,579 | 585,120 | 572,496 | 606,635 |
| Technical | Summer I | 42,176 | 39,840 | 36,080 | 30,576 | 33,360 |
| | Summer II | 41,936 | 44,752 | 54,944 | 54,640 | 63,376 |
| | Fall | 140,928 | 149,872 | 172,832 | 172,528 | 208,256 |
| | Spring | 163,520 | 172,768 | 168,016 | 192,448 | 219,664 |
| | Technical Total | 388,560 | 407,232 | 431,872 | 450,192 | 524,656 |
| Grand Total | | 967,306 | 960,811 | 1,016,992 | 1,022,688 | 1,131,291 |

Source: THECB Certified Reports (CBM001), FY2015 - FY2019

Trend in Funded Contact Hours by Program Type



Awards

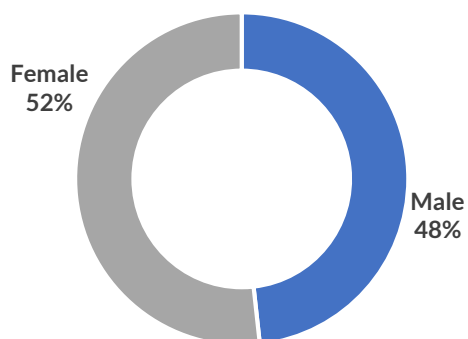
Awards Profile

Degrees and Certificates Awarded - AY2019

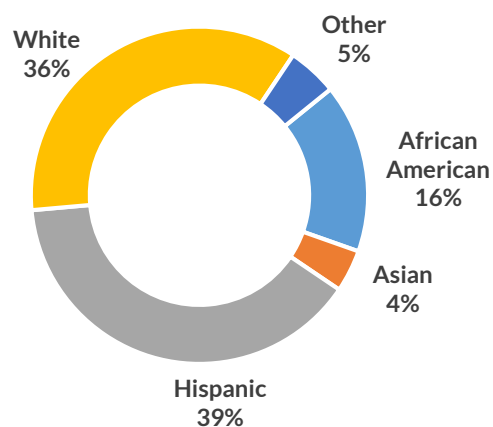
| Award | N | % |
|------------------------------------|------------|---------------|
| Associate in Arts (AA) | 56 | 8.1% |
| Associate in Applied Science (AAS) | 132 | 19.1% |
| Associate in Science (AS) | 80 | 11.6% |
| Advanced Technical Certificate | 100 | 14.5% |
| Level 1 Certificate | 253 | 36.7% |
| Level 2 Certificate | 69 | 10.0% |
| Total | 690 | 100.0% |

Source: THECB Certified Reports (CBM009), Fall 2019

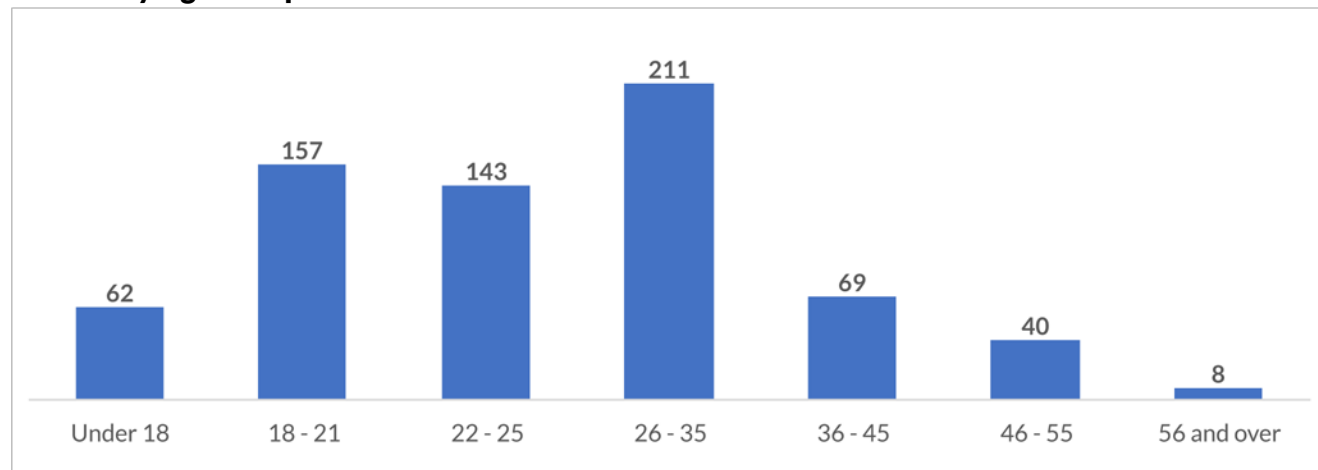
Awards by Gender



Awards by Race/Ethnicity



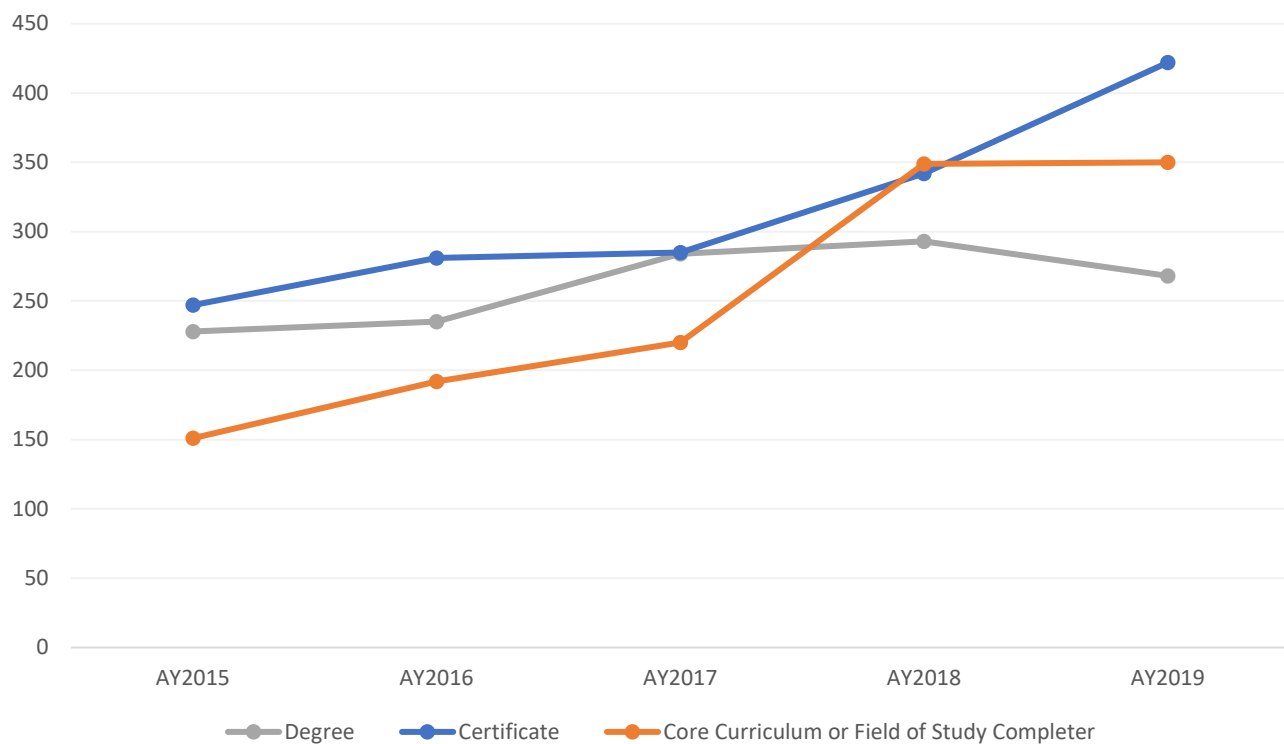
Awards by Age Group



Trend in Award Types

| Award Type | AY2015 | | AY2016 | | AY2017 | | AY2018 | | AY2019 | |
|---------------------------------------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|--------------|---------------|
| | N | % | N | % | N | % | N | % | N | % |
| Degree | 228 | 36.4% | 235 | 33.2% | 284 | 36.0% | 293 | 29.8% | 268 | 25.8% |
| Certificate | 247 | 39.5% | 281 | 39.7% | 285 | 36.1% | 342 | 34.8% | 422 | 40.6% |
| Core Curriculum or Field of Study Completer | 151 | 24.1% | 192 | 27.1% | 220 | 27.9% | 349 | 35.5% | 350 | 33.7% |
| Total | 626 | 100.0% | 708 | 100.0% | 789 | 100.0% | 984 | 100.0% | 1,040 | 100.0% |

Source: THECB Certified Reports (CBM009), Fall 2015 - 2019



Trend in Awards by Program Area

| Program Area | AY2015 | AY2016 | AY2017 | AY2018 | AY2019 | Trend |
|------------------------------------------|------------|------------|------------|------------|--------------|-------|
| Biology | 0 | 0 | 0 | 0 | 14 | |
| Computer Science | 0 | 0 | 0 | 0 | 1 | |
| Computer/Network Administration | 0 | 0 | 0 | 0 | 6 | |
| Core Completer | 151 | 192 | 220 | 240 | 172 | |
| Cosmetology | 7 | 20 | 16 | 20 | 15 | |
| Criminal Justice | 0 | 0 | 0 | 32 | 13 | |
| Criminal Justice Law Enforcement | 17 | 19 | 12 | 12 | 33 | |
| Culinary Arts | 16 | 4 | 18 | 16 | 17 | |
| Electrical & Electronics Technology | 21 | 29 | 5 | 28 | 11 | |
| Emergency Medical Services | 3 | 3 | 9 | 26 | 43 | |
| English Language & Literature | 0 | 0 | 0 | 0 | 51 | |
| Field of Study - Business | 0 | 0 | 0 | 75 | 8 | |
| Field of Study - Speech Communication | 0 | 0 | 0 | 2 | 0 | |
| General Studies | 127 | 128 | 183 | 172 | 136 | |
| Heating, Ventilation, A/C, Refrigeration | 21 | 35 | 38 | 42 | 31 | |
| Industrial Technology/Technician | 3 | 0 | 0 | 0 | 0 | |
| Instrumentation Technology | 0 | 0 | 0 | 0 | 9 | |
| Logistics | 0 | 0 | 0 | 0 | 4 | |
| Medical Administration | 24 | 31 | 52 | 50 | 51 | |
| Nuclear Medicine | 3 | 8 | 8 | 7 | 8 | |
| Nursing (AAS) | 49 | 44 | 51 | 57 | 126 | |
| Patient Care Technician | 0 | 0 | 0 | 14 | 0 | |
| Radiation Therapy | 8 | 10 | 6 | 6 | 9 | |
| Radiography/Tomography/MRI | 103 | 115 | 104 | 100 | 117 | |
| Sociology/Social Work | 0 | 0 | 0 | 0 | 18 | |
| Surgical Technology | 0 | 0 | 0 | 9 | 15 | |
| Vocational Nursing | 20 | 26 | 19 | 14 | 17 | |
| Welding Technology | 53 | 44 | 48 | 62 | 115 | |
| Total | 626 | 708 | 789 | 984 | 1,040 | |

Source: THECB Certified Reports (CBM009), Fall 2015 - 2019

Student Achievement

Galveston College has identified the following five measures to document student success in accordance with SACSCOC Core Requirement 8.1 (Student Achievement) – Graduation Rate, Course Success Rate, Fall-to-Fall Persistence Rate, Graduate Success Rate, and Certificate and Licensure Pass Rate.

Graduation Rate

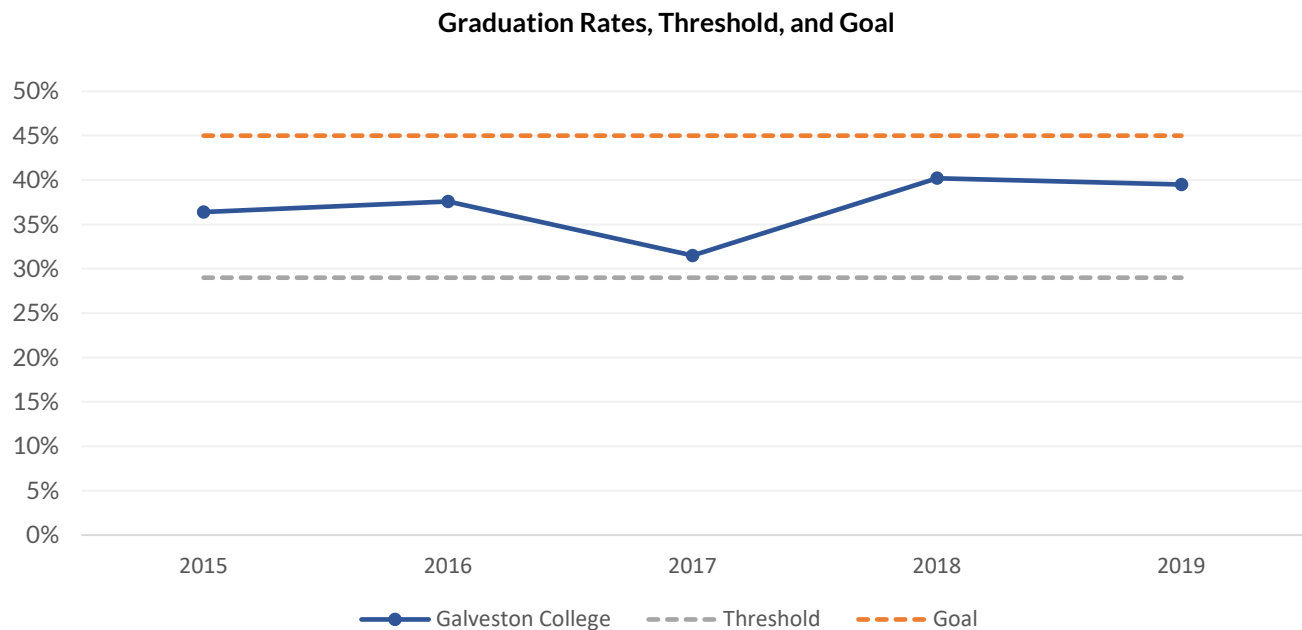
The National Student Clearinghouse Total Completion Rate was selected as the College's graduation rate for measuring student achievement. This six-year graduation rate tracks both full-time and part-time FTIC students and includes the success of those who transfer to and graduate from other institutions.

- Achievement Goal: 45%
- Minimum Threshold: 29%

Five-Year Trend in Graduation Rates

| | 2015 | 2016 | 2017 | 2018 | 2019 |
|------------------------------------------------------|-------|-------|-------|-------|-------|
| National Student Clearinghouse Total Completion Rate | 36.4% | 37.6% | 31.5% | 40.2% | 39.5% |

Source: National Student Clearinghouse, THECB Certified Reports (CBM001), Fall 2015 - Fall 2019

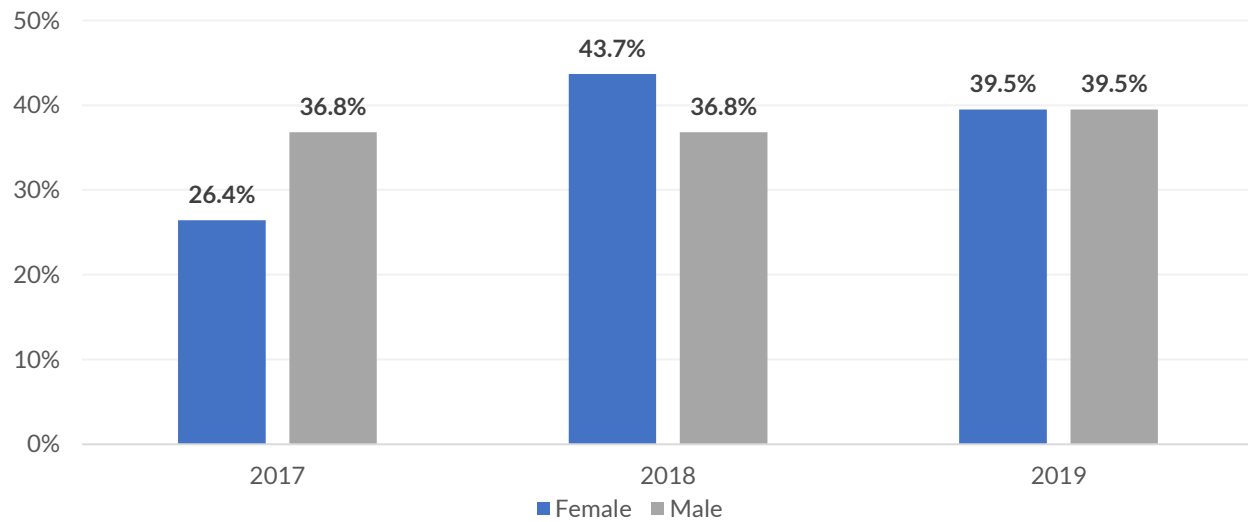


Three-Year Trend in Graduation Rates Disaggregated by Gender, Race/Ethnicity, Pell Eligibility, and First-Generation Status

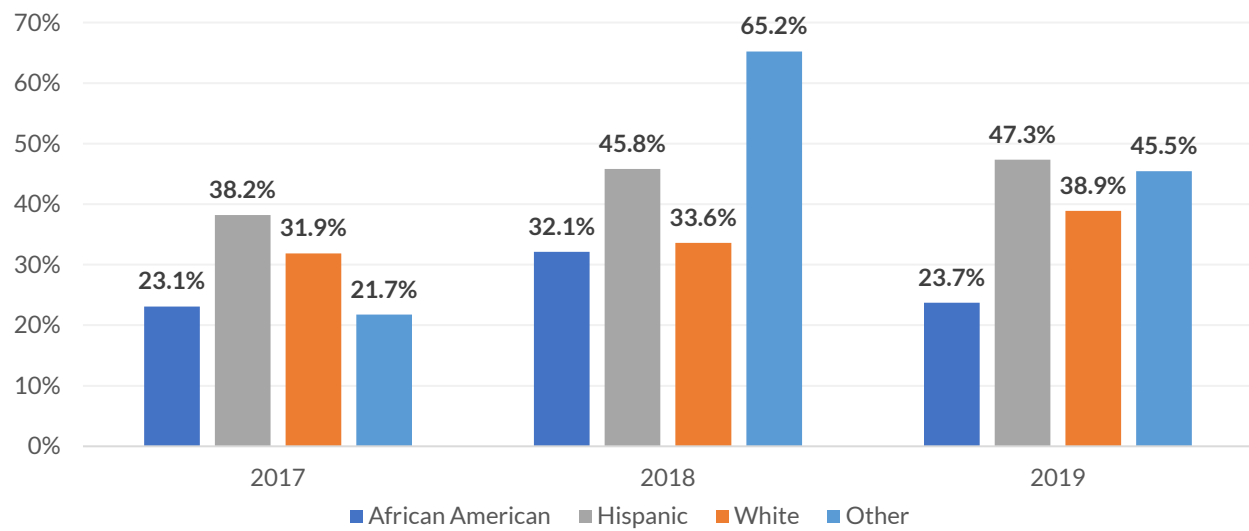
| | 2017 | | 2018 | | 2019 | |
|----------------------|------------|--------------|------------|--------------|------------|--------------|
| | Cohort | Rate | Cohort | Rate | Cohort | Rate |
| Grand Total | 337 | 31.5% | 321 | 40.2% | 319 | 39.5% |
| Female | 174 | 26.4% | 158 | 43.7% | 157 | 39.5% |
| Male | 163 | 36.8% | 163 | 36.8% | 162 | 39.5% |
| African American | 78 | 23.1% | 56 | 32.1% | 59 | 23.7% |
| Hispanic | 123 | 38.2% | 120 | 45.8% | 112 | 47.3% |
| White | 113 | 31.9% | 122 | 33.6% | 126 | 38.9% |
| Other | 23 | 21.7% | 23 | 65.2% | 22 | 45.5% |
| Pell-Eligible | 227 | 29.1% | 195 | 35.4% | 175 | 37.1% |
| Not Pell-Eligible | 60 | 46.7% | 77 | 63.6% | 84 | 51.2% |
| Unknown | 50 | 24.0% | 49 | 22.4% | 60 | 30.0% |
| First Generation | 67 | 29.9% | 70 | 35.7% | 124 | 40.3% |
| Not First Generation | 11 | 45.5% | 22 | 50.0% | 38 | 47.4% |
| Unknown | 259 | 31.3% | 229 | 40.6% | 157 | 36.9% |

Source: National Student Clearinghouse, THECB Certified Reports (CBM001), Fall 2017 - Fall 2019

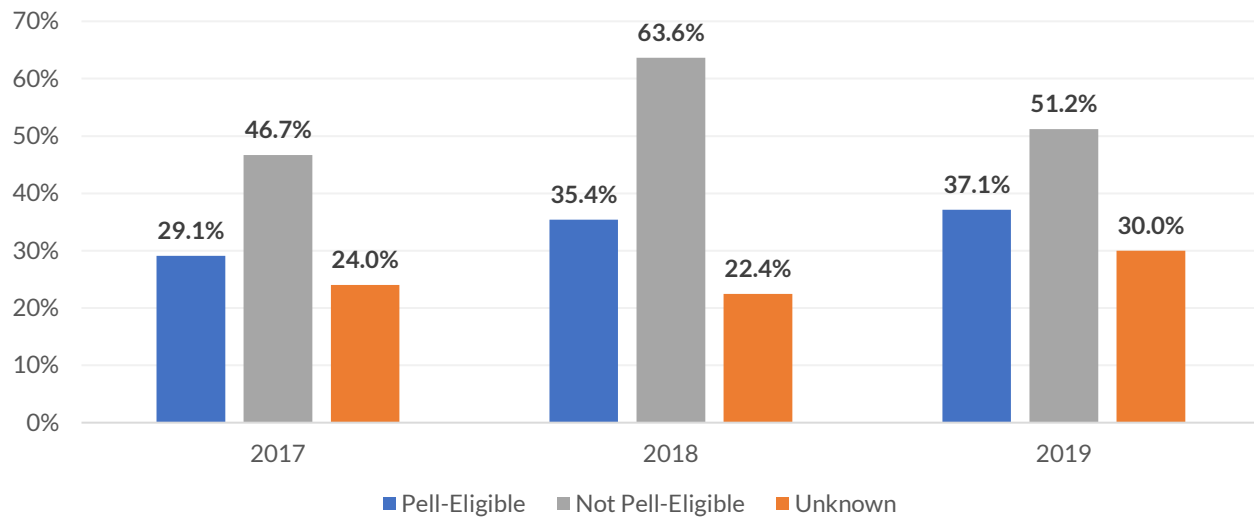
Graduation Rates by Gender



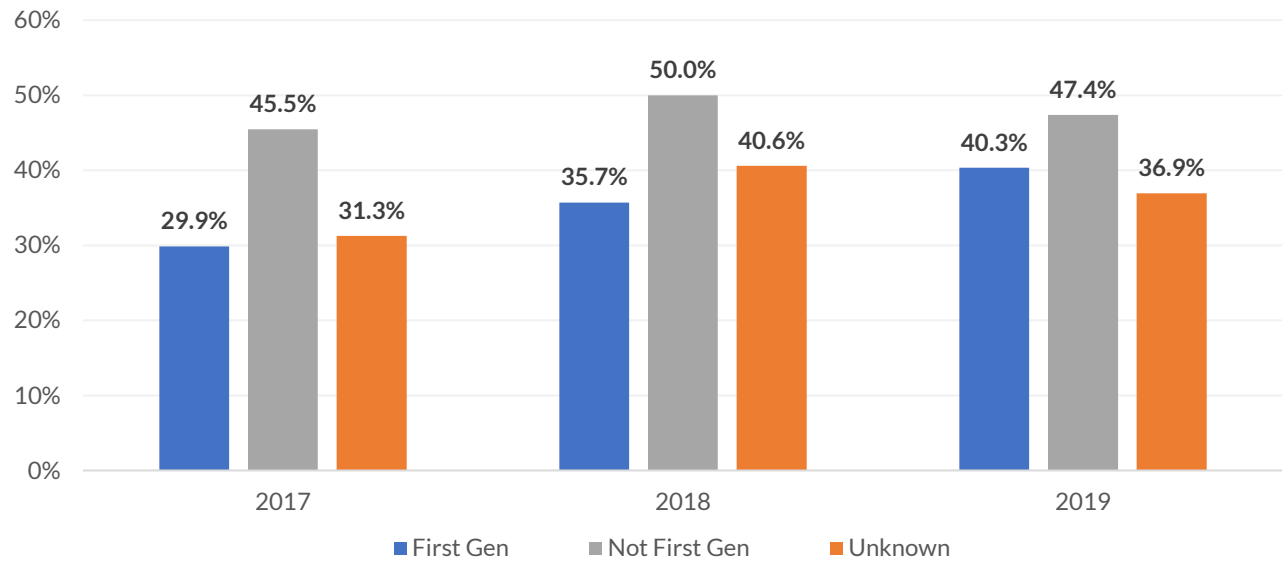
Graduation Rates by Race/Ethnicity



Graduation Rates by Pell Eligibility



Graduation Rates by First-Generation Status



Course Success Rate

Course success is defined as a student earning a grade of “C” or above in a course that was attempted during the academic year.

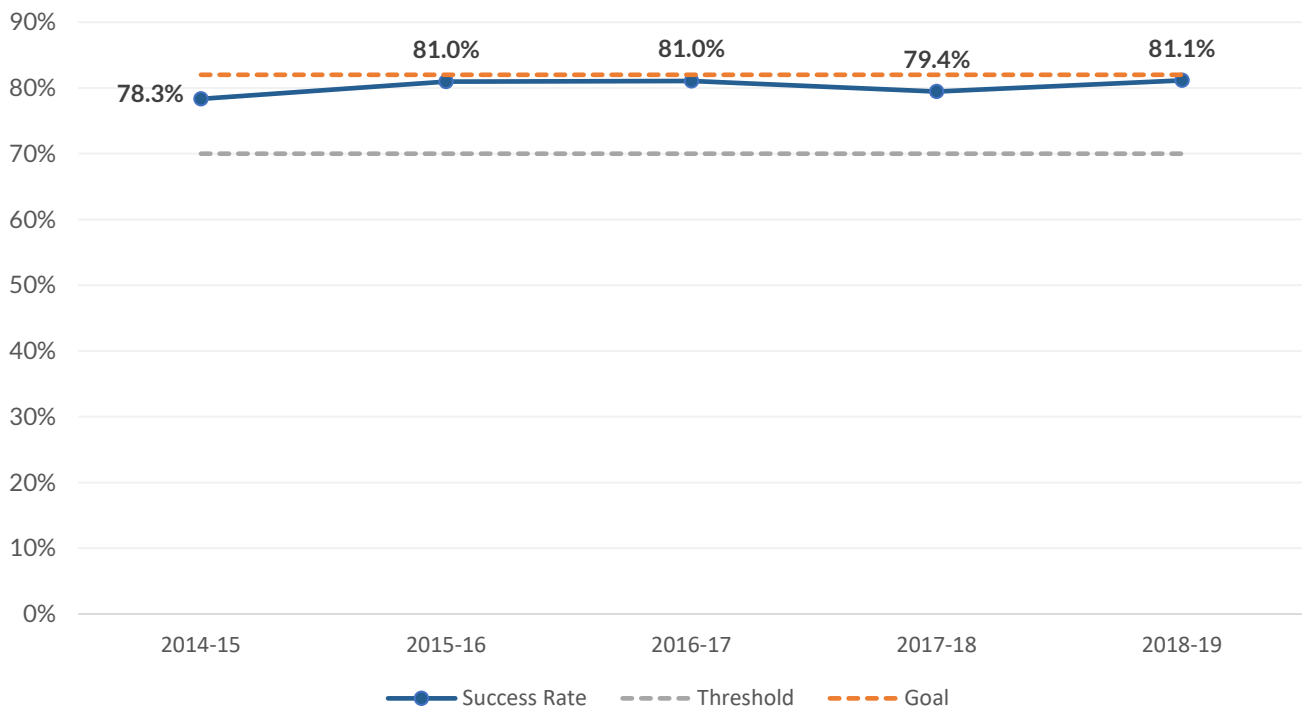
- Achievement Goal: 82%
- Minimum Threshold: 70%

Five-Year Trend in Course Success Rates

| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------------------|--------------|--------------|--------------|--------------|--------------|
| Enrollment (N) | 14,021 | 13,813 | 14,168 | 14,392 | 15,657 |
| Success (N) | 10,984 | 11,185 | 11,483 | 11,433 | 12,705 |
| Success Rate | 78.3% | 81.0% | 81.0% | 79.4% | 81.1% |

Source: ZogoTech Student Classes, AY2015 - AY2019

Course Success Rates Threshold, and Goal



Fall-to-Fall Persistence Rate

The persistence rate is defined as the percentage of first-time, credential-seeking students enrolled in at least 12 semester credit hours (SCH) in the fall semester who are still enrolled at the same or another Texas public or private (independent) institution the following fall semester.

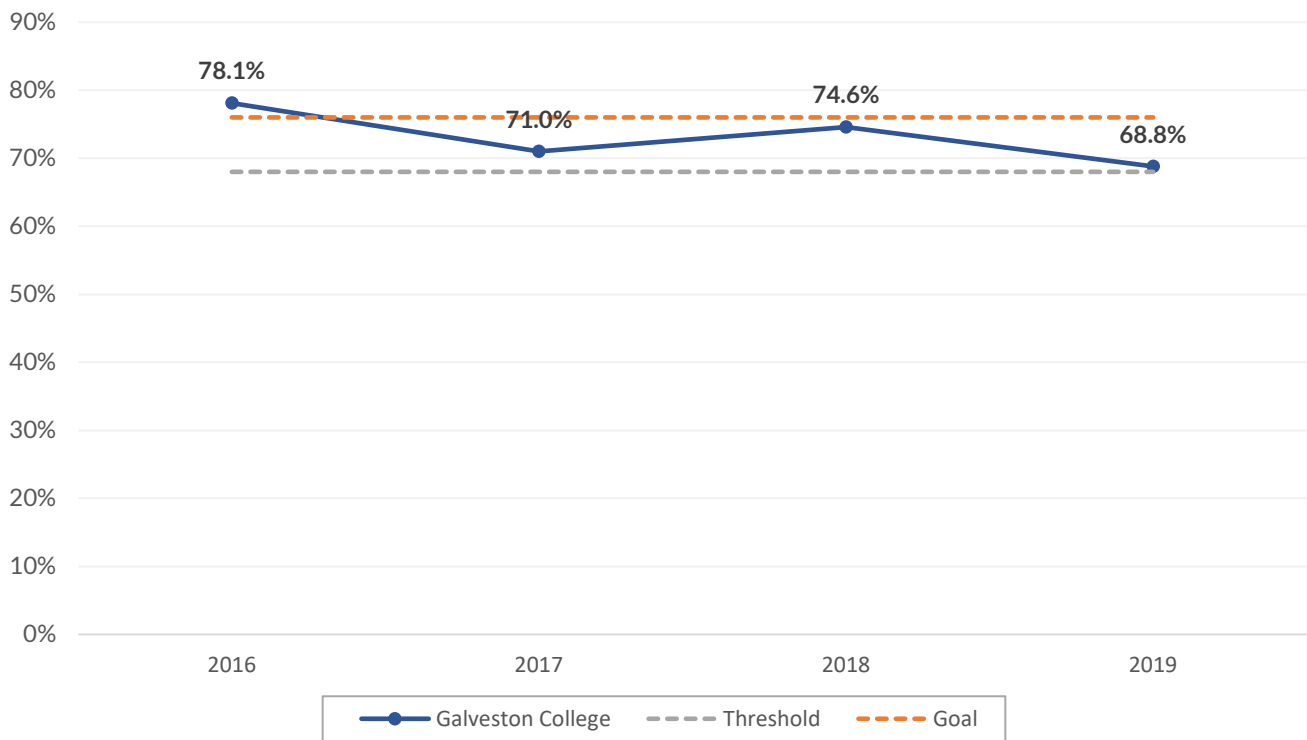
- Achievement Goal: 76%
- Minimum Threshold: 68%

Five-Year Trend in Persistence Rates

| | 2015 | 2016 | 2017 | 2018 | 2019 |
|--------------------------------|-------|-------|-------|-------|-------|
| Galveston College | 64.2% | 78.1% | 71.0% | 74.6% | 68.8% |
| Peer Group | 59.2% | 60.6% | 61.3% | 59.9% | 61.5% |
| Statewide - Community Colleges | 66.9% | 68.4% | 68.2% | 68.0% | 68.3% |

Source: THECB Accountability Reports, 2015-2019

Persistence Rates Threshold, and Goal



Graduate Success Rate

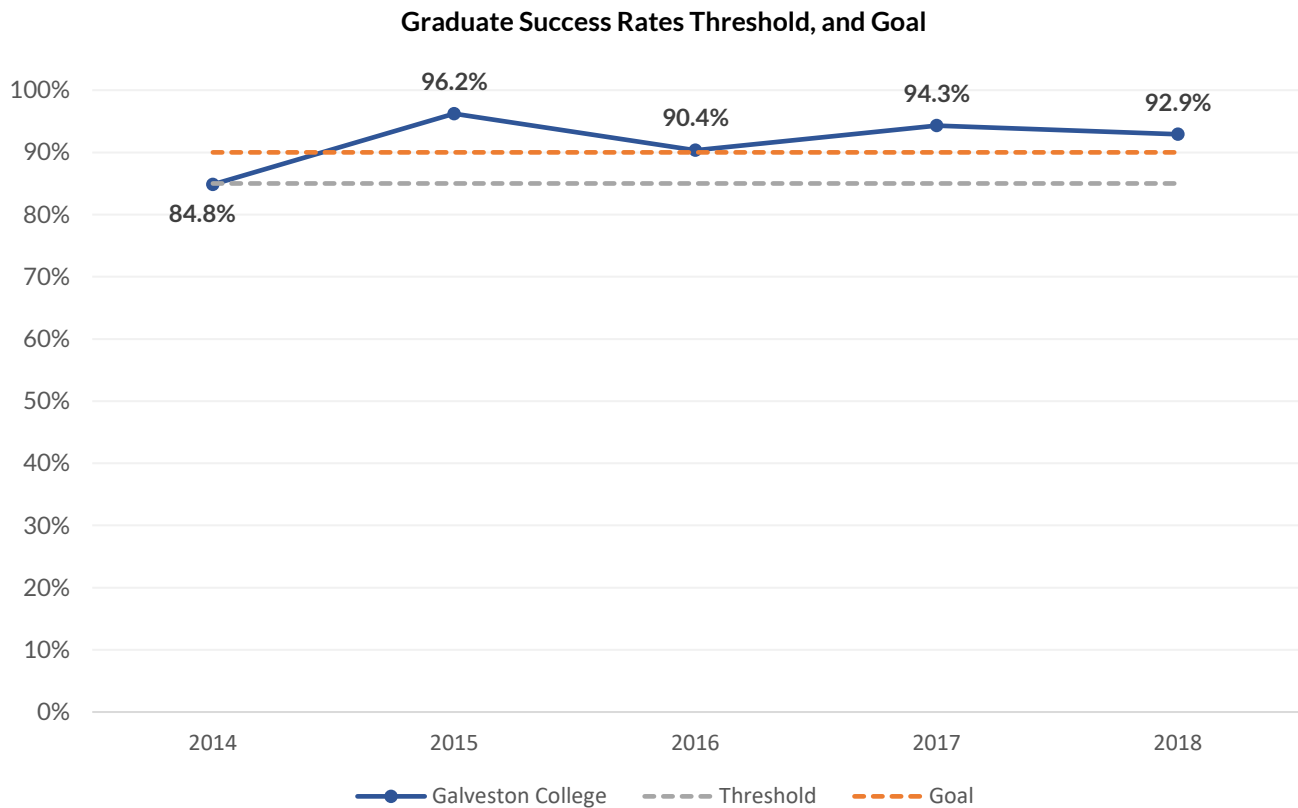
The educational and economic success of graduates is defined as the percentage of students who are a) employed in the fourth quarter of the calendar year in which the fiscal year ends, or b) enrolled in a Texas public, private, or for-profit institution of higher education in the fall semester after receiving an award.

- Achievement Goal: 90%
- Minimum Threshold: 85%

Five-Year Trend in Graduate Success Rates

| | 2014 | 2015 | 2016 | 2017 | 2018 |
|--------------------------------|-------|-------|-------|-------|-------|
| Galveston College | 84.8% | 96.2% | 90.4% | 94.3% | 92.9% |
| Peer Group | 82.2% | 90.3% | 87.2% | 89.9% | 88.9% |
| Statewide - Community Colleges | 86.2% | 88.4% | 89.2% | 89.4% | 90.1% |

Source: THECB Accountability Reports, 2015-2019



Certificate and Licensure Pass Rate

The certificate and licensure pass rate captures the percentage of students in a technical discipline requiring or offering external certification or licensure who pass a licensure or certification exam during the reporting period.

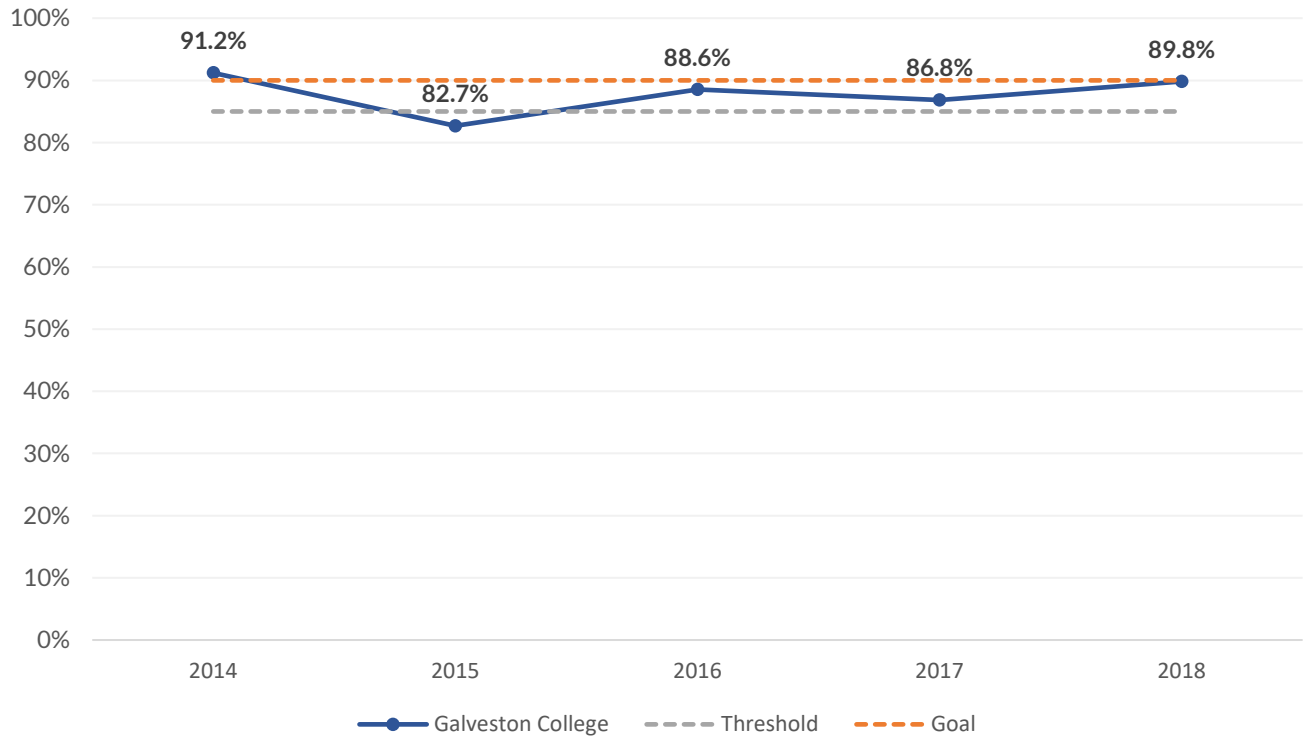
- Achievement Goal: 90%
- Minimum Threshold: 85%

Five-Year Trend in Certificate and Licensure Pass Rates

| | 2014 | 2015 | 2016 | 2017 | 2018 |
|--------------------------------|-------|-------|-------|-------|-------|
| Galveston College | 91.2% | 82.7% | 88.6% | 86.8% | 89.8% |
| Peer Group | 88.6% | 89.4% | 89.8% | 90.3% | 90.5% |
| Statewide - Community Colleges | 88.5% | 89.4% | 88.7% | 89.4% | 88.2% |

Source: THECB Accountability Reports, 2015-2019

Certificate and Licensure Pass Rates, Threshold, and Goal



Accountability Measures

Success Points

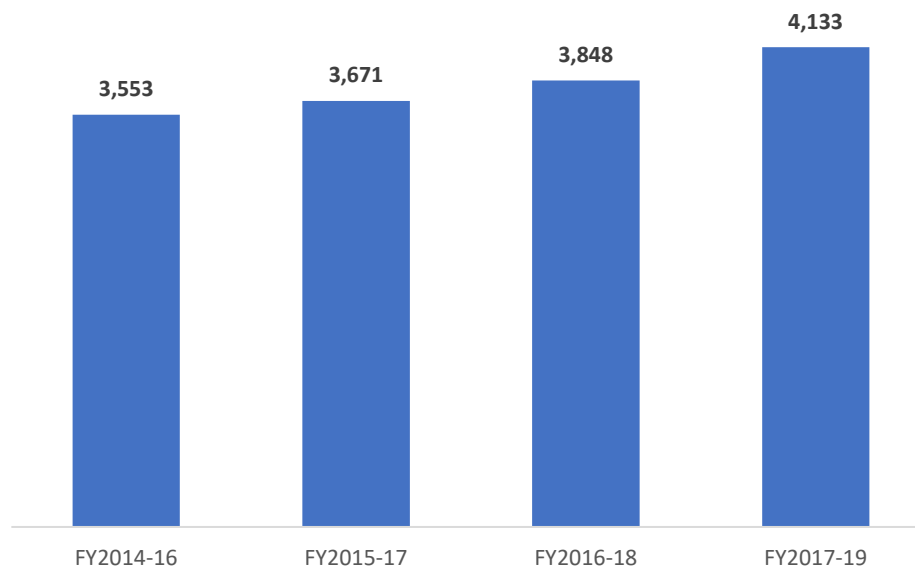
The Student Success Points performance-based funding model is based on the premise that educational achievement at community colleges includes more than the awarding of credentials or successful transfer. The goal of the model is to reward colleges for improvement in student achievement.

Trend in Success Point Totals (Weighted)

| | FY2014 | FY2015 | FY2016 | FY2017 | FY2018 | FY2019 |
|------------------------------------------------------------------|----------------|----------------|--------------|--------------|--------------|--------------|
| Math Readiness | 99.0 | 82.0 | 70 | 80 | 101 | 123 |
| Read Readiness | 27.0 | 24.5 | 53 | 47 | 50 | 53 |
| Write Readiness | 31.0 | 23.5 | 55 | 47 | 31 | 41 |
| Students Who Complete 15 SCH | 694.0 | 747.0 | 716 | 736 | 781 | 911 |
| Students Who Complete 30 SCH | 339.0 | 420.0 | 380 | 430 | 451 | 482 |
| Students Who Transfer to a 4-Year Institution | 494.0 | 466.0 | 456 | 480 | 504 | 452 |
| Students Who Pass First College-Level Math Course | 282.0 | 322.0 | 332 | 354 | 349 | 399 |
| Students Who Pass First College-Level Reading Course | 267.0 | 232.0 | 222 | 206 | 249 | 278 |
| Students Who Pass First College-Level Writing Course | 240.0 | 209.5 | 214 | 207 | 193 | 306 |
| Degree, Core Curriculum Completer, or Certificate (Unduplicated) | 628.0 | 584.0 | 658 | 742 | 820 | 786 |
| Degrees or Certificates in Critical Fields | 364.5 | 456.8 | 470 | 493 | 569 | 650 |
| Total Success Points | 3,465.5 | 3,567.3 | 3,625 | 3,821 | 4,098 | 4,481 |

Source: THECB Accountability Report

Trend in Success Points Three-Year Rolling Average



Legislative Budget Board (LBB) Performance Measures

The Legislative Budget Board (LBB) is a permanent joint committee of the Texas Legislature that develops budget and policy recommendations for legislative appropriations, completes fiscal analyses for proposed legislation, and conducts evaluations and reviews to improve the efficiency and performance of state and local operations. The LBB tracks the performance of post-secondary institutions, over time, using measures that isolate important aspects of their missions. (LBB definitions may vary from other THECB or institutional definitions.)

Trend in LBB Performance Measures

| | FY2014 | FY2015 | FY2016 | FY2017 | FY2018 | FY2019 | Trend |
|------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|-------|
| Percentage of Courses Completed | 90.7% | 90.0% | 89.0% | 90.3% | 91.1% | 91.9% | |
| Number of Students Who Transfer to a University | 49 | 54 | 48 | 44 | 51 | 54 | |
| Percentage of Underprepared Students Who Satisfy TSI Obligation within 2 Years - Math | 31.3% | 26.1% | 52.7% | 37.4% | 43.1% | 43.4% | |
| Percentage of Underprepared Students Who Satisfy TSI Obligation within 2 Years - Reading | 40.9% | 56.3% | 76.1% | 45.7% | 59.4% | 65.3% | |
| Percentage of Underprepared Students Who Satisfy TSI Obligation within 2 Years - Writing | 43.6% | 49.1% | 70.4% | 46.9% | 56.9% | 60.6% | |
| Percentage of Students Who Pass a Licensure Exam | 90.9% | 88.0% | 91.2% | 82.7% | 88.6% | 86.8% | |
| Degrees or Certificates Awarded | 543 | 478 | 475 | 516 | 569 | 635 | |
| Percentage of Students Who Are Minorities | 47.1% | 48.7% | 50.8% | 52.3% | 54.5% | 55.9% | |
| Percentage of Students Who Are Academically Disadvantaged | 16.2% | 16.4% | 16.4% | 10.4% | 11.8% | 14.3% | |
| Percentage of Students Who Are Economically Disadvantaged | 31.5% | 26.4% | 23.1% | 25.8% | 25.1% | 25.5% | |

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

Faculty

Faculty Profile

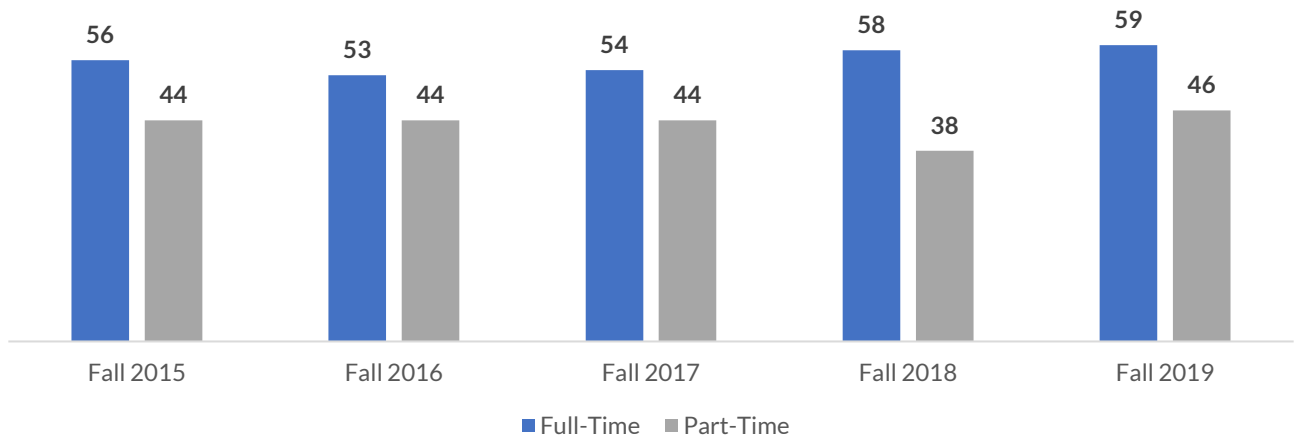
As of fall 2019, Galveston College employs 105 faculty, an increase of 5% since fall 2015. More than half (56%) of faculty are full-time, and one in five (21%) holds a terminal degree.

Trend in Faculty by Rank

| | Fall 2015 | | Fall 2016 | | Fall 2017 | | Fall 2018 | | Fall 2019 | |
|---------------------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|
| | N | % | N | % | N | % | N | % | N | % |
| Professor | 4 | 4.0% | 4 | 4.1% | 4 | 4.1% | 3 | 3.1% | 2 | 1.9% |
| Associate Professor | 10 | 10.0% | 9 | 9.3% | 8 | 8.2% | 8 | 8.3% | 8 | 7.6% |
| Assistant Professor | 10 | 10.0% | 9 | 9.3% | 6 | 6.1% | 7 | 7.3% | 7 | 6.7% |
| Instructor | 31 | 31.0% | 31 | 32.0% | 36 | 36.7% | 40 | 41.7% | 45 | 42.9% |
| Other Faculty | 45 | 45.0% | 44 | 45.4% | 44 | 44.9% | 38 | 39.6% | 43 | 41.0% |
| Grand Total | 100 | 100.0% | 97 | 100.0% | 98 | 100.0% | 96 | 100.0% | 105 | 100.0% |

Source: THECB Certified Reports (CBM008), Fall 2015 - Fall 2019

Trend in Faculty by Full-Time/Part-Time Status



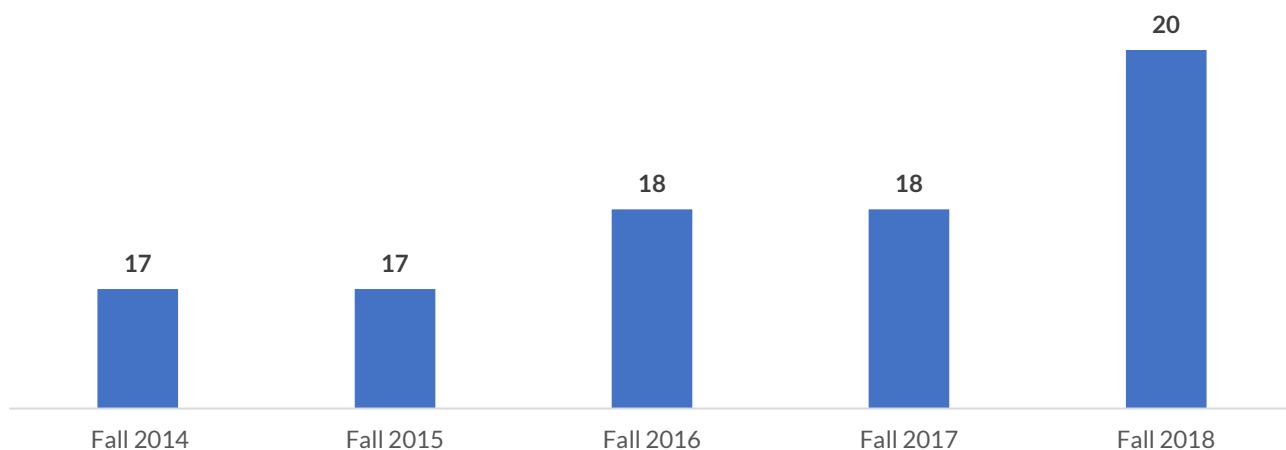
Source: THECB Certified Reports (CBM008), Fall 2015 - Fall 2019

Trend in Full-Time Faculty by Gender & Race/Ethnicity

| Gender | Ethnicity | Fall 2015 | | Fall 2016 | | Fall 2017 | | Fall 2018 | | Fall 2019 | |
|-------------|------------------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|
| | | N | % | N | % | N | % | N | % | N | % |
| Female | African American | 4 | 7.1% | 3 | 5.7% | 3 | 5.6% | 2 | 3.4% | 4 | 6.8% |
| | Asian | 1 | 1.8% | 1 | 1.9% | 2 | 3.7% | 2 | 3.4% | 2 | 3.4% |
| | Hispanic | 4 | 7.1% | 3 | 5.7% | 4 | 7.4% | 4 | 6.9% | 3 | 5.1% |
| | White | 18 | 32.1% | 19 | 35.8% | 17 | 31.5% | 18 | 31.0% | 20 | 33.9% |
| | Other | 0 | 0.0% | 0 | 0.0% | 1 | 1.9% | 1 | 1.7% | 1 | 1.7% |
| | Total | 27 | 48.2% | 26 | 49.1% | 27 | 50.0% | 27 | 46.6% | 30 | 50.8% |
| Male | African American | 3 | 5.4% | 3 | 5.7% | 3 | 5.6% | 4 | 6.9% | 3 | 5.1% |
| | Asian | 1 | 1.8% | 1 | 1.9% | 1 | 1.9% | 1 | 1.7% | 1 | 1.7% |
| | Hispanic | 2 | 3.6% | 3 | 5.7% | 3 | 5.6% | 4 | 6.9% | 4 | 6.8% |
| | White | 22 | 39.3% | 19 | 35.8% | 19 | 35.2% | 21 | 36.2% | 20 | 33.9% |
| | Other | 1 | 1.8% | 1 | 1.9% | 1 | 1.9% | 1 | 1.7% | 1 | 1.7% |
| | Total | 29 | 51.8% | 27 | 50.9% | 27 | 50.0% | 31 | 53.4% | 29 | 49.2% |
| Grand Total | | 56 | 100.0% | 53 | 100.0% | 54 | 100.0% | 58 | 100.0% | 59 | 100.0% |

Source: THECB Certified Reports (CBM008), Fall 2015 - Fall 2019

Trend in Student/Faculty Ratio



Source: THECB Accountability System

Facilities

Facilities Overview

As indicated below, 68.8% of the College's net square footage by function is committed to instruction. Academic Support, which includes the library, accounts for 7.2% of the net square footage, while 9.5% is committed to Student Services. The remainder is divided between Institutional Support and Physical Plant. Note: 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).

Square Footage

| Function | Northern Center | ATC #1 | ATC #2 | ATC #3 | Cheney | FA/ Fitness | Moody | Regents | Seibel | Total Sq. Ft. |
|---------------------------------|-----------------|--------------|---------------|--------------|--------------|---------------|---------------|---------------|--------------|----------------|
| Net Square Footage | | | | | | | | | | |
| Instruction | 22,859 | 6,622 | 19,626 | 2,081 | ---- | 37,326 | 4,908 | 24,000 | 4,766 | 122,188 |
| 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 |
| Community Service | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- |
| Total | 40,435 | 7,853 | 21,006 | 2,183 | 5,532 | 47,798 | 29,943 | 61,805 | 7,319 | 223,874 |
| Gross Square Footage | | | | | | | | | | |
| Instruction | 22,859 | 6,622 | 19,626 | 2,081 | ---- | 37,326 | 4,908 | 24,000 | 4,766 | 122,188 |
| 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 |
| Community Service | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- |
| Total | 51,140 | 7,287 | 21,980 | 2,382 | 6,093 | 53,772 | 36,700 | 64,310 | 8,428 | 252,092 |

Source: 2014 SACS CR 2.11.2 - Physical Resources

Net Square Footage by Function

Financial Data

Financial Overview

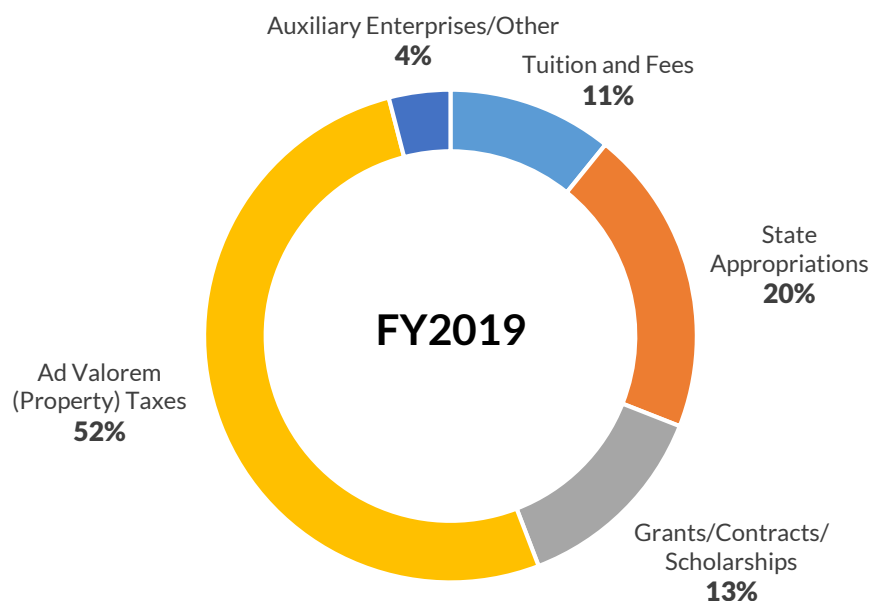
Revenues and expenditures are sourced from the College's Annual Financial Audit Reports' Statements of Revenues, Expenses and Changes in Net Position. In FY2019, property taxes (52%) and state appropriations (20%) represented nearly three-quarters of revenue. As in previous years, instruction was the largest expense category accounting for 35% of total operating expense (an increase of 8% compared to FY2018).

Trend in Revenues by Category

| Category | FY2015 | FY2016 | FY2017 | FY2018 | FY2019 |
|-------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Tuition and Fees | \$2,574,360 | \$2,605,353 | \$2,766,621 | \$2,908,930 | \$2,900,554 |
| State Appropriations | \$4,708,758 | \$4,765,726 | \$4,741,378 | \$5,686,868 | \$5,391,247 |
| Grants/Contracts/Scholarships | \$3,262,780 | \$2,603,444 | \$2,761,877 | \$2,258,641 | \$3,538,561 |
| Ad Valorem (Property) Taxes | \$11,022,556 | \$11,815,295 | \$12,355,185 | \$12,761,818 | \$13,869,957 |
| Auxiliary Enterprises /Other | \$453,203 | \$550,041 | \$766,285 | \$841,180 | \$1,080,405 |
| Total | \$22,021,657 | \$22,339,859 | \$23,391,346 | \$24,457,437 | \$26,780,724 |

Source: Galveston College Financial Audit Reports, FY2015 - FY2019

Annual Distribution of Revenues

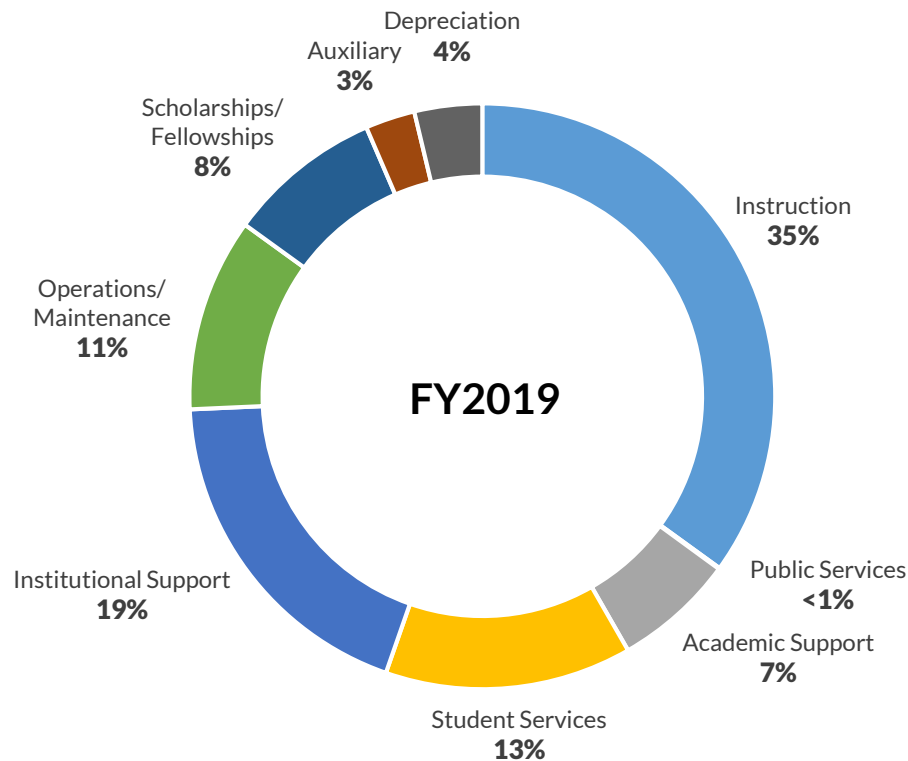


Trend in Expenses by Category

| Category | FY2015 | FY2016 | FY2017 | FY2018 | FY2019 |
|--------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Instruction | \$7,519,930 | \$8,007,612 | \$8,436,060 | \$9,052,151 | \$9,773,923 |
| Public Services | \$21,480 | \$35,707 | \$25,135 | \$38,292 | \$15,561 |
| Academic Support | \$1,471,634 | \$1,619,862 | \$1,527,382 | \$1,779,597 | \$1,865,634 |
| Student Services | \$2,784,895 | \$2,728,445 | \$2,894,083 | \$3,491,173 | \$3,808,283 |
| Institutional Support | \$4,098,804 | \$4,399,197 | \$4,499,005 | \$4,894,705 | \$5,294,778 |
| Operations/Maintenance | \$2,557,757 | \$2,448,345 | \$2,358,444 | \$2,857,517 | \$2,982,641 |
| Scholarships/Fellowships | \$2,089,940 | \$1,905,368 | \$1,851,003 | \$2,043,189 | \$2,391,014 |
| Auxiliary Enterprises | \$695,918 | \$718,033 | \$821,798 | \$847,764 | \$766,281 |
| Depreciation | \$829,987 | \$869,308 | \$950,475 | \$990,410 | \$1,044,189 |
| Transfers | -\$48,688 | -\$392,018 | \$27,961 | -\$1,537,361 | -\$1,161,580 |
| Total | \$22,021,657 | \$22,339,859 | \$23,391,346 | \$24,457,437 | \$26,780,724 |

Source: Galveston College Financial Audit Reports, FY2015 - FY2019

Annual Distribution of Expenses



Tuition and Fees

| Semester Hours | Texas Resident | Non-Texas Resident | Out of District Fee | Building Use Fee | Student Services Fee | Registration Fee | General Services Fee | In District Total | Out of District 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 |

Note: Does not include laboratory and/or course fees.

Source: Galveston College Catalog, 2019-2020