



Galveston College

FACT BOOK

||| 2024-2025

ON COLLEGE

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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: <https://gc.edu/about-gc/institutional-effectiveness/facts.php>.

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

Vision, Mission, and Goals

Vision

GALVESTON COLLEGE – a beacon of light guiding lifelong learning.

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:

- **Access:** Improve access to quality education by being a student-ready college that focuses on connection and entry processes and excellent programs that serve a diverse student population.
- **Student Success:** Advance student success outcomes, consistent with students' intentions, by working to eliminate barriers, to close achievement gaps and to provide high-quality, learner-centered educational and support service programs.
- **Employee Success:** Continue to invest in and support a high-quality and diverse faculty and staff that are focused on student success, a culture of excellence, and advancing the College's mission and goals.
- **Institutional Resources:** Ensure the College has the financial, physical, and technological resources needed to enhance effective and efficient operations; create inviting, safe and supportive environments; and provide for future expansion.

Values

The Board of Regents has developed a list of six 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** - Provide an open door to learning while extending accessible educational opportunities to qualified students who can benefit from instruction.
- **Student Success** - Provide high-quality, learning-centered programs and services that focus on achieving student success.
- **Integrity** - Foster a culture of trust, honesty, openness, and fairness, while upholding high ethical standards.
- **Respect** - Foster an environment that seeks to understand and value the importance and contributions of each individual.
- **Culture of Excellence** - Promote a culture that pursues excellence and supports new ideas and creative endeavors that advance the mission and purposes of the College.
- **Stewardship** - Ensure responsible and ethical accountability for the resources entrusted to the College so as to provide the necessary support to foster teaching and learning for today and tomorrow.

History

In fall 2022, Galveston College entered its 56th 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.

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 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. 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.

In 2017, the College's board of regents took historic votes, creating the opportunity for Galveston College to pursue the offering of bachelor's degree programs. Galveston College launched its first bachelor's degree, a Bachelor of Applied Science in Healthcare Management, in fall 2019. A second bachelor's degree, a Bachelor of Science in Nursing, was launched in fall 2022.

The Abe and Annie Seibel Foundation Student Residences, the College's newest student housing complex located at the corner of 39th Street and Avenue R, opened in fall 2020. Comprised of seven units designed to resemble the historical homes of Galveston, the complex houses approximately 80 students.

When coupled with existing campus housing, Galveston College is now able to serve approximately 120 students with residence life opportunities. The new student residences were funded with the generous support of the Abe and Annie Seibel Foundation.

On August 22, 2024, the College hosted a dedication ceremony for its new Health Sciences Education Center. The state-of-the-art, three-story 64,000-square-foot facility stands as a beacon of innovation and opportunity featuring collaborative classroom and simulation lab environments to support nursing and health sciences technical education on the Galveston College campus. The Health Sciences Education Center will help meet the increasing demand for healthcare professionals in the workforce and shape the future of healthcare education in Galveston and the surrounding region.

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.



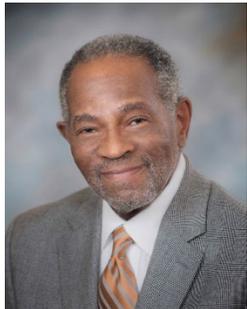
Mary R. Longoria
Position 1
Term Expires: May 2030



Fred D. Raschke
Position 2
Vice Chairperson
Term Expires: May 2030



Karen F. Flowers
Position 3
Chairperson
Term Expires: May 2030



Raymond Lewis, Jr.
Position 4
Term Expires: May 2026



Michael B. Hughes
Position 5
Secretary
Term Expires: May 2026



Carolyn L. Sunseri
Position 6
Term Expires: May 2026



Norman S. Hoffman
Position 7
Term Expires: May 2028



Garrik Addison
Position 8
Term Expires: May 2028



Armin Cantini
Position 9
Term Expires: May 2028

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:

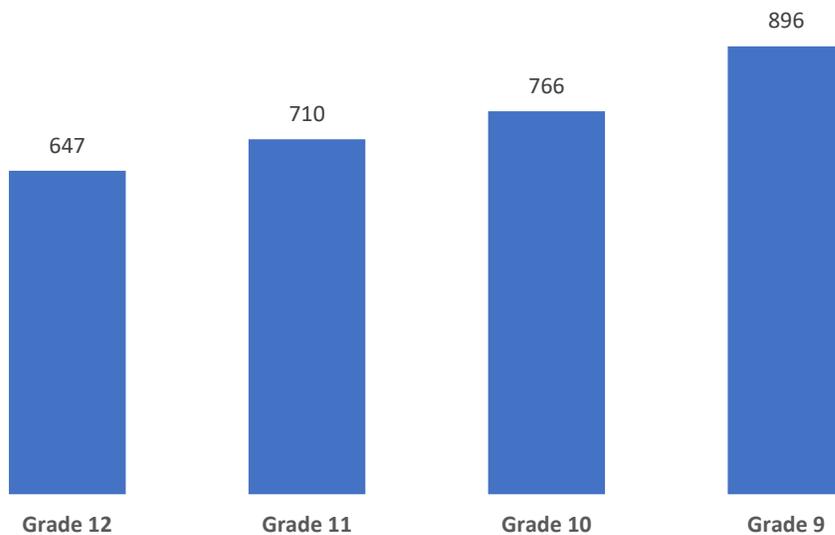
- the territory within the Galveston Independent School District;
- the part of Galveston and Chambers counties located on the Bolivar Peninsula, including the municipality of High Island and the High Island Independent School District; and
- the territory within the Sabine Pass and Hamshire-Fannett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

Service Area High School Enrollment by Grade Level: 2023-24

School	Grade 12		Grade 11		Grade 10		Grade 9	
	N	%	N	%	N	%	N	%
Ball High School	416	64.3%	426	60.0%	509	66.4%	600	67.0%
Hamshire-Fannett High School	136	21.0%	163	23.0%	151	19.7%	170	19.0%
High Island School	21	3.2%	16	2.3%	15	2.0%	15	1.7%
O’Connell College Preparatory School	16	2.5%	22	3.1%	22	2.9%	24	2.7%
Odyssey Academy - Galveston	32	4.9%	43	6.1%	39	5.1%	47	5.2%
Sabine Pass School	26	4.0%	40	5.6%	30	3.9%	40	4.5%
Grand Total	647	100.0%	710	100.0%	766	100.0%	896	100.0%

Sources: Texas Education Agency - PEIMS Standard Reports (Student Enrollment), O’Connell High School

Combined Service Area High Schools – Grade Level Distribution: 2023-24



Sources: Texas Education Agency - PEIMS Standard Reports (Student Enrollment), O’Connell High School

Service Area High School Profiles: 2023-24



Ball High School
4115 Avenue O
Galveston, TX 77550

1,951
Students



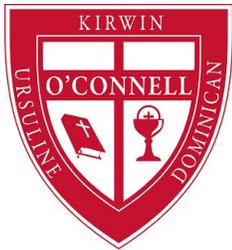
Hamshire-Fannett High School
12702 2nd St.
Hamshire, TX 77622

620
Students



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

67
Students



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

84
Students
(Grades 9-12)



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

161
Students
(Grades 9-12)



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

136
Students
(Grades 9-12)

Enrollment

Fall Enrollment Trends

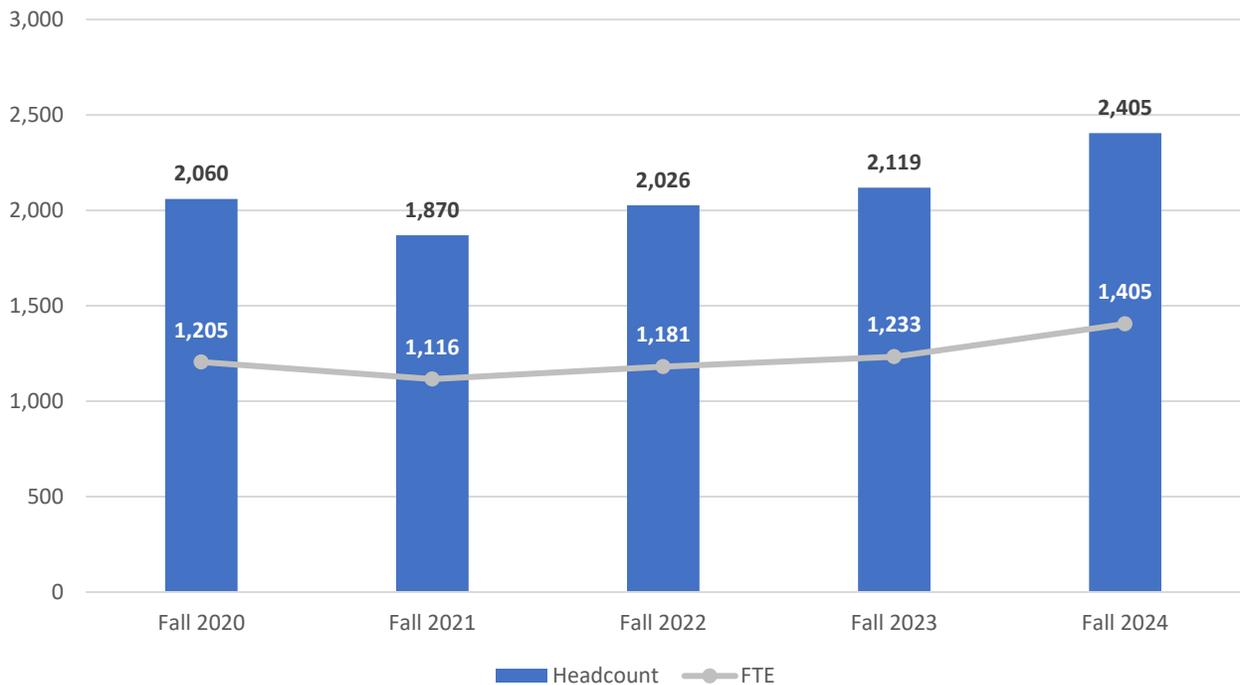
Fall headcount represents an unduplicated count of all students who are enrolled in credit courses at Galveston College as of census day in the fall semester. For these purposes, enrollment does not include flex-entry students. Full-time equivalency (FTE) is the conversion of the number of all students 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 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Five Year % Change
Headcount	2,060	1,870	2,026	2,119	2,405	16.7%
FTE	1,205	1,116	1,181	1,233	1,405	16.6%
Contact Hours	427,280	401,424	419,856	436,736	496,320	16.2%
Semester Credit Hours	18,079	16,735	17,710	18,494	21,075	16.6%

Source: THECB Certified CBM Reports, Fall 2020 - 2024

Trend in Fall Headcount and FTE



Trend in Fall Headcount by Demographics

	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	N	%	N	%	N	%	N	%	N	%
Age										
Under 18	427	20.7%	319	17.1%	455	22.5%	514	24.3%	788	32.8%
18 - 21	707	34.3%	675	36.1%	695	34.3%	745	35.2%	750	31.2%
22 - 25	295	14.3%	279	14.9%	280	13.8%	291	13.7%	339	14.1%
26 - 35	391	19.0%	360	19.3%	347	17.1%	320	15.1%	308	12.8%
36 - 45	172	8.3%	153	8.2%	164	8.1%	159	7.5%	141	5.9%
46 - 55	50	2.4%	61	3.3%	63	3.1%	65	3.1%	55	2.3%
56 and over	18	0.9%	23	1.2%	22	1.1%	25	1.2%	24	1.0%
Dual Credit										
Yes	419	20.3%	313	16.7%	423	20.9%	488	23.0%	766	31.9%
No	1,641	79.7%	1,557	83.3%	1,603	79.1%	1,631	77.0%	1,639	68.1%
Sex										
Female	1,298	63.0%	1,219	65.2%	1,337	66.0%	1,405	66.3%	1,567	65.2%
Male	762	37.0%	651	34.8%	689	34.0%	714	33.7%	838	34.8%
Race/Ethnicity										
African American	315	15.3%	308	16.5%	343	16.9%	358	16.9%	378	15.7%
Asian American	65	3.2%	60	3.2%	52	2.6%	43	2.0%	54	2.2%
Hawaiian/Pacific Islander	5	0.2%	0	0.0%	5	0.2%	3	0.1%	2	0.1%
Hispanic	860	41.7%	771	41.2%	846	41.8%	912	43.0%	1,030	42.8%
International	10	0.5%	11	0.6%	9	0.4%	7	0.3%	9	0.4%
Multiracial	35	1.7%	26	1.4%	40	2.0%	63	3.0%	74	3.1%
Native American	10	0.5%	7	0.4%	9	0.4%	13	0.6%	8	0.3%
Unknown	37	1.8%	35	1.9%	75	3.7%	93	4.4%	152	6.3%
White	723	35.1%	652	34.9%	647	31.9%	627	29.6%	698	29.0%
Tuition Status										
In-District	1,143	55.5%	1,036	55.4%	1,135	56.0%	1,180	55.7%	1,315	54.7%
Out-of-District	783	38.0%	722	38.6%	766	37.8%	782	36.9%	924	38.4%
Non-Resident	134	6.5%	112	6.0%	125	6.2%	157	7.4%	166	6.9%
Grand Total	2,060	100.0%	1,870	100.0%	2,026	100.0%	2,119	100.0%	2,405	100.0%

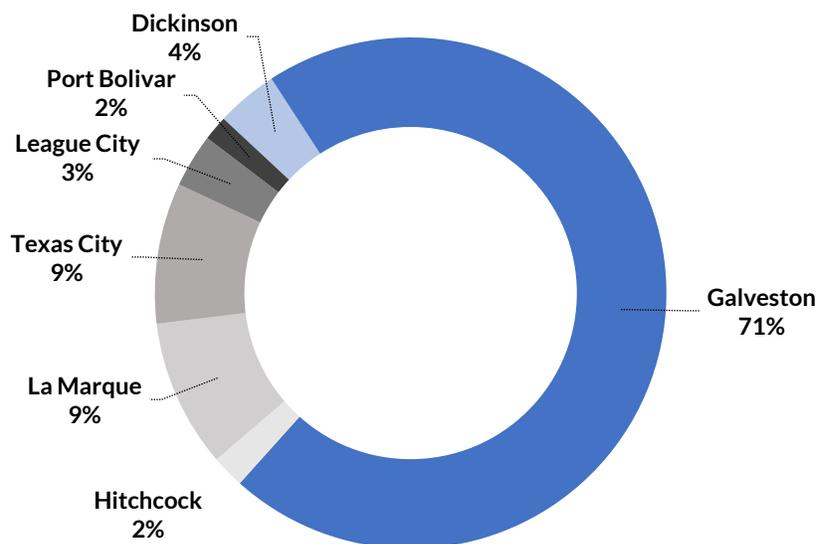
Source: THECB Certified CBM Reports, Fall 2021 - 2024

Trend in Enrollment by Zip Code

Zip Code/City	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	N	%	N	%	N	%	N	%	N	%
77551-Galveston	574	27.9%	507	27.1%	554	27.3%	591	27.9%	690	28.7%
77550-Galveston	535	26.0%	452	24.2%	493	24.3%	539	25.4%	567	23.6%
77568-La Marque	92	4.5%	108	5.8%	127	6.3%	145	6.8%	185	7.7%
77554-Galveston	134	6.5%	110	5.9%	128	6.3%	131	6.2%	142	5.9%
77590-Texas City	87	4.2%	89	4.8%	103	5.1%	108	5.1%	105	4.4%
77591-Texas City	65	3.2%	79	4.2%	68	3.4%	61	2.9%	71	3.0%
77573-League City	61	3.0%	54	2.9%	52	2.6%	50	2.4%	67	2.8%
77539-Dickinson	67	3.3%	52	2.8%	63	3.1%	47	2.2%	77	3.2%
77563-Hitchcock	39	1.9%	37	2.0%	38	1.9%	40	1.9%	41	1.7%
77650-Port Bolivar	21	1.0%	24	1.3%	23	1.1%	23	1.1%	31	1.3%
Top 10 Zip Codes	1,675	81.3%	1,512	80.9%	1,649	81.4%	1,735	81.9%	1,976	82.2%
Other Zip Codes	385	18.7%	358	19.1%	377	18.6%	384	18.1%	429	17.8%
Total Enrollment	2,060	100.0%	1,870	100.0%	2,026	100.0%	2,119	100.0%	2,405	100.0%

Source: THECB Certified CBM Reports, Fall 2020 - 2024, Colleague SIS

Fall 2024 Top Zip Code Enrollment by City



Trend in International and Out-of-State Enrollment

Country/State	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	N	%	N	%	N	%	N	%	N	%
Australia	2	0.1%	2	0.1%	2	0.1%	1	0.0%		
Brazil	2	0.1%	2	0.1%						
Bulgaria							1	0.0%		
Canada	3	0.1%	3	0.2%	2	0.1%	2	0.1%	2	0.1%
Colombia	1	0.0%	1	0.1%	1	0.0%				
Cuba	1	0.0%	1	0.1%	1	0.0%	1	0.0%		
Czech Republic									2	0.1%
El Salvador	2	0.1%	1	0.1%					2	0.1%
France									1	0.0%
Germany					1	0.0%			1	0.0%
Guatemala									2	0.1%
Honduras	3	0.1%	4	0.2%	2	0.1%	6	0.3%	5	0.2%
India	1	0.0%								
Indonesia					1	0.0%				
Jamaica	1	0.0%								
Kenya	1	0.0%	1	0.1%	1	0.0%				
Korea (South)	1	0.0%								
Laos			1	0.1%	1	0.0%				
Mexico	5	0.2%	7	0.4%	5	0.2%	7	0.3%	7	0.3%
Moldova			1	0.1%						
Nigeria					1	0.0%			1	0.0%
Poland	1	0.0%			1	0.0%				
Saudi Arabia							1	0.0%	1	0.0%
Sweden	1	0.0%	1	0.1%						
Turkey			1	0.1%	1	0.0%				
Venezuela									2	0.1%
Vietnam									1	0.0%
International Total	25	1.2%	26	1.4%	20	1.0%	19	0.9%	27	1.1%
Alabama							1	0.0%		
Alaska	2	0.1%	1	0.1%	1	0.0%			1	0.0%
Arizona	2	0.1%			2	0.1%	1	0.0%	1	0.0%
Arkansas	1	0.0%	1	0.1%			1	0.0%	1	0.0%
California	2	0.1%	1	0.1%	3	0.1%	5	0.2%	7	0.3%
Colorado			2	0.1%	4	0.2%	4	0.2%	3	0.1%
Delaware					1		1			
Florida			1	0.1%	1	0.0%	4	0.2%	2	0.1%
Georgia	1	0.0%	2	0.1%	3	0.1%	4	0.2%	1	0.0%
Hawaii	1	0.0%	1	0.1%	1	0.0%	1	0.0%	1	0.0%
Idaho	1	0.0%	1	0.1%						
Illinois			5	0.3%	1	0.0%	1	0.0%		
Iowa	1	0.0%	2	0.1%	1	0.0%	1	0.0%		

Kansas	2	0.1%			1	0.0%			1	0.0%
Louisiana	4	0.2%	4	0.2%	8	0.4%	5	0.2%	5	0.2%
Maryland							1	0.0%	1	0.0%
Massachusetts	1	0.0%							1	0.0%
Michigan	2	0.1%	2	0.1%	2	0.1%				
Minnesota							1	0.0%	1	0.0%
Mississippi	2	0.1%			3	0.1%	2	0.1%		
Missouri	3	0.1%	5	0.3%	2	0.1%	1	0.0%		
Montana			1	0.1%	2	0.1%	3	0.1%	2	0.1%
Nebraska	1	0.0%					2	0.1%	2	0.1%
New Hampshire	1	0.0%								
New Jersey	1	0.0%								
New Mexico			1	0.1%	2	0.1%	2	0.1%	2	0.1%
New York	1	0.0%	1	0.1%					1	0.0%
North Carolina			1	0.1%						
North Dakota			1	0.1%	1	0.0%			1	0.0%
Oklahoma			1	0.1%	1	0.0%	1	0.0%	2	0.1%
Oregon	2	0.1%					1	0.0%		
Pennsylvania	1	0.0%	1	0.1%			1	0.0%		
Puerto Rico	4	0.2%	1	0.1%	6	0.3%	3	0.1%		
South Carolina			1	0.1%						
Tennessee							1	0.0%	2	0.1%
Virginia									2	0.1%
Washington	3	0.1%	4	0.2%	2	0.1%	1	0.0%		
West Virginia	1	0.0%	1	0.1%			1	0.0%	1	0.0%
Wyoming	1	0.0%	1	0.1%	1	0.0%	3	0.1%	1	0.0%
U.S. Out of State Total	41	2.0%	43	2.3%	49	2.4%	53	2.5%	42	1.7%
Texas	1,994	96.8%	1,801	96.3%	1,957	96.6%	2,047	96.6%	2,336	97.1%
Grand Total	2,060	100.0%	1,870	100.0%	2,026	100.0%	2,119	100.0%	2,405	100.0%

Source: THECB Certified CBM Reports, Fall 2020 - 2024

Annual Enrollment Trends

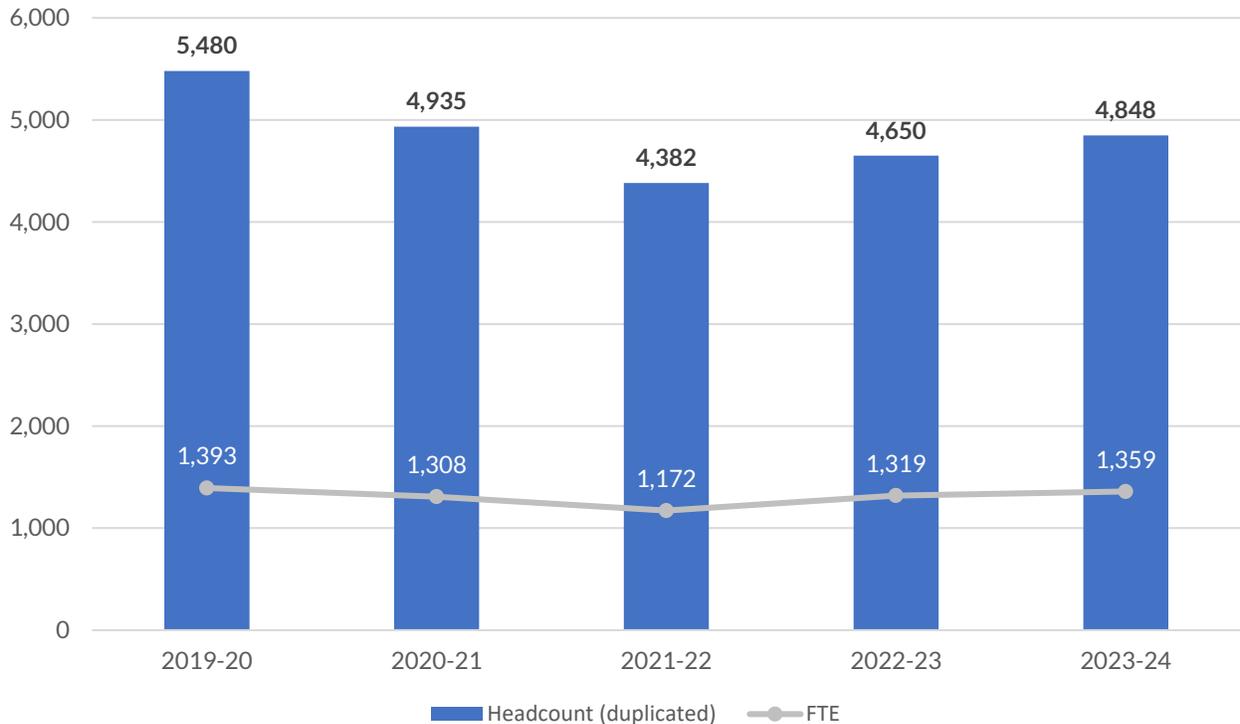
Annual headcount represents a duplicated count of all students who are enrolled in credit courses at Galveston College as of census day in the fall, spring, and/or summer semesters. Full-Time Equivalency (FTE) is the conversion of the number of all students enrolled full-time and part-time into an equivalent 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	2019-20	2020-21	2021-22	2022-23	2023-24	Five Year % Change
Headcount (duplicated)	5,480	4,935	4,382	4,650	4,848	-11.5%
FTE	1,393	1,308	1,172	1,319	1,359	-2.4%
Funded Contact Hours	1,128,512	1,077,856	950,459	1,010,896	1,015,968	-10.0%
Funded Semester Credit Hours	46,406	44,222	38,778	41,927	42,911	-7.5%

Source: THECB Certified CBM Reports, AY2020 - AY2024

Trend in Annual Headcount and FTE

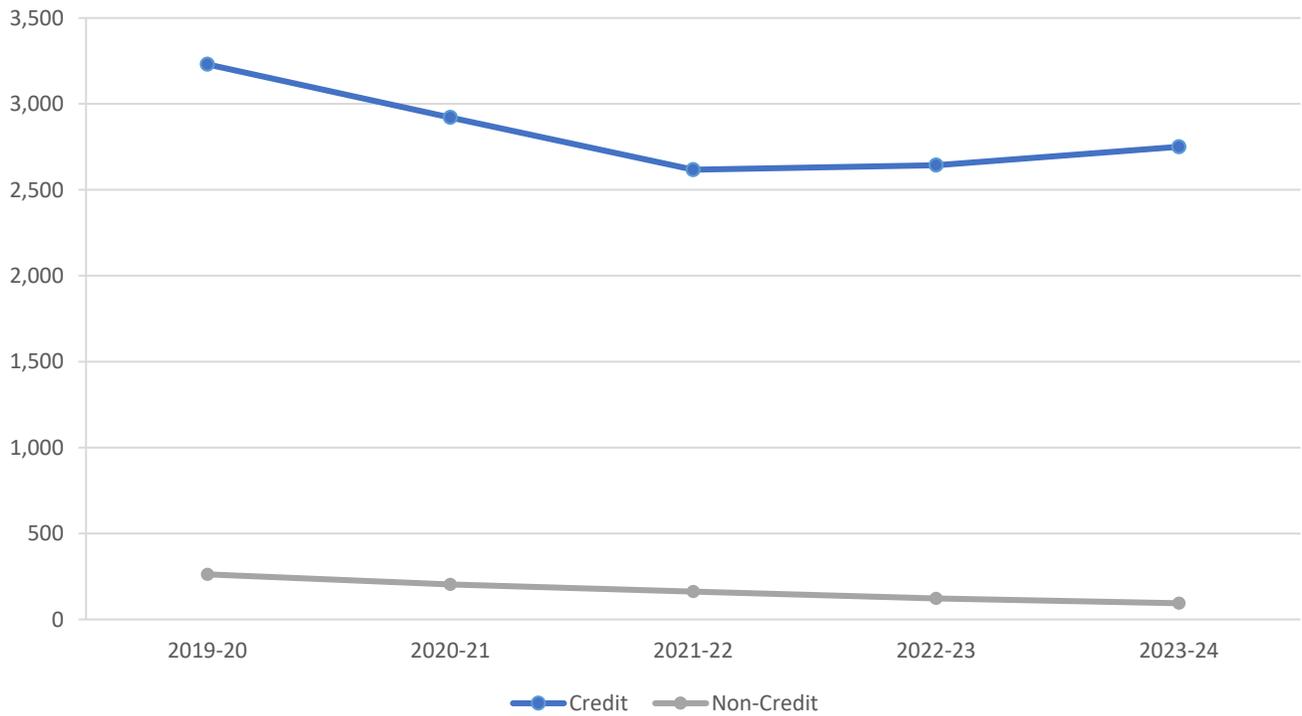


Trend in Annual Unduplicated Headcount: Credit and Non-Credit

Student Type	2019-20		2020-21		2021-22		2022-23		2023-24		Five Year % Change
	N	%	N	%	N	%	N	%	N	%	
Credit	3,230	92.5%	2,921	93.5%	2,617	94.2%	2,643	95.6%	2,750	96.7%	-14.9%
Non-Credit	262	7.5%	203	6.5%	162	5.8%	122	4.4%	94	3.3%	-64.1%
Grand Total	3,492	100.0%	3,124	100.0%	2,779	100.0%	2,765	100.0%	2,844	100.0%	-18.6%

Source: THECB Certified CBM Reports, AY2019 - AY2023

Trend in Annual Unduplicated Headcount by Credit Status

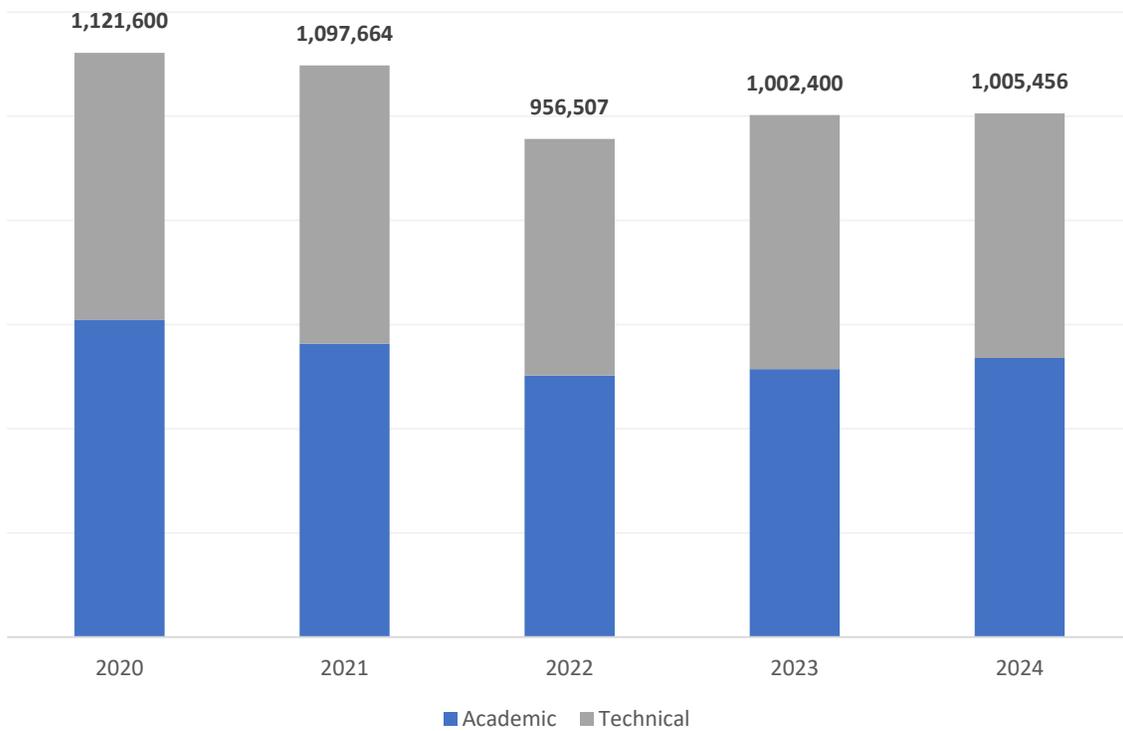


Trend in Funded Contact Hours by Funding Year

		2020	2021	2022	2023	2024
Academic	Summer	91,968	91,136	79,472	64,736	72,688
	Fall	264,976	232,960	217,616	230,064	241,728
	Spring	252,512	239,168	205,243	219,776	221,520
	Academic Total	609,456	563,264	502,331	514,576	535,936
Technical	Summer	93,872	101,616	93,472	100,144	89,280
	Fall	209,184	200,048	178,112	183,264	190,480
	Spring	209,088	232,736	182,592	204,416	189,760
	Technical Total	512,144	534,400	454,176	487,824	469,520
Grand Total		1,121,600	1,097,664	956,507	1,002,400	1,005,456

Source: THECB Certified CBM Reports, FY2020 - FY2024

Trend in Funded Contact Hours by Program Type



Awards

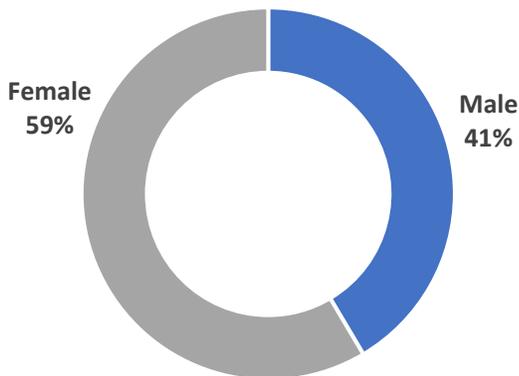
Awards Profile

Degrees and Certificates Awarded - AY2024

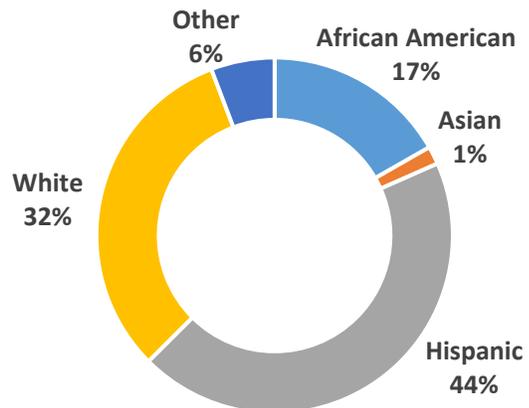
Award	N	%
Bachelor of Applied Science (BAS)	28	4.1%
Bachelor of Science in Nursing (BSN)	9	1.3%
Associate in Arts (AA)	60	8.9%
Associate in Applied Science (AAS)	154	22.8%
Associate in Science (AS)	92	13.6%
Advanced Technical Certificate	63	9.3%
Level 1 Certificate	206	30.5%
Level 2 Certificate	63	9.3%
Total	675	100.0%

Source: THECB Certified CBM009 Report, Fall 2024

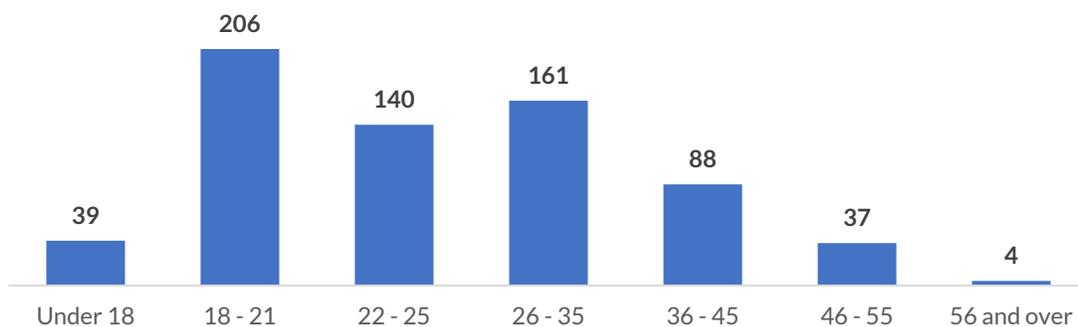
Awards by Gender



Awards by Race/Ethnicity



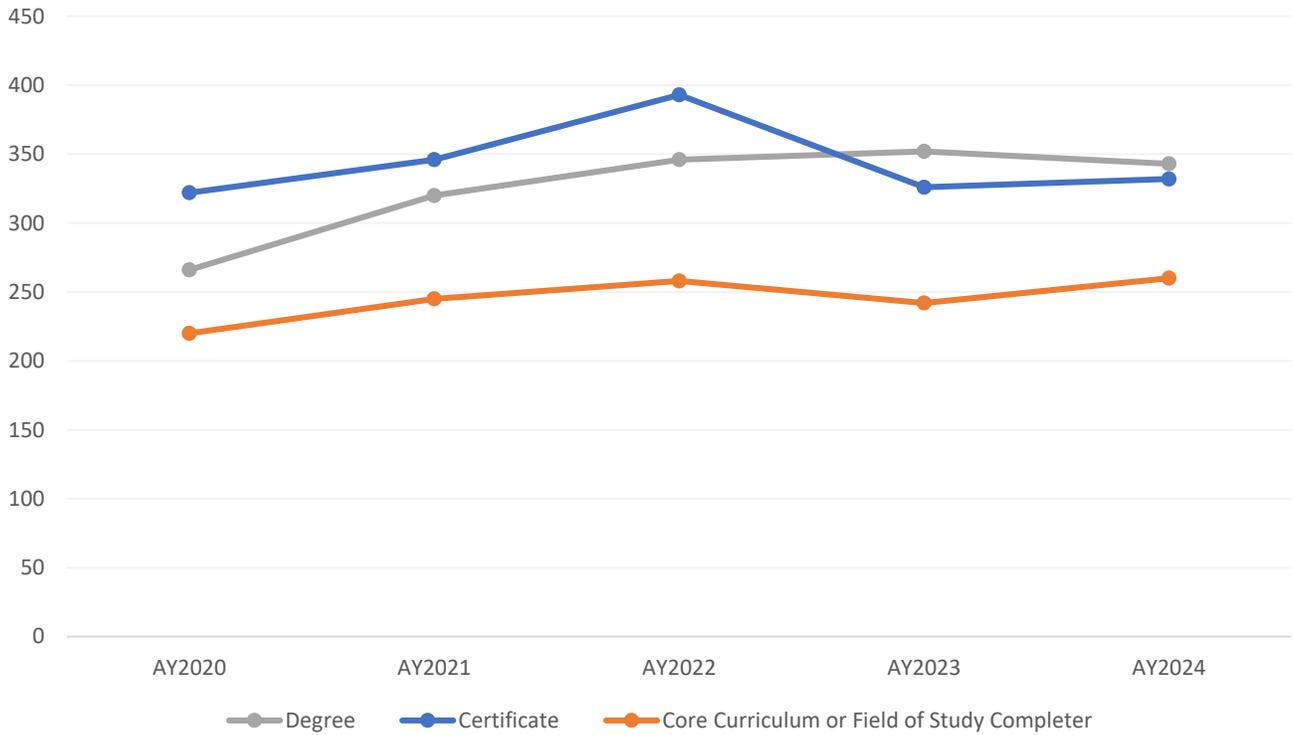
Awards by Age Group



Trend in Award Types

Award Type	AY2020		AY2021		AY2022		AY2023		AY2024	
	N	%	N	%	N	%	N	%	N	%
Degree	266	32.9%	320	35.1%	346	34.7%	352	38.3%	343	36.7%
Certificate	322	39.9%	346	38.0%	393	39.4%	326	35.4%	332	35.5%
Core Curriculum or Field of Study Completer	220	27.2%	245	26.9%	258	25.9%	242	26.3%	260	27.8%
Total	808	100.0%	911	100.0%	997	100.0%	920	100.0%	935	100.0%

Source: THECB Certified CBM009 Reports, 2020 - 2024



Trend in Awards by Program Area (including Field of Study)

Program Area	AY2020	AY2021	AY2022	AY2023	AY2024	Trend
Art	0	0	0	1	4	
Biology (includes Field of Study)	4	4	2	11	3	
Business Administration (includes Field of Study)	1	0	13	31	41	
Computer / Network Administration	10	5	25	24	12	
Computer Science	0	0	0	3		
Core Completer	197	220	210	200	214	
Cosmetology	21	10	24	25	30	
Criminal Justice (includes Field of Study)	5	8	3	8	6	
Criminal Justice Law Enforcement	43	34	15	4	27	
Culinary Arts	13	10	14	24	13	
Drama	0	0	0	0	1	
Education	0	0	0	7	3	
Electrical & Electronics Technology	22	37	33	17	23	
Emergency Medical Services	15	77	66	59	10	
English Language & Literature (includes Field of Study)	0	0	14	8	2	
General Studies	126	145	196	114	95	
Health / Physical Education	0	0	0	1	1	
Health Science - Transfer Nursing	0	0	0	15	18	
Healthcare Management (BAS)	0	16	7	15	30	
Heating, Ventilation, A/C, Refrigeration	39	24	33	23	34	
Instrumentation Technology	0	26	22	26	41	
Logistics	5	0	3	7	1	
Mathematics	0	0	0	1	1	
Medical Administration	63	52	64	48	49	
Nuclear Medicine	7	6	8	8	6	
Nursing - AAS (includes Field of Study)	72	62	47	52	59	
Nursing (BSN)	0	0	0	8	9	
Patient Care Technician	0	5	5	0	0	
Political Science / Government	1	0	0	0	0	
Psychology (includes Field of Study)	0	3	6	6	6	
Radiation Therapy	8	7	8	7	7	
Radiography / CT / MRI	85	71	81	79	81	
Sociology / Social Work (includes Field of Study)	0	1	1	4	3	
Sonography	0	12	8	7	8	
Speech Communication (includes Field of Study)	0	0	0	1	0	
Surgical Technology	1	0	8	9	9	
Vocational Nursing	19	16	13	10	10	
Welding Technology	51	60	68	57	78	
Total	808	911	997	920	935	

Source: THECB Certified CBM009 Reports, 2020 - 2024

SACSCOC 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 IPEDS Graduation Rate (150%) was selected as the College’s graduation rate for measuring student achievement. This measure counts full-time FTIC students who graduate within three years and includes those who earn degrees and/or certificates.

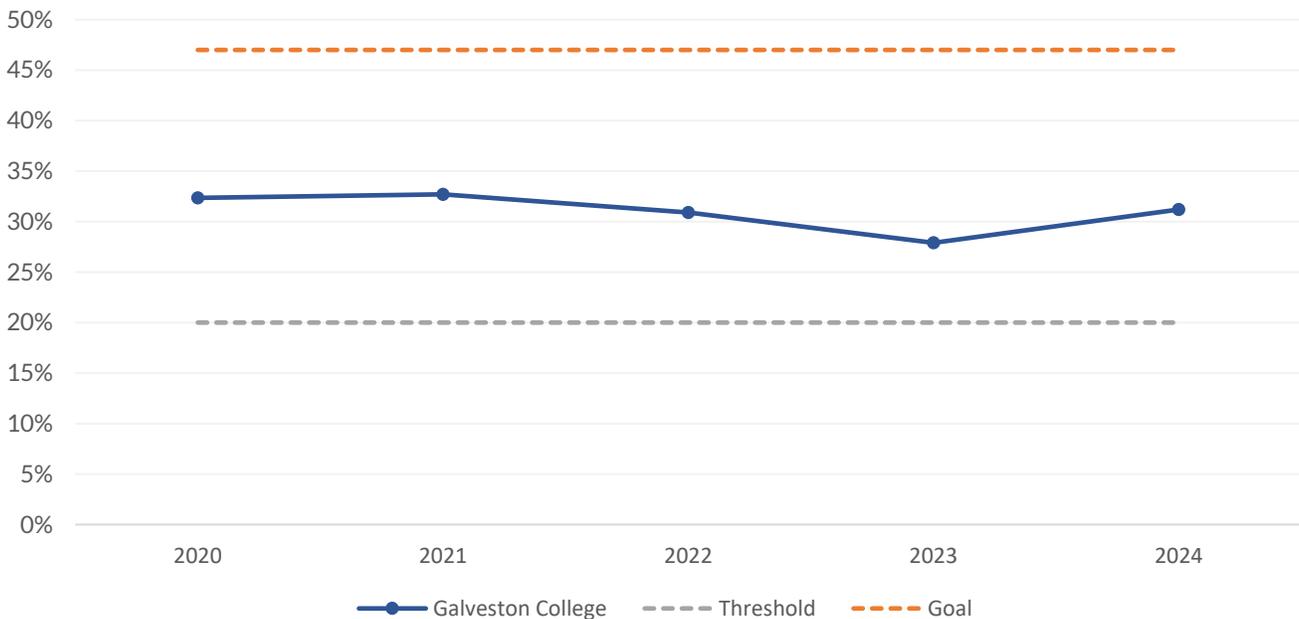
- Achievement Goal: 47%
- Minimum Threshold: 20%

Five-Year Trend in Graduation Rates

	2020	2021	2022	2023	2024
IPEDS Graduation Rate (150)	32.4%	32.7%	30.9%	27.9%	31.2%

Source: Integrated Postsecondary Education Data System (IPEDS)

Graduation Rates, Threshold, and Goal



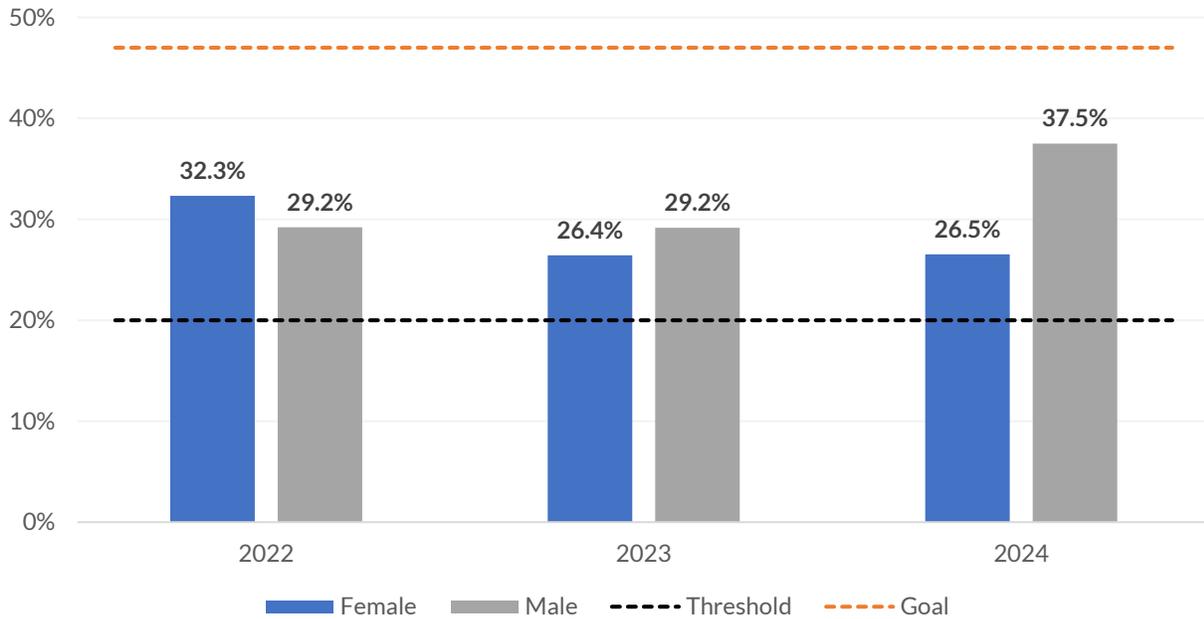
Three-Year Trend in Graduation Rates Disaggregated by Sex, Race/Ethnicity, and Pell Eligibility

	2022		2023		2024	
	Cohort	Rate	Cohort	Rate	Cohort	Rate
Grand Total	246	30.9%	183	27.9%	170	31.2%
Female	133	32.3%	87	26.4%	98	26.5%
Male	113	29.2%	96	29.2%	72	37.5%
African American	33	27.3%	25	20.0%	24	12.5%
Hispanic	99	38.4%	82	32.9%	70	35.7%
Other	21	38.1%	11	36.4%	14	30.6%
White	93	22.6%	65	23.1%	62	42.9%
Pell Recipient	117	33.3%	99	25.3%	91	26.4%
Not Pell Recipient	129	28.7%	84	31.0%	79	36.7%

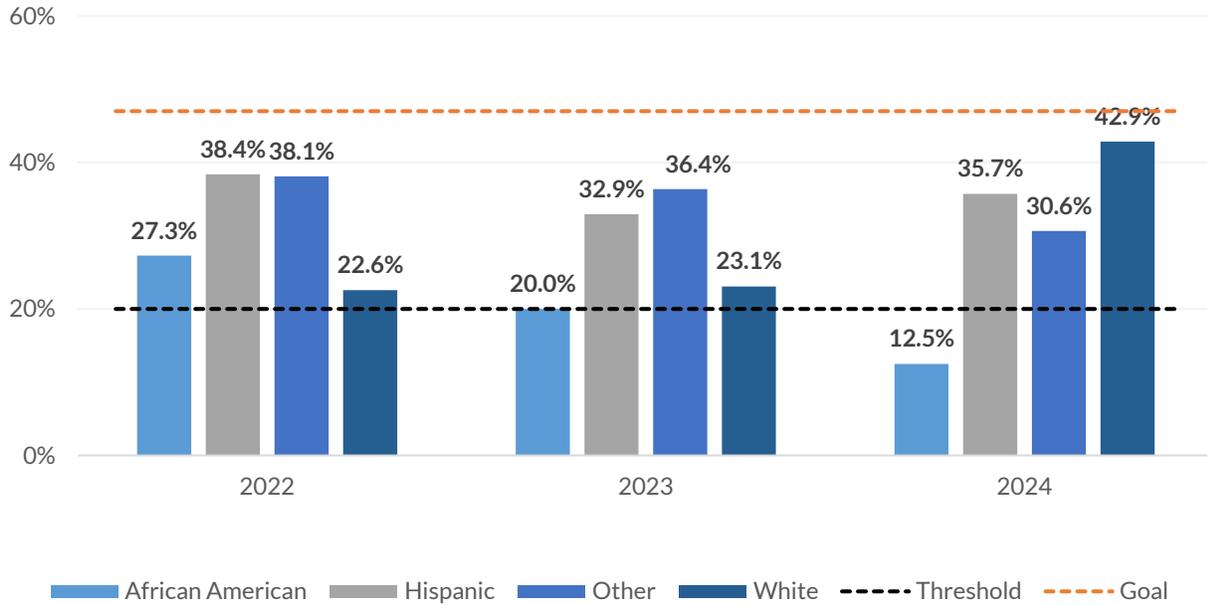
Source: Texas Higher Education Coordinating Board (THECB)

*Note: Graduation rate data are supplied by THECB to maintain a reporting cycle based on a cohort having started three years prior.

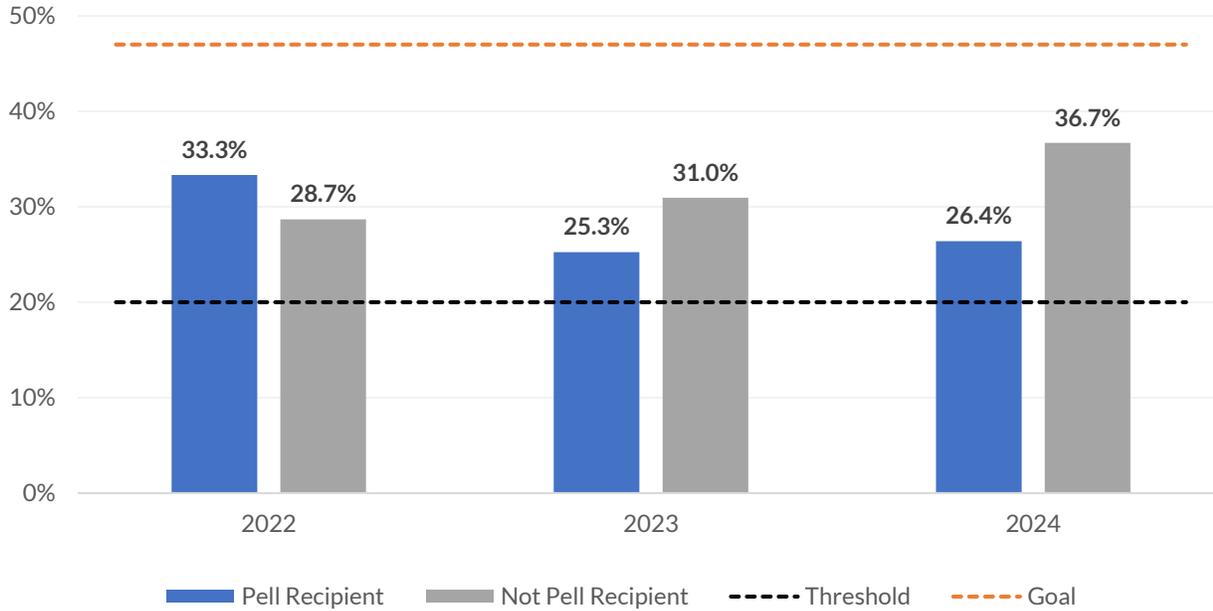
Graduation Rates by Sex



Graduation Rates by Race/Ethnicity



Graduation Rates by Pell 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.

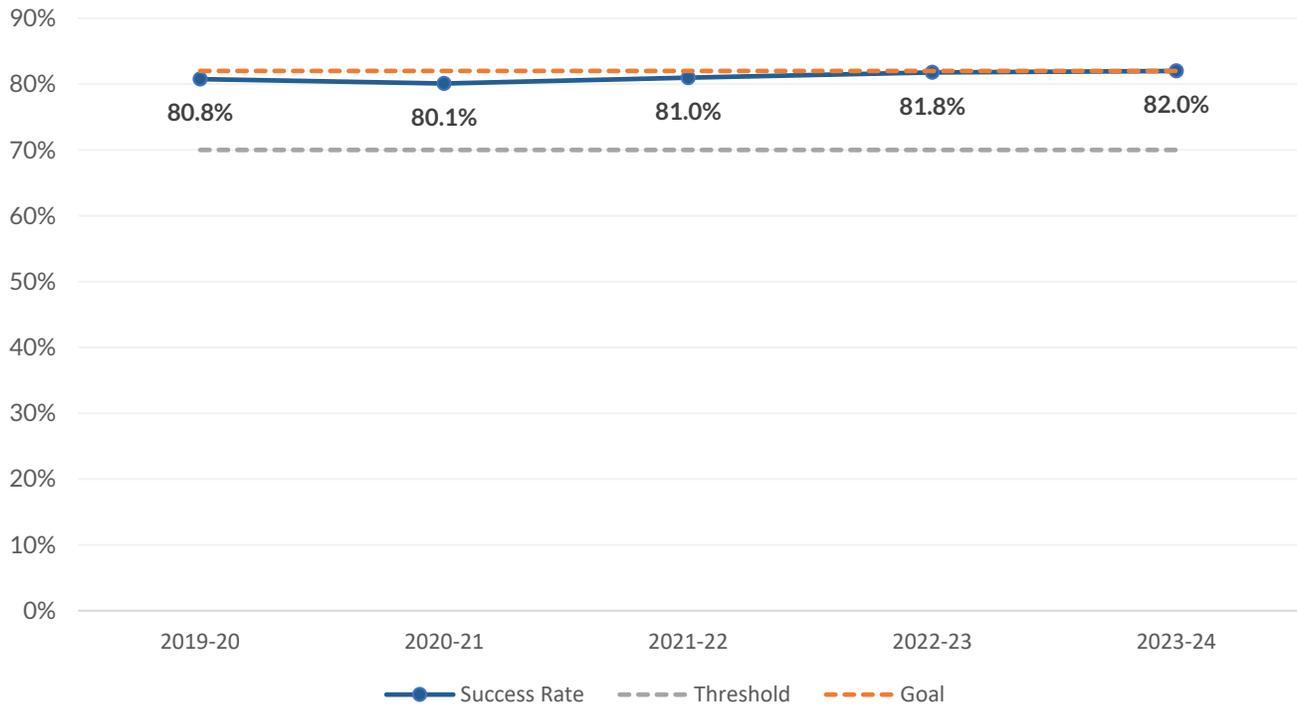
- Achievement Goal: 82%
- Minimum Threshold: 70%

Five-Year Trend in Course Success Rates

	2019-20	2020-21	2021-22	2022-23	2023-24
Enrollments (N)	15,576	14,699	12,931	14,038	14,290
Success (N)	12,581	11,773	10,471	11,481	11,717
Success Rate	80.8%	80.1%	81.0%	81.8%	82.0%

Source: Institutional Files

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.

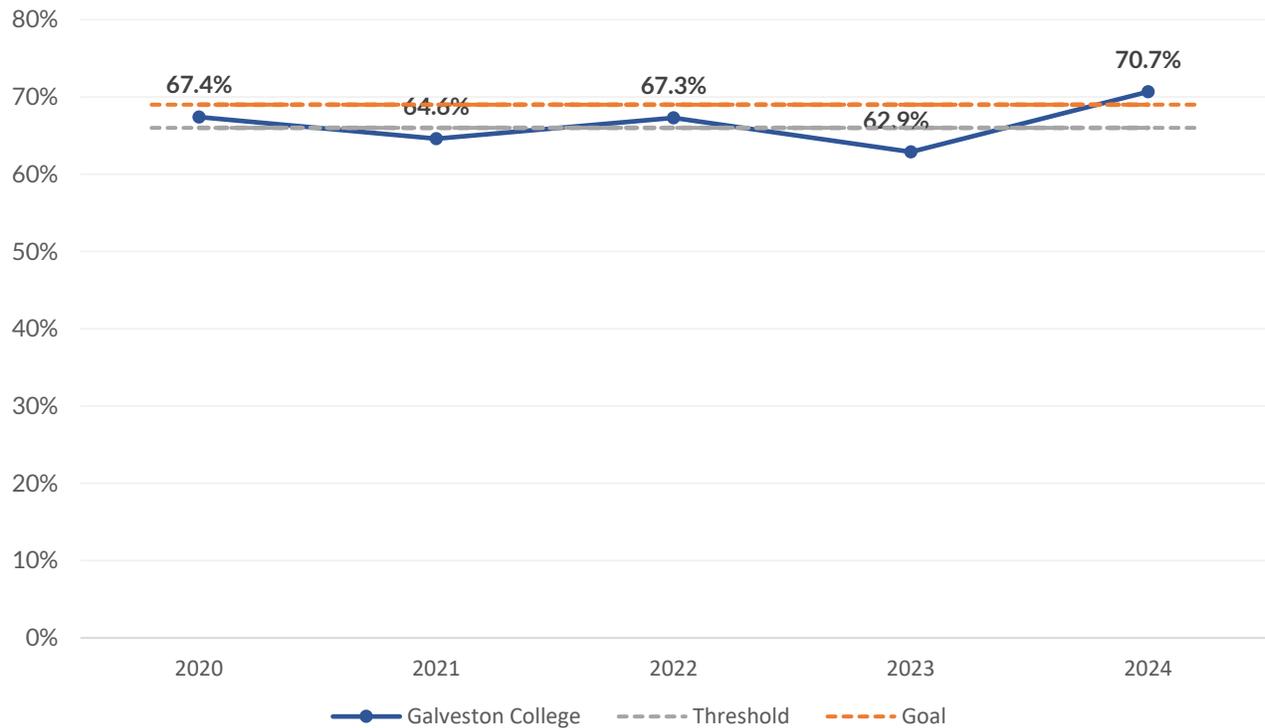
- Achievement Goal: 69%
- Minimum Threshold: 66%

Five-Year Trend in Persistence Rates

	2020	2021	2022	2023	2024
Galveston College	67.4%	64.6%	67.3%	62.9%	70.7%
Peer Group	60.2%	59.7%	63.0%	60.3%	64.2%
Statewide - Community Colleges	63.7%	66.5%	67.7%	67.8%	67.5%

Source: THECB Accountability Reports

Persistence Rates, Threshold, and Goal



Graduate Success Rate

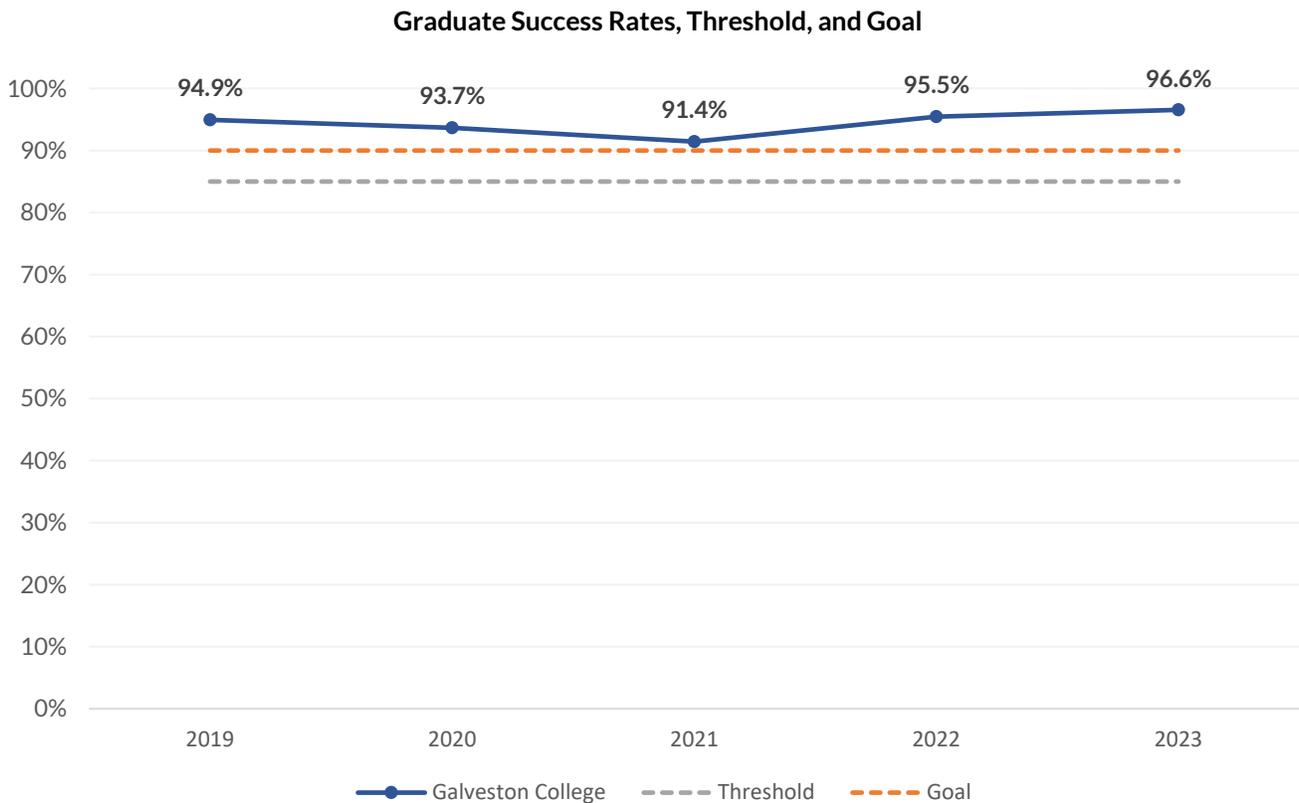
The educational and economic success of graduates is defined as the percentage of students who are a) employed in the fourth quarter of the calendar year in which the fiscal year ends, or b) enrolled in a Texas public, private, or for-profit institution of higher education in the fall semester after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

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

Five-Year Trend in Graduate Success Rates

	2019	2020	2021	2022	2023
Galveston College	94.9%	93.7%	91.4%	95.5%	96.6%
Peer Group	90.0%	87.0%	87.0%	89.0%	88.7%
Statewide - Community Colleges	89.4%	86.8%	88.0%	88.4%	88.8%

Source: THECB Accountability Report Data



Certification and Licensure Pass Rate

The certification 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.

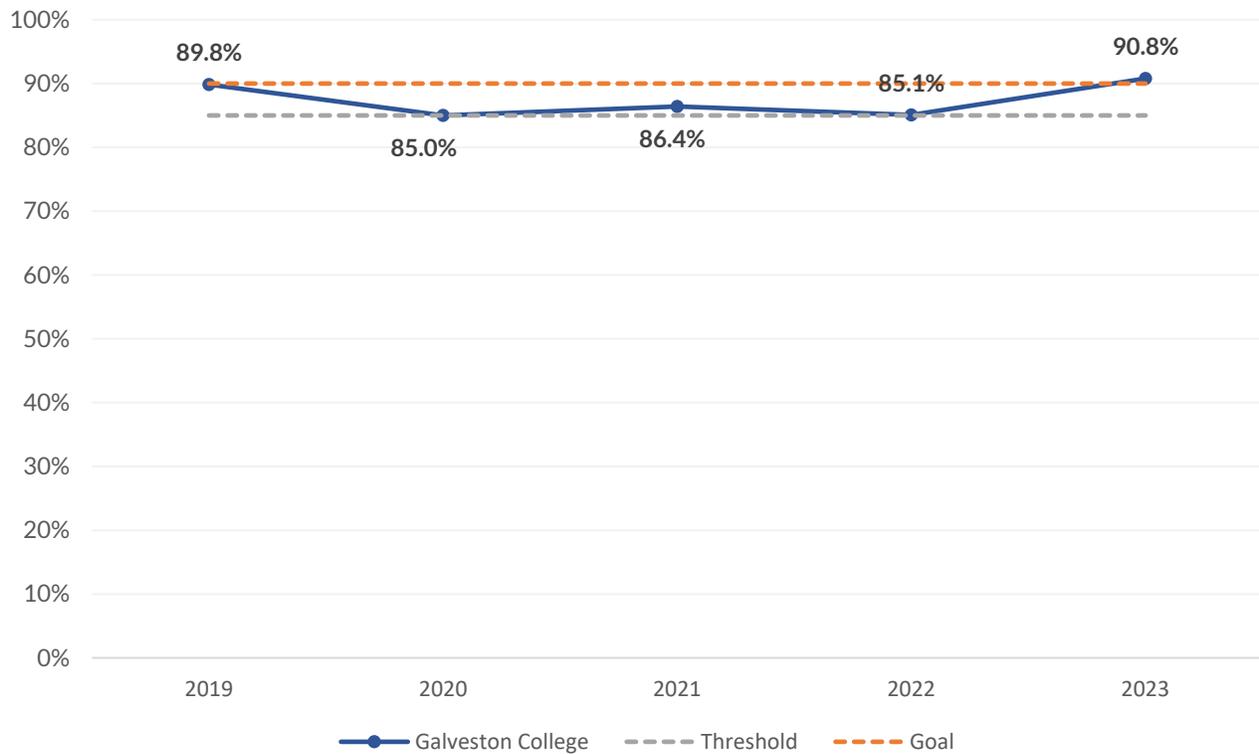
- Achievement Goal: 90%
- Minimum Threshold: 85%

Five-Year Trend in Certificate and Licensure Pass Rates

	2019	2020	2021	2022	2023
Galveston College	89.8%	85.0%	86.4%	85.1%	90.8%
Peer Group	90.4%	87.8%	84.2%	85.6%	89.4%
Statewide - Community Colleges	90.0%	88.9%	88.2%	87.8%	90.0%

Source: THECB Accountability Reports

Certificate and Licensure Pass Rates, Threshold, and Goal



Institutional Performance Measures

Fall-to-Fall Retention

Fall-to-Fall retention measures the percentage of all students enrolled in one fall who returned to Galveston College the following fall. Students who earned a degree or certificate during the academic year are excluded from this calculation. (Note: This measures retention at the College, not necessarily in the major.)

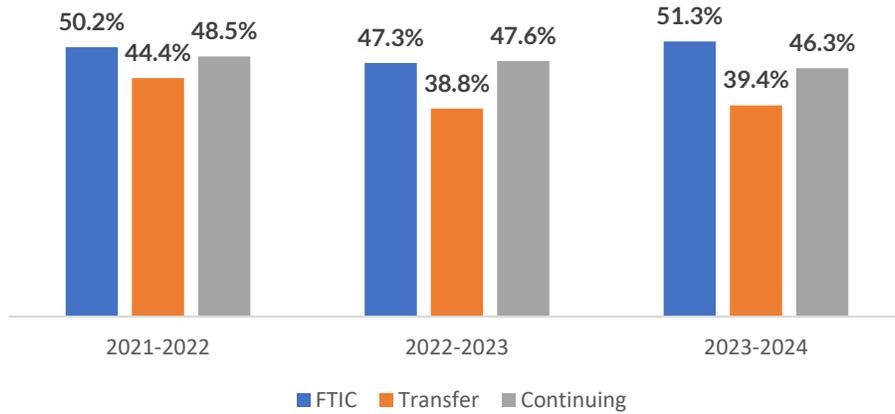
Trend in Fall-to-Fall Retention

Student Type	Fall 2021-Fall 2022			Fall 2022-Fall 2023			Fall 2023-Fall 2024		
	Adjusted Enrollment	Retained N	%	Adjusted Enrollment	Retained N	%	Adjusted Enrollment	Retained N	%
All	1,406	680	48.4%	1,844	863	46.8%	1,995	926	46.4%
FTIC	235	118	50.2%	273	129	47.3%	314	161	51.3%
Transfer	144	64	44.4%	160	62	38.8%	188	74	39.4%
Continuing	1,027	498	48.5%	1,411	672	47.6%	1,493	691	46.3%
African American	248	108	43.5%	311	143	46.0%	334	116	34.7%
Asian	47	28	59.6%	55	26	47.3%	42	21	50.0%
Hispanic	568	282	49.6%	764	394	51.6%	859	440	51.2%
White	483	235	48.7%	593	244	41.1%	586	272	46.4%
All Others	60	27	45.0%	121	56	46.3%	174	77	44.3%
Female	940	488	51.9%	1,239	598	48.3%	1,328	617	46.5%
Male	466	192	41.2%	605	265	43.8%	667	309	46.3%
Full-Time	468	232	49.6%	612	292	47.7%	671	330	49.2%
Part-Time	938	448	47.8%	1,232	571	46.3%	1,324	596	45.0%

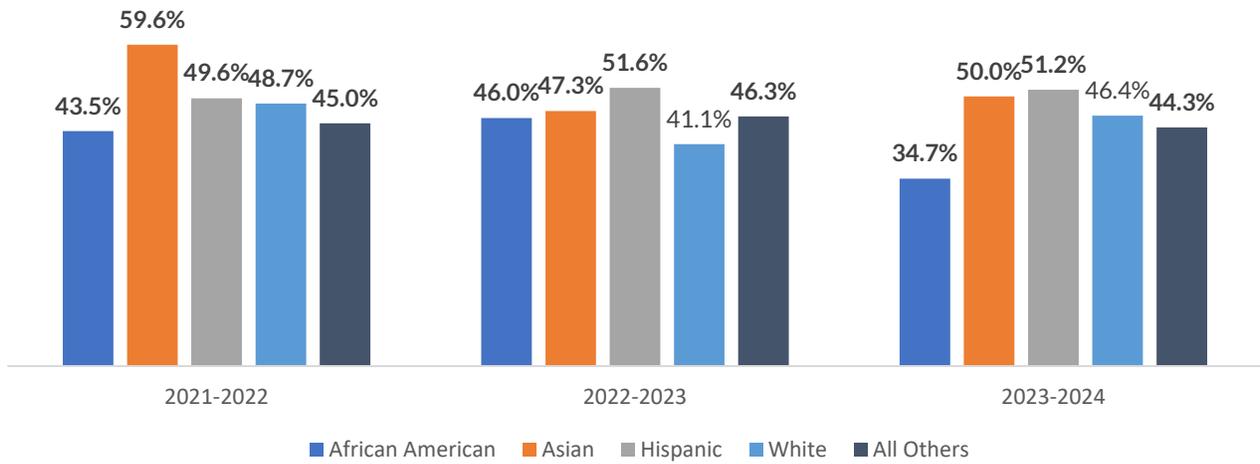
Source: CBM001, CBM009

Note: Adjusted enrollment excludes students who earned an award during the academic year.

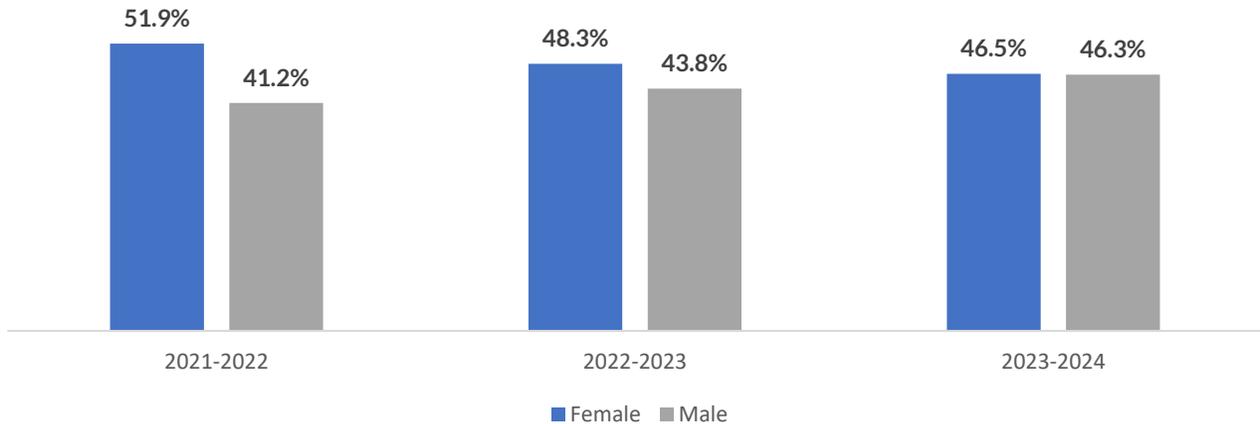
Trend in Fall-to-Fall Retention by Student Type



Trend in Fall-to-Fall Retention by Race/Ethnicity



Trend in Fall-to-Fall Retention by Sex



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

	FY2020	FY2021	FY2022	FY2023	FY2024	5-Year Change
Percentage of Courses Completed	91.2%	91.0%	91.4%	91.7%	90.8%	-0.4%
Number of Students Who Transfer to a University	44	45	50	57	48	4
Percentage of Underprepared Students Who Satisfy TSI Obligation within 2 Years - Math	49.1%	29.8%	49.7%	54.6%	53.4%	4.3%
Percentage of Underprepared Students Who Satisfy TSI Obligation within 2 Years - Reading	72.9%	68.8%	68.7%	61.3%	66.1%	-6.8%
Percentage of Underprepared Students Who Satisfy TSI Obligation within 2 Years - Writing	60.8%	76.7%	64.8%	55.4%	65.5%	4.7%
Percentage of Students Who Pass a Licensure Exam	90.5%	85.0%	86.4%	85.1%	90.8%	0.3%
Degrees or Certificates Awarded	588	666	739	678	675	87
Percentage of Students Who are Minorities	58.4%	58.8%	60.4%	62.3%	60.8%	2.4%
Percentage of Students Who are Academically Disadvantaged	10.4%	14.2%	10.2%	7.5%	6.9%	-3.5%
Percentage of Students Who are Economically Disadvantaged	30.5%	33.4%	37.9%	37.6%	35.1%	4.6%

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

Faculty

Faculty Profile

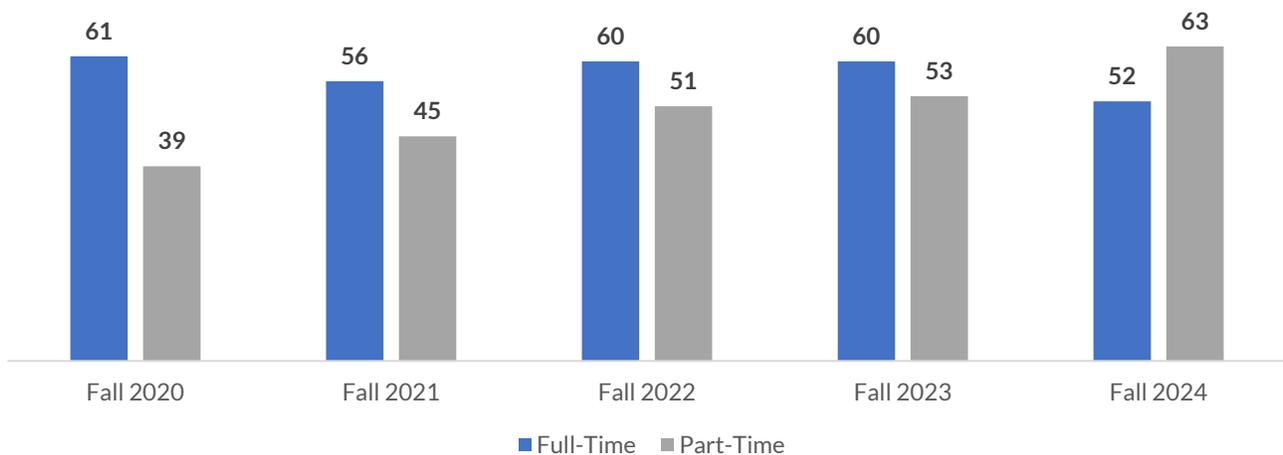
As of fall 2024, Galveston College employed 115 faculty, an increase of 15% since fall 2020. Nearly one-half (45%) of faculty are full-time, and 17% hold doctoral degrees.

Trend in Faculty by Rank

	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	N	%	N	%	N	%	N	%	N	%
Professor	2	2.0%	2	2.0%	3	2.7%	3	2.7%	6	5.2%
Associate Professor	8	8.0%	5	5.0%	3	2.7%	4	3.5%	2	1.7%
Assistant Professor	6	6.0%	4	4.0%	6	5.4%	11	9.7%	12	10.4%
Instructor	45	45.0%	44	43.6%	51	45.9%	49	43.4%	37	32.2%
Other Faculty	39	39.0%	46	45.5%	48	43.2%	46	40.7%	58	50.4%
Grand Total	100	100.0%	101	100.0%	111	100.0%	113	100.0%	115	100.0%

Source: THECB Certified CBM008 Reports, Fall 2020 - Fall 2024

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



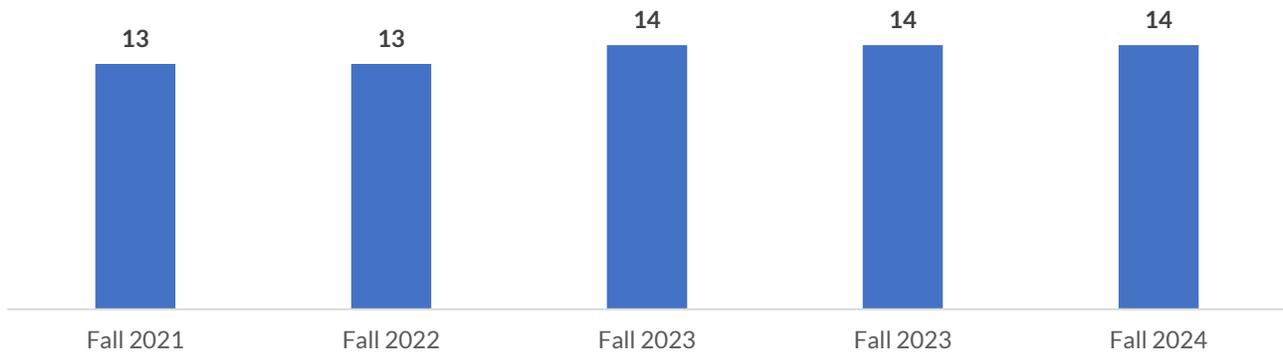
Source: THECB Certified CBM008 Reports, Fall 2020 - Fall 2024

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

Sex	Race/Ethnicity	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
		N	%	N	%	N	%	N	%	N	%
Female	African American	4	6.6%	3	5.4%	2	3.3%	1	1.7%	0	0.0%
	Asian	2	3.3%	2	3.6%	2	3.3%	2	3.3%	2	3.8%
	Hispanic	4	6.6%	7	12.5%	7	11.7%	9	15.0%	9	17.3%
	White	19	31.1%	14	25.0%	13	21.7%	13	21.7%	10	19.2%
	Other	1	1.6%	1	1.8%	6	10.0%	10	16.7%	8	15.4%
	Total	30	49.2%	27	48.2%	30	50.0%	35	58.3%	29	55.8%
Male	African American	3	4.9%	3	5.4%	4	6.7%	3	5.0%	3	5.8%
	Asian	1	1.6%	1	1.8%	0	0.0%	0	0.0%	0	0.0%
	Hispanic	3	4.9%	3	5.4%	3	5.0%	3	5.0%	3	5.8%
	White	23	37.7%	22	39.3%	16	26.7%	14	23.3%	11	21.2%
	Other	1	1.6%	0	0.0%	7	11.7%	5	8.3%	6	11.5%
	Total	31	50.8%	29	51.8%	30	50.0%	25	41.7%	23	44.2%
Grand Total		61	100.0%	56	100.0%	60	100.0%	60	100.0%	52	100.0%

Source: THECB Certified CBM008 Reports, Fall 2020- Fall 2024

Trend in Student/Faculty Ratio



Source: Integrated Postsecondary Education Data System (IPEDS)

Facilities

Facilities Overview

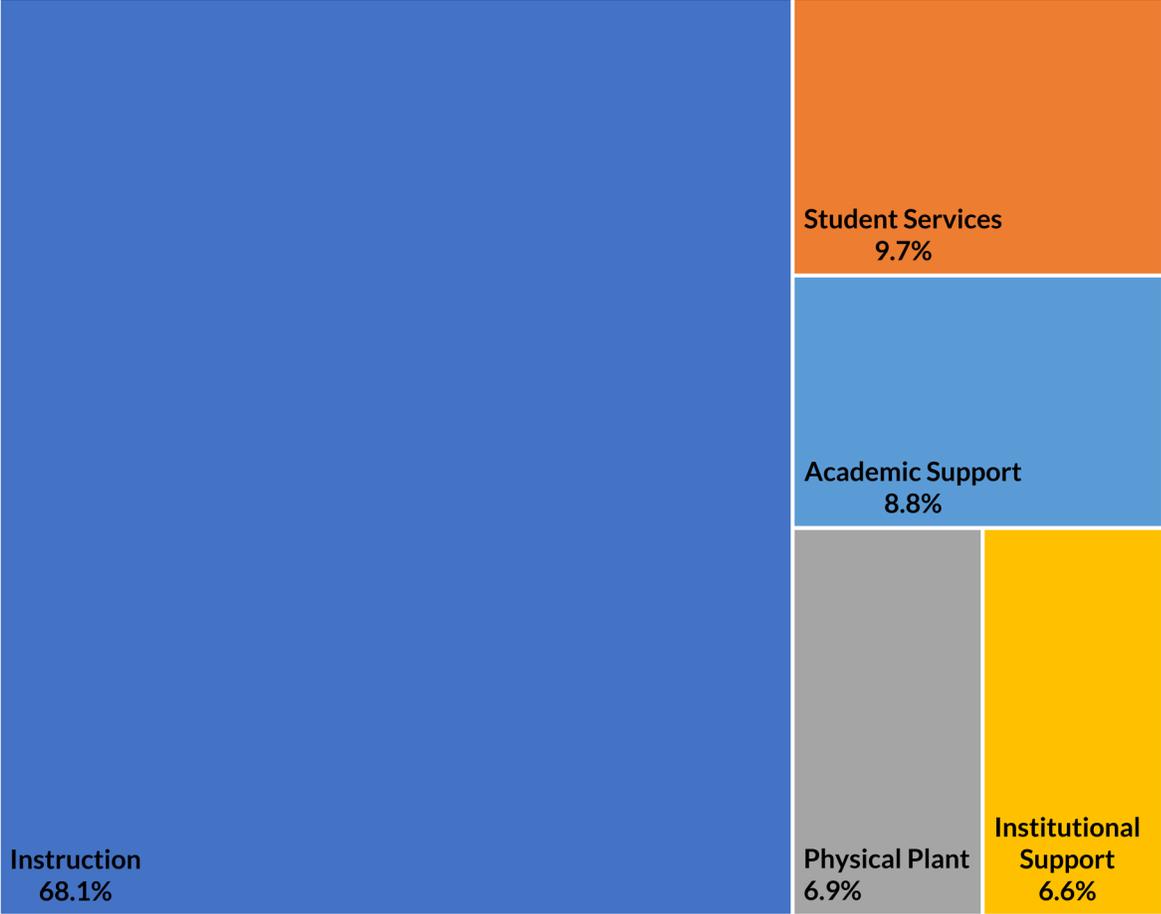
As indicated below, 68.1% of the College’s net square footage by function is committed to instruction. Academic Support, which includes the library, accounts for 8.8% of the net square footage, while 9.7% is committed to Student Services. The remainder is divided between Institutional Support and Physical 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	ATC #1	ATC #2	ATC #3	Cheney	FA/ Fitness	HSEC	Moody	Northen Center	Regents	Seibel	Total Sq. Ft.
Net Square Footage											
Instruction	6,622	19,626	2,081	----	37,326	21,132	4,908	22,859	24,000	4,766	143,320
Academic Support	----	----	----	----	----	5,642	----	2,351	10,502	----	18,495
Student Services	----	----	----	4,649	597	3,422	9,588	----	2,119	----	20,375
Institutional Support	108	46	10	133	----	2,853	7,596	540	2,511	97	13,894
Physical Plant	60	319	92	62	2,214	----	1,239	8,216	2,167	126	14,495
Other (RR, Halls, Stairs, etc.)	1,063	1,015	----	688	7,661	----	6,612	6,469	20,506	2,330	46,344
Community Service	----	----	----	----	----	17,553	----	----	----	----	----
Total	7,853	21,006	2,183	5,532	47,798	50,602	29,943	40,435	61,805	7,319	274,476
Gross Square Footage											
Instruction	6,622	19,626	2,081	----	37,326	23,075	4,908	22,859	24,000	4,766	145,263
Academic Support	----	----	----	----	----	6,759	----	2,351	10,502	----	19,612
Student Services	----	----	----	4,649	597	3,745	9,588	----	2,119	----	20,698
Institutional Support	108	46	10	133	----	3,063	7,596	540	2,511	97	14,104
Physical Plant	60	319	92	62	2,214	----	1,239	8,216	2,167	126	14,495
Other (RR, Halls, Stairs, etc.)	497	1,989	199	1,249	13,635	----	13,369	17,174	23,011	3,439	74,562
Community Service	----	----	----	----	----	18,519	----	----	----	----	----
Total	7,287	21,980	2,382	6,093	53,772	55,161	36,700	51,140	64,310	8,428	307,253

Source: Institutional Files

Net Square Footage by Function



Financial Data

Financial Overview

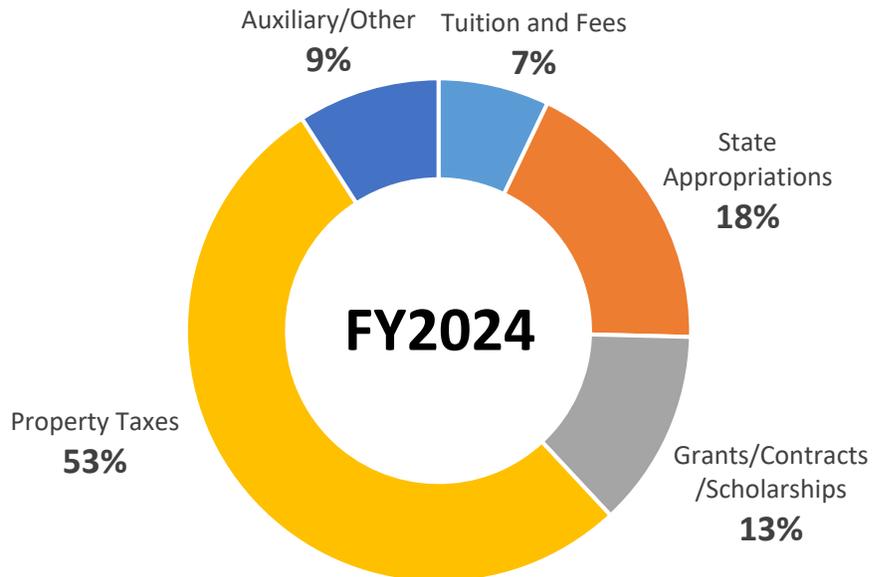
Revenues and expenditures are sourced from the College’s Annual Financial Audit Reports’ Statements of Revenues, Expenses and Changes in Net Position. In FY2024, property taxes represented slightly more than one-half (53%) of revenue. As in previous years, instruction was the largest expense category accounting for 32% of total operating expenses.

Trend in Revenues by Category

Category	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
Tuition and Fees	\$2,900,554	\$2,834,638	\$2,708,288	\$2,308,433	\$2,439,519	\$2,454,636
State Appropriations	\$5,391,247	\$6,249,901	\$5,997,261	\$5,650,022	\$5,864,344	\$6,316,166
Grants/Contracts/Scholarships	\$3,538,561	\$5,619,786	\$4,325,009	\$8,330,483	\$3,785,821	\$4,378,339
Ad Valorem (Property) Taxes	\$13,869,957	\$14,283,682	\$14,448,842	\$15,457,871	\$16,585,136	\$18,247,018
Auxiliary Enterprises/Other	\$1,080,405	\$690,914	\$820,480	\$1,122,470	\$3,191,803	\$3,142,815
Total	\$26,780,724	\$29,678,921	\$28,299,880	\$32,869,279	\$31,866,623	\$34,538,974

Source: Galveston College Financial Audit Reports

Annual Distribution of Revenues

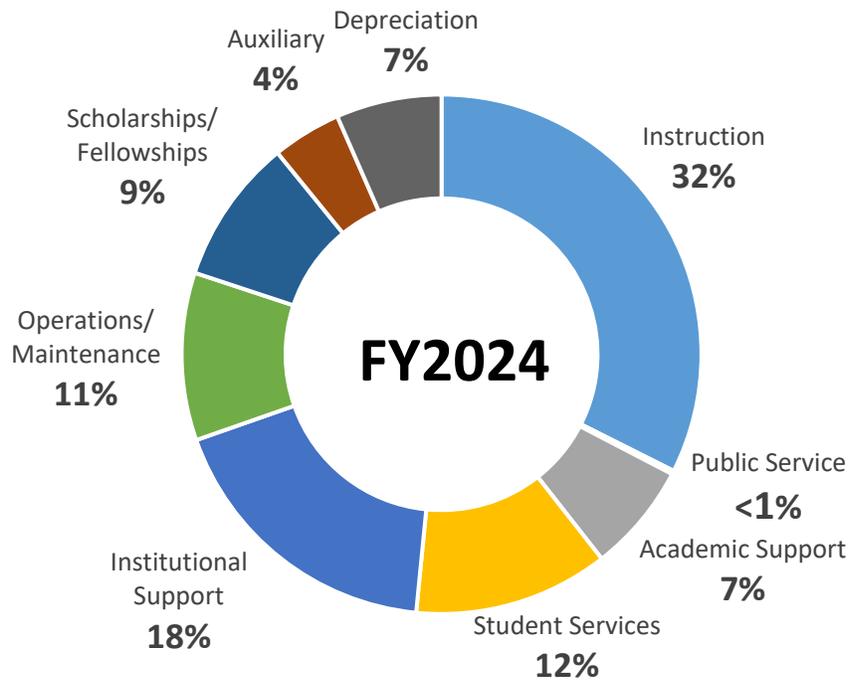


Trend in Expenses by Category

Category	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
Instruction	\$9,773,923	\$9,743,826	\$9,825,561	\$9,743,178	\$10,475,030	\$10,675,142
Public Service	\$15,561	\$6,915	\$4,434	\$1,394	\$17,303	\$72,762
Academic Support	\$1,865,634	\$1,974,131	\$1,911,094	\$1,838,161	\$2,069,567	\$2,236,210
Student Services	\$3,808,283	\$3,541,359	\$3,492,908	\$4,135,174	\$4,061,600	\$3,995,125
Institutional Support	\$5,294,778	\$6,266,863	\$5,415,899	\$5,451,201	\$5,698,119	\$5,954,577
Operations/Maintenance	\$2,982,641	\$2,594,027	\$2,743,768	\$3,608,277	\$3,464,695	\$3,438,553
Scholarships/Fellowships	\$2,391,014	\$2,997,501	\$2,862,901	\$4,859,126	\$2,493,180	\$2,980,034
Auxiliary Enterprises	\$766,281	\$680,031	\$1,009,202	\$1,197,379	\$1,349,620	\$1,417,085
Depreciation	\$1,044,189	\$1,115,291	\$1,176,955	\$1,300,874	\$1,416,346	\$2,162,788
Transfers	-\$1,161,580	\$758,977	-\$142,842	\$734,515	\$821,163	\$1,606,698
Total	\$26,780,724	\$29,678,921	\$28,299,880	\$32,869,279	\$31,866,623	\$34,538,974

Source: Galveston College Financial Audit Reports

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	\$336	\$882	\$144	\$168	\$10	\$33	\$55	\$602	\$746	\$1,292
2	\$336	\$882	\$144	\$168	\$10	\$33	\$55	\$602	\$746	\$1,292
3	\$336	\$882	\$144	\$168	\$10	\$33	\$55	\$602	\$746	\$1,292
4	\$336	\$882	\$144	\$168	\$10	\$33	\$55	\$602	\$746	\$1,292
5	\$336	\$882	\$144	\$168	\$10	\$33	\$55	\$602	\$746	\$1,292
6	\$336	\$882	\$144	\$168	\$10	\$33	\$55	\$602	\$746	\$1,292
7	\$392	\$1,029	\$168	\$196	\$10	\$33	\$55	\$686	\$854	\$1,491
8	\$448	\$1,176	\$192	\$224	\$10	\$33	\$55	\$770	\$962	\$1,690
9	\$504	\$1,323	\$216	\$252	\$15	\$33	\$55	\$859	\$1,075	\$1,894
10	\$560	\$1,470	\$240	\$280	\$15	\$33	\$55	\$943	\$1,183	\$2,093
11	\$616	\$1,617	\$264	\$308	\$15	\$33	\$55	\$1,027	\$1,291	\$2,292
12	\$672	\$1,764	\$288	\$336	\$15	\$33	\$55	\$1,111	\$1,399	\$2,491
13	\$728	\$1,911	\$312	\$364	\$15	\$33	\$55	\$1,195	\$1,507	\$2,690
14	\$784	\$2,058	\$336	\$392	\$15	\$33	\$55	\$1,279	\$1,615	\$2,889
15	\$840	\$2,205	\$360	\$420	\$15	\$33	\$55	\$1,363	\$1,723	\$3,088
16	\$896	\$2,352	\$384	\$448	\$15	\$33	\$55	\$1,447	\$1,831	\$3,287
17	\$952	\$2,499	\$408	\$476	\$15	\$33	\$55	\$1,531	\$1,939	\$3,486
18	\$1,008	\$2,646	\$432	\$504	\$15	\$33	\$55	\$1,615	\$2,047	\$3,685
19	\$1,064	\$2,793	\$456	\$532	\$15	\$33	\$55	\$1,699	\$2,155	\$3,884
20	\$1,120	\$2,940	\$480	\$560	\$15	\$33	\$55	\$1,783	\$2,263	\$4,083

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

Source: Galveston College Summer/Fall 2024 Class Schedule