

Galveston College

Accountability Report

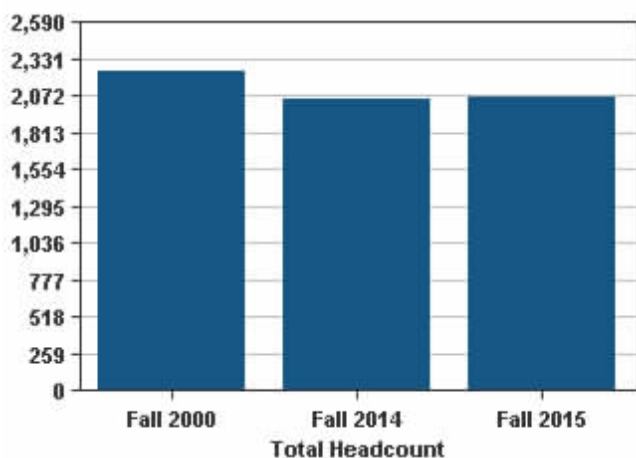
January 2016

Participation - Key Measures

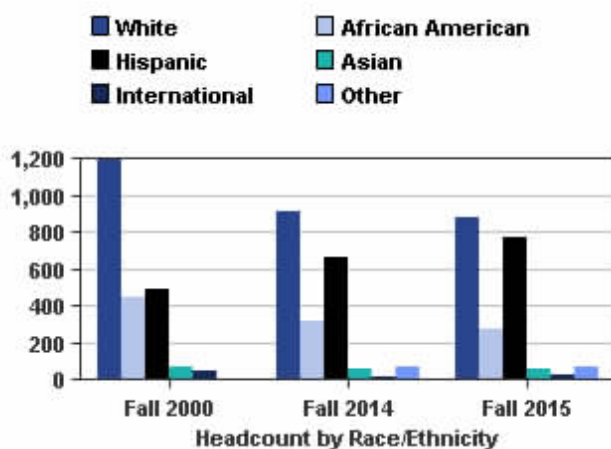
Enrollment

1. Fall Headcount (Unduplicated) 

	Fall 2000		Fall 2014		Fall 2015		% Change Fall 2000 to 2015	Institutional Closing the Gaps Target- Fall 2015	Closing the Gaps Completion
Total (does not include flex entry)	2,245		2,048		2,071		- 7.8%	2,487	83.3 %
White	1,191	(53.1%)	915	(44.7%)	878	(42.4%)	- 26.3%	1,104	79.5%
African American	446	(19.9%)	322	(15.7%)	271	(13.1%)	- 39.2%	511	53.0%
Hispanic	494	(22.0%)	668	(32.6%)	771	(37.2%)	56.1%	765	100.8%
Asian	66	(2.9%)	56	(2.7%)	60	(2.9%)	- 9.1%		
International	46	(2.0%)	18	(0.9%)	25	(1.2%)	- 45.7%		
Other	2	(0.1%)	69	(3.4%)	66	(3.2%)	3200.0%		
Gender									
Male	766	(34.1%)	793	(43.1%)	797	(38.5%)	4.0%		
Female	1,479	(65.9%)	1,255	(56.9%)	1,274	(61.5%)	- 13.9%		
Flex Entry	30		51		N/A		N/A		



Source: Coordinating Board Management (CBM) Report 001



Source: Coordinating Board Management (CBM) Report 001

Galveston College's Fall 2010 enrollment exceeds 2300. While consistent with the enrollment growth across the state, this is prominent for the institution given the decrease in enrollment from Hurricane Ike.

Annual Unduplicated Enrollment

2. Annual unduplicated enrollment including credit, non-credit and dual-credit students. 

	FY 2000		FY 2014		FY 2015		% Change FY 2000 to 2015
Total	5,508		3,522		3,446		- 37.4%
White	3,007	(54.6%)	1,592	(45.2%)	1,555	(45.1%)	- 48.3%
African American	1,139	(20.7%)	647	(18.4%)	546	(15.8%)	- 52.1%
Hispanic	1,151	(20.9%)	972	(27.6%)	1,038	(30.1%)	- 9.8%
Asian	118	(2.1%)	113	(3.2%)	99	(2.9%)	- 16.1%
International	57	(1.0%)	22	(0.6%)	30	(0.9%)	- 47.4%
Other	36	(0.7%)	176	(5.0%)	178	(5.2%)	394.4%
Gender							
Male	2,369	(43.0%)	1,450	(42.1%)	1,341	(38.9%)	- 43.4%
Female	3,139	(57.0%)	2,072	(57.9%)	2,105	(61.1%)	- 32.9%

Galveston College' academic/credit enrollment has begun to recover from Hurricane Ike with more than 2300 students enrolled in Fall 2010. However, the continue education enrollment is still experiencing small numbers.

Participation - Contextual Measures

3. Enrollment by Semester 

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to 2015
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Fall	2,980	2,222	2,237	- 24.9%
Academic	1,554	1,316	1,303	- 16.2%
Technical	663	814	745	12.4%
Continuing Education	763	92	189	- 75.2%
Spring	3,252	2,305	2,270	- 30.2%
Academic	1,531	1,339	1,328	- 13.3%
Technical	704	883	766	8.8%
Continuing Education	1,017	83	176	- 82.7%
Summer	1,930	1,390	1,227	- 36.4%
Academic	734	753	706	- 3.8%
Technical	408	506	472	15.7%
Continuing Education	788	131	49	- 93.8%

Service Area Representation

4. Gap between demographic groups in the area and enrollment.

	FY 2005	FY 2014	FY 2015		
	Service difference (% Enr. - % Pop.)	Service difference (% Enr. - % Pop.)	Percent population in service area	Percent credit enrollment	Service difference (% Enr. - % Pop.)
Race/Ethnicity					
White	1.1%	- 1.0%	45.7%	46.3%	0.6%
African American	- 5.1%	- 6.4%	25.4%	17.3%	- 8.1%
Hispanic	5.5%	5.9%	23.1%	30.0%	6.9%
Other	- 1.6%	1.5%	5.7%	6.4%	0.7%
Gender					
Male	- 16.9%	- 11.0%	52.3%	39.1%	- 13.2%
Female	16.9%	11.0%	47.7%	60.9%	13.2%

5. Annual Semester Credit and Contact Hours

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to 2015
Annual Semester Credit Hours (SCH)	42,304	44,642	42,134	- 0.4%
Academic	33,592	31,583	29,465	- 12.3%
Technical	8,712	13,059	12,669	45.4%
Annual Contact Hours	1,247,627	1,043,186	996,525	- 20.1%
Academic	701,120	629,467	584,078	- 16.7%
Technical	282,340	402,384	389,472	37.9%
Continuing Education	264,167	11,335	22,975	- 91.3%
Distance Education Hours				
Hybrid/Blended on campus	0	44	4,348	N/A
Fully-distance education/Internet	84	1,466	9,925	11715.5%

6. Financial Aid: Students Receiving Pell Grants


	Fall 1999	Fall 2012	Fall 2013	Point Change Fall 1999 to Fall 2013
Total*	26.6%	38.8%	35.1%	8.5
White	15.5%	30.6%	26.3%	10.8
African American	53.6%	59.6%	59.2%	5.6
Hispanic	30.6%	40.1%	36.8%	6.2
Asian	18.2%	35.8%	27.1%	8.9
International	0.0%	0.0%	0.0%	0.0
Other	27.3%	35.6%	31.5%	4.2
Gender				
Male	19.4%	34.2%	31.8%	12.4
Female	30.5%	41.9%	37.5%	7.0

*Please note: The source for this Pell data is the Coordinating Board's financial aid database; Pell data found in the institutional online resumes is produced using IPEDS data and may not match.


7. Full-Time/Part-Time Undergraduate Students

	Fall 2000	Fall 2014	Fall 2015	% Change Fall 2000 to Fall 2015
Credential-Seeking Undergraduate Students (Full- and Part- Time)				
Total	1,943	2,006	2,036	4.8%
Full-Time Credential Seeking Students				
Total*	658	533	502	- 23.7%
White	321 (48.8%)	266 (49.9%)	221 (44.0%)	- 31.2%
African American	147 (22.3%)	58 (10.9%)	46 (9.2%)	- 68.7%
Hispanic	157 (23.9%)	161 (30.2%)	189 (37.6%)	20.4%
Asian	18 (2.7%)	20 (3.8%)	18 (3.6%)	0.0%
International	13 (2.0%)	5 (0.9%)	11 (2.2%)	- 15.4%
Other	2 (0.3%)	23 (4.3%)	17 (3.4%)	750.0%
Gender				
Male	245 (37.2%)	262 (49.2%)	236 (47.0%)	- 3.7%
Female	413 (62.8%)	271 (50.8%)	266 (53.0%)	- 35.6%
Part-Time Credential Seeking Students				
Total*	1,285	1,473	1,534	19.4%

White	638	(49.6%)	626	(42.5%)	637	(41.5%)	- 0.2%
African American	275	(21.4%)	259	(17.6%)	222	(14.5%)	- 19.3%
Hispanic	307	(23.9%)	495	(33.6%)	571	(37.2%)	86.0%
Asian	41	(3.2%)	34	(2.3%)	42	(2.7%)	2.4%
International	24	(1.9%)	13	(0.9%)	14	(0.9%)	- 41.7%
Other	0	(0.0%)	46	(3.1%)	48	(3.1%)	N/A
Gender							
Male	423	(32.9%)	514	(34.9%)	549	(35.8%)	29.8%
Female	862	(67.1%)	959	(65.1%)	985	(64.2%)	14.3%

8. First-Time In College Students 		Fall 2000	Fall 2014	Fall 2015	% Change Fall 2000 to Fall 2015		
Credential-Seeking Undergraduate Students (Full- and Part- Time)							
Total		458	262	260	- 43.2%		
Full-Time Credential Seeking Students							
Total*		192	142	129	- 32.8%		
White	93	(48.4%)	68	(47.9%)	52	(40.3%)	- 44.1%
African American	50	(26.0%)	15	(10.6%)	7	(5.4%)	- 86.0%
Hispanic	44	(22.9%)	51	(35.9%)	62	(48.1%)	40.9%
Asian	2	(1.0%)	0	(0.0%)	2	(1.6%)	0.0%
International	3	(1.6%)	1	(0.7%)	3	(2.3%)	0.0%
Other	0	(0.0%)	7	(4.9%)	3	(2.3%)	N/A
Gender							
Male	85	(44.3%)	81	(57.0%)	77	(59.7%)	- 9.4%
Female	107	(55.7%)	61	(43.0%)	52	(40.3%)	- 51.4%
Part-Time Credential Seeking Students							
Total*		266	120	131	- 50.8%		
White	136	(51.1%)	32	(26.7%)	34	(26.0%)	- 75.0%
African American	57	(21.4%)	20	(16.7%)	20	(15.3%)	- 64.9%
Hispanic	60	(22.6%)	60	(50.0%)	69	(52.7%)	15.0%
Asian	10	(3.8%)	2	(1.7%)	2	(1.5%)	- 80.0%
International	3	(1.1%)	3	(2.5%)	2	(1.5%)	- 33.3%
Other	0	(0.0%)	3	(2.5%)	4	(3.1%)	N/A
Gender							
Male	104	(39.1%)	53	(44.2%)	59	(45.0%)	- 43.3%
Female	162	(60.9%)	67	(55.8%)	72	(55.0%)	- 55.6%

*Hispanic students, except international ones, are counted as Hispanic. Students who are "Multi-Racial one of which is African American" are included with the African American students. Asian includes Asian, Hawaiian, and Pacific Islanders. "Other" includes American Indian, Alaskan Native, Unknown, and two or more races, excluding African American. International students are shown as a separate category.

9. Community College Activities: Non-funded and Non-reported 		FY 2014	FY 2015
Contract Training: Enrollment		N/A	N/A
Adult Basic Education: Enrollment as Reported to TWC		N/A	N/A
G.E.D.: Enrolled in G.E.D. Program		N/A	N/A

Fall 2015 Unduplicated Enrollment Detail - Galveston College

By Age

Age	Count	Percent
Less than 18	316	15.3%
18 to 21	705	34.0%
22 to 24	288	13.9%
25 to 29	326	15.7%
30 to 34	179	8.6%
Over 35	257	12.4%
N/A	0	0.0%

By Status

Status	Count	Percent
Full-Time	504	24.3%
Part-Time	1,567	75.7%

By Type Major

Type Major	Count	Percent
Academic	1,308	63.2%
Technical	763	36.8%

By Enrollment Status

Status	Count	Percent
In-District	1,139	55.0%
Out-of-District	849	41.0%
Out-of-State	83	4.0%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	320	15.5%

FY 2015 Unduplicated Enrollment Detail - Galveston College

By Age

Age	Count	Percent
Less than 18	329	9.5%
18 to 21	1,012	29.4%
22 to 24	544	15.8%
25 to 29	513	14.9%
30 to 34	305	8.9%
Over 35	731	21.2%
N/A	12	0.3%

By Type Major

Type Major	Count	Percent
Academic	1,992	57.8%
Technical	1,105	32.1%
Continuing Education	349	10.1%

By Enrollment Status

Status	Count	Percent
In-District	1,533	44.5%
Out-of-District	1,413	41.0%
Out-of-State	151	4.4%
Continuing Education	349	10.1%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	309	9.0%

FY 2015 Unduplicated Total by Semester Detail - Galveston College**By Age**

Age	Fall	Spring	Summer
Less than 18	287	178	32
18 to 21	678	692	389
22 to 24	319	346	219
25 to 29	315	387	228
30 to 34	182	206	136
Over 35	446	459	223
N/A	10	2	0

By Race/Ethnicity

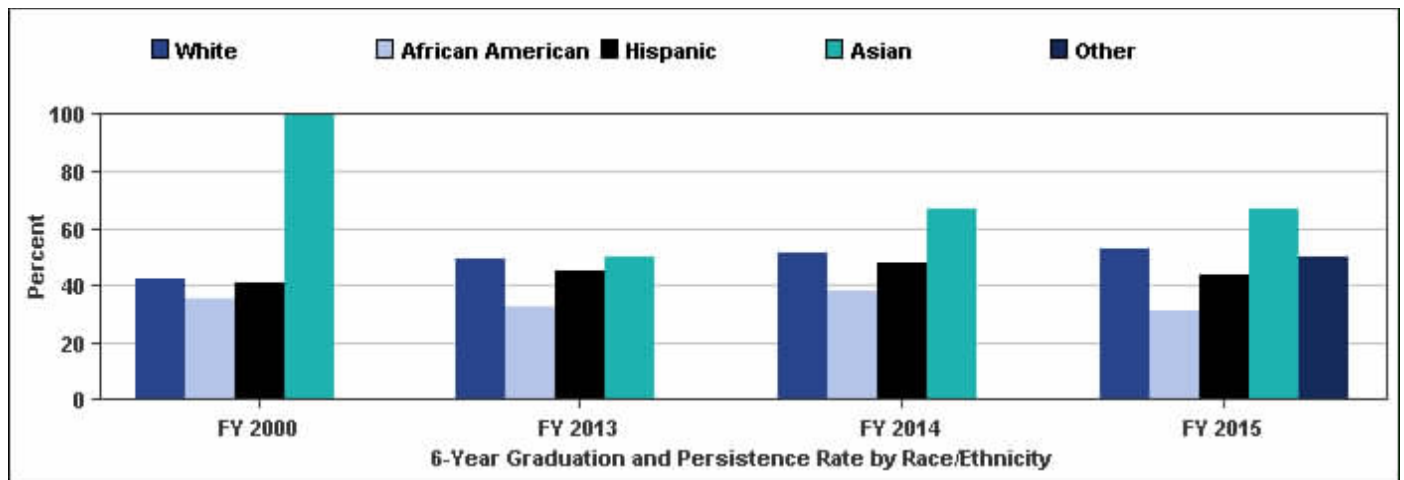
Race/Ethnicity	Fall	Spring	Summer
White	986	997	524
African American	345	365	203
Multi-racial one of which is African American	0	0	0
Hispanic	707	717	376
Asian	57	63	60
International	19	21	14
Other	123	107	50

Success - Key Measures

Graduation and Persistence Rate

10. First-time, full-time, credential-seeking, undergraduates who have graduated or are still enrolled. 

	FY 2000 (Entering Fall 1994 Cohort)	FY 2013 (Entering Fall 2007 Cohort)	FY 2014 (Entering Fall 2008 Cohort)	FY 2015 (Entering Fall 2009 Cohort)	Point Change FY 2000 to FY 2015
Total*	41.2%	43.7%	46.7%	44.8%	3.6
Race/Ethnicity					
White	42.0%	49.4%	51.5%	52.7%	10.7
African American	35.0%	32.4%	38.0%	31.1%	- 3.9
Hispanic	40.7%	45.1%	47.6%	44.0%	3.3
Asian	100.0%	50.0%	66.7%	66.7%	- 33.3
Native American	100.0%	0.0%	0.0%	100.0%	0.0
International	50.0%	0.0%	0.0%	0.0%	- 50.0
Other (Unknown)	0.0%	0.0%	0.0%	50.0%	50.0
Gender					
Male	38.2%	41.1%	41.3%	42.3%	4.1
Female	43.2%	45.5%	51.4%	47.2%	4.0



Source: CBM001, CBM002, and CBM009

The percentage of Hispanic student graduates/persisters is significantly impacted by the large number of Galveston College Hispanic students who begin their college career as part-time students. Part-time students are not included in the figure above.

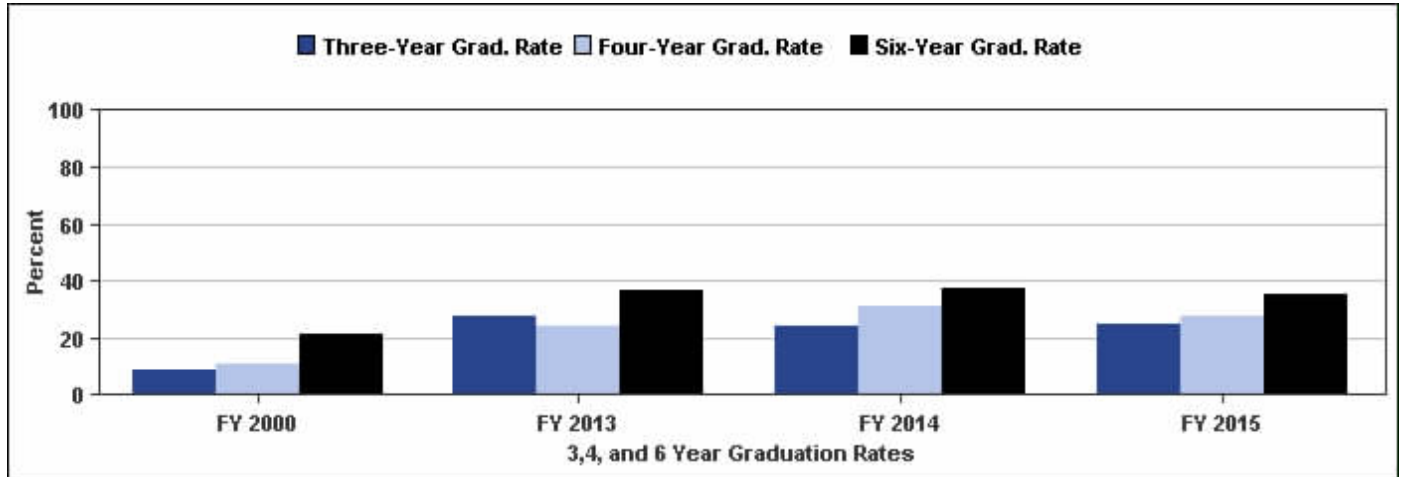
3, 4, and 6-Year Graduation Rates

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

	FY 2000		FY 2013		FY 2014		FY 2015		Point Change FY 2000 to FY 2015
	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	
3-Year graduation rate (Total)	1997	15 (8.9%)	2010	65 (27.8%)	2011	47 (23.9%)	2012	38 (24.5%)	15.6
Baccalaureate or Above		0 (0.0%)		0 (0.0%)		0 (0.0%)		0 (0.0%)	0.0
Associates		10 (5.9%)		31 (13.2%)		24 (12.2%)		22 (14.2%)	8.3
Certificate		5 (3.0%)		34 (14.5%)		23 (11.7%)		16 (10.3%)	7.3
No Award		154 (91.1%)		169 (72.2%)		150 (76.1%)		117 (75.5%)	- 15.6
4-Year graduation rate (Total)	1996	23 (11.1%)	2009	49 (24.1%)	2010	73 (31.2%)	2011	54 (27.4%)	16.3
Baccalaureate or Above		0 (0.0%)		8 (3.9%)		2 (0.9%)		4 (2.0%)	2.0
Associates		20 (9.7%)		33 (16.3%)		39 (16.7%)		26 (13.2%)	3.5
Certificate		3 (1.4%)		8 (3.9%)		32 (13.7%)		24 (12.2%)	10.8
No Award		184 (88.9%)		154 (75.9%)		161 (68.8%)		143 (72.6%)	- 16.3
6-Year graduation rate (Total)	1994	40 (21.4%)	2007	67 (36.6%)	2008	73 (37.1%)	2009	71 (35.0%)	13.6
Baccalaureate or Above		12 (6.4%)		23 (12.6%)		26 (13.2%)		25 (12.3%)	5.9
Associates		21 (11.2%)		35 (19.1%)		37 (18.8%)		37 (18.2%)	7.0

Certificate	7 (3.7%)	9 (4.9%)	10 (5.1%)	9 (4.4%)	0.7
No Award	147 (78.6%)	116 (63.4%)	124 (62.9%)	132 (65.0%)	- 13.6

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



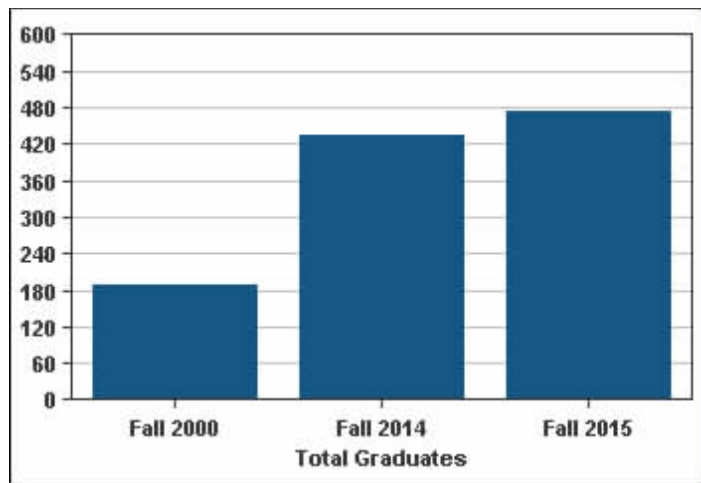
Source: CBM001, CBM002, and CBM009

Galveston College has increased each of the graduation rates indicated in the above table and graph.

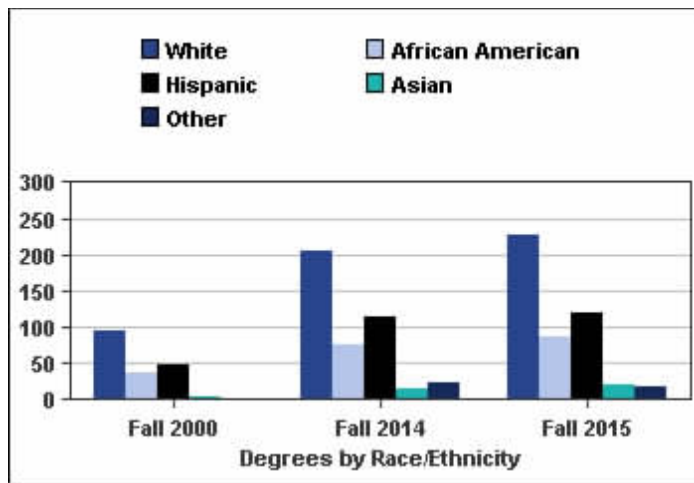
Degrees and Certificates

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

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
Total Degrees and Certificates (Does not include other completers)	189	436	475	151.3%	409	116%
White	94	204	228	142.6%		
African American	36	76	86	138.9%		
Hispanic	47	115	119	153.2%		
Asian	5	16	22	340.0%		
International	5	2	2	- 60.0%		
Other	2	23	18	800.0%		
Level						
Bachelor of Applied Technology	N/A	N/A	N/A	N/A		
Associates	124	231	228	83.9%	198	115.2%
Certificate 1	48	127	118	145.8%		
Certificate 2	17	48	45	164.7%		
Advanced Technology Certificates	N/A	30	84	N/A		
Other Completers:						
ESC	3	42	N/A	-100.0%		
Core Completers	N/A	199	151	N/A		
Field of Study	N/A	N/A	N/A	N/A		
Gender						
Male	49	199	211	330.6%		
Female	140	237	264	88.6%		



Source: CBM009



Source: CBM009

The less than anticipated/expected drop in the number of graduates can be attributed in part to Hurricane Ike.

Transfers

13. Transfers to a senior institution.

	FY 2000		FY 2014		FY 2015	
	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate
Cohort	1994		2008		2009	
0-12 hours	475	(100%)	343	(100%)	348	(100%)
13-24 hours	34	(7.2%)	12	(3.5%)	2	(0.6%)
25-29 hours	36	(7.6%)	8	(2.3%)	10	(2.9%)
30-42 hours	11	(2.3%)	6	(1.7%)	4	(1.1%)
43+ hours	15	(3.2%)	10	(2.9%)	8	(2.3%)
	41	(8.6%)	44	(12.8%)	40	(11.5%)
All Transfers Total	137	(28.8%)	80	(23.3%)	64	(18.4%)
Non Transfer Completers	33	(6.9%)	46	(13.4%)	68	(19.5%)
Non Completers	305	(64.2%)	217	(63.3%)	216	(62.1%)
Awarded Core	0	(0.0%)	29	(8.5%)	30	(8.6%)

Given the economy, many students, especially part-time students have made the decision to complete their associates degree before transfer.

Developmental Education

14. The percent of underprepared and prepared students who successfully complete a college-level course in math, reading and writing. Prepared students are given 1 year.

Underprepared students are given 3 years.

Fall 2011 Cohort			
Total/Area Counts (a)	Received credit pre-matriculation (b)	College level course completion (grade A, B, or C) (c)	College level course completion (grade A, B, C) including pre-matriculation credit (percent of total) (b+c)/(a)

Summary Data	
Number of FTIC students	358
Met state standards in all three areas	102
Did not meet state standards in one, two, or all three areas (at entry)	238
Unknown* (unduplicated)	18

Data by Subject Area	
Met Standard	
Math	133 1 65 49.6%
Reading	206 7 114 58.7%
Writing	234 15 133 63.2%
Did Not Meet Standard	
Math	207 N/A 21 10.1%
Reading	142 N/A 30 21.1%
Writing	114 N/A 24 21.1%
Unknown** (waived or military exemption)	
Math**	18 N/A 1 5.6%
Reading**	10 N/A 1 10.0%

Writing**	10	N/A	1	10.0%
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Most- and Least-Prepared Populations

Met State Standard in All Three Areas

Math	102	1	54	53.9%
Reading	102	5	72	75.5%
Writing	102	8	72	78.4%

Did Not Meet Standard in All Three Areas

Math	84	N/A	2	2.4%
Reading	84	N/A	10	11.9%
Writing	84	N/A	14	16.7%


The data for this accountability measure is tracked for one year for students who met TSI and for one, two, and three years for students who did not meet TSI for this report.

*The Unknown (unduplicated) category does not include students who are unknown in some areas and not met in others.


**Unknowns by area include students with waivers or exemptions who have not been reported as meeting TSI on a performance measure; FTIC students with waivers or military exemptions who were reported as meeting TSI in all areas based on performance measures are included in the "met state standards in all areas" category.

Galveston College has made significant strides in approving the developmental math sequence and is now focusing on developmental reading and writing.


Success - Contextual Measures


15. Persistence Rates 	Entering Cohort Fall 2000	Entering Cohort Fall 2013	Entering Cohort Fall 2014	Point Change Fall 2000 to Fall 2014
First-time Undergraduate Persistence rate after one year				
Total	68.6%	63.9%	64.2%	- 4.4
Same institution	47.1%	51.2%	48.5%	1.4
Other institutions	21.5%	12.7%	15.7%	- 5.8
White	74.2%	63.5%	64.1%	- 10.1
Same institution	38.7%	45.9%	43.8%	5.1
Other institutions	35.5%	17.6%	20.3%	- 15.2
African American	57.1%	40.0%	26.7%	- 30.4
Same institution	49.0%	40.0%	26.7%	- 22.3
Other institutions	8.2%	0.0%	0.0%	- 8.2
Hispanic	70.5%	77.8%	75.5%	5.0
Same institution	61.4%	63.0%	61.2%	- 0.2
Other institutions	9.1%	14.8%	14.3%	5.2
Asian	100.0%	0.0%	0.0%	-100.0
Same institution	100.0%	0.0%	0.0%	-100.0
Other institutions	0.0%	0.0%	0.0%	0.0
International	33.3%	0.0%	0.0%	- 33.3
Same institution	33.3%	0.0%	0.0%	- 33.3
Other institutions	0.0%	0.0%	0.0%	0.0
Other	0.0%	71.4%	66.7%	66.7
Same institution	0.0%	71.4%	50.0%	50.0
Other institutions	0.0%	0.0%	16.7%	16.7


	Entering Cohort Fall 2000	Entering Cohort Fall 2012	Entering Cohort Fall 2013	Point Change Fall 2000 to Fall 2013
First-time Undergraduate Persistence rate after two years				
Total	53.2%	51.5%	49.0%	- 4.2
Same institution	23.9%	25.0%	22.1%	- 1.8
Other institutions	29.3%	26.5%	26.9%	- 2.4
White	56.5%	37.3%	50.0%	- 6.5
Same institution	15.2%	6.8%	16.7%	1.5
Other institutions	41.3%	30.5%	33.3%	- 8.0
African American	47.9%	66.7%	23.1%	- 24.8
Same institution	31.3%	44.4%	19.2%	- 12.1
Other institutions	16.7%	22.2%	3.8%	- 12.9
Hispanic	52.3%	64.6%	63.0%	10.7
Same institution	31.8%	39.6%	30.4%	- 1.4
Other institutions	20.5%	25.0%	32.6%	12.1
Asian	100.0%	100.0%	0.0%	-100.0
Same institution	100.0%	100.0%	0.0%	-100.0
Other institutions	0.0%	0.0%	0.0%	0.0
International	0.0%	0.0%	0.0%	0.0
Same institution	0.0%	0.0%	0.0%	0.0
Other institutions	0.0%	0.0%	0.0%	0.0
Other	0.0%	40.0%	50.0%	50.0
Same institution	0.0%	20.0%	33.3%	33.3
Other institutions	0.0%	20.0%	16.7%	16.7

16. Awards in STEM Fields 	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
Fields						


Computer Science	8	0	0	-100.0%	15	0.0%
Engineering	0	1	3	N/A	15	20.0%
Math	0	5	0	N/A	10	0.0%
Physical Science	0	0	0	N/A	0	N/A
Level						
Degrees in Critical Fields Bachelor of Applied Technology	0	0	0	N/A		
Associates	2	6	1	- 50.0%		
Cert 1	6	0	0	-100.0%		
Cert 2	0	0	2	N/A		
Degrees in Critical Fields Advanced Technology Certificate	0	0	0	N/A		

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
17. Awards in Nursing 						
Total	51	77	69	35.3%	75	92.0%
Associates	34	51	49	44.1%		
Cert 1	0	0	0	N/A		
Cert 2	17	26	20	17.6%		
Advanced Technology Certificate	0	0	0	N/A		
ESC	1	0	0	-100.0%		
Field of Study	0	0	0	N/A		

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
18. Awards in Allied Health 						
Total	39	86	141	261.5%	150	94.0%
Bachelor of Applied Technology	0	0	0	N/A		
Associates	23	36	39	69.6%		
Cert 1	16	11	11	- 31.3%		
Cert 2	0	9	7	N/A		
Advanced Technology Certificate	0	30	84	N/A		
ESC	0	42	0	N/A		

	FY 2012	FY 2013	FY 2014
19. Teacher Production and Certification 			
Students taking the certification exams	N/A	N/A	N/A
Race/Ethnicity			
White	N/A	N/A	N/A
African American	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A
Other	N/A	N/A	N/A
Gender			
Male	N/A	N/A	N/A
Female	N/A	N/A	N/A
Students passing the certification exams	N/A	N/A	N/A
Race/Ethnicity			
White	N/A	N/A	N/A
African American	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A
Other	N/A	N/A	N/A
Gender			
Male	N/A	N/A	N/A
Female	N/A	N/A	N/A

Note: The data for teacher production and certification was provided by SBEC. In some cases, the sum of the categories does not add up to the total. Numbers less than 10 in a category are masked (*).

	FY 2012	FY 2013	FY 2014	Point Change FY 2012 to FY 2014			
20. Graduate Status After Graduation 							
Academic							
Employed Only	59	42.1%	81	48.2%	55	37.9%	- 4.2
Employed and Enrolled (in Senior Institutions)	35	25.0%	40	23.8%	45	31.0%	6.0
Enrolled Only (in Senior Institutions)	23	16.4%	21	12.5%	24	16.6%	0.2
Enrolled Only (in Community Colleges)	11	7.9%	6	3.6%	6	4.1%	- 3.8
Not Found	12	8.6%	20	11.9%	15	10.3%	1.7
Technical							
Employed Only	213	82.9%	241	80.9%	224	82.4%	- 0.5
Employed and Enrolled (in Senior Institutions)	5	1.9%	11	3.7%	4	1.5%	- 0.4
Enrolled Only (in Senior Institutions)	2	0.8%	1	0.3%	0	0.0%	- 0.8
Enrolled Only (in Community Colleges)	16	6.2%	23	7.7%	20	7.4%	1.2
Not Found	21	8.2%	22	7.4%	24	8.8%	0.6

For additional data on students graduating from and leaving institutions, go to: <http://www.txhighereddata.org/reports/performance/ctcasalf/exitcohorts>

	FY 2002	FY 2014	FY 2015	Point Change FY 2002 to FY 2015
21. Marketable Skills Awards				
Marketable Skills Completers	0	9	11	N/A
Race/Ethnicity				
White	0	6	1	N/A
African American	0	0	3	N/A
Hispanic	0	3	4	N/A
Asian	0	0	0	N/A
International	0	0	0	N/A
Other	0	0	3	N/A
Gender				
Male	0	6	0	N/A
Female	0	3	11	N/A

	FY 2000	FY 2014	FY 2015	Percent Change FY 2000 to FY 2015
22. Associate of Arts in Teaching Awards				
Total	0	0	0	N/A
Race/Ethnicity				
White	0	0	0	N/A
African American	0	0	0	N/A
Hispanic	0	0	0	N/A
Asian	0	0	0	N/A
International	0	0	0	N/A
Other	0	0	0	N/A
Gender				
Male	0	0	0	N/A
Female	0	0	0	N/A

Fall 2011 Cohort								
Developmental Education	Total/Area Counts (a)	Number attempting developmental education (b)	Percent attempting developmental education (includes DevEd interventions) (b/a)	TSI obligations met (of those attempting developmental education) (d)	TSI obligations met through any means (of total) (e)	TSI obligations met (percent of those attempting developmental education) (d/b)	TSI obligations met (percent of total as reported by institution) (e/a)	TSI obligations met based on TSI reporting or passed 1st college-level course (percent of total) (e) and/or Passed†/(a)
23. The percent of underprepared students who satisfied TSI obligation within 2 years								
Summary Data								
Number of FTIC students	358							
Met state standards in all three areas	102							
Did not meet state standards in one, two, or all three areas (at entry)	238							
Unknown* (unduplicated)	18							
Data by Subject Area								
Met Standard								
Math	133	38	28.6%	N/A	N/A	N/A	N/A	N/A
Reading	206	8	3.9%	N/A	N/A	N/A	N/A	N/A
Writing	234	7	3.0%	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standard								
Math	207	167	80.7%	53	54	31.7%	26.1%	26.1%
Reading	142	123	86.6%	77	80	62.6%	56.3%	57.7%
Writing	114	98	86.0%	53	56	54.1%	49.1%	51.8%
Unknown** (waived or military exemption)								
Math**	18	9	50.0%	N/A	N/A	N/A	N/A	N/A
Reading**	10	6	60.0%	N/A	N/A	N/A	N/A	N/A
Writing**	10	7	70.0%	N/A	N/A	N/A	N/A	N/A
Most- and Least-Prepared Populations								
Met state standards in all areas								
Math	102	28	27.5%	N/A	N/A	N/A	N/A	N/A
Reading	102	2	2.0%	N/A	N/A	N/A	N/A	N/A
Writing	102	1	1.0%	N/A	N/A	N/A	N/A	N/A

Did Not Meet Standards in All Three Areas

Math	84	62	73.8%	11	11	17.7%	13.1%	13.1%
Reading	84	73	86.9%	39	40	53.4%	47.6%	47.6%
Writing	84	74	88.1%	35	36	47.3%	42.9%	42.9%

*The Unknown (unduplicated) category does not include students who are unknown in some areas and not met in others.

**Unknowns by area include students with waivers or exemptions who have not been reported as meeting TSI on a performance measure; FTIC students with waivers or military exemptions who were reported as meeting TSI in all areas based on performance measures are included in the "met state standards in all areas" category.

†Passed is the number of students who passed a first college-level course as shown on measure #14.

24. The number and percent of underprepared and prepared students who return the following fall	Fall 2011 Cohort		
	Total (a)	Number returning (Fall 2012) (b)	Percent returning (Fall 2012) (b/a)
Summary Data			
Number of FTIC students	358	158	44
Met state standards in all areas	102	63	61.8%
Did not meet state standards in one, two, or all three areas	238	89	37.4%
Did not meet state standards in all three areas	84	26	31.0%
Unknown* (unduplicated)	18	6	33.3%
Data by Subject Area			
Met Standard by Area			
Math	133	76	57.1%
Reading	206	100	48.5%
Writing	234	115	49.1%
Did Not Meet Standard by Area			
Math	207	76	36.7%
Reading	142	54	38.0%
Writing	114	39	34.2%
Unknown** by Area (waived or military exemption)			
Math	18	6	33.3%
Reading	10	4	40.0%
Writing	10	4	40.0%

*The Unknown (unduplicated) category does not include students who are unknown in some areas and not met in others.

**Unknowns by area include students with waivers or exemptions who have not been reported as meeting TSI on a performance measure; FTIC students with waivers or military exemptions who were reported as meeting TSI in all areas based on performance measures are included in the "met state standards in all areas" category.

	Fall 2000	Fall 2013	Fall 2014	%/Point Change Fall 2000 to Fall 2014
25. Course Completion Rate for Undergraduate State Funded Semester Credit				
Hours				
Beginning semester credit hours	17,522	19,645	18,513	5.7%
Ending semester credit hours	15,892	17,619	16,509	3.9%
Completion rate	90.7%	89.7%	89.2%	- 1.5

In Fall 2008, the census date occurred just 3 days prior to Hurricane Ike. The significant decrease in completion semester credit hours was caused by students unable to return to their homes and/or their jobs after the storm.

Graduates Detail (FY 2015) - Galveston College**Success**

By 2015, increase by 50 percent the number of degrees, certificates, and other identifiable student successes from high quality programs.

By Level, Race/Ethnicity:

Race/Ethnicity	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
White	108	56	16	48	228
African American	44	17	15	10	86
Hispanic	60	36	11	12	119
Asian	7	1	0	14	22
International	0	1	1	0	2
Other	9	7	2	0	18

By Level, Gender:

Gender	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Male	84	76	22	29	211
Female	144	42	23	55	264

By Level, Type Major:

Type Major	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Academic	127	0	0	0	127
Technical	101	118	45	84	348
Continuing Education	0	0	0	0	0

Graduates Success Detail (FY 2014) - Galveston College**Academic****Graduates - Employed****Race/Ethnicity:**

Race/Ethnicity	Number	Percent of Cohort
White	26	47.3%
African American	9	16.4%
Hispanic	16	29.1%
Asian	2	3.6%
Native American		N/A
International	0	0.0%
Other	2	3.6%

Gender:

Gender	Number	Percent of Cohort
Male	19	34.5%
Female	36	65.5%

Graduates - Employed and Enrolled in a Senior Institution**Race/Ethnicity:**

Race/Ethnicity	Number	Percent of Cohort
White	17	37.8%
African American	5	11.1%
Hispanic	20	44.4%
Asian	0	0.0%
Native American		N/A
International	0	0.0%

Other 3 6.7%

Gender:

Gender	Number	Percent of Cohort
Male	11	24.4%
Female	34	75.6%

Graduates - Enrolled in a Senior Institution**Race/Ethnicity:**

Race/Ethnicity	Number	Percent of Cohort
White	15	62.5%
African American	1	4.2%
Hispanic	7	29.2%
Asian	1	4.2%
Native American		N/A
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	13	54.2%
Female	11	45.8%

Graduates - Enrolled in a Community or Technical College**Race/Ethnicity:**

Race/Ethnicity	Number	Percent of Cohort
White	2	33.3%
African American	2	33.3%
Hispanic	1	16.7%
Asian	1	16.7%
Native American		N/A
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	3	50.0%
Female	3	50.0%

Graduates - Not Found**Race/Ethnicity:**

Race/Ethnicity	Number	Percent of Cohort
White	13	86.7%
African American	1	6.7%
Hispanic	0	0.0%
Asian	1	6.7%
Native American		N/A
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	5	33.3%
Female	10	66.7%

Technical**Graduates - Employed****Race/Ethnicity:**

Race/Ethnicity	Number	Percent of Cohort
White	99	44.2%
African American	44	19.6%
Hispanic	57	25.4%
Asian	13	5.8%
Native American		N/A
International	1	0.4%
Other	1	0.4%

Gender:

Gender	Number	Percent of Cohort
Male	89	39.7%
Female	135	60.3%

Graduates - Employed and Enrolled in a Senior Institution**Race/Ethnicity:**

Race/Ethnicity	Number	Percent of Cohort
White	1	25.0%
African American	0	0.0%
Hispanic	1	25.0%
Asian	1	25.0%
Native American		N/A
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	2	50.0%
Female	2	50.0%

Graduates - Enrolled in a Senior Institution**Race/Ethnicity:**

Race/Ethnicity	Number	Percent of Cohort
White	0	N/A
African American	0	N/A
Hispanic	0	N/A
Asian	0	N/A
Native American		N/A
International	0	N/A
Other	2	N/A

Gender:

Gender	Number	Percent of Cohort
Male	0	N/A
Female	0	N/A

Graduates - Enrolled in a Community or Technical College**Race/Ethnicity:**

Race/Ethnicity	Number	Percent of Cohort
White	12	60.0%
African American	2	10.0%
Hispanic	4	20.0%
Asian	0	0.0%
Native American		N/A
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	15	75.0%

Female 5 25.0%

Graduates - Not Found**Race/Ethnicity:**

Race/Ethnicity	Number	Percent of Cohort
White	12	50.0%
African American	6	25.0%
Hispanic	4	16.7%
Asian	2	8.3%
Native American		N/A
International	13	54.2%
Other		N/A

Gender:

Gender	Number	Percent of Cohort
Male	8	33.3%
Female	16	66.7%

Transfer Detail (through FY 2015)- Galveston College**Transfer Measure Detail**

Transfers to Senior Institutions						
	All Students		Academic Students		Technical Students	
Fall 2015 Cohort	348	(100%)	242	(100%)	106	(100%)
0-12 hours	2	(0.6%)	2	(0.8%)	0	(0.0%)
13-24 hours	10	(2.9%)	9	(3.7%)	1	(0.9%)
25-29 hours	4	(1.1%)	4	(1.7%)	0	(0.0%)
30-42 hours	8	(2.3%)	8	(3.3%)	0	(0.0%)
43+ hours	40	(11.5%)	37	(15.3%)	3	(2.8%)
Non Transfer Completers	68	(19.5%)	43	(17.8%)	25	(23.6%)
Non Completers	216	(62.1%)	139	(57.4%)	77	(72.6%)
All Transfers Total	64	(18.4%)	60	(24.8%)	4	(3.8%)
Awarded Core	30	(8.6%)	28	(11.6%)	2	(1.9%)

Excellence - Key Measures**Licensure Rate****26. Pass rate for excellent programs whose graduates are required to pass a licensure exam to practice in the field.**

CIP	Program	2012		2013		2014	
		Number Takers	Pass Rate	Number Takers	Pass Rate	Number Takers	Pass Rate
51090700	Medical Radiologic Technology/Science - Radiation Therapist	9	100.0%	7	100.0%	11	100.0%
51091100	Radiologic Technology/Science - Radiographer	42	100.0%	65	98.5%	71	97.2%

Excellence - Contextual Measures**27. Certification and Licensure**

Pass rate on state or national exams.

FY 2008	FY 2014	FY 2015	Point Change FY 2008 to FY 2015
N/A	88.0%	91.2%	N/A

For more information, see the [licensure report](#).**Quality Enhancement Plan****28. Quality Enhancement Plan, Including Reaffirmation Year**

GC's QEP is entitled "Read Deeper" and focuses on improving student analytical reading skills in college courses. Rather than emphasizing general reading skills, it focuses on reading within the various disciplines. For example, reading a history text might require different analytical skills than reading a biology text. A rubric was developed to assess students on three learning outcomes: SLO1-Students will demonstrate improvement in analyzing academic reading material; SLO 2-Students will demonstrate improvement in academic vocabulary; and SLO 3-Students will demonstrate increased metacognition and self-reported use of reading strategies. The overall goal is to increase success (A-C) rates in gateway courses, which currently average 8-10 percentage points below subsequent courses in those same disciplines, as well as the overall success rate. Two strategies were implemented to achieve the QEP goal. The first strategy is professional development to focus on helping faculty and select staff understand critical reading best practices, select and apply the initiatives most appropriate for their discipline, learn to model and scaffold critical reading techniques, and learn to assess student reading abilities. The second strategy focuses on implementation of critical reading initiatives in the classroom. More information is available at: <http://www.gc.edu/gc/QEP1.asp>

Excellent Programs**29. Excellent Programs****Highlighted Excellent Programs 1**

Universal Access created by Galveston College Foundation, is among the nation's first private educational endowments initiated and supported by the local community. In December 2014, the Foundation received a gift of \$3M dollars which effectively doubled the corpus of the Endowment to \$6.6M. UA is a community program for local high school graduates which underwrites tuition and fees at Galveston College regardless of academic major or technical program. Upon application, the award becomes a performance-based scholarship. The UA Endowment is almost two-thirds of the way to a goal of \$10M which will endow program needs and growth through 2022.

Over the last fourteen years, 1500 UA students have received private funds to attend Galveston College. Their two-year academic or technical education prepared them to be properly equipped with the skills and knowledge needed to obtain employment, enter the workforce, or transfer to a senior college or university or be employed while pursuing additional education.

Galveston College Foundation's UA Endowment and its public-private initiative with Galveston College is an economic model that can be replicated across Texas. The College's expertise and the Foundation's resources is a genuine public-private partnership. It produces an educated, employable citizenry in an expedited time frame. With adequate support, GC students are inspired to thrive in their chosen careers.

You can learn more about UA at the following site: <http://w>

Highlighted Excellent Programs 2

To address the need for health sciences graduates, GC has made two of its programs accessible either in traditional or online delivery.

Computerized Tomography: The online CT program allows the working technologist the flexibility to continue working while advancing their education. Because of this flexibility the program has an excellent retention rate of 98%. The program has a 100% pass rate for the national registry for technologist who attempted the exam. It has a pass rate of 90% for the first time the exam is attempted compared to the national average of 80% pass rate for the first time attempted. See: http://www.gc.edu/gc/Computerized_Tomography_Certificate.asp

Magnetic Resonance Imaging: The GC Online MRI Program was the first "online" MRI Program created in the US (and most likely in the world). Due to the high complexity of the subject matter, currently only a very few MRI Online Programs are available nationwide. Due to the great flexibility offered by the online instructional delivery, the MRI Program allows students having a full-time job as radiologic technologists to still be able to attend the program and thus getting specialized in MRI, regardless of their geographical location and while keeping their job. The average student retention for the GC Online MRI Program is about 90%. The GC Online MRI Program graduates student who show an average passing rate of the national ARRT registry examination equal to 90% (national average:75%). <http://www.gc.edu/>

30. Significant Recognitions - 2014:



Number of members in Phi Theta Kappa	
Number of students eligible for Phi Theta Kappa membership	
Number of students in service learning programs	
Exemplary programs or citations/Other national recognitions:	

Significant Recognitions - 2015:

Number of members in Phi Theta Kappa	78
Number of students eligible for Phi Theta Kappa membership	111
Number of students in service learning programs	
Exemplary programs or citations/Other national recognitions:	
Galveston College was selected #1 community college in Texas by Schools.com.	

Institutional Efficiency and Effectiveness - Key Measures**Institutional Support****31. Institutional support as a percent of total operating expenses.**

	FY 2000	FY 2014	FY 2015	Point Change FY 2000 to FY 2015
Institutional support as a percent of total operating expenditures	N/A	19.7%	20.0%	N/A

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

	FY 2000	FY 2015	FY 2016	Percent Change FY 2000 to FY 2016
Tuition and fees for 30 SCH in two semesters	\$820	\$1,900	\$1,900	131.7%

Galveston College has not raised its tuition and fees since 2005.

Institutional Efficiency and Effectiveness - Contextual Measures**33. Faculty**

	Fall 2000	Fall 2013	Fall 2014	Percent Change Fall 2000 to Fall 2014
Full-Time Total*	57	53	55	- 3.5%
Race/Ethnicity				
White	49 (86.0%)	36 (67.9%)	37 (67.3%)	- 24.5%
African American	1 (1.8%)	8 (15.1%)	8 (14.5%)	700.0%
Hispanic	4 (7.0%)	6 (11.3%)	7 (12.7%)	75.0%
Asian	3 (5.3%)	2 (3.8%)	2 (3.6%)	- 33.3%
International	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Other	0 (0.0%)	1 (1.9%)	1 (1.8%)	N/A
Gender				
Male	25 (43.9%)	27 (50.9%)	29 (52.7%)	16.0%
Female	32 (56.1%)	26 (49.1%)	26 (47.3%)	- 18.8%
Part-Time Total*	85	50	44	- 48.2%
Race/Ethnicity				
White	59 (69.4%)	41 (82.0%)	36 (81.8%)	- 39.0%
African American	17 (20.0%)	6 (12.0%)	4 (9.1%)	- 76.5%
Hispanic	7 (8.2%)	3 (6.0%)	4 (9.1%)	- 42.9%
Asian	2 (2.4%)	0 (0.0%)	0 (0.0%)	-100.0%
International	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Other	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Gender				
Male	46 (54.1%)	19 (38.0%)	17 (38.6%)	- 63.0%
Female	39 (45.9%)	31 (62.0%)	27 (61.4%)	- 30.8%

*Hispanic faculty members, except international ones, are counted as Hispanic. Faculty who are "Multi-Racial one of which is African American" are included with the African American faculty. Asian includes Asian, Hawaiian, and Pacific Islanders. "Other" includes American Indian, Alaskan Native, Unknown, and two or more races, excluding African American. International faculty are shown as a separate category.

	Fall 2000	Fall 2013	Fall 2014	Percent Change Fall 2000 to Fall 2014
34. FTE Student/FTE Faculty Ratio	14:1	18:1	17:1	21.4%
35. Contact Hours	369,225	366,308	339,987	- 7.9%
Taught by full-time faculty	60.8%	77.0%	81.4%	20.6
Taught by part-time faculty	39.2%	23.0%	18.6%	- 20.6

Institutional Efficiency and Effectiveness - Finance Measures

Finances per FTE Student

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

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015
Total revenues per FTE student	N/A	16,429	17,406	N/A
State funds per FTE student	N/A (N/A)	3,323 (20.2%)	3,763 (21.6%)	N/A
Local funds per FTE student	N/A (N/A)	7,655 (46.6%)	8,328 (47.8%)	N/A
Tuition and Fees per FTE student	N/A (N/A)	1,699 (10.3%)	1,823 (10.5%)	N/A
Federal revenue per FTE student	N/A (N/A)	3,752 (22.8%)	3,491 (20.1%)	N/A

37. Expenditures per full-time equivalent students

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015
Total expenditures per FTE student	N/A	14,330	14,535	N/A
Instructional expenditures per FTE student	N/A (N/A)	5,266 (36.7%)	5,326 (36.6%)	N/A
Institution Support expenditures per FTE student	N/A (N/A)	2,826 (19.7%)	2,903 (20.0%)	N/A
Academic Support expenditures per FTE student	N/A (N/A)	947 (6.6%)	1,042 (7.2%)	N/A


38. Financial Viability Ratio

	FY 2003	FY 2014	FY 2015	Point Change FY 2003 to FY 2015
Financial Viability Ratio	N/A	36.59%	2.73%	N/A

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

Galveston College has established an institutional goal to maintain that 75% of the contact hours will be taught by full-time faculty.

Success Points

	FY 2013	FY 2014	FY 2015	% Change FY 2013 to FY 2015
39 Success Points 				
Annual Success Point Total	3,707.3	3,465.5	3,567.3	- 3.8%
Math Readiness	141.0	99.0	82.0	- 41.8%
Read Readiness	64.5	27.0	24.5	- 62.0%
Write Readiness	57.0	31.0	23.5	- 58.8%
Students Who Complete 15 SCH	723.0	694.0	747.0	3.3%
Students Who Complete 30 SCH	419.0	339.0	420.0	0.2%
Students Who Transfer to a 4-Year Institution	426.0	494.0	466.0	9.4%
Students Who Pass First College-Level Math Course	308.0	282.0	322.0	4.5%
Students Who Pass First College-Level Read Course	260.0	267.0	232.0	- 10.8%
Students Who Pass First College-Level Write Course	260.0	240.0	209.5	- 19.4%
Degrees, Core Curriculum or Certificates (Unduplicated)	700.0	628.0	584.0	- 16.6%
Degrees or Certificates in Critical Fields	348.8	364.5	456.8	30.9%