



Fact Book

2019

Opening doors.
Changing lives.



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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: <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:

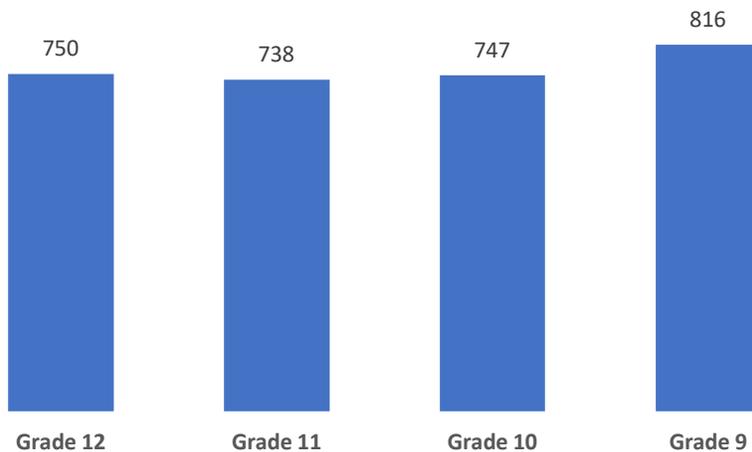
- the territory within the Galveston Independent School District;
- the part of Galveston and Chambers counties located on the Bolivar Peninsula, including the municipality of High Island and the High Island Independent School District; and
- the territory within the Sabine Pass and Hamshire-Fannett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



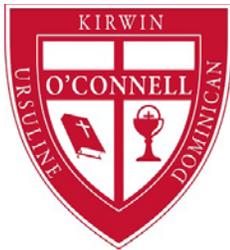
Hamshire-Fannett High School
12702 2nd St.
Hamshire, TX 77622

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

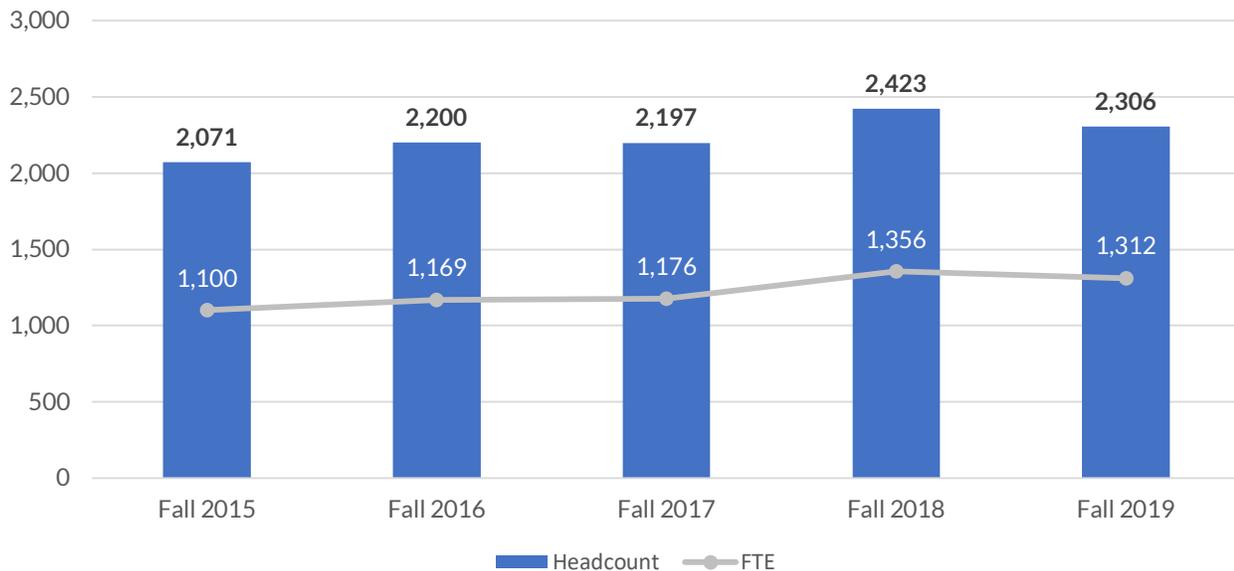
Fall headcount represents an unduplicated count of all students who are enrolled in credit courses at Galveston College as of census day in the fall semester. For these purposes, enrollment does not include flex-entry students. Full-time equivalency (FTE) is the conversion of the number of all students 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

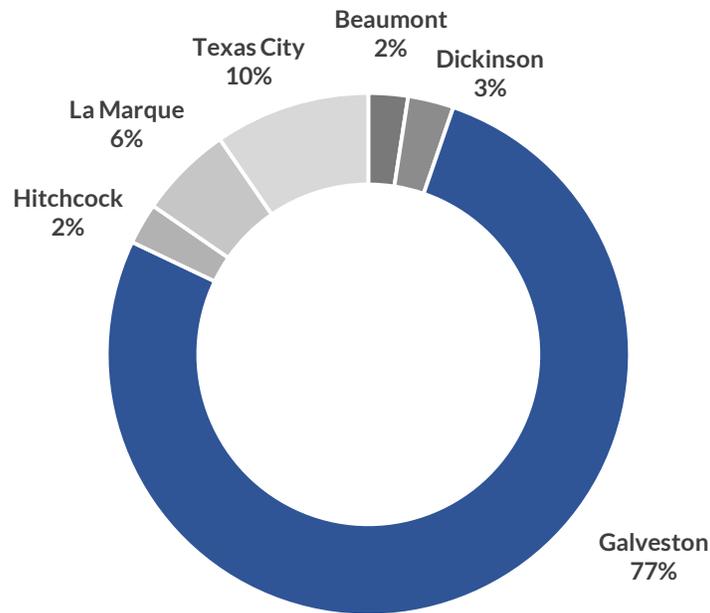


Trend in Enrollment by Zip Code

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

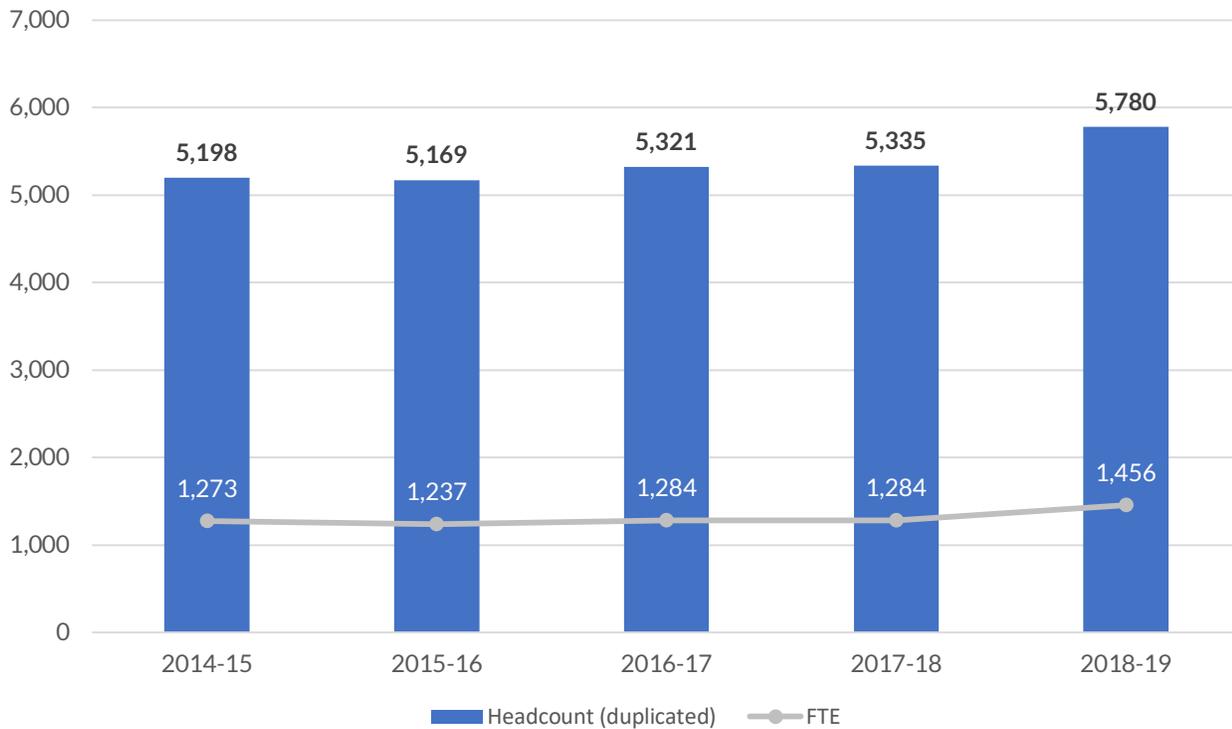
Annual headcount represents a duplicated count of all students who are enrolled in credit courses at Galveston College as of census day in the fall, spring, and/or summer semesters. Full-Time Equivalency (FTE) is the conversion of the number of all students enrolled full-time and part-time into an equivalent 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

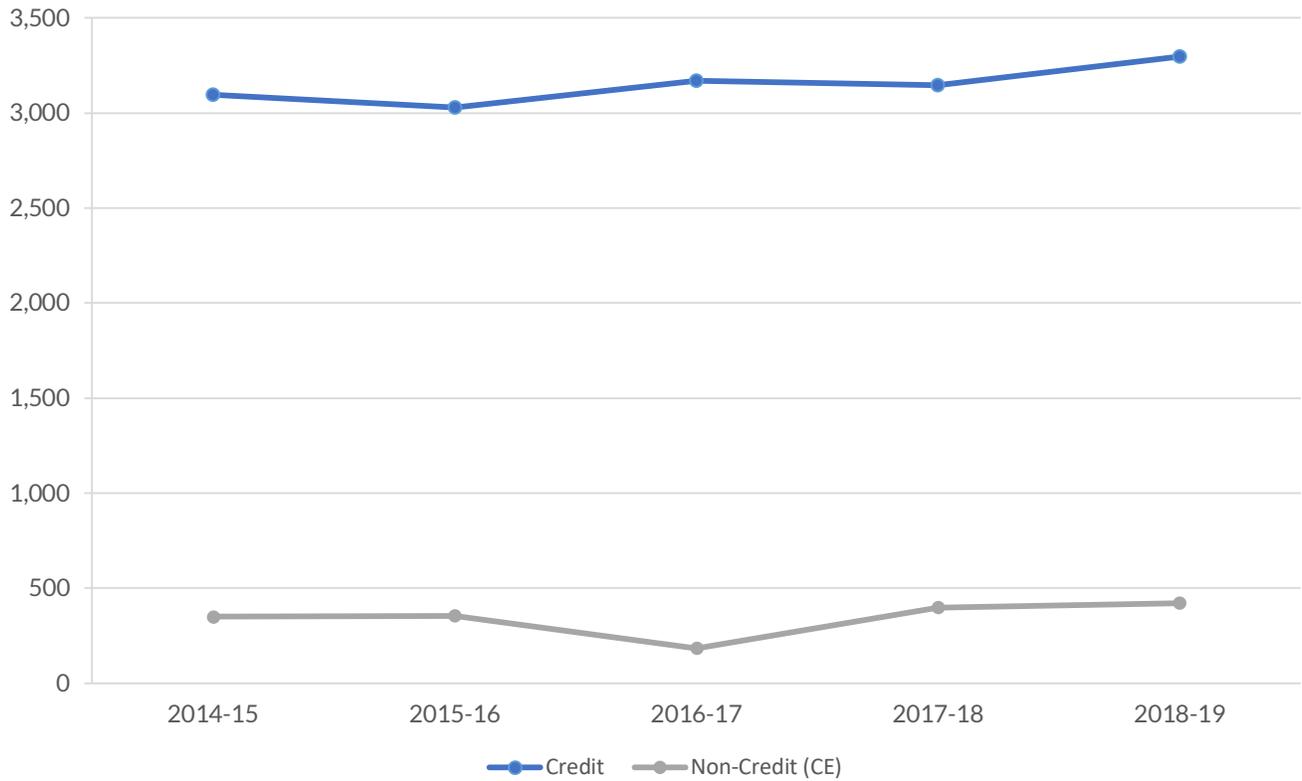


Trend in Annual Unduplicated Headcount: Credit and Non-Credit

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

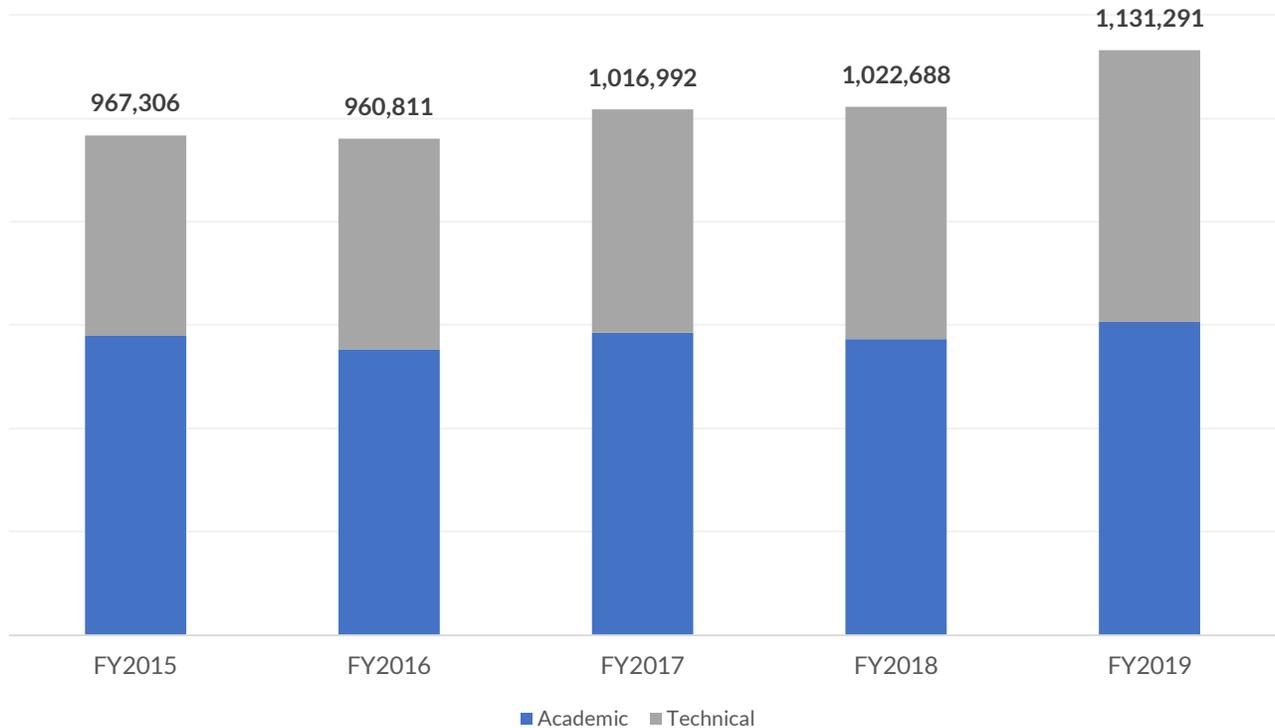


Trend in Funded Contact Hours by Funding Year

		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

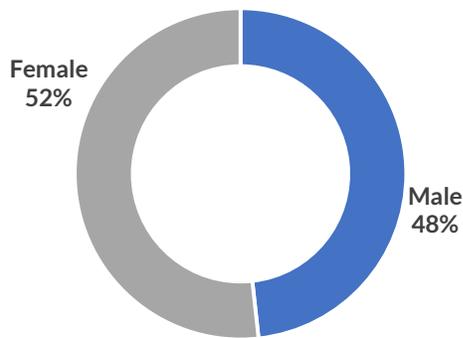
Awards Profile

Degrees and Certificates Awarded - AY2019

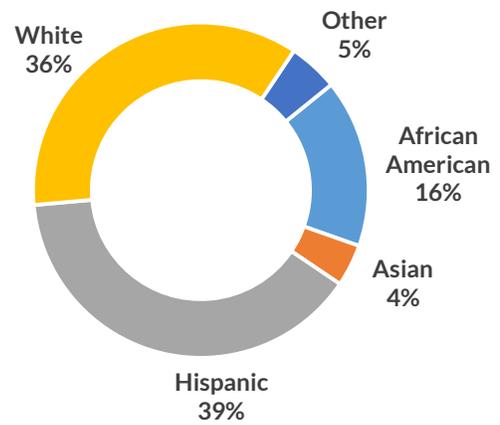
Award	N	%
Associate in Arts (AA)	56	8.1%
Associate in Applied Science (AAS)	132	19.1%
Associate in Science (AS)	80	11.6%
Advanced Technical Certificate	100	14.5%
Level 1 Certificate	253	36.7%
Level 2 Certificate	69	10.0%
Total	690	100.0%

Source: THECB Certified Reports (CBM009), Fall 2019

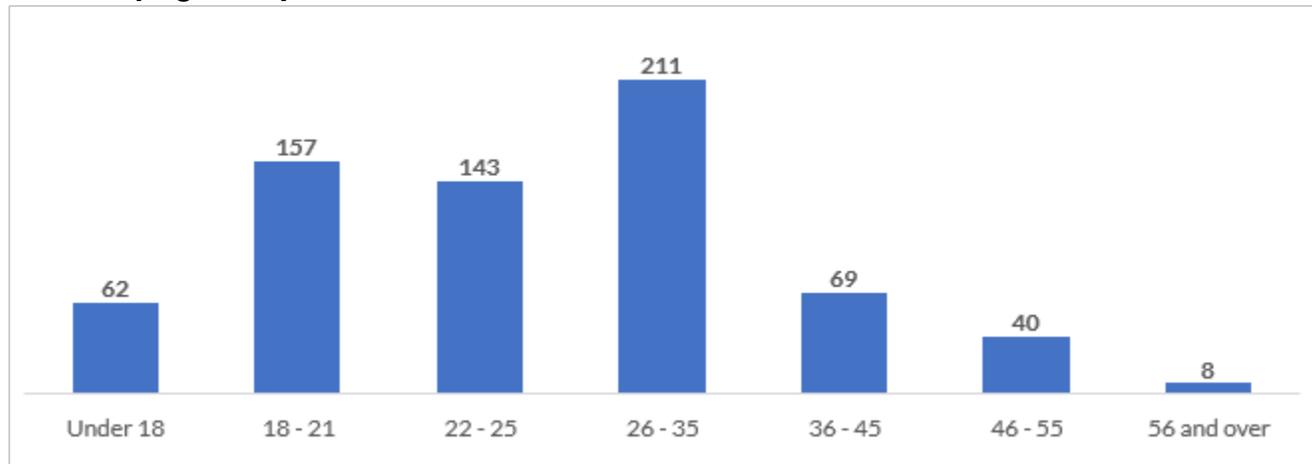
Awards by Gender



Awards by Race/Ethnicity



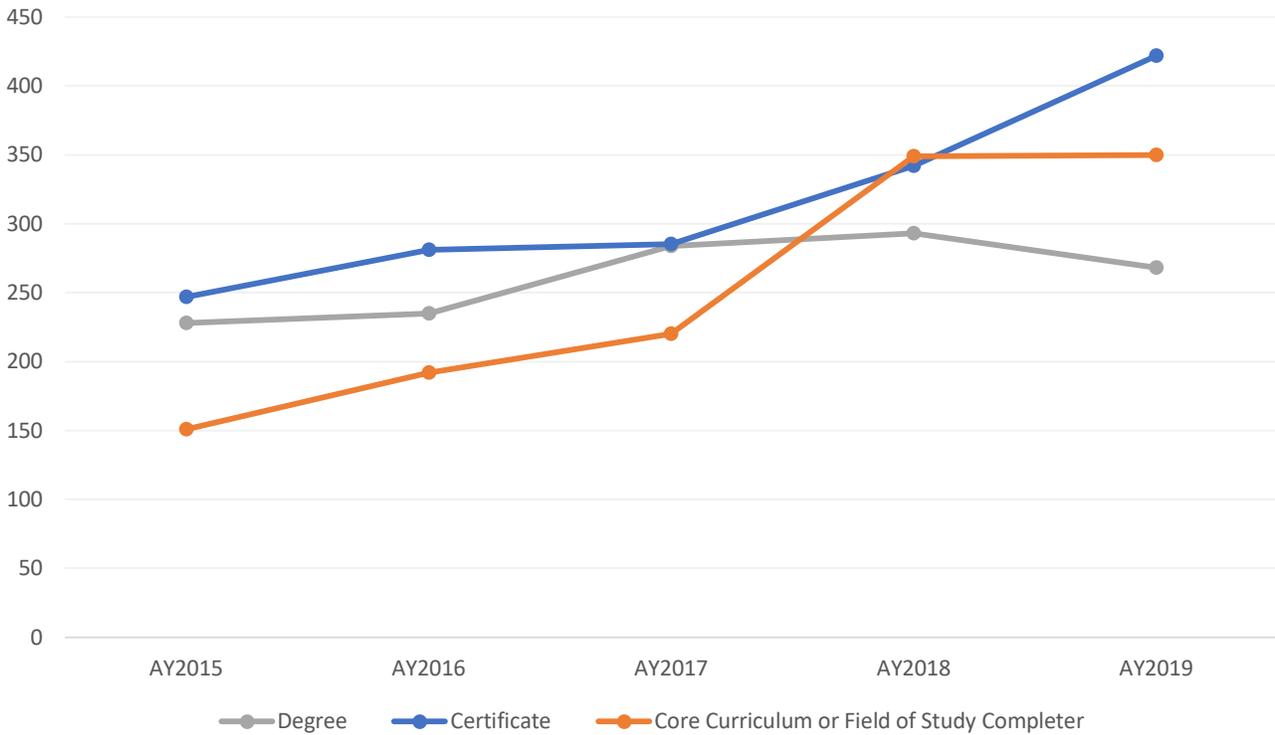
Awards by Age Group



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

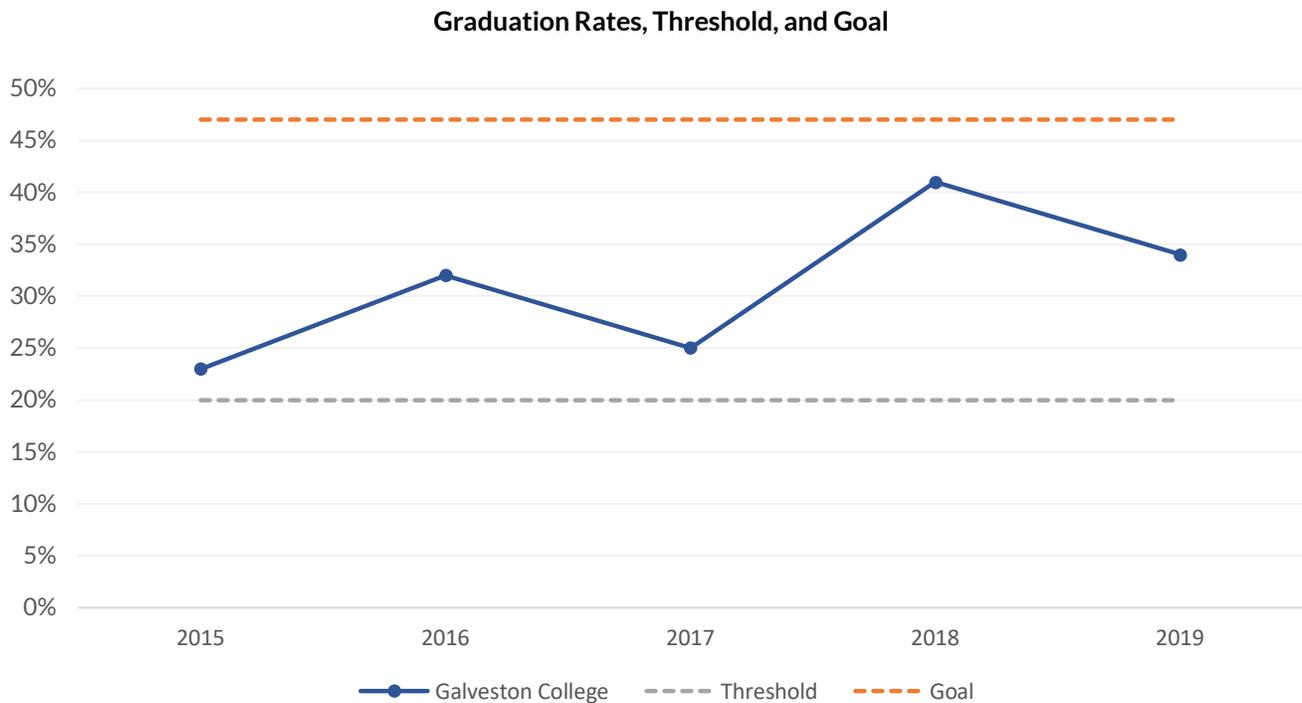
The IPEDS Graduation Rate (150%) was selected as the College’s graduation rate for measuring student achievement. This six-year graduation rate tracks both full-time FTIC students and includes the success of those who earn a certificate or degree.

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

Five-Year Trend in Graduation Rates

	2015	2016	2017	2018	2019
IPEDS Graduation Rate 150%	23%	32%	25%	41%	34%

Source: IPEDS

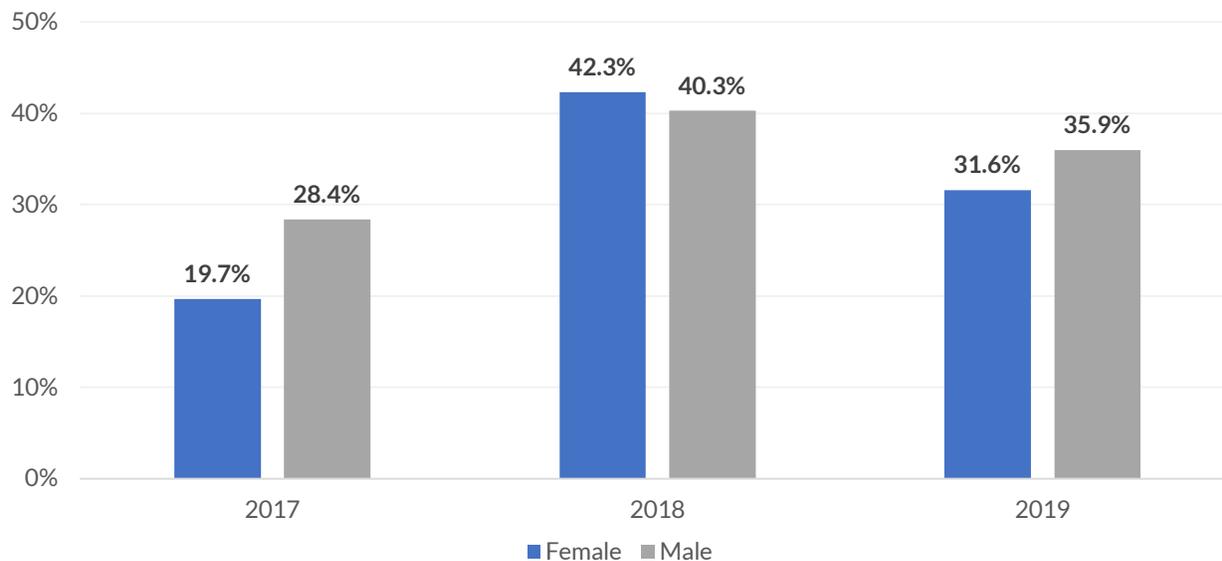


Three-Year Trend in Graduation Rates Disaggregated by Gender, Race/Ethnicity, Pell Eligibility, and First-Generation Status

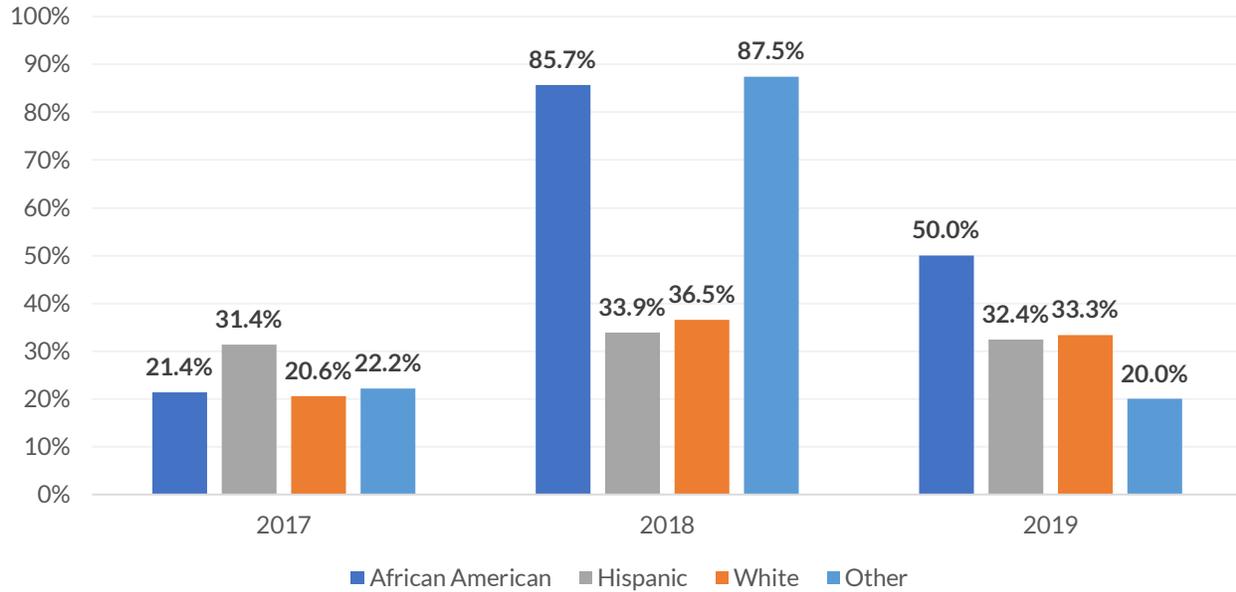
	2017		2018		2019	
	Cohort	Rate	Cohort	Rate	Cohort	Rate
Grand Total	142	24.6%	129	41.1%	140	33.6%
Female	61	19.7%	52	42.3%	76	31.6%
Male	81	28.4%	77	40.3%	64	35.9%
African American	14	21.4%	7	85.7%	10	50.0%
Hispanic	51	31.4%	62	33.9%	71	32.4%
White	9	22.2%	8	87.5%	5	20.0%
Other	68	20.6%	52	36.5%	54	33.3%
Received Pell	72	27.8%	59	42.4%	63	33.3%
Did Not Receive Pell	70	21.4%	70	40.0%	77	33.8%

Source: IPEDS

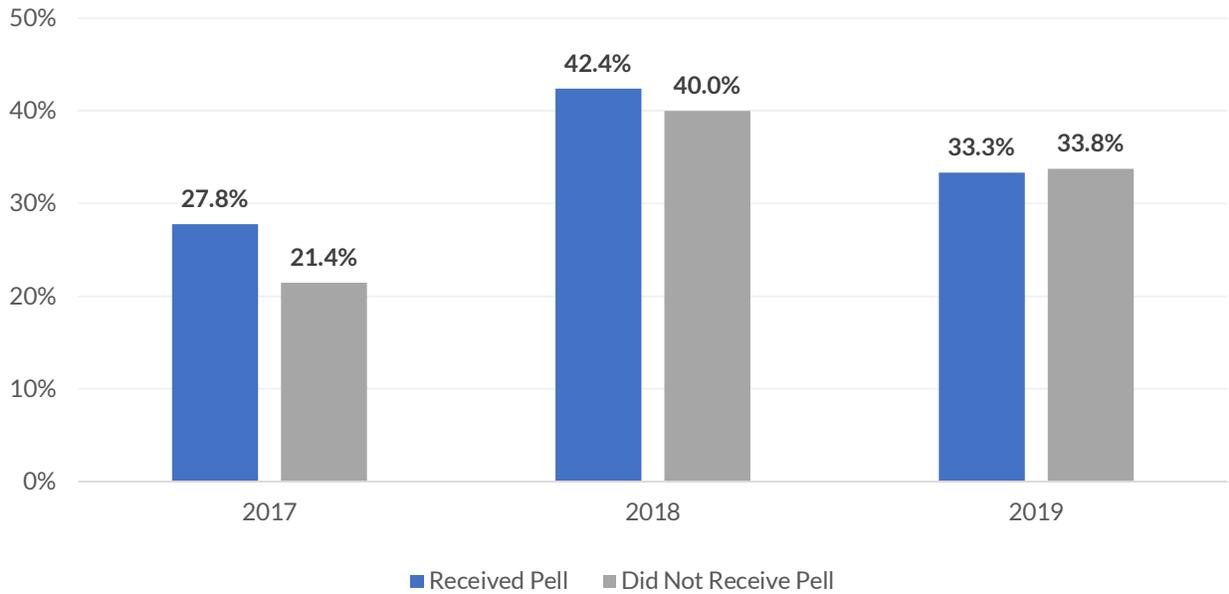
Graduation Rates by Gender



Graduation Rates by Race/Ethnicity



Graduation Rates by Pell Eligibility



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.

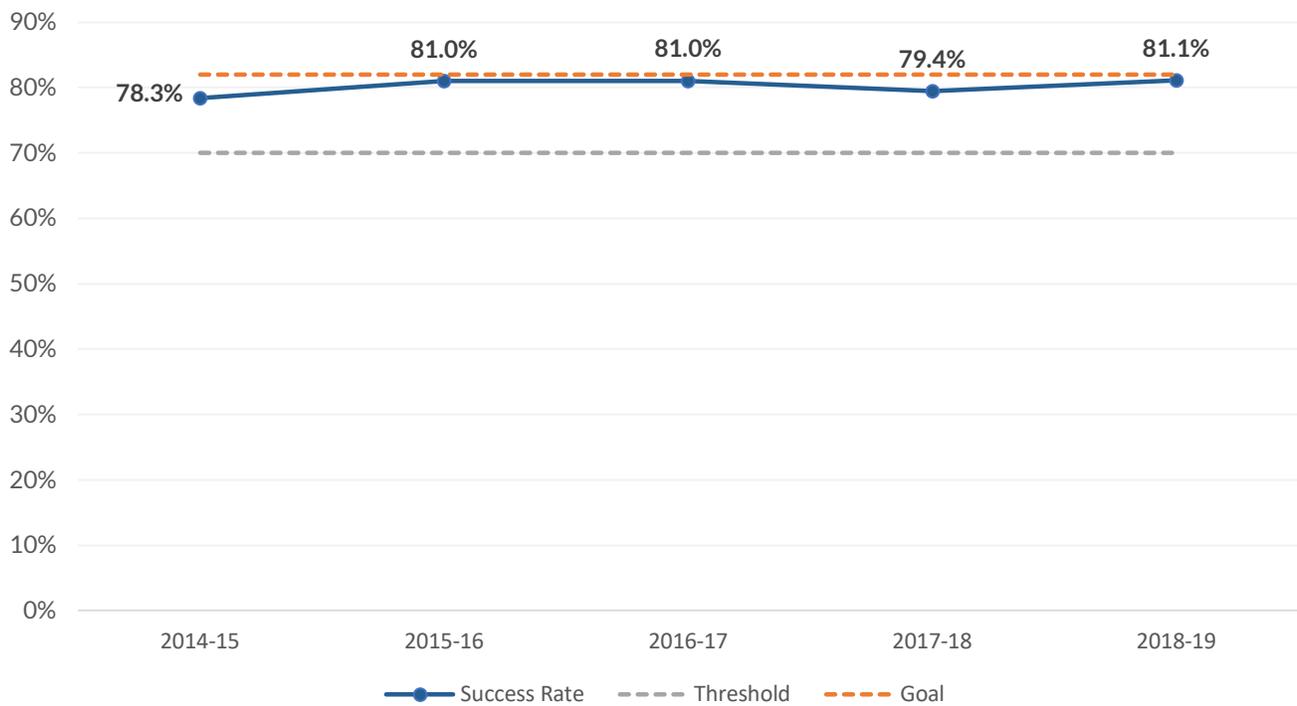
- Achievement Goal: 82%
- Minimum Threshold: 70%

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.

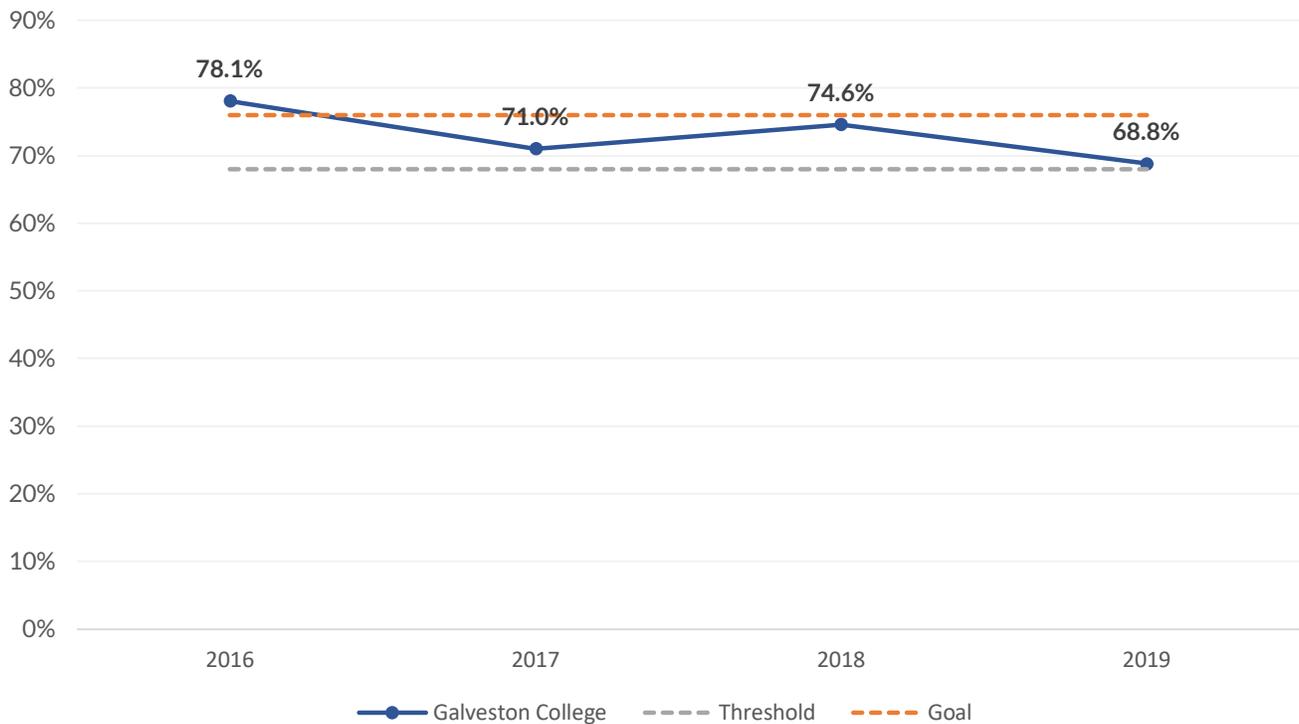
- Achievement Goal: 76%
- Minimum Threshold: 68%

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

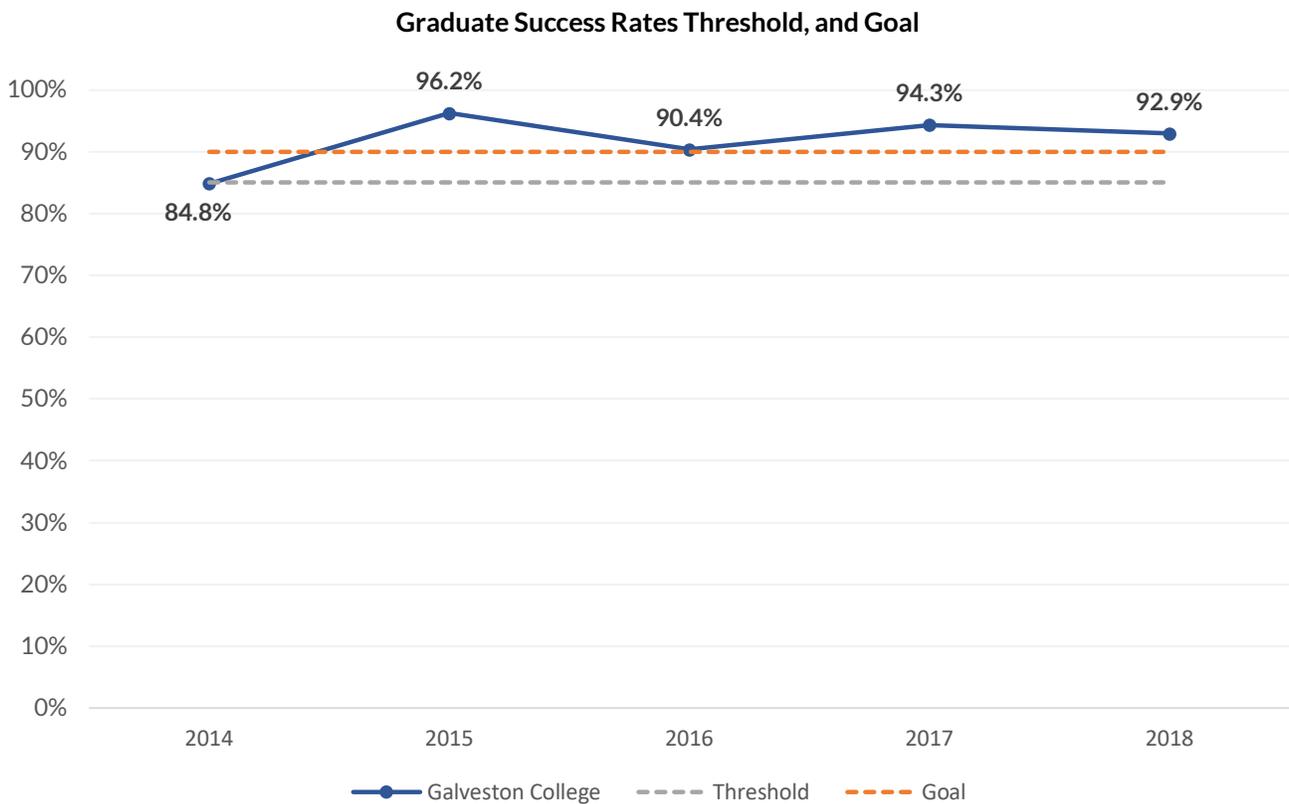
The educational and economic success of graduates is defined as the percentage of students who are a) employed in the fourth quarter of the calendar year in which the fiscal year ends, or b) enrolled in a Texas public, private, or for-profit institution of higher education in the fall semester after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

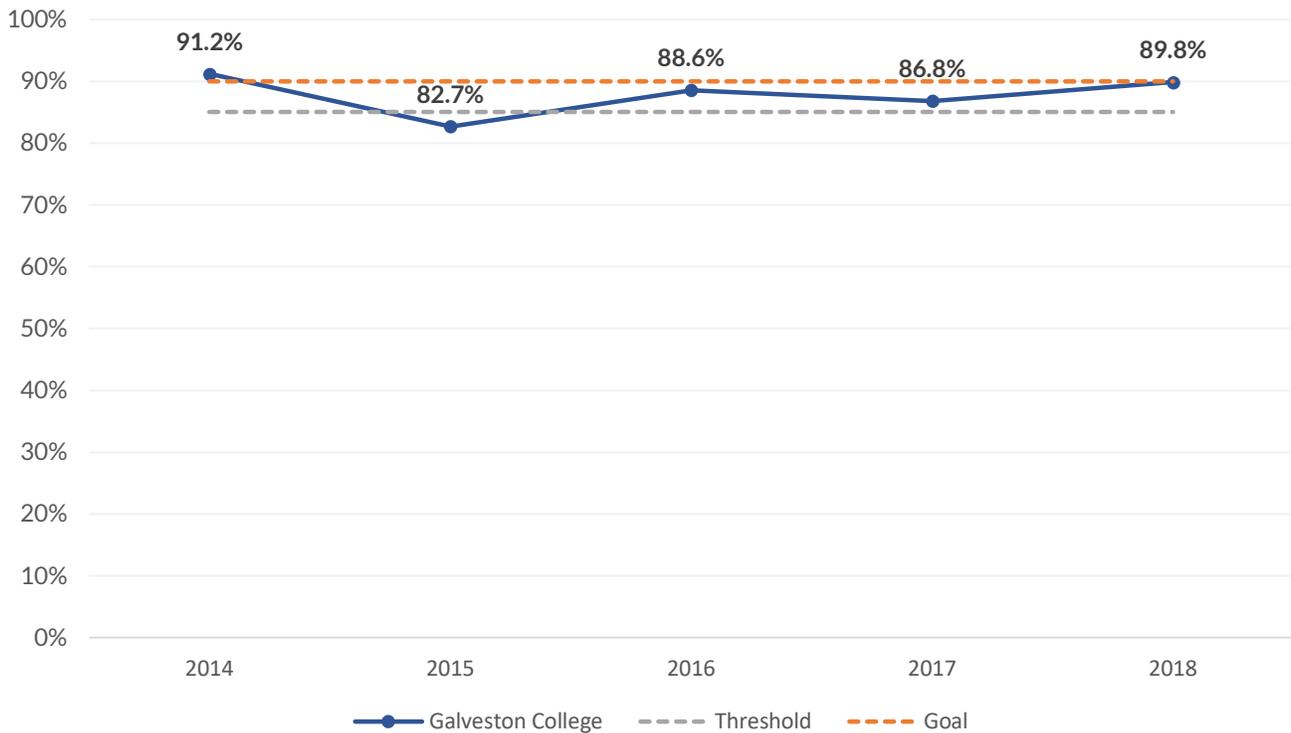
- Achievement Goal: 90%
- Minimum Threshold: 85%

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

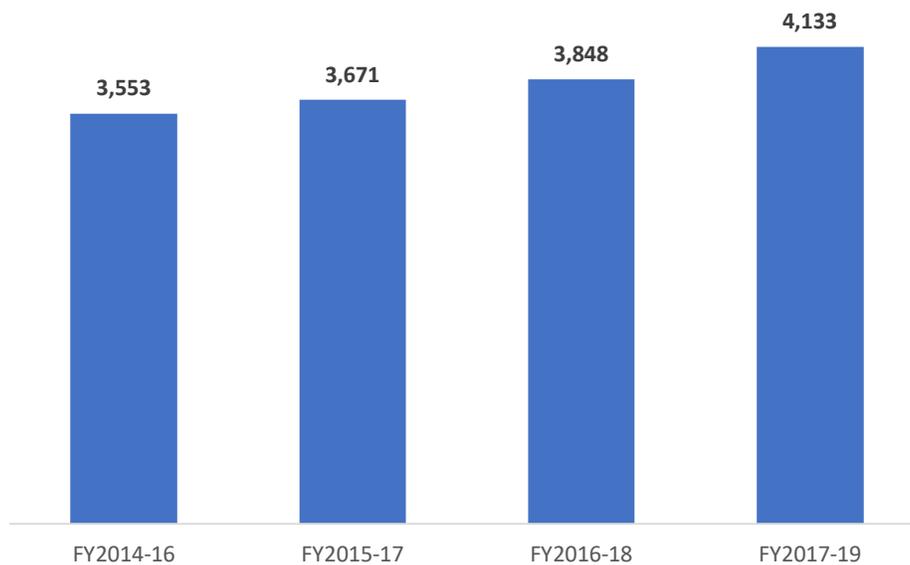
The Student Success Points performance-based funding model is based on the premise that educational achievement at community colleges includes more than the awarding of credentials or successful transfer. The goal of the model is to reward colleges for improvement in student achievement.

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

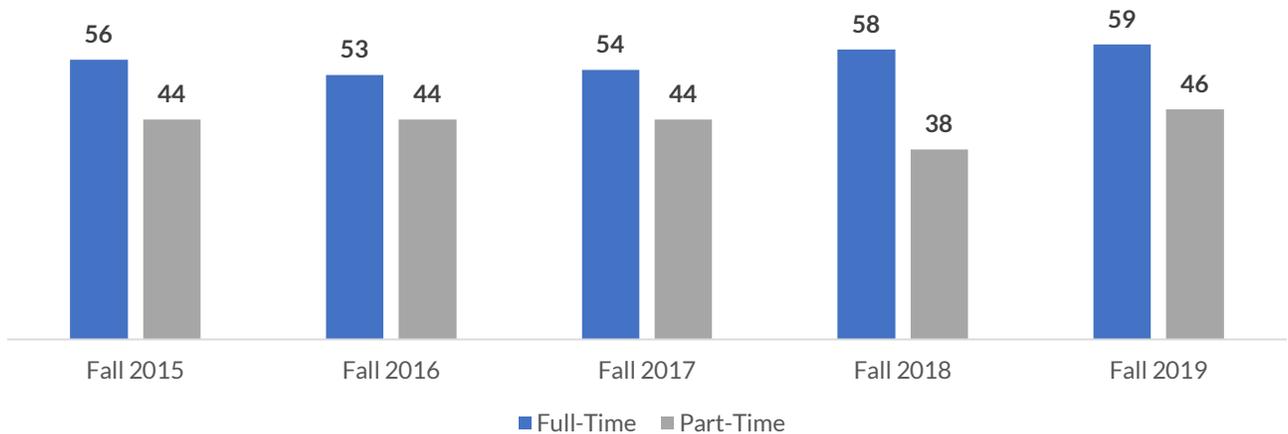
As of fall 2019, Galveston College employs 105 faculty, an increase of 5% since fall 2015. More than half (56%) of faculty are full-time, and one in five (21%) holds a terminal degree.

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



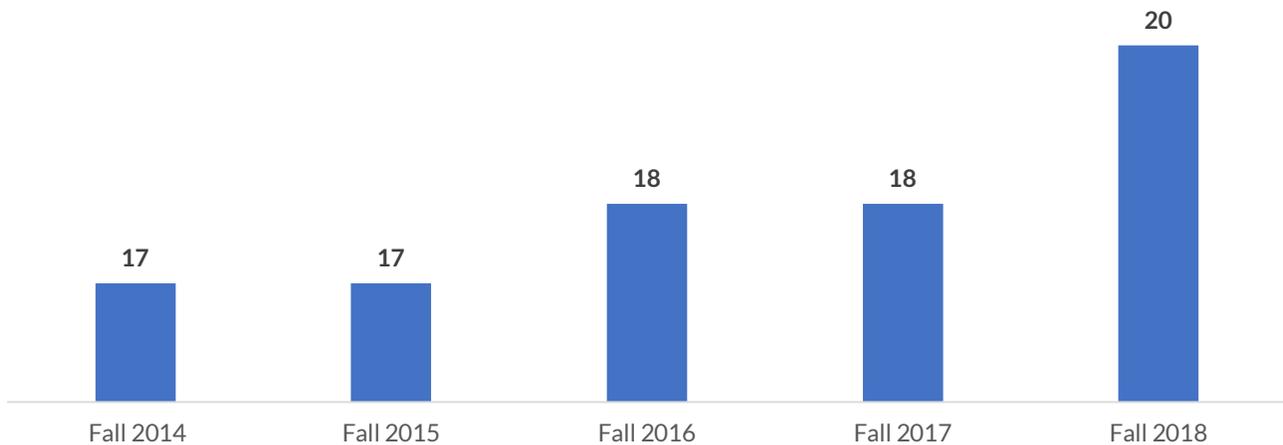
Source: THECB Certified Reports (CBM008), Fall 2015 - Fall 2019

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

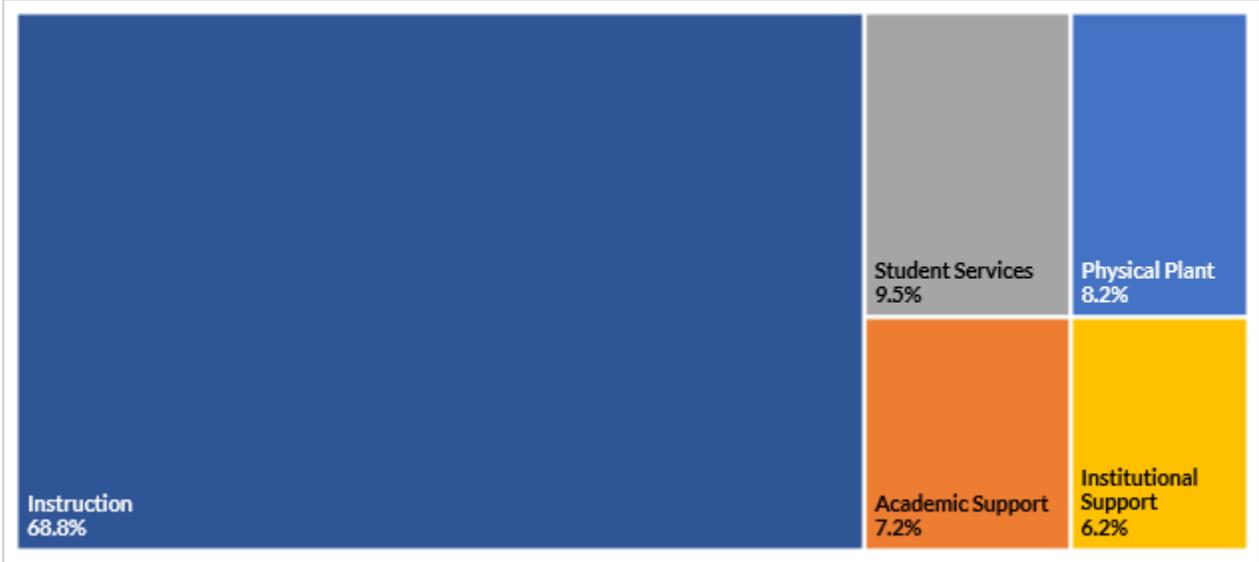
As indicated below, 68.8% of the College's net square footage by function is committed to instruction. Academic Support, which includes the library, accounts for 7.2% of the net square footage, while 9.5% is committed to Student Services. The remainder is divided between Institutional Support and Physical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

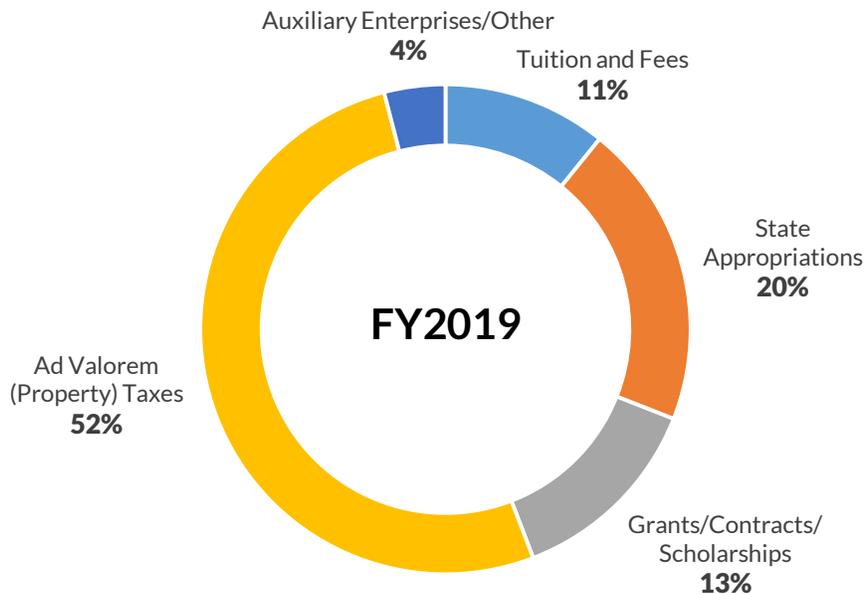
Revenues and expenditures are sourced from the College’s Annual Financial Audit Reports’ Statements of Revenues, Expenses and Changes in Net Position. In FY2019, property taxes (52%) and state appropriations (20%) represented nearly three-quarters of revenue. As in previous years, instruction was the 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

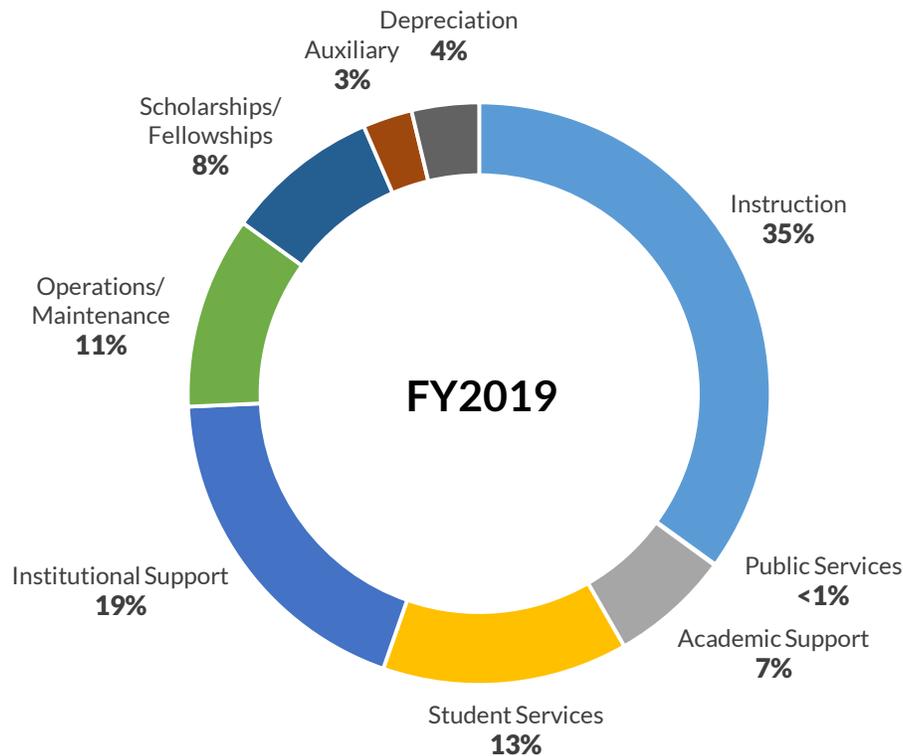


Trend in Expenses by Category

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