



# Fact Book

2021

A beacon of light  
guiding life-long  
learning.



## Table of Contents

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Introduction.....	1
Vision, Mission, and Goals .....	2
History.....	5
Board of Regents.....	7
Presidents.....	8
Service Area.....	9
Service Area High School Profiles: 2020-21.....	10
Enrollment.....	11
Fall Enrollment Trends.....	11
Trend in Fall Headcount, FTE, Contact Hours, and Semester Credit Hours.....	11
Trend in Fall Headcount by Demographics .....	12
Trend in Enrollment by Zip Code.....	13
Fall 2021 Top Zip Code Enrollment by City.....	13
Trend in International and Out-of-State Enrollment.....	14
Annual Enrollment Trends.....	16
Trend in Annual Headcount, FTE, Contact Hours, and Semester Credit Hours.....	16
Trend in Annual Unduplicated Headcount: Credit and Non-Credit.....	17
Trend in Funded Contact Hours by Funding Year .....	18
Awards.....	19
Awards Profile.....	19
Degrees and Certificates Awarded – AY2021.....	19
Awards by Gender.....	19
Trend in Award Types.....	20
Trend in Awards by Program Area.....	21
Student Achievement.....	22
Graduation Rate .....	22
Course Success Rate .....	25
Fall-to-Fall Persistence Rate.....	26
Graduate Success Rate.....	27
Certificate and Licensure Pass Rate.....	28
Accountability Measures .....	29

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

## Introduction

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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/administration/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

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## 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:

- 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

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In fall 2021, Galveston College entered its 55<sup>th</sup> 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 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. Galveston College launched its first bachelor's degree, a Bachelor of Applied Science in Healthcare Management, in fall 2019; the first bachelor's degrees were awarded in fall 2020.

As of 2021, the board approved construction of a new Galveston College Health Sciences Building. The state of the art facility is slated to be 3-stories and approximately 65,000 square feet containing collaborative classroom and simulation lab environments to support nursing and health sciences technical education on the Galveston College campus.

## Board of Regents

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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.



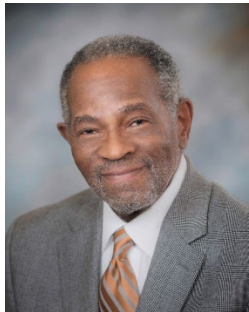
**Mary R. Longoria**  
Position 1  
Term Expires: May 2024



**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 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 20228



**Armin Cantini**  
Position 9  
Term Expires: May 2028

## Presidents

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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:

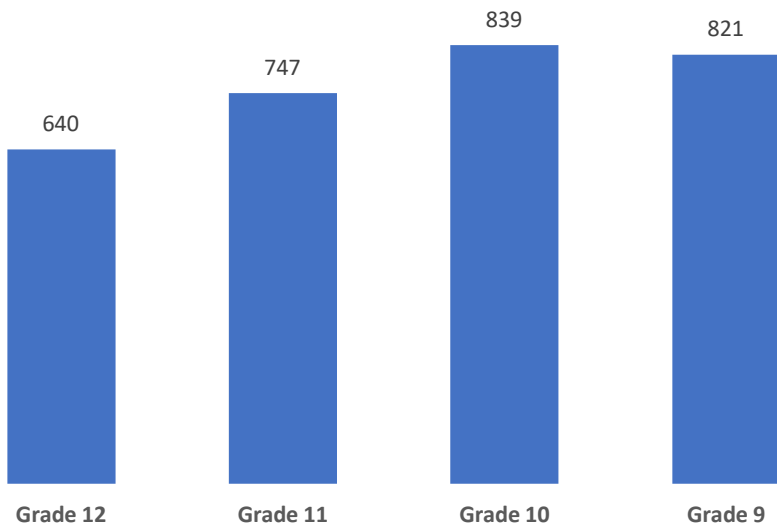
- the territory within the Galveston Independent School District;
- the part of Galveston and Chambers counties located on the Bolivar Peninsula, including the municipality of High Island and the High Island Independent School District; and
- the territory within the Sabine Pass and Hamshire-Fannett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

### Service Area High School Enrollment by Grade Level: 2020-21

School	Grade 12		Grade 11		Grade 10		Grade 9	
	N	%	N	%	N	%	N	%
Ball High School	414	64.7%	501	67.1%	589	70.2%	549	66.9%
Hamshire-Fannett High School	131	20.5%	142	19.0%	152	18.1%	157	19.1%
High Island School	17	2.7%	17	2.3%	16	1.9%	23	2.8%
O’Connell College Preparatory School	21	3.3%	20	2.7%	15	1.8%	11	1.3%
Odyssey Academy - Galveston	25	3.9%	28	3.7%	35	4.2%	49	6.0%
Sabine Pass School	32	5.0%	39	5.2%	32	3.8%	32	3.9%
<b>Grand Total</b>	<b>640</b>	<b>100.0%</b>	<b>747</b>	<b>100.0%</b>	<b>839</b>	<b>100.0%</b>	<b>821</b>	<b>100.0%</b>

Sources: Texas Education Agency - Texas Academic Performance Reports, O’Connell High School

### Combined Service Area High Schools – Grade Level Distribution: 2020-21



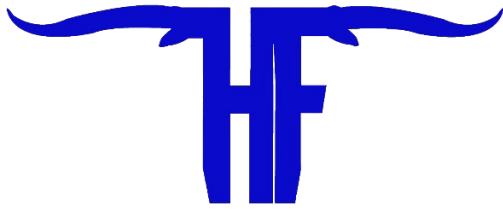
Sources: Texas Education Agency - Texas Academic Performance Reports, O’Connell High School

Service Area High School Profiles: 2020-21



**Ball High School**  
4115 Avenue O  
Galveston, TX 77550

**2,053**  
Students



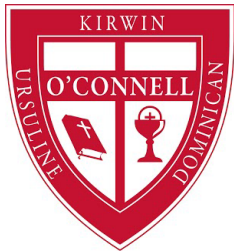
**Hamshire-Fannett High School**  
12702 2nd St.  
Hamshire, TX 77622

**582**  
Students



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

**73**  
Students



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

**67**  
Students  
(Grades 9-12)



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

**137**  
Students  
(Grades 9-12)



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

**135**  
Students  
(Grades 9-12)

# Enrollment

## Fall Enrollment Trends

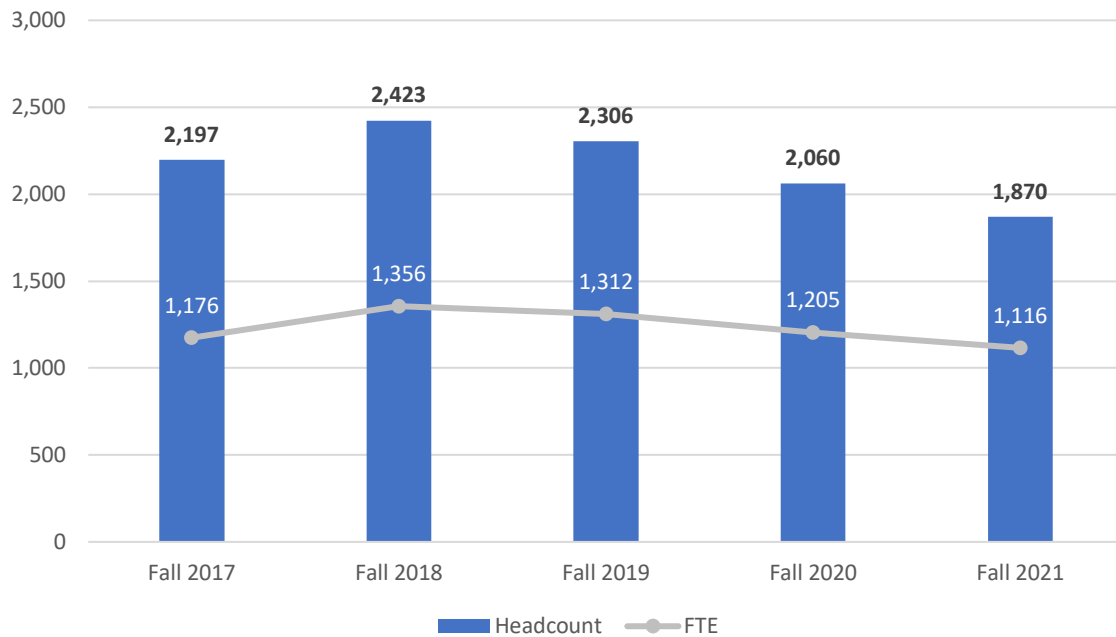
Fall headcount represents an unduplicated count of all students who are enrolled in credit courses at Galveston College as of census day in the fall semester. For these purposes, enrollment does not include flex-entry students. Full-time equivalency (FTE) is the conversion of the number of all students 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 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Five Year % Change
Headcount	2,197	2,423	2,306	2,060	1,870	-14.9%
FTE	1,176	1,356	1,312	1,205	1,116	-5.1%
Contact Hours	420,208	484,704	465,648	427,280	401,424	-4.5%
Semester Credit Hours	17,640	20,340	19,679	18,079	16,735	-5.1%

Source: THECB Certified Reports (CBM001), Fall 2017 - 2021

Trend in Fall Headcount and FTE



## Trend in Fall Headcount by Demographics

		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
		N	%	N	%	N	%	N	%	N	%
<b>Age</b>											
	Under 18	391	17.8%	589	24.3%	556	24.1%	427	20.7%	319	17.1%
	18 - 21	745	33.9%	738	30.5%	769	33.3%	707	34.3%	675	36.1%
	22 - 25	338	15.4%	365	15.1%	345	15.0%	295	14.3%	279	14.9%
	26 - 35	451	20.5%	461	19.0%	384	16.7%	391	19.0%	360	19.3%
	36 - 45	173	7.9%	173	7.1%	163	7.1%	172	8.3%	153	8.2%
	46 - 55	66	3.0%	68	2.8%	60	2.6%	50	2.4%	61	3.3%
	56 and over	33	1.5%	29	1.2%	29	1.3%	18	0.9%	23	1.2%
<b>Dual Credit</b>											
	Yes	399	18.2%	499	20.6%	553	24.0%	419	20.3%	313	16.7%
	No	1,798	81.8%	1,924	79.4%	1,753	76.0%	1,641	79.7%	1,557	83.3%
<b>Gender</b>											
	Female	1,341	61.0%	1,494	61.7%	1,415	61.4%	1,298	63.0%	1,219	65.2%
	Male	856	39.0%	929	38.3%	891	38.6%	762	37.0%	651	34.8%
<b>Race/Ethnicity</b>											
	African American	342	15.6%	363	15.0%	337	14.6%	315	15.3%	308	16.5%
	Asian American	61	2.8%	88	3.6%	73	3.2%	65	3.2%	60	3.2%
	Hawaiian/Pacific Islander	4	0.2%	3	0.1%	5	0.2%	5	0.2%	0	0.0%
	Hispanic	834	38.0%	961	39.7%	933	40.5%	860	41.7%	771	41.2%
	International	22	1.0%	20	0.8%	15	0.7%	10	0.5%	11	0.6%
	Multiracial	22	1.0%	42	1.7%	43	1.9%	35	1.7%	26	1.4%
	Native American	7	0.3%	8	0.3%	6	0.3%	10	0.5%	7	0.4%
	Unknown	50	2.3%	44	1.8%	49	2.1%	37	1.8%	35	1.9%
	White	855	38.9%	894	36.9%	845	36.6%	723	35.1%	652	34.9%
<b>Tuition Status</b>											
	In-District	1,166	53.1%	1,321	54.5%	1,255	54.4%	1,143	55.5%	1,036	55.4%
	Out-of-District	890	40.5%	942	38.9%	898	38.9%	783	38.0%	722	38.6%
	Non-Resident	141	6.4%	160	6.6%	153	6.6%	134	6.5%	112	6.0%
<b>Grand Total</b>		<b>2,197</b>	<b>100.0%</b>	<b>2,423</b>	<b>100.0%</b>	<b>2,306</b>	<b>100.0%</b>	<b>2,060</b>	<b>100.0%</b>	<b>1,870</b>	<b>100.0%</b>

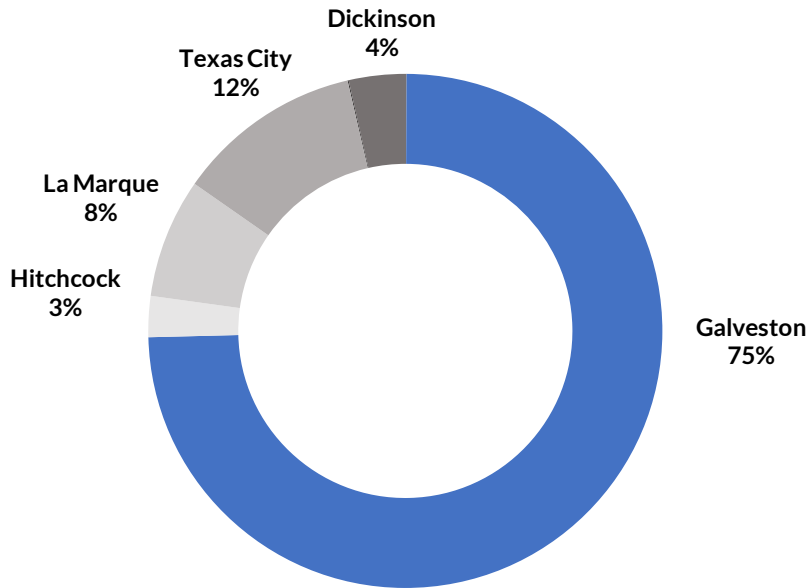
Source: THECB Certified CBM001 Reports, AY2017 - AY2021

### Trend in Enrollment by Zip Code

Zip Code/City	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	N	%	N	%	N	%	N	%	N	%
77550-Galveston	606	27.6%	628	25.9%	574	24.9%	535	26.0%	452	24.2%
77551-Galveston	559	25.4%	680	28.1%	650	28.2%	574	27.9%	507	27.1%
77554-Galveston	162	7.4%	157	6.5%	151	6.5%	134	6.5%	110	5.9%
77590-Texas City	90	4.1%	107	4.4%	101	4.4%	87	4.2%	89	4.8%
77568-La Marque	81	3.7%	96	4.0%	104	4.5%	92	4.5%	108	5.8%
77591-Texas City	61	2.8%	75	3.1%	72	3.1%	65	3.2%	79	4.2%
77705-Beaumont	60	2.7%	61	2.5%	44	1.9%	3	0.1%	1	0.1%
77539-Dickinson	53	2.4%	57	2.4%	51	2.2%	67	3.3%	52	2.8%
77563-Hitchcock	31	1.4%	40	1.7%	46	2.0%	39	1.9%	37	2.0%
77552-Galveston	12	0.5%	7	0.3%	8	0.3%	6	0.3%	2	0.1%
<b>Top 10 Zip Codes</b>	<b>1,715</b>	<b>78.1%</b>	<b>1,908</b>	<b>78.7%</b>	<b>1,801</b>	<b>78.1%</b>	<b>1,602</b>	<b>77.8%</b>	<b>1,437</b>	<b>76.8%</b>
<b>Other Zip Codes</b>	<b>482</b>	<b>21.9%</b>	<b>515</b>	<b>21.3%</b>	<b>505</b>	<b>21.9%</b>	<b>458</b>	<b>22.2%</b>	<b>433</b>	<b>23.2%</b>
<b>Total Enrollment</b>	<b>2,197</b>	<b>100.0%</b>	<b>2,423</b>	<b>100.0%</b>	<b>2,306</b>	<b>100.0%</b>	<b>2,060</b>	<b>100.0%</b>	<b>1,870</b>	<b>100.0%</b>

Source: THECB Certified Reports (CBM001), Fall 2017 - 2021, Colleague SIS

### Fall 2021 Top Zip Code Enrollment by City





## Trend in International and Out-of-State Enrollment

Country/State	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	N	%	N	%	N	%	N	%	N	%
Argentina					1	0.0%				
Australia	2	0.1%	2	0.1%	1	0.0%	2	0.1%	2	0.1%
Brazil	2	0.1%	2	0.1%	2	0.1%	2	0.1%	2	0.1%
Cambodia (Kampuchea)			1	0.0%						
Canada	5	0.2%	10	0.4%	1	0.0%	3	0.1%	3	0.2%
Chile	2	0.1%								
China, People's Rep of	1	0.0%	2	0.1%	1	0.0%				
Columbia							1	0.0%	1	0.1%
Cuba			1	0.0%	1	0.0%	1	0.0%	1	0.1%
El Salvador	2	0.1%	2	0.1%	3	0.1%	2	0.1%	1	0.1%
France	1	0.0%								
Germany			1	0.0%						
Honduras	1	0.0%	3	0.1%	3	0.1%	3	0.1%	4	0.2%
India							1	0.0%		
Indonesia					1	0.0%				
Iran	1	0.0%	1	0.0%						
Jamaica			1	0.0%	1	0.0%	1	0.0%		
Kenya			1	0.0%	1	0.0%	1	0.0%	1	0.1%
Korea, South (Rep. of)	1	0.0%			1	0.0%	1	0.0%		
Laos									1	0.1%
Mexico	11	0.5%	10	0.4%	7	0.3%	5	0.2%	7	0.4%
Moldova	2	0.1%	1	0.0%					1	0.1%
Nepal	1	0.0%	1	0.0%						
Nigeria			1	0.0%	1	0.0%				
Philippines			2	0.1%						
Poland							1	0.0%		
Sweden					1	0.0%	1	0.0%	1	0.1%
Syria	1	0.0%	1	0.0%	1	0.0%				
Taiwan	1	0.0%								
Turkey									1	0.1%
Ukraine	4	0.2%	2	0.1%	1	0.0%				
United Kingdom	1	0.0%								
Venezuela	1	0.0%	1	0.0%						
Vietnam	1	0.0%	1	0.0%						
<b>International Total</b>	<b>41</b>	<b>1.9%</b>	<b>47</b>	<b>1.9%</b>	<b>28</b>	<b>1.2%</b>	<b>25</b>	<b>1.2%</b>	<b>26</b>	<b>1.4%</b>
Alabama	1	0.0%	2	0.1%	1	0.0%				
Alaska	1	0.0%			1	0.0%	2	0.1%	1	0.1%
Arizona	2	0.1%	2	0.1%	1	0.0%	2	0.1%		
Arkansas	1	0.0%			1	0.0%	1	0.0%	1	0.1%
California	7	0.3%	6	0.2%	4	0.2%	2	0.1%	1	0.1%
Colorado			1	0.0%	1	0.0%			2	0.1%

Connecticut	1	0.0%								
Florida	3	0.1%	8	0.3%	3	0.1%		1	0.1%	
Georgia	1	0.0%					1	0.0%	2	0.1%
Hawaii					1	0.0%	1	0.0%	1	0.1%
Idaho	2	0.1%					1	0.0%	1	0.1%
Illinois	2	0.1%	1	0.0%	1	0.0%			5	0.3%
Indiana			1	0.0%	1	0.0%				
Iowa							1	0.0%	2	0.1%
Kansas					1	0.0%	2	0.1%		
Kentucky					1	0.0%				
Louisiana	18	0.8%	12	0.5%	9	0.4%	4	0.2%	4	0.2%
Maine	1	0.0%	1	0.0%	1	0.0%				
Massachusetts			1	0.0%			1	0.0%		
Michigan							2	0.1%	2	0.1%
Minnesota	1	0.0%								
Mississippi	1	0.0%	1	0.0%			2	0.1%		
Missouri	2	0.1%	4	0.2%	1	0.0%	3	0.1%	5	0.3%
Montana									1	0.1%
Nebraska					1	0.0%	1	0.0%		
New Hampshire							1	0.0%		
New Jersey					1	0.0%	1	0.0%		
New Mexico	1	0.0%	3	0.1%	2	0.1%			1	0.1%
New York	3	0.1%	1	0.0%			1	0.0%	1	0.1%
North Carolina			1	0.0%					1	0.1%
North Dakota									1	0.1%
Ohio	2	0.1%	1	0.0%	1	0.0%				
Oklahoma	1	0.0%	4	0.2%	1	0.0%			1	0.1%
Oregon	1	0.0%	2	0.1%	2	0.1%	2	0.1%		
Pennsylvania	2	0.1%	1	0.0%	2	0.1%	1	0.0%	1	0.1%
Puerto Rico	3	0.1%	4	0.2%	4	0.2%	4	0.2%	1	0.1%
Rhode Island			1	0.0%						
South Carolina			3	0.1%	1	0.0%			1	0.1%
Utah	1	0.0%								
Virginia	3	0.1%	1	0.0%						
Washington					1	0.0%	3	0.1%	4	0.2%
West Virginia					1	0.0%	1	0.0%	1	0.1%
Wisconsin			1	0.0%	1	0.0%				
Wyoming	2	0.1%	1	0.0%	1	0.0%	1	0.0%	1	0.1%
<b>U.S. Out of State Total</b>	<b>63</b>	<b>2.9%</b>	<b>64</b>	<b>2.6%</b>	<b>47</b>	<b>2.0%</b>	<b>41</b>	<b>2.0%</b>	<b>43</b>	<b>2.3%</b>
<b>Texas</b>	<b>2,093</b>	<b>95.3%</b>	<b>2,312</b>	<b>95.4%</b>	<b>2,231</b>	<b>96.7%</b>	<b>1,994</b>	<b>96.8%</b>	<b>1,801</b>	<b>96.3%</b>
<b>Grand Total</b>	<b>2,197</b>	<b>100.0%</b>	<b>2,423</b>	<b>100.0%</b>	<b>2,306</b>	<b>100.0%</b>	<b>2,060</b>	<b>100.0%</b>	<b>1,870</b>	<b>100.0%</b>

Source: THECB Certified Reports (CBM001), Fall 2017 - 2021

## Annual Enrollment Trends

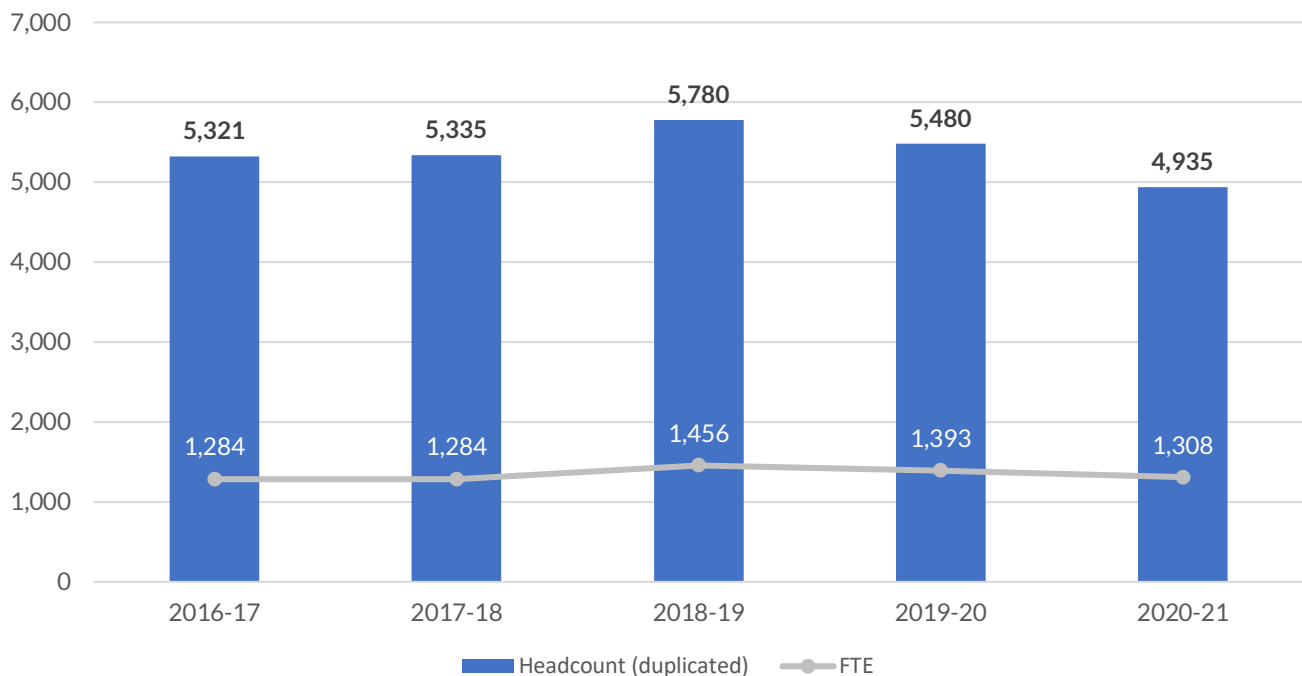
Annual headcount represents a duplicated count of all students who are enrolled in credit courses at Galveston College as of census day in the fall, spring, and/or summer semesters. Full-Time Equivalency (FTE) is the conversion of the number of all students enrolled full-time and part-time into an equivalent 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	2016-17	2017-18	2018-19	2019-20	2020-21	Five Year % Change
Headcount (duplicated)	5,321	5,335	5,780	5,480	4,935	-7.3%
FTE	1,284	1,284	1,456	1,393	1,308	1.8%
Funded Contact Hours	1,006,688	1,029,136	1,132,619	1,128,512	1,077,856	7.1%
Funded Semester Credit Hours	41,989	42,410	46,467	46,406	44,222	5.3%

Source: THECB Certified Reports (CBM001), AY2017 - AY2021

#### Trend in Annual Headcount and FTE

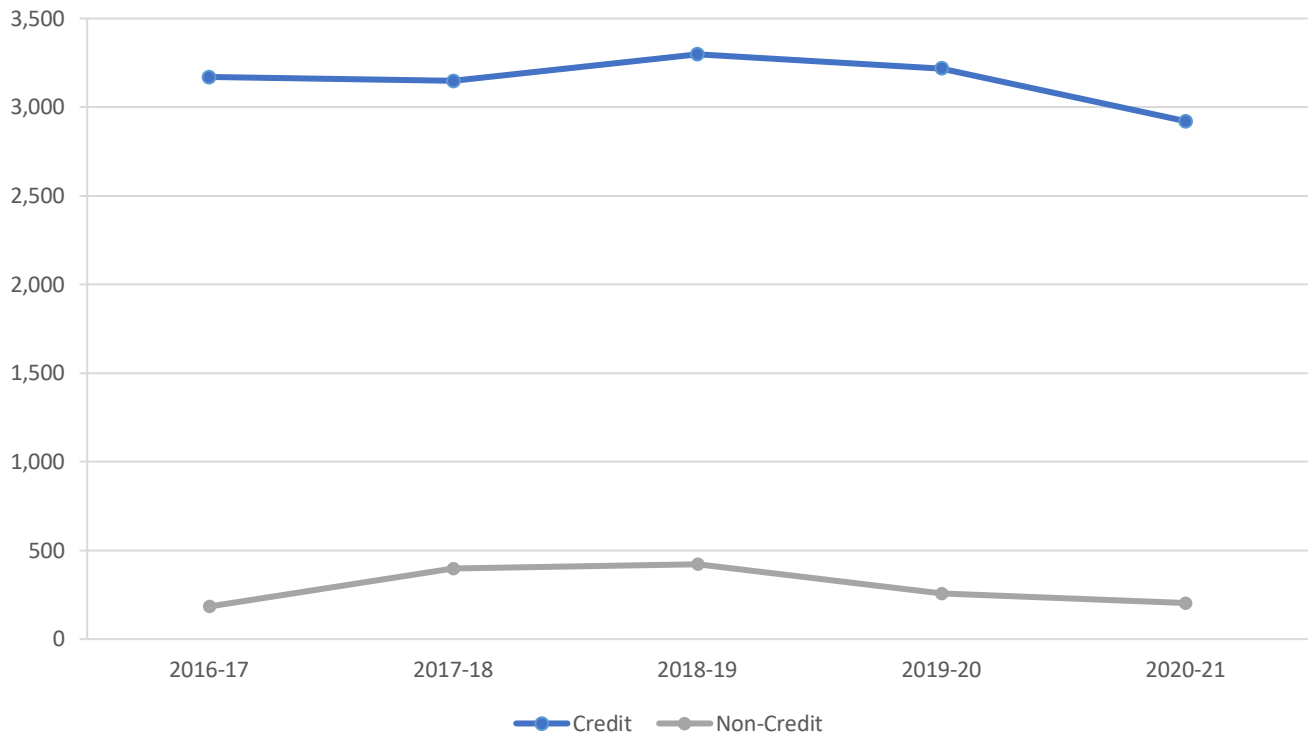


### Trend in Annual Unduplicated Headcount: Credit and Non-Credit

Student Type	2016-17		2017-18		2018-19		2019-20		2020-21		Five Year % Change
	N	%	N	%	N	%	N	%	N	%	
Credit	3,169	94.5%	3,147	88.8%	3,298	88.7%	3,218	92.6%	2,921	93.5%	-7.8%
Non-Credit	184	5.5%	398	11.2%	422	11.3%	258	7.4%	203	6.5%	10.3%
<b>Grand Total</b>	<b>3,353</b>	<b>100.0%</b>	<b>3,545</b>	<b>100.0%</b>	<b>3,720</b>	<b>100.0%</b>	<b>3,476</b>	<b>100.0%</b>	<b>3,124</b>	<b>100.0%</b>	<b>-6.8%</b>

Source: THECB Certified Reports (CBM00A, CBM001), AY2017 - AY2021

### Trend in Annual Unduplicated Headcount by Credit Status

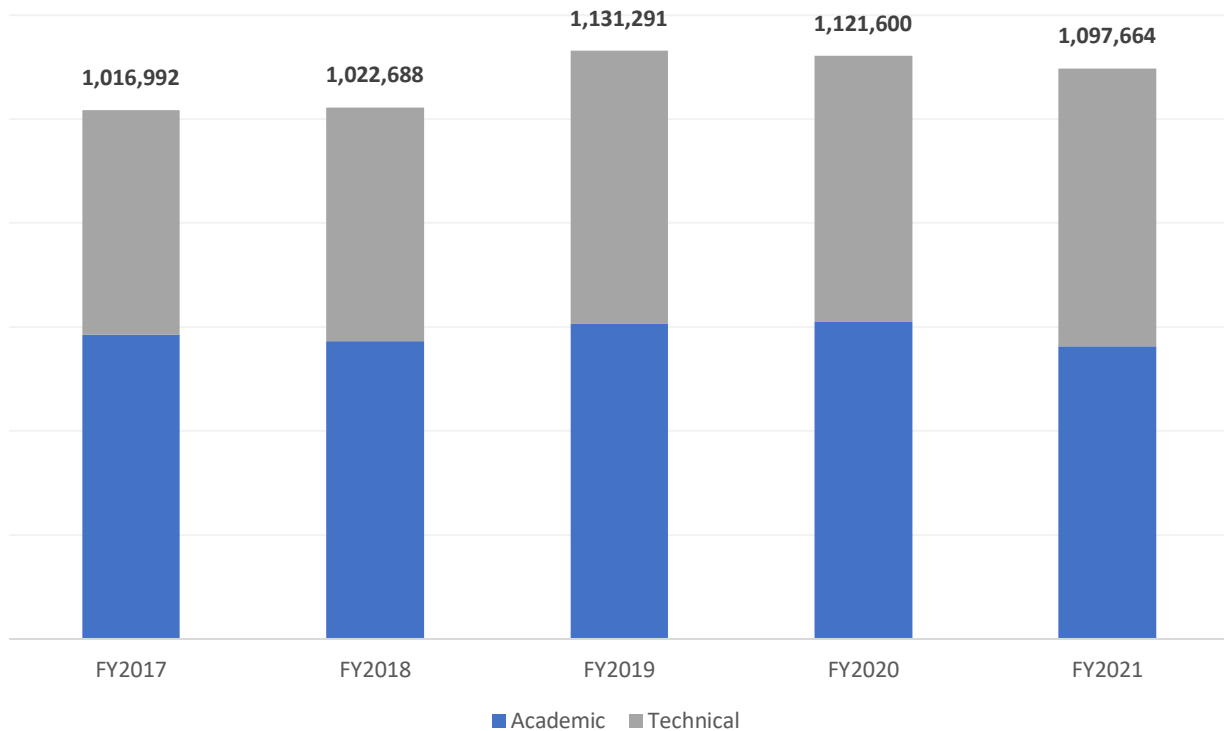


### Trend in Funded Contact Hours by Funding Year

		FY2017	FY2018	FY2019	FY2020	FY2021
<b>Academic</b>	Summer I	56,000	52,864	51,392	54,192	53,840
	Summer II	41,344	39,984	36,384	37,776	37,296
	Fall	243,040	244,672	269,648	264,976	232,960
	Spring	244,736	234,976	249,211	252,512	239,168
	<b>Academic Total</b>	<b>585,120</b>	<b>572,496</b>	<b>606,635</b>	<b>609,456</b>	<b>563,264</b>
<b>Technical</b>	Summer I	36,080	30,576	33,360	34,080	10,976
	Summer II	54,944	54,640	63,376	59,792	90,640
	Fall	172,832	172,528	208,256	209,184	200,048
	Spring	168,016	192,448	219,664	209,088	232,736
	<b>Technical Total</b>	<b>431,872</b>	<b>450,192</b>	<b>524,656</b>	<b>512,144</b>	<b>534,400</b>
<b>Grand Total</b>	<b>1,016,992</b>	<b>1,022,688</b>	<b>1,131,291</b>	<b>1,121,600</b>	<b>1,097,664</b>	

Source: THECB Certified Reports (CBM001), FY2017- FY2021

### Trend in Funded Contact Hours by Program Type



# Awards

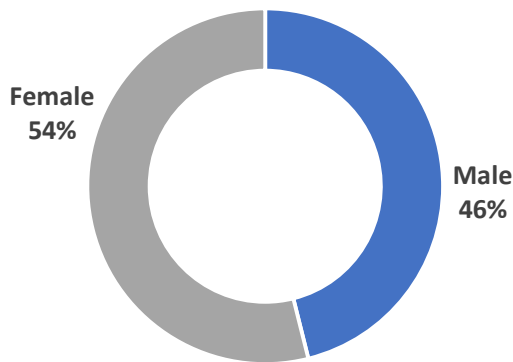
## Awards Profile

### Degrees and Certificates Awarded - AY2021

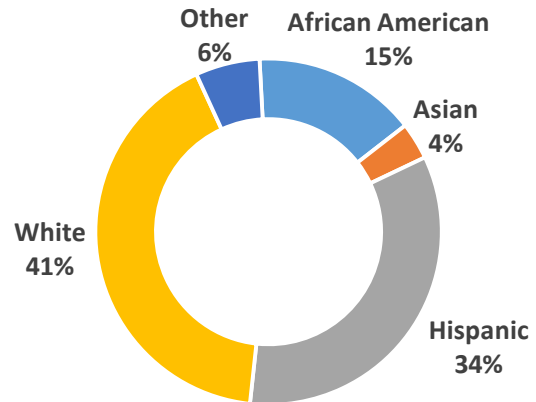
Award	N	%
Bachelor of Applied Science (BAS)	16	2.4%
Associate in Applied Science (AAS)	159	23.9%
Associate in Arts (AA)	62	9.3%
Associate in Science (AS)	83	12.5%
Advanced Technical Certificate	55	8.3%
Level 1 Certificate	210	31.5%
Level 2 Certificate	81	12.2%
<b>Total</b>	<b>666</b>	<b>100.0%</b>

Source: THECB Certified CBM009 Report, 2021

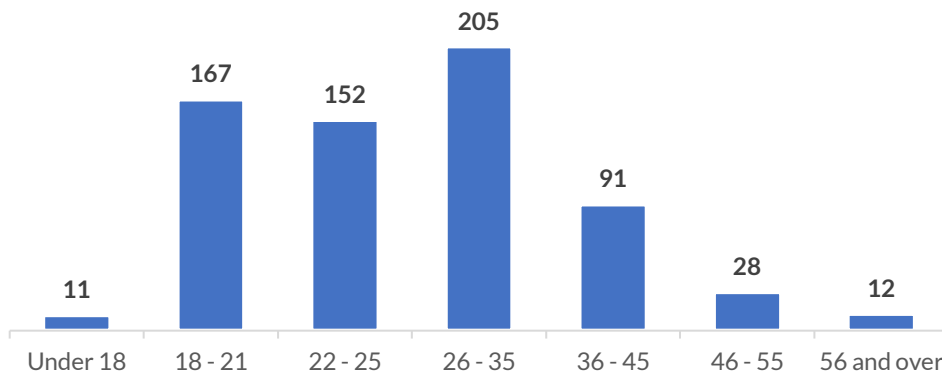
### Awards by Gender



### Awards by Race/Ethnicity



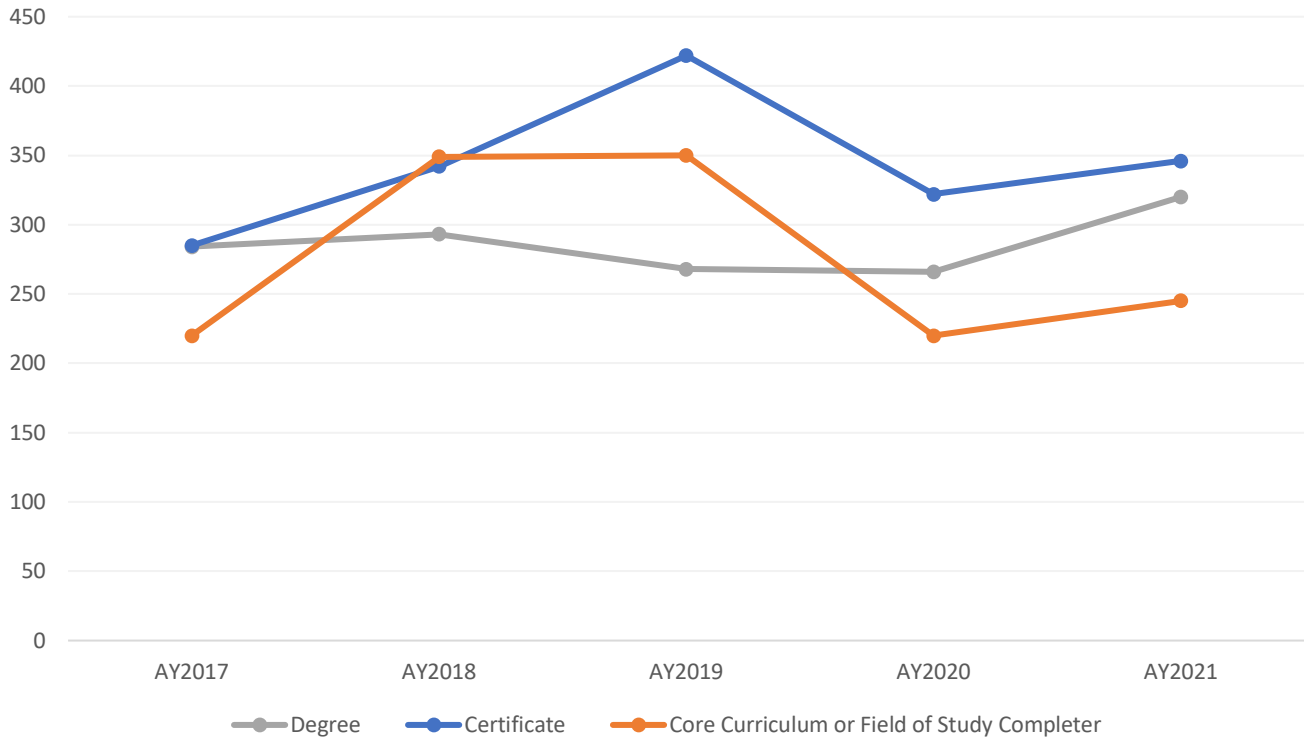
### Awards by Age Group



## Trend in Award Types

Award Type	AY2017		AY2018		AY2019		AY2020		AY2021	
	N	%	N	%	N	%	N	%	N	%
Degree	284	36.0%	293	29.8%	268	25.8%	266	32.9%	320	35.1%
Certificate	285	36.1%	342	34.8%	422	40.6%	322	39.9%	346	38.0%
Core Curriculum or Field of Study Completer	220	27.9%	349	35.5%	350	33.7%	220	27.2%	245	26.9%
<b>Total</b>	<b>789</b>	<b>100.0%</b>	<b>984</b>	<b>100.0%</b>	<b>1,040</b>	<b>100.0%</b>	<b>808</b>	<b>100.0%</b>	<b>911</b>	<b>100.0%</b>

Source: THECB Certified CBM009 Reports, 2017 - 2021



## Trend in Awards by Program Area

Program Area	AY2017	AY2018	AY2019	AY2020	AY2021	Trend
Biology	0	0	14	4	4	
Computer Science	0	0	1	0	0	
Computer/Network Administration	0	0	6	10	5	
Core Completer	220	240	172	197	220	
Cosmetology	16	20	15	21	10	
Criminal Justice	0	32	13	5	8	
Criminal Justice Law Enforcement	12	12	33	43	34	
Culinary Arts	18	16	17	13	10	
Electrical & Electronics Technology	5	28	11	22	37	
Emergency Medical Services	9	26	43	15	77	
English Language & Literature	0	0	51	0	0	
Field of Study - Business	0	75	8	1	0	
Field of Study - Speech Communication	0	2	0	0	0	
General Studies	183	172	136	126	145	
Heating, Ventilation, A/C, Refrigeration	38	42	31	39	24	
Healthcare Management (BAS)	0	0	0	0	16	
Instrumentation Technology	0	0	9	0	26	
Logistics	0	0	4	5	0	
Medical Administration	52	50	51	63	52	
Nuclear Medicine	8	7	8	7	6	
Nursing (AAS)	51	57	126	72	62	
Patient Care Technician	0	14	0	0	5	
Political Science/Government	0	0	0	1	0	
Psychology	0	0	0	0	3	
Radiation Therapy	6	6	9	8	7	
Radiography/Tomography/MRI	104	100	117	85	71	
Sociology/Social Work	0	0	18	0	1	
Sonography	0	0	0	0	12	
Surgical Technology	0	9	15	1	0	
Vocational Nursing	19	14	17	19	16	
Welding Technology	48	62	115	51	60	
<b>Total</b>	<b>789</b>	<b>984</b>	<b>1,040</b>	<b>808</b>	<b>911</b>	

Source: THECB Certified CBM009 Reports, 2017 - 2021



# 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

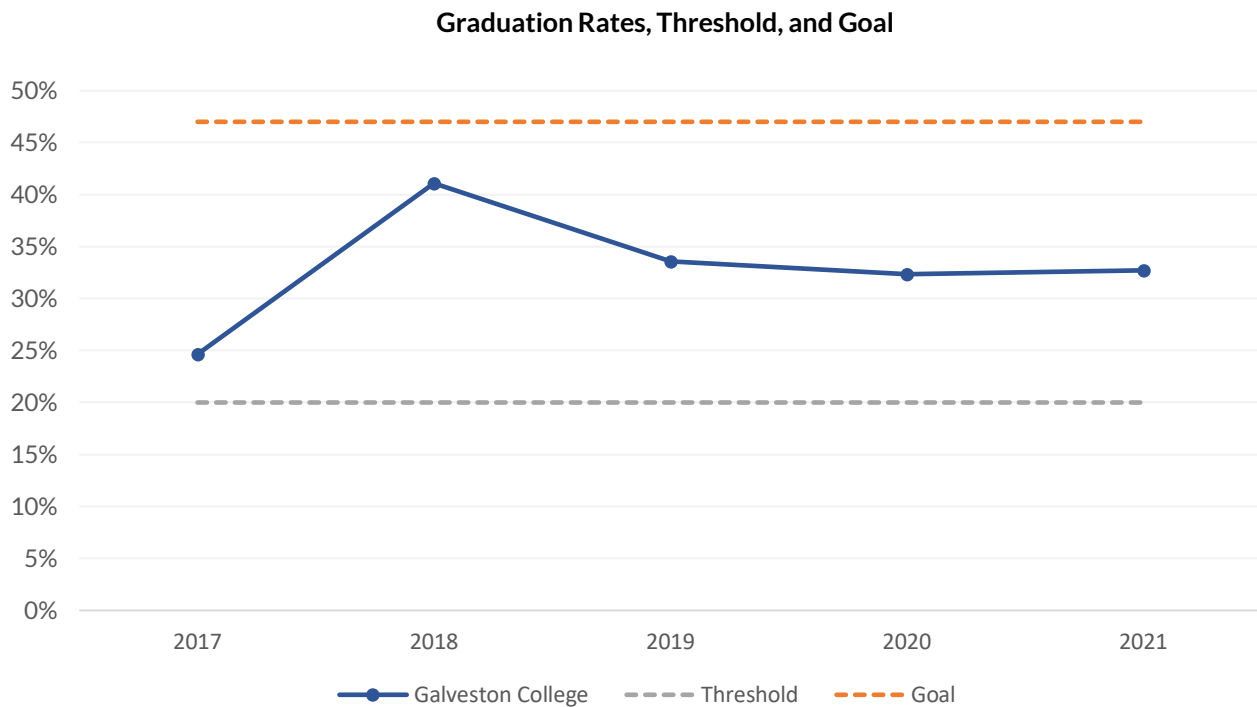
The IPEDS Graduation Rate (150%) was selected as the College’s graduation rate for measuring student achievement. This measure counts full-time FTIC students who graduate within three years and includes those who earn degrees and/or certificates.

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

## Five-Year Trend in Graduation Rates

	2017	2018	2019	2020	2021
IPEDS Graduation Rate (150)	24.6%	41.1%	33.6%	32.4%	32.7%

Source: Integrated Postsecondary Education Data System (IPEDS)



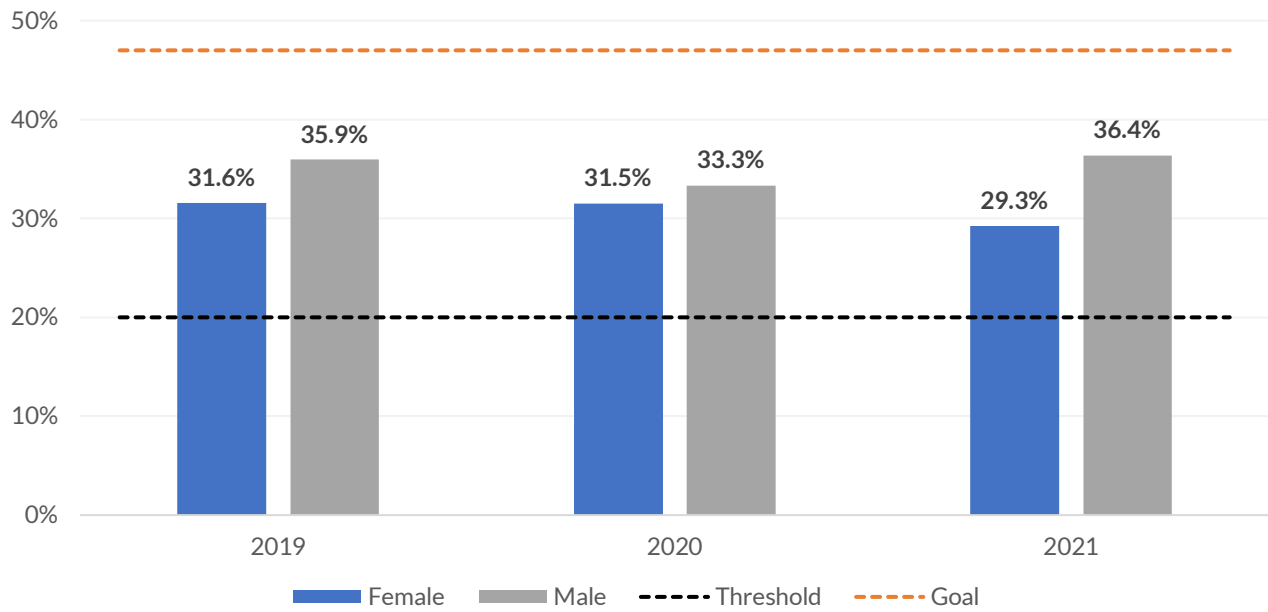
### Three-Year Trend in Graduation Rates Disaggregated by Gender, Race/Ethnicity, and Pell Eligibility

	2019		2020		2021	
	Cohort	Rate	Cohort	Rate	Cohort	Rate
<b>Grand Total</b>	<b>140</b>	<b>33.6%</b>	<b>136</b>	<b>32.4%</b>	<b>159</b>	<b>32.7%</b>
Female	76	31.6%	73	31.5%	82	29.3%
Male	64	35.9%	63	33.3%	77	36.4%
African American	10	50.0%	8	25.0%	18	27.8%
Hispanic	71	32.4%	59	44.1%	74	37.8%
Other	5	20.0%	16	18.8%	13	46.2%
White	54	33.3%	53	24.5%	54	24.1%
Pell-Eligible	63	33.3%	65	36.9%	83	28.9%
Not Pell-Eligible	77	33.8%	71	28.2%	76	36.8%

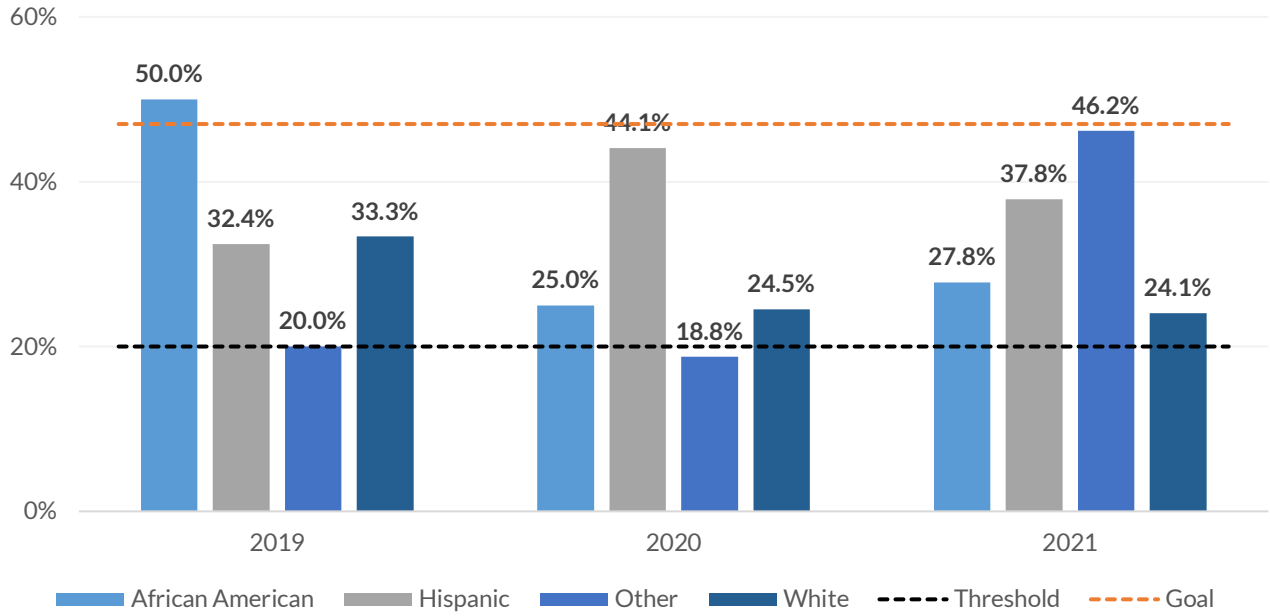
Source: Integrated Postsecondary Education Data System (IPEDS)

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

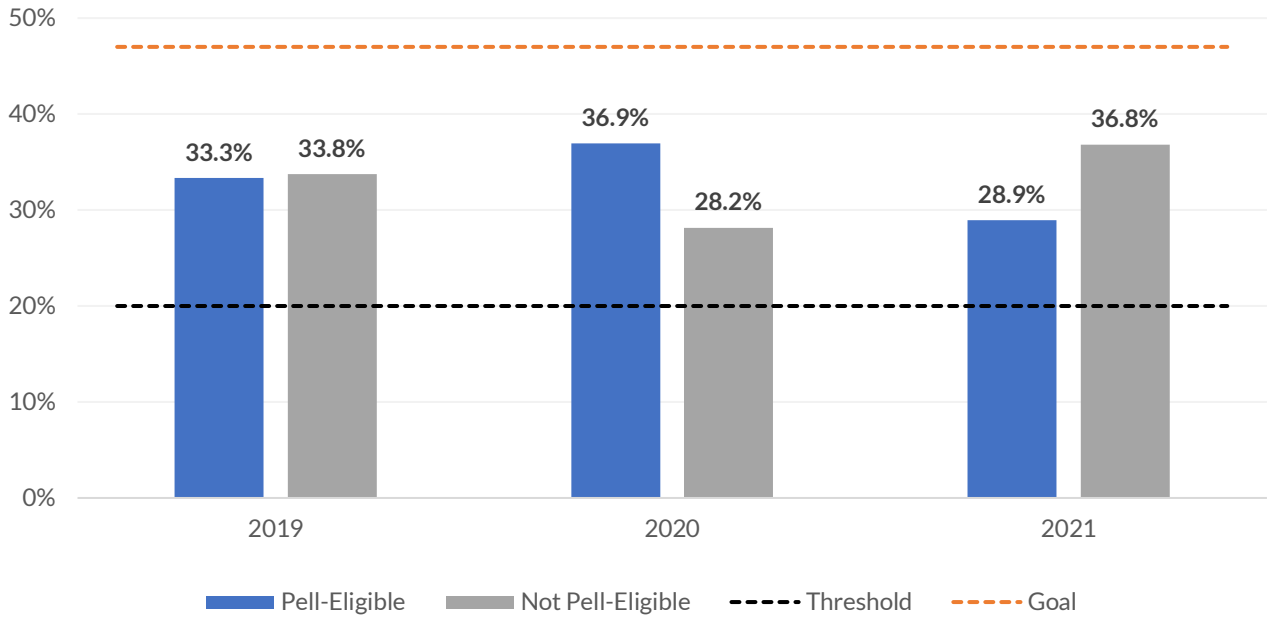
#### Graduation Rates by Gender



### Graduation Rates by Race/Ethnicity



### Graduation Rates by Pell Eligibility



## Course Success Rate

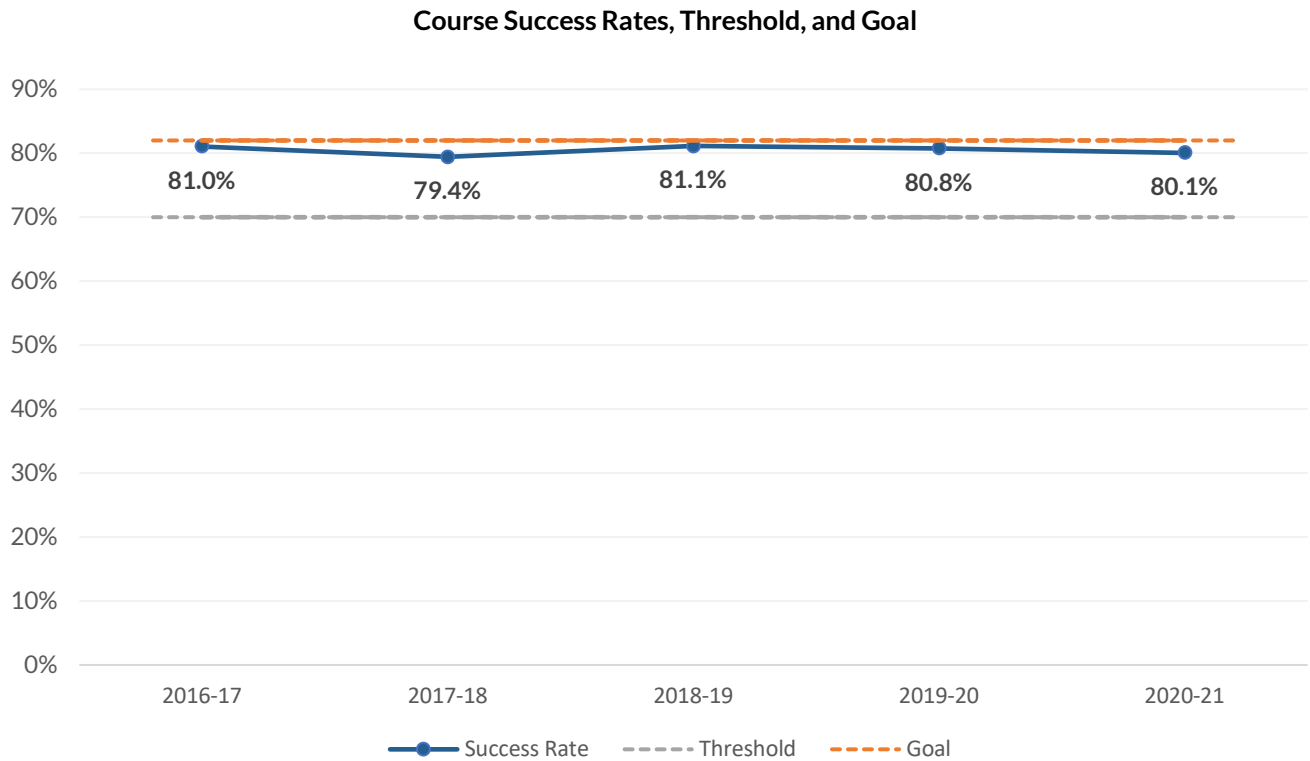
Course success is defined as a student earning a grade of “C” or above in a course that was attempted during the academic year.

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

### Five-Year Trend in Course Success Rates

	2016-17	2017-18	2018-19	2019-20	2020-21
Enrollment (N)	14,168	14,392	15,657	15,576	14,699
Success (N)	11,483	11,433	12,705	12,581	11,773
<b>Success Rate</b>	<b>81.0%</b>	<b>79.4%</b>	<b>81.1%</b>	<b>80.8%</b>	<b>80.1%</b>

Source: ZogoTech Student Classes, AY2017 - AY2021



## Fall-to-Fall Persistence Rate

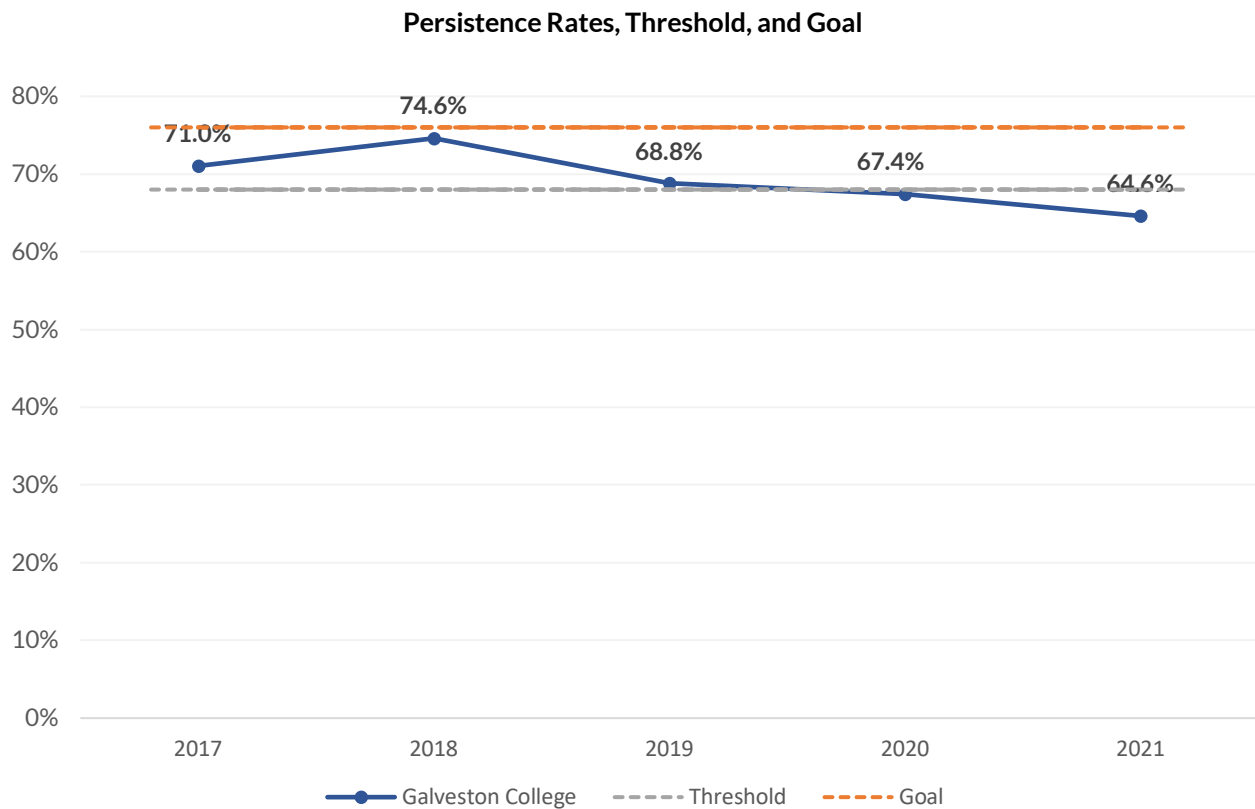
The persistence rate is defined as the percentage of first-time, credential-seeking students enrolled in at least 12 semester credit hours (SCH) in the fall semester who are still enrolled at the same or another Texas public or private (independent) institution the following fall semester.

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

## Five-Year Trend in Persistence Rates

	2017	2018	2019	2020	2021
Galveston College	71.0%	74.6%	68.8%	67.4%	64.6%
Peer Group	61.3%	59.9%	61.5%	60.2%	59.7%
Statewide - Community Colleges	68.2%	68.0%	68.3%	63.7%	66.5%

Source: THECB Accountability Reports



## Graduate Success Rate

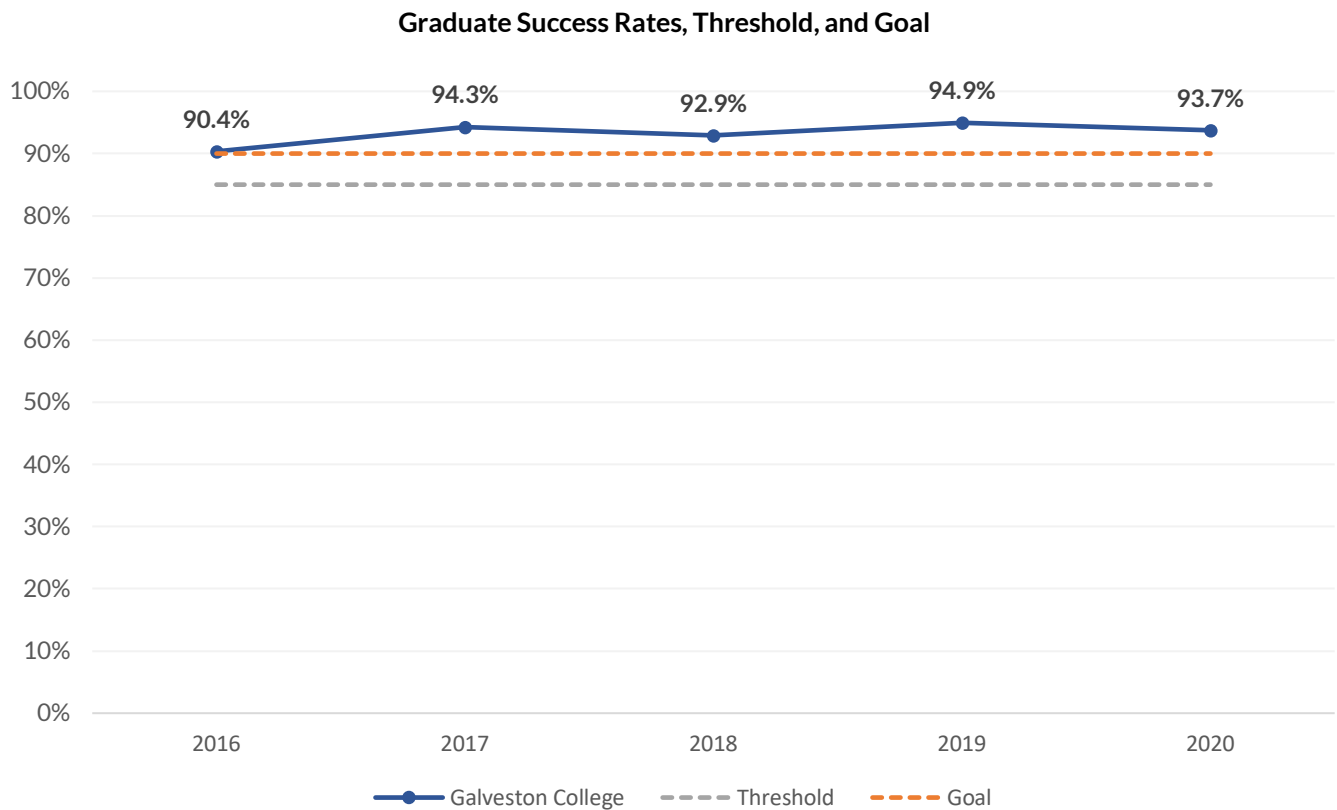
The educational and economic success of graduates is defined as the percentage of students who are a) employed in the fourth quarter of the calendar year in which the fiscal year ends, or b) enrolled in a Texas public, private, or for-profit institution of higher education in the fall semester after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

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

### Five-Year Trend in Graduate Success Rates

	2016	2017	2018	2019	2020
Galveston College	90.4%	94.3%	92.9%	94.9%	93.7%
Peer Group	87.2%	89.9%	88.9%	90.0%	87.0%
Statewide - Community Colleges	89.2%	89.4%	90.1%	89.4%	86.8%

Source: THECB Accountability Reports



## 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.

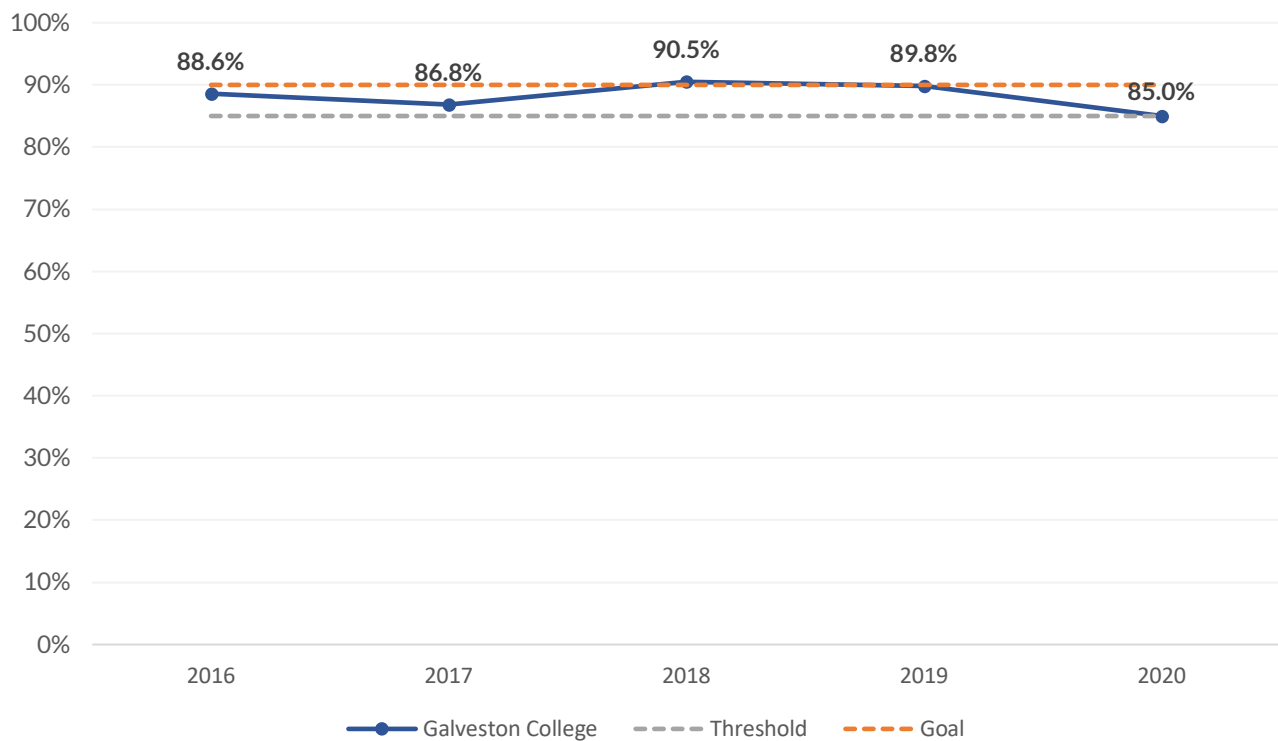
- Achievement Goal: 90%
- Minimum Threshold: 85%

### Five-Year Trend in Certificate and Licensure Pass Rates

	2016	2017	2018	2019	2020
Galveston College	88.6%	86.8%	90.5%	89.8%	85.0%
Peer Group	89.8%	90.3%	90.5%	90.4%	87.8%
Statewide - Community Colleges	88.7%	89.4%	88.2%	90.0%	88.9%

Source: THECB Accountability Reports

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.

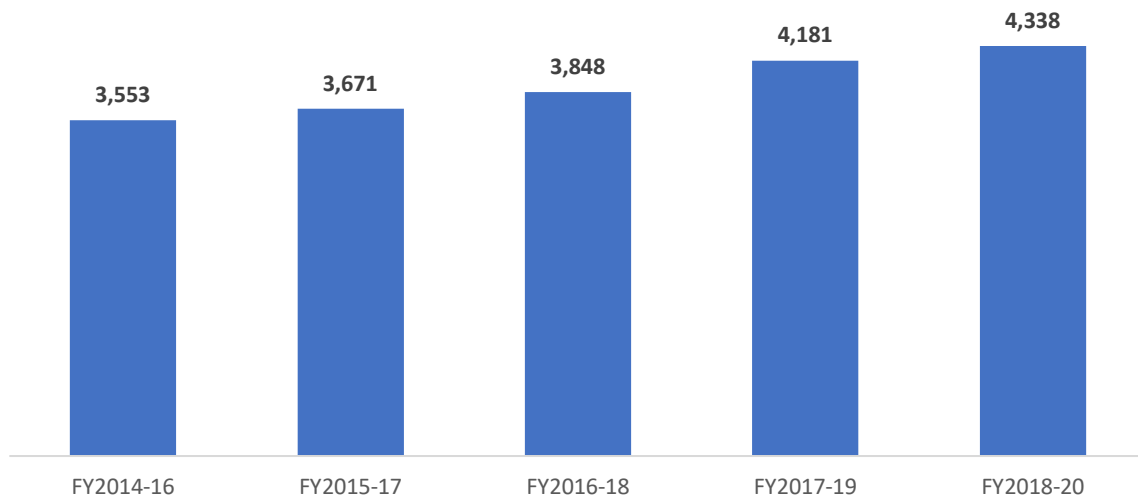
**Note: As of July 2022, THECB has not made FY2021 Success Point data publicly available.**

### Trend in Success Point Totals (Weighted)

	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
Math Readiness	82.0	70	80	101	123	153
Reading/Writing Readiness	48.0	108	94	81	94	84
First College-Level Math Course	322.0	332	354	349	399	436
First College-Level Reading Course	232.0	222	206	249	387	307
First College-Level Writing Course	209.5	214	207	193	308	246
Complete 15 SCH	747.0	716	736	781	911	799
Complete 30 SCH	420.0	380	430	451	482	518
Degree, Certificate, or Core Completer	584.0	658	742	820	786	738
Degree or Certificate in Critical Fields	456.8	470	493	569	650	524
Transfer to a 4-Year Institution	466.0	456	480	504	484	488
<b>Total Success Points</b>	<b>3,567.3</b>	<b>3,625</b>	<b>3,821</b>	<b>4,098</b>	<b>4,624</b>	<b>4,293</b>

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

	FY2017	FY2018	FY2019	FY2020	FY2021	5-Year Change
Percentage of Courses Completed	90.3%	91.9%	91.8%	91.2%	90.1%	-0.2%
Number of Students Who Transfer to a University	44	51	54	44	45	1
Percentage of Underprepared Students Who Satisfy TSI Obligation within 2 Years - Math	37.4%	43.1%	43.4%	49.1%	29.8%	-7.6%
Percentage of Underprepared Students Who Satisfy TSI Obligation within 2 Years - Reading	45.7%	59.4%	65.3%	72.9%	68.8%	23.1%
Percentage of Underprepared Students Who Satisfy TSI Obligation within 2 Years - Writing	46.9%	56.9%	60.6%	60.8%	76.7%	29.8%
Percentage of Students Who Pass a Licensure Exam	82.7%	88.6%	86.8%	90.5%	85.0%	2.3%
Degrees or Certificates Awarded	516	569	635	588	666	150
Percentage of Students Who are Minorities	52.3%	54.5%	55.9%	58.4%	58.8%	6.5%
Percentage of Students Who are Academically Disadvantaged	10.4%	11.8%	14.3%	10.4%	14.2%	3.8%
Percentage of Students Who are Economically Disadvantaged	25.8%	25.1%	25.5%	30.5%	33.4%	7.6%

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

# Faculty

## Faculty Profile

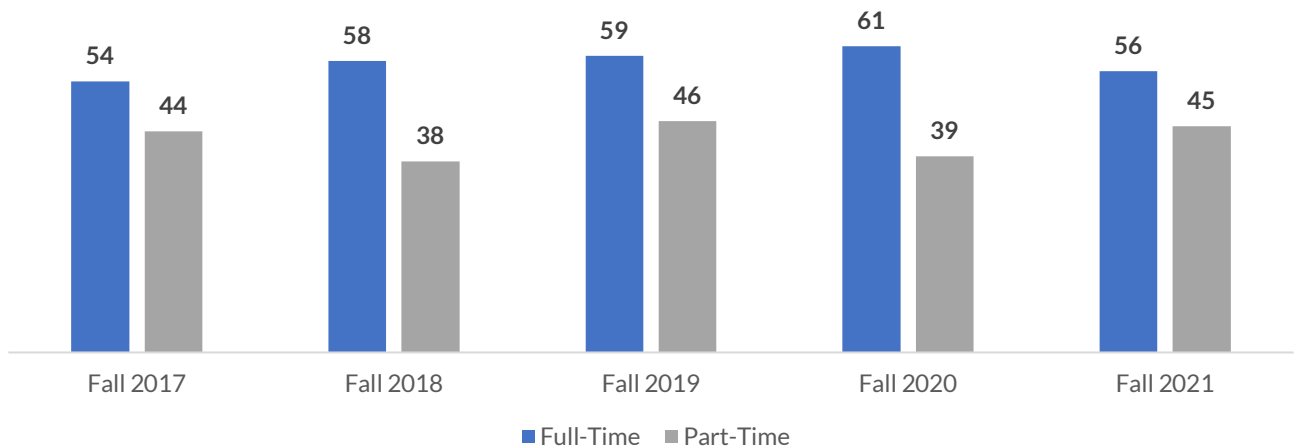
As of fall 2021, Galveston College employed 101 faculty, an increase of 3% since fall 2017. More than one-half (55%) of faculty are full-time, and nearly one in five (17%) holds a doctoral degree.

### Trend in Faculty by Rank

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	N	%	N	%	N	%	N	%	N	%
Professor	4	4.1%	3	3.1%	2	1.9%	2	2.0%	2	2.0%
Associate Professor	8	8.2%	8	8.3%	8	7.6%	8	8.0%	5	5.0%
Assistant Professor	6	6.1%	7	7.3%	7	6.7%	6	6.0%	4	4.0%
Instructor	36	36.7%	40	41.7%	45	42.9%	45	45.0%	44	43.6%
Other Faculty	44	44.9%	38	39.6%	43	41.0%	39	39.0%	46	45.5%
Grand Total	98	100.0%	96	100.0%	105	100.0%	100	100.0%	101	100.0%

Source: THECB Certified Reports (CBM008), Fall 2017 - Fall 2021

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



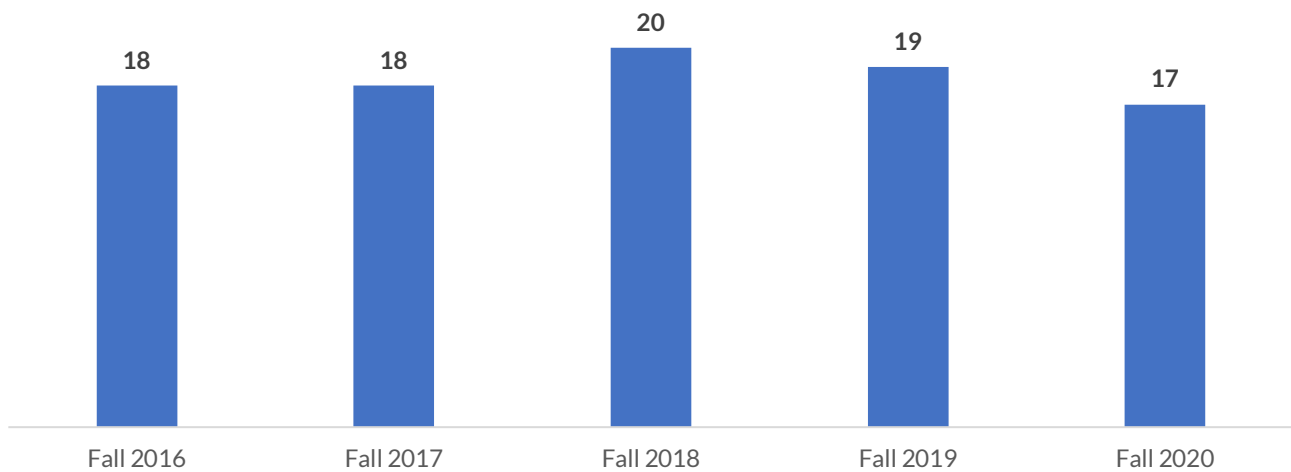
Source: THECB Certified Reports (CBM008), Fall 2017 - Fall 2021

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

Gender	Race/Ethnicity	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
		N	%	N	%	N	%	N	%	N	%
Female	African American	3	5.6%	2	3.4%	4	6.8%	4	6.6%	3	5.4%
	Asian	2	3.7%	2	3.4%	2	3.4%	2	3.3%	2	3.6%
	Hispanic	4	7.4%	4	6.9%	3	5.1%	4	6.6%	7	12.5%
	White	17	31.5%	18	31.0%	20	33.9%	19	31.1%	14	25.0%
	Other	1	1.9%	1	1.7%	1	1.7%	1	1.6%	1	1.8%
	Total	27	50.0%	27	46.6%	30	50.8%	30	49.2%	27	48.2%
Male	African American	3	5.6%	4	6.9%	3	5.1%	3	4.9%	3	5.4%
	Asian	1	1.9%	1	1.7%	1	1.7%	1	1.6%	1	1.8%
	Hispanic	3	5.6%	4	6.9%	4	6.8%	3	4.9%	3	5.4%
	White	19	35.2%	21	36.2%	20	33.9%	23	37.7%	22	39.3%
	Other	1	1.9%	1	1.7%	1	1.7%	1	1.6%	0	0.0%
	Total	27	50.0%	31	53.4%	29	49.2%	31	50.8%	29	51.8%
Grand Total		54	100.0%	58	100.0%	59	100.0%	61	100.0%	56	100.0%

Source: THECB Certified Reports (CBM008), Fall 2017- Fall 2021

## Trend in Student/Faculty Ratio



Source: THECB Accountability System

# Facilities

## Facilities Overview

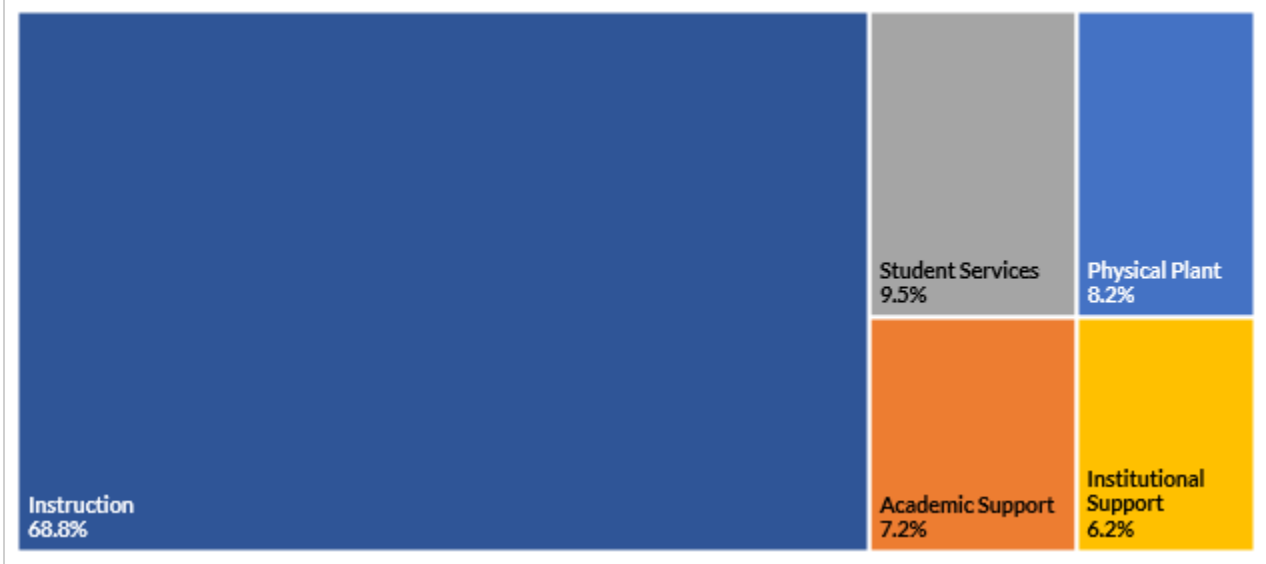
As indicated below, 68.8% of the College’s net square footage by function is committed to instruction. Academic Support, which includes the library, accounts for 7.2% of the net square footage, while 9.5% is committed to Student Services. The remainder is divided between Institutional Support and Physical 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	Northen Center	ATC #1	ATC #2	ATC #3	Cheney	FA/ Fitness	Moody	Regents	Seibel	Total Sq. Ft.
<b>Net Square Footage</b>										
Instruction	22,859	6,622	19,626	2,081	----	37,326	4,908	24,000	4,766	122,188
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	----	----	----	----	----	----	----	----	----	----
<b>Total</b>	<b>40,435</b>	<b>7,853</b>	<b>21,006</b>	<b>2,183</b>	<b>5,532</b>	<b>47,798</b>	<b>29,943</b>	<b>61,805</b>	<b>7,319</b>	<b>223,874</b>
<b>Gross Square Footage</b>										
Instruction	22,859	6,622	19,626	2,081	----	37,326	4,908	24,000	4,766	122,188
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	----	----	----	----	----	----	----	----	----	----
<b>Total</b>	<b>51,140</b>	<b>7,287</b>	<b>21,980</b>	<b>2,382</b>	<b>6,093</b>	<b>53,772</b>	<b>36,700</b>	<b>64,310</b>	<b>8,428</b>	<b>252,092</b>

Source: 2014 SACS CR 2.11.2 - Physical Resources

# Net Square Footage by Function



# Financial Data

## Financial Overview

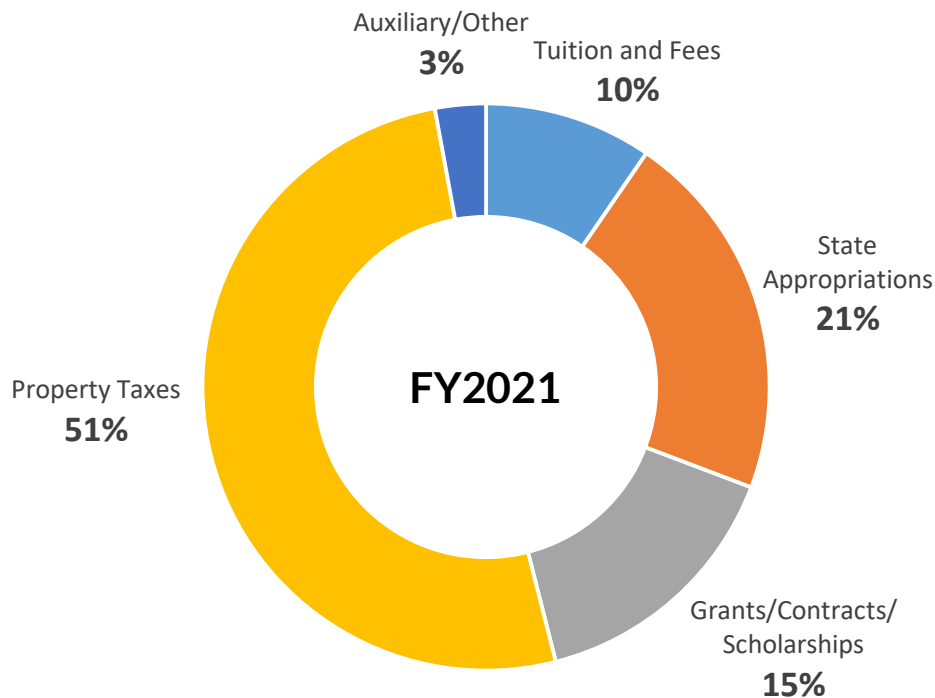
Revenues and expenditures are sourced from the College’s Annual Financial Audit Reports’ Statements of Revenues, Expenses and Changes in Net Position. In FY2021, property taxes (51%) represented roughly one-half of revenue. As in previous years, instruction was the largest expense category accounting for 34% of total operating expenses.

### Trend in Revenues by Category

Category	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
Tuition and Fees	\$2,605,353	\$2,766,621	\$2,908,930	\$2,900,554	\$2,834,638	\$2,708,288
State Appropriations	\$4,765,726	\$4,741,378	\$5,686,868	\$5,391,247	\$6,249,901	\$5,997,261
Grants/Contracts/Scholarships	\$2,603,444	\$2,761,877	\$2,258,641	\$3,538,561	\$5,619,786	\$4,325,009
Ad Valorem (Property) Taxes	\$11,815,295	\$12,355,185	\$12,761,818	\$13,869,957	\$14,283,682	\$14,448,842
Auxiliary Enterprises/Other	\$550,041	\$766,285	\$841,180	\$1,080,405	\$690,914	\$820,480
<b>Total</b>	<b>\$22,339,859</b>	<b>\$23,391,346</b>	<b>\$24,457,437</b>	<b>\$26,780,724</b>	<b>\$29,678,921</b>	<b>\$28,299,880</b>

Source: Galveston College Financial Audit Reports

### Annual Distribution of Revenues

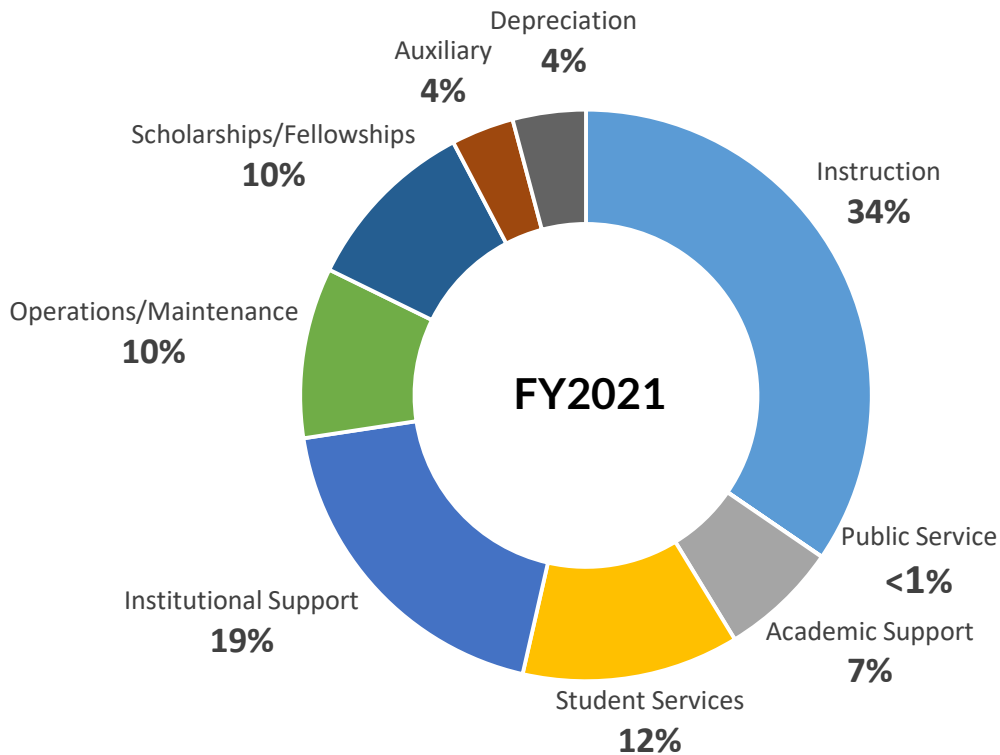


### Trend in Expenses by Category

Category	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
Instruction	\$8,007,612	\$8,436,060	\$9,052,151	\$9,773,923	\$9,743,826	\$9,825,561
Public Service	\$35,707	\$25,135	\$38,292	\$15,561	\$6,915	\$4,434
Academic Support	\$1,619,862	\$1,527,382	\$1,779,597	\$1,865,634	\$1,974,131	\$1,911,094
Student Services	\$2,728,445	\$2,894,083	\$3,491,173	\$3,808,283	\$3,541,359	\$3,492,908
Institutional Support	\$4,399,197	\$4,499,005	\$4,894,705	\$5,294,778	\$6,266,863	\$5,415,899
Operations/Maintenance	\$2,448,345	\$2,358,444	\$2,857,517	\$2,982,641	\$2,594,027	\$2,743,768
Scholarships/Fellowships	\$1,905,368	\$1,851,003	\$2,043,189	\$2,391,014	\$2,997,501	\$2,862,901
Auxiliary Enterprises	\$718,033	\$821,798	\$847,764	\$766,281	\$680,031	\$1,009,202
Depreciation	\$869,308	\$950,475	\$990,410	\$1,044,189	\$1,115,291	\$1,176,955
Transfers	-\$392,018	\$27,961	-\$1,537,361	-\$1,161,580	\$758,977	-\$142,842
<b>Total</b>	<b>\$22,339,859</b>	<b>\$23,391,346</b>	<b>\$24,457,437</b>	<b>\$26,780,724</b>	<b>\$29,678,921</b>	<b>\$28,299,880</b>

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	\$180	\$480	\$88	\$100	\$10	\$30	\$50	\$370	\$458	\$758
2	\$180	\$480	\$88	\$100	\$10	\$30	\$50	\$370	\$458	\$758
3	\$180	\$480	\$88	\$100	\$10	\$30	\$50	\$370	\$458	\$758
4	\$180	\$480	\$88	\$100	\$10	\$30	\$50	\$370	\$458	\$758
5	\$225	\$600	\$110	\$125	\$10	\$30	\$50	\$440	\$550	\$925
6	\$270	\$720	\$132	\$150	\$10	\$30	\$50	\$510	\$642	\$1,092
7	\$315	\$840	\$154	\$175	\$10	\$30	\$50	\$580	\$734	\$1,259
8	\$360	\$960	\$176	\$200	\$10	\$30	\$50	\$650	\$826	\$1,426
9	\$405	\$1,080	\$198	\$225	\$15	\$30	\$50	\$725	\$923	\$1,598
10	\$450	\$1,200	\$220	\$250	\$15	\$30	\$50	\$795	\$1,015	\$1,765
11	\$495	\$1,320	\$242	\$275	\$15	\$30	\$50	\$865	\$1,107	\$1,932
12	\$540	\$1,440	\$264	\$300	\$15	\$30	\$50	\$935	\$1,199	\$2,099
13	\$585	\$1,560	\$286	\$325	\$15	\$30	\$50	\$1,005	\$1,291	\$2,266
14	\$630	\$1,680	\$308	\$350	\$15	\$30	\$50	\$1,075	\$1,383	\$2,433
15	\$675	\$1,800	\$330	\$375	\$15	\$30	\$50	\$1,145	\$1,475	\$2,600
16	\$720	\$1,920	\$352	\$400	\$15	\$30	\$50	\$1,215	\$1,567	\$2,767
17	\$765	\$2,040	\$374	\$425	\$15	\$30	\$50	\$1,285	\$1,659	\$2,934
18	\$810	\$2,160	\$396	\$450	\$15	\$30	\$50	\$1,355	\$1,751	\$3,101
19	\$855	\$2,280	\$418	\$475	\$15	\$30	\$50	\$1,425	\$1,843	\$3,268
20	\$900	\$2,400	\$440	\$500	\$15	\$30	\$50	\$1,495	\$1,935	\$3,435

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

Source: Galveston College Fall 2021 Class Schedule