Galveston College

2023-2024
FACT BOOK

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Introduction

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

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

Vision, Mission, and Goals

Vision

GALVESTON COLLEGE – a beacon of light guiding lifelong learning.

Mission

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

Purposes

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

- technical programs up to two years in length leading to associate degrees or certificates;
- occupational programs leading directly to employment in semi-skilled and skilled occupations;
- freshman and sophomore courses in arts and sciences;
- continuing adult education programs for occupational or cultural upgrading;
- compensatory education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students;
- continuing program of counseling and guidance designed to assist students in achieving their individual educational goals;
- workforce development programs designed to meet local and statewide needs;
- adult literacy programs and other basic skills programs for adults; and,
- such other purposes as may be prescribed by the Texas Higher Education Coordinating Board or the Galveston College Board of Regents, in the best interest of post-secondary education in Texas.

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

Philosophy

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

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

Goals

The College District shall:

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

Values

The Board of Regents has developed a list of 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** - Provide an open door to learning while extending accessible educational opportunities to qualified students who can benefit from instruction.
- **Student Success** - Provide high-quality, learning-centered programs and services that focus on achieving student success.
- **Integrity** - Foster a culture of trust, honesty, openness, and fairness, while upholding high ethical standards.
- **Respect** - Foster an environment that seeks to understand and value the importance and contributions of each individual.
- **Diversity, Equity, and Inclusion** - Foster a culture that affirms and empowers all members of the College community, recognizes that not everyone starts from the same place, where we value, celebrate, and learn from our differences, and all people are treated with respect and dignity.
- **Culture of Excellence** - Promote a culture that pursues excellence and supports new ideas and creative endeavors that advance the mission and purposes of the College.
- **Stewardship** - Ensure responsible and ethical accountability for the resources entrusted to the College so as to provide the necessary support to foster teaching and learning for today and tomorrow.

History

In fall 2022, Galveston College entered its 56th year of service to the Galveston region, providing affordable higher education and career training since opening its doors in September of 1967. From its beginnings, in the former Saint Mary's Orphanage at 4015 Avenue Q on Galveston Island, Galveston College has blossomed into a dynamic community college covering two locations.

Early Days

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

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

Campus Growth

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

In 1981, Galveston College grew to occupy the second floor of the Shearn Moody Plaza and, in September of 1982, the Eudine Meadows Cheney Student Center opened. In 1990, Galveston College opened Regents Hall and completed renovation of Moody Hall. A new Fine Arts Center and the Sarah Hermes

Fitness Center and Gym opened in 1996. Full relocation of the arts gallery and arts program occurred in 2007 with the sale of the Fort Crockett Campus. In 2010, the college opened the Abe and Annie Seibel Foundation wing of the Cheney Student Center, with a generous gift of $1.5 million from the Seibel Foundation.

Galveston College: Today and Tomorrow

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

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

The Charlie Thomas Family Applied Technology Center, located at 7626 Broadway Boulevard in Galveston, opened in 2013. Technical education programs in Cosmetology, Welding, Heating Ventilation, Air Conditioning and Refrigeration, Electronics and Electrical Technology, Pipefitting, Instrumentation Technology and Medical Administration are offered at this location.

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

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

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

In June 2022, a groundbreaking was held for a new Health Sciences Education Center. 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. The new building is scheduled for completion in summer 2024.

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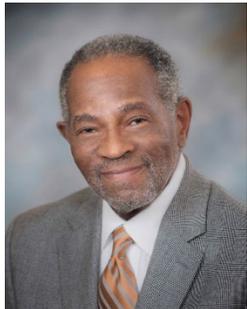
Raymond Lewis, Jr.
Position 4
Term Expires: May 2026

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

Carolyn L. Sunseri
Position 6
Term Expires: May 2026

Norman S. Hoffman
Position 7
Term Expires: May 2028

Garrik Addison
Position 8
Term Expires: May 2028

Armin Cantini
Position 9
Term Expires: May 2028

Presidents

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

Service Area

Galveston College's service area includes:

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

Service Area High School Enrollment by Grade Level: 2022-23

School	Grade 12 N	Grade 12 %	Grade 11 N	Grade 11 %	Grade 10 N	Grade 10 %	Grade 9 N	Grade 9 %
Ball High School	417	63.7%	437	63.2%	484	62.5%	596	67.8%
Hamshire-Fannett High School	141	21.5%	153	22.1%	171	22.1%	170	19.3%
High Island School	14	2.1%	21	3.0%	18	2.3%	15	1.7%
O'Connell College Preparatory School	18	2.7%	17	2.5%	22	2.8%	22	2.5%
Odyssey Academy - Galveston	37	5.6%	36	5.2%	42	5.4%	41	4.7%
Sabine Pass School	28	4.3%	27	3.9%	38	4.9%	35	4.0%
Grand Total	**655**	**100.0%**	**691**	**100.0%**	**775**	**100.0%**	**879**	**100.0%**

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

Combined Service Area High Schools – Grade Level Distribution: 2022-23
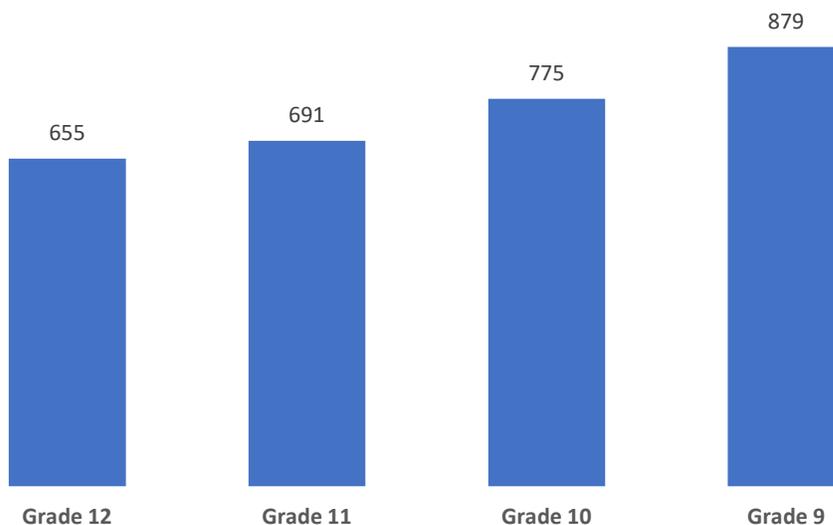
Sources: Texas Education Agency - Texas Academic Performance Reports, O'Connell High School

Service Area High School Profiles: 2022-23

Ball High School
4115 Avenue O
Galveston, TX 77550

1,934
Students

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

635
Students

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

68
Students
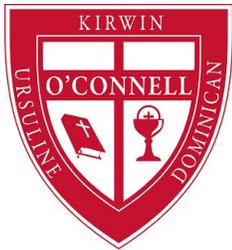
O'Connell College Preparatory School
1320 Tremont Street
Galveston, TX 77550

79
Students
(Grades 9-12)

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

156
Students
(Grades 9-12)

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

128
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 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Five Year % Change
Headcount	2,306	2,060	1,870	2,026	2,119	-8.1%
FTE	1,312	1,205	1,116	1,181	1,233	-6.0%
Contact Hours	465,648	427,280	401,424	419,856	436,736	-6.2%
Semester Credit Hours	19,679	18,079	16,735	17,710	18,494	-6.0%

Source: THECB Certified CBM Reports, Fall 2019 - 2023

Trend in Fall Headcount and FTE
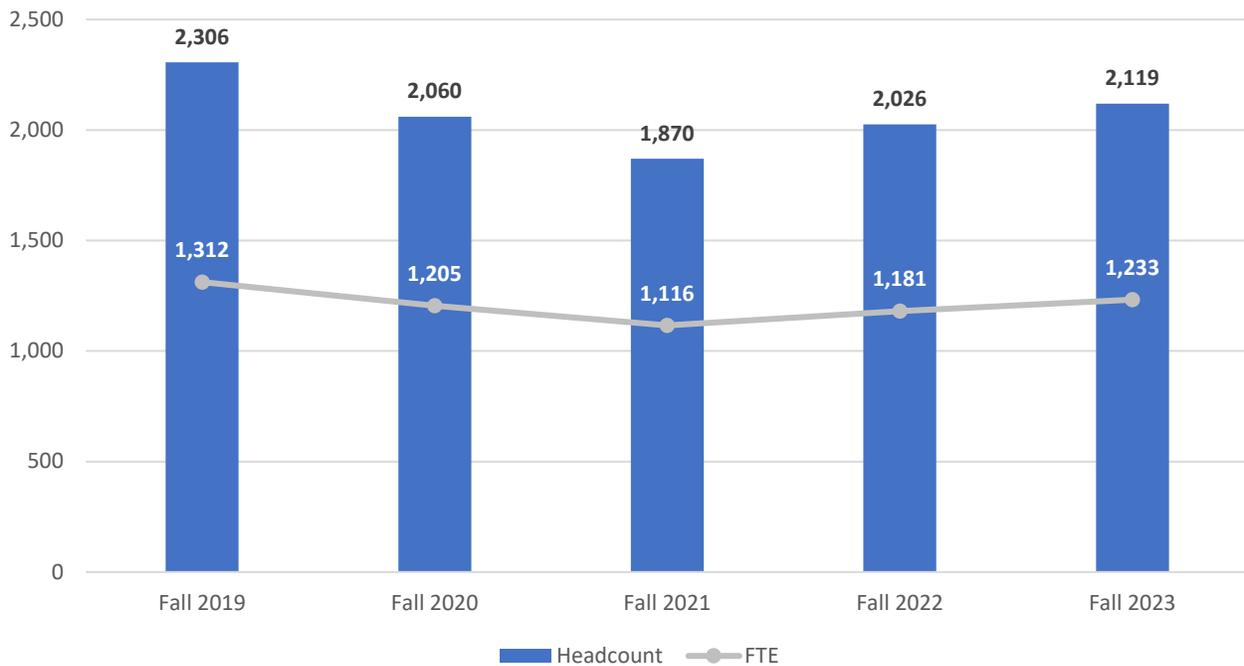
Trend in Fall Headcount by Demographics

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	N	%	N	%	N	%	N	%	N	%
Age										
Under 18	556	24.1%	427	20.7%	319	17.1%	455	22.5%	514	24.3%
18 - 21	769	33.3%	707	34.3%	675	36.1%	695	34.3%	745	35.2%
22 - 25	345	15.0%	295	14.3%	279	14.9%	280	13.8%	291	13.7%
26 - 35	384	16.7%	391	19.0%	360	19.3%	347	17.1%	320	15.1%
36 - 45	163	7.1%	172	8.3%	153	8.2%	164	8.1%	159	7.5%
46 - 55	60	2.6%	50	2.4%	61	3.3%	63	3.1%	65	3.1%
56 and over	29	1.3%	18	0.9%	23	1.2%	22	1.1%	25	1.2%
Dual Credit										
Yes	553	24.0%	419	20.3%	313	16.7%	423	20.9%	488	23.0%
No	1,753	76.0%	1,641	79.7%	1,557	83.3%	1,603	79.1%	1,631	77.0%
Sex										
Female	1,415	61.4%	1,298	63.0%	1,219	65.2%	1,337	66.0%	1,405	66.3%
Male	891	38.6%	762	37.0%	651	34.8%	689	34.0%	714	33.7%
Race/Ethnicity										
African American	337	14.6%	315	15.3%	308	16.5%	343	16.9%	358	16.9%
Asian American	73	3.2%	65	3.2%	60	3.2%	52	2.6%	43	2.0%
Hawaiian/Pacific Islander	5	0.2%	5	0.2%	0	0.0%	5	0.2%	3	0.1%
Hispanic	933	40.5%	860	41.7%	771	41.2%	846	41.8%	912	43.0%
International	15	0.7%	10	0.5%	11	0.6%	9	0.4%	7	0.3%
Multiracial	43	1.9%	35	1.7%	26	1.4%	40	2.0%	63	3.0%
Native American	6	0.3%	10	0.5%	7	0.4%	9	0.4%	13	0.6%
Unknown	49	2.1%	37	1.8%	35	1.9%	75	3.7%	93	4.4%
White	845	36.6%	723	35.1%	652	34.9%	647	31.9%	627	29.6%
Tuition Status										
In-District	1,255	54.4%	1,143	55.5%	1,036	55.4%	1,135	56.0%	1,180	55.7%
Out-of-District	898	38.9%	783	38.0%	722	38.6%	766	37.8%	782	36.9%
Non-Resident	153	6.6%	134	6.5%	112	6.0%	125	6.2%	157	7.4%
Grand Total	2,306	100.0%	2,060	100.0%	1,870	100.0%	2,026	100.0%	2,119	100.0%

Source: THECB Certified CBM Reports, Fall 2019 - 2023

Trend in Enrollment by Zip Code

Zip Code/City	Fall 2019 N	Fall 2019 %	Fall 2020 N	Fall 2020 %	Fall 2021 N	Fall 2021 %	Fall 2022 N	Fall 2022 %	Fall 2023 N	Fall 2023 %
77551-Galveston	650	28.2%	574	27.9%	507	27.1%	554	27.3%	591	27.9%
77550-Galveston	574	24.9%	535	26.0%	452	24.2%	493	24.3%	539	25.4%
77568-La Marque	104	4.5%	92	4.5%	108	5.8%	127	6.3%	145	6.8%
77554-Galveston	151	6.5%	134	6.5%	110	5.9%	128	6.3%	131	6.2%
77590-Texas City	101	4.4%	87	4.2%	89	4.8%	103	5.1%	108	5.1%
77591-Texas City	72	3.1%	65	3.2%	79	4.2%	68	3.4%	61	2.9%
77573-League City	62	2.7%	61	3.0%	54	2.9%	52	2.6%	50	2.4%
77539-Dickinson	51	2.2%	67	3.3%	52	2.8%	63	3.1%	47	2.2%
77563-Hitchcock	46	2.0%	39	1.9%	37	2.0%	38	1.9%	40	1.9%
77650-Port Bolivar	36	1.6%	21	1.0%	24	1.3%	23	1.1%	23	1.1%
Top 10 Zip Codes	1,847	80.1%	1,675	81.3%	1,512	80.9%	1,649	81.4%	1,735	81.9%
Other Zip Codes	459	19.9%	385	18.7%	358	19.1%	377	18.6%	384	18.1%
Total Enrollment	2,306	100.0%	2,060	100.0%	1,870	100.0%	2,026	100.0%	2,119	100.0%

Source: THECB Certified CBM Reports, Fall 2019 - 2023, Colleague SIS

Fall 2023 Top Zip Code Enrollment by City
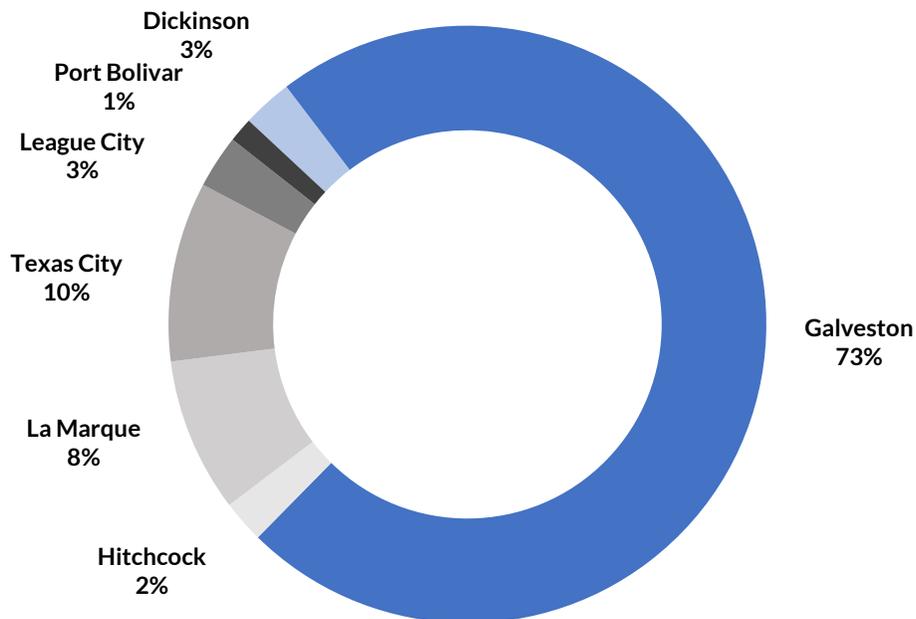
Trend in International and Out-of-State Enrollment

Country/State	Fall 2019 N	Fall 2019 %	Fall 2020 N	Fall 2020 %	Fall 2021 N	Fall 2021 %	Fall 2022 N	Fall 2022 %	Fall 2023 N	Fall 2023 %
Argentina	1	0.0%								
Australia	1	0.0%	2	0.1%	2	0.1%	2	0.1%	1	0.0%
Brazil	2	0.1%	2	0.1%	2	0.1%				
Bulgaria									1	0.0%
Canada	1	0.0%	3	0.1%	3	0.2%	2	0.1%	2	0.1%
China, People's Rep of	1	0.0%								
Colombia			1	0.0%	1	0.1%	1	0.0%		
Cuba	1	0.0%	1	0.0%	1	0.1%	1	0.0%	1	0.0%
El Salvador	3	0.1%	2	0.1%	1	0.1%				
Germany							1	0.0%		
Honduras	3	0.1%	3	0.1%	4	0.2%	2	0.1%	6	0.3%
India			1	0.0%						
Indonesia	1	0.0%					1	0.0%		
Jamaica	1	0.0%	1	0.0%						
Kenya	1	0.0%	1	0.0%	1	0.1%	1	0.0%		
Korea, South (Republic of)	1	0.0%	1	0.0%						
Laos					1	0.1%	1	0.0%		
Mexico	7	0.3%	5	0.2%	7	0.4%	5	0.2%	7	0.3%
Moldova					1	0.1%				
Nigeria	1	0.0%					1	0.0%		
Poland			1	0.0%			1	0.0%		
Saudi Arabia									1	0.0%
Sweden	1	0.0%	1	0.0%	1	0.1%				
Syria	1	0.0%								
Turkey					1	0.1%	1	0.0%		
Ukraine	1	0.0%								
International Total	**28**	**1.2%**	**25**	**1.2%**	**26**	**1.4%**	**20**	**1.0%**	**19**	**0.9%**
Alabama	1	0.0%							1	0.0%
Alaska	1	0.0%	2	0.1%	1	0.1%	1	0.0%		
Arizona	1	0.0%	2	0.1%			2	0.1%	1	0.0%
Arkansas	1	0.0%	1	0.0%	1	0.1%			1	0.0%
California	4	0.2%	2	0.1%	1	0.1%	3	0.1%	5	0.2%
Colorado	1	0.0%			2	0.1%	4	0.2%	4	0.2%
Delaware							1		1	0.0%
Florida	3	0.1%			1	0.1%	1	0.0%	4	0.2%
Georgia			1	0.0%	2	0.1%	3	0.1%	4	0.2%
Hawaii	1	0.0%	1	0.0%	1	0.1%	1	0.0%	1	0.0%
Idaho			1	0.0%	1	0.1%				
Illinois	1	0.0%			5	0.3%	1	0.0%	1	0.0%
Indiana	1	0.0%								
Iowa			1	0.0%	2	0.1%	1	0.0%	1	0.0%

State										
Kansas	1	0.0%	2	0.1%			1	0.0%		
Kentucky	1	0.0%								
Louisiana	9	0.4%	4	0.2%	4	0.2%	8	0.4%	5	0.2%
Maine	1	0.0%								
Maryland									1	0.0%
Massachusetts			1	0.0%						
Michigan			2	0.1%	2	0.1%	2	0.1%		
Minnesota									1	0.0%
Mississippi			2	0.1%			3	0.1%	2	0.1%
Missouri	1	0.0%	3	0.1%	5	0.3%	2	0.1%	1	0.0%
Montana					1	0.1%	2	0.1%	3	0.1%
Nebraska	1	0.0%	1	0.0%					2	0.1%
New Hampshire			1	0.0%						
New Jersey	1	0.0%	1	0.0%						
New Mexico	2	0.1%			1	0.1%	2	0.1%	2	0.1%
New York			1	0.0%	1	0.1%				
North Carolina					1	0.1%	1	0.0%		
North Dakota					1	0.1%				
Ohio	1	0.0%					1	0.0%		
Oklahoma	1	0.0%			1	0.1%			1	0.0%
Oregon	2	0.1%	2	0.1%					1	0.0%
Pennsylvania	2	0.1%	1	0.0%	1	0.1%	6	0.3%	1	0.0%
Puerto Rico	4	0.2%	4	0.2%	1	0.1%			3	0.1%
South Carolina	1	0.0%			1	0.1%				
Tennessee									1	0.0%
Washington	1	0.0%	3	0.1%	4	0.2%	2	0.1%	1	0.0%
West Virginia	1		1		1				1	
Wisconsin	1									
Wyoming	1	0.0%	1	0.0%	1	0.1%	1	0.0%	3	0.1%
U.S. Out of State Total	**47**	**2.0%**	**41**	**2.0%**	**43**	**2.3%**	**49**	**2.4%**	**53**	**2.5%**
Texas	**2,231**	**96.7%**	**1,994**	**96.8%**	**1,801**	**96.3%**	**1,957**	**96.6%**	**2,047**	**96.6%**
Grand Total	**2,306**	**100.0%**	**2,060**	**100.0%**	**1,870**	**100.0%**	**2,026**	**100.0%**	**2,119**	**100.0%**

Source: THECB Certified CBM Reports, Fall 2019 - 2023

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	2018-19	2019-20	2020-21	2021-22	2022-23	Five Year % Change
Headcount (duplicated)	5,780	5,480	4,935	4,382	4,650	-19.6%
FTE	1,456	1,393	1,308	1,172	1,319	-9.4%
Funded Contact Hours	1,132,619	1,128,512	1,077,856	950,459	1,010,896	-10.7%
Funded Semester Credit Hours	46,467	46,406	44,222	38,778	41,927	-9.8%

Source: THECB Certified CBM Reports, AY2019 - AY2023

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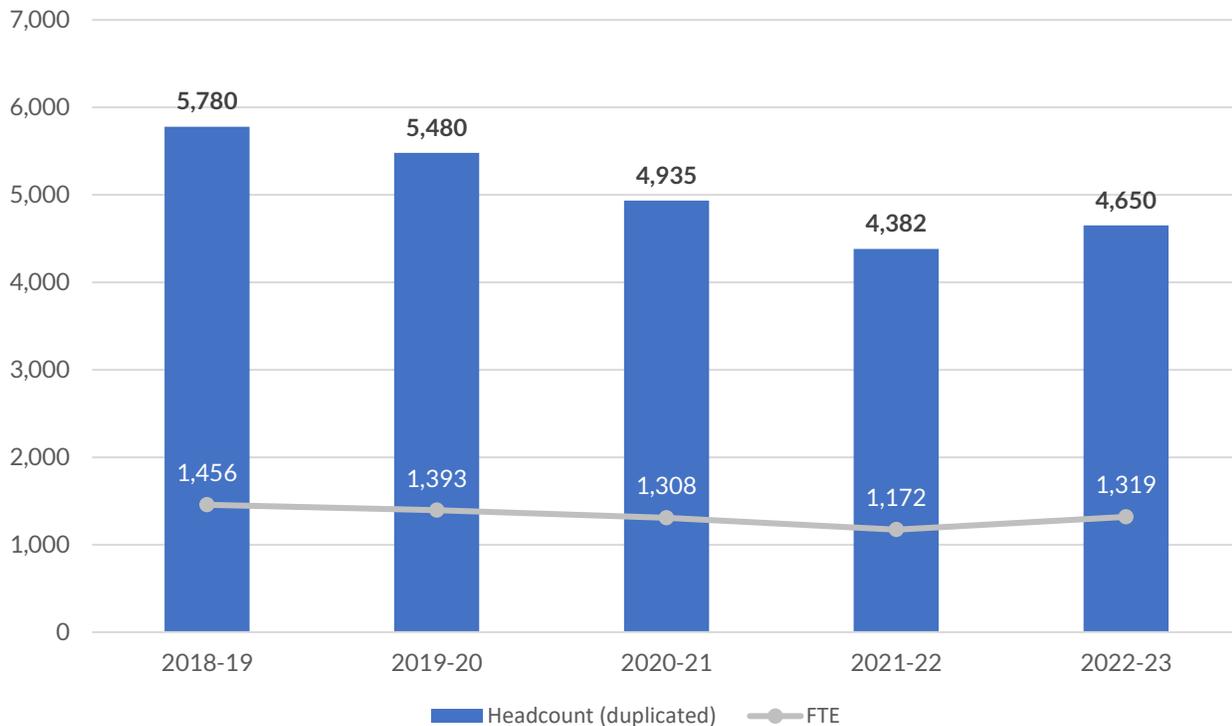
Trend in Annual Unduplicated Headcount: Credit and Non-Credit

Student Type	2018-19		2019-20		2020-21		2021-22		2022-23		Five Year % Change
	N	%	N	%	N	%	N	%	N	%	
Credit	3,298	88.7%	3,230	92.5%	2,921	93.5%	2,617	94.2%	2,643	95.6%	-19.9%
Non-Credit	422	11.3%	262	7.5%	203	6.5%	162	5.8%	122	4.4%	-71.1%
Grand Total	**3,720**	**100.0%**	**3,492**	**100.0%**	**3,124**	**100.0%**	**2,779**	**100.0%**	**2,765**	**100.0%**	**-25.7%**

Source: THECB Certified CBM Reports, AY2019 - AY2023

Trend in Annual Unduplicated Headcount by Credit Status
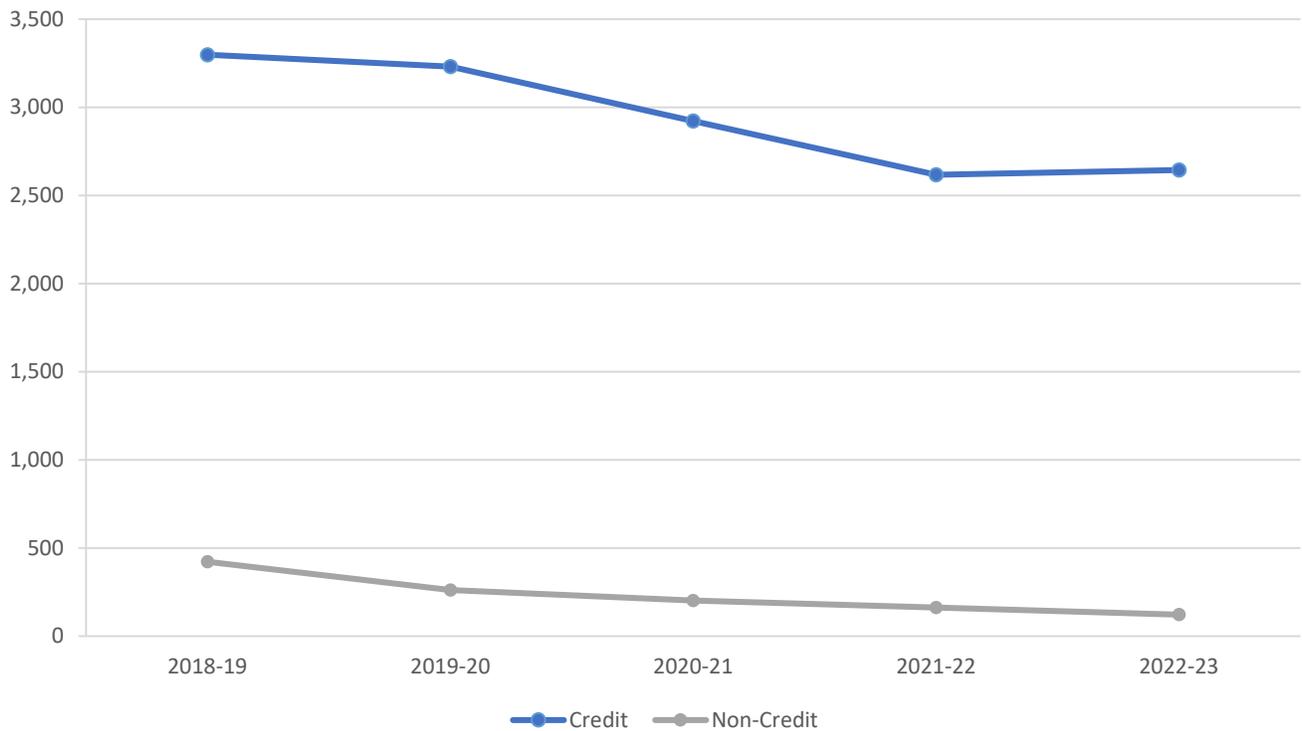
Trend in Funded Contact Hours by Funding Year

		FY2019	FY2020	FY2021	FY2022	FY2023
Academic	Summer I	51,392	54,192	53,840	50,400	40,224
	Summer II	36,384	37,776	37,296	29,072	24,512
	Fall	269,648	264,976	232,960	217,616	230,064
	Spring	249,211	252,512	239,168	205,243	219,776
	Academic Total	**606,635**	**609,456**	**563,264**	**502,331**	**514,576**
Technical	Summer I	33,360	34,080	10,976	29,424	36,448
	Summer II	63,376	59,792	90,640	64,048	63,696
	Fall	208,256	209,184	200,048	178,112	183,264
	Spring	219,664	209,088	232,736	182,592	204,416
	Technical Total	**524,656**	**512,144**	**534,400**	**454,176**	**487,824**
Grand Total		**1,131,291**	**1,121,600**	**1,097,664**	**956,507**	**1,002,400**

Source: THECB Certified CBM Reports, FY2019 - FY2023

Trend in Funded Contact Hours by Program Type
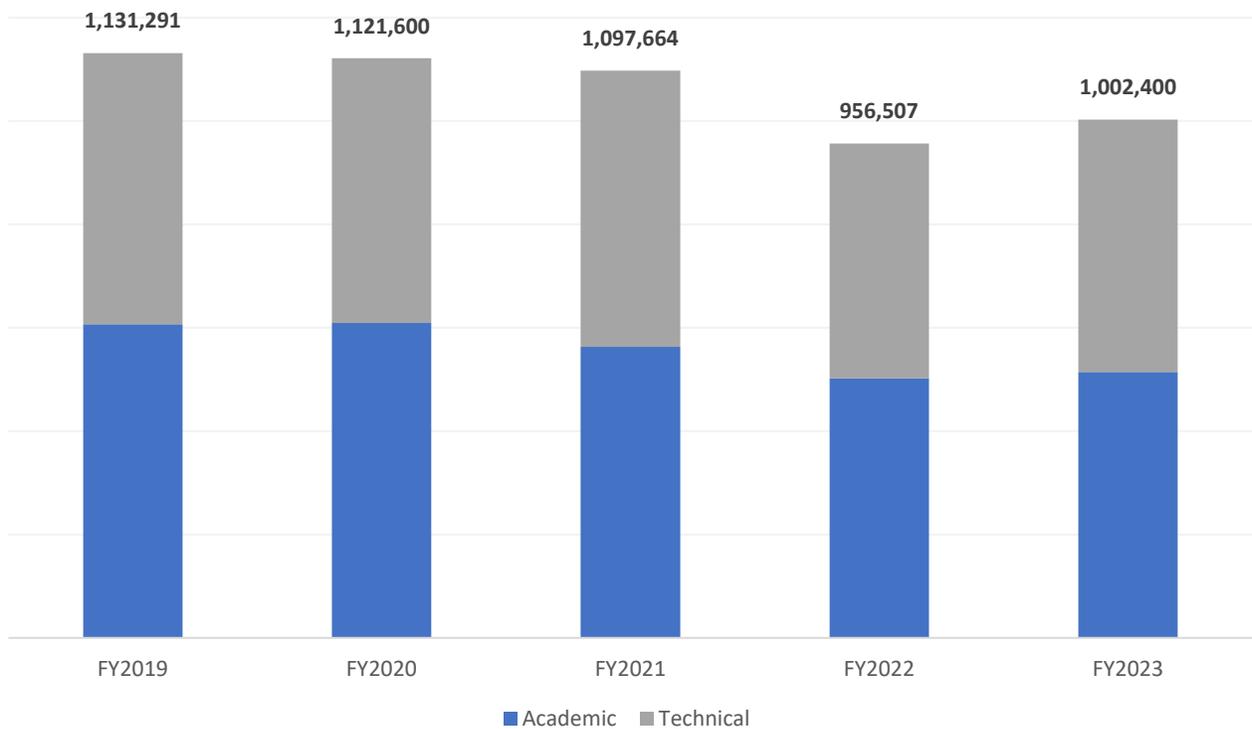
Awards

Awards Profile

Degrees and Certificates Awarded – AY2023

Award	N	%
Bachelor of Applied Science (BAS)	15	2.2%
Bachelor of Science in Nursing (BSN)	8	1.2%
Associate in Arts (AA)	150	22.1%
Associate in Applied Science (AAS)	52	7.7%
Associate in Science (AS)	127	18.7%
Advanced Technical Certificate	57	8.4%
Level 1 Certificate	193	28.5%
Level 2 Certificate	76	11.2%
Total	**678**	**100.0%**

Source: THECB Certified CBM009 Report, Fall 2023

Awards by Gender

Female 61%
Male 39%

Awards by Race/Ethnicity

Other 5%
African American 13%
Asian 3%
White 37%
Hispanic 42%

Awards by Age Group

Under 18	18 - 21	22 - 25	26 - 35	36 - 45	46 - 55	56 and over
19	190	131	195	98	35	10
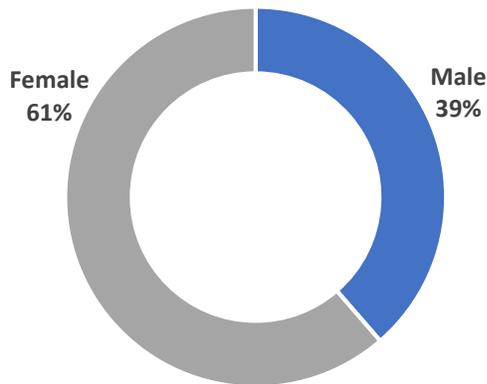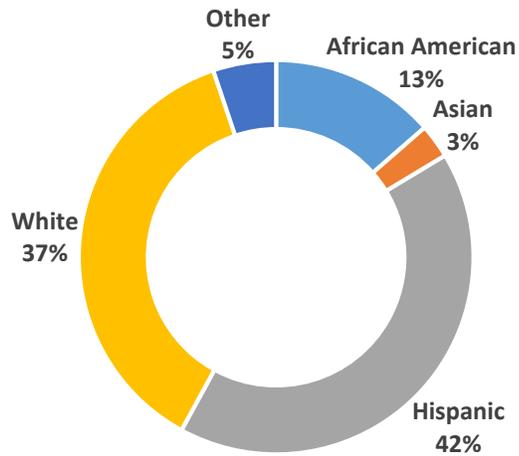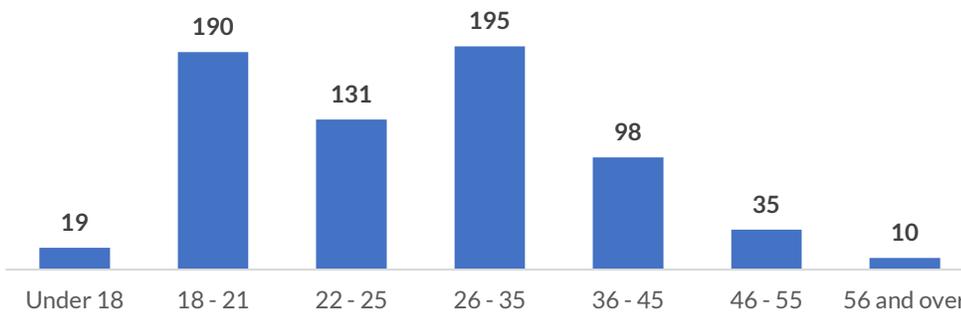
Trend in Award Types

Award Type	AY2019 N	AY2019 %	AY2020 N	AY2020 %	AY2021 N	AY2021 %	AY2022 N	AY2022 %	AY2023 N	AY2023 %
Degree	268	25.8%	266	32.9%	320	35.1%	346	34.7%	352	38.3%
Certificate	422	40.6%	322	39.9%	346	38.0%	393	39.4%	326	35.4%
Core Curriculum or Field of Study Completer	350	33.7%	220	27.2%	245	26.9%	258	25.9%	242	26.3%
Total	**1,040**	**100.0%**	**808**	**100.0%**	**911**	**100.0%**	**997**	**100.0%**	**920**	**100.0%**

Source: THECB Certified CBM009 Reports, 2019 - 2023
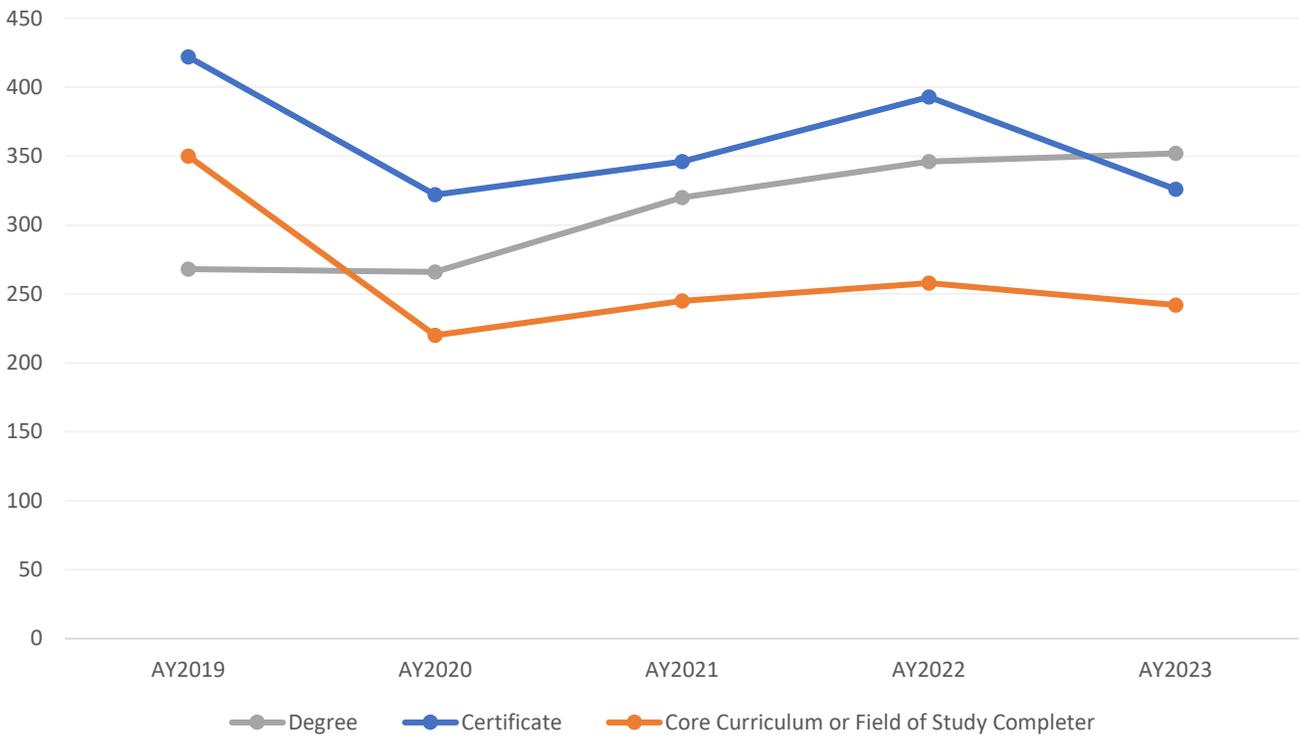
Trend in Awards by Program Area (including Field of Study)

Program Area	AY2019	AY2020	AY2021	AY2022	AY2023	Trend
Art	0	0	0	0	1	
Biology	14	4	4	2	11	
Computer Science	1	0	0	0	3	
Computer / Network Administration	6	10	5	25	24	
Core Completer	172	197	220	210	200	
Cosmetology	15	21	10	24	25	
Criminal Justice	13	5	8	3	8	
Criminal Justice Law Enforcement	33	43	34	15	4	
Culinary Arts	17	13	10	14	24	
Education	0	0	0	0	7	
Electrical & Electronics Technology	11	22	37	33	17	
Emergency Medical Services	43	15	77	66	59	
Field of Study - English Language & Literature	51	0	0	14	8	
Field of Study - Business Administration	8	1	0	13	31	
Field of Study - Speech Communication	0	0	0	0	1	
General Studies	136	126	145	196	114	
Health / Physical Education	0	0	0	0	1	
Health Science - Transfer Nursing	0	0	0	0	15	
Healthcare Management (BAS)	0	0	16	7	15	
Heating, Ventilation, A/C, Refrigeration	31	39	24	33	23	
Instrumentation Technology	9	0	26	22	26	
Logistics	4	5	0	3	7	
Mathematics	0	0	0	0	1	
Medical Administration	51	63	52	64	48	
Nuclear Medicine	8	7	6	8	8	
Nursing (AAS)	126	72	62	47	42	
Nursing (BSN)	0	0	0	0	8	
Nursing (Field of Study)	0	0	0	0	10	
Patient Care Technician	0	0	5	5	0	
Political Science / Government	0	1	0	0	0	
Psychology	0	0	3	6	6	
Radiation Therapy	9	8	7	8	7	
Radiography / CT / MRI	117	85	71	81	79	
Sociology / Social Work	18	0	1	1	4	
Sonography	0	0	12	8	7	
Surgical Technology	15	1	0	8	9	
Vocational Nursing	17	19	16	13	10	
Welding Technology	115	51	60	68	57	
Total	**1,040**	**808**	**911**	**997**	**920**	

Source: THECB Certified CBM009 Reports, 2019 - 2023

SACSCOC Student Achievement

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

Graduation Rate

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

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

Five-Year Trend in Graduation Rates

	2019	2020	2021	2022	2023
IPEDS Graduation Rate (150)	33.6%	32.4%	32.7%	30.9%	27.9%

Source: Integrated Postsecondary Education Data System (IPEDS)

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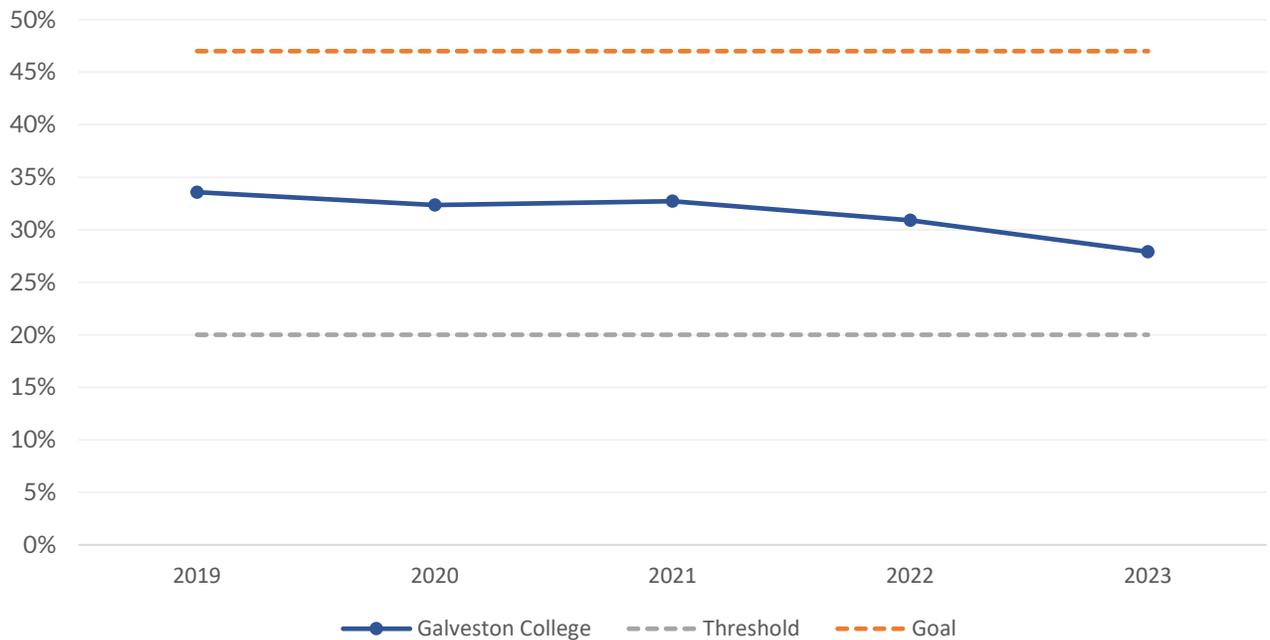
Three-Year Trend in Graduation Rates Disaggregated by Sex, Race/Ethnicity, and Pell Eligibility

	2021		2022		2023	
	Cohort	**Rate**	**Cohort**	**Rate**	**Cohort**	**Rate**
Grand Total	**159**	**32.7%**	**246**	**30.9%**	**183**	**27.9%**
Female	82	29.3%	133	32.3%	87	26.4%
Male	77	36.4%	113	29.2%	96	29.2%
African American	18	27.8%	33	27.3%	25	20.0%
Hispanic	74	37.8%	99	38.4%	82	32.9%
Other	13	46.2%	21	38.1%	11	36.4%
White	54	24.1%	93	22.6%	65	23.1%
Pell Recipient	83	28.9%	117	33.3%	99	25.3%
Not Pell Recipient	76	36.8%	129	28.7%	84	31.0%

Source: Texas Higher Education Coordinating Board (THECB)

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

Graduation Rates by Sex
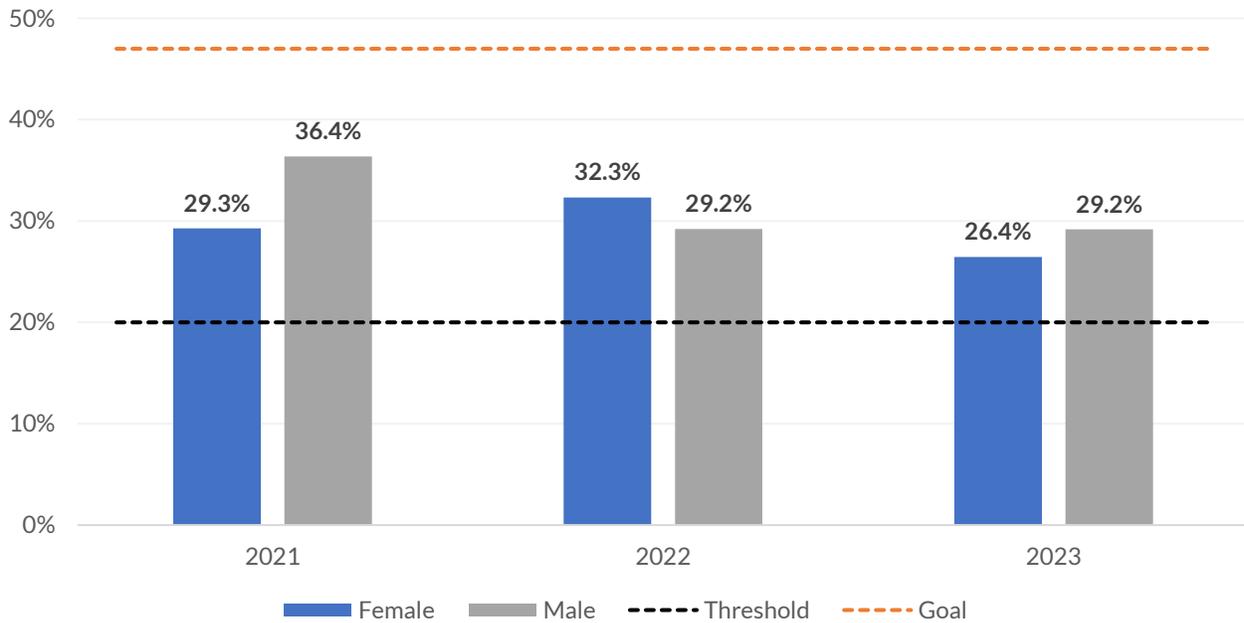
Graduation Rates by Race/Ethnicity

2021
- African American: 27.8%
- Hispanic: 37.8%
- Other: 46.2%
- White: 24.1%

2022
- African American: 27.3%
- Hispanic: 38.4%
- Other: 38.1%
- White: 22.6%

2023
- African American: 20.0%
- Hispanic: 32.9%
- Other: 36.4%
- White: 23.1%

Legend: African American | Hispanic | Other | White | Threshold | Goal
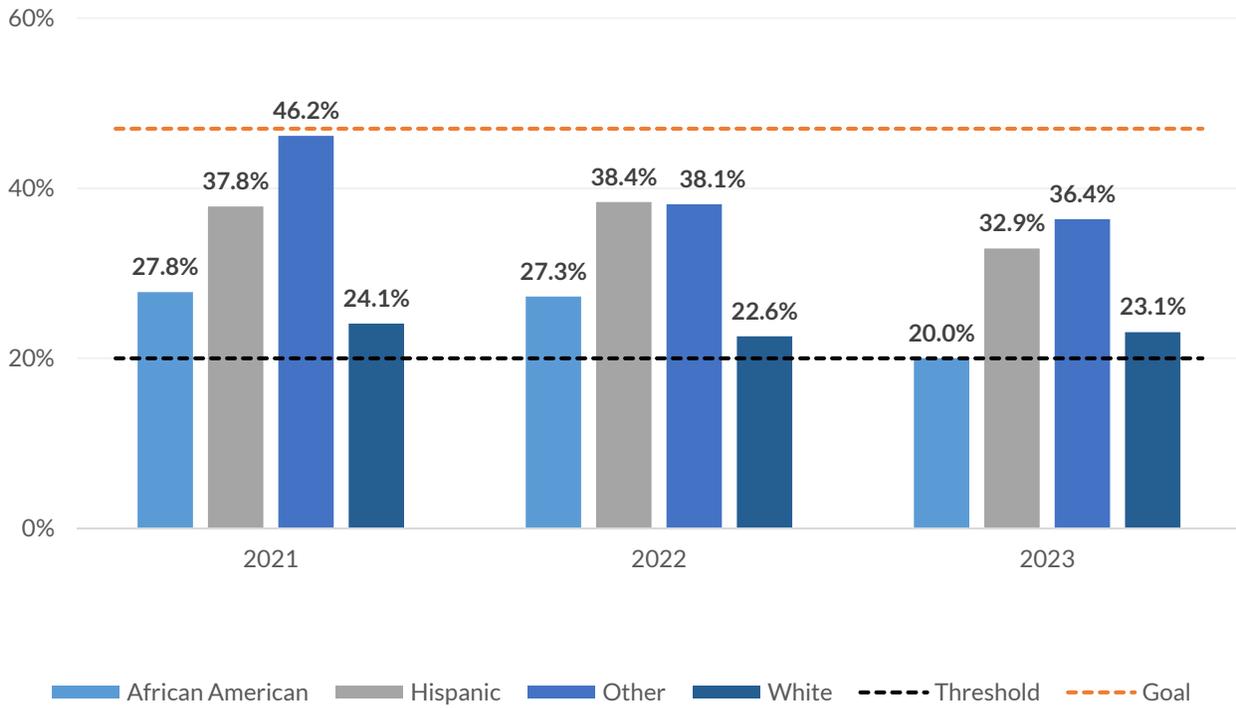
Graduation Rates by Pell Status

2021
- Pell Recipient: 28.9%
- Not Pell Recipient: 36.8%

2022
- Pell Recipient: 33.3%
- Not Pell Recipient: 28.7%

2023
- Pell Recipient: 25.3%
- Not Pell Recipient: 31.0%

Legend: Pell Recipient | Not Pell Recipient | Threshold | Goal
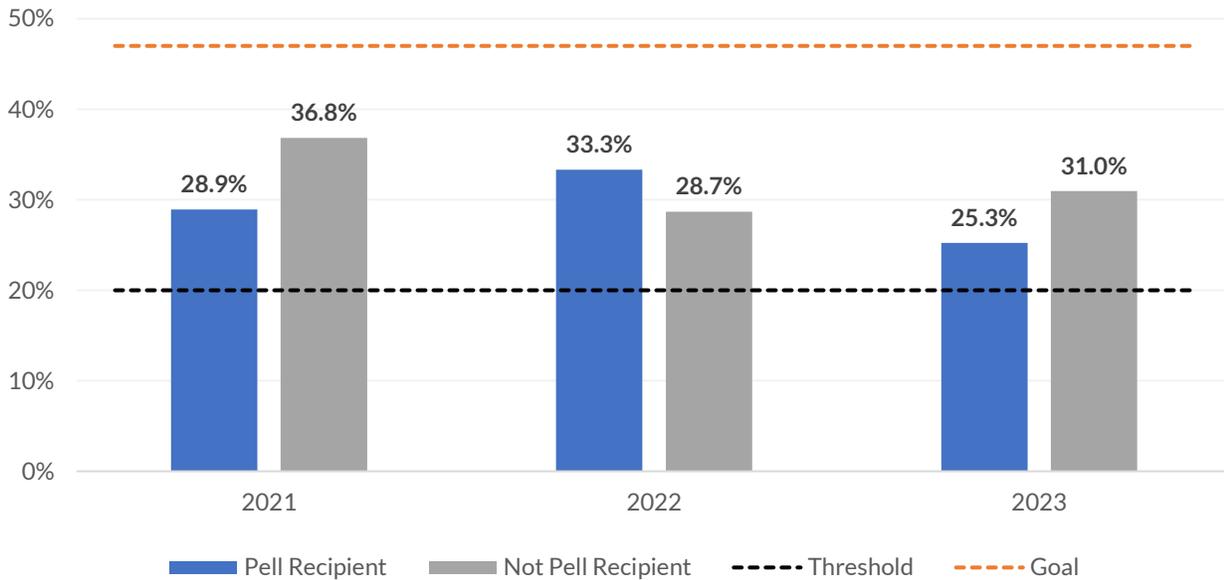
Course Success Rate

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

	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollments (N)	15,657	15,576	14,699	12,931	14,038
Success (N)	12,705	12,581	11,773	10,471	11,481
Success Rate	**81.1%**	**80.8%**	**80.1%**	**81.0%**	**81.8%**

Source: Institutional Files (Informer)

Course Success Rates, Threshold, and Goal
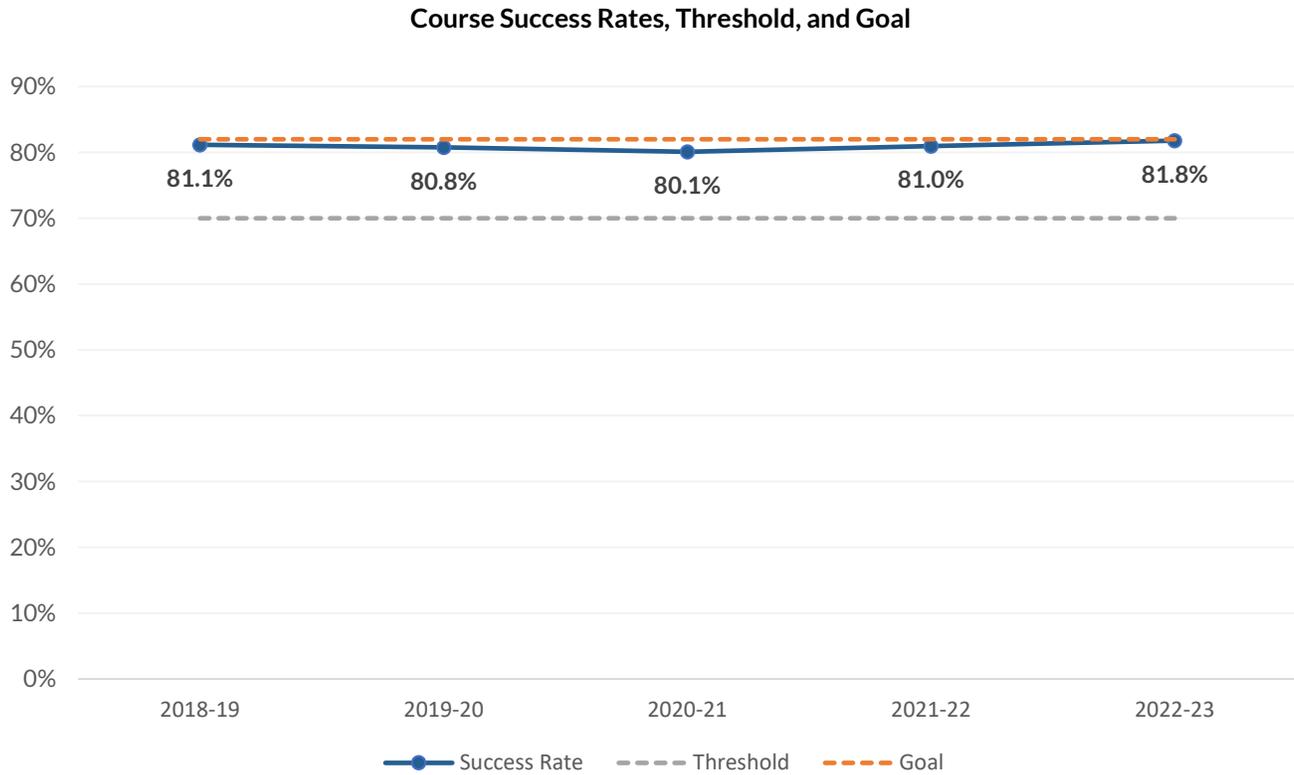
Fall-to-Fall Persistence Rate

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

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

Five-Year Trend in Persistence Rates

	2019	2020	2021	2022	2023
Galveston College	68.8%	67.4%	64.6%	67.3%	62.9%
Peer Group	61.5%	60.2%	59.7%	63.0%	60.3%
Statewide - Community Colleges	68.3%	63.7%	66.5%	67.7%	67.8%

Source: THECB Accountability Reports

Persistence Rates, Threshold, and Goal
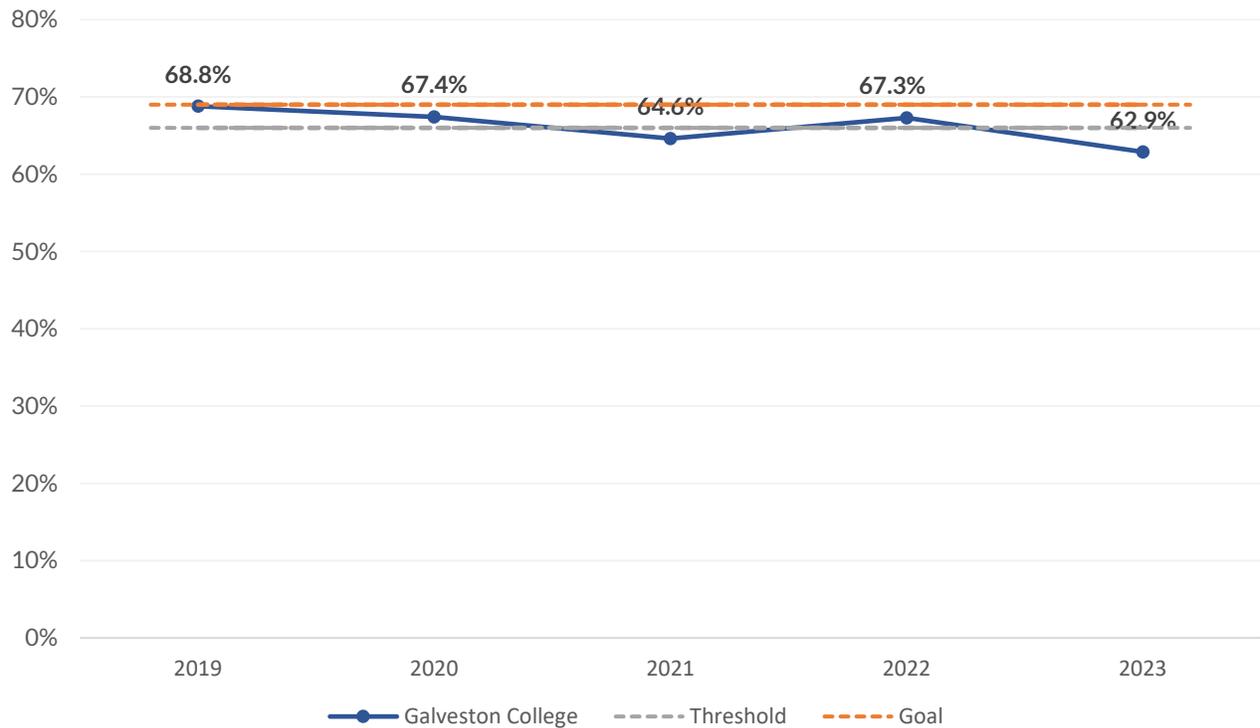
Graduate Success Rate

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

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

Five-Year Trend in Graduate Success Rates

	2018	2019	2020	2021	2022
Galveston College	92.9%	94.9%	93.7%	91.4%	95.5%
Peer Group	88.9%	90.0%	87.0%	87.0%	89.0%
Statewide - Community Colleges	90.1%	89.4%	86.8%	88.0%	88.4%

Source: THECB Accountability Report Data

Graduate Success Rates, Threshold, and Goal
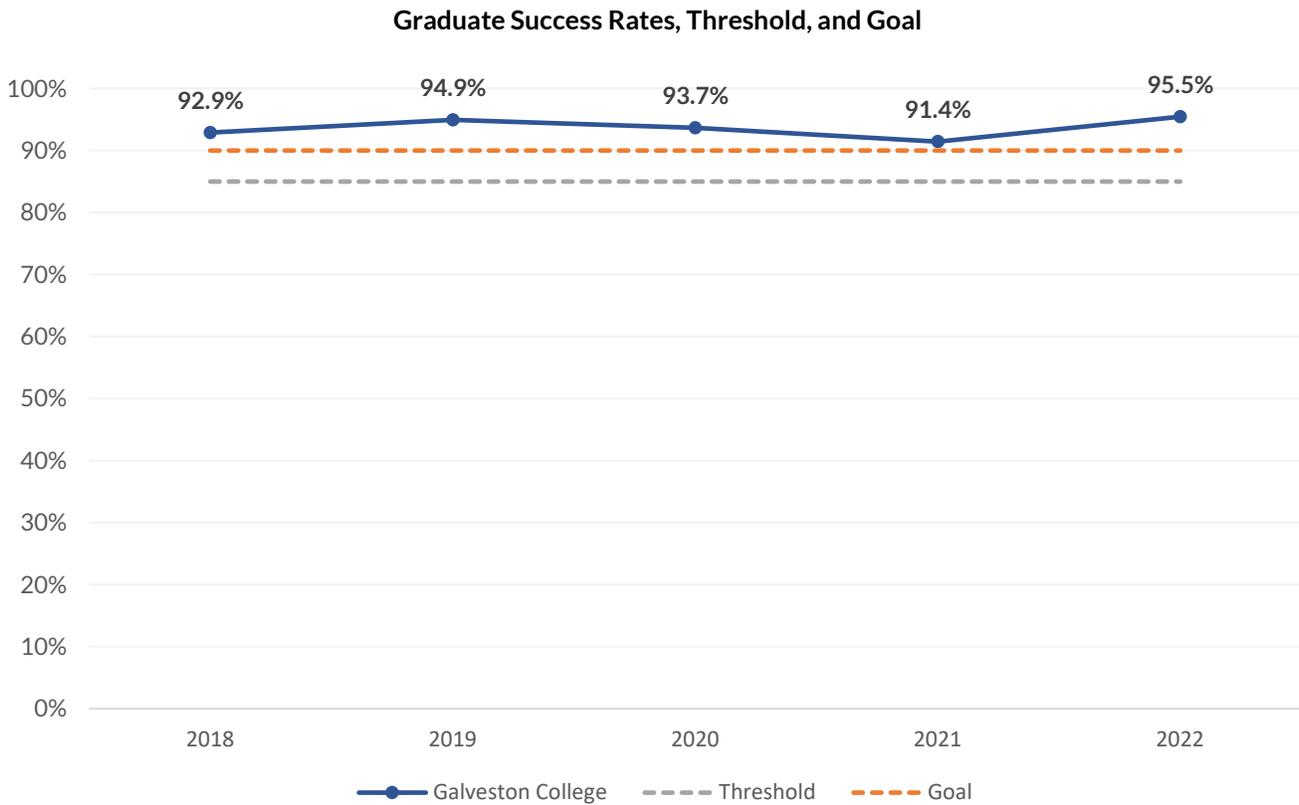
Certificate and Licensure Pass Rate

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

	2018	2019	2020	2021	2022
Galveston College	90.5%	89.8%	85.0%	86.4%	85.1%
Peer Group	90.5%	90.4%	87.8%	84.2%	85.6%
Statewide - Community Colleges	88.2%	90.0%	88.9%	88.2%	87.8%

Source: LBB Measures

Certificate and Licensure Pass Rates, Threshold, and Goal
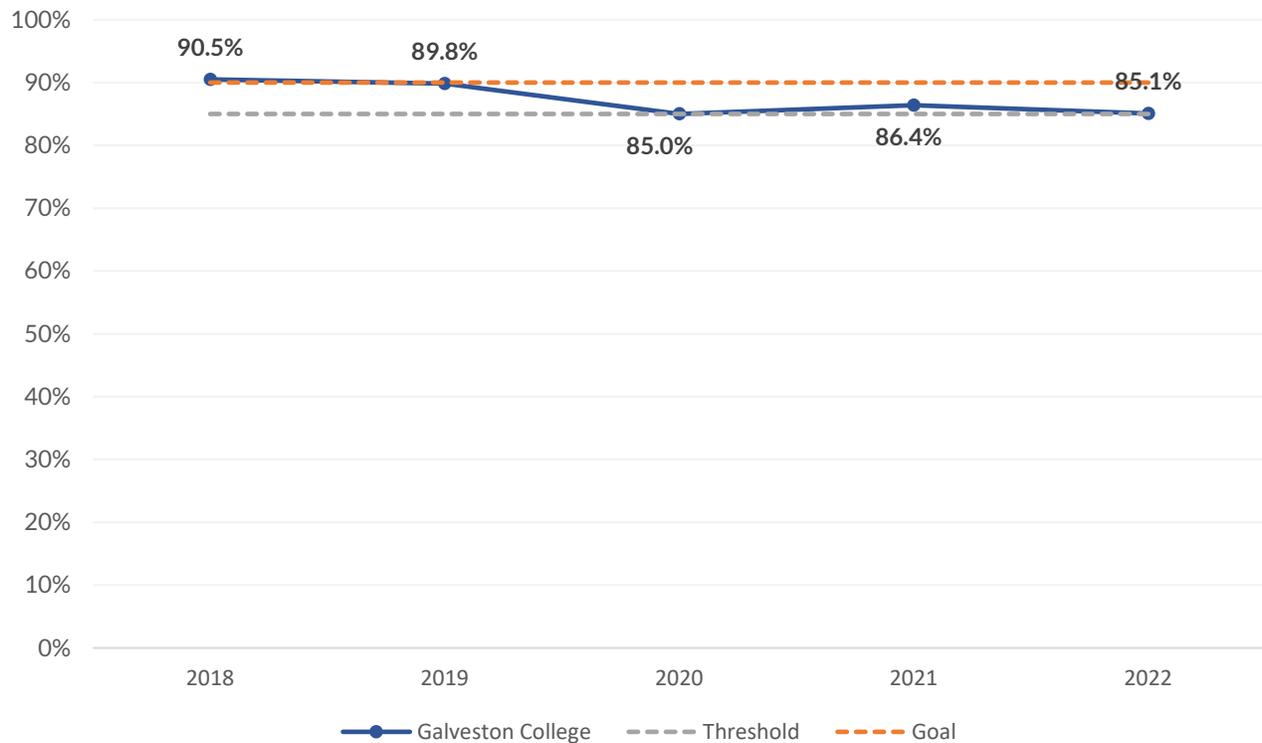
Institutional Performance Measures

Fall-to-Fall Retention

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

Trend in Fall-to-Fall Retention

Student Type	Fall 2020-Fall 2021			Fall 2021-Fall 2022			Fall 2022-Fall 2023		
	Adjusted Enrollment	Retained N	%	Adjusted Enrollment	Retained N	%	Adjusted Enrollment	Retained N	%
All	1,634	890	54.5%	1,406	680	48.4%	1,844	863	46.8%
FTIC	247	131	53.0%	235	118	50.2%	273	129	47.3%
Transfer	161	93	57.8%	144	64	44.4%	160	62	38.8%
Continuing	1,226	666	54.3%	1,027	498	48.5%	1,411	672	47.6%
African American	250	134	53.6%	248	108	43.5%	311	143	46.0%
Asian	51	30	58.8%	47	28	59.6%	55	26	47.3%
Hispanic	706	347	49.2%	568	282	49.6%	764	394	51.6%
White	561	341	60.8%	483	235	48.7%	593	244	41.1%
Other	66	38	57.6%	60	27	45.0%	121	56	46.3%
Female	1,042	534	51.2%	940	488	51.9%	1,239	598	48.3%
Male	592	356	60.1%	466	192	41.2%	605	265	43.8%
Full-Time	509	239	47.0%	468	232	49.6%	612	292	47.7%
Part-Time	1,125	651	57.9%	938	448	47.8%	1,232	571	46.3%

Source: CBM001, CBM009

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

Trend in Fall-to-Fall Retention by Student Type

	Fall '20-Fall '21	Fall '21-Fall '22	Fall '22-Fall '23
FTIC	53.0%	50.2%	47.3%
Transfer	57.8%	44.4%	38.8%
Continuing	54.3%	48.5%	47.6%
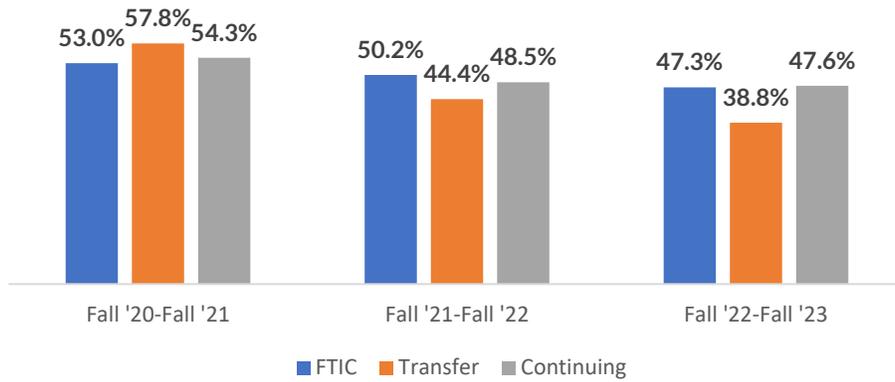
Trend in Fall-to-Fall Retention by Race/Ethnicity

	Fall '20-Fall '21	Fall '21-Fall '22	Fall '22-Fall '23
African American	53.6%	43.5%	46.0%
Asian	58.8%	59.6%	47.3%
Hispanic	49.2%	49.6%	51.6%
White	60.8%	48.7%	41.1%
Other	57.6%	45.0%	46.3%

Trend in Fall-to-Fall Retention by Sex

	Fall '20-Fall '21	Fall '21-Fall '22	Fall '22-Fall '23
Female	51.2%	51.9%	48.3%
Male	60.1%	41.2%	43.8%
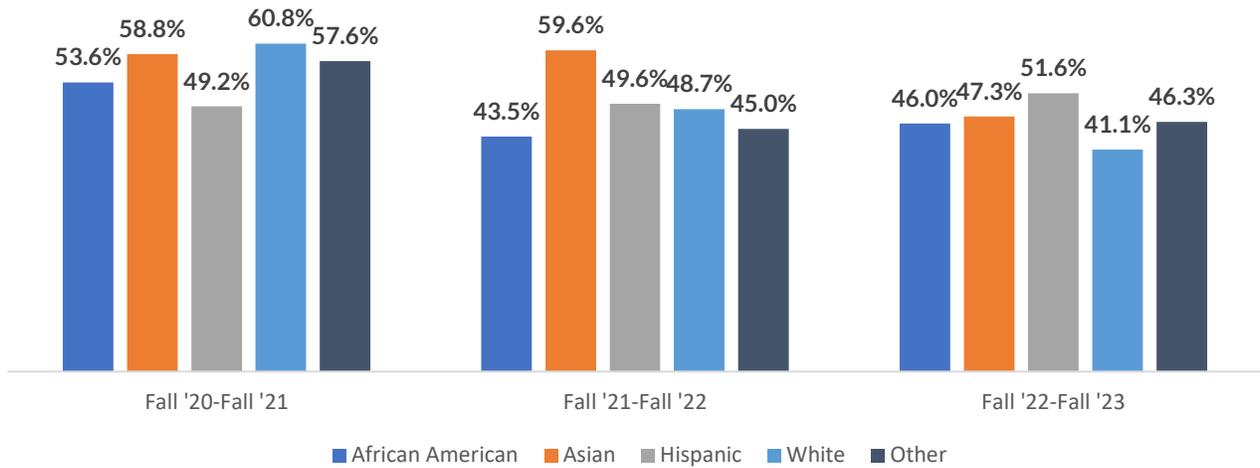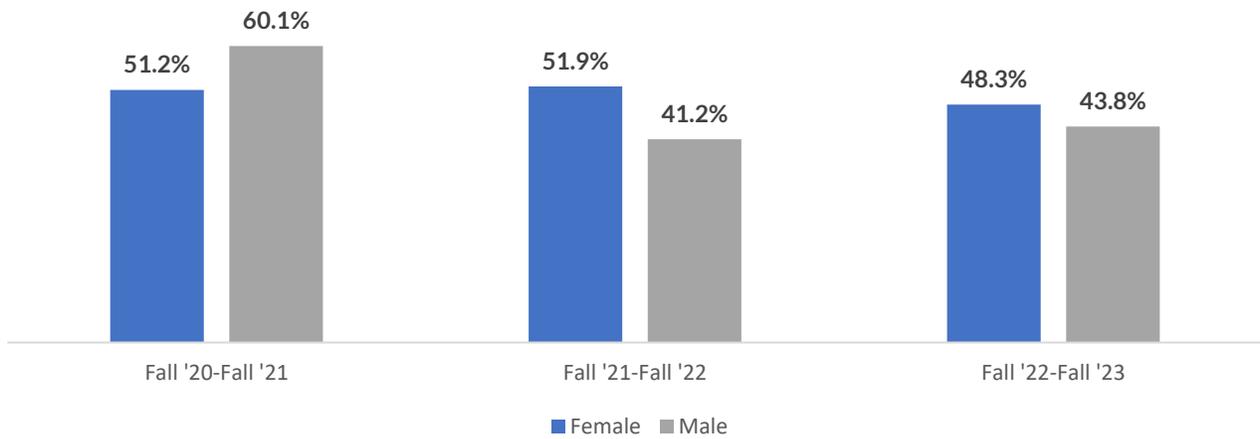
Legislative Budget Board (LBB) Performance Measures

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

	FY2019	FY2020	FY2021	FY2022	FY2023	5-Year Change
Percentage of Courses Completed	91.8%	91.2%	91.0%	91.4%	91.7%	-0.1%
Number of Students Who Transfer to a University	54	44	45	50	57	3
Percentage of Underprepared Students Who Satisfy TSI Obligation within 2 Years - Math	43.4%	49.1%	29.8%	49.7%	54.6%	11.2%
Percentage of Underprepared Students Who Satisfy TSI Obligation within 2 Years - Reading	65.3%	72.9%	68.8%	68.7%	61.3%	-4.0%
Percentage of Underprepared Students Who Satisfy TSI Obligation within 2 Years - Writing	60.6%	60.8%	76.7%	64.8%	55.4%	-5.2%
Percentage of Students Who Pass a Licensure Exam	86.8%	90.5%	85.0%	86.4%	85.1%	-1.8%
Degrees or Certificates Awarded	635	588	666	739	678	43
Percentage of Students Who are Minorities	55.9%	58.4%	58.8%	60.4%	62.3%	6.4%
Percentage of Students Who are Academically Disadvantaged	14.3%	10.4%	14.2%	10.2%	7.5%	-6.8%
Percentage of Students Who are Economically Disadvantaged	25.5%	30.5%	33.4%	37.9%	37.6%	12.1%

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

Faculty

Faculty Profile

As of fall 2023, Galveston College employed 113 faculty, an increase of 7% since fall 2019. More than one-half (53%) of faculty are full-time, and 18% hold doctoral degrees.

Trend in Faculty by Rank

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	N	%	N	%	N	%	N	%	N	%
Professor	2	1.9%	2	2.0%	2	2.0%	3	2.7%	3	2.7%
Associate Professor	8	7.6%	8	8.0%	5	5.0%	3	2.7%	4	3.5%
Assistant Professor	7	6.7%	6	6.0%	4	4.0%	6	5.4%	11	9.7%
Instructor	45	42.9%	45	45.0%	44	43.6%	51	45.9%	49	43.4%
Other Faculty	43	41.0%	39	39.0%	46	45.5%	48	43.2%	46	40.7%
Grand Total	105	100.0%	100	100.0%	101	100.0%	111	100.0%	113	100.0%

Source: THECB Certified CBM008 Reports, Fall 2019 - Fall 2023

Trend in Faculty by Full-Time/Part-Time Status
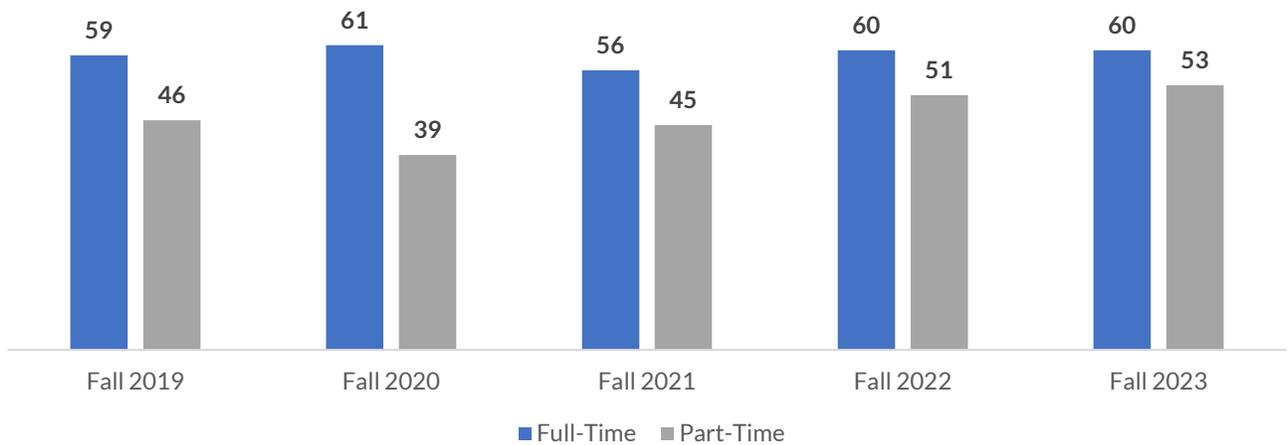
Source: THECB Certified CBM008 Reports, Fall 2019 - Fall 2023

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

Sex	Race/Ethnicity	Fall 2019 N	Fall 2019 %	Fall 2020 N	Fall 2020 %	Fall 2021 N	Fall 2021 %	Fall 2022 N	Fall 2022 %	Fall 2023 N	Fall 2023 %
Female	African American	4	6.8%	4	6.6%	3	5.4%	2	3.3%	1	1.7%
	Asian	2	3.4%	2	3.3%	2	3.6%	2	3.3%	2	3.3%
	Hispanic	3	5.1%	4	6.6%	7	12.5%	7	11.7%	9	15.0%
	White	20	33.9%	19	31.1%	14	25.0%	13	21.7%	13	21.7%
	Other	1	1.7%	1	1.6%	1	1.8%	6	10.0%	10	16.7%
	Total	30	50.8%	30	49.2%	27	48.2%	30	50.0%	35	58.3%
Male	African American	3	5.1%	3	4.9%	3	5.4%	4	6.7%	3	5.0%
	Asian	1	1.7%	1	1.6%	1	1.8%	0	0.0%	0	0.0%
	Hispanic	4	6.8%	3	4.9%	3	5.4%	3	5.0%	3	5.0%
	White	20	33.9%	23	37.7%	22	39.3%	16	26.7%	14	23.3%
	Other	1	1.7%	1	1.6%	0	0.0%	7	11.7%	5	8.3%
	Total	29	49.2%	31	50.8%	29	51.8%	30	50.0%	25	41.7%
Grand Total		59	100.0%	61	100.0%	56	100.0%	60	100.0%	60	100.0%

Source: THECB Certified CBM008 Reports, Fall 2019- Fall 2023

Trend in Student/Faculty Ratio
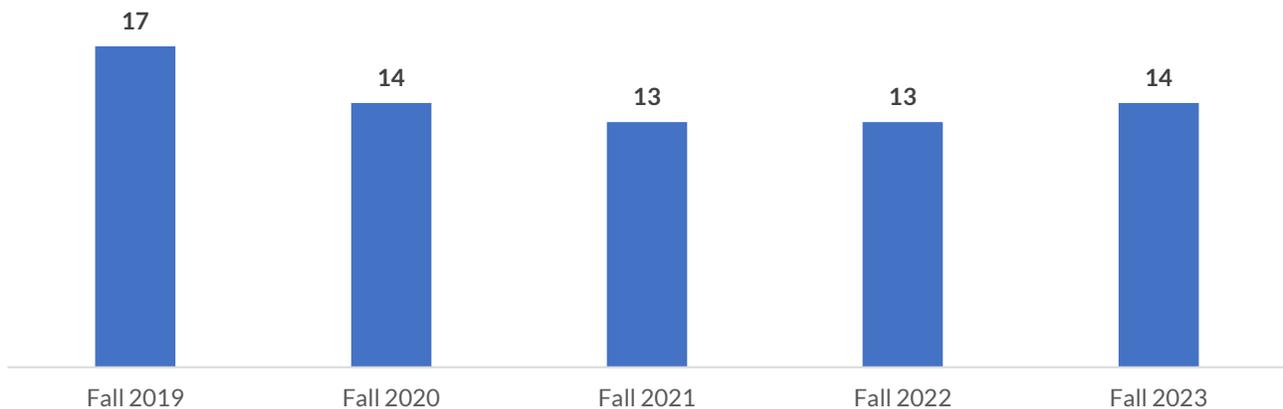
Source: Integrated Postsecondary Education Data System (IPEDS)

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.
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: Institutional Files

Net Square Footage by Function

Instruction 68.8%

Student Services 9.5%

Physical Plant 8.2%

Academic Support 7.2%

Institutional Support 6.2%
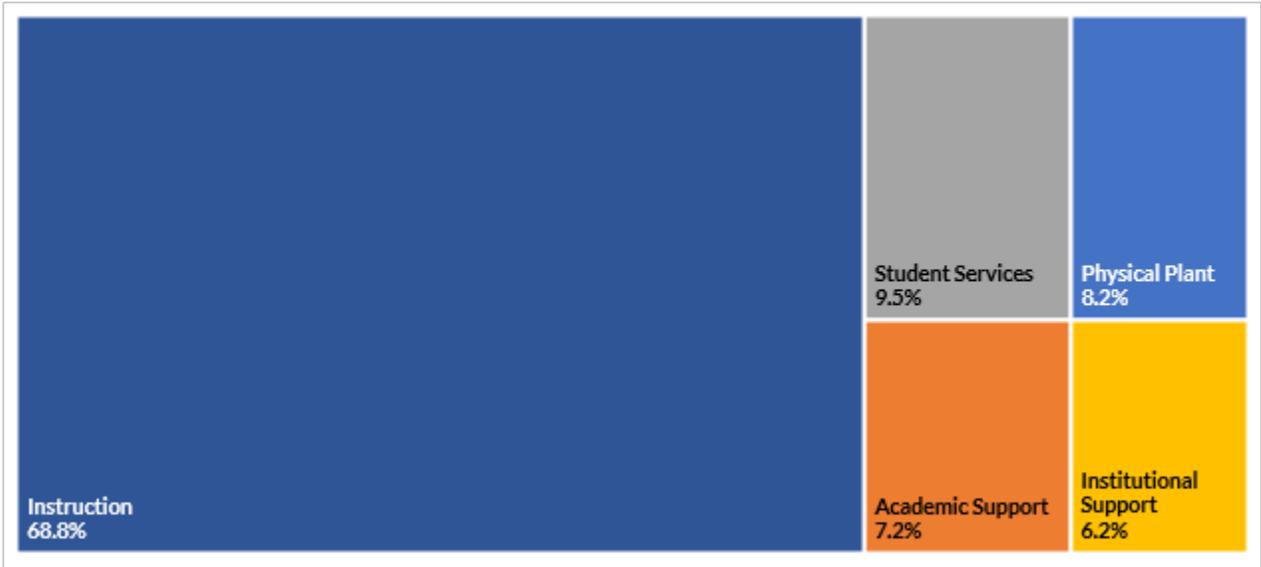
Financial Data

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 FY2023, property taxes (52%) represented slightly more than 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	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
Tuition and Fees	$2,908,930	$2,900,554	$2,834,638	$2,708,288	$2,308,433	$2,439,519
State Appropriations	$5,686,868	$5,391,247	$6,249,901	$5,997,261	$5,650,022	$5,864,344
Grants/Contracts/Scholarships	$2,258,641	$3,538,561	$5,619,786	$4,325,009	$8,330,483	$3,785,821
Ad Valorem (Property) Taxes	$12,761,818	$13,869,957	$14,283,682	$14,448,842	$15,457,871	$16,585,136
Auxiliary Enterprises/Other	$841,180	$1,080,405	$690,914	$820,480	$1,122,470	$3,191,803
Total	**$24,457,437**	**$26,780,724**	**$29,678,921**	**$28,299,880**	**$32,869,279**	**$31,866,623**

Source: Galveston College Financial Audit Reports

Annual Distribution of Revenues

Auxiliary/Other 10%
Tuition and Fees 8%
State Appropriations 18%
Grants/Contracts/Scholarships 12%
Property Taxes 52%
FY2023
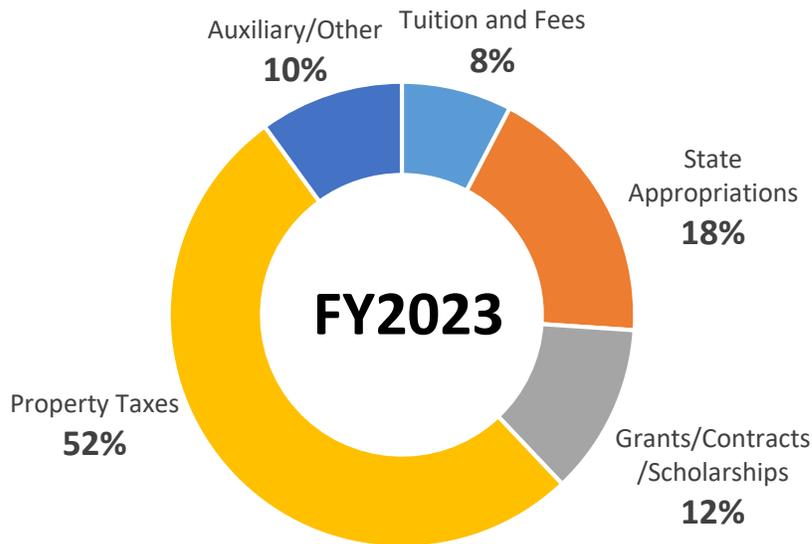
Trend in Expenses by Category

Category	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
Instruction	$9,052,151	$9,773,923	$9,743,826	$9,825,561	$9,743,178	$10,475,030
Public Service	$38,292	$15,561	$6,915	$4,434	$1,394	$17,303
Academic Support	$1,779,597	$1,865,634	$1,974,131	$1,911,094	$1,838,161	$2,069,567
Student Services	$3,491,173	$3,808,283	$3,541,359	$3,492,908	$4,135,174	$4,061,600
Institutional Support	$4,894,705	$5,294,778	$6,266,863	$5,415,899	$5,451,201	$5,698,119
Operations/Maintenance	$2,857,517	$2,982,641	$2,594,027	$2,743,768	$3,608,277	$3,464,695
Scholarships/Fellowships	$2,043,189	$2,391,014	$2,997,501	$2,862,901	$4,859,126	$2,493,180
Auxiliary Enterprises	$847,764	$766,281	$680,031	$1,009,202	$1,197,379	$1,349,620
Depreciation	$990,410	$1,044,189	$1,115,291	$1,176,955	$1,300,874	$1,416,346
Transfers	-$1,537,361	-$1,161,580	$758,977	-$142,842	$734,515	$821,163
Total	**$24,457,437**	**$26,780,724**	**$29,678,921**	**$28,299,880**	**$32,869,279**	**$31,866,623**

Source: Galveston College Financial Audit Reports

Annual Distribution of Expenses
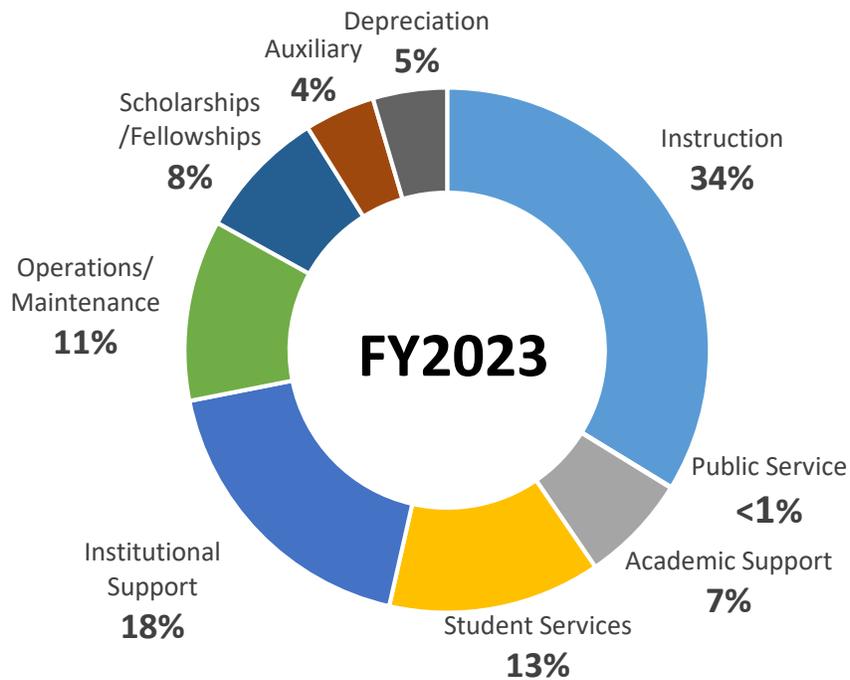
Tuition and Fees

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	$300	$792	$144	$168	$10	$33	$55	**$566**	**$710**	**$1,202**
2	$300	$792	$144	$168	$10	$33	$55	**$566**	**$710**	**$1,202**
3	$300	$792	$144	$168	$10	$33	$55	**$566**	**$710**	**$1,202**
4	$300	$792	$144	$168	$10	$33	$55	**$566**	**$710**	**$1,202**
5	$300	$792	$144	$168	$10	$33	$55	**$566**	**$710**	**$1,202**
6	$300	$792	$144	$168	$10	$33	$55	**$566**	**$710**	**$1,202**
7	$350	$924	$168	$196	$10	$33	$55	**$644**	**$812**	**$1,386**
8	$400	$1,056	$192	$224	$10	$33	$55	**$722**	**$914**	**$1,570**
9	$450	$1,188	$216	$252	$15	$33	$55	**$805**	**$1,021**	**$1,759**
10	$500	$1,320	$240	$280	$15	$33	$55	**$883**	**$1,123**	**$1,943**
11	$550	$1,452	$264	$308	$15	$33	$55	**$961**	**$1,225**	**$2,127**
12	$600	$1,584	$288	$336	$15	$33	$55	**$1,039**	**$1,327**	**$2,311**
13	$650	$1,716	$312	$364	$15	$33	$55	**$1,117**	**$1,429**	**$2,495**
14	$700	$1,848	$336	$392	$15	$33	$55	**$1,195**	**$1,531**	**$2,679**
15	$750	$1,980	$360	$420	$15	$33	$55	**$1,273**	**$1,633**	**$2,863**
16	$800	$2,112	$384	$448	$15	$33	$55	**$1,351**	**$1,735**	**$3,047**
17	$850	$2,244	$408	$476	$15	$33	$55	**$1,429**	**$1,837**	**$3,231**
18	$900	$2,376	$432	$504	$15	$33	$55	**$1,507**	**$1,939**	**$3,415**
19	$950	$2,508	$456	$532	$15	$33	$55	**$1,585**	**$2,041**	**$3,599**
20	$1,000	$2,640	$480	$560	$15	$33	$55	**$1,663**	**$2,143**	**$3,783**

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

Source: Galveston College Summer/Fall 2023 Class Schedule