

*... a beacon of light guiding lifelong learning*

**2017**



**Galveston  
College**

**FACTBOOK**

*Office of Institutional Effectiveness and Research*

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# **General Information**

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## VISION

“GALVESTON COLLEGE: A beacon of light guiding lifelong learning.”

## MISSION

**GALVESTON COLLEGE**, a comprehensive community college 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.

Source: GC Vision, Mission and Goals web page

## **PHILOSOPHY OF GALVESTON COLLEGE**

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.

Galveston College has served the learning interests of Galveston residents, businesses, and industries for more than forty years. Many groups and individuals, both past and present, have played an important part in the development of Galveston College.

Although the Galveston College District was established on November 2, 1935, by a vote of the citizens of Galveston, the institution was not organized until 1966. The original Board of Regents was appointed on September 21, 1966, by the Public School District Trustees, and on December 3, 1966, an election was held to establish a maintenance tax for the operation of the College. An annual ad valorem tax was authorized at a rate not to exceed \$0.27 per each \$100 valuation of the taxable property within the College district.

Galveston College opened for student enrollment in September, 1967, and from 1967 through the spring of 1970, occupied Moody Hall, a refurbished orphanage, as its only campus facility. The initial academic offerings were fairly broad in scope, while the occupational program was minimal, but with strong offerings in vocational nursing, office occupations, engineering/drafting, and law enforcement.

During this period, the College implemented cooperative agreements with the University of Texas Medical Branch hospitals resulting in programs in associate degree nursing and associated health occupations. In addition, the College received a gift from the Moody Foundation of one million dollars and achieved its initial accreditation by the Southern Association of Colleges and Schools.

During its twentieth anniversary celebration in 1987, the College enjoyed an expansion in programs, facilities, and student enrollment. The College's new degree programs of horticulture, fast food management, criminal justice, and microcomputer applications were accompanied by huge increases in community education enrollments and course offerings.

In March of 1990, after two and a half years of planning and construction, the College held gala opening ceremonies for the new Regent's Hall and rededication of the David Glenn Hunt Memorial Library. Shortly thereafter, in December of 1990, the faculty, student services, and administration occupied a completely remodeled Moody Hall, the site of the old orphanage and the College's once meager beginnings.

By early 1995, Galveston College's Board of Regents had approved campus expansion plans at the main campus that involved the \$3.1 million development of a new fine arts building and gymnasium. The increasing demand for parking due to record enrollments required the purchase of several residences for the provision of satellite parking adjacent to the main campus. In August, 1996, Galveston College opened its newest facilities, a fine arts complex and the relocation of the Hermes Fitness Center to the main campus.

During the fall semester of 1996, the College formed the Galveston College Foundation, whose initial campaign of – Universal Access earned Galveston College the top award for innovation in Texas Higher Education. College and community leadership had conceived a unique plan to enhance the human resources of the economically and socially challenged island community. Universal

Access proposed to raise \$9.3 million to provide free tuition and fees for every local high school graduate to attend Galveston College beginning in the fall semester of 2001.

In early 1998, the College celebrated its 30th anniversary with a reception for the college community and a variety of special events. The President's Report to the Community showed the remarkable evolution of a community college that had become proactive and transformed into one of the most important core elements of our community.

As Galveston College made its way through the first year of the millennium in 2001, the first local high school graduating classes had their tuition and fees paid for by the Galveston College Foundation's Universal Access endowment, and a new vision statement was developed – Galveston College: A beacon of light guiding lifelong learning.

During the 2003-2004 academic year, the College's annual operating budget topped \$13 million, and architects and builders completed renovations creating the new Health Sciences Center and the Learning Resource Center.

In fall of 2005, Galveston College became a Hispanic-serving institution and received a 2.4 million dollar Title V grant. This grant was coupled with a \$450,000 Achieving the Dream grant and a \$100,000 Dreamkeepers grant to promote student success.

Galveston College entered its 40th anniversary year in fall 2006, holding several events to celebrate four decades of service to Galveston Island residents and the surrounding region. The process of selecting the College's eighth President was also near completion by May 2007, and a strong emphasis on student recruitment and workforce development programs guided the faculty and staff as they concluded the 40th Anniversary with a record graduating class of 350.

On September 12, 2008, Hurricane Ike struck Galveston Island, causing considerable damage to the island and over a million dollars of damage to the Galveston College Campus. With the College resuming classes on October 8, 2008 and with adaptations to the schedule (extended days and weekends), the returning students were able to complete the fall semester just prior to the winter break.

Beginning in the fall of 2008 and continuing forward, the College worked to restore the campus. In like manner, the community continued to recover and rebuild. Following the hurricane, the College renewed its dedication to serve the community and to serve students by identifying a need for new technical programs and by committing to develop the facilities to support these programs.

As Galveston College students registered for 2009 fall semester classes, the College announced the expansion of the Cheney Student Center by developing the Abe and Annie Seibel Wing. The Seibel Foundation made a generous donation to enable the new construction expansion at no cost to the local taxpayer.

In the spring of 2010, the College announced the purchase of a 4.3-acre site on Galveston Island to be used for the development of facilities to support new technical programs. The Grand Opening of the Charlie Thomas Family Applied Technology Center at 7626 Broadway Boulevard helped build a better Galveston by answering a workforce training need. The Grand Opening ceremony took place on Tuesday, September 17, 2013 with over 300 citizens, dignitaries and elected officials in attendance. Businessman Charlie Thomas and his family members were on hand for the ribbon cutting and the unveiling of the commemorative plaque.

Programs in Welding, Industrial Systems, Heating, Ventilation, Air Conditioning and Refrigeration that began in 2012 at the Center were joined as students entered fall 2013 with new programs of Electrical and Electronics Technology, Cosmetology, Medical Administration and others.

The College completed a review by the SACS accreditation team in fall of 2014. At the end of 2014, a major \$3 million donation for the Universal Access Endowment from the Moody Foundation was received by Galveston College. The College added Pipefitting to its list of workforce classes in spring of 2015 and incorporated renovations to facilities and signage. Galveston College was ranked the number one community college in Texas by Schools.com in the early summer of 2015. The College's 49th year would begin with property removals and purchases for future expansion.

Galveston College received a \$200,000 grant from the National Science Foundation in May of 2016 and the 49th graduating class of Galveston College celebrated 496 graduates earning 572 degrees and certificates. As the summer of 2016 approached plans were underway for the anniversary gala and the year-long 50th anniversary celebration.

In September of 2016 Galveston College was ranked as the number one community college in Texas by Schools.com for the second year in a row! In October the College held its 50th anniversary gala with over 300 supporters, donors, faculty, and dignitaries in attendance. Anniversary events continued with a fall festival, Mardi Gras dance and float participation, 50th commencement, Moody Hall historical marker dedication, and an anniversary time capsule placement on the Regents Hall lawn. In late spring of 2017 Galveston College was named as the number one community college in Texas by Schools.com for the third year in a row!



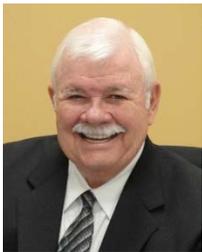
Raymond Lewis, Jr.  
Chairperson



Karen F. Flowers  
Vice Chairperson



Fred D. Raschke  
Secretary



George F. Black



Armin Cantini



Tino F. Gonzalez



Michael B. Hughes



Carl E. Kelly



Carroll G. Sunseri

1. David Glenn Hunt, Ph.D. \_\_\_\_\_ April 1958 – March 1967
2. Melvin M. Plexco \_\_\_\_\_ April 1968 – August 1981
3. Jack E. Stone, Ph.D. \_\_\_\_\_ July 1981 – October 1983
4. John E. Pickelman, Ph.D. \_\_\_\_\_ November 1983 – February 1991
5. Marc A. Nigliazzo, Ph.D. \_\_\_\_\_ March 1991 – August 1995
6. C. B. Rathburn, III, Ph.D. \_\_\_\_\_ January 1995 – December 2000
7. Elva Concha LeBlanc, Ph.D. \_\_\_\_\_ July 2001 – October 2006
8. W. Myles Shelton, Ed.D. \_\_\_\_\_ July 2007 – Present

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# **Enrollment and Course Profiles**



**Galveston  
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## Historical Information by Calendar Year

### (Credit Enrollment, Contact Hours, Semester Credit Hours, and FTE)

CALENDAR YEAR	Credit Enrollment *	CH's (Funded)	SCH's (Funded)	FTE (15 hours)	Credit Enrollment *	CH's (Funded)	SCH's (Funded)	FTE (15 hours)
	SPRING				SUMMER-1			
2008	2,070	390,544	17,074	1,138.3	923	129,824	5,350	356.7
2009	1,946	380,028	16,036	1,069.1	811	115,696	4,472	298.1
2010	2,230	426,192	18,821	1,254.7	652	80,528	3,404	226.9
2011	2,330	482,016	21,048	1,403.2	748	99,568	4,600	306.7
2012	2,236	450,912	19,746	1,316.4	708	96,448	4,579	305.3
2013	2,227	464,672	20,142	1,342.8	756	101,801	4,834	322.3
2014	2,084	448,645	18,777	1,251.8	683	101,602	4,576	305.1
2015	2,025	407,589	17,400	1,160.0	647	95,723	4,252	283.5
2016	1,965	399,088	16,715	1,114.3	602	92,080	4,218	281.2
2017	2,038	412,752	17,349	1,156.6	576	83,440	3,814	254.3
Calendar YR	SUMMER-2				FALL			
2008	409	33,360	1,655	110.3	2,229	373,568	17,237	1,149.1
2009	368	30,496	1,427	95.1	2,167	385,888	17,716	1,181.1
2010	571	105,168	4,426	295.1	2,318	432,880	19,627	1,308.5
2011	509	80,800	3,411	227.4	2,214	407,792	18,833	1,255.5
2012	497	92,752	3,749	249.9	2,193	392,976	17,918	1,194.5
2013	549	93,271	3,726	248.4	2,130	388,468	17,433	1,162.2
2014	479	82,192	3,327	221.8	2,048	375,923	16,505	1,100.3
2015	478	83,296	3,435	229.0	2,071	382,704	16,412	1,094.1
2016	531	96,288	3,592	239.5	2,200	415,856	17,295	1,153.0
2017	507	94,624	3,531	235.4	2,197	417,200	17,459	1,163.9

CH's = Contact Hours

SCH's = Semester Credit Hours

FTE = Full Time Equivalent

FTE = Full Time Equivalent

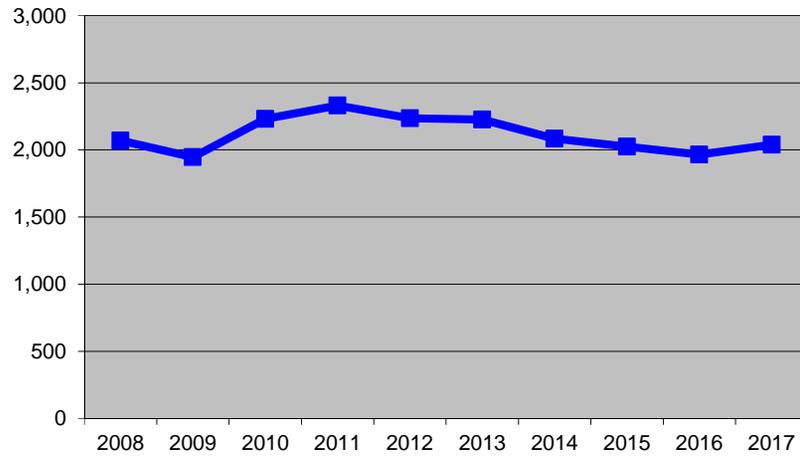
Source: CBM001 and 004 reports  
Source: CBM001 and 004 reports

\* Enrollment excludes flex entry and visiting students.  
FTE = Full Time Equivalent

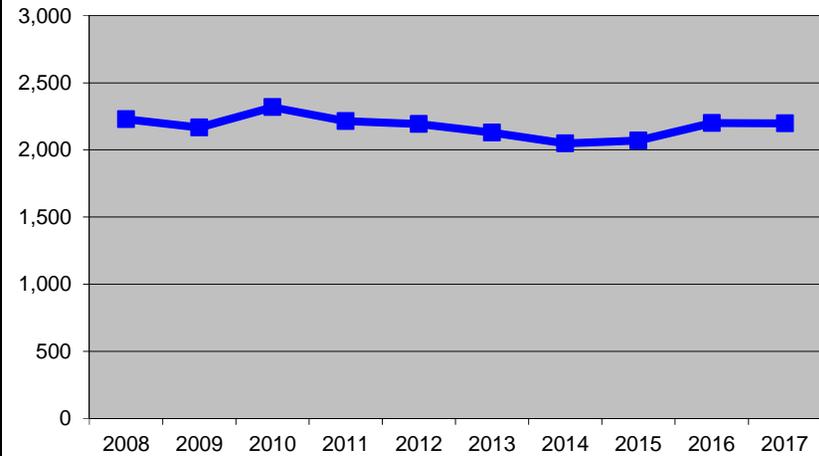
# Historical Information (Enrollment & Contact Hours)

## CREDIT ENROLLMENT \* (Spring and Fall Semesters)

SPRING 2008 to 2017

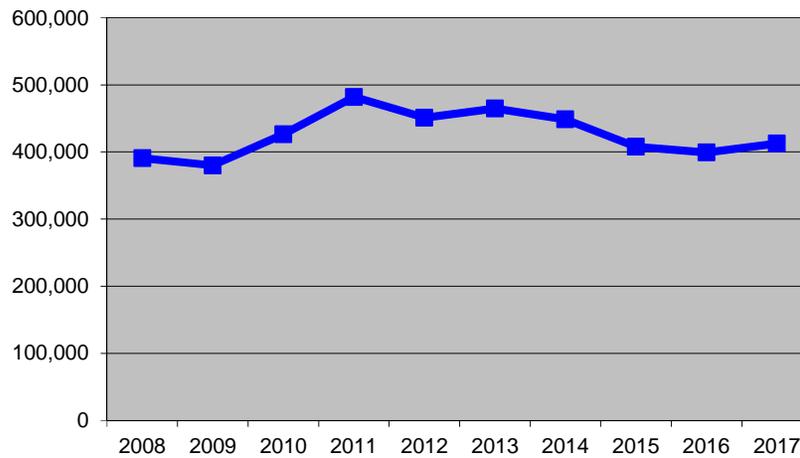


FALL 2008 to 2017

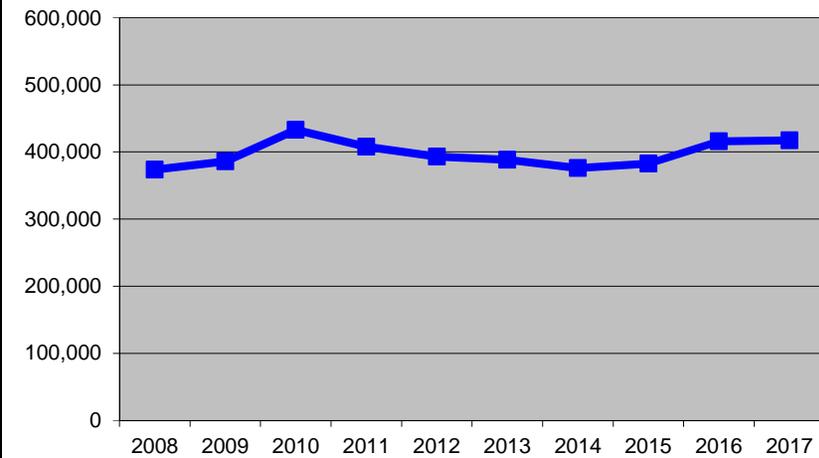


## CONTACT HOURS – FUNDED (Spring and Fall Semesters)

SPRING 2008 to 2017



FALL 2008 to 2017



Source: CBM001 and 004 reports

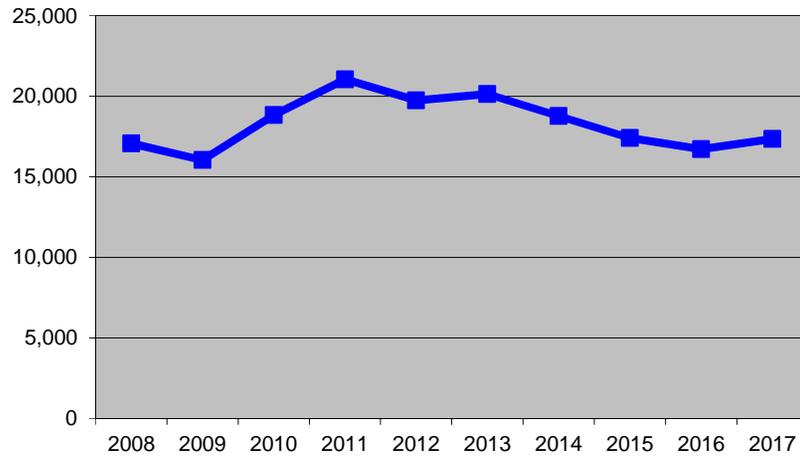
\* Enrollment excludes flex entry and visiting students.

FTE = Full Time Equivalent

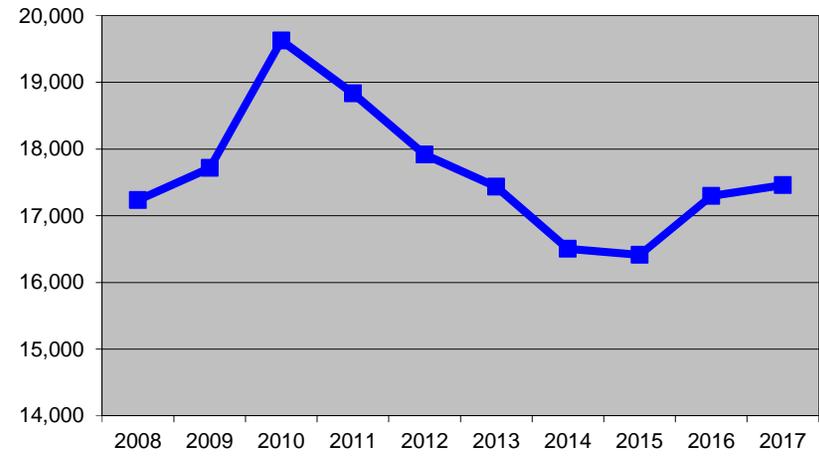
## Historical Information (Semester Credit Hours & FTE)

### SEMESTER CREDIT HOURS – FUNDED (Spring and Fall Semesters)

**SPRING 2008 to 2017**

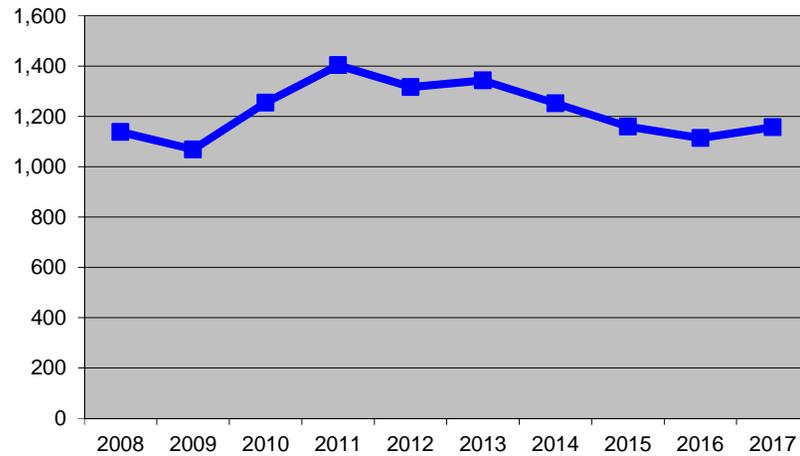


**FALL 2008 to 2017**

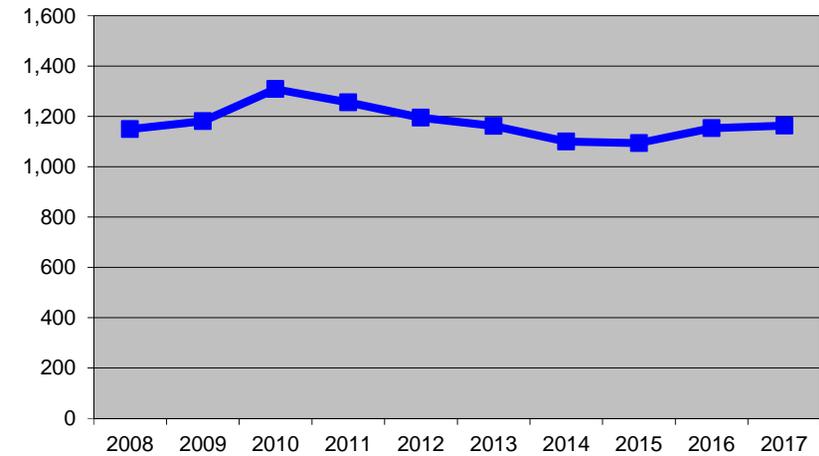


### F T E (Spring and Fall Semesters)

**SPRING 2008 to 2017**



**FALL 2008 to 2017**



Source: CBM001 and 004 reports

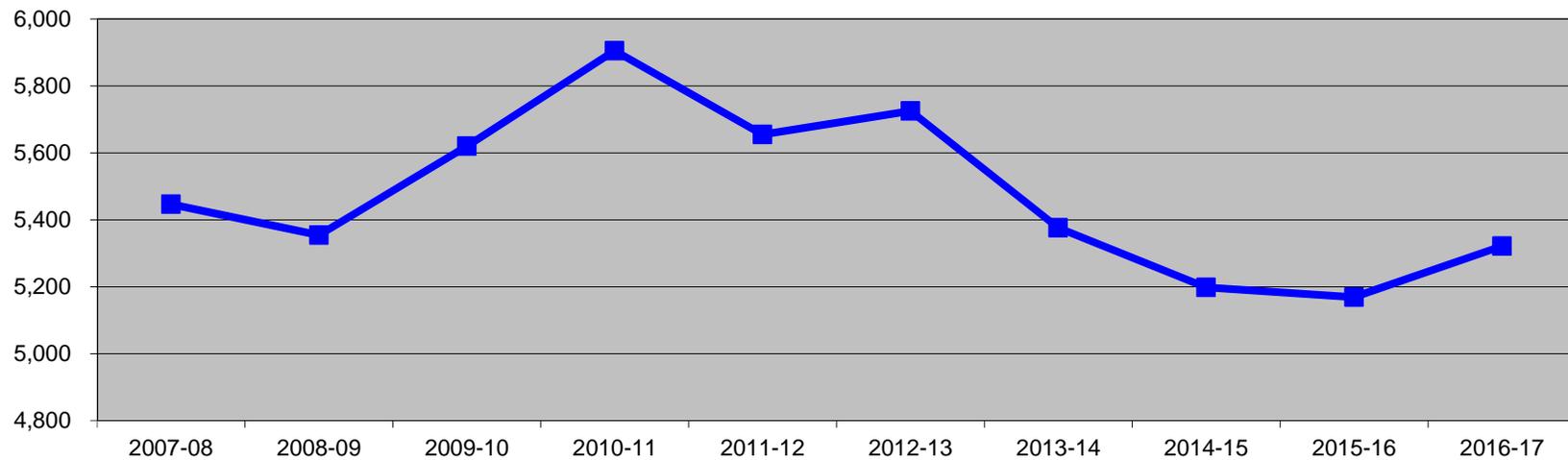
\* Enrollment excludes flex entry and visiting students.

FTE = Full Time Equivalent

## Annual Credit Enrollment \* Academic Years 2007-08 to 2016-17

ACADEMIC YEAR	FALL	SPRING	SUMMER-1	SUMMER-2	TOTAL *
2007-08	2,044	2,070	923	409	5,446
2008-09	2,229	1,946	811	368	5,354
2009-10	2,167	2,230	652	571	5,620
2010-11	2,318	2,330	748	509	5,905
2011-12	2,214	2,236	708	497	5,655
2012-13	2,193	2,227	756	549	5,725
2013-14	2,130	2,084	683	479	5,376
2014-15	2,048	2,025	647	478	5,198
2015-16	2,071	1,965	602	531	5,169
2016-17	2,200	2,038	576	507	5,321

### Annual Credit Enrollment by Academic Year \*



Source: THECB -- CBM001 reports

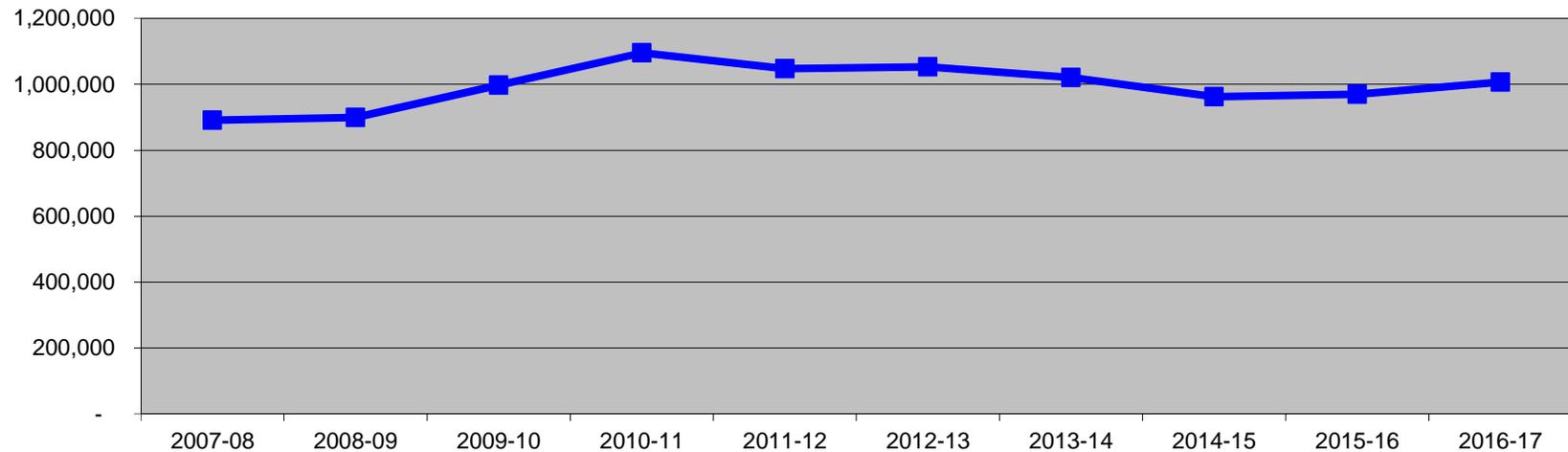
Enrollment excludes flex entry and visiting students

\* duplicated headcount

## Annual Contact Hour Information (Fundable) Academic Years 2007-08 to 2016-17

ACADEMIC YEAR	FALL	SPRING	SUMMER-1	SUMMER-2	TOTAL
2007-08	337,680	390,544	129,824	33,360	891,408
2008-09	373,568	380,028	115,696	30,496	899,788
2009-10	385,888	426,192	80,528	105,168	997,776
2010-11	432,880	482,016	99,568	80,800	1,095,264
2011-12	407,792	450,912	96,448	92,752	1,047,904
2012-13	392,976	464,672	101,801	93,271	1,052,720
2013-14	388,468	448,645	101,602	82,192	1,020,907
2014-15	375,923	407,589	95,723	83,296	962,531
2015-16	382,704	399,088	92,080	96,288	970,160
2016-17	415,856	412,752	83,440	94,624	1,006,672

### Annual Contact Hours by Academic Year (Fundable)

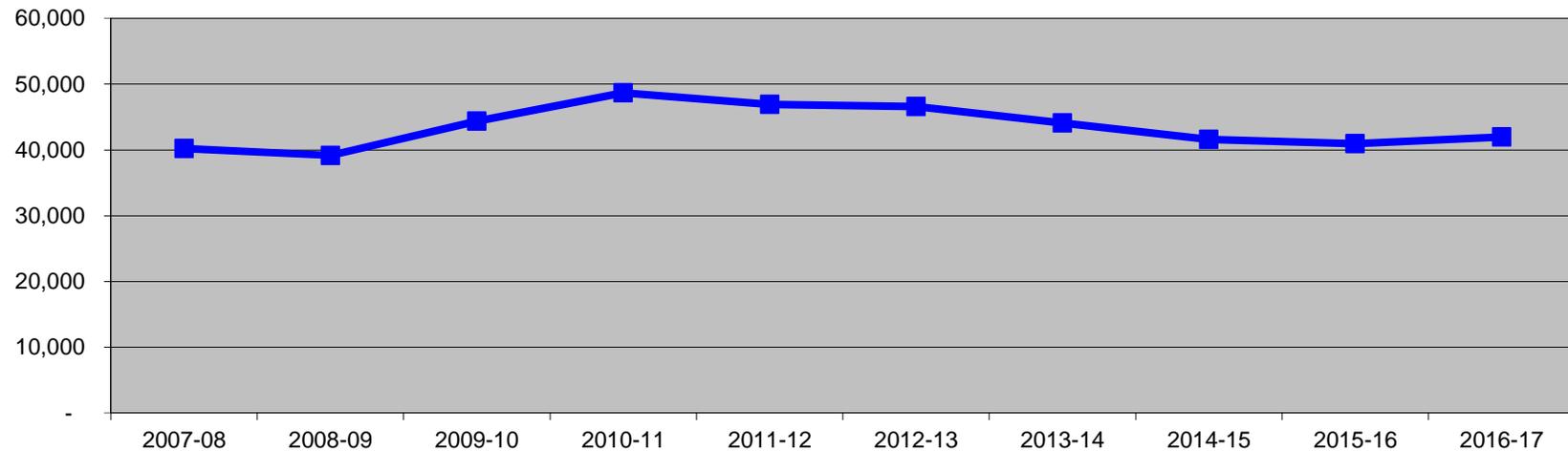


Source: THECB -- CBM004 reports

## Annual Semester Credit Hour Information (Fundable) Academic Years 2007-08 to 2016-17

ACADEMIC YEAR	FALL	SPRING	SUMMER-1	SUMMER-2	TOTAL
2007-08	16,129	17,074	5,350	1,655	40,208
2008-09	17,237	16,036	4,472	1,427	39,172
2009-10	17,716	18,821	3,404	4,426	44,367
2010-11	19,627	21,048	4,600	3,411	48,686
2011-12	18,833	19,746	4,579	3,749	46,907
2012-13	17,918	20,142	4,834	3,726	46,620
2013-14	17,433	18,777	4,576	3,327	44,113
2014-15	16,505	17,400	4,252	3,435	41,592
2015-16	16,412	16,715	4,218	3,592	40,937
2016-17	17,295	17,349	3,814	3,531	41,989

### Annual Semester Credit Hours by Academic Year (Fundable)

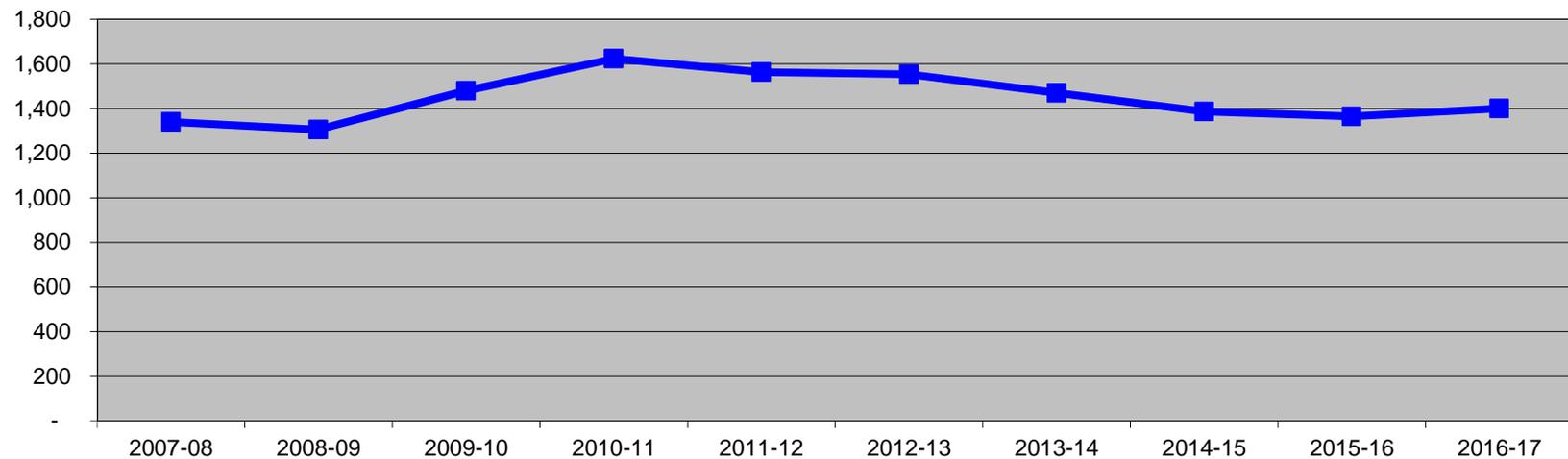


Source: THECB -- CBM004 reports

## Annual Full Time Equivalent (FTE) Academic Years 2007-08 to 2016-17

ACADEMIC YEAR	FALL *	SPRING *	SUMMER-1 *	SUMMER-2 *	Annual FTE **
2007-08	1,075.3	1,138.3	356.7	110.3	1,340.3
2008-09	1,149.1	1,069.1	298.1	95.1	1,305.7
2009-10	1,181.1	1,254.7	226.9	295.1	1,478.9
2010-11	1,308.5	1,403.2	306.7	227.4	1,622.9
2011-12	1,255.5	1,316.4	305.3	249.9	1,563.6
2012-13	1,194.5	1,342.8	322.3	248.4	1,554.0
2013-14	1,162.2	1,251.8	305.1	221.8	1,470.4
2014-15	1,100.3	1,160.0	283.5	229.0	1,386.4
2015-16	1,094.1	1,114.3	281.2	239.5	1,364.6
2016-17	1,153.0	1,156.6	254.3	235.4	1,399.6

### Annual Semester Credit Hours by Academic Year



Source: THECB -- CBM004 reports

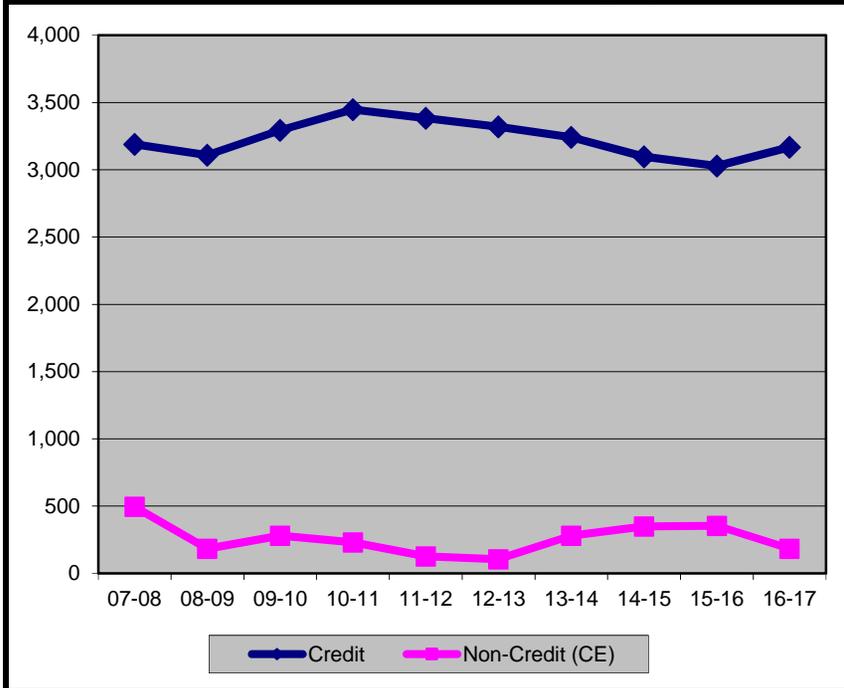
\* FTE calculation (by Term): The total # of semester credit hours for a long term divided by 15 semester credit hours.

\*\* FTE calculation (Annual): The total # of semester credit hours generated annually divided by 30 semester credit hours.

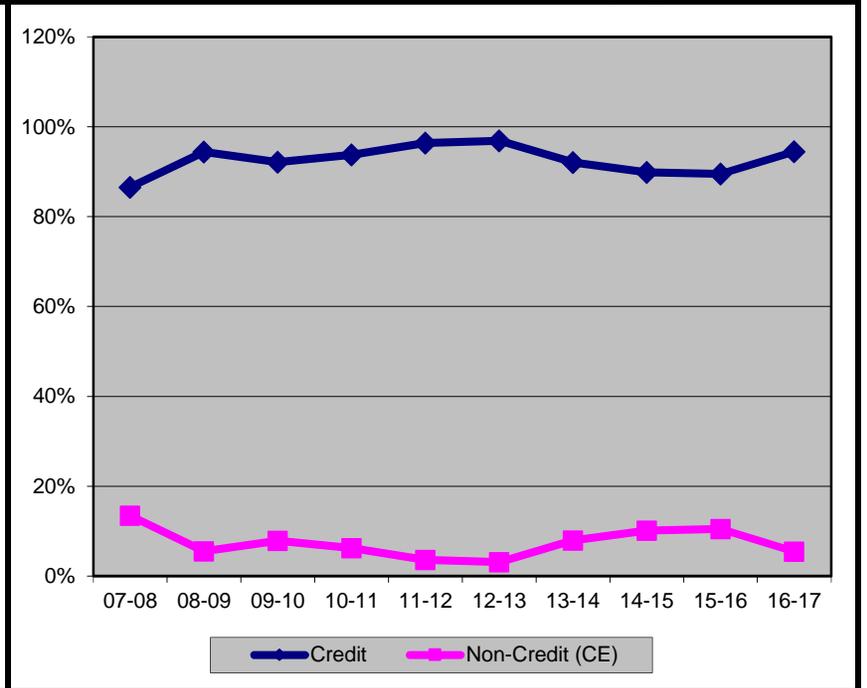
# Annual Non-Duplicative Headcount Academic Year 2007-08 to 2016-17

Student Type	ENROLLMENT (#)										PERCENT (%)									
	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
Credit	3,189	3,109	3,294	3,448	3,383	3,321	3,242	3,097	3,029	3,169	87%	94%	92%	94%	96%	97%	92%	90%	90%	95%
Non-Credit (CE)	495	183	281	230	127	106	280	349	354	184	13%	6%	8%	6%	4%	3%	8%	10%	10%	5%
<b>TOTAL</b>	<b>3,684</b>	<b>3,292</b>	<b>3,575</b>	<b>3,678</b>	<b>3,510</b>	<b>3,427</b>	<b>3,522</b>	<b>3,446</b>	<b>3,383</b>	<b>3,353</b>	<b>100%</b>									

**Annual Headcount (#)**



**Annual Headcount (%)**



**Sources:**

THECB Accountability System; 2016-17 SPSS analysis

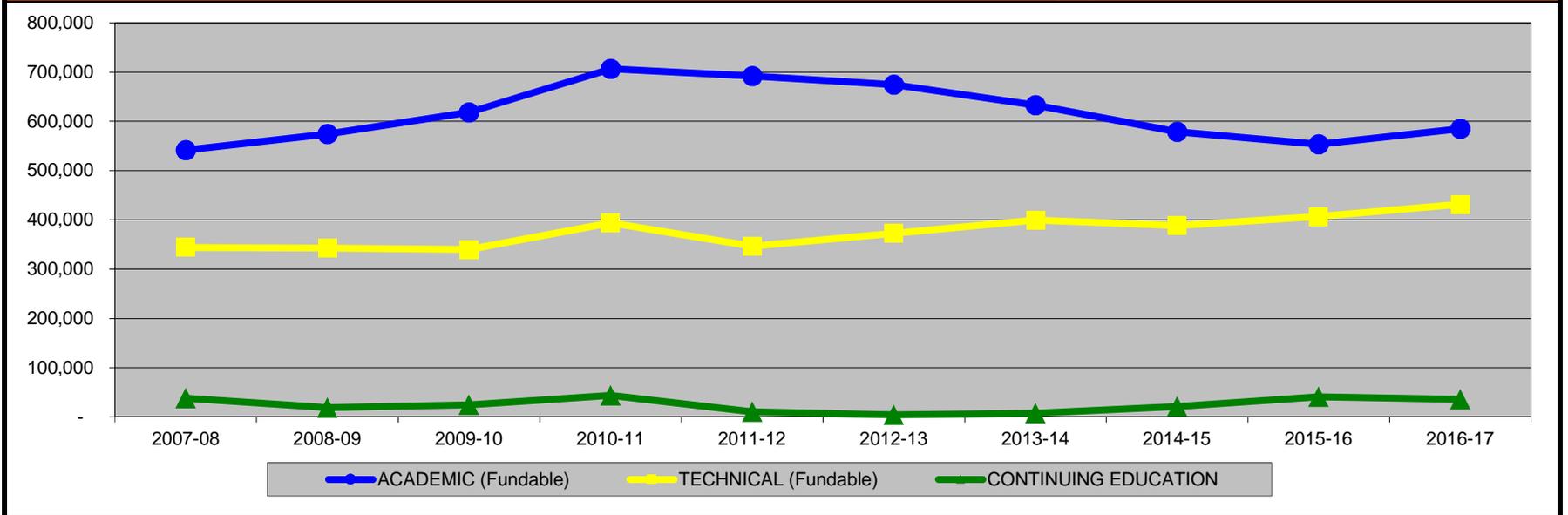
Credit = Academic and Technical

Non-Credit = Continuing Education

# Contact Hours by Funding Year 2007-08 to 2016-17

Funding Year	ACADEMIC (Fundable)					TECHNICAL (Fundable)					CONTINUING EDUCATION				
	Sum. I	Sum. II	Fall	Spring	Total	Sum. I	Sum. II	Fall	Spring	Total	Qtr-3	Qtr-4	Qtr-1	Qtr-2	Total
2007-08	51,072	29,888	233,312	227,200	541,472	72,824	3,312	104,368	163,344	343,848	4,882	7,650	12,171	13,253	37,956
2008-09	57,792	29,216	262,592	224,512	574,112	72,032	4,144	110,976	155,516	342,668	5,535	3,350	3,840	6,264	18,989
2009-10	47,808	26,496	269,712	274,144	618,160	67,888	4,000	116,176	152,048	340,112	3,862	2,910	6,603	11,534	24,909
2010-11	46,608	58,432	298,224	303,184	706,448	33,920	46,736	134,656	178,832	394,144	5,982	14,318	16,324	7,218	43,842
2011-12	57,232	43,536	294,656	296,688	692,112	42,336	37,264	113,136	154,224	346,960	352	1,426	5,416	3,464	10,658
2012-13	61,376	48,512	269,488	294,848	674,224	35,072	44,240	123,488	169,824	372,624	1,632	-	1,838	1,012	4,482
2013-14	65,033	47,879	258,212	261,573	632,697	36,768	45,392	130,256	187,072	399,488	1,311	1,172	2,474	3,018	7,975
2014-15	59,426	40,256	234,995	244,069	578,746	42,176	41,936	140,928	163,520	388,560	2,463	3,380	7,767	7,520	21,130
2015-16	55,883	38,544	232,832	226,320	553,579	39,840	44,752	149,872	172,768	407,232	3,704	3,984	16,315	17,099	41,102
2016-17	56,000	41,344	243,024	244,736	585,104	36,080	54,944	172,832	168,016	431,872	8,337	3,012	19,700	4,703	35,752

## Contact Hours by Funding Year (#)



Source: THECB -- CBM004 and CBM00C reports

Qtr = Quarter Sum = Summer

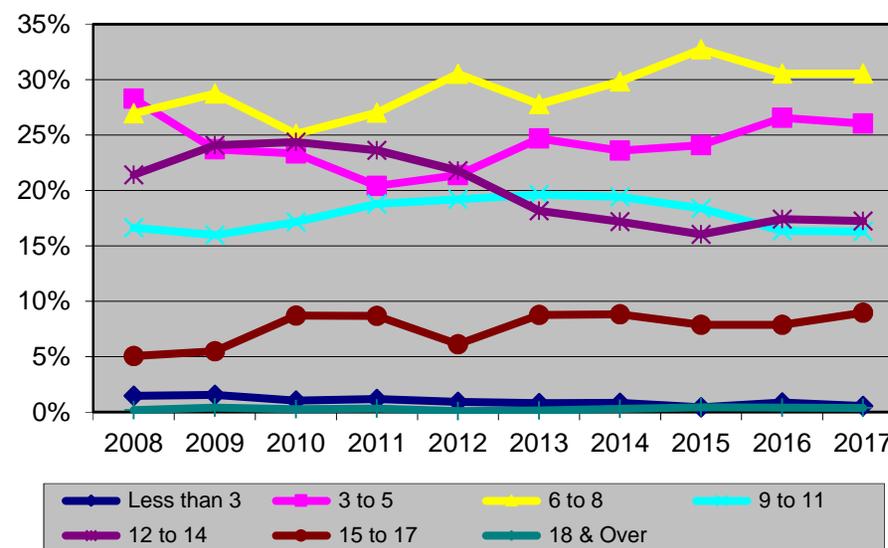
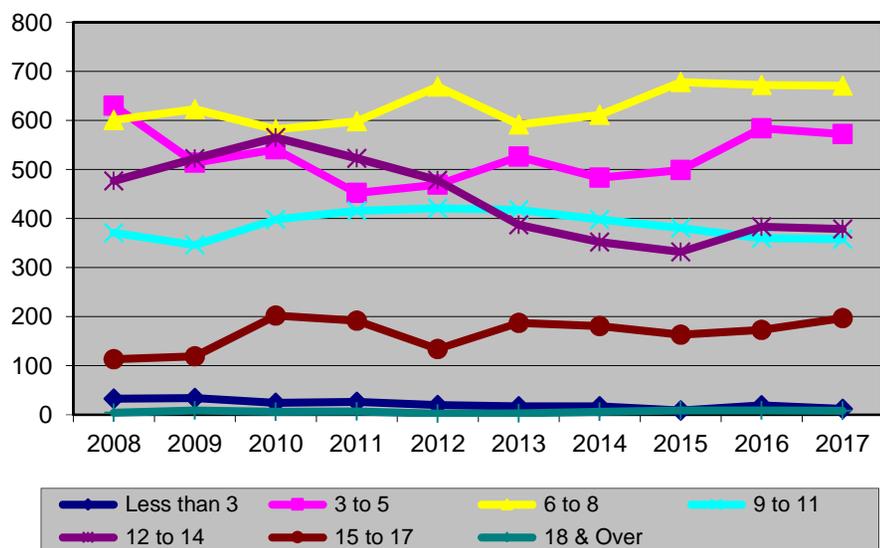
Note: Quarter-4 2012 has zero Contact hours.

# Fall Headcount by SEMESTER CREDIT HOUR LOAD 2008 to 2017

Semester Credit Hour Load	ENROLLMENT (#)										PERCENT (%)									
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Less than 3	33	34	24	26	20	17	17	9	19	12	1%	2%	1%	1%	1%	1%	1%	0.4%	0.9%	0.5%
3 to 5	630	514	541	452	469	526	483	499	584	572	28%	24%	23%	20%	21%	25%	24%	24%	27%	26%
6 to 8	601	623	582	598	669	592	611	678	672	671	27%	29%	25%	27%	31%	28%	30%	33%	31%	31%
9 to 11	371	346	398	416	421	418	398	381	360	358	17%	16%	17%	19%	19%	20%	19%	18%	16%	16%
12 to 14	477	522	565	523	478	387	352	332	383	379	21%	24%	24%	24%	22%	18%	17%	16%	17%	17%
15 to 17	113	119	202	192	134	187	181	163	173	197	5%	5%	9%	9%	6%	9%	9%	8%	8%	9%
18 & Over	4	9	6	7	2	3	6	9	9	8	0.2%	0.4%	0.3%	0.3%	0.1%	0.1%	0.3%	0.4%	0.4%	0.4%
<b>TOTAL</b>	<b>2,229</b>	<b>2,167</b>	<b>2,318</b>	<b>2,214</b>	<b>2,193</b>	<b>2,130</b>	<b>2,048</b>	<b>2,071</b>	<b>2,200</b>	<b>2,197</b>	<b>100%</b>									
Full-Time *	594	650	773	722	614	577	539	504	565	584	27%	30%	33%	33%	28%	27%	26%	24%	26%	27%
Part-Time **	1,635	1,517	1,545	1,492	1,579	1,553	1,509	1,567	1,635	1,613	73%	70%	67%	67%	72%	73%	74%	76%	74%	73%

**Fall Headcount by Credit Hour Load (#)**

**Fall Headcount by Credit Hour Load (%)**



Source: THECB -- CBM001 reports

\* FT = 12 or more hours

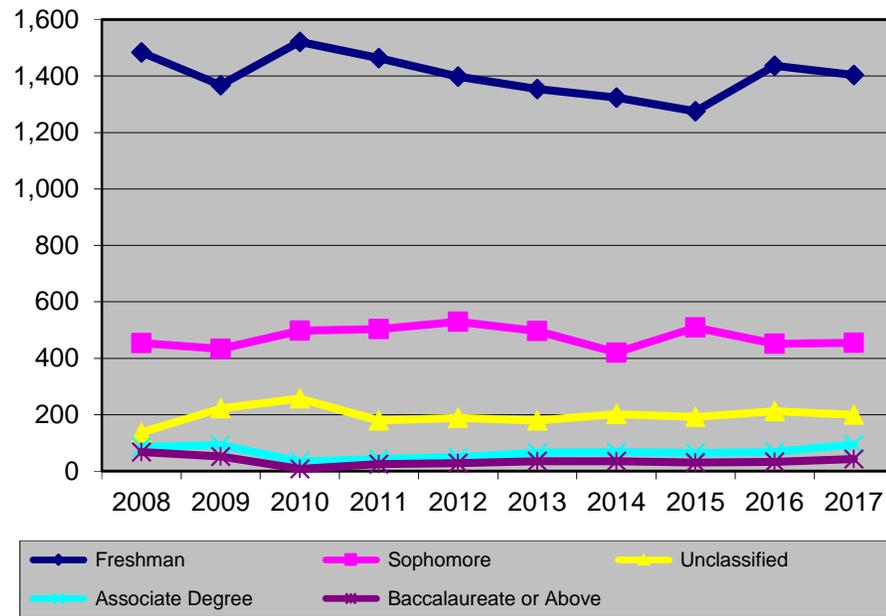
\*\* PT = 11 or less hours

Note: Figures do not include flex entry.

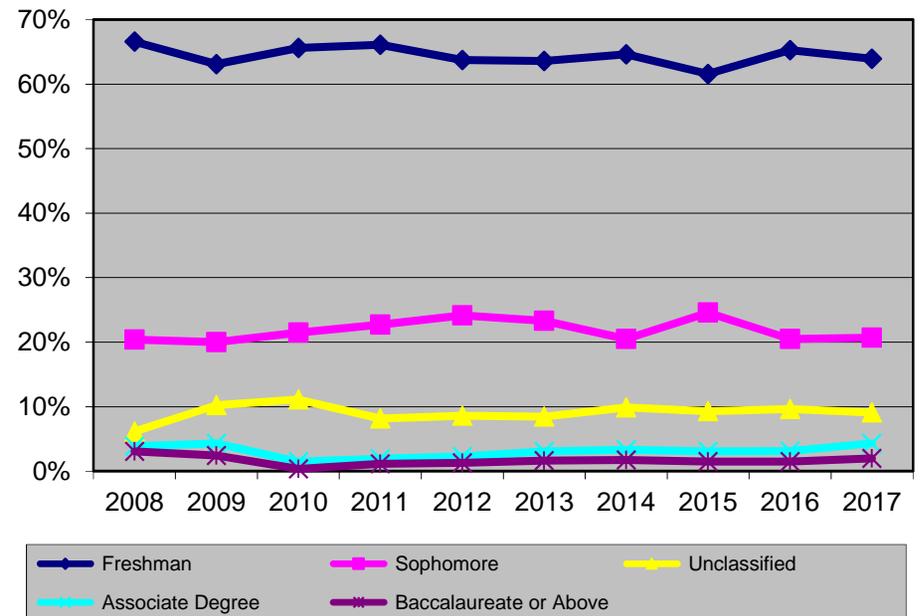
# Fall Headcount by CLASSIFICATION 2008 to 2017

CLASSIFICATION	ENROLLMENT (#)										PERCENT (%)									
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Freshman	1,484	1,367	1,521	1,463	1,398	1,354	1,323	1,275	1,436	1,404	67%	63%	66%	66%	64%	64%	65%	62%	65%	64%
Sophomore	454	433	498	503	529	496	420	509	451	455	20%	20%	21%	23%	24%	23%	21%	25%	21%	21%
Unclassified	137	222	257	180	188	180	202	192	212	200	6%	10%	11%	8%	9%	8%	10%	9%	10%	9%
Associate Degree	86	93	34	43	50	65	68	64	68	95	4%	4%	1%	2%	2%	3%	3%	3%	3%	4%
Baccalaureate or Above	68	52	8	25	28	35	35	31	33	43	3%	2%	0%	1%	1%	2%	1.7%	1.5%	2%	2%
<b>TOTAL</b>	<b>2,229</b>	<b>2,167</b>	<b>2,318</b>	<b>2,214</b>	<b>2,193</b>	<b>2,130</b>	<b>2,048</b>	<b>2,071</b>	<b>2,200</b>	<b>2,197</b>	<b>100%</b>									

**Fall Headcount by Classification (#)**



**Fall Headcount by Classification (%)**



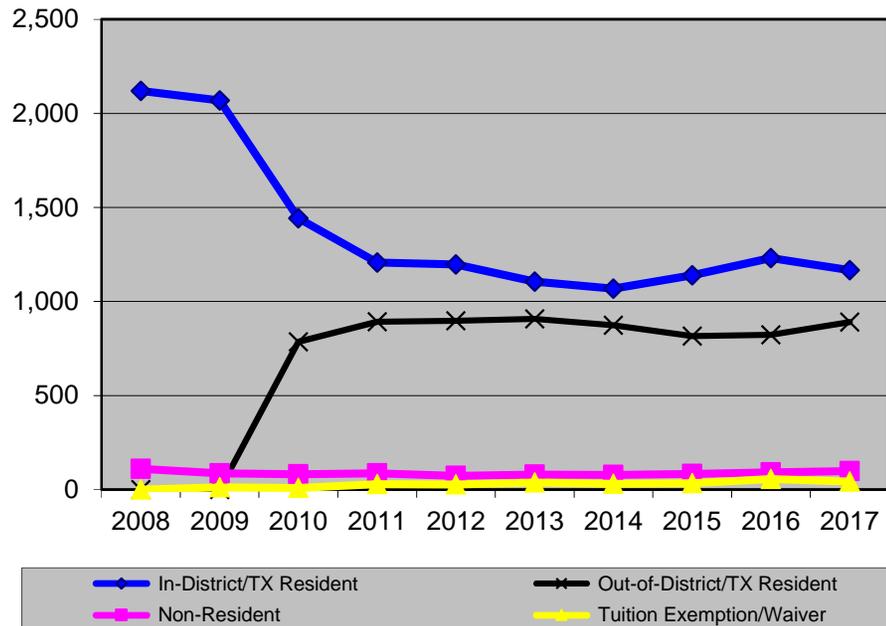
Source: THECB -- CBM001 reports

Note: Figures do not include flex entry.

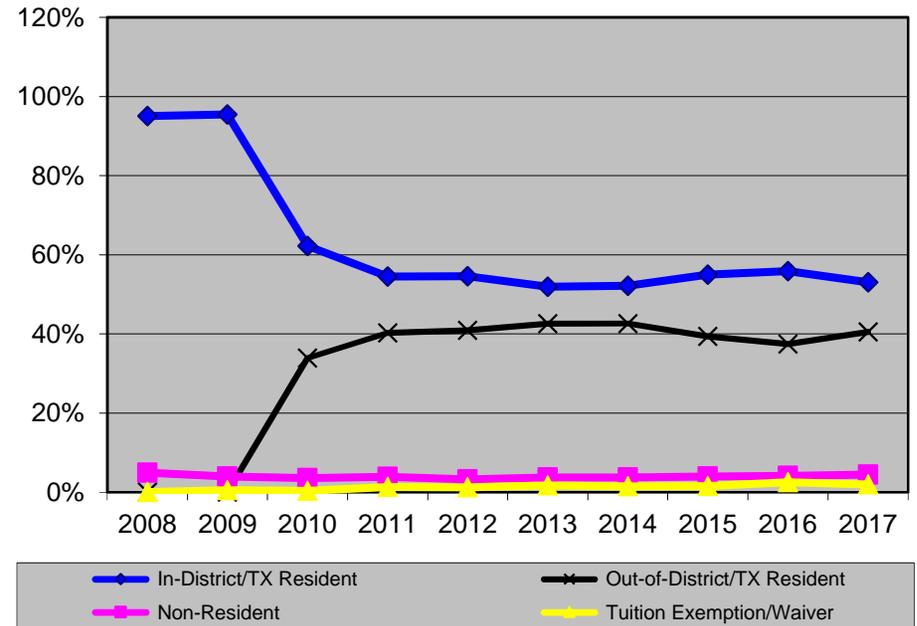
## Fall Headcount by TUITION STATUS 2008 to 2017

TUITION STATUS	ENROLLMENT (#)										PERCENT (%)									
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
In-District/TX Resident	2,119	2,069	1,442	1,207	1,197	1,106	1,068	1,139	1,230	1,166	95%	95%	62%	55%	55%	52%	52%	55%	56%	53%
Out-of-District/TX Resident	N/A	N/A	786	892	897	907	873	816	823	890	N/A	N/A	34%	40%	41%	43%	43%	39%	37%	41%
Non-Resident	110	87	82	86	72	80	77	83	91	98	5%	4%	4%	4%	3%	4%	4%	4%	4%	4%
Tuition Exemption/Waiver	0	11	8	29	27	37	30	33	56	43	0%	1%	0%	1%	1%	1.7%	1%	2%	3%	2%
Visiting Student	0	0	0	0	0	0	0	0	0		0%	0%	0%	0%	0%	0%	0%	0%	0%	#VALUE!
<b>TOTAL</b>	<b>2,229</b>	<b>2,167</b>	<b>2,318</b>	<b>2,214</b>	<b>2,193</b>	<b>2,130</b>	<b>2,048</b>	<b>2,071</b>	<b>2,200</b>	<b>2,197</b>	<b>100%</b>	<b>#VALUE!</b>								

**Fall Headcount by Tuition Status (#)**



**Fall Headcount by Tuition Status (%)**



Source: THECB -- CBM001 reports

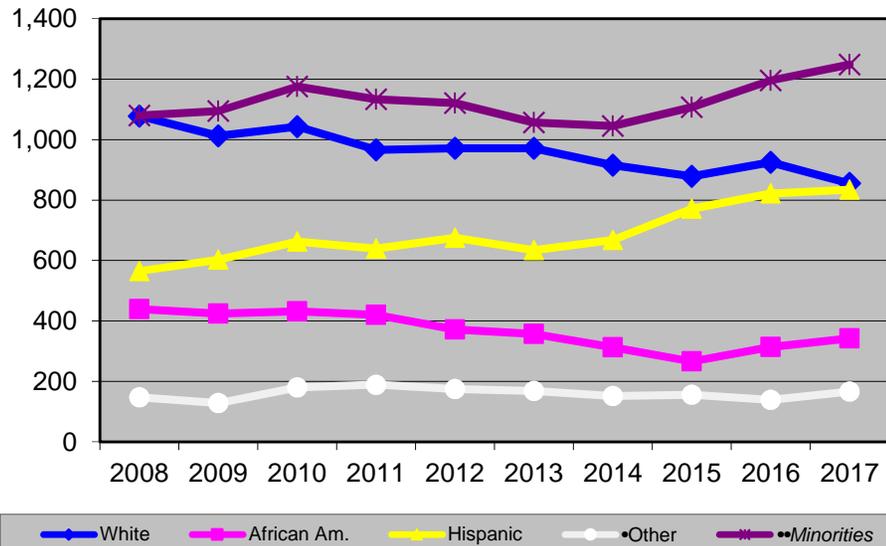
Texas Resident Tuition Status separated into In-District and Out-of-District in Fall 2010.

Note: Figures do not include flex entry.

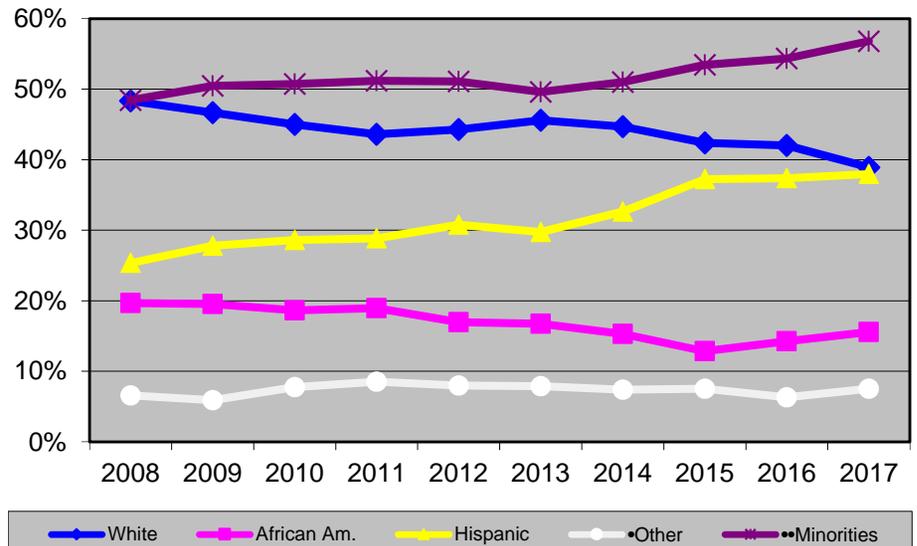
## Fall Headcount by ETHNICITY/RACE\* 2008 to 2017

ETHNICITY/RACE *	ENROLLMENT (#)										PERCENT (%)									
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
White	1,078	1,012	1,043	966	971	971	915	878	925	855	48%	47%	45%	44%	44%	46%	45%	42%	42%	39%
African American	439	424	432	420	372	357	313	266	314	342	20%	20%	19%	19%	17%	17%	15%	13%	14%	16%
Hispanic	565	603	663	639	675	634	668	771	822	834	25%	28%	29%	29%	31%	30%	33%	37%	37%	38%
Asian/Nat Haw/Pac Islldr	65	59	64	62	67	59	56	60	52	65	3%	3%	3%	3%	3%	3%	3%	3%	2%	3%
Native American	11	8	17	12	7	7	8	10	8	7	0.5%	0.4%	0.7%	0.5%	0.3%	0.3%	0.4%	0.5%	0.4%	0.3%
International	35	19	0	4	11	14	18	25	23	22	1.6%	0.9%	0.0%	0.2%	0.5%	0.7%	0.9%	1.2%	1.0%	1.0%
Multi-racial	N/A	N/A	1	7	9	7	12	8	10	22	N/A	N/A	0.04%	0.32%	0.4%	0.3%	0.6%	0.4%	0.5%	1.0%
Unknown	36	42	98	104	81	81	58	53	46	50	1.6%	2%	4%	5%	4%	4%	3%	3%	2.1%	2%
<b>TOTAL</b>	<b>2,229</b>	<b>2,167</b>	<b>2,318</b>	<b>2,214</b>	<b>2,193</b>	<b>2,130</b>	<b>2,048</b>	<b>2,071</b>	<b>2,200</b>	<b>2,197</b>	<b>100%</b>									

**Fall Headcount by Ethnicity (#)**



**Fall Headcount by Ethnicity (%)**



**Source:**  
THECB -- CBM001 reports

•Other = Asian, Native Am/Alaskan Nat, International, Unknown, Nat Haw/Pac Islldr, Multi-racial  
 •Minorities = African Am, Hispanic, Asian, Native Am, Nat Haw/Pac Islldr

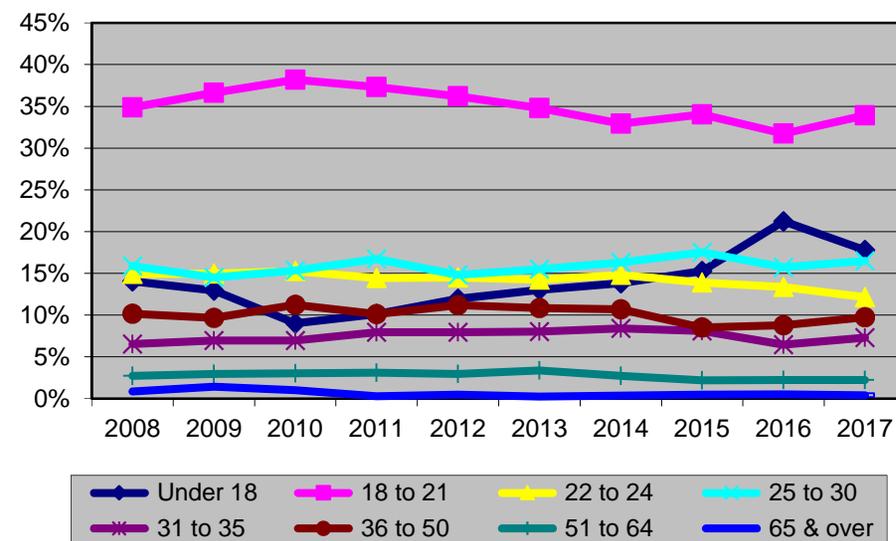
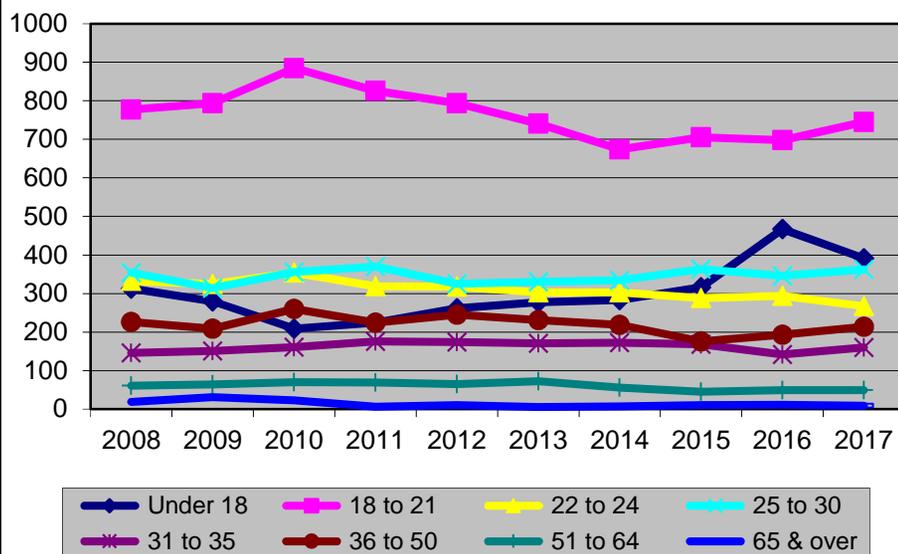
\* Ethnicity/Race revised by THECB in Fall 2010.  
**Note:** Figures do not include flex entry.

## Fall Headcount by AGE 2008 to 2017

AGE	ENROLLMENT (#)										PERCENT (%)									
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Under 18	313	280	209	224	262	277	283	316	467	391	14%	13%	9%	10%	12%	13%	14%	15%	21%	18%
18 to 21	777	794	885	826	794	741	674	705	698	745	35%	37%	38%	37%	36%	35%	33%	34%	32%	34%
22 to 24	333	324	354	319	318	303	303	288	294	267	15%	15%	15%	14%	15%	14%	15%	14%	13%	12%
25 to 30	354	314	356	370	325	330	334	363	346	362	16%	14%	15%	17%	15%	15%	16%	18%	16%	16%
31 to 35	146	151	161	176	174	171	172	168	142	160	7%	7%	7%	8%	8%	8%	8%	8%	6%	7%
36 to 50	226	209	260	224	245	231	219	176	193	214	10%	10%	11%	10%	11%	11%	11%	8%	9%	10%
51 to 64	61	64	70	69	65	72	56	45	49	49	3%	3%	3%	3%	3%	3%	3%	2%	2%	2%
65 & over	19	31	23	6	10	5	7	10	11	9	1%	1%	1%	0%	0%	0%	0.3%	0.5%	0.5%	0.4%
<b>TOTAL</b>	<b>2,229</b>	<b>2,167</b>	<b>2,318</b>	<b>2,214</b>	<b>2,193</b>	<b>2,130</b>	<b>2,048</b>	<b>2,071</b>	<b>2,200</b>	<b>2,197</b>	<b>100%</b>									
<b>Average Age</b>	<b>25</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>25</b>	<b>25</b>	<b>24</b>	<b>25</b>										

**Fall Headcount by Age (#)**

**Fall Headcount by Age (%)**



Source: THECB -- CBM001 reports

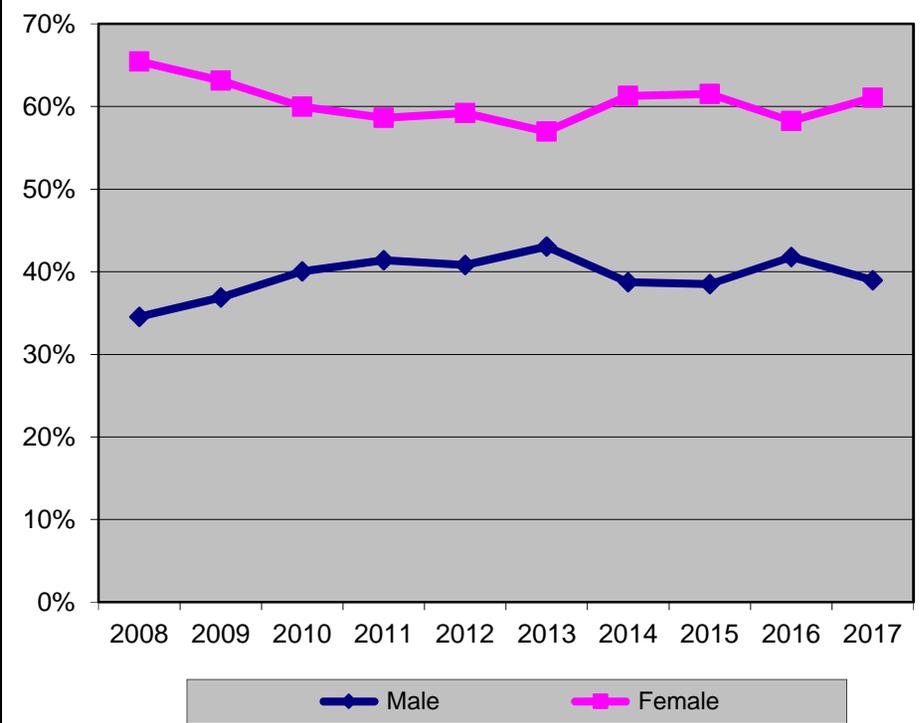
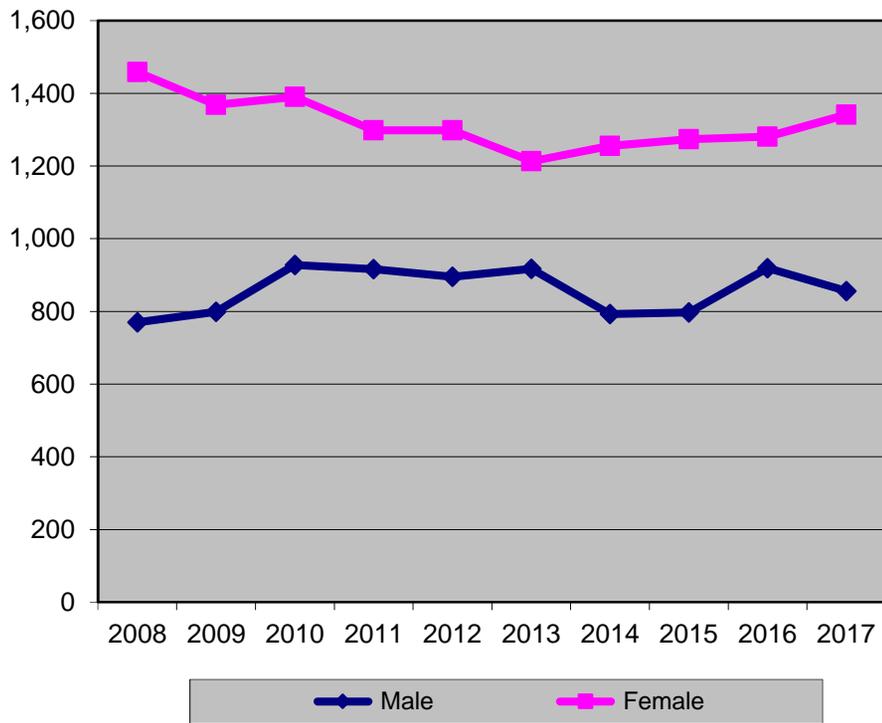
Note: Figures do not include flex entry.

## Fall Headcount by GENDER 2008 to 2017

GENDER	ENROLLMENT (#)										PERCENT (%)									
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Male	770	799	928	916	895	917	793	797	919	856	35%	37%	40%	41%	41%	43%	39%	38%	42%	39%
Female	1,459	1,368	1,390	1,298	1,298	1,213	1,255	1,274	1,281	1,341	65%	63%	60%	59%	59%	57%	61%	62%	58%	61%
<b>TOTAL</b>	<b>2,229</b>	<b>2,167</b>	<b>2,318</b>	<b>2,214</b>	<b>2,193</b>	<b>2,130</b>	<b>2,048</b>	<b>2,071</b>	<b>2,200</b>	<b>2,197</b>	<b>100%</b>									

**Fall Headcount by Gender (#)**

**Fall Headcount by Gender (%)**



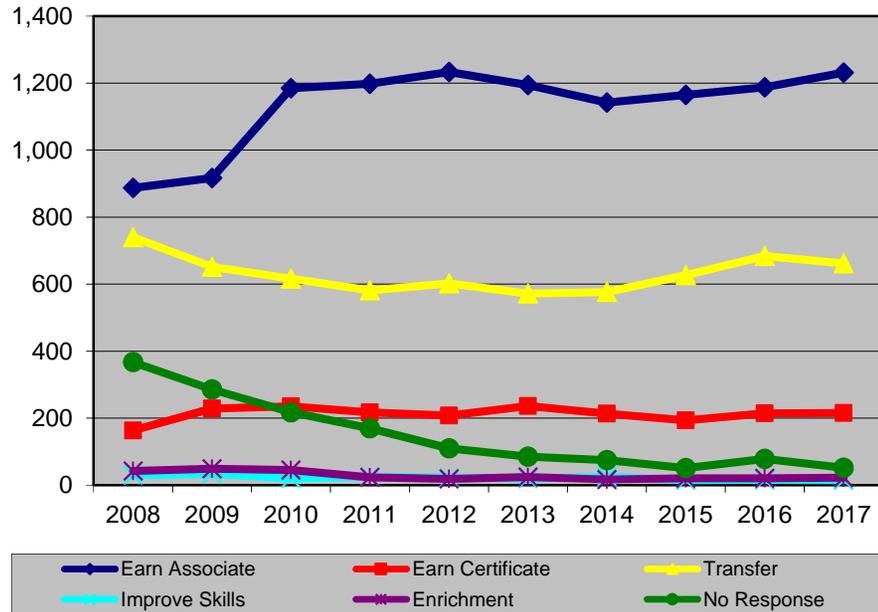
Source: THECB -- CBM001 reports

Note: Figures do not include flex entry.

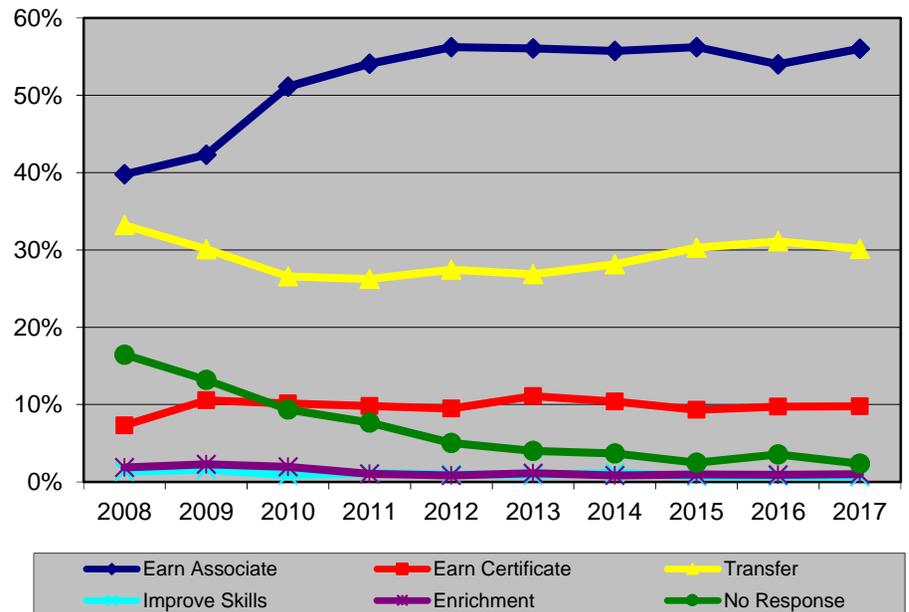
# Fall Headcount by INTENT 2008 to 2017

INTENT	HEADCOUNT (#)											PERCENT (%)									
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	
Earn Associate	887	917	1,185	1,198	1,233	1,194	1,142	1,165	1,188	1,231	40%	42%	51%	54%	56%	56%	56%	56%	54%	56%	
Earn Certificate	163	229	235	217	208	236	213	193	214	215	7%	11%	10%	10%	9%	11%	10%	9%	10%	10%	
Transfer	740	652	616	581	602	572	576	627	684	662	33%	30%	27%	26%	27%	27%	28%	30%	31%	30%	
Improve Skills	30	34	20	25	22	19	25	15	16	15	1.3%	1.6%	0.9%	1.1%	1.0%	0.9%	1.2%	0.7%	0.7%	0.7%	
Enrichment	42	49	45	23	18	24	17	20	20	22	1.9%	2.3%	1.9%	1.0%	0.8%	1.1%	0.8%	1.0%	0.9%	1.0%	
No Response	367	286	217	170	110	85	75	51	78	52	16%	13%	9%	7.7%	5.0%	4.0%	3.7%	2.5%	3.5%	2.4%	
<b>TOTAL</b>	<b>2,229</b>	<b>2,167</b>	<b>2,318</b>	<b>2,214</b>	<b>2,193</b>	<b>2,130</b>	<b>2,048</b>	<b>2,071</b>	<b>2,200</b>	<b>2,197</b>	<b>100%</b>										

Fall Headcount by Intent (#)



Fall Headcount by Intent (%)



Source: THECB -- CBM001 reports

Note: Figures do not include Flex entry.

## Fall 2017 Student Enrollment by Major, Gender, and Classification

		Classification by Gender																	
2010 CIP Code	Major (old CIP Code)	Freshman			Sophomore			Unclassified			Associate Degree			Baccalaureate or above			GRAND TOTAL		
		F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
11.0701	Computer Science	2	11	13	1	5	6		1	1			---			---	3	17	20
12.0401	Cosmetology/Cosmetologist	8		8	3		3	1		1			---			---	12	---	12
12.0503	Culinary Arts	5	11	16	5	2	7		1	1			---			---	10	14	24
13.1202	Elementary Educ. & Teaching	24	2	26	12	6	18	5		5			---			---	41	8	49
14.1001	Electrical & Electronics Engineering	5	19	24		9	9	1	4	5		1	1		2	2	6	35	41
23.0101	English Language & Literature	2	2	4		1	1			---			---			---	2	3	5
23.1304	Rhetoric and Composition	1	1	2			---			---			---			---	1	1	2
24.0102	General Studies	409	300	709	86	64	150	21	3	24	3	1	4	1	1	2	520	369	889
24.0199	Liberal Arts and Sciences	31	54	85	10	3	13	9	6	15	3	3	6	4	1	5	57	67	124
26.0101	Biology/Biological Sciences	21	8	29	7	4	11		1	1			---	2		2	30	13	43
27.0101	Mathematics		2	2	1	3	4		1	1			---			---	1	6	7
31.0501	Health & Physical Ed./Fitness		7	7			---			---			---			---	---	7	7
40.0501	Chemistry, General		1	1			---			---			---	1		1	1	1	2
40.0801	Physics, General		3	3		3	3			---			---			---	---	6	6
42.0101	Psychology, General	11	5	16	4	1	5			---			---			---	15	6	21
43.0104	Criminal Justice/Safety Studies	8	16	24		4	4	2		2			---			---	10	20	30
43.0107	Criminal Justice/Police Science	4	8	12		1	1	1		1			---			---	5	9	14
45.1101	Sociology	4		4	4		4			---			---			---	8	---	8
46.0301	Electrical/Power Transmission Instal.	1	11	12		1	1		1	1	1		1			---	2	13	15
47.0201	Heating, AC, Ventilation, Refrig.		16	16	1	4	5		2	2			---			---	1	22	23
48.0508	Welding Technology/Welder	3	16	19		10	10			---			---			---	3	26	29
50.0501	Drama/Theatre Arts	2	1	3	3	2	5			---			---			---	5	3	8
50.0701	Art/Art Studies	1	3	4	3		3		1	1			---			---	4	4	8
51.0716	Medical Secretary	19	2	21	21	1	22	5	1	6	1		1	1		1	47	4	51
51.0904	Emergency Medical Technology	8	11	19	2	3	5	3	1	4			---		3	3	13	18	31
51.0905	Nuclear Medical Technology	4	1	5	2	2	4	2	2	4	3		3	1		1	12	5	17
51.0907	Radiation Therapy	10	3	13	2	1	3	1	1	2	3	1	4	2	3	5	18	9	27
51.0909	Surgical Technology	5		5	4	1	5			---	2		2			---	11	1	12
51.0911	Radiography -- CT -- MRI	37	13	50	7	7	14	9	3	12	34	17	51	7	3	10	94	43	137

Source: THECB -- CBM001 report

F = Female M = Male T = Total

Notes: Figures do not include flex entry.

## Fall 2017 Student Enrollment by Major, Gender, and Classification

2010 CIP Code		Major (old CIP Code)		Classification by Gender															GRAND TOTAL		
				Freshman			Sophomore			Unclassified			Associate Degree			Baccalaureate or above					
				F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
51.1005	Clinical Laboratory Sci./Med. Tech.	2	1	3			---	1		1	1		1			---	4	1	5		
51.2306	Occupational Therapy	6		6	1		1		1	1				---	1		1	8	1	9	
51.3801	Nursing	123	21	144	67	13	80	72	21	93	16	3	19	7	2	9	285	60	345		
51.3901	Vocational Nursing	18		18	12	2	14	6	3	9	2		2			---	38	5	43		
52.0201	Business Admin. and Mgmt.	45	33	78	25	19	44	3	3	6					1	1	73	56	129		
54.0101	History	1	2	3			---		1	1						---	1	3	4		
<b>Grand Total</b>		<b>820</b>	<b>584</b>	<b>1,404</b>	<b>283</b>	<b>172</b>	<b>455</b>	<b>142</b>	<b>58</b>	<b>200</b>	<b>69</b>	<b>26</b>	<b>95</b>	<b>27</b>	<b>16</b>	<b>43</b>	<b>1,341</b>	<b>856</b>	<b>2,197</b>		

Source: THECB -- CBM001 report

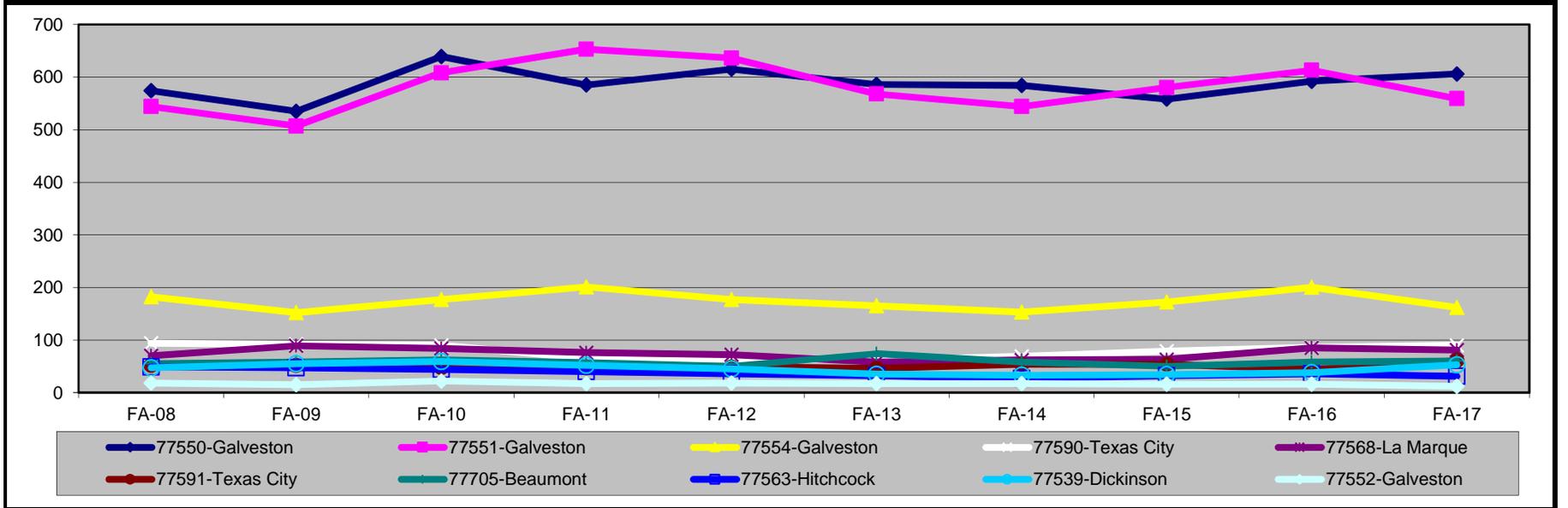
F = Female   M = Male   T = Total

Notes: Figures do not include flex entry.

## Student Origins by Local Zip Codes with High Enrollment (includes City of Galveston) Fall 2008 to Fall 2017

Zip Code/City	ENROLLMENT (#)										PERCENT of Term Enrollment (%)									
	FA-08	FA-09	FA-10	FA-11	FA-12	FA-13	FA-14	FA-15	FA-16	FA-17	FA-08	FA-09	FA-10	FA-11	FA-12	FA-13	FA-14	FA-15	FA-16	FA-17
77550-Galveston	574	535	639	585	615	586	584	558	592	606	26%	25%	28%	26%	28%	28%	29%	27%	27%	28%
77551-Galveston	544	507	608	653	636	568	544	580	613	559	24%	23%	26%	29%	29%	27%	27%	28%	28%	25%
77554-Galveston	182	152	177	201	177	165	153	172	200	162	8%	7%	8%	9%	8%	8%	7%	8%	9%	7%
77590-Texas City	94	92	90	65	64	62	69	79	86	90	4%	4%	4%	3%	3%	3%	3%	4%	4%	4%
77568-La Marque	70	89	84	76	72	58	62	63	85	81	3%	4%	4%	3%	3%	3%	3%	3%	4%	4%
77591-Texas City	52	52	48	47	49	46	54	54	44	61	2%	2%	2%	2%	2%	2%	3%	3%	2%	3%
77705-Beaumont	55	58	62	57	50	74	58	50	58	60	2%	3%	3%	3%	2%	3%	3%	2%	3%	3%
77539-Dickinson	47	55	59	52	45	35	33	34	38	53	2%	3%	3%	2%	2%	2%	2%	2%	2%	2%
77563-Hitchcock	49	47	44	40	36	32	27	32	36	31	2.2%	2.2%	1.9%	1.8%	1.6%	1.5%	1.3%	1.5%	1.6%	1.4%
77552-Galveston	18	15	22	17	18	17	17	16	16	12	0.8%	0.7%	0.9%	0.8%	0.8%	0.8%	0.8%	0.8%	0.7%	0.5%
<b>TOTAL Zip Codes</b>	<b>1,685</b>	<b>1,602</b>	<b>1,833</b>	<b>1,793</b>	<b>1,762</b>	<b>1,643</b>	<b>1,601</b>	<b>1,638</b>	<b>1,768</b>	<b>1,715</b>	<b>76%</b>	<b>74%</b>	<b>79%</b>	<b>81%</b>	<b>80%</b>	<b>77%</b>	<b>78%</b>	<b>79%</b>	<b>80%</b>	<b>78%</b>
<b>Term Enrollment</b>	<b>2,229</b>	<b>2,167</b>	<b>2,318</b>	<b>2,214</b>	<b>2,193</b>	<b>2,130</b>	<b>2,048</b>	<b>2,071</b>	<b>2,200</b>	<b>2,197</b>										

### Local Zip Codes with Highest Enrollment (#)



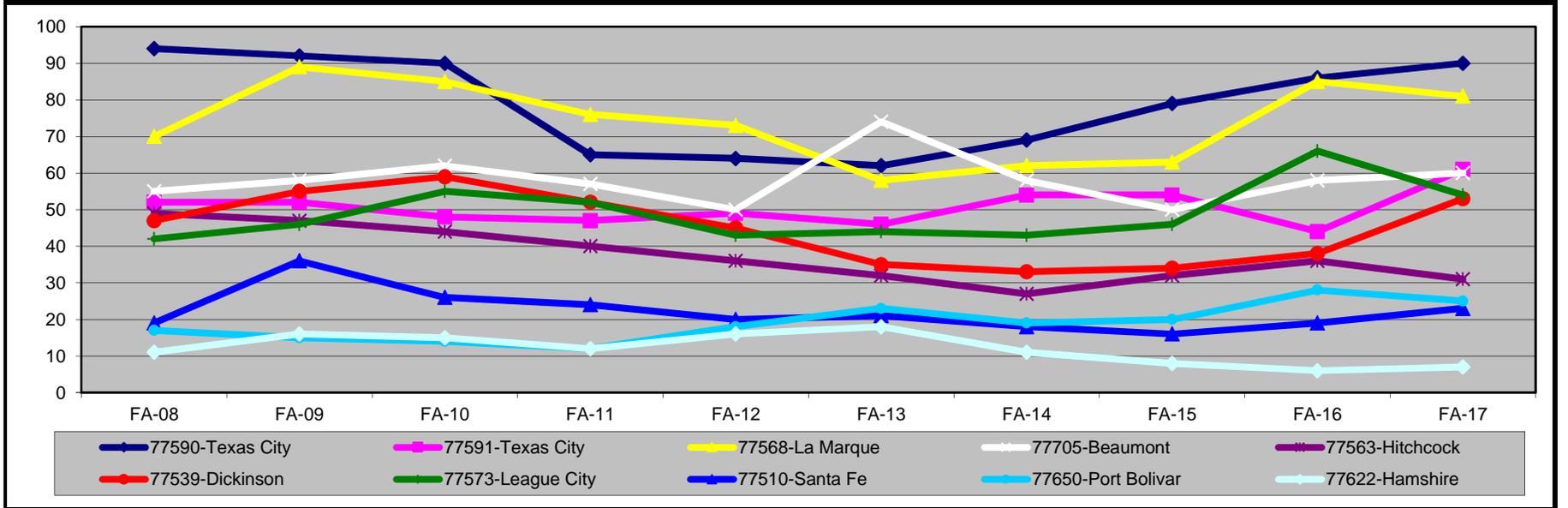
Source: Zip code data from Student Information System

Note: Figures do not include flex entry.

## Student Origins by Local Zip Codes with High Enrollment (excludes City of Galveston) Fall 2008 to Fall 2017

Zip Code/City	ENROLLMENT (#)										PERCENT of Term Enrollment (%)									
	FA-08	FA-09	FA-10	FA-11	FA-12	FA-13	FA-14	FA-15	FA-16	FA-17	FA-08	FA-09	FA-10	FA-11	FA-12	FA-13	FA-14	FA-15	FA-16	FA-17
77590-Texas City	94	92	90	65	64	62	69	79	86	90	4%	4%	4%	3%	3%	3%	3%	4%	4%	4%
77591-Texas City	52	52	48	47	49	46	54	54	44	61	2%	2%	2%	2%	2%	2%	3%	3%	2%	3%
77568-La Marque	70	89	85	76	73	58	62	63	85	81	3%	4%	4%	3%	3%	3%	3%	3%	4%	4%
77705-Beaumont	55	58	62	57	50	74	58	50	58	60	2%	3%	3%	3%	2%	3%	3%	2%	3%	3%
77573-League City	42	46	55	52	43	44	43	46	66	54	2%	2%	2%	2%	2%	2%	2%	2%	3%	2%
77539-Dickinson	47	55	59	52	45	35	33	34	38	53	2.1%	2.5%	2.5%	2.3%	2.1%	1.6%	1.6%	1.6%	1.7%	2.4%
77563-Hitchcock	49	47	44	40	36	32	27	32	36	31	2.2%	2.2%	1.9%	1.8%	1.6%	1.5%	1.3%	1.5%	1.6%	1.4%
77650-Port Bolivar	17	15	14	12	18	23	19	20	28	25	0.8%	0.7%	0.6%	0.5%	0.8%	1.1%	0.9%	1.0%	1.3%	1.1%
77510-Santa Fe	19	36	26	24	20	21	18	16	19	23	0.9%	1.7%	1.1%	1.1%	0.9%	1.0%	0.9%	0.8%	0.9%	1.0%
77622-Hamshire	11	16	15	12	16	18	11	8	6	7	0.5%	0.7%	0.6%	0.5%	0.7%	0.8%	0.5%	0.4%	0.3%	0.3%
<b>TOTAL Zip Codes</b>	<b>456</b>	<b>506</b>	<b>498</b>	<b>437</b>	<b>414</b>	<b>413</b>	<b>394</b>	<b>402</b>	<b>466</b>	<b>485</b>	<b>20%</b>	<b>23%</b>	<b>21%</b>	<b>20%</b>	<b>19%</b>	<b>19%</b>	<b>19%</b>	<b>19%</b>	<b>21%</b>	<b>22%</b>
<b>Term Enrollment</b>	<b>2,229</b>	<b>2,167</b>	<b>2,318</b>	<b>2,214</b>	<b>2,193</b>	<b>2,130</b>	<b>2,048</b>	<b>2,071</b>	<b>2,200</b>	<b>2,197</b>										

**Local Zip Codes with Highest Enrollment (excludes Galveston) (#)**



Source: Zip code data from Student Information System

Note: Figures do not include flex entry.

## International and Out-of-State Enrollment Fall 2008 to Fall 2017

RESIDENCE	FALL ENROLLMENTS (#) and PERCENTS (%)																			
	FA-08	FA-09	FA-10	FA-11	FA-12	FA-13	FA-14	FA-15	FA-16	FA-17	FA-08	FA-09	FA-10	FA-11	FA-12	FA-13	FA-14	FA-15	FA-16	FA-17
International *	28	29	39	34	31	37	39	45	46	44	1.3%	1.3%	1.7%	1.5%	1.4%	1.7%	1.9%	2.2%	2.1%	2.0%
Alabama	0	0	0	2	1	0	1	0	1	1	0%	0%	0%	0.09%	0.05%	0%	0.05%	0%	0.05%	0.05%
Alaska	0	1	0	0	0	0	0	0	2	1	0%	0.05%	0%	0%	0%	0%	0%	0%	0.09%	0.05%
Arizona	1	1	2	1	1	1	2	0	1	2	0.04%	0.05%	0.09%	0.05%	0.05%	0.05%	0.10%	0%	0.05%	0.09%
Arkansas	0	1	0	1	2	2	3	0	0	1	0%	0.05%	0%	0.05%	0.09%	0.09%	0.15%	0%	0%	0.05%
California	3	8	9	6	4	15	5	7	5	7	0.13%	0.37%	0.39%	0.27%	0.18%	0.70%	0.24%	0.34%	0.23%	0.32%
Colorado	3	4	0	1	0	0	1	3	2	0	0.13%	0.18%	0%	0.05%	0%	0%	0.05%	0.14%	0.09%	0%
Connecticut	0	0	0	1	0	0	0	0	0	1	0%	0%	0%	0.05%	0%	0%	0%	0%	0%	0.05%
Delaware	2	1	1	1	0	0	0	0	0	0	0.09%	0.05%	0.04%	0%	0%	0%	0%	0%	0%	0%
Florida	1	0	8	6	3	2	2	4	8	3	0.04%	0%	0.35%	0.27%	0.14%	0.09%	0.10%	0.19%	0.36%	0.14%
Georgia	2	4	7	5	2	4	5	0	0	1	0.09%	0.18%	0.30%	0.23%	0.09%	0.19%	0.24%	0%	0%	0.05%
Hawaii	0	0	1	0	0	0	0	0	0	0	0%	0%	0.04%	0%	0%	0%	0%	0%	0%	0%
Idaho	0	0	1	0	0	0	0	0	0	2	0%	0%	0.04%	0%	0%	0%	0%	0%	0%	0.09%
Illinois	0	0	1	1	4	2	1	7	4	2	0%	0%	0.04%	0.05%	0.18%	0.09%	0.05%	0.34%	0.18%	0.09%
Indiana	0	3	1	3	2	1	0	1	1	0	0%	0.14%	0.04%	0.14%	0.09%	0.05%	0%	0.05%	0.05%	0%
Iowa	1	1	2	1	1	3	1	0	1	0	0.04%	0.05%	0.09%	0.05%	0.05%	0.14%	0.05%	0%	0.05%	0%
Kansas	2	1	3	3	2	3	2	1	0	0	0.09%	0.05%	0.13%	0.14%	0.09%	0.14%	0.10%	0.05%	0%	0%
Kentucky	0	1	1	1	0	1	0	1	1	0	0%	0.05%	0.04%	0.05%	0%	0.05%	0%	0.05%	0.05%	0%
Louisiana	19	16	11	17	17	15	13	18	15	18	0.85%	0.74%	0.47%	0.77%	0.78%	0.70%	0.63%	0.87%	0.68%	0.82%
Maine	0	0	1	0	0	0	0	0	1	1	0%	0%	0.04%	0%	0%	0%	0%	0%	0.05%	0.05%
Maryland	0	0	1	0	0	0	0	0	1	0	0%	0%	0.04%	0%	0%	0%	0%	0%	0.05%	0%
Massachusetts	1	0	0	2	1	1	1	0	0	0	0.04%	0%	0%	0.09%	0.05%	0.05%	0.05%	0%	0%	0%
Michigan	1	0	2	2	5	1	1	1	2	0	0.04%	0%	0.09%	0.09%	0.23%	0.05%	0.05%	0.05%	0.09%	0%
Minnesota	0	2	0	2	1	2	3	1	0	1	0%	0.09%	0%	0.09%	0.05%	0.09%	0.15%	0.05%	0%	0.05%
Mississippi	2	0	1	2	2	0	0	2	1	1	0.09%	0%	0.04%	0.09%	0.09%	0%	0%	0.10%	0.05%	0.05%
Missouri	1	1	4	1	3	0	0	1	3	2	0.04%	0.05%	0.17%	0.05%	0.14%	0%	0%	0.05%	0.14%	0.09%
Nebraska	1	0	0	0	1	1	0	0	0	0	0.04%	0%	0%	0%	0.05%	0.05%	0%	0%	0%	0%
Nevada	0	0	0	1	0	0	0	0	0	0	0%	0%	0%	0.05%	0%	0%	0%	0%	0%	0%
New Hampshire	0	1	1	0	0	0	0	0	0	0	0%	0.05%	0.04%	0%	0%	0%	0%	0%	0%	0%
New Jersey	0	0	0	0	1	1	2	0	0	0	0%	0%	0%	0%	0.05%	0.05%	0.10%	0%	0%	0%
New Mexico	0	0	0	1	0	1	1	0	1	1	0%	0%	0%	0.05%	0%	0.05%	0.05%	0%	0.05%	0.05%
New York	3	0	4	10	0	2	3	5	4	3	0.13%	0%	0.17%	0.45%	0%	0.09%	0.15%	0.24%	0.18%	0.14%
North Carolina	1	0	0	1	0	2	1	2	0	0	0.04%	0%	0%	0.05%	0%	0.09%	0.05%	0.10%	0%	0%
Ohio	2	4	0	0	1	0	0	0	1	2	0.09%	0.18%	0%	0%	0%	0.05%	0%	0%	0.05%	0.09%
Oklahoma	1	1	3	4	4	6	3	3	2	1	0.04%	0.05%	0.13%	0.18%	0.18%	0.28%	0.15%	0.14%	0.09%	0.05%
Oregon	1	2	1	1	0	1	2	0	0	1	0.04%	0.09%	0.04%	0.05%	0%	0.05%	0.10%	0%	0%	0.05%
Pennsylvania	1	1	1	1	1	0	1	4	1	2	0.04%	0.05%	0.04%	0.05%	0.05%	0%	0.05%	0.19%	0.05%	0.09%
South Carolina	0	1	0	3	3	1	1	1	0	0	0%	0.05%	0%	0.14%	0.14%	0.05%	0.05%	0.05%	0.05%	0%
South Dakota	0	1	0	1	0	0	1	1	2	0	0%	0.05%	0%	0.05%	0%	0%	0.05%	0.05%	0.09%	0%
Tennessee	1	3	0	1	2	2	1	1	2	0	0.04%	0.14%	0%	0.05%	0.09%	0.09%	0.05%	0.05%	0.09%	0%
Utah	1	0	1	0	1	0	0	0	0	1	0.04%	0%	0.04%	0%	0.05%	0%	0%	0%	0%	0.05%
Virginia	2	3	3	3	2	1	2	5	3	3	0.09%	0.14%	0.13%	0.14%	0.09%	0.05%	0.10%	0.24%	0.14%	0.14%
Washington	1	1	4	4	4	6	2	1	2	0	0.04%	0.05%	0.17%	0.18%	0.18%	0.28%	0.10%	0.05%	0.09%	0%
West Virginia	0	1	0	0	0	0	0	0	0	0	0%	0.05%	0%	0%	0%	0%	0%	0%	0%	0%
Wisconsin	0	0	0	1	0	0	1	2	0	0	0%	0%	0%	0.05%	0%	0%	0.05%	0.10%	0%	0%
Wyoming	0	0	0	0	0	0	0	0	1	2	0%	0%	0%	0%	0%	0%	0%	0%	0.05%	0.09%
<b>TOTAL</b>	<b>82</b>	<b>93</b>	<b>114</b>	<b>124</b>	<b>101</b>	<b>115</b>	<b>101</b>	<b>117</b>	<b>115</b>	<b>104</b>	<b>3.7%</b>	<b>4.3%</b>	<b>4.9%</b>	<b>5.6%</b>	<b>4.6%</b>	<b>5.4%</b>	<b>4.9%</b>	<b>5.6%</b>	<b>5.2%</b>	<b>4.7%</b>
<b>Term Enrollment</b>	<b>2,229</b>	<b>2,167</b>	<b>2,318</b>	<b>2,214</b>	<b>2,193</b>	<b>2,130</b>	<b>2,048</b>	<b>2,071</b>	<b>2,200</b>	<b>2,197</b>										

Source: CBM001 reports, certified data, residence analysis

\* International also includes foreign countries and US territories

Note: Figures do not include flex entry.

## Average Class Size Summary Fall 2008 to Fall 2017

Fall Semester	Total # of Sections	Total Class Enrollments	Average Class Size
2008	445	5,894	13.2
2009	360	5,975	16.6
2010	389	6,563	16.9
2011	344	6,326	18.4
2012	346	6,006	17.4
2013	331	5,774	17.4
2014	325	5,544	17.1
2015	337	5,512	16.4
2016	364	5,801	15.9
2017	369	5,859	15.9

Source: THECB, CBM004 reports

## Average Class Size by Rubric Fall 2008 to Fall 2017

Rubric	2008			2009			2010			2011			2012			2013			2014			2015			2016			2017			
	# of Sect.	Enr.	Avg. Cls. Sz.	# of Sect.	Enr.	Avg. Cls. Sz.	# of Sect.	Enr.	Avg. Cls. Sz.	# of Sect.	Enr.	Avg. Cls. Sz.	# of Sect.	Enr.	Avg. Cls. Sz.	# of Sect.	Enr.	Avg. Cls. Sz.	# of Sect.	Enr.	Avg. Cls. Sz.	# of Sect.	Enr.	Avg. Cls. Sz.	# of Sect.	Enr.	Avg. Cls. Sz.				
ACCT	5	40	8.0	3	40	13.3	3	46	15.3	4	55	13.8	3	58	19.3	2	38	19.0	4	37	9.3	3	49	16.3	3	44	14.7	3	53	17.7	
ACNT	5	22	4.4	6	15	2.5	3	6	2.0	2	2	1.0																			
ARTS	26	195	7.5	18	224	12.4	20	259	13.0	15	207	13.8	17	201	11.8	20	221	11.1	18	218	12.1	16	167	10.4	17	181	10.6	13	158	12.2	
BCIS	2	5	2.5	1	25	25.0	2	32	16.0	2	36	18.0	2	36	18.0	2	32	16.0	2	39	19.5	2	38	19.0	2	43	21.5	2	43	21.5	
BIOL	17	348	20.5	14	300	21.4	14	394	28.1	14	336	24.0	17	332	19.5	15	338	22.5	15	353	23.5	16	363	22.7	15	368	24.5	17	411	24.2	
BITC	3	8	2.7	3	16	5.3																									
BMGT				1	2	2.0	1	11	11.0	1	9	9.0	1	4	4.0	1	13	13.0	1	7	7.0	1	8	8.0							
BUSI	4	39	9.8	3	39	13.0	3	43	14.3	1	13	13.0	1	19	19.0	1	20	20.0	1	15	15.0	2	29	14.5	2	25	12.5	2	25	12.5	
CETT							2	28	14.0	2	22	11.0				1	7	7.0	1	10	10.0	1	12	12.0	2	7	3.5	2	14	7.0	
CHEF	13	98	7.5	10	80	8.0	11	97	8.8	6	56	9.3	7	75	10.7	4	78	19.5	6	43	7.2	6	80	13.3	7	82	11.7	9	73	8.1	
CHEM	7	115	16.4	7	119	17.0	8	148	18.5	9	144	16.0	8	121	15.1	6	107	17.8	7	113	16.1	6	82	13.7	5	79	15.8	5	79	15.8	
CJLE	1	13	13.0	1	34	34.0	1	25	25.0	1	24	24.0	1	25	25.0	1	20	20.0	1	23	23.0	1	20	20.0	1	18	18.0	1	13	13.0	
CNBT																										1	1	1.0	1	1	1.0
COMM	1	5	5.0																							2	6	3.0	2	12	6.0
COSC	7	108	15.4	5	60	12.0	3	54	18.0	3	55	18.3	4	29	7.3	3	36	12.0	3	36	12.0	3	27	9.0	3	23	7.7	3	15	5.0	
CRIJ	4	30	7.5	3	51	17.0	4	94	23.5	4	57	14.3	6	81	13.5	4	53	13.3	4	36	9.0	4	30	7.5	7	38	5.4	5	51	10.2	
CSME																			6	114	19.0	12	112	9.3	10	109	10.9	10	90	9.0	
CTMT	2	23	11.5	4	74	18.5	4	75	18.8	4	54	13.5	4	102	25.5	4	116	29.0	5	119	23.8	5	127	25.4	4	113	28.3	7	143	20.4	
DRAM	2	12	6.0	2	11	5.5	1	12	12.0	1	29	29.0	1	11	11.0				3	31	10.3	7	40	5.7	10	80	8.0	9	84	9.3	
ECON	3	41	13.7	3	55	18.3	4	89	22.3	5	89	17.8	4	69	17.3	3	45	15.0	4	56	14.0	4	60	15.0	4	50	12.5	3	55	18.3	
EDUC	1	9	9.0	1	23	23.0	2	28	14.0	1	18	18.0	1	23	23.0	3	24	8.0	4	21	5.3	5	17	3.4	5	29	5.8	5	43	8.6	
																													1	3	3.0
ELPT																4	36	9.0	4	44	11.0	4	48	12.0	6	26	4.3	6	52	8.7	
EMSP	10	106	10.6	9	109	12.1	7	58	8.3	6	108	18.0	6	98	16.3	7	95	13.6	3	75	25.0	8	124	15.5	12	128	10.7	8	101	12.6	
ENGL	39	669	17.2	30	720	24.0	33	719	21.8	37	772	20.9	35	781	22.3	27	600	22.2	26	534	20.5	18	461	25.6	18	498	27.7	20	475	23.8	
ENGR													2	20	10.0	3	27	9.0	5	26	5.2	5	34	6.8	4	24	6.0	5	20	4.0	
ENVR	2	30	15.0	3	40	13.3	4	86	21.5	6	118	19.7	7	130	18.6	5	117	23.4	3	59	19.7	6	137	22.8	8	225	28.1	8	182	22.8	
GEOG	1	15	15.0																												
GERM	1	1	1.0	1	3	3.0																2	4	2.0	2	8	4.0	2	7	3.5	
GOVT	13	297	22.8	6	225	37.5	8	271	33.9	8	307	38.4	9	346	38.4	10	304	30.4	9	252	28.0	10	262	26.2	9	294	32.7	9	310	34.4	
HAMG	5	16	3.2	9	18	2.0	7	35	5.0	2	2	1.0														1	4	4.0			
HART							8	104	13.0	5	79	15.8	12	88	7.3	4	76	19.0	4	44	11.0	4	68	17.0	4	72	18.0	11	81	7.4	
HIST	20	360	18.0	13	349	26.8	16	383	23.9	15	399	26.6	16	376	23.5	14	357	25.5	13	327	25.2	11	332	30.2	11	296	26.9	14	338	24.1	
HITT	6	90	15.0	5	73	14.6	5	87	17.4	6	90	15.0	5	84	16.8	5	69	13.8	6	78	13.0	4	55	13.8	7	115	16.4	9	178	19.8	
HPRS	3	83	27.7	4	101	25.3	3	91	30.3	3	83	27.7	3	87	29.0	1	16	16.0	3	86	28.7	4	96	24.0	3	85	28.3	6	96	16.0	
HRPO	1	2	2.0																												
HUMA	5	96	19.2	2	49	24.5	3	68	22.7	1	23	23.0	1	34	34.0	1	41	41.0	1	26	26.0	1	15	15.0	1	12	12.0	1	9	9.0	
HYDR							1	15	15.0	1	11	11.0																			
IFWA	2	2	1.0				1	6	6.0				1	12	12.0											1	12	12.0	1	12	12.0
INRW																9	95	10.6	7	91	13.0	9	129	14.3	9	116	12.9	7	98	14.0	

Source: THECB -- CBM004 reports SPSS analysis

Sect. = Sections

Enr = Enrollment

Avg. Cls. Sz. = Average Class Size

## Average Class Size by Rubric Fall 2008 to Fall 2017

Rubric	2008			2009			2010			2011			2012			2013			2014			2015			2016			2017			
	# of Sect.	Enr.	Avg. Cls. Sz.	# of Sect.	Enr.	Avg. Cls. Sz.	# of Sect.	Enr.	Avg. Cls. Sz.	# of Sect.	Enr.	Avg. Cls. Sz.	# of Sect.	Enr.	Avg. Cls. Sz.	# of Sect.	Enr.	Avg. Cls. Sz.	# of Sect.	Enr.	Avg. Cls. Sz.	# of Sect.	Enr.	Avg. Cls. Sz.	# of Sect.	Enr.	Avg. Cls. Sz.				
IMED				1	2	2.0	1	3	3.0	1	1	1.0																			
ITNW	5	11	2.2	1	3	3.0	3	3	1.0																						
ITSC	5	10	2.0	4	4	1.0	1	8	8.0	1	1	1.0																			
KINE																	7	69	9.9	6	86	14.3	7	79	11.3	7	59	8.4			
MAMT	4	12	3.0	4	24	6.0	4	12	3.0																						
MATH	32	623	19.5	33	682	20.7	39	816	20.9	40	849	21.2	36	675	18.8	37	751	20.3	37	697	18.8	45	749	16.6	41	737	18.0	40	784	19.6	
MDCA	2	3	1.5	1	6	6.0	1	5	5.0	1	6	6.0	1	10	10.0	2	24	12.0	2	22	11.0	1	10	10.0	1	8	8.0	1	15	15.0	
MRIT	2	22	11.0	5	64	12.8	5	52	10.4	7	97	13.9	7	96	13.7	4	139	34.8	4	87	21.8	4	78	19.5	6	112	18.7	6	86	14.3	
MRMT	3	6	2.0	1	5	5.0	1	6	6.0	1	1	1.0	2	3	1.5	2	9	4.5	2	7	3.5	2	8	4.0							
MUAP	6	12	2.0	6	16	2.7	5	12	2.4	2	10	5.0	1	2	2.0	1	1	1.0	1	1	1.0				2	4	2.0				
MUEN	2	6	3.0	1	5	5.0	1	4	4.0				1	2	2.0	1	1	1.0	1	1	1.0				1	1	1.0				
MUSI	16	95	5.9	5	71	14.2	6	57	9.5	2	57	28.5	4	62	15.5	4	82	20.5	4	84	21.0	4	57	14.3	3	59	19.7	3	48	16.0	
NMTT	6	60	10.0	7	64	9.1	7	76	10.9	6	54	9.0	6	58	9.7	6	68	11.3	6	71	11.8	4	36	9.0	4	34	8.5	4	32	8.0	
PFPB							1	14	14.0																						
PHED	19	207	10.9	19	319	16.8	22	275	12.5	20	287	14.4	18	277	15.4	19	210	11.1	11	124	11.3	6	77	12.8	4	42	10.5	5	26	5.2	
PHIL	5	135	27.0	2	129	64.5	2	120	60.0	4	122	30.5	2	49	24.5	2	60	30.0	2	43	21.5	1	43	43.0	1	44	44.0	1	46	46.0	
PHRA				4	38	9.5	4	48	12.0																						
PHYS	6	73	12.2	4	94	23.5	4	65	16.3	4	71	17.8	5	83	16.6	5	96	19.2	5	79	15.8	6	92	15.3	5	76	15.2	5	90	18.0	
POFM	2	6	3.0	3	12	4.0	3	13	4.3	3	12	4.0	1	10	10.0	1	1	1.0							1	2	2.0	1	1	1.0	
POFT	11	45	4.1	5	30	6.0	5	31	6.2	2	5	2.5																			
PSTR										1	12	12.0														1	12	12.0	1	12	12.0
PSYC	19	365	19.2	15	338	22.5	18	367	20.4	13	361	27.8	13	289	22.2	14	272	19.4	13	299	23.0	13	263	20.2	12	290	24.2	12	276	23.0	
RADR	7	160	22.9	8	160	20.0	8	129	16.1	8	126	15.8	8	151	18.9	9	172	19.1	10	221	22.1	11	236	21.5	10	189	18.9	12	231	19.3	
RADT	6	40	6.7	6	54	9.0	4	27	6.8	4	27	6.8	4	23	5.8	4	23	5.8	4	24	6.0	3	26	8.7	4	29	7.3	4	30	7.5	
READ	9	153	17.0	8	138	17.3	6	133	22.2	7	167	23.9	6	107	17.8																
RNSG	24	393	16.4	17	287	16.9	20	339	17.0	19	328	17.3	22	360	16.4	19	275	14.5	18	309	17.2	19	313	16.5	22	366	16.6	25	345	13.8	
RSTO	4	8	2.0	2	9	4.5	2	15	7.5	2	3	1.5										1	4	4.0	1	5	5.0	2	6	3.0	
SCIT																						1	10	10.0	1	8	8.0	2	13	6.5	
SOCI	5	88	17.6	6	134	22.3	6	142	23.7	5	135	27.0	6	120	20.0	6	118	19.7	6	91	15.2	6	73	12.2	5	89	17.8	4	71	17.8	
SPAN	8	73	9.1	3	21	7.0	6	55	9.2	4	35	8.8	3	22	7.3	2	26	13.0	2	18	9.0	1	13	13.0	1	9	9.0	1	9	9.0	
SPCH	9	183	20.3	10	210	21.0	7	169	24.1	9	181	20.1	6	170	28.3	7	181	25.9	6	159	26.5	6	112	18.7	6	149	24.8	6	108	18.0	
SPNL										1	14	14.0																1	7	7.0	
SRGT	3	33	11.0	3	30	10.0	3	36	12.0																			2	12	6.0	
SSFC	3	33	11.0	2	29	14.5																									
TRVM	2	13	6.5	2	10	5.0				1	1	1.0																			
VNSG	9	148	16.4	5	132	26.4	4	91	22.8	3	53	17.7	4	71	17.8	6	104	17.3	6	115	19.2	7	110	15.7	6	67	11.2	7	89	12.7	
WLDG							8	76	9.5	8	112	14.0	16	124	7.8	20	180	9.0	8	106	13.3	10	90	9.0	23	179	7.8	10	138	13.8	
<b>Total</b>	<b>445</b>	<b>5,894</b>	<b>13.2</b>	<b>360</b>	<b>5,975</b>	<b>16.6</b>	<b>389</b>	<b>6,563</b>	<b>16.9</b>	<b>344</b>	<b>6,326</b>	<b>18.4</b>	<b>346</b>	<b>6,006</b>	<b>17.4</b>	<b>331</b>	<b>5,774</b>	<b>17.4</b>	<b>325</b>	<b>5,544</b>	<b>17.1</b>	<b>337</b>	<b>5,512</b>	<b>16.4</b>	<b>364</b>	<b>5,801</b>	<b>15.9</b>	<b>369</b>	<b>5,859</b>	<b>15.9</b>	

Source: THECB -- CBM004 reports SPSS analysis

Sect. = Sections

Enr = Enrollment

Avg. Cls. Sz. = Average Class Size

*... a beacon of light guiding lifelong learning*

**2017 FACTBOOK**

# **Degrees and Programs of Study**



**Galveston  
College**

**2017 FACTBOOK**

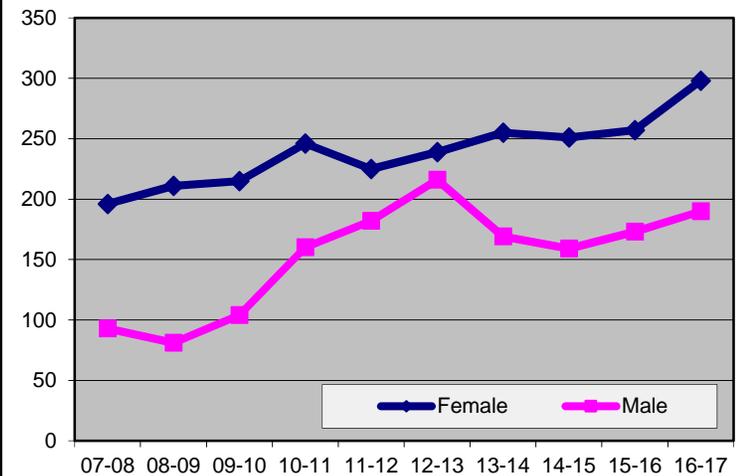
*Office of Institutional Effectiveness and Research*

# Profile of GRADUATES Academic Year 2007-08 to 2016-17

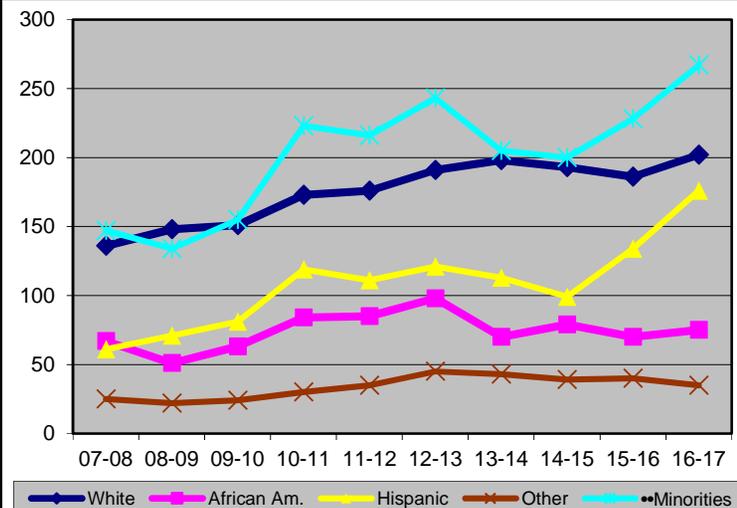
**\*\*\* UNDUPLICATED HEADCOUNT \*\*\***

Demographics	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
<b>TOTAL GRADUATES</b>	<b>289</b>	<b>292</b>	<b>319</b>	<b>406</b>	<b>407</b>	<b>455</b>	<b>424</b>	<b>410</b>	<b>430</b>	<b>488</b>
<b>by GENDER</b>										
Female	196 68%	211 72%	215 67%	246 61%	225 55%	239 53%	255 60%	251 61%	257 60%	298 61%
Male	93 32%	81 28%	104 33%	160 39%	182 45%	216 47%	169 40%	159 39%	173 40%	190 39%
<b>by ETHNICITY / RACE</b>										
White	136 47%	148 51%	151 47%	173 43%	176 43%	191 42%	198 47%	193 47%	186 43%	202 41%
African American	67 23%	51 17%	63 20%	84 21%	85 21%	98 22%	70 17%	79 19%	70 16%	75 15%
Hispanic	61 21%	71 24%	81 25%	119 29%	111 27%	121 27%	113 24%	99 24%	134 31%	176 36%
Asian	18 6%	12 4%	11 3%	18 4%	18 4%	23 5%	21 5%	21 5%	20 5%	12 2%
Native American/ Alaskan Native	1 0.3%	0 0.0%	0 0.0%	1 0.2%	2 0.5%	1 0.2%	1 0.2%	0 0.0%	0 0.0%	3 0.6%
International	6 2.1%	4 1.4%	5 1.6%	1 0.2%	4 1.0%	2 0.4%	3 0.7%	2 0.5%	5 1.2%	5 1.0%
Unknown	0 0%	6 2%	8 3%	9 2%	10 2%	17 4%	17 4%	13 3%	10 2%	14 3%
Native Hawaiian/ Pacific Islander	N/A	N/A	N/A	1 0.2%	0 0.0%	0 0.0%	0 0.0%	1 0.2%	4 0.9%	1 0.2%
Multi-Racial	N/A	N/A	N/A	0 0.0%	1 0.2%	2 0.4%	1 0.2%	2 0.5%	1 0.2%	0 0.0%
<b>(data points used for Ethnicity/Race Chart)</b>										
•Other	25 9%	22 8%	24 8%	30 7%	35 9%	45 10%	43 10%	39 10%	40 9%	35 7%
••Minorities	147 51%	134 46%	155 49%	223 55%	216 53%	243 53%	205 48%	200 49%	228 53%	267 55%

## GRADUATES by GENDER



## GRADUATES by ETHNICITY / RACE



Source: THECB CBM009 report  
(certified) and SPSS analysis

Notes: – Ethnicity/Race revised by THECB in Fall '10.

– Academic Year (Fiscal Year) from September to August (includes Fall, Spring, Sum-1, & Sum-2)

• Other = Asian, Native Am/Alaskan Nat, International, Unknown, Nat Haw/Pac Islidr, Multi-racial

•• Minorities = African Am, Hispanic, Asian, Native Am, Native Hawaiian/Pac. Islidr

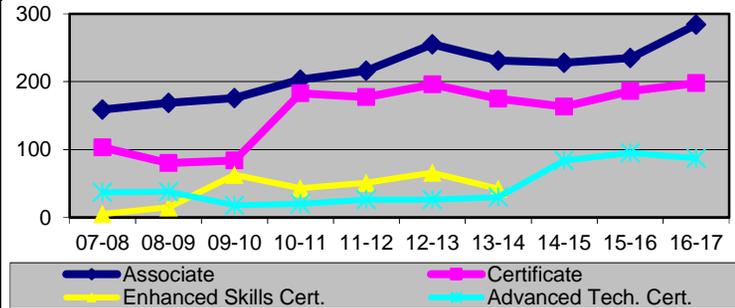
**Excludes Core Curriculum Completers**

# Profile of AWARDS (Degrees/Certificates) Academic Year 2007-08 to 2016-17

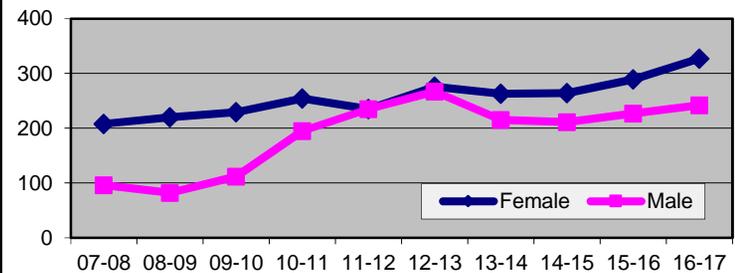
**\*\*\* DUPLICATED COUNT \*\*\***

Demographics	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
<b>TOTAL AWARDS</b>	<b>304</b>	<b>302</b>	<b>341</b>	<b>449</b>	<b>470</b>	<b>543</b>	<b>478</b>	<b>475</b>	<b>516</b>	<b>569</b>
<b>by Type of AWARDS</b>										
Associate	159 52%	169 56%	176 52%	203 45%	216 46%	255 47%	231 48%	228 48%	235 46%	284 50%
Certificate	103 34%	80 26%	84 25%	183 41%	177 38%	196 36%	175 37%	163 34%	186 36%	198 35%
Enhanced Skills Cert.	5 2%	15 5%	63 18%	43 10%	51 11%	66 12%	42 9%			
Advanced Tech. Cert.	37 12%	38 13%	18 5%	20 4%	26 6%	26 5%	30 6%	84 18%	95 18%	87 15%
<b>by GENDER</b>										
Female	208 68%	220 73%	229 67%	254 57%	235 50%	276 51%	263 55%	264 56%	289 56%	327 57%
Male	96 32%	82 27%	112 33%	195 43%	235 50%	267 49%	215 45%	211 44%	227 44%	242 43%
<b>by ETHNICITY / RACE</b>										
White	145 48%	155 51%	162 48%	185 41%	192 41%	231 43%	227 47%	228 48%	220 43%	233 41%
African American	69 23%	52 17%	71 21%	93 21%	104 22%	118 22%	80 17%	84 18%	79 15%	93 16%
Hispanic	63 21%	73 24%	82 24%	137 31%	138 29%	144 27%	123 26%	119 25%	168 33%	203 36%
Asian	19 6%	12 4%	12 4%	20 4%	18 4%	25 5%	21 4%	21 4%	26 5%	13 2%
Native American/ Alaskan Native	1 0.3%	0 0.0%	0 0.0%	1 0.2%	2 0.4%	1 0.2%	1 0.2%	0 0.0%	0 0.0%	4 0.7%
International	7 2.3%	4 1.3%	6 1.8%	1 0.2%	4 0.9%	3 0.6%	3 0.6%	2 0.4%	5 1.0%	6 1.1%
Unknown	0 0%	6 2%	8 2%	11 2%	11 2%	18 3%	22 5%	16 3%	11 2%	16 3%
Native Hawaiian/ Pacific Islander				1 0.2%	0 0.0%	0 0.0%	0 0.0%	1 0.2%	6 1.2%	1 0.2%
Multi-Racial				0 0.0%	1 0.2%	3 0.6%	1 0.2%	4 0.8%	1 0.2%	0 0.0%
<b>(data points used for Ethnicity/Race Chart)</b>										
•Other	27 9%	22 7%	26 8%	34 8%	36 8%	50 9%	48 10%	44 9%	49 9%	40 7%
••Minorities	152 50%	137 45%	165 48%	252 56%	262 56%	288 53%	225 47%	225 47%	279 54%	314 55%
<b>Core Curriculum Completers (CCC)</b>	<b>68</b>	<b>66</b>	<b>92</b>	<b>95</b>	<b>154</b>	<b>227</b>	<b>199</b>	<b>151</b>	<b>192</b>	<b>220</b>
<b>Total AWARDS &amp; CCC</b>	<b>372</b>	<b>368</b>	<b>433</b>	<b>544</b>	<b>624</b>	<b>770</b>	<b>677</b>	<b>626</b>	<b>708</b>	<b>789</b>

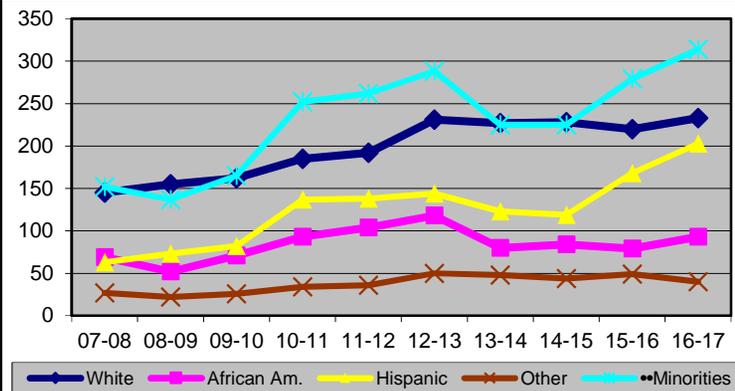
## AWARDS (Degrees & Certificates)



## AWARDS by GENDER



## AWARDS by ETHNICITY / RACE



Source: THECB CBM009 report (certified) and SPSS analysis

Notes: - Ethnicity/Race revised by THECB in Fall '10.  
 - Academic Year (Fiscal Year) from September to August (includes Fall, Spring, Sum-1, & Sum-2)  
 • Other = Asian, Native Am/Alaskan Nat, International, Unknown, Nat Haw/Pac Islr, Multi-racial  
 •• Minorities = African Am, Hispanic, Asian, Native Am, Native Hawaiian/Pac. Islr

## AWARDS by PROGRAM AREA (Associates & Certificates) Academic Year 2007-08 to 2016-17

CIP Code	Curriculum Area	Academic Year									
		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
11.0201	Computer Programming/Programmer, Gen.	2	1	1	1	4					
12.0401	Cosmetology/Cosmetologist, General							4	7	20	16
12.0503	Culinary Arts/Chef Training	5	5	2	8	3	21	17	16	4	18
13.0101	Education, General			1							
15.0612	Industrial Technology/Technician				14	22	9	1	3		
16.0905	Languages/Foreign Languages					1		1			
23.0101	English Language and Literature, General					2					
24.0101	Liberal Arts and Sciences/Liberal Studies	1									
24.0102	General Studies	69	78	87	94	117	134	107	127	128	183
26.0101	Biology/Biological Sciences, General					1	1				
26.0202	Biochemistry						1				
27.0101	Mathematics, General				7	2	6	5			
31.0501	Health & Physical Education/Fitness, General						1				
41.0101	Biology Technician/Biotechnology Laboratory	1	3	1	1						
42.0101	Psychology, General				3		2	1			
43.0104	Criminal Justice/Safety Studies	2		3	2	3	4	7			
43.0107	Criminal Justice/Police Science	22	12	30	24	22	28	17	17	19	12
45.1101	Sociology						1	1			
46.0301	Electrical/Electronics							13	21	29	5
47.0201	HVAC Technology/Technician				36	30	37	37	21	35	38
48.0508	Welding Technology/Welder				46	64	62	51	53	44	48
50.0711	Ceramic Arts & Ceramics						1	1			
51.0716	Medical Administrative/Exec. Asst./Med. Sec.	4	4	5	8	6	20	25	24	31	52
51.0805	Pharmacy Technician/Assistant		7	6	8						
51.0904	Emergency Medical Technology/Technician	25	27	5	3	20	16	5	3	3	9
51.0905	Nuclear Medical Technology/Technologist	8	7	4	11	5	6	6	3	8	8
51.0907	Radiation Therapy	7	6	11	11	10	8	12	8	10	6
51.0908	Respiratory Care Therapy/Therapist				1			1			

Source: THECB -- CBM009 reports

\* Core Curriculum Completers have completed courses totaling 42-48 SCH's (CIP 24.0101) [beginning 2006-07]

• Academic Year (Fiscal Year) from September to August (includes Fall, Spring, Sum-1, Sum-2)

## AWARDS by PROGRAM AREA (Associates & Certificates) Academic Year 2007-08 to 2016-17

CIP Code	Curriculum Area	Academic Year									
		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
51.0909	Surgical Technology/Technologist	11	9	6	10						
51.0911	Radiography -- MRI -- CT	52	71	97	70	81	101	78	103	115	104
51.1005	Clinical Laboratory Sci./Medical Tech./Technologist					1		1			
51.1009	Phlebotomy/Phlebotomist	6	1		1						
51.3801	Registered Nursing/Registered Nurse	59	45	43	50	42	46	51	49	44	51
51.3901	Licensed Practical/Vocational Nurse	24	21	24	23	19	21	26	20	26	19
52.0201	Business Administration and Management	1	1	12	14	13	14	10			
52.0301	Accounting		2	3	1	1					
52.0401	Administrative Assistant and Secretarial	5	2		2	1	3				
<b>TOTAL AWARDS</b>		<b>304</b>	<b>302</b>	<b>341</b>	<b>449</b>	<b>470</b>	<b>543</b>	<b>478</b>	<b>475</b>	<b>516</b>	<b>569</b>
24.0101	Core Curriculum Completers *	68	66	92	95	154	227	199	151	192	220
<b>TOTAL Awards &amp; Core Completers</b>		<b>372</b>	<b>368</b>	<b>433</b>	<b>544</b>	<b>624</b>	<b>770</b>	<b>677</b>	<b>626</b>	<b>708</b>	<b>789</b>

Source: THECB -- CBM009 reports

\* Core Curriculum Completers have completed courses totaling 42-48 SCH's (CIP 24.0101) [beginning 2006-07]  
 • Academic Year (Fiscal Year) from September to August (includes Fall, Spring, Sum-1, Sum-2)

## AWARDS by PROGRAM AREA and DEGREE Academic Year 2007-08 to 2016-17

CIP Code	Program Name	Degree	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
11.0201	Computer Programming/ Programmer, General	Advanced Tech. Cert.										
		Associate				1	2					
		Certificate	2	1	1		2					
		Enhanced Skill Cert.										
<b>11.0201 Total</b>			<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
12.0401	Cosmetology/ Cosmetologist, General	Advanced Tech. Cert.										
		Associate									2	
		Certificate							4	7	18	16
		Enhanced Skill Cert.										
<b>12.0503 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>7</b>	<b>20</b>	<b>16</b>
12.0503	Culinary Arts/Chef Training	Advanced Tech. Cert.										
		Associate		4	1	2	2					
		Certificate	5	1	1	6	1	21	17	16	4	18
		Enhanced Skill Cert.										
<b>12.0503 Total</b>			<b>5</b>	<b>5</b>	<b>2</b>	<b>8</b>	<b>3</b>	<b>21</b>	<b>17</b>	<b>16</b>	<b>4</b>	<b>18</b>
13.0101	Education, General	Advanced Tech. Cert.										
		Associate			1							
		Certificate										
		Enhanced Skill Cert.										
<b>13.0101 Total</b>			<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>						
15.0612	Industrial Technology/ Technician	Advanced Tech. Cert.										
		Associate					1	1	1	1		
		Certificate				14	21	8		2		
		Enhanced Skill Cert.										
<b>14.0101 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>22</b>	<b>9</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>
16.0905	Languages/Foreign Languages	Advanced Tech. Cert.										
		Associate					1		1			
		Certificate										
		Enhanced Skill Cert.										
<b>16.0905 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>

Source: THECB - CBM009 reports

\* Core Curriculum Completers have completed courses totaling 42-48 SCH's (CIP 24.0101) [beginning 2006-07]  
• Academic Year (Fiscal Year) from September to August (includes Fall, Spring, Sum-1, Sum-2)

## AWARDS by PROGRAM AREA and DEGREE Academic Year 2007-08 to 2016-17

CIP Code	Program Name	Degree	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
23.0101	English Language and Literature, General	Advanced Tech. Cert.											
		Associate					2						
		Certificate											
		Enhanced Skill Cert.											
<b>23.0101 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
24.0101	Liberal Arts and Sciences/Liberal Studies	Advanced Tech. Cert.											
		Associate	1										
		Certificate											
		Enhanced Skill Cert.											
<b>24.0101 Total</b>			<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
24.0102	General Studies	Advanced Tech. Cert.											
		Associate	69	78	87	94	117	134	107	127	128	183	
		Certificate											
		Enhanced Skill Cert.											
<b>24.0102 Total</b>			<b>69</b>	<b>78</b>	<b>87</b>	<b>94</b>	<b>117</b>	<b>134</b>	<b>107</b>	<b>127</b>	<b>128</b>	<b>183</b>	
26.0101	Biology/Biological Sciences, General	Advanced Tech. Cert.											
		Associate					1	1					
		Certificate											
		Enhanced Skill Cert.											
<b>26.0101 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
26.0202	Biochemistry	Advanced Tech. Cert.											
		Associate						1					
		Certificate											
		Enhanced Skill Cert.											
<b>26.0202 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
27.0101	Mathematics, General	Advanced Tech. Cert.											
		Associate				7	2	6	5				
		Certificate											
		Enhanced Skill Cert.											
<b>27.0101 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>2</b>	<b>6</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	

Source: THECB - CBM009 reports

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## AWARDS by PROGRAM AREA and DEGREE Academic Year 2007-08 to 2016-17

CIP Code	Program Name	Degree	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
31.0501	Health and Physical Education/Fitness, General	Advanced Tech. Cert.											
		Associate						1					
		Certificate											
		Enhanced Skill Cert.											
<b>27.0101 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
41.0101	Biology Technician/Biotechnology Laboratory	Advanced Tech. Cert.											
		Associate	1	3	1	1							
		Certificate											
		Enhanced Skill Cert.											
<b>41.0101 Total</b>			<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
42.0101	Psychology, General	Advanced Tech. Cert.											
		Associate				3		2	1				
		Certificate											
		Enhanced Skill Cert.											
<b>26.0101 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	
43.0104	Criminal Justice/Safety Studies	Advanced Tech. Cert.											
		Associate	1		1	1	3	4	7				
		Certificate	1		2	1							
		Enhanced Skill Cert.											
<b>43.0104 Total</b>			<b>2</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	
43.0107	Criminal Justice/Police Science	Advanced Tech. Cert.											
		Associate					1	3					
		Certificate	22	12	30	24	21	25	17	17	19	12	
		Enhanced Skill Cert.											
<b>43.0107 Total</b>			<b>22</b>	<b>12</b>	<b>30</b>	<b>24</b>	<b>22</b>	<b>28</b>	<b>17</b>	<b>17</b>	<b>19</b>	<b>12</b>	
45.1101	Sociology	Advanced Tech. Cert.											
		Associate						1	1				
		Certificate											
		Enhanced Skill Cert.											
<b>45.1101 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	

Source: THECB - CBM009 reports

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## AWARDS by PROGRAM AREA and DEGREE Academic Year 2007-08 to 2016-17

CIP Code	Program Name	Degree	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
46.0301	Electrical/ Electronics	Advanced Tech. Cert.										
		Associate								3	4	
		Certificate							13	18	25	5
		Enhanced Skill Cert.										
<b>46.0301 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>21</b>	<b>29</b>	<b>5</b>
47.0201	Heating, Ventilation, AC & Refrigeration Maintenance Technology/Tech.	Advanced Tech. Cert.										
		Associate					1	3	4	2	4	1
		Certificate				36	29	34	33	19	31	37
		Enhanced Skill Cert.										
<b>47.0201 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>36</b>	<b>30</b>	<b>37</b>	<b>37</b>	<b>21</b>	<b>35</b>	<b>38</b>
48.0508	Welding Technology/ Welder	Advanced Tech. Cert.										
		Associate					3	1	6	7	4	6
		Certificate				46	61	61	45	46	40	42
		Enhanced Skill Cert.										
<b>48.0508 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>46</b>	<b>64</b>	<b>62</b>	<b>51</b>	<b>53</b>	<b>44</b>	<b>48</b>
50.0711	Ceramic Arts and Ceramics	Advanced Tech. Cert.										
		Associate						1	1			
		Certificate										
		Enhanced Skill Cert.										
<b>50.0711 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
51.0716	Medical Admin./ Executive Asst./ Medical Secretary	Advanced Tech. Cert.										
		Associate	1	1	1	4	3	5	9	8	9	11
		Certificate	3	3	4	4	3	15	16	16	22	41
		Enhanced Skill Cert.										
<b>51.0716 Total</b>			<b>4</b>	<b>4</b>	<b>5</b>	<b>8</b>	<b>6</b>	<b>20</b>	<b>25</b>	<b>24</b>	<b>31</b>	<b>52</b>
51.0805	Pharmacy Technician/ Assistant	Advanced Tech. Cert.										
		Associate										
		Certificate		7	6	8						
		Enhanced Skill Cert.										
<b>51.0805 Total</b>			<b>0</b>	<b>7</b>	<b>6</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Source: THECB - CBM009 reports

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• Academic Year (Fiscal Year) from September to August (includes Fall, Spring, Sum-1, Sum-2)

## AWARDS by PROGRAM AREA and DEGREE Academic Year 2007-08 to 2016-17

CIP Code	Program Name	Degree	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
51.0904	Emergency Medical Technology/Technician	Advanced Tech. Cert.										
		Associate		3	2	1		7	1	1	2	1
		Certificate	25	24	3	2	20	9	4	2	1	8
		Enhanced Skill Cert.										
<b>51.0904 Total</b>			<b>25</b>	<b>27</b>	<b>5</b>	<b>3</b>	<b>20</b>	<b>16</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>9</b>
51.0905	Nuclear Medical Technology/Technologist	Advanced Tech. Cert.										
		Associate	8	7	4	11	5	6	6	3	8	8
		Certificate										
		Enhanced Skill Cert.										
<b>51.0905 Total</b>			<b>8</b>	<b>7</b>	<b>4</b>	<b>11</b>	<b>5</b>	<b>6</b>	<b>6</b>	<b>3</b>	<b>8</b>	<b>8</b>
51.0907	Radiation Therapy	Advanced Tech. Cert.	4	2	4	3	5	3	5	1	2	
		Associate	3	4	7	8	5	5	7	7	8	6
		Certificate										
		Enhanced Skill Cert.										
<b>51.0907 Total</b>			<b>7</b>	<b>6</b>	<b>11</b>	<b>11</b>	<b>10</b>	<b>8</b>	<b>12</b>	<b>8</b>	<b>10</b>	<b>6</b>
51.0908	Respiratory Care Therapy/Therapist	Advanced Tech. Cert.										
		Associate				1			1			
		Certificate										
		Enhanced Skill Cert.										
<b>51.0908 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
51.0909	Surgical Technology/Technologist	Advanced Tech. Cert.										
		Associate										
		Certificate	11	9	6	10						
		Enhanced Skill Cert.										
<b>51.0909 Total</b>			<b>11</b>	<b>9</b>	<b>6</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
51.0911	Radiography -- MRI -- CT	Advanced Tech. Cert. (MRI)	10	12	14	17	21	23	25	31	16	65
		Advanced Tech. Cert. (CT)	23	24						52	77	22
		Associate (RADIOGRAPHY)	14	20	20	10	9	12	11	20	22	17
		Enhanced Skill Cert. (CT)		10	51	40	51	66	42			
		Enhanced Skill Cert. (Breast Imaging/Mammography)	5	5	12	3						
<b>51.0911 Total</b>			<b>52</b>	<b>71</b>	<b>97</b>	<b>70</b>	<b>81</b>	<b>101</b>	<b>78</b>	<b>103</b>	<b>115</b>	<b>104</b>

Source: THECB - CBM009 reports

\* Core Curriculum Completers have completed courses totaling 42-48 SCH's (CIP 24.0101) [beginning 2006-07]

• Academic Year (Fiscal Year) from September to August (includes Fall, Spring, Sum-1, Sum-2)

## AWARDS by PROGRAM AREA and DEGREE Academic Year 2007-08 to 2016-17

CIP Code	Program Name	Degree	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
51.1005	Clinical Laboratory Science/Medical Technology/ Technologist	Advanced Tech. Cert.											
		Associate					1		1				
		Certificate											
		Enhanced Skill Cert.											
<b>51.1005 Total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	
51.1009	Phlebotomy/ Phlebotomist	Advanced Tech. Cert.											
		Associate											
		Certificate	6	1		1							
		Enhanced Skill Cert.											
<b>51.1009 Total</b>			<b>6</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
51.3801	Registered Nursing/ Registered Nurse	Advanced Tech. Cert.											
		Associate	59	45	43	50	42	46	51	49	44	51	
		Certificate											
		Enhanced Skill Cert.											
<b>51.1601 Total</b>			<b>59</b>	<b>45</b>	<b>43</b>	<b>50</b>	<b>42</b>	<b>46</b>	<b>51</b>	<b>49</b>	<b>44</b>	<b>51</b>	
51.3901	Licensed Practical/ Vocational Nurse	Advanced Tech. Cert.											
		Associate											
		Certificate	24	21	24	23	19	21	26	20	26	19	
		Enhanced Skill Cert.											
<b>51.1613 Total</b>			<b>24</b>	<b>21</b>	<b>24</b>	<b>23</b>	<b>19</b>	<b>21</b>	<b>26</b>	<b>20</b>	<b>26</b>	<b>19</b>	
52.0201	Business Administration and Management	Advanced Tech. Cert.											
		Associate	1	1	5	7	13	14	10				
		Certificate			7	7							
		Enhanced Skill Cert.											
<b>52.0201 Total</b>			<b>1</b>	<b>1</b>	<b>12</b>	<b>14</b>	<b>13</b>	<b>14</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	
52.0301	Accounting	Advanced Tech. Cert.											
		Associate		1	3	1	1						
		Certificate		1									
		Enhanced Skill Cert.											
<b>52.0301 Total</b>			<b>0</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	

Source: THECB - CBM009 reports

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 • Academic Year (Fiscal Year) from September to August (includes Fall, Spring, Sum-1, Sum-2)

## AWARDS by PROGRAM AREA and DEGREE Academic Year 2007-08 to 2016-17

CIP Code	Program Name	Degree	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
52.0401	Administrative Assistant and Secretarial	Advanced Tech. Cert.											
		Associate	1	2		1	1	1					
		Certificate	4			1			2				
		Enhanced Skill Cert.											
<b>52.0401 Total</b>			<b>5</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>TOTAL AWARDS</b>	Advanced Tech. Cert.		37	38	18	20	26	26	30	84	95	87	
	Associate		159	169	176	203	216	255	231	228	235	284	
	Certificate		103	80	84	183	177	196	175	163	186	198	
	Enhanced Skill Cert.		5	15	63	43	51	66	42	0	0	0	
	<b>TOTAL (ALL)</b>		<b>304</b>	<b>302</b>	<b>341</b>	<b>449</b>	<b>470</b>	<b>543</b>	<b>478</b>	<b>475</b>	<b>516</b>	<b>569</b>	

24.0101	Core Curriculum Completers*	68	66	92	95	154	227	199	151	192	220
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<b>TOTAL AWARDS and CORE COMPLETERS</b>			<b>372</b>	<b>368</b>	<b>433</b>	<b>544</b>	<b>624</b>	<b>770</b>	<b>677</b>	<b>626</b>	<b>708</b>	<b>789</b>
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Source: THECB - CBM009 reports

\* Core Curriculum Completers have completed courses totaling 42-48 SCH's (CIP 24.0101) [beginning 2006-07]  
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*... a beacon of light guiding lifelong learning*



**Galveston  
College**

# **Student Follow-Up**

**2017 FACTBOOK**

**2017 FACTBOOK**

*Office of Institutional Effectiveness and Research*

## POST- GRADUATION OUTCOMES BY PROGRAM 2015-2016 Graduates

CIP Code/Major	Additional Higher Education & Not Employed [A]	Employed, No Additional Higher Education [B]	Additional Higher Education and Employed [C]	Employed and/or Additional Higher Ed. [A+B+C]	Students Not Found [D]	Total Former Students [A+B+C+D]
<b>ACADEMIC PROGRAMS</b>						
<b>11070100 Computer Sciences</b>						
Graduate:	0	0	0	0	0	0
Non-returned:	2	6	2	10	1	11
<b>Total:</b>	<b>2</b>	<b>6</b>	<b>2</b>	<b>10</b>	<b>1</b>	<b>11</b>
<b>12040100 Cosmetology / Cosmetologist, General</b>						
Graduate:	0	0	0	0	0	0
Non-returned:	0	4	0	4	0	4
<b>Total:</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>4</b>
<b>13120200 Elementary Education and Teaching</b>						
Graduate:	0	0	0	0	0	0
Non-returned:	0	7	1	8	1	9
<b>Total:</b>	<b>0</b>	<b>7</b>	<b>1</b>	<b>8</b>	<b>1</b>	<b>9</b>
<b>14100100 Electrical and Electronics Engineering</b>						
Graduate:	0	0	0	0	0	0
Non-returned:	4	11	5	20	5	25
<b>Total:</b>	<b>4</b>	<b>11</b>	<b>5</b>	<b>20</b>	<b>5</b>	<b>25</b>
<b>23010100 English Language and Literature, General</b>						
Graduate:	0	0	0	0	0	0
Non-returned:	0	1	1	2	0	2
<b>Total:</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>23130400 Rhetoric and Composition</b>						
Graduate:	0	0	0	0	0	0
Non-returned:	0	1	0	1	0	1
<b>Total:</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>
<b>24010100 Liberal Arts and Sciences/Liberal Studies (Core Curriculum Completers)</b>						
Completer:	23	19	64	106	2	108
<b>Total:</b>	<b>23</b>	<b>19</b>	<b>64</b>	<b>106</b>	<b>2</b>	<b>108</b>

Data Source: Texas Higher Education Coordinating Board - Automated Student and Adult Learner Follow-Up System

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CIP Code/Major	Additional Higher Education & Not Employed [A]		Employed, No Additional Higher Education [B]		Additional Higher Education and Employed [C]		Employed and/or Additional Higher Ed. [A+B+C]		Students Not Found [D]		Total Former Students [A+B+C+D]
<b>ACADEMIC PROGRAMS</b>											
<b>24010200 General Studies</b>											
Graduate:	17	13.5%	33	26.2%	55	43.7%	105	83.3%	21	16.7%	126
Non-returned:	98	21.1%	165	35.6%	80	17.2%	343	73.9%	121	26.1%	464
<b>Total:</b>	<b>115</b>	<b>19.5%</b>	<b>198</b>	<b>33.6%</b>	<b>135</b>	<b>22.9%</b>	<b>448</b>	<b>75.9%</b>	<b>142</b>	<b>24.1%</b>	<b>590</b>
<b>24019900 Liberal Arts and Sciences, General Studies and Humanities, Other</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	92	26.4%	84	24.1%	119	34.2%	295	84.8%	53	15.2%	348
<b>Total:</b>	<b>92</b>	<b>26.4%</b>	<b>84</b>	<b>24.1%</b>	<b>119</b>	<b>34.2%</b>	<b>295</b>	<b>84.8%</b>	<b>53</b>	<b>15.2%</b>	<b>348</b>
<b>26010100 Biology / Biological Sciences, General</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	4	12.5%	11	34.4%	10	31.3%	25	78.1%	7	21.9%	32
<b>Total:</b>	<b>4</b>	<b>12.5%</b>	<b>11</b>	<b>34.4%</b>	<b>10</b>	<b>31.3%</b>	<b>25</b>	<b>78.1%</b>	<b>7</b>	<b>21.9%</b>	<b>32</b>
<b>27010100 Mathematics, General</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	0	0.0%	2	50.0%	2	50.0%	4	100.0%	0	0.0%	4
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>	<b>50.0%</b>	<b>2</b>	<b>50.0%</b>	<b>4</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>4</b>
<b>31050100 Health and Physical Education / Fitness, General</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	1	33.3%	0	0.0%	0	0.0%	1	33.3%	2	66.7%	3
<b>Total:</b>	<b>1</b>	<b>33.3%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>33.3%</b>	<b>2</b>	<b>66.7%</b>	<b>3</b>
<b>32010800 Developmental/Remedial English</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	1
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>
<b>40080100 Physics, General</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	1	33.3%	0	0.0%	0	0.0%	1	33.3%	2	66.7%	3
<b>Total:</b>	<b>1</b>	<b>33.3%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>33.3%</b>	<b>2</b>	<b>66.7%</b>	<b>3</b>

Data Source: Texas Higher Education Coordinating Board - Automated Student and Adult Learner Follow-Up System

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CIP Code/Major	Additional Higher Education & Not Employed [A]	Employed, No Additional Higher Education [B]	Additional Higher Education and Employed [C]	Employed and/or Additional Higher Ed. [A+B+C]	Students Not Found [D]	Total Former Students [A+B+C+D]	
<b>ACADEMIC PROGRAMS</b>							
<b>42010100 Psychology, General</b>							
Graduate:	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	2	28.6%	4	57.1%	0	0.0%	6
<b>Total:</b>	<b>2</b>	<b>28.6%</b>	<b>4</b>	<b>57.1%</b>	<b>0</b>	<b>0.0%</b>	<b>6</b>
<b>43010400 Criminal Justice / Safety Studies</b>							
Graduate:	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	2	11.8%	10	58.8%	2	11.8%	14
<b>Total:</b>	<b>2</b>	<b>11.8%</b>	<b>10</b>	<b>58.8%</b>	<b>2</b>	<b>11.8%</b>	<b>14</b>
<b>45100100 Political Science and Government, General</b>							
Graduate:	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	0	0.0%	0	0.0%	0	0.0%	2
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>
<b>45110100 Sociology</b>							
Graduate:	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	1	7.7%	8	61.5%	2	15.4%	11
<b>Total:</b>	<b>1</b>	<b>7.7%</b>	<b>8</b>	<b>61.5%</b>	<b>2</b>	<b>15.4%</b>	<b>11</b>
<b>50050100 Drama and Dramatics/Theatre Arts, General</b>							
Graduate:	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	0	0.0%	1	33.3%	1	33.3%	2
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>33.3%</b>	<b>1</b>	<b>33.3%</b>	<b>2</b>
<b>50060500 Photography</b>							
Graduate:	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	0	0.0%	0	0.0%	0	0.0%	1
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>
<b>50070100 Art/Art Studies, General</b>							
Graduate:	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	1	14.3%	3	42.9%	1	14.3%	5
<b>Total:</b>	<b>1</b>	<b>14.3%</b>	<b>3</b>	<b>42.9%</b>	<b>1</b>	<b>14.3%</b>	<b>5</b>

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<b>ACADEMIC PROGRAMS</b>											
<b>51091100 Radiologic Technology / Science - Radiography</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	1
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>
<b>51100500 Clinical Laboratory Science / Medical Technology / Technologist</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	0	0.0%	1	50.0%	0	0.0%	1	50.0%	1	50.0%	2
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>50.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>50.0%</b>	<b>1</b>	<b>50.0%</b>	<b>2</b>
<b>51230600 Occupational Therapy / Therapist</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	0	0.0%	3	75.0%	1	25.0%	4	100.0%	0	0.0%	4
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>3</b>	<b>75.0%</b>	<b>1</b>	<b>25.0%</b>	<b>4</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>4</b>
<b>51380100 Registered Nursing / Registered Nurse</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	2	11.1%	8	44.4%	1	5.6%	11	61.1%	7	38.9%	18
<b>Total:</b>	<b>2</b>	<b>11.1%</b>	<b>8</b>	<b>44.4%</b>	<b>1</b>	<b>5.6%</b>	<b>11</b>	<b>61.1%</b>	<b>7</b>	<b>38.9%</b>	<b>18</b>
<b>52020100 Business Administration and Management, General</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	10	17.9%	25	44.6%	11	19.6%	46	82.1%	10	17.9%	56
<b>Total:</b>	<b>10</b>	<b>17.9%</b>	<b>25</b>	<b>44.6%</b>	<b>11</b>	<b>19.6%</b>	<b>46</b>	<b>82.1%</b>	<b>10</b>	<b>17.9%</b>	<b>56</b>
<b>52120100 Management Information Systems, General</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	1
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>
<b>54010100 History, General</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	0	0.0%	0	0.0%	1	100.0%	1	100.0%	0	0.0%	1
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>100.0%</b>	<b>1</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>

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<b>A C A D E M I C P R O G R A M S</b>											
<b>GRAND TOTAL [ACADEMIC PROGRAMS]:</b>											
<b>Graduate:</b>	<b>17</b>	<b>13.5%</b>	<b>33</b>	<b>26.2%</b>	<b>55</b>	<b>43.7%</b>	<b>105</b>	<b>83.3%</b>	<b>21</b>	<b>16.7%</b>	<b>126</b>
<b>Completer:</b>	<b>23</b>	<b>21.3%</b>	<b>19</b>	<b>17.6%</b>	<b>64</b>	<b>59.3%</b>	<b>106</b>	<b>98.1%</b>	<b>2</b>	<b>1.9%</b>	<b>108</b>
<b>Non-returner:</b>	<b>220</b>	<b>21.2%</b>	<b>358</b>	<b>34.4%</b>	<b>240</b>	<b>23.1%</b>	<b>818</b>	<b>78.7%</b>	<b>222</b>	<b>21.3%</b>	<b>1,040</b>
<b>TOTAL:</b>	<b>260</b>	<b>20.4%</b>	<b>410</b>	<b>32.2%</b>	<b>359</b>	<b>28.2%</b>	<b>1,029</b>	<b>80.8%</b>	<b>245</b>	<b>19.2%</b>	<b>1,274</b>

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<b>TECHNICAL PROGRAMS</b>											
<b>12040100 Cosmetology / Cosmetologist, General</b>											
Graduate:	0	0.0%	8	44.4%	3	16.7%	11	61.1%	7	38.9%	18
Non-returned:	0	0.0%	1	50.0%	0	0.0%	1	50.0%	1	50.0%	2
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>9</b>	<b>45.0%</b>	<b>3</b>	<b>15.0%</b>	<b>12</b>	<b>60.0%</b>	<b>8</b>	<b>40.0%</b>	<b>20</b>
<b>12050300 Culinary Arts / Chef Training</b>											
Graduate:	0	0.0%	1	25.0%	2	50.0%	3	75.0%	1	25.0%	4
Non-returned:	0	0.0%	9	52.9%	1	5.9%	10	58.8%	7	41.2%	17
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>10</b>	<b>47.6%</b>	<b>3</b>	<b>14.3%</b>	<b>13</b>	<b>61.9%</b>	<b>8</b>	<b>38.1%</b>	<b>21</b>
<b>15061200 Industrial Technology/Technician</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	1
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>
<b>43010700 Criminal Justice / Police Science</b>											
Graduate:	0	0.0%	18	94.7%	0	0.0%	18	94.7%	1	5.3%	19
Non-returned:	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	1
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>19</b>	<b>95.0%</b>	<b>0</b>	<b>0.0%</b>	<b>19</b>	<b>95.0%</b>	<b>1</b>	<b>5.0%</b>	<b>20</b>
<b>46030100 Electrical</b>											
Graduate:	2	15.4%	6	46.2%	1	7.7%	9	69.2%	4	30.8%	13
Non-returned:	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	1
<b>Total:</b>	<b>2</b>	<b>14.3%</b>	<b>7</b>	<b>50.0%</b>	<b>1</b>	<b>7.1%</b>	<b>10</b>	<b>71.4%</b>	<b>4</b>	<b>28.6%</b>	<b>14</b>
<b>47020100 Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician</b>											
Graduate:	0	0.0%	10	66.7%	0	0.0%	10	66.7%	5	33.3%	15
Non-returned:	0	0.0%	4	57.1%	0	0.0%	4	57.1%	3	42.9%	7
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>14</b>	<b>63.6%</b>	<b>0</b>	<b>0.0%</b>	<b>14</b>	<b>63.6%</b>	<b>8</b>	<b>36.4%</b>	<b>22</b>
<b>48050800 Welding Technology/Welder</b>											
Graduate:	0	0.0%	15	62.5%	3	12.5%	18	75.0%	6	25.0%	24
Non-returned:	0	0.0%	6	42.9%	1	7.1%	7	50.0%	7	50.0%	14
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>21</b>	<b>55.3%</b>	<b>4</b>	<b>10.5%</b>	<b>25</b>	<b>65.8%</b>	<b>13</b>	<b>34.2%</b>	<b>38</b>

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<b>TECHNICAL PROGRAMS</b>											
<b>51071600 Medical Administrative / Executive Assistant and Medical Secretary</b>											
Graduate:	3	16.7%	5	27.8%	9	50.0%	17	94.4%	1	5.6%	18
Non-returned:	0	0.0%	10	76.9%	0	0.0%	10	76.9%	3	23.1%	13
<b>Total:</b>	<b>3</b>	<b>9.7%</b>	<b>15</b>	<b>48.4%</b>	<b>9</b>	<b>29.0%</b>	<b>27</b>	<b>87.1%</b>	<b>4</b>	<b>12.9%</b>	<b>31</b>
<b>51090400 Emergency Medical Technology (EMT Paramedic)</b>											
Graduate:	1	50.0%	0	0.0%	1	50.0%	2	100.0%	0	0.0%	2
Non-returned:	1	3.0%	19	57.6%	2	6.1%	22	66.7%	11	33.3%	33
<b>Total:</b>	<b>2</b>	<b>5.7%</b>	<b>19</b>	<b>54.3%</b>	<b>3</b>	<b>8.6%</b>	<b>24</b>	<b>68.6%</b>	<b>11</b>	<b>31.4%</b>	<b>35</b>
<b>51090500 Nuclear Medical Technology / Technologist</b>											
Graduate:	0	0.0%	6	75.0%	1	12.5%	7	87.5%	1	12.5%	8
Non-returned:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>6</b>	<b>66.7%</b>	<b>1</b>	<b>11.1%</b>	<b>7</b>	<b>77.8%</b>	<b>2</b>	<b>22.2%</b>	<b>9</b>
<b>51090700 Medical Radiologic Technology / Science - Radiation Therapy</b>											
Graduate:	0	0.0%	5	50.0%	0	0.0%	5	50.0%	5	50.0%	10
Non-returned:	2	14.3%	9	64.3%	1	7.1%	12	85.7%	2	14.3%	14
<b>Total:</b>	<b>2</b>	<b>8.3%</b>	<b>14</b>	<b>58.3%</b>	<b>1</b>	<b>4.2%</b>	<b>17</b>	<b>70.8%</b>	<b>7</b>	<b>29.2%</b>	<b>24</b>
<b>51091100 Radiologic Technology / Science - Radiography</b>											
Graduate:	2	2.0%	86	85.1%	8	7.9%	96	95.0%	5	5.0%	101
Non-returned:	1	1.4%	53	74.6%	6	8.5%	60	84.5%	11	15.5%	71
<b>Total:</b>	<b>3</b>	<b>1.7%</b>	<b>139</b>	<b>80.8%</b>	<b>14</b>	<b>8.1%</b>	<b>156</b>	<b>90.7%</b>	<b>16</b>	<b>9.3%</b>	<b>172</b>
<b>51092000 Magnetic Resonance Imaging (MRI) Technology/Technician</b>											
Graduate:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Non-returned:	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1
<b>Total:</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>100.0%</b>	<b>1</b>
<b>51380100 Registered Nursing / Registered Nurse</b>											
Graduate:	0	0.0%	28	63.6%	14	31.8%	42	95.5%	2	4.5%	44
Non-returned:	3	2.5%	81	68.6%	10	8.5%	94	79.7%	24	20.3%	118
<b>Total:</b>	<b>3</b>	<b>1.9%</b>	<b>109</b>	<b>67.3%</b>	<b>24</b>	<b>14.8%</b>	<b>136</b>	<b>84.0%</b>	<b>26</b>	<b>16.0%</b>	<b>162</b>

Data Source: Texas Higher Education Coordinating Board - Automated Student and Adult Learner Follow-Up System

## POST- GRADUATION OUTCOMES BY PROGRAM 2015-2016 Graduates

CIP Code/Major	Additional Higher Education & Not Employed [A]		Employed, No Additional Higher Education [B]		Additional Higher Education and Employed [C]		Employed and/or Additional Higher Ed. [A+B+C]		Students Not Found [D]		Total Former Students [A+B+C+D]
<b>TECHNICAL PROGRAMS</b>											
<b>51390100 Licensed Practical / Vocational Nurse Training</b>											
Graduate:	1	3.8%	14	53.8%	10	38.5%	25	96.2%	1	3.8%	26
Non-returned:	0	0.0%	28	73.7%	5	13.2%	33	86.8%	5	13.2%	38
<b>Total:</b>	<b>1</b>	<b>1.6%</b>	<b>42</b>	<b>65.6%</b>	<b>15</b>	<b>23.4%</b>	<b>58</b>	<b>90.6%</b>	<b>6</b>	<b>9.4%</b>	<b>64</b>
<b>GRAND TOTAL [TECHNICAL PROGRAMS]:</b>											
<b>Graduate:</b>	<b>9</b>	<b>3.0%</b>	<b>202</b>	<b>66.9%</b>	<b>52</b>	<b>17.2%</b>	<b>263</b>	<b>87.1%</b>	<b>39</b>	<b>12.9%</b>	<b>302</b>
<b>Non-returned:</b>	<b>7</b>	<b>2.1%</b>	<b>223</b>	<b>67.2%</b>	<b>26</b>	<b>7.8%</b>	<b>256</b>	<b>77.1%</b>	<b>76</b>	<b>22.9%</b>	<b>332</b>
<b>TOTAL:</b>	<b>16</b>	<b>2.5%</b>	<b>425</b>	<b>67.0%</b>	<b>78</b>	<b>12.3%</b>	<b>519</b>	<b>81.9%</b>	<b>115</b>	<b>18.1%</b>	<b>634</b>

## POST- GRADUATION OUTCOMES BY PROGRAM 2015-2016 Graduates

CIP Code/Major	Additional Higher Education & Not Employed [A]		Employed, No Additional Higher Education [B]		Additional Higher Education and Employed [C]		Employed and/or Additional Higher Ed. [A+B+C]		Students Not Found [D]		Total Former Students [A+B+C+D]
SUMMARY TOTALS											
ACADEMIC PROGRAMS											
<b>Graduate:</b>	17	13.5%	33	26.2%	55	43.7%	105	83.3%	21	16.7%	126
<b>Completer:</b>	23	21.3%	19	17.6%	64	59.3%	106	98.1%	2	1.9%	108
<b>Non-returner:</b>	220	21.2%	358	34.4%	240	23.1%	818	78.7%	222	21.3%	1,040
<b>TOTAL:</b>	<b>260</b>	<b>20.4%</b>	<b>410</b>	<b>32.2%</b>	<b>359</b>	<b>28.2%</b>	<b>1,029</b>	<b>80.8%</b>	<b>245</b>	<b>19.2%</b>	<b>1,274</b>
TECHNICAL PROGRAMS											
<b>Graduate:</b>	9	3.0%	202	66.9%	52	17.2%	263	87.1%	39	12.9%	302
<b>Non-returner:</b>	7	2.1%	223	67.2%	26	7.8%	256	77.1%	76	22.9%	332
<b>Undeclared:</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
<b>TOTAL:</b>	<b>16</b>	<b>2.5%</b>	<b>425</b>	<b>67.0%</b>	<b>78</b>	<b>12.3%</b>	<b>519</b>	<b>81.9%</b>	<b>115</b>	<b>18.1%</b>	<b>634</b>
GRAND TOTAL (ALL PROGRAM AREAS) :											
<b>Graduate:</b>	26	6.1%	235	54.9%	107	25.0%	368	86.0%	60	14.0%	428
<b>Completer:</b>	23	21.3%	19	17.6%	64	59.3%	106	98.1%	2	1.9%	108
<b>Non-returner:</b>	227	16.5%	581	42.3%	266	19.4%	1,074	78.3%	298	21.7%	1,372
<b>TOTAL:</b>	<b>276</b>	<b>14.5%</b>	<b>835</b>	<b>43.8%</b>	<b>437</b>	<b>22.9%</b>	<b>1,548</b>	<b>81.1%</b>	<b>360</b>	<b>18.9%</b>	<b>1,908</b>

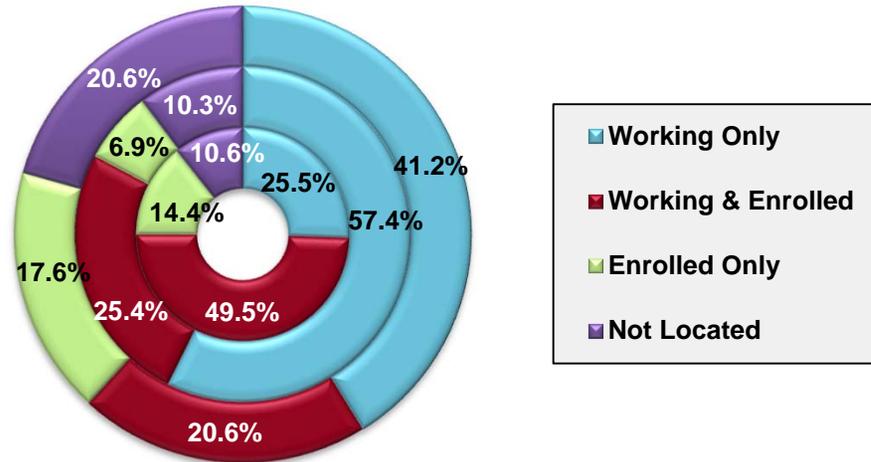
## POST-GRADUATION OUTCOMES on EXITERS (Graduates & Leavers) 2015-2016 Summary by Cohort Type

COHORT TYPE	Working Only		Working & Enrolled		Enrolled Only		Not Located		COHORT TOTAL	
	Count	% of Cohort	Count	% of Cohort	Count	% of Cohort	Count	% of Cohort	Count	% of Cohort
Academic Completers	48	25.5%	93	49.5%	27	14.4%	20	10.6%	188	9.4%
Technical Completers	190	57.4%	84	25.4%	23	6.9%	34	10.3%	331	16.6%
Leavers	609	41.2%	304	20.6%	260	17.6%	305	20.6%	1,478	74.0%
<b>TOTAL</b>	<b>847</b>	<b>42.4%</b>	<b>481</b>	<b>24.1%</b>	<b>310</b>	<b>15.5%</b>	<b>359</b>	<b>18.0%</b>	<b>1,997</b>	<b>100.0%</b>
LEVEL of AWARD										
Associate	93	42.3%	76	34.5%	20	9.1%	31	14.1%	220	11.0%
Certificate	56	50.0%	31	27.7%	7	6.3%	18	16.1%	112	5.6%
Advanced Tech. Certificate	70	88.6%	6	7.6%	0	0.0%	3	3.8%	79	4.0%
Other	19	17.6%	64	59.3%	23	21.3%	2	1.9%	108	5.4%
Leaver	609	41.2%	304	20.6%	260	17.6%	305	20.6%	1,478	74.0%
<b>TOTAL</b>	<b>847</b>	<b>42.4%</b>	<b>481</b>	<b>24.1%</b>	<b>310</b>	<b>15.5%</b>	<b>359</b>	<b>18.0%</b>	<b>1,997</b>	<b>100.0%</b>

### Percentage of Graduates and Leavers by Cohort Type 2015-2016

**Ring Legend:**

*Inner ring = Academic Completers  
Middle ring = Technical Completers  
Outer ring = Leavers*



Source: Texas Higher Education Coordinating Board - Automated Student and Adult Learner Follow-Up System Exit Cohort Reports, Summary by Cohort Type - Level of Award, page-3

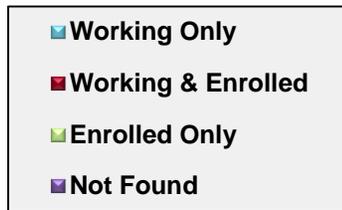
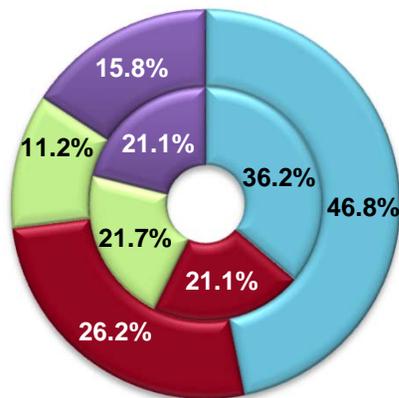
## POST-GRADUATION OUTCOMES on EXITERS (Graduates & Leavers) 2015-2016 Summary by Gender and Ethnicity

**ALL EXITERS  
(No CE)**

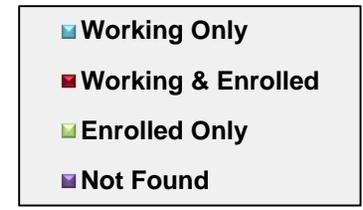
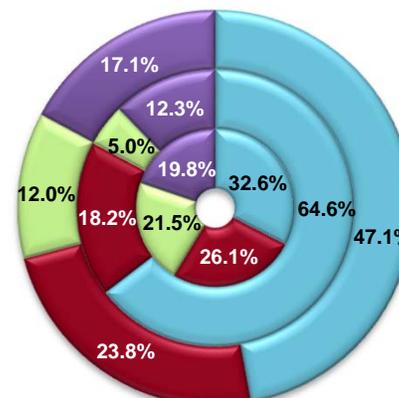
Cohort Type	TOTAL Cohort [ A+B+C+D ]	Working Only [ A ]				Working & Enrolled [ B ]				All Working [ Total A+B ]				Enrolled Only [ C ]		Not Found [ D ]		All Enrolled [ Total B+C ]	
		Count	% of Cohort	Mean Quarterly Earnings	Median Quarterly Earnings	Count	% of Cohort	Mean Quarterly Earnings	Median Quarterly Earnings	Count	% of Cohort	Mean Quarterly Earnings	Median Quarterly Earnings	Count	% of Cohort	Count	% of Cohort	Count	% of Cohort
		<b>GENDER</b>																	
Male	826	299	36.2%	8,447	7,084	174	21.1%	5,068	2,728	473	57.3%	7,238	5,118	179	21.7%	174	21.1%	353	42.7%
Female	1,171	548	46.8%	8,485	7,367	307	26.2%	5,614	2,857	855	73.0%	7,490	5,656	131	11.2%	185	15.8%	438	37.4%
<b>Total</b>	<b>1,997</b>	<b>847</b>	<b>42.4%</b>	<b>8,472</b>	<b>7,209</b>	<b>481</b>	<b>24.1%</b>	<b>5,419</b>	<b>2,793</b>	<b>1,328</b>	<b>66.5%</b>	<b>7,402</b>	<b>5,470</b>	<b>310</b>	<b>15.5%</b>	<b>359</b>	<b>18.0%</b>	<b>791</b>	<b>39.6%</b>
<b>ETHNICITY</b>																			
White	944	308	32.6%	8,756	7,767	246	26.1%	4,788	2,135	554	58.7%	7,065	4,759	203	21.5%	187	19.8%	449	47.6%
African Am.	302	195	64.6%	8,626	7,198	55	18.2%	5,475	4,030	250	82.8%	7,948	6,369	15	5.0%	37	12.3%	70	23.2%
Hispanic	601	283	47.1%	7,890	6,891	143	23.8%	6,640	3,923	426	70.9%	7,479	5,669	72	12.0%	103	17.1%	215	35.8%
Asian	64	26	40.6%	12,335	13,249	14	21.9%	4,144	2,293	40	62.5%	9,533	10,550	12	18.8%	12	18.8%	26	40.6%
Native Am.	11	7	63.6%	7,756	5,406	1	9.1%	*	*	8	72.7%	7,224	5,041	1	9.1%	2	18.2%	2	18.2%
International	17	7	41.2%	9,476	6,218	2	11.8%	*	*	9	52.9%	10,102	6,410	1	5.9%	7	41.2%	3	17.6%
Unknown	51	19	37.3%	5,605	5,614	19	37.3%	4,873	2,298	38	74.5%	5,249	4,344	5	9.8%	8	15.7%	24	47.1%
Multi-Racial	7	2	28.6%	*	*	1	14.3%	*	*	3	42.9%	5,335	3,207	1	14.3%	3	42.9%	2	28.6%
<b>Total</b>	<b>1,997</b>	<b>847</b>	<b>42.4%</b>	<b>8,056</b>	<b>6,785</b>	<b>481</b>	<b>24.1%</b>	<b>4,914</b>	<b>2,398</b>	<b>1,328</b>	<b>66.5%</b>	<b>6,918</b>	<b>4,957</b>	<b>310</b>	<b>15.5%</b>	<b>359</b>	<b>18.0%</b>	<b>791</b>	<b>39.6%</b>

Percentage of Graduates and Leavers by GENDER

Percentage of Graduates and Leavers by ETHNICITY



**Ring Legend:**  
 Inner ring = Male  
 Outer ring = Female



**Ring Legend:**  
 Inner ring = White  
 Middle ring = African American  
 Outer ring = Hispanic

Source: Texas Higher Education Coordinating Board - Automated Student and Adult Learner Follow-Up System Exit Cohort Reports, Summary by Gender/Ethnicity-All Exiters, page-5

## TRANSFER SUMMARY

### FORMER GALVESTON STUDENTS PURSUING ADDITIONAL EDUCATION

**Galveston College - 2015-2016 Graduates, Completers and Non-Returners**

Institutions Attended ~ FALL 2015	Academic Students	Technical Students	TOTAL -- All Students
<b>COMMUNITY and TECHNICAL COLLEGES</b>			
ACCD - St. Philip's College	1		1
Alvin Community College	1	1	2
Angelina College	1		1
Austin Community College	4	1	5
Blinn College	4	2	6
Brazosport College	4	1	5
Central Texas College	1		1
Coastal Bend College	1		1
College of the Mainland Community College District	15	11	26
Collin County Community College District	1		1
DCCCD - El Centro College	2		2
El Paso Community College District	1		1
Galveston College	76	47	123
Hill College	1		1
Houston Community College System	8	1	9
Kilgore College	1		1
Lamar Institute of Technology	4		4
Lamar State College - Port Arthur	2		2
Lee College	1	1	2
Lone Star College - Kingwood		1	1
Lone Star College - University Park	2	1	3
Navarro College	1		1
North Central Texas College	1		1
Paris Junior College	2		2
San Jacinto College - Central Campus	5	3	8
San Jacinto College - North Campus	1		1
San Jacinto College - South Campus	3	2	5
South Texas College	1		1
Tarrant County College - South Campus	1		1

Data Source: Texas Higher Education Coordinating Board, ASALFS Report - Students Pursuing Additional Education

**TRANSFER SUMMARY**  
**FORMER GALVESTON STUDENTS PURSUING ADDITIONAL EDUCATION**  
**Galveston College - 2015-2016 Graduates, Completers and Non-Returners**

Institutions Attended ~ FALL 2015	Academic Students	Technical Students	TOTAL -- All Students
<b>COMMUNITY and TECHNICAL COLLEGES (continued)</b>			
Victoria College		1	1
Western Texas College	1		1
<b>Subtotal - COMMUNITY &amp; TECHNICAL COLLEGES:</b>	<b>147</b>	<b>73</b>	<b>220</b>
<b>HEALTH SCIENCE INSTITUTIONS</b>			
Baylor College of Medicine	1		1
Texas A&M University System Health Science Center	1		1
University of Texas Health Science Center at Houston	2		2
University of Texas Health Science Center at San Antonio	1		1
University of Texas M.D. Anderson Cancer Center		1	1
University of Texas Medical Branch at Galveston	22	5	27
<b>Subtotal - HEALTH SCIENCE INSTITUTIONS:</b>	<b>27</b>	<b>6</b>	<b>33</b>

## TRANSFER SUMMARY

### FORMER GALVESTON STUDENTS PURSUING ADDITIONAL EDUCATION

Galveston College - 2015-2016 Graduates, Completers and Non-Returners

Institutions Attended ~ FALL 2015	Academic Students	Technical Students	TOTAL -- All Students
<b>UNIVERSITIES</b>			
Lamar University	27	1	28
Midwestern State University		3	3
Prairie View A&M University	4		4
Sam Houston State University	9		9
Stephen F. Austin State University	6		6
Tarleton State University	1		1
Texas A&M University	22		22
Texas A&M University - Corpus Christi	3		3
Texas A&M University - Kingsville	1		1
Texas A&M University at Galveston	184		184
Texas Southern University	8		8
Texas State University	21	3	24
Texas Tech University	6		6
Texas Woman's University	2		2
The University of Texas - Rio Grande Valley	1		1
The University of Texas at Arlington	6	4	10
The University of Texas at Austin	28		28
The University of Texas at Dallas	1		1
The University of Texas at El Paso	1		1
The University of Texas at San Antonio	8		8
The University of Texas at Tyler	2		2
University of Houston	20	1	21
University of Houston - Clear Lake	57	3	60
University of Houston - Downtown	2		2
University of North Texas	6		6
University of North Texas at Dallas	1		1
West Texas A&M University	1		1
<b>Subtotal - UNIVERSITIES:</b>	<b>428</b>	<b>15</b>	<b>443</b>
<b>TOTAL - ALL STUDENTS</b>	<b>602</b>	<b>94</b>	<b>696</b>

Data Source: Texas Higher Education Coordinating Board, ASALFS Report - Students Pursuing Additional Education

## ACADEMIC PERFORMANCE

### 2-YEAR GC TRANSFER STUDENTS at TEXAS PUBLIC UNIVERSITIES

#### Comparison of Developmental Education vs. No Developmental Education ~ Fall 2016

Institution	Total Transfers Fall 2016 (A)	Developmental Education Prior to Transfer							No Developmental Education Prior to Transfer								
		DE (B)	GPA for 1st Year at University (C)						Enroll Fall 2017 (D)	No DE (E)	GPA for 1st Year at University (F)						Enroll Fall 2017 (G)
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk	
Texas A&M University - Galveston	6	3	0	2	0	1	0	0	3	3	0	0	0	2	1	0	3
Texas State University	10	2	1	0	1	0	0	0	2	8	2	1	1	2	1	1	5
University of Houston - Clear Lake	31	12	5	1	2	1	3	0	5	19	2	3	5	6	3	0	15
University of Texas - Arlington	6	2	0	0	0	2	0	0	2	4	0	1	0	2	0	1	2
University of Houston	9	4	0	1	2	1	0	0	3	5	2	1	1	0	1	0	3
UT Medical Branch Galveston	20	7	0	0	0	0	0	7	2	13	0	0	0	0	0	13	3
Other Public 4-Year Institutions	29	13	2	5	1	2	2	1	8	16	1	2	4	5	4	0	15
<b>INSTITUTION TOTAL</b>	<b>111</b>	<b>43</b>	<b>8</b>	<b>9</b>	<b>6</b>	<b>7</b>	<b>5</b>	<b>8</b>	<b>25</b>	<b>68</b>	<b>7</b>	<b>8</b>	<b>11</b>	<b>17</b>	<b>10</b>	<b>15</b>	<b>46</b>

A - Students who were coded as first time transfer in Fall 2016 on CBM001. Those coded as first-time transfer in the prior summer (Summer 2016) who returned to the same institution in Fall 2016 are included in the cohort. Students are tracked back 6 years to see if they earned at least 30 hours at a CTC.

B - Transfers who took developmental education at some point in the 6 year leading up to the transfer. Used Dev. Ed. SCH > 0 on the CBM001.

C - GPA during the first year at the university. If student had some SCH and no grade points, they are counted in < 2.0. If they did not match to the CBM002/CBM00S, they are unknown.

D - Still enrolled at same institution in the following fall.

E - Transfers who did not take any developmental education during the 6 years leading up to the transfer.

F - GPA during the first year at the university.

G - Still enrolled at same institution in the following fall.

Note - Other Public 4-Yr Institutions include universities who received less than 5 students from a community, state or technical college.

## ACADEMIC PERFORMANCE

### 2-YEAR GC TRANSFER STUDENTS at TEXAS PUBLIC UNIVERSITIES

#### CORE CURRICULUM and FIELD of STUDY TRANSFERS ~ Fall 2016

Institution	Total Transfers Fall 2016 (A)	Earned Core Curriculum Completer Prior to Transfer							Earned Field of Study Completer Prior to Transfer								
		CCC (B)	GPA for 1st Year at University (C)					Enroll Fall 2017 (D)	FOS (E)	GPA for 1st Year at University (F)					Enroll Fall 2017 (G)		
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5			Unk	<2.0	2.0-2.49	2.5-2.99	3.0-3.49		>3.5	Unk
Texas A&M University - Galveston	6	4	0	1	0	3	0	0	4	0	0	0	0	0	0	0	0
Texas State University	10	3	1	0	1	1	0	0	2	0	0	0	0	0	0	0	0
University of Houston - Clear Lake	31	21	3	4	5	5	4	0	15	0	0	0	0	0	0	0	0
University of Texas - Arlington	6	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0
University of Houston	9	6	1	2	1	1	1	0	5	0	0	0	0	0	0	0	0
UT Medical Branch Galveston	20	10	0	0	0	0	0	10	2	0	0	0	0	0	0	0	0
Other Public 4-Year Institutions	29	12	1	1	1	6	3	0	11	0	0	0	0	0	0	0	0
<b>INSTITUTION TOTAL</b>	<b>111</b>	<b>57</b>	<b>6</b>	<b>8</b>	<b>8</b>	<b>17</b>	<b>8</b>	<b>10</b>	<b>40</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

A - Students who were coded as first time transfer in Fall 2016 on CBM001. Those coded as first-time transfer in the prior summer (Summer 2016) who returned to the same institution in Fall 2016 are included in the cohort. Students are tracked back 6 years to see if they earned at least 30 hours at a CTC.

B - Transfers who earned a core curriculum completer before transferring.

C - GPA during the first year at the university. If student had some SCH and no grade points, they are counted in < 2.0. If they did not match to the CBM002/CBM00S, they are unknown.

D - Still enrolled at same institution in the following fall.

E - Transfers who earned field of study completer before transferring.

F - GPA during the first year at the university.

G - Still enrolled at same institution in the following fall.

H - CCC and FOS completers were run separately from other types of awards. They will not add up to the total.

Note - Other Public 4-Yr Institutions include universities who received less than 5 students from a community, state or technical college.

## ACADEMIC PERFORMANCE

### 2-YEAR GC TRANSFER STUDENTS at TEXAS PUBLIC UNIVERSITIES

#### ACADEMIC and TECHNICAL ASSOCIATE DEGREE TRANSFERS ~ FALL 2016

Institution	Total Transfers Fall 2016 (A)	Earned Academic Associate Prior to Transfer							Earned Technical Associate Prior to Transfer								
		Acad. (B)	GPA for 1st Year at University (C)						Enroll Fall 2017 (D)	Tech. (E)	GPA for 1st Year at University (F)						Enroll Fall 2017 (G)
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk	
Texas A&M University - Galveston	6	3	0	1	0	2	0	0	3	0	0	0	0	0	0	0	0
Texas State University	10	3	1	0	1	1	0	0	2	0	0	0	0	0	0	0	0
University of Houston - Clear Lake	31	21	3	4	6	3	5	0	15	1	0	0	0	0	1	0	1
University of Texas - Arlington	6	1	0	0	0	1	0	0	1	5	0	1	0	3	0	1	3
University of Houston	9	3	0	1	1	0	1	0	3	0	0	0	0	0	0	0	0
UT Medical Branch Galveston	20	3	0	0	0	0	0	3	1	12	0	0	0	0	0	12	0
Other Public 4-Year Institutions	29	12	1	1	1	5	4	0	11	3	1	0	1	1	0	0	2
<b>INSTITUTION TOTAL</b>	<b>111</b>	<b>46</b>	<b>5</b>	<b>7</b>	<b>9</b>	<b>12</b>	<b>10</b>	<b>3</b>	<b>36</b>	<b>21</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>13</b>	<b>6</b>

A - Students who were coded as first time transfer in Fall 2016 on CBM001. Those coded as first-time transfer in the prior summer (Summer 2016) who returned to the same institution in Fall 2016 are included in the cohort. Students are tracked back 6 years to see if they earned at least 30 hours at a CTC.

B - Transfers who earned academic associate degree before transferring.

C - GPA during the first year at the university. If student had some SCH and no grade points, they are counted in < 2.0. If they did not match to the CBM002/CBM00S, they are unknown.

D - Still enrolled at same institution in the following fall.

E - Transfers who earned technical associate degree before transferring.

F - GPA during the first year at the university.

G - Still enrolled at same institution in the following fall.

H - If student received more than one award, academic associate superceded technical associate which superceded certificates.

Note - Other Public 4-Yr Institutions include universities who received less than 5 students from a community, state or technical college.

## ACADEMIC PERFORMANCE

### 2-YEAR GC TRANSFER STUDENTS at TEXAS PUBLIC UNIVERSITIES

#### CERTIFICATES and NO AWARDS ~ FALL 2016

Institution	Total Transfers Fall 2016 (A)	Earned Certificate Prior to Transfer							No Award Prior to Transfer								
		Certs (B)	GPA for 1st Year at University (C)					Enroll Fall 2017 (D)	No Awd (E)	GPA for 1st Year at University (F)					Enroll Fall 2017 (G)		
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5			Unk	<2.0	2.0-2.49	2.5-2.99	3.0-3.49		>3.5	Unk
Texas A&M University - Galveston	6	0	0	0	0	0	0	0	0	3	0	1	0	1	1	0	3
Texas State University	10	1	0	1	0	0	0	0	1	6	2	0	1	1	1	1	4
University of Houston - Clear Lake	31	0	0	0	0	0	0	0	0	9	4	0	1	4	0	0	4
University of Texas - Arlington	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
University of Houston	9	0	0	0	0	0	0	0	0	6	2	1	2	1	0	0	3
UT Medical Branch Galveston	20	0	0	0	0	0	0	0	0	5	0	0	0	0	0	5	4
Other Public 4-Year Institutions	29	1	0	0	0	0	0	1	0	13	1	6	3	1	2	0	10
<b>INSTITUTION TOTAL</b>	<b>111</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>42</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>8</b>	<b>4</b>	<b>6</b>	<b>28</b>

A - Students who were coded as first time transfer in Fall 2016 on CBM001. Those coded as first-time transfer in the prior summer (Summer 2016) who returned to the same institution in Fall 2016 are included in the cohort. Students are tracked back 6 years to see if they earned at least 30 hours at a CTC.

B - Transfers who earned certificate prior to transfer.

C - GPA during the first year at the university. If student had some SCH and no grade points, they are counted in < 2.0. If they did not match to the CBM002/CBM00S, they are unknown.

D - Still enrolled at same institution in the following fall.

E - Transfers who did not earn an award prior to transfer.

F - GPA during the first year at the university.

G - Still enrolled at same institution in the following fall.

H - If student received more than one award, academic associate superceded technical associate which superceded certificates.

Note - Other Public 4-Yr Institutions include universities who received less than 5 students from a community, state or technical college.

## STUDENT MIGRATION REPORT Fall 2015 to Fall 2016

DEMOGRAPHICS		FOUND SECOND FALL AT:								
		Same Institution		Other 2-Year		Other 4-Year		Not Found		TOTAL
		#	%	#	%	#	%	#	%	
<b>GRADUATES</b>	Academic	16	14.5%	2	1.8%	45	40.9%	47	42.7%	110
	Technical	48	18.7%	1	0.4%	10	3.9%	198	77.0%	257
	Male	22	14.9%	2	1.4%	20	13.5%	104	70.3%	148
	Female	42	19.2%	1	0.5%	35	16.0%	141	64.4%	219
	White	22	14.3%	0	0.0%	24	15.6%	108	70.1%	154
	African American	8	13.6%	0	0.0%	7	11.9%	44	74.6%	59
	Hispanic	27	22.5%	2	1.7%	17	14.2%	74	61.7%	120
	Asian	2	10.0%	1	5.0%	3	15.0%	14	70.0%	20
	International	1	25.0%	0	0.0%	0	0.0%	3	75.0%	4
	Other	4	40.0%	0	0.0%	4	40.0%	2	20.0%	10
<b>TOTAL</b>	<b>64</b>	<b>17.4%</b>	<b>3</b>	<b>0.8%</b>	<b>55</b>	<b>15.0%</b>	<b>245</b>	<b>66.8%</b>	<b>367</b>	
<b>NON-GRADUATES</b>	Academic	487	42.7%	50	4.4%	188	16.5%	416	36.5%	1,141
	Technical	233	48.2%	20	4.1%	6	1.2%	224	46.4%	483
	Male	261	41.3%	34	5.4%	93	14.7%	244	38.6%	632
	Female	459	46.3%	36	3.6%	101	10.2%	396	39.9%	992
	White	293	42.3%	28	4.0%	125	18.1%	246	35.5%	692
	African American	79	38.2%	13	6.3%	9	4.3%	106	51.2%	207
	Hispanic	305	49.1%	27	4.3%	50	8.1%	239	38.5%	621
	Asian	14	40.0%	1	2.9%	7	20.0%	13	37.1%	35
	International	11	52.4%	0	0.0%	1	4.8%	9	42.9%	21
	Other	18	37.5%	1	2.1%	2	4.2%	27	56.3%	48
<b>TOTAL</b>	<b>720</b>	<b>44.3%</b>	<b>70</b>	<b>4.3%</b>	<b>194</b>	<b>11.9%</b>	<b>640</b>	<b>39.4%</b>	<b>1,624</b>	
<b>CORE CURRICULUM COMPLETERS</b>	Academic	26	45.6%	1	1.8%	15	26.3%	15	26.3%	57
	Technical	18	78.3%	0	0.0%	2	8.7%	3	13.0%	23
	Male	11	64.7%	0	0.0%	3	17.6%	3	17.6%	17
	Female	33	52.4%	1	1.6%	14	22.2%	15	23.8%	63
	White	16	50.0%	1	3.1%	6	18.8%	9	28.1%	32
	African American	2	40.0%	0	0.0%	0	0.0%	3	60.0%	5
	Hispanic	18	60.0%	0	0.0%	8	26.7%	4	13.3%	30
	Asian	3	60.0%	0	0.0%	2	40.0%	0	0.0%	5
	International	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Other	5	62.5%	0	0.0%	1	12.5%	2	25.0%	8
<b>TOTAL</b>	<b>44</b>	<b>55.0%</b>	<b>1</b>	<b>1.3%</b>	<b>17</b>	<b>21.3%</b>	<b>18</b>	<b>22.5%</b>	<b>80</b>	
<b>TOTAL (ALL AREAS)</b>		<b>828</b>	<b>40.0%</b>	<b>74</b>	<b>3.6%</b>	<b>266</b>	<b>12.8%</b>	<b>903</b>	<b>43.6%</b>	<b>2,071</b>

NOTE: "Asian" includes Asian, Hawaiian, and Pacific Islander.

"Other" includes Native American, Alaska Native, Unknown, and Two or More Races.

Students who are "Multi-Racial" one of which is African American are included under African American.

Source: Texas Higher Education Coordinating Board, Student Migration Report

*... a beacon of light guiding lifelong learning*

**2017 FACTBOOK**

# **Accountability & Performance Measures**



**Galveston  
College**

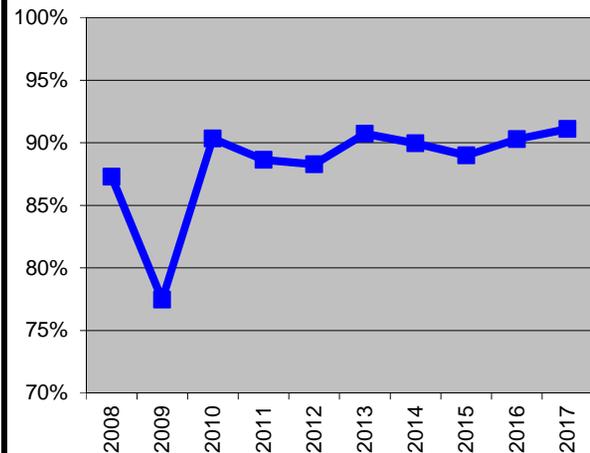
**2017 FACTBOOK**

*Office of Institutional Effectiveness and Research*

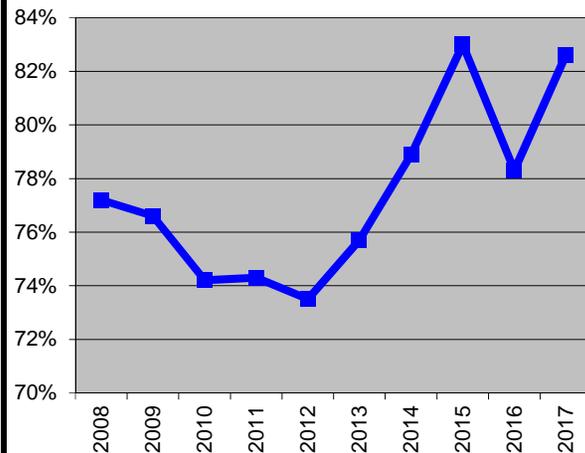
## Institutional Effectiveness Performance Measures FY 2008 to FY 2017

Performance Measure	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Course Completers	87.3%	77.5%	90.3%	88.6%	88.3%	90.7%	90.0%	89.0%	90.3%	91.1%
<i>Note: IE Performance Measures (for Legislative Budget Board) bases course completion rates on State funded contact hours. THECB Accountability measure bases course completion rates on State funded semester credit hours.</i>										
Contact Hours Taught by Full-Time Faculty	77.2%	76.6%	74.2%	74.3%	73.5%	75.7%	78.9%	83.0%	78.3%	82.6%
Students Who Transfer to a University	36	48	97	38	47	49	54	48	44	51
Minority Students Enrolled	45.5%	47.8%	50.0%	48.7%	48.4%	47.1%	48.7%	50.8%	52.3%	54.5%
Students Enrolled Who Are Academically Disadvantaged	24.5%	23.6%	25.2%	17.8%	17.4%	16.2%	16.4%	16.4%	10.4%	11.8%
Students Enrolled Who Are Economically Disadvantaged	28.1%	34.6%	39.1%	25.0%	15.4%	31.5%	26.4%	23.1%	25.8%	25.1%
Remedial Students Met TSI Obligation ~ Math	41.7%	41.2%	41.2%	68.3%	76.8%	31.3%	26.1%	52.7%	37.4%	43.1%
Remedial Students Met TSI Obligation ~ Reading	68.4%	54.1%	54.1%	80.9%	87.6%	40.9%	56.3%	76.1%	45.7%	59.4%
Remedial Students Met TSI Obligation ~ Writing	52.7%	46.8%	46.8%	77.4%	83.1%	43.6%	49.1%	70.4%	46.9%	56.9%
Students Who Pass a Licensure Exam **	82.0%	86.0%	88.3%	86.6%	93.8%	90.9%	88.0%	91.2%	82.7%	88.6%
Degrees or Certificates Awarded	304	302	341	449	470	543	478	475	516	569

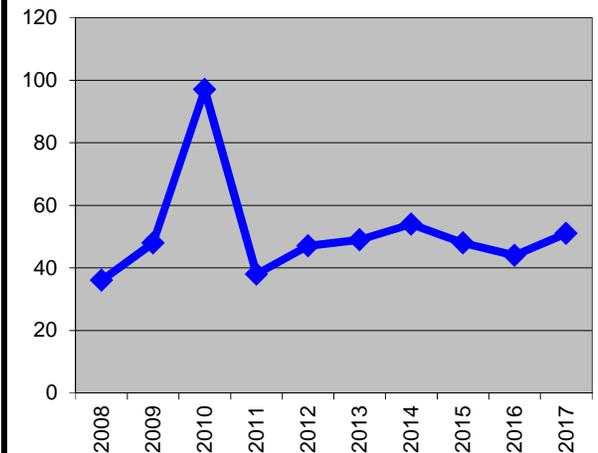
### Course Completers (%)



### Contact Hours by FT Faculty (%)



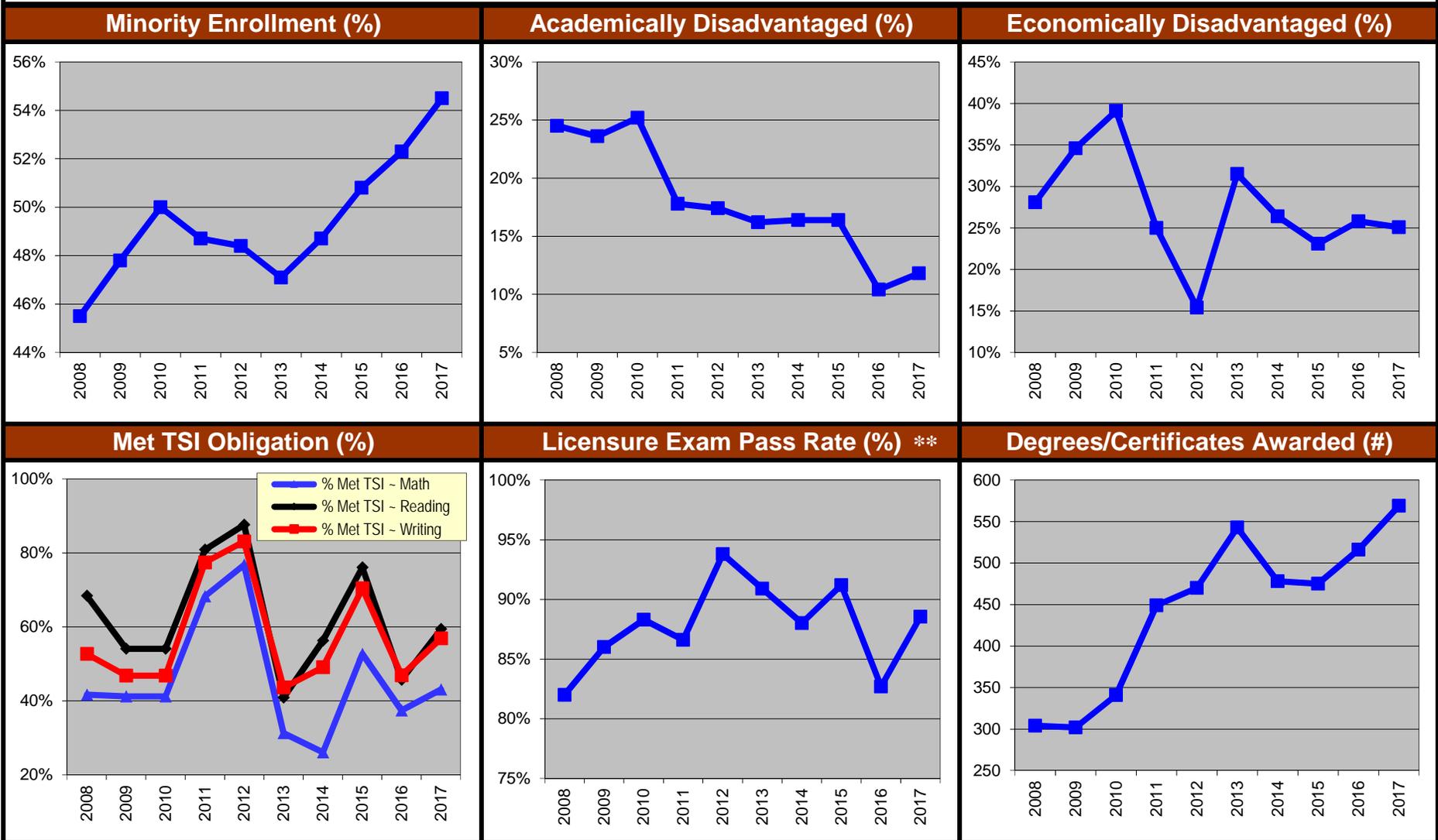
### Transfer to a University (#)



Sources: 1) THECB Data Resources for LBB (Legislative Budget Board);  
2) CH's taught by FT faculty: FY2016 - THECB 2017 Almanac; FY2017 - CBM004/CBM008 SPSS analysis

\*\* all licensure programs combined

# Institutional Effectiveness Performance Measures FY 2008 to FY 2017



Sources: 1) THECB Data Resources for LBB (Legislative Budget Board);  
2) CH's taught by FT faculty: FY2016 - THECB 2017 Almanac; FY2017 - CBM004/CBM008 SPSS analysis

\*\* all licensure programs combined

# Annual COMPLETION RATES -- AY 2013-14 to 2016-17

**\*\*\* NOTE: Data table excludes team taught duplication (team taught courses counted only once) \*\*\***

DIVISION Program Area <i>(from Business Objects)</i>	FALL 2013			SPRING 2014			SUM-1 2014			SUM-2 2014			TOTAL 2013-14			FALL 2014			SPRING 2015			SUM-1 2015			SUM-2 2015			TOTAL 2014-15				
	#	CMP	Rate	#	CMP	Rate	#	CMP	Rate	#	CMP	Rate	#	CMP	Rate	#	CMP	Rate	#	CMP	Rate	#	CMP	Rate	#	CMP	Rate	#	CMP	Rate	#	CMP
<b>Allied Health</b>	<b>639</b>	<b>603</b>	<b>94.4%</b>	<b>606</b>	<b>543</b>	<b>89.6%</b>	<b>300</b>	<b>280</b>	<b>93.3%</b>	<b>2</b>	<b>1</b>	<b>50.0%</b>	<b>1547</b>	<b>1427</b>	<b>92.2%</b>	<b>591</b>	<b>510</b>	<b>86.3%</b>	<b>560</b>	<b>510</b>	<b>91.1%</b>	<b>307</b>	<b>300</b>	<b>97.7%</b>				<b>1458</b>	<b>1320</b>	<b>90.5%</b>		
C T	116	110	94.8%	87	83	95.4%	115	111	96.5%				318	304	95.6%	119	104	87.4%	81	75	92.6%	88	87	98.9%				288	266	92.4%		
E M S	95	86	90.5%	80	58	72.5%							175	144	82.3%	69	45	65.2%	75	44	58.7%				144	89	61.8%					
M R I	139	136	97.8%	179	166	92.7%	59	52	88.1%				377	354	93.9%	87	67	77.0%	146	139	95.2%	75	71	94.7%				308	277	89.9%		
Nuclear Medicine	68	64	94.1%	40	32	80.0%	16	13	81.3%				124	109	87.9%	71	65	91.5%	33	30	90.9%	24	24	100.0%				128	119	93.0%		
Radiation Therapy	24	24	100.0%	62	62	100.0%	27	27	100.0%				113	113	100.0%	29	29	100.0%	58	58	100.0%	30	30	100.0%				117	117	100.0%		
Radiography	197	183	92.9%	158	142	89.9%	83	77	92.8%	2	1	50.0%	440	403	91.6%	216	200	92.6%	167	164	98.2%	90	88	97.8%				473	452	95.6%		
<b>Art &amp; Humanities</b>	<b>2751</b>	<b>2486</b>	<b>90.4%</b>	<b>2479</b>	<b>2224</b>	<b>89.7%</b>	<b>446</b>	<b>415</b>	<b>93.0%</b>	<b>267</b>	<b>250</b>	<b>93.6%</b>	<b>5943</b>	<b>5375</b>	<b>90.4%</b>	<b>2490</b>	<b>2293</b>	<b>92.1%</b>	<b>2445</b>	<b>2246</b>	<b>91.9%</b>	<b>406</b>	<b>378</b>	<b>93.1%</b>	<b>278</b>	<b>269</b>	<b>96.8%</b>	<b>5619</b>	<b>5186</b>	<b>92.3%</b>		
Communications	201	187	93.0%	135	123	91.1%	42	35	83.3%				378	345	91.3%	159	153	96.2%	147	140	95.2%	41	38	92.7%				347	331	95.4%		
Education	24	23	95.8%	13	12	92.3%	6	6	100.0%				43	41	95.3%	21	16	76.2%	11	11	100.0%				32	27	84.4%					
English & Humanities	802	703	87.7%	744	651	87.5%	139	130	93.5%	109	100	91.7%	1794	1584	88.3%	681	604	88.7%	658	591	89.8%	136	124	91.2%	105	102	97.1%	1580	1421	89.9%		
Health & Physical Ed.	229	219	95.6%	235	228	97.0%				12	12	100.0%	476	459	96.4%	214	207	96.7%	263	249	94.7%	33	33	100.0%	7	6	85.7%	517	495	95.7%		
History/Government	738	656	88.9%	694	603	86.9%	157	150	95.5%	115	108	93.9%	1704	1517	89.0%	627	579	92.3%	624	572	91.7%	124	118	95.2%	145	141	97.2%	1520	1410	92.8%		
Psc. & Social Sci.	452	413	91.4%	347	315	90.8%	44	39	88.6%				843	767	91.0%	452	414	91.6%	383	347	90.6%	34	28	82.4%				869	789	90.8%		
Performing Arts	84	74	88.1%	240	227	94.6%	46	10	21.7%	31	30	96.8%	401	341	85.0%	118	113	95.8%	122	116	95.1%	25	25	100.0%	21	20	95.2%	286	274	95.8%		
Visual Arts	221	211	95.5%	71	65	91.5%	12	45	375.0%				304	321	105.6%	218	207	95.0%	237	220	92.8%	13	12	92.3%				468	439	93.8%		
<b>Business, Sci. &amp; Tech.</b>	<b>1237</b>	<b>1061</b>	<b>85.8%</b>	<b>1189</b>	<b>1006</b>	<b>84.6%</b>	<b>301</b>	<b>283</b>	<b>94.0%</b>	<b>163</b>	<b>151</b>	<b>92.6%</b>	<b>2890</b>	<b>2501</b>	<b>86.5%</b>	<b>1215</b>	<b>1001</b>	<b>82.4%</b>	<b>1255</b>	<b>1103</b>	<b>87.9%</b>	<b>326</b>	<b>301</b>	<b>92.3%</b>	<b>197</b>	<b>189</b>	<b>95.9%</b>	<b>2993</b>	<b>2594</b>	<b>86.7%</b>		
Busi. Admin./Mgmt.	115	105	91.3%	76	59	77.6%	16	14	87.5%				207	178	86.0%	115	90	78.3%	80	67	83.8%	22	22	100.0%	1	1	100.0%	218	180	82.6%		
Computer Science	68	58	85.3%	59	46	78.0%				14	12	85.7%	141	116	82.3%	75	63	84.0%	44	37	84.1%	12	12	100.0%	131	112	85.5%					
Engineering	27	23	85.2%	39	35	89.7%	2	1	50.0%				68	59	86.8%	26	21	80.8%	42	36	85.7%	7	7	100.0%	75	64	85.3%					
Life Sciences	471	394	83.7%	465	404	86.9%	91	89	97.8%	29	23	79.3%	1056	910	86.2%	422	346	82.0%	519	443	85.4%	109	103	94.5%	57	53	93.0%	1107	945	85.4%		
Mathematics	353	303	85.8%	320	261	81.6%	86	79	91.9%	38	35	92.1%	797	678	85.1%	385	320	83.1%	339	307	90.6%	89	80	89.9%	43	41	95.3%	856	748	87.4%		
Physical Sciences	203	178	87.7%	230	201	87.4%	106	100	94.3%	82	81	98.8%	621	560	90.2%	192	161	83.9%	231	213	92.2%	99	89	89.9%	84	82	97.6%	606	545	89.9%		
<b>Developmental Ed.</b>	<b>551</b>	<b>468</b>	<b>84.9%</b>	<b>550</b>	<b>415</b>	<b>75.5%</b>	<b>93</b>	<b>74</b>	<b>79.6%</b>	<b>56</b>	<b>54</b>	<b>96.4%</b>	<b>1250</b>	<b>1011</b>	<b>80.9%</b>	<b>429</b>	<b>360</b>	<b>83.9%</b>	<b>407</b>	<b>327</b>	<b>80.3%</b>	<b>101</b>	<b>86</b>	<b>85.1%</b>	<b>51</b>	<b>42</b>	<b>82.4%</b>	<b>988</b>	<b>815</b>	<b>82.5%</b>		
Dev. Ed. - Literacy	113	111	98.2%	97	91	93.8%	25	25	100.0%	14	14	100.0%	249	241	96.8%	106	99	93.4%	93	90	96.8%	39	35	89.7%	14	12	85.7%	252	236	93.7%		
Dev. Ed. - Math	438	357	81.5%	453	324	71.5%	68	49	72.1%	42	40	95.2%	1001	770	76.9%	323	261	80.8%	314	237	75.5%	62	51	82.3%	37	30	81.1%	736	579	78.7%		
<b>Industrial/Applied Tch.</b>	<b>627</b>	<b>592</b>	<b>94.4%</b>	<b>456</b>	<b>417</b>	<b>91.4%</b>	<b>159</b>	<b>144</b>	<b>90.6%</b>	<b>1</b>	<b>1</b>	<b>100.0%</b>	<b>1243</b>	<b>1154</b>	<b>92.8%</b>	<b>553</b>	<b>506</b>	<b>91.5%</b>	<b>506</b>	<b>471</b>	<b>93.1%</b>	<b>138</b>	<b>134</b>	<b>97.1%</b>				<b>1197</b>	<b>1111</b>	<b>92.8%</b>		
Cosmetology	27	24	88.9%	28	20	71.4%	18	18	100.0%				73	62	84.9%	114	106	93.0%	121	101	83.5%	33	33	100.0%				268	240	89.6%		
Criminal Justice	92	89	96.7%	87	82	94.3%							179	171	95.5%	80	76	95.0%	65	65	100.0%				145	141	97.2%					
Culinary Arts / Hospitality Mgmt	142	127	89.4%	89	86	96.6%	5	2	40.0%				236	215	91.1%	87	83	95.4%	86	76	88.4%	1	1	100.0%				174	160	92.0%		
Electrical/Electronics	10	10	100.0%	10	10	100.0%	12	9	75.0%				32	29	90.6%	55	46	83.6%	16	14	87.5%	6	6	100.0%				77	66	85.7%		
HVAC & R	79	76	96.2%	56	53	94.6%	44	40	90.9%				179	169	94.4%	44	28	63.6%	24	24	100.0%	16	16	100.0%				84	68	81.0%		
Industrial Sys. Tech.	33	30	90.9%	16	16	100.0%	4	3	75.0%				53	49	92.5%				24	22	91.7%	2	2	100.0%				26	24	92.3%		
Medical Office Admin	64	62	96.9%	81	73	90.1%	20	20	100.0%				165	155	93.9%	68	66	97.1%	79	78	98.7%	22	22	100.0%				169	166	98.2%		
Welding Technology	180	174	96.7%	89	77	86.5%	56	52	92.9%	1	1	100.0%	326	304	93.3%	105	101	96.2%	91	91	100.0%	58	54	93.1%				254	246	96.9%		
<b>Nursing</b>	<b>826</b>	<b>758</b>	<b>91.8%</b>	<b>682</b>	<b>652</b>	<b>95.6%</b>	<b>146</b>	<b>145</b>	<b>99.3%</b>	<b>142</b>	<b>141</b>	<b>99.3%</b>	<b>1796</b>	<b>1696</b>	<b>94.4%</b>	<b>769</b>	<b>706</b>	<b>91.8%</b>	<b>647</b>	<b>602</b>	<b>93.0%</b>	<b>230</b>	<b>223</b>	<b>97.0%</b>	<b>116</b>	<b>114</b>	<b>98.3%</b>	<b>1762</b>	<b>1645</b>	<b>93.4%</b>		
Nursing, RN	489	430	87.9%	379	357	94.2%	64	63	98.4%	123	122	99.2%	1055	972	92.1%	456	408	89.5%	377	352	93.4%	124	118	95.2%	86	84	97.7%	1043	962	92.2%		
NURV, VN	216	210	97.2%	193	189	97.9%	57	57	100.0%	19	19	100.0%	485	475	97.9%	171	160	93.6%	148	135	91.2%	90	90	100.0%	30	30	100.0%	439	415	94.5%		
Phlebotomy Tech.	121	118	97.5%	110	106	96.4%	25	25	100.0%				256	249	97.3%	142	138	97.2%	122	115	94.3%	16	15	93.8%				280	268	95.7%		
<b>TOTAL (All Divisions)</b>	<b>6631</b>	<b>5968</b>	<b>90.0%</b>	<b>5962</b>	<b>5257</b>	<b>88.2%</b>	<b>1445</b>	<b>1341</b>	<b>92.8%</b>	<b>631</b>	<b>598</b>	<b>94.8%</b>	<b>14669</b>	<b>13164</b>	<b>89.7%</b>	<b>6047</b>	<b>5376</b>	<b>88.9%</b>	<b>5820</b>	<b>5259</b>	<b>90.4%</b>	<b>1508</b>	<b>1422</b>	<b>94.3%</b>	<b>642</b>	<b>614</b>	<b>95.6%</b>	<b>14017</b>	<b>12671</b>	<b>90.4%</b>		

Source: internal Grade Reports (from Business Objects)      Enrl = Enrollment      CMP = Completers      CMP Rate = Completion Rate      Completion Rate (Grades: A, B, C, D, F, CRA, CRB, CRC, NCD, & NCF)

# Annual COMPLETION RATES -- AY 2013-14 to 2016-17

**\*\*\* NOTE: Data table excludes team taught duplication (team taught courses counted only once) \*\*\***

DIVISION Program Area <i>(from Business Objects)</i>	FALL 2015			SPRING 2016			SUM-1 2016			SUM-2 2016			TOTAL 2015-16			FALL 2016			SPRING 2017			SUM-1 2017			SUM-2 2017			TOTAL 2016-17		
	# Enrl	CMP	CMP Rate	# Enrl	CMP	CMP Rate	# Enrl	CMP	CMP Rate	# Enrl	CMP	CMP Rate	# Enrl	CMP	CMP Rate	# Enrl	CMP	CMP Rate	# Enrl	CMP	CMP Rate	# Enrl	CMP	CMP Rate	# Enrl	CMP	CMP Rate	# Enrl	CMP	CMP Rate
<b>Allied Health</b>	<b>635</b>	<b>561</b>	<b>88.3%</b>	<b>651</b>	<b>595</b>	<b>91.4%</b>	<b>282</b>	<b>278</b>	<b>98.6%</b>				<b>1568</b>	<b>1434</b>	<b>91.5%</b>	<b>574</b>	<b>542</b>	<b>94.4%</b>	<b>559</b>	<b>524</b>	<b>93.7%</b>	<b>295</b>	<b>293</b>	<b>99.3%</b>	<b>1</b>	<b>1</b>	<b>100.0%</b>	<b>1429</b>	<b>1360</b>	<b>95.2%</b>
C T	125	114	91.2%	136	130	95.6%	97	97	100.0%				358	341	95.3%	109	103	94.5%	121	117	96.7%	106	106	100.0%	1	1	100.0%	337	327	97.0%
E M S	124	75	60.5%	140	95	67.9%	22	22	100.0%				286	192	67.1%	128	105	82.0%	83	70	84.3%	1	1	100.0%				212	176	83.0%
M R I	78	69	88.5%	107	104	97.2%	68	68	100.0%				253	241	95.3%	101	98	97.0%	111	106	95.5%	63	61	96.8%				275	265	96.4%
Nuclear Medicine	46	46	100.0%	56	56	100.0%	30	30	100.0%				132	132	100.0%	42	42	100.0%	48	44	91.7%	21	21	100.0%				111	107	96.4%
Radiation Therapy	26	26	100.0%	54	54	100.0%	21	21	100.0%				101	101	100.0%	22	22	100.0%	48	48	100.0%	27	27	100.0%				97	97	100.0%
Radiography	236	231	97.9%	158	156	98.7%	44	40	90.9%				438	427	97.5%	172	172	100.0%	133	126	94.7%	53	53	100.0%				358	351	98.0%
Surgical Technology																		15	13	86.7%	24	24	100.0%				39	37	94.9%	
<b>Art &amp; Humanities</b>	<b>2230</b>	<b>2047</b>	<b>91.8%</b>	<b>2225</b>	<b>2045</b>	<b>91.9%</b>	<b>417</b>	<b>380</b>	<b>91.1%</b>	<b>322</b>	<b>308</b>	<b>95.7%</b>	<b>5194</b>	<b>4780</b>	<b>92.0%</b>	<b>2398</b>	<b>2202</b>	<b>91.8%</b>	<b>2249</b>	<b>2083</b>	<b>92.6%</b>	<b>414</b>	<b>385</b>	<b>93.0%</b>	<b>288</b>	<b>273</b>	<b>94.8%</b>	<b>5349</b>	<b>4943</b>	<b>92.4%</b>
Communications	112	106	94.6%	129	116	89.9%	39	36	92.3%				280	258	92.1%	179	162	90.5%	130	123	94.6%	43	37	86.0%				352	322	91.5%
Education	17	13	76.5%	13	10	76.9%	1	1	100.0%	1	1	100.0%	32	25	78.1%	29	27	93.1%	16	16	100.0%	2	2	100.0%				47	45	95.7%
English & Humanities	601	537	89.4%	603	542	89.9%	113	97	85.8%	107	99	92.5%	1424	1275	89.5%	655	591	90.2%	630	566	89.8%	109	99	90.8%	102	94	92.2%	1496	1350	90.2%
Health & Physical Ed.	183	177	96.7%	158	156	98.7%	15	15	100.0%	11	11	100.0%	367	359	97.8%	103	95	92.2%	147	144	98.0%	17	16	94.1%	5	5	100.0%	272	260	95.6%
History/Government	638	582	91.2%	618	569	92.1%	126	116	92.1%	150	146	97.3%	1532	1413	92.2%	625	569	91.0%	591	536	90.7%	136	128	94.1%	140	137	97.9%	1492	1370	91.8%
Psyc. & Social Sci.	404	370	91.6%	370	328	88.6%	57	51	89.5%	6	6	100.0%	837	755	90.2%	451	416	92.2%	372	343	92.2%	53	49	92.5%				876	808	92.2%
Performing Arts	107	102	95.3%	176	176	100.0%	40	38	95.0%	19	18	94.7%	342	334	97.7%	175	167	95.4%	177	173	97.7%	47	47	100.0%				428	413	96.5%
Visual Arts	168	160	95.2%	158	148	93.7%	26	26	100.0%	28	27	96.4%	380	361	95.0%	181	175	96.7%	186	182	97.8%	7	7	100.0%	12	11	91.7%	386	375	97.2%
<b>Business, Sci. &amp; Tech.</b>	<b>1327</b>	<b>1106</b>	<b>83.3%</b>	<b>1240</b>	<b>1080</b>	<b>87.1%</b>	<b>317</b>	<b>295</b>	<b>93.1%</b>	<b>241</b>	<b>232</b>	<b>96.3%</b>	<b>3125</b>	<b>2713</b>	<b>86.8%</b>	<b>1399</b>	<b>1231</b>	<b>88.0%</b>	<b>1410</b>	<b>1251</b>	<b>88.7%</b>	<b>309</b>	<b>288</b>	<b>93.2%</b>	<b>235</b>	<b>213</b>	<b>90.6%</b>	<b>3353</b>	<b>2983</b>	<b>89.0%</b>
Busi. Admin./Mgmt.	146	121	82.9%	112	98	87.5%	20	19	95.0%	19	19	100.0%	297	257	86.5%	118	104	88.1%	107	100	93.5%	25	25	100.0%	17	17	100.0%	267	246	92.1%
Computer Science	65	56	86.2%	54	47	87.0%				23	23	100.0%	142	126	88.7%	66	59	89.4%	68	58	85.3%				11	11	100.0%	145	128	88.3%
Engineering	34	20	58.8%	25	23	92.0%	23	23	100.0%				82	66	80.5%	21	20	95.2%	20	18	90.0%	7	7	100.0%	9	9	100.0%	57	54	94.7%
Life Sciences	520	446	85.8%	510	441	86.5%	115	109	94.8%	76	73	96.1%	1221	1069	87.6%	635	544	85.7%	626	563	89.9%	108	103	95.4%	66	62	93.9%	1435	1272	88.6%
Mathematics	388	315	81.2%	360	312	86.7%	86	75	87.2%	63	59	93.7%	897	761	84.8%	404	366	90.6%	395	333	84.3%	94	79	84.0%	50	41	82.0%	943	819	86.9%
Physical Sciences	174	148	85.1%	179	159	88.8%	73	69	94.5%	60	58	96.7%	486	434	89.3%	155	138	89.0%	194	179	92.3%	75	74	98.7%	82	73	89.0%	506	464	91.7%
<b>Developmental Ed.</b>	<b>527</b>	<b>447</b>	<b>84.8%</b>	<b>371</b>	<b>314</b>	<b>84.6%</b>	<b>72</b>	<b>66</b>	<b>91.7%</b>	<b>35</b>	<b>29</b>	<b>82.9%</b>	<b>1005</b>	<b>856</b>	<b>85.2%</b>	<b>472</b>	<b>418</b>	<b>88.6%</b>	<b>367</b>	<b>308</b>	<b>83.9%</b>	<b>26</b>	<b>24</b>	<b>92.3%</b>	<b>27</b>	<b>26</b>	<b>96.3%</b>	<b>892</b>	<b>776</b>	<b>87.0%</b>
Dev. Ed. - Literacy	157	151	96.2%	93	90	96.8%	26	25	96.2%	7	7	100.0%	283	273	96.5%	139	136	97.8%	90	87	96.7%	9	9	100.0%	16	16	100.0%	254	248	97.6%
Dev. Ed. - Math	370	296	80.0%	278	224	80.6%	46	41	89.1%	28	22	78.6%	722	583	80.7%	333	282	84.7%	277	221	79.8%	17	15	88.2%	11	10	90.9%	638	528	82.8%
<b>Industrial/Applied Tech</b>	<b>635</b>	<b>585</b>	<b>92.1%</b>	<b>500</b>	<b>486</b>	<b>97.2%</b>	<b>151</b>	<b>141</b>	<b>93.4%</b>	<b>2</b>	<b>2</b>	<b>100.0%</b>	<b>1288</b>	<b>1214</b>	<b>94.3%</b>	<b>700</b>	<b>600</b>	<b>85.7%</b>	<b>643</b>	<b>616</b>	<b>95.8%</b>	<b>142</b>	<b>135</b>	<b>95.1%</b>	<b>0</b>	<b>0</b>	<b>#DIV/0!</b>	<b>1485</b>	<b>1351</b>	<b>91.0%</b>
Cosmetology	112	108	96.4%	70	70	100.0%	24	18	75.0%				206	196	95.1%	109	98	89.9%	94	88	93.6%	24	21	87.5%				227	207	91.2%
Criminal Justice	70	68	97.1%	53	53	100.0%				2	2	100.0%	125	123	98.4%	38	38	100.0%	64	64	100.0%	3	3	100.0%				105	105	100.0%
Culinary Arts / Hospitality Mgmt	142	130	91.5%	84	79	94.0%	2	2	100.0%				228	211	92.5%	116	110	94.8%	133	128	96.2%	6	6	100.0%				255	244	95.7%
Electrical/Electronics	60	60	100.0%	39	39	100.0%	18	18	100.0%				117	117	100.0%	33	33	100.0%				3	3	100.0%				36	36	100.0%
HVAC & R	68	64	94.1%	61	56	91.8%	44	40	90.9%				173	160	92.5%	72	72	100.0%	84	76	90.5%	44	40	90.9%				200	188	94.0%
Industrial Sys. Tech.				13	13	100.0%	6	6	100.0%				19	19	100.0%	1	1	100.0%				1	1	100.0%				2	2	100.0%
Medical Office Admin	93	85	91.4%	110	110	100.0%	2	2	100.0%				205	197	96.1%	152	151	99.3%	137	134	97.8%	1	1	100.0%				290	286	98.6%
Welding Technology	90	70	77.8%	70	66	94.3%	55	55	100.0%				215	191	88.8%	179	97	54.2%	131	126	96.2%	60	60	100.0%				370	283	76.5%
<b>Nursing</b>	<b>719</b>	<b>663</b>	<b>92.2%</b>	<b>577</b>	<b>557</b>	<b>96.5%</b>	<b>187</b>	<b>181</b>	<b>96.8%</b>	<b>139</b>	<b>138</b>	<b>99.3%</b>	<b>1622</b>	<b>1539</b>	<b>94.9%</b>	<b>466</b>	<b>428</b>	<b>91.8%</b>	<b>518</b>	<b>501</b>	<b>96.7%</b>	<b>203</b>	<b>200</b>	<b>98.5%</b>	<b>137</b>	<b>137</b>	<b>100.0%</b>	<b>1324</b>	<b>1266</b>	<b>95.6%</b>
Nursing, RN	402	363	90.3%	338	321	95.0%	92	88	95.7%	116	116	100.0%	948	888	93.7%	305	272	89.2%	333	321	96.4%	104	101	97.1%	112	112	100.0%	854	806	94.4%
NURV, VN	200	194	97.0%	162	160	98.8%	69	67	97.1%	23	22	95.7%	454	443	97.6%	55	54	98.2%	124	120	96.8%	75	75	100.0%	25	25	100.0%	279	274	98.2%
Phlebotomy Tech.	117	106	90.6%	77	76	98.7%	26	26	100.0%				220	208																

# Annual SUCCESS RATES -- AY 2013-14 to 2016-17

**\*\*\* NOTE: Data table excludes team taught duplication (team taught courses counted only once) \*\*\***

DIVISION Program Area <i>(from Business Objects)</i>	FALL 2013			SPRING 2014			SUM-1 2014			SUM-2 2014			TOTAL 2013-14			FALL 2014			SPRING 2015			SUM-1 2015			SUM-2 2015			TOTAL 2014-15				
	#	SC	Rate	#	SC	Rate	#	SC	Rate	#	SC	Rate	#	SC	Rate	#	SC	Rate	#	SC	Rate	#	SC	Rate	#	SC	Rate	#	SC	Rate	#	SC
<b>Allied Health</b>	<b>639</b>	<b>564</b>	<b>88.3%</b>	<b>606</b>	<b>518</b>	<b>85.5%</b>	<b>300</b>	<b>257</b>	<b>85.7%</b>	<b>2</b>	<b>0</b>	<b>0.0%</b>	<b>1547</b>	<b>1339</b>	<b>86.6%</b>	<b>591</b>	<b>495</b>	<b>83.8%</b>	<b>560</b>	<b>496</b>	<b>88.6%</b>	<b>307</b>	<b>295</b>	<b>96.1%</b>				<b>1458</b>	<b>1286</b>	<b>88.2%</b>		
C T	116	99	85.3%	87	74	85.1%	115	100	87.0%				318	273	85.8%	119	100	84.0%	81	66	81.5%	88	87	98.9%				288	253	87.8%		
E M S	95	68	71.6%	80	58	72.5%							175	126	72.0%	69	36	52.2%	75	40	53.3%				144	76	52.8%					
M R I	139	136	97.8%	179	162	90.5%	59	50	84.7%				377	348	92.3%	87	67	77.0%	146	139	95.2%	75	68	90.7%				308	274	89.0%		
Nuclear Medicine	68	61	89.7%	40	29	72.5%	16	13	81.3%				124	103	83.1%	71	65	91.5%	33	30	90.9%	24	24	100.0%				128	119	93.0%		
Radiation Therapy	24	24	100.0%	62	58	93.5%	27	27	100.0%				113	109	96.5%	29	29	100.0%	58	58	100.0%	30	30	100.0%				117	117	100.0%		
Radiography	197	176	89.3%	158	137	86.7%	83	67	80.7%	2	0	0.0%	440	380	86.4%	216	198	91.7%	167	163	97.6%	90	86	95.6%				473	447	94.5%		
<b>Art &amp; Humanities</b>	<b>2751</b>	<b>2052</b>	<b>74.6%</b>	<b>2479</b>	<b>1805</b>	<b>72.8%</b>	<b>446</b>	<b>364</b>	<b>81.6%</b>	<b>267</b>	<b>191</b>	<b>71.5%</b>	<b>5943</b>	<b>4412</b>	<b>74.2%</b>	<b>2490</b>	<b>1954</b>	<b>78.5%</b>	<b>2445</b>	<b>1879</b>	<b>76.9%</b>	<b>406</b>	<b>336</b>	<b>82.8%</b>	<b>278</b>	<b>227</b>	<b>81.7%</b>	<b>5619</b>	<b>4396</b>	<b>78.2%</b>		
Communications	201	158	78.6%	135	98	72.6%	42	28	66.7%				378	284	75.1%	159	137	86.2%	147	124	84.4%	41	31	75.6%				347	292	84.1%		
Education	24	15	62.5%	13	11	84.6%	6	4	66.7%				43	30	69.8%	21	14	66.7%	11	8	72.7%				32	22	68.8%					
English & Humanities	802	555	69.2%	744	535	71.9%	139	117	84.2%	109	76	69.7%	1794	1283	71.5%	681	497	73.0%	658	476	72.3%	136	114	83.8%	105	83	79.0%	1580	1170	74.1%		
Health & Physical Ed.	229	206	90.0%	235	219	93.2%				12	11	91.7%	476	436	91.6%	214	186	86.9%	263	228	86.7%	33	27	81.8%	7	5	71.4%	517	446	86.3%		
History/Government	738	527	71.4%	694	464	66.9%	157	135	86.0%	115	78	67.8%	1704	1204	70.7%	627	490	78.1%	624	467	74.8%	124	104	83.9%	145	122	84.1%	1520	1183	77.8%		
Psyc. & Social Sci.	452	329	72.8%	347	235	67.7%	44	30	68.2%				843	594	70.5%	452	336	74.3%	383	262	68.4%	34	26	76.5%				869	624	71.8%		
Performing Arts	84	69	82.1%	240	187	77.9%	46	42	91.3%	31	26	83.9%	401	324	80.8%	118	105	89.0%	122	109	89.3%	25	25	100.0%	21	17	81.0%	286	256	89.5%		
Visual Arts	221	193	87.3%	71	56	78.9%	12	8	66.7%				304	257	84.5%	218	189	86.7%	237	205	86.5%	13	9	69.2%				468	403	86.1%		
<b>Business, Sci. &amp; Tech.</b>	<b>1237</b>	<b>808</b>	<b>65.3%</b>	<b>1189</b>	<b>782</b>	<b>65.8%</b>	<b>301</b>	<b>240</b>	<b>79.7%</b>	<b>163</b>	<b>121</b>	<b>74.2%</b>	<b>2890</b>	<b>1951</b>	<b>67.5%</b>	<b>1215</b>	<b>790</b>	<b>65.0%</b>	<b>1255</b>	<b>882</b>	<b>70.3%</b>	<b>326</b>	<b>260</b>	<b>79.8%</b>	<b>197</b>	<b>149</b>	<b>75.6%</b>	<b>2993</b>	<b>2081</b>	<b>69.5%</b>		
Busi. Admin./Mgmt.	115	84	73.0%	76	41	53.9%	16	9	56.3%				207	134	64.7%	115	75	65.2%	80	56	70.0%	22	19	86.4%	1	0	0.0%	218	150	68.8%		
Computer Science	68	35	51.5%	59	34	57.6%				14	10	71.4%	141	79	56.0%	75	51	68.0%	44	27	61.4%	12	10	83.3%	131	88	67.2%					
Engineering	27	20	74.1%	39	33	84.6%	2	1	50.0%				68	54	79.4%	26	20	76.9%	42	33	78.6%	7	7	100.0%	75	60	80.0%					
Life Sciences	471	319	67.7%	465	325	69.9%	91	76	83.5%	29	21	72.4%	1056	741	70.2%	422	268	63.5%	519	367	70.7%	109	95	87.2%	57	45	78.9%	1107	775	70.0%		
Mathematics	353	228	64.6%	320	199	62.2%	86	68	79.1%	38	16	42.1%	797	511	64.1%	385	239	62.1%	339	248	73.2%	89	66	74.2%	43	33	76.7%	856	586	68.5%		
Physical Sciences	203	122	60.1%	230	150	65.2%	106	86	81.1%	82	74	90.2%	621	432	69.6%	192	137	71.4%	231	151	65.4%	99	73	73.7%	84	61	72.6%	606	422	69.6%		
<b>Developmental Ed.</b>	<b>551</b>	<b>344</b>	<b>62.4%</b>	<b>550</b>	<b>271</b>	<b>49.3%</b>	<b>93</b>	<b>63</b>	<b>67.7%</b>	<b>56</b>	<b>42</b>	<b>75.0%</b>	<b>1250</b>	<b>720</b>	<b>57.6%</b>	<b>429</b>	<b>265</b>	<b>61.8%</b>	<b>407</b>	<b>239</b>	<b>58.7%</b>	<b>101</b>	<b>72</b>	<b>71.3%</b>	<b>51</b>	<b>35</b>	<b>68.6%</b>	<b>988</b>	<b>611</b>	<b>61.8%</b>		
Dev. Ed. - Literacy	113	94	83.2%	97	58	59.8%	25	23	92.0%	14	13	92.9%	249	188	75.5%	106	85	80.2%	93	69	74.2%	39	32	82.1%	14	12	85.7%	252	198	78.6%		
Dev. Ed. - Math	438	250	57.1%	453	213	47.0%	68	40	58.8%	42	29	69.0%	1001	532	53.1%	323	180	55.7%	314	170	54.1%	62	40	64.5%	37	23	62.2%	736	413	56.1%		
<b>Industrial/Applied Tch.</b>	<b>627</b>	<b>532</b>	<b>84.8%</b>	<b>456</b>	<b>369</b>	<b>80.9%</b>	<b>159</b>	<b>122</b>	<b>76.7%</b>	<b>1</b>	<b>1</b>	<b>100.0%</b>	<b>1243</b>	<b>1024</b>	<b>82.4%</b>	<b>553</b>	<b>470</b>	<b>85.0%</b>	<b>506</b>	<b>432</b>	<b>85.4%</b>	<b>138</b>	<b>133</b>	<b>96.4%</b>				<b>1197</b>	<b>1035</b>	<b>86.5%</b>		
Cosmetology	27	21	77.8%	28	19	67.9%	18	18	100.0%				73	58	79.5%	114	100	87.7%	121	97	80.2%	33	33	100.0%				268	230	85.8%		
Criminal Justice	92	80	87.0%	87	72	82.8%							179	152	84.9%	80	70	87.5%	65	60	92.3%				145	130	89.7%					
Culinary Arts / Hospitality Mgmt	142	101	71.1%	89	72	80.9%	5	2	40.0%				236	175	74.2%	87	68	78.2%	86	68	79.1%	1	1	100.0%				174	137	78.7%		
Electrical/Electronics	10	9	90.0%	10	8	80.0%	12	9	75.0%				32	26	81.3%	55	46	83.6%	16	14	87.5%	6	6	100.0%				77	66	85.7%		
HVAC & R	79	72	91.1%	56	51	91.1%	44	40	90.9%				179	163	91.1%	44	27	61.4%	24	23	95.8%	16	16	100.0%				84	66	78.6%		
Industrial Sys. Tech.	33	25	75.8%	16	12	75.0%	4	3	75.0%				53	40	75.5%				24	21	87.5%	2	2	100.0%				26	23	88.5%		
Medical Office Admin	64	61	95.3%	81	68	84.0%	20	18	90.0%				165	147	89.1%	68	65	95.6%	79	74	93.7%	22	21	95.5%				169	160	94.7%		
Welding Technology	180	163	90.6%	89	67	75.3%	56	32	57.1%	1	1	100.0%	326	263	80.7%	105	94	89.5%	91	75	82.4%	58	54	93.1%				254	223	87.8%		
<b>Nursing</b>	<b>826</b>	<b>708</b>	<b>85.7%</b>	<b>682</b>	<b>614</b>	<b>90.0%</b>	<b>146</b>	<b>134</b>	<b>91.8%</b>	<b>142</b>	<b>141</b>	<b>99.3%</b>	<b>1796</b>	<b>1597</b>	<b>88.9%</b>	<b>769</b>	<b>654</b>	<b>85.0%</b>	<b>647</b>	<b>550</b>	<b>85.0%</b>	<b>230</b>	<b>212</b>	<b>92.2%</b>	<b>116</b>	<b>113</b>	<b>97.4%</b>	<b>1762</b>	<b>1529</b>	<b>86.8%</b>		
Nursing, RN	489	407	83.2%	379	338	89.2%	64	57	89.1%	123	122	99.2%	1055	924	87.6%	456	380	83.3%	377	321	85.1%	124	110	88.7%	86	83	96.5%	1043	894	85.7%		
NURV, VN	216	202	93.5%	193	179	92.7%	57	53	93.0%	19	19	100.0%	485	453	93.4%	171	150	87.7%	148	128	86.5%	90	87	96.7%	30	30	100.0%	439	395	90.0%		
Phlebotomy Tech.	121	99	81.8%	110	97	88.2%	25	24	96.0%				256	220	85.9%	142	124	87.3%	122	101	82.8%	16	15	93.8%				280	240	85.7%		
<b>TOTAL (All Divisions)</b>	<b>6631</b>	<b>5008</b>	<b>75.5%</b>	<b>5962</b>	<b>4359</b>	<b>73.1%</b>	<b>1445</b>	<b>1180</b>	<b>81.7%</b>	<b>631</b>	<b>496</b>	<b>78.6%</b>	<b>14669</b>	<b>11043</b>	<b>75.3%</b>	<b>6047</b>	<b>4628</b>	<b>76.5%</b>	<b>5820</b>	<b>4478</b>	<b>76.9%</b>	<b>1508</b>	<b>1308</b>	<b>86.7%</b>	<b>642</b>	<b>524</b>	<b>81.6%</b>	<b>14017</b>	<b>10938</b>	<b>78.0%</b>		

Source: internal Grade Reports (from Business Objects)

Enrl = Enrollment

SC = Success

SC Rate = Success Rate

Success Rate (Grades: A, B, C, CRA, CRB, and CRC)

# Annual SUCCESS RATES -- AY 2013-14 to 2016-17

**\*\*\* NOTE: Data table excludes team taught duplication (team taught courses counted only once) \*\*\***

DIVISION Program Area <i>(from Business Objects)</i>	FALL 2015			SPRING 2016			SUM-1 2016			SUM-2 2016			TOTAL 2015-16			FALL 2016			SPRING 2017			SUM-1 2017			SUM-2 2017			TOTAL 2016-17		
	# Enrl	SC SC	SC Rate	# Enrl	SC SC	SC Rate	# Enrl	SC SC	SC Rate	# Enrl	SC SC	SC Rate	# Enrl	SC SC	SC Rate	# Enrl	SC SC	SC Rate	# Enrl	SC SC	SC Rate	# Enrl	SC SC	SC Rate	# Enrl	SC SC	SC Rate	# Enrl	SC SC	SC Rate
<b>Allied Health</b>	<b>635</b>	<b>537</b>	<b>84.6%</b>	<b>651</b>	<b>580</b>	<b>89.1%</b>	<b>282</b>	<b>273</b>	<b>96.8%</b>				<b>1568</b>	<b>1390</b>	<b>88.6%</b>	<b>574</b>	<b>302</b>	<b>52.6%</b>	<b>559</b>	<b>509</b>	<b>91.1%</b>	<b>295</b>	<b>292</b>	<b>99.0%</b>	<b>1</b>	<b>1</b>	<b>100.0%</b>	<b>1429</b>	<b>1104</b>	<b>77.3%</b>
C T	125	113	90.4%	136	124	91.2%	97	92	94.8%				358	329	91.9%	109	99	90.8%	121	109	90.1%	106	105	99.1%	1	1	100.0%	337	314	93.2%
E M S	124	60	48.4%	140	89	63.6%	22	22	100.0%				286	171	59.8%	128	105	82.0%	83	66	79.5%	1	1	100.0%				212	172	81.1%
M R I	78	69	88.5%	107	104	97.2%	68	68	100.0%				253	241	95.3%	101	98	97.0%	111	106	95.5%	63	61	96.8%				275	265	96.4%
Nuclear Medicine	46	46	100.0%	56	56	100.0%	30	30	100.0%				132	132	100.0%	42		0.0%	48	44	91.7%	21	21	100.0%				111	65	58.6%
Radiation Therapy	26	26	100.0%	54	53	98.1%	21	21	100.0%				101	100	99.0%	22		0.0%	48	48	100.0%	27	27	100.0%				97	75	77.3%
Radiography	236	223	94.5%	158	154	97.5%	44	40	90.9%				438	417	95.2%	172		0.0%	133	123	92.5%	53	53	100.0%				358	176	49.2%
Surgical Technology																		#DIV/0!	15	13	86.7%	24	24	100.0%				39	37	94.9%
<b>Art &amp; Humanities</b>	<b>2230</b>	<b>1779</b>	<b>79.8%</b>	<b>2225</b>	<b>1795</b>	<b>80.7%</b>	<b>417</b>	<b>344</b>	<b>82.5%</b>	<b>322</b>	<b>273</b>	<b>84.8%</b>	<b>5194</b>	<b>4191</b>	<b>80.7%</b>	<b>2398</b>	<b>1918</b>	<b>80.0%</b>	<b>2249</b>	<b>1764</b>	<b>78.4%</b>	<b>414</b>	<b>346</b>	<b>83.6%</b>	<b>288</b>	<b>239</b>	<b>83.0%</b>	<b>5349</b>	<b>4267</b>	<b>79.8%</b>
Communications	112	93	83.0%	129	105	81.4%	39	34	87.2%				280	232	82.9%	179	152	84.9%	130	109	83.8%	43	28	65.1%				352	289	82.1%
Education	17	13	76.5%	13	9	69.2%	1	0	0.0%	1	1	100.0%	32	23	71.9%	29	25	86.2%	16	14	87.5%	2	2	100.0%			#DIV/0!	47	41	87.2%
English & Humanities	601	454	75.5%	603	474	78.6%	113	86	76.1%	107	86	80.4%	1424	1100	77.2%	655	496	75.7%	630	470	74.6%	109	93	85.3%	102	78	76.5%	1496	1137	76.0%
Health & Physical Ed.	183	166	90.7%	158	145	91.8%	15	14	93.3%	11	11	100.0%	367	336	91.6%	103	85	82.5%	147	135	91.8%	17	14	82.4%	5	4	80.0%	272	238	87.5%
History/Government	638	505	79.2%	618	486	78.6%	126	98	77.8%	150	131	87.3%	1532	1220	79.6%	625	484	77.4%	591	427	72.3%	136	110	80.9%	140	121	86.4%	1492	1142	76.5%
Psyc. & Social Sci.	404	293	72.5%	370	273	73.8%	57	48	84.2%	6	5	83.3%	837	619	74.0%	451	348	77.2%	372	287	77.2%	53	45	84.9%			#DIV/0!	876	680	77.6%
Performing Arts	107	100	93.5%	176	167	94.9%	40	38	95.0%	19	18	94.7%	342	323	94.4%			#DIV/0!	186	162	87.1%	47	47	100.0%	29	26	89.7%	262	235	89.7%
Visual Arts	168	155	92.3%	158	136	86.1%	26	26	100.0%	28	21	75.0%	380	338	88.9%	356	328	92.1%	177	160	90.4%	7	7	100.0%	12	10	83.3%	552	505	91.5%
<b>Business, Sci. &amp; Tech.</b>	<b>1327</b>	<b>887</b>	<b>66.8%</b>	<b>1240</b>	<b>871</b>	<b>70.2%</b>	<b>317</b>	<b>245</b>	<b>77.3%</b>	<b>241</b>	<b>215</b>	<b>89.2%</b>	<b>3125</b>	<b>2218</b>	<b>71.0%</b>	<b>1399</b>	<b>1008</b>	<b>72.1%</b>	<b>1410</b>	<b>1051</b>	<b>74.5%</b>	<b>309</b>	<b>239</b>	<b>77.3%</b>	<b>235</b>	<b>176</b>	<b>74.9%</b>	<b>3353</b>	<b>2474</b>	<b>73.8%</b>
Busi. Admin./Mgmt.	146	94	64.4%	112	78	69.6%	20	14	70.0%	19	17	89.5%	297	203	68.4%	118	87	73.7%	107	83	77.6%	25	19	76.0%	17	15	88.2%	267	204	76.4%
Computer Science	65	46	70.8%	54	37	68.5%				23	23	100.0%	142	106	74.6%	66	49	74.2%	68	51	75.0%		#DIV/0!	11	11	100.0%	145	111	76.6%	
Engineering	34	17	50.0%	25	22	88.0%	23	23	100.0%				82	62	75.6%	21	17	81.0%	20	15	75.0%	7	7	100.0%	9	7	77.8%	57	46	80.7%
Life Sciences	520	364	70.0%	510	374	73.3%	115	99	86.1%	76	72	94.7%	1221	909	74.4%	635	471	74.2%	626	494	78.9%	108	89	82.4%	66	59	89.4%	1435	1113	77.6%
Mathematics	388	253	65.2%	360	241	66.9%	86	55	64.0%	63	54	85.7%	897	603	67.2%	404	289	71.5%	395	282	71.4%	94	68	72.3%	50	21	42.0%	943	660	70.0%
Physical Sciences	174	113	64.9%	179	119	66.5%	73	54	74.0%	60	49	81.7%	486	335	68.9%	155	95	61.3%	194	126	64.9%	75	56	74.7%	82	63	76.8%	506	340	67.2%
<b>Developmental Ed.</b>	<b>527</b>	<b>377</b>	<b>71.5%</b>	<b>371</b>	<b>262</b>	<b>70.6%</b>	<b>72</b>	<b>58</b>	<b>80.6%</b>	<b>35</b>	<b>20</b>	<b>57.1%</b>	<b>1005</b>	<b>717</b>	<b>71.3%</b>	<b>472</b>	<b>341</b>	<b>72.2%</b>	<b>367</b>	<b>252</b>	<b>68.7%</b>	<b>26</b>	<b>21</b>	<b>80.8%</b>	<b>27</b>	<b>25</b>	<b>92.6%</b>	<b>892</b>	<b>639</b>	<b>71.6%</b>
Dev. Ed. - Literacy	157	130	82.8%	93	82		26	23	88.5%	7	6	85.7%	283	241	85.2%	139	117	84.2%	90	70	77.8%	9	9	100.0%	16	15	93.8%	254	211	83.1%
Dev. Ed. - Math	370	247	66.8%	278	180		46	35	76.1%	28	14	50.0%	722	476	65.9%	333	224	67.3%	277	182	65.7%	17	12	70.6%	11	10	90.9%	638	428	67.1%
<b>Industrial/Applied Tech</b>	<b>635</b>	<b>534</b>	<b>84.1%</b>	<b>500</b>	<b>441</b>	<b>88.2%</b>	<b>151</b>	<b>130</b>	<b>86.1%</b>	<b>2</b>	<b>2</b>	<b>100.0%</b>	<b>1288</b>	<b>1107</b>	<b>85.9%</b>	<b>700</b>	<b>539</b>	<b>77.0%</b>	<b>643</b>	<b>531</b>	<b>82.6%</b>	<b>142</b>	<b>121</b>	<b>85.2%</b>				<b>1485</b>	<b>1191</b>	<b>80.2%</b>
Cosmetology	112	108	96.4%	70	70	100.0%	24	16	66.7%				206	194	94.2%	109	96	88.1%	94	80	85.1%	24	21	87.5%				227	197	86.8%
Criminal Justice	70	66	94.3%	53	53	100.0%				2	2	100.0%	125	121	96.8%	38	27	71.1%	64	57	89.1%	3	3	100.0%				105	87	82.9%
Culinary Arts / Hospitality Mgmt	142	95	66.9%	84	58	69.0%	2	0	0.0%				228	153	67.1%	116	83	71.6%	133	101	75.9%	6	5	83.3%				255	189	74.1%
Electrical/Electronics	60	59	98.3%	39	30	76.9%	18	15	83.3%				117	104	88.9%	33	29	87.9%				3	3	100.0%				36	32	88.9%
HVAC & R	68	57	83.8%	61	49	80.3%	44	37	84.1%				173	143	82.7%	72	68	94.4%	84	61	72.6%	44	38	86.4%				200	167	83.5%
Industrial Sys. Tech.				13	11	84.6%	6	5	83.3%				19	16	84.2%	1	1	100.0%				1	1	100.0%				2	2	100.0%
Medical Office Admin	93	79	84.9%	110	108	98.2%	2	2	100.0%				205	189	92.2%	152	146	96.1%	137	131	95.6%	1	1	100.0%				290	278	95.9%
Welding Technology	90	70	77.8%	70	62	88.6%	55	55	100.0%				215	187	87.0%	179	89	49.7%	131	101	77.1%	60	49	81.7%				370	239	64.6%
<b>Nursing</b>	<b>719</b>	<b>647</b>	<b>90.0%</b>	<b>577</b>	<b>528</b>	<b>91.5%</b>	<b>187</b>	<b>174</b>	<b>93.0%</b>	<b>139</b>	<b>138</b>	<b>99.3%</b>	<b>1622</b>	<b>1487</b>	<b>91.7%</b>	<b>466</b>	<b>406</b>	<b>87.1%</b>	<b>518</b>	<b>487</b>	<b>94.0%</b>	<b>203</b>	<b>194</b>	<b>95.6%</b>	<b>137</b>	<b>137</b>	<b>100.0%</b>	<b>1324</b>	<b>1224</b>	<b>92.4%</b>
Nursing, RN	402	354	88.1%	338	305	90.2%	92	86	93.5%	116	116	100.0%	948	861	90.8%	305	257	84.3%	333	310	93.1%	104	100	96.2%	112	112	100.0%	854	779	91.2%
NURV, VN	200	193	96.5%	162	153	94.4%	69	63	91.3%	23	22	95.7%	454	431	94.9%	55	54	98.2%	124	119	96.0%	75	70	93.3%	25	25	100.0%	279	268	96.1%
Phlebotomy Tech.	117	100	85.5%	77	70	90.9%	26	25	96.2%				220	195	88.6%															

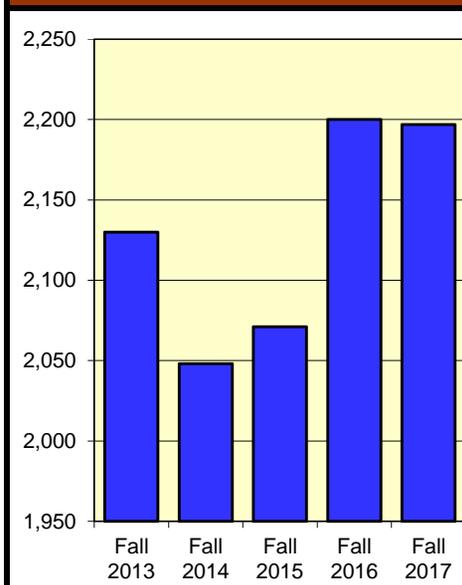
## Accountability Measure – Participation (Key Measures) Enrollment

**NEW  
update**

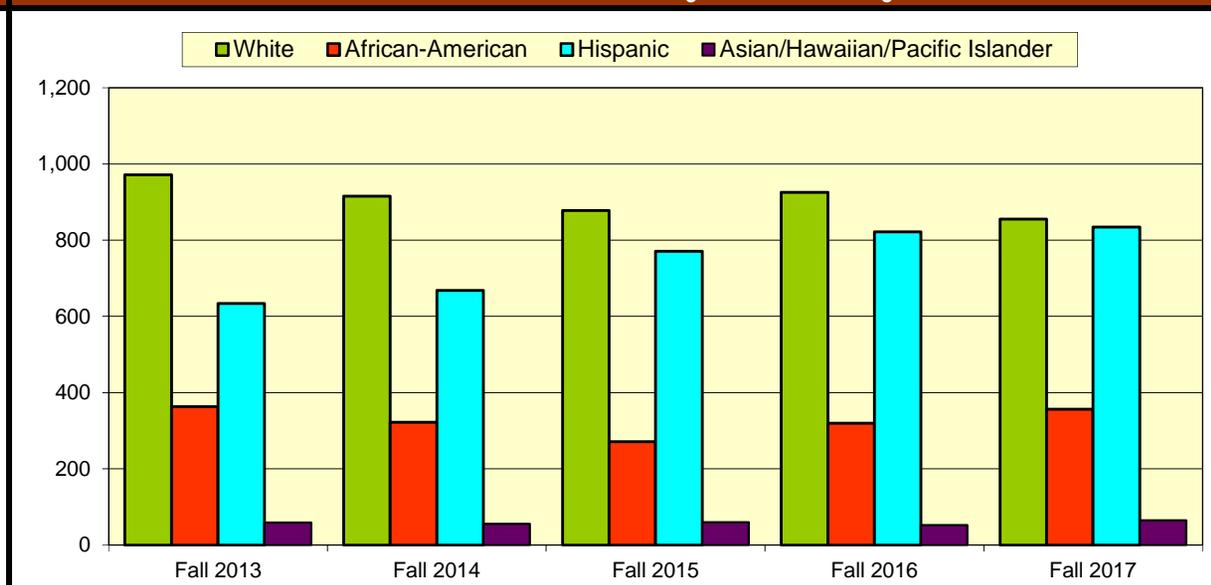
# and % of credit students enrolled on the fall census day.

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	% Change FA2013 to FA2017
<b>Total</b>	<b>2,130</b>	<b>2,048</b>	<b>2,071</b>	<b>2,200</b>	<b>2,197</b>	<b>3.1%</b>
White	971 (45.6%)	915 (44.7%)	878 (42.4%)	925 (42.0%)	855 (38.9%)	-11.9%
African-American *	363 (17.0%)	322 (15.7%)	271 (13.1%)	320 (14.5%)	356 (16.2%)	-1.9%
Hispanic	634 (29.8%)	668 (32.6%)	771 (37.2%)	822 (37.4%)	834 (38.0%)	31.5%
Asian/Hawaiian/Pacific Islander	59 (2.8%)	56 (2.7%)	60 (2.9%)	52 (2.4%)	65 (3.0%)	10.2%
International	14 (0.7%)	18 (0.9%)	25 (1.2%)	23 (1.0%)	22 (1.0%)	57.1%
Other **	89 (4.2%)	69 (3.4%)	66 (3.2%)	58 (2.6%)	65 (3.0%)	-27.0%

### Total Fall Headcount



### Fall Headcount by Ethnicity



\*\* Other includes Native American, Alaskan Native, Unknown, and Multi-Racial

\* includes Multi-Racial African Americans

Source: 2013 to 2015 OLD THECB Accountability System - Community Colleges - Participation; 2016 to 2017 NEW 60x30 THECB Accountability System

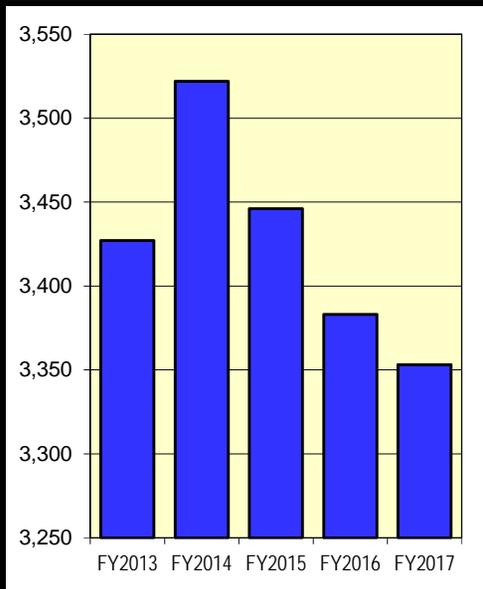
## Accountability Measure – Participation (Key Measures) Annual Unduplicated Enrollment

**NEW  
update**

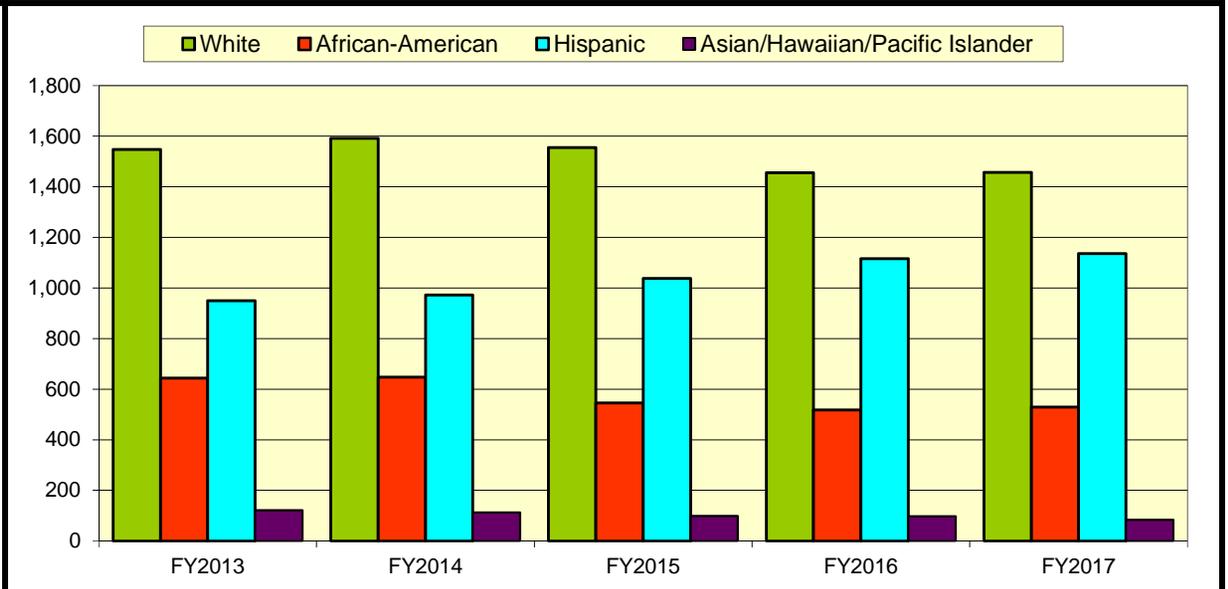
**Annual unduplicated enrollment including credit & non-credit students.**

	FY2013	FY2014	FY2015	FY2016	FY2017	% Change FY2013 to FY2017
<b>Total</b>	<b>3,427</b>	<b>3,522</b>	<b>3,446</b>	<b>3,383</b>	<b>3,353</b>	<b>-2.2%</b>
White	1,548 (45.2%)	1,592 (45.2%)	1,555 (45.1%)	1,456 (43.0%)	1,457 (43.5%)	-5.9%
African-American *	643 (18.8%)	647 (18.4%)	546 (15.8%)	518 (15.3%)	529 (15.8%)	-17.7%
Hispanic	950 (27.7%)	972 (27.6%)	1,038 (30.1%)	1,116 (33.0%)	1,136 (33.9%)	19.6%
Asian/Hawaiian/Pacific Islander	121 (3.5%)	113 (3.2%)	99 (2.9%)	97 (2.9%)	84 (2.5%)	-30.6%
International	22 (0.6%)	22 (0.6%)	30 (0.9%)	39 (1.2%)	33 (1.0%)	50.0%
Other **	143 (4.2%)	176 (5.0%)	178 (5.2%)	157 (4.6%)	114 (3.4%)	-20.3%

**Total Unduplicated Headcount**



**Unduplicated Headcount by Ethnicity**



\*\* Other includes Native American, Alaskan Native, Unknown, and Multi-Racial

\* includes Multi-Racial African Americans

Source: 2013 to 2015 OLD THECB Accountability System - Community Colleges - Participation; 2016 to 2017 NEW 60x30 THECB Accountability System

### Accountability Measure -- Participation (Contextual Measures)

## Enrollment by Semester

**no update  
available**

Enrollment by Semester						
	FY2011	FY2012	FY2013	FY2014	FY2015	% Change FY2011 to FY2015
<b>Fall</b>	<b>2,462</b>	<b>2,295</b>	<b>2,212</b>	<b>2,222</b>	<b>2,237</b>	<b>-9.1%</b>
Academic	1,386 (56.3%)	1,416 (61.7%)	1,394 (63.0%)	1,316 (59.2%)	1,303 (58.2%)	<b>-6.0%</b>
Technical	932 (37.9%)	802 (34.9%)	800 (36.2%)	814 (36.6%)	745 (33.3%)	<b>-20.1%</b>
Continuing Education	144 (5.8%)	77 (3.4%)	18 (0.8%)	92 (4.1%)	189 (8.4%)	<b>31.3%</b>
<b>Spring</b>	<b>2,505</b>	<b>2,363</b>	<b>2,389</b>	<b>2,305</b>	<b>2,270</b>	<b>-9.4%</b>
Academic	1,434 (57.2%)	1,436 (60.8%)	1,478 (61.9%)	1,339 (58.1%)	1,328 (58.5%)	<b>-7.4%</b>
Technical	968 (38.6%)	858 (36.3%)	857 (35.9%)	883 (38.3%)	766 (33.7%)	<b>-20.9%</b>
Continuing Education	103 (4.1%)	69 (2.9%)	54 (2.3%)	83 (3.6%)	176 (7.8%)	<b>70.9%</b>
<b>Summer</b>	<b>1,235</b>	<b>1,330</b>	<b>1,409</b>	<b>1,390</b>	<b>1,227</b>	<b>-0.6%</b>
Academic	696 (56.4%)	805 (60.5%)	854 (60.6%)	753 (54.2%)	706 (57.5%)	<b>1.4%</b>
Technical	521 (42.2%)	525 (39.5%)	515 (36.6%)	506 (36.4%)	472 (38.5%)	<b>-9.4%</b>
Continuing Education	18 (1.5%)	0 (0.0%)	40 (2.8%)	131 (9.4%)	49 (4.0%)	<b>172.2%</b>

Source: old THECB Accountability System (Community Colleges - Participation - Galveston College)

**Accountability Measure -- Participation (Contextual Measures)**

**Service Area Representation**

**no update  
available**

**Service area representation: gap between the population service area  
served and the students enrolled in community colleges**

	FY2012	FY2013	FY2014	FY2015		
	Service difference (% Enr. - % Pop.)	Service difference (% Enr. - % Pop.)	Service difference (% Enr. - % Pop.)	% Population in service area	% credit enrollment	Service difference (% Enr. - % Pop.)
<b>Race/Ethnicity</b>						
White	-3.6%	-2.3%	-1.0%	45.7%	46.3%	0.6%
African-American	-5.0%	-6.0%	-6.4%	25.4%	17.3%	-8.1%
Hispanic	6.4%	6.2%	5.9%	23.1%	30.0%	6.9%
Other	2.2%	2.0%	1.5%	5.7%	6.4%	0.7%
<b>Gender</b>						
Male	-11.2%	-10.9%	-11.0%	52.3%	39.1%	-13.2%
Female	11.2%	10.9%	11.0%	47.7%	60.9%	13.2%

Source: old THECB Accountability System (Community Colleges - Participation - Galveston College)



### Accountability Measure -- Participation (Contextual Measures)

## Credit Students Receiving Pell Grants

**no update  
available**

#### Percent of Credit Students Receiving Pell Grants by Ethnicity/Gender

	FY2010	FY2011	FY2012	FY2013	FY2014	Point Change FY2010 to FY2014
<b>Total</b>	<b>36.8%</b>	<b>41.6%</b>	<b>41.6%</b>	<b>38.8%</b>	<b>35.1%</b>	<b>-1.7%</b>
<b>Race/Ethnicity</b>						
White	21.6%	31.3%	29.7%	30.6%	26.3%	4.7%
African-American	65.8%	62.6%	64.2%	59.6%	59.2%	-6.6%
Hispanic	43.1%	46.5%	46.3%	40.1%	36.8%	-6.3%
Asian/Pacific Islander	32.2%	35.9%	33.9%	35.8%	27.1%	-5.1%
International	5.3%	0.0%	0.0%	0.0%	0.0%	-5.3%
Other	38.0%	32.2%	36.2%	35.6%	31.5%	-6.5%
<b>Gender</b>						
Male	28.8%	35.0%	36.1%	34.2%	31.8%	3.0%
Female	41.4%	46.0%	45.4%	41.9%	37.5%	-3.9%

Source: old THECB Accountability System (Community Colleges - Participation - Galveston College)

Note: The source for this Pell data is the THECB financial aid database; Pell data found in the institutional online resumes is produced using IPEDS data and may not match.

### 60x30 Accountability System Measure

## Students Receiving Pell Grants

Fall undergraduate students receiving a Pell Grant as reported in the THECB Financial Aid Database System.

Percentage point change is from the first to last year displayed.

**NEW  
update**

			Fall 2014	Fall 2015	Fall 2016	Point Change Fall 2014 to Fall 2016
<b>Total FALL Headcount</b>			<b>2,048</b>	<b>2,071</b>	<b>2,200</b>	
<b>Financial Aid Status</b>						
Pell			642 31.3%	609 29.4%	661 30.0%	-1.3%
no Pell			1,406 68.7%	1,462 70.6%	1,539 70.0%	1.3%

Source: Fall 2014 to Fall 2016 from new THECB 60x30 Accountability System - 2018 Community College Report

**Accountability Measure – Participation (Contextual Measures)**  
**Undergraduate Students**  
**Full-Time/Part-Time**

**no update  
available**

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	% Change Fall 2011 to 2015
<b>Full-Time Students</b>	<b>715</b>	<b>607</b>	<b>563</b>	<b>533</b>	<b>502</b>	<b>-29.8%</b>
<b>Race/Ethnicity</b>						
- White	324 (45.3%)	273 (45.0%)	274 (48.7%)	266 (49.9%)	221 (44.0%)	<b>-31.8%</b>
- African-American *	119 (16.6%)	108 (17.8%)	88 (15.6%)	58 (10.9%)	46 (9.2%)	<b>-61.3%</b>
- Hispanic	214 (29.9%)	176 (29.0%)	159 (28.2%)	161 (30.2%)	189 (37.6%)	<b>-11.7%</b>
- Asian/Native Hawaiian /Pacific Islander	20 (2.8%)	15 (2.5%)	14 (2.5%)	20 (3.8%)	18 (3.6%)	<b>-10.0%</b>
- International	4 (0.6%)	6 (1.0%)	8 (1.4%)	5 (0.9%)	11 (2.2%)	<b>175.0%</b>
- Other **	34 (4.8%)	29 (4.8%)	20 (3.6%)	23 (4.3%)	17 (3.4%)	<b>-50.0%</b>
<b>Gender</b>						
- Male	347 (48.5%)	302 (49.8%)	321 (57.0%)	262 (49.2%)	236 (47.0%)	<b>-32.0%</b>
- Female	368 (51.5%)	305 (50.2%)	242 (43.0%)	271 (50.8%)	266 (53.0%)	<b>-27.7%</b>
<b>Part-Time Students</b>	<b>1,451</b>	<b>1,546</b>	<b>1,524</b>	<b>1,473</b>	<b>1,534</b>	<b>5.7%</b>
<b>Race/Ethnicity</b>						
- White	615 (42.4%)	679 (43.9%)	677 (44.4%)	626 (42.5%)	637 (41.5%)	<b>3.6%</b>
- African-American *	304 (21.0%)	266 (17.2%)	267 (17.5%)	259 (17.6%)	222 (14.5%)	<b>-27.0%</b>
- Hispanic	414 (28.5%)	488 (31.6%)	466 (30.6%)	495 (33.6%)	571 (37.2%)	<b>37.9%</b>
- Asian/Native Hawaiian /Pacific Islander	40 (2.8%)	49 (3.2%)	40 (2.6%)	34 (2.3%)	42 (2.7%)	<b>5.0%</b>
- International	0 (0.0%)	5 (0.3%)	6 (0.4%)	13 (0.9%)	14 (0.9%)	<b>N/A</b>
- Other **	78 (5.4%)	59 (3.8%)	68 (4.5%)	46 (3.1%)	48 (3.1%)	<b>-38.5%</b>
<b>Gender</b>						
- Male	554 (38.2%)	587 (38.0%)	580 (38.1%)	514 (34.9%)	549 (35.8%)	<b>-0.9%</b>
- Female	897 (61.8%)	959 (62.0%)	944 (61.9%)	959 (65.1%)	985 (64.2%)	<b>9.8%</b>
<b>TOTAL (FT &amp; PT)</b>	<b>2,166</b>	<b>2,153</b>	<b>2,087</b>	<b>2,006</b>	<b>2,036</b>	<b>-6.0%</b>

\* includes Multi-Racial African Americans

\*\* Other includes Native American, Alaskan Native, Unknown, and Multi-Racial

Source: old THECB Accountability System

(Community Colleges - Participation - Galveston College)

**Accountability Measure – Participation (Contextual Measures)**  
**First Time in College (FTIC) Undergraduate Students**  
**Full-Time/Part-Time**

**no update  
available**

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	% Change Fall 2011 to 2015
<b>FTIC Full-Time Students</b>	<b>197</b>	<b>173</b>	<b>175</b>	<b>142</b>	<b>129</b>	<b>-34.5%</b>
<b>Race/Ethnicity</b>						
- White	73 (37.1%)	76 (43.9%)	77 (44.0%)	68 (47.9%)	52 (40.3%)	<b>-28.8%</b>
- African-American *	46 (23.4%)	28 (16.2%)	34 (19.4%)	15 (10.6%)	7 (5.4%)	<b>-84.8%</b>
- Hispanic	69 (35.0%)	56 (32.4%)	56 (32.0%)	51 (35.9%)	62 (48.1%)	<b>-10.1%</b>
- Asian/Native Hawaiian /Pacific Islander	2 (1.0%)	2 (1.2%)	0 (0.0%)	0 (0.0%)	2 (1.6%)	<b>0.0%</b>
- International	3 (1.5%)	1 (0.6%)	1 (0.6%)	1 (0.7%)	3 (2.3%)	<b>0.0%</b>
- Other **	4 (2.0%)	10 (5.8%)	7 (4.0%)	7 (4.9%)	3 (2.3%)	<b>-25.0%</b>
<b>Gender</b>						
- Male	109 (55.3%)	90 (52.0%)	102 (58.3%)	81 (57.0%)	77 (59.7%)	<b>-29.4%</b>
- Female	88 (44.7%)	83 (48.0%)	73 (41.7%)	61 (43.0%)	52 (40.3%)	<b>-40.9%</b>
<b>FTIC Part-Time Students</b>	<b>161</b>	<b>151</b>	<b>153</b>	<b>120</b>	<b>131</b>	<b>-18.6%</b>
<b>Race/Ethnicity</b>						
- White	44 (27.3%)	46 (30.5%)	53 (34.6%)	32 (26.7%)	34 (26.0%)	<b>-22.7%</b>
- African-American *	41 (25.5%)	29 (19.2%)	26 (17.0%)	20 (16.7%)	20 (15.3%)	<b>-51.2%</b>
- Hispanic	63 (39.1%)	66 (43.7%)	61 (39.9%)	60 (50.0%)	69 (52.7%)	<b>9.5%</b>
- Asian/Native Hawaiian /Pacific Islander	3 (1.9%)	6 (4.0%)	2 (1.3%)	2 (1.7%)	2 (1.5%)	<b>-33.3%</b>
- International	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (2.5%)	2 (1.5%)	<b>N/A</b>
- Other **	10 (6.2%)	4 (2.6%)	11 (7.2%)	3 (2.5%)	4 (3.1%)	<b>-60.0%</b>
<b>Gender</b>						
- Male	68 (42.2%)	75 (49.7%)	63 (41.2%)	53 (44.2%)	59 (45.0%)	<b>-13.2%</b>
- Female	93 (57.8%)	76 (50.3%)	90 (58.8%)	67 (55.8%)	72 (55.0%)	<b>-22.6%</b>
<b>TOTAL (FT &amp; PT FTIC)</b>	<b>358</b>	<b>324</b>	<b>328</b>	<b>262</b>	<b>260</b>	<b>-27.4%</b>

\* includes Multi-Racial African Americans

\*\* Other includes Native American, Alaskan Native, Unknown, and Multi-Racial

Source: old THECB Accountability System

(Community Colleges - Participation - Galveston College)

**Accountability Measure – Success (Key Measures)**

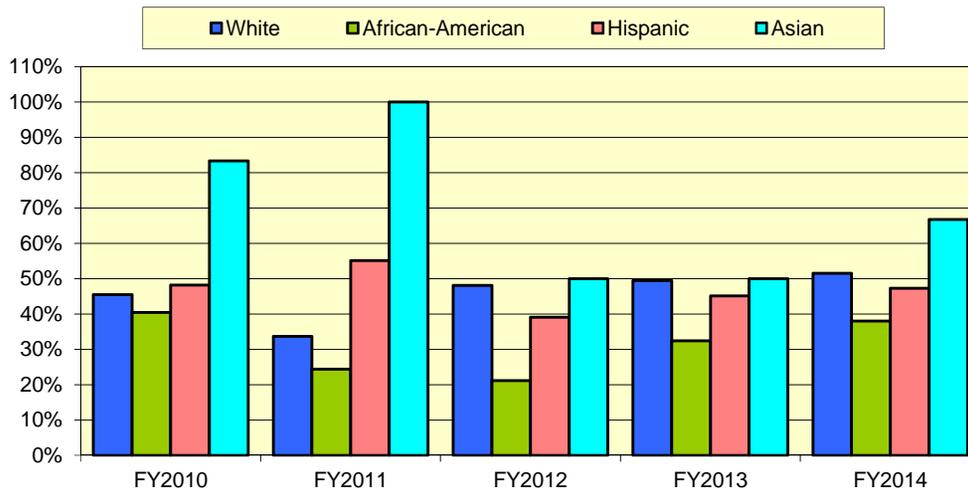
**Graduation and Persistence Rate**

Percentage of first-time, full-time, credential-seeking, undergraduates who have graduated or are still enrolled in Texas public or private education after six academic years.

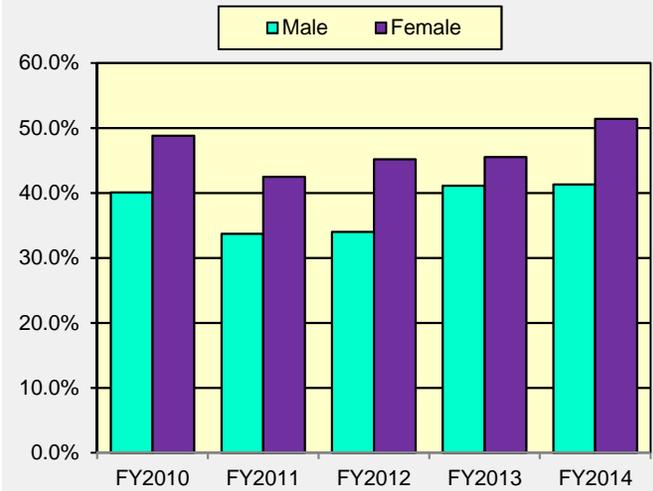
**no update available**

	FY2010 (Entering Fall 2004 Cohort)	FY2011 (Entering Fall 2005 Cohort)	FY2012 (Entering Fall 2006 Cohort)	FY2013 (Entering Fall 2007 Cohort)	FY2014 (Entering Fall 2008 Cohort)	Point Change FY2010 to FY2014
<b>TOTAL</b>	<b>45.1%</b>	<b>38.9%</b>	<b>40.5%</b>	<b>43.7%</b>	<b>46.7%</b>	<b>1.6</b>
<b>Ethnicity/Race</b>						
White	45.5%	33.7%	48.1%	49.4%	51.5%	6.0
African-American	40.4%	24.4%	21.1%	32.4%	38.0%	-2.4
Hispanic	48.2%	55.1%	39.1%	45.1%	47.3%	-0.9
Asian	83.3%	100.0%	50.0%	50.0%	66.7%	-16.6
Native-American	0.0%	0.0%	50.0%	0.0%	0.0%	0.0
International	22.2%	16.7%	33.3%	0.0%	0.0%	-22.2
Other (Unknown)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0
<b>Gender</b>						
Male	40.1%	33.7%	34.0%	41.1%	41.3%	1.2
Female	48.8%	42.5%	45.2%	45.5%	51.4%	2.6

**6-Year Graduation & Persistence Rate by Ethnicity/Race**



**6-Year Graduation & Persistence Rates by Gender**



Source: old THECB Accountability System (Community Colleges - Success - Galveston College)

## 60x30 Accountability System Measure Graduation and Persistence Rate (6-Year)

6-year graduation and persistence rates for first-time, full-time degree-seeking students  
who enrolled in a minimum of 12 SCH their first fall semester.

NEW  
update

			FY2015			FY2016			FY2017			Point Change FY2015 to FY2017
			Fall Cohort	Rate #    %		Fall Cohort	Rate #    %		Fall Cohort	Rate #    %		
<b>GRADUATION &amp; PERSISTENCE RATE (SIX-YEAR)</b>												
<b>6-Year Grad. Rate</b>			<b>2009</b>	91 (44.8%)	<b>2010</b>	105 (44.9%)	<b>2011</b>	86 (43.7%)			<b>-1.2%</b>	
• Graduated or Persisted	refer to old THECB Accountability System data	refer to old THECB Accountability System data		91 (44.8%)		105 (44.9%)		86 (43.7%)			-1.2%	
• Did not Graduate or Persist				112 (55.2%)		129 (55.1%)		111 (56.3%)			1.2%	
<b>• TOTAL (6-Year)</b>				203		234		197				

Source: FY-2015 to FY-2017 from new THECB 60x30 Accountability System - 2018 Community College Report

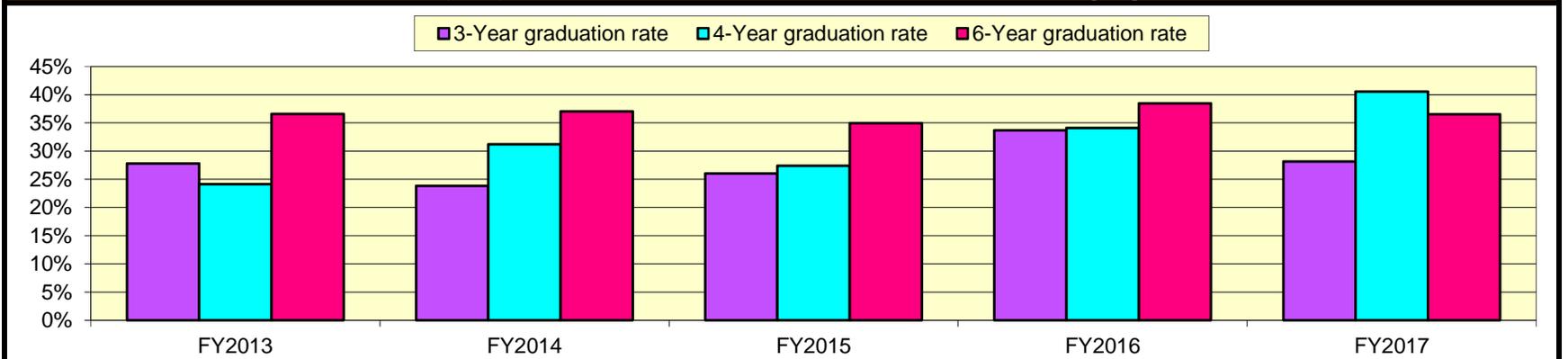
SCH = semester credit hours

**Accountability Measure – Success (Key Measures)****3, 4, and 6-Year Graduation Rates**

Percentage of first-time, full-time entering degree-seeking students who enrolled in a minimum of 12 SCH their first fall semester who graduated from the same institution or another Texas public or independent institution.

**NEW  
update**

	FY2013			FY2014			FY2015			FY2016			FY2017			Point Change FY2013 to FY2017
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		
		#	%		#	%		#	%		#	%		#	%	
<b>3-Yr graduation rate</b>	<b>2010</b>	<b>65</b>	<b>(27.8%)</b>	<b>2011</b>	<b>47</b>	<b>(23.9%)</b>	<b>2012</b>	<b>45</b>	<b>(26.0%)</b>	<b>2013</b>	<b>59</b>	<b>(33.7%)</b>	<b>2014</b>	<b>40</b>	<b>(28.2%)</b>	<b>0.4</b>
Baccalaureate or Above		0	(0.0%)		0	(0.0%)		0	(0.0%)		0	(0.0%)		1	(0.7%)	0.7
Associate	Total =	31	(13.2%)	Total =	24	(12.2%)	Total =	27	(15.6%)	Total =	39	(22.3%)	Total =	24	(16.9%)	3.7
Certificate		234	(14.5%)		197	(11.7%)		173	(10.4%)		175	(20 (11.4%))		142	(15 (10.6%))	-4.0
No Award		169	(72.2%)		150	(76.1%)		128	(74.0%)		116	(66.3%)		102	(71.8%)	-0.4
<b>4-Yr graduation rate</b>	<b>2009</b>	<b>49</b>	<b>(24.1%)</b>	<b>2010</b>	<b>73</b>	<b>(31.2%)</b>	<b>2011</b>	<b>54</b>	<b>(27.4%)</b>	<b>2012</b>	<b>59</b>	<b>(34.1%)</b>	<b>2013</b>	<b>71</b>	<b>(40.6%)</b>	<b>16.4</b>
Baccalaureate or Above		8	(3.9%)		2	(0.9%)		4	(2.0%)		8	(4.6%)		6	(3.4%)	-0.5
Associate	Total =	33	(16.3%)	Total =	39	(16.7%)	Total =	26	(13.2%)	Total =	34	(19.7%)	Total =	45	(25.7%)	9.5
Certificate		203	(8 (3.9%))		234	(32 (13.7%))		197	(24 (12.2%))		173	(17 (9.8%))		175	(20 (11.4%))	7.5
No Award		154	(75.9%)		161	(68.8%)		143	(72.6%)		114	(65.9%)		104	(59.4%)	-16.4
<b>6-Yr graduation rate</b>	<b>2007</b>	<b>67</b>	<b>(36.6%)</b>	<b>2008</b>	<b>73</b>	<b>(37.1%)</b>	<b>2009</b>	<b>71</b>	<b>(35.0%)</b>	<b>2010</b>	<b>90</b>	<b>(38.5%)</b>	<b>2011</b>	<b>72</b>	<b>(36.5%)</b>	<b>-0.1</b>
Baccalaureate or Above		23	(12.6%)		26	(13.2%)		25	(12.3%)		20	(8.5%)		22	(11.2%)	-1.4
Associate	Total =	35	(19.1%)	Total =	37	(18.8%)	Total =	37	(18.2%)	Total =	38	(16.2%)	Total =	26	(13.2%)	-5.9
Certificate		183	(9 (4.9%))		197	(10 (5.1%))		203	(9 (4.4%))		234	(32 (13.7%))		197	(24 (12.2%))	7.3
No Award		116	(63.4%)		124	(62.9%)		132	(65.0%)		144	(61.5%)		125	(63.5%)	0.1

**3, 4, and 6-Year Graduation Rates (%)**

Source: FY2013 to FY2015 from old THECB Accountability System (Community Colleges - Success - Galveston College)

Source: FY2016 & FY2017 from new THECB 60x30 Accountability System - 2018 Community College Report

Total: sum of Baccalaureate, Associate, Certificates, and No Award

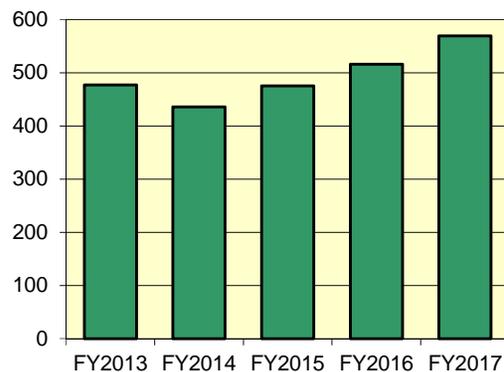
## Accountability Measure – Success (Key Measures) Degrees and Certificates Awarded

NEW  
update

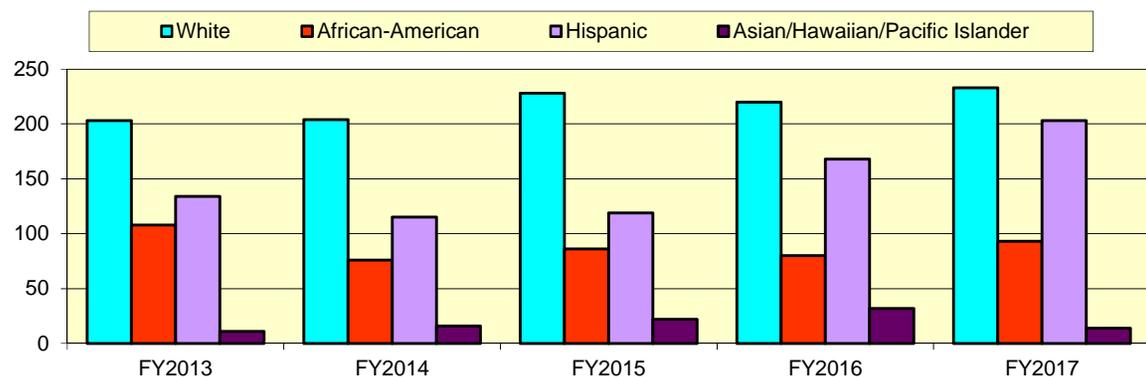
Degrees and certificates awarded to students at public 2-year institutions.

	FY2013	FY2014	FY2015	FY2016	FY2017	% Change FY2013 to FY2017
<b>TOTAL Degrees and Certificates *</b>	<b>477</b>	<b>436</b>	<b>475</b>	<b>516</b>	<b>569</b>	<b>19.3%</b>
<b>by Level</b>						
- Associates	255	231	228	235	284	11.4%
- Certificate 1	163	127	118	133	157	-3.7%
- Certificate 2	33	48	45	53	41	24.2%
- Advanced Technology Certificates	26	30	84	95	87	234.6%
- <i>Other Completers:</i>						
ESC	66	42	N/A	N/A	N/A	-100.0%
Core Completers	227	199	151	192	220	-3.1%
<b>by Ethnicity/Race</b>						
- White	203	204	228	220	233	14.8%
- African-American	108	76	86	80	93	-13.9%
- Hispanic	134	115	119	168	203	51.5%
- Asian/Hawaiian/Pacific Islander	11	16	22	32	14	27.3%
- International	3	2	2	5	6	100.0%
- Other **	18	23	18	11	20	11.1%
<b>by Gender</b>						
- Male	238	199	211	227	242	1.7%
- Female	239	237	264	289	327	36.8%

### Total Graduates \* (#)



### Degrees by Ethnicity/Race \* (#)



\* **TOTAL** excludes "Other Completers"

\*\* Other includes Native Am., Alaskan Native, Multi-Racial, Unknown

Source: FY2013 to FY2015 from old THECB Accountability System (Community Colleges - Success - Galveston College)

Source: FY2016 & FY2017 from new THECB 60x30 Accountability System - 2018 College Report (Level); interactive reports (Ethnicity/Race & Gender)

## Accountability Measure – Success (Key Measures) Transfers

**NEW  
update**

### Students who Transferred to a Senior Institution

	FY2013			FY2014			FY2015			FY2016			FY2017			Point Change FY2013 to FY2017
	Entering Fall Cohort	#	Rate %													
COHORT	2007	304	(100.0%)	2008	343	(100.0%)	2009	348	(100.0%)	2010	362	(100.0%)	2011	338	(100.0%)	
<b>All Transfers</b>																
0 - 12 hours		6	(2.0%)		12	(3.5%)		2	(0.6%)		3	(0.8%)		5	(1.5%)	-0.5%
13 - 24 hours		5	(1.6%)		8	(2.3%)		10	(2.9%)		3	(0.8%)		2	(0.6%)	-1.1%
25 - 29 hours		4	(1.3%)		6	(1.7%)		4	(1.1%)		2	(0.6%)		2	(0.6%)	-0.7%
30 - 42 hours		8	(2.6%)		10	(2.9%)		8	(2.3%)		4	(1.1%)		6	(1.8%)	-0.9%
43+ hours		41	(13.5%)		44	(12.8%)		40	(11.5%)		40	(11.0%)		45	(13.3%)	-0.2%
<b>TOTAL All Transfers</b>		<b>64</b>	<b>(21.1%)</b>		<b>80</b>	<b>(23.3%)</b>		<b>64</b>	<b>(18.4%)</b>		<b>52</b>	<b>(14.4%)</b>		<b>60</b>	<b>(17.8%)</b>	<b>-3.3%</b>
<b>Non Transfer Completers</b>		<b>51</b>	<b>(16.8%)</b>		<b>46</b>	<b>(13.4%)</b>		<b>68</b>	<b>(19.5%)</b>		<b>86</b>	<b>(23.8%)</b>		<b>57</b>	<b>(16.9%)</b>	0.1%
<b>Non Completers</b>		<b>189</b>	<b>(62.2%)</b>		<b>217</b>	<b>(63.3%)</b>		<b>216</b>	<b>(62.1%)</b>		<b>224</b>	<b>(61.9%)</b>		<b>221</b>	<b>(65.4%)</b>	3.2%
Awarded Core (CCC)		24	(7.9%)		29	(8.5%)		30	(8.6%)		30	(8.3%)		28	(8.3%)	0.4%

COHORT: sum of "All Transfers", "Non Transfer Completers", and "Non Completers"

CCC = Core Curriculum Completer

**Source: FY2016 & FY2017 from new THECB 60x30 Accountability System - 2018 Community College Report**

Source: FY2013 to FY2015 from old THECB Accountability System (Community Colleges - Success - Galveston College)

## Accountability Measure – Success (Key Measures) Developmental Education

**no update  
available**

% of prepared & underprepared students who successfully complete a college-level course in math, reading, & writing. PREPARED students are given 1 year. UNDERPREPARED students are given 3 years.	FALL 2012 COHORT (tracked for 3-years)			
	(a) Total Area Counts	(b) Received Credit Pre- Matriculation	(c) College-level course completion (grade A, B, or C)	(d) College-level course completion (grade A, B, or C) including pre-matriculation credit (% of total) [ (b+c) / a ]
<b>SUMMARY DATA:</b>				
Number of FTIC students	324			
Met State Standards in ALL areas	116			
Did not meet state standards in 1, 2, or all 3 areas (at entry)	193			
Unknown (1)	15			
<b>DATA by SUBJECT AREA:</b>				
<b>Met Standard (2)</b>				
MATH	141	5	63	48.2%
READING	222	25	121	65.8%
WRITING	233	21	153	74.7%
<b>Did Not Meet Standard</b>				
MATH	169	N/A	28	16.6%
READING	92	N/A	41	44.6%
WRITING	81	N/A	34	42.0%
<b>Unknown (3)</b>				
MATH	14	N/A	0	0.0%
READING	10	N/A	0	0.0%
WRITING	10	N/A	2	20.0%
<b>MOST and LEAST-PREPARED POPULATIONS</b>				
<b>Met Standard in all Three Areas</b>				
MATH	116	5	56	52.6%
READING	116	21	65	74.1%
WRITING	116	16	78	81.0%
<b>Did Not Meet Standard in all Three Areas</b>				
MATH	55	N/A	5	9.1%
READING	55	N/A	19	34.5%
WRITING	55	N/A	22	40.0%
<b>Report: THECB Developmental Education Accountability Measures Data (page 3)</b>				

- 1 -- Unknown summary total includes students who are unknown in all areas or unknown in some areas and met in others. Students who are unknown in some areas and NOT met in others are included in the "Did not meet state standards in one, two, or all three areas" category.
- 2 -- Students who met state standards upon entry are given only one year to pass a first college-level course in the related accountability measure; however, this report includes three years of college-level course completion data for students who met the standard.
- 3 -- Unknowns by area include students with waivers or military exemptions who have not been reported as meeting TSI on a performance measure for that area.

Source: old THECB Accountability System (Dev. Ed. Accountability Measures Data reports)

## Accountability Measure – Success (Contextual Measures) Developmental Education

**no update  
available**

ACCOUNTABILITY MEASURE:		Fall 2012 Cohort (tracked over 2 years)							
<i>The number and percent of underprepared students who satisfied TSI obligation within 2 years.</i>		(a) Total	(b) Number attempting Dev. Ed.	(c) Percent attempting Dev. Ed. [ b / a ]	(d) TSI obligations met (of those attempting Dev. Ed.)	(e) TSI obligations met (of total)	(f) TSI obligations met (% of those attempting Dev. Ed.) [ d / b ]	(g) TSI obligations met (% of total) [ e / a ]	(h) TSI obligations met based on TSI reporting or passed 1st college-level course (% of total) [ e and/or passed (3) / a ]
<b>SUMMARY DATA:</b>									
Number of FTIC students		324							
Met State Standards in all three areas		116							
Did not meet state standards in 1, 2, or all 3 areas (at entry)		193							
Unknown (1)		15							
<b>DATA by SUBJECT AREA:</b>									
<b>Met Standard</b>									
MATH		141	14	9.9%	N/A	N/A	N/A	N/A	N/A
READING		222	1	0.5%	N/A	N/A	N/A	N/A	N/A
WRITING		233	8	3.4%	N/A	N/A	N/A	N/A	N/A
<b>Did Not Meet Standard</b>									
MATH		169	136	80.5%	89	89	65.4%	52.7%	52.7%
READING		92	69	75.0%	65	70	94.2%	76.1%	76.1%
WRITING		81	57	70.4%	49	57	86.0%	70.4%	70.4%
<b>Unknown (2)</b>									
MATH		14	3	21.4%	N/A	N/A	N/A	N/A	N/A
READING		10	3	30.0%	N/A	N/A	N/A	N/A	N/A
WRITING		10	3	30.0%	N/A	N/A	N/A	N/A	N/A
<b>MOST and LEAST-PREPARED POPULATIONS</b>									
<b>Met Standard in All Three Areas</b>									
MATH		116	10	8.6%	N/A	N/A	N/A	N/A	N/A
READING		116	0	0.0%	N/A	N/A	N/A	N/A	N/A
WRITING		116	1	0.9%	N/A	N/A	N/A	N/A	N/A
<b>Did Not Meet Standard in All Three Areas</b>									
MATH		55	40	72.7%	23	23	57.5%	41.8%	41.8%
READING		55	38	69.1%	33	38	86.8%	69.1%	69.1%
WRITING		55	37	67.3%	32	38	86.5%	69.1%	69.1%

**Report: THECB Developmental Education Accountability Measures Data (page 5)**

1 -- The unknown summary total includes students who are unknown in all areas or unknown in some areas and met in others. Students who are unknown in some areas and NOT met in others are included in the "Did not meet state standards in one, two, or all three areas" category.

2 -- Unknowns by area include students with waivers or military exemptions who have not been reported as meeting TSI on a performance measure for that area.

3 -- Passed is the number of students who passed a first college-level course as shown on a prior table.

Source: old THECB Accountability System (Dev. Ed. Accountability Measures Data reports)

## Accountability Measure – Success (Contextual Measures) Developmental Education

no update  
available

ACCOUNTABILITY MEASURE: The number and percent of prepared and underprepared students who return the following fall.	Fall 2012 Cohort		
	( a ) Total / Area Counts	( b ) Number returning (Fall 2013)	( c ) Percent returning (Fall 2013)
Number of FTIC students	324	179	55.2%
Met State Standards in all areas	116	76	65.5%
Did not meet state standards in 1, 2, or all 3 areas	193	100	51.8%
Unknown (1) -- (unduplicated)	15	3	20.0%
<b>DATA by SUBJECT AREA:</b>			
<b>Met Standard</b>			
MATH	141	91	64.5%
READING	222	127	57.2%
WRITING	233	137	58.8%
<b>Did Not Meet Standard</b>			
MATH	169	85	50.3%
READING	92	49	53.3%
WRITING	81	40	49.4%
<b>Unknown (2) -- (waived or military exemption)</b>			
MATH	14	3	21.4%
READING	10	3	30.0%
WRITING	10	2	20.0%
<b>MOST and LEAST-PREPARED POPULATIONS</b>			
<b>Met Standard in All Three Areas</b>			
	116	76	65.5%
<b>Did Not Met Standard in All Three Areas</b>			
	55	29	52.7%

### Report: THECB Developmental Education Accountability Measures Data (page 6)

1 -- The unknown summary total includes students who are unknown in all areas or unknown in some areas and met in others. Students who are unknown in some areas and NOT met in others are included in the "Did not meet state standards in one, two, or all three areas" category.

2 -- Unknowns by area include students with waivers or military exemptions who have not been reported as meeting TSI on a performance measure for that area.

Source: old THECB Accountability System (Dev. Ed. Accountability Measures Data reports)

## 60x30 Accountability System Measure Underprepared Students Who Satisfy TSI in Two Years

**Of the first-time summer/fall entering (non-flex entry) degree seeking undergraduate who did not meet the college readiness standard (math, reading, writing) and were not TSI exempted, the percent of students who satisfied TSI requirements in 2 years.**

**NEW  
update**

	2012		2013		2014		Point Change 2012 to 2014
	#	%	%	#	%		
<b>MATH</b>	<b>169</b>	<b>100.0%</b>	<b>131</b>	<b>100.0%</b>	<b>102</b>	<b>100.0%</b>	
• Met	89	52.7%	49	37.4%	44	43.1%	-9.5%
• Did Not Meet	80	47.3%	82	62.6%	58	56.9%	9.5%
<b>READING</b>	<b>92</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>	<b>69</b>	<b>100.0%</b>	
• Met	70	76.1%	32	45.7%	41	59.4%	-16.7%
• Did Not Meet	22	23.9%	38	54.3%	28	40.6%	16.7%
<b>WRITING</b>	<b>81</b>	<b>100.0%</b>	<b>64</b>	<b>100.0%</b>	<b>65</b>	<b>100.0%</b>	
• Met	57	70.4%	30	46.9%	37	56.9%	-13.4%
• Did Not Meet	24	29.6%	34	53.1%	28	43.1%	13.4%

Source: FY2012 to FY2014 from new THECB 60x30 Accountability System - 2018 Community College Report

**Accountability Measure -- Success (Contextual Measures)**  
**First-Time Undergraduate Persistence Rate (1-Year)**

**no update available**

	Entering Cohort Fall 2010	Entering Cohort Fall 2011	Entering Cohort Fall 2012	Entering Cohort Fall 2013	Entering Cohort Fall 2014	Point Change Fall 2010 to Fall 2014
<b>First-time Undergraduate Persistence rate after ONE YEAR (TOTAL)</b>						
<b>TOTAL</b>	<b>54.2%</b>	<b>51.4%</b>	<b>67.3%</b>	<b>63.9%</b>	<b>64.2%</b>	<b>10.0</b>
Same institution	47.2%	42.5%	54.5%	51.2%	48.5%	1.3
Other institution	6.9%	8.8%	12.7%	12.7%	15.7%	8.8
<b>White</b>	<b>57.0%</b>	<b>62.5%</b>	<b>64.4%</b>	<b>63.5%</b>	<b>64.1%</b>	<b>7.1</b>
Same institution	48.4%	48.6%	42.5%	45.9%	43.8%	-4.6
Other institution	8.6%	13.9%	21.9%	17.6%	20.3%	11.7
<b>African-American</b>	<b>30.0%</b>	<b>28.2%</b>	<b>72.0%</b>	<b>40.0%</b>	<b>26.7%</b>	<b>-3.3</b>
Same institution	27.5%	28.2%	68.0%	40.0%	26.7%	-0.8
Other institution	2.5%	0.0%	4.0%	0.0%	0.0%	-2.5
<b>Hispanic</b>	<b>63.6%</b>	<b>51.6%</b>	<b>68.5%</b>	<b>77.8%</b>	<b>75.5%</b>	<b>11.9</b>
Same institution	56.1%	41.9%	63.0%	63.0%	61.2%	5.1
Other institution	7.6%	9.7%	5.6%	14.8%	14.3%	6.7
<b>Asian</b>	<b>33.3%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>-33.3</b>
Same institution	33.3%	100.0%	100.0%	0.0%	0.0%	-33.3
Other institution	0.0%	0.0%	0.0%	0.0%	0.0%	0.0
<b>International</b>	<b>0.0%</b>	<b>0.0%</b>	<b>100.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0</b>
Same institution	0.0%	0.0%	100.0%	0.0%	0.0%	0.0
Other institution	0.0%	0.0%	0.0%	0.0%	0.0%	0.0
<b>Other</b> (Unknown, Native Am., Multi-Racial)	<b>64.3%</b>	<b>100.0%</b>	<b>60.0%</b>	<b>71.4%</b>	<b>66.7%</b>	<b>2.4</b>
Same institution	57.1%	100.0%	50.0%	71.4%	50.0%	-7.1
Other institution	7.1%	0.0%	10.0%	0.0%	16.7%	9.6

Source: old THECB Accountability System (Community Colleges - Success - Galveston College)

**Accountability Measure -- Success (Contextual Measures)**  
**First-Time Undergraduate Persistence Rate (2-Years)**

**no update available**

	Entering Cohort Fall 2009	Entering Cohort Fall 2010	Entering Cohort Fall 2011	Entering Cohort Fall 2012	Entering Cohort Fall 2013	Point Change Fall 2009 to Fall 2013
<b>First-time Undergraduate Persistence rate after TWO YEARS (TOTAL)</b>						
<b>TOTAL</b>	<b>52.2%</b>	<b>44.3%</b>	<b>40.9%</b>	<b>51.5%</b>	<b>49.0%</b>	<b>-3.2</b>
Same institution	30.3%	26.9%	26.3%	25.0%	22.1%	-8.2
Other institution	21.9%	17.4%	14.6%	26.5%	26.9%	5.0
<b>White</b>	<b>56.9%</b>	<b>50.6%</b>	<b>45.6%</b>	<b>37.3%</b>	<b>50.0%</b>	<b>-6.9</b>
Same institution	23.6%	27.6%	25.0%	6.8%	16.7%	-6.9
Other institution	33.3%	23.0%	20.6%	30.5%	33.3%	0.0
<b>African-American</b>	<b>46.7%</b>	<b>15.8%</b>	<b>22.2%</b>	<b>66.7%</b>	<b>23.1%</b>	<b>-23.6</b>
Same institution	31.1%	13.2%	19.4%	44.4%	19.2%	-11.9
Other institution	15.6%	2.6%	2.8%	22.2%	3.8%	-11.8
<b>Hispanic</b>	<b>50.7%</b>	<b>48.3%</b>	<b>44.1%</b>	<b>64.6%</b>	<b>63.0%</b>	<b>12.3</b>
Same institution	34.7%	31.7%	28.8%	39.6%	30.4%	-4.3
Other institution	16.0%	16.7%	15.3%	25.0%	32.6%	16.6
<b>Asian</b>	<b>66.7%</b>	<b>66.7%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>0.0%</b>	<b>-66.7</b>
Same institution	66.7%	33.3%	50.0%	100.0%	0.0%	-66.7
Other institution	0.0%	33.3%	50.0%	0.0%	0.0%	0.0
<b>International</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0</b>
Same institution	0.0%	0.0%	0.0%	0.0%	0.0%	0.0
Other institution	0.0%	0.0%	0.0%	0.0%	0.0%	0.0
<b>Other (Unknown, Native Am., Multi-Racial)</b>	<b>60.0%</b>	<b>61.5%</b>	<b>100.0%</b>	<b>40.0%</b>	<b>50.0%</b>	<b>-10.0</b>
Same institution	40.0%	38.5%	100.0%	20.0%	33.3%	-6.7
Other institution	20.0%	23.1%	0.0%	20.0%	16.7%	-3.3

Source: old THECB Accountability System (Community Colleges - Success - Galveston College)

## 60x30 Accountability System Measure Persistence Rates (1-Year and 2-Year)

NEW  
update

			FY2015			FY2016			FY2017			Point Change FY2015 to FY2017
			Fall Cohort	Rate # %		Fall Cohort	Rate # %		Fall Cohort	Rate # %		
<b>PERSISTENCE RATES (ONE-YEAR)</b>			<b>1-year persistence rates for first-time, degree-seeking undergraduates enrolled in at least 12 SCH in the fall.</b>									
<b>1-Year Persist. Rate</b>			<b>2014</b>	<b>86 (64.2%)</b>	<b>2015</b>	<b>89 (78.1%)</b>	<b>2016</b>	<b>88 (71.0%)</b>				<b>6.8%</b>
• Same Institution	refer to old THECB	refer to old THECB		65 (48.5%)		68 (59.6%)		78 (62.9%)				14.4%
• Other Institution	Accountability System data	Accountability System data		21 (15.7%)		21 (18.4%)		10 (8.1%)				-7.6%
• Not Found				48 (35.8%)		25 (21.9%)		36 (29.0%)				-6.8%
<b>• TOTAL (1-Year)</b>			<b>134</b>		<b>114</b>		<b>124</b>					
<b>PERSISTENCE RATES (TWO-YEAR)</b>			<b>2-year persistence rates for first-time, degree-seeking undergraduates enrolled in at least 12 SCH in the fall.</b>									
<b>2-Year Persist. Rate</b>			<b>2013</b>	<b>71 (49.0%)</b>	<b>2014</b>	<b>60 (47.6%)</b>	<b>2015</b>	<b>64 (62.7%)</b>				<b>13.8%</b>
• Same Institution	refer to old THECB	refer to old THECB		32 (22.1%)		31 (24.6%)		35 (34.3%)				12.2%
• Other Institution	Accountability System data	Accountability System data		39 (26.9%)		29 (23.0%)		29 (28.4%)				1.5%
• Not Found				74 (51.0%)		66 (52.4%)		38 (37.3%)				-13.8%
<b>• TOTAL (2-Year)</b>			<b>145</b>		<b>126</b>		<b>102</b>					

Source: FY2015 to FY2017 from new THECB 60x30 Accountability System -  
2018 Community College Report

Persist. Rate = sum of "Same Institution" & "Other Institution"  
SCH = semester credit hours

Galveston College		<b>Accountability Measure – Success (Contextual Measures)</b>					IE and Research
		<b>Awards in STEM Fields</b>					<b>NEW update</b>
	FY2013	FY2014	FY2015	FY2016	FY2017	% Change FY2013 to FY2017	
<b>FIELDS</b>							
Computer Science	0	0	0	0	0	N/A	
Engineering	9	1	3	0	0	-100.0%	
Math	6	5	0	0	0	-100.0%	
Physical Science	0	0	0	0	0	N/A	
<b>LEVEL</b>							
Associates	7	6	1	0	0	-100.0%	
Cert 1	8	0	0	0	0	-100.0%	
Cert 2	0	0	2	0	0	N/A	

Source: FY2013 to FY2015 old THECB Accountability System (Community Colleges - Success - Galveston College)

Source: FY2016 to FY2017 from new THECB 60x30 Accountability System (interactive reports)

Galveston College		<b>Accountability Measure – Success (Contextual Measures)</b>					IE and Research
		<b>Awards in Nursing and Allied Health</b>					<b>NEW update</b>
	FY2013	FY2014	FY2015	FY2016	FY2017	% Change FY2013 to FY2017	
<b>Total Nursing Awards</b>	<b>67</b>	<b>77</b>	<b>69</b>	<b>70</b>	<b>70</b>	<b>4.5%</b>	
Associates	46	51	49	44	51	10.9%	
Cert 1	0	0	0	0	0	N/A	
Cert 2	21	26	20	26	19	-9.5%	
Advanced Technology Certificate	0	0	0	0	0	N/A	
<b>Total Allied Health Awards *</b>	<b>85</b>	<b>86</b>	<b>141</b>	<b>167</b>	<b>179</b>	<b>110.6%</b>	
Associates	35	36	39	49	43	22.9%	
Cert 1	17	11	11	13	35	105.9%	
Cert 2	7	9	7	10	14	100.0%	
Advanced Technology Certificate	26	30	84	95	87	234.6%	
ESC	66	42	0	0	0	-100.0%	
<b>TOTAL ALL AWARDS</b>	<b>152</b>	<b>163</b>	<b>210</b>	<b>237</b>	<b>249</b>	<b>63.8%</b>	

Source: FY2013 to FY2015 old THECB Accountability System (Community Colleges - Success - Galveston College)

Source: FY2016 to FY2017 from new THECB 60x30 Accountability System (interactive reports)

\* Total Allied Health Awards **excludes** ESC  
(Enhanced Skill Certificate)

Galveston College							IE and Research		
<b>Accountability Measure -- Success (Contextual Measures)</b>									
<b>Students Employed/Enrolled in Texas Sr. Institution within 1-Year of Graduation</b>									
<b>no update available</b>									
	FY2012		FY2013		FY2014		Point Change FY2012 to FY2014		
<b>Academic</b>	<b>140</b>		<b>168</b>		<b>145</b>				
Employed Only	59	42.1%	81	48.2%	55	37.9%	<i>refer to new THECB 60x30 Accountability System data</i>	<i>refer to new THECB 60x30 Accountability System data</i>	-4.2%
Employed & Enrolled (in Sr. Institutions)	35	25.0%	40	23.8%	45	31.0%			6.0%
Enrolled Only (in Sr. Institutions)	23	16.4%	21	12.5%	24	16.6%			0.1%
Enrolled Only (in Community Colleges)	11	7.9%	6	3.6%	6	4.1%			-3.7%
Not Found	12	8.6%	20	11.9%	15	10.3%			1.8%
<b>Technical</b>	<b>257</b>		<b>278</b>		<b>272</b>				
Employed Only	213	82.9%	241	86.7%	224	82.4%	<i>refer to new THECB 60x30 Accountability System data</i>	<i>refer to new THECB 60x30 Accountability System data</i>	-0.5%
Employed & Enrolled (in Sr. Institutions)	5	1.9%	11	4.0%	4	1.5%			-0.5%
Enrolled Only (in Sr. Institutions)	2	0.8%	1	0.4%	0	0.0%			-0.8%
Enrolled Only (in Community Colleges)	16	6.2%	23	8.3%	20	7.4%			1.1%
Not Found	21	8.2%	2	0.7%	24	8.8%			0.7%

Source: old THECB Accountability System (Community Colleges - Success - Galveston College)

Galveston College							IE and Research			
<b>60x30 Accountability Measure</b>										
<b>Working or Enrolled in Texas within 1-Year of Graduation</b>										
Students found working or enrolled in Texas within one year after earning a degree or certificate. <b>Note that this measure was revised to match the 60x30 state strategic plan.</b>										
<b>NEW update</b>										
				FY2014		FY2015		FY2016		Point Change FY2014 to FY2016
				<b>376</b>		<b>397</b>		<b>425</b>		
Working Only	<i>refer to old THECB Accountability System data</i>	<i>refer to old THECB Accountability System data</i>		177	47.1%	246	62.0%	240	56.5%	9.4%
Working & Enrolled				92	24.5%	101	25.4%	116	27.3%	2.8%
Enrolled Only				50	13.3%	35	8.8%	28	6.6%	-6.7%
Not Found				57	15.2%	15	3.8%	41	9.6%	-5.5%

Source: FY2014 to FY2017 from new THECB 60x30 Accountability System - 2018 Community College Report

**Accountability Measure -- Success (Contextual Measures)**  
**Marketable Skills Awards**

**no update  
available**

	FY 2011		FY 2012		FY 2013		FY 2014		FY 2015		Point Change FY 2011 to FY 2015
<b>Ethnicity/Race</b>											
White	18	23.7%	9	30.0%	3	60.0%	6	66.7%	1	9.1%	-14.6%
African-American	44	57.9%	6	20.0%	0	0.0%	0	0.0%	3	27.3%	-30.6%
Hispanic	12	15.8%	14	46.7%	2	40.0%	3	33.3%	4	36.4%	20.6%
Asian/Native Hawaiian/Pacific Islander	2	2.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	-2.6%
International	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%
Other ( <i>Unknown, Native American, Multi-Racial</i> )	0	0.0%	1	3.3%	0	0.0%	0	0.0%	3	27.3%	27.3%
<b>Gender</b>											
Male	36	47.4%	6	20.0%	1	20.0%	6	66.7%	0	0.0%	-47.4%
Female	40	52.6%	24	80.0%	4	80.0%	3	33.3%	11	100.0%	47.4%
<b>TOTAL # of Marketable Skills Awards</b>	<b>76</b>		<b>30</b>		<b>5</b>		<b>9</b>		<b>11</b>		

Source: old THECB Accountability System (Community Colleges - Success - Galveston College)

## Accountability Measure – Institutional Efficiency & Effectiveness (Contextual Measures) Faculty

NEW update

Measure: Number & percent of full-time (teaching 80% or more) and part-time faculty. This includes faculty teaching flex courses.

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	% Change Fall 2012 to Fall 2016
<b>FULL-TIME FACULTY *</b>	<b>49</b>	<b>53</b>	<b>55</b>	<b>56</b>	<b>53</b>	<b>8.2%</b>
<b>Ethnicity/Race</b>						
White	33 (67.3%)	36 (67.9%)	37 (67.3%)	40 (71.4%)	38 (71.7%)	15.2%
African-American	7 (14.3%)	8 (15.1%)	8 (14.5%)	7 (12.5%)	6 (11.3%)	-14.3%
Hispanic	6 (12.2%)	6 (11.3%)	7 (12.7%)	6 (10.7%)	6 (11.3%)	0.0%
Asian	2 (4.1%)	2 (3.8%)	2 (3.6%)	2 (3.6%)	2 (3.8%)	0.0%
Other (Unknown)	1 (2.0%)	1 (1.9%)	1 (1.8%)	1 (1.8%)	1 (1.9%)	0.0%
<b>Gender</b>						
Male	27 (55.1%)	27 (50.9%)	29 (52.7%)	29 (51.8%)	27 (50.9%)	0.0%
Female	2 (4.1%)	26 (49.1%)	26 (47.3%)	27 (48.2%)	26 (49.1%)	1200.0%
<b>PART-TIME FACULTY *</b>	<b>63</b>	<b>50</b>	<b>44</b>	<b>44</b>	<b>44</b>	<b>-30.2%</b>
<b>Ethnicity/Race</b>						
White	45 (71.4%)	41 (82.0%)	36 (81.8%)	33 (75.0%)	33 (75.0%)	-26.7%
African-American	12 (19.0%)	6 (12.0%)	4 (9.1%)	5 (11.4%)	7 (15.9%)	-41.7%
Hispanic	5 (7.9%)	3 (6.0%)	4 (9.1%)	5 (11.4%)	3 (6.8%)	-40.0%
Asian	1 (1.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	-100.0%
Other (Unknown)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (2.3%)	1 (2.3%)	100.0%
<b>Gender</b>						
Male	20 (31.7%)	19 (38.0%)	17 (38.6%)	15 (34.1%)	17 (38.6%)	-15.0%
Female	43 (68.3%)	31 (62.0%)	27 (61.4%)	29 (65.9%)	27 (61.4%)	-37.2%

Measure Data Source:

\* NOTE:

CBM008 [Faculty Report]

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

Source: Fall 2012 to Fall 2014 old THECB Accountability System (Community Colleges - Institutional Efficiency & Effectiveness - Galveston College); Fall 2015 THECB CBM008

Source: Fall 2016 from new THECB 60x30 Accountability System - Interactive Reports

## Accountability Measure – Institutional Efficiency & Effectiveness (Contextual Measures) Student/Faculty Ratio

**NEW update**

Fall full-time student equivalents (FTSE) divided by full-time equivalent (FTE) faculty.

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	% Change Fall 2012 to Fall 2016
FTE Student / FTE Faculty Ratio	19:1	18:1	17:1	17:1	18:1	-5.3%

**Measure Data Source:**

CBM004 [Class Report] and CBM008 [Faculty Report]

**Measure Definition:**

CBM008 for FTE faculty - FTE faculty are instructional faculty reported on CBM008 with rank codes 1-5 (or blank) and percent of time directly related to teaching greater than 0. Faculty members without a salary are included. For this measure, undergraduate full-time-student-equivalents (FTSEs) are calculated on 15 semester credit hours where the SCH value is greater than zero. All enrollments (funded and not funded) are used.

Source: Fall 2012 to Fall 2014 old THECB Accountability System (Community Colleges - Institutional Efficiency & Effectiveness - Galveston College)

Source: Fall 2015 and Fall 2016 from new THECB 60x30 Accountability System - 2018 Community College Report

## Accountability Measure – Institutional Efficiency & Effectiveness (Contextual Measures) Faculty Contact Hours

**no update available**

**Measure: Percent of contact hours taught by full-time and part-time faculty.**

(Includes all contact hours for the fall semester for courses reported as lecture, lab or practicum that are not inter-institutional.)

Full-time faculty are those with 80% or more teaching time. Part-time are those less than 80%.)

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2010 to Fall 2014 % Change
<b>Faculty generated contact hours</b>	<b>403,408</b>	<b>411,760</b>	<b>397,440</b>	<b>366,308</b>	<b>339,987</b>	<b>-15.7%</b>
						<b>Point Change</b>
% contact hours taught by . . .						
Full-Time Faculty	72.4%	66.3%	68.8%	77.0%	81.4%	9.0%
Part-Time Faculty	27.6%	33.7%	31.2%	23.0%	18.6%	-9.0%

**Measure Data Source:**

CBM008 [Faculty Report] and CBM00S [Student Schedule Report]; prior to Fall 2011 -- CBM008 [Faculty Report] and CBM004 [Class Report]

**Source:**

old THECB Accountability System (Community Colleges - Institutional Efficiency & Effectiveness - Galveston College)

**Accountability Measure – Institutional Efficiency & Effectiveness (Key Measures)**  
**Tuition and Fees for 30 Semester Credit Hours**

**NEW  
update**

Average cost of tuition and fees charged to a student taking 30 semester credit hours (SCH).  
 [15 hours each term, Fall and Spring semesters]

	<u>FY2014</u> 09/01/13 to 08/31/14	<u>FY2015</u> 09/01/14 to 08/31/15	<u>FY2016</u> 09/01/15 to 08/31/16	<u>FY2017</u> 09/01/16 to 08/31/17	<u>FY2018</u> 09/01/17 to 08/31/18	% Change FY2014 to FY2018
<b>Tuition and Fees for 30 SCH (15 hours each term, Fall/Spring)</b> <i>SCH = semester credit hours</i>						
In-District (Total)	\$1,900	\$1,900	\$1,900	\$2,050	\$2,050	7.9%
Out-of-District (Total)	\$2,260	\$2,260	\$2,380	\$2,650	\$2,650	17.3%
Non-Resident (Total)	\$4,150	\$4,150	\$4,270	\$4,600	\$4,600	10.8%
<b>Tuition</b>						
In-District	\$1,110	\$1,110	\$1,110	\$1,200	\$1,200	8.1%
Out-of-District	\$1,470	\$1,470	\$1,590	\$1,800	\$1,800	22.4%
Non-Resident	\$3,360	\$3,360	\$3,480	\$3,750	\$3,750	11.6%
<b>Fees</b>						
In-District	\$790	\$790	\$790	\$850	\$850	7.6%
Out-of-District	\$790	\$790	\$790	\$850	\$850	7.6%
Non-Resident	\$790	\$790	\$790	\$850	\$850	7.6%

Source:

Note:

GC Fall Class Schedule  
(Tuition & Fees Table)

- Figures listed above do not include laboratory and special fees associated with certain courses and/or programs.
- Figures based on Fall tuition and fees multiplied by 2 (Fall and Spring) in order to get FY (fiscal year) estimate.

**Accountability Measure – Institutional Efficiency & Effectiveness (Key Measures)**  
**Institutional Support**

**NEW  
update**

	<u>FY2013</u>	<u>FY2014</u>	<u>FY2015</u>	<u>FY2016</u>	<u>FY2017</u>	Point Change FY2013 to FY2017
Institutional Support as a percentage of total operating expenditures	19.0%	19.7%	20.0%	20.8%	20.8%	1.8

Source: FY2013 to FY2015 old THECB Accountability System (Community Colleges - Institutional Efficiency and Effectiveness - Galveston College)

FY2016 and FY2017 calculated variable based on THECB definition

**THECB Definition:**

The dollar value of current year Institutional Support expenses as reported in each district's Annual Financial Report divided by the dollar value of operating expenses (excluding depreciation and auxiliary) as reported in each district's Annual Financial Report.

**THECB Source:**

District Annual Financial Reports-Exhibit 2.

**Accountability Measure – Institutional Efficiency & Effectiveness (Finance)**  
**Finances per FTE Student**

**NEW  
update**

Funds by source divided by full-time equivalent (FTE) students	FY2013	FY2014	FY2015	FY2016	FY2017	% Change FY2013 to FY2017
<b>REVENUES *</b>						
<b>Total REVENUES per FTE student</b>	<b>14,684</b>	<b>16,429</b>	<b>17,405</b>	<b>17,722</b>	<b>g 18,080</b>	<b>23.1%</b>
• State funds per FTE student	2,609 (17.8%)	3,323 (20.2%)	3,763 (21.6%)	3,761 (21.2%)	3,469 (19.2%)	33.0%
• Local funds per FTE student	6,919 (47.1%)	7,655 (46.6%)	8,328 (47.8%)	9,054 (51.1%)	9,463 (52.3%)	36.8%
• Tuition and Fees funds per FTE student	1,616 (11.0%)	1,699 (10.3%)	1,823 (10.5%)	1,859 (10.5%)	1,933 (10.7%)	19.6%
• Federal revenue funds per FTE student	3,540 (24.1%)	3,752 (22.8%)	3,491 (20.1%)	3,048 (17.2%)	3,215 (17.8%)	-9.2%
<b>EXPENDITURES *</b>						
<b>Total OPERATING EXPENDITURES per FTE student</b>	<b>14,535</b>	<b>14,330</b>	<b>14,535</b>	<b>15,063</b>	<b>15,067</b>	<b>3.7%</b>
• Instructional Support per FTE student	4,785 (32.9%)	5,266 (36.7%)	5,326 (36.6%)	5,714 (37.9%)	5,894 (39.1%)	23.2%
• Institutional Support per FTE student	2,476 (17.0%)	2,826 (19.7%)	2,903 (20.0%)	3,139 (20.8%)	3,143 (20.9%)	26.9%
• Academic Support per FTE student	871 (6.0%)	947 (6.6%)	1,042 (7.2%)	1,156 (7.7%)	1,067 (7.1%)	22.5%
• Other expenditures per FTE student	4,900 (33.7%)	5,291 (36.9%)	5,264 (36.2%)	5,054 (33.6%)	4,963 (32.9%)	1.3%
<b>FINANCIAL VIABILITY RATIO</b>						<b>Point Change</b>
<b>Financial Viability Ratio</b>	<b>11.30%</b>	<b>36.59%</b>	<b>2.68%</b>	<b>2.75%</b>	<b>3.14%</b>	<b>-8.2%</b>

**Sources:**

FY2013 to FY2015 (all data): old THECB Accountability System [Institutional Efficiency &amp; Effectiveness]

REVENUES (FY2016 & FY2017): THECB C.A.R.A.T. [Financial Profiles and Full-Time Student Equivalent (*calculated figures*)]

VIABILITY RATIO (FY2016 &amp; FY2017): THECB C.A.R.A.T. [Financial Ratios Report]

EXPENDITURES (FY2016 &amp; FY2017): new THECB 60x30 Accountability System [2018 Community College Report]

\* For this measure, FTE students are determined using state funded hours only.

C.A.R.A.T. = Community College Annual Reporting and Analysis Tool [see [http://reports.thecb.state.tx.us/approot/carat/fin\\_profile.htm](http://reports.thecb.state.tx.us/approot/carat/fin_profile.htm)]

## Accountability Measure Success Points

**NEW  
update**

	FY2013	FY2014	FY2015	FY2016	FY2017	% Change FY2013 to FY2017
<b>Annual Success Point TOTAL</b>	<b>3,707.3</b>	<b>3,465.5</b>	<b>3,567.3</b>	<b>3,625.0</b>	<b>3,821.0</b>	<b>3.1%</b>
Math Readiness	141.0	99.0	82.0	70.0	80.0	-43.3%
Read Readiness	64.5	27.0	24.5	53.0	47.0	-27.1%
Write Readiness	57.0	31.0	23.5	55.0	47.0	-17.5%
Students Who Complete 15 SCH	723.0	694.0	747.0	716.0	736.0	1.8%
Students Who Complete 30 SCH	419.0	339.0	420.0	380.0	430.0	2.6%
Students Who Transfer to a 4-Year Institution	426.0	494.0	466.0	456.0	480.0	12.7%
Students Who Pass FCL Math Course	308.0	282.0	322.0	332.0	354.0	14.9%
Students Who Pass FCL Read Course	260.0	267.0	232.0	222.0	206.0	-20.8%
Students Who Pass FCL Write Course	260.0	240.0	209.5	214.0	207.0	-20.4%
Degree, CCC, or Certificate (Unduplicated)	700.0	628.0	584.0	658.0	742.0	6.0%
Degrees or Certificates in Critical Field	348.8	364.5	456.8	470.0	493.0	41.3%

**SCH** = semester credit hours

**FCL** = First College-Level

**CCC** = Core Curriculum Completers

Source: FY2013 to FY2015 old THECB Accountability System (Community Colleges - Success Points - Galveston College)

**Source: FY2016 to FY2017 from new THECB 60x30 Accountability System - 2018 Community College Report [Success Points Weighted]**

## Accountability Measure -- Excellence (Key Measures)

# Licensure Pass Rate - Technical Programs

Programs whose graduates are required to pass a licensure exam to practice in the field.

CIP Code and Program Area	FY2013			FY2014			FY2015			FY2016 *			FY2017 *		
	Tested	Passed	Pass Rate												
<b>12.0401 Cosmetology</b>			N/A			N/A	7	7	100.0%	13	13	100.0%	18	17	94.4%
<b>43.0107 Law Enforcement, Peace Officer (Police Academy)</b>	25	25	100.0%	19	16	84.2%	17	17	100.0%	19	19	100.0%	13	13	100.0%
<b>51.0904 Emergency Medical Services</b>															
- Advanced (AEMT) (formerly Intermediate)			N/A	1	1	100.0%	3	2	66.7%	16	8	50.0%	5	3	60.0%
- Basic	9	4	44.4%	9	7	77.8%	8	1	12.5%			N/A			N/A
- Paramedic	3	3	100.0%	7	4	57.1%	5	2	40.0%	1	1	100.0%	5	4	80.0%
- <b>TOTAL 51.0904</b>	<b>12</b>	<b>7</b>	<b>58.3%</b>	<b>17</b>	<b>12</b>	<b>70.6%</b>	<b>16</b>	<b>5</b>	<b>31.3%</b>	<b>17</b>	<b>9</b>	<b>52.9%</b>	<b>10</b>	<b>7</b>	<b>70.0%</b>
<b>51.0905 Nuclear Medicine</b>	7	4	57.1%	6	6	100.0%	3	3	100.0%	15	15	100.0%	16	16	100.0%
<b>51.0907 Radiation Therapy</b>	7	7	100.0%	11	11	100.0%	8	7	87.5%	8	7	87.5%	6	6	100.0%
<b>51.0911 Radiography / CT/ MRI Programs</b>															
- Radiography	11	11	100.0%	14	14	100.0%	20	10	50.0%	22	21	95.5%	16	11	68.8%
- CT (Computerized Tomography)	38	38	100.0%	38	37	97.4%	6	6	100.0%	49	46	93.9%	26	25	96.2%
- MRI (Magnetic Resonance Imaging)	16	15	93.8%	19	18	94.7%	12	12	100.0%	15	14	93.3%	6	6	100.0%
- <b>TOTAL 51.0911</b>	<b>65</b>	<b>64</b>	<b>98.5%</b>	<b>71</b>	<b>69</b>	<b>97.2%</b>	<b>38</b>	<b>28</b>	<b>73.7%</b>	<b>86</b>	<b>81</b>	<b>94.2%</b>	<b>48</b>	<b>42</b>	<b>87.5%</b>
<b>51.3801 Nurse, Registered</b>	49	38	77.6%	47	41	87.2%	49	47	95.9%	44	35	79.5%	50	46	92.0%
<b>51.3901 Vocational Nursing</b>	18	16	88.9%	23	22	95.7%	18	15	83.3%	25	22	88.0%	20	12	60.0%
<b>TOTAL (ALL PROGRAMS)</b>	<b>183</b>	<b>161</b>	<b>88.0%</b>	<b>194</b>	<b>177</b>	<b>91.2%</b>	<b>156</b>	<b>129</b>	<b>82.7%</b>	<b>227</b>	<b>201</b>	<b>88.5%</b>	<b>181</b>	<b>159</b>	<b>87.8%</b>

Source:

THECB Licensure data collection (certified data based on accreditation agency data and/or student self-report)

Note:

FY-2013 to FY-2015 -- figures exclude duplicates within same CIP code

\* FY-2016 and FY-2017 -- figures include duplicates within same CIP code

## Texas Higher Education Coordinating Board Program Placement Rates - TECHNICAL PROGRAMS ONLY

**STANDARD:**

85% of workforce education program completers (3-year average) are employed or pursuing additional education within one year of graduation

CIP Code	Program Area	AY 2011-2012			AY 2012-2013			AY 2013-2014			AY 2014-2015			AY 2015-2016			3-Year Average		
		CMP	PLC	%	CMP	PLC	%												
11.02	Computer Programming	2	2	100.0%															N/A
12.0401	Cosmetology							4	2	50.0%	7	6	85.7%	18	16	88.9%	29	24	82.8%
12.0503	Culinary Arts	3	3	100.0%	17	14	82.4%	15	11	73.3%	12	11	91.7%	4	3	75.0%	31	25	80.6%
15.0612	Industrial / Production Tech.	11	10	90.9%	4	4	100.0%	1	0	0.0%	1	1	100.0%				2	1	50.0%
43.0107	Law Enforcement (Police Academy)	21	19	90.5%	25	25	100.0%	17	17	100.0%	17	17	100.0%	19	19	100.0%	53	53	100.0%
46.0301	Electrical / Electronics							7	5	71.4%	10	9	90.0%	13	12	92.3%	30	26	86.7%
47.0201	HVAC	9	9	100.0%	19	18	94.7%	18	16	88.9%	9	9	100.0%	15	12	80.0%	42	37	88.1%
48.0508	Welding	40	33	82.5%	39	37	94.9%	31	30	96.8%	25	23	92.0%	24	18	75.0%	80	71	88.8%
51.0716	Medical Administration	6	6	100.0%	12	11	91.7%	17	14	82.4%	15	15	100.0%	18	17	94.4%	50	46	92.0%
51.0904	Emergency Medical Services	10	10	100.0%	13	12	92.3%	5	5	100.0%	3	3	100.0%	2	2	100.0%	10	10	100.0%
51.0905	Nuclear Medicine Technology	5	3	60.0%	6	5	83.3%	6	6	100.0%	3	3	100.0%	8	8	100.0%	17	17	100.0%
51.0907	Radiation Therapy	10	9	90.0%	8	6	75.0%	12	11	91.7%	8	8	100.0%	10	8	80.0%	30	27	90.0%
51.0909	Surgical Technology																		N/A
51.0911	Radiography, CT, and MRI	79	75	94.9%	99	97	98.0%	78	74	94.9%	103	103	100.0%	101	97	96.0%	282	274	97.2%
51.3801	Nurse, Registered	41	38	92.7%	45	41	91.1%	51	45	88.2%	49	48	98.0%	44	42	95.5%	144	135	93.8%
51.3901	Nurse, LVN	19	18	94.7%	21	21	100.0%	26	25	96.2%	20	17	85.0%	26	26	100.0%	72	68	94.4%

Source: **THECB CB116 Supplemental Follow-Up and Automated Student and Adult Learner Follow-Up System (ASALFS)**  
(data as reported to the THECB in CB116 Follow-Up)

**CMP** = Completer/graduate  
**PLC** = placement

**figures exclude duplicates** (students counted only once per academic year and only one CIP code -- no counts for multiple CIP codes)

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# **Faculty**

**2017 FACTBOOK**

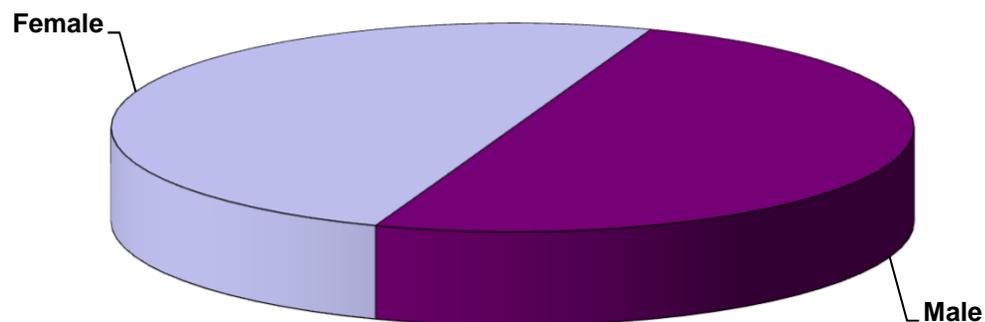
**2017 FACTBOOK**

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## FULL-TIME Faculty Profile Fall 2017

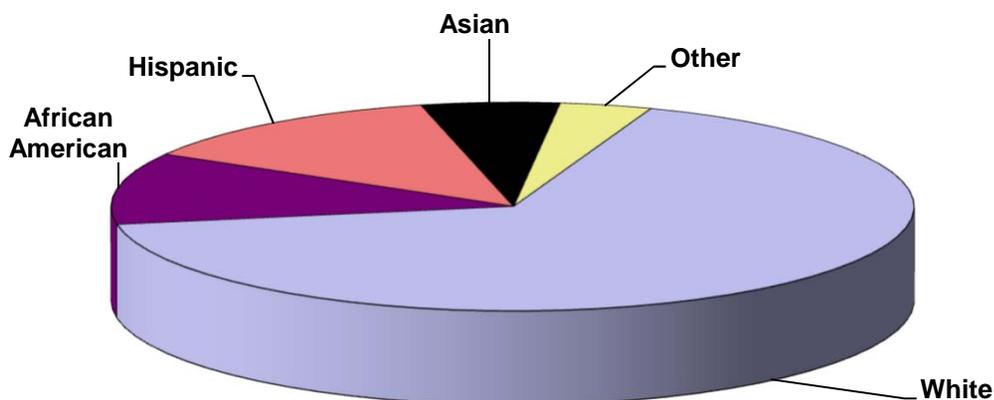
### FULL-TIME Faculty by GENDER

Gender	Number (#)	Percent (%)
Female	27	50%
Male	27	50%
<b>TOTAL</b>	<b>54</b>	<b>100%</b>



### FULL-TIME Faculty by ETHNICITY/RACE

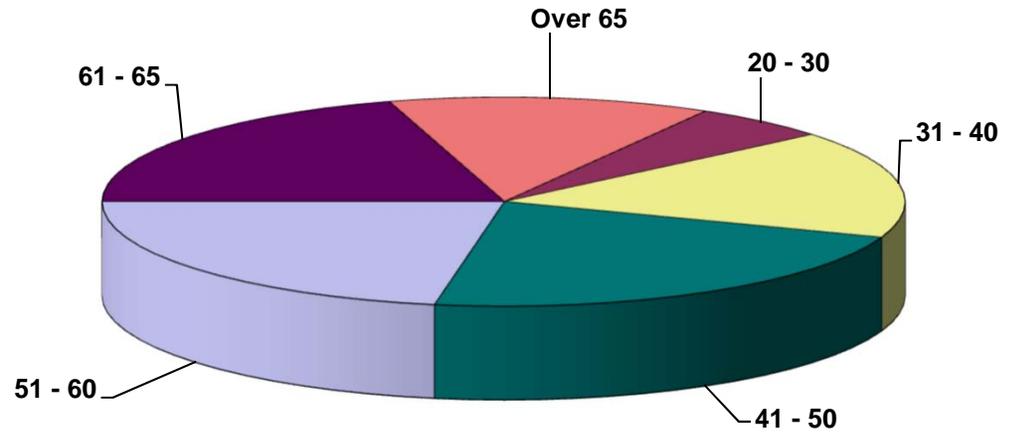
Ethnicity/Race	Number (#)	Percent (%)
White	36	67%
African American	6	11%
Hispanic	7	13%
Asian	3	6%
Other	2	4%
<b>TOTAL</b>	<b>54</b>	<b>100%</b>



## FULL-TIME Faculty Profile Fall 2017

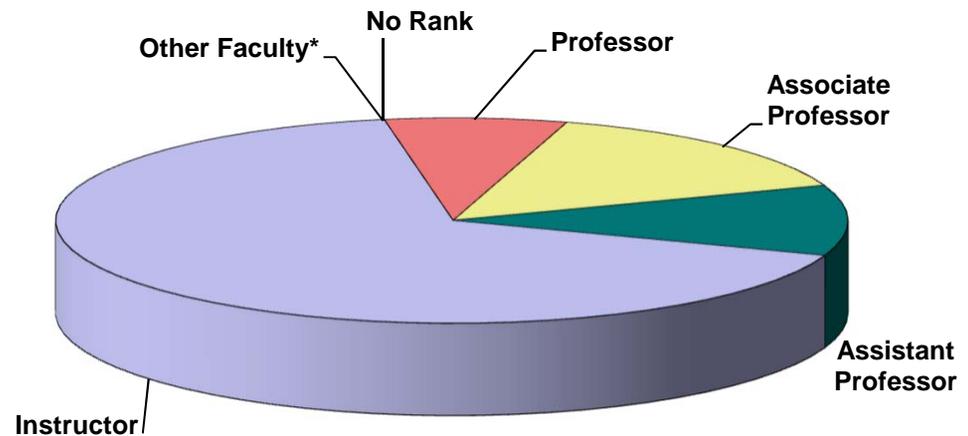
### FULL-TIME Faculty by AGE

Age	Number (#)	Percent (%)
Under 20	0	0%
20 - 30	3	6%
31 - 40	9	17%
41 - 50	12	22%
51 - 60	12	22%
61 - 65	11	20%
Over 65	7	13%
<b>TOTAL</b>	<b>54</b>	<b>100%</b>



### FULL-TIME Faculty by RANK

Rank	Number (#)	Percent (%)
Professor	4	7%
Associate Professor	8	15%
Assistant Professor	6	11%
Instructor	36	67%
Other Faculty*	0	0%
No Rank	0	0%
<b>TOTAL</b>	<b>54</b>	<b>100%</b>

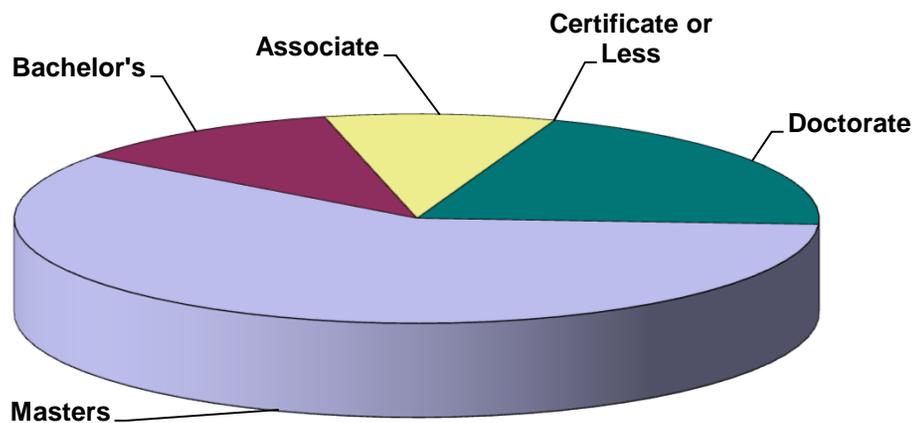


\* Other faculty includes adjunct, visiting, and special faculty.

## FULL-TIME Faculty Profile Fall 2017

### FULL-TIME Faculty by HIGHEST DEGREE EARNED

Degree	Number (#)	Percent (%)
Doctorate	11	20%
Masters	32	59%
Bachelor's	6	11%
Associate	5	9%
Certificate or Less	0	0%
<b>TOTAL</b>	<b>54</b>	<b>100%</b>



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# **Facilities**

**2017 FACTBOOK**

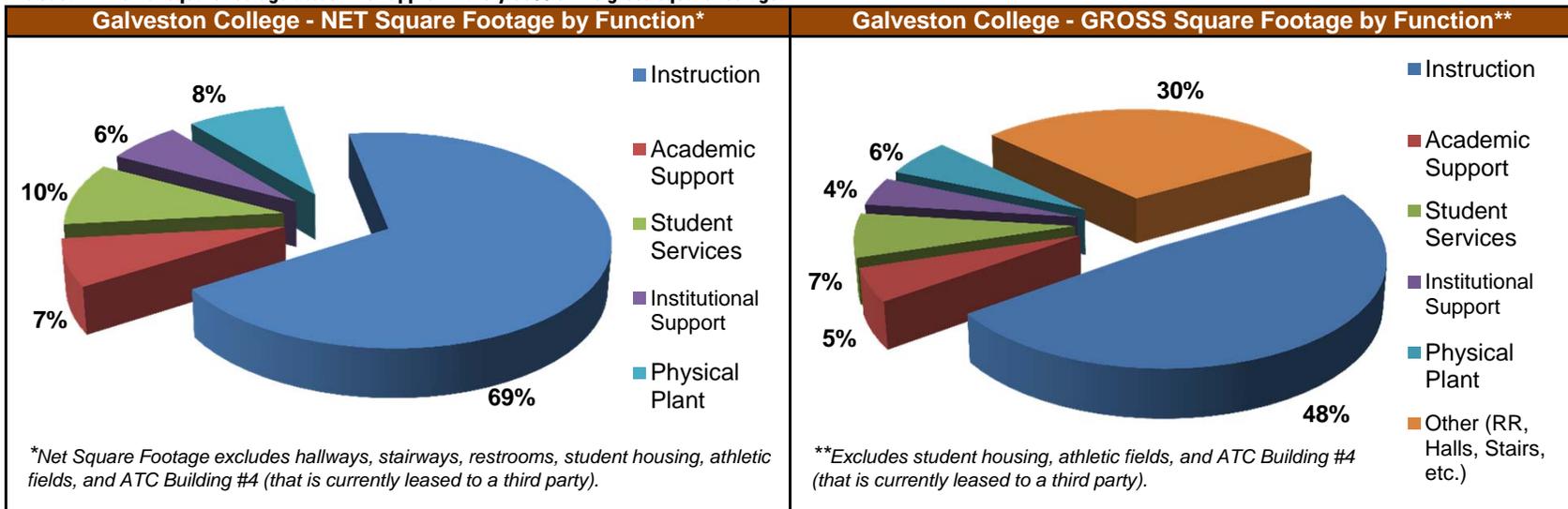
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*Office of Institutional Effectiveness and Research*

# SQUARE FOOTAGE

	Northern Center	ATC #1	ATC #2	ATC #3	Cheney	FA/ Fitness	Moody	Regents	Selbel	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
Community Service	—	—	—	—	—	—	—	—	—	—
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
<b>TOTAL (NET)</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
Community Service	—	—	—	—	—	—	—	—	—	—
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
<b>TOTAL (GROSS)</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>

As indicated by the graphs below, 69% of the college's net square footage by function is committed to instruction. Academic support, which includes the library, uses 7% of the net square footage, while 10% is committed to student services. Institutional support - which includes such things as administrative offices, the business office, informational technology offices, and administrative support functions - accounts for 6% of the net square footage. 8% of the net square footage is allocated to the physical plant. (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).) The hallways, stairways, the atrium, and the restrooms that were not included in the net square footage account for approximately 30% of the gross square footage.



Source: 2014 SACS CR 2.11.2 - Physical Resources

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**2017 FACTBOOK**

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# **Financial Data**



**Galveston  
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*Office of Institutional Effectiveness and Research*

# 2017 Tuition and Fees Information

TUITION AND FEES										
Semester Hours	Resident of Texas Tuition	Non-Resident of Texas Tuition	Out-of-District Fee	Building Use Fee	Student Services Fee	Registration Fee	General Services Fee	In-District RESIDENT TOTAL	Out-of-District RESIDENT TOTAL	NON-RESIDENT TOTAL
1	\$160	\$420	\$80	\$88	\$10	\$30	\$50	\$338	\$418	\$678
2	\$160	\$420	\$80	\$88	\$10	\$30	\$50	\$338	\$418	\$678
3	\$160	\$420	\$80	\$88	\$10	\$30	\$50	\$338	\$418	\$678
4	\$160	\$420	\$80	\$88	\$10	\$30	\$50	\$338	\$418	\$678
5	\$200	\$525	\$100	\$110	\$10	\$30	\$50	\$400	\$500	\$825
6	\$240	\$630	\$120	\$132	\$10	\$30	\$50	\$462	\$582	\$972
7	\$280	\$735	\$140	\$154	\$10	\$30	\$50	\$524	\$664	\$1,119
8	\$320	\$840	\$160	\$176	\$10	\$30	\$50	\$586	\$746	\$1,266
9	\$360	\$945	\$180	\$198	\$15	\$30	\$50	\$653	\$833	\$1,418
10	\$400	\$1,050	\$200	\$220	\$15	\$30	\$50	\$715	\$915	\$1,565
11	\$440	\$1,155	\$220	\$242	\$15	\$30	\$50	\$777	\$997	\$1,712
12	\$480	\$1,260	\$240	\$264	\$15	\$30	\$50	\$839	\$1,079	\$1,859
13	\$520	\$1,365	\$260	\$286	\$15	\$30	\$50	\$901	\$1,161	\$2,006
14	\$560	\$1,470	\$280	\$308	\$15	\$30	\$50	\$963	\$1,243	\$2,153
15	\$600	\$1,575	\$300	\$330	\$15	\$30	\$50	\$1,025	\$1,325	\$2,300
16	\$640	\$1,680	\$320	\$352	\$15	\$30	\$50	\$1,087	\$1,407	\$2,447
17	\$680	\$1,785	\$340	\$374	\$15	\$30	\$50	\$1,149	\$1,489	\$2,594
18	\$720	\$1,890	\$360	\$396	\$15	\$30	\$50	\$1,211	\$1,571	\$2,741
19	\$760	\$1,995	\$380	\$418	\$15	\$30	\$50	\$1,273	\$1,653	\$2,888
20	\$800	\$2,100	\$400	\$440	\$15	\$30	\$50	\$1,335	\$1,735	\$3,035

Source: Fall Credit Class Schedule

Figures listed above do not include laboratory and special fees associated with certain courses and/or programs

## SENIOR CITIZEN DISCOUNT

All United States citizens who are residents of Galveston Community College District who have attained the age of 65 years (65 and older) are eligible to receive a 100% tuition discount for credit courses, and a 50% discount for associated fees for credit courses (exceptions include individual music instruction, course fees, liability insurance, health fees, and testing fees).

## SENIOR CITIZEN - CONTINUING EDUCATION COURSES

All United States citizens who are residents of Galveston Community College District who have attained the age of 65 years (65 and older) are eligible to receive a 50% tuition discount for non-credit continuing education courses. Requests for tuition/fee adjustment requests for Continuing Education courses must be made at the time of registration.

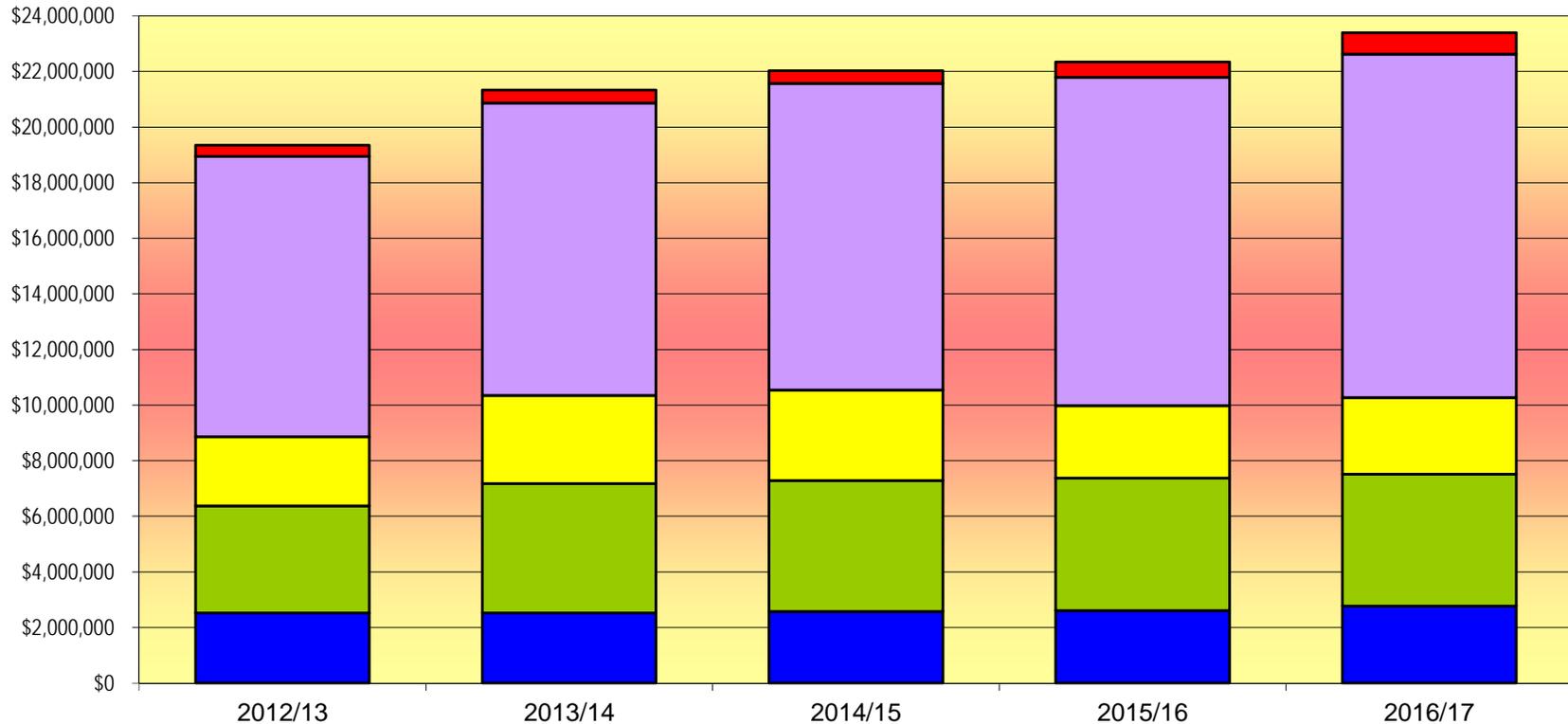
## NON-REFUNDABLE FEES

Registration Fee	\$30
Schedule Change	\$10
Late Registration Fee	\$25
Returned Check Fee	\$35
Stop Payment Fee	\$25
Stop Payment Fee to Reissue a Refund	\$25
Check Mailed to Incorrect Address	
Installment Plan Administration Fee	\$25
Installment Plan Late Fee	\$25
Duplicate Diploma	\$10
TSI Assessment Fee	\$29
Test Administration Fee for Non GC test	\$25
CLEP® Test Fee	\$85
HESI Entrance Exam for Radiography Students	\$80

Source: 2017-2018 Galveston College Catalog

## FINANCIAL PROFILE

### Five-Year Revenue History – 2012/13 to 2016/17

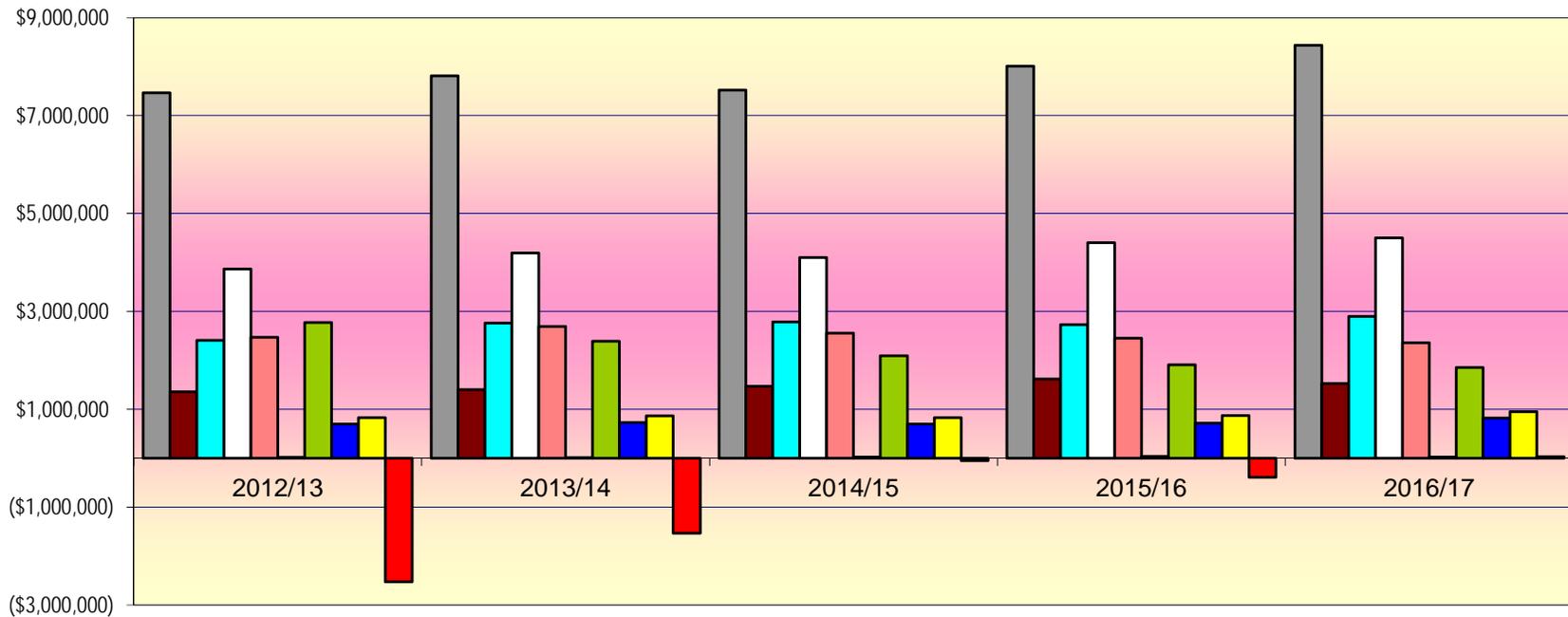


REVENUE CATEGORY	2012/13	2013/14	2014/15	2015/16	2016/17
Student tuition and fees	\$2,520,989	\$2,519,438	\$2,574,360	\$2,605,353	\$2,766,621
State Appropriations	\$3,853,582	\$4,662,085	\$4,708,758	\$4,765,726	\$4,741,378
Grants/Contracts/Scholarships (Federal, State, Local, & Private)	\$2,481,138	\$3,168,309	\$3,262,780	\$2,603,444	\$2,761,877
Property Taxes	\$10,086,059	\$10,511,511	\$11,022,556	\$11,815,295	\$12,355,185
Auxiliary Enterprises & Other Revenue	\$402,313	\$465,182	\$453,203	\$550,041	\$766,285
<b>TOTAL</b>	<b>\$19,344,081</b>	<b>\$21,326,525</b>	<b>\$22,021,657</b>	<b>\$22,339,859</b>	<b>\$23,391,346</b>

Source: Galveston College Financial Audit Reports -- Statement of Revenues, Expenses, and Changes in Net Position

## SOURCES and USES OF FUNDS

### Five-Year Expenditure History – 2012/13 to 2016/17



Expense Category	2012/13	2013/14	2014/15	2015/16	2016/17
Instruction	\$7,464,287	\$7,810,357	\$7,519,930	\$8,007,612	\$8,436,060
Academic Support	\$1,358,225	\$1,403,811	\$1,471,634	\$1,619,862	\$1,527,382
Student Services	\$2,404,847	\$2,759,863	\$2,784,895	\$2,728,445	\$2,894,083
Institution Support	\$3,862,331	\$4,190,963	\$4,098,804	\$4,399,197	\$4,499,005
Operations/Maintenance	\$2,468,967	\$2,694,685	\$2,557,757	\$2,448,345	\$2,358,444
Public Services	\$18,957	\$12,355	\$21,480	\$35,707	\$25,135
Scholarships/Fellowships	\$2,770,364	\$2,391,918	\$2,089,940	\$1,905,368	\$1,851,003
Auxiliary Enterprises	\$697,719	\$731,060	\$695,918	\$718,033	\$821,798
Depreciation	\$825,410	\$865,397	\$829,987	\$869,308	\$950,475
Transfers	(\$2,527,026)	(\$1,533,884)	(\$48,688)	(\$392,018)	\$27,961
<b>TOTAL</b>	<b>\$19,344,081</b>	<b>\$21,326,525</b>	<b>\$22,021,657</b>	<b>\$22,339,859</b>	<b>\$23,391,346</b>

Source: Galveston College Financial Audit Reports -- Statement of Revenues, Expenses, and Changes in Net Position

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**2017 FACTBOOK**

# **Service Area**



**Galveston  
College**

**2017 FACTBOOK**

*Office of Institutional Effectiveness and Research*

## Profile of Service Area High Schools 2017 Accountability Ratings

County	School	Grade Span	Accountability Rating
Galveston	Ball High School	9 - 12	Met Standard
	High Island School	PK-12	Met Standard
Jefferson	Sabine Pass School	PK - 12	Met Standard
	Hamshire-Fannett High School	9 - 12	Met Standard

**Source:**

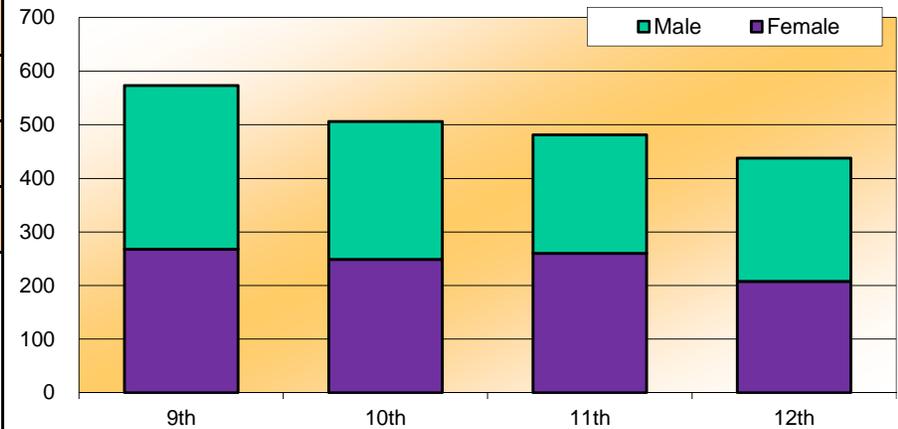

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Texas Education Agency,  
Accountability Rating System for Texas Public Schools & Districts

## Profile of Service Area High Schools 2016-2017 Student Enrollment by GENDER

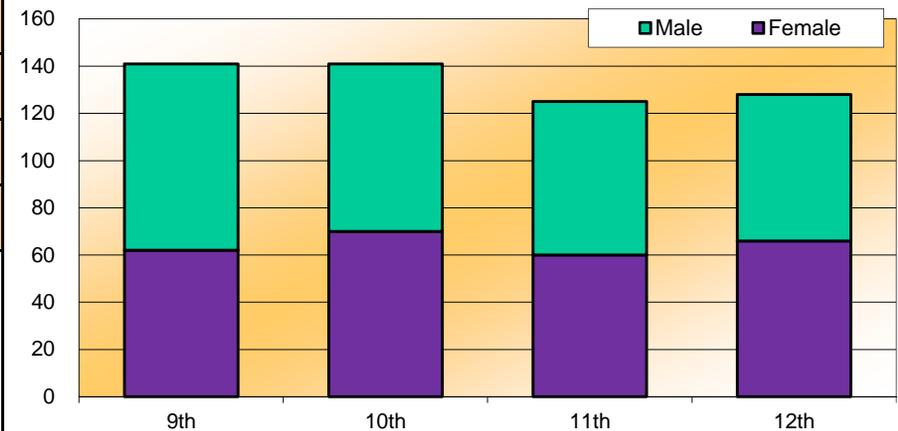
### Ball High School by Grade

Gender	9th	10th	11th	12th	Total
Female	268	249	260	208	<b>985</b>
Male	305	257	221	230	<b>1,013</b>
<b>TOTAL</b>	<b>573</b>	<b>506</b>	<b>481</b>	<b>438</b>	<b>1,998</b>



### Hamshire-Fannett High School by Grade

Gender	9th	10th	11th	12th	Total
Female	62	70	60	66	<b>258</b>
Male	79	71	65	62	<b>277</b>
<b>TOTAL</b>	<b>141</b>	<b>141</b>	<b>125</b>	<b>128</b>	<b>535</b>

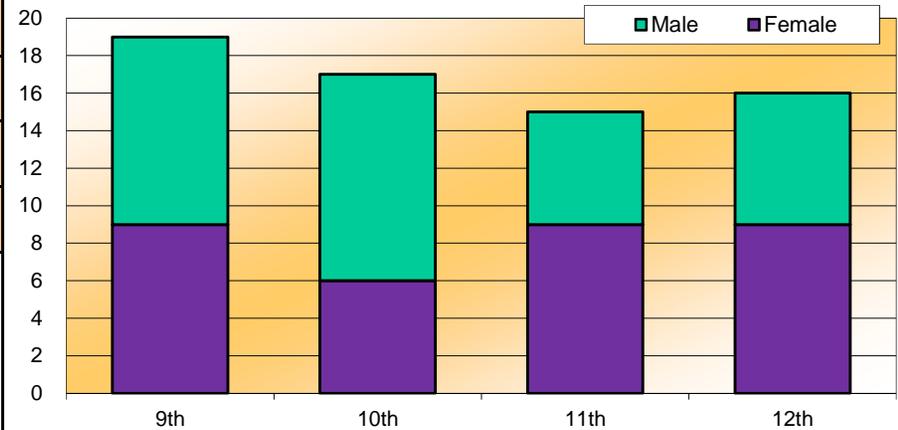


Source: Texas Education Agency, Student Enrollment Reports

## Profile of Service Area High Schools 2016-2017 Student Enrollment by GENDER

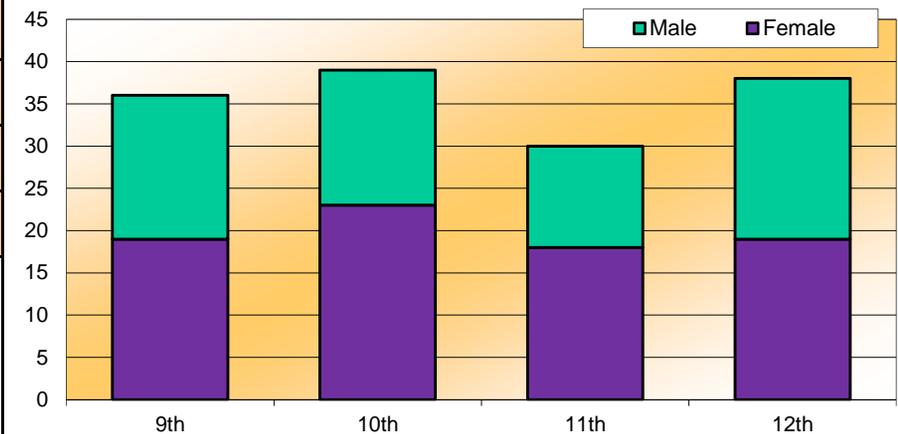
### High Island High School by Grade

Gender	9th	10th	11th	12th	Total
Female	9	6	9	9	33
Male	10	11	6	7	34
<b>TOTAL</b>	<b>19</b>	<b>17</b>	<b>15</b>	<b>16</b>	<b>67</b>



### Sabine Pass School by Grade

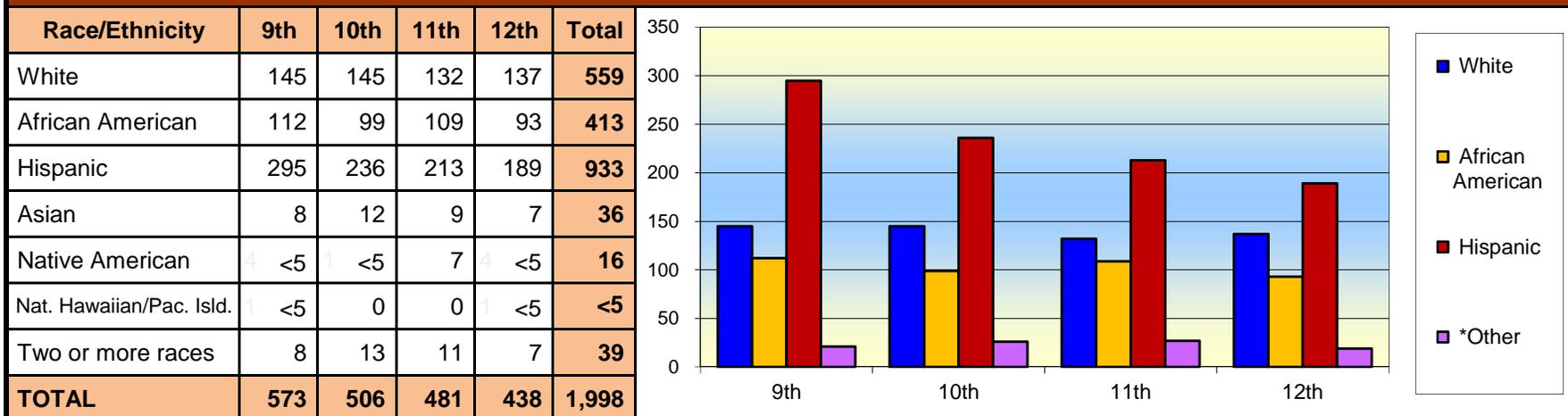
Gender	9th	10th	11th	12th	Total
Female	19	23	18	19	79
Male	17	16	12	19	64
<b>TOTAL</b>	<b>36</b>	<b>39</b>	<b>30</b>	<b>38</b>	<b>143</b>



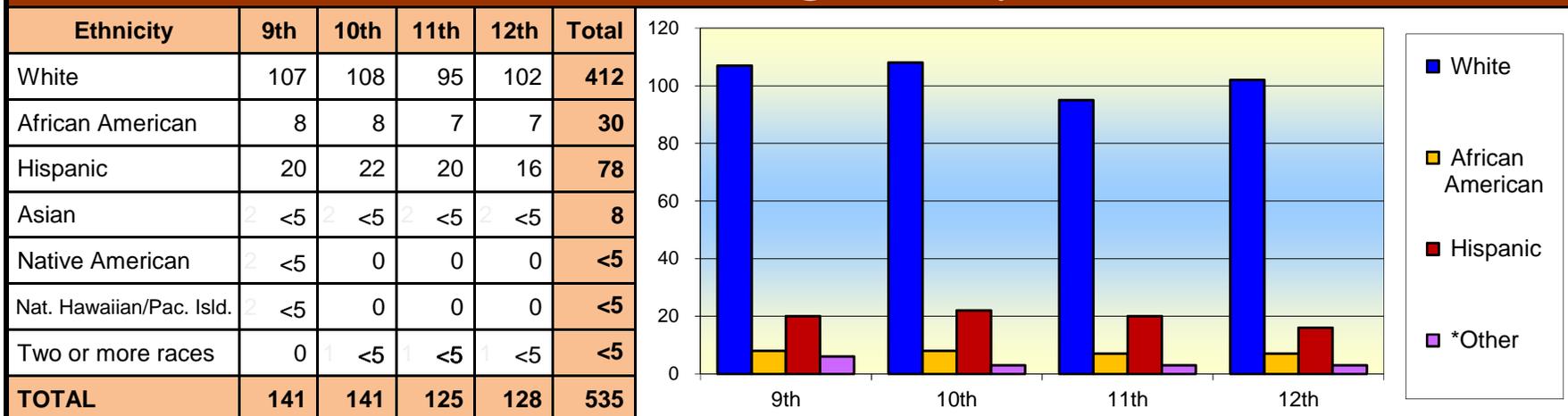
Source: Texas Education Agency, Student Enrollment Reports

## Profile of Service Area High Schools 2016-2017 Student Enrollment by ETHNICITY

### Ball High School by Grade



### Hamshire-Fannett High School by Grade



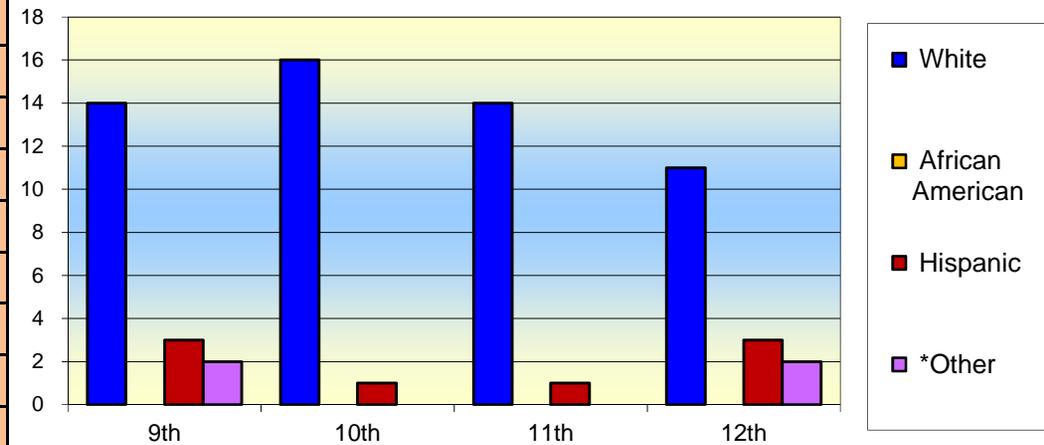
Source: Texas Education Agency,  
Student Enrollment Reports

NOTE: Counts less than 5 and greater than 0, are masked with the value "<5" to comply with FERPA.  
\*Other (Sum of Asian, Native American, Native Hawaiian/Pacific Islander, and Two or more races.)

## Profile of Service Area High Schools 2016-2017 Student Enrollment by ETHNICITY

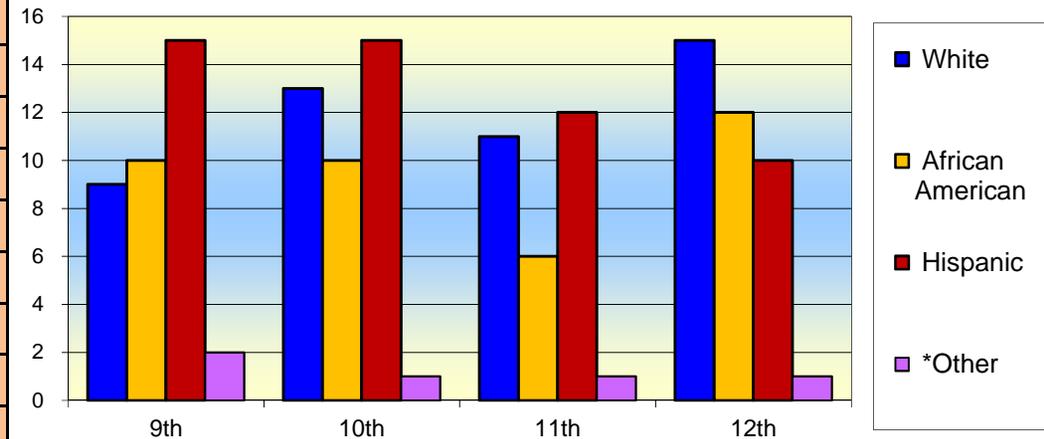
### High Island High School by Grade

Ethnicity	9th	10th	11th	12th	Total
White	14	16	14	11	55
African American	0	0	0	0	0
Hispanic	<5	<5	<5	<5	8
Asian	0	0	0	0	0
Native American	0	0	0	<5	<5
Nat. Hawaiian/Pac. Isl.	0	0	0	0	0
Two or more races	<5	0	0	<5	<5
<b>TOTAL</b>	<b>19</b>	<b>17</b>	<b>15</b>	<b>16</b>	<b>67</b>



### Sabine Pass School by Grade

Ethnicity	9th	10th	11th	12th	Total
White	9	13	11	15	48
African American	10	10	6	12	38
Hispanic	15	15	12	10	52
Asian	<5	0	0	0	<5
Native American	0	0	0	<5	<5
Nat. Hawaiian/Pac. Isl.	0	0	0	0	0
Two or more races	<5	<5	<5	0	<5
<b>TOTAL</b>	<b>36</b>	<b>39</b>	<b>30</b>	<b>38</b>	<b>143</b>



Source: Texas Education Agency,  
Student Enrollment Reports

NOTE: Counts less than 5 and greater than 0, are masked with the value "<5" to comply with FERPA.  
\*Other (Sum of Asian, Native American, Native Hawaiian/Pacific Islander, and Two or more races.)

## FY 2017 Texas High School Graduates Enrolled in Texas Public or Independent Higher Education in Fall 2017

ISD	High School	Institution	Total Students	Percent
Galveston ISD	Ball HS	<b>Total High School Graduates</b>	<b>399</b>	
		GALVESTON COLLEGE	112	28%
		TEXAS STATE UNIVERSITY	16	4%
		TEXAS A&M UNIVERSITY	13	3%
		TEXAS A&M UNIVERSITY - GALVESTON	9	2%
		UNIVERSITY OF TEXAS - AUSTIN	9	2%
		BLINN COLLEGE	7	2%
		UNIVERSITY OF TEXAS - SAN ANTONIO	6	2%
		LAMAR UNIVERSITY	5	1%
		SAM HOUSTON STATE UNIVERSITY	5	1%
		Other Pub/Ind 4-yr Inst. (20)	33	8%
		Other Pub/Ind 2-yr Inst. (8)	10	3%
		Not trackable	19	5%
Not found	155	39%		

Information located on THECB Data webpage -- "High School to College (P-16)" section -- <http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>

**THECB Report:**

Texas High School Graduates Enrolled in Higher Education by High School County, School District, High School

**Data Source:**

THECB and Texas Education Agency

**Notes:**

- "Other" records combine records where Total Students from one Institution <5.
- "Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
- "Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

## Galveston College's Service Area Profile

### 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.

**Source:**

Texas Legislature Online, Texas Statutes -- Education Code 130.179 (Added by Acts 1995, 74th Leg., Ch. 971, Sec. 1, eff. Sept. 1, 1995.)  
<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.130.htm#130.179>