



FACT BOOK

2020

A beacon of light
guiding lifelong
learning.



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Introduction

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

Questions about the Fact Book are welcome and should be directed to [Carmen E. Allen, Director of Institutional Effectiveness and Research](#).

Vision, Mission, and Goals

Vision

GALVESTON COLLEGE – a beacon of light guiding lifelong learning.

Mission

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

Purposes

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

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

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

Philosophy

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

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

Goals

The College District shall:

- provide an open door to learning and extend accessible educational opportunities to students of all ages who are able to benefit from instruction;
- improve student success through high-quality, learning-centered programs and support services that reflect the highest expectations and academic standards;
- continue to provide for a qualified and diverse faculty and staff through fair hiring processes and continuous professional development, as well as a competitive salary and benefits program accompanied by a healthy and safe work environment; and,
- provide equipment, technology resources, facilities, and grounds that create a physical environment conducive to teaching and learning, as well as student success in the 21st Century.

Values

The Board of Regents has developed a list of seven values that are an integral part of the College Mission and Vision. The values reinforce the Board's desire to provide ethical leadership and are used in making decisions undertaken by the college community as the Mission is operationalized. From the development

of strategic goals to the simplest actions and decisions taken by college staff, these values will manifest themselves.

- **Access** - Providing an open door to learning while extending accessible educational opportunities to qualified students of all ages who can profit from instruction.
- **Academic Excellence and Student Success** - Providing high-quality, learning-centered programs and services that focus on achieving student success and academic excellence while improving student learning outcomes.
- **Integrity** - Fostering a culture of trust, honesty, openness, and fairness, while upholding high ethical standards.
- **Respect** - Fostering an environment that seeks to understand and value the importance and contributions of each individual.
- **Diversity and Inclusion** - Affirming and empowering members of the college community by celebrating diversity, inclusion, and cultural awareness.
- **Innovation** - Creating and developing learning opportunities that support business and industry through innovative teaching-learning methods and strategies.
- **Stewardship** - Ensuring fiscally sound business practices to provide the resources necessary to foster teaching and learning for today and tomorrow.

History

In fall 2020, Galveston College entered its 54th year of service to the Galveston region, providing affordable higher education and career training since opening its doors in September of 1967. From its beginnings, in the former Saint Mary's Orphanage at 4015 Avenue Q on Galveston Island, Galveston College has blossomed into a dynamic community college covering two locations.

Early Days

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

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

Campus Growth

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

In 1981, Galveston College grew to occupy the second floor of the Shearn Moody Plaza and, in September of 1982, the Eudine Meadows Cheney Student Center opened. In 1990, Galveston College opened Regents Hall and completed renovation of Moody Hall. A new Fine Arts Center and the Sarah Hermes Fitness Center and Gym opened in 1996. Full relocation of the arts gallery and arts program occurred in 2007 with the sale of the Fort Crockett Campus. In 2010, the college opened the Abe and Annie Seibel Foundation wing of the Cheney Student Center, with a generous gift of \$1.5 million from the Seibel Foundation.

Galveston College: Today and Tomorrow

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

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

The Charlie Thomas Family Applied Technology Center, located at 7626 Broadway Boulevard in Galveston, opened in 2013 and consists of four buildings. Technical education programs in Cosmetology, Welding, Heating Ventilation, Air Conditioning and Refrigeration, Electronics and Electrical Technology, Pipefitting, Instrumentation Technology and Medical Administration are offered at this location. Other technical education programs will be housed at the center as they are developed for the Galveston workforce.

In 2017, the Board of Regents of the Galveston Community College District took historic votes, creating the opportunity for Galveston College to pursue the offering of two bachelor's degree programs for the first time in its 50-year history. Galveston College launched its first bachelor's degree, a Bachelor of Applied Science in Healthcare Management, in fall 2019; the first bachelor's degrees were awarded in fall 2020.

Board of Regents

The chief duty of the Board of Regents is to provide for the progress and welfare of the College, and to establish the policies that govern the College's organization and operation. The Board consists of nine members; each member is elected for a term of six years.



Mary R. Longoria
Position 1
Term Expires: May 2024



Fred D. Raschke
Position 2
Vice Chairperson
Term Expires: May 2024



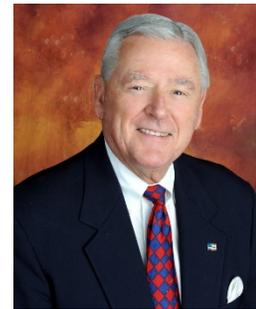
Karen F. Flowers
Position 3
Chairperson
Term Expires: May 2024



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



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



Carroll G. Sunseri
Position 6
Term Expires: May 2026



Rebecca Trout Unbehagen
Position 7
Term Expires: May 2022



Vacant
Position 8
Term Expires: May 2022



Armin Cantini
Position 9
Term Expires: May 2022

Presidents

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

Service Area

Galveston College’s service area includes:

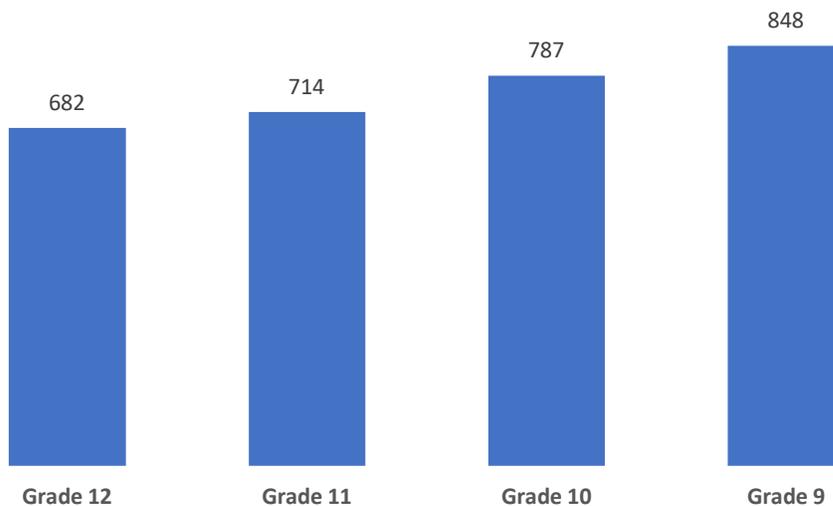
- the territory within the Galveston Independent School District;
- the part of Galveston and Chambers counties located on the Bolivar Peninsula, including the municipality of High Island and the High Island Independent School District; and
- the territory within the Sabine Pass and Hamshire-Fannett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

Service Area High School Enrollment by Grade Level: 2019-20

School	Grade 12		Grade 11		Grade 10		Grade 9	
	N	%	N	%	N	%	N	%
Ball High School	442	64.8%	471	66.0%	532	67.6%	579	68.3%
Hamshire-Fannett High School	132	19.4%	133	18.6%	150	19.1%	163	19.2%
High Island School	18	2.6%	21	2.9%	17	2.2%	18	2.1%
O’Connell College Preparatory School	28	4.1%	27	3.8%	22	2.8%	17	2.0%
Odyssey Academy - Galveston	33	4.8%	28	3.9%	30	3.8%	36	4.2%
Sabine Pass School	29	4.3%	34	4.8%	36	4.6%	35	4.1%
Grand Total	682	100.0%	714	100.0%	787	100.0%	848	100.0%

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

Combined Service Area High Schools – Grade Level Distribution



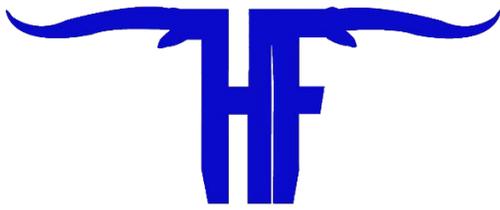
Sources: Texas Education Agency - Texas Academic Performance Reports, O’Connell High School

Service Area High School Profiles: 2019-20



Ball High School
4115 Avenue O
Galveston, TX 77550

2,024
Students



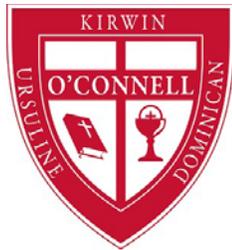
Hamshire-Fannett High School
12702 2nd St.
Hamshire, TX 77622

578
Students



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

74
Students



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

94
Students
(Grades 9-12)



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

127
Students
(Grades 9-12)



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

134
Students
(Grades 9-12)

Enrollment

Fall Enrollment Trends

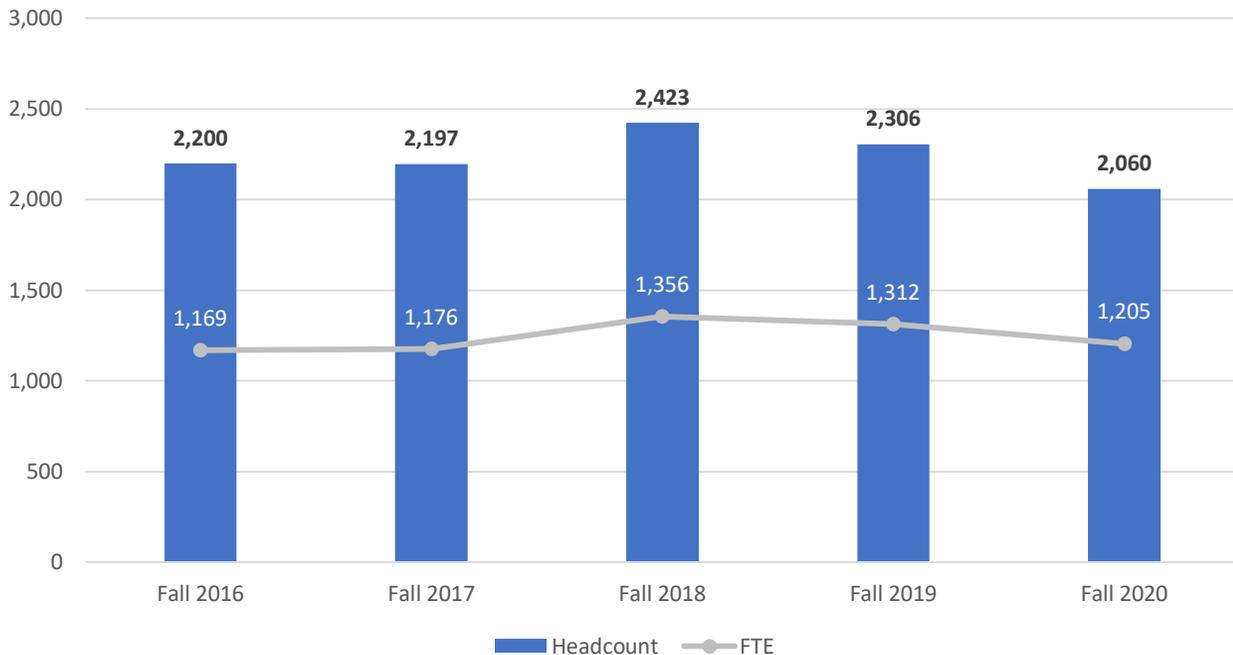
Fall headcount represents an unduplicated count of all students who are enrolled in credit courses at Galveston College as of census day in the fall semester. For these purposes, enrollment does not include flex-entry students. Full-time equivalency (FTE) is the conversion of the number of all students enrolled full-time and part-time into an equivalent number of full-time students. To calculate FTE for fall, the total number of semester credit hours is divided by 15. Contact hours and semester credit hours include both funded and unfunded hours.

Trend in Fall Headcount, FTE, Contact Hours, and Semester Credit Hours

Enrollment Measure	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Five Year % Change
Headcount	2,200	2,197	2,423	2,306	2,060	-6.4%
FTE	1,169	1,176	1,356	1,312	1,205	3.1%
Contact Hours	420,800	420,208	484,704	465,648	427,280	1.5%
Semester Credit Hours	17,528	17,640	20,340	19,679	18,079	3.1%

Source: THECB Certified Reports (CBM001), Fall 2016 - 2020

Trend in Fall Headcount and FTE



Trend in Fall Headcount by Demographics

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%
Age										
Under 18	467	21.2%	391	17.8%	589	24.3%	556	24.1%	427	20.7%
18 - 21	698	31.7%	745	33.9%	738	30.5%	769	33.3%	707	34.3%
22 - 25	369	16.8%	338	15.4%	365	15.1%	345	15.0%	295	14.3%
26 - 35	413	18.8%	451	20.5%	461	19.0%	384	16.7%	391	19.0%
36 - 45	154	7.0%	173	7.9%	173	7.1%	163	7.1%	172	8.3%
46 - 55	67	3.0%	66	3.0%	68	2.8%	60	2.6%	50	2.4%
56 and over	32	1.5%	33	1.5%	29	1.2%	29	1.3%	18	0.9%
Dual Credit										
Yes	472	21.5%	399	18.2%	499	20.6%	553	24.0%	419	20.3%
No	1,728	78.5%	1,798	81.8%	1,924	79.4%	1,753	76.0%	1,641	79.7%
Gender										
Female	1,281	58.2%	1,341	61.0%	1,494	61.7%	1,415	61.4%	1,298	63.0%
Male	919	41.8%	856	39.0%	929	38.3%	891	38.6%	762	37.0%
Race/Ethnicity										
African American	314	14.3%	342	15.6%	363	15.0%	337	14.6%	315	15.3%
Asian American	48	2.2%	61	2.8%	88	3.6%	73	3.2%	65	3.2%
Hawaiian/Pacific Islander	4	0.2%	4	0.2%	3	0.1%	5	0.2%	5	0.2%
Hispanic	822	37.4%	834	38.0%	961	39.7%	933	40.5%	860	41.7%
International	23	1.0%	22	1.0%	20	0.8%	15	0.7%	10	0.5%
Multiracial	10	0.5%	22	1.0%	42	1.7%	43	1.9%	35	1.7%
Native American	8	0.4%	7	0.3%	8	0.3%	6	0.3%	10	0.5%
Unknown	46	2.1%	50	2.3%	44	1.8%	49	2.1%	37	1.8%
White	925	42.0%	855	38.9%	894	36.9%	845	36.6%	723	35.1%
Tuition Status										
In-District	1,230	55.9%	1,166	53.1%	1,321	54.5%	1,255	54.4%	1,143	55.5%
Out-of-District	823	37.4%	890	40.5%	942	38.9%	898	38.9%	783	38.0%
Non-Resident	147	6.7%	141	6.4%	160	6.6%	153	6.6%	134	6.5%
Grand Total	2,200	100.0%	2,197	100.0%	2,423	100.0%	2,306	100.0%	2,060	100.0%

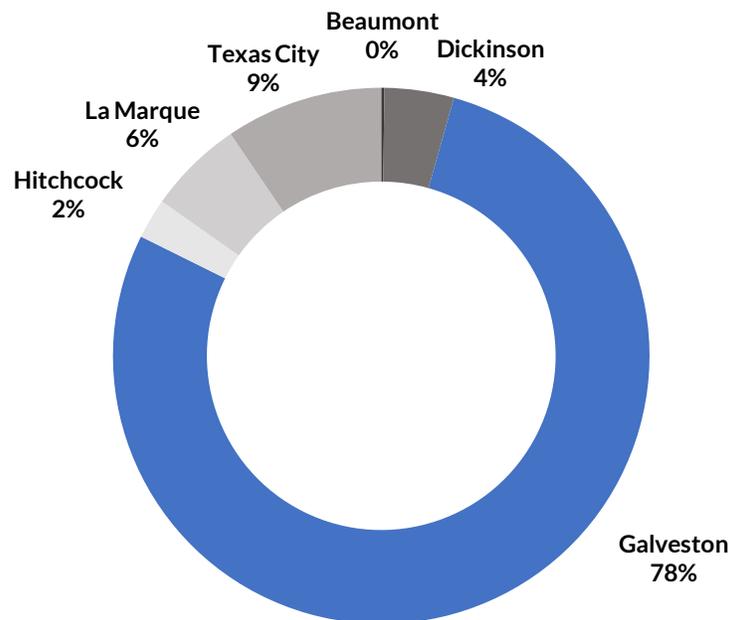
Source: THECB Certified CBM001 Reports, AY2016 - AY2020

Trend in Enrollment by Zip Code

Zip Code/City	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%
77551-Galveston	613	27.9%	559	25.4%	680	28.1%	650	28.2%	574	27.9%
77550-Galveston	592	26.9%	606	27.6%	628	25.9%	574	24.9%	535	26.0%
77554-Galveston	200	9.1%	162	7.4%	157	6.5%	151	6.5%	134	6.5%
77568-La Marque	85	3.9%	81	3.7%	96	4.0%	104	4.5%	92	4.5%
77590-Texas City	86	3.9%	90	4.1%	107	4.4%	101	4.4%	87	4.2%
77591-Texas City	44	2.0%	61	2.8%	75	3.1%	72	3.1%	65	3.2%
77539-Dickinson	38	1.7%	53	2.4%	57	2.4%	51	2.2%	67	3.3%
77563-Hitchcock	36	1.6%	31	1.4%	40	1.7%	46	2.0%	39	1.9%
77705-Beaumont	58	2.6%	60	2.7%	61	2.5%	44	1.9%	3	0.1%
77552-Galveston	16	0.7%	12	0.5%	7	0.3%	8	0.3%	6	0.3%
Top 10 Zip Codes	1,768	80.4%	1,715	78.1%	1,908	78.7%	1,801	78.1%	1,602	77.8%
Other Zip Codes	432	19.6%	482	21.9%	515	21.3%	505	21.9%	458	22.2%
Total Enrollment	2,200	100.0%	2,197	100.0%	2,423	100.0%	2,306	100.0%	2,060	100.0%

Source: THECB Certified Reports (CBM001), Fall 2016 - 2020, Colleague SIS

Fall 2020 Top Ten Zip Code Enrollment by City



Trend in International and Out-of-State Enrollment

Country/State	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%
Argentina		0.0%		0.0%		0.0%	1	0.0%		0.0%
Australia		0.0%	2	0.1%	2	0.1%	1	0.0%	2	0.1%
Bolivia	1	0.0%		0.0%		0.0%		0.0%		0.0%
Brazil		0.0%	2	0.1%	2	0.1%	2	0.1%	2	0.1%
Cambodia (Kampuchea)		0.0%		0.0%	1	0.0%		0.0%		0.0%
Canada	5	0.2%	5	0.2%	10	0.4%	1	0.0%	3	0.1%
Chile	1	0.0%	2	0.1%		0.0%		0.0%		0.0%
China, People's Rep of	1	0.0%	1	0.0%	2	0.1%	1	0.0%		0.0%
Columbia									1	0.0%
Cuba		0.0%		0.0%	1	0.0%	1	0.0%	1	0.0%
El Salvador	1	0.0%	2	0.1%	2	0.1%	3	0.1%	2	0.1%
France	1	0.0%	1	0.0%		0.0%		0.0%		0.0%
Germany		0.0%		0.0%	1	0.0%		0.0%		0.0%
Haiti	1	0.0%		0.0%		0.0%		0.0%		0.0%
Honduras	3	0.1%	1	0.0%	3	0.1%	3	0.1%	3	0.1%
India									1	0.0%
Indonesia		0.0%		0.0%		0.0%	1	0.0%		0.0%
Iran		0.0%	1	0.0%	1	0.0%		0.0%		0.0%
Jamaica		0.0%		0.0%	1	0.0%	1	0.0%	1	0.0%
Kenya	1	0.0%		0.0%	1	0.0%	1	0.0%	1	0.0%
Korea, South (Rep. of)		0.0%	1	0.0%		0.0%	1	0.0%	1	0.0%
Mexico	15	0.7%	11	0.5%	10	0.4%	7	0.3%	5	0.2%
Moldova	2	0.1%	2	0.1%	1	0.0%		0.0%		0.0%
Nepal		0.0%	1	0.0%	1	0.0%		0.0%		0.0%
Nigeria		0.0%		0.0%	1	0.0%	1	0.0%		0.0%
Philippines	2	0.1%		0.0%	2	0.1%		0.0%		0.0%
Poland									1	0.0%
Saudi Arabia	3	0.1%		0.0%		0.0%		0.0%		0.0%
Sweden		0.0%		0.0%		0.0%	1	0.0%	1	0.0%
Syria	1	0.0%	1	0.0%	1	0.0%	1	0.0%		0.0%
Taiwan	1	0.0%	1	0.0%		0.0%		0.0%		0.0%
Trinidad and Tobago	1	0.0%		0.0%		0.0%		0.0%		0.0%
Ukraine	2	0.1%	4	0.2%	2	0.1%	1	0.0%		0.0%
United Kingdom	1	0.0%	1	0.0%		0.0%		0.0%		0.0%
Venezuela	1	0.0%	1	0.0%	1	0.0%		0.0%		0.0%
Vietnam		0.0%	1	0.0%	1	0.0%		0.0%		0.0%
International Total	44	2.0%	41	1.9%	47	1.9%	28	1.2%	25	1.2%
Alabama	1	0.0%	1	0.0%	2	0.1%	1	0.0%		0.0%
Alaska	2	0.1%	1	0.0%		0.0%	1	0.0%	2	0.1%
Arizona	1	0.0%	2	0.1%	2	0.1%	1	0.0%	2	0.1%
Arkansas		0.0%	1	0.0%		0.0%	1	0.0%	1	0.0%

California	5	0.2%	7	0.3%	6	0.2%	4	0.2%	2	0.1%
Colorado	2	0.1%		0.0%	1	0.0%	1	0.0%		0.0%
Connecticut		0.0%	1	0.0%		0.0%		0.0%		0.0%
Florida	8	0.4%	3	0.1%	8	0.3%	3	0.1%		0.0%
Georgia		0.0%	1	0.0%		0.0%		0.0%	1	0.0%
Hawaii		0.0%		0.0%		0.0%	1	0.0%	1	0.0%
Idaho		0.0%	2	0.1%		0.0%		0.0%	1	0.0%
Illinois	4	0.2%	2	0.1%	1	0.0%	1	0.0%		0.0%
Indiana	1	0.0%		0.0%	1	0.0%	1	0.0%		0.0%
Iowa	1	0.0%		0.0%		0.0%		0.0%	1	0.0%
Kansas		0.0%		0.0%		0.0%	1	0.0%	2	0.1%
Kentucky	1	0.0%		0.0%		0.0%	1	0.0%		0.0%
Louisiana	15	0.7%	18	0.8%	12	0.5%	9	0.4%	4	0.2%
Maine	1	0.0%	1	0.0%	1	0.0%	1	0.0%		0.0%
Maryland	1	0.0%		0.0%		0.0%		0.0%		0.0%
Massachusetts		0.0%		0.0%	1	0.0%		0.0%	1	0.0%
Michigan	2	0.1%		0.0%		0.0%		0.0%	2	0.1%
Minnesota		0.0%	1	0.0%		0.0%		0.0%		0.0%
Mississippi	1	0.0%	1	0.0%	1	0.0%		0.0%	2	0.1%
Missouri	3	0.1%	2	0.1%	4	0.2%	1	0.0%	3	0.1%
Nebraska		0.0%		0.0%		0.0%	1	0.0%	1	0.0%
New Hampshire									1	0.0%
New Jersey		0.0%		0.0%		0.0%	1	0.0%	1	0.0%
New Mexico	1	0.0%	1	0.0%	3	0.1%	2	0.1%		0.0%
New York	4	0.2%	3	0.1%	1	0.0%		0.0%	1	0.0%
North Carolina		0.0%		0.0%	1	0.0%		0.0%		0.0%
Ohio	1	0.0%	2	0.1%	1	0.0%	1	0.0%		0.0%
Oklahoma	2	0.1%	1	0.0%	4	0.2%	1	0.0%		0.0%
Oregon		0.0%	1	0.0%	2	0.1%	2	0.1%	2	0.1%
Pennsylvania	1	0.0%	2	0.1%	1	0.0%	2	0.1%	1	0.0%
Puerto Rico	2	0.1%	3	0.1%	4	0.2%	4	0.2%	4	0.2%
Rhode Island		0.0%		0.0%	1	0.0%		0.0%		0.0%
South Carolina	1	0.0%		0.0%	3	0.1%	1	0.0%		0.0%
South Dakota	2	0.1%		0.0%		0.0%		0.0%		0.0%
Tennessee	2	0.1%		0.0%		0.0%		0.0%		0.0%
Utah		0.0%	1	0.0%		0.0%		0.0%		0.0%
Virginia	3	0.1%	3	0.1%	1	0.0%		0.0%		0.0%
Washington	2	0.1%		0.0%		0.0%	1	0.0%	3	0.1%
West Virginia		0.0%		0.0%		0.0%	1	0.0%	1	0.0%
Wisconsin		0.0%		0.0%	1	0.0%	1	0.0%		0.0%
Wyoming	1	0.0%	2	0.1%	1	0.0%	1	0.0%	1	0.0%
U.S. Out of State Total	71	3.2%	63	2.9%	64	2.6%	47	2.0%	41	2.0%
Texas	2,085	94.8%	2,093	95.3%	2,312	95.4%	2,231	96.7%	1,994	96.8%
Grand Total	2,200	100.0%	2,197	100.0%	2,423	100.0%	2,306	100.0%	2,060	100.0%

Source: THECB Certified Reports (CBM001), Fall 2016 - 2020

Annual Enrollment Trends

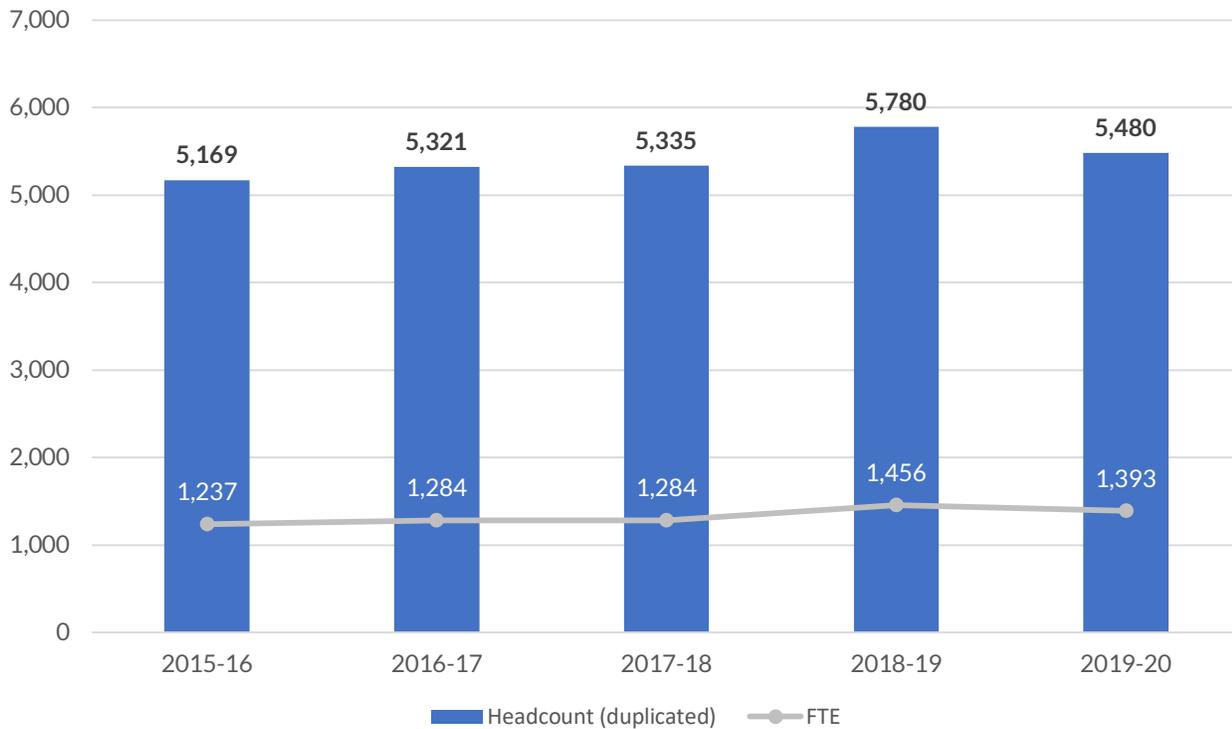
Annual headcount represents a duplicated count of all students who are enrolled in credit courses at Galveston College as of census day in the fall, spring, and/or summer semesters. Full-Time Equivalency (FTE) is the conversion of the number of all students enrolled full-time and part-time into an equivalent number of full-time students. To calculate annual FTE, the total number of semester credit hours for the academic year is divided by 30. Contact hours and semester credit hours include both funded and unfunded hours.

Trend in Annual Headcount, FTE, Contact Hours, and Semester Credit Hours

Enrollment Measure	2015-16	2016-17	2017-18	2018-19	2019-20	Five Year % Change
Headcount (duplicated)	5,169	5,321	5,335	5,780	5,480	6.0%
FTE	1,237	1,284	1,284	1,456	1,393	12.6%
Funded Contact Hours	970,160	1,006,688	1,029,136	1,132,619	1,128,512	16.3%
Funded Semester Credit Hours	40,937	41,989	42,410	46,467	46,406	13.4%

Source: THECB Certified Reports (CBM001), AY2016 - AY2020

Trend in Annual Headcount and FTE

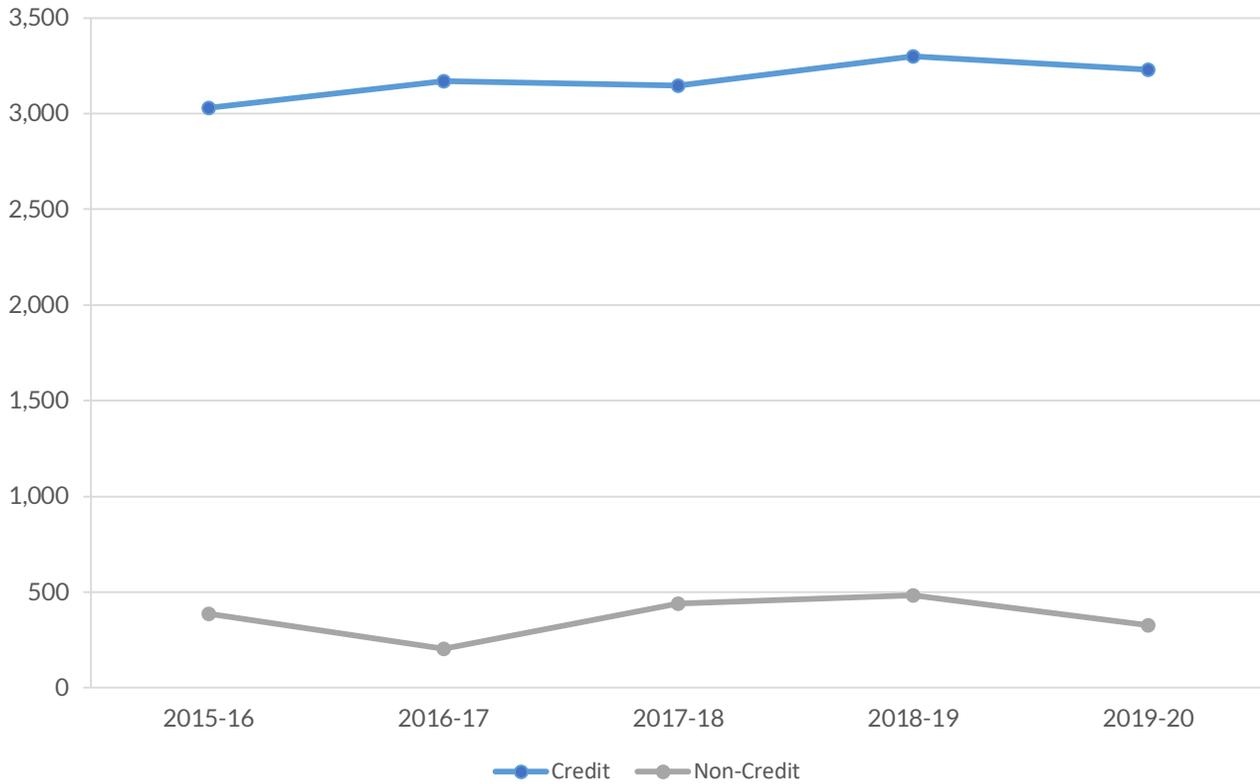


Trend in Annual Unduplicated Headcount: Credit and Non-Credit

	2015-16	2016-17	2017-18	2018-19	2019-20	Five Year % Change
Credit	3,029	3,169	3,147	3,298	3,230	6.6%
Non-Credit	388	205	441	482	326	-16.0%

Source: THECB Certified CBM00A, CBM001 Reports, AY2016 - AY2020

Trend in Annual Unduplicated Headcount by Credit Status

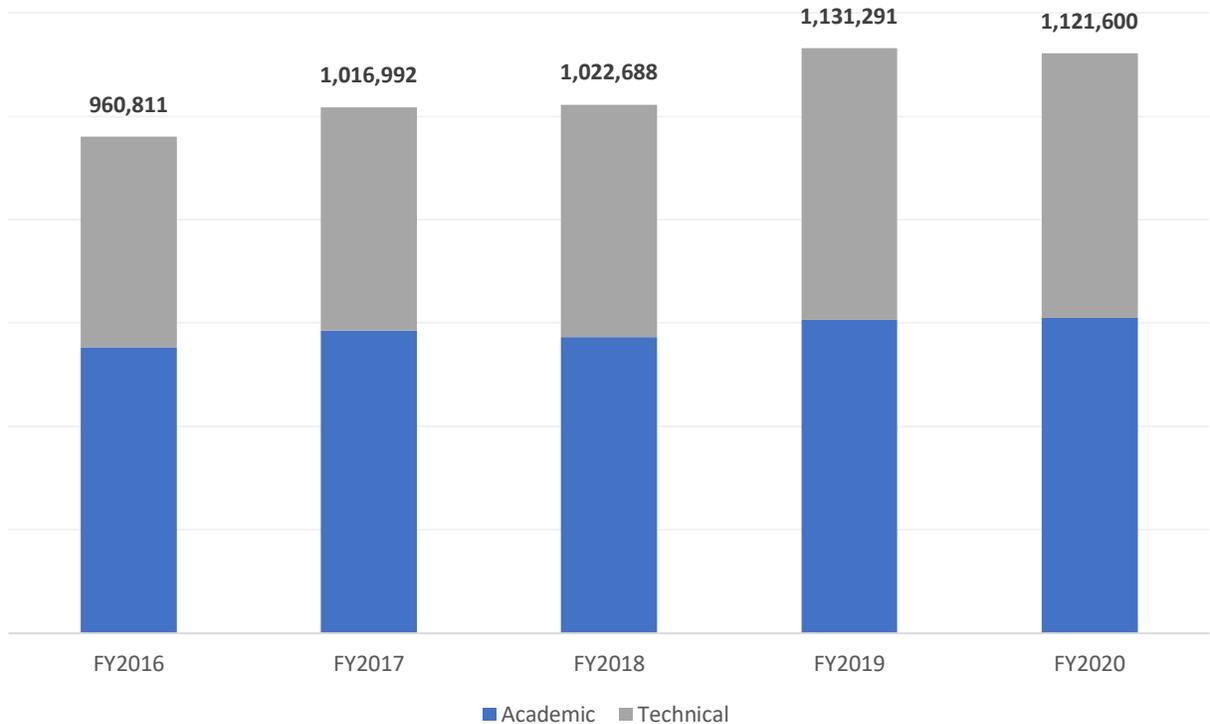


Trend in Funded Contact Hours by Funding Year

		FY2016	FY2017	FY2018	FY2019	FY2020
Academic	Summer I	55,883	56,000	52,864	51,392	54,192
	Summer II	38,544	41,344	39,984	36,384	37,776
	Fall	232,832	243,040	244,672	269,648	264,976
	Spring	226,320	244,736	234,976	249,211	252,512
	Academic Total	553,579	585,120	572,496	606,635	609,456
Technical	Summer I	39,840	36,080	30,576	33,360	34,080
	Summer II	44,752	54,944	54,640	63,376	59,792
	Fall	149,872	172,832	172,528	208,256	209,184
	Spring	172,768	168,016	192,448	219,664	209,088
	Technical Total	407,232	431,872	450,192	524,656	512,144
Grand Total	960,811	1,016,992	1,022,688	1,131,291	1,121,600	

Source: THECB Certified Reports (CBM001), FY2016 - FY2020

Trend in Funded Contact Hours by Program Type



Awards

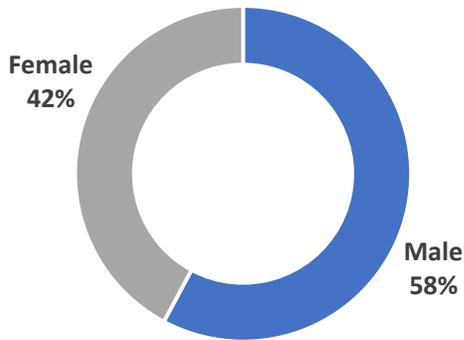
Awards Profile

Degrees and Certificates Awarded - AY2020

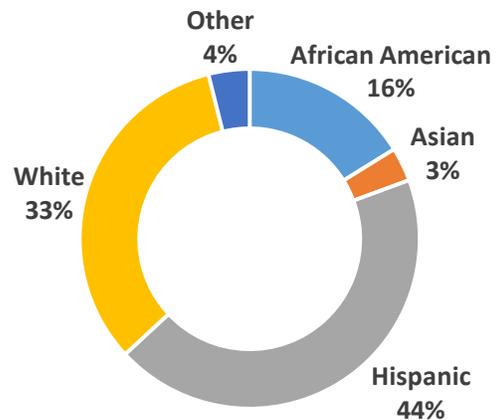
Award	N	%
Associate in Arts (AA)	45	7.7%
Associate in Applied Science (AAS)	140	23.8%
Associate in Science (AS)	81	13.8%
Advanced Technical Certificate	71	12.1%
Level 1 Certificate	183	31.1%
Level 2 Certificate	68	11.6%
Total	588	100.0%

Source: THECB Certified CBM009 Report, 2020

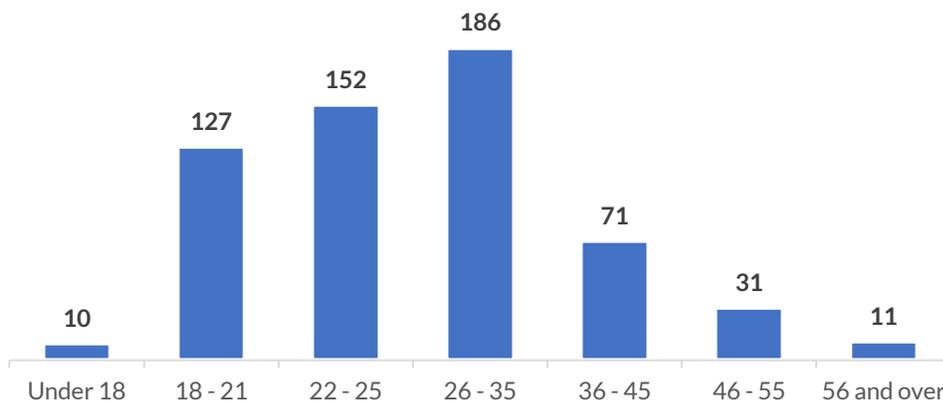
Awards by Gender



Awards by Race/Ethnicity



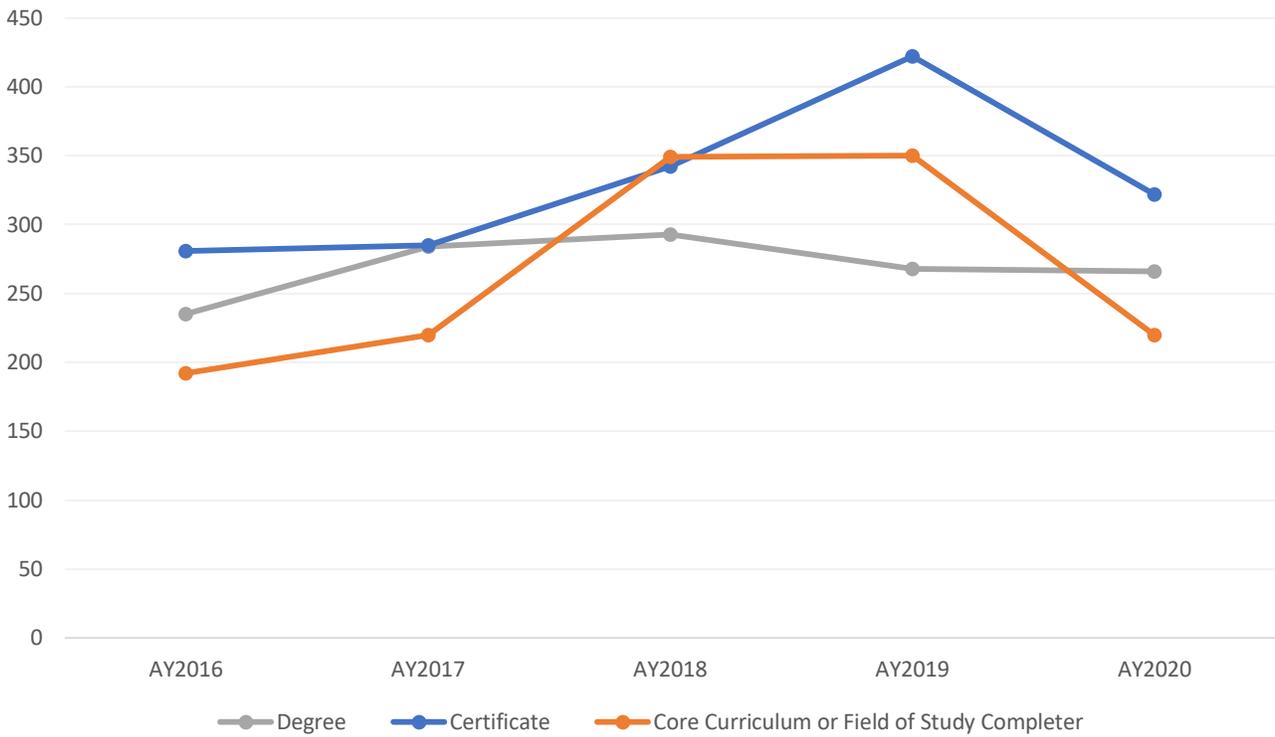
Awards by Age Group



Trend in Award Types

Award Type	AY2016		AY2017		AY2018		AY2019		AY2020	
	N	%	N	%	N	%	N	%	N	%
Degree	235	33.2%	284	36.0%	293	29.8%	268	25.8%	266	32.9%
Certificate	281	39.7%	285	36.1%	342	34.8%	422	40.6%	322	39.9%
Core Curriculum or Field of Study Completer	192	27.1%	220	27.9%	349	35.5%	350	33.7%	220	27.2%
Total	708	100.0%	789	100.0%	984	100.0%	1,040	100.0%	808	100.0%

Source: THECB Certified CBM009 Reports, 2016 - 2020



Trend in Awards by Program Area

Program Area	AY2016	AY2017	AY2018	AY2019	AY2020	Trend
Biology	0	0	0	14	4	
Computer Science	0	0	0	1	0	
Computer/Network Administration	0	0	0	6	10	
Core Completer	192	220	240	172	197	
Cosmetology	20	16	20	15	21	
Criminal Justice	0	0	32	13	5	
Criminal Justice Law Enforcement	19	12	12	33	43	
Culinary Arts	4	18	16	17	13	
Electrical & Electronics Technology	29	5	28	11	22	
Emergency Medical Services	3	9	26	43	15	
English Language & Literature	0	0	0	51	0	
Field of Study - Business	0	0	75	8	1	
Field of Study - Speech Communication	0	0	2	0	0	
General Studies	128	183	172	136	126	
Heating, Ventilation, A/C, Refrigeration	35	38	42	31	39	
Instrumentation Technology	0	0	0	9	0	
Logistics	0	0	0	4	5	
Medical Administration	31	52	50	51	63	
Nuclear Medicine	8	8	7	8	7	
Nursing (AAS)	44	51	57	126	72	
Patient Care Technician	0	0	14	0	0	
Political Science/Government	0	0	0	0	1	
Radiation Therapy	10	6	6	9	8	
Radiography/Tomography/MRI	115	104	100	117	85	
Sociology/Social Work	0	0	0	18	0	
Surgical Technology	0	0	9	15	1	
Vocational Nursing	26	19	14	17	19	
Welding Technology	44	48	62	115	51	
Total	708	789	984	1,040	808	

Source: THECB Certified CBM009 Reports, 2016 - 2020

Student Achievement

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

Graduation Rate

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

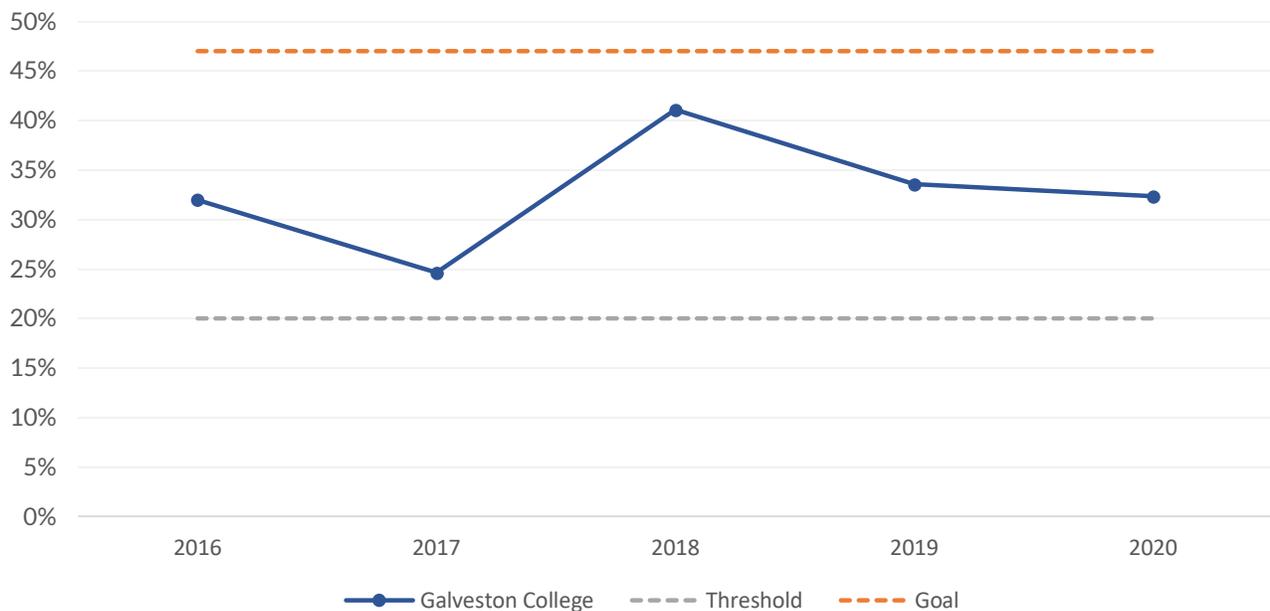
- Achievement Goal: 47%
- Minimum Threshold: 20%

Five-Year Trend in Graduation Rates

	2016	2017	2018	2019	2020
IPEDS Graduation Rate (150)	32.0%	24.6%	41.1%	33.6%	32.4%

Source: Integrated Postsecondary Education Data System (IPEDS)

Graduation Rates, Threshold, and Goal



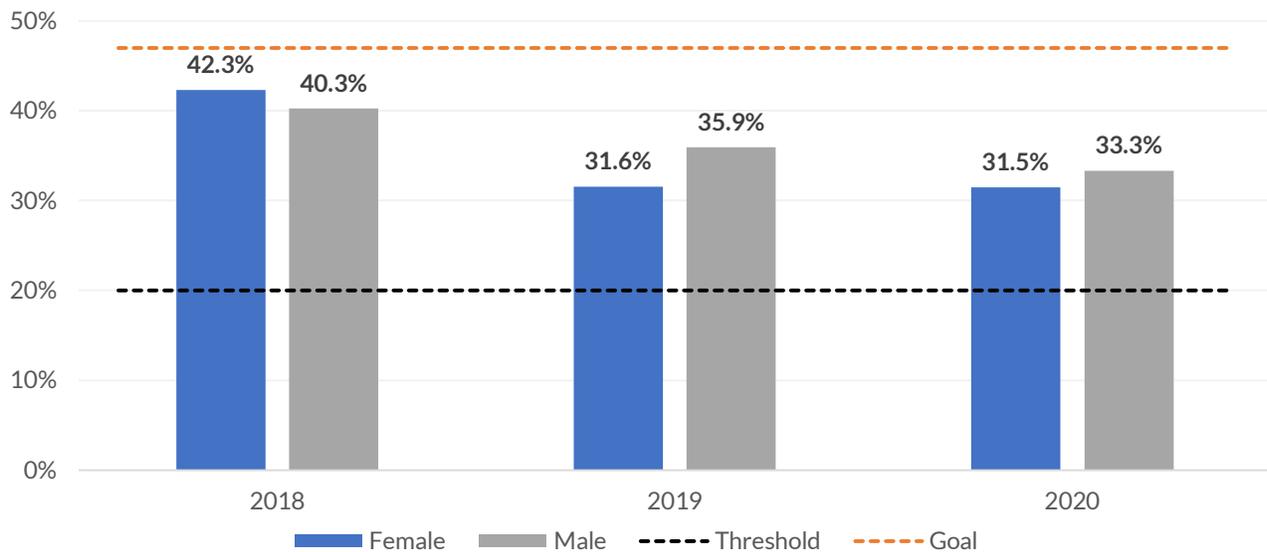
Three-Year Trend in Graduation Rates Disaggregated by Gender, Race/Ethnicity, and Pell Eligibility

	2018		2019		2020	
	Cohort	Rate	Cohort	Rate	Cohort	Rate
Grand Total	129	41.1%	140	33.6%	136	32.4%
Female	52	42.3%	76	31.6%	73	31.5%
Male	77	40.3%	64	35.9%	63	33.3%
African American	7	85.7%	10	50.0%	8	25.0%
Hispanic	62	33.9%	71	32.4%	59	44.1%
Other	8	87.5%	5	20.0%	16	18.8%
White	52	36.5%	54	33.3%	53	24.5%
Pell-Eligible	59	42.4%	63	33.3%	65	36.9%
Not Pell-Eligible	70	40.0%	77	33.8%	71	28.2%

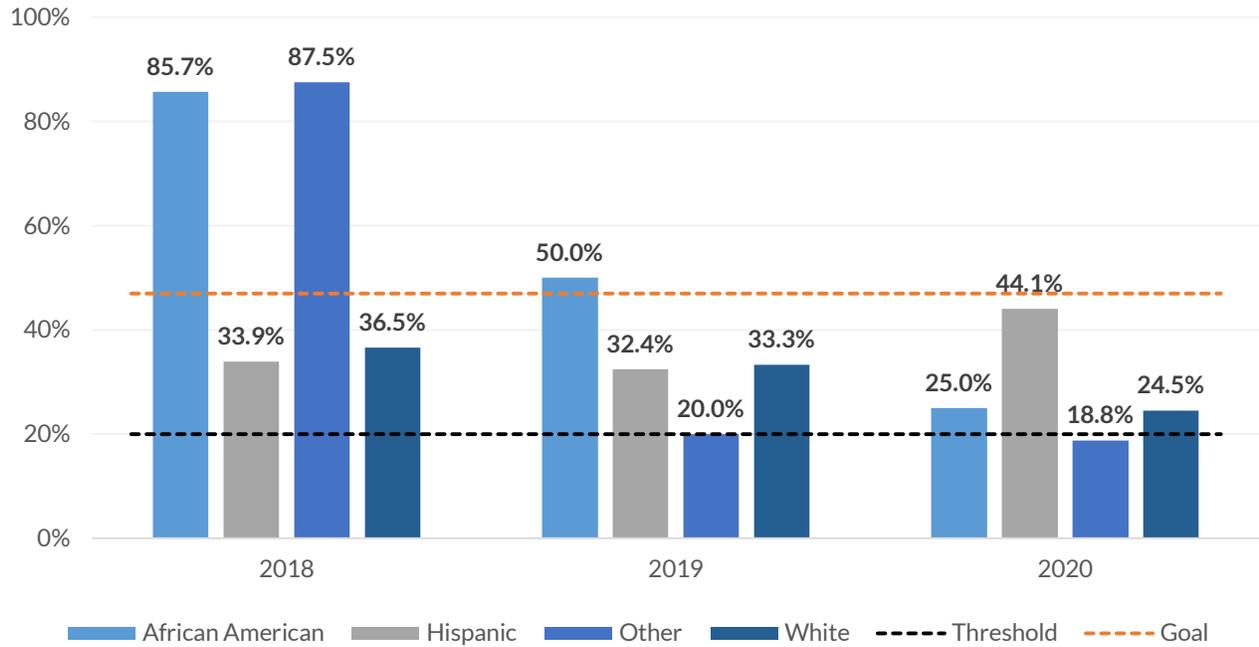
Source: Integrated Postsecondary Education Data System (IPEDS)

**Note: Due to Galveston College's IPEDS level change in 2019, graduation rate data from 2019 forward will be supplied by THECB to maintain a reporting cycle based on a cohort having started three-years prior.*

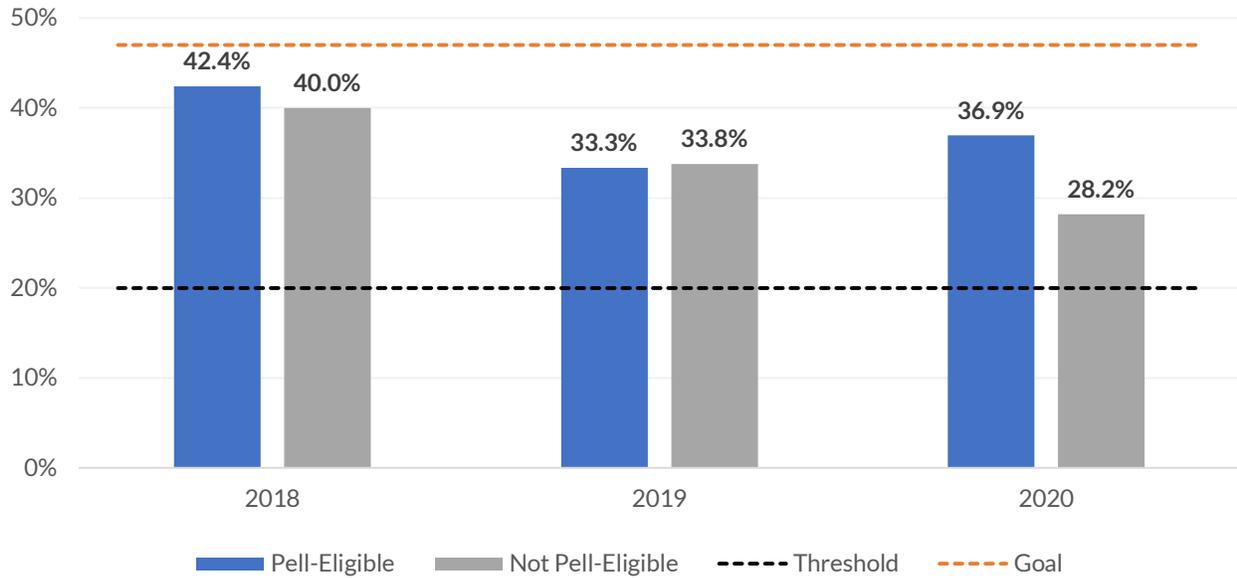
Graduation Rates by Gender



Graduation Rates by Race/Ethnicity



Graduation Rates by Pell Eligibility



Course Success Rate

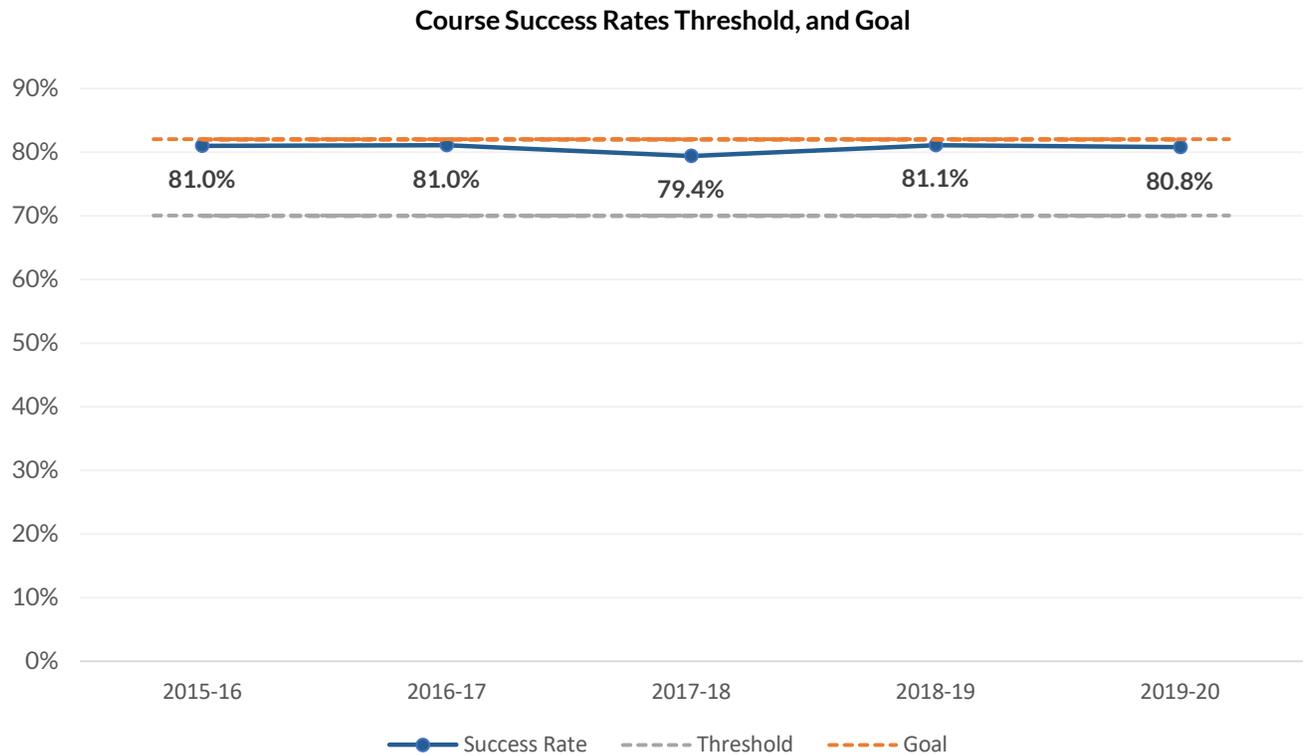
Course success is defined as a student earning a grade of “C” or above in a course that was attempted during the academic year.

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

Five-Year Trend in Course Success Rates

	2015-16	2016-17	2017-18	2018-19	2019-20
Enrollment (N)	13,813	14,168	14,392	15,657	15,576
Success (N)	11,185	11,483	11,433	12,705	12,581
Success Rate	81.0%	81.0%	79.4%	81.1%	80.8%

Source: ZogoTech Student Classes, AY2016 - AY2020



Fall-to-Fall Persistence Rate

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

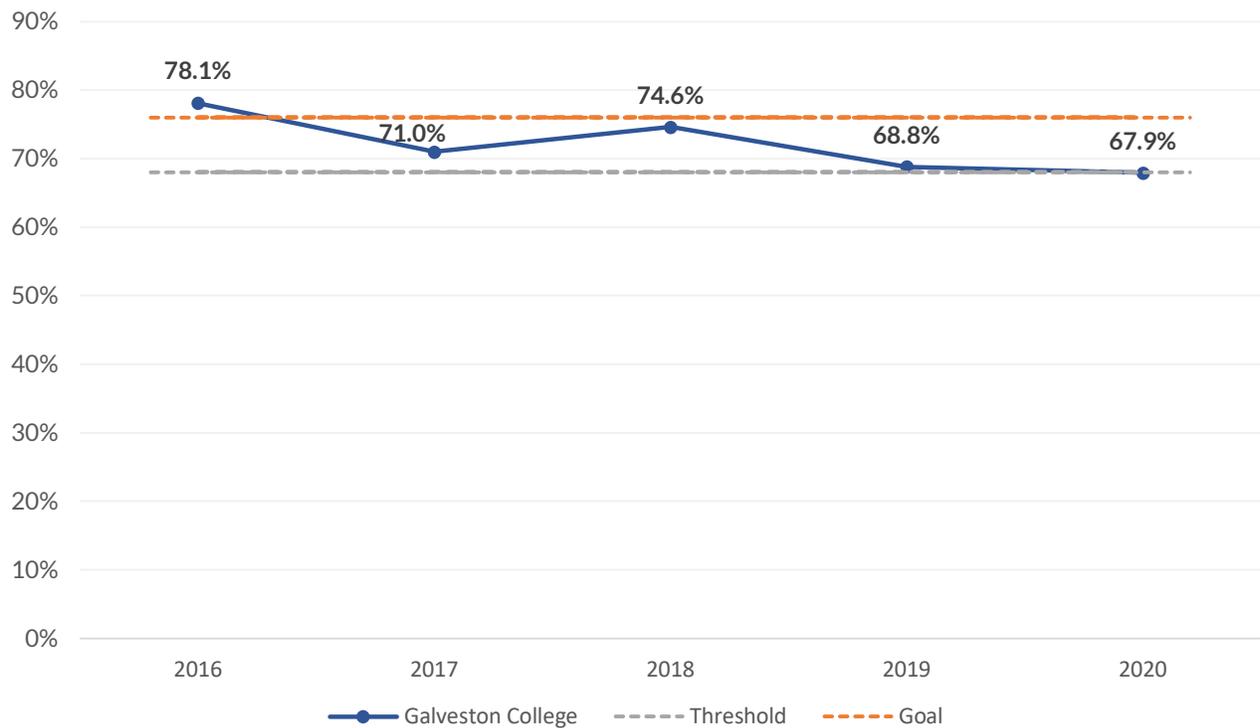
- Achievement Goal: 76%
- Minimum Threshold: 68%

Five-Year Trend in Persistence Rates

	2016	2017	2018	2019	2020
Galveston College	78.1%	71.0%	74.6%	68.8%	67.9%
Peer Group	60.6%	61.3%	59.9%	61.5%	60.9%
Statewide - Community Colleges	68.4%	68.2%	68.0%	68.3%	65.9%

Source: THECB Accountability Reports

Persistence Rates Threshold, and Goal



Graduate Success Rate

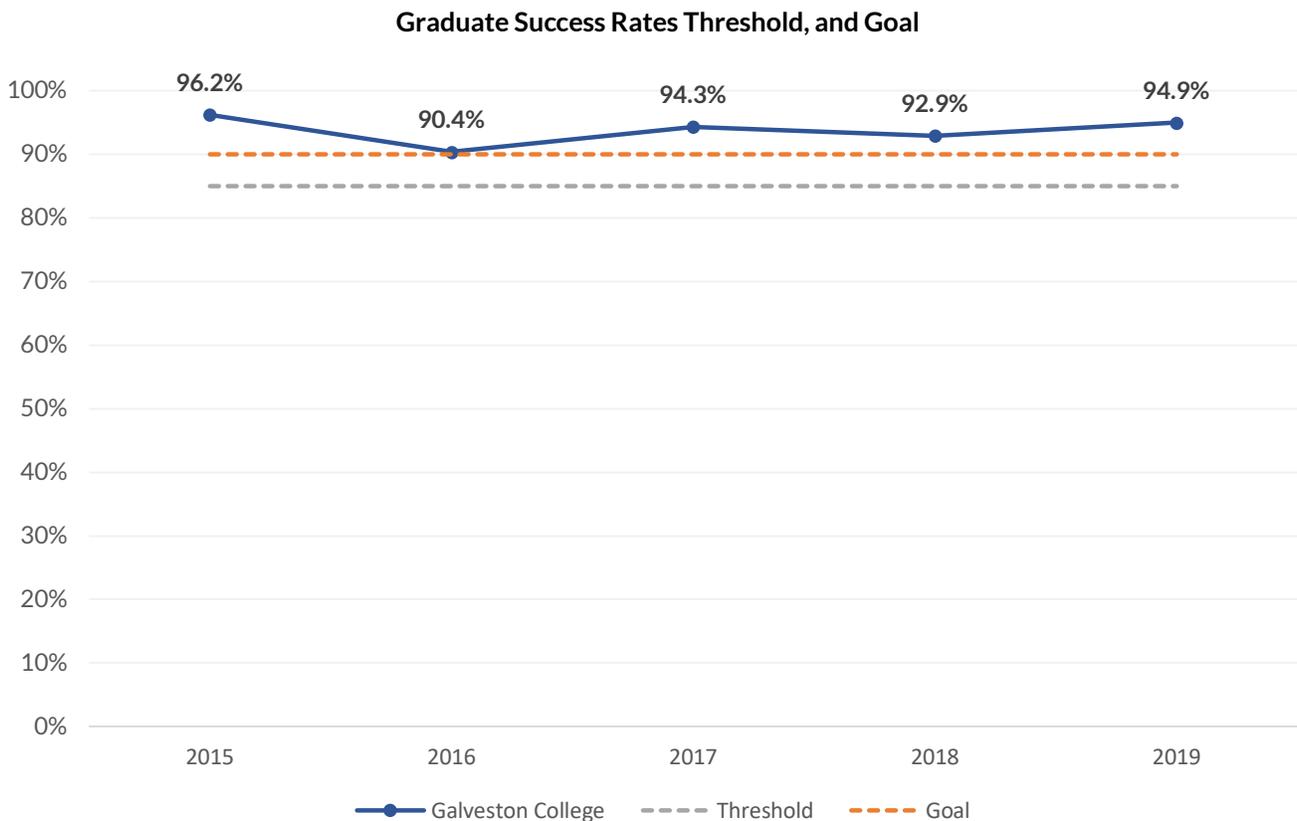
The educational and economic success of graduates is defined as the percentage of students who are a) employed in the fourth quarter of the calendar year in which the fiscal year ends, or b) enrolled in a Texas public, private, or for-profit institution of higher education in the fall semester after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

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

Five-Year Trend in Graduate Success Rates

	2015	2016	2017	2018	2019
Galveston College	96.2%	90.4%	94.3%	92.9%	94.9%
Peer Group	90.3%	87.2%	89.9%	88.9%	90.0%
Statewide - Community Colleges	88.4%	89.2%	89.4%	90.1%	89.4%

Source: THECB Accountability Reports



Certificate and Licensure Pass Rate

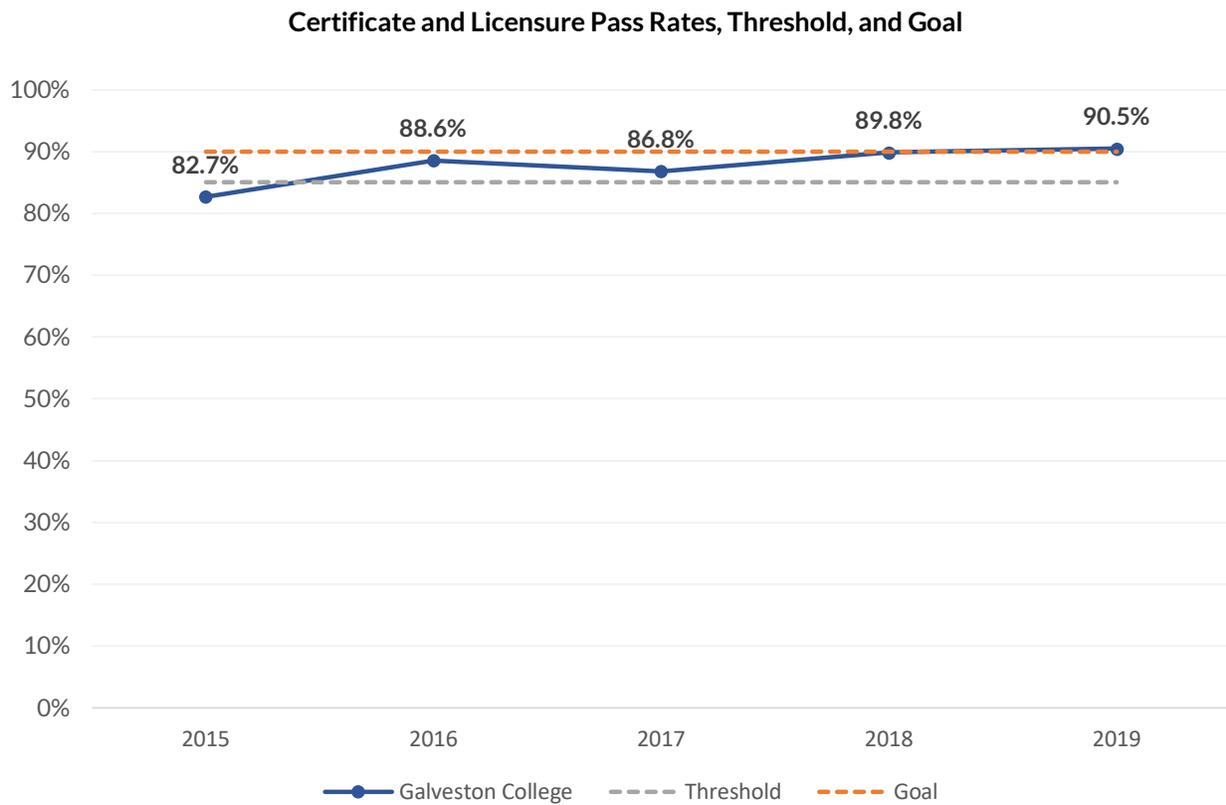
The certificate and licensure pass rate captures the percentage of students in a technical discipline requiring or offering external certification or licensure who pass a licensure or certification exam during the reporting period.

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

Five-Year Trend in Certificate and Licensure Pass Rates

	2015	2016	2017	2018	2019
Galveston College	82.7%	88.6%	86.8%	89.8%	90.5%
Peer Group	89.4%	89.8%	90.3%	90.5%	90.4%
Statewide - Community Colleges	89.4%	88.7%	89.4%	88.2%	90.0%

Source: THECB Accountability Reports



Accountability Measures

Success Points

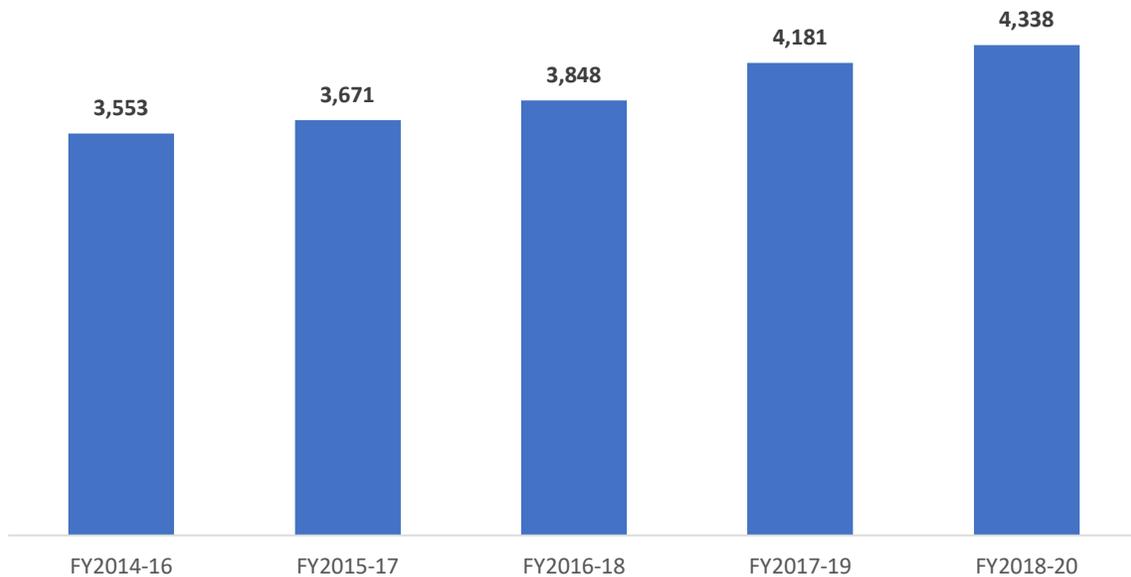
The Student Success Points performance-based funding model is based on the premise that educational achievement at community colleges includes more than the awarding of credentials or successful transfer. The goal of the model is to reward colleges for improvement in student achievement.

Trend in Success Point Totals (Weighted)

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

Source: THECB Accountability Report

Trend in Success Points Three-Year Rolling Average



Legislative Budget Board (LBB) Performance Measures

The Legislative Budget Board (LBB) is a permanent joint committee of the Texas Legislature that develops budget and policy recommendations for legislative appropriations, completes fiscal analyses for proposed legislation, and conducts evaluations and reviews to improve the efficiency and performance of state and local operations. The LBB tracks the performance of post-secondary institutions, over time, using measures that isolate important aspects of their missions. (LBB definitions may vary from other THECB or institutional definitions.)

Trend in LBB Performance Measures

	FY2016	FY2017	FY2018	FY2019	FY2020	5-Year Change
Percentage of Courses Completed	89.0%	90.3%	91.9%	91.8%	91.2%	2.2%
Number of Students Who Transfer to a University	48	44	51	54	44	-4
Percentage of Underprepared Students Who Satisfy TSI Obligation within 2 Years - Math	52.7%	37.4%	43.1%	43.4%	49.1%	-3.6%
Percentage of Underprepared Students Who Satisfy TSI Obligation within 2 Years - Reading	76.1%	45.7%	59.4%	65.3%	72.9%	-3.2%
Percentage of Underprepared Students Who Satisfy TSI Obligation within 2 Years - Writing	70.4%	46.9%	56.9%	60.6%	60.8%	-9.6%
Percentage of Students Who Pass a Licensure Exam	91.2%	82.7%	88.6%	86.8%	90.5%	-0.7%
Degrees or Certificates Awarded	475	516	569	635	588	113
Percentage of Students Who are Minorities	50.8%	52.3%	54.5%	55.9%	58.4%	7.6%
Percentage of Students Who are Academically Disadvantaged	16.4%	10.4%	11.8%	14.3%	10.4%	-6.0%
Percentage of Students Who are Economically Disadvantaged	23.1%	25.8%	25.1%	25.5%	30.5%	7.4%

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

Faculty

Faculty Profile

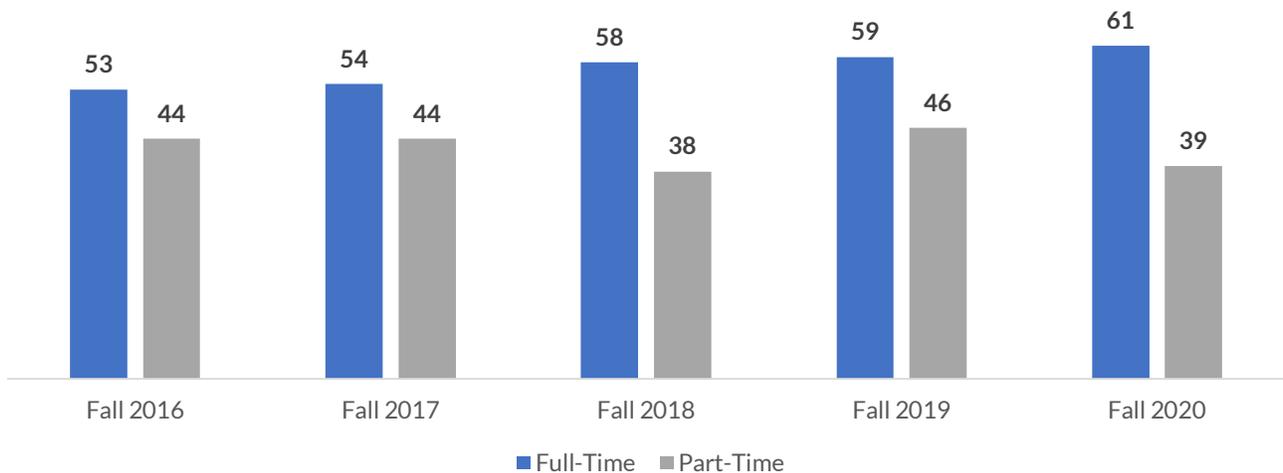
As of fall 2020, Galveston College employed 100 faculty, an increase of 3% since fall 2016. Three out of five (61%) of faculty are full-time, and nearly one in four (23%) holds a doctoral degree.

Trend in Faculty by Rank

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%
Professor	4	4.1%	4	4.1%	3	3.1%	2	1.9%	2	2.0%
Associate Professor	9	9.3%	8	8.2%	8	8.3%	8	7.6%	8	8.0%
Assistant Professor	9	9.3%	6	6.1%	7	7.3%	7	6.7%	6	6.0%
Instructor	31	32.0%	36	36.7%	40	41.7%	45	42.9%	45	45.0%
Other Faculty	44	45.4%	44	44.9%	38	39.6%	43	41.0%	39	39.0%
Grand Total	97	100.0%	98	100.0%	96	100.0%	105	100.0%	100	100.0%

Source: THECB Certified Reports (CBM008), Fall 2016 - Fall 2020

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



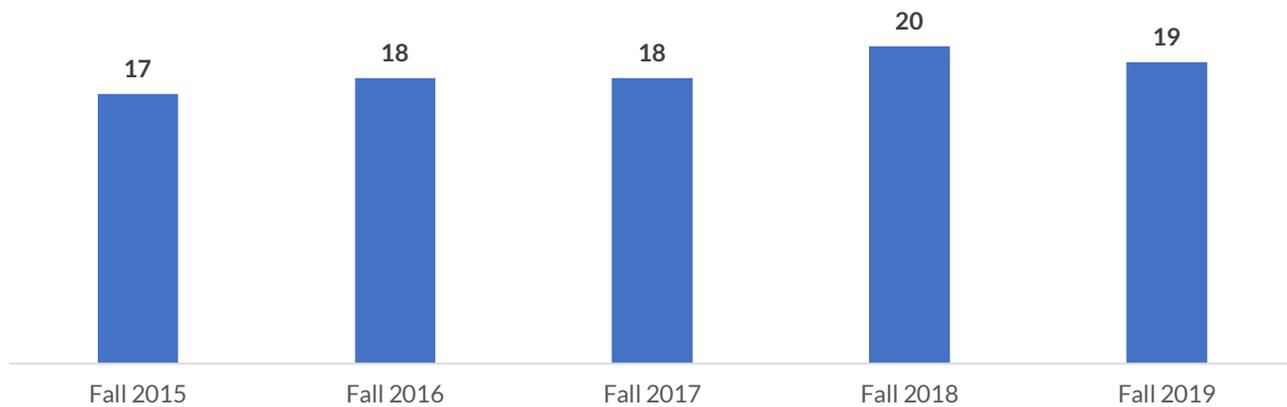
Source: THECB Certified Reports (CBM008), Fall 2015 - Fall 2020

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

Gender	Race/Ethnicity	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
		N	%	N	%	N	%	N	%	N	%
Female	African American	3	5.7%	3	5.6%	2	3.4%	4	6.8%	4	6.6%
	Asian	1	1.9%	2	3.7%	2	3.4%	2	3.4%	2	3.3%
	Hispanic	3	5.7%	4	7.4%	4	6.9%	3	5.1%	4	6.6%
	White	19	35.8%	17	31.5%	18	31.0%	20	33.9%	19	31.1%
	Other	0	0.0%	1	1.9%	1	1.7%	1	1.7%	1	1.6%
	Total	26	49.1%	27	50.0%	27	46.6%	30	50.8%	30	49.2%
Male	African American	3	5.7%	3	5.6%	4	6.9%	3	5.1%	3	4.9%
	Asian	1	1.9%	1	1.9%	1	1.7%	1	1.7%	1	1.6%
	Hispanic	3	5.7%	3	5.6%	4	6.9%	4	6.8%	3	4.9%
	White	19	35.8%	19	35.2%	21	36.2%	20	33.9%	23	37.7%
	Other	1	1.9%	1	1.9%	1	1.7%	1	1.7%	1	1.6%
	Total	27	50.9%	27	50.0%	31	53.4%	29	49.2%	31	50.8%
Grand Total		53	100.0%	54	100.0%	58	100.0%	59	100.0%	61	100.0%

Source: THECB Certified Reports (CBM008), Fall 2016 - Fall 2020

Trend in Student/Faculty Ratio



Source: THECB Accountability System

Facilities

Facilities Overview

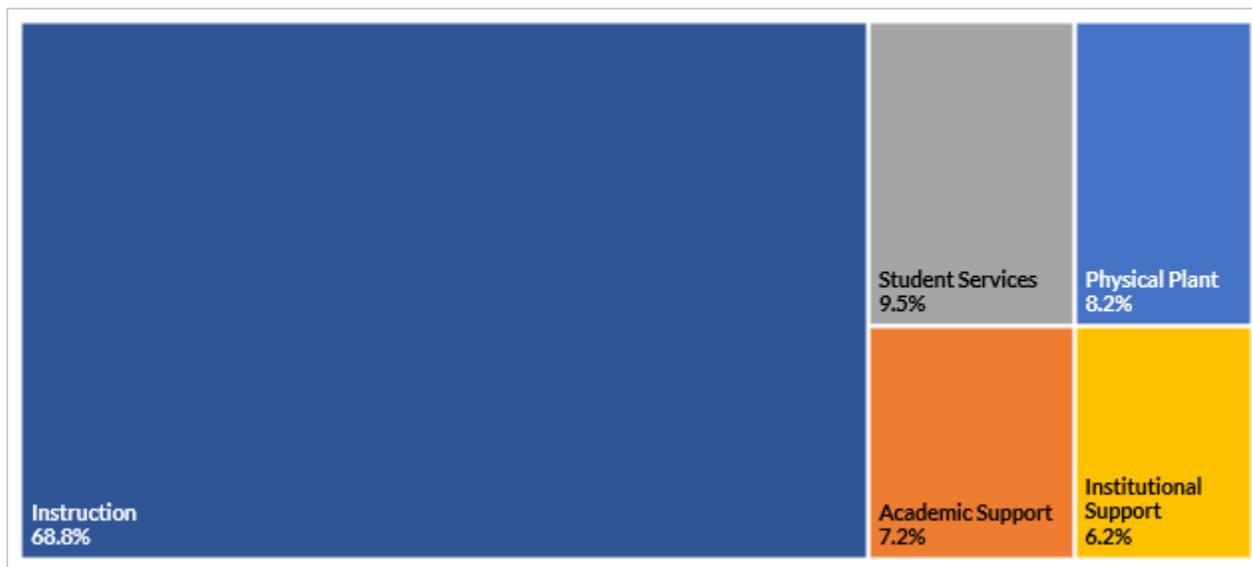
As indicated below, 68.8% of the College’s net square footage by function is committed to instruction. Academic Support, which includes the library, accounts for 7.2% of the net square footage, while 9.5% is committed to Student Services. The remainder is divided between Institutional Support and Physical Plant. Note: Net square footage does not include hallways, stairways, the atrium, restrooms, student housing, and/or ATC Building 4 (which is currently leased to a third party).

Square Footage

Function	Northen Center	ATC #1	ATC #2	ATC #3	Cheney	FA/ Fitness	Moody	Regents	Seibel	Total Sq. Ft.
Net Square Footage										
Instruction	22,859	6,622	19,626	2,081	----	37,326	4,908	24,000	4,766	122,188
Academic Support	2,351	----	----	----	----	----	----	10,502	----	12,853
Student Services	----	----	----	----	4,649	597	9,588	2,119	----	16,953
Institutional Support	540	108	46	10	133	----	7,596	2,511	97	11,041
Physical Plant	8,216	60	319	92	62	2,214	1,239	2,167	126	14,495
Other (RR, Halls, Stairs, etc.)	6,469	1,063	1,015	----	688	7,661	6,612	20,506	2,330	46,344
Community Service	----	----	----	----	----	----	----	----	----	----
Total	40,435	7,853	21,006	2,183	5,532	47,798	29,943	61,805	7,319	223,874
Gross Square Footage										
Instruction	22,859	6,622	19,626	2,081	----	37,326	4,908	24,000	4,766	122,188
Academic Support	2,351	----	----	----	----	----	----	10,502	----	12,853
Student Services	----	----	----	----	4,649	597	9,588	2,119	----	16,953
Institutional Support	540	108	46	10	133	----	7,596	2,511	97	11,041
Physical Plant	8,216	60	319	92	62	2,214	1,239	2,167	126	14,495
Other (RR, Halls, Stairs, etc.)	17,174	497	1,989	199	1,249	13,635	13,369	23,011	3,439	74,562
Community Service	----	----	----	----	----	----	----	----	----	----
Total	51,140	7,287	21,980	2,382	6,093	53,772	36,700	64,310	8,428	252,092

Source: 2014 SACS CR 2.11.2 - Physical Resources

Net Square Footage by Function



Financial Data

Financial Overview

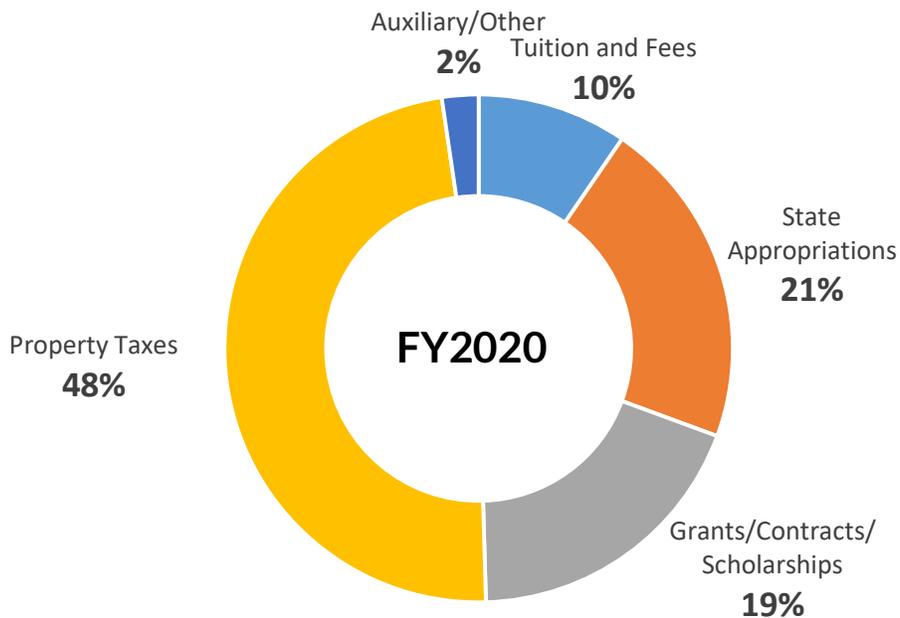
Revenues and expenditures are sourced from the College’s Annual Financial Audit Reports’ Statements of Revenues, Expenses and Changes in Net Position. In FY2020, property taxes (48%) represented nearly one-half of revenue. As in previous years, instruction was the largest expense category accounting for 33% of total operating expenses.

Trend in Revenues by Category

Category	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
Tuition and Fees	\$2,574,360	\$2,605,353	\$2,766,621	\$2,908,930	\$2,900,554	\$2,834,638
State Appropriations	\$4,708,758	\$4,765,726	\$4,741,378	\$5,686,868	\$5,391,247	\$6,249,901
Grants/Contracts/Scholarships	\$3,262,780	\$2,603,444	\$2,761,877	\$2,258,641	\$3,538,561	\$5,619,786
Ad Valorem (Property) Taxes	\$11,022,556	\$11,815,295	\$12,355,185	\$12,761,818	\$13,869,957	\$14,283,682
Auxiliary Enterprises/Other	\$453,203	\$550,041	\$766,285	\$841,180	\$1,080,405	\$690,914
Total	\$22,021,657	\$22,339,859	\$23,391,346	\$24,457,437	\$26,780,724	\$29,678,921

Source: Galveston College Financial Audit Reports

Annual Distribution of Revenues

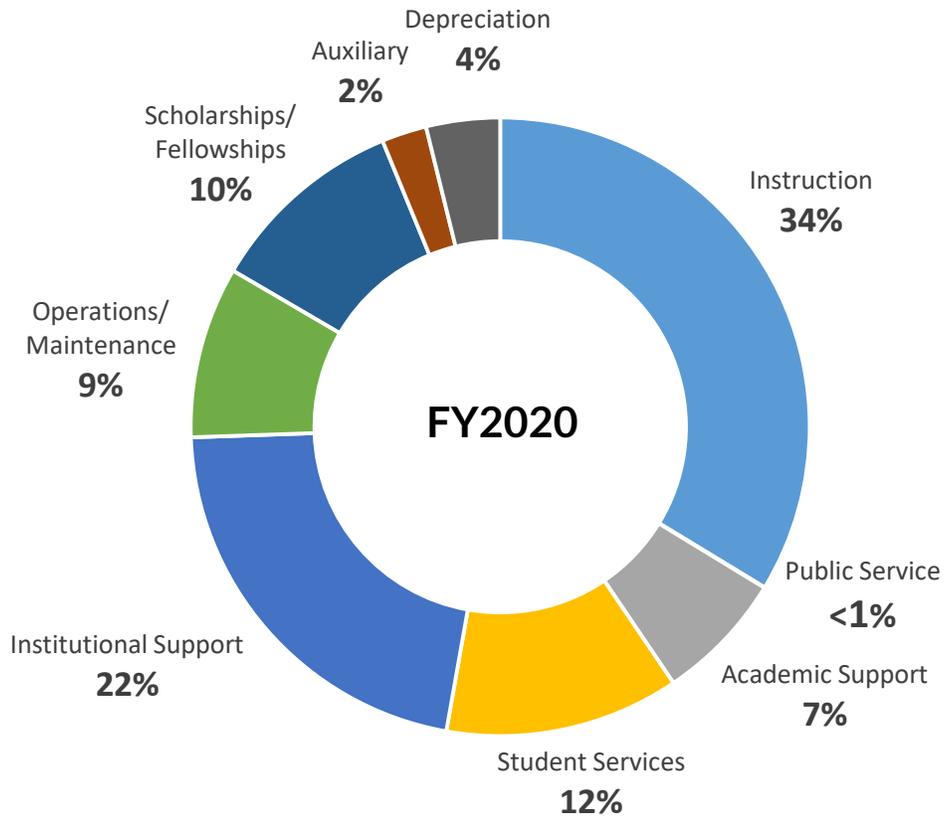


Trend in Expenses by Category

Category	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
Instruction	\$7,519,930	\$8,007,612	\$8,436,060	\$9,052,151	\$9,773,923	\$9,743,826
Public Service	\$21,480	\$35,707	\$25,135	\$38,292	\$15,561	\$6,915
Academic Support	\$1,471,634	\$1,619,862	\$1,527,382	\$1,779,597	\$1,865,634	\$1,974,131
Student Services	\$2,784,895	\$2,728,445	\$2,894,083	\$3,491,173	\$3,808,283	\$3,541,359
Institutional Support	\$4,098,804	\$4,399,197	\$4,499,005	\$4,894,705	\$5,294,778	\$6,266,863
Operations/Maintenance	\$2,557,757	\$2,448,345	\$2,358,444	\$2,857,517	\$2,982,641	\$2,594,027
Scholarships/Fellowships	\$2,089,940	\$1,905,368	\$1,851,003	\$2,043,189	\$2,391,014	\$2,997,501
Auxiliary Enterprises	\$695,918	\$718,033	\$821,798	\$847,764	\$766,281	\$680,031
Depreciation	\$829,987	\$869,308	\$950,475	\$990,410	\$1,044,189	\$1,115,291
Transfers	-\$48,688	-\$392,018	\$27,961	-\$1,537,361	-\$1,161,580	\$758,977
Total	\$22,021,657	\$22,339,859	\$23,391,346	\$24,457,437	\$26,780,724	\$29,678,921

Source: Galveston College Financial Audit Reports

Annual Distribution of Expenses



Tuition and Fees

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

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

Source: Galveston College Fall 2020 Class Schedule