



Strategic Plan for Texas Public Community Colleges

2011-2015

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Texas Higher Education Coordinating Board

Strategic Plan for Texas Public Community Colleges
2011-2015

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EXECUTIVE SUMMARY

The *Strategic Plan for Texas Public Community Colleges*, mandated by the Texas Government Code Section 2056.11, presents the crucial role that community colleges fulfill in achieving the goals of the *Accelerated Plan for Closing the Gaps by 2015*. This plan addresses the four areas where Texas is behind in its 2015 targets and presents strategies for increasing gains.

1. Participation of Hispanic students and African American male students. In 2009, more than 60 percent of Hispanic and African American students enrolled in community colleges, representing 35 percent of community college students. Between 2000 and 2008, increases in enrollment were greatest for Hispanic students. In 2008, there were 210,476 Hispanic students enrolled in public community colleges compared to 189,706 students in 2007. Black student enrollment was 72,720 in 2008 compared to 64,774 in 2007.

One strategy for creating a smooth transition from high school to college participation includes earning college credit while still in high school via dual credit courses. The largest percentage growth in participation has come from Hispanic students who tripled their involvement in college-level courses while still in high school.

2. Success of Hispanic and African American Students. Increasing the number of certificates and degrees awarded to Hispanic and African American students requires community colleges to provide resources to improve academic and career counseling, retention efforts, developmental education programs, mechanisms to facilitate the transfer of credit from one institution to another, and financial aid.

The creation and expansion of redesigned developmental and entry-level academic courses is expected to promote student success in the critical first year of college. The smooth transfer of credits is accomplished by the use of common course numbers, a core curriculum, and the adoption of lower-division field of study curricula. Community colleges also maintain the lowest tuition and fees among all sectors of higher education. In 2008, 177,682 students at Texas community colleges received more than \$434 million in Pell grants, an average of \$2,443 per student.

3. Science, Technology, Engineering, and Math (STEM) degrees. Community colleges are positioned geographically to produce certificate and associate's degree graduates in engineering-related technologies, computer science, allied health, and nursing for many industries in the state. The public community colleges of Texas offer instructional programs for academic and career technical/workforce credit as well as continuing education in the STEM fields. Two-year academic programs that lead to an Associate of Science (AS) degree are designed to feed into baccalaureate programs for students pursuing professional careers in medicine, engineering, teaching, and business.

4. Teachers initially certified through all teacher certification routes and teacher effectiveness. An Associate of Arts in Teaching (AAT) degree was approved by the Coordinating Board in July 2004 and revised in April 2009. The intended goal is to be an effective instrument for supplying the state with new teachers. Since its inception, the number of AAT degrees awarded has continued to increase year by year from 98 in 2006 to 1,949 in 2009. Texas' public universities with educator certification programs accept all coursework for transfer from AAT students.

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Introduction

In 1991, House Bill 2009 mandated that each state agency (including each public community college) develop a strategic plan based on guidelines issued by the Governor's Office and the Legislative Budget Board.

In 1993, the Texas Legislature amended the statute to exclude individual submission of strategic plans by public community/junior colleges and directed the Coordinating Board and its staff to assist in the development of a consolidated strategic plan for all public community colleges.

This document, the *Strategic Plan for Texas Public Community Colleges*, is limited to the statewide mission, philosophy, higher education goals and benchmarks, community college mission and philosophy, and external and internal assessment factors (major issues, conditions, challenges, and opportunities created by either the external or internal environment). The Legislative Budget Board and Governor's Office determined that reaching consensus on a set of goals, objectives, and strategies for all 50 community college districts would not be representative of the unique differences in the specific needs of each of the disparate districts. As a result, this consolidated plan does not include goals, objectives, or strategies.

The role of community colleges in achieving the goals of *Closing the Gaps by 2015* is considerable. Community colleges presently enroll more than one-half (56.33%) of the students in higher education in Texas.¹ The Texas Workforce Commission has identified a number of specified industry clusters that offer the best promise of success for overall economic growth, for quality of life issues, and for bringing high-paying jobs to Texas. These target industry clusters tend to be the core drivers of regional economic competitiveness and employ the majority of workers in any regional economy and who are educated in the same region. The efficiency of education-to-workforce is critical if competitiveness in the industry clusters is to turn into regional prosperity.

Community colleges are well-positioned to support regional economic development and to educate and train the regional workforce. In addition, with economic shifts that demand training and re-training, community colleges are able to manage increased enrollment because of their geographic accessibility to diverse populations across the state, the relatively low cost of tuition, and the close relationship that community colleges have with area businesses and industries. Furthermore, as the state's community colleges continue to expand to better serve the growing population of Texas, they must also ensure that students receive a high quality education with appropriately trained and credentialed faculty and support services personnel that are necessary for students to succeed.

¹ http://www.lbb.state.tx.us/Strategic_Plans/StrategicPlansInstructions_forFY_2009-2013.pdf

The Mission of Texas State Government²

Texas state government must be limited, efficient, and completely accountable. It should foster opportunity and economic prosperity, focus on critical priorities, and support the creation of strong family environments for our children. The stewards of the public trust must be men and women who administer state government in a fair, just, and responsible manner. To honor the public trust, state officials must seek new and innovative ways to meet state government priorities in a fiscally responsible manner.

Aim high...we are not here to achieve inconsequential things!

The Philosophy of Texas State Government³

The task before all state public servants is to govern in a manner worthy of this great state. We are a great enterprise, and as an enterprise we will promote the following core principles.

- ❖ First and foremost, Texas matters most. This is the overarching, guiding principle by which we will make decisions. Our state, and its future, is more important than party, politics, or individual recognition.
- ❖ Government should be limited in size and mission, but it must be highly effective in performing the tasks it undertakes.
- ❖ Decisions affecting individual Texans, in most instances, are best made by those individuals, their families, and the local governments closest to their communities.
- ❖ Competition is the greatest incentive for achievement and excellence. It inspires ingenuity and requires individuals to set their sights high. And just as competition inspires excellence, a sense of personal responsibility drives individual citizens to do more for their future, and the future of those they love.
- ❖ Public administration must be open and honest, pursuing the high road rather than the expedient course. We must be accountable to taxpayers for our actions.
- ❖ State government has a responsibility to safeguard taxpayer dollars by eliminating waste and abuse, and providing efficient and honest government.

Finally, state government should be humble, recognizing that all its power and authority is granted to it by the people of Texas, and those who make decisions wielding the power of the state should exercise their authority cautiously and fairly.

² http://www.lbb.state.tx.us/Strategic_Plans/StrategicPlansInstructions_forFY_2009-2013.pdf

³ *Ibid*

State of Texas: Priority Goal for Higher Education⁴

The priority goal for higher education is to prepare individuals for a changing economy and workforce by:

- Providing an affordable, accessible, and quality system of higher education; and
- Furthering the development and application of knowledge through teaching, research, and commercialization.

State of Texas: State-Level Benchmarks for Higher Education

The state-level benchmarks for higher education include:

- Percent of recent high school graduates enrolled in a Texas public college or university;
- Percent of first-time, full-time freshmen returning after one academic year;
- Percent of first-time, full-time freshmen who graduate within four years;
- Percent of first-time, full-time freshmen who graduate within six years;
- Percent of two-year college students who transfer to four-year institutions;
- Percent of two-year transfer students who graduate from four-year institutions;
- Percent decrease in number of students requiring developmental education;
- Percent of population age 24 and older with vocational/technical certificate as highest level of educational attainment;
- Percent of population age 24 and older with two-year college degree as highest level of educational attainment;
- Percent of population age 24 and older with four-year college degree as highest level of educational attainment;
- Number of students majoring in math, science, engineering, and computer science programs at public universities;
- Percent of M.D. graduates remaining in Texas for residency;
- Percent of nursing graduates employed or enrolled in nursing graduate programs in Texas;
- Texas public colleges and universities cost per student as a percentage of the national average;
- Percent change in average tuition over past biennium;
- Number of students receiving grants from the TEXAS grant program;
- Percent of total federal research and development expenditures received by Texas institutions of higher education;
- Percent increase in research and development expenditures in emerging technologies over previous biennium;
- Number of patents obtained in emerging technologies; and
- Number of patents obtained by institutions of higher education that are commercialized.

⁴ http://www.lbb.state.tx.us/Strategic_Plans/StrategicPlansInstructions_forFY_2009-2013.pdf

Community Colleges: Mission

Texas public community colleges are two-year institutions whose primary mission is to serve their local taxing districts and service areas in offering career technical/workforce and academic courses for certification or associate's degrees. Continuing education, developmental and compensatory education consistent with open-admission policies, and programs of counseling and guidance also are provided. Each institution insists on excellence in all academic areas – instruction, research, and public service. Faculty research, using the facilities provided for and consistent with the primary function of each institution, is encouraged. Funding for research should be from private sources, competitively acquired sources, local taxes, and other local revenue.⁵

Within the overall mission, each Texas public community college is to provide:

- career technical/workforce programs up to two years in length leading to associate's degrees or certificates;
- career technical/workforce programs leading directly to employment in semi-skilled and skilled occupations;
- freshman and sophomore courses in arts and sciences, including the new core and field of study curricula leading to associate's and baccalaureate degrees;
- ongoing adult education programs for occupational upgrading or personal enrichment;
- compensatory education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students;
- a continuing program of counseling and guidance designed to assist students in achieving their individual educational goals;
- career technical/workforce development programs designed to meet local and statewide needs;
- adult literacy and other basic skills programs for adults; and
- such other purposes as may be prescribed by the Texas Higher Education Coordinating Board or local governing boards in the best interest of postsecondary education in Texas.⁶

Community Colleges: Philosophy

Texas public community colleges are uniquely positioned by philosophy, structure, and purpose to primarily meet the educational and training needs of the citizens they serve in their local taxing districts and in their service areas. Through cooperative efforts that promote continuity and efficiency, coupled with independent efforts to meet local community needs, community colleges are student-centered institutions sharing common values reflected in their commitment to:

- belief in the worth and dignity of the individual;
- addressing the extraordinary diversity of Texas;
- a vision of community as a place to be served and a climate to be created;
- excellence in teaching and learning;
- open-door policies for meeting the needs of individuals with a wide range of educational and training goals;
- implementation of the highest standards of ethical professional practice; and
- effective stewardship of the public trust and resources.

⁵ *Texas Education Code, Sec. 130.0011*

⁶ *Texas Education Code, Sec. 130.003(e)*

Assessment of External Factors

Scope and Function of Community Colleges

Community colleges have long served an important role in higher education in Texas. In 1964, there were 31 public community/junior college districts. The 1970s and 1980s were periods of rapid growth when a number of community college districts, several with multiple campuses, were added. Texas now has 50 community college districts. Today, these institutions enroll more than 56 percent of the students in public higher education in Texas. Non-duplicated credit headcount enrollment rose from nearly 44,000 in fall 1964 to nearly 670,000 in fall 2009.⁷

Many junior colleges, precursors to present day community colleges, originally were intended to operate as open admission colleges offering academic courses leading to an associate of arts degree that would transfer as the first two years of a baccalaureate degree. Comprehensive community colleges now offer equal educational opportunities for students through academic transfer courses, career technical and workforce education courses, and programs that lead to initial employment or occupational advancement.

Changing Demographics

From 2000 to 2015, Texas' population is projected to increase from 20,852,000 to 26,157,000 – an increase of more than 25 percent. In addition to its sheer growth, Texas' population is experiencing other fundamental changes. The state's Hispanic population is expected to increase from 32 percent of the total population in 2000 to 42 percent by 2015. Together, Hispanics and African Americans are projected to account for more than 53 percent of Texas' population by 2015.⁸

Historically, Hispanics and African Americans have been under-represented in Texas higher education. As recently as 2007, these groups accounted for 56 percent of the state's age 15-to-34 population, but only 39 percent of the state's college and university enrollment.

African Americans and Hispanics make up a major part of the state's labor and leadership pool. Unless significantly greater numbers of students from these populations enter higher education and successfully complete degree or certificate programs, Texas faces an uncertain economic and political future, and its citizenry faces uncertain individual and family well-being. Educating these groups at the same rate as Whites is decreasing (Appendix C).

One of the fastest-growing populations in Texas are citizens over the age of 65. Texans are living longer, in part, as a result of improved health care. A significant factor in this population change is the "graying" of the "Baby Boomers," the most populous generation in American history. As more Boomers enter retirement, the 65-and-older population will increase from 2.1 million in 2000 to 4.5 million by 2025. In addition to the expected growth in labor demands in health care, elder-care, entertainment, leisure, and travel services, the increased numbers of senior citizens will no doubt increase the demand for recreational and avocational continuing education programs targeted to this group.

⁷ <http://www.theccb.stats.tx.us/Reports/PDF/1708.pdf>

⁸ *Ibid*

The link between education and prosperity is undisputed. Preparing students to earn associate degrees and postsecondary training certificates is important for the state's economic future.

The number of associate degrees awarded by public community, state, and technical colleges in Texas rose by 50 percent from 2000 (24,810) to 2007 (37,309). Over the same time period, the number of postsecondary training certificates awarded rose by 32 percent, from 15,743 awards to 20,795. Nonetheless, recent evidence points to a shortage of workers for jobs requiring some postsecondary education, but not a bachelor's degree. Without rapid increases in postsecondary career and technology education (CTE) enrollment, existing worker shortages will worsen.

If these shortages of skilled workers persist, it may have significant negative consequences for individual Texans as well as the state's economy and state revenues. In Texas, occupations that require an associate degree or postsecondary career technical award/certificate pay an average of more than \$40,000 annually, compared to the average pay of less than \$25,000 for those with only a high school diploma or less.⁸ Persons with associate degrees, for example, can expect to earn \$340,000 more over their lifetimes than high school graduates with no postsecondary education. The difference is even greater in the case of a high school dropout, who can expect to make \$590,000 less than someone with an associate degree.⁹

The average Texan with an associate degree will break even on his/her educational investment just beyond the first year of post-graduation employment. The Comptroller estimates that associate degree graduates earn an average of 32 percent more than high school graduates.¹⁰

As a result of these impacts, all Texas communities reap the benefits of community colleges. Some benefit directly, as local schools attract industry, provide jobs, and train productive workers. Other communities without schools benefit indirectly, as students trained elsewhere return home with new skills, knowledge, and opportunities.

Higher Education Plan: *Closing the Gaps by 2015*

In October 2000, the Texas Higher Education Coordinating Board (THECB) adopted *Closing the Gaps by 2015*, the higher education plan for the state. The plan identifies four goals: to close the gaps in participation, success, excellence, and research to ensure a better future for Texas and its citizens. In October 2005, the Coordinating Board revised some of the *Closing the Gaps* goals and targets to ensure clarity and to reflect updated demographic data.

Goal 1: Closing the Gaps in Participation

Revised Goal: By 2015, close the gaps in participation rates to add 630,000 more students over year 2000.

⁸ Texas Workforce Commission, "2006-2016 Occupational Projections." Weighted averages were calculated. Occupations requiring on-the-job training were used for wage data for those with a high school diploma or less.

⁹ U.S. Census Bureau, "PINC-03: Educational Attainment – People 25 Years Old and Over, by Total Money Earnings in 2005, Work Experience in Age, Race, Hispanic Origin, and Sex," Current Population Survey, 2006 Annual Social and Economic Supplement, pp. 1-2, http://pubdb3.census.gov/macro/032006/perinc/new03_001.htm

¹⁰ <http://www.window.state.tx.us/specialrpt/workforce/colleges.php>

Targets for 2006-2015:

- Increase the overall Texas higher education participation rate from 5.0 percent in 2000 to 5.6 percent by 2010 and to 5.7 percent by 2015.
- Increase the higher education participation rate for the African American population of Texas from 4.6 percent in 2000 to 5.6 percent by 2010, and to 5.7 percent by 2015.
- Increase the higher education participation rate for the Hispanic population of Texas from 3.7 percent in 2000 to 4.8 percent by 2010, and to 5.7 percent by 2015.
- Increase the higher education participation rate for the White population of Texas from 5.1 percent in 2000 to 5.7 percent by 2010, and to 5.7 percent by 2015.

Although 200,000 additional students are expected to enroll by 2015, an additional 430,000 students will be needed to reach the 630,000 student participation goal. This enrollment increase will bring Texas to the average rate of higher education participation in the 10 most populous states. For Texas to reach this goal, a majority of the new students will be first-generation college attendees from the state's Hispanic and African American populations.

The Coordinating Board estimates that of the 630,000 additional students needed to meet the *Closing the Gaps* participation goal, between 60 and 70 percent (378,000 to 441,000 students) will begin their studies in Texas public community colleges. Current resources, already stretched thin, will be insufficient to appropriately address the educational needs of these additional students.

To adequately serve these additional students, community colleges must recruit, develop, and retain well-prepared instructors and administrators who reflect Texas' diverse population. State funding for coordinated teacher recruitment and development programs at secondary school, community college, and university levels could produce significant increases in numbers of needed faculty as well as faculty from diverse backgrounds.

Strategy 1: Make the Recommended High School Program (RHSP) the standard curriculum in Texas public high schools, and make it a minimum requirement for admission to Texas public universities.

The RHSP was adopted as the standard minimum curriculum by the 77th Texas Legislature and became mandatory for students entering Texas public high schools in 2004. The 80th Texas Legislature mandated the RHSP as a prerequisite for admissions to a public university. Of those students entering Texas higher education institutions in 2005-2006, 72.3 percent had taken the recommended high school program. Although the RHSP had a positive impact on the preparation of high school students entering the community colleges beginning in summer 2008, students who have not completed the RHSP, including many adult and other non-traditional students, continue to enroll in public community colleges as their primary entry point into the Texas higher education system.

On November 18, 2009, the State Board of Education (SBOE) considered revisions to the RHSP that would add more options for the fulfillment of the Mathematics and Science requirements. Specifically, the SBOE approved changes that would give students a wider variety of courses that could be used to fulfill the fourth credit in these two academic areas, including courses with workforce applications, Advanced Placement courses, International Baccalaureate courses, and courses that could be taken as dual credit. The RHSP now requires a minimum of 26 credits for completion.

Strategy 2: Recruit, prepare, and retain additional well-qualified educators for elementary and secondary schools.

Texas' public community colleges have provided alternative certification programs since 2000 to help address the challenge of providing more and better-qualified educators. Many community colleges are in partnership with universities to encourage students to choose a career as a public school educator. An Associate of Arts in Teaching (AAT) degree was approved by the Coordinating Board in July 2004 and revised in April 2009. The revisions focused on three AAT curricula, aligning them with requirements of the State Board for Educator Certification (SBEC) standards and requirements of public university baccalaureate degrees. The intended goal is to keep the AAT degree functioning as an effective instrument for supplying the state with new teachers.

Since its inception, the number of AAT degrees awarded has continued to increase, year by year: 98 in 2006, 450 in 2007, 953 in 2008, and 1,649 in 2009. Texas' public universities with educator certification programs are required to accept all coursework for transfer from students who complete the AAT at any of Texas' public community colleges.

Strategy 3: Ensure that all students and their parents understand the benefits of higher education and the necessary steps to prepare academically and financially for college.

A statewide *College for Texans* campaign, as required in Senate Bill 573 of the 77th Texas Legislature and administered by the Coordinating Board, has engaged community colleges in the following ways:

- providing representation on several state-level curricula committees associated with the campaign (e.g., College for Texans "Go" Toolkit and English as a Second Language (ESL) modules);
- establishing lead partners in Go Centers (prospective college student centers) in middle/high schools throughout the state;
- providing Go Toolkit train-the-trainer presentations and Go Toolkit training to school districts in their service areas;
- facilitating college student participation in the collegiate G-Force student organization (a peer education group) which is responsible for mentoring in the middle school and high school Go Centers;
- hiring P-16 Field Specialists who coordinate and promote the campaign at the local level; and
- maintaining Mobile Go Center units that take the college-going message to nontraditional settings and outlying areas.

Strategy 4: Establish an affordability policy that ensures that students are able to participate and succeed in higher education.

By offering federal, state, and local programs of student financial aid, community colleges assist students in meeting their educational expenses, while at the same time maintaining the lowest tuition and fees among all sectors of higher education. In Spring 2010, tuition and fees for a student enrolled for 12 semester credit hours are 743 dollars for in-district residents, 1,095 dollars for out-of-district students, and 1,620 dollars for non-residents.

Community colleges offer dual credit courses for high school students, allowing them to complete their education at a faster pace and at lower cost than they would be able to without the

postsecondary credits completed while in high school. Under *Texas Education Code*, Section 130.008, community colleges may offer dual credit courses to high school students at no charge, and many have done so in an effort to address affordability issues.

With the *American Recovery and Reinvestment Act (ARRA) of 2009* being signed into law on February 17, 2009, the Act aims to: a) save or create jobs in higher education that are at risk of state budget cuts, and b) strengthen the economy by raising Pell grant awards and tuition tax credits to help more potential students attend college. For the 2010-2011 biennium, the U. S. Department of Education (USDE) made grants to states under the *State Fiscal Stabilization Fund (SFSF)* to help avert education cuts. The total allocation for Texas was almost \$4 billion dollars. Of the \$327 million targeted to institutions of higher education, \$17.4 million was allocated to community colleges.

ARRA provides \$17.1 billion, nationwide, to eliminate a shortfall in the Pell grant, and to increase the current Pell maximum of \$4,731 for 2008-2009 to a maximum of \$5,350 in 2009-2010 and \$5,800 in 2010-2011. ARRA funding for Pell grants in Texas will result in an additional \$523 million for FY2010 (for a total of approximately \$1.44 billion), a 57 percent increase over the \$911 million for 347,000 students in FY2008. According to the most recent Coordinating Board data, 177,682 students at Texas community colleges received more than \$434 million in Pell grants for FY2008, an average of \$2,443 per student.

ARRA funding will also provide an additional \$200 million in the College Work-Study program (about \$10.7 million for Texas). For the 2009 and 2010 tax years, it will replace the existing Hope tax credit and tuition deduction provisions with a new American Opportunity Tax Credit for 100 percent of the first \$2,000 of tuition, books, and related expenses that students pay during the year. The credit phases out at higher levels of taxpayer adjusted gross income.

Goal 2: Closing the Gaps in Success

Revised Goal: By 2015, award 210,000 undergraduate degrees, certificates, and other identifiable student successes from high quality programs.

Targets for 2006-2015:

- Increase the overall number of students completing bachelor's degrees, associate's degrees and certificates to 171,000 by 2010, and to 210,000 by 2015.
- Increase the number of students completing bachelor's degrees to 100,000 by 2010, and to 112,500 by 2015.
- Increase the number of students completing associate's degrees to 43,400 by 2010, and to 55,500 by 2015.
- Increase the number of students completing doctoral degrees to 3,350 by 2010, and to 3,900 by 2015.
- Increase the number of African American students completing bachelor's degrees, associate's degrees and certificates to 19,800 by 2010, and to 24,300 by 2015.
- Increase the number of Hispanic students completing bachelor's degrees, associate's degrees and certificates, to 50,000 by 2010, and to 67,000 by 2015.
- Increase by 50 percent the number of students who achieve identifiable successes other than with certificates and degrees by 2015. Exceed the average performance of the 10 most populous states in workforce education provided by community and technical colleges.

According to the *Closing the Gaps by 2015* plan, colleges and universities are expected to close the gaps in success by awarding 210,000 degrees, certificates, and other identifiable measures of student success in high quality programs. Community colleges have a direct impact

on current shortages in the critical fields of allied health and nursing. In addition, colleges and universities are expected to help close the gaps in excellence by substantially increasing the number of nationally recognized degree programs or services.

Increasing the number of certificates and degrees awarded, as well as other identifiable student successes each year, will require Texas' public community colleges to provide additional resources to improve academic and career counseling, retention efforts, and developmental education programs. At the same time, resources will be needed to enhance the quality of academic and career technical/workforce education courses and programs. Furthermore, mechanisms to facilitate the transfer of credit from one institution to another must ensure that students successfully complete degree and certificate programs. Community colleges must also increase the number of students transferring to four-year institutions.

At its October 29, 2009 meeting, the Coordinating Board adopted rules that outline the approval process for new academic associate degree programs. The adopted rules permit automatic approval of a new academic associate degree, associate of applied science degree, or certificate program if an institution and governing board certify that the program meets certain criteria and that recent documentation is available to support these criteria. This streamlined process enables institutions to meet student demand and workforce needs much more quickly. In addition, the new rules include a review process for existing programs that will incorporate both quantitative and qualitative measures of a program's quality and effectiveness.

To address issues of transfer, the Coordinating Board and The University of Texas System co-sponsored a *Transfer Success Summit* in February 2008 to provide a forum for institutional presidents and chancellors to consider how to create a "culture of transfer" at community colleges and universities. The summit focused on discovering those institutional activities and practices that foster collaborative partnerships among colleges and universities.

As a follow up from the *Transfer Success Summit*, the Coordinating Board funded a statewide *Transfer Success Conference* May 22, 2009. The conference was coordinated by the University of North Texas National Institute for the Study of Transfer Students and took place simultaneously at eight different locations around the state. The conference was intended to take the messages of successful transfer practice beyond executive offices to the "front lines" of transfer student interface and service. Registration exceeded 1,100 higher education professionals with interests in the transfer process.

With the 2009 award to Texas from the Lumina Foundation for Education, the state's community colleges have developed a transfer compact for mechanical engineering, which creates common learning outcomes for required first- and second-year courses, paving the way for smoother two- to four-year transfers. The state will expand on this process over the next four years by joining other states that have focused on degree-level learning outcomes.

Strategy 1: Through the Texas Course Redesign Project, fund the creation and expansion of redesigned developmental and entry-level academic courses to ascertain the effect they will have when disseminated statewide.

House Bill 1, Third Called Session, 79th Texas Legislature, directed the Coordinating Board to initiate and oversee a project to review and revise entry-level academic courses, with the goals of improving student learning and reducing the costs of course delivery. The intent of this project was to fund the creation and expansion of redesigned developmental and entry-level academic

courses. The *Course Redesign Project* will directly affect Texas public community colleges through the time frame of this strategic plan since they enroll the majority of entering college students.

Through the four phases of redesign projects, the following courses have been developed and/or are currently being taught.

Phase I

- United States History I
- Calculus I
- English Composition I

Phase II

- Expository Composition Workshop/English Composition I (paired course redesign)
- College Algebra
- Beginning Spanish I
- Beginning Spanish II

Phase III

- Developmental Math/College Algebra (paired course redesign)
- Developmental Math/Computer Literacy (paired course redesign)
- Developmental English/English Composition I (paired course redesign)
- Developmental Math (Basic, Introduction, and Intermediate Algebra)
- Developmental Writing I
- Developmental Writing II
- Biology for Science Majors I
- Biology for Science Majors II
- English Composition I
- English Composition II
- Spanish II
- Introduction to the Humanities
- Elementary Statistics
- College Algebra
- Math for Business and Social Sciences I
- Introduction to Engineering
- Applied Engineering Analysis
- Developmental Writing/United States History II
- Developmental Reading/American Government I

Phase IV

- Introduction to Engineering
- Chemistry I

Several of the Phase III projects involved the redesign of paired developmental education and non-developmental education academic courses in order to provide students with necessary developmental education instruction within the context of required general academic coursework. The primary dissemination point for course redesign materials will be the *Texas Learning Objects Repository*. Development and expansion of this digital repository will make both entire courses and discrete, self-contained digital learning objects from course redesign projects available to Texas public community, state, and technical college and university faculty. Other related projects have also been funded with HB 51, 81st Regular Session, Texas Legislature grant monies.

In addition to the *Texas Learning Objects Repository*, the Coordinating Board has also funded five online professional development module projects. Each of these projects is designed to provide readily available online professional development opportunities to public college and university faculty. The materials are primarily designed for faculty who teach introductory-level courses. Currently funded projects included five sets of 12-14 modules that examine best teaching practices in college-level mathematics, second language instruction, critical thinking, reading comprehension, and online/hybrid education.

Community colleges not only are affected by these programs, but have been active in redesigning courses either alone or in concert with Texas' public universities. Courses have been redesigned by Austin Community College; LeCroy Center, Eastfield College, and Richland College of the Dallas County Community College District; Del Mar College; El Paso Community College; Grayson County College; North Central Texas College; Lone Star College; and Texas Southmost College.

It is expected that during this Strategic Plan there will be widespread adoption of these course redesigns. The implementation of these course redesigns will promote student success, especially in the critical first year of college. The eventual goal is to develop multiple models of successfully redesigned courses and professional development materials that can be used by faculty who teach the first two years of general and developmental education.

Strategy 2: In collaboration with the Commissioner of Higher Education, the Commissioner of Education, and the State Board of Education, define, adopt, and implement standards for college and career readiness for students entering Texas public colleges and universities. Teams composed of public school and higher education faculty members developed four objectives in order to realize this strategy:

- Develop College and Career Readiness Standards (CCRS): design standards in mathematics, social studies, science, and English/language arts.
- Incorporate the CCRS into Texas Essential Knowledge and Skills (TEKS): conduct a gap analysis of the TEKS and CCRS and recommend how to align public school curriculum requirements with the CCRS.
- Incorporate college readiness measures into End-of-Course assessments. Incorporate college readiness performance standards in Algebra II and English III End-of-Course assessments beginning in 2011-2012.
- Develop additional resources for public education and higher education faculty to assist with implementation of the CCRS.

Composite course profiles aligned to the CCRS are available for use in course redesign efforts and related vertical and horizontal alignment projects. Course materials collected by researchers in the process of validating the CCRS—syllabi, student assignments, assessments, and scoring rubrics—have been compiled into composite course profiles, reflecting common practice in entry-level college courses at institutions of higher education across the state. The Coordinating Board selected courses for the alignment study, and ultimately for profile development, that had high enrollments statewide among entry-level college students or that were considered “gatekeeper” courses, and were prerequisite for a number of majors. Profiles are available for the following courses:

- ITSC 1301: Introduction to Computers
- ITSC 1401: Introduction to Computers

- DFTG 1309: Basic CAD
- DFTG 1405: Technical Drafting
- BMGT 1303: Principles of Management
- ACNT 1303: Introduction to Accounting I
- POFI 1301: Computer Applications I
- POFT 1301: Business English
- MRKG 1311: Principles of Marketing
- ENGL 1301: Composition I
- ENGL 1302: Composition II
- ENGL 2332: World Literature I
- HIST 1301: U. S. History I
- HIST 1302: U. S. History II
- GOVT 2301: American Government I
- GOVT 2302: American Government II
- BIOL 1406: Biology for Science Majors I
- BIOL 1408: Biology for Non-Majors I (lecture & lab)
- BIOL 2401: Anatomy and Physiology I
- CHEM 1405: Intro Chemistry I
- CHEM 1412: General Chemistry II (lecture & lab)
- PHYS 1401: College Physics I
- PHYS 1405: Elementary Physics I
- MATH 1314: College Algebra
- MATH 1324: Mathematics for Business & Social Sciences I
- MATH 1342: Elementary Statistical Methods
- PSYC 2301: General Psychology

The Coordinating Board is developing *College Readiness Assignments* intended to be used to teach the CCRS in high school senior seminars, in developmental education courses, and in entry-level college courses. Project-based assignments based on the CCRS for English, American Government, American History, Algebra, Chemistry, Biology, and Physics are being developed and field tested by secondary and postsecondary faculty. Information gathered through the two-phase pilot will be used to refine assignments and develop scoring rubrics.

The *College Readiness Assignments* will be useful for secondary faculty who require a means to explicitly teach the CCRS, especially in the case of students in their senior year who are not yet deemed college-ready. These assignments are slated to be incorporated into the *College Preparatory Courses* being developed by the Texas Education Agency, as mandated by Section 28.014 of the *Texas Education Code*. The assignments will be useful as well for postsecondary faculty teaching entry-level and developmental courses. Because the CCRS are designed so that students are considered more college-ready as they master additional standards, many first-year postsecondary students will require instruction for full mastery of the CCRS. Assignments and scoring rubrics that are valid for use across the three levels of instruction will also be a useful tool for curriculum alignment between secondary and postsecondary education. *College Readiness Assignments* will be available for public use by Spring 2011.

The adoption and implementation of college and career readiness standards will have swift and far reaching effects on all higher education institutions and the P-12 sector as well. Because community colleges are open admission institutions and they now enroll large numbers of academically under-prepared students, the adoption of these standards, the incorporation of these standards into the *Texas Essential Knowledge and Skills* (TEKS), and the inclusion of college

readiness measures in End-of-Course assessments will likely mean significant changes in curriculum and program design, staffing patterns, and the design and delivery of a wide range of instructional support services for students in community colleges.

As more students enter classes college- and career-ready, however, the demand for resources to support large developmental education programs will start to decline. Faculty, facilities, and other resources can be re-directed to expand the number of college-level courses available to students. This initiative will also mean faculty can broaden their program offerings, since students will have more time, more skill and knowledge, and financial support for postsecondary education. Students are also more likely to persist in college until they earn a certificate or degree if they begin coursework at a college-ready level. Additionally, transfers from two- to four-year institutions are expected to increase with less loss of credit as courses between community colleges and universities become more closely aligned.

As institutions enroll greater numbers of college-ready students, they will need to focus more attention on instructional support systems such as career and academic planning, and on the design or adoption of innovative programs that promote student retention and achievement. Such changes are expensive, involving shifts in staffing patterns, faculty assignments, professional development for employees, and in some cases, use of innovative learning activities. These changes offer increased incentives for higher education professionals to re-vitalize and strengthen the core curriculum and degree programs. In community colleges, these include additional opportunities for applied research by faculty, expansion of undergraduate research activity, increased visibility, and perhaps funding support for institutions that are successful in increasing their transfer and certificate or degree completion rates. Community colleges that demonstrate success in these areas can make persuasive arguments for increased local, state, and private external funding.

Strategy 3: Focus college and university efforts on increasing graduates in education, engineering, computer science, math, physical science, allied health, nursing, and other critical fields.

Community colleges are positioned geographically, and according to their mission, to produce certificate and associate's degree graduates in engineering-related technologies, computer science, allied health, and nursing for many industries in the state.

Strategy 4: Carry out the Texas Uniform Recruitment and Retention Strategy and other efforts aimed at making college and university enrollments and graduation reflect the population of Texas.

Texas' community colleges generally reflect the area populations as a result of the services they provide to the citizens within their taxing districts and larger service areas. To ensure increased participation and success of the citizens within each of their service areas, each community college has developed and implemented its own strategy to align with the statewide *Uniform Recruitment and Retention Strategy* (URRS).

Texas state law directs the Coordinating Board to "develop and annually update a uniform recruitment and retention strategy to identify, attract, enroll, and retain students that reflect the population of this state." The statute further directs higher education institutions to "implement the

uniform strategy and report annually to the Coordinating Board the manner in which the institution has implemented the uniform strategy.”¹¹

Each institution of higher education is asked to report on programs that currently serve large numbers of students or to report on programs that are scalable to serve large numbers of students. In an effort to use the URRS more effectively and aggressively in helping to close the gaps in participation and success, student recruitment and retention programs need to be provided to a wider audience of students than currently exists. Presently, many successful programs are very small and, consequently, provide limited improvements in overall success rates. Institutions will be required to design and implement programs that work for a larger share of its students. The institutions’ staff will rely more heavily on these newly created strategies and identify best practices that can be replicated across the state.

External reviewers and Coordinating Board staff will be selected to review institutional reports to provide recommendations and suggestions on the reports. The *Closing the Gaps by 2015* institutional targets are to reflect an institution’s efforts to increase the size and success of its student body by expanding the racial/ethnic diversity of their campus, improving student persistence and graduation rates, succeeding with developmental education students, and recruiting transfer students.

Strategy 5: Fund colleges and universities to reward increases in retention and graduation from high-quality programs.

As the Coordinating Board continues to work on proposals for retention and graduation incentives, community colleges will contribute to the discussions and provide support for the incentive programs for legislative consideration.

Strategy 6: Create incentives and requirements for seamless student transitions among high schools, community and technical colleges, universities, and health-related institutions.

Community colleges reduce students’ time-to-degree by offering college courses through dual credit offerings for public and private high school students. By enrolling in college courses, high school students who qualify for college-level work but who otherwise might not enroll in college are provided an opportunity to begin college courses and gain confidence in their skills to succeed. These students may complete a semester of credit or more through dual credit programs. In 2007, 64,910 students were enrolled in dual credit courses and completed 297,474 credit hours. In Fall 2008, 79,074 students were enrolled in dual credit courses, which represented a 22 percent increase from the previous year.

Strategy 7: Make partnerships and collaborations between the business community and higher education institutions a part of the culture of these organizations.

Increased attention to business/college partnerships places community colleges in a position of providing leadership in this area. Because career technical/workforce education programs must be aligned with and be responsive to the needs of businesses and industries, community colleges have led in the development of these partnerships. Within the state, there are literally thousands of community college-business/industry partnerships that support students who are enrolled in critical need areas, provide internships, donate equipment, and/or require

¹¹ Texas Education Code, Section 61.086

enrollment for maintaining employment or promotion. The reviews of career technical/workforce education programs in community colleges, under the auspices of the federal Carl D. Perkins Career and Technical Education Act of 2006, regularly evaluate the alignment of the programs' technical and academic preparation of students for successful entry and advancement in occupations for which they are training. Career technical/workforce programs are monitored via the programmatic site visit review process. In addition, Texas is one of two states participating in the *Organization for Economic Co-operation and Development (OECD) International Policy Review for CTE* and Data Quality Institutes with the federal Office of Vocational and Adult Education (OVAE).

Goal 3: Closing the Gaps in Excellence

Substantially increase the number of nationally recognized programs and services at colleges and universities in Texas.

Targets for 2006-2015:

- Increase the number of research institutions ranked in the top 10 among all research institutions from zero to one, and two additional research universities ranked in the top 30 by 2010; increase the number of public research universities ranked in the top 10 among all public research universities from zero to two, and four ranked among the top 30 by 2015.
- Increase the number of public liberal arts universities ranked in the top 30 among all public liberal arts institutions from zero to two by 2010, and four by 2015.
- Increase the number of health science centers ranked among the top 10 medical institutions from zero to one by 2010, and two by 2015.
- Each college and university will have identified by 2002 at least one program to achieve nationally recognized excellence.
- Community and technical colleges and universities will have at least one program or service nationally recognized: 75 percent of the institutions by 2010, and 100 percent by 2015.

Strategy 1: Establish ladders to excellence for different types of institutions.

As with all Texas public institutions of higher education, each community college is identifying one or more programs or services to improve to a level of state or nationally recognized excellence. In addition, as part of the new accountability system for community colleges, each community college will identify peer institutions used to establish benchmarks for excellence.

Through a partnership with the Community College Research Center at Columbia University, the Texas college system has identified key academic benchmarks that students must meet to successfully complete degrees and certificates. These achievement points are meaningful for all students across demographic characteristics (race, age, income, employment status); academic program or entering skill levels (basic skills, remedial, career technical/workforce education, academic transfer); intensity of enrollment (part-time, full-time enrollment); and type of institution attended (urban, rural, large, small, community college, technical college). Rigorous data analysis has identified achievement points that once accomplished, substantially improve students' chances of completing degrees and certificates. There are four categories of achievement measures:

- Building towards college-level skills (basic skills gains, passing pre-college writing or math);
- First-year retention (earning 15 then 30 college level credits);
- Completing college-level math (passing math courses required for either technical or academic associate degrees); and
- Completions (degrees, certificates, apprenticeship training).

These measures focus students and institutions on shorter term, intermediate outcomes that provide meaningful momentum toward degree and certificate completion for all students no matter where they start. Colleges can track student progress toward these achievement points, providing immediate feedback and opportunities for intervention strategies.

Strategy 2: Fund competitive grants to community, state, and technical colleges and universities to match business contributions for acquiring equipment and software and maintaining high-tech instructional laboratories.

For public community colleges, the \$1.87 billion general revenue appropriation for the 2008-2009 biennium represented a 1.66 percent decrease from the 2006-2007 biennium of \$1.9 billion. If the percentage of state funding for instructional and administrative costs for community colleges continues at less than 100 percent, providing matching funds for business and industry contributions will help stem the tide of diminishing resources. Most community colleges receive business/industry contributions in the form of dollars, equipment, and facilities. Additional state-level funds would provide another important resource for these colleges while encouraging contributions from business and industry.

The *Student Achievement Initiative* is a new performance funding system for community, state, and technical colleges. The first round of financial rewards were distributed to colleges in Fall 2009. Once earned, the reward will be added to the college's base budget. The Coordinating Board decided to scale up the incentive rewards over time and set aside \$500,000 for the first Student Achievement rewards, an average of \$15,000 per college. The Board included a proposal for \$7 million in the system's 2009-2011 budget request to the Governor and State Legislature to carry forward and provide larger rewards over the next two years. The Governor recommended, and the Legislature adopted, a \$3.5 million proviso for Student Achievement in the final 2009-2011 biennial operating budget. In addition, private foundations will add \$1.6 million in new funds to the Student Achievement rewards.¹²

In addition, through the Office of the State Comptroller of Texas, the *Jobs and Education for Texans* (JET) program was initiated in Summer 2009. This program offers \$5 million in grants for scholarships for community, state, and technical college students. In addition, \$10 million is available to develop, support, or expand programs of nonprofit organizations that prepare low-income students for careers in high-demand occupations. An additional \$10 million dollars is available to defray the startup costs for funding equipment associated with the development of new career technical/workforce education programs at public community colleges and public technical institutes.

The Student Aid and Fiscal Responsibility Act (H.R. 3221) is expected to pass Congress in early 2010. The Act places an unprecedented focus on one sector of higher education, community colleges, and embraces the goal of President Obama to produce 5 million more community college graduates by 2020 by making college accessible and transforming the way the student loan program operates. It will strengthen community colleges and training programs to help build a highly-skilled, innovative, 21st century workforce ready for the rigors of a global economy.

H.R. 3221 will eliminate the Federal Family Education Loan Program (FFELP) and convert those loans to the Federal Direct Loan Program (FDLP) managed by the USDE effective July 1,

¹² <http://www.thecb.state.tx.us/files/dmfile/3SeppanenSBCTC.pdf>

2010, when FFELP loan originations will cease. The estimated savings of \$87 billion dollars over 10 years will be invested in making college affordable and helping more Americans graduate.

Goal 4: Closing the Gaps in Research

By 2015, increase the level of federal science and engineering research and development obligations to Texas institutions to 6.5 percent of obligations to higher education institutions across the nation.

Target for 2006-2015:

- Increase research expenditures by Texas public universities and health-related institutions from \$1.45 billion in FY 1999 to \$3 billion by 2015 (approximate 5 percent increase per year). Increase expenditures to \$2.2 billion in constant (1998 base) dollars by 2007.

Because community colleges' research activities are limited, this goal has been more appropriately targeted by the Coordinating Board to universities and health-related institutions.

The Changing Texas Economy: Needs for the Future

Over the past 30 years, the economy of Texas has successfully diversified away from its economic dependence on oil, gas, and petrochemical production. Economic diversification, the growing and increasingly interrelated world economy, and the growth of e-commerce have generated the need for a new, more technologically sophisticated workforce. According to the Texas Workforce Commission's projections, Texas will have an average of nearly 44,000 job openings annually through 2016 for occupations requiring an associate degree or postsecondary technical award.¹³

Some parts of Texas face an acute shortage of workers in the health industry, and the state has taken steps to increase the supply of nurses and other health-related occupations.¹⁴ There is less awareness, however, of Texas' shortage of various technical specialists – welders, aircraft technicians, chemists, competent machinists, tool and die makers, and more. These shortages have a direct impact on the competitiveness of Texas companies as well as the state's ability to recruit new employers. Businesses looking to relocate to other regions, states, or countries often use consultants to help them evaluate prospective sites based on a number of criteria, such as corporate tax rate and permitting processes. According to one survey of such consultants, one of the top factors in such decisions is the availability of skilled labor.¹⁵

It is clear that Texas must continue to increase the supply of skilled and educated workers if it is to retain the economic edge it has had over other states in recent years. In addition to increasing the number of students earning bachelors and advanced degrees, Texas' economic prospects will turn on its supply of skilled workers with technical certificates and associate degrees.

¹³ Texas Higher Education Coordinating Board, "Degrees Awarded - Statewide by Institution Type," <http://www.txhighereddata.org/Quick/degrees.cfm> (last visited October 6, 2008); and Texas Higher Education Coordinating Board, "Interactive Access to Data," custom query created. The figure for technical associate degrees and certificates was derived by taking the total number of such degrees and certificates from public and independent two-year institutions and subtracting "academic" associates and certificate awards, as defined by THECB

¹⁴ Texas Workforce Commission, "Health Care Consortium Partners with TSTC Harlingen for a \$943,962 Job-Training Grant," Austin, Texas, October 17, 2008, pp. 1-2, <http://www.twc.state.tx.us/news/press/2008/101708press2.pdf>

¹⁵ "4th Annual Consultants Survey," Area Development (December 2007/January 2008), p. 3, <http://www.areadevelopment.com/annualReports/dec07/consultantsSurvey3.shtml>

The soaring prices of gasoline, combined with serious debate on the causes and remedies of global warming, has awakened consciousness in terms of energy conservation, “green technologies,” and defining and measuring the economy in light of the new green standard. The Texas Workforce Commission has focused its efforts to collect data and develop sound forecasts on how emerging technologies will alter the trajectory of employment demand and changes. It is predicted that there will be an increased need for innovators, entrepreneurs, and technology professionals who will work in alternative energy fields. Community colleges are predicted to become the prime source of education for emerging technologies.

In addition, in Texas, business and industry continues to move away from *labor*-based systems (the goods-producing sector, such as manufacturing, construction, and mining) and toward *knowledge*-based systems (the service-producing sector, such as transportation, trade, finance, insurance, real estate, services, and government).¹⁶ According to the Texas Workforce Commission (TWC), the service-producing sector will continue to be the dominant force in job creation, generating almost 1.5 million jobs, or 84 percent of all employment growth in Texas through 2016.

TWC also projects the fastest-growing occupations in Texas will continue to be in health-related occupations, business services, and educational services. The fastest-growing and largest job-producing occupations for Texas are computer support specialists, computer systems analysts, and corrections officers.

Texas must have a better educated workforce to meet projected employment needs. Routine, process-oriented skills no longer provide a competitive edge for Texas workers. Analytical and problem-solving skills, communication skills, and the ability to adapt to and manage change are needed. The workforce must continue to adapt its abilities to current and emerging technologies, or it will continue to fall behind, especially in applications of computer hardware and software technologies. A well-educated, technically skilled, and multilingual workforce will play a key role in attracting and keeping new high-wage “information” industries in Texas. A knowledge-based workforce is quickly replacing non-renewable physical resources as the state’s most valuable economic asset. Development of the state’s diverse and changing human resources is vital.

Changes in technology and the shrinkage in goods-producing employment will require new training and education for the current workforce. This will necessitate a renewed interest by business, industry, and the education community to develop and extend existing partnerships to offer this training and education. The need is growing for local businesses and industries to enhance their partnerships with community colleges. Also increasing is the need to identify specific training and education requirements, and to provide resources for the development and field-testing of job-related training. This is needed in both “soft skills” and in technical skills training to enhance productivity and promotability of workers in high-demand areas of employment. Texas’ public community colleges are geographically positioned to play a fundamental and essential role in this effort.

The State’s Fiscal Climate: Impact on Community Colleges

Historically, state government has funded a significant part of the administrative and instructional expenses for community college districts. In turn, the districts have funded costs related to physical plant and facilities primarily through revenues generated from local tax bases.

¹⁶ <http://www.thecb.state.tx.us/Reports/PDF/1668.pdf>

However, state support of administrative and instructional expenses has declined from a high of 61 percent in FY 1985 to 26 percent in FY 2008.¹⁷

The shift in state fiscal support introduces a number of serious funding issues. Local financial resources for many community college districts, especially those in rural areas of the state, are severely limited by their constricted tax bases. During 2009, 12 community college districts did not meet the \$2.5 billion minimum assessed property valuation requirement established by the Texas Legislature in 1985 for the creation of new districts. All of those districts are rural or in smaller cities, and several cover an area significantly smaller than the county in which they are located. The poorest district has a gross assessed valuation of only \$92 million and collected only \$216 thousand in taxes. In addition, several community college districts have reached, or are near, their maximum local tax levy, further restricting their ability to meet the financial challenges of maintaining and expanding facilities and providing for new educational and training needs of the community.¹⁸

Community college districts continue to have a difficult time responding to Texas employers' changing needs through capital-intensive technical instruction programs requiring state-of-the-art equipment. Start-up costs for many of these high-cost career technical/workforce development programs are an additional financial burden that some of the smaller districts with smaller tax bases have difficulty meeting. In addition, new information technologies, often outmoded within a short time, increase the need for upgrading curriculum and equipment and hiring additional faculty for these programs. Community colleges are hopeful that addressing this issue will continue to garner support in future legislative sessions.

The Socioeconomic Benefits of Texas Public Community Colleges

In June 2002, the Texas Association of Community Colleges (TACC) embarked on a study with CC Benefits, Inc. to determine the economic benefits generated by Texas' 50 public community college districts. Higher education benefits society in general through higher personal income which generates increased tax revenue, reduced welfare costs, reduced unemployment costs, improved health, and reduced crime. Data from the College Board and the Texas Legislative Budget Board show an estimated annual state expenditure of nearly \$2.4 billion on incarceration. Of this amount, an estimated 87 percent or \$2.1 billion is attributable to inmates with a high school degree or less.¹⁹

Furthermore, College Board data also show that persons with at least some higher education are roughly three times less likely to currently be incarcerated. The likelihood of incarceration is highest among those who never finish high school, resulting in part from lack of employment opportunities and weaker job skills.

¹⁷ *Funding Texas Higher Education. Presentation for the House Appropriations Subcommittee on Education. February 19, 2009.* <http://www.thecb.state.tx.us/reports/PDF/1744.PDF?CFID=506629&CFTOKEN=98257806>

¹⁸ http://www.tacc.org/documents/fy10tax_000.pdf

¹⁹ *Estimates derived from The College Board, Education Pays (New York, New York, 2005), p. 20,* http://www.collegeboard.com/prod_downloads/press/cost04/EducationPays2004.pdf (last visited October 1, 2008); and Texas Legislative Budget Board, *Criminal Justice Uniform Cost Report, Fiscal Years 2004-2006* (Austin, Texas, January 2007), p. 3, http://www.lbb.state.tx.us/PubSafety_CrimJustice/2_Current_Corr_Pop_Indicators/Uniform_Cost_Report_tables.pdf

TACC was interested in determining what specific economic benefits accrued to the state as a result of educational services provided by community colleges. The study conducted by CC Benefits, Inc. evaluated the economic benefits in four ways: 1) contribution to local job and income formation, 2) higher earnings captured by exiting students, 3) a broad collection of social benefits, and 4) the return to taxpayers for the community college support.

The Comptroller's office estimates that Texas community and technical colleges generate \$2.1 billion in such impacts annually. The economic impact resulting from the earnings of all Texans with associate degrees is estimated at \$10.1 billion annually.²⁰

From a statewide perspective, the state's 50 community college districts contribute \$13.4 billion in annual earnings – roughly equal to 351,530 jobs - to the state's economy. Another statewide benefit is \$276.3 million in avoided costs per year from reduced crime, reduced welfare and unemployment-related expenses, and improved health of citizens.

The downward shift in state fiscal support of Texas community colleges may have a deleterious effect on the economic impact these colleges have on the state, to the taxpayers, and to students who attend these institutions. If colleges must limit the educational opportunities due to decreased funding, or pass along higher costs to local taxpayers and students through increased tuition and fees, the economic future of Texas may be less sound than it is today.²¹

The Texas Skills Development Fund

In 1995, the Texas Legislature created the Skills Development Fund and appropriated \$25 million for Fiscal Years 1996 and 1997. Additional appropriations of \$25 million have been made in each subsequent biennium by the Texas Legislature. The *Skills Development Fund*, administered by the Texas Workforce Commission (TWC), provides incentives for public community and technical colleges to furnish customized assessment and training programs to business and industry in a timely and efficient manner. This expands the state's capacity to respond to career technical/workforce training needs. Key priorities for the *Skills Development Fund* are geographical distribution, creation of new jobs, funding for areas of high unemployment, *Temporary Assistance to Needy Families* (TANF) recipients, and the continued formation of business consortia. For the next two fiscal years (September 1, 2009–August 31, 2011), TWC has designated \$90 million in *Skills Development Funds* to support high quality, customized job training projects across the state.

The funds are allocated to community, state, and technical colleges across the state, serving hundreds of businesses and small and medium-sized business consortia. The training curricula and supported skills vary from those necessary for semiconductor manufacturing technicians, nurses, welders, and customer service representatives. Texas community colleges will continue to apply to the Texas Workforce Commission for grants to provide training needed to increase the skill level of the Texas workforce.

The Coordinating Board has the statutory responsibility for the review of all customized training programs developed through the *Skills Development Fund*. The Coordinating Board must

²⁰ <http://www.window.state.tx.us/specialrpt/workforce/colleges.php>

²¹ *Community Colleges Working for Texas: The Socioeconomic Benefits Generated by 50 Community College Districts in Texas*, Kjell A. Christophersen and M. Henry Robinson, CCBenefits, Inc, 2003

verify that state funds are being used appropriately by the institutions. The Coordinating Board reviews programs through programmatic oversight, collaboration, and evaluation by means of bi-annual regional meetings of college administrators and staff and by site visits.

Texas and Workforce Development

Community colleges serve as vital links in partnerships with each other and between various state and federal workforce development initiatives by providing quality education and training programs to meet the needs of business and industry. Within their statutory mission and purpose, community colleges primarily serve their local taxing districts and service areas by providing career technical/workforce development programs designed to meet local, regional, and statewide needs. As active partners in this approach to economic and workforce development, community colleges can continue to be primary providers of job training and skills enhancement, but the relationship between workforce development boards and community colleges are in continual need of partnering.

Local workforce development boards were established by the 74th Texas Legislature. Considerable responsibility is placed on these boards to retool or train a strong workforce and to ensure strong economic growth for their respective areas. In order to accomplish this goal, the workforce board staff must develop a strong working relationship with area community colleges. These boards have created some challenges for community colleges. Most areas served by local workforce development boards still do not correspond with the service delivery areas of community colleges. As a result, the colleges are sometimes unable to provide adequate career technical/workforce training and education for all business and industry in their service area. Community colleges have continued to work with the local boards in spite of this difficulty and have provided leadership in the development and implementation of numerous activities and programs, including College Tech Prep educational pathways with local school districts, contract training for specific job skills, and One-Stop Shops. The impetus for most of these partnerships has come from federal legislation, including the *Carl D. Perkins Career and Technical Education Act* and the *Workforce Investment Act*.

The Carl D. Perkins Career and Technical Education Improvement Act

The *Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV)* is a federal career technical/workforce education grant program that assists public community colleges in providing relevant and rigorous academic and technical education and career preparation for all populations in Texas. Through the Perkins Basic Grant funds, community colleges can raise the quality of instruction and provide industry standard equipment. Basic Grant funds can be used for equipment, salaries and fringe benefits, travel, staff development, and consultant fees. All expenditures must be related to rigorous academic and CTE standards, industry standards, applied learning strategies, and improvement of access/success of special populations, including nontraditional occupations. By strengthening instruction and obtaining relevant equipment for career technical/workforce education, community colleges are more able to help the state reach its participation and success goals in *Closing the Gaps by 2015*.

Perkins funds are disbursed annually by the federal government to the Texas Education Agency (TEA) which then distributes funds to the Coordinating Board for postsecondary education. The awards for postsecondary education in Texas for FY 2010 totaled \$27,759,624 from the Title I funding stream for Basic Grants, Reserve Grants, and Leadership projects. An additional amount of \$8,391,458 from Title II

funding stream was awarded for Tech Prep Grants. The total amount of Perkins funding resulted in awards of \$36,151,082.

Title I funds are used to support rigorous academic and career technical/workforce education standards, industry standards, applied learning strategies, instructional programs, special populations, and students entering nontraditional occupations. Title II funds support the state's Tech Prep programs that create a secondary-to-postsecondary pathway so that students can earn college credit while in high school.

The Status of Federal Legislation and Its Impact on Community Colleges

The federal government has played a significant role in shaping community colleges' missions and in enabling community colleges to meet the career technical/workforce education needs of their local communities. The Student Aid and Fiscal Responsibility Act (H.R. 3221) that is expected to pass Congress in early 2010 includes the following provisions for higher education:

- \$40 billion to increase maximum annual Pell Grant to \$5,550 in 2010, and to \$6,900 by 2019;
- \$3 billion to bolster college access and completion programs for students through the *College Access Challenge Grant* program; and
- \$12 billion to transform community colleges into excellent education and job training centers.

Of the \$12 billion, \$2.5 billion will be used to help community colleges construct, renovate, and repair facilities that are primarily used for instruction, research, or student housing. Funding can be used to: a) reduce financing cost of loans, b) provide matching funds for capital campaigns, or c) capitalize a revolving loan fund. Funds will be allocated to states based on their respective share of students enrolled and pursuing a degree or certificate. These funds are dedicated as follows:

- \$500 million (\$50 annually for 10 years) for competitive grants to eligible colleges, workforce programs, or other entities to support development of free, high-quality, online training, and high school and college courses;
- \$2.55 billion for Historically Black and Minority-Serving Institutions to provide students with the support needed to stay in school and graduate;
- Replaces the Perkins Loans program after June 2010 with a Direct Perkins Loans program that provides 5 percent interest rate loans and allocates \$6 billion annually to eligible institutions;
- Keeps interest rates low on need-based Federal Direct Loan Programs (FDLP) by establishing a variable rate beginning in 2012. Current rates are set to increase from 3.4 to 6.8 percent in 2012; and
- Simplifies the Free Application for Federal Student Aid (FAFSA) form by reducing the number of questions, allowing students and families to apply by using information from their federal tax returns.²²

Changes in Technology

Community colleges must continually update educational and career technical/workforce program technologies to meet changing business and industry needs. Business and industry continue to play a significant role in this process by providing expertise, leadership, and resources

²² www.fafsa.ed.gov

to enhance the delivery of education and training programs in community colleges. In addition, community colleges must continue to offer professional development opportunities for faculty to update and increase their skills and knowledge in information and telecommunication technologies.

Telecommunications technology offers tremendous potential for expanding educational accessibility. Through a personal computer, a student may gain Internet access to the latest information on a particular topic or issue from around the world. Through programs like the state's TexShare, students in the state's community colleges and public universities have access to libraries worldwide. TexShare is a cooperative program among Texas public libraries, academic libraries, and libraries of clinical medicine that allows participating libraries to share materials and services.

Telecommunications also provide opportunities to send instruction to students in rural and other under-served areas of the state. The potential of these opportunities, however, remains largely untapped until curricula are revised and retooled to facilitate the critical interaction between faculties, employers, resources, and students. Community colleges provide most of the instructional telecommunications offered in Texas.

Of equal importance to instructional telecommunications is the need to address the ever-increasing start-up costs for high-cost high technology equipment and the requisite infrastructure, especially for rural community colleges. In addition, attention to local issues and cooperative efforts by all institutions of higher education must be strengthened through the work of the state's 10 Higher Education Regional Councils. These councils are cooperative arrangements among representatives of all public and independent institutions of higher education within a Uniform State Service Region, as established under Texas Education Code, Section 51.662, and are charged with reviewing all off-campus, lower-division courses proposed for delivery to sites in a Council's service region.

The Virtual College of Texas

The Virtual College of Texas (VCT) is a collaborative effort of Texas' community college districts. Its goal is to enhance access to higher education and increase student success by sharing distance learning courses and resources among Texas' two-year institutions. From the Fall Semester of 1998 through FY 2009, VCT achieved approximately 52,000 enrollments in more than 9,600 courses (duplicated). Internet courses accounted for approximately 97.8 percent of the courses offered through VCT in FY 2009. Interactive video classes accounted for 2.2 percent of the courses.

Since the inception of VCT, 98 percent of Texas' two-year college districts/systems have participated in VCT. In FY 2009, 41 colleges participated in hosting and providing courses, representing approximately 71 percent of Texas' two-year college districts/systems and 65 percent of the individually accredited two-year colleges.

In FY 2009, VCT negotiated and purchased discounted licenses to web-based services. These licenses include a program for assessing student readiness for distance learning, an instructor-friendly online lesson builder that offers exceptional multi-purpose lesson-building power, and a repository of video and Flash learning objects. VCT also received a web-based system from the TeleCampus, part of The University of Texas System, that facilitates instructor peer review of online courses. To address the increasing demand for dual credit courses, VCT began collaborating with the Texas Virtual School Network.

VCT funding, excluding grants for special projects, totaled approximately \$3.58 million from FY 1999 through FY 2009. Funding sources include the state (82%), Texas Association of Community Colleges (12%), and foundation grants (6%).

Assessment of Internal Factors

Enrollment

Dedicated to lifelong learning for their communities, Texas' public community colleges have experienced growth in their enrollments across credit (academic and career technical/workforce) and non-credit (workforce and continuing education) course offerings. Enrollments in transferable semester credit general academic courses, semester credit technical education courses, and workforce continuing education courses increased to 687,462 students in the fall of 2009, as reflected in enrollment data gathered by the Coordinating Board.²³ Between 2000 and 2008, enrollment increases at public community, state, and technical colleges totaled 169,600 students, or 37.9 percent. Increases were greater for Hispanics than for African American, White, and other students. In 2008, White students comprised 45.3 percent of the student population at public two-year colleges. Texas residents comprised 95.2 percent of the enrollment at the state's public two-year colleges.²⁴

Between 2000 and 2007, enrollment at Texas' public two-year colleges grew rapidly, rising 31 percent. Texas' public community college enrollments in semester credit courses surpassed that of public universities for the first time in fall 1995 and have done so every year thereafter. This trend is projected to continue well into the 21st century.²⁵

This increase in enrollment is due to many factors, including growth in the Texas population. Public two-year colleges are in a unique position to provide direct work-related training to the state's increasingly diverse student population. Community colleges typically have an "open door" policy, meaning all high school graduates are admitted; offer an education at a lower cost; offer convenient access; and allow part-time attendance, all of which make a postsecondary education available to more students. Texas' relatively young, growing population offers the state an economic advantage if it can ensure that its workers have the education and skills that employers want. If Texas can continue to improve educational attainment, the state will have the right ingredients for a strong economic future.²⁶

Instructional Programs

The public community colleges of Texas offer instructional programs for academic and career technical/workforce credit as well as continuing education, personal enrichment, and community education. Two-year academic programs lead to either an Associate of Arts (AA) or an Associate of Science (AS) degree and are designed to feed into baccalaureate programs for students pursuing professional careers in medicine, law, engineering, teaching, business, or any

²³ <http://www.theccb.stats.tx.us/Reports/PDF/1708.pdf>

²⁴ *Ibid*

²⁵ <http://www.window.state.tx.us/specialrpt/workforce/demo.php#5>

²⁶ Arthur M. Cohen and Florence B. Brawer, *The American Community College*, 5th ed. (San Francisco: John Wiley & Sons, 2008), p. 44-45

other field of arts and sciences requiring higher education. Community colleges and four-year colleges and universities must work closely together to ensure effective and efficient articulation and transfer of credit for students. With the introduction of the Common Course Numbering System in 1993 and the transfer of credit law passed in 1997 (Senate Bill 148), this process has been greatly improved with the use of common course numbers, a transferable core curriculum, and the adoption of several lower-division field of study curricula. Field-of-study curricula include Business, Music, Engineering, Engineering Technology, Nursing, Communication, Criminal Justice, Computer Science, and Mexican-American Studies. A relatively new degree program for teacher preparation, the Associate of Arts in Teaching (AAT), has grown from 96 graduates in 2006 to 1,949 graduates in 2009.

Two-year career technical programs lead to an Associate of Applied Science (AAS) degree, and programs of shorter duration lead to workforce education certificates. Career technical programs are offered in a wide range of fields, such as computer information systems, allied health, semiconductor manufacturing, criminal justice and law enforcement, and construction trades. Although designed primarily for the workforce and job entry, some career technical programs also transfer into traditional and/or applied baccalaureate programs, providing students access to additional education and career advancement. Increased attention to expansion of transfer opportunities for career technical courses and programs into baccalaureate programs is becoming increasingly important to business and industry.

The faculty of Texas' community, state, and technical colleges have collaborated to produce a common statewide inventory of both credit and non-credit courses in the *Workforce Education Course Manual* (WECM). Information on the WECM and other sources for instructional programs has been made available electronically on the Coordinating Board's web site at www.thecb.state.tx.us.

Community colleges provide rapid response to the local needs of citizens, agencies, businesses, and industry by providing customized and contract workforce instruction, courses for professional certification or licensure, and general continuing education opportunities. Community colleges conduct local need assessments, sponsor advisory committees, and consult state and national labor market information for planning and revising all of its workforce education courses and programs. For example, Texas community colleges are working closely with industry-based alliances to provide high-quality programs with common curricula to provide operators and technicians for both the petrochemical and semiconductor manufacturing industries.

Community colleges also cooperate with public schools to provide enhanced educational options for high school students. Tech Prep AAS degree programs allow high school students to articulate high quality technical courses taken in high school for college credit. Depending on the educational plan of the student, they may take articulated courses for credit or participate in dual credit courses in Tech Prep programs as stand-alone courses. Dual credit programs allow students to take courses for concurrent credit in both high school and college. Some students may be simultaneously enrolled in a high school and a community college.

All community colleges offer developmental education in reading, writing, and mathematics to ensure that students acquire college-level basic academic and critical thinking skills. Developmental education is offered in a variety of course-based, computer-based, and tutorial formats. Many colleges also offer English as a Second Language, study skills, and literacy education to help students prepare for a quality life as productive and responsible citizens and workers.

Instruction in the community colleges of Texas is provided in classroom and lab settings, as well as in supervised external learning experiences, such as co-ops, internships, clinicals, and practica. Instruction is also increasingly available via telecommunications technology, including interactive video, broadcast satellite systems, television systems, microwave, video tape, video disc, computer software, computer networks, and the Internet. Learning resource centers at community colleges supplement print-based media with video, computer software, CD-ROM, and online database resources.

The quality of instruction in community colleges is monitored internally and externally. Internally, colleges conduct program reviews, provide professional development activities and services for faculty and staff, and seek evaluation and feedback on instruction from students, faculty, and administrators. External assessments are provided by the Texas Higher Education Coordinating Board and the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), employers that hire community-college trained students, and universities that provide achievement and persistence information on transfer students.

Programs That Allow College Credit to be Earned in High School

Several opportunities exist for students who want to earn college credit while still in high school. The College Board's Advanced Placement program (AP), the International Baccalaureate (IB) degree program, and dual credit programs all offer advanced academic opportunities for high school upperclassmen. The major difference between the programs is in how college credit is awarded to students who pass the courses. Students who participate in AP or IB programs must pass standardized examinations for each course, and then the admitting college or university can decide how to award credit. A dual credit course, in contrast, is a college course taken by high school students for which the students earn both college and high school credit. Therefore, dual credit courses, in most cases, transfer to any Texas public college or university, provided that students receive a grade of "C" or better.

State requirements for dual credit set the conditions necessary for participation in the program: students must have at least junior standing in high school and they must demonstrate that they are college-ready through the Texas Assessment of Knowledge and Skills (TAKS) scores, Stanford Achievement Test (SAT) scores, American College Testing (ACT) scores, or through a Coordinating Board-approved Texas Success Initiative (TSI) exam. School districts must also do their part by developing clear, written agreements with their higher education partners that describe where, when, and how the dual credit instruction will take place. The instructors may come from the high school or the college, as long as they have the appropriate credentials for college instruction.

The Coordinating Board began tracking dual credit in 1999, and it has continued to grow in popularity. In the past 10 years, the number of students taking dual credit courses has risen dramatically, from 11,921 in Fall 1999 to 79,074 in Fall 2008.²⁷ This increase is not limited to one ethnic group over another; rather, participation among all ethnic groups has accelerated over the years, with the largest growth coming from Hispanics who have tripled their involvement in the college-level courses.

²⁷ *THECB.state.tx.us/"Dual Credit Enrollments and Semester Credit Hours, Annual"*

One of the primary goals of the state's P-16 system is to create a smooth transition from one level of learning to the next as well as to create a wider range of learning experiences and opportunities for students in the final two years of high school. Texas' community colleges are leading the way in this sector of higher education by providing the vast majority of dual credit programs and courses: 71,570 students in 2008 took their dual credit at a community college out of the 79,074 total students participating in the program.²⁸ Increased student enrollment in dual credit courses promotes a seamless education system, embodied in the P-16 education system which stretches from preschool through a four-year college degree.

Developmental Education Plan

The Coordinating Board was appropriated \$5 million by the 81st Texas Legislature for the 2010-2011 biennium to fund systemically-driven developmental education strategies in Texas public community colleges. A statewide Developmental Education Plan (DE Plan) was adopted by the Coordinating Board in July 2009 to improve the quality and effectiveness of developmental education in Texas. The DE Plan is designed to address six core objectives:

- Identify and fund innovative projects to improve the access, acceleration, and success of students who need developmental education to achieve college readiness, with a specific emphasis on non-course based remediation efforts;
- Improve the availability and quality of academic advising and counseling services for developmental education students;
- Increase the preparedness of developmental educators. Teacher quality has a direct impact on student outcomes;
- Improve the quality and effectiveness of developmental education programs in the state of Texas;
- Improve the assessment and placement of first-time-in-college (FTIC) students into developmental education; and
- Improve alignment of adult basic education with community colleges and career technical education.

Applied Baccalaureate Degrees

The 78th Texas Legislature created a community college baccalaureate degree pilot program at three Texas community colleges. The intent of the program is to provide communities and students with increased opportunities to obtain baccalaureate degrees in regional workforce high-demand areas. The legislation limited the pilot program to three public community colleges chosen by the Coordinating Board and further specified that the institutions:

- receive the appropriate accreditation from the Southern Association of Colleges and Schools;
- offer no more than five baccalaureate degree programs at any time;
- not alter the role and mission of the institution; and
- enter into an articulation agreement with one or more general academic teaching institution(s) to ensure the teaching of students if the community college ceased to offer the program.

²⁸ *THECB.state.tx.us/"Dual Credit Enrollments and Semester Credit Hours, Annual"*

Under the terms of the legislation, degree program determination was to be made based upon the following criteria:

- need for the degree program in the region served by the institution;
- how the degree program would complement existing programs and course offerings at the institution;
- whether or not the degree program would unnecessarily duplicate programs at other higher education institutions; and
- the ability of the institution to support the program and the adequacy of the institution's facilities, faculty, administration, libraries, and other resources.

During the summer of 2003, Brazosport College, Midland College, and South Texas College were chosen to participate in the pilot and began the process of applying for Southern Association of Colleges and Schools (SACS) accreditation as Level II Baccalaureate Degree granting institutions. In 2004, these three community colleges were given preliminary authority by SACS to offer baccalaureate degrees. That same year the Coordinating Board granted Brazosport College the authority to offer a Bachelor of Applied Technology in Industrial Management, Midland College the authority to offer a Bachelor of Applied Technology in Organizational Management, and South Texas College the authority to offer a Bachelor of Applied Technology in Technology Management. Each of the institutions graduated their first classes in Spring 2007. Additionally, South Texas College received authority from the Coordinating Board in October 2007 to offer a Bachelor of Applied Technology in Computer and Information Technologies.

The 80th Texas Legislature passed HB 2198 which removed the pilot status of the community college approved baccalaureate programs and made the degree programs at the three institutions permanent. This legislation also limited the authority of public Texas community colleges to offer baccalaureate degrees to these three institutions only.

During the 81st Regular Legislative Session, Section 130.0012 of the Texas Education Code was amended to direct the Coordinating Board to conduct a study relating to community college baccalaureate degree programs, examining:

- the success of the existing community college baccalaureate degree programs in Texas;
- the economic viability of expanding these programs;
- the workforce needs served by the degree programs;
- current and potential university offerings related to these degree program; and
- other methods for making baccalaureate degree programs available via distance education programs and at multi-institutional teaching centers.

Student Services

Since classroom-, laboratory-, and work-based instruction represent only a portion of what community colleges offer students, the student services role in the development of the "whole student" is recognized as a way to enhance learning and fulfill the broad mission of Texas community colleges. Texas' two-year institutions provide a variety of services that aid in the development of traditional and nontraditional students seeking specific workplace skills through short-term workforce training or long-term workforce education for credit. These services routinely include recruitment, registration, advising, job placement, orientation, financial aid, tutoring, retention, and personal development through an assortment of extracurricular activities. Each service provides activities designed to assist students as they navigate their way through the two-year college toward a career or further education.

Student services or student development divisions within the community colleges also house and manage many student-centered programs that affect special populations. These programs promote federally funded, state-administered initiatives providing access and equity for students who are academically or economically disadvantaged, disabled, have limited English proficiency, are incarcerated, or are seeking gender equity. Career counseling is being widely used to complement academic advising to help students meet the challenges of the workforce.

Technology also plays an ever-increasing role in the delivery of these services. Offices are continually making greater use of improved information technology to deal with admissions, registration, and records and to manage course scheduling, grade production, student billing, transcripts, and student files.

Although the Coordinating Board has no state oversight of student services, student services areas are reviewed during on-site Perkins monitoring visits. During these on-site reviews, student services activities are examined to ensure that institutions are meeting requirements for administration of federal Perkins funds. Specific commendations or recommendations are given to the institution regarding services provided to students.

Information Systems and Technology

Community colleges are actively developing their information systems to facilitate inter- and intra-college communication. The diversity of the colleges and the range of available fiscal and human resources contribute to a wide array of current information systems. Many colleges make use of fiber optics and statewide networks. These technologies are expanding the resources and connectivity of Texas' public community colleges.

Most community colleges are expanding their computer systems and have moved beyond the typical administrative functions of maintaining personnel and student records. Instructional computing systems are providing local networks on and between some campuses and colleges. Instructional technology has expanded the colleges' capabilities to provide a variety of instructional options, including synchronous and asynchronous online courses and live interactive video. Computer-assisted learning is common across the state, providing access to higher education in rural, and even the most remote, under-served areas of the state. All 50 community college districts are involved in instructional telecommunications.

Through additional federal, state, and local resources for technology, students have enhanced access to library and reference materials from off-campus sources. Newspapers and scientific articles are available to be read online or downloaded to files for later use. Interactive conversations, virtual travel, and "real-time" experiences are all available on the Internet. Through the TexShare network, access to higher education libraries and other resources via the Internet is provided by community colleges to students, faculty, and staff. Technology provides access for all students to a world of knowledge beyond the campus walls.

Online learning also brings about increased competition from out-of-state and for-profit schools and challenges the traditional models of college instruction and organization. To take full advantage of these education advances, Texas community colleges will continue to encourage technology education and innovation to ensure technology access for people of every color, income level, and region of the state.

Administrative Functions

The administrative infrastructure that supports and manages education at community colleges in Texas is complex and comprehensive. This infrastructure is composed of personnel functions, planning and budgeting functions, and the institutional effectiveness functions.

Human Resource offices provide effective processes to employ qualified personnel. The federal Americans with Disabilities Act and Office for Civil Rights requirements are guaranteed for all students and employees through formal policies on every campus. Students and employees are guaranteed equal access to programs and services. Each community college provides an Access and Equity Plan to ensure compliance with state and federal requirements. Human resources are expanded and enhanced through professional and staff development activities offered on campus and through conferences and seminars.

As part of the planning function, each community college in Texas regularly reviews its mission and purpose and has an individual, comprehensive strategic plan with broad-based involvement of all college constituents. This planning process is directly linked to the budget process. Institutional effectiveness incorporates planning and budgeting into one process to identify goals and the resources required to accomplish those goals. The effective use of an institution's allocated resources is critical, and each college must annually assess how well it uses its resources. Additionally, state officials audit college records to ensure compliance with accepted practices and standards. Each college annually reviews its programs, systems, and services as part of its institutional effectiveness process. Coordinating Board staff review these measures and standards. Programmatic site visits are conducted on a four-year review cycle. In addition and on an annual basis, institutions participate in an annual institutional self-evaluation used in conjunction with the annual application for Perkins funding. Well-defined common measures and standards are used by all colleges to assess how well they are meeting their goals.

Colleges have acknowledged the fundamental premise that they require quantitative and qualitative data to assess themselves. In 2004, the Coordinating Board implemented an online accountability system which assists colleges in organizing and analyzing these data. In addition, colleges have hired staff in institutional research or institutional effectiveness to assist in these efforts.

All community colleges in Texas are accredited through the Southern Association of Colleges and Schools (SACS) regional accreditation agency. Once accredited, a college must conduct a comprehensive self-study every 10 years. At the end of the 10th year, a peer-review team is selected from the other states in the region to review and verify the findings of the self-study. At the conclusion of this process, the accreditation status of the college is reaffirmed. SACS reaffirmation and the Coordinating Board's site visit process ensure greater accountability and affirm that community colleges maintain high quality standards.

Resources

Fiscal resources affect all aspects of public community colleges. Major sources of revenue are state appropriations, local taxes, student tuition and fees, and federal grants. Each institution must assess its combination of revenue sources and ability to generate sufficient revenues to fund capital and operational expenses.

Total revenues for community colleges can be classified in four major areas: state appropriations, local taxes, tuition and fees, and other sources. In FY 2009, state appropriations accounted for 24 percent of all revenues, local taxes accounted for 29 percent, tuition and fees for 22 percent, and 25 percent came from other sources. Funding for public community colleges totalled \$1.2 billion for FY 2009. State appropriations were \$1.1 billion, and state grants and contracts were \$77 million.

Significant changes were seen in the FY 2009 local tax picture. Over one-half of the community college systems (28 of 50) saw a lowering of the tax rate while 10 reported an increased tax rate. Statewide, the total amount of taxes collected for community colleges was \$1.3 billion. This represents an increase of approximately \$130 million over the tax revenues reported for FY 2008 (\$1.2 billion).

As reported in the 2009 Annual Financial Reports (AFR), total tuition and fees for Texas public community colleges was \$1.03 billion. The actual cost to students was approximately 33 percent less due to scholarships, discounts, and other sources of financial assistance. Of the total amount of reimbursements to students: \$17.4 million (5.2%) came from scholarship allowances, \$59.9 million (17.8%) from remissions and exceptions, \$17.2 million (5.1%) from TPEG allowances, \$20.2 million (6.0%) from state grants to students, \$212.5 million (63.0%) from federal grants to students, and \$9.9 million (3.0%) from other sources.

Statewide, community colleges received \$792 million in federal grants and contracts. As a result of the American Reinvestment and Recovery Act of 2009 (ARRA), Texas public community colleges were allocated a portion of the Government Services Fund (GSF) as part of the State Fiscal Stabilization Fund. Texas public community colleges received \$15,000,000 in formula funding from the GSF. Per the General Appropriations Act (GAA), Article XII, Section 30, this amount was reduced from the funds appropriated in Article III. Additionally, public community colleges received \$1,905,000 for special project funding as indicated in Article XII, Section 25 of the GAA.

State appropriations are funded by the Legislature through a formula based on a study of costs for different fields of instruction. An individual institution's appropriation is based on enrollment and the variety of courses taken by its students. The enrollment figures are determined in the "base year:" summer/fall terms of even years and spring term of odd years for credit classes and March 1 through February 28 for non-credit classes. Community colleges are moving toward three basic goals with the Texas Legislature: 1) funding the cost of instruction, 2) funding growth, and 3) funding the cost of the higher education plan, *Closing the Gaps by 2015*.

Local taxes play a varied role in the generation of revenue. Some institutions have a significant tax base to generate funding that complements the revenue generated through state appropriations. However, other institutions find themselves in areas with decreasing tax bases and resulting fiscal constraints. Increasing the available funding from local taxes is a complex political process. Some institutions have reached the maximum authorized tax rate and must have a local election to increase it. Others have a very limited tax base and cannot generate significant amounts of revenue even with a tax rate increase.

Although the minimum tuition charge is determined by law, tuition rates vary by institution. Other fees can provide additional resources, but the institutions must be concerned with the negative impact such increases could have on enrollments. With enrollment-driven state appropriations, a decrease in enrollment could cause other fiscal concerns for an institution.

Federal revenue sources are available to all institutions, ranging from student financial assistance to various federal grants for the operation of specific educational programs. However, these sources of revenue generally require commitment of extensive institutional resources as well, and can be labor-intensive to manage as a result of federal regulations.

Human resources also vary by institution. Factors that influence the makeup of staff and faculty (including the increased reliance on adjunct faculty) include fiscal resources, the region of the state in which an institution is located, existing human resources, and even physical plant resources. Institutions continually face the challenge of recruiting and retaining skilled personnel while maintaining the appropriate alignment with institutional missions.

Physical plant resources are obtained by institutions through purchase, negotiation, and/or donation. Since state appropriations are used solely for instructional expenses, local taxes are dedicated to capital investments and expansion. Each institution must determine the adequacy of its fiscal resources to maintain, improve, replace, or expand existing resources to meet the needs of its programs.

One approach for addressing the problem of diminishing physical, human, and fiscal resources is in the expansion of partnerships between institutions of higher education. For example, a Multi-Institution Teaching Center (MITC) allows public and independent institutions of higher education to join together in offering courses and programs in underserved geographic areas without requiring the community or the state to commit funds on a permanent basis. If growth continues to demonstrate the need for a permanent higher education presence, the MITC can be replaced by a free-standing college or university. Because of the relative newness of the concept of MITCs in Texas, no MITC has reached an enrollment appropriate for conversion to a free-standing institution.

APPENDICES

Appendix A

Community Colleges Accountability Measures and Definitions

PARTICIPATION -- KEY MEASURES

1. Enrollment

Fall Headcount (Unduplicated)

Definition: Unduplicated fall enrollment by race/ethnicity, age, full-time/part-time, academic/technical, and residency status (in-district, out-of-district, and out-of-state). Flex-entry students are not included. The age is calculated using the year of enrollment minus the year of birth. Dual credit students are reported separately.

Source: CBM001.

2. Annual Unduplicated Enrollment

Annual unduplicated enrollment including credit, noncredit, and dual credit students.

Definition: Unduplicated annual enrollment by race/ethnicity, age, residency/enrollment status (in-district, out-of-district, out-of-state). The age is calculated using the year of enrollment minus the year of birth. Continuing education, flex-entry, dual credit, and regular credit students are included in the enrollment. For level, the annual number is unduplicated based on a hierarchy where Tech Prep supersedes technical, which supersedes continuing education, which supersedes academic. The numbers match the Institutional Effectiveness measures and standards.

Source: CBM001 and CBM00A.

PARTICIPATION -- CONTEXTUAL MEASURES

3. Enrollment by Semester

Definition: Unduplicated annual headcount by academic/technical/continuing education, age, and race/ethnicity. The age is calculated using the year of enrollment minus the year of birth. Continuing education, flex-entry, dual credit, and regular credit students are included. Each semester is unduplicated based on a hierarchy where Tech Prep supersedes technical, which supersedes continuing education, which supersedes academic.

Source: CBM001 and CBM00A.

4. Gap Between Demographic Groups in the Area and Enrollment

Definition: The comparison between the demographic groups in the area and enrollment is a difference of percentages: the percentage of students in a race/ethnic or gender group enrolled at a college minus the percentage of the group in the population of the college's service area. Enrollment is the unduplicated annual enrollment of students ages 18 to 54, excluding dual credit students. The enrollment is further unduplicated for aggregation to the state level. Population figures are derived from projections for residents of the service area, ages 18 to 54, produced by the Texas State Data Center.

Source: CBM001 and Texas State Data Center.

5. Semester Credit and Contact Hours

Definition: Total annual undergraduate semester credit hours and contact hours, including non-fundable for continuing education programs by academic, technical, and continuing education contact hours.

Source: CBM004 and CBM00C.

6. Financial Aid: Students Receiving Pell Grants

Definition: Percent of undergraduate students who are receiving any amount of Pell grant as reported on the financial aid database. Matches the fall undergraduate enrollment by FICE and SSN to the FADS database and pulls all students who received Pell Grants. Calculate the percentage of the number of Pell grant students to the fall undergraduate enrollment. Institutional scholarships are not captured in this measure. This is for prior year because FADS is not reported in time to match with current fall.

Source: CBM001 and Financial Aid Database System.

7. Full-Time/Part-Time Undergraduate Students

Definition: Number and percent of credential-seeking students disaggregated by gender and ethnicity. Part-time is considered less than 12 semester credit hours. Full-time is considered 12 or more semester credit hours. Credential-seeking students are those with a code of 1-earn an associate's degree, 2-earn a certificate, 3-earn credits for transfer, or 6-did not respond from the student intent field on the CBM001. Those coded as 4-job skills or 5-personal enrichment are not included. Dual enrollment is included only if they are credential-seeking. Flex-entry students are not included.

Source: CBM001.

8. First-Time in College Students

Definition: Number and percent of first-time credential-seeking students disaggregated by gender and ethnicity. Part-time is considered less than 12 semester credit hours. Full-time is considered 12 or more semester credit hours. Credential-seeking students are those with a code of 1-earn an associate's degree, 2-earn a certificate, 3-earn credits for transfer, or 6-did not respond from the student intent field on the CBM001. Those coded as 4-job skills or 5-personal enrichment are not included. Dual credit enrollment is not included because it is not considered first-time in college. Flex-entry students are not included.

Source: CBM001.

9. Community College Activities: Non-funded and Non-reported

Definition: Enrollment numbers are unduplicated annually illustrating the number of individuals served. The contact hours should be the total number of contact hours generated by alternative

teacher certification program or contract training for the fiscal year in question. Adult basic education does not include ESL courses offered to adult/older students. As there may be a difference in defining of the fiscal year between agencies, include the number of students that ere reported for the period requested.

Source: Institutions.

SUCCESS -- KEY MEASURES

10. Graduation and Persistence Rate

First-time, full-time, credential-seeking undergraduates who have graduated or are still enrolled.

Definition: Percent of first-time, full-time credential-seeking undergraduates who have graduated or are still enrolled in Texas public and private higher education after six academic years by race/ethnicity and gender. Students transferred to out-of-state institutions are not included in this measure. Full-time is considered 12 or more semester credit hours. Prior to Fall 2000, the credential-seeking students are determined by matching to the CBM002 where the educational objective field does not equal 1 (non-degree). Beginning in Fall 2000, credential-seeking students are those with a code of 1-earn an associate's degree, 2-earn a certificate, 3-earn credits for transfer, or 6-did not respond from the student intent field on the CBM001. Those coded as 4-job skills or 5-personal enrichment are not included. IPEDS uses intent therefore the matching measures is only credential-seeking.

Source: CBM001, CBM002 (for historical intent) CBM009.

11. 3, 4, and 6-Year Graduation Rates

First-time, full-time entering, credential-seeking undergraduates who have graduated.

Definition: First-time, full-time, credential-seeking undergraduates by gender and ethnicity. Prior to Fall 2000, the credential-seeking students are determined by matching to the CBM002 where the educational objective field does not equal 1 (non-degree). Beginning in Fall 2000, credential-seeking students are those with a code of 1-earn an associate's degree, 2-earn a certificate, 3-earn credits for transfer, or 6-did not respond from the student intent field on the CBM001. Those coded as 4-job skills or 5-personal enrichment are not included.

Source: CBM001, CBM002 (for historical intent) CBM009.

12. Degrees and Certificates

Number of awards, certificates by type, core completers and field-of-study completers.

Definition: Awards, certificates by type, core completers and field-of-study completers, race/ethnicity, level of award, and gender. These numbers are duplicated, as a student may earn multiple awards during a school year. Degrees include associate's and baccalaureate degrees.

Source: CBM009.

13. Transfers

Definition: Students entering college for the first time at a two-year institution, who are not concurrently enrolled at a 4-year institution, are tracked until they transfer to a four-year institution for the first time, or until they complete an award at the two-year institution. The hours shown are attempted hours, not necessarily completed hours, taken at the same institution where the student first enrolled. Only college-level hours are included in the counts; developmental education hours are not included. Students with invalid SSNs are not included.

Source: CBM001 and CBM009.

14. Developmental Education

Students who successfully complete a college-level course in math, reading, and writing. Prepared students are given 1 year. Under-prepared students are given 3 years.

Definition: First-time summer/fall entering (non-flex entry) degree-seeking undergraduates are tracked to determine whether they successfully complete a college-level course in each subject area (math, reading, writing). Students who were prepared (passed the TSI or were exempted), and who have not already received college credit in a subject area, are given 1 year to successfully complete a college-level course. Under-prepared students (who were not TSI exempted and took and failed the initial TSI test) are given 3 years to successfully complete a college-level course in each subject area. Students recorded as entering college with subject-area college credit are reported as matriculating with college credit, however, if they are also reported as not TSI ready (failing above or below the standard deviation), attending developmental education, or attending or passing a college level course, they are reported in those categories as well. This is true for all developmental education accountability measures. To "successfully complete" the first college level course the student must earn an A, B, or C in a related general education, core curriculum course. The students who were deficient in all three areas are assessed as a separate group using the standards mentioned above. The undergraduates who could not be classified into any of the above categories were grouped separately as "unknown/not tested."

Source: CBM001 and CBM002.

SUCCESS -- CONTEXTUAL MEASURES

15. Persistence Rates

Definition: First-time credential-seeking students enrolled in at least 12 SCH, who remain enrolled after one and two academic years by race/ethnicity. Credential-seeking students are those with a code of 1-earn an associate's degree, 2-earn a certificate, 3-earn credits for transfer, 6-did not respond, or 7-earn a BAT degree. Those coded as 4-job skills or 5-personal enrichment are not included. If a student earned a certificate 1, certificate 2, advanced technology certificate, associate's, or baccalaureate at any Texas public or private institution and did not persist, they were excluded from the cohort. If a student earned an award and persisted, then they remained in the cohort.

Source: CBM001 and CBM009.

16. Awards in Closing the Gaps Critical Fields

Definition: Include students in the same CIP codes as Closing the Gaps science, technology, engineering, and math (STEM) (CIP 11, 14, 15, 27, 40, and 30.01). The total number will include the same awards as Closing the Gaps, which includes students who graduate with a certificate 1, certificate 2, advanced technology certificate, associate's, or bachelor's degree. Other completers, such as enhanced skills certificates, core curriculum completers, and field-of-study completers will be displayed as additional information, but are not included in the overall total.

Source: CBM009.

17. Degrees and Certificates in Nursing

Definition: Number of degrees and certificates awarded in nursing. The nursing CIP code is 51.16. The total number will include the same awards as Closing the Gaps, which includes students who graduate with a certificate 1, certificate 2, associate's, or bachelor's degree. Other completers such as enhanced skills certificates, core curriculum completers and field of study completers will be displayed as additional information, but are not included in the overall total.

Source:

18. Degrees and Certificates in Allied Health

Definition: Number of degrees and certificates awarded in Allied Health. The allied health CIPs, as in Closing the Gaps, are 51.02, 51.06, 51.07, 51.08, 51.09, 51.10, 51.18, 51.23, 51.26, 51.27, 51.31, 51.32, 51.33, 51.34, and 51.99. The total number will include the same awards as Closing the Gaps, which includes students who graduate with a certificate 1, certificate 2, associate's, or bachelor's degree. Other completers such as enhanced skills certificates, core curriculum completers, and field-of-study completers will be displayed as additional information, but are not included in the overall total.

Source: CBM009.

19. Teacher Production and Certification

Definition: The number of initial certification tests taken and passed by students enrolled in Alternative Certification Programs at an institution divided by the number of tests taken by students from an institution. Specifically, total unduplicated number of students who pass an exam relevant to a degree or program course during the reporting period, divided by the total unduplicated number of students or graduates taking licensure or certification exams during the reporting period.

Source: State Board for Educator Certification.

20. Graduate Status After Graduation

Definition: Percent of graduates employed or placed in military service in the fourth quarter of the calendar year in which the program (fiscal) year ends and/or enrolled in a Texas senior institution in the following fall after the school year in which the program year ends. The "Enrolled at CTC"

was added so that all the categories would add up to the total. They were not at a senior institution, but do not belong in the not found category.

Source: CBM001 and CBM009, Unemployment Insurance (UI) wage records and Federal Employment Database Exchange Service (FEDES) including records for United States Postal Services (USPS), Office of Personnel Management (OPM), Department of Defense (DOD), and CB 116.

21. Marketable Skills Awards

Definition: The number of marketable skills award completers by race/ethnicity and gender.

Source: CBM00M.

22. Associate of Arts in Teaching Awards

Definition: The number of Associates of Arts in Teaching (AAT) completers by race/ethnicity and gender. Includes all of CIP code 13.0101 and CIP Code 30.9999.01 where degree equals AAT.

Source: CBM009.

23. Developmental Education

Under-prepared students are given 2 years to satisfy their TSI obligation.

Definition: Of the first-time summer/fall entering (non-flex entry) degree seeking undergraduates who took and failed the initial TSI test (math, reading, writing) and who were not TSI-exempt, the percent who satisfied TSI requirements in 2 years are shown. The number of students enrolled in developmental education is presented for students who met TSI requirements and for those who did not. The undergraduates who were not found in the above categories, in addition to the students who had a waiver status of '2' in a subject area, were grouped separately as 'unknown/not tested' in that subject area. The students who were deficient in all three areas are assessed as a separate group.

Source: CBM001 and CBM002.

24. Developmental Education: Underprepared and Prepared Students Returning in Fall

Definition: Of the first-time summer/fall entering (non-flex entry) undergraduates, the percent who return the following fall to any public institution in the state. Students who record their intent as "4" (new or better job/improve skills) or "5" (personal enrichment) are not included.

Source: CBM001 and CBM002.

25. Course Completion Rate for Undergraduate State Funded Semester Credit Hours

Definition: State-funded undergraduate semester credit hours reported as of the 12th class day and at the end of the course are compared to produce a percentage completion rate.

Source: CBM004 and CBM006.

EXCELLENCE -- KEY MEASURES

26. Licensure Rate

Pass rate for programs whose graduates are required to pass a licensure exam to practice in the field.

Definition: Pass rates for programs whose graduates are required to pass a licensure exam to practice in the field, if the pass rate for each of the past three years is 90 percent or higher for three consecutive years (not a three-year average) and if the program has 15 or more graduates over the three year period. These are programs that have licensure pass rates of 90 percent and above for the last three years. This is not an average, but annual individual rates. The programs can be credit or noncredit.

Source: Institutions. (Data from the new Licensure Report is not yet available to allow the CB to complete this measure.)

EXCELLENCE -- CONTEXTUAL MEASURES

27. Certification and Licensure

Definition: The percentage of students in a discipline requiring external certification or licensure who pass a licensure or certification exam during the reporting period. Calculated as the total unduplicated number of students who pass an exam relevant to a degree or program course during the reporting period, divided by the total unduplicated number of students or graduates taking licensure or certification exams during the reporting period.

Source: Legislative Budget Board.

28. Significant Recognitions

Definition: Number of students eligible for membership in Phi Theta Kappa; number of members in Phi Theta Kappa who were enrolled in college during the fiscal year and were active members of PTK; number of students in service learning programs, defined as an activity that helps to promote some improvement outside the college that correlates to or supports a learning outcome measure; exemplary programs or citations (e.g., Star Award, SACS commendation, or other accrediting bodies); and other national recognitions. The programs offered during the fiscal year that were recognized by a state or nationally recognized entity. List will be limited to the 3 best exemplary collaborative initiatives, such as activities that occur between colleges and local communities or school districts e.g., P-16 initiatives, college readiness programs, workforce initiatives, and other programs that encourage the transition of students from high school to postsecondary.

Source: Institutions.

INSTITUTIONAL EFFICIENCY AND EFFECTIVENESS – KEY MEASURES

29. Administrative Costs

Institutional support as a percent of total operating expenses.

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 all current year operating expenses as reported in each district's Annual Financial Report.

Source: LBB (District Annual Financial Reports-Exhibit 2).

30. Tuition and Fees

Tuition and fees for 30 SCH.

Definition: Average cost of tuition and fees for tuition and fees charged a student taking 30 semester credit hours.

Source: College Student Budget.

INSTITUTIONAL EFFICIENCY AND EFFECTIVENESS -- CONTEXTUAL MEASURES

31. Faculty

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

Source: CBM008.

32. FTE Student/FTE Faculty Ratio

Definition: CBM008 for FTE faculty - FTE faculty are instructional faculty reported on the 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: CBM008 and CBM004.

33. Contact Hours

Definition: Percent of contact hours taught in semester credit courses by instructors classified as full-time and part-time faculty. Type of instruction is a lecture, lab, or practicum. Only contact hours where the CBM004 and CBM008 match by instructor SSN are used. Full-time and part-time are determined by percent of teaching time. Full-time faculty are those teaching 80 percent or more. Classes taught at an inter-institutional location are excluded.

Source: CBM004 and CBM008.

Appendix B

Performance Measures

The annual performance report of each community/junior college district, as required in the Texas Education Code, Section 130.0035 states,

As soon as practicable after the end of each academic year, a junior college district shall prepare an annual performance report for that academic year. The report shall be prepared in a form that would enable any interested person, including a prospective student, to understand the information in the report and to compare the information to similar information for other junior college districts. A junior college district shall make the report available to any person on request. The report must include the following information about the college district for the academic year covered by the report:

1. The rate at which students completed courses attempted;
2. The number and types of degrees and certificates awarded;
3. The percentage of graduates who passed licensing exams related to the degree or certificate awarded, to the extent the information can be determined;
4. The number of students or graduates who transfer to or are admitted to a public university;
5. The passing rates for students required to be tested under the Section 51.306;
6. The percentage of students enrolled who are academically disadvantaged;
7. The percentage of students enrolled who are economically disadvantaged;
8. The racial and ethnic composition of the district's student body; and
9. The percentage of students' contact hours taught by full-time faculty.

Added by Acts 1997, 75th Leg., ch. 978, Sec. 1, eff. Sept. 1, 1997. Amended by Acts 2003, 78th Leg., ch. 785, Sec. 60, eff. Sept. 1, 2003

Appendix C

Texas Public Community College Statistics – Fall 2008²⁹

Student Headcount

Total Student Headcount	617,507
Male	255,682
Female	361,825
White	279,396
Black	72,720
Hispanic	210,476
Asian	25,882
Native American	3,207
International	15,144
Unknown	10,682

Contact Hours

Total Contact Hours	104,694,116
Academic	78,916,999
Technical	25,777,117

Semester Credit Hours

Total Semester Credit Hours	5,156,140
State Funded - Academic	4,127,257
State Funded - Technical	938,641
State Funded - Bachelor of Applied Technology	2,644
Non-funded	87,598

Degrees and Certificates Awarded

Total Awards (2007-2008)	59,049
Associate	38,903
Certificate - Technical	19,908
Enhanced Skills Certificate	109
Advanced Technology Certificate	83
Bachelor of Applied Technology	46

²⁹ http://www.txhighereddata.org/Interactive/PREP_New/

Appendix D

Texas Public Community College Statistics – Fall 2008³¹

Faculty Headcount

Full-Time

Race-Ethnicity	Total	Percent
White	7,930	74.3
African American	710	6.6
Hispanic	1,540	14.4
Asian	396	3.7
Native American	51	0.5
International	9	0.1
Other	44	0.4
Gender		
Male	5,144	48.2
Female	5,536	51.8
Full-Time Total	10,680	100.0

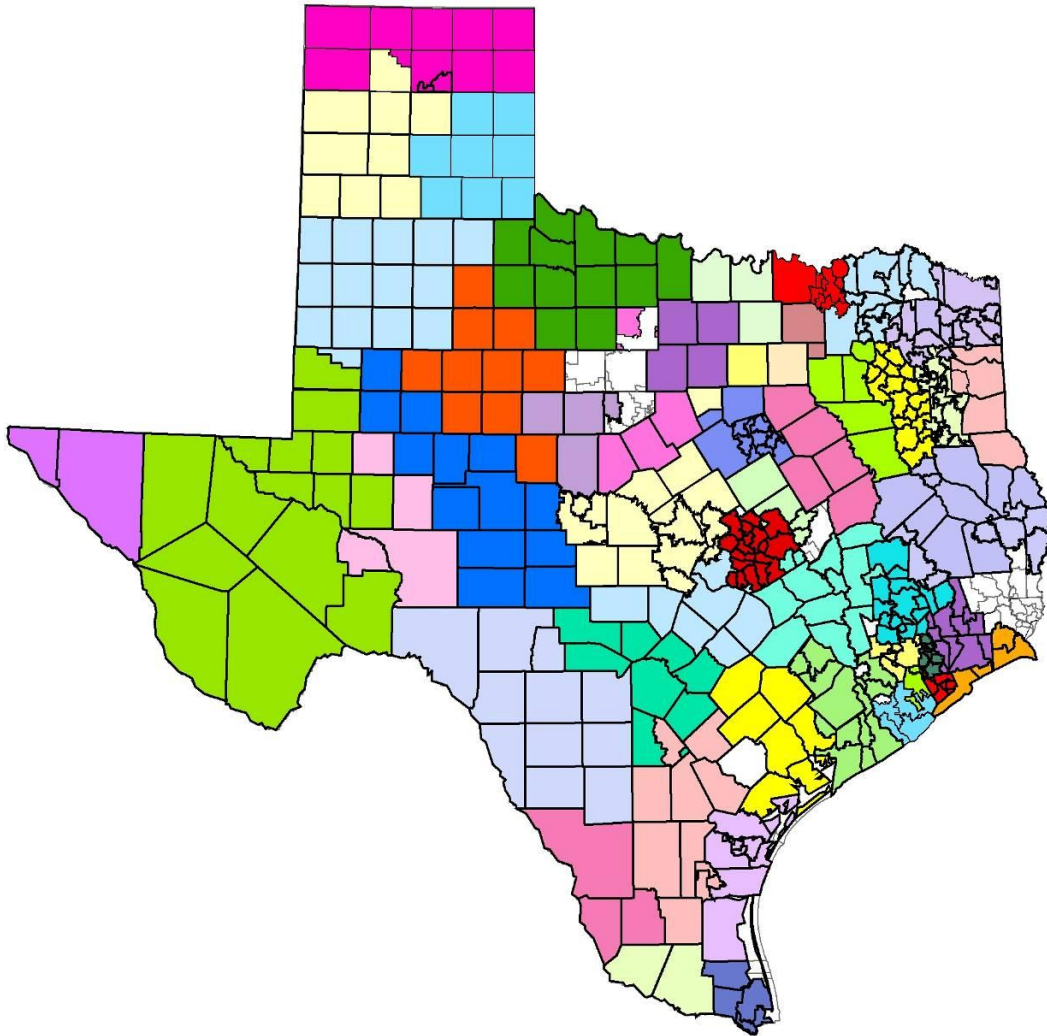
Part-Time

Race-Ethnicity	Total	Percent
White	12,599	71.8
African American	1,686	9.6
Hispanic	2,290	13.1
Asian	662	3.8
Native American	97	0.6
International	20	0.1
Other	189	1.1
Gender		
Male	8,196	46.7
Female	9,347	53.3
Part-Time Total	17,543	100.0

³¹ http://www.txhighereddata.org/Interactive/Accountability/CC_InstEffect.cfm?FICE=445566

Appendix E
Texas Community College Service Areas

Texas Community College Service Areas



Legend

Temple Community College District	McLennan Community College District	Tyler Junior College District	Grayson County Junior College District
Austin County Community College District	Laredo Community College District	Wharton County Junior College District	Galveston College District
Navarro College District	Howard County Junior College District	Western Texas College District	College of the Mainland District
Central Texas College District	Hill College District	Weatherford College District	Clarendon College District
Midland Community College District	Del Mar Community College District	Vernon Regional Junior College District	Brazosport College District
South Plains College District	Dallas County Community College District	Trinity Valley Community College District	Borger Junior College District
South Texas Junior College District	Collin County Community College District	Texas Southmost College District	Alvin Community College District
Ranger Junior College District	Cisco Junior College District	Texarkana College District	Amarillo College District
Paris Junior College District	Central Texas College District	Tarrant County Community College District	
Panola College District	Blinn Junior College District	Southwest Texas Junior College District	
Midland Community College District	Alamo Community College District	San Jacinto College District	
	Bee County College District	Northeast Texas Community College District	
	Angelina County Junior College District	North Harris Montgomery Community College District	
	El Paso Community College District	North Central Texas College District	
	Odessa College District	Lee College District	
		Kilgore Junior College District	
		Houston Community College District	

Map Prepared By:
Texas Higher Education Coordinating Board
February 28, 2006

Data Source:
Subchapter J, Section 130.161 of the
Texas Education Code
Texas Education Agency
Texas Higher Education Coordinating Board

Empty areas are not part of a community college service area.