



**Strategic Plan for
Texas Public
Community Colleges**

2009-2013

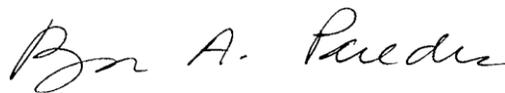
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Texas Higher Education Coordinating Board
Strategic Plan for Texas Public Community Colleges
2009-2013

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Submitted August 1, 2008

Signed:



Raymund A. Paredes
Commissioner of Higher Education

Approved:



Robert W. Shepard
Chairman, Texas Higher Education Coordinating Board

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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 consolidated community college strategic plan, is limited to the statewide mission, philosophy, higher education goals and benchmarks, community college mission and philosophy, and the external and internal assessment (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 differences in the specific needs of each of the 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 enroll more than one-half of the students in higher education in Texas. In order to sustain and grow the economic base of the state of Texas and safeguard the well-being of its citizenry, community colleges will have to educate even more students. Community colleges are well-positioned to accomplish this goal because of their geographic accessibility to populations across the state, the relatively low cost of tuition, and the close relationship these institutions have with area businesses and industries to train and retrain the workforce. Furthermore, as they 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 the array of support services necessary for students to succeed.

The Mission of Texas State Government¹

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 Government¹

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.

¹*Securing Our Future: The Statewide Strategic Planning Elements For Texas State Government, Page 37.*

State of Texas: Priority Goal for Higher Education²

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 Education²

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 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
- Number of patents obtained by institutions of higher education that are commercialized.

² *Securing Our Future: The Statewide Strategic Planning Elements For Texas State Government*, Page 39.

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 vocational, technical, 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.³

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

- technical programs up to two years in length leading to associate's degrees or certificates;
- vocational 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;
- continuing 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;
- 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.⁴

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.

³ Source: *Texas Education Code*, Section 130.0011

⁴ Source: *Texas Education Code*, Section 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 34 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 50 percent of the students in public higher education in Texas. Non-duplicated credit headcount enrollment rose from nearly 38,000 in fall 1964 to nearly 569,000 in fall 2007.

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, 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 26,156,000 – an increase of nearly 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 over 40 percent by 2015. Together, Hispanics and African Americans are projected to account for more than 51 percent of Texas' population by 2015.

Historically, Hispanics and African Americans have been under-represented in Texas higher education. As recently as 2007, these groups accounted for 54 percent of the state's population age 15-to-34, 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. The window of opportunity for successfully educating these groups at the same rate as Whites is narrowing – only 10 to 15 years, if the retirement of the post-World War II “Baby Boomers” from the workforce is used as a measure.

One of the fastest-growing populations in Texas in the coming decade will be 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 largest generation in American history. As more Boomers enter retirement, the 65-and-older population will increase from 4.1 million in 2000 to 4.4 million by 2025. In addition to the expected growth in labor demands in health and elderly care, as well as for entertainment and travel services, the increased numbers of senior citizens will no doubt increase the need for recreational and avocational continuing education programs targeted to this group.

The link between education and prosperity is undisputed. According to the most recent data from the Bureau of Labor Statistics of the U.S. Department of Labor,⁵ in 2006, a person leaving a community college with a two-year associate's degree earned a median salary of more than \$6,500 over the median salary of a high school graduate and about \$15,700 more than the median salary of a high school dropout. In addition, opportunities for job advancement are much more available to community college graduates.

Education, training, and retraining of the current workforce maintain the employability of workers in changing business and industry environments. Community colleges will continue to be the primary providers of this training, whether it is in short courses, adult vocational education, or certificate and degree programs.

Higher Education Plan – *Closing the Gaps by 2015*

In October 2000, the Texas Higher Education Coordinating Board (Coordinating Board) 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 reflect updated demographic data. The goals and targets provided below include those changes.

GOAL 1: CLOSE THE GAPS IN PARTICIPATION – By 2015, close the gaps in participation rates across Texas to enroll 630,000 more students in higher education.

Although 200,000 additional students are expected to enroll by 2015, another 430,000 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 attenders 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 students.

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

Many of the strategies within the *Closing the Gaps* higher education plan target students in the K-12 pipeline and their families. Efforts are underway to create a college-going culture for students in primary, middle, and high school grades, expanding traditional higher education information and recruiting activities that targeted only high school students and their parents.

⁵“Education Pays . . .,” U.S. Department of Labor, May 29, 2007.

Another effort to increase higher education participation is to increase the number of students who complete the general educational development (GED) test if they did not complete high school.

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 will have 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, will continue to enroll in public community colleges as their primary entry point into the Texas higher education system.

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. And, 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. Thirty-nine community college districts now offer one or more of three fully transferable AAT curricula for current State Board for Educator Certification licenses. 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:

- representation on several state-level curricula committees associated with the campaign (i.e., College for Texans "Go" Toolkit and English as a Second Language (ESL) modules);
- lead partners in establishing Go Centers (prospective college student centers) in middle/high schools throughout the state, providing Go Toolkit train-the-trainer presentations, and providing Go Toolkit training to school districts in their service areas;
- facilitated 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; and

- community colleges host fifty percent of the P-16 Field Specialists, who coordinate and promote the campaign at the local level, and six of the twelve Mobile Go Center units which take the college-going message to nontraditional settings.

Strategy 4: Establish an **affordability policy** that ensures 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 addition, community colleges offer dual credit and articulated courses for high school students, allowing them to complete their educations at a faster pace and at lower cost, or no cost. 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.

The ability of community colleges to maintain low tuition and fees is strained, however. As a result of changing local economic conditions, some community colleges that previously waived tuition for dual credit courses have begun to charge for those courses. In addition, tuition and fees for other students have been raised at some community colleges to offset diminished state funding.

GOAL 2: CLOSE THE GAPS IN SUCCESS – By 2015, award 210,000 degrees, certificates, and other identifiable student successes from high quality programs.

According to the *Closing the Gaps* 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 workforce education courses and programs. Furthermore, mechanisms to facilitate the transfer of credit from one institution to another must improve to ensure greater numbers of students who successfully complete degree and certificate programs. Community colleges must also increase the number of students transferring to four-year institutions to continue their studies.

To address issues of transfer, the Coordinating Board and The University of Texas System co-sponsored a Transfer Success Summit 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. Collaborative partnerships are important to help transfer students who are well-qualified to transfer from a community college to a university, but either fail to do so or do not complete their bachelor’s degrees after transferring.

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 of the 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 is to fund the creation and expansion of redesigned developmental and entry-level academic courses to ascertain the effect they will have when disseminated statewide. The Course Redesign Project will directly affect Texas public community colleges over the life of this strategic plan, since they enroll the majority of entering college students.

Through the first three phases of redesign projects, the following courses have been developed (and three began being taught in Fall 2007):

(all are listed with the Academic Course Guide Manual prefix, number, and title)

BIOL 1406 & 1407 Biology for Science Majors I & II

ENGL 0111 Expository Composition Workshop

ENGL 1301 English Composition

ENGR 1101 Intro to Engineering & Engineering 2323 Applied Engineering Analysis

HIST 1301 United States History I

HUMA 1315 Fine Arts Appreciation

MATH1314 College Algebra

MATH1324 Math for Business & Social Sciences I

MATH1342 Elementary Statistics

MATH2313 Calculus I (an online course redesigned with live on-campus student support)

SPAN 1305 Intensive Beginning Spanish

SPAN 1411 Beginning Spanish I

SPAN 1511 & 1512 Beginning Spanish I & II

the following are Paired Courses (Developmental and Academic):

Developmental Math (Basic, Intro, & Intermediate Algebra)

Developmental Math & College Algebra

Developmental Math & CSCI 1403 Computer Literacy

Developmental English & 1st Year English

Developmental Reading & American Government I

Developmental Writing & United States History II

other projects:

Repository of Learning Objects

Algebra Professional Development Modules

Community colleges not only are affected by the course redesign, 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; and Texas Southmost College.

It is expected that during the life of this Strategic Plan there will be widespread adoption of these course designs by all 50 community college districts in Texas. 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 filling a complete freshman year of general education and developmental courses that cause an increase in the successful completion of these courses by students.

Strategy 2: In collaboration with the Board of Education, define and adopt **standards for college readiness** for students entering Texas public colleges and universities.

House Bill 1, Third Called Session of the 79th Texas Legislature, mandated that vertical teams composed of public and higher education faculty members develop College Readiness Standards (CRS) in the areas of mathematics, social studies, science, and English/language arts for adoption by the Coordinating Board and approval by the Commissioner of Education. The teams, each composed of 10 members (six from institutions of higher education, and four from public education), provided the Commissioner of Higher Education with their recommendations for the CRS in the four content areas and on Cross-Discipline Standards that are pertinent to all content areas. The Commissioner of Higher Education reviewed the CRS recommendations and made changes in consultation with Commissioner of Education, Robert Scott. The Coordinating Board approved the CRS at its January 2008 meeting and forwarded it to the Commissioner of Education for approval. According to House Bill 1, the State Board of Education is solely responsible for incorporating the CRS into the Texas Essential Knowledge and Skills.

College readiness refers to what students must know and be able to do to succeed in entry-level college and university courses and mark a significant departure from previous benchmarks. For the first time, it is clearly stated what is needed to be successful in entry-level college courses. Rather than a score on a certain test, the standards specifically articulate both content in the field of English language arts, mathematics, science and social studies as well as skills embedded in the disciplines and further defined by the set of cross-disciplinary skills included as part of the CRS.

The identification and adoption of college 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 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.

The standards offer both short- and long-term benefits for higher education institutions, especially community colleges, since these enroll so many under-prepared students and are expected to be the entry point for as many as 70 percent of the students entering higher education in the coming decade.

It is anticipated that entry-level courses will be far more rigorous than they are now and initially more students will need developmental education. However, as more students enter classes college-ready, the demand for resources to support large developmental education programs will start to decline. Faculty, facilities, and other resources can be re-directed to expanding the numbers of college-level courses available to students. This initiative will also mean faculty can deepen their programs since students will have more time, more skill and knowledge, and financial support to

study at college-level. 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 will be more closely aligned.

Benefits will accrue to students in both workforce education and academic programs, given that today's globally competitive economic environment demands comparable skill levels for students entering the workforce from high school, or enrolling in a community college or university.

As institutions enroll greater numbers of college-ready students, they can afford 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 different types of learning activities. However, 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, and 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 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 state's **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 are required to 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. The Coordinating Board will be working with the community colleges to ensure that appropriate academic support from colleges and universities more aggressively addresses the goals of *Closing the Gaps*.

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 are represented on the Transfer Success Advisory Committee, a standing committee of the Coordinating Board charged by the Commissioner of Higher Education to review issues related to promoting the seamless transfer of students among institutions, and to make recommendations for policy and/or incentives to facilitate transfer.

Community colleges reduce students' time-to-degree by offering college courses through dual credit and articulated credit offerings in public and private high schools. By enrolling in college courses on the high school campus, high school students who qualify for college-level work but who might not otherwise enroll in college are provided an opportunity to begin college courses in a familiar environment. 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 of credit hours; almost doubling the enrollment and credit hours reported in the last strategic plan.

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 workforce education programs must be aligned with and responsive to the needs of business and industry, community colleges have led the development of these kinds of partnerships. The institutional effectiveness reviews of workforce education programs in two-year colleges, under the auspices of the federal Carl D. Perkins Vocational & Technical Education Act, 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.

GOAL 3: CLOSE THE GAPS IN EXCELLENCE – By 2015, substantially increase the number of nationally recognized programs or services at colleges and universities in Texas.

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

As with all public Texas 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.

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

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.

GOAL 4: CLOSE THE GAPS IN RESEARCH – By 2015, increase the level of federal science and engineering research funding to Texas institutions to 6.5 percent of obligations to higher education institutions across the nation.

Since 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 dependence on oil, gas, and petrochemical production. Economic diversification, the growing, interrelated world economy and the growth of e-commerce have generated the need for a new, more technologically sophisticated workforce.

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). 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 2010.

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 are no longer enough. Analytical and problem-solving skills, communication skills, and the ability to adapt to and manage change are needed. And, the workforce must continue to add to its abilities 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 require a renewed interest by business, industry, and the education community to develop and extend existing partnerships to provide for 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 needs, and to provide resources for the development and field-testing of job-related training. This is needed both in “soft skills” and in the technical skills training to enhance productivity and promotability of workers in high-demand areas.

Texas' public community colleges continue to play a fundamental and essential role in this effort. Their geographic accessibility, quick responsiveness to changing workforce education and training needs, and accommodations to meet the financial, cultural, and scheduling needs of students, are characteristics that will allow them to continue responding to the challenges described in the *Closing the Gaps* higher education plan.

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. However, state support of administrative and instructional expenses has declined from a high of 61 percent in Fiscal Year 1985 to 28 percent in Fiscal Year 2007.

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 2007, 14 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 \$74 million and collected only \$186 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.

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 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 few years, accelerate the need for upgrading curriculum and equipment, and hiring additional faculty for these technical programs. The 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. 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.

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 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.⁶

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, 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 workforce training needs. Key priorities for the Skills Development Fund are geographical distribution, creation of new jobs, funding for areas of high unemployment and Temporary Assistance to Needy Families (TANF) recipients, and the continued formation of business consortia.

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

The Coordinating Board has statutory responsibility for review of all customized training programs developed through the Skills Development Fund. The Coordinating Board must verify that state funds are being used appropriately by the institutions. The Coordinating Board reviews programs through a self-evaluation process and/or during scheduled institutional effectiveness on-site reviews conducted by Coordinating Board staff and technical and academic educators.

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 workforce development programs designed to meet local and statewide needs. As active partners in this approach to economic and workforce development, community colleges can continue to be

⁶ Source: *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.

primary providers of job training and skills enhancement, but the relationship between workforce development boards and community colleges must be enhanced.

Local workforce development boards were established by the 74th Texas Legislature. 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 workforce training and education for all business and industry in their service area. However, 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 Vocational and Technical Education Act and the Workforce Investment Act. These programs may be repealed or altered significantly in the coming year, which could affect the ability of Texas' public community colleges to respond to workforce needs, especially if there is a net reduction in funding.

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 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. In fact, 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 workforce education, community colleges are more able to help the state reach its participation and success *Closing the Gaps by 2015* goals.

Basic Perkins funds are disbursed by the federal government to the Texas Education Agency (TEA). Funds for Basic Grants are allocated to the Coordinating Board from TEA on a contractual basis (current year split 60/40). For FY2008, the public community colleges (and Texas State Technical College) submitted grant applications resulting in awards of \$30,663,924. The smallest grant was \$34,913 while the largest grant was \$2,734,189. Adding the reallocation of unused funds from FY2007 (\$3,698,995), approximately \$36,025,904 will be available for Administration, Basic Grant, State Leadership, and Tech Prep activities for program year 2008-2009.

The Status of Federal Legislation and Its Potential 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 workforce education needs of their local communities. Proposed changes in federal funding, however, may dramatically impact community colleges' ability to continue to meet those needs and to expand services.

The federal Workforce Investment Act (WIA) was passed into law in August 1998. This law reformed the nation's workforce development and job training efforts. House Bill 1863 passed in 1995 by the Texas Legislature and Senate Bill 642 passed in 1993 had already established a comprehensive and systematic approach, which greatly facilitated the early implementation of the WIA in Texas. This system is administered by the Texas Workforce Commission (TWC). By the end of 1999, all of the state's 28 local workforce development boards had been certified by TWC.

The critical piece of WIA for community colleges is that they are required to be workforce development partners and are represented in the "one-stop shop" approach to serving community needs. According to the U.S. Department of Labor, in December 2005, there were 239 one-stop centers operating across the state. All 50 of the community college districts are participants.

Community colleges are principal service providers of workforce training, and their certificate and degree programs all qualify for students to receive funding under the WIA. This funding is provided by an Individual Training Account (ITA), which is administered through the local workforce development board. Most WIA participants, however, still participate in short-term, job-specific training that does not articulate into existing credit programs, nor does it provide academic skills. Also, many problems exist with the tracking and reporting mechanisms for WIA recipients. These difficulties have become a disincentive for community colleges to participate in WIA as service providers, even though systems have been improved to ease reporting requirements.

Changes in Technology

Community colleges must continually update educational and 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 to enhance the delivery of education and training programs in the community colleges. Also, colleges must continue offering professional development opportunities for faculty to increase their skills and knowledge of telecommunications technology.

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 people 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 ten 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, 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 of Texas' 50 community college districts and the Texas State Technical College System. Its goal is to facilitate the sharing of distance learning courses among member colleges to increase access to higher education. From the fall semester of Fiscal Year 1999, when VCT was launched, through Fiscal Year 2007, VCT has totaled more than 42,000 enrollments in almost 8,000 courses (duplicated). The Internet, the most frequently used medium for delivering distance learning classes, accounted for approximately 96 percent of the courses offered through VCT in Fiscal Year 2007. Approximately 4 percent of the classes were delivered via two-way, interactive video. Since the inception of VCT, 98 percent of Texas two-year college districts/systems have participated in VCT at one time or the other by providing or hosting courses. In Fiscal Year 2007, 41 colleges throughout Texas actively participated in VCT, representing approximately 70 percent of Texas' two-year college districts/systems.

VCT member colleges cooperate statewide using the host-provider model which works as follows:

- To take a course from a remote college, a student enrolls at a local community or technical college – the host college. The host college supports the student with a full slate of student services, including counseling and advisement, financial aid, and learning resources. The host college receives the student's tuition, fees, and the state's reimbursement for the enrollment. It also awards credit and maintains transcripts.
- The remote college – the provider – delivers the instruction. In almost all cases, the provider college has its own students in the same class with students from other colleges. Assignments, tests, determination of grades, and all course activities are administered by one of its instructors. For this instructional service, the host college pays the provider college an agreed-upon instructional lease fee.

Governance of VCT rests with the Texas Association of Community Colleges (TACC). VCT is administered by a small staff that operates with the guidance and counsel of a TACC-appointed Distance Learning Advisory Committee (DLAC). This committee has balanced representation from the six TACC-defined regions of Texas, instructional and technical areas, and institutions of varying size. Working with the DLAC, the VCT staff implements policies established by TACC.

VCT funding, excluding grants for special projects, totaled approximately \$2,786,500 from Fiscal Year 1999 through Fiscal Year 2007. Funding sources included the TACC (12 percent), the

state (79 percent), and foundation grants (9 percent). Approximately two-thirds of this funding has been directed to VCT operations and one-third to grants for colleges to develop online courses and programs to be offered through VCT. Additional funding from the Coordinating Board totaling approximately \$600,000 has been used to support special projects: training faculty to develop online courses, delivering technical workshops, and facilitating continuing education's participation in VCT. With a \$499,000 Technology Infrastructure Fund (TIF) grant, VCT made 3-year licenses for course management systems and online testing, along with supportive hardware, available to two-year colleges throughout Texas.

In Fiscal Year 2007, VCT underwent a statewide review by the Southern Association of Colleges and Schools (SACS). Successfully completing the review, VCT member colleges received affirmation that their distance learning practices regarding VCT comply with SACS standards. VCT was a 2001 recipient of the Coordinating Board's Star Award for "institutions or organizations that show exceptional contribution to the state's *Closing the Gaps by 2015* education plan." In 2007, it received the Texas Distance Learning Association's Award for Outstanding Commitment to Excellence and Innovation in Distance Education.

VCT benefits both students and colleges. Students have greater access to distance learning courses from colleges statewide, gain access to quality student support services at a nearby local college, and pay in-district tuition to their local two-year college regardless of which college originates a course. Member colleges benefit from VCT as it helps counselors and advisors meet student needs, keeps distance learning and support within Texas colleges, assures students of resident support services, and fosters a spirit of statewide collaboration.

Colleges have benefited in other ways as well. Faculty training provided through Perkins funding for "Internet Teachers at Every College" has significantly increased the enrollments in web-based courses at two-year colleges, not just enrollments through VCT. Thousands of enrollments statewide have resulted from online courses taught by instructors who learned to develop online courses through the "Internet Teachers at Every College" initiative.

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 technical) and non-credit (workforce and avocational continuing education) course offerings. Enrollments in transferable semester credit general academic courses, semester credit technical education courses, and workforce continuing education courses (also known as adult vocational education) increased to 657,220 students in the fall of 2007, as reflected in enrollment data gathered by the Coordinating Board. Of those 657,220 students, 88,460 of them enrolled in workforce continuing education courses and 568,760 of them enrolled in semester credit courses. Between 2000 and 2007, full-time enrollment at Texas public community colleges increased by over 136,000 from 431,934 to 568,760 students – a 32 percent increase. 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 increase in enrollment is due to many factors, including growth in the Texas population, lower costs associated with community colleges even though college costs in general continue to rise, the open-door policy of community college admission, increased demands of business and industry for highly skilled employees, and the availability of courses in traditional and non-traditional formats. The enrollment growth trend in community colleges is expected to continue, especially if increases in participation rates as described in the *Closing the Gaps by 2015* higher education plan are realized.

Instructional Programs

The public community colleges of Texas offer instructional programs for academic and technical 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 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 already adopted include early childhood education, middle grades teacher certification, general business, music, engineering, engineering technology, nursing, communications, criminal justice, computer science, and Mexican-American studies. A new degree program for teacher preparation, the Associate of Arts in Teaching (AAT), has been implemented by 39 community college districts.

Two-year technical programs lead to an Associate of Applied Science (AAS) degree and programs of shorter duration lead to workforce education certificates. 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 job entry, some technical programs also transfer into baccalaureate

programs, providing students access to additional education and career advancement. Increased attention to expansion of transfer opportunities for technical courses and programs into baccalaureate programs is becoming increasingly important to business and industry.

The faculty of Texas community colleges and the state's public 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.theccb.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 of all 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. Students may take courses articulated for credit, or participate in dual credit courses in Tech-Prep programs as stand-alone courses, depending on the educational plan of the student. Dual credit programs allow advanced students to take courses for concurrent credit in both high school and college. Other 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 fully prepare students 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 practicums. 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 assessment is 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.

Applied Baccalaureate Degrees

The Texas Legislature (78th Legislative Session, Regular) 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 high workforce demand areas. 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 a Level II Baccalaureate Degree granting institution. In 2004, these three community colleges were given both preliminary authority by SACS to offer baccalaureate degrees and program approval for a Bachelor of Applied Technology by the Coordinating Board. They graduated their first classes in Spring 2007. As of Spring 2008, Brazosport College offers a Bachelor of Applied Technology in Industrial Management, Midland College offers a Bachelor of Applied Technology in Organizational Management, and South Texas College offers a Bachelor of Applied Technology in Technology Management and has recently been approved by the Coordinating Board to offer a Bachelor of Applied Technology in Computer and Information Technologies.

During the 80th Legislative Session, legislation was passed to remove the pilot status of the program and make the degree programs at these three institutions permanent. According to the legislation, each institution can offer up to five baccalaureate programs subject to the normal baccalaureate degree approval process of the Coordinating Board.

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 non-traditional 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 negotiate 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 when colleges request an on-site peer review in fulfillment of the required institutional effectiveness evaluation. During these evaluations, 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 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. It 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 assure technology access for people of every color, income level, and region of our 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.

Personnel 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 by 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 with 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 the 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 the statewide institutional effectiveness process which is administered by the Coordinating Board staff. This institutional effectiveness process includes a review of programs and services every four years. On a four-year cycle, either a desk review is performed by the Coordinating Board staff or an optional on-site peer review is conducted. 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 this data. In addition, many colleges have hired staff in institutional research or institutional effectiveness to assist in these efforts. This results in part from the Coordinating Board's institutional effectiveness process as well as the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) criteria.

All community colleges in Texas are accredited through the 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. There are many similarities between the Texas institutional effectiveness process and SACS reaffirmation but they remain two distinctly different processes that complement each other, 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.

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" – the summer and fall terms of even years and the following spring term of odd years for credit classes, and March 1 through February 28 for non-credit classes. This provides enrollment information for the most recent full academic year while the Legislature is in regular session. 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 institution must be concerned with the negative impact such increases could have on enrollment. With enrollment-driven state appropriations, a decrease in enrollment could cause other fiscal concerns for an institution.

There are a number of federal revenue sources available to all institutions. These sources range 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. Institutional administrations 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, 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 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 a 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

Participation – Key Measures:

1. Enrollment: Number and percent of credit students enrolled on the fall census day with details of in-district, out-of-district, out-of-state, and dual credit.

Definition: Unduplicated fall headcount enrollment disaggregated by gender, ethnicity, full-time/part-time, academic/technical, age categories, 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. CB will break out by all ethnicities so that LBB can show the groups they need.

Source: CBM001 (as certified by the institution)

2. Annual unduplicated enrollment including credit, non-credit, and dual credit students

Definition: Unduplicated annual headcount enrollment disaggregated by gender, ethnicity, academic/technical, age categories, and residency status (in-district, out-of-district, and 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. Credit, continuing education, and dual credit students are reported separately. 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 (as certified by the institution)

Participation – Contextual Descriptors:

3. Unduplicated enrollment including credit and non-credit students for each semester (fall, spring and summer semesters)

Definition: Unduplicated annual headcount enrollment disaggregated by gender, ethnicity, academic/technical and age categories. 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. It is reported separately for each semester. Each semester is unduplicated based on a hierarchy where Tech-Prep supersedes Technical, which supersedes Continuing Education, which supersedes Academic.

Source: CBM001 and CBM00A (as certified by the institution)

4. Service area representation: gap between the percentage of demographic groups in the service area and enrolled in the community college.

Definition: Service area representation is a difference of percentages: the percentage of students in an 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 college district, college group, and state levels. Population figures are derived from projections by ethnicity, gender, age (18 to 54), and county, produced by the Texas State Data Center. The service area is defined by a list of counties that each college serves. If a county is served by more than one college, that county's population is allocated to the colleges in consultation with the colleges. All but four counties are in a service area.

Source: Texas State Data Center and CBM001

5. Semester Credit Hours and Contact Hours: Annual number of undergraduate semester credit hours and contact hours for credit programs and annual contact hours for continuing education programs.

Definition: Total annual semester credit hours and contact hours, including non-fundable, from the CBM004 separated into academic, technical and continuing education contact hours.

Source: CBM004 and CBM00C (as certified by the institution)

6. Financial aid: Percent of credit students receiving Pell Grants by gender/ethnicity.

Definition: Percentage 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. This is for prior year because FADS is not reported in time to match with current fall. Institutional scholarships are not captured in this measure.

Source: CBM001 and Financial Aid Database System (as certified by the institution)

7. Full-Time/Part-time Undergraduate Students: The number and percent of credential-seeking 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 (as certified by the institution)

8. First-time-in-College Full-Time/Part-time Undergraduate Students: The number and percent of first-time credential-seeking 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 (as certified by the institution)

9. Non-funded and non-reported community college activities:

- a) contract training: number of enrollments and number of contact hours for a fiscal year.
Enrollment numbers are unduplicated annually illustrating the number of individuals served. The contact hours should be the total number of contact hours generated by contract training for the fiscal year in question.
- b) GED: number who enrolled, number who took the test, and number who passed the test.
As there may be a difference in defining of the fiscal year between agencies, include the number of students that were reported for the period requested.
- c) Adult Basic Education: number of individuals enrolled as reported by institutions' ACES to TEA.

The number of individuals enrolled in adult education program that is reported to TEA. Does not include ESL courses offered to adult/older students.

- d) Alternative Teacher Certification: number of enrollments and number of hours for a fiscal year. 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 for the fiscal year in question.

Source: Institutions

Success – Key Measures:

10. Graduation and Persistence: Percent of first-time, full-time, credential-seeking undergraduates.

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 gender and ethnicity. 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 so tracking only credential-seeking is our matching measure.

Source: CBM001, CBM009, and CBM002 for historical intent (as certified by the institution)

11. Graduation Rate: Three, four and six-year graduation rate.

Definition: Three, four and six-year graduation rate of 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, CBM009 and CBM002 for historical intent (as certified by the institution)

12. Number of associate degrees, certificates by type, core completers and field of study completers by gender and ethnicity.

Definition: The number and percent of awards by gender and ethnicity and by level of award. These numbers are duplicated, as a student may earn multiple awards during a school year. CB will break out by all levels so that LBB can use what they need.

Source: CBM009 (as certified by the institution)

13. Transfers: Percent of students who transfer to a senior institution.

Definition: Cohort of first-time students who started six years ago is followed. Those who attempted 30 college-level credit hours at the same institution/district before transferring to a university are attributed to an institution/district. Those who attempted 30 or more college-level credit hours at more than one community college/district before transferring to a university will appear in the statewide transfer rate. First-time undergraduates are tracked forward for 6 years by semester. The hours accumulate incrementally by semester. Once they reach the 30 college-level credit hours criteria,

they are tracked from the following semester to the end of the 6 years to see if they enrolled in a senior institution.

Separate breakouts for those who are awarded core at a college.

Source: CBM001 (as certified by the institution)

14. Developmental education: The percent of under-prepared and prepared students who successfully complete a subject area college-level course (math, reading, and writing). Prepared students are given 1 year to successfully complete the college-level course. Under-prepared students are given 3 years if they testing above the deviation and 4 years if they tested below under deviation to successfully complete.

Definition: First-time summer/fall entering (non flex entry) undergraduates are tracked to determine whether they successfully complete a college-level course in each subject area. Students who record their student intent as 4 or 5 are not included. 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 if they tested above the deviation, and 4 years if they tested below the deviation. Students who enter college with subject area college credit, are not included in the column labeled "number attempting college level course" or in the passing percent of those attempting college level course, but they are included in the "matriculated with college-level course completed" and in "college level course completion (grade A, B, C) percent of total" students passing a college level course.

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 (as certified by the institution)

Success – Contextual Variables:

15. Persistence Rate: First-Time credential-seeking undergraduates who remain enrolled at your institution or another Texas institution after one and two academic years.

Definition: The percent of first-time credential-seeking students enrolled in at least 12 SCH, who remain enrolled after one and two academic years by gender, ethnicity and age. 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. The age is calculated using the year of enrollment minus the year of birth as of September of the year.

Source: CBM001 and CBM002 (as certified by the institution)

16. The number of degrees and certificates awarded in *Closing the Gaps* critical fields.

Definition: Include students in the same CIP codes as *Closing the Gaps* (CIP 11, 14, 15, 27, 40 and 30.01). The total number will include that 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 (as certified by the institution)

17. Number of nursing and allied health degrees and certificates awarded.

Definition: Number of degrees and certificates awarded in nursing and allied health. Same CIPs as in *Closing the Gaps* (51.02, 51.06, 51.07 [at the BS or lower levels only], 51.08, 51.09, 51.10, 51.16 [nursing, not allied health], 51.18, 51.23, 51.26, 51.27, 51.31, 51.32, 51.33, 51.34, 51.99). The total number will include that 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 (as certified by the institution)

18. Number of students taking the certification exams for teacher education and the pass rates by ethnicity and gender.

Definition: The number of initial certification tests passed divided by the number of tests taken from an institution. LBB Method of Calculation: 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: Texas Education Agency and/or State Board for Educator Certification as reported to the Legislative Budget Board (LBB)

19. Graduates status after graduation: Percent of graduates: by Academic (AA/AS), Technical (AAS), Certificates.

Employed Only
Employed and Enrolled (Senior Institution)
Enrolled Only (Senior Institution)
Not Found
Enrolled at CTC

Definition: The percent of graduates employed or placed in military service in the 4th quarter of the calendar year in which the school year ends and/or enrolled in a Texas **senior** institution in the following fall semester after graduation by gender and ethnicity. 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, CBM009 (as certified by the institution), CB116, UI Wage Records, FEDES (USPS, OPM, and DOD)

20. Completers/Other Successes: Number of marketable skills awards.

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

Source: CBM00M (as certified by the institution)

21. Number of Associate of Arts in Teaching completers.

Definition: The number of Associates of Arts in Teaching completers by gender and ethnicity includes all of CIP code 130101 and CIP Code 30999901 where degree equals AAT.

Source: CBM009 (as certified by the institution)

22. Developmental education: The percent of under-prepared students who satisfied TSI obligation (math, reading, and writing). Under-prepared students who tested above the deviation are given 2 years to satisfy TSI obligation in the subject area and students who tested below the deviation are given 3 years.

Definition: Of the first-time summer/fall entering (non flex entry) undergraduates who took and failed the initial TSI test (and who were not TSI exempted nor have already received college credit for a course in the area), the percent that satisfied TSI requirements in 2 years if they tested above deviation or 3 years if they tested below the deviation in the subject area. Students who record their student intent as 4 or 5 are not included. The numbers of students enrolled in developmental education are 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 (as certified by the institution)

23. Developmental education: The percent of students who return the following fall.

Definition: Of the first-time summer/fall entering (non flex entry) undergraduates the percent who return the following fall at any public institution in the state. Students who record their student intent as 4 or 5 are not included.

Source: CBM001 (as certified by the institution)

Excellence – Key Measures:

24. Show those program 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% 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 the licensure pass rates 90% 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

Excellence – Contextual Variables:

25. Certification and Licensure: Licensure and certification rate on state or national exams.

Definition: LBB Measure: The percentage of students in a discipline requiring external certification or licensure who pass a licensure or certification exam during the reporting period. LBB Method of Calculation: 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: LBB

26. Contextual box for significant recognitions:

- Number of members in Phi Theta Kappa: the number of students that were enrolled in college during fiscal year and were active members of PTK
- Number of students in service learning programs
- Exemplary programs or citations (e.g., Star Award, IE recognition, SACS commendation, other accrediting bodies); Other national recognitions. Enter the programs offered during the fiscal year that were recognized.

Source: Institutions

Institutional Efficiencies and Effectiveness – Key Measures:

27. Administrative cost as a percentage of total expenditures.

Definition: The data will be obtained from LBB. LBB Method of Calculation: the dollar amount of expenses for Institutional Support, less the results of service department operations during the fiscal year, divided by the total dollar amount of Total Expenses, less auxiliary enterprises and the results of service department operations during the fiscal year.

Source: LBB

28. Tuition and Fees Revenue for 15 SCH

Definition: Revenues from all tuition and fees charged a student taking 15 semester credit hours

Source: IFRS (Integrated Financial Reporting System)

Institutional Efficiencies and Effectiveness – Contextual Variables:

29. Faculty: Number and percent of faculty by gender and ethnicity.

Definition: The number and percent of full-time (teaching 80% or more)/part-time faculty by gender and ethnicity.

Source: CBM008 (as certified by the institution)

30. 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 (FTSE's) 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 (as certified by the institution)

31. Contact hours: Percent of contact hours taught in semester credit courses by instructors classified as full-time and part-time faculty.

Definition: 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% or more. Classes taught at an inter-institutional location are excluded.

Source: CBM004 and CBM008 (as certified by the institution)

Appendix B

Performance Measures

The annual performance report of each community/junior college district, as required in the Texas Education Code, Section 130.0035, 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.
9. The percentage of students contact hours taught by full-time faculty.

Appendix C

District Performance Goals

Specific performance goals for each community college district were identified in House Bill 1, General Appropriations Act, 80th Texas Legislature, III-182 to III-187.

- A. Goal: Alamo Community College
 - 1.1 Strategy: Academic Education
 - 1.2 Strategy: Vocational/Technical Education
 - Total, Goal A: Alamo Community College

- B. Goal: Alvin Community College
 - 1.1 Strategy: Academic Education
 - 1.2 Strategy: Vocational/Technical Education
 - Total, Goal B: Alvin Community College

- C. Goal: Amarillo College
 - 2.1 Strategy: Academic Education
 - 2.2 Strategy: Vocational/Technical Education
 - Total, Goal C: Amarillo College

- D. Goal: Angelina College
 - 1.1 Strategy: Academic Education
 - 1.2 Strategy: Vocational/Technical Education
 - Total, Goal D: Angelina College

- E. Goal: Austin Community College
 - 1.1 Strategy: Academic Education
 - 1.2 Strategy: Vocational/Technical Education
 - Total, Goal E: Austin Community College

- F. Goal: Blinn College
 - 1.1 Strategy: Star of Republic Museum
 - 2.1 Strategy: Academic Education
 - 2.2 Strategy: Vocational/Technical Education
 - Total, Goal F: Blinn College

- G. Goal: Brazosport College
 - 1.1 Strategy: Academic Education
 - 1.2 Strategy: Vocational/Technical Education
 - Total, Goal G: Brazosport College

- H. Goal: Central Texas College
 - 1.1 Strategy: Academic Education
 - 1.2 Strategy: Vocational/Technical Education
 - Total, Goal H: Central Texas College

- I. Goal: Cisco Junior College
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical Education
Total, Goal I: Cisco Junior College
- J. Goal: Clarendon College
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical Education
Total, Goal J: Clarendon College
- K. Goal: Coastal Bend College
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical Education
Total, Goal K: Coastal Bend College
- L. Goal: College of the Mainland
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical Education
Total, Goal L: College of the Mainland
- M. Goal: Collin County Community College
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical Education
Total, Goal M: Collin County Community College
- N. Goal: Dallas County Community College
1.1 Strategy: Small Business Development Center
2.1 Strategy: Academic Education
2.2 Strategy: Vocational/Technical Education
Total, Goal N: Dallas County Community College
- O. Goal: Del Mar College
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical Education
Total, Goal O: Del Mar College
- P. Goal: El Paso Community College
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical Education
Total, Goal P: El Paso Community College
- Q. Goal: Frank Phillips College
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical Education
Total, Goal Q: Frank Phillips College
- R. Goal: Galveston College
1.1 Strategy: Academic Education

- 1.2 Strategy: Vocational/Technical Education
Total, Goal R: Galveston College
- S. Goal: Grayson County College
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical Education
Total, Goal S: Grayson County College
- T. Goal: Hill College
1.1 Strategy: Heritage Museum and Genealogy Center
2.1 Strategy: Academic Education
2.2 Strategy: Vocational/Technical Education
Total, Goal T: Hill College
- U. Goal: Houston Community College
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical Education
Total, Goal U: Houston Community College
- V. Goal: Howard College
1.1 Strategy: Southwest Collegiate Institute for the Deaf
2.1 Strategy: Academic Education
2.2 Strategy: Vocational/Technical Education
Total, Goal V: Howard College
- W. Goal: Kilgore College
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical Education
Total, Goal W: Kilgore College
- X. Goal: Laredo Community College
1.1 Strategy: Regional Import/Export Training Center
2.1 Strategy: Academic Education
2.2 Strategy: Vocational/Technical Education
Total, Goal X: Laredo Junior College
- Y. Goal: Lee College
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical Education
Total, Goal Y: Lee College
- Z. Goal: McLennan Community College
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical Education
Total, Goal Z: McLennan Community College
- AA. Goal: Midland College
1.1 Strategy: American Airpower Heritage Museum

2.1 Strategy: Academic Education
2.2 Strategy: Vocational/Technical Education
Total, Goal AA: Midland College

AB. Goal: Navarro College
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical Education
Total, Goal AB: Navarro College

AC. Goal: North Central Texas Community College
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical Education
Total, Goal AC: North Central Texas Community College

AD. Goal: North Harris Montgomery Community College
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical Education
Total, Goal AD: North Harris Montgomery Community College

AE. Goal: Northeast Texas Community College
2.1 Strategy: Academic Education
2.2 Strategy: Vocational/Technical Education
Total, Goal AE: Northeast Texas Community College

AF. Goal: Odessa College
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical Education
Total, Goal AF: Odessa College

AG. Goal: Panola College
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical Education
Total, Goal AG: Panola College

AH. Goal: Paris Junior College
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical Education
Total, Goal H: Paris Junior College

AI. Goal: Ranger College
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical Education
Total, Goal AI: Ranger College

AJ. Goal: San Jacinto College
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical Education
Total, Goal AJ: San Jacinto College

- AK. Goal: South Plains College
 1.1 Strategy: Academic Education
 1.2 Strategy: Vocational/Technical Education
 Total, Goal AK: South Plains College
- AL. Goal: South Texas Community College
 1.1 Strategy: Academic Education
 1.2 Strategy: Vocational/Technical Education
 Total, Goal AL: South Texas Community College
- AM. Goal: Southwest Texas Junior College
 1.1 Strategy: Academic Education
 1.2 Strategy: Vocational/Technical Education
 Total, Goal AM: Southwest Texas Junior College
- AN. Goal: Tarrant County College
 1.1 Strategy: Academic Education
 1.2 Strategy: Vocational/Technical Education
 Total, Goal AN: Tarrant County College
- AO. Goal: Temple College
 1.1 Strategy: Academic Education
 1.2 Strategy: Vocational/Technical Education
 Total, Goal AO: Temple College
- AP. Goal: Texarkana College
 1.1 Strategy: Academic Education
 1.2 Strategy: Vocational/Technical Education
 Total, Goal AP: Texarkana College
- AQ. Goal: Texas Southmost College
 1.1 Strategy: Academic Education
 1.2 Strategy: Vocational/Technical Education
 Total, Goal AQ: Texas Southmost College
- AR. Goal: Trinity Valley Community College
 1.1 Strategy: Academic Education
 1.2 Strategy: Vocational/Technical Education
 Total, Goal AR: Trinity Valley Community College
- AS. Goal: Tyler Junior College
 1.1 Strategy: Academic Education
 1.2 Strategy: Vocational/Technical Education
 Total, Goal AS: Tyler Junior College
- AT. Goal: Vernon College
 1.1 Strategy: Academic Education

1.2 Strategy: Vocational/Technical Education
Total, Goal AT: Vernon College

AU. Goal: Victoria College
2.1 Strategy: Academic Education
2.2 Strategy: Vocational/Technical Education
Total, Goal AU: Victoria College

AV. Goal: Weatherford College
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical Education
Total, Goal AV: Weatherford College

AW. Goal: Western Texas College
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical Education
Total, Goal AW: Western Texas College

AX. Goal: Wharton County Junior College
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical Education
Total, Goal AX: Wharton County Junior College

Appendix D (statistics) and Appendix E (map)

Texas Public Community College Statistics – Fall 2007

Student Headcount

Total Student Headcount	568,760
Male	232,758
Female	336,002
White	264,083
Black	64,774
Hispanic	189,706
Other	50,197

Faculty Headcount

Total Faculty Headcount	27,478
Male	13,139
Female	14,339
White	20,216
Black	2,259
Hispanic	3,623
Other	1,380

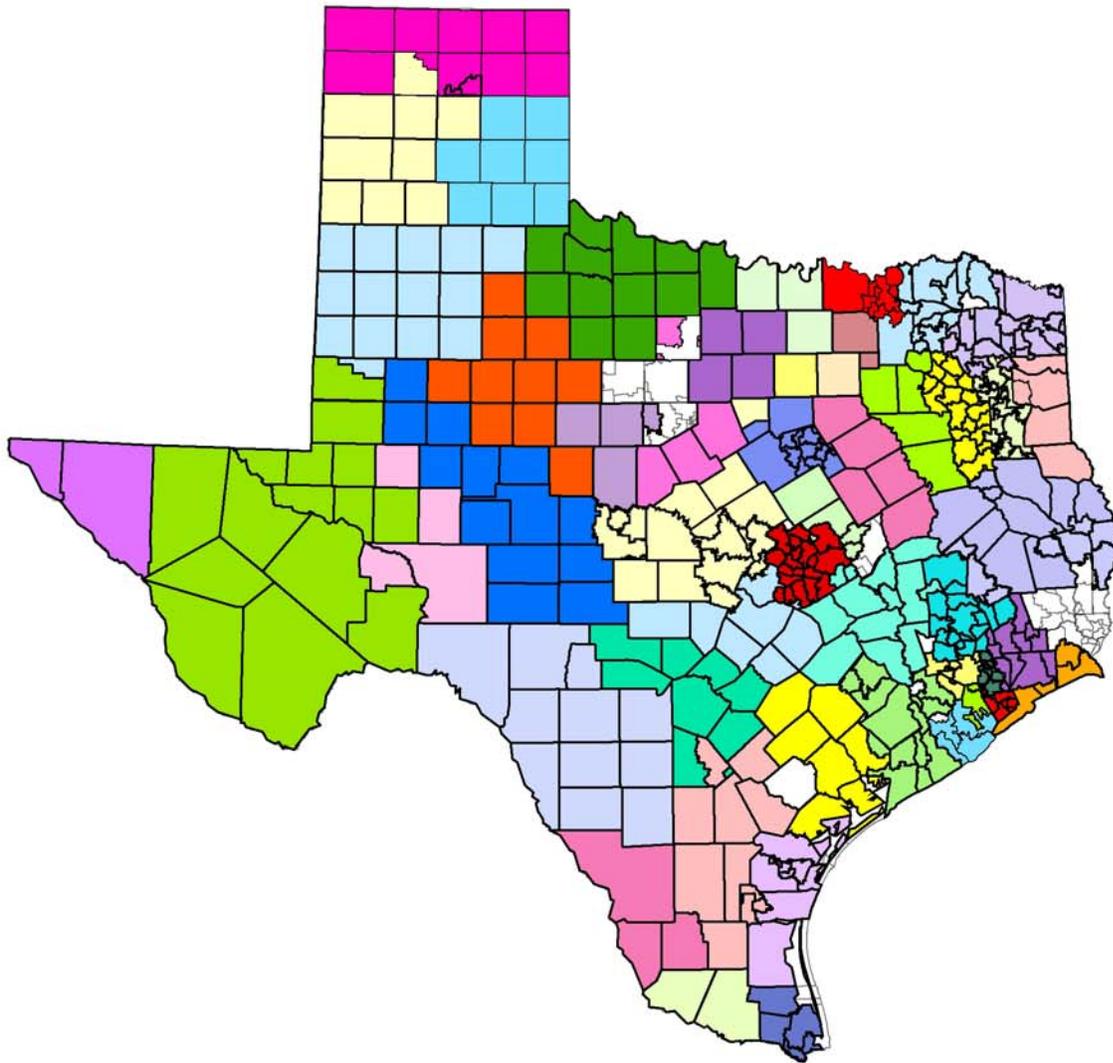
Contact Hours

Total Contact Hours	100,855,561
Credit courses	96,051,031
Non-credit courses	4,804,530

Degrees and Certificates Awarded

Total Awards	54,916
Associate-Technical	13,227
Associate-Academic	22,152
Certificate-Technical	19,507
Certificate-Academic	0
Bachelor of Applied Technology	30

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
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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.