DOCUMENT RESUME

ED 469 898 JC 020 732

TITLE	Strategic Plan for Texas Public Community Colleges, 2003-2007.
INSTITUTION	Texas State Higher Education Coordinating Board, Austin. Div. of Community and Technical Colleges.
PUB DATE	2002-06-17
NOTE	44p.; For the 2001-2005 Strategic Plan, see ED 457 887.
AVAILABLE FROM	For full text: http://www.thecb.state.tx.us/reports/pdf/0403.pdf.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	*Community Colleges; *Educational Assessment; *Educational Objectives; Enrollment; Institutional Characteristics; Institutional Mission; Program Effectiveness; *Public Colleges; *Strategic Planning; Two Year Colleges
IDENTIFIERS	*Texas

ABSTRACT

This strategic plan highlights the mission and objectives for the Texas Higher Education Coordinating Board through the year 2007. It contains an assessment of external and internal factors that impact the state's 50 community college districts. Some of the external factors include changes in demographics and technology; internal factors include enrollment and resources. The document also describes performance measures such as percentage of courses completed and number of students who transfer to a university. A considerable portion of the document outlines district performance goals for each college, all of which involve providing administration and instructional services through a variety of strategies. Statistics indicate that: (1) in fall 2000, 431,934 students were enrolled in Texas' community colleges; (2) 23,411 faculty were employed in these institutions in fall 2000; and (3) 37,485 degrees and certificates were awarded in fiscal year 2000. Appended are: Consolidated Community Colleges' Strategic Planning Schedule and Committee Membership; and Texas Public Community/Junior College Statistics. (ND)

Strategic Plan

for

Texas Public Community Colleges

2003 - 2007

Submitted June 17, 2002

Texas Higher Education Coordinating Board
Division of Community and Technical Colleges
Austin, Texas
on behalf of the Public Community Colleges of Texas

Texas Higher Education Coordinating Board

Strategic Plan for Texas Public Community Colleges
2003-2007

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Submitted June 17, 2002

Signed: _____

Don W. Brown
Commissioner of Higher Education

Approved: _____

Pamela P. Willeford
Chair, Texas Higher Education Coordinating Board

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State of Texas: Mission*

Texas state government will be limited, efficient, and completely accountable. It will foster opportunity, economic prosperity, and family. The stewards of the public trust will be men and women who administer state government in a fair, just and responsible manner. To honor the public trust, state officials will seek new and innovative ways to meet state government priorities within its financial means.

State of Texas: Philosophy*

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 all 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 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.

- 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.

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

State of Texas: Priority Goal for Higher Education*

The priority goal for higher education is to provide an affordable, accessible, and quality system of higher education that prepares individuals for a changing economy and workforce that furthers the development and application of knowledge through instruction, research, and public service.

State of Texas: State-Level Benchmarks for Higher Education*

The state-level benchmarks for higher education include:

- Percent of recent high school graduates enrolled in a Texas public college or university
-
- Percent of first-time, full-time freshmen returning after one academic year
- Percent of first-time, full-time freshmen who graduate within six years
- Percent of Texans with a bachelor's degree or higher
-
- Texas public colleges and universities cost per student as a percent of the national average
- Percent of total federal research and development expenditures received by Texas institutions of higher education
- Number of Texans who obtain a vocational/technical certificate or associate degree
- Number of students majoring in math, science, engineering, and computer science programs at public universities
- Number of students enrolled in nursing education
- Number of students receiving grants from the TEXAS grant programs
- Number of students attending public universities receiving financial aid
- Number of students attending private universities receiving financial aid
- Number of patents obtained in biotechnology
- Research and development expenditures in biotechnology
- Federal research dollars for biotechnology

*From *Planning for Progress: The Statewide Strategic Planning Elements for Texas State Government*

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 Texas in offering vocational, technical, and academic courses for certification or associate degrees. Continuing education, remedial 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.

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

- technical programs up to two years in length leading to associate 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 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.

Source: *Texas Education Code*

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.

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 were added, several with multiple campuses. Texas now has a total of 50 community college districts, which 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 about 432,000 in fall 2000.

Many early junior colleges, precursors to the present day community colleges, originally were formed as open admission colleges to offer academic courses leading to an Associate in Arts Degree that would transfer as the first two years of a baccalaureate degree. Comprehensive community colleges now offer equal educational opportunities for all students not only in the areas

of academic transfer courses, but technical and workforce education courses and programs that lead to employment or occupational upgrading.

Changing Demographics

From 2000 to 2015, a mere 15 years, Texas population is projected to increase by approximately 5.1 million to more than 29 million people – a 24.3 percent gain. This reflects an average annual growth rate of nearly 1.6 percent, while nationally the population is increasing by only 1.1 percent per year. From 2000 to 2025, Texas population is expected to increase by 8.7 million or a 41.7 percent increase.

In addition to its sheer growth, Texas population is experiencing other fundamental changes. The state's Hispanic population is expected to increase from 33 percent of the current total population to 44.9 percent by 2025. Together, Hispanics and Blacks are projected to account for more than 55.4 percent (16.4 million) of Texas population by 2025, with Anglos accounting for 39.8 percent (11.8 million).

Historically, Texas Hispanics and Blacks have been poorly represented in higher education. As recently as 2000, these groups accounted for 50.4 percent of the state's age 15-to-34 population, but only 25.4 percent of college and university enrollment.

Blacks and Hispanics are rapidly becoming a major part of the state's labor and leadership pool. Unless these populations are successfully educated, Texas faces an uncertain economic and political future. The window of opportunity for successfully educating these groups at the same rate as Anglos is narrowing – 10 to15 years if the retirement of "Baby Boomers" from the workforce is used as a measure.

The fastest-growing age group by far will be Texans over the age of 65. One reason is that Texans are living longer as a result of improved health care. But the main factor causing the elderly population to swell will be the graying of the post-World War II "Baby Boomers," the largest generation in American history. The leading edge of the Boomers are easing into retirement, causing the 65 and older population to balloon from 4.2 million in 2000 to 8.8 million by 2025. In addition to the expected growth in labor demands in health and elderly care as well as entertainment and travel, the increased numbers of senior citizens will no doubt increase the need for recreational and avocational continuing education courses targeted to this group.

The link between education and prosperity is undisputed. According to the Bureau of Labor Statistics of the U.S. Department of Labor, a person leaving a community college with a two-year associate degree can expect to earn a median salary of more than $32,000 annually – nearly $6,000 more than the median salary of a high school graduate and about $13,000 more than the median salary of a high school dropout. In addition, opportunities for job advancement are much more common for community college graduates.

Although formal reporting and collection of data is lacking, training and retraining of the current workforce enhances the employability of workers for business and industry. 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 Coordinating Board adopted a new plan for higher education. In *Closing the Gaps by 2015*, four major goals were identified by the Board for higher education to ensure future prosperity and success of the people of Texas. The higher education plan outlines the goals of closing the gaps in higher education in participation, success, excellence, and research. It is not a list of all desirable actions in higher education; simply an outline of the four most critical challenges that face Texas higher education to ensure the well-being of our state.

These four goals and the strategies adopted by the Coordinating Board for achieving these goals will impact Texas public community colleges in a number of ways.

- **GOAL 1: CLOSE THE GAPS IN PARTICIPATION – By 2015, close the gaps in participation rates across Texas to add 500,000 more students.**

  Even though total enrollment in higher education in Texas is near one million students, this accounts for only 5 percent of the total Texas population. The national average for participation is 5.4 percent, and 5.7 percent among the 10 most populous states. Texas would need to enroll approximately 500,000 additional students to raise its participation rate to 5.7 percent by 2015. Although 200,000 additional students are expected to enroll between now and 2015, an extra 300,000 would be needed to reach the 500,000 student goal.

  Many of the strategies within the higher education plan target high school age students and their parents as a means to increase participation. An additional means of increasing student participation in higher education is to recognize the large number of students who have withdrawn from high school, and who, with the assistance of adult basic education (ABE) programs, are able to earn their GED and enter college.

  The Coordinating Board estimates that of the 500,000 additional students, between 60 and 70 percent (300,000 to 350,000) will begin their studies in Texas public two-year institutions. Of those additional students, more than 95 percent (285,000 to 333,000) will likely enroll in community colleges. The prospect of serving these additional students means that current resources, already stretched beyond current capabilities, will be insufficient to appropriately address the educational needs of students. For example, for the period 2003-2007, the estimated cost for Goal 1 is $176.9 million, well beyond the current resources available for higher education in Texas.

  In order to appropriately serve these additional students, it will be important for community colleges and universities to recruit, develop, and retain up-to-date, diverse instructors and administrators. These kinds of faculty and administrators often lead the way in making positive differences in student success. And, with coordination of teacher recruitment and development programs at secondary, community college, and university levels, state funds could be targeted for optimum results.

Strategy 1: Make the Recommended High School Program 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 will become mandatory for students generally entering Texas public high schools in 2004. Although this will have a positive impact on the preparation of high school students entering the community colleges beginning in summer 2008, there will continue to be many adult and other non-traditional students attending community colleges who will not benefit from this new law. While it is not required by law, some Texas public universities have adopted the RHSP as a minimum requirement for admission. If more universities do this, community colleges will be called to serve many more students who will not be eligible for admission to Texas universities.

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

Texas public community colleges have been addressing the challenge of providing more and better-qualified educators by providing alternative certification programs beginning in 2000. To date, 10 community colleges offer educator certification programs, with another eight to10 either in the application process or having indicated interest in providing these opportunities.

Many of the community colleges are working closely with universities to encourage students to choose a career as a public school educator. Two "fields of study" have been developed to assist with this effort – early childhood through 4th grade and 4th grade through 8th grade degree programs leading to certification.

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.

The statewide Higher Education Awareness and Motivational campaign as outlined in Senate Bill 573 of the 77th Texas Legislature and administered by the Coordinating Board will engage community colleges in the following specific ways:

(1) Representation on several state-level curricula committees associated with the campaign;
(2) Input and joint collaboration with the campaign leadership on the official launch of the campaign to be scheduled for fall 2002; and
(3) Strategic involvement in the "Closing the Gaps" Cooperatives to be established in specific geographic areas for regional implementation of the campaign.

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 understand the importance of assisting students with educational expenses while at the same time maintaining the lowest tuition and fees among all sectors of higher education. In addition, community colleges offer a choice of dual credit and articulated courses for high school students allowing them to complete their education at a faster pace and at lower cost, or no cost. Under state statute, community colleges may offer dual credit courses to high

school students at no cost, and many have done so in an effort to address affordability issues.

GOAL 2: CLOSE THE GAPS IN SUCCESS – By 2015, increase by 50 percent the number of degrees, certificates, and other identifiable student successes from high quality programs.

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, and developmental education. At the same time, resources will be needed to enhance the quality of academic and workforce education courses and programs. With an estimated cost of $24.0 million for the period 2003-2007 for Goal 2, each higher education institution will be faced with insufficient financial resources in achieving the targets.

Strategy 1: 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 provide particular industries with certificate and associate degree graduates in engineering-related technologies, computer science, allied health, and nursing.

Strategy 2: 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.

Most of Texas community colleges have reflected the population of Texas as a result of the services they are required to provide to the citizens within their 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.

Strategy 3: Fund colleges and universities to reward increases in retention and graduation from high quality programs.

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

Strategy 4: 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 Issues Advisory Committee, a standing committee of the Coordinating Board charged by the Commissioner of Higher Education to review issues related to the seamless transfer of students among institutions and to make recommendations for policy and/or incentives to facilitate transfer.

Community colleges also increase transferability of courses and reduce 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 might not otherwise enroll in college are provided an opportunity

to attempt college coursework in a familiar environment. In addition, students are given a "head start" on completing coursework prior to stepping onto the college campus.

Strategy 5: 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 been at the fore of these kinds of partnerships.

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 institutions of higher education, each community college will be given an opportunity to identify one or more programs or services to improve to a level of nationally recognized excellence. In addition, each community college will identify peer institutions for establishing 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 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. A state-level matching fund would provide an important additional resource for these colleges while encouraging additional 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 by 50 percent to $1.3 billion.

Since community colleges are involved in limited research, 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 20 years, the economy of Texas has successfully diversified away from dependence on oil, gas, and petrochemical production. Economic diversification and 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 Bureau of Labor Statistics (BLS), the Service-Producing Sector will continue to be the dominant force in job creation generating almost 1.9 million jobs, or 83 percent of all employment growth in Texas through 2008. The BLS projects the fastest growing occupations will continue to be in health-related occupations, business services, and educational services. These three service industries will account for about 70 percent of all job growth. The occupations which appear on both the fastest growing list and the largest job producers are home health aides, computer systems analysts, and corrections officers. Even with the economic downturn in 2000 and 2001, high-tech employment, which spans both the Service- and Goods-Producing Sectors, is expected to rise, with 80 percent of the state's high-tech employment located in Dallas, Fort Worth, Houston, and Austin.

In its publication, *The Texas Economy: There Is Nothing So Certain As Change*, Career Development Resources of the Texas Workforce Commission illustrates how the Service-Producing and Goods-Producing Sectors have changed over the past two decades. In 1980, Goods-Producing employment accounted for nearly 30 percent of jobs in Texas, with 70 percent coming from the Service-Producing Sector. By 2005, less than 18 percent of employment will be in the Goods-Producing industries, according to projections, with over 82 percent related to the Service-Producing industry.

According to the Winter 2001-02 *Occupational Outlook Quarterly* published by the BLS, the number of new jobs between 2000 and 2010 expected in occupations requiring less than a bachelor's degree will be more than 2.5 times the number of jobs requiring a bachelor's degree or higher. Based on these projections, increasing importance will be placed on the role of the community colleges to provide education and training for most of the new jobs created over the next decade.

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 the applied use of computer hardware and software technologies. A well-educated, technically skilled, and multi-lingual workforce will play a key role in attracting and keeping new high-wage "information" industries to Texas. Knowledge 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 already existing partnerships to provide for this training and education. As this growing need for local business and industry to enhance their partnerships with community colleges, so will 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. While some resources are provided community colleges by business and industry, businesses are reaping far more in low-cost

non-credit and credit education and training than they are investing in postsecondary programs under great fiscal restrictions.

Texas public community colleges continue to play a fundamental and indispensable 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 respond to the challenge.

The State's Fiscal Climate: Impact on Community Colleges

Historically, state government has funded 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 36.9 percent in Fiscal Year 2000.

In 2001, the 77th Texas Legislature continued a positive movement in funding public higher education that began in 1999. Texas public community colleges benefited with an increase in direct appropriations for contact hour funding of 8.32 percent over the 2001-2002 biennium. The $121.2 million increase brings the total appropriations for contact hour reimbursement to nearly $1.6 billion for community colleges in 2002-2003. Of the additional $121.2 million, $72.2 million was the result of enrollment growth, with nearly $49 million available for funding contact hour operational costs and instruction.

Even with these efforts, there continues to be a shift in the fiscal responsibility from the state in providing 100 percent of administrative and instructional costs to the community colleges. The percentage of formula funded for these costs the last several biennia illustrate this fact. The percentage has ranged from 64.5 percent in the 1996-1997 biennia to 66.6 percent for the 2002-2003 biennia. The highest funding during that period was in the 2000-2001 biennia when the formula was funded at 71 percent of the administrative and instructional costs incurred by the public two-year colleges.

With the shift in fiscal responsibility, there come a number of serious funding issues. Local financial resources for many community college districts – primarily in rural areas of the state – are severely limited by their constricted tax bases. Although 47 of the 50 community college districts actively operating in Texas during 2001 showed an increase in assessed valuation over 1999, 24 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. The range in assessed valuation for all Texas public community college districts for the fiscal year ending 2001 was slightly more than $61 million to more than $118 billion. While the average assessed valuation during that same period was $11.48 billion, the median was 3.54 billion. In addition, many of the community college districts have reached or are near their local maximum 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 and 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 this issue will continue to garner support in future legislative sessions.

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 each were made by the Texas Legislature for each biennia thereafter. The Skills Development Fund is administered by the Texas Workforce Commission and is intended to provide incentives for public community (and technical) colleges to furnish customized assessment and training programs to business and industry in a timely and efficient manner, thus expanding the state's capacity to respond to workforce training needs. The 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 monies are allocated to community (and technical) colleges across the state, serving hundreds of businesses and small and medium business consortia. The training curricula and skills supported vary from those necessary for semiconductor manufacturing technicians to 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 Texas Higher Education Coordinating Board is given statutory responsibility for review of all customized training programs developed through the Skills Development Fund to verify that state funds are being used appropriately by the institutions for the purposes of the Fund. These programs are reviewed by the Texas Higher Education Coordinating Board through a self-evaluation process and during scheduled institutional effectiveness on-site reviews.

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

The establishment of local workforce development boards by the 74th Texas Legislature and their resulting structures have created some challenges for community colleges. The areas served by local workforce development boards do not correspond with the service delivery areas of community colleges. In offering their programs and services to citizens who are served by these development boards, community colleges have been affected by this unaligned structure in being able to appropriately provide workforce training and education for business and industry. However, community colleges have continued to work with the local boards in spite of this difficulty and they have provided leadership in the development and implementation of numerous activities and programs over the past five years, including School-to-Careers, Tech-Prep, and One-Stop Shops. The impetus for most of these partnerships has come from federal legislation, especially the Carl D. Perkins Vocational and Technical Education Act of 1998, the School-to-Work Opportunities Act of 1994, and the Workforce Investment Act of 1998.

The Status of Federal Legislation and Its Potential Impact on Community Colleges

The 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. This greatly facilitated the early implementation of the WIA in Texas. This new system is administered by the Texas Workforce Commission (TWC). By the end of 1999, all of the 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 the community needs. In July 1999, there were 112 one-stop centers operating across the state, 50 of which were "full service." All 50 of the community college districts are participants. Community colleges are considered certified service providers of workforce training and their certificate and degree programs are all eligible offerings to students who receive funding under the WIA. This funding is provided by an Individual Training Account (ITA), which is administered through the local workforce development board. It is important to note that there exist many problems with the tracking and reporting mechanisms for WIA recipients. These difficulties have served as a disincentive for community colleges to participate in WIA as service providers, even though they continue to serve in that role.

In February 2002, President Bush presented his budget recommendations to Congress affirming the administration's commitment to P-12 education. In his recommendations, President Bush focuses on reauthorization of the Elementary and Secondary Education Act or the "No Child Left Behind Act of 2001." The President has recommended increases in funding under the ESEA to more than $22.1 billion for America's elementary and secondary schools – a 27 percent increase over last year and a 49 percent increase over 2000 levels. Other education programs such as the Education Technology State Grants, Teacher Quality Enhancement Grants, Fund for the Improvement of Postsecondary Education, and Preparing Teachers to Use Technology grants would either be held at current funding or reduced to support elementary and secondary education.

Under the Administration's proposed budget for 2003, funding for Carl D. Perkins activities would remain at the 2002 levels, except for funding under the Tech-Prep Demonstration and

Occupational and Employment Information (formerly, the National and State Occupational Information Coordinating Committees) programs administered at the federal level by the Secretary of Education. Under the Administration's proposal, states would be allowed to use Tech-Prep funds to administer demonstration projects, and resources for occupational and employment information would be available through other programs.

Federal aid for students in higher education has increased but has not kept pace with increases in higher education costs. The reauthorization of the Higher Education Act (HEA) 1999 included improvement in the management and delivery of federal student assistance, and continued increases in student aid programs. The Administration's proposed 2003 budget would hold the maximum per student Pell Grant amount to the 2002 level of $4,000, but increase the total amount available by $549 million to increase access to postsecondary education for students from the neediest families. Overall, funding for student financial aid would expand to $54.9 billion, excluding the consolidation of existing student loans, an increase of $2.8 billion or 5 percent over 2002. The number of recipients of grant, loan, and work-study assistance would grow by 339,000 to 8.4 million students and parents.

Congress has yet to consider the Administration's proposed budget. Historically, increases have occurred in both Perkins and federal student aid funding during the appropriations process. However, the impact of projected federal budget shortfalls have yet to be determined, leaving uncertainty in federal education, vocational, job training, and welfare legislation and funding. Some change will likely occur each congressional session. Texas community colleges will continue to pursue their statutory mission and purpose to provide education and job training services to the communities they serve, however.

Changes in Technology

To meet changing business and industry needs, community colleges must continually update educational and workforce programs to include current technologies. Business and industry must continue to play a significant role in ensuring this process by lending/using their expertise, leadership, and resources to enhance the delivery of education and training programs in the community colleges. In addition, colleges must continue to offer 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 computer terminal, it is becoming possible for a student to gain Internet access to the latest information on a particular topic or issue from around the world. Through programs like the state's TexShare program, students of the state's community colleges and public universities have access to libraries across the state and ultimately, the nation, and the world.

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. Yet, it is important to note that community colleges are the largest providers of instructional telecommunications in Texas. With the increase in course and program offerings through instructional telecommunications, community colleges will need to

ensure that quality control measures are adequately implemented and evaluated. Of equal importance to instructional telecommunications is the need to address the ever-increasing start-up costs for high-cost 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 higher education regional councils.

The Virtual College of Texas

A winner of one of only five Texas Higher Education Star Awards given by the Texas Higher Education Coordinating Board in the inaugural year 2001, 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. Delivery media include the Internet, telecourses (tape-recorded courses), and two-way interactive video. Since VCT became operational in the 1998 fall semester through the 2002 spring semester, there have been approximately 5,600 enrollments in over 1,300 courses. Ninety-two percent of Texas public two-year colleges, from every region of the state, have participated in VCT by providing or hosting courses. Courses available through the virtual college are listed in its online catalog at its Web site (www.vct.org).

VCT member colleges cooperate statewide under the terms of what has come to be called the host-provider model. The basic principles of this model are very simple:

- 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, as well as 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 college(s). 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 the Virtual College of Texas 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 has been supported thus far through membership fees, state funds, and grants. From the 1999 spring semester through the 2002 spring semester, direct VCT initiatives have resulted in grants nearing $1,320,000 nearly $570,000 from federal Carl D. Perkins funds awarded by the Texas Higher Education Coordinating Board to provide faculty training on how to develop online courses, $500,000 from the Telecommunications Infrastructure Fund for hardware and software for

online testing, $225,000 for operations from the Meadows Foundations, and an additional $25,000 for operations from the Abell-Hangar Foundation.

The Virtual College of Texas 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 ways that go beyond VCT. For example, the 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. It is estimated that nearly 59,000 enrollments statewide have resulted from the "Internet Teachers at Every College" initiative summer 1999 through the fall 2001 semester.

The Texas Telecommunications Infrastructure Fund

With the passage of House Bill 2128 in 1995, the Texas Telecommunications Infrastructure Fund (TIF) was created through assessments on the revenues of local, long distance, cellular, paging, and other telecommunications utilities and commercial mobile service providers in Texas. The TIF Board was mandated by this legislation to reach rural and remote populations as well as economically disadvantaged and at-risk youth. With the $1.5 billion in expected revenue over 10 years, the TIF Board is mandated to make these funds available to single-entity and collaborative projects that:

- provide equipment and infrastructure needed for distance learning, information-sharing programs of libraries, and telemedicine services;
- develop prototypical delivery of courses and other distance learning materials;
- train teachers, librarians, and technicians in the use of distance learning or information-sharing materials and equipment;
- develop curricula and instructional material suited for delivery by telecommunications; and
- provide electronic information or establish and carry out information-sharing programs.

The non-competitive **Public Education, Libraries, Health and Higher Education** grants provide successful applicants with a basic telecommunications package that can be implemented within one year. Funded equipment includes networking and telecommunications equipment such as routers and hubs, computers, and two-way video-conferencing equipment, as well as training and installation costs. The purpose of these grants is to "level the playing field," and they account for the majority of TIF Board grants.

The highly competitive **Collaborative Community Networking** and **Discovery** grants fund innovative projects demonstrating significant collaboration and/or creative uses of technology, especially when used to meet community needs. The purpose of these grants is to encourage high-level technology solutions as well as to support and extend existing advanced projects. Successful

grants of this nature demonstrate significant collaboration among multiple entities and the potential to serve as models for communities across the state.

In 1998, the TIF Board granted the first awards, totaling nearly $15 million for use in Fiscal Year 1999, to all 50 of Texas community college districts. These non-competitive grants for Texas two-year colleges were awarded to increase connectivity to the Internet by assisting the colleges in meeting the minimum technology standards advocated by the Texas Higher Education Coordinating Board.

In August 2001, the TIF Board awarded $23.8 million to public and private two-year and four-year higher education institutions, with $10.8 million going to community and technical colleges. These funds could be used for equipment to:

- Coordinate with other two or four-year institutions and P-12 institutions to develop P-16 initiatives that will assist in aligning high school graduation requirements with college and university admission requirements, develop teacher preparation and certification programs delivered via alternative means, address the P-12 teacher shortage, establish information sharing programs, and improve the success of all students, P-16.
- Train teachers, faculty, and/or technicians in the use of distance learning or other information sharing materials and equipment. Provide opportunities for the development of web-based curricula and other instructional materials suited for delivery through the use of advanced technologies.
- Provide equipment and appropriate interfaces needed for distance learning so students may take courses for credit in a location distant from where the courses originate.
- Provide "inside-the-walls connectivity" for student and/or public access by establishing a LAN or LANs in educational facilities, academic divisions, and/or student services lacking a local area network connected to the campus backbone and/or the Internet.

Additional funding has been authorized by the TIF Board, with the Request for Proposals (RFP) to be issued and funds distributed before the end of Fiscal Year 2002. An award amount of approximately $21 million was approved. If this grant is structured similarly to the most recent public education grant, it will include a provision requiring up to 25 percent of the award amount be spent for training. Past TIF grants have limited expenditures to equipment.

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 nearly 529,000 students in the fall of 2000, as reflected in enrollment data gathered by the Coordinating Board. Of those 529,000 students, about 97,000 of them enrolled in workforce continuing education courses and about 432,000 of them enrolled in semester credit courses. Texas

public community college enrollments in semester credit courses surpassed that of public universities for the first time in fall 1995, and has continued to exceed university enrollments each year.

A number of reasons may account for the rise in community college enrollments in Texas. Growth in the Texas population, lower costs associated with community colleges even though college costs in general continue to rise, the open-door nature 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 allowing for more evening classes or instructional telecommunication courses have all contributed to this increase in enrollments. 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, and engineering technology. Advisory committees are working on proposals for nursing, communications, criminal justice, and computer science.

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. It is becoming increasingly important to business and industry that increased attention be given to expansion of transfer opportunities for technical courses and programs into baccalaureate programs.

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 Texas Higher Education Coordinating Board's web site at www.thecb.state.tx.us.

Community colleges provide rapid response to the local needs of citizens, agencies, businesses, and industry by providing customized and contract workforce instruction, courses for professional certification or licensure, and general continuing education opportunities. Community colleges conduct local need assessments, sponsor advisory committees, and consult state and national labor market information for planning and revising 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 or 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 on-line database resources.

The quality of instruction in community colleges is promoted internally and externally. Internally, colleges conduct program reviews, provide professional development activities and services for faculty and staff, and seek evaluation and feedback of 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, employers that hire community college trained students, and universities that provide achievement and persistence information on transfer students.

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 instruction and fulfill the broad mission of Texas comprehensive 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 that are designed to assist students as they negotiate their way through the two-year college toward a career or further education.

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 that provide access and equity for students who are academically or economically disadvantaged, disabled, limited English proficient, 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 more dependent upon mainframe and microcomputers to deal with admissions, registration, and records and to manage course scheduling, grade production, student billing, transcripts, and student files.

Although the Texas Higher Education Coordinating Board has no state oversight of student services, student services areas are reviewed during the four-year cycle of institutional effectiveness on-site reviews to ensure institutions are meeting requirements for administration of federal Perkins funds. Specific commendations or recommendations are given to the institution regarding services provided students.

Information Systems and Technology

Community colleges are actively developing their information systems to facilitate inter- and intra-college communication. The wide diversity of the colleges and the range of available fiscal and human resources contribute to a wide array of current information systems. Many colleges already have fully functional information systems through fiber optics and statewide networks. A few are only beginning to implement their technology plans. Although far from reaching all community colleges, 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 personnel and student records. Instructional computing systems are providing local networks on and between some campuses and colleges. Instructional technology has expanded college capabilities to provide alternative learning and 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. As of spring 2002, all 50 community college districts are involved in instructional telecommunications.

Through additional federal, state, and local resources for technology, students can have enhanced access to library and reference materials from off-campus sources. Newspapers and scientific articles are available to be read on-line 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.

Texas community colleges are leading the way in using video-conferencing and Internet technologies to make higher education more accessible. The Virtual College of Texas, a coalition of 50 community and technical colleges representing every region of our state, is now offering more than 1,300 courses on-line.

On-line 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.

The virtual college concept encourages innovative thought. The Lieutenant Governor's Special Commission on 21st Century Colleges and Universities has identified several questions that colleges of today will need to address:

- What is the best way to teach a broad array of new students?
- What role will technology play in 21st century education?
- What do these innovations mean for course development, teaching, research, and student services?
- Who will be responsible for online quality control, academic integrity, and accountability?

Those are questions that must and will be answered as on-line education grows and proliferates.

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 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 coordinated by the Texas Higher Education 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 measures and standards are commonly 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 and they are developing staff positions 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 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 would 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 extensive institutional resources 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 administration continually faces the challenge of recruiting and retaining skilled personnel while maintaining the appropriate alignment with the mission of the institution.

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. One type of partnership known as a Multi-Institution Teaching Center (MITC) is found in several locations throughout Texas. A 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.

Performance Measures

As passed in House Bill 2517 by the 75th Texas Legislature, and codified in the Texas Education Code, Section 130.0035, performance measures have been established for Texas public community colleges. The Institutional Research Committee of the Texas Association of Community Colleges has proposed a matrix of various relevant performance measures for consideration by the Legislative Budget Board. The community colleges are committed to this dialogue with the LBB regarding adoption and implementation of these more meaningful performance measures.

As stated in Section 130.0035, "as soon as practicable after the end of each academic year, the community/junior college district shall prepare an annual performance report for that academic year. The report shall be prepared in a form that would enable any interested person, including a prospective student, to understand the information in the report and to compare the information to similar information for other community/junior college districts. The college district shall make the report available to any person on request."

The report must include the following information for 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 Texas Academic Skills Program (TEC, 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 college's student body.

9. The percentage of students contact hours taught by full-time faculty.

To help align the Performance Measures with the Goals for each community/junior college district, the following format for the outcomes, outputs, and explanatory notes is recommended by the Legislative Budget Board:

Goal XX: (Name of community/junior college district)
Objective. Provide Administration and Instructional Services

Outcome #01: Percentage of Courses Completed
Short Definition: *The percentage of contact hour courses completed.*
Purpose/Importance: *This measure provides an indicator of the persistence of students to the end of the semester.*
Sour/Collection of Data: *Institution data files and Coordinating Board data reports.*
Method of Calculation: *The number of contact hours for which students are enrolled on the last day of the fall semester divided by the number of contact hours for which students were enrolled on the official census day of the fall semester.*
Data Limitations: *The Coordinating Board's Educational Data Center maintains certified data relevant to this measure, but final certification may not take place in time for reporting deadlines.*
Calculation Type: *Non-cumulative, fall.*
New Measure: *No.*
Desired Performance: *Higher than target.*

Outcome #02: Percentage of Contact Hours Taught By Full-time Faculty
Short Definition: *The percentage of contact hours taught in semester credit courses by instructors who are classified by the institution as full-time faculty.*
Purpose/Importance: *This measure provides an indicator of what percent of the teaching force is comprised of full-time faculty members.*
Source/Collection of Data: *Institution data files.*
Method of Calculation: *The number of fall semester contact hours taught by full-time faculty divided by the total number of fall semester contact hours. Non-credit course hours are not included.*
Data Limitations: *There is not a standard definition of full-time faculty for state, community/junior colleges. Each college defines full-time within the institution.*
Calculation Type: *Non-cumulative, fall.*
New Measure: *No.*
Desired Performance: *Higher than target.*

Outcome #03: Number of Students Who Transfer to a University
Short Definition: *The number of students with at least 15 semester contact hours who are enrolled at a university during the subsequent fall semester.*
Purpose/Importance: *This measure provides an indicator of the volume of the student population who are transferring to four-year institutions.*
Sour/Collection of Data: *Institutional data files (if applicable) and Coordinating Board data reports.*
Method of Calculation: *The sum of all undergraduate transfer students enrolled at a university in the fall semester who had previously attempted 15 or more credit hours at a community/junior college within the previous three years. If a student had attended more than one community/junior college, the transfer should be credited to the institution which provided the most hours, or, if an equal number, to the most recently attended college.*
Data Limitations: *The Coordinating Board's Educational Data Center maintains certified data relevant to this measure, but final certification may not take place in time for reporting deadlines.*

In addition, the Coordinating Board data pertains only to in-state public universities. Colleges should supplement this data with transfer data from in-state private institutions and out-of-state public and private institutions when possible.
Calculation Type: *Non-cumulative, fall.*
New Measure: *No.*
Desired Performance: *Higher than target.*

Outcome #04: Percentage of Remedial Students Who Pass TASP
Short Definition: *The percentage of developmental students who pass TASP.*
Purpose/Importance: *This measure provides an indicator of the success of the institution's developmental education program.*
Source/Collection of Data: *Institution data files and Coordinating Board data reports.*
Method of Calculation: *The total unduplicated number of students who pass all parts of the TASP or otherwise meet the educational requirements of the TASP program during the academic year, divided by the total unduplicated number of students enrolled in developmental education courses as a result of failing the TASP or similar skills assessment test.*
Data Limitations: *The Coordinating Board's Educational Data Center maintains certified data relevant to this measure, but final certification may not take place in time for reporting deadlines.*
Calculation Type: *Non-cumulative, annual.*
New Measure: *No.*
Desired Performance: *Higher than target.*

Outcome #05: Percentage of Students Who Pass a Licensure Exam
Short Definition: *The percentage of students in a discipline requiring external certification or licensure who pass a licensure or certification exam during the reporting period.*
Purpose/Importance: *This measure provides an indicator of the success of the institution's education programs in disciplines requiring certification or licensure.*
Source/Collection of Data: *Institution data files. Coordinating Board data reports and reports from certification or licensing boards.*
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.*
Data Limitations: *The Coordinating Board's Educational Data Center maintains certified data relevant to this measure, but final certification may not take place in time for reporting deadlines. Institution may be reliant on the certifying board to provide timely, accurate data at a sufficient level of detail.*
Calculation Type: *Non-cumulative, annual.*
New Measure: *No.*
Desired Performance: *Higher than target.*

Outcome #06: Administrative Cost (75th Texas Legislature, House Bill 1, Rider 24, III-48)
Short Definition: *Administrative costs as a percentage of total expenditures.*
Purpose/Importance: *This measure provides an indicator of the proportion of the operating budget being spent on administrative costs.*
Source/Collection of Data: *Institution Annual Financial Report.*

Method of Calculation: *The dollar amount of expenditures for Institutional Support, less the results of services department operations during the fiscal year, divided by the total dollar amount of Total Current Funds expenditures, less auxiliary enterprises and the results of service department operations during the fiscal year.*
Data Limitations: *None.*
Calculation Type: *Non-cumulative, annual.*
New Measure: *No*
Desired Performance: *Lower than target.*

Strategy: Academic Education

Output #01: Number of Degrees or Certificates Awarded
Short Definition: *The total number of degrees or certificates awarded.*
Purpose/Importance: *This measure provides an indicator of the number of degreed or certified students produced each academic year.*
Source/Collection of Data: *Institution data files and Coordinating Board data reports.*
Method of Calculation: *The sum total of all degrees and certificates awarded during the academic year. May include multiple awards to the same student.*
Data Limitations: *The Coordinating Board's Educational Data Center maintains certified data relevant to this measure, but final certification may not take place in time for reporting deadlines.*
Calculation Type: *Non-cumulative, annual.*
New Measure: *No.*
Desired Performance: *Higher than target.*

Explanatory #01: Percentage of Enrolled Students Who are Minorities
Short Definition: *The percentage of the student population who identify themselves as Hispanic, Black, or Native-American. Non-resident aliens do not count as minorities for this measure.*
Purpose/Importance: *This measure provides an indicator of the participation of minorities.*
Source/Collection of Data: *Institution data files and Coordinating Board data reports.*
Method of Calculation: *The total number of enrolled students identifying themselves as a minority, divided by the total number of enrolled students as of the official census day. Students enrolled only in non-credit courses are not included.*
Data Limitations: *The Coordinating Board's Educational Data Center maintains certified data relevant to this measure, but final certification may not take place in time for reporting deadlines.*
Calculation Type: *Non-cumulative, fall.*
New Measure: *No.*
Desired Performance: *n/a.*

Explanatory #02: Percentage of Students Who are Academically Disadvantaged
Short Definition: *The percentage of students who do not have college level skills as evidenced by the TASP or other placement test.*
Purpose/Importance: *This measure provides an indicator of the portion of the student population needing developmental education.*
Source/Collection of Data: *Institution data files and Coordinating Board data reports.*
Method of Calculation: *The total unduplicated number of students who do not have college level skills as evidenced by the TASP or other placement test, divided by the total unduplicated number of*

students enrolled as of the official census date of the fall semester. Students with learning disabilities and students enrolled only in non-credit courses are not included.
Data Limitations: *The Coordinating Board's Educational Data Center maintains certified data relevant to this measure, but final certification may not take place in time for reporting deadlines.*
Calculation Type: *Non-cumulative, fall.*
New Measure: *No.*
Desired Performance: *n/a.*

Explanatory #03: Percentage of Students Who are Economically Disadvantaged
Short Definition: *The percentage of students who qualify as economically disadvantaged.*
Purpose/Importance: *This measure provides an indicator of the portion of the student population having greater financial need.*
Source/Collection of Data: *Institution data files and Coordinating Board data reports.*
Method of Calculation: *The total unduplicated number of students who 1) have an Expected Family Contribution (EFC) of zero on the financial aid database, or 2) qualify for other public assistance programs, divided by the total unduplicated number of students enrolled as of the official census date of the fall semester. Students enrolled only in non-credit courses are not included.*
Data Limitations: *The Coordinating Board's Educational Data Center maintains certified data relevant to this measure, but final certification may not take place in time for reporting deadlines.*
Calculation Type: *Non-cumulative, fall.*
New Measure: *No.*
Desired Performance: *n/a.*

District Performance Goals*

A. Goal: Alamo Community College
   1. Objective: Provide Administration and Instructional Services
      1.1 Strategy: Academic Education
      1.2 Strategy: Vocational/Technical
      Total, Objective A.1: Provide Administration and Instructional Services
      Total, Goal A: Alamo Community College

B. Goal: Alvin Community College
   1. Objective: Provide Administration and Instructional Services
      1.1 Strategy: Academic Education
      1.2 Strategy: Vocational/Technical
      Total Objective B.1: Provide Administration and Instructional Services
      Total, Goal B: Alvin Community College

C. Goal: Amarillo College
   1. Objective: Provide Administration and Instructional Services
      1.1 Strategy: Academic Education
      1.2 Strategy: Vocational/Technical
      Total, Objective C.1: Provide Administration and Instructional Services
      Total, Goal C: Amarillo College

D. Goal: Angelina College
   1. Objective: Provide Administration and Instructional Services
      1.1 Strategy: Academic Education
      1.2 Strategy: Vocational/Technical
      Total, Objective D.1: Provide Administration and Instructional Services
      Total, Goal D: Angelina College

E. Goal: Austin Community College
   1. Objective: Provide Administration and Instructional Services
      1.1 Strategy: Academic Education
      1.2 Strategy: Vocational/Technical
      Total, Objective E.1: Provide Administration and Instructional Services
      Total, Goal E: Austin Community College

F. Goal: Blinn College
   1. Objective: Provide Administration and Instructional Services
      1.1 Strategy: Star of Republic Museum
      2.1 Strategy: Academic Education
      2.2 Strategy: Vocational/Technical
      Total, Objective F.1: Provide Administration and Instructional Services
      Total, Goal F: Blinn College

G. Goal: Brazosport College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective G.1: Provide Administration and Instructional Services
Total, Goal G: Brazosport College

H. Goal: Central Texas College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective H.1: Provide Administration and Instructional Services
Total, Goal H: Central Texas College

I. Goal: Cisco Junior College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective I.1: Provide Administration and Instructional Services
Total, Goal I: Cisco Junior College

J. Goal: Clarendon College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective J.1: Provide Administration and Instructional Services
Total, Goal J: Clarendon College

K. Goal: Coastal Bend College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective K.1: Provide Administration and Instructional Services
Total, Goal K: Coastal Bend College

L. Goal: College of the Mainland
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective L.1: Provide Administration and Instructional Services
Total, Goal L: College of the Mainland

M. Goal: Collin County Community College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective M.1: Provide Administration and Instructional Services
Total, Goal M: Collin County Community College

N. Goal: Dallas County Community College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Small Business Development Center
2.1 Strategy: Academic Education
2.2 Strategy: Vocational/Technical
Total, Objective N.1: Provide Administration and Instructional Services
Total, Goal N: Dallas County Community College

O. Goal: Del Mar College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective O.1: Provide Administration and Instructional Services
Total, Goal O: Del Mar College

P. Goal: El Paso Community College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective P.1: Provide Administration and Instructional Services
Total, Goal P: El Paso Community College

Q. Goal: Frank Phillips College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective Q.1: Provide Administration and Instructional Services
Total, Goal Q: Frank Phillips College

R. Goal: Galveston College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective R.1: Provide Administration and Instructional Services
Total, Goal R: Galveston College

S. Goal: Grayson County College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective S.1: Provide Administration and Instructional Services
Total, Goal S: Grayson County College

T. Goal: Hill College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Heritage Museum and Genealogy Center
2.1 Strategy: Academic Education
2.2 Strategy: Vocational/Technical
Total, Objective T.1: Provide Administration and Instructional Services
Total, Goal T: Hill College

U. Goal: Houston Community College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective U.1: Provide Administration and Instructional Services
Total, Goal U: Houston Community College

V. Goal: Howard College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Southwest Collegiate Institute for the Deaf
1.2 Strategy: Deaf Student Dormitory
1.3 Strategy: SWCID Student Union Bldg.
1.4 Strategy: Dormitory Asbestos Abatement
1.5 Strategy: Diagnostic Assessment Center
2.1 Strategy: Academic Education
2.2 Strategy: Vocational/Technical
Total, Objective V.1: Provide Administration and Instructional Services
Total, Goal V: Howard College

W. Goal: Kilgore College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective W.1: Provide Administration and Instructional Services
Total, Goal W: Kilgore College

X. Goal: Laredo Junior College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Regional Import/Export Training Center
2.1 Strategy: Academic Education

2.2 Strategy: Vocational/Technical
Total, Objective X.1: Provide Administration and Instructional Services
Total, Goal X: Laredo Junior College

Y. Goal: Lee College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective Y.1: Provide Administration and Instructional Services
Total, Goal Y: Lee College

Z. Goal: McLennan Community College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective Z.1: Provide Administration and Instructional Services
Total, Goal Z: McLennan Community College

AA. Goal: Midland College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: American Airpower Heritage Museum
2.1 Strategy: Academic Education
2.2 Strategy: Vocational/Technical
Total, Objective AA.1: Provide Administration and Instructional Services
Total, Goal AA: Midland College

AB. Goal: Navarro College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AB.1: Provide Administration and Instructional Services
Total, Goal AB: Navarro College

AC. Goal: North Central Texas Community College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AC.1: Provide Administration and Instructional Services
Total, Goal AC: North Central Texas Community College

AD. Goal: North Harris Montgomery Community College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AD.1: Provide Administration and Instructional Services
Total, Goal AD: North Harris Montgomery Community College

AE. Goal: Northeast Texas Community College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Lapsed Salary Supplement
2.1 Strategy: Academic Education
2.2 Strategy: Vocational/Technical
Total, Objective AE.1: Provide Administration and Instructional Services
Total, Goal AE: Northeast Texas Community College

AF. Goal: Odessa College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AF.1: Provide Administration and Instructional Services
Total, Goal AF: Odessa College

AG. Goal: Panola College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AG.1: Provide Administration and Instructional Services
Total, Goal AG: Panola College

AH. Goal: Paris Junior College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AH.1: Provide Administration and Instructional Services
Total, Goal H: Paris Junior College

AI. Goal: Ranger College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AI.1: Provide Administration and Instructional Services
Total, Goal AI: Ranger College

AJ. Goal: San Jacinto College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AJ.1: Provide Administration and Instructional Services
Total, Goal AJ: San Jacinto College

AK. Goal: South Plains College
1. Objective: Provide Administration and Instructional Services

1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AK.1: Provide Administration and Instructional Services
Total, Goal AK: South Plains College

AL. Goal: South Texas Community College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AL.1: Provide Administration and Instructional Services
Total, Goal AL: South Texas Community College

AM. Goal: Southwest Texas Junior College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AM.1: Provide Administration and Instructional Services
Total, Goal AM: Southwest Texas Junior College

AN. Goal: Tarrant County Junior College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, ObjectiveAN.1: Provide Administration and Instructional Services
Total, Goal AN: Tarrant County Junior College

AO. Goal: Temple Junior College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AO.1: Provide Administration and Instructional Services
Total, Goal AO: Temple Junior College

AP. Goal: Texarkana College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AP.1: Provide Administration and Instructional Services
Total, Goal AP: Texarkana College

AQ. Goal: Texas Southmost College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AQ.1: Provide Administration and Instructional Services
Total, Goal AQ: Texas Southmost College

AR. Goal: Trinity Valley Community College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AR.1: Provide Administration and Instructional Services
Total, Goal AR: Trinity Valley Community College

AS. Goal: Tyler Junior College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AS.1: Provide Administration and Instructional Services
Total, Goal AS: Tyler Junior College

AT. Goal: Vernon Regional Junior College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AT.1: Provide Administration and Instructional Services
Total, Goal AT: Vernon Regional Junior College

AU. Goal: Victoria College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AU.1: Provide Administration and Instructional Services
Total, Goal AU: Victoria College

AV. Goal: Weatherford College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AV.1: Provide Administration and Instructional Services
Total, Goal AV: Weatherford College

AW. Goal: Western Texas College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education
1.2 Strategy: Vocational/Technical
Total, Objective AW.1: Provide Administration and Instructional Services
Total, Goal AW: Western Texas College

AX. Goal: Wharton County Junior College
1. Objective: Provide Administration and Instructional Services
1.1 Strategy: Academic Education

1.2 Strategy: Vocational/Technical
Total, Objective AX.1: Provide Administration and Instructional Services
Total, Goal AX: Wharton County Junior College

*House Bill 1, General Appropriations Act, 76th Texas Legislature, III-180 to III-187.

APPENDIX A

Consolidated Community Colleges' Strategic Planning Schedule

February 2002	Selection by the Texas Association of Community Colleges of the Presidents' Committee for the 2002 Strategic Plan for Texas Public Community Colleges (hereinafter referred to as the Plan).
February, March	Previous Plan and other materials reviewed by the Coordinating Board staff and recommendations made to the Presidents' Committee.
April	Coordinating Board staff comments reviewed by the Presidents' Committee, and the draft of the Plan written.
April 18-19	Coordinating Board provides authority to Chair of the Board and the Chair of the Board's Committee on Institutional Effectiveness and Excellence to approve the Plan.
May	Work completed by Coordinating Board staff on the draft of the Plan.
May 30	Draft of the Plan sent to presidents of all Texas public community colleges and Coordinating Board members for comment.
June 11	Final draft of the Plan sent to Chair of the Coordinating Board and the Chair of the Board's Committee on Institutional Effectiveness and Excellence for approval.
June 17	Consolidated Strategic Plan for Texas Community Colleges, 2003-2007, submitted to the LBB and the Governor's Office of Budget and Planning, and to the Coordinating Board members and the presidents of all Texas public community colleges.

Presidents' Committee on the Strategic Plan

Dr. William M. Holda, Committee Chair
Kilgore College

Dr. William Auvenshine
Hill College

Ms. Betty McCrohan
Wharton County Junior College

Dr. Ismael Sosa, Jr.
Southwest Texas Junior College

Dr. Steve Thomas
Vernon College

Dr. Gregory Williams
Western Texas College

APPENDIX B

Texas Public Community/Junior College Statistics

Student Headcount – Fall 2000

Total Student Headcount		431,934
Male	181,555	
Female	250,379	
White	227,361	
Black	46,871	
Hispanic	125,222	
Other	32,480	

Faculty Headcount – Fall 2000

Total Faculty Headcount		23,411
Male	12,070	
Female	11,341	
White	18,398	
Black	1,514	
Hispanic	2,732	
Other	767	

Contact Hours – FY 2000

Total Contact Hours		196,826,998
Credit Courses	179,674,804	
Non-Credit Courses	17,152,194	

Degrees and Certificates Awarded – FY 2000

Total Awards		37,485
Associate – Technical	11,028	
Associate – Academic	11,725	
Certificate – Technical	14,736	
Certificate – Academic	6	

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