



Resource Guide

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[Texas Association of Community Colleges](#)

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Introduction

Texas Community Colleges are just that - colleges built by and for the communities they serve. Texas Community Colleges meet the needs of their local communities while adhering to strict state guidelines to ensure high standards and transferability of programs. As a result, community colleges stand united in their commitment to educate Texas's workforce.

Local Support and Governance

A community college is born when a group of interested voters petition their neighbors and the Texas Higher Education Coordinating Board. The voters then decide to levy a district property tax to fund the physical operations of the college. Districts may be contiguous with county, city or independent school district boundaries. District voters also elect a local Board of Regents or Trustees who hire the president or chancellor and oversee college district operations.

There are 50 community college districts in Texas, several with multiple campuses. For information on individual districts please contact the colleges's [Public Information Officer](#).

In 1995, the Texas Legislature defined service areas for each community college district to ensure that all Texans have access to higher education. Ninety-five percent of the state's population lives in a service area.

[District and Service Area Map](#) (at the Texas Higher Coordinating Board website)

In addition to this local tax base, Texas community colleges receive state appropriations to support instruction and student services. This is augmented by tuition and fees, which are considerably lower than those at state universities.

Community Colleges: Building Texas' Workforce

More than one million Texans benefit each year from the instruction at the state's community and technical colleges.

At Texas community colleges, students may earn an Associates Degree in Science or Art and transfer for completion of a baccalaureate degree, or an Associate in Applied Science or Certificate of Completion in a technical field. Tens of thousands more Texans come to community colleges every year to update job skills (workforce development), improve basic skills (remediation in areas such as reading and math), learn English as a Second Language (ESL), or enhance their lives with personal enrichment courses. Community colleges are flexible and uniquely positioned to meet the immediate skills development needs Texas' business and industry by offering customized training.

Degrees and Certificates

Degree programs vary among institutions. Universities and colleges require different courses or emphasize different areas of study, even though they offer degree programs of the same name. This guide is not intended to approve, recommend, rate, accredit or otherwise endorse any degree program, institution of higher education, or other educational resource.

Associate of Science or Art - Transfer Programs

Accounting

Advertising

Agricultural Business and Production

Agricultural Mechanization
American Literature (United States)
Animal Sciences
Anthropology
Applied Mathematics
Archeology
Architectural Engineering Technologies
Architecture
Astronomy
Biology, General
Botany
Business
Chemistry
Classical and Ancient Near East Languages and Literatures
Communication Disorders Sciences and Services
Computer and Information Sciences, General
Community Health Services
Comparative Literature
Criminal Justice and Corrections
Criminology
Dance
Design and Applied Arts
Developmental and Child Psychology
Drama/Theater Arts and Stagecraft
East European Languages and Literatures
East and Southeast Asian Languages and Literatures
Economics
Education, General
Engineering, General
Engineering Mechanics
English Composition
English Creative Writing
English Language and Literature/Letters, Other
English Literature (British and Commonwealth)
English Technical and Business Writing
Film/Video and Photographic Arts
Fine Arts and Art Studies
Foods and Nutrition Studies
Food Sciences and Technology
Gaming and Sports Officiating Services
General Retailing and Wholesaling Operations and Skills
Geography
Geological and Related Sciences
Germanic Languages and Literatures
Health and Physical Education/Fitness
Historic Preservation, Conservation, And Architectural History
History
Horticulture Services Operations and Management\
Individual and Family Development Studies
Law and Legal Studies

Liberal Arts and Sciences, General Studies, and Humanities
Journalism and Mass Communications
Mathematical Statistics
Mathematics
Microbiology/Bacteriology
Miscellaneous Biological Specializations
Miscellaneous Mechanics and Repairers
Miscellaneous Physical Sciences
Music
Natural Resources Conservation
Parks, Recreation, and Leisure Studies
Philosophy
Political Science and Government
Physical Sciences, General
Psychology, General
Psychology, Other
Physics
Public Administration
Rehabilitation/Therapeutic Services
Religion/Religious Studies
Romance Languages and Literatures
Social Work
Sociology
Special Education
Speech and Rhetorical Studies
Wildlife and Wildlands Management
Zoology

Associate in Applied Science and/or Certificate Technical Programs

Accounting
Administrative and Secretarial Services
Aerospace, Aeronautical, and Astronautical Engineering
Agricultural Business and Production
Agricultural Production/Workers and Managers
Agricultural Supplies Retailing and Wholesaling
Air Transportation Workers
Apparel and Accessories Marketing Operations
Architectural Engineering Technologies
Auto/Automotive Body Repairer
Auto/Automotive Mechanic/Technician
Bilingual/Bicultural Education
Biological Technologies
Business Administration and Management Business Administration and Management
Business and Personal Services Marketing Operations
Business Communications
Business Information and Data Processing Services
Carpenters
Child Care and Guidance Workers and Managers
Clothing, Apparel, and Textile Workers And Managers

Cosmetic Services
Commercial Photography
Computer Programming
Communication Technologies
Community Health Services
Computer and Information Sciences, General
Computer Programming
Construction and Building Finishers And Managers
Construction/Building Technology
Consumer and Homemaking Education
Court Reporter
Criminal Justice and Corrections
Culinary Arts and Related Services
Data Processing Technology
Diesel Engine Mechanic and Repairer
Dental Services
Design and Applied Arts
Drafting
Electrical and Electronic Engineering-Related Technology
Electrical and Electronics Equipment Installers and Repairers
Electrical and Power Transmission Installers
Electromechanical Instrumentation and Maintenance Technology
Emergency Medical Technology/Technician
Engineering-Related Technologies
English Technical and Business Writing
Enterprise Management and Operation
Environmental Control Technologies
Financial Management and Services
Fire Protection
Food Sciences and Technology
General Retailing and Wholesaling Operations and Skills
Graphic and Printing Equipment Operators
Forestry and Related Sciences
Funeral Services and Mortuary Science
Health and Medical Administrative Services
Health and Medical Diagnostic and Treatment Services
Health and Medical Laboratory Technologies/Technicians
Health and Physical Education/Fitness
Heating, Air Conditioning, and Refrigeration Mechanics and Repairers
Hospitality Services Management
Horticulture Services Operations and Management
Industrial Production Technologies
Information Sciences and Systems
Institutional Food Workers and Administrators
International Business
Interior Architecture
Industrial Equipment Maintenance and Repairers
Interior Design
Law and Legal Studies
Leatherworkers and Upholsterers

Marketing Management and Research
Masons and Tile Setters
Mechanical Engineering-Related Technologies
Medical Assistant
Mental Health Services
Mining and Petroleum Technologies
Music
Nursing, General
Occupational Therapy Assistant
Ophthalmic/Optometric Services
Pharmacy Technician/Assistant
Physical Therapy Assistant
Plant Sciences
Plumbers and Pipefitters
Practical Nurse (LPN Training)
Precision Metal Workers
Quality Control and Safety Technologies
Radio and Television Broadcasting
Real Estate
Respiratory Therapy Technician
Surgical/Operating Room Technician
Teacher Assistant/Aide
Teacher Education, Specific Academic and Vocational Programs
Tourism and Travel Services Marketing Operations
Vehicle and Equipment Operators
Vehicle and Mobile Equipment Mechanics And Repairers
Veterinarian Assistant/Animal Health Technician
Visual and Performing Arts
Welder/Welding Technologist

Source: Texas Higher Education Coordinating Board

History

The Texas Legislature enacted the first statutory recognition of junior colleges, Article 2815-H, in 1929. Most junior colleges of this period were under the governance of the local public school districts' board. The chief administrative officer was often referred to as "dean," with the superintendent acting as the ex-officio president.

Before 1949, public junior colleges operated independently with no state oversight. During that year, the 51st Legislature created the Texas Legislative Council to study the situation. As a result of their report, state-level administration was assigned to the State Board of Education and the Texas Education Agency. For the next nine years, committees from the colleges worked the Agency to establish accreditation standards, criteria for the establishment of new college districts, uniform reporting systems, appropriation formulas and instructional standards. However, most of the attention was focused on K-12 public schools. Junior colleges, rapidly seeking independence from public school boards, drew their practices and policies from other institutions of higher education.

Prior to the creation of the Legislative budget board in the 1950's, college presidents, acting through the Texas Association of Community Colleges, would draft a funding bill, recruit sponsors in both houses as well as

support for the bill. A lump sum was appropriated for all community colleges and distributed according to Fall semester enrollment, resulting in unpredictable and unstable funding.

In 1965, community colleges (the term adopted nationally to reflect two-year colleges comprehensiveness) were placed under the control of the Texas Higher Education Coordinating Board; however, the SBE and TEA oversaw technical and vocational programs for several more users. In 1975, the 64th Legislature authorized the SBE to contract with the Coordinating Board to supervise these programs. The administration of post-secondary vocational-technical education was officially transferred to the Coordinating Board in 1985 by the 69th Legislature with Senate Bill 911, thereby consolidating state level administration of all community college formula funded programs.

The creation of the Legislative Budget Board and adoption of then "Package Appropriations Bill" led to major changes in securing appropriations. The adopted procedure provided a line item appropriation for each college based on the number of instructional hours generated during a specific time period or the "base year." Between 1971 and 1973, TACC, the Coordinating Board and the Legislative Budget Office worked to establish a funding formula based on two concepts: 1. Instructional hours generated by faculty/student contact - Contact Hours and 2. a biennial cost study (now the All Funds Expenditure Report) for providing instruction in each program area during each base period. The Contact hour Formula was adopted by the legislature in 1973. Although minor revisions have been made, this approach remains in effect today.

In 1995 the Legislature created designated service areas for each of the state's community college districts in order to ensure that all parts of the state would have access to community college services.

In 1941, total legislative appropriations for all junior colleges in Texas amounted to \$325,000 or \$50 per student for 6500 full-time student equivalents. During 1985-1994, appropriations grew less than 12% while enrollment growth exceeded 31 percent. The FY2000-01 state appropriation was 1.4 billion.

Timeline

1924

The Texas Association of Community Colleges (TACC) originates as a loose confederation of college presidents and deans.

1929

Texas Legislature enacts Article 2815-Hallowing the formation of junior college districts. Most colleges of this period were under the governance of local public school boards.

1947

TACC formally organized, primarily to monitor the appropriations bill and other legislation effecting public junior colleges.

1949

51st Legislature assigns state-level administration to the State Board of Education (SBE) and the Texas Education Agency (TEA).

1949 -1958

Committees work to establish accreditation standards, criteria for the establishment of new college districts, uniform reporting systems, appropriation formulas and instructional standards.

1950's

Legislative Budget Board (LBB) created

1965

Community colleges placed under the control of the Texas Higher Education Coordinating Board (THECB). SBE and TEA continue to oversee technical and vocational programs.

1973

The Contact Hour Formula adopted by the 63rd Legislature

1975

The 64th Legislature authorizes the SBE to contract with the Coordinating Board to supervise technical and vocation programs.

1985

Administration of post-secondary vocational-technical education was officially transferred to THECB by the 69th Legislature with Senate Bill 911, consolidating state level administration of all community college formula funded programs.

1995

The Legislature creates designated service areas for each of the state's community college districts to ensure that all parts of the state would have access to community colleges.

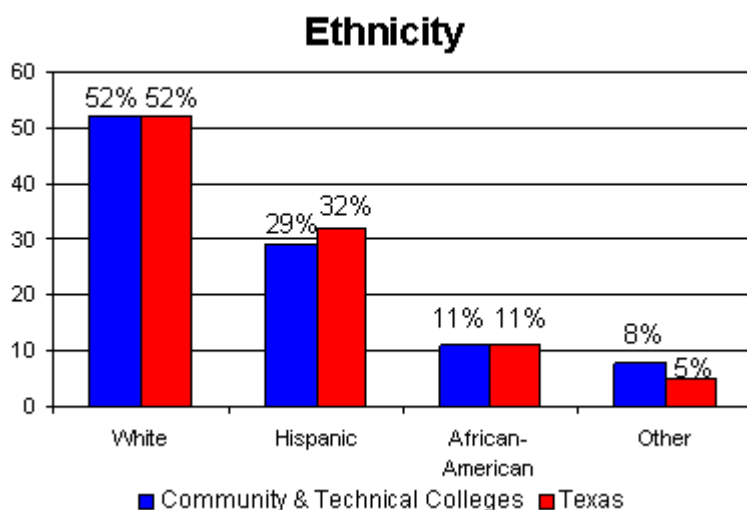
Student Profile

Average Age: 25 years old

Female: 58 percent

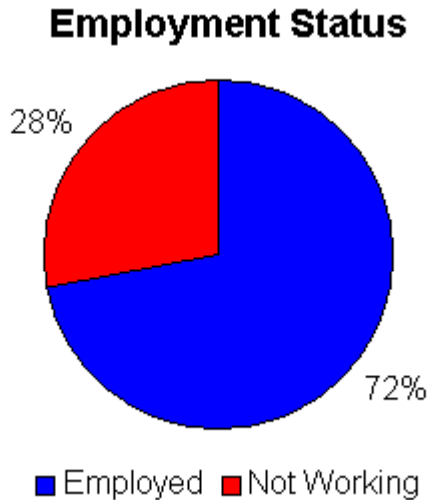
Male: 42 percent

Community college students reflect the ethnic diversity of Texas.



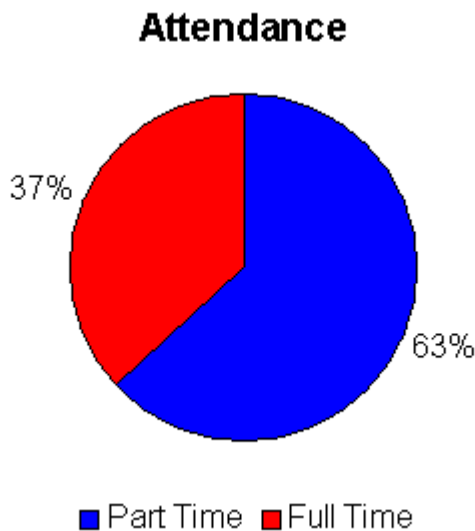
Source: Texas Higher Education Coordinating Board, Bureau of Census

72-percent of community college students work while attending college.



Source: Texas Higher Education Coordinating Board, Bureau of Census

63-percent of Texas community college students attend part-time.



Source: Texas Higher Education Coordinating Board, Bureau of Census

Financial Aid

- 29-percent of the state's community college students received need-based financial aid from federal and state programs; 134,741 community college students received \$354.2 million in FY 2001.
- In addition, over \$30 million raised locally each year by college districts for scholarships and student assistance. 7,836 students received \$10.9 million through Federal Work Study programs and 25,633 students borrowed \$70.1 million through Guaranteed Student Loans.

Enrollment

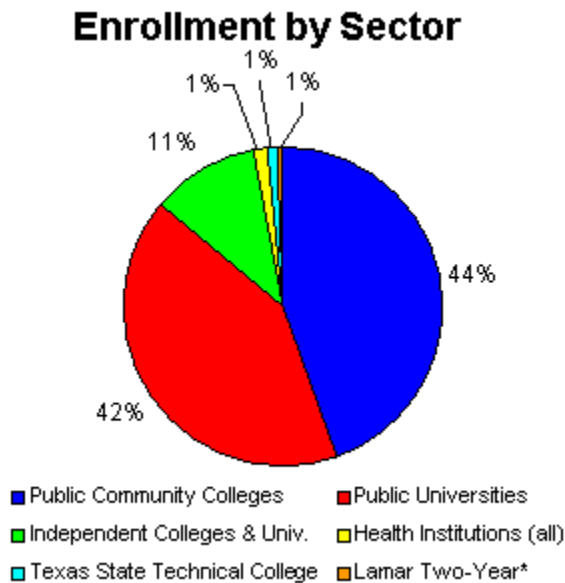
More than 900,000 individuals pass through the doors of Texas public community and technical colleges each year. These figures do not include those who enroll for non-credit continuing education courses, which are not reimbursed by the state. Including these students, the total enrollment for community and technical colleges exceeds 1 million Texans every year.

Community and Technical College Enrollment Academic Year 1999-2000

	Unduplicated # of Students	% of Total
Academic Credit Courses	387,016	40.8%
Technical Credit Courses	315,639	33.2%
Non-Credit Workforce Education	246,899	26.0%
TOTAL	949,554	100.0%

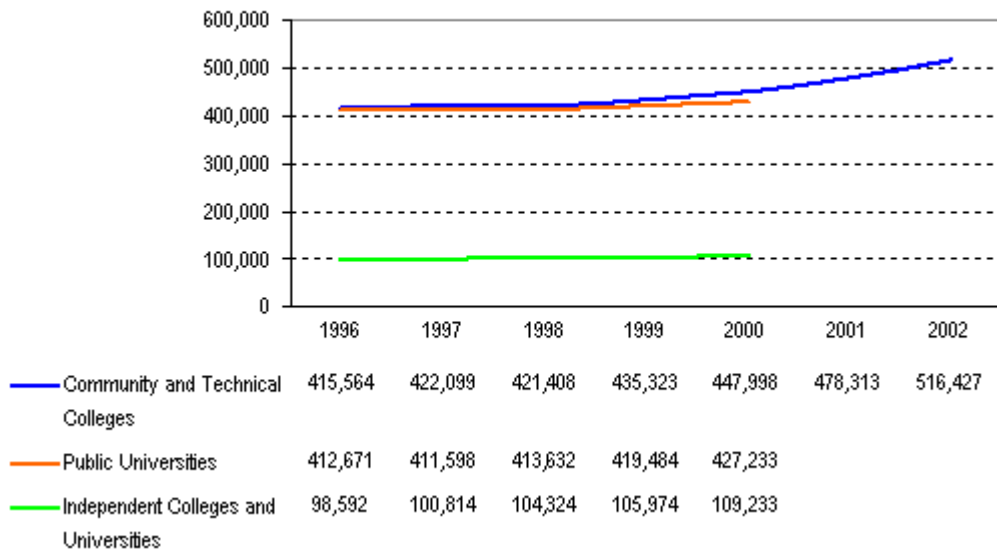
Source: Texas Higher Education Coordinating Board, 2001 Statewide Factbook

More than 44 percent of the state's post-secondary students are enrolled in community colleges making it the largest sector of higher education.



- Increasing community college enrollment is a key component to the Coordinating Board's Closing the Gaps initiative. The Coordinating Board reported that 60 percent of the state's enrollment growth between Fall 2000 and Fall 2001 occurred at two-year institutions.

Enrollment by Sector - Fall Semester



- 73 percent of the freshmen and sophomores in Texas public higher education enroll in community colleges.
- 78 percent of minority freshmen and sophomores attending public Institutions of higher education are attending Texas public community colleges.
- Fall 2001 enrollment in Texas institutions of higher education totaled 1,070,089, an increase of 50,573 over the previous year and the largest increase since 1975.

[Community College District Enrollment by Region 2000-2002 \(PDF\)](#)

[Community and Technical College Enrollment: Fall 1992 to Fall 2000 \(PDF\)](#)

- Low tuition and fees at community colleges make higher education affordable for Texans. The average cost to attend a public community college is one-third that of attending a state university.

14 hours at a public university = \$ 3,152

13 hours at a public community college = \$ 977

(Residential tuition and fees for a single student without dependent(s), off-campus, 9 months full-time)

[Texas Public Community Colleges: Tuition and Fees, 2002-2003 \(PDF\)](#)

Source: Texas Association of Community Colleges

Information Technology

- Texas community colleges are committed to expanding distance education. More than 80 percent of distance education course enrollments in the state are at community colleges.

- TACC oversees two distance learning initiatives: the [Virtual College of Texas \(VCT\)](#) and [STARLINK](#). Member dues, state appropriations, state grants, Federal funds, and private grants support these efforts.
- The mission of the Virtual College of Texas (VCT) is to provide all Texans access to distance learning courses and programs offered by all VCT member colleges.
- Since its beginning in Fall 1998, VCT enrollment has increased from 230 students to 1,200 students three years later (Fall 2001).
- The Texas Higher Education Coordinating Board bestowed VCT the Star Award in 2001.
- STARLINK, a statewide satellite network composed of all Texas community and technical colleges, one university, and twelve out-of-state members, produces and distributes a variety of videoconference programs that provide staff development and training for college trustees, administrators, faculty, and staff.

Funding

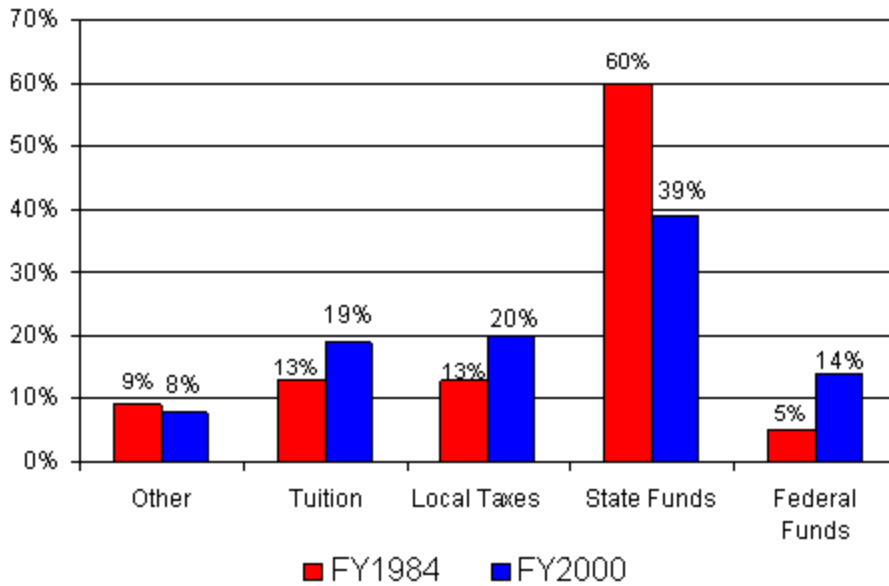
Community college funding has been a responsibility shared by the state, local taxpayers, students, and the federal government.

State funds and local funds are the main sources of revenue for Texas' community colleges. The Legislature appropriates state funds based on the community and technical college funding formula. Community college boards raise local funds through tuition and fees, and property taxes to defray the expenses associated with construction and maintenance of the physical plant.

Any gap between the cost of instruction and the funds provided by the state has to be absorbed by local districts and results in:

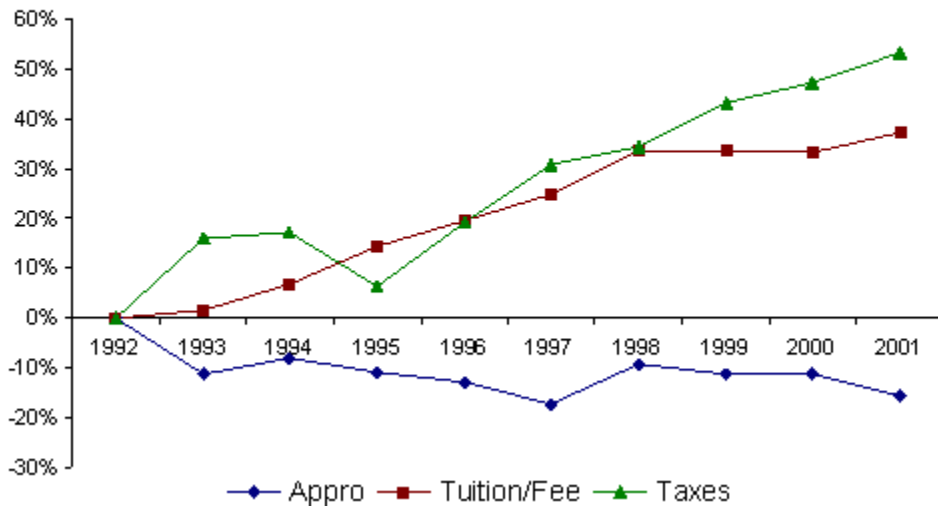
- Deferred maintenance of infrastructure.
- Increased local taxes.
- Increased student tuition and fees

Revenue Sources



Source: Texas Higher Education Coordinating Board, Bureau of Census

Community College Appropriations: 1992-2001



State Appropriations: Formula Funding and Contact Hours

Instructional costs are presented to the Legislature as the community and technical college funding formula. The funding formula for community colleges is largely based on the number of contact hours generated.

1. Each community and technical college completes an All Funds Expenditure Report (AFER, formerly known as the "cost study"), which determines the institution's instructional and administrative expenses for 26 funding disciplines.

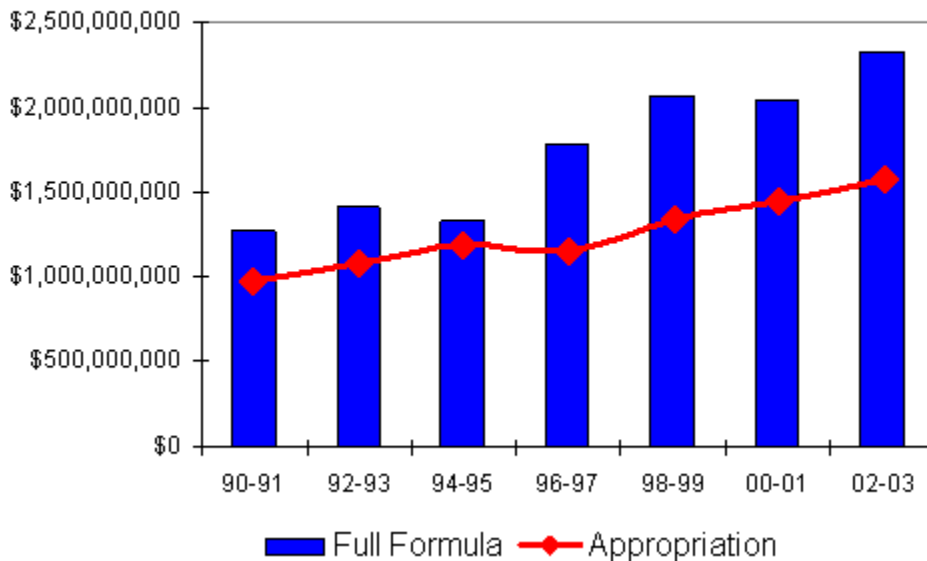
2. The Texas Higher Education Coordinating Board compiles the results of the All Funds Expenditure Report and determines the median cost per student contact hour for each of the 26 instructional fields.

3. The total cost of instruction (i.e., the community and technical college funding formula) is determined by multiplying the median cost for each of the 26 instructional fields with the total number of contact hours generated for each of the fields. A percentage of this formula is funded by the Legislature.

When the community and technical college formula was developed at the Texas Higher Education Coordinating Board, the responsibilities of the state and the local college district were clearly identified. The state would assume the responsibility for instruction costs. College districts were "to use local tax funds and tuition for construction and operation of physical plants and maintenance of facilities" (THECB Master Plan, 1969, p. 8).

From FY 1992 to FY 2001, contact hours have increased 19.1 percent.

Community College Formula Appropriation 1990-2003



Although Revenue Per Contact Hour has increased over the past nine years, when adjusted for inflation (using constant 1992 dollars), the following holds true.

- Formula Appropriation: \$3.30 in 1992 to \$2.78 in 2001, 15.6-percent decrease
- Tuition and Fees: \$1.35 in 1992 to \$1.85 in 2001, 37.3-percent increase
- Property Taxes: \$1.40 in 1992 to \$2.14 in 2001, 53.2-percent increase

[State Appropriations 1999-2003 \(PDF\)](#)

For the 2004-05 biennia, the Coordinating Board will recommend that the Legislature maintain funding the current percentage of the formula with adjustments for enrollment increases and for inflation. TACC endorses this recommendation.

[2002-2003 Formula Appropriation \(PDF\)](#)

Local Taxes

Twenty percent of the colleges in the state are at or near their tax cap.

[Property Tax Revenues 1997-2001 \(PDF\)](#)

Tuition and Fees

For a student enrolled for 12 semester hours in a community college, tuition and fees were as follows during the 2001-02 academic year.

	In-District	Out-of-District	Non-Resident
Average Tuition (2001-02)	\$262	\$328	\$ 749
Average Fees (2001-02)	\$169	\$274	\$ 266
Average Tuition & Fees	\$430	\$602	\$1,015

Source: TACC Survey

[Tuition and Fees 1997-2001 \(PDF\)](#)

Source: Texas Association of Community Colleges

Socioeconomic Benefits Generated by Texas Community Colleges

Last year, the Texas Association of Community Colleges commissioned CCBenefits, Inc. to study the economic impact of Texas Community Colleges on the state's economy. The Houston Endowment Inc. and the 50 community college districts in the state funded the project.

Here is a summary of their findings.

The overall conclusion of the study: community colleges are working for Texas, producing significant returns for the state's economy, students, and taxpayers.

Impact on Texas' Economy

- Total Economic Impact: \$13.5 billion, 351,530 jobs
- The 50 community college districts account for \$1.9 billion in the Texas economy.
- Wages and salaries generated by former students: \$11.6 billion.

Impact on Taxpayers

- The State of Texas benefits from improved health and reduced welfare, unemployment, and crime, saving the public \$276.3 million per year.
- In broad terms, this means a return of \$18 for every dollar invested by state and local government over the next 30 years.
- Using a narrow analysis, the return will be \$3 per dollar invested.

- Taxpayers see a book rate of return of 15.9 percent on their annual investment and recover all investments in 8.2 years.

Impact on Students

- For every dollar a student invests in community college education, he or she will receive \$9.05 in higher future earnings over the next 30 years.
- Average Rate of Return on Investment in a Community College Education: 26.1 percent.
- Payback period: 5.8 years

Legislative Priorities

The Legislature has clearly defined the role and mission of the state's 50 community college districts.

Each college shall be a two-year institution primarily serving its local taxing district and service area and 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 shall be provided. Each college shall insist on excellence in all academic areas.
Education Code, §130.0011

The Texas Association of Community Colleges (TACC) appreciates the continued support provided by the Texas Legislature to public community colleges. Over one million Texans benefit each year from the instruction at the state's community and technical colleges. The following Legislative Priorities will help community and technical colleges provide access to higher education services to the citizens of Texas.

- **Appropriations.** The Legislature should maintain the current level of funding for the formula plus provide an adjustment for enrollment growth and inflation. TACC supports the Texas Higher Education Coordinating Board exceptional item request for Closing the Gaps.
- **Workforce Development.** As the primary provider of workforce development and training, Texas public community and technical colleges' efforts to meet this critical need should be enhanced by increasing the appropriation for the Skills Development Fund and funding the High Priority Program Development Fund.
- **Annexation.** The 78th Legislature should provide community college boards with an additional method to pursue annexation of their legislatively designated service areas.
- **Deregulation.** The 78th Legislature should pass legislation to ease certain regulatory burdens on the colleges in order to enhance the ability of the colleges to function more efficiently in meeting the needs of students and taxpayers.

FOR ADDITIONAL INFORMATION, GO TO: www.tacc.org/pdf/lpd03.pdf

Texas Association of Community Colleges

The Texas Association of Community Colleges (TACC) originated in 1924 as a loose confederation of junior college presidents and deans. The association was formally organized during the summer of 1947.

Membership in the association is comprised of public community and junior college districts that receive appropriations from the legislature. Professional membership is limited to the chief executive officers of these institutions. Affiliate institutions may join at the invitation of the Executive Committee. The President, President-Elect and Secretary-Treasurer and five regional representatives are elected to serve two-year terms on the executive committee.

The General Appropriations Bill and legislation effecting public community colleges have been and remain the principal concerns of the Association. Over the years, TACC has worked with the Legislature and the Coordinating Board to establish standards and criteria, reporting systems, and funding formulas. In recent years, the Association has been instrumental in securing passage of legislation on issues like eminent domain, flexibility in annexation, tort reform, the statutory mission of community colleges, permissive single-member district trustee elections, mandatory college-level academic skills assessment and developmental education, inclusion of community college employees in the Uniform Group Insurance Program, the Skills Development fund, service areas for community college districts and two statewide transfer credit programs: Core Curriculum and Field of Study Curriculum.

Officers and Executive Committee: 2002-2003

William R. Crowe, Ph.D., President
Tyler Junior College

David E. Daniel, Ed.D., President-Elect
Midland College

Leonardo de la Garza, Ph.D., Secretary-Treasurer
Tarrant County College

Marc A. Nigliazzo, Ph.D., Past President
Temple College

Executive Committee

Richard Sanchez, Ed.D.
Navarro College
Central Texas Region

Ronnie Glasscock, Ed.D.
North Central Texas Community College
North Texas Region

Cheryl T. Sparks, Ph.D.
Howard County Junior College
West Texas Region

Dr. Martha Ellis
Lee College
Southeast Texas Region

Larry Phillips, Ed.D.
Angelina College
East Texas Region

John M. Brockman, Ph.D.
Coastal Bend College
South Texas Region

John E. Pickelman, Ph.D.
North Harris Montgomery Community College
At-Large Member

Ramon Dovalina, Ph.D.
Laredo Community College
At-Large Member

Millicent M. Valek, Ph.D.
Brazosport College
At-Large Member

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