Agenda Item X-F

Academic Quality and Workforce

60x30TX

Texas Higher Education Coordinating Board

Block Scheduled Workforce Programs at Public Junior Colleges

House Bill 1583, 84th Legislature, Regular Session

DRAFT

October 2018

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Texas Higher Education Coordinating Board

Agency Mission

The mission of the Texas Higher Education Coordinating Board (THECB) is to provide leadership and coordination for Texas higher education and to promote access, affordability, quality, success, and cost efficiency through *60x30TX*, resulting in a globally competitive workforce that positions Texas as an international leader.

Agency Vision

The THECB will be recognized as an international leader in developing and implementing innovative higher education policy to accomplish our mission.

Agency Philosophy

The THECB will promote access to and success in quality higher education across the state with the conviction that access and success without quality is mediocrity and that quality without access and success is unacceptable.

The THECB's core values are:
Accountability: We hold ourselves responsible for our actions and welcome every opportunity to educate stakeholders about our policies, decisions, and aspirations.
Efficiency: We accomplish our work using resources in the most effective manner.
Collaboration: We develop partnerships that result in student success and a highly qualified, globally competent workforce.
Excellence: We strive for excellence in all our endeavors.

Please cite this report as follows: Texas Higher Education Coordinating Board. (2018). Block scheduled workforce programs at public junior colleges. Austin, TX.

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Executive Summary

House Bill (HB) 1583, passed by the 84th Legislature, Regular Session, in 2015 required Texas public junior colleges to offer five associate degree or certificate programs from the fields of health science, nursing, or career and technology as block scheduled programs by the fall of 2016. This was in addition to existing block scheduled offerings. The legislation required the Texas Higher Education Coordinating Board (THECB) to submit a detailed report to the governor and the Legislature on the effectiveness of block scheduling and any related recommendations for legislation or other actions.

Block scheduling refers to the practice of organizing instruction periods into specified blocks of time. Proponents of block scheduling claim it improves instruction by reducing fragmentation of instruction, accommodating more effective teaching practices, and expanding opportunities for individualized instruction. Block scheduling is also considered an important retention and degree completion strategy because scheduling predictability can allow students to plan their work and personal activities around a known class schedule, which should, in turn, help students complete college faster without repeating or taking unnecessary courses.

The legislation required the THECB, in consultation with public junior colleges, to adopt rules for administering block scheduled programs and to prescribe a process for those colleges to petition the THECB for an exception to the number of programs requiring a block schedule curriculum. The THECB convened a negotiated rulemaking committee in 2015 to develop the rules and held a workshop in early 2016 for institutions to plan for block scheduling.

At the time of this report, block scheduling in Texas is still a work in progress. It will require several years to implement and collect outcome data to determine its impact. Observations from the data in Texas since 2016 reveal that while there were some variations in persistence and the awarding of degrees, significant changes in outcomes for block scheduled students were not observed. This report suggests strategies that support implementation and that could help make block scheduling easier and more effective for institutions to adopt, as well as easier for students to use.

It is important to keep in mind that block scheduling and other structured enrollment programs are a relatively new phenomenon. Consequently, due to the short period between the passage of HB 1583 and the limited amount of time public junior colleges had to implement block scheduled programs, it is not yet possible to examine data and determine the long-term effects on student performance. The recommendations outlined below could be considered for incorporation into a review of the block scheduling statute.

- Provide ongoing support for advisors and faculty training that is focused on the advantages of students taking a full load each semester.
- Establish a platform for ongoing exchange of institutional best practices and a forum to discuss identified challenges that builds on the 2016 workshop held in Austin.
- Provide adequate funding so existing registration system software can be modified to allow students to enroll in a complete block of courses with a single action or “one click.”
- Provide incentives to colleges that award degrees to students who complete in the stated time of the degree.
- Develop an outreach campaign to inform students of block scheduled programs and the advantages of enrolling and completing their programs of study in timely manners.

Introduction

House Bill (HB) 1583 passed by the 84th Legislature, Regular Session, in 2015 required public junior colleges to offer five associate degree or certificate programs from the fields of health science, nursing, or career and technology as block scheduled programs by the fall of 2016. This was in addition to any programs that previously may have been offered in block scheduled format. Specifically, the legislation required:

- public junior colleges to establish at least five new block scheduled programs that had not previously been offered in a block scheduled format from the fields of health science, nursing, or career and technology;

- publication of the next semester's block of scheduled courses for each associate degree or certificate program offered by the college, in advance of the upcoming semester, so students can plan their schedules more easily;

- establishment of a process that allows students to enroll in an entire block of courses for a given semester with a single action online, instead of enrolling in each separate course required for the degree or certificate program;

- adoption of rules by the Texas Higher Education Coordinating Board (THECB), in consultation with public junior colleges, for the administration of block scheduled programs;

- a process by which a public junior college can petition the THECB for an exception to the number of programs for which a block schedule curriculum is required, based on demonstration of hardship; and

- submission of a report by the THECB to the governor and Legislature on the effectiveness of block scheduling and the THECB's recommendations related to block scheduling by Nov. 1, 2018.

Background

Block scheduled programs are one means of influencing institutional practices to improve student success and raise graduation rates. A block scheduled program enables students to enroll in a group (or "block") of courses rather than individual courses and allows the college to provide the schedule for the next semester in advance. Scheduling predictability makes it possible for students to plan their work and personal activities around a known class schedule, which should, in turn, help students complete college faster without repeating or taking unnecessary courses.

Block scheduling can also be viewed as an instructional quality strategy. Although there are many kinds of block scheduled or structured enrollment program structures, all of them are intended to enhance the student learning experience by providing concentrated periods of instructional time. Proponents of block scheduling claim that this approach reduces fragmentation of instruction, accommodates more effective teaching practices, and expands

opportunities for individualized instruction. This strategy for extended, focused time could also support the alignment of career and technical education program content and outcomes with industry certifications where appropriate.

House Bill 1583 seeks to provide course scheduling predictability by requiring block scheduled programs that allow a full-time student to enroll in a defined block of courses at a predictable period of time, such as a morning, full-day, afternoon, evening, or weekend. The courses would be blocked for each future semester during the same time slot for the duration of the program. As an example, an associate degree normally requires 60 semester credit hours (SCH), or about 20 courses. Five courses per semester might be offered between 8:00 a.m. and noon for four consecutive semesters.

Colleges have historically offered block scheduled programs where the natural progression of the curriculum dictated a structured delivery of courses. Many health science programs have historically been offered in this manner. Other programs simply do not follow this kind of structure.

Rulemaking

The THECB, in consultation with public junior colleges, convened a negotiated rulemaking committee in the fall of 2015 to develop rules for the administration of block scheduled programs. The rules provide a process for a public junior college to demonstrate hardship and request an exemption or exception to the number of programs that require a block scheduled curriculum. Board members of the THECB adopted the rules at their regular meeting in January 2016 (see Appendix A).

Texas Administrative Code, Section 9.66, *Demonstration of Hardship*, defines the requirements for a college requesting an exemption. A particular format for the hardship proposal is not specified; however, if a college elects to submit a proposal, it should provide adequate detail for staff review and consideration. To date, no proposals requesting an exemption have been received by the THECB.

Block Schedule Convening

To provide effective strategies for implementing block schedules and make the transition easier and more effective for colleges, the THECB, in collaboration with Complete College America (CCA), convened a two-day workshop in Austin on February 8-9, 2016, to discuss topics related to block scheduling and the college completion agenda. Complete College America was established in 2009 and is a national nonprofit with a single mission: to work with states to significantly increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations. CCA has identified curriculum delivery and course scheduling as barriers to student success. CCA representatives spoke in support of HB 1583 during the legislative deliberation process.

Austin workshop speakers included representatives from CCA, the Tennessee Community College System, and others. The Tennessee example was highlighted because the state is recognized as a national model for block scheduled program implementation. Additional sessions included a discussion of the middle-skill workers gap, performance funding, and other topics related to enrolling students in guided pathways to success.

The workshop was funded by a grant from CCA and was available to institutions at no cost. Each college was invited to send up to five attendees to the workshop. Representatives from all fifty community college districts attended the workshop. Although it was up to each community college to determine who should represent their college, the meeting was structured to appeal to those with oversight of academic policy and planning; student enrollment and persistence; and the scheduling of courses for nursing, health science, and career and technology programs. The attendee estimate was 200-250 participants.

During the workshop, teams from each college were provided an opportunity to interact and converse with peer colleges to strategize about the best practices to serve students and about what programs could best function as block scheduled programs. Most colleges developed a draft list of proposed block sche0duled programs by the conclusion of the workshop. A post-event survey showed participants reported that the workshop had been informative and that they had a better understanding of the legislation.

After the workshop, each college was required to identify which programs they planned to offer in a block scheduled format and planned to implement in the fall 2016 semester. Each college provided the specific program name, e.g., Level I Certificate in Welding Technology, and its CIP Code to the THECB staff.

Block Schedule, Early Stage Observations

Student data for this report were collected from Texas public junior colleges as part of a special data collection process. The data were submitted for four semesters – fall 2016, spring 2017, summer 2017, and fall 2017. Each college was required to report specific data items for students enrolled in block scheduled programs after each semester. The block schedule data were aggregated into one database and integrated with the THECB's existing student data system to generate the analysis provided in this report. The observations in this report concern selected student outcomes, including enrollment, persistence rates, and awards earned during the reporting period.

Interpretation of the data should be approached with caution because of the short interval between when block scheduled programs were first implemented (fall 2016) and the due date of this report (November 1, 2018), the data available for analysis are limited. Specifically, spring 2018 enrollment data were not included in the report because the certified data were not available before the report was finalized. The data were disaggregated by award type, associate degree or certificates for several reasons. First, since data were only collected for four semesters, three regular terms, and one summer session, most students would not have had an opportunity to complete an associate degree. Associate degrees generally include the fall and spring semesters for two years and the summer term the first year of the program. Second, there is great variation in the number of semester credit hours required to earn a Level I or Level II certificate. Level I certificates can have as few as 15 SCH and a maximum of 42 SCH, and a Level II certificate ranges from 30 SCH up to 51 SCH. Because some of the fall 2016 certificate seekers may have taken courses prior to block scheduling, this analysis must still be considered at best a set of early observations about the possible effect of block scheduling on student persistence and completion.

Lastly, student data received were specific to those enrolled in block scheduled programs. The data did not distinguish first time in college students from those who had completed other college courses, which suggests additional caution about interpretation of

success through award numbers. Students could have earned more than one award through a combination of prior course completions combined with those taken as part of a block scheduled program, which would boost award numbers in these data.

Reporting separately on block scheduled students was a new and unfamiliar reporting requirement for institutions, which may have impacted the accuracy of these reported data. Due to the limited number of terms that student data were collected, this report's analysis of persistence and awards was limited to looking at a single cohort of students who enrolled in fall 2016.

Block Schedule Enrollments

A total of 15,294 students enrolled in block scheduled programs for more than one semester between fall 2016 and fall 2017. For this report the students are grouped into two cohorts: (1) those who entered a block scheduled program for the first time in fall 2016; and (2) those who entered in spring 2017 for the first time. Figures 1 and 2 show the total number of students enrolled in each cohort, respectively, and the number who returned for each subsequent term to continue in block scheduled programs offered by the public junior colleges.

The enrollments for spring 2017 are provided for informational purposes only due to the limited number of periods data were available. A total of 2,178 students enrolled at public junior colleges in block scheduled programs offered by those colleges in the spring. Student enrollments by college and semester are included in Appendix B of this report, and enrollments and awards by college and program are contained in Appendix C.

Figure 1. Cohort 1 Students Enrolled in Fall 2016 Who Continued to Enroll Each Subsequent Term

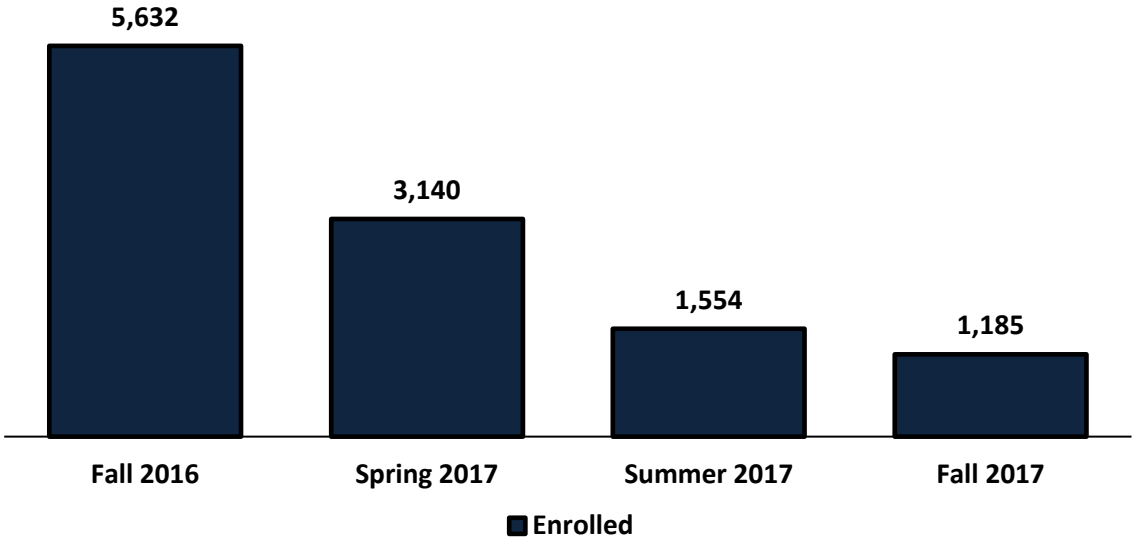
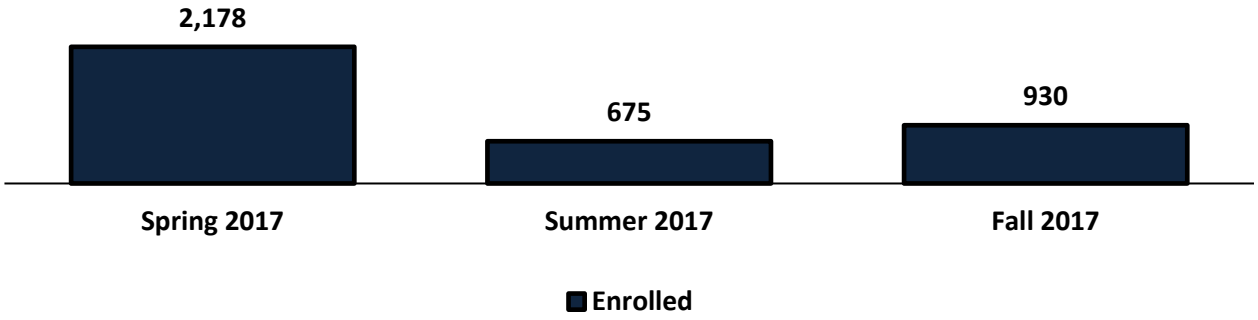


Figure 2. Cohort 2 Students Enrolled in Spring 2017 Who Continued to Enroll Each Subsequent Term



The substantial difference in total enrollment between the fall 2016 cohort and the spring 2017 cohort is most likely attributable to how public junior colleges traditionally structure their schedules and program offerings in such a manner that the fall semester is the first semester of each program. Generally, colleges do not start a new cohort of students for every program every semester. The larger junior colleges may have a population of students interested in a program large enough to offer entry into the program in the spring semester.

Block Schedule Persistence

By examining the fall 2016 cohort of students, a few more observations can be made regarding students who enrolled in block scheduled programs. A total of 5,632 students enrolled in block scheduled programs in fall 2016. Of these, 5,272 (94%) were in Level I or Level II certificate programs. As discussed, these shorter-term certificates can be completed in as little as a single semester and most in less than a year. The public junior colleges may have adopted these shorter-term certificates as block scheduled programs because the curriculum may lend itself naturally to highly structured sequencing of courses.

Figure 3. Block Scheduled Program Term-to-Term Persistence (Fall 2016 Enrollees Only)

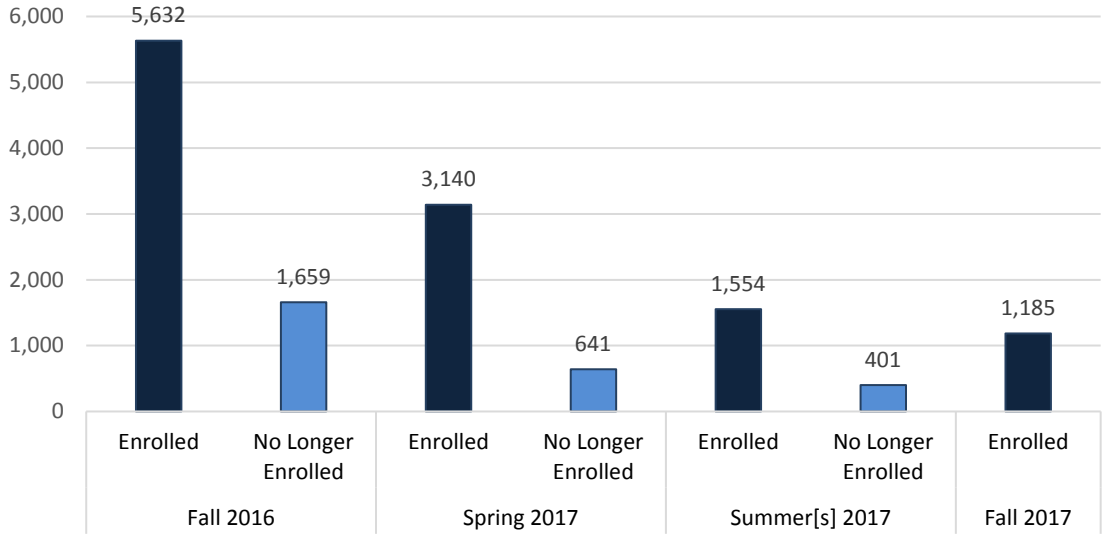


Figure 3 below indicates enrollment rates and the number of students who returned for the subsequent semester for the fall 2016 cohort of block scheduled students. Each semester the initial group of students decreased due to a combination of award completion and to students who stopped out or dropped out and did not re-enroll the next semester. The numbers in one term cannot be added or subtracted to equal the total enrollment in the next term because a student may have skipped a semester and re-enrolled in a future term. Term-to-term persistence is an important measure of student success; however, due to the short time to completion of many of the programs in which students were enrolled, they may have completed their program of study and not re-enrolled the following term. Only 1,185, or 21 percent, of the 5,632 students in fall 2016 cohort enrolled for courses in fall 2017. The one-year persistence rate for all first-time, community college, degree-seeking undergraduates enrolled in at least 12 semester credit hours in the fall of 2016 was 68.2 percent.

The fall-to-fall persistence rate of students enrolled in block scheduled programs cannot be considered in isolation when evaluating the success of block scheduled programs. Because a majority (94%) of the students enrolled in block scheduled programs were enrolled in certificate programs, a student may have completed their program of study in one or two semesters and not re-enrolled the following term. It is also possible that a student earned an award and returned to continue completing courses toward an associate degree.

Block Schedule Award Rates

Figure 4. Block Scheduled Program Awards per Term (Fall 2016 Enrollees Only)

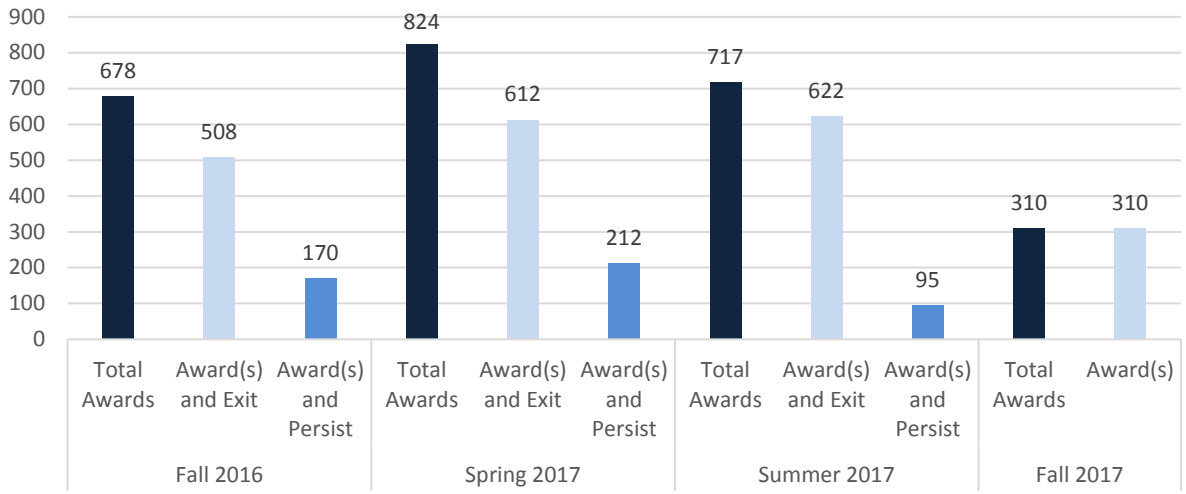


Figure 4 indicates the number of awards earned by block scheduled students by term and if the student continued the next term or exited the program. During the four terms data were collected for students enrolled in block scheduled programs, a total of 2,529 awards were conferred. The awards figures, in particular, are not surprising because the majority of the students were enrolled in Level I or II certificate programs. Also, because many Level I certificates feed into a Level II certificate, a student may be required to complete as few as 30 SCH to receive both awards.

Students who had completed some college were not excluded from the study, so the impact of students holding prior credit and finishing during this period is likely another factor in the award numbers. Also, because some students received multiple awards, the total number of awards seems to suggest block scheduling was highly successful compared to traditionally scheduled programs. While there seems to be some signs of good outcomes for students in block scheduled courses related to completion of certificate programs in this preliminary analysis, the persistence rates for these students were not as positive, as detailed on page five of this report.

Challenges

The THECB found that infrastructure to support block scheduling proved to be a significant challenge to Texas public junior colleges. A survey of the colleges indicated that a vast array of student information systems (SIS) are in use around the state. Colleges reported that none of the existing SIS were programmed to offer an option that allowed students to enroll in a block of courses with only a single online action, e.g., a “one-click” option.

Public junior colleges are generally using one of three or four vendor-supplied enterprise management systems that include the SIS functionality. Colleges are using different iterations

of those vendor platforms; in some cases, a college may have not upgraded to the most recent version in more than 10 years. Informal conversation among Complete College America, third-party software providers, and the THECB staff estimated the cost of implementing the "one-click option" on numerous platforms to be extremely costly, would require a significant investment of time, and possibly require hardware upgrades. More formal conversations about funding for the required technological revisions were not undertaken due to a lack of available funding from state and local sources to determine the cost to implement the "one-click" enrollment requirement.

Some of the challenges associated with block scheduling boil down to managing complex logistics. Administrators from some small- and middle-sized colleges maintained that while some students were interested in enrolling in block scheduled programs, many students could not commit to a full block of courses in a given term. Trying to arrange courses to accommodate the needs of various student populations with different schedule requirements can result in multiple schedule options which, in turn, can result in too few students spread across too many scheduled classes. When course enrollment numbers seem too small to justify instructional cost, cancellation of courses can result.

Field conversations revealed another logistical challenge, due to the varying course titles and credit hour combinations in each college's workforce programs. Transfers to and from institutions, even with block scheduled programs, can be highly problematic and influence persistence and completion. In some subjects, an entire year's curriculum is lost through a mid-program transfer.

Finally, there is a perception, in some cases, that this scheduling approach is a "one-off" activity. This is problematic because block scheduling should not be viewed as an isolated strategy, but considered part of a larger, systemic restructuring effort in which all aspects of instructional delivery are re-examined and possibly re-thought. Block scheduling efforts should align with other programmatic instructional changes being undertaken by public junior colleges that are intended to accelerate student time to degree completion and minimize excessive credit accumulation. A good example of this is a project intended to develop guided instructional pathways for students at all public junior colleges in Texas.

Recommendations

It is important to keep in mind that block scheduling and other structured enrollment programs are a relatively new phenomenon. Consequently, due to the short period between the passage of HB 1583 and the limited amount of time public junior colleges have had to implement block scheduled programs, it is not yet possible to examine data and determine the long-term effects on student performance. The recommendations outlined below could be considered to make block scheduling easier to implement and more effective, if the Legislature desires.

- Provide ongoing support for advisors and faculty training that is focused on the advantages of students taking a full load each semester.
- Establish a platform for an ongoing exchange of institutional best practices and a forum to discuss identified challenges that builds on the 2016 workshop held in Austin.
- Provide adequate funding so that existing registration system software can be modified to allow students to enroll in the complete block of courses with a single action or "one click."

- Consider a funding incentive to colleges that award degrees to students who complete in the stated time of the degree.
- Develop an outreach campaign to inform students of block scheduled programs and the advantages of enrolling and completing their programs of study in timely manners.

Conclusions

The foundational premise of block scheduling is to establish an efficient and comprehensive sequencing of program curriculum in a manner that allows students to complete a degree in the allotted time of the degree, i.e., a student should be able to complete a two-year degree in two years. The initial implementation of block scheduled programs in Texas junior colleges may be yielding mixed results. Although the underlying premise of a block scheduled program seems logical and straightforward, implementation is not a simple matter. Block scheduling has to be integrated with other completion strategies, administration and faculty need to buy in, and infrastructural and logistical challenges need to be overcome.

Given the challenges, combined with the relatively brief period that block schedules have been implemented in Texas, it is not surprising that student outcomes are not definitive. The transition to block scheduling may take several years and requires a substantial commitment to restructuring. If block scheduling is to be effective, the knowledge base, infrastructure, and logistics that support this approach need to be in place and working well with other completion strategies.

Appendix A

Rules Applying to Program Development in Public Two-Year Colleges
Subchapter M
Block Scheduling

9.660 Purpose

The purpose of this subchapter is to establish the coordinating board's oversight for public junior colleges regarding block scheduling of certain associate degree or certificate programs.

9.661 Authority

Authority for this subchapter is provided by Texas Education Code, Section 130.0095, which provides the board with the authority to administer block schedule programs.

9.662 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise.

(1) Block Scheduling - Co-registration in a group of courses equal to a full-time load related to a specific program of study or major to facilitate schedule predictability from semester to semester and encourage timely degree completion.

(2) Board or Coordinating Board - The Texas Higher Education Coordinating Board.

(3) Full-time load -The number of semester credit hours a student is required to complete per semester to complete the program in the amount of time the degree or certificate represents. As examples, a Level I certificate should be completed in one year or less; a Level II certificate should be completed in less than two years; and an associate degree should be completed in two years.

(4) Block Scheduled Program - A coordinating board approved associate of applied science degree or credit-bearing certificate program in the fields of allied health, nursing, or career education and technology utilizing block scheduling.

Appendix A

Rules Applying to Program Development in Public Two-Year Colleges
Subchapter M
Block Scheduling

(5) Public Junior College has the meaning as defined in Texas Education Code, Section 61.003(2).

9.663 Block Scheduled Program

A block scheduled program established at a public junior college under this section must allow a student to enroll in courses equal to that of a full-time load for the program of study and shall be offered each semester in scheduled blocks, such as a morning, full-day, afternoon, evening, or weekend block to provide scheduling predictability from semester to semester for students enrolled in the program. Clinical, practicum and other externships may deviate from the block schedule.

9.664 Adoption of Block Scheduled Programs

Each public junior college shall establish a block scheduled program curriculum from among the allied health, nursing, and career education and technology associate degree or certificate programs offered by the public junior college in at least five of those programs not previously offered as a block scheduled curriculum.

9.665 Block Enrollment

Each public junior college shall publish in advance of each semester the available curricula for each associate degree or certificate program identified as a block scheduled program offered by the college for that semester. Students may enroll in an entire block scheduled program curriculum offered under the program in a semester, rather than enrolling in individual courses leading toward the degree or certificate.

9.666 Demonstration of Hardship

If a public junior college does not offer the minimum number of block scheduled programs as described by this subchapter, the institution must provide detailed written documentation to the coordinating board describing the reason why offering the required number of programs creates a hardship for the institution and how students would be impacted by offering additional block scheduled programs. Factors creating an institutional hardship may include, but are not limited to, programmatic accreditation requirements; statutory requirements; number of students enrolled in the program; availability of faculty; or availability of classroom, laboratory, or other types of instructional/experiential spaces. The Coordinating Board will review the documentation provided and make a determination to approve or deny a request to not offer the minimum number of block scheduled programs as defined by this subchapter.

Appendix B

Persistence by Institution, All Fall 2016 Block Schedule Enrollees

Institution		Students Enrolled			
Code	Name	Fall 2016	Spring 2017	Summer[s] 2017	Fall 2017
000307	ALAMO CCD NW VISTA COLLEGE	175	15	0	0
023413	ALAMO CCD PALO ALTO COLLEGE	66	41	38	35
009163	ALAMO CCD SAN ANTONIO COLLEGE	231	139	54	81
003608	ALAMO CCD ST. PHILIPS COLLEGE	265	189	203	83
003539	ALVIN COMMUNITY COLLEGE	65	43	7	3
003540	AMARILLO COLLEGE	289	45	18	119
006661	ANGELINA COLLEGE	25	25	12	1
012015	AUSTIN COMMUNITY COLLEGE	69	25	0	0
003549	BLINN COLLEGE	25	11	0	5
007857	BRAZOSPORT COLLEGE	35	12	0	1
004003	CENTRAL TEXAS COLLEGE	493	137	44	86
003553	CISCO COLLEGE	42	29	3	12
003554	CLARENDON COLLEGE	138	91	15	10
003546	COASTAL BEND COLLEGE	117	99	72	42
007096	COLLEGE OF THE MAINLAND COMMUN	81	12	9	2
023614	COLLIN CO COMM COLL DISTRICT	8	2	1	0
021002	DCCCD BROOKHAVEN COLLEGE	1	0	0	0
008510	DCCCD EASTFIELD COLLEGE	60	31	0	14
004453	DCCCD EL CENTRO COLLEGE	16	12	0	6
020774	DCCCD NORTH LAKE COLLEGE	1	1	0	0
003563	DEL MAR COLLEGE	41	21	22	8
010387	EL PASO COMMUNITY COLLEGE DIST	52	19	0	0
003568	FRANK PHILLIPS COLLEGE	29	16	0	1
003582	LAREDO COMMUNITY COLLEGE	119	30	30	30
003583	LEE COLLEGE	11	9	2	6
011145	LONE STAR COLLEGE SYSTEM DIST.	207	111	26	31
003590	MCLENNAN COMMUNITY COLLEGE	73	42	25	2
009797	MIDLAND COLLEGE	37	31	23	5
003593	NAVARRO COLLEGE	154	119	55	1
003558	NORTH CENTRAL TEXAS COLLEGE	143	61	34	26
023154	NORTHEAST TEXAS COMM COLLEGE	80	38	19	10
003596	ODESSA COLLEGE	150	104	78	33
003600	PANOLA COLLEGE	134	116	116	116
003601	PARIS JUNIOR COLLEGE	150	147	147	0
003603	RANGER COLLEGE	174	120	58	24

Institution		Students Enrolled			
Code	Name	Fall 2016	Spring 2017	Summer[s] 2017	Fall 2017
003609	SAN JACINTO COLLEGE CEN CAMPUS	64	22	16	17
012713	SAN JACINTO COLLEGE N CAMPUS	128	75	0	37
000090	SAN JACINTO COLLEGE S CAMPUS	115	39	18	19
003611	SOUTH PLAINS COLLEGE	146	124	29	42
031034	SOUTH TEXAS COLLEGE	71	4	2	0
000574	SOUTHWEST COLLEGIATE INSTITUTE	1	0	0	0
003614	SOUTHWEST TEXAS JUNIOR COLLEGE	365	264	8	95
003626	TARRANT COUNTY COLLEGE DIST	102	78	67	54
003628	TEXARKANA COLLEGE	266	191	73	34
003643	TEXAS SOUTHMOST COLLEGE	33	33	0	0
003572	TRINITY VALLEY COMM COLLEGE	72	10	70	0
003648	TYLER JUNIOR COLLEGE	67	56	36	38
010060	VERNON COLLEGE	118	104	64	11
003662	VICTORIA COLLEGE	70	42	0	9
003664	WEATHERFORD COLLEGE	145	28	15	0
009549	WESTERN TEXAS COLLEGE	46	34	2	4
003668	WHARTON COUNTY JUNIOR COLLEGE	114	89	42	23

Appendix C

Enrollments and Awards by Institution and Program, All Block Schedule Fall 2016 Enrollees

College	Description	Students Enrolled	Awards	Students W/Award	Students W/O Award
ALAMO COMMUNITY COLLEGE DIST	Computer Systems Networking and Telecomm	75	6	6	69
	Cosmetology/Cosmetologist, General	21	0	0	21
	Fire Protection and Safety Technology	78	54	52	26
	Automobile/Automotive Mechanics Technology	10	7	7	3
	Welding Technology/Welder	38	0	0	38
	Dental Assisting/Assistant	22	22	22	0
	Pharmacy Technician/Assistant	69	7	7	62
	Veterinary/Animal Health Technology/Tech	45	0	0	45
	Emergency Medical Technology/Technician	31	0	2	29
	Respiratory Care Therapy/Therapist	35	18	18	17
	Radiologic Technology/Science – Radiography	73	59	30	43
	Community Health Services/Liaison/Counselor	28	1	1	27
	Registered Nursing/Registered Nurse	212	137	111	101
	TOTALS	737	311	256	481
ALVIN COMMUNITY COLLEGE	Culinary Arts/Chef Training	6	1	1	5
	Criminal Justice/Police Science	5	0	0	5
	Pharmacy Technician/Assistant	12	1	1	11
	Licensed Practical/Vocational Nurse	32	26	26	6
	General Office Occupations and Clerical	10	0	0	10
	TOTALS	65	28	28	37
AMARILLO COLLEGE	Computer Programming/Programmer, General	7	1	1	6
	Welding Technology/Welder	5	2	2	3
	Medical/Clinical Assistant	26	7	7	19

College	Description	Students Enrolled	Awards	Students W/Award	Students W/O Award
	Registered Nursing/Registered Nurse	251	101	101	150
	TOTALS	289	111	111	178
ANGELINA COLLEGE	Drafting and Design Technology/Technician	11	5	3	8
	Automobile/Automotive Mechanics Technology	14	18	9	5
	TOTALS	25	23	12	13
AUSTIN COMMUNITY COLLEGE	Heating, Ventilation, Air Conditioning	3	0	0	3
	Criminal Justice/Police Science	17	8	8	9
	Fire Science/Firefighting	32	27	27	5
	Welding Technology/Welder	15	7	6	9
	Pharmacy Technician/Assistant	2	0	0	2
	TOTALS	69	42	41	28
BLINN COLLEGE	Computer Systems Networking and Telecomm	9	0	0	9
	Registered Nursing/Registered Nurse	7	6	6	1
	Business Administration and Management,	6	1	1	5
	Accounting Technology/Technician and Boo	3	0	0	3
	TOTALS	25	7	7	18
BRAZOSPORT COLLEGE	Construction Engineering Technology/Tech	5	4	4	1
	Drafting and Design Technology/Technician	1	0	0	1
	Electrician	2	0	0	2
	Pipefitting/Pipefitter and Sprinkler Fit	2	0	0	2
	Heating, Air Conditioning, Ventilation a	7	6	6	1
	Automobile/Automotive Mechanics Technology	5	4	4	1
	Machine Tool Technology/Machinist	7	0	0	7
	Welding Technology/Welder	6	1	1	5
	TOTALS	35	15	15	20
CENTRAL TEXAS COLLEGE	Emergency Medical Technology/Technician	29	0	0	29

College	Description	Students Enrolled	Awards	Students W/Award	Students W/O Award
	Registered Nursing/Registered Nurse	415	50	50	365
	Licensed Practical/Vocational Nurse	49	20	20	29
	TOTALS	493	70	70	423
CISCO COLLEGE	Cosmetology/Cosmetologist, General	1	0	0	1
	Nail Technician/Specialist and Manicurist	9	1	1	8
	Heating, Air Conditioning, Ventilation a	8	5	5	3
	Automobile/Automotive Mechanics Technology	12	15	9	3
	Welding Technology/Welder	12	11	8	4
	TOTALS	42	32	23	19
CLARENDON COLLEGE	Agricultural Production Operations, Gene	27	26	26	1
	Aesthetician/Esthetician and Skin Care S	55	30	30	25
	Welding Technology/Welder	18	22	13	5
	Registered Nursing/Registered Nurse	24	21	21	3
	Licensed Practical/Vocational Nurse	14	15	14	0
	TOTALS	138	114	104	34
COASTAL BEND COLLEGE	Cosmetology/Cosmetologist, General	37	15	15	22
	Welding Technology/Welder	14	0	0	14
	Dental Hygiene/Hygienist	30	0	0	30
	Radiologic Technology/Science - Radiography	14	0	0	14
	Registered Nursing/Registered Nurse	22	15	15	7
	TOTALS	117	30	30	87
COLLEGE OF THE MAINLAND COMMUN	Cosmetology/Cosmetologist, General	16	15	7	9
	Hair Styling/Stylist and Hair Design	1	0	0	1
	Aesthetician/Esthetician and Skin Care S	3	2	2	1
	Salon/Beauty Salon Management/Manager	1	0	0	1
	Criminal Justice/Police Science	25	1	1	24

College	Description	Students Enrolled	Awards	Students W/Award	Students W/O Award
	Fire Science/Firefighting	14	14	14	0
	Welding Technology/Welder	1	0	0	1
	Licensed Practical/Vocational Nurse	20	17	17	3
	TOTALS	81	49	41	40
COLLIN CO COMM COLL DISTRICT	Network and System Administration	1	0	0	1
	Sign Language Interpretation and Translation	4	2	1	3
	Retail Management	3	0	0	3
	TOTALS	8	2	1	7
DALLAS CO COMMUNITY COLL DIST	Computer Systems Networking and Telecomm	4	0	0	4
	Cooking and Related Culinary Arts, General	6	0	0	6
	Culinary Arts/Chef Training	6	0	0	6
	Heating, Air Conditioning, Ventilation a	35	10	10	25
	Vehicle Maintenance and Repair Technology	12	0	0	12
	Automobile/Automotive Mechanics Technology	13	0	0	13
	Medical Insurance Coding Specialist/Code	1	0	0	1
	Accounting	1	0	0	1
	TOTALS	78	10	10	68
DEL MAR COLLEGE	Architectural Drafting and Architectural	7	0	0	7
	Building/Property Maintenance	1	0	0	1
	Heating, Air Conditioning, Ventilation a	12	0	0	12
	Autobody/Collision and Repair Technology	4	0	0	4
	Automobile/Automotive Mechanics Technology	3	0	0	3
	Airframe Mechanics and Aircraft Maintenance	8	0	0	8
	Aircraft Powerplant Technology/Technician	6	0	0	6
	TOTALS	41	0	0	41
EL PASO COMMUNITY COLLEGE DIST	Cosmetology/Cosmetologist, General	40	14	14	26

College	Description	Students Enrolled	Awards	Students W/Award	Students W/O Award
	Automobile/Automotive Mechanics Technology	2	0	0	2
	Emergency Medical Technology/Technician	10	0	0	10
	TOTALS	52	14	14	38
FRANK PHILLIPS COLLEGE	Licensed Practical/Vocational Nurse	29	13	13	16
	TOTALS	29	13	13	16
HOWARD COLLEGE	Cosmetology/Cosmetologist, General	1	0	0	1
	TOTALS	1	0	0	1
LAREDO COMMUNITY COLLEGE	Automobile/Automotive Mechanics Technology	14	8	8	6
	Welding Technology/Welder	25	15	9	16
	Physical Therapist Technician/Assistant	18	0	0	18
	Emergency Medical Technology/Technician	22	22	22	0
	Licensed Practical/Vocational Nurse	40	40	40	0
	TOTALS	119	85	79	40
LEE COLLEGE	Computer Technology/Computer Systems Tec	6	0	0	6
	Legal Assistant/Paralegal	1	2	1	0
	Welding Technology/Welder	3	0	0	3
	Substance Abuse/Addiction Counseling	1	0	0	1
	TOTALS	11	2	1	10
LONE STAR COLLEGE SYSTEM DIST.	Computer and Information Sciences, General	74	5	4	70
	Fire Science/Firefighting	74	32	32	42
	Heating, Air Conditioning, Ventilation a	31	42	31	0
	Machine Tool Technology/Machinist	15	1	1	14
	Pharmacy Technician/Assistant	13	10	12	1
	TOTALS	207	90	80	127
MCLENNAN COMMUNITY COLLEGE	Cosmetology/Cosmetologist, General	19	0	0	19
	Aesthetician/Esthetician and Skin Care S	11	10	10	1
	Fire Science/Firefighting	23	11	11	12

College	Description	Students Enrolled	Awards	Students W/Award	Students W/O Award
	Surgical Technology/Technologist	14	9	9	5
	Real Estate	6	0	0	6
	TOTALS	73	30	30	43
MIDLAND COLLEGE	Mechanical Drafting and Mechanical Draft	8	1	1	7
	Fire Science/Firefighting	22	17	17	5
	Automobile/Automotive Mechanics Technology	3	0	0	3
	Diesel Mechanics Technology/Technician	2	0	0	2
	Airframe Mechanics and Aircraft Maintenance	2	0	0	2
	TOTALS	37	18	18	19
NAVARRO COLLEGE	Cosmetology/Cosmetologist, General	21	3	1	20
	Occupational Therapist Assistant	57	0	0	57
	Physical Therapist Technician/Assistant	15	0	0	15
	Clinical/Medical Laboratory Technician	11	0	0	11
	Registered Nursing/Registered Nurse	50	0	0	50
	TOTALS	154	3	1	153
NORTH CENTRAL TEXAS COLLEGE	Cosmetology/Cosmetologist, General	7	1	1	6
	Cosmetology, Barber/Styling, and Nail In	21	5	3	18
	Heating, Air Conditioning, Ventilation a	20	6	5	15
	Machine Tool Technology/Machinist	4	0	0	4
	Welding Technology/Welder	91	14	8	83
	TOTALS	143	26	17	126
NORTHEAST TEXAS COMM COLLEGE	Cosmetology/Cosmetologist, General	18	13	13	5
	Culinary Arts/Chef Training	8	1	1	7
	Autobody/Collision and Repair Technology	10	2	2	8
	Medical Insurance Coding Specialist/Code	11	0	0	11
	Medical/Clinical Assistant	10	1	1	9

College	Description	Students Enrolled	Awards	Students W/Award	Students W/O Award
	Nursing Assistant/Aide and Patient Care	23	8	8	15
	TOTALS	80	25	25	55
ODESSA COLLEGE	Physical Therapist Technician/Assistant	22	8	8	14
	Emergency Medical Technology/Technician	16	17	16	0
	Surgical Technology/Technologist	18	9	10	8
	Radiologic Technology/Science - Radiography	31	14	14	17
	Licensed Practical/Vocational Nurse i	63	39	39	24
	TOTALS	150	87	87	63
PANOLA COLLEGE	Cosmetology/Cosmetologist, General	34	47	24	10
	Welding Technology/Welder	25	27	11	14
	Emergency Medical Technology/Technician	22	5	5	17
	Licensed Practical/Vocational Nurse i	42	58	22	20
	General Office Occupations and Clerical	11	14	6	5
	TOTALS	134	151	68	66
PARIS JUNIOR COLLEGE	Cosmetology/Cosmetologist, General	25	6	6	19
	Drafting and Design Technology/Technician	23	0	0	23
	Heating, Air Conditioning, Ventilation a	16	7	7	9
	Watchmaking and Jewelry making	22	1	1	21
	Welding Technology/Welder	44	45	32	12
	Radiologic Technology/Science - Radiography	20	0	0	20
	TOTALS	150	59	46	104
RANGER COLLEGE	Cosmetology/Cosmetologist, General	52	10	10	42
	Cosmetology, Barber/Styling, and Nail In	2	1	1	1
	Welding Technology/Welder	30	16	14	16
	Registered Nursing/Registered Nurse	28	27	28	0

College	Description	Students Enrolled	Awards	Students W/Award	Students W/O Award
	Licensed Practical/Vocational Nurse	62	44	44	18
	TOTALS	174	98	97	77
SAN JACINTO COMMUNITY COLLEGE	Teacher Education, Multiple Levels	15	0	0	15
	Heating, Air Conditioning, Ventilation a	36	21	21	15
	Automobile/Automotive Mechanics Technology	18	0	0	18
	Medical/Clinical Assistant	39	0	0	39
	Pharmacy Technician/Assistant	83	9	9	74
	Real Estate	69	7	7	62
	TOTALS	260	37	37	223
SOUTH PLAINS COLLEGE	Criminal Justice/Police Science	15	12	12	3
	Fire Science/Firefighting	24	21	21	3
	Autobody/Collision and Repair Technology	22	17	17	5
	Welding Technology/Welder	69	50	50	19
	Surgical Technology/Technologist	16	13	13	3
	TOTALS	146	113	113	33
SOUTH TEXAS COLLEGE	Construction Engineering Technology/Tech	6	1	1	5
	Criminal Justice/Police Science	29	28	28	1
	Tool and Die Technology/Technician	1	0	0	1
	Emergency Medical Technology/Technician	12	8	8	4
	Nursing Assistant/Aide and Patient Care	23	21	21	2
	TOTALS	71	58	58	13
SOUTHWEST TEXAS JUNIOR COLLEGE	Heating, Air Conditioning, Ventilation a	36	13	14	22
	Autobody/Collision and Repair Technology	32	18	17	15
	Automobile/Automotive Mechanics Technology	53	22	20	33
	Welding Technology/Welder	179	61	61	118
	Licensed Practical/Vocational Nurse	65	51	51	14
	TOTALS	365	165	163	202

College	Description	Students Enrolled	Awards	Students W/Award	Students W/O Award
TARRANT COUNTY COLLEGE DIST	Heating, Ventilation, Air Conditioning	6	0	0	6
	Airframe Mechanics and Aircraft Maintenance	48	4	3	45
	Dental Hygiene/Hygienist	22	0	0	22
	Respiratory Care Therapy/Therapist	23	0	0	23
	Dietetic Technician	3	1	1	2
	TOTALS	102	5	4	98
TEXARKANA COLLEGE	Electrical, Electronic and Communication	1	0	0	1
	Construction Engineering Technology/Tech	35	18	14	21
	Heating, Air Conditioning, Ventilation a	54	69	37	17
	Automobile/Automotive Mechanics Technology	32	20	8	24
	Diesel Mechanics Technology/Technician	29	19	18	11
	Welding Technology/Welder	115	117	64	51
	TOTALS	266	243	141	125
TEXAS SOUTHMOST COLLEGE	Architectural Drafting and Architectural	3	0	0	3
	Legal Assistant/Paralegal	5	2	2	3
	Medical Insurance Coding Specialist/Code	17	10	10	7
	Accounting	5	4	4	1
	Administrative Assistant and Secretarial	3	1	1	2
	TOTALS	33	17	17	16
TRINITY VALLEY COMM COLLEGE	Barbering/Barber	2	8	2	0
	Cosmetology, Barber/Styling, and Nail In	58	43	49	9
	Automobile/Automotive Mechanics Technology	12	3	3	9
	TOTALS	72	54	54	18
TYLER JUNIOR COLLEGE	Automobile/Automotive Mechanics Technology	35	16	9	26
	Welding Technology/Welder	32	17	12	20
	TOTALS	67	33	21	46

College	Description	Students Enrolled	Awards	Students W/Award	Students W/O Award
VERNON COLLEGE	Automobile/Automotive Mechanics Technology	16	3	3	13
	Machine Tool Technology/Machinist	8	6	6	2
	Pharmacy Technician/Assistant	5	4	4	1
	Surgical Technology/Technologist	13	13	12	1
	Licensed Practical/Vocational Nurse	76	50	44	32
	TOTALS	118	76	69	49
VICTORIA COLLEGE	Computer Systems Networking and Telecomm	22	8	8	14
	Electrical, Electronic and Communication	11	0	0	11
	Chemical Technology/Technician	9	4	4	5
	Welding Technology/Welder	23	12	12	11
	Business Administration and Management,	5	5	5	0
	TOTALS	70	29	29	41
WEATHERFORD COLLEGE	Fire Science/Firefighting	11	15	11	0
	Emergency Medical Technology/Technician	24	16	14	10
	Blood Bank Technology Specialist	24	22	21	3
	Substance Abuse/Addiction Counseling	23	14	13	10
	Licensed Practical/Vocational Nurse	63	4	4	59
	TOTALS	145	71	63	82
WESTERN TEXAS COLLEGE	Plant Nursery Operations and Management	7	2	2	5
	Computer and Information Sciences, General	5	4	4	1
	Electrical and Power Transmission Instal	14	13	13	1
	Welding Technology/Welder	20	11	10	10
	TOTALS	46	30	29	17
WHARTON COUNTY JUNIOR COLLEGE	Cosmetology/Cosmetologist, General	45	28	28	17
	Electrical, Electronic and Communication	23	3	3	20
	Chemical Technology/Technician	12	1	1	11

College	Description	Students Enrolled	Awards	Students W/Award	Students W/O Award
	Automobile/Automotive Mechanics Technology	8	4	4	4
	Welding Technology/Welder	26	17	17	9
	TOTALS	114	53	53	61

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Texas Higher Education Coordinating Board

This document is available on the Texas Higher Education Coordinating Board website.

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