The University of Texas System
Board of Regents

Bobby Jenkins, Board Chair
Raymund Paredes, Commissioner of Higher Education
60x30TX: Texas Bold, Texas Achievable

60x30
Educated Population

Completion
Marketable Skills
Student Debt
Texas is making progress toward the 60x30 Educated Population goal

- Texas will need to increase the percent of the population with a postsecondary credential by 1.3 percentage points a year to reach 60% by 2030.
Completions are growing, but Texas needs to accelerate pace

- Associate degree completions had the greatest increases between 2015 and 2016.
UT system overall completions are increasing.

Completions increased 5.3% from 2015 to 2016.
UT system target population completions

Target Populations: African American, Hispanic, Economically Disadvantaged, and Males Completing in The University of Texas System

- African American
- Hispanic
- Economically Disadvantaged
- Male

2015 vs. 2016
UT system completions by gender

Completions by Gender in The University of Texas System

- Male
- Female
Graduation Rates for Economically Disadvantaged Students Still Lag Behind

<table>
<thead>
<tr>
<th>Institution</th>
<th>Received Pell</th>
<th>Did Not Receive Pell</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pell</td>
<td>% of Cohort</td>
</tr>
<tr>
<td>The University of Texas at Arlington</td>
<td>1,204</td>
<td>46.5%</td>
</tr>
<tr>
<td>The University of Texas at Austin</td>
<td>1,980</td>
<td>27.4%</td>
</tr>
<tr>
<td>The University of Texas at El Paso</td>
<td>1,624</td>
<td>66.3%</td>
</tr>
<tr>
<td>The University of Texas at Dallas</td>
<td>353</td>
<td>26.2%</td>
</tr>
<tr>
<td>The University of Texas of the Permian Basin</td>
<td>167</td>
<td>49.0%</td>
</tr>
<tr>
<td>The University of Texas at San Antonio</td>
<td>2,131</td>
<td>44.2%</td>
</tr>
<tr>
<td>The University of Texas at Tyler</td>
<td>166</td>
<td>30.6%</td>
</tr>
<tr>
<td>The University of Texas at Brownsville*</td>
<td>498</td>
<td>79.4%</td>
</tr>
<tr>
<td>The University of Texas-Pan American*</td>
<td>1,953</td>
<td>71.8%</td>
</tr>
<tr>
<td>Statewide</td>
<td>28,397</td>
<td>42.7%</td>
</tr>
</tbody>
</table>

*Students began at UT Brownsville and UT Pan American; UT Rio Grande Valley was formed in FY 2015
8th Grade Cohort Educational Outcomes

20 of 100
Texas 8th Graders complete a postsecondary credential within 11 years
14 of 100
Hispanic 8th Graders complete a postsecondary credential
13 of 100
African American 8th Graders complete a postsecondary credential
11 of 100
Economically disadvantaged 8th Graders complete a postsecondary credential

Source: 2016 Texas Higher Education Almanac
Statewide: The percent of students that graduate with any debt has decreased from 49.1% in FY 2015 to 48.2% in FY 2016.
UT system has almost 60 percent of students that graduate with debt

Percentage of Students Graduating with Debt in UT System Institutions - 2016

<table>
<thead>
<tr>
<th>Institution</th>
<th>% with debt</th>
<th>% without debt</th>
</tr>
</thead>
<tbody>
<tr>
<td>UT System</td>
<td>57.2%</td>
<td>42.8%</td>
</tr>
<tr>
<td>The University of Texas at Austin</td>
<td>47.0%</td>
<td>53.0%</td>
</tr>
<tr>
<td>The University of Texas at Dallas</td>
<td>50.1%</td>
<td>49.9%</td>
</tr>
<tr>
<td>The University of Texas of the Permian Basin</td>
<td>51.5%</td>
<td>48.5%</td>
</tr>
<tr>
<td>The University of Texas at Tyler</td>
<td>60.2%</td>
<td>39.8%</td>
</tr>
<tr>
<td>The University of Texas at Arlington</td>
<td>60.4%</td>
<td>39.6%</td>
</tr>
<tr>
<td>The University of Texas at El Paso</td>
<td>64.6%</td>
<td>35.4%</td>
</tr>
<tr>
<td>The University of Texas-Pan American</td>
<td>64.7%</td>
<td>35.3%</td>
</tr>
<tr>
<td>The University of Texas at San Antonio</td>
<td>66.2%</td>
<td>33.8%</td>
</tr>
</tbody>
</table>
## Progress toward 60x30TX goals, targets

<table>
<thead>
<tr>
<th>Goal</th>
<th>Target</th>
<th>Statewide First-Year Baseline (2015)*</th>
<th>Statewide 2016 Progress*</th>
<th>UT System Baseline (2015)*</th>
<th>UT System 2016 Progress*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>60x30</strong></td>
<td>60x30 (Educated Population)</td>
<td>40.3%</td>
<td>41.0%</td>
<td>N/A**</td>
<td>N/A**</td>
</tr>
<tr>
<td><strong>Completion</strong></td>
<td>Overall</td>
<td>311,340</td>
<td>321,410</td>
<td>47,540</td>
<td>50,078</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>96,657</td>
<td>103,889</td>
<td>16,174</td>
<td>16,674</td>
</tr>
<tr>
<td></td>
<td>African American</td>
<td>38,964</td>
<td>38,813</td>
<td>3,220</td>
<td>3,361</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>131,037</td>
<td>135,849</td>
<td>21,142</td>
<td>22,192</td>
</tr>
<tr>
<td></td>
<td>Economically Disadvantaged</td>
<td>114,176</td>
<td>119,490</td>
<td>17,987</td>
<td>18,381</td>
</tr>
<tr>
<td></td>
<td>TX High School Graduates Enrolling in TX Higher Education</td>
<td>52.7%</td>
<td>51.9%</td>
<td>N/A**</td>
<td>N/A**</td>
</tr>
<tr>
<td>** Marketable Skills**</td>
<td>Working or Enrolled Within One Year</td>
<td>78.9%</td>
<td>78.8%</td>
<td>74.4%</td>
<td>73.5%</td>
</tr>
<tr>
<td><strong>Student Debt</strong></td>
<td>Student Loan Debt to First Year Wage Percentage</td>
<td>60%</td>
<td>60%</td>
<td>64.6%</td>
<td>64.7%</td>
</tr>
<tr>
<td></td>
<td>Excess SCH Attempted</td>
<td>20</td>
<td>18</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Percent of Undergraduates Completing with Debt</td>
<td>49.2%</td>
<td>48.2%</td>
<td>58.2%</td>
<td>57.2%</td>
</tr>
</tbody>
</table>

* Baseline uses 2015 data when possible and 2016 progress uses 2016 data when possible; otherwise most recent data available are used. ** Statewide goal or target.
60x30TX progress report

• Held eight **regional meetings** to educate and engage more than 1,000 stakeholders

• Encourage **regional efforts** (60x30EP, 60x30NETX)

• Launched [www.60x30TX.com](http://www.60x30TX.com) that includes data by region and by institution

• Launched new accountability website, [www.txhighereddata.org](http://www.txhighereddata.org)

• PR News Guidebook case study on 60x30TX launch
Institutions, associations, and THECB are engaged in 60x30TX activities

• Engaging Career Services – THECB has reached out to career service professionals.

• Texas Council of Chief Academic Officers (TCCAO) to convene faculty from similar disciplines to create lists of marketable skills.

• Texas Council of Chief Student Affairs Officers (TCCSAO) has developed a common framework of marketable skills that creates crosswalk between core objectives and in-demand skills sought by employers.

• THECB hosted Marketable Skills Conference to collect institutions’ suggestions for achieving marketable skills goal.
Opportunities to achieve 60x30TX success

- Decrease excess SCH to reduce student cost and debt (no more than three excess SCH)
- Establish Field of Study Guides for the 25 most popular majors
- Implement competency-based programs
- Develop new ideas for financial aid
  - Paid internships, work-study opportunities
Examples of UT academic excellence

- UT-Arlington and UT-Dallas achieve Carnegie “tier one” classification
- The University of Texas Health Science Center at Houston - Children's Learning Institute received recognition of excellence in January 2017
- The University of Texas at Austin: University Leadership Network and The University of Texas at Tyler: Insight Motivated Marketing (IMM 360) Curriculum were Star Award finalists
Initiatives: Improve college-going rates

Statewide initiative
SBOE strategic planning committee (David Gardner, THECB representative)
Collaborate with K-12 in improving college and career readiness (review of standards)

Examples of ongoing UT programs
• OnCourse collaboration with Tri-agency Initiative
• UT-RGV participation in texting programs to educate high school students about college expectations and encourage college students to persist
Initiatives: Focus on student success

- Increase use of predictive analytics to identify and assist students at risk of not completing (major policy discussion - April)
  - Major policy discussion – January; President Mark Becker, Georgia State University
- Develop guided pathways for meta majors
- Ensure marketable skills are integrated into programs so that students can demonstrate and communicate those skills
RAND study on graduate education

The RAND Corporation was engaged to conduct a study of graduate education in Texas – *Managing the Expansion of Graduate Education in Texas*

- Major policy discussion – July

Graduate education serves two primary purposes:
- To prepare future instructors of undergraduate and graduate programs
- To meet the demands of the marketplace.

Effectively meeting the demands on graduate education will require thoughtful and deliberate action.
Implementation of higher education-related legislation – SB 1 (state budget, funding)

• General Academic Institutions Formula Advisory Committee

- Formula funding charges:
  - Study and make recommendations for the appropriate funding level for, and for the refinement of, the graduation bonus formula. (TEC, Section 61.0593)
  - Study and make recommendations on the treatment of competency-based courses in formula allocations.
Implementation of higher education-related legislation – SB 968, 969 (sexual assault)

- SB 968 and SB 969 (85th Texas Legislature, Regular Session) require the establishment of an advisory committee with nine members, appointed by the Commissioner, with the expressed requirement of developing rules related to sexual assault policies on Texas public and private institutions of higher education.

- The bills require that the Advisory Committee members be either institutional chief executive officers or their designees.
Questions?