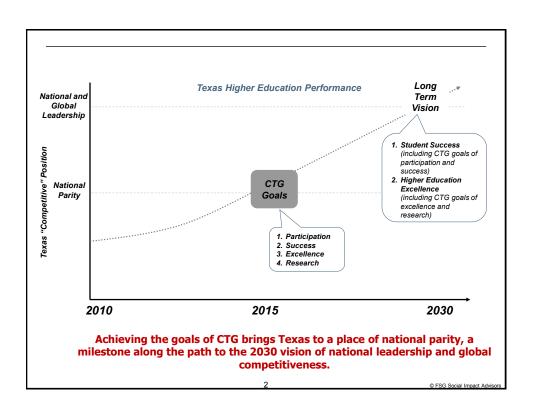
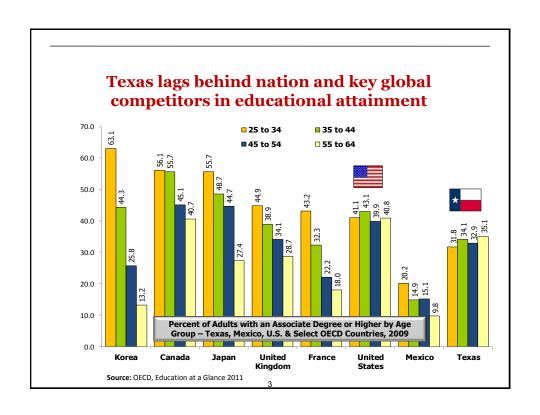


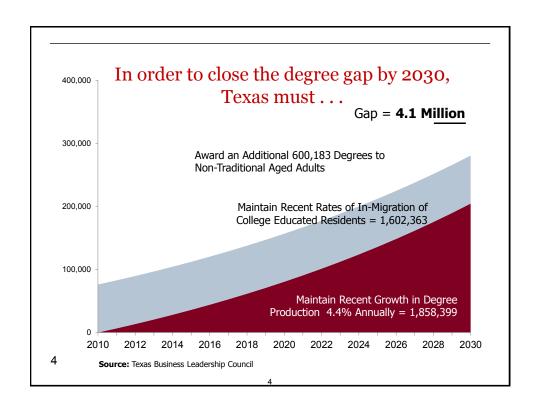
Post Closing the Gaps – Planning for International Excellence by 2030

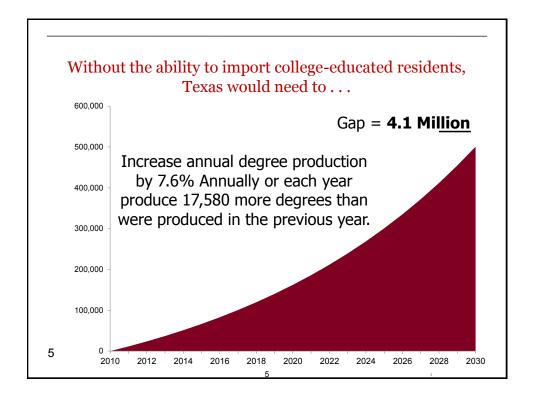
Council for Continuous Improvement and Innovation in Texas Higher Education

November 8, 2011









2030 Leadership Vision for Texas

Texas is a global leader in higher education in which students, the State, the community, institutions of higher education and the P12 system have a shared responsibility for student success. Students complete their programs of study well prepared to succeed in the workplace, serve their communities, and improve their quality of life. Institutions of higher education and the graduates they produce are key contributors to creating an innovative and globally competitive economy in Texas.

Higher Education Excellence

In 2030, Texas post-secondary education is:

- Rigorous: Provides high-quality and relevant courses and programs
- Aligned: Comprehensively linked at all transition points between education systems and comprised of institutions that meet the needs of Texas students, communities, and employers
- Innovative: Is a global leader in research and in creating and implementing best practices in higher education
- Cost-Effective: Delivers quality education costeffectively for the state and affordably for students
- Nimble: Is able to respond quickly to changing workforce needs at the state and regional level

Student Success

In 2030, Texas students:

- See Value: Students understand the value of higher education for their career path and personal lives and are inspired to pursue and succeed in higher education
- Can Participate: Students have the opportunity to pursue and succeed in higher education
- Are Prepared: Students are academically ready for higher education and have the personal skills they need to succeed
- Persist to Completion: Students have the motivation and receive the needed support and resources to advance year-to-year to finish their programs of study

© FSG Social Impact Adviso

Post-Closing the Gaps, Build on Closing the Gaps and Create New Measures for International Competitiveness

Context

Groundwork

Student Success

- THECB's Accountability System is a national leader when it comes to collecting and analyzing data for participation and success
- Data to track Student Success metrics is already being collected by the THECB
- Student Success metrics focus on potential strategic uses of THECB's best-in-class Accountability System

Higher Education Excellence

 Commonly accepted methodologies for defining and measuring Higher Education Excellence do not exist in the field of higher education

- FSG has identified potential metrics for assessing levels of higher education excellence
- Texas can be an innovator and leader in developing metrics to measure learning outcomes and higher education excellence
- Methodologies for other metrics that do not have well-founded evaluation approaches may emerge during the long time horizon for realizing the 2030 vision

FSG has identified metrics that can serve as a starting point for the Council for Continuous Improvement and Innovation

7

© FSG Social Impact Advisor

2030 Leadership Vision for Texas

Metrics Assess Progress Towards Texas' Vision and Build Shared Responsibility Among Stakeholders

Guiding Principles for Metrics

The following Guiding Principles directed FSG's work in identifying and prioritizing metrics for the THECB. As the THECB vets and refines the metrics with partners across Texas, these principles can serve as a starting point and common ground for discussion.

Metrics should...

- Inspire the community of stakeholders across Texas and reflect the shared responsibility required to achieve goals
- Focus attention on areas where the THECB has identified strategies that will make a significant impact (e.g., reinventing developmental education and strengthening community colleges)
- Be used as a tool for learning from and adapting to changes in higher education performance
- · Be easy to communicate to stakeholders and to the public
- · Account for all learners those coming out of high school and adult learners
- · Be data driven which may require new data collection
- · Be grounded in research identifying

© FSG Social Impact Ad

Outcome Measures for Higher Education Excellence Determine the Extent to Which Institutions and the State Are Enabling Student Success and the Leadership Vision

Outcome Metrics

Rigorous

- Score on student learning gains in general knowledge areas (e.g., problem solving, analytic reasoning, critical thinking, and writing) and in program-specific content
- Employer assessment of preparation and quality of graduates from Texas public higher education
- Measure of alignment of institutions with geographic
- and demographic characteristics of the state
 Measure of alignment across the P-20 education
 - Between PSE and high school
 - Across higher education institutions (emphasis on 2-4 transfer alignment)
 - Between PSE and the workforce needs
- Innovative

Cost-

Nimble

Aligned

- Dollar value of innovation portfolio, which includes start-up companies formed, inventions, and licensing income / royalties from patents
- Number of research citations
- **Effective**
- Average out-of-pocket student cost per degree granted (by income bracket)
 - Total cost per degree granted
 - Degrees and certificates awarded per 100 FTEs
 - Total average response time taken for identifying changing workforce needs, developing an appropriate response, approving response plan, and implementing the response

Rationale for Selection

The greatest responsibility of higher education is to ensure students are learning so that they may progress towards a degree, contribute to the state, and achieve a higher quality of life

A higher education system is best serving its students when the number and types of programs align with student needs regarding location and degree program. A higher education system best serves the state when it graduates students with the skills and content knowledge needed in the workforce

Research contributes to the state's economy, society, and to student learning. While this measure does not apply to each institution, the whole higher education system benefits from the productivity of high-quality scholarship

Minimizing total cost and out-of-pocket student cost per degree while delivering highly productive, quality programs will ensure that IHEs are being cost-effective and that college is affordable for all who desire to attend

While not included in the original set of outcome measures, "nimble" was added to emphasize the need for higher education to be responsive and flexible in accommodating the changing workforce needs at the state and regional level

© FSG Social Impact Adv

2030 Leadership Vision for Texas

FSG Identified a Total of 9 Outcome Measures

Student Success

- Percent, Number, or Percent Increase of students who complete their credential within 150% of program time (current)
- · Percent, Number, or Percent Increase of students who obtain a job 6 months after completing their credential (current)

Higher Education Excellence

- Score on problem solving, analytic reasoning, critical thinking, and writing as measured by several options (e.g., CLA, CAAP, competency-based assessment)
- Employer rating of preparation and quality of graduates from Texas public higher education
- · Composite measure of transfer alignment between high school and college and between 2year and 4-year institutions (i.e., composite based on several inputs such as include number of IHEs participating in transfer compacts and students with intent to transfer who do so)
- · Measure of alignment of post-secondary degrees, courses and program content with workforce needs (e.g., number of nursing graduates produced versus number of nursing openings across the state)
- · Number of citations, number of patents, and/or licensing income
- · Average out-of-pocket student cost per degree granted
- · Total cost per degree granted

© FSG Social Impact Ad

Progress Metrics

Progress metrics will complement outcome metrics by helping to target where activities should be focused to improve outcomes

- Progress metrics were proposed to assess intermediate steps taken towards achieving the overall outcomes so that the THECB, IHEs, and other stakeholders can learn, adapt, and improve overall results.
- These metrics provide a more detailed breakdown of the activities and processes needed to improve outcomes
- The progress metrics also enable IHEs and other stakeholders to see how they can contribute to achieving the statewide vision for higher education

11

© FSG Social Impact Advisor

2030 Leadership Vision for Texas A Potential Tool for Communicating State and **Institutional Progress toward Student Success Enroll Directly in** Complete 1st **Enroll in PSE** Complete **Credit Bearing** Year Equivalent Institution Credential Courses Coursework How the Cohort Is Communicated Why a College Success Cohort? Illustrative 80 The College Success Cohort provides context for the measurement of ultimate student success and consists of four numbers. The cohort begins with 100 students who enroll in PSE and tracks how many progress to completion This cohort can be calculated for different student subgroups or institutions, providing a simple but powerful way of relating information about student success This cohort builds off similar pipeline metrics developed by other states and NCHEMS. NCHEMS follows 100 9th graders through key transition points to their completion of a college credential. A more comprehensive measure of student success could adapt the College Success State Institution ■ Enroll in PSE Institution Cohort and extend it across the P16 pipeline. (1)(2) ☐ Enroll Directly in Credit Bearing Courses ☐ Complete 1st Year Equivalent Coursew ork A 7th grade cohort is used in Texas and if the state develops this cohort it should be based the 7th grade Complete Credential cohort. The methodology and specific uses for the College Success Cohort are still being developed by the Coordinating Board © FSG Social Impact Adv