The 2013 State of Higher Education Address:

Challenges and Opportunities

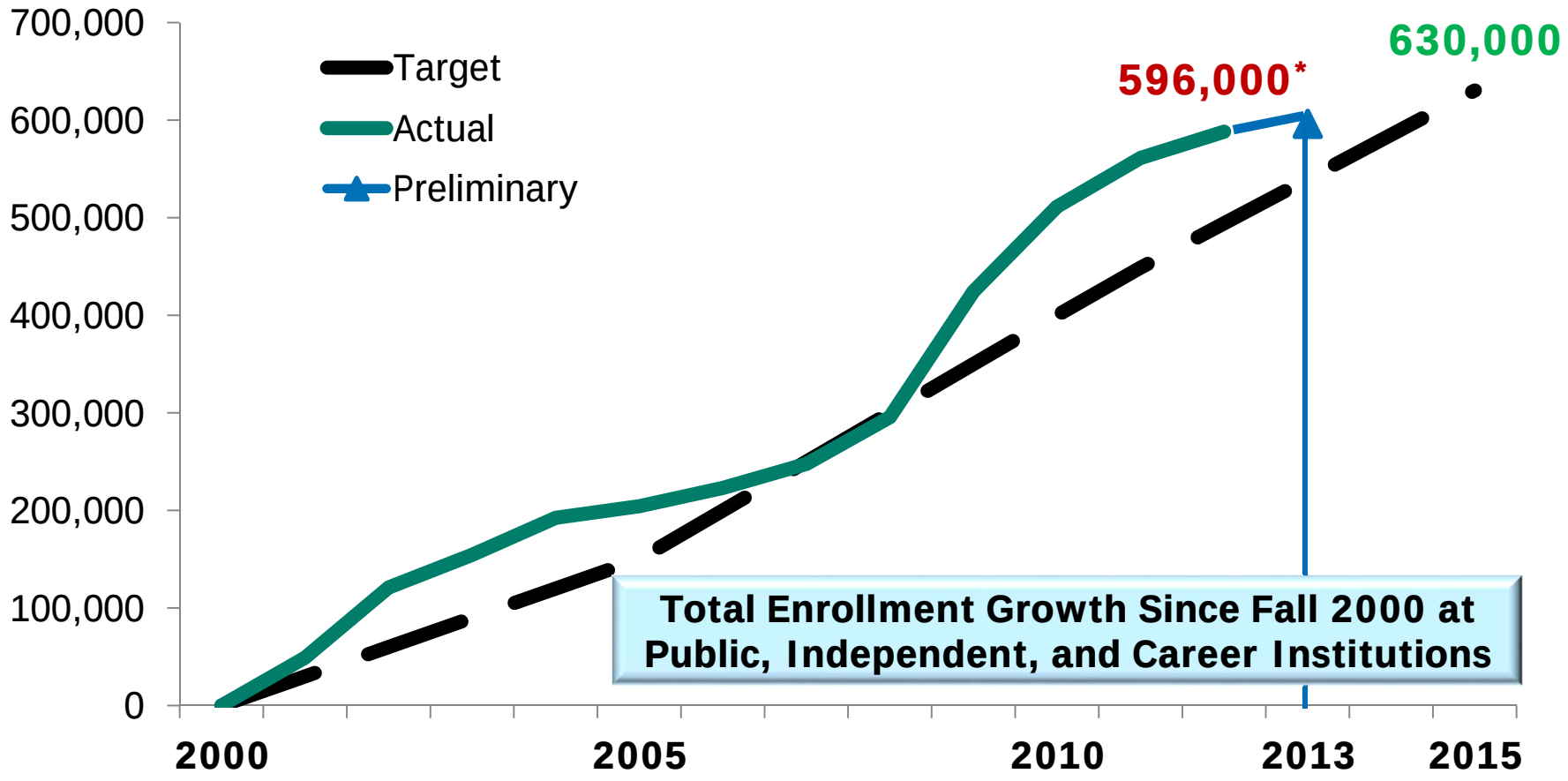
Raymund A. Paredes, Ph.D

Commissioner of Higher Education

TEXAS HIGHER EDUCATION COORDINATING BOARD

Presentation to Annual Governing Board Conference

Texas needs 34,000 additional students to reach 2015 goal for participation



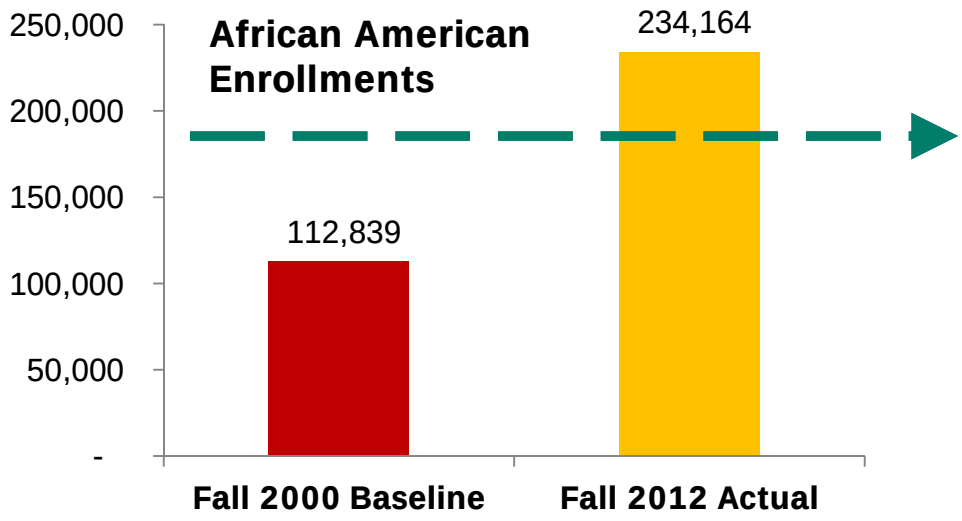
* 2013 preliminary data includes only public universities, community & technical colleges, and independent institutions. Career institution data included in total from prior year due to independent reporting cycle.

The decline in White and Hispanic enrollment represents a challenge in final years of CTG

	2013 Preliminary Total	Change From 2012	% Change From 2012
White	600,752	**(6,960)**	**(1.15%)**
Hispanic	466,513	**(3,562)**	**(0.76%)**
African-American	184,382	1,576	0.86%
Other	214,938	16,894	8.50%
Total	**1,466,585**	**7,948**	**0.54%**

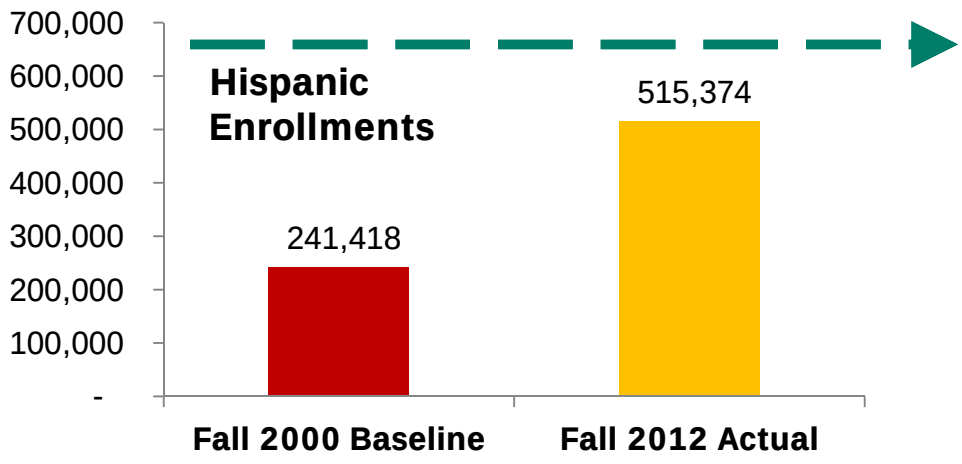
NOTE: Totals do not include career institutions

Texas has surpassed the enrollment target for African Americans, but Hispanic enrollments trail



2015 Target: 172,700

African American enrollments have **increased 108%**

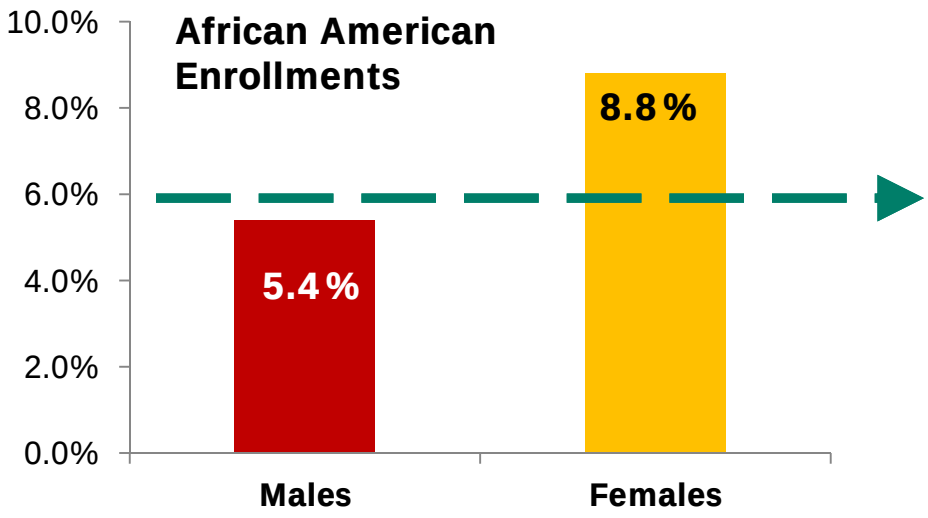


2015 Target: 676,100

Hispanic enrollments have **increased 113%**

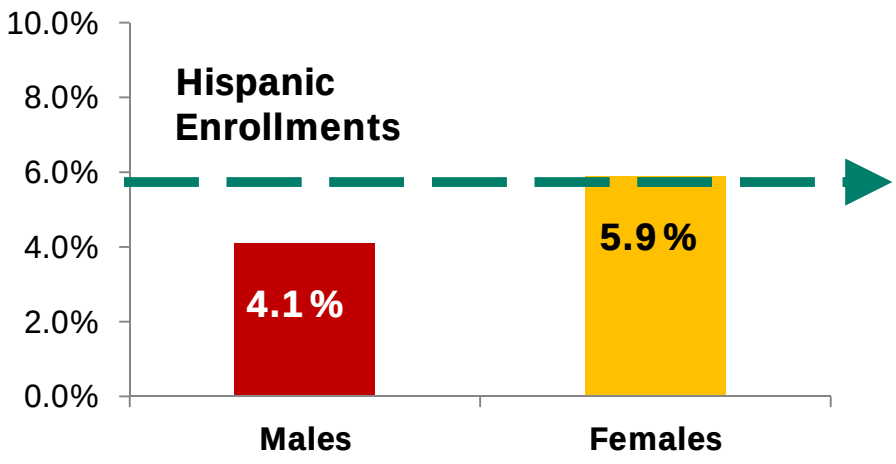
Note: Includes career school data and flex enrollments at 2-year and 4-year colleges

African American and Hispanic males enroll at significantly lower rates than females



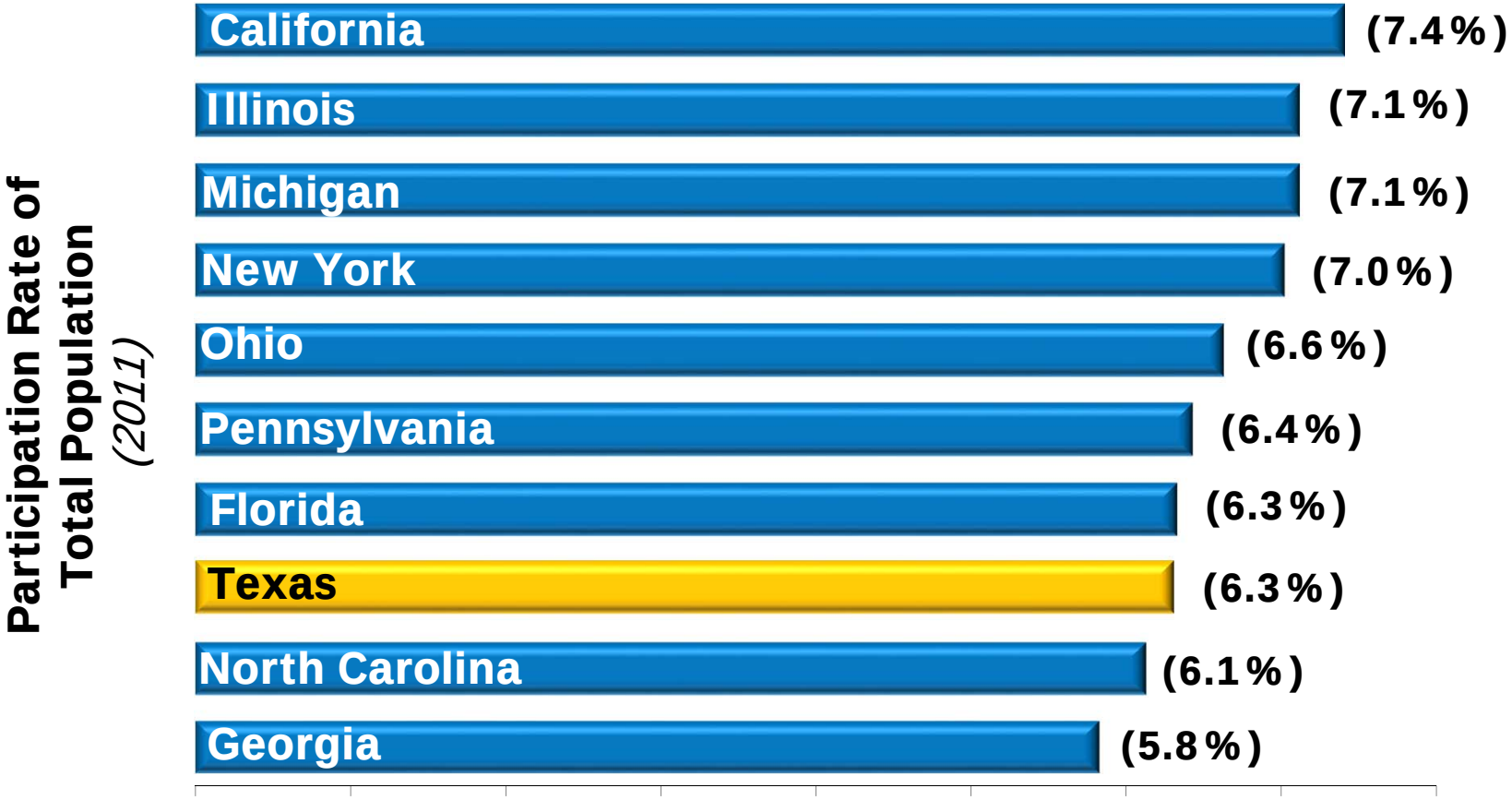
2015 Target: 5.7%

Percentages reflect portion of indicated population enrolled in Texas higher education in fall 2012



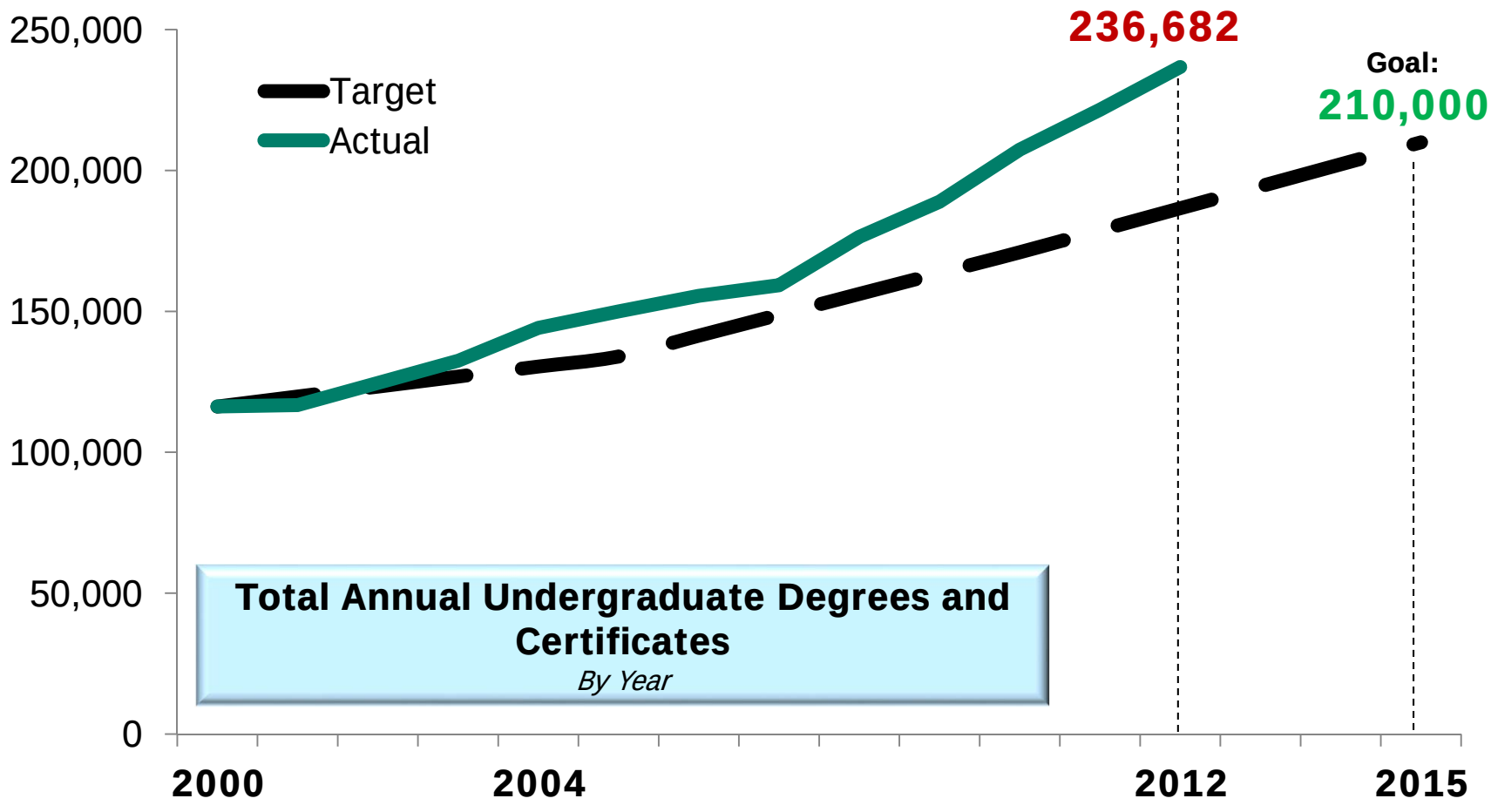
2015 Target: 5.7%

Texas participation rates have improved but remain lower than other peer states



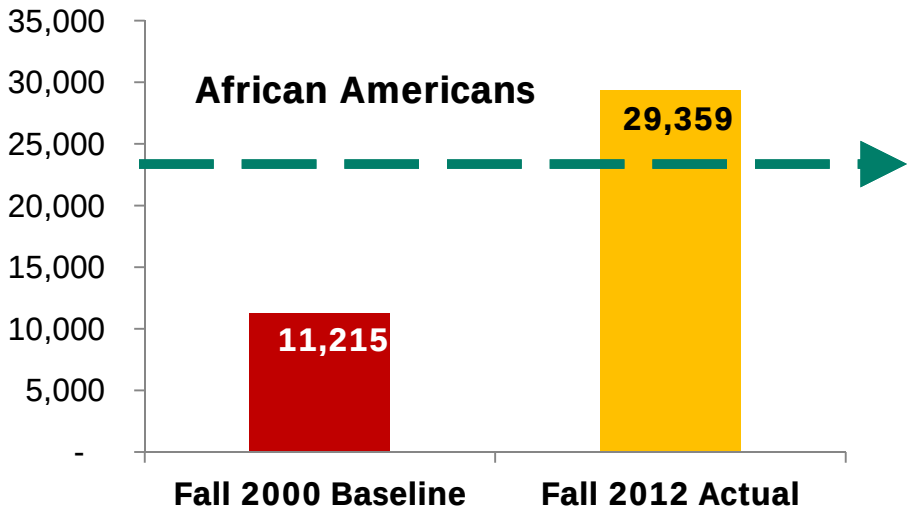
Source: U.S. Dept. of Education and Census Bureau

The state has surpassed the 2015 goal for annual undergraduate credentials awarded



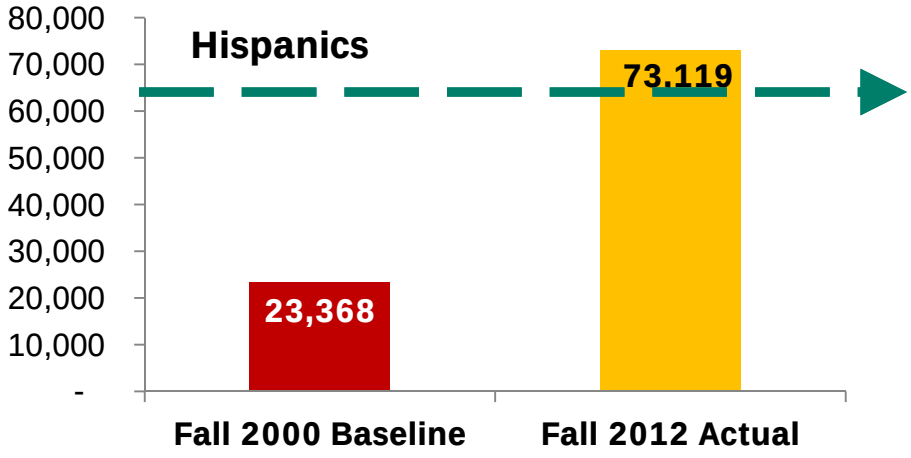
NOTE: Collection of career institution data began in 2004

Texas has also surpassed targets for undergraduate credentials among African Americans and Hispanics



2015 Target: 24,300

African American annual undergraduate credentials **increased 163%**

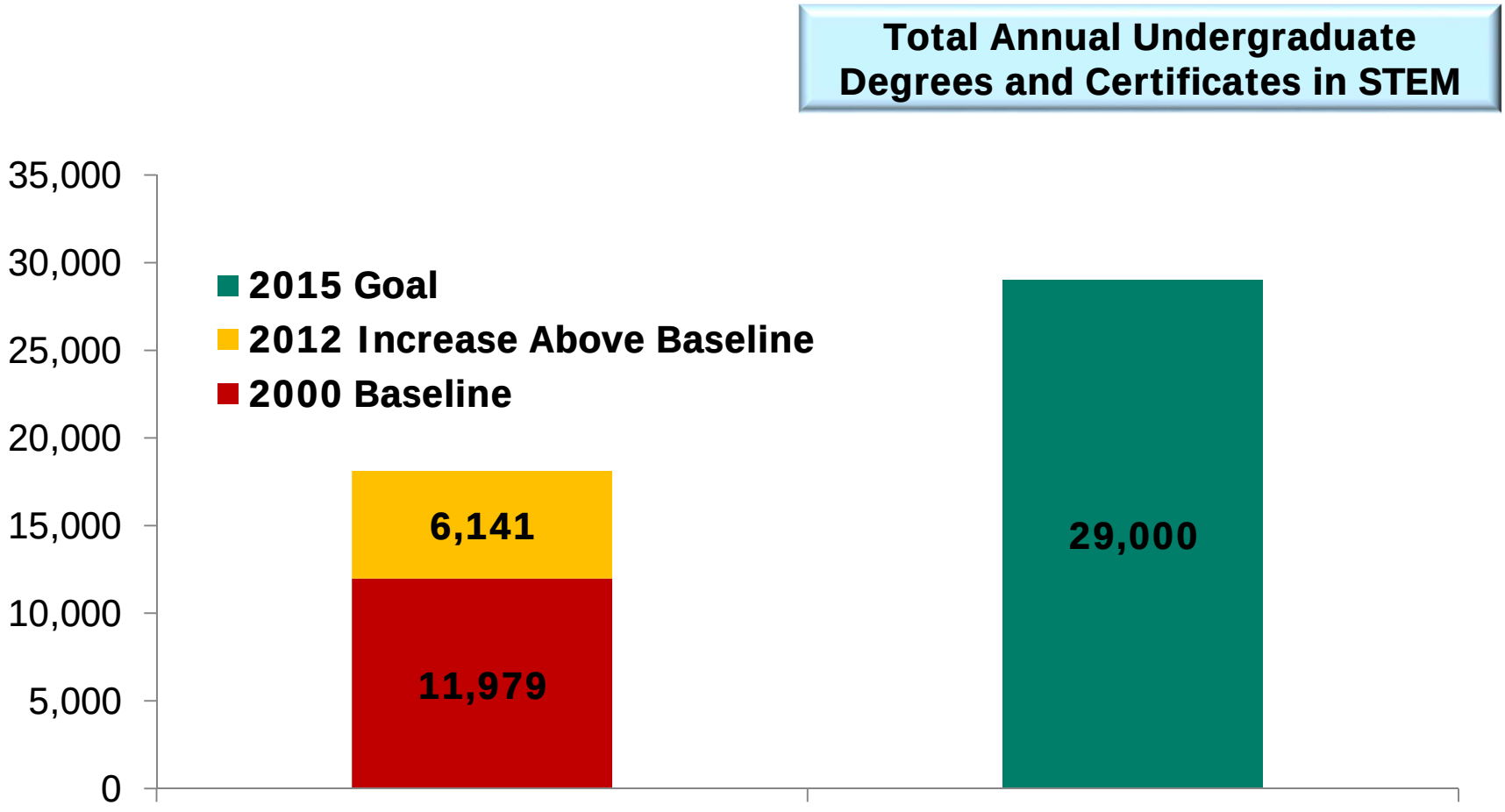


2015 Target: 67,000

Hispanic annual undergraduate credentials **increased 213%**

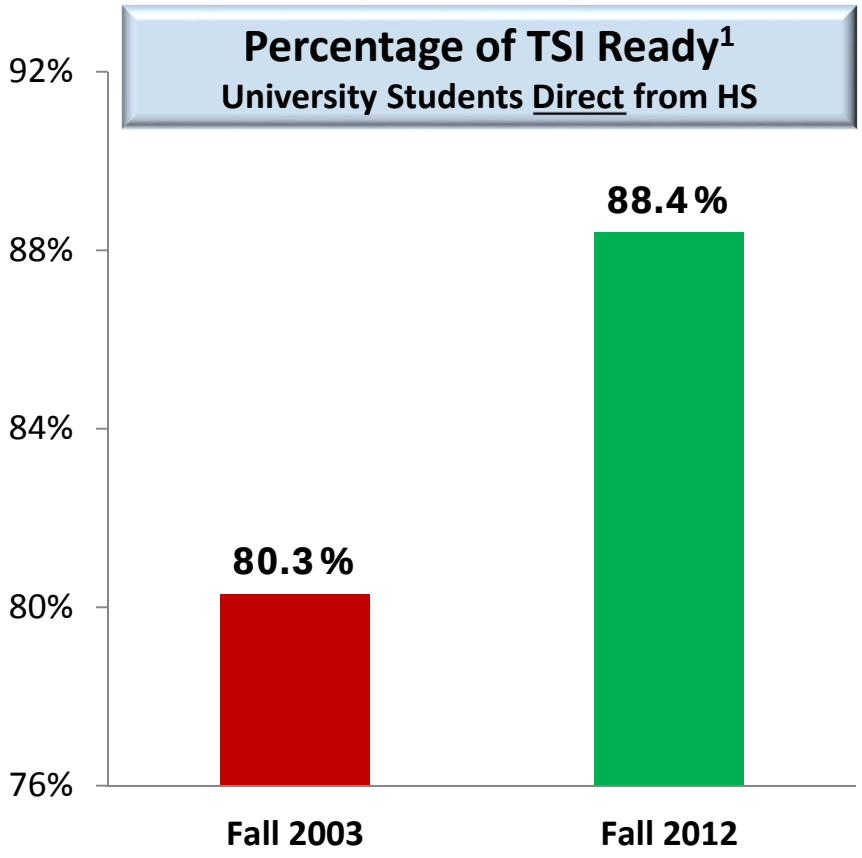
NOTE: 2000 Baseline did not include credentials from career institutions; 2012 data includes these institutions

Unfortunately, Texas continues to lag in STEM undergraduate degrees and credentials



Note: Data reflects credentials from public institutions

Readiness among HS grads enrolling in universities has improved significantly



College readiness[2] has increased among all racial and ethnic groups:

African Americans ↑ **27 % points**

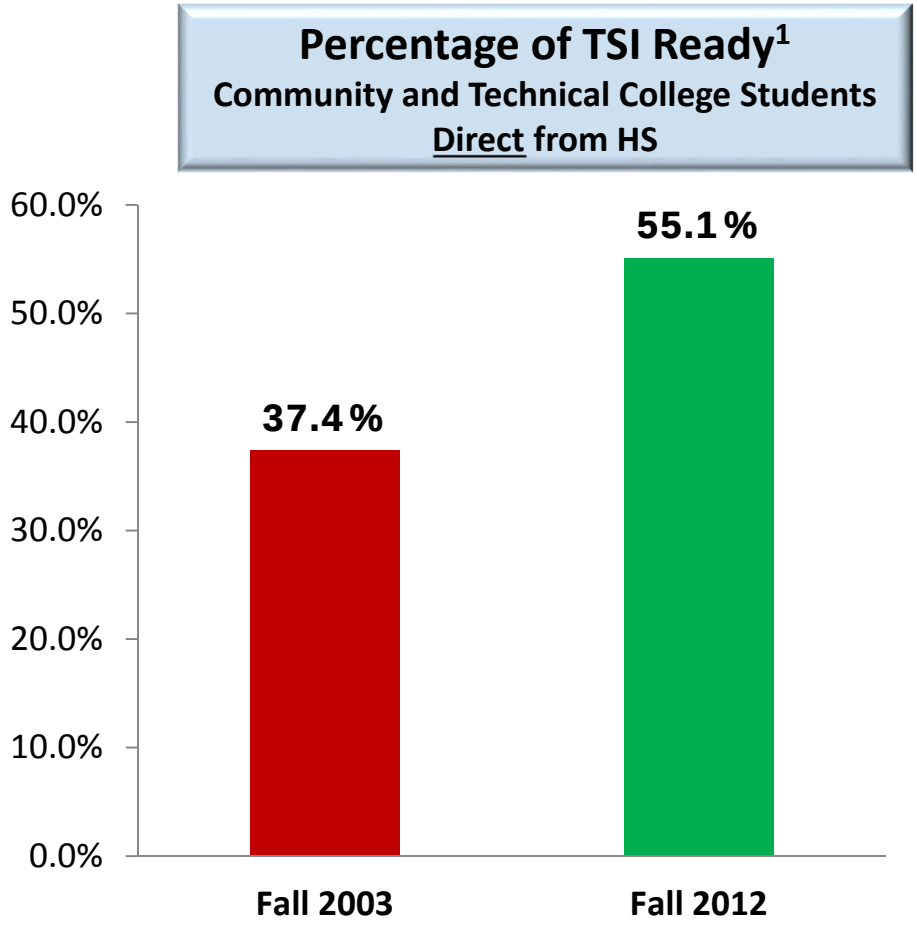
Hispanics ↑ **14 % points**

Whites ↑ **4 % points**

Source: Texas Higher Education Coordinating Board

1. Percentage of TSI ready reflects % of first-time-in-college students who met college readiness standards (or were exempt) in all three areas measured.
2. TSI ready in all three areas among first-time-in-college students enrolling in university directly from HS

Two-year colleges have experienced even more pronounced gains in college readiness



College readiness[2] has increased among all racial and ethnic groups:

African Americans ↑ **16 % points**

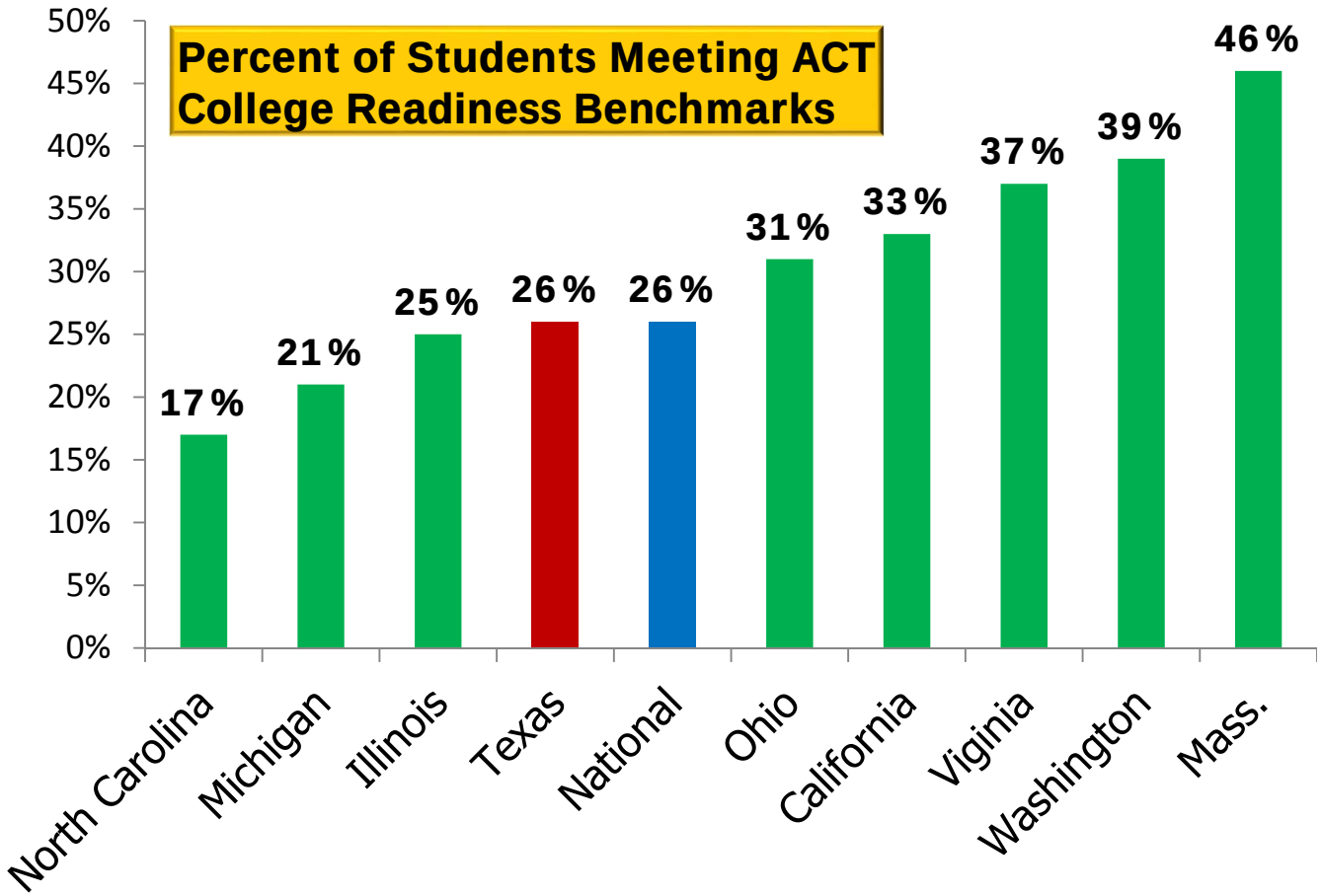
Hispanics ↑ **18 % points**

Whites ↑ **18 % points**

Source: Texas Higher Education Coordinating Board

1. Percentage of TSI ready reflects % of first-time-in-college students who met college readiness standards (or were exempt) in all three areas measured.
2. TSI ready in all three areas among first-time-in-college students enrolling in 2-year college directly from HS

Texas has improved scores on the ACT national college readiness assessment but lags compared to other states



ACT College readiness in Texas has increased among all racial and ethnic groups since 2008:

African Americans ↑ **4 % points**

Hispanics ↑ **4 % points**

Whites ↑ **13 % points**

Source: ACT, *The Condition of College & Career Readiness 2013*; ACT, *Profile Report-Texas 2013*; ACT, *Profile Report-Texas 2008*

Texas Higher Education Coordinating Board

Changes to the Texas high school curriculum could have profound impact on higher education

The Legislature in HB 5 revised the high school curriculum to **provide increased flexibility** for school districts and students

- Requires a student to choose one or more of the five endorsements upon entering the 9th grade
- SBOE debating which, if any, endorsements will include Algebra II
- **Distinguished level of achievement** requires an endorsement plus Algebra II and **is a requirement for automatic admissions**
- Reduces the number of end-of-course assessments from 15 to 5

The curriculum changes in HB 5 create **challenges and opportunities** for the future of Texas

- ✓ Collaboration among the SBOE, TEA, TWC, THECB, institutions of higher education and the business community is more important than ever to ensure the curriculum **sustains a level of rigor necessary to support our future economy**

- ✓ Higher education institutions have a direct role **in helping local school districts** implement local CTE course options and college preparatory courses

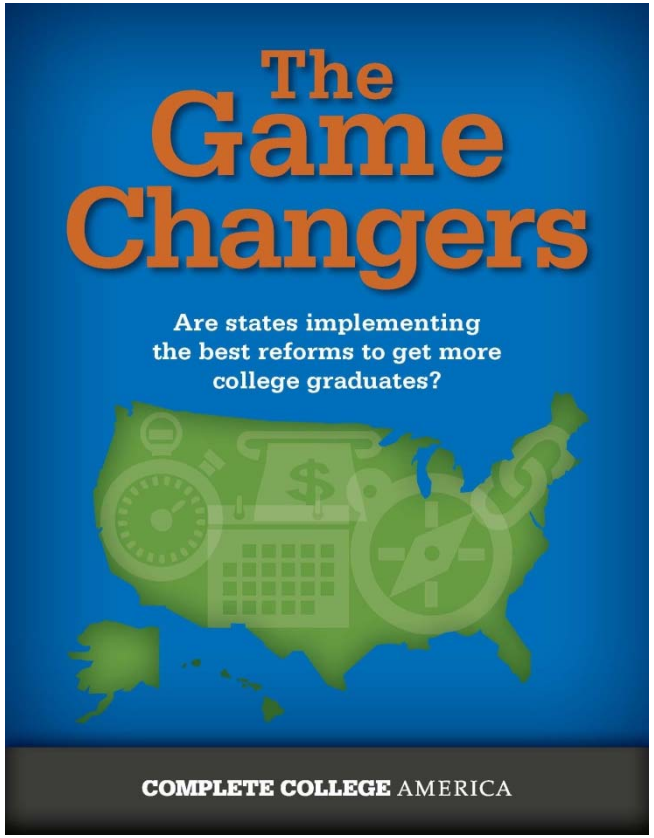
- ✓ Students considering postsecondary education should continue to be encouraged to take **Algebra II or a rigorous equivalent** as it remains a gateway to college preparation.

Advise TX is training advisors to **help students navigate post-HB 5 diploma options** and how they impact higher education

ADVISE TX™
COLLEGE ADVISING CORPS

- Advisors receive 4-6 weeks of intensive pre-service training prior to their placement in selected high-need high schools across the state.
- Advisors will receive HB 5 training including information relating to:
  - ✓ Endorsement options available to students
  - ✓ New graduation plans and what they mean for higher education enrollment and state financial aid eligibility

Advisors help students understand all the postsecondary options available (career/technical schools, community colleges, and four-year colleges) and how each differ in terms of time investment, cost, and career preparation



www.completecollege.org

Texas must implement game-changing policies to dramatically improve student outcomes

Game-Changing Strategy:
Outcomes-based Funding

Public Community Colleges

10% percent of funding appropriated based on critical, mission-specific student outcomes highly aligned with state higher education and workforce goals.

Developmental Education
Completion of developmental education in math , reading and writing
(1 point for math; 0.5 points each for reading and writing)

Gateway Course
Completion (with a C or better) of first college level math, reading or writing course.
(1 point for math; 0.5 points each for reading and writing)

College Credit Attainment
Completion of first 15 college credits and first 30 college credits.
(1 point each)

Credentials Awarded[1]
Completion of an associate degree, certificate , or bachelor's degree (where offered.)
(2 points each; 2.25 for STEM[2] credentials)

Transfer to a General Academic Institution
Transfer to a general academic institution after having completed 15 hours of coursework.
(2 points)

Game-Changing Strategy:
Outcomes-based Funding

Texas State Technical Colleges

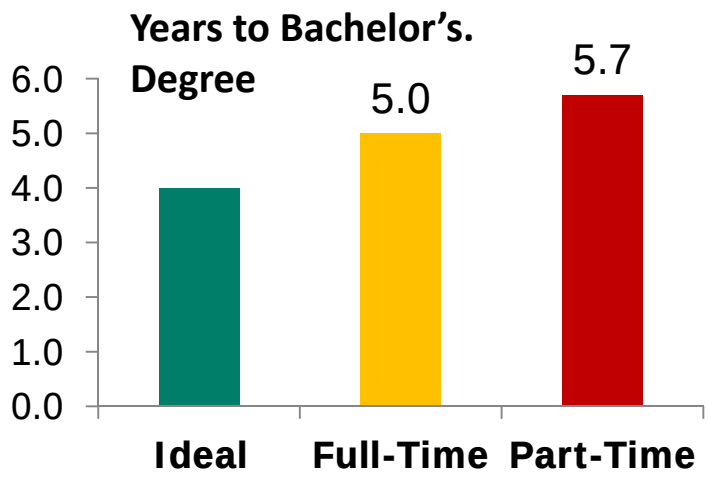
100% of funding will be allocated based on a "Return-Value" model that rewards graduate job placement, graduate projected wages, transfers to other institutions of higher education, and students who leave before completion for quality jobs.

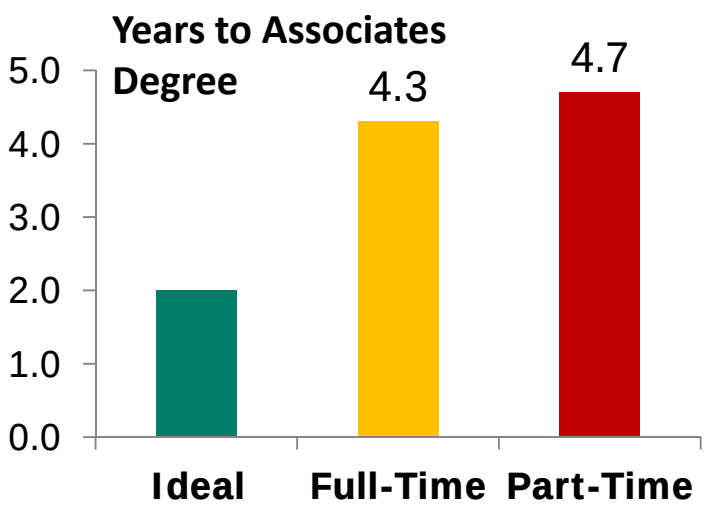
Game-Changing Strategy:
Corequiste Remediation

Texas State University is piloting innovation in remediation. The **"Fundamentals of Conceptual Understanding and Success" (FOCUS)** program promotes corequisite remediation where students enroll in credit-bearing math course with extra support

The New Mathways Project, a collaboration of Charles A. Dana Center, UT-Austin, and the Texas Association of Community Colleges is focused on developing accelerated math courses matched with modern programs of study.

Game-Changing Strategy:
Full-Time is 15 credits





Cap Credits on Associates and Bachelor's

Bachelor's and Associates degrees are now statutorily capped at 120 and 60 credits, respectively. Exemptions to policy exist for cases where licensure or compelling academic reasons exist.

Implement 15 to Finish Policies

Define full-time for state financial aid programs as 30 credit hours per academic year instead of 12 credit hours per semester.

Game-Changing Strategy:
Structured Schedules & Guided Pathways

Fast Start Program

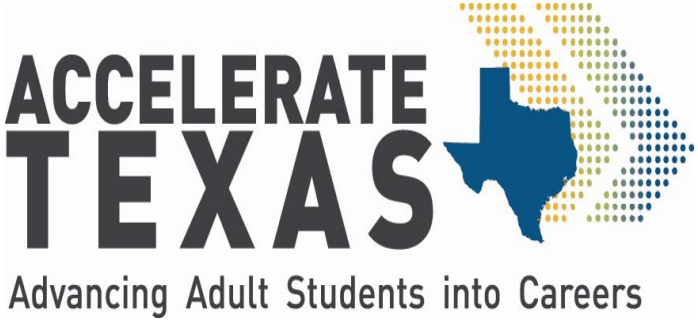
- ✓ Offers competency-based workforce certificate programs aligned with needs of veterans, displaced workers, and career-focused high school graduates
- ✓ Blends online and applied learning techniques
- ✓ Moves away from “seat-time” approach to learning, to self-paced skill mastery
- ✓ Credentials can be earned in less time, saving money and minimizing a student’s deferred wages.

Game-Changing Strategy:
Structured Schedules & Guided Pathways

The Texas Affordable Baccalaureate Program

- ✓ Program in Organizational Leadership is competency-based, accelerated program that will cost between $4k (for upper-division coursework only) and $15k (for full program). Costs include tuition, fees and learning materials
- ✓ Synthesizes multiple innovations in higher education to include integrating new technologies, competency-based learning approaches, electronic learning materials, and intensive, just-in-time academic coaching/advising
- ✓ Faculty-driven program development
- ✓ Highly aligned with workforce needs and skill requirements

Game-Changing Strategy:
Structured Schedules & Guided Pathways

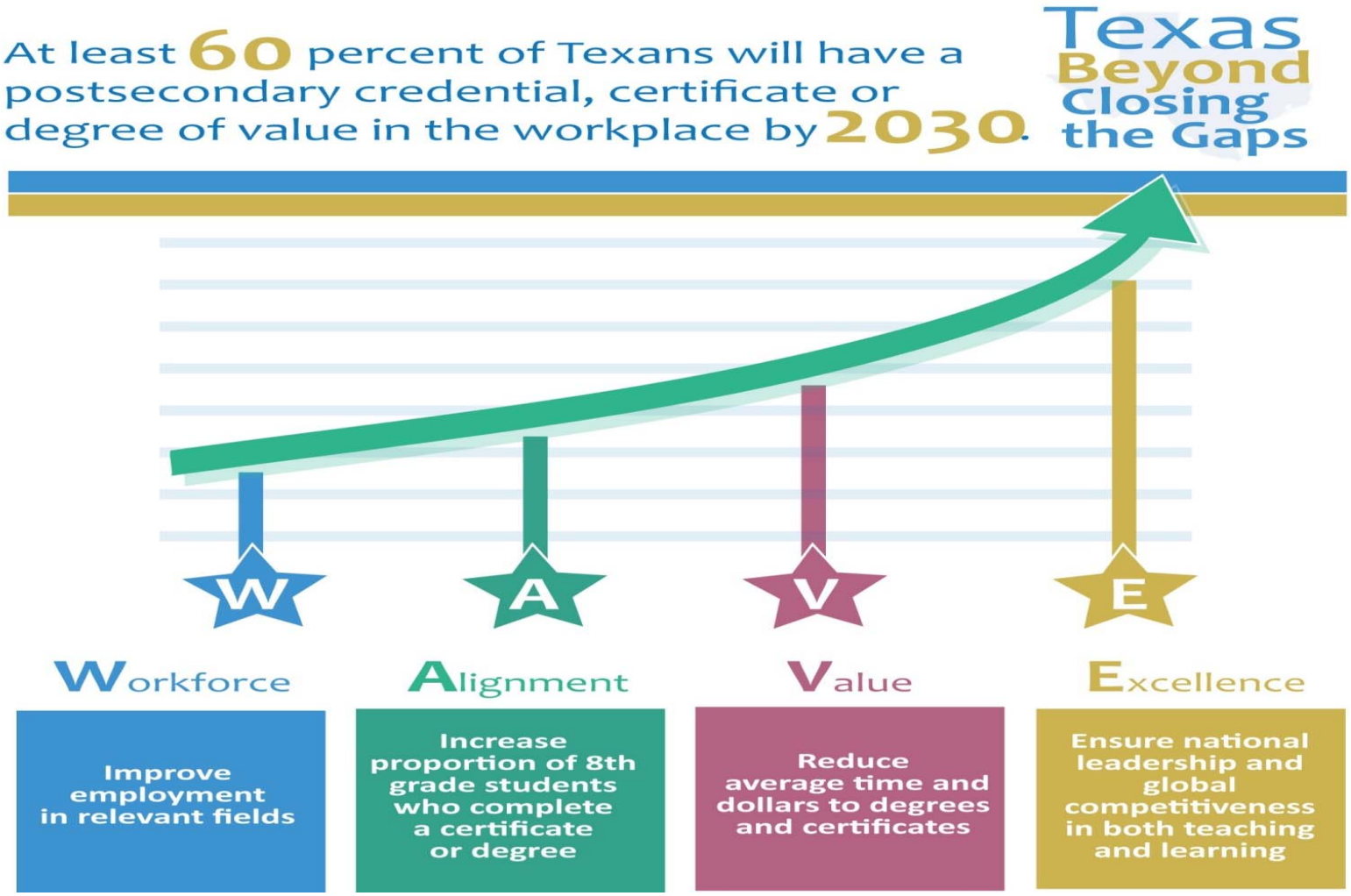


- ✓ Program serves students with or without a HS credential, but with skill levels that fall within the 6-9th grade range
- ✓ Credentials are aligned with regional workforce needs and encouraged to be "stackable" and allow students to exit at multiple points with a marketable credential
- ✓ Program designed for student to be concurrently enrolled in a contextualized basic skills course and a CTE (credit or non-credit) program

Key challenges to address

- Improve and measure student learning
- Teach and strengthen the whole student
- Develop new criteria for institutional excellence
- Reform the tenure and promotion system

HB 2036 creates the 2036 Commission charged with evaluating future education and workforce needs of Texas



Beyond 2015: Framing the future of higher education

- THECB will host three symposia beginning in February 2014 to focus on the future of higher education
- Faculty, administrators, researchers, non-profits, business and elected officials will be invited in addition to state and national speakers
- Topics to be discussed
  - The purpose and value of higher education
  - Emerging modalities of instruction
  - Different ways to fund higher education

THE CHALLENGE: Two-thirds of all jobs in U.S. by 2020 will require some form of postsecondary training or education

These occupations are projected to have the highest growth rate between now and 2020, and require high levels of postsecondary education

2020 Occupations	% of Total 2020 Occupations	Postsecondary Education Requirement
Sales & Office Support	25.5%	66%
Blue Collar	18.6%	34%
Food & Personal	16.6%	43%
Managerial & Professional Services	15.0%	86%
Education	6.1%	94%
Healthcare	5.1%	94%
STEM	4.6%	94%
Community Services	4.8%	91%
Healthcare support	2.8%	58%
Social Science	0.5%	100%
ALL OCCUPATIONS	--	**65%**

Source: Georgetown University, Center on Education and the Workforce *Recovery: Job Growth and Education Requirements through 2020,* July 2013*;* percentages may not equal 100 due to rounding