



Joint Oversight Committee on Higher Education Governance, Excellence & Transparency

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Chair

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THECB

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Panel 2: Overview of public university governance structures, policy development, and implementation

Improving Higher Education Performance

History of Legislation

75th Texas Legislature, 1997

- *Tuition Rebate* - **SB 1907** created the tuition rebate program which entitles resident undergraduate student who graduate from a public college or university with no more than six credit hours beyond the minimum required for their degree programs to tuition rebates of up to \$1,000.

76th Texas Legislature, 1999

- *TEXAS Grant* - **HB 713** created the TEXAS (Towards EXcellence, Access and Success) Grant program which requires high school students to complete the Recommended High School Program (RHSP) to for eligibility.
- *Timely Degree Completion* - **SB 345** limits state reimbursement funding for excessive hours taken beyond a 170 semester hour limit. Further, the legislation allows institutions to charge a student higher tuition, not to exceed non-resident tuition, if the student takes an excess of 45 semester credit hours (sch) (changed to 30 sch in 2005 via HB 1172).

77th Texas Legislature, 2001

- *RHSP Default Curriculum* - **HB 1144** made the RHSP the default curriculum for graduation at public high schools to help boost preparedness for college and career.

78th Texas Legislature, 2003

- *B-On Time Loan Program* - **SB 4** improved and increased access to higher education in Texas by creating the B-On-Time Loan Program. The purpose of the program is to provide eligible Texas students no-interest loans to attend colleges and universities in

Texas. If the student meets specified goals, the entire loan amount can be forgiven upon graduation. Funds for this program were initially from Hinson-Hazelwood Student Loan bond proceeds but are now from general revenue and tuition set asides.

- *Developmental Education Hour Limits* – **SB 286** implemented developmental education hour limits indicating the state will reimburse institutions for no more than 27 semester credit hours of developmental education at two-year institutions and 18 semester credit hours at universities. While it was designed to encourage institutions to provide more effective developmental education, it also impacts students. Institutions may pass on the cost of the non-reimbursable hours to students in the form of higher tuition. Some institutions choose to do this, while others prefer to absorb the cost rather than burden students who are already at risk.
- *Texas Higher Education Accountability System - Executive Order RP 31, 2004* On January 22, 2004, Governor Perry issued Executive Order RP 31 relating to the accountability of higher education systems and institutions. The Executive Order required the THECB and each institution and system work together to provide “the information necessary to determine the effectiveness and quality of the education students receive at individual institutions” also to provide “... the basis to evaluate the institutions’ use of state resources.”

79th Texas Legislature, Regular Session, 2005

- *Contract for Timely Graduation - SB 30* created a pilot program encouraging public institutions to allow students to enter into contracts with the institutions whereby the student agrees to graduate in a timely manner in exchange for incentives offered by the institution. Institutions may apply to participate on behalf of a specific degree program, department, college, or school.
- *Timely Degree Completion* – **HB 1172** allows a public college or university to charge a resident undergraduate student tuition at a higher rate than it otherwise charges for a course if (1) the student has earned course credit that exceeds by at least 30, rather than 45, hours the number of semester credit hours required for completion of the student's degree program, or (2) the student is taking a course that is the same as or substantially identical to a course the student has already taken. The higher tuition charge may not be greater than the nonresident undergraduate tuition rate. Further, to earn a baccalaureate degree, a student may not be required by a general academic teaching institution to complete more than the minimum number of semester credit hours required for the degree by the Southern Association of Colleges and Schools or its successor unless the institution determines that there is a compelling academic reason for requiring completion of additional semester credit hours for the degree.

79th Texas Legislature, Third Called Special Session, 2006

- *College and Career Readiness/Summer Bridge Programs* - **HB 1** Recognizing the challenges facing Texas and the importance of college and career readiness for the economic health of the state, this legislation placed Texas at the forefront of the nation in advancing college and career readiness. Through HB 1, Texas put in place the mechanism for developing a single, comprehensive system that enables students to progress from one sector of education to another, prekindergarten through college. Further, the legislation changed curriculum requirements for the recommended and advanced high school programs to include a requirement that students successfully complete four courses in each math and science.

HB1 also implemented the Higher Education Bridging and Intensive Programs. The goal of the Bridging Programs is to decrease the need for developmental education and increase student persistence and success. Eligible student participants receive rigorous academic instruction in the subject areas of English/Language Arts, mathematics, and/or science during the summer, weekends, or in before or after school timeframes.

This legislation also authorized the establishment of Texas Governor's Schools for high-achieving high school students in a summer residential setting on a public university campus for a minimum of three weeks. With appropriated funds, participating Texas public universities offer accelerated instruction to eligible students in any or all of the following educational curricula: mathematics and science; humanities; fine arts; or leadership and public policy.

HB 1 also granted the THECB the authority to "develop professional development programs for faculty of institutions of higher education on college readiness standards and the implications of such standards on instruction." These professional development programs under the College & Career Readiness Initiative (CCRI) Faculty Collaborative Program engage faculty members associated with the delivery of educator preparation programs.

80th Texas Legislature, 2007

- *End of Course Exams* - **SB 1031** eliminated the TAKS test for secondary-level learning assessment, and replaces it with end-of-course exams for the following courses: Algebra I, Algebra II, geometry, biology, chemistry, physics, English I, English II, English III, world geography, world history, and United States history.
- *Work-Study Mentorship* - **SB 1050** required the THECB to develop a work-study mentorship program under which eligible college students are authorized to mentor and counsel other students. The bill also allowed students to serve as mentors in GO Centers and in high schools, and authorizes nonprofit organizations to partner with institutions of higher education to pursue the objectives of the program.

- *Six-Drop Rule* - **SB 1231** states students taking undergraduate courses at public institutions may not drop more than six classes. This law was designed to limit state funding while expanding institutional capacity. If students drop fewer courses, these courses are open for other students to take. In addition, it reduces the time-to-degree.
- *Public Education Accountability* - **HB 3** mandated significant changes in the student accountability system of public education. The legislation established two performance standards for high school end-of-course (EOC) examinations—a standard performance and, for Algebra II and English III, a college readiness performance standard. The college and career readiness performance standard indicates the level of preparation a student must attain in English language arts and mathematics to enroll and succeed, without remediation, in an entry-level general education course for credit in the same content area.
- *Higher Education Performance Incentive Initiative* - **HB 1, Special Provision Rider** This rider established the Higher Education Performance Incentive Initiative. The Coordinating Board, in conjunction with the Governor’s Office, developed an incentive program for educational excellence at Texas public general academic teaching institutions. A portion of these funds were also used for the establishment of the top 10 percent scholarship program. (Page III-234, Spec. Provisions, Sec. 55(4))
- *Professional Development* - **HB 2237** established the mathematics, science, and technology teacher preparation academies at colleges and universities to improve the teaching skills of certified teachers and to train teacher preparation program students in mathematics, science, and technology instruction. This legislation also created the intensive summer pilot program for students identified as being at risk of dropping out of high school or college.
- *Standards for University Admission* - **HB 3826** required students to meet one of three standards to qualify for admissions to a general academic teaching institution in Texas. a
 - ✓ Complete the recommended or advanced high school program;
 - ✓ Complete a curriculum that is equivalent in content and rigor as the recommended or high school program at a school for which the recommended or advanced high school program does not apply; or
 - ✓ Satisfy the ACT’s College Readiness Benchmarks on the ACT assessment, or earn a score of at least 1,500 out of 2,400 on the SAT assessment.
- *Pathways Project* - **HB 3934** (Vetoed) would have required the Alamo Community College District to establish a student outcomes pilot program to (1) collect and analyze statistical data on student outcomes at the college to facilitate college accountability by determining the efficacy of the college's instruction and examining the transition of

students to four-year colleges and universities; and (2) further the college's ongoing education excellence initiatives. (The THECB implemented the *Pathways Project* in San Antonio and various areas of the state with other sources of funding.)

81st Texas Legislature, 2009

- *Research and Emerging Research Institutions* - **HB 51** raises the excellence of public universities and sets the infrastructures to develop, fund, and maintain major research universities in Texas through the creation of the National Research University Fund (NRUF), the Research University Development Fund (RUDF), and the Texas Research Incentive Program (TRIP).

82nd Texas Legislature, 2011

- *TEXAS Grant Priority Model* - **SB 28** prioritizes TEXAS Grants to financially-needy students who meet certain college readiness benchmarks to increase the state's return on its investment and invest limited funding to students most likely to complete their degrees.
- *Learning Outcomes* - **SB 1726** requires institutions of higher education to identify and adopt measurable learning outcomes for undergraduate courses at public institutions to foster a transparent student learning environment and to facilitate the universal articulation of transferable undergraduate courses.
- *Student Success-Based Funding* - **HB 9** requires the Coordinating Board to recommend student success-based funding policies for public institutions of higher education to the Legislature each biennium. The funding policies must emphasize alignment with the state's *Closing the Gaps by 2015* goals, promote postsecondary educational success based on objective indicators of relative performance, such as degree completion rates, and help Texas maintain its competitiveness in the national and global economy.
- *Developmental Education* - **HB 1244** makes substantial changes to assessment and components of developmental education programs. The bill requires the Coordinating Board to prescribe a single standard or set of standards for each assessment instrument to effectively measure student readiness to perform freshman-level academic coursework as demonstrated by current research. The legislation also requires institutions to offer a range of developmental coursework or instructional support that includes accelerated pathways, the integration of technology, non-course based remediation interventions, and support services.
- *Time to Degree* - **HB 3025** seeks to improve student's timely completion of a degree by requiring students enrolled in an associate or bachelor's degree program at a public institution of higher education to file a degree plan no later than the end of the second regular semester or term immediately following the semester or term in which the student

earned a cumulative total of 45 or more semester credit hours. Students who enter higher education with 45 or more semester credit hours in their first semester must file a degree plan no later than the student's second regular semester or term at the institution. The legislation also establishes a reverse articulation program for the awarding of an Associate degree.

- *Satisfactory Academic Progress Requirements - HB 3631/SB 1724 (Did not pass)* This legislation would have instituted satisfactory academic progress requirements for the state's tuition exemption and waiver programs. Such requirements include minimum GPA requirements and completion of most classes enrolled in order to continue receiving the tuition benefit in subsequent years.