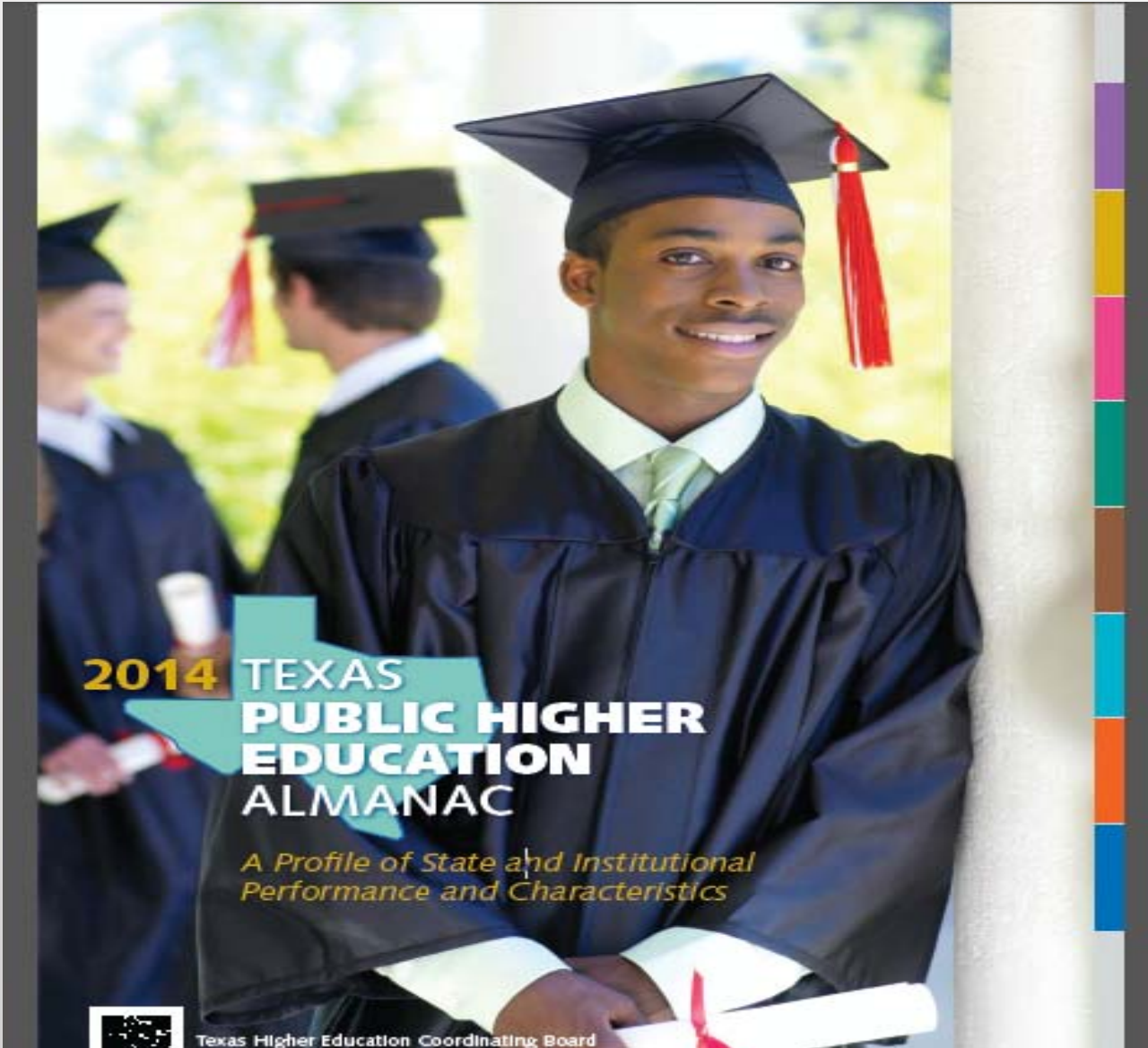




2014 Texas Public Higher Education Almanac

2014 Texas Public Higher Education Almanac

- Sent to institutions for review in February 2014
- Release scheduled for April 2014
- Includes new *Earnings Profile* page



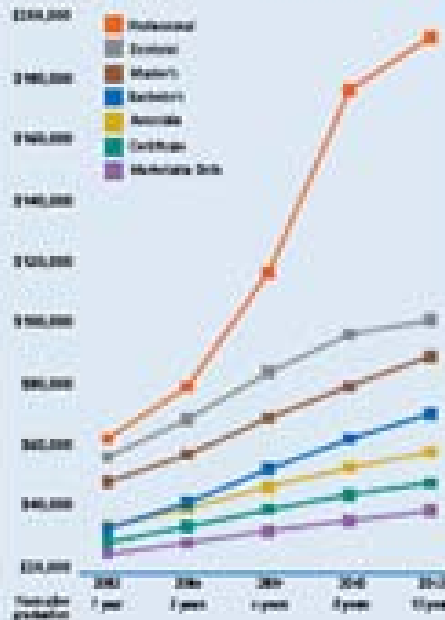
Earnings Profile

Workforce earnings data illustrate one of many benefits of earning a college credential or degree. This page highlights individual first-year earnings and individual earnings over a decade by both degree level and degree field. These data are from the Texas Unemployment Insurance Report Book and only include students who graduated from Texas institutions of higher education and were subsequently employed in Texas. The statistics are for the degree awarded during the year shown, with no subsequent degree earned (i.e., students who earn a higher degree are removed from the cohort). Graduates are not necessarily employed in their degree field.



Earnings of 2010 Graduates over 10 Years

Highest degree or credential earned



First-Year Earnings of 2011 Graduates

Highest degree earned, first-year actual wage



First-Year Earnings of 2011 Bachelor's Graduates

Graduates by degree field

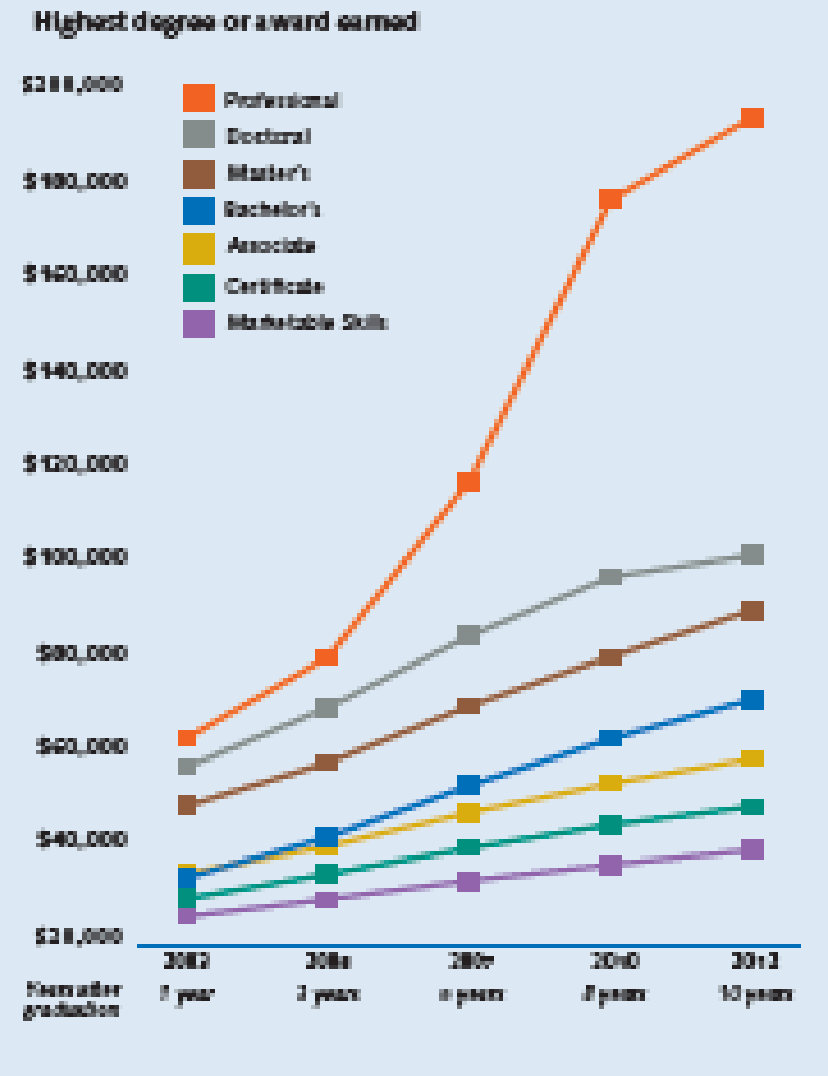


Earnings of 2010 Bachelor's Graduates over 10 Years

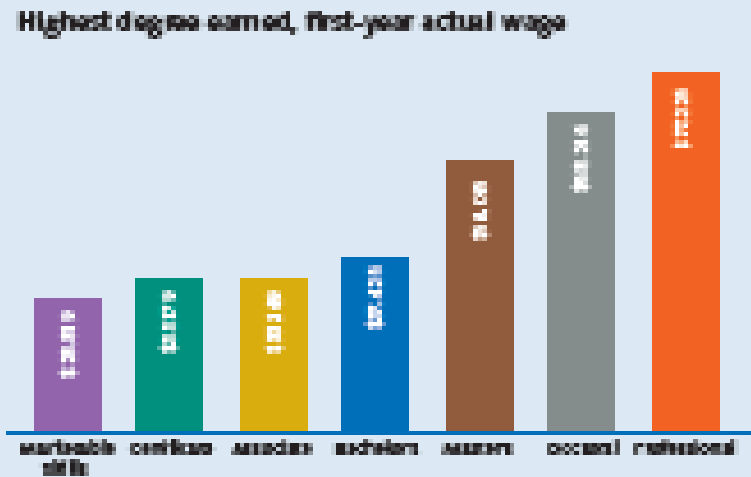
Bachelor's degree program area



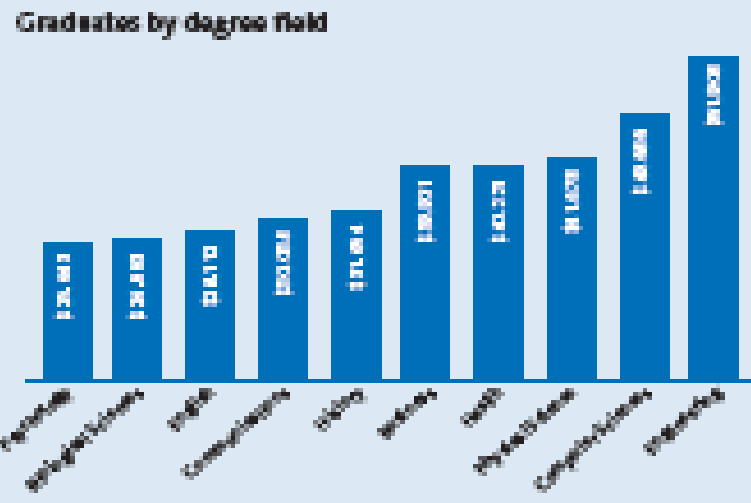
Earnings of 2002 Graduates over 10 Years



First-Year Earnings of 2011 Graduates



First-Year Earnings of 2011 Bachelor's Graduates



Hispanic Serving Institutions

- No official federal DOE designation list
 - Federal designation is complex
 - Enrollment must be 25% FTSE Hispanic students plus other qualifications
- HACU (Hispanic Association of Colleges and Universities) provides two lists including one that identifies institutions with 25% Hispanic headcount enrollment as sole identifier



Legislative Update and Agency Priorities

83rd Legislative session

- Sunset Bill Reauthorized THECB for 12 more years
- Implemented outcomes-based funding for public community and technical colleges
- Adopted policies for reducing time- and credits-to-degree while improving outcomes
- Improved efficacy and efficiency of major financial aid programs
 - Texas Grant/B-On-Time to be for university students only
 - Funding for Texas Educational Opportunity Grant (TEOG) for two-year college students enhanced with funding formerly allocated through Texas grant and B-On-Time.

Sunset Bill: SB 215

- Defines Core Functions relating to planning, resource use, data collection, distribution, and analysis, transitions across sectors, and administered programs and trusteed funds related to financial aid and other grants. Establishes comprehensive framework for long-term planning for higher education
- Coordinating Board must reevaluate need for data requests from institutions every five years;
- Requires negotiated rulemaking in development of policies, procedures, and rules relating to:
 - Common admission application
 - Uniform admission policy
 - Graduate and professional admissions
 - Transfer of credit
 - Allocation or distribution of funds, including financial aid or other trusteed funds
 - Re-evaluation of data requests
 - Compliance monitoring function
 - Capital projects standards
- Asserts that THECB is “highest authority for higher education” in the state.

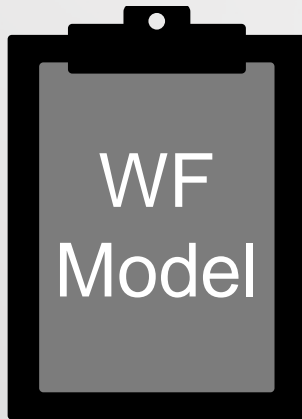
Outcomes-based funding

- At Community Colleges
 - \$1,000,000 per biennium for core operations (removes small school supplement)
 - 10% of remaining funds for Success Points and 90% allocated on contact hour enrollment
 - CB, TACC, Formula Funding Committee working to prepare a success point model for 2016-17 that allows a district to be funded based on comparing an institution's performance to itself
- At Texas State Technical Colleges: Returned Value Model
 - 100% of funding based on this model
- At universities Outcomes-based funding did not pass

Bills Related to Workforce Studies

- SB 414
- HB 1296
- HB 2036

Workforce model study objectives



Texas Workforce
Planning Study

Mandated by HB1296
Due February 1, 2015

- Develop a model to better estimate workforce gaps
- Identify specific fields and regions where workforce needs are not being met
- Recommend how the workforce model can be used to inform postsecondary policy

CC bacc study objectives



Texas Community College
Baccalaureate Study
Mandated by SB414
Due August 1, 2014

- Develop a process to
 - Analyze statewide and regional workforce needs for bachelor's degrees in nursing and applied science fields
 - Determine appropriate providers in needed fields
 - If community colleges (CCs) are appropriate, inform which should be authorized

Major milestones for studies

CC baccalaureate

Event	Date
Webinar to share preliminary study findings and presentation to Coordinating Board CAAP Committee	March 2014
Draft report to Coordinating Board	April 24, 2014
Comment period (Report will be posted in CB website)	April 25 to mid-May
Final report to Board	July 2014

Workforce model

Event	Date
Draft report to CAAP Committee	September 2014
Draft report to Board and released for comment	October 2014
Final report to Board	January 2015

Other Bills

- **SB 62** dropped the exemption for bacterial meningitis shot from age 30 to 22 and provided for a more standard process for conscientious exemption
- **SB 24** created a new UT System university in South Texas (recently named University of Texas - Rio Grande Valley)
- **SB 120** created Texas Tech University Health Sciences Center at El Paso
- **SB 497** limits semester credit hours for an associate's degree to SACS requirements unless completing academic reason
- **HB 2103** re-authorizes Education Research Centers –
 - Named for 10 years
 - no more than 3
 - CB maintains oversight
- Several bills relate to medical education

High School-related

- **HB 5** changes high school graduation requirements and plans
- **SB 31** says state funding allowable for dual credit courses in the core, workforce, or foreign language. Does not apply to TEA approved ECHS students. (Dual credit PE is not funded as per earlier legislation.)
- **HB 3028** addresses the use of the skills development fund to support certain joint credit courses
- **SB 307** moves ABE and literacy programs from TEA to TWC
- **SB 1159** mandates a Hazlewood exemption study (LBB, THECB, TVC)
- **HB 2550** consolidates HE Enrollment Assistance Programs

HB 2550

Consolidated Higher Education Assistance Plans

HB 2550: Consolidation of Higher Ed Enrollment Assistance Programs

- Passed by 83rd Legislature, 2013 (TEC §51.810)
- Consolidates Higher Education Enrollment Assistance Program (TEC §61.088) & Higher Education Assistance Plan (TEC §61.07622)
- Purpose: increase college-going at high schools with substantially lower than average college enrollment rates (the law requires THECB to identify the high schools)
- Transfers responsibility for collaborating with high schools from THECB to institutions

Elements of HB 2550

- Carryover from the two previous plans:
 - Institution in closest proximity to high school is to provide info & assistance to HS students on admissions, testing, financial aid, etc.
- New legislation in the bill:
 - Adds emphasis on African American males & Hispanics
 - Requires institutions to work with ISDs to provide access to dual credit
 - Directs institutions to report plans & plan results to THECB each year
 - Calls for THECB to summarize plans & results in annual *Closing the Gaps* Progress Report

THECB Responsibilities

1. Identify high schools:

- THECB already identifies HB 400 (low-performing) high schools every year – characteristics include:
 - At least 26 grads per year
 - In lowest 10% of high school to college-going rates
 - Low-performing for 2 consecutive years
- The list includes about 100-150 high schools
- THECB will also provide a list of all high schools with 26+ grads, sorted by percent of graduates who enroll in higher education, for comparison purposes & so that institutions without a nearby HB 400 high school can partner with the lowest-performing school(s) in their area

THECB Responsibilities (cont.)


2. Summarize plan results for identified high schools using data already collected through TEA & CBM reports

- Proposed metrics include:
 - High school to college enrollment rates overall/ Hispanic/AA male, 2-yr/4-yr
 - Number of applications to universities (& to CTCs when ApplyTexas data are available), with breakouts
 - Participation & success in dual credit courses
 - Persistence in higher ed (fall to spring & fall to fall)
 - Number of FAFSA completions

THECB Responsibilities (cont.)

3. Obtain details of HB 2550 plans annually from institutions

- THECB will collect information with online survey of institutions
- THECB sent Presidents and CTC Liaisons the link to the survey and instructions on March 19, 2014
- The survey must be completed by April 15, 2014



First College-Level Course Guidelines

March 3, 2014

Guidelines for Reading

...students read college-level texts in English as an essential aspect of the course design.

- Course Criteria (drawn from Texas College and Career Readiness Standards)
 - Students locate textual information, draw inferences, describe, analyze and evaluate textual information.
 - Students comprehend and use vocabulary to communicate effectively.
 - Students identify/analyze audience, purpose and message.
 - Students describe/imply insights gained from reading.
 - Students connect reading to historical and current events and personal interest.
- General Guidelines
 - 3 semester credit hours
 - TSI requirement in reading

Reading Courses

- Courses that will always count if they meet the General Requirements (Academic Course Guide Manual (ACGM) learning outcomes for these courses meet the criteria listed above):
 - HIST 1301, 1302, or university equivalent
 - GOVT 2305, 2306, or university equivalent
 - PSYC 2301, 2314, or university equivalent
 - SOCI 1301, 1306, or university equivalent
 - PHIL 1301, 2303, 2306, or university equivalent
- Courses that will count if they meet the Course Criteria and General Requirements:
 - ENGL 1301, 1302, or university equivalent
 - GEOG 1300-level or university equivalent
 - Literature courses
 - Art, music, and theatre history courses
- Courses that are not recommended:
 - Courses in art, music, or theatre other than those identified above
 - Foreign language courses
 - Learning frameworks courses

Reading Courses

- If an institution wishes to use a course that meets the Course Criteria but is not on the recommended course list, then the institution should maintain documentation justifying the use of the course as a first college-level course in reading.

Guidelines for Writing

For most students the first college-level course in writing should be ENGL 1301 or 1302.

- Course Criteria
 - Other courses may be used if students write in English as an essential component of the course design. At least 30 percent of the course grade must be based on student writing.
- General Guidelines
 - 3 semester credit hours
 - TSI requirement in writing

Writing Courses

- Courses that will always count if they meet the General Requirements (Academic Course Guide Manual (ACGM) learning outcomes for these courses meet the criteria listed above):
 - ENGL 1301, 1302, or university equivalent
- Courses that will count if they meet the Course Criteria and the General Requirements:
 - Literature courses
 - History courses
- Courses that are not recommended:
 - Creative writing
 - Foreign language courses
 - Learning frameworks courses

Writing Courses

- If an institution wishes to use a course that meets the Course Criteria but is not on the recommended course list, then the institution should maintain documentation justifying the use of the course as a first college-level course in writing.

Math: Background

Type of Program	TSI Requirement	Program Course Requirement
Academic associate or baccalaureate degrees or other associate degrees/level 2 certificates where <u>math is required</u>	Students required to meet TSI in math	Students take an academic math course as a part of their program
Applied associate degrees or level 2 certificates where <u>math is a NOT required</u>	Students required to meet TSI in math	Students take an academic math <u>or</u> natural science course as a part of their program. (See the Southern Association of Colleges and Schools (SACS) general education requirements.)

For some level 2 certificates, students are not required to take an academic math or natural science course as a part of their program.

Guidelines for Math

WHEN A MATH COURSE IS REQUIRED FOR PROGRAM

- General Requirements
 - 3 semester credit hours
 - TSI requirement in math
- Recommended Courses
 - All 1000-level and 2000-level ACGM MATH or lower-level university credit-bearing math courses
 - Statistics courses, including PSYC 2317 and university lower-division statistics courses in social studies, economics, and business
 - University lower-division quantitative analysis courses
 - Courses that are *not* recommended:
 - Any course not identified above

Guidelines for Math

WHEN A MATH COURSE IS NOT REQUIRED FOR PROGRAM

- General Requirements
 - 3 semester credit hours
- Recommended Courses
 - Any of the courses recommended when math is required for the degree or certificate program
 - A math or natural science course that fulfills program requirements.
 - In general, institutions should report a math course over a science course and a physical science course over a biological science course.
 - One of the following WECM technical math courses:
 - TECM 1301/1401 Industrial Mathematics
 - TECM 1341 Technical Algebra
 - TECM 1343 Technical Algebra and Trigonometry
 - TECM 1317 Technical Trigonometry
 - Courses *not* recommended:
 - Any course not identified above

For students seeking a level 2 certificate where no academic math or science course is required, students who complete any of the Recommended Courses listed above may be reported as completing a first college-level course.