

# Academic Planning and Policy E-News

Academic Quality and Workforce | College Readiness and Success  
Innovation and Policy Development | Strategic Planning and Funding



Texas Higher Education  
Coordinating Board

Office of Academic Planning and Policy, David W. Gardner, Deputy Commissioner

Volume 9, Number 3, Summer 2017

## Quarterly Highlight: The Completion Goal

### In Brief



Last week Commissioner of Higher Education Raymund Paredes (right) traveled to Washington, DC, to meet with senior officials at the Department of Education and members of the Texas Congressional Delegation, including Sen. John Cornyn (left). The commissioner briefed officials on progress toward the 60x30TX goals and discussed several issues of federal interest, including oversight of for-profit institutions, higher education data collection and analysis, and the future of the Pell Grant program.

### 60x30TX Report Shows Early Data on Meeting Goals

The 60x30TX Progress Report presented at the Texas Higher Education Coordinating Board's July 2017 board meeting shows the state's progress in the early stages of the plan. The first goal is for 60 percent of Texans, ages 25-34, to hold a postsecondary award by 2030. The most recent data from 2015 shows 41 percent of Texans in the targeted age group have attained this level of education. While this is an increase of about 7 percentage points from 2005 to 2015, it will need to increase again by that much, but in half the time, to reach the 2020 60x30TX benchmark of 48 percent.

The second 60x30TX goal is for at least 550,000 students to complete a certificate or an associate, bachelor's, or master's degree (BACM) in FY 2030 from a Texas institution of higher education (IHE) – public, independent, or career. This goal assumes that completions will trend upward each year between FY 2015, the base year, and FY 2030. They did increase by just over 10,000, or 3.2 percent, between FY 2015 and 2016, from 311,340 to 321,410 BACMs. That is encouraging, but the state will need to accelerate the rate of

### Calendar

#### Next Board Meeting

Oct. 26, 2017  
8:30 a.m.

#### Upcoming Meetings & Important Dates

[Financial Literacy Advisory Committee](#)  
Aug. 1

[EA Network](#)  
Aug. 18, 9 a.m.

[Financial Literacy Advisory Committee](#)  
Sept. 5

[Undergraduate Education Advisory Committee \(UEAC\)](#)  
Sept. 15, 10 a.m.

[Star Awards Finalists Notified](#)  
Sept. 20

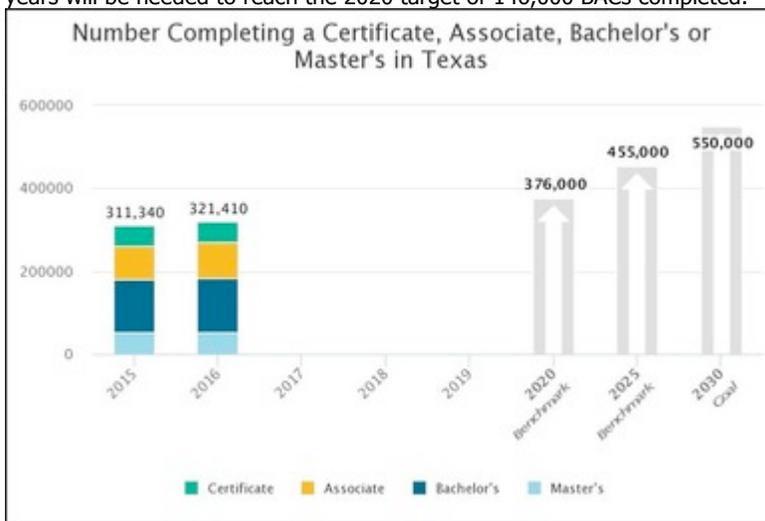
[Committee on Affordability, Accountability and Planning \(CAAP\)](#)  
Sept. 27, 9 a.m.

[Committee on Academic and Workforce Success \(CAWS\)](#)  
Sept. 27, 10:15 a.m.

[Financial Literacy Advisory Committee](#)  
Oct. 3

BACMs. That is encouraging, but the state will need to accelerate the rate of increase to about 4 percent annually to reach the first benchmark of 376,000 BACMs in FY 2020. All four types of BACMs increased in FY 2016.

The second goal includes targets by race/ethnicity, gender, and economic disadvantage. While Hispanic students completed 7.5 percent more BACMs in FY 2016 than in FY 2015, pushing their total to nearly 104,000, African Americans completed 0.4 percent fewer BACMs, despite an increase of nearly 500 associate degrees. Male students of all racial/ethnic groups completed almost 5,000 more BACMs in FY 2016 (a 3.7% increase), but that only improved their share of total BACMs completed by 0.2 percentage points, to 42.3 percent. The 2030 target is for males and females to complete equal shares of the 550,000 credentials expected for that year. Economically disadvantaged students (Pell Grant recipients) completed 119,490 BACs – master’s degrees are not included in their target – in FY 2016, 4.7 percent more than the previous year. A rate of increase to 5 percent for the next four years will be needed to reach the 2020 target of 146,000 BACs completed.



Under the third goal, all graduates of Texas public IHEs will have completed programs with identified marketable skills. Two targets were set relative to this goal: (1) by 2020, institutions will have created and implemented a process to identify and regularly update marketable skills for each of their programs; and (2) in 2020, 2025, and 2030, at least 80 percent of students who complete a certificate or degree from a Texas IHE will remain in the state and be working and/or enrolled, within one year of completion. Progress toward target one includes plans by the Texas Council of Chief Academic Officers to get university faculty together to create a resource list of marketable skills, and the creation of a common framework and definitions of marketable skills by the [Texas Council of Chief Student Affairs Officers](#). On target two, 78.8 percent of about 293,000 students who completed a certificate or degree at a Texas public, independent, or career institution in FY 2015 were found working and/or enrolled in Texas during FY 2016 – just 1.2 percentage points below the target of 80 percent for 2020.

The fourth and final goal is for students to graduate with manageable debt, specifically, that median undergraduate student loan debt for graduates of Texas public institutions, as a percent of first-year wages, will not exceed 60 percent. Only graduates with some student loan debt at the time of graduation are included in this measure. The median percentage was 59.5 percent for FY 2013 graduates (the baseline year) and 59.8 percent for FY 2014 graduates, both below the 60 percent ceiling.

The fourth goal contains two targets: (1) limit debt so that no more than half

[EA Network](#)  
Oct. 20

[2017 Governing Board Leadership Conference](#)  
Nov. 30, Dec. 1

## 60x30TX in the News

[Amarillo Globe-News](#)

[Bowie County Citizens Tribune](#)(Texarkana)

[Cass County Now](#) (Atlanta, TX)

[Community College Daily:](#)  
American Association of Community Colleges

[Dallas Regional Chamber](#)

[eParisExtra](#)

[ESC \(Education Service Center\) 19](#)(El Paso & Hudspeth Counties)

[GuidryNews.com](#) (Houston)

[Houston Patch](#)

[Lubbock Chronicle](#)

[Paris Economic Development](#)website

[Skyline News](#) - University of Houston-Downtown

[The Orange Leader](#)

## APP Resources

[Accountability System](#)

[Academic Quality and Workforce](#)

[College Readiness and Success](#)

[Compare College TX](#)

[Higher Education Almanac](#)

of all undergraduate students at public and independent institutions earning a degree or certificate have debt at graduation; and (2) decrease excess semester credit hours (SCH) attempted in completing an associate or bachelor's degree to 12 in 2020, 6 in 2025, and 3 in 2030. Students in FY 2015 met target one when 49.1 percent of graduates had debt and met the target again in FY 2016 when a slightly smaller share (48.2%) of graduates had debt. Bachelor's graduates of Texas public universities and health-related institutions in FY 2016 averaged 14 excess SCH, just 2 above the second target for 2020, but associate graduates of public two-year institutions averaged 25 excess SCH, 13 above the target. The *60x30TX* Progress Report will be available on [60x30TX.com](http://60x30TX.com) in early August.

Doug Bond | Program Director | Strategic Planning and Funding

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## Setting Regional Targets to Achieve State Goals

How will the state achieve its ambitious *60x30TX* goals? What role should institutions of higher education be playing? One strategy of the Texas Higher Education Coordinating Board (THECB) is to break selected goals down to regional levels, so that institutions and other stakeholders have a clearer understanding about their contributions to statewide goals.

The regional approach has been developed in response to input from the field. Institutions have asked the THECB for guidance about how many certificates and degrees they should be producing by 2030. This approach builds on the success of the regional workshops held last year to disseminate information about the plan and gather input about strategies to reach *60x30TX* goals. Some regions have already begun organizing a broad set of stakeholders around *60x30TX*, including [El Paso](#) and [Northeast Texas](#). These homegrown efforts are encouraging and will hopefully inspire more regions to undertake this kind of transparent articulation of their student success goals.

The regional approach aims to foster shared ownership in targeted areas, and in particular, to engage not only higher education institutions but also to empower workforce and K-12 partners, community leaders, business partners, and the broader higher education ecosystem, including nonprofit organizations, associations, vendors, researchers, and philanthropic partners. Setting regional targets is a compelling strategy for several reasons:

- First, *one size doesn't fit all*. The state's 10 higher education regions differ by population growth, demographics, and labor markets. Relative to *60x30TX* goals, regions are starting in different places and institutions within those regions differ dramatically by mission, funding, and student population – just to name a few. Although analysis of state data shows students are very mobile, they predominantly stay within their regions (on average 80% of Texas students enroll in-region). This trend applies to high school to college matriculation and to transfer patterns among higher education institutions.
- Second, *regional target-setting will help to improve the effectiveness of institutional target-setting*. Working in cooperation with other institutions and regional stakeholders knowledgeable about their local context, colleges, and universities can help regions account for factors outside of a single institution.
- Third, *regional target-setting encourages the tactical planning*

[Higher Ed Data](#)

[Higher Ed Strategic Plan](#)

[Overview of 60x30TX](#)

The APP E-NEWS is written and produced by the staff of the Texas Higher Education Coordinating Board (THECB). For newsletter questions or comments, contact Ramona Reeves, Editor, at [ramona.reeves@theccb.state.tx.us](mailto:ramona.reeves@theccb.state.tx.us) or (512) 427-6434.

*needed to reach statewide goals.* Such planning is impractical on a state level. For example, in some regions, the completion goal and targets can best be met through increasing Level I and Level II certificates (as defined in the [GIPWE](#)) to match labor market demand. In other regions, the focus may be more bachelors- and master's-level degrees to meet the needs of the workforce and mix of institutions in that locale.

Initially, the THECB will begin the regional target process by replicating the methodology that produced *60x30TX* goals, using data on regional population, migration, enrollment, and completion patterns. There will be three targets for each region: one for the 60x30 educated population goal, one for the completion goal, and one for the target under the completion goal that aims for 65 percent of public high school graduates to enroll directly in higher education by 2030. While all goals and targets of the strategic plan are critical for the future of Texas, the three mentioned areas are well suited to regional work.

During the second step in the process, higher education regions will be asked to convene institutions and other key stakeholders to identify at least one powerful strategy for each of the three regional target areas. Part of this process will include asking for numeric targets by institution for the completion goal in 2020, 2025, and 2030.

By the start of the fall semester, the THECB will be ready to release proposed regional targets and provide supporting materials to aid decision-making and regional collaboration. Staff will be available virtually or in-person to support regions during this time.

**Jenna Cullinane Hege | Deputy Assistant Commissioner  
| Strategic Planning and Funding**

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## **Major Policy Discussion at July Board Meeting Focuses on Future of Graduate Education in Texas**

At the July board meeting of the Texas Higher Education Coordinating Board (THECB), the major policy discussion focused on meeting the demand for graduate education in Texas, since graduate education will be an integral part of reaching the first two goals of *60x30TX*. Master's, doctoral, and professional degrees count toward reaching the first goal, which measures the educated population of Texas, and master's degrees count toward reaching the completion goal.

In the two years prior to this discussion, the THECB worked with RAND Corporation to produce a study on managing graduate education in Texas. The final report, *Managing the Expansion of Graduate Education in Texas*, was presented to board members of the THECB during the April 2017 meeting of the Committee on Academic and Workforce Success.

The RAND report, which provided a springboard for the discussion, makes 23 total recommendations in several sections of the 96-page report. The recommendations relate to graduate education topics such as labor market demand, student access, funding, competition, and research. The report states that the study "examined labor market demand by estimating which occupations in Texas will likely see the largest increase in new jobs requiring a graduate degree over the next few years." RAND used Texas Workforce Commission data to estimate labor market demand.

The panel for the major policy discussion on graduate education was comprised of Dr. Rex Peebles, Assistant Commissioner for Academic Quality and Workforce at the THECB; Dr. Charles Goldman, Senior Economist at

RAND Corporation; Dr. Karen Butler-Purry, Associate Provost for Graduate Studies at Texas A&M University and Vice-Chair of the THECB's Graduate Education Advisory Committee (GEAC); Dr. Denise Trauth, President of Texas State University; and Dr. David Daniel, Deputy Chancellor of The University of Texas System.

The panel discussed the two primary purposes of graduate education, to prepare future instructors of undergraduate and graduate programs and to meet the demands of the marketplace, including the research necessary to boost startups and produce the graduate-degreed workforce industry needs in such areas as technology and engineering. Daniel pointed out that much of venture capital is invested within a 50-mile radius of research universities. Trauth stated that "graduate education has begun to acknowledge or encompass the fact that industry is looking to universities to do the research [with]in university halls," and that "more and more startups are coming out of research universities." Butler-Purry noted that graduate education will be an important part of reaching the goals of *60x30TX* and, along with other panelists, emphasized that effectively meeting the demands on graduate education will require thoughtful and deliberate action.

During the discussion, it was mentioned that the GEAC plans to use the RAND report and other resources to offer its recommendations for a Texas graduate education strategic plan to the board of the THECB at a later date. Peebles said that the discussion itself also will inform both THECB board members and GEAC members on the future of graduate education in Texas.

Ramona Reeves | Writer/Editor | Academic Planning and Policy

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## Redesigned Texas Higher Education Accountability System Officially Launches

In 2015, the Texas Higher Education Coordinating Board (THECB) began the process of redesigning the [state's higher education accountability system](#) to align with the goals and targets of *60x30TX*, which emphasizes four goals: an educated population (the 60x30 goal), completion, marketable skills, and student debt. The accountability system provides Texans and their elected officials with information about the effectiveness and quality of the education students receive at individual institutions of higher education. The system was developed initially in 2004. The measures included in the accountability system helped emphasize the state's higher education priorities and provided stakeholders the ability to track institutional outcomes.

In addition to institutional data, the revised accountability system provides statewide, sector-specific, districtwide, and systemwide summaries. During the process of redesigning the accountability system, the THECB hosted several meetings with each higher education sector – universities, health-related institutions, and community colleges. Institutions were invited to provide input and feedback to revise and streamline existing measures and formulate new measures that are particularly relevant to monitoring progress toward the goals and targets of *60x30TX*.

Considerable effort was invested in improving the usability of the system. The redesigned system displays data that are easier to navigate and are in a more user-friendly format for key audiences, such as legislators and their staff, media, students and families, and business and industry. Several measures include filters that allow users to see outcomes for specific categories or groups of students. The revised accountability system's website also is now fully compatible with mobile and tablet devices.

Institutions began accessing the redesigned system in early 2017, as part of a

soft launch. The soft-launch period allowed for additional user feedback prior to board members' approval. Enhancements to the system have been, and will continue to be, implemented based on this feedback. The redesign of the accountability system to align with *60x30TX* is a major step toward helping higher education stakeholders in Texas collaborate and track their efforts toward meeting the plan's goals and targets.

The revised Texas higher education accountability system was officially released following THECB board members' review and approval at the July 27 board meeting.

Jenna Cullinane Hege | Deputy Assistant Commissioner  
| Strategic Planning and Funding

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## North Texas Consortium Leader Discusses AAS to BAAS Transfer Initiative

Developing more seamless and stronger pathways between two- and four-year institutions is one approach to improving completion rates, and the [North Texas Community College Consortium](#) (NTCCC) is moving forward with this approach through the creation of its [Associate of Applied Science \(AAS\) to Bachelor's of Applied Arts and Science \(BAAS\) Transfer Collaborative](#).

On May 26, [Dr. Christine Hubbard](#), president of the NTCCC, presented on the AAS to BAAS Transfer Collaborative at the Texas Higher Education Coordinating Board (THECB). Hubbard provided an overview of the collaborative and explained that it was founded in 2015 with a desire to increase the opportunity for students to transfer to four-year institutions to earn a BAAS and to improve the transfer pathways for those students.

She noted the AAS traditionally has been considered a terminal degree, equipping students with the skills and knowledge to enter the workforce. Unfortunately, she also noted, the old paradigm that divides education into "academic" and "vocational" tracks sometimes can create a barrier that limits the long-term advancement of AAS students, who often are adults, first-generation, low-income, and/or minority students. For example, even for students who knew about the existence of BAAS programs, institutional barriers could make earning a bachelor's degree logistically difficult.

Hubbard went on to say that one of the most significant impediments for AAS students was that many of their credits did not transfer to bachelor's programs, hence leading to students being told that, to pursue a BA or BS, they would need to start over. "None of those technical degrees could be applied to [four-year] degrees," explained Hubbard.

An early outcome of the AAS to BAAS Transfer Collaborative was the development of a common template that clearly demonstrated how AAS degrees align with BAAS degrees across North Texas. As Hubbard noted, "The AAS-BAAS guided pathway is not intended to replace a degree audit, but to function as a guided pathway for students, leading to more informed decision-making." The pathway is structured as a full-time, eight-semester pathway and can be used as a checklist for part-time students.

Beyond fostering deep collaboration among 11 four-year institutions and 21 community colleges, Hubbard cited the thrill and satisfaction of potentially lessening the divide to completion for AAS students. According to 2015 information from the National Student Clearing House Research Center, 46 percent of students who completed a degree at a four-year institution had enrolled at a two-year institution at some point in the previous 10 years. This

is one reason momentum in improving transfer outcomes appears to be building among institutional leaders, policymakers, and researchers. The NTCCC's grassroots efforts to improve transfer student success is part of that momentum and also could help more students reach the completion goal of *60x30TX*.

Founded in 1989, the NTCCC comprises 21 community colleges, representing approximately 209,519 enrollments (30% of all Texas community, junior, and technical college enrollments). In conjunction with 11 universities representing 143,759 enrollments (24% of all Texas public university undergraduate enrollments), the NTCCC was formed to address the roadblocks community college students can face on their path to earning bachelor's degrees.

**Tracey Armstrong | Direction of Innovation | Innovation and Policy Development**

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## **Grad TX Relaunches in Fall 2017, Includes Two-Year Colleges**

Between 2012 and 2015, more than 200,000 students left higher education institutions in Texas with more than 30 attempted semester credit hours but without having earned a degree or certificate. A portion of these students were within one or two semesters of completing. [Grad TX](#) focuses entirely on helping Texas students who have stopped out of higher education finish their degrees without sacrificing their personal and professional responsibilities.

Grad TX, which originally launched in 2011 with eight Texas public universities, has expanded to include two-year institutions and technical colleges. To support two-year institutions of higher education, Grad TX will relaunch in fall 2017 with a statewide marketing campaign, in partnership with institutions offering certificates and degrees primarily in the areas of general studies or multi/interdisciplinary studies. The relaunch of Grad TX this fall also will allow institutions to expand collaborative partnerships with business and industry, workforce, and community organizations.

Institutions are tasked with implementing or expanding innovative approaches to help students maximize their earned college credits, or with helping students turn life experiences into college credit through prior learning assessment and competency-based degree programs.

Initial program outcomes will be available in fall 2018. For more information about Grad TX, contact Terri Daniels at [terri.daniels@thehb.state.tx.us](mailto:terri.daniels@thehb.state.tx.us).

**Terri Daniels | Assistant Director, College Completion | College Readiness and Success**

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## **Educators Dive into THECB Data Through Data Fellows Program**

The Texas Higher Education Coordinating Board (THECB) is pleased to announce the launch of our Data Fellows program, which trains stakeholders to understand and leverage data resources to support the state's strategic plan, *60x30TX*. The Data Fellows program is funded by the College for All Texans Foundation through grant support.

State data played an important role in developing the state's strategic plan and continue to play an important role in the THECB's efforts to disseminate information about the plan, track progress, and inspire action among diverse stakeholders in the state. By training leaders on *60x30TX* data, the THECB is

helping individuals understand the plan better and crystalize areas for action.

This summer, the THECB convened two groups of Data Fellows. Both training sessions included information regarding [60x30TX.com](http://60x30TX.com). The site provides clear, concise information on the four goals and related targets. Users can access statewide-, regional-, and institutional-level data for each goal on the site, as well as connect to the state's [accountability system](#) to explore data in greater detail.

Other data presented were tailored to the needs of different groups of Data Fellows. In June, the THECB hosted K-12 district leaders, such as superintendents and administrators responsible for research/evaluation and college success. In addition to learning about [60x30TX.com](http://60x30TX.com) data, K-12 Data Fellows learned about the [robust high school-to-college resources](#) the THECB provides that include such topics as dual credit, matriculation to higher education, GPAs in college, college readiness, and completion and that are linked to individual school districts and, often, high school campuses.

In July, the THECB convened leaders from higher education associations, advocacy organizations, and philanthropic organizations for a deeper dive on the *60x30TX* goal and target data and the revised accountability system. The group also began exploring *60x30TX* strategies for achieving the state's ambitious state objectives.

Participant evaluations were very positive. One participant said, "The THECB has a lot more data than I thought! Knowing this will help us avoid reinventing the wheel when we're looking for information." Participants also liked the hands-on nature of the training. Another noted, "By giving time to get in and 'play' with the data, it will make it easier to decide the key parts that will be most beneficial to share with others in my district."

Data Fellows will serve as ambassadors to help disseminate information about *60x30TX* and available data resources. Each Data Fellow has committed to providing at least one presentation for colleagues in their district, institution, or their professional networks within three months.

The THECB will track post-training dissemination efforts. The THECB also will use input from Data Fellows to enhance [60x30TX.com](http://60x30TX.com), the [accountability system](#), and future trainings. The latter will include more time for networking and discussing strategies to improve student success.

Six additional Data Fellows' trainings will be conducted over the next two years. Institutional representatives from two- and four-year institutions will likely be the next audiences invited.

Jenna Cullinane Hege | Deputy Assistant Commissioner  
| Strategic Planning and Funding

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## Defining an Emergency – The EA Net in Action

The first meeting of the Emergency Aid Network (EA Net) was held on June 23 from 9 a.m. to 3 p.m. at the Texas Higher Education Coordinating Board (THECB) offices in Austin. Forty members representing 10 institutions of higher education attended. The meeting began with a short icebreaker where

Members were reminded that the same crisis situations that have happened to them can also happen to students, and that these can create insurmountable hardships for students who have few financial resources or little support from others.

Guest speaker, Ben Dobner, Director of Education Grantmaking at [Great Lakes Higher Education Guaranty Corporation](#), spoke about the lessons learned from their Dash Emergency Aid Grant program. The THECB's Deputy Commissioner of Academic Planning and Policy, David Gardner, shared personal stories with members concerning emergency aid and its importance and expressed his appreciation for their commitment to student success. Members' discussions included methods of raising funds for emergency aid programs and the definitions of "emergency" currently being used by institutions for their existing programs.

The EA Net was formed to share information about approaches and best practices that have the potential to increase student persistence and graduation. During their regular meetings, the EA Net will be compiling a list of recommendations concerning best practices for emergency aid programs in Texas. A statewide convening will be held next September; all institutions of higher education, as well as nonprofit organizations and stakeholders across Texas, will be invited to attend and provide input on the final draft of these recommendations. It is anticipated that the final recommendations will be presented to the board of the THECB in October 2018.

Please visit <http://www.thecb.state.tx.us/60x30TX/TexasEANet> for additional information on the EA Net project.

Monique Lee | Program Coordinator - Emergency Aid Network  
| Academic Planning and Policy

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## P-16 Statewide Conference Asks "Are You Ready?"

The Texas Higher Education Coordinating Board (THECB)'s [College Readiness and Success](#) staff hosted the P-16 Statewide Professional Development Conference on June 29, 2017, at the DoubleTree North in Austin. This year's theme, "Are You Ready? College Ready Students and Student Ready Colleges" focused on bridging secondary and postsecondary education student transitions, in support of the state's *60x30TX* higher education strategic plan.

Over 250 high school counselors, admissions advisors from two-year and four-year institutions, and other educators were in attendance. The event incorporated national and regional speakers who addressed topics related to transitioning students from secondary to postsecondary education, including models of practice and evidence-based strategies, such as streamlining P-16 pathways to college success, high school and college academic advising, support for foster care youth, and support for first-generation college students.

Dr. Russell Lowery-Hart, President of Amarillo College, provided the opening keynote. The "No Excuses" philosophy of Amarillo College, the college's Advocacy and Resource Center, as well as the interconnectedness of programs, services, and policies that support students through to completion, epitomize the kind of campus culture that makes a student-ready college. Lowery-Hart shared the college's vision and how it is realized on campus through intentional policy and practice.

Dr. Ben Castleman, Assistant Professor of Education and Public Policy at the University of Virginia, provided the plenary keynote. Castleman's research focuses on policies to improve college access and success for low-income

students. He shared discoveries from this work and recommended innovative strategies to deliver high-quality information about the college-going process to low-income students and their families. He also offered ways to ease the process of students and families getting professional support when needed.

John Wyatt, Director of External Relations at the THECB, provided an update from the 85th Legislature, Regular Session, during the close of the conference.

**Claudette Jenks | Assistant Director, College Access | College Readiness and Success**

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## **Five 2017 Awardees Receive Funds to Scale Integrated Career Pathways and Intensive College Readiness Models**

The Texas Higher Education Coordinating Board (THECB) awarded funding to five college systems in the latest College Readiness and Success Models (2017 CRSM) solicitation. Two of the funded colleges (Tarrant County Community College District and Alamo Colleges) will scale both their [Accelerate TX](#)-Integrated Career Pathway (ATX-ICP) and their [Intensive College Readiness](#)(ICR) instructional models; two others (El Paso Community College and Midland College) will scale only their ICR models; and one (Austin Community College) will scale their Accelerate TX model. Some successes from ATX-ICP programs since fall 2016 until now include:

- Since being awarded the CRSM 2017 ATX-ICP grant, Galveston College has completed 104 students in Level I certificates, far surpassing their goal of 71 proposed completions in their first year.
- Under CRSM 2016, Amarillo College proposed completing 39 students in ATX-ICP Level I certificate programs in fall 2016 and actually completed 52.
- Since fall 2016, College of the Mainland, as lead college in the Coastal Communities Consortium, has enrolled a little over 100 students in Accelerate TX programs, with 23 students successfully completing a Level I certificate in spring 2017 and another 71 expected to complete in December 2017.
- Of the almost 300 students registered in Level I certificate programs under Accelerate TX across the Lone Star College System, 100 completed a credential in May 2017, and 172 more are on track to complete in summer and fall 2017.

All Level I certificates mentioned above are defined in the Guide for Instructional Programs in Workforce Education ([GIPWE](#)).

**Linda Muñoz | Director, Adult Education | College Readiness and Success**

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## **University of Houston-Downtown Recognized for Supplemental Instruction Program**

During the July Board meeting, the Texas Higher Education Coordinating Board (THECB) honored the [University of Houston-Downtown](#) (UH-D)'s [Supplemental Instruction Program](#) with a Recognition of Excellence. Dr. Juan Sánchez Muñoz, President of UH-D, and Tanu Altomare, Coordinator of Supplemental Instruction and Peer Tutor Coordinator for the Center for Math and Statistics Support, presented on UH-D's Supplemental Instruction Program. The Recognition of Excellence is meant to showcase models of excellence within the education community and highlight the outstanding

work of education faculty and administrators, and the outstanding institutional programs around our state.

The mission of the Supplemental Instruction (SI) Program at UH-D is to improve student comprehension and knowledge of course content and critical thinking skills through collaborative, peer-facilitated study sessions to enhance the individual performance of undergraduate students. This, in turn, creates a positive impact on institutional retention and graduation rates, which will help reach the completion goal of *60x30TX*. In the fall of 2016, 74 percent of students in courses offering supplemental instruction who attended SI study groups successfully completed their courses with a grade of A, B, or C, compared to 59 percent of students who successfully completed the courses and did not participate in SI study groups.

The SI Program at UH-D was piloted in 2001 as part of a Title V grant, Learner's Community. In 2006, it was formally institutionalized under UH-D's University College. By spring 2017, the program employed 39 SI Leaders across 27 courses and 57 sections in science, math, humanities, business, and urban education. SI Leaders are UH-D students who have taken and mastered the course to which they are assigned (often with the same professor). These SI Leaders attend class weekly, acting as model students (taking notes, asking questions) and as near-peers during class activities. SI Leaders hold free, voluntary, out-of-class study sessions twice a week in the SI Office (called the Learning Connection), with planned activities to develop students' teamwork and critical thinking skills. Students work together in small groups on various content-related tasks with facilitation by the SI Leader. SI Leaders identify gaps in content, based on study sessions, to assist the instructor with improving the quality of the course and to tailor study sessions based on students' needs.

SI Leaders receive a minimum of 16 hours of training where they learn required policies and procedures (e.g., FERPA, Title IX), collaborative study techniques, and how to implement effective SI sessions. Returning SI Leaders mentor a new SI Leader throughout the year, and all SI Leaders meet weekly with a supervisor to continuously monitor and improve performance. In addition to having an on-campus job, SI Leaders become content masters, learn how to collaborate with both faculty and peers, and gain valuable skills in communication and leadership.

**Kathy Zarate | Program Specialist | College Readiness and Success**

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## Conference Offers Guidance on New Co-requisite Legislation

The "Corequisite Conference," held July 6-7 at Austin Community College's Eastview campus, brought together national and state experts to share their research and best practices on implementing co-requisite courses to support recently passed legislation affecting developmental education.

On June 15, Gov. Abbott signed House Bill (HB) 2223 into law. Under HB 2223, institutions of higher education must develop and phase in a co-requisite model of developmental coursework for up to 75 percent of the institution's students enrolled in developmental education. A co-requisite model allows an underprepared student to co-enroll in both a developmental education intervention and an entry-level course of the same subject matter within the same semester.

The first phase-in of the new statute requires that institutions enroll 25 percent of their developmental education students in a co-requisite model in fall 2018. The Texas Higher Education Coordinating Board (THECB), in

coordination with Texas State University's Texas Success Initiative (TSI) Professional Development Program, organized the conference to offer technical assistance and resources as institutions develop and scale up their co-requisite models.

Representative Helen Giddings, co-author of HB 2223, welcomed over 250 instructors and administrators from across the state before Commissioner of Higher Education Raymund Paredes provided opening remarks. Along with administrators and faculty from other states requiring co-requisite interventions, a panel of Texas administrators shared insights from their own experiences with co-requisite models. Additionally, Dr. Laura I. Rendón from The University of Texas at San Antonio presented on validation theory to foster academic and personal development of students.

Several Texas institutions shared their best practices from when they developed and implemented co-requisite models. Kilgore College, Texarkana College, and Amarillo College facilitated workshops on integrated reading and writing co-requisite models, while Texas State Technical College-Waco and San Jacinto College led workshops on math co-requisite models.

Visit Texas State University's TSI Professional Development [webpage](#) to view presentations from the event. To sign up for TSI-Development Education updates and to view THECB's HB 2223 webinar, visit [www.thecb.state.tx.us/tsi](http://www.thecb.state.tx.us/tsi).

Kathy Zarate | Program Specialist | College Readiness and Success

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## Academic Quality and Workforce Staff Hosts Summer Seminar for UHRI Liaisons

To foster communication and improve institutional understanding of the Texas Higher Education Coordinating Board (THECB), the [Academic Quality and Workforce](#) (AQW) staff at the THECB hosted a one-day seminar this summer for representatives of public universities, health-related institutions, and system offices. The attending institutional representatives will also serve as University and Health-Related Institution (UHRI) liaisons to the THECB and will be copied on agency correspondence to their institutions.

The event was held in Austin at THECB offices on July 10, and provided a forum for institutional representatives to hear updates from THECB staff on important topics. The seminar was also broadcast on the agency's website, and the presentations are available online at [UHRI Summer Seminar presentations](#). The seminar provided institutional representatives an opportunity to meet THECB staff and ask questions about issues of concern.

David Gardner, Deputy Commissioner for Academic Planning and Policy at the THECB, welcomed the more than 50 institutional attendees to the seminar and invited them to engage in discussion and raise questions throughout the day. The group heard from the THECB's John Wyatt, Director of External Relations, and Rex Peebles, Assistant Commissioner of AQW, about the recent legislation passed by the 85th Texas Legislature, Regular Session.

Ginger Gossman, Senior Director of Innovation and Policy Development, led a discussion of the *60x30TX* goal addressing marketable skills, and Julie Eklund, Assistant Commissioner of Strategic Planning and Funding, provided an interactive update on the redesigned [Texas Higher Education Accountability System](#). The AQW staff provided information as follows:

- Stacey Silverman, Deputy Assistant Commissioner; James Goeman, Assistant Director of Graduate Education; and Doug Jansen, Program Director, provided updates on how to submit proposals for

new degree programs to the THECB.

- Jen Nailos, Program Director, provided an update on the Texas Affordable Baccalaureate and Competency-Based Education.
- Andrew Lofters, Program Director, provided an update on distance learning and the new distance education portal.
- Jessica Acton, Program Director, presented an update on the State Authorization Reciprocity Agreement (SARA) and the state's participation in the national council, NC-SARA.
- Andrew Lofters and Garry Tomerlin provided an update on dual credit and transfer issues.

Attendees were encouraged to engage with THECB staff following the meeting.

**Stacey Silverman | Deputy Assistant Commissioner | Academic Quality and Workforce**



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