

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 10, Number 1, Winter 2018

Major Policy Discussion Highlights Outcomes-Based Funding

The Jan. 25 quarterly board meeting included a major policy discussion on outcomes-based funding. As of 2015, 32 states had some form of outcomes-based funding in place. These policies allocate all or a portion of funding based on metrics such as course completion, time to degree, transfer rates, the number of degrees awarded, or the number of low-income and minority graduates. Texas has been one of these outcomes-based funding states since FY 2014 through its funding of [Success Points](#), which now account for approximately 10 percent of community college funding and are calculated on eight metrics. Texas State Technical College's formula for instruction and administration is fully funded based on outcomes.

Since 2009, the Texas Higher Education Coordinating Board (THECB) has proposed outcomes-based funding for public universities. The THECB's 2017 legislative priority proposed that public universities receive an incentive for every completion: \$500 for not-at-risk students, and \$1,000 for at-risk students. To arrive at a definition for at-risk students, the THECB's proposal includes students who are Pell eligible and/or score lower than the national average on the SAT/ACT. Raymund Paredes, Commissioner of Higher Education, has indicated outcomes-based funding for public universities will be a recommended priority for the THECB board's consideration for the 2019 session of the Texas Legislature as well.

David Young, Senior Director of Funding in Strategic Planning and Funding, gave a brief introduction on the topic before introducing panelists [David Tandberg](#), Principal Policy Analyst, State Higher Education Executive Officers Association (SHEEO); [Martha Snyder](#), Director, HCM Strategists; and Steven Gentile, Associate Chief Fiscal Officer, [Tennessee Higher Education Commission](#).

Among materials provided for THECB's board members, Young included a definition of outcomes-based funding from Lumina Foundation: "Outcomes-based funding uses public money to encourage colleges and universities to increase the numbers and percentages of students who earn high-quality degrees, certificates and other credentials. It funds colleges and universities based on how well they perform on key metrics. The increases in numbers of students who earn degrees at public colleges and universities should lead to a national increase in education attainment."

Panelists' insights offered a national perspective on outcomes-based funding and included how other states champion models, successfully implement them, leverage them to draw attention to at-risk students, and integrate them with other state completion initiatives.

Tandberg pointed to studies of outcomes-based funding that places a premium on equity and serving underrepresented students and said there is evidence of equity premiums having a positive effect. Snyder discussed best practices and mentioned that the model currently used for Texas two-year institutions is a

Calendar

Next Board Meeting

April 26, 2018
8:30 a.m.

Upcoming Meetings, Conferences, and Deadlines

[Fast Track to Success](#)

Proposals Due
Jan. 30

[The Corequisite Conference II](#)
San Antonio (St. Philip's College)
Feb. 1-2

[Kinesiology and Exercise Science
Field of Study Advisory
Committee Meeting](#)
Feb. 1, 1 p.m.

[Kinesiology and Exercise Science
Field of Study Advisory Committee](#)
Feb. 5, 1 p.m.

[Nursing Innovation Grant Program
\(NIGP\) - Grantees' Meeting](#)
Feb. 8, 9:30 a.m.

[Criminal Justice Field of Study
Advisory Committee Meeting](#)
Feb. 8, 1 p.m.

[The Corequisite Conference III](#),
DFW (Tarrant County College -
Trinity Campus, downtown
Fort Worth)
Feb. 12-13

[Emergency Aid Network Meeting](#)
Feb. 16, 10 a.m.

national exemplar. Gentile discussed how outcomes-based funding is working in Tennessee and gave a brief overview of the key parameters and metrics of their model.

Discussion with board members included questions about next steps in Texas. Young mentioned that an update from the Formula Funding Advisory Committee will be a part of the next board meeting in April. Questions also arose around creating a model that is simple yet balances local institutional needs. Panelists agreed that an outcomes-based funding model needs to thoughtfully consider this balance. Panelists also placed importance on outcomes-based funding models that count degrees versus focusing on cohort-based graduation rates and enrollments.

Commissioner Paredes commented that Texas is among a handful of states that are minority-majority states in K-12 and that our model must take this distinct circumstance into consideration. The length of time for results, and base versus supplemental budget requests at the state level, were also discussed.

Ramona Reeves | Writer-Editor | Academic Planning and Policy

Texas Higher Education Coordinating Board Announces 2017 Star Award Winners



On Dec. 1, as part of the annual Texas Higher Education Leadership Conference, the Texas Higher Education Coordinating Board (THECB) announced the names of four 2017 Star Award winners for exceptional contributions toward meeting one or more of the goals of the Texas higher education plan, *60x30TX*. The 2017 winners are:

- [Austin Community College District – Accelerated Programmer Training](#)
- [Odessa College – Eight-Week Terms: A Pathway to 60x30TX](#)
- [University of Houston – UH in 4](#)
- [University of Houston-Downtown – The Gateway Course Innovation Initiative](#)

“The Coordinating Board is proud to recognize these four institutions and programs that support Texas students and the state’s *60x30TX* plan,” said Commissioner of Higher Education Raymund Paredes. “There were many excellent Texas programs to choose from among this year’s eight Star Award finalists.”

The THECB received 44 nominations and 41 applications for this year’s Star Award program. Eight finalists were announced in late September and included Coastal Bend College for its Pathways to Success for Students in Allied Health program, St. Philip’s College for its Automotive Technology program, The University of Texas at Dallas for its Undergraduate Success Scholars program, and The University of Texas Rio Grande Valley for its 15 to GRAD: Tuition Plan, Advising, & Outreach to Support 15 Hour Enrollment program.

The Star Award program recognizes exceptional contributions toward meeting one or more of the goals of *60x30TX*:

- Increasing the postsecondary educational attainment level of the state’s 25- to 34-year-old population (educated population goal)
- Increasing the number of students completing a certificate, associate, bachelor’s, or master’s from an institution of higher education in Texas (completion goal)

Learning Technology Advisory
Committee Meeting
Feb. 23, 10 a.m.

Nursing Innovation Grant Program
(NIGP) - Grantees' Meeting
Feb. 23, 10 a.m.

[Graduate Education Advisory
Committee](#)
Feb. 27, 10 a.m.

60x30TX in the News

[Austin American-Statesman](#)

[Community College Daily](#)

[El Paso Herald-Post](#)

[El Paso Times](#)

[eParis Extra](#)

[Focus Daily News](#)

[Latino Leaders](#)

[Lubbock Chronicle](#)

[NTXE-News \(Dallas\)](#)

[Odessa Chamber of Commerce](#)

[Odessa American Online](#)

[Texas Business Leadership Council](#)

[University of Houston website](#)

[University of North Texas -
G-Force video](#)

[The University of Texas at
Arlington website](#)

APP Resources

[60x30TX](#)

[60x30TX.com](#)

[ACGM Lower Division Academic
Course Guide Manual](#)

[Academic Quality and Workforce](#)

- Increasing the number of programs with identified marketable skills at Texas public institutions of higher education (marketable skills goal)
- Implementing programs or cost efficiencies that help to ensure that undergraduate student loan debt will not exceed 60 percent of first-year wages (student debt goal)

The Star Award was established in 2001. Winners are selected by a review committee consisting of THECB staff, out-of-state higher education experts, and Texas community leaders. Representatives of institutions, organizations, and groups from all over Texas have been recognized for their efforts to develop and implement the state's most successful programs, projects, activities, and partnerships.

Additional information about Star Award finalists and winners is available at <http://www.thecb.state.tx.us/StarAwards>. Guidelines for the 2018 Star Award competition will be available on this site in early May.

Mary E. Smith | Assistant Deputy Commissioner/ADR Coordinator
| Academic Planning and Policy

Kelly Carper Polden | Assistant Director of Communications
| External Relations

Guidelines in Progress for Marketable Skills Goal

The Texas Higher Education Coordinating Board (THECB) is currently working on guidelines that institutions can use to implement the marketable skills goal of *60x30TX*. The goal emphasizes the value of higher education in the workforce and asks Texas public two- and four-year institutions to ensure students are aware of, and graduate with, marketable skills. The goal was designed to help students market themselves to employers.



The first target under the marketable skills goal is for institutions to create and implement a process for identifying these skills. Ideally, this process will be identified and implemented by 2020. The current draft of the guidelines indicates that, once identified, marketable skills should be communicated to students in a way that makes it easy for them to communicate their skills to potential employers.

During the process of developing the marketable skills goal, THECB staff and the *60x30TX* higher education strategic planning committee believed students were graduating with desired skills but were simply not aware of it. [A 2017 article in Forbes](#) articulated that the skills gap mentioned by employers is really an awareness gap, "Simply put, this is the inability for college graduates to make employers aware of the skills they actually have." The marketable skills goal is designed to close this awareness gap.

60x30TX and the guidelines-in-progress explain that marketable skills include interpersonal, cognitive, and applied skill areas; are valued by employers; and are primary or complementary to a major. Marketable skills are acquired by students through education, including curricular, co-curricular, and extracurricular activities. Marketable skills are often called employability skills in other countries such as the U.K., or transferable skills in the U.S. They include both technical and soft skills. This definition purposefully is left broad to allow institutions the freedom to hone in on those skills valued by their industry partners.

The guidelines for helping institutions reach the targets in the marketable skills goal will be shared by the end of Feb. For more information, contact Ginger

[Apply Texas](#)

[College Readiness and Success](#)

[Compare College TX](#)

[Emergency Aid Network](#)

[Finance and Resource Planning](#)

[GenTX](#)

[GradTX](#)

[Negotiated Rulemaking](#)

[Overview of 60x30TX](#)

[Star Awards](#)

[Texas Core Curriculum](#)

[Texas Higher Education
Accountability System](#)

[Texas Higher Ed Data](#)

[2017 Texas Public Higher
Education Almanac: A Profile of
State and Institutional
Performance and Characteristics](#)

[Workforce Education Course
Manual \(WECM\)](#)

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@thecb.state.tx.us or (512) 427-6434.

Past issues of the Academic Planning & Policy newsletter may be found [here](#).

Gossman, Senior Director of Innovation and Policy Development, at ginger.gossman@theccb.state.tx.us or 512-427-6452.

Ramona Reeves | Writer-Editor | Academic Planning and Policy

Texas Affordable Baccalaureate Grant Program Request for Proposals Released

The [Texas Higher Education Foundation](#) is soliciting proposals from Texas postsecondary institutions to develop and implement new [Texas Affordable Baccalaureate \(TAB\) programs](#). The TAB is an innovative model and bold solution for many challenges facing higher education.

First-generation, underprepared, low-income, and working adult students — all part of higher education's "new normal" — need nontraditional and affordable postsecondary options. The TAB program is designed to deliver just that. Through a combination of competency-based and traditional courses, online and in-person instruction, and alternative low-cost tuition structures, TAB offers an accessible bachelor's degree that can save students thousands of dollars and semesters of time.

Visit the Texas Higher Education Foundation webpage for more information on how to submit a proposal for funding <https://txhigheredfoundation.org/tab/> or contact TAB@theccb.state.tx.us.

Jennifer Nailos | Program Director | Academic Quality and Workforce

Upcoming Corequisite Conferences and Other Activities Support HB 2223 Implementation

[House Bill \(HB\) 2223](#), signed into law by Gov. Abbott in 2017, accelerates the progress and completions of nearly 43 percent of students who enter public community/technical colleges and universities underprepared to enroll in freshman college-level coursework.

Traditionally, this population of students prepared for college-level coursework through required enrollment in noncredit remediation courses (aka, developmental education), sometimes up to two to three courses per subject area of reading, writing, and/or mathematics, depending on assessment results and other factors, such as high school GPA and courses taken. Having exhausted finances and motivation, many of these students dropped out, sometimes adding to their student loan debt without a tangible certificate or degree completion in hand. Those who continued, even with targeted support efforts, persisted and graduated at significantly lower rates than those who entered higher education college-ready (38.3% vs. 58.6%*).

To improve outcomes for this population, HB 2223 requires a certain percentage of underprepared students enrolled in remediation coursework be placed in a corequisite model. This model requires students to enroll, in the same semester, in both a college-level course and a support course/intervention explicitly designed to help ensure students' success in the college-level course. Corequisite models have been used in other states such as California, Connecticut, West Virginia, Colorado, and Tennessee, among others, with great success, often increasing student success in the college-level course by 50 or more percentage points — even for the least prepared students.

To support institutions in their development, enhancement, and implementation of corequisite models, THECB staff in [College Readiness and Success](#) (CRS) has been providing professional development and technical assistance opportunities through conferences, meetings, and presentations. CRS staff, working with the staff from Strategic Planning and Funding, will continue support with [two upcoming corequisite conferences](#) planned for February 2018 in San Antonio and Dallas. CRS staff is also providing statewide webinars, monthly live meetings, FAQ documents, and direct communication with each institution's instructional and reporting office to ensure optimal compliance starting in fall 2018, HB 2223's effective date.

Institutions are working diligently to meet the goals of HB 2223, so that the required corequisite models positively impact the outcomes of this population. These students will play an important role in helping Texas meet its higher education completion goal outlined in the 60x30TX strategic plan. To receive regular updates from CRS staff, please subscribe to the TSI/DE listserv at www.thecb.state.tx.us/tsi.

***2013 cohort, percent of first-time, full-time undergraduate students who graduated or are persisting after three years: Texas Higher Education Coordinating Board, January 27, 2017, CBM 001, 002, 009**

**Suzanne Morales-Vale | Director of Developmental and Adult Education
| College Readiness and Success**

New Rules Adopted on Workforce Continuing Ed, OER Grant Program, and Dual Credit Course Limits

Through the [negotiated rulemaking](#) process, the Texas Higher Education Coordinating Board (THECB) adopted new rules on Jan. 25 based on the following legislation passed by the 85th Texas Legislature, Regular Session: Workforce Continuing Education, House Bill (HB) 2994; the Open Educational Resources Grant Program, Senate Bill (SB) 810; and Dual Credit Course Limitations, SB 1091. The newly adopted rules were proposed by representatives from Texas higher education institutions and are as follows:

- [HB 2994](#) amends Texas Education Code, Chapter 130, by adding Subchapter L, Workforce Continuing Education. The Negotiated Rulemaking Committee on Workforce Continuing Education met on Oct. 30 and reached consensus on proposed rules for the administration of this new Subchapter. The proposed rules were published in the [Texas Register](#) on Nov. 17, and the committee reached consensus on the THECB staff recommendations to comments received during the 30-day comment period. The board of the THECB adopted the proposed rules, as modified, on Jan. 25.
- [SB 810](#) amends Texas Education Code, Chapter 61, Subchapter C, by adding Section 61.0668, Open Educational Resources (OER) Grant Program. The Negotiated Rulemaking Committee on the OER Grant Program met on Nov. 1 and reached consensus on proposed rules for the administration of the program. The proposed rules were published in the [Texas Register](#) on Nov. 17, and the committee reached consensus on the THECB staff recommendation not to modify the proposed negotiated rules based on the comment received during the 30-day comment period. The board of the THECB adopted the proposed rules on Jan. 25.
- [SB 1091](#) relates to limitations on courses that may be offered for dual credit by school districts and public institutions of higher education. Specifically, the legislation amends the Texas Education Code, Sections 28.009, 51.968, and 130.008. The Negotiated Rulemaking Committee on Dual Credit Course Limitations, which included a representative from

the Texas Education Agency, met on Nov. 2 and reached consensus on proposed rules for the implementation of these amendments pertaining to courses that may be offered for dual credit. The proposed rules were published in the *Texas Register* on Nov. 17, and the committee reached consensus on the THECB staff recommendation to the comment received during the 30-day comment period. The board of the THECB adopted the proposed rules, as modified, on Jan. 25.

Additionally, [Texas Education Code, Section 51.406](#), directs the THECB to reevaluate its rules and policies at least every five years to ensure the need for the data requests it makes of institutions of higher education. To this end, the Negotiated Rulemaking Committee on Data Request Reevaluation met on Dec. 5 and reached consensus on a set of recommendations concerning data requests that are appropriate for modification or removal from board rules. The committee's recommendations will be used to potentially modify board rules, as applicable.

Mary E. Smith | Assistant Deputy Commissioner/ADR Coordinator
| Academic Planning and Policy

Fast Track to Success Conference Accepting Proposals

The Fast Track to Success Project is accepting, through Feb. 15, proposals for presentations, panels, course demos, and birds-of-a-feather sessions for the second annual conference on innovation in higher education. This conference will provide a forum for sharing lessons learned, strategies, outlooks, data, and elements of competency-based education (CBE) pedagogy and other innovative models at all levels of instruction and learning in higher education. The theme of the conference is "Leveraging Innovation in Higher Ed!".



The conference will be held April 18-20 at the Doubletree by Hilton Hotel Austin, 6505 North Interstate 35. More information on the proposal submission process and conference registration can be found on the conference website at <http://sites.austincc.edu/cbec/2018-fast-track-to-success-conference/>.

Funding for this conference has been provided, in part, by a Perkins State Leadership grant through Perkins funds distributed by the Texas Higher Education Coordinating Board and by D2L, a provider of education technology solutions.

Jennifer Nailos | Program Director | Academic Quality and Workforce

THECB Posts Tri-Agency Work Distinguishing Certificates from Certifications

Is a certificate a credential? Is a certification the same thing as a certificate? The answers to these questions (yes, and no respectively) are often puzzling for many education professionals, as well as students and families.

In partnership with the Texas Education Agency (TEA) and Texas Workforce Commission (TWC), Texas Higher Education Coordinating Board (THECB) staff developed a brief to explain the differences between these terms. Improving

understanding of the terms is of growing importance because the THECB is counting certificates (but not certifications) completed at Texas institutions of higher education toward the *60x307X* completion goal. TEA, meanwhile, is counting certifications as part of the revised K-12 accountability system.

Learn more about what credentials, certificates, and certifications are, who confers them, how they are reported and counted in the new tri-agency brief "Understanding Credentials in Texas: Certificates & Certifications" found at <http://www.thecb.state.tx.us/reports/DocFetch.cfm?DocID=10494&Format=PDF>.

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

EA Net Presenters Discuss Readability and City of Austin Initiative at December Meeting



EA Net team members representing nine institutions of higher education attended the fourth meeting of the [Emergency Aid Network](#) (EA Net), along with guest, Rebecca Larsen from Texas Tech University.

The meeting, held Dec. 8 via Skype at the Texas Higher Education Coordinating Board (THECB) in Austin, began with EA Net updates and announcements from Program Coordinator Monique Lee Whitley. EA Net members were

reminded about planning, which began this month, for the statewide convening to be held later this year.

Guest speaker, Zachary Taylor, a second-year doctoral student and a sociolinguist studying higher education at The University of Texas at Austin (UT-Austin), spoke about [his research concerning readability studies](#) and how this pertains to best practices for emergency aid. Mr. Taylor noted that he is also a freelance readability consultant. He offered to review websites and/or web pages at each EA Net member institution and provide a readability audit free of charge.

The second guest speaker, Beth André, coordinator for UT-Austin's Student Emergency Services department, spoke about their [Student Emergency Fund](#) program and how her office works with students in a variety of situations in which unexpected expenses for students could potentially keep them from completing at UT-Austin. Beth also talked about the [Plus One](#) program initiative with the City of Austin that helps students with utility bills. Other forms of advertisement and outreach, to help support their program, are done using social media, as is the case for their crowdfunding campaign called "Horn Raiser" and for their yearly event "Party on the Plaza."

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 in September, and all institutions of higher education, as well as nonprofit organizations and higher education stakeholders across Texas, will be invited to attend and provide input on the final draft of these recommendations. EA Net members anticipate presenting the final recommendations to the board of the THECB in October [2018](#).

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

Leadership Conference Focuses on Connecting the Courses Offered to the Skills Students Need in Global Economy

The Texas Higher Education Coordinating Board (THECB)'s [2017 Texas Higher Education Leadership Conference](#), "Working with Industry to Increase Skills and Manage Student Debt," brought leading experts together to discuss guided pathways, internships, financial literacy programs, partnerships, and other strategies that help students progress through their programs of study successfully and efficiently. Held annually, the leadership conference brings together regents, trustees, chancellors, presidents, chief academic/instructional officers, and other higher education leaders to discuss critical higher education issues.

The conference, held at the Crowne Plaza in Austin, began on Nov. 30 with orientation sessions for new governing board members and other interested education leaders. Conference sessions continued with a luncheon keynote address by Commissioner of Higher Education Raymund A. Paredes, who provided an overview of the state of higher education in Texas, a brief overview of [60x30TX](#), and the progress being made toward achieving the higher education plan's goals and targets. Subsequently, a panel of legal experts engaged in an interactive discussion of effective trusteeship, ethics, and the avoidance of conflicts of interest.

The first day ended with a facilitated panel discussion among Texas legislators regarding how Texas institutions of higher education can work together and with executive and legislative branches of government to achieve their missions and educate the students needed to supply the workforce and compete in a global economy. Panelists were [Sen. Paul Bettencourt](#), Texas Senate, District 7; [Rep. Donna Howard](#), Texas House of Representatives, District 48; and [Rep. John Zerwas](#), M.D., Texas House of Representatives, District 28.

[Conference sessions](#) on Dec. 1 began with a keynote address by best-selling author and award-winning columnist [Jeffrey J. Selingo](#). Selingo explored how today's young adults need to navigate college to best succeed in a fast-changing economy and how college and university leaders might imagine the colleges and universities of the future. Subsequent facilitated panel discussions included experts who suggested strategies leaders of higher education institutions can pursue to reallocate funds in ways that are financially sustainable, maximally effective, and broadly supported by institutional stakeholders. Panelists also discussed how colleges and universities can collaborate with one another and with industry on approaches that help students progress through their programs of study successfully and efficiently.

The conference concluded with the Annual State of Higher Education Luncheon and [Star Awards](#) Ceremony. The luncheon featured the eight Star Award finalists for 2017, who provided summaries of their programs, and THECB board members and the Commissioner of Higher Education, who announced and honored the 2017 Star Award winners.

Mary E. Smith | Assistant Deputy Commissioner/ADR Coordinator
| Academic Planning and Policy

GenTX Month Assists Students in Applying for College

During [Generation Texas](#) (GenTX) Month in November, students at participating high schools were assisted through the college and financial aid application process ([ApplyTexas](#), [FAFSA/TASFA](#)). A total of 600 participating high schools, school districts, community and nonprofit groups, and middle/elementary schools signed up as official participants. More than 110,000 students participated in college application events and financial aid workshops, and also celebrated Texas seniors who have taken the next step to pursue higher education.

College Readiness and Success staff at the Texas Higher Education Coordinating Board are now prepping for [GenTX Decision Day](#), May 4, 2018. GenTX Decision Day is a statewide initiative to recognize high school seniors for their postsecondary plans and encourage younger students and families to prepare early for postsecondary education. All high schools will be invited to participate. GenTX Decision Day serves as a reminder to seniors to complete the college admission process (application, financial aid, housing, and other institutional steps) by making a decision about which college to attend.

GenTX promotes a college-going culture and helps high school students, especially first-generation students, navigate their way to and through higher education. This initiative is also connected to regional efforts and goals of *60x30TX* and the [Texas Challenge to Reach Higher](#), an initiative to increase college applications, FAFSA completions, and college readiness across Texas.

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