The 2013 State of Higher Education Address: Challenges and Opportunities

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Presentation to Annual Governing Board Conference
Texas needs **34,000 additional students** to reach 2015 goal for participation

Total Enrollment Growth Since Fall 2000 at Public, Independent, and Career Institutions

*2013 preliminary data includes only public universities, community & technical colleges, and independent institutions. Career institution data included in total from prior year due to independent reporting cycle.*
The decline in White and Hispanic enrollment represents a challenge in final years of CTG

<table>
<thead>
<tr>
<th></th>
<th>2013 Preliminary Total</th>
<th>Change From 2012</th>
<th>% Change From 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>600,752</td>
<td>(6,960)</td>
<td>(1.15%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>466,513</td>
<td>(3,562)</td>
<td>(0.76%)</td>
</tr>
<tr>
<td>African-American</td>
<td>184,382</td>
<td>1,576</td>
<td>0.86%</td>
</tr>
<tr>
<td>Other</td>
<td>214,938</td>
<td>16,894</td>
<td>8.50%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,466,585</strong></td>
<td><strong>7,948</strong></td>
<td><strong>0.54%</strong></td>
</tr>
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</table>

**NOTE:** Totals do not include career institutions
Texas has surpassed the enrollment target for African Americans, but Hispanic enrollments trail.

**2015 Target:** 172,700
African American enrollments have increased **108%**

**2015 Target:** 676,100
Hispanic enrollments have increased **113%**

**Note:** Includes career school data and flex enrollments at 2-year and 4-year colleges.
African American and Hispanic males enroll at significantly lower rates than females.

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

2015 Target: 5.7%
Texas participation rates have improved but remain lower than other peer states

<table>
<thead>
<tr>
<th>State</th>
<th>Participation Rate of Total Population (2011)</th>
</tr>
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<tbody>
<tr>
<td>California</td>
<td>(7.4%)</td>
</tr>
<tr>
<td>Illinois</td>
<td>(7.1%)</td>
</tr>
<tr>
<td>Michigan</td>
<td>(7.1%)</td>
</tr>
<tr>
<td>New York</td>
<td>(7.0%)</td>
</tr>
<tr>
<td>Ohio</td>
<td>(6.6%)</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>(6.4%)</td>
</tr>
<tr>
<td>Florida</td>
<td>(6.3%)</td>
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<tr>
<td><strong>Texas</strong></td>
<td>(6.3%)</td>
</tr>
<tr>
<td>North Carolina</td>
<td>(6.1%)</td>
</tr>
<tr>
<td>Georgia</td>
<td>(5.8%)</td>
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</tbody>
</table>

Source: U.S. Dept. of Education and Census Bureau
The state has surpassed the 2015 goal for annual undergraduate credentials awarded.

*NOTE:* Collection of career institution data began in 2004
Texas has also surpassed targets for undergraduate credentials among African Americans and Hispanics.

**African Americans**
- Fall 2000 Baseline: 11,215
- Fall 2012 Actual: 29,359
- 2015 Target: 24,300
- African American annual undergraduate credentials increased 163%

**Hispanics**
- Fall 2000 Baseline: 23,368
- Fall 2012 Actual: 73,119
- 2015 Target: 67,000
- Hispanic annual undergraduate credentials increased 213%

**NOTE:** 2000 Baseline did not include credentials from career institutions; 2012 data includes these institutions.
Unfortunately, Texas continues to lag in STEM undergraduate degrees and credentials

Note: Data reflects credentials from public institutions
Readiness among HS grads enrolling in universities has improved significantly

College readiness\(^2\) has increased among all racial and ethnic groups:

- **African Americans**: 27 % points
- **Hispanics**: 14 % points
- **Whites**: 4 % points

**Percentage of TSI Ready\(^1\)**

- University Students Direct from HS
  - Fall 2003: 80.3%
  - Fall 2012: 88.4%

Source: Texas Higher Education Coordinating Board
1. Percentage of TSI ready reflects % of first-time-in-college students who met college readiness standards (or were exempt) in all three areas measured.
2. TSI ready in all three areas among first-time-in-college students enrolling in university directly from HS
Two-year colleges have experienced even more pronounced gains in college readiness

Percentage of TSI Ready\(^1\)
Community and Technical College Students
Direct from HS

<table>
<thead>
<tr>
<th></th>
<th>Fall 2003</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of TSI Ready (^1)</td>
<td>37.4%</td>
<td>55.1%</td>
</tr>
</tbody>
</table>

College readiness\(^2\) has increased among all racial and ethnic groups:

- African Americans: 16 % points
- Hispanics: 18 % points
- Whites: 18 % points

Source: Texas Higher Education Coordinating Board
1. Percentage of TSI ready reflects % of first-time-in-college students who met college readiness standards (or were exempt) in all three areas measured.
2. TSI ready in all three areas among first-time-in-college students enrolling in 2-year college directly from HS
Texas has improved scores on the ACT national college readiness assessment but lags compared to other states.

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

- African Americans: 4% points
- Hispanics: 4% points
- Whites: 13% points

Changes to the Texas high school curriculum could have profound impact on higher education
The Legislature in HB 5 revised the high school curriculum to provide increased flexibility for school districts and students

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

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

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

- Students considering postsecondary education should continue to be encouraged to take **Algebra II or a rigorous equivalent** as it remains a gateway to college preparation.
Advise TX is training advisors to **help students navigate post-HB 5 diploma options and how they impact higher education**

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

Advisors help students understand all the postsecondary options available (career/technical schools, community colleges, and four-year colleges) and how each differ in terms of time investment, cost, and career preparation.
Texas must implement game-changing policies to dramatically improve student outcomes

www.completecollege.org
Game-Changing Strategy: Outcomes-based Funding

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

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

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

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

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

**Transfer to a General Academic Institution**
Transfer to a general academic institution after having completed 15 hours of coursework.
(2 points)
Game-Changing Strategy: Outcomes-based Funding

Texas State Technical Colleges
100% of funding will be allocated based on a “Return-Value” model that rewards graduate job placement, graduate projected wages, transfers to other institutions of higher education, and students who leave before completion for quality jobs.
Texas State University is piloting innovation in remediation. The “Fundamentals of Conceptual Understanding and Success” (FOCUS) program promotes corequisite remediation where students enroll in credit-bearing math course with extra support.

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

Full-Time is 15 credits

Cap Credits on Associates and Bachelor’s

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

Implement 15 to Finish Policies

Define full-time for state financial aid programs as 30 credit hours per academic year instead of 12 credit hours per semester.
Game-Changing Strategy:  
Structured Schedules & Guided Pathways

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

The Texas Affordable Baccalaureate Program

- Program in Organizational Leadership is competency-based, accelerated program that will cost between $4k (for upper-division coursework only) and $15k (for full program). Costs include tuition, fees and learning materials.
- Synthesizes multiple innovations in higher education to include integrating new technologies, competency-based learning approaches, electronic learning materials, and intensive, just-in-time academic coaching/advising.
- Faculty-driven program development.
- Highly aligned with workforce needs and skill requirements.
Program serves students with or without a HS credential, but with skill levels that fall within the 6-9th grade range.

Credentials are aligned with regional workforce needs and encouraged to be “stackable” and allow students to exit at multiple points with a marketable credential.

Program designed for student to be concurrently enrolled in a contextualized basic skills course and a CTE (credit or non-credit) program.
KEY CHALLENGES TO ADDRESS

• Improve and measure student learning

• Teach and strengthen the whole student

• Develop new criteria for institutional excellence

• Reform the tenure and promotion system
HB 2036 creates the 2036 Commission charged with evaluating future education and workforce needs of Texas.

At least 60 percent of Texans will have a postsecondary credential, certificate or degree of value in the workplace by 2030.

- **Workforce**: Improve employment in relevant fields
- **Alignment**: Increase proportion of 8th grade students who complete a certificate or degree
- **Value**: Reduce average time and dollars to degrees and certificates
- **Excellence**: Ensure national leadership and global competitiveness in both teaching and learning
Beyond 2015: Framing the future of higher education

• THECB will host three symposia beginning in February 2014 to focus on the future of higher education
• Faculty, administrators, researchers, non-profits, business and elected officials will be invited in addition to state and national speakers
• Topics to be discussed
  – The purpose and value of higher education
  – Emerging modalities of instruction
  – Different ways to fund higher education
THE CHALLENGE: Two-thirds of all jobs in U.S. by 2020 will require some form of postsecondary training or education

<table>
<thead>
<tr>
<th>2020 Occupations</th>
<th>% of Total 2020 Occupations</th>
<th>Postsecondary Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales &amp; Office Support</td>
<td>25.5%</td>
<td>66%</td>
</tr>
<tr>
<td>Blue Collar</td>
<td>18.6%</td>
<td>34%</td>
</tr>
<tr>
<td>Food &amp; Personal</td>
<td>16.6%</td>
<td>43%</td>
</tr>
<tr>
<td>Managerial &amp; Professional Services</td>
<td>15.0%</td>
<td>86%</td>
</tr>
<tr>
<td>Education</td>
<td>6.1%</td>
<td>94%</td>
</tr>
<tr>
<td>Healthcare</td>
<td>5.1%</td>
<td>94%</td>
</tr>
<tr>
<td>STEM</td>
<td>4.6%</td>
<td>94%</td>
</tr>
<tr>
<td>Community Services</td>
<td>4.8%</td>
<td>91%</td>
</tr>
<tr>
<td>Healthcare support</td>
<td>2.8%</td>
<td>58%</td>
</tr>
<tr>
<td>Social Science</td>
<td>0.5%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>ALL OCCUPATIONS</strong></td>
<td><strong>--</strong></td>
<td><strong>65%</strong></td>
</tr>
</tbody>
</table>

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

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