Why eXceptional Governance is Critical: The 60x30TX Plan

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Commissioner of Higher Education
Why 60x30TX is Important

- Of the 11.6 million jobs created post-recession, 11.5 million went to workers with at least some college education.
- Graduate degree holders gained 3.8 million jobs, bachelor's degree holders gained 4.6 million jobs, and associate degree holders gained 3.1 million.*
- Employment of workers with a high school diploma or less only grew by 80,000 jobs.

*No national data exists for certificate holders.
Texas young adults ages 25-34 are **27th** in the world

Texas attainment levels have stayed relatively steady, but in a global economy, **staying steady = falling behind**
Texas is Losing Ground Nationally

- 25- to 34-year-olds with associate degree or higher
- 55- to 64-year-olds with associate degree or higher

Source: American Communities Survey Public Use Microdata Sample 2013
The Texas Higher Education Strategic Plan, 2015-2030

THE OVERARCHING GOAL: 60x30 EDUCATED POPULATION
At least 60 percent of Texans ages 25-34 will have a certificate or degree.
- Supports the economic future of the state

THE SECOND GOAL: COMPLETION
At least 550,000 students in 2030 will complete a certificate, associate, bachelor’s, or master’s from an institution of higher education in Texas.
- Requires large increases among targeted groups

THE THIRD GOAL: MARKETABLE SKILLS
All graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.
- Emphasizes the value of higher education in the workforce

THE FOURTH GOAL: STUDENT DEBT
Undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.
- Helps students graduate with manageable debt
Texas made steady progress with *60x30TX*, but accelerated growth is needed for several targets.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Target</th>
<th>2016</th>
<th>2017</th>
<th>One-Year Improvement (pc = point change)</th>
<th>Annual % Increase Needed</th>
<th>2020 Benchmark</th>
<th>2030 Goal/Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completion</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60x30</td>
<td>60x30 (Educated Population)</td>
<td>41.0%</td>
<td>42.3%</td>
<td>1.3% pc</td>
<td>1.3%</td>
<td>48%</td>
<td>60%</td>
</tr>
<tr>
<td>Overall</td>
<td></td>
<td>321,410</td>
<td>333,920</td>
<td>3.9%</td>
<td>3.9%</td>
<td>376,000</td>
<td>550,000</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td>103,889</td>
<td>111,344</td>
<td>7.2%</td>
<td>7.5%</td>
<td>138,000</td>
<td>285,000</td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td>38,813</td>
<td>41,027</td>
<td>5.7%</td>
<td>4.5%</td>
<td>48,000</td>
<td>76,000</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td>135,849</td>
<td>141,564</td>
<td>4.2%</td>
<td>5.2%</td>
<td>168,000</td>
<td>275,000</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td></td>
<td>119,490</td>
<td>124,178</td>
<td>3.9%</td>
<td>5.3%</td>
<td>146,000</td>
<td>246,000</td>
</tr>
<tr>
<td>TX High School Graduates Enrolling in TX Higher Education</td>
<td></td>
<td>51.9%</td>
<td><strong>52.3%</strong></td>
<td>0.4 pc</td>
<td>.7%</td>
<td>58%</td>
<td>65%</td>
</tr>
<tr>
<td><strong>Marketable Skills</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working or Enrolled Within One Year</td>
<td></td>
<td>78.8%</td>
<td>78.4%</td>
<td>-0.40% pc</td>
<td>--</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td><strong>Student Debt</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Loan Debt to First Year Wage Percentage</td>
<td></td>
<td>60%</td>
<td>59%</td>
<td>-1% pc</td>
<td>--</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>Excess SCH Attempted*</td>
<td></td>
<td>19</td>
<td><strong>18</strong></td>
<td>-1 SCH</td>
<td>--</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Percent of Undergraduates Completing with Debt</td>
<td></td>
<td>48.2%</td>
<td>47.2%</td>
<td>-1% pc</td>
<td>--</td>
<td>50%</td>
<td>50%</td>
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</table>
Key Insights

• The 60x30 goal and the completion goal showed strong improvement—at rates needed to reach 2030 goals.

• Completions for male and economically disadvantaged students grew modestly but are falling behind needed progress.

• Direct enrollment from high school increased slightly after a two-year decline and requires additional attention.

• Marketable skills and student debt goals remain steady, although excess semester credit hour reductions need to pick up the pace.
The 60x30 Educated Population goal increased by 1.3 percentage points from 2015 to 2016.
Completions increased by more than 12,000 credentials between 2016 and 2017

Bachelor’s degrees had the largest share, while associate completions increased fastest
All target populations increased completions; Hispanic and African American student completions achieved projected gains.
After a two-year decline, direct enrollment from high school increased slightly from 51.9% to 52.3%
Many students follow a pathway directly from K-12 to higher education, though too few succeed today.

22 percent of 8th graders complete a credential 11 years later.

Texas public school 8th graders

- Complete high school within 5 years
- Complete a certificate or degree within 6 years
The 60x30 Educated Population goal counts residents who follow a variety of education pathways, including those who...

- Migrate into TX with credentials or migrate to TX to earn a credential and stay
- Receive credentials in-state after attending public high school in TX
- Receive credentials in-state after earning GEDs, attending private high school or homeschooling
- Receive credentials in-state as adult students who did not go directly from high school or stopped out and returned to complete college
- Went to high school in TX, left the state to complete higher education, and returned
Students who take alternative pathways make up 64 percent of undergraduate completions in Texas.

259,013 Students Completed Undergraduate Credentials in 2017

- 8th Grade Cohort completers (93,426)
- More than 6 years in college or delayed start (63,060)
- Texas residents, did not graduate from Texas public high school (67,568)
- Out of state resident (12,682)
- Out of country residents (22,277)
45 percent of completers in 2017 were 25 years or older

Undergraduate Degrees Awarded, by Age FY 2017

- <21: 7,772
- 22-24: 26,792
- 25-29: 40,936
- 30-34: 37,624
- 35-50: 54,527
- 51+: 110,462

Completion categories range from 0 to 120,000 completions.
Texas is making steady progress toward 60x30

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- In the decade preceding the plan, the annual growth in attainment was 1.1 percentage points averaged across the 5 highest years.
- 3.9 percent growth rates falls in the range of past improvement for completions (ranging from 2.6-4.8 percent)
• Retain Texas graduates
• Recruit graduates from other states
• Strength of our economy is critical
  • Economic development and job opportunities
  • 21st century industries
  • Competitive wages

• Invest in and improve pathways through Texas K-12 schools to ensure students are college ready
• Improve all other pathways into and through higher education

While achievement of the 60x30 Educated Population Goal is possible, systemic improvements are essential for success
The THECB enhanced support for the marketable skills goal; institutions reported varied levels of progress

- Marketable skills implementation guidelines were developed.

- Marketable skills conference offered technical assistance to institutions about how to develop marketable skills and how to communicate skills to students.

- The target related to the percent of graduates in Texas found working and/or enrolled in Texas in the first year following graduation remained steady at 78.8%.
Student debt as a percentage of first-year wage remained below the 60% goal

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<th>Baseline Year</th>
<th>Recent Trend Years</th>
<th>Target</th>
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<td>2013</td>
<td>2014</td>
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<td>59.5%</td>
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The share of graduates with debt declined for the second year in a row to 47.2%.
Excess semester credit hours decline modestly; substantial progress is needed to reach the 2020 benchmark of 12 SCH

Excess Semester Credit Hours Attempted When Completing an Associate or Bachelor's Degree

Target: Decrease excess SCH to 3 by 2030.
The agency is supporting the strategic use of data to inform institution- and state-level policy and practice

- 60x30TX.com and revised accountability system
- Almanac
- Data Fellows program
- Regional 60x30TX Targets
Major Policy Recommendations to Achieve 60x30TX
Legislative Recommendation: Approval of New Off-Campus Sites

- Require institutions obtain Coordinating Board review and approval prior to acquiring property to create a new or expand an existing off-campus academic, technical or research site. Limit the review and approval to sites that are not on or near the main campus. Provide for confidential and expedited review of proposed acquisitions.

- Ensures more efficient use of state resources and promotes objectivity in pursuit of 60x30TX goals

- Prevents unnecessary duplication
Legislative Recommendation: Texas WORKS Internship Program

- Modify the Texas College Work-Study program to institute Texas WORKS

- Texas WORKS will create a centralized off-campus work-study program to provide students with limited financial means an opportunity to pursue paid internships

- Builds on Tri-agency findings and recommendations

- Contributes to 60x30TX goals for marketable skills and student debt
Legislative Recommendation: 60x30TX Graduation Supplement

- Revise the Operations Support formula for universities to include an allocation methodology for graduates, in addition to enrollments.
- Award universities $500 per non at-risk graduate and $1,000 per at-risk graduate.
- Mirrors recommendation from 85th Legislature.
- Directly contributes to 60x30TX goal for increased degree completion.
Legislative Recommendation: Improve Student Transfer

- Strengthen role of the Texas Core Curriculum in fulfilling general education requirements and facilitating transfer
- Limit core to lower division courses consistent with the Texas Common Course Numbering System (TCCNS).
- By creating more efficient transfer, will contribute to 60x30TX goals for completion and student debt
If we achieve all these actions, we will make significant strides toward 60x30TX.

We will reinvigorate higher education as the primary engine of social mobility.

We must be relentless in these efforts.