

**Joint Interim Hearing of
the Senate Public
Education and Higher
Education Committees**

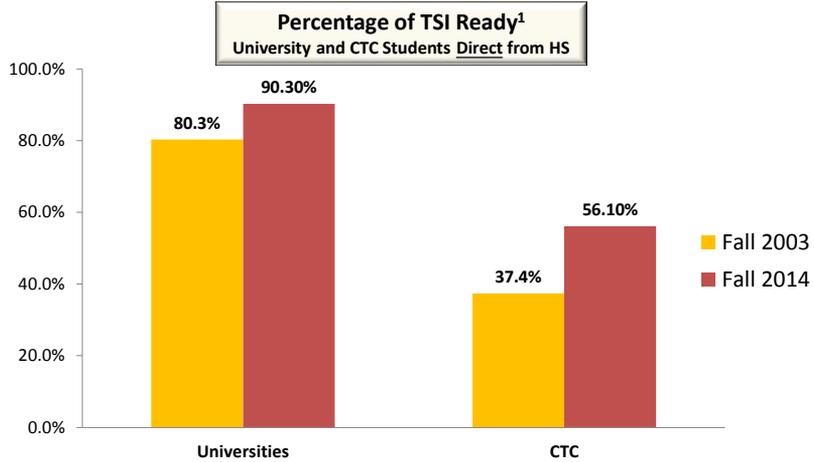


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Texas Commissioner of Higher Education
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It is still **too early to say how HB 5 has impacted
college readiness**

- HB 5 was first mandatory for 9th graders entering high school in Fall of 2014.
- This cohort will not take college readiness assessments until Spring 2017, and will not enter higher education in significant numbers until 2018.
- Without data, it is impossible to say what impact HB 5 will have on the current trajectory of increasing college readiness.
- However, recent national research has raised concerns regarding Texas college readiness.

Students meeting Texas Success Initiative (TSI) at public institutions increased prior to HB 5



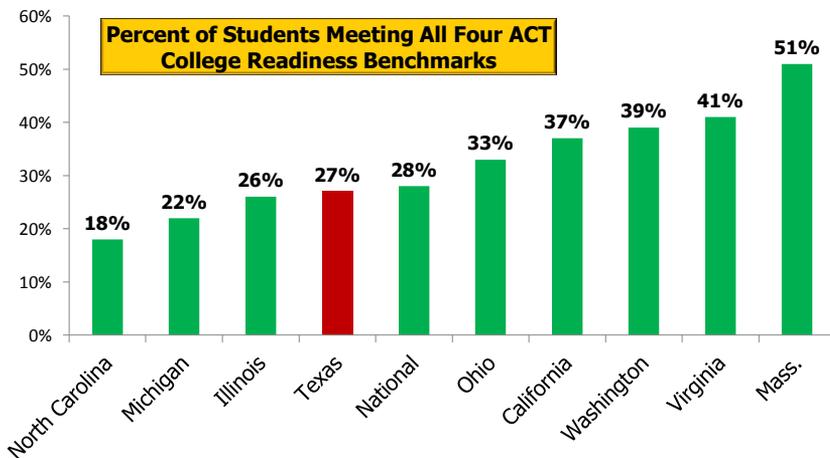
Source: Texas Higher Education Coordinating Board

1. Percentage of TSI ready reflects % of first-time-in-college students who met TSI standards (or were exempt) in all three areas measured

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Slide 3

However, Texas trails other states on national college readiness assessments



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TSI requirements and assessments should be better aligned with college readiness

- Exemptions allow some students to satisfy TSI without demonstrating college readiness.
 - Students passing a dual credit course are often deemed college ready.
- TAKS score is probably set too low
 - Of Fall 2014 high school graduates who met TSI, 45% qualified through TAKS.
- Changes will allow the state to more accurately measure the effect of HB 5 on college readiness.
 - TAKS has been phased out
 - Encouraging greater use of the TSIA, which is specifically aligned with Texas college and career readiness standards
 - Requiring dual credit students to demonstrate college readiness

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Slide 5

However, too few Texas students make it through the education pipeline to a postsecondary credential

20 of 100

Texas 8th Graders complete a postsecondary credential within 11 years

14 of 100

Hispanic 8th Graders complete a postsecondary credential

13 of 100

African American 8th Graders complete a postsecondary credential

11 of 100

Economically disadvantaged 8th Graders complete a postsecondary credential

Source: THECB 8th Grade Cohort (Enrolled in 2004, Completed Postsecondary by 2015).

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All four goals of **60x30TX** benefit from **strong alignment with K-12** on postsecondary readiness



60x30
By 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree.



Completion
By 2030, at least 550,000 students in that year will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas.



Marketable Skills
By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.



Student Debt
By 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.

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Slide 7

60x30TX Strategy: Collaborate with K-12 in improving college and career readiness

- Texas was a national leader in 2006 in mandating College and Career Readiness Standards (CCRS).
- Vertical teams of faculty, teachers and administrators aligned the requirements of high school to what is necessary to succeed in postsecondary endeavors.
- Texas Education Code Section 28.008 requires vertical teams to periodically review and revise CCRS.
- Coordinating Board will work with TEA in accordance with statute to review college readiness standards and assessments to ensure continued relevance and rigor.

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60x30TX Strategy: Increase participation of economically disadvantaged in dual credit and other college-level courses

- Dual Credit and Early College High Schools (ECHS) can help students more efficiently earn a credential and reduce educational debt.
- However, we must ensure that these courses are **rigorous** and that the students are **prepared for college-level work**.
 - Concerned whether courses are being taught to college-level standards, particularly those taught on a high school campus by high school teachers.
 - Some students can take dual credit without having to demonstrate college readiness.
- Coordinating Board is seeking resources to support a comprehensive longitudinal study of the higher education outcomes of dual credit students to evaluate the effectiveness of these classes.

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60x30TX Strategy: Streamline credential pathways through the P-16 continuum

- Programs of Study and Fields of Study increase transferability, expand connections between secondary and postsecondary education, reduce cost, and improve employment opportunities.
- Programs of Study define high-school-to-2-year-college curricular pathways in specific career clusters.
 - Advisory Committees created in eight career clusters.
- Fields of Study define blocks of courses within a degree program that may be transferred to a university and for which the student must receive full academic credit toward that degree.
 - Advisory Committees working to update existing Fields of Study, with goal to expand to additional programs as resources allow.

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