

**State of Higher Education Address presented by
Commissioner of Higher Education Raymund A. Paredes**

October 26, 2016

This is an important moment in Texas higher education as we get deeply underway with the launch of *60x30TX*. My remarks this afternoon will be a synthesis of what you have heard already for the past day and a half, and ideas that you know already through your own professional experience. I thought I would begin by talking about where we are as a state in our educational attainment and try to give you a sense of how far we have to go to achieve the goals of *60x30TX*. I almost always, in talking about *60x30TX*, begin with a simple declaration: we cannot get to the goals of *60x30TX* by doing business as usual. We are going to have to innovate, to come up with some creative ideas about how to address our needs and how to achieve our goals. For example, I heard over the past day and a half that we are not going to be able to reach the goals of *60x30TX* unless we get a significant infusion of money from the state legislature. No – we are going to have to find a way to reach those goals in any circumstance because the future of this state depends on it. Let me go over some of the fundamental facts about the state of higher education today.

Let me start off by recapping some of the information that all of you know as a result of *Closing the Gaps*. You know that *Closing the Gaps* was launched in the year 2000, with an end date of 2015. Here are some of the achievements. We came up just short of our participation goal. It is important to note that the original goal was to enroll 500,000 more students, and we raised it to 630,000 because we were doing so well and the demographics of the state had changed. We actually enrolled 605,000 students instead of our intended goal of 630,000. Nevertheless, that is over 100,000

Closing the Gaps Achievements

Participation Goal

- Statewide enrollment increased by 605,114 from fall 2000 to fall 2015; 96% of the 630,000 target.

Success Goal

- Texas surpassed its success goal by approximately 50,000 credentials (or 23%), awarding a total of 258,795 undergraduate degrees and certificates in 2015.
 - Hispanic students earned 87,821 awards in FY 2015: 31% above the target of 67,000 awards in that year and a fourfold increase from FY 2000.

60x30TX

more students than what we had originally aspired to attain. With regard to the success goal, which I would argue is the most important of the four goals, we far exceeded it. Our goal was to award 210,000 certificates and degrees, and we reached 260,000. We did particularly well among Latino students who exceeded the goal by over 31 percent. The lesson here is this: we know how to educate poor students in Texas if we have the will and the commitment of institutional resources.

If you look at the other goals of *Closing the Gaps*, we exceeded our research goal by a significant margin. And there is no doubt that Texas higher education is better than it was 15 years ago. UT Austin and Texas A&M University are now top-ranked national universities. I was looking at the *U.S. News and World Report* global rankings, which are different from the national rankings that most people take a look at, and UT Austin was ranked as the 30th best university in the world. We now have eight universities that meet the Carnegie Tier I criteria, and we have community colleges that are regularly acknowledged for their excellence. We are national leaders in developing online degrees. It is fair to say that we are doing much better as a system of institutions of higher education than we were in 2000.

Closing the Gaps Achievements

Research Goal
Expenditures for research and development at Texas public universities and health-related institutions reached \$4.06 billion, \$1.06 billion above the 2015 target of \$3 billion.

Excellence Goal

- UT-Austin and Texas A&M ranked among Top 30 National Public Universities by *U.S News and World Report*.
- Eight Texas universities classified "Carnegie Tier One."
- Odessa College and San Jacinto College currently finalists for the 2017 Aspen Prize for Community College Excellence.

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If you look at this next chart, this is probably the most salient fact that you need to know about the K-12 system. I have often said that we cannot expect to have a first-class system of higher education if it is resting on a weak K-12 foundation. These are probably the most important data that you need to be aware of in terms of what that foundation is like. According to the three standardized tests that we use in

Texas needs to improve college readiness for all levels of postsecondary education

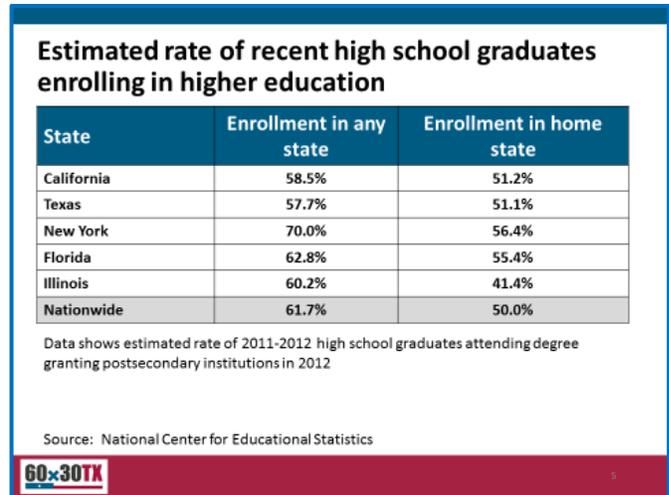
- TSIA 29.95% met the college-readiness standard in all three areas
- SAT 32% met the college-readiness standard in all areas
- ACT 26% met the college-readiness standard in all areas (dropped 1 percentage point from 2015)
 - College readiness for African Americans is 8% and 12% for Latinos

60x30TX

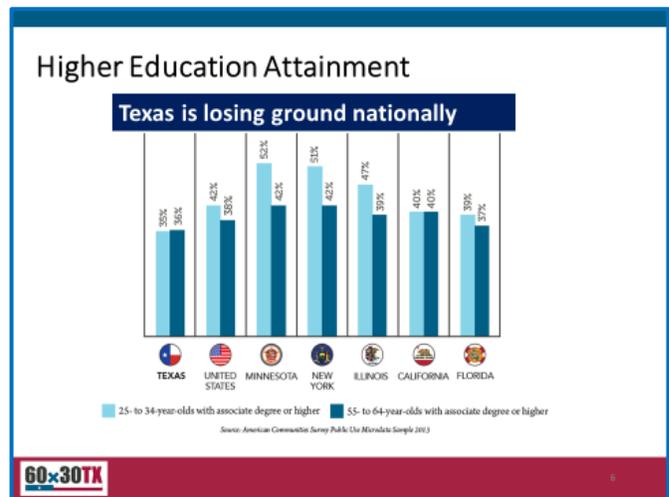
Texas, these are the college readiness figures: according to the Texas Success Initiative assessment, which is particularly useful because it is directly aligned with the state's College and Career Readiness Standards, 30 percent of Texas high schools seniors are college ready. If you look at the SAT, which tests more students in Texas than any other test, it is 32 percent. If you look at the ACT, which I believe is more useful than the SAT because it is actually connected to what students learn, the figure is 26 percent. That is a drop of 1 percentage point from the previous year. And then look at the numbers underneath the general readiness

numbers; these are the numbers that everybody should be particularly concerned about. The college-readiness number for African American students who are college-ready across the board, which is to say in English/Language Arts, Math, Science and Social Studies, is 8 percent. The number for Latino students is 12 percent. I will point out, as all of you know, that Latinos are the fastest growing group in the state. And we also know that we cannot reach our goals unless we significantly raise Latino student achievement. The 8 percent and 12 percent numbers should be scary to all of us.

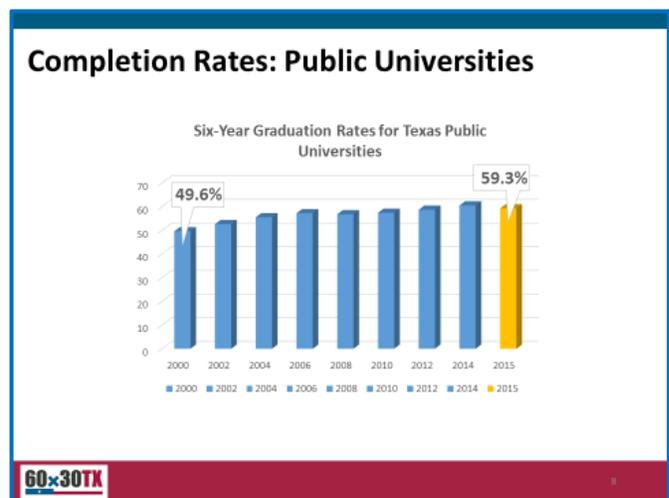
If you look at the following slide, you see how we are doing with high school graduates. You will recall that, a couple of legislative sessions ago, there was a lot of discussion about whether Texas sends too many high school graduates to college when the readily available data show that we are well below the national average in sending high school graduates directly to college. We send approximately 57 percent to colleges across the country. In-state, we send about 52 percent. These numbers are lower than those of other large states and lower than the national average of 64 percent.



The next slide is really troubling. This compares the education of our youngest cohort of adults to the oldest cohort of adults. Notice that Texas is the only state on this chart where the youngest cohort of adults is less well-educated than the oldest. California, which has a demographic similar to Texas, except for its very large population of Asian Americans, is steady. It has the same percentage for both the young and the old. The U.S. and other states have demonstrated a significant increase in educational attainment, and that is not the case for Texas.

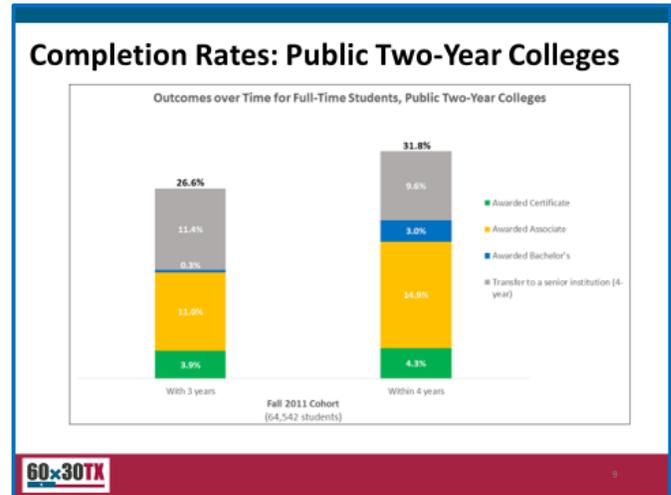


The next slide shows how we do with the students that we get in higher education. These are the six-year graduation rates for public universities. You can see that there has been a substantial improvement of about 10 percent from 2000 to the year 2015. According to this chart, we graduate almost 60 percent of the students who enter our universities. I hasten to point out that we calculate graduation rates much more accurately than the feds do. There has been a lot of complaining about the way the feds calculate graduation data, but these data are accurate.

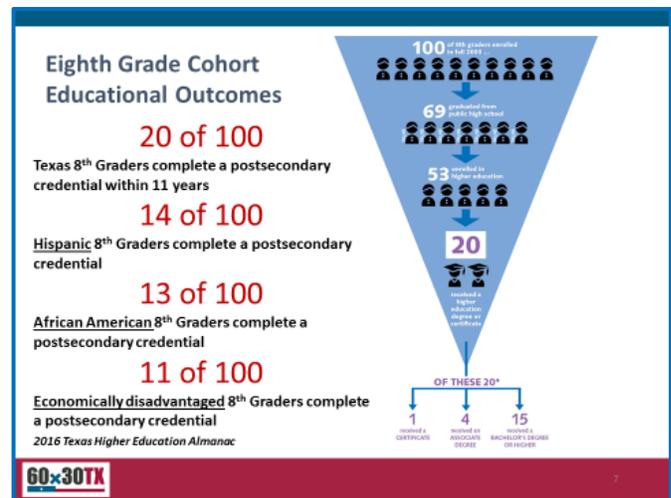


We can take pride in the fact that we have gone up by 10 percent in a 15-year period. But if you take The University of Texas at Austin and Texas A&M University out of this calculation – these are the largest and most selective public universities in Texas, and because of that, have graduation rates much higher than other public institutions – the six-year graduation rate for the other public universities in Texas is about 50 percent, which I believe most people would agree is appalling.

The next slide shows the completion rates for community colleges. The reason we say “completion rates,” as opposed to “graduation rates,” is because these bars take into account not only completion of workforce certificates and associate degrees, but also students who transfer to universities. Those should be considered completions because transfer to a university is the intent for a very large percentage of community college students. If you look at the completion rates, they are under 32 percent. Once again, I believe everyone would agree, those numbers simply are not acceptable.



The next slide summarizes the situation we are in in Texas and summarizes our challenges in meeting the goals of 60x30TX. If you look at an eighth-grade cohort in Texas and track those students for 11 years – one year to finish the eighth grade, four years to finish high school, and six years to complete a postsecondary credential – this is what you get: out of 100 eighth graders, 11 years later (this is the cohort for eighth graders of 2004), only 20 students have completed a postsecondary credential. If you disaggregate the data still more, you find that only 14 Hispanic, 13 African American, and 11 poor students have achieved a postsecondary credential. Those numbers obviously are inadequate. Remember, our goal is that 60 percent of young adults in Texas will have some form of postsecondary credential by 2030.



On this chart, you see the four goals of *60x30TX*. The overarching goal is that 60 percent of young adults ages 25-34 will achieve some form of postsecondary credential by 2030. The second is 550,000 completers compared to the 210,000 goal we set for *Closing the Gaps*. We also want students to graduate with marketable skills, and we want to keep student debt manageable.

It is time to say a few words about demographics. Texas is one of the handful of states in this country that is actually growing in its college-age population. Nationally, the number of high school

graduates reached a peak in the 2010-2011 year and is not expected to approach that number again in the foreseeable future. California is a case in point. California is expected to experience a 17-percent decline in high school graduates from 2010-2027. Texas is a dramatic exception to this national pattern. We are expecting nearly 100,000 more high school graduates in 2027 than we had in 2008. As a number of experts have pointed out, the youthfulness of Texas' population is one of our greatest assets, but only if we educate those young people coming through the pipeline. You all know most of that growth is among Latinos. I frequently cite a data point from *The Economist*, which is probably the most respected of the newsweeklies in the English language. Last year, *The Economist* ran a series of articles on the Latino population in this country. One of the salient facts that was pointed out in one of these articles is, that by 2050, Latino workers in Texas will outnumber Anglo workers three to one.

It is not too much to say that how well we educate Latino children will pretty much determine the fate of Texas in the 21st Century. I remind you that, according to the data you just saw, only 14 percent of Latinos are currently receiving some form of postsecondary credential based on their eighth-grade cohort. We have an enormous challenge to face in reaching the primary goal of *60x30TX*. Once again, the one thing we can tell you with certainty is that we are not going to get there doing business as usual.

You heard this morning about the survey of freshmen attitudes, which clearly indicates over the last five to six years that, by a very large margin, the number one reason young people go to college is to get a better job. Now, that is not the only reason they go to college, and educators should not believe that is the only reason we educate young people, but we should honor that statistic. We need to make sure that students, regardless of major, have marketable skills. For the past couple of legislative sessions, I have been asked to testify on whether we are producing too many art history majors, too many philosophy majors. And every time I have testified on this issue, I have said that is the wrong question. And then the next questions is, what is the right question? I say the right question is, what can we do to make sure that, regardless of major, students have marketable skills? Now, I have received any number of emails and letters from professors, usually in the liberal arts who ask, what are you intending to do at the Coordinating Board, turn all of our universities into trade schools?

60x30TX Includes Four Student-Centered Goals

- THE OVERARCHING GOAL: 60x30**
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

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I say no, we are trying to save the liberal arts. The liberal arts are in danger primarily because young people and their families do not see the relevance of those degrees to getting good jobs. So, in my mind, the best way to save the liberal arts, which I believe are still the core of a great university, is to make sure we embed marketable skills in all of those programs. Sometimes this means nothing more than telling an English major that if you can write well, that is a marketable skill. But we need to respect the primary reason for going to college. We need to look at marketable skills in the broadest possible way. We need to make sure that we focus not only on academic knowledge, but also on personal skills, work habits, the way young people present themselves. At one of our regional meetings around this issue, I heard from employer after employer that college graduates do not even know that when you are dealing with a potential customer or someone who is interviewing you for a job, you need to look them in the eye; do not look down at your shoes or your belt buckle. Look the person in the eye. That is a marketable skill.

We need to expand paid internships, not unpaid internships. We need to increase service learning opportunities for college students. We need to make sure that they have extracurricular experiences that have embedded in them marketable skills and leadership training. My colleague David Gardner has talked often about his experiences as an undergraduate student leader overseeing a budget, managing people. Those are marketable skills.

And, finally, I would ask you that, given that we are increasingly functioning in a multicultural and multinational world, is it not time that we think seriously about whether we can claim to be well-educated when we do not speak a language other than English? I do not know another industrialized country in the world where you can get a bachelor's degree and not know a second language. And a second language probably should not be French or Italian, or Portuguese or Spanish. More likely, it should be either Arabic or Mandarin. Can we really say that our young people have a complete set of marketable skills without fluency in a second language?

Our fourth major goal is to hold student debt at current levels. In some ways, this is the most difficult goal to achieve. It requires the state to fund higher education adequately, institutions to function more cost-efficiently, and students to graduate in a more timely fashion. The obvious place to begin to hold costs down is to re-establish 30 hours a year as a standard for academic progress at our colleges and universities. Now, I know that a lot of students cannot do this. But a lot more can than do. It does not matter if it is 15 and 15 hours, or 12 and 12 and six hours in the summer; we have to get closer to the standard of 30 earned semester credit hours per year. We also have to reduce the number of attempted hours in our colleges and universities. Most of you know that the average number of hours attempted to achieve a 60-hour community college associate degree is 90 in Texas. That is way above the national average of 75. We would save the state and families tens of millions of dollars if we got to 75, and even that is too high. The average number of hours attempted in Texas for a 120-hour bachelor's degree is 140. Once again, we need to bring that down closer to the actual standard of 120 hours.

Let me discuss some issues that are critical to achieving the goals of 60x30TX that we simply have to get right. The first one I want to talk about is dual credit. Dual-credit programs are expanding very quickly around the state, and we are hearing an increasing number of reports that rigor has been compromised.

The data have been mostly positive about dual-credit courses. But here is the thing I am concerned about – we now have about 135,000 students in Texas enrolled in dual-credit programs.

Recall the slide a few moments ago that pointed out that no more than one-third of Texas high school test-takers are college ready. We have about 315,000 students in the senior high school class in Texas. It is a simple calculation to divide that number by three and determine we are already at capacity. If you just look at the raw data, we have as many dual-credit students enrolled in higher education as there are students prepared to take those courses. If we only have one-third of students who take these standardized tests deemed college-ready, how many do you think we have at the freshman and sophomore levels? We have now opened up dual-credit courses to students at those levels. If we are going to maintain the viability of dual-credit programs, we have to make sure that those courses are rigorous; otherwise, universities will begin rejecting those courses. Once again, the data are clear that we have likely reached the bottom of the pool of prepared students. So, any expansion of dual credit has to occur very, very carefully.

Some other things to think about. We have to find a way to reduce the cost of higher education. We cannot simply say it is sufficient to hold it level. We have to reduce the costs. The only way that we are going to do that is to reinvent higher education. One of the ways we can do that is by developing more programs based on competency-based instruction rather than the current model, which values seat time as much as it values mastery of material. As you will hear in a few moments, we have one university – Texas A&M University-Commerce – that offers students a baccalaureate for less than half the cost of a typical baccalaureate program. It is high quality. We have checked with some of the employers, and we know that this is a good program. We have received a significant amount of support from foundations in Texas, both corporate and private, that want to help us expand the program. We had an RFP that was out for several months, and we did not get an enormous response to what we call the Texas Affordable Baccalaureate Program. That is especially troubling because, once again, we have to reduce the cost of higher education.

Sixty percent of the kids who are coming through the educational pipeline are poor. That number will continue to rise. I read a statistic the other day that I could not believe. It said that if you look at the bottom quartile of families that send kids to college, over 50 percent are spending 100 percent or more of their annual income on college expenses. Let me say that again – 50 percent of the families in the lowest quartile of income are spending 100 percent or more of their annual income on college. Educating poor children remains a massive challenge in Texas: we have an 11 percent college completion rate for poor eighth graders in Texas, lower than the college completion rates for all African Americans and Latinos.

Clearly, public higher education is no longer the engine of socioeconomic mobility it was intended to be. Remember that the post-World War II G.I. Bill, with its strong educational benefits, was instrumental in creating the largest expansion of the middle class and the longest period of prosperity in U.S. history. We have to work with our political, business, and community leaders to restore higher education to its traditional role.

There is plenty of evidence that we can reduce the cost of higher education significantly. There was a study done by the McKinsey Consulting Group about 10 years ago that said there was a built-in cost inefficiency in higher education in this country of between 15 percent and 30 percent.

I happen to believe that in Texas we are closer to the 15 percent mark than we are to the 30 percent mark, but there is still a lot more we can do. For example, adopting competency-based education, particularly at the graduate level and in professional fields, is something that we should expand as quickly as we are able. I know that it is a lot of work to completely redo a curriculum to reduce the costs, but that is what we have to do.

Another consideration about the growing poor population in Texas and the fact that it is heavily Latino, is a recent study by the *Chronicle of Higher Education* that pointed out that if institutions do not figure out how to attract more poor students and more students of color to their campuses, a lot of institutions, mostly small and mostly private, are going to close. It is in the enlightened self-interest of higher education to do everything we can, not only to hold down costs, but to reduce them. Educating poor people is a massive challenge in Texas. We are close to the bottom in our access and success rates for poor students. I saw a study that was conducted by the Pew Center that pointed out that Texas was 42nd among the states in providing access to higher education to students from poor families. And then, when they get on our campuses, they do not do nearly as well as we need them to do. Recall the 11 percent completion rates for poor students from the latest eighth-grade student cohort.

We have to reinvent higher education for other reasons as well, not just the question of affordability. Many of you are familiar with studies that have shown that somewhere between 20 and 25 percent of the high-demand jobs a generation from now do not exist today. More recent data show that projection is inaccurate. It is not 20 to 25 percent of jobs that will be in high demand that do not exist today, it is two-thirds. Furthermore, young people in the pipeline today are going to change careers three or four times during their work lifetimes. Not jobs – careers. We are not talking about going from being a fifth grade teacher in Austin to being a fifth grade teacher in El Paso. We are talking about changing careers, going from being a schoolteacher to being a program officer at a foundation, for example.

We know that there is going to be more emphasis on certificates of one type or another where people go through programs for eight to 10 weeks to develop expertise in a particular field. We are going to have to reinvent higher education and public education so that children know that getting an associate degree or workforce certificate is not the endpoint of their higher education. They are going to have to understand that they are going to have to commit themselves to continuous intellectual development.

One of the reasons that we have a middle class locked into a holding pattern in wage increases is because we have not done a very good job as a country in retraining all those workers who have been laid off in areas where jobs no longer exist. And until we do that, we are going to grapple with much larger problems in terms of a struggling middle class than ever existed before.

Let me cite a report that just came out called “America’s Divided Recovery” published by the Center on Education and the Workforce at Georgetown University, probably the most prestigious research center of its type in the country. Several scholars there studied what happened during the recession, which they date from the end of 2007 to the early part of 2010, and during the recovery from 2010 to the beginning of 2016. What they found is astonishing. Of the 11.6 million new jobs, jobs that did not exist when the recession began, 11.5 million required some form of postsecondary education.

This study points out that during the recession, there were about 60,000 people who held some form of postsecondary credential who were laid off. When the recovery began, all of those jobs returned within six months. For workers without a postsecondary credential, their jobs simply did not come back. The new jobs being created are not for people who hold a high school diploma or less. They are for college-educated workers.

You can see from the slide that jobs for workers with no more than a high school diploma grew by only 80,000 jobs out of 11.6 million.

The Governor’s Office is very much aware of this trend and is very much concerned about where Texas will be in 15 years. Governor Abbot gave the Texas Education Agency, the Coordinating Board and the Texas Workforce Commission a set of charges this past spring: make sure that higher education remains affordable; identify and develop innovative workforce development models; and evaluate state and local efforts to assure that young people have access to information about developing their educational experiences so that they know where the jobs are and how they can compete for them.

America’s Divided Recovery: College Haves and Have-Nots

GEORGETOWN UNIVERSITY
Center on Education and the Workforce
McCook School of Public Policy

Job growth by education level

- Out of the 11.6 million jobs created in the post-recession economy, 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.

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America’s Divided Recovery: College Haves and Have-Nots

GEORGETOWN UNIVERSITY
Center on Education and the Workforce
McCook School of Public Policy

Job change by occupation:

- Management added the largest number of jobs of any occupation during the recovery (1.6 million).
- Healthcare professional and technical occupations added the second most jobs (1.5 million).

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Tri-Agency Education & Workforce Charges

1. Commissioners should identify and advance public and higher education initiatives that make college more affordable for families and help students enter the workforce more quickly with marketable skills.
2. Commissioners should work with industry and local stakeholders to assess local workforce needs and identify innovative workforce development models that directly coordinate with industry partners and promote postsecondary success. The Commissioners should include career and technical education (CTE) and science, technology, engineering, and mathematics (STEM) education models in their assessment.
3. Commissioners should evaluate current agency efforts, as well as state and local web-based education and career awareness systems in an effort to better link students, parents, and educators to the broad array of high-demand jobs in this state and the educational requirements to secure those opportunities.

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We also were charged with developing pathways for employment for veterans and aligning K-16 education more closely with workforce and economic development.

We held meetings all over the state. It was extraordinary that, after the first meeting, we essentially heard the same concerns and recommendations. What we heard over and over again is that Texas young people are often not prepared to work well; they do not have good work habits; they do not possess interpersonal skills and they lack basic communication skills.

There was a study that was done at the national level that asked employers and university and college administrators one question: how well does higher education do in preparing students for the workforce? The response from university and college administrators was that about 80 percent felt they were doing either a good or very good job in preparing students for the workplace. The response from employers was exactly the opposite: 20 percent thought we did a good or very good job.

After eight regional meetings, the three agencies developed four prime recommendations for the Governor. Our report is in its final stage of completion.

The number one recommendation is that Texas needs to have a grand vision for the future of Texas.

One of the ideas that emerged was that we take the Texas Medical Center, which probably represents the highest concentration of medical skill and talent in the world, and build out from that. For example, we need to integrate Southwestern Medical School, other medical schools, and some of the extraordinary military hospitals that we have in Texas, and make Texas the world's center for medical research and treatment. We need to be number one in fields like developing antibiotics and vaccines, a world leader in genomics and treatment of cancer.

Tri-Agency Education & Workforce Charges

4. Commissioners should identify gaps in services to Texas veterans, advance strategies to enhance their education and employment opportunities, and develop solutions to ensure a seamless and accelerated transition back into the Texas workforce.
5. Commissioners should make recommendations that build the skills of the Texas workforce and advance regional economic expansion, job creation, and the goals of 60x30TX.

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Tri-Agency Report to Gov. Greg Abbott

Four Prime Recommendations

1. Identify statewide initiatives for the next generation that will make Texas the clear leader in targeted fields and position the state for future economic pre-eminence.
2. Strengthen prekindergarten through high school academic instruction to establish students' foundational skills in math, science, language arts, and social studies so that students graduate career and college ready and are prepared for lifetime learning.

Tri-Agency Report to Gov. Greg Abbott

Prime recommendations

3. Build a proactive, ongoing partnership among the TEA, THECB, TWC and other stakeholders to align the educational goals of Texas with the state's higher education plan of 60x30TX, which aims for 60 percent of 25- to 34-year-olds to hold either a certificate or degree by 2030, with the goal of growing the state's workforce, industry, and the economy.
4. Identify services for Texas veterans and advance strategies to enhance their education and employment opportunities, and develop solutions to ensure a seamless and accelerated transition back into the Texas workforce.

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We pointed out in the report an interesting factoid. California attracts more venture capital than all the other 49 states together, with most of the money going to Silicon Valley. The main location for venture capital in this country is Sand Hill Road, which, not incidentally, begins at the Stanford campus. It is not accidental that Silicon Valley extends from San Jose, which is south of Stanford University to San Francisco and Berkeley across the Bay. In this one very small region, you have the University of California at Berkeley, which is generally considered the best public university in the world; the University of California, San Francisco, which is one of the best medical centers and hospitals; and then, of course, toward the southern end of Silicon Valley, you have Stanford University, obviously one of the best universities in the world.

Here is another interesting factoid about Silicon Valley and the institutions there: the number one university last year in raising money was Stanford University. Last year, Stanford raised \$1.6 billion dollars in gifts. Significantly, the number one public institution in raising money was the University of California, San Francisco, at a little over \$600 million dollars. The point is great universities foster innovation, entrepreneurship, economic development, and wealth.

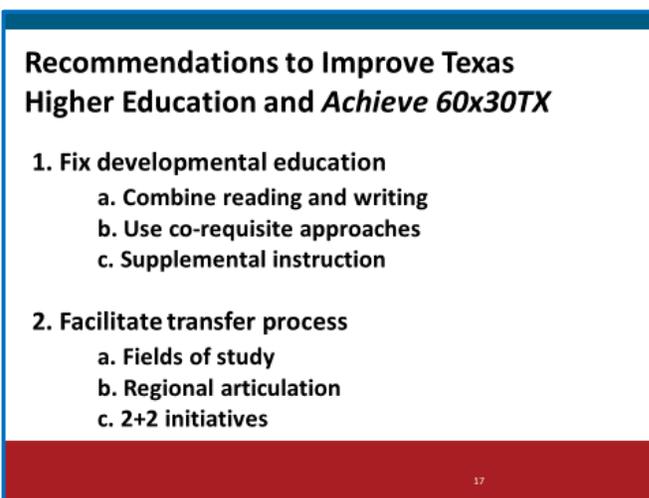
A book that came out recently called *The Industries of the Future* pointed out there is a lot of interest in completely innovating the banking industry worldwide. There was consideration given to doing this groundbreaking work in either New York or London, which are the two leading banking centers in the world. The decision ultimately was to do it in Silicon Valley because the decision was based not on where the greatest expertise existed, but where the largest amount of talent and innovation was concentrated. And that is what we have to do in Texas: build up our concentrations of talent and innovation.

I will close with just a quick summary of 10 recommendations that I believe we need to accomplish if we are going to reach the goals of 60x30TX.

Number one – we have to fix developmental education. Right now about 16 percent of students who are placed in developmental math ever pass a credit-bearing college course. In reading and writing, it is about 34 percent. These numbers are well below what we need. We need to combine reading and writing into a single course, use co-requisite models, and expand supplemental instruction.

We started talking about combining reading and writing based on the research when I first arrived 12 years ago at the Coordinating Board.

Right now, only about 35 percent of institutions have done this, despite evidence that demonstrates there is absolutely no cognitive justification for separating these two disciplines. They are complementary, opposite sides of the same coin.



Recommendations to Improve Texas Higher Education and Achieve 60x30TX

- 1. Fix developmental education**
 - a. Combine reading and writing
 - b. Use co-requisite approaches
 - c. Supplemental instruction

- 2. Facilitate transfer process**
 - a. Fields of study
 - b. Regional articulation
 - c. 2+2 initiatives

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We need to facilitate transfer. We are working on fields of study, we are doing regional articulation agreements, and we need to develop more two-plus-two initiatives like the partnership between Texas A&M and Blinn College. I know we have others, but this is probably the one best known around the state.

We need to reinvent financial aid, accelerate time to degree, and make funding available in the summer. We need more paid internships. Notice that this recommendation not only addresses the goal of affordability but also addresses the goal of marketable skills. We need more corporate-sponsored work study. We have to reinvent work study and place more students off campus in positions where they get work experience and where part of the cost is borne by the corporations themselves.

We need to expand dual credit carefully, get students to finish 30 hours per year, and expand affordable baccalaureate degree programs.

I remind you that we did a study at the Coordinating Board under the direction of Governor Perry on [cost efficiencies](#) and published it in 2010. I looked over it about two weeks ago, and it is still extremely relevant. I urge you to take a look at it and adopt its recommendations, foremost of which is establishing performance-based funding for our universities.

We need to prioritize teacher education. Study after study has shown that the biggest reason why the U.S. is so far behind other leading industrial countries in student achievement is the relative weakness of our teaching force. The fact of the matter is – and talk about a terrible irony – the more prestigious a university is, the less interested it is in training teachers. We need our best universities to take this responsibility very seriously and get busy producing more high-quality teachers. I hear from superintendents regularly who say program X at university X does not prepare the teachers to work with the students that we have in our schools. We have many high-quality teachers in Texas but not nearly enough.

Recommendations, cont.

3. Reinvent financial aid

- a. Accelerate time to degree**
- b. Paid internships**
- c. Corporate-sponsored work study**

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Recommendations, cont.

4. Innovations in affordability

- a. Expand dual credit carefully**
- b. 30 hours/year**
- c. Reduce excess attempted hours**
- d. Expand competency-based education and Texas Affordable Baccalaureate initiative**
- e. Remember cost-efficiency report (2010)**

5. Prioritize teacher training programs and expand teacher professional development efforts

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We need to expand collaboration among P-12 education, higher education and workforce development, and rejuvenate P-16 Councils. I know that there are successful ones going on in Houston, Dallas and San Antonio. We need to make sure that we have educators from all levels, workforce leaders, employers, and community-based organization leaders working together to figure out what their own communities need to do to raise educational attainment and economic competitiveness.

Recommendation number seven seems commonsensical but occurs infrequently. We need our universities and colleges to train their faculty to become good teachers.

Instead of creating isolated student success courses, professors in every college and university should design every course they teach as a student success course. Faculty need training particularly in cognitive research and the teaching and learning sciences. We need to embrace technology so that our faculty know at least as much technology as their students do. Students are learning differently than the way most faculty learned and we have to make sure that we reach them on their own terms.

We need to expand advising, not only face-to-face but online to make sure that students not only learn about what they have to do academically, but about how to manage their financial matters wisely.

Recommendations, *cont.*

6. Expand collaboration among P-12 education, higher education and workforce development

- a. P-16 councils
- b. Work with State Board of Education
- c. Re-examine current College and Career Readiness Standards

7. Focus on faculty training and professional development

- a. Training in cognitive development and teaching/learning sciences

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Recommendations, *cont.*

8. Embrace technology

- a. At least catch up with students
- b. MOOCs
- c. Data and predictive analytics
- d. Measure student learning

9. Increase and expand advising not only to focus on academic issues but financial issues as well

- a. Expand and align on-line capabilities throughout educational pipeline

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And, finally, here is the most important recommendation: we have to be student-focused. One of the brightest men in higher education – Bill Massey, who was a professor in business and education as well as vice president of business affairs at Stanford – said once that we went off the tracks in higher education when we went from being student-focused to faculty-focused. The emphasis in higher education has to be on student success, student achievement. That is the number one priority and particularly at the undergraduate level. Ninety percent of the college students in Texas are undergraduates, not doctoral or master’s students.

If we make progress on all these fronts, I think that *60x30TX* will be achievable. I believe we will be able to look back and say we did some extraordinary things for the young people and future of Texas.

Two points I want to say again and end with: 1) we cannot get there doing business as usual, and 2) Texas higher education is getting better, but it is not getting better fast enough.

Recommendations, *cont.*

10. Be student focused

a. Student success is our *most* important goal

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