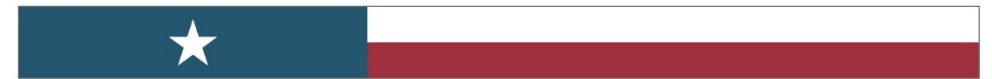


Two-Year Accountability Peer Group Meeting

April 4, 2019

60x30TX



Texas Higher Education
Coordinating Board

Please mute the microphone and
speakers on your computer and dial
into the conference call line for audio

The dial-in conference call number is
1-877-873-8017; access code
8653354

Administrative Issues

- Webinar audio will be muted
- Please mute the speakers and microphone on your computer to avoid feedback
- Dial into the conference call line for audio
- The dial-in conference call number is **1-877-873-8017**; access code **8653354**
- Please email Luis Martinez at Luis.Martinez@thecb.state.tx.us if you have any connectivity issues during the presentations



and

Introductions

Agenda

Thursday, April 4	Board Room
9:00 AM	Welcome, Introductions, and Meeting Overview (Broadcast) <i>Jenna Cullinane Hege & Julie Eklund</i>
9:35 AM	60x30TX Progress Update (Broadcast) <i>Jenna Cullinane Hege & Elizabeth Chivers</i>
9:55 AM	Marketable Skills Update (Broadcast) <i>Rex Peebles & Ginger Gossman</i>
10:15 AM	Accountability System Update (Broadcast) <i>Jenna Cullinane Hege</i>
10:25 AM	Completion & Transfer Analysis (Broadcast) <i>Jenna Cullinane Hege & Luis Martinez</i>
11:00 AM	Institutional Presentations & Discussion (Broadcast) <i>Institutional representatives</i>
12:15 PM	Lunch (box lunches available for purchase in advance) <i>Representatives of two-year institutions & universities</i>
1:00 PM	Regional Targets Review & FAQs (Broadcast) <i>Jenna Cullinane Hege</i>
2:00 PM	Break Out Discussion & Data Review <i>THECB Staff Regional Points of Contact (POCs)</i> <ul style="list-style-type: none"> • Regional updates • Review regional targets and data workbooks • Regional and institutional strategy discussion
3:45 PM	Next Steps <i>Jenna Cullinane Hege</i>
4:00 PM	End of Day

Meeting Objectives

1. Participants will be knowledgeable about state and institutional progress toward the goals and targets of *60x30TX*, particularly the completion and marketable skills goals.
2. Participants will be knowledgeable about institutional strategies that support increasing completions, graduation rates, and transfer outcomes.
3. Participants will strengthen connections between peer groups and regional institutions.
4. Participants will understand the regional *60x30TX* targets and become knowledgeable about institutional completion targets in their region.

60x30TX Progress Update



60x30TX: Statewide Progress

Goal	Target	2016*	2017*	2018*	One-Year Improvement (pc = point change)	Annual % Increase Needed	2020 Benchmark	2030 Goal/Target
60x30	60x30 (Attainment)	41.0%	42.3%	43.5%	1.2% pc	1.3%	48%	60%
Completion	Overall	321,410	333,920	341,307	2.2%	3.9%	376,000	550,000
	Hispanic	103,889	111,344	115,735	3.9%	7.5%	138,000	285,000
	African American	38,813	41,027	41,594	1.4%	4.5%	48,000	76,000
	Male	135,849	141,564	143,981	1.7%	5.2%	168,000	275,000
	Economically Disadvantaged	119,490	124,178	124,424	0.2%	5.3%	146,000	246,000
	TX High School Graduates Enrolling in TX Higher Education	51.9%	52.3%	n/a	n/a	0.7%	58%	65%
Marketable Skills	Working or Enrolled Within One Year	78.8%	78.8%	78.5%	-0.3% pc	--	80%	80%
Student Debt	Student Loan Debt to First Year Wage Percentage	60%	59%	59%	0% pc	--	60%	60%
	Excess SCH Attempted	19	18	16	-2 SCH	--	12	3
	Percent of Undergraduates Completing with Debt	48.2%	47.2%	45.8%	-1.4% pc	--	50%	50%

60x30TX: Public Two-Year Institutions

Goal		Target	2016*	2017*	2018*	One-Year Improvement (pc = point change)
Completion	Overall		117,280	123,295	124,570	1.0%
	Hispanic		47,984	51,616	53,394	3.4%
	African American		14,990	15,329	15,534	1.3%
	Male		52,870	56,215	56,590	0.7%
	Economically Disadvantaged		58,834	60,971	59,895	-1.8%
Marketable Skills	Working or Enrolled Within One Year		88.4%	89.3%	89.5%	0.2% pc
Student Debt	Student Loan Debt to First Year Wage Percentage		39.1%	39.7%	40.3%	0.6% pc
	Excess SCH Attempted		27	26	24	-2 SCH
	Percent of Undergraduates Completing with Debt		33.4%	32.4%	30.6%	-1.8% pc

At two-year institutions, fall headcount increased predominantly among female students

C04UHC - Enrollment

Fall Headcount

Fall headcount including dual credit students and not including fall flex students. Percent change is from first to last year displayed.

	2016	2017	2018	Percent Change
	Count	Count	Count	
Total	732,281	726,699	758,133	3.5 %
Male	315,786	311,446	318,384	0.8 %
Female	416,495	415,253	439,749	5.6 %

Dual credit enrollment at two-year institutions had a large increase last year, while non-dual credit enrollment dropped

C10UC - Students Enrolled in Dual Credit

Students Enrolled in Dual Credit

Fall undergraduate students enrolled in dual credit courses in the fall. Percentage point change is from first to last year displayed.

	2016		2017		2018		Point Change
	Count	Percent	Count	Percent	Count	Percent	
Dual Credit	143,697	19.6 %	141,221	19.4 %	174,313	23.0 %	3.4
Not Dual Credit	588,584	80.4 %	585,478	80.6 %	583,820	77.0 %	-3.4

Approximately 30% of two-year students received a Pell grant in Fall 2017

C08C - Students Receiving Pell Grants

Students Receiving Pell Grants

Fall undergraduate students receiving a Pell Grant as reported in the THECB's Financial Aid Database System.
Percentage point change is from first to last year displayed.

	2015		2016		2017		Point Change
	Count	Percent	Count	Percent	Count	Percent	
Pell	211,712	31.0 %	209,238	30.0 %	209,252	30.3 %	-0.7
No Pell	470,396	69.0 %	487,137	70.0 %	481,159	69.7 %	0.7

Academic and bachelor contact hours increased 2016-2018, while technical and continuing education hours decreased

C07C - Contact Hours

Annual Contact Hours for Continuing Education Students

Annual contacts hours for students enrolled in continuing education. Percent change is from first to last year displayed.

	2016	2017	2018	Percent Change
	Count	Count	Count	
Total	17,350,049	15,148,446	13,624,864	-21.5 %
State Funded Contact Hours	16,333,692	14,945,941	13,499,992	-17.3 %
Non Funded Contact Hours	1,016,357	202,505	124,872	-87.7 %

for Credit Enrollment Students

Percent change is from first to last year displayed.

	2016	2017	2018	Percent Change
	Count	Count	Count	
Total	280,131,215	282,723,065	283,253,148	1.1 %
State Funded - Academic	204,652,233	207,011,694	208,535,841	1.9 %
State Funded - Technical	71,089,975	71,226,876	69,944,092	-1.6 %
State Funded - Bachelor	258,880	318,496	352,176	36.0 %
Non Funded	4,130,127	4,165,999	4,421,039	7.0 %

Excess SCH to the associate degree continue to decline for native and transfer students

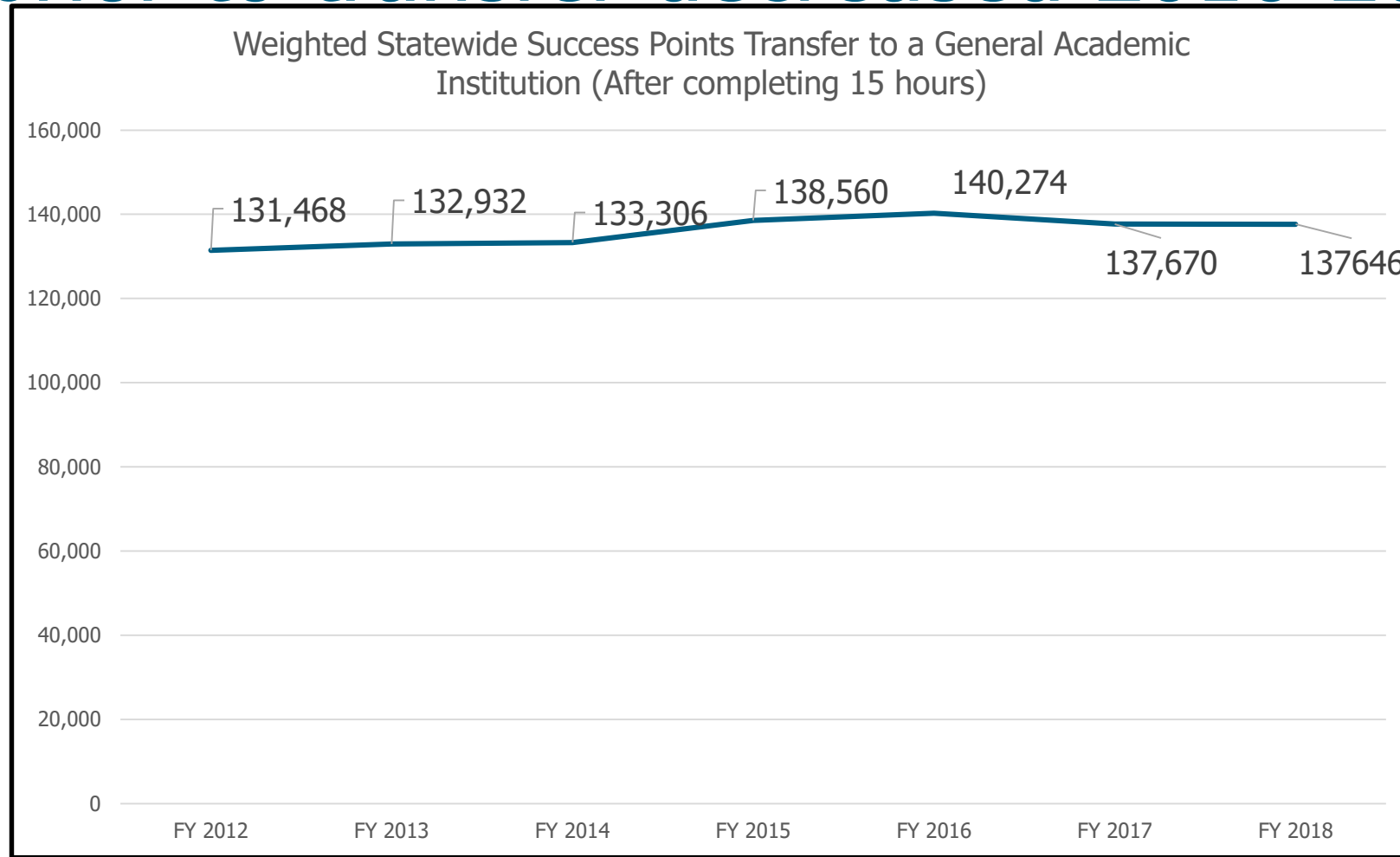
S02C - Excess Semester Credit Hours

Excess Semester Credit Hours Attempted

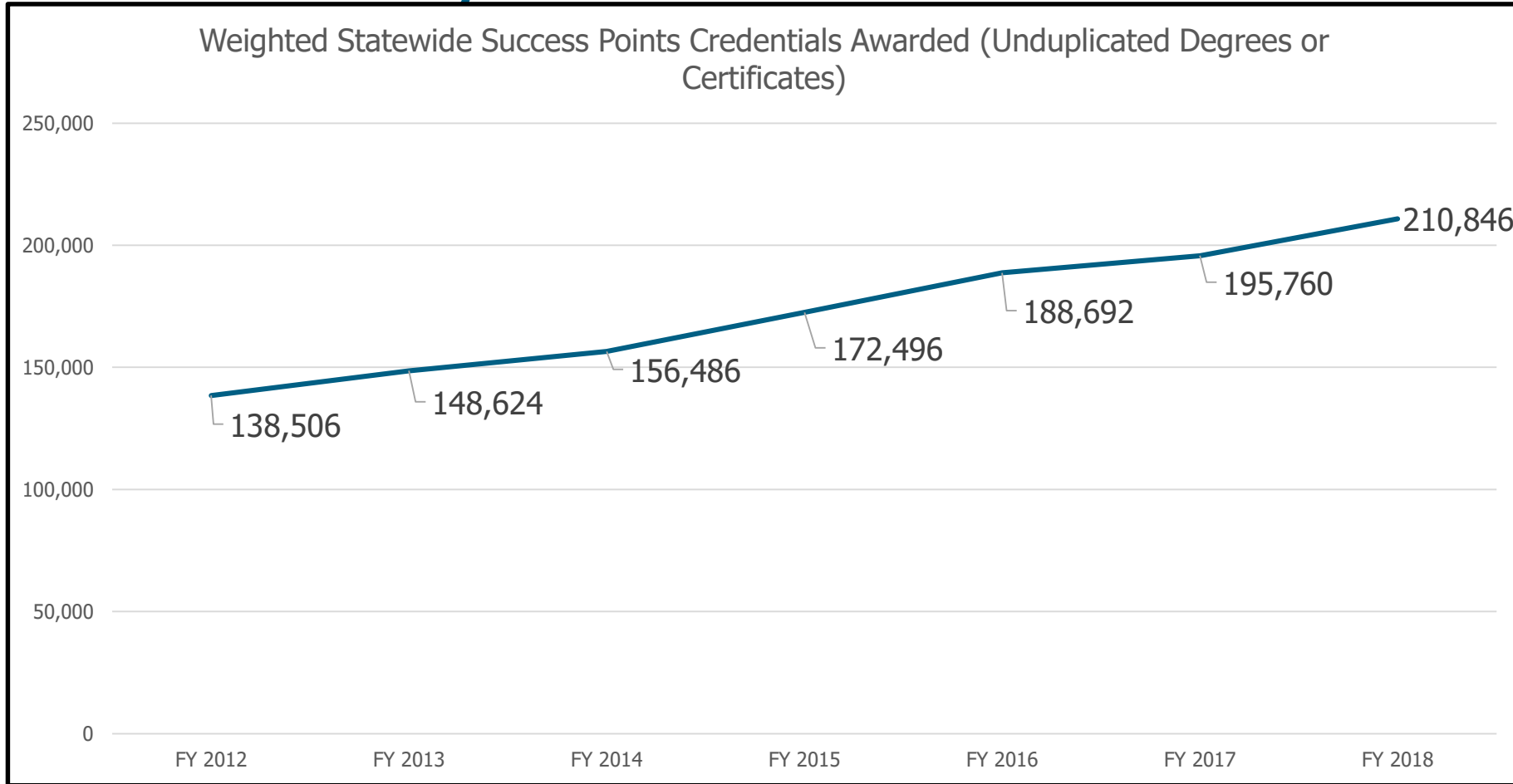
Average semester credit hours attempted when completing an associate degree. Percentage change is from first to last year displayed.

	2016	2017	2018	
	Count	Count	Count	Percent Change
Same	23	22	19	-17.4 %
Other	40	39	36	-10.0 %
Total	27	26	24	-11.1 %

Success Points for students completing 15 SCH or more prior to transfer decreased 2016-2018

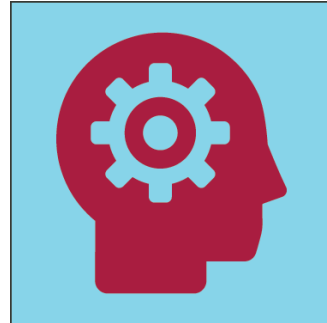


Success Points for credentials awarded have increased steadily since 2012

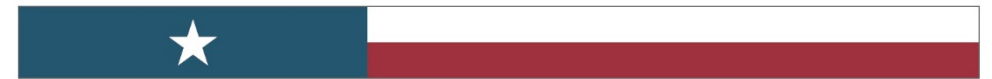


Marketable Skills Update

Marketable Skills Goal



60x30TX



Texas Higher Education
Coordinating Board

Rex Peebles, Ph.D.
Assistant Commissioner,
Academic Quality and Workforce

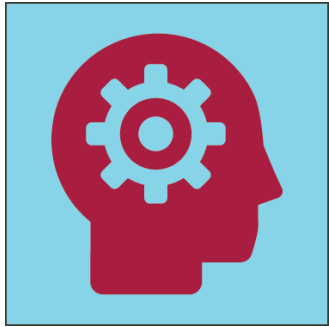
Ginger Gossman, Ph.D.
Senior Director,
Innovation and Policy Development



MARKETABLE SKILLS

What is this goal?

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



MARKETABLE SKILLS

Why do we have this goal?

Association of American Colleges and Universities

**Employers More Interested in Critical Thinking
and Problem Solving Than College Major**



**CONSTRUCTION
RECRUITERS NETWORK**

**Employers Concerned About
Recent College Grads, Skills Gaps**

WORLDnews

**Employers looking for soft skills on
college grads' resumes**

THE WALL STREET JOURNAL

Why Aren't Companies Getting Graduates With the Skills They Need?

COMPUTERWORLD

**7 key skills new IT
grads are lacking**



MARKETABLE SKILLS

This goal matters for students

In a 2015 national study, 85 percent of surveyed college freshmen identified “getting a better job” as the most important reason for attending college.



MARKETABLE SKILLS

What is a marketable skill?

Students exit from any degree program with a variety of skills.

Marketable skills include interpersonal, cognitive, and applied skill areas, are valued by employers, and are primary or complementary to a major.



MARKETABLE SKILLS

Targets

Targets to Reach the Goal	2020	2025	2030
By 2020, institutions will have created and implemented a process to identify and regularly update marketable skills for each of their programs, in collaboration with business and other stakeholders.	100% Implemented	Continuously Updated	
Maintain the percentage of students who are found working or enrolled within one year after earning a degree or certificate.	80%	80%	80%



MARKETABLE SKILLS

Efforts to achieve this goal

- **Marketable Skills Conference, April 2016**
- **Marketable Skills Guidelines**
- **Marketable Skills Conference, April 2018**
- **Career Readiness Handbook**



MARKETABLE SKILLS

Implementation Guidelines

The Big Picture

Marketable Skills Defined

Higher Calling → Graduate Success

What is Required?



Tracking the Marketable Skills Goal

Getting Started

Marketable Skills ≠ Learning Outcomes, But PLOs and SLOs are Great Place to Start

Your Role

Our Role

Frequently Asked Questions



Career Readiness Handbook



CAREER READINESS

TEXAS HIGHER EDUCATION COORDINATING BOARD
& TEXAS WORKFORCE COMMISSION



Go to www.60x30TX.com → Resources → Reports

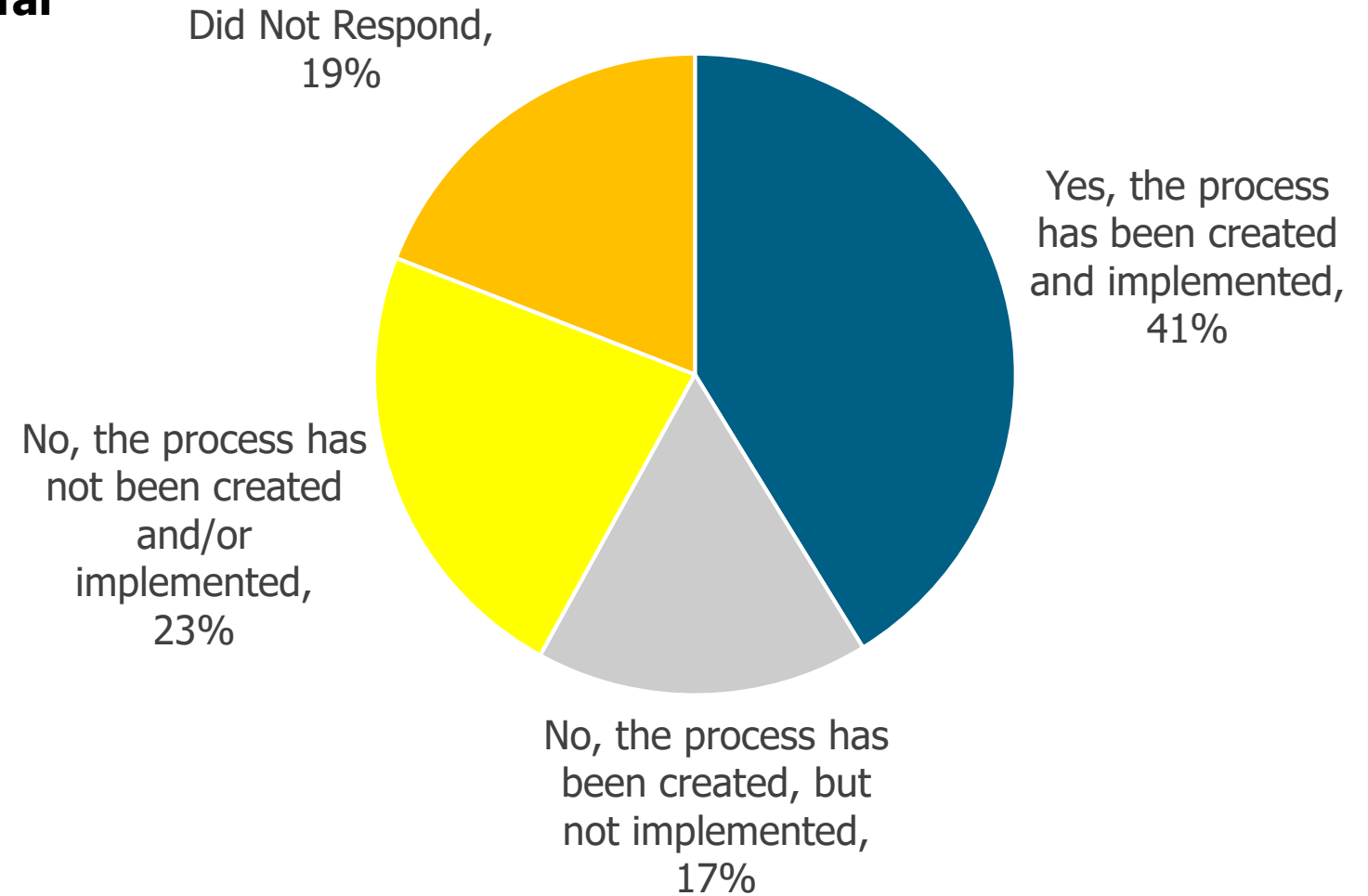


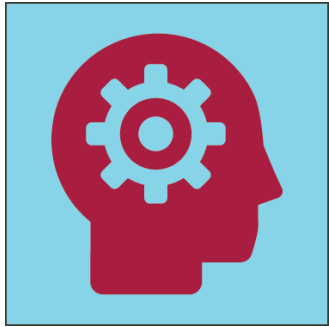
MARKETABLE SKILLS

Tracking progress thus far

All institutions

Has your institution created and implemented a process to identify and regularly update marketable skills for each of their programs, in collaboration with business and other stakeholders?



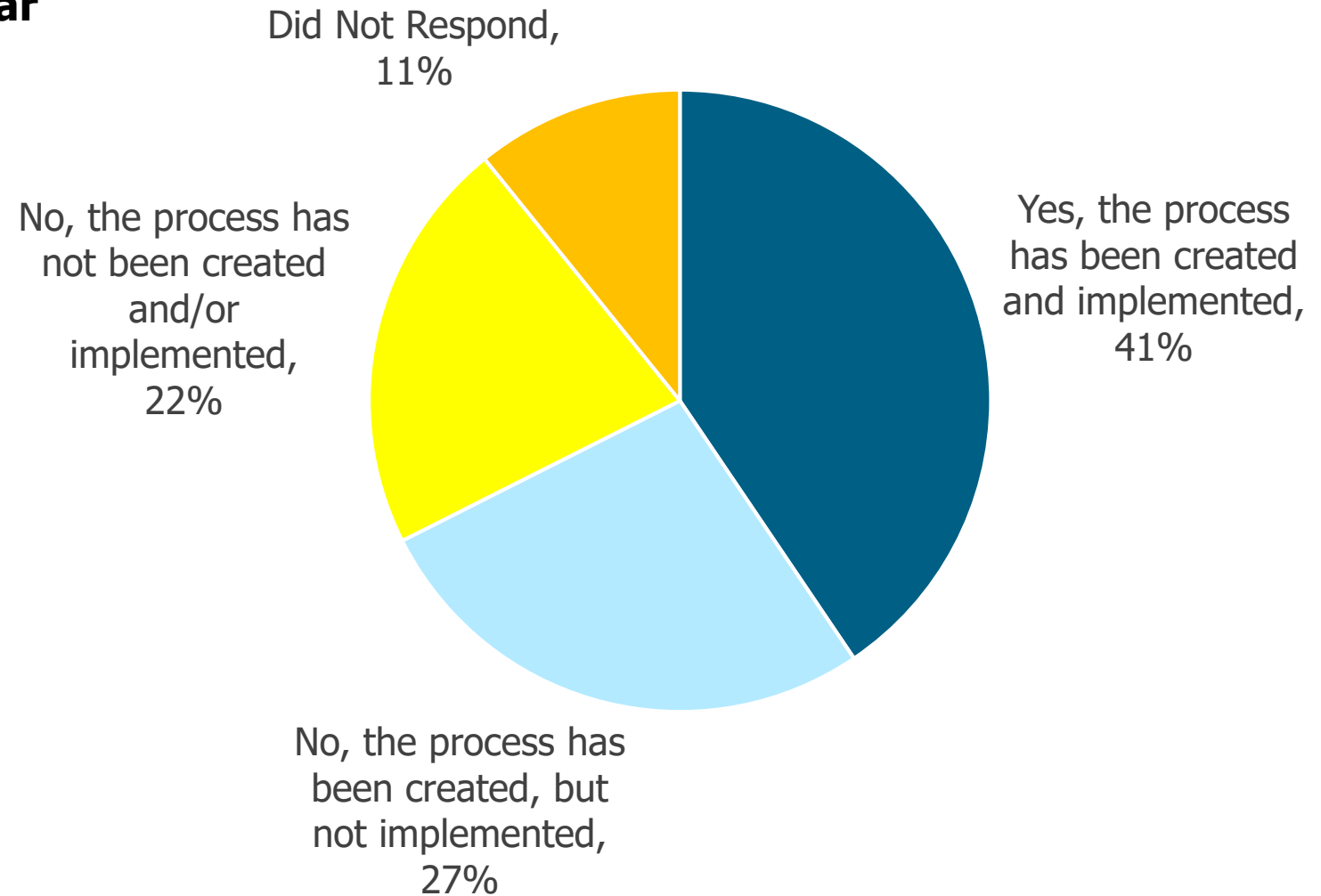


MARKETABLE SKILLS

Tracking progress thus far

Universities

Has your institution created and implemented a process to identify and regularly update marketable skills for each of their programs, in collaboration with business and other stakeholders?

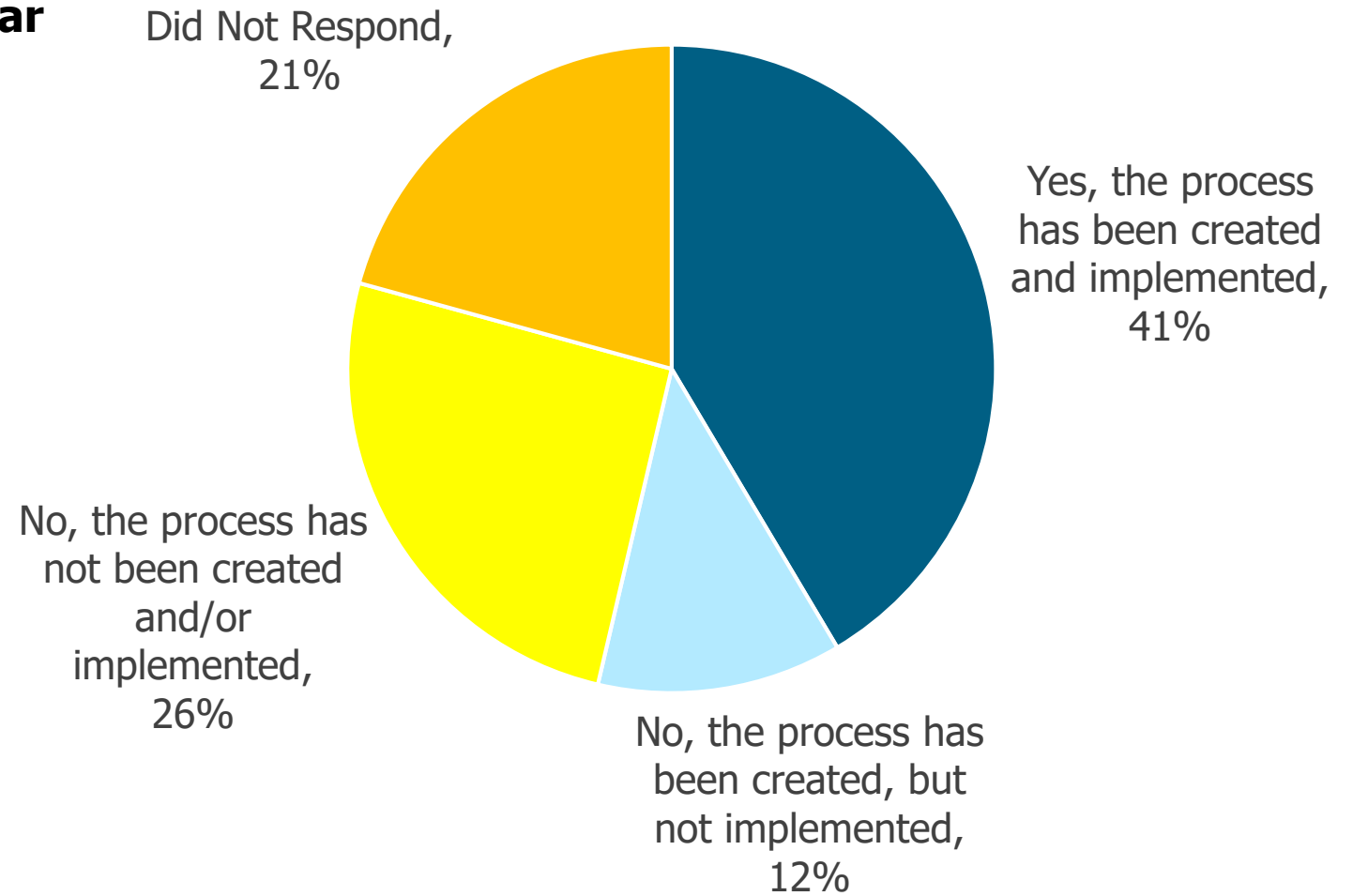




MARKETABLE SKILLS

Tracking progress thus far CTCs and Lamar's

Has your institution created and implemented a process to identify and regularly update marketable skills for each of their programs, in collaboration with business and other stakeholders?





MARKETABLE SKILLS

Additional efforts coming soon...

- *60x30TX* Internship Toolkit
- **Implementation best practices**
- **Leadership Conference, Fall 2019**
 - **Marketable Skills Theme**
- **Marketable Skills Conference, 2020**

Accountability System Update

Texas Higher Education Accountability System



 60x30: Educated Population

 Completion

 Marketable Skills


 Student Debt

New Features

1. Accountability System Institutional Portal – Preview PDF
2. Printable accountability reports
3. Interactive system updates
 - a. Interactive accountability reports (2017 Complete)
 - b. Predefined reports
4. 'System is working' indicators



Accountability System Institutional Portal – Preview PDF

 Texas Higher Education
Accountability System
Due to inactivity your session will expire in 21 minutes.

HomeInstitution Data ▼Report Review ▼THECB ▼60x30TX.com

Reports
Create PDF

Create PDF

Institution Types

Community Colleges ▼

Institutions

Navarro College ▼

Accountability Year

2018 (Current) ▼

Create Complete Report (PDF)

© 2019 - TEXAS HIGHER EDUCATION COORDINATING BOARDVersion: 1.1.19.657

Printable Accountability Reports – Option 1

STATEWIDE

PUBLIC UNIVERSITIES

▼ PUBLIC TWO-YEAR COLLEGES

All Public Two-Year Colleges

Texas State Technical Colleges and Lamar State Colleges

Community Colleges

PUBLIC HEALTH-RELATED INSTITUTIONS

► NON-TEXAS & CAREER INSTITUTIONS

Select an institution or group

AMARILLO COLLEGE ▼

Create Complete Report (PDF)



Accountability Report 2018

Community Colleges

AMARILLO COLLEGE - Degrees and Certificates Awarded

Degrees and certificates awarded for students at public 2-year institutions. Percent change is from first to last year displayed.


	2016	2017	2018	Percent Change
	Count	Count	Count	
Total	1,717	2,190	2,134	24.3 %
Certificate 1	531	921	776	46.1 %
Certificate 2	139	113	152	9.4 %
Advanced Technology Certificate	3	3	6	100.0 %
Associate	1,044	1,153	1,200	14.9 %
Bachelor's				

AMARILLO COLLEGE - Degrees and Certificates Awarded (Economically Disadvantaged)

Economically disadvantaged undergraduates receiving a certificate, associate degree or bachelor's degree. Percent change is from first to last year displayed.

	2016	2017	2018	Percent Change
	Count	Count	Count	
Undergraduates Receiving an Award	993	1,187	1,178	18.6 %

Printable Accountability Reports – Option 2



Texas Higher Education
Accountability System

HomeResources ▼THECB ▼60x30TX.comInteractive

Download Data

Download data from the Accountability database in Excel or PDF format

Predefined Reports

Frequently requested reports on topics such as Fall Headcount, Graduation Rates, Degree and Certificates Awarded, and others

Accountability Reports

Reports showing all Accountability measures by institution, sector, peer group or statewide

Printable Accountability Reports – Option 2

Accountability System, May 2018

003540-2

Accountability Report 2017


Amarillo College

Fall Headcount

Fall headcount including dual credit students and not including fall flex students. Percent change is from first to last year displayed.

	2015	2016	2017	Percent Change
	Count	Count	Count	
Total	9,576	9,505	7,525	-21.4 %
Male	3,651	3,591	2,655	-27.3 %
Female	5,925	5,914	4,870	-17.8 %
Total	9,576	9,505	7,525	-21.4 %
White	4,793	4,609	3,423	-28.6 %
African American	523	505	492	-5.9 %
Hispanic	3,632	3,773	3,149	-13.3 %
Asian	283	279	230	-18.7 %
International	71	73	48	-32.4 %
Other	274	266	183	-33.2 %

Interactive Download Center – Predefined Reports



Texas Higher Education
Accountability System

HomeResources ▼THECB ▼60x30TX.comInteractive

Download Data

Download data from the Accountability database in Excel or PDF format

Predefined Reports

Frequently requested reports on topics such as Fall Headcount, Graduation Rates, Degree and Certificates Awarded, and others

Accountability Reports

Reports showing all Accountability measures by institution, sector, peer group or statewide

Selecting Predefined Reports



Texas Higher Education
Accountability System

Select report
Degrees and Certificates Awarded
Graduation Rates
Persistence Rates
Fall Enrollment

Get Report

Predefined Report Download

AutoSave Off

Graduation Rates - Protected View - Excel

File Home Insert Page Layout Formulas Data Review View Help LASERFICHE Acrobat SAS Tell me what you want to do

PROTECTED VIEW Be careful—files from the Internet can contain viruses. Unless you need to edit, it's safer to stay in Protected View. [Enable Editing](#)

A1 X ✓ fx Graduation Rate Reports

	A	B	C	D	E	F
1	Graduation Rate Reports					
2						
3	Tab	Report Title				
4	Univ6yrGradRates	Six-Year Graduation Rates for Public Universities				
5	Univ5yrGradRates	Five-Year Graduation Rates for Public Universities				
6	Univ4yrGradRates	Four-Year Graduation Rates for Public Universities				
7	CTC6yrGradRates	Six-Year Graduation Rates at Two-Year Colleges				
8	CTC4yrGradRates	Four-Year Graduation Rates at Two-Year Colleges				
9	CTC3yrGradRates	Three-Year Graduation Rates at Two-Year Colleges				
10						
11	Source: THECB, CBM001, CBM009, and CBM00N					
12						
13						
14						

AutoSave Off

Graduation Rates - Protected View - Excel

FileHomeInsertPage LayoutFormulasDataReviewViewHelpLASERFICHEAcrobatSASTell me what you want to do

PROTECTED VIEW Be careful—files from the Internet can contain viruses. Unless you need to edit, it's safer to stay in Protected View. Enable Editing


A1Three-Year Graduation Rates at Two-Year Colleges

	A	B	C	D	E	F	G	H	I	J	K
1	Three-Year Graduation Rates at Two-Year Colleges										
2	First-time, full-time entering degree-seeking students who enrolled in a minimum of 12 SCH their first fall semester who graduated from the same institution										
3	or another Texas public or independent institution.										
4	Institution		Fall 2013 - FY 2016			Fall 2014 - FY 2017			Fall 2015 - FY 2018		
Cohort			Graduated	Rate	Cohort	Graduated	Rate	Cohort	Graduated	Rate	
6	000309	Alamo CCD-Northeast Lakeview College	44	10	22.7%	104	32	30.8%	150	36	24.0%
7	000307	Alamo CCD-Northwest Vista College	930	247	26.6%	1,019	309	30.3%	1,308	407	31.1%
8	023413	Alamo CCD-Palo Alto College	419	109	26.0%	497	135	27.2%	479	177	37.0%
9	009163	Alamo CCD-San Antonio College	1,415	222	15.7%	1,049	219	20.9%	621	183	29.5%
10	003608	Alamo CCD-St. Philip's College	481	78	16.2%	425	112	26.4%	353	80	22.7%
11	003539	Alvin Community College	327	88	26.9%	299	91	30.4%	234	63	26.9%
12	003540	Amarillo College	816	159	19.5%	791	193	24.4%	614	193	31.4%
13	006661	Angelina College	774	101	13.0%	581	99	17.0%	571	108	18.9%
14	012015	Austin Community College	1,683	104	6.2%	1,566	129	8.2%	1,450	105	7.2%
15	003549	Blinn College District	5,431	633	11.7%	5,080	652	12.8%	4,267	435	10.2%
16	007857	Brazosport College	324	97	29.9%	240	83	34.6%	232	96	41.4%
17	004003	Central Texas College	580	50	8.6%	619	75	12.1%	529	60	11.3%
18	003553	Cisco College	480	91	19.0%	489	122	24.9%	465	105	22.6%
19	003554	Clarendon College	247	96	38.9%	226	94	41.6%	241	88	36.5%
20	003546	Coastal Bend College	466	133	28.5%	565	154	27.3%	441	114	25.9%
	007096	College of the Mainland Community									

Univ5yrGradRatesUniv4yrGradRatesCTC6yrGradRatesCTC4yrGradRatesCTC3yrGradRates

Ready

System Working Indicator

 Texas Higher Education
Accountability System

HomeResources ▼THECB ▼60x30TX.comInteractive

STATEWIDE


PUBLIC UNIVERSITIES

▶ PUBLIC TWO-YEAR COLLEGES

PUBLIC HEALTH-RELATED INSTITUTIONS

▶ NON-TEXAS & CAREER INSTITUTIONS

Create Complete Report (PDF)




Need Help?

Under Resources above, see our [Quick Start Guide](#) if you're new, [Interactive Guide](#) to download data, and [News and Updates](#) for the latest important information.

60X30: EDUCATED POPULATIONCOMPLETIONMARKETABLE SKILLSSTUDENT DEBT

Selected Data for Statewide



Improving the timeliness of data reporting is a top operational priority for the Strategic Planning and Funding division

- Goal:

100% of fall Coordinating Board Management data reports are certified by the institutions within **FOUR** working weeks of the due date and ready for THECB use within **SIX** working weeks (Dec 1).

- By Dec 1, the percent of fall data certified increased
 - Fall 2017: **84%**
 - Fall 2018: **94%**
- The accountability system update was published almost a month earlier
 - 2017 data update published **February 9, 2018**
 - 2018 data update published **January 11, 2019**

Timely Reporting

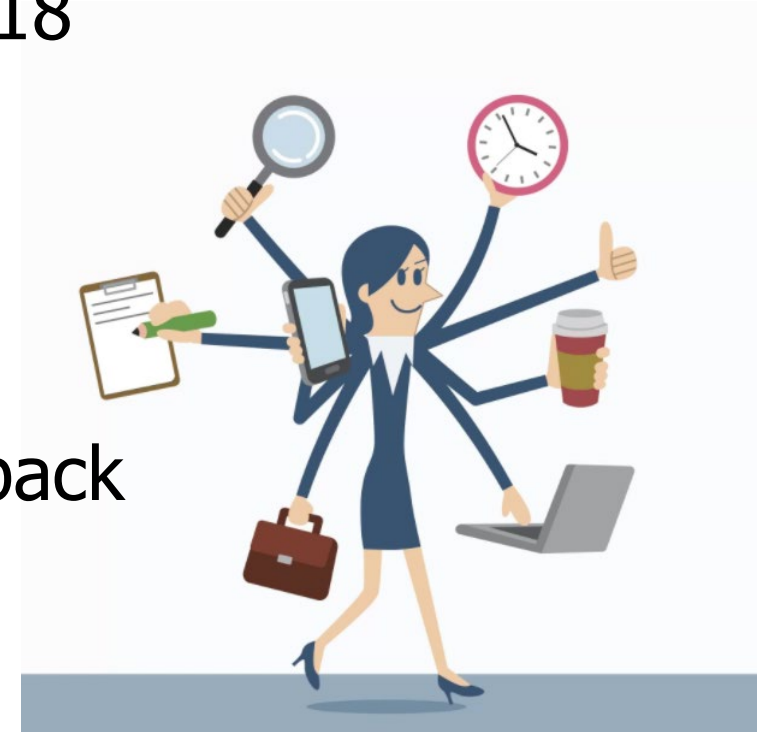
CBM Reporting Status

Below is the CBM Reporting status for Community, Technical, and State Colleges. You can always do another check.

2018	CBM001 Fall		CBM004 Fall		CBM009 Fall		CBM00S Fall	
	Status	Date	Status	Date	Status	Date	Status	Date
003626								
009331								
009642								
ACCD-Northeast Lakeview College	CERTIFIED	11/06/2018	CERTIFIED	11/06/2018	CERTIFIED	11/01/2018	CERTIFIED	02/26/2019
ACCD-Northwest Vista College	CERTIFIED	10/31/2018	CERTIFIED	10/31/2018	CERTIFIED	10/16/2018	CERTIFIED	02/22/2019
ACCD-Palo Alto College	CERTIFIED	11/15/2018	CERTIFIED	11/15/2018	CERTIFIED	10/16/2018	CERTIFIED	03/01/2019
ACCD-San Antonio College	CERTIFIED	11/15/2018	CERTIFIED	11/15/2018	CERTIFIED	10/22/2018	CERTIFIED	02/22/2019
ACCD-St. Philip's College	CERTIFIED	11/05/2018	CERTIFIED	11/05/2018	CERTIFIED	10/31/2018	CERTIFIED	02/21/2019
Alvin Community College	CERTIFIED	09/24/2018	CERTIFIED	09/24/2018	CERTIFIED	09/24/2018	CERTIFIED	01/30/2019
Amarillo College	CERTIFIED	11/19/2018	CERTIFIED	11/19/2018	CERTIFIED	11/09/2018	CERTIFIED	02/20/2019
Angelina College	CERTIFIED	10/18/2018	CERTIFIED	10/18/2018	CERTIFIED	10/18/2018	CERTIFIED	01/18/2019
Austin Community College	CERTIFIED	12/10/2018	CERTIFIED	12/10/2018	CERTIFIED	11/12/2018	CERTIFIED	03/04/2019
Blinn College	CERTIFIED	11/06/2018	CERTIFIED	11/06/2018	CERTIFIED	11/06/2018	CERTIFIED	03/04/2019
Brazosport College	CERTIFIED	11/15/2018	CERTIFIED	11/15/2018	CERTIFIED	11/15/2018	CERTIFIED	03/01/2019
Central Texas College District	CERTIFIED	11/15/2018	CERTIFIED	11/15/2018	CERTIFIED	10/12/2018	CERTIFIED	03/04/2019
Cisco Junior College	CERTIFIED	10/10/2018	CERTIFIED	10/16/2018	CERTIFIED	10/26/2018	CERTIFIED	02/28/2019
Clarendon College	CERTIFIED	11/26/2018	CERTIFIED	11/26/2018	CERTIFIED	11/15/2018	CERTIFIED	03/05/2019

Future enhancements

1. Final interactive accountability reports 2018
2. More tables in interactive
3. Add FICE to output
4. Improved navigation based on user feedback
5. Improved speed



Questions

Jenna Cullinane Hege

Deputy Assistant Commissioner for Strategic Planning

Strategic Planning and Funding Division

Texas Higher Education Coordinating Board

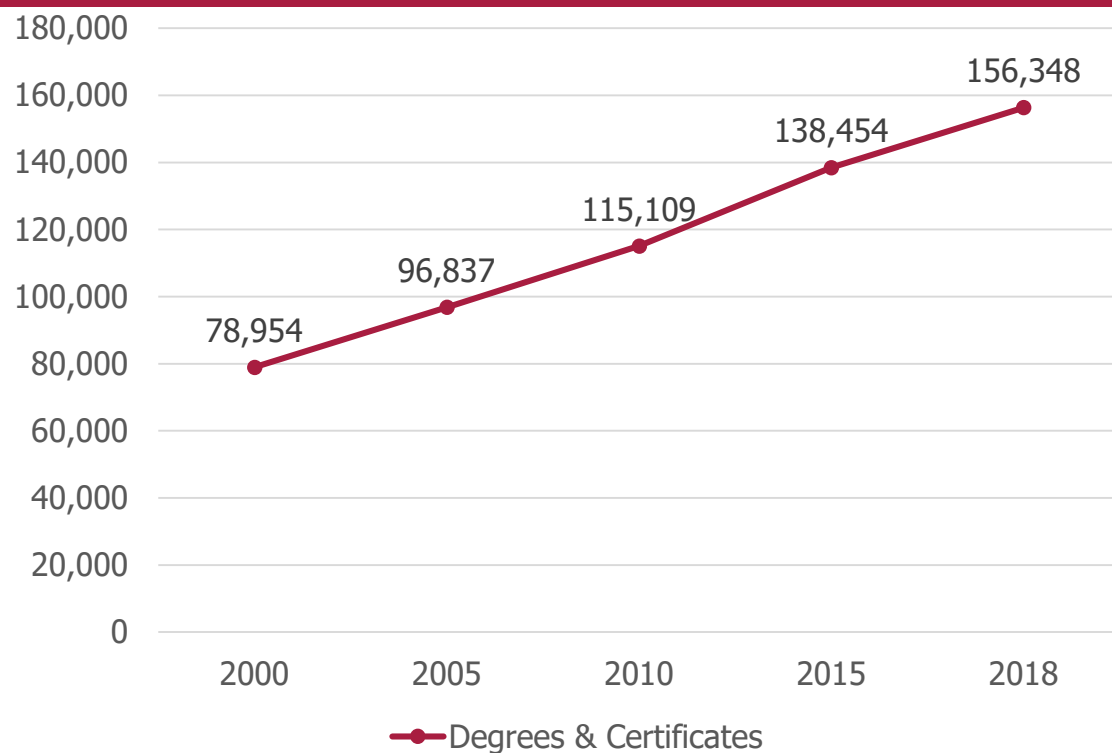
Jenna.CullinaneHege@theccb.state.tx.us

512-427-6148

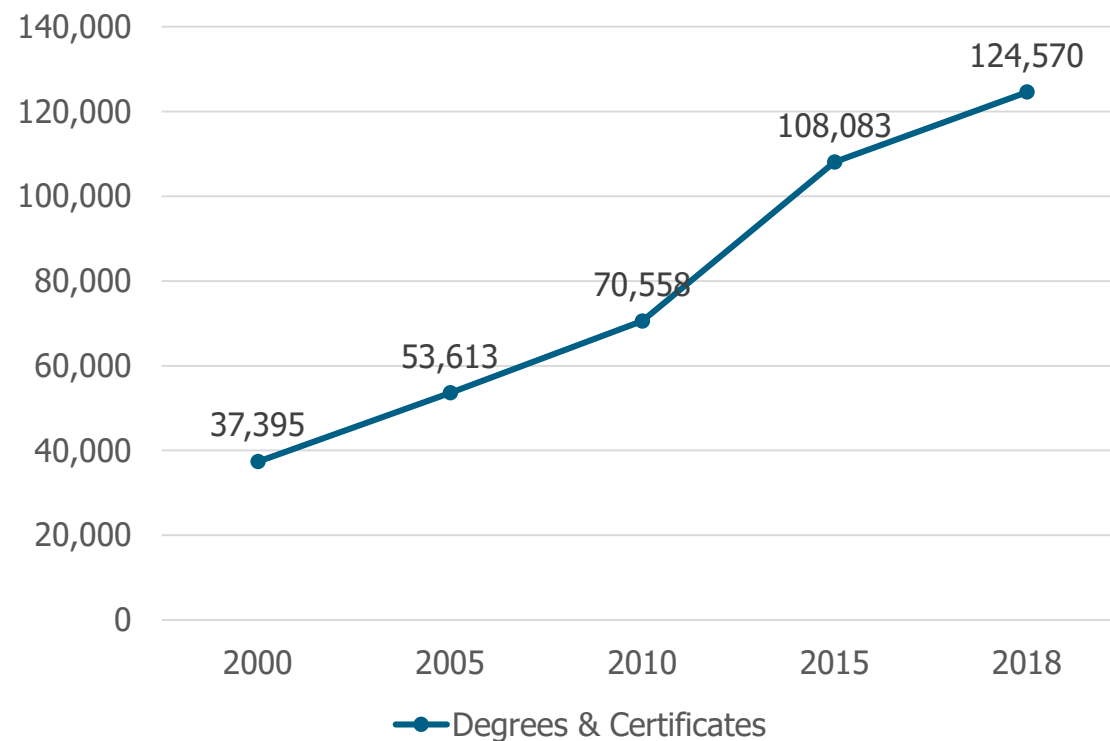
Completion & Transfer Analysis: Top Improvements

University and CTC completions have increased by more than 34,000 since 2015

Public Universities – Statewide

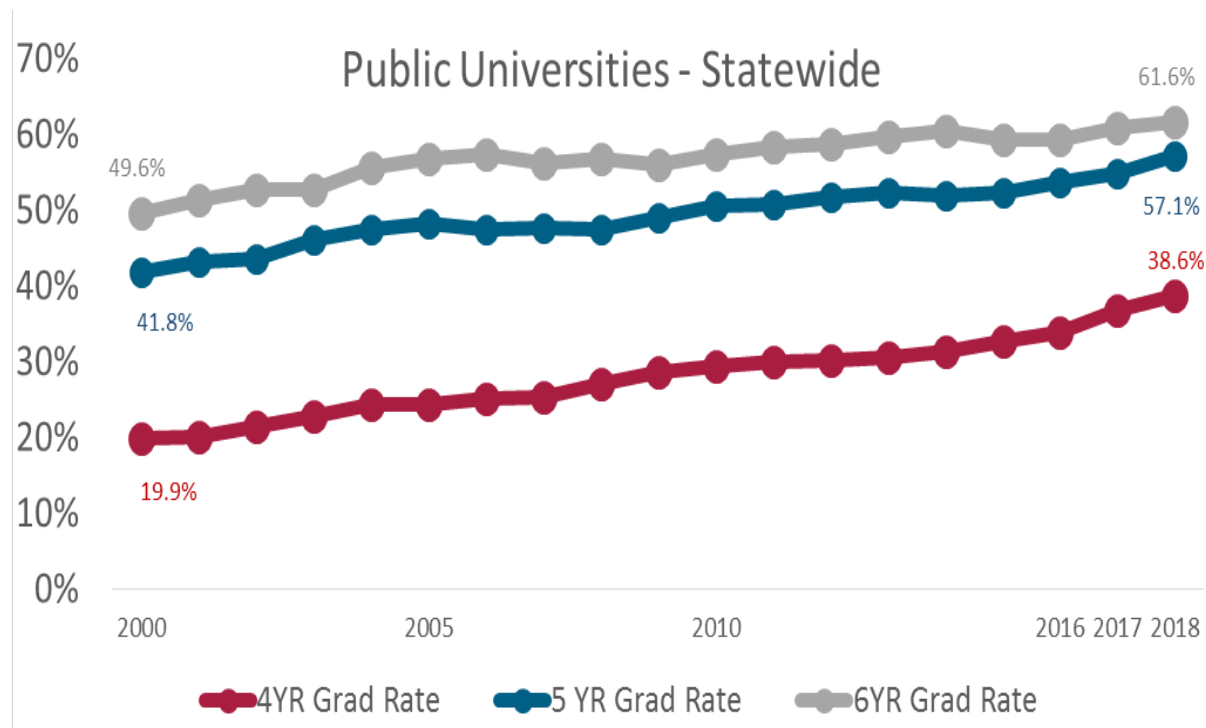


Public Two-Year Colleges - Statewide

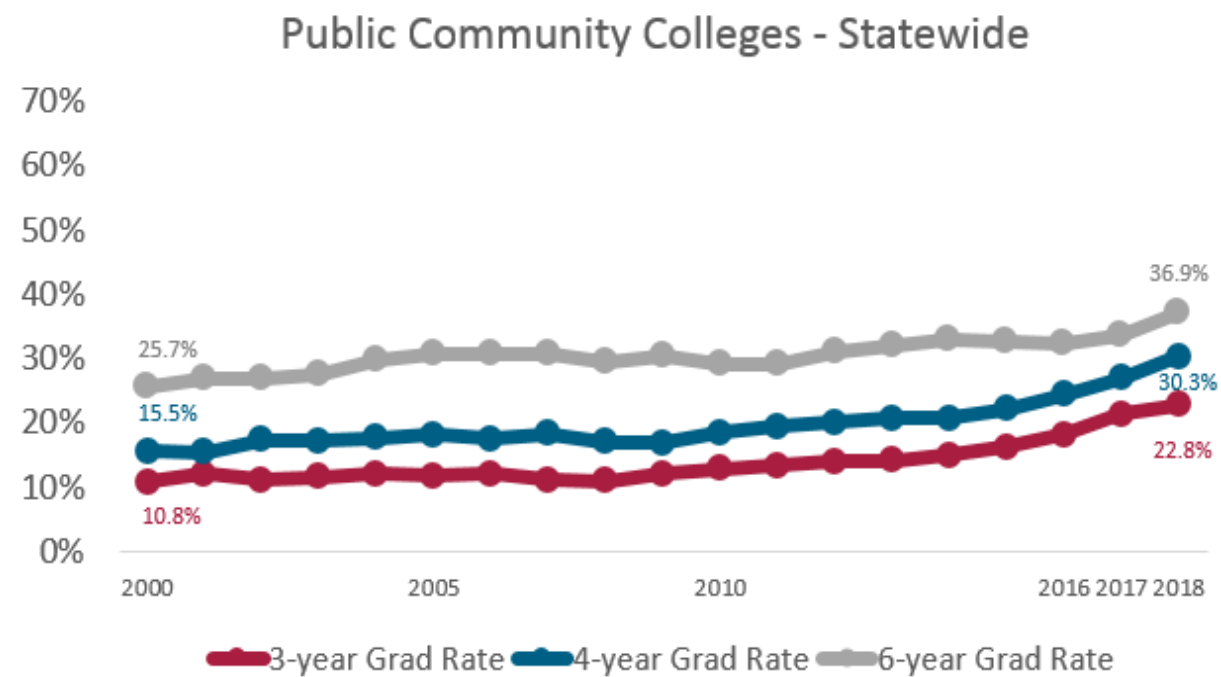


A larger percentage of students are successfully earning degrees and certificates and doing so more quickly

Public Universities – Statewide

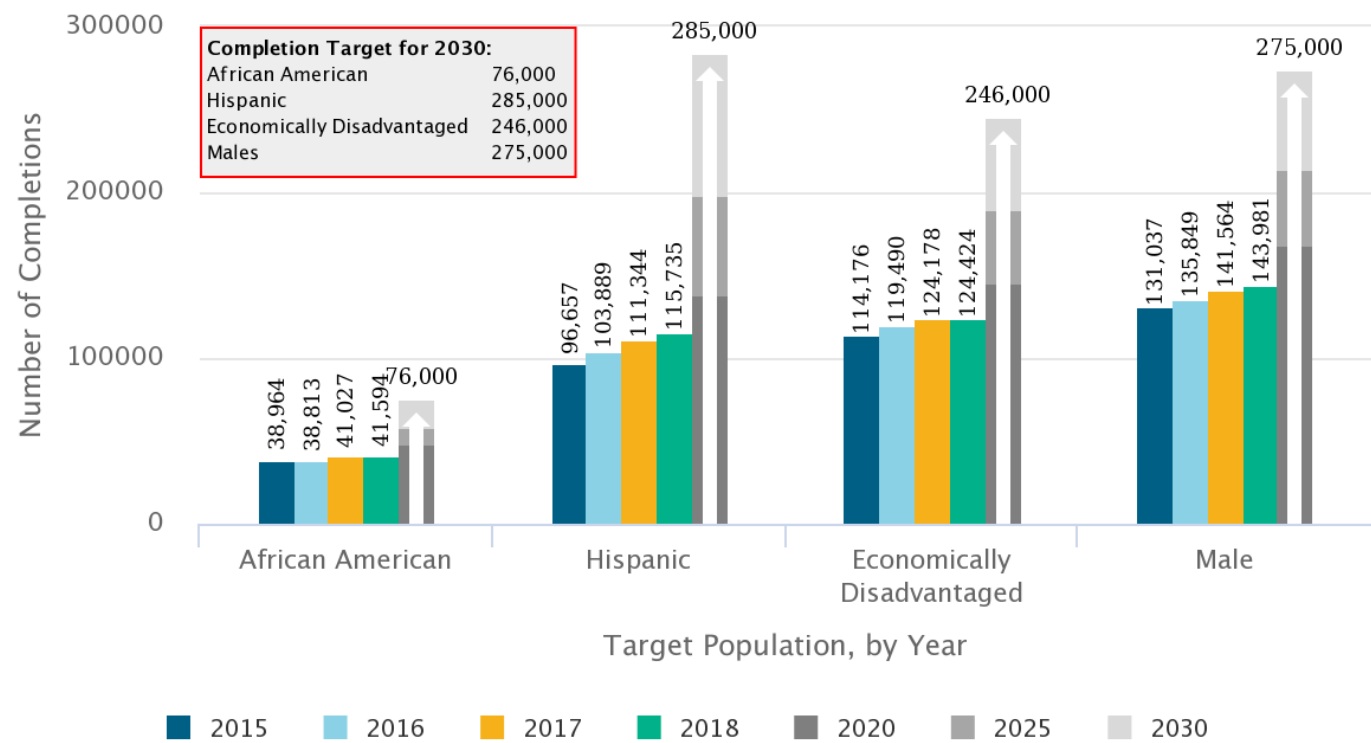


Public Two-Year Colleges - Statewide

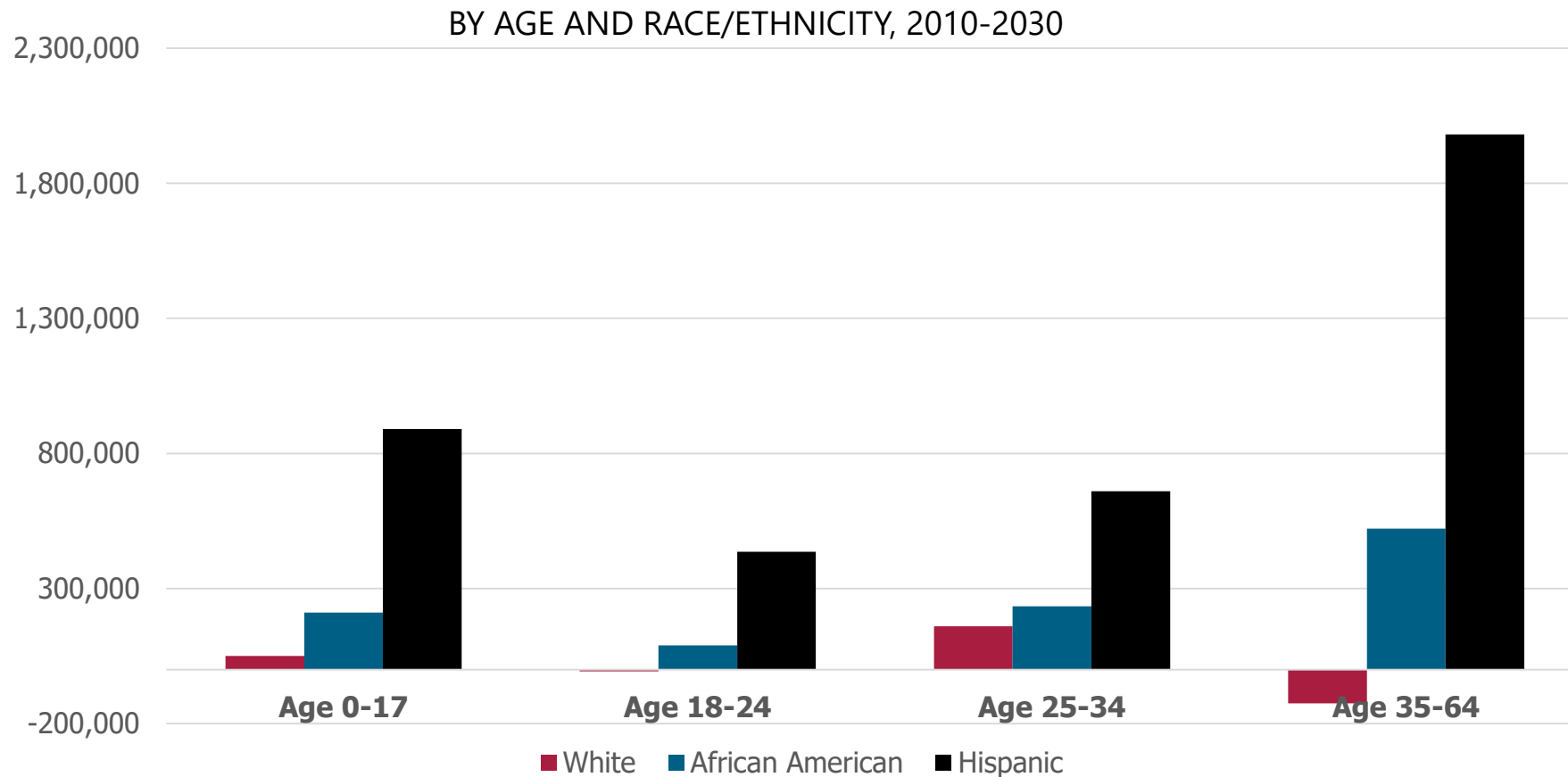


Completions among target populations are increasing, but need to accelerate to meet targets

Target Populations: African American, Hispanic, Economically Disadvantaged, and Males Completing in Texas



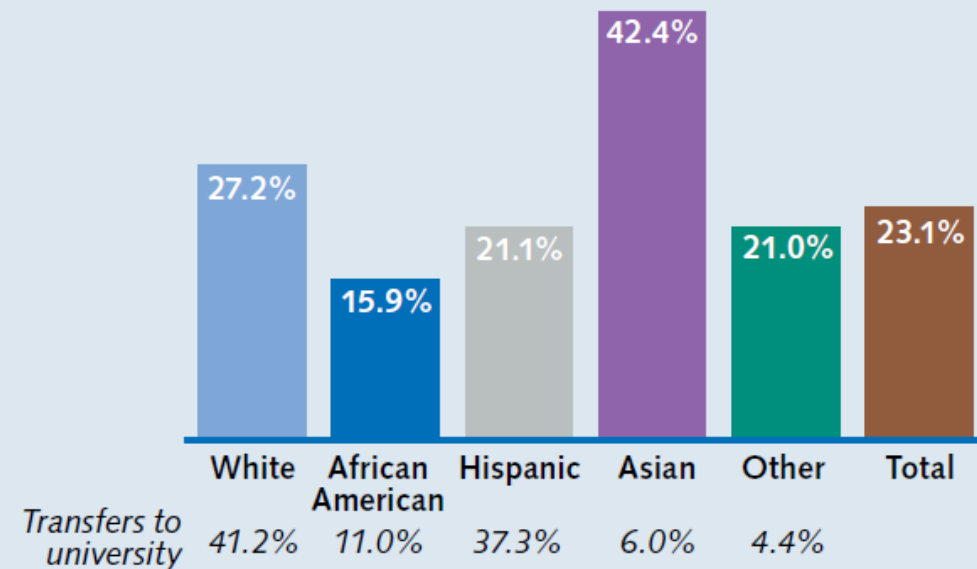
The Texas demographic changes expected by 2030 underscore the need for improving rates of postsecondary credential completion



About a quarter of two-year college students transfer—often accumulating more excess hours than native bachelor's graduates

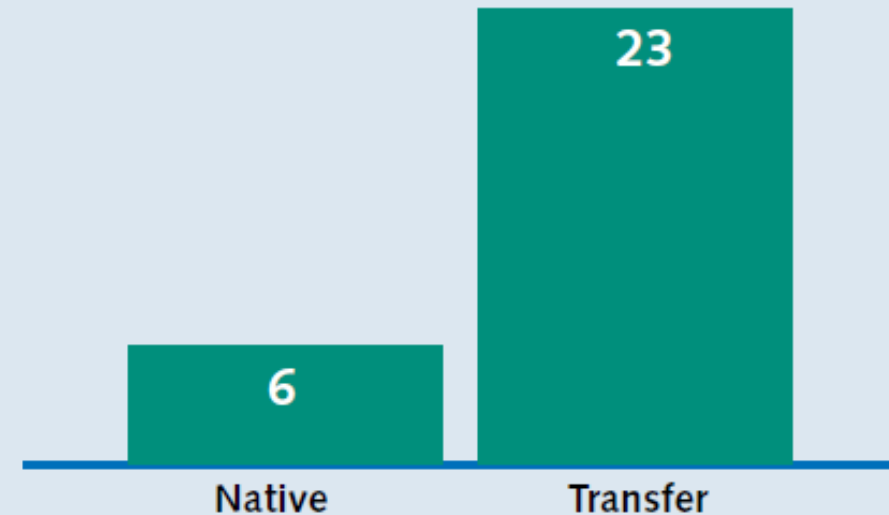
Two-Year College Transfer Rate by Ethnicity

Percentage of the entering students in 2012 cohort who transferred within six years



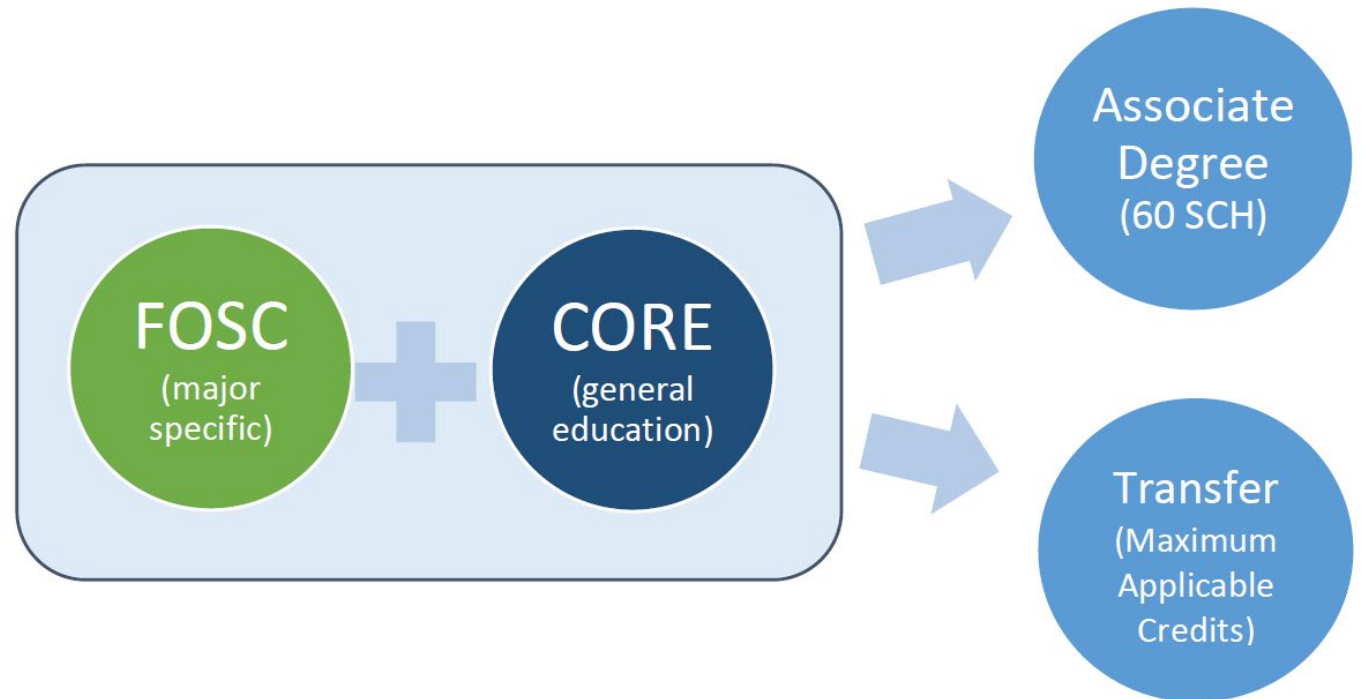
FY 2018 Bachelor's Graduates, Transfer vs. Native Student Excess Hours Statewide

Number of excess SCH



Combined with the Core, Fields of Study help guarantee seamless transfer pathways

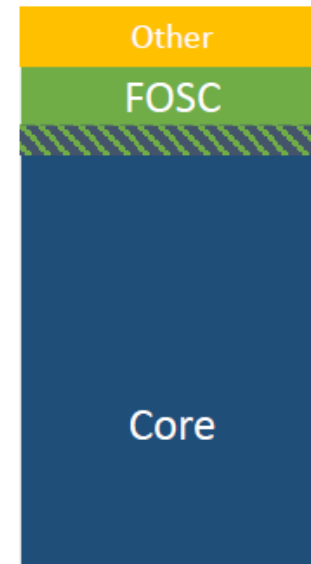
- Fields of Study identify the lower-division courses guaranteed to apply to a major
- Courses within the field of study are:
 - **guaranteed** to transfer to any public college or university in Texas
 - **guaranteed** to apply to the appropriate bachelor's level degree plan
 - No exceptions.
- Students who transfer without completing the entire Field of Study shall receive credit for each course that is successful completed



Field of Study Curricula, by Semester Credit Hour Requirements

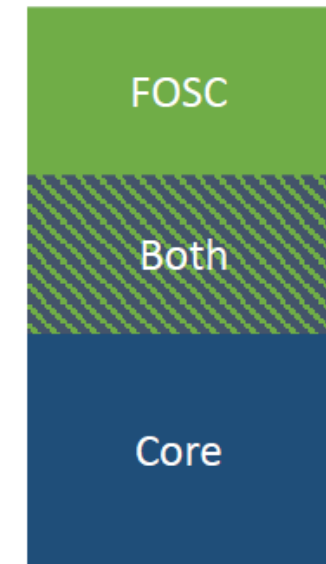
- In practice, the total number of credits earned through the field of study varies by major
- Courses in each field of study are developed by faculty committees representing 2yr and 4yr faculty
- There are two scenarios combining Field of Study and the core
 - Small
 - Large
- There is often overlap between FOSC and the core

Small FOSC (< 18 SCH)



- Communications (12)
- Criminal Justice (15)
- English Language & Literature (12)
- Political Science (12)
- Social Work (15)
- Sociology (12)
- Mexican American Studies (18)
- Psychology (18)

Large FOSC (> 18 SCH)



- Architecture (36)
- Business Administration and Management (24)
- Chemical Engineering (35)
- Civil Engineering (39)
- Electrical Engineering (30)
- Mechanical Engineering (36)
- Engineering Technology (37)
- Music (31)
- Nursing (34)

Field of Study completions increased 72 percent in 2018

	Field of Study Completion				
Year	2014	2015	2016	2017	2018
Count	2911	3404	3528	3922	6756

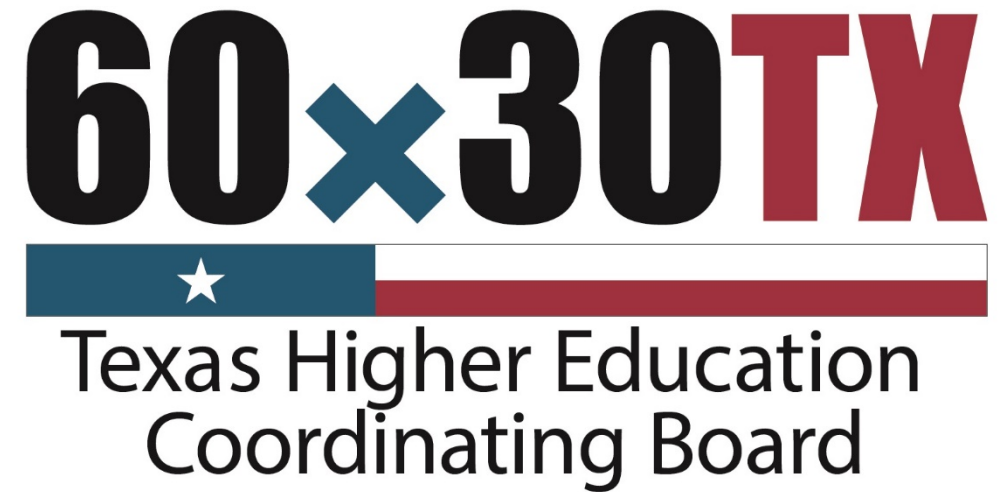
- 42 institutions reported field of study completions in 2018, an increase of 4 institutions from 2017
- We anticipate more rapid increases in field of study completions in the next few years now that almost all of the top 25 programs have been approved and have time for implementation

Field of Study completions were most common in criminal justice and business in 2018

Classification of Instructional Programs (CIP)	Count
05020300 - Hispanic-American, Puerto Rican, and Mexican-American/Chicano Studies	5
09010100 - Speech Communication and Rhetoric	271
11070100 - Computer Science	194
13120300 - Junior High/Intermediate/Middle School Education and Teaching	27
14010100 - Engineering, General	128
43010400 - Criminal Justice/Safety Studies	2152
50090100 - Music, General	173
51380100 - Registered Nursing/Registered Nurse	304
52010100 - Business/Commerce, General	3502
Grand Total	6756

Accountability System Community/Technical Colleges Top Improvement Analysis

2019 Peer Group Accountability
Meeting



THECB seeks to leverage accountability data resources to identify improvements in student and institutional success

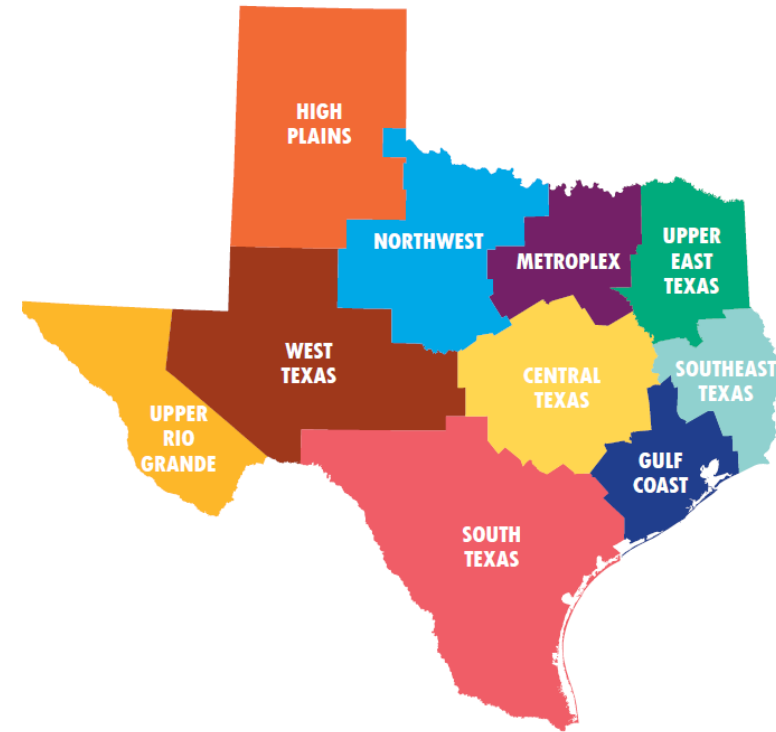
- Use data to drive improvement
- Identify best practices
- Create opportunities to highlight improvers and a forum for discussion
 - Top Improvers will share best practices at April 2019 Accountability Peer Groups Meeting

The focus of analysis this year was completions, associated completion targets, field of study completions, and graduation rates

- Overall *60x30TX* completions during 2016 – 2018
- Target populations completions
 - African American (minimum, N = 50)
 - Hispanic (minimum, N = 50)
 - Male
 - Economically disadvantaged
- **Field of Study Completions** (CTCs, transfer graduation rates for univ.)
- Graduation rates
 - 3-Year
 - 6-Year

“Top Improver” analysis compares CTCs by peer group and region

- Which CTCs achieved the top improvements on selected accountability measures?
 - Analyzed by Region and Peer Groups
- Smaller regions were combined
 - West + Upper Rio Grande
 - Southeast + Upper East
 - High Plains + Northwest
- Combined Lamar and TSTCs

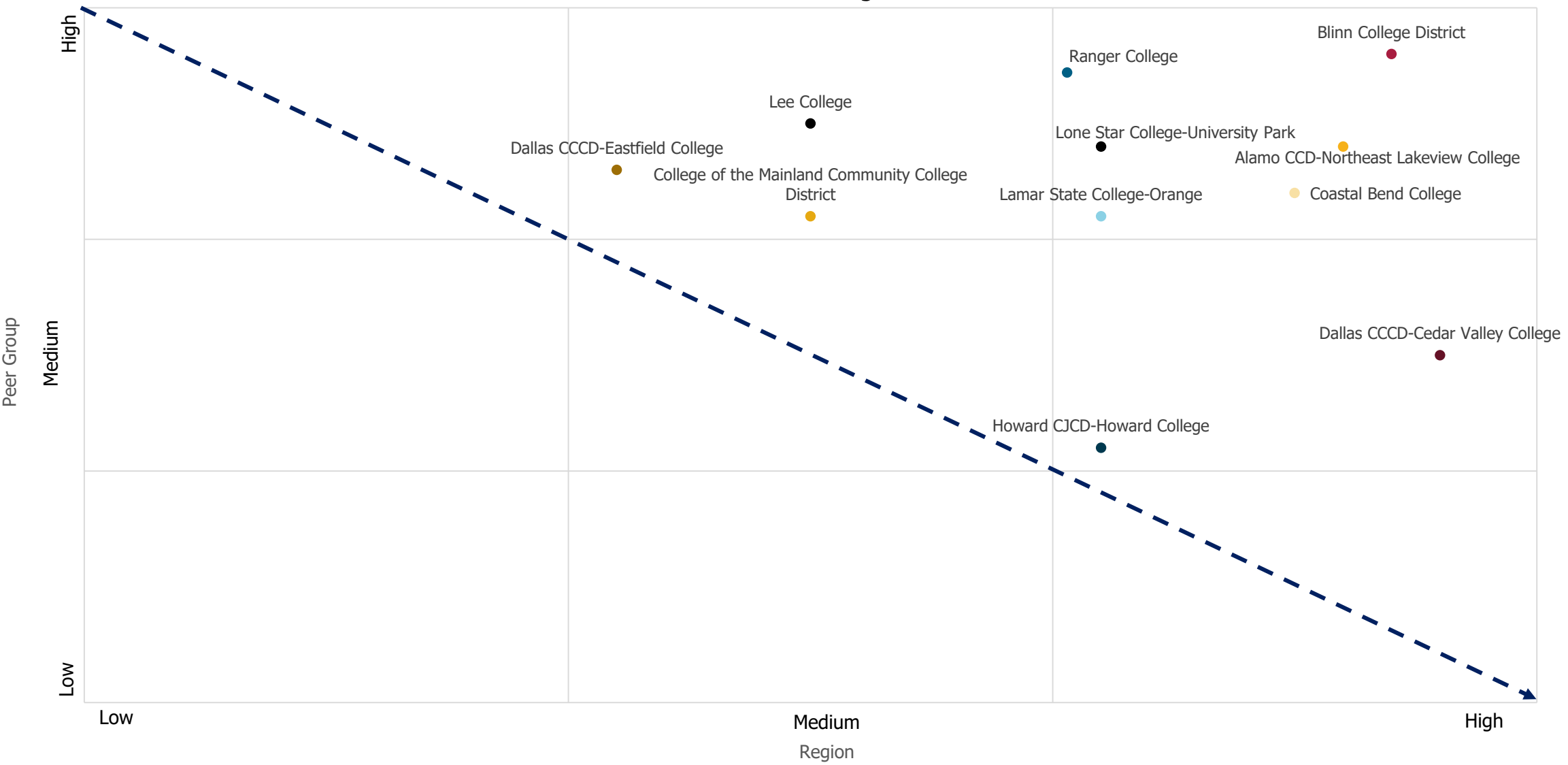


Methodology

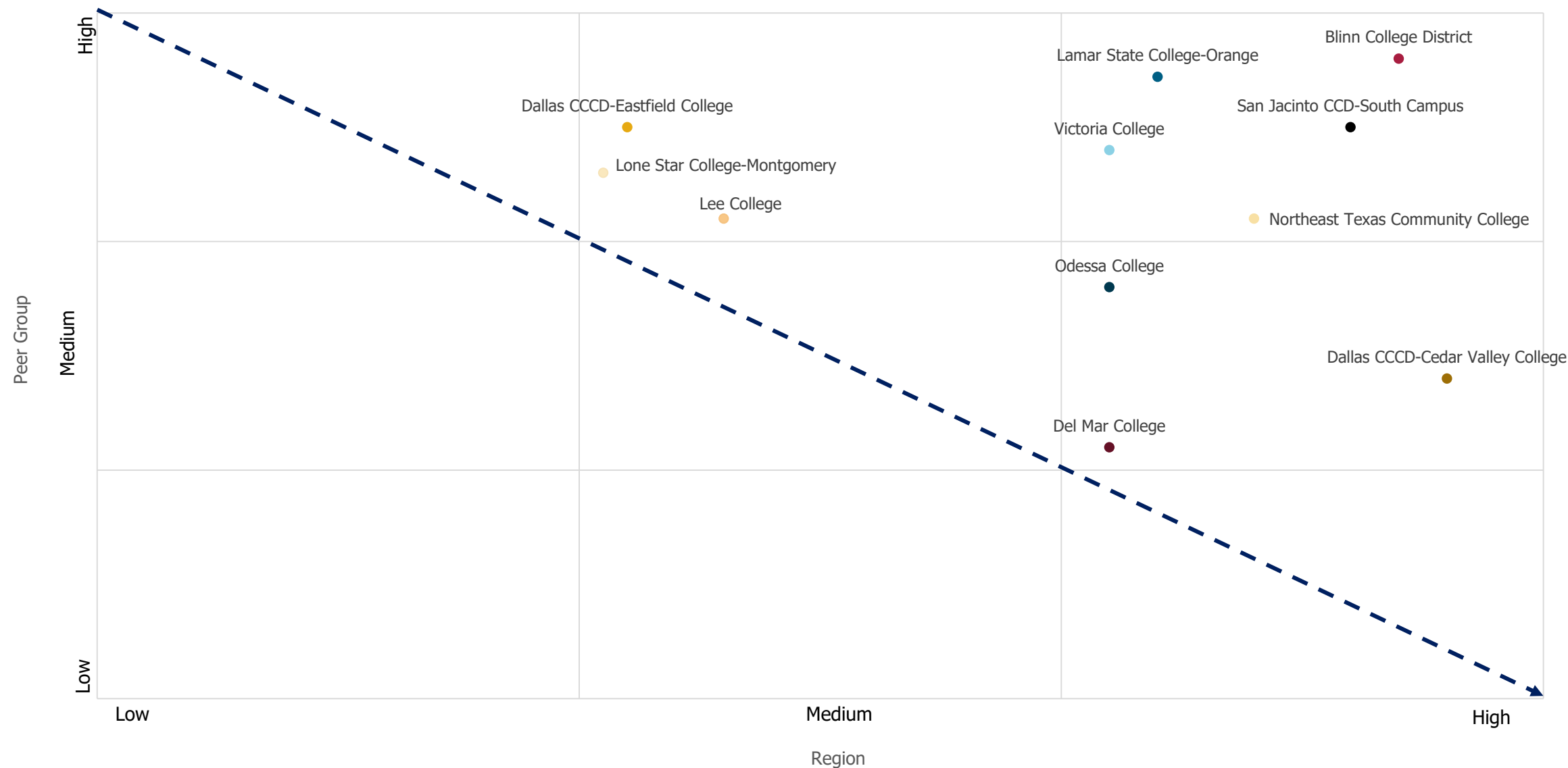
- Years compared: 2016 – 2018
- Completion outcomes were analyzed by percent change
- Graduation rates were analyzed by percentage point change
- Field of Study completions were analyzed by FOS as a percent of associate degrees
- Rating systems of low, medium, and high

Low	Medium	High
50 th Percentile ≤	51 st – 89 th Percentile	≥ 90 th Percentile

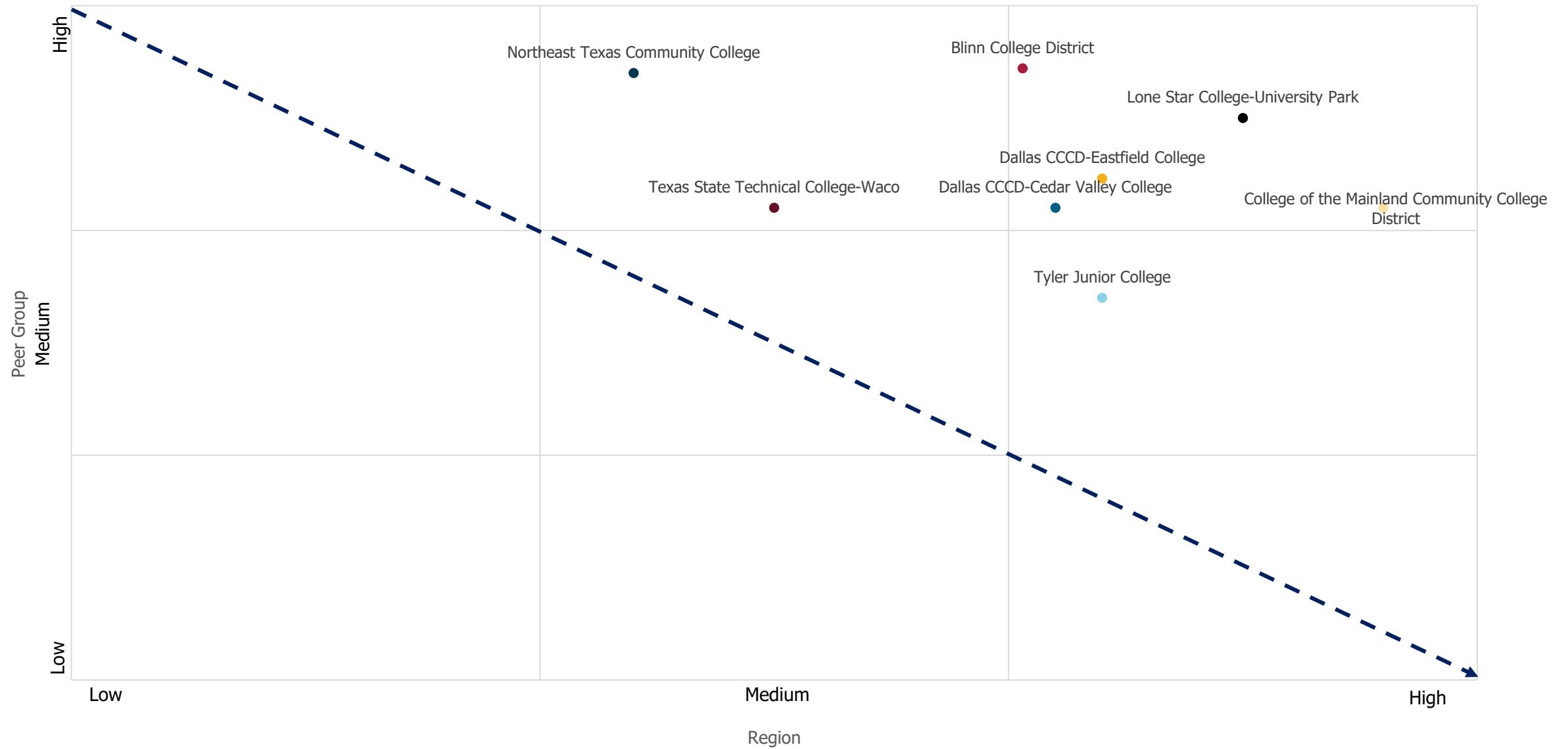
Top Improved Completions - Community/Technical Colleges
Percent Change 2016 - 2018



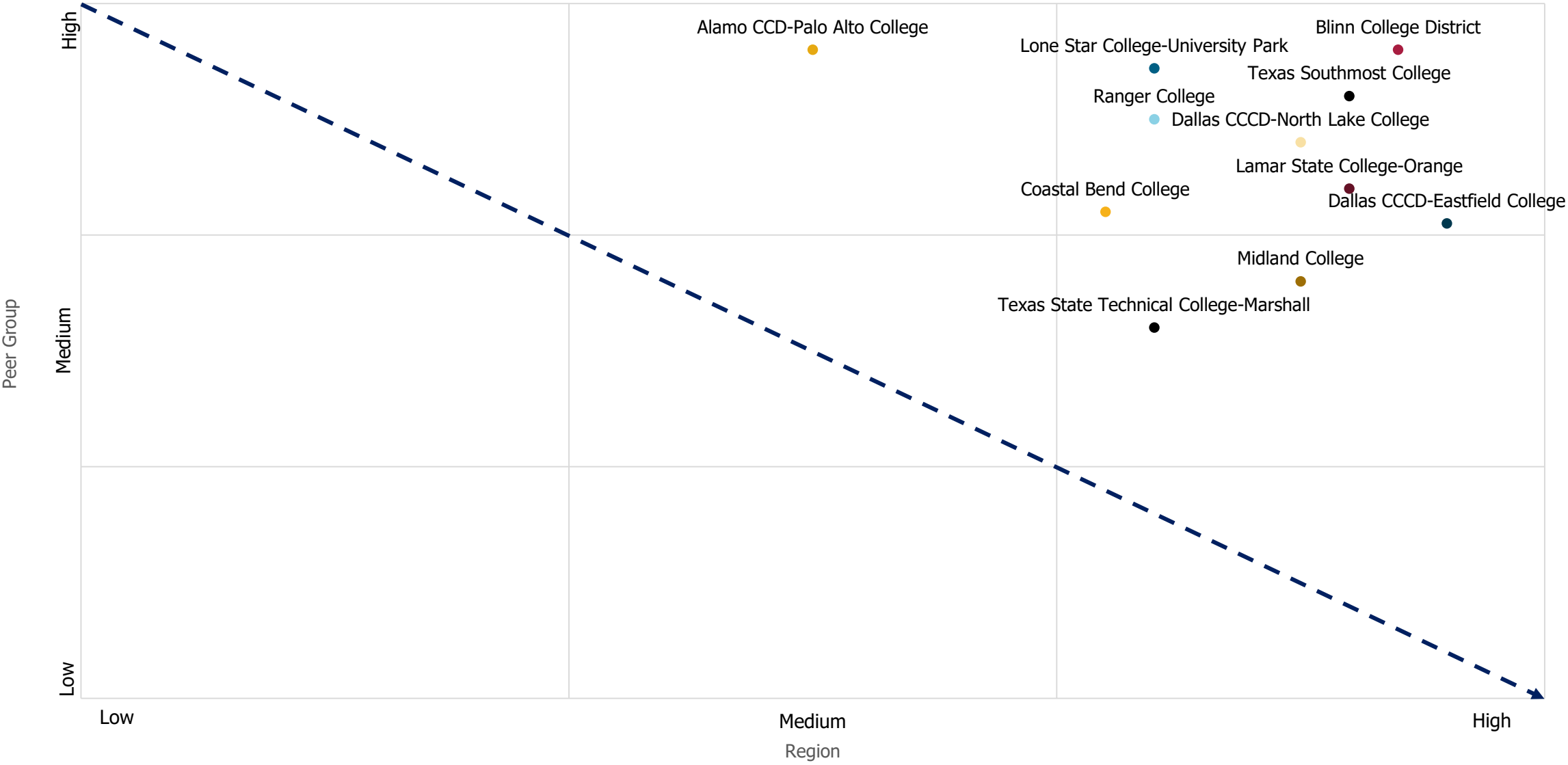
Top Improved African-American Completions - Community/Technical Colleges
Percent Change 2016 - 2018



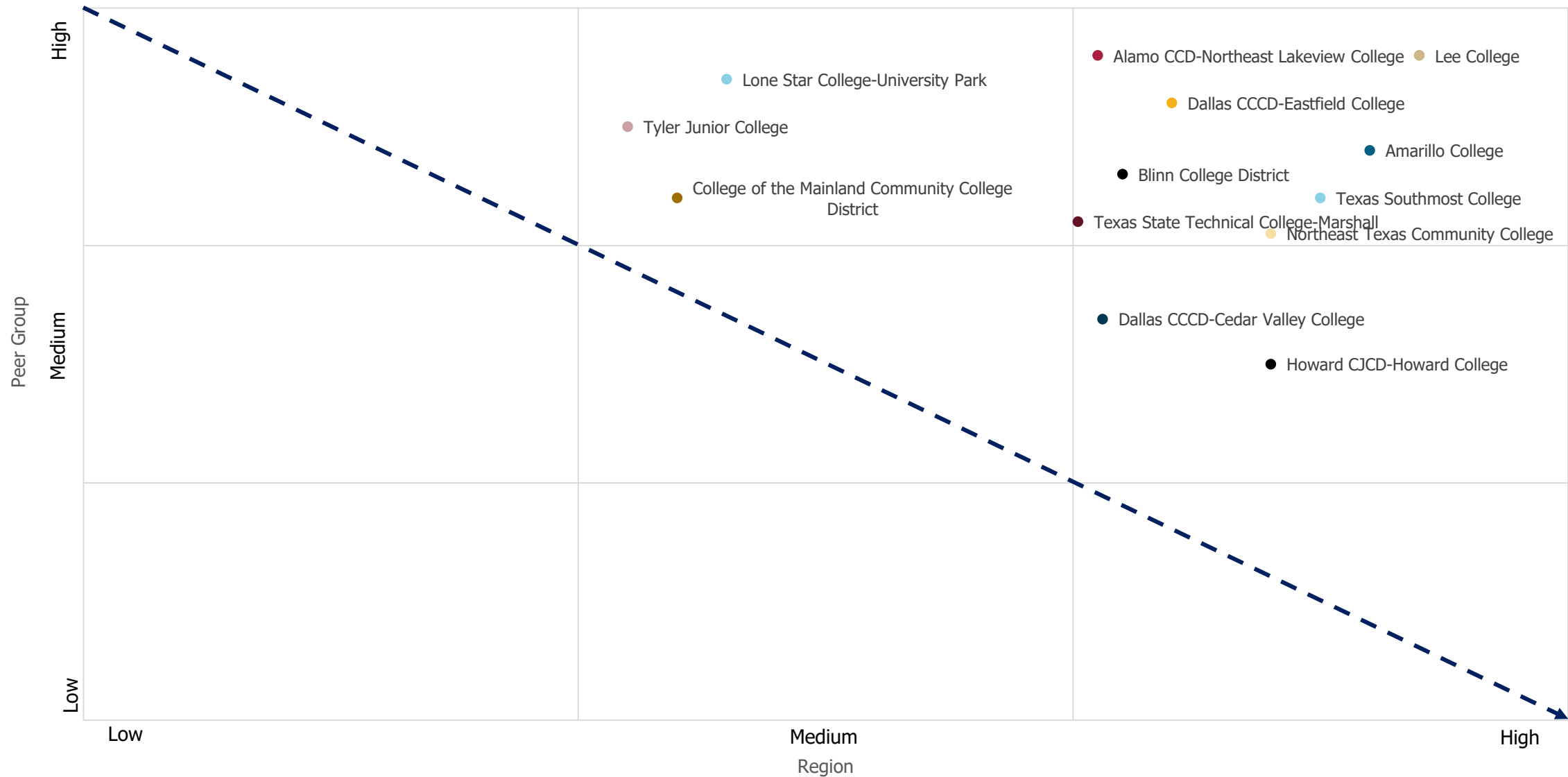
Top Improved Hispanic Completions - Community/Technical Colleges Percent Change 2016 - 2018



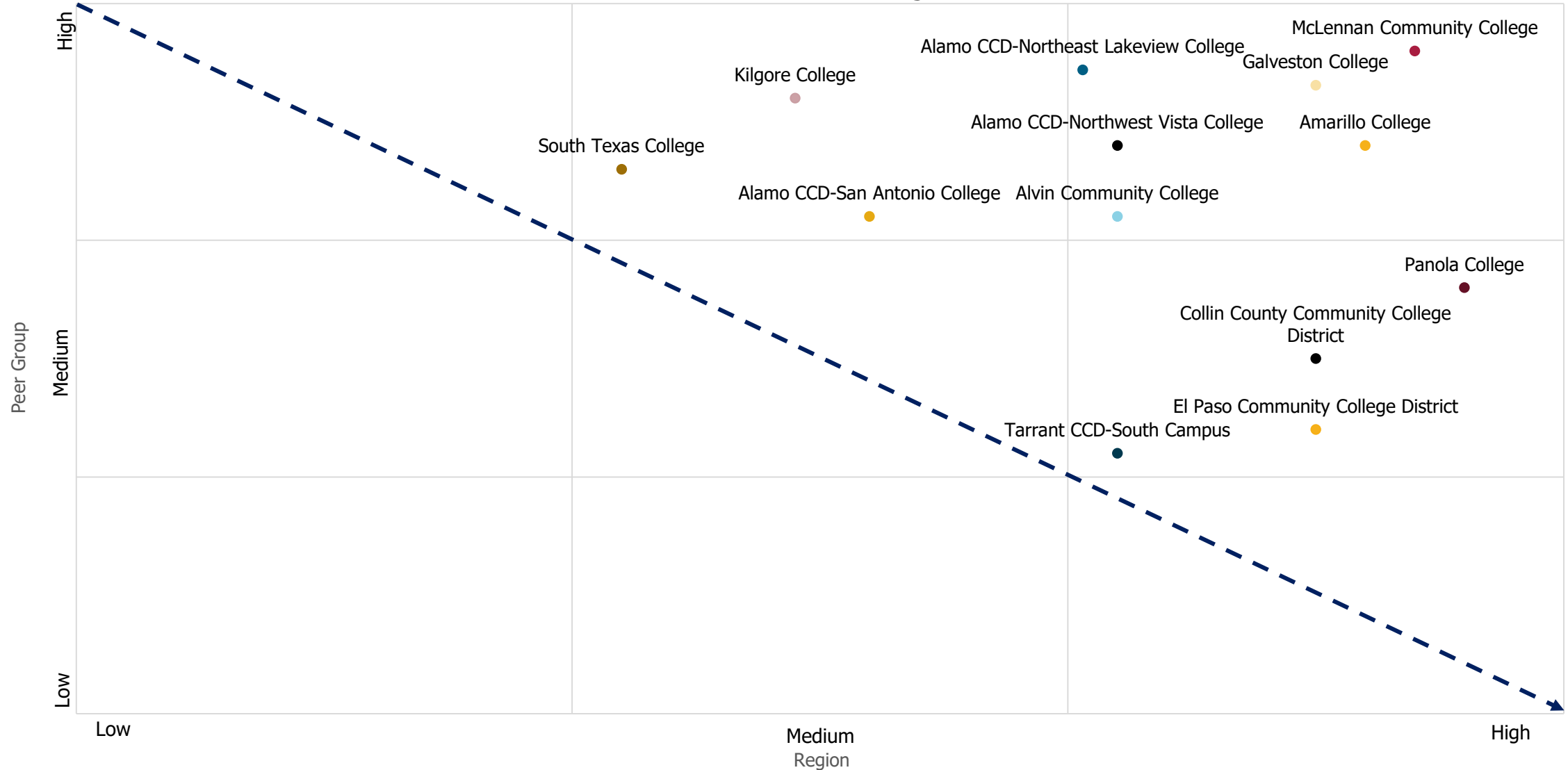
Top Improved Male Completions - Community/Technical Colleges
Percent Change 2016 - 2018



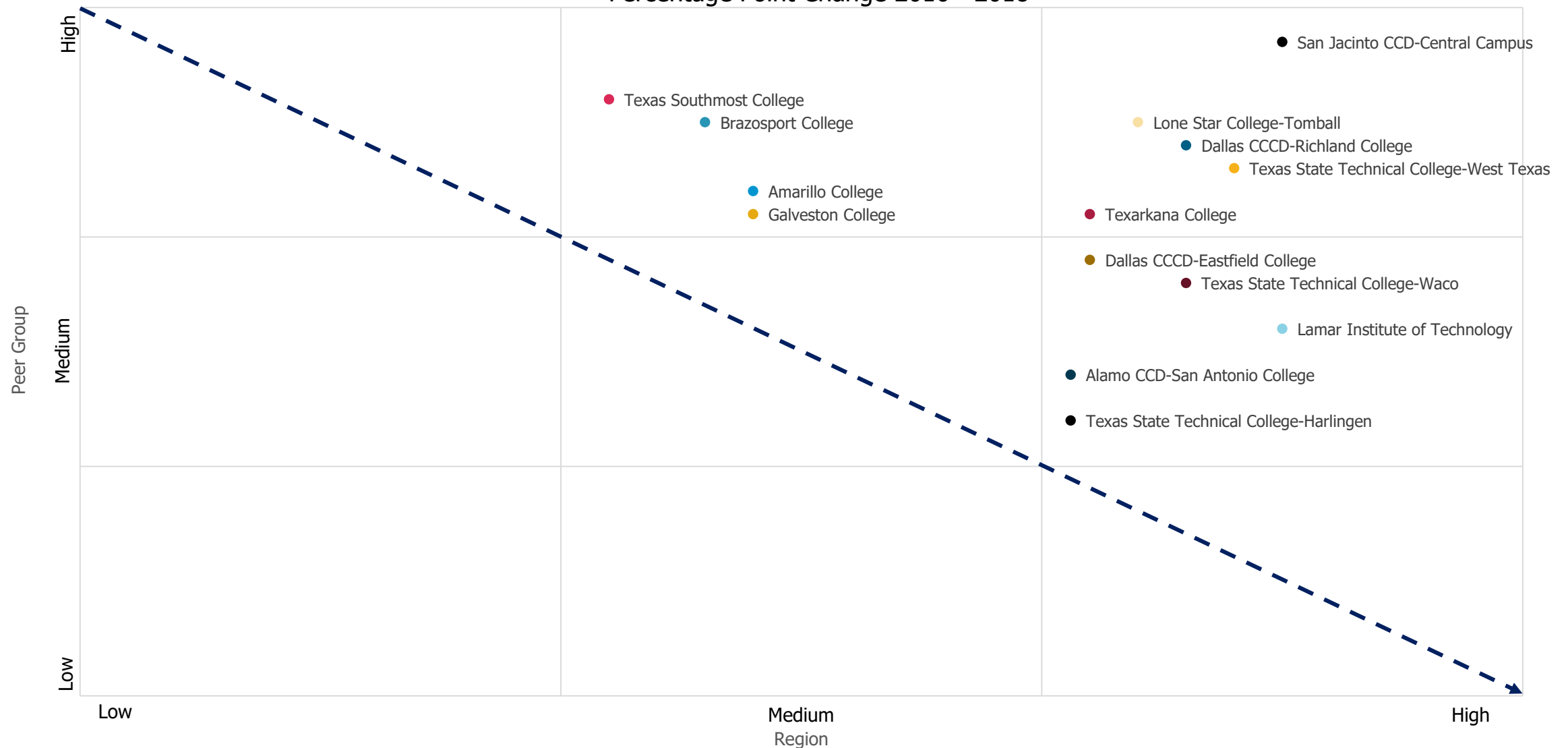
Top Improved Economically Disadvantaged - Community College Completions Percent Change 2016 - 2018



Top Field of Study Completions - Community/Technical Colleges,
FOS as a Percent of Associate Degrees 2016 – 2018

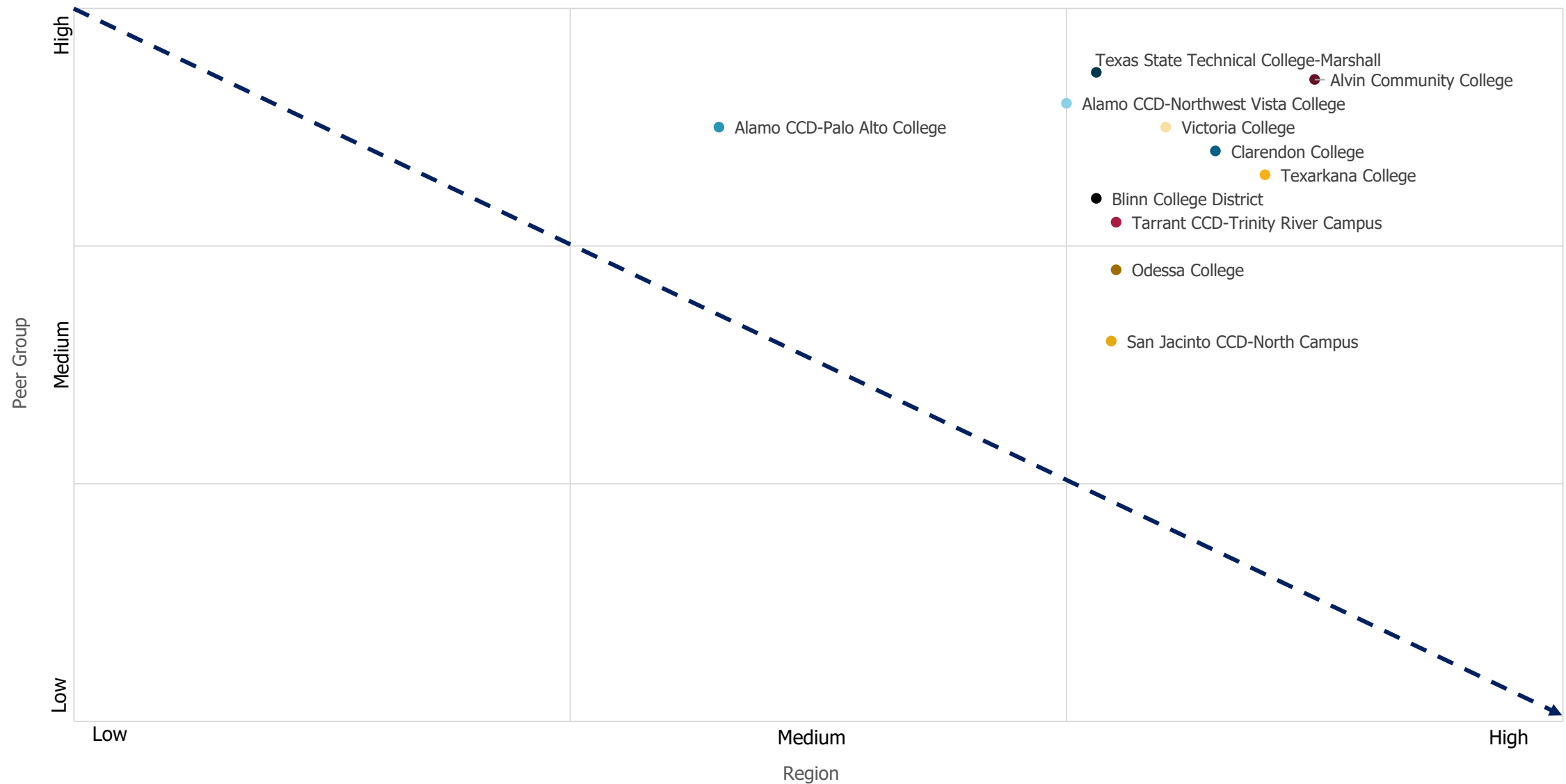


Top Improved 3 Year Grad Rate - Community/Technical Colleges Percentage Point Change 2016 - 2018



Top Improved 6 Year Grad Rate - Community/Technical Colleges

Percentage Point Change 2016 - 2018



Institutional Presentations

Presenters

Presenters	Institution	Top Improvement Metrics
Mike Walker, <i>Executive Vice President - Academic Affairs/Student Success</i>	Dallas CCCD - Eastfield College	<ul style="list-style-type: none"> • Completion (+27%) • African American completion (+14%) • Economically-disadvantaged completion (+37%) • Hispanic completion (+58%) • 3-Year graduation rate (+12 pc pt)
Amber Lummus, <i>Sr. Research Analyst</i>	College of the Mainland Community College District	<ul style="list-style-type: none"> • Completion (+29%) • Economically-disadvantaged completion (+30%) • Hispanic completion (+60%)
Dr. Veronique Tran, <i>VP of Instruction</i>	Lee College	<ul style="list-style-type: none"> • Completion (+54%) • African-American completion (+82%) • Economically-disadvantaged completion (+75%)
Dr. Jesus Roberto Rodriguez, <i>President</i> Oscar Hernandez, <i>Executive Director of Institutional Research and Compliance</i>	Texas Southmost College	<ul style="list-style-type: none"> • Economically-disadvantaged completion (+25%) • Male completion (+57%) • 3-year graduation rate (+9 pc pt)

Discussion prompts

- What stuck out to you from the presentations? Is there anything else you'd like to learn about the efforts of top improvers from your peer group or others?

Presenters

Presenters	Institution	Top Improvement Metrics
Tamara Clunis, <i>Vice President of Academic Affairs</i>	Amarillo College	<ul style="list-style-type: none"> Field of Study completion (FOS 17% of associate degrees) 3-year graduation rate (+12 pc pt) Economically-disadvantaged completion (+19%)
Phyllis Deese, <i>Vice President of Administrative Services</i>	Texarkana College	<ul style="list-style-type: none"> 3-year graduation rate (+14 pc pt) 6-year graduation rate (+21 pc pt)
Lance Eastman, <i>Senior Vice President of Student Learning</i>	Texas State Technical College-West Texas	<ul style="list-style-type: none"> 3-year graduation rate (+15 pc pt)

Discussion prompts

- Do you do peer group comparisons? How do you leverage data to think about improvement benchmarks?
- How is your institution implementing Fields of Study?

Next Steps & Lunch

- Evaluation
- Next year
- Box lunches
 - Dietary restrictions