Commissioner's Charge to the Community and Technical Colleges Formula Advisory Committee (CTCFAC) for the 2018-2019 Biennial Appropriations

October 2015

Table of Contents

Contents

Agenda

Meeting of the
Community and Technical Colleges Formula Advisory Committee
Texas Higher Education Coordinating Board
Board Room, First Floor, 1.170
1200 East Anderson Lane, Austin
Thursday, October 8, 2015
11:00 a.m.

Agenda

I. Call to Order

II. Consideration and approval of the minutes from August 12, 2015, meeting

III. Discussion, review, and consideration of the Commissioner's 2018-2019 Biennium charges

IV. Planning for subsequent meetings

V. Adjournment

Prior Meeting's Draft Minutes

Meeting of the Community and Technical Colleges Formula Advisory Committee
Texas Higher Education Coordinating Board
Lone Star Room, Second Floor
1200 East Anderson Lane, Austin
Wednesday, August 12, 2015
1:45 p.m.

Minutes

Attendees: Ms. Erma Johnson Hadley, Ms. Diane Snyder, Ms. Kelli Shomaker, Ms. Mary Wickland, Mr. Michael Reeser, Mr. Cesar Vela, Dr. Pamela Anglin, Dr. Bradley W. Johnson, Dr. Jeremy McMillen, Dr. Phil Rhodes and Dr. Dusty Johnston

Absent: Mr. David Lydic and Dr. Mark Escamilla

THECB Staff: Mr. David Young and Mr. Roland Gilmore

1. The meeting was called to order at 1:45 p.m.

2. Ms. Erma Johnson-Hadley, convening chair, nominated Dr. Dusty Johnston for chair and Ms. Kelli Shomaker for Vice Chair; Dr. Bradley Johnson motioned approval by acclamation, and there were no member objections to Dr. Dusty Johnston as committee chair and Ms. Kelli Shomaker as Vice Chair.

3. Mr. Gilmore provided a brief overview of the funding formulas.

4. The chair reviewed the Commissioner's 2018-2019 biennium charges and asked committee members to indicate their preference for working on the charges.

    a. Charge 1 – Study and make recommendation for the appropriate funding levels for the contact hour, core, and the student success funding.
    b. Charge 2 – Study and make recommendations for the appropriate funding level for, and the refinement of, Texas State Technical College System's returned value funding formula.
    c. Charge 3 – Study and make recommendations on the treatment of competency-based courses in formula allocations.
    d. Charge 4 – Study and make recommendations on changes to the funding model that will enable institutions to meet the goals of *60x30TX*.

    Charge 1 and Charge 4 – Anglin (lead), Snyder, Shomaker, Wickland, Vela, McMillen, Rhodes

    Charge 2 – Reeser (lead), Wickland, Johnson, Johnston

    Charge 3 – Johnson-Hadley (lead), Lydic, Escamilla

5. The chair asked the committee if the future meeting dates and times distributed with the agenda were okay with the committee. A suggestion was made to cancel the September 10th meeting date to allow time for the work groups to work on their assigned charges. A vote was taken and the meeting date was unanimously canceled. A suggestion was made to move the meeting time for both the October 8th and November 5th dates to 11 a.m. A vote was taken and the meeting time was unanimously agreed to be moved to 11 a.m.

6. The meeting was adjourned at 3:15 p.m. The committee will next convene on October 8, 2015, at 11:00 a.m.

Prepared by Roland Gilmore

Commissioner's Charges

The Community and Technical College Formula Advisory Committee (CTCFAC), conducted in an open and public forum, is charged with proposing a set of formulas that provide the appropriate funding levels and financial incentives necessary to best achieve the goals of *60x30TX*. A preliminary written report of its activities and recommendations is due to the Commissioner by December 3, 2015, and a final written report by February 3, 2016. The CTCFAC's specific charges are to:

1. Study and make recommendations for the appropriate funding levels for the contact hour, core, and the student success funding. (TEC, Section 61.059 (b)).

   TEC, Section 61.059 (b)
   "The board shall devise, establish, and periodically review and revise formulas for the use of the governor and the Legislative Budget Board in making appropriations recommendations to the legislature for all institutions of higher education, including the funding of postsecondary vocational-technical programs. As a specific element of the periodic review, the board shall study and recommend changes in the funding formulas based on the role and mission statements of institutions of higher education. In carrying out its duties under this section, the board shall employ an ongoing process of committee review and expert testimony and analysis."

2. Study and make recommendations for the appropriate funding level for, and the refinement of, Texas State Technical College System's returned value funding formula (General Appropriations Act, HB 1, 84th Texas Legislature, Rider 11 (page III-217).

   "The Texas State Technical College System shall continue to work with the Texas Higher Education Coordinating Board, the Legislative Budget Board and other relevant agencies to refine the new Returned Value Funding Formula for the TSTCs. It is the intent of the Legislature that recommended adjustments to the formula shall be ready for implementation in the 2018-19 biennium and shall further the goal of rewarding job placement and graduate earnings projections, not time in training or contact hours."

3. Study and make recommendations on the treatment of competency-based courses in formula allocations.
4. Study and make recommendations on changes to the funding model that will enable institutions to meet the goals of *60x30TX*.

Community and Technical College Formula Advisory Committee for 2018-2019 Biennium

Mr. Dusty Johnston, Chair

Name/Title	Institution/Address	Email/Phone/Fax
Institution Representatives:		
Ms. Erma Johnson-Hadley Chancellor	Tarrant County College District 1500 Houston Street Fort Worth, Texas 76102	erma.johnson-hadley@tccd.edu (817) 515-5201 FAX (817) 515-5450
Ms. Diane Snyder Vice Chancellor for Finance and Administration	Alamo Colleges BLD. D117 201 West Sheridan San Antonio, Texas 78204	dsnyder12@alamo.edu (210) 485-0010 FAX (210) 486-9300
Dr. David Lydic Professor	Austin Community College District 1212 Rio Grande St Austin, Texas 78701	lydic@austincc.edu (512) 223-3246 FAX (512) 223-3406
Ms. Kelli D. Shomaker (Vice Chair) Vice President for Finance and Administrative Services	Blinn College 902 College Avenue Brenham, Texas 77833	Kelli.shomaker@blinn.edu (979) 830-4123 FAX (979) 830-4155
Ms. Mary Wickland Vice President for Finance	Lamar State College - Port Arthur PO Box 310 Port Arthur, TX 77641	wicklandma@lamarpa.edu (409) 984-6125 FAX (409) 984-6001
Dr. Mark Escamilla President	Del Mar College 101 Baldwin Boulevard Corpus Christi, TX 78404	mescamilla@delmar.edu (361) 698-1203 FAX (361) 698-1559
Mr. Michael Reeser Chancellor	Texas State Technical College System 3801 Campus Drive Waco, Texas 76705	mike.reeser@tstc.edu (254) 867-4891 FAX (254) 867-3960
Mr. Cesar Vela Comptroller	Laredo Community College West End Washington Street Laredo, TX 78040	cvela@LAREDO.EDU (956) 721-5370 FAX (956) 721-5218
Dr. Pamela Anglin President	Paris Junior College 2400 Clarksville Street Paris, TX 75460	panglin@parisjc.edu (903) 782-0330 FAX (903) 782-0370
Dr. Bradley W. Johnson President	Northeast Texas Community College PO Box 1307 Mount Pleasant, TX 75456	bjohnson@ntcc.edu (903) 434-8101 FAX (903) 572-6712
Dr. Jeremy McMillen President	Grayson College 6101 Grayson Drive Denison, TX 75020	mcmillenj@grayson.edu (903) 463-8600 FAX (254) 299-8654
Dr. Phil Rhodes Vice President - Research, Effectiveness, and Information Technology	McLennan Community College 1400 College Drive, Admin. 410 Waco, TX 76708	prhodes@mclennan.edu (254) 299-8642 FAX (254) 299-8654
Mr. Dusty Johnston (Chair) President	Vernon College 4400 College Drive Vernon, Texas 76384	drj@vernoncollege.edu (940) 552-6291 EXT 2200 FAX (940) 553-3902

Charge 1 – Study and make recommendations for the appropriate funding levels for the contact hour, core, and the student success funding. (TEC, Section 61.059 (b)).

Draft Recommendation

Sector	2016-17 Appropriations (millions)	2018-19 Appropriations (millions)	Change Amount (millions)	Percent Change
Texas Public Community Colleges	1,741.6	1,941.8	200.2	11.5%

Community Colleges
Funding Recommendations

For the Community Colleges,

- Fund the Core $50 million the same as the 2016-17 biennium.
- Fund $1,700.3 million to the Community College Contact Hour formula for the 2018-2019 biennium, which would be an increase of $177.8 million, or 11.7 percent.
- Fund $191.4 million to the Community College Success Point formula for the 2018-19 biennium, which would be an increase of $22.3 million, or 13.2 percent.
- Fund the Bachelor of Technology (BAT) at the same rate as the 2016-17 biennium.
- Recommend no change to current methodology for funding critical need fields. The THECB is encouraged to conduct reviews of critical needs, considering regional as well as statewide workforce requirements, and make recommendations to the 2017 CTCFAC for potential changes.

Community College Formula Funding Recommendation - 2018-2019 Biennium Projections

Fiscal Year	Fall	Fiscal Year Contact Hours	Annual Percent Change	Annual Average CPI-U[2]
2001	2000	204,837,801		177.100
2002	2001	219,631,782	7.22%	179.900
2003	2002	233,031,247	6.10%	184.000
2004	2003	239,863,797	2.93%	188.900
2005	2004	245,177,977	2.22%	195.300
2006	2005	241,737,161	-1.40%	201.600
2007	2006	245,235,491	1.45%	207.342
2008	2007	251,395,202	2.51%	215.303
2009	2008	266,639,725	6.06%	214.537
2010	2009	303,339,964	13.76%	218.056
2011	2010	315,183,141	3.90%	224.939
2012	2011	307,907,184	-2.31%	229.594
2013	2012	297,266,776	-3.46%	232.957
2014	2013	291,230,383	-2.03%	236.736
2015	2014	297,261,295	2.07%	240.686
2016	2015	303,374,096	2.06%	245.904
2017	2016	310,662,203	2.40%	250.150
2018	2017	318,422,137	2.50%	253.850
2019	2018	326,371,482	2.50%	258.028
Biennial Average				255.9
Biennial Percent Increase			4.51%	2.31%
Committee Rates			4.51%	2.31%

Notes:

1. Fiscal Year (FY) 2014 values and earlier are actual. Later values are projected as indicated.

2. Annual Average Consumer Price Index data from Series Id: CUUR0000SA0, Non-Seasonally Adjusted U.S. City Average, All items, Base Period: 1982-84=100 ftp://ftp.bls.gov/pub/special.requests/cpi/cpiai.txt 'Last Updated: 2015-07-17

Biennium		Average Biennial Contact Hour Funding Rate	Biennial Percent Change
2000-2001		$ 7.47	
2002-2003		$ 7.71	3.21%
2004-2005		$ 6.42	-16.73%
2006-2007		$ 6.62	3.12%
2008-2009		$ 7.00	5.74%
2010-2011		$ 7.03	0.43%
2012-2013		$ 5.91	-15.93%
2014-2015		$ 5.30	-10.32%
2016-2017		$ 5.38	1.51%

Biennium		Three Year Weighted Average Biennial Success Points	Biennial Percent Change
2012-2013			
2014-2015		929,188	N/A
2016-2017		980,204	5.49%
Biennial Percent Increase			5.49%
Committee Rates			5.49%

Base Year		Base Year BAT Semester Credit Hours	Annual Percent Change
2007		1,780	
2009		5,971	235.45%
2011		8,721	46.06%
2013		9,549	9.49%
2015		12,784	33.88%
2017		16,595	29.81%
2019		20,643	24.39%
Average excluding 2009			29.81%
Base Year Percent Increase			33.88%
Committee Rates			33.88%

Biennium		Average BAT Semester Credit Hour Funding Rate	Biennial Percent Change
2008-2009		$ 549.94	0.00%
2010-2011		$ 163.94	-70.19%
2012-2013		$ 106.63	-34.96%
2014-2015		$ 158.16	48.32%
2016-2017		$ 167.60	5.97%

Community Colleges Formula Funding Level Recommendation		
Core Funding (in millions)		
2016-2017 Core Funding		50.0
Projected Growth Rate		0.0%
2018-2019 Core Funding		50.0
2016-2017 Appropriations		
General Revenue	$	50.0
2018-2019 Appropriations		
General Revenue	$	50.0
2018-2019 Recommendation	**$**	**50.0**
Recommended Increase	$	-
Percent Increase		0.0%

Contact Hour (in millions)		
2016-2017 Contact Hours		282.92
Projected Growth Rate		4.5%
2018-2019 Contact Hours		295.67
2014-2015 Board Recommended Contact Hour Rate	$	6.12
2016-2017 Contact Hour Rate	$	5.38
Difference	$	0.74
One Half Difference		50%
Recommended Increase	$	0.37
2018-2019 Recommended Rate	$	5.75
Percentage Increase		6.9%
2016-2017 Appropriations		
General Revenue	$	1,522.5
2018-2019 Appropriations		
General Revenue	$	1,700.3
2018-2019 Recommendation, Growth and Increases		
	$	**1,700.3**
Recommended Increase	$	177.8
Percent Increase		11.7%

Three Year Weighted Average Success Points (in millions)		
2016-2017 Weighted Success Points		0.980
Projected Growth Rate		5.5%
2018-2019 Weighted Success Points		1.034
2014-2015 Success Point Rate	$	185.12
2016-2017 Success Point Rate	$	172.50
2018-2019 Recommended Rate	$	185.12
Percentage Increase		7.3%
2016-2017 Appropriations		
General Revenue	$	169.1
2018-2019 Appropriations		
General Revenue	$	191.4
2018-2019 Recommendation, Growth, and Increases		
	$	**191.4**
Recommended Increase	$	22.3
Percent Increase		13.2%

Bachelor of Applied Technology (BAT)		
2016-2017 Semester Credit Hours		12,784
Projected Growth Rate		29.8%
2018-2019 Semester Credit Hours		16,595
2016-2017 Semester Credit Hour Rate	$	167.60
2018-2019 Recommended Rate	$	167.60
Percentage Increase		0.0%
2016-2017 Appropriations		
General Revenue	$	2.1
2018-2019 Appropriations		
General Revenue	$	2.8
2018-2019 Recommendation, Growth and Increases	**$**	**2.8**
Recommended Increase	$	0.6
Percent Increase		29.8%

Total Formula Funding (in millions)		
2016-2017		
Core	$	50.0
Contact Hour	$	1,522.5
Success Point	$	169.1
BAT	$	2.1
Total	$	1,741.6
2018-2019		
Core	$	50.0
Contact Hour	$	1,700.3
Success Point	$	191.4
BAT	$	2.8
Total	**$**	**1,941.8**
Recommended Increase	$	200.2
Percent Increase		11.5%

Draft Recommendation

Sector	2016-17 Appropriations (millions)	2018-19 Appropriations (millions)	Change Amount (millions)	Percent Change
Texas Public State Colleges	42.8	44.6	1.8	4.2%

State Colleges
Funding Recommendations

For the State Colleges,

- Fund $44.6 million to the State College formulas for the 2018-2019 biennium, which would be an increase of $1.8 million, or 4.2 percent.
- Fund $36.3 million to the State College Instruction and Administration formula for the 2018-19 biennium, which would be an increase of $2.1 million, or 6.2 percent, compared to the $34.2 million appropriated for the 2016-17 biennium.
    - ❖ The recommendation includes an estimated $8.1 million in statutory tuition and $28.2 million in general revenue.
- Fund $8.3 million to the Space Support formula and Small Institution supplement for the 2018-2019 biennium, which would be a decrease of $0.4 million or 4.6 percent compared to the $8.7 million appropriated for the 2016-17 biennium.
    - ❖ This funding level assumes a rate of $5.86 per adjusted predicted square foot, which is an increase of $0.31 or 5.6 percent compared to the $5.55 funded for the 2016-17 biennium.
- Split the recommended Space Support rate between "utilities" and "operations and maintenance" components using FY 2016 utility rates, update the utility rate adjustment factors using the FY 2016 utilities expenditures, and allocate the Space Support formula using the fall 2016 predicted square feet.
- Fund the Small Institution Supplement using the same methodology and rate as the 2016-17 biennium.

State Colleges Basis for Legislative Appropriations - 2018-2019 Projections

Fiscal Year	Fall	Fiscal Year Contact Hours	Annual Percent Change	Fall Predicted Square Feet (PSF)	Annual Percent Change	Annual Average CPI-U[3]
2001	2000	3,426,551		530,411		177.100
2002	2001	3,515,596	2.60%	552,567	4.18%	179.900
2003	2002	3,542,114	0.75%	571,452	3.42%	184.000
2004	2003	3,724,397	5.15%	558,641	-2.24%	188.900
2005	2004	3,845,553	3.25%	546,715	-2.13%	195.300
2006	2005	3,701,645	-3.74%	552,991	1.15%	201.600
2007	2006	3,799,498	2.64%	542,040	-1.98%	207.342
2008	2007	3,827,968	0.75%	571,297	5.40%	215.303
2009	2008	3,852,647	0.64%	579,510	1.44%	214.537
2010	2009	4,177,599	8.43%	626,134	8.05%	218.056
2011	2010	4,549,132	8.89%	654,470	4.53%	224.939
2012	2011	4,414,982	-2.95%	654,470	0.00%	229.594
2013	2012	4,543,773	2.92%	618,853	-5.44%	232.957
2014	2013	3,918,041	-13.77%	579,520	-6.36%	236.736
2015	2014	3,945,755	0.71%	574,712	-0.83%	240.686
2016	2015	3,963,620	0.45%	546,065	-4.98%	245.904
2017	2016	3,998,193	0.87%	516,439	-5.43%	250.150
2018	2017	4,025,986	0.70%	495,633	-4.03%	253.850
2019	2018	4,053,754	0.69%	497,264	0.33%	258.028
Biennial Average						255.9
Biennial Percent Increase			1.33%		-10.14%	2.31%
Committee Rates			1.33%		-10.14%	2.31%

Notes:

1. Fiscal Year (FY) 2015 or fall 2014 values and earlier are actual. Later values are projected as indicated.
2. Space Projection Model. Projected on a five-year linear regression.
3. Annual Average Consumer Price Index data from Series Id: CUUR0000SA0, Non-Seasonally Adjusted U.S. City Average, All items, Base Period: 1982-84=100 ftp://ftp.bls.gov/pub/special.requests/cpi/cpiai.txt 'Last Updated: 2015-07-17

Biennium		Biennial Contact Hour Funding Rate	Biennial Percent Change
2000-2001		$ 9.07	
2002-2003		$ 8.27	-8.80%
2004-2005		$ 6.95	-15.93%
2006-2007		$ 8.13	16.99%
2008-2009		$ 7.97	-2.00%
2010-2011		$ 7.25	-9.00%
2012-2013		$ 6.58	-9.29%
2014-2015		$ 6.89	4.70%
2016-2017		$ 7.05	2.37%

State Colleges Formula Funding Level Recommendation		
Instruction and Administration (in millions)		
2016-2017 Contact Hours		3.70
Projected Growth Rate		1.3%
2018-2019 Contact Hours		3.75
2008-2009 Contact Hour Rate	$	8.0
2016-2017 Contact Hour Rate	$	7.1
Difference	$	0.9
One Half Difference		50%
Recommended Increase	$	0.5
2018-2019 Recommended Rate	$	7.5
Percentage Increase		6.5%
2016-2017 Appropriations		
General Revenue	$	26.1
General Revenue Dedicated	$	8.1
Total Instruction and Operations	$	34.2
2018-2019 Appropriations		
General Revenue	$	28.2
General Revenue Dedicated Estimate	$	8.1
2018-2019 Recommendation, Growth, Increases, and Statutory Tuition	**$**	**36.3**
Recommended Increase	$	2.1
Percent Increase		6.2%

Space Support (in millions)		
2010-2011 Appropriated Rate	$	6.09
2016-2017 Appropriated Rate	$	5.55
Difference	$	0.54
One-Third Difference	$	0.18
Recommended Funding Rate (before inflation)	$	5.73
Anticipated Inflation		2.31%
Recommended Funding Rate (with inflation)	$	5.86
Rate Percent Increase		5.6%
2016-2017 Adjusted Predicted Square Feet		575,239
2018-2019 Projected Adjusted Predicted Square Feet		516,912
2016-2017 Appropriation	$	6.4
2018-2019 Recommendation with Inflation, Growth, and Increases (Adjusted Predicted Square Feet x Recommended Funding Rate x 2)	$	6.1
Recommended Increase	$	(0.3)
Percent Increase		-5.1%

Small Institution Supplement (in millions)		
2016-2017 Small Institution Supplement	$	2.3
2018-2016 Recommendation (2 percent Headcount	$	2.3
Recommended Increase	$	-
Percent Increase		0.0%

Total Formula Funding (in millions)		
2016-2017		
Instruction and Administration	$	34.2
Space Support	$	6.4
Small Institution Supplement	$	2.3
Total	$	42.8
2018-2019		
Instruction and Administration	$	36.3
Space Support	$	6.1
Small Institution Supplement	$	2.3
Total	$	44.6
Recommended Increase	$	1.8
Percent Increase		4.2%

Charge 2 – Study and make recommendations for the appropriate funding level for, and the refinement of, Texas State Technical College System's returned value funding formula (General Appropriations Act, HB 1, 84th Texas Legislature, Rider 11 (page III-217).

Mr. Reeser to provide a workgroup update.

Charge 3 – Study and make recommendations on the treatment of competency-based courses in formula allocations.

No recommendation at this time.

Competency-Based Education Assessment: Key Terms

A **competency** is a specific skill, knowledge, or ability that is both observable and measurable.

Competency-based education (CBE) is an alternative to the credit hour-based system of credentialing. Student progress is based on demonstration of mastery of competencies as measured through assessments and/or through application of credit for prior learning. In competency based education programs, time is the variable and student competency mastery is the focus, rather than a fixed-time model where students achieve varying results.

Proficiency vs. Mastery: Proficiency and mastery are terms used to signify achievement within an educational program context. Proficiency is the level of achievement that is considered "passing" (e.g. 60%), whereas mastery is a higher level of achievement (e.g. 80%) required for progression through, and completion of, the program. Most CBE programs require mastery of competencies.

Prior learning assessment (PLA) is the evaluation and assessment of an individual's life learning for college credit, certification, or advanced standing toward further education or training. Prior learning assessment is often applied to military and work experience, as well as community service, informal online learning, and other learning acquired outside traditional academic institutions.

Direct assessment refers to the use of academic assessment methodologies utilized for evidence-based evaluation of student competencies, rather than evaluation based on indirect measures such as the student's seat time in the classroom. In competency-based education, tests, rubrics, papers, projects, and other assessment measures can be aligned with specific competencies for evaluation of evidence of competency mastery.

A **direct assessment program** is federally defined as an instructional program that, in lieu of credit hours or clock hours as a measure of student learning, utilizes direct assessment of student learning, or recognizes the direct assessment of student learning by others, and meets the conditions of 34 CFR 668.10. For Title IV, HEA purposes, the institution must obtain approval for the direct assessment program.

The **Department of Education Experimental Sites Initiative** allows flexibility in how institutions provide Federal financial aid to students enrolled in competency-based education programs that use only direct assessment and do not utilize evaluation based on indirect measures such as the student's seat time in the classroom.

Sources:
Department of Education: Federal Student Aid Office
American Council on Education/Blackboard: Clarifying Competency Based Education Terms

Following pages contain Judith Sebesta's Presentation on Competency-Based Education

CBE 101: What is Competency-Based Education?

60x30TX
Texas Higher Education Coordinating Board

Presentation to the Community & Technical College Funding Advisory Committee, October 8, 2015

60x30TX

60x30TX

Students are changing

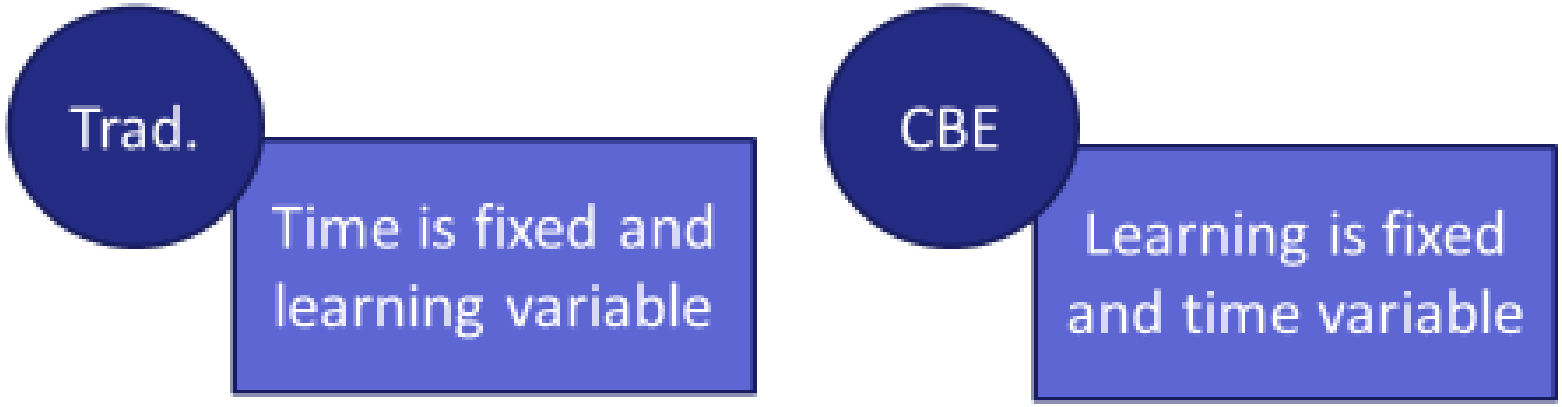
"Most fundamentally, students themselves are changing. After long decades of exclusion, college access has expanded opportunities for **minority students, first-generation students, and low-income students**. In 2015, students are . . . more likely to be older, living away from campus, and may be attending part-time while balancing work and family."

60x30TX

60x30TX Source: Homeroom, the official blog of the U.S. Department of Education

Competency-based education framework

- Competencies
- Assessments
- Instruction



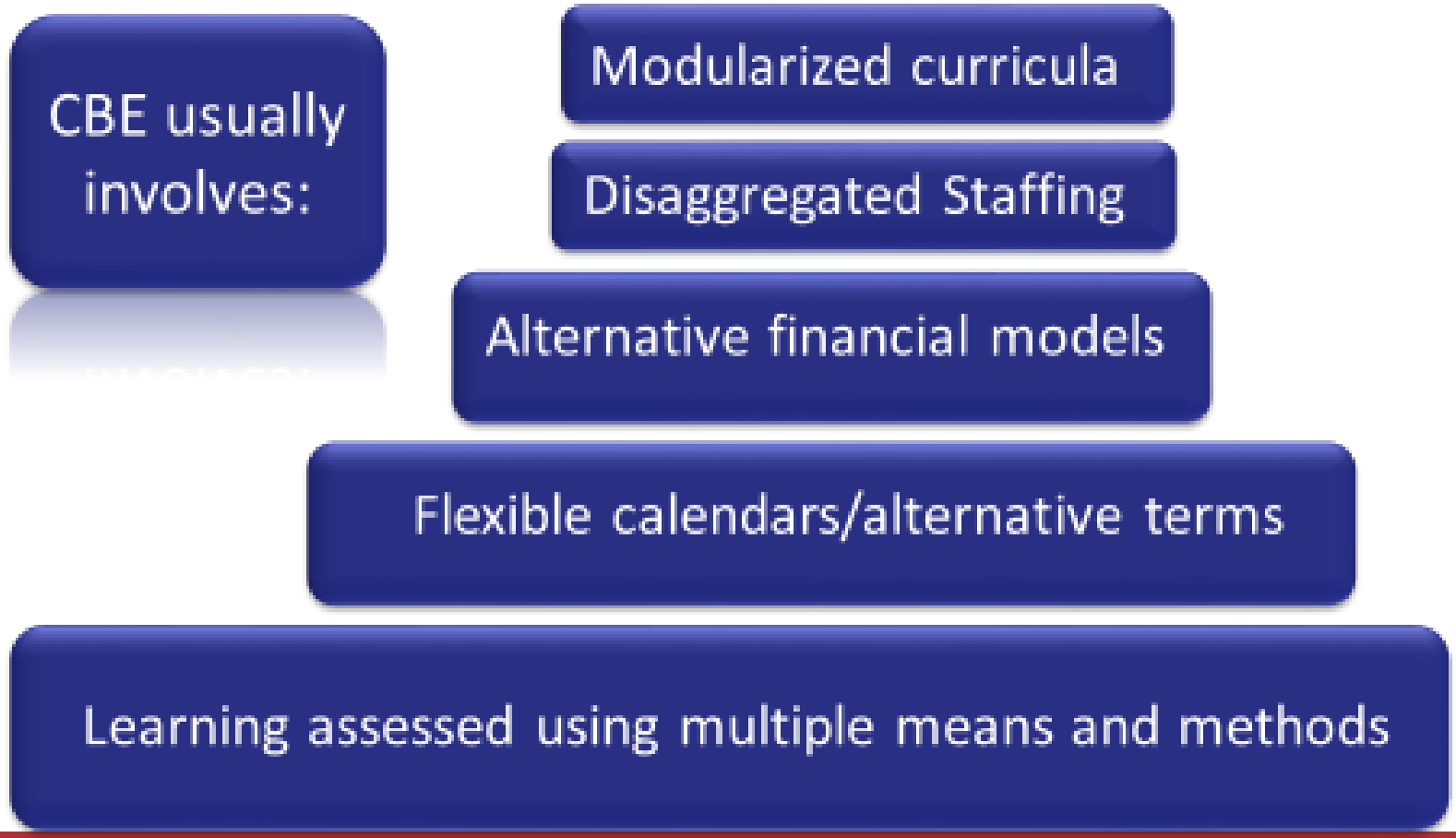
60x30TX

Competency-based education framework

CBE often (but not always) is:

- Self-Paced
- Online
- Personalized
- Accelerated
- Affordable*

Competency-based education framework



60x30TX

7 Slide 7

Instruction is a key component to CBE – and for SACS

Accredited CBE Programs MUST ensure that:

- Students have access to qualified faculty.
- Regular and substantive interaction occurs between faculty and students.

60x30TX

Source: Department of Education/Southern Association of Colleges and Schools Commission on Colleges

SCH and Experimental Sites Initiative

Unit of Instruction = Semester Credit Hours

Department of Education's Experimental Sites Initiative

CBE in Texas

- Western Governors University Texas

- The Texas Affordable Baccalaureate Program

- ACC and DOL TAACCCT grant
- CBE ESIs: ACC & DCCCD

Dallas County
Community College District

CBE is growing throughout Texas – and beyond

CBE at CTCs


ACC


COLLIN
COLLEGE


Dallas County
Community College District


NCTC
NORTH CENTRAL
TEXAS COLLEGE


SOUTH TEXAS
COLLEGE


LONE STAR
COLLEGE


SAN JACINTO
COLLEGE


Tarrant
County
College


Texas State Technical College
TSTC

CBE at Austin Community College

Accelerated Programmer Training (APT)

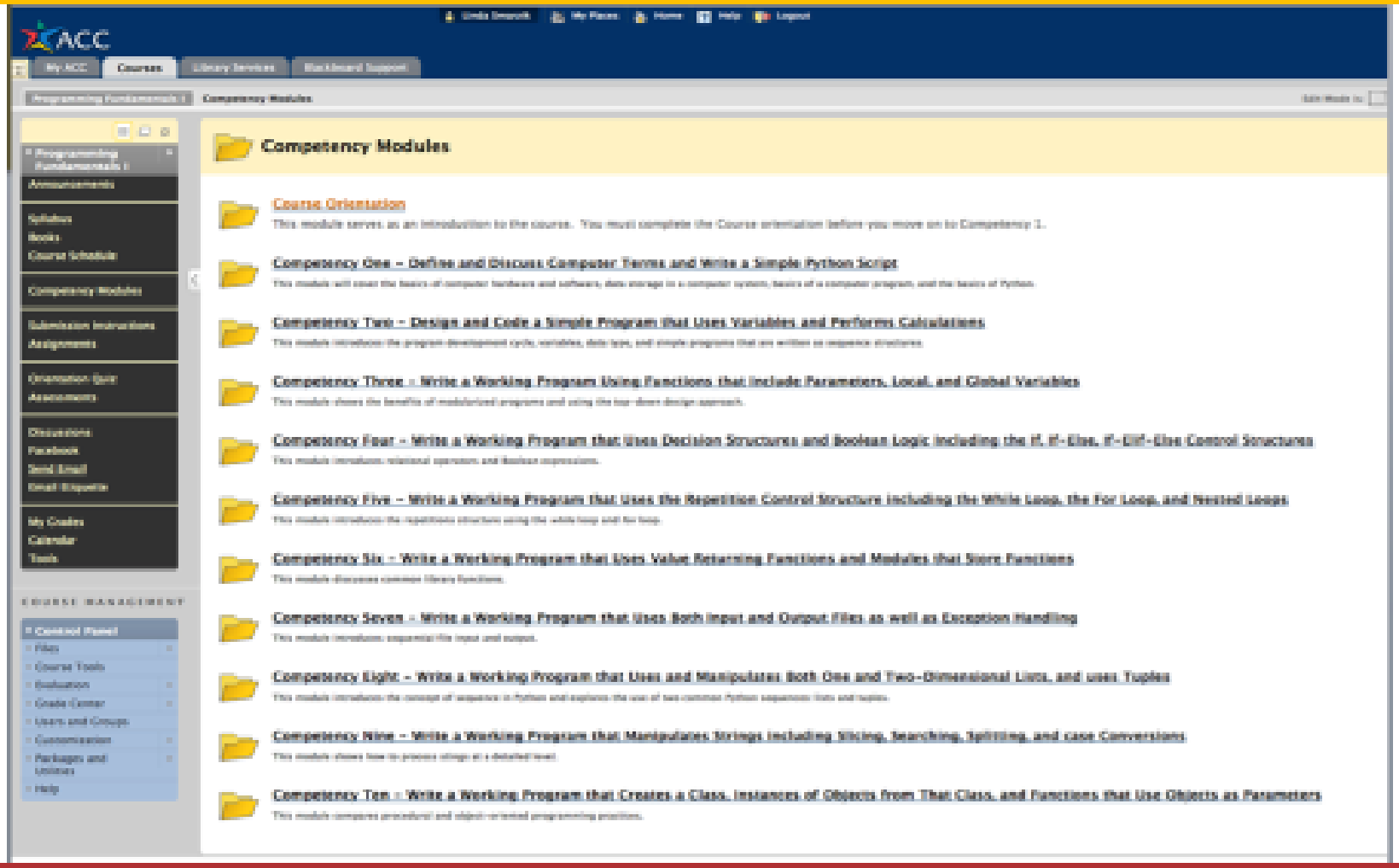
Rolling start dates

Course-based but approved ESI

Online, self-paced

$80 per credit

CBE at Austin Community College



60x30TX

CBE at Collin College

COLLIN COLLEGE

Cert. in Business Management

Course-based

Online, self-paced

$39 per credit

Uses only OER

For more information:

Judith Sebesta,
Director of Information
Judith.Sebesta@thecb.state.tx.us
512-427-6544

60x30TX
Texas Higher Education Coordinating Board

Charge 4 – Study and make recommendations on changes to the funding model that will enable institutions to meet the goals of *60x30TX*.

Draft Recommendation for Discussion Purposes

State funding is an essential resource for institutions to meet the *60x30TX* goals. The committee considered the four goals of this plan when setting the funding level recommendations included in this report. Over the course of the 15 years during the *Closing the Gaps* plan, community and technical college's increased enrollments 59 percent. These strides require quality faculty and staff motivated to reaching a higher standard of education for our students and our state.

Since fiscal year 2000, these same institutions received decreasing amounts in state support on a per full-time student equivalent basis – a trend that must reverse if the state intends to educate 3 out of 5 citizens, nearly double the annual graduates, increase students awareness of their marketable skills, all while maintaining student debt levels. This committee encourages the legislature to work diligently in forming budgets over the next 15 years that help higher education in the state of Texas reach these ambitious but attainable goals.

A copy of *60x30TX* is available at http://www.thecb.state.tx.us/

Additionally, the Higher Education Strategic Planning committee agendas, materials, and presentations can be viewed at http://www.thecb.state.tx.us/index.cfm?objectid=26A44722-B21E-CCCB-7A8E798C996AD204&flushcache=1&showdraft=1

A summary of *60x30TX* follows on the next six pages.

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

July 2015 – Next Higher Education Strategic Plan for Texas
(Targets and Strategies)

8/13/15
Texas Higher Education Coordinating Board

Overarching Goal

60x30

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

Goal and Interim Benchmarks	2020	2025	2030
Increase the percent of Texans ages 25-34 with a certificate or degree to at least … *38.3% as of 2013*	48%	54%	60%

Strategies

Respond to the needs of the changing population of Texas so students are supported into and through higher education.

For example:

- Aggressively **promote college attainment** to students and parents prior to high school.
- Develop and implement **education and curriculum delivery systems** (e.g., competency-based programs) to make higher education available **to a broader and changing population**.
- Provide high-quality education programs for educationally underserved adults.
- Develop practices to encourage **stop-outs** with more than 50 semester credit hours to return and complete a degree or certificate.
- Collaborate with the TWC to identify **critical fields** and to update them periodically.

COMPLETION

Goal: 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.

Goal and Interim Benchmarks	2020	2025	2030
Increase the number of students completing a certificate, associate, bachelor's, or master's from an institution of higher education in Texas to at least ... *298,989 as of 2014*	**376,000**	**455,000**	**550,000**

Targets to Reach the Goal	2020	2025	2030
Increase the number of Hispanic students completing a certificate or degree to at least ... *Hispanics 89,355 as of 2014; African Americans 37,658 as of 2014*	138,000	198,000	285,000
Increase the number of African American students completing a certificate or degree to at least ...	48,000	59,000	76,000
Increase the number of male students completing a certificate or degree to at least ... *122,744 as of 2014*	168,000	215,000	275,000
Increase the number of economically disadvantaged undergraduate students (Pell Grant recipients) completing a certificate or degree to at least ... *107,419 as of 2014*	146,000	190,000	246,000
Increase the percentage of all Texas public high school graduates enrolling in an institution of higher education in Texas by the first fall after their high school graduation to at least ... *54.2% as of 2014*	58%	61%	65%

Strategies

Support the completion pipeline by providing access to multiple postsecondary options.

For example:

- Scale up and share practices that **guide students** to higher education.
- **Reach out to K-12** to collaborate in improving college and career readiness.
- Increase the participation of **economically disadvantaged** high school students in dual credit and other **college-level courses**.
- **Build credentials** at each level with the aim of reducing course work duplication and time to subsequent degrees.

Improve academic preparation and academic support for students to enter and complete higher education.

For example:

- Scale up and share practices that support students in their **academic preparation** for postsecondary education.
- **Streamline credential pathways** through the P-16 continuum to ensure that secondary education graduation plans, including endorsement coursework, prepare high school graduates for completing a postsecondary credential.
- Scale up and share practices that **support underprepared students** to increase persistence and completion and to reduce their time to degree.

Structure programs and support services to be responsive to the changing needs of the student population to help students persist through key transitions in higher education.

For example:

- Use **innovative approaches for content delivery** (e.g., block scheduling) and assessment to improve completion and reduce student cost.
- Employ **High-Impact Practices** (HIPs). HIPs are evidence-based teaching and learning practices shown to improve learning and persistence for college students from many backgrounds. Various practices demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback.
- Increase use of **predictive analytics** to identify and assist students at risk of not completing.

MARKETABLE SKILLS

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

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	
Students need to be aware of the marketable skills affiliated with their programs. The targets above ensure that institutions document, update, and communicate to students the skills acquired in their programs so that students can communicate those skills to potential employers. Target years can be modified to accommodate institutional program review cycles.			
Maintain the percentage of students who are found working or enrolled within one year after earning a degree or certificate. *77.1% as of 2013*	80%	80%	80%

Strategies

Identify marketable skills in every higher education program.

For example:

- **Convene a statewide group** to explore general characteristics of marketable skills by meta-majors. This group should include representatives from institutions, industry, and other relevant stakeholders.
- Establish **collaborations** among institutions, state, regional, and local employers to define desirable skills, and identify in-demand programs and courses that offer those skills.
- **Leverage existing efforts** (e.g., the Liberal Education and America's Promise – LEAP – initiative) to ensure that marketable skills are addressed in every program.

Communicate marketable skills to students, families, and the workforce.

For example:

- Increase the quality and availability of information targeted to students about the transition from **higher education to the workforce**, including information about the transferability and alignment of skills. This information should be available through **academic and career advising** strategies.
- Ensure marketable skills are integrated into curricula so that students can **demonstrate and communicate those skills** through established mechanisms.

STUDENT DEBT

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

Goal and Interim Benchmarks	2020	2025	2030
Maintain undergraduate student loan debt at or below 60 percent of first-year wages for graduates of Texas public institutions. *60% as of 2012*	**60%**	**60%**	**60%**

Targets to Reach the Goal	2020	2025	2030
Decrease the excess semester credit hours (SCHs) that students attempt when completing an associate or a bachelor's degree. *21 as of 2014*	12	6	3
Work to limit debt so that no more than half of all students who earn an undergraduate degree or certificate will have debt. *50.7 as of 2014*	50%	50%	50%

Strategies

Finance higher education in a manner that provides the most effective balance among appropriations, tuition and fees, and financial aid.

Make higher education more affordable for students.

For example:

- **Fully fund grants** for eligible students.
- **Support innovative approaches** for more affordable credentials.
- Reduce time to degree through **alternate degree pathways** to completion.

Build the financial literacy of Texans to promote a better understanding of how and why to pay for higher education.

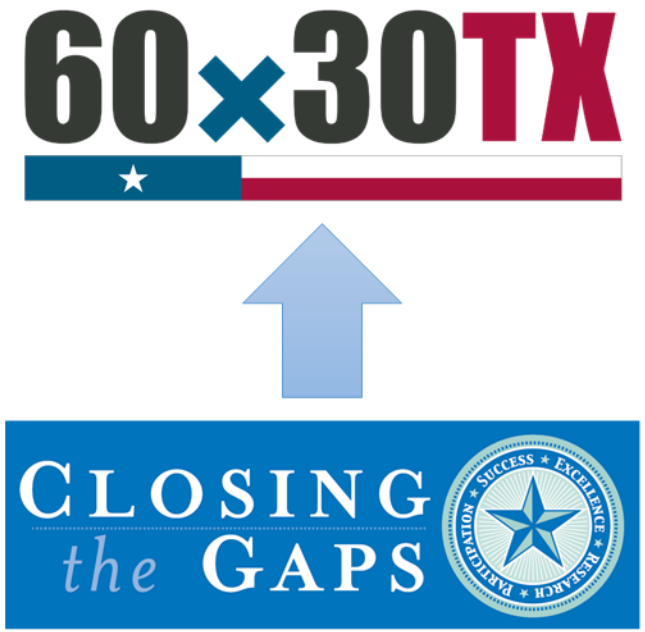
For example:

- Implement personal **financial literacy** programs to support students going to college.

Convene a statewide advisory group to determine ways to better **advise students and parents on financial aid** options and the impact of those options on students' finances before and during their college careers.

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

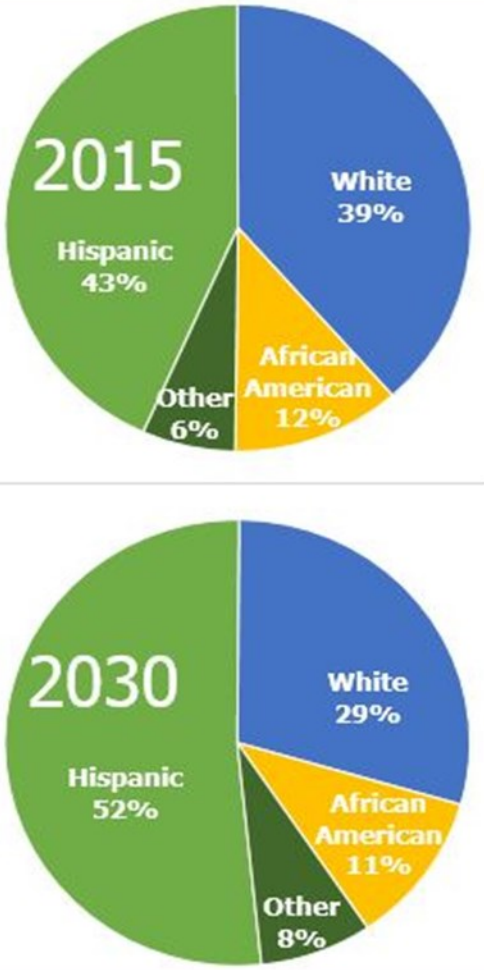
60x30TX Builds on Past Achievements



The Texas Higher Education Strategic Plan

60x30TX

Race/ethnicity distribution of projected Texas population, ages 25-34



60x30TX

The 2015-2030 plan includes four student-centered goals

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.

60x30TX

60x30

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

Achieving the 60x30 goal is critical for Texas to remain globally competitive and for its people and communities to prosper.

60x30TX

Our future workforce will demand even more postsecondary trained and educated workers

In 1973, only 28% of all U.S. jobs required postsecondary education/skills. By 2020, **65% of all new jobs** will require this level of education.

59% of all new jobs in Texas will require postsecondary training or education by 2020. Currently, **35%** of Texans aged 25-34 have an associate degree or higher.

COMPLETION

Goal: 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.

If reached, Texas will award a total of 6.4 million certificates or degrees during the 15 years of this plan.

60×30TX

MARKETABLE SKILLS

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

What is a marketable skill?

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

Marketable skills are those valued by employers that can be applied in a variety of work settings, including interpersonal, cognitive, and applied skill areas. These skills can be either primary or complementary to a major and are acquired by students through education, including curricular, co-curricular, and extracurricular activities.

60x30TX

MARKETABLE SKILLS

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

In a 2012 UCLA study, 88 percent of surveyed students identified "getting a better job" as the most important reason for attending college.

60x30TX

STUDENT DEBT

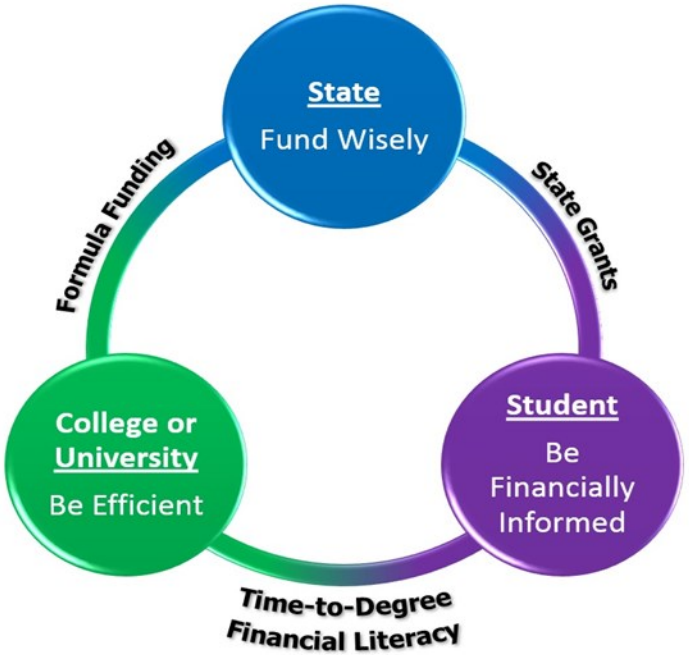
Goal: By 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.

Texas could experience greater shortages in important fields if student loan debt spikes to the point at which a majority of students choose programs based entirely on potential income.

60×30TX

STUDENT DEBT

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



60x30TX

"The Texas Higher Education Coordinating Board has hit a home run with the 60x30TX plan. No other education plan will impact businesses in a more positive way than this one will."

- Bill Hammond

Texas Association of Business

60×30TX

This document is available on the Texas Higher Education Coordinating Board Website: **http://www.thecb.state.tx.us/formulafunding**

For more information contact:

Roland Gilmore
Program Director
Strategic Planning and Funding
Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, TX 78711
(512) 427-6243
roland.gilmore@thecb.state.tx.us