



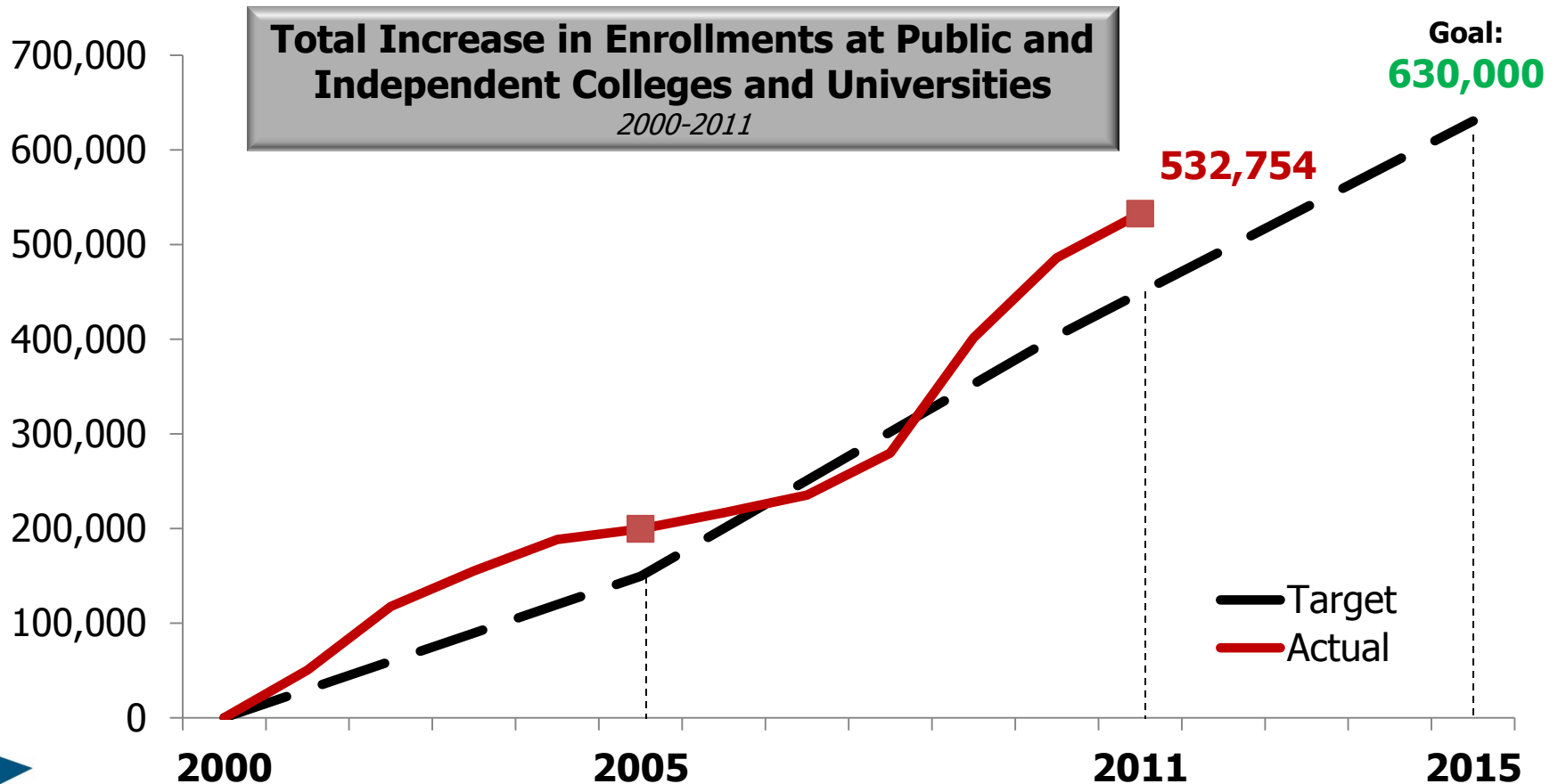
Meeting the *Goals of Closing the Gaps by 2015* and Planning for the Future

August 23, 2012

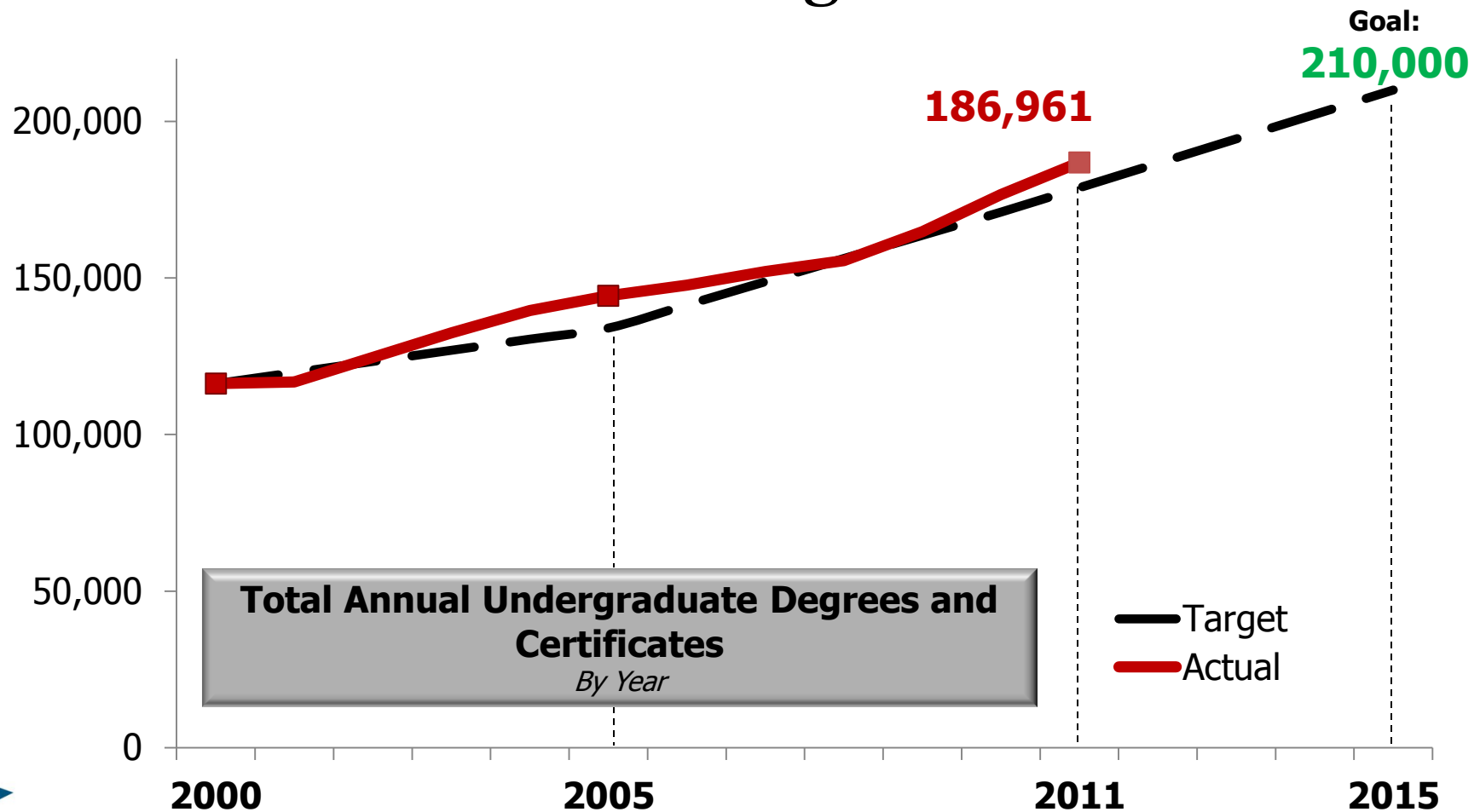
Fred W. Heldenfels IV
Chair

Raymund A. Paredes
Commissioner

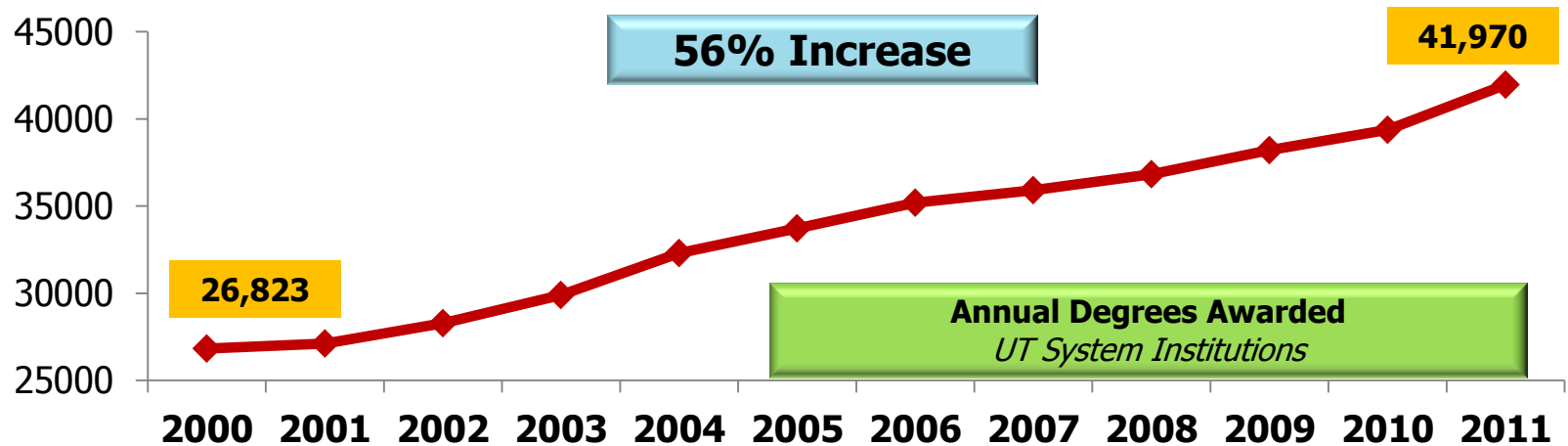
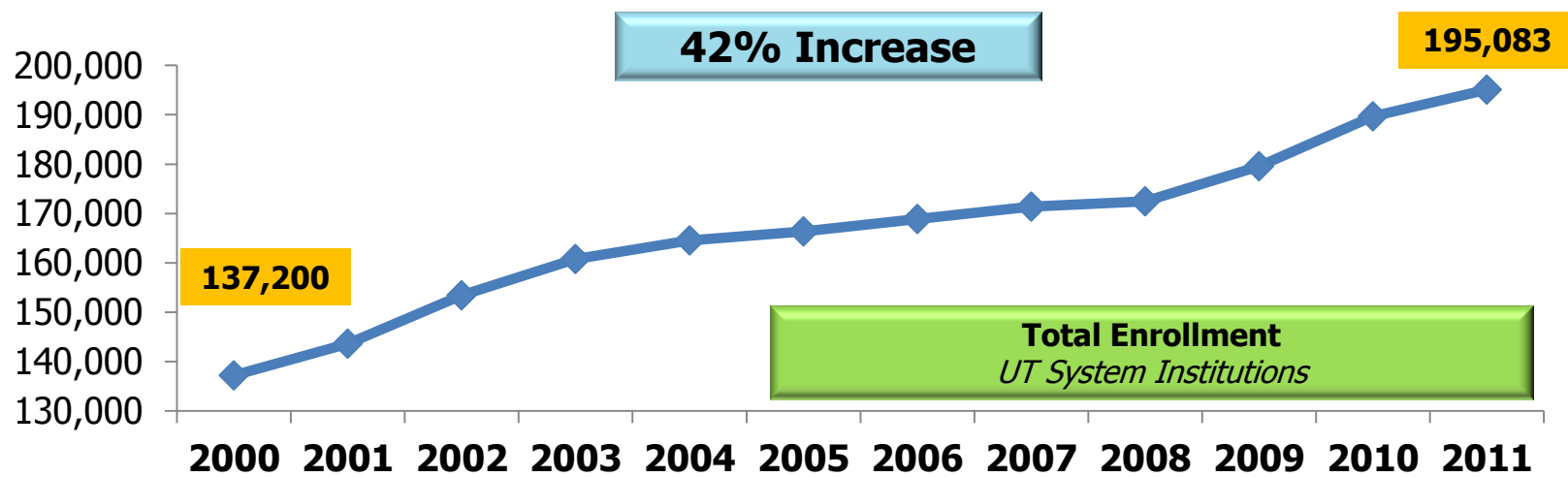
Texas remains on track to meet statewide **Participation** goal



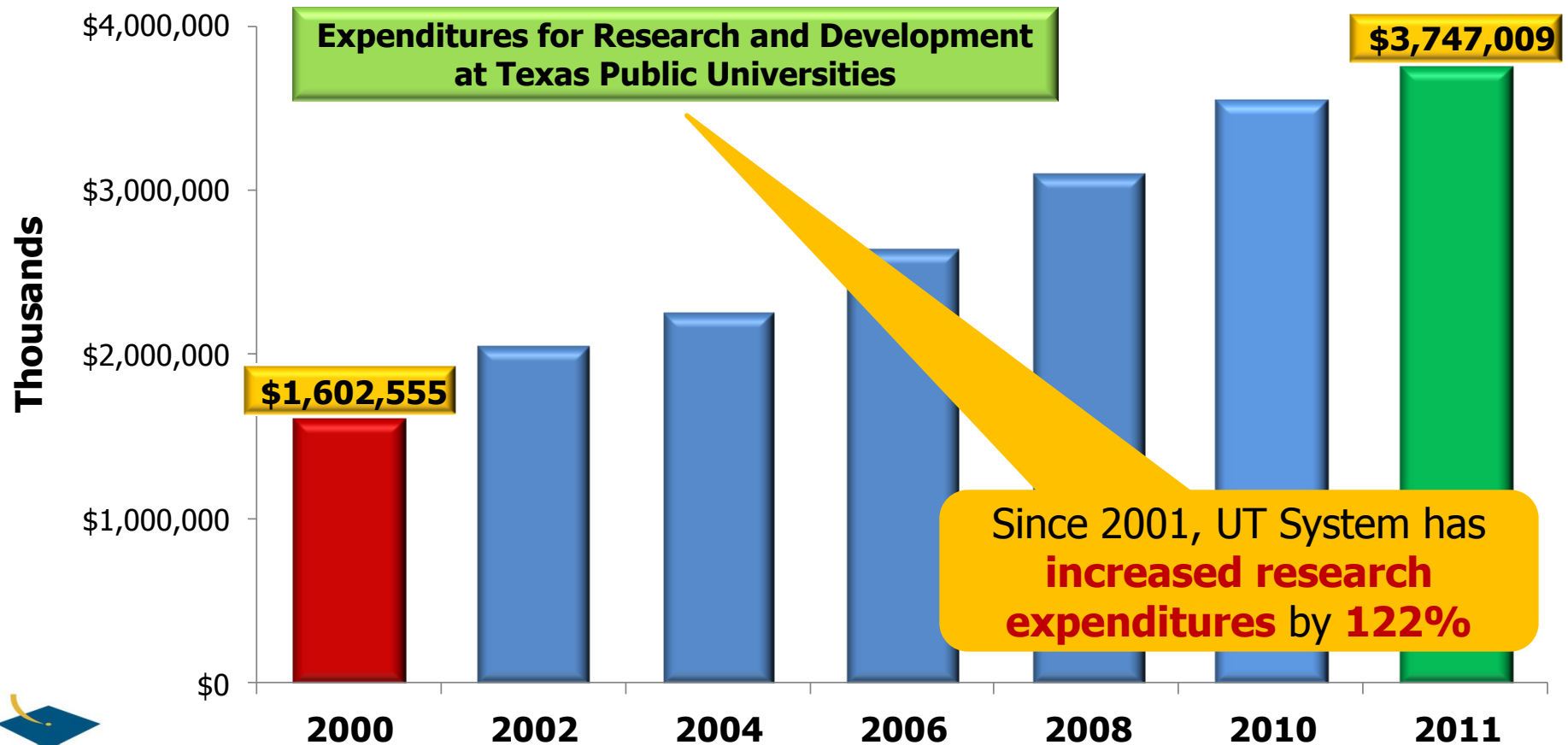
Texas is on track for meeting statewide **Success** goal



Total enrollments and annual degrees awarded at UT System institutions are **up significantly**.



Expenditures for R&D continue to climb in support of statewide **Research** goal

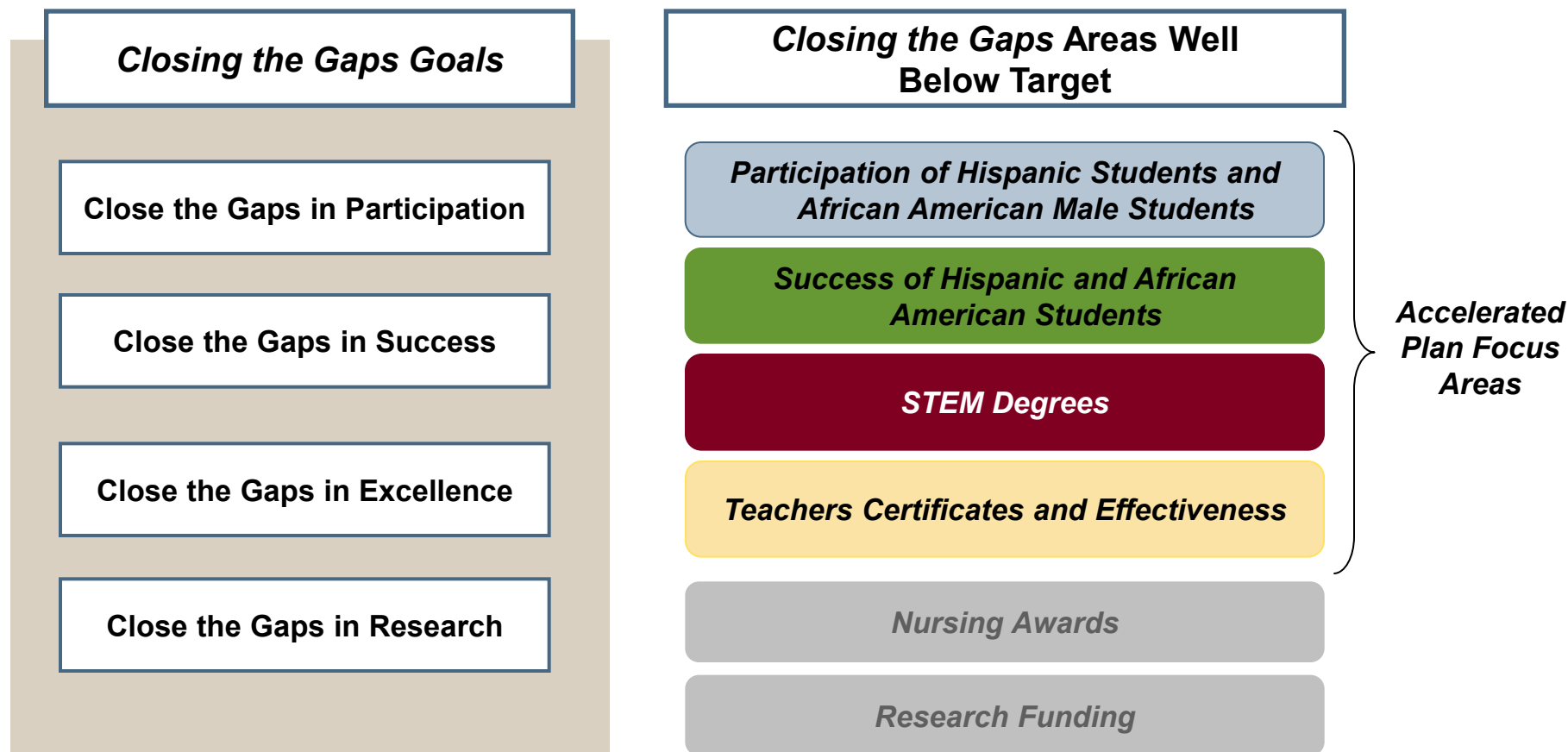


Texas must enable students to graduate more quickly and with fewer credits

Avg. Time to 4-year Degree	
UT-Arlington	5.9
UT-Austin	4.4
UT-Brownsville	6.3
UT-Dallas	5.1
UT-El Paso	5.9
UT-Pan American	6.1
UT-Permian Basin	5.8
UT-San Antonio	5.6
UT-Tyler	5.6
Statewide	5.3

Avg. Credits to 120 Credit Degree	
UT-Arlington	154
UT-Austin	131
UT-Brownsville	152
UT-Dallas	145
UT-El Paso	151
UT-Pan American	158
UT-Permian Basin	152
UT-San Antonio	149
UT-Tyler	149
Statewide	147

The THECB has heightened its focus on four areas where Texas is well below its 2015 Target



While nursing awards and research funding are also below CTG targets, these areas already have legislative support and momentum.

Hispanic enrollments have improved, but not fast enough

	2011 Actual	% Increase over 2000
UT System	75,859	80%
Statewide	474,724	100%

% of Hispanic Population
Enrolled in Higher Education

- **Females:** 5.6%
- **Males:** 3.8%
- **Goal:** 5.7%

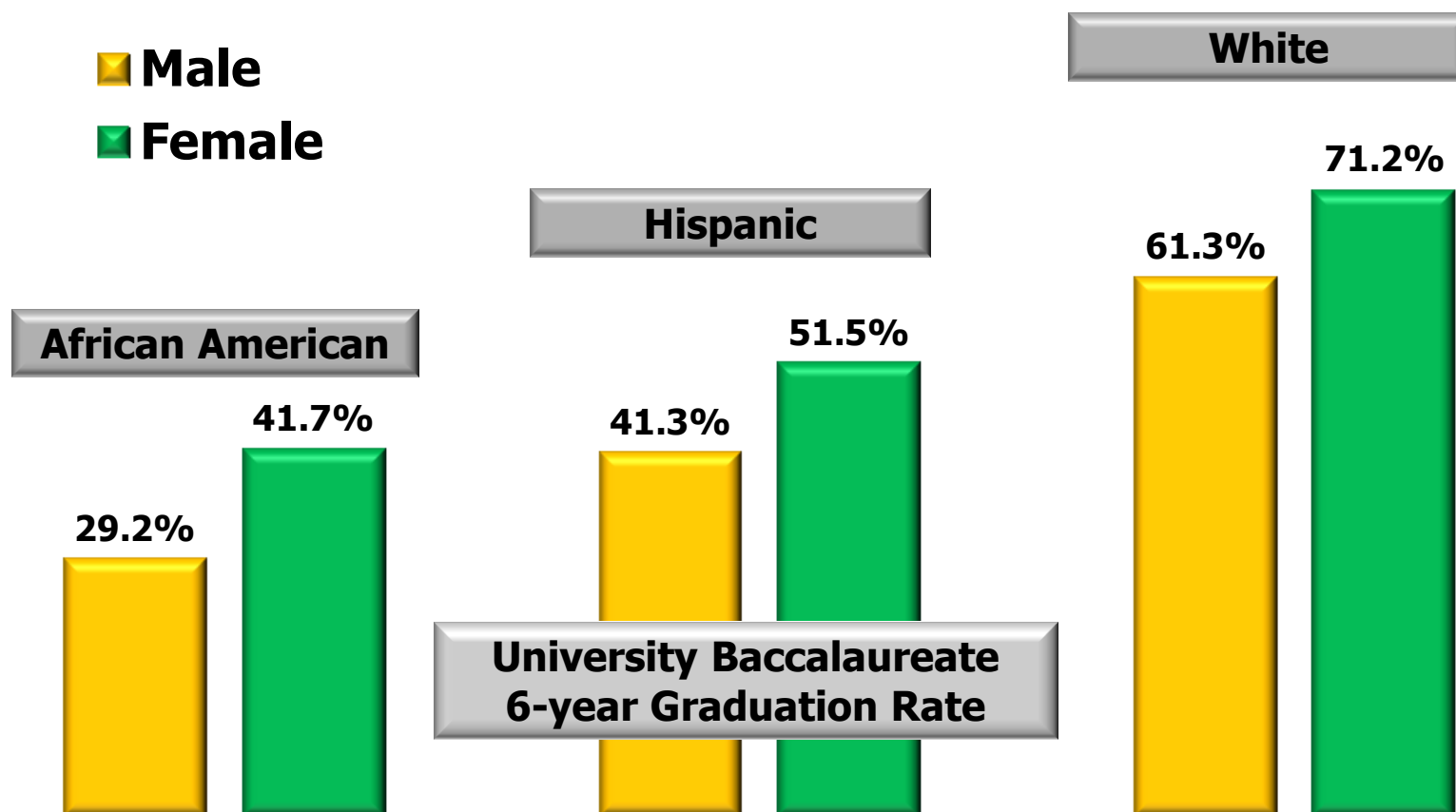
African American enrollments are exceeding goals, but males lag

	2011 Actual	% Increase over 2000
UT System	12,387	89%
Statewide	209,405	93%

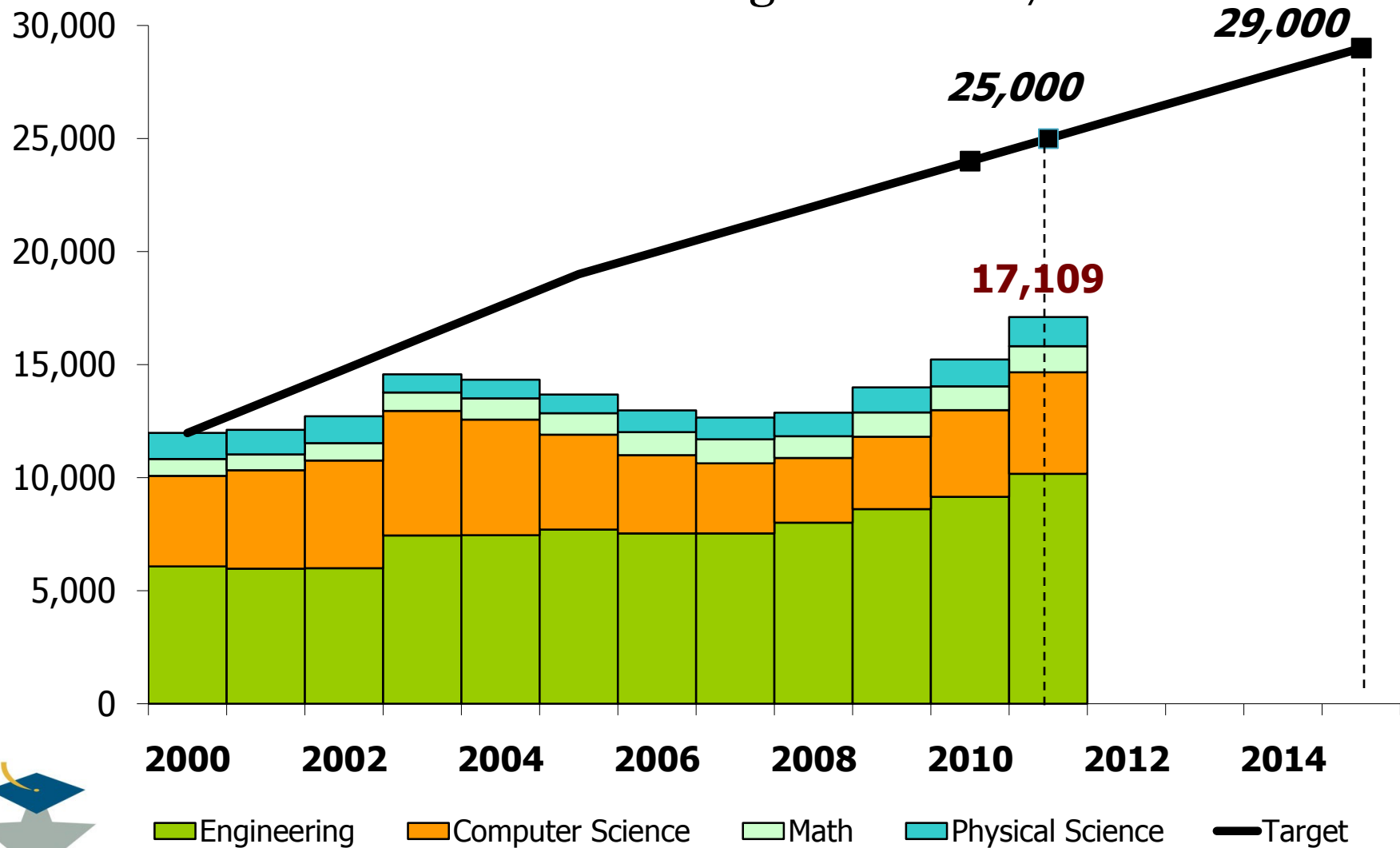
% of African American Population
Enrolled in Higher Education

- **Females:** 8.7%
- **Males:** 5.3%
- **Goal:** 5.7%

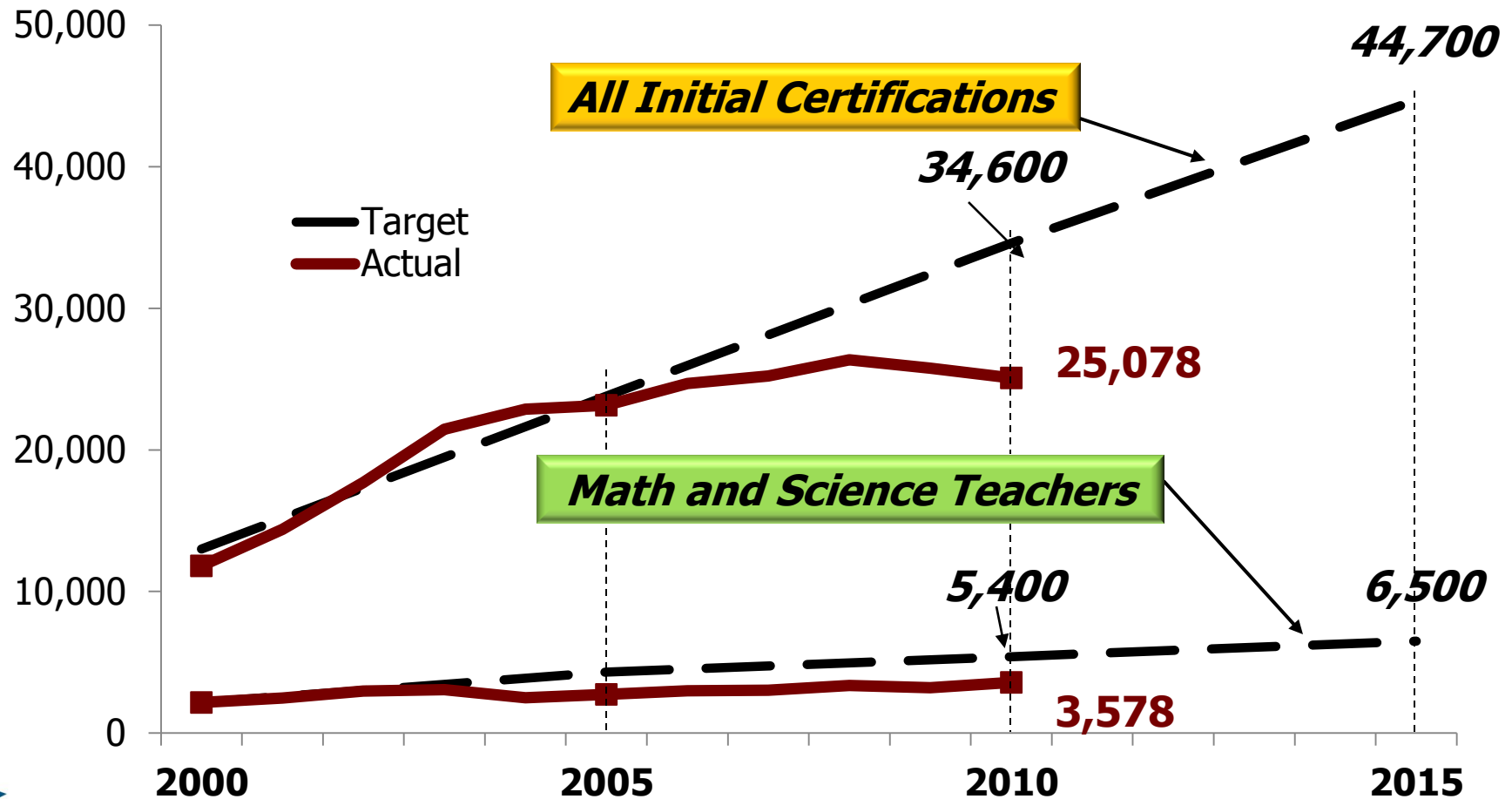
Postsecondary completions for Hispanics and African Americans continue to trail



STEM field degrees are well below targets, but up 35% since bottoming out in 2007.



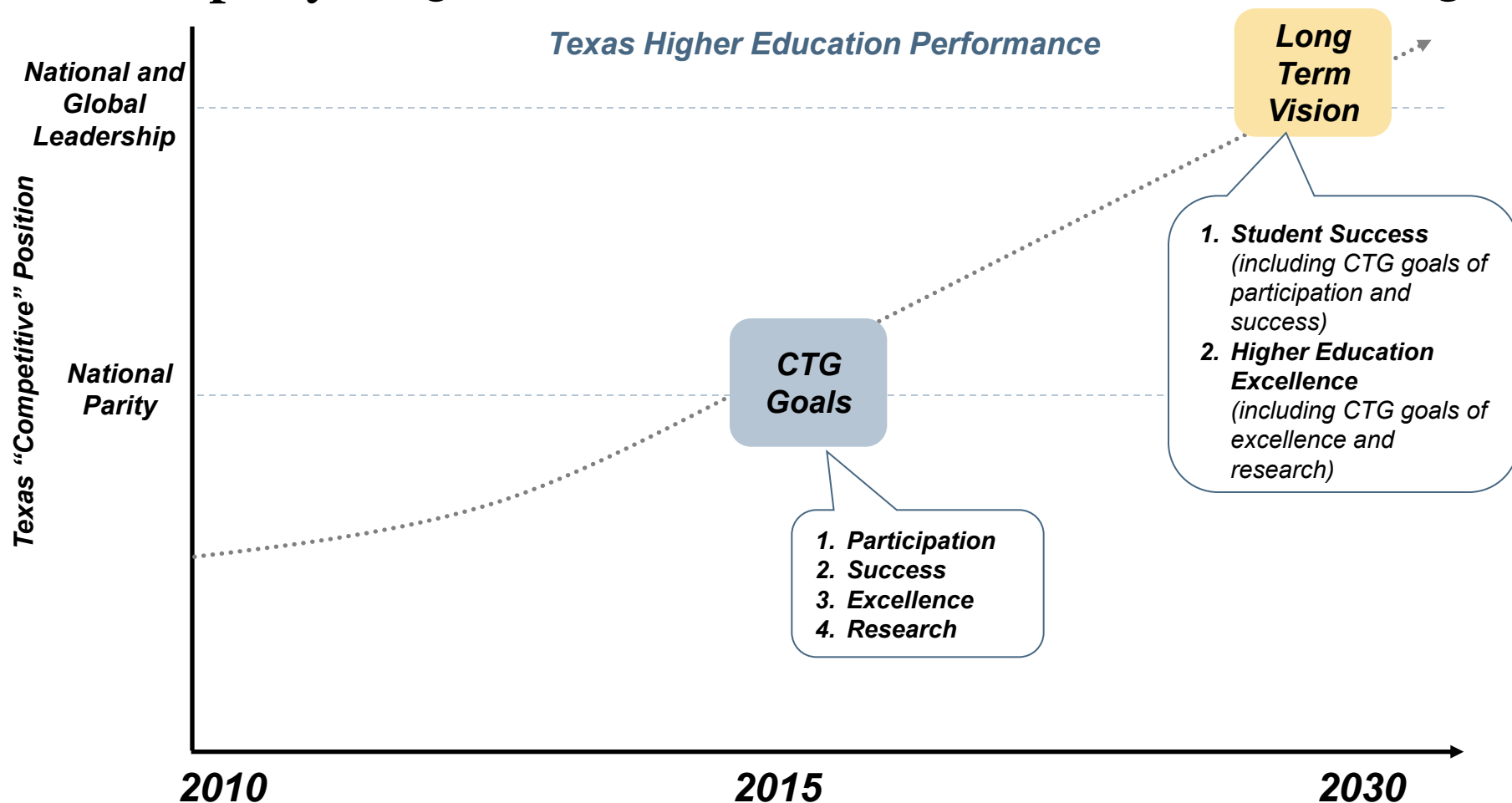
Teacher Education Initial Certificates and Math/Science may reflect job market



Beyond Closing the Gaps

Long Term Vision for Texas Higher Education

The THECB Created a Plan to Accelerate Progress Towards Closing the Gaps By 2015 and Has Drafted a Statewide Vision For 2030

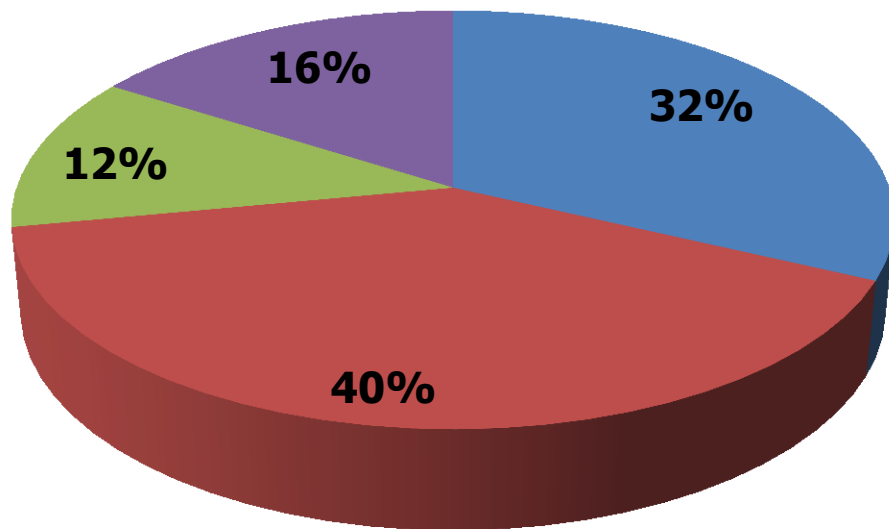


Prior to 2015, the THECB will emphasize to stakeholders that “Achieving the goals of CTG brings Texas to a place of national parity, a milestone along the path to the 2030 vision of national and international leadership”

During this interim before the 83rd Legislative Session, we must explore together new strategies and initiatives to improve productivity, efficiency, and establish a policy framework for becoming a national leader and **global competitor.**

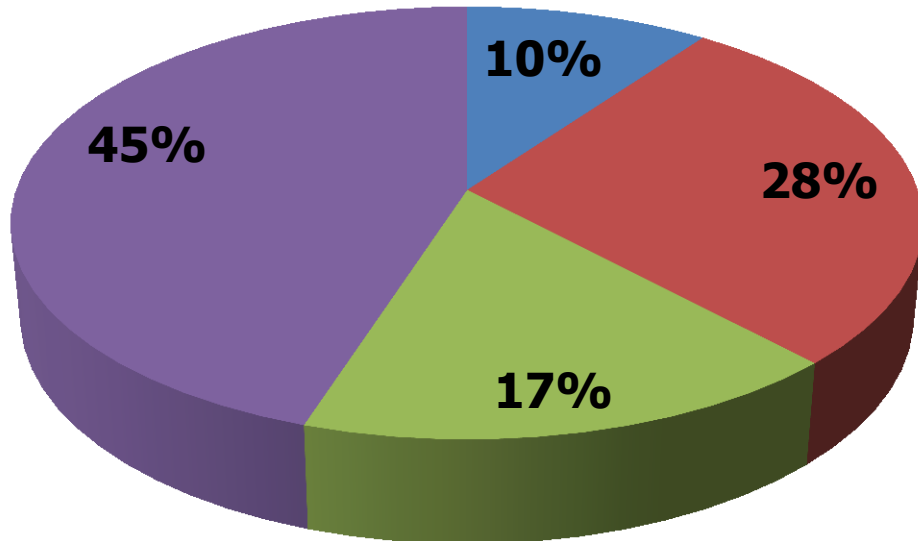
In 1973, only **28%** of all jobs in the U.S. required some postsecondary education compared to a projected **63%** by 2018.

1973



- H.S. Dropout
- H.S. Grad
- Some college, including Certificates
- Associate's degree or higher

2018



58% of all manufacturing jobs will require postsecondary education by 2018.

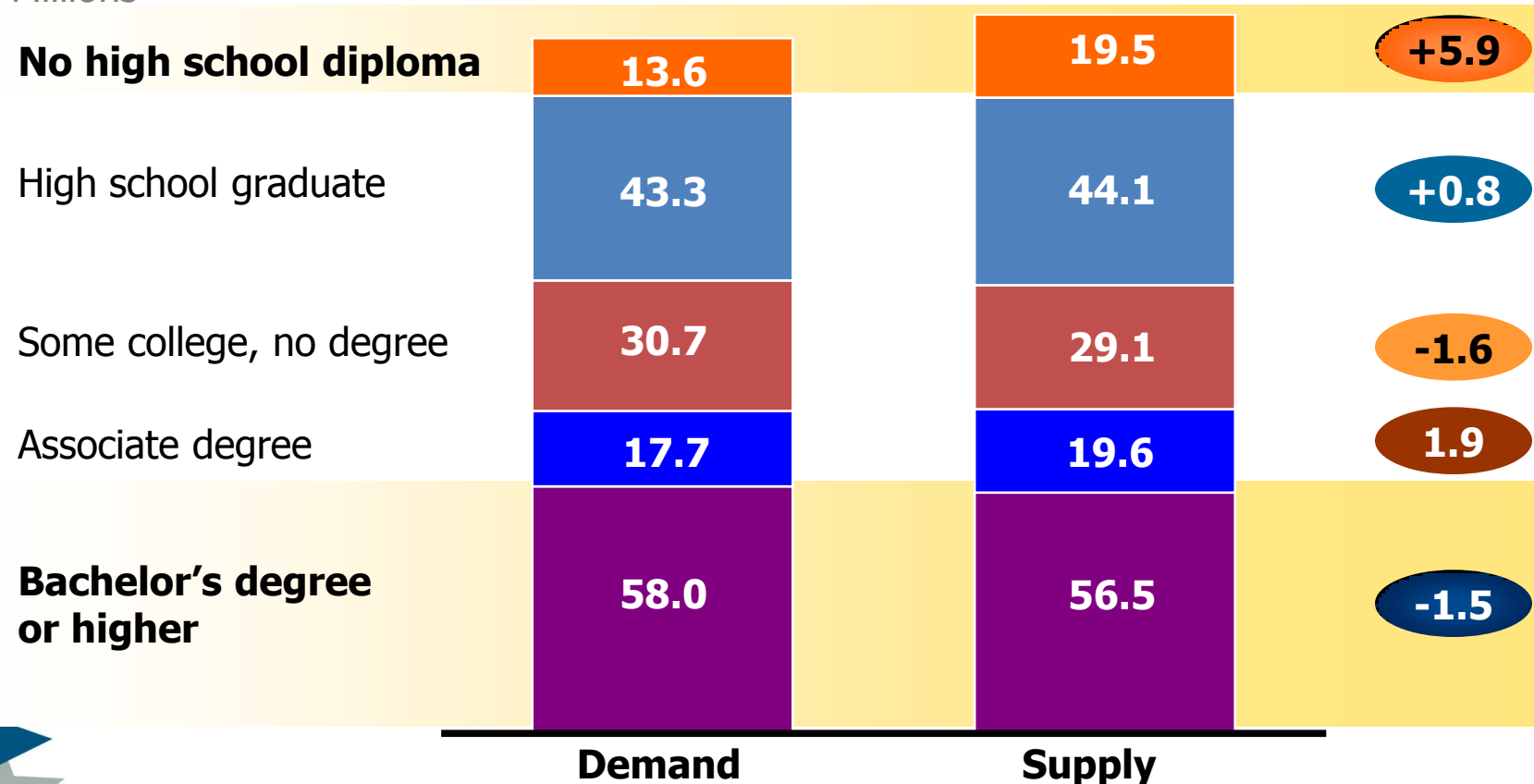
Source: Georgetown University, *Center on Education and the Workforce*;
data in charts rounded.

The United States is projected to have **a mismatch between future jobs and workforce skill/education**

Demand vs. supply – 2020 projections

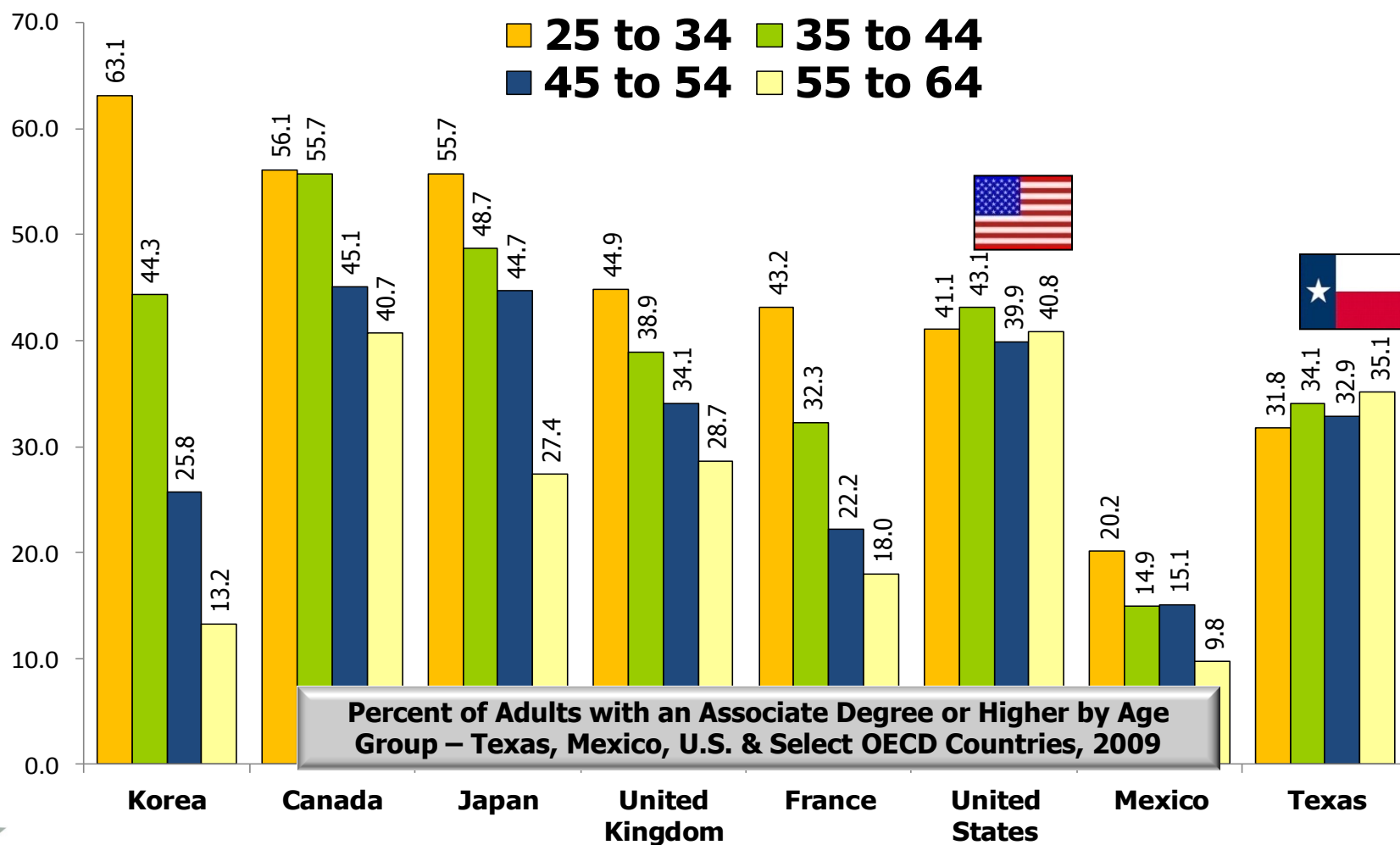
Millions

Difference



Source: U.S. Bureau of Economic Analysis, U.S. Bureau of Labor Statistics, Mckinsley Global Institute analysis

The result: Texas is quickly falling behind which will hinder the state's global competitiveness.



Source: OECD, Education at a Glance 2011

Key strategies and initiatives

➤ **Expanding Access to Higher Education**

- Restructuring Financial Aid
- Low-cost degrees
- Institutionalizing LEAN culture of continuous improvement
- Strengthening Community Colleges
(Including improving transfer and aligning outcomes with workforce needs)

➤ **Sustaining collaboration with P-12**

- College Readiness
- Professional Development for Teachers

➤ **Improving higher education outcomes**

- Reinventing Developmental Education/ABE
- Outcomes-based Funding for Institutions

Outcomes-Based Funding

Recommendation for Universities

- Fund outcomes outside the current formula using 10% of undergraduate funding
- Allocate funds using a 3-year rolling average on seven defined metrics
- Assign a double weight to the Critical Workforce Needs metric
- Implement beginning in Fiscal Year 2014

Outcomes-Based Funding for Universities

Metrics for Measuring Student Success

Critical Workforce Needs (Double Weight)

Degrees awarded in fields identified as critical workforce needs.

Total Undergraduate Degrees

Total Bachelor's Degrees awarded at the institution

Institutional Mission

Bachelor's Degrees awarded per 100 full time student equivalents (FTSE)

Persistence

Points awarded for students who complete their 30th, 60th, or 90th hour at the institution

At-Risk Student

Degrees awarded to students who meet federal criteria for being at high risk of dropping out.

Time-to-Degree

Bachelor's Degrees awarded times the institution's six-year graduation rate

Cost-to-Degree

Bachelor's Degrees awarded adjusted for instructional costs

Our vision for the next generation of learners will require “disruptive innovation”

Improving the availability and effectiveness of technology on campus is an **opportunity** for institutions:

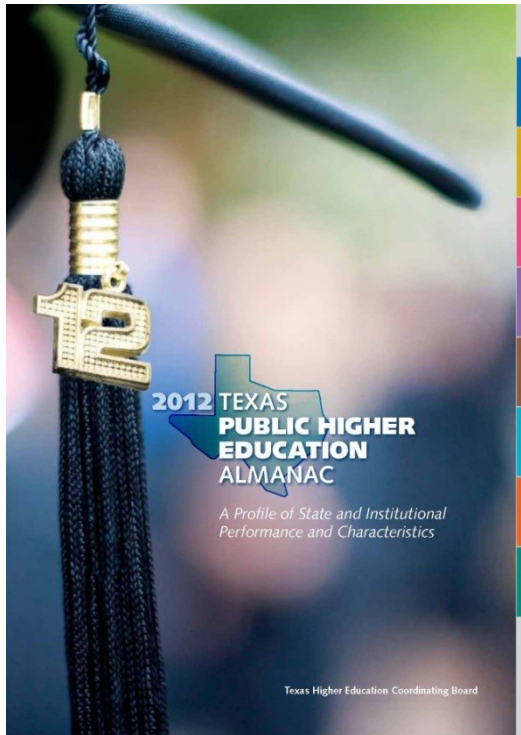
- **43%** of students agree their institutions need more technology
- **Only 1 in 4 (22%)** students strongly agree their institutions use the technology they have effectively.

Texas Affordable Baccalaureate Program



Source: EDUCAUSE Center for Applied Research

Access to relevant data on higher education performance is critical



U.S. Chamber of Commerce, June 2012:
"When it comes to transparency and public accountability... Texas, with its comprehensive accountability system and in-depth web-based almanac of college performance, led the charge."

The ***Almanac*** includes:

- ❖ National rankings on key measures
- ❖ Status of *Closing the Gaps*
- ❖ Highlights of key higher education issues
- ❖ Data profiles on every public university and community college

Available online at www.thecb.state.tx.us/almanac
THECB data website: www.txhighereddata.org