60x30TX Website, Accountability System, and Reporting Updates

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Bill Abasolo
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Strategic Planning and Funding Division

TACRAO Summer Meeting
July 18, 2017
Vision for the 60x30TX Higher Education Strategic Plan

Higher education is attainable for Texans of all backgrounds through challenging and diverse learning environments that foster individual potential and maximize the societal and economic contributions of graduates.

<table>
<thead>
<tr>
<th>GOAL ONE: 60x30: EDUCATED POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL TWO: COMPLETION</td>
</tr>
<tr>
<td>GOAL THREE: MARKETABLE SKILLS</td>
</tr>
<tr>
<td>GOAL FOUR: STUDENT DEBT</td>
</tr>
</tbody>
</table>
60x30TX Goals

60x30: EDUCATED POPULATION

Measure:
• 60% of 25- to 34-year old Texas population attains a postsecondary credential by 2030

Note: This measure will only be shown statewide, as it is not applicable to individual institutions.
60x30TX Goals

COMPLETION

Measures:

• Completion by level of credential
  (550,000 certificates, associate, bachelor’s, and master’s degrees)
  • Hispanic completion
  • African American completion
  • Male completion
  • Economically disadvantaged completion

• Graduation rates
• Persistence rates
• Success among underprepared students
MARKETABLE SKILLS

Measures:

• 80% of graduates working/enrolled within one year after award

• *Rates of certification and licensure*
Measures:

• Median student debt as a percentage of first-year wage not to exceed 60 percent
• Percent of certificate, associate, and bachelor’s graduates with debt
• Average semester credit hours attempted in excess of degree plan
• *Percent of attempted semester credit hours completed*
Available Data Resources
**60x30TX Website**

www.60x30TX.com

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**OVERVIEW**

Texas has become increasingly engaged in a global economy dependent on skilled and knowledgeable workers. Although Texas is improving at increasing college completions for students from groups that traditionally have not earned certificates or degrees in large numbers, the state has not improved quickly or broadly enough to keep up with changes in demographics.

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**OUR PLAN**

The aim of the 60x30TX higher education strategic plan is to help all students achieve their educational goals and help Texas remain globally competitive for years to come, because higher education improves the lives of Texans.

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**ACHIEVING OUR PLAN**

The 60x30TX plan contains four broad goals. Each goal contains a set of targets that will move the state forward. Success in achieving the goals rests heavily on collaboration among higher education, K-12 education, and the workforce, as well as on the local creativity of Texas two- and four-year institutions.
OVERVIEW
Texas is increasingly engaged in a global economy dependent on skilled and knowledgeable workers. Although Texas is improving college completions among groups of students who traditionally have not earned certificates or degrees in large numbers, the state has not improved quickly or broadly enough to keep up with changes in demographics.

OUR PLAN
The aim of the 60x30TX higher education strategic plan is to help all students achieve their educational goals, which in turn, will help Texas remain globally competitive for years to come.

ACHIEVING OUR PLAN
The 60x30TX plan contains four broad goals. Success in
Regional Targets
Achieving the goals of 60x30TX requires coordinated action

• The state has set ambitious goals and targets in 60x30TX

• The agency plays a key role but must also work in close partnership with other stakeholders
One challenge of 60x30TX is translating big goals into action

• Institutions have sought guidance about their contributions to the statewide goals
• Regions have begun collaborating to achieve 60x30TX goals
  • El Paso
  • Northeast Texas
• The state will be more likely to achieve objectives if we transparently share responsibility for student success
Why focus on regions?

• Regions and institutions differ in many ways
• However, institutional actions and outcomes are embedded in regional context
  • High school feeder patterns
  • Transfer networks
  • Local labor market
• Institutional target-setting is improved by considering regional context
THECB proposes a two-step process for developing regional targets

**STEP 1:** THECB develops regional targets in three areas:

1. 60x30 Educated Population Goal
2. Completion Goal of 550,000 BACMS
3. 65% High School-to-Higher Education Direct Enrollment

**STEP 2:** Regions bring together institutions and other stakeholders to:

- Identify at least one powerful strategy for each of the three areas
- Set numeric targets by institution for completion
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Strategic Planning and Funding
Texas Higher Education Coordinating Board

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Accountability System

Select a 60x30TX goal below to see related measures for Statewide:

60x30: Educated Population
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.

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Accountability

Purposes:

• Determine the effectiveness and quality of institutions

• Evaluate and compare institutional data to improve student and institutional outcomes

• Highlight state priorities for institutions and other users
Accountability

Used By:

- Legislators
- University Systems
- Community College Boards
- Institutions
- THECB Staff
Accountability

How THECB Uses Accountability Data:

• New program reviews and requests
• Online institutional resumes
• Texas Higher Education Almanac
• Compare College TX
• Community college success points
• Institutional comparisons
• Regional planning
Accountability

Updates:

- Software architecture and user interface redesign
- New measures
  - Aligned to the goals and targets of 60x30TX
  - Fewer, clearer indicators of performance
  - Improved navigation
  - Access to interactive data
Accessing Reports
1 Select a Sector
1. Select a Sector

- **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
    - Two-Year Institutions
    - Four-Year Institutions

2. Select a Goal

- **60x30: Educated Population**
  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**
  All graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.

- **Student Debt**
  Undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.

- **Sector-Specific/Other**
  Used for measures not under the plan goals.
## 60x30: Educated Population

<table>
<thead>
<tr>
<th>Completion</th>
<th>Marketable Skills</th>
<th>Student Debt</th>
</tr>
</thead>
</table>

Selected Data for Statewide

### A01 - 60x30 Attainment

60x30 Attainment

60x30 postsecondary attainment for 25-34 year-old Texas residents. Percentage point change is from first to last year displayed.

<table>
<thead>
<tr>
<th>Year</th>
<th>Pct</th>
<th>Pct</th>
<th>Pct</th>
<th>Point Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>38.33 %</td>
<td>40.31 %</td>
<td>41.00 %</td>
<td>2.67%</td>
</tr>
</tbody>
</table>
### Degrees and Certificates Awarded (Economically Disadvantaged)

Economically disadvantaged undergraduates receiving a Certificate, Associate Degree or Bachelor's Degree.

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>46,827</td>
<td>48,785</td>
<td>50,579</td>
<td>8.01%</td>
</tr>
<tr>
<td>Undergraduates Receiving an Award</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Contextual Measures

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C06U</td>
<td>Semester Credit Hours</td>
</tr>
<tr>
<td>C08UH</td>
<td>Students Receiving Pell</td>
</tr>
<tr>
<td>C09U</td>
<td>Students in Texas Top 10% and Top 25%</td>
</tr>
<tr>
<td>C11U</td>
<td>Persistence Rates</td>
</tr>
</tbody>
</table>
3 View Reports

<table>
<thead>
<tr>
<th>STATEWIDE</th>
<th>MARKETABLE SKILLS</th>
<th>STUDENT DEBT</th>
<th>SECTOR-SPECIFIC/OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBLIC UNIVERSITIES</td>
<td>Degrees and Certificates Awarded (Economically Disadvantaged)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBLIC TWO-YEAR COLLEGES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBLIC HEALTH-RELATED INSTITUTIONS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NON-TEXAS &amp; CAREER INSTITUTIONS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>Count</td>
<td>Count</td>
<td></td>
</tr>
</tbody>
</table>

Explore Interactive
Select Interactive above to view or download data customized by time periods, measures, institutions, and more.
## Filter Reports

### 60x30: Educated Population

<table>
<thead>
<tr>
<th>Completion</th>
<th>Marketable Skills</th>
<th>Student Debt</th>
</tr>
</thead>
</table>

**Selected Data for Statewide**

### C015 - Degrees and Certificates Awarded

Degrees and certificates awarded for students from all sectors. Percent change is from first to last year displayed.

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>298,989</td>
<td>311,340</td>
<td>321,410</td>
<td>7.50 %</td>
</tr>
<tr>
<td>Certificate</td>
<td>51,268</td>
<td>50,641</td>
<td>51,565</td>
<td>0.58 %</td>
</tr>
<tr>
<td>Associate</td>
<td>75,533</td>
<td>81,151</td>
<td>87,423</td>
<td>15.74 %</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>124,370</td>
<td>127,177</td>
<td>129,043</td>
<td>3.76 %</td>
</tr>
<tr>
<td>Master’s</td>
<td>47,818</td>
<td>52,371</td>
<td>53,379</td>
<td>11.63 %</td>
</tr>
</tbody>
</table>

Filter options include:
- All
- Male
- Female
- White
- African Am...
- Hispanic
- Asian
- Internatio...
- Other
Interactive Reports
Interactive Reports

You may build your own custom reports from THECB databases. Follow these steps to create a custom report:

1. After reading these instructions, select "Create a Report".

On the page that follows:
2. Select the desired Institution Type and Institution. You may select multiple institutions.
3. Select data you would like to include in the report.
4. Confirm or modify the pre-selected filters to customize the report.
5. Select "View Report" to view the report.
6. Select "Create CSV" to download the report as a Comma Separated Values (.CSV) file that is editable with Excel.

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3 Select Report and Filters

Select Institution Type:
- Public Universities

Select Institution:
- Angelo State University

What data would you like to see?
- Fall Headcount/Enrollment

Select Year(s) to Filter:
- 2016

Select Gender(s) to Filter:
- All selected (2)

Select Ethnicity(s) to Filter:
- All selected (6)

Select Semester(s) to Filter:
- Fall

Select Classification(s) to Filter:
- All selected (26)
3 Select Report and Filters

4 View and Download

Select Institution Type:
- Public Universities

Select Institution:
- Angelo State University

What data would you like to see?
- Fall Headcount/Enrollment

Select Year(s) to Filter:
- 2016

Select Gender(s) to Filter:
- All selected (2)

Select Ethnicity(s) to Filter:
- All selected (6)

Select Semester(s) to Filter:
- Fall

Select Classification(s) to Filter:
- All selected (26)

View Report

Create CSV

Create PDF

<table>
<thead>
<tr>
<th>DimYear</th>
<th>InstTypeList</th>
<th>InstList</th>
<th>GenderDesc</th>
<th>EthnicityDesc</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>Public Universities</td>
<td>Angelo State University</td>
<td>Female</td>
<td>African American</td>
</tr>
<tr>
<td>2016</td>
<td>Public Universities</td>
<td>Angelo State University</td>
<td>Female</td>
<td>African American</td>
</tr>
<tr>
<td>2016</td>
<td>Public Universities</td>
<td>Angelo State University</td>
<td>Female</td>
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</tr>
</tbody>
</table>
Resources
Measures and Definitions

Statewide

60X30 - KEY MEASURES
A01 - 60x30 Attainment

COMPLETION - KEY MEASURES
C01S - Degrees and Certificates Awarded

C02S - HS Graduates Enrolled in Higher Education

C04S - Enrollment

MARKETABLE SKILLS - KEY MEASURES
M01A - Working or Enrolled within One Year

STUDENT DEBT - KEY MEASURES
S01A - Student Debt to First Year Wage
Measures and Definitions

60x30 - KEY MEASURES
A01 - 60x30 Attainment

COMPLETION - KEY MEASURES
C01S - Degrees and Certificates Awarded

C01S - Degrees and Certificates Awarded (Econ Dis)
C02S - HS Graduates Enrolled in Higher Education
Number and percent of high school students who graduate in the school year prior to entering public or independent higher education in the fall semester. Total enrolled in higher education divided by the total number of high school graduates minus non-trackable students. Non-trackable graduates have non-standard ID numbers that will not find a match at Texas higher education institutions. High school data from TEA.

C04S - Enrollment

MARKETABLE SKILLS - KEY MEASURES
M01A - Working or Enrolled within One Year

STUDENT DEBT - KEY MEASURES
S01A - Student Debt to First Year Wage
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Texas Higher Education Coordinating Board

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Reporting Updates
FADS

• The FADS report is being rewritten. It will combine data collected on “End of Year” reports with the current FADS data that is collected
• There are approximately 20 new items added to the report
• It will be submitted 3 times each year – February, July, and December
• The new manual is online on our Reporting Manuals page
• The initial submission date for this new FADS report is February 2018
Competency Based Education (CBE)

- Texas Affordable Baccalaureate (TAB) program. South Texas College and Texas A&M Commerce partnership. Grants for new programs awarded.
- Currently reported on the CBM004/CBM00S with 0 – Individualized in Item #6/7 Type of Instruction and 7 – Competency Based Course in Item #20/16 Instruction Mode
- New reporting will be Q – Competency-Based in Item #6/7 Type of Instruction which will replace 7 – Competency Based Course in Item #20/16 Instruction Mode
- Reporting on CBM001/004 will be at census date
- An official memorandum will be sent out soon explaining the changes
- Community College formula funding advisory committee
CBM Editing

• CBM00S data – High school students reported taking Developmental Education classes (Item #18 High School Credit Status <> 0 and Item #19 Developmental Education <> 0)
  • Error check has been added to the CBM00S
  • Do not report any high school student taking developmental education, even if hours are reported as unfunded
  • Students mislabeled as high school?
• Will be working on previously certified data
2017 Legislation

• SB1782 - Allows students who have accrued at least 50 SCH and stopped-out for 24 months one-time exemptions from the six-drop and three-peat rules, and a 15 SCH exemption from the 30-/45-hour rule.
  • Effective June 1, 2018
  • Will affect the CBM001 and CBM0E1
    • Will need to be able to identify a Student Affected by Undergraduate Funding Limitation but not sure how at this time
2017 Legislation (Cont’d)

• SB2118 – Baccalaureate degrees at Community Colleges
  • Will affect the CBM001, CBM004, CBM009, CBM00S and CBM0E1
    • Students in Baccalaureate programs will be subject to the 30/45 SCH Undergraduate Funding Limit
    • Fields will be added to CBM001 and CBM0E1
      • SCH of Baccalaureate Degree Program
      • Student Affected by the Undergraduate Funding Limit
    • Additional values will need to be included in items currently collected (classification, course type, and level of award)
2017 Legislation (Cont’d)

• HB2223 - Funding for Developmental Education (DE) semester credit hours will be reduced from 27 to 18 unless the developmental coursework is English for speakers of other languages then 27 will be funded.
  • Will affect reporting DE SCH on the CBM001/0E1/004
    • This goes into effect Fall 2017 but because this fall is not part of the base year, institutions’ funding will not be affected. Given that there is not time to adjust reporting for this fall and the funding is not affected, schools may report as they have in the past, but the changes MUST be made for spring 2018 and beyond.
    • DE SCH taken this fall WILL count toward the limit in the spring of 2018
    • Rule change will be posted in the Texas Register in August and brought to the September 2017 CAAP and October 2017 Board meeting.
Questions?

• Sec. 51.9685. Required Filing Of Degree Plan when the student has accumulated 45 semester credit hours or 30 semester credit hours for a multidisciplinary studies associate degree program?

• “H” in Location Code on CBM004 report to identify dual credit classes taught at high schools
Contact Information

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