



60x30TX Refresh

Update to the Board

October 21, 2021

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Stakeholder Engagement

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Who & How We Engaged

Robust Stakeholder Engagement

- **Eight-member** steering committee of current members of the Coordinating Board and the Texas Higher Education Foundation Board of Trustees;
- Engaged leaders across **public and independent institutions of higher education** including chancellors, presidents, provosts, deans, and faculty members;
- Facilitated discussions with **business leaders** from across the state and industries;
- Held **virtual forums** across Texas, each co-hosted by a university and community college and/or a chamber of commerce;
- Convened a **statewide virtual summit** with leading national experts, Texas employers, educators & others;
- Reviewed **national best practices and data** in various domains; and
- Met with **leading state and national experts** in higher education and workforce policy.

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Thought Leader Conversations – What We Heard

Research & Development

- Commercialization measures are valuable and are difficult to track
- Patent applications alone are not a valuable measure; however, they can be analyzed to provide more useful information

Adult Learners

- Value in separating age brackets to keep distinct focus on both populations (25-34 & 35-64)

Credentials of Value

- Gap between ability to map skills to credentials to occupations
- Data on credentials currently collected is limited to degrees and certificates
- Challenge to embed microcredentials within existing degree hour limits
- Consider debt in the context of credential awarded
- Use of labor market data is inconsistent across institutions

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Stakeholder Engagement

Message Testing

- Test key themes and emerging messages from the strategic plan with external constituents (business leaders, legislators, and other mass consumers)
 - Conduct three virtual focus groups
 - Distribute online survey to approximately 600 respondents

Key Audiences

- Outreach to over 50 thought leaders via 1x1 conversations and presentations
 - Texas Councils of Chief Academic Officers & Chief Student Affairs Officers
 - Council of Public University Presidents and Chancellors
 - Texas Association of Community Colleges
 - Independent Colleges & Universities of Texas
 - Presidents and Chancellors
 - Higher Education & Workforce thought leaders

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Public Comment Response

Tri-Agency Alignment

- Establish a statewide credential repository;
- Modernize educational and workforce data infrastructure; and
- Build upon the Tri-Agency efforts of THECB, TWC, and TEA.

Definition of 'Credential of Value'

- Encompass all types of credentials conferred by higher education institutions;
- Including certificates, apprenticeships, licenses, micro-credentials, and more

Equitable outcomes in resource allocation

- Balance funding mix of state appropriations, tuition and fees, philanthropy and other revenues, while leveraging state and federal financial aid to keep student debt low.
- Make the costs of higher education more transparent, predictable, and affordable, and bolster financial literacy.

Pipeline of postsecondary completion

- Streamline students' paths to credentials of value
- Expand high quality, work-based learning opportunities

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Building a Talent Strong Texas

Fostering the skills and spurring the innovation vital to the Texas economy

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Building a Talent-Strong Texas: Goals

ATTAINMENT
of Postsecondary
Credentials

PRODUCTION
of Postsecondary
Credentials of Value

PROMOTION
of Research,
Development &
Innovation

EQUITY: Data will be disaggregated & tracked by race, gender & income

COORDINATION: Across public and private sectors, with input and support from educators, institutional leaders, policy makers, employers, and students

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Primary & Future Indicators

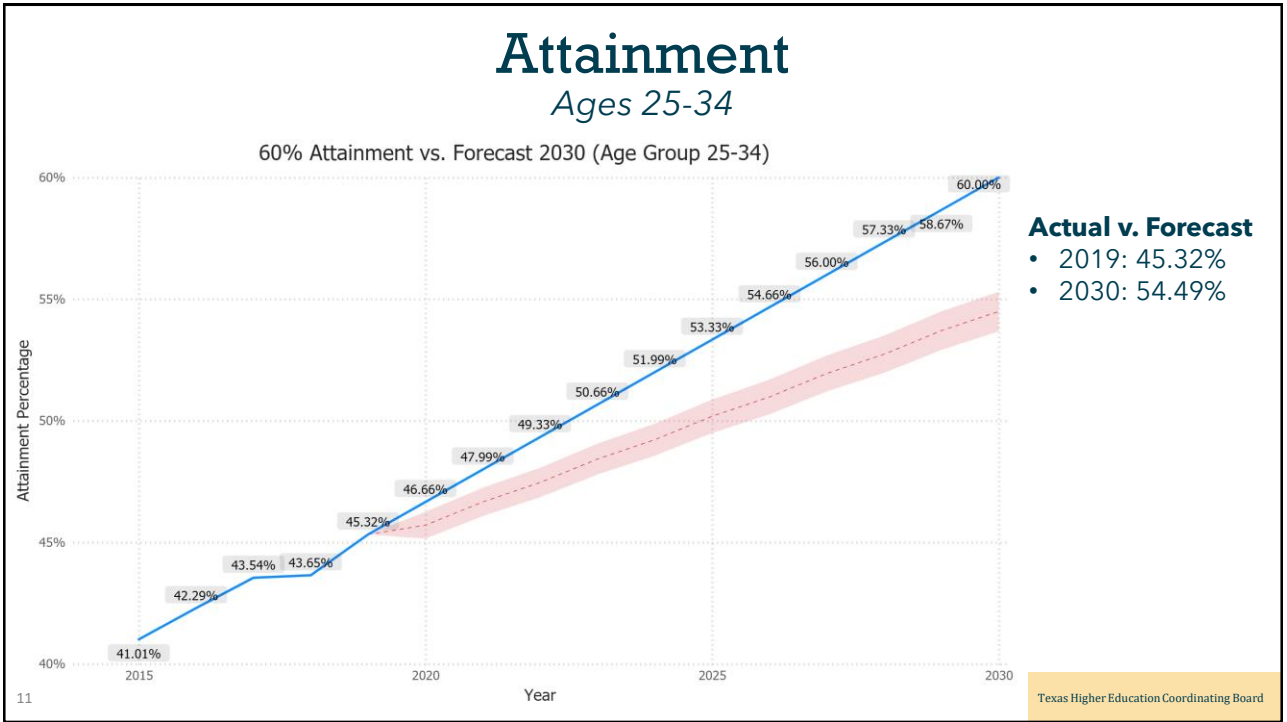
Primary Indicators

- Measurements that are meaningfully collected and tracked today based on current data availability.

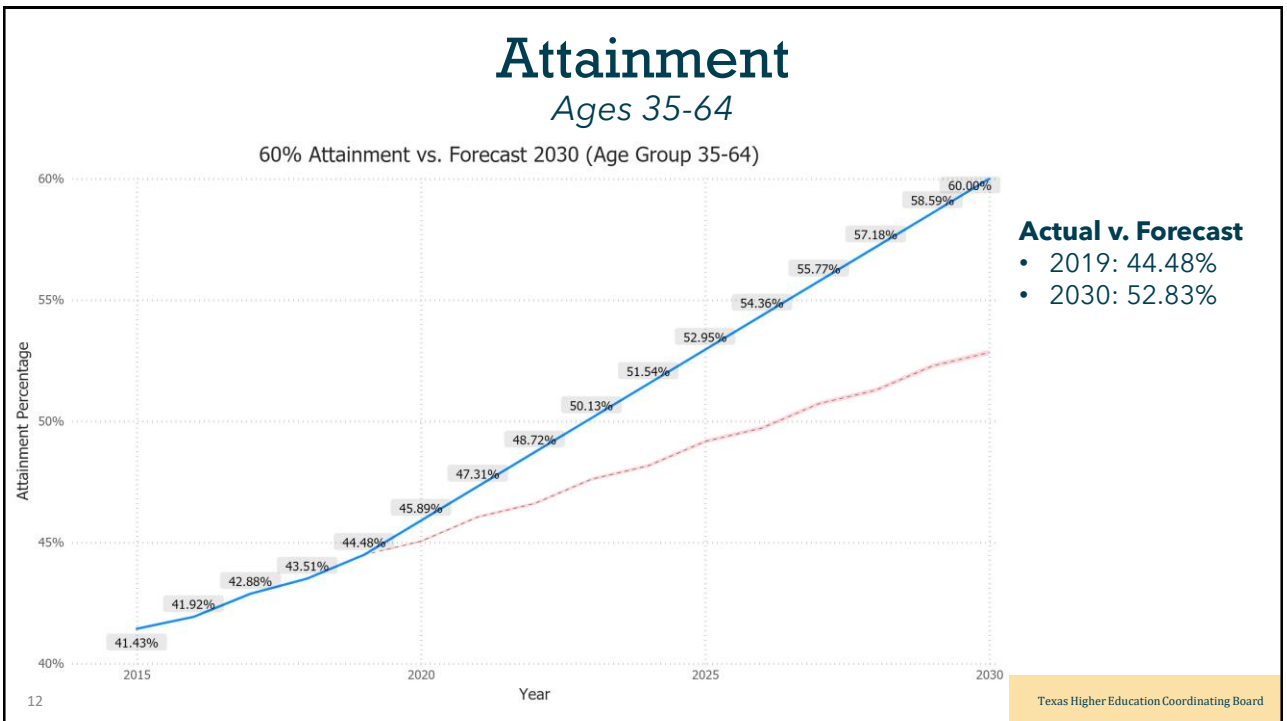
Future Indicators

- As the data the agency collects and reports evolves, indicators will evolve to ensure a robust understanding of impact.
- Includes identifying and collecting data for some indicators that have not been tracked.

ATTAINMENT of Postsecondary Credentials



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Recommendation: Primary Indicators

Recommendation

- Percent of Texans ages **25-34** with a degree, certificate, or other postsecondary credential of value by 2030
- Percent of Texans ages **35-64** with a degree, certificate, or other postsecondary credential of value by 2030

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Recommendation: Future Indicators

Recommendation

- Unfilled high and middle-skilled jobs in high-demand and/or high-growth industries

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PROMOTION of Research, Development & Innovation

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Research Expenditures

	2020	2030	% Change
Federal	\$2,411,194,372	\$2,819,889,010	17%
Private	\$1,120,269,154	\$1,609,208,464	44%

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Research Expenditures

Context

- North Carolina: Research productivity goal to increase revenue from research and development sponsored program awards and licensing income by \$275M
- Florida: Goal to increase overall R&D expenditures and to increase R&D expenditures funded from external sources
 - Switched from a % to a \$ figure at some point
- Georgia: Goal to increase total research expenditures

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Recommendation: Primary Indicators

Recommendation

- Annual private and federal research and development expenditures
- Number of research doctorates awarded yearly by Texas institutions of higher education

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Recommendation: Future Indicators

Recommendation

- Measures of commercialization, knowledge transfer and economic impact

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PRODUCTION of Credentials of Value

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What is a credential?

Credential

Including, but not necessarily limited to, diplomas, badges, certificates, apprenticeships, licenses, certifications, and degrees of all types and levels. These credentials all capture and convey unique sets of competencies (knowledge, skills, and abilities) to signal what a holder can do in the education and employment market.

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Types of Credentials

Degree: Awarded by an institution of higher education that has been granted the authority to confer degrees by the state, a Native American tribe or the federal government

Certificate: Awarded upon successful completion of a brief course of study, usually 1 year or less, primarily in institutions of higher education, university extension programs or non-degree granting postsecondary institutions like area career and technical schools

Certification: Indicate mastery of or competency in specific knowledge, skills or processes that can be measured against a set of accepted standards

Stackable Credential: Can be used toward a higher-level certificate or degree such as an associate degree; build upon each other, and allow students to use prior knowledge and continue education over time

Micro-credential/Badge: Offer highly specific courses to develop distinct skills; are typically offered online and on-demand

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Complexity of Defining Credentials

Certificate: A formal award certifying the satisfactory completion of a postsecondary education program.

Source: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System

Certificate: A credential awarded by a training provider or educational institution based on completion of all requirements for a program of study, including coursework and tests or other performance evaluations. Certificates are typically awarded for life (like a degree).

Source: New England Board of Higher Education

Certificate means an award that is given by (i) institutions of higher education and academic-vocational non-college degree schools for successful completion of a curriculum consisting of courses that may also be taken for degree credit or (ii) vocational non-college degree schools for successful completion of a curriculum.

Source: Virginia Statute

Certificates are awarded upon the successful completion of a brief course of study, usually one year or less but at times longer, primarily in public or private two-year institutions of higher education, university extension programs or non-degree granting postsecondary institutions like area career and technical education schools. Upon completion of a course of study, a certificate does not require any further action to retain.

Source: Association for Career and Technical Education

State Context



THE UNIVERSITY of TEXAS SYSTEM
THIRTEEN INSTITUTIONS. UNLIMITED POSSIBILITIES.



Credential Framework

Objective: Clear a line of sight for students, employers, and higher education by knitting together transparent data and information through a credential repository and framework for validation

Potential Components:

- Comprehensive inventory to map degree and non-degree credential options
- Linking skills and competencies for both credentials and occupations
- Functionality to match credentials to occupations
- Connecting occupations to sophisticated real-time labor market information
- Validation mechanism to indicate whether a credential is of high value

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Postsecondary Value Commission

Define

- A **shared definition of college value** that can inform both programmatic and policy efforts in the field.

Measure

- A **measurement framework** for how individual colleges and universities create equitable value for students.

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Postsecondary Value Commission

Threshold Zero

Minimum Economic Return: No student should be left worse off from going into higher education

Methodology: Equals median earnings of high school graduates in the state, plus total net price (with interest) of the postsecondary education, amortized over 10 years

Earnings or Wealth Thresholds for Key Subgroups

Thresholds	Students of Color	Students from Low-Income Background	Women
Minimum Economic Return	Median earnings of high school (HS) graduates in their state (~\$26k nationally) plus total net price with interest amortized over 10 years		
Minimum Economic Return, Disaggregated	Median earnings of HS graduates in their state who are [race/ethnic group], plus total net price with interest divided by 10.	Median earnings of HS graduates in their state from low-income backgrounds, plus total net price with interest divided by 10 (if available).	Median earnings of female HS graduates in their state plus total net price with interest divided by 10.

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Recommendation: Primary Indicators

Recommendation

- Number of students completing postsecondary credentials of value each year.
- Percentage of graduates with no or low student debt in relation to their potential earnings.

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Recommendation: Future Indicators

Recommendation

- Number of students graduating with credentials linked to high-demand occupations, disaggregated by race, gender, and income.

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Next Steps

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Questions?

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