COORDINATING BOARD UPDATE
TAIR
FEBRUARY 13, 2013
GALVESTON, TX

TOPICS COVERED:

▶ Reporting Issues

    ▶ Timely Report Submission; CBM00S; Grade Submission; SSN Identifier Issues including CBM00N; CBM002 Changes; Reporting NCBOs

▶ General Information

    Legislative Priorities; Outcomes-Based Funding; Critical Fields Update; TSI Changes; Enrollment Analysis; Perkins Update

▶ Data/Websites/Applications

    ▶ CB Website; Accountability System; Almanac; /Compare College TX Application; Tracking Postsecondary Outcomes Dashboard; Pathways; Data Modules; Existing Program Review; College Measures

REPORTING

- Thank you for the timely submission and certification of your state reports
  - February 21 – non-error CBM004 (Univ and CTC), CBM00C (estimated), and CBM001 (HRI)

- EDC reporting contact changes
  - ICUT institutions – Torca Bunton
  - Community and Technical Colleges - Crystal Mooney (alphabetical: Alamo District to Lee College)

- CBM00S report
  - Eventually will be used for Formula Funding, Accountability, LBB measures, etc.
  - Beginning to look at the data and comparing it to the CBM004 submissions

REPORTING

- The Social Security Administration began issuing "800" series SSNs in November 2011.
  - Institutions who create institutional id's (to report students without SSNs) that begin with 8 should change their institutional id's to alphabetic or numbers in the 900 or 000 series

- SSN as the student id is extremely important
  - You cannot require that the student provide an SSN
  - The only way a student can be tracked into the workforce
  - Graduation rates, Semester Credit Hours accumulated, Hazelwood, etc.

- The CB no longer receives the Mortality data from the Bureau of Vital Statistics.
  - Will not be able to provide Exclusions for IPEDS reporting

REPORTING FIRST-TIME UNDERGRADUATES (FTUGS)

► Correctly Identifying First-Time Undergraduates is very important

  ► CB determines using the First-Time/Transfer Item (FTTR) on CBM001

  ► Many Outcomes-Based-Funding measures track first-time undergraduates

  ► Dual Credit students can be missed if already enrolled while in high school (use high school graduation date, if possible)

  ► Report Summer and Summer Flex Students AGAIN as FTTR if enrolled in the fall semester

CBM002 AND CBM00S ALIGNMENT

Students Reported in a First College-Level Course for math/reading/writing on the CBM00S should also be reported as taking a First College-Level Course on the CBM002!

CBM002 CHANGES FOR FALL 2013

▶ Changes in TSI rules and testing standards will mean changes in TSI reporting on the CBM002.

  ▶ New introductory materials will be added to explain the new testing standards and related rules

  ▶ CB anticipates that relatively few changes to items will be made

  ▶ New options for reporting the new TSI Assessment will be added, but no new items are anticipated at this time (barring any unexpected legislation or changes to TSI policy)

  ▶ Score ranges for the new TSI assessment will fit current record layout

▶ Institutions must prepare for changes to course catalogues and other student materials that relate to TSI testing and rules.

REPORTING NON-COURSE-BASED OPTIONS (NCBOs)

▶ NCBOs are developmental education interventions that do not fit traditional course structures

▶ State formula funding is allowed for NCBOs

  ▶ Public institutions that offer DE are required to offer NCBOs

  ▶ To receive formula funding, NCBOs must be reported on the CBM001. CBM004, CBM00S, and CBM002.

  ▶ If an institution does not wish to receive formula funding, they may offer NCBOs and report them only on the CBM002 (items 23/43/63)

▶ Reporting NCBOs is complicated. Refer to the CBM Manuals for more information

REPORTING DEV ED LEVELS

- Developmental Education Course/Intervention Level
  - CBM00S #22 (CTC) and #19 (Univ)
    - 0 - Not a developmental course/intervention
    - 1 - Highest level developmental course
    - 2 - Medium level developmental course
    - 3 - Lowest level developmental course
    - 4 - Highest level developmental intervention
    - 5 - Medium level developmental intervention
    - 6 - Lowest level developmental intervention
- CTCs
  - Different approval numbers for courses and interventions
  - In reported data, many cases where approval number and dev ed level are out of sync
- Universities
  - Dev ed level only source for identifying dev ed interventions

> Important to report correctly because interventions are receiving a lot of attention.

Texas must share responsibility for financial aid among the federal government, the state, and institutions

The THECB Proposal will leverage federal, state, and institutional resources to:

- Serve **more students** with state grant aid
- Expand the **pathway for community college transfers** to receive state grant aid
- Improve **flexibility for financial aid offices** to serve students as they deem appropriate within statewide targets.

And increase funding to expand the program by adding:

- An **additional $163.7M** in exceptional item appropriations to further expand program reach – a **29% increase** over base appropriations in Senate Bill 1

Texas university graduates accumulate too many unnecessary credits for their degrees

Required Credits

Statewide Avg. Credits

160

147

120

120

80

40

0

Average Credits to BA Degree
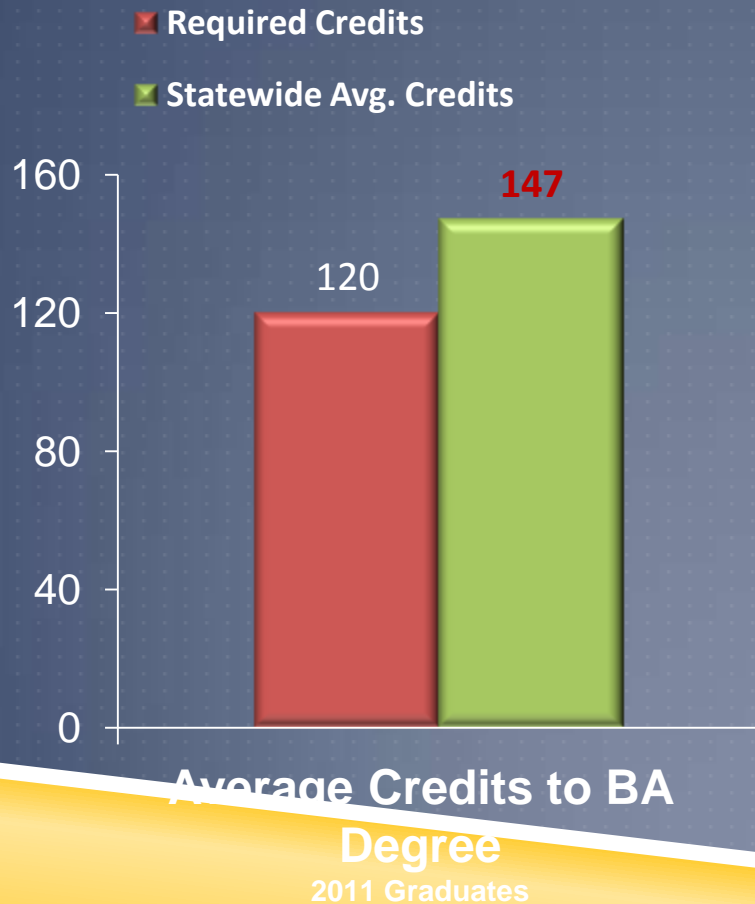
2011 Graduates

✓ The average Texas graduate with a BA, takes **5.3 years** and accumulates **27 more credits** than required.

✓ Of all Texas 2011 BA graduates:
- **58%** accumulated more than 135 credits
- **35%** accumulated more than 150 credits

Universities and students must be responsible and accountable for graduating more efficiently

Current Statute:

BA Degree Credit Requirement **+** **30** Credits

THECB Proposal:

BA Degree Credit Requirement **+** **15** Credits

State formula funding **capped** for student courses <u>in excess of limit</u>

<u>and</u>

Institutions may **charge higher tuition rates** for additional credits

What does this mean?
A typical degree requires 120 credits. Under the THECB proposal, state funding would be capped, and institutions may charge higher tuition, after 135 credits, rather than after 150 credits. Dual majors and degrees requiring more hours would have higher thresholds.

Create uniformity and predictability for students earning an Associate's degree

On average, community college graduates takes **98 credits** and **4.4 years** to earn an Associate's degree

Texas should limit credits required for an Associate's degree to **no more than amount required by accreditors or licensing requirements**. For most programs this would be **60 credit hours**.

Unlike baccalaureate programs, there is **no standard** for how many credits should be required **for an Associate's degree.**

This table shows an example of the disparity between semester credit hours required for a Paralegal Studies program across community colleges.

AAS Paralegal Studies – 22.0302	
72 SCH	**66 SCH**
72 SCH	**66 SCH**
68 SCH	**65 SCH**
65 SCH	**63 SCH**
61 SCH	

TSTC and THECB will develop a new funding formula, rewarding job placement and graduate earning projections not time in training or contact hours (General Appropriations Act, H.B. 1, 82nd Texas Legislature, page III-54, Rider 42

➤ The methodology considers the additional direct and indirect economic value provided to the state economy as a result of the education provided to students educated by TSTC.

➤ The students' earnings are compared with minimum wage in Texas, the surplus being the "value-added" by TSTC

➤ Standard tax-rate and valid economic multiplier are applied to the values to determine the worker's enhanced value to the state of Texas

OUTCOMES-BASED FUNDING

Universities

Community Colleges

Texas State Technical College System

OUTCOMES-BASED FUNDING FOR UNIVERSITIES

METRICS FOR MEASURING STUDENT SUCCESS

Total Undergraduate Degrees
Total Bachelor's Degrees awarded at the institution

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

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

Cost-to-Degree
Bachelor's Degrees awarded adjusted for instructional costs

Critical Workforce Needs
Degrees awarded in fields identified as critical workforce needs.

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

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

OUTCOMES-BASED FUNDING – SEVEN FACTORS
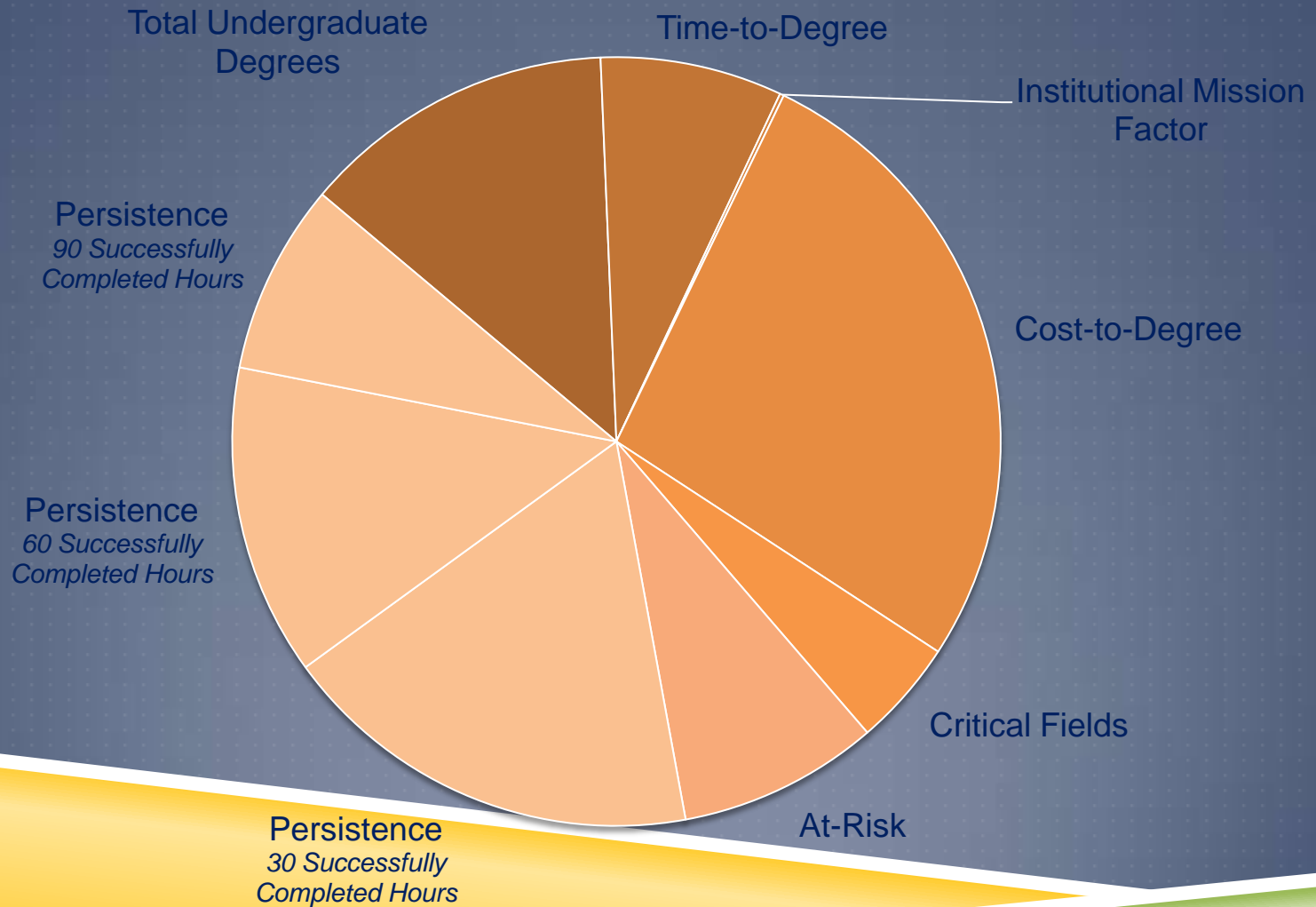
OUTCOMES-BASED FUNDING – FACTORS DEFINED

Total Undergraduate Degrees
- Total number of Bachelor's Degrees awarded by an institution in a given year.

Time-to-Degree Factor
- Total Bachelor's Degrees multiplied by the school's six-year graduation rate, to incent timely completion.

Institutional Mission Factor
- Degrees divided by Full Time Student Equivalents (FTSEs) and multiplied by 100. This aggregate measure adjusts for part-time and transfer students, providing a common framework for comparing degree productivity among institutions with different missions and student bodies.

Cost-to-Degree Factor
- Degrees weighted using cost-based weights, to compensate for the varying costs associated with differing degree types.

Critical Fields Factor
- Degrees awarded in fields identified as critical workforce needs such as Computer Science, Engineering, Math, Physics, Nursing, Allied Health and Teaching Certificates for Math and Science.

At-Risk Factor
- Degrees awarded to students who meet federal criteria for being at high risk for non-completion. Indicators are being a federal Pell Grant recipient, below average SAT/ACT score, part-time student, GED recipient, or entering higher education at age 20 or older.

Persistence Factor
- Points awarded for students who complete their 30th, 60th, or 90th hour at the institution, to incentivize the use of effective persistence policies.

Community college leaders and the THECB reached consensus on a variety of student success metrics

Completion of development education in math and English **(1 point for math; 1 point for reading/writing[1])**

Completion of first college level math, reading, and writing course. **(1 point math; .5 point each read/write)**

Completion of first 15 college credits and first 30 college credits. **(1 point each)**

Completion of an associate degree, certificate, or bachelor's degree (where offered.) **(2 points each; .25 extra for STEM)**

Transfer to a general academic institution after having completed 15 hours of coursework. **(2 points)**

1 Reading and Writing will be calculated individually at .5 points each for actual allocation
2 Students completing common core will be counted in this category

CALCULATING SUCCESS POINTS
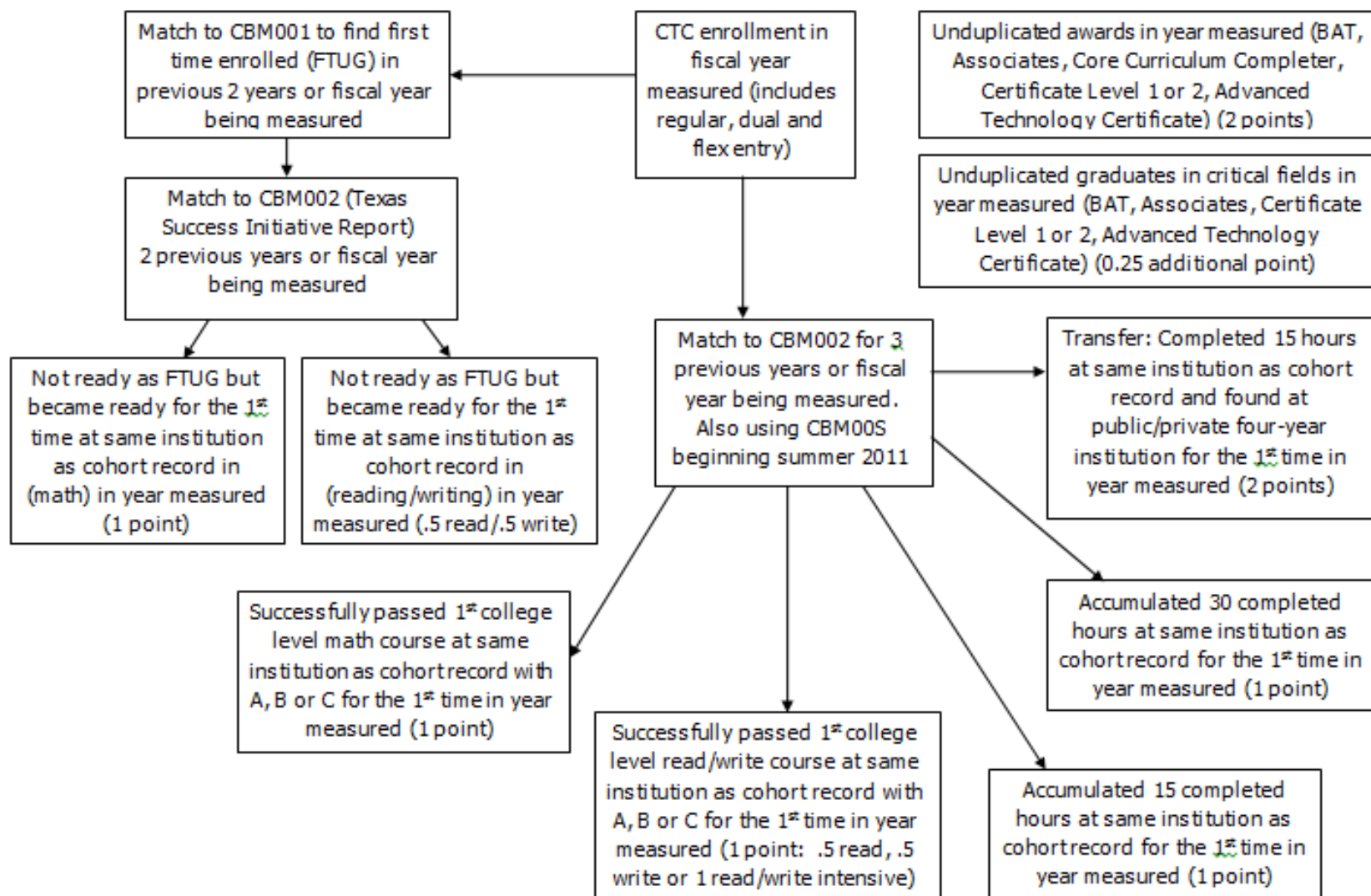
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CRITICAL FIELDS UPDATE

▶ Plan for process is in development

▶ Institutions will be allowed to nominate work group members

▶ Non-institutional representatives will be included

▶ Data will play an important role

COMMUNITY, STATE AND TECHNICAL COLLEGE LIAISONS

- Provide a single point of contact from each of the colleges
  - Included on all official communications
  - Strengthen and improve communication with THECB
- CTC liaisons attended two-day program at THECB
  - November 5 & 6, 2012
- Web page
  - Main THECB web site → Workforce, Academic Affairs and Research → Community, State and Technical College Liaisons
  - List of CTC liaisons

NEW TSI ASSESSMENT

- Implementation Date
  - Institution's first class day AY 2013-2014 (e.g., August 27, 2013)
- Timeline
  - Field test content items (R,W,M)—fall 2012
  - Field test content items (ABE)—spring 2013
  - Item Review and Standard Setting—Jan/Feb. 2013
  - Board approval of Standards—April 2013
  - IHE Training by College Board—February-August 2013
  - AY 2013-2014—identification of DE/ABE populations
- Cost of Test
  - $3R/$3M/$5W = $11 total (all areas)

NEW TSI ASSESSMENT

- One assessment instrument and one set of standards (cut-scores) that <u>cannot</u> be raised
  - Exemption scores as defined in Rule 4.54 cannot be raised/lowered by institutions
- TSI Assessment will help determine
  - College readiness
  - Developmental Education (within 2 years of college ready)
  - Adult Basic Education (National Reporting System Educational Functioning Level Descriptors 1-4)
- TSI Assessment will produce a Diagnostic Profile
- Differentiated, holistic assessment and placement using multiple factors (including cut-score and DP)
  - HS GPA/Class ranking
  - Prior academic experiences
  - Non-cognitive factors (e.g., LASSI, MARS, etc.)
  - Family-life issues

NEW TSI ASSESSMENT

- Useful links
  - Webcasts and workshops (THECB and ACC)
    - http://irt.austincc.edu/IDS/THECB/
  - College Board (ACCUPLACER) website
    - http://accuplacer.collegeboard.org/students/prepare-for-accuplacer
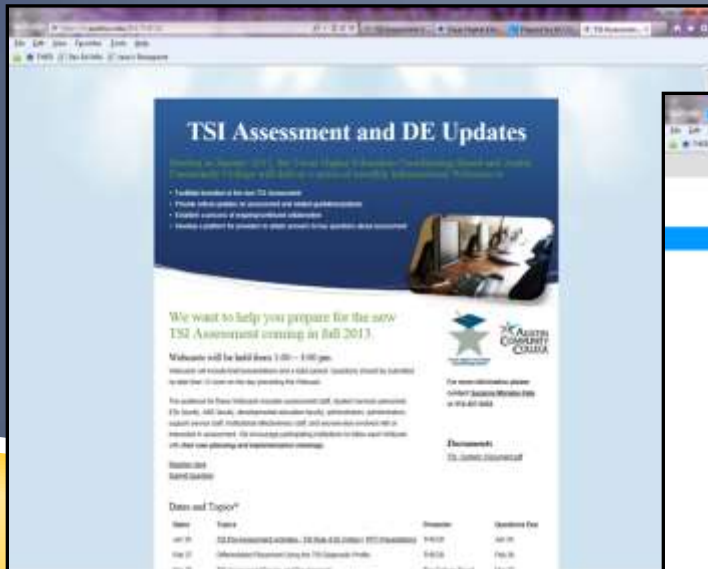
DUAL CREDIT UPDATE

▶ Dual Credit permission standards will change when new TSI Assessment standards and STAAR testing standards are in place

▶ It is expected that:

- ❏ high school students will still be allowed to meet the TSI standards or TSI exemption standards to establish eligibility to take dual credit (TSI Assessment, ACT, SAT),

- ❏ a dual credit eligibility standard will be established for the PSAT (College Board) and PLAN (ACT, Inc.) assessments (this may or may not be the standard that is currently in CB rule), and

- ❏ high school students will be allowed to use STAAR end-of-course tests to establish eligibility to take dual credit, although many details still need to be ironed out related EOC tests

▶ CB Staff are currently developing proposals to bring to the July THECB Board Meeting

Career Colleges provided the majority of the growth

	Most Recent Total	Change From 2011
Public Universities	576,712	7,774
Public Two-Year Colleges	732,293	-20,696
All Health-Related	24,593	690
Independent Col. & Univ.	125,248	1,558
Career Colleges	101,026	19,756
Self Funded	1,960	478
Total	**1,561,832**	**9,560**

Hispanic and African-American enrollment had slight increases

	Most Recent Total	Change From 2011
White	633,125	-14,541
Hispanic	497,538	22,814
African-American	212,864	3,459
Other	218,305	-2,171
Total	**1,561,832**	**9,561**

Texas needs 90,000 additional students to reach 2015 goal

630,000

540,000

Thousands

Target
Actual

600
500
400
300
200
100
0

2000   2005   2010   2015
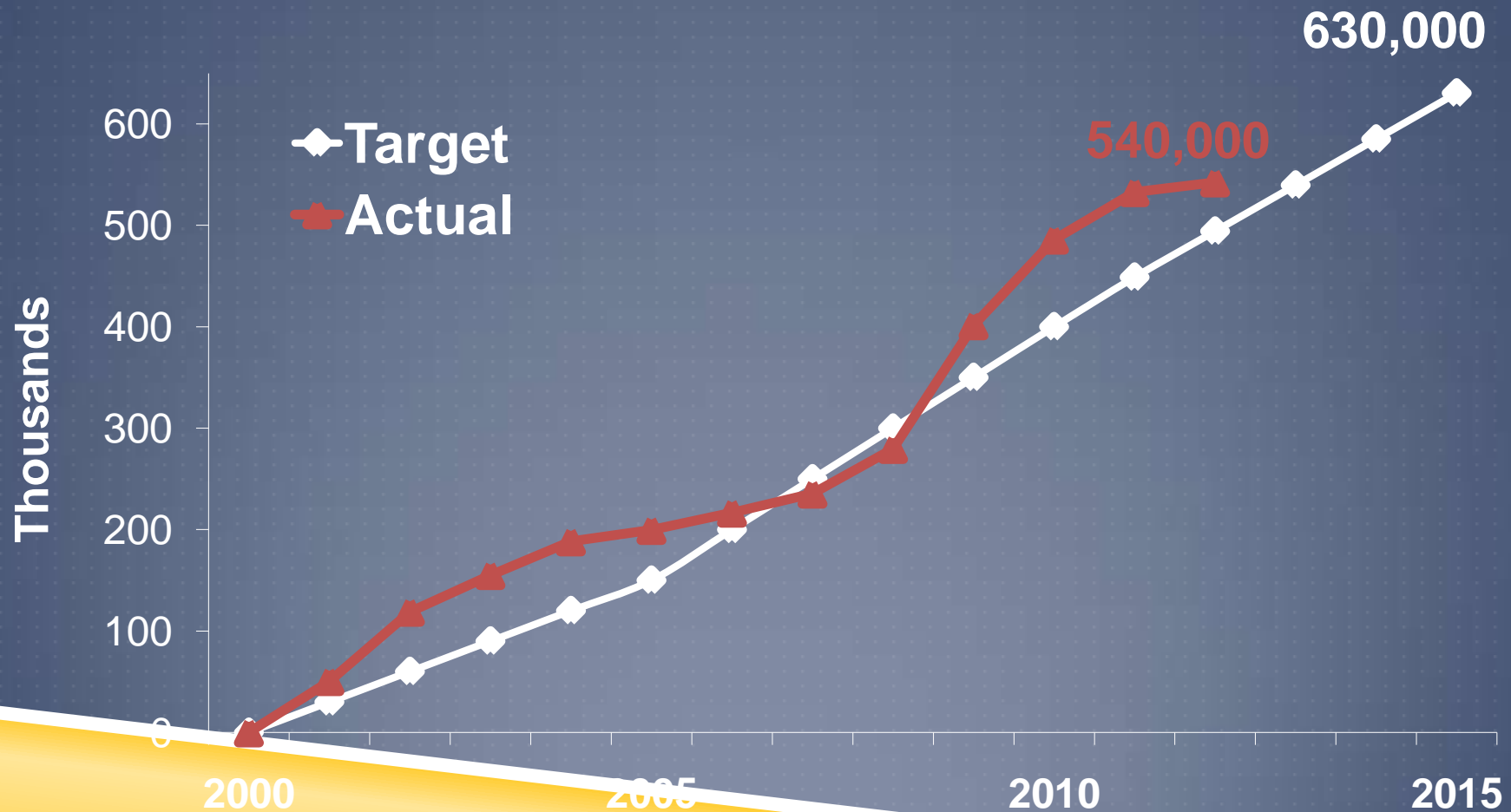
Some Contributing Factors

▶ Unemployment Rate Changes

▶ Federal/State Policy Changes

▶ Dual Credit Enrollment

▶ High School Seniors

▶ Number of Higher Education Graduates

▶ Persistence into Master's or Doctoral programs

▶ Tuition and Fees

▶ Population Estimates
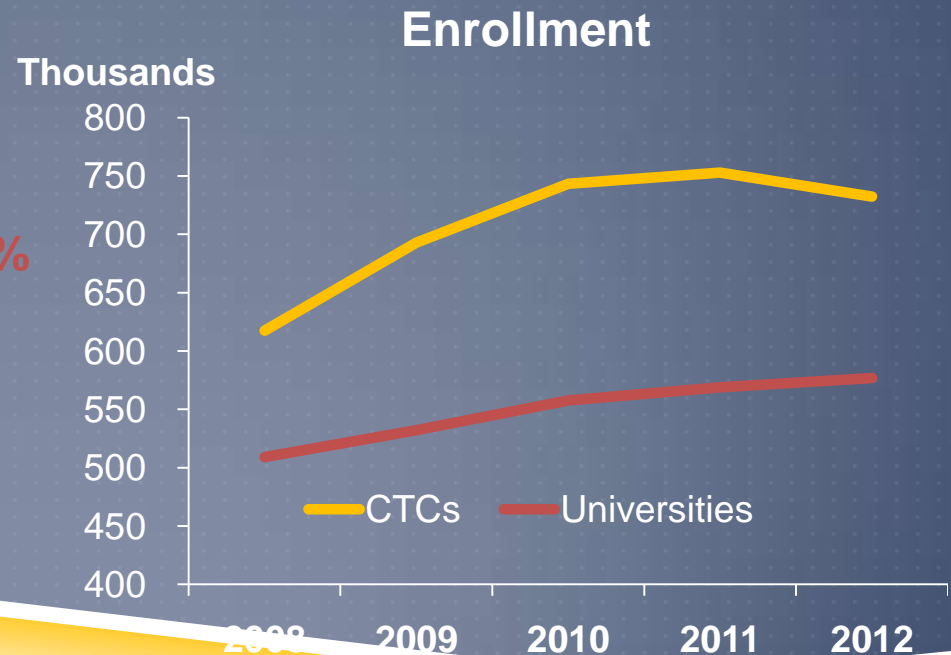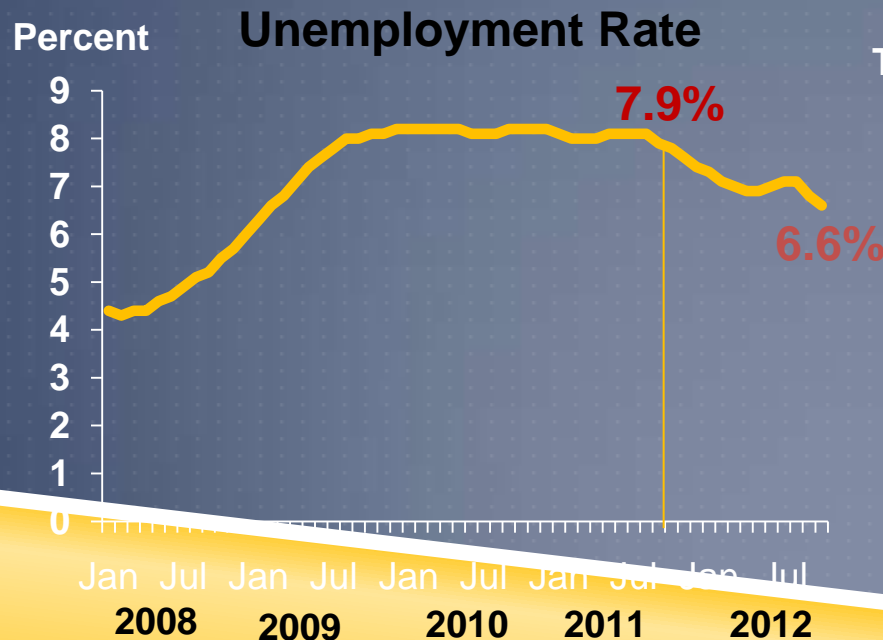
Population Projection Updates

	2010 Census	Change from Prior Projection
White	11,397,345	-44,250
Hispanic	9,460,921	-386,931
African-American	2,886,825	-38,926
Other	1,400,470	241,721
Total	**25,145,561**	**-228,386**

Changes in the population projections by race/ethnicity

	Total	Hispanic	African American	White
2010 Census	-228,386	-386,931	-38,926	-44,250
2012	-525,235	-656,610	-61,981	-9,720
2015	-1,015,351	-1,094,213	-97,006	44,217
2020	-1,936,799	-1,892,585	-152,678	140,405

TEXAS BEYOND CLOSING THE GAPS

▶ Council for Continuous Improvement and Innovation in Texas Higher Education is charged with thinking Beyond *CTG*

   ▶ **Charge One: Identify Metrics for Texas' International Competitiveness by 2030**

   ▶ **Charge Two: Create a Culture of Continuous Improvement**

▶ Focus on Educational Attainment

▶ WAVE Goals

TEXAS WILL CONTINUE DRIVING TOWARD CTG GOALS UNTIL 2015; **BUILDING CONSENSUS** AROUND THE NEW POST-CTG VISION WILL BEGIN PRIOR TO 2015

| Closing the Gaps | Transition | 2030 Leadership Vision and Strategic Plan |

2013

Work to achieve the goals of Closing the Gaps, moving toward **national parity**

Start planning for **nationa**l and **international leadership** with higher education, business, and community leaders

2014

Vet and **build consensus** for 2030 Vision and create complete strategic plan for 2030

Review Closing the Gaps successes and pursue strategies focused on **Student Success** and **Excellence**

2015

Launch 2030 Vision and new 2030 strategic plan

Refresh strategic plan in 2018, and likely 2023

Texas Higher Education Coordinating Board

PERKINS UPDATES

Community Colleges

Texas State Technical College System

THE *CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT (PERKINS ACT)* is up for reauthorization in 2013 (Perkins V)

- The administration's proposal for reauthorization can be found in "Investing in America's Future: A Blueprint for Transforming Career and Technical Education"
    - http://www2.ed.gov/about/offices/list/ovae/pi/cte/transforming-career-technical-education.pdf
- Structured around 4 principles: alignment, collaboration, accountability, innovation
- ALIGNMENT between CTE and labor market needs to equip students with 21st-century skills and prepare them for in-demand occupations in high-growth industry sectors
- COLLABORATION among secondary and postsecondary institutions, employers, and industry partners to improve the quality of CTE programs
- ACCOUNTABILITY: improving academic outcomes and building technical and employability skills
- INNOVATION: supported by systemic reform of state policies and practices for CTE implementation

www.txhighereddata.org

CB Home   CB Data   **Accountability History**   Measures & Definitions   Peer Groups & Reports   Institutional Login   Closing the Gaps   SEARCH for Accountability Measures
Questions?

Texas Higher Education Accountability System

The Higher Education Accountability System is used to track performance on critical measures that exemplify higher education institutions' missions. The System is modeled on the state's higher education plan, *Closing the Gaps by 2015*. Its major focus is on the four *Closing the Gaps* target areas of participation, success, excellence and research.

Closing the Gaps

Participation
By 2015, close the gaps in participation rates across Texas to add 630,000 more students.

- Universities (Texas public)
- Two-Year Institutions (Texas public)
  - Texas State Technical Colleges and Lamar State Colleges
  - Community Colleges
- Health-Related Institutions (Texas public)
- Four-Year Institutions (not Texas public)
- Two-Year Career Institutions (not Texas public)
- Closing the Gaps Institutional Targets (PDF) (XLS)
- Statewide Totals

Success
By 2015, award 210,000 undergraduate degrees, certificates and other identifiable student successes from high quality programs.

- Universities (Texas public)
- Health-Related Institutions (Texas public)
- Two-Year Institutions (Texas public)
  - Texas State Technical Colleges and Lamar State Colleges
  - Community Colleges
- Four-Year Institutions (not Texas public)
- Two-Year Career Institutions (not Texas public)
- Closing the Gaps Institutional Targets (PDF) (XLS)
- Statewide Totals

Excellence
By 2015, substantially increase the number of nationally recognized programs or services at colleges and universities in Texas.

- Universities (Texas public)
- Health-Related Institutions (Texas public)

Interactive access to data

Use this tool to customize data by time periods, to select components of individual accountability measures, and to specify institutional choices. Select an institution type from the drop-down and pick a year or all years. Then press "Go." HTML and Excel outputs are available.

Type: Universities (Texas public)
Year: All   Go

Research
By 2015, increase the level of federal science and engineering and development obligations to Texas institutions to 6.5 percent of obligations to higher education institutions across the nation.

- Universities (Texas public)
- Health-Related Institutions (Texas public)
- Closing the Gaps Institutional Targets (PDF) (XLS)
- Intellectual Property Policies
- Statewide Totals

Institutional Efficiency and Effectiveness

- Universities (Texas public)
- Health-Related Institutions (Texas public)
- Two-Year Institutions (Texas public)
  - Texas State Technical Colleges and Lamar State Colleges
  - Community Colleges
- Four-Year Institutions (not Texas public)
- Two-Year Career Institutions (not Texas public)

Patient Care

- Health-Related Institutions (Texas public)

Milestones

- Texas State Technical Colleges and Lamar State Colleges
- Community Colleges (Texas public)

ACCOUNTABILITY PEER GROUP MEETINGS

- ▶ Upcoming spring meetings
  - ▶ University Meeting on March5, 2013
  - ▶ Community College Meeting TBD (Late April 2013)
  - ▶ HRI Meeting TBD

- ▶ Universities will review criteria for peer groups and make recommendations for changes to Commissioner of Higher Education
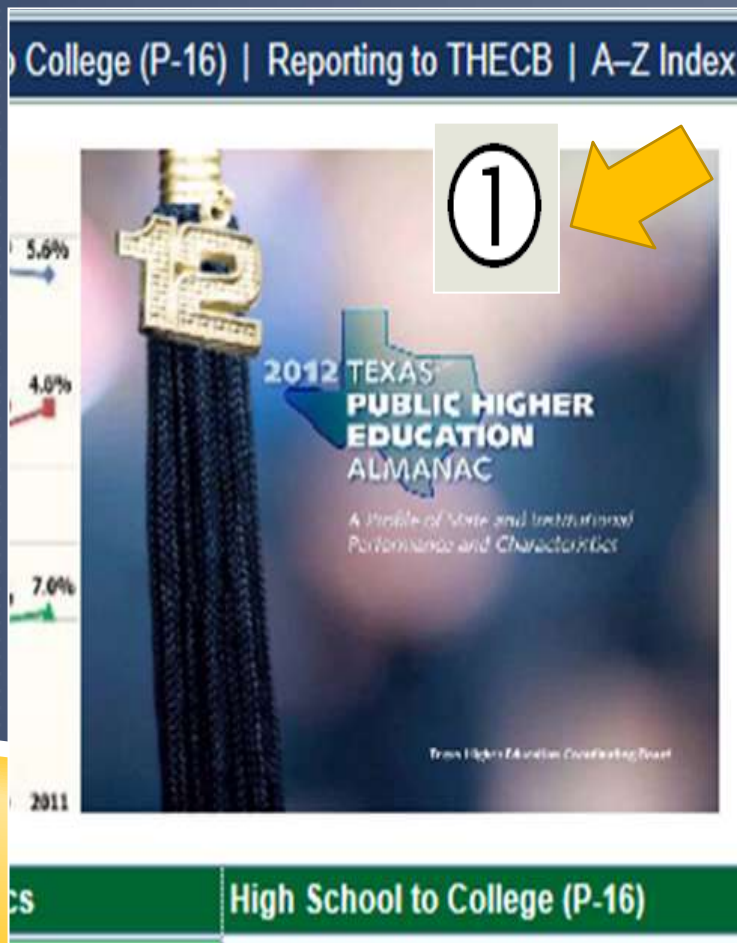
(Research, Emerging Research, Doctoral, Comprehensive, Master's)

2013 TEXAS HIGHER EDUCATION ALMANAC: COMING SOON

- ▶ Will be published and distributed in April 2013
- ▶ Includes Eighth Grade Cohort data (statewide)
- ▶ Most measures remain the same
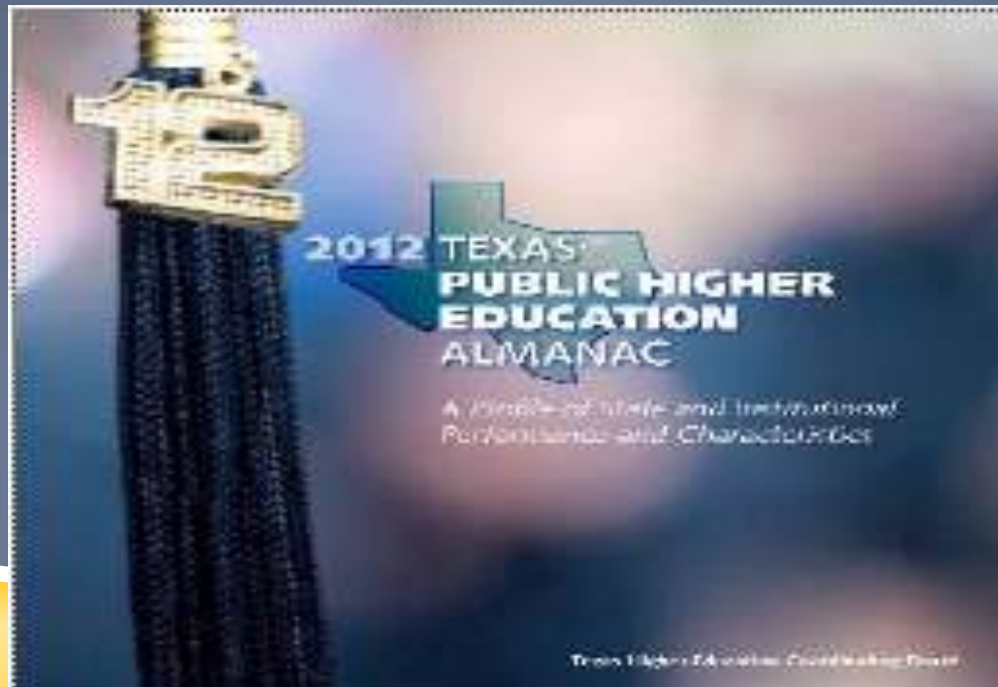
PUBLIC HIGHER EDUCATION ALMANAC, 2012

PUBLIC HIGHER EDUCATION ALMANAC APP

▶ Compare College TX is an online, mobile-friendly, interactive website

  ▶ Targeted to parents, prospective students and high school advisors

  ▶ Enhances an existing suite of online tools designed to help Texas students and their parents plan for college in four stages:

    ▶ Inspiration (gentx.org)

    ▶ Exploration (comparecollegetx.com)

    ▶ Information (collegeforalltexans.com)

    ▶ Application (applytexas.org)

Coming in April

REGIONAL PLAN AND PORTAL

DISTANCE EDUCATION DATA

▶ New reports provide detailed and summary information

  ▶ Student enrollments and semester credit hours (SCH) attempted at Texas public higher education institutions by course location and mode of instruction

▶ www.txhighereddata.org/distanceed

DISTANCE EDUCATION DATA

Reports include SCH for distance ed and non-distance ed

Reports are Excel spreadsheets

Distance Education Data

Distance Education Report Methodology
Distance Education Policies, Procedures and Forms

Distance Education Enrollment and Semester Credit Hours

Statewide Summary, FY 2001-FY 2012
By Location and Instruction Mode, Statewide for CTCs, FY 2001-FY 2012
By Location and Instruction Mode, Statewide for Universities, FY 2001-FY 2012

By Location and Instruction Mode for Public Community, State and Technical Colleges
(Each fiscal year report includes tabs for fall, spring and summer data)

2012 2011 2010 2009
2008 2007 2006 2005
2004 2003 2002 2001

By Location and Instruction Mode for Public Universities
(Each fiscal year report includes tabs for fall, spring and summer data)

2012 2011 2010 2009
2008 2007 2006 2005
2004 2003 2002 2001

Percent of Distance Education Semester Credit Hours Attempted at Public Institutions of Higher Education

Public Community & Technical Colleges (CTCs)

Semester	FY 2001	FY2002	FY2003	FY2004	FY2005	FY2006	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012
Fall	15.30%	16.10%	17.60%	18.30%	19.60%	20.20%	21.00%	22.10%	24.00%	24.70%	25.50%	26.20%
Spring	16.30%	17.40%	19.10%	19.60%	21.50%	22.00%	23.90%	25.10%	26.70%	27.10%	27.50%	31.60%
Summer	22.90%	24.40%	25.70%	27.80%	29.50%	33.10%	33.60%	37.70%	37.20%	38.30%	39.40%	42.70%

Public Universities

Fall	2.45%	3.09%	4.10%	4.52%	5.11%	6.01%	6.92%	7.46%	8.55%	8.33%	10.40%	11.50%
Spring	3.02%	3.61%	4.72%	5.14%	5.96%	6.79%	7.53%	8.34%	9.49%	10.30%	12.30%	13.40%
Summer	6.39%	7.52%	9.26%	10.70%	13.10%	15.30%	17.40%	20.90%	23.70%	25.90%	31.00%	35.80%

Source: THECB CBM004 Report

Distance Education includes all course locations and modes except for on-campus face-to-face (universities) or in district face-to-face (CTCs)

PATHWAYS

PATHWAYS PROJECT

A State, Regional, and Local P-16 Initiative

► History

- Began in 2005-2006 with one pilot location
- Now includes 5 locations, 22 colleges and universities, and at least XX districts

► Goals

1. Improve access to, analysis of, and use of data to inform decision-making at secondary and postsecondary levels,

2. Create sustainable collaboration between secondary and postsecondary educators and institutions through face-to-face, subject-specific, vertical teams

3. Expedite successful student transitions from secondary institutions to and through postsecondary institutions.

DATA COLLECTION AND USE

COLLECTED

| **Enrollment** | **Course** (grades included) | **Graduation Data** |

USE

Find a student's highest high school course in a subject area → Link the student's data to higher education data → Find the first course the student took in higher education

▶ Data transmission to THECB uses a method that protects sensitive data.

▶ Only THECB staff can access student-level Pathways data.

PATHWAYS CONSORTIA STRUCTURE

THECB

Local Consortia

| San Antonio | Houston | San Jacinto | RGV | El Paso |

Regional Coordinators

Student Feeder Pattern

IHE ↔ IHE

LEA | LEA | LEA

Vertical Team Structure

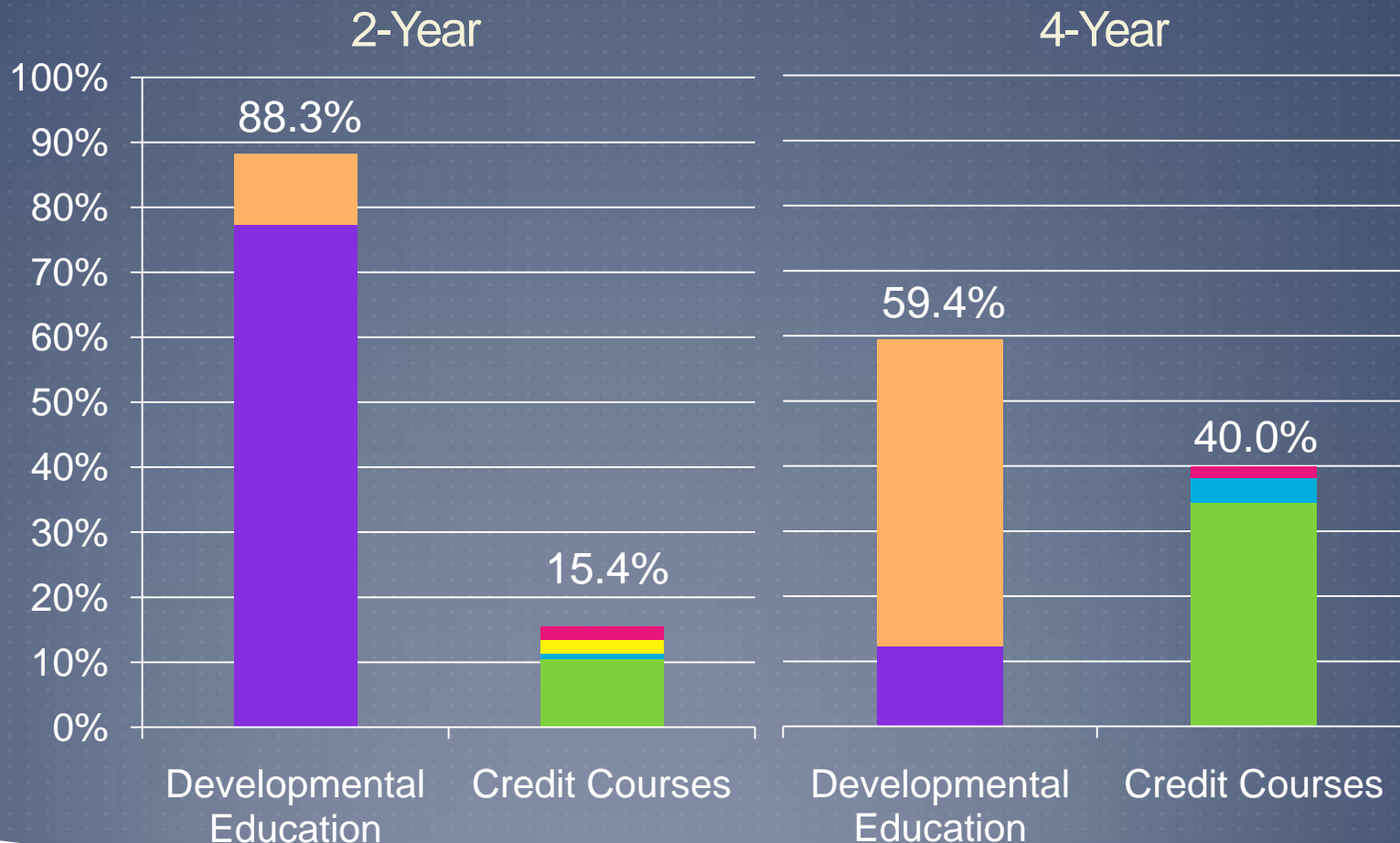| English | Science | Mathematics | Social Studies |

IHE — LEA

Co-chair   Co-chair

First College Math Course at a Higher Ed Institution Students who Passed Algebra 2 in High School
H.S. Graduates FY 2005-2007

DATA EXAMPLE

2-Year

4-Year

- Basic Math
- Intermediate Math
- College Algebra
- Pre-Calculus
- Calculus
- Other

DATA MODULES

DATA MODULES

Online interactive tutorials on using data

- Began as a support project for Pathways, but evolved into sites for wider dissemination
- Designed to provide technical assistance for educators and stakeholders on:
  - how to interpret and ask critical questions of data
  - how to use data to drive institutional and programmatic decision making
- Two different sites:
  - cover basic data terminology and presentation
  - instruct how to use data to inform practice and policy

BASIC DATA TERMINOLOGY AND PRESENTATION

UNDERSTANDING
DATA ANALYSIS

The overall purpose of these modules is to present statistical tools and information so that educators are able to make informed decisions utilizing readily available data. The modules include references to data that educators have to utilize frequently to make decisions such as student demographic information and results of high school or college entrance exams. In addition, some of the modules present scenarios that are common to educators.

What do you want to know?

Definitions

Where to find data

Presentation of data

(Mis)Interpreting data and statistical reports

USING DATA TO INFORM DECISIONS

Asking questions

Finding existing data

Collecting new data

Analyzing and interpreting data

Putting data to use

TRACKING POSTSECONDARY OUTCOMES DASHBOARD

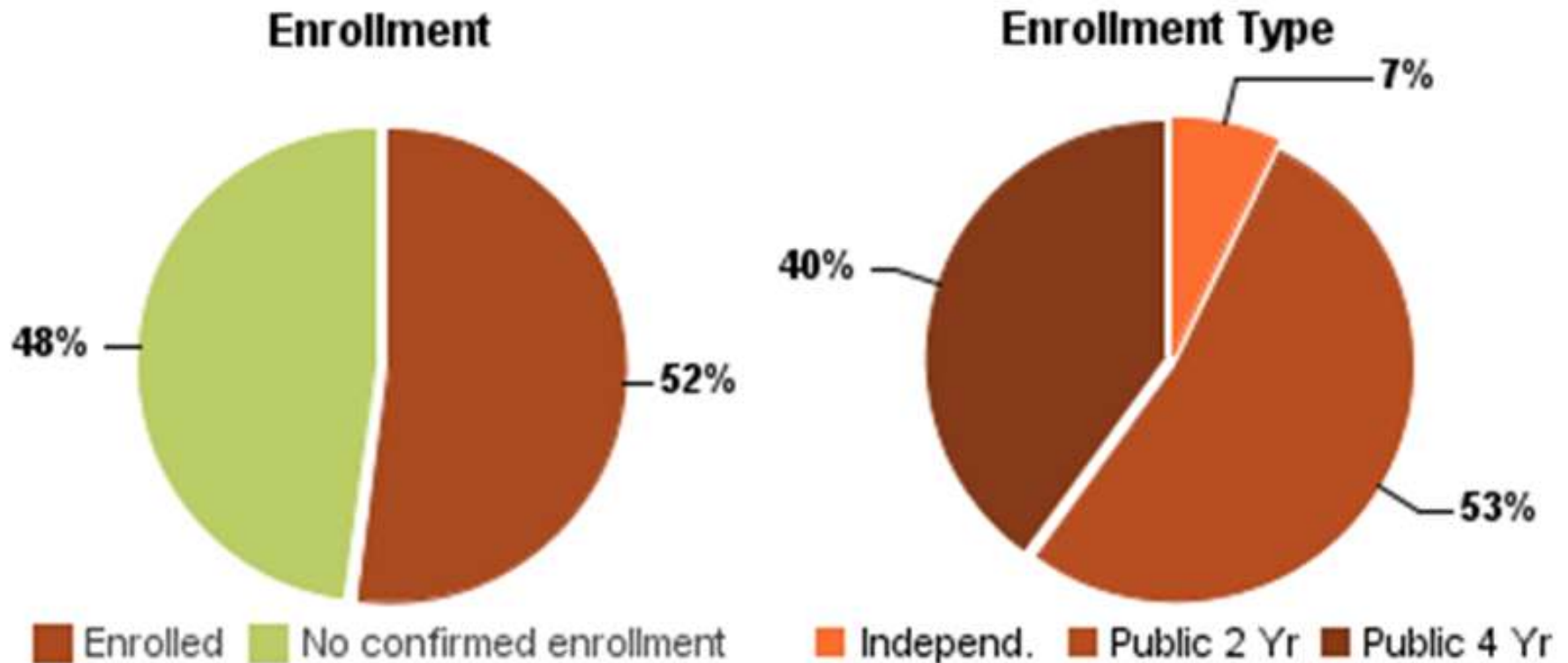# POSTSECONDARY OUTCOMES DASHBOARD

- Should be publicly available in February
- Includes data for ISDs on:
  - Enrollment
  - Persistence
  - College readiness
  - Regional comparisons
  - District comparisons
  - Across years

**Watch for the
New Websites**

howmanygo2college.com
howmanygo2collegetx.com

POSTSECONDARY OUTCOMES DASHBOARD

Percentage of high school graduates that enrolled in Texas education by fall following high school graduation

Enrollment

- 48% — No confirmed enrollment
- 52% — Enrolled

Enrollment Type

- 7% — Independ.
- 40% — Public 4 Yr
- 53% — Public 2 Yr

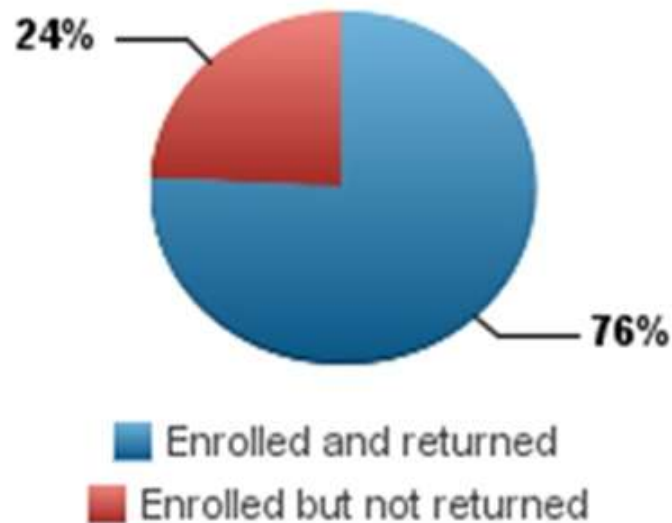Legend: Enrolled | No confirmed enrollment | Independ. | Public 2 Yr | Public 4 Yr

Example of dash-board for 2011 enrollment for the state. Also available: enrollment by full-time, by ethnicity, by gender, and by economic status.
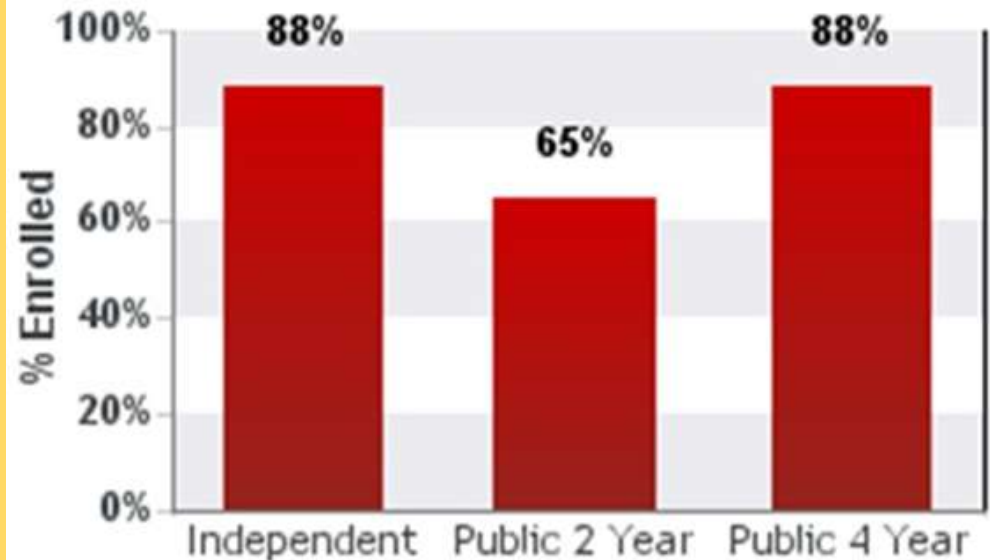
POSTSECONDARY OUTCOMES DASHBOARD

Example of dashboard for 2011 persistence for the state.

POSTSECONDARY OUTCOMES DASHBOARD

Percentage of high school graduates that enrolled in Texas postsecondary education by demographic subgroups
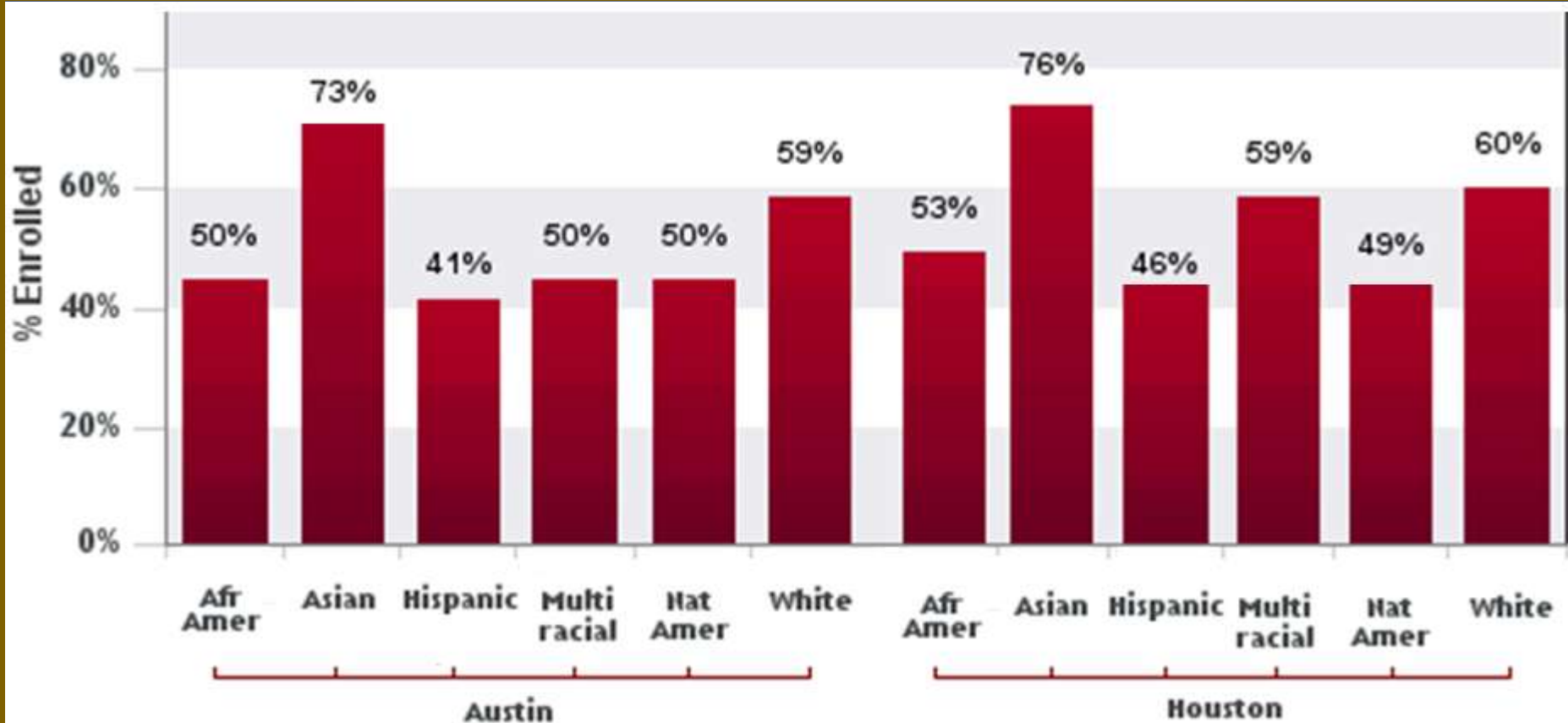
COLLEGE OUTCOMES TRACKING SYSTEMS

Universities

Community Colleges

Texas State Technical College System

Lamar Colleges

The new EXISTING PROGRAM REVIEW SYSTEM is available for use

- ▶ Three years of data available
- ▶ The latest data is presently in work to be posted
- ▶ Can be found at
  http://reports.thecb.state.tx.us/approot/epr/epr.htm
- ▶ OR

QUESTIONS???

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