



President and Provost Roundtable Discussion

Topic: Replacing Closing the Gaps:

The Next Long-Range Strategic Plan for Texas Higher Education

Questions:

- What do you see as implications for SHSU?
- Should the university do anything differently based upon this plan?

Educational Attainment

Overarching Goal: By 2030, at least 60% of Texans aged 25-34 will have a postsecondary credential or degree.

- Possible Targets
 - Increase the % of Texans aged 25-34 with a postsecondary credential or degree to at least 45% by 2020; to at least 52% by 2025. *Currently 38%*
- Possible Strategies
 - Employ High-Impact Practices (HIPs) such as first-year seminars and experiences, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, service and community-based learning, internships, and capstone courses and projects.
 - Provide high-quality Adult Basic Education (ABE) programs to improve educational attainment for educationally underserved adults.

Completion

Goal: By 2030, at least 550,000 students in that year will complete a certificate or an associate, bachelor's, or master's degree from a Texas public, independent, or for-profit college or university.

- Possible Targets
 - Increase the number of students completing a certificate or an associate, bachelor's, or master's degree from a Texas public, independent, or for-profit college or university to at least 380,000 students by 2020; to at least 450,000 students by 2025. *Currently 291,000*
 - Increase the percentage of all public high school graduates enrolling in a public, independent, or for-profit college or university within one year of their high school graduation to at least 56% by 2020; to at least 58% by 2025; to at least 60% by 2030. *Currently 53.7%*
 - Increase the percentage of economically disadvantaged public high school graduates enrolling in higher education within one year of high school graduation to at least 48% by 2020; to at least 54% by 2025; to at least 60% by 2030. *Currently 42.3%*
 - Increase the number of male and female students completing a certificate or degree to at least 170,000 males and 209,000 females by 2020; to at least 216,000 males and 240,000 females by 2025; to at least 275,000 males and 275,000 females by 2030. (Possibly disaggregate students by race/ethnicity based on the demographic distribution of the population.) *Currently 112,000 males and 159,000 females*
 - Increase the number of economically disadvantaged undergraduate students completing a certificate or degree to at least 168,000 students by 2020; to at least 221,000 students by 2025; to at least 290,000 students by 2030. (Target will reflect the projected number of postsecondary students with unmet financial need in 2030.) *Currently 99,500 students or 38%*
- Possible Strategies
 - Increase use of predictive analytics to identify and assist students at risk of not completing.
 - Develop practices to encourage stop-outs with more than 50 semester credit hours to return and complete a degree or certificate.
 - Scale up practices that support underprepared students to increase persistence and completion, and reduce time-to-degree.
 - Improve pathways to English proficiency for second language learners.

- Encourage qualified high school students to participate in dual credit.
- Increase financial aid for upper-division students to improve completions.
- Encourage the use of co-requisite courses and other initiatives that provide clear, guided pathways to completion.
- Improve opportunities for adults to pursue and complete higher education.
- Use prior learning assessments and other competency-based models to improve participation and reduce time-to-degree.

Marketable Skills

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

- Possible Targets
 - By 2030, institutions will have created and implemented a process to identify marketable skills, and updated identified marketable skills for all programs.
 - By 2025, institutions will have created and implemented a process to identify marketable skills for all programs, and each entering and graduating cohort of students will be well informed about the skills and abilities they are acquiring.
 - By 2020, institutions will have (1) created a process to identify and regularly update marketable skills for each of their programs in collaboration with business and other community organizations, and (2) identified marketable skills for more than half of all programs.
- Possible Strategies
 - Collaborate with state, regional, and local employers to define desirable skills, and identify programs and courses that offer those skills.
 - Develop multi-institution consortia to provide guidance on identifying marketable skills.
 - 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.
 - Improve academic and career advising strategies.
 - Optimize the balance between state, regional, and local employer needs and certificate and degree production.
 - Leverage P-16 Councils and Chambers of Commerce to bridge the gap between higher education and business.
 - Develop certificates designed to complement baccalaureate degrees, such as a business certificate with a liberal arts degree.
 - Provide teacher candidates with a deep understanding of, and practical experience with, methodologies and strategies so they enter the teaching field having analyzed and practiced instruction that makes them successful in meeting a broad spectrum of students' needs.

Student Debt

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

- Possible Targets
 - Maintain student loan debt at or below 72% of first-year wage for baccalaureate graduates in 2020, in 2025, and in 2030. *Currently 72%*
 - Maintain student loan debt at or below 36% of first-year wage for certificate holders and associate graduates in 2020, in 2025, and in 2030. *Currently 40% for associate graduates and 33% for certificate holders*
 - Increase the percentage of undergraduate students with an Expected Family Contribution (EFC) under \$4,000 who have their financial need met without loans to at least 43% by 2020; to at least 51% by 2025; and to at least 60% by 2030. *Currently 35%*

- Decrease the semester credit hours that students attempt when completing an associate or baccalaureate program to within twelve hours of their programs' minimum semester- credit-hour requirement by 2020; to within six hours by 2025; to within three hours by 2030. *Currently 15 hours for baccalaureate degrees and 27 hours for associate degrees*
- Possible Strategies
 - Fundamentally redesign higher education funding.
 - Better advise students and parents on financial aid options and impacts before and during their college careers.
 - Make higher education more affordable to students by optimizing state and other funding sources.
 - Increase the accessibility of higher education by fully funding grants for eligible students.
 - Reduce semester credit hours to completion by employing guided pathways.
 - Support affordable baccalaureate initiatives.

References

1. Higher Education Strategic Planning Committee (2014). Possible goals, targets, and strategies for the 2016-2030 strategic plan for Texas higher education [meeting handout]. Retrieved from <http://www.thecb.state.tx.us/index.cfm?objectid=67774E2B-0641-8EAD-27DAE5216CE7C793>