HEARING AGENDA

SENATE FINANCE COMMITTEE
SENATOR STEVE OGDEN, CHAIRMAN
WEDNESDAY, JUNE 23, 2010, 10:00 A.M.
CAPITOL EXTENSION E1.036

I. Call to Order
II. Roll Call
III. Committee Business

Study and make recommendations regarding formula funding and its impact on the cost of attendance and methods of financing higher education institutions, including funding differences for pharmacy and nursing programs; research funding; performance funding; and funding for institutions that face capacity student enrollment. Specifically address the following:

- *Methods of financing capital projects at higher education institutions, including the levels of deferred maintenance on the ability to offer basic instructional services, and the methods used to finance deferred maintenance projects. Recommend alternatives for providing a structured and recurring funding mechanism more suited to the state's fiscal capacity and institutional needs.*
- *Supplemental funding for structured programs that are essential for student success and for meeting the goals of Closing the Gaps, including those that provide concentrated student academic and personal support services for universities that enroll a high proportion of non-traditional or at-risk students. Study and make recommendations regarding the quality and effectiveness of academic advising, focusing on resources, staff development, and impact on time-to-degree.*

A. Invited Testimony

1. Formula Funding

- Formula Funding Recommendations

  - Higher Education Coordinating Board -
    Fred Heldenfels, Chair
    Dr. Raymund Paredes, Commissioner
  - Community College Formula Advisory Committee -
    Dr. Richard Rhodes, President, El Paso Community College
  - General Academic Formula Advisory Committee -
    Jim Brunjes, Senior Vice Chancellor, Texas Tech University System
  - Health Related Formula Advisory Committee -
    Elmo Cavin, Executive Vice President, Texas Tech Health Sciences Center
    Kevin Dillon, Chief Operating & Financial Officer,
    University of Texas Health Science Center at Houston

- Allied Health Programs Funding Differences
  Dr. Mike Kerker, Associate Vice Provost, University of Texas at Austin
  Bill Nance, Vice President for Finance & Support Services,
  Texas State University - San Marcos
  Elmo Cavin, Executive Vice President, Texas Tech Health Sciences Center

(over)

2. Student Success

- Higher Education Coordinating Board -
  Fred Heldenfels, Chair
  Elaine Mendoza, Vice Chair
  Dr. Raymund Paredes, Commissioner
- University of Texas System -
  Dr. Martha Ellis, Associate Vice Chancellor for Community College Partnerships
- Prairie View A&M University -
  Dr. George Wright, President
  Lettie Raab, Director of ACCESS & University College
- Joint Admission Medical Program Council -
  Dr. Alan Podawiltz, Chair
- Stephen F. Austin University -
  Melissa Boiles, Program Director for Humanities, Science and Business, Academic Assistance and Resource Center
- Texas A&M International University -
  Dr. Ray Keck, President

B. Public Testimony

IV. Recess/Adjourn

Higher Education Coordinating Board

Texas Higher Education Coordinating Board

Overview of Coordinating Board's Formula Funding Recommendations

Presentation for the Senate Finance Committee

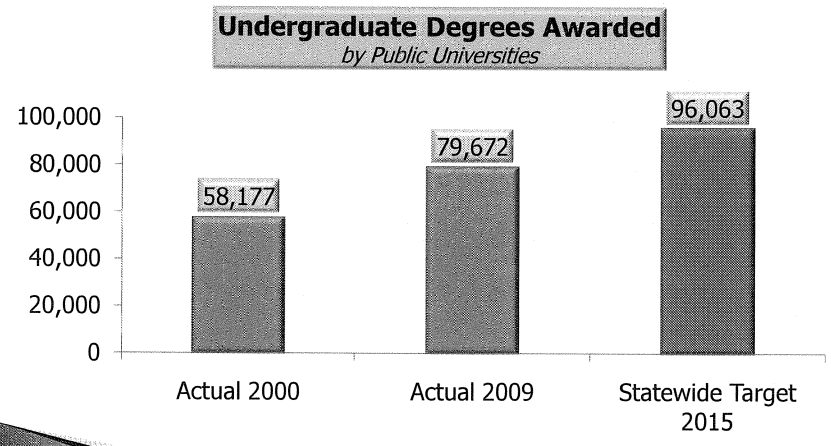
June 23, 2010

The Student Success Agenda: *Improving Educational Outcomes*

To achieve the goals of *Closing the Gaps* and beyond, it is critical we **increase student success**, while **maintaining the gains in access**. To this end, the Coordinating Board is proposing a comprehensive agenda that includes:

- ✓ **Reforming** higher education funding models to promote student success (e.g., course and program completion).
- ✓ **Targeting** TEXAS grants to low-income, college ready students.
- ✓ **Reinventing** developmental education.
- ✓ **Increasing** transfers from 2-year to 4-year institutions.
- ✓ **Institutionalizing** College & Career Readiness Standards and increasing teacher effectiveness.
- ✓ **Strengthening** a college- and career-ready culture throughout Texas (e.g. GenTX campaign)

To meet their targets, public universities must issue **16,391 or 20.6%** more awards in 2015 than in 2009



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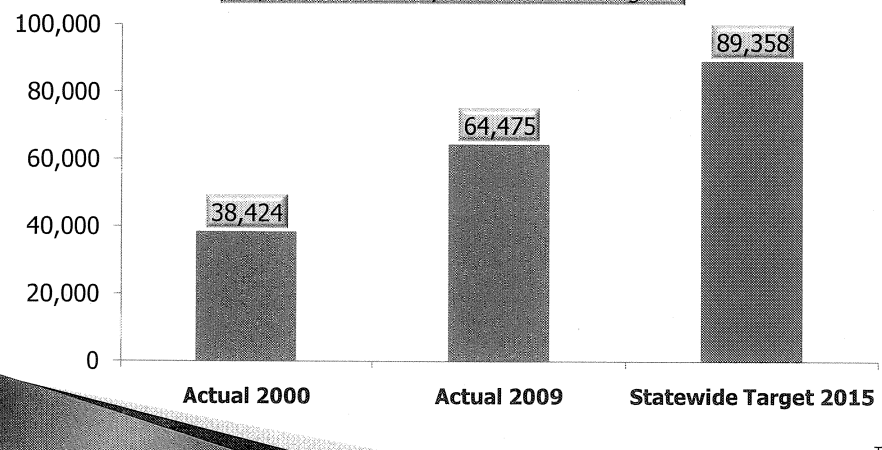
THECB 06/2010

To meet their targets, public CTCs must award **24,883 or 38.5%** more certificates and degrees in 2015 than in 2009



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THECB 06/2010

While progress has been made, costly challenges remain...

- Cost of Developmental Education continues to rise
  - 2000-2001 = $368.7 million*
  - 2008-2009 = $391.9 million*
- Persistence rates of first-time, full-time students need to improve
  - Community colleges: 1 Year = 67.1%; 2 Year = 53.6%
- Transfer rates from community colleges to 4-year institutions must increase
  - 2003 cohort over a 6-year time frame**
    - 8% received an award (degree or certificate)
    - 29% transferred (with various number of contact hours)
    - 63% did not transfer and did not receive an award

*estimated cost for DE instruction for all institutions

** does not include dual credit students

Formula Funding Recommendations

- Increasing student success in cost-efficient ways
- Business as usual is not an option – we will not request additional funding without producing better results
- Comprehensive shared responsibility model
  - **State** – must provide adequate levels of funding
  - **Institutions** – must provide student support services and high quality education
  - **K-12 System** – must better prepare students academically
  - **Students and Families** – must enter college ready and be aware of the academic and financial aid opportunities
  - **Community** – must develop and foster a college-going culture

Summary of CB's Formula Funding Recommendations

- ✓ Align formulas with the mission of the institution
- ✓ Focus on measurements of student success in all sectors
- ✓ Provide performance funding to recognize achievement in meeting student success
- ✓ Fund 100 percent of growth

Formula Funding Recommendations
General Academic Institutions

- Calculate allocation based on enrollment at the end of semester phased-in over 4 years with a 5% at-risk supplement and hold harmless funding
- Move base year back one semester
- Request 2010-11 budgeted appropriation plus growth
- Add teaching experience supplement to base funding
- Continue dramatic growth fund trusteed to THECB
- Continue performance incentive funding

Summary of GAI Recommendations

- Fund on Enrollment at the End of Semester (phased in over 4 years)
- Recommended Biennial Total: **$4.5 Billion**
- Increase from 2010-2011 biennium: **$196.7 Million**
- % Change from 2010-2011 biennium: **4.6 percent**

Funding on Completed Hours

	Question	Answer
Budget environ-ment	Will the new funding methodology threaten fiscal predictability at institutions?	The new funding model is no more variable than the existing model. If new enrollments fluctuate under the current model, an institution can gain or lose funding. Now is a critical time to implement as a key cost-efficiency strategy and to ensure that student support services are not cut during tight budgetary times.

✓ ***In 2009, the state spent $62 million in formula funding for non-completed courses.***

✓ ***Students who did not complete at least one course collectively spent $72 million in tuition and fees.***

Funding on Completed Hours

	Question	Answer
Course completion and Graduation rates	Some have argued that there is no direct correlation between funding completion and graduation rates. Is this true?	Graduation rates include more factors than just the completion of courses. But course completion is clearly a factor in graduation rates; the more courses completed, the more likely a student will graduate.

- ✓ ***"Remaining continuously enrolled increases the probability of degree completion by 43.4 percent."***
- ✓ ***"Withdrawing from or repeating 20% or more courses decreases the probability of earning a bachelor's degree by nearly half."***

--Dr. Clifford Adelman, *The Toolbox Revisited,* 2006

Funding on Completed Hours

	Question	Answer
At-risk students	Will institutions with a high number of at-risk students be disproportionately impacted?	No. The recommendation includes a minimum 5% supplement for at-risk students in order to inject resources to help those student populations. This will also create an incentive for all institutions to focus on these students.

Funding on Completed Hours

In sum, the following conclusions can be made without reservation:

- Under the current formula funding methodology, the state and students experience a significant monetary loss when courses are not completed; institutions, however, do not lose funding
- Funding on completed hours recognizes the reality that attempting but not completing a course yields no value, while completing a course does
- The connection between course completion and ultimate graduation (not bounded by the elements that define four-, five-, and six-year graduation rates) is supported by preeminent research in the field
- Side-by-side comparison of institutions with vastly different entrance standards, different missions, and that serve students of different levels of college preparation yields inconsistent data that poorly inform the decision making process

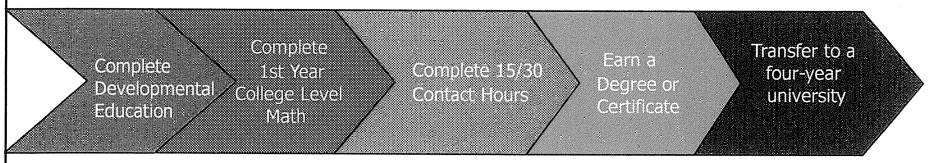
CTC Formula Funding Recommendations

- ✓ Move to a dual formula model; allocate funding at:
  - ➢ 10% on momentum points (second year of the biennium), and
  - ➢ 90% for attempted contact hours
- ✓ Hold harmless funding
- ✓ Fund formulas at 2010-11 budgeted level plus growth
- ✓ Calculate rates for allocations based on 100% of the average cost
- ✓ Continue 10% premium to the rates in the critical fields
- ✓ Continue to trustee funds for developmental education to the THECB for implementation of successful pilot programs
- ✓ Continue funding for alternative teacher certification programs and small institution supplement

Momentum Points

Funding for measurements of student progression towards success

EXAMPLES



Funding on Momentum Points

	Question	Answer
Timeline	Does the implementation timeline of FY12 allow institutions enough time to adjust?	The timeline has been modified for implementation in FY13 in response to concerns raised by CTCs.
10% Formula	Should the 10% formula for momentum points be an incentive model over and above the base formula?	No. The CB contends the proposed base formula is a reasonable allocation methodology that is necessary to achieve better results.

Summary of CTC Recommendations

Community Colleges

- Fund on momentum points and attempted hours
- Proposal Biennial Total: **$2.19 billion**
- Increase from 2010-2011 biennium: **$353.3 million**
- Change from 2010-2011 biennium: **19.4 percent**

Technical and State Colleges

- Fund on momentum points and attempted hours
- Proposal Biennial Total: **$184.7 million**
- Increase from 2010-2011 biennium: **$28.3 million** (including infrastructure)
- Change from 2010-2011 biennium: **19.4 percent**

Summary of HRI Recommendations

- Continue working with HRIs to develop the cost study
- Recommended Biennial Total: **$1.87 Billion**
- Increase from 2010-2011 biennium: **$151.5 Million**
- % Change from 2010-2011 biennium: **9 percent**

Total Funding Recommendations
All Institutions

Recommended Biennial Total: **$8.8 Billion**

Overall change from 2010-11 biennium: **$729.7 Million**

Change from 2010-2011 biennium: **9 percent**

Community College Formula Advisory Committee

Testimony for Richard Rhodes, Ph.D.
Chair, Texas Association of Community Colleges
President, El Paso Community College
Senate Finance, June 23, 2010

The Community and Technical College Formula Advisory Committee made the following recommendations to the Commissioner and the Coordinating Board:

Recommendation 1: Formula Funding

The Formula Advisory Committee recommended full funding of the community and technical college formula (full funding defined as cost of instruction less tuition).

Formula funding is the top priority of the Texas Association of Community Colleges. Given the budget crisis the state is facing, TACC is asking the 82nd Legislature to provide the same base formula amount provided in the last state budget ($1.8 billion) and funds for the unprecedented growth in student enrollment at community colleges ($369 million). The total formula funding amount requested is $2.2 billion.

Recommendation 2: Outcomes Based Funding - Momentum Points

The Formula Advisory Committee recommended to the Commissioner the development of a momentum points system that would reward colleges for improvement in student achievement. The Formula Advisory Committee recommended funding momentum points as an incentive model over and above the current formula system. TACC and the Coordinating Board are working together to develop a momentum points system and it should be ready by this fall. We disagree with the Commissioner's position that momentum points should be implemented as a second instructional formula and designating 10% of total formula dollars to momentum points in FY 2013. We do appreciate the Commissioner and the Board revising the timeline for the implementation of momentum points. TACC's preference is to fund momentum points where colleges compete against themselves and earn funds based upon improvement in student outcomes. We are strongly committed to developing a system that rewards achievement and progress of all students--from the least prepared to the most college ready student. We will work diligently to make sure the the system is truly an incentive system that is equitable for all districts.

Recommendation 3: Hold Harmless Methodology

The Formula Advisory Committee recommended that if a formula allocation for a public college should decrease from the 2010-11 biennium to the 2012-13 biennium, then the Legislature should hold the public college harmless from a significant dollar loss in formula funding.

Recommendation 4: Cost Efficiencies

The Formula Advisory Committee reviewed current cost efficiencies and recommended that cost efficiencies be promoted and pursued by each college district. The

Coordinating Board should report best practices for the schools' consideration and potential adoption.

Recommendation 5: Developmental Education

The Formula Advisory Committee recommended that the Legislature should fund the additional, differential cost for delivering instruction and support services to accelerate and improve completion of developmental studies with a premium of 10% over and above the formula funding rate. The committee also recommended that a review should be conducted of outcomes from "Achieving the Dream" schools in order to develop a methodology to attach incentive based funding for non-course based interventions in math, reading, and writing. Finally, the committee recommended continued funding to the Coordinating Board of the developmental education pilot studies and non course based developmental education interventions (Riders #24, #50, and #59).

Recommendation 6: Critical Fields

The Formula Advisory Committee recommended the continuation of the 10% premium to the formula rate for the critical fields of computer science, engineering, mathematics, physical science, nursing, allied health, life sciences, and teacher education and certification.

Recommendation 7: Cost Study Methodology

The Formula Advisory Committee reviewed the formula methodology and recommended keeping the current procedures with one exception. In calculating the overall contact hour rate for each of the twenty-six disciplines, the mean overall rate should replace the median overall rate currently in use.

Recommendation 8: Small School Supplement

The Formula Advisory Committee endorsed the continued funding of the small institution supplement.

Recommendation 9: Dramatic Growth

The Formula Advisory Committee recommended that the Legislature continue the practice of recognizing enrollment growth with a contingency fund set aside at the Coordinating Board. The Legislature should:

1) set aside sufficient funds to meet anticipated growth needs of community, state, and technical colleges,
2) eliminate the thresholds for qualifying for these funds, and
3) fund the growth in all semesters.

FY 2010-11 Appropriation after 5-percent Cut

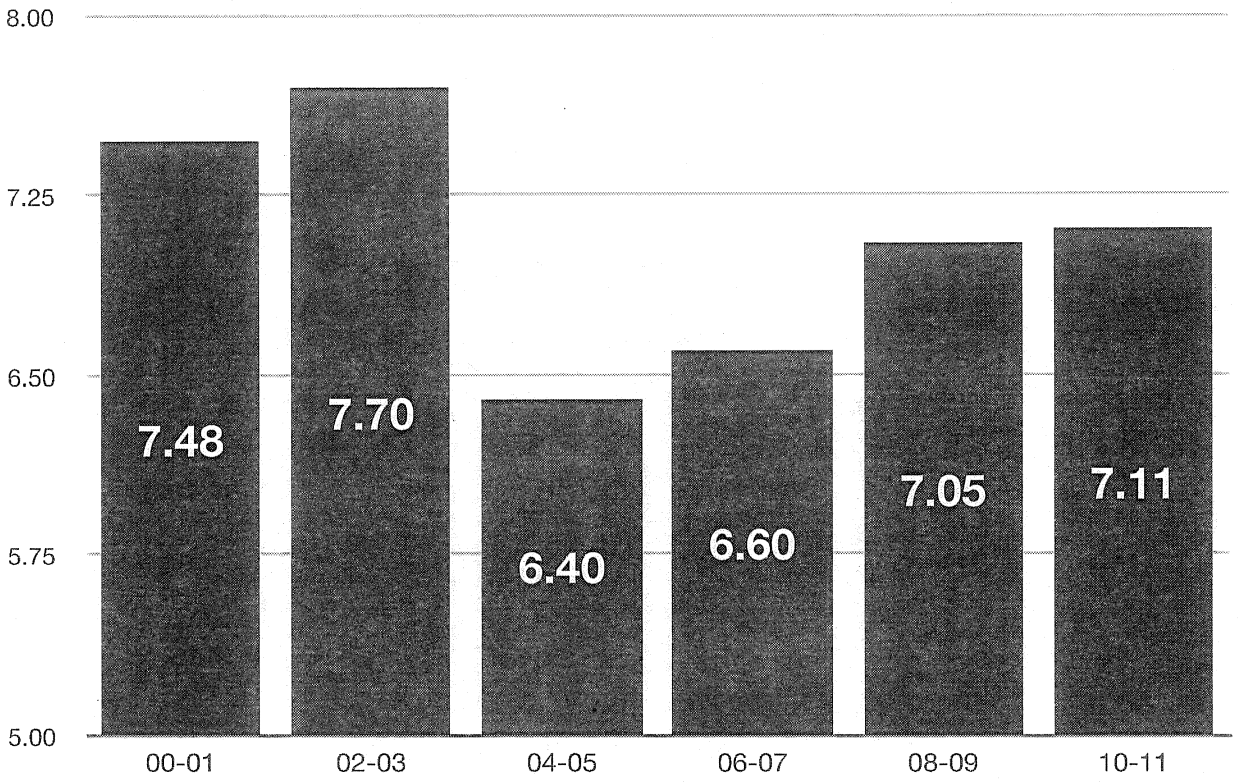
College District	FY 2008-09	Instructional $s	SIS $s	HH $s	A FY 2010-11 Total*	5% reduction*	B FY 2010-11 Revised
Alamo	135,693,392	8,574,991			144,268,383	7,154,068	137,114,315
Alvin	16,913,417	952,424		952,424	16,913,417	839,105	16,074,312
Amarillo	34,306,533	1,093,708		1,093,708	34,306,533	1,701,663	32,604,870
Angelina	16,814,429	1,107,827		1,107,827	16,814,429	834,260	15,980,169
Austin	83,559,700	9,497,116			93,056,816	4,614,558	88,442,258
Blinn	41,139,958	5,561,871			46,701,829	2,315,879	44,385,950
Brazosport	11,515,769	1,388,499		1,388,499	11,515,769	571,622	10,944,147
Central Texas	40,026,227	2,339,634			42,365,861	2,100,864	40,264,997
Cisco	10,966,216	308,844			11,275,060	559,115	10,715,945
Clarendon	4,177,195	269,110	898,817		5,345,122	265,427	5,079,695
Coastal Bend	13,632,017	146,911		146,911	13,632,017	676,053	12,955,964
College of the Mainland	12,714,124	611,453		611,453	12,714,124	630,727	12,083,396
Collin	56,382,881	7,285,934			63,668,815	3,157,248	60,511,567
Dallas	178,996,409	16,991,767			195,988,176	9,718,781	186,269,395
Del Mar	37,317,354	137,524		137,524	37,317,354	1,850,572	35,466,782
El Paso	66,712,421	585,923			67,298,344	3,337,231	63,961,112
Frank Phillips	5,431,416	487,786	746,210		5,689,840	282,458	5,407,382
Galveston	9,458,699	2,592,793	191,316	2,401,477	9,458,699	470,110	8,988,588
Grayson	13,910,141	971,091			14,881,232	737,940	14,143,292
Hill	12,995,631	815,907			13,811,538	684,895	13,126,643
Houston	127,254,865	13,419,360			140,674,225	6,975,839	133,698,386
Howard	15,912,822	634,713	1,074,206		17,621,741	874,280	16,747,461
Kilgore	20,366,429	4,772,785			25,139,214	1,246,619	23,892,596
Laredo	25,279,799	1,346,777		1,346,777	25,279,799	1,254,144	24,025,655
Lee	20,144,015	425,385			20,569,400	1,020,008	19,549,392
Lone Star	109,713,056	13,518,622			123,231,678	6,110,888	117,120,791
McLennan	27,607,204	568,122			28,175,326	1,397,175	26,778,151
Midland	19,456,889	291,284		291,284	19,456,889	964,960	18,491,930
Navarro	24,249,318	6,067,278			30,316,596	1,503,358	28,813,238
North Central Texas	18,838,618	2,181,139			21,019,757	1,042,341	19,977,417
Northeast Texas	7,980,432	483,582			8,464,014	419,719	8,044,295
Odessa	16,947,527	1,519,554		1,519,554	16,947,527	841,029	16,106,498
Panola	7,287,116	231,369	133,713		7,652,198	379,517	7,272,681
Paris	16,290,310	1,172,878	1,081,625		18,544,813	920,056	17,624,757
Ranger	4,179,620	1,172,864	1,043,560	129,304	4,179,620	207,744	3,971,876
San Jacinto	74,246,025	3,520,967			77,766,992	3,856,357	73,910,635
South Plains	29,025,717	1,194,362			30,220,079	1,498,572	28,721,508
South Texas	50,542,148	9,932,640			60,474,788	2,998,861	57,475,927
Southwest Texas	15,409,063	614,585		614,585	15,409,063	764,367	14,644,696
Tarrant	90,885,520	15,055,221			105,940,741	5,253,454	100,687,287
Temple	14,101,299	2,448,880			16,550,179	820,700	15,729,479
Texarkana	18,213,070	390,321			18,603,391	922,516	17,680,875
Texas Southmost	27,965,642	2,146,004		2,146,004	27,965,642	1,387,660	26,577,982
Trinity Valley	23,148,354	727,327			23,875,681	1,183,962	22,691,719
Tyler	32,974,900	3,340,279			36,315,179	1,800,819	34,514,360
Vernon	10,906,246	130,841	756,620		11,793,707	585,145	11,208,562
Victoria	13,632,174	513,636		513,636	13,632,174	676,212	12,955,962
Weatherford	16,468,261	860,374		860,374	16,468,261	816,992	15,651,269
Western Texas	6,128,017	1,821,544	73,933		8,023,494	397,904	7,625,590
Wharton	16,832,008	177,725			17,009,733	843,489	16,166,244
TOTAL	**1,704,650,393**	**118,433,525**	**6,000,000**	**15,261,341**	**1,844,345,259**	91,467,263	**1,752,877,996**

*includes instructional formula, SIS, and Hold Harmless; does not include BAT or special item

FY 2012-13 LAR Instructions

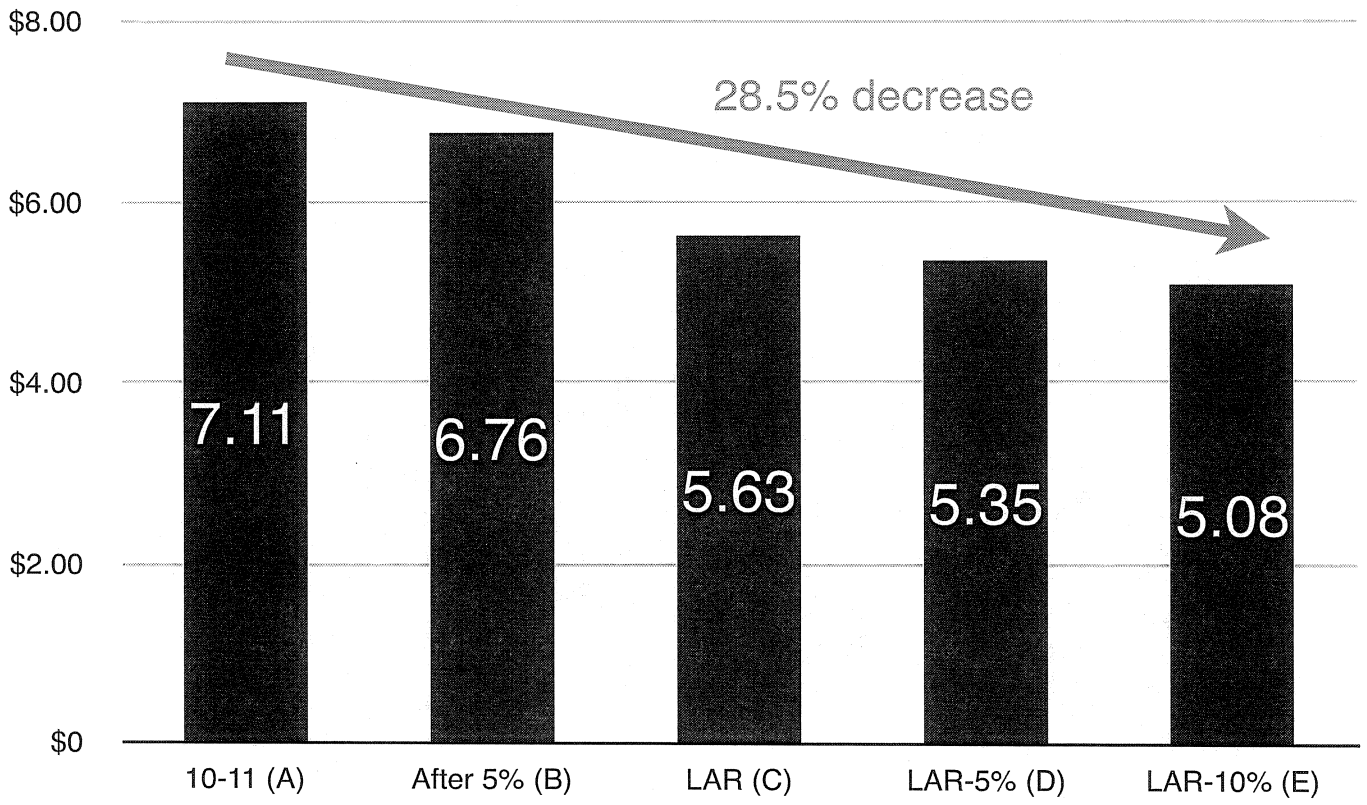
College District	C LAR BASE FY 2010-11 Rvsd	LAR less 5%	D Rvsd LAR Base for FY 2012-13	LAR less additional 5%	E Rvsd LAR Base for FY 2012-13
Alamo	137,114,315	6,855,716	130,258,599	6,512,930	123,745,669
Alvin	16,074,312	803,716	15,270,597	763,530	14,507,067
Amarillo	32,604,870	1,630,244	30,974,627	1,548,731	29,425,895
Angelina	15,980,169	799,008	15,181,160	759,058	14,422,102
Austin	88,442,258	4,422,113	84,020,145	4,201,007	79,819,138
Blinn	44,385,950	2,219,298	42,166,653	2,108,333	40,058,320
Brazosport	10,944,147	547,207	10,396,939	519,847	9,877,092
Central Texas	40,264,997	2,013,250	38,251,747	1,912,587	36,339,160
Cisco	10,715,945	535,797	10,180,148	509,007	9,671,141
Clarendon	5,079,695	253,985	4,825,710	241,286	4,584,425
Coastal Bend	12,955,964	647,798	12,308,166	615,408	11,692,758
College of the Mainland	12,083,396	604,170	11,479,227	573,961	10,905,265
Collin	60,511,567	3,025,578	57,485,988	2,874,299	54,611,689
Dallas	186,269,395	9,313,470	176,955,925	8,847,796	168,108,129
Del Mar	35,466,782	1,773,339	33,693,442	1,684,672	32,008,770
El Paso	63,961,112	3,198,056	60,763,057	3,038,153	57,724,904
Frank Phillips	5,407,382	270,369	5,137,013	256,851	4,880,162
Galveston	8,988,588	449,429	8,539,159	426,958	8,112,201
Grayson	14,143,292	707,165	13,436,128	671,806	12,764,321
Hill	13,126,643	656,332	12,470,311	623,516	11,846,796
Houston	133,698,386	6,684,919	127,013,467	6,350,673	120,662,793
Howard	16,747,461	837,373	15,910,088	795,504	15,114,584
Kilgore	23,892,596	1,194,630	22,697,966	1,134,898	21,563,068
Laredo	24,025,655	1,201,283	22,824,372	1,141,219	21,683,153
Lee	19,549,392	977,470	18,571,922	928,596	17,643,326
Lone Star	117,120,791	5,856,040	111,264,751	5,563,238	105,701,514
McLennan	26,778,151	1,338,908	25,439,243	1,271,962	24,167,281
Midland	18,491,930	924,596	17,567,333	878,367	16,688,966
Navarro	28,813,238	1,440,662	27,372,576	1,368,629	26,003,947
North Central Texas	19,977,417	998,871	18,978,546	948,927	18,029,619
Northeast Texas	8,044,295	402,215	7,642,080	382,104	7,259,976
Odessa	16,106,498	805,325	15,301,173	765,059	14,536,114
Panola	7,272,681	363,634	6,909,047	345,452	6,563,595
Paris	17,624,757	881,238	16,743,519	837,176	15,906,343
Ranger	3,971,876	198,594	3,773,282	188,664	3,584,618
San Jacinto	73,910,635	3,695,532	70,215,103	3,510,755	66,704,348
South Plains	28,721,508	1,436,075	27,285,432	1,364,272	25,921,161
South Texas	57,475,927	2,873,796	54,602,131	2,730,107	51,872,024
Southwest Texas	14,644,696	732,235	13,912,461	695,623	13,216,838
Tarrant	100,687,287	5,034,364	95,652,922	4,782,646	90,870,276
Temple	15,729,479	786,474	14,943,005	747,150	14,195,855
Texarkana	17,680,875	884,044	16,796,831	839,842	15,956,990
Texas Southmost	26,577,982	1,328,899	25,249,083	1,262,454	23,986,629
Trinity Valley	22,691,719	1,134,586	21,557,133	1,077,857	20,479,277
Tyler	34,514,360	1,725,718	32,788,642	1,639,432	31,149,210
Vernon	11,208,562	560,428	10,648,134	532,407	10,115,727
Victoria	12,955,962	647,798	12,308,164	615,408	11,692,755
Weatherford	15,651,269	782,563	14,868,706	743,435	14,125,270
Western Texas	7,625,590	381,279	7,244,310	362,216	6,882,095
Wharton	16,166,244	808,312	15,357,932	767,897	14,590,035
TOTAL	**1,752,877,996**	87,643,900	**1,665,234,096**	83,261,705	**1,581,972,392**

Formula Appropriation/Base Year Contact Hour (Biennium): 2000-01 to 2010-11



The appropriation/contact hour ratio provides a means for comparing appropriations over time and accounts for changes in enrollment.

Appropriation/Contact Hour - Biennium



2010-11 Appropriation per Contact Hour (biennium)

(A) Community College Formula Appropriation/Base Year Contact Hours

(B) Community College Formula Appropriation - 5% reduction/Base Year Contact Hours

2012-13 Projections of Appropriation per Contact Hour (biennium)

(C) LAR Base/Contact Hour Increase of 20%

(D) LAR Base - 5% reduction/Contact Hour Increase of 20%

(E) LAR Base - 5% reduction - additional 5% reduction/Contact Hour Increase of 20%

General Academic Formula Advisory Committee

Senate Finance Committee

Jim Brunjes
Chair, General Academic Formula Advisory Committee

Recommendations of the Formula Advisory Committee

- Predictable and stable formula funding model which uses updated THECB Cost Study for the matrix weights
- Use the most recent student enrollments for attempted semester credit hours for the Base Period
- Continue Teaching Experience Supplement
- Maintain Performance Incentive Funding based upon degrees awarded with extra incentives for at-risk and critical fields in addition to the Instruction and Operations Formula

Recommendation of the Texas Higher Education Coordinating Board

- Change General Academic Institutions Instruction and Operations (I&O) formula funding to completed semester credit hours (SCHs) instead of attempted semester credit hours ("Success Funding")
  - Redistribution of formula funding attributable to Only Completed SCHs – See Chart 1
- Recommended policy change does not reward institutions that are successfully graduating students
  - As an example, Texas State University at San Marcos has the 5th highest graduation rate, but would lose $2.2 million due to the change to completed semester credit hours
  - Of the institutions with the 10 highest graduation rates, four would lose funding because of this policy change

General Academic Formula Advisory Committee

Chart 1

Institution	FY 2012 - FY 2013 GAFAC Recommendation Attempted Hours *	FY 2012 - FY 2013 Impact of Completed Hours *	Difference - Attempted and Completed Hours *	PCT	5 Year Graduation Rate Ranking
UT-Austin	$459,486,636	$468,990,800.57	$9,504,164	2.1%	1
TAMU	471,025,539	479,211,795	8,186,256	1.7%	2
UT-Dallas	135,086,642	138,825,855	3,739,213	2.8%	3
TTU	227,454,058	227,988,668	534,610	0.2%	4
TxStU-SM	168,684,307	166,438,702	(2,245,606)	-1.3%	5
TAMU-Galveston	16,288,681	16,557,412	268,731	1.6%	6
SFA	69,486,635	67,907,613	(1,579,022)	-2.3%	7
UNT	209,707,659	210,984,131	1,276,471	0.6%	8
Sam Houston	98,220,422	95,343,660	(2,876,762)	-2.9%	9
UT-Arlington	177,322,382	176,986,161	(336,221)	-0.2%	10
TWU	87,265,787	88,841,998	1,576,211	1.8%	11
TAMU-Commerce	58,267,524	57,612,917	(654,606)	-1.1%	12
TAMU-CC	57,965,615	55,774,888	(2,190,727)	-3.8%	13
Tarleton	48,509,908	47,887,725	(622,183)	-1.3%	14
WTAMU	43,156,759	42,396,480	(760,279)	-1.8%	15
UT-Tyler	35,463,575	35,153,715	(309,859)	-0.9%	16
UH	265,225,883	265,323,177	97,294	0.0%	17
TAMI	30,183,998	29,459,762	(724,236)	-2.4%	18
UT-San Antonio	163,277,496	160,019,621	(3,257,875)	-2.0%	19
UT-Permian Basin	18,536,895	18,116,188	(420,707)	-2.3%	20
Midwestern	31,706,643	31,083,914	(622,728)	-2.0%	21
Angelo	32,870,796	31,452,166	(1,418,630)	-4.3%	22
UT-Pan American	103,785,898	100,496,434	(3,289,464)	-3.2%	23
Prairie View	52,145,806	52,270,052	124,247	0.2%	24
Lamar	89,436,624	89,883,102	446,478	0.5%	25
Sul Ross	10,790,173	10,764,019	(26,154)	-0.2%	26
TAMU-Kingsville	41,963,038	42,156,358	193,320	0.5%	27
UT-El Paso	124,268,723	123,317,175	(951,548)	-0.8%	28
UH-Downtown	53,388,338	50,495,718	(2,892,620)	-5.4%	29
TSU	57,455,688	57,581,332	125,644	0.2%	30
UH-Clear Lake	52,320,087	52,706,386	386,299	0.7%	31
UT-Brownsville	24,652,935	24,198,374	(454,561)	-1.8%	32
UNT-Dallas	8,737,819	8,791,005	53,186	0.6%	n/a
TAMU-San Antonio	7,992,960	8,029,783	36,823	0.5%	n/a
TAMU-Texarkana	9,449,931	9,475,609	25,678	0.3%	n/a
Sul Ross - Rio Grande	4,897,103	4,869,027	(28,076)	-0.6%	n/a
TAMU-Central Texas	10,648,516	10,511,940	(136,577)	-1.3%	n/a
UH-Victoria	19,763,446	18,987,263	(776,183)	-3.9%	n/a
TOTAL	$3,576,890,925	$3,576,890,925	0	0.0%	

$26,574,625 16
($26,574,625) 22

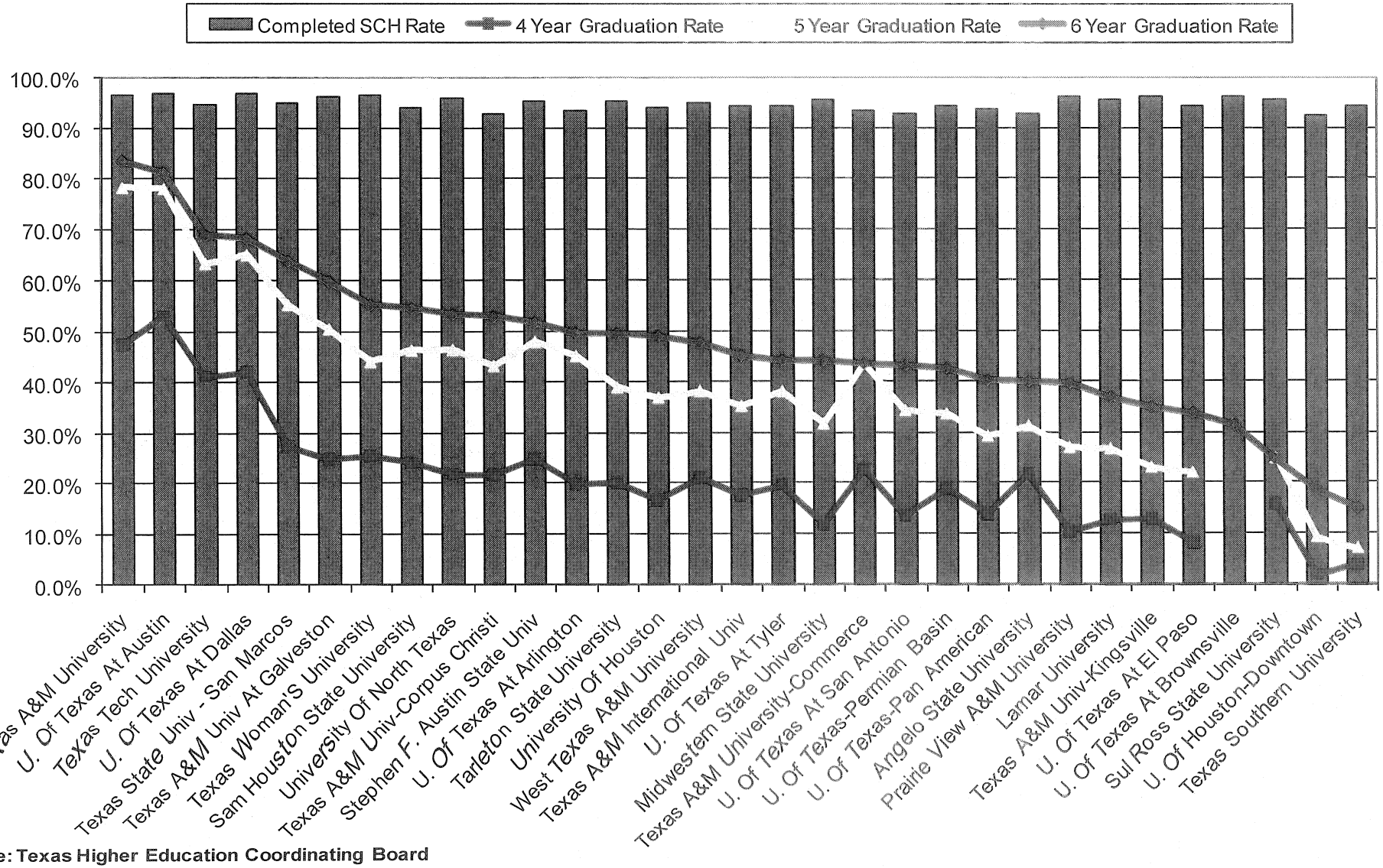
•Updated Semester Credit Hours and Updated Matrix

Recommendation of the Texas Higher Education Coordinating Board

- Students are currently completing the vast majority of their courses – See Chart 2
  - The average course completion rate of the institutions is over 95%
  - The lowest completion rate is 92.5%
- Completion includes courses that end with grades of D and F
- No proof that it leads to quicker or more graduations
  - Using the data from the Coordinating Board's Accountability System, there is no correlation between graduation rates and the rate of completing semester credit hours
  - Institutions with similar rates of completed courses can vary by as much as 40% in graduation rates

Chart 2

Completed SCH vs Graduation Rates
AY 2009 sorted by 6 Year Graduation Rate



Source: Texas Higher Education Coordinating Board

Legislative Actions to Fund Student Success

- Legislature has enacted laws that have eliminated the funding for excessive attempted semester hours (SCHs)
  - No state funding for a course taken the third time
  - No student allowed to drop more than 6 courses
  - No state funding for SCHs after 150 hours
- Legislature established Incentive Funding
  - Distribution is based on degrees awarded with extra funding for degrees awarded to at-risk students and degrees awarded in critical fields such as nursing, STEM fields or certain teaching degrees

THECB Recommended Changes

- Reallocates funding due to:
  - Elimination of Teaching Experience Supplement
  - Change from Attempted to Completed Semester Credit Hours
  - Shifts Base Period even further from current enrollments
  - Four Year phase-in
  - Estimated at-risk adjustment
- Requires additional funding of $30 million for at risk students and Hold Harmless – See Chart 3

General Academic Formula Advisory Committee

Chart 3

Institution	FY 2010 - 2011 Appropriated I&O	FY 2012 - 2013 GFAC Attempted Hours + $18.5m	Difference from FY 2010 - 2011	PCT	4-Year Phase-In Completed Hours (25%/50%)	Difference from FY 2010 - 2011	PCT	5 Year Graduation Rate	Graduation Rate Ranking
TAMU	474,976,777	472,229,025	(2,747,752)	-0.60%	475,298,871	322,094	0.10%	78.30%	1
UT-Austin	456,395,903	460,507,252	4,111,349	0.90%	464,071,314	7,675,411	1.70%	78.10%	2
UT-Dallas	141,331,259	135,389,635	(5,941,624)	-4.20%	136,791,840	(4,539,419)	-3.20%	65.00%	3
TTU	225,874,713	228,530,944	2,656,231	1.20%	228,731,422	2,856,709	1.30%	63.30%	4
TxStU-SM	168,570,631	169,880,525	1,309,894	0.80%	169,038,423	467,792	0.30%	55.30%	5
TAMU-Galveston	16,112,664	16,355,286	242,622	1.50%	16,456,060	343,396	2.10%	50.50%	6
SFA	69,219,270	70,053,813	834,543	1.20%	69,461,680	242,410	0.40%	47.90%	7
UNT	209,234,350	210,843,876	1,609,526	0.80%	211,322,554	2,088,204	1.00%	46.30%	8
Sam Houston	97,963,186	99,018,432	1,055,246	1.10%	97,939,646	(23,540)	0.00%	46.20%	9
UT-Arlington	177,197,187	178,134,401	937,214	0.50%	178,008,318	$811,131	0.50%	45.10%	10
TWU	86,510,672	87,609,494	1,098,822	1.30%	88,200,573	1,689,901	2.00%	44.00%	11
TAMU-Commerce	61,158,797	58,561,831	(2,596,966)	-4.20%	58,316,354	(2,842,443)	-4.60%	43.50%	12
TAMU-CC	58,125,774	58,378,820	253,046	0.40%	57,557,297	(568,477)	-1.00%	43.20%	13
Tarleton	48,245,198	48,878,242	633,044	1.30%	48,644,924	399,726	0.80%	38.90%	14
WTAMU	42,964,401	43,486,702	522,301	1.20%	43,201,598	237,197	0.60%	38.20%	15
UT-Tyler	35,858,048	35,743,457	(114,591)	-0.30%	35,627,260	(230,788)	-0.60%	38.10%	16
UH	263,378,377	266,437,995	3,059,618	1.20%	266,474,480	3,096,103	1.20%	36.90%	17
TAMU-International	30,407,541	30,452,777	45,236	0.10%	30,181,188	(226,353)	-0.70%	35.20%	18
UT-San Antonio	162,712,265	164,506,766	1,794,501	1.10%	163,285,062	572,797	0.40%	34.30%	19
UT-Permian Basin	18,486,542	18,684,570	198,028	1.10%	18,526,805	40,263	0.20%	33.60%	20
Midwestern	31,500,807	31,980,056	479,249	1.50%	31,746,533	245,726	0.80%	31.70%	21
Angelo	32,363,829	33,205,415	841,586	2.60%	32,673,429	309,600	1.00%	31.20%	22
UT-Pan American	103,434,975	104,811,057	1,376,082	1.30%	103,577,508	142,533	0.10%	29.20%	23
Prairie View	52,832,776	52,586,311	(246,465)	-0.50%	52,632,903	(199,873)	-0.40%	26.90%	24
Lamar	83,842,624	89,822,254	5,979,630	7.10%	89,989,683	6,147,059	7.30%	26.60%	25
Sul Ross	10,845,340	10,873,928	28,588	0.30%	10,864,120	18,780	0.20%	24.70%	26
TAMU-Kingsville	43,107,677	42,256,031	(851,646)	-2.00%	42,328,524	(779,153)	-1.80%	22.90%	27
UT-El Paso	123,768,246	125,227,995	1,459,749	1.20%	124,871,165	1,102,919	0.90%	21.90%	28
UH-Downtown	52,993,950	53,939,647	945,697	1.80%	52,854,914	(139,036)	-0.30%	9.00%	29
TSU	56,382,146	57,894,931	1,512,785	2.70%	57,942,047	1,559,901	2.80%	6.80%	30
Sul Ross - Rio Grande	4,961,785	4,939,433	(22,352)	-0.50%	4,928,904	(32,88:)	-0.70%	N/A	
TAMU-Central	10,590,409	10,729,370	138,961	1.30%	10,678,153	87,744	0.80%	N/A	
TAMU-San Antonio	8,210,986	8,048,768	(162,218)	-2.00%	8,062,578	(148,408)	-1.80%	N/A	
TAMU-Texarkana	9,724,702	9,494,650	(230,052)	-2.40%	9,504,280	(220,422)	-2.30%	N/A	
UH-Victoria	19,993,595	19,829,988	(163,607)	-0.80%	19,538,919	(454,676)	-2.30%	N/A	
UH-Clear Lake	53,969,594	52,475,953	(1,493,641)	-2.80%	52,620,815	(1,348,779)	-2.50%	N/A	
UNT-Dallas	8,718,098	8,785,161	67,064	0.80%	8,805,105	87,007	1.00%	N/A	
UT-Brownsville	24,925,831	24,846,757	(79,074)	-0.30%	24,676,297	(249,534)	-1.00%	N/A	
TOTALS	**$3,576,890,925**	**$3,595,431,548**	**$18,540,624**	**0.50%**	**$3,595,431,546**	**$18,540,621**	**0.50%**		
						$30,544,403	23		
						($12,003,782)	15		

* Updated Semester Credit Hours and Updated Matrix

Health Related Formula Advisory Committee

Senate Finance Committee

Health Related Institutions Formula Advisory Committee Formula Recommendations

Elmo Cavin, Chair

Formula Advisory Committee Formula Recommendations

- Return to 2000 – 2001 rates for all formulas
  - Restoring the 2000-01 formula rates would fund growth in all respective HRI formulas
- Instruction & Operations Support
  - No additional disciplines
  - No weight changes for existing disciplines

	2000-2001 Rates	2008-2009 Rates	2010-2011 Rates	2012-2013 Recommended Rates
Instruction & Operations	$ 11,383	$ 10,840	$ 11,129	$ 11,383
Infrastructure Support UTMDACC & UTHSCT All Other HRI	 $ 10.68 $ 11.18	 $ 7.20 $ 7.98	 $ 7.19 $ 7.96	 $ 10.68 $ 11.18
Research Enhancement	2.85%	1.53%	1.48%	2.85%

Senate Finance Committee

Instruction and Operations Support Cost Study Health Related Institutions (HRIs)

Cost Study Process

- Cost Study Subcommittee
  - Created by Formula Advisory committee in November 2009
  - Chaired by Kevin Dillon (UTHSC-Houston)
  - Representative from each Health Related Institution (HRIs)
- Cost study report approved by full Formula Advisory Committee in April 2010

Cost Study Methodology

- Rider required an "all funds" cost study to validate the formula funding weights.
  - The original weights were based on historical appropriation levels, not on all funds available to HRIs.
  - Adjustments to formula weights based on all funds available to HRIs is a shift from these historical formulas.
- Final methodology excluded expenditures from patient care income (which are significant for several HRIs).

Historical Funding Levels

- Formulas have historically funded programs at different levels of relative educational costs.
- Based on the cost study for each health education program, formula funding per full time student equivalent ranges from 31% to 86% of FY 2009 expenditures.
- That is, formula funding only supports a portion of actual educational costs (and this varies by type of program – e.g., medical vs. nursing)

Limitations of cost study: Diverse Missions of HRIs

- Variety of Academic Programs Offered
- Size of Clinical Programs
- Size of Research Programs
- Hospital Operations
- Small overall number of HRIs

Findings:

- Increased weights for all programs
- Without additional funding, increased weights thus result in:
  - Decrease in funding rate of over 35%
  - Significant shifts between programs

Discipline	2010-2011 Weights	"Cost Indicated" Weights
Allied Health	1.000	1.000
Biomedical Science	1.018	2.869
Nursing	1.138	1.507
Pharmacy	1.670	1.777
Public Health	1.721	2.644
Dental Education	4.601	6.156
Medical Education	4.753	8.167

Recommendation

- Cost study should not be used to modify the formula matrix.
- Cost study should be used as a tool by the Formula Advisory Committee each biennium to evaluate the formula matrix for potential weight changes.

Allied Health Programs Funding Differences

Article III, Senate Bill I, 81st Regular Session
Special Provisions Relating Only to State Agencies of Higher Education
Sec. 28. General Academic Funding

Sec. 28. General Academic Funding. Appropriations made in this Act for formula funding for general academic institutions will consist of four formulas and supplemental items.

1. **Instruction and Operations Formula.** The Instruction and Operations Formula shall provide funding for faculty salaries, including nursing, departmental operating expense, library, instructional administration, research enhancement, student services, and institutional support. These funds are distributed on a weighted semester credit hour basis. The rate per weighted semester credit hour for the 2010-11 biennium is $62.19.

Weighting is determined by the following matrix:

	Lower Div.	Upper Div.	Masters	Doctoral	Special Professional
Liberal Arts	1.00	1.72	4.18	9.29	
Science	1.71	2.97	8.09	20.52	
Fine Arts	1.39	2.32	5.43	7.19	
Teacher Ed	1.42	1.74	2.48	7.64	
Agriculture	1.87	2.52	7.07	9.91	
Engineering	2.41	3.87	7.63	15.96	
Home Economics	1.06	1.70	2.86	6.62	
Law					3.86
Social Services	1.94	2.05	2.97	13.84	
Library Science	1.14	1.09	2.63	6.65	
Vocational Training	1.66	1.97			
Physical Training	1.29	1.28			
Health Services	1.24	1.98	3.21	8.49	8.49
Pharmacy	0.71	4.24	19.87	29.55	3.79
Business Admin	1.11	1.73	3.42	24.27	
Optometry			5.46	19.12	7.00
Teacher Ed Practice	1.30	1.78			
Technology	1.90	2.38	4.41	3.37	
Nursing	1.94	2.45	4.73	10.64	
Developmental Ed	1.00				
Veterinary Medicine					16.53

Senate Finance Committee

General Academic/Health Related Formula Differences

Elmo Cavin, HRIFAC Chair

Formula Differences – GAI vs HRI

- I & O formulas fund not only instruction but also fixed costs of administration, student services and library
  - HRI costs – institutions with an average of 2,400 students spread costs across 7 disciplines with one weight for each discipline.
  - GAI costs – institutions with an average of 15,000 students spread costs across 21 disciplines with total of 70 weights

Formula Differences – GAI vs HRI

- Completely different variables to allocate two distinct funding pools.
- Individual elements such as nursing and pharmacy are only components of the overall formulas. These elements should not be evaluated as stand alone formulas.

Formula Differences – GAI vs HRI

- HRI's are more research oriented with greater percentage of students in master and doctoral level programs, which requires lower student to faculty ratios resulting in a higher per student cost

Formula Differences – GAI vs HRI

- The first GAI Cost Study recognizes these differences:

  "*As expected, the research-oriented institutions tend to be relatively costly institutions on a total, full-time student equivalent (FTSE) basis. However, institutions with fairly small student populations also tend to be relative costly on a total FTSE basis because of the minimum requirements needed to provide higher education services…*"

Higher Education Coordinating Board

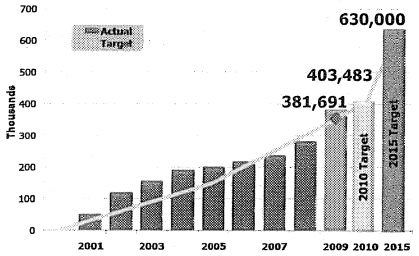
Texas Higher Education Coordinating Board

Accelerated Action Plan

Presentation for the
Senate Finance Committee

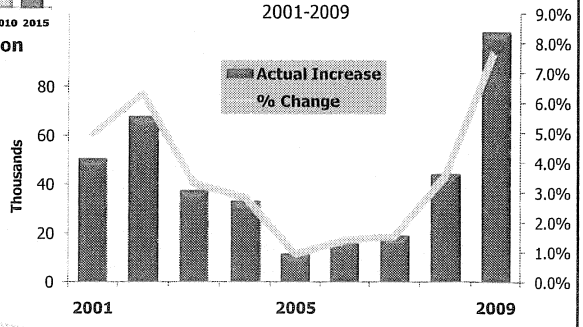
June 23, 2010

Texas remains on track to meet **Participation** goals



Cumulative Increase in Participation
2000-2009

Annual Enrollment Increases
2001-2009



Slide 2

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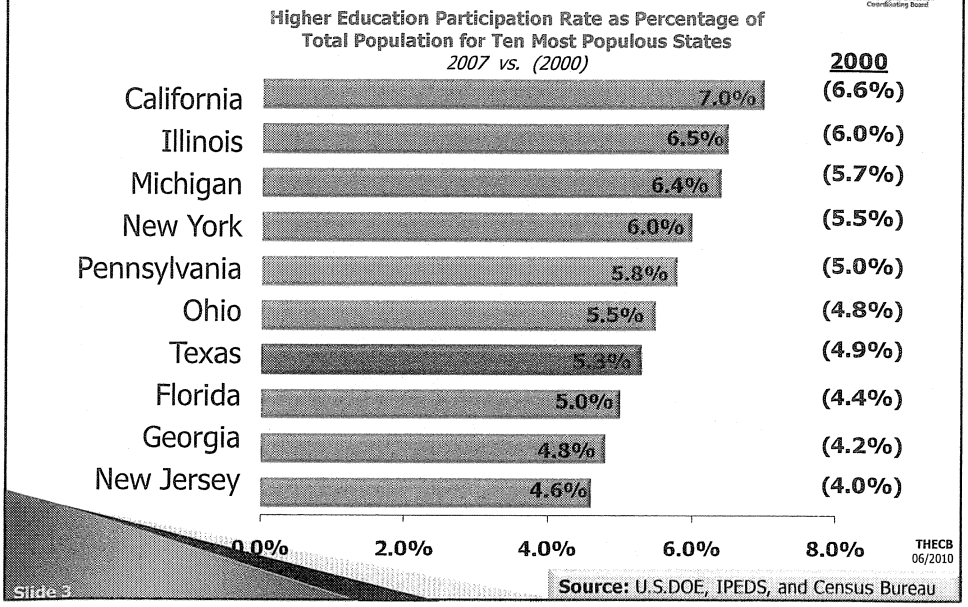
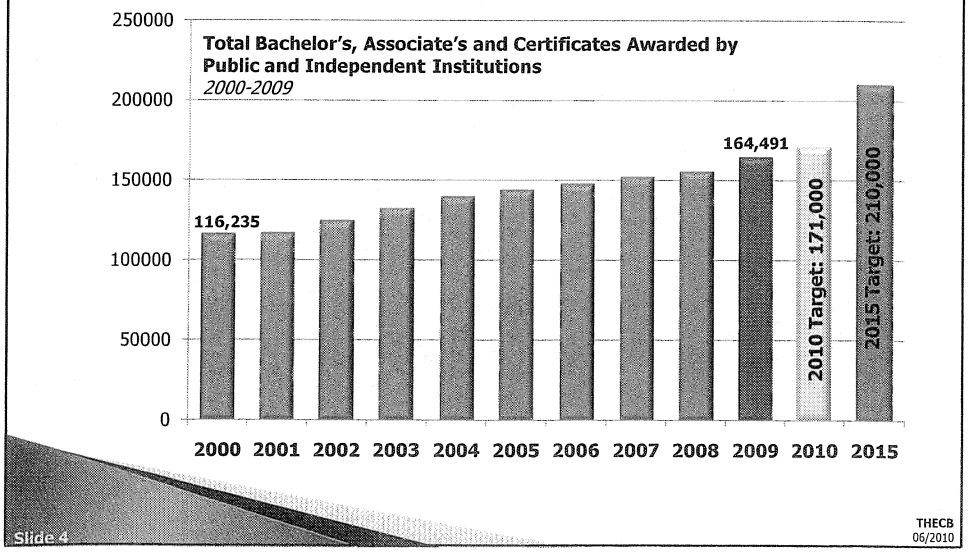
06/2010

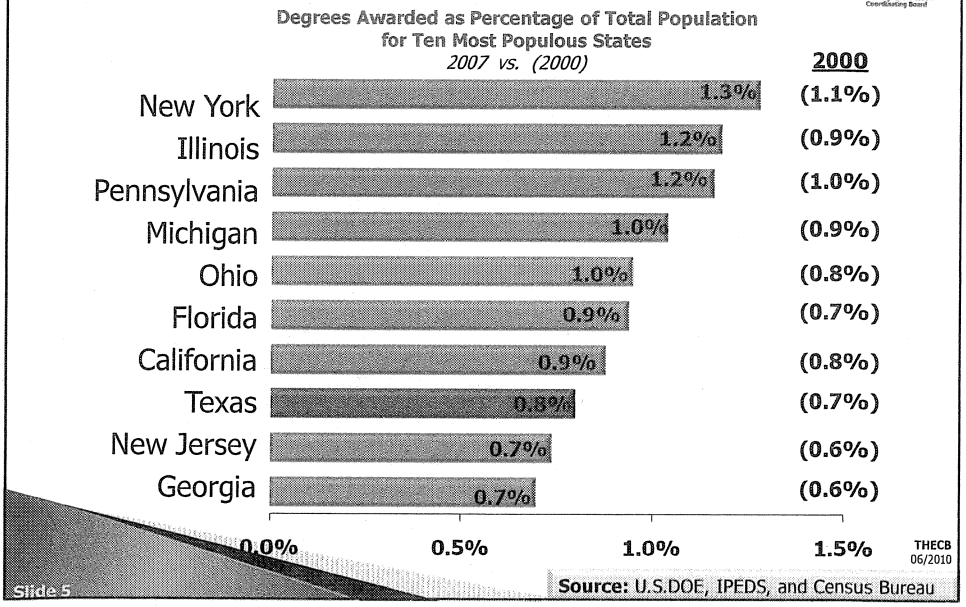
Texas' Participation rate has improved, but remains lower than some peer states



Texas is currently on track for awarding Bachelor's, Associate's and Certificates



Texas' Annual Degrees per Capita has improved, but remains lower than peers



THECB 06/2010

Source: U.S.DOE, IPEDS, and Census Bureau

Slide 5

Accelerated Action Plan

While the state has made notable progress on the goals of *Closing the Gaps*, special emphasis on targeted components of the Participation and Success goals is warranted.

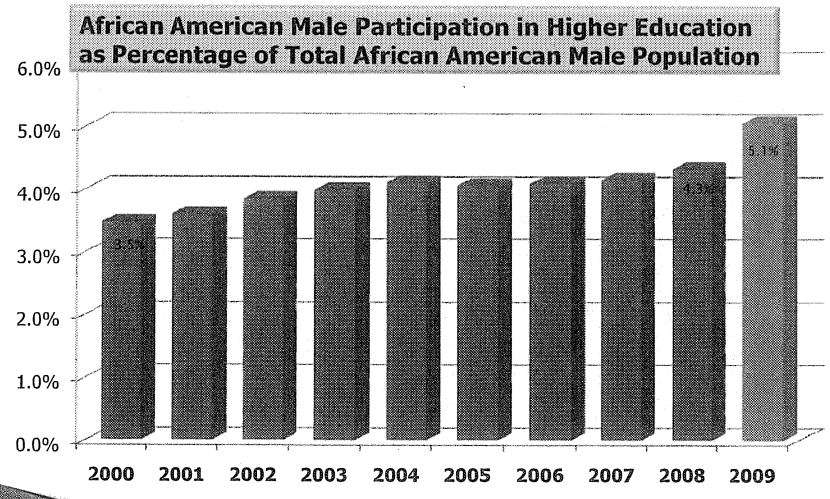
THECB 06/2010

Slide 6

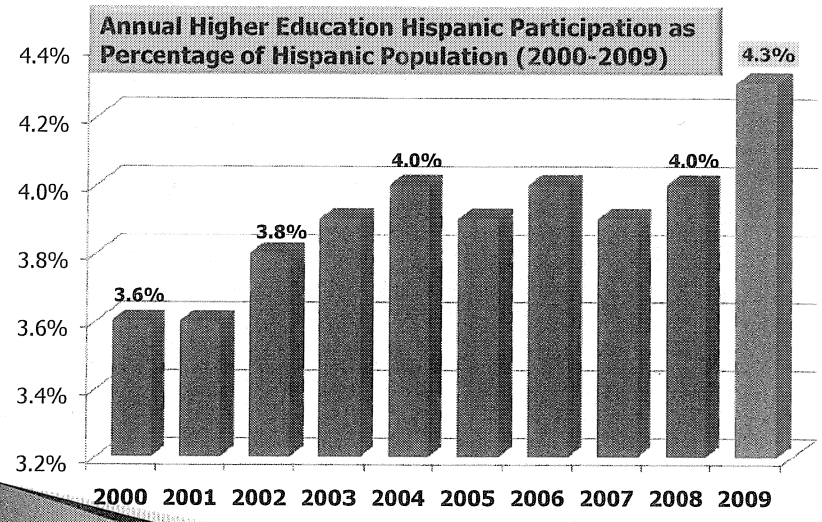
The Accelerated Action plan consists of 4 strategic **focal points**

- Enroll more Hispanics and African American males in higher education.
- Increase the number of higher education credentials for Hispanic and African American students.
- Award more credentials in STEM fields.
- Increase the number of well-prepared, certified teachers.

Focal Point #1: Enroll more Hispanics and African American Males in Higher Education



Focal Point #1: Enroll more Hispanics and African American Males in Higher Education



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THECB
02/2010

Focal Point #1: Enroll more Hispanic and African American Males in Higher Education

- Fully implement the College and Career Readiness Standards throughout the P-12 system.
- Expand effective Bridge and other promising programs at institutions with high numbers of underprepared Hispanic and African American students.
- Expand access to rigorous and high quality dual credit opportunities.
- Implement statewide outreach campaign with strategic messaging to Hispanic and African American students that informs, inspires, and encourages postsecondary education—Generation TX.
- Improve the productivity of financial aid programs

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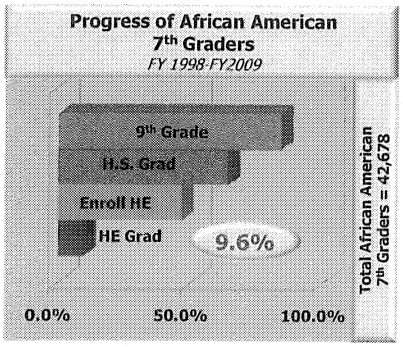
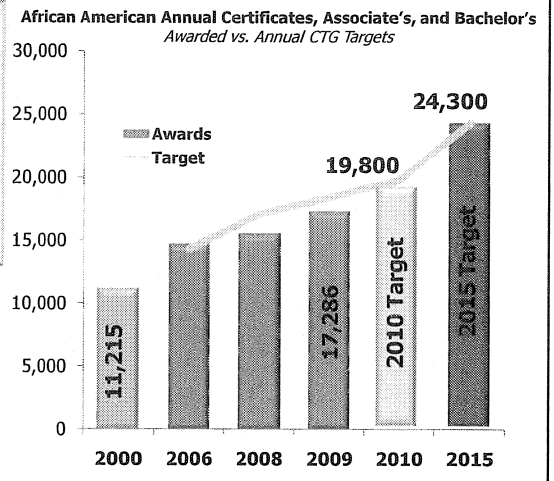
Focal Point #2: Increase higher education credentials for Hispanics and African Americans





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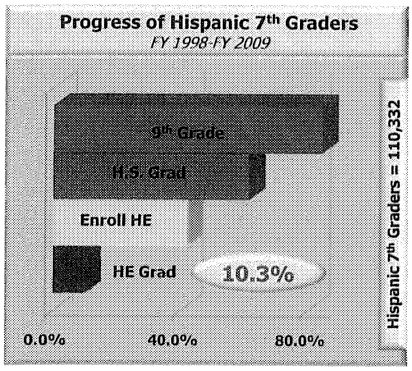
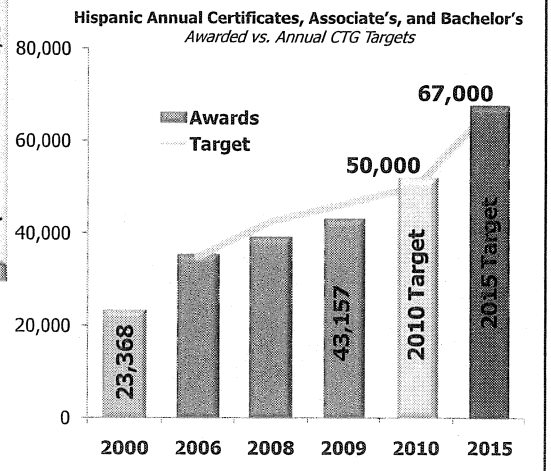
Focal Point #2: Increase higher education credentials for Hispanics and African Americans





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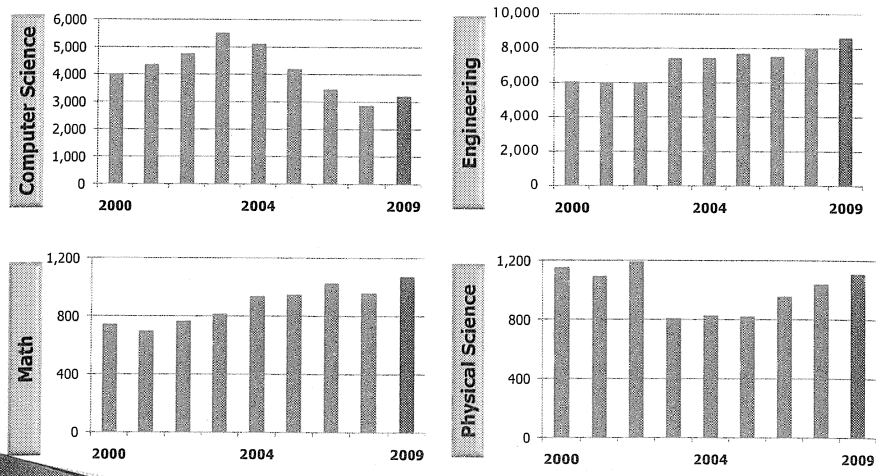
Focal Point #2: Increase higher education credentials for Hispanics and African Americans

- Improve the effectiveness of developmental education.
- Align financial aid funding policies with Success goals—TEXAS Grant Priority Model.
- Implement comprehensive and effective student support systems at institutions with high Hispanic and African American enrollment.
- Emphasize and support the role of community colleges.

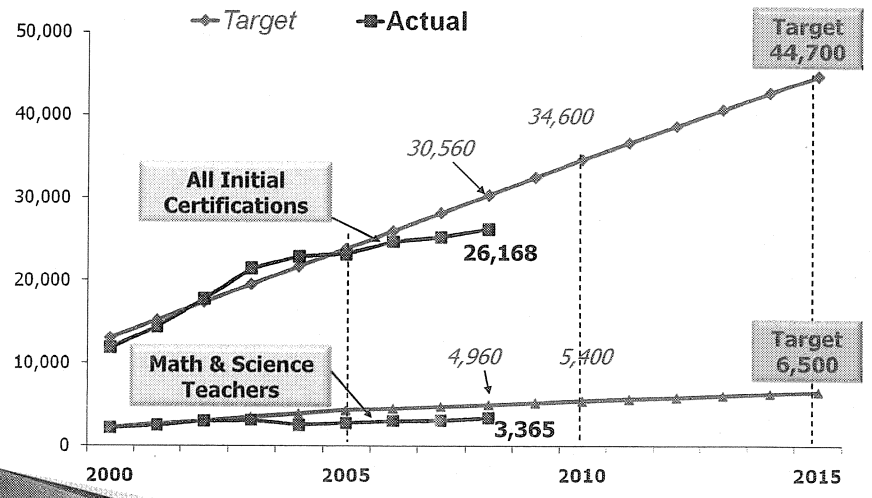
Focal Point #3: Award more credentials in STEM fields



Focal Point #3: Award more credentials in STEM fields

- Fund applied learning opportunities for undergraduates.
- Provide professional development opportunities for faculty.
- Provide financial incentives to institutions—e.g. Incentive funding with additional weighting for STEM outcomes.
- Provide financial incentives to students—e.g Governor's $100M STEM Challenge Scholarship Initiative

Focal Point #4: Increase the number of well-prepared, certified teachers



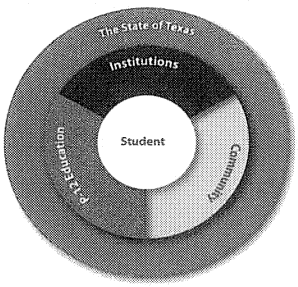
Focal Point #4: Increase the number of certified, effective teachers

- Ensure availability of financial aid programs aimed at providing incentives to pursue careers in teaching.
- Identify and promote best/promising practices in teacher education.
- Analyze teacher performance data to strengthen and improve teacher education programs.
- Ensure teacher certification requirements assess teachers' effectiveness in classroom.
- Develop models to bring STEM professionals into the classroom as teachers

Accelerating Action in a challenging fiscal enviornment

Meeting our *Closing the Gaps* goals will have a tremendous impact on the Texas economy by 2030:

- ✓ Add **$194.5 billion** to annual state economic output.
- ✓ Provide more than **1 million jobs.**
- ✓ Increase personal income by **$122 billion annually.**
- ✓ For every $1 in investment in higher education, the state will **receive a return of $8.**



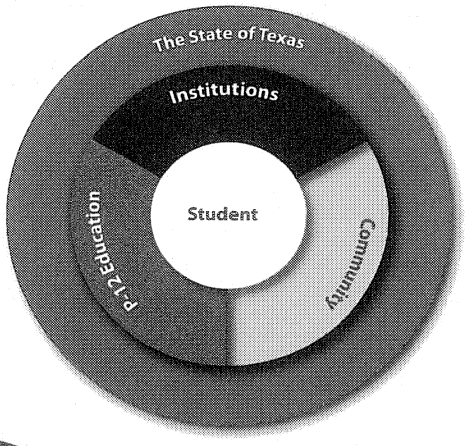
Texas Higher Education Coordinating Board

TEXAS Grants:
The Priority Model

Presentation for the
Senate Finance Committee
Interim Charge #7

June 23, 2010

Many stakeholders have a role to play in implementing the **Student Success Agenda.**



To ensure the long-term educational and economic vibrancy of Texas, **many stakeholders** must **play an equal and integral part** in implementing the student success agenda.

The Student Success Agenda:
Improving Educational Outcomes

To achieve the goals of *Closing the Gaps* and beyond, it is critical we **increase student success**, while **maintaining the gains in access**. To this end, the Coordinating Board is proposing a comprehensive agenda that includes:

- ✓ **Reforming** higher education funding models to promote student success (e.g., course and program completion).
- ✓ **Targeting** TEXAS grants to low-income, college ready students.
- ✓ **Reinventing** developmental education.
- ✓ **Increasing** transfers from 2-year to 4-year institutions.
- ✓ **Institutionalizing** College & Career Readiness Standards and increasing teacher effectiveness.
- ✓ **Strengthening** a college and career-ready culture throughout Texas (e.g. GenTX campaign)

Slide 3

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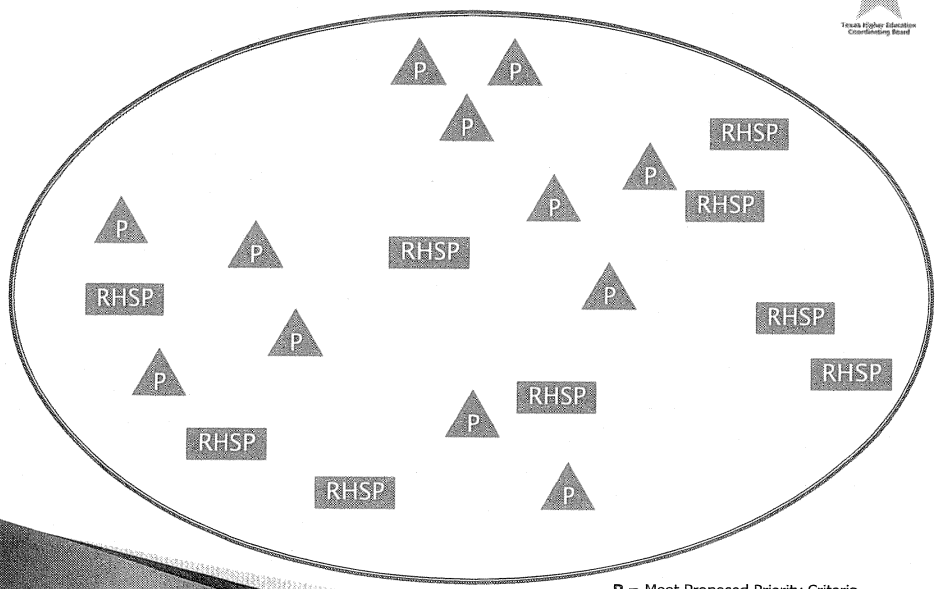
TEXAS Grant: **The Current Model**



P = Meet Proposed Priority Criteria
RHSP = Meet Current Eligibility Criteria

Slide 4

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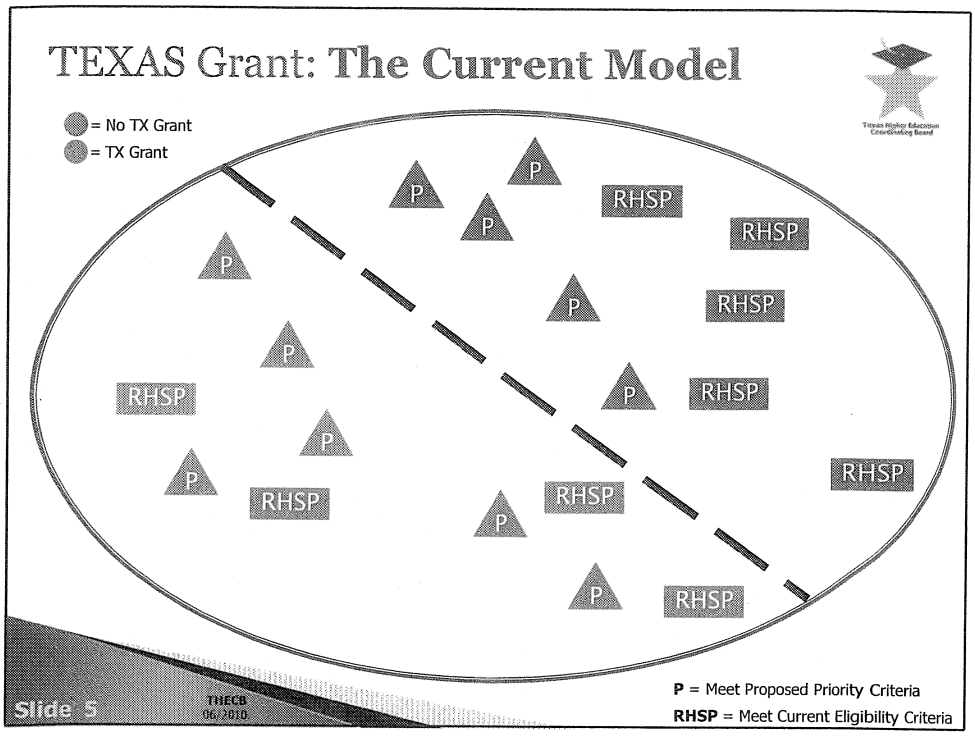
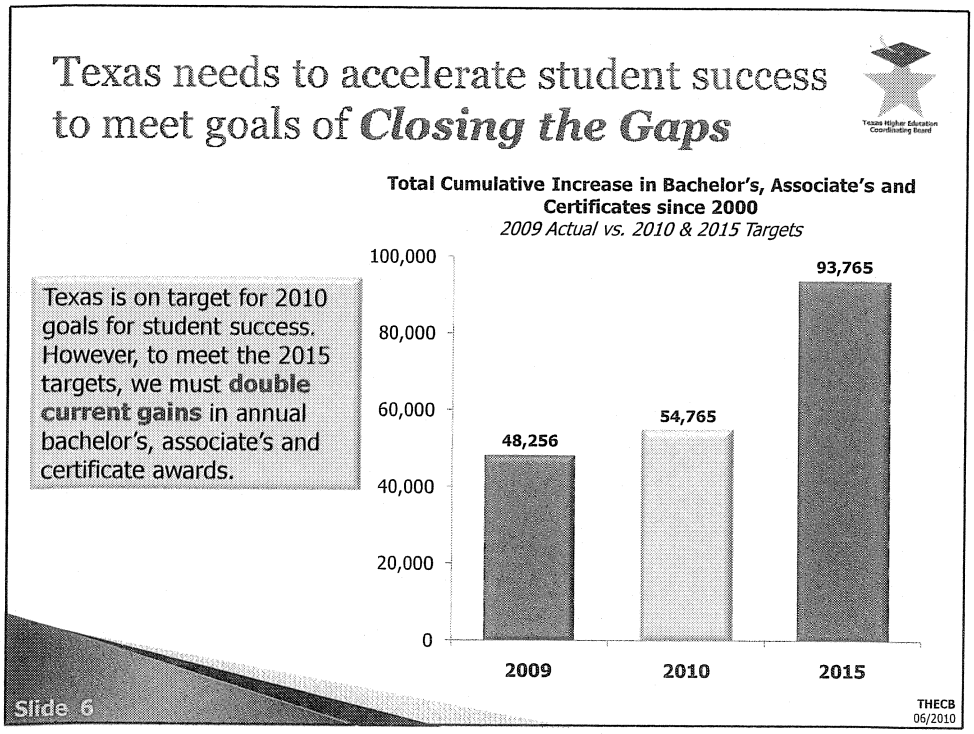

TEXAS Grant: The Current Model
= No TX Grant
= TX Grant
P
RHSP
Slide 5
THECB
06/2010
P = Meet Proposed Priority Criteria
RHSP = Meet Current Eligibility Criteria


Texas needs to accelerate student success to meet goals of Closing the Gaps
Total Cumulative Increase in Bachelor's, Associate's and Certificates since 2000
2009 Actual vs. 2010 & 2015 Targets
Texas is on target for 2010 goals for student success. However, to meet the 2015 targets, we must double current gains in annual bachelor's, associate's and certificate awards.
100,000
80,000
60,000
40,000
20,000
0
48,256
54,765
93,765
2009
2010
2015
Slide 6
THECB
06/2010

TEXAS Grant: **The Priority Model**
Guiding Principles

- ✓ All recipients will have **financial need.**
- ✓ Allocation method for institutions will **remain unchanged.**
- ✓ Proposed policy will have a positive impact on **student success.**

Slide 7

THECB 02/2010

TEXAS Grant: **The Priority Model**
Methodology

- ✓ TEXAS Grant will continue to **serve students with the greatest need** (EFC less than $4,000 or approximately $45,000 in family income)
- ✓ No institution will experience a decrease in its share of TEXAS Grant allocations for initial awards (assuming level state funding):
  - Initial allocations are based on the prior year enrollment of students with an EFC less than or equal to $4,000
  - 100% of renewal students will be funded

Slide 8

THECB 02/2010

TEXAS Grant: **The Priority Model**
Criteria

To receive priority designation, a student must have an EFC of $4,000 or less **and** achieve standards **in at least 2 of these 4 categories**

✓ **Criteria Category #1**
Advanced Academic Programs
(Achieve one or more of below)

- **HB-1 College Credit Programs (i.e. dual-credit)**
- **DAP; or**
- **International Baccalaureate**

✓ **Criteria Category #2**
TSI Readiness

- **Meet thresholds on TSI Assessments; or**
- **Qualify for TSI Exemption**

✓ **Criteria Category #3**
Grade Point Average

B Average

✓ **Criteria Category #4**
Class Rank

Top one-third

Slide 9

Adding HB-1 college credit programs **expands access considerably**

DAP or IB

2008: 12% of high school students graduated with DAP

DAP, IB or HB 1

2008: 44% of high school students graduated with HB 1 college credit

NOTE: These data reflect ALL students.

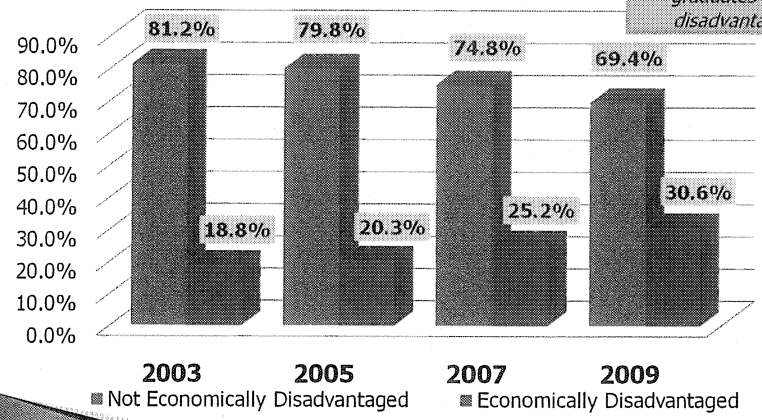
Slide 10

THECB
06/2010

The percentage of economically disadvantaged students taking dual credit is **increasing**

Economic Status of Texas Public High School Graduates Who Enrolled in Dual Credit Courses

41.3% of 2009 Texas public high school graduates were disadvantaged.



Slide 11

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Moving to TSI as a college readiness threshold is **more inclusive**

SAT/ACT → **TSI**

2009: 22% of high school graduates met ACT thresholds

2009: 68% of high school graduates met TSI thresholds*

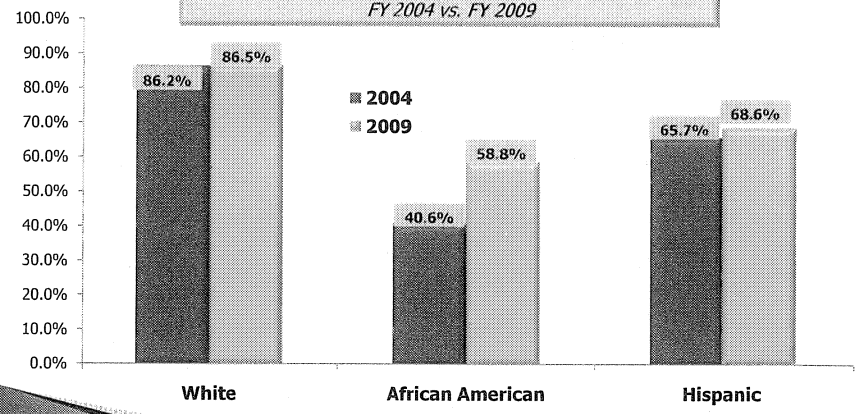
*$4,000 EFC and below

Slide 12

THECB 06/2010

TSI Readiness, even among financially disadvantaged, **has improved**

TSI Ready in All Three Areas First-Time in Public University, Direct from HS, Pell-Qualified
FY 2004 vs. FY 2009



Slide 13

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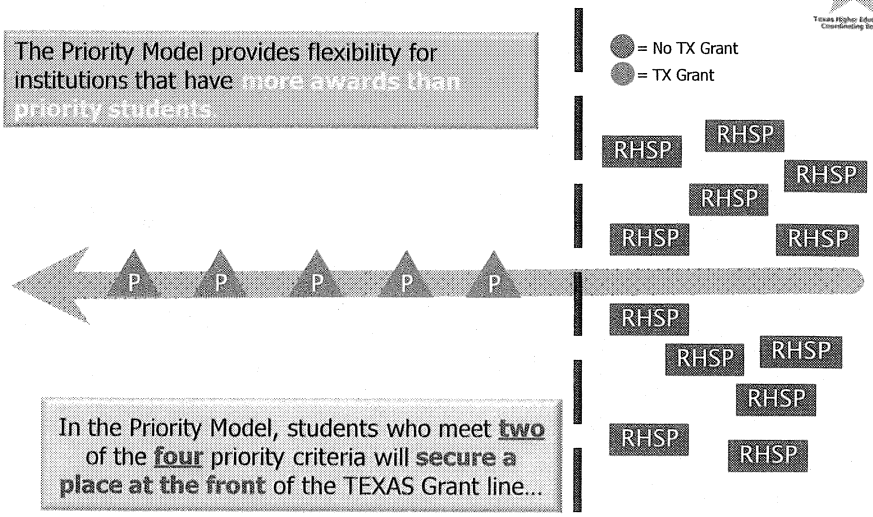
TEXAS Grant: **The Priority Model**

The Priority Model provides flexibility for institutions that have more awards than priority students



In the Priority Model, students who meet **two** of the **four** priority criteria will **secure a place at the front** of the TEXAS Grant line…

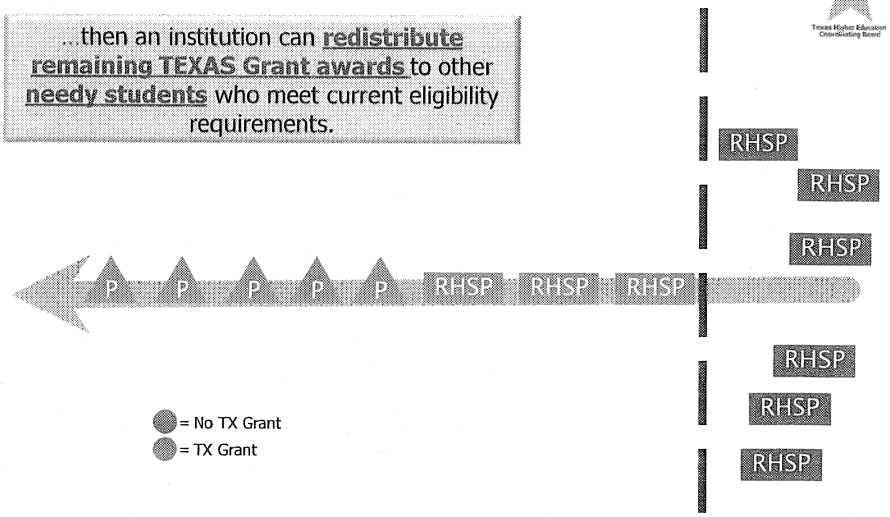
P = Meet Proposed Priority Criteria
RHSP = Meet Current Eligibility Criteria

Slide 14

THECB 06/2010

TEXAS Grant: The Priority Model

...then an institution can **redistribute remaining TEXAS Grant awards** to other **needy students** who meet current eligibility requirements.



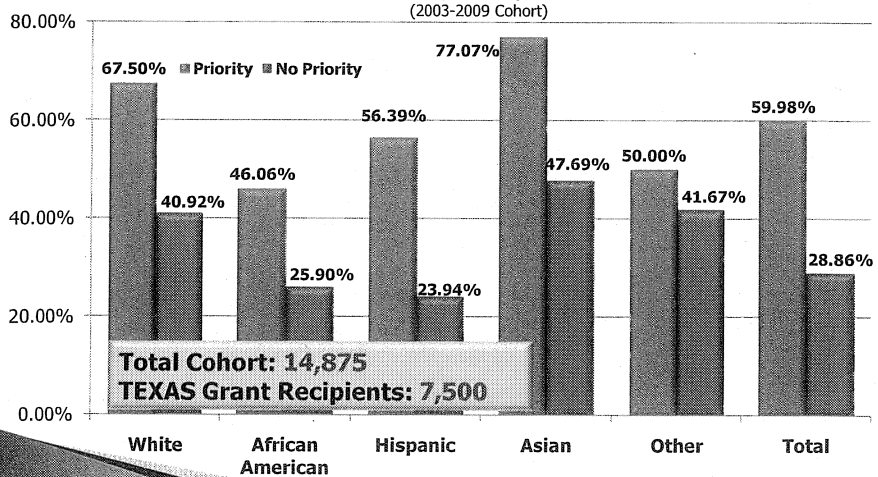
Slide 15 THECB 06/2010

P = Meet Proposed Priority Criteria
RHSP = Meet Current Eligibility Criteria

TEXAS Grant: The Priority Model

Recipients with priority graduate at twice the rates

6-year Graduation Rates, TEXAS Grant Recipients Priority vs. RHSP
by Ethnicity
(2003-2009 Cohort)



Total Cohort: 14,875
TEXAS Grant Recipients: 7,500

NOTE: This analysis includes actual DAP/IB, class rank, and SAT/ACT scores. It does not include GPA or dual credit.

Slide 16 THECB 06/2010

University of Texas System

Transfer101

FROM COMMUNITY COLLEGE TO UNIVERSITY

Martha Ellis, PhD
Associate Vice Chancellor for Community College Partnerships

THE UNIVERSITY of TEXAS SYSTEM

Nine Universities. Six Health Institutions. Unlimited Possibilities.

mellis@utsystem.edu

512-579-5087

601 Colorado

Austin, TX 78701

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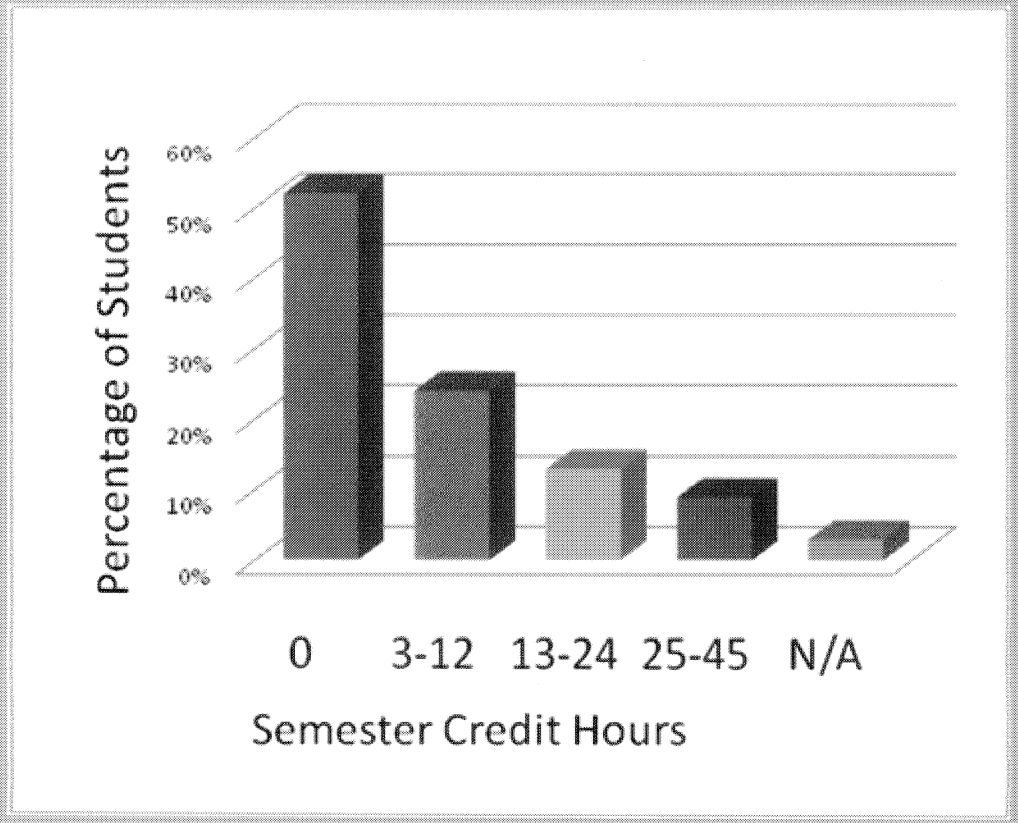
Focus Groups of Successful Community College Transfers

- Demographics
  - 50% male/female
  - Ethnicity
    - 47% Hispanic
    - 38% White
    - 7% African American
    - 7% Asian
  - Age
    - 59% 18-24 years of age
    - 41% 25 years and older

Credit Hours Lost at Transfer



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Transfer Students Speak

- Transfer Students say:
  - Academically well prepared by cc for university
  - Advising is lacking at both cc and university
  - Customer service needs to be improved in student services
  - Must be highly self motivated to navigate the system
- Recommendations:
  - Provide better information and utilize technology
  - Eliminate competitive attitudes between institutions

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Community College Partnership

Texas Association of Community Colleges

The University of Texas System

The Texas A&M University System

"Serving Texas"

Your Next Step Starts Here.

Making the jump from a Texas community college to a four-year university is easier than you think. Whether you're a high-school student or currently attending a community college, this portal provides a wealth of resources that will walk you through the process step-by-step.

1 Find the right Texas university!

So, you want to transfer? How do you do it? Transferring to a four-year school is a great idea if you want to gain more education to help you achieve your career goals — but you have to be prepared. Learn why the first step you take may be the most important.

2 Talk to an Advisor!

We can't stress this too much: you should meet with your advisor every semester to ensure you're on track for your goal. Advisors are available to answer your questions and help you determine the best path to complete your associate and bachelor degrees and beyond. Contact them early in your college career to check your options. Learn more about how advisors can help you determine your route and make informed decisions about your classes.

3 Financial Aid:

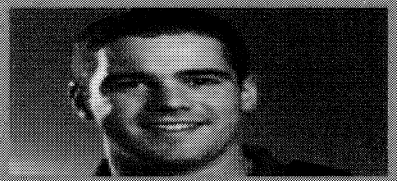
There are many forms of financial assistance available, including scholarships (university, transfer, major, etc.), grants, loans and GI Bill. You may qualify for more than one. Plus, there are other ways to save on costs while getting your education. Explore the financial assistance options available to you.

4 Apply and Transfer!

It's the last step, and getting ready to transfer is as easy as 1, 2, 3! Are you ready? Congratulations! Be sure to get the last-minute tools you'll need before you apply.

Success By Degrees

Elizabeth Benson: Learning Going Beyond your Expectations



David Fox Transfers with Military Precision

See All Stories >>

Jim Lehrer: Steps to Success

Click to read Jim Lehrer's own story about transferring from a community college in Texas to a university.

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Key Focus of Transfer101.org is Ease and Functionality

- Step by step guide on how to transfer
- Clarity, jargon-free guide to illustrate that transfer is as easy as 1, 2, 3
- Direct links to specific departments and individuals on campuses
- Social media to connect students and provide encouragement
- Student stories

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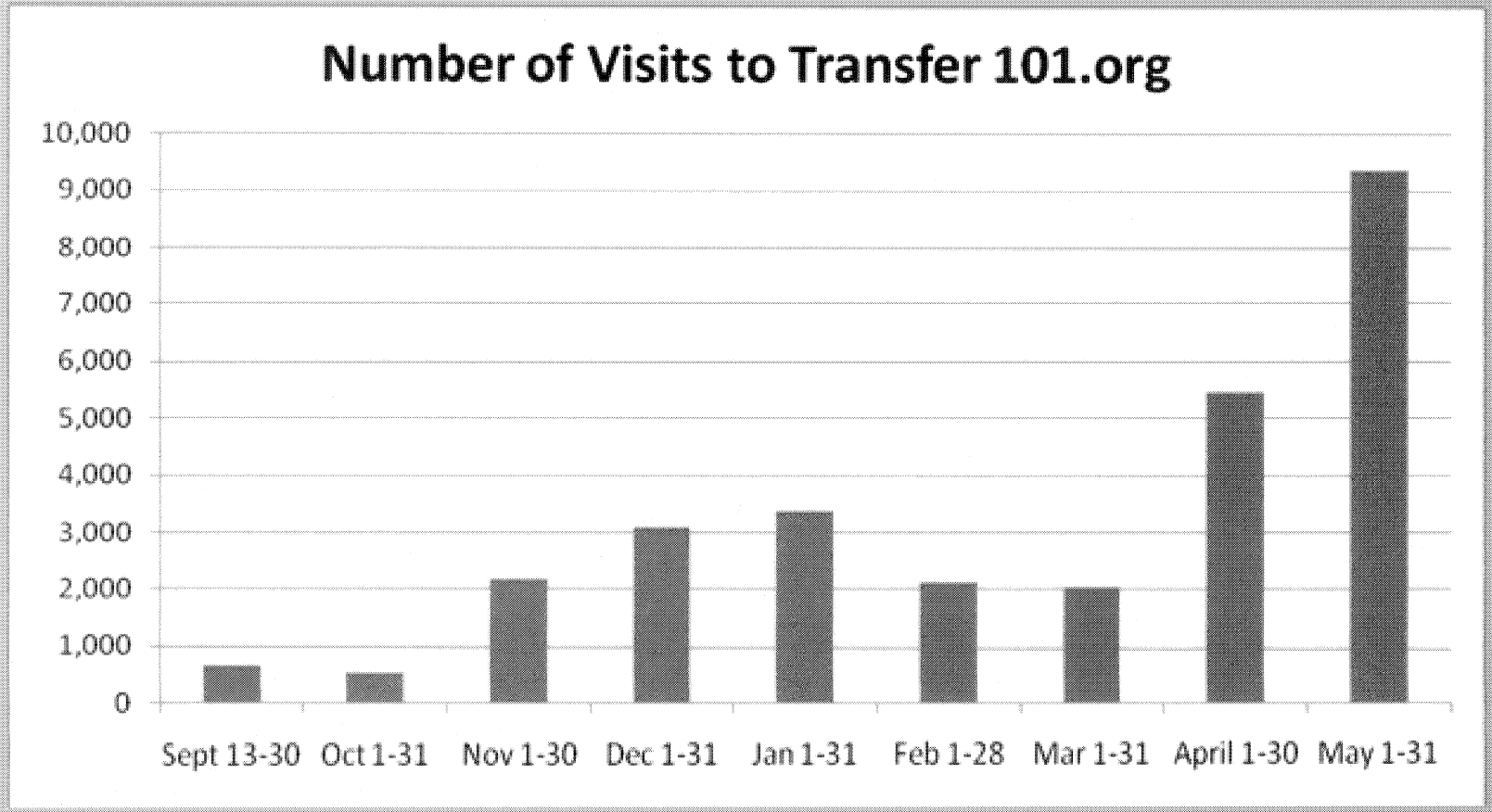
Transfer101 Utilization Since Launch September 2009



THE UNIVERSITY of TEXAS SYSTEM
Nine Universities. Six Health Institutions. Unlimited Possibilities.

Comments from Students about Transfer101

- The best part of the site are the checklists
- Glossary is extremely helpful
- Success by Degrees is what makes this site stand out. Real stories by real students that have been in my same situation
- Links to advisors for schools—easy access
- Links to transfer scholarships and ways to reduce costs are helpful

THE UNIVERSITY of TEXAS SYSTEM
Nine Universities. Six Health Institutions. Unlimited Possibilities.

Next Steps for Transfer101.org

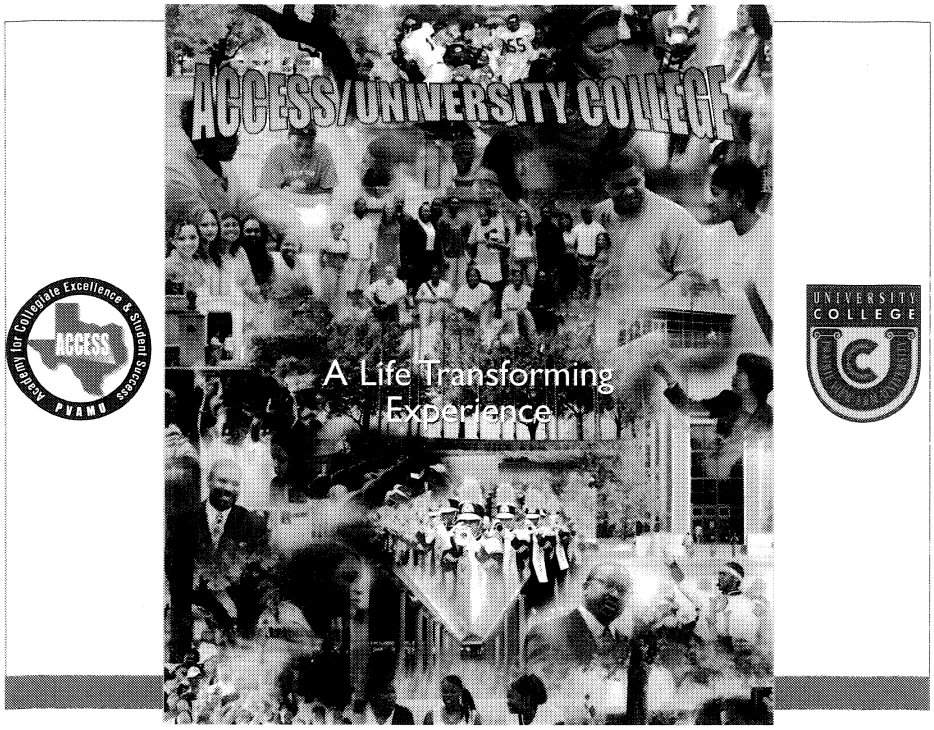
- Inclusion of all public universities
- Completion of *For Families* section in English and Spanish
- Link to Transfer101.org on all community college websites
- Exploration of *For Advisors* section
- Evaluation of effectiveness of web portal
- Public Information and marketing campaign

THE UNIVERSITY of TEXAS SYSTEM

Nine Universities. Six Health Institutions. Unlimited Possibilities.

Comments and Questions

Prairie View A&M University


ACCESS/UNIVERSITY COLLEGE
A Life Transforming Experience
ACCESS
Academy for Collegiate Excellence & Student Success
PVAMU
UNIVERSITY COLLEGE


Individuals Making A Difference
ACCESS

ACCESS

The Academy for Collegiate Excellence and Student Success is a bridge to college program with the mission of facilitating a smooth transition for students from high school to college.

Our Goals

- Improve students' overall academic performance
- Enhance retention and graduation rates of participants

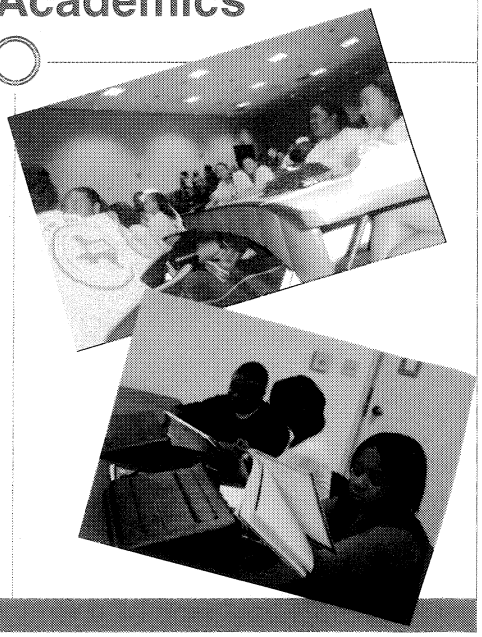
High School Student

Math, Writing & Reading Enhancement
Conversational Spanish
Critical Thinking & Problem Solving Skills
Study & Test Taking Skills
Motivation & Confidence-Building
Leadership & Social Development
Service Learning & Civic Engagement

College Ready Student

ACCESS Academics

- **200 contact hours**
  - ***Classes 8 am – 3:30 pm***
    - ***Composition***
    - ***Critical Thinking***
    - ***Math***
    - ***Problem Solving***
    - ***Reading***
    - ***Conversational Spanish***
  - ***Workshops/Study halls 6:30 – 9:30 pm MTWRSu***
    - ***Math***
    - ***Service learning***
    - ***Changing Self***
    - ***Study Skills***
  - ***Homework: Mandatory***
  - ***Scholarships awarded***

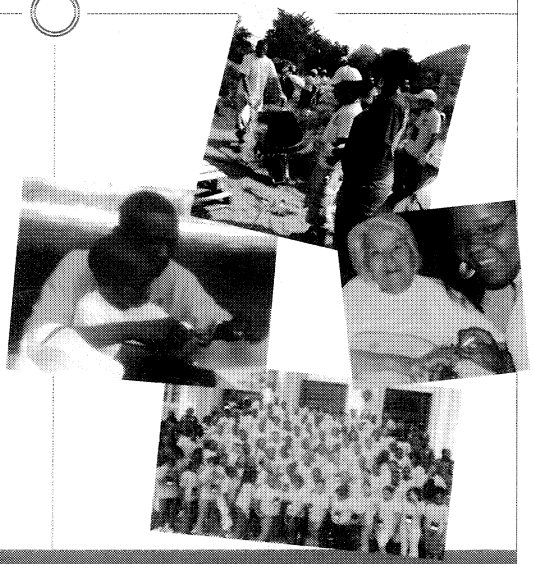


Field Experiences

- **Challenge Works Course**
- **Consular visits**
- **Museum visits that incorporate assignments**
- **Athletic events with an educational twist**
- **Cultural activities (Lion King, Aida, Wicked)**
- **Etiquette Night**
- **Austin/Capitol trip**

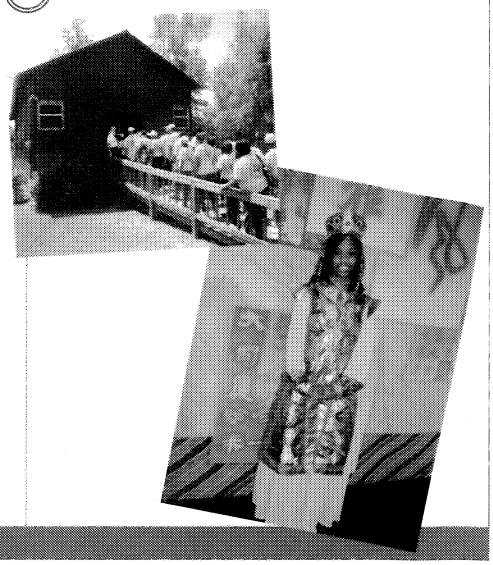
Learning Through Service and Civic Engagement

- Common Readings such as ***Gifted Hands, The Pact, Nickled and Dimed in America***
- Weekly workshops on Service Learning projects/process
- Service Learning experiences local areas
  - PV/Waller/Hempstead: park, Thrift Shop, Focus on Families, etc
  - Tomball Nursing Home
  - Houston Food Bank
  - SHAPE Center
  - Fences Project
- Capstone experiences in New Orleans, Brownsville and Glendora, Mississippi and San Antonio
- **13,000 HOURS OF SERVICE**



I-READ to Learn, to Dream, to Serve
ACCESS 2010

- **Common Reading:** *"Soul of a Citizen"*
- **Local Service**
  - Slave Cemetery
  - Boys and Girls Country
  - Food Bank
- **Capstone**
  - Cornerstone Ministries
  - Dolphin Heights



Residential Life

- **Residential Life: Boot Camp**
  - Wake up at 6:00 AM
  - Breakfast mandatory at 6:30 AM
  - Classes from 8:00 AM – 3:30 PM
  - Workshops/Study halls 6:30 PM – 9:30 PM
  - Lights out at 11:00 PM, M-Th and Sun
  - No cell phones, TVs, Video games
  - No visitation (men/women)
  - Sports activities
  - Talent show
  - **Learn to co-exist in a civil, productive manner**

STUDENT-CENTERED UNIVERSITY

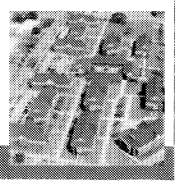
"The ethical imperative that guides the student-centered university is that students be treated as ends in themselves, not as means to other ends such as the institution's financial health or the well being of departments."

- ❑ Considers the consequences for students of programs and policies
- ❑ Organizes itself to help the individual student attain full academic potential
- ❑ Provides a meaningful curriculum for students
- ❑ Assesses courses/programs in terms of student learning
- ❑ Ensures the appropriate level of challenge and support for the students it admits

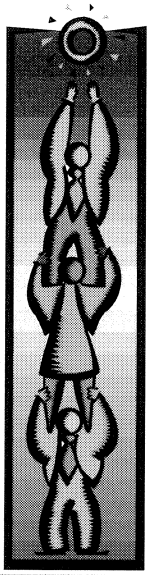
STUDENT-CENTERED UNIVERSITY COLLEGE

An increasing number of higher education institutions include a structure that effectively contributes to promoting the qualities of a student-centered university: university college, general division, undergraduate studies, etc. This unit typically focuses on first year students:

- ❑ Provides first lessons in understanding what a university is
- ❑ Teaches the "language of higher education"
- ❑ Introduces students to the breadth of the university's offerings
- ❑ Has an institution-wide perspective
- ❑ Acts as a change agent
- ❑ Often includes advisement



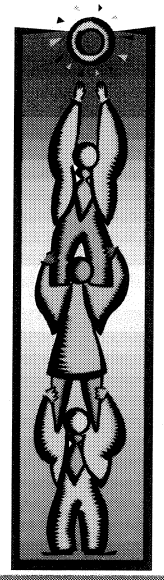
ACCESS->UNIVERSITY COLLEGE



The statistical and anecdotal successes of ACCESS demonstrated that the core objectives and strategies of this program had implications beyond a small group of "at-risk" freshmen. This realization was the impetus behind The PLACE. The successes of these two programs led to the vision of University College serving ALL PVAMU freshmen.

University College is a 'freshman neighborhood' that provides a comprehensive living and learning experience. It is a supportive, structured environment that includes holistic advisement, centralized support services, referrals, academic enhancement and a residential setting that stresses academic success and teamwork.

UC ACADEMIC TEAM (UCAT)



- Professional Advisor
- 100-120 Students
- Learning Community Coordinator
- 2 Community Assistants
- Faculty Fellow
- Panther Advisor Leaders
- American Campus Communities (ACC)

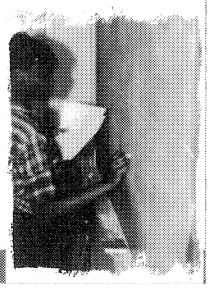
DIVISION OF ADVISEMENT

- Holistic, appropriate, intrusive advisement provided by Professional Advisors (ratio 1:110)
  - Pre-orientation contact
  - Attendance checks
  - Mid-term grades
  - Contracts and Education Plans
  - Honors banquet
- Advisement on majors
- Centralized support services and referrals
- Co-curricular activities
- Services provided within the residential complex (includes commuter students)

DIVISION OF ACADEMIC ENHANCEMENT

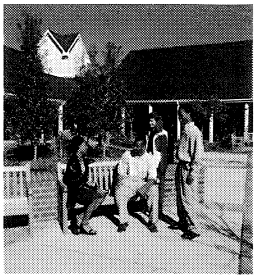
1999 Evaluation of PVAMU developmental education program by Dr. Hunter Boylan, founder of the National Center for Developmental Education. His recommendations were implemented (re-evaluated in 2003):

- **Developmental Education centralized in UC.**
  - Curricula totally revised and integrated.
  - Time on task increased.
  - Technology updated and integrated.
  - Faculty training/development stressed.
  - Faculty salaries increased.
- Enhancement of tutoring, SI, collaborative study in the Center for Academic Support
- Residentially-Based Academic Enhancement
  - Tutoring/Study Hall
  - Computer Lab



DIVISION OF STUDENT LIFE

- **Academically-focused residential environment**
- **State-of-the art residential complex designed to improve academics.**
- **Mature residential staff that are part of an academic team: one Learning Community. Coordinator(LCM) and two Community Assistants (CAs) per building.**
- **Advisement/academic enhancement activities centered in residential complex. Early registration is done in each hall in the PAs 'satellite' office.**
- **Partnership with privatized housing.**



Measures of Success

- Over **1400** students have participated in ACCESS
- ACCESS students have exceeded PV retention rates: 1996-2008 **77.1%**
- **13,000** students have been in UC
- UC students' retention rate increased **7.5%** in four years and has exceeded that of its peer institutions
- ACCESS/UC have been successful:
  - PV was the lead school in a FIPSE Grant for $400K to disseminate best practices in recruitment, retention and remediation to four HBCUs
  - Staff have been selected to make presentations at state and national conferences on advising, retention and remediation
  - Featured in "Minority Retention: What Works," Josey Bass, 2005
  - Star Award Winner (2003)

Joint Admission Medical Program Council - No written testimony

Stephen F. Austin University

The AARC
Closing the Gaps in Success

Academic Assistance and Resource Center
Stephen F. Austin State University

2006 recipient of the THECB Star Award

The AARC is a peer tutoring center that provides several kinds of assistance for entry level and high risk courses at SFASU. In ongoing studies of first time freshmen since 1999, participants have been shown to earn higher average grades, and to persist until graduation at higher rates than non-participants for all groups studied.

Why peer tutoring?

Peer tutoring, as implemented at SFA, is a *cost effective* means for meeting the wide variety of academic needs of a diverse student population. *Its success is measurable* in terms of grades, retention and graduation rates.

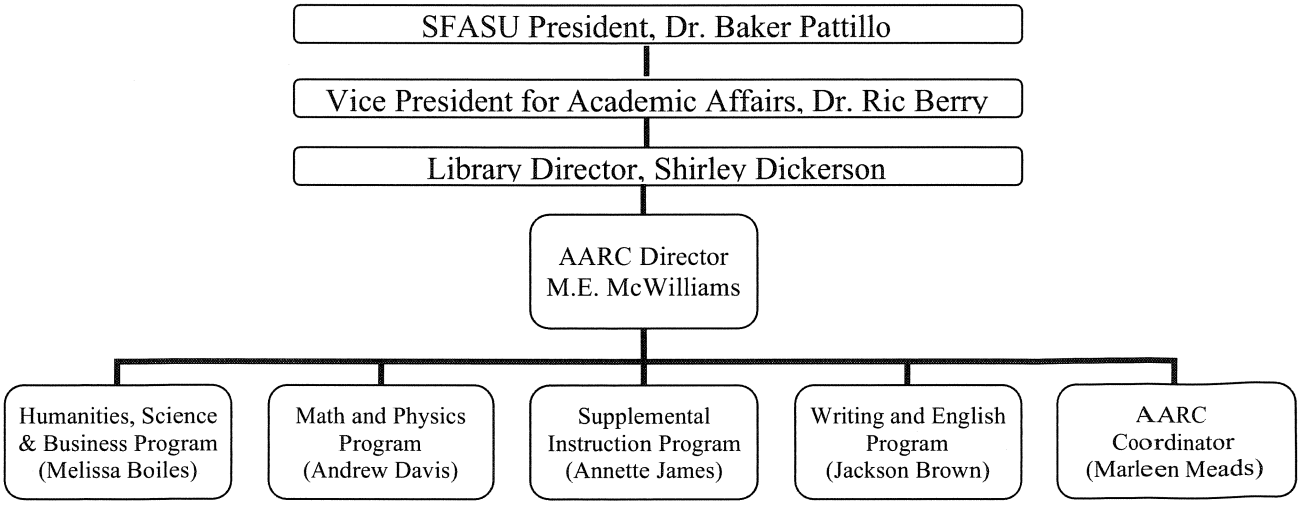
Peer tutoring…

- **Supports a seamless transition from high school to college**
- **Focuses on core curriculum and high risk college courses**
- **Avoids the negative stigma of developmental programs**
- **Does not delay progress toward a degree**
- **Provides help easily tailored to individual student needs**
- **Returns responsibility for success to the student**
- **Lends itself to cooperation with other student success efforts**
- **Can be assessed in terms of various "at-risk" student groups**
- **Is clearly popular with students**

AARC Facts

- Tutor-led SI groups, one-on-one appointments, walk-in tables, online labs
- 4000 students served annually
- 50,000+ student visits in 2008-2009
- 100+ tutors each semester
- Five full time directors and one coordinator
- Regular, Advanced and Master Tutor certification through CRLA
- Director workshops on a variety of topics

ORGANIZATION



AARC VISITS BY PROGRAM

	AY 08-09	AY 07-08	AY 06-07
HUMANITIES, SCIENCE & BUSINESS	7,879	6,663	6,923
MATH AND PHYSICS	10,019	9,635	7,873
WRITING AND ENGLISH	5,081	3,767	3,952
SUPPLEMENTAL INSTRUCTION	25,652	26,078	25,684
DIRECTOR WORKSHOPS	1,747	1,049	1,126
Total visits	**50,378**	**47,192**	**45,568**

2008-2009 AARC Annual Report, M.E. McWilliams, AARC Director

AARC

AARC PEER TUTORING: CONTRIBUTORS TO SUCCESS

- **Consistent university funding since 1983**
- **Careful documentation of responsible use of funds and services delivered**
- **Centralized tutoring** – all 4 programs located in one place at SFA's Steen Library
  - Humanities, Science and Business
  - Math
  - Writing
  - Supplemental Instruction (SI)
- **Rigorous outcomes assessment since 1993**
  - Grade comparisons by course since 1993 (clients vs non-clients)
  - SI assessment by class and instructor since 1994 (clients vs non-clients)
  - 3 year retention and 6 year graduation rates since 1999 (first time freshman clients vs freshman non-clients)
    - ▶All freshmen ▶Minority freshmen ▶Developmental freshmen
- **Collaboration with other success initiatives on campus**
  - Academic departments (request SI groups and recommend tutors)
  - Department of English (AARC lab for freshman composition students)
  - SFA101 (most sections include AARC workshops in the curriculum)
  - Freshman orientation (AARC director speaks to every group of parents)
  - Freshman experience (SI in new dorm, AARC "knock and knows")
  - *Pathways* provisional acceptance program (AARC study groups)
  - Dual credit high school courses (students eligible for all AARC tutoring)
  - Students with Disabilities Services (early tutor sign-up for these students)
- **Focus on university level course support**
  - Avoids the negative stigma often associated with "remedial" programs
  - All services are voluntary. Efforts centered on attracting students to participate.

VISITS, EXPENDITURES AND COST EFFECTIVENESS

	VISITS	TUTOR WAGES	$/CONTACT
00-01	29,758	$197,815.00	$6.65
01-02	36,374	$200,764.00	$5.52
02-03	37,512	$200,622.51	$5.35
03-04	37,868	$198,020.05	$5.23
04-05	41,045	$204,536.87	$4.98
05-06	39,298	$201,626.50	$5.13
06-07	44,435	$202,531.36	$4.56
07-08	45,946	$198,473.18	$4.32
08-09	48,631	$207,926.41	$4.28

2008-2009 AARC Annual Report, M.E. McWilliams, AARC Director

Beginning in 06-07, workshop visits were no longer included in the total visits for this analysis.

Expenditures listed are for tutor wages only and do not include Welcome Desk assistant pay or salaries for full time professional staff.

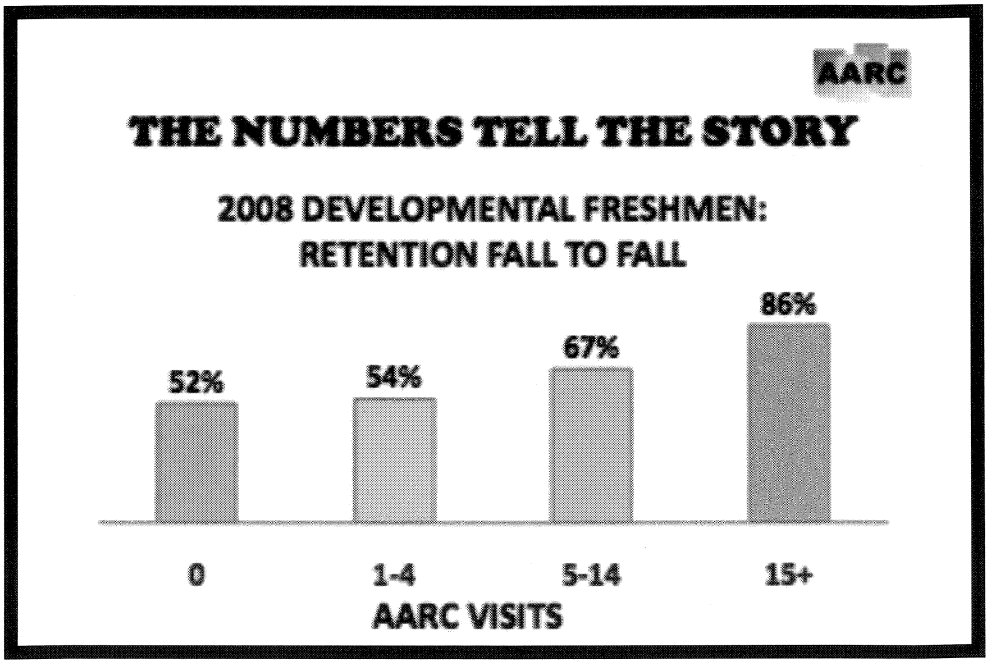
ASSESSMENT SAMPLES

"PATHWAYS" PROVISIONAL ACCEPTANCE FRESHMEN: SUMMER 2009

		ALL PATHWAYS	NON-AARC	AARC (1+ visits)	AARC (5+ visits)
	N =	171	62	109	48
	Percent of all Pathways freshmen	100%	36%	64%	28%
	Percentage of minority students	70%	76%	67%	54%
DEMOGRAPHICS	Percentage of male students	48%	57%	43%	40%
	Percentage of female students	52%	43%	57%	60%
PRIOR	Average high school %ile	34 %ile	33 %ile	35 %ile	31 %ile
HIGH SCHOOL	Average ACT score (n=)	16.4 (n=88)	16.9 (n=28)	16.2 (n60)	16.9 (n=23)
PERFORMANCE	Av. SAT score on 2400 scale (n=)	1197 (n=145)	1205 (n=53)	1193 (n=92)	1189 (n=44)
GRADE POINT AV.	GPA for Summer II	2.33	2.06	2.48	2.56
RETENTION RATE	% enrolled in Fall09 Freshman Class	69%	55%	77%	83%

- 83% of students who attended tutoring five or more times were enrolled for the Fall 2009 semester, as compared with just 55% of non-AARC students.
- Pathways students who attended AARC tutoring 5 or more times were characterized by lower SAT scores and high school ranks than all other groups, yet they earned higher grades and matriculated for fall at higher rates.

Melissa Boiles—Humanities, Science and Business Program Director



AARC FRESHMAN RETENTION / GRADUATION RATE TRENDS

The AARC is working toward its goal of engaging 70% of freshmen in AARC services their first semester

Because of a clear correlation between early AARC attendance and long term retention, the AARC has stepped up its efforts to engage freshmen in tutoring services early in their academic careers. Continued AARC involvement in SFA101 and freshman orientation, in addition to the scheduling of SI groups that target freshmen level classes, have contributed to a growing level of freshman participation.

% of freshmen	FL 1999	FL 2000	FL 2001	FL 2002	FL 2003	FL 2004	FL 2005	FL 2006	FL 2007	FL 2008
using the AARC	35%	33%	33%	34%	37%	46%	45%	53%	50%	65%

SECTIONS 1-3: One-year GPAs and retention rates over a period of nine years

Having begun its freshman retention study with the fall 1999 freshman class, the AARC has now completed its **tenth year** analyzing GPAs and retention rates at the one-year point. A consistent finding throughout all nine years is that AARC clients for all groups studied earn **higher average grades** their first year at SFA, and are **retained at higher rates**. There is also a consistent **positive correlation between GPA and number of times a student visited the AARC**.

Section 1: 1-YEAR GRADE POINT AVERAGES--ALL FULL TIME BEGINNING FRESHMEN

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
NonAARC	2.01	2.29	2.21	2.22	2.21	2.18	2.11	2.06	2.01	2.12
AARC	2.43	2.47	2.49	2.48	2.62	2.57	2.45	2.51	2.41	2.42

Section 2: 1-YEAR GRADE POINT AVERAGES--FULL TIME DEVELOPMENTAL FRESHMEN

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
NonAARC	1.73	1.96	1.92	1.89	1.84	1.71	1.56	1.71	1.62	1.79
AARC	2.18	2.20	2.18	2.22	2.22	2.11	1.97	2.20	2.06	2.04

Section 3: 1-YEAR GRADE POINT AVERAGES--FULL TIME MINORITY FRESHMEN

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
NonAARC	1.93	2.03	2.00	2.07	1.99	1.92	1.72	1.89	1.78	1.92
AARC	2.27	2.31	2.27	2.28	2.46	2.36	2.19	2.36	2.22	2.24

SECTIONS 3-6: Three-year retention rates for AARC (5+ visits) vs non-AARC freshmen

AARC clients remained at SFA over a 3 year period at higher rates than non-clients if they participated regularly in tutoring during their first semester. As has been the case in the past, the difference between retention rates for AARC and non-AARC students was even more pronounced for minority and developmental students than it was for the overall freshman population.

Section 4: 3-YEAR RETENTION RATES--ALL FULL TIME BEGINNING FRESHMEN

	1999	2000	2001	2002	2003	2004	2005	2006
NonAARC	39%	46%	45%	48%	50%	46%	47%	45%
AARC	51%	57%	55%	56%	64%	58%	61%	60%

Section 5: 3-YEAR RETENTION RATES--FULL TIME DEVELOPMENTAL FRESHMEN

	1999	2000	2001	2002	2003	2004	2005	2006
NonAARC	34%	38%	38%	43%	46%	39%	35%	33%
AARC	55%	51%	50%	51%	61%	51%	52%	48%

Section 6: 3-YEAR RETENTION RATES--FULL TIME MINORITY FRESHMEN

	1999	2000	2001	2002	2003	2004	2005	2006
NonAARC	40%	40%	44%	49%	50%	30%	38%	42%
AARC	55%	58%	48%	52%	68%	51%	58%	59%

SECTIONS 7-9: Six-year graduation rates for AARC (5+ visits) vs non-AARC freshmen

A six-year graduation rate analysis is now complete for the Fall 1999, 2000, 2001, 2002 and 2003 freshman classes. Results show that **students who made an early connection academically and personally through AARC tutoring persisted until graduation at higher rates** than students who did not come to the AARC, or who came only a few times. Again, the benefits are even more pronounced for developmental and minority students than for the overall freshman population. In terms of assessing outcomes, the high graduation rate for AARC students is evidence that the AARC provides a value-added service with lasting effects on its participants.

Section 7: 6-YEAR GRADUATION RATES--ALL FULL TIME BEGINNING FRESHMEN

	1999	2000	2001	2002	2003
NonAARC	33%	39%	38%	39%	42%
AARC	48%	51%	51%	51%	58%

Section 8: 6-YEAR GRADUATION RATES--FULL TIME DEVELOPMENTAL FRESHMEN

	1999	2000	2001	2002	2003
NonAARC	27%	29%	29%	30%	34%
AARC	50%	41%	42%	45%	49%

Section 9: 6-YEAR GRADUATION RATES--FULL TIME MINORITY FRESHMEN

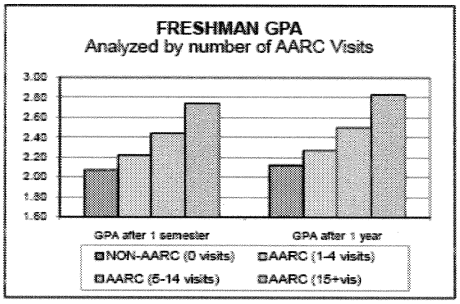
	1999	2000	2001	2002	2003
NonAARC	33%	28%	34%	35%	38%
AARC	54%	45%	42%	49%	57%

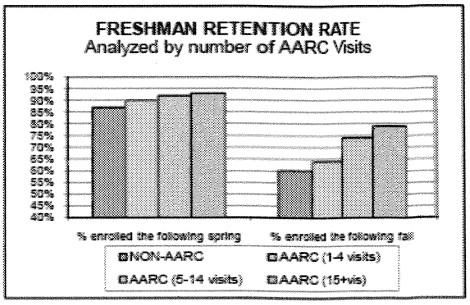
ONE YEAR GRADES AND RETENTION FOR 2008 FRESHMEN: AARC vs Non-AARC

Stephen F. Austin State University **Melissa Boiles, HSB Program Director**

*Included in this analysis are Fall 2008 freshmen who 1) were registered for at least 12 hours as of the 12th day class roll; and 2) had earned no more than 15 credit hours prior to the Fall 2008 semeste

		ALL FT FRESHMEN	NON-AARC	AARC (all clients)	AARC (1-4 visits)	AARC (5-14 visits)	AARC (15+vis)
	N =	2356	817	1539	884	434	221
	Percent of all beginning full time freshmen	100%	35%	65%	38%	18%	9%
DEMOGRAPHICS	Percentage of minority students	43%	43%	43%	41%	48%	43%
	Percentage of male students	37%	42%	35%	39%	30%	27%
	Percentage of female students	63%	58%	65%	61%	70%	73%
PRIOR HIGH SCHOOL PERFORMANCE	Average high school rank	Top 33%	Top 35%	Top 32%	Top 34%	Top 31%	Top 28%
	Average ACT score (n=	20.4 (n=1059)	20.5 (n=349)	20.3 (n=710)	20.4 (n=413)	20.3 (n=196)	20.0 (n=101)
	Average SAT score -- V+M+W (n=	1452 (n=1922)	1465 (n=652)	1445 (n=1270)	1461 (n=729)	1424 (n=359)	1425 (n=182)
GRADE POINT AVERAGE	GPA after 1 semester	2.28	2.07	2.36	2.22	2.44	2.74
	GPA after 1 year	2.31	2.12	2.42	2.27	2.50	2.83
RETENTION RATE	% enrolled the following spring	89%	87%	91%	90%	92%	93%
	% enrolled the following fa	66%	60%	69%	64%	74%	79%





Spring 2009 SI STATS: SUMMARY REPORT

Stephen F. Austin State University **Annette James, SI Program Director**

GRADE DISTRIBUTION

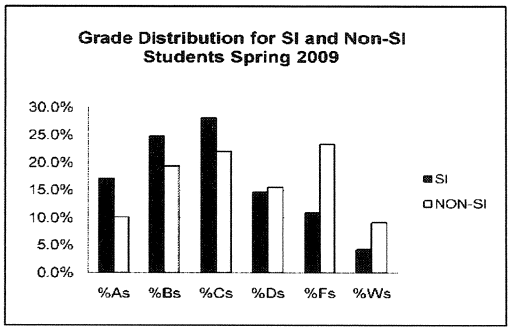
	N=	As	Bs	Cs	Ds	Fs	Ws	WHs
SI	2189	375	545	614	322	238	93	2
NON-SI	2402	243	465	530	373	561	221	9

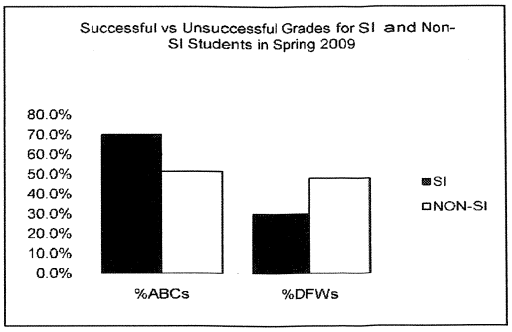
	%As	%Bs	%Cs	%Ds	%Fs	%Ws
SI	17.1%	24.9%	28.0%	14.7%	10.9%	4.2%
NON-SI	10.1%	19.4%	22.1%	15.5%	23.4%	9.2%

SUCCESSFUL VS UNSUCCESSFUL GRADES

	N=	ABCs	DFWs
SI	2189	1534	653
NON-SI	2402	1238	1155

	%ABCs	%DFWs
SI	70.1%	29.8%
NON-SI	51.5%	48.1%

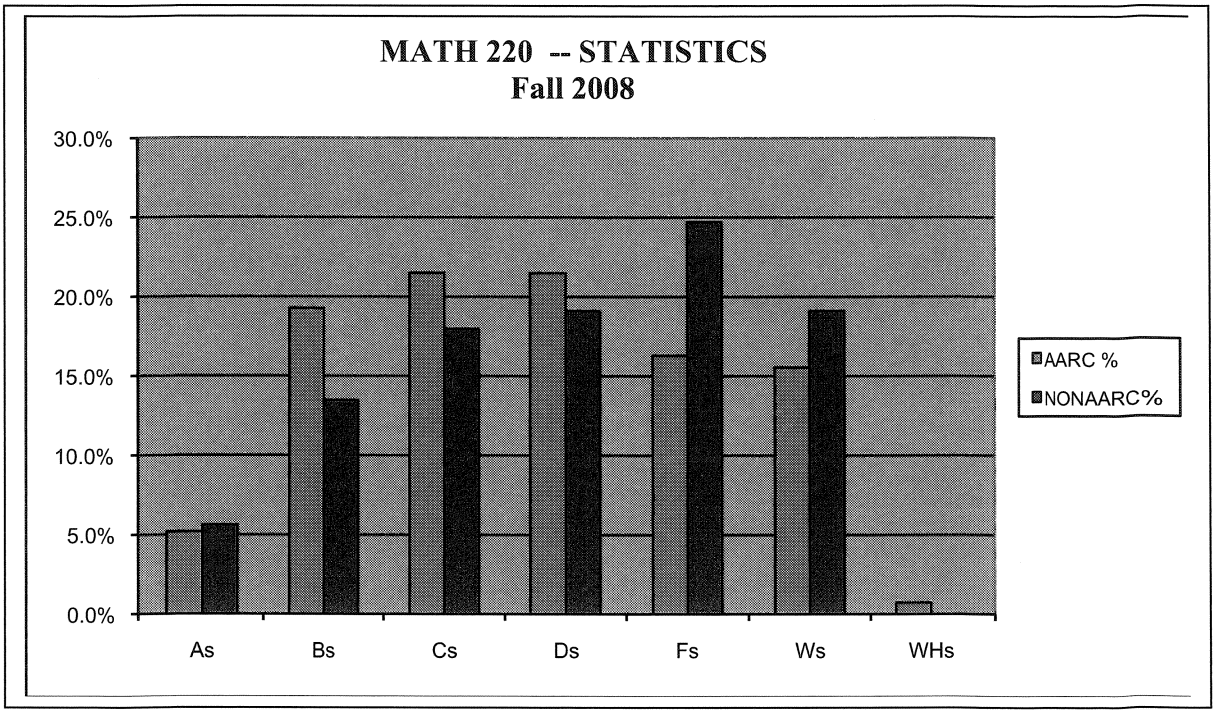




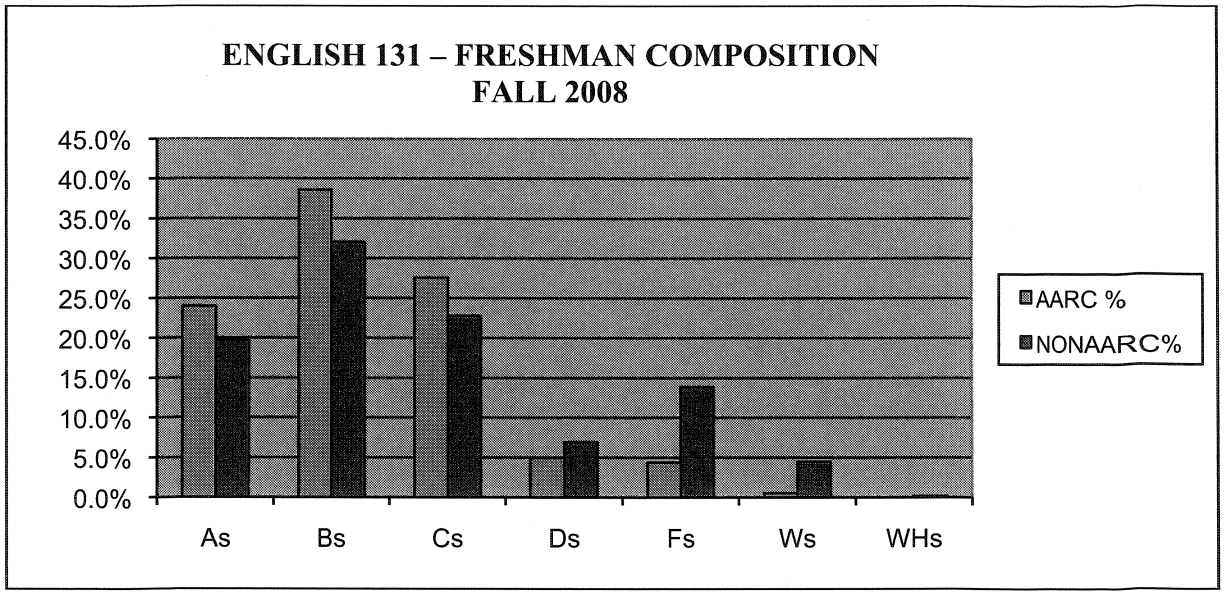
MEAN GRADE (AND OTHER SI GROUP INFORMATION)

	MN ACT	MN SAT	MN GRD	N=
SI	19.36	939.41	2.24	2189
Non-SI	20.30	971.31	1.75	2402

Total number of SI sessions offered:	1650
Percentage of students participating:	47.7%
Total number of visits:	12423
Mean number of visits per student:	5.7
Mean size of SI session:	7.5



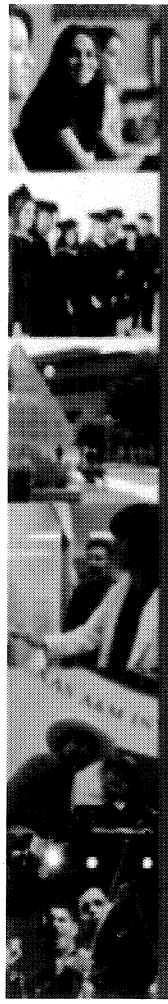
Andrew Davis, Math and Physics Program Director, AARC



Jackson Brown, Writing and English Program Director, AARC

Texas A&M International University

Senate Finance Committee Hearing
June 23, 2010



Texas A&M International University

Dr. Ray M. Keck, III
President
5201 University Boulevard
Laredo, TX 78041-1900
956-326-2320
RKeck@TAMIU.edu

Good morning, Chairman Ogden, and members of the Senate Finance Committee. Thank you for this opportunity to be with you and to share what is happening at your university in Laredo. Today's topic, "student success," refers to a rich inventory of goals and strategies, one of which is the subject you have asked me to address: work-study.

Student success, together with accountability and technology, form an interlocking triad of initiatives, which have redefined how we think about university life. For more than a decade, accountability, technology, and student success have framed the testimony presented to the Senate Finance Committee. To understand work-study, we must consider its placement in the larger story. First, accountability is now thoroughly embedded in our thinking, a reasonable expectation of all public enterprise. For higher education, accountability means: What do your students learn? How do you know they have learned it? What resources have you deployed to achieve your academic outcomes?

Accreditors were swift to incorporate the language of accountability–strategic plans, goals, strategies, means of assessment–into all templates for initial or continued accreditation. And it was the accreditation process that first revealed the one sinister aspect of accountability: it is very, very expensive. Assessments are costly to perform, the results complex to analyze, challenging to catalogue and retrieve. Paper assessments and files, cumbersome to create and to use, cannot today accommodate the demands of accountability.

Accountability ensured that technology, the second new initiative in higher education, would become necessary for even the most routine matters. For technology, central to our national discourse, is now the indispensable mechanism, which allows us to demonstrate that we are accountable. In addition, technology is now the universal underpinning of all

academic effort. Throughout Texas and the nation, classes are delivered entirely online or in a hybrid format mixing real-time delivery and electronic support. Students are irretrievably habituated to this relatively new medium; even paper-cover textbooks incorporate elaborate graphics and spare prose.

Like accountability, technology offers a marvelous tool to quicken our minds and facilitate our communication. None of us can imagine the University absent accountability to reveal what we do and technology to render an account. Like accountability, technology is extremely expensive. Electronic files are used both to create and to administer assessments, then to store the data. The process requires computers at the desk of every employee, complex software, servers, and a highly trained staff to maintain a system, which must be continuously upgraded. And in spite of almost universal hopes, we now know that technology can make academic delivery more vital, more stimulating, more efficient, but never less costly.

In sum, we can and must show you exactly how every dollar of the State's resources is spent. We can share assessments of all we do. We can move toward paperless offices and classes fully loaded with all the benefits of technology. No one would wish to return to the days before accountability and technology began to shape our lives. But the cost is significant. Had tuition and fees not begun to rise almost 10 years ago, as accountability and technology were being born, I cannot imagine how we might have financed these essential components of university life.

I have followed what may seem a circuitous route, through accountability and technology, to arrive at student success and therefore work-study. But these topics cannot be fully appreciated in isolated discussions. Accountability prompts us to scrutinize more carefully student success; technology furnishes the mechanisms for assessment and data collection, and therefore the basis for

judgments. Student success is the endpoint, revealing where we stand in fulfilling our mission.

We are immensely grateful that, having placed "Closing the Gaps" before us, you have been extremely consistent in what you have asked. We must first enroll increasing numbers of students; second, retain them in productive courses of study and third, graduate them in a timely fashion. That is student success.

First, enrollment. Our experience runs counter to popular imagination: if you build it, they will come, but only if you go and get them. Our beautiful campus offers an ideal venue for university study and impressive growth. (Slide 1) But this growth in enrollment is a direct result of an extensive program of outreach to our schools: twice-weekly visits by our recruiters to all high school campuses, evening meetings for parents and students in middle school, continuous visits by elementary and middle school students to the University campus. The planetarium (Slide 2) offers the most dramatic opportunity to interest school children in STEM careers: 125,721 patrons, mostly young students, have attended shows since we opened this facility in 2005.

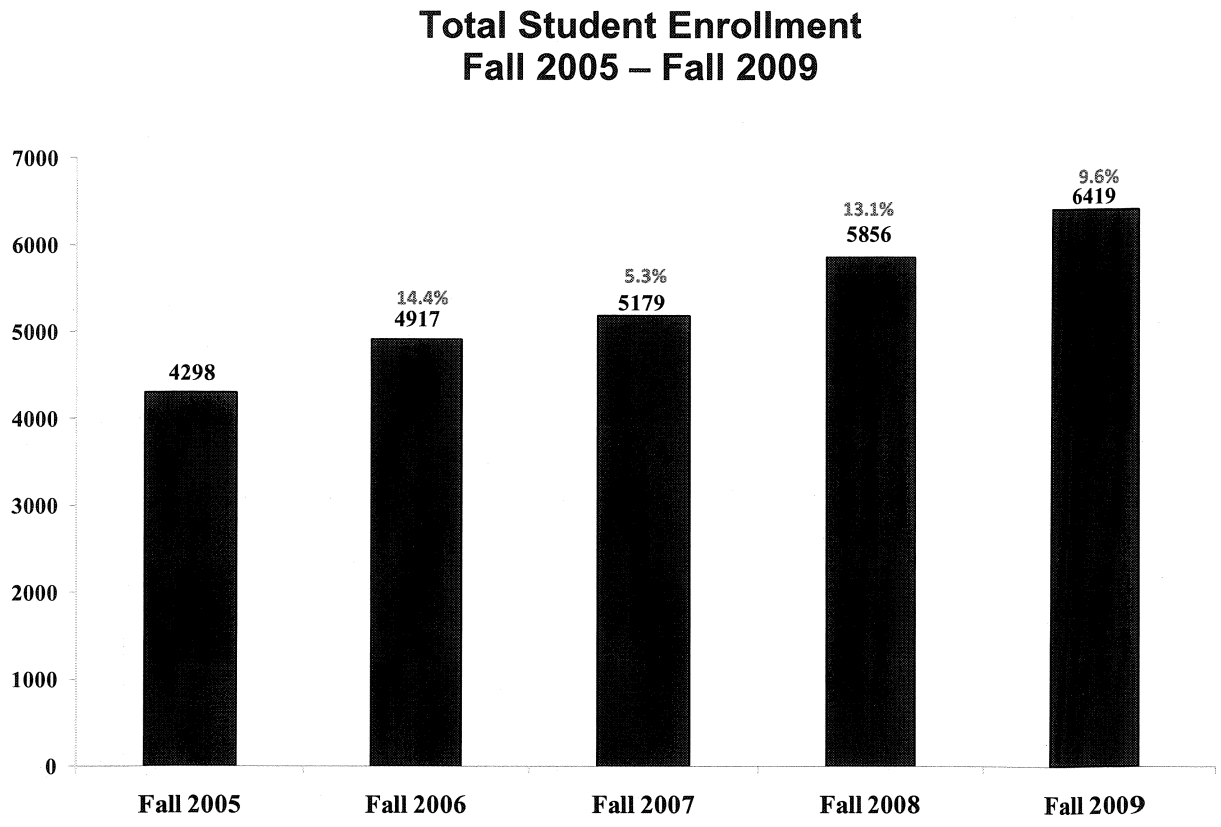
Second, our retention plan is no less expansive. All entering freshmen are required to participate in on-campus orientation in the summer before fall matriculation. Students with identified academic weaknesses must participate in intrusive academic advisement and academic support. All freshmen during the fall semester participate in a common read, an exercise which culminates in a visit to campus by the book's author. In the spring, TAMIU and West Texas A&M will jointly sponsor a trip to Cambodia; subject of this year's read at both institutions. For the third time this fall, all freshmen are required to participate in the Freshman Seminar, meeting twice weekly, designed to assist entering students as they transition to University life. The goal of all first-year activities is retention of the freshman class. (Slide 3)

Work-study is an important component of student success. The data collected from four consecutive fall semesters at Texas A&M International University (2006-2009) indicates that students receiving financial aid outperform those who receive none. (Slide 4) But the truly remarkable data concern work-study: students who form a part of our state work-study program fare better than those who don't. (Slide 5)

Third, we have learned to think differently about timely graduation. (Slide 6) It is true that the majority of our students find attending a university both a personal and financial challenge. In a county where half the population lives at or below federal guidelines marking poverty, students typically begin, stop, start again, and take reduced loads. But those most in need of relief from poverty are the ones who should finish first and begin their lives in productive careers. Well-meaning efforts to describe the problem abound. What is needed now is a vigorous, unbending insistence that the most needy students can finish in four, five, or six years. B-On-Time offers what we believe to be the most effective enticement for a non-traditional population to achieve better rates of graduation.

We can, through accountability, explain what our students learn and how we know they learn it, and also provide a history of all expenditures related to these outcomes. We can, with technology, generate and manage this information. And we can, through the multiple strategies of student success, lead even non-traditional students toward graduation. And those who work for the financial aid they receive achieve the most outstanding academic outcomes.

Slide 1

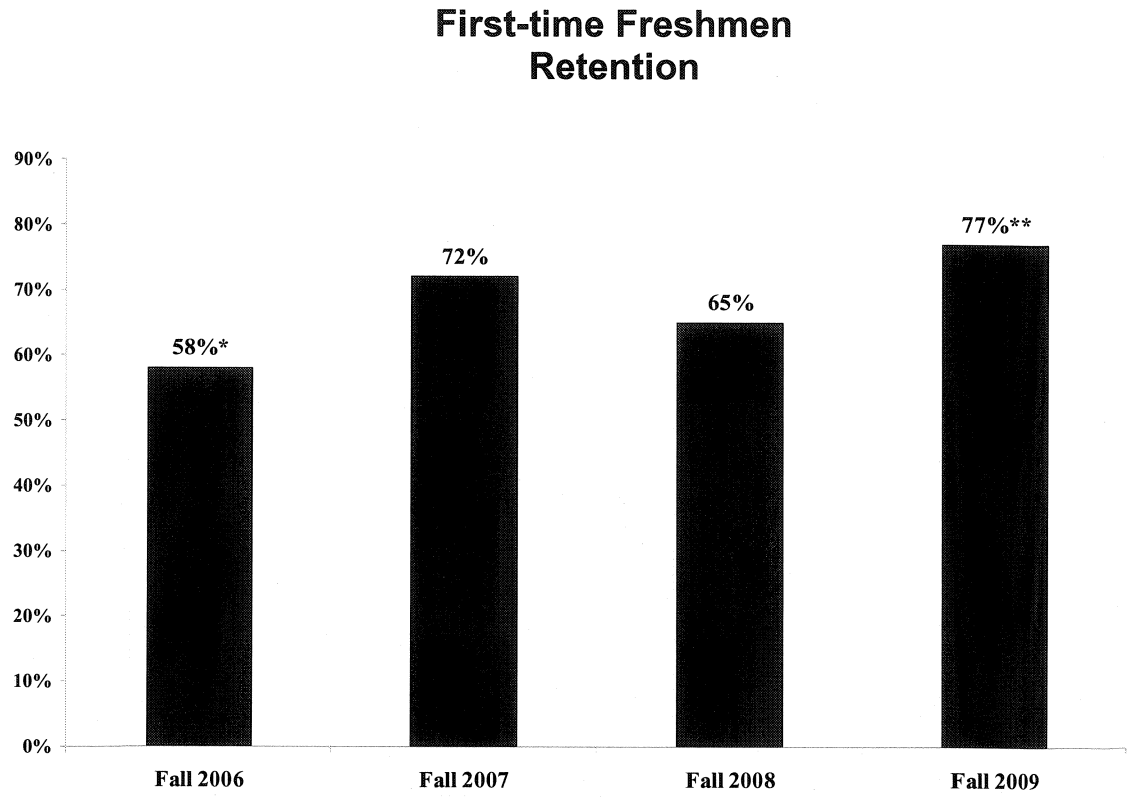

Total Student Enrollment
Fall 2005 – Fall 2009
7000
6000
5000
4000
3000
2000
1000
0
4298
14.4%
4917
5.3%
5179
13.1%
5856
9.6%
6419
Fall 2005
Fall 2006
Fall 2007
Fall 2008
Fall 2009

Slide 2

The Planetarium at Texas A&M International University

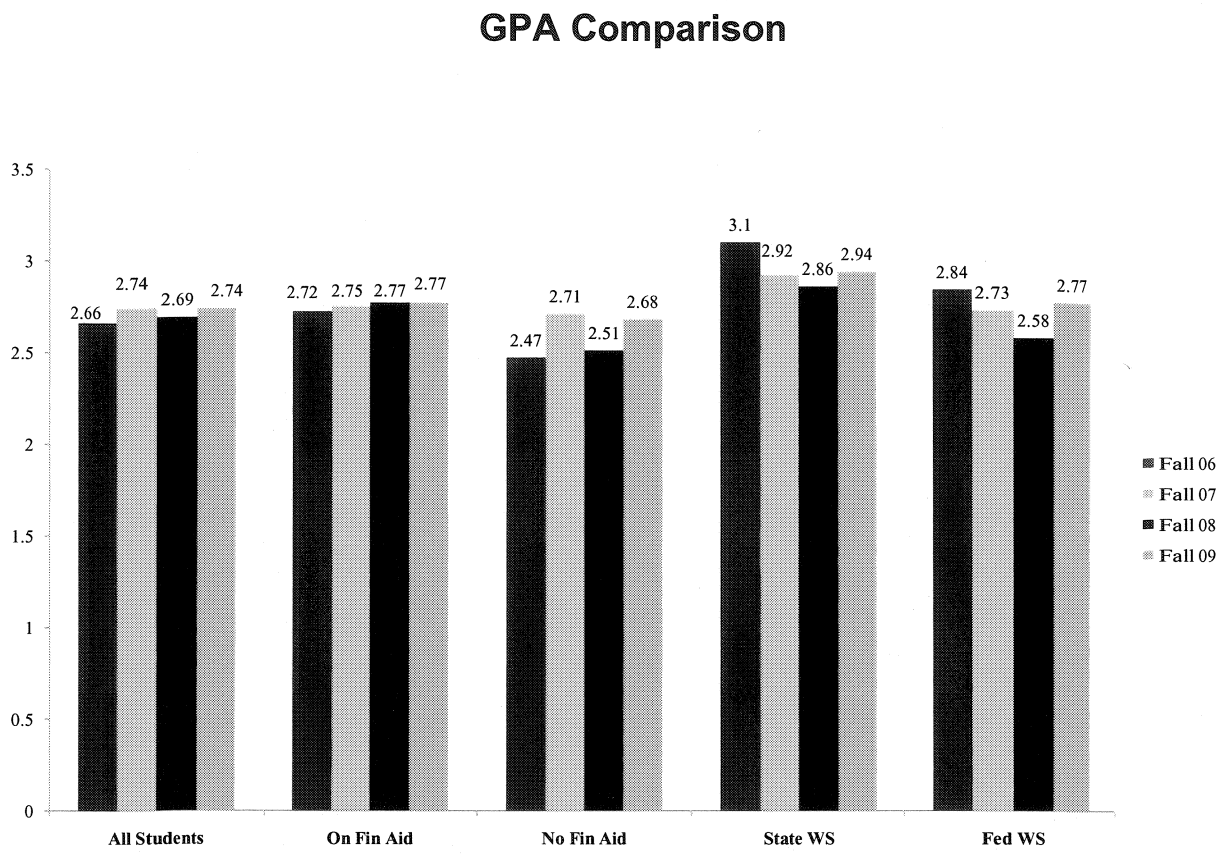
125,721 visitors since opening in April 2005

Slide 3

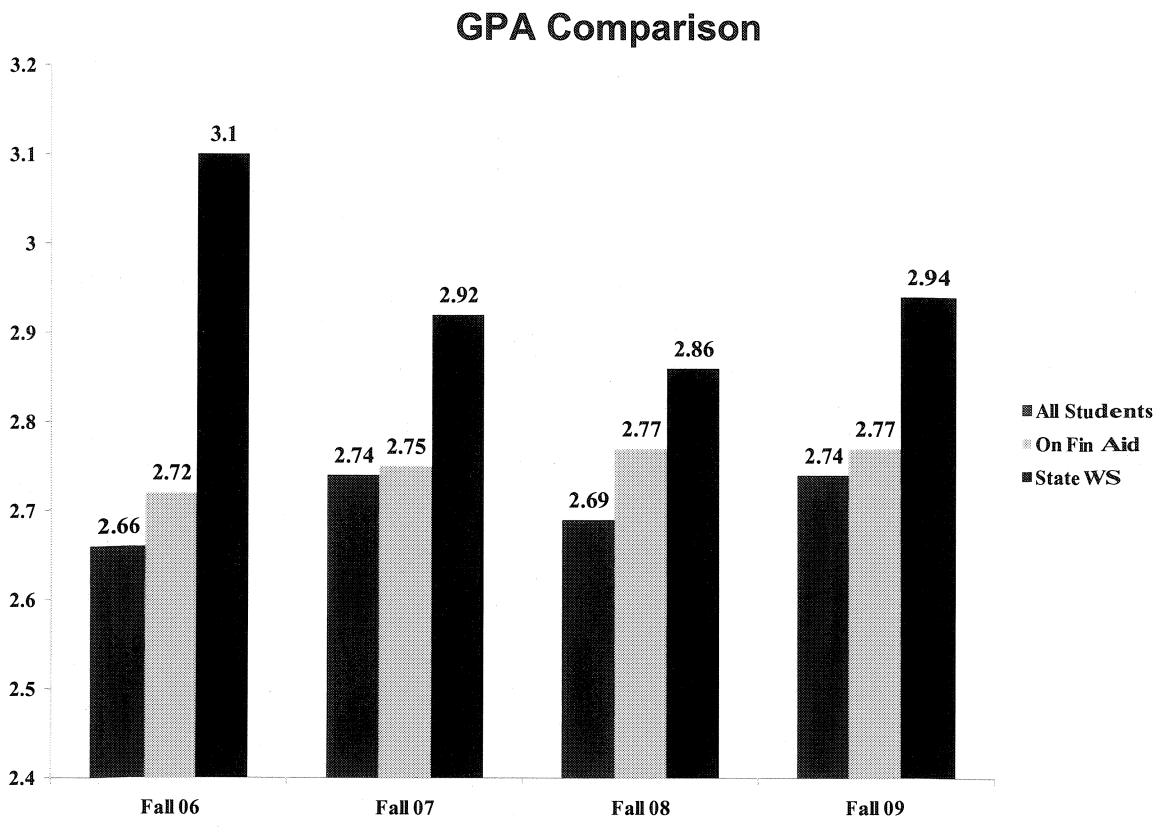


*Prior to implementation of Freshmen Seminar and Learning Communities.
**As of June 14, 2010

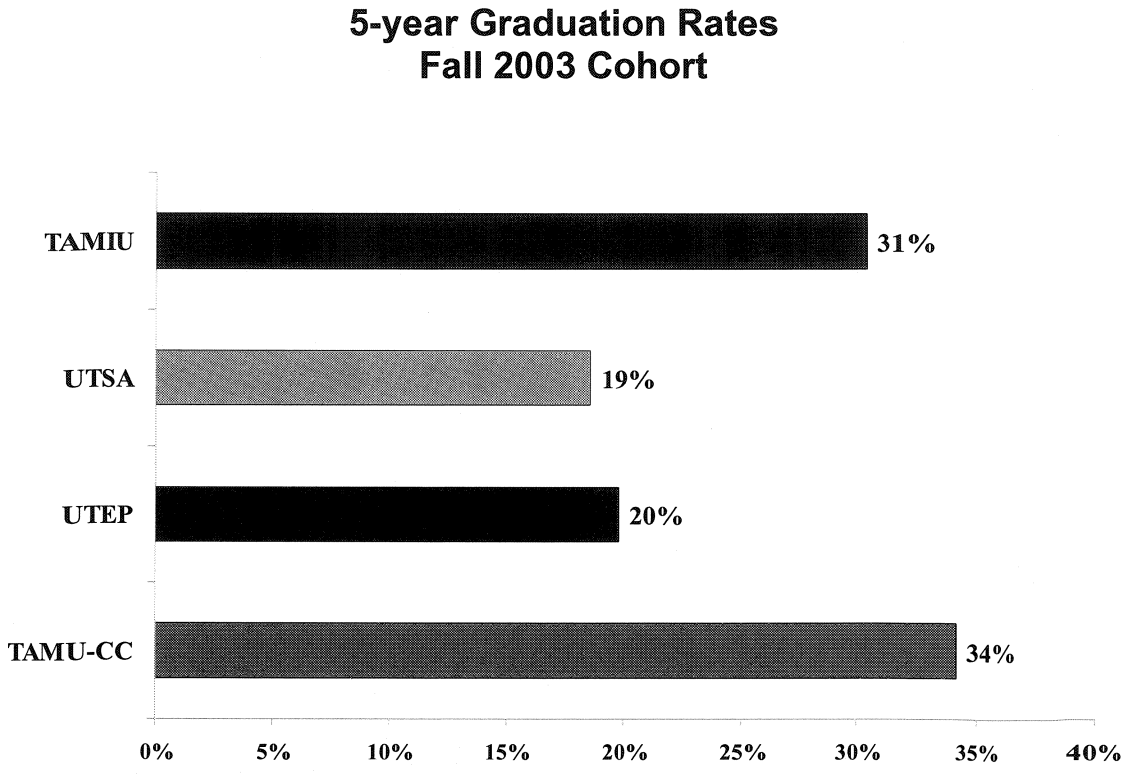
Slide 4


GPA Comparison
3.5
3
2.5
2
1.5
1
0.5
0
2.66
2.74
2.69
2.74
2.72
2.75
2.77
2.77
2.47
2.71
2.51
2.68
3.1
2.92
2.86
2.94
2.84
2.73
2.58
2.77
All Students
On Fin Aid
No Fin Aid
State WS
Fed WS
Fall 06
Fall 07
Fall 08
Fall 09

Slide 5


GPA Comparison
3.2
3.1
3
2.9
2.8
2.7
2.6
2.5
2.4
2.66
2.72
3.1
2.74
2.75
2.92
2.69
2.77
2.86
2.74
2.77
2.94
Fall 06
Fall 07
Fall 08
Fall 09
All Students
On Fin Aid
State WS

Slide 6


5-year Graduation Rates
Fall 2003 Cohort
TAMIU
31%
UTSA
19%
UTEP
20%
TAMU-CC
34%
0%
5%
10%
15%
20%
25%
30%
35%
40%