

## Profile of Dr. Stephen B. Kinslow

Dr. Stephen B. Kinslow was appointed President/CEO in June, 2005, and previously served ACC in the roles of Interim President; Executive Vice President of Academic, Student & Campus Affairs; Vice President of School Relations; Provost; Dean; and Associate Dean. He joined ACC in 1977. Dr. Kinslow has over 37 years experience in community college administration, in the areas of academic, student, and business affairs. He has also taught as an adjunct instructor of English and Human Development.

Prior to ACC, he worked for the Dallas County Community College District (El Centro College) and was a public school teacher in Big Spring, Texas.

He earned a Ph.D. from the University of Texas at Austin, a Master's Degree from Southern Methodist University, and a B.A. from the University of Texas at Arlington.

A tireless proponent of accessible, affordable higher education and training, Dr. Kinslow is proud of the diverse and unique role the community college plays in transforming lives and communities.

Dr. Kinslow was named a distinguished graduate of the UT Austin College of Education in 2004 and received the NISOD International Leadership Award in 2008.

He serves on the Board of Directors of the Austin and Round Rock Chambers of Commerce, the Board of Leadership Round Rock (having served as Chair three times), the Board of Directors of the Texas Association of Community Colleges, the ACC Center for Public Policy and Political Studies, the Board of the E<sup>3</sup> Alliance, and as Vice Chair of the Texas Campus Compact. He previously was a Board Member of Skillpoint Alliance and Austin Partners in Education. Dr. Kinslow is a graduate of Leadership Austin and participates in a variety of community activities throughout Central Texas.

Oral Testimony Provided by:

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**TALKING POINTS**  
**SENATE HIGHER EDUCATION COMMITTEE**  
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- Thank you, Senator Zaffirini and Senator Shapiro, for the opportunity to address the joint meeting of the Senate Committee on Higher Education and the Senate Committee on Education.
- I am Stephen Kinslow, President/CEO of the Austin Community College District, and Chairperson of the Texas Association of Community College's P-16 Committee.
- On behalf of my TACC colleagues representing the fifty (50) community colleges across Texas, I have provided written testimony about the larger role community colleges play in establishing strong ISD partnerships which enhance the Texas *Closing the Gaps* initiative.
- Oral testimony today will focus exclusively on dual credit and its rigor, as only one element of that much broader role community colleges play in *Closing the Gaps*.
- Dual credit headcount (unduplicated) has grown dramatically in Texas, partly because of the growing partnerships between ISDs and community colleges, and partly due to HB1 which encourages high school students to earn at least twelve (12) college credit hours prior to high school graduation.
- The 10-year growth of dual credit enrollments has been 413.4%, and the 5-year growth has been 116.5%
- In Fall, 2009, there were 91,303 high school students (unduplicated headcount) enrolled in dual credit.
- Of these 91,303 students, 96% (or 87,544) were served by community colleges.
- Of the community college dual credit high school students, over 46% were minority students.

- We are grateful for the opportunity today to highlight the role community colleges play in providing quality dual credit experiences to 96% of all the state's dual credit students.
- A summary of facts that attest to the rigor and quality of community college dual credit instruction:
  1. Community Colleges are subject to (a) the exact same regional SACS accreditation and (b) THECB quality standards mandated for freshman and sophomore level instruction as apply to four-year colleges and universities.

Our courses meet the same standards and comply with the THECB ACGM and WECM guidelines.

Our standards for curriculum design and approval, faculty credentials, and evaluation are no different - please consider community colleges as equal to four-year institutions when considering freshman and sophomore instructional standards.

2. High school juniors and seniors must meet the TSI assessment standards to take dual credit courses – the intent being that they must be ready to take a college-level course.
3. The majority of dual credit courses are offered in General Education and Core Curriculum areas, which correspond to the courses transfer students most often take at our institutions.

THECB data indicate that community college transfer students have comparable GPAs and graduate with a B.A. degree very slightly sooner than native four-year institutions' students.

4. The numbers and huge growth in dual credit programs also suggest that ISDs have been well-served and continue to ask community colleges to do more in service to their students and families.
5. Community Colleges are the ONLY segment of higher education to have

developed and adopted quality standards for dual credit. These include:

- Dual Credit course content must be the same as for other sections of the same course - no differences in learning objectives or in evaluation of student performance.
  - Dual Credit courses must use the same instructional texts and other materials as any other section of the same course.
  - Dual Credit faculty must meet SACS faculty credentials guidelines. Unlike faculty who may teach AP courses with only a B.A. Degree, dual credit faculty must meet the SACS standard of a Master's Degree plus specified hours in the teaching field.
  - Dual Credit courses must be evaluated by the same standards and process as any other college course.
  - Student performance data must be provided to the ISD.
6. Community Colleges are the ONLY segment of higher education to have surveyed all 50 community college districts to determine statewide practices regarding dual credit instruction.
- This reflects the commitment to high standards by your community college leadership across the State of Texas.
7. The survey is helping TACC to identify where additional focus may need to occur as we continue to ensure that all colleges follow the Best Practices adopted by our members. The data, however, reflects sound educational practice and high standards:
- First Time In College (FTIC) cohorts indicate higher persistence (Fall to Spring and Fall to Fall) for former dual credit students
  - FTIC first semester GPA is higher for former dual credit students than for other college students

- Course completion with C or better is 22% higher for dual enrollment students
  - 88% of dual credit students passed with a C or better compared to 66% of other students
8. Research indicates that students who have even one college-level experience while in high school are twice as likely as their peers to graduate high school and to transition to higher education.
- It is also clear that community colleges are especially well-positioned to be the primary partner for dual credit opportunities - and many other *Closing the Gaps* partnerships - with our local ISDs.
    - We share the same tax base and are part of the same local communities
    - We work together to address important local community/business needs
    - We have the longest history and the deepest partnerships for student outreach, college enrollment services, transition to college programs, and of course a wide array of Early College Start instructional programs – of which dual credit is perhaps best known.
  - Finally, I share that not only are community colleges doing a good job in providing dual credit, they do so at the lowest cost advantage to the State of Texas. In simple economic terms, community colleges are your best driver of dual credit and your most effective and efficient use of limited State dollars for this critical *Closing the Gaps* strategy.
  - The fifty (50) community college districts of Texas are eager to work with the Legislature to further enhance sound and diverse *Closing the Gaps* strategies for the ISDs within our Service Areas and across your State.
  - Thank you.