

# *60x30TX* Progress Report

October 2020

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### Agency Mission

The mission of the Texas Higher Education Coordinating Board (THECB) is to provide leadership and coordination for Texas higher education and to promote access, affordability, quality, success, and cost efficiency through *60x30TX*, resulting in a globally competitive workforce that positions Texas as an international leader.

### Agency Vision

The THECB will be recognized as an international leader in developing and implementing innovative higher education policy to accomplish our mission.

### Agency Philosophy

The THECB will promote access to and success in quality higher education across the state with the conviction that access and success without quality is mediocrity and that quality without access and success is unacceptable.

The THECB's core values are:

**Accountability:** We hold ourselves responsible for our actions and welcome every opportunity to educate stakeholders about our policies, decisions, and aspirations.

**Efficiency:** We accomplish our work using resources in the most effective manner.

**Collaboration:** We develop partnerships that result in student success and a highly qualified, globally competent workforce.

**Excellence:** We strive for excellence in all our endeavors.

The Texas Higher Education Coordinating Board does not discriminate on the basis of race, color, national origin, gender, religion, age or disability in employment or the provision of services.

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## Executive Summary

The *60x30TX* higher education plan for Texas began in 2015 with four goals to be achieved by 2030:

1. **60x30 Educated Population:** At least 60% of Texans ages 25-34 will have a certificate or degree.
2. **Completion:** At least 550,000 students in 2030 will complete a certificate or an associate, bachelor's, or master's degree from an institution of higher education in Texas.
3. **Marketable Skills:** All graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.
4. **Student Debt:** Undergraduate student loan debt will not exceed 60% of first-year wages for graduates of Texas public institutions.

Each year, the Texas Higher Education Coordinating Board (THECB or Coordinating Board) provides an update on how the state is progressing toward the goals and targets of the plan. This year's report focuses primarily on the data available in the 2019 academic year. While progress has been substantial on the student debt goals and targets, improvement in the educated population and completion measures needs to accelerate to put the state on track to reach those goals by 2030.

Slowing progress on the educated population (attainment) and completion goals is of particular concern, given the challenges the state is facing as a result of the COVID-19 pandemic. The data in this report were gathered before the crisis. Texans who have lost jobs or had their educations interrupted will require opportunities to re-skill or up-skill due to changes in the economy; Texas higher education must be ready to meet these needs. Providing advising, financial support, and a full range of flexible educational options for Texans to earn credentials that will be of value now and in the future will be critical for the state and its residents as we move toward 2030 and beyond.

The following is a summary of progress on each goal:

**Educated Population.** In 2018, the most recent year of data available, the percentage of Texas 25-34-year-olds with a certificate or degree increased by 0.1 percentage point, from 43.5% to 43.6% ([Table 1](#)). This compares with an average annual increase of over 1.2 percentage points in 2016 and 2017.

**Completion.** In Academic Year (AY) 2019, students at Texas public, independent, and career institutions completed 347,669 certificates and associates, bachelor's, and master's degrees (sometimes referred to as CABMs in this report), up from 341,307 in 2018 ([Table 1](#)). This amounted to an increase of 6,362 completions, or 1.9%, compared with an increase of 3.9% in 2017 and 2.2% in 2018 ([Table 1](#) and Appendix C, [Table C4](#)). Although it is encouraging that completions continue to increase, the slowing pace of the increase merits attention.

Among the underrepresented groups targeted in the plan, African American students had fewer completions in 2019 than in 2018 ([Table 1](#) and Appendix C, [Table C5](#)). This is concerning, although the decrease is mainly attributable to a decrease in completions by Black students at career schools, several of which have closed in recent years or are no longer

reporting data to the Coordinating Board. On a more positive note, the rate of increase in completions was greater in 2019 than in 2018 for all of the other underrepresented groups targeted in the plan, with the highest percentage increase for Hispanic students, followed by economically disadvantaged students and then male students. Although encouraging, all of these groups had average annual improvement rates from 2015-19 that are not on track for reaching their 2030 growth targets.

**Marketable Skills.** The percentage of Texas students who received degrees in 2017-18 and were found working or enrolled for additional education within one year of degree completion, 78.9%, was almost unchanged from the previous three years and closely tracked the 80% target under this goal ([Table 1](#)). In connection with this goal, the THECB participated in a study by the Organization for Economic Cooperation and Development (OECD) on the labor market relevance of higher education in the United States.

**Student Debt.** The state has met the student debt goal of no more than 60% debt-to-first-year-wage in each year of the plan so far ([Table 1](#)).<sup>1</sup> The state also met the target that no more than half of students earning undergraduate awards—a certificate or an associate or bachelor’s degree—graduate with debt. In 2019, less than half of students, 44.6%, had debt at the time of graduation, down from 45.9% in 2018 ([Table 1](#)).

The state also made strong progress toward the additional target to reduce excess semester credit hours (SCH) attempted by students as they work toward a credential. Ensuring that students take the courses that contribute toward progress to their desired credential can help reduce student debt and the time spent in college. The plan target is to reduce excess SCH to an average of 3 SCH by 2030. Between 2016 and 2019, the average number of excess credit hours declined from 27 to 21 SCH for students earning associate degrees and from 15 to 12 SCH for bachelor’s degree recipients, amounting to a decline from 20 to 15 excess SCH averaged across both types of degrees ([Tables 1 and 4](#) and [Figure 7](#)).

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<sup>1</sup> Student debt statistics in this year’s report represent student debt excluding debt incurred by the student’s parents. Previous years’ reports included parent-incurred debt in the total. Therefore, statistics on student debt in this year’s report cannot be directly compared with those in reports from previous years.

**Table 1. Progress Toward Goals and Targets of 60x30TX**

Goal	Target	2016*	2017*	2018*	Most Recent Year 2019*	Improvement in Most Recent Year (2018-19)	2030 Goal/Target
<b>60x30</b>	60x30 (Educated Population) (2015-18)	41.0%	42.3%	43.5%	43.6%	.1 pct pt	60%
<b>Completion</b>	Overall	321,410	333,920	341,307	347,669	1.9%	550,000
	Hispanic	103,889	111,344	115,735	121,589	5.1%	285,000
	African American	38,813	41,027	41,594	41,077	-1.2%	76,000
	Male	135,849	141,564	143,981	147,198	2.2%	275,000
	Economically Disadvantaged	119,490	124,178	124,471	127,986	2.8%	246,000
	TX High School Grads Enrolling in TX Higher Education	51.9%	52.3%	51.6%	51.2%	-0.4 pct pt	65%
<b>Marketable Skills</b>	Institutions Implementing Marketable Skills Plans	n/a	n/a	41.0%	n/a	--	100% (2020 target)
	Working or Enrolled Within One Year (2015-18)	78.8%	78.8%	78.5%	78.9%	0.5 pct pt	80%

Source: Data from THECB, Texas Workforce Commission, and American Communities Survey  
 \*or most recent year of data available in that year

**Table 1. Progress Toward Goals and Targets of 60x30TX (cont.)**

Goal	Target	2016*	2017*	2018*	Most Recent Year 2019*	Improvement in Most Recent Year (2018-19)	2030 Goal/Target
<b>Student Debt</b>	Student Loan Debt-to-First-Year-Wage Percentage** (2014-17)	56%	55%	55%	53%	-1.9 pct pt	60%
	Percent of Undergraduates Completing with Debt**	48.1%	47.3%	45.9%	44.6%	-1.2 pct pt	50%
	Excess SCH Attempted**	20	19	17	15	-2.0	3

Source: Data from THECB, Texas Workforce Commission, and American Communities Survey

\*or most recent year of data available in that year

\*\*Declines in student debt and excess semester credit hours represent improvement. All student debt statistics in this year's report exclude debt incurred by the student's parents.

## Introduction

The *60x30TX* higher education plan for Texas began in 2015 with four goals to be achieved by 2030:

1. **60x30 Educated Population:** At least 60% of Texans ages 25-34 will have a certificate or degree.
2. **Completion:** At least 550,000 students in 2030 will complete a certificate or an associate, bachelor's, or master's degree from an institution of higher education in Texas.
3. **Marketable Skills:** All graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.
4. **Student Debt:** Undergraduate student loan debt will not exceed 60% of first-year wages for graduates of Texas public institutions.

Each year, the THECB provides an update on how the state is progressing toward the goals and targets of the plan. The report helps inform the state about areas that may need additional attention and intervention. Now that the plan has been in place for five years, with four years of improvement data available, much can be learned from studying the trends in progress toward these goals. For example, the number of completions and the state's percentage of young adults with degrees have increased every year, but stalled progress in the number of adults with degrees in the most recent year of data suggests that Texas will not achieve the 60x30 educated population goal by 2030 without substantial acceleration of in-state completions and a continued influx of individuals with postsecondary credentials entering the state. On the other hand, the percentage of students graduating with debt has declined for all types of undergraduate degrees, and the average number of excess semester credit hours taken by students who complete a degree has decreased for both associate and bachelor's degree students.

An additional outcome that is more difficult to measure—but that THECB staff believe is strongly positive—has been the plan's impact on discussions and planning among educators and policymakers. The language and goals of *60x30TX* have been widely used by legislators and other policymakers in discussions of what is important for the state's future. Institutional leadership teams and regional stakeholders have set their own local goals aligned with the plan.

The *60x30TX* goals have focused statewide attention on specific areas where improvement is needed. Improvement happens when practitioners and policymakers carefully analyze how and where problems originate, how resources can be reallocated to address issues, and what diagnostic feedback is needed to assess and guide progress toward goals. To the extent that conversations about the *60x30TX* goals lead to changes in practices in K-12 schools and higher education institutions, and to the extent that policymakers provide sufficient resource and policy support, the goals in the *60x30TX* plan are more likely to be realized.

An important role for the THECB is to analyze trends in progress on the *60x30TX* goals and to diagnose the obstacles and supporting factors for that progress. If the numbers deviate substantially from past trends or the targeted goals, it is important to understand why.

This progress report provides breakouts and explanations of the *60x30TX* metrics and displays goals and targets through 2030. The report is supplemented by five appendices. [Appendix A](#) provides the text of the legislation authorizing the *60x30TX* plan and reports.

[Appendix B](#) summarizes the methodology used to calculate progress on the goals. [Appendix C](#) provides additional detail on progress toward the 60x30 educated population and completion goals. [Appendix D](#) summarizes activities by higher education institutions, under the Higher Education Assistance Plans outlined in Texas Education Code (TEC), Section 51.810 ([Appendix E](#)), to improve students' college-going rates in Texas high schools that had previously low direct-enrollment rates. These activities can support the completion and educated population goals, as well as the completion targets for populations underrepresented in Texas higher education.

## Progress Toward Reaching the Goals of 60x30TX



### 60x30: EDUCATED POPULATION GOAL

At least 60 percent of Texans ages 25-34 will have a certificate or degree.

■ *Supports the economic future of the state*

The focus of the 60x30 educated population goal is to increase the college-educated share of young Texans so that by 2030, 60% or more of Texas residents ages 25-34 will have attained a certificate or degree (associate through professional) from a higher education institution.

### Overall Progress Toward the 60x30 Educated Population Goal

It is important to note that this goal counts people, not credentials. Specifically, it counts Texas residents ages 25-34 who have one or more of these credentials:

- A level I, II, or advanced technical certificate, as defined in the *Guidelines for Instructional Programs in Workforce Education*<sup>2</sup>
- Any degree – associate, bachelor's, master's, professional, or doctoral.

A Texas resident may have multiple certificates or degrees, earned in or out of state, but that resident is only counted once toward this goal.

A Texas resident may have multiple certificates or degrees, earned in or out of state, but that resident is only counted once toward this goal – and only if that resident is in the targeted age group. The tables and charts in this section are based on an individual's highest level of attainment. For example, a person with associate, bachelor's, and master's degrees would report the master's as the highest degree.

Education attainment data for the population of Texas is available from the American Community Survey (ACS), which is an annual survey of people living in the United States administered by the U.S. Census Bureau. While this progress report primarily uses data from 2019, the most recent data available from the ACS on the 60x30 educated population goal is from 2018.

According to the ACS, 43.6% of Texans 25-34 years old had a postsecondary degree or certificate in 2018 ([Figure 1](#)). This represented a cumulative increase of 2.6 percentage points

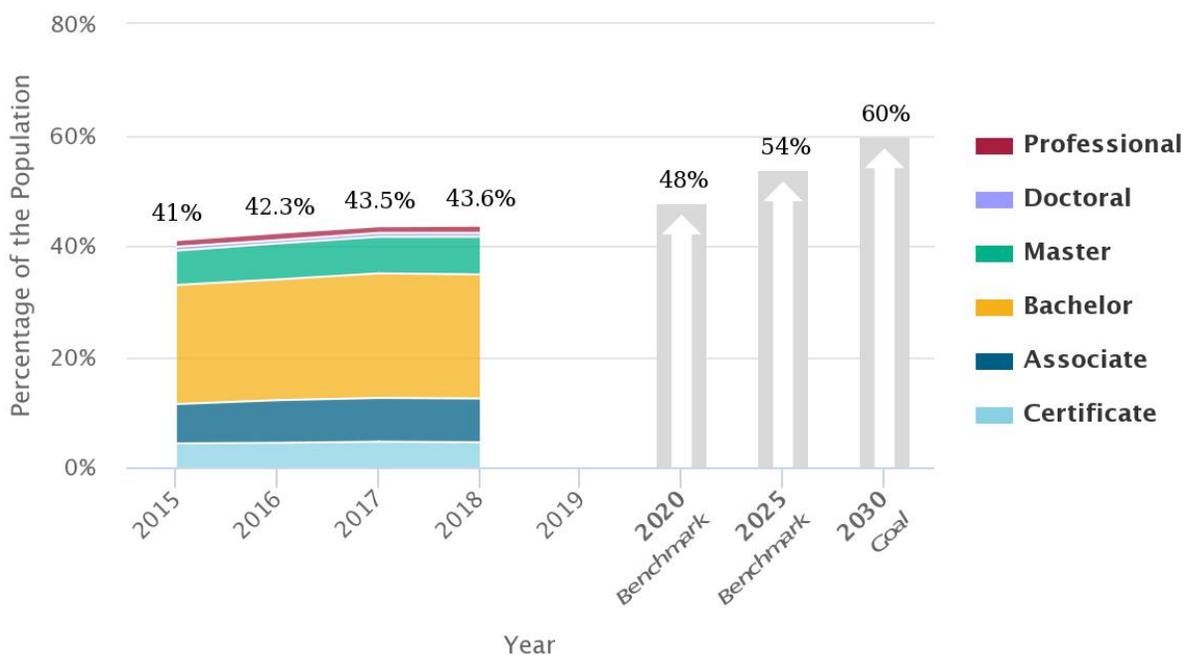
<sup>2</sup> See [Guidelines for Instructional Programs in Workforce Education](#), 2015, by THECB.

from 2015, an annual improvement rate of just under 0.9 percentage points. This compares with a 0.8% annual rate in the decade from 2005-2015.

Bachelor’s and associate degrees have accounted for most of the recent increase in Texas’ educated population. Bachelor’s degrees accounted for both the largest group of degree-holders in 2015 through 2018 and the largest portion of the 2015-18 increase in the share of 25-34-year-olds with a postsecondary credential. Associate degrees accounted for the second-largest group of degree holders and the second-largest portion of the 2015-18 increase (Appendix C, [Table C1](#)).

**Figure 1. Texas College-Educated Population**

Percent of Texas Population Age 25–34 with a Postsecondary Credential



Source: Data from [www.60x30TX.com](http://www.60x30TX.com)

The rate of progress on this measure slowed from an average of over 1.2 percentage points per year in 2016 and 2017 to 0.1 percentage point in 2018 (Figure 1). With this slowdown, the 2015-18 rate of progress was not sufficient to keep Texas on track to reach the educated population goal of 60%. Accelerating progress will require strengthening academic preparation, support, and advising in K-12 and higher education to improve higher education completions in Texas. It also will require the state’s ability to make a strong recovery from the impact of the COVID-19 pandemic on Texas schools and the economy. One effort that holds promise for increasing progress toward this goal is the ongoing effort to bring K-12, higher education, and employer stakeholders together to develop plans to reach regional targets. A second promising effort is an expanded push to bring students who have left college without graduating back to complete their degrees.

Importing talent into the state will continue to be critical for Texas to reach its 60x30 educated population goal. It is not possible, using available data, to know exactly how much the

migration of individuals from out of state into the state contributed to the growth of the young adult population with degrees in 2014-18. However, the gains Texas experienced from net domestic migration<sup>3</sup> among 25-34-year-old degree holders (excluding certificates) over the last four years are evident from the available estimates. Approximately 15,000 to 26,000 more degree holders were gained than lost in the state in any given year since 2014 (Appendix C, [Table C2](#)).

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<sup>3</sup> Estimates of net international migration of degree-holders are not included because individuals who have left the U.S. in the current year are not included in the American Community Survey.



## THE SECOND GOAL: COMPLETION

At least 550,000 students in 2030 will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas.

■ *Requires large increases among targeted groups*

The second goal is for students of all ages to complete at least 550,000 certificates or associate, bachelor's, or master's degrees (CABMs) in FY 2030 from an institution of higher education in Texas, including public, independent, or career institutions ([Figure 2](#)). The completion goal complements the 60x30 educated population goal because increased certificate and degree completions in Texas will help grow the Texas college-educated resident population.

While the two goals are related, the key differences between the completion goal and the 60x30 educated population goal are that:

- the completion goal counts degrees earned by students of any age, not just those ages 25-34;
- the completion goal counts certificates and degrees up through the master's, while the first goal also includes professional and doctoral degrees;<sup>4</sup>
- the completion goal counts credentials from a Texas college or university, while degrees under the first goal may be earned anywhere inside or outside of Texas; and
- the completion goal counts each certificate or degree a student earns in the year it is earned, whereas the 60x30 goal counts whether each person has earned at least one degree in any year.

It's important to remember the completion goal complements the first, in that it emphasizes the role of institutions in reaching the 60x30 educated population goal statewide goal.

In addition to the goal of 550,000 CABMs for all students, completion targets were set for four underrepresented student populations ([Figure 3](#)): African American (76,000), Hispanic (285,000), economically disadvantaged (246,000), and male students (275,000). Another target addresses enrollment in higher education by high school graduates: by 2030, at least 65% of high school graduates will enroll in higher education in the fall after they graduate from high school ([Figure 4](#)).

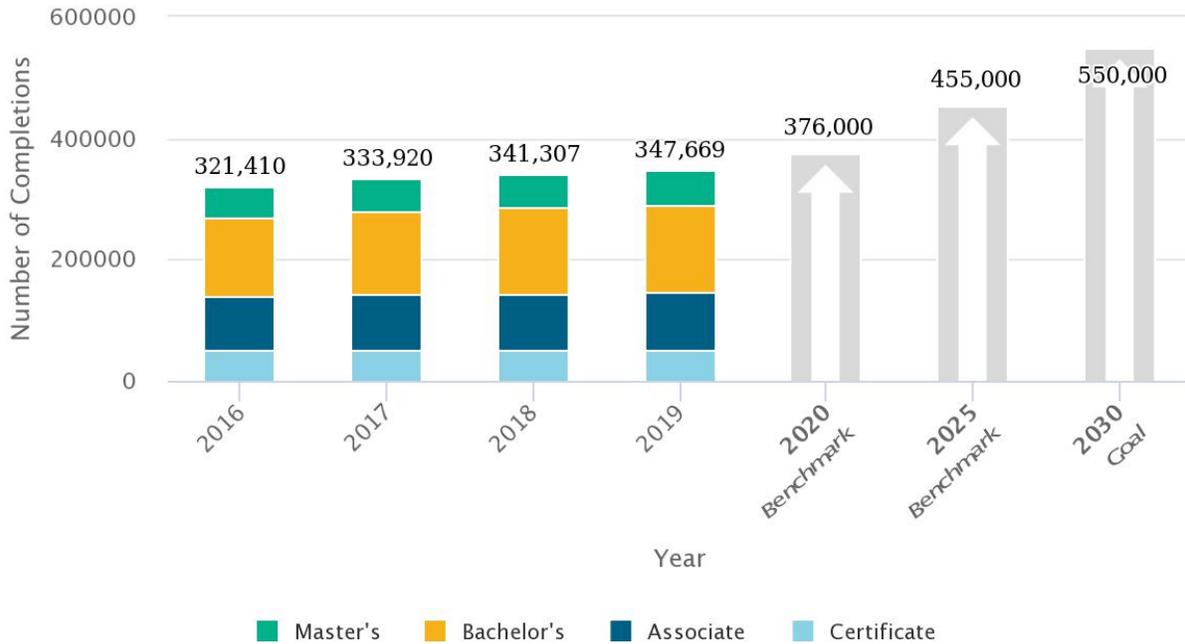
### Overall Progress Toward the Completion Goal

In Academic Year (AY) 2019, students at Texas public, independent, and career institutions completed 347,669 CABMs, up from 341,307 in 2018 ([Figure 2](#)). This amounted to an increase of 6,362 completions, or 1.9%, compared with an increase of 3.9% in 2017 and 2.2% in 2018 ([Figure 2](#) and Appendix C, [Table C4](#)). Averaging across 2017-19, the average rate of increase in completions was 2.7%, lower than what is needed to stay on track to reach the 2030 completion goal.<sup>5</sup>

<sup>4</sup> The inclusion of persons with doctoral degrees in the educated population goal (Goal 1) should not affect the number of individuals counted toward Goal 1 because a person with a doctoral degree also would have earned at least one prior degree.

<sup>5</sup> Because increases in completions through 2019 have been lower than the needed annual average rate of increase of 3.9%, average annual completion increases during the remaining years of 60x30TX (i.e., from 2019 to 2030) will need to equal at least 4.3% to stay on track toward meeting the state's completion goal.

**Figure 2. CABMs Completed at Texas Public, Independent, and Career Institutions**  
 Certificate, Associate, Bachelor's or Master's Completions in Texas



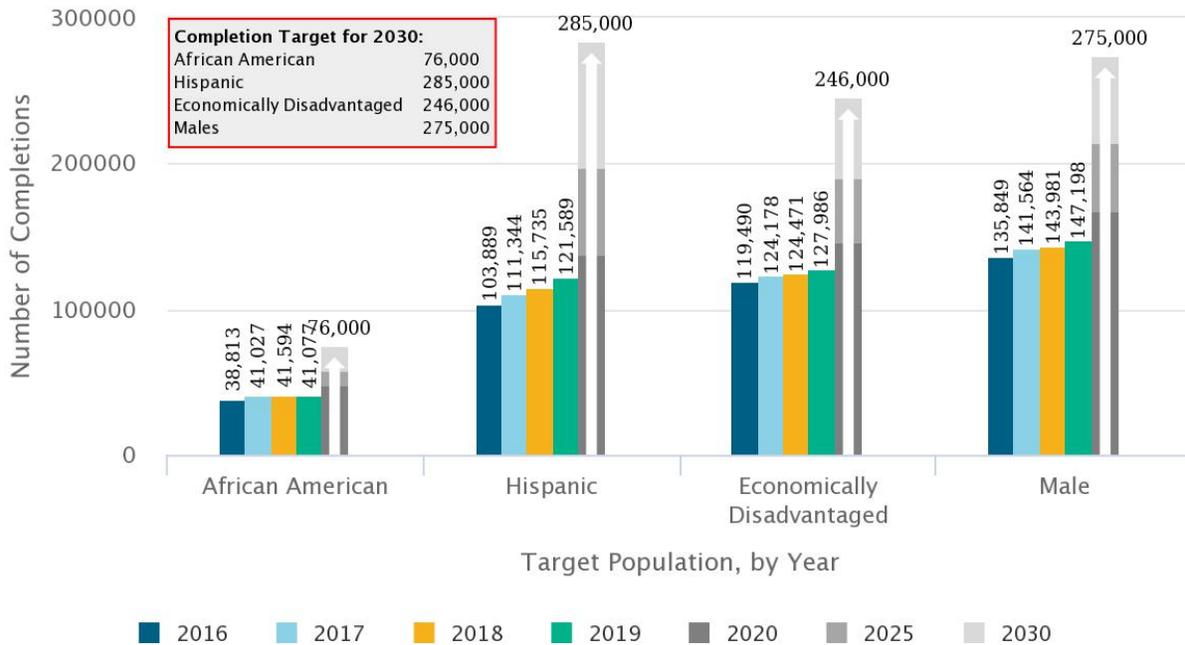
Source: Data from [www.60x30TX.com](http://www.60x30TX.com)

### Progress by Underrepresented Groups

Among underrepresented groups, African American students had fewer completions in 2019 than in 2018 ([Figure 3](#) and Appendix C, [Table C5](#)). This decline was driven by fewer degrees earned by African American students in career schools. (Completions by African American students in institutions other than career schools increased from 35,272 to 36,180.) The rate of increase in completions was greater in 2019 than in 2018 for Hispanic students, male students, and economically disadvantaged students. However, all of those groups had average annual improvement in completion rates in 2016-19 that were below their 2015-30 growth targets ([Figure 3](#) and Appendix C, [Table C5](#)).

**Figure 3. Certificates, Associate, Bachelor’s, and Master’s Completions by Students in Underrepresented Groups**

Target Populations: African American, Hispanic, Economically Disadvantaged, and Males Completing in Texas



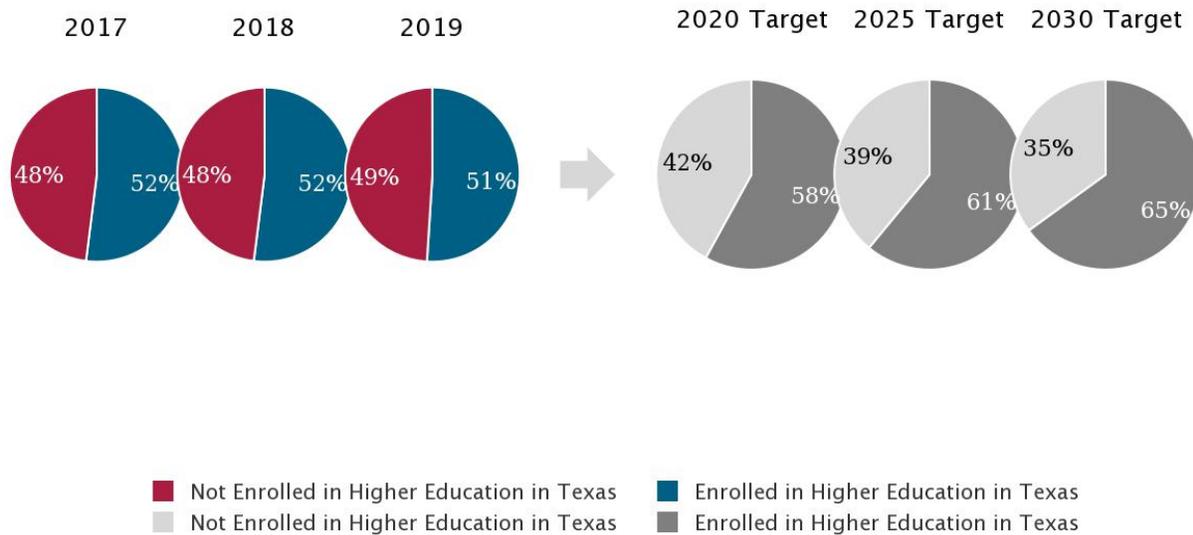
Source: Data from [www.60x30TX.com](http://www.60x30TX.com)

### Progress on Direct High School-to-College Enrollment

One approach for increasing completions is to increase the percentage of Texas high school graduates who enroll in a Texas college or university immediately after high school. This is based on the premise that students who graduate from high school and do not enroll in college the following school year are less likely to enroll later and complete certificates or degrees. While higher education institutions do and should continue to support students of all ages, students who enroll in college directly after high school graduation are likely to face fewer conflicts from work and family commitments than students who delay entry.

Accordingly, the THECB set targets of 58%, 61%, and 65% for 2020, 2025, and 2030, respectively, for the share of high school graduates who enroll in a Texas higher education institution the fall semester following graduation (Figure 4). In 2015, the rate of direct enrollment was 52.7%. By 2019, the rate had fallen to 51.2%.

**Figure 4. Students Enrolling in Higher Education Immediately After High School**  
 Texas Public High School Graduates Enrolling by Fall in  
 Higher Education in Texas



Source: Data from [www.60x30TX.com](http://www.60x30TX.com)

Although the percentage rate of direct enrollment by high school graduates in higher education has slightly decreased, the actual number of high school-to-higher education direct enrollees has increased, from 159,453 in 2016 to 172,545 in 2019, or an increase of over 13,000 students (Appendix C, [Table C6](#)). However, because the number of graduates from public high schools increased at an even faster rate, the percentage of high school graduates enrolling directly in higher education declined. Increasing high school graduation is a positive development for the state, as it means more students are poised to pursue workforce certificates or degrees that will help them earn a livable income. Making sure these students gain access to postsecondary educational opportunities will be critical for the state’s future.



### THE THIRD GOAL: MARKETABLE SKILLS

All graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.

- *Emphasizes the value of higher education in the workforce*

The marketable skills goal supports the first two goals. On average, individuals with increased degree attainment earn higher compensation in the marketplace, indicating that higher education credentials are an indicator of students' knowledge and skills. But students are not always able to articulate how their educational experiences and extracurricular activities contribute to their value in the workplace. For this reason, the *60x30TX* plan includes the marketable skills goal to make more explicit the skills students learn in their programs. Although this goal focuses on public two- and four-year public colleges, independent institutions in the state have also participated in the process.

One target connected to this goal specifies that at least 80% of students who complete a certificate or degree (associate or higher) from a Texas higher education institution will remain in the state and be working and/or enrolled in higher education within one fiscal year of completion. This is a maintenance target—the goal is to stay close to 80% throughout the life of the plan.

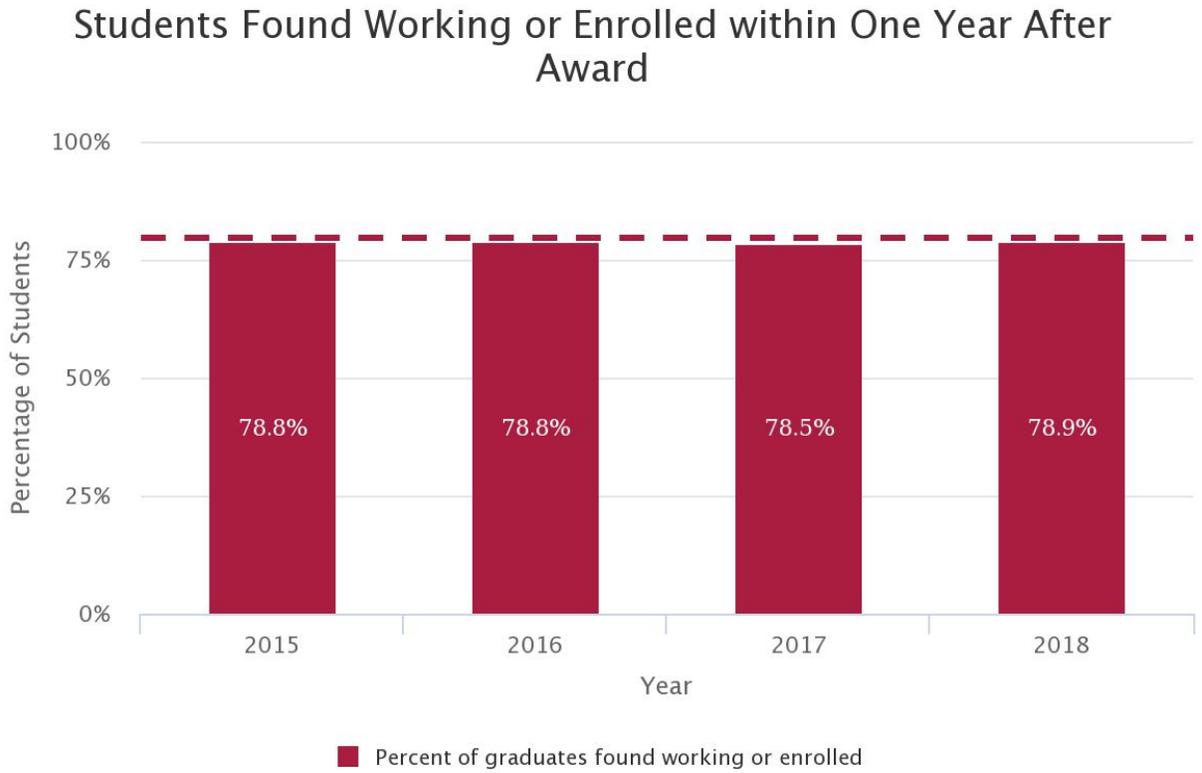
#### **Overall Progress Toward the Marketable Skills Goal**

In 2018, Texas students remained close to the target: 78.9% of Texas students who received degrees in the 2017-18 academic year were found working or enrolled in fall 2018. This percentage was almost unchanged from the previous three years ([Figure 5](#)). These results closely tracked the 80% target.

The *60x30TX* plan includes the marketable skills goal to make more explicit the skills students learn in their programs.

The THECB has hosted conferences to support institutions' efforts related to the marketable skill goal. In addition, last year the agency participated in a study by the Organization for Economic Cooperation and Development (OECD) on the labor market relevance of higher education in the United States.

**Figure 5. Students Working in Texas or Enrolled in a Texas Institution of Higher Education Within One Year after Graduating from a Texas Public, Independent, or Career Institution**



Source: Data from [www.60x30TX.com](http://www.60x30TX.com)



## THE FOURTH GOAL: STUDENT DEBT

Undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.

- *Helps students graduate with manageable debt*

The intent of the fourth goal is for undergraduate students to graduate with manageable student loan debt—no greater than 60% of the median student’s wages in the first year after graduation. This goal applies to students who earn a certificate or an associate or bachelor’s degree, who graduate with debt, and who have wage earnings in the year after graduation.

This is a maintenance goal, in that the goal itself remains unchanged between the baseline year of 2013 and the goal year of 2030. Students must be able to borrow sufficient funds to be able to complete their degrees but not more than their future earnings can reasonably support. Given rising institutional costs and the tendency to pass many of these costs on to students, holding student loan debt levels flat relative to first-year wages could be seen as a major accomplishment.

This statewide goal only includes undergraduate students who graduate with student loan debt.

In addition to this goal, the *60x30TX* plan includes two related targets:

- Limit debt so that no more than half of all students who complete an undergraduate degree or certificate have student loan debt. This is a maintenance goal, based on the expectation that many students, especially a growing number of economically disadvantaged students (Goal 2), will continue to need to borrow to complete their degrees. Monitoring this target will ensure that attention is paid to any shifts in borrowing that may impact the debt goal.
- Decrease the excess semester credit hours (SCH) that students attempt in completing an associate or bachelor’s degree to no more than 3 excess SCH by 2030, averaging across all students receiving those degrees, which would be a large reduction of current levels of excess SCH ([Figure 7](#) and [Table 4](#)).

Student debt statistics in this year’s report represent student debt excluding debt incurred by the student’s parents. Previous years’ reports included parent-incurred debt in the total. Therefore, statistics on student debt in this year’s report cannot be directly compared with those in reports from previous years because all debt percentages have been recalculated using the new definition.

### Overall Progress Toward the Student Debt Goal

Graduates with debt in 2017 had a median student debt-to-first-year-wage percentage of 53%, under the target of 60%. This represents a decrease from 56% in 2013 (Table 2).<sup>6</sup>

**Table 2. Median Student Debt as a Percentage of First-Year Wages**

2013	2014	2015	2016	2017
56%	56%	55%	55%	53%

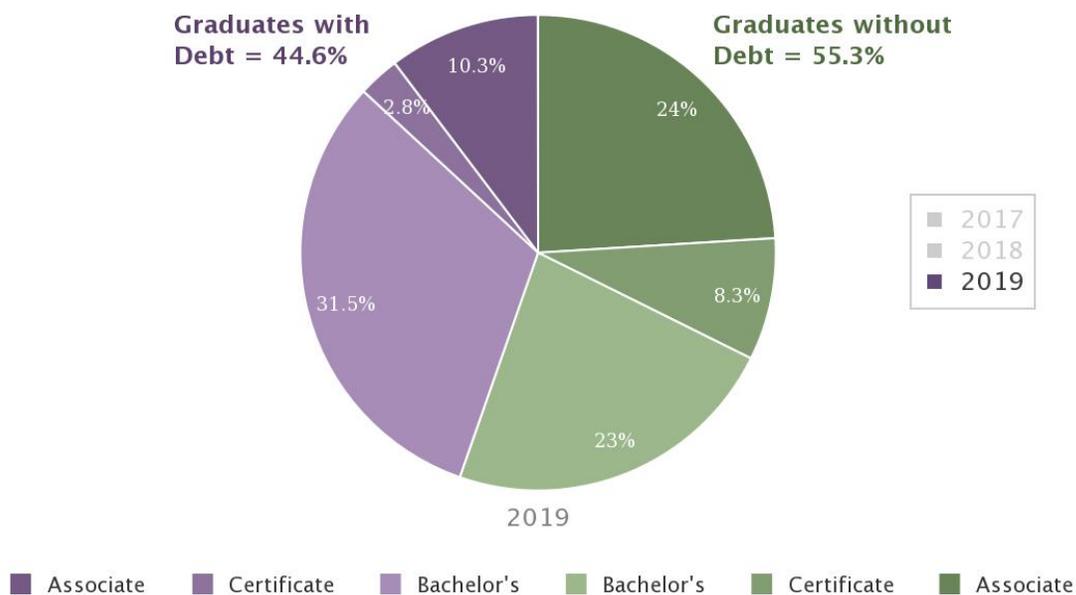
Source: THECB CBM009, FADS, Texas Workforce Commission Unemployment Insurance Data

<sup>6</sup> Graduates in 2017 are tracked into the workforce through 2018 for this goal; 2019 wage data are not available in time to publish a more recent cohort.

In 2019, 55.3% of students earning a degree or certificate graduated without debt, leaving 44.6% graduating with debt (Figure 6), a decline from 48.1% graduating with debt in 2016 (Table 3). This decrease may be related to institutional aid practices, changes in state aid policies, or higher family incomes for some students. Economically disadvantaged students enrolling in higher education are often the most likely to rely on aid or debt to finance their education and, therefore, are likely to be more strongly affected by changes in both policy and practice.

**Figure 6. Share of Undergraduate Students Graduating with and without Debt at Texas Public Institutions**

### Share of Undergraduate Students Earning a Degree or Certificate with and without Student Debt



Source: Data from [www.60x30TX.com](http://www.60x30TX.com)

Of all undergraduate completers, students earning bachelor's degrees were the most likely to incur debt, not surprising given differences in the amount of time usually required to complete the degree. Between 2016 and 2019, the percentage of students graduating with student loan debt declined for each type of degree (Table 3). The decline was largest among associate degree graduates (-5.1 percentage points).

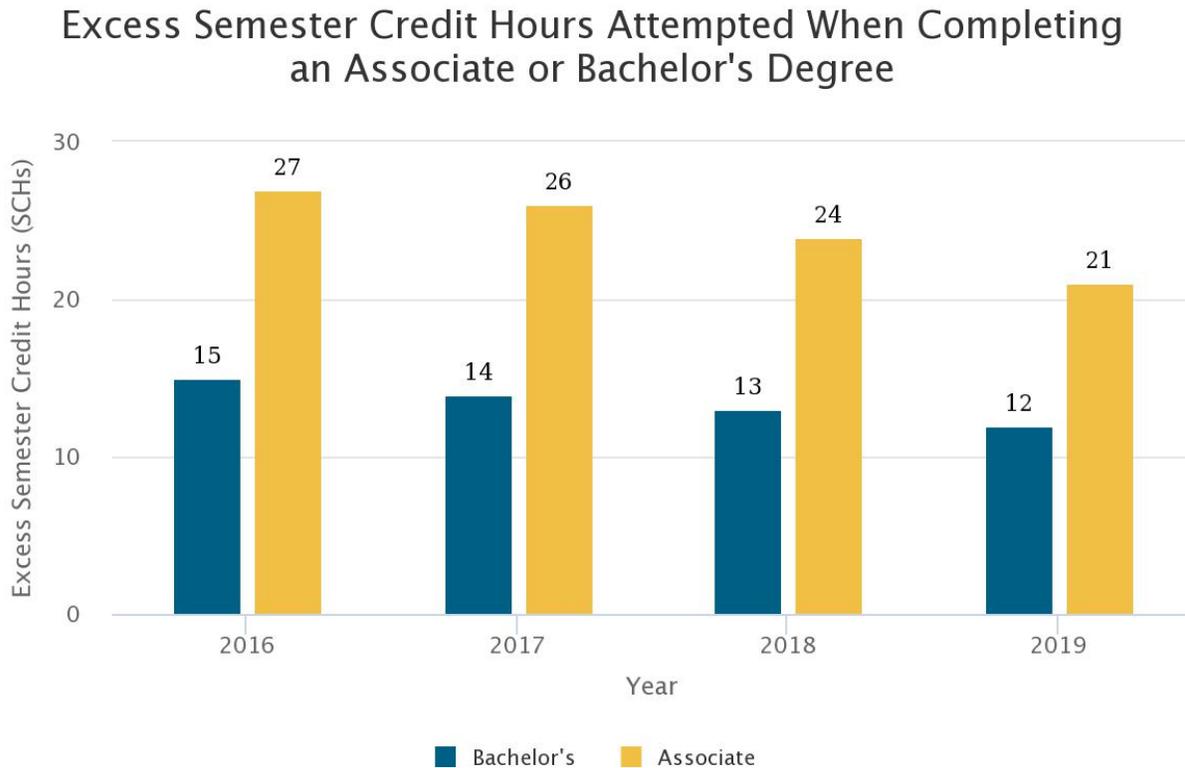
**Table 3. Percentage of Students Graduating with Debt, by Year and Type of Credential**

Type of Degree	2016	2017	2018	2019	2016-2019 change
Certificate	27.1%	27.5%	26.5%	25.2%	-1.9%
Associate	35.2%	34.1%	32.0%	30.1%	-5.1%
Bachelor's	60.6%	59.9%	58.5%	57.7%	-2.9%
Total	48.1%	47.3%	45.9%	44.6%	-3.5%

Source: 60x30 Progress spreadsheet; 2017-19: THECB accountability website.

With regard to the average number of excess semester credit hours, from 2016 to 2019 the average number of excess SCH declined from 27 to 21 SCH for students earning associate degrees and from 15 to 12 SCH for bachelor's degree recipients (Figure 7 and Table 4). Averaging across both types of degrees, the average number of excess credit hours declined from 20 to 15 SCH (Table 4). Institutions have been placing increased emphasis on this target since the creation of the 60x30TX plan in 2015, which has likely had a greater effect on students who entered higher education more recently. Strategies to reduce excess semester credit hours include guided pathways and advising aimed to help students make strategic course-taking decisions.

**Figure 7. Average Excess Semester Credit Hours by Degree Type**



Source: Data from www.60x30TX.com

**Table 4. Average Excess Semester Credit Hours**

Degree Type	2016	2017	2018	2019
Associate	27	26	24	21
Bachelor's	15	14	13	12
Associate and Bachelor's	20	19	17	15

Source: CBM001 and CBM009.

Improvements in graduation rates at Texas public two- and four-year higher education institutions also signal that students and institutions are working together to decrease excess credit hours and time to degree. Table 5 shows improvements in graduation rates over time, with a 7.4 percentage point increase in four-year bachelor's graduation rates and an 8.2 percentage point increase in three-year associate graduation rates between 2015 and 2019. Institutions are seeing the benefits of their efforts to create a culture in which timely graduation is encouraged and valued. This can contribute to lower student debt and more time for a student to reap the benefits of working once they complete their degree.

**Table 5. Comparison of Graduation Rates: Cohorts Graduating from 2015-2019**

		2015	2016	2017	2018	2019
Bachelor's	Four-Year	32.7%	33.9%	36.8%	38.6%	40.1%
	Five-Year	52.2%	53.6%	54.7%	57.1%	58.6%
	Six-Year	59.3%	59.3%	60.9%	61.6%	63.6%
Associate	Three-Year	16.7%	18.6%	21.7%	23.3%	24.9%
	Four-Year	22.2%	24.6%	27.2%	30.5%	32.2%
	Six-Year	32.5%	32.2%	33.5%	36.9%	39.1%

Source: Data from THECB Accountability Interactive Reports.

## Conclusion

In the five years that the *60x30TX* plan has been in place, Texas has made substantial progress on the state's higher education goals. However, slowing progress in 2019 related to the educated population (attainment) and completion goals signals a need for close examination and review of the data that informs the progress and strategies needed to help reach the state's goals. Although the student debt data indicate that Texans *on average* are not borrowing more than they can repay, rising debt loads are still of great concern to many students. Finally, while continuing to pursue increased knowledge and higher standards of excellence in teaching, research, and innovation, ensuring students are earning credentials of value that provide them with marketable skills needed for the workplace is a continuing priority of the state.

Slowing progress on the educated population and completion goals is of particular concern given the challenges the state is facing as a result of the COVID-19 pandemic. The data in this report were gathered before the public health emergency. Texans who have lost jobs or had their educations interrupted will require opportunities to re-skill or up-skill due to changes in the economy; Texas higher education must be ready to meet these needs. Providing advising, financial support, and a full range of flexible educational options for Texans to earn credentials that will be of value now and in the future will be critical for the state and its residents as we move toward 2030 and beyond. For their part, the state's policymakers must continue to provide the resources needed for these enhanced levels of student support.

## Appendix A: Statutory Authority for the 60x30TX Report

Texas Education Code Sec. 61.051. COORDINATION OF INSTITUTIONS OF PUBLIC HIGHER EDUCATION. (a) The board represents the highest authority in the state in matters of public higher education and is charged with the duty to take an active part in promoting quality education throughout the state by:

- (1) providing a statewide perspective to ensure the efficient and effective use of higher education resources and to eliminate unnecessary duplication;
- (2) developing and evaluating progress toward a long-range master plan for higher education and providing analysis and recommendations to link state spending for higher education with the goals of the long-range master plan;
- (3) collecting and making accessible data on higher education in the state and aggregating and analyzing that data to support policy recommendations;
- (4) making recommendations to improve the efficiency and effectiveness of transitions, including between high school and postsecondary education, between institutions of higher education for transfer purposes, and between postsecondary education and the workforce; and
- (5) administering programs and trusteed funds for financial aid and other grants as necessary to achieve the state's long-range goals and as directed by the legislature.

*(a-1) The board shall develop a long-range master plan for higher education in this state. The plan shall:*

- (1) establish long-term, measurable goals and provide strategies for implementing those goals;*
- (2) assess the higher education needs of each region of the state;*
- (3) provide for regular evaluation and revision of the plan, as the board considers necessary, to ensure the relevance of goals and strategies; and*
- (4) take into account the resources of private or independent institutions of higher education.*

*(a-2) The board shall establish methods for obtaining input from stakeholders and the general public when developing or revising the long-range master plan developed under Subsection (a-1).*

*(a-3) Not later than December 1 of each even-numbered year, the board shall prepare and deliver a report to the governor, the lieutenant governor, the speaker of the house of representatives, and the standing committees of the senate and house of representatives with primary jurisdiction over higher education. In the report, the board shall assess the state's progress in meeting the goals established in the long-range master plan developed under Subsection (a-1) and recommend legislative action, including statutory or funding changes, to assist the state in meeting those goals. The report must include updates on implementation strategies provided for in the long-range master plan under Subsection (a-1).*

## Appendix B: Methods Used in the 60x30TX Report

This section describes the methods used to calculate the statistics for the four goals in the 60x30TX plan.

### 60x30 Educated Population Goal

*At least 60% of Texans ages 25-34 will have a certificate or degree.*

The 60x30 educated population goal is the only measure in the 60x30TX plan that is based on a sample survey.<sup>7</sup> Staff at the THECB derived the data for this goal for 2014 through 2018 using the Census Bureau's American Community Survey (ACS) estimates of the number of 25- to 34-year-old Texas residents whose highest level of self-reported education was an associate, bachelor's, master's, professional, or doctoral degree. Because the ACS does not ask about certificate attainment, THECB staff estimated the percentage of 25-34-year-olds with a certificate using the ratio of the number of 25-34-year-olds earning certificates in a given year to the number earning associate degrees in the same year from Texas public, independent, and career institutions. This ratio was multiplied by the annual ACS estimate of 25- to 34-year-old Texans with an associate degree to estimate the number of those Texans with a certificate.<sup>8</sup>

### Completion Goal

*At least 550,000 students in 2030 will complete a certificate or an associate, bachelor's, or master's degree from an institution of higher education in Texas.*

Despite the wording, this goal counts the number of degrees, not the number of students, in all cases except for that of economically disadvantaged students. Progress toward the completion goal is calculated for a given year by adding up the total number of certificates and associate, bachelor's, and master's degrees awarded that year in Texas public, independent, and career higher education institutions. The same calculation is done to track the progress of underrepresented student populations separately by gender and for each race/ethnic group.

For economically disadvantaged students, the calculation is slightly different. "Economically disadvantaged" students are defined as those who received a Pell Grant at any time in the previous 15 years. When counting completions for those students, each student receiving a certificate or degree is counted once, so that the total count is the total number of economically disadvantaged students receiving certificates or degrees, not the total number of

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<sup>7</sup> Estimates of attainment have a margin of error, expressed as a confidence interval. Statistical testing is required to compare attainment estimates. For 2017 attainment, the 90% confidence interval was 43.5% plus or minus 0.6%, or 42.9% to 44.1%. The corresponding confidence interval for the previous year was plus or minus 0.5%. The increase between the two years was 1.2 percentage points, statistically significant at the 90% confidence level. The three-year increase of 3.2% from 2014 to 2017 was also statistically significant at the 90% confidence level. For additional detail about confidence intervals and the American Community Survey, see U.S. Census Bureau website: <https://www.census.gov/programs-surveys/acs/about.html>.

<sup>8</sup> This approach assumes the ratio of certificate to associate completions in the most recent year is a good proxy for the ratio of certificate to associate attainment. THECB approximations have been checked against estimations used by national sources and have been very close, within .1-.5 percentage points.

certificates or degrees as with the other groups. In addition, master's degrees are not included, as master's students typically are not eligible for Pell Grants.

For the target on direct enrollment by high school graduates in higher education, a student-level file of Texas public school graduates is matched to fall enrollment data in Texas public and private two-year and four-year institutions in the following fall. Students without IDs that can be matched are excluded from the calculation. The percentage of the remaining public school graduates found enrolled in Texas higher education is the statistic that is reported.<sup>9</sup>

## **Marketable Skills Goal**

*All graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.*

This goal contains two targets. The first is that by 2020, institutions will have created and implemented a process to identify and regularly update marketable skills for each of their programs. The second target specifies that at least 80% of students who complete a certificate or degree (associate or higher) from a Texas higher education institution will remain in the state and be working and/or enrolled in higher education within one fiscal year of completion.

Progress data on the first target is not summarized in this year's report.

To measure success on the second target, records for students who received a degree or certificate from a Texas public, independent, or career institution in a given academic year are matched with enrollment data from the fall semester following that academic year and with employment data for the fourth quarter (October through December) following the academic year. The source of the employment data is the Texas Workforce Commission, which collects those data as part of its role overseeing the state's unemployment insurance system. Absent from these data are self-employed individuals in Texas and individuals moving out of state after graduation, along with Texas residents who are neither working nor in school.

## **Student Debt Goal**

*Undergraduate student loan debt will not exceed 60% of first-year wages for graduates of Texas public institutions.*

The estimate of median debt as a percentage of wages included graduates of Texas two-year and four-year public institutions who:

- earned a certificate, associate degree, or bachelor's degree (the few bachelor's degrees earned at two-year institutions were not included);
- had state, federal, or, where data are available, private student loan debt at the time of graduation; and

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<sup>9</sup> This statistic does not count students who enroll out of state, as the THECB has not consistently had access to the National Student Clearinghouse data that would make it possible to track those graduates. In addition, data are not available on graduates of Texas private schools or home-schooled students. Students enrolling in private career institutions also are not counted.

- earned wages the first year after graduation that were reported to the Texas Workforce Commission. This generally includes earnings of full- and part-time employees but not of self-employed individuals.

For graduates who met these criteria, THECB staff calculated each graduate's debt as a percentage of the individual's total first-year wages and computed the statewide median of these graduates' percentages. Total wages for 2017 graduates from fall 2017 through summer 2018 were available from the Texas Workforce Commission in fall 2019, making this the most recent group of graduates for whom data on this indicator were available at the time of this report.

Debt incurred by a student's parents is not included in this year's calculations. Previous year's statistics were recalculated to make them comparable to this year's.

The student debt goal also has two additional targets: (1) that no more than half of all students who complete an undergraduate degree or certificate have debt, and (2) that the average number of excess semester credit hours (SCH) that students attempt in completing an associate or bachelor's degree declines to no more than 3 SCH by 2030, averaging across all students receiving those degrees.

The calculation for the first target included students who earned certificates and associate degrees at two-year institutions and those who completed associate and bachelor's degrees at four-year institutions in FY 2019.<sup>10</sup> For this measure, graduates of both public and private higher education institutions in Texas were included. For these individuals, the state's financial aid database was used to sum up the total debt incurred by each student during the previous 15 years.

The measurement of excess semester credit hours for the second target included credit hours attempted over the previous 10 years by students earning an associate degree from a Texas public two-year institution or a bachelor's degree from a Texas public four-year institution in the 2018-19 academic year. Credit hours attempted in dual credit courses in high school or developmental education classes were not counted in a student's number of attempted credit hours. A student's excess credit hours was defined as the number of attempted hours minus the number of hours required for the student's degree program.<sup>11</sup>

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<sup>10</sup> FY 2019 includes the period from September 2018 through August 2019.

<sup>11</sup> For purposes of this calculation, the number of required hours for all associate degree programs was set equal to 60, while institutions submitted the required number of hours for each bachelor's degree program.

## Appendix C: Additional Detail on Progress Toward the Goals

This section contains additional detail on the state’s progress toward the 60x30 educated population, completion, and student debt goals.

### 60x30 Educated Population Goal

#### Progress by Degree Type

Bachelor’s and associate degrees have accounted for most of the recent increase in Texas’ educated population. Bachelor’s degrees accounted for both the largest group of degree holders in 2015 through 2018 and the largest portion of the 2015-18 increase in the share of 25-34-year-olds with a postsecondary credential. Associate degrees accounted for the second-largest group of degree holders and the second-largest portion of the 2015-18 increases in 25-34-year-olds with a postsecondary credential (Table C1).

**Table C1. Estimated Number of Texas 25-34-Year-Olds with a Postsecondary Credential**

Credential Type	2015	2016	2017	2018	2015-18 change
Certificate	172,000	179,000	190,000	188,000	16,000
Associate	283,000	313,000	327,000	329,000	45,000
Bachelor's	852,000	886,000	927,000	933,000	81,000
Master's	247,000	265,000	270,000	284,000	37,000
Doctoral	26,000	25,000	30,000	32,000	6,000
Professional	48,000	54,000	50,000	55,000	8,000
Total with Degrees or Certificates	1,628,000	1,721,000	1,792,000	1,821,000	193,000
Total Population Ages 25-34	3,971,000	4,069,000	4,117,000	4,172,000	201,000
Percent of Population Ages 25-34	41.0%	42.3%	43.5%	43.6%	2.6%

Source: 60x30 Progress spreadsheet (May 21, 2020) Numbers are rounded to the nearest 1,000.

In terms of numbers, about 1.8 million out of a total population of 4.1 million young adults had a certificate or higher level of postsecondary education in 2018, up from 1.6 million out of a total population of 4.0 million in 2015 (Table C1).

#### Effects of Migration

Approximately 15,000 to 26,000 more degree holders were gained than lost in the state in any given year since 2014 due to net domestic migration (Table C2).<sup>12</sup> Given the margin of error in these numbers, there was no clear trend in net domestic migration over the period. Net international migration could not be estimated because there was no information on international out-migration.

<sup>12</sup> This measure is calculated by subtracting the estimated number of U.S. degree holders outside of Texas who reported living in Texas in the prior year from the estimated number of degree holders in Texas who reported living in another U.S. state in the prior year. Net domestic migration of certificate holders cannot be estimated using the American Community Survey data since the survey does not ask about certificates.

**Table C2. Estimates of Net Migration of Degree Holders (Associates and Above)\***

	2014	2015	2016	2017	2018
Domestic In-Migration**	75,000	75,000	71,000	82,000	87,000
Domestic Out-Migration	49,000	52,000	56,000	63,000	64,000
<b>Net Domestic Migration</b>	<b>26,000</b>	<b>23,000</b>	<b>15,000</b>	<b>19,000</b>	<b>23,000</b>
International In-Migration**	29,000	33,000	33,000	28,000	26,000
International Out-Migration	n/a	n/a	n/a	n/a	n/a
Net International Migration	n/a	n/a	n/a	n/a	n/a

\* Estimates are derived from the American Community Survey 1-Year Public Use Microdata samples. Numbers are rounded to the nearest thousand; the margins of error for the estimates included in Table C2 range from 6 to 15 percent (for example, domestic in-migration in 2018 ranges from approximately 79,000 to 95,000 or + 9.3% at a 90 percent confidence level).

\*\* Domestic in-migration represents 25-34-year-old degree holders moving to Texas from other states, while international in-migration consists of degree holders moving in from other countries. Estimates of net international migration of degree holders are not included because individuals who have left the U.S. in the current year are not included in the American Community Survey.

Source: U.S. Census Bureau, American Community Survey 1-Year Public Use Microdata, 2018

## Completion Goal

### Progress by Degree Type

The increase between 2016 and 2019 in the total number of CABMs awarded is primarily due to increases in the number of bachelor's and associate degrees (Table C3). Bachelor's degrees comprised more than 140,000 of the completions in 2018, and the number of bachelor's degrees completed increased by more than 14,000 between 2016 and 2019. Associate degrees increased by nearly 8,000 over the same period to reach more than 95,000 in 2019.

**Table C3. Completions by Type of Credential**

Credential Type	Number of Degrees				2016-19 Increase
	2016	2017	2018	2019	
Certificate	51,565	52,756	51,682	52,580	1,015
Associate	87,423	91,434	93,118	95,240	7,817
Bachelor's	129,043	134,079	140,004	143,355	14,312
Master's	53,379	55,651	56,503	56,494	3,115
All CABM Completions	321,410	333,920	341,307	347,669	26,259

Source: 60x30 Progress spreadsheet (May 21, 2020)

Reduced growth in CABM completions in the most recent year is evident when growth is expressed in terms of percentage increases over the previous year (Table C4). Growth in all credential categories declined between 2017 and 2019, though the lowest growth in certificates and associate degrees occurred in 2018.

**Table C4. Percent Increase in the Number of Completions by Credential Type**

Credential Type	Annual Percent Change in Number of Degrees			2017-19 Annual Average
	2017	2018	2019	
Certificate	2.3%	-2.0%	1.7%	0.7%
Associate	4.6%	1.8%	2.3%	2.9%
Bachelor's	3.9%	4.4%	2.4%	3.6%
Master's	4.3%	1.5%	0.0%	1.9%
All CABM completions	3.9%	2.2%	1.9%	2.7%

Source: Calculated from data in 60x30 Progress spreadsheet (May 21, 2020)

### Progress by Underrepresented Groups

Table C5 converts the yearly numbers in [Figure 5](#) into annual rates of increase for each student group. These statistics show that accelerated progress is needed for each of the underrepresented groups for whom completion targets were set in the *60x30TX* plan. For African American students, the 2016-19 average annual rate of progress of 1.9% was below the 4.5% benchmark specified in the plan. Likewise, the annual average increases of 5.4% for Hispanic students, 2.7% for male students, and 2.3% for economically disadvantaged students fell short of the respective targets of 7.5%, 5.2%, and 5.3% for those student groups.

Table C5 also shows the 2019 decline in the number of completions for African American students. This decline was driven mainly by a decrease in the number of career school degrees received by African American students.

**Table C5. Comparison of Annual Percent Change in CABM Completions Awarded with the Target Increase for Students in Underrepresented Groups\***

Student Population	Annual Percent Change in Completions			2016-19 Annual Average	Target 2015-30 Average
	2017	2018	2019		
African American	5.7%	1.4%	-1.2%	1.9%	4.5%
Hispanic	7.2%	3.9%	5.1%	5.4%	7.5%
Male	4.2%	1.7%	2.2%	2.7%	5.2%
Economically disadvantaged	3.9%	0.2%	2.8%	2.3%	5.3%

\* Because improvement between 2016 and 2019 for each group was slower than the group's target rate, average annual improvement during the remaining years from 2019 to 2030 must exceed the target to stay on track toward meeting the state's completion targets. Specifically, for each group to reach their targets, annual increases in completions between 2018 and 2030 must average 5.8% for African American students, 8.1% for Hispanic students, and 5.8% for male students. Similarly, the number of economically disadvantaged students receiving degrees must increase by 6.1% per year on average.

Source: Calculated from data in 60x30 Progress spreadsheet (May 21, 2020)

### Progress on Direct High School-to-College Enrollment

Although the number of high school graduates and the number of those students entering Texas higher education institutions have increased, the percentage of high school graduates directly entering Texas higher education has not ([Table C6](#)). Increasing this percentage and supporting the additional students through to graduation would make an important contribution to reaching the completion goal.

**Table C6. Students Enrolling in Higher Education Immediately After High School**

Student Population	2016	2017	2018	2019	2016-19 Change
Public High School Graduates Directly Enrolling in Texas Higher Education	159,453	165,751	170,015	172,545	13,092
Public High School Graduates*	307,103	316,666	329,512	336,830	29,727
Percent of High School Graduates Directly Enrolling in Texas Higher Education	51.9%	52.3%	51.6%	51.2%	-0.7 pct pt

*\*All statistics in this table exclude high school graduates who could not be tracked based on their student IDs – 18,785 students in 2019.*

*Source: 60x30 Progress spreadsheet (May 21, 2020)*

## Student Debt Goal

### Debt-to-First-Year-Wage Ratio: Percentiles

Although the median debt as a percentage of the student’s first-year wage for students graduating with student loan debt has remained below the target of 60% for the combined population of university and community and technical college graduates, some students have much higher debt burdens. For example, a university graduate at the 90th percentile had a debt burden nearly twice that of the graduate’s first-year wage. This could result from low wages, high debt, or a combination of both. In general, university graduates’ median debt-to-wage ratios have been above 60% ([Table C7](#)).

**Table C7. Student Debt as a Percentage of First-Year Wages\***

	2013	2014	2015	2016	2017
Statewide					
10th Percentile	13%	13%	13%	12%	12%
25th Percentile	27%	27%	27%	27%	25%
Median	56%	56%	55%	55%	53%
75th Percentile	103%	103%	102%	102%	99%
90th Percentile	180%	181%	180%	180%	174%
Community and Technical Colleges					
10th Percentile	9%	9%	9%	9%	9%
25th Percentile	18%	18%	18%	18%	18%
Median	38%	38%	38%	39%	38%
75th Percentile	75%	75%	77%	79%	77%
90th Percentile	142%	144%	148%	153%	143%
Universities					
10th Percentile	16%	17%	16%	16%	15%
25th Percentile	34%	35%	34%	34%	32%
Median	65%	65%	64%	63%	61%
75th Percentile	113%	114%	113%	112%	109%
90th Percentile	194%	196%	194%	194%	188%

\*Student debt excludes debt incurred by the student's parents.

Source: THECB CBM009, FADS, Texas Workforce Commission Unemployment Insurance Data

## Appendix D: Higher Education Assistance for Identified High Schools

Texas Education Code (TEC), Section 51.810 directs institutions “in closest geographic proximity” to collaborate with high schools that are substantially below the state average in number of graduates who enroll in higher education to provide information and assistance to students ([Appendix E](#)). The purpose of the statute is to:

- Increase college-going rates at these high schools, with special emphasis on African American male and Hispanic enrollment in higher education
- Improve access to high-quality dual credit opportunities

The statute requires institutions to report their collaborative efforts to the Texas Higher Education Coordinating Board (THECB), which is charged with identifying high schools that have substantially lower than average college-going rates and with summarizing the elements and results of institutional plans in the annual progress report for the state’s higher education strategic plan.

### Elements of Institutional Plans

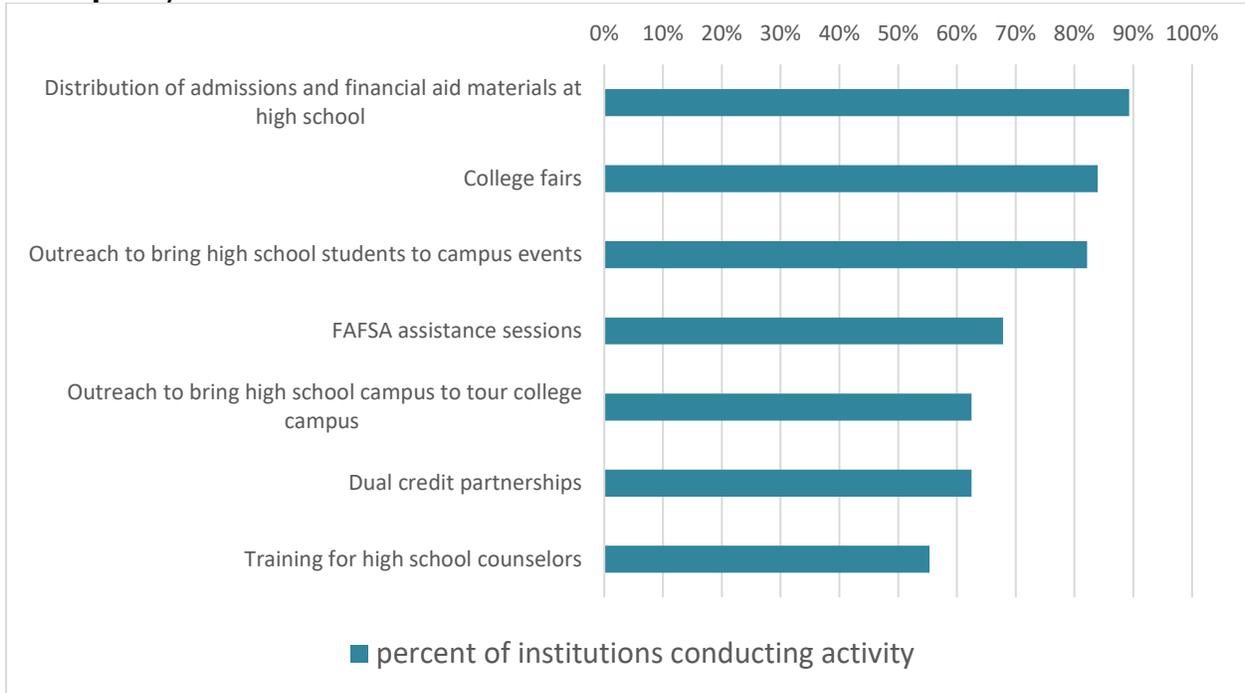
The THECB surveyed 102 public universities and community and technical colleges from April through May 2020 to find out which collaborative activities were included in their Higher Education Assistance Plans (HEdAPs). Seventy-three institutions (72%) responded. Among the 73 institutions that responded, 84% (61 institutions) collaborated with one or more low college-enrolling HEdAP high schools in calendar year 2019. These schools were identified in the fall of 2018 based on direct high school-to-college enrollment rates in 2013 through 2017.

Institutions were asked to indicate from a list the activities in which they engaged with the THECB-identified low college-enrolling high schools. All of the 61 institutions that collaborated with secondary schools provided information on their activities. Results indicated 35 (57%) engaged in new activities, while 26 (43%) engaged in the same activities as the previous year.<sup>13</sup> [Figure D1](#) shows the activities engaged in by at least half of responding institutions, in rank order by the percentage of institutions reporting the activity. [Figure D2](#) shows the activities reported by less than half of respondents. Overall, most institutions engaged in higher volume, lower touch activities geared toward recruitment and providing information on the application and the financial aid processes, based on the activities listed in [Figure D1](#).

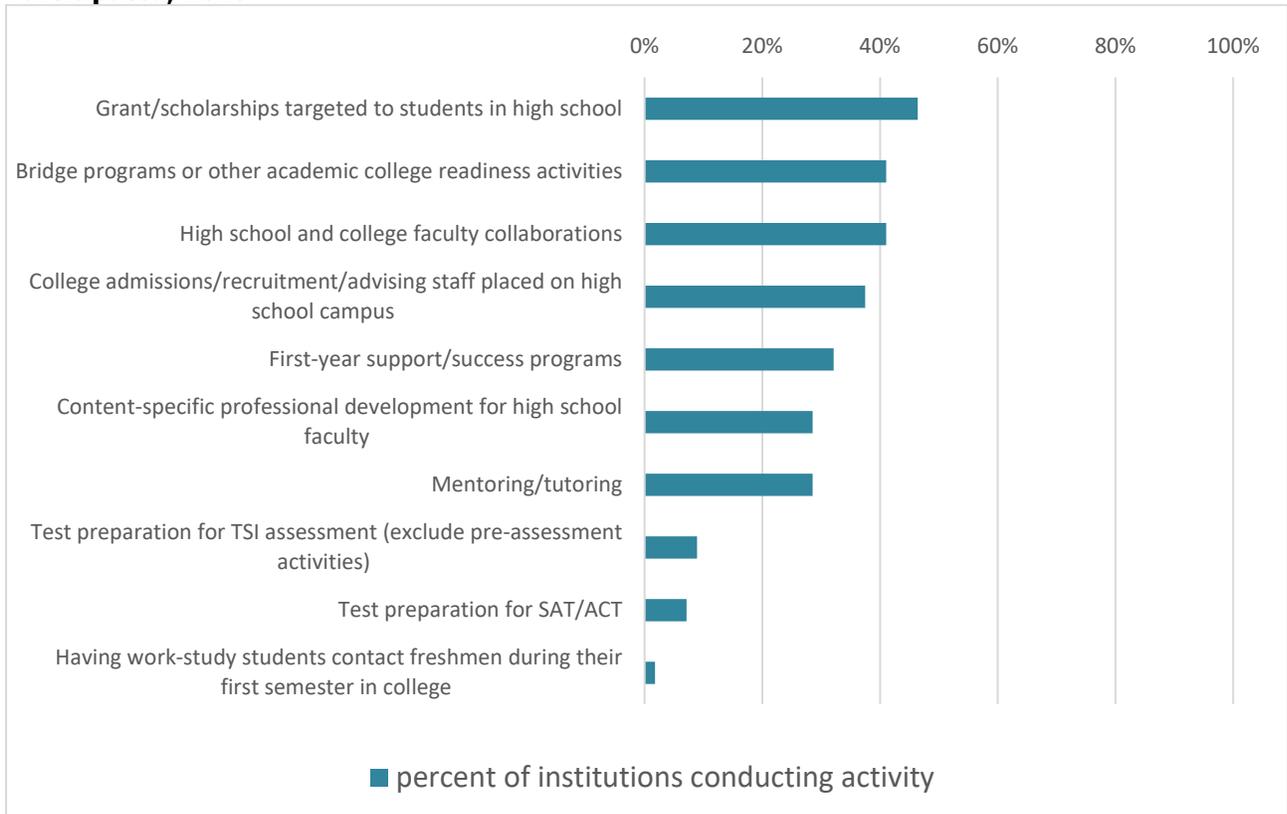
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<sup>13</sup> Two institutions indicated that they conducted the same activities as they did the previous year but did not provide information on activities the previous year.

**Figure D1. Activities in which at Least Half (50%) of HEdAP-Supporting Institutions Participated, 2019**



**Figure D2. Activities in which Fewer than Half (50%) of HEdAP-Supporting Institutions Participated, 2019**



## Student Outcomes for Identified HEdAP Schools

In this report, we examine direct-to-college enrollment rates in 2017 and 2019 for the 208 HEdAP high schools the THECB identified as needing assistance in calendar year 2019. We tracked student direct-to-college enrollment rates and the percentage of direct-to-college students who had taken dual credit courses in high school using administrative data from the THECB and the Texas Education Agency.

Table D1 compares the change in these enrollment rates between 2017 and 2019 for the HEdAP high schools with those of all public high schools statewide, for all students, and for student subpopulations disaggregated by gender and ethnicity. In general, this percentage declined for nearly all groups of male students but showed mixed results for female students. The HEdAP high schools did slightly better on this indicator for African American and Hispanic students than the state as a whole.

**Table D1. 2017-2019 Change in the Direct-to-College Enrollment Rates of High School Graduates**

		Percentage of Graduates Enrolling in College the Fall after High School					
		HEdAP High Schools			All Texas High Schools		
Group	Gender	2017	2019	2017-19 change	2017	2019	2017-19 change
African American	Female	38.8%	38.7%	-0.1%	52.3%	51.7%	-0.6%
	Male	30.4%	29.2%	-1.2%	42.4%	40.7%	-1.7%
Hispanic	Female	38.2%	41.1%	2.9%	55.2%	55.6%	0.4%
	Male	29.8%	29.3%	-0.4%	45.3%	43.1%	-2.3%
White	Female	43.4%	44.6%	1.2%	58.5%	57.3%	-1.2%
	Male	32.8%	31.2%	-1.6%	49.5%	47.4%	-2.0%
Other	Female	52.3%	45.1%	-7.2%	71.1%	70.0%	-1.0%
	Male	39.8%	38.4%	-1.5%	66.0%	66.0%	0.0%
Total	All	35.5%	35.9%	0.4%	52.3%	51.2%	-1.1%

Source: CBM 001; high school graduate file supplied by the Texas Education Agency.

[Tables D2](#) and [D3](#) provide information on the number of direct-to-college enrolling students and the percentage of those students who had taken dual credit courses in high school. About one-fourth of all students enrolling directly in college after high school graduation in 2017 and 2019 were dual credit students, both in the HEdAP high schools and in the state as a whole (Tables D2 and D3). This percentage remained roughly constant for both groups of schools.

However, the dual credit percentage of direct-to-college students increased for African American male and female students in HEdAP high schools (Table D2), and for African American female students in the state as a whole (Table D3). In several cases, the number of direct enrolling students went up (Table D2 or D3), but the percentage of direct enrolling students went down (Table D1). For example, "Other" female students in HEdAP high schools mirror the

statewide trend, shown in [Table C6](#), that the number of high school graduates has been increasing faster than the number of graduates enrolling directly in higher education.

**Table D2. Dual Credit Share of Students Enrolling Directly in Higher Education: HEdAP Schools**

Group	Gender	# of Students		# of Dual Credit Students		Dual Credit Students/All Students	
		2017	2019	2017	2019	2017	2019
African American	Female	1,224	1,194	153	170	12.5%	14.2%
	Male	935	871	85	110	9.1%	12.6%
Hispanic	Female	4,275	4,925	951	1,074	22.2%	21.8%
	Male	3,200	3,424	644	673	20.1%	19.7%
White	Female	2,061	2,139	790	820	38.3%	38.3%
	Male	1,542	1,463	521	477	33.8%	32.6%
Other	Female	301	315	82	82	27.2%	26.0%
	Male	239	244	55	53	23.0%	21.7%
Total	All	13,777	14,575	3,281	3,459	23.8%	23.7%

Source: CBM 001; high school graduate file supplied by the Texas Education Agency.

**Table D3. Dual Credit Share of Students Enrolling Directly in Higher Education: All Texas High Schools**

Group	Gender	# of Students		# of Dual Credit Students		Dual Credit Students/All Students	
		2017	2019	2017	2019	2017	2019
African American	Female	10,967	11,156	1,995	2,332	18.2%	20.9%
	Male	8,535	8,525	1,039	1,099	12.2%	12.9%
Hispanic	Female	42,226	47,209	11,273	12,890	26.7%	27.3%
	Male	33,745	35,450	7,488	8,033	22.2%	22.7%
White	Female	30,087	29,117	11,184	11,041	37.2%	37.9%
	Male	25,837	24,736	7,763	7,529	30.0%	30.4%
Other	Female	7,378	8,358	1,762	2,270	23.9%	27.2%
	Male	6,975	7,994	1,356	1,596	19.4%	20.0%
Total	All	165,750	172,545	43,860	46,790	26.5%	27.1%

Source: CBM 001; high school graduate file supplied by the Texas Education Agency.

## Appendix E: Higher Education Assistance for Identified High Schools Statutory Provisions

(a) In this section:

(1) "Coordinating board" means the Texas Higher Education Coordinating Board.

(2) "Institution of higher education" and "private or independent institution of higher education" have the meanings assigned by [Texas Education Code, Section 61.003](#).

(b) The institution of higher education in closest geographic proximity to a public high school in this state identified by the coordinating board for purposes of this section as substantially below the state average in the number of graduates who enroll in higher education institutions shall enter into an agreement with that high school to develop a plan to increase the number of students from that high school enrolling in higher education institutions. Under the plan, the institution shall:

(1) collaborate with the high school to:

(A) provide to prospective students information related to enrollment in an institution of higher education or a private or independent institution of higher education, including admissions, testing, and financial aid information;

(B) assist those prospective students in completing applications and testing related to enrollment in those institutions, including admissions and financial aid applications, and fulfilling testing requirements; and

(C) target efforts to increase the number of Hispanic students and African American male students enrolled in higher education institutions; and

(2) actively engage with local school districts to provide access to rigorous, high-quality dual credit opportunities for qualified high school students as needed.

(c) An institution of higher education must include a plan developed by the institution under this section and the results of that plan in its annual report to the coordinating board under [Texas Education Code, Section 51.4032](#).

(d) The coordinating board shall include in its annual "Closing the Gaps" master plan for higher education progress report a summary of the results of the plans developed and administered under this section.

(e) The coordinating board may adopt rules to implement this section.



This document is available on the [Texas Higher Education Coordinating Board website](#).

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