


**David W. Gardner**  
**Deputy Commissioner for Academic Planning and Policy/Chief Academic Officer**  
**Texas Higher Education Coordinating Board**

As Deputy Commissioner for Academic Planning and Policy and Chief Academic Officer, David W. Gardner leads the Coordinating Board's Planning and Accountability Division, the Academic Affairs and Research Division, and the Division of P-16 Initiatives. His primary responsibilities include coordination of the Board's efforts toward *Closing the Gaps* through academic excellence and research at Texas institutions of higher education.

Previously, Gardner served the agency as the Associate Commissioner for Academic Excellence and Research and as the Assistant Commissioner for Planning and Information Resources. Gardner provided leadership for statewide initiatives such as Texas' higher education plan *Closing the Gaps by 2015*, the college and university electronic library resource sharing consortium, the Texas Accountability System for Higher Education, and the Texas Public Education Information Resource, which includes information on all students enrolled in Texas public schools, as well as public and private higher education institutions in Texas.

Prior to joining the Coordinating Board staff in 1985, Gardner was on the faculty at Hofstra University where he taught in the master's and doctoral programs in the Administration and Policy Studies Department. While at Hofstra, he was director of the master's program, chaired the university's planning committee, and served on the graduate council and the scholarships committee. He has been a visiting professor at Texas A&M University, and is currently an Adjunct Professor of Higher Education at The University of Texas at Austin.

Gardner received his Ph.D. and Master's degrees from Texas A&M University and his Bachelor of Arts degree from the University of Houston.




Texas Higher Education  
Coordinating Board

# Accountability System

Presentation for the  
**Senate Higher Education Committee**  
*Interim Charge #4*

July 22, 2010

## Accountability System—Timeline



▶ **January 2004**

- ✓ Governor Perry Executive Order directed THECB and institutions to work together "...to determine the effectiveness and quality of the education students receive..."

▶ **January-December 2004**

- ✓ *Council of University Presidents and Chancellors Survey* to identify measures
- ✓ Group meetings conducted to finalize measures and identify group targets
- ✓ Measures calculated
- ✓ Community colleges determined measures and reporting groups

▶ **October 2004**


- ✓ Accountability System adopted by THECB

▶ **December 2004**

- ✓ First Accountability Report completed

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# Accountability System—Organization



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- ✓ Based on the four *Closing the Gaps* goals: Participation, Success, Research, and Excellence
- ✓ Includes an efficiency and effectiveness goal

### Texas Higher Education Accountability System

The Higher Education Accountability System is used to track performance on critical measures that quantify higher education performance measures. The System is consistent with the state's higher education plan. [Click here to learn more](#) for more information on the "Closing the Gaps" target areas of participation, success, research, and excellence.

• FY 2010 Scheduled Accountability Peer Group Meetings: [Click](#)

#### Closing the Gaps

**Participation**  
By FY 2010, increase the percentage of participation rates across Texas to add 120,000 more students

- [Structure](#)
- [Health Related Institutions](#)
- [Texas State Technical College and Lone Star College](#)
- [Community Colleges](#)
- [Closing the Gaps Performance Targets: \[Click\]\(#\) \[Click\]\(#\)](#)

**Success**  
By FY 2010, exceed 250,000 undergraduate degrees, certificates and other non-degree student successes from non-credit programs

- [Structure](#)
- [Health Related Institutions](#)
- [Texas State Technical College and Lone Star College](#)
- [Community Colleges](#)
- [Closing the Gaps Performance Targets: \[Click\]\(#\) \[Click\]\(#\)](#)

**Research**  
By FY 2010, substantially increase the number of nationally recognized programs or services at colleges and universities in Texas

#### Research

By FY 2010, increase the total in books, journals and engineering and technology articles published in peer-reviewed journals to 6 percent of all journals in higher education nationwide across Texas

- [Structure](#)
- [Health Related Institutions](#)
- [Closing the Gaps Performance Targets: \[Click\]\(#\) \[Click\]\(#\)](#)
- [Institutional Efficiency and Effectiveness](#)

**Institutional Efficiency and Effectiveness**


- [Structure](#)
- [Health Related Institutions](#)
- [Texas State Technical College and Lone Star College](#)
- [Community Colleges](#)

**Peer Review**

- [Health Related Institutions](#)

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# Accountability System—Organization



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**Participation - Key Measures**

### Enrollment

1. Fall headcount

Adjusted headcount of full-time students by race and ethnicity. Full-time students are in a separate category. This entry does not include source: 500000 reference year

	Fall 2009 2009	Fall 2008 2008	Fall 2007 2007
<b>Total</b>	414,320	388,136	352,226
White	242,824 (58.6%)	229,742 (59.2%)	201,491 (57.2%)
African American	63,722 (15.4%)	59,372 (15.3%)	53,811 (15.3%)
Hispanic	81,120 (19.6%)	73,383 (18.9%)	70,042 (19.9%)
Asian	23,228 (5.6%)	21,710 (5.6%)	20,193 (5.7%)
Other	27,526 (6.6%)	26,529 (6.9%)	26,689 (7.6%)

**Full-Time Equivalent Enrollment**

2. Fall semester enrollment includes undergraduate, health-related, doctoral, special professional, and graduate programs

	Fall 2009 2009	Fall 2008 2008	Fall 2007 2007
<b>Total</b>	222,829	203,897	193,859
White	135,145 (60.6%)	126,367 (61.9%)	120,814 (62.4%)
African American	32,817 (14.7%)	30,847 (15.1%)	28,841 (14.9%)
Hispanic	49,993 (22.4%)	45,116 (22.1%)	43,149 (22.3%)
Asian	14,162 (6.4%)	13,206 (6.5%)	12,474 (6.4%)
Other	22,701 (10.2%)	22,220 (10.9%)	21,581 (11.1%)

- ✓ Small number of key accountability measures for each goal

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## Accountability System—Key Measures



- ✓ **Participation:** Enrollment and Full-Time Equivalent Enrollment
- ✓ **Success:** 4-, 5-, 6-year graduation rates, number of degrees awarded, number of degrees awarded in critical fields, 6-year graduation and persistence rate
- ✓ **Excellence:** Student/Faculty ratio, licensure exam pass rates, tenured/tenure-track faculty teaching lower-division SCH, percent of FTE teaching faculty who are tenured/tenure-track
- ✓ **Research:** Federal and private expenditures per FTE faculty, total research expenditures, federal and private research funds per revenue appropriations
- ✓ **Efficiencies & Effectiveness:** Administrative cost ratio, space usage efficiency, appropriations per FTE student/faculty, operating expenditures per FTE student, total FTE student/teaching faculty

## Accountability System—Organization



- ✓ **Additional Contextual Measures to provide additional data on each goal.**

Participation - Contextual Measures			
	Fall 2009	Fall 2008	
3. First-time undergraduate transfers to TX	20.8%		
4. First-time entering applicants accepted	82.5%		
5. First-time accepted, enrolled	51.3%		
			FY 2009
6. Racial and Ethnic composition of Texas public high school graduates			
White			51.8%
African American			12.6%
Hispanic			28.1%
Asian			3.2%
Other			0.3%
			Fall 2009
7. Transfers from Texas 2-year colleges with at least 30 semester credit hours	75,887	124,654	151,687
8. Semester Credit Hours			
Total undergraduate semester credit hours			3,580,470
Total graduate semester credit hours			664,325
Percentage graduate SCH to total SCH			14.1%

## Accountability System—Organization



- ✓ Institutions are grouped to facilitate “like” comparisons.
- ✓ Groups include: Research, Emerging Research, Doctoral, Comprehensive, and Master’s
- ✓ Groupings are not permanent or prescriptive
- ✓ Reviewed every two years to reflect current institutional missions and changing higher education needs
- ✓ Focus on improving performance
  - Groups meet 1-2 times annually to review measures, share successful strategies, and review/set targets

## Accountability System—Institutional Input



- ✓ Institutions helped develop and continue to refine measures in system.
- ✓ Individual institutions may add 1 or 2 optional contextual measures for each goal.
- ✓ Individual institutions may provide tailored descriptions about progress on each measure.

## Texas is a national leader for using data to drive policy



National Governor's Association, "Complete to Compete" (July 2010):

**Recommendation 1:** *Clarify Definitions for Completion Metrics*

**Texas:** Developed recommended metrics beginning in 2004 and continue to refine with input from institutions

**Recommendation 2:** *Collect College Completion Data*

**Texas:** Collects and reports all recommended metrics

**Recommendation 3:** *Disaggregate Completion Metrics*

**Texas:** Disaggregates many metrics and will improve efforts beginning in 2011

**Recommendation 4:** *Report Data Annually on All Completion Metrics*

**Texas:** Reports metrics as part of annual progress report and in annually updated institutional resumes

## Efforts have been made to make accountability data more relevant to users



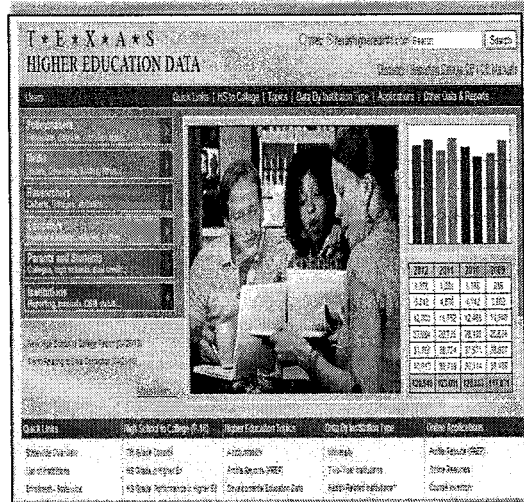
Coordinating Board has developed *Institutional Resumes* using accountability and other relevant data in formats targeted for policymakers as well as parents/students

The screenshot shows the Texas Higher Education Coordinating Board website. The navigation menu includes: Closing the Gaps Higher Education Plan, Applying and Paying for College, Academic Affairs, P-16 Initiatives, Finance and Resource Planning, Data Resources and Tools, Communications and Publications, Laws and Rules, Research and Project Grants, Online Institutional Resumes, Star Awards, Related Links, and Contact Us. The main content area features a news article titled "Closing the Gaps Higher Education Plan" with a sub-header "Applying and Paying for College". The article text discusses the state's higher education plan, mentioning a \$194 billion investment and the creation of 1,023,000 new jobs. Below the article is a section titled "Issues of Current Interest" with links to various reports and policies.

Efforts are underway to make data more accessible and user-friendly



Coordinating Board is redesigning data website, which includes Accountability System, so that it is more intuitive, accessible, and relevant to all users.



## Recommendations



### More deliberate use of Accountability Data

- ✓ Align LBB performance measures more directly with measures in accountability system—e.g. online resumes metrics

### Improve data collection between and among P-12, higher education, and out-of-state institutions

- ✓ Identify funding to access National Student Clearing House data

<http://www.txhighereddata.org/Interactive/Accountability>

**Texas Higher Education Coordinating Board**

**History of the Plan**

**Closing the Gaps Plan**

**Progress Reports**

**Institutional Targets**

**Accountability System**

**Areas of Excellence**

Board Members | Search

**Closing the Gaps Higher Education Plan**

**Applying and Paying for College**

**Academic Affairs**

**P-16 Initiatives**

**Finance and Resource Planning**

**Data Resources and Tools**

**Communications and Publications**

ated to meeting the goals of the plan. If Texas achieves these increases of \$469 billion in total state and local revenue, \$122 billion in gross state product, and \$122 billion in personal income as well as creating over 1,023,000 jobs by the year 2030. The state's return on its investment in higher education is estimated at \$8.06 for every \$1 invested.\*

business community, students and families - in fact, all Texans - have a role to play in meeting the goals of Closing the Gaps to help ensure a prosperous future for our great state.

\*Source: The Heroyman Group, "A Tale of Two States - And One Million Jobs!"

Issues of Current Interest | Upcoming Events

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