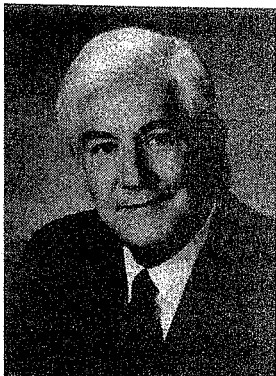


Raymund A. Paredes

Commissioner of Higher Education



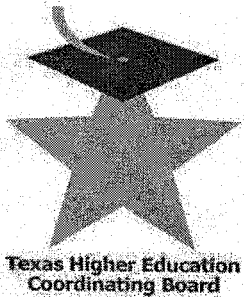
Raymund A. Paredes is the Commissioner of Higher Education at the Texas Higher Education Coordinating Board.

Prior to joining to the Coordinating Board in July 2004, Dr. Paredes was Vice President for Programs at the Hispanic Scholarship Fund (HSF) where he was responsible for scholarship and outreach programs. Before joining HSF, he was Director of Creativity & Culture at The Rockefeller Foundation from 2001 to 2003.

Before joining The Rockefeller Foundation, Dr. Paredes was Vice Chancellor-Academic Development for 10 years at UCLA, where he had also been a professor of English since 1971. In addition, he served as special assistant to the President of the University of California system from 1998-2000 on outreach efforts intended to improve access to higher education for students from educationally disadvantaged communities.

Dr. Paredes currently serves as a trustee of The College Board and on the Board of Directors of the Texas Cultural Trust. He was appointed by Governor Rick Perry to the Education Commission of the States and also serves on their Advisory Committee for Developmental Studies. He is President of Big Brothers Big Sisters' Nationwide Hispanic Advisory Council, a member of the NAEP High School Achievement Commission and was named one of Hispanic Business Magazine's 100 Most Influential Hispanics of 2007.

Dr. Paredes was born and raised in El Paso, Texas. After graduation from El Paso High School, he attended The University of Texas at Austin, receiving a B.A. in English. He served in the U.S. Army for two years, including a 14-month tour with the First Infantry Division in Vietnam. After separation from military service, he resumed his education, receiving a Ph.D. in American Civilization in 1973, once again from The University of Texas at Austin.



Written Testimony for the Senate Committee on Higher Education
Interim Hearing – September 23, 2010
Charge 5#: Cost Efficiencies

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Commissioner

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Panel #1: Overview of Cost Drivers and Efficiencies in Higher Education

- I. Texas has made meaningful progress toward meeting the goals of *Closing the Gaps by 2015*, yet significant work remains to bring the state up to parity and position Texas as a global leader in higher education.**
- a. According to a recent report, the U.S. spends twice as much as the average industrialized country on higher education, but compared with other nations has an increasingly smaller proportion of young adult Americans with at least an associate degree. Even more startling, the U.S. is in 10th place among developed nations in attainment among younger adults, who overall are now completing less higher education than did their parents' generation. (Source: Organisation for Economic Co-Operation and Development Factbook 2009: Economic, Environmental and Social Statistics, Education Outcomes)
 - b. Higher education funding represents the third largest piece of general revenue and the state continues to invest significant amounts of funding, but getting students through the pipeline and successfully attaining a postsecondary award (bachelor's degree, associate's degree, and certificate) has been a challenge.
 - c. Graduation rates are low – only 27% of full-time students entering a public four-year institution graduate within four years and only 11% of full-time students entering community colleges graduate within three years.
 - d. Approximately \$713 million in state and federal financial aid was lost by students that entered a public four-year or two-year institution in Texas and did not complete and were no longer enrolled after six years.
 - e. According to 2009 data, \$330.3 million was lost in total state revenue via formula funding over a biennium due to dropped courses at public universities and community colleges.
 - f. Most importantly, students are leaving higher education with no degree and accumulating significant loan debt. The average debt of Texas university students

that leave college with no degree is \$10,800 and \$6,700 for community college students.

- g.** The state of our economy will no longer support business as usual. Texas must achieve better results in the most cost-efficient manner in order to improve the future of its citizens. It is incumbent on institutions of higher education and state leaders to make significant shifts in operations to improve student outcomes and propel the state toward economic and global competitiveness for the benefit of all Texans.