Response to Request for Information regarding House Higher Education Committee Interim Charge 1:
Monitor the agencies and programs under the Committee's jurisdiction and oversee the implementation of relevant legislation passed by the 86th Legislature. SB 25, which relates to measures to facilitate the transfer, academic progress, and timely graduation of students in public higher education. Monitor the process by which the Higher Education Coordinating Board adopts rules via negotiated rulemaking. Monitor the progress of institutions developing recommended course sequences and the progress of the feasibility study to implement statewide meta majors.

Strategies to improve data collection and sharing between THECB and TEA to improve and assist institutions with college credit transferability:

- Implement a comprehensive student level tracking system that starts in K-12 and moves into higher education to monitor, incentivize, and share data with four-year institutions. This would help with tracking student progress and provide early indicator of whether student is on path and achieving college readiness.
- Initiate shared definitions and data governance protocols for all publicly released TEA and THECB data and provide a transparent tool to consumers of data to understand credit transfer source, velocity, and metadata (data about the data).
- Automate a centralized credit transfer data model that can be accessed by constituents (with proper training and a legitimate educational interest) to support the state of Texas for analysis. However, this would require common rules and definitions.
- Update "Apply Texas" application to include all dual credit courses and/or create a report to be sent to the Registrar of a Texas institution of higher education with an official K-12 dual credit transcript to assist with automation of assigning appropriate credit via an API to save time in admissions processing.
- Establish earlier performance triggers to be measured and reported by two-year institutions for use in early intervention for students perceived to be off track and at-risk of excess hours.
- Establish standard K-12 electronic data (common transcript) submission formats in EDI (not PDF). Provide standardized GPA and class rank.
- Require transcripts from two-year institutions to denote core complete.
- Analyze alignment in high school diplomas/two-year degrees with four-year degree programs. Using existing THECB and TEA data, analyze early college highs schools and collegiate academies and pull the data to show who has high school diploma and two-year degree that actually move seamlessly into four-year degrees – including which credits are counting and which credits are left behind.

Role school counselors and advisors can play in the success of transferable credits. Ways in which the state can utilize their expertise and student relationships more effectively:

- Conduct an audit of HS graduates and their dual credit earning patterns to identify which common dual credit courses may not be leading towards a four-year degree. Clearly identify these courses to the student as part of a formal intake process during registration.

- Provide counselors and advisors with a central data repository that searches all public four-year institution catalogues and automates the delivery of degree requirement information to identify areas of opportunity for dual credit. Previous attempts to create a similar repository were unsuccessful due to not having a single system with access to all institution catalogues and issues with articulation agreements and true common core.
- Train High School Guidance Counselors on which courses count towards the core curriculum at Texas higher education institutions and which courses may only count towards associate's degrees. Help educators understand that not all credits count towards a four-year core curriculum. While some of this being done currently, continued training is important as courses change and new advisors/counselors are hired.
- Simplify and streamline rules around transfer and ensure there are: (1) no conflicting policies; (2) policies that drive particular behavior that is counterintuitive; or (3) rules that are inconsistent and do not align.