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| TX 60x30 | Responses |
| Pg 11  For example, two- and four-year colleges will need to collaborate and align lower-division curricula so that students receive a coherent and rigorous general education, while being assured that their courses will transfer and count toward degrees. | Removing sophomore-level ARTS classes for Art majors does not give students “coherent and rigorous general education” in their field. As our appeal demonstrates, these courses are required by sophomore-level students at 4-year institutions. |
| TIME-TO-DEGREE FACTORS  Substantial evidence suggests institutions need to be more prescriptive in their efforts to help students narrow their choices as they navigate higher education.  p.29  The intent of the student debt goal is to increase access and persistence, expand students’ options for careers after graduation, and advance other life choices. Helping students complete credentials and balance debt load will help the state reach the 60x30 goal and will help two- and four-year colleges in Texas reach the completion goal. The student debt goal also will lead to healthier individual finances among graduates and a stronger state economy. | Forbidding students to complete their sophomore-level courses at 2-year institutions is delaying their education. Students must back-track to take these courses at 4-year institutions, thus acquiring more debt. |
| Pg 26  Inherent in increasing completions is the need to strengthen guided pathways between two- and four-year colleges and to align lower-division curricula across institutions and degree programs. | Our lower-level degree curriculum already aligns with many private, public and independent accreditation programs as evidenced in our appeal.  **Roadblocks to pathways**.  Additionally, the advantage of this appeal opportunity is that we are further strengthening the pathways between two-year and public four-year colleges to make it easier for students to transfer into their chosen visual arts degree plan. It is premature to limit students’ choices at a 2-year college before our efforts to more closely align with 4-year schools are realized. |
| p. 28  PROGRAM CHOICES BASED ON TALENT, INTERESTS Another intention of this goal is to balance costs relative to areas of study so that students can choose programs based on their talents and aspirations and not solely based on the needs of the job market or the starting salary for a particular field. | Canceling the ARTS classes removes this option for students. |
| p. 22  By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills. This goal challenges institutions to think more explicitly about the programs they offer and the job skills that students learn within those programs. Marketable skills in this plan are defined as: Those skills valued by employers that can be applied in a variety of work settings, including interpersonal, cognitive, and applied skill areas. These skills can be either primary or complementary to a major and are acquired by students through education, including curricular, co-curricular, and extracurricular activities. | Many visual art classes teach problem-solving skills and design skills that students will easily apply to other fields. For example, the ability to design easy-to-use and stylish products is necessary for those going into engineering fields and students may benefit from taking Design II (3D Design) and a Sculpture II course to promote critical thinking in this area. |
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