TEXAS HIGHER EDUCATION
COORDINATING BOARD

P.O. Box 12788   Austin, Texas 78711

Stuart W. Stedman
  CHAIR

Fred Farias III, O.D.
  VICE CHAIR

John T. Steen, Jr.
  SECRETARY OF THE BOARD

Andrias R. "Annie" Jones
  STUDENT REPRESENTATIVE

Arcilia C. Acosta
S. Javaid Anwar
Michael J. Plank
Ricky A. Raven
Donna N. Williams
Welcome Wilson, Jr.

Raymund A. Paredes
  COMMISSIONER
  OF HIGHER EDUCATION

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MEMORANDUM

April 11, 2018

To: Coordinating Board Members & Interested Parties

From: Raymund A. Paredes

Subject: Coordinating Board Meeting

The agenda for the April 26, 2018, Coordinating Board meeting is attached. The meeting will be held in the Board Room at 1200 East Anderson Lane in Austin according to the schedule below. The agenda is organized according to committees. The times indicated for the start and conclusion of each section of the agenda are approximate and depend on the length of discussion for each item.

PUBLIC TESTIMONY: The presiding chair shall designate whether public testimony will be taken at the beginning of the meeting, at the time the related item is taken up by the Board after staff has presented the item, or any other time as determined by the presiding chair. For procedures on testifying please go to http://www.thecb.state.tx.us/public testimony.

Wednesday, April 25

2:00 p.m.   **Agency Operations Committee**
                       Texas Higher Education Coordinating Board
                       Board Room 1.170

6:00 p.m.   Reception & Dinner for Board Members with the Texas
                       Association of Community Colleges (TACC)
                       Archer Austin Hotel in the Domain
                       3121 Palm Way
                       Austin, TX 78758

Thursday, April 26   **Coordinating Board Meeting**
                       Texas Higher Education Coordinating Board
                       Board Room 1.170

8:30 a.m.   Agenda Item I
                       Call to Order: Opening Remarks and Strategic
                       Planning Presentation

| 9:30 a.m. | Agenda Item II |
| | Approval of Minutes |

| 9:32 a.m. | Agenda Item III |
| | Approval of Consent Calendar for entire meeting |

| 9:35 a.m. | Agenda Item IV |
| | Major Policy Discussion |

| 10:35 a.m. | Agenda Item V |
| | Recognition of Excellence |

| 11:05 a.m. | Agenda Item VI |
| | Matters relating to *60x30TX* and Innovation in Higher Education |

| 11:25 a.m. | Agenda Item VII |
| | Matters relating to the Full Board |

| 11:26 a.m. | Agenda Item VIII |
| | Lunch |

| 12:00 p.m. | Agenda Item IX |
| | Matters relating to the Committee on Affordability, Accountability and Planning |

| 1:00 p.m. | Agenda Item X |
| | Matters Relating to the Committee on Academic and Workforce Success |

| 1:46 p.m. | Agenda Item XI |
| | Matters Relating to the Agency Operations Committee |

| 1:50 p.m. | Agenda Item XII |
| | Adjournment |

Texas Penal Code Section 46.035(c) states: "A license holder commits an offense if the license holder intentionally, knowingly, or recklessly carries a handgun under the authority of Subchapter H, Chapter 411, Government Code, regardless of whether the handgun is concealed or carried in a shoulder or belt holster, in the room or rooms where a meeting of a governmental entity is held and if the meeting is an open meeting subject to Chapter 551, Government Code, and the entity provided notice as required by that chapter." Thus, no person can carry a handgun and enter the room or rooms where a meeting of the THECB is held if the meeting is an open meeting subject to Chapter 551, Government Code.

***Please Note** that this governmental meeting is, in the opinion of counsel representing THECB, an open meeting subject to Chapter 551, Government Code and THECB is providing notice of this meeting as required by Chapter 551. In addition, **please note** that the written communication required by Texas Penal Code Sections 30.06 and 30.07, prohibiting both concealed and open carry of handguns by Government Code Chapter 411 licensees, will be posted at the entrances to this governmental meeting.*

TEXAS HIGHER EDUCATION COORDINATING BOARD

PREFERRED MAILING ADDRESS LIST
EMAIL: *boardmember@thecb.state.tx.us*

BOARD MEMBER	ADDRESS/PHONE/EMAIL	TERM ENDS
Stuart W. Stedman *Chair* **HOUSTON**	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 **Phone:** (512) 427-6101	08/31/21
Fred Farias III, O.D. *Vice Chair* **MCALLEN**	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 **Phone:** (512) 427-6101	08/31/19
John T. Steen, Jr. *Secretary of the Board* **SAN ANTONIO**	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 **Phone:** (512) 427-6101	08/31/19
Arcilia Acosta **DALLAS**	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 **Phone:** (512) 427-6101	08/31/19
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Michael J. "Mike" Plank **HOUSTON**	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 **Phone:** (512) 427-6101	08/31/23
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Andrias R. "Annie" Jones *Student Representative* **McALLEN**	c/o Texas Higher Education Coordinating Board P. O. Box 12788, Austin, TX 78711 **Phone:** (512) 427-6101	05/31/18

dated 03/12/18

TEXAS HIGHER EDUCATION COORDINATING BOARD

STANDING COMMITTEE MEMBERSHIP
Effective March 21, 2018

Committee on Academic and Workforce Success (CAWS)
Fred Farias III, O.D., Chair
Donna N. Williams, Vice Chair
Arcilia C. Acosta
Ricky A. Raven
Welcome W. Wilson, Jr.
Andrias "Annie" Jones (Student Representative), Ex-Officio
Stuart W. Stedman, Board Chair, Ex-Officio

Committee on Affordability, Accountability and Planning (CAAP)
S. Javaid Anwar, Chair
Arcilia C. Acosta, Vice Chair
Michael J. Plank
Donna N. Williams
Welcome W. Wilson, Jr.
Andrias "Annie" Jones (Student Representative), Ex-Officio
Stuart W. Stedman, Board Chair, Ex-Officio

Agency Operations Committee (AOC)
John T. Steen, Jr., Chair
Ricky A. Raven, Vice Chair
S. Javaid Anwar
Fred Farias III, O.D.
Michael J. Plank
Andrias "Annie" Jones (Student Representative), Ex-Officio
Stuart W. Stedman, Board Chair, Ex-Officio

NOTE: *The Coordinating Board meeting will be broadcast live on the Internet at http://www.thecb.state.tx.us/Events. Board meeting agendas, minutes, presentations and reports are also available at this address.*

TEXAS HIGHER EDUCATION COORDINATING BOARD
A G E N D A
Regular Quarterly Meeting

1200 EAST ANDERSON LANE, ROOM 1.170
AUSTIN, TEXAS

8:30 A.M., Thursday, April 26, 2018

The Texas Higher Education Coordinating Board may convene in Executive Session at any point in this meeting, concerning any item listed in the agenda or to seek or to receive its attorney's advice on legal matters related thereto, pursuant to Texas Government Code Ann. 551.071.

PUBLIC TESTIMONY: The presiding chair shall designate whether public testimony will be taken at the beginning of the meeting, at the time the related item is taken up by the Board after staff has presented the item, or any other time as determined by the presiding chair. For procedures on testifying please go to http://www.thecb.state.tx.us/public testimony.

I.   **Call to Order: Opening Remarks and Strategic Planning Presentation**

   A. Introduction of New Board Member, Michael Plank, Donna Williams, and Welcome Wilson and committee appointments

   B. Consideration of Resolutions of Appreciation for Outgoing Board Members

   C. Commissioner's Remarks

   D. Strategic Planning Presentation by President Suzanne Shipley, Midwestern State University

   E. Strategic Planning Presentation by representatives of Texas public community colleges

II.   **Approval of Minutes**

   A. January 25, 2018, Board Meeting

   B. January 26, 2018, Board Retreat

III.   **Approval of the Consent Calendar**

   A. Consent Calendar

Note: Highlighted items in gray are on the Consent Calendar

IV.   **Major Policy Discussion**

   A. Regional strategies to increase the percentage of Texas public high school graduates directly enrolling in college

V.   **Recognition of Excellence**

   A. Baylor College of Medicine – Center for Educational Outreach

VI.   **Matters relating to *60x30TX* and Innovation in Higher Education**

   A. The Texas Workforce Commission: Resources, tips, and tools to build a stronger, better educated and skilled workforce

VII.   **Matters relating to the Full Board**

   No agenda items

VIII.   **Lunch**

IX.   **Matters relating to the Committee on Affordability, Accountability and Planning**

   A. Committee Chair's Overview

   B. Public Testimony on Items Relating to the Committee on Affordability, Accountability and Planning

   C. Consideration of adopting the Committee's recommendation to the Board relating to funding formulas for use by the Governor and the Legislative Budget Board in making appropriations recommendations to the appropriate Legislative Committees

   D. Consideration of adopting the Committee's recommendation to the Board relating to the annual report about the financial condition of the state's community college districts *(General Appropriations Act, Senate Bill 1, 85th Texas Legislature, Regular Session, Rider 12, III-216)*

   E. Report on data highlight: 60x30 Educated Population: National and International Comparisons

   F. Consideration of the staff's recommendation to the Board relating to approval of the pilot study report on community college financial reporting by campus *(Senate Bill 719, 85th Texas Legislature, Regular Session)*

   G. Report on facilities projects that were submitted to the Coordinating Board

   H. Consideration of adopting the Committee's recommendation to the Board relating to the Coordinating Board's Legislative Priorities for the 86th Texas Legislature

I. Proposed Rules:

(1) Consideration of adopting the Committee's recommendation to the Board relating to proposed new Subchapter C, Sections 21.45 – 21.49, of Chapter 21 of Board rules concerning student indebtedness (Senate Bill 887, 85th Texas Legislature, Regular Session).

(2) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 22, Subchapter I, Sections 22.164, 22.166 and 22.169-22.171 of Board rules, concerning the provisions for the Texas Armed Services Scholarship Program (TASSP) (House Bill 66, 85th Texas Legislature, Regular Session)

X. Matters relating to the Committee on Academic and Workforce Success

A. Committee Chair's Overview

B. Public Testimony on Items Relating to the Committee on Academic and Workforce Success

C. Consideration of adopting the Committee's recommendation to the Board relating to requests for a new degree program:

TEXAS TECH UNIVERSITY
   (1) Doctor of Philosophy (PhD) degree with a major in Music Education

THE UNIVERSITY OF TEXAS AT AUSTIN
   (2) Doctor of Philosophy (PhD) degree with a major in Mexican American and Latina/o Studies

THE UNIVERSITY OF TEXAS AT TYLER
   (3) Doctor of Philosophy (PhD) degree with a major in Clinical Psychology

THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY
   (4) Doctor of Philosophy (PhD) degree with a major in Clinical Psychology

D. Consideration of adopting the Committee's recommendation to the Board relating to the report on the Fiscal Year 2018 Annual Review of Low-Producing Programs

E. Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to:

(1) Economics Field of Study Advisory Committee
(2) Management Information Systems Field of Study Advisory Committee
(3) Mathematics Field of Study Advisory Committee
(4) Radio and Television Field of Study Advisory Committee
(5) Sociology Field of Study Advisory Committee
(6) Undergraduate Education Advisory Committee

F. Consideration of adopting the Committee's recommendation to the Board relating to the guidelines for the 2018 Texas Higher Education Star Awards

G. Consideration of adopting the Committee's recommendation to the Board relating to approval to amend the contract with Texas Tech University for the Texas College

Note: Highlighted items in gray are on the Consent Calendar

and Career Readiness Standards - English/Language Arts and Mathematics Review and Revision Project to increase funding for additional activities and deliverables

H. Consideration of adopting the Committee's recommendation to the Board relating to the issuance of a Request for Proposals for the development and ongoing support of an online Pre-Assessment Activity

I. Proposed Rules:

(1) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 5, Subchapter C, Sections 5.41 - 5.43, 5.45, 5.46, 5.48, 5.50, and 5.51 - 5.54 of Board rules concerning approval of new academic programs at public universities and health-related institutions, review of existing degree programs, and the repeal of Section 5.56 of Board rules concerning approval of baccalaureate degree programs for selected community colleges

(2) Consideration of adopting the Commissioner's recommendation to the Board relating to the proposed amendments to Chapter 4, Subchapter D, Sections 4.82 and 4.85 of Board rules concerning the statutory basis of the rules and dual credit eligibility requirements

J. Consideration of adopting the Committee's recommendation to the Board relating to a request from The University of Texas of the Permian Basin to amend the contingencies for the Bachelor of Science in Chemical Engineering and the Bachelor of Science in Electrical Engineering degree programs, which were approved by the Board at the October 2017 meeting

K. Report on institutional requests acted on by the Commissioner or Assistant Commissioner since the last Board meeting

XI. Matters relating to the Agency Operations Committee

A. Committee Chairs' Overview

B. Public Testimony on Items Relating to the Agency Operations Committee

C. Consideration of adopting the Committee's recommendation to the Board relating to the agency's 2018 Customer Service Report

D. Consideration of adopting the Committee's recommendation to the Board relating to the agency's operating budget for fiscal year 2019

E. Consideration of adopting the Committee's recommendation to the Board relating to amendments to Chapter 1, Subchapter E. Sections 1.114 and 1.115 of Board rules concerning the student complaint procedure

XII. Adjournment

Note: Highlighted items in gray are on the Consent Calendar

Introduction of New Board Members, Michael Plank, Donna Williams, and Welcome Wilson and committee appointments

RECOMMENDATION: No action required

Background Information:

The Board Chair will introduce Michael Plank, Donna Williams, and Welcome Wilson.

Effective March 21, 2018, Mr. Stuart Stedman made the following committee appointments:

1. Dr. Fred Farias appointed Chair of the Committee on Academic and Workforce Success
2. Ms. Donna Williams appointed Vice Chair of the Committee on Academic and Workforce Success, and member of the Committee on Affordability, Accountability and Planning
3. Mr. Welcome Wilson, Jr. appointed member of the Committee on Academic and Workforce Success, and member of the Committee on Affordability, Accountability and Planning
4. Mr. Michael Plank appointed member of the Committee on Affordability, Accountability and Planning, and member of the Agency Operations Committee

A full list of committee members is included with these meeting materials.

Consideration of Resolutions of Appreciation for Outgoing Board Members

RECOMMENDATION: Approval

Background Information:

      The Board will consider resolutions of appreciation for Bobby Jenkins, Janelle Shepard, and Annie Jones.

Commissioner's Remarks

RECOMMENDATION: No action required

Background Information:

      The Board will invite Raymund Paredes, Commissioner of Higher Education, to comment on some of the more important agenda items.

Strategic Planning Presentation by President Suzanne Shipley, Midwestern State University

RECOMMENDATION: No action required

Background Information:

The Strategic Planning Presentation is a standing agenda item for the chancellors and presidents of Texas higher education systems/institutions to present their strategic vision for their institution(s) and how their vision aligns with the statewide higher education plan, *60x30TX*. This provides the Board an opportunity to work more closely with institutions to ensure that higher education resources are distributed equitably and strategically across the state.

Midwestern State University (recently rebranded as MSU Texas) is a public, master's-level university located in Wichita Falls. Created in 1922 as Wichita Falls Junior College, the campus has been planned with careful attention to traditional architecture and natural landscaping. As MSU Texas approaches its second century, the commitment to this campus has been renewed by the university's goal to become the premier destination residential campus in Texas. Additionally, in 2017 the institution expanded its partnerships with community colleges to include teaching on the campus of Weatherford College-Wise County, and partnering with North Central Texas College (NCTC) with a new teaching facility in Flower Mound. This expansion will provide degree completion opportunities in high-demand fields to place-bound working adults.

MSU Texas currently has a total enrollment of 6,080 residential and online students. The university offers a wide variety of academic programs in liberal and fine arts, mathematics, sciences and engineering, business, and applied sciences, with approximately 40 percent of its students majoring in the health professions. It is the only university in Texas to become a member of the Council of Public Liberal Arts Colleges (COPLAC). As a public liberal arts university, MSU Texas is distinctive in its ability to feature high-impact practices alongside its academic offerings. In MSU Texas classrooms, labs, and lecture halls, faculty members are mentoring, sharing knowledge and wisdom, and encouraging and inspiring students. This is accomplished through individual attention to the personal development of leadership qualities and guided research. This preparation enables a large number of MSU students to enter competitive, high-earning careers. The proficiency, self-reliance, and fearlessness to seize opportunities, face challenges, and solve the problems of the future are goals of an MSU education.

Dr. Suzanne Shipley, President, will provide a presentation on Midwestern's strategic plan and how it aligns with *60x30TX*.

Strategic Planning Presentation by representatives of Texas public community colleges

RECOMMENDATION: No action required

Background Information:

The Strategic Planning Presentation is a standing agenda item for the chancellors and presidents of Texas higher education systems/institutions to present their strategic vision for their institution(s) and how their vision aligns with the statewide higher education plan, *60x30TX*. This provides the Board an opportunity to work more closely with institutions to ensure that higher education resources are distributed equitably and strategically across the state.

Public community colleges have long served an important role in higher education in Texas, and the part these institutions will play in achieving the goals of *60x30TX* will be considerable. Today, these institutions enroll more than half of the students in public higher education in Texas. Out of the 1,402,867 students enrolled in Texas public higher education institutions in fall 2017, 706,904 were enrolled in community colleges.

As specified in Texas Education Code, Section 130.0011, Texas public community colleges are two-year institutions whose primary mission is to serve their local taxing districts and service areas in offering vocational, technical, and academic courses for certification or associates degrees. Continuing education, developmental, and compensatory education consistent with open-admission policies, and programs of counseling and guidance also are provided. Through cooperative efforts that promote continuity and efficiency, coupled with independent efforts to meet local community needs, community colleges are student-centered institutions sharing common values reflected in their commitment to meeting the needs of individuals with a wide range of educational and training goals.

Over the past 50 years, community colleges have grown substantially in terms of both the number of campuses and enrollments. In 1964, there were 34 public community/junior college districts in Texas. The 1970s and 1980s were periods of rapid growth when a number of community college districts were added. Texas now has 50 community college districts, several with multiple campuses, that offer equal educational opportunities for students through academic transfer courses, technical and workforce education courses, and programs that lead to initial employment or occupational advancement.

Representing the Board leadership of the Texas Association of Community Colleges and on behalf of the 50 community college districts in Texas, three college leaders will provide a summary presentation on the strategic plans of Texas public community colleges and how these align with *60x30TX*. Speakers include: Dr. Brenda Hellyer, Chancellor, San Jacinto College; Dr. Greg Williams, President, Odessa College; Mr. James Henry Russell, President, Texarkana College; and Dr. Johnette McKown, President, McLennan Community College.

DRAFT

TEXAS HIGHER EDUCATION COORDINATING BOARD
M I N U T E S

Regular Quarterly Meeting
1200 East Anderson Lane, Austin, Texas
January 25, 2018

The Texas Higher Education Coordinating Board convened at 8:30 a.m. on January 25, 2018, with the following members present: Bobby Jenkins, presiding; Stuart Stedman, Javaid Anwar; Fred Farias; Ricky Raven; Janelle Shepard; John Steen; and Annie Jones.

AGENDA ITEM	ACTION
I. Call to order: Opening Remarks and Strategic Planning Presentation	Mr. Jenkins called the meeting of the Coordinating Board to order and announced that all members were present.
A. The University of Texas at Arlington's collaboration with industry	Mr. Jenkins announced that this item would be taken up after the Major Policy Discussion (Item IV).
B. Commissioner's Remarks	No action required.
C. Strategic Planning Presentation by President Baker Pattillo and Provost and Vice President of Academic Affairs Steve Bullard, Stephen F. Austin State University	No action required. President Baker Pattillo and Provost and Vice President of Academic Affairs Steve Bullard from Stephen F. Austin State University presented their strategic plan and how it aligns with 60x30TX.
II. Approval of Minutes	
A. October 26, 2017, Board Meeting	Mr. Stedman pointed out one correction to the minutes to show that Mr. Jenkins did not call meeting to order. On a motion by Mr. Stedman, seconded by Mr. Raven, the Board approved the October 26, 2017, minutes.

AGENDA ITEM	ACTION
III. Approval of the Consent Calendar	Ms. Shepard made a motion that Agenda Item X-H be added to the Consent Calendar and Ms. Acosta seconded the motion. On a motion by Mr. Steen, seconded by Mr. Raven, the Board approved the Consent Calendar. Items on the Consent Calendar were: IX-G; IX-I(1); IX-I(2); IX-I(3); IX-I(4); IX-I(5); IX-I(6); IX-I(7); IX-I(8); IX-I(9); X-C(2); X-C(3); X-E; X-F; X-I; X-J; X-L; X-M; X-N(2); X-N(5); N(6); N(7); N(8); and N(9).
IV. Major Policy Discussion	
A. Outcomes-based funding in other states	No action required. Mr. David Young, Senior Director, Special Projects, Strategic Planning and Funding, introduced the panel and facilitated the discussion regarding the state of transfer in Texas and current initiatives to address the transfer and applicability of college courses to degrees. Joining Mr. Young were Ms. Martha Snyder, Director, HCM Strategists; Mr. David Tandberg, Principal Policy Analyst, SHEEO; and Mr. Steven Gentile, Associate Chief Fiscal Officer at Tennessee Higher Education Commission.
I-A. The University of Texas at Arlington's collaboration with industry	Agenda item I-A was taken out of order.

Dr. Vistasp M. Karbhari, President of the University of Texas at Arlington (UTA), provided a brief presentation on UTA's collaboration with industry. |
| **V. Recognition of Excellence** | |
| A. Odessa College – Eight-Week Terms: A Pathway to 60x30TX | No action required. Dr. Gregory Williams, President of Odessa College; Dr. Don Wood, Vice President for Institutional Effectiveness; and Ms. Valerie Jones, Vice President for Instruction presented Odessa Colleges' Eight-Week Terms: A Pathway to 60x30TX. |

AGENDA ITEM	ACTION
VI. Matters relating to *60x30TX* and Innovation in Higher Education	
A. Block Scheduling	No action required. Dr. Rex Peebles, Assistant Commissioner for Academic Quality and Workforce introduced the panel and facilitated a discussion regarding the positives and negatives of block scheduling. Joining Dr. Peebles were Dr. Cissy Matthews, Vice President of Instruction at Galveston College; and Dr. Charles Cook, Provost/Executive VP of Academic Affairs at Austin Community College
VII. Matters relating to the Full Board	
A. Consideration of adopting the Negotiated Rulemaking Committee's recommendation to the Board relating to the proposed amendments to Chapter 4, Subchapter D, Sections 4.81 – 4.85 of Board rules concerning college courses offered for dual credit by public institutions of higher education	On a motion by Mr. Steen, seconded by Mr. Raven, the Board adopted the proposed amendments concerning college courses offered for dual credit by public institutions of higher education. A copy of the Board rules as adopted may be found in the agenda materials.
B. Consideration of adopting the Negotiated Rulemaking Committee's recommendation to the Board relating to the new Chapter 4, Subchapter O, Sections 4.230 – 4.238 of Board rules concerning the Open Educational Resources Grant Program	On a motion by Mr. Raven, seconded by Mr. Anwar, the Board adopted the proposed new rules concerning the Open Educational Resources Grant Program. A copy of the Board rules as adopted may be found in the agenda materials.
C. Consideration of adopting the Negotiated Rulemaking Committee's recommendation to the Board relating to the amendments to Chapter 9, Subchapter F, Section 9.111 – 9.117 and new Section 9.118 of Board rules concerning the Public Community Colleges regarding enrollment of certain students in continuing education courses	On a motion by Mr. Steen, seconded by Mr. Raven, the Board adopted the proposed amendments concerning the Public Community Colleges regarding enrollment of certain students in continuing education courses. A copy of the Board rules as adopted may be found in the agenda materials.
VIII. Lunch	
IX. Matters Relating to the Committee on Affordability, Accountability and Planning	
A. Committee Chair's Overview	No action required. An overview of the Committee's activities was presented to the Board by Mr. Anwar, Chair of the Committee on Affordability, Accountability and Planning.

AGENDA ITEM	ACTION
B. Public Testimony on Items Relating to the Committee on Affordability, Accountability and Planning	No action required.
C. Presentation of data insight "two-pagers" related to 60x30TX completion targets on high school to college enrollment and male participation	No action required. Dr. Julie Eklund, Assistant Commissioner, Strategic Planning and Funding, provided a brief presentation and noted that the two-page data insight briefs were still in progress and would be shared with the board when finalized.
D. Consideration of adopting the staff recommendation to the Board relating to the appointment of a student representative to the Financial Aid Advisory Committee	On a motion by Ms. Acosta, seconded by Mr. Raven, the Board approved the appointment of a student representative to the Financial Aid Advisory Committee. Dr. Charles Puls, Deputy Assistant Commissioner for Student Financial Aid Programs was available to answer questions.
E. Report on facilities projects that were submitted to the Coordinating Board	No action required. Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, provided a brief update and was available to answer questions.
F. Consideration of adopting the Committee's recommendation to the Board relating to the approval of additional revised measures for the Texas Higher Education Accountability System	On a motion by Mr. Raven, seconded by Dr. Farias, the Board approved of additional revised measures for the Texas Higher Education Accountability System.
G. Report on Financial Aid Advisory Committee activities	This item was approved on the Consent Calendar.
H. Consideration of the Financial Literacy Advisory Committee's report to the Board relating to increasing financial literacy to help achieve the student debt goal of the 60x20TX plan	On a motion by Mr. Steen, seconded by Mr. Stedman, the Board approved the Financial Literacy Advisory Committee's report.

AGENDA ITEM	ACTION
I. Proposed Rules: (1) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 13, Subchapter F, Section 13.101 of Board rules, concerning authority *(General Appropriations Act, Senate Bill 1, Article III, Section 40, 85th Legislature, Regular Session)*	This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.
(2) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 4, Subchapter A, Section 4.10 of Board rules, concerning limitations on the number of courses that may be dropped under certain circumstances by undergraduate students *(Senate Bill 1782, 85th Texas Legislature, Regular Session)*	This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.
(3) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 13, Subchapter F, Sections 13.104 and 13.105 of Board rules, concerning exemptions for excess hours and limitation on formula funding for repeated hours for attempted courses *(Senate Bill 1782, 85th Texas Legislature, Regular Session)*	This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.
(4) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 21, Subchapter A, Section 21.10 of Board rules, concerning priority deadline for applying for state aid	This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.
(5) Consideration of adopting the Committee's recommendation to the Board relating to proposed repeal of Chapter 21, Subchapter A, Section 21.6 of Board rules, concerning student compliance with selective service registration	This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.
(6) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 22, Subchapter A, creating new Section 22.3 of Board rules, concerning student compliance with selective service registration, and new Section 22.4 of Board rules, concerning records retention	This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.

AGENDA ITEM	ACTION
(7) Consideration of adopting the Committee's recommendation to the Board relating to proposed repeal of Chapter 22, Subchapter F, Section 22.117 of Board rules, concerning Matching Scholarships to Retain Students in Texas *(Senate Bill 1179, 82nd Texas Legislature, Regular Session, Texas Education Code, Section 61.087(c))*	This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.
(8) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 22, Subchapter M, Sections 22.254, 22.256-22.257, 22.260, and 22.262 of Board rules, concerning the Texas Educational Opportunity Grant Program	This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.
(9) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 23, Subchapter D, Sections 23.95, 23.97, and 23.100(2) of Board rules, concerning the Loan Repayment Program for Mental Health Professionals (MRLRP) *(House Bill (HB) 3083 and HB 3808, 85th Texas Legislature, Regular Session)*	This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.

X. Matters relating to the Committee on Academic and Workforce Success	
A. Committee Chair's Overview	No action required. An overview of the Committee's activities was presented to the Board by Ms. Shepard, Chair of the Committee on Academic and Workforce Success.
B. Public Testimony on Items Relating to the Committee on Academic and Workforce Success	No action required.
C. Consideration of adopting the Committee's recommendation to the Board relating to requests for a new degree program: TEXAS TECH UNIVERSITY (1) Doctor of Philosophy (PhD) degree with a major in Exercise Physiology UNIVERSITY OF HOUSTON-CLEAR LAKE (2) Bachelor of Science (BS) degree with a major in Mechanical Engineering UNIVERSITY OF TEXAS RIO GRANDE VALLEY (3) Master of Science (MS) degree with a major in Civil Engineering	On a motion by Ms. Acosta, seconded by Mr. Steen, the Board approved the new degree program. This item was approved on the Consent Calendar. This item was approved on the Consent Calendar.

AGENDA ITEM	ACTION
UNIVERSITY OF TEXAS AT SAN ANTONIO (4) Doctor of Philosophy (PhD) degree with a major in Civil Engineering	On a motion by Mr. Steen, seconded by Mr. Raven, the Board approved the new degree program.
D. Consideration of adopting the Committee's recommendation to the Board relating to a request from Texas A&M University System to establish a University System Center (USC) in Bryan, Texas	On a motion by Mr. Stedman, seconded by Mr. Raven, the Board approved the request from Texas A&M University System.
E. Consideration of adopting the Committee's recommendation to the Board relating to courses required for the Construction Management Program of Study	This item was approved on the Consent Calendar.
F. Consideration of adopting the Committee's recommendation to the Board relating to the July 2017 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "P" through "Z")	This item was approved on the Consent Calendar.
G. Report to the Board on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)	No action required.
H. Consideration of adopting the Committee's recommendation to the Board relating to issuance of a Request for Applications for the Open Educational Resources Grant Program *(Senate Bill 810, 85th Texas Legislature, Regular Session)*	This item was approved on the Consent Calendar.
I. Consideration of adopting the Committee's recommendation to the Board relating to issuance of a Request for Applications for the Carl D. Perkins Career and Technical Education Basic Grant Program	This item was approved on the Consent Calendar.
J. Consideration of adopting the Committee's recommendation to the Board relating to issuance of a Request for Applications for the Carl D. Perkins Career and Technical Education Leadership Grant Program	This item was approved on the Consent Calendar.

AGENDA ITEM	ACTION
K. Consideration of adopting the staff recommendation to the Board relating to the 2017 report on the National Research University Fund	On a motion by Ms. Acosta, seconded by Mr. Stedman, the Board approved the 2017 National Research University Fund Report.
L. Consideration of adopting the Committee's recommendation to the Board relating to changes in the *Lower-Division Academic Course Guide Manual (ACGM)*	This item was approved on the Consent Calendar.
M. Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to: (1) Apply Texas Advisory Committee (2) Learning Technology Advisory Committee (3) Finance Field of Study Advisory Committee (4) Marketing Field of Study Advisory Committee (5) English Language and Literature Field of Study Advisory Committee (6) History Field of Study Advisory Committee (7) Political Science and Government Field of Study Advisory Committee (8) Social Work Field of Study Advisory Committee	This item was approved on the Consent Calendar.
N. Proposed Rules: (1) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 4, Subchapter C, Sections 4.53 – 4.59, and 4.62 and proposed new Section 4.63 of Board rules concerning the Texas Success Initiative *(House Bill 2223, 85th Texas Legislature, Regular Session)*	On a motion by Mr. Anwar, seconded by Mr. Steen, the Board approved the proposed amendments to Chapter 4, Subchapter C. A copy of the Board rules as adopted may be found in the agenda materials.
(2) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 6, Subchapter K, Section 6.213 of Board rules concerning eligibility requirements for the Autism Grant Program *(General Appropriations Act, Senate Bill 1, 85th Texas Legislature, Regular Session)*	This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.
(3) Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 7, Subchapter A, Sections 7.3 – 7.5, 7.7, 7.8, and 7.11 and proposed new Section 7.15 of Board rules concerning oversight of certain degree-granting colleges and universities other than Texas public institutions, and academic records maintenance, protection, and repository of last resort (Senate Bill 1781, 85th Texas Legislature, Regular Session)	On a motion by Mr. Steen, seconded by Mr. Raven, the Board approved the proposed amendments to Chapter 7. A copy of the Board rules as adopted may be found in the agenda materials.

AGENDA ITEM	ACTION
(4) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 9, Subchapter N, Sections 9.670 – 9.678 of Board rules concerning Tech-Prep Programs, Consortia, State Administration of Tech-Prep, consortium responsibilities, and evaluation of Tech-Prep programs and consortia *(Senate Bill 22, 85th Texas Legislature, Regular Session)*	On a motion by Dr. Farias, seconded by Mr. Anwar, the Board approved the proposed new Chapter 9, Subchapter N. A copy of the Board rules as adopted may be found in the agenda materials.
(5) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter X, Sections 27.561 – 27.567 of Board rules concerning the establishment of the Sociology Field of Study Advisory Committee	This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.
(6) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter Y, Sections 27.581 – 27.587 of Board rules concerning the establishment of the Economics Field of Study Advisory Committee	This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.
(7) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter Z, Sections 27.601 – 27.607 of Board rules concerning the establishment of the Mathematics Field of Study Advisory Committee	This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.
(8) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter AA, Sections 27.621 – 27.627 of Board rules concerning the establishment of the Radio and TV Field of Study Advisory Committee	This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.
(9) Consideration of adopting the Committee's recommendation to the Board relating to the proposed new Chapter 27, Subchapter BB, Sections 27.641 – 27.647 of Board rules concerning the establishment of the Management Information Systems Field of Study Advisory Committee	This item was approved on the Consent Calendar. A copy of the Board rules as adopted may be found in the agenda materials.
O. Report on institutional requests acted on by the Commissioner or Assistant Commissioner since the previous Board meeting	No action required.

AGENDA ITEM	ACTION
P. Consideration of the staff recommendation to the Board relating to the appointment of student representatives to the following committees: (1) Apply Texas Advisory Committee (2) Learning Technology Advisory Committee (3) Graduate Education Advisory Committee (4) Undergraduate Education Advisory Committee	On a motion by Dr. Farias, seconded by Ms. Acosta, the Board approved the student representative appointments.

XI. Matters relating to the Agency Operation's Committee

A. Committee Chair's Overview	No action required. An overview of the Committee's activities was presented to the Board by Mr. Steen, Chair of the Committee on Agency Operations.
B. Public Testimony on Items Relating to the Agency Operation's Committee	No action required.
C. Consideration of adopting the Committee's recommendation to the Board relating to the updated internal audit charter	On a motion by Mr. Anwar, seconded by Mr. Stedman, the Board approved the updated internal audit charter.

XI. Adjournment

With no further business, on a motion by Mr. Steen, seconded by Mr. Anwar, the meeting adjourned at approximately 2:59 p.m.

Respectfully Submitted,

John Steen
Secretary of the Board

<p style="text-align:center">**DRAFT**
TEXAS HIGHER EDUCATION COORDINATING BOARD
M I N U T E S</p>

Board Retreat Meeting
1200 East Anderson Lane, Austin, Texas
January 26, 2018

The Texas Higher Education Coordinating Board convened at 8:04 a.m. on January 26, 2018, with the following members present: Bobby Jenkins, presiding; Arcilia Acosta; Javaid Anwar; Fred Farias; Ricky Raven; Janelle Shepard; Stuart Stedman; John Steen; and Annie Jones.

AGENDA ITEM	ACTION
I. Welcoming remarks and goals for the meeting	Mr. Jenkins called the meeting of the Coordinating Board to order and discussed the goals for the meeting, which is to determine the Board's legislative priorities for the 86th Texas Legislature.
II. Discussion of and Preparation for the 86th Texas Legislative Session a. Outcomes of the 85th Texas Legislative Session b. Overview of Interim Activities c. Review of the staff's draft legislative recommendations to the Board for the 86th Legislature d. Discussion	John Wyatt, Director of External Relations, provided the Board members with an overview of the Board's key legislative recommendations from the 85th legislative session and an overview of legislative interim charges. Various Coordinating Board staff members presented the Board members with legislative recommendations for the 86th Texas Legislature. No action was taken.
III. 60x30TX Regional Communications Efforts a. Overview of Regional Outreach Tools b. Identifying Opportunities to Promote 60x30TX	Kelly Polden, Assistant Director for Communications, provided the Board members with an overview of media coverage relating to 60x30TX and other communication efforts. No action was taken.
IV. Overview of Student Internship Initiative a. The United States Hispanic Chamber of Commerce Foundation's (USHCCF) University Partnership Initiative	Ms. Arcilia Acosta provided the Board members with an overview of the initiative sponsored by the USHCCF relating to paid internships. Linda Battles, Deputy Commissioner for Agency Operations and Communications/COO, provided an overview of THECB staff contributions towards this initiative. No action was taken.
V. Closing Remarks and Discussion	Bobby Jenkins, Chairman of the Board, provided closing remarks.

With no further business, the meeting adjourned at approximately 12:18 p.m.

Respectfully Submitted,

John Steen
Secretary of the Board

TEXAS HIGHER EDUCATION COORDINATING BOARD
REGULAR QUARTERLY MEETING
DRAFT
CONSENT CALENDAR
APRIL 2018

IX. Matters relating to the Committee on Affordability, Accountability and Planning

I. Proposed Rules:

(2) Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 22, Subchapter I, Sections 22.164, 22.166 and 22.169-22.171 of Board rules, concerning the provisions for the Texas Armed Services Scholarship Program (TASSP) (House Bill 66, 85th Texas Legislature, Regular Session)

X. Matters relating to the Committee on Academic and Workforce Success

E. Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to:

(1) Economics Field of Study Advisory Committee
(3) Mathematics Field of Study Advisory Committee
(4) Radio and Television Field of Study Advisory Committee
(5) Sociology Field of Study Advisory Committee
(6) Undergraduate Education Advisory Committee

F. Consideration of adopting the Committee's recommendation to the Board relating to the guidelines for the 2018 Texas Higher Education Star Awards

G. Consideration of adopting the Committee's recommendation to the Board relating to approval to amend the contract with Texas Tech University for the Texas College and Career Readiness Standards - English/Language Arts and Mathematics Review and Revision Project to increase funding for additional activities and deliverables

H. Consideration of adopting the Committee's recommendation to the Board relating to the issuance of a Request for Proposals for the development and ongoing support of an online Pre-Assessment Activity

J. Consideration of adopting the Committee's recommendation to the Board relating to a request from The University of Texas of the Permian Basin to amend the contingencies for the Bachelor of Science in Chemical Engineering and the Bachelor of Science in Electrical Engineering degree programs, which were approved by the Board at the October 2017 meeting

XI. Matters relating to the Agency Operations Committee

C. Consideration of adopting the Committee's recommendation to the Board relating to the agency's 2018 Customer Service Report

E. Consideration of adopting the Committee's recommendation to the Board relating to amendments to Chapter 1, Subchapter E. Sections 1.114 and 1.115 of Board rules concerning the student complaint procedure

AGENDA ITEM IV-A

Regional strategies to increase the percentage of Texas public high school graduates directly enrolling in college

RECOMMENDATION: No action required

Background Information:

Major Policy Discussions are topics of interest where staff, policy experts, and/or stakeholders provide Coordinating Board members with information on higher education policy matters or initiatives that have the potential to impact Texas statewide. The Major Policy Discussion for this meeting will focus on strategies to achieve the *60x30TX* high school-to-higher education direct enrollment target of 65 percent by 2030.

National research has long shown that students who delay enrolling in college are at considerable risk of not completing a postsecondary credential, compared with their peers who enroll immediately after high school graduation (National Center for Education Statistics 2005). This is true even if the college enrollment delay is for no more than one year after graduation from high school. The Board recognized the importance of direct enrollment from high school to college when the Board adopted this as one of five associated targets to help support achieving the completion goal of *60x30TX*.

THE SECOND GOAL: COMPLETION			
Goal and Interim Benchmarks	2020	2025	2030
Increase the number of students completing a certificate, associate, bachelor's, or master's from an institution of higher education in Texas to at least...	376,000	455,000	550,000
Targets to Reach the Goal	2020	2025	2030
Increase the percentage of all Texas public high school graduates enrolling in an institution of higher education in Texas by the first fall after their high school graduation to at least...	58%	61%	65%

Like the goals of *60x30TX*, the high school-to-higher education direct enrollment target of 65 percent by 2030 is ambitious, yet achievable. Other states are losing their share of young people to demographic shifts (Western Interstate Commission for Higher Education 2017). In contrast, the younger population of Texas continues to grow and is potentially a tremendous asset to the state – if Texas can achieve this target. Thus far, the data are not trending in favor of this objective. We still have much work to do.

Percentage of high school graduates enrolling directly into college	2014	2015	2016
	54%	53%	52%

There are several efforts underway in Texas that are advancing the state toward increasing the percentage of Texas public high school graduates directly enrolling in college. Several regional and local experts have been invited to share their efforts with the Board, as has a national expert to place Texas in a wider context.

Jerel Booker, J.D., Assistant Commissioner, College Readiness and Success, will give a brief overview of the importance of high school graduates enrolling directly into college, introduce panelists, and facilitate the discussion. Panelists who have been invited to present to the Board on this topic are:

- Neal Holly, Ph.D., Assistant Director, Postsecondary and Workforce Development Institute, Education Commission of the States (National Perspective)
- Eric J. Ban, Ed.D., Executive Director, Dallas County Promise (Regional Perspective)
- William Serrata, Ph.D., President, El Paso Community College (Texas Institution of Higher Education)
- Michael Bohensky, Superintendent, San Saba Independent School District (Local Independent School District)

Baylor College of Medicine – Center for Educational Outreach

RECOMMENDATION: No action required

Background Information:

The Texas Higher Education Coordinating Board's (THECB) Recognition of Excellence is meant to showcase models of excellence within the education community and highlight the outstanding work of our education faculty and administrators, and the outstanding institutional programs around our state. The Recognition of Excellence for this meeting is Baylor College of Medicine (BCM) and its Center for Educational Outreach.

Originally founded in Dallas in 1900, BCM moved to Houston in 1943 and established itself as an institution independent from Baylor University in 1969. Now located in Houston's Texas Medical Center, it is the only private health science university in the greater Southwest. Recognized as a premier academic health science center, BCM is known for excellence in education, research, and patient care. In Fiscal Year 2016, BCM had research expenditures totaling over $572 million. *U.S. News & World Report* ranks the College 16th among the nation's top research rated medical schools, and 5th for primary care. BCM's Graduate School of Biomedical Sciences is rated in the top 10 percent nationally. The College also is home to the first National School of Tropical Medicine in North America.

BCM has a 45-year history of collaborating with and helping to improve Texas undergraduate colleges and universities, high schools, middle schools, and elementary schools. In 1972, the nation's first high school for health professions was opened as a collaboration between the College and Houston ISD. BCM remains highly committed to efforts that expand educational opportunities for all Texas students and improve their chances of completing a higher education degree. Today, through its Center for Educational Outreach, BCM's educational programs reach large audiences through teacher professional development, original curriculum materials, web-based science education resources, after school programs, and magnet school programs in science and health.

BCM's pioneering partnership with the Houston ISD led to affiliations with three South Texas school districts: South Texas ISD (Cameron, Hidalgo, and Willacy counties); United ISD (Laredo County); and Corpus Christi ISD (Nueces County). In turn, these magnet high school collaborations provided a foundation for the Premedical Honors College, an eight-year BS/MD program established in 1994 by BCM and The University of Texas Rio Grande Valley. That program is open to all high school graduates in South Texas. BCM also collaborates with the University of Houston on a similar BS/MD program that is open to graduates of the DeBakey High School for the Health Professions.

Dr. Paul Klotman, President, CEO, and Executive Dean of Baylor College of Medicine, will make a presentation on Baylor College of Medicine and its Center for Educational Outreach.

The Texas Workforce Commission: Resources, tips, and tools to build a stronger, better educated and skilled workforce

RECOMMENDATION: No action required

Background Information:

      The intent of the *60x30TX* and Innovation in Higher Education standing agenda item is to provide members of the Texas Higher Education Coordinating Board (THECB) examples of how we can innovate in higher education, get better results, and trigger the imagination and creativity of our campuses to help us achieve the goals of *60x30TX*. The focus of the presentation for this meeting is the Texas Workforce Commission: resources, tips, and tools to build a stronger, better educated and skilled workforce.

      The presentation will include brief overviews of Texas Labor Analysis, a workforce supply and demand tool recently launched by TWC; TRACER2, the workforce statistics system currently undergoing a major update; and Sites on Texas, which focuses on workforce and demographic information. All three applications can provide valuable information for planning, evaluation and other analytics.

      Doyle Fuchs, Director, Labor Market and Career Information, Texas Workforce Commission, will provide a presentation and be available to answer questions.

<u>AGENDA ITEM IX-A</u>

<u>Committee Chair's Overview</u>

     Mr. S. Javaid Anwar, Chair of the Committee on Affordability, Accountability and Planning, will provide the Board an overview of the items on the agenda.

Public Testimony on Items Relating to the Committee on Affordability, Accountability and Planning

RECOMMENDATION: No action required

Background Information:

PUBLIC TESTIMONY: The presiding chair shall designate whether public testimony will be taken at the beginning of the meeting, at the time the related item is taken up by the Board after staff has presented the item, or any other time as determined by the presiding chair.

Consideration of adopting the Committee's recommendation to the Board relating to funding formulas for use by the Governor and the Legislative Budget Board in making appropriations recommendations to the appropriate Legislative Committees

RECOMMENDATION: Approval

Background Information:

Every two years the Coordinating Board is required to make recommendations to the Governor and Legislative Budget Board regarding formula funding appropriations for public higher education institutions in Texas. These recommendations must be provided by June 1, 2018. Staff will present an overview of each funding methodology.

1.   Consideration of funding formulas for two-year community colleges and state colleges
   - Committee on Affordability, Accountability and Planning (CAAP) Recommendations
   - Differences between CAAP and Formula Advisory Committee (FAC) Recommendations

2.   Consideration of funding formulas for Texas State Technical Colleges
   - CAAP Recommendations
   - Differences between CAAP and FAC Recommendations

3.   Consideration of funding formulas for general academic institutions
   - CAAP Recommendations
   - Differences between CAAP and FAC Recommendations

4.   Consideration of funding formulas for health-related institutions
   - CAAP Recommendations
   - Differences between CAAP and FAC Recommendations

Formula Advisory Committee chairs will present their recommendations to the Board.

Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, and Mr. David Young, Senior Director of Funding, Strategic Planning and Funding, will present the Committee's recommendations and be available to answer questions.

Consideration of adopting the Committee's recommendation to the Board relating to the annual report about the financial condition of the state's community college districts *(General Appropriations Act, Senate Bill 1, 85th Texas Legislature, Regular Session, Rider 12, III-216)*

RECOMMENDATION: Approval

Background:

An annual report about the financial condition of the state's community colleges is required as referenced in the General Appropriations Act, Senate Bill 1, 85th Texas Legislature, Rider 12 (page III-216). The rider states:

"Each community college shall provide to the Texas Higher Education Coordinating Board financial data related to the operation of each community college using the specific content and format prescribed by the Coordinating Board. Each community college shall provide the report no later than January 1st of each year. The Coordinating Board shall provide an annual report due on May 1 to the Legislative Budget Board and Governor's Office about the financial condition of the state's community college districts."

The objective of this report is to provide an assessment of the overall financial health of public community colleges and to identify institutions in which the potential for financial stress exists. The analysis included is intended to be a broad financial evaluation. Other key performance indicators must be taken into account to gain a more robust and complete understanding of institutional strength. This analysis is not intended for peer group comparisons or for benchmarking purposes.

A draft report was provided to the community colleges, with a response due by March 2, 2018. No comments were received from community colleges.
A draft report will be sent under separate cover.

Dr. Julie Eklund, Assistant Commissioner, Strategic Planning and Funding, is available to answer questions.

Report on data highlight: 60x30 Educated Population: National and International Comparisons

RECOMMENDATION: No action required

Background Information:

The 60x30 Educated Population Goal is a cornerstone of the state's *60x30TX* higher education plan. To reach the goal, by 2030, at least 60 percent of Texans ages 25-34 must hold a postsecondary degree or certificate. Increasing the educational level of the young adult population will help Texas become more nationally and globally competitive. This presentation will provide updated data on how Texas compares to other states and nations for this important measure.

Dr. Jenna Cullinane Hege, Deputy Assistant Commissioner for Strategic Planning, will present this item and be available to answer questions.

<u>AGENDA ITEM IX-F</u>

<u>Consideration of the staff's recommendation to the Board relating to approval of the pilot study report on community college financial reporting by campus</u> *(Senate Bill 719, 85th Legislature, Regular Session)*

RECOMMENDATION: No action required

Background Information:

Senate Bill 719, 85th Legislature, Regular Session, requires the Coordinating Board, in consultation with public junior college districts, to identify five community college districts representative of all the public community college districts with two selected from among the largest community college districts, and representative as well of the geographic diversity of this state, for the purpose of implementing a pilot program to develop and recommend minimum reporting language for financial and instructional cost information, including information relating to instruction of persons with intellectual and developmental disabilities. In identifying the five community college districts, Board staff collaborated with the Texas Association of Community Colleges (TACC). The five colleges identified for the pilot study are as follows: Austin Community College, San Jacinto College, North Central Texas College, McLennan Community College, and Howard College.

In consultation with the Legislative Budget Board (LBB), the community college districts participating in the program studied best practices for the reporting of revenue and costs allocated across the districts and the practicability of disaggregating financial and instructional cost information by instructional site within a community college district. The report identifies the best approaches for campus and/or instructional site-specific financial reporting. The Coordinating Board and the participating community college districts will provide the report to the LBB by June 1, 2018, including the best practices in reporting, methodologies in reporting, and a template for reporting.

Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, and representatives from the TACC's SB 719 Work Group will present this item and will be available to answer questions.

Report on facilities projects that were submitted to the Coordinating Board

RECOMMENDATION: No action required

Background Information:

Senate Bill 215, 83rd Texas Legislature, Regular Session, shifted the authority to approve capital projects from the Texas Higher Education Coordinating Board (THECB) to the Boards of Regents. However, it requires that institutions continue to report projects to the Board and that THECB staff continue to review facilities projects. Additional information is provided for projects that do not meet one or more standards. The Board must submit a report to the governor, lieutenant governor, speaker of the house, and Legislative Budget Board on all projects that do not meet standards.

Dr. Julie Eklund, Assistant Commissioner for Strategic Planning and Funding, will present this item and will be available to answer questions.

Reviewed Projects

Institution Project Name	Project Cost	Standard Met Yes/No			
		Space Usage	Space Need	Cost	Building Efficiency
The University of Texas Medical Branch at Galveston *Renovate John Sealy Hospital Modernization II and Facade*	$136,300,000	NA[1]	Yes	No	Yes
Texas A&M Health Science Center (TRB) *Construct Medical Research and Education Building 2*	$103,800,000	NA[1]	Yes	Yes	Yes
Texas A&M University Engineering Experiment Station *Construct Center for Infrastructure Renewal*	$80,851,000	NA[1]	Yes	Yes	Yes
Texas A&M International University *Renovate Energy Savings Performance Contract*	$9,777,563	NA	Yes	NA	NA
The University of Texas Rio Grande Valley *Purchase Burger King Property*	$1,250,000	NA[2]	Yes	Yes	NA[2]
The University of Texas Rio Grande Valley *Purchase Former Army Reserve Property*	$1,110,000	NA[2]	Yes	Yes	NA[2]

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[1] The standard for Space Usage Efficiency is not calculated for health-related institutions or agencies of the Texas A&M University System.
[2] Space Usage and Building Efficiency are not applicable to improved property purchases.

Project Type	Space Usage	Space Need	Cost	Building Efficiency
New Construction and Addition	Space Usage Efficiency (SUE) score of: • 75 points in the classroom score for classroom type facilities • 75 points in the class laboratory score for lab type facilities • 150 points overall for all others	Does not create nor add to a surplus as predicted in the space projection model	Does not exceed the annually published cost standard	The ratio of net assignable square feet (NASF) to gross square feet (GSF) shall not exceed: • Classroom and general – 0.60 • Office – 0.65 • Clinical, diagnostic support labs, and technical research – 0.50 For parking structures: • Automobile – 400 SF per space • Boathouses – 500 SF per space • Airplanes – 3,000 SF per space
Repair and Renovation (including repairs and renovations as part of a real property purchase)	Not applicable	Does not create nor add to a surplus as predicted in the space projection model	Does not exceed the annually published cost standard	Does not reduce existing ratio of NASF to GSF more than ten percent
Real Property Purchases	Not applicable	Does not create nor add to a surplus as predicted in the space projection model	Should not exceed the higher of two appraisals. If the cost exceeds this amount, institution must demonstrate the need to purchase at the higher price	Not applicable

<u>AGENDA ITEM IX-H</u>

<u>Consideration of adopting the Committee's recommendation to the Board relating to the Coordinating Board's Legislative Priorities for the 86th Texas Legislature</u>

RECOMMENDATION: Approval

Background Information:

The 86th Texas Legislature will convene on January 9, 2018. This will be the second Texas legislative session held during the timeframe of *60x30TX*, and the actions taken by this Legislature will be crucial for making progress toward achieving its long-range goals.

Based on the Board's initial direction, the External Relations staff has been working with stakeholders to develop and refine higher education policy recommendations for consideration by the next Legislature. The Board will consider these final recommendations, which if adopted, will be discussed with legislative and statewide officeholders in advance of the 86th Legislature.

Mr. John Wyatt, Director for External Relations, will provide an overview of the staff legislative recommendations and be available to answer questions.

Consideration of adopting the Committee's recommendation to the Board relating to proposed new Subchapter C, Sections 21.45 – 21.49, of Chapter 21 of Board rules concerning student indebtedness *(Senate Bill 887, 85th Texas Legislature, Regular Session).*

RECOMMENDATION: Approval

Background Information:

New Subchapter C, Sections 21.45-21.49 add provisions enacted by Senate Bill 887, 85th Texas Legislature, Regular Session which provide guidelines and criteria for student debt disclosure letters.

Dr. Ginger Gossman, Senior Director, Innovation and Policy Development, will present this item and be available to answer questions.

Date approved by the Commissioner for publication in the *Texas Register*: February 5, 2018.

Date Published in the *Texas Register*: February 16, 2018.

The 30-day comment period with the *Texas Register* ended on March 18, 2018.

Summary of comments are received:

Comment: This is the first of four comments received from the University of Texas (UT) at Austin. We believe implementation of the proposed rule will have an indeterminate fiscal impact. There are costs associated in terms of IT resources and staff time for the colleges and universities responsible for setting up the disclosures, researching loan terms to determine payoff amounts and monthly repayment amounts, and monitoring that the annual notifications are sent.

THECB Staff Response: LBB analyses determined there would not be a cost to the state to implement this statute. However, staff recognize there may be costs to institutions as they implement this statute, if they are not already disclosing education loan indebtedness to their students. Staff assume institutions of higher education will adapt current infrastructure and systems to report debt information to students in a way that will minimize costs. **No change to the rule was made.**

Comment: This is the second of four comments received from the University of Texas (UT) at Austin. In section 21.49c, the proposed rule requires an estimate of the total payoff amount for education loans, or a range for that amount, including principal and interest for minimally, a 10-year repayment plan. We believe it will be difficult to accurately ascertain an estimate of the total payoff amount including principal and interest. For example, interest rates on direct loans change every year so this must be taken into account. If a student has borrowed a private loan that is certified by the university, we will have a record of the amount, but not necessarily the terms of the loan; interest rates and capitalization frequently vary among

private lenders. The rule could be more permissive and affirmatively allow universities to publish varying debt amounts and estimated payoffs.

THECB Staff Response: SB 887 legislation requires institutions of higher education to provide students with an estimate of their indebtedness, including principal and interest. Further, SB 887 indicates that affected institutions of higher education include information that distills why estimates may not be wholly accurate. This section provides an opportunity for institutions to explain to students how it calculates total payoff and interest (i.e., treat all loans the same even if they have different interest rates and repayment plans), and explain how students can improve the accuracy of these estimates. Staff recognize that institutions may not know the terms of other or private loans, and that providing estimates based on a 10-year repayment plan may be challenging. Staff feel the language in the rules provides institutions the flexibility needed to develop standard approaches for informing students of their estimated other or private loan indebtedness. **No change to the rule was made.**

Comment: This is the third of four comments received from the University of Texas (UT) at Austin. In section 21.49d, the proposed rule requires an estimate of the monthly repayment amount, including principal and interest for minimally, a 10-year repayment plan. We believe it may be difficult to determine a monthly repayment estimate as well. While the U.S. Department of Education already has a repayment estimator, it allows students to input specific federal and private loan information. This is likely much more helpful than a general estimate provided by universities. The rule could allow schools to reference that tool in lieu of or in addition to the information required in this section.

THECB Staff Response: The legislative intent of the disclosure is that it serve as a "one-stop shop" for debt information. The USDE repayment estimator alone would not serve that purpose because it requires an additional step beyond the electronic communication. However, institutions are welcome to reference the USDE repayment estimator in addition to providing the required estimates. **No change to the rule was made.**

Comment: This is the final comment received from the University of Texas (UT) at Austin. Section 21.49e requires student loan debt disclosures to be sent electronically in a way that complies with FERPA and the institution's privacy standards. We believe the section should allow for universities to notify the student via email that the information is available for viewing on a secure portal.

THECB Staff Response: Staff agree that an electronic communication directing students to a secure portal complies with the statute, provided the secure portal includes all required elements and complies with the aforementioned rule for privacy standards. The rules do not strictly define the meaning of "electronic communication" in order to afford institutions flexibility in how they disclose information about student indebtedness. **No change to the rule was made.**

Comment: This is the first of two comments received from Panhandle-Plains Management & Servicing Corporation. A similar comment was received from University of Houston-Clear Lake. Based on our review of SB 887 it appears to us that Section 52.335(b)(1) identifies the type of education loans that should be included in the debt disclosures. This section appears to

indicate the institution shall provide to the student in an electronic communication an estimate of the total amount of state and federal education loans incurred by the student. This in our opinion suggests only state and federal education loans and would not include any alternative or private loans the student may receive.
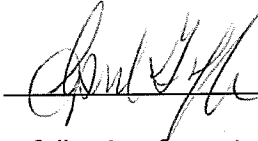
THECB Staff Response: Staff understanding of the spirit of the law is that it is intended to provide students with the most complete picture of their indebtedness, based on information that is available to institutions. The legislation at least allows for, if not indeed calls for, including other (private) loan information in the student loan debt disclosure. Texas Education Code 52.335 (b)(1) does specify state and federal loans, and this subdivision is referenced in (b)(2) and (b)(3). However, subdivision (c)(2) requires inclusion of education loan debt that an educational institution may reasonably collect from its own records, which would include private loans certified by the institution. We have amended 21.49(b) to read, "Student loan debt disclosures must include an estimate of the unpaid amount of state, federal, _and_ other if known _and reasonably available_ to the institution, education loans obtained by the student. The types of education loans must be identified for each total included." "Reasonably available" was added to reiterate 52.335 (c)(2) that "other" loan information must be available to institutions in order for them to disclose that debt information in the electronic communication.

Comment: This is the second of two comments received from Panhandle-Plains Management & Servicing Corporation. A portion of Section 21.49(a) indicates the debt disclosure must be based on information that the participating higher educational institution receives or otherwise obtains from NSLDS. Our knowledge of NSLDS indicates the institution would not receive information from NSLDS and would not be able to obtain information from NSLDS for currently enrolled students with outstanding education loan debt. We have contacted NSLDS and they indicated there is no standard report that could be requested that would provide a listing of students that are currently enrolled with outstanding educational loan debt. We believe the removal of the words "must be" and replace with the wording in SB 887 Section 52.335(c) would clarify the requirement. In addition to be consistent within the rules we would recommend changes to Section 21.49(b) concerning the types of loans used in the disclosure as mentioned in our comment for Section 21.46. We would also recommend changes to Section 21.49(d) to be consistent with other areas of the proposed rule.

THECB Staff Response: Institutions of higher education receive borrower-level data from the United States Department of Education for enrolled students who have completed a Free Application for Federal Student Aid (FAFSA). Institutions can obtain borrower-level data through the Institutional Student Information Record (ISIR), which includes both FAFSA and NSLDS data. Staff have amended 21.49(a) to remove "must be" and to include the following statement, "Student loan debt disclosures _are required to include_ education loan debt information that the participating higher educational institution receives or otherwise obtains from the United States Department of Education's central database for student aid, currently known as the National Student Loan Data System, _which is shared with institutions through the Institutional Student Information Record (ISIR),_ as well as information that the institution may reasonably collect from its own records." Staff have also amended Section 21.49(d) to be consistent with 21.49(c). Staff disagree with the change suggested in 21.49(b) to change "must" to "shall," as "shall" may be interpreted as optional. The estimate delineated in 21.49(b) is statutorily required.

Legal Review:

Approved by the Office of General Counsel _____ Date: _4/9/18_

The amendments have been prepared in the following format:
- New language is in lowercase, underlined, and shaded.
- Deleted language is bracketed and struck through.
- When new language replaces deleted language, the new language precedes the deleted language.

CHAPTER 21 STUDENT SERVICES
SUBCHAPTER C STUDENT INDEBTEDNESS

Sections
21.45. Authority and Purpose.
21.46. Student Loan Debt Disclosure Annual Notification; Effective Date.
21.47. Definitions.
21.48. Student Loan Debt Disclosure Procedure.
21.49. Student Loan Debt Disclosure Required Elements.

21.45. Authority and Purpose.

(a)   Authority. Authority for this section is provided in the Texas Education Code, Chapter 52, Subchapter C. These rules establish procedures to administer the required loan debt disclosure as prescribed in Texas Education Code, §52.335.

(b)   Purpose. The purpose of required loan debt disclosure is to provide students with timely information on their education loan debt so they can make informed decisions about their student loan borrowing.

21.46. Student Loan Debt Disclosure Annual Notification; Effective Date.

(a)   Overview. At least annually, and in an electronic format, participating higher educational institutions that enroll one or more students receiving state financial aid administered by the Texas Higher Education Coordinating Board and that receive education loan information for a student enrolled at the institution, must provide to that student certain estimates regarding the student's education loan obligations.

(b)   Effective Date. These rules are effective beginning with the 2018-2019 academic year.

21.47. Definitions.

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise:

(1)   Participating higher educational institution - a public or private nonprofit institution of higher education, including a junior college, accredited by a recognized accrediting agency as defined by Section 61.003, or a regional education service center or other entity that offers an alternative educator certification program approved by the State Board for Educator Certification, that:
        (A)   is located in this state, and
        (B)   complies with the provisions of Texas Education Code Chapter 52 and the rules of the Coordinating Board.

    (2)   Student - An individual who is currently enrolled as a student at a participating higher educational institution who has a balance on one or more student loans, and whose debt records are obtained by the institution where he or she is enrolled.

    (3)   Student Loan Debt - Outstanding loans incurred by a student to assist in covering the student's cost of education, for which the participating higher educational institution has a record.

    (4)   Education Loans - Student loan debt.

21.48. Student Loan Debt Disclosure Procedure.

At least annually, a participating higher educational institution shall provide a student loan debt disclosure, as more fully defined in subsection 21.49 below, to every student who has a balance on one or more student loans, and whose debt records are received by the participating higher educational institution where he or she is enrolled. If the participating higher educational institution has a record of unpaid student loan debt, a disclosure must be provided to that student.

21.49. Student Loan Debt Disclosure Required Elements.

a. Student loan debt disclosures are required to include education loan debt information that the participating higher educational institution receives or otherwise obtains from the United States Department of Education's central database for student aid, currently known as the National Student Loan Data System, which is shared with institutions through the Institutional Student Information Record (ISIR), as well as information that the institution may reasonably collect from its own records.

b. Student loan debt disclosures must include an estimate of the unpaid amount of state, federal, and other if known and reasonably available to the institution, education loans obtained by the student. The types of education loans must be identified for each total included.

c. Student loan debt disclosures must include an estimate of the total payoff amount for education loans, or a range for that amount, including principal and interest. At a minimum, institutions shall provide this information based on a 10-year repayment plan.

d. Student loan debt disclosures must include an estimate of the monthly repayment amount that the student may incur for the repayment of the education loans, including principal and interest. At a minimum, institutions shall provide this information based on a 10-year repayment plan.

e. Student loan debt disclosures must be sent electronically in a manner that complies with the Family Educational Rights and Privacy Act (20 U.S.C. §1232g; 34 CFR Part 99) and the participating higher educational institution's privacy standards.

f. The electronic communication of the student loan debt must explain the following:

1. the disclosure may not be a complete and official record of the student's unpaid education loan debt;
2. why the disclosure may not be complete or accurate, including an explanation that for a transfer student, the institution's estimates regarding state loans reflect only state loans incurred by the student for attendance at the current institution, and not prior institutions; and
3. that the institution's estimates are general in nature and are not intended as a guarantee or promise.

Consideration of adopting the Committee's recommendation to the Board relating to proposed amendments to Chapter 22, Subchapter I, Sections 22.164, 22.166 and 22.169-22.171 of Board rules, concerning the provisions for the Texas Armed Services Scholarship Program (TASSP) *(House Bill 66, 85th Texas Legislature, Regular Session)*

RECOMMENDATION: Approval

Background Information:

      The intent of the amendments is to incorporate into existing rules new provisions enacted by House Bill 66, 85th Texas Legislature, Regular Session.

      Specifically, the amendments to Section 22.164 add definitions for the terms, "Award" and "Contract to serve," for clarification. The amendment in Section 22.166 (f) allows for the appointment of another eligible student if the initial appointee fails to maintain eligibility for a continuation award. The amendment in Section 22.169 (1) reassigns responsibility for defining satisfactory academic progress (SAP) requirements from the institutions of higher education to the Coordinating Board. Under this provision, a student is required to complete at least 24 semester credit hours in the student's most recent academic year and maintain an overall grade point average of at least 2.5 on a four-point scale or its equivalent, for all coursework attempted. These new provisions take effect September 1, 2018.

      The amendments to Section 22.170 (a)(1) and (2) add the section numbers relating to SAP requirements and the written agreement outlining the conditions to which every recipient must agree. The amendment in (b) lists the consequences for recipients who fail to meet the requirements for continued eligibility.

      The amendment to Section 22.171(a) adds the section number describing the conditions that must be met for continued award eligibility.

      Dr. Charles W. Puls, Deputy Assistant Commissioner for Student Financial Aid Programs, will be available to answer questions.

Date approved by the Commissioner for publication in the *Texas Register*: February 5, 2018.
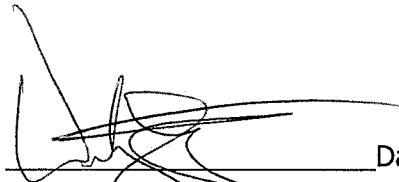
Date published in the *Texas Register*: February 16, 2018

The 30-day comment period with the *Texas Register* ended on March 18, 2018.

No comments were received.

Legal Review:

Approval by the Office of General Counsel _____ Date 4/10/18

The amendments have been prepared in the following format:
- New language is in lowercase, underlined, and shaded.
- Deleted language is bracketed and struck through.
- When new language replaces deleted language, the new language precedes the deleted language.

CHAPTER 22. STUDENT FINANCIAL AID PROGRAMS
SUBCHAPTER I. TEXAS ARMED SERVICES SCHOLARSHIP PROGRAM

22.163.   Authority and Purpose.

(a)   Authority. Authority for this subchapter is provided in the Texas Education Code, Subchapter FF, Texas Armed Services Scholarship Program. These rules establish procedures to administer the subchapter as prescribed in the Texas Education Code, §§61.9771 - 61.9776.

(b)   Purpose. The purpose of the Texas Armed Services Scholarship Program is to encourage students to become members of the Texas Army National Guard, the Texas Air National Guard, the Texas State Guard, the United States Coast Guard, or the United States Merchant Marine, or to become commissioned officers in any branch of the armed services of the United States.

22.164.   Definitions.

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise:

(1)   Award – the amount of a scholarship in an academic year, which may be comprised of multiple disbursements.

(2)   [(1)] Board--The Texas Higher Education Coordinating Board.

(3)   [(2)] Institution of Higher Education--As defined in Texas Education Code, §61.003(8), and private or independent institutions of higher education as defined in Texas Education Code, §61.003(15).

(4)   [(3)] Commissioner--The Commissioner of Higher Education.

(5)   Contract to serve – a legally-binding agreement between the recipient

and the armed services of the United States, prescribing the terms of the military commitment to which the recipient is obligated to serve.

(6)   [(4)] Loan--A Texas Armed Services Scholarship that has become a loan because the conditions of the scholarship agreement have not been met.

(7)   [(5)] Recipient--A person who has received a Texas Armed Services Scholarship.

22.165.   Award Amount.

(a)   The amount of a conditional Texas Armed Services Scholarship in an academic year shall not exceed $15,000.

(b)   A scholarship awarded to a student under this subchapter shall be reduced for an academic year by the amount by which the full amount of the scholarship plus the total amount to be paid to the student for being under contract with one of the branches of the armed services of the United States exceeds the student's total cost of attendance for that academic year at the public or private institution of higher education in which the student is enrolled.

(c)   A student may receive a scholarship for four of the six years allowed for graduation.

22.166.   Requirements for Appointment by Elected Officials.

(a)   Each year the governor and the lieutenant governor may each appoint two students and two alternates, and each state senator and each state representative may appoint one student and one alternate to receive an initial conditional Texas Armed Services Scholarship.

(b)   Appointments must be reported to the Board by the deadline established by the Commissioner.

(c)   A selected student must meet two of the following four academic criteria at the time of application:

(1)   Is on track to graduate high school or graduated with the Distinguished Achievement Program (DAP) or the International Baccalaureate Program (IB);

(2)   Has a current high school GPA of 3.0 or higher or graduated with a high school GPA of 3.0 or higher;

(3)   Achieved a college readiness score on the SAT or ACT;

(4)   Is currently ranked in the top one-third of the prospective high school

graduating class or graduated in the top one-third of the high school graduating class.

(d)   A non-freshman student applying for an initial award must meet the requirements set forth in Section 22.169 (1) and (3) of this title (relating to Eligibility for Continued Awards).

(e)   If a student appointed to receive a scholarship fails to initially meet eligibility or fails to meet the requirements to initially receive the scholarship, the Board must notify the alternate on file of his or her nomination.

(f)   Effective September 1, 2018, if a student appointed to receive a scholarship fails to maintain eligibility or otherwise meet the requirements for a continuing award under Section 22.169 of subchapter (relating to Eligibility for Continued Awards), beginning with the academic year following the determination, the appointing official may appoint another eligible student to receive any available funds designated for the student who no longer meets the requirements for the scholarship.

22.167.   Initial Award Eligibility and Agreement Requirements.

To receive an initial conditional scholarship award through the Texas Armed Services Scholarship Program, a selected student must:

(1)   Be enrolled in a Texas public or private institution of higher education, as certified by the institution;

(2)   Enroll in and be a member in good standing of a Reserve Officers' Training Corps (ROTC) program or another undergraduate officer commissioning program while enrolled in the institution, as certified by the institution; and

(3)   Enter into a written agreement with the Board agreeing to:

(A)   Complete four years of ROTC training, or the equivalent of four years of ROTC training if the institution awards ROTC credit for prior service in any branch of the U.S. Armed Services or the Texas Army National Guard, Texas Air National Guard, Texas State Guard, United States Coast Guard, or United States Merchant Marine, or another undergraduate officer commissioning program;

(B)   Graduate no later than six years after the date the student first enrolls in a Texas public or private institution of higher education after having received a high school diploma or a General Educational Diploma or its equivalent;

(C)   No later than six months after graduation, enter into and provide the Board with verification of:

(i)   A four-year commitment to be a member of the Texas

Army National Guard, Texas Air National Guard, Texas State Guard, United States Coast Guard, or United States Merchant Marine; or

(ii)   A contract to serve as a commissioned officer in any branch of the armed services of the United States;

(D)   Meet the physical examination requirements and all other prescreening requirements of the Texas Army National Guard, Texas Air National Guard, Texas State Guard, United States Coast Guard, or United States Merchant Marine, or the branch of the armed services with which the student enters into a contract; and

(E)   Repay the scholarship according to the terms of the promissory note if the student fails to meet the requirements described in Section 22.170 of this title (relating to Conversion of the Scholarship to a Loan).

22.168.   Promissory Note.

The Board shall require a person who receives a scholarship to sign a promissory note acknowledging the conditional nature of the scholarship and promising to repay the amount of the scholarship plus applicable interest, late charges, and any collection costs, including attorneys' fees, if the person fails to meet the conditions of the scholarship.

22.169.   Eligibility for Continued Awards.

To continue to receive an annual conditional Texas Armed Services Program Scholarship, the student must:

(1)   Maintain satisfactory academic progress as determined by the institution of higher education in which the student is enrolled; Effective September 1, 2018, the student must maintain satisfactory academic progress as defined by the Board:

(A)   complete at least 24 semester credit hours in his or her most recent academic year; and

(B)   maintain an overall grade point average of at least 2.5 on a four point scale or its equivalent, for all coursework attempted at an institution or private or independent institution.

(2)   Continue to be a member of a Reserve Officers' Training Corps (ROTC) program or another undergraduate officer commissioning program; and

(3)   Not have earned a baccalaureate degree or a cumulative total of 150 credit hours, including transferred hours, as verified by the recipients' institution of higher education.

22.170.   Conversion of the Scholarship to a Loan.

(a)   A scholarship will become a loan if the recipient:

        (1)   Fails to maintain satisfactory academic progress as described in Section 22.169 of this subchapter, or as required by the institution's ROTC or another undergraduate officer commissioning program for continued participation in that program;

        (2)   Fails to fulfill any of the terms of the Texas Armed Services Scholarship agreement as described in Section 22.167(3) of this subchapter (relating to Initial Award Eligibility and Agreement Requirements); or

        (3)   Fails to fulfill one of the following:

                (A)   a four-year commitment to be a member of the Texas Army National Guard, Texas Air National Guard, Texas State Guard, United States Coast Guard, or United States Merchant Marine; or

                (B)   a contract to serve as a commissioned officer in any branch of the armed services of the United States.

        (b)   If a scholarship recipient fails to meet any of the conditions for continued eligibility, the recipient:

                (1)   cannot regain award eligibility in a subsequent academic year;

                (2)   loses eligibility to receive any future awards; and

                (3)   loses eligibility to have his or her existing loans forgiven.

        (c)   [(b)] If a scholarship recipient requires a temporary leave of absence from the institution and/or the ROTC or another undergraduate officer commissioning program for personal reasons or to provide service for the Texas Army National Guard, Texas Air National Guard, Texas State Guard, United States Coast Guard, or United States Merchant Marine for fewer than twelve months, the Board may agree to not convert the scholarship to a loan during that time.

        (d)   [(c)] If a recipient is required to provide more than twelve months of service in the Texas Army National Guard, Texas Air National Guard, Texas State Guard, United States Coast Guard, or United States Merchant Marine as a result of a national emergency, the Board shall grant that recipient additional time to meet the graduation and service requirements specified in the Texas Armed Services Scholarship agreement.

22.171.   Repayment of Loans.

(a)   A Texas Armed Services Scholarship is considered a loan on the date the

recipient fails to meet the conditions of the scholarship as described in Sections 22.169 of this subchapter (relating to Eligibility for Continued Awards) and Section 22.170 of this subchapter (relating to Conversion of the Scholarship to a Loan); the loan amount must be repaid, plus interest accrued.

(b)   The interest rate charged on the Texas Armed Services Loans shall be the same rate charged for a College Access Loan at the time the funds were disbursed. Interest shall begin to accrue on the date the scholarship is converted to a loan.

(c)   The total amount of principal, interest, late charges, and any costs of collection that accrue over the life of the loans are to be repaid in installments over a period of not more than 15 years after the date the scholarship becomes a loan.

(d)   A recipient shall begin making payments six months after the date the scholarship becomes a loan.

(e)   The minimum monthly payment amount required by any repayment plan is $100, or an amount required to repay the loan within 15 years, whichever is greater.

(f)   A charge of 5 percent of the scheduled monthly payment amount or five dollars ($5), whichever is less, shall be assessed if the past due amount is not received within 20 days of the scheduled due date. These charges shall be collected for late payment of all sums due and payable and shall be taken out of the next payment received by the Board.

(g)   In the case of delinquent accounts, the Commissioner may authorize the assessment of charges to cover costs necessary to collect the loan.

(h)   An education deferment is available to any recipient whose loan is not in a default status and who provides the Board documentation of enrollment as at least a half-time student.

(i)   The Commissioner may grant periods of forbearance in the form of postponed or reduced payments for unusual financial hardship if the Board receives a written request stating the circumstances that merit such consideration.

22.172.   Enforcement of Collection.

(a)   When a scholarship recipient fails to make as many as five monthly payments due in accordance with the established repayment schedule for a scholarship which has become a loan, the entire unpaid balance shall become due and payable immediately.

(b)   When as many as six payments have been missed, the loan(s) will be considered to be in default, and the Office of the Attorney General, at the request of the Commissioner, may file suit for the unpaid balance plus court costs and attorneys' fees.

(c)   The institution of higher education may not release an official certified copy of the official records of a scholarship recipient, nor may any recipient re-register for classes

at the institution if Board reports made available to the institution state that the loan is in a delinquent status. The Commissioner must approve exceptions to this requirement in advance of the institution's release of an official certified copy of the records or of the recipient's re-registration.

(d)   The Board shall notify the Comptroller of Public Accounts when a recipient's loan has become 90 days or more past due, resulting in the non-issuance of certain state warrants.

22.173.   Exemption and Cancellation.

(a)   The recipient shall be exempt from the requirement to repay the Texas Armed Services loan if the person is unable to meet the obligations of the agreement solely as a result of physical inability and provides a physician's certification and/or other appropriate documentation to the satisfaction of the Board.

(b)   The Board shall cancel a recipient's loan upon the death of the recipient unless the debt was reduced to judgment before the death occurred.

(c)   The Board may cancel a recipient's service and/or repayment obligation if funding for the Texas Armed Services Scholarship program is discontinued while the recipient continues to meet eligibility requirements.

Committee Chair's Overview

  Fred Farias III, O.D., Chair of the Committee on Academic and Workforce Success, will provide the Board an overview of the items on the agenda.

Public Testimony on Items Relating to the Committee on Academic and Workforce Success

RECOMMENDATION: No action required

Background Information:

      PUBLIC TESTIMONY: The presiding chair shall designate whether public testimony will be taken at the beginning of the meeting, at the time the related item is taken up by the Board after staff has presented the item, or any other item as determined by the presiding chair.

Consideration of adopting the Committee's recommendation to the Board relating to the request from Texas Tech University for a Doctor of Philosophy (PhD) degree with a major in Music Education

RECOMMENDATION: Approval, with contingencies

Rationale:

The proposed PhD program would be offered face-to-face on Texas Tech University's (TTU) main campus in Lubbock and prepare students for professional and academic careers in Music Education. The proposed program would require 60 semester credit hours and would begin enrolling students in spring 2019. Students would design and conduct research, develop teacher preparation skills, and complete a dissertation in the proposed program. The proposed curriculum would focus on pedagogy of music teacher preparation and build on TTU's master's program in Music Education.

Graduates of the proposed program would address a workforce need for music educators and faculty members. The Bureau of Labor Statistics projects an 11 percent increase nationally, and the Texas Workforce Commission projects a 20 percent increase in Texas, from 2014 to 2024 for music educator roles requiring a bachelor's degree at minimum. These estimates do not include the anticipated increase in faculty roles that will require doctoral-level training.

The proposed program would build on the success of the institution's Doctor of Philosophy (PhD) in Fine Arts, which is an interdisciplinary degree with music, visual art, theatre & dance, and philosophy components, and the Doctor of Musical Arts (DMA) in Music, which is a professional practice program that emphasizes the creation or performance of musical works. The proposed program would distinguish itself from the PhD in Fine Arts and DMA in Music programs by developing the focus areas of music education, pedagogy, and research. As a unique and distinct program, the PhD in Music Education would allow students to gain depth in their discipline and be competitive applicants for faculty positions at colleges and universities.

TTU's core faculty has a headcount of seven and a full-time equivalent (FTE) of four.

Contingencies:

The institution will submit five Annual Progress Reports confirming institutional commitments and assessing the progress of program implementation.

Texas Tech University *(Accountability Peer Group: Emerging Research University)*

Completion Measures		Institution	State
Graduate	Master's 5-Year Graduation Rate	85.3%	75.4%
	Doctoral 10-Year Graduation Rate	57.0%	61.9%
Status of Recently Approved Doctoral Programs	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years:	Yes **_No_** N/A	
	Recently Approved Doctoral Programs: Educational Leadership (PhD, 2014) enrollment is 22 below projected (projected 29, enrolled 7; recruitment of second cohort was delayed to January 2018)		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years:	**_Yes_** No N/A	

Proposed Program:
The proposed program would be offered face-to-face on the main campus in Lubbock. The proposed program would require 60 semester credit hours of instruction that would be available beginning in spring 2019. Students would design and conduct research, develop teacher preparation skills, and complete a dissertation in the proposed program. The proposed curriculum would focus on pedagogy of music teacher preparation and build on TTU's master's program in Music Education.

The institution estimates that five-year costs would total $789,500, and has identified funding resources of $1,214,080 over the same period.

Existing Programs:
There are currently three doctoral programs in music teacher education in Texas.

    Public Universities:
       University of Houston
       University of North Texas
       The University of Texas at Austin

There are no existing programs within a 60-minute drive of the proposed program. The closest similar program is at the University of North Texas, which is located 295 miles from the proposed program.

In 2016, four doctoral degrees specifically in music teacher education were awarded by Texas public universities. In 2016, 19 doctoral students were enrolled in these doctoral programs. Music education programs provide intensive, hands-on experience to students, including opportunities to conduct ensembles, hold academic teaching assistantships, and provide voice or instrumental lessons. Program enrollments are historically low in order to provide appropriate instructional, research, pedagogical, and academic experiences to doctoral students.

Start-Up Projections:	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
Students Enrolled	3	7	11	15	19
Graduates	0	0	3	4	4
Avg. Financial Assistance	$13,500	$13,500	$9,818	$8,100	$7,105
Students Assisted	3	7	11	15	19
Core Faculty	4.0	4.0	4.0	4.0	4.0
Total Costs	$73,000	$127,000	$183,000	$196,500	$210,000
Total Funding	$97,868	$212,771	$241,073	$324,934	$337,434
% From Formula Funding	0	0	9%	27%	26%

FIVE-YEAR COSTS			FIVE-YEAR FUNDING		
Personnel			Formula Funding (Years 3-5)	$	215,474
Faculty	$	225,000	Reallocation of Existing Resources	$	562,500
Program Administration	$	15,000	Tuition and Fees	$	436,106
Graduate Assistants	$	487,500			
Clerical/Staff	$	0			
Other (Student Support)	$	37,000			
Supplies and Materials	$	0			
Library and IT Resources	$	15,000			
Equipment	$	10,000			
Facilities	$	0			
Other	$	0			
Total	$	789,500	Total	$	1,214,080

Major Commitments:

The institution will submit five Annual Progress Reports confirming institutional commitments and assessing the progress of program implementation.

Final Assessment:

The institution has a proactive plan to recruit underrepresented students to the program: **_Yes_** No

The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program: **_Yes_** No

The proposed program satisfactorily meets the Board's criteria for new doctoral programs (Texas Administrative Code, Chapter 19, Section 5.46):   **_Yes_** No

        Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Online Resume for Legislators and Other Policymakers
TEXAS TECH UNIVERSITY

Location: Lubbock, High Plains Region
Emerging Research Accountability Peer Group: Texas State Univ - San Marcos, UT Arlington, UT Dallas, UT El Paso, UT San Antonio, Univ of Houston, Univ of North Texas
Out-Of-State Peers: University Of Arkansas, University Of Louisville, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus, University Of South Carolina-Columbia
Degrees Offered: Bachelor's, Master's, Doctoral, Professional

Institutional Resumes   Accountability System   Definitions   Institution Home Page

Enrollment

Race/Ethnicity	Fall 2011 Number	Fall 2011 Percent	Fall 2015 Number	Fall 2015 Percent	Fall 2016 Number	Fall 2016 Percent
White	19,537	60.8%	20,698	58.2%	20,773	57.3%
Hispanic	4,855	15.1%	7,667	21.6%	8,375	23.1%
African American	1,580	4.9%	2,468	6.9%	2,571	7.1%
Asian	783	2.4%	1,075	3.0%	1,090	3.0%
International	2,139	6.7%	2,258	6.4%	2,277	6.3%
Other & Unknown	3,255	10.1%	1,380	3.9%	1,139	3.1%
Total	32,149	100.0%	35,546	100.0%	36,225	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	1,579	6.1%	1,824	6.3%	2,026	6.8%
Other Institutions	361	1.4%	457	1.6%	472	1.6%

Costs

Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH

Fiscal Year	Texas Rates Institution Average	Percent Increase	Peer Group Average	Percent Increase
2012	$9,064	.0%	$8,902	.0%
2013	$9,242	2.0%	$9,148	2.8%
2014	$9,242	.0%	$9,345	2.2%
2015	$9,608	4.0%	$9,598	2.7%
2016	$9,866	2.7%	$9,777	1.9%
2017	$10,622	7.7%	$10,201	4.3%

Financial Aid

Fiscal Year	Institution Percent	Institution Avg Amt	Peer Group Percent	Peer Group Avg Amt	OOS Peer Group Percent	OOS Peer Group Avg Amt
Federal Student Loans						
2014	48%	$8,293	50%	$7,698	41%	$6,963
2015	46%	$8,359	48%	$7,425	43%	$6,855
Federal, State, Institutional or Other Grants Known by Institutions						
2014	53%	$6,414	58%	$7,176	67%	$6,201
2015	52%	$6,616	57%	$7,367	68%	$6,357
Federal (Pell) Grants						
2014	28%	$4,089	39%	$4,118	27%	$3,693
2015	28%	$4,151	39%	$4,193	27%	$3,700

Student Success

One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates

	Enter Fall 2010	Enter Fall 2014	Enter Fall 2015
Cohort	4,730	5,518	5,084
Total	92.5%	89.4%	92.2%
Same	81.4%	80.6%	83.6%
Other	11.1%	8.8%	8.7%

Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates

	Enter Fall 2009	Enter Fall 2013	Enter Fall 2014
Institution Persistence			
Cohort	4,363	4,718	5,515
Total	86.7%	85.9%	87.9%
Same	70.0%	70.9%	73.6%
Other	16.7%	15.0%	14.3%
Peer Group Persistence			
Cohort	3,130	3,603	3,964
Total	82.5%	81.4%	82.3%
Same	62.7%	65.4%	67.3%
Other	19.8%	16.0%	15.0%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree

Year	Institution Grads	Sem	SCH	Peer Group Average Grads	Sem	SCH
FY 2012	3,975	9.76	144.56	3,185	11.17	144.92
FY 2015	4,211	9.64	142.08	3,544	10.86	141.45
FY 2016	4,147	10.48	141.00	3,673	11.27	139.87

Graduation Rates

Cohort	Institution Rate	Peer Group Rate
Fall 2007 4-year	37.1%	25.3%
Fall 2011 4-year	39.7%	29.7%
Fall 2012 4-year	39.3%	31.4%
Fall 2006 5-year	66.4%	46.8%
Fall 2010 5-year	62.5%	50.7%
Fall 2011 5-year	61.8%	52.1%
Fall 2005 6-year	73.2%	55.9%
Fall 2009 6-year	70.3%	59.2%
Fall 2010 6-year	69.9%	59.4%

National Comparison (IPEDS Definition)

Cohort	Institution Rate	OOS Peers Rate
Fall 2006 4-year	37.0%	29.0%
Fall 2010 4-year	33.0%	36.2%
Fall 2011 4-year	35.0%	34.4%
Fall 2005 5-year	57.0%	49.5%
Fall 2009 5-year	53.0%	55.0%
Fall 2010 5-year	55.0%	54.8%
Fall 2004 6-year	63.0%	56.0%
Fall 2008 6-year	59.0%	60.6%
Fall 2009 6-year	60.0%	60.0%

Six-year Graduation & Persistence Rate, Fall 2010

Student Group	Cohort	Rate
For Students Needing Dev Ed		
Institution	171	64.3%
Peer Group	322	51.2%
For Students NOT Needing Dev Ed		
Institution	4,559	79.1%
Peer Group	3,078	72.6%

*Peer Group data is average for peer group.

Funding

Source	FY 2011 Amount	Pct of Total	FY 2015 Amount	Pct of Total	FY 2016 Amount	Pct of Total
Appropriated Funds	$215,075,416	38.3%	$225,307,897	34.2%	$274,589,211	39.1%
Federal Funds	$79,898,162	14.2%	$74,513,309	11.3%	$74,247,737	10.6%
Tuition & Fees	$229,303,339	40.8%	$281,954,310	42.8%	$295,899,496	42.1%
Total Revenue	$561,850,635	100.0%	$658,522,946	100.0%	$703,024,573	100.0%

Online Resume for Prospective Students, Parents and the Public
TEXAS TECH UNIVERSITY

Location: Lubbock, High Plains Region
Emerging Research Accountability Peer Group: Texas State Univ - San Marcos, UT Arlington, UT Dallas, UT El Paso, UT San Antonio, Univ of Houston, Univ of North Texas
Out-Of-State Peers: University Of Arkansas, University Of Louisville, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus, University Of South Carolina-Columbia
Degrees Offered: Bachelor's, Master's, Doctoral, Professional

Institutional Resumes   Accountability System   Definitions   Institution Home Page

Enrollment

Race/Ethnicity	Fall 2016 Number	Percent
White	20,773	57.3%
Hispanic	8,375	23.1%
African American	2,571	7.1%
Asian	1,090	3.0%
International	2,277	6.3%
Other & Unknown	1,139	3.1%
Total	**36,225**	**100.0%**
TX First Time Transfers	Number	% of UG
Two-Year Institutions	2,026	6.8%
Other Institutions	472	1.6%

Baccalaureate Success

Graduation Rate of First-time, Full-time Degree-seeking Students

Measure	Entering Fall	Rate
4-year Rate Total	2012	39.3%
Same Institution		33.7%
Other Institutions		5.6%
5-year Rate Total	2011	61.8%
Same Institution		53.3%
Other Institutions		8.5%
6-year Rate Total	2010	69.9%
Same Institution		59.9%
Other Institutions		10.0%

Grad Rates by Ethnicity

1-Year Persistence, Fall 2015	
Total	92.2%
Same	83.6%
Other	**8.7%**
2-Year Persistence, Fall 2014	
Total	87.9%
Same	73.6%
Other	**14.3%**

Avg Number SCH for Bachelor's Degree		
	FY 2016 Average	
	Sem	SCH
All	10.48	141.00

Degrees Awarded

Type	FY 2016
Bachelor's	5,247
Master's	1,638
Doctoral	331
Professional	182
Total	7,398

Degrees by Ethnicity

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2016 Rate
Education*	98.00%
Law	89.6%
Pharmacy	%
Nursing	%
Engineering	76.3%

*Data for FY 2015

Admissions

Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2016

Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2016

Race/Ethnicity	Applicants	Accepted	Enrolled
White	8,975	**75.3%**	**42.8%**
African American	1,571	**56.0%**	**35.6%**
Hispanic	5,774	**61.1%**	**34.5%**
Asian	975	**75.4%**	**21.8%**
International	995	**58.8%**	**15.7%**
Other	254	**75.6%**	**38.5%**
Total	**18,544**	**68.4%**	**37.5%**

Instruction

Measure of Excellence	Fall 2016
Undergraduate Classes with < 20 Students	32.4%
Undergraduate Classes with > 50 Students	14.2%
% of Teaching Faculty Tenured/Tenure-track *	%
Student/Faculty Ratio *	0:1

* Fall 2015 Data

Costs

Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH

Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2012	$9,064	.0%	$8,879	.0%
2013	$9,242	1.9%	$9,135	2.8%
2014	$9,242	.0%	$9,359	2.4%
2015	$9,608	3.8%	$9,596	2.5%
2016	$9,866	2.6%	$9,764	1.7%
2017	$10,622	7.1%	$10,140	3.7%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2017

Type of Cost	Average Amount
Total Academic Cost	$10,622
On-campus Room & Board	$9,384
Books & Supplies	$1,200
Off-Campus Transportation & Personal Expenses	$4,420
Total Cost	**$25,626**

Rates of Tutition per SCH
Mandatory Fees

Financial Aid

Enrolled in FY 2015

Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	52%	$6,616
Federal (Pell) Grants	28%	$4,151
Federal Student Loans	46%	$8,359

Funding

Source	FY 2016 Amount	Pct of Total
Appropriated Funds	$274,589,211	39.1%
Federal Funds	$74,247,737	10.6%
Tuition & Fees	$295,899,496	42.1%
Total Revenue	**$703,024,573**	**100.0%**

Existing Program: Doctor of Philosophy (PhD) degree with a major in Music Education
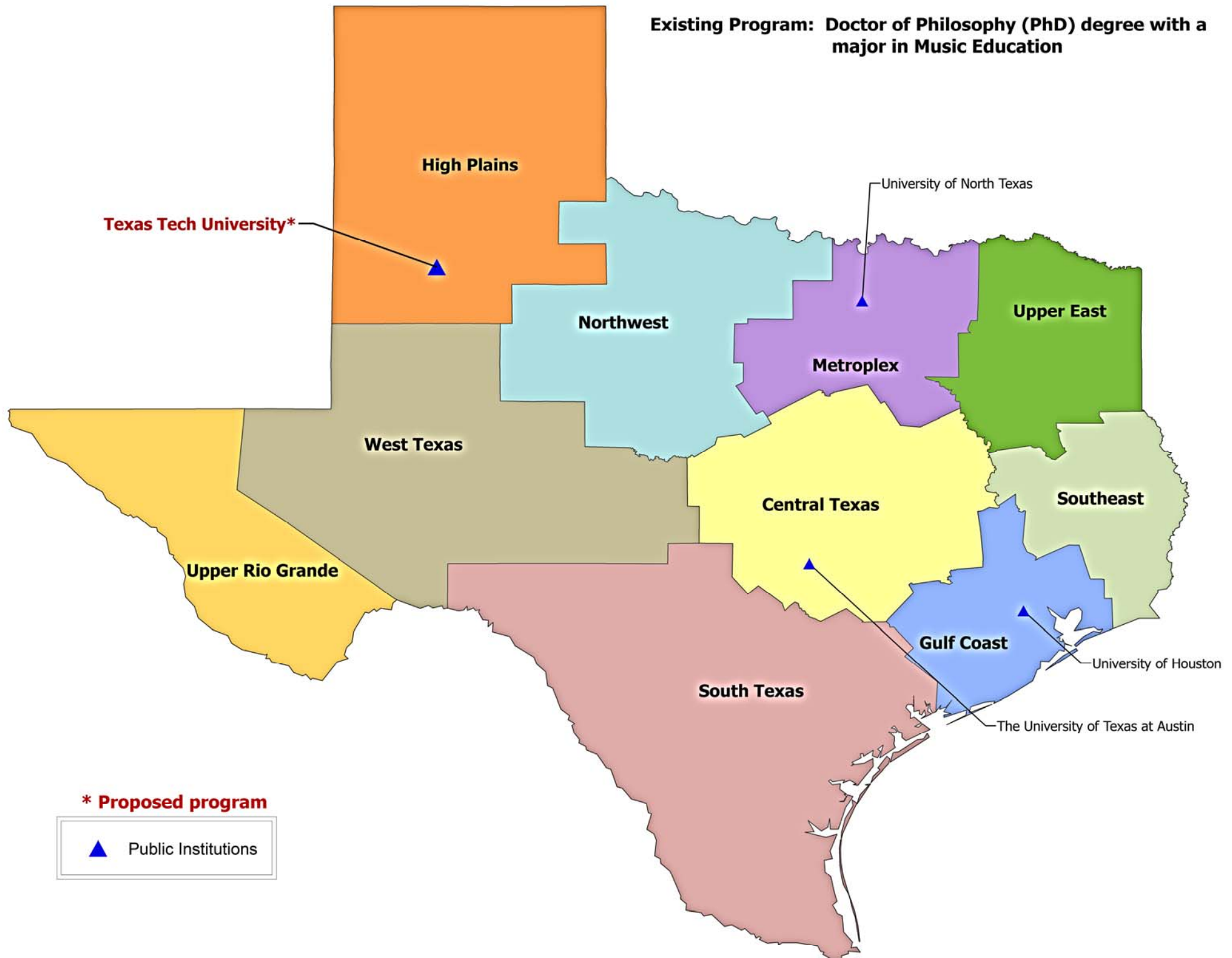
High Plains

Texas Tech University*

University of North Texas

Northwest

Upper East

Metroplex

West Texas

Central Texas

Southeast

Upper Rio Grande

Gulf Coast

University of Houston

South Texas

The University of Texas at Austin

* Proposed program

▲ Public Institutions

Consideration of adopting the Committee's recommendation to the Board relating to the request from The University of Texas at Austin for a Doctor of Philosophy (PhD) degree with a major in Mexican American and Latina/o Studies

RECOMMENDATION: Approval, with contingences

Rationale: The proposed PhD program would be the first in Texas to offer a doctoral degree in Mexican American and Latina/o Studies. The program would build upon the existing bachelor's, master's, and graduate portfolio programs in Mexican American and Latina/o Studies. The 15 semester credit hour graduate portfolio program has been successful and currently enrolls 45 students, indicating strong student interest in Mexican American and Latina/o Studies research.

Graduates of the proposed program would address a workforce need for ethnic and cultural studies postsecondary faculty. The Bureau of Labor Statistics indicates ethnic and cultural studies postsecondary faculty will experience 15 percent growth in the decade 2014-2024. For the same decade, the Texas Workforce Commission anticipates 26 percent growth for faculty.

The University of Texas at Austin (UT-Austin) has facilities and resources in place to support the proposed program. With the unique focus on Mexican American and Latina/o studies, impressive facilities and resources, research-active faculty, and existing and recurring funding, UT-Austin has the potential to create a nationally recognized, innovative program.

Contingencies: The institution will submit five Annual Progress Reports confirming institutional commitments and assessing the progress of program implementation.

The University of Texas at Austin *(Accountability Peer Group: Research University)*

Completion Measures		Institution	State
Graduate	Master's 5-Year Graduation Rate	88.8%	75.4%
	Doctoral 10-Year Graduation Rate	63.0%	61.9%
Status of Recently Approved Doctoral Programs	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years:	Yes ***No*** N/A	
	Recently Approved Doctoral Programs: • Medicine (MD, 2015) enrollments met • Nursing Practice (DNP, 2015) enrollment is 2 below projected (projected 47, enrolled 45)		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years:	***Yes*** No N/A	

Proposed Program:

The proposed face-to-face program would be offered on the main campus in Austin. The proposed program would require a minimum of 51 semester credit hours of instruction, and students would enroll in fall 2018.

The proposed program would prepare students for both academic and non-academic positions. The institution indicates the majority of graduates would pursue work as postsecondary faculty, while some would seek positions with government or private organizations in the education and health services sectors. Graduates pursuing faculty positions would be highly competitive for employment at other top-tier institutions.

The institution estimates that five-year costs would total $8,829,179, and has identified funding resources of $9,169,755 over the same period.

Existing Programs:

There are currently no doctoral programs in Mexican American and Latina/o Studies in Texas.

Start-Up Projections:	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
Students Enrolled	3	6	10	14	19
Graduates	0	0	0	0	3
Avg. Financial Assistance	$20,242	$20,242	$20,242	$20,242	$20,242
Students Assisted	3	6	10	14	19
Core Faculty	13	14	15	16	16
Total Costs	$1,727,626	$1,769,379	$1,715,781	$1,731,339	$1,885,053
Total Funding	$1,727,626	$1,820,224	$1,796,139	$1,828,647	$1,997,117
% From Formula Funding	0	2%	4%	4%	4%

FIVE-YEAR COSTS			FIVE-YEAR FUNDING		
Personnel			Formula Funding (Years 3-5)	$	266,350
Faculty	$	6,517,427	Reallocation of Existing Resources	$	8,829,178
Program Administration	$	42,500	Tuition and Fees	$	74,225
Graduate Assistants	$	1,655,235			
Clerical/Staff	$	614,016			
Other	$	0			
Supplies and Materials	$	0			
Library and IT Resources	$	0			
Equipment	$	0			
Facilities	$	0			
Other	$	0			
Total	**$**	**8,829,178**	**Total**	**$**	**9,169,753**

The majority of costs for the proposed program are associated with faculty. Funding for faculty is in place or will be reallocated from existing resources. There would be no impact on the existing bachelor's and master's programs.

Major Commitments:

The institution will submit five Annual Progress Reports confirming institutional commitments and assessing the progress of program implementation.

Final Assessment:

The institution has a proactive plan to recruit underrepresented students to the program: *__Yes__* No

The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program: *__Yes__* No

The proposed program satisfactorily meets the Board's criteria for new doctoral programs (Texas Administrative Code, Chapter 19, Section 5.46):   *__Yes__* No

        Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Online Resume for Legislators and Other Policymakers
THE UNIVERSITY OF TEXAS AT AUSTIN

Location: Austin, Central Region
Research Accountability Peer Group: Texas A&M Univ
Out-Of-State Peers: Ohio State University - Main Campus, University Of California - Berkeley, University Of Illinois At Urbana - Champaign, University Of Michigan - Ann Arbor, University Of Minnesota - Twin Cities
Degrees Offered: Bachelor's, Master's, Doctoral, Professional

Institutional Resumes   Accountability System   Definitions   Institution Home Page

Enrollment

Race/Ethnicity	Fall 2011 Number	Fall 2011 Percent	Fall 2015 Number	Fall 2015 Percent	Fall 2016 Number	Fall 2016 Percent
White	26,116	51.1%	22,999	45.1%	22,221	43.3%
Hispanic	9,309	18.2%	10,358	20.3%	10,688	20.8%
African American	2,317	4.5%	2,323	4.6%	2,385	4.7%
Asian	8,285	16.2%	9,295	18.2%	9,744	19.0%
International	3,732	7.3%	3,995	7.8%	4,165	8.1%
Other & Unknown	1,353	2.6%	1,980	3.9%	2,078	4.1%
Total	51,112	100.0%	50,950	100.0%	51,281	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	755	2.0%	857	2.2%	835	2.1%
Other Institutions	1,045	2.7%	1,035	2.6%	1,023	2.5%

Costs

Average Annual Total Academic Costs for
Resident Undergraduate Student Taking 30 SCH

Fiscal Year	Texas Rates Institution Average	Percent Increase	Peer Group Average	Percent Increase
2012	$9,794	.0%	$9,136	.0%
2013	$9,794	.0%	$9,136	.0%
2014	$9,790	.0%	$9,412	3.0%
2015	$9,798	.1%	$9,520	1.1%
2016	$9,810	.1%	$9,652	1.4%
2017	$9,810	.0%	$9,758	1.1%

Financial Aid

Fiscal Year	Institution Percent	Institution Avg Amt	Peer Group Percent	Peer Group Avg Amt	OOS Peer Group Percent	OOS Peer Group Avg Amt
Federal Student Loans						
2014	38%	$7,330	35%	$6,857	37%	$6,196
2015	36%	$7,357	34%	$6,854	36%	$6,233
Federal, State, Institutional or Other Grants Known by Institutions						
2014	47%	$8,727	51%	$8,729	55%	$11,772
2015	45%	$9,225	50%	$9,086	55%	$12,245
Federal (Pell) Grants						
2014	26%	$4,577	24%	$4,398	22%	$4,308
2015	25%	$4,642	23%	$4,480	21%	$4,359

Student Success

One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates

	Enter Fall 2010	Enter Fall 2014	Enter Fall 2015
Cohort	7,231	7,031	7,562
Total	94.7%	95.6%	95.4%
Same	88.9%	93.5%	93.1%
Other	5.8%	2.0%	2.3%

Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates

	Enter Fall 2009	Enter Fall 2013	Enter Fall 2014
Institution Persistence			
Cohort	7,195	7,101	7,027
Total	90.1%	91.6%	91.0%
Same	83.6%	87.2%	87.7%
Other	6.5%	4.5%	3.3%
Peer Group Persistence			
Cohort	7,316	7,797	8,004
Total	92.3%	92.7%	92.7%
Same	84.9%	86.4%	86.6%
Other	7.4%	6.3%	6.1%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree

Year	Institution Grads	Sem	SCH	Peer Group Average Grads	Sem	SCH
FY 2012	7,192	9.14	131.32	7,593	9.31	132.98
FY 2015	7,618	9.01	128.54	8,164	9.02	128.84
FY 2016	8,338	9.47	127.00	8,681	9.78	128.50

Graduation Rates

Cohort	Institution Rate	Peer Group Rate
Fall 2007 4-year	51.4%	51.7%
Fall 2011 4-year	58.0%	57.1%
Fall 2012 4-year	59.9%	58.7%
Fall 2006 5-year	76.4%	77.7%
Fall 2010 5-year	77.4%	79.6%
Fall 2011 5-year	80.9%	81.8%
Fall 2005 6-year	83.3%	83.8%
Fall 2009 6-year	81.7%	83.3%
Fall 2010 6-year	82.5%	84.2%

National Comparison (IPEDS Definition)

Cohort	Institution Rate	OOS Peers Rate
Fall 2006 4-year	53.0%	60.6%
Fall 2010 4-year	52.0%	67.2%
Fall 2011 4-year	52.0%	67.4%
Fall 2005 5-year	76.0%	79.8%
Fall 2009 5-year	77.0%	83.0%
Fall 2010 5-year	76.0%	83.0%
Fall 2004 6-year	80.0%	82.6%
Fall 2008 6-year	81.0%	85.4%
Fall 2009 6-year	80.0%	85.4%

Six-year Graduation & Persistence Rate, Fall 2010

Student Group	Cohort	Rate
For Students Needing Dev Ed		
Institution	87	52.9%
Peer Group	81	59.3%
For Students NOT Needing Dev Ed		
Institution	7,144	86.5%
Peer Group	7,258	88.5%

*Peer Group data is average for peer group.

Funding

Source	FY 2011 Amount	Pct of Total	FY 2015 Amount	Pct of Total	FY 2016 Amount	Pct of Total
Appropriated Funds	$537,283,964	25.9%	$651,296,794	28.5%	$690,309,369	29.8%
Federal Funds	$460,213,182	22.2%	$438,935,905	19.2%	$454,008,695	19.6%
Tuition & Fees	$421,203,153	20.3%	$437,113,389	19.1%	$440,179,963	19.0%
Total Revenue	$2,074,442,050	100.0%	$2,288,532,510	100.0%	$2,315,117,609	100.0%

Online Resume for Prospective Students, Parents and the Public
THE UNIVERSITY OF TEXAS AT AUSTIN

Location: Austin, Central Region
Research Accountability Peer Group: Texas A&M Univ
Out-Of-State Peers: Ohio State University - Main Campus, University Of California - Berkeley, University Of Illinois At Urbana - Champaign, University Of Michigan - Ann Arbor, University Of Minnesota - Twin Cities
Degrees Offered: Bachelor's, Master's, Doctoral, Professional

Institutional Resumes   Accountability System   Definitions   Institution Home Page

Enrollment

Race/Ethnicity	Fall 2016 Number	Percent
White	22,221	43.3%
Hispanic	10,688	20.8%
African American	2,385	4.7%
Asian	9,744	19.0%
International	4,165	8.1%
Other & Unknown	2,078	4.1%
Total	51,281	100.0%

TX First Time Transfers	Number	% of UG
Two-Year Institutions	835	2.1%
Other Institutions	1,023	2.5%

Baccalaureate Success

Graduation Rate of First-time, Full-time Degree-seeking Students

Measure	Entering Fall	Rate
4-year Rate Total	2012	59.9%
Same Institution		58.9%
Other Institutions		1.0%
5-year Rate Total	2011	80.9%
Same Institution		78.7%
Other Institutions		2.2%
6-year Rate Total	2010	82.5%
Same Institution		78.6%
Other Institutions		3.9%

Grad Rates by Ethnicity

1-Year Persistence, Fall 2015	
Total	95.4%
Same	93.1%
Other	2.3%
2-Year Persistence, Fall 2014	
Total	91.0%
Same	87.7%
Other	3.3%

Avg Number SCH for Bachelor's Degree		
	FY 2016 Average	
	Sem	SCH
All	9.47	127.00

Degrees Awarded

Type	FY 2016
Bachelor's	10,289
Master's	3,041
Doctoral	856
Professional	489
Total	14,675

Degrees by Ethnicity

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2016 Rate
Education*	99.00%
Law	89.4%
Pharmacy	95.4%
Nursing	96.4%
Engineering	93.2%

*Data for FY 2015

Admissions

Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2016

Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2016

Race/Ethnicity	Applicants	Accepted	Enrolled
White	15,312	47.3%	47.4%
African American	2,387	39.8%	46.7%
Hispanic	9,829	49.9%	44.3%
Asian	7,196	55.8%	50.8%
International	4,332	23.4%	24.8%
Other	1,495	51.0%	48.6%
Total	40,551	46.6%	46.1%

Instruction

Measure of Excellence	Fall 2016
Undergraduate Classes with < 20 Students	35.7%
Undergraduate Classes with > 50 Students	26.7%
% of Teaching Faculty Tenured/Tenure-track *	%
Student/Faculty Ratio *	0:1

* Fall 2015 Data

Costs

Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH

Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2012	$9,794	.0%	$8,480	.0%
2013	$9,794	.0%	$8,480	.0%
2014	$9,790	.0%	$9,036	6.2%
2015	$9,798	.1%	$9,242	2.2%
2016	$9,810	.1%	$9,494	2.7%
2017	$9,810	.0%	$9,707	2.2%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2017

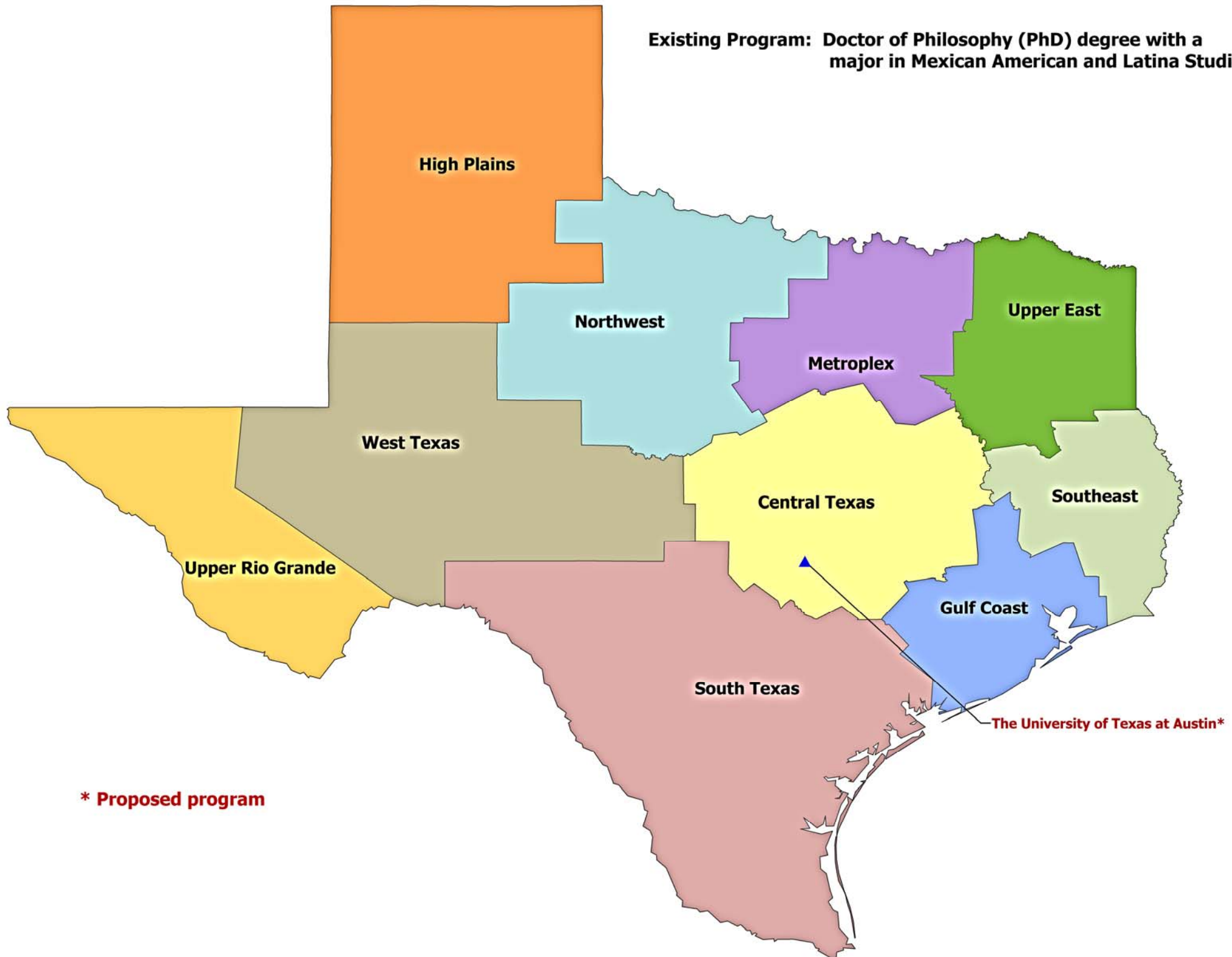| Type of Cost	Average Amount
Total Academic Cost	$9,810
On-campus Room & Board	$10,070
Books & Supplies	$662
Off-Campus Transportation & Personal Expenses	$4,310
Total Cost	$24,852

Rates of Tutition per SCH
Mandatory Fees

Financial Aid

Enrolled in FY 2015

Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	45%	$9,225
Federal (Pell) Grants	25%	$4,642
Federal Student Loans	36%	$7,357

Funding

Source	FY 2016 Amount	Pct of Total
Appropriated Funds	$690,309,369	29.8%
Federal Funds	$454,008,695	19.6%
Tuition & Fees	$440,179,963	19.0%
Total Revenue	$2,315,117,609	100.0%

Existing Program: Doctor of Philosophy (PhD) degree with a major in Mexican American and Latina Studies

High Plains

Northwest

Upper East

Metroplex

West Texas

Central Texas

Southeast

Upper Rio Grande

Gulf Coast

South Texas

The University of Texas at Austin*

* Proposed program

Consideration of adopting the Committee's recommendation to the Board relating to the request from The University of Texas at Tyler for a Doctor of Philosophy (PhD) degree with a major in Clinical Psychology

RECOMMENDATION: Approval, with contingencies

Rationale:
The proposed PhD program would prepare students for professional and academic careers in Clinical Psychology. The proposed program identifies three specialty tracks to serve the specific needs of the region: geropsychology, veterans' needs/trauma care, and rural mental health. The combination of these tracks makes the proposed program unique in Texas.

Graduates of the proposed program would address a workforce need for Clinical Psychologists and faculty members. The Bureau of Labor Statistics projects a 20 percent increase nationally, and the Texas Workforce Commission projects a 21 percent increase in Texas, from 2014 to 2024 for Clinical Psychologists.

Contingencies:
In accordance with the institution's proposed hiring schedule, The University of Texas at Tyler (UT-Tyler) agrees to hire at least four research-active faculty, one of whom will be in the field of geropsychology/neuropsychology and at least one of whom will be of senior rank (Associate or Full Professor). The four new faculty members will start in Year 1 (fall 2019). By June 1, 2019, the institution shall provide documentation of the faculty hires through submission of a letter of intent, curriculum vitae, and a list of courses to be taught, and shall submit its strategic plan for any future faculty hiring to the Coordinating Board through the submission portal.

The institution will submit five Annual Progress Reports confirming institutional commitments and assessing the progress of the program's implementation.

The University of Texas at Tyler *(Accountability Peer Group: Master's)*

Completion Measures		Institution	State
Graduate	Master's 5-Year Graduation Rate	64.6%	75.4%
	Doctoral 10-Year Graduation Rate	N/A	61.9%
Status of Recently Approved Doctoral Programs	The institution has met its projected enrollments for all new doctoral programs approved in the last five years:	Yes **_No_** N/A	
	Recently Approved Doctoral Programs: • Nursing Practice (DNP, 2016) enrollment is 2 below projected (projected 15, enrolled 13) • Pharmacy (PharmD, 2013) established by the State Legislature and does not receive formula funding, enrollment is 255 • Human Resource Development (PhD, 2011) enrollments met		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years:	**_Yes_** No N/A	

Proposed Program:

The proposed face-to-face program would be offered on the main campus in Tyler. The proposed program would require 99 semester credit hours of instruction, and students would enroll in fall 2019. The proposed program is designed to meet regional mental health needs, particularly serving the elderly, military veterans, and rural populations. Students would have internships with a variety of area partners, including The University of Texas Health Science Center at Tyler, (UT Health Northeast). Student research opportunities are available at the institution's Memory and Assessment Research Center and other on-campus facilities.

The institution estimates that five-year costs would total $2,503,100, and has identified funding resources of $2,720,478 over the same period.

Existing Programs:

There are eight public and two independent universities offering doctoral programs in Clinical Psychology in Texas.

    Public Universities:
        Texas A&M University
        Sam Houston State University
        Texas Tech University
        The University of Texas at Austin
        University of Houston
        University of Houston—Clear Lake
        University of North Texas
        The University of Texas Southwestern Medical Center

Independent Colleges and Universities:
Baylor University
Southern Methodist University

There are no existing programs within a 60-minute drive of proposed program. The University of Texas Southwestern Medical Center program is located 112 miles from the proposed program and enrolled its first class in 1971.

In fall 2017, there were a total of 277 declared majors in Clinical Psychology at public institutions. Admission to existing programs in Texas is highly competitive, and all programs are at capacity.

Start-Up Projections:	*Yr. 1*	*Yr. 2*	*Yr. 3*	*Yr. 4*	*Yr. 5*
Students Enrolled	4	9	15	21	27
Graduates	0	0	0	0	0
Avg. Financial Assistance	$24,600	$24,600	$23,683	$24,356	$24,600
Students Assisted	4	9	15	21	27
Core Faculty	6	6	6	6	6
Total Costs	$225,100	$348,100	$495,700	$643,300	$790,900
Total Funding	$182,000	$370,361	$528,289	$804,447	$835,381
% From Formula Funding	0	0	25%	25%	30%

FIVE-YEAR COSTS		
Personnel		
Faculty	$	360,000
Faculty Travel	$	5,000
Program Administration	$	87,500
Graduate Assistants	$	1,326,000
Student Support	$	543,600
Clerical/Staff	$	150,000
Other	$	0
Supplies and Materials	$	10,000
Library and IT Resources	$	21,000
Equipment	$	0
Facilities	$	0
Other	$	0
Total	**$**	**2,503,100**

FIVE-YEAR FUNDING		
Formula Funding (Years 3-5)	$	374,888
Reallocation of Existing Resources	$	1,460,000
Tuition and Fees	$	885,590
Total	**$**	**2,720,478**

Major Commitments:

In accordance with the institution's proposed hiring schedule, UT-Tyler agrees to hire at least four research-active faculty, one of whom will be in the field of geropsychology/ neuropsychology and at least one of whom will be of senior rank (Associate or Full Professor). The four new faculty members will start in Year 1 (fall 2019). By June 1, 2019, the institution

shall provide documentation of the faculty hires through submission of a letter of intent, curriculum vitae, and a list of courses to be taught, and shall submit its strategic plan for any future faculty hiring to the Coordinating Board through the submission portal.

The institution shall submit five Annual Progress Reports confirming institutional commitments and assessing the progress of program implementation.

Final Assessment:

The institution has a proactive plan to recruit underrepresented students to the program: ***Yes*** No

The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program: ***Yes*** No

The proposed program satisfactorily meets the Board's criteria for new doctoral programs (Texas Administrative Code, Chapter 19, Section 5.46):   ***Yes*** No

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Online Resume for Legislators and Other Policymakers
THE UNIVERSITY OF TEXAS AT TYLER

Location: Tyler, Upper East Region
Master's Accountability Peer Group: Angelo State Univ, Midwestern State Univ, Sul Ross Rio Grande, Sul Ross State Univ, Texas A&M - Central Texas, Texas A&M - Galveston, Texas A&M - San Antonio, Texas A&M - Texarkana, UNT Dallas, UT Brownsville, UT Permian Basin, Univ of H - Clear Lake, Univ of H - Downtown, Univ of H - Victoria
Out-Of-State Peers: Eastern Washington University, Nicholls State University, The University Of West Florida, University Of Illinois At Springfield, Western New Mexico University
Degrees Offered: Bachelor's, Master's, Doctoral

Institutional Resumes   Accountability System   Definitions   Institution Home Page

Enrollment

Race/Ethnicity	Fall 2011 Number	Fall 2011 Percent	Fall 2015 Number	Fall 2015 Percent	Fall 2016 Number	Fall 2016 Percent
White	4,458	67.3%	4,923	57.9%	5,507	58.5%
Hispanic	696	10.5%	1,307	15.4%	1,592	16.9%
African American	699	10.5%	976	11.5%	1,140	12.1%
Asian	152	2.3%	305	3.6%	348	3.7%
International	144	2.2%	330	3.9%	286	3.0%
Other & Unknown	479	7.2%	659	7.8%	543	5.8%
Total	6,628	100.0%	8,500	100.0%	9,416	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	611	12.4%	850	14.0%	903	12.9%
Other Institutions	112	2.3%	163	2.7%	156	2.2%

Costs

Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH

Fiscal Year	Texas Rates Institution Average	Percent Increase	Peer Group Average	Percent Increase
2012	$6,592	.0%	$6,174	.0%
2013	$7,222	9.6%	$6,200	.4%
2014	$7,222	.0%	$6,418	3.5%
2015	$7,312	1.2%	$6,992	8.9%
2016	$7,312	.0%	$7,366	5.3%
2017	$7,602	4.0%	$7,583	2.9%

Financial Aid

Fiscal Year	Institution Percent	Institution Avg Amt	Peer Group Percent	Peer Group Avg Amt	OOS Peer Group Percent	OOS Peer Group Avg Amt
Federal Student Loans						
2014	43%	$7,489	40%	$6,348	48%	$7,079
2015	42%	$7,536	31%	$5,610	55%	$6,287
Federal, State, Institutional or Other Grants Known by Institutions						
2014	63%	$6,598	59%	$5,307	65%	$7,669
2015	56%	$6,231	48%	$4,060	64%	$8,204
Federal (Pell) Grants						
2014	35%	$4,065	38%	$3,678	40%	$4,138
2015	36%	$4,111	31%	$2,803	39%	$4,095

Student Success

One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates

	Enter Fall 2010	Enter Fall 2014	Enter Fall 2015
Cohort	542	678	767
Total	88.7%	83.3%	82.3%
Same	64.0%	61.8%	57.0%
Other	24.7%	21.5%	25.3%

Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates

	Enter Fall 2009	Enter Fall 2013	Enter Fall 2014
Institution Persistence			
Cohort	587	701	678
Total	77.7%	74.8%	73.5%
Same	50.4%	49.1%	51.0%
Other	27.3%	25.7%	22.4%
Peer Group Persistence			
Cohort	560	567	548
Total	71.3%	71.1%	71.9%
Same	44.8%	41.8%	42.7%
Other	26.3%	29.3%	29.0%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree

Year	Institution Grads	Institution Sem	Institution SCH	Peer Group Average Grads	Peer Group Average Sem	Peer Group Average SCH
FY 2012	713	10.94	141.62	434	12.15	146.05
FY 2015	733	10.59	140.12	445	12.18	143.53
FY 2016	804	11.03	137.00	447	12.76	144.35

Graduation Rates

Cohort	Institution Rate	Peer Group Rate
Fall 2007 4-year	31.7%	17.3%
Fall 2011 4-year	30.0%	22.1%
Fall 2012 4-year	31.2%	21.0%
Fall 2006 5-year	45.5%	34.0%
Fall 2010 5-year	47.6%	36.0%
Fall 2011 5-year	52.1%	38.7%
Fall 2005 6-year	53.3%	43.2%
Fall 2009 6-year	55.1%	43.7%
Fall 2010 6-year	54.1%	43.5%

National Comparison (IPEDS Definition)

Cohort	Institution Rate	OOS Peers Rate
Fall 2006 4-year	18.0%	26.0%
Fall 2010 4-year	26.0%	21.2%
Fall 2011 4-year	25.0%	20.6%
Fall 2005 5-year	32.0%	38.7%
Fall 2009 5-year	41.0%	36.0%
Fall 2010 5-year	36.0%	34.4%
Fall 2004 6-year	38.0%	44.0%
Fall 2008 6-year	45.0%	41.8%
Fall 2009 6-year	41.0%	41.2%

Six-year Graduation & Persistence Rate, Fall 2010

Student Group	Cohort	Rate
For Students Needing Dev Ed		
Institution	18	55.6%
Peer Group	112	36.6%
For Students NOT Needing Dev Ed		
Institution	524	65.1%
Peer Group	364	61.5%

*Peer Group data is average for peer group.

Funding

Source	FY 2011 Amount	Pct of Total	FY 2015 Amount	Pct of Total	FY 2016 Amount	Pct of Total
Appropriated Funds	$37,135,221	43.6%	$43,152,984	40.7%	$46,998,890	41.1%
Federal Funds	$14,541,218	17.1%	$15,778,335	14.9%	$15,301,988	13.4%
Tuition & Fees	$23,726,764	27.9%	$36,256,289	34.2%	$39,328,317	34.4%
Total Revenue	$85,111,512	100.0%	$105,947,439	100.0%	$114,350,232	100.0%

Online Resume for Prospective Students, Parents and the Public
THE UNIVERSITY OF TEXAS AT TYLER

Location: Tyler, Upper East Region

Master's Accountability Peer Group: Angelo State Univ, Midwestern State Univ, Sul Ross Rio Grande, Sul Ross State Univ, Texas A&M - Central Texas, Texas A&M - Galveston, Texas A&M - San Antonio, Texas A&M - Texarkana, UNT Dallas, UT Brownsville, UT Permian Basin, Univ of H - Clear Lake, Univ of H - Downtown, Univ of H - Victoria

Out-Of-State Peers: Eastern Washington University, Nicholls State University, The University Of West Florida, University Of Illinois At Springfield, Western New Mexico University

Degrees Offered: Bachelor's, Master's, Doctoral

Institutional Resumes   Accountability System   Definitions   Institution Home Page

Enrollment

Race/Ethnicity	Fall 2016 Number	Percent
White	5,507	58.5%
Hispanic	1,592	16.9%
African American	1,140	12.1%
Asian	348	3.7%
International	286	3.0%
Other & Unknown	543	5.8%
Total	9,416	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	903	12.9%
Other Institutions	156	2.2%

Baccalaureate Success

Graduation Rate of First-time, Full-time Degree-seeking Students

Measure	Entering Fall	Rate
4-year Rate Total	2012	31.2%
Same Institution		26.1%
Other Institutions		5.1%
5-year Rate Total	2011	52.1%
Same Institution		38.9%
Other Institutions		13.3%
6-year Rate Total	2010	54.1%
Same Institution		38.9%
Other Institutions		15.1%

Grad Rates by Ethnicity

1-Year Persistence, Fall 2015	
Total	82.3%
Same	57.0%
Other	25.3%
2-Year Persistence, Fall 2014	
Total	73.5%
Same	51.0%
Other	22.4%

Avg Number SCH for Bachelor's Degree		
FY 2016 Average		
	Sem	SCH
All	11.03	137.00

Degrees Awarded

Type	FY 2016
Bachelor's	1,360
Master's	868
Doctoral	12
Professional	0
Total	2,240

Degrees by Ethnicity

First-time Licensure or Certification Examination Pass Rate

Field	FY 2016 Rate
Education*	96.00%
Law	%
Pharmacy	%
Nursing	95.1%
Engineering	72.0%

*Data for FY 2015

Admissions

Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2016

Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2016

Race/Ethnicity	Applicants	Accepted	Enrolled
White	1,054	76.8%	56.5%
African American	396	50.0%	38.9%
Hispanic	779	62.0%	29.0%
Asian	138	70.3%	33.0%
International	34	70.6%	33.3%
Other	246	91.9%	48.2%
Total	2,647	69.4%	44.8%

Costs

Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH

Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2012	$6,592	.0%	$6,144	.0%
2013	$7,222	8.7%	$6,127	-.3%
2014	$7,222	.0%	$6,360	3.7%
2015	$7,312	1.2%	$6,970	8.8%
2016	$7,312	.0%	$7,371	5.4%
2017	$7,602	3.8%	$7,582	2.8%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2017

Type of Cost	Average Amount
Total Academic Cost	$7,602
On-campus Room & Board	$9,970
Books & Supplies	$1,292
Off-Campus Transportation & Personal Expenses	$2,752
Total Cost	$21,616

Rates of Tuition per SCH
Mandatory Fees

Instruction

Measure of Excellence	Fall 2016
Undergraduate Classes with < 20 Students	37.2%
Undergraduate Classes with > 50 Students	12.4%
% of Teaching Faculty Tenured/Tenure-track *	%
Student/Faculty Ratio *	0:1

* Fall 2015 Data

Financial Aid

Enrolled in FY 2015

Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	56%	$6,231
Federal (Pell) Grants	36%	$4,111
Federal Student Loans	42%	$7,536

Funding

Source	FY 2016 Amount	Pct of Total
Appropriated Funds	$46,998,890	41.1%
Federal Funds	$15,301,988	13.4%
Tuition & Fees	$39,328,317	34.4%
Total Revenue	$114,350,232	100.0%

Existing Program: Doctor of Philosophy (PhD) degree with a major in Clinical Psychology

High Plains

Texas Tech University

Northwest

University of North Texas

The University of Texas Southwestern Medical Center at Dallas

Southern Methodist University

Upper East

Metroplex

The University of Texas at Tyler*

West Texas

Baylor University

Texas A&M University

Southeast

Central Texas

Upper Rio Grande

Sam Houston State University

University of Houston

Prairie View A&M University

Gulf Coast

The University of Texas at Austin

South Texas

* Proposed program

The University of Texas-Rio Grande Valley*

■ Health-Related Institutions

● Independent Institutions

▲ Public Institutions

AGENDA ITEM X-C (4)

Consideration of adopting the Committee's recommendation to the Board relating to the request from The University of Texas Rio Grande Valley for a Doctor of Philosophy (PhD) degree with a major in Clinical Psychology

RECOMMENDATION: Approval, with contingencies

Rationale:	The proposed PhD program would prepare students for professional and academic careers in Clinical Psychology. The proposed program would offer emphases in Hispanic mental health and Integrative Behavioral Health Care methodologies. The growing number of Hispanics in South Texas and across the U.S. likely will make graduates of the proposed program highly employable. The emphasis in Integrative Behavioral Health Care, which incorporates mental health care into a familiar primary care environment, would give the proposed program a unique identity among Texas programs.
	Graduates of the proposed program would address a workforce need for Clinical Psychologists and faculty members. The Bureau of Labor Statistics projects a 20 percent increase nationally, and the Texas Workforce Commission projects a 21 percent increase in Texas, from 2014 to 2024 for Clinical Psychologists.
Contingencies:	In accordance with the institution's proposed hiring schedule, The University of Texas Rio Grande Valley (UT-RGV) agrees to hire at least three research-active faculty: a clinic director, a clinical psychologist, and a quantitative psychologist. The three new faculty members will start in Year 1 (fall 2019). By June 1, 2019, the institution shall provide documentation of the faculty hires through submission of a letter of intent, curriculum vitae, and a list of courses to be taught, and shall submit its strategic plan for any future faculty hiring to the Coordinating Board through the submission portal.
	The institution will submit five Annual Progress Reports confirming institutional commitments and assessing the progress of program implementation.

The University of Texas-Rio Grande Valley *(Accountability Peer Group: Doctoral)*

Completion Measures		*Institution*	*State*

Graduate	Master's 5-Year Graduation Rate
	    The University of Texas at Brownsville
	    The University of Texas-Pan American
		
		42.9%
		70.8%
			
			75.4%

	Doctoral 10-Year Graduation Rate
	    The University of Texas at Brownsville
	    The University of Texas-Pan American
		
		N/A
		57.1%
			
			61.9%

Status of Recently Approved Doctoral Programs	The institution has met its projected enrollments for all new doctoral programs approved in the last five years: Recently Approved Doctoral Programs: • Medicine (MD, 2017) enrollments met The institution has met its resource commitments for new doctoral program(s) approved in the last five years:	**_Yes_** No N/A **_Yes_** No N/A	

Proposed Program:

The proposed face-to-face program would be offered on the institution's campus in Edinburg. The proposed program would require 96 semester credit hours of instruction, and students would enroll in fall 2019. The proposed program is designed to meet regional mental health needs with an emphasis on Hispanic mental health issues. This emphasis would be reinforced with a specialty in Integrative Behavioral Health Care, which incorporates mental health care into regular primary care practice, helping to remove the possible stigma of receiving mental health treatments. The emphasis of the proposed program is on research, but graduates would also be prepared to pursue licensure and go into private clinical practice. Students would have internships with a variety of area partners. The proposed program is supported by a $6 million grant from the Valley Baptist Legacy Foundation to provide equipment and renovations for clinical and research space.

The institution estimates that five-year costs would total $6,083,509, and has identified funding resources of $6,293,019 over the same period.

Existing Programs:

There are eight public and two independent universities offering doctoral programs in Clinical Psychology in Texas.

Public Universities:
    Texas A&M University
    Sam Houston State University
    Texas Tech University
    The University of Texas at Austin
    University of Houston
    University of Houston—Clear Lake
    University of North Texas
    The University of Texas Southwestern Medical Center

Independent Colleges and Universities:
Baylor University
Southern Methodist University

There are no existing programs within a 60-minute drive of proposed program. The University of Texas at Austin program is located 300 miles from the proposed program and enrolled its first class in 2005.

In fall 2017, there were a total of 277 declared majors in Clinical Psychology at public institutions. Admission to existing programs in Texas is highly competitive, and all programs are at capacity.

Start-Up Projections:	*Yr. 1*	*Yr. 2*	*Yr. 3*	*Yr. 4*	*Yr. 5*
Students Enrolled	6	11	18	25	32
Graduates	0	0	0	0	0
Avg. Financial Assistance	$32,740	$32,740	$32,740	$35,140	$36,490
Students Assisted	6	11	18	25	32
Core Faculty	10	10	10	10	10
Total Costs	$668,431	$785,979	$1,152,448	$1,551,194	$1,925,457
Total Funding	$734,007	$829,741	$1,252,621	$1,551,194	$1,925,456
% From Formula Funding	0	0	8%	6%	11%

FIVE-YEAR COSTS		
Personnel		
Faculty	$	1,335,609
Faculty Travel	$	192,000
Program Administration	$	299,456
Graduate Assistants	$	3,394,080
Clerical/Staff	$	401,264
Other	$	0
Supplies and Materials	$	255,100
Library and IT Resources	$	125,000
Equipment	$	81,000
Facilities	$	0
Other	$	0
Total	**$**	**6,083,509**

FIVE-YEAR FUNDING		
Formula Funding (Years 3-5)	$	418,538
Reallocation of Existing Resources	$	881,224
Tuition and Fees	$	2,635,781
Program Grant[1]	$	2,357,476
Total	**$**	**6,293,019**

Major Commitments:

In accordance with the institution's proposed hiring schedule, UT-RGV agrees to hire at least three research-active faculty: a clinic director, a clinical psychologist, and a quantitative psychologist. The three new faculty members will start in Year 1 (fall 2019). By June 1, 2019,

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[1] Current faculty grant from the Valley Baptist Legacy Foundation.

the institution shall provide documentation of the faculty hires through submission of a letter of intent, curriculum vitae, and a list of courses to be taught, and shall submit its strategic plan for any future faculty hiring to the Coordinating Board through the submission portal.

The institution shall submit five Annual Progress Reports confirming institutional commitments and assessing the progress of program implementation.

Final Assessment:

The institution has a proactive plan to recruit underrepresented students to the program:	**_Yes_** No
The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program:	**_Yes_** No
The proposed program satisfactorily meets the Board's criteria for new doctoral programs (Texas Administrative Code, Chapter 19, Section 5.46):	**_Yes_** No

   Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Online Resume for Legislators and Other Policymakers
THE UNIVERSITY OF TEXAS-RIO GRANDE VALLEY

Location: Edinburg, South Texas Region

Out-Of-State Peers:
Degrees Offered: Bachelor's, Master's, Doctoral

Institutional Resumes   Accountability System   Definitions   Institution Home Page

Enrollment

Race/Ethnicity	Fall 2011 Number	Fall 2011 Percent	Fall 2015 Number	Fall 2015 Percent	Fall 2016 Number	Fall 2016 Percent
White	0	.0%	1,059	3.7%	823	3.0%
Hispanic	0	.0%	25,382	88.8%	24,520	89.2%
African American	0	.0%	216	.8%	182	.7%
Asian	0	.0%	430	1.5%	389	1.4%
International	0	.0%	966	3.4%	779	2.8%
Other & Unknown	0	.0%	531	1.9%	811	2.9%
Total	0	.0%	28,584	100.0%	27,504	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	0	.0%	761	3.1%	941	3.9%
Other Institutions	0	.0%	156	.6%	279	1.2%

Student Success

One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates

	Enter Fall 2010	Enter Fall 2014	Enter Fall 2015
Cohort	.	.	3,774
Total	.	.	86.5%
Same	.	.	79.3%
Other	.	.	7.1%

Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates

	Enter Fall 2009	Enter Fall 2013	Enter Fall 2014
Institution Persistence			
Cohort	.	.	.
Total	.	.	.
Same	.	.	.
Other	.	.	.

Graduation Rates

Cohort	Institution Rate	Peer Group Rate
Fall 4-year	.0%	.0%
Fall 5-year	.0%	.0%
Fall 6-year	.0%	.0%

Costs

Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH

Fiscal Year	Texas Rates Institution Average	Percent Increase	Peer Group Average	Percent Increase
2016	$7,292	.0%	$7,292	.0%
2017	$7,448	2.1%	$7,448	2.1%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree

Year	Institution Grads	Sem	SCH	Peer Group Average Grads	Sem	SCH
FY 2016	2,939	11.35	140.00	2,939	11.35	140.00

Six-year Graduation & Persistence Rate, Fall .

Student Group	Cohort	Rate
For Students Needing Dev Ed		
Institution	.	.
For Students NOT Needing Dev Ed		
Institution	.	.

*Peer Group data is average for peer group.

Financial Aid

Fiscal Year	Institution Percent	Institution Avg Amt	Peer Group Percent	Peer Group Avg Amt	OOS Peer Group Percent	OOS Peer Group Avg Amt
Federal Student Loans						
2015	36%	$5,099	36%	$5,099	0%	$0
Federal, State, Institutional or Other Grants Known by Institutions						
2015	76%	$7,033	76%	$7,033	0%	$0
Federal (Pell) Grants						
2015	64%	$4,451	64%	$4,451	0%	$0

Funding

Revenue Source	FY 2016 Amount	FY 2016 Pct of Total	FY 2013 Amount	FY 2013 Pct of Total
Appropriated Funds	$0	.0%	$0	.0%
Federal Funds	$0	.0%	$0	.0%
Tuition & Fees	$0	.0%	$0	.0%
Total Revenue	$0	.0%	$0	.0%

Online Resume for Prospective Students, Parents and the Public
THE UNIVERSITY OF TEXAS-RIO GRANDE VALLEY

Location: Edinburg, South Texas Region

Out-Of-State Peers:
Degrees Offered: Bachelor's, Master's, Doctoral

Institutional Resumes   Accountability System   Definitions   Institution Home Page

Enrollment

Race/Ethnicity	Fall 2016 Number	Percent
White	823	3.0%
Hispanic	24,520	89.2%
African American	182	.7%
Asian	389	1.4%
International	779	2.8%
Other & Unknown	811	2.9%
Total	27,504	100.0%
TX First Time Transfers	**Number**	**% of UG**
Two-Year Institutions	941	3.9%
Other Institutions	279	1.2%

Baccalaureate Success

Graduation Rate of First-time, Full-time Degree-seeking Students Entering

Measure	Fall	Rate
4-year Rate Total		.0%
Same Institution		.0%
Other Institutions		.0%
5-year Rate Total		.0%
Same Institution		.0%
Other Institutions		.0%
6-year Rate Total		.0%
Same Institution		.0%
Other Institutions		.0%

Grad Rates by Ethnicity

1-Year Persistence, Fall 2015	
Total	86.5%
Same	79.3%
Other	7.1%
2-Year Persistence, Fall 2014	
Total	.0%
Same	.0%
Other	.0%

Avg Number SCH for Bachelor's Degree		
	FY 2016 Average	
	Sem	SCH
All	11.35	140.00

Degrees Awarded

Type	FY 2016
Bachelor's	4,017
Master's	1,380
Doctoral	14
Professional	0
Total	5,411

Degrees by Ethnicity

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2016 Rate
Law	%
Pharmacy	%
Nursing	78.0%
Engineering	83.3%

*Data for FY 2015

Admissions

Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2016

Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2016

Race/Ethnicity	Applicants	Accepted	Enrolled
White	258	66.7%	45.9%
African American	74	68.9%	51.0%
Hispanic	9,279	63.1%	62.5%
Asian	142	78.9%	58.0%
International	95	100.0%	72.6%
Other	150	73.3%	42.7%
Total	9,998	63.9%	61.7%

Costs

Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH

Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2016	$7,292	.0%	$0	.0%
2017	$7,448	2.1%	$0	.0%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2017

Type of Cost	Average Amount
Total Academic Cost	$7,448
On-campus Room & Board	$7,950
Books & Supplies	$1,210
Off-Campus Transportation & Personal Expenses	$3,152
Total Cost	$19,760

Rates of Tutition per SCH
Mandatory Fees

Instruction

Measure of Excellence	Fall 2016
Undergraduate Classes with < 20 Students	26.4%
Undergraduate Classes with > 50 Students	14.0%
% of Teaching Faculty Tenured/Tenure-track *	%
Student/Faculty Ratio *	0:1

* Fall 2015 Data

Financial Aid

Enrolled in FY 2015

Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	76%	$7,033
Federal (Pell) Grants	64%	$4,451
Federal Student Loans	36%	$5,099

Funding

Source	FY 2016 Amount	Pct of Total
Appropriated Funds	$0	.0%
Federal Funds	$0	.0%
Tuition & Fees	$0	.0%
Total Revenue	$0	.0%

Existing Program: Doctor of Philosophy (PhD) degree with a major in Clinical Psychology
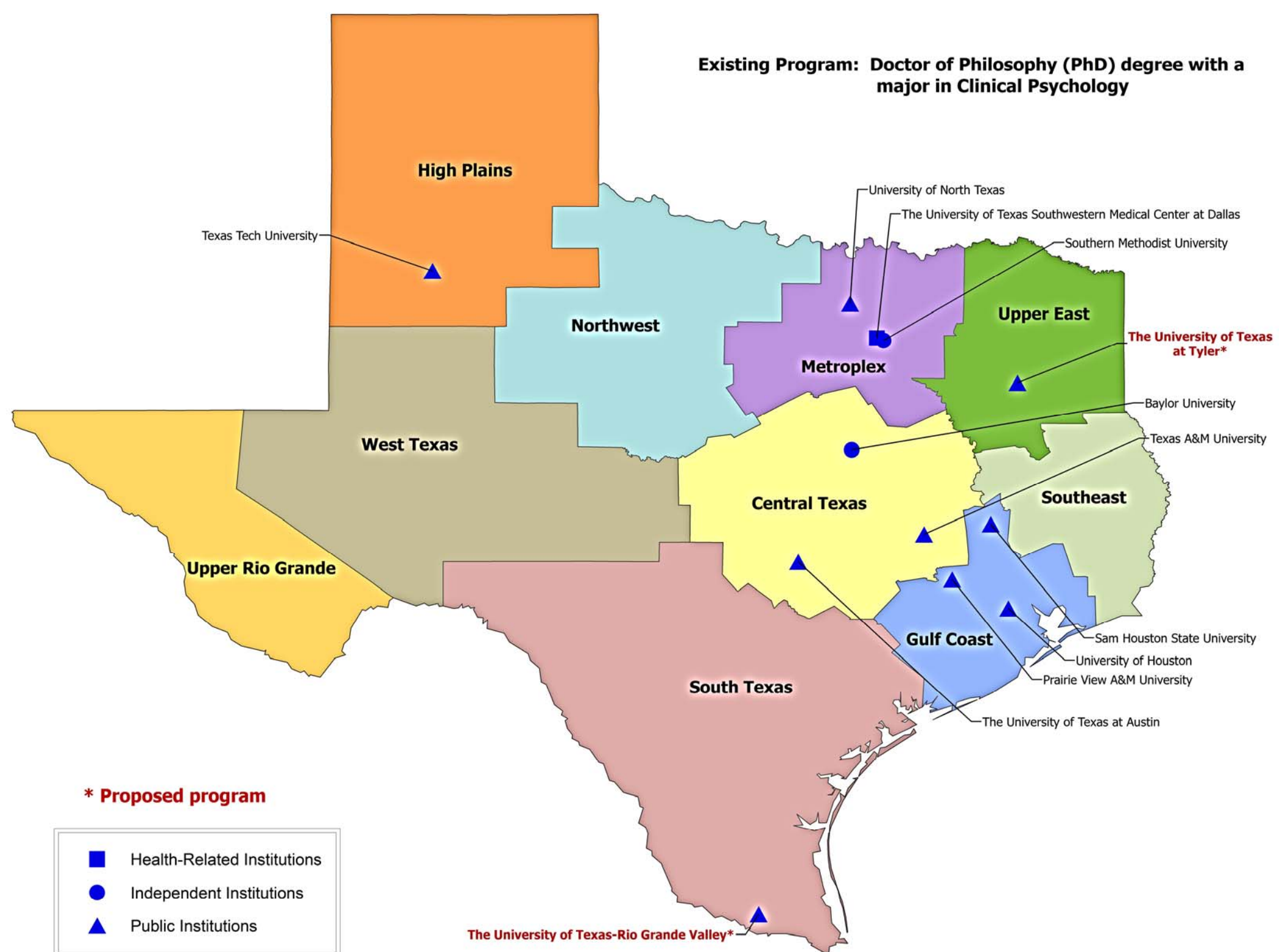
High Plains

Northwest

Upper East

Metroplex

West Texas

Central Texas

Southeast

Upper Rio Grande

Gulf Coast

South Texas

Texas Tech University

University of North Texas

The University of Texas Southwestern Medical Center at Dallas

Southern Methodist University

The University of Texas at Tyler*

Baylor University

Texas A&M University

Sam Houston State University

University of Houston

Prairie View A&M University

The University of Texas at Austin

The University of Texas-Rio Grande Valley*

* Proposed program

Health-Related Institutions

Independent Institutions

Public Institutions

Consideration of adopting the Committee's recommendation to the Board relating to the report on the Fiscal Year 2018 Annual Review of Low-Producing Programs

RECOMMENDATION: Approval

Background Information:

The Coordinating Board adopted changes to its rules for the review of low-producing degree programs in July 2013, based on Senate Bill 215, 83rd Texas Legislature, Regular Session and codified as Texas Education Code, Chapter 61, Subchapter C, Section 61.0512 (f). As of September 1, 2013, the statute shifted the authority to order the closure or consolidation of programs at institutions of higher education from the Coordinating Board to the institutional governing boards.

Coordinating Board staff may recommend to an institution's governing board the closure of a non-exempt degree or certificate program, if the program has been on the annual list of low-producing programs for three or more consecutive reviews (TAC Rule 4.290). The list of low-producing degree programs is available on the agency's website at www.thecb.state.tx.us/LPP. The Coordinating Board approved a list of programs recommended for closure based on the Fiscal Year 2017 low-producing programs review at the July 2017 Board meeting.

If a governing board does not accept the Coordinating Board staff recommendation, then the university system (or the institution, where a system does not exist) must identify the programs recommended for consolidation or closure on its next Legislative Appropriations Request. In those situations, a system or institution also needs to develop a plan for the degree program to achieve the minimum standard for the degree awarded, or if the standard is not attainable, the institution needs to provide a rationale describing the merits of continuing the degree program.

Texas Administrative Code (TAC) Chapter 4, Subchapter R, Rules 4.285 through 4.290 provide the process Coordinating Board staff follow regarding the periodic review of low-producing degree programs at public institutions of higher education. In order for a degree program to be identified as low-producing, the number of its graduates is, over a cumulative five-year period:

- fewer than 25 graduates for undergraduate programs;
- fewer than 15 graduates for master's programs; and
- fewer than 10 graduates for doctoral programs.

New degree programs are exempt from the low-producing review for the first five years of operation. Master's degree programs that lead directly to a doctoral degree are exempt. The

number of graduates of applied associate degree programs and corresponding certificate programs are combined for low-producing purposes. Second major graduates are counted.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Fiscal Year 2018 Low- Producing Program Report

The Academic Year (AY) 2018 low-producing degree program report includes graduates from AY 2011 through AY 2017 and excludes all programs that are exempt or received a continuing temporary exemption in previous years' reviews. The overall number of programs reviewed was about 5,200 and 206 programs were identified as low-producing. Throughout the year, eight programs came off the list because they were closed by the institutions. Thirty-three programs came off the list because they improved their number of graduates. However, 57 programs are newly identified as low-producing.

Of the 206 programs that were identified as low-producing in this year's report, 112 programs have been low-producing for three or more consecutive years. Last year about the same number of programs, 118 programs, were low-producing for three or more consecutive years. Of those programs that last year were low-producing for three or more consecutive years, seven were closed and 17 improved.

LPP Action	AY 2014 Review	AY 2015 Review	AY 2016 Review	AY 2017 Review	AY 2018 Review
Review of three 5-year periods	AY 07-13	AY 08-14	AY 09-15	AY 10-16	AY 11-17
Total LPP	**64**	**181**	**178**	**190**	**206**
LPP three years in a row	0	17	54	118	112
Sufficient graduates the following year to not be LPP	14	37	26	33	NA
Closed or consolidated the following year	5	11	15	8	NA
Recommended for close-out	0	2	0	118	93

Last year, Coordinating Board staff recommended closure or consolidation of all 118 programs that were identified as low-producing for three years in a row, so that the institutions could discuss and decide on appropriate action together with their governing boards, as intended by statute, during the year prior to the submission of 2018 Legislative Appropriation Requests. This work is ongoing and the Coordinating Board's recommendations stand with the exception of one program. Coordinating Board staff withdrew the recommendation for closure of one program, because it had been recently reinstated.

If a governing board does not accept the Coordinating Board recommendation, then the university system (or the institution, where a system does not exist) must identify the programs recommended for consolidation or closure on its Legislative Appropriations Request. In those situations, a system or institution also needs to develop a plan for the degree program to achieve the minimum standard for the degree awarded, or if the standard is not attainable, the institution needs to provide a rationale describing the merits of continuing the degree program.

The following table shows the 93 remaining programs that were low-producing for three years in a row during last year's review, by institution and system. The programs currently are awaiting a decision by the institutions' governing boards and, if not closed or consolidated, will be identified through the Legislative Appropriation Requests.

Texas Administrative Code (TAC) Chapter 4, Subchapter R, Rules 4.285 through 4.290 provide the process Coordinating Board staff follow regarding the periodic review of low-producing degree programs at public institutions of higher education. In order for a degree program to be identified as low-producing, the number of its graduates is, over a cumulative five-year period:

- fewer than 25 graduates for undergraduate programs;
- fewer than 15 graduates for master's programs; and
- fewer than 10 graduates for doctoral programs.

List of Low Producing Programs Three Years in a Row			Review Year		
Academic Year 2018 Review	2017 Review Recommendation to Close or Consolidate		AY 16	AY 17	AY 18
Institution	Program		Graduates Over Five Year Periods		
Non-System - Community and Technical Colleges					
Austin Community College	Engineering-Related Technologies	AAS	17	21	22
College of the Mainland	Emergency Medical Technology/Technician	AAS	8	10	19
Hill College	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician	AAS	2	0	15
	Heavy/Industrial Equipment Maintenance Technologies	AAS	14	11	2
Lee College	Criminal Justice & Corrections	AAS	19	24	23
Northeast Texas Community College	Agricultural Business and Management	AAS	18	17	19
Texarkana College	Marketing	AAS	1	0	0
Wharton County Junior College	Graphic Communications	AAS	5	7	8
Alamo Community College District					
Alamo Community College District - Palo Alto College	Electromechanical and Instrumentation and Maintenance Technologies/Technicians	AAS	9	4	2
Texas State Technical College District					
Texas State Technical College-Waco	Building/Construction Finishing, Management, and Inspection	AAS	0	1	7
Non-System - Universities					
Midwestern State University	Counseling (School)	MED	7	3	2
	Language and Literacy Studies (was Reading Education)	MED	8	8	9
Stephen F. Austin State University	Agricultural Engineering Technology	BSAG	23	24	23
	Agricultural Development-Production	BSAG	19	23	24
	Poultry Science	BSAG	16	13	16
	Forestry	PHD	7	9	7
	Forest Management	BSF	23	19	19
	School Mathematics Teaching	MS	4	5	5
	Chemistry	BS	15	20	20
	Economics	BA	14	12	12
	Art History	BA	14	11	9
Texas Southern University	Spanish	BA	19	22	21
	Chemistry	MS	12	14	13
	Art	BA	22	21	20
Texas Woman's University	Medical Technology	BS	9	6	7

List of Low Producing Programs Three Years in a Row			Review Year		
(continued)	2017 Review Recommendation to Close or Consolidate		AY 16	AY 17	AY 18
Institution	**Program**		Graduates Over Five Year Periods		
Texas A&M University System					
Prairie View A&M University	Clinical Adolescent Psychology	PHD	8	9	9
Tarleton State University	Environmental Science	MS	11	10	12
	Computer Science	BS	0	6	19
Texas A&M University	Applied Physics	PHD	7	9	9
Texas A&M University-Kingsville	Music Education	MM	6	4	6
	Accounting	MPACC	3	0	0
	International Business Management	BBA	11	6	2
West Texas A&M University	Biotechnology	BS	13	10	8
	Dance	BFA	19	24	22
	Art	BA BS	19	20	18
	Studio Art	MFA	9	10	11
Texas State University System					
Lamar State College-Port Arthur	Mental and Social Health Services and Allied Professions	AAS	7	8	11
	Accounting and Related Services	AAS	12	14	16
Lamar University	Environmental Studies	MS	11	10	7
	General Business-Advertising	BBA	10	12	14
	General Business-Retail Merchandising	BBA	3	1	1
	History	MA	7	8	6
Sam Houston State University	Family and Consumer Sciences	MS	6	9	11
	Food Service Management	BA BS	18	20	20
	Composite Science	BS	3	0	0
Sul Ross State University	Computer Science	BS	6	9	14
	Industrial Technology	BS	9	7	3
	Spanish	BA	10	10	8
	Theatre	BFA	12	14	17
	Liberal Arts	MA	11	11	11
	Mathematics	BS	15	17	16
	Chemistry	BS	2	2	1
	Geology	MS	9	10	10
	Psychology	MA	2	1	0
	Social Science	BA	5	6	7
	Political Science	BA	9	9	7
	Political Science	MA	4	2	3
	Art	BFA	15	11	10
	Art	MA	5	5	5
	Music	BM	12	11	11
Sul Ross State University Rio Grande College	Reading Specialist	MED	7	5	1
	Spanish	BA	20	24	22
	Social Science	BA	21	20	22
Texas State University	History	MED	10	9	12
	Applied Mathematics	MS	3	4	6
	Material Physics	MS	3	4	3

List of Low Producing Programs Three Years in a Row (continued) 2017 Review Recommendation to Close or Consolidate			Review Year		
			AY 16	AY 17	AY 18
Institution	Program		Graduates Over Five Year Periods		
Texas Tech University System					
Texas Tech University	Land Use Planning, Management, and Design	PHD	4	5	4
	Microbiology	MS	13	11	9
	Zoology	MS	5	5	4
The University of Texas System					
The University of Texas at Austin	Architectural History	MA	8	7	7
	Latin American Studies	PHD	4	4	4
	German, Scandinavian, and Dutch Studies	BA	3	4	4
	Italian	BA	24	23	19
	Islamic Studies	BA	15	10	11
	Jewish Studies	BA	9	7	8
	Applied Physics	MSAP	2	1	1
	Dance	MFA	3	4	1
	Music Composition	BM	9	9	8
	Jazz	BM	13	17	17
	Clinical Nurse Specialist	MSN	0	0	14
The University of Texas at Dallas	Bioinformatics and Computational Biology	MS	9	8	10
	Communication Sciences and Disorders	PHD	2	3	7
The University of Texas at El Paso	Chicano Studies	BA	20	22	18
	Education	MA	11	7	7
The University of Texas at San Antonio	Business Economics	MBA	4	4	3
The University of Texas Health Science Center at Houston	Environmental Science[1]	PHD	9	8	8
The University of Texas Medical Branch at Galveston	Medical Science Research	MMS	9	10	9
The University of Texas of the Permian Basin	Information Systems	BS	21	19	22
	Leadership Studies	BA	17	12	9
The University of Texas Southwestern Medical Center	Biomedical Engineering	PHD	7	7	5
University of Houston System					
University of Houston	Engineering Management	MS	10	6	1
University of Houston-Victoria	Humanities	BA	0	0	1
University of North Texas System					
University of North Texas	Behavioral Science	PHD	6	8	7

1 To be consolidated with Environmental Health, August 15, 2018

There are 18 programs that were identified as low-producing for three years in a row in the AY 2018 review year. Coordinating Board staff is not making a recommendation for closure or consolidation for these programs. Institutions would not have an opportunity to work with their governing boards to discuss a solution about these programs prior to the submission of their Legislative Appropriation Requests. Coordinating Board staff will make a recommendation next year, when there will be a year's time before the 2020 Legislative Appropriation Requests will be due. Coordinating Board staff can then also take into account for their recommendation governing boards' decisions for programs listed on the 2018 Legislative Appropriation Requests.

The following table shows, by institution and system, the 18 programs that are now low-producing for three years in a row during the AY 2018 review and includes the one program that was withdrawn by Coordinating Board's staff from its 2017 recommendation for closure or consolidation.

List of Low Producing Programs Three Years in a Row			Review Year		
Academic Year 2018 Review	No Coordinating Board Recommendation		AY 16	AY 17	AY 18
Institution	Program		Graduates Over Five Year Periods		
Non-System - Community and Technical Colleges					
Angelina College	Diagnostic Medical Sonography/Sonographer and Ultrasound Technician	AAS	15	22	14
Angelina College	Accounting and Related Services	AAS	20	21	20
North Central Texas College	Business Operations Support and Assistant Services	AAS	23	23	21
Tarrant County College District					
Tarrant County College District - Northeast Campus	Business Operations Support and Assistant Services	AAS	17	11	7
Tarrant County College District - Southeast Campus	Business Operations Support and Assistant Services	AAS	23	19	10
Texas State Technical College District					
Texas State Technical College-Waco	Electrical Engineering Technologies/Technicians	AAS	23	24	24
Texas State Technical College-West Texas	Computer Software and Media Applications	AAS	2	0	7
Non-System - Universities					
Midwestern State University	Kinesiology	MSK	10	3	3
Midwestern State University	Economics	BBA	20	21	20
Texas Woman's University	Family and Consumer Sciences	BS	20	23	18
Texas A&M University System					
Texas A&M University	Veterinary Public Health - Epidemiology	MS	9	11	11
Texas State University System					
Sam Houston State University	Philosophy	BA	24	23	23
Sam Houston State University	Psychology	MA	5	2	1
Sul Ross State University	Biology	MS	13	14	13
Texas Tech University System					
Texas Tech University	Food Science	MS	12	13	13
The University of Texas System					
The University of Texas at El Paso	Geophysics[1]	BS	8	7	5
The University of Texas Health Science Center at Houston & The University of Texas M.D. Anderson Cancer Center	Biomedical Sciences-Quantitative Sciences	PHD	0	0	0
University of Houston System					
University of Houston	Technology Project Management	MS	0	0	12
University of Houston	Space Architecture	MS	12	8	3

[1] Program reinstated June 1, 2016. Not recommended for closure.

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to the Economics Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

   Coordinating Board staff requests appointment of individuals to the Economics Field of Study Advisory Committee. The committee is charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Economics degree program into which the student transfers. Students completing the Economics Field of Study shall receive full academic credit toward the degree program for the block of courses transferred.

   The nominated individuals are representatives of public institutions of higher education, and a majority of the recommended members are faculty members. The individuals were consulted by their institutions about serving on this committee before they were nominated. Each public institution of higher education was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education.

   Tasks assigned to the committee include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Economics Field of Study Curriculum as determined by the Board. The Committee members will serve staggered terms of up to three years.

Two-year institution nominees' current position and highest degree awarded:

Randy Methenitis, Lead Faculty, Richland College
        MBA in International Management, The University of Texas at Dallas

Bobby Mixon, Professor, San Jacinto College
        PhD in Agricultural Economics, Oklahoma State University

Victor Moussoki, Faculty, Lone Star College
        PhD in Economics, State University of New York at Buffalo

Charles Newton, Program Coordinator, Houston Community College
        MA in Economics, Texas Tech University

Lydia Ortega, Assistant Professor, St. Philip's College
        MA in Economics and Public Administration, St. Mary's University

Scott Powers, Professor, Navarro College
        MBA in Business Administration, Baylor University

Bryce Rico, Department Head, Accounting/Economics, Blinn College
> MS in Economics, Texas A&M University

Teo Sepulveda, Faculty, South Texas College
> MS in Applied Economics, Georgia Southern University

Kaycee Washington, Professor, Grayson College
> MA in Applied Economics-International Economic Policy, Southern Methodist University

Brooks Wilson, Professor, McLennan Community College
> PhD in Agricultural Economics, University of California-Davis

Four-year institution nominees' current position and highest degree awarded:

Janice Hauge, Professor, University of North Texas
> PhD in Economics, University of Florida

David Hudgins, Professor, Texas A&M University-Corpus Christi
> PhD in Economics, University of Illinois at Urbana-Champaign

Hussain Jafri, Professor, Tarleton State University
> PhD in Economics, University of Wisconsin-Madison

Agim Kukeli, Assistant Professor, Midwestern State University
> PhD in Economics, Colorado State University

Susan McElroy, Associate Professor, The University of Texas at Dallas
> PhD in Economics of Education, Stanford University

Jonathan Meer, Associate Professor, Texas A&M University
> PhD in Economics, Stanford University

Ruxandra Prodan-Boul, Instructional Associate Professor, University of Houston
> PhD in Economics, University of Houston

Chad Smith, Professor and Department Chair, Texas State University
> PhD in Sociology, Washington State University

Stephen Trejo, Professor, The University of Texas at Austin
> PhD in Economics, University of Chicago

Mahmut Yasar, Associate Professor, The University of Texas at Arlington
> PhD in Economics, University of Illinois at Urbana-Champaign

> Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to the Management Information Systems Field of Study Advisory Committee

RECOMMENDATION: Withdraw

Background Information:

At this time staff recommends the Board withdraw this item from the agenda. At the March 21, 2018 Committee on Academic and Workforce Success (CAWS) meeting, staff recommended to appoint members to the Management Information Systems Field of Study Advisory Committee. Since then, the Business Administration and Management Field of Study Advisory Committee (BAMFOSAC) determined that the Field of Study for Business Administration and Management would also suffice for the disciplines of Management Information Systems, Finance, Marketing and Accounting. This was confirmed by the BAMFOSAC and through public comment, but after the CAWS meeting, thus obviating the need for a separate committee.

Coordinating Board staff requests appointment of individuals to the Management Information Systems Field of Study Advisory Committee. The committee is charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Management Information Systems degree program into which the student transfers. Students completing the Management Information Systems Field of Study shall receive full academic credit toward the degree program for the block of courses transferred.

The nominated individuals are representatives of public institutions of higher education, and a majority of the recommended members are faculty members. The individuals were consulted by their institutions about serving on this committee before they were nominated. Each public institution of higher education was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education.

Tasks assigned to the committee include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Management Information Systems Field of Study Curriculum as determined by the Board. The Committee members will serve staggered terms of up to three years.

Two-year institution nominees' current position and highest degree awarded:

Robb Cabaniss, Department Chair, Temple Junior College
     DBA in Business Administration, Grand Canyon University

Charles DeSassure, Associate Professor, Tarrant County College
     DSc in Computer Science, Cybersecurity and Information Assurance, Colorado Technical University

James Greer, Associate Professor, Brazosport College
 DScIS in Information Systems, Dakota State University

Mary Harm, Professor, Weatherford College
 ME in Education, Texas Christian University

Carla Ruffins, Program Director, San Jacinto College
 MS in Health Informatics, University of Illinois at Chicago

Cynthia Wagner, Professor and Program Director, McLennan Community College
 MS-IS in Information Systems, Tarleton State University

Carol Wiggins, Instructor, Blinn College
 MS in Management Information Systems, Texas A&M University

Meng-Hung Wu, Assistant Professor, South Texas College
 PhD in Computer Science, University of Houston

Four-year institution nominees' current position and highest degree awarded:

Randolph Cooper, Professor, University of Houston
 PhD in Management, University of California at Los Angeles

Jesse Luo, Assistant Professor, Midwestern State University
 PhD in Information Technology Management, University of Wisconsin-Milwaukee

Radha Mahapatra, Professor, The University of Texas at Arlington
 PhD in Management Information Systems, Texas A&M University

Kay Pleasant, Senior Lecturer, The University of Texas at Tyler
 MS in Computer Science, The University of Texas at Tyler

Mohan Rao, Associate Professor, Texas A&M University-Corpus Christi
 PhD in Business Administration, The University of Alabama at Tuscaloosa

Naveed Saleem, Professor, University of Houston-Clear Lake
 PhD in Management Information Systems, The University of Texas at Austin

Elizabeth Stoerkel, Instructor, Prairie View A&M University
 MS in Mathematics, Texas A&M University

David Wierschem, Associate Dean, Texas State University
 PhD in Sociology, Washington State University

 Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to the Mathematics Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

     Coordinating Board staff requests appointment of individuals to the Mathematics Field of Study Advisory Committee. The committee is charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Mathematics degree program into which the student transfers. Students completing the Mathematics Field of Study shall receive full academic credit toward the degree program for the block of courses transferred.

     The nominated individuals are representatives of public institutions of higher education, and a majority of the recommended members are faculty members. The individuals were consulted by their institutions about serving on this committee before they were nominated. Each public institution of higher education was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education.

     Tasks assigned to the committee include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Mathematics Field of Study Curriculum as determined by the Board. The Committee members will serve staggered terms of up to three years.

Two-year institution nominees' current position and highest degree awarded:

William Ardis, Professor, Collin College
     MS in Mathematics, The University of Texas at Dallas

Tammy Calhoun, Instructor, Hill College
     MS in Applied Mathematics, University of North Texas

Billye Cheek, Professor, Grayson College
     PhD, Applied Mathematics, The University of Texas at Dallas

Mary Cottier, Instructor, St. Philip's College
     MS in Computer Science and Mathematics, East Texas State University

Claudia Davis, Professor, Lone Star College
     MS in Mathematical Statistics, University of Louisiana

Thomas Finnegan, Professor, Del Mar College
     MS in Mathematics, University of Missouri-Columbia

Sonia Ford, Professor, Midland College
        EdD in Instructional Technology, Texas Tech University

Jennifer Mauch, Department Head, Wharton County Junior College
        MEd in Middle School Mathematics Teaching, Texas State University

Four-year institution nominees' current position and highest degree awarded:

James Alvarez, Professor, The University of Texas at Arlington
        PhD in Mathematics, The University of Texas at Austin

Sharon Gronberg, Senior Lecturer, Texas State University
        MEd in Middle School Mathematics Teaching, Texas State University

Yvette Hester, Assistant Dean for Student Affairs, Texas A&M University
        PhD in Educational Statistics and Psychometrics, Texas A&M University

Brady McCary, Senior Lecturer II, University of Texas at Dallas
        PhD in Applied Mathematical Sciences, University of Texas at Dallas

Michael Monticino, Professor, University of North Texas
        PhD in Mathematics, University of Miami

Jang-Woo Park, Assistant Professor, University of Houston-Victoria
        PhD in Mathematical Sciences, Clemson University

Lorenzo Sadun, Professor, The University of Texas at Austin
        PhD in Mathematics, University of California at Berkeley

Ann Wheeler, Associate Professor, Texas Woman's University
        PhD in Educational Mathematics, University of Northern Colorado

        Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to the Radio & Television Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests appointment of individuals to the Radio & Television Field of Study Advisory Committee. The committee is charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Radio & Television degree program into which the student transfers. Students completing the Radio & Television Field of Study shall receive full academic credit toward the degree program for the block of courses transferred.

The nominated individuals are representatives of public institutions of higher education, and a majority of the recommended members are faculty members. The individuals were consulted by their institutions about serving on this committee before they were nominated. Each public institution of higher education was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education.

Tasks assigned to the committee include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Radio & Television Field of Study Curriculum as determined by the Board. The Committee members will serve staggered terms of up to three years.

Two-year institution nominees' current position and highest degree awarded:

Stephen Ames, Program Coordinator, Houston Community College

Nancy Boyens, Professor, McLennan Community College
        MS in Computer Education & Cognitive Systems, University of North Texas

Erica Edwards, Faculty, Richland College
        MS in Public Relations, Syracuse University

Andrea Fuentes, Instructor, South Texas College
        MA in Communication Studies, The University of Texas-Pan American

Kathryn Kelly, Faculty, Blinn College
        MA in Communication: Rhetoric and Public Affairs, Texas A&M University

Christian Raymond, Professor and Department Chair, Austin Community College
        MA in Communications, Radio-Television-Film, Wayne State University

Geron Scates, Assistant Professor, Western Texas College
        MA in Education, Sul Ross State University

Four-year institution nominees' current position and highest degree awarded:

Derek Blackwell, Assistant Professor, Prairie View A&M University
        PhD in Communication, University of Pennsylvania

Todd Chambers, Associate Dean for Undergraduate Affairs, Texas Tech University
        PhD in Communication, University of Tennessee

Andrew Clark, Associate Professor, The University of Texas at Arlington
        PhD in Mass Communication, University of Florida

Garth Jowett, Professor, University of Houston
        PhD in Communications, University of Pennsylvania

Danny Malone, Assistant Professor, Tarleton State University
        MA in Journalism, University of North Texas

Michael McFarland, Assistant Professor, West Texas A&M University
        EdD in Instructional Technology, Texas Tech University

Raymond Niekamp, Associate Professor, Texas State University
        PhD in Sociology, Washington State University

        Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

<u>Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to the Sociology Field of Study Advisory Committee</u>

RECOMMENDATION: Approval

Background Information:

    Coordinating Board staff requests appointment of individuals to the Sociology Field of Study Advisory Committee. The committee is charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Sociology degree program into which the student transfers. Students completing the Sociology Field of Study shall receive full academic credit toward the degree program for the block of courses transferred.

    The nominated individuals are representatives of public institutions of higher education, and a majority of the recommended members are faculty members. The individuals were consulted by their institutions about serving on this committee before they were nominated. Each public institution of higher education was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education.

    Tasks assigned to the committee include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Sociology Field of Study Curriculum as determined by the Board. The Committee members will serve staggered terms of up to three years.

Two-year institution nominees' current position and highest degree awarded:

Haetham Abdul-Razaq, Assistant Professor, Northwest Vista College
    PhD in Culture, Literacy, and Language, The University of Texas at San Antonio

Karin Branham, Professor, Lone Star College
    MA in Teaching, Drake University

Kristi Clark-Miller, Professor, Collin College
    PhD in Sociology, University of Arizona

Sherry Cooke, Professor, Grayson College
    PhD in Sociology, Texas Woman's University

Samuel Echevarria-Cruz, Dean of Liberal Arts, Austin Community College
    PhD in Sociology/Demography, The University of Texas at Austin

Garrison Henderson, Professor, Tarrant County College
    EdD in Educational Leadership in Higher Education, Texas A&M University-Commerce

Ron Huskin, Professor, Del Mar College
        MA in Sociology, The University of New Mexico

William Johnson, Instructor, Wharton County Junior College
        MSSW in Social Work, The University of Texas at Austin

Karin Kaiser, Instructor, Hill College
        PhD in Sociology, University of North Texas

Rolando Longoria, Instructor and Assistant Chair, South Texas College
        PhD in Sociology, University of California-Santa Barbara

India Stewart, Faculty, Eastfield College
        PhD in Public Affairs, The University of Texas at Dallas

Shonda Whetstone, Assistant Dean of Social Sciences, Blinn College
        MA in Sociology, Prairie View A&M University

Four-year institution nominees' current position and highest degree awarded:

Steven Arxer, Associate Professor, University of North Texas at Dallas
        PhD in Sociology, University of Florida

Shannon Cavanagh, Associate Professor, The University of Texas at Austin
        PhD in Sociology, University of North Carolina at Chapel Hill

Megan Collins, Assistant Professor and Program Coordinator, Prairie View A&M University
        PhD in Sociology, Texas A&M University

Daniel Delgado, Assistant Professor, Texas A&M University-San Antonio
        PhD in Sociology, Texas A&M University

Joanna Kaftan, Assistant Professor, University of Houston-Downtown
        PhD in Sociology, University of Notre Dame

Robert Kunovich, Professor and Chair, The University of Texas at Arlington
        PhD in Sociology, The Ohio State University

Samantha Kwan, Associate Professor, University of Houston
        PhD in Sociology, University of Arizona

Godpower Okereke, Professor, Texas A&M University-Texarkana
        PhD in Sociology, Oklahoma State University

Chad Smith, Professor and Chair, Texas State University
        PhD in Sociology, Washington State University

Beverly Stiles, Professor and Chair, Midwestern State University
        PhD in Sociology, Texas A&M University

Tim Woods, Instructional Associate Professor, Texas A&M University
      PhD in Sociology, Texas A&M University

Dale Yeatts, Professor, University of North Texas
      PhD in Sociology, University of Virginia

      Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to the Undergraduate Education Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests a member appointment for the Undergraduate Education Advisory Committee (UEAC). The UEAC, in accordance with Coordinating Board Rules, Chapter 1, Subchapter R, Rule 1.206, was created to provide the Board with advice and recommendations regarding undergraduate education.

The UEAC was established in 2006 and includes representatives from public community and technical colleges, universities, and health-related institutions, independent colleges and universities, and one non-voting student member. Voting members serve three-year, staggered terms. The committee meets at least twice a year.

The member appointment for the UEAC would replace Dr. Sheila Amin Gutierrez de Pineres, Vice President of Academic Affairs and Dean of Faculty at Austin College. Austin College requested that Dr. Dawn Remmers serve as a replacement member. If appointed, Dr. Remmers would serve the remaining portion of Dr. de Pineres' term, which ends August 31, 2019.

Nominee's current position and highest degree awarded:

Dawn Remmers, Executive Director of Institutional Research and Registrar, Austin College
   Ph.D. in Experimental Psychology, Kansas State University, Manhattan, Kansas

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Consideration of adopting the Committee's recommendation to the Board relating to the guidelines for the 2018 Texas Higher Education Star Awards

RECOMMENDATION: Approval

Background Information:

The Texas Higher Education Star Award was originally established by the Texas Higher Education Coordinating Board (THECB) in 2001 to recognize exceptional contributions toward achieving one or more of the goals of the former long-range Texas higher education plan, *Closing the Gaps by 2015*. The Board approved continuing the program at its quarterly meeting in April 2016, with revised guidelines to reflect the goals of the current long-range higher education plan, *60x30TX* – Educated Population, Completion, Marketable Skills, and Manageable Student Debt. Finalists are recommended by a THECB staff review panel, and winners are selected by a review committee consisting of board members of the THECB, out-of-state higher education experts, and Texas community leaders. A maximum of seven awards are presented annually. Representatives of institutions, organizations, and groups from all over Texas have been recognized for their efforts to develop and implement the state's most successful programs, projects, activities, and partnerships.

The THECB received 44 nominations and 41 applications for the 2017 Star Award. As part of the 2017 Texas Higher Education Leadership Conference held Nov. 30 - Dec. 1, the Board recognized eight finalists and presented four awards for the following programs:
- Austin Community College District – Accelerated Programmer Training
- Odessa College – Eight-Week Terms: A Pathway to *60x30TX*
- University of Houston – UH in 4
- University of Houston-Downtown – The Gateway Course Innovation Initiative

Staff recommends the only change to be made to the 2018 Star Award program is to update the timeline. For 2018, staff recommends that Star Award applicants be recognized for exceptional contributions toward achieving one or more of the goals of *60x30TX* and that applicants are considered in the following categories:
1. Programs, projects, and activities at Texas institutions of higher education;
2. Groups and organizations in Texas (such as those that help promote student completion of a certificate or degree, or help reduce student loan debt); and
3. Partnerships (among higher education institutions, public/private schools/districts, businesses, or the community).

Dr. Mary E. Smith, Assistant Deputy Commissioner for Academic Planning and Policy, will be available to answer questions.

TEXAS HIGHER EDUCATION STAR AWARD

FOR HELPING TO ACHIEVE THE GOALS OF *60x30TX*

2018 APPLICATION PROCESS AND GUIDELINES

Purpose

The Texas Higher Education Star Award was originally established by the Texas Higher Education Coordinating Board (Coordinating Board or THECB) in 2001 to recognize exceptional contributions toward achieving one or more of the goals of the former long-range Texas higher education plan, *Closing the Gaps by 2015*. The state's current long-range higher education plan, *60x30TX*, adopted by the board of the THECB in July 2015, builds on the success of *Closing the Gaps* and is designed to establish a globally competitive workforce in Texas by 2030.

The board of the THECB approved continuing the Star Award program at its quarterly meeting in April 2016, with revised guidelines to recognize exceptional contributions toward meeting one or more of the goals of *60x30TX* – Educated Population, Completion, Marketable Skills, and Manageable Student Debt. Finalists are recommended by a THECB staff review panel, and winners are selected by a review committee consisting of board members of the THECB, out-of-state higher education experts, and Texas community leaders. Recipients will receive a custom-designed award and public recognition for their efforts in the fall at the annual Texas Higher Education Leadership Conference. A maximum of seven awards are presented annually.

Changes for the 2018 Star Award Program

Update the timeline for the 2018 Texas Higher Education Star Award program.

Categories for the 2018 Star Award

1. Programs, projects, and activities at Texas institutions of higher education;

2. Groups and organizations in Texas (such as those that help promote student completion of a certificate or degree, or help reduce student loan debt); and

3. Partnerships (among higher education institutions, public/private schools/districts, businesses, or the community).

Eligibility for the 2018 Star Award

1. Programs, projects, and activities at Texas institutions of higher education that are helping to meet one or more of the goals of *60x30TX*, including those at:

   - Public and independent two- and four-year colleges and universities;

   - Public technical and state colleges;

   - Public and independent health science centers; and

   - Degree-granting career colleges and schools.

2. Groups and organizations in Texas that are helping to meet one or more of the goals of *60x30TX* (such as those that help promote student completion of a certificate or degree, or help reduce student loan debt), including:

   - Businesses; and

   - Community organizations.

3. Partnerships in Texas that are helping to meet one or more of the goals of *60x30TX,* including partnerships among:

- Public and independent higher education institutions as noted in eligibility category 1;
- Public and private schools or districts;
- Businesses; and
- Community organizations.

Criteria for the 2018 Star Award

Programs/projects/activities, groups/organizations, and partnerships must:

1. Demonstrate successful outcomes in the following areas: (a) the educational attainment of the state's 25- to 34-year-old population; (b) student completion of a certificate or degree; (c) the number of programs with identified marketable skills; or (d) the implementation of programs or cost efficiencies that help to ensure that undergraduate student loan debt will not exceed 60 percent of first-year wages;

2. Clearly demonstrate improvement and excellence through the use of benchmarks and other comparison data that allow progress to be monitored and evaluated and that are attributable to the efforts of the program/organization/partnership; and

3. Clearly demonstrate an efficient cost/benefit ratio per student.

Review Process

Step One – Announcement and Call for Nominations

The 2018 Star Award program will be announced by May 7, 2018. THECB staff will send the announcement and call for Star Award nominations to the following groups:

1. Public and independent institutions of higher education (chancellors and presidents; chief academic officers; instructional officers; institutional research directors; deans of education; workforce deans; technical deans; registrars; reporting officials; continuing education officers; public relations officers; community, state, and technical college liaisons; and universities and health-related institutions institutional liaisons);

2. Degree-granting career colleges and schools (presidents and executive officers);

3. Local government and business organizations (African American Chambers of Commerce of Texas, Texas Association of Business, Texas Regional Council of Governments, County Judges and Commissioners Association of Texas, Texas High School Project, Texas Association of Mexican-American Chambers of Commerce, Texas Municipal League, and Texas City Management Association); and

4. Chambers of Commerce of Texas' larger cities.

Step Two – Nominations

To be considered for the 2018 Star Award, completed nominations (including self-nominations) must be received electronically by the THECB by June 11, 2018 at 5:00 p.m. Nominations must be submitted electronically as a pdf file via email to: StarAward@thecb.state.tx.us.

Step Three – Notifications to Nominees

THECB staff will notify nominees that they have been nominated for a Star Award and that a formal application must be received by the THECB in order for the nominee to be considered for a Star Award.

Step Four – Applications for Star Award

A formal application form must be completed by (or for) each nominee for the Star Award. To be considered for the 2018 Star Award, completed applications must be received electronically by the THECB by July 16, 2018 at 5:00 p.m. Applications, including at least one letter of recommendation, must be submitted electronically as a pdf file via email to the following address: StarAward@thecb.state.tx.us.

Step Five – Internal Staff Review Panel Reviews All Applications

A THECB Internal Staff Review Panel will review all applications to determine if the requested information is complete and adheres to application requirements. The Internal Staff Review Panel will forward a list of recommended finalists to the Commissioner of Higher Education on the basis of criteria established for the 2018 Star Award. The Commissioner will recommend finalists to the Chair of the Coordinating Board. The Commissioner and the Chair of the Coordinating Board will make actual finalist determinations.

Step Six – External Committee Reviews All Finalists' Applications

An External Review Panel, consisting of three board members of the THECB, three Texas business and community leaders, and three out-of-state higher education experts, will review the applications of all finalists and determine which of these finalists will be honored with the Star Award on the basis of criteria established for the 2018 Star Award.

Step Seven – Notification to Finalists

THECB staff will notify finalists in late September 2018. Finalists will be invited to attend a special ceremony during which they will be honored and Star Award winners announced.

Step Eight – Awards Presentation

The 2018 Star Awards will be presented at the THECB's annual Texas Higher Education Leadership Conference, on a date still to be determined.

Timeline for the 2018 Texas Higher Education Star Award Program	
Dates in 2018	**What Occurs**
May 4	• Nomination forms and supporting materials are posted to the THECB's website
May 7	• Announcement of the 2018 Star Award program • Call for Star Award nominations
June 11	• Nomination deadline
June 15	• Nominees notified
July 16	• Application deadline
July 20 (on or about)	• Internal Staff Review Panel Planning Meeting
July 20 – August 3	• Internal Staff Review Panel reviews all applications
August 3 (on or about)	• Internal Staff Review Panel evaluations due • Internal Staff Review Panel Meeting
August 10	• Internal Staff Review Panel recommends finalists to the Commissioner of Higher Education
August 10 – August 17	• The Commissioner recommends finalists to the Chair of the Coordinating Board; actual finalists are determined
August 20	• Finalists' applications are sent to the members of the External Review Committee
August 20 – September 10	• External Review Committee reviews all finalists' applications
September 10	• External Review Committee evaluations due
Week of September 17	• External Review Committee holds telephone conference on a date to be determined
September 26	• Finalists are notified and invited to attend the Texas Higher Education Star Awards Ceremony
Fall 2018 (date to be determined)	• 2018 Star Awards presented at the Texas Higher Education Leadership Conference

Consideration of adopting the Committee's recommendation to the Board relating to approval to amend the contract with Texas Tech University for the Texas College and Career Readiness Standards - English/Language Arts and Mathematics Review and Revision Project to increase funding for additional activities and deliverables

Original Project Cost: $96,000
Additional Funding Request: up to $7,000
New Total Project Cost: up to $103,000
Source of Funds: A.1.1. Strategy, College Readiness and Success
Authority: Texas Education Code, Section 28.008
                              Advancement of College Readiness in Curriculum

RECOMMENDATION: Approval

 Texas Higher Education Coordinating Board (THECB) staff requests approval to expend additional funds on activities necessary for the Texas College and Career Readiness Standards - English/Language Arts and Mathematics (CCRS - ELAM) Review and Revision Project.

Background Information:

 Section 28.008 of the Texas Education Code, "Advancement of College Readiness in Curriculum," was enacted by the 79th Texas Legislature, Third Special Called Session. The statute charged the Texas Education Agency and the THECB to establish discipline-based vertical teams to develop College and Career Readiness Standards (CCRS) that address what students must know and be able to do to succeed in entry-level college courses offered at Texas public community/technical colleges and universities. The 83rd Texas Legislature amended the statute to require that vertical teams periodically review the college and career readiness standards and recommend possible revisions. In addition to the statutory requirements, the Tri-Agency Report to the Governor, under Prime Recommendation #2, recommended that the review consider explicitly the interconnection between college and career.

 In August 2017, the Coordinating Board provided funding, through a competitive Request for Applications process, to Texas Tech University (TTU) to coordinate the review and revision of the math and English standards.

 Coordinating Board staff requests approval to amend the current grant agreement with TTU and expend additional funds for activities and deliverables that are necessary to ensure project success. Increased funding would allow TTU to identify and seek feedback from additional stakeholders and representatives of the business, industry, and workforce sectors. This feedback would support faculty vertical teams in their revisions by ensuring that the standards also attend to workforce concerns. Additional funding would allow TTU to complete the new deliverables without exhausting funding currently allocated to remaining activities in

the project. Per Texas Administrative Code, Chapter 1, Section 1.16, contracts and grants over $100,000 but less than $750,000 require only Committee approval.

Jerel Booker, Assistant Commissioner for College Readiness and Success, will present this item and be available to answer questions.

Consideration of adopting the Committee's recommendation to the Board relating to the issuance of a Request for Proposals for the development and ongoing support of an online Pre-Assessment Activity

Total Project Cost: Up to $300,000
Source of Funds: Strategy D.1.2. Developmental Education Program Authority:
                            Rider 33, Developmental Education, Senate Bill 1
                            General Appropriations Act, 85th Texas Legislature

RECOMMENDATION: Approval

Texas Higher Education Coordinating Board (THECB) staff requests approval to post a Request for Proposals (RFP) for a vendor to develop (if needed), implement, and support a free, online Pre-Assessment Activity (PAA) for institutions of higher education and independent school districts administering the Texas Success Initiative Assessment (TSIA). Support would include onboarding and ongoing technical assistance to administrators, as needed.

Background Information:

In October 2012, the THECB adopted the amendments to Texas Administrative Code (TAC), Chapter 4, Subchapter C, Section 4.55, to include the following language to help ensure students taking the TSIA would not take the test "cold turkey" and to ensure students understand the purpose and structure of an assessment that plays an important role in students' postsecondary experience:

b) Prior to the administration of an approved instrument in §4.56, an institution shall provide to the student a pre-assessment activity(ies) that addresses at a minimum the following components in an effective and efficient manner, such as through workshops, orientations, and/or online modules:
1) Importance of assessment in students' academic career;
2) Assessment process and components, including practice with feedback of sample test questions in all disciplinary areas;
3) Developmental education options including course-pairing, non-course-based, modular, and other non-conventional interventions;
4) Institutional and/or community student resources (e.g., tutoring, transportation, childcare, financial aid).

In summer 2013, Querium, an Austin-based company founded in 2013, created and delivered, at no cost to the state, institutions, or students, an online PAA in response to new TSI requirements as listed in TAC, Chapter 4, Subchapter C, Section 4.55(b). After almost two years of providing this service, Querium notified THECB staff that it would no longer be able to offer these services at no cost. Thus, in June 2015, the Board approved issuance of an RFP to solicit a vendor for the development and implementation of a free, online PAA that provided a quality

instrument meeting the needs of students and institutions. In fall 2015, the Board approved the award to Querium, which to date has successfully delivered an online PAA for 101 Texas institutions and school districts and processed over 180,900 PAA Completion Certificates.

In preparation for the August 2018 expiration of the current contract, THECB staff is requesting issuance of a RFP to allow the THECB staff to again identify a vendor for the development (if necessary) and implementation of a free, online PAA meeting the requirements as outlined in TAC, Section 4.55.

Jerel Booker, Assistant Commissioner for College Readiness and Success, will present this item and be available to answer questions.

Consideration of adopting the Committee's recommendation to the Board relating to the proposed amendments to Chapter 5, Subchapter C, Sections 5.41 - 5.43, 5.45, 5.46, 5.48, 5.50, and 5.51 - 5.54 of Board rules concerning approval of new academic programs at public universities and health-related institutions, review of existing degree programs, and the repeal of Section 5.56 of Board rules concerning approval of baccalaureate degree programs for selected community colleges

RECOMMENDATION: Approval

Background Information:

      The proposed amendments update the criteria for the approval of new degree and certificate programs to better reflect the priorities of the state strategic plan for higher education, streamline the review of existing graduate programs, and delete an outdated section of criteria regarding the approval of baccalaureate programs at selected community colleges.

      Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Date approved by the Commissioner for publication in the *Texas Register*: January 22, 2018.

Date Published in the *Texas Register*: February 2, 2018.

The 30-day comment period with the *Texas Register* ended on: March 4, 2018.

Summary of comments received:

Comment: TTU commented on policy related to the approval of new certificate programs, specifically, Section 5.42 Authority, which states
> Texas Education Code, §61.0512 provides that no new [department, school,] degree program, or certificate program may be added at any public institution of higher education except with specific prior approval of the Board. Texas Education Code, §130.302 and §130.312 [§130.0012] applies to public junior colleges.

TTU commented that the official policy required for approval is based on the number of semester credit hours for upper level certificates and graduate certificates. TTU requested clarification about the approval process.

Staff Response: Staff agree with the institution regarding the need to clarify when notification is required from the institution.

The following policy applies to upper-level undergraduate certificates and graduate level and professional certificates:

Certificate programs that require Coordinating Board approval, through a streamlined approval process include:
- Upper-level undergraduate certificates of 21 to 36 hours in disciplinary areas where the institution already offers an undergraduate degree program.
- Graduate-level and professional certificates of 16 to 29 hours in disciplinary areas where the institution already offers a graduate program at the same level as the certificate.

Institutions are not required to notify the Coordinating Board when establishing new certificate programs with fewer than 21 SCH for an upper-level undergraduate and fewer than 16 SCH for graduate level certificate programs.

No changes were made as a result of the two comments.

Comment: The University of Texas at Austin (UT-Austin) and The University of Texas Health Science Center Houston (UTHSC-Houston) submitted similar comments related to Section 5.45 Criteria for New Baccalaureate and Master's Degree Programs, (2) Unnecessary duplication, regarding the additional requirement that an institution proposing a new online bachelor's or master's program be required to demonstrate that there is unmet workforce need and student demand for the program that cannot be met by existing online programs offered by Texas public institutions. Both institutions felt that this would be an onerous task.

UT-Austin commented, "demonstrating unmet workforce needs and unmet student demands for existing programs could prove excessively onerous. While the university considers geographic proximity when developing new degree programs offered in residence, the lack of geographical boundaries in the online context changes this consideration significantly. Instead of solely focusing on those two factors in current programs, the proposed rule should take into consideration a documented demand for the proposed program including academic quality, program design, market niche, and other factors".

UTHSC-Houston commented, "the proposed language regarding distance education would significantly hinder Texas institutions of higher education in their offerings of new distance education programs. In the context of new distance education programs, trying to demonstrate unmet workforce needs and unmet student demands for existing distance education programs would likely not be possible due to the lack of a targeted geographic region. Indeed, the implementation of National Council for State Authorization Reciprocity Agreements (NC-SARA, with Texas as a participating state), provides outstanding educational opportunities for students to succeed in distance education programs at the baccalaureate and/or master's level offered by Texas institutions of higher education."

Staff Response: Coordinating Board staff agrees with the UT-Austin comment that additional information should be considered in reviews and notes that the existing review process includes consideration of several factors, including academic quality, program design, and market niche.

Staff note that demonstrating unmet need and student demand for the proposed online program would provide the proposing institution with an understanding of existing online programs available to Texas students. Assessing workforce need and student demand for new programs are important aspects of proposal review in order to determine if a new program

would be a good investment ~~of state resources~~. Institutions could demonstrate unmet need and student demand by contacting existing online programs offered by Texas public higher education institutions and obtaining information on existing capacity and admissions. This would encourage institutions to better coordinate their online efforts.

No changes were made as a result of the two comments.

Comment: UTHSC-Houston commented on Section 5.45 Criteria for New Baccalaureate and Master's Degree Programs, (3) Faculty Resources (A), stating "The proposed language will potentially have the undesirable outcome of an untimely financial burden on programs and institutions. The requirement to have at least one full-time equivalent faculty already in place in order for a new program to begin enrolling students does not consider that program curricula, developed by committees of faculty and academic leadership, account for the time to degree and appropriate planning at the program level."

Staff Response: A new degree program must have faculty to develop and teach the curriculum, mentor students, and lead research efforts. The proposed standard of at least one full-time equivalent faculty will help ensure that faculty resources for a new program are sufficient for the program's successful operation.

No changes were made as a result of the comment.

Comment: Texas Tech University (TTU) commented on Section 5.45 Criteria for New Baccalaureate and Master's Degree programs, (6) Curriculum design. TTU recommended that the Coordinating Board provide in its proposal resources a template for or examples of how to state student time to degree considerations.

Staff Response: Staff agree and are in the process of reviewing forms and will incorporate examples in the next iteration.

No changes were made as a result of the comment.

Comment: Texas Tech University (TTU) commented on Section 5.45 Criteria for New Baccalaureate and Master's Degree programs, (11) Marketable Skills. TTU recommended that the Coordinating Board provide in its proposal resources a template for or examples of how to state student's information of marketable skills.

Staff Response: Staff agree and are in the process of reviewing forms and will incorporate examples in the next iteration.

No changes were made as a result of the comment.

Comment: UTHSC-Houston and Texas Tech University (TTU) commented on Section 5.45 Criteria for New Baccalaureate and Master's Degree Programs, (12) Strong Related Programs.

UTHSC-Houston stated "This additional criteria does not consider the potential for emerging new and innovative disciplines that are aligned with workforce needs. The rule, as written, would limit an institution's innovation." TTU asked the question, "What defines "related and supporting?" TTU provided an example of a new Master's program in Dance and asked if existing programs in Theater, Art, and Music were related and supporting?

Staff Response: Staff agree that newly emerging disciplines may fall outside the range of an institution's Program Inventory and notes that the language "as appropriate" at the end of the section indicates that not all proposals for new programs will have closely related programs, including programs offered under an existing Classification of Instructional Programs (CIP) code.

No changes were made to the proposed rules.

Comment: UTHSC-Houston commented on Section 5.46 Criteria for New Doctoral Programs (5) Faculty Resources (A) stating "The proposed language on hiring additional faculty and related documentation on a schedule determined by the Coordinating Board: would significantly delay the development and implementation of new doctoral programs; could result in an untimely financial burden on programs; and is not necessary. Institutions must already satisfy the Southern Association of Colleges and Schools Commission on Colleges (SASCOC) standards related to faculty in both existing and new programs (Section 6 of The Principle of Accreditation), including demonstrating an adequate number of full-time faculty, faculty qualifications, program faculty, program coordination, faculty appointment and evaluation processes and faculty development."

Staff Response: During the proposal review process, institutions and the THECB frequently agree to contingencies for approval. This rule change formalizes the process by which institutions will inform the THECB of their adherence to any agreed-upon contingencies.

No changes were made to the proposed rules.

Comment: UTHSC-Houston commented on Section 5.46 Criteria for New Doctoral Programs (18) Marketable Skills, stating "Proposed language to add a Marketable Skills as Criteria for New Doctoral Programs is unnecessary and outside the scope envisioned by *60x30TX*. Marketable skills language throughout *60x30TX* refers to "two- and four-year public institutions." Even the language in the Marketable Skills Goal Implementation Guidelines implies that it is directed at students at the beginning, "Texas public two-year and four-year institutions must ensure that students are aware of, and graduate with marketable skills."

Staff Response: Developing a list of marketable skills and conveying that information to students is one of four goals of the state's strategic plan, *60X30TX.* The proposed rule change ensures new doctoral programs include marketable skills in the development and implementation of the new program and would ensure that Texas doctoral students could document their marketable skills to future employers.
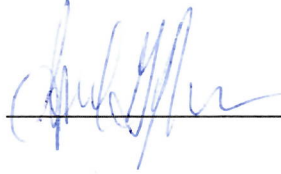
No changes were made to the proposed rules.

Comment: Texas Tech University (TTU) suggested changes to Section 5.46.Criteria for New Doctoral Programs, (5) Faculty Resources, (A)...submission of a letter of intent, curriculum vitae, and a list of courses to be taught. Proposed recruitment of such faculty shall not meet this criterion. No authorized doctoral program shall be initiated until qualified faculty are active members of the department through which the program is offered. TTU Recommend revision to: **"and a list of courses in the curriculum that the faculty hire would be qualified to teach."**

Staff response: Staff agree and propose making the suggested revision to Section 5.46 Criteria for New Doctoral Programs (5) Faculty Resources (A).

Legal Review:

Approved by the Office of General Counsel _____ Date: __4/6/18__

Chapter 5
Rules Applying to Public Universities, Health-Related Institutions, And/Or Selected Public
Colleges of Higher Education in Texas

Subchapter C
Approval of New Academic Programs at Public Universities, Health-Related Institutions, and
Review of Existing Degree Programs

note there is not a 5.47 and 5.49

5.41   Purpose

The purpose of this subchapter is to describe the criteria and approval processes for degree and certificate programs. Criteria in §5.45 of this title (relating to Criteria for New Baccalaureate and Master's Degree Programs) apply to public colleges, universities, and health-related institutions [selected public colleges].

5.42   Authority

Texas Education Code, §61.0512 provides that no new [department, school,] degree program, or certificate program may be added at any public institution of higher education except with specific prior approval of the Board. Texas Education Code, §130.302 and §130.312 [§130.0012] applies to public junior colleges.

5.43   Definitions

The following words and terms, when used in this subchapter, shall have the following meanings unless the context clearly indicates otherwise:

        (1) Academic administrative unit--A department, college, school, or other unit at a university or health-related institution, which has administrative authority over degree or certificate programs.
        (2) Board--The Texas Higher Education Coordinating Board.

(3) Certificate Program--Any grouping of subject-matter courses which, when satisfactorily completed by a student, shall entitle him or her to a certificate or documentary evidence, other than a degree, of completion of a post-secondary course of study at a university or health-related institution.

(4) Commissioner--The Commissioner of Higher Education.

(5) Compelling Academic Reason--A justification for an undergraduate degree program consisting of more than 120 semester credit hours. Acceptable justifications are programmatic accreditation requirements, statutory requirements, and requirements for licensure/certification of graduates.

(6) Degree program--Any grouping of subject matter courses which, when satisfactorily completed by a student, shall entitle him or her to a degree from a public university or health-related institution.

(7) Doctoral Graduation Rate--The Doctoral Graduation Rate is the percent of students in an entering fall cohort for a specific degree program who graduate within 10 years. Doctoral graduation rates do not include students who received a master's degree.

(8) Faculty publications--Discipline-related refereed publications, books or book chapters, juried creative or performance accomplishments, and notices of discoveries filed and patents issued.

(9) Faculty teaching load--Total number of semester credit hours taught per academic year by faculty divided by the number of faculty.

(10) Graduate-level certificate program--A certificate program at a university or health-related institution that consists primarily of graduate-level courses.

(11) Graduate placement--The number and percent of graduates employed or engaged in further education or training, those still seeking employment, and unknown.

(12) Lower-division degree or certificate program--A degree or certificate program offered at a university or health-related institution that consists of lower-division courses and is equivalent to a program offered at a community or technical college.

(13) Master's Graduation Rate--The Master's Graduation Rate is the percent of students in an entering fall and spring cohort for a specific degree program who graduate within 5 years.

(14) New Doctoral Degree Program--A doctoral degree program that has been approved by the Coordinating Board for a period of less than five years.

[(15) Selected Public Colleges--Those public colleges authorized to offer baccalaureate degrees in Texas.]

(15) [(16)] Student time-to-degree--The average of the number of semesters taken by program graduates from the time of enrollment in the program until graduation.

(16) [(17)] Upper-division certificate program--A certificate program at a university or health-related institution that consists primarily of upper-division undergraduate courses.

5.44   No changes

5.45   Criteria for New Baccalaureate and Master's Degree Programs

Requests for new baccalaureate and master's degree programs must provide information and documentation demonstrating that the proposed degree programs meet all of the following criteria:

(1) Role and mission. The proposed program must be within the existing role and mission of the institution as indicated by its Program Inventory [table of programs] or the Board must make the determination that the program is appropriate for the mission of the institution.

(2) Unnecessary duplication. The proposed program must not unnecessarily duplicate an [a] existing program at another institution serving the same regional population. The offering of basic liberal arts and sciences courses and degree programs in public senior institutions is not considered unnecessary duplication. A proposed program to be offered through distance education must demonstrate that there is unmet workforce need and student demand for the program that cannot be met by existing online programs offered by Texas public institutions.

(3) Faculty resources.

(A) Faculty resources must be adequate to provide high program quality. With few exceptions, the master's degree should be the minimum educational attainment for faculty teaching in baccalaureate programs. In most disciplines, the doctorate should be the minimum educational attainment for faculty teaching in graduate programs. Faculty should meet the qualitative and quantitative criteria of the Southern Association of Colleges and Schools Commission on Colleges, and the appropriate accrediting body [, if a professional program]. There should be sufficient numbers of qualified faculty dedicated to a new program. This number shall vary depending on the discipline, the nature of the program, and the anticipated number of students; however, there must be at least one full time equivalent faculty already in place in order for the program to begin enrolling students.

(B) In evaluating faculty resources for proposed degree programs, the Board shall consider only those degrees held by faculty that were issued by:

(i) United States institutions accredited by accrediting agencies recognized by the Board or,

(ii) institutions located outside the United States that have demonstrated that their degrees are equivalent to degrees issued from an institution in the United States accredited by accrediting agencies recognized by the Board. The procedures for establishing that equivalency shall be consistent with the guidelines of the National Council on the Evaluation of Foreign Education Credentials, or its successor.

(4) Library and IT resources. Library and information technology resources must be adequate for the proposed program and meet the standards of the appropriate accrediting agencies.

(5) Facilities, equipment, and clinical placements. Facilities and clinical placements must be adequate to initiate the program. Adequate classroom and laboratory space, equipment, and office space should be available for the proposed program. Arrangements for any essential clinical placements should be made before program approval.

(6) Curriculum design. The curriculum should be up-to-date and consistent with current educational theory. Professional programs and those resulting in licensure must be designed to meet the standards of appropriate regulatory bodies. Student time-to-degree must be considered in the curricular structure and policy of the proposed program, including but not

limited to policies for transfer of credit, course credit by examination, credit for professional experience, placing out of courses, and any alternative learning strategies, such as competency-based education, that may increase efficiency in student progress in the proposed program.

(7) Program administration. Administration of the proposed program should not be unduly cumbersome or costly. Ideally, the proposed program should fit into the current administrative structure of the institution. If administrative changes are required, they should be consonant with the organization of the institution as a whole and should necessitate a minimum of additional expense in terms of personnel and office space.

(8) Workforce need. There should be a demonstrated or well-documented need for the program in terms of meeting present and future workforce needs of the state and nation. There should be a ready job market for graduates of the program, or alternatively, it should produce students for master's or doctoral-level programs in fields in which there is a demonstrated need for professionals.

(9) Critical mass of students. In addition to a demonstrated workforce need, a critical mass of qualified students must be available to enter the proposed program and there must be evidence that the program is likely to have sufficient enrollments to support the program into the future. The size of an institution, the characteristics of its existing student body, and enrollments in existing programs should be taken into account when determining whether a critical mass of students shall be available for a proposed new program.

(10) Adequate financing. There should be adequate financing available to initiate the proposed program without reducing funds for existing programs or weakening them in any way. After the start-up period, the program must be able to generate sufficient semester credit hours under funding formulas and student tuition and fees to pay faculty salaries, departmental operating costs, and instructional administration costs for the program. Five years should be sufficient time for the program to meet these costs through semester credit hour production. If the state funding formulas and student tuition and fees are not meeting these costs for the program after five years, the institution and the Board should review the program with a view to discontinuance.

(11) Marketable Skills. There must be a list of the marketable skills associated with the proposed program in keeping with the state strategic plan, *60x30TX*, and a plan for how students will be informed of the marketable skills.

(12) Strong Related Programs. There must be high-quality programs in other related and supporting disciplines at the bachelor's and master's levels, as evidenced by enrollments, numbers of graduates, and completion rates in those related and supporting programs, as appropriate.

5.46 Criteria for New Doctoral Programs

Requests for new doctoral programs must provide information and documentation demonstrating that the proposed programs meet all of the following criteria:

(1) Design of the Program. A doctoral-level program is designed to prepare a graduate student for a lifetime of teaching, creative activity, research, or other professional activity. The administration and the faculty of institutions initiating doctoral-level programs should exhibit an understanding of and commitment to the long tradition of excellence associated with the awarding of the traditional research doctorate degrees and of the various doctoral-level professional degrees.

(2) Freedom of Inquiry and Expression. Doctoral programs must be characterized by complete freedom of inquiry and expression.

(3) Programs at the Undergraduate and Master's Levels. Doctoral programs, in most instances, should be undergirded by quality programs in a wide number of disciplines at the undergraduate and master's levels. Quality programs in other related and supporting doctoral areas must also be available.

(4) Need for the Program. There should be a demonstrated and well-documented need for doctoral level [doctorally] prepared professionals in the discipline of the proposed program both in Texas and in the nation. It is the responsibility of the institution requesting a doctoral program to demonstrate that such a need exists, preferably through an analysis of national data showing the number of doctoral degrees [PhDs] being produced annually in the area and comparing that to the numbers of professional job openings for doctoral degrees [PhDs] in the discipline [in question] as indicated by sources such as the main professional journal(s) of the discipline. The institution must also provide data on [regarding] the enrollments, number of graduates, and capacity to accept additional students of other similar doctoral programs in Texas, demonstrating that current production levels of graduates are insufficient to meet projected workforce needs. The institution should also provide evidence of student demand for a doctoral program in the discipline, such as potential student survey results and [or] documentation that qualified students are not gaining admission to existing programs in Texas.

(5) Faculty Resources.
(A) There must be a strong core of doctoral faculty, [at least four,] holding the doctor of philosophy degree or its equivalent from a variety of graduate schools of recognized reputation. Professors and associate professors must be mature persons who have achieved national or regional professional recognition. All core faculty must be currently engaged in productive research, and preferably have published the results of such research in the main professional journals of their discipline. They should come from a variety of academic backgrounds and have complementary areas of specialization within their field. Some should have experience directing doctoral dissertations. Collectively, the core of doctoral faculty should guarantee a high quality doctoral program with the potential to attain national prominence. The core faculty members should already be in the employ of the institution. If an institution is required to hire additional faculty prior to opening the proposed program and enrolling students, the institution will provide documentation on a schedule determined by the Coordinating Board of the faculty hires through submission of a letter of intent, curriculum vitae, and a list of courses to be taught **and a list of courses in the curriculum that the faculty hire would be qualified to teach.** Proposed recruitment of such faculty shall not meet this criterion. No authorized doctoral program shall be initiated until qualified faculty are active members of the department through which the program is offered.

(B) In evaluating faculty resources for proposed degree programs, the Board shall consider only those degrees held by the faculty that were issued by:

(i) United States institutions accredited by accrediting agencies recognized by the Board; or

(ii) institutions located outside the United States that have demonstrated that their degrees are equivalent to degrees issued from an institution in the United States accredited by accrediting agencies recognized by the Board. The procedures for establishing that equivalency shall be consistent with the guidelines of the National Council on the Evaluation of Foreign Education Credentials, or its successor.

(6) Teaching Loads of Faculty. Teaching loads of faculty in the doctoral program should not exceed two or three courses per term, and it must be recognized that some of these shall be advanced courses and seminars with low enrollments. Adequate funds should be available for attendance and participation in professional meetings and for travel and research necessary for continuing professional development.

(7) Critical Mass of Superior Students. Admission standards, student recruitment plans, and enrollment expectations must guarantee a critical mass of superior students. The program must not result in such a high ratio of doctoral students to faculty as to make individual guidance prohibitive.

(8) On-Campus Residency Expectations.

(A) Institutions which offer doctoral degrees must provide through each doctoral program:

(i) significant, sustained, and regular interaction between faculty and students and among students themselves;

(ii) opportunities to access and engage in depth a wide variety of educational resources related to the degree program and associated fields;

(iii) opportunities for significant exchange of knowledge with the academic community;

(iv) opportunities to broaden educational and cultural perspectives; and

(v) opportunities to mentor and evaluate students in depth.

(B) Institutions are traditionally expected to meet these provisions through substantial on-campus residency requirements. Proposals to meet them in other, non-traditional ways (e.g., to enable distant delivery of a doctoral program) must provide persuasive and thorough documentation as to how each provision would be met and evaluated for the particular program and its students. Delivery of doctoral programs through distance education and/or off-campus instruction requires prior approval of the Board as specified in §4.261(3) of this title (relating to Standards and Criteria for Distance Education Programs).

(9) Adequate Financial Assistance for Doctoral Students. There should be adequate financial assistance for doctoral students so as to assure that most of them can be engaged in full-time study. Initially, funds for financial assistance to the doctoral students usually [must] come from institutional sources. As the program develops and achieves distinction, it increasingly shall attract support from government, industry, foundations, and other sources.

(10) Carefully Planned Program [of Study]. The proposed program [There] should be a carefully planned and systematic program [of study] with [and] a degree plan which is clear,

comprehensive, and generally uniform but which permits sufficient flexibility to meet the legitimate professional interests and special needs of doctoral-level degree students [candidates]. There should be a logical sequence [of stages] by which degree requirements shall be fulfilled. Consideration must also be given to alternative methods of determining mastery of program content, such as competency-based education, prior learning assessment, and other options for reducing student time to degree. The proposed degree plan should require both specialization and breadth of education, with rules for the distribution of study to achieve both, including interdisciplinary programs if indicated. The plan should include a research dissertation or equivalent requirements to be judged by the doctoral faculty on the basis of quality rather than length.

(11) External Learning Experiences. There must be a plan for providing external learning experiences for students, such as internships, clerkships, or clinical experiences, in disciplines that require them. The plan should include provisions for increasing the number of opportunities for such experiences if the number of students in existing programs equals or exceeds the available number of opportunities in Texas.

(12) Support Staff. There should be an adequate number of support staff to provide sufficient services for both existing programs and any proposed increases in students and faculty that would result from the implementation of the proposed program.

(13) Physical Facilities. There should be an adequate physical plant for the program. An adequate plant would include reasonably located office space for the faculty, teaching assistants, and administrative and technical support staff; seminar rooms; laboratories; computer and electronic resources; and other appropriate facilities.

(14) Library and IT Resources. Library and information technology resources must be adequate for the proposed program and meet the standards of the appropriate accrediting agencies. [There should be an adequate library for the proposed program.] Library resources should be strong [not only] in the proposed doctoral program field and [but also] in related and supporting fields.

(15) Costs and Funding. The institution should have a budgetary plan for the proposed program that clearly delineates the anticipated costs and the sources of funding. Costs for new personnel and physical resources should be adequate and reasonable, existing programs should not be negatively affected by the reallocation of funds, state funding income should be calculated correctly, and total revenues should exceed total costs by the fifth year of projected program operation.

(16) Program Evaluation Standards. The proposed program [Proposed programs] should meet the standards of the Southern Association of Colleges and Schools Commission on Colleges, and the accrediting standards and doctoral program criteria of appropriate professional groups and organizations, such as the Council of Graduate Schools [in the United States], the Modern Language Association, the American Historical Association, the Accreditation Board for Engineering and Technology or other bodies relevant to the particular discipline. Out-of-state consultants shall be used by the institution and the Board to assist in evaluating the quality of a proposed doctoral level program. The institution submitting the

proposal is responsible for reimbursing the Coordinating Board for the costs associated with the external review by out-of-state contractors.

(17) Strategic Plan. The proposed program [Proposed programs] should build on existing strengths at the institution as indicated by its Program Inventory, should fit into the institution's strategic plan, and should align with the state's [state] strategic plan.

(18) Marketable Skills. There must be a list of the marketable skills associated with the proposed program in keeping with the state strategic plan, *60x30TX*, and a plan for how students will be informed of the marketable skills.

(19) [(18)] First Doctoral Program. When an institution has not previously offered doctoral level work, notification to the executive secretary of the Southern Association of Colleges and Schools, Commission on Colleges,[Southern Association of Colleges and Schools,] is required at least one year in advance of program implementation.

5.47 – NO SECTION

5.48   Criteria for Certificate Programs at Universities and Health-Related Institutions

(a) Universities and health-related institutions are encouraged to develop upper-division and graduate certificate programs of less than degree length to meet the needs of students and the workforce. These rules are intended to provide a streamlined process for approval of those programs.

(b) Certificate programs for which no academic credit is granted are exempt from the provisions of this section.

(c) Certificate programs for which academic credit is granted at universities and health-related institutions must meet the following criteria:

(1) They must meet identified workforce needs or provide the student with skills and/or knowledge that shall be useful for their lives or careers.

(2) They must be consistent with the standards of the Commission on Colleges of the Southern Association of Colleges and Schools.

(3) They must meet the standards of all relevant state agencies or licensing bodies which have oversight over the certificate program or graduate.

(4) Adequate financing must be available to cover all new costs to the institution five years after the implementation of the program.

(d) The following certificate programs do not require Board approval or notification:

(1) certificate programs for which no collegiate academic credit is given,

(2) certificate programs in areas and at levels authorized by the Program Inventory [table of programs] of the institution with curricula of the following length:

(A) at the undergraduate level of 20 semester credit hours or less,

(B) at the graduate and professional level of 15 semester credit hours or less.

(e) The following certificate programs require Board approval and [if] shall be approved if the following conditions are met:

(1) the proposed certificate is an upper-level undergraduate certificate of 21 - 36 hours in a disciplinary [areas] area where the institution already offers an undergraduate degree program.

(2) the proposed certificate is a graduate-level and professional certificate of 16 - 29 semester credit hours in disciplinary areas where the institution already offers a graduate program at the same level as the certificate.

(f) Lower-division certificate programs.

(1) One and two-year, post-secondary career technical/workforce education programs should be delivered primarily by community, state, and technical colleges. These institutions are uniquely suited by virtue of their specialized mission, local governance, and student support services to provide such opportunities in an efficient and economical manner. For that reason, new lower-division career technical/workforce certificate programs shall not generally be approved at public universities and health-related institutions.

(2) Universities and health-related institutions should not develop certificate programs at the upper or graduate level that are equivalent to lower-division certificate programs offered at community, state, and technical colleges.

5.49 NO SECTION

5.50   Approvals by the Commissioner

(a) The Commissioner may approve proposals from the public universities and health-related institutions for new baccalaureate or master's degree programs and, in very limited circumstances, new doctoral programs, on behalf of the Board in accordance with the procedures and criteria specified in this section.

(b) To be approved by the Commissioner, a proposal for a new degree program must include certification in writing from the Board of Regents of a proposing institution, in a form prescribed by the Commissioner, that the following criteria have been met:

(1) The curriculum, faculty, resources, support services, and other components of a proposed degree program are comparable to those of high quality programs in the same or similar disciplines offered by other institutions.

(2) Clinical or in-service placements, if applicable, have been identified in sufficient number and breadth to support the proposed program.

(3) The program is designed to be consistent with the standards of the Southern Association of Colleges and Schools Commission on Colleges [of the Southern Association of Colleges and Schools], and with the standards of other applicable accrediting agencies; and is in compliance with appropriate licensing authority requirements.

(4) The institution has provided credible evidence of long-term student interest and job-market needs for graduates; or, if proposed by a university, the program is appropriate for the development of a well-rounded array of basic baccalaureate degree programs at the institution where the principal faculty and other resources are already in place to support other approved programs and/or the general core curriculum requirements for all undergraduate students.

(5) The program would not be unnecessarily duplicative of existing programs at other institutions.

(6) Implementation and operation of the program would not be dependent on future Special Item funding.

(7) New costs to the institution over the first five years after implementation of the program would not exceed $2,000,000.

(c) In addition to the requirements listed in subsection (a) and (b) of this section, a new doctoral program may only be approved by the Commissioner if:

(1) the institution already offers a doctoral program or programs in a closely related disciplinary area,

(2) those existing doctoral programs are productive and offered at a high level of quality,

(3) the core faculty for the proposed program are already active and productive faculty in an existing doctoral program at the institution,

(4) the institution has notified Texas public institutions that offer the proposed program or a related program and resolved any objections; and

(5) there is a very strong link between the program and workforce needs or the economic development of the state.

(d) A proposal for a new degree program must include a statement from the institution's chief executive officer certifying adequate financing and explaining the sources of funding to support the first five years of operation of the program.

(e) If a proposal meets the criteria specified in this section, the Commissioner may either approve it or forward it to the Board for consideration at an appropriate quarterly meeting.

(f) If a proposal does not meet the criteria specified in this section, the Commissioner may deny approval or forward it to the Board for consideration at an appropriate quarterly meeting. Institutions may appeal the decision to deny approval to the Board.

(g) If a proposed program is the subject of an unresolved grievance or dispute between institutions, the Commissioner must forward it to the Board for consideration at an appropriate quarterly meeting.

(h) The Commissioner shall make available to the public universities, health-related institutions, community/technical colleges, and Independent Colleges of Texas, Inc. a list of all pending proposals for new degree programs. If an institution wishes to provide the Commissioner information supporting a concern it has about the approval of a pending proposal for a new degree program at another institution, it must do so within 14 days of the initial listing of the proposal, and it must also forward the information to the proposing institution.

(i) The authority given to the Commissioner to approve proposals from public universities and health-related institutions for new degree programs (and other related duties given under this section) may be delegated by the Commissioner to the Assistant Commissioner for Academic Quality and Workforce [Workforce, Academic Affairs and Research].

(j) Each quarter, the Commissioner shall send a list of his approvals and disapprovals under this section to Board members. A list of the approvals and disapprovals shall also be attached to the minutes of the next quarterly Board meeting.

5.51 Publishing of Doctoral Program Data

Each public university and health-related institution with one or more doctoral programs on its program inventory shall collect and publish information on its website regarding the "[18] Characteristics of Texas Public Doctoral Programs [Education]" as approved by the Board, on a schedule determined by the Commissioner. Each institution must develop and implement a plan for using the [18] Characteristics of Texas Public Doctoral Programs for ongoing evaluation and quality improvement of each doctoral program.

5.52 Review of Existing Degree Programs

(a) In accordance with the requirements of the Southern Association of Colleges and Schools, Commission on Colleges, each public institution of higher education shall have a process to review the quality and effectiveness of existing degree programs and for continuous improvement.

(b) The Coordinating Board staff shall develop a process for conducting a periodic audit of the quality, productivity, and effectiveness of existing bachelor's, master's, and doctoral degree programs at public institutions of higher education and health-related institutions.

(c) Each public university and health-related institution shall review all doctoral programs at least once every ten [seven] years.

(1) On a schedule to be determined by the Commissioner, institutions shall submit a schedule of review for all doctoral programs to the Assistant Commissioner of Academic Quality and Workforce [Workforce, Academic Affairs and Research].

(2) Institutions shall begin each review of a doctoral program with a rigorous self-study.

(3) As part of the required review process, institutions shall use at least two external reviewers with subject-matter expertise who are employed by institutions of higher education outside of Texas.

(4) External reviewers must be provided with the materials and products of the self-study and must be brought to the campus for an on-site review.

(5) External reviewers must be part of a program that is nationally recognized for excellence in the discipline.

(6) External reviewers must affirm that they have no conflict of interest related to the program under review.

(7) Closely-related programs, defined as sharing the same 4-digit Classification of Instructional Programs code, may be reviewed in a consolidated manner at the discretion of the institution.

(8) Institutions shall review master's and doctoral programs in the same discipline simultaneously, using the same self-study materials and reviewers. Institutions may also, at their discretion, review bachelor's programs in the same discipline as master's and doctoral programs simultaneously.

(9) Criteria for the review of doctoral programs must include, but are not limited to:
   (A) The [18] Characteristics of Texas Public Doctoral Programs;
   (B) Student retention rates;
   (C) Student enrollment;
   (D) Graduate licensure rates (if applicable);
   (E) Alignment of program with stated program and institutional goals and purposes;
   (F) Program curriculum and duration in comparison to peer programs;
   (G) Program facilities and equipment;
   (H) Program finance and resources;
   (I) Program administration; and
   (J) Faculty Qualifications.

(10) Institutions shall submit a report on the outcomes of each review, including the evaluation of the external reviewers and actions the institution has taken or will take to improve the program, and shall deliver these reports to the Academic Quality and Workforce [Workforce, Academic Affairs and Research] Division no later than 180 days after the reviewers have submitted their findings to the institution.

(11) Institutions may submit reviews of graduate programs performed for reasons of programmatic licensure or accreditation in satisfaction of the review and reporting requirements in this subsection.

(d) Each public university and health-related institution shall review all stand-alone master's programs at least once every ten [seven] years.

(1) On a schedule to be determined by the Commissioner, institutions shall submit a schedule of review for all master's programs to the Assistant Commissioner of Academic Quality and Workforce [Workforce, Academic Affairs and Research].

(2) Institutions shall begin each review of a master's program with a rigorous self-study.

(3) As part of the required review process, institutions shall use at least one external reviewer with subject-matter expertise who is employed by an institution of higher education outside of Texas.

(4) External reviewers shall be provided with the materials and products of the self-study. External reviewers may be brought to the campus for an on-site review or may be asked to conduct a remote desk review.

(5) External reviewers must be part of a program that is nationally recognized for excellence in the discipline.

(6) External reviewers must affirm that they have no conflict of interest related to the program under review.

(7) Closely-related programs, defined as sharing the same 4-digit Classification of Instructional Programs code, may be reviewed in a consolidated manner at the discretion of the institution.

(8) Master's programs in the same 6-digit Classification of Instructional Programs code as doctoral programs shall be reviewed simultaneously with their related doctoral programs.

(9) Criteria for the review of master's programs must include, but are not limited to:
  (A) Faculty qualifications;
  (B) Faculty publications;
  (C) Faculty external grants;
  (D) Faculty teaching load;
  (E) Faculty/student ratio;
  (F) Student demographics;
  (G) Student time-to-degree;
  (H) Student publication and awards;
  (I) Student retention rates;
  (J) Student graduation rates;
  (K) Student enrollment;
  (L) Graduate licensure rates (if applicable);
  (M) Graduate placement (i.e. employment or further education/training);
  (N) Number of degrees conferred annually;
  (O) Alignment of program with stated program and institutional goals and purposes;
  (P) Program curriculum and duration in comparison to peer programs;
  (Q) Program facilities and equipment;
  (R) Program finance and resources; and
  (S) Program administration.

(10) Institutions shall submit a report of the outcomes of each review, including the evaluation of the external reviewer(s) and actions the institution has taken or will take to improve the program, and shall deliver these reports to the Academic Quality and Workforce [Workforce, Academic Affairs and Research] Division no later than 180 days after the reviewer(s) have submitted their findings to the institution.

(11) Institutions may submit reviews of graduate programs performed for reasons of programmatic licensure or accreditation in satisfaction of the review and reporting requirements in this subsection.

(e) The Coordinating Board shall review all reports submitted for master's and doctoral programs and shall conduct analysis as necessary to ensure high quality. Institutions may be required to take additional actions to improve their programs as a result of Coordinating Board review.

5.53   Annual Evaluation of New Doctoral Degree Programs

(a) New doctoral degree programs shall be monitored by the Board staff for a period of five years following implementation of the program to assure that any conditions of approval stipulated by the Board have been satisfied by the end of that period.
(b) Progress toward satisfaction of any conditions of approval shall be described in the new doctoral program's annual reports to the Board.
(c) A new doctoral degree program that adequately satisfied all conditions of approval during the first five years following program implementation shall not be required to submit further annual reports unless directed to do so by the Commissioner.

5.54   Noncompliance with Conditions of Approval for New Doctoral Degree Programs

(a) A new doctoral degree program that fails to satisfy all contingencies and conditions of approval by the end of the first five years following program implementation shall be notified in writing of said failure by the Board staff. Within sixty (60) days of receipt of notification, the program shall:
(1) provide to the Board staff a written report containing the institution's findings as to why all conditions of approval were not met;
(2) submit a written plan describing how the program will fulfill all unsatisfied conditions of approval within one year; and
(3) at the end of the one-year period provide a report to the Board staff on whether or not all unsatisfied conditions of approval have been fulfilled.
(b) A new doctoral degree program that fails to satisfy all remaining conditions of approval during the one-year period referenced in subsection (a)(2) of this section shall be required to show cause why the program should not be closed.
(c) Program Closure. If it is determined that a new doctoral degree program is in jeopardy of noncompliance with the conditions of its approval, Coordinating Board staff may notify the institution in writing with a recommendation. If the institution where the program is located wishes to close the program, the institution shall:
(1) give appropriate notification to the Southern Association of Colleges and Schools Commission on Colleges;

(2) cease to admit new students to the program and provide Board staff with the names, dates of admission, and projected graduation dates of all students currently enrolled in the program;

(3) teach-out students currently enrolled in the program over a period of time not to exceed one and one-half times the normal program length. The Commissioner may extend the duration of the teach-out period if the institution presents compelling evidence that an extension is appropriate and necessary;

(4) ensure that all courses necessary to complete the program are offered on a timely basis;

(5) close the program when the last student enrolled in the program has graduated or the teach-out period has lapsed; and

(6) notify the Coordinating Board when the program is finally closed.

(d) If the institution chooses not to follow the recommendation, Coordinating Board staff may send the recommendation to the governing board of the institution. If the governing board does not accept the recommendation to eliminate the program, then the university system or, where a system does not exist, the institution must identify the programs recommended for closure by the Coordinating Board on the next legislative appropriations request submitted by the system or institution.

5.55   No changes

[5.56   ~~Approval of Baccalaureate Degree Programs for Selected Community Colleges~~]

[~~Public community colleges authorized by the Board to offer baccalaureate degree programs under Texas Education Code, §130.0012 may submit requests for new baccalaureate degree programs if:~~

~~(1) the proposed degree program has the approval of the college's governing board;~~

~~(2) the proposed degree program is not an engineering program; and~~

~~(3) the addition of the proposed program to the college's inventory would not exceed five total approved baccalaureate degree programs.~~]

<u>Consideration of adopting the Commissioner's recommendation to the Board relating to the proposed amendments to Chapter 4, Subchapter D, Sections 4.82 and 4.85 of Board rules concerning the statutory basis of the rules and dual credit eligibility requirements</u>

RECOMMENDATION: Approval

Background Information:

The proposed amendments clarify the Coordinating Board's statutory rule making authority concerning dual credit partnerships. The proposed amendments also update PSAT scores that must be achieved by high school students to demonstrate eligibility to enroll in college courses for dual credit.

At the January 25, 2018 Board meeting, the Board voted to approve Negotiated Rule Making Committee changes to Chapter 4, Subchapter D. Due to the final adoption of these rules, the 30 day comment period for the current proposed changes did not end in time for consideration at the March Committee meeting. The proposed rules are being submitted to the Board for approval at the April 2018 Board meeting.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Date approved by the Commissioner for publication in the *Texas Register*: February 16, 2018.

Date Published in the *Texas Register*: March 2, 2018.

The 30-day comment period with the *Texas Register* ended on: April 1, 2018.

Two comments were received.

Comment: A comment was received from Lone Star College agreeing with the proposed rule changes.

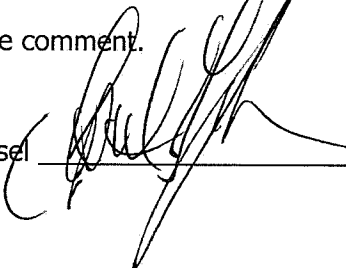**Staff Response:** No changes were made as a result of the comment.

Comment: A comment was received from Fort Bend ISD asking if the PSAT 8/9 and PSAT 10 would also be considered as dual credit enrollment eligibility measures.

Staff Response: PSAT 8/9 and PSAT 10 will not be considered as dual credit enrollment eligibility instruments. Based on College Board criteria, the PSAT/NMSQT is the most accurate indicator that a student is on track to meet the College Readiness Benchmarks on the SAT.

No changes were made as a result of the comment.

Legal Review:

Approved by the Office of General Counsel _____ Date: 4/17/18

04/18

Chapter 4, Rules Applying to All Public Institutions of Higher Education in Texas
Subchapter D, Dual Credit Partnerships Between Secondary Schools and Texas Public Institutions of
Higher Education

4.81   Purpose
4.82   Authority
4.83   Definitions
4.84   Institutional Agreements
4.85   Dual Credit Requirements

4.81   No Changes.

4.82   Authority

Texas Education Code, [§]§28.009(b), [, 29.182, 29.184, 61.027,] §130.001(b)(3) - (4) and 130.008 [,130.090, and 135.06(d)] provide the Board with the authority to regulate dual credit partnerships between public institutions of higher education and secondary schools with regard to lower division courses.

4.83 – 4.84 No Changes.

4.85   Dual Credit Requirements

    (a) (1) – (4) No Changes.

    (b) Student Eligibility.

    (1) A high school student is eligible to enroll in academic dual credit courses if the student:

        (A) demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative as set forth in §4.57 of this title (relating to College Ready and Adult Basic Education (ABE) Standards) on relevant section(s) of an assessment instrument approved by the Board as set forth in §4.56 of this title (relating to Assessment Instrument); or
        (B) demonstrates that he or she is exempt under the provisions of the Texas Success Initiative as set forth §4.54 of this title (relating to Exemptions, Exceptions, and Waivers).

    (2) A high school student is also eligible to enroll in academic dual credit courses that require demonstration of TSI college readiness in reading, writing, and/or mathematics under the following conditions:
        (A) Courses that require demonstration of TSI college readiness in reading and/or writing:
            (i) if the student achieves a Level 2 final recommended score, as defined by the Texas Education Agency (TEA), on the English II State of Texas Assessment of Academic Readiness End of Course (STAAR EOC); or
            (ii) if the student achieves one of the following scores [a combined score of 107] on the PSAT/NMSQT (Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.): [with a minimum of 50 on the reading test; or]

(a) a combined score of 107 with a minimum of 50 on the reading test on a PSAT/NMSQT exam administered prior to October 15, 2015; or

(b) a score of 460 on the evidence-based reading and writing (EBRW) test on a PSAT/NMSQT exam administered on or after October 15, 2015; or

(iii) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in English or an English score of 435 on the ACT-Aspire.

(B) Courses that require demonstration of TSI college readiness in mathematics:

(i) if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra I STAAR EOC and passing grade in the Algebra II course; or

(ii) if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra II STAAR EOC; or

(iii) if the student achieves one of the following scores [a combined score of 107] on the PSAT/NMSQT (Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.): [with a minimum of 50 on the mathematics test; or]

(a) a combined score of 107 with a minimum of 50 on the mathematics test on a PSAT/NMSQT exam administered prior to October 15, 2015; or

(b) a score of 510 on the mathematics test on a PSAT/NMSQT exam administered on or after October 15, 2015; or

(iv) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics or a mathematics score of 431 on the ACT-Aspire.

(3) A high school student is eligible to enroll in workforce education dual credit courses contained in a Level 1 certificate program, or a program leading to a credential of less than a Level 1 certificate, at a public junior college or public technical institute and shall not be required to provide demonstration of college readiness or dual credit enrollment eligibility.

(4) A high school student is eligible to enroll in workforce education dual credit courses contained in a Level 2 certificate or applied associate degree program under the following conditions:

(A) Courses that require demonstration of TSI college readiness in reading and/or writing:

(i) if the student achieves a Level 2 final recommended score, as defined by TEA, on the English II STAAR EOC; or

(ii) if the student achieves one of the following scores [a combined score of 107] on the PSAT/NMSQT (Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.): [with a minimum of 50 on the reading test; or]

(a) a combined score of 107 with a minimum of 50 on the reading test on a PSAT/NMSQT exam administered prior to October 15, 2015; or

(b) a score of 460 on the evidence-based reading and writing (EBRW) test on a PSAT/NMSQT exam administered on or after October 15, 2015; or

(iii) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in English or an English score of 435 on the ACT-Aspire.

(B) Courses that require demonstration of TSI college readiness in mathematics:

(i) if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra I STAAR EOC and passing grade in the Algebra II course; or

(ii) if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra II STAAR EOC; or

(iii) if the student achieves one of the following scores [a combined score of 107] on the PSAT/NMSQT (Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.): [with a minimum of 50 on the mathematics test; or]

(a) a combined score of 107 with a minimum of 50 on the mathematics test on a PSAT/NMSQT exam administered prior to October 15, 2015; or

(b) a score of 510 on the mathematics test on a PSAT/NMSQT exam administered on or after October 15, 2015; or

(iv) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics or a mathematics score of 431 on the ACT-Aspire.

(C) A student who is exempt from taking [TAKS or] STAAR EOC assessments may be otherwise evaluated by an institution to determine eligibility for enrolling in workforce education dual credit courses.

(5) Students who are enrolled in private or non-accredited secondary schools or who are home-schooled must satisfy paragraphs (1) - (4) of this subsection.

(6) To be eligible for enrollment in a dual credit course offered by a public college, students must meet all the college's regular prerequisite requirements designated for that course (e.g., minimum score on a specified placement test, minimum grade in a specified previous course, etc.).

(7) An institution may impose additional requirements for enrollment in courses for dual credit that do not conflict with this section.

(8) An institution is not required, under the provisions of this section, to offer dual credit courses for high school students.

(c) – (i) No Changes.

Consideration of adopting the Committee's recommendation to the Board relating to a request from The University of Texas of the Permian Basin to amend the contingencies for the Bachelor of Science in Chemical Engineering and the Bachelor of Science in Electrical Engineering degree programs, which were approved by the Board at the October 2017 meeting

RECOMMENDATION: Approval

Background Information:

At its October 2017 meeting, the Board approved two requests for new bachelor's degree programs from The University of Texas of the Permian Basin (UTPB) to offer the Bachelor of Science (BS) in Chemical Engineering and the BS in Electrical Engineering. The two approvals included five contingencies specific to the two fields:

1) In accordance with the institution's proposed hiring schedule, the institution hires a tenure-track faculty position to serve as program director, with a start date of January 2018, and the institution provides documentation of the hire through submission of a letter of intent, curriculum vitae, and list of **chemical and electrical** engineering courses to be taught, on or before December 8, 2017.

2) In accordance with the institution's hiring plans, the institution agrees to hire a second tenure-track, full-time position to be hired before the program starts in fall 2018, and the institution provides documentation of the hire through submission of a letter of intent, curriculum vitae, and list of **chemical and electrical** engineering courses to be taught, on or before June 1, 2018.

3) In accordance with the institution's hiring plans, the institution agrees to hire a third tenure-track, full-time position and a lecturer/lab technician to start no later than fall 2020, and the institution provides documentation of the tenure-track hire through submission of a letter of intent, curriculum vitae, and list of **chemical and electrical** engineering courses to be taught, on or before June 1, 2020.

4) Formula funding for upper-division **chemical and electrical** engineering courses is dependent on having the appropriate hires in place at the specified times.

5) The institution will seek accreditation for its **chemical and electrical** engineering degree program from the Accreditation Board for Engineering and Technology (ABET) upon the graduation of its first student.

On November 30, 2017, the institution provided sufficient documentation fulfilling the first contingency for the BS in Chemical Engineering program with the hiring of Dr. Sepehr Arababi, as an Associate Professor and Program Director. Dr. Arababi started his new position on January 8, 2018. The institution also provided a list of courses he would teach.

On December 5, 2017, the institution provided sufficient documentation fulfilling the first contingency for the BS in Electrical Engineering with the hiring of Dr. Mohsin Jamali, as a Professor and Program Director. Dr. Jamali started his new position on January 8, 2018. The institution also provided a list of courses he would teach.

The institution requests the Board to amend the second contingency for both programs to read:

> 2) In accordance with the institution's hiring plans, the institution agrees to hire a second tenure-track, full-time position to be hired before the program starts in fall 2018, and the institution provides documentation of the hire through submission of a letter of intent, curriculum vitae, and list of **chemical and electrical** engineering courses to be taught, on or before June 1, 2018. <u>If a hire is not made for fall 2018, then it should be in place **before** upper-division courses are offered.</u>

The institution agrees to fulfill the remaining contingencies, as previously approved.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Report on institutional requests acted on by the Commissioner or Assistant Commissioner since the last Board meeting

RECOMMENDATION: No action required

Background Information:

The Board authorized the Commissioner or the Assistant Commissioner of Academic Quality and Workforce to act on institutional requests. Coordinating Board rule, Chapter 5, Section 5.50 (j) directs the Commissioner to provide a list to Board members of all institutional requests acted on by the Commissioner and Assistant Commissioner.

Requests for new degree and certificate programs were reviewed by staff to ensure they met the standards established by Coordinating Board rules, Sections 5.50, 9.93 (c), and 7.4 before receiving approval from the Commissioner or the Assistant Commissioner of Academic Quality and Workforce. The standards address the institution's mission, overall program quality, student demand and job market needs, duplication with existing programs at other institutions, funding, and institutional effectiveness.

Since the last report to the Coordinating Board, the Assistant Commissioner approved 28 new degree and certificate programs; approved 10 institutional requests to phase programs out; issued 7 Certificates of Authorization (new, renewed, revised, or cancelled); and received 4 planning notifications. Detailed information is provided in the tables on the following pages.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

**REPORT ON INSTITUTIONAL REQUESTS ACTED ON BY THE
COMMISSIONER OR ASSISTANT COMMISSIONER SINCE THE PREVIOUS BOARD MEETING**

December 16, 2017 – March 23, 2018

NEW DEGREE AND CERTIFICATE PROGRAMS

Institution	Degree	Program	Date Approved
Community & Technical Colleges			
Amarillo College	Level 1 Certificate	Truck Driver Training	12/19/2017
Amarillo College	AS	Horticulture	1/26/2018
Austin Community College	AAS	Emergency Management	1/26/2018
Central Texas College	AS	Computer Science	3/16/2018
Central Texas College	AAS	Cyberdefense-Information Assurance	3/16/2018
Central Texas College	AAS/Level 1 Certificate	Logistics and Supply Chain Management	12/19/2017
Collin College	AAS	Construction Management	1/11/2018
Galveston College	AAS	Diagnostic Medical Sonography	1/11/2018
Galveston College	Level 1	Instrumentation Technology	2/21/2018
Laredo Community College	Level 1 Certificate	Cosmetology	1/25/2018
Lone Star College - Montgomery	AAS	Automotive Service Technology	1/25/2018
Tarrant County College District	AAS/Level 1 & Level 2 Certificate	Information Technology: Cybersecurity	1/25/2018
Tarrant County College - South Campus	AAS/Level 1 & Level 2 Certificate	Electrical Line Technician	1/25/2018
Tarrant County College District-SE Campus	Level 1 Certificate	Computer Support Specialist	1/11/2018
Universities & Health-Related			
Angelo State University	MS	Experimental Psychology	1/3/2018
Stephen F. Austin State University	BS	Dietetics and Nutritional Sciences	3/13/2018
Stephen F. Austin State University	BS	Criminal Justice	1/11/2018
Stephen F. Austin State University	BA	International and Intercultural Communication	3/5/3018
Tarleton State University	BA	Legal Studies	1/26/2018
Texas A&M University - Central Texas	MED	Higher Education Leadership	12/20/2017

Institution	Degree	Program	Date Approved
Texas A&M University - Corpus Christi	MS	Professional Counseling	12/21/2017
Texas A&M University Kingsville	MS	Petrophysics	12/18/2017
University of North Texas	MS	Emergency Management and Disaster Science	1/3/2018
University of North Texas	BS	Professional and Technical Communication	12/20/2017
University of Texas at Tyler	BS	Biochemistry	1/19/2018
University of Texas Health Science Center at San Antonio	MS	Personalized Molecular Medicine	1/12/2018
University of Texas Rio Grande Valley	BS	Nutritional Sciences	1/5/2018
University of Texas Rio Grande Valley	BS	Sustainable Agriculture and Food Systems	3/13/2018

PHASE-OUT OF PROGRAMS

Institution	Degree	Program	Phase out Date
Universities & Health-Related			
Tarleton State University	BS	Engineering Physics	9/1/2023
Texas A&M University - San Antonio	BA	Community Health	9/1/2022
Texas State University	BSCJ	Criminal Justice Law Enforcement	6/1/2024
Texas State University	BSCJ	Criminal Justice Corrections	6/1/2024
University of Texas at Arlington	BA	Communication-Journalism	2/19/2018
University of Texas at Arlington	BA	Communication-Communication Technology	2/19/2018
University of Texas at Arlington	BA	Communication-Broadcasting	2/19/2018
University of Texas at Arlington	BA	Communication-Advertising	2/19/2018
University of Texas at Arlington	BA	Communication-Public Relations	2/19/2018
University of Texas Health Science Center - Houston	DRPH	Environmental Health	8/15/2018

PLANNING NOTIFICATIONS

Institution	Authority Level	Program	Date Notified
Universities & Health-Related			
Grayson County College	Bachelor	Nursing	2/9/2018
Texas A&M University	Doctorate	Computer Graphics	12/18/2017
University of Texas at Tyler	Doctorate	Education, General	3/9/2018
University of Texas Health Science Center at San Antonio	Doctorate	Health Services/Health Sciences	3/9/2018

CERTIFICATES OF AUTHORIZATION

Non-Public and Out-of-State Institution	Authorization Type	Certificate of Authorization Issue Date
Arlington Baptist University - Carbon	Bachelor degrees, grant credits toward degrees and use certain protected academic terms	2/23/2018
Arlington Baptist University - Paris	Bachelor degrees, grant credits toward degrees and use certain protected academic terms	3/5/2018
Columbia College - Fort Worth	Associate, bachelor and master degrees, grant credits toward degrees and use certain protected academic terms	2/23/2018
Houston International College Cardiotech Ultrasound School	Associate degrees, grant credits toward degrees and use certain protected academic terms	2/16/2018
Quest College - San Antonio campus	Associate degrees, grant credits toward degrees and use certain protected academic terms	1/24/2018
The College of Health Care Professions - San Antonio South	Associate degrees, grant credits toward degrees and use certain protected academic terms	3/5/2018
United States University (San Diego, CA)	Clinical, internship, and field-based educator training experiences	1/24/2018

Committee Chair's Overview

       Mr. John Steen, Chair of the Agency Operations Committee, will provide the Committee an overview of the items on the agenda.

Public Testimony Items relating to the Agency Operations Committee

RECOMMENDATION: No action required

Background Information:

PUBLIC TESTIMONY: The presiding chair shall designate whether public testimony will be taken at the beginning of the meeting, at the time the related item is taken up by the Board after staff has presented the item, or any other time as determined by the presiding chair.

Consideration of adopting the Committee's recommendation to the Board relating to the agency's 2018 Customer Service Report

RECOMMENDATION: Approval

Background Information:

Texas Government Code, Section 2114, requires state agencies and institutions of higher education to develop customer service standards and implement customer satisfaction assessment plans. By June 1 of every even-numbered year, a report on customer service is submitted to the Governor's Office Budget Division and the Legislative Budget Board (LBB).

This report contains five elements prescribed by the Governor's Office and the LBB:
- An inventory of external customers served by the agency and a description of the types of services provided to them;
- A description of the information-gathering methods used to obtain input from agency customers;
- Charts detailing the levels of customer-determined service quality and other relevant information received for each customer group, and each statutorily required customer service quality element (i.e., facilities, staff, communications, Internet sites, complaint-handling processes, service timeliness, and printed information);
- An analysis of the findings identified from the customer satisfactory assessment, including identification of changes that would improve the survey process, and summary findings regarding the quality of service provided and improvements to be made in response to this assessment; and
- Performance measure information for customer service standards and customer satisfaction (i.e., wait times, complaints, responses), as well as estimated performance for FY2018.

Linda Battles, Deputy Commissioner for Agency Operations and Communications/COO, will be available for questions. The report will be sent under separate cover.

<u>AGENDA ITEM XI-D</u>

<u>Consideration of adopting the Committee's recommendation to the Board relating to the agency's operating budget for Fiscal Year 2019</u>

RECOMMENDATION: Approval

Background Information:

      The General Appropriations Act (GAA) is approved after each legislative session. This act funds both years of the biennium. The agency develops an operating budget before the start of each fiscal year and submits the budget for Board approval. The budget that is being presented today is aligned with the General Appropriations Act (GAA) of the 85th Texas Legislature. This item requires approval.

Key points:
- The budget is for Fiscal Year 2019, which starts on 9/1/2018.
- The budget delineates funding between agency administration and program specific (Trusteed) funding.
- Divisions submit a requested budget based on the zero-based budgeting concept.
- The Deputy Commissioner for Operations and Academic Policy as well as the General Counsel review the submissions. A draft budget with the associated administrative funding allocations is developed. The Chief Financial Officer validates the availability of funding. A final recommendation is then forwarded to the Commissioner for review and approval.
- The presented budget aligns with the funding and provisions contained within the General Appropriations Act.
- The total budget requested is $1.67 billion.
- The administrative budget is $31.2 million, the trusteed budget is $739.9 million and the budget for community colleges is $895 million.
- The agency administration budget is 1.5 percent of the total budget (.4% increase Y/Y).
- This budget includes estimated carry forward of funds (unexpected balances) from FY18.
- This budget has been reviewed and approved by the Commissioner and Chief Financial Officer.

      Ken Martin, Assistant Commissioner for Financial Services/CFO, will be available for questions.

Consideration of adopting the Committee's recommendation to the Board relating to amendments to Chapter 1, Subchapter E, Sections 1.114 and 1.115 of Board rules concerning the student complaint procedure

RECOMMENDATION: Approval

Background Information:

The proposed amendments to Chapter 1, Subchapter E, concerning the student complaint procedures will update the division name in the student complaint mailing address, remove the language prohibiting the acceptance of Facsimile (FAX) transmissions of student complaint forms, and clarify the student complaint procedures.

William Franz, General Counsel is available for questions.

Date Approved by the Commissioner for Publication in the *Texas Register:* February 23, 2018

Date Published in the *Texas Register:* February 23, 2018

The 30 day comment period with the Texas Register ended on: March 25, 2018

No comments were received regarding the amendments to this rule.

Legal Review:

Approved by the Office of General Counsel _____ Date: 4/6/18

The amendments have been prepared in the following format:
- New language is in lowercase, underlined, and shaded.
- Deleted language is bracketed and struck through.
- When new language replaces deleted language, the new language precedes the deleted language.

Chapter 1. Agency Administration
Subchapter E. Student Complaint Procedure

Section
1.110.   Definitions.
1.111.   Scope and Purpose.
1.112.   Institution's Obligation to Provide Information Concerning the Complaint Procedure.
1.113.   Complaints Not Reviewed by the Agency.
1.114.   Filing a Complaint.
1.115.   Referral of Certain Complaints to Other Agencies or Entities.
1.116.   Agency Investigation of Student Complaint.
1.117.   Attempt to Facilitate an Informal Resolution to the Complaint.
1.118.   Recommendation for Resolution Made to the Commissioner.
1.119.   Written Determination of the Commissioner.
1.120.   Authority of the Commissioner to Issue Written Determinations Regarding
          Student Complaints

1.110. – 1.113. (No change.)

1.114.   Filing a Complaint.

(a) (No change.)

(b) Complainants shall submit student complaint forms through the online process provided on the agency's website, by electronic mail (email) to StudentComplaints@thecb.state.tx.us, or by hard copy sent to the Texas Higher Education Coordinating Board, Office of General Counsel, [College Readiness and Success Division], P.O. Box 12788, Austin, Texas 78711-2788. [Facsimile (FAX) transmissions of the student complaint form are not accepted.]

(c) All submitted complaints must include the following three completed, signed forms: a student complaint form, [and a signed] Family Educational Rights and Privacy Act (FERPA) Consent and Release form, and THECB Consent and Agreement form. [which is at the bottom of the student complaint form.] Submitted complaints regarding students with disabilities shall also include a signed Authorization to Disclose Medical Record Information form. [which is at the bottom of the student complaint form.]

(d) (No change.)

(e) (No change.)

04/18

1.115. Referral of Certain Complaints to Other Agencies or Entities.

(1) – (2) (No change.)

(3) If the Agency determines that the complaint is appropriate for investigation and resolution by the institution's recognized accrediting agency, the Agency may refer the complaint to the accrediting agency. If the Agency refers the complaint to such accrediting agency, the Agency may ask [request] the accrediting agency to send quarterly updates in writing to the Agency regarding the status of the investigation of the complaint and to [shall] notify the Agency in writing of the outcome of the investigation/resolution process for the complaint.

(4) (No change.)

1.116. – 1.120. (No change.)