TEXAS HIGHER EDUCATION COORDINATING BOARD

COMMITTEE ON ACADEMIC AND WORKFORCE SUCCESS

1200 EAST ANDERSON LANE, ROOM 1.170
AUSTIN, TEXAS
December 16, 2015
10:45 am
(or upon adjournment of the Committee on Affordability, Accountability and Planning, whichever occurs later)

CHAIR
Janelle Shepard

VICE CHAIR
John Steen, Jr.

Dora G. Alcalá
David D. Teuscher, M.D.

Christina Delgado
Ex-Officio

Robert "Bobby" Jenkins, Jr.
Ex-Officio

AGENDA

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. Welcome and Committee Chair's meeting overview

II. Consideration of approval of the minutes from the September 23, 2015, Committee meeting

III. Consideration of approval of the Consent Calendar

IV. Public Testimony on Agenda Items

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

A. Report to the Committee on the Apply Texas Committee activities

B. Report to the Committee on the Learning Technology Advisory Committee activities

C. Report to the Committee on the Design and Implementation Guide of the Intensive College Readiness Program for Adult Education Students (IP-AES)

D. Report to the Committee on the Comprehensive Student Success Program Toolkits

E. Consideration of adopting the staff recommendation to the Committee relating to requests for a new degree program:

TEXAS A&M UNIVERSITY
(1) Master of Engineering (MENGR) degree with a major in Systems Engineering

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER AT EL PASO
(2) Master of Science (MS) degree with a major in Biomedical Sciences

THE UNIVERSITY OF TEXAS AT TYLER
(3) Doctor of Nursing Practice (DNP) degree with a major in Nursing Practice

THE UNIVERSITY OF TEXAS SOUTHWESTERN MEDICAL CENTER
(4) Doctor of Philosophy (PhD) degree with a major in Organic Chemistry

UNIVERSITY OF HOUSTON – CLEAR LAKE

(5) Doctor of Psychology (PSYD) degree with a major in Health Service Psychology (Combined Clinical Psychology/School Psychology)

F. LUNCH

G. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Autism Program

H. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Minority Health Research and Education Grant Program

I. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Texas Science, Technology, Engineering, and Mathematics (T-STEM) Challenge Scholarship Program

J. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Engineering Recruitment Program-Engineering Summer Program (ERP-ESP)

K. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Carl D. Perkins Career and Technical Education Basic Grant Program

L. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Carl D. Perkins Career and Technical Education Leadership Grant Program

M. Consideration of adopting the staff recommendation to the Committee to authorize the Commissioner of Higher Education to submit the 2015 report on the National Research University Fund to the Comptroller and Legislature

N. Consideration of adopting the staff recommendation to the Committee relating the appointment of members to the Learning Technology Advisory Committee (LTAC)

O. Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Mexican-American Studies Field of Study Advisory Committee

P. Consideration of adopting the staff recommendation to the Committee relating to the appointment of student representatives to the ApplyTexas Advisory Committee, the Graduate Education Advisory Committee, the Learning Technology Advisory Committee, and the Undergraduate Education Advisory Committee

Q. Consideration of adopting the staff recommendation to the Committee relating to the July 2015 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "P" through "Z")

R. Report to the Committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)

S. Proposed Rules:

(1) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 5, Subchapter C, Section 5.46 of Board rules, concerning criteria for new doctoral programs

(2) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 1, Subchapter BB, Sections 1.9501 – 1.9507 of Board rules, concerning the establishment of the Architecture Field of Study Advisory Committee

(3) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter A, Sections 26.101-26.107 of Board rules, concerning an advisory committee to develop programs of study to the Agriculture, Food, and Natural Resources Career Cluster

(4) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter B, Sections 26.121-26.127 of Board rules concerning an advisory committee to develop programs of study specific to the Architecture and Construction Career Cluster

(5) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter C, Sections 26.141-26.147 of Board rules concerning an advisory committee to develop programs of study specific to the Arts, Audio/Visual, Technology, and Communications Career Cluster

(6) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter D, Sections 26.161-26.167 of Board rules concerning an advisory committee to develop programs of study specific to the Business Management and Administration Career Cluster

(7) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter E, Sections 26.181-26.187 of Board rules concerning an advisory committee to develop programs of study specific to the Education and Training Career Cluster

(8) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter F, Sections 26.201-26.207 of Board rules concerning an advisory committee to develop programs of study specific to the Finance Career Cluster

(9) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter G, Sections 26.221-26.227 of Board rules concerning an advisory committee to develop programs of study specific to the Government and Public Administration Career Cluster

(10) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter H, Sections 26.241-26.247 of Board rules concerning an advisory committee to develop programs of study specific to the Health Science Career Cluster

T. Update on the RAND Graduate Education Study

VI. Adjournment

NOTE: The Board will not consider or act upon any item before the Committee on Academic and Workforce Success at this meeting. This meeting is not a regular meeting of the full Board. Because the Board members who attend the committee meeting may create a quorum of the full Board, the meeting of the Committee on Academic and Workforce Success is also being posted as a meeting of the full Board.

Committee on Academic and Workforce Success

AGENDA ITEM I

Welcome and Committee Chair's meeting overview

Janelle Shepard, Chair of the Committee on Academic and Workforce Success, will provide the Committee an overview of the items on the agenda.

Committee on Academic and Workforce Success

AGENDA ITEM II

Consideration of approval of the minutes from the September 23, 2015, Committee meeting

RECOMMENDATION: Approval

TEXAS HIGHER EDUCATION COORDINATING BOARD

MINUTES

Committee on Academic and Workforce Success

1200 East Anderson Lane, Room 1.170

Austin, Texas

September 23, 2015, 10:45 a.m.

(or upon adjournment of the Committee on Affordability, Accountability and Planning, whichever occurs later)

Minutes

The Texas Higher Education Coordinating Board *Committee on Academic and Workforce Success* convened at 10:55 a.m. on September 23, 2015, with the following committee members present: Janelle Shepard, Chair, presiding; John Steen, Vice Chair; Dora G. Alcalá; and David Teuscher, MD. Other Board member(s) present: S. Javaid Anwar; Fred Farias III, OD; Bobby Jenkins; and Christina Delgado.

The meeting is available at the following link: **http://www.thecb.state.tx.us/apps/Events/**

AGENDA ITEM		ACTION
I.	Welcome and Committee Chair's meeting overview	Janelle Shepard, Chair, called the meeting to order and advised that the meeting was being broadcast.
II.	Consideration of approval of the minutes from the June 24, 2015, Committee meeting	On motion by John Steen, seconded by David Teuscher, the Committee approved this item.
III.	Consideration of approval of the Consent Calendar	On motion by John Steen, seconded by David Teuscher, the Committee approved this item.
IV.	Public Testimony on Agenda Items	There was no public testimony for the Committee.
V.	Matters relating to the Committee on Academic and Workforce Success	
A.	Report to the Committee on the Graduate Education Advisory Committee activities	Interim Chair of the Graduate Education Advisory Committee (GEAC), Kandi Tayebi, Associate Vice President for Academic Affairs and Dean of Graduate Studies at Sam Houston State University, presented a summary of GEAC's recent activities.

AGENDA ITEM	ACTION
B. Report to the Committee on the Certification Advisory Council activities	Carolyn Wilson Green, Certification Advisory Council (CAC) Chair, was not able to attend the Committee meeting to give an update on CAC activities. Rex Peebles, Assistant Commissioner for Academic Quality and Workforce, presented a summary of CAC's recent activities.
C. Consideration of adopting the Certification Advisory Council's recommendation to the Committee relating to a request from Baptist Hospitals of Southeast Texas School of Radiologic Technology for a third Certificate of Authority to grant degrees in Texas	David Teuscher gave full disclosure that he is a member of the medical staff at Baptist Hospitals of Southeast Texas in Beaumont and former Chief of Staff. On motion by David Teuscher, seconded by Dora Alcalá, the Committee approved this item.
D. Consideration of adopting the Certification Advisory Council's recommendation to the Committee relating to a request from Southwest School of Art for a second Certificate of Authority to grant degrees in Texas	On motion by John Steen, seconded by David Teuscher, the Committee approved this item.
E. Consideration of adopting the staff recommendation to the Committee relating to requests for a new degree program: TEXAS A&M UNIVERSITY (1) Master of Science (MS) degree with a major in Energy	On motion by David Teuscher, seconded by John Steen, the Committee approved this item.
TEXAS A&M UNIVERSITY -TEXARKANA (2) Doctor of Education (EdD) degree with a major in Education Leadership	On motion by David Teuscher, seconded by Dora Alcalá, the Committee approved this item.
F. Consideration of adopting the staff recommendation to the Committee relating to funding for the Texas Teacher Residency Program by the 84th Texas Legislature	On motion by John Steen, seconded by Dora Alcalá, the Committee approved this item.
G. Consideration of adopting the staff recommendation to the Committee relating to funding appropriated to the Joint Admissions Medical Program by the 84th Texas Legislature	On motion by David Teuscher, seconded by John Steen, the Committee approved this item.

AGENDA ITEM	ACTION
H. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Graduate Medical Education Planning and Partnership Grants Program	On motion by David Teuscher, seconded by Dora Alcalá, the Committee approved this item.
I. Consideration of adopting the Commissioner's recommendation to the Committee relating the appointment of members to the Graduate Education Advisory Committee (GEAC)	This item was on the Consent Calendar.
J. Report on the Carl D. Perkins Career and Technical Education Improvement Act funds to colleges for Basic and Leadership Grants	Rex Peebles gave a report on the Carl D. Perkins Career and Technical Education funds for Basic and Leadership Grants.
K. Report to the Committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)	Rex Peebles gave a report to the Committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.75(A).
L. Lunch	The Committee decided not to take time for lunch.
M. Proposed Rules: (1) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter B, Sections 4.28 and 4.32 of Board rules, concerning transfer of core curriculum courses and transfer of field of study courses	This item was on the Consent Calendar.
(2) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 4, Subchapter S, Sections 4.310 – 4.317 of Board rules, concerning participation in the State Authorization Reciprocity Agreement *(Senate Bill 1470, 84th Texas Legislature)*	On motion by Dora Alcalá, seconded by David Teuscher, the Committee approved this item.
(3) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 7, Subchapter B, Sections 7.50 – 7.57 of Board rules, concerning participation in the State Authorization Reciprocity Agreement *(Senate Bill 1470, 84th Texas Legislature)*	On motion by John Steen, seconded by David Teuscher, the Committee approved this item.

AGENDA ITEM	ACTION
(4) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 6, Subchapter F, Sections 6.105, 6.107, and 6.108 of Board rules concerning the definition of terms and eligibility for support under the planning and partnership grant program for graduate medical education *(Senate Bill 18, 84th Texas Legislature)*	This item was on the Consent Calendar.
(5) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 9, Subchapter L, Sections 9.550 – 9.555 of Board rules, concerning the administration of multidisciplinary studies associate degrees at public community colleges *(Senate Bill 1189, 84th Texas Legislature)*	This item was on the Consent Calendar.
(6) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 13, Subchapter G, Sections 13.121 – 13.127 of Board rules, concerning the standards and accounting methods for determining restricted research expenditures *(House Bill 1000, 84th Texas Legislature)*	This item was on the Consent Calendar.
N. Proposed Rules adopted as emergency rules at the July 2015 Board meeting: (1) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter C, Sections 4.54 and 4.58 of Board rules, concerning the Texas Success Initiative to support developmental education reform efforts *(Senate Bill 1776, 84th Texas Legislature)*	On motion by Dora Alcalá, seconded by John Steen, the Committee approved this item.
(2) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter D, Section 4.85 of Board rules, concerning the course load, grade level, and junior college service area restrictions on dual credit course enrollment at public institutions of higher education *(House Bill 505, 84th Texas Legislature)*	This item was on the Consent Calendar.

AGENDA ITEM	ACTION
(3) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 22, Subchapter V, Section 22.572 of Board rules, concerning the Texas Science, Technology, Engineering, and Mathematics Challenge Scholarship Program *(Senate Bill 1066, 84th Texas Legislature)*	This item was on the Consent Calendar.
VI. Adjournment	On motion by Dora Alcalá, seconded by David Teuscher, the Committee adjourned at 12:20 pm.

Committee on Academic and Workforce Success

AGENDA ITEM III

Consideration of approval of the Consent Calendar

RECOMMENDATION: Approval

Background Information:

In order to save institutions time and travel costs to attend the Committee on Academic and Workforce Success meetings in Austin, the Committee made the decision to establish a Consent Calendar for items that are noncontroversial. Any item can be removed from the Consent Calendar by a Board member.

Consent Calendar

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

M. Consideration of adopting the staff recommendation to the Committee to authorize the Commissioner of Higher Education to submit the 2015 report on the National Research University Fund to the Comptroller and Legislature

N. Consideration of adopting the staff recommendation to the Committee relating the appointment of members to the Learning Technology Advisory Committee (LTAC)

O. Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Mexican-American Studies Field of Study Advisory Committee

P. Consideration of adopting the staff recommendation to the Committee relating to the appointment of student representatives to the ApplyTexas Advisory Committee, the Graduate Education Advisory Committee, the Learning Technology Advisory Committee, and the Undergraduate Education Advisory Committee

S. Proposed Rules:

(2) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 1, Subchapter BB, Sections 1.9501 – 1.9507 of Board rules, concerning the establishment of the Architecture Field of Study Advisory Committee

(3) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter A, Sections 26.101-26.107 of Board rules, concerning an advisory committee to develop programs of study to the Agriculture, Food, and Natural Resources Career Cluster

(4) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter B, Sections 26.121-26.127 of Board rules concerning an advisory committee to develop programs of study specific to the Architecture and Construction Career Cluster

(5) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter C, Sections 26.141-26.147 of Board rules concerning an advisory committee to develop programs of study specific to the Arts, Audio/Visual, Technology, and Communications Career Cluster

(6) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter D, Sections 26.161-26.167 of Board rules concerning an advisory committee to develop programs of study specific to the Business Management and Administration Career Cluster

(7) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter E, Sections 26.181-26.187 of Board rules concerning an advisory committee to develop programs of study specific to the Education and Training Career Cluster

(8) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter F, Sections 26.201-26.207 of Board rules concerning an advisory committee to develop programs of study specific to the Finance Career Cluster

(9) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter G, Sections 26.221-26.227 of Board rules concerning an advisory committee to develop programs of study specific to the Government and Public Administration Career Cluster

(10) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter H, Sections 26.241-26.247 of Board rules concerning an advisory committee to develop programs of study specific to the Health Science Career Cluster

Committee on Academic and Workforce Success

AGENDA ITEM IV

Public Testimony on Agenda Items

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 Committee, after staff has presented the item, or any other time as determined by the presiding chair.

Committee on Academic and Workforce Success

AGENDA ITEM V-A

Report to the Committee on the Apply Texas Committee activities

RECOMMENDATION: Information item only

Background Information:

The Apply Texas Advisory Committee is a statutory committee comprised of 24 representatives of Texas public and private institutions of higher education. The Committee has been in operation since 1997, when Senate Bill 150 created Texas Education Code Section 51.762, which called for the Coordinating Board, with the assistance of an advisory committee of college representatives, to adopt by rule a common admissions application for use by a person seeking admission as a freshmen student at a general academic teaching institution. Later amendments to the statute expanded the assignment to include applications for admission to public two-year institutions and for undergraduate transfers.

Over the years, with the advisory committee's advice and assistance, Apply Texas has expanded its services. The Apply Texas System now hosts nine different types of applications – the two-year application (for freshmen and transfers); and for four-year institutions, U.S. and International freshmen, transfer, and graduate applications as well as transient and scholarship applications. The System also includes outreach resources called the Counselor Suite to help high school counselors track their students' progress toward admission to college and in applying for financial aid for college.

In FY2015, more than 1.4 million applications were submitted through the System. Almost 1,300 high school counselors accessed the Counselor Suite of the System to determine their students' status in applying for admission and financial aid. Although individual colleges may charge admission fees, the admission application system is free of charge to the applicants. The development and maintenance costs of the System are met by participating institutions. Technical support is provided by The University of Texas at Austin under contract with the Coordinating Board. In FY2015, the cost for providing these services was less than $1 per admission application. The overall contract for FY2015 was for $673,877.

The Committee met four times during FY2015 – September 18, 2014; November 10, 2014; January 26-27, 2015; and April 28, 2015. Estimated total costs for the four meetings equaled $21,000, including committee member travel expenses, staff time, and meeting broadcasts.

The Co-Chairs of the 2014-2015 Apply Texas Advisory Committee – Margaret Dechant, Associate Vice President for Enrollment Management, Texas A&M University - Corpus Christi and Dr. Elizabeth Garza, Director of the Center for Student Information, Alamo Colleges - will present the report. The written report is included in the Board materials.

APPLY TEXAS ADVISORY COMMITTEE (ATAC) ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: OCTOBER 31, 2017

Committee Purpose:

The purpose of the ATAC is to discuss and vote on changes that may be needed to the application for the upcoming application cycle. Additionally, the committee also addresses additional initiatives to strengthen student participation and access into higher education.

Report Period: September 2014 – August 2015

University Co-Chair:
Margaret Dechant
Associate Vice President for Enrollment Management
Texas A&M University - Corpus Christi

Community, State, and Technical College Co-Chair:
Dr. Elizabeth Garza,
Director, Center for Student Information
Alamo Colleges

List of 2014-2015 academic year Committee members is attached.

Committee Meeting Dates:

September 18, 2014	November 10, 2014
January 26-27, 2015	April 28, 2015

Annual Costs Expended:
Committee costs for FY2015 were *estimated* at $21,100 for the fiscal year. The estimate includes the following:

Travel and lodging:	$14,500
Staff time:	$ 5,100
Broadcast costs:	$ 1,500

Time Commitments:
Committee members spent approximately 5-7 days on committee work; staff members averaged approximately 4-6 days to prepare, attend, and develop minutes for the meetings.

Current Recommendations to the Board:
There are no recommendations at this time.

Summary of Tasks Completed:

Membership and Oversight
Twelve new members were appointed to fill the vacancies of members whose term had expired. These new members were appointed for three-year terms in accordance with new guidelines for membership. Prior to this year, members were appointed for two-year terms. Members represent two-year, four-year, and private institutions of higher education in Texas.

Margaret Dechant, Texas A&M University - Corpus Christi and Elizabeth Garza, Alamo Colleges, were elected by the membership during the September ATAC meeting to serve as co-chairs of the committee.
Until this year, oversight for the ATAC had been assigned to the Workforce, Academic Affairs and Research Division of the Texas Higher Education Coordinating Board (THECB). After the first meeting, oversight of the ATAC was transferred to the Division of College Readiness and Success.

ATAC annually sponsors an Apply Texas workshop in conjunction with the TACRAO SPEEDE Committee. The purpose of the workshop is to share information on upcoming changes to the application, legislative updates, and user training for the Apply Texas Application. Admissions and technical staff from colleges and universities across the state attend the workshop. In the past, the workshop has been held over two days – one day for SPEEDE and one day for Apply Texas. This year, in an attempt to reduce travel costs and avoid duplication of information, the workshop was condensed to one day.

The one-day SPEEDE/Apply Texas workshop co-sponsored by TACRAO was held on June 12, 2015, at the University of Texas at Austin J.J. Pickle Research Campus. Approximately 175 participants attended the conference. During the wrap-up session, the attendees agreed to the one-day format for next year.

This year, the following recommendations were discussed, voted on, and submitted to the Technical Team for implementation.

Type of Change	Section/Page	Change
Application	Profile	Field lengths for names expanded
	Institution/Application Type page	Dual Credit wording improved
	Semester Selection page	Optional deadlines added
	Educational Background	Country drop-down menu added
	Educational Information page	"Pharmacy" added to pre-professional question
	Employment and Honors page	"Organization" field added to reference section
Administrative	Executive Menu	Option for custom deadline names and dates
	EDI	EDI changes reference moved to separate document
	Site	Admissions Application Counts improved
Counselor Suite	Addition	Test version for public view added

All of the above changes were made to improve the accuracy and flow of data from applicants to their desired institutions. These changes helped students avoid errors that may delay their admission. The following three changes have the broadest impact and perhaps best reflect the importance of the committee's work:

- Improve the wording in the freshman application for identifying dual credit students (as opposed to entering freshmen). One million freshman applications were processed in FY2015.
- The addition of optional deadlines per term will enable students to more specifically indicate their date of entry each term, helping institutions anticipate enrollments for the various flex-entry dates.
- Almost 1,300 high school counselors used the Counselor Suite during FY2015 to assess their students' status. The creation of a test module will enable more counselors to learn to use the Suite to more efficiently target their efforts on student who need help the most.

Minutes for the 2014-2015 academic year are attached.

Apply Texas Advisory Committee
March, 2015

Candace Appelton-Kuntz 2017
Director of Admission Information Technology
Texas Christian University
c.appleton@tcu.edu

Brian Armstrong 2015
Executive Director of Admissions
Texas Southern University
armstrong.bj@tsu.edu

Drew Canham 2017
Vice President, Student Success
McLennan Community College
dcanham@mclennan.edu

Melinda Carroll 2015
Director of Admissions and Registrar
North Central Texas College
mcarroll@nctc.edu

Nick Cioci 2017
Interim Dean of Student Services
Lamar Institute of Technology
nacioci@lit.edu

Margaret Dechant, Co-Chair 2017
Associate VP for Enrollment Management
Texas A&M University Corpus Christi
margaret.dechant@tamucc.edu

Joy Frazier 2017
Associate Director of Admissions
University of Texas at Arlington
joyfrazier@uta.edu

Melissa Gallien 2017
Director of Admissions
Lamar University
melissa.gallien@lamar.edu

Christine Gann 2017
Undergraduate Admissions
Sam Houston State University
christine.gann@shsu.edu

Connie Garrick 2017
System Director-SIS
Lone Star
connie.s.garrick@lonestar.edu

Elizabeth Garza, Co-Chair 2015
Director, Center for Student Information
Alamo Colleges
egarza256@alamo.edu

Jamie Hansard 2017
Managing Director undergraduate Admissions
Texas Tech University
jamie.hansard@ttu.edu

Nidia Arellano Hassan 2017
Director of Admissions
Tyler Junior College
nhas@tjc.edu

Mary Beth Marks 2017
Assistant Vice President
Sul Ross State University
mmarks2@sulross.edu

Edgar Palacios 2015
Assistant Director, Undergraduate Admissions
University of Texas at El Paso
epalacios@utep.edu

Ralph Ramon 2015
Dean of Student Services
Western Texas College
rramon@wtc.edu

John Slaughter 2017
Dean of Enrollment Management
Ranger College
jslaughter@rangercollege.edu

Kristi Urban 2015
Director, Admissions & Records
Blinn College
kristi.urban@blinn.edu

Leah Vineyard 2015
Interim Director of Admissions
Midwestern State University
leah.vineyard@mwsu.edu

Michelle Walker 2015
Senior Associate Director
Texas A&M University
mbwalker@tamu.edu

Lee Williams 2015
Assistant Registrar
Texarkana College
lee.williams@texarkanacollege.edu

Mike Washington 2017
Associate Director of Admissions
The University of Texas at Austin
Mike.washington@mail.utexas.edu

David Ximenez 2015
Associate Vice Chancellor for Enrollment Services
Tarrant County College District
david.ximenez@tccd.edu

Pearl Xin 2016
Student Representative
UT Austin
pearlxin@utexas.edu

Ex-Officio Members

Tim Brace
Apply Texas Team Manager
The University of Texas at Austin
tim.brace@austin.utexas.edu

Pilar Janis
Guidance & Counseling Office
Brownsville ISD
pilarjanis@bisd.us

Texas Higher Education Coordinating Board Staff Support

Jerel Booker
Assistant Commissioner
Division for College Readiness and Success
Texas Higher Education Coordinating Board
jerel.booker@thecb.state.tx.us

Jane Caldwell
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Kammi Contreras
Program Manager, Student Support
Texas Higher Education Coordinating Board
kammi.contreras@thecb.state.tx.us

Raul Jaimes
Administrative Assistant
Texas Higher Education Coordinating Board
raul.jaimes@thecb.state.tx.us

ApplyTexas Advisory Committee
1200 E. Anderson Lane, Austin, TX 78752
Monday, September 18, 2014
Board Room: 9:00 a.m.
Minutes

Member/Staff	Present
Elizabeth Garza, Co-Chair—Alamo Colleges	Yes
Margaret Dechant, Co-Chair—TAMU Corpus Christi	Yes
Leah Vineyard—Midwestern State University	No
Brian Armstrong—Texas Southern University	Yes
Melissa Gallien—Lamar University	No
Diane McCormick—Sam Houston State University	Yes
Mary Beth Marks—Sul Ross State University	No
Catherine Rouecehe-Herdman attending for Michelle Walker—TAMU	Yes
Jamie Hansard—Texas Tech University	No
Joy Frazier—UT Arlington	No
Susan Kearns—UT Austin	Yes
Pearl Xin, Student Representative—UT Austin	No
Cassandra Lachica-Chavez—UT El Paso	Yes
Candace Appleton-Kuntz—Texas Christian University	No
Kristi Urban—Blinn College	Yes
Nick Cioci—Lamar Institute of Technology	Yes
Connie Garrick—Lone Star College System	Yes
Drew Canham—McLennan Community College	No
Melinda Carroll—North Central Texas College	Yes
John Slaughter—Ranger College	Yes
David Ximenez—Tarrant County College District	No
Lee Williams—Texarkana College	Yes
Nidia Arellano Hassan—Tyler Junior College	Yes
Ralph Ramon—Western Texas College	No
Pilar Janis—Brownsville ISD	No
Tim Brace—ApplyTexas	Yes
Rebecca Leslie—Coordinating Board	Yes
Mindy Nobles, recorder—Coordinating Board	Yes

Visiting: Barry McClendon and Rebecca Kindschi—ApplyTexas

Welcome and Call to Order—Rebecca Leslie

Rebecca Leslie called the meeting to order at 9:20 for business not requiring official action, pending a quorum present. Shortly afterward, a quorum was announced. Committee members and Ms. Leslie introduced themselves, and Coordinating Board and visiting ApplyTexas Tech Team staff were recognized.

Consideration of Minutes from April 29, 2014 Meeting

Elizabeth Garza moved that minutes be approved as presented. Margaret Dechant seconded. The minutes were approved.

Election of New Co-Chairs

Melinda Carroll nominated Elizabeth Garza as co-chair representing two-year colleges. Nidia Arellano Hassan nominated Kristi Urban. Dr. Garza was elected co-chair.

Dr. Garza assumed the chair and called for nominations for co-chair representing four-year institutions. John Slaughter nominated Margaret Dechant. Brian Armstrong nominated Cassandra Lachica-Chavez. Ms. Dechant was elected co-chair.

Dr. Garza amended the agenda to ask Tim Brace to give the report from the technical team.

Report from Technical Team—Dr. Tim Brace

Dr. Brace reported that 1,253,441 applications were submitted during the prior academic year, a 4.1 percent increase over the previous year.

Trinity University is new to ApplyTexas for the coming year, and Huston-Tillotson University has added its graduate school. UT Rio Grande is also new, with some technical issues still being resolved. UTRG opened for applications on August 1 and is accepting applications for the fall 2015 semester.

An initiative from last year, the ability of students to request transcripts from TREx through ApplyTexas, is still being piloted. The pilot has good college representation but only three high schools. Dr. Brace asked committee members to pass the information to any high-school contacts who might be interested. He also told the committee that it would need to discuss whether to continue and/or expand the pilot this fall, or whether to go ahead and fully implement it. Dr. Garza asked how long the pilot should run before Dr. Brace would feel confident in opening it up to all. Dr. Brace responded that he would recommend that the pilot continue and be expanded, if possible. If the committee decides to open up the system for statewide use, he would recommend phasing it in slowly over fall and early spring.

At the committee's direction, ApplyTexas began requiring students' Social Security Numbers during the past year because institutions wanted this change and because having SSNs will facilitate integration of the FAFSA with ApplyTexas. Institutions had about 95 percent voluntary compliance before SSNs became required. They are finding now that some students enter false SSNs, often all ones or twos, for which the technical team can set up an audit. It is Dr. Brace's understanding that a white paper calling for FAFSA integration has been produced and sent to the U.S. Department of Education, but that no response has been received to date.

The technical team was tasked with working on a common nursing application during the past year, and the committee will still need a subcommittee for the project, as it will be one of the team's major tasks this year. Ms. Leslie noted that the Coordinating Board approved development of the application at its summer meeting but did not set a timeline. Dr. Brace said it is up to the committee and the field to determine timing, and Dr. Garza added that the ability

to upload documents surfaced as a big issue for the field last year. Dr. Brace said that the desire for a more full-featured application would require a bigger upgrade with a bigger commitment of resources, which requires continued study. Brian Armstrong asked for background on where the request originated and whether it was possible that other programs would want their own customized application. Ms. Leslie recognized Coordinating Board staff member Chris Fowler to address the issue, as Ms. Fowler has been involved in the feasibility study. Ms. Fowler told the committee that the request originated with the Legislative Budget Board and that the 83rd Legislature voted for a feasibility study on cost effectiveness.

Dr. Brace asked the committee to consider a recommendation for SPEEDE. He is on the SPEEDE advisory committee, and they are assessing interest in a system that would allow institutions to pull applications and transcripts at will instead of receiving them as a batch at the end of the day, as is presently the case. It will be a significant enhancement of the current service, and the SPEEDE committee wants to confirm that there is interest before making the recommendation. Dr. Garza asked the committee informally whether their institutions would be interested, and there was general assent that they would. Dr. Brace said he would provide that feedback to the SPEEDE committee.

Assignment of Subcommittee Members

Ms. Garza read the list of last year's subcommittees, and the committee discussed which of these needed to continue and what new subcommittees were needed. The addition of an ApplyTexas technical subcommittee was considered. Ms. Carrol said the subcommittee would suggest training videos for application development, use of Counselor Suite, and other needed areas. Dr. Brace said it would be useful input, as his team often considers where help desk support should be strengthened and how to bring it about.

The following subcommittees were formed for the year:

- Common Nursing Application—Kristi Urban, Diane McCormack, Melinda Carroll, Nidia Arellano Hassan, John Slaughter, and Lee Williams (chair)
- Common Graduation Application—Connie Garrick, Diane McCormack, Margaret Dechant, and Catherine Rouecehe-Herdman (chair)
- Annual ApplyTexas Workshop—Nidia Arellano Hassan, Lee Williams, Brian Armstrong, Melinda Carroll, Nick Cioci, Elizabeth Garza, and Margaret Dechant (chair)
- Common Scholarship Application—Margaret Dechant, Nick Cioci, Catherine Rouecehe-Herdman, and Melinda Carroll (chair)
- Counselor Suite—Cassandra Lachica-Chavez, Lee Williams, Pilar Janis, and Brian Williams (chair)
- General ApplyTexas Application—Connie Garrick, Melinda Carroll, Margaret Dechant, Elizabeth Garza, Kristi Urban, Susan Kearns, Nidia Arellano Hassan, and Cassandra Lachica-Chavez (chair)
- ApplyTexas Technical—Susan Kearns, Brian Armstrong, and John Slaughter (chair)

Subcommittee Work Sessions

Dr. Garza adjourned the general meeting at 10:21 to allow time for subcommittees to meet.

LUNCH: 12:00-1:00

Dr. Garza reconvened the meeting at 1:00.

Discussion and Consideration of Subcommittee Reports

Common Nursing Application, Lee Williams reporting: The subcommittee wants to get feedback from directors and deans about how they want the application to be presented. Last year's feasibility study revealed that the field wanted an application similar to what they use now, the CAS, which has document upload capability. The subcommittee wants to establish a timeline as well and a place for the application on the overall priority list. Mr. Williams asked the committee to give guidance on how the subcommittee should proceed. Dr. Garza suggested that surveying the field about the elements of the application should take priority now, with a recommendation on a timeline coming later. Ms. Leslie said that Ms. Fowler, who addressed the committee earlier, would be a good contact for involving field members. Dr. Brace suggested that the existing applications out there now would be a good starting place for comparison.

Common Graduate Application, Catherine Rouecehe-Herdman reporting: Ms. Rouecehe-Herdman acknowledged the good work the technical team has done on the graduate application to date. She said the subcommittee had continued to collect concerns and suggestions from users since meeting last year. Michelle Walker, last year's chair, had sent out a survey that indicated that the application is working in general, but that also yielded suggestions for modification. Among the suggestions were customizable components, the ability to upload documents, and statement of purpose formatting. Dr. Brace noted that there was many requests from the general committee that the technical team could not address last year because they did not rise to the top of the priority list and that he wanted to act on those items this year.

Annual ApplyTexas Workshop, Margaret Dechant reporting: The subcommittee discussed the possibility of teaming the summer workshop with TACRAO's summer meeting and also the SPEEDE meeting. They charged themselves with approaching the TACRAO committee for coordination and also to prevent duplicative presentation topics. Dr. Garza suggested that the SPEEDE and ApplyTexas technical workshops could be done concurrently with two tracks, for technical people and general users. Dr. Brace said this could be looked into and coordinated with the summer TACRAO meeting.

Common Scholarship Application, Melinda Carroll reporting: The subcommittee had two discussions. First, they want to do follow-up on several years' discussion and see where the consensus is now and to bring new members up to speed. They plan to survey at TACRAO to get feedback from institutions and also to send out a survey about whether institutions are interested in using the application and what they are currently using. Over the past year, the subcommittee has learned that no two-year colleges are using the application. They want to determine how many four-years are using it, what other scholarship applications they are using, and why the common application is not used by institutions opting for other applications. Second, they want to consider whether the scholarship application should become a part of the

ApplyTexas application or remain separate, and what resources would be required of the technical team if the two were combined.

ApplyTexas Technical: John Slaughter reported that Melinda Carroll had agreed to assume chairmanship of the subcommittee. Ms. Carroll continued: The subcommittee did not meet as a group, but Mr. Slaughter and she discussed conducting a survey to discover what kind of training modules or support users would like to have. They would also like to discover what locally developed training is out there that could be incorporated.

Counselor Suite, Brian Armstrong reporting: Part of the subcommittee's charge is how to better promote use of the Suite. They want to determine who is using it, what best practices and best uses can be identified among users, and how new users can get more out of the Suite. They also want to work to make certain that everyone who wants to use it has access to it.

General ApplyTexas Application, Cassandra Lachica-Chavez reporting: The subcommittee will collect information from users about any common issues to find common themes of concern. They discussed putting a survey on the TACRAO listserv and at the ApplyTexas users' site. They also discussed adding a foster child question. Finally, there was discussion of different student information systems and how institutions could use them to work together.

Concluding the subcommittee reports, Dr. Garza asked Dr. Brace what matters have been discussed in the past that had not arisen during the day's meeting and subcommittee meetings. Dr. Brace said he will provide the committee with a report on matters that have been lower priority and not yet addressed, and on matters that have been tabled in the past for later consideration.

Dr. Garza noted that a common theme in the subcommittee reports was the desire for input from institutional colleagues. She asked those viewing or listening to contact members if they have comments on any topic discussed during the meeting.

Discussion of Future Agenda Items and Next Meeting Date

Ms. Dechant began the discussion by noting that the committee would need to meet again later this fall for updates from subcommittees. Dr. Brace added that a meeting soon after the turn of the year to finalize priorities would give the technical team time to work toward them. A spring meeting, he added, will allow the technical team to report back on progress, which allows the committee to re-prioritize as necessary. A November meeting will allow the committee to give the technical team some beginning direction so they can report back on the level of difficulty for desired priorities in the winter meeting.

The committee agreed upon three more meeting times for the year:

- The second or third week of November
- The last week of January or first week of February, if it doesn't conflict with TACRAO
- An April meeting, date range to be discussed later

Ms. Leslie will review room availability for the first two meetings and do a Doodle poll to settle on final meeting dates.

Mr. Slaughter asked how committee members not present would be assigned to subcommittees. Dr. Garza and Ms. Dechant said they would send an email to inform and invite.

The committee discussed how to handle subcommittee meetings and decided hold face-to-face meetings at 9:00 on the morning of each meeting, with the general meeting beginning at 10:00. Subcommittees will meet between meetings by phone and possibly at TACRAO. Dr. Garza asked that chairs of subcommittees meeting at TACRAO let her know so she can coordinate.

Ms. Leslie expressed appreciation for the work the committee does, and Ms. Dechant called for a motion to adjourn. Mr. Williams made the motion, and Mr. Armstrong seconded. The meeting was adjourned.

ApplyTexas Advisory Committee Meeting Notes
November 10, 2014

ApplyTexas Advisory Committee
1200 E. Anderson Lane, Austin, TX 78752
Monday, November 10, 2014 – Board Room, 9:00 a.m.
Minutes

Members Present
Elizabeth Garza, Co-Chair—Alamo Colleges
Margaret Dechant, Co-Chair—TAMU Corpus Christi

Candace Appleton-Kuntz—Texas Christian University
Brian Armstrong—Texas Southern University
Tim Brace—ApplyTexas
Melinda Carroll—North Central Texas College
Joy Frazier—UT Arlington
Melissa Gallien—Lamar University
Jamie Hansard—Texas Tech University
Pilar Janis—Brownsville ISD
Susan Kearns—UT Austin
Diane McCormick—Sam Houston State University
Mary Beth Marks—Sul Ross State University
John Slaughter—Ranger College
Kristi Urban—Blinn College
Michelle Walker—Texas A&M University
Lee Williams—Texarkana College
David Ximenez—Tarrant County College District

Members not present:
Drew Canham—McLennan Community College
Nick Cioci—Lamar Institute of Technology
Connie Garrick—Lone Star College System
Nidia Arellano Hassan—Tyler Junior College
Ralph Ramon—Western Texas College
Pearl Xin, Student Representative—UT Austin

Visiting:
Christine Gann—Sam Houston State University (Nominee)
Rebecca Kindschi—ApplyTexas Technical Team
David Muck—ApplyTexas Technical Team
Leah Vineyard—Midwestern State University

CB Staff present:
Rebecca Leslie—Coordinating Board
Jerel Booker—Coordinating Board
Jane Caldwell—Coordinating Board
Kammi Contreras—Coordinating Board

Welcome and Call to Order—Rebecca Leslie
Consideration of Minutes from September 18, 2014 Meeting

Corrections in **Armstrong (Brian)**. ? moved that minutes be approved as presented. ? Seconded. The minutes were approved.

Subcommittee Work Sessions

Margaret Dechant reviewed the list of members in subcommittees as follow:

- Common Nursing Application—Kristi Urban, Diane McCormack, Melinda Carroll, Nidia Arellano Hassan, John Slaughter, and Lee Williams (subcommittee chair)
- Common Graduation Application—Connie Garrick, Diane McCormack, Margaret Dechant, Catherine Rouecehe-Herdman, and Michelle Walker (subcommittee chair)
- Common Scholarship Application—Margaret Dechant, Nick Cioci, Catherine Rouecehe-Herdman, and Melinda Carroll (subcommittee chair)
- Counselor Suite—Cassandra Lachica-Chavez (No longer in this committee) Edgar Palacios (replacing Cassandra, in process of approval), Lee Williams, Pilar Janis, and Brian Williams (subcommittee chair)
- General ApplyTexas Application—Connie Garrick, Melinda Carroll, Margaret Dechant, Elizabeth Garza, Kristi Urban, Susan Kearns, Nidia Arellano Hassan, and Cassandra Lachica-Chavez (committee will be appointing new subcommittee chair) **New Addition** Joy Frazier
- ApplyTexas Technical—Susan Kearns, Brian Armstrong, ,John Slaughter, and Melinda Carroll (subcommittee chair) Sheila Gray, and Candace Appleton-Kuntz volunteers to be in this committee.

(Co-chair) Elizabeth Garza, and Margaret Dechant. **New additions** Melissa Gallien, Jamie Hansard, David Ximenez, Rita Wilson.

Dr. Garza gave a brief discussion on the topics to be discussed after recesses, then adjourned general meeting at 10:21 to allow time for subcommittees to meet.

LUNCH: 12:00-1:00

Dr. Garza reconvened the meeting at 1:00.

Discussion and Consideration of Subcommittee Reports

NOTE: Reports presented below include comments drawn from the video of the 11-10-14 meeting and written summaries provided by representatives from the subcommittees.

Common Nursing Application, Lee Williams reporting:
Discussed visit with Hot Topic Session at TACRAO, spoke with Health occupation and nursing committee members and are excited to be moving to the ApplyTexas Application. There are concerns with documents being uploaded, from Apply Texas to their Student Information System. Committee discussed with ApplyTexas Technical team about researching fees and the ability of uploading documents. ApplyTexas Technical team will also research the cost and bids on this process. After results, they will survey nursing Deans to find out what questions should

be on the applications. First meeting was in February 2014, some information was collected but currently still researching this information. In moving forward the committee will get the pricing of uploading documents.

Common Graduate Application, Michelle Walker reporting:
In attendance: Michelle Walker, chair, Catherine Roueche-Herdman (TAMU), Connie Garrick (Lonestar College), Diana McCormick (SHSU), Sandra Kureska (TAMUCC), JoAnn Canales (TAMUCC), Thomas (TAMUCC), Reyes Perez (UT), Deana Williams (UT)

Committee met via-conference call on Friday November 7. Have a list of recommendations we like to present to the committee for consideration, (a written copy will be provided by Michelle Walker).

Recommendations

- Add organization to the references to Grad (Graduate) and International Grad Application Recommended.
- High school question could be removed, may affect the residency model and the calculation whether the student is a resident or not. Recommendation is that this question be only removed from the International Grad App, and not from the Grad Application for residency purposes
- Create a published check list or manual for making Apply Texas updates every year.
- Recommended.
- Make the 'Ultimate Degree' question optional for display on the application.
- Recommended.
- Discussed the ability to provide a pick list of countries when an applicant is manually filling in institution he/she is attending. Recommended for action and requiring/auditing country field.
- Discussed the ability to choose to receive undergrad and grad applications in separate EDI transmission files.
- Allow two fee postings a regular and late. No recommendation on this.
- Allow payment options determined by application level or an application type. Grad level does not accept checks/ Undergrad does.
- Desire for the ApplyTexas logic to perform an audit check to ensure graduate applicant has indicated that they would receive a bachelor's degree prior to enrolling in grad school.
- Consider "transient' application type for GR level – requirements are different than NDS application type and admission is limited to one term. AT, is this doable?
- Some institutions would like to make the Educational Ladder (international app) mandatory. Recommend using messaging to instruct students of importance; no change required on part of AT as ladder is currently optional and not displayed for all schools.

Annual ApplyTexas Workshop, Elizabeth Garza reporting, but notes include those from Margaret Dechant:
Participants: Joy Frazier, Kristi Urban, Mary Beth Marks, Michelle Walker, Jamie Hansard, Melissa Gallion, Diane McCormick, Candace Appleton-Kunz, Melinda Carroll, Margaret Dechant, Liz Garza, David Ximenez, Kearns, Tim Brace, Rebecca Hindge

Merging ApplyTexas and Speedy Workshops with TACRAO summer workshops (in July), not possible. TACRAO has commitment with Hotel (3 year commitment). The workshop will be held at the Pickle Center.

Suggestions

- Insure agendas were distinct and not duplicated
- Send out agendas earlier so that staff and directors can make decisions ahead of time
- Need date, time, and location.
- TACRAO handled registration and evaluation last time.
- ATAC needs to arrange breakfast, lunch, internet service, registration badges and to man the tables.

Michelle Walker sent a message to Sean Cargo (TACRAO) by e-mail to determine what date will be scheduled for the Speedy Workshop. Concluded most important in discussion was to insure Speedy day was the Technical day and sessions we have are functional in nature. Continue to work with TACRAO and subcommittee to make sure we move forward.

Draft agenda:

7:30-9	Registration/Breakfast
8:15-9	ApplyTX 101 (Early Bird Session)
9-10:45	Opening and Apply TX 2016 Application
11:00-12	Application Change Review
12:00-1	Lunch
1:00-2	Birds of a Feather
2:00-3:15	Wrap Up and Feedback

<u>Common Scholarship Application, Melinda Carroll reporting:</u>
Subcommittee members present: David Ximenez, Melinda Carroll (Chair)
(Subcommittee members participating in other subcommittee group discussions: Michelle Walker, Margaret Dechant, and Nick Cioci – not present)
ApplyTexas technical team present: Tim Brace

The Committee met briefly and reviewed the prior discussions during the September ATAC meeting as well as last year's discussion and minutes on the usability of the scholarship module. There is still a need to determine which institutions are currently using the scholarship module and those who may be interested in utilizing the scholarship option in Apply Texas. Survey results from the TACRAO 2014 Waco Conference were presented to the subcommittee as well as to the advisory committee. Based on the survey 18 (institutions) individuals filled out the survey (10 community colleges and 8 universities). Base on the survey currently 5 Institutions are using the scholarship application (2 community colleges, 3 universities). Considered sending information to larger population through TRACAO list serve or if there's a list serve through ApplyTexas.

Action items discussed:

- Send the survey via the TACRAO listserv for additional feedback from the Apply Texas users across the state prior to the Winter break.
- Conduct a conference call with the subcommittee to determine additional action items

- Send the survey results to the Apply Texas Advisory Committee prior to the January meeting

Counselor Suite, Brian Armstrong reporting:
Subcommittee members present: Pilar Janis, Lee Williams, Brian Armstrong (chair)
THECB representatives present: Rebecca Leslie, Jane Caldwell, Kammi Contreras
ApplyTexas technical team present: David Muck

Discussed survey that Mr. Armstrong sent out to Houston & Dallas area counselors with questions regarding the Counselor Suite. Surveyed 200 counselors; 40 responded. Majority are using the Counselor Suite, but work across state is needed to get all to use it. TCA Annual meeting will be in February. Possibly, subcommittee members will attend and host a training session on how to use the Counselor Suite.

Future meetings discussion on ensuring the security and access of the data of the survey. Discussed ideas with Mr. Muck of the ApplyTX technical team to use TREx once a year to provide a list of the students that have been admitted so counselors can better track the student from start to finish. Having a communication and process plan with Regional Coordinators of TEA. Will give a more detailed update in January meeting.

Ms. Pilar shared her experience in working with high school counselors in the Rio Grande Valley area in providing demonstrations and workshops for the suite. She acknowledged that many of the counselors found the resource very helpful once fully trained and recommended that these trainings be made available at various conferences for counselors to participate (in particular the upcoming ApplyTexas and Texas School Counselor Association annual conferences).

Other issues discussed during the meeting included working with the ApplyTexas technical team to possibly provide an online webinar or virtual demonstration on how to use the resource and ensuring that only authorized personnel are able to access the website. In addition, the group discussed ways to partner with the TEA regional coordinators through emails to determine their role in identifying eligible users.

Action items discussed:

- Provide survey results via email to all subcommittee members for further analysis.
- Contact TEA to attend TSCA annual conference on February 8-10 in Galveston, TX to set up booth for demonstration of counselor suite and possibly host workshop to present during conference.
- Notify Austin-area high school counselors of next subcommittee meeting to request interested counselors to participate in meeting at the Coordinating Board.
- Give an update on these results during the ApplyTexas annual conference in June 2015.

General ApplyTexas Application, Melissa Gallien (New Subcommittee Chair) reporting:
Members: Michelle Walker, Co-Chair; Melissa Gallien, Co-Chair; Melinda Carroll; Jamie Hansard; Margaret Dechant; Nidia Arellano Hassan; Susan Kearns; Connie Garrick; Elizabeth Garza; Kristi Urban; Candace Appleton-Kuntz

Election of Co-Chairs: Current chair, Cassandra Lachica-Chavez, has resigned due to a change of employment. Due to the wide range of topics that this committee might encounter, it was decided to go forward with co-chairs. New co-chairs are Michelle Walker, Texas A&M University and Melissa Gallien, Lamar University.

Discussed during meeting on the recommendations and numerous issues, also labeled as major and small projects. Melinda Carrol adding to report, part of recommendation will come later in future meeting dates. Indicated that ApplyTexas Technical committee did not meet, a decision was to consolidate during the General ApplyTexas Application meeting. Mellissa Gallien concluded of going back to different format of having a day and half to discussion meetings. Recommendations discussed

- Data extractions
- Issues for private schools
- Visa choices for all applications (including 2-year)
- Create concentrations that could be added to undergrad application
- Accommodation of multiple sessions within the semesters
- Additional text and wording to prevent students from submitting multiple times
- Adding Re-admit to graduate application
- Have ApplyTexas Technical subcommittee be a part of General ApplyTexas application
- Technical and Functional needs to be discussed as a larger group
- Creation of 2-year "Shortened" Readmit application

From Elizabeth Garza:

- Private schools - Problems accessing information, possibility of breaking file to improve access, separate out essays
- Residency tree/how determined?
- Preferred name/legal name
- Shortened application
- Application sent in Prospect Module identified as such
- Send out notification that minutes are posted

Wrap-Up: Time constraints forced the meeting to be cut short. After discussion, we became concerned about the purpose of a "General" Sub-Committee since we are discussing the body of work that will also be openly addressed by the ApplyTexas Advisory as a whole, and also realized that other committees were unable to meet. We proposed that the Technical Committee merge with the General Committee, and that motion was passed later in the full committee meeting. We also recommended expanded the current one day meeting structure. The full committee agreed, and will give this new structure a trial run during our currently scheduled January 2015 meeting.

<u>Report from Technical Team, Dr. Tim Brace reporting:</u>
Dr. Brace briefly went over potential items for consideration. The Common Nursing Application proponents want files uploaded. The Technical Team will look into that and do research. There was a long discussion of systems that could handle the process of submitting documentation through the system. The Technical Team was asked to itemize proposed items (large, medium and small) so that the committee can better evaluate the options before the final vote on future changes. A list was requested of which items would be easier to work on. Committee agreed to

move forward on Dr. Brace's recommendations that are easier to implement than the others that will be reviewed in January.

Dr. Brace discussed a pilot project of providing 7-day delivery of files to institutions in order to spread the load on the system at peak hours. Participating schools are Texas A&M University, University of Texas at San Antonio, and Texas Tech. The system is functioning fine. Blinn College, Sam Houston State University, and Texarkana College will participate in the future. An e-mail will be sent for a follow up.

The SSN is not required in admissions application operations. If requested, the SSN could be brought back for the application.

Several high schools and colleges are participating in TREx, an automatic transcript pilot in the ApplyTX works for some time. TREx works better for some schools than others. Colleges like TREx better than the High Schools do. TREx has good college representation but only three high schools are participating.

Items discussed to work on that seemed easy

- Adding organization to references
- Removing high school question from International Grad Application
- Providing a pick list of countries

Discussion of Future Agenda Items and Next Meeting Date

Ms. Dechant began discussion by indicating the next meeting date was originally set for January 26, 2015. Based on recommendations, it's possible the date will be moved to January 27, 2015. Subcommittee meetings will be held in the afternoon of January 26, 2015. This is open for discussions and will need to receive a formal recommendation. Leaning towards a half day to be able to hear all the recommendations before the next day, more time to discuss items on the subcommittees. Request was made to schedule meeting for January 26 and 27 approval is still pending. Subcommittee meetings can occur in the morning and some in the afternoon if needed. Conference calls prior to the day of committee meetings was discussed to allow preparation. Dr. Garza ask that the chair of the subcommittees email The Coordinating Board before November 26, 2014 to discuss the meeting. Gives time to work on the agenda and send it out before Christmas, to make plans accordingly.

Recommendations

- More meeting structure for the committee meetings
- Realign committees. Have a person in only two committees.
- Melissa Gallien motion to have ApplyTexas Technical Subcommittee be merge with General ApplyTexas Application, (member) seconded. The merger was approved.
- The committee discussed what times would be available to meet and make a decision, half day or full day. Times of meeting 1st day:
    - Common Nursing application/ Common Graduate Application/Common Scholarship Application 9:00 – 10:30
    - Counselor Suite 10:30 – 12:00
    - Annual ApplyTexas Workshop 1:00 – 2:30
    - General ApplyTexas Application/ApplyTexas Technical subcommittee 2:30 – 4:30

- Day 2 consists of committee reports, prioritizing, and ranking. Agenda items that will be moving forward.

The committee agreed Monday January 26, 2015 will have subcommittee work sessions, Tuesday January 27, 2015 will have ApplyTexas Advisory Committee meeting, making recommendations, providing prioritize list.

Ms. Leslie announced she will no longer be part of ApplyTexas and Jane Caldwell will be the new liaison. Ms. Dechant announced meeting was adjourned.

General ApplyTexas Application Subcommittee
Submitted by Elizabeth Garza

Participants: Joy Frazier, Kristi Urban, Mary Beth Marks, Michelle Walker, Jamie Hansard, Melissa Gallion, Diane McCormick, Candace Appleton-Kunz, Melinda Carroll, Margaret Dechant, Liz Garza, David Ximenez, Kearns, Tim Brace, Rebecca Hindge

Priorities/Requests:

- Private schools - Problems accessing information, possibility of breaking file to improve access, separate out essays.
- Provide concentrations (separate from major code) Visa types - not all available in drop down of 2-year app.
- Residency tree/how determined?
- Preferred name/legal name
- Multiple sessions on app
- Additional wording for completing application for erroneous submission Shortened Application sent in Prospect Module identified as such.
- Send out notification that minutes are posted.
- Grad committee:
    - Place for id of multiple HS
    - Remove HS question from int'l app
    - Provide pick list of countries.
    - Optional question feature

Need to have sub-committees meeting prior to meeting date to allow enough time for discussion.

ApplyTexas Advisory Committee Meeting Notes
January 26-27, 2015

Members Present:
Elizabeth Garza, Co-Chair—Alamo Colleges – January 26 and 27
Margaret Dechant, Co-Chair—TAMU Corpus Christi – January 26 and 27
Candace Appleton-Kuntz—Texas Christian University – January 27 only
Brian Armstrong—Texas Southern University – January 26 and 27
Drew Canham—McLennan Community College – January 26 and 27
Melinda Carroll—North Central Texas College – January 26 and 27
Nick Cioci—Lamar Institute of Technology – January 26 and 27
Joy Frazier—UT Arlington – January 26 and 27
Melissa Gallien—Lamar University – January 26 and 27
Christine Gann—Sam Houston State University – January 26 and 27
Connie Garrick—Lone Star College System – January 26 only
Jamie Hansard—Texas Tech University – January 26 and 27
Nidia Arellano Hassan—Tyler Junior College – January 26 and 27
Mary Beth Marks—Sul Ross State University -- January 26 only
Kristi Urban—Blinn College – January 26 and 27
Michelle Walker—Texas A&M University – January 26 and 27
Lee Williams—Texarkana College – January 26 and 27
David Ximenez—Tarrant County College District – January 26 only
Pearl Xin, Student Representative—UT Austin – January 26 only

Members Not Present:
Edgar Palacios—University of Texas at El Paso
Ralph Ramon—Western Texas College
John Slaughter—Ranger College
Leah Vineyard—Midwestern State University

Ex-Officio Members Present:
Tim Brace—ApplyTexas – January 26 and 27
Pilar Janis—Brownsville ISD – January 26 and 27

Visiting:
Rebecca Kindschi—ApplyTexas Technical Team – January 26 and 27
David Muck— ApplyTexas Technical Team – January 26 and 27
Michael Washington—UT Austin (membership pending) – January 26 and 27

CB Staff Present:
Jerel Booker—Coordinating Board – January 26 and 27
Mary Smith—Coordinating Board – January 26 only
Jane Caldwell—Coordinating Board – January 26 and 27
Kammi Contreras—Coordinating Board – January 26 and 27
Raul Jaimes—Coordinating Board – January 26 and 27

Welcome and Call to Order

Co-chairs Elizabeth Garza and Margaret Dechant welcomed everyone to the meeting and had all present introduce themselves and indicate the institution/organization with which they are affiliated. Mr. Jerel Booker, the Texas Higher Education Coordinating Board (THECB), was then invited to speak to the committee about Guiding Principles for the Apply Texas Advisory Committee (ATAC).

Discussion of Guiding Principles for the Committee

Jerel Booker, Assistant Commissioner for College Readiness and Success, brought news of change to the Committee.

Reorganization within the Coordinating Board has moved the oversight of the ApplyTexas System (System) to the Division of College Readiness and Success. Different employees will be responsible for System operations, and the staffing of the Committee.

Senate Bill (SB) 215, passed by the 83rd Legislature, Regular Session (THECB Sunset legislation), requires the CB to engage institutions of higher education in a negotiated rulemaking process as described by Chapter 2008, Texas Government Code, "when adopting a policy, procedure, or rule relating to (1) an admission policy regarding the common admission application under Section 51.762..." and certain other sections of the code.
The enabling legislation for ApplyTexas (Texas Education Code, Chapter 51, Subchapter S, as amended) authorized the creation of the ApplyTexas Advisory Committee to advise the CB and called for the creation by rule of common admissions applications for freshmen and transfer students at general academic teaching institutions and public two-year institutions. It also authorized the CB to look into the feasibility of creating an undergraduate nursing freshman and transfer application.

During its 17 years in existence, the System has accomplished those tasks. It has also gone beyond those assignments, creating other admissions forms and a scholarship application.
The CB will be taking a closer look at the System's activities with the goal of better alignment with Legislative assignments. No immediate changes are planned for membership in the Committee, but there will likely be fewer committee meetings. Meetings will be held on an "as needed" basis to find ways to address the technical and functional needs of the System.
The success of the System relies on the expertise and advice from committee members, but the CB is responsible for System operations. In the future, the Committee will provide its recommendations to the CB and the CB will make final decisions about assignments to the Technical Team.

The implementation of an ApplyTexas Negotiated Rulemaking Committee (ATNRMC) will require the CB to identify issues dealing with "admission policies regarding the common admission application," to make sure they are addressed by the ATNRMC. The ATAC will continue to be critical to suggesting technical changes and in the maintenance of the System. When needed, an ATNRMC will be convened to address the Apply Texas Advisory Committee, policies, procedures, and rule changes that relate to admissions policies. Current rules for the Committee and for the common application forms will be among the things assigned to the ATNRMC. Dr. Mary Smith, THECB, will provide an overview of the procedures and functions of a Negotiated Rulemaking Committee (NRMC).

Discussion of the Basics of Negotiated Rulemaking
Dr. Mary Smith, Assistant Deputy Commissioner for Academic Planning and Policy, identified herself as the Coordinating Board's Alternate Dispute Resolution (ADR) Coordinator, and stated that she is assigned to oversee Negotiated Rulemaking operations.

The purpose of Negotiated Rulemaking is to strengthen stakeholder input into the decision-making process. SB 215, the CB's Sunset Bill, called for the CB to streamline its advisory committee operations and have the committees report directly to the Board. As indicated by Mr. Booker, it also indicated Negotiated Rulemaking is to be used in certain functions of the CB.

Negotiated Rulemaking is a consensus-based model. It relies on interest-based (as opposed to positional-based) negotiations. Members of the Committee are asked to identify common interests in the accomplishment of assigned tasks, and develop policies and rules consistent with those common interests.

THECB adopted rules for Negotiated Rulemaking in October 2013. In her presentation, Dr. Smith reviewed the basics of those rules – that once a need for such a committee is identified, a THECB convener sends out a notice, inviting nominations for Committee membership. The committee's specific assignments are indicated in the notice, and nominees are selected by the CB with a goal of having a fair and even distribution of interested stakeholders.

Once a committee is identified, the list of members is posted in the *Texas Register* for comment. If needed, adjustments are made to the membership, and then the committee is announced and invited to meet. THECB ADR Coordinator (Dr. Smith) then recommends a facilitator, whose roles are to mediate and facilitate committee operations. The facilitator is a neutral third party from the CB staff, who, once accepted to serve by the committee membership, proceeds to conduct the meetings. In the first meeting, the facilitator advises the members that they will be asked to identify the issues and interests underlying the topics assigned to it, review related information, and agree to negotiate in good faith for a consensus resolution.

Once deliberations are complete, the results are NOT sent to Board staff for translation into rules or policies (as is the case for most recommendations of advisory committees that function in a consultation mode.) The Negotiated Rulemaking Committee develops its final output (rule, policy, etc.) and that output is then posted in the *Texas Register* for comment. If comments are received, the Committee addresses those comments and (hopefully) again reaches consensus on how to proceed. Once agreement is met, results (amended or not, depending on Committee decisions) are then sent to the Coordinating Board for consideration for adoption.[1]

The main advantage of the use of Negotiated Rulemaking is that the output is an integrated interest-based solution based on consensus. The main disadvantage is that if the members do not negotiate in good faith, they may never reach consensus – a single person can frustrate the effort. If consensus is not reached by the Negotiated Rulemaking Committee, the Board shall determine whether to proceed with the proposed rule(s). If the Board decides to proceed, the

[1] A copy of Dr. Smith's presentation is provided as Appendix A to these minutes.

Board may use language developed during the negotiations or develop new language for all or a portion of the proposed rule(s).

Discussion of Future ATAC Operations and Calendar
Jane Caldwell, Director of Student Support of the Division of College Readiness and Success, then spoke of the implementation of new operations.

Ms. Caldwell started by admitting that the CB, including Mr. Booker, Dr. Smith, and herself, do not have final answers at this time. We are new to the ApplyTexas System. However, we are responsible for identifying ApplyTexas issues that need to go to an NRMC for resolution. We recognize that the ATAC committee members have the subject-matter expertise. We understand the need to NOT disrupt the Apply Texas cycle or in any way impair the ability of students to apply for admissions.

In visualizing the implementation for an NRMC, Ms. Caldwell had started with the deadline for providing assignments to the ApplyTexas Technical Team – the end of January/early February. Moving backwards from that time, she identified steps to be taken in convening the Committee, having it meet, posting its conclusions in the *Texas Register*, submitting it to the THECB for consideration for approval, and eventually having the adopted rules reach their effective dates. Her estimate had been that the process should begin in September. With emphatic feedback from others who had been involved in NRMC operations, that timeline was significantly expanded, and the conclusion was that the NRMC process would need to begin in June in order to accommodate the possibility of multiple meetings.

Between now (the January 2015 ATAC meeting) and June 2015, the CB will determine whether an NRMC should be convened, and if so, identify the issues that need to go to it for resolution. That process will begin with the list of priority assignments for the Technical Team that is to be discussed and compiled at the current meeting. The immediate sequence of events will be:

1. The ATAC, at the January 2015 meeting, will create its priority list for consideration by the CB;
2. The CB will
   a) review the list;
   b) identify issues that need to go to the NRMC for resolution before any action is taken (if any);
   c) add assignments needed by the CB to fulfill its responsibilities (if any);
   d) adjust the priorities (if needed to meet CB-identified program requirements); and
   e) forward the final list of assignments to the Technical Team.
3. The ATAC will likely meet again in April/May to address any follow-up issues for the 2016-2017 cycle and to begin its discussion of changes needed for the 2017-2018 cycle.
4. The ATAC will meet next fall, probably in October, to finalize process and application change recommendations for the 2017-2018 cycle.

The activities listed above are designed to address issues for the 2016-2017 cycle, which will be initiated for students in August 2015, and to start discussions on the 2017-2018 cycle.

A Negotiated Rulemaking Committee, if convened in June 2015 will review operations and work for consensus in the resolution of admissions policy decisions related to the common admission forms. Its decisions will possibly effect program *administrative* operations for the 2016-2017

cycle, but will impact the application forms beginning with the 2017-2018 cycle. Again, the intent is to NOT disrupt 2016-2017 application operations while new policies or procedures are being developed.

The floor was then opened to questions.

- Michelle Walker asked whether changes to verbiage in applications would go to the NRMC, or only policy issues. She asked for a sample of a policy decision.
- Mr. Booker replied that identifying policy decisions will be the "magical question." The enabling legislation for the common applications authorized four applications, possibly six (freshman and transfer applications for general academic teaching institutions and two-year institutions, and feasibility studies for nursing freshman and transfer applications). The program currently has eight forms. Are schools being forced to accept all of these? Are they being forced to pay for costs that do not apply to them?

- Pilar Janis stressed that the most important user of the applications is the student. The guiding principle should be what is best for the student in completing it, understanding the state has a large contingent of first-generation students. The applications need to be clear, transparent and user-friendly.
- Mr. Booker agreed.

- Brian Armstrong asked how the NRMC would be formed.
- Dr. Smith responded that the CB convener would email presidents and chancellors asking for nominations; the CB would then identify a balanced geographic and institution-type committee, which would be posted in the *Texas Register* for comment. Based on comments, the committee membership would be adjusted and the invited to the first meeting.

- Elizabeth Garza asked about the process of assigning issues to the NRMC.
- Dr. Smith responded that issues identified as addressing admissions policies would be assigned to the NRMC. It could be more than one issue. She went further to explain that once the NRMC has reached consensus on its resolution to its assigned issues and those issues have been adopted by the CB, the NRMC is disbanded.

- Elizabeth Garza asked for confirmation that the ATAC would continue to exist as is.
- Mr. Booker responded that the ATAC rules will be one of the issues submitted to the NRMC for review. He also said that in keeping with the Sunset Bill's expressed requirement for the CB to streamline the use of its advisory committees, the CB is likely to have the ATAC meet less frequently and/or have fewer subcommittees.
- Jane Caldwell stated that based on her initial review of the proposed 2016-2017 changes from the November 2014 meeting, there had been only one issue that she felt should go to an NRMC – the issue of how to deal with online high school graduates and their residency. Much of what the current committee does now will be continued.
- Mr. Booker also indicated that CB legal counsel will participate in the decisions of what is to go to the NRMC. If there are doubts about the assignation, we will err on the NRMC side. However, the NRMC will not be used for settling technical or maintenance issues.

- Christine Gann asked about the terms of membership on the NRMC.
- Dr. Smith answered that once the NRMC's rule had been adopted, the NRMC would be disbanded.

- Christine Gann asked whether policies found by the ATAC would be sent to the NRMC for resolution.
- Dr. Smith answered, "yes," if they fall within the specific scope of the NRMC.

- Brian Armstrong asked for confirmation that the NRMC is disbanded after it addresses the issues assigned to it.
- Mr. Booker replied that the ATAC will continue to function as needed to address technical issues, or new instructions, etc.; an NRMC will only be called for when needed to consider policies, procedures, or rules related to admissions.
- Jane Caldwell added that there could be years when no issues are raised for an NRMC, in which case no such committee would be convened.

A number of committee members participated in a general discussion of the relative roles of the ATAC and the NRMC. The annual ApplyTexas conference was mentioned, both as a means of training schools on the changes to the System, but also as another activity outside the scope of the enabling legislation. Since the workshop is a Texas Association of Collegiate Registrars and Admissions Officers (TACRAO) function, and primarily instructional, the conclusion was that it would go forward as planned.

There was also a discussion about the need of a "quick fix" option for ApplyTexas. The example given was that of the Social Security Number (SSN). It was made mandatory for the 2014-2015 cycle, but once the cycle was under way, having it mandatory was found to create serious problems for some students. A quick fix was implemented with the help of the ATAC.

Jane Caldwell took a moment to stress the difference between the roles of the ATAC and NRMC. NRMC is to deal with policy; ATAC with function. NRMC will never be able to provide a quick fix to issues that come up during a cycle. The ATAC will use its subject matter knowledge to generate a quick fix; a NRMC would perhaps be convened to explore the underlying issue and find a more permanent solution.

Ms. Caldwell said that she sees this as an opportunity to look at what is done now and look for ways to make the applications easier for the students. What information has to be collected? Does the data have to be collected through the application? The System is very good now, but couldn't it be made even better?

- Melissa Gallien said she had received a query from a colleague in the field, asking how the NRMC membership would address the variety of applications.
- Dr. Smith responded that the CB would encourage institutions to nominate individuals with expertise related to the issues being addressed.
- Christine Gann asked if there would be one NRMC per issue.
- Dr. Smith answered, "Hopefully not," but said that the committees would handle interconnected issues.
- Melissa Gallien pointed out that there are multiple populations served by the admissions applications; in particular, two-year and four-year institutions.

- Brian Armstrong asked why there would be a new committee when the program already has one.
- Mr. Booker replied that it was legislatively mandated. The ApplyTexas System has gone beyond its statutory assignments. Its costs per student have gone down, but the total costs have increased substantially. The CB has interpreted the assignment to use negotiated rulemaking as an indication of a legislative desire for tighter oversight and stakeholder input.

Discussion of Relative Difficulty of Proposed Changes

Dr. Brace, head of the ApplyTexas Technical Team, provided the committee members an overview of the projects discussed to date, and their levels of difficulty. The following is a summary of the items, by estimated difficulty:

Item	Subcommittee	Difficulty
Issue of uploading documents	Nursing App	More information needed. Simple uploading of .pdf files relatively simple; other approaches more complex.
What questions to be included	Nursing app	N/A Not for the Tech Team
Add "organization" line to Recommenders' info on grad apps (United States and International)	Grad	Minor, but not trivial
Removal of high school question, esp. for the International app	Grad	Removal is minor; differential treatment for Intnl stud more complex
Create check list for AT updates	Grad, but probably applies to all apps	Done by Helpdesk; minor activity
Make "ultimate degree" question optional	Grad	Minor to moderate
Provide pick list of countries	Grad, but probably applies to most apps	Not trivial, but not major
Send grad and undergrad apps as separate EDI files	Grad	Minor for AT Tech Team; perhaps more for National Student Clearinghouse (NSC) and institution. Tim can help with inst contact with NSC to explore it.
Regular and late fee postings	Grad	Moderate. No actual recommendation from subcte.
Payment options by app level or type, by institution	Grad	Moderate. Customize by institution.
Built-in audit that grad applicant has undergrad degree	Grad	Minor, but adds more variance to the applications.
Consider grad transient application	Grad	Major – new app
Make "education ladder" mandatory	Grad	Unknown. Need more info.
Various activities for the subcommittee	Scholarship	N/A Not for the Tech Team
Various activities for the subcommittee	Counselor Suite	N/A Not for the Tech Team

Enable data extractions using different formats	General App	Not an option at this time. Apply Texas System is tied to EDI.
Expand visa list for all applications	General App	Trivial; just extension of existing drop-down list
Create concentrations for the undergrad app	General App	Major
Accommodate multiple sessions per term	General App	Need clarification; seems major
Additional instruction to avoid multiple apps	General App	Needs clarification
Add grad re-admit application	General App	Major – new app
Combine Technical and Gen App subcommittees	General App	N/A Not for the Tech Team
Create shortened two-year app	General App	Major – new app, unless just deleting some current questions
Add pre-pharmacy to the list of programs of study	General App	Minor – addition to drop-down list
Explain how residency tree works	General App	Minor – believes it already exists
Extend size of name fields	General App	Not minor.
Nursing uploads (see above)	Technical Subcte.	(see above)
7-day delivery service	Technical	Exists now; just need to advise Tim it is wanted.
Change to dual credit question	From earlier meetings	Minor – changes to wording of a given question. Need ATAC approval.
Adding grace period to payment periods	From earlier meetings	Minor, but needs approval
7-day delivery service (see above)	From earlier meetings	Exists now; just need to advise Tim it is wanted.
Change wording on other names, aliases	From earlier meetings	
Online schools and residency	From earlier meetings	N/A Not for the Tech Team. Is a policy issue – perhaps for a NRMC.

After Dr. Brace's presentation, Ms. Caldwell asked the Committee if members had a sense of whether the changes made to ApplyTexas forms are a problem for counselors. She asked if they confuse the counselors or are the counselors advised of the changes ahead of time. The general consensus was that counselors learned of the changes through "form exploration." Some of the changes were made at the request of students, some at the request of counselors, but that there is a need for better communication with the counselors. Among the suggestions discussed were:

- Go through state counselor associations and regional associations.

- Counselors have small travel budgets. The information needs to flow to them; they can't come to it.
- The Texas Association for College Admission Counselling (TACAC) is a good organization for sharing information.
- Having the ApplyTexas workshop in June is problematic for attendance, but as indicated before, travel is a problem in general.
- If the ApplyTexas workshop were held at the CB, it could be broadcasted. However, the workshop draws large turnouts and involves breakout sessions, and the CB facility could not accommodate them.
- Many counselors do not know how to use Counselor Suite. College staff cannot access the information. However, a training module that uses false data *could* be used by colleges to train high school staff.

Adjournment for Concurrent Subcommittee Meetings
Elizabeth Garza announced that the meeting was adjourned until 9:00 a.m. on January 27. The subcommittees for nursing applications, graduate applications, and scholarship applications would meet in the Board Room at this time. Members of those subcommittees were asked to attend their meetings; those who are not members of these specific subcommittees were welcomed to join their discussions. Each subcommittee was asked to have a member take notes to report to the Committee as a whole.

The meeting was adjourned.

Welcome and Call to Order, January 27, 2015

Co-chair Elizabeth Garza welcomed everyone to the second day of the meeting and called the meeting to order.

Approval of the Minutes from the November 10, 2014 meeting
Ms. Garza asked whether there were any corrections to be made to the proposed minutes. Michelle Walker indicated that in the Subcommittee Work Session listing on page 2, Catherine Rouecehe-Herdman was incorrectly listed as chair of the Common Graduate Application Subcommittee. Although Ms. Rouecehe-Herdman is a member of the subcommittee, Ms. Walker is the chair. It was agreed that this would be corrected. No other corrections were suggested, and Ms. Garza asked for a motion to adopt the minutes. Melissa Gallien so moved, and the motion was seconded by Ms. Walker. The minutes, as modified, were approved unanimously.

Subcommittee Reports

Graduate Application Subcommittee:
Summary provided by Michelle Walker.

Major:
1. Lengthening the first name, middle name, last name fields on Apply Texas
   - Currently – 12, 12, and 30, respectively
   - Recommendation will depend on what Student Information System (SIS) will allow and data concerning the average length of field names

Minor/Moderate

1. Provide a pick list of countries when filling in list of institutions attended
2. Add organization to the references on the Grad and International Grad apps
3. Find a way to identify if a student attended an institution as an 'exchange' student and was not pursuing a degree

Minor:

1. Change wording on 'Other Names and Aliases' as proposed
2. When selecting 'Copy My App to Another Grad School' - landing page references four-year institution - request text be changed to note four-year/graduate institution
3. Recommend wording changes to explain 'ultimate degree; if grad users think it needs to be updated; withdrawing request to make question optional for display

Withdrawn/Postponed:

1. High school question removed from grad/international grad apps – withdrawn based on residency implications
2. Allow two fee postings: regular and late – postponed: open up for feedback and justification for change by polling graduate users
3. Allow payment options determined by application level or type – postponed: bundle with above topic and request feedback from grad users concerning this might be handled with messaging rather than an administrative change
4. ApplyTexas logic to perform an audit check to ensure graduate app has indicated they will receive a bachelor's degree prior to enrolling in grad school – postpone: ask for additional justification and agreement on audit rules among grad users
5. Transient app for graduate level – withdrawn based on minimal support for this kind of app relative to other ApplyTexas needs
6. Make Educational Ladder required when displayed – withdrawn – recommend using messaging to instruct students concerning importance
7. Request to provide grad level readmit application – goal is to provide a less cumbersome and separate app for this population – postpone: determine need and identify information needed in body of apps

Nursing Application Subcommittee Report

Summary provided by Lee Williams.

The nursing application subcommittee met on Monday, January 26, 2015 at the recommendation of the Apply Texas Advisory Committee; six members attended. The subcommittee met and determined that the common nursing application needs to go to a negotiated rulemaking committee. Neither the Apply Texas Advisory Committee nor the nursing application subcommittee has the authority to determine what goes on the application or who has to participate and use the application.

The original task of the nursing application subcommittee was to make a recommendation on the nursing common application itself and not get into the logistics of the application; the subcommittee were never appointed to do so. The recommendation was made last year to move forward with the common nursing application per the full Apply Texas Advisory Committee. Furthermore, the THECB held a meeting in February 2014 and information was gathered from nursing stakeholders from both two-year and four-year institutions; this

information is with the THECB, and the nursing application subcommittee recommends the information be reviewed and sent to a negotiated rulemaking committee because this will be a policy change along with adding another application.

Both the Apply Texas Advisory Committee and the nursing application subcommittee stand ready to assist at the instruction/direction of the THECB and negotiating rule making committee.

Scholarship Subcommittee Report
Summary provided by Melinda Carroll.

Present: David Ximenez, Nick Cioci, Pearl Xin, David Muck, Brian Armstrong, Pilar Janis, Melinda Carroll, and Timothy Brice

Institutions of higher education currently using the Scholarship Module: Texas State University, Texas A&M University, Texas A&M University-Corpus Christi, Texas A&M University-Galveston, Texas Tech University, The University of Texas at Austin, The University of Texas at El Paso, The University of Texas at San Antonio

Discussion of changing questions to increase response space (current questions):

1. Special Circumstances (6 line @ 80 characters each)
2. Why did you chose this institution? (2 line @ 80 characters each)
3. Why did you chose this major? (2 lines @ 80 characters each)
4. Educational Plans (2 lines @ 80 characters each)
5. Life Goals (3 lines @ 80 characters each)

Possible courses of action: Lessen number of questions or combine questions together so applicant has more space to elaborate in all areas.

Tim Brace indicated that the difficulty of expanding these fields is moderate. The result is the movement of more data. Some systems have limits on the amount of data that can be moved. It will be important to know if this expansion would cause problems for the schools.

How are the institutions using the scholarship application?

Input is needed from applicants using the application.

Recommendation for subcommittee action:

1. No change necessary to the application
2. Determine if the questions are valid or if the module should be expanded/modified
3. Have further consideration of the module – what modifications would make it better so more institutions would use it?

Recommendations for changes to the scholarship module:

1. All questions within the scholarship module should be expanded to 6 lines at 80 characters each to mirror Question 1: Special circumstances, which will allow institutions to better serve prospective students. (Pilar Janis- Brownsville ISD)

2. Of the higher education institutions utilizing the scholarship module of the application, what are the institutions using it for? Do they also use a scholarship application provided by another vendor to obtain additional information? Will the recommendation for additional space cause issues to the institutions? (Nick Cioci – Lamar Institute of Technology)

Michelle Walker indicated Texas A&M University's use of the scholarship application had significantly expanded their scholarship applicant pool.

Counselor Suite Subcommittee Report
Summary provided by Brian Armstrong.

The goal of the subcommittee is to recommend action items to the Coordinating Board on how to better promote the Counselor Suite available to counselors throughout the state. Challenges presented included identifying counselors who are not using the Counselor Suite and providing testing and demo access for admissions staff to include updates and presentations to local high school counselors and college access advisers.

Pilar Janis shared her comments with working with 10 high schools in the Brownsville ISD and challenges she encountered with providing access for the counselors. Some of the students in the district are beginning to use ApplyTexas as early as the 8th grade, so counselors will need to understand how to use the Counselor Suite for multiple grades. Many of the Suite's filters need to be clearly identified to better assist counselors in preparing their students to complete the applications Counselors would also benefit from a better integration of the Free Application for Federal Student Aid (FAFSA) information with the admissions application data. She stressed the need for better security in providing access to counselors with FAFSA information included. Jerel Booker and Jane Caldwell, representing the THECB, informed the Committee that recent communication has been sent to all Texas school districts requiring the districts to agree to the requirements for protected access to the data or risk losing access to the Suite.

The Committee asked about the ability to create a sample report on the Counselor Suite website to give counselors an idea of what information is available through the Suite, along with instructions on how to download information by high school. Regional Service Center coordinators may also be an asset in providing training and updates to resources available in the Suite.

Future meetings will include efforts to work closely with the ApplyTexas Technical Team to update Counselor Suite training materials.

Action items discussed:
1. Work with the ApplyTexas Technical Team to update the Counselor Suite to add instructions on how to use the Counselor Suite (Powerpoint, FAQ, email for technical assistance, etc.).
2. Create a sample data download with fictitious information to give counselors information a hands-on opportunity to learn how to use Counselor Suite.
3. Identify opportunities to attend state-wide and regional counselor conferences to set up a demonstration booth and/or presentations from THECB or TACRAO to promote use of the Suite.

ApplyTexas Workshop Subcommittee Report
Summary provided by Margaret Dechant.

The ApplyTexas Workshop Subcommittee did not meet as a subcommittee; but rather, the discussion of the Workshop was held with the entire ApplyTexas Advisory Committee. The discussion was held on Monday, January 26, 2015. The following were discussed:

1. The date of the ApplyTexas Workshop is Friday, June 12, 2015. It will be held at the Pickle Center.
2. The Workshop will be held in conjunction with the Standardization of Postsecondary Education Electronic Data Exchange (SPEEDE) Workshop.
3. It was agreed that the Committee would follow last year's schedule and coordinate the sessions with the people coordinating the SPEEDE sessions so as not to duplicate sessions. An additional session may be added concerning "best practices;" and this recommendation will be discussed further.
4. Michelle Walker, Elizabeth Garza, Sean Cargo and Margaret Dechant will meet to discuss the Workshop in more detail and finalize as many details as possible prior to the next meeting.

General Apply Texas Application Subcommittee
Summary provided by Melissa Gallien.

The General ApplyTexas Subcommittee meeting was combined with the large group and did not meet separately in January, 2015. During the meeting of the Committee as a whole, we discussed what the Subcommittee had proposed in November, 2014, and then decided which items to put forward to the ApplyTexas Technical Team. Below are all of the proposals by decision.

Proposals from the Subcommittee that were Discussed with the Full Committee

1. Add instructional text to prevent students from submitting application types
2. Add "Readmit" to the Graduate Application.
3. Add the ability to accommodate multiple sessions within a semester.
4. Create Concentrations for the Undergraduate Application.
5. Create a 2-year "Shortened" Readmit Application.
6. Consider additional Visa types for the international application. Also, create an option for online students who do not require Visa assistance. Also, need this added to the 2-year application.
7. Expand name fields, and add instructions with option for Preferred Name and Legal Name.
8. Private institutions need the option of data extraction in Comma Separated Values (CSV) instead of Electronic Data Interchange (EDI) format.
9. Add Previous High School to the Undergraduate Application.
10. Add 'Organization' to the Graduate Application.
11. Remove 'High School' from the Graduate Application.
12. Provide a pick list of Countries for 'Institution Name.
13. Add flexibility to offer/not offer certain payment types of different applications.
14. Ask for "Ultimate Degree" on graduate application.

Proposals vetted by the Full Committee and submitted to Technical Team

1. Repurpose the Admission Deadline Dates to accommodate multiple sessions within a semester.
   a. Customizable display text
   b. Schools can choose to use enforced or displayed deadlines
   c. Add this information across all application types
2. The Committee understands that it is not feasible to add concentrations to undergraduate applications this year. The members ask that Dr. Brace, along with assistance from Michelle Walker, investigate this for implementation next year. They will consult with each other and bring others in as needed.
3. Melinda Carroll will supply Dr. Brace a list of additional Visa types for the International Applications.
4. Add two Previous High School, and one Current High School fields, with dates of attendance for each on each application type
5. The Committee requests that Dr. Brace investigate expanded name fields (First, Middle, Last) across all applications.
6. The Committee requests that the ApplyTexas Team investigate the feasibility of individual institutions contracting through the National Student Clearing House to receive files in formats other than EDI.
7. Melissa Gallien volunteered to lead a working group to review all application types. Committee members recognize that our needs have changed since the initial creation of these applications. As a result, the Committee has increased the length of each application. If granted permission, Ms. Gallien's working group will review each application to ensure that pertinent information is being requested, which will facilitate admission without undue labor to applicants.

Committee's List of Priorities. The final discussion was led by Tim Brace of the Technical Team, and was a summary of the new/old recommended changes for the ApplyTexas System.

Following the meeting, Dr. Brace prepared a formal summary of the recommendations. The following is a copy of his final summary:

Recommendations from
ApplyTexas Advisory Committee for 2016-17 cycle

Priorities by Subcommittee
(the tech team will address these in order within each subcommittee list)
(Un-prioritized items will be addressed as time permits)

Common Graduate Application:

1. Provide a pick list of countries when an applicant is manually filling in the institution s/he is attending and provide an edit check [is this for all apps or just grad?]
2. Add 'organization' to the References section for U.S. and International grad apps
3. Change the wording for the Ultimate Degree question. [The Tech Team will follow up with Michelle Walker on details.]

Un-prioritized items:

- Create a published check list or manual for making Apply Texas updates every year.

- Install the ability to choose to receive undergrad and grad applications in separate EDI transmission files.

Common Scholarship Application:

1. Possible request: lengthen each answer in scholarship app to 6 X 80 for each question (currently 2 lines)
   - ApplyTexas team should investigate; ATAC will canvas users for interest and to see what SIS limits there are.
   - This will be a major project.

Counselor Suite:

1. Build out TEST environment for counselors.
   a. Include adding help documentation.
2. Change how downloads work [contact: Pilar Janis].

General ApplyTexas Application:

1. Lengthen all name field lengths.
   a. Research is needed on best length to choose.
2. Accommodate multiple sessions within the semesters (all apps).
   a. Repurpose deadline fields?
      i. Customize labels?
   b. We need contact/subgroup for this work.
3. Add 2 previous high school sets of fields (result: 3 total including current), and add 'dates attended' to each (same as with previous colleges) to each.

Un-prioritized items:

- ATAC will form a working group to look at simplifying all app types.
- Add "pre-pharmacy" to current pre-law or pre-med selections.
- Add Visa choices for all applications (including 2-year).
- Investigate the installation of concentrations that could be added to undergrad application.
  - ApplyTexas team will investigate – Michelle Walker can serve as contact.
- Investigate exporting applications in a format other than EDI.

Other un-prioritized projects (from previous Committee meeting):

- Residency: Create a flowchart or tree showing how resident status is determined within the app.

Discussion of Next Meeting; Closing Comments

It was agreed that the next meeting would be a one-day meeting held in April/May. The following topics were suggested as agenda items:

1. Update from the Technical Team on progress with changes
2. Update on plans for the ATAC Conference (June 12)
3. Discussion of how the Committee is evolving
4. Training
5. Use of the Negotiated Rulemaking Committee

THECB staff will check on the availability of meeting rooms and advise members of the specific meeting date.[2]

Elizabeth Garza brought the meeting to a close. Lee Williams made the motion and Margaret Dechant seconded the motion. Adjournment was approved unanimously.

[2] The next meeting will be held on April 28.

ApplyTexas Advisory Committee Meeting Notes
April 28, 2015

Members Present
Elizabeth Garza, Co-Chair—Alamo Colleges
Margaret Dechant, Co-Chair—TAMU Corpus Christi
Candace Appleton-Kuntz—Texas Christian University
Brian Armstrong—Texas Southern University
Drew Canham—McLennan Community College
Nick Cioci—Lamar Institute of Technology
Joy Frazier—UT Arlington
Melissa Gallien—Lamar University
Christine Gann—Sam Houston State University
Connie Garrick—Lone Star College System
Jamie Hansard—Texas Tech University
Kristi Urban—Blinn College
Michelle Walker—Texas A&M University
Michael Washington—UT Austin
Lee Williams—Texarkana College
David Ximenez—Tarrant County College District

Members Not Present:
Melinda Carroll—North Central Texas College
Nidia Arellano Hassan—Tyler Junior College
Leah Hickman—Midwestern State University
Mary Beth Marks—Sul Ross State University
Edgar Palacios—University of Texas at El Paso
Ralph Ramon—Western Texas College
John Slaughter—Ranger College
Pearl Xin, Student Representative—UT Austin

Ex-Officio Members Present:
Tim Brace—ApplyTexas
Pilar Janis—Brownsville ISD

Visiting:
Rebecca Kindschi—ApplyTexas Technical Team
David Muck— ApplyTexas Technical Team
Rissa Potter – CPUPC

CB Staff Present:
David Gardner – Coordinating Board
Jerel Booker—Coordinating Board
Jane Caldwell—Coordinating Board
Kammi Contreras—Coordinating Board
Raul Jaimes—Coordinating Board

Welcome and Introductions
Co-Chair Liz Garza called the meeting to order and welcomed everyone to the meeting. She then asked that all members present identify themselves and the institution they represent. A quorum was present.

Review and Adoption of Minutes
Ms. Garza then presented the minutes from the January 26-27, 2015 meeting to the members for review and adoption. Jane Caldwell advised those present that she had received an email from Christine Gann, asking for a correction of her name on page 6, and pointing out two typos in the rules, and that the set of rules included in the meeting materials reflected these corrections. Three members of the committee, Drew Canham, Joy Frazier, and Jamie Hansard, asked that the records be changed to reflect that they had attended both days of the January meeting, not just one. No other changes were requested, and with those changes the minutes were adopted. The move for adoption was made by Ms. Michelle Walker, and was seconded by Brian Armstrong.

April* 10 Texas Association for College Admission Counseling (TACAC) Meeting and the June 12 Apply Texas (ATAC) Workshop
TACAC
Jane Caldwell was asked to give a briefing on her Apply Texas presentation at the TACAC conference in Houston on April 10. Ms. Caldwell indicated there was a good turnout for the session – 65-70 attendees, including high school counselors and college admissions staff, and that approximately 65% of those in attendance were high school counselors. The presentation, previously shared with committee members, gave an overview of the Apply Texas System. Although the presentation was generally well received, there were attendees who express disappointment that more time was not spent on changes to the applications for the coming year. Ms. Caldwell asked the committee for advice on how to proceed in the future when the attendees have such diverse interests. Michelle Walker suggested we ask to have two sessions, one for admission application issues and one for Counselor Suite details. That would allow the discussions to concentrate more on specific aspects of Apply Texas. Both high school and college folk are likely to be interested in the application specifics; high school counselors are the people most likely to want to delve into the particulars of the Counselor Suite. Liz Garcia supported the idea of two sessions and Margaret Dechant thanked Ms. Caldwell for making the presentation.

Apply Texas Workshop
Co-Chair Margaret Dechant then opened the discussion about the Apply Texas Workshop. She, Liz Garza, and Michelle Walker have been involved in bi-weekly discussions with their SPEEDE/EDI and TACRAO counterparts to work out the details of the workshop.

The workshop is scheduled for June 12, and will be housed in the J.J. Pickle Center in Austin. It will be a one-day meeting. The fee for attending the workshop will be $65, which will cover all costs, including lunch.

The following is the draft schedule, provided by Michelle Walker and Margaret Dechant:
7:30-9:00 conference check-in
8:00-9:00 continental breakfast
8:15-9:00 Early Bird Session: ApplyTexas 101

	Technical Users Forum
	Welcome and TREx Update
9:00-10:00	Welcome and Overview of the 2015-2016 changes to the ApplyTexas Application and Advisory Board
10:00-10:45	Texas Reverse Transfer Initiative
10:45-11:00	Break
11:00-12:00	SPEEDE Update
12:00-1:00	Lunch on Site
	Birds of a Feather "Discussion Groups" over lunch; Banner, Recruiter/Colleague (Ellucian), PeopleSoft, Poise/Jenzabar, Other
12:00-1:00	ApplyTexas Advisory Board: Lunch Planning Meeting
1:00-2:00	Concurrent Sessions
	EDI Transcript Update
	Private/Independent Schools and the ApplyTexas Application
	2-year Institutions and the Apply Texas Application
	Graduate and International Applications
	The ApplyTexas Scholarship Application
2:00-3:15	THECB Legislative Update
3:15-3:30	Break
3:30-4:00	Wrap-Up and Feedback Session
3:30-4:00	Open Forum with the TACRAO Technology Committees, ApplyTexas Advisory Committee, THECB

The schedule will be shared with the committee for review. Some changes will still be possible. Registration, which will be handled through the TACRAO website, will be open as soon as possible after the agenda is set. An attendance of 250 will, at $65 per participant, cover anticipated expenses.

Brian Armstrong asked about the roles of the committee during the workshop. The response was that committee members will most likely be asked to help with registration, take notes during the final session of the day regarding recommendations for the following cycle, and act as facilitators for the sessions. There will be evaluation forms for the sessions. A 'guide book' for the workshop will be available electronically, downloadable by phone or notebook computer. There will be no written handouts, but session materials will be available online for attendees to download.

Revised Role of the Apply Texas Advisory Committee

Jerel Booker advised the committee that there will not be significant changes in the activities of the committee. The Program needs the input of the members; students like the applications. As for the Negotiated Rulemaking (NR) Committee, its primary role is anticipated to conduct a review of the rules for the Apply Texas Advisory Committee and the Common Applications.

Dr. David Gardner, Deputy Commissioner for Academic Planning and Policy/Chief Academic Officer clarified that the ATAC plays the most critical role to the success of the applications. He also advised the committee that the Coordinating Board is required by statute to use NR in addressing rules and procedures relating to an admission policy regarding common admission applications. Statutes also require the Board to develop the common applications with the assistance of the Apply Texas Advisory Committee (ATAC). Dr. Gardner indicated that members

of the NR Committee will be nominated by Presidents and Chancellors, and could well include many of the people currently on the ATAC. The Coordinating Board will have one person on the NR committee, and the NR committee will decide what the ATAC will do in the future.

Dr. Gardner also advised the members that the Coordinating Board Sunset Bill (SB215) calls for each advisory committee to report to the Board each year. This will provide an opportunity for the committee to express its concerns to the Board. The NR Committee will provide an outside purview of the ATAC. Those serving on the NR Committee will have an opportunity to take their recommendations to that committee.

Technical Team Report on Progress with Changes for the 2016-17 Cycle

Dr. Tim Brace, Apply Texas Team Manager, gave an overview of the current status of projects for the 2016-7 cycle (which begins in August, 2015). Appendix A is a copy of Dr. Brace's handout.

Of fifteen projects listed on the AT Report, eight were reported as completed, five as in progress, one as moved to the next cycle and one as not yet started. Highlights:
asked that a raw data file be made available through the public ApplyTexas Counts site.[1] The target date for the first data set is the end of August, 2015.

Dr. Brace also:

- Mentioned that the TREx automatic transcript project is now used by eight institutions and ten high schools;
- Proposed a way to make applications less intimidating by using "show/hide" logic when multiple answers are requested, such as for prior high schools attended; prior colleges attended, recommendations, and extracurricular activities. The default would be one or two sets of questions, with a button that allows applicants to click and add additional sets, as needed.
    - There was general support of this idea, except with regard to data on previous colleges. Melissa Gallien and others indicate previous college data is critical and that since the current approach encourages students to provide complete data, it should be maintained.
    - This discussion triggered questions from Jane Caldwell about the ability of institutions to include or skip over certain questions in the applications. Mary Beth Marks, though unable to attend the meeting, had sent Jane an email asking about the need to include questions on topics such as extracurricular activities, if an institution does not consider this information when making its admissions decisions.
        - It was explained in terms of institutional 'set-up' of their applications, done annually by each individual school to update deadlines, etc., and also to continue or discontinue the inclusion of 'optional modules' in their applications. Brian Armstrong, Michelle Walker and others replied that extracurricular activity questions can be blocked by the school through this process, and Brian volunteered to work with Mary Beth and show her how to make this happen.
            - Ms. Caldwell followed up with questions about how institutions learn about these options, and the response was that this occurs through the

[1] The data in the file is to be FERPA compliant, and would allow them (and anyone else accessing this public site) to generate freshman application data for Texas high school graduates, sorted by district, high school, semester and status (started or saved). The data will be updated every two weeks.

annual workshop. Margaret Dechant explained the workshop plays a key role in providing institutions instruction about the mechanics of the Apply Texas System (such as modules and the customization of Apply Texas. She further stated that all public institutions, since they are mandated by law to accept Apply Texas applications, know of the importance of attending the workshop. The Texas Association of Collegiate Registrars and Admissions Officers (TACRAO) notifies its members of the workshop and that the institutions decide who should attend (admissions staff, information technology support staff, etc.).

- There was a discussion about the need for Apply Texas to reach out to institutions in some way to further encourage attendance. The conclusion appeared to be that though it may not be necessary, it would not do any harm.

  - In the name of simplification,
    - Ms. Caldwell asked about the feasibility of combining some of the applications, for instance, adding the unique international or graduate student questions to the basic application form, with access to these questions triggered by student responses to key questions.
    - Michelle Walker and others explained that different offices at the 4-year institutions process undergraduate, graduate or international student applications. In addition, different applications trigger different fee charges. Using separate forms makes this process much more straightforward than it would be if one form were used.
    - Melissa Gallien said she had expected to find a lot of unused questions when she reviewed her freshman application, but she did not.
    - Ms. Caldwell asked about all the details included in the emergency contact question – name, street address, city, zip, phone, email address. She pointed out this information is being requested from someone not yet admitted to the institution. General consensus was that all of this information had, at some time, been used by a member of the committee to reach someone in an emergency situation.
    - Pilar Janis asked if the number of password questions could be reduced from 5 to 3, and there was general consensus that this would be enough. This lead to a discussion about allowing the student to use his/her email address as a user name. No decision was made, but further consideration will be given.
    - Ms. Janis also pointed out that affidavit students have trouble filling out the profile because once they indicate they are citizens of Mexico the system is blocking progress on the application if they also indicate their permanent address is in Texas. This will need further review.

- Advised members that steps had been taken to enhance the program's Social Security Number (SSN) audits.
  - In response to this comment, Christine Gann asked him to share the new audits with members. This is an issue for all institutions in their operations.
- Raised the issue of whether the 'dual credit' question language should be changed. This had been proposed earlier, but was not included in the priority list for the 2016-7 cycle.
  - After significant discussion, the committee unanimously agreed upon the following language:
    - Are you completing this application to apply for dual credit classes or concurrent enrollment at this institution while in high school?

- Mentioned a growing issue of Texas students completing high school through out-of-state on-line programs or out-of-state high schools (when the students live near the Texas border). An additional question might be needed to have students confirm their addresses are legitimately in Texas, though they graduated from a high school that is located outside the state.[2] This topic will need further discussion.
- Raised the issue of rules to be followed RE gendered language (e.g., 'father's' highest level of education achievement).
    - Someone asked why this information was collected and it was suggested that it was required in state reporting.[3] One suggestion was to use Free Application for Federal Student Aid (FAFSA) language of "parent 1 and parent 2."
        - Research is needed to determine where such language exists in the applications and whether the language among the applications is consistent.
- Reminded members that institutions can arrange to receive their admission application files 7 days a week. To pursue this option, they should contact the ApplyTexas helpdesk.

Just before this session ended, Ms. Gann asked about the status of "push/pull" capabilities for receiving files from the National Student Clearinghouse and Dr. Brace said he will follow up on it.

The committee meeting was adjourned for lunch.

Discussion of Freshman Application Forms

Jane Caldwell asked members of the committee to send her a list of any issues they might had identified as presenting a problem as they reviewed their applications. Referring to a handout provided the members (Appendix B), she observed there is a lot of similarity between the 2- and 4- year applications, which is a good thing.

Ms. Caldwell told the committee that at a recent visit with Austin area high school seniors she had asked the students what they thought of the application forms. The overall response to the application was very positive. There were comments about it looking old and needing more color, but they answered "no" to the question of whether the forms were overly long, and emphatically said they prefer completing one long form over completing multiple forms. They said the "copy" function in the application system made things very easy for applying to more than one college.

Christine Gann recommended that the next form to be reviewed be the Undergraduate Readmission application and Ms. Caldwell thanked her for the suggestion.

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[2] A question was raised about the ability of students who graduate from out-of-state high schools to qualify as residents through the 36-month approach (TEC 54.052(a)(3)). Jane Caldwell has researched the statute, and it requires the student to have "graduated from a public or private high school in this state [Texas]."

[3] Jane Caldwell checked with Coordinating Board staff and was told that the 'level of education achievement' data are only required in the CBM reports for 4-year undergraduate students.

Discussion of Improvements for the 2017-8 Cycle

Dr. Brace again led the discussion of things to consider for the cycle beginning August 2016, for admissions during the 2017-2018 academic year. He started with a summary of things left pending from 2016-7, and the list was expanded by members of the committee:

- More work is needed in determining how to make the forms gender-free;
- A way needs to be found to adjust the residency audit for Texas residents graduating from out-of-state high schools, including on-line programs. The best approach may be to flag these situations so that institutions know to review them.
- Lower the password reset questions from 5 to 3. Brian Armstrong urges the use of questions whose answers would not change over time (mother's maiden name, as opposed to favorite sport), so students will more easily recall the responses.
- Look into the need for adjusting the 2-year application to include questions for international students;
- Should application records include CEEB or FICE codes? There was a discussion about this topic, but no decision to act on it. It appears the institutions currently have options they can use.
- Jamie Hansard asked whether there could be a residency decision tree developed for international students. Ms. Caldwell invited Ms. Hansard to send her request in writing so there is a clear understanding of what is being requested and said she would look into it.
- Can the message sent to applicants when they submit the application include instructions on whom to contact if the applicant has completed an international application?
- Look into adding questions to solicit information about any high school attended prior to attending the high school from which an applicant graduates (for a total of 2 high schools), since multiple transcripts might be needed.
- Ms. Gallien asked that the addition of concentrations for undergraduate students be included on the list, and this suggestion was strongly seconded by Ms. Walker.
- Ms. Gallien also asked about adding a "readmit" question to the graduate student application.
- Although someone suggested adding a readmit question to the transfer application, it was thought that the new feature of including multiple terms and deadlines in each semester will address this issue.
- Ms. Walker brought up a need to be able to identify graduate applicants who attended previous college(s) as an exchange student, since no transcript from that school is required (since courses taken would be transcripted by the student's parent institution.)
- Should a drop-down list be used to standardize prefixes?
- Candace Appleton-Kuntz asked how the test scores were used, and said they were not needed by the private institutions.

The next topic for discussion was data. Ms. Walker asked that the Administrative Site, Execute Menu enable institutions to do the following to help institutions better manage these functions:

- Download all majors and major-specific questions and
- A list of active customized questions and codes assigned.

Ms. Gann expressed an interest in being able to export tables that show saved and submitted application numbers both by semester and cumulative to date for a given cycle.

Comments at the End of the Day
Dr. Brace asked how committee members will be identified at the Workshop, since it is helpful for the attendees to know whom to reach out to if they have questions. T-shirts and lanyards were discussed and Dr. Booker passed out GenTX lanyards to all the committee members and someone suggested using ribbons to identify staff. However, no further decisions were made on this topic.

There was a discussion of a date for the committee's next meeting. The conclusion was to aim for mid-September.[4]

Ms. Caldwell was asked about when terms end for current members. She replied that the list of committee members included in the meeting handouts gives the year in which each member's term will end. The end date is August 31 of the given year. She also told the committee that nine members will rotate off this coming August and that nominations (which have to be made by Presidents and Chancellors) were solicited at the beginning of April. 26 nominations were received. Coordinating Board staff will review the materials and submit their recommendations to the Board for adoption in July.

Adjournment
A motion to adjourn was given by David Ximenez and seconded by Nick Cioci and the meeting was adjourned.

[4] Jane Caldwell has now reserved the boardroom for Tuesday, September 15.

Committee on Academic Workforce and Success

AGENDA ITEM V-B

Report to the Committee on the Learning Technology Advisory Committee activities

RECOMMENDATION: Information item only

Background Information:

The Coordinating Board rules require advisory committees to report on committee activities on an annual basis. This allows the Board to properly evaluate the committee's work, usefulness, and the costs related to the committee's existence. The Learning Technology Advisory Committee (LTAC) is charged with engaging in substantive policy research and discussion regarding the role that learning technology plays in Texas higher education, and providing advice and recommendations to the Board. The committee also has the responsibility of reviewing distance education doctoral program proposals and providing recommendations to the Board for its consideration. Pam Quinn, Provost of the LeCroy Center for Educational Telecommunications at Dallas County Community College District, serves as chair, and Michele Betancourt from the Wharton County Junior College serves as co-chair of the committee.

The committee held three meetings in Fiscal Year 2015 and considered the following proposals for recommendation of approval:

Texas A&M University-Commerce's proposal to offer an off-campus face-to-face Doctor of Philosophy (PHD) degree program with a major in Counseling;
Texas A&M University-Corpus Christi's proposal to offer an online Doctor of Nursing Practice (DNP); and
Texas A&M University-Commerce's proposal to offer an off-campus face-to-face Doctor of Education (EdD) degree program with a major in Higher Education Leadership.

Additionally, LTAC developed a survey to be completed by institutions of higher education in the state concerning best practices related to learning technology. The results of the survey will be made available at a later date. The committee monitored activities related to the progress of establishing the State Authorization Reciprocity Agreement in Texas. The committee has also undertaken the task of revising and aligning the THECB *Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically* document with best practices form current research in distance education delivery.

Pam Quinn, Chair of LTAC and Provost of the LeCroy Center for Educational Telecommunications at Dallas County Community College District; and Michele Betancourt, Vice-Chair of LTAC and Director of Distance Education at Wharton Junior College, will provide a brief update of activities.

LEARNING TECHNOLOGY ADVISORY COMMITTEE ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: OCTOBER 31, 2017

Committee Purpose: Learning Technology Advisory Committee (LTAC) is charged with engaging in substantive policy research and discussion regarding the role that learning technology plays in Texas higher education, and providing advice and recommendations to the Board. The Committee also has the responsibility of reviewing distance education doctoral program proposals and providing recommendations to the Board.

Report Period: Fiscal Year 2015 (September 1, 2014 – August 31, 2015)

Chair: Pam Quinn
Vice Chair: Michele Betancourt

List of Committee members is attached.

Committee Meeting Dates:
June 15, 2015
March 6, 2015
October 13, 2014

Annual Costs Expended
Committee costs for FY2015 were *estimated* at $26,430 for the fiscal year. The estimate includes the following:

- Committee member travel costs for three meetings.
- Various THECB staff time
- THECB broadcasting costs

Time Commitments:
Committee members spend approximately 6-8 days during the fiscal year for traveling and attending meetings. Coordinating Board staff spend approximately 5-7 days to prepare and attend meetings.

Current Recommendations to the Board:
There are no recommendations at this time.

Summary of Tasks Completed:

- Texas A&M University-Commerce's proposal to offer an off-campus face-to-face Doctor of Philosophy (PHD) degree program with a major in Counseling;
- Texas A&M University-Corpus Christi's proposal to offer an online Doctor of Nursing Practice (DNP); and
- Texas A&M University-Commerce's proposal to offer an off-campus face-to-face Doctor of Education (PHD) degree program with a major in Higher Education Leadership.

Additionally, LTAC developed a survey to be completed by institutions of higher education in the state concerning best practices related to learning technology. The results of the survey will be made available at a later date. The committee monitored activities related to the progress of establishing the State Authorization Reciprocity Agreement in Texas. The committee has also undertaken the task of revising and aligning the THECB *Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically* document to aligning it with best practices form current research in distance education delivery.

LEARNING TECHNOLOGY ADVISORY COMMITTEE

Texas Higher Education Coordinating Board

CHAIR	VICE-CHAIR
Pamela Quinn, Ed.D. (2016)* Provost LeCroy Center for Educational Telecommunications **Dallas County Community College District**	**Mrs. Michele Betancourt (2016)*** Director of Distance Education **Wharton County Junior College**

COMMITTEE MEMBERS	
Patricia C. Ábrego, Ph.D. (2017)* Director of Instructional Technology and Distance Learning **Texas A&M International University**	**Mr. Remi Ademola (2016)*** Director of the Center for Online Education and Instructional Technology **Texas Southern University**
Ms. Oneita Burgess (2018)* Director of REACH / eLearning Distance Learning Program Center **The University of Texas-Permian Basin**	**Jimmy Byrd, Ph.D. (2018)*** Associate Professor, Techer Education and Administration **Blinn College**
Ms. Perla Canales (2017)* Distance Learning Technology Specialist **Laredo Community College**	**Mrs. Christina Cross, MBA (2017)*** Director of Online Technology **Lone Star College System**
Mr. Charles DeSassure (2017)* Assistant Professor of Computer Science **Tarrant County College, Southeast Campus**	**Michelle Durán, Ph.D. (2018)*** Director, Distance Learning and Instructional Technology **Texas A&M University-Kingsville**
Kimberly Gibson, Ph.D. (2016)* Assistant Vice President for Academic Affairs in Online Learning **Our Lady of the Lake University**	**Ms. Roxanne Hill, M.Ed., RHIA (2017)*** Instructional Design & Technology Coordinator **Vernon College**
Catherine Howard, Ed.D. (2016)* Dean of Academics/Director of Distance Education **Texarkana College**	**Mr. Todd Leach (2016)*** Associate Vice President and Deputy Chief Information Officer **The University of Texas Medical Branch at Galveston**
Justin Louder, Ed.D (2018)* Assistant Vice Provost for eLearning **Texas Tech University**	**Jacqueline Lee Mok, Ph.D. (2016)*** Vice President for Academic, Faculty, and Student Affairs **The University of Texas Health Science Center at San Antonio**

*Term expires on August 31 of year indicated.

Pamela Morgan, Ph.D. (2016)* Director of the Center for Continuing, Professional, and Distance Education **Midwestern State University**	**Sunay Palsole, Ph.D. (2018)*** Associate Vice Provost for Online Learning **The University of Texas at San Antonio**
Mr. Patrick Joseph Pluscht (2017)* Associate Provost for Learning Enhancement **University of North Texas**	**Stephen Riter, Ph.D., P.E. (2016)*** **INTERIM MEMBER - Pending Board Approval** Vice President for Information Resources and Planning **The University of Texas at El Paso**
Ms. Charlene Stubblefield (2017)* Senior Instructional Designer/Trainer **Prairie View A&M University**	**Mrs. Heather Voran (2016)*** **INTERIM MEMBER - Pending Board Approval** Instructional Designer/Instructor Curriculum Design and Technology Enhancement **Amarillo College**
Mr. Jason Woodall, M.Ed. (2017)* Director of Distance Learning Distance Learning Technology Center **Lamar Institute of Technology**	

STUDENT REPRESENTATIVE
Mr. Christopher Jordan **The University of Texas at Austin** ***End of term: May 31, 2016***

THECB STAFF MEMBERS	
Andrew Lofters, Ph.D. Program Director Workforce, Academic Affairs and Research Division **Texas Higher Education Coordinating Board** 1200 East Anderson Lane Austin, Texas 78752 PHONE: 512-427-6239 FAX: 512.427.6168 E-MAIL: andrew.lofters@thecb.state.tx.us	**Ms. Elizabeth Steele** Program Director Workforce, Academic Affairs and Research Division **Texas Higher Education Coordinating Board** 1200 East Anderson Lane Austin, Texas 78752 PHONE: 512-427-6418 FAX: 512.427.6168 E-MAIL: elizabeth.steele@thecb.state.tx.us
ADMINISTRATIVE SUPPORT	
Ms. Cindy Valdez PHONE: 512-427-6431 FAX: 512.427.6168 E-MAIL: cindy.valdez@thecb.state.tx.us	

*Term expires on August 31 of year indicated.

TEXAS HIGHER EDUCATION COORDINATING BOARD
LEARNING TECHNOLOGY ADVISORY COMMITTEE MEETING
THECB Building, 1200 E. Anderson Lane, Board Room, First Floor
Austin, Texas 78752
June 15, 2015
10:00 a.m. – 3:00 p.m.

Membership Attendees:

Patricia Ábrego
Remi Ademola (A)
Bill Angrove (A)
Michele Betancourt
Perla Canales
Christina Cross
Charles DeSassure
Michelle Durán
Kimberly Gibson
Roxanne Hill
Catherine Howard (A)
Christopher Jordan (A)
Todd Leach (A)
Patsy Lemaster (A)
Jake McBee (A)
Jacqueline Lee Mok
Pamela Morgan
Sunay Palsole
Patrick Pluscht
Pam Quinn (A)
Bill Robertson (A)
Pete Smith (A)
Charlene Stubblefield
Jason Woodall

Guests:
Tim Letzring, TAMU-Commerce

THECB Staff:
Andrew Lofters
Elizabeth Steele
Rex Peebles
Jessica Acton
John Wyatt

**A= absent*
**T= teleconf.*

AGENDA

1. Welcome and call to order – Michele Betancourt

   Meeting began at 10:01 a.m.

2. Consideration / Approval of March 6, 2015 meeting minutes

   The LTAC members briefly reviewed the minutes. No comments or questions were made about the minutes.

   Motion to approve March 6, 2015 LTAC meeting minutes: Jacqueline Mok.
   Motion seconded: Pamela Morgan.
   All present voted. Motion carried.

(*Not originally on Agenda) Introductions

A quick roundtable introduction of attendees was conducted.

3. Discussion of and recommendation regarding Texas A&M University-Commerce's proposed Distance Education Doctor of Education in Higher Education Leadership Program.

   Pamela Morgan, representing Doctoral Proposal Subcommittee Members, gave summary of proposal, such as how program primarily is face-to-face with some online, for 60 hours, an EDD, and plan to admit 5 new students a year. Program currently is in place at TAMU-Commerce. Request is for new locations only. Subcommittee recommends proposal. Dr. Letzring thanked subcommittee's recommendation, answered questions and gave additional information about the program. Sunay Palsole requested further clarification regarding online versus face-to-face component of proposal, and if faculty currently staffed with program will also teach at new location. Dr. Letzing confirmed this as a current situation. Andrew Lofters thanked TAMU-Commerce for cooperation on working with the Coordinating Board through the various revisions of the proposal.

4. Consideration / Recommending Approval of Proposed Texas A&M University-Commerce's proposed Distance Education Doctor of Education in Higher Education Leadership Program.

Motion to recommend approval of Distance Education Doctor of Education in Higher Education Leadership at Texas A&M University-Commerce: Pamela Morgan.
Motion seconded: Charles DeSassure.
All present voted. Motion carried.

5. Update on Instructional Survey of Learning Technology – Patrick Pluscht

Copies of the preliminary results were provided to the committee for review. Patrick Pluscht led the discussion regarding the challenges in receiving surveys, such as making sure the survey went to the correct contact respondent, or if survey was caught in spam server, etc. Requested that LTAC members review these results as preliminary. Confirmed that approximately 46% of surveys have been received. Pamela Morgan asked if LTAC could receive the HERC (Higher Education Recruitment Consortium) report, so that a list of representatives can be identified to receive the survey. Andrew Lofters said he would work with Patrick Pluscht to put this together. Jacqueline Mok asked what areas/institutions were missing for responses. Patrick Pluscht provided a list to the group. LTAC members were asked if they had received or taken the survey. Rex Peebles asked about surveys to ICUT (Independent Colleges and Universities of Texas) schools, when the remainder of results might be made available, and that the Coordinating Board may be able to provide some support for coding data. Patrick Pluscht said full results may be available in about a month, and suggested making some of the data available as a resource. A preliminary review of results was provided and discussed, highlighting topics like proctoring, fees, and accessibility. Charlene Stubblefield suggested that accessibility portion could be a survey on its own. Patrick Pluscht asked for guidance from LTAC and the Coordinating Board on going forward. Andrew Lofters recommended all data collected first, then coding of evaluation results, and then dissemination of information.

6. Update on Distance Education Database/Inventory – Andrew Lofters

The database has been presented to leadership at the Coordinating Board, and ITSC, the Informational Technology Steering Committee. Rex Peebles shared how ITSC decides IT projects and provides guidance for the agency. ITSC was very interested in getting the data back into our inventory to present to the public, online programs. Off campus face-to-face data was also collected, but the focus right now will just be the online programs. Database has been cleaned up by a technology person at Coordinating Board. Now can see who has what online programs where, and can now be incorporated into the inventory. We want to open up so institutions can look and see what online programs are out there right now and to check for them to see if anything is missing (existing programs), and notify the Coordinating Board as necessary. Rex Peebles shared that while HERC data goes into database, the databases here at the Coordinating Board do not necessarily communicate. Andrew gave definition of how the Coordinating Board defines and separates online. Rex recommended the Coordinating Board use SACs definition, so we do not have two different reporting formats. Rex shared that we must also have a posted inventory in some format. Database currently has listed hybrid, blended, and fully online designated by institution. Rex will work with Andrew to confirm what categories are required for the database, and what may be required to be published. Andrew said he would confirm the information currently in the database before requesting institutions to confirm and update categories. Andrew confirmed that presently the database is being incorporated into the inventory. The database was created in 2013.

7. Update on State Authorization Reciprocity Agreement (SARA) Progress – Jessica Acton

   SB1470 was signed by the Governor, became effective immediately and named the Coordinating Board to oversee SARA in the state. The Coordinating Board has until 9/1/2016 to apply as a state with NCREB, but trying to submit this fall. Once the state is approved the Coordinating Board will send out notice and application to eligible institutions. This will be to the institution not the system, and Rex Peebles confirmed that this will depend on accreditation standards. (Continued after lunch.)

8. Lunch – From 11:41 p.m. to 12:43 p.m.

#7 Continued after lunch: Update on State Authorization Reciprocity Agreement (SARA) Progress – Jessica Acton

Jessica Acton provided information regarding questions on eligible institutions, SREB and the standard application, how credentials will be done with NC-SARA, actions taken after the state's member, and the proposed timeline. Jessica Acton confirmed that application will go to SREB, and they will forward to NC-SARA. Jessica also verified that SREB will phase out Electronic Campus and that the information on that site will be moved to NC-SARA. Jessica reconfirmed that the state application will be submitted in the fall, hopefully that institutions will be able to start applying in winter. Rex Peebles shared that once SARA approves Texas as a SARA state, that simultaneously we'll have the mechanism in place for institutions to start applying.

9. Update on Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically – Michele Betancourt

   Started process and revisited definition. Provided working draft. Suggested that maybe areas brought up in the survey be added, such as ADA component. Said subcommittee will continue to meet and refine it. Patrick Pluscht asked how this aligns and compares with Scorecard. Michele shared that the subcommittee decided to stay closer with SACs Principles, but attempted to have a holistic approach to updating these. Subcommittee identifying definitions and using that to guide this process. Patrick recommended reference standards in document. Will provide updated draft at next meeting.

10. Update on Distance Education Doctoral Program Approval Form revisions – Andrew Lofters

    Andrew Lofters described how he combined existing and new program application forms. Handouts were made available to LTAC. Said he will add some information from the survey, such as the ADA component. Asked committee to review the draft form provided. Patrick asked about changing the title of the form, and adding parts from the Principles of Good Practice and result topics from the survey. Andrew also described procedure for approval process through the Coordinating Board.

11. Discussion of future agenda items and meeting dates – Michele Betancourt

    - Michelle Durán asked about regional councils and how if there was a uniform template and process for information needed by institutions, including what should be recorded in meetings, available to provide to the regional councils. Perhaps also a HERC chair orientation; Rex Peebles supported this activity. Andrew Lofters will look into organize HERC meeting in late fall.

- Next meeting – Mid-September (doodle poll to be sent out).

12. Adjournment

Motion to Adjourn LTAC Meeting: Pamela Morgan.
Motion seconded: Jason Woodall.
All present voted. Motion carried.

Meeting adjourned at 1:33 p.m.

TEXAS HIGHER EDUCATION COORDINATING BOARD
LEARNING TECHNOLOGY ADVISORY COMMITTEE MEETING
THECB Building, 1200 E. Anderson Lane, Board Room, First Floor
Austin, Texas 78752
March 6, 2015
10:00 a.m. – 3:00 p.m.

Membership Attendees:

Patricia Ábrego
Remi Ademola (A)
Bill Angrove (T)
Michele Betancourt
Perla Canales (A)
Christina Cross
Charles DeSassure (A)
Michelle Durán
Kimberly Gibson
Roxanne Hill (A)
Catherine Howard (A)
Christopher Jordan (A)
Todd Leach
Patsy Lemaster
Jake McBee (A)
Jacqueline Lee Mok
Pamela Morgan (T)
Sunay Palsole (A)
Patrick Pluscht
Pam Quinn
Bill Robertson (A)
Pete Smith (A)
Charlene Stubblefield
Jason Woodall

THECB Staff:

Andrew Lofters
Elizabeth Steele
Rex Peebles
Jessica Acton
John Wyatt

Guests:

Eve Layman, TAMUCC

*A= absent
*T= teleconf.

AGENDA

1. Welcome and call to order – Pam Quinn

   Meeting began at 10:07 a.m. A quick roundtable introduction was conducted.

2. Consideration / Approval of October 13, 2014 meeting minutes

   The LTAC members briefly reviewed the minutes. Correction recommended on Membership Attendees – Michele Betancourt was present. No other comments or questions were made about the minutes.

   Motion to approve corrected October 13, 2014 LTAC meeting minutes: Patrick Pluscht.
   Motion seconded: Todd Leach.
   All present voted. Motion carried.

3. Discussion of and recommendation regarding Texas A&M University-Corpus Christi's proposed Distance Education Doctor of Nursing Practice Program.

   Pam Morgan gave highlights of proposal, including tests proctored, teaching in blackboard, classroom size, etc. Subcommittee recommends proposal. Andrew Lofters shared that site visit was done and consultant report was positive on the distance learning portion. Dr. Layman gave additional information about program. From site visit recommendations, the start date has been pushed to Fall 16. Dr. Layman did confirm that focus is in South Texas region, but that program could be expanded to state. They do expect the program to grow.

4. Consideration / Recommending Approval of Proposed Texas A&M University-Corpus Christi's proposed Distance Education Doctor of Nursing Practice Program.

   Motion to recommend approval of Distance Education Doctor of Nursing Practice at Texas A&M University-Corpus Christi: Michelle Durán.
   Motion seconded: Todd Leach.

All present voted. Motion carried.

5. Update on Distance Education Database/Inventory – Andrew Lofters (originally Agenda Item #6)

   Andrew Lofters shared that the goal for this project is to have a real time database. Once BMR position is filled, their first task will be to put this online and make the portal live. Portal will allow for real time changes.

6. Update on State Authorization Reciprocity Agreement (SARA) Progress – Pam Quinn and John Wyatt (originally Agenda Item #7)

   Pam Quinn provided update and status on several states including Arkansas, Alabama, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, and Mississippi. She did indicate that Georgia's and Kentucky's post-secondary institution will serve as their portal. John Wyatt shared that the Board adopted that the agency will be named as portal. External Relations has met with various legislative committees and information about the CB as portal and purpose and participation in SARA. Working to get legislative introduced and considered.

   After lunch update (after Agenda Item #14):
   Pam Quinn confirmed that 20 states have joined NC-SARA, 200 institutions. NC-SARA funding is still a cost to support. Rex Pebbles provided TX update. Confirmed that still drafting legislature for it. He shared that the definition Texas uses for physical presence is different than SARA's. Legislature will need to declare the Coordinating Board as a portal, and to make sure language in legislature is correct, so monitoring makes sense. The safeguard for students is at the forefront still. There is some competiveness. Still going through vetting process.

7. Update on Distance Education Doctoral Program Approval form revision – Andrew Lofters (originally Agenda Item #9)

   Andrew Lofters described current proposed process. He described proposed new form, reviewed and discussed with group. He asked the group to review it and to provide feedback. Andrew confirmed that current applications will be combined to one.

8. Revisit Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically – Andrew Lofters, Pam Quinn, Michele Betancourt (originally Agenda Item #10)

   Principles of Good Practice were last updated March 2010. Original principles adopted were written by WICHIE. Kaye Shelton has developed standard for the administrative side; the quality scorecard. Ms. Shelton's data was discussed in regards to quality matters and scorecard to indicate if several areas are doing okay. Pam Quinn suggested that these are thoroughly looked at and then discussed, and then that a subcommittee be created to review, and then bring them to committee to approve.

   Discussion included concerns about programs that are offered off-campus but still Face-to-Face, which is still distance learning; how principles need to add different areas of distance learning; adding certification, ADA portion built into scorecard, the OLC doc crosswalks to SACs, and how regional councils may need input on these too, relating to the different situations. Aligning these with SACs, etc. would be beneficial. Pam Quinn suggested that Ms. Shelton would be willing to work with subcommittee group. She also confirmed that scorecard is working around the world and in other countries. Patricia Ábrego suggested that CAO checks off certification, and that perhaps the distance learning office also certifies.

Subcommittee created and members include Michele Betancourt (chair), Michelle Durán, Kimberly Gibson, Christina Cross, Charlene Stubblefield, and Patsy Lemaster.

Andrew Lofters stated that he would invite Shelton to next meeting. Michele Betancourt stated that subcommittee would meet in May and that the next draft would be available at the next LTAC meeting.

9. Lunch – From 11:35 p.m. to 12:30 p.m. (originally Agenda Item #8)

10. Update on Innovation and Policy Development with the introduction of Dr. Ginger Gossman, Senior Director, Innovation and Policy Development – Andrew Lofters (originally Agenda Item #11)

    Andrew Lofters explained how Van Davis' responsibilities have moved to the Innovation and Policy Development division of the Coordinating Board. Ginger Gossman explained the division's role and purpose, as staying on the pulse of innovation for Texas. Areas briefly responded to include competency based education and its part in Best Practices, predictive analytics, and the strategic plan.

11. Update on Institutional Survey of Learning Technology – Patrick Pluscht (originally Agenda Item #5)

    Patrick Pluscht thanked everyone for feedback on survey. He will work with Andrew Lofters to get names of individuals who will be sent the survey at the institutions. He will also set up a system to track the surveys. Pam Quinn recommended language to go with survey, so that folks would know why survey was being done. Additional comments and questions can be sent directly to Patrick Pluscht.

    Survey will be distributed during first part of April and run for about a month. The Analysis will be done in June.

12. Discussion of creating purchasing pools for institutions who participated in prior Virtual College of Texas (VCT) funding – Michele Betancourt

    Question was posed as to if purchasing pools could be brought back to help schools save money, and if the Coordinating Board could go to the vendor and ask for the best price for all institutions. Andrew Lofters said he would check into this. There may be someone at TACC who may also be negotiating this. Questions also included if this would include universities, as VCT was only for community colleges, as well as if this should be on the survey as well. Charlene Stubblefield will check update at A&M. Andrew Lofters to check with the Coordinating Board.

13. Consideration of recommendations regarding purchasing pools for institutions who participated in prior Virtual College of Texas (VCT) funding – Michele Betancourt

    Not applicable.

14. Discussion of federal requirements for student authentication – Pam Quinn and Michele Betancourt

    Questions was posed if this is something to take on. Michele Betancourt stated purchasing patterns are driving policy. Different vendors are focusing on different things. It seems that

some institutions are using Proctor U. Point made that legality should be checked to see what is allowable. Rex Pebbles spoke about digital proctor, typing patters, and how it would account for that. Options about there are driven by policy. The Coordinating Board will look into purchasing options for these items. 4.8.4.1 should be reviewed (as well as survey). Considered that LTAC could offer guidelines for authentication. Considered that data from survey will help drive "correct" questions for this situation. Question asked if SACs would change language in 4.8.1. Posed that may not be reauthorized past Obama.

15. Consideration of recommendations regarding federal requirements for student authentication – Pam Quinn

    Not applicable.

16. Discussion of future agenda items and meeting dates – Pam Quinn

    - Survey results
    - Doctoral application process
    - Subcommittee comments on Best Practices
    - Next meeting – First part of June (doodle poll to be sent out)

17. Adjournment

    Motion to Adjourn LTAC Meeting: Patrick Pluscht.
    Motion seconded: Jason Woodall.
    All present voted. Motion carried.

    Meeting adjourned at 2:41 p.m.

TEXAS HIGHER EDUCATION COORDINATING BOARD
LEARNING TECHNOLOGY ADVISORY COMMITTEE MEETING
THECB Building, 1200 E. Anderson Lane, Board Room, First Floor
Austin, Texas 78752
October 13, 2014
9:30 a.m. – 3:30 p.m.

Membership Attendees:

Remi Ademola (A)
Bill Angrove
Michele Betancourt (A)
Perla Canales
Christina Cross
Charles DeSassure
Michelle Durán
Kimberly Gibson (A)
Roxanne Hill
Catherine Howard (A)
Christopher Jordan (A)
Todd Leach (A)
Patsy Lemaster
Jake McBee
Jacqueline Lee Mok (A)
Pamela Morgan (T)
Sunay Palsole
Patrick Pluscht
Pam Quinn
Bill Robertson
Pete Smith
Charlene Stubblefield
Mary Treviño (for Patricia Ábrego)
Jason Woodall

Guests:
Justin Louder
Kaye Shelton
Wendi Prater

THECB Staff:
Andrew Lofters
Elizabeth Steele
Rex Peebles
Stacy Silverman
James Goeman
Allen Michie

**A= absent*
**T= teleconf.*

AGENDA

1. Welcome and call to order – Pam Quinn

   Meeting began at 9:40 a.m.

   Quinn conducted meeting housekeeping issues, and advised group that about half-way through meeting, the Graduate Education Advisory Committee (GEAC) would be joining LTAC's meeting.

2. Election of new Co-Chair – Pam Quinn

   Jake McBee nominated Michele Betancourt. There were no other nominations.

   Motion to approve Michele Betancourt as LTAC Co-Chair: Jake McBee.
   Motion seconded: Sunay Palsole.
   All present voted. Motion carried.

3. Consideration / Approval of June 23, 2014 meeting minutes

   The LTAC members briefly reviewed the minutes. Correction recommended on Item#14 – School participating in Competency Based Education for the Bachelor of Applied Science degree is Texas A&M University – Commerce. No other comments or questions were made about the minutes.

   Motion to approve corrected June 23, 2014 LTAC meeting minutes: Michele Betancourt.
   Motion seconded: Sunay Palsole.
   All present voted. Motion carried.

4. Discussion / Proposed Texas A&M University-Commerce's Distance Education Doctor of Philosophy (PhD) in Counseling Program – Doctoral Proposal Subcommittee (Leach, Lemaster, and Morgan).

Patsy Lemaster initially provided a brief overview of the proposed program. Pamela Morgan, once online, provided additional information. Representatives including Chester Robertson (via telephone) from Texas A&M University-Commerce, Frank Jackson from Texas A&M University System, and Jennifer Schroeder from Texas A&M University-Commerce were available to present and answer any questions. Chester Robertson described the proposal details and location. Jake McBee asked about impact of program with veterans. Charles DeSassure requested program future enrollment estimates.

5. Consideration / Recommending Approval of Proposed Texas A&M University-Commerce's Distance Education Doctor of Philosophy (PhD) in Counseling Program.

Motion to recommend approval of Distance Education Doctor of Philosophy in Counseling at Texas A&M University-Commerce: Patsy Lemaster.
Motion seconded: Charles DeSassure.
All present voted. Motion carried.

6. Update on Institutional Survey of Learning Technology – Patrick Pluscht

Patrick Pluscht described purpose of survey and provided hand-outs for review. Pam Quinn requested Patrick walk the group through the hand-outs, which reviewed the questions and results and comments received from the internal LTAC group beta survey. LTAC members offered further suggestions for review as well as recommended survey question amendments. These topics included: challenges, competency based education, SACs, bookstore costs, faculty training, textbooks, partnerships, platform of publisher content, ADA compliant, accessibility, and accelerated courses. Kaye Shelton offered as a hand-out the Quality Score Card for review to LTAC. Patrick Pluscht thanked everyone for their input and stated he would update the survey to reflect suggestions.

7. Update on Distance Education Database/Inventory – Andrew Lofters

Andrew Lofters shared that this inventory being placed on the portal is still in the works, but the process has begun. He will provide a further update at the next meeting.

8. BREAK / Welcome GEAC members.

9. Update on State Authorization Reciprocity Agreement (SARA) Progress – Pam Quinn

Marshall Hill from NC-SARA (National Council – SARA) and Mary Larson from SREB (Southern Regional Education Board) participated in update via tele-conference. Handouts were provided to group. Marshall Hill provided an overview of SARA. He shared that 9 states are full members of SARA (Alaska, Montana, Washington, Idaho, Nevada, Colorado, Nebraska, North Dakota, and Indiana), and that memberships are pending around the country for about 20 states including Virginia, West Virginia, and Louisiana. This participation includes about 72 institutions. Marshall Hill further clarified that SARA is only for states; institutions cannot join if the state does not. At present 3 states and one district are not participating in SARA pact (New York, New Jersey, Pennsylvania, and the District of Columbia). They would need to affiliate with one region for a specific purpose in order to join SARA. Marshall Hill also shared that currently SARA is funded by grant funding, but SARA is in the process of moving to transition to institutional fee funding. Fees are based on the PEDS scale; there is no anticipation of an increase in the fee. Mary Larson shared that all states have been discussing participation. She reviewed the status of states.

Marshall defined SARA and its purpose, to members of LTAC and GEAC. Andrew confirmed that Texas needs legislature to establish "physical presence" for SARA membership, as well as to determine which agency will house SARA portal. The Coordinating Board has legislature agreements with SARA as a priority.

Discussions related to SARA included:

- How do accrediting bodies and governors' offices feel about SARA? Marshall confirmed that meetings with regional accreditation bodies has been positive and supportive of SARA; and that several governors have signed off on legislature thereby demonstrating support of this effort.
- What triggers "physical presence"? This is still being defined.
- Is there opposition to SARA? What are the criticisms and concerns? A few states are declaring they are on their own (as mentioned previously, the northeast states).
- Protecting students on quality of education.
- SARA is not part of the government.
- Funding of SARA – currently effort is funded through grants, however long term plans are for SARA to be funded by institutional fees. Long term plans anticipate costs of about $2m to run annually. There is no concern about SARA's financial situation.
- Support for SARA – as many institutions are already spending a lot of money, and feels supporting SARA is cost effective and valuable.

Marshall encouraged group to visit website (http://nc-sara.org/) and sign up for newsletter.

Pam Quinn shared that she has spoken about SARA and that she's happy the Coordinating Board is supporting this effort.

10. Lunch – From 12:06 p.m. to 12:37 p.m.

11. Discussion with GEAC members on Distance Education procedures.
Process and procedures of Distance Education and Learning Technology were shared. Discussions included online processes, online programs, types of institutions and programs, hybrid programs and courses, faculty professional development, tutoring, evaluations, student services, recruitment, and dissertations.

12. Adjournment – Meeting adjourned at 2:41 p.m.

Committee on Academic and Workforce Success

AGENDA ITEM V-C

Report to the Committee on the Design and Implementation Guide of the Intensive College Readiness Program for Adult Education Students (IP-AES)

RECOMMENDATION: Information item only

Background Information:

From 2010 through 2014, the Texas Higher Education Coordinating Board (THECB) funded colleges partnering with federally supported adult education and literacy (AEL) programs to implement intensive college readiness programs targeted primarily to recent GED graduates whose academic skills were below college readiness. The program also targeted high school graduates three or more years out of high school who had no college credits and who were also underprepared for college.

Student outcomes from these programs were promising. In order to share the lessons learned from the design and implementation of these programs, the THECB contracted with Dr. James Kallison to develop the Intensive College Readiness Program Design and Implementation Guide. The guide provides a number of resources as well as recommendations for use with current programs, including non-course, competency-based options.

Dr. Kallison and Dr. Suzanne Morales-Vale, Director of Developmental and Adult Education, Division of College Readiness and Success, will present briefly on the guide and are available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-D

Report to the Committee on the Comprehensive Student Success Program Toolkits

RECOMMENDATION: Information item only

Background Information:

On March 26, 2014, the Committee on Academic and Workforce Success approved funding to Comprehensive Student Success Program (CSSP) grantee institutions to produce online toolkits documenting evidence and demonstrating implementation of student success strategies and best practices to be shared with postsecondary institutions and stakeholders. Four institutions were funded to create these online student success toolkits.

CSSP Toolkit Grantee Institutions
North Central Texas College
Texas Woman's University
University of Houston
University of Houston – Downtown

Toolkits were created for wider dissemination through online methods so that any institution or partner can access and replicate effective student success strategies and practices. Toolkits cover best practices and strategies including, but not limited to:

- development of peer instructional models in entry-level courses;
- use of competency exams in first-year math courses;
- implementation of early alert systems and ongoing communications with at-risk students;
- design of comprehensive advising and counseling approaches to increase student usage of support services;
- integration of learning strategies into first-year courses; and
- application of flipped-classroom engagement practices.

Dr. Kristen Kramer, Deputy Assistant Commissioner for Student Success, Division of College Readiness and Success, will make a brief presentation to the committee.

Committee on Academic and Workforce Success

Agenda Item V-E (1)

Consideration of adopting the staff recommendation to the Committee relating to the request from Texas A&M University for a Master of Engineering (MENGR) degree with a major in Systems Engineering

Recommendation: Approval

Rationale: Systems engineering is an interdisciplinary field that includes managing the design, production, and operation of complex engineering systems designed to meet specific customer needs. The proposed program would provide students from all engineering disciplines coursework focused on multidisciplinary systems engineering concepts.

Online job sites indicate systems engineering jobs are available within Texas and nationally. January 2014 surveys of Texas A&M University (TAMU) employers showed that 97 out of the 179 businesses surveyed (54 percent) expressed interest in hiring graduates of the proposed program. Existing programs within the state report graduates of systems engineering programs have found work, indicating a workforce need in this field.

Evidence of student demand for this program is strong. TAMU points to solid enrollment in current systems engineering graduate courses and related programs as an indication of student demand for the proposed program. The existing Industrial Engineering (CIP 14.3501) and Engineering Systems Management (CIP 14.3501) graduate programs at TAMU are the most closely related programs to systems engineering. These programs are over capacity and receive an average of 800 applications each year for 120 slots.

Contingencies: None.

Texas A&M University *(Accountability Peer Group: Research)*

Related Programs	The institution has degree programs within the same two-digit CIP code: ***Yes*** No

Proposed Program:
The proposed face-to-face program in systems engineering would consist of 30 semester credit hours (SCH), with curriculum requirements that are comparable to other systems engineering programs in the state and nation.

The institution estimates that five-year costs would total $710,000, with expected available funding of $1,432,850. Formula Funding would provide an estimated $544,198, or 38 percent, of all funding for the first five years.

Evidence of Lack of Duplication, Workforce Need, and Student Demand:

Lack of Duplication of Program	***Strong***	Moderate	Weak
Number of degree programs in the state with the same 6-digit CIP	6		
Number of degree programs within a 60 minute drive with the same 6-digit CIP	0		
Job Market Need	***Strong***	Moderate	Weak
Advertisements for job openings	***Yes***	No	N/A
Employer surveys	***Yes***	No	N/A
Projections from government agencies, professional entities, etc.	Yes	***No***	N/A
Student Demand	***Strong***	Moderate	Weak
Increased enrollment in related programs at the institution	***Yes***	No	N/A
High enrollment in similar programs at other institutions	***Yes***	No	N/A
Applicants turned away at similar programs at other institutions	***Yes***	No	N/A
Student surveys	Yes	***No***	N/A

Start-Up Projections:	***Yr. 1***	***Yr. 2***	***Yr. 3***	***Yr. 4***	***Yr. 5***
Student Headcount	10	25	45	70	100
Student FTE	10	25	45	70	100
Core Faculty FTE	1.98	1.98	1.98	1.98	1.98
Core Faculty Headcount	6	6	6	6	6

FIVE-YEAR COSTS		**SOURCES OF FUNDING**	
Personnel		Anticipated New Formula Funding	
Adjunct Faculty	$600,000	(years 3 through 5)	$544,198
Library, Supplies, and Materials	$100,000	Designated Tuition	$343,583
Website and Recruitment	$10,000	Statutory and Board Authorized Tuition	$271,500
		Student Fees	$273,569
Est. 5-Year Costs	**$710,000**	**Est. 5-Year Revenues**	**$1,432,850**

Major Commitments:
Given the interdisciplinary nature of the proposed program, TAMU has adequate faculty, resources, and facilities to implement the proposed program.

Final Assessment:
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 baccalaureate and master's degree programs (19 TAC Section 5.45): ***Yes*** No

Online Resume for Legislators and Other Policymakers
TEXAS A&M UNIVERSITY

Location: College Station, Central Region
Research Accountability Peer Group: UT Austin
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 2009 Number	Fall 2009 Percent	Fall 2013 Number	Fall 2013 Percent	Fall 2014 Number	Fall 2014 Percent
White	33,566	68.9%	33,317	62.6%	34,383	60.8%
Hispanic	6,342	13.0%	9,346	17.6%	10,454	18.5%
African American	1,624	3.3%	1,800	3.4%	1,931	3.4%
Asian	2,238	4.6%	2,602	4.9%	2,979	5.3%
International	4,384	9.0%	4,608	8.7%	5,041	8.9%
Other & Unknown	548	1.1%	1,546	2.9%	1,719	3.0%
Total	**48,702**	**100.0%**	**53,219**	**100.0%**	**56,507**	**100.0%**
TX First Time Transfers	**Number**	**% of UG**	**Number**	**% of UG**	**Number**	**% of UG**
Two-Year Institutions	1,038	2.7%	1,400	3.3%	1,464	3.3%
Other Institutions	302	.8%	462	1.1%	559	1.3%

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
2010	$8,391	.0%	$8,616	.0%
2011	$8,481	1.1%	$8,949	3.9%
2012	$8,480	.0%	$9,136	2.1%
2013	$8,480	.0%	$9,136	.0%
2014	$9,036	6.6%	$9,412	3.0%
2015	$9,242	2.3%	$9,520	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						
2012	37%	$6,304	39%	$6,854	41%	$6,553
2013	35%	$6,374	37%	$6,859	39%	$6,526
Federal, State, Institutional or Other Grants Known by Institutions						
2012	56%	$7,933	50%	$8,091	55%	$10,783
2013	56%	$8,440	52%	$8,533	55%	$11,188
Federal (Pell) Grants						
2012	22%	$3,994	25%	$4,353	23%	$4,119
2013	22%	$4,098	24%	$4,300	22%	$4,220

Student Success

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

	Enter Fall 2008	Enter Fall 2012	Enter Fall 2013
Cohort	7,465	7,174	8,495
Total	97.5%	95.7%	95.8%
Same	92.4%	91.4%	90.4%
Other	5.1%	4.2%	5.4%

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

	Enter Fall 2007	Enter Fall 2011	Enter Fall 2012
Institution Persistence			
Cohort	7,587	7,599	7,165
Total	94.7%	94.5%	93.5%
Same	87.1%	87.1%	86.7%
Other	7.6%	7.4%	6.9%
Peer Group Persistence			
Cohort	7,482	7,332	7,552
Total	93.3%	93.8%	92.7%
Same	86.1%	87.5%	86.7%
Other	7.2%	6.3%	5.9%

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 2010	7,306	9.01	136.97	7,281	8.86	133.00
FY 2013	8,212	9.31	132.70	7,802	9.20	131.64
FY 2014	8,336	9.15	129.93	7,949	9.12	129.92

Graduation Rates

Cohort	Institution Rate	Peer Group Rate
Fall 2005 4-year	50.7%	51.9%
Fall 2009 4-year	53.8%	52.8%
Fall 2010 4-year	55.0%	54.8%
Fall 2004 5-year	78.1%	77.7%
Fall 2008 5-year	80.5%	79.6%
Fall 2009 5-year	80.3%	78.6%
Fall 2003 6-year	84.1%	83.8%
Fall 2007 6-year	84.8%	83.8%
Fall 2008 6-year	85.2%	84.5%

National Comparison (IPEDS Definition)

Cohort	Institution Rate	OOS Peers Rate
Fall 2004 4-year	41.0%	56.2%
Fall 2008 4-year	49.0%	63.2%
Fall 2009 4-year	49.0%	65.8%
Fall 2003 5-year	73.0%	76.2%
Fall 2007 5-year	76.0%	80.8%
Fall 2008 5-year	75.0%	82.4%
Fall 2002 6-year	78.0%	79.8%
Fall 2006 6-year	80.0%	84.2%
Fall 2007 6-year	79.0%	84.6%

Six-year Graduation & Persistence Rate, Fall 2008

Student Group	Cohort	Rate
For Students Needing Dev Ed		
Institution	114	74.6%
Peer Group	116	71.6%
For Students NOT Needing Dev Ed		
Institution	7,333	89.8%
Peer Group	6,894	89.3%

*Peer Group data is average for peer group.

Funding

Source	FY 2009 Amount	FY 2009 Pct of Total	FY 2013 Amount	FY 2013 Pct of Total	FY 2014 Amount	FY 2014 Pct of Total
Appropriated Funds	$420,456,851	37.4%	$404,716,671	31.4%	$449,038,618	29.4%
Federal Funds	$94,347,324	8.4%	$128,033,026	9.9%	$122,174,078	8.0%
Tuition & Fees	$296,266,381	26.4%	$351,591,714	27.3%	$388,920,020	25.5%
Total Revenue	**$1,124,226,284**	**100.0%**	**$1,289,313,180**	**100.0%**	**$1,526,030,706**	**100.0%**

Online Resume for Prospective Students, Parents and the Public
TEXAS A&M UNIVERSITY

Location: College Station, Central Region
Research Accountability Peer Group: UT Austin
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 2014 Number	Percent
White	34,383	60.8%
Hispanic	10,454	18.5%
African American	1,931	3.4%
Asian	2,979	5.3%
International	5,041	8.9%
Other & Unknown	1,719	3.0%
Total	56,507	100.0%

TX First Time Transfers	Number	% of UG
Two-Year Institutions	1,464	3.3%
Other Institutions	559	1.3%

Baccalaureate Success

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

Measure	Fall	Rate
4-year Rate Total	2010	55.0%
Same Institution		53.6%
Other Institutions		1.5%
5-year Rate Total	2009	80.3%
Same Institution		77.0%
Other Institutions		3.3%
6-year Rate Total	2008	85.2%
Same Institution		80.4%
Other Institutions		4.8%

Grad Rates by Ethnicity

1-Year Persistence, Fall 2013	
Total	95.8%
Same	90.4%
Other	5.4%
2-Year Persistence, Fall 2012	
Total	93.5%
Same	86.7%
Other	6.9%

Avg Number SCH for Bachelor's Degree		
	FY 2014 Average	
	Sem	SCH
All	9.15	129.93

Degrees Awarded

Type	FY 2014
Bachelor's	9,340
Master's	2,294
Doctoral	709
Professional	365
Total	12,708

Degrees by Ethnicity

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2014 Rate
Education*	97.00%
Law	87.30%
Pharmacy	%
Nursing	94.3%
Engineering	90.1%

*Data for FY 2013

Admissions

Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2014

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

Application for First-time Undergraduate Admission Fall 2014

Race/Ethnicity	Applicants	Accepted	Enrolled
White	15,648	75.6%	53.2%
African American	1,749	56.7%	42.0%
Hispanic	8,102	66.3%	46.3%
Asian	3,555	75.8%	28.3%
International	876	31.8%	22.6%
Other	946	76.2%	43.1%
Total	30,876	70.9%	47.2%

Costs

Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH

Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2010	$8,391	.0%	$8,842	.0%
2011	$8,481	1.1%	$9,418	6.1%
2012	$8,480	.0%	$9,794	3.8%
2013	$8,480	.0%	$9,794	.0%
2014	$9,036	6.2%	$9,790	.0%
2015	$9,242	2.2%	$9,798	.1%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2015

Type of Cost	Average Amount
Total Academic Cost	$9,242
On-campus Room & Board	$9,522
Books & Supplies	$1,000
Off-Campus Transportation & Personal Expenses	$2,706
Total Cost	$22,470

Rates of Tuition per SCH
Mandatory Fees

Instruction

Measure of Excellence	Fall 2014
Undergraduate Classes with < 20 Students	25.4%
Undergraduate Classes with > 50 Students	22.1%
% of Teaching Faculty Tenured/Tenure-track *	71.9%
Student/Faculty Ratio *	23:1

* Fall 2013 Data

Financial Aid

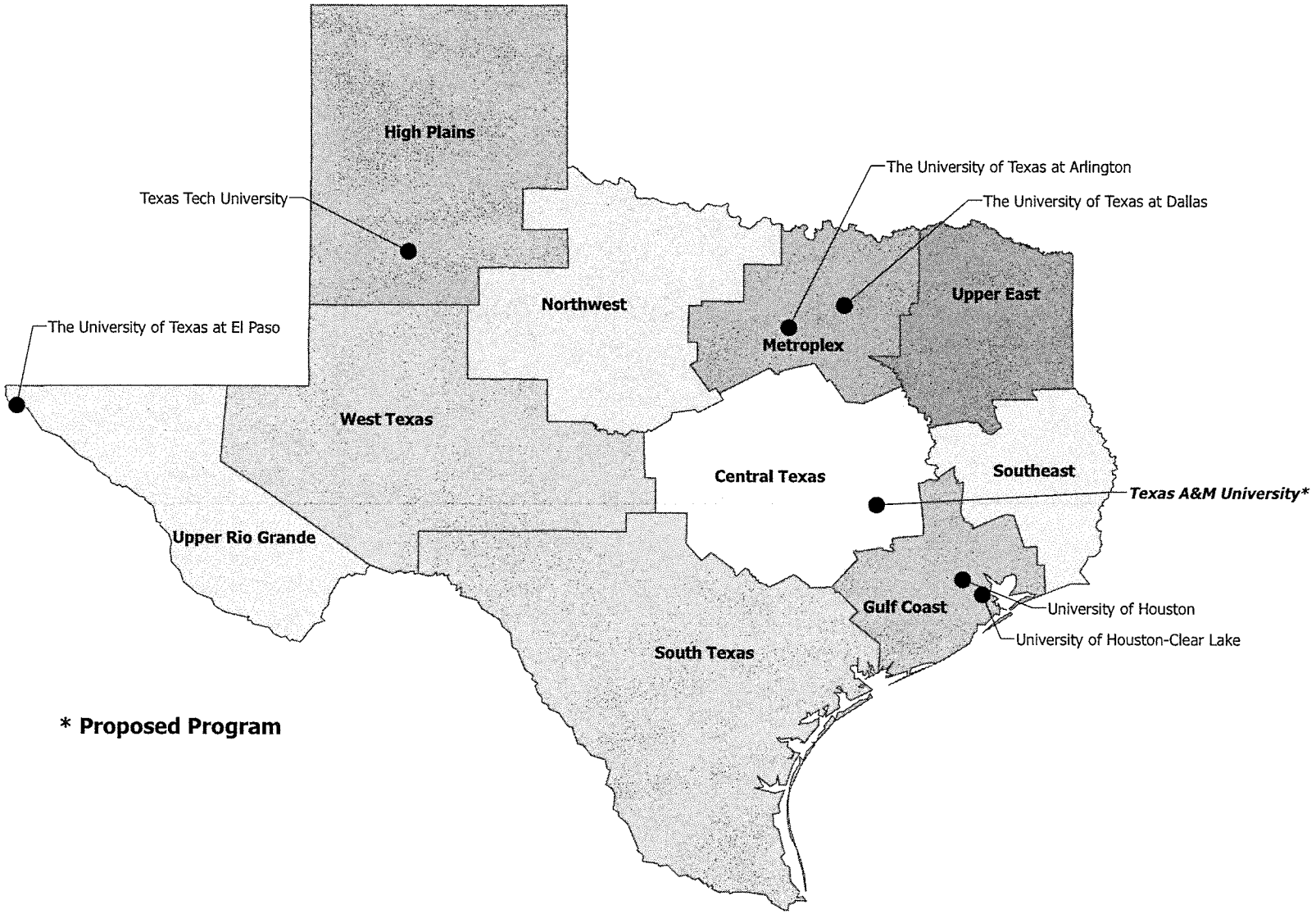
Enrolled in FY 2013

Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	56%	$8,440
Federal (Pell) Grants	22%	$4,098
Federal Student Loans	35%	$6,374

Funding

Source	FY 2014 Amount	Pct of Total
Appropriated Funds	$449,038,618	29.4%
Federal Funds	$122,174,078	8.0%
Tuition & Fees	$388,920,020	25.5%
Total Revenue	$1,526,030,706	100.0%

Existing Program(s): Master of Engineering (MENGR) degree with a major in Systems Engineeing



*** Proposed Program**

Committee on Academic and Workforce Success

Agenda Item V-E (2)

Consideration of adopting the staff recommendation to the Committee relating to the request from Texas Tech University Health Sciences Center at El Paso for a Master of Science (MS) degree with a major in Biomedical Sciences

Recommendation: Approval

Rationale: The proposed MS degree in Biomedical Sciences is designed to prepare students for further study in health-related graduate programs such as medicine, veterinary science, optometry, dentistry, and other health-related fields. However, graduates may also choose to find work in secondary school and community college teaching, lab research, biostatistics, DNA analysis, government, pharmaceutical sales, or scientific writing fields. The aging population in the United States is largely behind the projected rise in jobs for health care providers and researchers.

Contingencies: None.

Texas Tech University Health Sciences Center at El Paso *(Accountability Peer Group: Health-Related Institutions)*

Related Programs	The institution has degree programs within the same two-digit CIP code: Yes ***No***

Proposed Program:
This traditional face-to-face program represents 36 semester credit hours of instruction that would begin in fall 2016. The program is not primarily intended to prepare students for specific jobs. It is designed to prepare students for further graduate study in medicine and other health-related fields, such as students who majored in non-scientific disciplines but who would like to prepare for medical school. Courses cover a wide range of Biomedical Science subjects, including a core of four courses in Biochemistry, Cell Biology, Genes and Function, and Laboratory Methods. The nearest similar program is at Texas Tech Health Sciences Center in Lubbock, 300 miles away, so the proposed program anticipates strong regional student demand. The institution estimates that projected five-year expenses will equal the projected five-year revenues of $3,500,840. Formula Funding of $2,150,041 would represent approximately 61 percent of total funding.

Evidence of Lack of Duplication, Workforce Need, and Student Demand:

Lack of Duplication of Program	Strong	***Moderate***	Weak
Number of degree programs in the state with the same 6-digit CIP		12	
Number of degree programs within a 60 minute drive with the same 6-digit CIP		0	
Job Market Need	Strong	Moderate	Weak
Advertisements for job openings	Yes	No	***N/A***
Employer surveys	Yes	No	***N/A***
Projections from government agencies, professional entities, etc.	Yes	No	***N/A***
Student Demand	*Strong*	Moderate	Weak
Increased enrollment in related programs at the institution	Yes	No	***N/A***
High enrollment in similar programs at other institutions	***Yes***	No	N/A
Applicants turned away at similar programs at other institutions	***Yes***	No	N/A
Student surveys	Yes	No	***N/A***

Start-Up Projections:	***Yr. 1***	***Yr. 2***	***Yr. 3***	***Yr. 4***	***Yr. 5***
Student Headcount	15	30	35	40	40
Student FTE	15	30	30	40	40
Core Faculty FTE	2.2	2.2	2.2	2.2	2.2
Core Faculty Headcount	14	14	14	14	14

FIVE-YEAR COSTS		**SOURCES OF FUNDING**	
Personnel		Anticipated New Formula	
Faculty	$3,100,840	Funding (years 3 through 5)	$2,150,041
Library, Supplies, and Materials	$100,000	Reallocated Funds	$1,350,799
Facilities & Equipment	$150,000		
Other Expenses	$150,000		
Est. 5-Year Costs	**$3,500,840**	**Est. 5-Year Revenues**	**$3,500,840**

Major Commitments:
None.

Final Assessment:
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 baccalaureate and master's degree programs (19 TAC Section 5.45): ***Yes*** No

Online Resume for Legislators and Other Policymakers
TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER - EL PASO

Location: El Paso, Upper Rio Grande Region
Health Related Institution Accountability Peer Group: Texas A&M System HSC, Texas Tech Univ HSC, UNT HSC, UT HSC Houston, UT HSC San Antonio, UT HSC Tyler, UT M. D. Anderson Cancer Center, UT Southwestern Medical Center, UTMB Galveston
Out-Of-State Peers:
Degrees Offered: Bachelor's, Professional

Institutional Resumes Accountability System Definitions Institution Home Page

Enrollment

Category	Fall 2009	Fall 2013	Fall 2014
Medical School Students	0	302	363
Total Enrollment	0	405	468
Physicians Certified in Residency	0	0	233

Student Success

Nursing and Allied Health Degrees Awarded

	FY 2009		FY 2013		FY 2014	
Type	Institution	Peer Group	Institution	Peer Group	Institution	Peer Group
Bachelor's	0	0	0	0	65	286
Master's	0	0	0	0	0	122
Doctoral	0	0	0	0	0	10
Professional	0	0	0	0	0	30

Pass Rate of Medical School Students on Part 1 or Part 2 of Any Examination for a Medical License

Year	Institution	Peer Group
FY 2013	.	97.08%
FY 2014	.	95.99%

Funding

Online Resume for Prospective Students, Parents and the Public
TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER - EL PASO

Location: El Paso, Upper Rio Grande Region
Health Related Institution Accountability Peer Group: Texas A&M System HSC, Texas Tech Univ HSC, UNT HSC, UT HSC Houston, UT HSC San Antonio, UT HSC Tyler, UT M. D. Anderson Cancer Center, UT Southwestern Medical Center, UTMB Galveston
Out-Of-State Peers:
Degrees Offered: Bachelor's, Professional

Institutional Resumes Accountability System Definitions Institution Home Page

Enrollment

Fall 2014

Race/Ethnicity	Total Students Number	Total Students % of Total	Medical Students Number	Medical Students % of Total	Physicians Certified in Residency* Number	Physicians Certified in Residency* % of Total
White	186	39.7%	171	47.1%	0	.0%
Hispanic	152	32.5%	72	19.8%	0	.0%
African American	4	.9%	1	.3%	0	.0%
Asian/Pacific Isl.	95	20.3%	92	25.3%	0	.0%
International	1	.2%	1	.3%	0	.0%
Other & Unknown	30	6.4%	26	7.2%	0	.0%
Total	**468**	**100.0%**	**363**	**100.0%**	**233**	**100.0%**

* Data for FY 2015

Student Success

Pass Rate of Medical School Students on Part 1 or Part 2 of Any Examination for a Medical License

Year	Institution	Peer Group
FY 2014	.	95.99%

Nursing and Allied Health Degrees, FY 2014

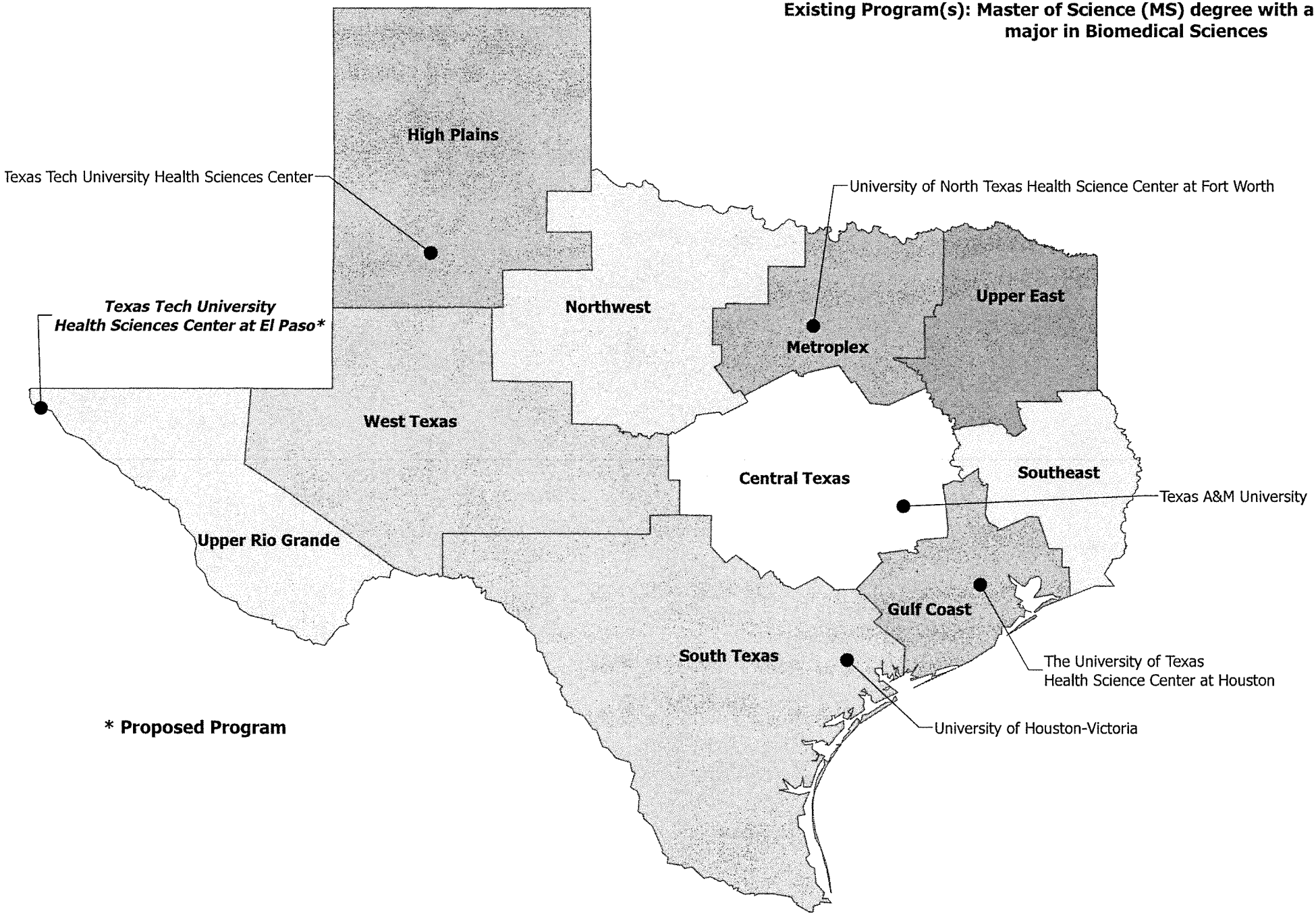
Year	Institution	Peer Group
Bachelor's	65	286
Master's	0	122
Doctoral	0	10
Professional	0	30

First-time Licensure or Certification Examination Pass Rate

FY 2014

Field	Institution	Peer Group
Dental	N/A	94.0%
Allied Health	N/A	95.4%
Nursing	N/A	91.2%
Pharmacy	N/A	94.7%
Medical	N/A	96.0%

Existing Program(s): Master of Science (MS) degree with a major in Biomedical Sciences



*** Proposed Program**

Committee on Academic and Workforce Success

Agenda Item V-E (3)

Consideration of adopting the staff recommendation to the Committee relating to the request from The University of Texas at Tyler for a Doctor of Nursing Practice (DNP) degree with a major in Nursing Practice

Recommendation: Approval

Rationale: The American Association of Colleges of Nursing (AACN) recognizes the Doctor of Nursing Practice (DNP) as the preferred degree for Advanced Practice Nurses (APRNs).

The University of Texas at Tyler (UTT) is proposing a DNP with concentrations in Nurse Leadership and Family Nurse Practitioner. The proposed program would serve a significant need for additional nurse leaders and family nurse practitioners in East Texas by producing nurses who are prepared to work at the highest level to meet the needs of this medically underserved region.

Contingencies: UTT shall implement the post-master's degree with concentrations in Nurse Leadership and Family Nurse Practitioner. To expand concentrations into other APRN specialties, UTT must show evidence of faculty expertise, workforce need, and student demand in the proposed specialty. The institution shall submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

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

Success Measures		***Institution***	***State***
Graduate	Master's 5-Year Graduation Rate	67.2%	73.6%
	Doctoral 10-Year Graduation Rate	N/A	59.1%
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*** The institution has met its resource commitments for new doctoral program(s) approved in the last five years: Yes No ***N/A*** A Doctor of Philosophy (Ph.D.) degree in Nursing was approved in 2007 and began enrolling students in 2010. Enrollments have increased from 35 students in 2010 to 67 students in 2014, and 38 students have been graduated from the program through FY 2014.		

Status of Recently Approved Doctoral Programs (cont)	The Doctor of Pharmacy (PHARM D) was approved in 2013 under the provisions of Senate Bill (SB) 566, 83rd Texas Legislature, Regular Session, which authorized the establishment of the program at UTT.

Proposed Program:
UTT proposes to create a post-master's DNP program with concentrations in Nurse Leadership and Family Nurse Practitioner. The program would be delivered in a hybrid format with 58 percent of the curriculum delivered online. The program would require 42 semester credit hours (SCH) beyond the master's degree. Didactic coursework would be delivered online with clinical hours completed at offsite locations.

UTT has established successful MSN programs in Nurse Practitioner and Nurse Administrator that would support the proposed program. The existing Doctor of Philosophy (PhD) in Nursing program, created in 2007, has seen an increase in enrollment over the last five years.

Existing Programs:
There are 15 institutions with DNP programs in Texas, ten at public universities or health-related institutions and five at private institutions. DNP programs are currently offered at the following institutions: Prairie View A&M University, Texas Tech University Health Sciences Center, Texas Woman's University, The University of Texas at Arlington, The University of Texas at El Paso, The University of Texas Health Science Center at Houston, The University of Texas Health Science Center at San Antonio, The University of Texas Medical Branch at Galveston, Baylor University, Baylor College of Medicine, Texas Christian University, the University of the Incarnate Word, and Texas Wesleyan University. Texas A&M University-Corpus Christi and The University of Texas at Austin were recently approved to offer DNP programs.

The closest public program is located at The University of Texas at Arlington, which is 126 miles from the proposed program.

Start-Up Projections:	***Yr. 1***	***Yr. 2***	***Yr. 3***	***Yr. 4***	***Yr. 5***
Students Enrolled	15	28	40	43	48
Graduates	0	6	14	13	14
Avg. Financial Assistance	$12,000	$12,000	$12,000	$12,000	$12,000
Students Assisted	5	8	8	8	8
Core Faculty	18	19	19	19	19
Total Costs	$178,000	$285,500	$286,000	$286,500	$287,000
Total Funding	$93,452	$160,772	$352,794	$513,191	$606,297
% From Formula Funding			57%	59%	56%

FIVE-YEAR COSTS		SOURCE OF FUNDING	
Personnel		Anticipated New Formula	
Faculty	$775,000	Funding (years 3 through 5)	$832,247
Clerical/Staff	$200,000		
Program Administration	$130,000		
IT Resources	$25,000	Other State Funding	$0
Supplies and Materials	$30,000	Reallocated Funds	$0
Travel Scholarships	$63,000	Tuition and Fees	$740,259
Graduate Assistants	$100,000	Gifts and Donations	$154,000
Est. 5-Year Costs	**$1,323,000**	**Est. 5-Year Revenues**	**$1,726,506**

Major Commitments:

In response to recommendations of the external consultants, the institution has agreed to hire two additional faculty that have experience with evidence-based projects in DNP programs. One faculty member will be hired in Year One of the program and a second hired in Year Two.

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 have 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 (19 TAC Section 5.46): ***Yes*** No

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: Florida Gulf Coast University, The University Of Tennessee-Chattanooga, The University Of West Florida, University Of Colorado At Colorado Springs, University Of Southern Maine
Degrees Offered: Bachelor's, Master's, Doctoral
Institutional Resumes Accountability System Definitions Institution Home Page

Enrollment

Race/Ethnicity	Fall 2009 Number	Fall 2009 Percent	Fall 2013 Number	Fall 2013 Percent	Fall 2014 Number	Fall 2014 Percent
White	4,713	76.5%	4,726	63.2%	4,795	59.7%
Hispanic	463	7.5%	1,008	13.5%	1,172	14.6%
African American	579	9.4%	822	11.0%	926	11.5%
Asian	138	2.2%	218	2.9%	243	3.0%
International	113	1.8%	193	2.6%	304	3.8%
Other & Unknown	157	2.5%	509	6.8%	596	7.4%
Total	**6,163**	**100.0%**	**7,476**	**100.0%**	**8,036**	**100.0%**
TX First Time Transfers	**Number**	**% of UG**	**Number**	**% of UG**	**Number**	**% of UG**
Two-Year Institutions	483	9.8%	646	12.0%	693	12.3%
Other Institutions	125	2.5%	92	1.7%	127	2.3%

Costs

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

Fiscal Year	Texas Rates: Institution Average	Texas Rates: Percent Increase	Peer Group Average	Peer Group Percent Increase
2010	$6,042	.0%	$5,460	.0%
2011	$6,322	4.6%	$5,877	7.6%
2012	$6,592	4.3%	$6,174	5.1%
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%

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						
2012	49%	$7,250	47%	$7,038	50%	$7,218
2013	48%	$7,422	46%	$6,935	54%	$7,207
Federal, State, Institutional or Other Grants Known by Institutions						
2012	58%	$5,535	66%	$5,165	67%	$6,935
2013	62%	$6,111	66%	$5,130	61%	$5,456
Federal (Pell) Grants						
2012	38%	$3,939	45%	$3,946	35%	$3,932
2013	39%	$3,900	43%	$3,929	35%	$3,834

Student Success

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

	Enter Fall 2008	Enter Fall 2012	Enter Fall 2013
Cohort	584	625	701
Total	86.3%	85.8%	84.0%
Same	64.2%	66.4%	60.6%
Other	22.1%	19.4%	23.4%

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

	Enter Fall 2007	Enter Fall 2011	Enter Fall 2012
Institution Persistence			
Cohort	612	632	621
Total	79.6%	76.9%	75.8%
Same	52.5%	52.7%	53.3%
Other	27.1%	24.2%	22.5%
Peer Group Persistence			
Cohort	606	493	507
Total	70.1%	69.0%	68.4%
Same	44.6%	45.8%	45.2%
Other	25.6%	22.9%	23.3%

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 2010	798	10.57	143.92	384	10.95	147.08
FY 2013	751	10.64	140.83	430	12.23	146.45
FY 2014	656	10.50	139.26	416	12.15	143.84

Graduation Rates

Cohort	Institution Rate	Peer Group Rate
Fall 2005 4-year	24.8%	17.5%
Fall 2009 4-year	30.1%	20.0%
Fall 2010 4-year	28.2%	19.8%
Fall 2004 5-year	39.0%	31.6%
Fall 2008 5-year	51.0%	37.4%
Fall 2009 5-year	46.6%	35.7%
Fall 2003 6-year	47.1%	36.3%
Fall 2007 6-year	58.3%	42.4%
Fall 2008 6-year	58.2%	45.3%

National Comparison (IPEDS Definition)

Cohort	Institution Rate	OOS Peers Rate
Fall 2004 4-year	16.0%	21.6%
Fall 2008 4-year	25.0%	18.4%
Fall 2009 4-year	27.0%	18.6%
Fall 2003 5-year	28.0%	36.0%
Fall 2007 5-year	37.0%	35.0%
Fall 2008 5-year	39.0%	34.8%
Fall 2002 6-year	32.0%	41.0%
Fall 2006 6-year	41.0%	41.0%
Fall 2007 6-year	44.0%	40.6%

Six-year Graduation & Persistence Rate, Fall 2008

Student Group	Cohort	Rate
For Students Needing Dev Ed		
Institution	36	58.3%
Peer Group	144	42.4%
For Students NOT Needing Dev Ed		
Institution	534	71.2%
Peer Group	428	64.7%

*Peer Group data is average for peer group.

Funding

Source	FY 2009 Amount	FY 2009 Pct of Total	FY 2013 Amount	FY 2013 Pct of Total	FY 2014 Amount	FY 2014 Pct of Total
Appropriated Funds	$39,370,233	49.6%	$36,561,381	38.4%	$43,082,862	40.2%
Federal Funds	$9,980,900	12.6%	$18,748,545	19.7%	$16,057,731	15.0%
Tuition & Fees	$23,536,901	29.6%	$27,363,871	28.8%	$32,899,701	30.7%
Total Revenue	**$79,389,895**	**100.0%**	**$95,108,769**	**100.0%**	**$107,205,352**	**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: Florida Gulf Coast University, The University Of Tennessee-Chattanooga, The University Of West Florida, University Of Colorado At Colorado Springs, University Of Southern Maine

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

Institutional Resumes | Accountability System | Definitions | Institution Home Page

Enrollment

Race/Ethnicity	Fall 2014 Number	Percent
White	4,795	59.7%
Hispanic	1,172	14.6%
African American	926	11.5%
Asian	243	3.0%
International	304	3.8%
Other & Unknown	596	7.4%
Total	8,036	100.0%

TX First Time Transfers	Number	% of UG
Two-Year Institutions	693	12.3%
Other Institutions	127	2.3%

Baccalaureate Success

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

Measure	Fall	Rate
4-year Rate Total	2010	28.2%
Same Institution		23.1%
Other Institutions		5.2%
5-year Rate Total	2009	46.6%
Same Institution		35.5%
Other Institutions		11.1%
6-year Rate Total	2008	58.2%
Same Institution		44.7%
Other Institutions		13.5%

Grad Rates by Ethnicity

1-Year Persistence, Fall 2013	
Total	84.0%
Same	60.6%
Other	23.4%
2-Year Persistence, Fall 2012	
Total	75.8%
Same	53.3%
Other	22.5%

Avg Number SCH for Bachelor's Degree

	FY 2014 Average Sem	SCH
All	10.50	139.26

Degrees Awarded

Type	FY 2014
Bachelor's	1,084
Master's	550
Doctoral	11
Professional	0
Total	1,645

Degrees by Ethnicity

First-time Licensure or Certification Examination Pass Rate

Field	FY 2014 Rate
Education*	94.00%
Law	%
Pharmacy	%
Nursing	95.63%
Engineering	55%

*Data for FY 2013

Admissions

Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2014

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

Application for First-time Undergraduate Admission Fall 2014

Race/Ethnicity	Applicants	Accepted	Enrolled
White	963	94.1%	43.6%
African American	296	56.8%	28.0%
Hispanic	638	75.5%	25.3%
Asian	67	95.5%	28.1%
International	16	81.3%	61.5%
Other	177	96.0%	60.0%
Total	2,157	83.6%	38.4%

Costs

Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH

Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2010	$6,042	.0%	$5,407	.0%
2011	$6,322	4.4%	$5,845	7.5%
2012	$6,592	4.1%	$6,144	4.9%
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%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2015

Type of Cost	Average Amount
Total Academic Cost	$7,312
On-campus Room & Board	$11,334
Books & Supplies	$1,580
Off-Campus Transportation & Personal Expenses	$2,298
Total Cost	$22,524

Rates of Tuition per SCH

Mandatory Fees

Instruction

Measure of Excellence	Fall 2014
Undergraduate Classes with < 20 Students	34.4%
Undergraduate Classes with > 50 Students	12.6%
% of Teaching Faculty Tenured/Tenure-track *	57.7%
Student/Faculty Ratio *	18:1

* Fall 2013 Data

Financial Aid

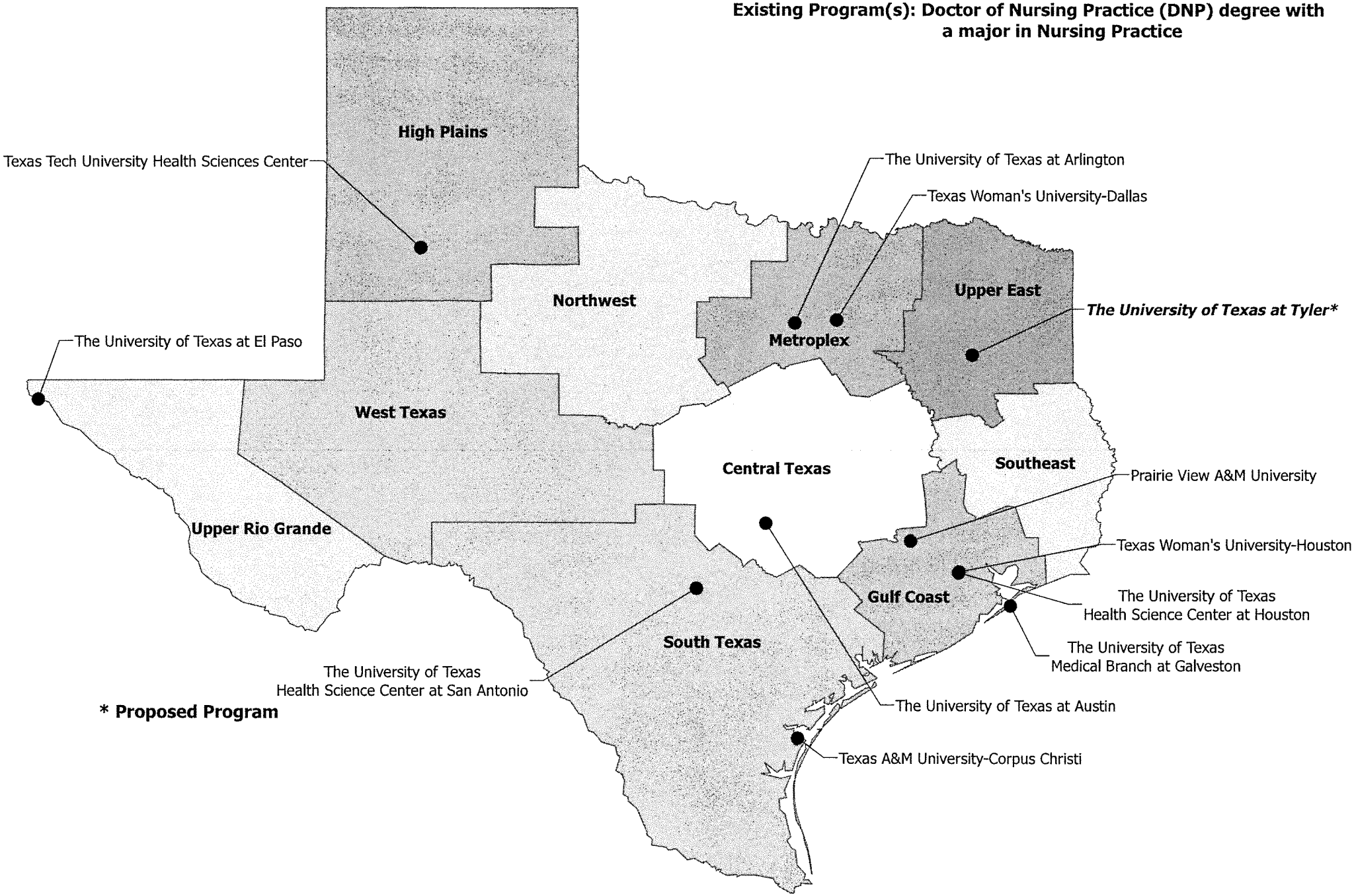
Enrolled in FY 2013

Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	62%	$6,111
Federal (Pell) Grants	39%	$3,900
Federal Student Loans	48%	$7,422

Funding

Source	FY 2014 Amount	Pct of Total
Appropriated Funds	$43,082,862	40.2%
Federal Funds	$16,057,731	15.0%
Tuition & Fees	$32,899,701	30.7%
Total Revenue	$107,205,352	100.0%

Existing Program(s): Doctor of Nursing Practice (DNP) degree with a major in Nursing Practice



*** Proposed Program**

Committee on Academic and Workforce Success

Agenda Item V-E (4)

Consideration of adopting the staff recommendation to the Committee relating to the request from The University of Texas Southwestern Medical Center (UTSWMC) for a Doctor of Philosophy (PhD) degree with a major in Organic Chemistry

Recommendation: Approval

Rationale: The proposed program would create a master's and doctoral degree program in Organic Chemistry within UTSWMC's Graduate School of Biomedical Sciences. The proposed Organic Chemistry program has existed as a track within UTSWMC's existing Biological Chemistry program, and would provide students interested specifically in Organic Chemistry with a stand-alone degree option. No new faculty or facilities would be required; core faculty and laboratory facilities are already in place. The proposed program would train students as experts in organic synthesis, methodology, and medicinal chemistry. Students would participate in multidisciplinary biomedical research, leading to careers in academia or in industry as researchers or medical scientists in biotechnology or pharmaceutical fields. Anticipated opportunities for employment in these fields is strong. Nationally, the Bureau of Labor Statistics (BLS) projects 18.6 percent growth (13,700 jobs) for Biochemists/Biophysicists and a 13.3 percent growth (35,500 jobs) for Medical Scientists during the decade 2012-2022. In Texas, the Texas Workforce Commission (TWC) estimates that Biochemist positions will grow by 21.1 percent (an estimated 20 jobs per year) and Medical Scientists by 17 percent (an estimated 225 jobs per year) during the same period.

Contingencies: The institution shall submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

The University of Texas Southwestern Medical Center (*Accountability Peer Group: Health-Related Institutions*)

Success Measures		***Institution***	***State***
Graduate	Doctoral 10-Year Graduation Rate	67.5%	61.1%
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** The institution has met its resource commitments for new doctoral program(s) approved in the last five years: *Yes* No **N/A**		

Proposed Program:
This proposed doctoral program represents 102 semester credit hours (SCH) of instruction and research beyond the bachelor's degree. The institution has included a waiver request for semester credit hours over the 99-SCH limit; the number of semester credit hours is equal to the requirements of ten of USTWMC's eleven doctoral programs in Biological Sciences. All students would be enrolled full-time in the program, with an anticipated time-to-graduation of 5.5 years (based on the doctoral program in Biological Chemistry). A dissertation would be required. The proposed program would be available beginning in fall 2016 and would have the support of eleven doctoral programs within Biological and Biomedical Sciences, Biological Engineering, and Medicine. The institution estimates that five-year costs would total $2,459,427.

Existing Programs:
Nine Texas public institutions offer doctoral degrees in Chemistry (General), but the proposed Organic Chemistry degree would be unique in Texas, offering students an opportunity to train in a multidisciplinary biomedical environment in a highly regarded health-related program at UTSWMC, ranked #25 (research rank) among U.S. medicine programs by *U.S. News and World Report*.

Start-Up Projections:	***Yr. 1***	***Yr. 2***	***Yr. 3***	***Yr. 4***	***Yr. 5***
Students Enrolled	16	18	22	23	25
Graduates	4	1	3	1	4
*Avg. Financial Assistance**	$32,500	$32,500	$34,000	$34,000	$34,000
Students Assisted	16	18	22	23	25
*Core Faculty***	10/5	10/5	10/5	10/5	10/5
Total Costs	$440,150	$461,618	$505,712	$516,615	$535,332
Total Funding	$440,150	$461,618	$682,048	$700,005	$732,828
*% From Formula Funding****	0%	0%	26%	26%	27%

*The proposed program intends to provide 100 percent of admitted student with financial assistance for five years.
**This figure represents faculty Headcount/FTE.
***Percentages are rounded to the nearest full percent.

FIVE-YEAR COSTS		**SOURCE OF FUNDING**	
Personnel		Anticipated New Formula Funding (years 3 through 5)	$ 557,222
Faculty	$ 984,249		
Program	$ 206,510		
Administration			
Graduate Assistants	$ 1,263,668		
Library, Supplies, and Materials	$ 5,000	Other State Funding	$ 0
Facilities & Equipment	$ 0	Reallocated Funds	$ 2,459,427
Other	$ 0	Other Funding	$ 0
Est. 5-Year Costs	**$2,459,427**	**Est. 5-Year Revenues**	**$3,016,649**

Major Commitments: None.

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 have 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 (19 TAC Section 5.46): ***Yes*** No

Online Resume for Legislators and Other Policymakers
THE UNIVERSITY OF TEXAS SOUTHWESTERN MEDICAL CENTER

Location: Dallas, Metroplex Region
Health Related Institution Accountability Peer Group: Texas A&M System HSC, Texas Tech Univ HSC, UNT HSC, UT HSC Houston, UT HSC San Antonio, UT HSC Tyler, UT M. D. Anderson Cancer Center, UTMB Galveston
Out-Of-State Peers: University Of California-Los Angeles, University Of Michigan - Ann Arbor, University Of Washington-Seattle Campus
Degrees Offered: Associate's, Bachelor's, Master's, Doctoral, Professional
Institutional Resumes Accountability System Definitions Institution Home Page

Enrollment

Category	Fall 2009	Fall 2013	Fall 2014
Medical School Students	896	940	953
Total Enrollment	2,424	2,349	2,310
Physicians Certified in Residency	1,294	1,601	1,658

Costs

Average Annual Total Academic Costs for Resident Full-time Student

	Undergraduate Student		Graduate Student	
Year	Institution	Peer Group	Institution	Peer Group
FY 2010	.	$4,772	.	$3,795
FY 2014	.	$5,081	$4,624	$5,328
FY 2015	.	$5,212	$4,874	$5,722

Student Success

Nursing and Allied Health Degrees Awarded

	FY 2009		FY 2013		FY 2014	
Type	Institution	Peer Group	Institution	Peer Group	Institution	Peer Group
Bachelor's	43	184	18	308	2	313
Master's	48	94	85	134	79	137
Doctoral	0	5	0	8	0	12
Professional	0	16	38	38	35	34

National Data: Nursing or Allied Health Degrees Awarded

	FY 2008		FY 2012		FY 2013	
	Institution	Out-of-state Peers Ave.	Institution	Out-of-state Peers Ave.	Institution	Out-of-state Peers Ave.
Associate's	.	.	.	.	.	.
Bachelor's	47	171	14	200	5	200
Master's	107	177	61	203	71	187
Doctoral	.	22	.	37	.	47

Research Expenditures

Year	Amount
FY 2009	$383,468,610
FY 2013	$404,321,279
FY 2014	$396,219,144

Percent of Medical School Students Practicing Primary Care in Texas after Graduation

Year	Institution	Peer Group
FY 2009	17.50%	31.35%
FY 2013	14.40%	28.61%
FY 2014	12.80%	35.35%

Pass Rate of Medical School Students on Part 1 or Part 2 of Any Examination for a Medical License

Year	Institution	Peer Group
FY 2009	96.80%	96.54%
FY 2013	98.30%	97.08%
FY 2014	98.20%	95.99%

Funding

Total Appropriated Funds Including Faculty and Staff Health and Retirement

Year	Amount
FY 2010	$175,412,063
FY 2013	$176,264,650
FY 2014	$197,020,740

Total Amount of Money from Any Source Available in FY

Year	Amount
FY 2010	$808,537,205
FY 2013	$1,001,622,729
FY 2014	$944,818,689

Online Resume for Prospective Students, Parents and the Public
THE UNIVERSITY OF TEXAS SOUTHWESTERN MEDICAL CENTER

Location: Dallas, Metroplex Region
Health Related Institution Accountability Peer Group: Texas A&M System HSC, Texas Tech Univ HSC, UNT HSC, UT HSC Houston, UT HSC San Antonio, UT HSC Tyler, UT M. D. Anderson Cancer Center, UTMB Galveston
Out-Of-State Peers: University Of California-Los Angeles, University Of Michigan - Ann Arbor, University Of Washington-Seattle Campus
Degrees Offered: Associate's, Bachelor's, Master's, Doctoral, Professional
Institutional Resumes Accountability System Definitions Institution Home Page

Enrollment

Fall 2014

Race/Ethnicity	Total Students Number	Total Students % of Total	Medical Students Number	Medical Students % of Total	Physicians Certified in Residency* Number	Physicians Certified in Residency* % of Total
White	832	36.0%	391	41.0%	0	.0%
Hispanic	189	8.2%	83	8.7%	0	.0%
African American	56	2.4%	30	3.1%	0	.0%
Asian/Pacific Isl.	418	18.1%	304	31.9%	0	.0%
International	598	25.9%	52	5.5%	0	.0%
Other & Unknown	217	9.4%	93	9.8%	0	.0%
Total	**2,310**	**100.0%**	**953**	**100.0%**	**1,658**	**100.0%**

* Data for FY 2015

Costs

Annual Academic Costs for Full-time Resident Student, FY 2015

Type of Cost	Average Amount
Undergraduate	.
Graduate	$4,874
First-time Medical Student	$18,593

Rates of Tuition per SCH
Mandatory Fees as Defined by CB
Amount & Percent of Tuition Increase (UGrad)
Amount & Percent of Tuition Increase (Grad)

Financial Aid

Need-based Aid for Graduate Students (GS) Fall 2013

Type of Aid	% of GSs Receiving	Average Amount
Grants or Scholarships	8.5%	$5,152
Loans	10.1%	$3,913
Work Study	3.0%	$1,380
Grants, Scholarships, Loans or Workstudy	14.7%	$5,919

Student Success

Pass Rate of Medical School Students on Part 1 or Part 2 of Any Examination for a Medical License

Year	Institution	Peer Group
FY 2014	98.20%	95.99%

Percent of Medical School Students Practicing Primary Care in Texas after Graduation

Year	Institution	Peer Group
FY 2014	12.80%	35.35%

Nursing and Allied Health Degrees, FY 2014

Year	Institution	Peer Group
Bachelor's	2	313
Master's	79	137
Doctoral	0	12
Professional	35	34

First-time Licensure or Certification Examination Pass Rate

FY 2014

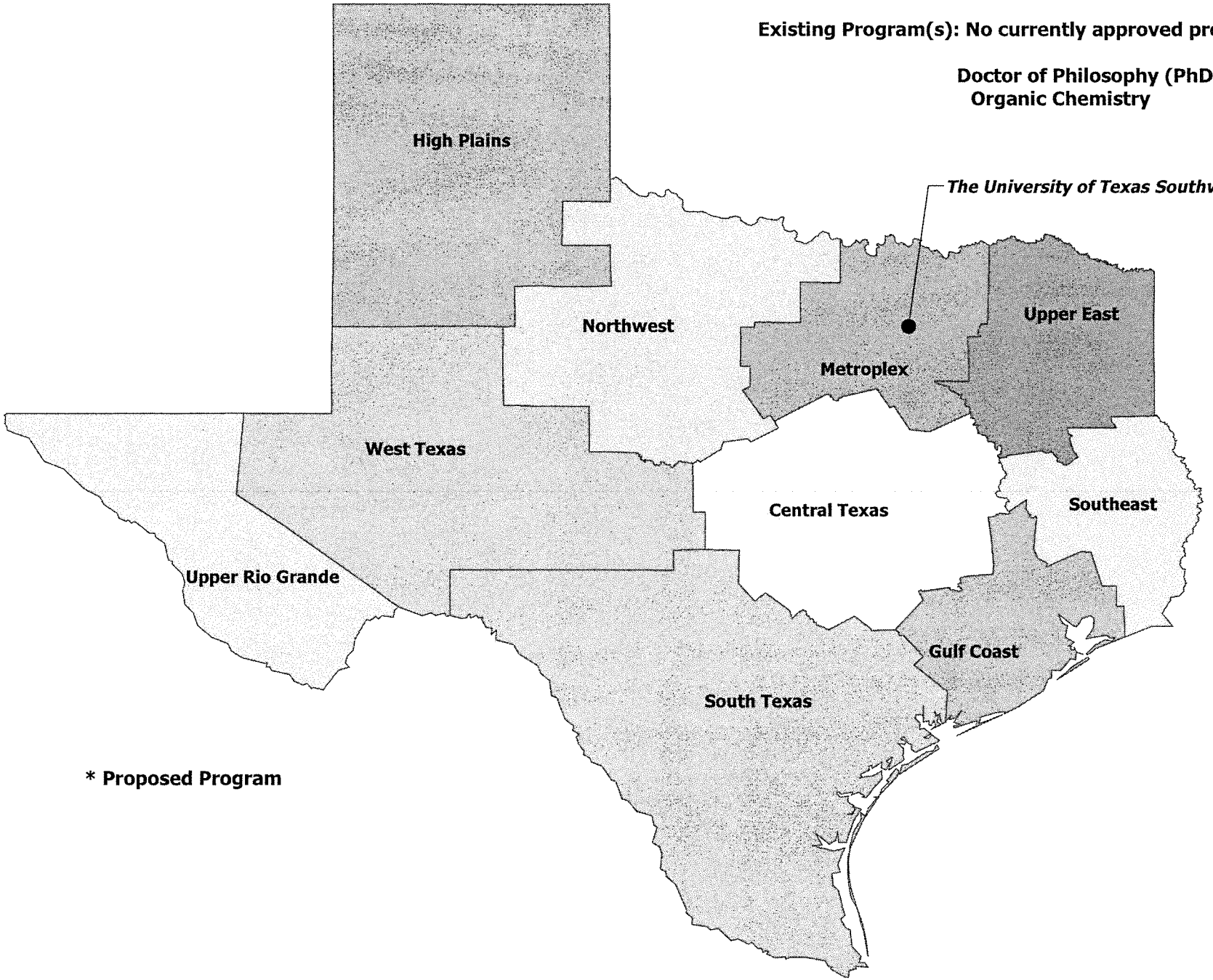
Field	Institution	Peer Group
Dental	N/A	94.0%
Allied Health	96.7%	95.4%
Nursing	N/A	91.2%
Pharmacy	N/A	94.7%
Medical	98.2%	96.0%

Research Expenditures

Year	Amount
FY 2014	$396,219,144

Existing Program(s): No currently approved programs in Texas.

Doctor of Philosophy (PhD) degree with a major in Organic Chemistry



*** Proposed Program**

Committee on Academic and Workforce Success

Agenda Item V-E (5)

Consideration of adopting the staff recommendation to the Committee relating to the request from the University of Houston-Clear Lake (UHCL) for a Doctor of Psychology (PsyD) degree with a major in Health Service Psychology (Combined Clinical Psychology/School Psychology)

Recommendation: Approval

Rationale: The proposed PsyD in Health Service Psychology (Combined Clinical Psychology/School Psychology) is intended to meet the need for highly qualified mental health service professionals. The program at UHCL would build on well-established Master's and Specialist programs in Psychology. The PsyD would provide a path for students to advance in their education if their goal is to remain practitioners and for practitioners to enhance the range of their employment to be supervisors, with the option of a private practice. The graduates would work in schools, clinics, hospitals, and in-patient/residential facilities. The Bureau of Labor Statistics (BLS) projects an 11.3 percent growth in job openings between 2012 and 2022 for clinical, counseling, and school psychologists in the nation. This growth in employment is above the average for all occupations nationally. In Texas the projected change in employment for clinical, counseling, and school psychologists during the same time period is even more pronounced at 17 percent. Additionally, the BLS lists the Houston-Sugar Land-Baytown metropolitan area among the top ten metropolitan areas in the nation for employment in this occupation category. Job openings exceed the production of graduates in Clinical Psychology and School Psychology nationally, statewide, and regionally.

Contingencies: The institution shall submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

University of Houston-Clear Lake (*Accountability Peer Group: Master's*)

Success Measures		***Institution***	***State***
Graduate	Master's 5-Year Graduation Rate	69.7%	73.6%
	Doctoral 10-Year Graduation Rate	NA%	59.1%
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* The institution has met its resource commitments for new doctoral program(s) approved in the last five years: ***Yes*** *No*		

Status of Recently Approved Doctoral Programs	The Doctor of Education (EdD) in Curriculum and Instruction was approved July 24, 2014. The inaugural class enrolling spring 2015 included 10 students. Five more new students were admitted to the program for fall 2015. Projected enrollment for first year of operation was 15 students. The Doctor of Education (EdD) in Educational Leadership was approved July 20, 2006 and has produced 51 graduates in the last five years.

Proposed Program:
The face-to-face program which would be available beginning in fall 2016 represents 75 semester credit hours of instruction, supervised practica, and a year-long internship. According to the American Psychological Association (APA), unlike a Doctor of Philosophy (PhD) degree, the PsyD emphasizes psychotherapy and experience with patients/clients instead of research. The PsyD graduates should be consumers of research, applying new findings and techniques in their practice with patients/clients, but they would not be focused on producing theoretical research and publications. The dissertation required as part of the program would be based on applied research, and the topic would be approved before students start their internship. As a degree intended to train practitioners, the curriculum is heavily weighted toward providing practicum experience before the internship. Students admitted to the program are required to have a master's degree and will have their academic record evaluated for possible course substitutions which fulfill required competencies in scientific and theoretical foundations of health service psychology. UHCL estimates that the five year costs would total $3,019,310.

Existing Programs:
There are no other doctoral programs at Texas public universities which specifically aim to train practitioners in combined clinical psychology and school psychology. Other Texas public higher education institutions' doctoral programs are Doctor of Philosophy (PhD) programs in the separate areas of clinical psychology (eight programs) and school psychology (four programs) and emphasize research. Graduates from the PsyD program are unlikely to seek employment in academia and research. Two private institutions in Texas offer the PsyD; Baylor University offers a PsyD in Clinical Psychology, and Our Lady of the Lake offers a PsyD in Counseling Psychology.

Start-Up Projections:	***Yr. 1***	***Yr. 2***	***Yr. 3***	***Yr. 4***	***Yr. 5***
Students Enrolled	6	16	26	36	40
Graduates	0	0	0	6	9
*Avg. Financial Assistance**	$17,000	$17,000	$17,000	$17,000	$17,000
Students Assisted	6	16	26	30	30
Core Faculty	7	8	9	10	10
Total Costs	$198,662	$443,662	$693,662	$841,662	$841,662
Total Funding	$275,716	$457,052	$692,164	$689,816	$905,877
% From Formula Funding	0%	0%	8%	8%	30%

*The proposed program intends to provide 100 percent of admitted students with financial assistance in the form of teaching and research assistantships.

FIVE-YEAR COSTS		SOURCE OF FUNDING	
Personnel		Anticipated New Formula Funding*	$ 378,186
Faculty	$ 870,000		
Program	$ 78,310		
Graduate Assistants / Clerical Staff	$ 1,961,000	Other State Funding	$ 418,000
Library, Supplies, and Materials	$ 85,000	Reallocated Funds	$ 1,014,000
Facilities and Equipment	$ 25,000		
Other	$ 0	Other Funding	$ 1,210,440
Est. Five-Year Costs	**$3,019,310**	**Est. Five-Year Revenues**	**$3,020,626**

Major Commitments:
UHCL will hire one new faculty per year for the first three years of the program.

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 have 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 (19 TAC Section 5.46): ***Yes*** *No*

Online Resume for Legislators and Other Policymakers
UNIVERSITY OF HOUSTON-CLEAR LAKE

Location: Houston, Gulf Coast 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, UT Tyler, Univ of H - Downtown, Univ of H - Victoria
Out-Of-State Peers: Governors State University, Indiana University-South Bend, University Of Baltimore, University Of Illinois At Springfield, University Of Michigan-Dearborn
Degrees Offered: Bachelor's, Master's, Doctoral
Institutional Resumes Accountability System Definitions Institution Home Page

Enrollment

Race/Ethnicity	Fall 2009 Number	Fall 2009 Percent	Fall 2013 Number	Fall 2013 Percent	Fall 2014 Number	Fall 2014 Percent
White	4,004	52.4%	3,405	41.7%	3,333	38.5%
Hispanic	1,493	19.5%	2,099	25.7%	2,291	26.4%
African American	801	10.5%	840	10.3%	847	9.8%
Asian	486	6.4%	546	6.7%	530	6.1%
International	775	10.1%	1,007	12.3%	1,390	16.0%
Other & Unknown	84	1.1%	267	3.3%	274	3.2%
Total	**7,643**	**100.0%**	**8,164**	**100.0%**	**8,665**	**100.0%**
TX First Time Transfers	**Number**	**% of UG**	**Number**	**% of UG**	**Number**	**% of UG**
Two-Year Institutions	849	21.4%	891	19.3%	1,166	23.0%
Other Institutions	98	2.5%	99	2.1%	144	2.8%

Costs

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

Fiscal Year	Texas Rates: Institution Average	Texas Rates: Percent Increase	Peer Group Average	Peer Group Percent Increase
2010	$5,798	.0%	$5,460	.0%
2011	$6,188	6.7%	$5,877	7.6%
2012	$6,508	5.2%	$6,174	5.1%
2013	$6,514	.1%	$6,200	.4%
2014	$6,810	4.5%	$6,418	3.5%
2015	$7,131	4.7%	$6,992	8.9%

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						
2012	43%	$8,375	47%	$7,038	56%	$7,095
2013	45%	$7,975	46%	$6,935	59%	$7,436
Federal, State, Institutional or Other Grants Known by Institutions						
2012	55%	$4,514	66%	$5,165	65%	$5,936
2013	59%	$4,756	66%	$5,130	69%	$5,436
Federal (Pell) Grants						
2012	38%	$3,739	45%	$3,946	42%	$3,702
2013	42%	$3,839	43%	$3,929	43%	$3,983

Student Success

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

	Enter Fall 2008	Enter Fall 2012	Enter Fall 2013
Cohort	9	2	.
Total	77.8%	50.0%	.
Same	77.8%	50.0%	.
Other	.	.	.

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

	Enter Fall 2007	Enter Fall 2011	Enter Fall 2012
Institution Persistence			
Cohort	.	3	2
Total	.	33.3%	.
Same	.	33.3%	.
Other	.	.	.
Peer Group Persistence			
Cohort	606	493	507
Total	70.1%	69.0%	68.4%
Same	44.6%	45.8%	45.2%
Other	25.6%	22.9%	23.3%

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 2010	520	11.81	154.09	384	10.95	147.08
FY 2013	595	14.02	156.37	430	12.23	146.45
FY 2014	637	13.80	151.88	416	12.15	143.84

Graduation Rates

Cohort	Institution Rate	Peer Group Rate
Fall 2005 4-year	.0%	17.5%
Fall 2009 4-year	100.0%	20.0%
Fall 2010 4-year	100.0%	19.8%
Fall 2004 5-year	100.0%	31.6%
Fall 2008 5-year	88.9%	37.4%
Fall 2009 5-year	100.0%	35.7%
Fall 2003 6-year	.0%	36.3%
Fall 2007 6-year	.0%	42.4%
Fall 2008 6-year	88.9%	45.3%

National Comparison (IPEDS Definition)

Cohort	Institution Rate	OOS Peers Rate
Fall 2004 4-year	.0%	13.6%
Fall 2008 4-year	.0%	10.2%
Fall 2009 4-year	.0%	14.4%
Fall 2003 5-year	.0%	23.4%
Fall 2007 5-year	.0%	20.6%
Fall 2008 5-year	.0%	27.0%
Fall 2002 6-year	.0%	27.2%
Fall 2006 6-year	.0%	24.4%
Fall 2007 6-year	.0%	31.8%

Six-year Graduation & Persistence Rate, Fall 2008

Student Group	Cohort	Rate
For Students Needing Dev Ed		
Peer Group	144	42.4%
For Students NOT Needing Dev Ed		
Peer Group	428	64.7%

*Peer Group data is average for peer group.

Funding

Source	FY 2009 Amount	FY 2009 Pct of Total	FY 2013 Amount	FY 2013 Pct of Total	FY 2014 Amount	FY 2014 Pct of Total
Appropriated Funds	$43,391,891	46.9%	$36,401,084	39.6%	$38,385,007	37.5%
Federal Funds	$6,368,992	6.9%	$11,108,967	12.1%	$11,509,028	11.3%
Tuition & Fees	$34,157,945	37.0%	$40,241,610	43.8%	$49,027,228	47.9%
Total Revenue	**$92,441,330**	**100.0%**	**$91,964,498**	**100.0%**	**$102,293,865**	**100.0%**

Online Resume for Prospective Students, Parents and the Public
UNIVERSITY OF HOUSTON-CLEAR LAKE

Location: Houston, Gulf Coast 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, UT Tyler, Univ of H - Downtown, Univ of H - Victoria
Out-Of-State Peers: Governors State University, Indiana University-South Bend, University Of Baltimore, University Of Illinois At Springfield, University Of Michigan-Dearborn
Degrees Offered: Bachelor's, Master's, Doctoral
Institutional Resumes Accountability System Definitions Institution Home Page

Enrollment

Race/Ethnicity	Fall 2014 Number	Percent
White	3,333	38.5%
Hispanic	2,291	26.4%
African American	847	9.8%
Asian	530	6.1%
International	1,390	16.0%
Other & Unknown	274	3.2%
Total	8,665	100.0%

TX First Time Transfers	Number	% of UG
Two-Year Institutions	1,166	23.0%
Other Institutions	144	2.8%

Baccalaureate Success

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

Measure	Fall	Rate
4-year Rate Total	2010	100.0%
Same Institution		87.5%
Other Institutions		12.5%
5-year Rate Total	2009	100.0%
Same Institution		100.0%
Other Institutions		.0%
6-year Rate Total	2008	88.9%
Same Institution		77.8%
Other Institutions		11.1%

Grad Rates by Ethnicity

1-Year Persistence, Fall 2013	
Total	.0%
Same	.0%
Other	.0%
2-Year Persistence, Fall 2012	
Total	.0%
Same	.0%
Other	.0%

Avg Number SCH for Bachelor's Degree

	FY 2014 Average Sem	SCH
All	13.80	151.88

Degrees Awarded

Type	FY 2014
Bachelor's	1,255
Master's	1,054
Doctoral	9
Professional	0
Total	2,318

Degrees by Ethnicity

First-time Licensure or Certification Examination Pass Rate

Field	FY 2014 Rate
Education*	100.00%
Law	%
Pharmacy	%
Nursing	%
Engineering	%

*Data for FY 2013

Admissions

Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2014

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

Application for First-time Undergraduate Admission Fall 2014

Race/Ethnicity	Applicants	Accepted	Enrolled
White	274	77.4%	50.9%
African American	103	48.5%	32.0%
Hispanic	537	48.0%	32.6%
Asian	84	63.1%	32.1%
International	18	22.2%	25.0%
Other	29	75.9%	36.4%
Total	1,045	57.3%	39.1%

Costs

Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH

Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2010	$5,798	.0%	$5,429	.0%
2011	$6,188	6.3%	$5,854	7.3%
2012	$6,508	4.9%	$6,151	4.8%
2013	$6,514	.1%	$6,177	.4%
2014	$6,810	4.3%	$6,390	3.3%
2015	$7,131	4.5%	$6,983	8.5%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2015

Type of Cost	Average Amount
Total Academic Cost	$7,131
On-campus Room & Board	$9,682
Books & Supplies	$1,050
Off-Campus Transportation & Personal Expenses	$6,550
Total Cost	$24,413

Rates of Tuition per SCH
Mandatory Fees

Instruction

Measure of Excellence	Fall 2014
Undergraduate Classes with < 20 Students	35.4%
Undergraduate Classes with > 50 Students	5.6%
% of Teaching Faculty Tenured/Tenure-track *	66.3%
Student/Faculty Ratio *	16:1

* Fall 2013 Data

Financial Aid

Enrolled in FY 2013

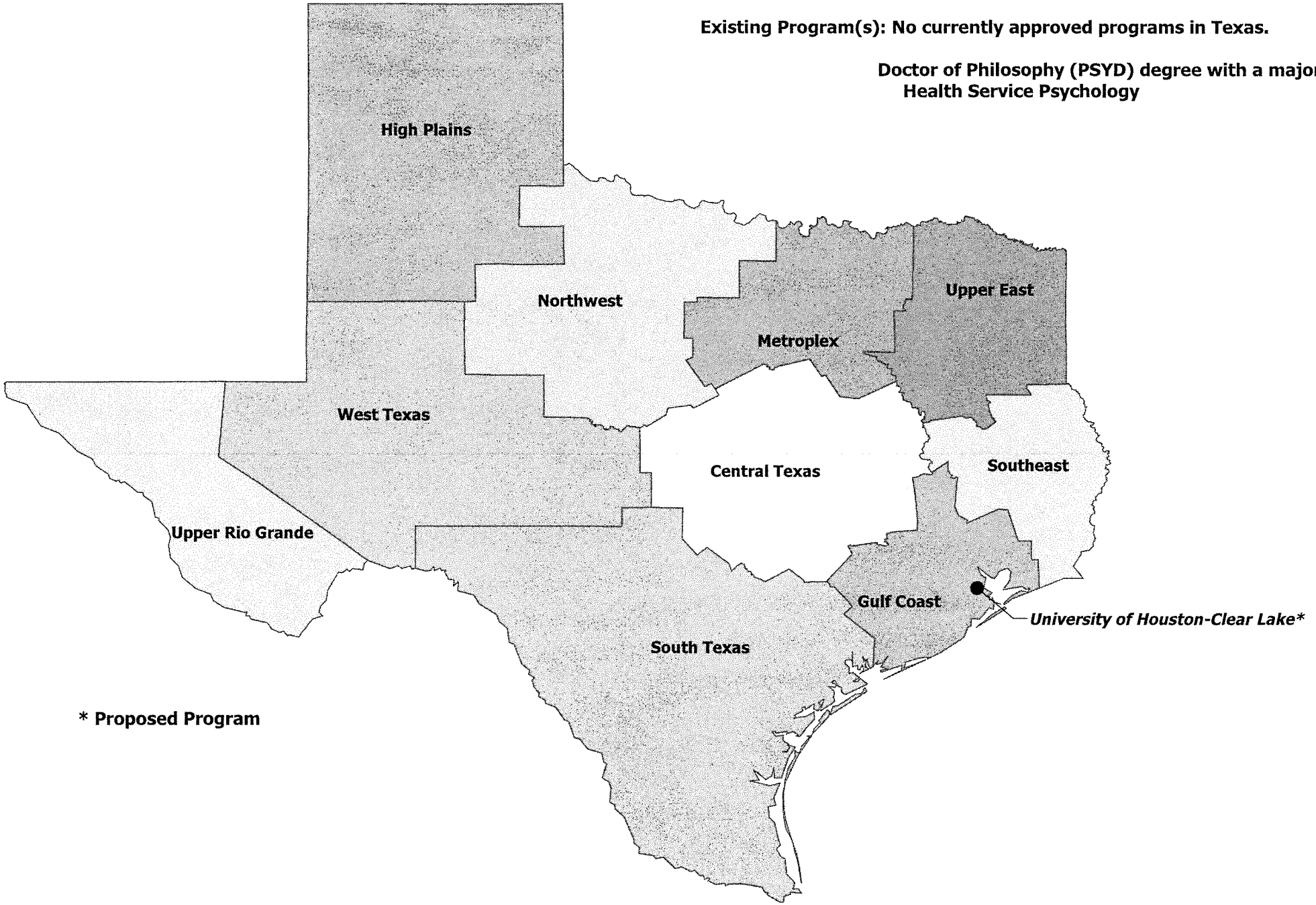
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	59%	$4,756
Federal (Pell) Grants	42%	$3,839
Federal Student Loans	45%	$7,975

Funding

Source	FY 2014 Amount	Pct of Total
Appropriated Funds	$38,385,007	37.5%
Federal Funds	$11,509,028	11.3%
Tuition & Fees	$49,027,228	47.9%
Total Revenue	$102,293,865	100.0%

Existing Program(s): No currently approved programs in Texas.

Doctor of Philosophy (PSYD) degree with a major in Health Service Psychology



*** Proposed Program**

Committee on Academic Workforce and Success

AGENDA ITEM V-G

Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Autism Program

RECOMMENDATION: Approval to issue the Request for Applications (RFA) for the Autism Program

Background Information:

In 2015, the 84th Texas Legislature directed the Coordinating Board to establish a grant program to support autism research and expand treatments for autistic children in Texas.

The Coordinating Board will request applications from institutions of higher education, which currently have a center conducting research and treatment of autism. Awards will be made with the following amounts available:

- $2,250,000 per fiscal year for centers that serve children through parent-direct treatment methods;
- $950,000 per fiscal year for centers that train school teachers and/or paraprofessionals in Behavioral Analyst methods; and
- $700,000 per fiscal year for centers that research, develop, and evaluate innovative autism treatment models.

Coordinating Board staff will gather data on the effectiveness of the programs and submit an annual report by September 1 of each year to the Legislative Budget Board, the Office of the Governor, the Chair of the House Appropriations Committee, the Chair of the Senate Finance Committee, the Speaker of the House, and the Lieutenant Governor.

Dr. Stacey Silverman, Deputy Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-H

Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Minority Health Research and Education Grant Program

RECOMMENDATION: Approval to issue the Request for Applications (RFA) for the Minority Health Research and Education Grant Program

Background Information:

The Coordinating Board requests applications from public and private accredited general academic and health-related institutions to award grants through the Minority Health Research and Education Grant Program. The Program was established as a result of the State's Multi-State Tobacco Lawsuit Settlement (Texas Education Code Sections 63.301 - 63.302). Grants are funded by the interest earnings from the permanent fund for the Program, which was created in 1999 as a result of the Settlement.

For the 2014-2015 biennium, grants were awarded under the Program to support projects focusing on (1) participation and success among traditionally under-represented minority students in allied health disciplines through educational pathways that would be sustainable via strategic partnerships and curriculum alignment, and (2) student recruitment and retention in health degree programs that had previously reported low percentages of graduates among traditionally under-represented minority students.

Consistent with the goals of *60x30TX*, for the 2016-2017 biennium, the RFAs will continue to address minority health issues by soliciting educational projects that focus on the need to increase minority students' participation and retention in health degree programs. The RFAs, expected to be released in spring 2016, will contain background information, definitions, instructions, award criteria, and forms for completing the applications. Applications will be evaluated by agency staff based on a standard set of criteria, and the highest scored applications will be recommended for grant awards. Approximately $5.5 million will be available for awards in the 2016-2017 biennium.

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

Committee on Academic Workforce and Success

AGENDA ITEM V-I

Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Texas Science, Technology, Engineering, and Mathematics (T-STEM) Challenge Scholarship Program

RECOMMENDATION: Approval to issue the Request for Applications (RFA) for the Texas Science, Technology, Engineering, and Mathematics Challenge Scholarship Program

Background Information:

In 2011, the 82nd Texas Legislature, Regular Session, directed the Coordinating Board to establish the Texas Science, Technology, Engineering, and Mathematics (T-STEM) Challenge Scholarship Program. While no general revenue funding has been appropriated to support the program, the Coordinating Board received a donation from the Texas Guaranteed Student Loan Corporation (TG) of $25 million in support of the program. The program awards grants to eligible public community and technical colleges to provide merit-based scholarships to qualifying, high-achieving students.

T-STEM scholarship recipients are enrolled in programs that lead to degrees and careers in science, technology, engineering, mathematics, and related fields. Participants fulfill requirements related to full-time attendance, minimum grade point average, successful completion of course work, and part-time work in the STEM industry. Institutions with grants develop partnerships with business and industry to identify local employment needs and provide part-time employment.

For Fiscal Years 2013 through 2016, the Coordinating Board awarded $3.0, $5.4, $6.0 million, and $6.0 million respectively of TG-donated funds. The maximum award level per student, $2,500 per year, is related to the average cost of tuition and fees at a community college. An average of 1,760 students per year have benefited. The number of participating institutions increased from seven in Fiscal Year 2013 to 17 in Fiscal Year 2016.

This two-year Request for Application (RFA) would be for the fifth and sixth years of operation for the program. The RFA would commit the balance of the remaining, unexpended TG funds, approximately $5.6 million, for Fiscal Years 2017 and 2018. A two-year program for the remaining funds will allow institutions to manage awards to students over both years of a two-year degree program, so that students may complete their degrees fully supported. Individual awards to institutions will be made in accordance with Coordinating Board Rule 1.16.

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

Committee on Academic Workforce and Success

AGENDA ITEM V-J

Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Engineering Recruitment Program–Engineering Summer Program (ERP-ESP)

RECOMMENDATION: Approval to issue the Request for Applications (RFA) for the Engineering Summer Program

Background Information:

In 2007, the 80th Texas Legislature directed the Coordinating Board to establish the Engineering Recruitment Program (ERP) – Engineering Summer Program (ESP) to provide middle and high school students with opportunities to participate in one-week summer engineering programs. The Coordinating Board will notify eligible Texas higher education institutions that offer engineering degree programs to apply for ESP funds. For Fiscal Year 2016, there is $250,000 available to support the 29 public and 12 independent institutions eligible to participate in the program. Funding is divided equally among the institutions that submit a completed application. Eighteen public and two independent institutions applied and held summer programs in Fiscal Year 2015, and each received $13,998 in funding.

Admission to the various summer engineering experiences is selective. Institutions are encouraged to recruit and accept students who reflect the state's diverse population. Participating students receive instruction in math, science, and engineering concepts; offerings are similar to the content of courses in college-level engineering programs. The goal of the program is to provide students with an early opportunity to explore engineering as a potential career and to help prepare students for the academic rigors of engineering coursework.

The Coordinating Board conducted the ERP-ESP during the summers 2008 through 2011 and 2014 through 2015. No appropriation was available for summers 2012 and 2013. During the six years the program has been conducted, an average of 670 middle and high school students participated per year. ERP-ESP enrolls a minimum of 20 students per program. Up to 28 four-year institutions with engineering programs have participated.

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

Committee on Academic Workforce and Success

AGENDA ITEM V-K

Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Carl D. Perkins Career and Technical Education Basic Grant Program

RECOMMENDATION: Approval to issue the Request for Applications for the Carl D. Perkins Career and Technical Education Basic Grant Program, pending receipt of funds from Texas Education Agency

Background Information:

As the state's sub-recipient of the federal Carl D. Perkins Career and Technical Education Improvement Act funding, the Coordinating Board administers Basic formula grants (Title I). Basic formula grants support the goals outlined in the Perkins Act. The Coordinating Board publishes the Request for Applications (RFA) for eligible Texas colleges to apply to receive Perkins Basic grants. The timeframe for authorization of the new Perkins Act (Perkins V) is unknown and could occur before September 2016. The RFA will be based on Perkins IV; however, if a new law is passed for implementation of Perkins V without a phase-in timeframe, the RFA would be changed to reflect any new focus and mandates. During the last reauthorization period, Perkins III was continued for one additional year after Perkins IV was passed and an additional optional phase-in year was allowed.

As part of the responsibility delegated to the Coordinating Board by the State Board of Education, the Coordinating Board annually allocates Perkins funds to the state's public two-year colleges. Basic funds are allocated to the state and divided between secondary and post-secondary education according to a formula developed by the Texas Education Agency. The allocation of the total Basic Grant remains at a 70/30 split between secondary and post-secondary institutions. Funds must be expended according to the federal and state rules and regulations governing Perkins activities.

Perkins Basic grants provide support for career and technical programs at Texas public community and technical colleges. These grants are awarded annually and are based upon the formula prescribed by the federal Perkins Act. Each eligible institution is entitled to an allotment that is determined by the total number of students reported by the institution who are enrolled in career and technical programs and receive Pell grants. Eligible institutions in Texas include all 50 community college districts, three Lamar State Colleges, and the Texas State Technical College System.

The funding must:

1) strengthen the academic and career and technical skills of students participating in career and technical education programs;

2) link career and technical education at the secondary level and career and technical education at the postsecondary level;

3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;

4) develop, improve, or expand the use of technology in career and technical education;

5) provide professional development programs to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs;

6) develop and implement evaluations of the career and technical education programs carried out with funds, including an assessment of how the needs of special populations are being met;

7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;

8) provide services and activities that are of sufficient size, scope, and quality to be effective; and

9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

Additionally, the Basic grants funding must address the goals included in the Texas State Plan for 2008-2013, under the Carl D. Perkins Career and Technical Education Improvement Act of 2006; and the requirements of Public Law 109-270, Title I, Career and Technical Education Assistance to the States.

Anticipated funding for the FY 2017 Basic Grants is estimated to be $23 million. Although not expected, the level of funding could be decreased due to federal funding cuts.

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

Committee on Academic Workforce and Success

AGENDA ITEM V-L

Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Carl D. Perkins Career and Technical Education Leadership Grant Program

RECOMMENDATION: Approval to issue the Request for Applications for the Carl D. Perkins Career and Technical Education Leadership Grant Program, pending receipt of funds from Texas Education Agency

Background Information:

The Coordinating Board invites eligible Texas public post-secondary institutions to submit Request for Applications (RFA) to receive a State Leadership grant supported with federal funding through the Carl D. Perkins Career and Technical Education Improvement Act of 2006, Public Law 109-270 (Perkins IV). State Leadership grants are awarded to support the advancement of career and technical education in Texas. In order receive a State Leadership grant, institutions must submit an application that addresses the goals and objectives of the Perkins IV Texas State Plan 2008-2013, and at least one of the priority topics included in the RFA. The timeframe for authorization of Perkins V is unknown and may happen before September 2016. During the last reauthorization period, Perkins III was continued for one additional year after Perkins IV was passed and the states had an additional optional phase-in year. If a new law is passed for implementation of Perkins V without a phase-in timeframe, the RFA would be changed to reflect any new focus and mandates.

In FY 2017, State Leadership grants must address the following:

1) Demonstrate statewide impact.
2) Focus on improving a career and technical area.
3) Have a plan whereby the activities will be sustainable without a continual influx of federal funding.
4) Include a plan for the implementation of the project's goals and deliverables after funding ends.
5) Partnerships with secondary and postsecondary education institutions through contractual agreements, where appropriate.
6) Seek to build upon previously supported projects as appropriate, while not unduly duplicating past projects.
7) Include an evaluation plan and performance measures.

The Perkins State Leadership grants provide funding support to improve career and technical education programs. Anticipated funding for the Leadership Grants is estimated to be $2.3 million for FY 2017.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-M

Consideration of adopting the staff recommendation to the Committee to authorize the Commissioner of Higher Education to submit the 2015 report on the National Research University Fund to the Comptroller and Legislature

RECOMMENTATION: Authorize the Commissioner of Higher Education to submit the 2015 report on the National Research University Fund to the Comptroller and Legislature

Background Information:

Texas Education Code, Section 62.146(b) requires the Coordinating Board to certify to the Legislature verified information relating to the criteria to be used to determine eligibility for distributions of money from the National Research University Fund (NRUF). The statute requires the certification report to be submitted to the Comptroller and Legislature "as soon as practicable in each state fiscal year."

The Texas Legislature established NRUF in 2009 "to provide a dedicated, independent, and equitable source of funding to enable emerging research universities in this state to achieve national prominence as major research universities." An institution must meet legislatively specified benchmarks to be eligible for funds and must have expended more than $45 million on restricted research for two years in a row. Two institutions, Texas Tech University and the University of Houston, achieved eligibility for NRUF funding in 2012.

In September 2015, the Commissioner reported to the Comptroller of Public Accounts that no additional emerging research institutions meet eligibility to receive funds in Fiscal Year 2016, because none had reached the restricted research expenditure benchmark. The Comptroller determined the fund distribution to Texas Tech University and the University of Houston. Each institution receives $9,454,322.11 for Fiscal Year 2016.

The full report on the National Research University Fund will be finalized as soon as all institutions submit certified data to the Coordinating Board for this purpose, using the regular Coordinating Board Management (CBM) reporting mechanism. The Commissioner will forward the final report to the Comptroller and Legislature.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-N

Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Learning Technology Advisory Committee (LTAC)

RECOMMENDATION: Appoint members:

Stephen Riter, The University of Texas at El Paso
Heather Voran, Amarillo College

Background Information:

Coordinating Board staff is requesting member appointments for the Learning Technology Advisory Committee to replace Dr. William Robertson and Ms. Patsy Lemaster, who are no longer serving as institutional representatives. Board staff will seek confirmation of the appointments to complete the vacant members' terms at the January 2016 Board meeting.

Coordinating Board Rules, Section 1.135 establishes the Learning Technology Advisory Committee to provide advice and recommendations to the Board regarding the role that learning technology plays in Texas higher education. The committee consists of 24 administrators, faculty, and other persons closely involved in the oversight of distance education and computer assisted instruction at Texas institutions of higher education. The members are appointed for three-year staggered terms. The committee meets four to six times per year. Dr. William Robertson's term would have ended in 2016 and will be completed by Dr. Stephen Riter; Ms. Patsy Lemaster's term would have ended in 2016 and will be completed by Ms. Heather Voran.

A brief summary of the nominees' academic credentials are as follows:

Stephen Riter, PhD, Vice President for Information Resources and Planning – The University of Texas at El Paso
PhD in Electrical Engineering – University of Houston
MSEE in Electrical Engineering – University of Houston
BSEE in Electrical Engineering – Rice University
BA in Electrical Engineering – Rice University

Heather Voran, MEd, Instructor and Faculty Instructional Designer/Technology Specialist – Amarillo College
MEd in Instructional Technology – West Texas A&M University
BME in Music Education – West Texas State University

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

Committee on Academic Workforce and Success

AGENDA ITEM V-O

Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Mexican-American Studies Field of Study Advisory Committee

RECOMMENDATION: Appoint members:

Dr. Monica Alaniz, South Texas College, Mexican-American Studies Program Coordinator

Dr. Carlos Kevin Blanton, Texas A&M University, Associate Professor of History

Ms. Maria Donaire-Cirsovius, San Jacinto Community College, History Professor and Honors Coordinator

Ms. Elizabeth Flores, Del Mar College, Professor, Political Science and Program Coordinator, Mexican-American Studies

Dr. Nicole M. Guidotti-Hernandez, The University of Texas at Austin, Chair and Associate Professor, Mexican-American and Latina/o Studies, Associate Director, Center for Mexican-American Studies, and Alma Cowden Madden Centennial Professor

Dr. Yolanda Chávez Leyva, The University of Texas at El Paso, Associate Professor, History and Interim Director, Institute of Oral History

Dr. Josie Méndez-Negrete, The University of Texas at San Antonio, Chair and Associate Professor, Mexican-American Studies

Dr. Eduardo Moralez, El Centro College, Full-Time History Faculty

Mr. Juan Tejeda, Palo Alto College, Lead Faculty, Mexican-American Studies and Head, Center for Mexican-American Studies

Dr. Christian Zlolniski, The University of Texas at Arlington, Associate Professor, Anthropology and Director, Mexican-American Studies Center

Background Information:

Coordinating Board staff requests appointment of individuals to the Mexican-American Studies 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 Mexican-American studies degree program into which the student

transfers. Students completing a Mexican-American Studies 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 university system or institution of higher education which offers an undergraduate Mexican-American studies degree program was invited to nominate an individual to this Committee. The nominated individuals equitably represent the different types 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 Mexican-American Studies Field of Study Curriculum as determined by the Board. The Committee members will serve staggered terms of up to three years.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-P

Consideration of adopting the staff recommendation to the Committee relating to the appointment of student representatives to the ApplyTexas Advisory Committee, the Graduate Education Advisory Committee, the Learning Technology Advisory Committee, and the Undergraduate Education Advisory Committee

RECOMMENDATION: Appoint student representatives

Background Information:

Texas Education Code, Section 61.071 directs the Coordinating Board to appoint student representatives to various advisory committees each year. This agenda item relates to the appointment of a student representative to the following committees:

1. ApplyTexas Advisory Committee
2. Graduate Education Advisory Committee
3. Learning Technology Advisory Committee
4. Undergraduate Education Advisory Committee

The term of membership for student members of these committees starts June 1, 2016 and ends May 31, 2018.

In September 2015, the Commissioner notified Texas institutions of higher education of these opportunities and provided the information required to solicit nominees. The nominations process began on September 1, 2015 and ended December 1, 2015.

Coordinating Board staff received applications from two-year and four-year public institutions of higher education. Applicants were reviewed to ensure they first met the minimum criteria, and then were further evaluated based on the following criteria:

- academic achievement
- community and school service
- work or internship experience
- general commitment to higher education issues

A review committee, composed of staff who directly support each advisory committee, identified the finalists. A list of recommended student representatives will be sent under separate cover prior to the December 16 Committee on Academic and Workforce Success meeting.

Linda Battles, Deputy Commissioner for Agency Operations and Communications/COO, will be available to answer any questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-Q

Consideration of adopting the staff recommendation to the Committee relating to the July 2015 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "P" through "Z")

RECOMMENDATION: Approval

Background Information:

Starting in January 2014, under Chapter 7, Subchapter A, Section 7.7 of Coordinating Board rules, institutions operating under a Certificate of Authorization were required to submit an annual compliance report to ensure continued compliance with respect to institutions' operations in Texas. The report includes documentation on accreditation status, degree programs being offered, publications, student complaint policies, and financial viability. This requirement was instituted after the U.S. Department of Education found another state's "licensure by accreditation" to be lacking in proper oversight of institutions operating in that state. Since the Certificate of Authorization is similarly based in part on accreditation by a recognized accreditor, proactive measures were taken to ensure Texas had enough review and oversight of institutions operating under a Certificate of Authorization. The annual compliance review report also provides a means for staff to confirm that information about an institution is current in the Coordinating Board's files and publications.

Institutions with names beginning with "A" through "O" will be required to submit their reports by January 15, 2016. Institutions with names beginning with "P" through "Z" were required to submit their reports by July 15, 2015. An institution receiving its first Certificate of Authorization less than six months prior to the report due date was not asked to submit an annual report because the information was deemed up-to-date. Following is a summary of the status of all institutions that were required to report in the July 2015 reporting cycle.

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

Report to Texas Higher Education Coordinating Board
Status of Institutions (P-Z) under a Certificate of Authorization

Background:

Starting in January 2014, institutions operating under a Certificate of Authorization were required to submit an annual compliance report. Institutions with names beginning with "P" through "Z" were required to submit their reports by July 15, 2015. An institution receiving its first Certificate of Authorization less than six months prior to the report due date was not asked to submit an annual report because the information was deemed up-to-date. Following are the statuses of institutions under the July 15, 2015 reporting deadline:

Institutions which are in compliance with THECB rules, including annual compliance reporting – Operating in Texas under current Certificates of Authorization	
Institutions with a physical campus in Texas	
Parker University-Dallas	Pima Medical Institute-Houston
Quest College-San Antonio	Relay Graduate School of Education (Houston)
Saint Leo University-Corpus Christi	Sanford Brown College-Houston
Saybrook University-CE Jung Center of Houston	Seminary of the Southwest, Episcopal Theological Seminary (Austin)
Southeastern Oklahoma State University at Grayson College (Denison)	Southwest University at El Paso
Springfield College-Houston	Strayer University-Austin 2
Strayer University-El Paso Verizon Wireless Call Center	Strayer University-Cedar Hill
Strayer University-Irving	Strayer University-Katy
Strayer University-North Austin	Strayer University-North Dallas
Strayer University-Northwest Houston	Strayer University-Plano
Strayer University-San Antonio	Strayer University-Stafford
SUAGM-Universidad Del Este (Dallas)	SUAGM-Universidad Del Metropolitana (Dallas)
SUAGM-Universidad Del Turabo (Dallas)	Texas Health & Science University (Austin)
Texas Health & Science University-San Antonio	The College of Healthcare Professions-Austin
The College of Healthcare Professions-Dallas	The College of Healthcare Professions-Fort Worth
The College of Healthcare Professions-Houston North Loop	The College of Healthcare Professions-Houston Southwest
The College of Healthcare Professions-San Antonio	Troy University-San Antonio
Tulane University-Houston	University of St. Augustine for Health Sciences (Austin)
Vet Tech Institute of Houston	Vista College-Amarillo
Vista College-Beaumont	Vista College-College Station
Vista College-El Paso	Vista College-Killeen
Vista College-Longview	Vista College-Lubbock
Vista College-Richardson	Wade College (Dallas)

Webster University-San Antonio	West Coast University-Dallas
Western Governors University Texas (Austin)	Western Technical College El Paso Diana
Western Technical College El Paso Plaza Main	
Out-of-state institutions authorized to provide field-based learning in Texas (clinicals, internships)	
Pacific University (Forest Grove, OR)	Palmer College of Chiropractic (Davenport, IA)
Post University (Waterbury, CT)	Regis University (Denver, CO)
Roseman University of Health Sciences (Henderson, NV)	Rush University (Chicago, IL)
Saint Joseph's College of Maine (Standish)	Saint Louis University (MO)
Samford University (Birmingham, AL)	Simmons College (Boston, MA)
South Dakota State University (Brookings, SD)	Southern Arkansas University (Magnolia)
Southwest Baptist University (Bolivar, MO)	Stony Brook University (NY)
Syracuse University (NY)	Trevecca Nazarene University (Nashville, TN)
University of Alabama, The (Tuscaloosa)	University of Alabama-Birmingham
University of Arkansas for Medical Sciences-Little Rock	University of Arizona (Tucson)
University of Arkansas-Fayetteville	University of Cincinnati (OH)
University of Florida (Gainesville)	University of Louisiana at Monroe
University of Louisville (KY)	University of Massachusetts Amherst
University of Mississippi (University)	University of Missouri (Columbia)
University of Nebraska Medical Center (Omaha)	University of Northwestern-St. Paul (MN)
University of Oklahoma (Norman)	University of Pennsylvania (Philadelphia)
University of Saint Francis-Fort Wayne (IN))	University of San Francisco (CA)
University of South Alabama (Mobile)	University of Southern California (Los Angeles)
University of Southern Indiana (Evansville)	University of Southern Maine (Augusta)
University of West Florida (Pensacola)	University of Wisconsin-Eau Claire
University of Wisconsin-La Crosse	Vanderbilt University (Nashville, TN)
Walsh University (North Canton, OH)	Webster University (St. Louis, MO)
Western Oklahoma State College (Altus)	Western University of Health Sciences (Pomona, CA)

Institutions which have submitted annual compliance reporting, but need to provide missing information before fully in compliance	
Institutions with a physical campus in Texas	
N/A	
Out-of-state institutions authorized to provide field-based learning in Texas (clinicals, internships)	
Walden University (Minneapolis, MN) (updated program information)	

Institutions which are operating in Texas under current Certificates of Authorization, but have been requested to update THECB with any changes in status due to financial or accreditation concerns	
Institutions With A Physical Campus In Texas	
Park University-Austin (Higher Learning Commission's interim reporting requirement on student success and collection/analysis of institutional data)	Park University-El Paso (Higher Learning Commission's interim reporting requirement on student success and collection/analysis of institutional data)
Paul Quinn College (Dallas) (US Department of Education heightened cash monitoring and financial responsibility composite score of 1.4)	Pima Medical Institute-El Paso (Status of teach-out for Anamarc College)
Remington College-Dallas (Accrediting Commission of Career Schools and Colleges required reports on graduation rates and US Department of Education financial responsibility composite score of -1.0)	Remington College-Fort Worth (Accrediting Commission of Career Schools and Colleges required reports on graduation rates and US Department of Education financial responsibility composite score of -1.0)
Remington College-Houston North (Accrediting Commission of Career Schools and Colleges required reports on graduation rates and US Department of Education financial responsibility composite score of -1.0)	Remington College-Houston Southeast (Accrediting Commission of Career Schools and Colleges required reports on graduation rates and US Department of Education financial responsibility composite score of -1.0)
Remington College-Houston West (Accrediting Commission of Career Schools and Colleges required reports on graduation rates and US Department of Education financial responsibility composite score of -1.0)	Sanford-Brown College-Dallas (US Department of Education heightened cash monitoring and status of teach-out)
Sanford-Brown College-San Antonio (Status of student complaint filed with TWC)	School of Automotive Machinists (Houston) (US Department of Education heightened cash monitoring due to financial responsibility as reported in June 2015; institution also needs to provide documentation of new grant of accreditation before next reporting period)
South University-Austin (US Department of Education heightened cash monitoring due to financial responsibility as reported in June 2015; SACS accreditation warning due to financial stability issues with parent company)	The Art Institute of Austin (US Department of Education heightened cash monitoring due to financial responsibility as reported in June 2015; SACS accreditation warning due to financial stability issues with parent company)
The Art Institute of Dallas (US Department of Education heightened cash monitoring due to financial responsibility as reported in June 2015; SACS accreditation warning due to financial stability issues with parent company)	The Art Institute of Fort Worth (US Department of Education heightened cash monitoring due to financial responsibility as reported in June 2015; SACS accreditation warning due to financial stability issues with parent company)
The Art Institute of Houston (US Department of Education heightened cash monitoring due to financial responsibility as reported in June 2015; SACS accreditation warning due to financial stability issues with parent company)	The Art Institute of Houston North (US Department of Education heightened cash monitoring due to financial responsibility as reported in June 2015; SACS accreditation warning due to financial stability issues with parent company)

The Art Institute of San Antonio (US Department of Education heightened cash monitoring due to financial responsibility as reported in June 2015; SACS accreditation warning due to financial stability issues with parent company)	UEI College (Houston) (US Department of Education heightened cash monitoring due to financial responsibility as reported in June 2015 under its parent institution, Florida Career College)
Virginia College-Austin (US Department of Education heightened cash monitoring due to financial responsibility as reported in June 2015)	Virginia College-Lubbock (US Department of Education heightened cash monitoring due to financial responsibility as reported in June 2015)
University of Phoenix-Arlington Highlands Resource Center (US Department of Defense probationary status; Federal Trade Commission civil investigation demand and inquiry regarding safeguarding student and staff personal information)	University of Phoenix-Austin (US Department of Defense probationary status; Federal Trade Commission civil investigation demand and inquiry regarding safeguarding student and staff personal information)
University of Phoenix-Austin Renaissance Hotel (US Department of Defense probationary status; Federal Trade Commission civil investigation demand and inquiry regarding safeguarding student and staff personal information)	University of Phoenix-Dallas (US Department of Defense probationary status; Federal Trade Commission civil investigation demand and inquiry regarding safeguarding student and staff personal information)
University of Phoenix-Dallas Westin Park Central Hotel (US Department of Defense probationary status; Federal Trade Commission civil investigation demand and inquiry regarding safeguarding student and staff personal information)	University of Phoenix-East El Paso Main Campus 2 (US Department of Defense probationary status; Federal Trade Commission civil investigation demand and inquiry regarding safeguarding student and staff personal information)
University of Phoenix-El Paso Campus 4 (US Department of Defense probationary status; Federal Trade Commission civil investigation demand and inquiry regarding safeguarding student and staff personal information)	University of Phoenix-Houston (US Department of Defense probationary status; Federal Trade Commission civil investigation demand and inquiry regarding safeguarding student and staff personal information)
University of Phoenix-Houston Hilton NASA Clear Lake (US Department of Defense probationary status; Federal Trade Commission civil investigation demand and inquiry regarding safeguarding student and staff personal information))	University of Phoenix-Houston Holiday Inn Greenway Plaza (US Department of Defense probationary status; Federal Trade Commission civil investigation demand and inquiry regarding safeguarding student and staff personal information)
University of Phoenix-Houston West Loop Learning Center (US Department of Defense probationary status; Federal Trade Commission civil investigation demand and inquiry regarding safeguarding student and staff personal information)	University of Phoenix-Hurst Conference Center (US Department of Defense probationary status; Federal Trade Commission civil investigation demand and inquiry regarding safeguarding student and staff personal information)
University of Phoenix-Killeen Holiday Inn (US Department of Defense probationary status; Federal Trade Commission civil investigation demand and inquiry regarding safeguarding student and staff personal information)	University of Phoenix-Killeen Learning Center (US Department of Defense probationary status; Federal Trade Commission civil investigation demand and inquiry regarding safeguarding student and staff personal information)

University of Phoenix-McAllen (US Department of Defense probationary status; Federal Trade Commission civil investigation demand and inquiry regarding safeguarding student and staff personal information)	University of Phoenix-San Antonio (US Department of Defense probationary status; Federal Trade Commission civil investigation demand and inquiry regarding safeguarding student and staff personal information)
University of Phoenix-San Antonio Omni Hotel Northwest (US Department of Defense probationary status; Federal Trade Commission civil investigation demand and inquiry regarding safeguarding student and staff personal information)	University of Phoenix-Woodlands Learning Center (US Department of Defense probationary status; Federal Trade Commission civil investigation demand and inquiry regarding safeguarding student and staff personal information)

Out-of-state institutions authorized to provide field-based learning in Texas (clinicals, internships)	
South University-Online (Savannah, GA) (US Department of Education heightened cash monitoring due to financial responsibility as reported in June 2015; institution also needs to provide documentation of new grant of accreditation before next reporting period)	Virginia College-Birmingham (AL) (US Department of Education heightened cash monitoring due to financial responsibility as reported in June 2015)
Southern Illinois University-Carbondale (US Department of Education heightened cash monitoring for late audit or other missing information as reported in June 2015)	University of Phoenix-Online (AZ) (US Department of Defense probationary status; Federal Trade Commission civil investigation demand and inquiry regarding safeguarding student and staff personal information)

Institutions with Certificates of Authorization expired due to campus closure or no current presence in Texas	
Institutions with a physical campus in Texas	
River City College for On-line Studies Division of Career Point College (San Antonio) (Rebranded to use Career Point name; students now served under Career Point College)	University of Phoenix-Arlington Hilton (parent company deactivated site in August 2015)
University of Phoenix-East El Paso Campus 3 (campus closed September 2014)	University of Phoenix-Fort Worth Mercedes-Benz Financial (campus closed July 2015)
University of Phoenix-San Antonio Education Service Learning Center (parent company deactivated site in August 2015)	University of Phoenix-San Antonio Embassy Suites NW I-10 (parent company deactivated site in August 2015)
University of Phoenix-San Antonio Medical Center La Quinta Inn and Suites (campus closed July 2015)	York College-Brentwood Academy (Austin) (ended dual credit program with high school)

Out-of-state institutions authorized to provide field-based learning in Texas (clinicals, internships)	
Pittsburgh Institute of Mortuary Science (PA) (No physical presence)	Randolph Community College (Asheboro, NC) (No physical presence)
Saint Francis University (Loretto, PA) (No physical presence)	Stevenson University (MD) ((No physical presence)
Towson University (MD) (No physical presence)	University of California, San Francisco (No physical presence)
University of Louisiana at Lafayette (No physical presence)	University of Saint Mary (Leavenworth, KS) (No physical presence)
University of West Georgia (Carrollton) (No physical presence)	University of Wisconsin-Milwaukee (No physical presence)
Utah State University (Logan) (No physical presence)	

Committee on Academic Workforce and Success

AGENDA ITEM V-R

Report to the Committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7 (5)

RECOMMENDATION: Information item only

Background Information:

Pursuant to Chapter 7, Subchapter A, Section 7.7(5), Closure of an Institution, requires that the Texas Higher Education Coordinating Board (THECB) be notified in writing at least 90 days prior to a planned closure date or immediately if an institution closes unexpectedly. If an institution closes or intends to close before all currently enrolled students have completed all requirements for graduation, a teach-out plan is required. The teach-out plan is subject to Board approval. The Board has given the Assistant Commissioner of Academic Quality and Workforce the authority to oversee this approval process.

University of Phoenix-San Antonio Education Service Center

University of Phoenix-San Antonio Education Service Center, 1314 Hines Avenue, San Antonio, TX 78208, was deactivated by Apollo Education Group as of August 11, 2015. The site no longer had students utilizing the site. Student records and transcripts will be available through the centralized Office of Admissions and Records Support Center, 800.866.3919. The Coordinating Board was notified on August 11, 2015. The institution's Certificate of Authorization was cancelled upon notification that the site had been deactivated by the parent organization.

University of Phoenix-San Antonio Embassy Suites

University of Phoenix-San Antonio Embassy Suites, NW I-10, 7750 Briaridge, San Antonio, TX 78230, was deactivated by Apollo Education Group as of August 11, 2015. The site no longer had students utilizing the site. Student records and transcripts will be available through the centralized Office of Admissions and Records Support Center, 800.866.3919. The Coordinating Board was notified on August 11, 2015. The institution's Certificate of Authorization was cancelled upon notification that the site had been deactivated by the parent organization.

University of Phoenix-Hilton Arlington

University of Phoenix-Hilton Arlington, 2401 East Lamar Boulevard, Arlington, TX 76006, was deactivated by Apollo Education Group as of August 11, 2015. The site no longer had students utilizing the site. Student records and transcripts will be available through the centralized Office of Admissions and Records Support Center, 800.866.3919. The Coordinating Board was notified on August 11, 2015. The institution's Certificate of Authorization was cancelled upon notification that the site had been deactivated by the parent organization.

Kaplan College-Lubbock

Kaplan College-Lubbock, 1421 Ninth Street, Lubbock, TX 79401, was acquired by Education Corporation of America, which also operates another Lubbock campus under the Virginia College name. A decision was made to close the Kaplan College campus while continuing the Virginia College campus. Kaplan College-Lubbock ceased enrollment of new students as of October 1, 2015. The expected closure date is July 31, 2016, after 236 current students have finished their program. At the time of closure, it is estimated six Business Administration students will not have had the opportunity to complete their degree program at the Kaplan College campus. These students have been given the options of withdrawing from the program with a full tuition refund or transferring to the Virginia College-Lubbock campus to continue their program with a discounted tuition. Student records and transcripts will be available through the Virginia College-Lubbock campus, 5005 50th Street, Lubbock TX 79414. Former students have been contacted in order to provide information on obtaining student transcripts. The Coordinating Board and the institutional accreditor, the Accrediting Council for Independent Colleges and Schools, were notified on October 1, 2015. The institution's Certificate of Authorization will be cancelled upon notification that the campus has completed its teach-out and is closed.

Committee on Academic and Workforce Success

AGENDA ITEM V-S (1)

Consideration on of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 5, Subchapter C, Section 5.46 of Board rules, concerning criteria for new doctoral programs

RECOMMENDATION: Approval

Background Information:

The intent of these amendments is to (a) clearly delineate the criteria for approval of new doctoral programs and (b) clarify the information and documentation that public universities and health-related institutions must submit when requesting a new doctoral program.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, is available to answer questions.

Date approved by the Commissioner for publication in the *Texas Register*: September 21, 2015

Date Published in the *Texas Register*: October 2, 2015

The 30-day comment period with the *Texas Register* ends on: November 2, 2015

The following comment was received from The University of Texas System (UT System):

Comment: The UT System expressed concern with the amendment of Criterion 10, Carefully Programmed Course of Study, which adds the following sentence: "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 of reducing student time to degree." UT System does not support this change, and believes that any decision to include competency-based education depends upon the discipline of the degree program and should be made exclusively by the faculty. UT System notes that time-to-degree could be improved among existing doctoral programs, but feels that goal is best accomplished by periodic assessments of program requirements by faculty, early mentoring of doctoral students, and competitive financial support. UT System asks for reconsideration of this change to the Criteria for New Doctoral Programs.

Staff Response: The amendment to Criterion 10 does not require institutions to use competency-based education or other methods of reducing student time to degree. The amendment only requires institutions to give consideration to the use of such methods. Coordinating Board staff agree that faculty should decide if competency-based education is appropriate for a program in their discipline. No changes were made as a result of this comment.

The following comments were received from Texas Tech University (TTU):

Comment: TTU supported changes to criteria one through three, but opposed the amendment to criterion four, saying "at its core, this addition appears predicated on the assumption that only current workforce demands are the target for doctoral graduates and that existing programs are positioned better than new programs to meet current or future workforce needs. This addition does not recognize that viable employment opportunities do/will exist outside of Texas or that research universities such as TTU serve as economic engines that create NEW jobs that add to our workforce demands and economic expansion. Moreover, the examples given may be difficult or impossible to obtain (admission data) or of questionable relevance."

Staff Response: The amendment to criterion four does not alter the workforce demand data requested by the Coordinating Board. The amendment adds a request for evidence of student demand for the proposed program. No changes were made as a result of this comment.

Comment: TTU opposed the changes to criterion 10, which adds a requirement that the institution give consideration to competency-based education and other methods of reducing student time to degree, saying "There are no data connecting alternative methods of demonstrating mastery of content to time to degree for doctoral students, and so this addition may be based on an invalid premise. Moreover, adaptability and/or validity of such methods to specific fields of study may be unproven and/or impractical to implement. Lastly, the addition may be addressing a non-problem as time to degree varies among fields and may not be at variance with national standards."

Staff Response: Reducing student time to degree can help lower educational costs for students and the state, therefore this provision encourages institutions to consider a variety of methods for achieving this important objective, but does not mandate that institutions use any particular method. No changes were made as a result of this comment.

Comment: TTU supported the portion of the addition to criterion 11 that requires a plan for providing external learning experiences. However, TTU opposed the portion of the addition that requires increasing the number of such opportunities: "First, it may be impractical or impossible to determine the number of opportunities in the state given the dynamic nature of the workforce and economic factors that govern such opportunities at any point in time. Secondly, there is an assumption that existing degree programs are of fixed size and/or are suitably addressing workforce needs that may or may not be correct. Lastly, external learning experiences outside of Texas may be undersubscribed and offer viable alternatives for meeting program demands."

Staff Response: In recent years Texas institutions have had difficulties placing students in some disciplines into internships and other types of external learning experiences. In order to alleviate this shortage, Coordinating Board staff have added this provision to encourage institutions to increase the number of external learning experiences in those disciplines where shortages exist. No changes were made as a result of this comment.

Comment: TTU supported the amendment to criterion 15, Costs and Funding, to provide a budgetary plan for the new program that clearly delineates the anticipated costs and the

sources of funding. TTU opposed "the portion of this new provision that prohibits reallocation of resources from existing programs. There is an underlying assumption of this aspect of the provision that existing programs are meeting student demand and workforce needs, which may or may not be correct. Moreover, this aspect of the provision unnecessarily intrudes on the strategic management of institutional resources and hinders the ability of the institution to respond and adapt to changes in internal or external forces."

Staff Response: The amendment does not prohibit the use of reallocated funds for newly proposed doctoral programs. The amendment specifies that "existing programs should not be negatively affected by the reallocation of funds." New doctoral programs should build on the strengths of existing programs, rather than debilitating them. No changes were made as a result of this comment.

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

5.41 Purpose
5.42 Authority
5.43 Definitions
5.44 Presentations of Requests and Steps for Implementation
5.45 Criteria for New Baccalaureate and Master's Degree Programs
5.46 Criteria for New Doctoral Programs
5.48 Criteria for Certificate Programs at Universities and Health-Related Institutions
5.50 Approvals by the Commissioner
5.51 Publishing of Doctoral Program Data
5.52 Review of Existing Degree Programs
5.53 Annual Evaluation of New Doctoral Degree Programs
5.54 Noncompliance with Conditions of Approval for New Doctoral Degree Programs
5.55 Revisions to Approved Programs
5.56 Approval of Baccalaureate Degree Programs for Selected Community Colleges

Note: there is not a section 5.47 and 5.49

5.41 - 5.45 No Changes.

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 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 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 PhDs being produced annually in the area and comparing that to the numbers of professional job openings for 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 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 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 [~~or five~~], 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. 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. There should be a carefully planned and systematic program of study 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 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 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) [~~(11)~~] 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) [~~(12)~~] Library Resources. There should be an adequate library for the proposed program. Library resources should be strong not only in the doctoral program field 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) [~~(13)~~] Program Evaluation Standards. Proposed programs should meet the standards of the Southern Association of Colleges and Schools, 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 [~~may~~] be used by the institution and [~~or~~] the Board to assist in evaluating the quality of a proposed doctoral level program.

(17) Strategic Plan. Proposed programs should build on existing strengths at the institution, should fit into the institution's strategic plan, and should align with the state strategic plan.

(18) [~~(14)~~] First Doctoral Program. When an institution has not previously offered doctoral level work, notification to the executive secretary of the Commission on Colleges, Southern Association of Colleges and Schools, is required at least one year in advance of program implementation.

5.48 No Changes.

5.50 – 5.56 No Changes.

Committee on Academic and Workforce Success

AGENDA ITEM V-S (2)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 1, Subchapter BB, Sections 1.9501 – 1.9507 of Board rules, concerning the establishment of the Architecture Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

The Section 61.823 of the Texas Education Code, FIELD OF STUDY CURRICULUM, states:

> The board, with the assistance of advisory committees composed of representatives of institutions of higher education, shall develop field of study curricula. Each advisory committee shall be equitably composed of representatives of institutions of higher education. Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee for that particular field of study.

In order to establish an advisory committee that primarily functions to advise the Board, the Board must adopt rules in compliance with Chapter 2110 of the Texas Government Code, regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The proposed rules establish the Architecture Field of Study Advisory Committee (Architecture FOS Committee). The Architecture FOS Committee will be charged with identifying the block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower-division requirements for the Architecture degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred. The Committee members equitably represent institutions of higher education and a majority of the members are faculty members. Each university system or institution of higher education which offers an undergraduate Architecture degree program will be provided the opportunity to nominate an individual to this Committee. 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 Architecture Field of Study Curricula as determined by the Board.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, is available to answer questions.

Date approved by the Commissioner for publication in the *Texas Register*: September 30, 2015

Date Published in the *Texas Register*: October 16, 2015

The 30-day comment period with the *Texas Register* ends on: November 16, 2015

No comments were received.

CHAPTER 1. AGENCY ADMINISTRATION
SUBCHAPTER BB. ARCHITECTURE FIELD OF STUDY ADVISORY COMMITTEE

1.9501 Authority and Specific Purposes of the Architecture Field of Study Advisory Committee
1.9502 Definitions
1.9503 Committee Membership and Officers
1.9504 Duration
1.9505 Meetings
1.9506 Tasks Assigned the Committee
1.9507 Report to the Board; Evaluation of Committee Costs and Effectiveness

1.9501 Authority and Specific Purposes of the Architecture Field of Study Advisory Committee

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, Section 61.823(a).

(b) Purposes. The Architecture Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Architecture field of study curricula.

1.9502 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings:

(1) Board – The Texas Higher Education Coordinating Board.

(2) Commissioner – the Commissioner of Higher Education, the Chief Executive Officer of the Board.

(3) Field of Study Curricula – the block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the Architecture degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.

(4) Institutions of Higher Education – as defined in Texas Education Code, Chapter 61.003(8)

1.9503 Committee Membership and Officers.

(a) The advisory committee shall be equitably composed of representatives of institutions of higher education.

(b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall

consult with the faculty of the institution in a manner that permits direct input from faculty representatives in the field of study before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of Committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

1.9504 Duration

The Committee shall be abolished no later than January 31, 2019 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

1.9505 Meetings

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

1.9506 Tasks Assigned to the Committee

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Architecture Field of Study Curricula;

(2) Provide Board staff with feedback about processes and procedures related to the Architecture Field of Study Curricula; and

(3) Any other issues related to the Architecture Field of Study Curricula as determined by the Board.

1.9507 Report to the Board; Evaluation of Committee Costs and Effectiveness

The Committee shall report recommendations to the Board as necessary. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

Committee on Academic and Workforce Success

AGENDA ITEM V-S (3)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter A, Sections 26.101-26.107 of Board rules, concerning an advisory committee to develop programs of study to the Agriculture, Food, and Natural Resources Career Cluster

RECOMMENDATION: Approval

Background Information:

Section 61.8235 of the Texas Education Code, CAREER AND TECHNICAL EDUCATION PROGRAM OF STUDY CURRICULA, states:

> The board, with the assistance of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts, shall develop career and technical education program of study curricula.

In order to establish an advisory committee that primarily functions to advise the Board, the Board must adopt rules in compliance with Chapter 2110 of the Government Code, regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The intent of these new sections is to establish the Agriculture, Food, and Natural Resources Career Cluster Program of Study Advisory Committee (AFNRCC POS Committee). The AFNRCC POS Committee will be charged with identify the knowledge, skills, and abilities required to prepare students for high-skill, high-wage jobs in high-demand occupations related to the AFNRCC POS Career Cluster. The AFNRCC POS Committee shall be composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts. 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 AFNRCC POS Committee as determined by the Board.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, is available to answer questions.

Date approved by the Commissioner for publication in the *Texas Register*: September 30, 2015

Date Published in the *Texas Register*: October 16, 2015

The 30-day comment period with the *Texas Register* ends on: November 16, 2015

No comments were received.

CHAPTER 26. PROGRAMS OF STUDY
SUBCHAPTER A. AGRICULTURE, FOOD AND NATURAL RESOURCES PROGRAMS OF STUDY ADVISORY COMMITTEE

26.101 Authority and Specific Purposes of the Agriculture, Food and Natural Resources Programs of Study Advisory Committee
26.102 Definitions
26.103 Committee Membership and Officers
26.104 Duration
26.105 Meetings
26.106 Tasks Assigned to the Committee
26.107 Report to the Board; Evaluation of Committee Costs and Effectiveness

26.101 Authority and Specific Purposes of the Agriculture, Food and Natural Resources Programs of Study Advisory Committee.

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, Section 61.8235.

(b) Purpose. The Agriculture, Food and Natural Resources Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster

26.102 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings:

(1) Board--The Texas Higher Education Coordinating Board.

(2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.

(3) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.

(4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(2) and 61.003(7)

26.103 Committee Membership and Officers

(a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.

(b) Each institution of higher education which offers a degree program for which a program of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

26.104 Duration

The Committee shall be abolished no later than January 31, 2020 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

26.105 Meetings

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

26.106 Tasks Assigned to the Committee

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Agriculture, Food and Natural Resources Programs of Study Curricula;

(2) Provide Board staff with feedback about processes and procedures related to the Agriculture, Food and Natural Resources Programs of Study Curricula; and

(3) Any other issues related to the Agriculture, Food and Natural Resources Programs of Study Curricula as determined by the Board.

26.107 Report to the Board; Evaluation of Committee Costs and Effectiveness

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

Committee on Academic and Workforce Success

AGENDA ITEM V-S (4)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter B, Sections 26.121-26.127 of Board rules concerning an advisory committee to develop programs of study specific to the Architecture and Construction Career Cluster

RECOMMENDATION: Approval

Background Information:

Section 61.8235 of the Texas Education Code, CAREER AND TECHNICAL EDUCATION PROGRAM OF STUDY CURRICULA, states:

> The board, with the assistance of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts, shall develop career and technical education program of study curricula.

In order to establish an advisory committee that primarily functions to advise the Board, the Board must adopt rules in compliance with Chapter 2110 of the Government Code, regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The intent of these new sections is to establish the Architecture and Construction Career Cluster Program of Study Advisory Committee (Architecture & Construction POS Committee). The Architecture & Construction POS Committee will be charged with identify the knowledge, skills, and abilities required to prepare students for high-skill, high-wage jobs in high-demand occupations related to the Architecture & Construction POS Career Cluster. The Architecture & Construction POS Committee shall be composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts. 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 Architecture & Construction POS Committee as determined by the Board.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, is available to answer questions.

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No comments were received.

CHAPTER 26. PROGRAMS OF STUDY
SUBCHAPTER B. ARCHITECTURE AND CONSTRUCTION PROGRAMS OF STUDY ADVISORY COMMITTEE

26.121 Authority and Specific Purposes of the Architecture and Construction Programs of Study Advisory Committee
26.122 Definitions
26.123 Committee Membership and Officers
26.124 Duration
26.125 Meetings
26.126 Tasks Assigned to the Committee
26.127 Report to the Board; Evaluation of Committee Costs and Effectiveness

26.121 Authority and Specific Purposes of the Architecture and Construction Programs of Study Advisory Committee

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, Section 61.8235.

(b) Purpose. The Architecture and Construction Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster.

26.122 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings:

(1) Board--The Texas Higher Education Coordinating Board.

(2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.

(3) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.

(4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(2) and 61.003(7)

26.123 Committee Membership and Officers

(a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.

(b) Each institution of higher education which offers a degree program for which a program of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

26.124 Duration

The Committee shall be abolished no later than January 31, 2020 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

26.125 Meetings

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

26.126 Tasks Assigned to the Committee

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Architecture and Construction Programs of Study Curricula;

(2) Provide Board staff with feedback about processes and procedures related to the Architecture and Construction Programs of Study Curricula; and

(3) Any other issues related to the Architecture and Construction Programs of Study Curricula as determined by the Board.

26.127 Report to the Board; Evaluation of Committee Costs and Effectiveness

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

Committee on Academic and Workforce Success

AGENDA ITEM V-S (5)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter C, Sections 26.141-26.147 of Board rules concerning an advisory committee to develop programs of study specific to the Arts, Audio/Visual, Technology, and Communications Career Cluster

RECOMMENDATION: Approval

Background Information:

Section 61.8235 of the Texas Education Code, CAREER AND TECHNICAL EDUCATION PROGRAM OF STUDY CURRICULA, states:

> The board, with the assistance of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts, shall develop career and technical education program of study curricula.

In order to establish an advisory committee that primarily functions to advise the Board, the Board must adopt rules in compliance with Chapter 2110 of the Government Code, regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The intent of these new sections is to establish the Arts, Audio/Visual, Technology, and Communications Career Cluster Program of Study Advisory Committee (Arts, AV, Technology & Communications POS Committee). The Arts, AV, Technology & Communications POS Committee will be charged with identify the knowledge, skills, and abilities required to prepare students for high-skill, high-wage jobs in high-demand occupations related to the Arts, AV, Technology & Communications POS Career Cluster. The Arts, AV, Technology & Communications POS Committee shall be composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts. 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 Arts, AV, Technology & Communications POS Committee as determined by the Board.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, is available to answer questions.

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No comments were received.

CHAPTER 26. PROGRAMS OF STUDY
SUBCHAPTER C. ARTS, AUDIO/VISUAL TECHNOLOGY AND COMMUNICATIOS PROGRAMS OF STUDY ADVISORY COMMITTEE

26.141 Authority and Specific Purposes of the Arts, Audio/Visual Technology and Communications Programs of Study Advisory Committee
26.142 Definitions
26.143 Committee Membership and Officers
26.144 Duration
26.145 Meetings
26.146 Tasks Assigned to the Committee
26.147 Report to the Board; Evaluation of Committee Costs and Effectiveness

26.141 Authority and Specific Purposes of the Arts, Audio/Visual Technology and Communications Programs of Study Advisory Committee

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, Section 61.8235.

(b) Purpose. The Arts, Audio/Visual Technology and Communications Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster.

26.142 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings:

(1) Board--The Texas Higher Education Coordinating Board.

(2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.

(3) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.

(4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(2) and 61.003(7)

26.143 Committee Membership and Officers

(a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.

(b) Each institution of higher education which offers a degree program for which a program of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

26.144 Duration

The Committee shall be abolished no later than January 31, 2020 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

26.145 Meetings

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

26.146 Tasks Assigned to the Committee

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Arts, Audio/Visual Technology and Communications Programs of Study Curricula;

(2) Provide Board staff with feedback about processes and procedures related to the Arts, Audio/Visual Technology and Communications Programs of Study Curricula; and

(3) Any other issues related to the Arts, Audio/Visual Technology and Communications Programs of Study Curricula as determined by the Board.

26.147 Report to the Board; Evaluation of Committee Costs and Effectiveness

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

Committee on Academic and Workforce Success

AGENDA ITEM V-S (6)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter D, Sections 26.161-26.167 of Board rules concerning an advisory committee to develop programs of study specific to the Business Management and Administration Career Cluster

RECOMMENDATION: Approval

Background Information:

Section 61.8235 of the Texas Education Code, CAREER AND TECHNICAL EDUCATION PROGRAM OF STUDY CURRICULA, states:

> The board, with the assistance of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts, shall develop career and technical education program of study curricula.

In order to establish an advisory committee that primarily functions to advise the Board, the Board must adopt rules in compliance with Chapter 2110 of the Government Code, regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The intent of these new sections is to establish the Business Management and Administration Career Cluster Program of Study Advisory Committee (Business Management and Administration POS Committee). The Business Management and Administration POS Committee will be charged with identify the knowledge, skills, and abilities required to prepare students for high-skill, high-wage jobs in high-demand occupations related to the Business Management and Administration POS Career Cluster. The Business Management and Administration POS Committee shall be composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts. 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 Business Management and Administration POS Committee as determined by the Board.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, is available to answer questions.

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No comments were received.

CHAPTER 26. PROGRAMS OF STUDY
SUBCHAPTER D. BUSINESS MANAGEMENT AND ADMINISTRATION PROGRAMS OF STUDY ADVISORY COMMITTEE

26.161 Authority and Specific Purposes of the Business Management and Administration Programs of Study Advisory Committee
26.162 Definitions
26.163 Committee Membership and Officers
26.164 Duration
26.165 Meetings
26.166 Tasks Assigned to the Committee
26.167 Report to the Board; Evaluation of Committee Costs and Effectiveness

26.161 Authority and Specific Purposes of the Business Management and Administration Programs of Study Advisory Committee

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, Section 61.6235.

(b) Purpose. The Business Management and Administration Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster.

26.162 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings:

(1) Board--The Texas Higher Education Coordinating Board.

(2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.

(3) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.

(4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(2) and 61.003(7)

26.163 Committee Membership and Officers

(a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.

(b) Each institution of higher education which offers a degree program for which a program of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

26.164 Duration

The Committee shall be abolished no later than January 31, 2020 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

26.165 Meetings

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

26.166 Tasks Assigned to the Committee

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Business Management and Administration Programs of Study Curricula;

(2) Provide Board staff with feedback about processes and procedures related to the Business Management and Administration Programs of Study Curricula; and

(3) Any other issues related to the Business Management and Administration Programs of Study Curricula as determined by the Board.

26.167 Report to the Board; Evaluation of Committee Costs and Effectiveness

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

Committee on Academic and Workforce Success

AGENDA ITEM V-S (7)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter E, Sections 26.181-26.187 of Board rules concerning an advisory committee to develop programs of study specific to the Education and Training Career Cluster

RECOMMENDATION: Approval

Background Information:

Section 61.8235 of the Texas Education Code, CAREER AND TECHNICAL EDUCATION PROGRAM OF STUDY CURRICULA, states:

> The board, with the assistance of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts, shall develop career and technical education program of study curricula.

In order to establish an advisory committee that primarily functions to advise the Board, the Board must adopt rules in compliance with Chapter 2110 of the Government Code, regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The intent of these new sections is to establish the Education and Training Career Cluster Program of Study Advisory Committee (Education and Training POS Committee). The Education and Training POS Committee will be charged with identify the knowledge, skills, and abilities required to prepare students for high-skill, high-wage jobs in high-demand occupations related to the Education and Training POS Career Cluster. The Education and Training POS Committee shall be composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts. 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 Education and Training POS Committee as determined by the Board.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, is available to answer questions.

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No comments were received.

CHAPTER 26. PROGRAMS OF STUDY
SUBCHAPTER E. EDUCATION AND TRAINING PROGRAMS OF STUDY ADVISORY COMMITTEE

26.181 Authority and Specific Purposes of the Education and Training Programs of Study Advisory Committee
26.182 Definitions
26.183 Committee Membership and Officers
26.184 Duration
26.185 Meetings
26.186 Tasks Assigned to the Committee
26.187 Report to the Board; Evaluation of Committee Costs and Effectiveness

26.181 Authority and Specific Purposes of the Education and Training Programs of Study Advisory Committee

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, Section 61.6235.

(b) Purpose. The Education and Training Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster.

26.182 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings:

(1) Board--The Texas Higher Education Coordinating Board.

(2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.

(3) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.

(4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(2) and 61.003(7)

26.183 Committee Membership and Officers

(a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.

(b) Each institution of higher education which offers a degree program for which a program of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

26.184 Duration

The Committee shall be abolished no later than January 31, 2020 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

26.185 Meetings

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

26.186 Tasks Assigned to the Committee

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Education and Training Programs of Study Curricula;

(2) Provide Board staff with feedback about processes and procedures related to the Education and Training Programs of Study Curricula; and

(3) Any other issues related to the Education and Training Programs of Study Curricula as determined by the Board.

26.187 Report to the Board; Evaluation of Committee Costs and Effectiveness.

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

Committee on Academic and Workforce Success

AGENDA ITEM V-S (8)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter F, Sections 26.201-26.207 of Board rules concerning an advisory committee to develop programs of study specific to the Finance Career Cluster

RECOMMENDATION: Approval

Background Information:

Section 61.8235 of the Texas Education Code, CAREER AND TECHNICAL EDUCATION PROGRAM OF STUDY CURRICULA, states:

> The board, with the assistance of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts, shall develop career and technical education program of study curricula.

In order to establish an advisory committee that primarily functions to advise the Board, the Board must adopt rules in compliance with Chapter 2110 of the Government Code, regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The intent of these new sections is to establish the Finance Career Cluster Program of Study Advisory Committee (Finance POS Committee). The Finance POS Committee will be charged with identify the knowledge, skills, and abilities required to prepare students for high-skill, high-wage jobs in high-demand occupations related to the Finance POS Career Cluster. The Finance POS Committee shall be composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts. 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 Finance POS Committee as determined by the Board.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, is available to answer questions.

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No comments were received.

CHAPTER 26. PROGRAMS OF STUDY
SUBCHAPTER F. FINANCE PROGRAMS OF STUDY ADVISORY COMMITTEE

26.201 Authority and Specific Purposes of the Finance Programs of Study Advisory Committee
26.202 Definitions
26.203 Committee Membership and Officers
26.204 Duration
26.205 Meetings
26.206 Tasks Assigned to the Committee
26.207 Report to the Board; Evaluation of Committee Costs and Effectiveness

26.201 Authority and Specific Purposes of the Finance Programs of Study Advisory Committee

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, Section 61.6235.

(b) Purpose. The Finance Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster.

26.202 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings:

(1) Board--The Texas Higher Education Coordinating Board.

(2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.

(3) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.

(4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(2) and 61.003(7)

26.203 Committee Membership and Officers

(a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.

(b) Each institution of higher education which offers a degree program for which a program of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

26.204 Duration

The Committee shall be abolished no later than January 31, 2020 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

26.205 Meetings

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

26.206 Tasks Assigned to the Committee

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Finance Programs of Study Curricula;

(2) Provide Board staff with feedback about processes and procedures related to the Finance Programs of Study Curricula; and

(3) Any other issues related to the Finance Programs of Study Curricula as determined by the Board.

26.207 Report to the Board; Evaluation of Committee Costs and Effectiveness

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

Committee on Academic and Workforce Success

AGENDA ITEM V-S (9)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter G, Sections 26.221-26.227 of Board rules concerning an advisory committee to develop programs of study specific to the Government and Public Administration Career Cluster

RECOMMENDATION: Approval

Background Information:

Section 61.8235 of the Texas Education Code, CAREER AND TECHNICAL EDUCATION PROGRAM OF STUDY CURRICULA, states:

> The board, with the assistance of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts, shall develop career and technical education program of study curricula.

In order to establish an advisory committee that primarily functions to advise the Board, the Board must adopt rules in compliance with Chapter 2110 of the Government Code, regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The intent of these new sections is to establish the Government and Public Administration Career Cluster Program of Study Advisory Committee (Government and Public Administration POS Committee). The Government and Public Administration POS Committee will be charged with identify the knowledge, skills, and abilities required to prepare students for high-skill, high-wage jobs in high-demand occupations related to the Government and Public Administration POS Career Cluster. The Government and Public Administration POS Committee shall be composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts. 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 Government and Public Administration POS Committee as determined by the Board.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, is available to answer questions.

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No comments were received.

CHAPTER 26. PROGRAMS OF STUDY
SUBCHAPTER G. GOVERNMENT AND PUBLIC ADMINISTRATION PROGRAMS OF STUDY ADVISORY COMMITTEE

26.221 Authority and Specific Purposes of the Government and Public Administration Programs of Study Advisory Committee
26.222 Definitions
26.223 Committee Membership and Officers
26.224 Duration
26.225 Meetings
26.226 Tasks Assigned to the Committee
26.227 Report to the Board; Evaluation of Committee Costs and Effectiveness

26.221 Authority and Specific Purposes of the Government and Public Administration Programs of Study Advisory Committee

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, Section 61.6235.

(b) Purpose. The Government and Public Administration Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster.

26.222 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings:

(1) Board--The Texas Higher Education Coordinating Board.

(2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.

(3) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.

(4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(2) and 61.003(7)

26.223 Committee Membership and Officers

(a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.

(b) Each institution of higher education which offers a degree program for which a program of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

26.224 Duration

The Committee shall be abolished no later than January 31, 2020 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

26.225 Meetings

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

26.226 Tasks Assigned to the Committee

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Government and Public Administration Programs of Study Curricula;

(2) Provide Board staff with feedback about processes and procedures related to the Government and Public Administration Programs of Study Curricula; and

(3) Any other issues related to the Government and Public Administration Programs of Study Curricula as determined by the Board.

26.227 Report to the Board; Evaluation of Committee Costs and Effectiveness.

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

Committee on Academic and Workforce Success

AGENDA ITEM V-S (10)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter H, Sections 26.241-26.247 of Board rules concerning an advisory committee to develop programs of study specific to the Health Science Career Cluster

RECOMMENDATION: Approval

Background Information:

Section 61.8235 of the Texas Education Code, CAREER AND TECHNICAL EDUCATION PROGRAM OF STUDY CURRICULA, states:

> The board, with the assistance of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts, shall develop career and technical education program of study curricula.

In order to establish an advisory committee that primarily functions to advise the Board, the Board must adopt rules in compliance with Chapter 2110 of the Government Code, regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The intent of these new sections is to establish the Health Sciences Career Cluster Program of Study Advisory Committee (Health Sciences POS Committee). The Health Sciences POS Committee will be charged with identify the knowledge, skills, and abilities required to prepare students for high-skill, high-wage jobs in high-demand occupations related to the Health Sciences POS Career Cluster. The Health Sciences POS Committee shall be composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts. 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 Health Sciences POS Committee as determined by the Board.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, is available to answer questions.

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No comments were received.

CHAPTER 26. PROGRAMS OF STUDY
SUBCHAPTER H. HEALTH SCIENCE PROGRAMS OF STUDY ADVISORY COMMITTEE

26.241 Authority and Specific Purposes of the Health Science Programs of Study Advisory Committee
26.242 Definitions
26.243 Committee Membership and Officers
26.244 Duration
26.245 Meetings
26.246 Tasks Assigned to the Committee
26.247 Report to the Board; Evaluation of Committee Costs and Effectiveness

26.241 Authority and Specific Purposes of the Health Science Programs of Study Advisory Committee

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, § 61.6235.

(b) Purpose. The Health Science Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster.

26.242 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings:

(1) Board--The Texas Higher Education Coordinating Board.

(2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.

(3) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.

(4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(2) and 61.003(7)

26.243 Committee Membership and Officers

(a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.

(b) Each institution of higher education which offers a degree program for which a program of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

26.244 Duration

The Committee shall be abolished no later than January 31, 2020 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

26.245 Meetings

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

26.246 Tasks Assigned to the Committee

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Health Science Programs of Study Curricula;

(2) Provide Board staff with feedback about processes and procedures related to the Health Science Programs of Study Curricula; and

(3) Any other issues related to the Health Science Programs of Study Curricula as determined by the Board.

26.247 Report to the Board; Evaluation of Committee Costs and Effectiveness

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

Committee on Academic Workforce and Success

AGENDA ITEM V-T

Update on the RAND Graduate Education Study

RECOMMENDATION: Information item only

Background Information:

The RAND Corporation and the Coordinating Board were awarded a federal grant by the Institute of Education Sciences in 2013 to develop a research partnership. Since that time, RAND and the Coordinating Board have collaborated on six studies. Two of these studies were partially funded by the Houston Endowment through the College for All Texans Foundation: "Using Workforce Information for Degree Program Planning in Texas" and "Assessing the Potential to Expand Community College Baccalaureate Programs in Texas."

The Graduate Education Study will be the seventh RAND/Coordinating Board collaboration and the third project supported by the Houston Endowment through the College for All Texans Foundation. The study will provide guidance to the Coordinating Board and higher education institutions on the need to expand and offer new graduate programs.

RAND representative, Dr. Charles Goldman, will provide an overview of the report's projected mission, scope, and content areas.