

TEXAS HIGHER EDUCATION COORDINATING BOARD

COMMITTEE ON ACADEMIC AND WORKFORCE SUCCESS

1200 EAST ANDERSON LANE, ROOM 1.170

AUSTIN, TEXAS

June 29, 2016

12:00 pm

*(or upon adjournment of the Special Called Board meeting,
whichever occurs later)*

CHAIR
Janelle Shepard

VICE CHAIR
Fred Farias III, O.D.

Arcilia C. Acosta
Ricky A. Raven
John T. Steen, Jr.

Haley DeLaGarza
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.theccb.state.tx.us/public-testimony>

- I. Welcome and Committee Chair's meeting overview
- II. Consideration of approval of the minutes from the March 30, 2016, 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. Update on the RAND Graduate Education Study
 - B. Report to the Committee on activities of the Lower-Division Academic Course Guide Manual Advisory Committee
 - C. Report to the Committee on activities of the Undergraduate Education Advisory Committee
 - D. Report to the Committee on activities of the Field of Study Advisory Committees and the Program of Study Advisory Committees
 - E. Report to the Committee on activities of the Family Practice Residency Advisory Committee
 - F. Consideration of adopting the Family Practice Residency Advisory Committee's recommendation to the Committee relating to the distribution of funds trusted to the Coordinating Board to support family practice residency programs for Fiscal Year 2017 and the report on trusted funds distributed in Fiscal Year 2016
 - G. Consideration of adopting the staff recommendation to the Committee relating to requests for a new degree program:

TEXAS A&M UNIVERSITY

- (1) Bachelor of Science (BS) degree with a major in Interdisciplinary Engineering

Committee on Academic and Workforce Success

UNIVERSITY OF TEXAS MEDICAL BRANCH AT GALVESTON

(2) Doctor of Clinical Laboratory Sciences (DCLS) degree with a major in Clinical Laboratory Sciences

(3) Doctor in Occupational Therapy (OTD) degree with a major in Occupational Therapy

UNIVERSITY OF TEXAS AT ARLINGTON

(4) Doctor of Philosophy (PhD) degree with a major in Kinesiology

UNIVERSITY OF TEXAS AT SAN ANTONIO

(5) Bachelor of Science (BS) degree with a major in Chemical Engineering

H. Report on the FY 2016 Annual Report of Low-Producing Programs

I. Consideration of adopting the staff recommendation to the Committee relating to Frank Phillips College's request for a Branch Campus Maintenance Tax Election

J. Consideration of adopting the Mexican American Studies Field of Study Advisory Committee's recommendation relating to courses required for the Board approved Mexican American Field of Study, as required by Texas Education Code, Section 61.823

K. Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to Advisory Committees:

- (1) Apply Texas Advisory Committee
- (2) Certification Advisory Council (CAC)
- (3) Engineering Field of Study
- (4) Graduate Education Advisory Committee (GEAC)
- (5) Learning Technology Advisory Committee (LTAC)
- (6) Lower-Division Academic Course Guide Manual (ACGM)
- (7) Nursing Field of Study Advisory Committee
- (8) Undergraduate Education Advisory Committee (UEAC)

L. Consideration of adopting the staff recommendation to the Committee relating to a request to amend the contract with The University of Texas at Austin for the maintenance of the Apply Texas System

M. Consideration of adopting the staff recommendation to the Committee relating to the reallocation of Work-Study Mentorship Program funding

N. Consideration of adopting the staff recommendation to the Committee relating to the Aerospace and Aviation Report (*S.B. 458, 84th Texas Legislature, Regular Session*)

O. Consideration of adopting the staff recommendation to the Committee relating to the January 2016 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "A" through "O")

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

Q. Proposed Rules:

(1) Consideration of adopting the Commissioner's recommendation to the Committee relating to amendments to Chapter 4, Subchapter C, Section 4.54 of Board rules concerning Exemptions, Exceptions, and Waivers, as related to Texas Education Code, Section 51.3062 Success Initiative

(2) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 5, Subchapter A, Section 5.5 of Board rules concerning the Uniform Admission Policy

(3) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 13, Subchapter M, Sections 13.300 – 13.304 of Board rules concerning standards and accounting methods for determining total research expenditures

R. Consideration of adopting the Commissioner's recommendation to the Committee relating to moving Chapter 1, Subchapters T - Z and Subchapter BB of Board rules relating to Fields of Study Advisory Committees to new Chapter 27, Fields of Study, Subchapters A - H

S. Discussion of Coordinating Board Rules, Chapter 5, Rules Applying to Public Universities, Health-Related Institutions, and/or Selected Public Colleges of Higher Education in Texas, Subchapter B, Role and Mission, Tables of Programs, Course Inventories, Sections 5.21 - 5.25 concerning Preliminary Planning Notifications

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 March 30, 2016, 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

March 30, 2016, 11:00 am

(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 12:40 p.m. on March 30, 2016, with the following committee members present: Janelle Shepard, Chair, presiding; Fred Farias, Vice Chair; Arcilia Acosta; Ricky Raven; and John Steen. Other Board member(s) present: Stuart Stedman; David Teuscher; Bobby Jenkins, Ex-Officio; Christina Delgado, Ex-Officio. Other Board Members that were absent: S. Javaid Anwar.

The meeting is available at the following link: <http://www.theccb.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. The Committee took a break for lunch.
II. Consideration of approval of the minutes from the December 16, 2015, Committee meeting	On motion by Fred Farias, seconded by Arcilia Acosta, the Committee approved this item.
III. Consideration of approval of the Consent Calendar	On motion by John Steen, seconded by Arcilia Acosta, 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. Update on the RAND Graduate Education Study	Charles Goldman and Rita Karam updated the Committee on the Graduate Education Study.

AGENDA ITEM	ACTION
<p>B. Consideration of adopting the staff recommendation to the Committee relating to requests for a new degree program:</p> <p>TEXAS A&M UNIVERSITY</p> <p>(1) Master of Science (MS) degree and Doctor of Philosophy (PhD) degree with majors in Astronomy</p>	<p>On motion by Arcilia Acosta, seconded by Fred Farias, the Committee approved this item.</p>
<p>THE UNIVERSITY OF TEXAS AT EL PASO</p> <p>(2) Doctor of Philosophy (PhD) degree with a major in Mechanical Engineering</p>	<p>On motion by Fred Farias, seconded by Arcilia Acosta, the Committee approved this item.</p>
<p>C. Consideration of adopting the staff recommendation to the Committee relating to a request from the University of Houston to dissolve the University of Houston Sugar Land Multi-Institutional Teaching Center (MITC) and establish it as a Single Institution Center (SIC)</p>	<p>On motion by John Steen, seconded by Ricky Raven, the Committee approved this item.</p>
<p>D. Consideration of adopting the Academic Course Guide Manual (ACGM) Advisory Committee's recommendation to the Committee relating to changes in the ACGM</p>	<p>On motion by Ricky Raven, seconded by Arcilia Acosta, the Committee approved this item.</p>
<p>E. Update on the progress of the Align Adult Basic Education and Postsecondary Education Report, Rider 27, General Appropriations Act, House Bill 1, Section III</p>	<p>Jerel Booker, Assistant Commissioner for College Readiness and Success, gave an update to the Committee on the progress of this report.</p>
<p>F. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Nursing, Allied Health and Other Health-related Education Grant Program</p>	<p>This agenda item was on the Consent Calendar.</p>
<p>G. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Nursing, Allied Health and Other Health-related Education Grant Program</p>	<p>This agenda item was on the Consent Calendar.</p>

AGENDA ITEM	ACTION
H. Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Architecture Field of Study Advisory Committee	This agenda item was on the Consent Calendar.
I. Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Architecture and Construction Career Cluster Program of Study Advisory Committee	This agenda item was on the Consent Calendar.
J. Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Health Science Career Cluster Program of Study Advisory Committee	This agenda item was on the Consent Calendar.
K. Consideration of adopting the staff recommendation to the Committee relating to the appointment of a member to the Learning Technology Advisory Committee (LTAC)	This agenda item was on the Consent Calendar.
L. LUNCH	The Committee took a lunch break at the beginning of the meeting.
M. Report to the Committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)	Rex Peebles, Assistant Commissioner for Academic Quality and Workforce, updated the Committee on the school closures and/or teach-outs.
N. Consideration of adopting the staff recommendation to the Committee relating to the guidelines for the 2016 Texas Higher Education Star Awards	On motion by John Steen, seconded by Ricky Raven, the Committee approved this item.
O. Consideration of adopting the staff recommendation to the Committee relating to the approval to amend existing contracts with institutions of higher education to continue the Advise TX college advising program, designed to increase the number of low-income, first-generation college, and underrepresented students who enter and complete higher education	This agenda item was on the Consent Calendar.

AGENDA ITEM	ACTION
<p>P. Consideration of adopting the staff recommendation to the Committee relating to the expenditure of funds to develop and implement outreach efforts for Free Application for Federal Student Aid as a partner under a grant proposal through the Castleman/Denning group</p>	<p>On motion by Arcilia Acosta, seconded by Fred Farias, the Committee approved this item.</p>
<p>Q. Consideration of adopting the staff recommendation to the Committee for approval to provide funding for integrated career pathway programs contributing to meeting <i>60x30TX</i> goals</p>	<p>This agenda item was on the Consent Calendar.</p>
<p>R. Consideration of adopting the staff recommendation to the Committee for approval to provide funding for institutions of higher education to scale strategies that improve outcomes for underprepared learners</p>	<p>This agenda item was on the Consent Calendar.</p>
<p>S. Proposed Rules:</p> <ol style="list-style-type: none"> (1) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 1, Subchapter E, Sections 1.110, 1.113, 1.114, and 1.115, concerning the Student Complaint Procedure (2) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter A, Section 4.11, concerning the Common Admission Application Forms (3) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter Q, Section 4.278 of Board rules, concerning approval of off-campus and self-supporting courses and programs for public institutions 	<p>This agenda item was on the Consent Calendar.</p> <p>This agenda item was on the Consent Calendar.</p> <p>On motion by Fred Farias, seconded by Arcilia Acosta, the Committee approved this item.</p>

AGENDA ITEM	ACTION
<p>(4) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 15, Subchapter C, Section 15.43 of Board rules, concerning the eligibility criteria to receive distributions from the National Research University Fund</p>	<p>On motion by John Steen, seconded by Fred Farias, the Committee approved this item.</p>
<p>(5) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter I, Sections 26.261 - 26.267 of Board rules, concerning an advisory committee to develop programs of study specific to the Hospitality and Tourism Career Cluster</p>	<p>This agenda item was on the Consent Calendar.</p>
<p>(6) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter J, Sections 26.281 - 26.287 of Board rules, concerning an advisory committee to develop programs of study specific to the Human Services Career Cluster</p>	<p>This agenda item was on the Consent Calendar.</p>
<p>(7) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter K, Sections 26.301 - 26.307 of Board rules, concerning an advisory committee to develop programs of study specific to the Information Technology Career Cluster</p>	<p>This agenda item was on the Consent Calendar.</p>
<p>(8) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter L, Sections 26.321 - 26.327 of Board rules, concerning an advisory committee to develop programs of study specific to the Law, Public Safety, Corrections, and Security Career Cluster</p>	<p>This agenda item was on the Consent Calendar.</p>
<p>(9) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter M, Sections 26.341 - 26.347 of Board rules, concerning an advisory committee to develop programs of study specific to the Manufacturing Career Cluster</p>	<p>This agenda item was on the Consent Calendar.</p>

AGENDA ITEM	ACTION
<p>(10) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter N, Sections 26.361 - 26.367 of Board rules, concerning an advisory committee to develop programs of study specific to the Marketing Career Cluster</p> <p>(11) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter O, Sections 26.381 - 26.387 of Board rules, concerning an advisory committee to develop programs of study specific to the Science, Technology, Engineering, and Mathematics Career Cluster</p> <p>(12) Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 26, Subchapter P, Sections 26.401 - 26.407 of Board rules, concerning an advisory committee to develop programs of study specific to the Transportation, Distribution and Logistics Career Cluster</p>	<p>This agenda item was on the Consent Calendar.</p> <p>This agenda item was on the Consent Calendar.</p> <p>This agenda item was on the Consent Calendar.</p>
<p>VI. Adjournment</p>	<p>On motion by John Steen, seconded by Ricky Raven, the Committee adjourned at 1:43 pm.</p>

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

K. Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to Advisory Committees:

- (1) Apply Texas Advisory Committee
- (2) Certification Advisory Council (CAC)
- (3) Engineering Field of Study
- (4) Graduate Education Advisory Committee (GEAC)
- (5) Learning Technology Advisory Committee (LTAC)
- (6) Lower-Division Academic Course Guide Manual (ACGM)
- (7) Nursing Field of Study Advisory Committee
- (8) Undergraduate Education Advisory Committee (UEAC)

L. Consideration of adopting the staff recommendation to the Committee relating to a request to amend the contract with The University of Texas at Austin for the maintenance of the Apply Texas System

M. Consideration of adopting the staff recommendation to the Committee relating to the reallocation of Work-Study Mentorship Program funding

N. Consideration of adopting the staff recommendation to the Committee relating to the Aerospace and Aviation Report (*S.B. 458, 84th Texas Legislature, Regular Session*)

Q. Proposed Rules:

(1) Consideration of adopting the Commissioner's recommendation to the Committee relating to amendments to Chapter 4, Subchapter C, Section 4.54 of Board rules concerning Exemptions, Exceptions, and Waivers, as related to Texas Education Code, Section 51.3062 Success Initiative

(2) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 5, Subchapter A, Section 5.5 of Board rules concerning the Uniform Admission Policy

R. Consideration of adopting the Commissioner's recommendation to the Committee relating to moving Chapter 1, Subchapters T - Z and Subchapter BB of Board rules relating to Fields of Study Advisory Committees to new Chapter 27, Fields of Study, Subchapters A - H

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 Workforce and Success

AGENDA ITEM V-A

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 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 is the seventh RAND/Coordinating Board collaboration and the third project supported by 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 update the Board on the report and provide preliminary findings.

Committee on Academic Workforce and Success

AGENDA ITEM V-B

Report to the Committee on activities of the Lower-Division Academic Course Guide Manual Advisory Committee

RECOMMENDATION: Information item only

Background Information:

The *Lower-Division Academic Course Guide Manual* (ACGM) is the official list of lower-division courses approved for general academic transfer that may be offered by public community and technical colleges in Texas. The ACGM Advisory Committee's tasks are to add, delete, and revise courses to facilitate inclusion of new disciplines of study, reflect developments within existing disciplines, provide vertical and horizontal alignment of courses within disciplines, and respond to obsolescence of disciplines of study and courses.

The ACGM Advisory Committee met twice during Fiscal Year 2016. At the fall meeting, the committee approved changes in course descriptions and the addition of learning outcomes for courses in the disciplines of Architecture, Computer Science, and Mathematics. These changes were recommended by faculty workgroups as part of the ACGM Learning Outcomes Project. The faculty workgroups also made recommendations for the deletion of some obsolete or duplicate courses in the disciplines.

At the spring meeting, the ACGM Advisory Committee made a comprehensive review of course enrollments in order to identify under-utilized courses. The committee used the thresholds in Coordinating Board rules for course inclusion and deletion from the manual to identify those courses that are not often offered, have low statewide enrollment at community colleges, and have limited applicability to degree requirements at the baccalaureate level. The ACGM Advisory Committee reviewed enrollments for over 500 courses and recommended two courses to be scheduled for deletion.

During the spring meeting, the ACGM Advisory Committee also considered the appeal and reinstatement of a course previously scheduled for deletion. Courses scheduled for deletion are noted in the ACGM and have a two-year period for teach-out, comment, and appeal.

Dr. Janice Epstein, Clinical Associate Professor of Mathematics at Texas A&M University, and Dr. Edgar Garza, Chair of Social Sciences at Alamo Colleges-Northwest Vista College, serve as co-chairs for the ACGM Advisory Committee. The co-chairs will provide a brief explanation of the latest activities and are available to answer questions.

LOWER DIVISION ACADEMIC COURSE GUIDE MANUAL (ACGM) ADVISORY COMMITTEE ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: OCTOBER 31, 2017

Committee Purpose: The ACGM Advisory Committee provides the Board with advice and recommendations regarding the addition, deletion, and modification of courses in the manual.

Report Period: June 2015 – May 2016

Co-Chairs: Edgar Garza, Ed.D. and Janice Epstein, Ph.D.

Committee Members:

Per rules, the 18-member committee includes nine representatives from public community, technical, and state colleges and nine representatives from public universities. The committee has an ex-officio representative from the Texas Common Course Numbering System. Members serve staggered three-year terms with the possibility of reappointment.

List of Committee members is attached.

Committee Meeting Dates:

November 13, 2015 (Minutes attached)

May 2, 2016 (Minutes have not been approved by the committee)

Annual Costs Expended

Travel: \$8000 (estimated committee member travel for 2 meetings)

Other: \$N/A

Time Commitments:

Committee members spend approximately 2-4 days during the fiscal year for traveling and attending meetings.

Coordinating Board staff spend approximately 75 days during the fiscal year to prepare and attend meetings.

Summary of Tasks Completed and Current Recommendations to the Board:

The ACGM Advisory Committee reviewed and recommended the revision of course descriptions and addition of student learning outcomes for courses in the disciplines of Architecture, Computer Science, and Mathematics. Additionally, the committee reviewed enrollment reports prepared by staff for over 500 courses to identify underutilized or obsolete courses. Two courses were scheduled for deletion after a two-year teach-out, comment, and appeal period. An appeal to reinstate a course which was scheduled for deletion by committee action in 2014 was reviewed and the course's scheduled deletion was reversed.

At the April 2016 Board meeting several hundred courses which had been under review and scheduled for deletion by the ACGM Advisory Committee in 2014 were approved by the Board for removal from the ACGM. Courses removed from the ACGM are no longer eligible for state funding.

Submit all committee meeting minutes with this report to the board

**Academic Course Guide Manual (ACGM)
Advisory Committee 2015-2016**

Co-Chairs

Janice Epstein, Ph.D. (2018)
Instructional Associate Professor
Department of Mathematics
Texas A&M University
Phone: 979.845.3261
j-epstein@tamu.edu

Edgar Garza, Ed.D. (2016)
Chair of Social Sciences
Alamo Colleges-Northwest Vista College
San Antonio, Texas 78251
Phone: 210.486.4864
egarza@alamo.edu

Members

Nancy Curé, Ph.D. (2018)
Associate Vice Chancellor
Academic Affairs
Tarrant County College District
Fort Worth, TX 76102
Phone: 817.515.5392
nancy.cure@tccd.edu

**Genevieve Durham
DeCesaro (2018)**
Associate Vice Provost for
Academic Affairs
Texas Tech University
Lubbock, TX 79409-2019
Phone: 806.742.2184
genevieve.durham@ttu.edu

Michael Endy (2016)
Executive Dean of Academics
Weatherford College
Weatherford, TX 76086
Phone: 814.598.6211
mendy@wc.edu

**Walle Engedayehu, Ph.D.
(2017)**
Department Head, Social Work,
Behavioral, & Political Sciences
Prairie View A&M University
Prairie View, TX 77446-0519
Phone: 936.261.3201
waengedayehu@pvamu.edu

**William Fleming, Ph.D.
(2017)**
Executive Director of Student
Advising and Mentoring Center
Sam Houston State University
Huntsville, TX 77341
Phone: 936.294.4444
eng_wpf@shsu.edu

Susan Gann (2017)
Dean of Instruction
Hill College
Hillsboro, TX 76645
Phone: 817.760.5870
sgann@hillcollege.edu

**Gary Don Harkey, Ph.D.
(2017)**
Dean of Instructional Services
Vernon College
Vernon, Texas 76384-4092
Phone: 940.552.6291
gdharkey@vernoncollege.edu

G. G. Hunt (2016)
Academic Dean
Wharton County Junior College
Wharton, TX 77488
Phone: 979.532.6344
gghunt@wcjc.edu

John Jackson (2017)
Assistant Dean of
Undergraduate Instruction
The University of Texas at Dallas
Richardson, TX 75080
Phone: 972.883.6705
johnja@utdallas.edu

Shelby Stanfield (2016)
Vice Provost and Registrar
The University of Texas at
Austin
Austin, TX 78713-7216
Phone: 512.475.7510
s.stanfield@austin.utexas.edu

Mary Treviño (2016)
Associate Vice President
Institutional Research
Texas A&M International
University
Laredo, TX 78041-1999
Phone: 956.326.2276
maryt@tamiu.edu

Deborah Vess, Ph.D. (2018)
Vice President of Academic
Affairs
Amarillo College
Amarillo, TX 79178
Phone: 806.731.5296
deborah.vess@actx.edu

Clay White (2018)

Instructor-Biology
Lone Star College Cy-Fair
Cypress, TX 77433-1214
Phone: 281.290.5925
clay.j.white@lonestar.edu

Celia Williamson, Ph.D. (2017)

Vice Provost for Transfer
Articulation
University of North Texas
Denton, TX 76205
Phone: 940.565.4961
celia.williamson@unt.edu

Daniel Wright, Ph.D. (2018)

Vice President of Academic
Affairs
Lamar Institute of Technology
Beaumont, TX 77710
Phone: 409.839.2048
dcwright@lit.edu

Tammy Wyatt, Ph.D. (2016)

Associate Dean
University College
The University of Texas
at San Antonio
San Antonio, TX 78249
Phone: 210.458.8135
tammy.wyatt@utsa.edu

**John Spencer, Ex-Officio
Member from TCCNS**

TCCNS Database Site Manager
District Registrar and Director of
Academic Support Services
Tarrant County College District
Fort Worth, TX 76102
Phone: 817-515-1090
john.spencer@tccd.edu

Coordinating Board Staff**Rebecca Leslie**

Program Director
Academic Quality
Academic Quality & Workforce Division
Texas Higher Education Coordinating Board
Phone: 512.427.6231
Rebecca.Leslie@thehb.state.tx.us

James Goeman, Ph. D.

Assistant Director, Graduate & Professional
Studies
Academic Quality
Academic Quality & Workforce Division
Texas Higher Education Coordinating Board
Phone: 512.427.6249
James.Goeman@thehb.state.tx.us

TEXAS HIGHER EDUCATION COORDINATING BOARD

Lower-Division Academic Course Guide Manual Advisory Committee
THECB Building, 1200 E. Anderson Lane
Board Room
Austin, Texas

November 13, 2015
Minutes

There were 16 members present. Members attending were:

Nancy Curé	Edgar Garza	Celia Williamson
Michael Endy	Gary Don Harkey	Clay White
Walle Engedayehu	G. G. Hunt	Daniel Wright
Janice Epstein	John Jackson	Tammy Wyatt
William Fleming	Mary Treviño	
Susan Gann	Deborah Vess	

Members absent were Shelby Stanfield and Genevieve Durham DeCesaro.

John Spencer attended as ex officio member representing the Texas Common Course Numbering System (TCCNS).

THECB Staff attending were Rebecca Leslie, James Goeman, Suzanne Morales-Vale, and Ginger Gossman.

The meeting was called to order. Co-chair Edgar Garza made general announcements for the meeting and introduced new members, Nancy Curé, Janice Epstein, Deborah Vess, Clay White, Daniel Wright, and Genevieve Durham DeCesaro (absent). Co-chair Garza directed the committee to Agenda Item Three, Consideration of Minutes from the March 24, 2015 meeting. He called for a motion to accept the minutes. Several members offered corrections for typographical errors in the minutes. A motion was made and seconded to accept the minute as amended. The minutes were approved.

Co-chair Garza called for nominations for the new co-chair representing universities. Ms. Treviño nominated Dr. Williamson. Dr. Williamson declined the nomination. Dr. Epstein expressed her willingness to serve as co-chair. Rebecca mentioned that Dr. Epstein had served on the ACGM Learning Outcomes Project during the summer and was knowledgeable and helpful with transfer issues. A motion was made and seconded that Janice Epstein be elected as co-chair of the committee. The motion passed.

Dr. Garza called on John Spencer to report on the activities of the TCCNS. John reported that the TCCNS Board met November 9 in Houston in conjunction with the annual TACRAO conference. It was noted that the former chair, Suzanne Carter, has retired from her position with Tarrant County College and Vanessa Valdez has stepped down from the TCCNS Coordinator position as well. A new chairperson and co-chair were elected. Roseanne Stripling from Texas A&M University-Texarkana will serve as chair and Linda Wolfe of Lonestar College will serve as co-chair. John was appointed Database Coordinator. Progress continues to be

made with the website for TCCNS which is now under contract with The University of Texas at Austin for the maintenance of the database matrix.

The next agenda item was the discussion and consideration of proposed revisions of descriptions and addition of Learning Outcomes to courses in the disciplines of Architecture (ARCH), Computer Science (COSC), and Mathematics (MATH). Dr. Garza said that consideration of the learning outcomes would be done by discipline. Rebecca spoke to the process of development of Learning Outcomes for courses and referred the committee to the courses in the agenda materials. The Architecture faculty group included representation of all public universities offering an architecture program in Texas. Only one comment was received and it commended the group for its work. Dr. Garza called for a motion to accept the ARCH course descriptions and new learning outcomes as presented. A motion was made and seconded. The motion passed.

Rebecca then introduced the Computer Science course revisions. The faculty workgroup revised three courses-COSC 1301, COSC 1315, and COSC 2336. COSC 1301 is a general introductory course to using computers. COSC 1315 was revised to be a programming courses intended for non-computer science majors and COSC 2336 is a programming course in the Field of Study Curriculum. There were comments received on all three of the courses and the faculty workgroup made a few changes in response to comments. Dr. Garza called for a motion to accept the COSC course descriptions and new learning outcomes as presented. A motion was made and seconded. The motion passed.

The final course revisions were in the discipline of Mathematics. The courses revised were MATH 1332, a course often used in core curriculum, and MATH 1350 and 1351, the courses for teacher education. All three courses received comments with MATH 1332 receiving the most. One comment was to increase the credit hour value of MATH 1332 to four semester credit hours. The workgroup narrowly approved the comment however, since this would call for the addition of a new course number in the TCCNS this action was referred to the TCCNS Board with the expectation that if an institution wished to offer a four semester credit hour course as an alternative to MATH 1332, the institution would initiate the request and substantiate the need. The contact hours allowed for MATH 1332 are 64 and are sufficient for institutions to provide a lab to students without increasing the credit hour value for the course. It would be unlikely for institutions to wish to offer the course for four semester credit hours since the Texas Core Curriculum requires only three semester hours of Mathematics. Dr. Garza called for a motion to accept the MATH course descriptions and new learning outcomes as presented. A motion was made and seconded. The motion passed.

The committee then turned to discussion and consideration of recommendations from the Learning Outcomes Project faculty workgroups for the deletion of underutilized course options in the disciplines of Architecture (ARCH), Computer Science (COSC), and Mathematics (MATH).

The Architecture Learning Outcomes faculty workgroup recommended the deletion of the following ARCH courses:

- ARCH 1403 Architectural Design I (4 SCH version)
- ARCH 1404 Architectural Design II (4 SCH version)
- ARCH 1407 Architectural Graphics II (4 SCH version)
- ARCH 2201 Architecture Freehand Drawing I (2 SCH version)

The Business Computer Information Systems and Computer Science Learning Outcomes faculty workgroup recommended the deletion of the following BCIS and COSC courses:

BCIS 1301	Microcomputer Applications
COSC 1309	Logic Design
COSC 1330	Computer Programming
COSC 1430	Computer Programming
COSC 2315	Data Structures
COSC 2330	Advanced Structured Languages

The Mathematics Learning Outcomes faculty workgroup recommended the deletion of the following MATH courses:

MATH 1333	Contemporary Mathematics II (Math for Liberal Arts Majors II)
MATH 2342	Elementary Statistical Methods (3 SCH version, sophomore level)
MATH 2442	Elementary Statistical Methods (4 SCH version, sophomore level)

The courses recommended for deletion duplicated content of other courses. Dr. Harkey indicated that in the case of the BCIS course most often this material is offered through workforce education (WECM). Dr. Garza called for a motion to accept recommended deletions. A motion was made and seconded. The motion passed.

Dr. Garza directed the committee to Agenda Item 10, Updates and Discussion on the Community College Transfer Student Report. This was an informational item only and did not require committee action. Rebecca provided background information on this legislatively mandated report which includes survey responses from universities and data analysis that compares native university students and community college transfers starting their junior year. One finding was that community college transfer students take longer to complete their bachelor's degrees than native university students. Dr. Harkey remarked that many or most of the community college students attend part-time. Rebecca confirmed that this appears to be the case as the community college students do not take many more semester credit hours than native students but in terms of time the transfer student will take approximately two years longer to complete the bachelor's degree. James also spoke to the importance of the contribution and work of the ACGM Advisory Committee in clarifying pathways for transfer students. Dr. Engedayehu asked about the core curriculum and transfer. The issue of core curriculum was not specifically addressed in the report but there is data available on the <http://www.txhighereddata.org/> website which includes information about core completer transferring. Dr. Fleming asked about electronic transcripts which do not provide an indication of core completion. Rebecca said that there was a technology group in Texas which meets to consider the electronic data interchange (EDI, Speede) needs of higher education. John Spencer confirmed that the technology group is aware of the issue and continues to pursue resolution. Dr. Williamson made comments about a statewide degree audit. James mentioned that ten to twelve years ago there was some study and interest but not to the level to generate statewide action. Consideration has been given to the feasibility and cost effectiveness of such a system in Texas. Dr. Wright indicated that the technology project is already developed and available through private interest but as such comes with a cost to institutions. Dr. Harkey said it had been discussed in TACC and he did not think it got anywhere.

The committee took a short break and was reconvened. Dr. Garza moved Agenda Item 12 up and updated the Committee on the co-chairs' Report to the Board. As it is now required by rules to make an annual report of activities, Dr. Garza and former co-chair, Andrew Wallace, appeared before the Coordinating Board's Committee on Academic and Workforce Success on June 24, 2015. The co-chairs gave a brief presentation and described the purpose of the ACGM and the functions and tasks of the advisory committee in regard to revisions and review of underutilized courses. Dr. Garza reported that the Board was complementary of the advisory committee's work and acknowledged the amount of work the committee has done in streamlining the ACGM.

Dr. Garza noted that the presenters for Agenda Items Nine and Eleven were unavailable until the afternoon. After some discussion it was decided to move forward with Agenda Item Thirteen, Discussion of Future Agenda Items and Next Meeting Date. The co-chair said that the a date for the spring 2016 meeting which usually takes place in late March/early April would be chosen by poll of the committee. The committee will do the annual review for underutilized courses and this will be the bulk of the work. Also, it was reported that Rebecca asked Assistant Commissioner Rex Peebles to speak to the committee about the ongoing work of Fields of Study Curricula committees, the Learning Outcomes Project, and the ACGM Advisory Committee and how the functions of each group relate to one another.

Dr. Garza then recognized Dr. Catherine O'Brien from San Jacinto College who had requested to address the committee. Dr. O'Brien spoke about the dance program at San Jacinto College and dance courses. Dr. O'Brien asked that several courses in the DANC area which have been scheduled for deletion not be removed from the manual.

The courses she requested to be retained were:

DANC 2341 Ballet III (3 SCH version)

DANC 2345 and 2346 Modern Dance III and IV (3 SCH versions)

DANC 1347, 1348, 2347, and 2348 Jazz I, II, III and IV (3 SCH versions)

DANC Performance

DANC Practicum used as Improvisation

Ms. Gann asked if the DANC courses were being deleted too fast. Mr. Endy responded that based on the criteria for inclusion and deletion of courses the scheduled DANC deletions represented a plethora of underutilized courses without clear transfer patterns discernable and the subcommittee provided the explicit recommendation that the committee needed to hear from those in the field. James indicated that there has been and continues to be a two year teach out for courses recommended for deletion for appeals to be made. Dr. Garza also pointed out that there is a formal process for appeals to be made. Coordinating staff guide and assist institutions wishing to make an official appeal.

After a break for lunch the committee reconvened and Dr. Garza recognized Dr. Ginger Gossman, Coordinating Board Senior Director, Innovation and Policy Development, to provide an overview of the 2015-2030 Higher Education Strategic Plan for Texas: 60x30TX. Ginger provided a power point presentation explaining the goals of the plan which focuses on student success over the next fifteen years and will provide a globally competitive workforce by 2030. Further information about the plan is available on the Coordinating Board website.

Dr. Garza called on Dr. Suzanne Morales-Vale, Coordinating Board Director, Developmental and Adult Education to provide the committee with an update on the Texas Success Initiative (TSI) rule changes in regard to the College Preparatory Course mandated to be developed by public school districts in collaboration with an institution of higher education. The course is to be locally developed and the Coordinating Board and TEA do not have authority to set requirements for the course. Successful completion of the College Preparatory Course at the high school may provide an exemption for TSI. The exemption for the course has become more complicated than originally intended. High school teachers, counselors and higher education advisors must diligently advise students of the time and content limitations of the exemption.

Suzanne also spoke to the need for institutions to record all information provided by the TSI assessment particularly the diagnostic components so that this information is available to students and advisors and follows the student as he/she advances and moves between institutions. Efforts are being made to make TSI test results more easily available.

Ms. Treviño asked if there were any results available for students completing the College Preparation course. Suzanne said that results are not available yet and it is too soon to have data from institutions. The course is not a required course and therefore enrollments have been very low.

Without any further business on the agenda Dr. Garza thanked the committee members for their attendance and adjourned the meeting.

Respectfully submitted by Rebecca Leslie

Committee on Academic Workforce and Success

AGENDA ITEM V-C

Report to the Committee on activities of the Undergraduate Education Advisory Committee

RECOMMENDATION: Information item only

Background Information:

The Undergraduate Education Advisory Committee (UEAC) was established in 2006 and is comprised of faculty and administrators from the state's public and private universities and health-related institutions. The committee serves as a forum for problem solving and the generation of ideas to improve undergraduate education that reflect the goals of Texas' higher education plan *60x30TX*. UEAC uses Coordinating Board data and the expertise of its membership to create policy recommendations for staff and the Board.

The UEAC held two meetings during the past year on September 18, 2015 and April 22, 2016. During the year, the UEAC worked on issues regarding the Texas Core Curriculum, *60x30TX*, and LEAP Texas.

The UEAC was instrumental in creating the new Texas Core Curriculum, which was implemented in fall 2014. The committee reviewed the progress and success of the implementation and provided advice on the critical issue of transfer of core courses. The UEAC agreed to review and advise staff on the appropriateness of core courses and the equitability of courses across the state during the coming years.

The UEAC invited representatives from LEAP Texas to hear about and discuss that group's efforts to use the new Core Curriculum for the overall improvement of undergraduate education. LEAP Texas is a collaborative of more than 60 higher education institutions.

The UEAC was informed by staff of the goals and strategies from *60x30TX* so that members can base future work of the UEAC on the plan's goal and will be able to provide feedback and input in the future.

Dr. Ann Kenimer, Associate Provost for Undergraduate Studies and Professor for Biological and Agricultural Engineering, Texas A&M University, and Dr. Brett Millán, Interim Associate Dean for Distance Learning and Associate Professor of English, South Texas College, serve as co-chairs for the UEAC. Dr. Millán will provide a brief summary of committee activities. Dr. Reinold Cornelius, Assistant Director for Undergraduate Education, will be available to answer questions.

UNDERGRADUATE EDUCATION ADVISORY COMMITTEE

UEAC

ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: OCTOBER 31, 2017

Committee Purpose:

The UEAC provides advice and recommendations to the Board regarding undergraduate education in Texas. The UEAC:

- designs and conducts studies as requested by the Coordinating Board or the Commissioner, and prepares recommendations for actions;
- makes recommendations to the Coordinating Board for future directions the Coordinating Board and institutions should take to enhance undergraduate education in Texas;
- develops and oversees processes for the review of existing undergraduate instructional programs; and
- responds to and make recommendations to the Coordinating Board on legislative policy changes regarding undergraduate education in Texas.

Report Period: July 2015 – June 2016

Co-Chair, Four-Year Institution: Ann L. Kenimer, PhD, PE

Co-Chair, Two-Year Institution: Brett Millán, EdD

Committee Members: Membership of up to 24 members consists of undergraduate deans, faculty who teach in undergraduate programs, and other persons closely involved in the oversight of undergraduate education in Texas. Members come from public universities, public community colleges, private institutions, public health-related institutions, and one student member. Members serve three-year staggered terms.

Committee Meeting Dates: September 18, 2015 and April 22, 2016

Annual Costs Expended *(List actual direct costs incurred by committee members or agency. i.e. travel, printing, other)*

Travel: \$12,900

Other: \$1,800

Time Commitments: *(List the estimated time worked on each committee by committee members and agency staff)*

Committee Members: 64 days

Coordinating Board Staff: 43 days

Current Recommendations to the Board:

Recommendation to the Board: none

Recommendation to Board staff: review appropriateness of core courses and equitability of courses across the state.

Summary of Tasks Completed:

- Review progress and success of the implementation of the 2014 Texas Core Curriculum (TCC).
 - Consider research done on the TCC, for the improvement of undergraduate education in Texas, by outside agents such as LEAP Texas and other, individual institutional researchers.
- Provide advice on the issue of transfer of core courses and on how to make TCC courses more equitability across the state.
- Review goals and strategies of 60x30TX for incorporation of the strategic plan into the future work of the Committee.

Undergraduate Education Advisory Committee Members Fiscal Year 2015 - 2016

NOTE: Term of service ends on August 31 of the year indicated
in parentheses after member's name, unless otherwise noted.

Co-Chairs

Ann L. Kenimer, PhD, PE (17)

Associate Provost for Undergraduate Studies &
Professor, Biological and Agricultural Engineering
Texas A&M University
1125 TAMU
College Station, TX 77843-1125
Phone: 979-845-3931
Email: a-kenimer@tamu.edu

Brett Millán, EdD (17)

Associate Professor of English
Interim Associate Dean for Distance Learning
South Texas College
3201 W. Pecan
McAllen, TX 78501
Phone: 956-872-7263
Email: bmillan@southtexascollege.edu

Members: Public Community Colleges

Bill Adams (18)

Vice President for Instruction
Ranger College
1100 College Circle
Ranger, TX 76470
Phone: 254-433-0509
Email: badams@rangercollege.edu

Jerry King, PhD (18)

Vice President of Instruction
Trinity Valley Community College
100 Cardinal Drive
Athens, TX 75751
Phone: 903-675-6231
Email: jking@tvcc.edu

Jamie Ashby (16)

Director of Institutional Research &
Effectiveness/Achieving the Dream
Texarkana College
2500 North Robison Road
Texarkana, TX 75599
Phone: 903-823-3319
Email: jamie.ashby@texarkanacollege.edu

Stephanie Legree-Roberts (18)

Dean, Institutional Accountability and
Curriculum Support
Central Texas College
PO Box 1800
Killeen, TX 76549
Phone: 254-526-1154
Email: stephanie.legree-roberts@ctcd.edu

Melissa Armentor (17)

Dean of Instruction, Academic Affairs
Lamar Institute of Technology
PO Box 10043
Beaumont, TX 77710
Phone: 409-880-8853
Email: mfarmor@lit.edu

Kathryn Wetzel, PhD (16)

Executive Dean, Mathematics and
Science
Brookhaven Community College
3939 Valley View Lane
Farmers Branch, TX 75244
Phone: 972-860-4751
Email: kwetzel@dcccd.edu

Kimberly Beatty, PhD (18)

Vice Chancellor of Instructional Services, Chief
Academic Officer
Houston Community College
3100 Main St, Ste 12B10
Houston, TX 77002
Phone: 713-718-5042
Email: kimberly.beatty@hccs.edu

Juanita Zapata-Flint, PhD (16)

Executive Dean, Health and Human Services
Dallas County Community College District
3939 Valley View Lane
Farmers Branch, TX 75075
Phone: 972-860-4694
Email: juanitazf@dcccd.edu

**Undergraduate Education Advisory Committee Members
Fiscal Year 2015 - 2016**

Members: Public Universities

Lawrence Abraham, EdD (16)

Associate Dean
The University of Texas at Austin
110 Inner Campus Drive (G8000)
Austin, TX 78712
Phone: 512-475-7000
Email: l.abraham@austin.utexas.edu

Reginald Bell, PhD (17)

Associate Dean
School of Undergraduate Studies
Prairie View A&M University
PO Box 519; MS 2300
Prairie View, TX 77446
Phone: 936-261-9526
Email: rbell@pvamu.edu

Yvette Bendeck, PhD (17)

Associate Vice President
of Enrollment Management
University of Houston-Clear Lake
2700 Bay Area Boulevard, Suite B 2525
Houston, TX 77058
Phone: 281-283-3022
Email: bendeck@uhcl.edu

Beth Brunk-Chavez, PhD (16)

Associate Dean/Director of Bachelors of
Multidisciplinary Studies and Finish @UT
The University of Texas at El Paso
500 West University Ave, Liberal Arts, Rm 343
El Paso, TX 79968
Phone: 915-747-7017
Email: blbrunk@utep.edu

William Harlow, PhD (18)

Dean of Undergraduate Success and
Communication Faculty
The University of Texas-Permian Basin
4901 E University
Odessa, TX 79762
Phone: 432-552-3353
Email: harlow_w@utpb.edu

Barbara Lerner, PhD (16)

Associate Provost for Undergraduate Studies
and Academic Partnerships
Texas Woman's University
P.O. Box 425468
Denton, TX 76204
Phone: 940-898-3405
Email: blerner@twu.edu

Nancy Martin, EdD (18)

Associate Vice President for
Core Curriculum & QEP
Professor Educational Psychology
The University of Texas at San Antonio
One UTSA Circle
Office of Undergraduate Studies, UTSA
San Antonio, TX 78249
Phone: 210-458-5191
Email: nancy.martin@utsa.edu

David Roach, EdD (16)

Associate Dean, Academic Affairs, College of
A&S, and Professor of Communication Studies
Texas Tech University
Box 41034
Lubbock, TX 79409-1034
Phone: 806-834-1174
Email: david.roach@ttu.edu

Esther Rumsey, PhD (18)

Professor
Sul Ross State University
Box C-43, East Hwy 90
Alpine, TX 79832
Phone: 432-837-8211
Email: erumsey@sulross.edu

Undergraduate Education Advisory Committee Members Fiscal Year 2015 - 2016

Members: Independent Colleges & Universities

Debbie Cottrell, PhD (16)

Vice President for Academic Affairs
Texas Lutheran University
1000 West Court Street
Seguin, TX 78155
Phone: 830-372-8002
Email: dcottrell@tlu.edu

Steven Daniell, PhD (17)

Dean, School of Arts and Letters
Texas Wesleyan University
1201 Wesleyan Street, PUMC
Fort Worth, TX 76105
Phone: 817-531-4900
Email: sdaniell@txwes.edu

Public Health-Related Institutions

Emily Wilson, PhD (17)

Associate Vice President for Academic Affairs
Texas A&M University Health Science Center
8441 State Highway 47
Clinical Building I, Room 3113
Bryan, TX 77808
Phone: 979-436-9142
Email: ewilson@medicine.tamhsc.edu

Non-Voting Student Member

Jaan Bains (16)

The University of Texas at Austin
Phone: 832-768-5168
Email: jbains9@yahoo.com

Coordinating Board Staff Members

Reinold R. Cornelius, PhD

Assistant Director
Workforce, Academic Affairs & Research
P.O. Box 12788
Austin, TX 78711
Phone: 512-427-6156
Email: reinold.cornelius@thecb.state.tx.us

Melinda Valdez, EdD

Program Director
Workforce, Academic Affairs & Research
P.O. Box 12788
Austin, TX 78711
Phone: 512-427-6115
Email: melinda.valdez@thecb.state.tx.us

Undergraduate Education Advisory Committee

September 18, 2015

Summary Notes

Members present: Ann Kenimer (co-chair), Colleen Smith (co-chair), Lawrence Abraham, Bill Adams, Jamie Ashby, Melissa Armentor, Kimberly Beatty, Reginald Bell, Yvette Bendeck, Beth Brunk-Chavez, Debbie Cottrell, Steven Daniell, William Harlow, Jerry King, Stephanie Legree-Roberts, Barbara Lerner, Brett Millán, David Roach, Esther Rumsey, Juanita Zapata-Flint

I. Call to Order and Welcome

The meeting was called to order at 10:00 am by co-chair Ann Kenimer. Co-Chair Colleen Smith welcomed back returning members and seven new members to the Undergraduate Education Advisory Committee (UEAC).

II. Consideration of Summary Notes From the April 10, 2015 Meeting

The summary notes were accepted unanimously after Colleen Smith moved and David Roach seconded the motion to consider.

III. Overview on the 2015-2030 Higher Education Strategic Plan For Texas: 60x30TX.

Ginger Gossman, Coordinating Board staff, provided a power-point presentation about the new strategic plan and members discussed the topic.

David Roach inquired about possible legislative funding and practical steps with regards to student debt. It was discussed that the student debt goal focuses a lens on the issue and thus will be a message that will resonate with legislative decision makers. The issue also involves student awareness of debt that can be incurred in higher education attainment. The plan has attached a list of strategies and institutions are expected to collaborate on those during the coming years.

Barbara Lerner asked how to account for the Completion goal. The number of students earning more than one certificate is increasing, which could result in a distortion of the Completion goal. (Example: one student received one associate's degree and 14 certificates.) The goal includes the number of degrees per year. The number of students that earn multiple degrees within one year is relatively small. For degree attainment, only the highest credential is counted within each year.

Kimberly Beatty remarked that the Success Point Model counts one point per year and it was confirmed that 60x30TX does not follow the Success Point Model.

Jerry King said there is a push for pathways that include "stackable degrees," especially for health careers and the workforce areas of computer science, business, etc. Ginger Gossman said those degrees could be differentiated internally.

Larry Abraham said that the marketable skills presented in the plan are similar to the Texas Core Curriculum (TCC) core objectives. Ginger Gossman said those are considered minimal skills for the purposes of the plan and they are recognized as a starting point.

Kimberly Beatty asked about “marketable skills awards” and the seeming incongruity to the Marketable Skills goal of 60x30TX. It was explained that one has nothing to do with the other and it was likely the Coordinating Board would suggest changing the name of the marketable skills awards.

The different characters of the four goals for 60x30TX were discussed. For goals I, 60x30, and II, Completion, the Coordinating Board will collect data, as previously collected for the former higher education strategy “Closing the Gaps by 2015.” Goal III, Marketable Skills, includes involvement at both the agency and institution levels. For Goal IV, Student Debt, only undergraduate student debt data will be used to monitor outcomes.

Reginald Bell pointed out a discrepancy between the plan’s goal of a statewide threshold for loan debt of not more than 60 percent of first-year wages and stakeholders who potentially desired zero debt. Juanita Zapata-Flint agreed that a high percentage of Hispanic/Latino students prefer a “pay-as-you-go” model of financing higher education, being culturally debt averse. Financial responsibility needed to be taught instead of an expectation of entitlement to loans.

Members asked if the new higher education strategic plan was finalized. The Coordinating Board finalized the plan at its July 23, 2015 Board Meeting. Current work consists of clarifying the plan accurately, developing strategies that work toward the plan’s goals, and fostering collaboration for best practices. Ginger Gossman emphasized that strategies are listed for each goal under the 60x30TX icon on the agency’s home webpage.

Ann Kenimer noted collaboration and conversation about strategies was needed at this point in introducing the new higher education plan. Jamie Ashby asked for subdata relating to the goals, e.g. the difference between student debt for community college students and university students. She also asked what could be done for greater funding. Steven Daniell noted that a large number of students will be first generation students, necessitating a focus on these students.

Ann Kenimer asked what actions are requested from UEAC. Reinold Cornelius replied that no immediate actions were needed, but that staff would appreciate feedback after committee members discuss the plan with colleagues.

IV. Update and Discussion on the 2014 Texas Core Curriculum: The First Two Years

Reinold Cornelius spoke to the history of the Texas Core Curriculum (TCC) and its inception via the UEAC. There are 10,000 TCC courses, on average 110 courses per institution and averaging 12 courses per each of the eight foundational component areas and one component area option in each institution. There were 68 change requests in academic year 2015, for the academic year 2016. Revisions of original Coordinating

Board approval/denial decision for these changes were requested from 31 institutions. Planned updates to the TCC submission portal, based on the previous year's experiences, were discussed.

There was a discussion about the core curriculum rule change to be presented at the September Committee on Academic and Workforce Success (CAWS) meeting and the October Board Meeting. The amendments were intended to clarify that transfer of core curriculum courses, and field of study courses, was a mandatory substitution for courses required at a receiving institution.

A discussion ensued about the acceptance of core curriculum courses in transfer with a grade less than C. Reinold Cornelius explained that courses with a grade of less than C need not be accepted as fulfilling the core curriculum at the receiving institution. Members discussed differences in requirements between community colleges and 4-year institutions.

Barbara Lerner asked about whether capstone courses would be allowed in the TCC. Reinold Cornelius explained that capstone courses are difficult because their topics change. Members asked if upper-division courses are allowed in the TCC. Reinold Cornelius explained that upper-division courses could be included in the TCC if they do not have an equivalent in the lower division. A discussion ensued that faculty at some institutions would insist on placing certain courses in the upper division and those courses had been denied because of that reason. Reinold Cornelius said that institutions should not place lower division courses, e.g. courses that have an equivalent in the ACGM, in the upper division. Some members said that these issues can be resolved by 4-year institutions by re-organizing their curriculum and dividing up the lower division and upper division course components into different courses.

V. Updates and Discussion on Initiatives from the Division of Academic Quality and Workforce (AQW)

Members were updated on the progress of the Field of Study (FOS) project. Engineering FOS committee outcomes were in the process of being posted for public input after four meetings; Music FOS had completed their first meeting; and staff was working to add architecture to the list of possible fields for future FOS consideration. The state did not provide funding for the project during the last legislative session.

Members were updated on the progress of the Program of Study (POS) project. Staff was considering creating committees for 16 career clusters and forming subcommittees for career pathways.

The 60 Semester Credit Hour Exemptions have been finalized and a website link was provided to members. The on-going Academic Course Guide Manual (ACGM) Learning Outcome Project of faculty work groups from two and four year colleges examining one subject's learning outcomes was also presented. The ACGM Committee will meet in November to review and consider approval of the work from the architecture, mathematics, and computer science work groups.

Jessica Acton, Coordinating Board staff, gave an update on National Council for State Authorization Reciprocity Agreements (SARA). The Coordinating Board is applying for membership in SARA for acceptance as early as the end of October 2015. Membership would then allow institutions to apply in the early spring. Applications will be accepted in November 2015. SARA is expected to result in a cost-savings to institutions.

Members were informed on the progress of the Community College Transfer Student Report. The report will go to the October board meeting and subsequently posted on the Coordinating Board's website.

Reinold Cornelius presented an overview of statutory changes to research funding and medical education funding.

VI. Consideration of Future Work and Meeting Dates

List of possible agenda items for going forward:

- UEAC charge: How does UEAC fit into Coordinating Board operations?
- TCC course acceptance for C or D grades in transfer: statistics, trends, and differences between types of institutions.
- TRTI (or also, reverse transfer and the National Student Clearinghouse Initiative)
- AP study update
- Dual credit study update
- College readiness issues

VII. Adjournment

The meeting adjourned at 3:15 p.m.

Committee on Academic Workforce and Success

AGENDA ITEM V-D

Report to the Committee on activities of the Field of Study Advisory Committees and the Program of Study Advisory Committees

RECOMMENDATION: Information item only

Background Information:

Texas Education Code, Section 61.823, directs the Coordinating Board to develop field of study curricula for various academic programs. Eleven Board-Approved Field of Study Curricula (FOSCs) were developed with the assistance of faculty advisory committees in the early 2000s. Nine of these FOSCs are still in place. A Coordinating Board approved FOSCs is composed of 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 given discipline degree program into which the student transfers.

Since early 2015, Coordinating Board staff, working with faculty advisory committees, have begun the process of revising the existing Fields of Study in Engineering, Music, and Mexican-American Studies and planning for the development of new FOSCs. The Engineering and Music Field of Study Advisory Committees have each held several meetings during the past year; however, they have not yet reached consensus on the courses specific to each discipline for the FOSCs'.

The Mexican-American Studies Advisory Committee met and agreed on the sequence of courses that should be contained in the revised Mexican-American Studies Field of Study Curricula. The committee's recommendations are a separate item on today's Committee agenda.

Faculty members for the Architecture Field of Study Advisory Committee were named at the April Board meeting. The committee had its first meeting in May, and future meetings are planned. The membership of the Nursing Field of Study Advisory Committee is another separate agenda item for consideration today. Coordinating Board staff have identified 20 disciplines, based on the number of declared majors and degrees awarded, that warrant the development of new FOSCs.

Texas Education Code, Section 61.8235 directs the Coordinating Board to develop programs of study (POS) for various technical programs. Programs of Study are similar to FOSCs except they are specific to workforce certificates and associates of applied science degrees. These are developed with assistance of advisory committees composed of faculty from secondary and postsecondary institutions of education and representatives from business and industry.

The advisory committees will be structured around the National Career Cluster Framework which groups all occupations in one of sixteen broad career clusters. A separate advisory committee will be developed for each of the career clusters. Each career cluster advisory committee will then develop subcommittees to develop programs of study in specific occupational areas. As an example, the architecture and construction career cluster committee could develop two separate subcommittees, one specific to architecture and one specific to construction.

The members of first two committees, one to review programs of study in the health sciences and one to consider programs of study in architecture and construction, were named at the April Board meeting. Each of the advisory committees has held their initial meeting.

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

Committee on Academic Workforce and Success

AGENDA ITEM V-E

Report to the Committee on activities of the Family Practice Residency Advisory Committee

RECOMMENDATION: Information item only

Background Information:

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 Family Practice Residency Advisory Committee (FPRAC) is charged with making funding recommendations to the Board for the Family Practice Residency Program (FPRP) and related support programs. The committee and FPRP were established in 1977 by the Texas Legislature. The intent of the program is to increase the numbers of physicians selecting family practice as their medical specialty and to encourage those physicians to establish their practices in rural and underserved communities in Texas. Roland Goertz, M.D., serves as chair, and Michael Ragain, M.D., serves as vice chair of the committee.

The committee held one meeting from August 2015 through April 2016 and considered the following items:

- Funding allocation for FPRP for Fiscal Year 2017 for recommendation to the Board;
- Review and approval of Annual Written Reports submitted by the FPRP-funded programs; and
- Review and approval of Annual Financial Reports submitted by the FPRP-funded programs.

Additionally, the committee monitored activities related to the Faculty Development Center.

Roland Goertz, M.D., Chair of FPRAC, will provide a brief update of activities.

FAMILY PRACTICE RESIDENCY ADVISORY COMMITTEE ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: OCTOBER 31, 2017

Committee Purpose: The Family Practice Residency Advisory Committee (FPRAC) is charged with making funding recommendations to the Board for the Family Practice Residency Program (FPRP) and related support programs. The committee and FPRP were established in 1977 by the Texas Legislature. The intent of the program is to increase the numbers of physicians selecting family practice as their medical specialty and to encourage those physicians to establish their practices in rural and underserved communities in Texas.

Report Period: August 2015 – June 2016

Chair: Roland Goertz, M.D.

Vice Chair: Michael Ragain, M.D., M.S.Ed.

Per statute, the 12-member committee includes representatives from the Texas Academy of Family Physicians, Association of Directors of Family Practice Programs, Texas Medical Association, Texas Osteopathic Medical Association, Texas Hospital Association, and members of the public appointed by the governor. Members serve staggered three-year terms with the possibility of reappointment.

List of Committee members is attached.

Committee Meeting Dates:

April 15, 2016 (Summary Notes have not been approved by the committee)

Annual Costs Expended

Committee costs were *estimated* at \$6,217 for the report period. The estimate includes the following:

- Committee member travel costs for one meeting
- Various THECB staff time

Time Commitments:

Based on the number of meetings held during the fiscal year, Committee members spend approximately 2-4 days traveling and attending meetings; Coordinating Board staff spend approximately 17-30 days to prepare and attend meetings.

Current Recommendations to the Board:

Funding allocation recommendation for FPRP and related support programs for Fiscal Year 2017.

Summary of Tasks Completed:

The committee was established to increase the numbers of physicians selecting family practice as their medical specialty and to encourage those physicians to establish their practices in rural and underserved communities in Texas. The Coordinating Board provides trustee funds to the FPRP as directed by the Legislature. Funding recommendations are made to the Board by FPRAC. To date, the program has provided funding support for more than 9,400 family practice residents.

FAMILY PRACTICE RESIDENCY ADVISORY COMMITTEE
Texas Higher Education Coordinating Board

COMMITTEE MEMBERS		
Roland Goertz, M.D., CHAIR	Texas Academy of Family Physicians	2016*
R. Michael Ragain, M.D., M.S.Ed., VICE CHAIR	Texas Academy of Family Physicians	2017*
Clare Arnot Hawkins, M.D.	Texas Academy of Family Physicians	2015*
Dale Ragle, M.D.	Texas Academy of Family Physicians – President	2015*
Bruce Becker, M.D.	Texas Hospital Association	2014**
Michael D. Reis, M.D.	Texas Hospital Association	2012**
Lewis E. Foxhall, M.D.	Texas Medical Association	2015*
Fred Onger, M.D.	Texas Organization of Family Practice Program Directors	2016*
Jon Sivoravong, D.O.	Texas Organization of Family Practice Program Directors	2016*
Damon A. Schranz, D.O.	Texas Osteopathic Medical Association	2016*
Ruth S. Chambers	Governor Appointee – Member of the Public	2018*
Linda Vega	Governor Appointee – Member of the Public	2016*
Bennie R. Wylie, Jr.	Governor Appointee – Member of the Public	2017*

ALTERNATE MEMBER		
Daniel Casey, M.D.	Texas Organization of Family Practice Program Directors	2016

*Term expires August 31 of year indicated

** Reappointment has been requested

4/2016

Texas Higher Education Coordinating Board Family Practice Residency Advisory Committee

Texas Higher Education Coordinating Board Room
1200 E. Anderson Lane
Austin, Texas

July 8, 2015
10:00 a.m.

Summary Notes

Members present: Roland Goertz, Chair (Texas Academy of Family Physicians), Clare Hawkins (Texas Academy of Family Physicians), Lewis Foxhall (Texas Medical Association), Fred Onger (Texas Organization of Family Practice Program Directors), Jon Sivoravong (Texas Organization of Family Practice Program Directors), Bennie Wylie (Governor Appointee), Linda Vega (Governor Appointee) (call in).

Members absent: Michael Ragain, Vice Chair (Texas Academy of Family Physicians), Bruce Becker (Texas Hospital Association), Michael Reis (Texas Hospital Association), Damon Schranz (Texas Osteopathic Medicine Association), Idolina Davis (Governor Appointee),

Staff present: Rex Peebles, Stacey Silverman, Suzanne Pickens, Ernest Jacquez, Doug Jansen, BJ Byrom

1. Welcome and Introduction – *Dr. Roland Goertz, Chair*

Dr. Roland Goertz, Chair, convened the meeting without quorum present and welcomed the members and guests. After his openings remarks, Dr. Goertz invited committee members, Coordinating Board staff, and visitors to introduce themselves. Ms. Vega then joined the meeting by phone and a quorum was established.

→ Informational Item: No Action Taken

2. Consideration of Summary Notes for March 6, 2015 meeting – *Dr. Goertz*

→ Action Item: The Advisory Committee unanimously approved the Summary Notes from the March 6, 2015 meeting.

3. Report on FPRP Legislative Appropriation – *Suzanne Pickens, Coordinating Board Staff*

Ms. Pickens reported on the Family Practice Residency Program (FPRP) appropriations. For the current 2014 – 2015 biennium, the Legislative appropriation is \$12.78 million; for the Fiscal Years (FY) 2016 – 2017 the appropriation is \$16.78 million, an increase of \$4 million. Over the last seven biennia FPRP appropriations have ranged from a low of \$5.6 million (FY2012 – FY2013) to a high of \$21.2 million in million in FY2010 – FY2011. The FY2016 – FY2017

appropriation of \$16.78 million is 79 percent of the highest appropriation during that fourteen-year period.

The FY2016 – FY2017 appropriation comes from two different sources. \$4 million is from the General Revenue Fund, and \$12.78 is from the General Revenue-Dedicated Trauma Facility and Emergency Medical Services (EMS) Account. Staff explained that the source of the appropriation affects how the Coordinating Board manages the money internally, but it will not affect the funding allocation. The EMS account is managed by the Department of State Health Services, and the Coordinating Board will work with DSHS to arrange funds transfer to the Coordinating Board to disburse. The total appropriation for the coming year FY 2016 is \$8.39 million.

→ Informational Item: No Action Taken

4. Consideration of Fiscal Year 2016 Funding Recommendation – *Dr. Goertz*

Dr. Goertz gave a brief overview of the process used to develop the three scenarios under consideration, noting that Coordinating Board staff and committee leadership have discussed the fairest way to allocate distribution, analyzing participation in supplemental programs.

Dr. Goertz opened the floor for discussion of the various scenarios presented. Dr. Silverman pointed out that the number of residents could change from the numbers projected in the scenarios, because residents are certified on September 1. Dr. Goertz added that another issue to consider is that, in future years, the number of new programs might dilute the per-resident amount. Once these new programs meet the requirement of three years of operation, they will likely request funding.

Dr. Hawkins moved to adopt Funding Option 3, with Dr. Foxhall seconding the motion. Dr. Hawkins explained that Option 3 supports the Faculty Development Center (FDC), which will be ever more necessary as new programs are coming online. Dr. Sivoravong echoed support for FDC funding.

→ Action Item: Motion to accept Funding Option 3 passed unanimously.

Ms. Pickens explained that Funding Option 3 will increase the amount of per-resident funding for rural rotations from \$2,000 to \$2,500 per rotation, a change that will require revision to the current guidelines. Ms. Pickens asked the committee to grant Coordinating Board staff the authority to make that change to the guidelines to increase the amount to \$2,500.

A motion was made and seconded to authorize staff to revise the rural rotation guidelines to reflect the increase in the amount of funding per rotation to \$2,500.

→ Action Item: The motion to authorize staff to revise the stipend in the guidelines passed unanimously.

Dr. Foxhall suggested that a subgroup of committee members meet to review the rural rotation guidelines for potential revisions. Drs. Goertz, Foxhall, and Onger agreed to review the guidelines.

5. Consideration and discussion of audit requirements in Senate Bill 215 (83rd Legislative Session), and State Auditor's Office opinion.

Dr. Goertz explained that there has been a change in Coordinating Board rules that govern audit requirements. The committee requested that the Coordinating Board clarify the implications for family medicine programs with respect to the audit reports required by statute.

Aporajita Ahmed, Coordinating Board Internal Audit, suggested that language be changed, from "audit" to "engagement," to more accurately reflect the requirement. An engagement could be a review, which allows limited testing and gives reasonable assurance, but is not as comprehensive as an audit. This review could be performed by someone independent to the program who could review the program and its financial statement and write a report. Dr. Goertz asked if institutions could still have their internal auditor provide reports for the program. Ms. Ahmed replied that this would be acceptable.

A short discussion followed, with Ms. Pickens clarifying that this requirement is in statute, which supersedes Coordinating Board rules or any guideline. However, the guidelines should communicate the requirement clearly and accurately: that it is a review by an entity independent of the program. As such, it may be conducted by the institution, as long as the entity performing the review is external to the program.

→ Action Item: A motion was made to change the wording of the guidelines as suggested using "engagement" or "audit report" instead of "audit statement." The motion passed unanimously.

6. Discussion relating to FPRP Rules 6.7 and 6.8 requiring that programs must have been in operation for at least three years to be eligible for operational grant funding

Ms. Pickens presented an overview of the Graduate Medical Education (GME) Expansion grant programs that were created in 2013 by the 83rd Legislature. This overview includes Planning Grants, Unfilled Position Grants, Grants for New and Expanded Programs, and also the Resident Physician Expansion Program. Largely as a result of the funding support from the GME Expansion grants, there are eight new family medicine residency programs that have begun, or are expected to begin, operation between 2014 and 2017. FPRP guidelines require that new programs be in operation three years before being eligible to apply for an Operational Grant. Some of the eight programs would not qualify for FPRP funding until FY 2020.

Discussion followed. Dr. Sivoravong asked if it is still the best course to maintain the three-year requirement, given the state's goal to create more first-year GME positions. Dr. Silverman noted that there were two issues the committee considered before the adoption of the three-year waiting period. The state biennial funding stream appropriates funds for two years every other year. In addition, three years of residency program operation allows one full cohort to complete that program, providing some indication of program stability. Dr. Sivoravong expressed concern that it seems that the guidelines exclude new programs from support because of the funding issues. It was noted that new GME programs currently have funding support from the GME Expansion Grant Program beginning with the first year of operation. Dr. Onger commented that the stability issue is one of the most important criteria the committee needs to consider. Programs requesting funding should be able to demonstrate that they can sustain program operation and would not be overly dependent on grant funds. Three years

seems a reasonable waiting period before a program can request funding from the Coordinating Board.

The committee opted to table discussion about the three-year requirement for new programs until a later date.

7. Consideration and discussion of instructions for Annual Financial Report

The committee discussed the Annual Financial Reports (AFR). Dr. Goertz noted that policy-making entities at both the state and federal levels request this kind of information. Coordinating Board staff are available to assist new users who are unfamiliar with the template. It was noted that completion of the report is often managed by a department outside the program, such as the audit department.

Cindy Passmore, Faculty Development Center, and Jennie Faulkner, Medical Education Director, Conroe Medical Education Foundation agreed to review the current AFR instructions and consider the usefulness of developing a presentation on AFR completion for the Family Medicine Leadership Conference.

8. Update on status of Graduate Medical Education Expansion grant programs

Ms. Pickens presented an overview of the Graduate Medical Education (GME) Expansion programs that were created in 2013 by the 83rd Legislature. Six new grant programs were established, with the intent to increase the number of first-year GME positions available in the state. The total appropriation was \$16.35 million, of which \$14.25 million funded four GME programs, and \$2.1 million funded the Primary Care Innovation program. The appropriation for GME Expansion in FY2016 – FY2017 is \$53 million.

Discussion followed. Dr. Foxhall inquired about specialties listed as primary care. Suzanne answered that primary care specialties are family medicine, internal medicine, pediatrics, and obstetrics/gynecology, as designated in statute. Dr. Silverman emphasized that it is crucially important that there are more first-year residency positions of all kinds due to the increase in medical school graduates in recent years, and she explained the steps that the Legislature, programs, and the Coordinating Board are taking to meet the challenge. Further discussion occurred focusing on program accountability and primary care residency positions. Dr. Silverman added that every effort will be made to keep stakeholders apprised whenever rules need to be changed, or if there is a need to go through a negotiated rulemaking process.

→ Informational Item: No Action Taken

9. Update on 84th Legislative Session

Ms. Pickens introduced Coordinating Board staff Rick Svatora, External Relations, and Lesa Moller, Student Aid Financial Programs.

Mr. Svatora presented an update on major legislation from last session that affected or could have affected higher education. After a brief discussion of the Hazelwood exemption and other issues related to higher education, discussion moved to House Bill (HB) 1, the state budget for the next biennium, FY2016 – FY2017. HB 1 appropriated \$19.9 billion for higher education, which is a 7.5 percent increase (\$1.4 billion). Appropriations to Health-Related Institutions increased by \$178 million, a 6.2 percent increase.

Ms. Moller provided an update on the Physician Loan Repayment Program (PLRP). Funding for the PLRP was increased to \$33.8 million in the 2014 – 2015 biennium, and will remain at that level for the 2016 – 2017 biennium. This program is efficient and cost-effective because disbursements are made upon completion of each year of service. Physicians must agree to provide four years of eligible service, but the program's letters of conditional approval state that any disbursements to be made after the state spending deadline for the current biennium will be contingent on continued state appropriations, and if, future funds were not appropriated, physicians would be released from their agreements.

The main purpose of the program has always been and continues to be to recruit and retain primary care physicians in Health Profession Shortage Areas (HPSA). Legislation that became effective for the 2014 – 2015 biennium created an alternative pathway to eligibility. Applications from physicians who do not practice in HPSAs but who meet specified service levels for Medicaid and Texas Women's Health program enrollees, are considered at the end of each fiscal year if funds remain available after all other applications have been considered.

Multiple layers of priorities have added considerable complexity in projecting expenditures and general administration of the program. To date there have been sufficient funds to approve applications from all eligible physicians and nursing faculty applicants. Current projections indicate that there might not be FY 2015 funds available at the end of the year for nursing faculty loan repayment. Projections are based on the assumption that all physicians that have applied for participation in the program will, in fact, complete service requirements.

Ms. Moller noted that the PLRP is approaching a level of full subscription, which the Coordinating Board considers a mark of success. During the upcoming year, the Coordinating Board expects to conduct an anonymous survey to collect feedback on the degree to which the prospect of loan repayment influenced physician practice decisions and retentions in HPSAs.

→ Informational Item: No Action Taken

10. Discussion of future agenda items and future meeting dates

Dr. Goertz summarized meeting discussion topics. Ms. Pickens suggested that the committee continue to meet in conjunction with the Texas Academy of Family Physicians (TAFP) Interim Session, which has been moved to April 2016. Scheduling the FPRAC meeting in conjunction with the TAFP Interim Session facilitates attendance for program directors and other interested parties. TAFP has provided a meeting room for the committee on April 15, 2016 from 3:00 – 5:00 PM at the Omni Southpark Hotel in Austin.

Agenda items for the spring 2016 meeting include consideration of funding recommendations for FY 2017, review of annual financial reports and programmatic reports, and an update on Physician Loan Repayment Program outcomes, if survey results are available.

11. Adjournment

Adjourned at 12:30p.

Committee on Academic and Workforce Success

Agenda Item V-F

Consideration of adopting the Family Practice Residency Advisory Committee's recommendation to the Committee relating to the distribution of funds trusteeed to the Coordinating Board to support family practice residency programs for Fiscal Year 2017 and the report on trusteeed funds distributed in Fiscal Year 2016

RECOMMENDATION: Approval to fund the Family Practice Residency Program in Fiscal Year 2017 and accept the report.

Background Information:

The Family Practice Residency Program (FPRP) was established in 1977. Since 1979, the Texas Legislature has appropriated funding to the program to increase the numbers of physicians selecting family practice as their medical specialty and to encourage those physicians to establish their practices in rural and underserved communities in Texas. The Coordinating Board provides trusteeed funds to the FPRP as directed by the Legislature. Funding recommendations are made to the Board by the statutory 12-member Family Practice Residency Advisory Committee. To date, the program has provided funding support for more than 9,400 family practice residents.

The FPRP received an appropriation of \$16,780,000 for the biennium. Funding of \$12,780,000 was directly appropriated to the Coordinating Board from the General Revenue-Dedicated Account No. 5111, *Designated Trauma Facility and Emergency Medical Services Account*; \$4,000,000 was appropriated from General Revenue. Funding of \$8,383,996 was awarded in Fiscal Year (FY) 2016, and \$8,390,000 is available for awards in FY 2017. The Family Practice Residency Advisory Committee met on April 15, 2016, and formulated recommendations for FY 2017 allocations based on the following criteria: 1) provide per-resident funding based on the number of residents certified in training on September 1, 2016; 2) provide funding to maintain the rural rotation and public health rotation requirements; and 3) provide support funding to the Faculty Development Center.

Following the Advisory Committee's recommendation for funding, staff estimates that the FY 2017 funding would be awarded as follows:

Total Available Funds/Appropriation:	\$ 8,390,000
<i>Estimated</i> number of certified residents:	746
<i>Estimated</i> per-resident funding:	\$ 10,887
<i>Estimated</i> Operational Grant Total:	\$8,121,500
45 Rural Rotations at \$2,500:	\$ 112,500
3 Public Health Rotations at \$2,000:	<u>\$ 6,000</u>
Rural and Public Health Rotation Total:	\$118,500
Faculty Development Center:	\$150,000
Total Allocation of Funds	\$ 8,390,000

Roland Goertz, M.D., Chair, Family Medicine Residency Advisory Committee, will present the advisory committee's funding recommendation for the program. Dr. Goertz and Dr. Stacey Silverman, Deputy Assistant Commissioner for Academic Quality, will be available to answer questions.

Report on Trusteed Funds Distributed in FY 2016:

During FY 2016, the FPRP provided grants to Texas' 28 nationally accredited family practice residency programs, which are located in every region of the state, and provided support for Texas' health care education and delivery network. Allocation of funding was based on recommendations made by the Family Practice Residency Advisory Committee and approved by the Board.

Table 1 below presents the appropriation amounts for FPRP for FY 2008 through FY 2017.

Table 1. Family Practice Residency Program Biennial Funding History	
FY 2008 - 2009	\$ 17,464,310
FY 2010 - 2011	\$ 21,214,310
FY 2012 - 2013	\$ 5,600,000
FY 2014 - 2015	\$ 12,780,000
FY 2016 - 2017	\$ 16,780,000

Funding for FPRP primarily supports the operation of family practice residency programs. However, a portion of the appropriation supports rural and public health rotations.

(a) Family Practice Residency Operational Programs

Funding levels per resident, shown in Table 2 for recent years, are based on the number of certified family practice residents in training on September 1st of each year.

Table 2. Family Practice Residency Program Per-Resident Funding		
	Per-resident Funding	Number of Residents Funded
FY 2011	\$14,396	693
FY 2012	\$3,895	706
FY 2013	\$3,841	716
FY 2014	\$8,504	730
FY 2015	\$8,797	727
FY 2016	\$10,897	746
FY 2017 <i>Estimated</i>	\$10,887	746

(b) Family Practice Faculty Development Center

The Family Medicine Faculty Development Center (Center) was established in 1978 with federal and state funding to provide statewide training for current and future

family practice residency and medical school faculty. A full range of opportunities are offered for Texas family medicine residents and faculty to enhance their skills in research, teaching, management, and administration of academic family medicine. The Center received \$373,670 in funding support under the FPRP in FY 2011. However, in FY 2012, state appropriations to FPRP received a 75 percent reduction, and prompted the closure of the Center in August 2011. The University of North Texas Health Science Center offered to establish a smaller scale Center on its campus in April 2012 and began training faculty the following summer. In FY 2016, the Center received funding support of \$150,000 under the FPRP, which allowed the Center to expand its certificate program for residents and increase its faculty development and leadership offerings for family medicine residents and faculty.

(c) Rural and Public Health Rotations

The Texas Legislature established the Rural Rotation program in 1989 and added Public Health in 1997. It is statutorily mandated that all accredited Texas family practice residency programs provide their residents with an opportunity to participate in a one-month rotation in a rural or public health setting. Rural and public health rotations are supported by FPRP funds, as required by a rider in the General Appropriations Act.

In FY 2016, funding of \$105,000 provided support for month-long experiences in a rural rotation to 42 family practice residents. Participating family practice residents receive a stipend of \$1,000 upon completion of a rural rotation. In addition, residency programs receive funding of \$1,500 for each resident who completes a rural rotation. Rural and public health supervisors serve as volunteers and are not compensated for their services.

Committee on Academic and Workforce Success

Agenda Item V-G (1)

Consideration of adopting the staff recommendation to the Committee relating to the request from Texas A&M University for a Bachelor of Science (BS) degree with a major in Interdisciplinary Engineering

Recommendation: Approval

Rationale: The proposed Interdisciplinary Engineering program is intended to prepare students for careers in emerging interdisciplinary fields, such as Materials Engineering, Robotic Vision, and Energy Engineering. These emerging interdisciplinary fields would combine elements of more than one traditional discipline into a new specialization. There is an increasing demand for graduates with interdisciplinary or multidisciplinary engineering training and education. Much of the interdisciplinary effort in engineering education has been occurring at the graduate level, and this bachelor's-level program would be one of the first formal efforts at undergraduate interdisciplinary engineering education in the state.

Contingencies: The institution will seek accreditation for its Interdisciplinary Engineering degree program from the Accreditation Board for Engineering and Technology (ABET) upon the graduation of its first student.

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

<i>Related Programs</i>	<p>The institution has 14 degree programs within the same two-digit CIP code:</p> <p style="text-align: right;"><u>Yes</u> No N/A</p> <ul style="list-style-type: none">• BS in Aerospace Engineering,• BS in Biological and Agricultural Engineering,• BS in Biomedical Engineering,• BS in Chemical Engineering,• BS in Civil Engineering,• BS in Computer Engineering,• BS in Electrical Engineering,• BS in Industrial Engineering,• BS in Mechanical Engineering,• BS in Nuclear Engineering,• BS in Ocean Engineering• BS in Offshore and Coastal Systems Engineering,• BS in Petroleum Engineering, and• BS in Radiological Health Engineering.
-------------------------	--

Proposed Program:

The proposed face-to-face program in Interdisciplinary Engineering would consist of 128 semester credit hours (SCH) of instruction, with curriculum requirements that are comparable to the other 14 ABET-accredited engineering programs in the Dwight Look College of Engineering. Interested students would be able to apply for admission to the program as early as their second semester. Before applying to the program, students would meet with the Director of Interdisciplinary Programs to identify their interdisciplinary interests. Students would then be required to submit tentative degree plans to the Director and Advising Committee for review and approval before being admitted to the program.

The institution estimates that the program's five-year costs would total \$910,000, with funding of \$3,247,327 over the same five years. Coordinating Board staff estimate that formula funding would provide approximately 12.7 percent of total funding during the first five years.

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

<i>Lack of Duplication of Program</i>	<u>Strong</u> Moderate Weak		
Number of degree programs in the state with programs in Interdisciplinary Engineering (14.0101.00): 0			
Number of degree programs within a 60-minute drive with the same 6-digit CIP: 0			
<i>Job Market Need</i>	Strong <u>Moderate</u> Weak		
Advertisements for job openings	Yes	<u>No</u>	N/A
Employer surveys	<u>Yes</u>	No	N/A
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A
<i>Student Demand</i>	Strong <u>Moderate</u> Weak		
Increased enrollment in related programs at the institution	<u>Yes</u>	No	N/A
High enrollment in similar programs at other institutions	Yes	No	<u>N/A</u>
Applicants turned away at similar programs at other institutions	Yes	No	<u>N/A</u>
Student surveys	<u>Yes</u>	No	N/A

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Student Headcount</i>	25	49	73	77	76
<i>Student FTE</i>	25	49	73	77	76
<i>Core Faculty FTE</i>	2	2	2	2	2
<i>Core Faculty Headcount*</i>	4	4	4	4	4

*Members of the Advising Committee and faculty members teaching ENGR 401 (Interdisciplinary Design) and ENGR 402 (Interdisciplinary Design II) will be listed as program faculty. Every faculty member in the Dwight Look College of Engineering will be invited to apply for consideration as program faculty.

FIVE-YEAR COSTS

Personnel	
Faculty	\$0
Administration	\$ 400,000
Graduate Assistants	\$ 150,000
Clerical/Staff	\$ 360,000
Facilities and Equipment	\$0
Supplies and Materials	\$0
Other	\$0
Est. Five-Year Costs	\$ 910,000

SOURCES OF FUNDING

Anticipated New Formula	
Funding (years 3 through 5)	\$414,056
Reallocation of Existing Resources	\$910,000
Designated Tuition & Fees	\$1,970,271
Other Funding	\$0
Est. 5-Year Revenues	\$3,294,327

Major Commitments:

The program will seek ABET accreditation for its Interdisciplinary Engineering degree program upon the graduation of its first student.

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			Fall 2013			Fall 2014		
	Number	Percent	Percent	Number	Percent	Percent	Number	Percent	Percent
White	33,566	68.9%	62.5%	33,317	62.6%	60.8%	34,383	60.8%	60.8%
Hispanic	6,342	13.0%	17.6%	9,346	17.6%	18.5%	10,454	18.5%	18.5%
African American	1,624	3.3%	3.4%	1,800	3.4%	3.4%	1,931	3.4%	3.4%
Asian	2,238	4.6%	4.9%	2,602	4.9%	5.3%	2,979	5.3%	5.3%
International	4,384	9.0%	8.7%	4,608	8.7%	8.9%	5,041	8.9%	8.9%
Other & Unknown	548	1.1%	2.9%	1,546	2.9%	3.0%	1,719	3.0%	3.0%
Total	48,702	100.0%	100.0%	53,219	100.0%	100.0%	56,507	100.0%	100.0%
TX First Time Transfers	Number	% of UG	% of UG	Number	% of UG	% of UG	Number	% of UG	% of UG
Two-Year Institutions	1,038	2.7%	3.3%	1,400	3.3%	3.3%	1,464	3.3%	3.3%
Other Institutions	302	.8%	1.1%	462	1.1%	1.3%	559	1.3%	1.3%

Costs									
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH									
Fiscal Year	Institution		Peer Group		Percent Increase		Percent Increase		Percent Increase
	Average	Percent	Average	Percent	Average	Percent	Average	Percent	
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		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	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									
Cohort	Enter Fall 2008			Enter Fall 2012			Enter Fall 2013		
	7,465	7,174	8,495	97.5%	95.7%	95.8%	92.4%	91.4%	90.4%
Total	97.5%	95.7%	95.8%	92.4%	91.4%	90.4%	5.1%	4.2%	5.4%
Same									
Other									
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates									
Cohort	Enter Fall 2007			Enter Fall 2011			Enter Fall 2012		
	7,587	7,599	7,165	94.7%	94.5%	93.5%	87.1%	86.7%	86.7%
Total	94.7%	94.5%	93.5%	87.1%	86.7%	86.7%	7.6%	7.4%	6.9%
Same									
Other									
Institution Persistence									
Cohort	Enter Fall 2007			Enter Fall 2011			Enter Fall 2012		
	7,587	7,599	7,165	94.7%	94.5%	93.5%	87.1%	86.7%	86.7%
Total	94.7%	94.5%	93.5%	87.1%	86.7%	86.7%	7.6%	7.4%	6.9%
Same									
Other									
Peer Group Persistence									
Cohort	Enter Fall 2007			Enter Fall 2011			Enter Fall 2012		
	7,587	7,599	7,165	94.7%	94.5%	93.5%	87.1%	86.7%	86.7%
Total	94.7%	94.5%	93.5%	87.1%	86.7%	86.7%	7.6%	7.4%	6.9%
Same									
Other									
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree									
Institution	Grads		Sem		SCH		SCH		SCH
	Grads	Sem	Grads	Sem	SCH	Sem	SCH	Sem	
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	131.84			
FY 2014	8,336	9.15	129.93	7,949	9.12	129.92			

Funding									
Source	FY 2009		FY 2013		FY 2014				
	Amount	Pct of Total	Amount	Pct of Total	Amount	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%			

*Peer Group data is average for peer group.

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		1-Year Persistence, Fall 2013		
Measure		Entering Fall	Rate	
4-year Rate Total	2010		55.0%	Total 95.8%
Same Institution			53.6%	Same 90.4%
Other Institutions			1.5%	Other 5.4%
5-year Rate Total	2009		80.3%	2-Year Persistence, Fall 2012
Same Institution			77.0%	Same 86.7%
Other Institutions			3.3%	Other 6.9%
6-year Rate Total	2008		85.2%	
Same Institution			80.4%	
Other Institutions			4.8%	

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	

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%

Instruction		
Measure of Excellence		
Undergraduate Classes with < 20 Students		Fall 2014
		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

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Peer Group Average	Percent Increase	Percent Increase
2010	\$8,391	\$8,842	.0%	.0%
2011	\$8,481	\$9,418	1.1%	6.1%
2012	\$8,480	\$9,794	.0%	3.8%
2013	\$8,480	\$9,794	.0%	.0%
2014	\$9,036	\$9,790	6.2%	.0%
2015	\$9,242	\$9,798	2.2%	.1%

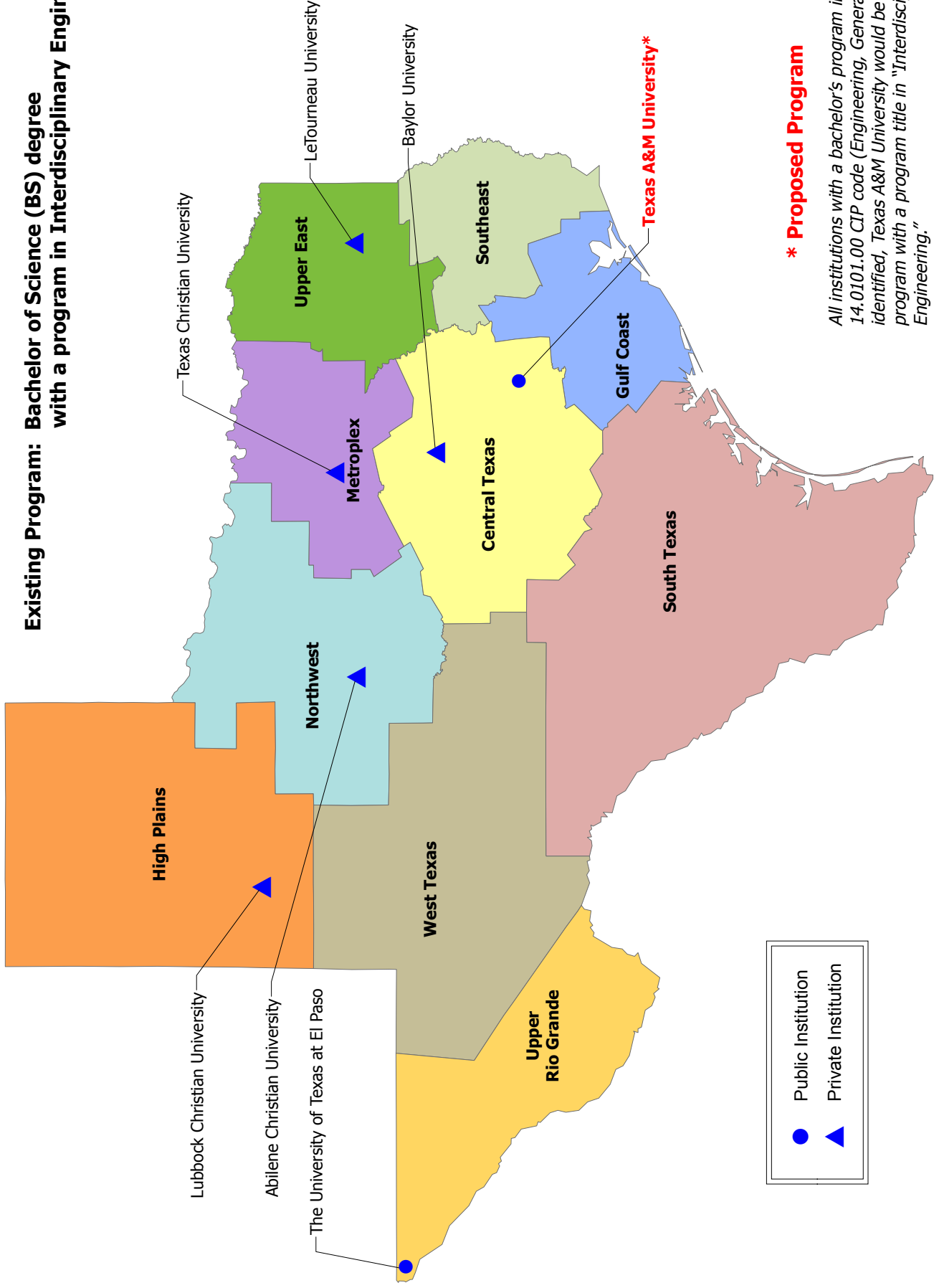
Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2015		
Type of Cost	Average Amount	
Total Academic Cost	\$9,242	
On-campus Room & Board	\$9,522	
Books & Supplies	\$1,000	
Off-Campus Transportation & Personal Expenses	\$2,706	
Total Cost	\$22,470	

Rates of Tuition per SCH
Mandatory Fees

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: Bachelor of Science (BS) degree
with a program in Interdisciplinary Engineering**



*** Proposed Program**

All institutions with a bachelor's program in the 14.0101.00 CIP code (Engineering, General) are identified, Texas A&M University would be the only program with a program title in "Interdisciplinary Engineering."

Committee on Academic and Workforce Success

AGENDA ITEM V-G (2)

Consideration of adopting the staff recommendation to the Committee relating to the request from The University of Texas Medical Branch at Galveston for a Doctor of Clinical Laboratory Sciences (DCLS) degree in Clinical Laboratory Sciences

Recommendation: Approval

Rationale: The proposed program would create an advanced practice doctorate program in Clinical Laboratory Sciences, a field in which the Bureau of Labor Statistics and the Texas Workforce Commission project greater than average growth. The program, which would be the second DCLS degree program in the U.S., is designed to educate a practice-oriented healthcare professional who would be able to serve in inter-professional healthcare teams in a consultant role. The proposed degree would be offered as an online program by The University of Texas Medical Branch at Galveston's (UTMB) Department of Clinical Laboratory Sciences in conjunction with the UTMB Department of Pathology.

Contingencies: The proposed program will seek accreditation from the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) and hire two full-time faculty during the program's first five years. The institution will submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

The University of Texas Medical Branch at Galveston
(Accountability Peer Group: Health-Related)

Success Measures	Institution	State
<i>Graduate</i>	Master's 5-Year Graduation Rate	88.6% 78.7%
	Doctoral 10-Year Graduation Rate	62.3% 62.8%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years: Yes <u>No</u> N/A	
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years: <u>Yes</u> No N/A	
	Recently Approved Doctoral Programs: <ul style="list-style-type: none"> PhD in Rehabilitation Sciences (2011) DNP in Nursing Practice (2011) <i>Projected enrollments were not met.</i> 	

Proposed Program:

UTMB proposes to create a Doctor of Clinical Laboratory Sciences (DCLS) degree to train practicing professionals who have already obtained a bachelor's degree and have at least three years of clinical laboratory experience. The proposed program would require 77 semester credit hours (SCH) after the bachelor's degree and include a capstone project. All didactic coursework would be offered online, with requisite clinical work to be completed at UTMB or at affiliated hospitals. UTMB anticipates that most students would continue as working professionals and matriculate part-time, requiring 13 semesters (4.5 years) to complete the proposed program. The institution estimates that initial five-year costs would total \$906,655.

Existing Programs:

The DCLS degree is an advanced practice degree in Clinical Laboratory Sciences. There is one other DCLS program the U.S., at Rutgers University, and no DCLS programs in Texas.

Start-Up Projections:	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
<i>Students Enrolled</i>	10	20	32	34	36
<i>Graduates</i>	0	0	9	9	10
<i>Avg. Financial Assistance</i>	\$0	\$0	\$0	\$0	\$0
<i>Students Assisted</i>	0	0	0	0	0
<i>Core Faculty</i>	11	11	12	12	13
<i>Anticipated Costs</i>	\$ 76,966	\$154,591	\$189,266	\$188,266	\$297,566
<i>Anticipated Funding</i>	\$159,226	\$305,561	\$416,143	\$429,335	\$541,507
<i>% From Formula Funding</i>	0	0	35%	34%	45%

FIVE-YEAR COSTS

Personnel	
Faculty	\$ 709,875
Program	\$ 101,250
Graduate Assts/Clerical Staff	\$ 71,830
Library Supplies, and Materials	\$ 6,300
Facilities and Equipment	\$ 7,000
Other	\$ 10,400
Est. 5-Year Costs	\$ 906,655

SOURCE OF FUNDING

Anticipated New Formula Funding (years 3 through 5)	\$ 535,278
Other State Funding (Statutory Tuition)	\$ 118,800
Reallocation of Existing Resources	\$ 403,905
Other Funding (Designated Tuition and Student Program Fees)	\$ 793,789
Est. 5-Year Revenues	\$1,851,772

Major Commitments:

The proposed program will seek accreditation from the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) and hire two full-time faculty during the program's first five years. The institution will submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

Final Assessment:

The institution has a proactive plan to recruit underrepresented students to the program:

Yes No

The chief executive officer of the institution certified, and staff 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 MEDICAL BRANCH AT GALVESTON

Location: Galveston, Gulf Coast Region
Health Related Institution Accountability Peer Group: Texas A&M System HSC, Texas Tech Univ HSC, Texas Tech Univ HSC, UT HSC Houston, UT HSC San Antonio, UT HSC Tyler, UT M. D. Anderson Cancer Center, UT Southwestern Medical Center
Out-Of-State Peers: Georgia Health Sciences University, University Of California-San Francisco
Degrees Offered: Bachelors, Master's, Doctoral, Professional
Institutional Resumes [Accountability System](#) [Definitions](#) [Institution Home Page](#)

Enrollment

Category	Fall 2009	Fall 2013	Fall 2014
Medical School Students	920	913	931
Total Enrollment	2,430	3,112	3,211
Physicians Certified in Residency	464	529	548

Costs

Average Annual Total Academic Costs for Resident Full-time Student					
Undergraduate Student			Graduate Student		
Year	Institution	Peer Group	Institution	Peer Group	Peer Group
FY 2010	\$5,473	\$4,772	\$3,368	\$3,795	
FY 2014	\$7,219	\$5,081	\$3,867	\$5,328	
FY 2015	\$7,219	\$5,212	\$3,867	\$5,722	

Student Success

Nursing and Allied Health Degrees Awarded									
FY 2013					FY 2014				
Type	Institution	Peer Group	Institution	Peer Group	Institution	Peer Group	Institution	Peer Group	
Bachelor's	251	184	432	308	456	286			
Master's	183	94	216	134	226	122			
Doctoral	11	5	14	8	19	10			
Professional	21	16	84	38	75	30			

National Data: Nursing or Allied Health Degrees Awarded									
FY 2008					FY 2013				
	Institution	Out-of-state Peers Ave.	Institution	Out-of-state Peers Ave.	Institution	Out-of-state Peers Ave.	Institution	Out-of-state Peers Ave.	
Associate's									
Bachelor's	279	139	390	100	432				
Master's	181	148	248	252	213	89			
Doctoral		67	4	15	14	7			

Research Expenditures

Year	Amount
FY 2009	\$153,713,920
FY 2013	\$144,728,120
FY 2014	\$141,002,443

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

Year	Institution	Peer Group
FY 2009	30.40%	31.35%
FY 2013	33.57%	28.61%
FY 2014	23.53%	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	97.00%	96.54%
FY 2013	96.80%	97.08%
FY 2014	94.00%	95.99%

Funding

Total Appropriated Funds Including Faculty and Staff Health and Retirement			Total Amount of Money from Any Source Available in FY		
Year	Amount		Year	Amount	
FY 2010	\$427,245,097		FY 2010	\$840,094,857	
FY 2013	\$317,760,622		FY 2013	\$639,493,881	
FY 2014	\$357,302,064		FY 2014	\$685,114,135	

Online Resume for Prospective Students, Parents and the Public THE UNIVERSITY OF TEXAS MEDICAL BRANCH AT GALVESTON

Location: Galveston, Gulf Coast Region
Health Related Institution Accountability Peer Group: Texas A&M System HSC, Texas Tech Univ HSC, Texas Tech Univ HSC, UT HSC Houston, UT HSC San Antonio, UT HSC Tyler, UT M. D. Anderson Cancer Center, UT Southwestern Medical Center
Out-Of-State Peers: Georgia Health Sciences University, University Of California-San Francisco
Degrees Offered: Bachelors, Master's, Doctoral, Professional
Institutional Resumes: Accountability System Definitions Institution Home Page

Enrollment				
Fall 2014				
Race/Ethnicity	Total Students Number	% of Total	Medical Students Number	% of Total
White	1,489	46.4%	375	40.3%
Hispanic	476	14.8%	168	18.0%
African American	393	12.2%	139	14.9%
Asian/Pacific Isl.	535	16.7%	178	19.1%
International	142	4.4%	6	.6%
Other & Unknown	176	5.5%	65	7.0%
Total	3,211	100.0%	931	100.0%
			Physicians Certified in Residency*	% of Total
			0	.0%
			0	.0%
			0	.0%
			0	.0%
			0	.0%
			0	.0%
			548	100.0%

* Data for FY 2015

Costs		
Annual Academic Costs for Full-time Resident Student, FY 2015		
Type of Cost	Average Amount	
Undergraduate	\$7,219	
Graduate	\$3,867	
First-time Medical Student	\$17,815	
Rates of Tuition per SCH		
Mandatory Fees as Defined by CB		
Amount & Percent of Tuition Increase (UGrad)		
Amount & Percent of Tuition Increase (Grad)		

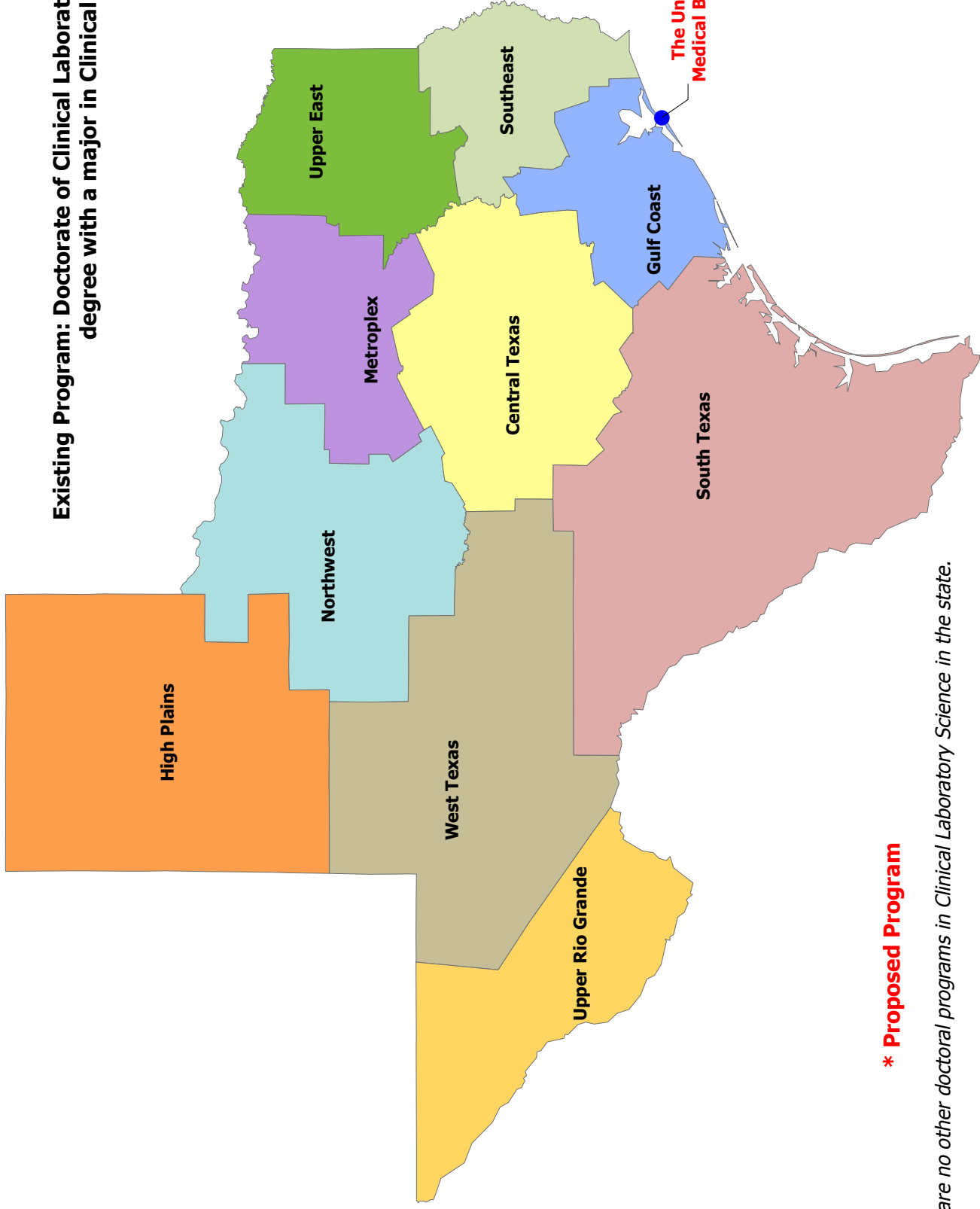
Financial Aid		
Need-based Aid for Graduate Students (GS)		
Fall 2013		
Type of Aid	% of GSs Receiving	Average Amount
Grants or Scholarships	3.8%	\$9,562
Loans	3.2%	\$2,960
Work Study	1.2%	\$1,555
Grants, Scholarships, Loans or Workstudy	7.6%	\$6,310

Student Success				
Percent of Medical School Students Practicing Primary Care in Texas after Graduation				
Year	Institution	Peer Group	Year	Peer Group
FY 2014	94.00%	95.99%	Bachelor's	286
			Master's	122
			Doctoral	10
			Professional	30

First-time Licensure or Certification Examination Pass Rate FY 2014			
Field	Institution	Peer Group	Pass Rate
Dental	N/A	94.0%	94.0%
Allied Health	92.4%	95.4%	95.4%
Nursing	94.2%	91.2%	91.2%
Pharmacy	N/A	94.7%	94.7%
Medical	94.0%	96.0%	96.0%

Research Expenditures	
Year	Amount
FY 2014	\$141,002,443

**Existing Program: Doctorate of Clinical Laboratory Sciences (DCLS)
degree with a major in Clinical Laboratory Sciences**



**The University of Texas
Medical Branch at Galveston**

*** Proposed Program**

There are no other doctoral programs in Clinical Laboratory Science in the state.

Committee on Academic and Workforce Success

Agenda Item V-G (3)

Consideration of adopting the staff recommendation to the Committee relating to the request from The University of Texas Medical Branch at Galveston for a Doctor of Occupational Therapy (OTD) degree with a major in Occupational Therapy

Recommendation: Approval

Rationale: The proposed program would serve a well-documented need for doctoral professionals in occupational therapy, as the field faces shortages in leadership and faculty, and increased needs for demonstrating positive clinical outcomes. There is also a need for doctoral-prepared occupational therapists in Texas with skills in planning and development to create and lead programs that provide care for underserved populations. The program, which would be the second OTD program in Texas, is designed to educate a practice-oriented healthcare professional who would be able to serve in inter-professional healthcare teams. Graduates would be prepared to search, analyze, and synthesize information for clinical evidence, serve effectively as members of inter-professional teams, and create networks between institutions and communities.

Contingencies: The institution will hire two new faculty in Years 3 and 5 of operation. The institution will submit five annual doctoral reports confirming institutional commitments and assessing the progress of program implementation.

The University of Texas at Medical Branch at Galveston
(Accountability Peer Group: Health-Related)

Success Measures	Institution	State
<i>Graduate</i>	Master's 5-Year Graduation Rate	88.6% 78.7%
	Doctoral 10-Year Graduation Rate	62.3% 62.8%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years: Yes <u>No</u> N/A	
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years: <u>Yes</u> No N/A	
	Recently Approved Doctoral Programs: <ul style="list-style-type: none"> PhD in Rehabilitation Sciences (2011) DNP in Nursing Practice (2011) <i>Projected enrollments were not met.</i> 	

Proposed Program:

UTMB proposes to create a Doctor of Occupational Therapy (OTD) program to train practicing professionals who have already obtained either a master's or bachelor's degree in occupational therapy. The program would be a post-professional hybrid model offered primarily online, with some onsite components. The program is designed to enable experienced occupational therapists (OT) to assume leadership roles in practice settings and to serve as clinical faculty in entry-level professional programs. The program would include both clinical courses and mentored projects. Admission to the program would require at least three years of clinical experience and consist of 34 semester credit hours after the master's degree. A capstone project would be required. The program would allow experienced practitioners with a bachelor degree to matriculate, if they have an extensive portfolio of relevant clinical experience that demonstrates advanced practice competence secured in the field. Students with a bachelor's degree would need to complete six additional semester credit hours.

UTMB does not include any teaching or research assistantships for the proposed program designed for working professionals. This stance on student financial assistance is common of other post-professional OT programs in the country, including the only other OTD program at Texas Woman's University. The institution estimates the initial five-year costs would be \$759,867. The institution agrees to hire two new faculty; one in the third year and another in the fifth year of the program's operation.

Existing Programs:

There is one public OTD program at Texas Woman's University (TWU), which is located 331 miles from the proposed program at UTMB. The OTD program at TWU has been at capacity since it opened in 2014.

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Students Enrolled</i>	10	25	35	40	40
<i>Graduates</i>	0	9	14	19	19
<i>Avg. Financial Assistance</i>	\$0	\$0	\$0	\$0	\$0
<i>Students Assisted</i>	0	0	0	0	0
<i>Core Faculty</i>	9	9	9	9	9
<i>Anticipated Costs</i>	\$89,942	\$126,941	\$144,028	\$143,826	\$255,130
<i>Anticipated Funding</i>	\$152,720	\$290,067	\$400,159	\$435,349	\$533,155
<i>% From Formula Funding</i>	0	0	41%	37%	48%

FIVE-YEAR COSTS		SOURCE OF FUNDING	
Faculty	\$605,283	Anticipated New Formula Funding (years 3 through 5)	\$433,568
Program Administration	\$32,215		
Clerical Staff	\$101,669	Other State Funding	\$126,500
New faculty recruitment	\$10,400	Reallocation of Existing Resources	\$235,212
Equipment and Supplies	\$10,300	Other Funding (Other Tuition and Fees)	\$865,489
Est. 5-Year Costs	\$759,867	Est. 5-Year Revenues	\$1,660,769

Major Commitments:

The institution agrees to hire two new faculty during the program's first five years and to revise the curriculum to allow for an intensive pre-doctoral semester for those admitted to the program with a bachelor's degree. The institution will submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

Final Assessment:

The institution has a proactive plan to recruit underrepresented students to the program:

Yes No

The chief executive officer of the institution certified, and staff 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 MEDICAL BRANCH AT GALVESTON

Location: Galveston, Gulf Coast Region
 Health Related Institution Accountability Peer Group: Texas A&M System HSC, Texas Tech Univ HSC, UT HSC Houston, UT HSC San Antonio, UT HSC Tyler, UT M. D. Anderson Cancer Center, UT Southwestern Medical Center
 Out-Of-State Peers: Georgia Health Sciences University, University Of California-San Francisco
 Degrees Offered: 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	920	913	931
Total Enrollment	2,430	3,112	3,211
Physicians Certified in Residency	464	529	548

Costs

Average Annual Total Academic Costs for Resident Full-time Student					
Year	Undergraduate Student		Graduate Student		Peer Group
	Institution	Peer Group	Institution	Peer Group	
FY 2010	\$5,473	\$4,772	\$3,368	\$3,795	
FY 2014	\$7,219	\$5,081	\$3,867	\$5,328	
FY 2015	\$7,219	\$5,212	\$3,867	\$5,722	

Student Success

Nursing and Allied Health Degrees Awarded										
Type	FY 2009		FY 2013		FY 2014		National Data: Nursing or Allied Health Degrees Awarded			
	Institution	Peer Group	Institution	Peer Group	Institution	Peer Group	FY 2008 Institution	Out-of-state Peers Ave.	FY 2012 Institution	Out-of-state Peers Ave.
Bachelor's	251	184	432	308	456	286
Master's	183	94	216	134	226	122	279	139	390	100
Doctoral	11	5	14	8	19	10	181	148	248	252
Professional	21	16	84	38	75	30	.	67	4	15

Research Expenditures

Year	Amount
FY 2009	\$153,713,920
FY 2013	\$144,728,120
FY 2014	\$141,002,443

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

Year	Institution	Peer Group
FY 2009	30.40%	31.35%
FY 2013	33.57%	28.61%
FY 2014	23.53%	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	97.00%	96.54%
FY 2013	96.80%	97.08%
FY 2014	94.00%	95.99%

Funding

Total Appropriated Funds Including Faculty and Staff Health and Retirement	
Year	Amount
FY 2010	\$427,245,097
FY 2013	\$317,760,622
FY 2014	\$357,302,064

Total Amount of Money from Any Source Available in FY

Year	Amount
FY 2010	\$840,094,857
FY 2013	\$639,493,881
FY 2014	\$685,114,135

Online Resume for Prospective Students, Parents and the Public THE UNIVERSITY OF TEXAS MEDICAL BRANCH AT GALVESTON

Location: Galveston, Gulf Coast Region
Health Related Institution Accountability Peer Group: Texas A&M System HSC, Texas Tech Univ HSC, Texas Tech Univ HSC, UT HSC Houston, UT HSC San Antonio, UT HSC Tyler, UT M. D. Anderson Cancer Center, UT Southwestern Medical Center
Out-Of-State Peers: Georgia Health Sciences University, University Of California-San Francisco
Degrees Offered: Bachelor's, Master's, Doctoral, Professional
Institutional Resumes: Accountability System Definitions Institution Home Page

Enrollment

Fall 2014				
Race/Ethnicity	Total Students		Medical Students	
	Number	% of Total	Number	% of Total
White	1,489	46.4%	375	40.3%
Hispanic	476	14.8%	168	18.0%
African American	393	12.2%	139	14.9%
Asian/Pacific Isl.	535	16.7%	178	19.1%
International	142	4.4%	6	.6%
Other & Unknown	176	5.5%	65	7.0%
Total	3,211	100.0%	931	100.0%

* Data for FY 2015

Costs

Annual Academic Costs for Full-time Resident Student, FY 2015		
Type of Cost	Average Amount	
Undergraduate	\$7,219	
Graduate	\$3,867	
First-time Medical Student	\$17,815	

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	3.8%		\$9,562
Loans	3.2%		\$2,960
Work Study	1.2%		\$1,555
Grants, Scholarships, Loans or Workstudy	7.6%		\$6,310

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	94.00%	95.99%	

Percent of Medical School Students Practicing Primary Care in Texas after Graduation			
Year	Institution	Peer Group	
FY 2014	23.53%	35.35%	

Nursing and Allied Health Degrees, FY 2014			
Year	Institution	Peer Group	
Bachelor's	456	286	
Master's	226	122	
Doctoral	19	10	
Professional	75	30	

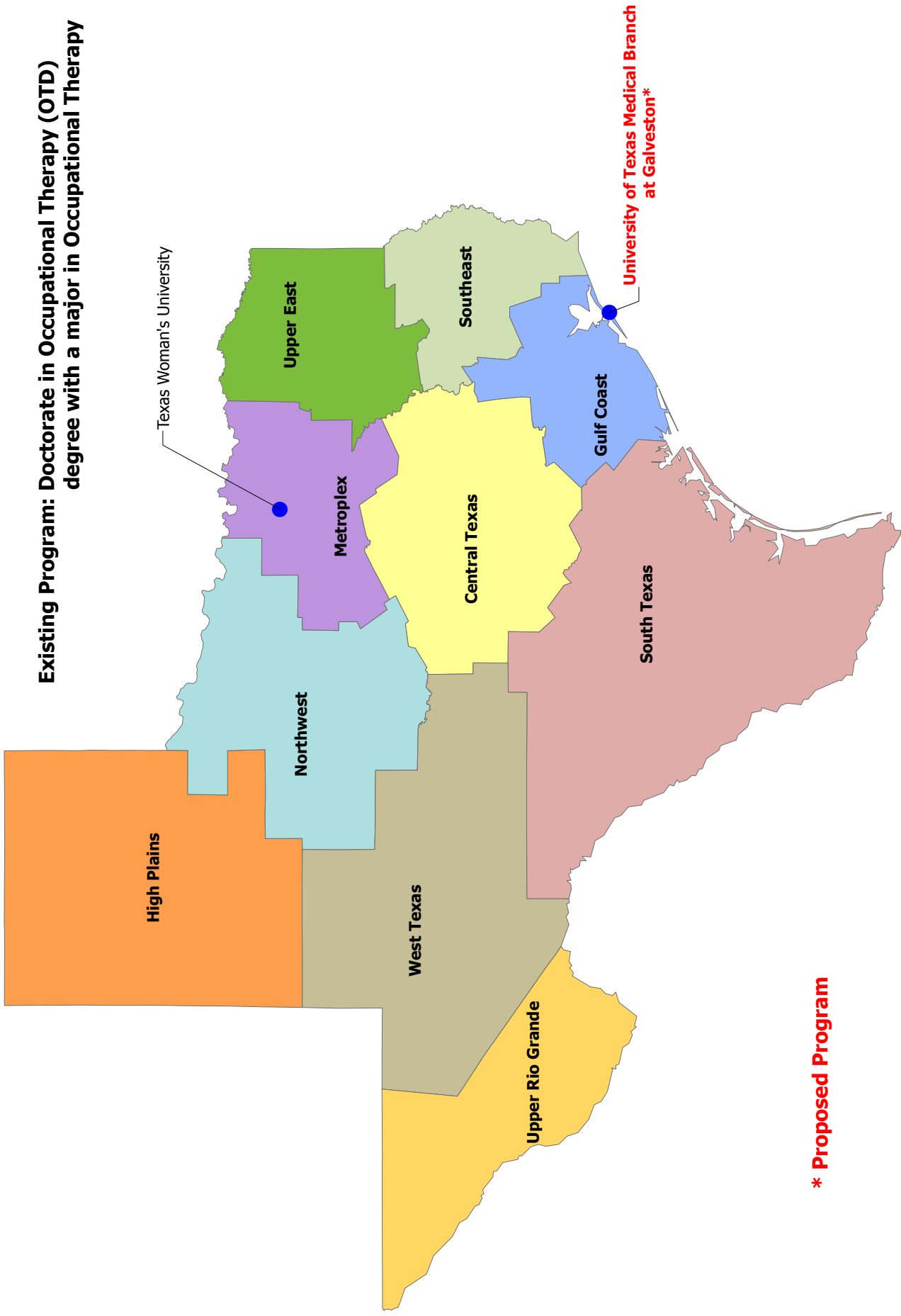
First-time Licensure or Certification Examination Pass Rate

FY 2014			
Field	Institution	Peer Group	
Dental	N/A	94.0%	
Allied Health	92.4%	95.4%	
Nursing	94.2%	91.2%	
Pharmacy	N/A	94.7%	
Medical	94.0%	96.0%	

Research Expenditures

Year	Amount
FY 2014	\$141,002,443

**Existing Program: Doctorate in Occupational Therapy (OTD)
degree with a major in Occupational Therapy**



*** Proposed Program**

Committee on Academic and Workforce Success

Agenda Item V-G (4)

Consideration of adopting the staff recommendation to the Committee relating to the request from The University of Texas at Arlington for a Doctor of Philosophy (Ph.D.) degree with a major in Kinesiology

Recommendation: Approval

Rationale: The proposed program would offer an interdisciplinary approach to kinesiology by incorporating nursing, physiology, social work, and biomedical engineering courses into the curriculum. The interdisciplinary focus of the proposed program would provide students with a unique opportunity to collaborate and work alongside faculty and students in other healthcare related areas. The interdisciplinary curriculum and opportunities for collaborative research would support the national movement toward an interdisciplinary, team-based approach to healthcare and healthcare research. Students would choose from three tracks: rehabilitation sciences, physiology of exercise, and physical education.

Contingencies: The institution will submit five annual reports confirming institutional commitments and assessing the progress of program implementation. The institution will hire a grant management staff person in 2017.

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

Success Measures		Institution	State
<i>Graduate</i>	Master's 5-Year Graduation Rate	67.9%	72.9%
	Doctoral 10-Year Graduation Rate	53.7%	61.9%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years: Yes No <u>N/A</u>		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years: Yes No <u>N/A</u>		
	The institution has had no new doctoral programs in the last five years.		

Proposed Program:

UT-Arlington proposes to create a Ph.D. in Kinesiology program with tracks in movement and rehabilitation sciences, exercise physiology, and physical education. The program would be delivered in a face-to-face format and require 42 to 45 semester credit hours (SCH) beyond the master's degree.

UT-Arlington offers both the Master of Science and Bachelor of Science programs in Kinesiology and Exercise Science. These programs would support the proposed program.

Existing Programs:

Four Texas public institutions and one private institution offer the Ph.D. in Kinesiology: Texas A&M University, Texas Woman's University, The University of Texas at Austin, University of Houston, and Baylor University Waco campus. The existing programs are at or near capacity.

The closest public program is located at Texas Woman's University, which is 47 miles from the proposed program.

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Students Enrolled</i>	6	13	16	19	21
<i>Graduates</i>	0	4	4	5	5
<i>Avg. Financial Assistance</i>	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000
<i>Students Assisted</i>	5	10	11	12	12
<i>Core Faculty</i>	15	15	15	15	15
<i>Anticipated Costs</i>	\$369,387	\$459,387	\$477,387	\$495,387	\$495,387
<i>Anticipated Funding</i>	\$369,387	\$376,587	\$518,935	\$660,985	\$681,371
<i>% From Formula Funding</i>			26%	41%	43%

FIVE-YEAR COSTS

Personnel	
Faculty	\$1,362,435
Clerical/Staff	\$12,500
Program	
Administration	\$22,000
Graduate Assistants	\$900,000
Est. 5-Year Costs	\$2,296,935

SOURCE OF FUNDING

Anticipated New Formula	
Funding (years 3 through 5)	\$698,830
Tuition and Fees	\$61,500
Reallocated Funds	\$1,846,935
Est. 5-Year Revenues	\$2,607,265

Major Commitments:

In response to recommendations of the external consultants, the institution has agreed to hire a grant management staff person in 2017.

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 ARLINGTON

Location: Arlington, Metroplex Region
 Emerging Research Accountability Peer Group: Texas State Univ - San Marcos, Texas Tech Univ, UT Dallas, UT El Paso, UT San Antonio, Univ of Houston, Univ of North Texas
 Out-Of-State Peers: Arizona State University-Tempe (Utsa4)(Txs16) (Uta1), Florida International University, Georgia State University, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus
 Degrees Offered: Bachelors, Master's, Doctoral
 Institutional Resumes: Accountability System Definitions Institution Home Page

Enrollment

Race/Ethnicity	Fall 2009		Fall 2013		Fall 2014	
	Number	Percent	Number	Percent	Number	Percent
White	13,069	46.5%	13,328	40.0%	13,151	37.7%
Hispanic	4,623	16.5%	7,363	22.2%	7,891	22.6%
African American	4,084	14.5%	5,009	15.0%	5,176	14.8%
Asian	2,856	10.2%	3,528	10.6%	3,482	10.0%
International	2,805	10.0%	3,087	9.3%	4,140	11.9%
Other & Unknown	648	2.3%	994	3.0%	1,028	2.9%
Total	28,085	100.0%	33,329	100.0%	34,868	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	2,792	13.5%	2,852	11.6%	3,459	14.1%
Other Institutions	533	2.6%	426	1.7%	497	2.0%

Costs

Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH					
Fiscal Year	Institution		Peer Group		Percent Increase
	Average	Percent Increase	Average	Percent Increase	
2010	\$8,378	.0%	\$8,056	.0%	
2011	\$8,690	3.7%	\$8,398	4.2%	
2012	\$9,152	5.3%	\$8,902	6.0%	
2013	\$9,152	.0%	\$9,148	2.8%	
2014	\$9,152	.0%	\$9,345	2.2%	
2015	\$9,380	2.5%	\$9,598	2.7%	

Student Success

One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates						
Cohort	Enter Fall 2008		Enter Fall 2012		Enter Fall 2013	
	2,254	84.5%	2,551	87.2%	2,624	85.6%
Total		84.5%		87.2%		85.6%
Same		64.7%		70.2%		68.0%
Other		19.8%		17.0%		17.5%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates						
Cohort	Enter Fall 2007		Enter Fall 2011		Enter Fall 2012	
	2,096	74.9%	2,399	81.2%	2,524	79.2%
Total		74.9%		81.2%		79.2%
Same		49.5%		62.0%		59.2%
Other		25.3%		19.1%		20.0%
Peer Group Persistence						
Cohort	Enter Fall 2007		Enter Fall 2011		Enter Fall 2012	
	3,049	82.0%	3,494	81.5%	3,375	81.9%
Total		82.0%		81.5%		81.9%
Same		60.2%		64.3%		64.9%
Other		21.8%		17.2%		17.0%
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Institution	Grads		Sem		SCH	
	2,232	10.78	2,781	10.41	144.82	14.82
FY 2010		2,232		10.41		14.82
FY 2013		3,002		11.08		143.79
FY 2014		3,009		10.91		142.56

Graduation Rates			
Cohort	Institution	Peer Group	
		Rate	Rate
Fall 2005 4-year		19.1%	23.6%
Fall 2009 4-year		23.9%	27.4%
Fall 2010 4-year		24.0%	28.4%
Fall 2004 5-year		40.6%	45.8%
Fall 2008 5-year		42.7%	49.3%
Fall 2009 5-year		47.3%	50.1%
Fall 2003 6-year		55.3%	55.7%
Fall 2007 6-year		52.2%	57.6%
Fall 2008 6-year		52.7%	59.1%
National Comparison (IPEDS Definition)			
Cohort	Institution	OOS Peers	
		Rate	Rate
Fall 2004 4-year		13.0%	16.0%
Fall 2008 4-year		17.0%	17.0%
Fall 2009 4-year		17.0%	18.7%
Fall 2003 5-year		29.0%	37.0%
Fall 2007 5-year		33.0%	39.7%
Fall 2008 5-year		33.0%	41.3%
Fall 2002 6-year		36.0%	45.7%
Fall 2006 6-year		40.0%	48.3%
Fall 2007 6-year		40.0%	51.0%

Graduation Rates			
Cohort	Institution		Peer Group Rate
	Rate	Rate	
Fall 2005 4-year	19.1%	23.6%	
Fall 2009 4-year	23.9%	27.4%	
Fall 2010 4-year	24.0%	28.4%	
Fall 2004 5-year	40.6%	45.8%	
Fall 2008 5-year	42.7%	49.3%	
Fall 2009 5-year	47.3%	50.1%	
Fall 2003 6-year	55.3%	55.7%	
Fall 2007 6-year	52.2%	57.6%	
Fall 2008 6-year	52.7%	59.1%	
National Comparison (IPEDS Definition)			
Cohort	Institution		OOS Peers Rate
	Rate	Rate	
Fall 2004 4-year	13.0%	16.0%	
Fall 2008 4-year	17.0%	17.0%	
Fall 2009 4-year	17.0%	18.7%	
Fall 2003 5-year	29.0%	37.0%	
Fall 2007 5-year	33.0%	39.7%	
Fall 2008 5-year	33.0%	41.3%	
Fall 2002 6-year	36.0%	45.7%	
Fall 2006 6-year	40.0%	48.3%	
Fall 2007 6-year	40.0%	51.0%	

*Peer Group data is average for peer group.

Funding

Source	FY 2009		FY 2013		FY 2014		Pct of Total
	Amount	Total	Amount	Total	Amount	Total	
Appropriated Funds	\$125,491,327	35.2%	\$133,166,644	27.7%	\$136,962,296	27.8%	
Federal Funds	\$57,012,708	16.0%	\$113,838,681	23.6%	\$81,696,900	16.6%	
Tuition & Fees	\$127,979,766	35.9%	\$182,249,596	37.9%	\$210,712,249	42.8%	
Total Revenue	\$356,529,537	100.0%	\$481,429,051	100.0%	\$492,543,829	100.0%	

Financial Aid

Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2012	63%	\$8,634	55%	\$7,730	52%	\$7,157
2013	60%	\$8,712	52%	\$7,484	48%	\$7,219
Federal, State, Institutional or Other Grants Known by Institutions						
2012	61%	\$6,463	58%	\$6,741	75%	\$6,926
2013	61%	\$6,301	59%	\$6,894	71%	\$5,644
Federal (Pel) Grants						
2012	41%	\$3,763	41%	\$4,045	43%	\$4,052
2013	40%	\$3,810	39%	\$4,055	49%	\$4,000

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

Location: Arlington, Metroplex Region

Emerging Research Accountability Peer Group: Texas State Univ - San Marcos, Texas Tech Univ, UT Dallas, UT El Paso, UT San Antonio, Univ of Houston, Univ of North Texas

Out-Of-State Peers: Arizona State University-Tempe (Utsa4)(Txs6) (Uta1), Florida International University, Georgia State University, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus

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

Institutional Resumes

Accountability System

Definitions

Institution Home Page

Enrollment			
Race/Ethnicity		Fall 2014	Percent
White		13,151	37.7%
Hispanic		7,891	22.6%
African American		5,176	14.8%
Asian		3,482	10.0%
International		4,140	11.9%
Other & Unknown		1,028	2.9%
Total		34,868	100.0%
TX First Time Transfers			% of UG
Two-Year Institutions		3,459	14.1%
Other Institutions		497	2.0%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students		1-Year Persistence, Fall 2013	
Measure		Entering Fall	Rate
4-year Rate Total	2010		24.0%
Same Institution			20.6%
Other Institutions			3.4%
5-year Rate Total	2009		47.3%
Same Institution			38.6%
Other Institutions			8.7%
6-year Rate Total	2008		52.7%
Same Institution			41.5%
Other Institutions			11.2%

Avg Number SCH for Bachelor's Degree		
FY 2014 Average		
Sem	SCH	
All	12.03	143.65

Degrees Awarded	
Type	FY 2014
Bachelor's	6,738
Master's	2,502
Doctoral	225
Professional	0
Total	9,465

Degrees by Ethnicity

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2014 Rate
Education*	95.00%
Law	%
Pharmacy	%
Nursing	94.3%
Engineering	69.3%

*Data for FY 2013

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2014		
Test Section	ACT	SAT
Composite		
Math		
English		
Critical Reading		

<http://www.CollegePortraits.org>

Application for First-time Undergraduate Admission			
Race/Ethnicity		Fall 2014	
White	2,631	74.0%	44.4%
African American	1,836	49.3%	40.4%
Hispanic	4,038	63.2%	33.8%
Asian	1,330	75.2%	45.4%
International	585	79.7%	26.0%
Other	236	76.7%	38.1%
Total	10,656	66.2%	38.8%

Instruction		
Measure of Excellence		Fall 2014
Undergraduate Classes with < 20 Students		32.8%
Undergraduate Classes with > 50 Students		20.8%
% of Teaching Faculty Tenured/Tenure-track *		51.5%
Student/Faculty Ratio *		22:1

* Fall 2013 Data

Costs

Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2010	\$8,378	.0%	\$8,010	.0%
2011	\$8,690	3.6%	\$8,357	4.2%
2012	\$9,152	5.0%	\$8,866	5.7%
2013	\$9,152	.0%	\$9,148	3.1%
2014	\$9,152	.0%	\$9,373	2.4%
2015	\$9,380	2.4%	\$9,629	2.7%

Rates of Tuition per SCH

Mandatory Fees

Financial Aid

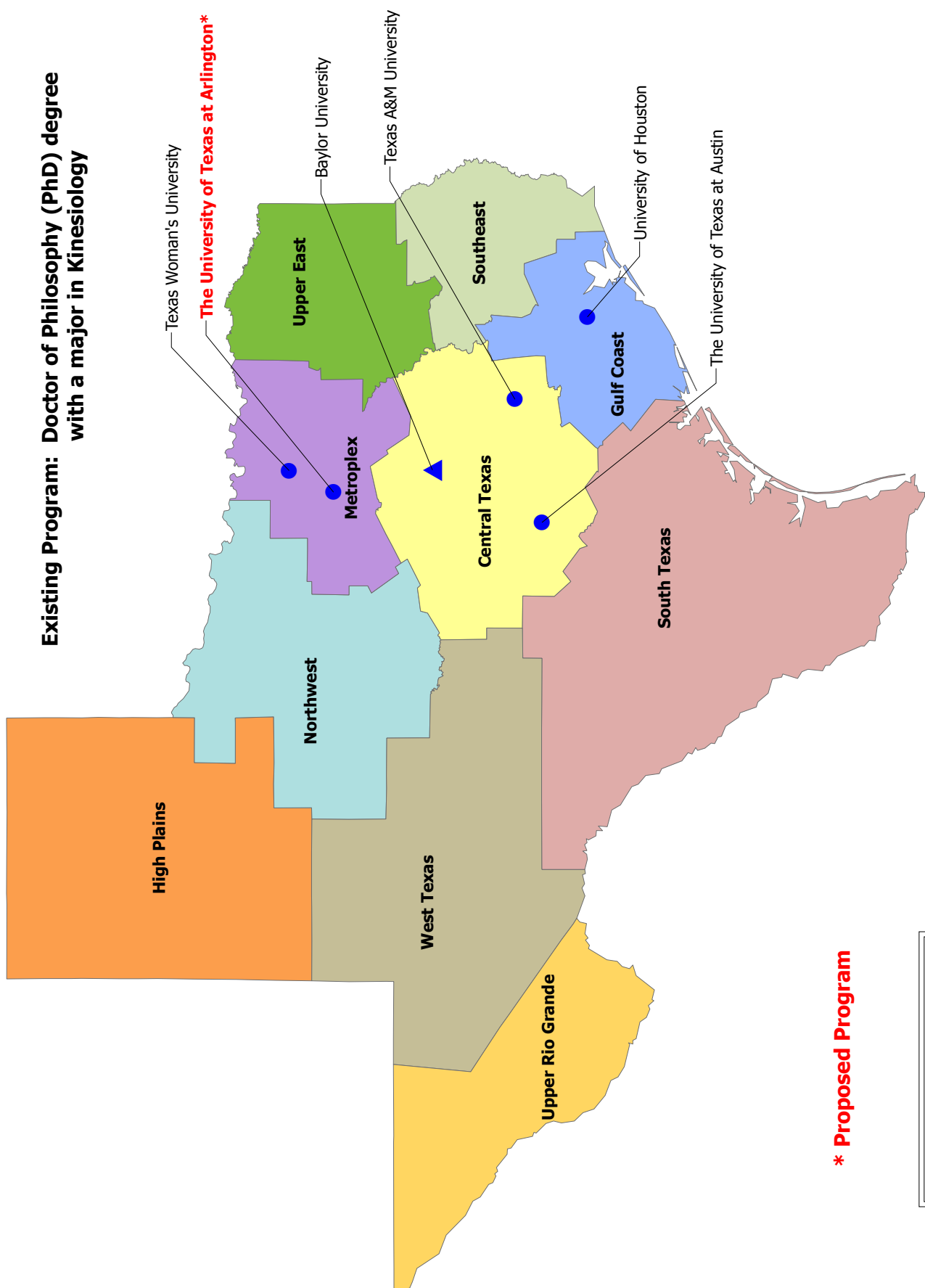
Enrolled in FY 2013		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	61%	\$6,301
Federal (Pell) Grants	40%	\$3,810
Federal Student Loans	60%	\$8,712

Funding

Source	FY 2014 Amount	Pct of Total
Appropriated Funds	\$136,962,296	27.8%
Federal Funds	\$81,696,900	16.6%
Tuition & Fees	\$210,712,249	42.8%
Total Revenue	\$492,543,829	100.0%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2015		
Type of Cost	Average Amount	
Total Academic Cost	\$9,380	
On-campus Room & Board	\$8,156	
Books & Supplies	\$1,206	
Off-Campus Transportation & Personal Expenses	\$4,400	
Total Cost	\$23,142	

**Existing Program: Doctor of Philosophy (PhD) degree
with a major in Kinesiology**



*** Proposed Program**

▲ Private Institution

● Public Institution

Committee on Academic and Workforce Success

Agenda Item V-G (5)

Consideration of adopting the staff recommendation to the Committee relating to the request from The University of Texas at San Antonio for a Bachelor of Science (BS) degree with a major in Chemical Engineering

Recommendation: Approval

Rationale: Nationally, data from the Bureau of Labor Statistics (BLS) and the National Center for Educational Statistics (NCES) suggest that the need for Chemical Engineers is being met by graduates of existing Chemical Engineering programs. However, data from Burning Glass Technologies (BGT) and the THECB indicate a need in Texas for additional graduates in the field. BGT tracks online job advertisements and its data showed an average of 566 positions for entry-level chemical engineers over the past five years. In 2015, Texas public institutions awarded 501 bachelor's degrees in seven chemical engineering programs, not enough to meet demand. The proposed program in chemical engineering would provide students at The University of Texas at San Antonio (UTSA) access to job opportunities in this field and enable UTSA to serve the needs of the state and its regional population.

Contingencies: The institution will begin to admit students no earlier than fall 2017 and add a faculty position prior to matriculating students. It will seek accreditation for its Chemical Engineering degree program from the Accreditation Board for Engineering and Technology (ABET) upon the graduation of its first student.

The University of Texas at San Antonio (*Accountability Peer Group: Emerging Research*)

<i>Related Programs</i>	<p>The institution has degree programs within the same two-digit CIP code:</p> <p><u>Yes</u> No N/A</p> <p>UTSA has five bachelor's degree programs in Engineering:</p> <ul style="list-style-type: none">• BS in Biomedical Engineering,• BSCE in Civil Engineering,• BS in Computer Engineering,• BSEE in Electrical Engineering, and• BSME in Mechanical Engineering.
-------------------------	---

Proposed Program:

The proposed face-to-face program in Chemical Engineering would consist of 128 semester credit hours (SCH) of instruction, with curriculum requirements that are comparable to the other ABET-accredited chemical engineering programs. The institution estimates that the program's five-year costs would total \$2,173,801, with funding of \$2,251,983 over the same five years. Coordinating Board staff estimate that formula funding would provide approximately 32 percent of total funding during the first five years.

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

<i>Lack of Duplication of Program</i>		<u>Strong</u>	Moderate	Weak
Number of degree programs in the state with programs in Chemical Engineering (14.0701.00): 8				
Lamar University				
Prairie View A&M University				
Rice University				
Texas A&M University-Kingsville				
Texas A&M University				
Texas Tech University				
The University of Texas at Austin				
University of Houston				
Number of degree programs within a 60-minute drive with the same 6-digit CIP: 0				
<i>Job Market Need</i>		Strong	<u>Moderate</u>	Weak
Advertisements for job openings	<u>Yes</u>	No	N/A	
Employer surveys	Yes	<u>No</u>	N/A	
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A	
<i>Student Demand</i>		Strong	<u>Moderate</u>	Weak
Increased enrollment in related programs at the institution	<u>Yes</u>	No	N/A	
High enrollment in similar programs at other institutions	<u>Yes</u>	No	N/A	
Applicants turned away at similar programs at other institutions	Yes	No	<u>N/A</u>	
Student surveys	<u>Yes</u>	No	N/A	

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Student Headcount</i>	47	97	147	191	202
<i>Student FTE</i>	40	82	125	162	172
<i>Core Faculty FTE</i>	3.3	3.3	3.3	4.3	5.3
<i>Core Faculty Headcount</i>	6	6	6	7	8

Institution agrees to hire one new FTE faculty in Year 1.
Program will not begin before fall 2017.

FIVE-YEAR COSTS		SOURCES OF FUNDING	
Personnel		Anticipated New Formula	
Faculty	\$996,436	Funding (years 3 through 5)	\$718,603
Facilities and Equipment	\$875,000	Reallocation of Existing Resources	
Library, Supplies, and			\$756,118
Materials	\$65,000	Designated Tuition & Fees	\$667,262
Other	\$237,365	Other Funding	\$110,000
Est. 5-Year Costs	\$2,173,801	Est. 5-Year Revenues	\$2,251,983

Major Commitments:

The institution will add a faculty position before opening in fall 2017, and hire three additional faculty during the first five years of the program. The program will seek ABET accreditation for its Chemical Engineering degree program upon the graduation of its first student.

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 THE UNIVERSITY OF TEXAS AT SAN ANTONIO

Location: San Antonio, South Texas Region
 Emerging Research Accountability Peer Group: Texas State Univ - San Marcos, Texas Tech Univ, UT Arlington, UT Dallas, UT El Paso, Univ of Houston, Univ of North Texas
 Out-Of-State Peers: Florida Atlantic University-Boca Raton, Georgia State University, University Of Central Florida, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus
 Degrees Offered: Bachelor's, Master's, Doctoral
 Institutional Resumes: [Accountability System](#) [Definitions](#) [Institution Home Page](#)

Enrollment

Race/Ethnicity	Fall 2009			Fall 2013			Fall 2014		
	Number	Percent	Percent	Number	Percent	Percent	Number	Percent	Percent
White	10,924	37.7%	29.2%	8,365	29.2%	27.6%	7,890	27.6%	
Hispanic	12,432	42.9%	46.6%	13,329	46.6%	48.4%	13,849	48.4%	
African American	2,520	8.7%	9.8%	2,803	9.8%	9.8%	2,806	9.8%	
Asian	1,844	6.4%	5.2%	1,499	5.2%	5.4%	1,540	5.4%	
International	1,036	3.6%		1,778	6.2%	5.9%	1,677	5.9%	
Other & Unknown	199	.7%	3.0%	849	3.0%	3.0%	866	3.0%	
Total	28,955	100.0%	100.0%	28,623	100.0%	100.0%	28,628	100.0%	
TX First Time Transfers	Number	% of UG	% of UG	Number	% of UG	% of UG	Number	% of UG	% of UG
Two-Year Institutions	1,646	6.6%	5.7%	1,397	5.7%	5.7%	1,545	6.4%	
Other Institutions	385	1.5%	1.2%	288	1.2%	1.2%	377	1.6%	

Costs

Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH					
Fiscal Year	Institution		Peer Group		Percent Increase
	Average	Percent Increase	Average	Percent Increase	
2010	\$8,092	.0%	\$8,056	.0%	
2011	\$8,410	3.9%	\$8,398	4.2%	
2012	\$8,790	4.5%	\$8,902	6.0%	
2013	\$9,004	2.4%	\$9,148	2.8%	
2014	\$9,082	.9%	\$9,345	2.2%	
2015	\$9,082	.0%	\$9,598	2.7%	

Financial Aid

Fiscal Year	Institution		Peer Group		OOS Peer Group
	Percent	Avg Amt	Percent	Avg Amt	
Federal Student Loans					
2012	.56%	\$6,966	55%	\$7,730	48%
2013	.55%	\$7,002	52%	\$7,484	45%
Federal, State, Institutional or Other Grants Known by Institutions					
2012	67%	\$6,153	58%	\$6,741	71%
2013	67%	\$6,632	59%	\$6,894	69%
Federal (Pell) Grants					
2012	46%	\$4,149	41%	\$4,045	41%
2013	44%	\$4,120	39%	\$4,055	41%

Student Success

One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates			
		Enter Fall 2008	Enter Fall 2012	Enter Fall 2013	Cohort		Peer Group Rate
Cohort	Total	4,762	4,457	3,559	Fall 2005 4-year	10.3%	23.6%
	Same	87.7%	87.6%	87.9%	Fall 2009 4-year	19.3%	27.4%
	Other	56.0%	64.3%	63.4%	Fall 2010 4-year	19.9%	28.4%
	Other	31.6%	23.3%	24.4%	Fall 2004 5-year	33.1%	45.8%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates							
		Enter Fall 2007	Enter Fall 2011	Enter Fall 2012	Cohort		Peer Group Rate
Institution Persistence	Total	4,809	4,893	4,374	Fall 2003 6-year	45.4%	55.7%
	Cohort	79.0%	79.6%	81.3%	Fall 2007 6-year	49.2%	57.6%
	Same	43.5%	49.9%	51.6%	Fall 2008 6-year	53.4%	59.1%
	Other	35.5%	29.7%	29.7%	National Comparison (PEDS Definition)		
Peer Group Persistence				Rate		OOS Peers	
Cohort	Total	3,049	3,494	3,375	Fall 2004 4-year	8.0%	19.3%
	Same	82.0%	81.5%	81.9%	Fall 2008 4-year	9.0%	20.5%
	Other	60.2%	64.3%	64.9%	Fall 2009 4-year	10.0%	21.8%
	Other	21.8%	17.2%	17.0%	Fall 2003 5-year	21.0%	40.3%
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree				Peer Group Average			
Institution		Grads	SCH	Sem	Cohort		Rate
FY 2010	Total	2,506	10.73	145.55	Fall 2006 6-year	28.0%	50.5%
	Same	2,987	10.90	145.74	Fall 2007 6-year	30.0%	52.3%
	Other	3,120	10.77	144.64	Six-year Graduation & Persistence Rate, Fall 2008		
	Other				Student Group	Cohort	Rate

Six-year Graduation & Persistence Rate, Fall 2008			
Student Group		Cohort	Rate
For Students Needing Dev Ed			
Institution		682	57.0%
Peer Group		320	55.6%
For Students NOT Needing Dev Ed			
Institution		3,981	70.2%
Peer Group		2,660	74.2%

*Peer Group data is average for peer group.

Funding

		FY 2009	Pct of	FY 2013	Pct of	FY 2014	Pct of
Source		Amount	Total	Amount	Total	Amount	Total
Appropriated Funds		\$131,060,589	35.1%	\$134,697,854	30.2%	\$145,195,274	33.2%
Federal Funds		\$74,055,445	19.8%	\$112,321,880	25.2%	\$89,000,167	20.4%
Tuition & Fees		\$142,798,066	38.2%	\$158,403,609	35.5%	\$161,993,022	37.1%
Total Revenue		\$373,787,570	100.0%	\$446,388,710	100.0%	\$437,036,668	100.0%

Online Resume for Prospective Students, Parents and the Public

THE UNIVERSITY OF TEXAS AT SAN ANTONIO

Location: San Antonio, South Texas Region

Emerging Research Accountability Peer Group: Texas State Univ - San Marcos, Texas Tech Univ, UT Arlington, UT Dallas, UT El Paso, Univ of Houston, Univ of North Texas

Out-Of-State Peers: Florida Atlantic University-Boca Raton, Georgia State University, University Of Central Florida, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus

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

Institutional Resumes Accountability System

Definitions

Institution Home Page

Enrollment

Race/Ethnicity	Fall 2014	
	Number	Percent
White	7,890	27.6%
Hispanic	13,849	48.4%
African American	2,806	9.8%
Asian	1,540	5.4%
International	1,677	5.9%
Other & Unknown	866	3.0%
Total	28,628	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	1,545	6.4%
Other Institutions	377	1.6%

Baccalaureate Success

Graduation Rate of First-time, Full-time Degree-seeking Students			1-Year Persistence, Fall 2013	
Measure	Entering	Rate	Total	
			2010	87.9%
4-year Rate Total	2010	19.9%	Same	63.4%
Same Institution		12.6%	Other	24.4%
Other Institutions		7.2%		
5-year Rate Total	2009	43.4%	Total	81.3%
Same Institution		25.6%	Same	51.6%
Other Institutions		17.8%	Other	29.7%
6-year Rate Total	2008	53.4%		
Same Institution		31.1%		
Other Institutions		22.3%		

Avg Number SCH for Bachelor's Degree		
FY 2014 Average		
Sem	SCH	
All	10.77	144.64

Degrees Awarded	
Type	FY 2014
Bachelor's	4,552
Master's	1,180
Doctoral	105
Professional	0
Total	5,837

First-time Licensure or Certification Examination Pass Rate		FY 2014 Rate
Field		
Education*		90.00%
Law		%
Pharmacy		%
Nursing		%
Engineering		70.5%

*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	3,111	82.8%	43.9%
African American	1,868	62.3%	50.1%
Hispanic	8,251	74.7%	42.7%
Asian	1,177	86.0%	40.8%
International	236	80.9%	42.4%
Other	366	80.6%	47.5%
Total	15,009	76.0%	43.7%

Instruction

Measure of Excellence		Fall 2014
Undergraduate Classes with < 20 Students		25.4%
Undergraduate Classes with > 50 Students		24.2%
% of Teaching Faculty Tenured/Tenure-track *		55.9%
Student/Faculty Ratio *		23:1

* Fall 2013 Data

Costs

Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2015	
Fiscal Year	Institution	Average	Percent Increase	Peer Group	Type of Cost	Average Amount
2010		\$8,092	.0%		Total Academic Cost	\$9,082
2011		\$8,410	3.8%		On-campus Room & Board	\$9,841
2012		\$8,790	4.3%		Books & Supplies	\$1,000
2013		\$9,004	2.4%		Off-Campus Transportation	
2014		\$9,082	.9%		& Personal Expenses	\$2,506
2015		\$9,082	.0%		Total Cost	\$22,429

Rates of Tuition per SCH
Mandatory Fees

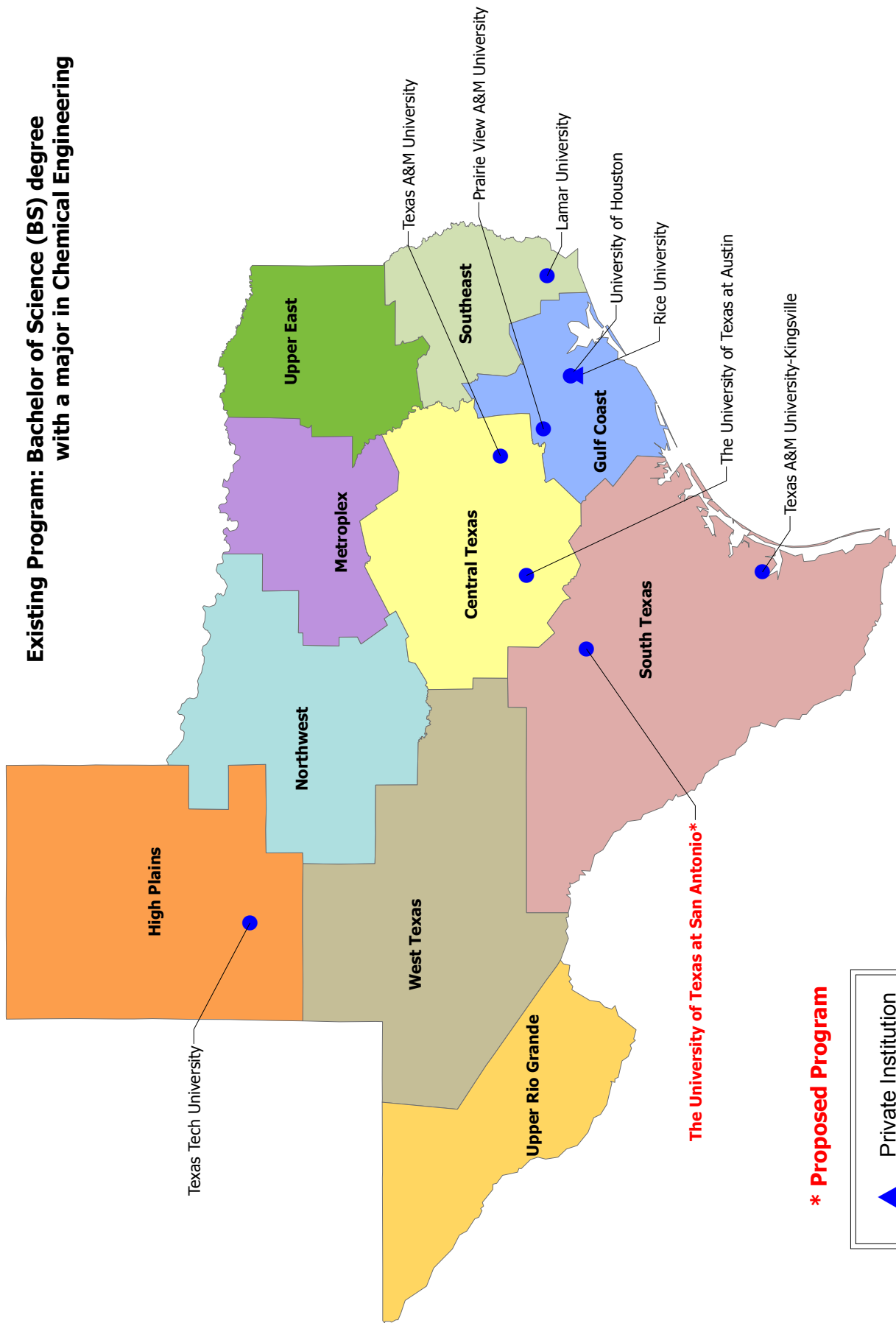
Financial Aid

Enrolled in FY 2013		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	67%	\$6,632
Federal (Pell) Grants	44%	\$4,120
Federal Student Loans	55%	\$7,002

Funding

Source	FY 2014 Amount	Pct of Total
Appropriated Funds	\$145,195,274	33.2%
Federal Funds	\$89,000,167	20.4%
Tuition & Fees	\$161,993,022	37.1%
Total Revenue	\$437,036,668	100.0%

**Existing Program: Bachelor of Science (BS) degree
with a major in Chemical Engineering**



*** Proposed Program**

▲

Private Institution

●

Public Institution

Committee on Academic and Workforce Success

AGENDA ITEM V-H

Report on the FY 2016 Annual Report of Low-Producing Programs

RECOMMENDATION: No action required

Background Information:

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

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

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

New degree programs are exempt from the low-producing review for the first five years of operation. Master's degree programs that lead directly to a doctoral degree are exempt. Academic associate degree programs are not considered to be low-producing if they lead to transfer into four-year programs. The number of graduates of applied associate degree programs and corresponding certificate programs are combined for low-producing purposes.

Coordinating Board staff posts an annual list of low-producing degree programs online. Coordinating Board staff may recommend to an institution's governing board the closure of a non-exempt degree or certificate program, if the program has been on the annual list of low-producing programs for three or more consecutive reviews (TAC rule 4.290). If the governing board does not accept the recommendation to consolidate or close a degree program, then the university system (or the institution, where a system does not exist) must identify the program(s) on its next Legislative Appropriations Request (LAR). If a system or institution is required to identify a degree program on its LAR, the system or institution should also develop a plan to allow the degree program to

achieve the minimum standard for the degree awarded, or if the standard is not attainable, provide a rationale describing the merits of continuing the degree program.
Fiscal Year 2016 Report:

The Fiscal Year (FY) 2016 low-producing degree program report includes graduates from 2011 through 2015 and excludes all programs that are exempt or received a continuing temporary exemption in previous years' reviews. One hundred eighty-one programs were identified as low-producing. The list of low-producing degree programs is available on the agency's website at www.theccb.state.tx.us/LPP.

Of the 181 programs that were identified as low-producing in this year's report, 55 programs have been low-producing for three or more consecutive reviews. This is an increase from last year, when 17 programs were low-producing for three or more consecutive reviews.

Additional materials will be provided prior to the June 29, 2016, Committee meeting with regards to programs that staff recommends the institutions' governing board will consider for closure or consolidation.

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

Committee on Academic and Workforce Success

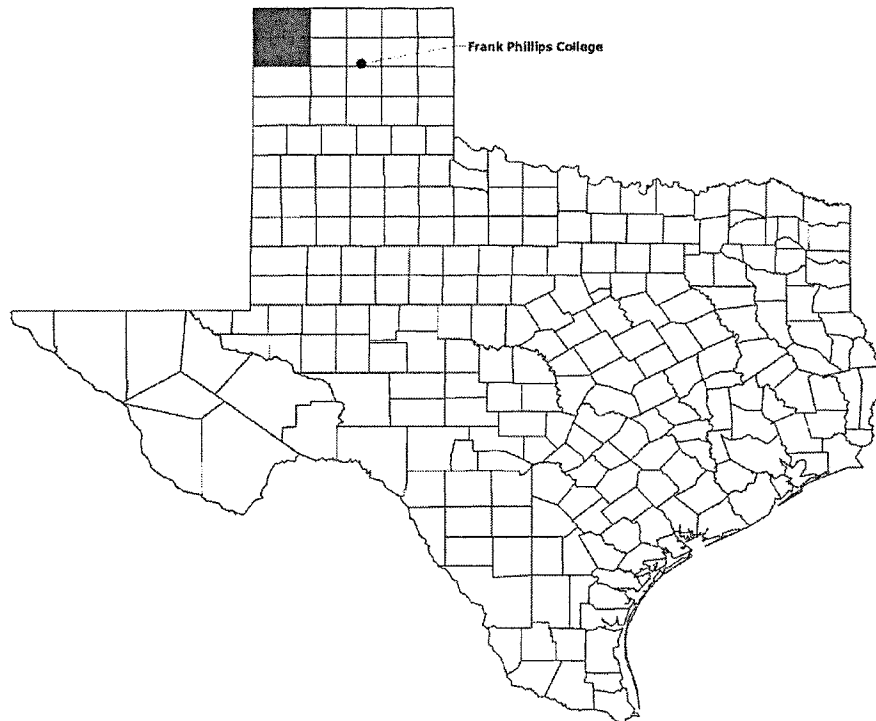
AGENDA ITEM V-I

Consideration of adopting the staff recommendation to the Committee relating to Frank Phillips College's request for a Branch Campus Maintenance Tax Election

RECOMMENDATION: Approve Frank Phillips College request for a Branch Campus Maintenance Tax Election in Dallam and Hartley Counties.

Background Information:

Dallam and Hartley counties are within the service area of Frank Phillips College (FPC). Dallam and Hartley counties are located in the upper northwest corner of the state as highlighted in the map. Dallam County covers more than 1,500 square miles, and the City of Dalhart is the county seat. According to the 2010 U.S. Census, the population of the county was 6,703. Hartley County covers over 1,460 square miles, and the City of Channing is the county seat. According to the 2010 U.S. Census, the population of the county was 6,062. The proposed branch campus would be located in Dalhart, which straddles the border of Dallam and Hartley counties. Channing is about 30 miles south of Dalhart.



Frank Phillips College began offering courses in Dalhart in 1974 in order to provide access to higher education in Dallam and Hartley counties. The branch campus maintenance tax

would fund expansion of the existing center. Amarillo College has two locations in Dumas, Texas—a branch campus and a career and technical center—approximately 40 miles from Dalhart. Clarendon College, located 140 miles from Dalhart, serves the counties in the lower northeast part of the Texas Panhandle. The nearest university is West Texas A&M University, located 100 miles from Dalhart in Canyon.

According to the 2009 American Community Survey, the Panhandle region of Texas has the second highest Hispanic population per capita in Texas, and this population is increasing. The Panhandle service area includes mostly rural counties, and the population is predominately poor and underserved. The per capita income of the residents in the Panhandle area is \$21,890, compared to \$24,318 for Texas, and \$26,409 for the United States. Only 18 percent of the region's residents over 25 years of age have a bachelor's degree or higher, well below the state figures of 23 percent and national average of 26 percent.

In fact, from the 16 area high schools in FPC's service area, 41 percent are economically disadvantaged, 43 percent are at risk, and 35 percent are Hispanic. Other important characteristics of FPC students are that two-thirds are older than traditional undergraduates and 65 percent are women. Many are first-generation college students.

Local Steering Committee

FPC, leaders of the City of Dalhart, and other stakeholders first discussed expanding educational opportunities for Dallam and Hartley counties in Dalhart in January 2011. Additional meetings were held with the Dalhart Rotary Club and area school districts in 2011 and 2012. In November 2015, the Advancing College Education (ACE) steering committee was formed to conduct a feasibility and needs analysis, and survey students, community members, and business and industry.

The steering committee conducted a feasibility study to assess the need for establishing a FPC Branch Campus in the City of Dalhart. The study indicated that there is a great deal of support from regional business, and the public, for the expansion of the Dalhart Center. The study also indicated that there is support for the proposed tax to upgrade classroom and laboratory computers and teaching equipment, and assuring that existing courses and expansion of offerings are adequately funded.

Establishing the FPC-Dalhart Center as a branch campus would permit a broader range of courses and programs be made available to the citizens of Dallam and Hartley counties. Dialogue with community and business leaders also revealed the need for increased educational opportunities to help improve the overall economy of the area.

Request to Hold a Branch Campus Maintenance Tax Election

The 2010 U.S. Census determined that the population of Dallam County was 6,703 and the population of Hartley County was 6,062. Under the provisions of Coordinating Board Rules, Chapter 8, Subchapter E, Rule 8.96, circulation of a petition to hold a branch campus maintenance tax election is not required for counties or independent schools districts with a population of 150,000 or less. FPC requests Coordinating Board approval to hold a branch campus maintenance tax election in Dallam and Hartley Counties in November 2016.

The FPC Board of Regents approved the initiative of the maintenance and operations tax, and, pending approval of this tax, the effort to move forward with a new Dalhart Center branch campus. Additionally, the ACE Committee formed in support of this effort. FPC is committed to its students and how to best serve the students, workforce, and community through improved facilities.

Tax Rate and New Revenue

The taxable value of Dallam and Hartley counties is \$694,766,660 and \$693,150,680 respectively. The difference in valuation is statistically insignificant between the two counties' tax bases. FPC proposes a tax levy of 3.6 cents per hundred dollars in valuation of taxable property in each county. Based on the current taxable property values, the tax would generate approximately \$500,000 in revenue annually, which would permit FPC to make more higher education opportunities available to the residents of Dallam and Hartley counties through the proposed Dalhart Center.

Instructional Programs

FPC currently offers concurrent and dual credit courses, academic and career and technical education courses, and continuing education classes. The proceeds of the branch campus maintenance tax will allow FPC to expand into several new program offerings.

As part of the planning process for the branch campus maintenance tax election, the Dalhart Economic Development Corporation hired an independent architecture firm, Parkhill Smith & Cooper, to develop a master plan related to the use of the tax proceeds. Parkhill Smith & Cooper surveyed citizens and business and industry leaders in the communities to determine career and technology needs.

FPC plans to offer health science programs in certified nurse assistants, licensed vocational nurses, and emergency medical technician or paramedic training. Other planned technical course offerings include commercial driver license (CDL) training; electrical pump, engine, and instrumentation certifications; welding; and computer science. Continuing education programs for both regional and county law enforcement and Texas Department of Criminal Justice correctional personnel, as well as for other correctional personnel, are identified needs.

Library and Learning Resources

FPC provides computer access for students in both the library and the Academic Resource Center (ARC), a learning center open to all students. In the ARC, students may receive tutoring in a variety of subjects, complete assignments, utilize internet services, receive assistance with study skills, and view videos. The ARC is open nights and weekends to accommodate students' needs. Students from any location may take advantage of the services available at the Borger campus.

In addition, the Student Resource Center in Perryton offers tutoring, online library services, and test proctoring to residents in the northeast counties of the service area. The

Dalhart campus will also have a resource center for students that will serve the northwest counties of the service area with tutoring, online library services, and test proctoring.

In addition, students taking classes from FPC at any location or through distance learning may participate in free tutoring services via SKYPE with a tutor at the Borger campus. The Writing Coach travels to the Dalhart and Perryton centers to assist students with writing needs.

Student Services

Faculty are responsible for advising students enrolled in specific programs or identified as seeking a specific major. The advising process may include several meetings in which students complete an individual learning plan and investigate transfer as necessary. Students are encouraged to complete official degree plans with their advisors, though all official degree plans are housed in the Office of Educational Services with the Director of Admissions and Records. Distance-learning students receive advising as needed from a faculty advisor or an advisor at the Dalhart and Perryton locations. Cosmetology students enrolled in Dumas and Hereford are advised by the site directors.

Technology

The Dalhart site has a computer lab available for student use from 8:00 am to 9:00 pm Monday through Thursday and 8:00 am to 4:00 pm on Fridays. All FPC students, regardless of location, can receive free tutoring from ARC tutors via SKYPE as well as access counseling and enrollment services from administrative offices. Distance-learning students can test at the Borger, Dalhart, and Perryton sites or secure an approved proctor at a more convenient location.

Faculty

The Dalhart campus will be served primarily through full-time faculty teaching live via interactive television. However, it is likely that some full-time faculty will teach face-to-face at the campus. In addition, Dalhart will have some adjunct faculty members who will teach face-to-face courses.

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-J

Consideration of adopting the Mexican American Studies Field of Study Advisory Committee's recommendation relating to courses required for the Board approved Mexican American Field of Study, as required by Texas Education Code, Section 61.823

RECOMMENDATION: Approval

Background Information:

The Mexican-American Studies Field of Study Advisory Committee was 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 a student transfers. Students completing a Mexican-American Studies Field of Study receive full academic credit toward the degree program for the block of courses transferred.

The committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Mexican-American Studies Field of Study Curriculum. Table 1. lists the lower-division courses recommended for inclusion in the Mexican-American Studies Field of Study Curriculum.

Table 1. Mexican-American Studies, Field of Study.

Category	SCH	Course Number	Course Title
Introduction	3	HUMA 1305	Introduction to Mexican-American Studies
History	3	HIST 2327	Mexican-American History I
		HIST 2328	Mexican-American History II
Government	3	GOVT 2311	Mexican-American Politics
English/Literature	3	ENGL 2351	Mexican-American Literature
Spanish	3		Any Spanish course
Fine Arts	3	HUMA 1311	Mexican-American Fine Arts Appreciation

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-K (1)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of a member to the Apply Texas Advisory Committee

RECOMMENDATION: Appoint member:

Ms. Whitney Carter, Texas State Technical College

Background Information:

The Texas Higher Education Coordinating Board (THECB) staff is requesting a member appointment for the Apply Texas Advisory Committee (ATAC). In accordance with Texas Education Code, Section 51.762, the THECB, with the assistance of an advisory committee, is required to adopt a common admission application form for use by a person seeking admission as a freshman student to a general academic teaching institution.

The ATAC consists of individuals representing two-year, four-year, and private institutions. The committee discusses and votes on changes that may be needed to the common admission application for the upcoming academic year. The committee also focuses on additional initiatives to strengthen student participation and access into higher education.

A committee member with two years of service left on the appointment term has resigned her position on the committee. The nominee will replace that member. The nominee is from the same institution as the former committee member.

All members of the advisory committee have admission and/or enrollment background experience.

Ms. Whitney Carter is the Director of New Student Outreach, Texas State Technical College. Ms. Carter has numerous years of experience in higher education and especially in the Admissions and Records area.

Jerel Booker, Assistant Commissioner for College Readiness and Success, is available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-K (2)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Certification Advisory Council (CAC)

RECOMMENDATION: Appoint members:

Jennifer Ramm, University of Mary Hardin-Baylor
Donna Jurick, St. Edward's University
Dianna Miller, Laredo Community College

Background Information:

Coordinating Board staff is requesting member appointments for the Certification Advisory Council. Board staff will seek confirmation of these appointments at the July 2016 Board meeting.

In accordance with Texas Education Code, Section 61.314, Coordinating Board Rules, Section 1.135 establishes the Certification Advisory Council to advise the Board on standards and procedures related to certification of private, nonexempt postsecondary educational institutions; to assist the Commissioner in the examination of individual applications for Certificates of Authority; and to perform other duties related to certification that the Board finds appropriate.

The council consists of six members with experience in higher education, three of whom are drawn from exempt private postsecondary institutions in Texas. The members are appointed for two-year fixed and staggered terms and may serve consecutive terms. The council meets quarterly as required. Three members' terms expire in August 2016. Appointment of two members from private/exempt institutions in Texas and one member from a public institution in Texas will maintain the public and exempt/private composition of the council. The nominees served an initial two-year term. However, they have had limited opportunities to participate in CAC meetings, due to lack of pending applications during their first term; therefore, they are being re-nominated for a second two-year term.

Brief summaries of the nominees' academic credentials follow:

Jennifer Ramm, Vice-President for Business & Finance/CFO, University of Mary Hardin-Baylor, BBA in Accounting – Texas A&M University

Donna Jurick, SND, Executive Vice President, St. Edward's University
PhD in Communication Theory – The Ohio State University, MA in Public Address, Group Communication – Northwestern University, BA in Speech – Edgecliff College (Our Lady of Cincinnati)

Dianna Miller, Nursing Program Director, Laredo Community College
EdD in Leadership and Curriculum and Instructional Development – University of Phoenix, MSN in Nursing - Incarnate Word College, BSN in Nursing – Capital University, School of Nursing

Committee on Academic and Workforce Success

AGENDA ITEM V-K (3)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of a member to the Engineering Field of Study Advisory Committee (E-FOS)

RECOMMENDATION: Appoint member:

Michael McGinnis, The University of Texas at Tyler

Background Information:

Coordinating Board staff is requesting member appointments for the Engineering Field of Study Advisory Committee. Board staff will seek confirmation of these appointments at the July 2016 Board meeting.

In accordance with Texas Education Code, Section 61.823, Coordinating Board Rules, Subchapter T, Section 1.220-1.226 establishes the Engineering Field of Study Advisory Committee to advise the Board on 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 Engineering degree program into which a student transfers.

The committee consists of 24 members who are faculty members or administrators in engineering programs at public community colleges and universities. Twelve of the committee members are from public community colleges and 12 are from public universities. The members are appointed for two-year and three-year staggered terms. The council meets quarterly as required. The nominee will complete the unexpired term of a university member who resigned from the committee.

Brief summary of the nominee's academic credentials follows:

Michael McGinnis, Ph.D., Interim Dean, College of Engineering, The University of Texas at Tyler; University of Connecticut Civil Engineering B.S. 1996; University of Connecticut Civil Engineering M.S. 1998; 2007-2013 Assistant Professor, Department of Civil Engineering; 2013-Present Associate Professor, Department of Civil Engineering, The University of Texas at Tyler, Tyler Texas.

Committee on Academic and Workforce Success

AGENDA ITEM V-K (4)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the appointment of members to the Graduate Education Advisory Committee (GEAC)

RECOMMENDATION: Appoint members:

DeBrena Agbenyiga, The University of Texas at San Antonio
Blanca Bauer, The University of Texas Health Science Center at San Antonio
Richard Berry, Stephen F. Austin State University
Karen Butler-Purry, Texas A&M University
JoAnn Canales, Texas A&M University-Corpus Christi
Andrea Golato, Texas State University
Cynthia Rutledge, McMurry University

Background Information:

Coordinating Board staff is requesting member appointments for GEAC. Board staff will seek confirmation of these appointments at the July 2016 Board meeting.

GEAC advises agency staff and Board members on procedures, issues, and long-range planning relating to graduate education. GEAC is currently working with Coordinating Board staff on a strategic plan which will emphasize the contributions that graduate education can make towards the goals of *60x30TX*. GEAC is a 24-member committee comprised of faculty and administrators from the state's public and private universities and health-related institutions, plus one non-voting student member.

The members are appointed for three-year staggered terms. The council meets quarterly as required. Seven members' terms expire in August 2016. The appointments of the recommended seven members will maintain the committee's balance of public/private institutions, general academic/health-related institutions, representation from all systems, and representation from all regions of the state.

Brief summaries of the nominees' academic credentials follow:

DeBrena Agbenyiga, Vice Provost and Dean of the Graduate School, The University of Texas at San Antonio, BS in Criminal Justice – University of South Carolina, MSW in Social Work-Urban Studies – Michigan State University, MBA in Strategic Management – Michigan State University, PhD in Social Science – Michigan State University.

Blanca Bauer, Assistant Vice President for Academic Assessment and Effectiveness, The University of Texas Health Science Center at San Antonio, BA in American Studies – University of Notre Dame, MA in English – The University of Texas at Brownsville, PhD in Organizational Leadership – Our Lady of the Lake University.

Richard Berry, Dean of the Graduate School, Stephen F. Austin State University AAS in Music Education, Kilgore College; BM in Voice Performance, Stephen F. Austin State University; MA in Voice Performance, Stephen F. Austin State University; DMA in Voice Performance, University of Missouri-Kansas City.

Karen Butler-Purry, Associate Provost for Graduate & Professional Studies, Texas A&M University; BS in Electrical Engineering, Southern University and Agricultural and Mechanical College at Baton Rouge; MS in Electrical and Electronics Engineering at The University of Texas at Austin; PhD in Electrical and Electronics Engineering at Howard University.

JoAnn Canales, Dean of the College of Graduate Studies, Texas A&M University-Corpus Christi; BA in Speech Pathology and Audiology, University of Houston; MS in Bilingual Education and Spanish, Laredo State University; PhD in Curriculum and Instruction, The University of Texas at Austin.

Andrea Golato, Dean of the Graduate College, Texas State University BA in German, English, Spanish at Johannes Gutenberg-Universität Mainz; MA in Linguistics, Louisiana State University; PhD in German Studies, The University of Texas at Austin.

Cynthia Rutledge, Associate Vice President for Academic Affairs for Curriculum & Faculty Development, McMurry University; BS in Elementary Education, Texas Tech University; MS in Exercise Science, Texas A&M University; EdD in Physical Education, University of Northern Colorado.

Committee on Academic and Workforce Success

AGENDA ITEM V-K (5)

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:

Alicia Wyatt, McMurry University
Charleen Worsham, Kilgore College
Janet Kamps, Stephen F. Austin State University
Stephen Levey, Houston Community College
Josh Book, Texas State University
Erasmus Addae, South Texas College
Sherita Love, Texas A&M University-San Antonio
Jacqueline Mok, The University of Texas Health Science Center
at San Antonio
Francisco Garcia, The University of Texas Rio Grande Valley
Lydia Tena, El Paso Community College

Background Information:

Coordinating Board staff is requesting member appointments for the Learning Technology Advisory Committee (LTAC). Board staff will seek confirmation of these appointments at the July 2016 Board meeting.

The LTAC serves to provide the Board with advice and recommendations regarding the role that learning technology plays in Texas higher education.

The committee consists of 24 members with experience in distance education in higher education. Members represent Texas public universities (11 members), public community colleges (10 members), health-related institutions (one member), independent institutions (one member), and one student representative. Members serve staggered three-year terms. The terms of chairs and co-chairs (if applicable) are two years dating from their election. The committee meets four to six times per year, including teleconferences, to consider distance education doctoral programs and other learning technology matters.

Ten of the LTAC members' terms expire in August 2016. Replacement members were selected from institutions' nominations, giving consideration to type of institution, geographic location, and ethnic and gender composition.

Brief summaries of the nominees' academic credentials follow:

Alicia Wyatt is the Associate Vice President for Academic Affairs and Professor of Computer Science at McMurry University. She has also served the university in the positions of Assistant Dean and Dean of the School of Natural and Computational Sciences from 2007 through 2015. She holds an EdD in Instructional Technology/Administration from Texas Tech University.

Charleen Worsham has held the position of Director of eLearning at Kilgore College since 1999. Prior to serving in this position, Mrs. Worsham served as the Assistant to the Director of Computer Center: Systems Analyst. She holds a MEd in Educational Technology from The University of Texas at Brownsville.

Janet Kamps has held the position of Coordinator of Distance Education at Stephen F. Austin State University since 2010. Prior to her current position, she has served in numerous roles pertaining to learning technology and Spanish instruction in both higher and secondary education settings. She holds a MS in Educational Human Resource Development-Distance Learning from Texas A&M University.

Stephen Levey is the Associate Vice Chancellor for Instructional Services at Houston Community College. Since 2000, Dr. Levey has also served the College as Associate Vice Chancellor for Academic Instruction, Associate Vice Chancellor for Instructional Resources & Technology, and Executive Director of Distance Education. He holds a PhD in Educational Administration-Community College Leadership from The University of Texas at Austin.

Josh Book is the Assistant Director of the Office of Distance and Extended Learning at Texas State University. A former high school teacher and online writing tutor, he has worked in distance education course and program development at Texas State since 2003. He holds a MA degree in literature from Texas State University.

Erasmus Addae is the Dean of Distance Learning and Virtual Campus at South Texas College. Prior to serving in this position, Dr. Addae served as the Lead Consultant for the Learning and Media Education Service, and in the positions of Professor/Faculty Director for Online Computer Science Programs and Director of Instructional Technology/Online Learning for Central Texas College. He holds a PhD in Computing Technology in Education from Nova Southeastern University.

Sherita Love has held the position of Academic Technologies Manager/Senior Instructional Designer at Texas A&M University-San Antonio since 2011. Prior to serving in this position, Dr. Love served as the Senior Instructional Designer at Mercer University, E-Learning Specialist/Instructional Designer for The Home Depot, and Instructional Multimedia Project Manager/Instructional Technologist/Developer for the University of Georgia. She holds a PhD in Instructional Technology & Design from the University of North Dakota.

Jacqueline Mok has held the position of Vice President for Academic, Faculty, and Student Affairs at The University of Texas Health Science Center at San Antonio since 2014. Prior to her current position, she has served in numerous administrative positions at The Johns Hopkins University, The University of Arizona, and University of Washington. She holds a PhD in Arts Education from New York University.

Francisco Garcia is the Center for Online Learning & Teaching Technology Director at The University of Texas Rio Grande Valley. Prior to holding this position, he served as the Distance Education Manager at The University of Texas at Brownsville, and as Videoconferencing & LMS Administrator and Lead Instructional Designer, Adjunct Professor, and Network & System Administrator at The University of Texas at Brownsville and Texas Southmost College. He holds a MEd in Educational Technology from The University of Texas at Brownsville.

Lydia Tena has held the position of Northwest Campus Dean and Dean of Instructional Programs at El Paso Community College since 2000. Prior to serving in this position, she held numerous administrative positions at the College since 1991. She holds an EdD in Educational Management and Development in Higher Education Administration from New Mexico State University.

Committee on Academic and Workforce Success

AGENDA ITEM V-K (6)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Lower-Division Academic Course Guide Manual (ACGM) Advisory Committee

RECOMMENDATION: Appoint members:

Ricky Dobbs, Texas A&M University-Commerce
Juan Garcia, Texas A&M International University
Catherine Howard, Texarkana College
Amber Kelly, Howard County Junior College District-Howard College
Norma Perez, Houston Community College
Tammy Wyatt, The University of Texas at San Antonio, (re-appointment)

Background Information:

Coordinating Board staff is requesting member appointments for the *Lower-Division Academic Course Guide Manual* (ACGM) Advisory Committee. Coordinating Board staff will seek confirmation of these appointments at the July 2016 Board meeting. The ACGM is the official list of the general academic courses that may be offered by public community and technical colleges in Texas for state funding and transfer freely to other public higher education institutions.

The ACGM Advisory Committee is composed of public higher education faculty, academic administrators, and enrollment management personnel equally representing community and technical colleges and universities. This standing committee may meet up to three times annually as needed to recommend to the Coordinating Board appropriate courses to be added, revised, or deleted from the ACGM.

Members serve three-year staggered terms, with six members rotating off the committee each year. In compliance with the rotation schedule, the appointment of four new members from community and technical colleges and two from universities is needed. Recommendations for membership positions were selected from institutions' nominations, considering the type of institution, geographic location, administrative and faculty representation, as well as ethnic and gender composition.

Brief summaries of the six nominees' academic credentials follow:

Ricky Dobbs is the Dean of the University College at Texas A&M University-Commerce (TAMU-Commerce). He received his bachelor's and master's degrees from Baylor University and holds a Doctor of Philosophy (Ph.D.) in History from Texas A&M University (TAMU), College Station. He serves as chair of TAMU-Commerce's core curriculum council.

Juan Garcia is University Registrar at Texas A&M International University (TAM-International). He is currently pursuing a doctorate at TAMU. Before becoming registrar he was the Director of Recruitment and School Relations at TAM-International.

Catherine Howard is the Dean of the STEM Division at Texarkana College. She received her bachelor's and master's degrees from the University of North Texas in Biochemistry and Chemistry, respectively, and Doctor of Education from Nova Southeastern University, Florida. She has teaching experience at the high school, community college, and university graduate levels.

Amber Kelly is Assistant Professor of English and History and Dean of General Studies at Howard County Junior College District-Howard College. She received her bachelor's degree from New York University and her Master of Arts from Sul Ross State University.

Norma Perez is serving as Interim Associate Vice Chancellor of Curriculum and Learning Instruction at Houston Community College. Before assuming her current position, she was the Executive Dean of Academics and Student Services. Her Ph.D. in Higher Education Administration is from TAMU, and her master's degree is from the University of Houston.

Tammy Wyatt is Associate Dean of the University College at The University of Texas at San Antonio. She holds a Ph.D. in Health Education from The University of Texas at Austin and earned her master's at Texas State University. She also serves as tenured faculty in the Department of Kinesiology, Health & Nutrition at UT-San Antonio.

Committee on Academic and Workforce Success

AGENDA ITEM V-K (7)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Nursing Field of Study Advisory Committee

RECOMMENDATION: Appoint members:

Julie Arteaga, MSN, CNE
Erin Bailey, DNP, RN, FNP-C
Pauline Ballesteros, MSN, RN
Joan Becker, MA, BSN, RN
Linda Carpenter, PhD, RN, FAAN
Alysa Bass Cummins, MSN, RN
Evangeline De Leon, RN
Wendy Donnell, PhD, MSN, BSN, CHSE, RN
Carmen Edwards, MSN, RN
Debra Fontenot, DNP, RN, CPNP, CNE
Kerri Hines, MSN/ED., RN
Melinda Mitchell Jones, MSN, JD, RN
Rebecca C. Krepper, PhD, MBA, RN, NEA-BC

Sue Ann Lopez, MSN, RN
Mary E. Mancini, PhD, MSN
Debra Wise Matthews, PhD, RN
Pearl Merritt, EdD, MSN, RN, FAAN
Christina Murphey, PhD, RN
Linda Raymond, MSN, RN
Mary T. Rivard, PhD, RNC-OB
Manuel Santa Cruz, DNP, MSN, MBA, RN,
NE-BC
Kathryn Tart, EdD, MSN, RN
Nancy Walters, MSN, RN
Teng-Yuan (Erica) Yu, PhD, RN

Background Information:

Coordinating Board staff requests member appointments for the Nursing Field of Study Advisory Committee.

The committee is charged with identifying 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 nursing degree program. Students completing the Nursing Field of Study will receive full academic credit toward the degree program for the block of courses transferred.

The 24-member committee will be composed of faculty and administrators from institutions across the state, with 12 members from health-related institutions (HRIs) and general academic institutions (GAIs) that offer one or more baccalaureate degree programs in nursing and 12 members from community and technical colleges that offer associate degrees in nursing (ADNs). 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 nursing degree program was invited to nominate an individual to the committee, and the majority of the recommended members are faculty members.

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 Nursing 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, is available to answer questions.

Brief summaries of the nominees' academic credentials follow:

Julie Arteaga, MSN, CNE, is Associate Professor of Nursing at Navarro College and teaches ADN courses. Previously, Ms. Arteaga taught Vocational Nursing (VN) at Navarro while working at Navarro Regional Hospital.

Erin Bailey, DNP, RN, FNP-C, is Assistant Professor at the Richard and Lucille DeWitt School of Nursing at Stephen F. Austin State University. Dr. Bailey has been chair of the university's curriculum committee for 12 years and redesigned the generic bachelor of science in nursing (BSN) curriculum and the Registered Nurse (RN)-Transition curriculum.

Pauline Ballesteros, MSN, RN, was a member of the original 2002 Nursing Field of Study Advisory committee. She was instrumental in developing the LVN program at El Paso Community College (EPCC) and currently serves as EPCC's Associate Degree Nursing Program Coordinator.

Joan Becker, MA, BSN, RN, is Dean of Nursing at El Centro College and responsible for Licensed Vocational Nurse (LVN), LVN to RN, and ADN programs. She is in charge of curriculum changes and serves on the Advisory Council for Education for the Texas Board of Nursing.

Linda Carpenter, PhD, RN, FAAN, has been at The University of Texas at Austin since 1998 and serves as Assistant Dean of Undergraduate Programs in the School of Nursing, previously serving as Division Chair for Family and Public Health Nursing and Assistant Dean of Student and Clinical Affairs. Dr. Carpenter earned her Nurse Educator Certification from the National League for Nursing.

Alysa Bass Cummins, MSN, RN, is a nursing instructor at Angelina College. She served as Second Level Nursing Team Leader from 2012 to 2014. She teaches pediatrics, adult medical surgical, and critical care nursing.

Evangeline De Leon, RN, is Department Chair of Nursing Education at Del Mar College. Involved in the Texas Concept-Based Nursing Curriculum Project, she was most recently on the Education Committee of the Texas Nurses Association in 2015 to examine undergraduate nursing programs.

Wendy Donnell, PhD, MSN, BSN, CHSE, RN, is Assistant Professor and Chair of the College Curriculum Committee at Texas A&M International University and led faculty in developing new curricula for TAMIU's undergraduate nursing programs.

Carmen Edwards, MSN, RN, is Chair of Midland College's Associate Degree Nursing Program (appointed 2012) and Dean of Health Sciences. She has more than 20 years of educational experience at both Odessa College and Midland College.

Debra Fontenot, DNP, RN, CPNP, CNE, is Director of Associate Degree Nursing at Alvin Community College (Alvin CC). Dr. Fontenot has more than 15 years of teaching experience and is a pediatric nurse practitioner. Under her guidance, Alvin CC recently received a Jobs and Education for Texans (JET) grant from the Texas Comptroller's Office to introduce clinical simulation in its registered nurse program.

Kerri Hines, MSN/ED., RN, currently serves as the department chair of VN/ADN programs at San Jacinto College North Campus. She has been a member of the nursing faculty since 2005 and is responsible for program compliance with the Texas State Board of Nursing and curriculum development.

Melinda Mitchell Jones, MSN, JD, RN, is Associate Professor and Associate Dean at Texas Tech University Health Sciences Center (TTUHSC) School of Nursing and supported efforts to develop a new TTUHSC web-based nursing degree for veterans with prior military medical training. Dr. Jones is responsible for TTUHSC's RN to BSN program.

Rebecca C. Krepper, PhD, MBA, RN, NEA-BC, is Professor of Nursing at Nelda C. Stark College of Nursing at Texas Woman's University. With more than 28 years of experience as a member of the nursing faculty, Dr. Krepper is an expert in curriculum development and serves as a site evaluator for the Commission on Collegiate Nursing Education's standards for the accreditation of baccalaureate nursing programs.

Sue Ann Lopez, MSN, RN, is Dean of Health Occupations at South Plains College and provides leadership for 10 different allied health and nursing programs in addition to providing support for the Center for Clinical Experience. Ms. Lopez served on the Nursing Common Application Taskforce in 2014 and the Nursing Field of Study Committee in 2009.

Mary E. Mancini, PhD, MSN, is Senior Associate Dean at the College of Nursing and Health Innovation at The University of Texas at Arlington. Dr. Mancini has served on many THECB, Board of Nursing, and Texas Nursing Association education committees, including the THECB's Uniform Pre-Nursing Curriculum Committee.

Debra Wise Matthews, PhD, RN, has 15 years of experience as a College of Nursing faculty educator with progressive academic administrative experience, including 10 years as Associate Dean of Academic Affairs. She has also served on the THECB's Uniform Pre-Nursing Curriculum Advisory Committee.

Pearl Merritt, EdD, MSN, RN, FAAN, is Regional Dean at TTUHSC in Abilene and continues to serve as Dean of Nursing at Cisco College. Cisco College and Texas Tech University have designed a seamless pathway for students to advance from the LVN program to a BSN.

Christina Murphey, PhD, RN, is Undergraduate Department Chair for Texas A&M University-Corpus Christi, College of Nursing and Health Sciences. She administers the undergraduate nursing and health sciences curriculum and serves on several college and university curriculum committees.

Linda Raymond, MSN, RN, has been a clinical instructor at The University of Texas at Tyler since 2007, most recently teaching Health Assessment, a hybrid course for first-level nursing students with online lecture and face-to-face labs. An experienced RN-staff nurse, she has worked at Hospice of East Texas.

Mary T. Rivard, PhD, RNC-OB, has 22 years of experience as a practicing RN and is credentialed in the specialty area of Labor and Delivery. With 14 years of experience as a professional nursing educator, Dr. Rivard currently serves as ADN Program Director for Vernon College.

Manuel Santa Cruz, DNP, MSN, MBA, RN, NE-BC, is Assistant Dean and Assistant Professor at the Gayle Greve Hunt School of Nursing at Texas Tech University Health Sciences Center in El Paso. Dr. Santa Cruz has extensive content knowledge in nursing learning outcomes and was instrumental in developing the RN-BSN track.

Kathryn Tart, EdD, MSN, RN, is Dean of the School of Nursing for the University of Houston. With an in-depth understanding of nursing curricula at the undergraduate level, Dr. Tart has worked with the Texas Nurses Association to facilitate pathways for ADN graduates to seamlessly accomplish their baccalaureate degrees.

Nancy Walters, MSN, RN, is currently serving as a faculty member and Assistant Dean Health Sciences, Privacy Officer, and Committee Chair at Austin Community College. She also served as department chair of the ADN program for six years.

Teng-Yuan (Erica) Yu, PhD, RN, has been a nurse for more than 20 years and has more than 15 years of experience teaching undergraduate nursing programs. Dr. Yu is serving as the Assistant Dean for Undergraduate Programs since January 2015 and leads the curriculum committee at the School of Nursing, University of Texas Health Science Center at Houston. She has a long standing relationship with Houston Methodist Hospital and Memorial Hermann Health System as a faculty partner and consultant for the nursing residency program evaluation and accreditation.

Committee on Academic and Workforce Success

AGENDA ITEM V-K (8)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Undergraduate Education Advisory Committee (UEAC)

RECOMMENDATION: Appoint members:

Sheila Amin Gutierrez de Pineres, Austin College
Edward Byerly, Victoria College
Janna Chancey, Tyler Junior College
Elizabeth Garcia, West Texas A&M University
L. Joy Gates Black, Tarrant County College
Scott LaGraff, Stephen F. Austin State University
Sarah Maxwell, The University of Texas at Dallas
Richard Miller, Texas A&M University-Kingsville
Julie Penley, El Paso Community College

Background Information:

Coordinating Board staff is requesting member appointments for the Undergraduate Education Advisory Committee (UEAC). Board staff will seek confirmation of these appointments at the July 2016 Board meeting.

The UEAC serves as a forum for problem solving and the generation of ideas to improve undergraduate education that reflect the goals of Texas' higher education plan, *60x30TX*. UEAC advises the Board on matters regarding undergraduate education in Texas. UEAC will:

- design and conduct studies as requested by the Coordinating Board or the Commissioner, and prepare recommendations for actions;
- make recommendations to the Coordinating Board for future directions the Coordinating Board and institutions should take to enhance undergraduate education in Texas;
- develop and oversee processes for the review of existing undergraduate instructional programs; and
- respond to and make recommendations to the Coordinating Board on legislative policy changes regarding undergraduate education in Texas.

The committee consists of 24 members with experience in undergraduate academic affairs of higher education. Members represent Texas public universities (eight to ten members), public community colleges (eight to ten members), health-related institutions

(one to three members), independent institutions (one to three members), and there is also one student representative. The members are appointed for three-year staggered terms. The committee meets twice a year or as needed.

Nine member terms will expire on August 31, 2016. Nominations for replacement members were selected from institutions' nominations, with consideration given to type of institution represented on the committee, geographic location, administrative and faculty representation, as well as ethnic and gender composition.

Brief summaries of the nominees' academic credentials follow:

Sheila Amin Gutierrez de Pineres is Vice President of Academic Affairs and Dean of Faculty at Austin College. Dr. Amin Gutierrez de Pineres holds a Ph.D. in Economics.

Edward Byerly is a Professor of History and Geography at Victoria College. Dr. Byerly holds a Ph.D. in History.

Janna Chancey is Dean of Enrollment Management at Tyler Junior College. Ms. Chancey holds an M.S. in Human Resource Development.

Elizabeth Garcia is Assistant Professor of Education at West Texas A&M University. Dr. Garcia holds a Ph.D. in Curriculum and Instruction.

L. Joy Gates Black is Vice Chancellor for Academic Affairs and Student Success at Tarrant County College. Dr. Black holds an Ed.D. in Organizational Leadership.

Scott LaGraff is Associate Professor of Voice at Stephen F. Austin State University. Dr. LaGraff holds a D.M.A. in Vocal Performance.

Sarah Maxwell is Associate Dean of Undergraduate Education at The University of Texas at Dallas. Dr. Maxwell holds a Ph.D. in Public Policy.

Richard Miller is Professor and Chair of Psychology and Sociology at Texas A&M University-Kingsville. Dr. Miller holds a Ph.D. in Social Psychology.

Julie Penley is Dean of Instruction and Campus Dean at El Paso Community College. Dr. Penley holds a Ph.D. in Experimental Psychology.

Committee on Academic and Workforce Success

AGENDA ITEM V-L

Consideration of adopting the staff recommendation to the Committee relating to a request to amend the contract with The University of Texas at Austin for the maintenance of the Apply Texas System

RECOMMENDATION: Approval

Background Information:

Apply Texas is a centralized web portal for prospective students from Texas and other states to apply for admission to Texas higher education institutions. Apply Texas was codified for university applicants in 1997 by the 75th Texas Legislature (Texas Education Code, Sections 51.762 and 51.763). The purpose of the program is to allow students to complete one application and submit it to multiple institutions of higher education. In 2005, the 79th Texas Legislature amended the statutes to include junior college districts, public state colleges, and public technical institutes. The Texas Higher Education Coordinating Board (Coordinating Board) administers the Apply Texas System in consultation with an advisory committee comprised of representatives of higher education institutions.

In 1997, the Coordinating Board contracted with The University of Texas at Austin (UT-Austin) to create and maintain the electronic Apply Texas System. Under the guidance of the Coordinating Board and advisory committee, UT-Austin also developed and maintains a scholarship application and the Counselor Suite, which allows high school counselors to track admission application status and Free Application for Federal Student Aid (FAFSA) submission status for their students.

From 1997 to 2003, the Coordinating Board's contract with UT-Austin was renewed annually. Beginning in 2004, the contract was renewed and extended to a three-year contract, and in 2013 it was renewed and extended to a four-year contract, to be renewed in the third year of the contract. The current contract ends on August 31, 2017.

UT-Austin is in the process of migrating to a new database environment. Due to the transition, it has not been possible to accurately project costs for the entirety of a four-year contract. Therefore, staff recommends the agency amend and extend the current Apply Texas maintenance and operational contract with UT-Austin to August 31, 2018. Once it is possible to more accurately project future costs, staff will return to the Board with plans to develop a new and longer-term contract.

The cost for the one-year extension is \$739,895 (bringing the total five-year cost of the contract to \$3,460,917). The contract is of zero cost to the agency. The General Appropriations Act provides the Coordinating Board the authority to collect funds from participating institutions,

each of which pays a portion of the cost based on its share of the previous fall term's certified enrollment. The Coordinating Board monitors the cost of the Apply Texas System and notifies the institutions annually of their shares of the cost.

Jerel Booker, Assistant Commissioner for College Readiness and Success, is available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-M

Consideration of adopting the staff recommendation to the Board relating to the reallocation of Work-Study Mentorship Program funding

Total Project Cost: \$5,000,000
Reallocation Request: up to \$500,000
Source of Funds: Strategy B.1.7, College Work-Study Programs
Authority: Texas Education Code, Section 56.079. Work-Study Mentorship Program

RECOMMENDATION: Approval

The Texas Higher Education Coordinating Board (THECB) staff requests approval to amend contracts for the Work-Study Mentorship Program to reallocate up to \$500,000 of unused FY 2016 Texas College Work-Study funds to current Work-Study Mentorship Programs that have requested additional funds to expand their work within the program guidelines for FY 2016.

Background Information:

In September 2015, Work-Study Mentorship funds were awarded to 41 eligible Texas public and private institutions of higher education. Work-Study Mentorship grants provide funding to institutions to employ eligible college students to mentor or tutor students at participating higher education institutions or high school students in participating school districts to improve student access to and success in higher education.

Board staff requests to reallocate funds to be used to support the work on the current grants and to assist project directors in serving additional students at the institutions listed on the following page. At its July 2015 meeting, the Board approved the issuance of a Request for Application for 2016-2017 Work-Study Mentorship Programs. In accordance with Board Rule 1.16, staff received majority approval to award contracts to the selected institutions on September 10, 2015. The current Work-Study Mentorship funded contracts end on August 31, 2017.

Jerel Booker, Assistant Commissioner for College Readiness and Success, is available to answer questions.

Work-Study Mentorship Grant Reallocations

Institution	Original Contract	Increase Amount	Amended Contract
Texas A&M University – Corpus Christi	\$220,000.00	\$50,000.00	\$270,000.00
Texas A&M University – Kingsville	\$200,000.00	\$50,000.00	\$250,000.00
Texas Southern University	\$250,000.00	\$50,000.00	\$300,000.00
Texas State Technical College System	\$250,000.00	\$50,000.00	\$300,000.00
Texas Woman's University	\$200,000.00	\$50,000.00	\$250,000.00
The University of Texas – Rio Grande Valley	\$250,000.00	\$50,000.00	\$300,000.00
The University of Texas at Arlington	\$200,000.00	\$50,000.00	\$250,000.00
The University of Texas at El Paso	\$220,000.00	\$50,000.00	\$270,000.00
The University of Texas at San Antonio	\$200,000.00	\$50,000.00	\$250,000.00
University of North Texas	\$300,000.00	\$50,000.00	\$350,000.00
TOTAL	\$2,290,000.00	\$500,000.00	\$2,790,000.00

Committee on Academic and Workforce Success

AGENDA ITEM V-N

Consideration of adopting the staff recommendation to the Committee relating to the Aerospace and Aviation Report (*S.B. 458, 84th Texas Legislature, Regular Session*)

RECOMMENDATION: Approval

Background Information:

Senate Bill 458, 84th Texas Legislature, Regular Session amended Section 481.0066 of the Government Code, relating to the Aerospace and Aviation Office of the Texas Economic Development and Tourism Office and to the Aerospace and Aviation Advisory Committee. Part of the amendment was the charge to the Aerospace and Aviation Office to partner with the Texas Higher Education Coordinating Board to foster technological advancement and economic development for spaceport activities by strengthening higher education programs and supporting aerospace activities.

As part of the partnership, the Aerospace and Aviation Office is to submit a report to the legislature and governor, by December 1 of each even-numbered year, which includes a summary of work performed with the Texas Higher Education Coordinating Board.

The report, Aerospace Technology Research Conducted by Public Universities, provides a summary of aerospace technology research conducted by public senior colleges and universities. The report is under separate cover.

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-O

Consideration of adopting the staff recommendation to the Committee relating to the January 2016 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "A" through "O")

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" were required to submit their reports by January 15, 2016. Institutions with names beginning with "P" through "Z" will be required to submit their reports by July 15, 2016. 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 January 2016 reporting cycle.

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

**January 2016 Report to Texas Higher Education Coordinating Board
Status of Institutions (A-O) 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 “A” through “O” were required to submit their reports by January 15 each year. 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 all institutions under the January 15, 2016 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:

- Academy of Oriental Medicine at Austin
- American College of Acupuncture/Oriental Medicine – Houston
- American Intercontinental University – Houston
- Arlington Baptist College – Arlington
- Asher College – Dallas
- Baptist Health System School of Health Professions-San Antonio
- Baptist University of the Americas
- Belhaven University - Houston (Bethel Church)
- Belhaven University - Houston (Park Row)
- Career Point College - Austin
- Career Point College - San Antonio
- Carrington College - Mesquite
- Case Western Reserve University – Houston
- Center For Advanced Legal Studies – Houston
- Chamberlain College of Nursing – Irving
- Chamberlain College of Nursing – Pearland
- Columbia College, Eastfield College - Mesquite, Texas
- Commonwealth Institute of Funeral Service – Houston
- Culinary Institute LeNotre-Houston
- Culinary Institute of America - Houston ISD
- Culinary Institute of America - San Antonio
- Dallas Christian College
- Dallas Institute of Funeral Service
- Embry-Riddle Aeronautical University - Fort Worth
- Embry-Riddle Aeronautical University - Houston
- Everest College - Arlington (Mid-Cities)
- Everest College - Fort Worth South
- Hallmark University - San Antonio
- Hallmark University, College of Aeronautics - San Antonio
- Houston Graduate School of Theology

- Interactive College of Technology - Hillcroft Houston
- Interactive College of Technology - North Houston
- Interactive College of Technology - Pasadena
- International Business College - El Paso (East)
- International Business College - El Paso (West)
- Le Cordon Bleu College of Culinary Arts - Dallas
- Lincoln College of Technology - Grand Prairie
- MIAT College of Technology
- National American University - Austin
- National American University - Austin Roueche Graduate Center
- National American University - Austin South
- National American University - Georgetown
- National American University - Houston
- National American University – Houston Lone Star
- National American University - Lewisville
- National American University - Richardson
- North American University
- Northwood University - Cedar Hill

Out-of-state institutions authorized to provide field-based learning in Texas (clinicals, internships):

- Allegany College of Maryland
- Benedictine University
- Boston University
- Brandman University
- California Southern University
- California State University – Northridge
- California University of Pennsylvania
- Concordia University Wisconsin
- Culinary Institute of America – Hyde Park, NY
- Duke University
- Duquesne University
- Frontier Nursing University
- Gallaudet University
- King's College
- Lake Erie College of Osteopathic Medicine - Bradenton, FL
- Lake Erie College of Osteopathic Medicine - Erie, Pa
- Lock Haven University
- Louisiana College
- Loyola University New Orleans
- Messiah College, PA
- National University
- New Mexico State University - Carlsbad
- New Mexico State University - Dona Ana Community College

- Northern Kentucky University
- Orion College

Institutions which have submitted annual compliance reporting, but need to provide missing information before fully in compliance

Institutions with a physical campus in Texas:

- Cornell University - Dallas
- Cornell University - Houston
- Dallas Nursing Institute
- Fortis College – Dallas
- Fortis College - Houston
- Graduate Institute of Applied Linguistics

Out-of-state institutions authorized to provide field-based learning in Texas (clinicals, internships):

- Florida Gulf Coast University
- Kaplan University - Online
- Misericordia University

Institutions with Certificates of Authorization expired due to campus closure or no current presence in Texas

Institutions with a physical campus in Texas:

- DeVry University - Fort Worth (Closed)
- DeVry University – Houston (Closed)

Out-of-state institutions which were authorized to provide field-based learning in Texas but no longer have clinicals or internships in Texas:

- Alabama State University
- Allen College
- Blue Cliff College
- Elon University
- Fort Hays State University
- Grantham University
- Kendall College
- Minnesota State University - Moorhead
- Mohave Community College - Lake Havasu City Campus
- Northwestern University

Institutions with Certificates of Authorization cancelled due to membership in the State Authorization Reciprocity Agreement (SARA)

- American College Of Education
- American Sentinel University

- Arizona State University
- Arkansas State University - Jonesboro
- Arkansas Tech University
- Bastyr University
- Bellevue University
- Bethel University
- Capella University
- College of Saint Mary
- Concordia University Nebraska
- Cossatot Community College Of The University of Arkansas
- Creighton University
- East Central University
- Eastern Michigan University
- Eastern Washington University
- Ferris State University
- Fort Hays State University
- Gonzaga University
- Graceland University
- Grand Canyon University
- Grantham University
- Hutchinson Community College
- Idaho State University
- Illinois State University
- Indiana State University
- Jefferson College Of Health Sciences
- Jones International University
- Maryville University
- McNeese State University
- Michigan State University
- Mid-America Christian University
- Midwestern University
- Minot State University
- New Mexico State University - Las Cruces
- Northern Arizona University
- Northwestern State University
- Ohio University
- Oregon Inst. Of Technology - Klamath Falls

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 concernsInstitutions with a physical campus in Texas:

- Argosy University – Dallas (financial responsibility)
- Auguste Escoffier School of Culinary Arts (financial responsibility)
- Brightwood College – Arlington (financial responsibility)
- Brightwood College – Beaumont (financial responsibility)
- Brightwood College – Brownsville (financial responsibility)
- Brightwood College - Corpus Christi (financial responsibility)
- Brightwood College – Dallas (financial responsibility)
- Brightwood College - El Paso (financial responsibility)
- Brightwood College - Fort Worth (financial responsibility)
- Brightwood College – Laredo (financial responsibility)
- Brightwood College – McAllen (financial responsibility)
- Brightwood College - San Antonio (Ingram) (financial responsibility)
- Brightwood College - San Antonio (San Pedro) (financial responsibility)
- Brown Mackie College - Dallas/Fort Worth (financial responsibility)
- Brown Mackie College - San Antonio (financial responsibility)
- Chamberlain College of Nursing – Houston (TX Board of Nursing's "Full (Approval) with Warning")
- Concorde Career College – Dallas (financial responsibility)
- Concorde Career College - Grand Prairie (financial responsibility)
- Concorde Career College - San Antonio (financial responsibility)
- DeVry University – Austin (US Dept. of Education limitation on advertisements regarding placement rates and employability)
- DeVry University – Houston (US Dept. of Education limitation on advertisements regarding placement rates and employability)
- DeVry University – Irving (US Dept. of Education limitation on advertisements regarding placement rates and employability)
- DeVry University - Mesquite Center (US Dept. of Education limitation on advertisements regarding placement rates and employability)
- DeVry University - San Antonio (US Dept. of Education limitation on advertisements regarding placement rates and employability)
- Fortis College - Grand Prairie (financial responsibility)
- Galen College of Nursing - San Antonio (noncompliance with SACS for adequate number of full-time faculty)
- Golf Academy of America – Dallas (financial responsibility)
- ITT Technical Institute – Arlington (financial responsibility)
- ITT Technical Institute – Austin (financial responsibility)
- ITT Technical Institute - De Soto (financial responsibility)
- ITT Technical Institute - Houston North (Blue Ash) (financial responsibility)

- ITT Technical Institute - Houston South (Webster) (financial responsibility)
- ITT Technical Institute - Houston West (Gessner) (financial responsibility)
- ITT Technical Institute – Richardson (financial responsibility)
- ITT Technical Institute - San Antonio (East) (financial responsibility)
- ITT Technical Institute - San Antonio (West) (financial responsibility)
- ITT Technical Institute – Waco (financial responsibility)
- KD Conservatory College of Film and Dramatic Arts (financial responsibility)
- Le Cordon Bleu College of Culinary Arts – Austin (financial responsibility)
- Messenger College (financial responsibility)
- National American University – Mesquite (unresolved student complaint)
- National Graduate School of Quality Management - Alamo Colleges – San Antonio (financial responsibility)
- National Graduate School of Quality Management - Amedd Center & School San Antonio (financial responsibility)
- National Graduate School of Quality Management - NE Baptist Hospital (financial responsibility)

Institutions with a physical campus in Texas scheduled to close in 2016:

- Everest College – Dallas (Closing Dec 2016)
- Everest College – Houston (Closing Dec 2016)
- Kaplan College – Lubbock (Closing July 2016)

Out-of-state institutions authorized to provide field-based learning in Texas (clinicals, internships):

- Independence University (financial responsibility)
- Northcentral University (financial responsibility)

Committee on Academic Workforce and Success

AGENDA ITEM V-P

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.

Everest College-Dallas

Everest College-Dallas, 6080 N. Central Expressway, Dallas, TX 75206, is owned by Zenith Education Group. The Coordinating Board was notified on March 28, 2016 that the campus intended to close. The expected closure date for the campus is December 31, 2016. Students were given three options: (1) complete their program before the campus officially closes; (2) receive a refund of all fees and books paid; (3) transfer to another Zenith-owned campus to complete their program. Everest College locations in Arlington and Ft. Worth South are still in operation. Students choosing to transfer will be given transportation assistance, can try out the new campus for 30 days, and will receive a refund if they do not wish to continue after 30 days. As of April 5, 2016, 168 students opted to complete their program, 26 students requested refunds, and 6 students were undecided. Student records and transcripts may be requested through the Everest website (www.everest.edu); by email (transfercenter@zenith.org); or by telephone (877.727.0058). The institution's Certificate of Authorization will be cancelled upon notification that the campus has completed its teach-out and is closed.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-Q (1)

Consideration of adopting the Commissioner's recommendation to the Committee relating to amendments to Chapter 4, Subchapter C, Section 4.54 of Board rules concerning Exemptions, Exceptions, and Waivers, as related to Texas Education Code, Section 51.3062 Success Initiative

RECOMMENDATION: Approval

Background Information:

The intent of the amendment is to incorporate into existing rules changes that address the college readiness benchmarks for the new College Board SAT examinations administered on or after March 5, 2016.

The amendment to Section 4.54(a)(1)(B), the Texas Success Initiative (TSI) exemption for the SAT examinations, would add the college readiness benchmarks set by The College Board and would clarify that the new benchmark scores have no combined score and that mixing scores from the SAT examinations administered prior to March 2016 and scores of the SAT examinations administered on or after March 5, 2016, is not allowable.

Date approved by the Commissioner for publication in the *Texas Register*: May 16, 2016

Date Published in the *Texas Register*: May 27, 2016

The 30-day comment period with the *Texas Register* ends on: June 26, 2016

At this time, no comments have been received.

CHAPTER 4
RULES APPLYING TO ALL PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN TEXAS

SUBCHAPTER C
TEXAS SUCCESS INITIATIVE

Section

4.51	Purpose
4.52	Authority
4.53	Definitions
4.54	Exemptions, Exceptions, and Waivers
4.55	Assessment and Placement
4.56	Assessment Instrument
4.57	College Ready and Adult Basic Education (ABE) Standards
4.58	Advisement and Plan for Academic Success
4.59	Determination of Readiness to Perform Entry-Level Freshman Coursework
4.60	Evaluation and Reporting
4.61	Limited Waiver of Rules
4.62	Required Components of Developmental Education Programs

4.51 – 4.53 No changes.

4.54 Exemptions, Exceptions, and Waivers

(a)(1)(A) No changes.

(a)(1)(B) SAT

(i) SAT administered prior to March 5, 2016: a combined critical reading (formerly "verbal") and mathematics score of 1070 with a minimum of 500 on the critical reading test shall be exempt for both reading and writing sections of the TSI Assessment; and/or, a combined critical reading (formerly "verbal") and mathematics score of 1070 with a minimum of 500 on the mathematics test shall be exempt for the mathematics section of the TSI Assessment.

(ii) SAT administered on or after March 5, 2016: a minimum score of 480 on the Evidenced-Based Reading and Writing (EBRW) test shall be exempt for both reading and writing sections of the TSI Assessment; a minimum score of 530 on the mathematics test shall be exempt for the mathematics section of the TSI Assessment. There is no combined score.

(iii) Mixing or combining scores from the SAT administered prior to March 5, 2016 and the SAT administered on or after March 5, 2016 is not allowable.

(a)(2) – (10) No changes.

4.55 – 4.62 No changes.

Committee on Academic and Workforce Success

AGENDA ITEM V-Q (2)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 5, Subchapter A, Section 5.5 of Board rules concerning the Uniform Admission Policy

RECOMMENDATION: Approval

Background Information:

House Bill 2472, passed by the 84th Texas Legislature, Regular Session, repealed Texas Education Code (TEC) subsection 51.803(e), which indicated The University of Texas at Austin would lose the authority to offer admission under TEC 51.803(a-1) after the 2017-2018 academic year. As a result, the institution will continue indefinitely to have the authority under TEC 51.803(a-1) to limit its automatic admission of entering first-time freshmen in the top 10 percent of their high school classes to no more than 75 percent of the institution's enrollment capacity for first-time entering undergraduate students.

Date approved by the Commissioner for publication in the *Texas Register*: April 22, 2016

Date Published in the *Texas Register*: May 6, 2016

The 30-day comment period with the *Texas Register* ended on: June 5, 2016

No comments were received.

CHAPTER 5
RULES APPLYING TO PUBLIC UNIVERSITIES, HEALTH-RELATED INSTITUTIONS, AND/OR
SELECTED PUBLIC COLLEGES OF HIGHER EDUCATION IN TEXAS

SUBCHAPTER A
GENERAL PROVISIONS

Section

- 5.1 Purpose
- 5.2 Authority
- 5.3 Definitions
- 5.4 Time Limit on Implementing New Programs or Administrative Changes Approved by the Board or the Commissioner
- 5.5 Uniform Admission Policy
- 5.7 Uniform Grade-Point Calculation for Admission to Graduate and Professional Schools
- 5.8 Criteria for Posting Faculty-Related Measures on Institutional Websites
- 5.9 Institutional Input Measures in the Texas Higher Education Accountability System
- 5.10 Tracking System for Medical Training and Practice Choices

5.1 - 5.4 No changes.

5.5 Uniform Admission Policy

(a) – (d) No changes.

(e) For the period beginning with ~~[from]~~ the 2011-2012 academic year ~~[through the 2017-2018 academic year]~~, The University of Texas at Austin is not required to admit applicants under this subchapter in excess of the number needed to fill 75 percent of first-time resident undergraduate students.

(f) – (j) No changes.

Committee on Academic and Workforce Success

AGENDA ITEM V-Q (3)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the new Chapter 13, Subchapter M, Sections 13.300 – 13.304 of Board rules concerning standards and accounting methods for determining total research expenditures

RECOMMENDATION: Approval

Background Information:

The intent of these new sections are to prescribe standards and accounting methods for total restricted research expenditures required by Texas Education Code Section, Chapter 62, Subchapter C, Section 62.053.

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

Date approved by the Commissioner for publication in the *Texas Register*: April 25, 2016

Date Published in the *Texas Register*: May 6, 2016

The 30-day comment period with the *Texas Register* ends on: June 6, 2016

Four comments were received. Two comments were received from The University of Texas at Austin (UT Austin) and two comments were received from the Texas Tech University System (TTU System).

Comment: UT Austin suggested to include state appropriated trustee funds as part of the reconciliation of research expenses between Annual Financial Report (AFR) and the total Research and Development (R&D) expenditures by adding them to the AFR total, in rule 13.303 (c)(4) of the proposed rule.

Staff response: No changes were made to the proposed rules. Any research expenses from state appropriated trustee funds are already part of the AFR total before any reconciliation is done. Therefore no additional reconciliation is needed. Such an addition of research expenditures from state appropriated trustee funds in rule 13.303 (c)(4) would count these expenses twice, in effect.

Comment: UT Austin suggested to add an additional reconciliation in rule 13.303 (c), which would be a new rule (c)(6), by adding expenditures from the Dell Medical School that would not be reported in the AFR of the school's institution.

Staff response: No changes were made to the proposed rules. Medical schools report total research expenditures separately from their institutions. The reason is that medical schools collect and report data for different special interest areas than their academic institutions.

Comment: TTU System suggested to strike the clause "part of the Annual Financial Report" from the definition for the Sources and Uses Template, given in proposed rule 13.302 (9).

Staff response: Staff agrees and amended the section accordingly. Without the clause the definition aligns with the existing definition for the Sources and Uses Template in Texas Administrative Code (TAC) Title 19, Chapter 13, rule 13.122 (20).

Comment: TTU System suggested to change the citation of statute giving authority to the proposed rules in rules 13.301. The suggestion was to strike the reference to Texas Education Code (TEC) section 62.051, which establishes the Texas Research University Fund, leave the citation of section 62.053, which gives expressive authority to establish standards and accounting methods, and to add a reference to TEC section 62.134, which provides funds to the Core Research Support fund based on total research expenditures.

Staff response: No changes were made to the proposed rules. The wording as originally proposed cites the section of the TEC that gives authority to the Coordinating Board to prescribe the standards and accounting methods for total research expenditures. The additional reference to TEC section 62.134 does not authorize but, in turn cites the same section 62.053 as proposed.

CHAPTER 13
FINANCIAL PLANNING

SUBCHAPTER M
TOTAL RESEARCH EXPENDITURES

<u>13.300</u>	<u>Purpose and Scope</u>
<u>13.301</u>	<u>Authority</u>
<u>13.302</u>	<u>Definitions</u>
<u>13.303</u>	<u>Standards and Accounting Methods for Determining Total Research Expenditures</u>
<u>13.304</u>	<u>Report on Total Research Expenditures</u>

13.300 Purpose and Scope

The purpose of this subchapter is to establish standards and accounting methods for determining total research expenditures based on all research conducted at Texas institutions of higher education.

13.301 Authority

Texas Education Code, §61.0662, requires the Coordinating Board to maintain an inventory of all institutional and programmatic research activities being conducted by all institutions of higher education. Texas Education Code, §62.051, establishes the Texas Research University Fund and §62.053, authorizes the Coordinating Board to prescribe standards and accounting methods for determining the amount of total research funds expended.

13.302 Definitions

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

(1) Annual Financial Report (AFR)--Institutional financial report for one fiscal year as required by Texas Education Code, §51.005.

(2) Areas of Special Interest--Major research topics important to the public as listed in the Research Expenditure Survey.

(3) Coordinating Board or Board--The Texas Higher Education Coordinating Board.

(4) Research Expenditures or Expenditures—In a specific fiscal year, expenditure of funds paid out by an institution to support institutional Research and Development activities.

(5) Pass-through to sub-recipient--External award funds that are passed from one entity to a sub-recipient. The sub-recipient expends the award funds on behalf of, or in connection with, the pass-through entity.

(6) Research and Development (R&D)--All research activities, both basic and applied, and all development activities that are supported at universities, colleges, and other non-profit institutions:

(A) Research--The systematic study directed toward fuller scientific knowledge or understanding of the subject studied.

(B) Development--The systematic use of knowledge or understanding gained from research directed toward the production of useful materials, devices, systems, or methods, including design and development of prototypes and processes.

(C) R&D Training--R&D also includes activities involving the training of individuals in research techniques where such activities utilize the same facilities as other research and development activities and where such activities are not included in the instruction function.

(7) Research Expenditure Survey --Instrument that establishes total R&D expenditures for each institution by research field and areas of special interest, both accounted by funding source. The survey includes a Research Expenditure Survey, specific definition of R&D, and reporting guidelines for R&D activities.

(8) Research fields--Subject areas for R&D, as listed in the Research Expenditure Survey.

(9) Sources and Uses Template--An annual survey [~~part of the Annual Financial Report~~] of Texas general academic and health-related institutions to detail financial information and provide specific information about revenues and expenditures.

13.303 Standards and Accounting Methods for Determining Total Research Expenditures

(a) Each institution reports R&D expenditures annually in the Research Expenditure Survey.

(b) R&D expenditures for Texas A&M University include consolidated expenses from Texas A&M University and its service agencies.

(c) Research expenses from the AFR are reconciled to the total R&D expenditures of the Research Expenditure Survey by a:

(1) Decrease of the AFR total by the amount of R&D expenses that do not meet the narrow definition of R&D expenditures used in the Coordinating Board's Research Expenditure Survey.

(2) Increase of the AFR total by the amount of indirect costs associated with expenses for R&D as reported through the Research Expenditure Survey.

(3) Increase of the AFR total by the amount of capital outlay for research equipment, not including R&D plant expenses or construction.

(4) Increase of the AFR total by the amount of expenditures for conduct of R&D made by an institution's research foundation, or 501(c) corporation on behalf of the institution, and not reported in the institution's AFR, including indirect costs.

(5) Increase of the AFR total by the amount of pass-throughs from Texas Engineering Experiment Station, as defined for the Research Expenditure Survey.

13.304 Reporting of Total Research Expenditures

(a) The Board shall annually post a report of total research expenditures of all public institutions of higher education on its website.

(b) Not later than January 1 of each year, the Board shall submit to the legislature information regarding human stem cell research obtained by the Board from reports required by this subsection.

Committee on Academic and Workforce Success

AGENDA ITEM V-R

Consideration of adopting the Commissioner's recommendation to the Committee relating to moving Chapter 1, Subchapters T - Z and Subchapter BB of Board rules relating to Fields of Study Advisory Committees to new Chapter 27, Fields of Study, Subchapters A – H

RECOMMENDATION: Approval

Background Information:

This request is an administrative change to move existing Fields of Study Advisory Committee rules from Chapter 1, Agency Administration of Board rules to a newly created Chapter 27, Fields of Study. Currently, Chapter 1 contains 28 separate subchapters; the rules relate to agency administration and Board subcommittees. The existing rules in Chapter 1 are numbered from 1.1 to 1.9507. An undetermined number of new Field of Study Advisory Committees are in the planning stages, perhaps 15 or more. The current numbering structure of Chapter 1 limits the number of new rules which can be added without restructuring and renumbering the entire chapter. Administratively moving the existing Fields of Study Advisory Committee rules and creating a separate chapter allows for future expansion. Also, removing the Fields of Study rules from Chapter 1 would allow for other Coordinating Board committees to be added as needed. The table below summarizes this administrative change.

Current Subchapter/Sections	Chapter 1 Agency Administration	New Chapter 27 Fields of Study Subchapter/Sections
Subchapter T 1.220 – 1.226	Engineering, Field of Study Advisory Committee	Subchapter A 27.101 – 27.107
Subchapter U 1.330 – 1.336	Music, Field of Study Advisory Committee	Subchapter B 27.121 – 27.127
Subchapter V 1.440 – 1.446	Nursing, Field of Study Advisory Committee	Subchapter C 27.141 – 27.147
Subchapter W 1.550 – 1.556	Business, Field of Study Advisory Committee	Subchapter D 27.161 – 27.167
Subchapter X 1.660 – 1.666	Communications, Field of Study Advisory Committee	Subchapter E 27.181 – 27.187
Subchapter Y 1.770 – 1.776	Engineering Technology, Field of Study Advisory Committee	Subchapter F 27.201 – 27.207
Subchapter Z 1.880 – 1.886	Mexican American Studies, Field of Study Advisory Committee	Subchapter G 27.221 – 27.227
Subchapter BB 1.9501– 1.9507	Architecture, Field of Study Advisory Committee	Subchapter H 27.241 – 27.247

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

Committee on Academic Workforce and Success

AGENDA ITEM V-S

Discussion of Coordinating Board Rules, Chapter 5, Rules Applying to Public Universities, Health-Related Institutions, and/or Selected Public Colleges of Higher Education in Texas, Subchapter B, Role and Mission, Tables of Programs, Course Inventories, Sections 5.21 - 5.25 concerning Preliminary Planning Notifications

RECOMMENDATION: Discussion item only

Background Information:

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will provide a brief overview of the suggested rule changes to Chapter 5, Subchapter B, Sections 5.21 - 5.25 of Coordinating Board Rules.

Additional materials will be provided prior to the June 29, 2016 Committee meeting.