

**TEXAS HIGHER EDUCATION COORDINATING BOARD**  
**A G E N D A**

**Special Called Board Meeting**

**1200 EAST ANDERSON LANE, ROOM 1.170  
AUSTIN, TX**

**Wednesday, June 29, 2016, 11:00 AM  
(or upon adjournment of the Committee on Affordability, Accountability and  
Planning, whichever occurs later)**

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

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

- I. Call to Order: Opening Remarks and Announcements
- II. Public Testimony
- III. Consideration of adopting the staff recommendation relating to the Agency Strategic Plan for FY 2017-2021
- IV. Consideration of adopting the staff recommendation relating to the Coordinating Board's Legislative Agenda for the 85th Texas Legislature
- V. Lunch
- VI. Adjournment

### Agenda Item III

#### Consideration of adopting the staff recommendation relating to the Agency Strategic Plan for FY 2017-2021

Recommendation:     Adopt

#### Background Information:

In accordance with Chapter 2056 of the Texas Government Code, the Coordinating Board is required to submit a five-year agency strategic plan every two years in even-numbered years to the Governor's Office and the Legislative Budget Board (LBB). The Fiscal Year 2017-2021 strategic planning process began in November 2015 when the Executive Officers reviewed and revised, as needed, the agency's vision, mission, philosophy and core values, as well as the agency's goals, objectives, and strategies. From November through January, each division and department conducted their own strategic planning meetings to develop action plans specific to their division/department that align with the agency's overall goals and objectives.

The Governor's Office and the LBB issued instructions for preparing and submitting the plan on April 6, 2016. Given the short turn-around time to prepare the plan in time for consideration by the Agency Operations Committee on April 27 and the full Board on April 28, the Board requested an extension for submitting the plan on June 30 (instead of June 24) and the request was granted.

Linda Battles, Deputy Commissioner for Agency Operations and Communications/Chief Operating Officer, will present a summary of the agency strategic plan.



# **Agency Strategic Plan**

## **Fiscal Years 2017-2021**

**June 30, 2016**

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## **AGENCY STRATEGIC PLAN**

**FISCAL YEARS 2017 TO 2021**

**BY**

### **TEXAS HIGHER EDUCATION COORDINATING BOARD**

<b>Board Member</b>	<b>Dates of Term</b>	<b>Hometown</b>
Robert W. "Bobby" Jenkins Jr., Chair	2011-2017	Austin
Stuart W. Stedman, Vice Chair	2016-2021	Houston
David D. Teuscher, M.D., Secretary	2011-2017	Beaumont
Arcilia Acosta	2016-2019	Dallas
S. Javaid Anwar	2015-2021	Midland
Fred Farias III, O.D.	2015-2019	McAllen
Ricky A. Raven	2016-2021	Sugarland
Janelle Shepard	2011-2017	Weatherford
John T. Steen Jr.	2014-2019	San Antonio
Haley R. DeLaGarza, Student Representative	2016-2017	Victoria

**June 30, 2016**

Signed: \_\_\_\_\_

**Raymund A. Paredes, Commissioner of Higher Education**

Approved: \_\_\_\_\_

**Robert W. "Bobby" Jenkins Jr., Chair**

**TEXAS HIGHER EDUCATION COORDINATING BOARD  
AGENCY STRATEGIC PLAN FOR FISCAL YEARS 2017-2021**

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SCHEDULE B. List of Measure Definitions	
SCHEDULE C. Historically Underutilized Business Plan	
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SCHEDULE G. Report on Customer Service	
SCHEDULE H. Assessment of Advisory Committees	

\*Schedules D and E not applicable

## TEXAS HIGHER EDUCATION COORDINATING BOARD

### AGENCY STRATEGIC PLAN FOR 2017-2021

#### Agency Mission, Philosophy, and Core Values

The mission of the Texas Higher Education Coordinating Board (THECB) is to provide leadership and coordination for the Texas higher education system and to promote access, affordability, quality, success, and cost efficiency through 60x30TX, resulting in a globally competitive workforce that positions Texas as an international leader. The THECB's philosophy is to promote access to and success in quality higher education across the state with the conviction that access and success without quality is mediocrity and that quality without access and success is unacceptable. The THECB's core values are:

- *Accountability:* We hold ourselves responsible for our actions and welcome every opportunity to educate stakeholders about our policies, decisions and aspirations.
- *Efficiency:* We accomplish our work using resources in the most efficient manner.
- *Collaboration:* We develop partnerships that result in student success and a highly qualified, globally competitive workforce.
- *Excellence:* We strive for excellence in all our endeavors.

#### Statewide Objectives and Agency Goals

In April 2016, Governor Greg Abbott, Lieutenant Governor Dan Patrick, and Speaker of the House Joe Straus issued five statewide objectives that state agencies must align with their operational goals. The table below compares the statewide objectives with the THECB's operational goals.

Statewide Objectives	THECB Operational Goals
1. Be accountable to tax and fee payers of Texas.	1. Provide effective stewardship of taxpayer dollars.
2. Be efficient by producing maximum results with no waste of taxpayer funds and by identifying any function or provision the agency considers redundant or not cost effective.	2. Provide effective and efficient coordination of and planning for higher education in Texas.
3. Be effective by successfully fulfilling core functions, achieving performance measures, and implementing plans to continuously improve.	3. Fully implement the state's higher education plan, 60x30TX.
4. Provide excellent customer service.	4. Maintain a skilled and knowledgeable agency staff to provide excellent service.
5. Be transparent such that agency actions can be understood by any Texan.	5. Communicate data, policy and effective practices to all stakeholders in a clear and precise manner.

<p align="center"><b>AGENCY OPERATIONAL GOALS AND ACTION PLANS</b></p>
<p align="center"><b>Goal 1: Provide effective stewardship of taxpayer dollars.</b></p>
<p align="center"><b>SPECIFIC ACTION ITEMS TO ACHIEVE YOUR GOAL</b></p> <ol style="list-style-type: none"> <li>1. Continuously evaluate the effectiveness and efficiencies of agency operations, services, and the administration of programs; and make recommendations to the Texas Legislature to repeal statutory programs and services that are not in alignment with the agency's mission.</li> <li>2. Formalize the agency's risk management training so that all employees receive training every two years and new employees receive training within 30 days of hire.</li> <li>3. Request and justify increased state funding to support agency operations and information security upgrades at the agency.</li> <li>4. If no funding is appropriated to implement information security upgrades at the agency, work with the Legislature to exempt the THECB from Rider 14.03, Article IX, General Appropriations Act so that the agency may use unexpended administrative funds for this purpose.</li> </ol>
<p align="center"><b>DESCRIBE HOW YOUR GOAL OR ACTION ITEMS SUPPORTS EACH STATEWIDE OBJECTIVE</b></p> <p>This goal directly aligns with the first statewide objective to be accountable to tax and fee payers of Texas.</p>
<p align="center"><b>DESCRIBE ANY OTHER CONSIDERATIONS RELEVANT TO YOUR GOAL OR ACTION ITEM</b></p> <p>As is the case with all state agencies, the THECB's primary goal is to provide effective stewardship of taxpayer dollars. The agency's biennial budget is \$1.8 billion in All Funds (general revenue, general revenue-dedicated, federal, and other). Approximately 98 percent of those funds are trusted to the agency, which means they are allocated among the state's institutions of higher education, students and other eligible recipients, either through a methodology determined through a negotiated rulemaking process with stakeholders or through a methodology prescribed by statute. The remaining 2 percent of funds are administered by the agency to support its operations.</p> <p>The agency has an Internal Audit department to ensure that employees are complying with state and federal laws and regulations, as well as agency policies. Additionally, in 2013, the Texas Legislature established a compliance monitoring function at the THECB (Senate Bill 215, 83rd Legislature) to: 1) ensure funds allocated by the agency</p>

to institutions of higher education and other entities are distributed in accordance with applicable laws and rules, and 2) ensure the data are reported accurately to the agency by institutions for funding or policymaking decisions, including data used for formula funding allocations.

One of the challenges in addressing this goal is the ability for the agency to effectively carry out its responsibilities with consistently fewer resources. For decades, the agency has operated in an efficient and effective way and has been able to do more with less. However, since the 2011 state budget cuts, the agency's resources have declined significantly while there has been an increase in state and federal regulations and other unfunded mandates. Additionally, the agency operated with a zero capital budget for two biennia (2012-2015). During the 84th Legislative Session, the agency submitted exceptional item requests relating to the support of additional staff to effectively carry out legislative mandates as well as funding to improve the security of the vast amount of data collected by the agency from institutions of higher education, students, and loan borrowers. The Texas Legislature did not approve funding to support additional staff to expand fields/programs of study which help facilitate student transfer and reduce costs for students and the state. The Legislature also did not provide additional resources for the effective oversight of for-profit institutions of higher education, which are significantly expanding in Texas, in order to protect students from fraudulent or substandard institutions. Nor did the Legislature provide funding to support additional workforce data and analysis to measure the state's progress in achieving workforce and educational goals. While the Legislature partially funded the agency's request to implement security upgrades at the Data Consolidation Center, it did not provide funding to implement those upgrades at the agency.

**Goal 2: Provide effective and efficient coordination of and planning for higher education in Texas.**

**SPECIFIC ACTION ITEMS TO ACHIEVE YOUR GOAL**

1. Seek legislative changes to provide the THECB with the necessary authority to review and approve proposals by institutions that want to expand their geographical footprint to new locations outside of their existing campuses.
2. Seek enhanced statutory authority to ensure that institutions advise the THECB of their planning for new programs in a timely manner and before committing substantial state resources to programs.

**DESCRIBE HOW YOUR GOAL OR ACTION ITEMS SUPPORTS EACH STATEWIDE OBJECTIVE**

This goal directly aligns with the first statewide objective to be held accountable to the tax and fee payers of Texas, which is one of the primary reasons that the Texas Legislature created the THECB. This goal also directly aligns with the second statewide objective to be efficient by producing maximum results with no waste of taxpayer funds and by identifying functions or provisions in higher education that the THECB considers redundant or not cost effective.

**DESCRIBE ANY OTHER CONSIDERATIONS RELEVANT TO YOUR GOAL OR ACTION ITEM**

The THECB was established in 1965 to provide effective and efficient coordination of and planning for higher education. With 38 public universities, 50 community college districts, nine health-related institutions, three state colleges and four technical colleges under its purview, this responsibility is as critical now as it was when the agency was created. There is no other entity in Texas that can coordinate and plan for higher education from a statewide perspective. The THECB helps deploy limited state resources in an equitable and cost-efficient manner to ensure the widest access to quality higher education for all Texas students.

Currently, Texas is in danger of expanding higher education programs and facilities beyond the state's ability—or willingness—to fund them adequately. This unchecked expansion of programs and campuses creates real costs for taxpayers. Unless the Legislature authorizes significant increases in formula funding, these new schools and programs simply will divide a limited state funding pie into smaller slices. Ultimately, that is a recipe for statewide mediocrity in public higher education as it leads to costly, unnecessary duplication of programs. A quote from Governor John Connally, addressed to the founding members of the Texas Higher Education Coordinating Board in 1965, is still relevant today. He said:

*"The greatest risk you face is an institutionalized system, with each college or university grasping for its own ends without regard to the needs of the people of the whole state, and perhaps without being aware of those needs. I don't say this critically of any college president or any institution, but this is human nature. There is nothing wrong with being competitive. But over the years in Texas we have come to regard each college or university as a separate institution, striving independently for success. In many cases regarded locally as a boon to the economy, it struggles to be all things to all people, willing to do almost anything that will assure it's getting larger---larger in enrollment, larger in buildings, larger in number and level of degrees offered, larger in number of graduates, larger in number of alumni. Always it strives to stand above its group in those*

*visible evidences of growth. And it remains in constant danger of mediocrity as a result."*

The main point of Governor Connally's remarks is that competition certainly can be good, but when institutions are competing for a flat or declining pool of state funding, the risk is that the ever-smaller shares of funding available for individual programs will institutionalize mediocrity.

### **Goal 3: Fully Implement the State's Higher Education Plan, 60x30TX.**

#### **SPECIFIC ACTION ITEMS TO ACHIEVE YOUR GOAL**

1. Inform stakeholders (i.e. institutional leaders, administrators, faculty, students, and business leaders) through a series of regional workshops about 60x30TX so that they become engaged and invested in achieving the goals of the plan.
2. Align statewide policy with the goals of 60x30TX.
3. Highlight at least one goal of the 60x30TX plan at every quarterly board meeting and measure progress towards the goals every five years.
4. Expand workforce solutions and expertise in workforce data.
5. Implement statewide strategies that are listed in the 60x30TX plan.

#### **DESCRIBE HOW YOUR GOAL OR ACTION ITEMS SUPPORTS EACH STATEWIDE OBJECTIVE**

This goal directly aligns with the third statewide objective, which is to be effective by successfully fulfilling core functions, achieving performance measures, and implementing plans to continuously improve.

#### **DESCRIBE ANY OTHER CONSIDERATIONS RELEVANT TO YOUR GOAL OR ACTION ITEM**

One of the key functions of the THECB is to develop a long-range master plan for Texas higher education that establishes measureable goals and provides strategies for implementing those goals.

In 2000, the THECB launched the statewide higher education strategic plan *Closing the Gaps by 2015*, during which Texas made measurable progress. Colleges and universities in the state increased access to higher education for all Texans and improved completions, e.g., in 2014, those institutions enrolled more than 1.6 million students – an increase of almost 600,000 from 2000. In 2014, institutions also awarded almost 250,000 certificates, associate degrees, and bachelor's degrees – about 130,000 more than in 2000. *Closing the Gaps* set a goal of reaching 210,000 postsecondary

credentials by 2015. The state met this goal in 2011, four years early. The state also doubled the number of Hispanics and African Americans enrolled in higher education and surpassed the target set for Hispanic completions. Texas colleges and universities and their partners drove the achievements of *Closing the Gaps*. They conducted world-class research, served underrepresented student populations, developed new certificate and degree programs quickly in response to local workforce needs – and much more – in striving toward the plan’s participation goal, success goal, and each goal’s associated targets.

Over the last two years, the agency worked with a strategic planning committee to develop the next statewide higher education plan, *60x30TX*. Successful achievement of *Closing the Gaps by 2015* firmly positioned the agency to successfully launch and begin to implement *60x30TX*. The THECB will continue encouraging colleges and universities to pursue student success and higher standards of excellence in teaching, research, and innovation. The agency also will invite higher education institutions to consider more explicitly the main reason that most students go to college: to get a better job and achieve a better life.





Building on *Closing the Gaps* and the work of many business and education leaders, *60x30TX* lays out the challenge facing Texas. It must have a large workforce with the necessary skills and knowledge if Texas is to remain economically competitive in the U.S. and internationally. This workforce must be educated and able to adapt and compete at the highest levels to maintain a strong state economy. To support the state’s needs, *60x30TX* charts a student-centered course and prioritizes higher education completion and workforce readiness. This plan enables the state, institutions of higher education, and the private sector to set Texas on a path toward continued prosperity. According to the Georgetown Center on Education and the Workforce – highly regarded in both education and business sectors – Texas’ economic future will require a far greater number of postsecondary trained and educated workers, as these numbers show:

- In 1973, 28 percent of all U.S. jobs required postsecondary education/skills.
- By 2020, 65 percent of all new jobs in the U.S. will require postsecondary education.
- As of 2013, 38 percent of Texans ages 25-34 have a certificate, associate degree, or higher.

The Higher Education Strategic Planning Committee that developed *60x30TX* focused on producing a plan that would help the state compete globally and remain relevant in the future. To accomplish this, the committee agreed that Texas students must earn quality postsecondary credentials with skills that employers need. If graduates are to contribute to the state’s revenue and have the means to pursue personal goals, the



committee concurred, graduates must also complete their programs with no debt or with manageable debt, relative to their starting wage after college. The *60x30TX* Plan they recommended, and which the agency’s Board adopted, contains these four goals:

	 <b>60x30</b>	 <b>Completion</b>	 <b>Marketable Skills</b>	 <b>Student Debt</b>
<b>Goal</b>	<i>By 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree.</i>	<i>At least 550,000 students in 2030 will complete a certificate, associate, bachelor’s, or master’s from an institution of higher education in Texas.</i>	<i>All graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.</i>	<i>Undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.</i>
<b>What It Does</b>	Supports the economic future of the state	Requires large increases among targeted groups	Emphasizes the value of higher education in the workforce	Helps students graduate with manageable debt

In addition to the goals, the current plan calls for ambitious, yet realistic interim targets and strategies that will get Texas to each final goal if the state stays on course through 2030. Some targets and strategies will focus on specific populations. For example, the 25- to 34-year-old population in Texas, as *60x30TX* moves forward, will be increasingly Hispanic. Hispanic enrollments grew by more than 300,000 – an increase of 125 percent – during the years of *Closing the Gaps*. Even with this success, Hispanic enrollments continue to lag the fast-growing share of the state’s Hispanic population.

Texas should be proud that Hispanic and African American enrollments doubled during the years of *Closing the Gaps*; however, much work remains. Both groups are underrepresented in higher education in Texas. For this reason, *60x30TX* continues to have targets for these groups. The plan also contains targets for economically disadvantaged students, minority male students, and greater higher education enrollments from Texas’ K-12 pipeline.

These targets are important because more than 60 percent of the state's K-12 population qualify for free or reduced-price lunches. When tracked for 11 years, from 2003-2014, graduation reports show that only 11 percent of economically disadvantaged eighth graders in Texas go on to attain a postsecondary credential. Achieving success among economically disadvantaged students and other key populations in the state will be critical for reaching the goals of 60x30TX.

Although 60x30TX focuses on higher education in Texas and its relationship to the workforce, the plan provides latitude for two- and four-year institutions and encourages local creativity in pursuing the 60x30TX goals, even as institutions pursue their own distinct missions. The current plan addresses students' desires for a better life, employers' desires to remain competitive, and the state's desire for a robust economy. This plan also strengthens the excellence and quality in Texas higher education by challenging the state's two- and four-year institutions to prepare students for the jobs of the future. The success of 60x30TX will rest heavily on collaboration among higher education, K-12 education, business and industry, and all higher education and workforce stakeholders.

Achieving the goals of *Closing the Gaps* and 60x30TX translates into millions of skilled workers and billions in state revenue. The successes of these plans also ripple through Texas families, Texas businesses, state agencies, and far beyond Texas borders.

**Goal 4: Maintain a skilled and knowledgeable agency staff to provide excellent customer service.**

**SPECIFIC ACTION ITEMS TO ACHIEVE YOUR GOAL**

1. Proactively seek new recruitment sources.
2. Provide more cost-efficient, in-house professional development opportunities for employees.
3. Develop an EEO Workforce Action Plan to provide details on recruitment, hiring and retention of the agency's workforce to reflect the statewide civilian workforce.
4. Conduct a market study to establish appropriate benchmarks for competitive salary levels compared to similar positions at other state agencies and in some cases, public institutions of higher education.
5. Increase cross-training and succession planning of identified key positions.
6. Continually review agency workforce needs (e.g., skills, education, experience, etc.).
7. Improve internal communications through employee newsletters, quarterly agency-wide meetings, and written policies and procedures.

8. Encourage and consider employees' ideas and suggestions for improving agency operations, communications, and customer service.

**DESCRIBE HOW YOUR GOAL OR ACTION ITEMS SUPPORTS EACH STATEWIDE OBJECTIVE**

This goal has a direct impact on the fourth statewide objective to provide excellent customer service.

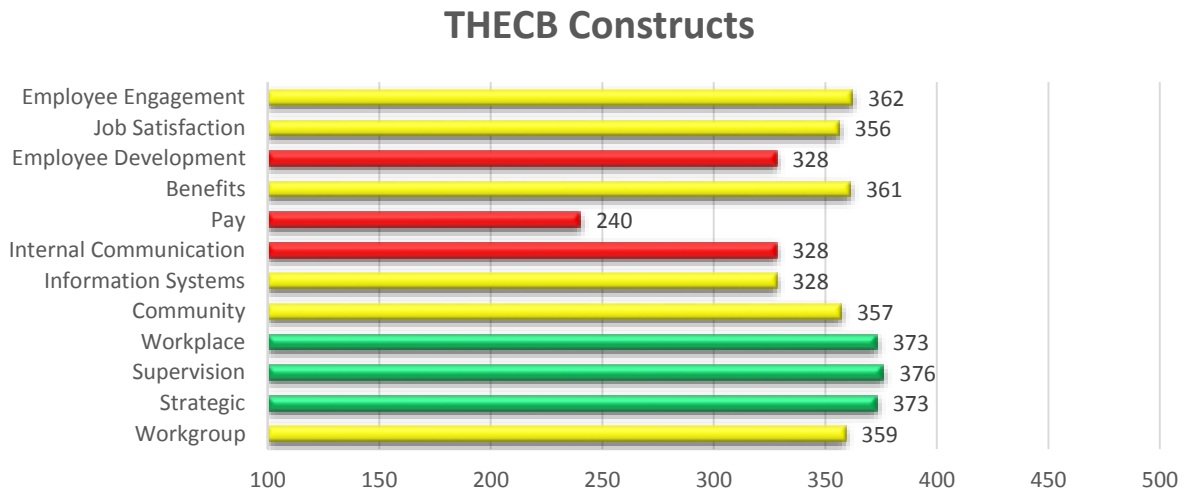
**DESCRIBE ANY OTHER CONSIDERATIONS RELEVANT TO YOUR GOAL OR ACTION ITEM**

The THECB currently has 235 full-time equivalent (FTE) employees and is authorized statutorily to employ a maximum of 265.4 FTE positions. The agency employs experienced, and capable staff who effectively and efficiently carry out their responsibilities to meet the agency's goals and provide excellent service to customers, partners, and stakeholders. They effectively navigate the legislative process to inform legislation and achieve positive legislative outcomes on behalf of the agency, students, and Texas higher education; they support institutions of higher education on programmatic, finance, planning, reporting, financial aid, and rule matters; they assist borrowers through loan and loan repayment program life cycles; and they administer state and federal grants, financial aid, and other trusteed funds.

According to the State Auditor's Office, better pay and benefits continue to be cited among the top reasons employees leave their respective state agencies. This holds true for the THECB. It is increasingly difficult to recruit and retain a highly educated, skilled and diverse workforce because salaries and benefits are not competitive with private industry. Additionally, a third of the agency's FTE require knowledge and skills that typically are acquired by working at an institution of higher education. Recruiting and retaining employees with this type of experience makes it difficult to compete with institutions of higher education, which can often afford to pay higher salaries.

THECB employees who were employed as of November 1, 2015, were asked to participate in the Survey of Employee Engagement administered by The University of Texas at Austin, Institute for Organizational Excellence. The survey is used as a means of improving the organization as a place to work by assessing employee attitudes toward the agency, identifying employee perceptions of the strengths and weaknesses of the agency, and identifying areas that could be improved. Out of 229 employees who were invited to take the survey, 130 responded, yielding a response rate of 56.8%. According to the survey analysis, this response rate is considered high, which means employees have an investment in the organization, and are willing to contribute toward making improvements within the workplace. The chart

below shows the THECB's workplace constructs that are rated between a score range of 100 – 500, with 500 being the highest score of strengths. The three highest are green, the three lowest are red, and all others are yellow.



The three workplace constructs that received the highest scores (i.e. areas of strength) are:

- **Supervision:** This means that for the most part, employees view their supervisors as fair, helpful and critical to the work flow.
- **Strategic:** This means that for the most part, employees understand their role in the agency and consider the agency's reputation to be positive.
- **Workplace:** This means that for the most part, employees find the setting as satisfactory, safe and that adequate tools and resources are available.

The three workplace constructs that received the lowest scores (i.e. areas of concern) are:

- **Pay:** Employees' perceptions about how well the compensation package offered by the organization holds up when compared to similar jobs in other organizations. Lower scores suggest that pay is a central concern or reason for discontent and is not comparable to similar organizations.
- **Internal Communication:** Employees' perceptions of whether communication in the organization is reasonable, candid and helpful. Lower scores suggest that employees feel information does not arrive in a timely fashion and is difficult to find.
- **Employee Development:** Employees' perceptions about the priority given to their personal and job growth needs. Lower scores suggest that employees feel stymied in their education and growth in job competence.

Given the complexity of the agency's role and functions in Texas, it is imperative that the agency employ a competent workforce to carry out its responsibilities in a high-quality manner. Once again, declining resources to support agency operations is a challenge toward achieving this goal.

**Goal 5: Communicate data, policy and effective practices to all stakeholders in a clear and precise manner.**

**SPECIFIC ACTION ITEMS TO ACHIEVE YOUR GOAL**

1. Redesign the agency's website and improve the transparency and accessibility of data and information available online.
2. Work with the Texas Education Agency and the Texas Workforce Commission to develop a one-stop web portal containing education and workforce data and resources for students, parents, educators, and policymakers. Eliminate or consolidate all other existing related websites.
3. Focus on the messaging around key data by creating, disseminating, and posting on the agency's website short briefs and explanations about key topics.
4. Expand understanding and use of predictive and other data analytics to assist institutions with meeting 60x30TX goals.
5. Ensure the accountability system redesign is completed on time, is easy to use, and presents key information aligned with 60x30TX and general accountability principles.
6. Continue building and strengthening a culture of collaboration and communication with stakeholders via regular briefings, negotiated rulemaking, advisory committees, and regular email communications via GovDelivery and the use of social media.
7. Continue working with the College for All Texans Foundation to identify private funding to support the annual publication of the Texas Higher Education Almanac

**DESCRIBE HOW YOUR GOAL OR ACTION ITEMS SUPPORTS EACH STATEWIDE OBJECTIVE**

This goal directly impacts the fifth statewide objective which is to be transparent so that agency actions can be understood by any Texan.

**DESCRIBE ANY OTHER CONSIDERATIONS RELEVANT TO YOUR GOAL OR ACTION ITEM**

The THECB has been recognized for having one of the finest postsecondary data systems in the nation. The agency collects and compiles statewide data from institutions of higher education, including data on enrollment, graduation, facilities, faculty, and financial aid. These data serve a variety of purposes and offer policymakers, students, parents, K-12 educators, media, researchers, and faculty a vast array of educational data designed to help shape policy and develop initiatives that

will move Texas closer to achieving the goals of 60x30TX and lay the foundation for a globally competitive workforce. However, the challenge with having such a vast amount of data, as customers have pointed out, is presenting the data in a transparent and user-friendly way. One of the biggest challenges for the agency in addressing this problem is the lack of resources needed to redesign the website and keep up and maintain the latest technology that will allow the agency to maximize the use and security of its data.

Regarding policy, the agency is now statutorily required to undergo negotiated rulemaking in the development of rules relating to the allocation methodologies of state financial aid programs and other areas. This process has been very effective in increasing transparency about how state dollars are allocated to eligible institutions and in cultivating an environment of collaboration with stakeholders. Because of its success, the agency has opted to utilize the negotiated rulemaking process to develop rules on matters not mandated by statute, such as potentially contentious rules.

Regarding best practices, the agency highlights excellent programs or individuals in higher education at each of its board meetings through the agency's Recognition of Excellence. The goal is to share best practices so that other institutional leaders can learn more about them and implement those practices on their campuses. The THECB also recognizes excellent programs or individuals through its annual Star Awards, which have become coveted awards in Texas higher education.

### **Redundancies and Impediments**

The agency has identified 78 services, statutes, rules or regulations as impediments or redundancies. Details are provided in the attached spreadsheet.

THECB AGENCY STRATEGIC PLAN FOR FYS 2017-2021: REDUNDANCIES AND IMPEDIMENTS			
Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
Rider 14.03, Section (h)(2)(C), Article IX, General Appropriations Act (GAA) relating to Capital Budget	Over the last few years, the Texas Higher Education Coordinating Board (THECB) had unexpended administrative funds due to salary savings from vacant positions. In FY14, pursuant to Rider 14.03 of Article IX, the agency requested approval from the LBB to expend those funds on upgrades to videoconferencing equipment because the Legislature in 2013 did not fund the agency's exceptional item request for this purpose. The LBB denied this request because of Rider 14.03, Section (h)(2)(C) which states that "appropriations may not be transferred to an additional capital budget item that is not in the agency's bill pattern if that additional capital budget item was presented to a committee, subcommittee or workgroup of the Legislature and was not adopted."	Due to the uniqueness of the agency (i.e., one of a few states that administers its own loan program and has one of the largest databases on higher education data in the country), add the THECB to the public institutions of higher education that are currently exempt from this provision as follows: (c) This restriction does not apply to: (1) expenditures for capital outlay items or projects that are not included in the definition of "Capital Budget" under Subsection (d); or (2) expenditures for Capital Budget purposes made by: (A) institutions of higher education; or (B) public community/junior colleges; or (C) <u>the Texas Higher Education Coordinating Board.</u>	The agency will submit capital budget items as exceptional item requests in its 2018-19 LAR for security upgrades. If the Legislature does not approve this request, the agency will not be authorized to use unexpended administrative funds (if any) to provide these needed upgrades in the next biennium.
No Citation Some state agencies require multiple original copies of a contract instead of an electronic copy.	There is no statute or rule requiring the agency to provide multiple copies of original signature documents, but the Department of Education, Texas Workforce Commission, HHSC, and Texas Education Agency have an operational preference to receive original copies.	The agency recommends that the Legislature encourage the use of electronic signatures across all state agencies.	Scanning and emailing contracts is more efficient and would shorten contract execution time.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
Texas Government Code, Sec. 2261.253. REQUIRED POSTING OF CERTAIN CONTRACTS; ENHANCED CONTRACT AND PERFORMANCE MONITORING. (a) For each contract for the purchase of goods or services from a private vendor, each state agency shall post on its Internet website: (1) each contract the agency enters into, including contracts entered into without inviting, advertising for, or otherwise requiring competitive bidding before selection of the contractor, until the contract expires or is completed;	The statute does not specify a dollar threshold on what needs to be reported . The agency is currently reporting all contracts and PRQs over \$.01. Much of what is being reported has been purchased off a term contract through TxSmartBuy.	The agency recommends modifying the statute except all term contracts on TxSmartBuy.	It would alleviate staff resources to ensure we are in compliance with SB20 reporting.
Texas Administrative Code (TAC) Title 34, Chapter 20, Subchapter C, RULE §20.41 Delegated Purchases.  (c) Provisions generally applicable to delegated purchases. (1) Competitive bidding is not required for purchases of \$5,000 or less.	Purchasing staff has noted issues with incorrect product information available in the TxSmartBuy system.	The agency recommends TXSmartBuy products be updated frequently so the most up-to-date product information and availability is visible for all state agencies.	It would alleviate staff resources. We should be able to trust the information loaded into this system. We regularly receive notices from the vendors that the items are discontinued. Then we have to either cancel the order or do a Purchase Order Change Notice.



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Rider 36, Article III, GAA: Accelerate Texas Community College Grants	Prior to the new higher education strategic plan, Accelerate TX program outcomes focused almost exclusively on completions below Certificate 1 (career and technical education), including those with 6-12 semester credit hour (SCH) equivalents such as locally developed certificates and marketable skills awards, none of which align to 60x30TX goals. Funding now supports programs that focus on meeting the state's higher education goals, as well as reducing redundancies in programs.	Modified: Accelerate TX Grants. Out of funds appropriated above in Strategy, F.1.3, Accelerate TX Grants, \$2,000,000 in General Revenue for fiscal year 2018 and \$2,000,000 in General Revenue for fiscal year 2019 shall be used for the purpose of awarding grants to community colleges and public technical institutions to scale and sustain integrated career pathways models for the purpose of increasing the participation and success of adult education and literacy (AEL) and AEL-eligible students enrolling in workforce training or academic programs leading to credentials of value. Any balances as of August 31, 2018, are hereby appropriated for the same purpose for the fiscal year beginning September 1, 2018.	To better align to the new state higher education plan, 60x30TX, the program will focus on CERT1 (i.e., career and technical education) completions and higher. The program is less restrictive by allowing institutions of higher education to determine which components are important to student completions and significantly reduces the reporting burden in serving AEL and AEL-eligible students. Fewer restrictions and reporting requirements result in an estimated 25-30 hours of savings in agency staff time.
Rider 27, Article III, GAA: Align Adult Basic Education and Postsecondary Education	This report is duplicative in that its data points and topics are already addressed in other reports and evaluations aligned with agencies' strategic plans and programs.	Elimination	Savings of an estimated 25-30 hours of THECB staff time

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Rider 9, Page III-47, GAA: Common Application	Amend the final sentence of the rider to authorize the use of funds received from institutions participating in the Common Application Form to cover direct costs of activities designed to encourage student enrollment in college.	<b>9. Cost Recovery for the Common Application Form.</b> None of the funds appropriated above to the THECB may be used to provide a common application form (either electronic or paper) for each general academic institution and each participating public two-year institution and participating independent institution unless the THECB recovers costs related to the common application form. The amount collected from each institution shall be proportional to the percentage of enrollment compared to the total enrollment of all participating institutions, based on the previous year’s certified fall enrollment data. The funds collected shall only recover direct costs and only be used for the purposes of the electronic common application form <u>and related activities designed to encourage student enrollment in college.</u>	With increased completions identified as one of the four primary goals of the state in its 60x30TX plan, an efficient and effective use of the application system is imperative. Support activities designed to acquaint students with the Common Forms, train counselors to identify and assist students who are struggling to complete their applications, and provide other related services can significantly enhance the impact of the statewide application system.

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TEC, Section 51.761	Amend the section to include a reference to "private and independent institutions of higher education."	In this subchapter, "board," "general academic teaching institution," "governing board," "institution of higher education," "public state college," "public technical institute," <u>"private and independent institution of higher education,"</u> and "university system" have the meanings assigned by Section 61.003.	The goal of the Admission Application Forms authorized in TEC Chapter 51, Subchapter S, is to facilitate the process of applying for admission to higher education institutions in Texas. Private and independent institutions will play a significant role in the state's efforts to reach the completion goals of the <i>60x30TX</i> plan.

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TEC, Section 51.762 (a)	Amend TEC subsection 51.762 (a) to authorize the inclusion of representatives from private and independent institutions of higher education and secondary education counselors in the Apply Texas Advisory Committee.	Section. 51.762. COMMON ADMISSION APPLICATION FORMS. (a) The board, with the assistance of an advisory committee composed of representatives of <u>participating public or private or independent institutions of higher education</u> [ <del>general academic teaching institutions, junior college districts, public state colleges, and public technical institutes</del> ], and <u>secondary education counselors</u> [ <del>with the consultation of all institutions of higher education that admit freshman-level students</del> ]:	High school counselors provide a safety net for high school students who have not begun, or who have not completed the application process, but by statute, they cannot serve on the Apply Texas Advisory Committee. In addition, many private institutions have voluntarily contracted with the THECB to participate in the application system (and share the costs of the system). This proposed change would amend statutory language to enable representatives of both groups to serve on the committee.

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TEC, Section 51.762 (a), continued	Amend Section 51.762(a)(1)(A), (B), and (C) to include all Apply Texas applications for admission to higher education.	(1) shall adopt by rule: (A) a common admission application form for use by a person seeking admission <del>[as a freshman student]</del> to a general academic teaching institution; (B) an electronic common admission application form for use by a person seeking admission <del>[as a freshman student]</del> to an institution of higher education <del>[that admits freshman-level students,]</del> other than a general academic teaching institution; and (C) if the board determines that adoption of the form would be cost-effective for nursing schools, an electronic common admission application form for use by a person seeking admission as a <u>freshman or transfer student</u> to an undergraduate nursing education program at an institution of higher education; and (2) no changes.	The proposed changes to TEC subsection 51.762 (a)(1) will integrate the current provisions of subsections (a)(1) and (a)(2) regarding freshman, transfer, and nursing applications and will encompass additional Common Admission Application forms developed under the guidance of the THECB and its Advisory Committee, to meet the needs of the state's undergraduate and graduate students.

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TEC, Section 51.762 (b), Renumbering of Subsections 51.762 (c) through (i)	Delete Section 51.762 (b) since its provisions are now covered in Section 51.762 (a); and renumber subsequent subsections as appropriate	(b) <del>[The board, with the assistance of an advisory committee composed of representatives of general academic teaching institutions, junior college districts, public state colleges and public technical institutes, and with the consultation of all institutions of higher education that admit undergraduate transfer students, may adopt by rule: (1) a common admission application form for use by a person seeking admission as an undergraduate transfer student to a general academic teaching institution; (2) an electronic or printed format common admission application form for use by a person seeking admission as an undergraduate transfer student to an institution of higher education that admits undergraduate transfer students, other than a general academic teaching institution; and (3) if the board determines that adoption of the form would be cost effective for nursing schools, an electronic common admission application form for use by a person seeking admission as a transfer student to an undergraduate nursing education program at an institution of higher education.]</del>	The changes proposed will eliminate the need for subsection 51.762 (b). Following subsections will be renumbered accordingly.

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TEC, Section 51.805 (2)	The statute references SAT scores that are based on the discontinued SAT score structure. The highest possible total with the new score structure is 1600.	Section 51.805. OTHER ADMISSIONS. (a) A graduating student who does not qualify for admission under Section 51.803 or 51.804 may apply to any general academic teaching institution if the student: (1) no changes; or (2) satisfied ACT's College Readiness Benchmarks on the ACT assessment applicable to the applicant or <u>satisfied the College Board's College Readiness Benchmarks on [earned on] the SAT assessment applicable to the applicant [a score of at least 1,500 out of 2,400 or the equivalent]</u> .	The College Board College Readiness Benchmarks vary over time, as do those for the ACT. The proposed new language will preclude the need to update the statutory language each time the College Board adjusts its standards.

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Rider 42, Article III, GAA: Developmental Education	The rider diverts two-thirds of funds to a math-only initiative outside the agency. Accelerating all underprepared students, not just those deficient in math, to college credit completions and transfers will be key to meeting the state's 60x30TX goals.	Modified: Developmental Education. Funds appropriated above in Strategy F.1.1, Developmental Education Interventions, \$2,000,000 in General Revenue for fiscal year 2018 and \$2,000,000 in General Revenue for fiscal year 2019 shall be used to continue scaling effective strategies that support systemic reforms to improve student outcomes and provide professional development opportunities for faculty and staff to improve advising, acceleration, and completions of underprepared students. Out of funds appropriated to this strategy, the Texas Higher Education Coordinating Board will collaborate with Texas public institutions of higher education to scale effective interventions, such as non-course competency-based remediation (NCBOs), co-requisite models, and modular options. Out of funds appropriated to this strategy, the Texas Higher Education Coordinating Board will analyze and compare information collected annually from all Texas public institutions on the Developmental Education Program Survey and other TSI data to determine the most effective and efficient interventions and submit a report to the Governor, Lieutenant Governor, Speaker of the House of Appropriations, the Chair of the Senate Finance	Revised language focuses statewide scaling of the most promising models to increase gateway completions for underprepared students, thus supporting completion and transfer goals.



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<p>No citation. Lack of outcomes-based funding at universities impedes the agency's goal of increasing completions and the agency's emphasis on increasing completions for at-risk students. TEC 61.0593(a) notes it is in the state's highest public interest to evaluate student achievement at institutions of higher education and develop funding policy based on that evaluation.</p>	<p>Outcomes-based funding has been an effective way to emphasize student outcomes at community and technical colleges. Without this priority for universities, state progress toward meeting 60x30TX goals may be impeded. The Graduation Bonus model is a straightforward, efficient, and outcomes-based approach to tying funding to student success. Unlike funding on attempted semester credit hours, this funding will reward institutions for efficiently moving students through to graduation.</p>	<p>Fully implement the graduation bonus, as adopted and recommended by the THECB.</p>	<p>Adoption of the Graduation Bonus will ensure that outcomes-based funding is in place for the major sectors that serve undergraduate students. The potential benefits include cost savings to students and the state because students are more likely to graduate if support systems are in place and are more likely to graduate with fewer hours if institutions prioritize getting students through programs efficiently. This will provide a strong incentive for institutions to prioritize success, particularly for at-risk students who are less likely to complete.</p>
<p>Rider 7, Article III, GAA: Texas Success Initiative</p>	<p>Redundant language makes program expectations and implementation confusing, and references to training instead of professional development do not align with current practice.</p>	<p>Modification: Texas Success Initiative (TSI).</p> <p>a. Developmental Education Coursework. Funds appropriated for developmental courses under Texas Education Code, Section 51.3062, shall be expended only for those costs associated with providing developmental education courses/interventions, including instruction, tutoring, program evaluation, professional development for faculty and support staff, and other related costs. The funds shall not be used for the recruitment of students.</p> <p>b. Intent Concerning Developmental Needs. It is the intent of the Legislature that all affected institutions of public higher education fully address developmental needs identified by the institutions through the Texas Success Initiative with appropriations made in this Act for the developmental education coursework and other available institutional funds.</p>	<p>The benefit associated with this proposed change is that institutions of higher education will have better clarity on TSI program and funding expectations.</p>

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Texas Success Initiative: TEC 51.3062, TAC 4.51 - 4.62; and Dual Credit: TEC 130.008 and TEC 28.009, TAC 4.81-4.85	The misalignment, duplication and lack of clarity related to the process by which a high school student is deemed "ready" to take college level courses through dual credit impedes those students from progressing in the most efficient manner to a postsecondary credential.	Establish the same college readiness standards for all students, regardless of age or grade, and ensure that a person who wants to take a college-level course is college-ready.	Time to degree in the context of hours taken could be reduced resulting in substantial savings to both the public and to students.
TEC, Section 56.079. Work-Study - Mentorship Program	Currently, the funds support student mentoring and tutoring at participating institutions of higher education, high school GO Centers, or similar high school-based recruiting centers designed to improve student access to higher education. The program limits additional student support interventions with the potential to increase student completion and success rates.	The recommendation is to expand the Work-Study Mentorship Program's use of funds to support postsecondary success by broadening the statutory language to allow funding to support targeted student support interventions such as advising and supplemental instruction.	The recommended change would assist in increasing student completion and success rates at participating higher education institutions through targeted advising and other success support programs, better aligning to the state's higher education plan, <i>60x30TX</i> .
There are multiple statutes related to collecting data through CBM reports including: TEC 51.403; SB 5; 82nd; Sec 6.02; amend; 61.0902(b); Carl D. Perkins Act of 1998, TEC 7.109 & 61.077(b); TEC 61.0902(b);TEC 61.0591 & 61.051k, 61.0902(b);TEC Section 61.052; TEC 61.0572;TEC 51.402 & 51.403 (a)(e);TEC 51.801 - 51.807 Top 10%; TEC 51.4032; 61.086(b), TEC Sec. 61.0902(b)(1);TEC 51.051 & 130.003;TEC 61.059 & 54.066; TEC, Sec. 61.0902(b)(1)(D) (rider)CB Rule 17	With the large number of institutions, including public, private, and career, acquiring certified data in a timely fashion from all institutions can be a challenge. When data are late or need to be recertified, this slows down productivity for the staff and delays output. The two most common reasons given for delays are implementation of new student information systems and staff transitions.	To improve the accuracy of data provided to the THECB by institutions of higher education, the THECB recommends that the agency be granted authority to assess costs incurred as a result of institutions that submit inaccurate or late data. The THECB has numerous examples of institutions that have submitted inaccurate data despite the agency's requirements that the president certify the data are correct. Likewise, there are several occasions when institutions submit data beyond the agency's deadlines, causing the THECB not to publish the data in a timely manner. When these events occur, they cause a ripple effect that negatively impacts a number of institutions.	Cost savings will include staff time that is not used to re-run programs and redo reports as a result of late submissions and recertifications.

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The agency's Financial Aid Database System (FADS) report does not align with other reporting systems for financial aid.	Data collected through the two different systems were developed separately and data reporting timelines and definitions vary across the reporting systems. Presenting inconsistent data is ineffective and using staff time to reconcile reports is inefficient.	Align the data reporting timeline for FADS and its definitions with other financial aid reporting systems.	Reconciling reports uses staff time. The initial investment in alignment will be labor intensive with some associated expense, but it will pay off in terms of more reliable, valid data. The agency would need additional funding to accomplish this.
Under TEC, Section 51.810, the THECB is responsible for providing a list of high schools with low college-going rates for higher education institutions to target for assistance. However, an existing section of code (TEC, Section 29.904) prescribes another outdated and conflicting methodology for determining high schools with low-college going rates, necessitating the production of two lists.	Having two separate methodologies for determining which high schools to target is not efficient and is also very confusing to stakeholders in both the K-12 and higher education sectors.	Remove TEC, Section 29.904 to ensure consistency related to assistance activities for high schools with low college-going rates.	TEC, Section 29.904 includes a methodology for determining schools with low college-going rates that creates a list of targeted schools that are primarily low-enrollment charter or alternative schools. Repealing that portion of the statute and relying on TEC, Section 51.810 language will ensure many more students are reached and that a representative diversity of schools are included.
Top 10 Percent Report: This report is required by TEC, Section 51.803 (I) which states: "The Texas Higher Education Coordinating Board shall publish an annual report on the impact of Subsection (a-1) on the state's goal of closing college access and achievement gaps under "Closing the Gaps," the state's master plan for higher education, with respect to students of an institution that offers admission under that subsection, disaggregated by race, ethnicity, socioeconomic status, and geographic region and by whether the high school from which the student graduated was a small school, as defined by the commissioner of education, or a public high school that is ranked among the lowest 20 percent of public high schools according to the percentage of each high school's graduates who enroll in a four-year institution, including a general academic teaching institution, in one of the two academic years following the year of the applicant's high school graduation..."	This report has been required since 2009. In 2015, the 84th Legislature removed the phase- in language under TEC 51.803 (a-3). Institutions may now, on a permanent basis, admit applicants who qualify for automatic admission in excess of the number required to fill 75 percent of enrollment capacity. Currently, UT-Austin is the only institution to which this applies. As a result of this 2015 change there is less need for a report to analyze the effects of the policy, which has now been in place for several years and which the legislature has determined may continue indefinitely. Also, the statute cites a relationship between the policy and the <i>Closing the Gaps</i> plan which emphasizes access and participation, areas of focus that are no longer a top priority in the statewide higher education strategic plan.	Consider either eliminating the requirement in the law and/or providing the breakout data required for the report in the new interactive portal being developed as part of the PREP/Accountability System application redesign so it can be accessed by those interested. The division plans to include data from the Applicants/Acceptance/ Enrollment report in the interactive access, so including the categories of breakouts in the required report would be logical and reduce duplication. These categories are: Race/Ethnicity/SES/Region/Small high schools/high schools in the bottom 20 percent of sending students to college.	The cost in time will be approximately 120 hours of experienced staff time to run the data in the format needed and to write the report. Having the data available through the interactive portal and combined with other information published about applicants and admissions is more likely to lead to more use by stakeholders. Narrative about the data could be included in the additional report section of the new system to meet the legislative requirement, if the requirement is continued.

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Rider 51, Article III, GAA: Graduate Medical Education (GME) Expansion.	The state has committed to a 1.1. to 1 ratio of first-year medical education positions to medical school graduates. Two new public medical schools have opened, and at least three others are in various stages of planning. Funding of medical schools without adequately funding residency programs could will be counter productive to ensuring a sufficient supply of physicians since physicians often practice where they complete their residencies.	Ensure funding of graduate medical education to maintain the 1.1 to 1 ratio. Approve new medical schools only if the funds to maintain the ratio are appropriated.	No loss to the state's investment in undergraduate medical education by retaining more physicians in Texas to address shortages since physicians often practice where they complete their residency.

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TEC, Section 61.056 relating to the review of legislation establishing additional institutions.	Institutions can go to the Legislature and bypass the THECB to establish new institutions, professional schools and academic or research programs, thereby compromising the ability and primary function of the THECB to coordinate higher education efficiently and effectively .	Amend TEC, Sec. 61.056 as follows: REVIEW OF LEGISLATION ESTABLISHING ADDITIONAL INSTITUTIONS, <u>INCLUDING PROFESSIONAL SCHOOLS AND ACADEMIC OR RESEARCH PROGRAMS</u> . Any proposed statute which would establish an additional institution of higher education, except a public junior college, <u>but including a professional school, or academic or research program,</u> shall be submitted, either prior to introduction or by the standing committee considering the proposed statute, to the board for its <del>opinion</del> <u>assessment</u> as to the state's need for the institution, <u>professional school, or academic or research program,</u> and estimated 5-year costs to the state. The board shall report its findings to the governor and the legislature. A recommendation that an additional institution, <u>professional school, or academic or research program</u> is needed shall require the favorable vote of at least two-thirds of the members of the board. A recommendation of the board shall not be considered a condition precedent to the introduction or passage of any proposed statute.	These changes will give the Legislature a fair and objective assessment of need and costs associated with the expansion of higher education.
TEC, Chapter 61, Subchapter A, Section 61.002 - in part "The elimination of costly duplication in program offerings, faculties, and physical plants. Subchapter C, Section 61.0512 - (a) (1) - in part ". . . To eliminate unnecessary duplication.	Lack of authority to approve the acquisition of property for the purpose of an off-campus academic or research site, and proposed acquisition or construction of additional facilities at an existing off-campus academic or research site for instruction and/or research impedes the efficient use of state resources.	Give the THECB authority to review and approve off-campus locations on a timely basis.	The recommended changes would enhance the THECB's ability to prevent the unnecessary duplication of instructional programs, potentially resulting in substantial savings in public funds.

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TEC, Section 61.301 and TAC Rule 7.5	The THECB is charged with securing the student records of closed private institutions, for-profit and nonprofit, that operate in Texas. Currently, the agency has no storage capacity and no mechanism for distributing transcripts to students.	Develop a repository for student records received from closed institutions.	Students would benefit from having an official repository to receive transcripts from in order for students to obtain employment or further educational opportunities. The service would add an expense to the State in terms of personnel and equipment.
GAA Section III-48. College Work-Study (CWS) Program. For all funds appropriated above in Strategy B.1.7, College Work Study (CWS) Program and funds transferred into the CWS Grant Program, any unexpended balances on hand at the end of fiscal year 2016 may be carried over to fiscal year 2017 for the same purpose.	Cross-biennium UB authority is needed to provide institutions with the ability to provide summer grant funding, thus encouraging timely completion of degrees and eliminating inefficiencies in the awarding process. This authority will also allow for more effective allocation of funding to institutions of higher education, utilizing a timeframe that allows institutions to provide more timely notification of financial aid funding to students to positively impact enrollment.	<b>College Work-Study (CWS) Program.</b> For all funds appropriated above in Strategy B.1.7, College Work Study (CWS) Program and funds transferred into the CWS Grant Program, any unexpended balances on hand at the end of fiscal year <del>2016</del> 2018 may be carried over to fiscal year <del>2017</del> 2019 for the same purpose. <u>All balances of appropriations in Strategy B.1.5, College Work Study (CWS) Program, at the close of the fiscal year ending August 31, 2017, estimated to be \$0 (and included in the Method of Finance above), are hereby appropriated.</u>	Reduces impediment of students not having state financial aid during the summer and encourages them to attend school year-round to complete in a timelier manner., thereby saving the student money as well as the state.

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TEC, Section 52.33 AMOUNT OF LOAN. The amount of the loan to any qualified applicant shall be limited to the difference between the financial resources available to the applicant, including but not limited to the applicant's income from parents and other sources, scholarships, gifts, grants, other financial aid, and the amount the applicant can reasonably be expected to earn, and the amount necessary to pay the applicant's reasonable expenses as a student at the participating institution of higher education where the applicant has been accepted for enrollment, under the rules and regulations adopted by the board. The total loan to any individual student may never be more than the amount the student can reasonably be expected to repay in the maximum loan period provided by board rule, except as otherwise provided for in this chapter.	Wording of the statute has raised confusion in the administration of the program, with the potential for unnecessarily limiting eligibility, specifically excluding many middle income families from utilizing the program. A 1998 review of the Hinson-Hazelwood Student Loan Program by the Comptroller of Public Accounts indicated that "the 1987 Legislature authorized HH to offer loans to all students regardless of financial need," leading to increased participation. The recommended change in wording will clarify this intent.	Section 52.33. AMOUNT OF LOAN. The amount of the loan to any qualified applicant shall be limited to the difference between the financial resources available to the applicant, including but not limited to the applicant's <del>income from parents and other sources,</del> scholarships, gifts, grants, <u>and</u> other financial aid, <del>and the amount the applicant can reasonably be expected to earn,</del> and the amount necessary to pay the applicant's reasonable expenses as a student at the participating institution of higher education where the applicant has been accepted for enrollment, under the rules and regulations adopted by the board. The total loan to any individual student may never be more than the amount the student can reasonably be expected to repay in the maximum loan period provided by board rule, except as otherwise provided for in this chapter.	Eliminating the suggested words ensures broad access to the program to help support the state's efforts toward degree attainment and economic prosperity.

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TEC, Section 52.38. REPAYMENT OF LOANS. Repayment of any loan and interest authorized under this chapter shall be made monthly and shall begin not later than nine months after the date the student borrower is last enrolled in a participating institution or any other institution of higher education and in no event later than five years from the date the first note evidencing a loan under this chapter is executed. The board may, however, authorize a longer period before beginning repayment of loans to medical students, dental students, and other students seeking professional or graduate degrees. The board may extend the time for beginning repayment for unusual financial hardships, with the approval of the attorney general. Repayment shall be made directly to the board or to a participating institution pursuant to a contract executed by the board in accordance with its rules and regulations.	Wording of the statute unnecessarily requires repayment of loans to begin prior to the completion of a student's enrollment for those situations where there are valid reasons for enrollment periods longer than five years. While there are certain hardship provisions that can be invoked, this creates an inefficient use of resources. It also creates inefficiency by requiring the creation of two separate approaches to monitoring the period of time before repayment is required.	Section 52.38. REPAYMENT OF LOANS. Repayment of any loan and interest authorized under this chapter shall be made monthly and shall begin not later than nine months after the date the student borrower is last enrolled in a participating institution or any other institution of higher education <del>and in no event later than five years from the date the first note evidencing a loan under this chapter is executed.</del> The board may, however, authorize a longer period before beginning repayment of loans to medical students, dental students, and other students seeking professional or graduate degrees. The board may extend the time for beginning repayment for unusual financial hardships, with the approval of the attorney general. Repayment shall be made directly to the board or to a participating institution pursuant to a contract executed by the board in accordance with its rules and regulations.	This change will reduce the administrative burden required to properly handle the servicing of loans. It will also reduce the potential for loans to unnecessarily go into delinquency or default. Both of these improvements help reduce the administrative cost of servicing the loan program, which in turn benefits the borrowers.



Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 52.40. CANCELLATION OF CERTAIN LOAN REPAYMENTS. (a) The board may cancel the repayment of a loan received by a student who earns a doctorate of psychology degree and who, prior to the date on which repayment of the loan is to commence, is employed by the Department of Aging and Disability Services, the Department of State Health Services, or the Health and Human Services Commission and performs duties formerly performed by employees of the Texas Department of Human Services or Texas Department of Mental Health and Mental Retardation, the Texas Juvenile Justice Department, or the Texas Department of Criminal Justice. (b) A person who wishes to apply for a loan cancellation shall enter into a contract with the board which contains the following provisions: (1) No payment is due from the person as long as he is employed by one of the designated state agencies. (2) Half of the total amount of the loan plus interest due is to be cancelled after two years of the appropriate service, and the remainder is to be cancelled after two additional years of service. (3) Repayment of the loan and interest is to commence immediately if the person leaves the designated state agency before the expiration of two years; repayment of one-half of the loan and interest is to commence immediately if the person leaves the designated state agency after completing two years service; upon completion of four years service, the loan, principal and interest, shall be fully cancelled. (4) Interest continues to accrue until the loan is cancelled or	Prior sunset review of the agency identified that programs focused on encouraging specific workforce development are more efficiently handled as loan repayment programs, rather than through loan forgiveness/cancellation provisions. This specific cancellation provision (the only provision in the Chapter) creates inefficiency within the program, as it requires unique administrative activities while providing little impact on borrowers (fewer than a handful of students have utilized this provision in the past decade). It also increases the cost to other borrowers who must bear the burden of ensuring that the bond debt obligations are met.	Repeal the entire section.	Administrative burden will be eliminated, allowing for more efficient and effective administration of the loan program.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 52.65. EFFECT ON OTHER FINANCIAL AID. In determining the eligibility of a student for a scholarship, grant, or other monetary assistance awarded by a state agency, an amount of \$10,000 or less in proceeds from savings bonds, including principal and accumulated interest, may not be considered in determining the amount or form of financial assistance to provide to the student.	This provision requires all institutions of higher education to complete two separate financial aid calculations -- one for federal aid and one for state aid. This creates significant inefficiency in the administration of financial aid at the individual institutions, <del>and also creates direct conflict in other statute where the federal financial aid methodology is specifically referenced for calculating eligibility.</del>	Repeal the entire section.	Repeal of this section will reduce the administrative burden for all institutional financial aid offices, increasing efficiency and speeding the delivery of financial aid.
TEC, Section 56.354(b). The coordinating board may not provide loan repayment assistance for a student loan that is in default at the time of the person's application.	This section is redundant. TEC, Section 57.48 provides significant detail regarding the prohibition of payments in relation to defaulted loans. This section is also an impediment to efficiency, as it creates inconsistency in the criteria for loan repayment programs, as some programs include this language excluding certain loans, while other programs lack this language, and thus, defer to the language in Section 57.48.	Repeal this section.	Elimination of the redundancy helps prevent potential conflicting information or processes and helps improve operational efficiency.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 56.404. INITIAL ELIGIBILITY FOR GRANT. (a) To be eligible initially for a grant under the grant program, a person must: (1) be a resident of this state as determined by coordinating board rules; (2) meet financial need requirements as defined by the coordinating board; (3) be enrolled in an associate degree or certificate program at an eligible institution; (4) be enrolled as an entering student for at least one-half of a full course load for an entering student in the or associate degree or certificate program, as determined by the coordinating board;...(c) A person is not eligible to receive a grant under this subchapter if the person has been granted an associate or baccalaureate degree. (d) A person may not receive a grant under this subchapter for more than 75 semester credit hours or the equivalent for associate degree or certificate programs. ... (f) A person's eligibility for a grant under this subchapter ends on the fourth anniversary of the initial award of a grant under this subchapter to the person and the person's enrollment in an eligible institution. Section 56.405. CONTINUING ELIGIBILITY AND ACADEMIC PERFORMANCE REQUIREMENTS. (a) (2) is enrolled in an associate degree or certificate program at an eligible institution;...(d) For the purpose of this section, a person makes satisfactory academic progress toward an associate degree or certificate only if:	Statute fails to provide grant eligibility for students enrolled in baccalaureate degrees at 2-year institutions	Section. 56.404. INITIAL ELIGIBILITY FOR GRANT. (a) To be eligible initially for a grant under the grant program, a person must: (1) be a resident of this state as determined by coordinating board rules; (2) meet financial need requirements as defined by the coordinating board; (3) be enrolled in <u>an a baccalaureate</u> or associate degree or certificate program at an eligible institution; (4) be enrolled as an entering student for at least one-half of a full course load for an entering student in the <u>baccalaureate or</u> associate degree or certificate program, as determined by the coordinating board;...(c) A person is not eligible to receive a grant under this subchapter if the person has been granted an associate or baccalaureate degree. <u>Persons who have completed an associate degree and are enrolled at the institution for a baccalaureate degree may continue to receive a grant if all other eligibility requirements are met.</u> (d) A person may not receive a grant under this subchapter for more than 75 semester credit hours or the equivalent for associate degree or certificate programs. <u>A person may not receive a grant under this subchapter for more than 135 credits, or 15 credits above the credit requirements for the degree program, whichever is less, for a baccalaureate degree...</u> (f) A person's eligibility for a	Ensure that students enrolled in baccalaureate programs at community colleges have access to financial aid to support their completion of a degree.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 56.406. GRANT USE. A person receiving a grant under this subchapter may use the money to pay any usual and customary cost of attendance at an eligible institution incurred by the student. The institution may disburse all or part of the proceeds of a grant under this subchapter to an eligible person only if the tuition and required fees incurred by the person at the institution have been paid.	Given limited funding for state financial aid programs, it is critical that these resources are targeted toward the most essential costs associated with higher education -- tuition, fees, and books.	Section 56.406. GRANT USE. A person receiving a grant under this subchapter may use the money to pay <u>any usual and customary cost of attendance--tuition, required fees, and a reasonable allowance for books</u> at an eligible institution incurred by the student. The institution may disburse all or part of the proceeds of a grant under this subchapter to an eligible person only if the tuition and required fees incurred by the person at the institution have been paid, <u>and then only for use as a reasonable allowance for books.</u>	Proposed change provides for more effective coordination of state aid programs and helps ensure that funding is directed toward meeting the most essential costs associated with higher education.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 56.407. GRANT AMOUNT. (g) An institution may use other available sources of financial aid, other than a loan or a Pell grant, to cover any difference in the amount of a grant under this subchapter and the actual amount of tuition and required fees at the institution.	Requirements for TEXAS Grant and TEOG do not align in the treatment of Pell Grants, creating impediments in funding levels for transfer students. Also, current statute does not allow loans but does allow work-study as an available source for meeting tuiiton and fees. Work-study eligibility is not a guaranteed source of income, and it is earned after the tuition bill is due, making it an unreliable funding source.	Sec. 56.407. GRANT AMOUNT. (g) An institution may use other available sources of financial aid, other than a loan <del>or a Pell grant</del> <u>or work-study</u> , to cover any difference in the amount of a grant under this subchapter and the actual amount of tuition and required fees at the institution.	Aligning requirement for the TEXAS Grant and TEOG program creates greater efficiency in the administration of the state aid programs, and the elimination of work-study as a "matching" fund for TEOG helps ensure that TEOG recipients have their tuition, fees, and books covered. Additionally, the THECB recommends maximizing the TEOG to cover tuition and fees minus Pell in order to cover direct costs of higher education, serve more students, and leverage federal aid. Finally, the proposed changes would allow institutions to use any gift aid which does not need to be earned or repaid by the student to help cover tuition and fees.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section. 56.407. GRANT AMOUNT. (a) The amount of a grant under this subchapter for a student enrolled full-time at an eligible institution is the amount determined by the coordinating board as the average statewide amount of tuition and required fees that a resident student enrolled full-time in an associate degree or certificate program would be charged for that semester or term at eligible institutions. (b) The coordinating board may adopt rules that allow the coordinating board to increase or decrease, in proportion to the number of semester credit hours in which a student is enrolled, the amount of a grant award under this section to a student who is enrolled in a number of semester credit hours in excess of or below the number of semester credit hours described in Section 56.404(a)(4) or 56.405(a)(3). (c) The amount of a grant under this subchapter may not be reduced by any gift aid for which the person receiving the grant is eligible, unless the total amount of a person's grant plus any gift aid received exceeds the total cost of attendance at an eligible institution. (d) Not later than January 31 of each year, the coordinating board shall publish the amounts of each grant established by the board for the academic year beginning the next fall semester.	Current statute requires the THECB to establish annual maximums (and prorated amounts), and allows for state funding to go beyond tuition, fees, and books -- the most essential costs associated with higher education.	Section 56.407. GRANT AMOUNT. (a) The <u>maximum</u> amount of a grant under this subchapter for a student enrolled full-time at an eligible institution is <u>the amount determined by the coordinating board as the average statewide amount of tuition and required fees that a resident student enrolled full-time in an associate degree or certificate program would be charged for that semester or term at eligible institutions equal to either the tuition, required fees, and a reasonable allowance for books incurred by the student at the institution awarding the grant minus the person's eligibility for Federal Pell Grant, or the person's financial need, whichever is less.</u> <del>(b) The coordinating board may adopt rules that allow the coordinating board to increase or decrease, in proportion to the number of semester credit hours in which a student is enrolled, the amount of a grant award under this section to a student who is enrolled in a number of semester credit hours in excess of or below the number of semester credit hours described in Section 56.404(a)(4) or 56.405(a)(3).</del> (c) The amount of a grant under this subchapter may not be reduced by any gift aid for which the person receiving the grant is eligible, unless the total amount of a person's grant plus any gift aid received exceeds the total cost of	Changes to the statute create a situation where the THECB can allow individual institutions to more effectively administer the TEOG program, while still ensuring that limited funding is targeted toward the most critical higher education costs.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Sec. 61.534(b). The coordinating board may not provide repayment assistance for a student loan that is in default at the time of the physician's application.	This section is redundant. TEC, Sec. 57.48 provides significant detail regarding the prohibition of payments in relation to defaulted loans. This section is also inefficient because it creates inconsistency in the criteria for loan repayment programs. Some loan repayment programs include this language (excluding certain loans), while other programs lack this language.	Repeal this section.	Elimination of the redundancy helps prevent potential conflicting information or processes and improves operational efficiency.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 61.605(b). The board may not provide repayment assistance for a student loan that is in default at the time of the person's application	This section is redundant. Section 57.48 provides significant detail regarding the prohibition of payments in relation to defaulted loans. This section is also an impediment to efficiency, as it creates inconsistency in the criteria for loan repayment programs, as some programs include this language excluding certain loans, while other programs lack this language, and thus, defer to the language in Section 57.48.	Repeal this section.	Elimination of the redundancy helps prevent potential conflicting information or processes and helps improve operational efficiency.
TEC, Section 61.704(b). The board may not provide repayment assistance for a student loan that is in default at the time of the person's application	This section is redundant. Section 57.48 provides significant detail regarding the prohibition of payments in relation to defaulted loans. This section is also an impediment to efficiency, as it creates inconsistency in the criteria for loan repayment programs, as some programs include this language excluding certain loans, while other programs lack this language, and thus, defer to the language in Section 57.48.	Repeal this section.	Elimination of the redundancy helps prevent potential conflicting information or processes and helps improve operational efficiency.



Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
<p>TEC, Section 61.904(b). The board may withhold repayment assistance for a student loan that is in default at the time of the dentist's application</p>	<p>This section is redundant. Section 57.48 provides significant detail regarding the prohibition of payments in relation to defaulted loans. This section is also an impediment to efficiency, as it creates inconsistency in the criteria for loan repayment programs, as some programs include this language excluding certain loans, while other programs lack this language, and thus, defer to the language in Section 57.48.</p>	<p>Repeal this section.</p>	<p>Elimination of the redundancy helps prevent potential conflicting information or processes and helps improve operational efficiency.</p>

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 61.910. DENTAL SCHOOL TUITION SET ASIDE FOR CERTAIN LOAN REPAYMENTS. (a) The governing board of each dental school of an institution of higher education shall set aside two percent of tuition charges for resident students enrolled in a degree program for training dentists. (b) The amount set aside shall be transferred to the comptroller of public accounts to be maintained in the state treasury for the sole purpose of repayment of student loans of dentists under this subchapter. Section 403.095(b), Government Code, does not apply to the amount set aside by this section.	2016-2017 funding for this program was appropriated through General Revenue funding. This set-aside is thus unused.	Repeal this section.	Eliminate an unused set-aside.
TEC, Section 61.954(b). The board may not provide repayment assistance for an education loan that is in default at the time of the attorney's application	This section is redundant. Section 57.48 provides significant detail regarding the prohibition of payments in relation to defaulted loans. This section is also an impediment to efficiency, as it creates inconsistency in the criteria for loan repayment programs, as some programs include this language excluding certain loans, while other programs lack this language, and thus, defer to the language in Section 57.48.	Repeal this section.	Elimination of the redundancy helps prevent potential conflicting information or processes and helps improve operational efficiency.
TEC, Section 61.9604(b). The board may not provide repayment assistance for an education loan that is in default at the time of the attorney's application	This section is redundant. Section 57.48 provides significant detail regarding the prohibition of payments in relation to defaulted loans. This section is also an impediment to efficiency, as it creates inconsistency in the criteria for loan repayment programs, as some programs include this language excluding certain loans, while other programs lack this language, and thus, defer to the language in Section 57.48.	Repeal this section.	Elimination of the redundancy helps prevent potential conflicting information or processes and helps improve operational efficiency.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 61.9654(b). The board may not provide repayment assistance for a student loan that is in default at the time of the dental hygienist's application.	This section is redundant. Section 57.48 provides significant detail regarding the prohibition of payments in relation to defaulted loans. This section is also an impediment to efficiency, as it creates inconsistency in the criteria for loan repayment programs, as some programs include this language excluding certain loans, while other programs lack this language, and thus, defer to the language in Section 57.48.	Repeal this section.	Elimination of the redundancy helps prevent potential conflicting information or processes and helps improve operational efficiency.
TEC, Section 61.9725(b). The board may not provide repayment assistance for an education loan that is in default at the time of the attorney's application	This section is redundant. Section 57.48 provides significant detail regarding the prohibition of payments in relation to defaulted loans. This section is also an impediment to efficiency, as it creates inconsistency in the criteria for loan repayment programs, as some programs include this language excluding certain loans, while other programs lack this language, and thus, defer to the language in Section 57.48.	Repeal this section.	Elimination of the redundancy helps prevent potential conflicting information or processes and helps improve operational efficiency.
TEC, Section 61.9824(b). The board may not provide repayment assistance for a student loan that is in default at the time of the nurse's application.	This section is redundant. Section 57.48 provides significant detail regarding the prohibition of payments in relation to defaulted loans. This section is also an impediment to efficiency, as it creates inconsistency in the criteria for loan repayment programs, as some programs include this language excluding certain loans, while other programs lack this language, and thus, defer to the language in Section 57.48.	Repeal this section.	Elimination of the redundancy helps prevent potential conflicting information or processes and helps improve operational efficiency.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 61.9835(c). The board may not provide loan repayment assistance under this subchapter for a student loan that is in default at the time of the person's application for repayment assistance.	This section is redundant. Section 57.48 provides significant detail regarding the prohibition of payments in relation to defaulted loans. This section is also an impediment to efficiency, as it creates inconsistency in the criteria for loan repayment programs, as some programs include this language excluding certain loans, while other programs lack this language, and thus, defer to the language in Section 57.48.	Repeal this section.	Elimination of the redundancy helps prevent potential conflicting information or processes and helps improve operational efficiency.
TEC, TITLE 3, SUBTITLE B, CHAPTER 61, SUBCHAPTER FF. TEXAS ARMED SERVICES SCHOLARSHIP PROGRAM	Prior sunset review of the agency identified that programs focused on encouraging specific workforce development are more efficiently handled as loan repayment programs, rather than through loan forgiveness/cancellation provisions. Transitioning to a loan repayment program significantly reduces the administrative costs associated with providing this funding, since a loan forgiveness/cancellation process can require servicing in excess of 15 years. Additionally, the term "scholarship" is confusing to students who think this is free money that does not have to be repaid. However, if the conditions of receiving the award are not met, the student must repay the amount received with interest. Therefore, this is a loan, not a scholarship.	Revise this program to a loan repayment program, rather than loan forgiveness program and change the name to the Texas Armed Services <u>Loan Repayment</u> <del>Scholarship</del> Program.	Loan repayment programs cost considerably less in administrative expense compared to loan forgiveness/cancellation programs.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
GAA Section III-46. Texas Educational Opportunity Grant (TEOG) Program-Public Community Colleges. Out of the funds appropriated above in Strategy B.1.5, Texas Educational Opportunity Grant-Public Community Colleges, the Higher Education Coordinating Board shall distribute funding to Public Community Colleges for the Texas Educational Opportunity Grant Program. For all funds appropriated above in Strategy B.1.5, Texas Educational Opportunity Grant-Public Community Colleges, and funds transferred into the Texas Educational Opportunity Grant Program-Public Community Colleges, any unexpended balances on hand at the end of fiscal year 2016 may be carried over to fiscal year 2017 for the same purpose.	Cross-biennium UB authority is needed to provide institutions with the ability to provide summer grant funding, thus encouraging timely completion of degrees and eliminating inefficiencies in the awarding process. This authority will also allow for more effective allocation of funding to institutions of higher education, utilizing a timeframe that allows institutions to provide more timely notification of financial aid funding to students to positively impact enrollment.	<b>Texas Educational Opportunity Grant (TEOG) Program-Public Community Colleges.</b> Out of the funds appropriated above in Strategy B.1.5, Texas Educational Opportunity Grant-Public Community Colleges, the Higher Education Coordinating Board shall distribute funding to Public Community Colleges for the Texas Educational Opportunity Grant Program. For all funds appropriated above in Strategy B.1.5, Texas Educational Opportunity Grant-Public Community Colleges, and funds transferred into the Texas Educational Opportunity Grant Program-Public Community Colleges, any unexpended balances on hand at the end of fiscal year <del>2016</del> <u>2018</u> may be carried over to fiscal year <del>2017</del> <u>2019</u> for the same purpose. <u>All balances of appropriations in Strategy B.1.5, Texas Educational Opportunity Grant-Public Community Colleges, at the close of the fiscal year ending August 31, 2017, estimated to be \$0 (and included in the Method of Finance above), are hereby appropriated.</u>	The proposed change will significantly increase the ability of the THECB and institutional financial aid offices to administer the program in a manner that encourages timely completion, which helps support the state's efforts toward degree attainment and economic prosperity.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
GAA Section III-47. Texas Educational Opportunity Grant (TEOG) Program-Public State and Technical Colleges. Out of the funds appropriated above in Strategy B.1.6, Texas Educational Opportunity Grant-Public State and Technical Colleges, the Higher Education Coordinating Board shall distribute funding to Public State and Technical Colleges for the Texas Educational Opportunity Grant Program. For all funds appropriated above in Strategy B.1.6, Texas Educational Opportunity Grant-Public State and Technical Colleges, and funds transferred into the Texas Educational Opportunity Grant Program-Public State and Technical Colleges, any unexpended balances on hand at the end of fiscal year 2016 may be carried over to fiscal year 2017 for the same purpose.	Cross-biennium UB authority is needed to provide institutions with the ability to provide summer grant funding, thus encouraging timely completion of degree and eliminating inefficiencies in the awarding process. This authority will also allow for more effective allocation of funding to institutions of higher education utilizing a timeframe that allows institutions to provide more timely notification of financial aid funding to students to positively impact enrollment.)	<b>Texas Educational Opportunity Grant (TEOG) Program-Public State and Technical Colleges.</b> Out of the funds appropriated above in Strategy B.1.6, Texas Educational Opportunity Grant-Public State and Technical Colleges, the Higher Education Coordinating Board shall distribute funding to Public State and Technical Colleges for the Texas Educational Opportunity Grant Program. For all funds appropriated above in Strategy B.1.6, Texas Educational Opportunity Grant-Public State and Technical Colleges, and funds transferred into the Texas Educational Opportunity Grant Program-Public State and Technical Colleges, any unexpended balances on hand at the end of fiscal year <del>2016</del> <u>2018</u> may be carried over to fiscal year <del>2017</del> <u>2019</u> for the same purpose. <u>All balances of appropriations in Strategy B.1.5, Texas Educational Opportunity Grant-Public State and Technical Colleges, at the close of the fiscal year ending August 31, 2017, estimated to be \$0 (and included in the Method of Finance above), are hereby appropriated.</u>	The proposed change will significantly increase the ability of the Coordinating Board and institutional financial aid offices to administer the program in a manner that encourages timely completion, which helps support the state's efforts toward degree attainment and economic prosperity.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
GAA Section III-43. Toward EXcellence, Access and Success (TEXAS) Grant Program. For all funds appropriated in Strategy B.1.1, TEXAS Grant Program, and funds transferred into the TEXAS Grant Program, any unexpended balances on hand at the end of fiscal year 2016 are hereby appropriated for the same purposes in fiscal year 2017.	Cross-biennium UB authority is needed to provide institutions with the ability to provide summer grant funding, thus encouraging timely completion of degrees and eliminating inefficiencies in the awarding process. This authority will also allow for more effective allocation of funding to institutions of higher education, utilizing a timeframe that allows institutions to provide more timely notification of financial aid funding to students to positively impact enrollment.	<b>Toward EXcellence, Access and Success (TEXAS) Grant Program.</b> For all funds appropriated in Strategy B.1.1, TEXAS Grant Program, and funds transferred into the TEXAS Grant Program, any unexpended balances on hand at the end of fiscal year <del>2016</del> <u>2018</u> are hereby appropriated for the same purposes in fiscal year <del>2017</del> <u>2019</u> . <u>All balances of appropriations in Strategy B.1.1, TEXAS Grant Program, at the close of the fiscal year ending August 31, 2017, estimated to be \$0 (and included in the Method of Finance above), are hereby appropriated.</u>	The proposed change will significantly increase the ability of the Coordinating Board and institutional financial aid offices to administer the program in a manner that encourages timely completion, which helps support the state's efforts toward degree attainment and economic prosperity.
TEC, Section 56.307(j). GRANT AMOUNT.	Current statute can result in institutions not being able to most effectively utilize limited state funding.	Amend TEC, Section 56.307 as follows: (j) A public institution of higher education shall use other available sources of financial aid, other than a loan, to cover any difference in the amount of a TEXAS grant awarded to the student and the actual amount of tuition and required fees at the institution if the difference results from: (1) a reduction in the amount of a TEXAS grant under Subsection (i-1); or (2) a deficiency in the amount of the grant as established under Subsection (a) or (e), as applicable, to cover the full amount of tuition and required fees charged to the student by the institution. <u>(i-1) A public institution of higher education is exempted from the requirements set out in Subsection (j) for TEXAS Grant recipients who exceed the priority EFC calculation set out in Section 56.303(e).</u>	Exempting institutions from the "matching" requirement for students with EFCs above the priority level allows institutions to spread limited dollars across a greater number of students.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 56.007. EXCLUSION OF ASSETS IN PREPAID TUITION PROGRAMS AND HIGHER EDUCATION SAVINGS PLANS. (a) Notwithstanding any other law, the right of a person to assets held in or the right to receive payments or benefits under any fund or plan established under Subchapter G, H, or I, Chapter 54, including an interest in a savings trust account, prepaid tuition account, or related matching account, or any school-based account or bond described by Section 28.0024(b)(2), may not be considered an asset of the person, or otherwise included in the person's household income or other financial resources, for purposes of determining the person's eligibility for a TEXAS grant or any other state-funded student financial assistance. (b) The amount of exclusion under Subsection (a) of assets held in or the right to receive payments or benefits under a school-based account or bond described by Section 28.0024(b)(2), except a fund or plan established under Subchapter G, H, or I, Chapter 54, as a school-based account, is limited to the amount of the cost of undergraduate resident tuition and required fees for one academic year consisting of 30 semester credit hours charged by the general academic teaching institution with the highest such tuition and fee costs for the most recent academic year, as determined by the Texas Higher Education Coordinating Board under Section 54.753.	This provision requires all institutions of higher education to complete two separate financial aid calculations -- one for federal aid and one for state aid. This creates significant inefficiency in the administration of financial aid at the individual institutions, and also creates direct conflict in other statute where the federal financial aid methodology is specifically referenced for calculating eligibility.	Repeal the entire section.	Repealing this section will reduce the administrative burden for all institutional financial aid offices, increasing efficiency and speeding the delivery of financial aid.



Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 56.3021. STUDENTS ENROLLED IN PRIVATE OR INDEPENDENT INSTITUTIONS: LIMITED ELIGIBILITY FOR GRANT. (a) Notwithstanding any other provision of this subchapter, a student who was awarded a TEXAS grant under this subchapter to pay the costs of enrollment in a private or independent institution of higher education for the 2005 fall semester or an earlier academic period may continue to receive grants under this subchapter while enrolled in a private or independent institution of higher education if the student is otherwise eligible to receive a grant under this subchapter. (b) For purposes of determining the eligibility of a student to continue to receive a grant under this section, a reference in this subchapter to an eligible institution includes a private or independent institution of higher education. (c) The amount of a TEXAS grant under this section for a student enrolled full-time at a private or independent institution of higher education is the amount determined by the coordinating board as the average statewide amount of tuition and required fees that a resident student enrolled full-time in a baccalaureate degree program would be charged for that semester or term at general academic teaching institutions. (d) Notwithstanding Subsection (c) or other law, the total amount of financial aid that a student enrolled in a private or independent institution of higher education is eligible to receive in a state fiscal year from TEXAS grants awarded under this section may not exceed the maximum amount the student may receive in tuition equalization grants	This section of statute has expired.	Repeal entire section.	Remove expired language, thereby creating more efficient code.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 56.303. ADMINISTRATION OF PROGRAM. (d-1) In allocating among eligible institutions money available for initial TEXAS grants for an academic year, the coordinating board shall ensure that each of those institutions' proportional share of the total amount of money for initial grants that is allocated to eligible institutions under this section for that year does not, as a result of the number of students who establish eligibility at the institution for an initial grant under Section 56.3041(2)(A), change from the institution's proportional share of the total amount of money for initial grants that is allocated to those institutions under this section for the preceding academic year.	The negotiated rulemaking process developed a method of allocation that makes this subsection of the statute obsolete.	Repeal entire section.	Eliminate outdated statute, thereby creating more efficient code.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 56.304. INITIAL ELIGIBILITY FOR GRANT (e) If a person is initially awarded a TEXAS grant before the 2005 fall semester, the person's eligibility for a TEXAS grant ends on the sixth anniversary of the initial award of a TEXAS grant to the person and the person's enrollment in an eligible institution, unless the person is provided additional time during which the person may receive a TEXAS grant under Subsection (e-2). (e-1) If a person is initially awarded a TEXAS grant during or after the 2005 fall semester, unless the person is provided additional time during which the person may receive a TEXAS grant under Subsection (e-2), the person's eligibility for a TEXAS grant ends on: ... Sec. 56.305. CONTINUING ELIGIBILITY AND ACADEMIC PERFORMANCE REQUIREMENTS. (e) For the purpose of this section, a person who is initially awarded a TEXAS grant before the 2005 fall semester makes satisfactory academic progress toward an undergraduate degree or certificate only if: (1) in the person's first academic year the person meets the satisfactory academic progress requirements of the institution at which the person is enrolled; and (2) in a subsequent academic year, the person: (A) completes at least 75 percent of the semester credit hours attempted in the student's most recent academic year; and (B) earns an overall grade point average of at least 2.5 on a four-point scale or the equivalent on coursework previously attempted at institutions of higher education.	Sections of the statute are outdated. The "grandfathering" requirement in Sec. 56.304€ and 56.305 Sec. (e) is no longer needed.	<del>Sec. 56.304. INITIAL ELIGIBILITY FOR GRANT (e) If a person is initially awarded a TEXAS grant before the 2005 fall semester, the person's eligibility for a TEXAS grant ends on the sixth anniversary of the initial award of a TEXAS grant to the person and the person's enrollment in an eligible institution, unless the person is provided additional time during which the person may receive a TEXAS grant under Subsection (e-2). (e-1) If a person is initially awarded a TEXAS grant during or after the 2005 fall semester, unless the a person is provided additional time during which the person may receive a TEXAS grant under Subsection (e-2), the person's eligibility for a TEXAS grant ends on: ...</del> Sec. 56.305. CONTINUING ELIGIBILITY AND ACADEMIC PERFORMANCE REQUIREMENTS. <del>(e) For the purpose of this section, a person who is initially awarded a TEXAS grant before the 2005 fall semester makes satisfactory academic progress toward an undergraduate degree or certificate only if:</del> <del>(1) in the person's first academic year the person meets the satisfactory academic progress requirements of the institution at which the person is enrolled; and</del> <del>(2) in a subsequent academic year, the person:</del> <del>(A) completes at least 75 percent of the semester</del>	Eliminate outdated statute, thereby creating more efficient code.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 56.304. INITIAL ELIGIBILITY FOR GRANT. (d) A person may not receive a TEXAS grant for more than 150 semester credit hours, or the equivalent.	Current legislation allows for TEXAS Grant eligibility for 150 credits (effectively five years for a four-year degree program). This level of eligibility potentially encourages students to delay graduation or enroll in unnecessary coursework, which has an impact on the expenses incurred by the student, the state, and the taxpayers.	TEC, Section 56.304. <del>INITIAL ELIGIBILITY FOR GRANT.</del> (d) A person may not receive a TEXAS grant for more than <del>150</del> <u>135</u> semester credit hours, <u>or 15 credits above the credit requirements for the degree program, whichever is less,</u> or the equivalent.	Proposed change provides for more effective coordination of state aid programs, and helps ensure that funding is directed toward meeting the most essential costs associated with higher education.
TEC, Section 56.305. CONTINUING ELIGIBILITY AND ACADEMIC PERFORMANCE REQUIREMENTS. (e-1) For purposes of this section, a person who is initially awarded a TEXAS grant during or after the 2005 fall semester makes satisfactory academic progress toward an undergraduate degree or certificate only if: (1) in the person's first academic year the person meets the satisfactory academic progress requirements of the institution at which the person is enrolled; and (2) in a subsequent academic year, the person: (A) completed at least 24 semester credit hours in the student's most recent academic year; and (B) has earned an overall grade point average of at least 2.5 on a four-point scale or the equivalent on coursework previously attempted at institutions of higher education.	Students who only complete 24 semester credit hours per year will require five years to complete a typical four-year baccalaureate, resulting in unnecessary expense to the student and the state.	TEC, Section 56.305. CONTINUING ELIGIBILITY AND ACADEMIC PERFORMANCE REQUIREMENTS. (e-1) For purposes of this section, a person <del>who is initially awarded a TEXAS grant during or after the 2005 fall semester</del> makes satisfactory academic progress toward an undergraduate degree or certificate only if: (1) in the person's first academic year the person meets the satisfactory academic progress requirements of the institution at which the person is enrolled; and (2) in a subsequent academic year, the person: (A) completed at least <del>24</del> <u>30</u> semester credit hours in the student's most recent academic year; and (B) has earned an overall grade point average of at least 2.5 on a four-point scale or the equivalent on coursework previously attempted at institutions of higher education.	Completion of 30 semester credit hours per year places students on track for timely graduation, decreasing their expenses while ensuring that limited state funding can be directed toward other financially needy students.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 56.306. GRANT USE. A person receiving a TEXAS grant may use the money to pay any usual and customary cost of attendance at an eligible institution incurred by the student. The institution may disburse all or part of the proceeds of a TEXAS grant directly to an eligible person only if the tuition and required fees incurred by the person at the institution have been paid.	Given limited funding for state financial aid programs, it is critical that these resources are targeted toward the most essential costs associated with higher education -- tuition, fees, and books.	TEC, Section 56.306. GRANT USE. A person receiving a TEXAS grant may use the money to pay <del>any usual and customary cost of attendance</del> <u>tuition, required fees, and a reasonable allowance for books</u> at an eligible institution incurred by the student. The institution may disburse all or part of the proceeds of a TEXAS grant directly to an eligible person only if the tuition and required fees incurred by the person at the institution have been paid, <u>and then only for use as a reasonable allowance for books.</u>	Proposed change provides for more effective coordination of state aid programs, and helps ensure that funding is directed toward meeting the most essential costs associated with higher education.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
<p>TEC, Section 56.307. GRANT AMOUNT. (a) The amount of a TEXAS grant for a semester or term for a person enrolled full-time at an eligible institution is determined by the coordinating board as the average statewide amount of tuition and required fees that a resident student enrolled full-time in a baccalaureate degree program would be charged for that semester or term at general academic teaching institutions.... (d-1) The coordinating board shall determine the average statewide tuition and fee amounts for a semester or term of the next academic year for purposes of this section by using the amounts of tuition and required fees that will be charged by the eligible institutions for that semester or term in that academic year. The board may estimate the amount of the charges for a semester or term in the next academic year by an institution if the relevant information is not yet available to the board. (e) The coordinating board may adopt rules that allow the coordinating board to increase or decrease, in proportion to the number of semester credit hours in which a student is enrolled, the amount of a TEXAS grant award under this section to a student who is enrolled in a number of semester credit hours in excess of or below the number of semester credit hours described in Section 56.304(a)(5) or 56.305(a)(3). (f) The amount of a TEXAS grant may not be reduced by any gift aid for which the person receiving the grant is eligible, unless the total amount of a person's grant plus any gift aid received exceeds the student's financial need. (g) Not later than January 31 of each year, the coordinating</p>	<p>Current statute requires the THECB to establish annual maximums (and prorated amounts), and allows for state funding to go beyond tuition, fees, and books -- the most essential costs associated with higher education.</p>	<p>TEC, Section 56.307. GRANT AMOUNT. (a) The <u>maximum</u> amount of a TEXAS grant for a semester or term for a person enrolled full-time at an eligible institution is <u>equal to either the tuition, required fees, and a reasonable allowance for books incurred by a person at the institution awarding the grant minus the person's eligibility for Federal Pell Grant, or the person's financial need, whichever is less</u> <del>determined by the coordinating board as the average statewide amount of tuition and required fees that a resident student enrolled full-time in a baccalaureate degree program would be charged for that semester or term at general academic teaching institutions.... (d-1) The coordinating board shall determine the average statewide tuition and fee amounts for a semester or term of the next academic year for purposes of this section by using the amounts of tuition and required fees that will be charged by the eligible institutions for that semester or term in that academic year. The board may estimate the amount of the charges for a semester or term in the next academic year by an institution if the relevant information is not yet available to the board. (e) The coordinating board may adopt rules that allow the coordinating board to increase or decrease, in proportion to the number of semester credit hours in which a student</del></p>	<p>The proposed changes to the statute would allow individual institutions to more effectively administer the TEOG program, while still ensuring that limited funding is targeted toward the most critical higher education costs.</p>
<p>TEC, Section 56.307. GRANT AMOUNT. (j) A public institution of higher education shall use other available sources of financial aid, other than a loan, to cover any difference in the amount of a TEXAS grant awarded to the student and the actual amount of tuition and required fees at the institution if the difference results from:</p>	<p>Current statute does not allow loans but does allow work-study as an available source for meeting tuition and fees. Work-study eligibility is not a guaranteed source of income, and it is earned after the tuition bill is due, making it an unreliable funding source.</p>	<p>TEC, Section 56.307. GRANT AMOUNT. (j) A public institution of higher education shall use other available sources of financial aid, other than a loan <u>or work-study</u>, to cover any difference in the amount of a TEXAS grant awarded to the student and the actual amount of tuition and required fees at the institution if the difference results from:</p>	<p>The elimination of work-study as a "matching" fund for TEOG helps ensure that TEOG recipients have their tuition, fees, and books covered.</p>

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 56.308. NOTIFICATION OF PROGRAM; RESPONSIBILITIES OF SCHOOL DISTRICTS. (a) The coordinating board shall distribute to each eligible institution and to each school district a copy of the rules adopted under this subchapter. (b) Each school district shall: (1) notify its middle school students, junior high school students, and high school students, those students' teachers and school counselors, and those students' parents of the TEXAS grant and Teach for Texas grant programs, the eligibility requirements of each program, the need for students to make informed curriculum choices to be prepared for success beyond high school, and sources of information on higher education admissions and financial aid in a manner that assists the district in implementing a strategy adopted by the district under Section 11.252(a)(4); and...Section 56.311. LEGISLATIVE OVERSIGHT COMMITTEE. (a) The Legislative Oversight Committee on the TEXAS grant program and Teach for Texas grant program is composed of six members as follows:	Teach for Texas Program no longer exists.	TEC, Section 56.308. NOTIFICATION OF PROGRAM; RESPONSIBILITIES OF SCHOOL DISTRICTS. (a) The coordinating board shall distribute to each eligible institution and to each school district a copy of the rules adopted under this subchapter. (b) Each school district shall: (1) notify its middle school students, junior high school students, and high school students, those students' teachers and school counselors, and those students' parents of the TEXAS grant <del>and Teach for Texas grant</del> programs, the eligibility requirements of <del>each the</del> program, the need for students to make informed curriculum choices to be prepared for success beyond high school, and sources of information on higher education admissions and financial aid in a manner that assists the district in implementing a strategy adopted by the district under Section 11.252(a)(4); and ... Section 56.311. LEGISLATIVE OVERSIGHT COMMITTEE. (a) The Legislative Oversight Committee on the TEXAS grant program <del>and Teach for Texas grant program</del> is composed of six members as follows:	Update outdated statute.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 56.311. TEXAS GRANT LEGISLATIVE OVERSIGHT COMMITTEE	The TEXAS Grant Legislative Oversight Committee has never been formed, and the statute requires a redundant report, given that the agency is already required to provide an annual report regarding the state's financial aid programs. Additionally, the negotiated rulemaking process developed a method of allocation that makes a portion of this subsection of the statute obsolete.	Repeal TEC, Section 56.311 relating to the TEXAS Grant Legislative Oversight Committee, but retain the annual reporting requirement as amended: (c-1) <del>Not later than September 1 of each year, the</del> coordinating board shall <del>provide</del> <u>include in its annual report to the legislature on financial aid in this state</u> a report <del>to the committee</del> regarding the operation of the TEXAS grant program, including information from the three preceding state fiscal years as follows: (1) allocations of TEXAS grants by eligible institution, <del>disaggregated by initial and subsequent awards</del> ; (2) the number of TEXAS grants awarded to students disaggregated by race, ethnicity, and expected family contribution; (3) disaggregated as required by Subdivision (2) and reported both on a statewide basis and for each eligible institution, the number of TEXAS grants awarded to students who meet: (A) only the eligibility criteria described by Section 56.304; or (B) the eligibility criteria described by Section 56.3041(2)(A); and (4) the persistence, retention, and graduation rates of students receiving TEXAS grants. (d) The <u>legislative standing committees with jurisdiction over higher education</u> shall review the specific recommendations for legislation related to this subchapter that are proposed by the coordinating board. (e) The <u>legislative standing</u>	Eliminate outdated statute, thereby creating more efficient code.



Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 61.227. PAYMENT OF GRANT; AMOUNT. (d) Notwithstanding any other law, a student enrolled in a private or independent institution of higher education may not receive a tuition equalization grant under this subchapter and a TEXAS grant under Subchapter M, Chapter 56, for the same semester or other term, regardless of whether the student is otherwise eligible for both grants during that semester or term. A student who but for this subsection would be awarded both a tuition equalization grant and a TEXAS grant for the same semester or other term is entitled to receive only the grant of the greater amount.	A related section of the TEXAS Grant statute allowing TEXAS Grant to be provided to students at private institutions has expired, and thus, this section of the statute is no longer applicable.	Repeal entire section.	Portions of the statute have expired and accompanying references need to be removed, thereby creating more efficient code.
GAA Section III-45. Tuition Equalization Grant (TEG) Program. For all funds appropriated above in Strategy B.1.4, Tuition Equalization Grant Program, and funds transferred into the TEG Grant Program, any unexpended balances on hand at the end of fiscal year 2016 may be carried over to fiscal year 2017 for the same purpose.	Cross-biennium UB authority is needed to provide institutions with the ability to provide summer grant funding, thus encouraging timely completion of degrees and eliminating inefficiencies in the awarding process. This authority will also allow for more effective allocation of funding to institutions of higher education, utilizing a timeframe that allows institutions to provide more timely notification of financial aid funding to students to positively impact enrollment.	Tuition Equalization Grant (TEG) Program. For all funds appropriated above in Strategy B.1.4, Tuition Equalization Grant Program, and funds transferred into the TEG Grant Program, any unexpended balances on hand at the end of fiscal year <del>2016-2018</del> may be carried over to fiscal year <del>2017</del> <u>2019</u> for the same purpose. <u>All balances of appropriations in Strategy B.1.4, Tuition Equalization Grant Program, at the close of the fiscal year ending August 31, 2017, estimated to be \$0 (and included in the Method of Finance above), are hereby appropriated.</u>	The proposed change will significantly increase the ability of the THECB and institutional financial aid offices to administer the program in a manner that encourages timely completion, which helps support the state's efforts toward degree attainment and economic prosperity.
Gap in statute	Lack of guidance in the TEG program leads to ineffective coordination of this program with the other state financial aid programs.	TEC, Section 61.2251. ELIGIBILITY FOR GRANT <u>(b) A person may not receive a grant under this subchapter for more than 15 semester credit hours, or the equivalent, in excess of the credits required for the recipient's registered degree program.</u>	Proposed addition provides for more effective coordination of state aid programs, and helps ensure that TEG recipients graduate in a timelier manner, thereby saving the student money and providing additional grants to other needy students.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 56.3071. EFFECT OF ELIGIBILITY FOR TUITION EQUALIZATION GRANT. (a) Notwithstanding Section 56.307, the total amount of financial aid that a student enrolled in a private or independent institution of higher education is eligible to receive in a state fiscal year from TEXAS grants awarded under this subchapter may not exceed the maximum amount the student may receive in tuition equalization grants in that fiscal year as determined under Subchapter F, Chapter 61. (b) Notwithstanding any other law, a student enrolled in a private or independent institution of higher education may not receive a TEXAS grant under this subchapter and a tuition equalization grant under Subchapter F, Chapter 61, for the same semester or other term, regardless of whether the student is otherwise eligible for both grants during that semester or term. A student who but for this subsection would be awarded both a TEXAS grant and a tuition equalization grant for the same semester or other term is entitled to receive only the grant of the greater amount.	Related section of the TEXAS Grant statute allowing TEXAS Grant to be provided to students at private institutions has expired, and thus this section of the statute is no longer applicable	Repeal entire section.	Eliminate outdated statute, thereby creating more efficient code.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 61.225. ELIGIBILITY FOR GRANT; PERSONS AWARDED GRANTS BEFORE 2005-2006 ACADEMIC YEAR. (a) This section applies only to a person who initially received a tuition equalization grant before the 2005-2006 academic year. (b) To be eligible for a tuition equalization grant, a person must: (1) be a Texas resident as defined under Subchapter B, Chapter 54, and meet, at a minimum, the resident requirements defined by law for Texas resident tuition in fully state-supported institutions of higher education; (2) be enrolled for at least one-half of a full course load conforming to an individual degree plan in an approved college or university; (3) be required to pay more tuition than is required at a public college or university and be charged no less than the regular tuition required of all students enrolled at the institution; (4) establish financial need in accordance with procedures and regulations of the coordinating board; (5) not be a recipient of any form of athletic scholarship while receiving the tuition equalization grant; and (6) have complied with other requirements adopted by the coordinating board under this subchapter. (c) A grant to a	Section has expired.	Repeal entire section.	Remove expired statute, thereby creating more efficient code.
TEC, Section 61.2251. ELIGIBILITY FOR GRANT (c)(2)(A) 24 semester credit hours in the person's most recent full academic year, if the person is enrolled in an undergraduate degree or certificate program; or	Students who only complete 24 semester credit hours per year will require five years to complete a typical four-year baccalaureate, resulting in unnecessary expense to the student and the state.	Sec. 61.2251. ELIGIBILITY FOR GRANT (c)(2)(A) <del>24</del> <u>30</u> semester credit hours in the person's most recent full academic year, if the person is enrolled in an undergraduate degree or certificate program; or	Completion of 30 credit hours per year places students on track for timely graduation, decreasing their expenses, while ensuring that limited state funding can be directed toward other financially needy students.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 61.2251. ELIGIBILITY FOR GRANT; PERSONS INITIALLY AWARDED GRANTS DURING OR AFTER 2005-2006 ACADEMIC YEAR. (a) This section does not apply to a person who initially received a tuition equalization grant before the 2005-2006 academic year. (b) To be eligible for a tuition equalization grant in the first academic year in which the person receives the grant, a person must: (1) be a Texas resident as defined under Subchapter B, Chapter 54, and meet, at a minimum, the resident requirements defined by law for Texas resident tuition in fully state-supported institutions of higher education; (2) be enrolled in at least three-fourths of a full course load conforming to an individual degree plan in an approved college or university; (3) be required to pay more tuition than is required at a public college or university and be charged no less than the regular tuition required of all students enrolled at the institution; (4) establish financial need in accordance with procedures and regulations of the coordinating board; (5) not be a recipient of any form of athletic scholarship while receiving a tuition equalization grant; (6) make satisfactory academic progress toward a degree or certificate as determined by the institution at which the person is enrolled; and	Portions of this section are redundant or are no longer required.	TEC, Section 61.2251. ELIGIBILITY FOR GRANT; <del>PERSONS INITIALLY AWARDED GRANTS DURING OR AFTER 2005-2006 ACADEMIC YEAR. (a) This section does not apply to a person who initially received a tuition equalization grant before the 2005-2006 academic year. (b)</del> To be eligible for a tuition equalization grant in the first academic year in which the person receives the grant, a person must: (1) be a Texas resident as defined under Subchapter B, Chapter 54, and meet, at a minimum, the resident requirements defined by law for Texas resident tuition in fully state-supported institutions of higher education; (2) be enrolled in at least three-fourths of a full course load conforming to an individual degree plan in an approved college or university; (3) be required to pay more tuition than is required at a public college or university and be charged no less than the regular tuition required of all students enrolled at the institution; (4) establish financial need in accordance with procedures and regulations of the coordinating board; (5) not be a recipient of any form of athletic scholarship while receiving a tuition equalization grant; <del>(6) make satisfactory academic progress toward a degree or certificate as determined by the institution at which the person is enrolled; and</del>	Remove expired language, thereby creating more efficient code.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
<p>TEC, Section 61.2252. REESTABLISHING ELIGIBILITY FOR GRANT. If a person who receives an initial tuition equalization grant after the 2004-2005 academic year fails to meet any of the applicable requirements of this subchapter after the completion of any semester or term, the person may not receive a tuition equalization grant during the next semester or term in which the person enrolls. The person may become eligible to receive a tuition equalization grant in a subsequent semester or term if the person:</p>	<p>Remove references to expired portions of statute.</p>	<p>TEC, Section 61.2252. REESTABLISHING ELIGIBILITY FOR GRANT. If a person who receives an initial tuition equalization grant <del>after the 2004-2005 academic year</del> fails to meet any of the applicable requirements of this subchapter after the completion of any semester or term, the person may not receive a tuition equalization grant during the next semester or term in which the person enrolls. The person may become eligible to receive a tuition equalization grant in a subsequent semester or term if the person:</p>	<p>Portions of the statute have expired and accompanying references need to be removed, thereby creating more efficient code.</p>
<p>TEC, Section 61.227. PAYMENT OF GRANT; AMOUNT. (c) In no event shall a tuition equalization grant paid pursuant to this subchapter in behalf of any student during any one fiscal year exceed an amount equal to 50 percent of the average state appropriation in the biennium preceding the biennium in which the grant is made for a full-time student or the equivalent at public senior colleges and universities, as determined by the board.</p>	<p>Current statute requires the THECB to establish annual maximums (and prorated amounts), and allows for state funding to go beyond tuition, fees, and books -- the most essential costs associated with higher education.</p>	<p>TEC, Section 61.227. PAYMENT OF GRANT; AMOUNT. (c) <del>In no event shall a tuition equalization grant paid pursuant to this subchapter in behalf of any student during any one fiscal year exceed an amount equal to 50 percent of the average state appropriation in the biennium preceding the biennium in which the grant is made for a full-time student or the equivalent at public senior colleges and universities, as determined by the board.</del> <u>A person receiving a tuition equalization grant may use the money to pay tuition, required fees, and a reasonable allowance for books at an eligible institution incurred by the student. The institution may disburse all or part of the proceeds of a grant under this subchapter to an eligible person only if the tuition and required fees incurred by the person at the institution have been paid, and then only for use as a reasonable allowance for books.</u></p>	<p>Changes to the statute allow individual institutions to more effectively administer the TEG program, while still ensuring that limited funding is targeted toward the most critical higher education costs.</p>

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 61.230. ANNUAL REPORT. The coordinating board shall include in its annual report to the legislature on financial aid in this state a breakdown of tuition equalization grant recipients by ethnicity indicating the percentage of each ethnic group that received tuition equalization grant money at each institution.	The statute is redundant, given that the agency is already required to provide an annual report regarding the state financial aid programs.	Repeal this section.	Reduces duplicative reporting requirements.
TEC, Section 56.3075. HEALTH CARE PROFESSION STUDENT GRANT. (a) If the money available for TEXAS grants in a period for which grants are awarded is sufficient to provide grants to all eligible applicants in amounts specified by Section 56.307, the coordinating board may use any excess money available for TEXAS grants to award a grant in an amount not more than three times the amount that may be awarded under Section 56.307 to a student who: (1) is enrolled in a program that fulfills the educational requirements for licensure or certification by the state in a health care profession that the coordinating board, in consultation with the Texas Workforce Commission and the statewide health coordinating council, has identified as having a critical shortage in the number of license holders needed in this state; (2) has completed at least one-half of the work toward a degree or certificate that fulfills the educational requirement for licensure or certification; and (3) meets all the requirements to receive a grant award under Section 56.307. (b) In awarding a grant under Subsection (a), the coordinating board may: (1) give priority to students from a group underrepresented in the programs preparing students for licensure or certification by the state; and (2) award different amounts based on the amount of course work a student has completed toward earning the degree required for licensure or certification. -- This provision also exists in Sec. 56.4075 (TEOG).	Funding for the TEXAS Grant Program and the Texas Educational Opportunity Grant Program have consistently been funded at a level below what is needed to meet the obligation to all eligible students. Thus, this program has never been funded, nor is there any likelihood that the TEXAS Grant or the Texas Educational Opportunity Grant will be funded in excess of what is needed to first meet the needs of eligible students in those programs.	Repeal this section.	Elimination of an unfunded program.

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# **SCHEDULES A & B: BUDGET STRUCTURE & PERFORMANCE MEASURE DEFINITIONS**

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**Texas Higher Education Coordinating Board**  
**Quick Glance at Proposed Budget Goals, Strategies, and Key/Non-Key**  
**Performance Measures for 2018-2019**  
**(See template for details)**

**Summary:** The primary purpose of the proposed changes to the THECB budget structure and key/non-key performance measures is to align budget goals and strategies more closely with the goals of the state's new higher education plan, 60x30TX, as well as to reflect changes made to division names as a result of the agency's recent reorganization. Additionally, deleting performance measures will focus the agency and the Legislature on the most important measures, although the agency will continue collecting the data and producing the data at the request of the Legislature. Finally, performance measures now focus on number increases (as opposed to percentage increases) because numbers are more useful in measuring progress.

**PROPOSED BUDGET GOALS, STRATEGIES AND KEY / NON-KEY PERFORMANCE  
MEASURES FOR 2018-2019**

**Summary:** The primary purpose of the proposed changes to the THECB budget structure and non-key performance measures is to align budget goals and strategies more closely with the goals of the state's new higher education plan, 60x30TX, as well as to reflect changes made to division names as a result of the agency's recent reorganization.

**GOAL A. Coordinate & Plan for Higher Ed**

*Outcome Measures: (Key)*

1. *Percent of public bachelor's degree graduates completing with no more than 3 hours of their degree plan* **NEW**
2. *Percent of public two-year institution students graduating with no more than 3 hours of their award plan* **NEW**
3. *Number of Master's degrees, Bachelor's degrees, Associate's degrees and Certificates awarded* **NEW**
4. *Number of economically disadvantaged undergraduate students completing a certificate or degree* **NEW**
5. *Agency administrative costs as a percentage of the overall agency funding and loan portfolio* **NEW**



Outcome Measures: (Non-Key)

1. Percent decrease of attempted semester credit hours toward an associate degree **NEW**
2. Percent decrease of attempted semester credit hours toward a bachelor's degree **NEW**
3. Percent increase in completion of certificates, associate degrees, bachelor's degrees and master's degrees **REPLACE - to include Master's degrees. Was also previously a KEY measure.**
4. Percent increase in fall student headcount enrollment **REPLACE – This was previously a KEY measure.**
5. Percentage of first-time university students who have not met TSI graduating in 6 years **EXISTING – Was previously a KEY measure.**
6. College-level course success rate of students who have not met TSI in public institutions of higher education **EXISTING**
7. Percentage of university students graduating in 4 years **EXISTING – Was previously a KEY measure.**
8. Percentage of public 2-year institution students graduating in 3 years **EXISTING**
9. Percentage of university students graduating in 6 years **EXISTING – Was previously a KEY measure.**
10. Percentage increase in research expenditures at Texas public institutions **EXISTING**
11. Percentage of students who are found working or enrolled in higher education within one year after earning a degree or certificate **NEW**
12. Number of information requests acted upon within 10 work days **NEW**
13. Number of data requests resolved or completed **NEW**
14. Data access to researchers **NEW**

**A.1.1. College Readiness & Success**

Output Measures: (Key)

1. Percent of students who enter developmental education at a public 4 year college and complete a credential **NEW**
2. Percent of students who enter developmental education at a 2 year public college and complete a credential **NEW**
3. Percent of students who enter college ready at a public four-year college and complete a credential **NEW**
4. Percent of students who enter college ready at a two-year public college and complete a credential **NEW**
5. Number of student complaints processed **NEW**

*Explanatory Measures: (Non-Key)*

1. *Developmental education semester credit hours as a percentages of lower-division instruction* **NEW**
2. *Number of Hispanic students completing a masters, bachelors, or associate degree or certificate at Texas institutions of higher education* **NEW**
3. *Number of African American students completing a degree or certificate at Texas institutions of higher education* **NEW**
4. *Number of White students completing a degree or certificate at Texas public institutions of higher education* **NEW**
5. *Number of Asian students completing a degree or certificate at Texas public institutions of higher education* **NEW**
6. *Number of "Other" students completing a degree or certificate at Texas public institutions of higher education* **NEW**
7. *Number of male students completing a degree or certificate at Texas public institutions of higher education* **NEW**
8. *Number of economically disadvantaged students completing a degree or certificate at Texas public institutions of higher education broken down by ethnicity.* **NEW**

**A.1.2. Student Loan Programs**

*Output Measure: (Key)*

1. *Undergraduate student loan debt at or below 60 percent of first-year wages for graduates of Texas public institutions of higher education* **NEW**

*Efficiency Measures: (Non-Key)*

1. *Administrative costs of loan programs as a percentage of overall loan portfolio* **NEW**
2. *Three-year cohort default rate for Hinson-Hazlewood State Loan Programs*  
**REPLACE – performance measure replaces previous one for better accuracy.**

*Output Measures: (Non-Key)*

1. *Number of students receiving loans* **EXISTING**
2. *Dollar amount of loans made* **EXISTING**

**A.1.3. Financial Aid Services**

**A.1.4. Academic Quality & Workforce**

*Output Measures: (Non-Key)*

1. *Number of public institutions of higher education program reviews and administrative requests processed* **NEW**
2. *Number of career schools and colleges reviewed* **NEW**

3. Number of Certificates of Authority and Certificates of Authorization reviewed **NEW**
4. Number of reports and studies **NEW**
5. Number of SARA (State Authorization Reciprocity Agreement) applications processed **NEW**
6. Percentage increase in research expenditures at Texas public institutions **NEW**

#### **A.1.5. Strategic Planning & Funding**

*Efficiency Measures: (Non-Key)*

Number of hits on Texas higher education data websites **NEW**

#### **A.1.6. Innovation & Policy Development (New)**

### **GOAL B. Agency Operations**

#### **B.1.1. Central Administration**

*Output Measures: (Non-Key)*

1. Time to respond to requests from legislators, media, IHEs, students and the public  
**REPLACE** – Performance measure was previously a **KEY OUTCOME**.
2. Number of requests from legislators, media, IHEs, students and the public  
**EXISTING**

#### **B.1.2. Information Resources**

#### **B.1.3. Facilities Support**

### **GOAL C. Affordability & Student Debt**

#### **C.1.1. TEXAS Grant Program**

*Output Measure: (Key)*

1. Percent of TEXAS Grant recipients who earn a baccalaureate degree within four academic years **EXISTING**
2. Percent of TEXAS Grant recipients who earn a baccalaureate degree within six academic years **EXISTING**

*Output Measures: (Non-Key)*

1. Number of students receiving TEXAS Grants **EXISTING**
2. Persistence rate of TEXAS Grant recipients after 1 year at a public university  
**EXISTING**

### **C.1.2. TEXAS B-On-Time Program-Public**

### **C.1.3. TEXAS B-On-Time Program-Private**

### **C.1.4. Tuition Equalization Grants**

*Output Measures: (Non-Key)*

1. Number of students receiving TEG awards **EXISTING**
2. Persistence rate of TEG recipients after 1 year at a private institution **EXISTING**

### **C.1.5. TEOG-Public Community Colleges**

*Output Measure: (Key)*

1. Percentage of Texas Educational Opportunity Grant recipients who entered Texas public community colleges in the fall term three years ago as first-time, full-time undergraduates who then received Associate's Degrees or Certifications, or who transferred to a 4-year college or university after 30 semester credit hours, since that date **REPLACE – previous performance measure.**

### **C.1.6. TEOG-Public State/Technical College**

*Output Measure: (Key)*

1. Percentage of Texas Educational Opportunity Grant recipients who entered Texas public state/technical colleges in the fall term three years ago as first-time, full-time undergraduates who then received Associate's Degrees or Certifications, or who transferred to a 4-year college or university after 30 semester credit hours, since that date **REPLACE – previous performance measure.**

### **C.1.7. Texas College Work Study**

### **C.1.8. License Plate Scholarships**

### **C.1.9. Educational Aide Program**

### **C.1.10. Top 10 Percent Scholarships**

### **C.1.11. TX Armed Services Scholarship Pgm**

## GOAL D. College Readiness & Success

### D.1.1. Advise Texas

*Output Measure: (Key)*

1. *Percent change in FAFSA applications (NEW)*

*Efficiency Measure: (Key)*

1. *Number of high schools served (NEW)*

### D.1.2. Accelerate TX CC Grants

### D.1.3. Developmental Education Program

## GOAL E. Industry Workforce

### E.1.1. Border Faculty Loan Repayment Pgm

### E.1.2. Career/Technical Education Programs

### E.1.3. Engineering Recruitment Program

### E.1.4. Teach for Texas Loan Repayment

*Output Measures: (Non-Key)*

1. *Percentage of recipients who teach at least 3 years. **PREVIOUSLY NON-KEY OUTCOME - SHOWN AS A NEW MEASURE ON STRUCTURE FILE.***

### E.1.5. Centers for Teacher Education

*Output Measure: (Key)*

1. *Pass rates on state certification exams compared to pass rates of students enrolled at public institutions of higher education **REPLACE PREVIOUSLY A KEY OUTCOME) SHOWN AS A NEW MEASURE ON STRUCTURE FILE.***

*Output Measures: (Non-Key)*

1. *Number of candidates admitted to educator preparation programs at TADC institutions **EXISTING***
2. *Number of candidates recommended for certification by TADC educator preparation programs **EXISTING***

#### **E.1.6. Teacher Quality Grants Program**

#### **E.1.7. Texas Teacher Residency Program**

#### **E.1.8. T-STEM Scholarship Program**

#### **E.1.9. Other Federal Grant Programs**

#### **E.1.10. Math & Science Scholars LRP**

### **GOAL F. Industry Workforce – Health Related**

*Outcome Measures: (Non-Key)*

1. *Percent of first year residency positions to number of Texas Medical Graduates for FY18-FY19. **NEW***

#### **F.1.1. Dental Education Loan Repayment**

#### **F.1.2. Family Practice Residency Program**

*Output Measures: (Key)*

1. *Number of FPRP residents supported **EXISTING***
2. *Average funding per FPRP resident **EXISTING***

#### **F.1.3. GME Expansion**

*Output Measures: (Non-Key)*

1. *Number of new First-Year Residency Positions Est. & maintained since GME expansion efforts began in FY2014 for FY18-FY19. **NEW***

#### **F.1.4. Joint Admission Medical Program**

#### **F.1.5. Physician Ed Loan Repay Program**

*Output Measures: (Non-Key)*

1. *Percentage of Physician Education Loan Repayment Program recipients who continued to practice in the county in which they were employed while receiving the PELRP funding after having completed four years of eligible service through the PELRP **REPLACE** - This performance measure was revised for better accuracy. The previous one is being deleted – previously an OUTCOME.*

**F.1.6. Preceptorship Program**

**F.1.7. Primary Care Innovation Grant Pgm**

**F.1.8. Prof Nursing Shortage Reduction Pgm**

**F.1.9. Trauma Care Program**

**F.1.10. Other Loan Repayment Programs**

**F.1.11. Mental Health Prof Loan Repay Pgm**

**GOAL G. Research**

**G.1.1. Autism Program**

**G.1.2. Texas Research Incentive Program**

**G.1.3. Tobacco Earn Minority Hth Res & Ed**

**G.1.4. Tobacco Earnings-Nursing/Health/Oth**

**GOAL H. Baylor College of Medicine**

**H.1.1. BCOM-Undergrad Medical Ed**

*Output Measure): (Key)*

- *Percentage of BCOM graduates entering Texas residency programs **REPLACE** previously was an **OUTCOME performance measure.***

- *Percentage of BCOM graduates entering primary care residency programs **REPLACE** previously was an **OUTCOME performance measure.***

*Output Measure: (Non-Key)*

- 1. Number of Texas resident BCOM medical students funded **EXISTING***
- 2. Average amount per BCOM student **EXISTING***

**H.1.2. BCOM-Graduate Medical Ed**

**H.1.3. Baylor Coll Med Perm Endowment Fund**

**H.1.4. Baylor Coll Med Perm Health Fund**

## **Deleted Performance Measures**

### **Outcome**

% increase in fall student headcount enrollment **REPLACE**  
% increase in bachelor/associates degrees and certificates - **REPLACE**  
% underprepared public 2 year students graduating in 6 years  
% underprepared math students completing college level course  
% underprepared reading students completing college level course  
% underprepared writing students completing college level course  
% of African-Amer. University students graduating in 6 years  
% of Hispanic University students graduating in 6 years  
Train institutions on state financial aid  
Texas' share of total fed funding to high ed inst. For R&D in sci/eng.  
Number of commercialization efforts resulting from NHARP  
Educational achievement  
Entered employment rate  
Employment retention rate  
E&G deferred maintenance as a percent of E&G building replacement value  
Requests acted upon within 10 days  
% independent college students receiving tuition equalization grants  
# students at independent colleges & universities as % of total enrollment  
% Students rec. FA employed through Texas college work study program  
% Teach for Texas Loan Repay Prog. Recip. Teach 3 Years  
% Family practice residency program completers in medic underserved areas  
% percent family practice residency program completers practicing in Texas  
% Baylor College of Medicine Grads Entering TX Residency Programs - **REPLACE**  
% Baylor College of Medicine Grads Entering Primary Care Residencies - **REPLACE**  
% students passing part 1 and part 2 of the national licensing exam  
Pass Rate on State Cert Exams at Centers for Teacher Educ. at TADC Inst - **REPLACE**  
Response Time to Requests for Information - **REPLACE**

### **1-1-1 College Readiness**

Number increase in fall student headcount enrollment  
Number increase in the number of degrees and certificates awarded  
Number of non-loan financial aid awards  
Amount of non-loan financial aid funds distributed  
Dollars appropriated for Dev Ed.



\$ For Developmental Ed. % of lower-division instruction  
Percent of faculty who are African-Amer.  
Percent of faculty who are Hispanic  
% Anglo high school grads enrolled in Texas Public College or Univ.  
% African-Amer. High school grads enrolled in Texas Public College or Univ.  
% Hispanic high school grads enrolled in Texas Public College or Univ.  
% Native American high school grads enrolled in Texas Public College or Univ.  
% Asian-Amer. high school grads enrolled in Texas Public College or Univ.

### **1-1-2 Student Loan Program**

Default rate on Hinson Hazlewood loans  
Operating Expense for Hinson-Hazlewood Loan Program  
Current Default Rate for the Hinson-Hazlewood State Loan Programs **REPLACE**

### **1-2-1 AQW**

# Public Univ. Pgms Health related pgms and admin. Changes reviewed  
# of career school and college and public 2 year college pgms reviewed  
Dollars of fed obligations – R&D in sci and engineering  
Additional dollars resulting from NHARP funding  
\$ amount of research expenditures of Texas public inst.

### **1-3-1 SPF**

% of requests for computerized info responded to within three days

### **2-1-1 TEXAS Grant**

Persistence rate TXG recipients after 1 year – Public Comm. Coll. **REPLACE**  
Persistence rate TXG recipients after 1 year – Public Tech Coll. **REPLACE**

### **2-1-2 BOT**

% TEXAS BOT loans forgiven **Program is being phased out**

### **2-1-4 TEG**

% TEG recipients with baccalaureate within six academic years  
% TEG recipients who are minority students  
% TEG recipients who earn a BA within 4 academic years

### **3-1-1 NHARP**

# Students receiving ed and Exp through NHARP projects  
Number of NHARP research projects funded

### **4-1-6 PELRP**

Number of physicians receiving PELRP payments **REPLACE**

### **6-1-10 College Readiness and Success Grants**

Number of students in CRI funded programs  
Number of teachers in CRI funded professional devel. pgms

**SCHEDULES A & B**  
**REQUESTED CHANGES TO AGENCY BUDGET STRUCTURE ELEMENTS**  
**(GOALS, STRATEGIES, MEASURES AND MEASURE DEFINITIONS)**  
**FOR THE 2018–19 BIENNIUM**

**AGENCY NAME:** The Texas Higher Education Coordinating Board

<b>ELEMENT</b> Identify the current Goal, Strategy, Measure or Measure Definition.	<b>REQUESTED CHANGE</b> Indicate requested change using strike-through to delete text and underscore to add text.	<b>JUSTIFICATION FOR REQUESTED CHANGE</b> Explain the reason for the proposed change.	<b>LBB AND/OR OOG APPROVED CHANGE (if different from agency request)</b>	<b>LBB / OOG COMMENTS</b>	<b>STATUS</b>
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**Note:** The most recent goal, strategy and measure definition descriptions are located on Web ABEST. After logging on, select *Performance* then *Reports* to obtain the appropriate text. Measure definition must include all eight prescribed categories of information (i.e., short definition, purpose/importance, source/collection of data, method of calculation, data limitations, calculation type, new or existing measure, and desired performance).

<b>Goal No. 1</b> Coordinate & Plan for Higher Ed		To describe more accurately the primary administrative work being performed within the strategies (i.e. divisions) listed under this goal.			NA
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<b>Goal No. 1</b> Coordinate & Plan for Higher Ed <b>Objective No. 1</b> Coordinate & Plan for Higher Ed <b>Outcome No. 1 KEY</b> Percent of public bachelor's degree graduates completing with no more than 3 hours of their degree plan.	<b>Definition:</b> Percent of public bachelor's degree graduates completing with no more than 3 semester credit hours in excess of their degree plan <b>Purpose:</b> Support statewide higher education plan student debt goal by working to reduce SCH to degree. <b>Data Source:</b> Coordinating Board CBM001 (Student Report) and CBM009 (Graduation Report). <b>Method of Calculation:</b> Number of bachelor's degree graduates who attempt no more than three semester credit hours (SCH) of the SCH required to complete their degree plan divided by the total number of bachelor's degree graduates. To determine SCH attempted compile all college-level semester credit hours a graduate	Aligns with the data needed to monitor progress towards achieving the completion goal of the state's new higher education, 60x30TX, as well as to increase transparency and efficiency in the use of general revenue that is used to support the administration of programs compared to the amount of trustee funds that are administered by the agency.			NA
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ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	attempted for up to 10 years prior to the time of college graduation; do not include developmental education SCH attempted; do not include dual credit SCH attempted. <b>Data Limitations:</b> SCH earned by students prior to transfer into a Texas public institution from an out-of-state or a private institution are not included. <b>Calculation Type:</b> N <b>New Measure:</b> Y <b>Desired Performance:</b> H				
<b>Goal No. 1</b> Coordinate & Plan for Higher Ed <b>Objective No. 1</b> Coordinate & Plan for Higher Ed <b>Outcome No. 2 KEY</b> Percent of public two-year institution students graduating with no more than 3 hours of their award plan.	<b>Definition:</b> Percent of public two-year institution students graduating with no more than 3 hours of their award plan <b>Purpose:</b> Support statewide higher education plan student debt goal by working to reduce SCH to degree. <b>Data Source:</b> Coordinating Board CBM001 (Student Report) and CBM009 (Graduation Report). <b>Method of Calculation:</b> Number of associate degree graduates who attempt no more than three semester credit hours (SCH) of the SCH required to complete their degree plan divided by the total number of associate degree graduates. To determine SCH attempted compile all college-level semester credit hours a graduate attempted for up to 10 years prior to the time of college graduation; do not include developmental education SCH attempted; do not include dual credit SCH attempted.	Aligns with the data needed to monitor progress towards achieving the completion goal of the state's new higher education, 60x30TX, as well as to increase transparency and efficiency in the use of general revenue that is used to support the administration of programs compared to the amount of trustee funds that are administered by the agency.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	<b>Data Limitations:</b> SCH for students who transfer into a public from out-of-state or a private institution are not included <b>Calculation Type:</b> N <b>New Measure:</b> Y <b>Desired Performance:</b> H				
<b>Goal No. 1</b> <u>Coordinate &amp; Plan for Higher Ed</u> <b>Objective No.</b> <u>Coordinate &amp; Plan for Higher Ed</u> <b>Outcome No. 3 KEY</b> <u>Number of Master's degrees, Bachelor's degrees, Associate's degrees and Certificates awarded.</u>	<b>Definition:</b> Number of Master's degrees, Bachelor's degrees, Associate's degrees and Certificates awarded <b>Purpose:</b> Support statewide higher education plan student debt goal by working to reduce SCH to degree <b>Data Source:</b> Data on public institutions will come from the Coordinating Board CBM009 degrees reported each fall for the preceding academic year; data on independent institutions will come from the Independent Colleges and Universities of Texas (ICUT) CBM009 report for the preceding academic year; data on career schools will come from the CBM009 career school report for the preceding academic year. <b>Method of Calculation:</b> Number of masters, bachelor and associate degrees reported and level one, level two certificate, and advanced technical certificates awarded by Texas higher education institutions. Uses most current fiscal year data available. <b>Data Limitations:</b> NA <b>Calculation Type:</b> N <b>New Measure:</b> Y <b>Desired Performance:</b> H	Aligns with the data needed to monitor progress towards achieving the completion goal of the state's new higher education, 60x30TX, as well as to increase transparency and efficiency in the use of general revenue that is used to support the administration of programs compared to the amount of trustee funds that are administered by the agency.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
<p><b>Goal No. 1</b> <u>Coordinate &amp; Plan for Higher Ed</u></p> <p><b>Objective No. 1</b> <u>Coordinate &amp; Plan for Higher Ed</u></p> <p><b>Outcome No. 4 KEY</b> <u>Number of economically disadvantaged undergraduate students completing a certificate or degree.</u></p>	<p><b>Definition:</b> Number of economically disadvantaged undergraduate students completing a certificate or degree</p> <p><b>Purpose:</b> Support statewide higher education plan student completion goal for critical populations targeted</p> <p><b>Data Source:</b> Support statewide higher education plan student completion goal for critical populations targeted</p> <p><b>Method of Calculation:</b> The number of public and independent IHE graduates who are identified as economically disadvantaged as determined by the students' status as receiving Pell at any time (from 1997 forward) for the most current fiscal year available.</p> <p><b>Data Limitations:</b> Financial aid data on Career school students is not included (not available). Includes publics and Independents ( ICUTs) only. Data on Pell is only available back to 1997.</p> <p><b>Calculation Type:</b> N</p> <p><b>New Measure:</b> Y</p> <p><b>Desired Performance:</b> H</p>	<p>Aligns with the data needed to monitor progress towards achieving the completion goal of the state's new higher education, 60x30TX, as well as to increase transparency and efficiency in the use of general revenue that is used to support the administration of programs compared to the amount of trusteeed funds that are administered by the agency.</p>			NA
<p><b>Goal No. 1</b> <u>Coordinate &amp; Plan for Higher Ed</u></p> <p><b>Objective No. 1</b> <u>Coordinate &amp; Plan for Higher Ed</u></p> <p><b>Outcome No. 5 KEY</b> <u>Agency administrative costs as a percentage of the overall agency funding and loan portfolio.</u></p>	<p><b>Definition:</b> Agency administrative costs as a percentage of the overall agency trusteeed and loan program funds.</p> <p><b>Purpose:</b> This measure is to measure the efficiency of the utilization of funds that are used to administer state programs within the Coordinating Board.</p>	<p>Aligns with the data needed to monitor progress towards achieving the completion goal of the state's new higher education, 60x30TX, as well as to increase transparency and efficiency in the use of general revenue that is used to support the administration of programs compared to the amount of trusteeed funds that are administered by the agency.</p>			NA

<b>ELEMENT</b> Identify the current Goal, Strategy, Measure or Measure Definition.	<b>REQUESTED CHANGE</b> Indicate requested change using strike-through to delete text and underscore to add text.	<b>JUSTIFICATION FOR REQUESTED CHANGE</b> Explain the reason for the proposed change.	<b>LBB AND/OR OOG APPROVED CHANGE (if different from agency request)</b>	<b>LBB / OOG COMMENTS</b>	<b>STATUS</b>
	<b>Data Source:</b> Data will originate from the agency's accounting system. <b>Method of Calculation:</b> Total expenditures and encumbrances for the A and B goals, divided by total expenses of all administration, trustee, community college and loan programs. <b>Data Limitations:</b> Data is not available until after the end of the fiscal year <b>Calculation Type:</b> N <b>New Measure:</b> Y <b>Desired Performance:</b> L				

**Goal No. 1** Coordinate & Plan for Higher Ed  
**Objective No. 1** Coordinate & Plan for Higher Ed  
**Outcome No. 6 NON-KEY** Percent decrease of attempted semester credit hours toward an associate degree

**Definition:** Percent decrease in attempted semester credit hours toward an associate degree.  
**Purpose:** Support statewide higher education plan student debt goal by

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	certificate if not identified as dual credit. <b>Data Limitations:</b> SCH earned by students prior to transfer into a public institutions from an out-of-state or a private institution are not included. <b>Calculation Type:</b> N <b>New Measure:</b> Y <b>Desired Performance:</b> L				
<u>Goal No. 1</u> Coordinate & Plan for Higher Ed <u>Objective No. 1</u> Coordinate & Plan for Higher Ed <u>Outcome No. 7 NON-KEY</u> - Percent decrease in attempted semester credit hours toward a bachelor's degree.	<b>Definition:</b> Percent decrease in attempted semester credit hours toward a bachelor's degree. <b>Purpose:</b> Support statewide higher education plan student debt goal by working to reduce SCH to degree. <b>Data Source:</b> Coordinating Board CBM001 (Student Report) and CBM009 (Graduation Report). <b>Method of Calculation:</b> % decrease in avg. # of semester credit hrs attempted for bachelor's degree completion for public bachelor's grads. To determine SCH attempted compile all college-level semester credit hrs a graduate attempted at TX public institutions for up to 10 yrs prior to the time of college graduation; do not include developmental ED SCH attempted; do not include dual credit SCH attempted include credits attempted toward associate degree completion or completion of a certificate if not ID as dual credit. <b>Data Limitations:</b> SCH earned by students prior to transfer into a Texas public institution from an out-	Aligns with the data needed to monitor progress towards achieving the completion goal of the state's new higher education, 60x30TX, as well as to increase transparency and efficiency in the use of general revenue that is used to support the administration of programs compared to the amount of trustee funds that are administered by the agency.  Note: This measure was previously a KEY Measure.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	of-state or a private institution are not included. <b>Calculation Type: N</b> <b>New Measure: Y</b> <b>Desired Performance: L</b>				
<b>Goal No. 1</b> Coordinate & Plan Higher Ed <b>Objective No. 1</b> Coordinate & Plan for Higher Ed <b>Outcome No. 8 NON-KEY</b> Percent increase in the completion of undergraduate certificates, associate degrees, bachelor's degrees and master's degrees.	<b>Definition:</b> Percent increase in the completion of undergraduate certificates, associate degrees, bachelor's degrees and master's degrees. <b>Purpose:</b> Support statewide higher education plan completion goal. <b>Data Source:</b> Coordinating Board CBM001 (Student Report) and CBM009 (Graduation Report). <b>Method of Calculation:</b> Percent increase in the completion of undergraduate certificates, associate degrees, bachelor's degrees and master's degrees. <b>Data Limitations: NA</b> <b>Calculation Type: N</b> <b>New Measure: Y</b> <b>Desired Performance: L</b>	Aligns with the data needed to monitor progress towards achieving the completion goal of the state's new higher education, 60x30TX, as well as to increase transparency and efficiency in the use of general revenue that is used to support the administration of programs compared to the amount of trustee funds that are administered by the agency.  Note: This measure was previously a KEY Measure.			NA
<b>Goal No. 1</b> Coordinate & Plan for Higher Ed <b>Objective No. 1</b> Coordinate & Plan for Higher Ed <b>Outcome No. 9 NON-KEY</b> Percent increase in fall student headcount enrollment	<b>Definition:</b> Percent increase in fall student headcount enrollment. <b>Purpose:</b> Percent increase in fall student headcount enrollment. <b>Data Source:</b> Data on public institutions will come from the Coordinating Board CBM001 student reports and data on independent institutions will come from the Independent Colleges and Universities of Texas (ICUT) CBM001 report. Data on Career	Aligns with the data needed to monitor progress towards achieving the completion goal of the state's new higher education, 60x30TX, as well as to increase transparency and efficiency in the use of general revenue that is used to support the administration of programs compared to the amount of trustee funds that are administered by the agency.			NA



ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	<p>schools will come front the Career school CBM001 report.</p> <p><b>Method of Calculation:</b> Data reported for Higher Education institutions for the current fall headcount minus the prior fall headcount divided by the prior fall headcount.</p> <p><b>Data Limitations:</b> Data for some sectors and for Flex Enrollments are not available until April of the following year.</p> <p><b>Calculation Type: N</b></p> <p><b>New Measure: Y</b></p> <p><b>Desired Performance: H</b></p>	<p>Note: This measure was previously a KEY Measure.</p>			
<p><b>Goal No. 1</b> Coordinate &amp; Plan for Higher Ed</p> <p><b>Objective No. 1</b> Coordinate &amp; Plan for Higher Ed</p> <p><b>Outcome No. 10 NON-KEY</b></p> <p>Percentage of first-time university students who have not met TSI graduating in 6 years</p>	<p>Name changed from:</p> <p>“% Underprepared University Students Graduating in 6 years.”</p>	<p>Aligns with the data needed to monitor progress towards achieving the completion goal of the state's new higher education, 60x30TX, as well as to increase transparency and efficiency in the use of general revenue that is used to support the administration of programs compared to the amount of trustee funds that are administered by the agency.</p> <p>Note: This was a KEY measure previously.</p>			NA
<p><b>Goal No. 1</b> Coordinate &amp; Plan for Higher Ed</p> <p><b>Objective No. 1</b> Coordinate &amp; Plan for Higher Ed</p> <p><b>Outcome No. 11 NON-KEY</b></p> <p>College-level course success rate of students who have not met TSI in public institutions of higher education</p>	<p>Name changed from:</p> <p>“College-level Course Success Rate of Underprepared University Students.”</p>	<p>Aligns with the data needed to monitor progress towards achieving the completion goal of the state's new higher education, 60x30TX, as well as to increase transparency and efficiency in the use of general revenue that is used to support the administration of programs compared to the amount of trustee</p>			NA

<b>ELEMENT</b> Identify the current Goal, Strategy, Measure or Measure Definition.	<b>REQUESTED CHANGE</b> Indicate requested change using strike-through to delete text and underscore to add text.	<b>JUSTIFICATION FOR REQUESTED CHANGE</b> Explain the reason for the proposed change.	<b>LBB AND/OR OOG APPROVED CHANGE (if different from agency request)</b>	<b>LBB / OOG COMMENTS</b>	<b>STATUS</b>
		funds that are administered by the agency.			
<b>Goal No. 1</b> Coordinate & Plan for Higher Ed. <b>Objective No. 1</b> Coordinate & Plan for Higher Ed. <b>Outcome No. 12 NON-KEY</b> % University Students Graduating in 4 Years.		Aligns with the data needed to monitor progress towards achieving the completion goal of the state's new higher education, 60x30TX, as well as to increase transparency and efficiency in the use of general revenue that is used to support the administration of programs compared to the amount of trustee funds that are administered by the agency. Note: This was a KEY measure previously.			<b>NA</b>
<b>Goal No. 1</b> Coordinate & Plan for Higher Ed. <b>Objective No. 1</b> Coordinate & Plan for Higher Ed. <b>Outcome No.13 NON-KEY</b> % Public 2-Year Institution Students Graduating in 3 Years.		Aligns with the data needed to monitor progress towards achieving the completion goal of the state's new higher education, 60x30TX, as well as to increase transparency and efficiency in the use of general revenue that is used to support the administration of programs compared to the amount of trustee funds that are administered by the agency.			<b>NA</b>
<b>Goal No. 1</b> Coordinate & Plan for Higher Ed. <b>Objective No. 1</b> Coordinate & Plan for Higher Ed. <b>Outcome No. 14 NON-KEY</b> Percentage of University Students Graduating in Six Years.		No changes except for Goal letter, Objective name and Outcome number. This is an existing NON-KEY measure.  Note: This was previously a KEY measure.			<b>NA</b>

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
<b>Goal No. 1</b> Coordinate & Plan for Higher Ed. <b>Objective No. 1</b> Coordinate & Plan for Higher Ed. <b>Outcome No. 15 NON-KEY</b> Percentage Increase in Research Expenditures at TX Public Institutions		No changes except for Goal letter, Objective name and Outcome number. This is an existing NON-KEY measure.			NA
<b>Goal No. 1</b> <u>Coordinate &amp; Plan for Higher Ed.</u> <b>Objective No. 1</b> <u>Coordinate &amp; Plan for Higher Ed.</u> <b>Outcome No. 16 NON-KEY</b> <u>Percentage of students who are found working or enrolled in higher education within one year after earning a degree or certificate</u>	<b>Definition:</b> Percentage of students who are found working or enrolled in higher education within one year after earning a degree or certificate. <b>Purpose:</b> Support statewide higher education plan Marketable Skills goal. <b>Data Source:</b> CBM001 and CBM009, Texas Unemployment Insurance (UI) wage records and Federal Employment Database Exchange Service (FEDES) including records for Office of Personnel Management (OPM) and CB 116. <b>Method of Calculation:</b> Percent of graduates employed in Texas in the fourth quarter of the calendar year in which the program (fiscal) year ends and/or enrolled in a Texas institution in the following fall after the school year in which the program year ends. <b>Data Limitations:</b> Wage data is not available for some categories of graduates, such as for students who are employed out- of -state or				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	for individuals who are self-employed. <b>Calculation Type: N</b> <b>New Measure: Y</b> <b>Desired Performance:</b>				
<b>Goal No. 1</b> Coordinate & Plan for Higher Ed. <b>Objective No. 1</b> Coordinate & Plan for Higher Ed. <b>Outcome No. 17 NON-KEY</b> Number of information requests acted upon within 10 work days	<b>Definition:</b> Number of information requests acted upon within 10 days. <b>Purpose:</b> Provide higher education data to stakeholders for a variety of purposes. <b>Data Source:</b> CRAFT System information requests assigned to the SPF Division (and not reassigned). <b>Method of Calculation:</b> # of info req rcvd through CRAFT sys that are rpt as acted upon within 10 days. Req. which are reassigned to other div. will not be incld. Acted upon incls action taken to contact the requestor. Rsps might include: info req. is provided incld online links to info; expl. provided why info is not avail. due to FERPA, is not collected, etc.; or contact is made about next steps regarding the req. Final timing for provid.info will depend on staff avail, scope of req., priority of req., & requestor. <b>Data Limitations: NA</b> <b>Calculation Type: N</b> <b>New Measure: Y</b> <b>Desired Performance: H</b>				NA
<b>Goal No. 1</b> Coordinate & Plan for Higher Ed.	<b>Definition:</b> Number of data requests resolved or completed.				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
<u>Objective No. 1</u> Coordinate & Plan for Higher Ed <u>Outcome No. 18 NON-KEY</u> Number of data requests resolved or completed	<b>Purpose:</b> Provide the scope of data requests being filled by the division. <b>Data Source:</b> Internal process to accumulate data requests made through a number of avenues (via Email, CRAFT system, phone calls, etc.). <b>Method of Calculation:</b> Count the number of data requests, both internal and external, made to the Division in the fiscal year which have been resolved or completed. <b>Data Limitations:</b> NA <b>Calculation Type:</b> N <b>New Measure:</b> Y <b>Desired Performance:</b> L				
<u>Goal No. 1</u> Coordinate & Plan for Higher Ed. <u>Objective No. 1</u> Coordinate & Plan for Higher Ed. <u>Outcome No. 19 NON-KEY</u> Data Access to Researchers.	<b>Definition:</b> Provide access to state higher education data to researchers who are studying education-related topics of value to the state. <b>Purpose:</b> Provide higher education data to researchers to improve educational outcomes. <b>Data Source:</b> ERC records; internal records affiliated with access to research PC; contracts with researchers/research organizations. <b>Method of Calculation:</b> Count the number of researchers who have requested and been granted access to use Coordinating Board data to conduct education-related studies of benefit to the state of Texas in the most recent fiscal year. Note that, for access to referenced data, all proposed				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	<p>projects must undergo review prior to approval and FERPA reviews must be conducted before any aggregate data is released. Researchers at ERCs, those using the CB Research PC, and those with contracts to work at the CB are included.</p> <p><b>Data Limitations:</b> This only includes researchers who request permission to access and work directly with higher education unit-level data sets; researchers who are provided data produced by staff or who access higher education data via the data website and interactive portals are not included.</p> <p><b>Calculation Type: N</b>  <b>New Measure: Y</b>  <b>Desired Performance: L</b></p>				
KEY OUTCOME PEFORMANCE MEASURE	<del>% increase in fall student headcount enrollment</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
KEY OUTCOME PEFORMANCE MEASURE	<del>% increase in bachelor/associates degrees and certificates</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
NON- KEY OUTCOME PEFORMANCE MEASURE	<del>% underprepared public 2 year students graduating in 6 years</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
NON- KEY OUTCOME PEFORMANCE MEASURE	<del>% underprepared math students completing college level course</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
NON- KEY OUTCOME PEFORMANCE MEASURE	<del>% underprepared reading students completing college level course</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
NON- KEY OUTCOME PEFORMANCE MEASURE	<del>% underprepared writing students completing college level course</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
NON- KEY OUTCOME PEFORMANCE MEASURE	<del>% of African-American University students graduating in 6 years</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
NON- KEY OUTCOME PEFORMANCE MEASURE	<del>% of Hispanic University students graduating in 6 years</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
NON- KEY OUTCOME PEFORMANCE MEASURE	<del>Train institutions on state financial aid</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
NON- KEY OUTCOME PEFORMANCE MEASURE	<del>Texas' share of total fed funding to high ed. inst. For R&amp;D in sci/eng</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
NON- KEY OUTCOME PEFORMANCE MEASURE	<del>Number of commercialization efforts resulting from NHARP</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
NON- KEY OUTCOME PEFORMANCE MEASURE	<del>Educational achievement</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA

<b>ELEMENT</b> Identify the current Goal, Strategy, Measure or Measure Definition.	<b>REQUESTED CHANGE</b> Indicate requested change using strike-through to delete text and underscore to add text.	<b>JUSTIFICATION FOR REQUESTED CHANGE</b> Explain the reason for the proposed change.	<b>LBB AND/OR OOG APPROVED CHANGE (if different from agency request)</b>	<b>LBB / OOG COMMENTS</b>	<b>STATUS</b>
NON- KEY OUTCOME PERFORMANCE MEASURE	<del>Entered employment rate</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
NON- KEY OUTCOME PERFORMANCE MEASURE	<del>Employment retention rate</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
NON- KEY OUTCOME PERFORMANCE MEASURE	<del>E&amp;G deferred maintenance as a percent of E&amp;G building replacement value</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
NON- KEY OUTCOME PERFORMANCE MEASURE	<del>Requests acted upon within 10 days</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
NON- KEY OUTCOME PERFORMANCE MEASURE	<del>% independent college students receiving tuition equalization grants</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
NON- KEY OUTCOME PERFORMANCE MEASURE	<del># students at independent colleges &amp; universities as % of total enrollment</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
KEY OUTCOME PERFORMANCE MEASURE	<del>% students rec. FA employed through Texas college work study program</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
NON- KEY OUTCOME PERFORMANCE MEASURE	<del>% Family practice residency program completers in medie underserved areas</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA



ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
NON- KEY OUTCOME PERFORMANCE MEASURE	<del>% Family practice residency program completers practicing in Texas</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
NON- KEY OUTCOME PERFORMANCE MEASURE	<del>% students passing part 1 and part 2 of the national licensing exam</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
NON- KEY OUTCOME PERFORMANCE MEASURE	<del>% Teach for Texas Loan Repay Program Recip. Teach 3 Years</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
KEY OUTCOME PERFORMANCE MEASURE	<del>% of Baylor College of Medicine Grads Entering TX Residency Programs</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
KEY OUTCOME PERFORMANCE MEASURE	<del>Pass Rate on State Cert Exams at Centers for Teacher Educ. at TADC Inst</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			
KEY OUTCOME PERFORMANCE MEASURE	<del>% Baylor College of Medicine Grads Entering Primary Care Residencies</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
NON- KEY OUTCOME PERFORMANCE MEASURE	<del>Response Time To Requests for Information</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
<u>Goal No. 1</u> Coordinate & Plan for Higher Ed. <u>Objective No. 1</u> Coordinate & Plan for Higher Ed.	<b>Definition:</b> Number of public institutions of higher education program reviews and administrative requests processed.				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
<b>Strategy No. 4 Academic Quality &amp; Workforce</b> <b>Measure Type: OP NON-KEY</b> <b>Measure No. 1</b> Number of Public institutions of higher education program reviews and administrative requests processed.	<b>Purpose:</b> Quantify an aspect of the Academic Quality and Workforce Division's workload. <b>Data Source:</b> Internal records. <b>Method of Calculation:</b> Calculate the total number of program reviews and administrative requests processed in a fiscal year. <b>Data Limitations: None</b> <b>Calculation Type: N</b> <b>New Measure: Y</b> <b>Desired Performance: H</b>				
<b>Goal No. 1</b> Coordinate & Plan for Higher Ed. <b>Objective No. 1</b> Coordinate & Plan for Higher Ed. <b>Strategy No. 4 Academic Quality &amp; Workforce</b> <b>Measure Type: OP NON-KEY</b> <b>Measure No. 2</b> Number of career schools and colleges reviewed.	<b>Definition:</b> Number of career schools and colleges reviewed. <b>Purpose:</b> Quantify an aspect of the Academic Quality and Workforce Division's workload. Ensure the quality of private schools in Texas and institutions headquartered outside of Texas operating in Texas. <b>Data Source:</b> Internal Records <b>Method of Calculation:</b> Calculate the total number of career schools and colleges reviewed in a fiscal year <b>Data Limitations: None</b> <b>Calculation Type: N</b> <b>New Measure: Y</b> <b>Desired Performance: H</b>				NA
<b>Goal No. 1</b> Coordinate & Plan for Higher Ed. <b>Objective No. 1</b> Coordinate & Plan for Higher Ed. <b>Strategy No. 4 Academic Quality &amp; Workforce</b> <b>Measure Type: OP NON-KEY</b>	<b>Definition:</b> Number of Certificates of Authority and Certificates of Authorization reviewed <b>Purpose:</b> Quantify an aspect of the Academic Quality and Workforce Division's workload. Ensure the quality of private schools in Texas				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
<u>Measure No. 3</u> Number of Certificates of Authority and Certificates of Authorization reviewed	and institutions headquartered outside of Texas operating in Texas. <b>Data Source:</b> Internal Records <b>Method of Calculation:</b> Calculate the total number of Certificates of Authority and Certificates of Authorization reviewed in a fiscal year <b>Data Limitations:</b> None <b>Calculation Type:</b> N <b>New Measure:</b> Y <b>Desired Performance:</b> H				
<u>Goal No.1</u> Coordinate & Plan for Higher Ed. <u>Objective No. 1</u> Coordinate & Plan for Higher Ed. <u>Strategy No. 4</u> Academic Quality & Workforce <b>Measure Type:</b> OP NON-KEY <u>Measure No. 4</u> Number of Reports and Studies	<b>Definition:</b> Number of reports and studies. <b>Purpose:</b> Quantify an aspect of the Academic Quality and Workforce Division's workload. <b>Data Source:</b> Internal Records <b>Method of Calculation:</b> Calculate the total number of reports and studies produced in a fiscal year. <b>Data Limitations:</b> None <b>Calculation Type:</b> N <b>New Measure:</b> Y <b>Desired Performance:</b> H				NA
<u>Goal No.1</u> Coordinate & Plan for Higher Ed. <u>Objective No. 1</u> Coordinate & Plan for Higher Ed. <u>Strategy No. 4</u> Academic Quality & Workforce <b>Measure Type:</b> OP NON-KEY <u>Measure No. 5</u> Number of SARA (State Authorization Reciprocity Agreement) applications processed	<b>Definition:</b> Number of SARA (State Authorization Reciprocity Agreement) applications processed <b>Purpose:</b> Quantify an aspect of the Academic Quality and Workforce Division's workload. Ensure the integrity and quality of distance education (on-line) programs offered by SARA member institutions. <b>Data Source:</b> Internal Records				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	<b>Method of Calculation:</b> Calculate the total number of SARA applications processed in a fiscal year <b>Data Limitations:</b> None <b>Calculation Type:</b> N <b>New Measure:</b> Y <b>Desired Performance:</b> H				
<b>Goal No.1</b> Coordinate & Plan for Higher Ed. <b>Objective No. 1</b> Coordinate & Plan for Higher Ed. <b>Strategy No. 4</b> Academic Quality & Workforce <b>Measure Type:</b> OP NON-KEY <b>Measure No. 6</b> Percentage increase in research expenditures at Texas public institutions.	<b>Definition:</b> Percentage increase in research expenditures at Texas public institutions. <b>Purpose:</b> Measure rates of increase in research expenditures at Texas public institutions. <b>Data Source:</b> Institutions of higher education. <b>Method of Calculation:</b> Calculate percentage increase of total research expenditures from fiscal year to the next. <b>Data Limitations:</b> Federal data can have considerable lag times. Expenditure reports must be the latest available data. <b>Calculation Type:</b> N <b>New Measure:</b> N <b>Desired Performance:</b> H				NA
Academic Quality and Workforce performance measures	<del># Public Univ. Pgms. Health related pgms. and admin.</del> Changes reviewed	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
Academic Quality and Workforce performance measures	<del># of career school and college and public 2-year college pgms.</del> reviewed	To align budget goals more closely to the state's higher education plan 60x30TX.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Academic Quality and Workforce performance measures	<del>Dollars of fed obligations — R&amp;D in sci and engineering</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
Academic Quality and Workforce performance measures	<del>Additional dollars resulting from NHARP funding</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
Academic Quality and Workforce performance measures	<del>\$ amount of research expenditures of Texas public inst.</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
					NA
Goal No. 1 Coordinate & Plan for Higher Ed. Objective No. 1 Coordinate & Plan for Higher Ed. Strategy No. 1 College Readiness & Success		Reflects the change in the division name as a result of the agency's reorganization in 2014.			NA
Goal No. 1 Coordinate & Plan for Higher Ed. Objective No. 1 Coordinate & Plan for Higher Ed. Strategy No. 1 College Readiness & Success Measure Type: OP KEY Measure No. 1 Percent of students who enter developmental education at a public 4 year college and complete a credential.	Definition: Percent of students who enter developmental education at a public four-year college and complete a credential. Definition- :Of the public four-year college first time summer/fall entering undergraduates who were not TSI-exempted and were not determined to meet the standard on the TSI test for initial placement, the percent who were awarded a baccalaureate or above within six years.	To align with the data needed to monitor progress towards achieving the goals of the state's new higher education, 60x30TX, as well as to monitor student success points for community colleges.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	<p><b>Purpose:</b> Support statewide higher education plan student completion goal for critical populations targeted.</p> <p><b>Data Source:</b> Data are from the cohort (summer/fall entering undergraduates) that entered six years prior as certified by the institutions and compiled by the Educational Data Center (CBM001 and CBM002).</p> <p><b>Method of Calculation:</b> (a) Take the number of first-time summer/fall entering undergraduates at public four-year colleges (from CBM001). (b) Determine the number who took the initial TSI test and did not pass it (from CBM002). (c) Of those students, determine the number who were awarded a baccalaureate or above within six years. (d) Divide the number of students in (c) by the number of students in (b) and express it as a percentage.</p> <p><b>Data Limitations:</b> Academic data (test or prep course results) is not available on TSI for every student as TSI does not apply to some categories of students such as students seeking Level 1 Certificates.</p> <p><b>Calculation Type: N</b> <b>New Measure: Y</b> <b>Desired Performance: H</b></p>				
<p><b>Goal No. 1</b> <u>Coordinate &amp; Plan for Higher Ed.</u></p> <p><b>Objective No. 1</b> <u>Coordinate &amp; Plan for Higher Ed.</u></p>	<p><b>Definition:</b> Percent of students who enter developmental education at a two-year public college and complete a credential. Definition: Of</p>	<p>To align with the data needed to monitor progress towards achieving the goals of the state's new higher education, 60x30TX, as well as to</p>			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
<p><b>Strategy No. 1</b> College Readiness &amp; Success</p> <p><b>Measure Type: OP KEY</b></p> <p><b>Measure No. 2</b> Percent of students who enter development education at a two-year public college and complete a credential.</p>	<p>the public two-year college first time summer/fall entering undergraduates who were not TSI-exempted and were not determined to meet the standard on the TSI test for initial placement, the percent who were awarded a baccalaureate, associate degree, or certificate within three years.</p> <p><b>Purpose:</b> Support statewide higher education plan student completion goal for critical populations targeted.</p> <p><b>Data Source:</b> Data are from the cohort (summer/fall entering undergraduates) that entered six years prior as certified by the institutions and compiled by the Educational Data Center (CBM001 and CBM002).</p> <p><b>Method of Calculation:</b> (a) Take the number of first-time summer/fall entering undergraduates at public four-year colleges (from CBM001). (b) Determine the number who took the initial TSI test and did not pass it (from CBM002). (c) Of those students, determine the number who were awarded a baccalaureate or above within six years. (d) Divide the number of students in (c) by the number of students in (b) and express it as a percentage.</p> <p><b>Data Limitations:</b> Academic data (test or prep course results) is not available on TSI for every student as TSI does not apply to some categories of students such as students seeking Level 1 Certificates.</p> <p><b>Calculation Type: N</b></p>	<p>monitor student success points for community colleges.</p>			

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	New Measure: Y Desired Performance: H				
<p><b>Goal No. 1</b> Coordinate &amp; Plan for Higher Ed. <b>Objective No. 1</b> Coordinate &amp; Plan for Higher Ed. <b>Strategy No. 1</b> College Readiness &amp; Success <b>Measure Type: OP KEY</b> <b>Measure No. 3</b> Percent of students who enter college ready at a public four-year college and complete a credential.</p>	<p><b>Definition:</b> Percent of students who enter college ready at a public four-year college and complete a credential. Definition- :Of the public four-year college first time summer/fall entering undergraduates who weren't TSI-exempted and or were determined to meet the standard on the TSI test for initial placement, the percent who were awarded a baccalaureate or above within six years.</p> <p><b>Purpose:</b> Support statewide higher education plan student completion goal for critical populations targeted</p> <p><b>Data Source:</b> Data are from the cohort (summer/fall entering undergraduates) that entered three years prior as certified by the institutions and compiled by the Educational Data Center in the CBM001 (Student Report) and CBM002 (TSI Report).</p> <p><b>Method of Calculation:</b> (a) Take the number of first-time summer/fall entering undergraduates at public two-year colleges (from CBM001). (b) Determine the number who took the initial TSI test and did not pass it (from CBM002). (c) Of those students, determine the number who were awarded a baccalaureate, associate degree, or certificate within three years. (d) Divide the number of students in (c)</p>	<p>To align with the data needed to monitor progress towards achieving the goals of the state's new higher education, 60x30TX, as well as to monitor student success points for community colleges.</p>			NA



ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	by the number of students in (b) and express it as a percentage. <b>Data Limitations:</b> Academic data (test or prep course results) is not available on TSI for every student as TSI does not apply to some categories of students such as students seeking Level 1 Certificates. <b>Calculation Type: N</b> <b>New Measure: Y</b> <b>Desired Performance: H</b>				
<b>Goal No. 1</b> Coordinate & Plan for Higher Ed. <b>Objective No. 1</b> Coordinate & Plan for Higher Ed. <b>Strategy No. 1</b> College Readiness & Success <b>Measure Type: OP KEY</b> <b>Measure No. 4</b> Percent of students who enter college ready at a two-year public college and complete a credential.	<b>Definition:</b> Percent of students who enter college ready at a two-year public college and complete a credential. Definition: Of the public two-year college first time summer/fall entering undergraduates who were TSI-exempted and were determined to meet the standard on the TSI test for initial placement, the percent who were awarded a baccalaureate, associate degree, or certificate within three years. <b>Purpose:</b> Support statewide higher education plan student completion goal for critical populations targeted <b>Data Source:</b> Data are from the cohort (summer/fall entering undergraduates) that entered six years prior as certified by the institutions and compiled by the Educational Data Center (CBM001 and CBM002). <b>Method of Calculation:</b> (a) Take the number of first-time summer/fall entering undergraduates at public four-year colleges (from CBM001).	To align with the data needed to monitor progress towards achieving the goals of the state's new higher education, 60x30TX, as well as to monitor student success points for community colleges.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	(b) Determine the number who took the initial TSI test and passed it were academically exempted (from CBM002). (c) Of those students, determine the number who were awarded a baccalaureate or above within six years. (d) Divide the number of students in (c) by the number of students in (b) and express it as a percentage. <b>Data Limitations:</b> Academic data (test or prep course results) is not available on TSI for every student as TSI does not apply to some categories of students such as students seeking Level 1 Certificates. <b>Calculation Type: N</b> <b>New Measure: Y</b> <b>Desired Performance: H</b>				
<b>Goal No. 1</b> Coordinate & Plan for Higher Ed. <b>Objective No. 1</b> Coordinate & Plan for Higher Ed. <b>Strategy No. 1</b> College Readiness & Success <b>Measure Type: OP KEY</b> <b>Measure No. 5</b> Number of Student complaints processed.	<b>Definition:</b> Total number of student complaints resolved by the College Readiness and Success Division. <b>Purpose:</b> To help the agency keep track of the number of complaints it's receives on an annual basis in order to improve services to constituents. <b>Data Source:</b> Customer Relationship and Feedback Tracking System (CRAFT). <b>Method of Calculation:</b> CRAFT is a computerized system designed to help manage customer contacts and information. <b>Data Limitations: None</b> <b>Calculation Type: N</b> <b>New Measure: Y</b> <b>Desired Performance: H</b>				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
<b>Goal No. 1</b> <u>Coordinate &amp; Plan for Higher Ed.</u> <b>Objective No. 1</b> <u>Coordinate &amp; Plan for Higher Ed.</u> <b>Strategy No. 1</b> <u>College Readiness &amp; Success</u> <b>Measure Type:</b> EX NON KEY <b>Measure No. 6</b> <u>Developmental education semester credit hours as a percentage of lower-division instruction.</u>	<b>Definition:</b> Developmental education semester credit hours as a percentage of lower-division instruction. <b>Purpose:</b> This measure shows the extent of development education occurring in the state in relation to overall lower-division course taking to monitor the effects of developmental education reform in the state. <b>Data Source:</b> Class report. (CBM004). <b>Method of Calculation:</b> Sum the number of state funded developmental education (CIP group 32) semester credit hours reported in a given fiscal year and divide by the number of state funded lower-division semester credit hours reported. <b>Data Limitations:</b> NA. <b>Calculation Type:</b> N <b>New Measure:</b> Y <b>Desired Performance:</b> H				NA
<b>Goal No. 1</b> <u>Coordinate &amp; Plan for Higher Ed.</u> <b>Objective No. 1</b> <u>Coordinate &amp; Plan for Higher Ed.</u> <b>Strategy No. 1</b> <u>College Readiness &amp; Success</u> <b>Measure Type:</b> EX NON-KEY <b>Measure No. 7</b> <u>Number of Hispanic students completing a masters, bachelors, or associate degree or certificate at Texas institutions of higher education.</u>	<b>Definition:</b> Number of Hispanic students completing a masters, bachelors, or associate degree or certificate at Texas institutions of higher education. <b>Purpose:</b> Support statewide higher education completion goal for critical populations targeted. <b>Data Source:</b> Data on public institutions will come from the Coordinating Board CBM009 degrees reported each fall for the preceding academic year; data on independent institutions will come	To align with the data needed to monitor progress toward achieving the goals of the state's new higher education, 60x30TX, as well as to monitor student success points for community colleges.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	<p>from the Independent Colleges and Universities of Texas (ICUT) CBM009 report for the preceding academic year; data on career schools will come from the CBM009 career school report for the preceding academic year.</p> <p><b>Method of Calculation:</b> Count the number masters, bachelor's and associate degrees and level one, level two, and advanced technical certificates awarded to Hispanics by Texas higher education institutions over the prior year. Uses most current FY data avail.</p> <p><b>Data Limitations: NA</b> <b>Calculation Type: N</b> <b>New Measure: Y</b> <b>Desired Performance: H</b></p>				
<p><b>Goal No. 1</b> Coordinate &amp; Plan for Higher Ed. <b>Objective No. 1</b> Coordinate &amp; Plan for Higher Ed. <b>Strategy No. 1</b> College Readiness &amp; Success <b>Measure Type: EX NON-KEY</b> <b>Measure No. 8</b> Number of African American students completing a degree or certificate at Texas institutions of higher education.</p>	<p><b>Definition:</b> Number of African American students completing a masters, bachelors, or associate degree or certificate at Texas institutions of higher education. Purpose: Support statewide higher education completion goal for critical populations targeted. <b>Data Source:</b> Data on public institutions will come from the Coordinating Board CBM009 degrees reported each fall for the preceding academic year; data on independent institutions will come from the Independent Colleges and Universities of Texas (ICUT) CBM009 report for the preceding academic year; data on career schools will come from the CBM009</p>	<p>To align with the data needed to monitor progress toward achieving the goals of the state's new higher education, 60x30TX, as well as to monitor student success points for community colleges.</p>			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	career school report for the preceding academic year. <b>Method of Calculation:</b> Count the number masters, bachelor's and associate degrees and level one, level two, and advanced technical certificates awarded to African Americans by Texas higher education institutions over the prior year. Uses most current fiscal year data available. <b>Data Limitations: NA</b> <b>Calculation Type: N</b> <b>New Measure: Y</b> <b>Desired Performance: H</b>				
<u><b>Goal No. 1</b> Coordinate &amp; Plan for Higher Ed.</u> <u><b>Objective No. 1</b> Coordinate &amp; Plan for Higher Ed.</u> <u><b>Strategy No. 1</b> College Readiness &amp; Success</u> <u><b>Measure Type: EX NON-KEY</b></u> <u><b>Measure No. 9</b> Number of White students completing a degree or certificate at Texas public institutions of higher education.</u>	<b>Definition:</b> Number of White students completing a masters, bachelors, or associate degree or certificate at Texas institutions of higher education. Purpose: Support statewide higher education completion goal for critical populations targeted. <b>Data Source:</b> Data on public institutions will come from the Coordinating Board CBM009 degrees reported each fall for the preceding academic year; data on independent institutions will come from the Independent Colleges and Universities of Texas (ICUT) CBM009 report for the preceding academic year; data on career schools will come from the CBM009 career school report for the preceding academic year. <b>Method of Calculation:</b> Count the number masters, bachelor's and associate degrees and level one,	To align with the data needed to monitor progress toward achieving the goals of the state's new higher education, 60x30TX, as well as to monitor student success points for community colleges.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	level two, and advanced technical certificates awarded to Whites by Texas higher education institutions over the prior year. Uses most current fiscal year data available. <b>Data Limitations: NA</b> <b>Calculation Type: N</b> <b>New Measure: Y</b> <b>Desired Performance: H</b>				
<b>Goal No. 1</b> Coordinate & Plan for Higher Ed. <b>Objective No. 1</b> Coordinate & Plan for Higher Ed. <b>Strategy No. 1</b> College Readiness & Success <b>Measure Type: EX NON KEY</b> <b>Measure No. 10</b> Number of Asian students completing a degree or certificate at Texas public institutions of higher education.	<b>Definition:</b> Number of Asian students completing a masters, bachelors, or associate degree or certificate at Texas institutions of higher education. <b>Purpose:</b> Support statewide higher education completion goal for critical populations targeted. <b>Data Source:</b> Data on public institutions will come from the Coordinating Board CBM009 degrees reported each fall for the preceding academic year; data on independent institutions will come from the Independent Colleges and Universities of Texas (ICUT) CBM009 report for the preceding academic year; data on career schools will come from the CBM009 career school report for the preceding academic year. <b>Method of Calculation:</b> Count the number masters, bachelor's and associate degrees and level one, level two, and advanced technical certificates awarded to Asians (including Pacific Islanders and Native Hawaiians) by Texas higher education institutions over the prior	To align with the data needed to monitor progress toward achieving the goals of the state's new higher education, 60x30TX, as well as to monitor student success points for community colleges.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	year. Uses most current fiscal year data available. <b>Data Limitations: NA</b> <b>Calculation Type: N</b> <b>New Measure: Y</b> <b>Desired Performance: H</b>				
<b>Goal No. 1</b> Coordinate & Plan for <u>Higher Ed.</u> <b>Objective No. 1</b> Coordinate & Plan for <u>Higher Ed.</u> <b>Strategy No. 1</b> <u>College Readiness &amp; Success</u> <b>Measure Type: EX NON KEY</b> <b>Measure No. 11</b> <u>Number of "Other" students completing a degree or certificate at Texas public institutions of higher education.</u>	<b>Definition:</b> Number of "Other" students completing a masters, bachelors, or associate degree or certificate at Texas institutions of higher education. Purpose: Support statewide higher education completion goal for critical populations targeted. <b>Data Source:</b> Data on public institutions will come from the Coordinating Board CBM009 degrees reported each fall for the preceding academic year; data on independent institutions will come from the Independent Colleges and Universities of Texas (ICUT) CBM009 report for the preceding academic year; data on career schools will come from the CBM009 career school report for the preceding academic year. <b>Method of Calculation:</b> Count the number masters, bachelor's and associate degrees and level one, level two, and advanced technical certificates awarded to students classified as "Other" by Texas higher education institutions over the prior year. Uses most current fiscal year data available. "Other" includes all students who are not classified as any of the following: White, Hispanic, African American,	To align with the data needed to monitor progress toward achieving the goals of the state's new higher education, 60x30TX, as well as to monitor student success points for community colleges.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	Multi-racial one of which is African American, Asian, Native Hawaiian, and Pacific Islander. <b>Data Limitations: NA</b> <b>Calculation Type: N</b> <b>New Measure: Y</b> <b>Desired Performance: H</b>				
<b>Goal No. 1</b> Coordinate & Plan for Higher Ed. <b>Objective No. 1</b> Coordinate & Plan for Higher Ed. <b>Strategy No. 1</b> College Readiness & Success <b>Measure Type: EX NON KEY</b> <b>Measure No. 12</b> Number of male students completing a degree or certificate at Texas public institutions of higher education	<b>Definition:</b> Number of male students completing a degree or certificate at Texas public institutions of higher education. <b>Purpose:</b> Support statewide higher education plan student completion goal for critical populations targeted. <b>Data Source:</b> Data on public institutions will come from the Coordinating Board CBM009 degrees reported each fall for the preceding academic year; data on independent institutions will come from the Independent Colleges and Universities of Texas (ICUT) CBM009 report for the preceding academic year; data on career schools will come from the CBM009 career school report for the preceding academic year. <b>Method of Calculation:</b> Count the number masters, bachelor's and associate degrees and level one, level two, and advanced technical certificates awarded to students classified as male by Texas higher education institutions over the prior year. Uses most current fiscal year data available. <b>Data Limitations: NA</b> <b>Calculation Type: N</b>	To align with the data needed to monitor progress toward achieving the goals of the state's new higher education, 60x30TX, as well as to monitor student success points for community colleges.			NA



ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	New Measure: Y Desired Performance: H				
<p><b>Goal No. 1</b> Coordinate &amp; Plan for Higher Ed. <b>Objective No. 1</b> Coordinate &amp; Plan for Higher Ed. <b>Strategy No. 1</b> College Readiness &amp; Success <b>Measure Type: EX NON-KEY</b> <b>Measure No. 13</b> Number of economically disadvantaged students completing a degree or certificate at Texas public institutions of higher education broken down by ethnicity.</p>	<p><b>Definition:</b> Number of economically disadvantaged students completing a degree or certificate at Texas public institutions of higher education broken down by ethnicity. <b>Purpose:</b> Support statewide higher education plan student completion goal for critical populations targeted. <b>Data Source:</b> CBM 009 (Graduation Report) and FADS (Financial Aid Report). <b>Method of Calculation:</b> The number of public and independent IHE graduates who are identified as economically disadvantaged as determined by the students' status as receiving Pell at any time (from 1997 forward) for the most current fiscal year available, broken out by race/ethnicity including the categories: African American, Hispanic, White, Asian, &amp; Other. <b>Data Limitations:</b> Financial aid data on Career school students is not included (not available). Includes publics and Independents (ICUTs) only. Data on Pell is only available back to 1997. <b>Calculation Type: N</b> <b>New Measure: Y</b> <b>Desired Performance: H</b></p>				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
College Readiness & Success Performance Measures	<del>Number increase in fall student headcount enrollment</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
College Readiness & Success Performance Measures	<del>Number increase in the number of degrees and certificates awarded</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
College Readiness & Success Performance Measures	<del>Number of non-loan financial aid awards</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
College Readiness & Success Performance Measures	<del>Amount of non-loan financial aid funds distributed</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
College Readiness & Success Performance Measures	<del>Dollars appropriated for Dev Ed.</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
College Readiness & Success Performance Measures	<del>\$ for Developmental Ed. % of lower-division instruction</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
College Readiness & Success Performance Measures	<del>Percent of faculty who are African-amer.</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
College Readiness & Success Performance Measures	<del>Percent of faculty who are Hispanic</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
College Readiness & Success Performance Measures	<del>% Anglo high school grads enrolled in Texas Public college or univ.</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
College Readiness & Success Performance Measures	<del>% African-amer. high school grads enrolled in Texas Public college or univ.</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
College Readiness & Success Performance Measures	<del>% Hispanic high school grads enrolled in Texas Public college or univ.</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
College Readiness & Success Performance Measures	<del>% Native American high school grads enrolled in Texas Public college or univ.</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
College Readiness & Success Performance Measures	<del>% Asian-Amer. high school grads enrolled in Texas Public college or univ.</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
Goal No. 1 Coordinate & Plan for Higher Ed. Objective No. 1 Coordinate & Plan for Higher Ed. Strategy No. 6 Innovation & Policy Development		Reflects the addition of this new department as a result of the agency's reorganization in 2014.			NA
Goal No. 1 Coordinate & Plan for Higher Ed.		Reflects the addition of this new department as a result of the agency's reorganization in 2014.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
<u>Objective No. 1</u> Coordinate & Plan for Higher Ed. <u>Strategy No. 5</u> Strategic Planning & Funding					
<u>Goal No. 1</u> Coordinate & Plan for Higher Ed. <u>Objective No. 1</u> Coordinate & Plan for Higher Ed. <u>Strategy No. 5</u> Strategic Planning & Funding <u>Measure Type: EF</u> <u>Measure No. 1 NON-KEY</u> Number of hits on Texas higher education data websites.	<b>Definition:</b> Number of hits on Texas higher education data websites. <b>Purpose:</b> Ensure available higher education data and affiliated analyses are being used by stakeholders. <b>Data Source:</b> Uses the analytics software the agency is using at the time (Google analytics, for example). Notes submitted with measure will identify software used for the analysis. <b>Method of Calculation:</b> Using website analytic software, count the number of hits on the Texas Higher Education data websites for one year. These are internal links to data which can be reached through www.txhighereddata.org or other CB supported websites designed to showcase data. <b>Data Limitations: NA</b> <b>Calculation Type: N</b> <b>New Measure: Y</b> <b>Desired Performance: H</b>	Reflects the addition of this new department as a result of the agency's reorganization in 2014.			NA
Strategic Planning and Funding performance measure	<del>% of requests for computerized info responded to within three days</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Goal No. 1 Coordinate & Plan for Higher Ed. Objective No. 1 Coordinate & Plan for Higher Ed. Strategy No. 2 Student Loan Programs		Reflects the addition of this new department as a result of the agency's reorganization in 2014.			NA
Goal No. 1 Coordinate & Plan for Higher Ed. Objective No. 1 Coordinate & Plan for Higher Ed. Strategy No. 2 Student Loan Programs Measure Type: OP KEY Measure No. 1 Undergraduate student loan debt at or below 60 percent of first year-wages for graduates of Texas public institutions of higher education.	Definition: Maintain undergraduate student loan debt at or below 60 percent of first-year wages for graduates of Texas public institutions of higher education Purpose: Data Source: Information provided by institutions on the CBM009 and UI Wage records provided by the Texas Workforce Commission. Method of Calculation: Individual student debt to first year wage % is calculated by dividing the amount of each student's debt at time of rcvd an applicable degree by the amt of that student's 1st yr wages rptd for the yr following grad. Each individual % is based on the highest degree earned by that student. Statewide undergrad student debt to first-yr wages % is calc by taking the median of all individual student %s across all TX public institutions of higher ed. Only grad with available UI wage data are included. Data Limitations: Wage records are for Texas only and do not include out-of-state. Calculation Type: N New Measure: Y Desired Performance: NA				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
<p><b>Goal No. 1</b> <u>Coordinate &amp; Plan for Higher Ed.</u></p> <p><b>Objective No. 1</b> <u>Coordinate &amp; Plan for Higher Ed.</u></p> <p><b>Strategy No. 2</b> <u>Student Loan Programs</u></p> <p><b>Measure Type: EF NON-KEY</b></p> <p><b>Measure No. 2</b> <u>Administrative costs of loan programs as a percentage of overall loan portfolio</u></p>	<p><b>Definition:</b> Administrative costs of loan programs as a percentage of overall loan portfolio</p> <p><b>Purpose:</b> This measure is to measure the efficiency of the utilization of loan funds that are used to administer student loans within the Coordinating Board.</p> <p><b>Data Source:</b> Loan portfolio size data will be produced from the Higher Education Loan Mgmt. System (HELMS). Expense data will originate from the agency's accounting system for the student loan program strategy.</p> <p><b>Method of Calculation:</b> Loan portfolio size will comprise of the total outstanding principal, interest and fee balances for active and judgement loans. Expense data will originate from the agency's accounting system for the student loan program strategy. Total expenses of the student loan program divided by the total loan portfolio size per the above definition.</p> <p><b>Data Limitations:</b> Data is not available until after the end of the fiscal year.</p> <p><b>Calculation Type: N</b></p> <p><b>New Measure: Y</b></p> <p><b>Desired Performance: L</b></p>				NA
<p><b>Goal No. 1</b> <u>Coordinate &amp; Plan for Higher Ed.</u></p> <p><b>Objective No.</b> <u>Coordinate &amp; Plan for Higher Ed.</u></p> <p><b>Strategy No. 2</b> <u>Student Loan Programs</u></p>	<p><b>Definition:</b> Default Rate for the Hinson-Hazlewood State Loan Programs.</p> <p><b>Purpose:</b> This measure provides current performance of the Hinson-</p>	<p>This performance measure is replacing 1.1.2 Current Default Rate for the Hinson-Hazlewood State Loan Programs.</p>			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
<b>Measure Type: EF NON-KEY</b> <b>Measure No. 3</b> <u>Three-year cohort default rate for Hinson-Hazlewood State Loan Programs</u>	<p>Hazlewood College Student Loan Portfolio.</p> <p><b>Data Source:</b> Data are obtained from the Coordinating Board's Student Loan Information System.</p> <p><b>Method of Calculation:</b> Eval defaults of loans that have entered repayment in the 36 months prior to the start of the fiscal yr. Ex.: For the FY12 default calculation, include all State Loans that entered into repay between 09/01/09 (the start of the fiscal year minus 3 yrs) and 09/01/11 (the start of the fiscal year) and are currently in repayment, delinquent or deferment. The default % is calc by taking the amt of disbursed loans of those in default (&gt; than 180 days past due) and dividing it by the tot disbursed amt.</p> <p><b>Data Limitations:</b> All information is maintained in-house on Coordinating Board computers, minimal data limitations.</p> <p><b>Calculation Type: N</b></p> <p><b>New Measure: Y</b></p> <p><b>Desired Performance: L</b></p>				
<b>Goal No. 1</b> Coordinate & Plan for Higher Ed. <b>Objective No. 1</b> Coordinate & Plan for Higher Ed <b>Strategy No. 2</b> Student Loan Programs <b>Measure Type: OP NON-KEY</b> <b>Measure No. 4</b> Number of students receiving loans		Existing Non-Key measure			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Goal No. 1 Coordinate & Plan for Higher Ed. Objective No. 1 Coordinate & Plan for Higher Ed. Strategy No. 2 Student Loan Programs Measure Type: OP NON-KEY Measure No. 5 Dollar amount of loans made		Existing Non-Key measure			NA
Student Loan Programs Performance Measure	<del>Operating Expense for Hinson-Hazlewood Loan Program</del>				NA
Student Loan Programs Performance Measure	<del>Current Default Rate for the Hinson-Hazlewood State Loan Programs</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
Student Loan Programs Performance Measure	<del>Default rate on Hinson-Hazlewood loans</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
Goal No. 2 Agency Operations		Moved up this goal from Goal I to Goal B and renamed it to better reflect prioritization of these administrative strategies. Agency-wide services such as information technology, human resources, financial services (e.g., accounting and payroll), legal services (including grants and contracts), internal audit, and central administration (including external relations) provide a necessary and critical foundation for all staff to successfully carry out the agency's			NA



ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
		functions and mission, and to help institutions achieve the goals of the state's new higher education plan, 60x30TX.			
Goal No. 2 Agency Operations Objective No. 1 Agency Operations Strategy No. 1 Central Administration		The primary purpose of the proposed changes to the THECB budget structure is to align budget goals more closely with the goals of the state's new higher education plan, 60x30TX, as well as to reflect changes made to division names as a result of the agency's recent reorganization.			NA
Goal No. 2 Agency Operations Objective No. 1 Agency Operations Strategy No. 1 Central Administration Measure Type: OP NON-KEY Measure No. 1 Time to respond to requests from legislators, media, IHEs, students, and the public.	Definition: Time (in days) to respond to requests for data and information. Purpose: To help the agency keep track of the time (in days) it takes to respond to requests for data and information it receives in order to assess the agency's effectiveness in serving its key customers. Data Source: Customer Relationship and Feedback Tracking System (CRAFT) . Method of Calculation: CRAFT is a computerized system designed to help manage customer contact and information. Data Limitations: None. Calculation Type: C New Measure: Y Desired Performance: L				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Goal No. 2 Agency Operations Objective No. 1 Agency Operations Strategy No. 1 Central Administration Measure Type: OP NON-KEY Measure No. 2 # of Requests from Legislators, Media, IHEs, Students & General Public.		Unchanged other than the Goal letter. This is an existing Non-Key Output measure.			NA
Goal No. 2 Agency Operations Objective No. 1 Agency Operations Strategy No. 2 Information Resources		The primary purpose of the proposed changes to the THECB budget structure is to align budget goals more closely with the goals of the state's new higher education plan, 60x30TX, as well as to reflect changes made to division names as a result of the agency's recent reorganization.			NA
Goal No. 2 Agency Operations Objective No. 1 Agency Operations Strategy No. 3 Facilities Support		The primary purpose of the proposed changes to the THECB budget structure is to align budget goals more closely with the goals of the state's new higher education plan, 60x30TX, as well as to reflect changes made to division names as a result of the agency's recent reorganization.			NA
Goal No. 3 Affordability & Student Debt		Aligns with the student debt goal under the new higher education plan, 60x30TX.			NA
Goal No. 3 Affordability & Student Debt		No change except for Goal letter, Objective Name. This is an existing performance measure.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Objective No. 1 Affordability & Student Debt					
Strategy No. 1 Texas Grant Program Measure Type: OP KEY Measure No. 1 Percent of TEXAS Grant recipients who earn a baccalaureate degree within four academic years and six academic years.		No change except for Goal letter, Objective Name. This is an existing performance measure.			
Goal No. 3 Affordability & Student Debt Objective No. 1 Affordability & Student Debt Strategy No. 1 Texas Grant Program Measure Type: OP KEY Measure No. 2 Percent of TEXAS Grant recipients who earn a baccalaureate degree within six academic years.		No change except for Goal letter, Objective Name. This is an existing performance measure.			
Goal No. 3 Affordability & Student Debt Objective No. 1 Affordability & Student Debt Strategy No. 1 Texas Grant Program Measure Type: OP NON-Key Measure No. 3 Number of students receiving TEXAS Grants.		No change except for Goal letter, Objective Name. This is an existing performance measure.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Goal No. 3 Affordability & Student Debt Objective No. 1 Affordability & Student Debt Strategy No. 1 Texas Grant Program Measure Type: OP NON-KEY Measure No. 4 Persistent rate of TEXAS Grant recipients after one year at a public university.		No change except for Goal letter, Objective Name. This is an existing performance measure.			NA
Texas Grant Performance Measure	<del>Persistence rate TXG recipients after 1 year — Public Comm. Coll.</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
Texas Grant Performance Measure	<del>Persistence rate TXG recipients after 1 year — Public Tech. Coll.</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			NA
Goal No. 3 Affordability & Student Debt Objective No. 1 Affordability & Student Debt Strategy No. 2 TEXAS B-On-Time Program-Public		No change other than Goal letter, Objective name, and strategy number.			NA
Texas B-on-Time performance measure	<del>% TEXAS BOT loans forgiven</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			
Goal No. 3 Affordability & Student Debt Objective No. 1 Affordability & Student Debt		No change other than Goal letter, Objective name, and strategy number.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Strategy No. 3 TEXAS B-On-Time Program-Private					
Goal No. 3 Affordability & Student Debt Objective No. 1 Affordability & Student Debt Strategy No. 4 Tuition Equalization Grants		No change other than Goal letter, Objective name, and strategy number.			
Goal No. 3 Affordability & Student Debt Objective No. 1 Affordability & Student Debt Strategy No. 4 Tuition Equalization Grants Measure Type: OP NON-KEY Measure No.1 Number of students receiving TEG Awards.		No change other than Goal letter, Objective name, and strategy number.			NA
Goal No. 3 Affordability & Student Debt Objective No. 1 Affordability & Student Debt Strategy No. 4 Tuition Equalization Grants Measure Type: OP NON_KEY Measure No. 2 Persistent rate of TEG recipients after 1 year at a private institution.		No change other than Goal letter, Objective name, and strategy number.			NA
Texas Equalization Grant performance measure	% TEG recipients with <del>baccalaureate within six academic years.</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Texas Equalization Grant performance measure	<del>% TEG recipients who are minority students</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			
Texas Equalization Grant performance measure	<del>% TEG recipients who earn a BA within 4 academic years</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			
Goal No. 3 Affordability & Student Debt Objective No. 1 Affordability & Student Debt Strategy No. 5 TEOG – Public Community Colleges		No change other than Goal letter, Objective name, and strategy number.			NA
Goal No. 3 Affordability & Student Debt Objective No. 1 Affordability & Student Debt Strategy No. 5 TEOG-Public Community Colleges Measure Type: OP KEY Measure No. 1 Percentage of Texas Educational Opportunity Grant recipients who entered Texas public community colleges in the fall term three years ago as first-time, full-time undergraduates who then received Associate's Degrees or Certifications, or who transferred to a 4-year college or university after 30 semester credit hours, since that date.	Definition: Percentage of Texas Educational Opportunity Grant recipients who entered Texas public community colleges in the fall term three years ago as first-time, full-time undergraduates who then received Associate's Degrees or Certifications, or who transferred to a 4-year college or university after 30 semester credit hours, since that date. Purpose: This measure provides an indication of the effectiveness of the Texas Educational Opportunity Grant Program in retaining and graduating students. Data Source: Enrollment data are reported by the public and independent institutions and compiled by the Educational Data Center (Graduation Rates Report). Reports on Texas Educational Opportunity Grant recipients are	To better reflect the success of students participating in the program.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	submitted by institutional Offices of Student Financial Aid. <b>Method of Calculation:</b> Track incoming Texas Educational Opportunity Grant recipients who were first-time, full-time fall entering undergraduates for three years. Take the number of them that complete an Associate's degree or Certificate from a Texas institution of higher education during the three-year period, or who transferred to a 4-year college after completing at least 30 credit hours, and divide by the total number of Texas Educational Opportunity Grant recipients in that cohort. <b>Data Limitations:</b> Enrollment data are reported to the Coordinating Board by the institutions and do not include students who transfer to an out-of-state institution or who were enrolled less than full-time when they first entered college. Reports on Texas Educational Opportunity Grant recipients are certified by the Directors of Student Financial Aid. Enrollment data are captured in the fall semester, so recipients who enroll for the first time in the spring semester will not be included in this measure. <b>Calculation Type: N</b> <b>New Measure: Y</b> <b>Desired Performance: H</b>				
<b>Goal No. 3</b> Affordability & Student Debt <b>Objective No. 1</b> Affordability & Student Debt		No change other than Goal letter, Objective name, and strategy number.			

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
<u>Strategy No. 6 TEOG-Public State/Technical College</u>					
<b>Goal No. 3 Affordability &amp; Student Debt</b> <b>Objective No. 1 Affordability &amp; Student Debt</b> <u>Strategy No. 6 TEOG-Public State/Technical College</u> <b>Measure Type: OP KEY</b> <u>Measure No. 1 Percent of TEOG recipients at public state or technical colleges with an Associate's Degree, Certification, or Transfer to a university after 30 semester credit hours.</u>	<b>Definition:</b> Percent of TEOG recipients at public state or technical colleges with an Associate's Degree, Certification, or Transfer to a university after 30 semester credit hours. <b>Data Source:</b> Enrollment data are reported by the public and independent institutions and compiled by the Educational Data Center (Graduation Rates Report). Reports on Texas Educational Opportunity Grant recipients are submitted by institutional Offices of Student Financial Aid. <b>Method of Calculation:</b> Track incoming Texas Educational Opportunity Grant recipients who were first-time, full-time fall entering undergraduates for three years. Take the number of them that complete an Associate's degree or Certificate from a Texas institution of higher education during the three-year period, or who transferred to a 4-year college after completing at least 30 credit hours, and divide by the total number of Texas Educational Opportunity Grant recipients in that cohort. <b>Data Limitations:</b> Enrollment data are reported to the Coordinating Board by the institutions and do not include students who transfer to an out-of-state institution or who were enrolled less than full-time when	Reflects the success of students participating in the program.			NA



ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	they first entered college. Reports on Texas Educational Opportunity Grant recipients are certified by the Directors of Student Financial Aid. Enrollment data are captured in the fall semester, so recipients who enroll for the first time in the spring semester will not be included in this measure. <b>Calculation Type: N</b> <b>New Measure: Y</b> <b>Desired Performance: H</b>				
<b>Goal No. 3</b> Affordability & Student Debt <b>Objective No. 1</b> Affordability & Student Debt <b>Strategy No. 7</b> Texas College Work Study		No change other than the strategy number.			NA
<b>Goal No. 3</b> Affordability & Student Debt <b>Objective No. 1</b> Affordability & Student Debt <b>Strategy No. 8</b> License Plate Scholarships		No change other than the Goal letter, Objective name and strategy number.			NA
<b>Goal No. 3</b> Affordability & Student Debt <b>Objective No. 1</b> Affordability & Student Debt <b>Strategy No. 9</b> Educational Aide Program		No change other than the Goal letter, Objective name and strategy number.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Goal No. 3 Affordability & Student Debt Objective No. 1 Affordability & Student Debt Strategy No. 10 Top 10 Percent Scholarships		No change other than the Goal letter, Objective name and strategy number.			NA
Goal No. 3 Affordability & Student Debt Objective No. 1 Affordability & Student Debt Strategy No. 11 TX Armed Services Scholarships Pgm		No change other than the Goal letter, Objective name and strategy number.			NA
Goal No. 4 College Readiness & Success		To describe more accurately the work performed in each strategy under this goal. These strategies are also put into alphabetical order.			NA
Goal No. 4 College Readiness & Success Objective No. 1 College Readiness & Success Strategy No. 1 Advise Texas					
Goal No. 4 College Readiness & Success Objective No. 1 College Readiness & Success Strategy No. 1 Advise Texas Measure Type: OP KEY Measure No. 1 Percent change in FAFSA applications	Definition: Percent change in FAFSA applications. Purpose: This measure will monitor the extent to which the percentage of Texas public high school seniors are submitting applications for Federal Student Aid is increasing, which potentially leads to an increase in the number				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	<p>of high school seniors who can afford to attend college.</p> <p><b>Data Source:</b> A senior file will be obtained from the Texas Education Agency each year so that Texas public school seniors submitting FAFSAs can be identified in the FAFSA application data THECB receives from the U.S. Department of Education, Federal Student Aid office, via a specific data use agreement.</p> <p><b>Method of Calculation:</b> The percentage of FAFSAs submitted by Texas public high school seniors will be calculated as follows: The current year of FAFSA submissions minus the previous year of FAFSA submissions divided by the previous year of FAFSA submissions times 100.</p> <p><b>Data Limitations:</b> Applications submitted for federal student aid mirror factors that affect the extent to which Texas public high school seniors enroll in college (e.g., labor market, local economies, etc.). Not all seniors submitting FAFSAs qualify for aid, which relates to overall financial need across the state.</p> <p><b>Calculation Type:</b> N <b>New Measure:</b> Y <b>Desired Performance:</b> H</p>				
<p><u>Goal No. 4 College Readiness &amp; Success</u></p> <p><u>Objective No. 1 College Readiness &amp; Success</u></p> <p><u>Strategy No. 1 Advise Texas</u></p>	<p><b>Definition:</b> Number of high schools served.</p> <p><b>Purpose:</b> This measure will monitor the extent to which high schools across the state are</p>				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
<b>Measure Type: EF KEY</b> <b>Measure No. 2</b> Number of high schools served.	encouraging students to submit applications for Federal Student Aid, which potentially enables an increase in the number of students statewide who can afford to attend college. <b>Data Source:</b> A senior file will be obtained from the Texas Education Agency each year so that Texas public high schools with seniors submitting FAFSAs can be identified in the FAFSA data THECB receives from the U.S. Dept. of Education, Federal Student Aid office, via a specific data use agreement. <b>Method of Calculation:</b> A unique count of Texas public high schools with seniors submitting FAFSAs will be obtained each year from the files used to calculate the D Output 1 measure. <b>Data Limitations: NA</b> <b>Calculation Type: N</b> <b>New Measure: Y</b> <b>Desired Performance:</b>				
<b>Goal No. 4</b> College Readiness & Success <b>Objective No. 1</b> College Readiness & Success <b>Strategy No. 2</b> Accelerate TX CC Grants		No change other than Goal letter, Objective name, and strategy number.			NA
<b>Goal No. 4</b> College Readiness & Success <b>Objective No. 1</b> College Readiness & Success		No change other than Goal letter, Objective name, and strategy number.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Strategy No. 3 Developmental Education Program					
Goal No. 5 Industry Workforce		To organize all programs that directly impact industry workforce (except the health-related industry) under on goal; not all programs directly contribute to the mission and goals of the agency, but have been statutorily assigned to the THECB to administer. These strategies are also put into alphabetical order.			NA
Goal No. 5 Industry Workforce Objective No. 1 Industry Workforce Strategy No. 1 Border Faculty Loan Repayment Pgm		No change other than Goal letter, Objective name, and strategy number.			NA
Goal No. 5 Industry Workforce Objective No. 1 Industry Workforce Strategy No. 2 Career/Technical Education Programs		No change other than Goal letter, Objective name, and strategy number.			NA
Goal No. 5 Industry Workforce Objective No. 1 Industry Workforce Strategy No. 3 Engineering Recruitment Program		No change other than Goal letter, Objective name, and strategy number.			NA
Goal No. 5 Industry Workforce Objective No. 1 Industry Workforce Strategy No. 4 Teach for Texas Loan Repayment		No change other than Goal letter, Objective name, and strategy number.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
<p><b>Goal No. 5</b> Industry Workforce <b>Objective No. 1</b> Industry Workforce <b>Strategy No. 4</b> Teach for Texas Loan Repayment <b>Measure Type: OP NON-KEY</b> <b>Measure No.1</b> <u>Percentage of recipients who teach at least 3 years.</u></p>	<p><b>Definition:</b> The percentage of Teach for Texas Loan Repayment recipients who have provided eligible teaching service for three consecutive years since receiving their first loan repayment. <b>Purpose:</b> This measure provides feedback on the impact of the Teach for Texas Loan Repayment Program. <b>Data Source:</b> Teaching data are reported by the public school that employs the teacher. <b>Method of Calculation:</b> The number of Teach for Texas Loan repayment recipients who, for the current academic year, received their third loan repayment award divided by the number of first-year recipients in the same cohort two years earlier. <b>Data Limitations:</b> Data is not available for recipients who continue to provide eligible teaching service but do not continue to participate in the loan repayment program. <b>Calculation Type: N</b> <b>New Measure: Y</b> <b>Desired Performance: H</b></p>	<p>This measure was previously listed as a Non-Key Outcome that is being deleted.</p>			
<p><b>Goal No. 5</b> Industry Workforce <b>Objective No. 1</b> Industry Workforce <b>Strategy No. 5</b> Centers Teacher Education</p>		<p>No change other than Goal letter, Objective name, and strategy number.</p>			

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
<b>Goal No. 5</b> Industry Workforce <b>Objective No. 1</b> Industry Workforce <b>Strategy No. 5</b> Centers for Teacher Education <b>Measure Type: OP KEY</b> <b>Measure No. 1</b> Pass rates on state certification exams compared to pass rates of students enrolled at public institutions of higher education.	<b>Definition:</b> Of those students recommended by Texas Association of Developing Colleges (TADC) institutions to take the Texas Examination of Educator Standards (TExES), the percentage of program completers with acceptable initial pass rates. <b>Purpose:</b> This measure provides feedback on the final pass rates of students prepared at the five TADC Centers for Teacher Education. <b>Data Source:</b> Data are provided by institutional end-of-year reports. <b>Method of Calculation:</b> The calculation of the pass rate is the number of successful (i.e., passing) last attempts made by candidates who have finished the specified preparation program requirements divided by the total number of last attempts made by those candidates. The pass rate is based on the examinations required to obtain certification in the field(s) for which the candidate serves his or her internship, student teaching, clinical teaching or practicum. <b>Data Limitations: N/A</b> <b>Calculation Type: N</b> <b>New Measure: Y</b> <b>Desired Performance: H</b>	This performance measure was previously a KEY OUTCOME that is now shown as being deleted.			NA
<b>Goal No. 5</b> Industry Workforce <b>Objective No. 1</b> Industry Workforce <b>Strategy No. 5</b> Centers for Teacher Education <b>Measure Type: OP Non-Key</b> <b>Measure No. 2</b> Number of candidates admitted to educator		No change other than Goal letter, Objective name, and strategy number.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
preparation programs at TADC institutions.					
<b>Goal No. 5</b> Industry Workforce <b>Objective No. 1</b> Industry Workforce <b>Strategy No. 5</b> Centers for Teacher Education <b>Measure Type: OP NON-KEY</b> <b>Measure No. 3</b> Number of candidates recommended for certification by TADC educator preparation programs.		No change other than Goal letter, Objective name, and strategy number.			NA
<b>Goal No. 5</b> Industry Workforce <b>Objective No. 1</b> Industry Workforce <b>Strategy No. 6</b> Teacher Quality Grants Program		No change other than Goal letter, Objective name, and strategy number.			NA
<b>Goal No. 5</b> Industry Workforce <b>Objective No. 1</b> Industry Workforce <b>Strategy No. 7</b> Texas Teacher Residency Program		No change other than Goal letter, Objective name, and strategy number.			NA
<b>Goal No. 5</b> Industry Workforce <b>Objective No. 1</b> Industry Workforce <b>Strategy No. 8</b> T-STEM Scholarship Program		No change other than Goal letter, Objective name, and strategy number.			NA
<b>Goal No. 5</b> Industry Workforce <b>Objective No. 1</b> Industry Workforce <b>Strategy No. 9</b> Other Federal Grant Programs		No change other than Goal letter, Objective name, and strategy number.			NA



ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Goal No. 5 Industry Workforce Objective No. 1 Industry Workforce Strategy No. 10 Other Loan Repayment Programs		No change other than Goal letter, Objective name, and strategy number.			NA
Goal No. 5 Industry Workforce Objective No. 1 Industry Workforce Strategy No. 11 Math & Science Scholars LRP		No change other than Goal letter, Objective name, and strategy number.			NA
Goal No. 6 Industry Workforce – Health Related Objective No. 1 Industry Workforce – Health Related		To organize all programs that directly impact the healthcare industry workforce under on goal; not all programs directly contribute to the mission and goals of the agency, but nonetheless have been statutorily assigned to the THECB for administration. These strategies are also put into alphabetical order.			NA
Goal No. 6 Industry Workforce – Health Related Objective No. 1 Industry Workforce – Health Related Outcome No. 1 NON-KEY	Definition: Percent of first year residency positions to number of Texas medical graduates for FY2018 – FY2019. Purpose: Support the goal of reaching 1.1 to 1 ratio of first year residency positions to Texas medical school graduates. Data Source: Coordinating Board CBM00R (Resident Report), CBM009 (Graduation Report), and GME Expansion Reports. Method of Calculation: Number of Texas first year residency positions divided by the number of Texas medical graduates. Data Limitations: Medical school graduates are limited to only those	NEW GME Expansion Non-Key Outcome measure.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	who graduate from a Texas Medical School. Texas medical residents are limited to programs affiliated with a TX Medical School. <b>Calculation Type: N</b> <b>New Measure: Y</b> <b>Desired Performance: L</b>				
<b>Goal No. 6</b> Industry Workforce – Health Related <b>Objective No. 1</b> Industry Workforce – Health Related <b>Strategy No. 1</b> Dental Education Loan Repayment		No change other than Goal letter, Objective name, and strategy number.			NA
<b>Goal No. 6</b> Industry Workforce – Health Related <b>Objective No. 1</b> Industry Workforce – Health Related <b>Strategy No. 2</b> Family Practice Residency Program		No change other than Goal letter, Objective name, and strategy number.			NA
<b>Goal No. 6</b> Industry Workforce – Health Related <b>Objective No. 1</b> Industry Workforce – Health Related <b>Strategy No. 2</b> Family Practice Residency Program <b>Measure Type: OP KEY</b> <b>Measure No. 1</b> Number of FPRP Residents Supported.		No change other than Goal letter, and Objective name. This is an existing Key performance measure.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
<b>Goal No. 6</b> Industry Workforce – Health Related <b>Objective No. 1</b> Industry Workforce – Health Related <b>Strategy No. 2</b> Family Practice Residency Program <b>Measure Type: OP KEY</b> <b>Measure No. 2</b> Average funding Per FPRP Resident		No change other than Goal letter, and Objective name. This is an existing Key performance measure.			NA
<b>Goal No. 6</b> Industry Workforce – Health Related <b>Objective No. 1</b> Industry Workforce – Health Related <b>Strategy No. 3</b> GME Expansion <b>Measure Type: OP Non-Key</b> <b>Measure No. 1</b> Number of new first-year residency positions established and maintained since GME expansion efforts began in Fiscal Year 2014 for Fiscal Years 2018 and 2019.	<b>Definition:</b> Number of new first-year residency positions established and maintained since GME expansion efforts began in Fiscal Year 2014 for Fiscal Years 2018 and 2019. <b>Purpose:</b> Support the goal of reaching 1.1 to 1 ratio of first year residency positions to Texas medical school graduates. <b>Data Source:</b> Coordinating Board CBM00R (Resident Report), national accrediting agency data through Accreditation Council on Graduate Medical Education and American Osteopathic Association, and GME Expansion Reports. <b>Method of Calculation:</b> Number of residency positions funded through the GME Expansion Grants. <b>Data Limitations:</b> Medical school graduates are limited to only those who graduate from a Texas Medical School. Texas medical residents are limited to programs affiliated with a TX Med School. <b>Calculation Type: N</b> <b>New Measure: Y</b> <b>Desired Performance: L</b>	NEW GME Expansion Output Non-Key performance measure.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
					NA
<b>Goal No. 6</b> Industry Workforce – Health Related <b>Objective No. 1</b> Industry Workforce – Health Related <b>Strategy No. 4</b> Joint Admission Medical Program		No change other than Goal letter, Objective name, strategy number			NA
<u><b>Goal No. 6</b> Industry Workforce – Health Related</u> <u><b>Objective No. 1</b> Industry Workforce – Health Related</u> <u><b>Strategy No. 5</b> Physician Ed Loan Repay Program</u>		No change other than Goal letter, Objective name, strategy number.			NA
<u><b>Goal No. 6</b> Industry Workforce – Health Related</u> <u><b>Objective No. 1</b> Industry Workforce – Health Related</u> <u><b>Strategy No. 5</b> Physician Ed Loan Repay Program</u> <u><b>Measure Type: OP NON-KEY</b></u> <u><b>Measure No. 1</b> Percentage of Physician Education Loan Repayment Program recipients who continued to practice in the county in which they were employed while receiving the PELRP funding after having completed four years of eligible service through the PELRP.</u>	<b>Definition:</b> Percentage of Physician Education Loan Repayment Program recipients who continued to practice in the county in which they were employed while receiving the PELRP funding after having completed four years of eligible service through the PELRP. <b>Purpose:</b> This measure provides an indication of the effectiveness of the Physician Education Loan Repayment Program in retaining physicians in high need areas after the physician has fully utilized program funding. <b>Data Source:</b> See data limitations. <b>Method of Calculation:</b> Track Physician Education Loan Repayment Program recipients whose fourth year of receiving PELRP funding was within the past	To more effectively measure success of the program.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	three years. Take the number of them that are still employed in the county in which they were employed while receiving PELRP funding, and divide by the total number of PELRP recipients whose fourth year of receiving PELRP funding was within the past three years. <b>Data Limitations:</b> Employment data is self-reported, either through the Texas Medical Board or through surveys conducted by THECB <b>Calculation Type:</b> N <b>New Measure:</b> Y <b>Desired Performance:</b> H				
Physician Education Loan Repayment Program	<del>Number of physicians receiving PELRP payments</del>	To align budget goals more closely to the state's higher education plan 60x30TX.			
Goal No. 6 Industry Workforce – Health Related Objective No. 1 Industry workforce – Health Related Strategy No. 6 Preceptorship Program		No change other than Goal letter, Objective name, and strategy number.			NA
Goal No. 6 Industry Workforce – Health Related Objective No. 1 Industry workforce – Health Related Strategy No. 7 Primary Care Innovation Grant Pgm		No change other than Goal letter, Objective name, and strategy number.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
<b>Goal No. 6</b> Industry Workforce – Health Related <b>Objective No. 1</b> Industry workforce – Health Related <b>Strategy No. 8</b> Prof Nursing Shortage Reduction Pgm		No change other than Goal letter, Objective name, and strategy number.			NA
<b>Goal No. 6</b> Industry Workforce – Health Related <b>Objective No. 1</b> Industry Workforce – Health Related <b>Strategy No. 9</b> Trauma Care Program		No change other than Goal letter, Objective name, and strategy number.			NA
<b>Goal No. 6</b> Industry Workforce – Health Related <b>Objective No. 1</b> Industry Workforce – Health Related <b>Strategy No. 10</b> Other Loan Repayment Programs					NA
<b>Goal No. 6</b> Industry Workforce – Health Related <b>Objective No. 1</b> Industry Workforce – Health Related <b>Strategy No. 11</b> Mental Health Prof Loan Repay Pgm					NA
<u><b>Goal No. 7</b> Research</u>		Although the state’s new higher education plan does not include a research goal, the agency still values research in Texas and Administers several research related programs. These strategies are also put into alphabetical order.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Goal No. 7 Research Objective No. 1 Research Strategy No. 1 Autism Program		No change other than the Goal letter, Objective name and strategy number. Previously in Goal No. 4.			NA
Goal No. 7 Research Objective No. 1 Research Strategy No. 2 Texas Research Incentive Program		No change other than strategy number. No change other than the Goal letter, Objective name and strategy number.			NA
Goal No. 7 Research Objective No. 1 Research Strategy No. 3 Tobacco Earn Minority Hth Res & Ed		No change other than strategy number. No change other than the Goal letter, Objective name and strategy number. Previously in Goal No. 8.			NA
Goal No. 7 Research Objective No. 1 Research Strategy No. 4 Tobacco Earnings Nursing/Health/Oth		No change other than strategy number. No change other than the Goal letter, Objective name and strategy number. Previously in Goal No. 8.			NA
Goal No. 8 Baylor College of Medicine		No change other than goal letter. Does not logistically fit under any other goal.			NA
Goal No. 8 Baylor College of Medicine Objective No. 1 Baylor College of Medicine Strategy No. 1 BCOM- Undergrad Medical Ed Measure Type: OP KEY Measure No. 1 % of Baylor College of Medicine Grads Entering TX Residency Programs	Definition: Number of Baylor College of Medicine's MD graduates who were awarded their degrees during the fiscal year and who entered the first year of residency training programs in Texas divided by the total number of Baylor College of Medicine's MD graduates who were awarded their degrees during the fiscal year.	This performance measure was previously an OUTCOME that we are listing as a deletion.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	<p><b>Purpose:</b> This measure provides feedback on the effect of state funding of Baylor College of Medicine students. It is a goal of this program to encourage Baylor students to remain in Texas upon graduation.</p> <p><b>Data Source:</b> Baylor College of Medicine</p> <p><b>Method of Calculation:</b> The number of Baylor College of Medicine's MD graduates who were awarded their degrees during the fiscal year and who entered the first year of: (1) the institution's affiliated residency training programs; or (2) other residency training programs in Texas, regardless of institutional affiliation, is divided by the total number of Baylor College of Medicine's MD graduates who were awarded their degrees during the fiscal year.</p> <p><b>Data Limitations:</b> The Coordinating Board is dependent on Baylor College of Medicine to provide the information.</p> <p><b>Calculation Type:</b> C</p> <p><b>New Measure:</b> Y</p> <p><b>Desired Performance:</b> H</p>				
<p><b>Goal No. 8</b> <u>Baylor College of Medicine</u></p> <p><b>Objective No. 1</b> <u>Baylor College of Medicine</u></p> <p><b>Strategy No. 1</b> <u>BCOM-Undergrad Medical Ed</u></p> <p><b>Measure Type:</b> <u>OP KEY</u></p>	<p><b>Definition:</b> Number of Baylor College of Medicine's MD graduates who were awarded their degrees during the fiscal year, and who entered an in-state or out-of-state medical residency in family medicine, geriatrics, categorical general internal medicine, emergency medicine, general</p>	<p>This performance measure was previously an OUTCOME that we are listing as a deletion.</p>			NA



ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
<u>Measure No. 2 % Baylor College of Medicine Grads Entering Primary Care Residency Programs</u>	<p>pediatrics, medicine/pediatrics, or obstetrics/gynecology, divided by the total number of Baylor College of Medicine's MD graduates who were awarded their degrees during the fiscal year.</p> <p><b>Purpose:</b> This measure provides feedback on the effect of state funding of Baylor College of Medicine students. It is a goal of this program to encourage Baylor students to enter primary care residencies upon graduation.</p> <p><b>Data Source:</b> Baylor College of Medicine</p> <p><b>Method of Calculation:</b> The number of Baylor College of Medicine's MD graduates who were awarded their degrees during the fiscal year, and who entered an in-state or out-of-state medical residency in family medicine, geriatrics, categorical general internal medicine, emergency medicine, general pediatrics, medicine/pediatrics, or Obstetrics/gynecology, is divided by the total number of Baylor College of Medicine's MD graduates who were awarded their degrees during the fiscal year.</p> <p><b>Data Limitations:</b> The Coordinating Board is dependent on Baylor College of Medicine to provide the information.</p> <p><b>Calculation Type: C</b></p> <p><b>New Measure: Y</b></p> <p><b>Desired Performance: H</b></p>				

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
<b>Goal No. 8</b> Baylor College of Medicine <b>Objective No. 1</b> Baylor College of Medicine <b>Strategy No. 1</b> BCOM-Undergrad Medical Ed <b>Measure Type: OP Non-Key Measure No. 1</b> Number of Texas Resident BCOM Medical Students Funded	<b>Definition:</b> Number of Texas resident undergraduate medical students at Baylor College of Medicine funded by the undergraduate medical education program per Sections 61.091, 61.092, and 61.093 of the Texas Education code during the fiscal year. <b>Purpose:</b> This measure provides information on the number of Texas resident medical students at Baylor College of Medicine funded by the state. <b>Data Source:</b> Reported by Baylor College of Medicine to the Coordinating Board. <b>Method of Calculation:</b> This measure is a headcount of the number of Texas resident undergraduate medical students at Baylor College of Medicine funded by the undergraduate medical education program during the fiscal year. <b>Data Limitations:</b> The Coordinating Board is dependent on Baylor College of Medicine to provide the information. <b>Calculation Type: N</b> <b>New Measure: N</b> <b>Desired Performance: H</b>	No change other than strategy number. This is an existing Non-Key Output Measure. Previously in Goal No. 5.			NA
<b>Goal No. 8</b> Baylor College of Medicine <b>Objective No. 1</b> Baylor College of Medicine <b>Strategy No. 1</b> BCOM-Undergrad Medical Ed <b>Measure Type: OP Non-Key</b>	<b>Definition:</b> An amount equal to the average annual state tax support per undergraduate medical student at the established public medical schools (per Section 61.092 of the Texas Education Code), multiplied by the number of bona fide Texas	No change other than strategy number. This is an existing Non-Key Output Measure. Previously in Goal No. 5.			NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Measure No. 2 Average amount per BCOM Student.	<p>resident undergraduate medical students enrolled at Baylor College of Medicine. The Coordinating Board may never disburse an amount exceeding the amount appropriated by the Texas Legislature for the undergraduate medical education program.</p> <p><b>Purpose:</b> This measure provides information on the level of state funding per Texas resident medical student at Baylor College of Medicine.</p> <p><b>Data Source:</b> General Appropriations Act, Annual Financial Reports, and operating budgets from the University of Texas Medical Branch at Galveston and Southwestern Medical Center at Dallas. Information pertaining to the allocation of costs for fringe benefits and infrastructure is obtained from the institutions. Information pertaining to General Revenue applicable to the Instruction and Operations formula comes from the LBB work papers.</p> <p><b>Method of Calculation:</b> The procedure for determining the amount to be disbursed is specified in the enabling legislation, and is an amount equal to the average annual tax support per undergraduate medical student at two public medical schools in the University of Texas System (the Medical Branch at Galveston and Southwestern Medical Center at Dallas) multiplied by the number of Texas resident undergraduate medical students enrolled by Baylor</p>				

<b>ELEMENT</b> Identify the current Goal, Strategy, Measure or Measure Definition.	<b>REQUESTED CHANGE</b> Indicate requested change using strike-through to delete text and underscore to add text.	<b>JUSTIFICATION FOR REQUESTED CHANGE</b> Explain the reason for the proposed change.	<b>LBB AND/OR OOG APPROVED CHANGE (if different from agency request)</b>	<b>LBB / OOG COMMENTS</b>	<b>STATUS</b>
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College of Medicine in September of the year of Disbursement. The actual amount allocated cannot exceed the trusteeed appropriation, and is determined by actual appropriations and actual enrollment of Texas Residents for the Fiscal year.

**Data Limitations:** The Coordinating Board is dependent on the institutions to provide cost allocation information related to

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Objective No. 1 Baylor College of Medicine Strategy No. 3 Baylor Coll Med Perm Endowment Fund					
Goal No. 8 Baylor College of Medicine Objective No. 1 Baylor College of Medicine Strategy No. 4 Baylor Coll Med Perm Health Fund		No change other Goal letter. Previously in Goal No. 5.			NA
Norman Hackerman Advanced Research Projects performance measure	<del># Students receiving ed and Exp through NHARP projects</del>	Formerly 3.1.1			NA
Norman Hackerman Advanced Research Projects performance measure	Number of NHARP research projects funded	Formerly 3.1.1			NA
College Readiness and Success Grants	Number of students in CRI funded programs	Formerly 6.1.10			NA
College Readiness and Success Grants	Number of teachers in CRI funded professional devel. PGMS.	Formerly 6.1.10			NA

<b>ELEMENT</b> Identify the current Goal, Strategy, Measure or Measure Definition.	<b>REQUESTED CHANGE</b> Indicate requested change using strike-through to delete text and underscore to add text.	<b>JUSTIFICATION FOR REQUESTED CHANGE</b> Explain the reason for the proposed change.	<b>LBB AND/OR OOG APPROVED CHANGE</b> (if different from agency request)	<b>LBB / OOG COMMENTS</b>	<b>STATUS</b>

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# **SCHEDULE C:**

## **Historically Underutilized Business Plan**

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## **Texas Higher Education Coordinating Board Historically Underutilized Business Plan**

In accordance with the *Texas Government Code*, Chapter 2161, the *Texas Administrative Code*, Title 34, Part 1, Chapter 20, Subchapter B, Rule§20.15, and the *State of Texas Disparity Study*, the Texas Higher Education Coordinating Board is committed to including Historically Underutilized Businesses (HUBs) within the procurement process. All businesses have an equal opportunity to participate in the procurement process with the Coordinating Board.

### **GOAL**

The Texas Higher Education Coordinating Board is dedicated and committed to including Historically Underutilized Businesses (HUBs) in the procurement process and will continue to make a good faith effort to utilize HUB vendors through four key elements: (1) executive management support; (2) a strong emphasis on HUB vendor solicitation; (3) HUB vendor outreach; and (4) educating the Coordinating Board employees on the HUB program. The agency's annual goal is to exceed the overall statewide average percentage of HUB participation.

### **OBJECTIVES**

#### **Executive Management Support**

1. The Coordinating Board will build and maintain HUB vendor relationships, and will identify and contract with as many new qualified and capable HUB vendors as possible each year.
2. The agency will support inclusion of HUB subcontracting plans in all solicitations in excess of \$25,000 to encourage subcontracting when such opportunities exist.
3. The agency will sponsor and support a HUB Mentor-Protege' agreement as well as promote the Statewide HUB Mentor-Protege program by adding a statement of support to formal procurement solicitations highlighting such opportunities.



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**HUB Vendor Solicitation**

1. Within agency solicitation documents, the Coordinating Board will offer to provide to all potential contractors a resource list of certified HUB vendors available for subcontracting opportunities for contracts over \$25,000.
2. The agency will use good faith efforts to solicit HUB vendors on contract solicitations and will utilize a qualified and capable HUB vendor for all contracts of any dollar amount threshold.

**HUB Vendor Outreach**

1. The agency will invite HUB vendors to deliver technical and business presentations as potential contractors, with at five or more such HUB presentations conducted per year.
2. The agency will sponsor or co-sponsor an Economic Opportunity Forum when significant new opportunities for outside vendors exists and
3. The agency will participate in at least five or more external HUB Economic Opportunity Forums per year.

**Agency Staff Education**

1. The agency will educate workgroups through senior management directives on the agency policy regarding the use of HUB vendors to the fullest extent possible.

**EXTERNAL/INTERNAL ASSESSMENT**

The Coordinating Board will continue to make a good faith effort to utilize HUBs through four key elements: (1) executive management support; (2) a strong emphasis on HUB vendor solicitation; (3) HUB vendor outreach; and (4) educating Coordinating Board employees about the HUB Program. A variety of factors, both internal and external, impact and contribute to the goal of increased participation of Historically Underutilized Businesses in Coordinating Board contracts.

### Executive Management Support: Opportunities

Increased awareness of the benefits and contributions provided by conducting business with HUB vendors at all levels of management throughout the agency improves the contracting process.

- Coordinating Board members, as leaders throughout the state, understand and support HUB outreach.

### Agency Staff Education: Opportunities

- Agency knowledge of the HUB program can lead to additional HUB contracting opportunities.

### HUB Vendor Solicitation: Opportunities

- Increasing the number of awarded HUB vendor contracts; and
- Increasing the number of contract awards among HUB vendor groups.

### HUB Vendor Solicitation: Threats

- Underutilization of HUB goals, due to certain HUB categories not correlating to the agency mission and funding.
- Underutilization of HUB goals due to HUB vendors focusing on larger opportunities within state government.
- Underutilization of HUB goals, from possible increased competition for state contracts due to current economic conditions.

### HUB Vendor Outreach Opportunities

- Network of state agencies leading HUB economic forums encourages development of HUB relationships and contracts; and
- Increasing the number of HUB-qualified businesses from which to select.

### HUB Vendor Outreach: Threats

- Reduced opportunities to recruit new HUB vendors due to regional or geographic limitations.
- Subject matter expertise for some professional and consultant service contracts may limit HUB vendor participation.

### STRATEGIES

The Coordinating Board will persist in working towards increased use of HUB vendors in procurement contracts and subcontracts in the categories of professional services, other services, and commodities, as applicable. In support of these goals, the agency identified the following strategies to improve its HUB Program:

#### Executive Management Support:

- Assist HUB vendors in their ability to compete for contracts by providing procurement guidance and information.
- Stress agency goals regarding HUB vendor participation and support the inclusion of HUB subcontracting plans in all solicitations in excess of \$25,000 whenever subcontracting opportunities exist.
- Support external and internal HUB Economic Opportunity Forums to foster outreach;
- Develop and implement a HUB Mentor Protege Program to promote long-term relationships between prime contractors and HUB vendors
- Continue to maintain a monthly HUB reporting system in order to track HUB utilization; and
- Submit a HUB supplemental letter, with the Coordinating Board's HUB semi-annual and annual reports to the Comptroller of Public Accounts.

#### HUB Vendor Solicitation:

- Allow for maximum participation by all businesses by specifying reasonable and realistic contract specifications, terms, and conditions consistent with the agency's requirements;
- Provide potential contractors with references or sources of certified HUBs available for subcontracting opportunities; and
- Utilize all available HUB directories within the appropriate vendor criteria for procurement opportunities.

#### HUB Vendor Outreach:

- Invite HUB vendors to deliver technical and business presentations regarding their capability to do business with the Coordinating Board;
- Inform the public of the Coordinating Board contract opportunities by sponsoring or co-sponsoring HUB Economic Opportunity Forums when significant new opportunities for outside vendors exists and
- Participate in external HUB Economic Opportunity Forums with the purpose of identifying HUBs capable of providing goods and services and to make procurement opportunities available.

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# **SCHEDULE F: AGENCY WORKFORCE PLAN AND TEXAS WORKFORCE SYSTEM STRATEGIC PLAN**

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## **Texas Higher Education Coordinating Board Agency Workforce Plan**

### **1. Agency Overview**

The Texas Higher Education Coordinating Board (THECB) was created by the Texas Legislature in 1965 to “represent the highest authority in the state in matters of public higher education and is charged with the duties to take an active part in promoting quality education throughout the state by:

- providing a statewide perspective to ensure the efficient and effective use of higher education resources and to eliminate unnecessary duplication;
- developing and evaluating progress toward a long-range master plan for higher education and providing analysis and recommendations to link state spending for higher education with the goals of the long-range master plan;
- collecting and making accessible data on higher education in the state and aggregating and analyzing that data to support policy recommendations;
- making recommendations to improve the efficiency and effectiveness of transitions, including between high school and postsecondary education, between institutions of higher education for transfer purposes, and between postsecondary education and the workforce; and
- administering programs and trustee funds for financial aid and other grants as necessary to achieve the state's long-range goals and as directed by the legislature.” (Texas Education Code, Section 61.051).

Effective September 1, 2016, the agency is statutorily authorized 265.4 full-time equivalent (FTE) positions, a decrease of 15 FTEs from FY 2013. FTEs are managed carefully to ensure the ability to staff for federal and grant funded initiatives and other positions that support the vision, mission, goals and performance measures of the agency.

#### **A. Agency’s Mission Statement**

The THECB provides leadership and coordination for the Texas higher education system and promotes access, affordability, quality, success and cost efficiency through *60x30TX*, resulting in a globally competitive workforce that positions Texas as an international leader.

## B. Agency's Workforce Strategic Goals and Objectives

The THECB's focus for immediate workforce planning initiatives for the next two to five years is based on the large percentage of employees who are eligible to retire. Additionally, the agency plans to study and develop a viable classification and compensation plan to address workforce needs. The THECB will continue working to enhance diversity in the applicant pool. A response to the economic outlook requires consideration of possible effects of budget deficits and how the future legislative sessions may affect the agency workforce.

<b>Goal 1: Retention &amp; Recruitment</b>	<b>Recruit and retain a highly educated, skilled, and diverse workforce.</b>
<b>Objective:</b>	Provide enhanced pool of applicants, internal and external, for management's consideration and be able to retain the critical education and skill levels needed to perform the tasks of the agency's mission.
<b>Strategies:</b>	<ul style="list-style-type: none"> <li>• Proactively seek new recruitment sources.</li> <li>• Communicate with management regarding posting timeframe when necessary to expand applicant pool.</li> <li>• Develop EEO Workforce Action Plan to provide details on recruitment, hiring and retention of workforce to reflect the statewide civilian workforce.</li> <li>• Conduct market study and propose an agency Compensation Pay Plan.</li> </ul>
<b>Goal 2: Succession Planning of Critical Position</b>	<b>Prepare for retirement of key positions.</b>
<b>Objective:</b>	Work to maintain agency business with no interruption.
<b>Strategies:</b>	<ul style="list-style-type: none"> <li>• Continue cross training of identified key positions.</li> <li>• Continually review agency workforce needs (i.e., skills, education, experience, etc.).</li> </ul>
<b>Goal 3: Economic Conditions</b>	<b>Prepare for the legislative session and the possibility of budget reductions.</b>
<b>Objective:</b>	Provide quality, thoughtful information for consideration of alternative.
<b>Strategies:</b>	<ul style="list-style-type: none"> <li>• Monitor legislative issues and provide alert on issues of concern.</li> <li>• Discuss concerns that may affect the agency workforce and identify possible actions.</li> </ul>

### C. Agency's Core Values

THECB's core values are:

1. **Accountability** - We hold ourselves responsible for our actions and welcome every opportunity to educate stakeholders about our policies, decisions, and aspirations.
2. **Efficiency** - We accomplish our work using resources in the most effective manner.
3. **Collaboration** - We develop partnership that result in student success and a highly qualified, globally competent workforce.
4. **Excellence** - We strive for preeminence in all our endeavors.

### D. Anticipated Changes to the Mission, Strategies, and Goals

The agency is making a minor change to its mission statement by eliminating references to the 2000-2015 higher education strategic plan, *Closing the Gaps by 2015*, and inserting 60x30TX, the new 15-year higher education plan. The mission statement on page F-2 is the newly revised version.

In its agency strategic plan, the THECB has identified the following five goals with action items to achieve over the next five years, which are aligned with the statewide objectives issued by the Governor's Office and Legislative Budget Board.

THECB Agency Goals and Action Items for FY2017-2021
<p><b>GOAL 1: Provide effective stewardship of taxpayer dollars.</b></p> <ul style="list-style-type: none"> <li>✓ Continuously evaluate the effectiveness and efficiencies of agency operations, services, and the administration of programs; and make recommendations to the Texas Legislature to repeal statutory programs and services that are not in alignment with the agency's mission.</li> <li>✓ Formalize the agency's risk management training so that all employees receive training every two years and new employees receive training within 30 days of hire.</li> <li>✓ Request and justify increased state funding to support agency operations and information security upgrades at the agency.</li> <li>✓ If no funding is appropriated to implement information security upgrades at the agency, work with the Legislature to exempt the THECB from Rider 14.03, Article IX, General Appropriations Act so that the agency may use unexpended administrative funds for this purpose.</li> </ul>



**GOAL 2: Provide effective and efficient coordination of and planning for higher education in Texas.**

- ✓ Seek legislative changes to provide the THECB with the necessary authority to review and approve proposals by institutions that want to expand their geographical footprint to new locations outside of their existing campuses.
- ✓ Seek enhanced statutory authority to ensure that institutions advise the THECB of their planning for new programs in a timely manner and before committing substantial state resources to programs.

**GOAL 3. Fully implement the state's higher education plan, 60x30TX.**

- ✓ Inform stakeholders (i.e. institutional leaders, administrators, faculty, students, and business leaders) about 60x30TX and get them invested and engaged in meeting the goals through a series of regional workshops.
- ✓ Align statewide policy with the goals of 60x30TX.
- ✓ Highlight at least one goal of the 60x30TX plan at every quarterly board meeting and measure progress towards the goals every five years.
- ✓ Expand workforce solutions and expertise in workforce data.
- ✓ Implement statewide strategies that are listed in the 60x30TX plan.

**GOAL 4: Maintain a skilled and knowledgeable agency staff to provide excellent service. Proactively seek new recruitment sources.**

- ✓ Provide more cost-efficient, in-house professional development opportunities.
- ✓ Develop an EEO Workforce Action Plan to provide details on recruitment, hiring and retention of the agency's workforce to reflect the statewide civilian workforce.
- ✓ Conduct a market study to establish appropriate benchmarks for competitive salary levels compared to similar positions at other state agencies and in some cases, public institutions of higher education.
- ✓ Increase cross-training and succession planning of identified key positions.
- ✓ Continually review agency workforce needs (e.g., skills, education, experience, etc.).
- ✓ Improve internal communications.
- ✓ Encourage and consider employees' ideas and suggestions for improving agency operations, communications, and customer service.

**GOAL 5: Communicate data, policy and effective practices to all stakeholders in a clear and precise manner.**

- ✓ Redesign the agency's website and improve the transparency and accessibility of data and information available online.
- ✓ Work with the Texas Education Agency and the Texas Workforce Commission to develop a one-stop web portal containing education and workforce data and resources for students, parents, educators, and policymakers. Eliminate or consolidate all other existing related websites.

- ✓ Focus on the messaging around key data by creating, disseminating, and posting short briefs and explanations about key topics.
- ✓ Expand understanding and use of predictive and other data analytics to assist institutions with meeting 60x30TX goals.
- ✓ Ensure the accountability system redesign is completed on time, is easy to use, and presents key information aligned with 60x30TX and general accountability principles.
- ✓ Continue working with the College for All Texans Foundation to identify private funding to support the annual publication of the Texas Higher Education Almanac.
- ✓ Continue building and strengthening a culture of collaboration and communication with stakeholders via regular briefings, negotiated rulemaking, advisory committees, and regular email communications via GovDelivery and the use of social media.

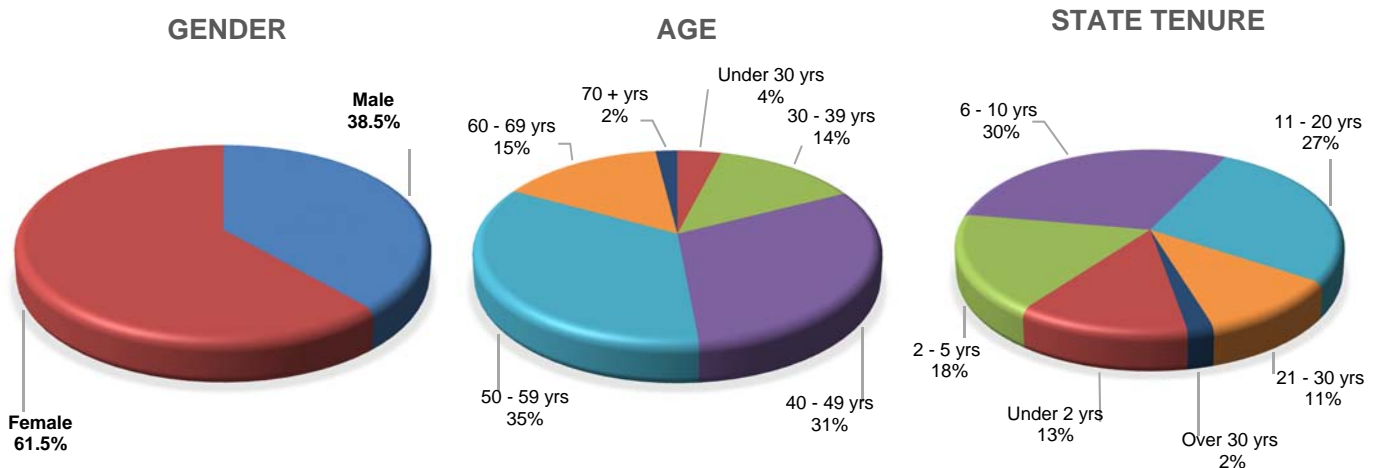
## 2. Current Workforce Profile (Supply Analysis)

The THECB employees are comprised of a diverse well qualified individuals.

### A. Workforce Demographics

The following charts profile the agency's workforce as of August 31, 2015. The THECB staff include part-time and full-time employees comprised of 38.5% male and 61.5% females. Approximately 83% is over the age of 40 and approximately 13% has less than two years of state services.

Workforce Breakdown August 31, 2015



The following table provides a comparison of the ethnicity of THECB employees, as of August 31, 2015, and the ethnicity of the statewide workforce as reported by the Texas Workforce Commission, Civil Rights Division.

<b>Workforce Utilization Analysis</b>						
	Female		Hispanic		African American	
	THECB %	State %	THECB %	State %	THECB %	State %
Officials/Administration	13%	53%	25%	16%	0%	11%
Professional	60%	56%	16%	16%	10%	11%
Para-Professional	74%	71%	33%	29%	18%	34%
Technical	36%	60%	8%	26%	0%	18%
Administration Support	72%	87%	40%	30%	23%	20%

The THECB will continue to enhance recruitment efforts to produce a diverse pool of qualified applicants that reflect the demographics of the statewide workforce.

#### **B. Retirement Eligibility**

THECB retirement does not account for the majority of separations; however, as the chart below illustrates, the agency experienced a 26% increase in retirements from fiscal year 2014 to fiscal year 2015.

<b>THECB FY Retirement</b>				
	FY 2014		FY 2015	
	Number	Percent	Number	Percent
Retirement	4	11%	10	37%

Given that 83% of the THECB's workforce is over the age of 40, 10 employees retired during Fiscal Year 2015, and 44 additional employees will be eligible to retire in the next five years, a proactive plan is required to improve succession planning for identified key positions, to train internal replacements, and to enhance external recruitment. The THECB will be challenged to replace these retirees with the high skills and education levels necessary to perform the research and analysis functions required to achieve the Texas higher education strategic plan, *60x30TX*. The THECB continues to aim at retaining employees with critical knowledge, providing educational opportunities, and utilizing senior management as mentors for identified less tenure staff.

Predicting future turnover based on retirement eligibility can be difficult. An employee's eligibility to retire is not an accurate indicator of his/her election to

retire. Factors that play a major role in the decision to retire include, but are not limited to, income requirements, eligibility for insurance, and social security benefits. Regardless of these factors, the THECB must be prepared to effectively address the future loss of knowledgeable and capable staff.

### C. Employee Turnover

Turnover is an important issue in any organization and the THECB is no exception. The turnover rate for Fiscal Year 2015 was 11.59%. The state's average turnover rate for Fiscal Year 2015 was 18%. The following charts compare the THECB's turnover rates to that of the state from FY11 to FY15. Over this timeframe, the THECB's turnover has generally been lower than the state's turnover rate.

Turnover Rate for Fiscal years 2011 - 2015					
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Statewide	16.80%	17.30%	17.60%	17.50%	18.00%
THECB	16.70%	11.80%	12.70%	16.23%	11.59%

Source: An Annual Report on Classified Employee Turnover

THECB Turnover By Age				
	FY 2014		FY 2015	
	Number	Percent	Number	Percent
Under 30	1	3%	1	4%
30 - 39	14	38%	5	19%
40 - 49	11	30%	7	26%
50 - 59	5	14%	9	33%
60+	6	16%	5	19%

THECB Turnover By Tenure				
	FY 2014		FY 2015	
	Number	Percent	Number	Percent
Under 2 years	10	27%	8	30%
Between 2-5 years	14	38%	3	11%
Between 6-10 years	10	27%	7	26%
Between 11-20 years	2	5%	5	19%
Between 21-30 years	1	3%	3	11%
Over 30 years	0	0%	0	0%

<b>THECB Turnover By Gender &amp; Ethnicity</b>				
	<b>FY 2014</b>		<b>FY 2015</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Male	10	27%	8	30%
Female	27	73%	19	70%
African Americans	6	16%	4	15%
Hispanic	11	30%	5	19%

#### **D. Turnover Rate Projection over next 5 years**

Utilizing the employee turnover rate chart above, the turnover rate projection by EEO Classification is outlined below for the next 5 years.

<b>Projected Retirement Eligibility</b>							
<b>EEO Classification</b>	<b>Current Workforce as of 8/31/015</b>	<b>% of Workforce as of 8/31/15</b>	<b>FY 16</b>	<b>FY 17</b>	<b>FY 18</b>	<b>FY 19</b>	<b>FY 20</b>
Officials/Administrators	9	4%	11%	0%	11%	0%	11%
Professionals	101	43%	2%	3%	2%	4%	1%
Technical	25	11%	0%	12%	4%	4%	4%
Para-Professional	37	16%	8%	11%	3%	3%	3%
Administrative Support	61	26%	3%	3%	7%	5%	3%
Skilled Craft	0	0%	0%	0%	0%	0%	0%
Total	233	100%	24%	29%	26%	16%	22%

#### **E. Critical Workforce Skills**

THECB's employees are comprised of diverse well qualified individuals, some with highly specialized skills unique to the agency. There are a number of skills that are critical to the agency's ability to operate effectively, efficiently, and consistently meet the agency's performance measures as well as legislative mandates. These current critical workforce knowledge and skills are in the following areas:

- Knowledge of higher education programs;
- Formula funding and curriculum review;
- Legal expertise;

- Student loan bonds;
- Governmental accounting;
- Project management;
- Research and data analysis;
- Leadership/management; and
- Information technology.

Positions critical to the THECB include mid- and upper-management positions such as Commissioner of Higher Education, Deputy Commissioners, General Counsel, Assistant Commissioners, Deputy Assistant Commissioners, Directors, Senior Program Directors, and Managers, as well as positions with highly specialized fields. These positions require extensive experience, specialized designations, and detailed knowledge of the agency's statutory regulations, functions, and rules.

### **3. Future Workforce Profile (Demand Analysis)**

The THECB's critical functions must be maintained when turnover occurs. Since the agency has a unique workforce to accomplish a wide variety of tasks, every position is critical to maintain efficient and effective operations. Filling vacated positions must occur quickly and effectively.

The THECB continues to emphasize the need for workplace diversity and to strive for a workforce that is reflective of the ethnic and racial composition of the state's population. The recruitment sources for all job postings have recently been expanded to reach as many minority job seekers as possible and will continue to see opportunities to enhance the sources of employment recruitment.

#### **A. Workforce Challenges**

There may be a need to develop non-traditional workplace and employment relationships, such as short-term assignments. Recruitment and retention strategies must be developed and monitored to keep up with the agency's workforce dynamic. According to data from the State Auditor's Office, better pay and benefits continue to be cited among the top reasons employees left employment from their respective state agencies.

Within the next two years, the agency plans to analyze and restructure an updated Classification and Pay Plan that will consider market data. This study will better equip the agency with the information to improve and align positions with the agency-established philosophy for managing the Plan with the ability to be competitive.

**B. Future Workforce Skills Needed**

After review and assessment of information compiled on the THECBs' workforce, the agency has determined that no gap exists between the agency's workforce supply and future demand. Additional skilled labor exists in the workforce for the existing positions, and although any loss of staff will impact agency operations, replacement with appropriated personnel at the current budgeted salary levels will allow the agency to replace any vacancy.

**C. Anticipated Increase/Decrease in Number of FTEs**

While the THECB does not anticipate any increase or decrease in the number of FTE's, the agency will continue to review the work demands along with the increasing population and attendance of Texas institutions of higher education to ensure that the agency has appropriate staffing levels and skills necessary to fulfill its mission.

**4. Strategy Development**

Training and development of current staff is critical to the success of the THECB. The primary objective to staff development and training is to ensure that THECB employees have the knowledge and skills to effectively and efficiently perform their duties. Additionally, the continued development and training of staff will allow for a long-term succession plan solution.

The possibility of significant number of retirements over the next five years and the expectations that many of these retirements will represent the loss of very highly skilled employees, with specific experience and specialized backgrounds, may require a proactive plan of action to train internal replacements as well as enhance external recruitment. THECB will be challenged to replace these retirees with the high skills and education levels necessary to perform the research and analysis functions required.

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## **Texas Higher Education Coordinating Board Texas Workforce System Strategic Plan**

The Texas Higher Education Coordinating Board's (THECB) Agency Strategic Plan for FY 2017-2021 includes Schedule F, which summarizes the agency's work with the Texas Workforce Investment Council (TWIC). Topics in this schedule are based upon the TWIC Strategy Statement included in *The Texas Workforce Strategic Plan FY 2016-FY 2023*.

House Bill 2628, 84th Legislature, Regular Session, requires the THECB to develop career and technical education programs of study (POS) in collaboration with the Texas Education Agency (TEA) and the Texas Workforce Commission (TWC). The purpose of these POS is to ensure that the critical linkages between secondary and postsecondary career pathways, including dual credit, are providing seamless transitions and transfer options that address the needs of business and industry for a highly skilled workforce. The goal of these efforts is to improve completion and graduation rates, thereby increasing the number of individuals with a diploma or degree, as well as nontraditional credentials that are in high demand in both today's job market and to meet the needs of the future.

Programs of study are tied to coherent sequences of academic, career, and technical courses and training, developed in consultation with business and industry. This sequencing is intended to smooth out transfer between community and technical colleges and will ultimately result in higher graduation or completion rates in areas where workers are needed in the current job market.

### **Goal Area 1: Focus on Employers**

The THECB is in the process of convening committees based on the national career cluster model to begin the POS development process. The national career cluster model groups all careers into 16 broad occupational areas or groupings. These committees will be composed of representatives from secondary and postsecondary education, business and industry, and other career and technical education experts. The committees will focus on the sequence of courses, beginning in high school and continuing at the postsecondary level, required to prepare a student for a specific career upon graduation. The committees will also identify third party certifications and licenses required by specific occupations, if applicable. The goal is to align career and technical education program content and outcomes with industry-based certifications.



Through greater engagement with employers, education and training providers can better design career and technical education content and delivery options that are more aligned with industry needs. By improving access to critical education employers can plan for skilled workers to meet their needs in both the immediate timeframe and the future. Providers can make adjustments in program content to benefit employers and students, as well as address both state and regional economic needs.

These activities are consistent with **Goal Area 1: Focus on Employers** of the state workforce strategic plan, *The Texas Workforce Strategic Plan FY 2016-FY 2023*, developed by the Texas Workforce Investment Council and approved by the governor. Additionally, they align with the system objectives of involving business and industry in Texas Essential Knowledge and Skills review and POS development and to expand licensure and industry certification.

### **Goal Area 2: Engage in Partnerships**

The second goal area of *The Texas Workforce Strategic Plan FY 2016-FY 2023* is to engage in partnerships. As discussed above, to meet employers for a highly qualified workforce, the THECB, in collaboration with TEA and TWC, is developing committees, which will include representatives from business and industry, to identify which courses should be included in each POS. The goal is being addressed at the system level as the different agencies partner to identify business and industry representatives to serve on the committee and operationally by involving business and industry in the POS development process. These processes are consistent with system objective # 3 which addresses collaboration, joint planning to promote enhanced participant outcomes.

### **Goal Area 3: Align System Elements**

A memorandum of understanding (MOU) between the THECB, TEA, and TWC to collaborate in the programs of study development process has been drafted and is pending final approval by all agencies. While the MOU outlines how the agencies will partner together to develop the programs of study at the state level, the benefit will be to students at the local level. By bringing representatives of business and industry together with secondary and postsecondary educators to develop the POS they should better inform students as to which educational choices will help them gain critical employability skills. The outcome should be an enhanced training pipeline to provide Texas employers a larger pool of highly trained workers.

The secondary POS should seamlessly integrate into programs of study offered by community and technical colleges producing graduates with skills that align with the needs of employers.

**Goal Area 4: Improve and Integrate Programs**

An additional goal of the POS initiative is the concept of developing once and implementing as needed without redesigning the POS. The goal is to accelerate the program development process at community and technical colleges. As discussed above by pursuing an integrated approach strategy the entire system should operate more efficiently and effectively for students and business and industry stakeholders.

# **SCHEDULE G:**

## **Customer Service Report**

**Texas Higher Education Coordinating Board**

**June 2016**

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Raymund A. Paredes, COMMISSIONER OF HIGHER EDUCATION

### Agency Mission

The Texas Higher Education Coordinating Board provides leadership and coordination for the Texas higher education system and promotes access, affordability, quality, success and cost efficiency through 60x30TX, resulting in a globally competitive workforce that positions Texas as an international leader.

### Agency Vision

The THECB will be recognized as an international leader in developing and implementing innovative higher education policy to accomplish our mission.

### Agency Philosophy

The THECB will promote access to and success in quality higher education across the state with the conviction that access and success without quality is mediocrity and that quality without access and success is unacceptable.

The Coordinating Board's core values are:

**Accountability:** We hold ourselves responsible for our actions and welcome every opportunity to educate stakeholders about our policies, decisions, and aspirations.

**Efficiency:** We accomplish our work using resources in the most effective manner.

**Collaboration:** We develop partnerships that result in student success and a highly qualified, globally competent workforce.

**Excellence:** We strive for excellence in all our endeavors.

The Texas Higher Education Coordinating Board does not discriminate on the basis of race, color, national origin, gender, religion, age or disability in employment or the provision of services.

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## Executive Summary

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The Texas Higher Education Coordinating Board (THECB) is committed to meeting the highest customer service standards. Under the *Compact with Texans*, the THECB reaffirms its commitment to professional service, responsiveness, effective communication, and follow-through with each of our customers. Our customers can expect THECB employees to be courteous, knowledgeable, and efficient when providing services.

Texas Government Code, Section 2114, requires state agencies and institutions of higher education to develop customer service standards and implement customer satisfaction assessment plans. By June 1 of every even-numbered year, a report on customer service is submitted to the Governor's Office Budget Division and the Legislative Budget Board. The THECB is dedicated to continual improvement of service delivery, using customer comments to help improve services and minimize response times.

This report provides a general description of the THECB, its *Compact with Texans*, and a list of external customers. It also provides the information-gathering methods used to assess the agency's performance on its customer service standards, an analysis of the findings, a table of customer service quality elements, a list of FY 2015-2016 estimated performance measures, and customer suggestions for improvements.

Overall, 81 percent of the survey respondents were satisfied with the services they received from the agency. The majority of the comments and suggestions for improvements centered on the need for the THECB staff to improve the content and user-friendliness of the agency's website.

In 2015, the agency fully implemented a new system called the Customer Relationship and Feedback Tracking (CRAFT) System to track customer service and student complaints. The CRAFT System is a web-based application that organizes, tracks, and automates all customer-related contacts with the agency, including contacts via email, telephone, and the Internet. This tool has allowed the agency to track customer inquiries and provide an efficient and effective way of responding to customers in a timely manner, as well as to monitor the quality of staff responses.

# Customer Service Report

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## THECB Compact with Texans – Statement of Customer Service Principles

The Texas Higher Education Coordinating Board (THECB) is committed to meeting the highest customer service standards. Under the *Compact with Texans*, the THECB reaffirms its commitment to professional service, responsiveness, effective communication, and follow-through with each of our customers. Our customers can expect THECB employees to be courteous, knowledgeable, and efficient when providing services. The THECB is dedicated to continual improvement of service delivery, using customer comments to help improve services and minimize response times. (See Appendix A for standard response times to requests for information and for procedures for filing complaints.)

## Agency Description

The Texas Higher Education Coordinating Board (THECB) was created by the Texas Legislature in 1965 to “represent the highest authority in the state in matters of public higher education and is charged with the duties to take an active part in promoting quality education throughout the state by:

- providing a statewide perspective to ensure the efficient and effective use of higher education resources and to eliminate unnecessary duplication;
- developing and evaluating progress toward a long-range master plan for higher education and providing analysis and recommendations to link state spending for higher education with the goals of the long-range master plan;
- collecting and making accessible data on higher education in the state and aggregating and analyzing that data to support policy recommendations;
- making recommendations to improve the efficiency and effectiveness of transitions, including between high school and postsecondary education, between institutions of higher education for transfer purposes, and between postsecondary education and the workforce; and
- administering programs and trusteed funds for financial aid and other grants as necessary to achieve the state's long-range goals and as directed by the legislature.” (Texas Education Code, Section 61.051).

The THECB is governed by a nine-member board appointed to six-year staggered terms by the governor, with consent of the senate. One-third of the board members' terms expires on August 31 of each odd-numbered year. The board includes one non-voting student representative appointed by the governor to a one-year term. The board appoints the Commissioner of Higher Education, who serves as the chief executive



officer for the agency, which has 265.4 authorized full-time equivalent (FTE) positions. The Commissioner functions as the state's chief expert on higher education, making policy recommendations and carrying out higher education initiatives on behalf of the board.

## Inventory of External Customers

The following table is an inventory of the THECB's external customers organized by the agency's budget goals and strategies listed in the 2016-2017 General Appropriations Act. The table also briefly describes the types of services provided.

<b>Budget Goal (Strategy)</b>	<b>Customer</b>	<b>Description of Services Provided</b>
A. Coordinate Higher Education  (A.1.1. – A.3.1.)	Students, institutions of higher education, policymakers, businesses, community and educational organizations, researchers, general public	Implement initiatives, in partnership with institutions/organizations, to increase the number of students enrolling in and graduating from Texas institutions of higher education. Administer and process low-interest loans, grants, and special programs for students pursuing a certificate or degree program at public and private institutions of higher education. Implement and administer initiatives to increase the college readiness of public high school graduates to prepare them for successfully completing a college-entry course or for entering the skilled workforce. Provide strategic planning, information (data and research), and evaluation of programs.
B. Close the Gaps – Affordability (B.1.1. – B.1.17.)	Students, institutions of higher education	Administer student financial aid programs, including TEXAS Grants, B-On-Time loans, Texas Educational Opportunity Grants, Tuition Equalization Grants, Texas College Work Study, Educational Aide Program, Top 10% Scholarships, Texas Armed Services Scholarships, T-STEM Challenge Scholarships, and the Engineering Recruitment program. Administer loan repayment programs for teachers, border

<b>Budget Goal (Strategy)</b>	<b>Customer</b>	<b>Description of Services Provided</b>
		faculty, and Office of Attorney General Lawyers. Administer Advise TX.
C. Close the Gaps – Research (C.1.1.)	Eight emerging research institutions of higher education	Administer the Texas Research Incentive Grant Program.
D. Close the Gaps – Health Programs (D.1.1.- D.1.11)	Institutions of higher education, dentists, nurses, physicians, students	Administer health-related programs and trusteed funds for the Family Practice Residency Program, Preceptorship Program, Joint Admissions Medical Program, Physician Education Loan Repayment Program (LRP), Dental LRP, Professional Nursing Shortage Reduction Program, Trauma Care Program, Graduate Medical Education Expansion Program, Primary Care Innovation Grant Program, and Autism Program.
E. Baylor College of Medicine (E.1.1. – E.1.4.)	Baylor College of Medicine	Provide trusteed funds to Baylor College of Medicine for health education and research programs.
F. Quality, Access and Success (F.1.1. – F.1.4.)	Institutions of higher education, students, higher education faculty, Texas Workforce Commission	Administer developmental education programs, teacher education at the Historically Black Colleges and Universities, Accelerate TX community college grants, and teacher residency program.

<b>Budget Goal (Strategy)</b>	<b>Customer</b>	<b>Description of Services Provided</b>
G. Federal Grant Programs (G.1.1. – G.1.3.)	Students, faculty, institutions of higher education	Administer federal career/technical education programs, teacher quality grants, and other federal grants.
H. Close the Gaps – Tobacco Funds (H.1.1. – H.1.2.)	Institutions of higher education, researchers, students	Administer tobacco earnings to support the Minority Health Research and Education Grant Program and the Nursing and Allied Health Education Grant Program.
I. Indirect Administration (I.1.1. – I.1.3)	All customers	Provide central administration, information resources, and other support services to support all operations and functions of the agency.

## **Information-Gathering Methods**

The data collection methodology utilized a Likert-scale survey (see Appendix B). A link to the survey was sent to all GovDelivery subscribers on April 13, 2016, with a closing date of May 13, 2016. Out of 40,676 subscribers surveyed, 1,235 responded, yielding a 3 percent response rate.

## **Analysis of Findings**

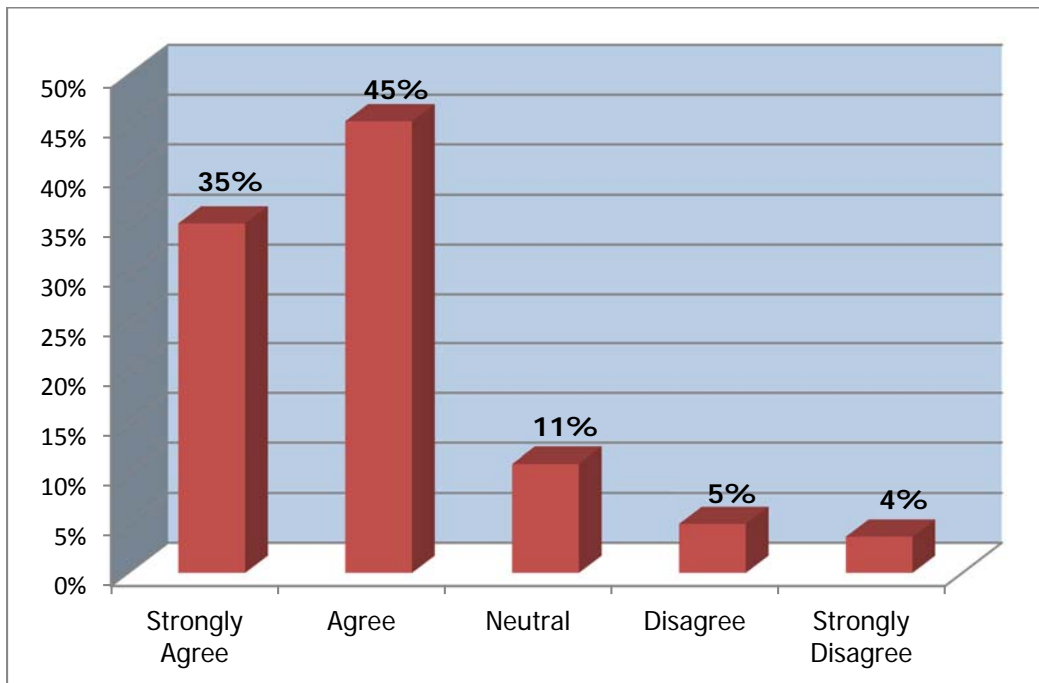
Respondents were self-categorized as a: student (26%), public citizen (3%), parent (8%), public institution of higher education (36%), career college or school (7%), public school district (7%), private institution of higher education (6%), community-based organization (2%), researcher (1%), educational association (1%), business entity (1%), state or federal legislative office (1%), and other Texas state agency (1%). The remaining respondents did not answer this question.

The gender breakdown of respondents was 64 percent female and 32 percent male; 4 percent did not respond to this question. The racial/ethnic backgrounds of the respondents were as follows: Anglo American/White – 56 percent; Hispanic – 20 percent; African American – 9 percent; Other – 10 percent; No response – 5 percent.

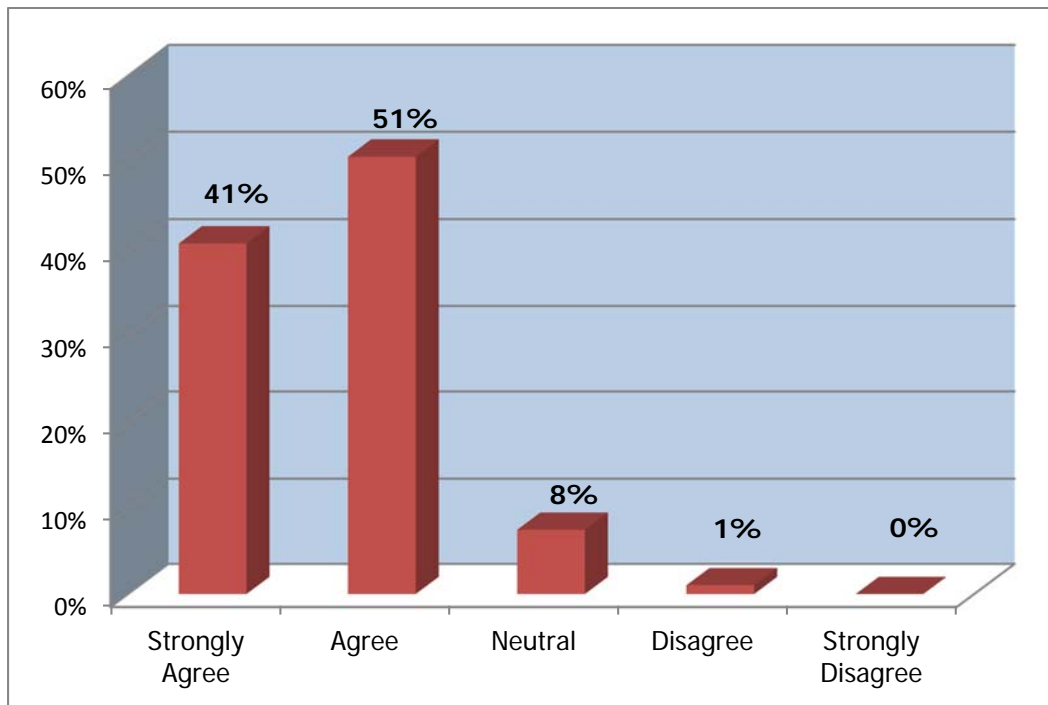
Forty-three percent of the respondents indicated that they had contact with THECB staff once within the last 12 months; 32 percent had contact two to five times over the same time period; and 24 percent had contact five or more times. Twenty-five percent of the respondents indicated that they had interacted with the agency for one year or less; 34 percent had interacted with the agency for two to five years; and 41 percent had interacted with the agency for five years or more.

Customers were asked to indicate how strongly they agree or disagree with each of the following statements, as they relate to the services they received, and were asked to skip those items that did not apply. Thirty-five percent of the respondents strongly agreed with the statement: "Overall, I am satisfied with my experience," while 45 percent agreed; 5 percent disagreed; 4 percent strongly disagreed; and 11 percent were neutral. The graphs on the next several pages provide the results for each performance measure.

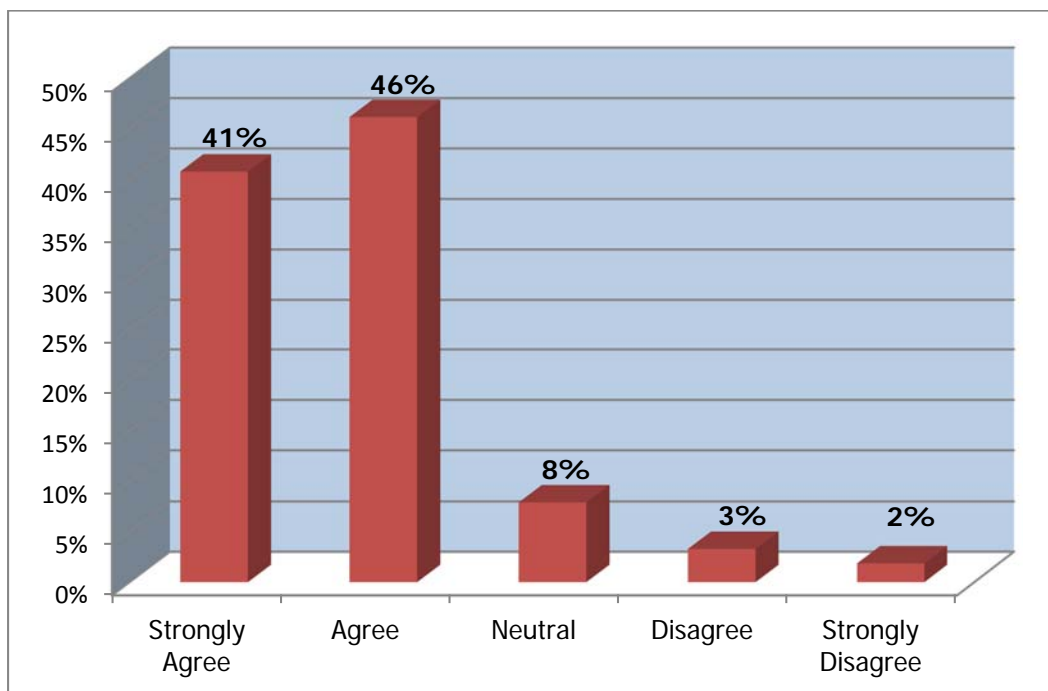
***Overall Satisfaction – "Overall, I am satisfied with my experience."***



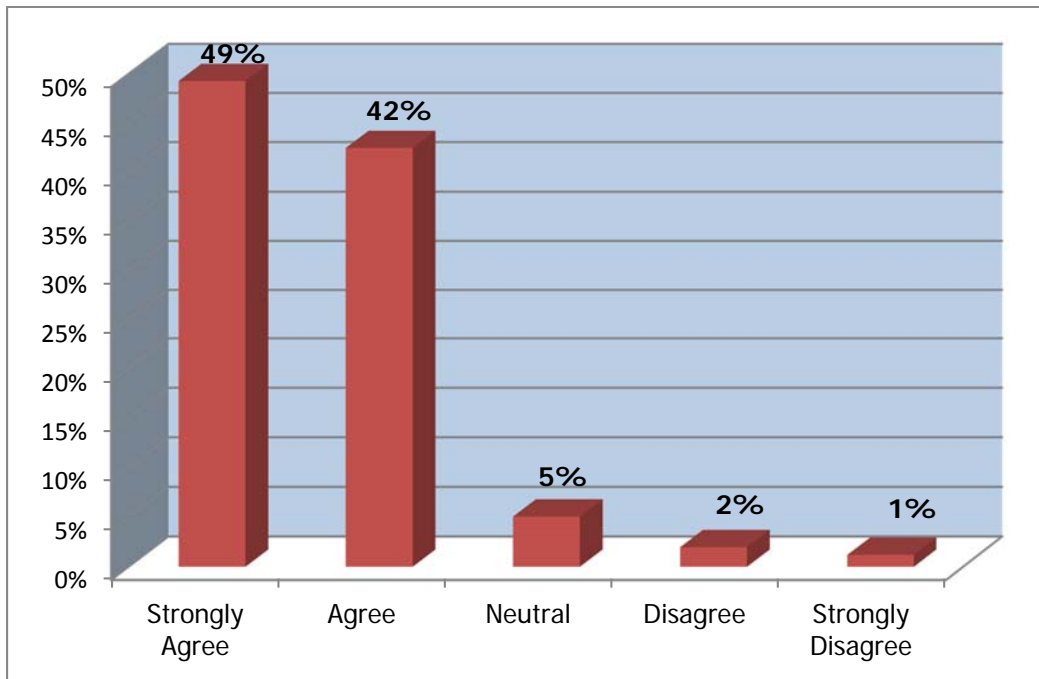
***Facilities – “If I visited the facility, it was clean and orderly.”***



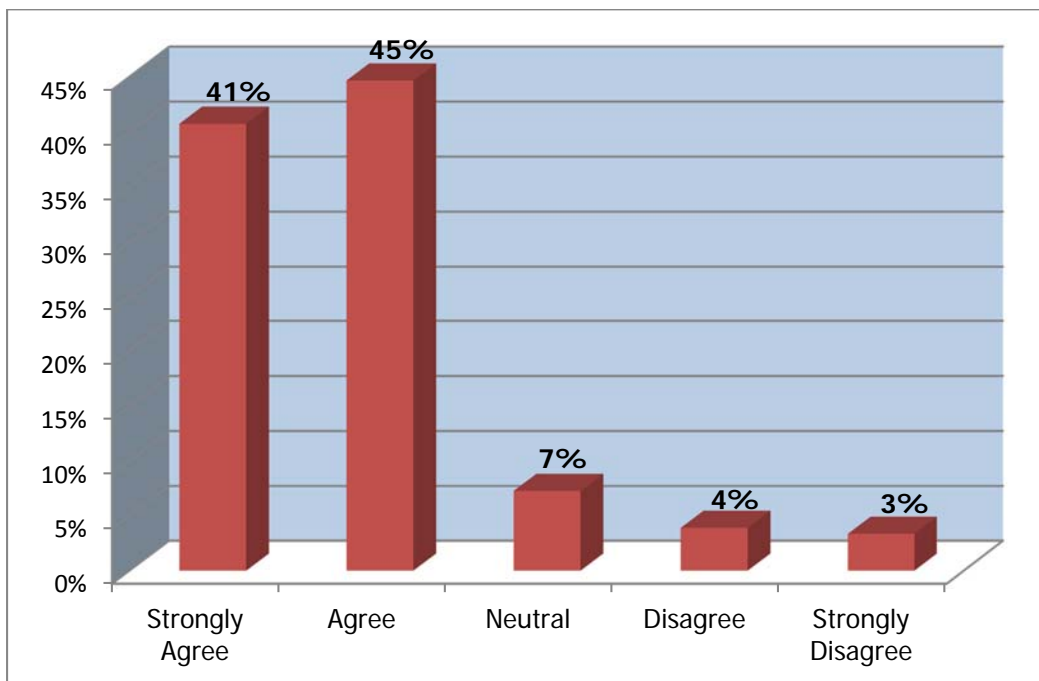
***Staff Knowledge – “If I interacted with staff, staff members were knowledgeable and helpful.”***



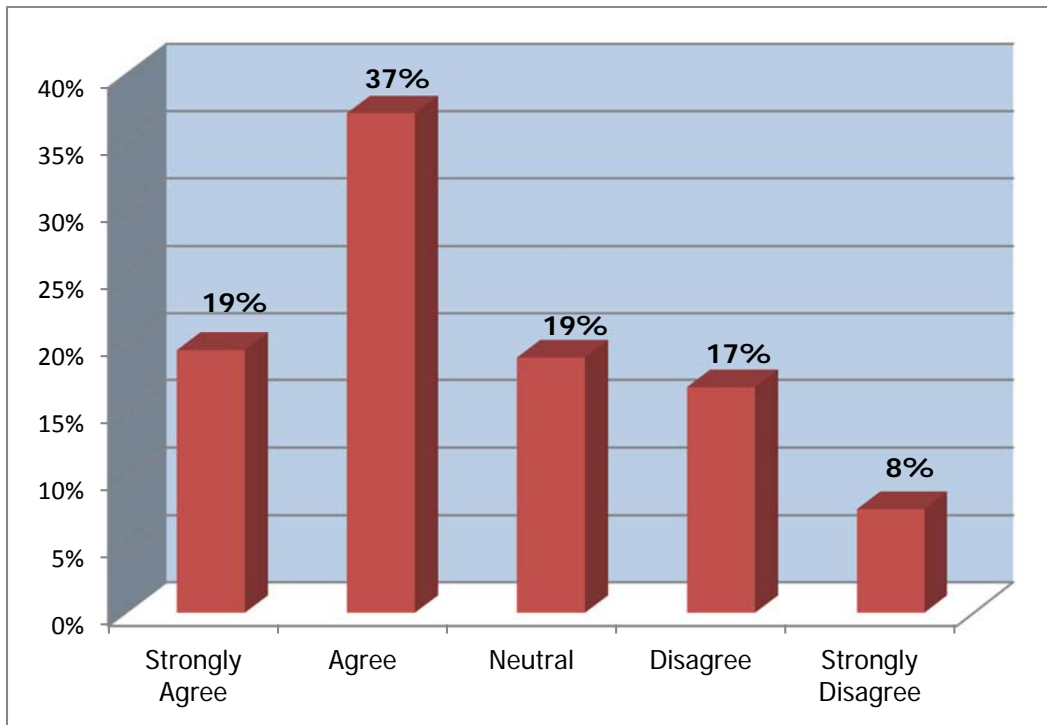
***Staff Courtesy – “If I interacted with staff, staff members were courteous and professional.”***



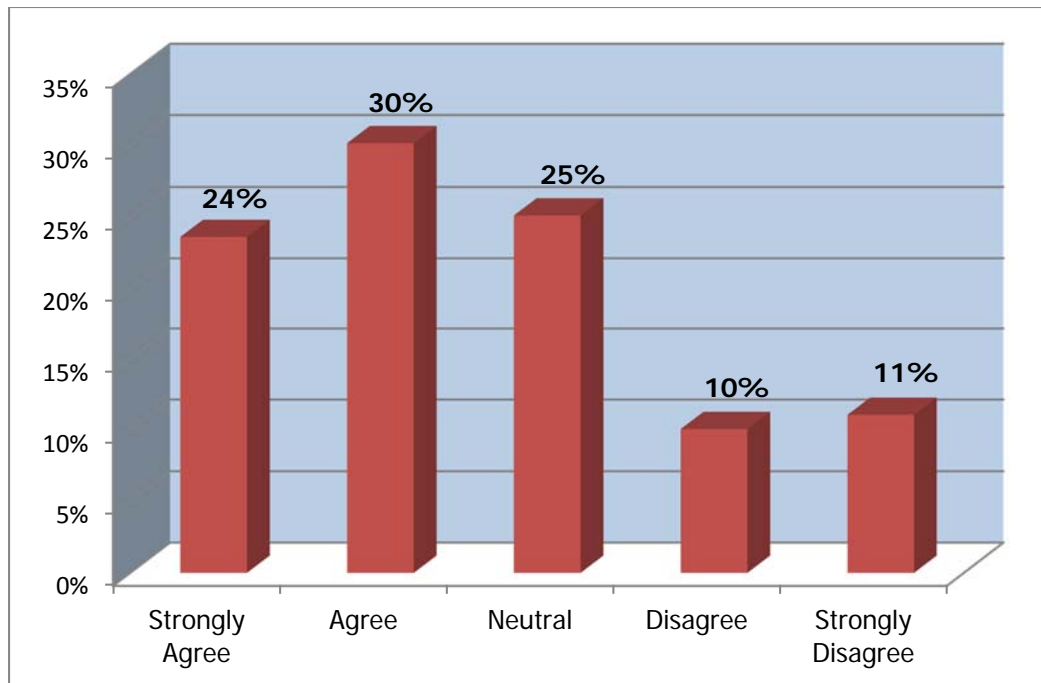
***Received Information – “If requested, I received the information I needed to obtain services.”***



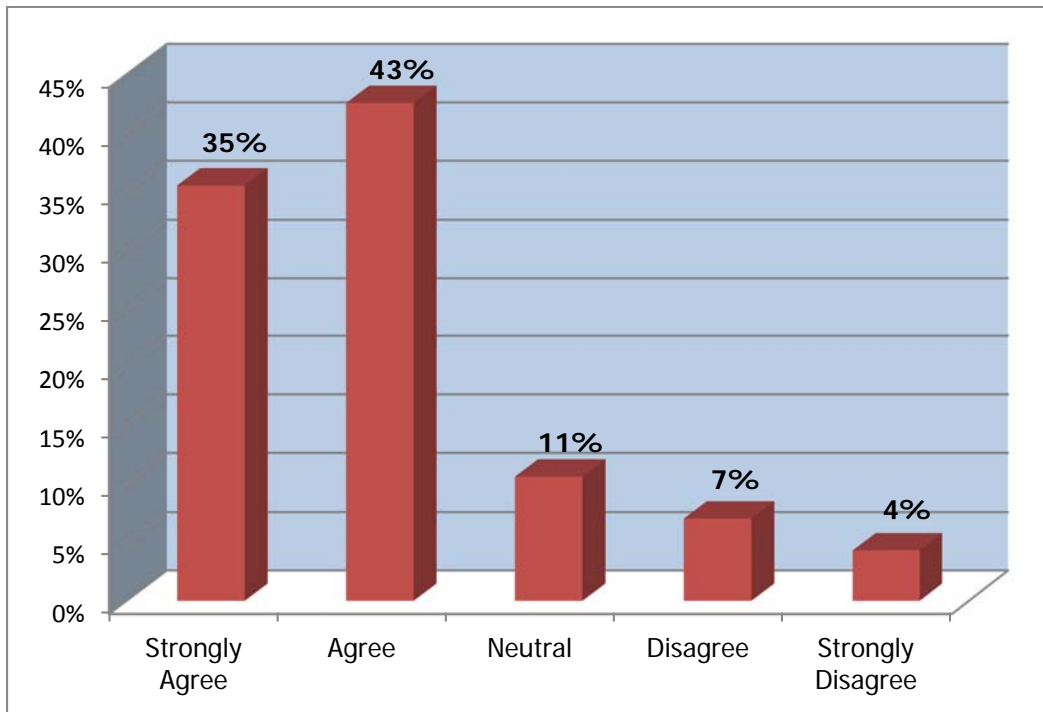
***Website – “If I visited the website, it was easy to use, well organized, and contained accurate information.”***



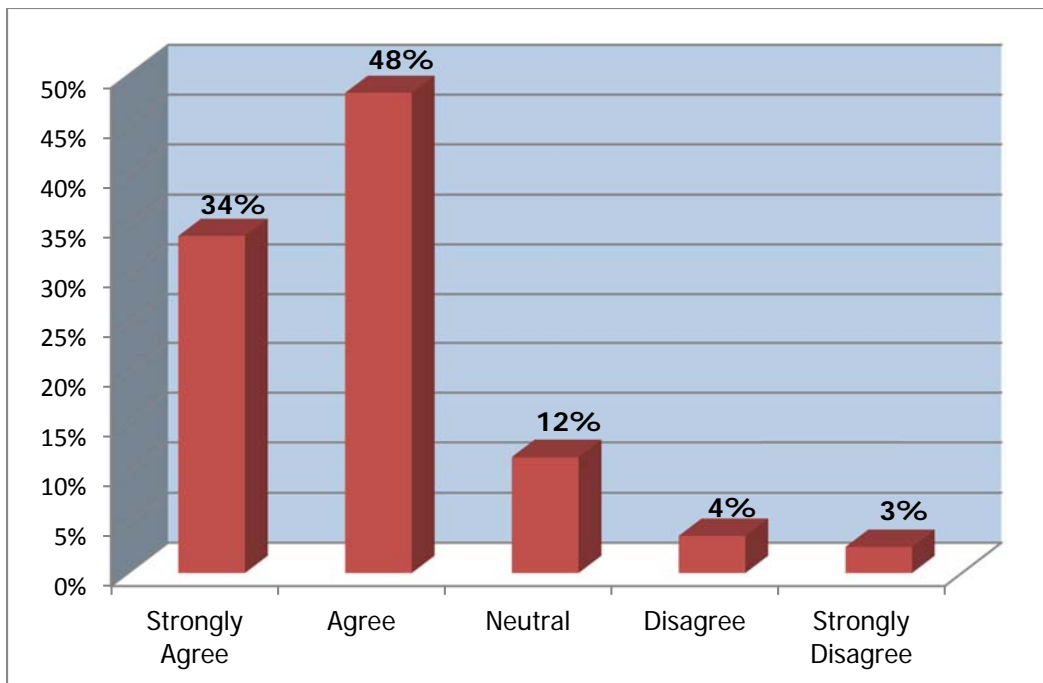
***Complaints – “If I filed a complaint, it was handled in a reasonable and timely manner.”***



***Request for Services – “If I called, wrote, emailed, or made a request for services, it was handled in a reasonable and timely manner.”***



***Printed Material – “If I received printed material, it provided thorough and accurate information.”***





## Table of Customer-Determined Service Quality Elements

This table summarizes survey results for all customer-determined service quality elements.

Performance Measure	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
If I visited the facility, it was clean and orderly.	41%	51%	8%	1%	0%
If I interacted with staff, staff members were knowledgeable and helpful.	41%	46%	8%	3%	2%
If I interacted with staff, staff members were courteous and professional.	49%	42%	5%	2%	1%
If requested, I received the information I needed to obtain services.	41%	45%	7%	4%	3%
If I visited the website, it was easy to use, well organized, and contained accurate information.	19%	37%	19%	17%	8%
If I filed a complaint, it was handled in a reasonable and timely manner.	24%	30%	25%	10%	11%
If I called, wrote, emailed, or made a request for services, it was handled in a reasonable and timely manner.	35%	43%	11%	7%	4%
If I received printed material, it provided thorough and accurate information.	34%	48%	12%	4%	3%
Overall, I am satisfied with my experience.	35%	45%	11%	5%	4%

## FY 2016-2017 Estimated Performance Measures

This table identifies FY 2016-2017 estimated customer service performance measures.

Performance Measure	Result
<b>Outcome Measures</b>	
Percentage of Surveyed Customer Respondents Expressing Overall Satisfaction with Services Received	35%
Percentage of Surveyed Customer Respondents Identifying Ways to Improve Service Delivery	10%
<b>Output Measures</b>	
Total Customers Surveyed (GovDelivery Subscribers)	40,676
Total Customers Served (via CRAFT System)	15,253
<b>Efficiency Measure</b>	
Cost per Customer Surveyed (via GovDelivery)	\$0
<b>Explanatory Measures</b>	
Total Customers Identified	1.6 million
Total Customer Groups Inventoried	14

## Complaints and Suggested Improvements

Out of 15,253 inquiries received via the Customer Relationship and Feedback Tracking System (CRAFT) from May 2, 2014 to May 13, 2016, 1,540 were categorized as complaints: 842 were complaints against a Texas institution of higher education, 69 were complaints against the agency and were related to student financial aid, and the remaining 629 were uncategorized complaints.

Out of the 1,253 respondents to the customer service survey, 322 provided comments. The comments received from 79 (or 6%) were favorable toward the quality and efficiency of the agency's customer service; 151 (or 12%) were negative. Suggestions for improvements, received from 122 respondents, mostly focused on the need for website improvements, particularly for student loan borrowers. Specifically, those respondents suggested providing more information on the website about loan accounts, e.g., showing payment history, making the website more user-friendly for borrowers to pay loans online and update personal contact information, and reducing the amount of information available on the website for easier navigation. Other suggestions included the need to improve the professional courtesy of customer service representatives and to provide more direct, accurate, and thorough responses to customer inquiries.

## Next Steps/Conclusion

The THECB has been recognized for having one of the finest postsecondary data systems in the nation. However, as customers have pointed out, there are problems associated with the website. First, the THECB's website does not make data available to stakeholders in an easily accessible format. So much data available on the website can lead to confusion about how to interpret the data or how to use it to answer a particular question in a meaningful way. For example, the agency's accountability system is not easy to find on the data website ([www.txhighereddata.org](http://www.txhighereddata.org)), and once it is found, it has a "clunky" interface ([www.txhighereddata.org/Interactive/Accountability](http://www.txhighereddata.org/Interactive/Accountability)). With the support of a private grant from the Gates Foundation, the THECB will introduce a website focused on the state plan for higher education, *60x30TX* and answer stakeholders' questions on attainment, completion, marketable skills, and student debt through a user-friendly interface with meaningful visualizations that will be accessible from desktops and mobile devices. The interface will target a broad audience with little background in data. The interface also will seamlessly lead users who want detailed analyses to the more cleanly designed accountability system website built with users' experiences in mind.

To address borrowers' complaints regarding the agency's online loan management

access the site from any desktop or mobile device via all major web browsers (Chrome, Internet Explorer, Safari and Firefox) will deliver a substantially better user experience and increased access to more account holders. In addition, the online system will meet all state and federal web accessibility requirements providing all users full access to their loan information.

Another recurring complaint from borrowers is that, although the agency accepts online payments from a checking account or by most major credit cards, it does not accept Visa credit cards. The agency does not accept Visa because it is cost-prohibitive through the current vendor. The THECB is required to use TEXAS NICUSA to process online payments because the Department of Information Resources (DIR) has entered into a contract with this vendor on behalf of all state agencies. If DIR would authorize the THECB to seek a more competitive vendor that charges a more reasonable fee to process Visa credit card payments, the THECB would be able to address borrowers' concerns.

Now that the THECB has fully launched the Customer Relationship and Feedback Tracking (CRAFT) System, the agency will be able to provide more robust data in future reports regarding number of customers served, response times, and number of cases closed. Additionally, to improve the gathering of customer feedback, the agency has added a link to the customer service survey on all electronic responses for closed cases that are entered in the CRAFT System. This will provide real-time feedback to the agency when a customer completes the survey and makes suggestions for improvements.

## Appendix A

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### THECB Compact with Texans (as it appears on the agency's website)

#### **Statement of Customer Service Principles:**

The Texas Higher Education Coordinating Board (THECB) is committed to meeting the highest customer service standards. In this *Compact with Texans*, we reaffirm the THECB's commitment to professional service, responsiveness, effective communication, and follow-through with each of our customers. Our customers can expect THECB employees to be courteous, knowledgeable, and efficient when providing services. The THECB is dedicated to the continual improvement of service delivery, using customer comments to help improve services and minimize response times.

Standard response times for agency services are as follows:

- General information requests not requiring research and analysis are acknowledged and answered within one working day. Information requests that require either new data to be collected or existing data to be compiled in a new format may require additional days within which to respond.
- Information requests requiring research and analysis, as well as materials submitted for processing, are processed within 10 working days (or customers will receive notification of additional information needed to complete their request).
- On average, phone calls will be answered in less than two minutes, though peak periods may experience longer wait times.
- Academic and technical degree program proposals submitted by public institutions of higher education are deemed complete – unless otherwise indicated by staff - within five working days after receipt of the proposal.
- Doctoral program proposals are considered within one year following submission of a completed proposal.

Important items to note related to student loans:

- Payments are applied to loan accounts using an effective date of the day the funds are received. (Please note that it may take up to three days for this to be reflected on your account.)
- Loan applications require active processing by the borrower, the agency, and the institution where the student will be attending. Thus, borrowers should allow for at least 30 days between submitting a complete loan application and the delivery of the funds to the institution.
- Loan repayment program applications require active processing by the borrower, the agency, the borrower's employer, and the lender(s) holding the borrower's loan(s). Thus, loan repayment program applicants should allow for at least 30 days after the application deadline date for an eligibility determination to be made by the agency.

**Procedure for Complaints Against the THECB:**

To file a complaint related to THECB activities or to inquire about the agency's customer service policies, contact:

Linda Battles, Deputy Commissioner for Agency Operations and Communications/COO  
Texas Higher Education Coordinating Board  
P.O. Box 12788  
Austin, Texas 78711  
Telephone: (512) 427-6205  
Fax: (512) 427-6127  
E-Mail: [Linda.Battles@theccb.state.tx.us](mailto:Linda.Battles@theccb.state.tx.us)

Complaints and inquiries are entered into and maintained on an electronic tracking system and are assigned to the appropriate agency division personnel for resolution. When complaints are not resolved within 10 working days, the system notifies the customer service coordinator who intervenes to facilitate resolution, referring the matter to the appropriate assistant commissioner if necessary. Matters not able to be resolved by an assistant commissioner are forwarded to the Commissioner for resolution. For quality control, the customer service coordinator may follow up on complaints that have been resolved by a division.

**Procedure for Student Complaints Against an Institution of Higher Education:**

After exhausting the institution's grievance/complaint process, current, former and prospective students may initiate a complaint with the THECB by:

1. Completing the online student complaint form available through the Agency's "Contact Us" link at <https://www1.theccb.state.tx.us/Apps/CRAFT/Home/Create>; or by
2. Downloading and completing a .pdf version of the complaint form at [www.theccb.state.tx.us/studentcomplaint](http://www.theccb.state.tx.us/studentcomplaint) and either:
  - a. emailing it to [StudentComplaints@theccb.state.tx.us](mailto:StudentComplaints@theccb.state.tx.us); or
  - b. mailing it to the Texas Higher Education Coordinating Board, P.O. Box 12788, Austin, Texas 78711-2788.

Facsimile (faxed) transmissions of the forms are not accepted.

Complaints submitted regarding students with disabilities must be accompanied by a signed Authorization to Disclose Medical Record Information Form, available at [www.theccb.state.tx.us/studentcomplaint](http://www.theccb.state.tx.us/studentcomplaint).

**Information Requests:**

*For information regarding financial aid services, contact Student Financial Aid Programs at 1-800-242-3062 (or 512-427-6340 if inside the Austin area).*

*For general public information, contact the Office of External Relations:*

**John Wyatt, Director**

Office of External Relations

Texas Higher Education Coordinating Board

P.O. Box 12788

Austin, Texas 78711

Telephone: (512) 427-6111

Fax: (512) 427-6127

E-Mail: [John.Wyatt@theccb.state.tx.us](mailto:John.Wyatt@theccb.state.tx.us)

*For media inquiries and interview requests, contact the Office of External Relations:*

**Kelly Carper Polden, Assistant Director of Communications**

Office of External Relations

Texas Higher Education Coordinating Board

P.O. Box 12788

Austin, Texas 78711

Telephone: (512) 427-6119 (after-hour calls will be transferred to a cell phone)

Fax: (512) 427-6127

E-Mail: [Kelly.polden@theccb.state.tx.us](mailto:Kelly.polden@theccb.state.tx.us)

Your feedback is important to us. Please take a moment to complete this [Customer Service Survey](#) and let us know how the Texas Higher Education Coordinating Board can better serve you. Thank you.

## Appendix B

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### Customer Service Survey

To better serve you, the Texas Higher Education Coordinating Board appreciates you taking the time to complete this survey. Please note:

- For each of the following statements, select the one which most clearly reflects your answer. You may skip items that do not apply.
- This survey is anonymous and we do not collect information which allows for identification of individuals.
- If you do not have any experience with an item, mark "N/A" or "Not Applicable".

**How many times have you had contact with the THECB staff in the past 12 months?**

☐ Once    ☐ 2-5    ☐ 5 or more

**Indicate how long you have interacted with this agency.**

☐ 1 year or less    ☐ 2-5 years    ☐ 5 or more years

**Which customer type would you consider yourself (mark only one):**

- |  |  |
|--|--|
| <input type="checkbox"/> Business Entity                         | <input type="checkbox"/> Public Citizen                      |
| <input type="checkbox"/> Career College or School                | <input type="checkbox"/> Public Higher Education Institution |
| <input type="checkbox"/> Community-Based Organization            | <input type="checkbox"/> Public School District              |
| <input type="checkbox"/> Educational Association                 | <input type="checkbox"/> Other Texas State Agency            |
| <input type="checkbox"/> News Media                              | <input type="checkbox"/> Researcher                          |
| <input type="checkbox"/> Parent                                  | <input type="checkbox"/> State or Federal Legislative Office |
| <input type="checkbox"/> Private Institution of Higher Education | <input type="checkbox"/> Student                             |



Indicate how strongly you agree or disagree with the following regarding the service you received and please skip those which do not apply:

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
If I visited the facility, it was clean and orderly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I interacted with staff, staff members were knowledgeable and helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I interacted with staff, staff members were courteous and professional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If requested, I received the information I needed to obtain services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I visited the website, it was easy to use, well organized, and contained accurate information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I filed a complaint, it was handled in a reasonable and timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I called, wrote, emailed, or made a request for services, it was handled in a reasonable and timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If I received printed material, it provided thorough and accurate information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I am satisfied with my experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Provide any suggestions to improve the quality of our customer service:**

**My race/ethnicity is:**

- ☐ African-American
- ☐ Anglo-American/White
- ☐ Asian-American/Native American
- ☐ Mexican-American/Hispanic
- ☐ Multiracial/Other

**My gender is:**

- ☐ Female
- ☐ Male



This document is available on the Texas Higher Education Coordinating Board website:  
<http://www.thecb.state.tx.us>

**For more information, contact:**

Linda Battles, M.P.AFF.  
Deputy Commissioner for Agency Operations and Communications/COO  
Texas Higher Education Coordinating Board  
P.O. Box 12788  
Austin, TX 78711  
Phone (512) 427-6205  
[Linda.Battles@thecb.state.tx.us](mailto:Linda.Battles@thecb.state.tx.us)

SCHEDULE H: ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

To assist in the process required by Chapter 2110, Texas Government Code, state agencies should submit an assessment of advisory committees using the format provided. Please submit your assessment for each advisory committee under your agency's purview. Include responses for committees created through statute, administrative code or ad-hoc by your agency. Include responses for all committees, whether ongoing or inactive and regardless of whether you receive appropriations to support the committee. Committees already scheduled for abolishment within the 2016-17 biennium are omitted from the scope of this survey. When submitting information for multiple advisory committees, right-click the sheet "Cmte1", select Move or Copy, select Create a copy and move to end.

NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Lower-Division Academic Course Guide Manual Advisory Committee

Number of Members:

18 voting 1 ex officio

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

Jan. 1, 2000

Date to Be Abolished:

Oct. 31, 2017

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.2.1

Strategy Title (e.g. Occupational Licensing)

Workforce, Academic Affairs, and Research

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority  
State Authority  
State Authority  
  
State Authority  
Federal Authority  
Federal Authority  
Federal Authority

Select Type	Identify Specific Citation
Statute	TEC 61.026
Other	TGC 2100
Admin Code	TAC 1.192

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Travel	\$0	\$0	\$0
	Personnel	\$0	\$0	\$0
	Number of FTEs	0.24	0.25	0.26
	Other Operating Costs	\$0	\$0	\$0
	Total, Committee Expenditures	\$0	\$0	\$0
Committee Members' Indirect Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Travel	\$0	\$0	\$0
	Personnel	\$25,600	\$25,600	\$25,600
	Number of FTEs	0.29	0.29	0.29
	Other Operating Costs	\$0	\$0	\$0
	Total, Committee Expenditures	\$25,600	\$25,600	\$25,600
Method of Financing		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Method of Finance			
	1 - General Revenue Fund	\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
	Expenses / MOFs Difference:	\$25,600	\$25,600	\$25,600
Meetings Per Fiscal Year		2	2	2

Committee Description:

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 is available online as a portable document format (pdf) and as an interactive database. The membership consist of faculty and administrators from public institutions (equal representation of 2 year colleges and universities) who are involved in the provision of lower-division courses intended for transfer.

SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

1. When and where does this committee typically meet and is there any requirement as to the frequency of committee meetings?

Typically the committee meets once during the spring and once in the fall and is required to meet at least once a year. The meetings are held at the Coordinating Board offices in Austin.

2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

The committee provides a report of activities to the Board once a year. The committee also makes recommendations to the Board for changes to the ACGM including additions of new courses, addition of student learning outcomes for existing courses, course description revisions, and deletion of underutilized or obsolete courses.

3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

The committee recommended the addition of student learning outcomes for 18 courses in the disciplines of Architecture, Computer Science, and Mathematics in the ACGM. Several hundred underutilized or obsolete courses were recommended to be deleted from the manual. The recommendations were approved.

4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency ?

Yes

4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

No

5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

600.0

5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

Staff works with committee chairs to develop meeting agendas, works on engaging informational speakers, and prepares meeting minutes. Yearly statewide enrollment reports for courses included in the ACGM are prepared by staff. Institutions requesting change to the ACGM are guided with preparation and submission of necessary proposal material. Staff review documents for presentation of institutional request presentations to the Committee. Staff provides support to committee chairs for Board presentations. Staff handles logistical issues and

6. Have there been instances where the committee was unable to meet because a quorum was not present?

No

Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.

7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (e.g. online calendar of events, notices posted in Texas Register, etc.)?

ACGM meetings are posted to the Texas Register and agendas are available on-line via the agency website. Meetings are life broadcast via the internet, with a link available at the agency's top webpage. Meetings are open to the public.

7b. Do members of the public attend at least 50 percent of all committee meetings?

Yes

7c. Are there instances where no members of the public attended meetings?

No

8. Please list any external stakeholders you recommend we contact regarding this committee.

All public institutions of higher education with undergraduate education, including health related institutions. Texas Council of Public University Presidents and Chancellors. Texas Association of Collegiate Registrars and Admissions Officers. Member institutions of the Texas Common Course Numbering System.

9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

Yes

9b. Please describe the rationale for this opinion.

The ACGM Advisory Committee reviews academic courses taught for funding by public community, state, and technical college, making recommendations for changes to reflect evolving discipline specific needs for the preparation of students transferring to four year institutions. The adoption of course student learning outcomes provides alignment, efficiency, and clarity for students and institutions while recommendation for deletion of underutilized and obsolete courses eliminates duplication and loss of transfer credit.

10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:

10a. Is there any functional benefit for having this committee codified in statute?

No

10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?

No

10c. If "Yes" for Question 2b, please describe the rationale for this opinion.

NA

11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?

Retain

11b. Please describe the rationale for this opinion.

The evolving nature of academic disciplines and development of new areas of learning require that courses taught reflect current and relevant material to prepare students for further study and employment. The ACGM Advisory Committee provides perspective and expertise to make recommendations to address these changes in a coordinated and consistent way statewide for courses taught at 2 year institutions.

12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

Yes

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.

The ACGM Advisory Committee provides recommendations for courses which are the building blocks of statewide initiatives to improve transfer and efficient degree completion such as Tuning, Field of Study Curricula, and the Texas Core Curriculum. These initiatives and emphasis on marketable skills for graduates which will in part be associated with learning outcomes are related to undergraduate education strategies of the agency's new strategic plan, 60x30TX.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

NA

ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

To assist in the process required by Chapter 2110, Texas Government Code, state agencies should submit an assessment of advisory committees using the format provided. Please submit your assessment for each advisory committee under your agency’s purview. Include responses for committees created through statute, administrative code or ad-hoc by your agency. Include responses for all committees, whether ongoing or inactive and regardless of whether you receive appropriations to support the committee. Committees already scheduled for abolishment within the 2016-17 biennium are omitted from the scope of this survey. When submitting information for multiple advisory committees, right-click the sheet “Cmte1”, select Move or Copy, select Create a copy and move to end.

NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Apply Texas Advisory Committee

Number of Members:

23

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

Fall, 1997

Date to Be Abolished:

10/31/2017

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.1.1.

Strategy Title (e.g. Occupational Licensing)

College Readiness and Success

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority	Select Type	Identify Specific Citation
State Authority	Statute	TEC 51.762
State Authority	Admin Code	Title 19; Part I of TAC; Chapter 1; Subchapter G
State Authority		
Federal Authority		
Federal Authority		
Federal Authority		

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Travel	\$0	\$0	\$0
	Personnel	\$0	\$0	\$0
	Number of FTEs	1.0	1.0	1.0
	Other Operating Costs	\$0	\$0	\$0
	Total, Committee Expenditures	\$0	\$0	\$0
Committee Members' Indirect Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Travel	\$0	\$0	\$0
	Personnel	\$5,100	\$5,400	\$5,700
	Number of FTEs	0.2	0.2	0.2
	Other Operating Costs	\$1,500	\$1,600	\$1,700
	Total, Committee Expenditures	\$6,600	\$7,000	\$7,400
Method of Financing		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Method of Finance			
	1 - General Revenue Fund	\$6,600	\$7,000	\$7,400
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
	Expenses / MOFs Difference:	\$0	\$0	\$0
Meetings Per Fiscal Year		4	5	5

Committee Description:

The purpose of the Apply Texas Advisory Committee is to discuss and vote on changes that may be needed to the Apply Texas Common Application for Admission for the coming application cycle. Additionally, the committee addresses initiatives to strengthen student participation in and access to higher education.

SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee’s current bylaws and most recent meeting minutes as part of your submission.

1. When and where does this committee typically meet and is there any requirement as to the frequency of committee meetings?

The committee meets in Austin at the Texas Higher Education Coordinating Board headquarters, 1200 East Anderson Lane, Austin, TX 78752. Committee rules anticipate at least 2 meetings per year; more may be scheduled by the co-chairs as needed.

2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

Most significantly, the committee generates a priority list of adjustments and amendments to the Apply Texas application forms or system, for the purpose of resolving problems, adding clarity to instructions and/or simply improving the overall efficiency of the System.

3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

Agency staff approved the following recommendations in 2015: Provided colleges the use of multiple deadlines per term (important for institutions with flex entry); Adjusted name field lengths, list of pre-professional programs of study, dual credit question wording and country drop-down lists to improve data collection and accuracy; and Improved explanations for data parameters for the Admission Application Counts site.

4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency ?

Yes

4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

No

5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

60.0

5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

For each meeting, handle logistics including reserving and setting up the room, preparing announcements and handouts, assisting in the development of the agenda, providing for the broadcast of meetings, arranging for member participation via telecommunications when necessary, posting an Open Meeting Notice in the *Texas Register*; arranging for presenters if needed, drafting minutes and arranging for lunch.

6. Have there been instances where the committee was unable to meet because a quorum was not present?

No

Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.

7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (e.g. online calendar of events, notices posted in Texas Register, etc.)?

All meetings are broadcast and recorded; public notices of the meetings are posted ahead of time in the *Texas Register*; announcements are sent out ahead of time to legislative aides and governmental relations officers of institutions. All meetings are open to the public, and attendees are welcome to participate in the discussions.

7b. Do members of the public attend at least 50 percent of all committee meetings?

Yes

7c. Are there instances where no members of the public attended meetings?

No

8. Please list any external stakeholders you recommend we contact regarding this committee.

Rissa Potter, Council of Public University Presidents and Chancellors: Lois Hollis, Independent Colleges and University of Texas

9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

Yes

9b. Please describe the rationale for this opinion.

Under the guidance of the Apply Texas Advisory Committee, the Apply Texas System has expanded its abilities to meet the needs of students, institutions, high school counselors and the public. More than 1.4 million applications were processed for the 2014-5 academic year, at a unit cost to students of less than \$1 per application (though some colleges also charge admission application fees). The Committee, in conjunction with the Texas Association of Collegiate Registrars and Admissions Officers, holds annual workshops to acquaint institutional Apply Texas administrators with changes to the System and get feedback on ways to further improve it. The Counselor Suite of Apply Texas, developed with Committee's help, enables high school counselors to access status data about their students' progress in completing applications. Originally, it included only admissions applications. Through participation in a federal pilot, the Counselor Suite was extended in 2009-10 to include status data about students' applications for federal aid. Participation in the pilot program enabled Texas to smoothly transition to participation in the National FAFSA Completion Initiative Campaign, started in 2014.

10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:

10a. Is there any functional benefit for having this committee codified in statute?

Yes

10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?

Yes

10c. If "Yes" for Question 2b, please describe the rationale for this opinion.

The continuity of the committee is important in maintaining the flow of operations for the Apply Texas System, as is the public forum required by advisory committee statutes. These could be maintained by an ad hoc committee, but might not be. The restriction in statute that the committee be made up only of college representatives hampers our ability to receive regular, up-to-date input from high school counselors, who play a critical role in helping students complete their applications and pursue higher education. We would like to see the statute amended to allow secondary education counselors to serve on the committee.

11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?

Retain

11b. Please describe the rationale for this opinion.

The successful transition of students from high school to college or from the workforce to college is critical to the state's achievement of its higher education and workforce goals. The Advisory Committee enables the Apply Texas System to evolve as student and institutional needs change, thus facilitating the steady of flow of students.

12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

Yes

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.



The Apply Texas Common Application Program is complex, and needs advice from persons familiar with it's day-to-day operations on an institutional basis. Agency staff do not have this perspective.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

The addition of high school counselors to the committee membership would help us to regularly acquire information about the students, forms, and processes of the Apply Texas System.

ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

To assist in the process required by Chapter 2110, Texas Government Code, state agencies should submit an assessment of advisory committees using the format provided. Please submit your assessment for each advisory committee under your agency's purview. Include responses for committees created through statute, administrative code or ad-hoc by your agency. Include responses for all committees, whether ongoing or inactive and regardless of whether you receive appropriations to support the committee. Committees already scheduled for abolishment within the 2016-17 biennium are omitted from the scope of this survey. When submitting information for multiple advisory committees, right-click the sheet "Cmte1", select Move or Copy, select Create a copy and move to end.

NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Architecture Field of Study Advisory Committee

Number of Members:

14 members

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

1/2015 CB adopted rules

Date to Be Abolished:

1/31/2019

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.2.1

Strategy Title (e.g. Occupational Licensing)

Workforce, Academic Affairs & Research

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority  
State Authority  
State Authority  
  
State Authority  
Federal Authority  
Federal Authority  
Federal Authority

Select Type	Identify Specific Citation
Statute	TGC 2110

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel		\$0	\$0	\$0
Personnel		\$0	\$0	\$0
Number of FTEs		0.0	0.0	0.0
Other Operating Costs		\$0	\$0	\$0
Total, Committee Expenditures		\$0	\$0	\$0
Committee Members' Indirect Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel		\$0	\$0	\$0
Personnel		\$0	\$0	\$0
Number of FTEs		0.0	0.0	0.0
Other Operating Costs		\$0	\$0	\$0
Total, Committee Expenditures		\$0	\$0	\$0
Method of Financing		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Method of Finance				
1 - General Revenue Fund		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
Expenses / MOFs Difference:		\$0	\$0	\$0
Meetings Per Fiscal Year		0	0	0

Committee Description:

Texas Education Code 61.823 directs the board, with the assistance of advisory committees composed of representatives of institutions of higher education, to develop field of study curricula. If a student successfully completes a field of study curriculum developed by the board, that block of courses may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the degree program for the field of study into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.

SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

1. When and where does this committee typically meet and is there any requirement as to the frequency of committee meetings?

2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency ?		4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?	
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5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

6. Have there been instances where the committee was unable to meet because a quorum was not present?		Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.
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7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (e.g. online calendar of events, notices posted in Texas Register, etc.)?

7b. Do members of the public attend at least 50 percent of all committee meetings?		7c. Are there instances where no members of the public attended meetings?	
--	--	---	--

8. Please list any external stakeholders you recommend we contact regarding this committee.

9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

9b. Please describe the rationale for this opinion.

10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:

10a. Is there any functional benefit for having this committee codified in statute?		10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?	
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10c. If "Yes" for Question 2b, please describe the rationale for this opinion.

11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?

11b. Please describe the rationale for this opinion.

12a. Were this committee abolished, would this impede your agency’s ability to fulfill its mission?

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

To assist in the process required by Chapter 2110, Texas Government Code, state agencies should submit an assessment of advisory committees using the format provided. Please submit your assessment for each advisory committee under your agency’s purview. Include responses for committees created through statute, administrative code or ad-hoc by your agency. Include responses for all committees, whether ongoing or inactive and regardless of whether you receive appropriations to support the committee. Committees already scheduled for abolishment within the 2016-17 biennium are omitted from the scope of this survey. When submitting information for multiple advisory committees, right-click the sheet “Cmte1”, select Move or Copy, select Create a copy and move to end.

NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Architecture and Construction Program of Study Advisory Committee

Number of Members:

14 - first mtg summer 2016

Committee Status  
(Ongoing or Inactive):

ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

1/2016 CB adopted rules

Date to Be Abolished:

1/31/2020

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.2.1

Strategy Title (e.g. Occupational Licensing)

Workforce, Academic Affairs & Research

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority

State Authority

State Authority

State Authority

Federal Authority

Federal Authority

Select Type

Statute

Identify Specific Citation

TGC 2110

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel		\$0	\$0	\$0
Personnel		\$0	\$0	\$0
Number of FTEs		0.0	0.0	0.0
Other Operating Costs		\$0	\$0	\$0
Total, Committee Expenditures		\$0	\$0	\$0
Committee Members' Indirect Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel		\$0	\$0	\$0
Personnel		\$0	\$0	\$0
Number of FTEs		0.0	0.0	0.0
Other Operating Costs		\$0	\$0	\$0
Total, Committee Expenditures		\$0	\$0	\$0
Method of Financing		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Method of Finance				
1 - General Revenue Fund		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
Expenses / MOFs Difference:		\$0	\$0	\$0
Meetings Per Fiscal Year		0	0	0

Committee Description:

Texas Education Code 61.8235 directs the board, with the assistance of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and

technical education experts to develop program of study curricula. A program of study established under this section must (1) focus on the current and future needs of employers in this state; (2) clearly define career pathways with logical entry and exit points for students; (3) indicate the types of careers and the names of certifications or licenses aligned to the program of study; (4) provide for students who begin a program of study at a public junior college, public state college, or public technical institute to transfer to another public junior college, public state college, or public technical institute without having to repeat classes or incur significant interruption of their ability to progress through the program of study.

The purpose of the committee is develop pathways for students to follow from high school to a community college without having to repeat courses and be prepared for the workforce at program completion. Program of Study developed by the board help students to complete programs in a timelier manner that meet the needs of business and industry.

The committee should be continued because it helps student's complete degree in a timelier manner without having to repeat course content and saves the state money.

SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

1. When and where does this committee typically meet and is there any requirement as to the frequency of committee meetings?

2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency ?		4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?	
--	--	--	--

5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

6. Have there been instances where the committee was unable to meet because a quorum was not present?		Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.
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7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (e.g. online calendar of events, notices posted in Texas Register, etc.)?

7b. Do members of the public attend at least 50 percent of all committee meetings?		7c. Are there instances where no members of the public attended meetings?	
--	--	---	--

8. Please list any external stakeholders you recommend we contact regarding this committee.

9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

9b. Please describe the rationale for this opinion.

10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:

10a. Is there any functional benefit for having this committee codified in statute?		10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?	
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10c. If "Yes" for Question 2b, please describe the rationale for this opinion.

11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?

11b. Please describe the rationale for this opinion.

12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

To assist in the process required by Chapter 2110, Texas Government Code, state agencies should submit an assessment of advisory committees using the format provided. Please submit your assessment for each advisory committee under your agency’s purview. Include responses for committees created through statute, administrative code or ad-hoc by your agency. Include responses for all committees, whether ongoing or inactive and regardless of whether you receive appropriations to support the committee. Committees already scheduled for abolishment within the 2016-17 biennium are omitted from the scope of this survey. When submitting information for multiple advisory committees, right-click the sheet “Cmte1”, select Move or Copy, select Create a copy and move to end.

NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Certification Advisory Council

Number of Members:

6

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

6/19/1975

Date to Be Abolished:

10/31/2017

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.2.1.

Strategy Title (e.g. Occupational Licensing)

Workforce, Academic Affairs and Research

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority	Select Type	Identify Specific Citation
State Authority	Statute	TEC 61.026
State Authority	Statute	TEC 61.314
State Authority	Statute	TGC 2110
Federal Authority	Rules	TAC 1.135-1.141
Federal Authority		
Federal Authority		

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Travel	\$0	\$0	\$0
	Personnel	\$0	\$0	\$0
	Number of FTEs	0.06	0.04	0.11
	Other Operating Costs	\$0	\$0	\$0
	Total, Committee Expenditures	\$0	\$0	\$0
Committee Members' Indirect Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Travel	\$0	\$0	\$0
	Personnel	\$3,300	\$2,300	\$4,400
	Number of FTEs	0.02	0.01	0.03
	Other Operating Costs	\$0	\$0	\$0
	Total, Committee Expenditures	\$3,300	\$2,300	\$4,400
Method of Financing		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Method of Finance			
	1 - General Revenue Fund	\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
	Expenses / MOFs Difference:	\$3,300	\$2,300	\$4,400
Meetings Per Fiscal Year		2	1	3

Committee Description:

The Certification Advisory Council (CAC) is created to provide the Board with advice and recommendation(s) regarding standards and procedures to be used in carrying out the provisions of Texas Education Code, Chapter 61, Subchapter G, Regulation of Private Postsecondary Educational Institutions, primarily including standards and procedures related to certification of private postsecondary educational institutions that are nonexempt; assists the Commissioner in the examination of individual applications for Certificates of Authority; and performs other duties related to certification that the Board finds to be appropriate.

The CAC should continue as members serve a valuable role in providing real-world institutional experience when reviewing Certificate of Authority applications from new institutions to offer degrees or courses leading to degrees and accrediting agencies seeking recognition. CAC members make recommendations based on their background and knowledge of postsecondary education in Texas and their knowledge of typical accreditation standards. Abolishment of the CAC would eliminate this experienced, but neutral perspective from the approval process.



SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission. [Three most recent approved summary minutes are attached.]

1. When and where does this committee typically meet and is there any requirement as to the frequency of committee meetings?

The CAC meets at THECB. The council shall meet on a quarterly basis scheduled no later than the first day of the month prior to the month that the Board Committee on Academic and Workforce Success meets. A quarterly meeting may be cancelled if no actions are pending requiring advice from the Certification Advisory Council. A quarterly meeting may be rescheduled if a quorum of members cannot be met. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be made available to the public after they have been prepared by the Board staff and reviewed by members of the council.

2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

The CAC reports its recommendations on Certificate of Authority applications and accrediting agency recognition to the Commissioner and to the Coordinating Board. Three CAC recommendations are attached: Certificate of Authority application by Southwest School of Art; Certificate of Authority application by Baptist Hospitals of Southeast Texas-School of Radiologic Technology; and Accrediting Agency recognition by Association of Advanced Rabbinical & Talmudic Schools.

3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

The CAC recommended recognition of the accrediting agency, Association of Advanced Rabbinical & Talmudic Schools in April 2015. The CAC recommended approval of Certificates of Authority for Southwest School of Art and Baptist Hospitals of Southeast Texas-School of Radiologic Technology in October 2015. The three most recent recommendations were all approved by the Coordinating Board.

4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency ?

Yes

4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

No

5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

50.0

5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

Staff responsible for the committee prepared for meetings; contacted CAC members; invited attendees (school or accreditor reps); attended meetings; and prepared summary minutes. Support staff assisted with preparation for meetings. ISS personnel attended meetings for purposes of webcasting. Assistant Commissioner Peebles, Deputy Assistant Commissioner Tomerlin, and General Counsel Franz attended meetings.

6. Have there been instances where the committee was unable to meet because a quorum was not present?

No

Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes. [Attendance in attached summary minutes.]

7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (e.g. online calendar of events, notices posted in Texas Register, etc.)?

CAC meetings are open to the public and are webcast. Information regarding meeting times, agendas and approved minutes are provided on the THECB website. Meeting announcements are published in the Texas Register.

7b. Do members of the public attend at least 50 percent of all committee meetings?

Yes

7c. Are there instances where no members of the public attended meetings?

No

8. Please list any external stakeholders you recommend we contact regarding this committee.

External stakeholders which may be contacted include institutional representatives from current Certificate of Authority institutions; representatives from recognized accrediting agencies; and past site evaluation team chairs who have provided information at CAC meetings.

9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

Yes

9b. Please describe the rationale for this opinion.

The CAC provides valuable advice and recommendations in order to ensure quality private postsecondary education in Texas. Abolishment of the CAC would eliminate this experienced perspective from the Certificate of Authority and accreditor recognition approval processes.

10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:

10a. Is there any functional benefit for having this committee codified in statute?

Yes

10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?

No

10c. If "Yes" for Question 2b, please describe the rationale for this opinion.

N/A

11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?

Retain

11b. Please describe the rationale for this opinion.

There is a continued need for advice and recommendations in order to ensure quality private postsecondary education in Texas. THECB staff continue to receive frequent inquiries regarding starting new private postsecondary educational institutions and anticipate the need for advice and recommendations from CAC members to grow.

12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

Yes

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.

There is a continued need for advice and recommendations in order to ensure quality private postsecondary education in Texas. THECB staff continue to receive frequent inquiries regarding starting new private postsecondary educational institutions and anticipate the need for advice and recommendations from CAC members to grow.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

N/A

ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

To assist in the process required by Chapter 2110, Texas Government Code, state agencies should submit an assessment of advisory committees using the format provided. Please submit your assessment for each advisory committee under your agency's purview. Include responses for committees created through statute, administrative code or ad-hoc by your agency. Include responses for all committees, whether ongoing or inactive and regardless of whether you receive appropriations to support the committee. Committees already scheduled for abolishment within the 2016-17 biennium are omitted from the scope of this survey. When submitting information for multiple advisory committees, right-click the sheet "Cmte1", select Move or Copy, select Create a copy and move to end.

NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Community and Technical College Leadership Council

Number of Members:

12

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

7/16/2013

Date to Be Abolished:

10/31/2017

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.2.1

Strategy Title (e.g. Occupational Licensing)

Workforce, Academic Affairs, and Research

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority

State Authority

State Authority

Select Type

Statute

Statute

Identify Specific Citation

TGC 2110

TEC 61.062(c)

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel		\$0	\$0	\$0
Personnel		\$0	\$0	\$0
Number of FTEs		0.15	0.15	0.15
Other Operating Costs		\$0	\$0	\$0
Total, Committee Expenditures		\$0	\$0	\$0
Committee Members' Indirect Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel		\$0	\$0	\$0
Personnel		\$10,800	\$10,800	\$10,800
Number of FTEs		0.11	0.11	0.11
Other Operating Costs		\$0	\$0	\$0
Total, Committee Expenditures		\$10,800	\$10,800	\$10,800
Method of Financing		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Method of Finance				
1 - General Revenue Fund		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
Expenses / MOFs Difference:		\$10,800	\$10,800	\$10,800
Meetings Per Fiscal Year		0	0	0

Committee Description:

The committee is composed of presidents and trustees from public junior, technical, and state colleges. The purpose of the committee is to build collaborative relationships between the two-year college leadership and the coordinating board. The committee was created to fill a communication void identified by the commissioner and stakeholders from the two-year college segment after a comprehensive study was conducted.

SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

1. When and where does this committee typically meet and is there any requirement as to the frequency of committee meetings?	Board rules state the committee shall meet quarterly and that special meetings may be called by the presiding officer of the committee. The meetings are held at offices of the Board.		
2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.			
The committees advises the commissioner and staff on issues related to the two-year colleges sector. One of the committee's charges is to review the legislative agenda of the Texas Association of Community Colleges and the Community College Association of Texas Trustees and provide legislative recommendations to the Board. The committee also provides input concerning the Boards legislatives as they are developed. The committee chair briefs the Board twice a year on activities of the committee and any specific concerns of the two-year college sector.			
3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?			
The committee provides a forum for ongoing dialog between the board and the leadership from the two-year college sector to confer before final decisions are made. The committee is advised of board initiatives specific to the two-year college sector and their feedback is considered for inclusion. As an example after the last legislative session the committee provided input concerning the implementation of HB 1583 which requires community colleges to adopt five programs in a block scheduled format.			
4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency ?	Yes	4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?	No
5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?	230.0		
5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.			
The general task assigned to the committee involved routine items such as developing and posting the meeting agenda. Since the majority of the information presented at the committee meetings are made by staff additional resources are used in preparing presentations and other resources for the meetings. Due to the nature of the committee much of executive leadership of the agency normally attend and or participate in the meetings.			
6. Have there been instances where the committee was unable to meet because a quorum was not present?	No	Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.	
7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (e.g. online calendar of events, notices posted in Texas Register, etc.)?			
Notice of all committee meetings are posted in the Texas Register. A courtesy copy of the meeting agenda is sent to representatives from the Texas Association of Community Colleges and the Community College Association of Texas Trustees. The public can subscribe to a list server maintained by the agency that provides notification of all Texas Register fillings made by the agency.			
7b. Do members of the public attend at least 50 percent of all committee meetings?	Yes	7c. Are there instances where no members of the public attended meetings?	Yes
8. Please list any external stakeholders you recommend we contact regarding this committee.			
We recommend you contact the leadership of the Texas Association of Community Colleges, the Community College Association of Texas Trustees and the presidents of the public two-year colleges to discuss the importance of this committee.			
9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?	Yes		
9b. Please describe the rationale for this opinion.			
Prior to the formation of this committee two-year college leaders expressed concerns that the coordinating board did not fully understand the role and mission of two-year colleges and importance of these colleges to their local communities. The formation of the committee has provided a vehicle for improved communication and the stakeholders are working together collectively.			
10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:			
10a. Is there any functional benefit for having this committee codified in statute?	No	10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?	No
10c. If "Yes" for Question 2b, please describe the rationale for this opinion.			
N/A			
11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?	Retain		
11b. Please describe the rationale for this opinion.			
The committee should be retained because it provides an important avenue for communication between public two-year colleges and the coordinating board and staff.			
12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?	Yes		
12b. If "Yes" for Question 4a, please describe the rationale for this opinion.			
As discussed above the committee provides an important avenue for communication. If the committee was abolished another mode of communication would need to be established or there is the potential for a breakdown in communication in the future.			
13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.			

The committee functions adequately and fulfills its mission. No modifications are recommended.

ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

To assist in the process required by Chapter 2110, Texas Government Code, state agencies should submit an assessment of advisory committees using the format provided. Please submit your assessment for each advisory committee under your agency's purview. Include responses for committees created through statute, administrative code or ad-hoc by your agency. Include responses for all committees, whether ongoing or inactive and regardless of whether you receive appropriations to support the committee. Committees already scheduled for abolishment within the 2016-17 biennium are omitted from the scope of this survey. When submitting information for multiple advisory committees, right-click the sheet "Cmte1", select Move or Copy, select Create a copy and move to end.

NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Engineering Field Of Study

Number of Members:

24

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

3/4/2015

Date to Be Abolished:

1/31/2019

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.2.1

Strategy Title (e.g. Occupational Licensing)

Workforce, Academic Affairs, and Research

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority  
State Authority  
State Authority  
  
State Authority  
Federal Authority  
Federal Authority  
Federal Authority

Select Type	Identify Specific Citation
Statute	TEC 61.823

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel		\$0	\$0	\$0
Personnel		\$0	\$0	\$0
Number of FTEs		0.00	0.77	0.58
Other Operating Costs		\$0	\$0	\$0
Total, Committee Expenditures		\$0	\$0	\$0
Committee Members' Indirect Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel		\$0	\$0	\$0
Personnel		\$0	\$31,100	\$25,100
Number of FTEs		0.00	0.36	0.29
Other Operating Costs		\$0	\$0	\$0
Total, Committee Expenditures		\$0	\$31,100	\$25,100
Method of Financing		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Method of Finance				
1 - General Revenue Fund		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
Expenses / MOFs Difference:		\$0	\$31,100	\$25,100
Meetings Per Fiscal Year		0	0	0

Committee Description: Texas Education Code 61.823 directs the board, with the assistance of advisory committees composed of representatives of institutions

of higher education, to develop field of study curricula. If a student successfully completes a field of study curriculum developed by the board, that block of courses may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the degree program for the field of study into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.

The purpose of the committee is not to address course transferability from community colleges to universities, but course applicability. Fields of Study developed by the board ensure courses students take at a community college directly replace courses in the lower division sequence of courses when they transfer to a university.

The committee should be continued because it helps students complete degree in a more timely manner without having to repeat course content and saves the state money.

SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

1. When and where does this committee typically meet and is there any requirement as to the frequency of committee meetings?

The committee more or less meets quarterly. Committee subcommittees have been developed thus far they have only met once per subcommittee.

2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

The committee will identify and recommend the sequence of courses that should be contained in the Field of Study. The board will take the committee's recommendation under advisement. If the board approves the proposed Field of Study it will be made available to all community colleges, universities, high schools, and the general public.

3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

The committee is still in the process of identifying the sequence of courses required for the Field of Study.

4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency ?

Yes

4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

No

5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

0.0

5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

The general task assigned to agency staff assigned to the committee involved routine items such as developing and posting the meeting agenda, communicating with committee members, attending the meetings, and preparing and distributing documents.

6. Have there been instances where the committee was unable to meet because a quorum was not present?

No

Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.

7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (e.g. online calendar of events, notices posted in Texas Register, etc.)?

Notice of all committee meetings are posted in the Texas Register. A courtesy copy of the meeting agenda is sent to representatives from the Texas Association of Community Colleges and the Community College Association of Texas Trustees. The public can subscribe to a list server maintained by the agency that provides notification of all Texas Register filings made by the agency.

7b. Do members of the public attend at least 50 percent of all committee meetings?

No

7c. Are there instances where no members of the public attended meetings?

Yes

8. Please list any external stakeholders you recommend we contact regarding this committee.

This committee is important to every student in the state of Texas enrolled at a community college who plans to transfer to a university. Also, members of the legislature have expressed concerns about students transferring from a community college to a university, they could provide input.

9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

Yes

9b. Please describe the rationale for this opinion.

The committee is composed of representatives from community colleges and universities who teach or administer similar programs. They are meeting and discussing the sequence of courses needed for the Field of Study. The task is not complete, but the committee is making progress.

10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:

10a. Is there any functional benefit for having this committee codified in statute?

Yes

10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?

No

10c. If "Yes" for Question 2b, please describe the rationale for this opinion.

N/A

11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?

Retain

11b. Please describe the rationale for this opinion.

The committee should be retained because it is working to fulfill the requirements of TEC § 61.823 and help Texas student's complete degrees in a timelier manner.

12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

No

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.

The board is required to develop Fields of Study as described in TEC § 61.823, if the committee was abolished the agency could not fulfill the statutory requirement.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

No recommended modifications.



ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

To assist in the process required by Chapter 2110, Texas Government Code, state agencies should submit an assessment of advisory committees using the format provided. Please submit your assessment for each advisory committee under your agency's purview. Include responses for committees created through statute, administrative code or ad-hoc by your agency. Include responses for all committees, whether ongoing or inactive and regardless of whether you receive appropriations to support the committee. Committees already scheduled for abolishment within the 2016-17 biennium are omitted from the scope of this survey. When submitting information for multiple advisory committees, right-click the sheet "Cmte1", select Move or Copy, select Create a copy and move to end.

NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Education Research Center Advisory Board

Number of Members:

A Minimum of Seven Members

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

Enacted HB1-79th Legislature

Date to Be Abolished:

None

Budget Strategy (Strategies)  
(e.g. 1-2-4)

Budget Strategy (Strategies)

Education Research Centers  
are Self Sufficient

Advisory Board Membership is  
Voluntary / Unpaid

Strategy Title (e.g. Occupational  
Licensing)

Strategy Title

State / Federal Authority  
State Authority  
State Authority  
  
State Authority  
Federal Authority  
Federal Authority  
Federal Authority

Select Type	Identify Specific Citation
Statute	TEC Sec. 1.006

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Travel	\$0	\$0	\$0
	Personnel	\$0	\$0	\$0
	Number of FTEs	0.2	0.2	0.2
	Other Operating Costs	\$0	\$0	\$0
	Total, Committee Expenditures	\$0	\$0	\$0
Committee Members' Indirect Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Travel	\$0	\$0	\$0
	Personnel	\$0	\$0	\$0
	Number of FTEs	0.1	0.1	0.1
	Other Operating Costs	\$0	\$0	\$0
	Total, Committee Expenditures	\$0	\$0	\$0
Method of Financing		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Method of Finance			
	1 - General Revenue Fund	\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
	Expenses / MOFs Difference:	\$0	\$0	\$0
Meetings Per Fiscal Year		0	0	0

Committee Description:

The Commissioner of Higher Education shall create and maintain an advisory board to review and approve, as it deems appropriate, research involving access to confidential information and to adopt policies and rules governing the protection of such information in ERC operations. Committee is required by statute.

SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

1. When and where does this committee typically meet and is there any requirement as to the frequency of committee meetings?

At least quarterly each year; meetings are held via webinar.

2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

The Advisory Board will review each study or evaluation proposal. The Advisory Board's review of a proposal must include the following factors: the potential to benefit education in Texas; require each ERC Director or designee to approve of the research design and methods to be used; and the extent to which the required data is not readily available from another source. The Advisory Board will decide if a submitted proposal falls under the "studies" exception or the "audit/evaluation" exception described in FERPA and its implementing regulations.

3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

This agency oversees the Education Research Centers research agenda by reviewing proposals. The committee has not made recommendations to the agency, except related to the direct work of the committee (such as setting policy for handling access to supplemental warehouse data, etc.)

4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency ?

Yes

4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

NO

5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

125.5

5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

Receipt of Research Proposals/Research Extensions and Additional Data Requests are received from the Education Research Centers, for Advisory Board review. These documents are reviewed for completeness and are assigned to the meeting agenda. New Research Proposals are documented in the Research Proposal Tracking Spreadsheet. The meeting agenda is created and mailed to interested parties, and postings are initiated to comply with the requirements of the Public Information Act. The THECB Assistant Commissioner must review all proposals prior to participation as the Advisory Committee Chair. A PowerPoint presentation document is created to be run concurrently with the meeting. The Assistant Commissioner conducts the WebEx meeting and the Research Specialist provides institutional support, runs the PowerPoint and documents the meeting. After the meeting Acceptance Letters are mailed to notify of Research Proposal acceptance. The minutes of the meeting are documented, posted, and mailed to the interested parties.

6. Have there been instances where the committee was unable to meet because a quorum was not present?

No

Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.

7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (e.g. online calendar of events, notices posted in Texas Register, etc.)?

Notice of the meeting is posted in compliance with the Public Information Act. Notice of the meeting is also posted on the THECB web site. Information about how to connect to the webinar is provided along with the room where the meeting is taking place at the THECB.

7b. Do members of the public attend at least 50 percent of all committee meetings?

No

7c. Are there instances where no members of the public attended meetings?

No

8. Please list any external stakeholders you recommend we contact regarding this committee.

The first 2 individuals serve on the committee but also run the ERC's: UT Dallas ERC - Greg Branch (972) 883-2377 gregory.branch@utdallas.edu / UT Austin ERC - Celeste Alexander (512) 471-4528 celeste.alexander@austin.utexas.edu. Other stakeholders: Pedro Reyes at UT Austin at preyes@austin.utexas.edu and 512-475-8569; researchers who have used the ERCs: Kristen Klopfenstein / (970) 324-4380 / Kristin Klopfenstein@unco.edu; Richard S. Brown / Ph.D. Chief Research Scientist National Math + Science Initiative / (214) 346-1200; Amie Rapaport / REL Southwest at SEDL (512) 328-0884 / arapaport@gibsonconsult.com ; Verónica Ruiz de Castilla / American Institutes for Research / 800-476-6861, ext. 6601 / vruizdecastilla@air.org.

9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

Yes

9b. Please describe the rationale for this opinion.

The committee members use their varied individual institutional knowledge and expertise to assure that Research Proposals meet the standards as required by statute. Research is then conducted and researchers provide findings to the THECB so that it can be used to help improve education in the state.

10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:

10a. Is there any functional benefit for having this committee codified in statute?

Yes

10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?

NO

10c. If "Yes" for Question 2b, please describe the rationale for this opinion.

NA

11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?

Retain

11b. Please describe the rationale for this opinion.

The Advisory Board is required by statute. The Advisory Board is necessary to assure Research Proposals initiated through the Education Research Centers meet statutory requirements.

12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

Yes

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.

The agency's mission includes the provision of data and information about Texas higher education and the research studies done at the ERC and reviewed by the committee support this mission. Research initiated must be for the benefit of Texas and committee review provides expertise in this area and assurance that the research is of value to the state.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

The committee is functioning well. Adding one or two additional members may allow for additional expertise/input, especially when there are absences at the meetings. Currently there are 8 participating members.

ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

To assist in the process required by Chapter 2110, Texas Government Code, state agencies should submit an assessment of advisory committees using the format provided. Please submit your assessment for each advisory committee under your agency's purview. Include responses for committees created through statute, administrative code or ad-hoc by your agency. Include responses for all committees, whether ongoing or inactive and regardless of whether you receive appropriations to support the committee. Committees already scheduled for abolishment within the 2016-17 biennium are omitted from the scope of this survey. When submitting information for multiple advisory committees, right-click the sheet "Cmte1", select Move or Copy, select Create a copy and move to end.

NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Financial Aid Advisory Committee

Number of Members:

18

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

2005

Date to Be Abolished:

10/31/2017

Budget Strategy (Strategies)  
(e.g. 1-2-4)

B.1.1 - B.1.15, excluding B1.13  
(Engineering Recruitment Program)

Strategy Title (e.g. Occupational Licensing)

Closing the Gaps - Affordability

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority  
State Authority  
State Authority  
  
State Authority  
Federal Authority  
Federal Authority  
Federal Authority

Select Type	Identify Specific Citation
Statute	TEC Section 61.0776, Gov't Code, Chapter 2110,

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Travel	\$11,356	\$12,000	\$12,000
	Personnel	\$0	\$0	\$0
	Number of FTEs	0.0	0.0	0.0
	Other Operating Costs	\$0	\$0	\$0
	Total, Committee Expenditures	\$11,356	\$12,000	\$12,000
Committee Members' Indirect Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Travel	\$0	\$0	\$0
	Personnel	\$0	\$0	\$0
	Number of FTEs	0.0	0.0	0.0
	Other Operating Costs	\$0	\$0	\$0
	Total, Committee Expenditures	\$0	\$0	\$0
Method of Financing		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Assume that the travel expenses for representatives from public institutions are paid from GR	Method of Finance			
	1 - General Revenue Fund	\$5,356	\$6,000	\$6,000
Travel expenses for independent inst. reps would not be from state funds		\$4,000	\$4,000	\$4,000
		\$2,000	\$2,000	\$2,000
		\$0	\$0	\$0
		\$0	\$0	\$0
Expenses / MOFs Difference:		\$0	\$0	\$0
Meetings Per Fiscal Year		4	4	4

Committee Description:

The Financial Aid Advisory Committee is created to provide the Board with advice and recommendations regarding the development, implementation, and evaluation of state financial aid programs for college students. In this capacity, it is also to assist staff in the development of training materials for use by the Center for Financial Aid Information and others in informing students, parents, secondary education counselors, college personnel, members of appropriate community-based organizations, and others about financial

secondary education counselors, college personnel, members of appropriate community based organizations, and others about financial aid opportunities for Texas students, including eligibility requirements and procedures for applying for financial aid. In addition, the committee shall provide insight on state financial aid program policies and procedures (e.g. eligibility, allocations, disbursement processes, etc.); review the collection, use, and reporting of data; and identify areas of research for consideration.

SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

1. When and where does this committee typically meet and is there any requirement as to the frequency of committee meetings? The committee meets on a quarterly basis at the Coordinating Board offices in Austin (1200 East Anderson Lane Austin, Texas 78752)

2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

The Committee must provide a report annually to the Board summarizing its activities and providing recommendations. Rules include a list of tasks relating to financial aid training for various stakeholders, dissemination of financial aid information, evaluation of state financial aid programs, collection and use of data, recommendations for improving state financial aid programs.

3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

The committee is currently reviewing the data collection efforts involved in administering the state's financial aid programs to identify opportunities to reduce redundancy and improve efficiency. The committee engaged in discussion regarding recent changes to the federal FAFSA collection process and provided suggestions on how the state financial aid allocation process could be improved to better align with federal timing; these suggestions will influence agency recommendations regarding riders in the next General Appropriations Act. The agency's

4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency ? Yes 4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees? No

5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015? 160.0

5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

The majority of the estimate for 5b is based on hours spent participating in and supporting the quarterly events on the day of the meeting. Staff time is also dedicated between meetings to transcribe minutes, prepare agendas and meeting materials, coordinate public notices, etc.

6. Have there been instances where the committee was unable to meet because a quorum was not present? No Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.

7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (e.g. online calendar of events, notices posted in Texas Register, etc.)?

Meeting notices are conveyed to stakeholders via GovDelivery, the Texas Register, TASFAA listserv, and agency web site. Those who cannot attend are invited to participate in the meeting webcast, submitting any questions or comments to an e-mail address provided for this purpose. The Board room has ample space for interested parties to attend the meeting.

7b. Do members of the public attend at least 50 percent of all committee meetings? Note: "members of the public" is interpreted to include representatives of higher education agencies and other organizations interested in student financial aid. Yes 7c. Are there instances where no members of the public attended meetings? No

8. Please list any external stakeholders you recommend we contact regarding this committee.

Independent Colleges and Universities (ICUT), Texas Guaranteed Student Loan Corporation, Council of Public University Presidents and Chancellors, financial aid directors at any Texas public institution of higher education or private or independent institution.

9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals? Yes

9b. Please describe the rationale for this opinion. The committee has provided valuable input and recommendations for improving state financial aid programs, reporting, and processes.

10a. Is there any functional benefit for having this committee codified in statute? Yes 10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area? No

10c. If "Yes" for Question 2b, please describe the rationale for this opinion.

The way in which this committee is codified in statute demonstrates the critical importance of conveying financial aid information to general public and ensures that state financial aid programs are developed utilizing the expertise of professionals in the field.

11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)? Retain

11b. Please describe the rationale for this opinion.

There is not another committee in state government that is comprised of financial aid professionals with the same mission as the FAAC. The committee performs a valuable function and has a lasting impact on the state financial aid programs.

12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

Yes

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.

Abolishment of this committee would eliminate a key source of input for the agency, reducing the agency's ability to continue to develop financial aid policies and procedures that are responsive to student needs. Input from financial aid professionals who work daily with students and financial aid programs is key to the success of the state's grant, loan, and work-study programs. Decisions made by the agency without this input could potentially lead to unintended negative consequences.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

The agency, with the participation of the committee, recently reviewed the Texas Administrative Code that guides the work of the committee, updating several aspects to improve its efficiency. Steps have been recently implemented to better track the cost of committee member participation (both monetary and time expenditures). These changes will help the committee better fulfill its mission to support the agency. No further recommendations are suggested at this time.

ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

To assist in the process required by Chapter 2110, Texas Government Code, state agencies should submit an assessment of advisory committees using the format provided. Please submit your assessment for each advisory committee under your agency's purview. Include responses for committees created through statute, administrative code or ad-hoc by your agency. Include responses for all committees, whether ongoing or inactive and regardless of whether you receive appropriations to support the committee. Committees already scheduled for abolishment within the 2016-17 biennium are omitted from the scope of this survey. When submitting information for multiple advisory committees, right-click the sheet "Cmte1", select Move or Copy, select Create a copy and move to end.

NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Community and Technical Colleges Formula Advisory Committee

Number of Members:

13

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

1971

Date to Be Abolished:

Ongoing

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.3.1

Strategy Title (e.g. Occupational Licensing)

Planning/Information/Evaluation

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority  
State Authority  
State Authority  
  
State Authority  
Federal Authority  
Federal Authority  
Federal Authority

Select Type	Identify Specific Citation
Statute	TEC 61.059(b)
Agency Rider	House Bill 1, 84th Texas Legislature, Article III Special Provisions, Section 27

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Travel	\$0	\$0	\$0
	Personnel	\$0	\$0	\$0
	Number of FTEs	0.1	0.2	0.1
	Other Operating Costs	\$0	\$0	\$0
	Total, Committee Expenditures	\$0	\$0	\$0
Committee Members' Indirect Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Travel	\$0	\$0	\$0
	Personnel	\$0	\$0	\$0
	Number of FTEs	0.1	0.1	0.1
	Other Operating Costs	\$0	\$0	\$0
	Total, Committee Expenditures	\$0	\$0	\$0
Method of Financing		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Method of Finance			
	1 - General Revenue Fund	\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
	Expenses / MOFs Difference:	\$0	\$0	\$0
Meetings Per Fiscal Year		1	3	1

Committee Description:

According to the Texas Education Code, Section 61.059(b), "The board shall devise, establish, and periodically review and revise formulas for the use of the governor and the Legislative Budget Board in making appropriations recommendations to the legislature for all institutions of higher education, including the funding of postsecondary vocational-technical programs. As a specific element of the periodic review, the board shall study and recommend changes in the funding formulas based on the role and mission statements of institutions of higher education. In carrying out its duties under this section, the board shall employ an ongoing process of committee review and expert testimony and analysis." The Community and Technical Colleges Formula Advisory Committee (CTCFAC) was established to comply with this law. The CTCFAC makes formula funding recommendations to the Commissioner of Higher Education who then presents these or modified recommendations to the Board. The THECB would not be able to comply with the law if the advisory committee were abolished.

SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

1. When and where does this committee typically meet and is there any requirement as to the frequency of committee meetings?

The committee meets every other year at the offices of the Texas Higher Education Coordinating Board in Austin to develop biennial formula recommendations. It usually meets once a month from August of even-numbered years to January of odd-numbered years, but sometimes it finishes its work early. Members are allowed to participate via telephone.

2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

Each biennium, the Commissioner of Higher Education charges the committee to look at specific issues regarding formula funding. The committee is responsible for producing a report that addresses these charges.

3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

The committee recommended increasing formula funding levels for community and technical colleges, including an increase in funding for Core Operations at the community colleges; merging the two formulas that fund the technical colleges; a methodology for funding competency-based education; and maintaining the critical need fields with a review of statewide critical needs by the THECB. The Committee on Affordability, Accountability and Planning (CAAP) recommended a smaller increase in funding, because of uncertainty about the state's economy; it concurred with the recommendation regarding funding for Core Operations; it concurred with the recommendation regarding merging the two formulas that fund the technical colleges; it recommended a modified approach to funding competency-based education, because it wanted the methodology to be consistent across sectors; and it concurred with the recommendation regarding critical need fields.

4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency ?

Yes

4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

No

5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

72.5

5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

Agency staff do the following: Requests nominations for the committee, recommends appointments to the committee, drafts charges for the committee, schedules committee meetings, facilitates committee meetings, prepares meeting materials, provides data requested by the committee, and helps the chair draft the committee report, if the chair requests help.

6. Have there been instances where the committee was unable to meet because a quorum was not present?

No

Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.

7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (e.g. online calendar of events, notices posted in Texas Register, etc.)?

Committee meetings are open to the public. The public may attend the meetings, watch them over the internet, or watch a video of the meeting after the meeting has occurred. Notices of committee meetings are posted in Texas Register and on the agency's web site. The public may not participate in the meetings, but it may testify about the committee's recommendations when they are presented to the Committee on Affordability, Accountability and Planning.

7b. Do members of the public attend at least 50 percent of all committee meetings?

Yes

7c. Are there instances where no members of the public attended meetings?

No

8. Please list any external stakeholders you recommend we contact regarding this committee.

Legislative Budget Board and Governor's Office staff and the Texas Association of Community Colleges.

9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

Yes

9b. Please describe the rationale for this opinion.

The mission of the committee is to provide biennial formula funding recommendations, which the committee has done. It presented its recommendations for the 2018-19 biennium to the Committee on Affordability, Accountability and Planning on March 30, 2016, and it presented them to the full board on April 28, 2016.

10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:

10a. Is there any functional benefit for having this committee codified in statute?

No

10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?

No

10c. If "Yes" for Question 2b, please describe the rationale for this opinion.

11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?

Retain

11b. Please describe the rationale for this opinion.

The law requires the agency to employ an ongoing process of committee review regarding its formula funding recommendations. The committee helps the Board develop its recommendations to the governor and the Legislative Budget Board.



12a. Were this committee abolished, would this impede your agency’s ability to fulfill its mission?

Yes

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.  
This committee helps the Board develop formulas that provide funds to public higher education institutions that help them achieve the goals of the statewide higher education strategic plan.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.  
None

ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

To assist in the process required by Chapter 2110, Texas Government Code, state agencies should submit an assessment of advisory committees using the format provided. Please submit your assessment for each advisory committee under your agency's purview. Include responses for committees created through statute, administrative code or ad-hoc by your agency. Include responses for all committees, whether ongoing or inactive and regardless of whether you receive appropriations to support the committee. Committees already scheduled for abolishment within the 2016-17 biennium are omitted from the scope of this survey. When submitting information for multiple advisory committees, right-click the sheet "Cmte1", select Move or Copy, select Create a copy and move to end.

NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

General Academic Institutions Formula Advisory Committee

Number of Members:

15

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

1971

Date to Be Abolished:

Ongoing

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.3.1

Strategy Title (e.g. Occupational Licensing)

Planning/Information/Evaluation

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority  
State Authority  
State Authority  
  
State Authority  
Federal Authority  
Federal Authority  
Federal Authority

Select Type	Identify Specific Citation
Statute	TEC 61.059(b)
Agency Rider	House Bill 1, 84th Texas Legislature, Article III Special Provisions, Section 27

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Travel	\$0	\$0	\$0
	Personnel	\$0	\$0	\$0
	Number of FTEs	0.1	0.2	0.1
	Other Operating Costs	\$0	\$0	\$0
	Total, Committee Expenditures	\$0	\$0	\$0
Committee Members' Indirect Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Travel	\$0	\$0	\$0
	Personnel	\$0	\$0	\$0
	Number of FTEs	0.1	0.1	0.1
	Other Operating Costs	\$0	\$0	\$0
	Total, Committee Expenditures	\$0	\$0	\$0
Method of Financing		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Method of Finance			
	1 - General Revenue Fund	\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
	Expenses / MOFs Difference:	\$0	\$0	\$0
Meetings Per Fiscal Year		1	3	1

Committee Description:

According to the Texas Education Code, Section 61.059(b), "The board shall devise, establish, and periodically review and revise formulas for the use of the governor and the Legislative Budget Board in making appropriations recommendations to the legislature for all institutions of higher education, including the funding of postsecondary vocational-technical programs. As a specific element of the periodic review, the board shall study and recommend changes in the funding formulas based on the role and mission statements of institutions of higher education. In carrying out its duties under this section, the board shall employ an ongoing process of committee review and expert testimony and analysis." The General Academic Institutions Formula Advisory Committee (GAIFAC) was established to comply with this law. The GAIFAC makes formula funding recommendations to the Commissioner of Higher Education who then presents those or modified recommendations to the Board. The THCEB would not be able to comply with the law if the advisory

presents these or modified recommendations to the board. The THECB would not be able to comply with the law if the advisory committee were abolished.

SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

1. When and where does this committee typically meet and is there any requirement as to the frequency of committee meetings? The committee meets every other year at the offices of the Texas Higher Education Coordinating Board in Austin to develop biennial formula recommendations. It usually meets once a month from August of even-numbered years to January of odd-numbered years, but sometimes it finishes its work early. Members are allowed to participate via telephone.

2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

Each biennium, the Commissioner of Higher Education charges the committee to look at specific issues regarding formula funding. The committee is responsible for producing a report that addresses these charges.

3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

The committee recommended increasing formula funding levels, maintaining the current methodology for funding competency-based education, creating a new outcomes-based formula, and updating the pharmacy funding policy. The Committee on Affordability, Accountability and Planning (CAAP) recommended a smaller increase in funding, because of uncertainty about the state's economy; it recommended a modified approach to funding competency-based education, because it wanted the methodology to be consistent across sectors; it concurred with creating a new outcomes-based formula, but at a lower amount because of the state's economy; and it concurred with the recommendation regarding the pharmacy funding policy.

4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency ? Yes 4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees? No

5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015? 117.5

5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

Agency staff do the following: Requests nominations for the committee, recommends appointments to the committee, drafts charges for the committee, schedules committee meetings, facilitates committee meetings, prepares meeting materials, provides data requested by the committee, and helps the chair draft the committee report, if the chair requests help.

6. Have there been instances where the committee was unable to meet because a quorum was not present? No Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.

7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (e.g. online calendar of events, notices posted in Texas Register, etc.)?

Committee meetings are open to the public. The public may attend the meetings, watch them over the internet, or watch a video of the meeting after the meeting has occurred. Notices of committee meetings are posted in Texas Register and on the agency's web site. The public may not participate in the meetings, but it may testify about the committee's recommendations when they are presented to the Committee on Affordability, Accountability and Planning.

7b. Do members of the public attend at least 50 percent of all committee meetings? Yes 7c. Are there instances where no members of the public attended meetings? No

8. Please list any external stakeholders you recommend we contact regarding this committee.

Legislative Budget Board and Governor's Office staff.

9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals? Yes

9b. Please describe the rationale for this opinion. The mission of the committee is to provide biennial formula funding recommendations, which the committee has done. It presented its recommendations for the 2018-19 biennium to the Committee on Affordability, Accountability and Planning on March 30, 2016, and it presented them to the full board on April 28, 2016.

10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:

10a. Is there any functional benefit for having this committee codified in statute? No 10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area? No

10c. If "Yes" for Question 2b, please describe the rationale for this opinion.

11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)? Retain

11b. Please describe the rationale for this opinion. The law requires the agency to employ an ongoing process of committee review regarding its formula funding recommendations. The committee helps the Board develop its recommendations to the governor and the Legislative Budget Board.

12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

Yes

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.

This committee helps the Board develop formulas that provide funds to public higher education institutions that help them achieve the goals of the statewide higher education strategic plan.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

None

ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

To assist in the process required by Chapter 2110, Texas Government Code, state agencies should submit an assessment of advisory committees using the format provided. Please submit your assessment for each advisory committee under your agency's purview. Include responses for committees created through statute, administrative code or ad-hoc by your agency. Include responses for all committees, whether ongoing or inactive and regardless of whether you receive appropriations to support the committee. Committees already scheduled for abolishment within the 2016-17 biennium are omitted from the scope of this survey. When submitting information for multiple advisory committees, right-click the sheet "Cmte1", select Move or Copy, select Create a copy and move to end.

NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Health-Related Institutions Formula Advisory Committee

Number of Members:

12

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

1971

Date to Be Abolished:

Ongoing

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.3.1

Strategy Title (e.g. Occupational Licensing)

Planning/Information/Evaluation

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority  
State Authority  
State Authority  
  
State Authority  
Federal Authority  
Federal Authority  
Federal Authority

Select Type	Identify Specific Citation
Statute	TEC 61.059(b)
Agency Rider	HB 1, 84th Texas Legislature, Article III, Special Provisions, Sect. 27

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel		\$0	\$0	\$0
Personnel		\$0	\$0	\$0
Number of FTEs		0.1	0.3	0.1
Other Operating Costs		\$0	\$0	\$0
Total, Committee Expenditures		\$0	\$0	\$0
Committee Members' Indirect Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel		\$0	\$0	\$0
Personnel		\$0	\$0	\$0
Number of FTEs		0.1	0.1	0.1
Other Operating Costs		\$0	\$0	\$0
Total, Committee Expenditures		\$0	\$0	\$0
Method of Financing		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Method of Finance				
1 - General Revenue Fund		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
Expenses / MOFs Difference:		\$0	\$0	\$0
Meetings Per Fiscal Year		1	3	1

Committee Description:

According to the Texas Education Code, Section 61.059(b), "The board shall devise, establish, and periodically review and revise formulas for the use of the governor and the Legislative Budget Board in making appropriations recommendations to the legislature for all institutions of higher education, including the funding of postsecondary vocational-technical programs. As a specific element of the periodic review, the board shall study and recommend changes in the funding formulas based on the role and mission statements of institutions of higher education. In carrying out its duties under this section, the board shall employ an ongoing process of committee review and expert testimony and analysis." The Health-Related Institutions Formula Advisory Committee (HRIFAC) was established to comply with this law. The HRIFAC makes formula funding recommendations to the Commissioner of Higher Education who then presents these or modified recommendations to the Board. The THECB would not be able to comply with the law if the advisory committee were abolished.

SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

1. When and where does this committee typically meet and is there any requirement as to the frequency of committee meetings? The committee meets every other year at the offices of the Texas Higher Education Coordinating Board in Austin to develop biennial formula recommendations. It usually meets once a month from August of even-numbered years to January of odd-numbered years, but sometimes it finishes its work early. Members are allowed to participate via telephone.

2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

Each biennium, the Commissioner of Higher Education charges the committee to look at specific issues regarding formula funding. The committee is responsible for producing a report that addresses these charges.

3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

The committee recommended increasing formula funding levels. The Committee on Affordability, Accountability and Planning (CAAP) recommended a smaller increase in funding, because of uncertainty about the state's economy.

4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency ? Yes 4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees? No

5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015? 102.0

5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

Agency staff do the following: Requests nominations for the committee, recommends appointments to the committee, drafts charges for the committee, schedules committee meetings, facilitates committee meetings, prepares meeting materials, provides data requested by the committee, and helps the chair draft the committee report, if the chair requests help.

6. Have there been instances where the committee was unable to meet because a quorum was not present? No Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.

7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (e.g. online calendar of events, notices posted in Texas Register, etc.)?

Committee meetings are open to the public. The public may attend the meetings, watch them over the internet, or watch a video of the meeting after the meeting has occurred. Notices of committee meetings are posted in Texas Register and on the agency's web site. The public may not participate in the meetings, but it may testify about the committee's recommendations when they are presented to the Committee on Affordability, Accountability and Planning.

7b. Do members of the public attend at least 50 percent of all committee meetings? Yes 7c. Are there instances where no members of the public attended meetings? No

8. Please list any external stakeholders you recommend we contact regarding this committee.

Legislative Budget Board and Governor's Office staff.

9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals? Yes

9b. Please describe the rationale for this opinion.

The mission of the committee is to provide biennial formula funding recommendations, which the committee has done. It presented its recommendations for the 2018-19 biennium to the Committee on Affordability, Accountability and Planning on March 30, 2016, and it presented them to the full board on April 28, 2016.

10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:

10a. Is there any functional benefit for having this committee codified in statute? No 10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area? No

10c. If "Yes" for Question 2b, please describe the rationale for this opinion.

11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?

Retain

11b. Please describe the rationale for this opinion.

The law requires the agency to employ an ongoing process of committee review regarding its formula funding recommendations. The committee helps the Board develop its recommendations to the governor and the Legislative Budget Board.

12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

Yes

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.

This committee helps the Board develop formulas that provide funds to public higher education institutions that help them achieve the goals of the statewide higher education strategic plan.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

None

ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

To assist in the process required by Chapter 2110, Texas Government Code, state agencies should submit an assessment of advisory committees using the format provided. Please submit your assessment for each advisory committee under your agency's purview. Include responses for committees created through statute, administrative code or ad-hoc by your agency. Include responses for all committees, whether ongoing or inactive and regardless of whether you receive appropriations to support the committee. Committees already scheduled for abolishment within the 2016-17 biennium are omitted from the scope of this survey. When submitting information for multiple advisory committees, right-click the sheet "Cmte1", select Move or Copy, select Create a copy and move to end.

NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Family Practice Residency Advisory Committee

Number of Members:

12

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

8/29/1977

Date to Be Abolished:

10/31/2017

Budget Strategy (Strategies)  
(e.g. 1-2-4)

D.1.1.

Strategy Title (e.g. Occupational Licensing)

Family Practice Residency Program

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority  
State Authority  
State Authority  
  
State Authority  
Federal Authority  
Federal Authority  
Federal Authority

Select Type	Identify Specific Citation
Statute	TEC 61.505
Statute	TEC 61.026
Admin Code	19 TAC 1.142 - 1.148

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel		\$0	\$0	\$0
Personnel		\$0	\$0	\$0
Number of FTEs		0.10	0.03	0.13
Other Operating Costs		\$0	\$0	\$0
Total, Committee Expenditures		\$0	\$0	\$0
Committee Members' Indirect Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel		\$0	\$0	\$0
Personnel		\$13,800	\$7,300	\$12,900
Number of FTEs		0.16	0.08	0.15
Other Operating Costs		\$0	\$0	\$0
Total, Committee Expenditures		\$13,800	\$7,300	\$12,900
Method of Financing		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Method of Finance				
1 - General Revenue Fund		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
Expenses / MOFs Difference:		\$13,800	\$7,300	\$12,900
Meetings Per Fiscal Year		2	1	2

Committee Description:

The committee is created by statute to (1) review for the board applications for approval and funding of family practice residency training programs and related support programs; (2) make recommendations to the board relating to the standards and criteria for approval of residency training and related support programs; and to the effectiveness of the programs the board administers that provide incentives to physicians to practice in underserved areas of this state; and (3) perform such other duties as may be directed by the board.



SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

1. When and where does this committee typically meet and is there any requirement as to the frequency of committee meetings?

The committee is required by statute to meet at lease annually. The meetings take place at the Coordinating Board or at an off site location to coordinate with the meetings of the Family Medicine Leadership Conference and the Texas Academy of Family Physicians.

2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

FPRAC provides recommendations regarding the consideration of funding allocations for operational grants, and rural and public health rotation programs. FPRAC is also responsible for the development of a differential funding mechanism for operational grants.

3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

The FPRAC funding recommendation for FY 2016 was considered and accepted by the Board at the July 2015 meeting. The funding recommendation for FY 2017 will be presented to the Board in July 2016.

4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency ?

Yes

4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

No

5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

320.00

5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

Prepare an agenda for the meeting, arrange a date when quorum can be present, secure a meeting room, prepare meeting materials, conduct the meeting and broadcast over the internet, draft meeting minutes, and follow up on any agenda items that require THECB staff action. Staff frequently prepare and make presentations to the committee on topics related to graduate medical education. Staff also manage committee membership. Members serve three-year terms with the possibility of reappointment. Membership includes representatives from the Texas Osteopathic Medical Association, Association of Directors of Family Practice Programs, Texas Medical Association, Texas Hospital Association, Texas Academy of Family Physicians and members of the public appointed by the governor. Staff liaise with these organizations on an ongoing basis to facilitate a full roster of members.

6. Have there been instances where the committee was unable to meet because a quorum was not present?

No

Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.

7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (e.g. online calendar of events, notices posted in Texas Register, etc.)?

All FPRAC meetings are open to the public. Notice of committee meetings and agendas are posted on the Coordinating Board web site and in the Texas Register.

7b. Do members of the public attend at least 50 percent of all committee meetings?

Yes

7c. Are there instances where no members of the public attended meetings?

No

8. Please list any external stakeholders you recommend we contact regarding this committee.

All family medicine programs and their sponsoring institutions in the state (to include health-related institutions, hospitals, and community-based health centers); Texas Academy of Family Physicians; Texas Medical Association; Texas Osteopathic Medical Association; Texas Hospital Association; Texas Organization of Rural and Community Hospitals; Texas Association of Community Health Centers.

9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

Yes

9b. Please describe the rationale for this opinion.

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. Since its inception, the program has provided funding support for more that 9,000 family practice residents. The FPRP provides grants to Texas's 28 nationally accredited family practice residency programs, located in every region of the state, and provides strong support for Texas's health care education and delivery network. The program currently provides funding support for more than 700 residents each year.

10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:

10a. Is there any functional benefit for having this committee codified in statute?

Yes

10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?

No

10c. If "Yes" for Question 10b, please describe the rationale for this opinion.

n/a

11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?

Retain

11b. Please describe the rationale for this opinion.

The committee is required by statute and performs an essential function through its guidance and recommendations for FPRP

12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

Yes

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

No modifications suggested.

ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

To assist in the process required by Chapter 2110, Texas Government Code, state agencies should submit an assessment of advisory committees using the format provided. Please submit your assessment for each advisory committee under your agency's purview. Include responses for committees created through statute, administrative code or ad-hoc by your agency. Include responses for all committees, whether ongoing or inactive and regardless of whether you receive appropriations to support the committee. Committees already scheduled for abolishment within the 2016-17 biennium are omitted from the scope of this survey. When submitting information for multiple advisory committees, right-click the sheet "Cmte1", select Move or Copy, select Create a copy and move to end.

NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Graduate Education Advisory Committee

Number of Members:

24

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

1/1/2005

Date to Be Abolished:

10/31/2017

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.2.1

Strategy Title (e.g. Occupational Licensing)

Workforce, Academic Affairs, and Research

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority  
State Authority  
State Authority  
  
State Authority  
Federal Authority  
Federal Authority  
Federal Authority

Select Type	Identify Specific Citation
Statute	TEC 61.026
Statute	TGC 2110

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel		\$0	\$0	\$0
Personnel		\$0	\$0	\$0
Number of FTEs		0.39	0.38	0.46
Other Operating Costs		\$0	\$0	\$0
Total, Committee Expenditures		\$0	\$0	\$0
Committee Members' Indirect Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel		\$0	\$0	\$0
Personnel		\$12,700	\$12,200	\$12,700
Number of FTEs		0.15	0.14	0.15
Other Operating Costs		\$0	\$0	\$0
Total, Committee Expenditures		\$12,700	\$12,200	\$12,700
Method of Financing		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Method of Finance				
1 - General Revenue Fund		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
Expenses / MOFs Difference:		\$12,700	\$12,200	\$12,700
Meetings Per Fiscal Year		3	3	3

Committee Description:

The Graduate Education Advisory Committee (GEAC) advises agency staff and Board Members on procedures, issues, and long-range planning relating to graduate education. Abolishing this committee would diminish the ability of the THECB to work with institutions of higher education in formulating policies and procedures for graduate programs.

SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

1. When and where does this committee typically meet and is there any requirement as to the frequency of committee meetings?

GEAC typically meets at least twice per year at the THECB agency building in Austin. The THECB rules suggest, but do not require, two to three meetings per year.

2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

GEAC provides recommendations on policies and procedures related to graduate education.

3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

GEAC generated the 18 Characteristics of Doctoral Programs, which the Coordinating Board now requires all doctoral programs at Texas public universities to post on their websites every year. GEAC also produced a Strategic Plan for Graduate Education in 2009, and it is advising Coordinating Board staff on a new strategic plan for 2017.

4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency ?

Yes

4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

No

5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

320.0

5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

Prepare an agenda for the meeting, arrange a date when quorum can be present, secure a meeting room, prepare meeting materials, conduct the meeting and broadcast over the internet, draft meeting minutes, and follow up on any agenda items that require THECB staff action.

6. Have there been instances where the committee was unable to meet because a quorum was not present?

No

Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.

7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (e.g. online calendar of events, notices posted in Texas Register, etc.)?

All GEAC meetings are open to the public, and this is conveyed through a posting on the THECB website and a posting in the Texas Register.

7b. Do members of the public attend at least 50 percent of all committee meetings?

Yes

7c. Are there instances where no members of the public attended meetings?

No

8. Please list any external stakeholders you recommend we contact regarding this committee.

Council of Public University Presidents and Chancellors, University of Texas System Office, Texas A&M University System Office, University of North Texas System Office

9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

Yes

9b. Please describe the rationale for this opinion.

GEAC has provided Coordinating Board staff with recommendations and advice for developing policies for graduate higher education. They have provided important feedback on the approval of new doctoral programs, the periodic review of graduate programs, and context for long-range strategic planning.

10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:

10a. Is there any functional benefit for having this committee codified in statute?

No

10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?

No

10c. If "Yes" for Question 2b, please describe the rationale for this opinion.

11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?

Retain

11b. Please describe the rationale for this opinion.

It is particularly important for the Coordinating Board to have the input of institutions when developing our Strategic Plan for Graduate Education in 2017.

12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

Yes

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.

Coordinating Board staff depend upon the expertise of GEAC representatives as they develop policies and procedures that will be practical, effective, and cost-efficient for institutions. If the Coordinating Board were to develop policies for graduate education without the input of institutions in a forum such as GEAC, these policies would have less credibility.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

To assist in the process required by Chapter 2110, Texas Government Code, state agencies should submit an assessment of advisory committees using the format provided. Please submit your assessment for each advisory committee under your agency's purview. Include responses for committees created through statute, administrative code or ad-hoc by your agency. Include responses for all committees, whether ongoing or inactive and regardless of whether you receive appropriations to support the committee. Committees already scheduled for abolishment within the 2016-17 biennium are omitted from the scope of this survey. When submitting information for multiple advisory committees, right-click the sheet "Cmte1", select Move or Copy, select Create a copy and move to end.

NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Health Science Program of Study Advisory Committee

Number of Members:

21 - first mtg summer 2016

Committee Status  
(Ongoing or Inactive):

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

1/2016 CB approved rules

Date to Be Abolished:

1/31/2020

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.2.1

Strategy Title (e.g. Occupational Licensing)

Workforce, Academic Affairs and Research

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority

State Authority

State Authority

State Authority

Federal Authority

Federal Authority

Federal Authority

Select Type

Statute

Identify Specific Citation

TEC Sec. 61.823

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel		\$0	\$0	\$0
Personnel		\$0	\$0	\$0
Number of FTEs		0.0	0.0	0.0
Other Operating Costs		\$0	\$0	\$0
Total, Committee Expenditures		\$0	\$0	\$0
Committee Members' Indirect Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel		\$0	\$0	\$0
Personnel		\$0	\$0	\$0
Number of FTEs		0.0	0.0	0.0
Other Operating Costs		\$0	\$0	\$0
Total, Committee Expenditures		\$0	\$0	\$0
Method of Financing		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Method of Finance				
1 - General Revenue Fund		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
Expenses / MOFs Difference:		\$0	\$0	\$0
Meetings Per Fiscal Year		0	0	0

Committee Description:

Texas Education Code 61.8235 directs the board, with the assistance of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education, to develop and recommend to the board a list of occupations and related fields of study for which a program of study should be developed and approved by the board.

technical education experts to develop program of study curricula. A program of study established under this section must (1) focus on the current and future needs of employers in this state; (2) clearly define career pathways with logical entry and exit points for students; (3) indicate the types of careers and the names of certifications or licenses aligned to the program of study; (4) provide for students who begin a program of study at a public junior college, public state college, or public technical institute to transfer to another public junior college, public state college, or public technical institute without having to repeat classes or incur significant interruption of their ability to progress through the program of study.

The purpose of the committee is develop pathways for students to follow from high school to a community college without having to repeat courses and be prepared for the workforce at program completion. Program of Study developed by the board help students to complete programs in a timelier manner that meet the needs of business and industry.  
The committee should be continued because it helps student's complete degree in a timelier manner without having to repeat course content and saves the state money.

SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

1. When and where does this committee typically meet and is there any requirement as to the frequency of committee meetings?

2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency ?

4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

6. Have there been instances where the committee was unable to meet because a quorum was not present?

Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.

7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (e.g. online calendar of events, notices posted in Texas Register, etc.)?

7b. Do members of the public attend at least 50 percent of all committee meetings?

7c. Are there instances where no members of the public attended meetings?

8. Please list any external stakeholders you recommend we contact regarding this committee.

9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

9b. Please describe the rationale for this opinion.

10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:

10a. Is there any functional benefit for having this committee codified in statute?

10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?

10c. If "Yes" for Question 2b, please describe the rationale for this opinion.

11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?

11b. Please describe the rationale for this opinion.

12a. Were this committee abolished, would this impede your agency’s ability to fulfill its mission?

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

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NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Learning Technology Advisory Committee

Number of Members:

24

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

1/1/1995

Date to Be Abolished:

10/31/2017

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.2.1

Strategy Title (e.g. Occupational Licensing)

Workforce, Academic Affairs, and Research

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority  
State Authority  
State Authority  
  
State Authority  
Federal Authority  
Federal Authority  
Federal Authority

Select Type	Identify Specific Citation
Statute	TEC 61.026
Statute	TGC 2110
Admin Code	TAC Title 19, Part 1, Subchapter O, 1.185-1.191

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel		\$0	\$0	\$0
Personnel		\$0	\$0	\$0
Number of FTEs		0.35	0.48	0.35
Other Operating Costs		\$0	\$0	\$0
Total, Committee Expenditures		\$0	\$0	\$0
Committee Members' Indirect Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel		\$0	\$0	\$0
Personnel		\$9,300	\$10,900	\$9,300
Number of FTEs		0.10	0.12	0.10
Other Operating Costs		\$0	\$0	\$0
Total, Committee Expenditures		\$9,300	\$10,900	\$9,300
Method of Financing		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Method of Finance				
1 - General Revenue Fund		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
Expenses / MOFs Difference:		\$9,300	\$10,900	\$9,300
Meetings Per Fiscal Year		0	0	0



Committee Description:

The Learning Technology Advisory Committee (LTAC) engages in substantive policy research and discussion dealing with the increasingly important role that learning technology plays in Texas higher education. The LTAC's work includes:

- Analysis of the current state of distance education in Texas higher education including the use of various distance education modalities, the cost of distance education, the availability of high need and high demand degree programs through distance education, institutional fee structures associated with distance education, the role of technology in instructional cost effectiveness, duplication of distance education programs, and public/private distance education collaborations;
- Development of policy recommendations to staff and the Board on critical issues such as:
  - o The development of distance education institutional collaboratives;
  - o The development of shared electronic course resources and learning materials, including textbooks and other digital learning objects;
  - o Best practices in the evaluation of distance education;
  - o The role of online and hybrid education in offering accessible and affordable degree programs;
  - o Partnerships between community colleges and universities that leverage technology to increase the number of degree completion options available to students;
  - o Ways to creatively and innovatively use technology to change the way in which higher education is offered; and
  - o Ways to creatively and innovatively use technology to increase student retention and success through programs such as just-in-time, on-demand academic support services.
- Review and make recommendations regarding all distance education doctoral proposals to ensure the development of high quality programs.

Abolishing the LTAC would remove a valuable source of expert advice to the Board regarding learning technology and distance education issues in the state.

SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

1. When and where does this committee typically meet and is there any requirement as to the frequency of committee meetings?

The LTAC typically meets four to six times per year in the THECB Board Room. In some instances, the LTAC may hold a phone conference meeting to review and consider the recommendation of approval of distance education doctoral programs to the Board.

2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

The LTAC provides recommendations of approval for distance education doctoral programs to the board. The LTAC also provides advice and recommendations to the Board regarding matters of quality distance education delivery.

3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

The LTAC reviewed and provided recommendation of approval to the Board for three distance education doctoral programs and also developed and conducted a statewide higher education institution technology survey.

4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency ?

Yes

4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

No

5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

210.0

5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

Polling advisory committee members for meeting availability, coordinating the review of doctoral proposals by distance education doctoral proposal subcommittee for determination of submission to the full LTAC, meeting with chair and co-chair to develop the agenda, submission of agenda to the Texas Register, review of previous meeting minutes, preparation of meeting documents, preparation of Board Room for meeting, soliciting lunch orders for advisory committee members and THECB staff.

6. Have there been instances where the committee was unable to meet because a quorum was not present?

No

Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes. March 10, 2016 meeting-15/24 members, December 4, 2015 meeting-19/24 members, September 16, 2015 meeting-18/24 members.

7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (e.g. online calendar of events, notices posted in Texas Register, etc.)?

Notice of all committee meetings are posted in the Texas Register. A courtesy copy of the meeting agenda is sent to representatives from the Texas Association of Community Colleges and the Community College Association of Texas Trustees. The public can subscribe to a list server maintained by the agency that provides notification of all Texas Register filings made by the agency.

7b. Do members of the public attend at least 50 percent of all committee meetings?

Yes

7c. Are there instances where no members of the public attended meetings?

No

8. Please list any external stakeholders you recommend we contact regarding this committee.

Public institutions of higher education can explain how this committee helps support process of distance education programs.

9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

Yes

9b. Please describe the rationale for this opinion.

The LTAC provided recommendations of approval for distance education doctoral programs to the board, and advice and recommendations to the Board regarding matters of quality distance education delivery.

10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:

10a. Is there any functional benefit for having this committee codified in statute?

No

10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?

No

10c. If "Yes" for Question 2b, please describe the rationale for this opinion.

N/A

11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?

Retain

11b. Please describe the rationale for this opinion.

The LTAC provides a valuable source of expert advice to the Board regarding learning technology and distance education issues in the state.

12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

Yes

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.

The advice provided by the LTAC will help the agency achieve the goals of 60x30TX in the areas of completion and student debt.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

No modifications are suggested.

ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

To assist in the process required by Chapter 2110, Texas Government Code, state agencies should submit an assessment of advisory committees using the format provided. Please submit your assessment for each advisory committee under your agency's purview. Include responses for committees created through statute, administrative code or ad-hoc by your agency. Include responses for all committees, whether ongoing or inactive and regardless of whether you receive appropriations to support the committee. Committees already scheduled for abolishment within the 2016-17 biennium are omitted from the scope of this survey. When submitting information for multiple advisory committees, right-click the sheet "Cmte1", select Move or Copy, select Create a copy and move to end.

NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Mexican American Studies Field Of Study

Number of Members:

24

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

2/2/2016

Date to Be Abolished:

1/31/2019

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.2.1

Strategy Title (e.g. Occupational Licensing)

Workforce, Academic Affairs, and Research

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority

State Authority

State Authority

Select Type

Statute

Identify Specific Citation

TEC Sec. 61.823

State Authority

Federal Authority

Federal Authority

Federal Authority

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel		\$0	\$0	\$0
Personnel		\$0	\$0	\$0
Number of FTEs		0.00	0.08	0.00
Other Operating Costs		\$0	\$0	\$0
Total, Committee Expenditures		\$0	\$0	\$0
Committee Members' Indirect Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel		\$0	\$0	\$0
Personnel		\$0	\$5,700	\$0
Number of FTEs		0.00	0.05	0.00
Other Operating Costs		\$0	\$0	\$0
Total, Committee Expenditures		\$0	\$5,700	\$0
Method of Financing		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Method of Finance				
1 - General Revenue Fund		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
Expenses / MOFs Difference:		\$0	\$5,700	\$0
Meetings Per Fiscal Year		0	0	0

Committee Description:

Texas Education Code 61.823 directs the board, with the assistance of advisory committees composed of representatives of institutions

of higher education, to develop field of study curricula. If a student successfully completes a field of study curriculum developed by the board, that block of courses may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the degree program for the field of study into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.

The purpose of the committee is not to address course transferability from community colleges to universities, but course applicability. Fields of Study developed by the board ensure courses students take at a community college directly replace courses in the lower division sequence of courses when they transfer to a university.

The committee should be continued because it helps students complete degree in a more timely manner without having to repeat course content and saves the state money.

SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

1. When and where does this committee typically meet and is there any requirement as to the frequency of committee meetings?

The committee meet once in February 2016. The committee will reconvene again in the future to consider courses revisions.

2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

The committee identified and recommend the sequence of courses that should be contained in the Field of Study. The board will take the committee's recommendation under advisement. If the board approves the proposed Field of Study it will be made available to all community colleges, universities, high schools, and the general public.

3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

The committee has recommended the sequence of courses required for the Field of Study.

4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency ?

Yes

4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

No

5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

0.0

5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

The general task assigned to agency staff assigned to the committee involved routine items such as developing and posting the meeting agenda, communicating with committee members, attending the meetings, and preparing and distributing documents.

6. Have there been instances where the committee was unable to meet because a quorum was not present?

No

Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.

7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (e.g. online calendar of events, notices posted in Texas Register, etc.)?

Notice of all committee meetings are posted in the Texas Register. A courtesy copy of the meeting agenda is sent to representatives from the Texas Association of Community Colleges and the Community College Association of Texas Trustees. The public can subscribe to a list server maintained by the agency that provides notification of all Texas Register fillings made by the agency.

7b. Do members of the public attend at least 50 percent of all committee meetings?

No

7c. Are there instances where no members of the public attended meetings?

Yes

8. Please list any external stakeholders you recommend we contact regarding this committee.

This committee is important to every student in the state of Texas enrolled at a community college who plans to transfer to a university. Also, members of the legislature have expressed concerns about students transferring from a community college to a university, they could provide input.

9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

Yes

9b. Please describe the rationale for this opinion.

The committee is composed of representatives from community colleges and universities who teach or administer similar programs. They have met and discussed the sequence of courses needed for the Field of Study.

10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:

10a. Is there any functional benefit for having this committee codified in statute?

Yes

10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?

No

10c. If "Yes" for Question 2b, please describe the rationale for this opinion.

N/A

11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?

Retain

11b. Please describe the rationale for this opinion.

The committee should be retained because it is working to fulfill the requirements of TEC § 61.823 and help Texas student's complete degrees in a timelier manner.

12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

No

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.

The board is required to develop Fields of Study as described in TEC § 61.823, if the committee was abolished the agency could not fulfill the statutory requirement.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

No recommended modifications.

ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

To assist in the process required by Chapter 2110, Texas Government Code, state agencies should submit an assessment of advisory committees using the format provided. Please submit your assessment for each advisory committee under your agency's purview. Include responses for committees created through statute, administrative code or ad-hoc by your agency. Include responses for all committees, whether ongoing or inactive and regardless of whether you receive appropriations to support the committee. Committees already scheduled for abolishment within the 2016-17 biennium are omitted from the scope of this survey. When submitting information for multiple advisory committees, right-click the sheet "Cmte1", select Move or Copy, select Create a copy and move to end.

NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Music Field Of Study

Number of Members:

24

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

8/11/2015

Date to Be Abolished:

1/31/2019

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.2.1

Strategy Title (e.g. Occupational Licensing)

Workforce, Academic Affairs, and Research

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority  
State Authority  
State Authority  
  
State Authority  
Federal Authority  
Federal Authority  
Federal Authority

Select Type	Identify Specific Citation
Statute	TEC Sec. 61.823

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel		\$0	\$0	\$0
Personnel		\$0	\$0	\$0
Number of FTEs		0.00	0.65	0.50
Other Operating Costs		\$0	\$0	\$0
Total, Committee Expenditures		\$0	\$0	\$0
Committee Members' Indirect Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel		\$0	\$0	\$0
Personnel		\$0	\$25,200	\$19,200
Number of FTEs		0.00	0.29	0.22
Other Operating Costs		\$0	\$0	\$0
Total, Committee Expenditures		\$0	\$25,200	\$19,200
Method of Financing		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Method of Finance				
1 - General Revenue Fund		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
Expenses / MOFs Difference:		\$0	\$25,200	\$19,200
Meetings Per Fiscal Year		0	0	0

Committee Description:

Texas Education Code 61.823 directs the board, with the assistance of advisory committees composed of representatives of institutions

of higher education, to develop field of study curricula. If a student successfully completes a field of study curriculum developed by the board, that block of courses may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the degree program for the field of study into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.

The purpose of the committee is not to address course transferability from community colleges to universities, but course applicability. Fields of Study developed by the board ensure courses students take at a community college directly replace courses in the lower division sequence of courses when they transfer to a university.

The committee should be continued because it helps students complete degree in a more timely manner without having to repeat course content and saves the state money.

SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

1. When and where does this committee typically meet and is there any requirement as to the frequency of committee meetings?

The committee more or less meets quarterly. Faculty schedules influence meeting dates and times.

2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

The committee will identify and recommend the sequence of courses that should be contained in the Field of Study. The board will take the committee's recommendation under advisement. If the board approves the proposed Field of Study it will be made available to all community colleges, universities, high schools, and the general public.

3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

The committee is still in the process of identifying the sequence of courses required for the Field of Study.

4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency ?

Yes

4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

No

5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

0.0

5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

The general task assigned to agency staff assigned to the committee involved routine items such as developing and posting the meeting agenda, communicating with committee members, attending the meetings, and preparing and distributing documents.

6. Have there been instances where the committee was unable to meet because a quorum was not present?

No

Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.

7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (e.g. online calendar of events, notices posted in Texas Register, etc.)?

Notice of all committee meetings are posted in the Texas Register. A courtesy copy of the meeting agenda is sent to representatives from the Texas Association of Community Colleges and the Community College Association of Texas Trustees. The public can subscribe to a list server maintained by the agency that provides notification of all Texas Register filings made by the agency.

7b. Do members of the public attend at least 50 percent of all committee meetings?

No

7c. Are there instances where no members of the public attended meetings?

Yes

8. Please list any external stakeholders you recommend we contact regarding this committee.

This committee is important to every student in the state of Texas enrolled at a community college who plans to transfer to a university. Also, members of the legislature have expressed concerns about students transferring from a community college to a university, they could provide input.

9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

Yes

9b. Please describe the rationale for this opinion.

The committee is composed of representatives from community colleges and universities who teach or administer similar programs. They are meeting and discussing the sequence of courses needed for the Field of Study. The task is not complete, but the committee is making progress.

10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:

10a. Is there any functional benefit for having this committee codified in statute?

Yes

10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?

No

10c. If "Yes" for Question 2b, please describe the rationale for this opinion.

N/A

11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?

Retain

11b. Please describe the rationale for this opinion.

The committee should be retained because it is working to fulfill the requirements of TEC § 61.823 and help Texas student's complete degrees in a timelier manner.

12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

No

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.

The board is required to develop Fields of Study as described in TEC § 61.823, if the committee was abolished the agency could not fulfill the statutory requirement.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

No recommended modifications.



ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

To assist in the process required by Chapter 2110, Texas Government Code, state agencies should submit an assessment of advisory committees using the format provided. Please submit your assessment for each advisory committee under your agency's purview. Include responses for committees created through statute, administrative code or ad-hoc by your agency. Include responses for all committees, whether ongoing or inactive and regardless of whether you receive appropriations to support the committee. Committees already scheduled for abolishment within the 2016-17 biennium are omitted from the scope of this survey. When submitting information for multiple advisory committees, right-click the sheet "Cmte1", select Move or Copy, select Create a copy and move to end.

NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Undergraduate Education Advisory Committee (UEAC)

Number of Members:

24

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

November 13, 2006

Date to Be Abolished:

October 31, 2017

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.2.1

Strategy Title (e.g. Occupational Licensing)

Workforce, Academic Affairs and Research

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority	Select Type	Identify Specific Citation
State Authority	Statute	Texas Government Code, Chapter 2110, Section 2210.0012
State Authority	Statute	Texas Education Code, Chapter 61, Section 61.026
State Authority	Admin Code	Texas Higher Education Coordinating Board, Chapter 1, Subchapter R, rule 1.206 to 1.212
Federal Authority	NA	
Federal Authority		
Federal Authority		

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Travel	\$0	\$0	\$0
	Personnel	\$0	\$0	\$0
	Number of FTEs	0.33	0.25	0.33
	Other Operating Costs	\$0	\$0	\$0
	Total, Committee Expenditures	\$0	\$0	\$0
Committee Members' Indirect Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Travel	\$0	\$0	\$0
	Personnel	\$14,700	\$14,700	\$14,700
	Number of FTEs	0.16	0.16	0.16
	Other Operating Costs	\$0	\$0	\$0
	Total, Committee Expenditures	\$14,700	\$14,700	\$14,700
Method of Financing		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Method of Finance			
	1 - General Revenue Fund	\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
	Expenses / MOFs Difference:	\$14,700	\$14,700	\$14,700
Meetings Per Fiscal Year		2	2	2

Committee Description:

The Undergraduate Education Advisory Committee (UEAC) provides advice and recommendations to the Board regarding undergraduate education in Texas. The UEAC (a) designs and conducts studies as requested by the Coordinating Board or the Commissioner, and prepares recommendations for actions, (b) makes recommendations to the Coordinating Board for future directions the Coordinating Board and institutions should take to enhance undergraduate education in Texas, (c) develops and oversees processes for the review of existing undergraduate instructional programs, and (d) responds to and makes recommendations to the Coordinating Board on legislative policy changes regarding undergraduate education in Texas. The abolishment of UEAC would deprive the Coordinating Board crucial stakeholder input and buy-in to state policies affecting undergraduate education.

SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

1. When and where does this committee typically meet and is there any requirement as to the frequency of committee meetings?

The committee meets at the Coordinating Board at least twice a year, and may meet quarterly, as required by workload and tasks. Special meetings may be called.

2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

The committee chairperson reports recommendations to the Board on no less than an annual basis. The committee may produce written recommendations or reports.

3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

On February 28, 2014, the committee made a written recommendation on "Compelling Reasons for Exceeding the 60 SCH Maximum for Twøyear Degrees". The Coordinating Board took the recommendation into consideration in granting exemptions to the 60 SCH rule. During academic year 2016 the UEAC monitored the implementation of the new Texas Core Curriculum and discussed strategies related to undergraduate education for the new strategic plan, 60x30TX.

4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency ?

Yes

4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

No

5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

340

5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

Staff works with committee chairs to develop meeting agendas, works on engaging informational speakers, assembles appropriate meeting materials and meeting summary notes. Staff provides support to committee chairs for Board presentations. Staff handles logistical issues and organization of committee meetings.

6. Have there been instances where the committee was unable to meet because a quorum was not present?

No

Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.

7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (e.g. online calendar of events, notices posted in Texas Register, etc.)?

UEAC meetings are posted to the Texas Register and agendas are available on-line via the agency website. Meetings are life broadcast via the internet, with a link available at the agency's top webpage. Meetings are open to the public.

7b. Do members of the public attend at least 50 percent of all committee meetings?

Yes

7c. Are there instances where no members of the public attended meetings?

No

8. Please list any external stakeholders you recommend we contact regarding this committee.

All public and private institutions of higher education with undergraduate education, including health related institutions. Texas Council of Public University Presidents and Chancellors. Independent Colleges and Universities of Texas. Texas Association of Collegiate Registrars and Admissions Officers.

9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

Yes

9b. Please describe the rationale for this opinion.

In 2009 the UEAC created a document "Designing Texas Undergraduate Education in the 21st Century." Based on this work the Commissioner asked the UEAC to prepare the document "Revising the State Core Curriculum: A focus on 21st century competencies". The core curriculum was originally implemented in 1999. The Board subsequently implemented the UEAC recommendation for a restructured core curriculum in 2014.

10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:

10a. Is there any functional benefit for having this committee codified in statute?

No

10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?

No

10c. If "Yes" for Question 2b, please describe the rationale for this opinion.

NA

11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?

Retain

11b. Please describe the rationale for this opinion.

The UEAC will be crucial over the next 15 years in providing stake-holder input to undergraduate education strategies related to the agency's new strategic plan, 60x30TX.

12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

Yes

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.

Student undergraduate education, student transfer issues between institutions and between two- and four-year institutions, and the evaluation of Texas lower-division core curriculum assessment would be hampered in a critical manner, would the agency loose regular and frequent stakeholder insight, input, and buy-in to strategies and policies.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

NA
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ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

To assist in the process required by Chapter 2110, Texas Government Code, state agencies should submit an assessment of advisory committees using the format provided. Please submit your assessment for each advisory committee under your agency's purview. Include responses for committees created through statute, administrative code or ad-hoc by your agency. Include responses for all committees, whether ongoing or inactive and regardless of whether you receive appropriations to support the committee. Committees already scheduled for abolishment within the 2016-17 biennium are omitted from the scope of this survey. When submitting information for multiple advisory committees, right-click the sheet "Cmte1", select Move or Copy, select Create a copy and move to end.

NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Agriculture Food and Natural Resources Program of Study

Number of Members:

TBD (nominations have not been requested)

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

1/2016 CB adopted rules

Date to Be Abolished:

1/31/2020

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.2.1

Strategy Title (e.g. Occupational Licensing)

Workforce, Academic Affairs, and Research

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority

State Authority

State Authority

Select Type

Statute

Identify Specific Citation

TEC Sec. 61.823

State Authority

Federal Authority

Federal Authority

Federal Authority

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Travel	\$0	\$0	\$0
	Personnel	\$0	\$0	\$0
	Number of FTEs	0.0	0.0	0.0
	Other Operating Costs	\$0	\$0	\$0
	Total, Committee Expenditures	\$0	\$0	\$0
Committee Members' Indirect Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Travel	\$0	\$0	\$0
	Personnel	\$0	\$0	\$0
	Number of FTEs	0.0	0.0	0.0
	Other Operating Costs	\$0	\$0	\$0
	Total, Committee Expenditures	\$0	\$0	\$0
Method of Financing		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Method of Finance			
	1 - General Revenue Fund	\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
	Expenses / MOFs Difference:	\$0	\$0	\$0
Meetings Per Fiscal Year		0	0	0

Committee Description:

Texas Education Code 61.8235 directs the board, with the assistance of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts to develop program of study curricula. A program of study established under this section must (1) focus on the current and future needs of employers in this state; (2) clearly define career pathways with logical entry and exit points for students; (3) indicate the types of careers and the names of certifications or licenses aligned to the program of study; (4) provide for students who begin a program of study at a public junior college, public state college, or public technical institute to transfer to another public junior college, public state college, or public technical institute without having to repeat classes or incur significant interruption of their ability to progress through the program of study.

The purpose of the committee is develop pathways for students to follow from high school to a community college without having to repeat courses and be prepared for the workforce at program completion. Program of Study developed by the board help students to complete programs in a timelier manner that meet the needs of business and industry.

The committee should be continued because it helps student's complete degree in a timelier manner without having to repeat course content and saves the state money.

SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

1. When and where does this committee typically meet and is there any requirement as to the frequency of committee meetings?

2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency ?

4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

6. Have there been instances where the committee was unable to meet because a quorum was not present?

Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.

7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (e.g. online calendar of events, notices posted in Texas Register, etc.)?

7b. Do members of the public attend at least 50 percent of all committee meetings?

7c. Are there instances where no members of the public attended meetings?

8. Please list any external stakeholders you recommend we contact regarding this committee.

9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

9b. Please describe the rationale for this opinion.

10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:

10a. Is there any functional benefit for having this committee codified in statute?

10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?

10c. If "Yes" for Question 2b, please describe the rationale for this opinion.

11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?

11b. Please describe the rationale for this opinion.

12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

To assist in the process required by Chapter 2110, Texas Government Code, state agencies should submit an assessment of advisory committees using the format provided. Please submit your assessment for each advisory committee under your agency's purview. Include responses for committees created through statute, administrative code or ad-hoc by your agency. Include responses for all committees, whether ongoing or inactive and regardless of whether you receive appropriations to support the committee. Committees already scheduled for abolishment within the 2016-17 biennium are omitted from the scope of this survey. When submitting information for multiple advisory committees, right-click the sheet "Cmte1", select Move or Copy, select Create a copy and move to end.

NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Arts, Audio/Visual Technology & Communication Program of Study

Number of Members:

TBD (nominations have not been requested)

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

1/2016 CB adopted rules

Date to Be Abolished:

1/31/2020

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.2.1

Strategy Title (e.g. Occupational Licensing)

Workforce, Academic Affairs, and Research

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority  
State Authority  
State Authority  
  
State Authority  
Federal Authority  
Federal Authority  
Federal Authority

Select Type	Identify Specific Citation
Statute	TEC Sec. 61.823

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Travel	\$0	\$0	\$0
	Personnel	\$0	\$0	\$0
	Number of FTEs	0.0	0.0	0.0
	Other Operating Costs	\$0	\$0	\$0
	Total, Committee Expenditures	\$0	\$0	\$0
Committee Members' Indirect Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Travel	\$0	\$0	\$0
	Personnel	\$0	\$0	\$0
	Number of FTEs	0.0	0.0	0.0
	Other Operating Costs	\$0	\$0	\$0
	Total, Committee Expenditures	\$0	\$0	\$0
Method of Financing		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Method of Finance			
	1 - General Revenue Fund	\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
	Expenses / MOFs Difference:	\$0	\$0	\$0
Meetings Per Fiscal Year		0	0	0

Committee Description:

Texas Education Code 61.8235 directs the board, with the assistance of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts to develop program of study curricula. A program of study established under this section must (1) focus on the current and future needs of employers in this state; (2) clearly define career pathways with logical entry and exit points for students; (3) indicate the types of careers and the names of certifications or licenses aligned to the program of study; (4) provide for students who begin a program of study at a public junior college, public state college, or public technical institute to transfer to another public junior college, public state college, or public technical institute without having to repeat classes or incur significant interruption of their ability to progress through the program of study.

The purpose of the committee is develop pathways for students to follow from high school to a community college without having to repeat courses and be prepared for the workforce at program completion. Program of Study developed by the board help students to complete programs in a timelier manner that meet the needs of business and industry.

The committee should be continued because it helps student's complete degree in a timelier manner without having to repeat course content and saves the state money.

SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

1. When and where does this committee typically meet and is there any requirement as to the frequency of committee meetings?

2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

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4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency ?		4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?	
--	--	--	--

5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

6. Have there been instances where the committee was unable to meet because a quorum was not present?		Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.
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7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (e.g. online calendar of events, notices posted in Texas Register, etc.)?

7b. Do members of the public attend at least 50 percent of all committee meetings?		7c. Are there instances where no members of the public attended meetings?	
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9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

9b. Please describe the rationale for this opinion.

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10a. Is there any functional benefit for having this committee codified in statute?

10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?

10c. If "Yes" for Question 2b, please describe the rationale for this opinion.

11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?

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12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

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13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

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NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Business Field of Study Advisory Committee

Number of Members:

TBD (nominations have not been requested)

Committee Status  
(Ongoing or Inactive):

ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

1/2015 CB approved rules

Date to Be Abolished:

1/31/2019

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.2.1

Strategy Title (e.g. Occupational Licensing)

Workforce, Academic Affairs, and Research

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority  
State Authority  
State Authority  
  
State Authority  
Federal Authority  
Federal Authority  
Federal Authority

Select Type	Identify Specific Citation
Statute	TEC Sec. 61.823

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Travel	\$0	\$0	\$0
	Personnel	\$0	\$0	\$0
	Number of FTEs	0.0	0.0	0.0
	Other Operating Costs	\$0	\$0	\$0
	Total, Committee Expenditures	\$0	\$0	\$0
Committee Members' Indirect Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Travel	\$0	\$0	\$0
	Personnel	\$0	\$0	\$0
	Number of FTEs	0.0	0.0	0.0
	Other Operating Costs	\$0	\$0	\$0
	Total, Committee Expenditures	\$0	\$0	\$0
Method of Financing		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Method of Finance			
	1 - General Revenue Fund	\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
	Expenses / MOFs Difference:	\$0	\$0	\$0
Meetings Per Fiscal Year		0	0	0

Committee Description:

Texas Education Code 61.823 directs the board, with the assistance of advisory committees composed of representatives of institutions of higher education, to develop field of study curricula. If a student successfully completes a field of study curriculum developed by the board, that block of courses may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the degree program for the field of study into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.

The purpose of the committee is not to address course transferability from community colleges to universities, but course applicability. Fields of Study developed by the board ensure courses students take at a community college directly replace courses in the lower division sequence of courses when they transfer to a university.

The committee should be continued because it helps students complete degree in a more timely manner without having to repeat course content and saves the state money.

SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

1. When and where does this committee typically meet and is there any requirement as to the frequency of committee meetings?

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Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.

7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (e.g. online calendar of events, notices posted in Texas Register, etc.)?

7b. Do members of the public attend at least 50 percent of all committee meetings?

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9b. Please describe the rationale for this opinion.

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10a. Is there any functional benefit for having this committee codified in statute?

10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?

10c. If "Yes" for Question 2b, please describe the rationale for this opinion.

11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?

11b. Please describe the rationale for this opinion.

12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

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NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Business Management Program of Study

Number of Members:

TBD (nominations have not been requested)

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

1/2016 CB adopted rules

Date to Be Abolished:

1/31/2020

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.2.1

Strategy Title (e.g. Occupational Licensing)

Workforce, Academic Affairs, and Research

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority  
State Authority  
State Authority  
  
State Authority  
Federal Authority  
Federal Authority  
Federal Authority

Select Type	Identify Specific Citation
Statute	TEC Sec. 61.823

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel		\$0	\$0	\$0
Personnel		\$0	\$0	\$0
Number of FTEs		0.0	0.0	0.0
Other Operating Costs		\$0	\$0	\$0
Total, Committee Expenditures		\$0	\$0	\$0
Committee Members' Indirect Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel		\$0	\$0	\$0
Personnel		\$0	\$0	\$0
Number of FTEs		0.0	0.0	0.0
Other Operating Costs		\$0	\$0	\$0
Total, Committee Expenditures		\$0	\$0	\$0
Method of Financing		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Method of Finance				
1 - General Revenue Fund		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
Expenses / MOFs Difference:		\$0	\$0	\$0
Meetings Per Fiscal Year		0	0	0

Committee Description:

Texas Education Code 61.8235 directs the board, with the assistance of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts to develop program of study curricula. A program of study established under this section must (1) focus on the current and future needs of employers in this state; (2) clearly define career pathways with logical entry and exit points for students; (3) indicate the types of careers and the names of certifications or licenses aligned to the program of study; (4) provide for students who begin a program of study at a public junior college, public state college, or public technical institute to transfer to another public junior college, public state college, or public technical institute without having to repeat classes or incur significant interruption of their ability to progress through the program of study.

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The committee should be continued because it helps student's complete degree in a timelier manner without having to repeat course content and saves the state money.

SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

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11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?

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12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.



ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

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NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Communication Field of Study

Number of Members:

TBD (nominations have not been requested)

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

1/2015 CB approved rules

Date to Be Abolished:

1/31/2015

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.2.1

Strategy Title (e.g. Occupational Licensing)

Workforce, Academic Affairs, and Research

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority  
State Authority  
State Authority

Select Type	Identify Specific Citation
Statute	TEC Sec. 61.823

State Authority  
Federal Authority  
Federal Authority  
Federal Authority

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses

	Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other Operating Costs	\$0	\$0	\$0
Total, Committee Expenditures	\$0	\$0	\$0

Committee Members' Indirect Expenses

	Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other Operating Costs	\$0	\$0	\$0
Total, Committee Expenditures	\$0	\$0	\$0

Method of Financing

	Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Method of Finance			
1 - General Revenue Fund	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Expenses / MOFs Difference:	\$0	\$0	\$0

Meetings Per Fiscal Year

	0	0	0
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Committee Description:

Texas Education Code 61.823 directs the board, with the assistance of advisory committees composed of representatives of institutions of higher education, to develop field of study curricula. If a student successfully completes a field of study curriculum developed by the board, that block of courses may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the degree program for the field of study into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.

The purpose of the committee is not to address course transferability from community colleges to universities, but course applicability. Fields of Study developed by the board ensure courses students take at a community college directly replace courses in the lower division sequence of courses when they transfer to a university.

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10c. If "Yes" for Question 2b, please describe the rationale for this opinion.

11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?

11b. Please describe the rationale for this opinion.

12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.

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ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

To assist in the process required by Chapter 2110, Texas Government Code, state agencies should submit an assessment of advisory committees using the format provided. Please submit your assessment for each advisory committee under your agency's purview. Include responses for committees created through statute, administrative code or ad-hoc by your agency. Include responses for all committees, whether ongoing or inactive and regardless of whether you receive appropriations to support the committee. Committees already scheduled for abolishment within the 2016-17 biennium are omitted from the scope of this survey. When submitting information for multiple advisory committees, right-click the sheet "Cmte1", select Move or Copy, select Create a copy and move to end.

NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Education and Training Program of Study

Number of Members:

TBD (nominations have not been requested)

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

1/2016 CB adopted rules

Date to Be Abolished:

1/31/2020

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.2.1

Strategy Title (e.g. Occupational Licensing)

Workforce, Academic Affairs, and Research

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority  
State Authority  
State Authority  
  
State Authority  
Federal Authority  
Federal Authority  
Federal Authority

Select Type	Identify Specific Citation
Statute	TEC Sec. 61.823

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Travel	\$0	\$0	\$0
	Personnel	\$0	\$0	\$0
	Number of FTEs	0.0	0.0	0.0
	Other Operating Costs	\$0	\$0	\$0
	Total, Committee Expenditures	\$0	\$0	\$0
Committee Members' Indirect Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Travel	\$0	\$0	\$0
	Personnel	\$0	\$0	\$0
	Number of FTEs	0.0	0.0	0.0
	Other Operating Costs	\$0	\$0	\$0
	Total, Committee Expenditures	\$0	\$0	\$0
Method of Financing		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Method of Finance			
	1 - General Revenue Fund	\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
	Expenses / MOFs Difference:	\$0	\$0	\$0
Meetings Per Fiscal Year		0	0	0

Committee Description:

Texas Education Code 61.8235 directs the board, with the assistance of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts to develop program of study curricula. A program of study established under this section must (1) focus on the current and future needs of employers in this state; (2) clearly define career pathways with logical entry and exit points for students; (3) indicate the types of careers and the names of certifications or licenses aligned to the program of study; (4) provide for students who begin a program of study at a public junior college, public state college, or public technical institute to transfer to another public junior college, public state college, or public technical institute without having to repeat classes or incur significant interruption of their ability to progress through the program of study.

The purpose of the committee is develop pathways for students to follow from high school to a community college without having to repeat courses and be prepared for the workforce at program completion. Program of Study developed by the board help students to complete programs in a timelier manner that meet the needs of business and industry.

The committee should be continued because it helps student's complete degree in a timelier manner without having to repeat course content and saves the state money.

SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

1. When and where does this committee typically meet and is there any requirement as to the frequency of committee meetings?

2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency ?

4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

6. Have there been instances where the committee was unable to meet because a quorum was not present?

Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.

7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (e.g. online calendar of events, notices posted in Texas Register, etc.)?

7b. Do members of the public attend at least 50 percent of all committee meetings?

7c. Are there instances where no members of the public attended meetings?

8. Please list any external stakeholders you recommend we contact regarding this committee.

9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

9b. Please describe the rationale for this opinion.

10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:

10a. Is there any functional benefit for having this committee codified in statute?

10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?

10c. If "Yes" for Question 2b, please describe the rationale for this opinion.

11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?

11b. Please describe the rationale for this opinion.

12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

To assist in the process required by Chapter 2110, Texas Government Code, state agencies should submit an assessment of advisory committees using the format provided. Please submit your assessment for each advisory committee under your agency's purview. Include responses for committees created through statute, administrative code or ad-hoc by your agency. Include responses for all committees, whether ongoing or inactive and regardless of whether you receive appropriations to support the committee. Committees already scheduled for abolishment within the 2016-17 biennium are omitted from the scope of this survey. When submitting information for multiple advisory committees, right-click the sheet "Cmte1", select Move or Copy, select Create a copy and move to end.

NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Engineering Technology Field of Study

Number of Members:

TBD (nominations have not been requested)

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

1/2015 CB approved rules

Date to Be Abolished:

1/31/2019

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.2.1

Strategy Title (e.g. Occupational Licensing)

Workforce, Academic Affairs, and Research

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority  
State Authority  
State Authority  
  
State Authority  
Federal Authority  
Federal Authority  
Federal Authority

Select Type	Identify Specific Citation
Statute	TEC Sec. 61.823

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Travel	\$0	\$0	\$0
	Personnel	\$0	\$0	\$0
	Number of FTEs	0.0	0.0	0.0
	Other Operating Costs	\$0	\$0	\$0
	Total, Committee Expenditures	\$0	\$0	\$0
Committee Members' Indirect Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Travel	\$0	\$0	\$0
	Personnel	\$0	\$0	\$0
	Number of FTEs	0.0	0.0	0.0
	Other Operating Costs	\$0	\$0	\$0
	Total, Committee Expenditures	\$0	\$0	\$0
Method of Financing		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Method of Finance			
	1 - General Revenue Fund	\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
	Expenses / MOFs Difference:	\$0	\$0	\$0
Meetings Per Fiscal Year		0	0	0

Committee Description:

Texas Education Code 61.823 directs the board, with the assistance of advisory committees composed of representatives of institutions of higher education, to develop field of study curricula. If a student successfully completes a field of study curriculum developed by the board, that block of courses may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the degree program for the field of study into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.

The purpose of the committee is not to address course transferability from community colleges to universities, but course applicability. Fields of Study developed by the board ensure courses students take at a community college directly replace courses in the lower division sequence of courses when they transfer to a university.

The committee should be continued because it helps students complete degree in a more timely manner without having to repeat course content and saves the state money.

SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

1. When and where does this committee typically meet and is there any requirement as to the frequency of committee meetings?

2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency ?		4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?	
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5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

6. Have there been instances where the committee was unable to meet because a quorum was not present?		Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.
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7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (e.g. online calendar of events, notices posted in Texas Register, etc.)?

7b. Do members of the public attend at least 50 percent of all committee meetings?		7c. Are there instances where no members of the public attended meetings?	
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8. Please list any external stakeholders you recommend we contact regarding this committee.

9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

9b. Please describe the rationale for this opinion.

10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:

10a. Is there any functional benefit for having this committee codified in statute?		10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?	
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10c. If "Yes" for Question 2b, please describe the rationale for this opinion.



11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?

11b. Please describe the rationale for this opinion.

12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

To assist in the process required by Chapter 2110, Texas Government Code, state agencies should submit an assessment of advisory committees using the format provided. Please submit your assessment for each advisory committee under your agency's purview. Include responses for committees created through statute, administrative code or ad-hoc by your agency. Include responses for all committees, whether ongoing or inactive and regardless of whether you receive appropriations to support the committee. Committees already scheduled for abolishment within the 2016-17 biennium are omitted from the scope of this survey. When submitting information for multiple advisory committees, right-click the sheet "Cmte1", select Move or Copy, select Create a copy and move to end.

NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Finance Program of Study

Number of Members:

TBD (nominations have not been requested)

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

1/2016 CB adopted rules

Date to Be Abolished:

1/31/2020

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.2.1

Strategy Title (e.g. Occupational Licensing)

Workforce, Academic Affairs, and Research

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority  
State Authority  
State Authority

Select Type	Identify Specific Citation
Statute	TEC Sec. 61.823

State Authority  
Federal Authority  
Federal Authority  
Federal Authority

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses

	Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other Operating Costs	\$0	\$0	\$0
Total, Committee Expenditures	\$0	\$0	\$0

Committee Members' Indirect Expenses

	Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other Operating Costs	\$0	\$0	\$0
Total, Committee Expenditures	\$0	\$0	\$0

Method of Financing

	Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Method of Finance			
1 - General Revenue Fund	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Expenses / MOFs Difference:	\$0	\$0	\$0
	0	0	0

Meetings Per Fiscal Year

Committee Description:

Texas Education Code 61.8235 directs the board, with the assistance of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts to develop program of study curricula. A program of study established under this section must (1) focus on the current and future needs of employers in this state; (2) clearly define career pathways with logical entry and exit points for students; (3) indicate the types of careers and the names of certifications or licenses aligned to the program of study; (4) provide for students who begin a program of study at a public junior college, public state college, or public technical institute to transfer to another public junior college, public state college, or public technical institute without having to repeat classes or incur significant interruption of their ability to progress through the program of study.

The purpose of the committee is develop pathways for students to follow from high school to a community college without having to repeat courses and be prepared for the workforce at program completion. Program of Study developed by the board help students to complete programs in a timelier manner that meet the needs of business and industry.

The committee should be continued because it helps student's complete degree in a timelier manner without having to repeat course content and saves the state money.

SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

1. When and where does this committee typically meet and is there any requirement as to the frequency of committee meetings?

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4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency ?		4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?	
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5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

6. Have there been instances where the committee was unable to meet because a quorum was not present?		Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.
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7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (e.g. online calendar of events, notices posted in Texas Register, etc.)?

7b. Do members of the public attend at least 50 percent of all committee meetings?		7c. Are there instances where no members of the public attended meetings?	
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8. Please list any external stakeholders you recommend we contact regarding this committee.

9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

9b. Please describe the rationale for this opinion.

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10a. Is there any functional benefit for having this committee codified in statute?		10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?	
---	--	---	--

10c. If "Yes" for Question 2b, please describe the rationale for this opinion.

11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?

11b. Please describe the rationale for this opinion.

12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

To assist in the process required by Chapter 2110, Texas Government Code, state agencies should submit an assessment of advisory committees using the format provided. Please submit your assessment for each advisory committee under your agency's purview. Include responses for committees created through statute, administrative code or ad-hoc by your agency. Include responses for all committees, whether ongoing or inactive and regardless of whether you receive appropriations to support the committee. Committees already scheduled for abolishment within the 2016-17 biennium are omitted from the scope of this survey. When submitting information for multiple advisory committees, right-click the sheet "Cmte1", select Move or Copy, select Create a copy and move to end.

NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Government and Public Administration Program of Study

Number of Members:

TBD (nominations have not been requested)

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

1/2016 CB adopted rules

Date to Be Abolished:

1/31/2020

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.2.1

Strategy Title (e.g. Occupational Licensing)

Workforce, Academic Affairs, and Research

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority

State Authority

State Authority

Select Type

Statute

Identify Specific Citation

TEC Sec. 61.823

State Authority

Federal Authority

Federal Authority

Federal Authority

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses

	Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other Operating Costs	\$0	\$0	\$0
Total, Committee Expenditures	\$0	\$0	\$0

Committee Members' Indirect Expenses

	Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other Operating Costs	\$0	\$0	\$0
Total, Committee Expenditures	\$0	\$0	\$0

Method of Financing

	Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Method of Finance			
1 - General Revenue Fund	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Expenses / MOFs Difference:	\$0	\$0	\$0

Meetings Per Fiscal Year

	0	0	0
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Committee Description:

Texas Education Code 61.8235 directs the board, with the assistance of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts to develop program of study curricula. A program of study established under this section must (1) focus on the current and future needs of employers in this state; (2) clearly define career pathways with logical entry and exit points for students; (3) indicate the types of careers and the names of certifications or licenses aligned to the program of study; (4) provide for students who begin a program of study at a public junior college, public state college, or public technical institute to transfer to another public junior college, public state college, or public technical institute without having to repeat classes or incur significant interruption of their ability to progress through the program of study.

The purpose of the committee is develop pathways for students to follow from high school to a community college without having to repeat courses and be prepared for the workforce at program completion. Program of Study developed by the board help students to complete programs in a timelier manner that meet the needs of business and industry.

The committee should be continued because it helps student's complete degree in a timelier manner without having to repeat course content and saves the state money.

SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

1. When and where does this committee typically meet and is there any requirement as to the frequency of committee meetings?

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4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

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6. Have there been instances where the committee was unable to meet because a quorum was not present?

Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.

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7c. Are there instances where no members of the public attended meetings?

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9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

9b. Please describe the rationale for this opinion.

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10a. Is there any functional benefit for having this committee codified in statute?

10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?

10c. If "Yes" for Question 2b, please describe the rationale for this opinion.

11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?

11b. Please describe the rationale for this opinion.

12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

To assist in the process required by Chapter 2110, Texas Government Code, state agencies should submit an assessment of advisory committees using the format provided. Please submit your assessment for each advisory committee under your agency's purview. Include responses for committees created through statute, administrative code or ad-hoc by your agency. Include responses for all committees, whether ongoing or inactive and regardless of whether you receive appropriations to support the committee. Committees already scheduled for abolishment within the 2016-17 biennium are omitted from the scope of this survey. When submitting information for multiple advisory committees, right-click the sheet "Cmte1", select Move or Copy, select Create a copy and move to end.

NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Hospitality and Tourism Program of Study

Number of Members:

TBD (nominations have not been requested)

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

4/2016 CB adopted rules

Date to Be Abolished: 4/31/2020

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.2.1.

Strategy Title (e.g. Occupational Licensing)

Workforce, Academic Affairs, and Research

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority

State Authority

State Authority

Select Type

Statute

Identify Specific Citation

TEC Sec. 61.823

State Authority

Federal Authority

Federal Authority

Federal Authority

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel		\$0	\$0	\$0
Personnel		\$0	\$0	\$0
Number of FTEs		0.0	0.0	0.0
Other Operating Costs		\$0	\$0	\$0
Total, Committee Expenditures		\$0	\$0	\$0
Committee Members' Indirect Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel		\$0	\$0	\$0
Personnel		\$0	\$0	\$0
Number of FTEs		0.0	0.0	0.0
Other Operating Costs		\$0	\$0	\$0
Total, Committee Expenditures		\$0	\$0	\$0
Method of Financing		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Method of Finance				
1 - General Revenue Fund		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
Expenses / MOFs Difference:		\$0	\$0	\$0
Meetings Per Fiscal Year		0	0	0



Committee Description:

Texas Education Code 61.8235 directs the board, with the assistance of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts to develop program of study curricula. A program of study established under this section must (1) focus on the current and future needs of employers in this state; (2) clearly define career pathways with logical entry and exit points for students; (3) indicate the types of careers and the names of certifications or licenses aligned to the program of study; (4) provide for students who begin a program of study at a public junior college, public state college, or public technical institute to transfer to another public junior college, public state college, or public technical institute without having to repeat classes or incur significant interruption of their ability to progress through the program of study.

The purpose of the committee is develop pathways for students to follow from high school to a community college without having to repeat courses and be prepared for the workforce at program completion. Program of Study developed by the board help students to complete programs in a timelier manner that meet the needs of business and industry.

The committee should be continued because it helps student's complete degree in a timelier manner without having to repeat course content and saves the state money.

SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

1. When and where does this committee typically meet and is there any requirement as to the frequency of committee meetings?

2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

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4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

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5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

6. Have there been instances where the committee was unable to meet because a quorum was not present?

Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.

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9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

9b. Please describe the rationale for this opinion.

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10a. Is there any functional benefit for having this committee codified in statute?

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10c. If "Yes" for Question 2b, please describe the rationale for this opinion.

11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?

11b. Please describe the rationale for this opinion.

12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

To assist in the process required by Chapter 2110, Texas Government Code, state agencies should submit an assessment of advisory committees using the format provided. Please submit your assessment for each advisory committee under your agency's purview. Include responses for committees created through statute, administrative code or ad-hoc by your agency. Include responses for all committees, whether ongoing or inactive and regardless of whether you receive appropriations to support the committee. Committees already scheduled for abolishment within the 2016-17 biennium are omitted from the scope of this survey. When submitting information for multiple advisory committees, right-click the sheet "Cmte1", select Move or Copy, select Create a copy and move to end.

NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Human Services Program of Study

Number of Members:

TBD (nominations have not been requested)

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

4/2016 CB adopted rules

Date to Be Abolished:

4/31/2020

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.2.1

Strategy Title (e.g. Occupational Licensing)

Workforce, Academic Affairs, and Research

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority  
State Authority  
State Authority

Select Type	Identify Specific Citation
Statute	TEC Sec. 61.823

State Authority  
Federal Authority  
Federal Authority  
Federal Authority

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses

	Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other Operating Costs	\$0	\$0	\$0
Total, Committee Expenditures	\$0	\$0	\$0

Committee Members' Indirect Expenses

	Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other Operating Costs	\$0	\$0	\$0
Total, Committee Expenditures	\$0	\$0	\$0

Method of Financing

	Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Method of Finance			
1 - General Revenue Fund	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Expenses / MOFs Difference:	\$0	\$0	\$0
	0	0	0

Meetings Per Fiscal Year

Committee Description:

Texas Education Code 61.8235 directs the board, with the assistance of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts to develop program of study curricula. A program of study established under this section must (1) focus on the current and future needs of employers in this state; (2) clearly define career pathways with logical entry and exit points for students; (3) indicate the types of careers and the names of certifications or licenses aligned to the program of study; (4) provide for students who begin a program of study at a public junior college, public state college, or public technical institute to transfer to another public junior college, public state college, or public technical institute without having to repeat classes or incur significant interruption of their ability to progress through the program of study.

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Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

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Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.

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11b. Please describe the rationale for this opinion.

12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

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NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Information Technology Program of Study

Number of Members:

TBD (nominations have not been requested)

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

4/2016 CB adopted rules

Date to Be Abolished: 4/31/2020

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.2.1

Strategy Title (e.g. Occupational Licensing)

Workforce, Academic Affairs, and Research

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority  
State Authority  
State Authority

Select Type	Identify Specific Citation
Statute	TEC Sec. 61.823

State Authority  
Federal Authority  
Federal Authority  
Federal Authority

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses

	Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other Operating Costs	\$0	\$0	\$0
Total, Committee Expenditures	\$0	\$0	\$0

Committee Members' Indirect Expenses

	Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other Operating Costs	\$0	\$0	\$0
Total, Committee Expenditures	\$0	\$0	\$0

Method of Financing

	Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Method of Finance			
1 - General Revenue Fund	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Expenses / MOFs Difference:	\$0	\$0	\$0
	0	0	0

Meetings Per Fiscal Year

Committee Description:

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SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

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12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

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13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.



ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

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NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Law, Public Safety, Corrections and Security Program of Study

Number of Members:

TBD (nominations have not been requested)

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

4/2016 CB adopted rules

Date to Be Abolished:

4/31/2020

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.2.1

Strategy Title (e.g. Occupational Licensing)

Workforce, Academic Affairs, and Research

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority  
State Authority  
State Authority  
  
State Authority  
Federal Authority  
Federal Authority  
Federal Authority

Select Type	Identify Specific Citation
Statute	TEC Sec. 61.823

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Travel	\$0	\$0	\$0
	Personnel	\$0	\$0	\$0
	Number of FTEs	0.0	0.0	0.0
	Other Operating Costs	\$0	\$0	\$0
	Total, Committee Expenditures	\$0	\$0	\$0
Committee Members' Indirect Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Travel	\$0	\$0	\$0
	Personnel	\$0	\$0	\$0
	Number of FTEs	0.0	0.0	0.0
	Other Operating Costs	\$0	\$0	\$0
	Total, Committee Expenditures	\$0	\$0	\$0
Method of Financing		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Method of Finance			
	1 - General Revenue Fund	\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
	Expenses / MOFs Difference:	\$0	\$0	\$0
Meetings Per Fiscal Year		0	0	0

Committee Description:

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Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

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12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

ASSESSMENT OF ADVISORY COMMITTEES  
March, 2016  
(781-Texas Higher Education Coordinating Board)

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NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Manufacturing Program of Study

Number of Members:

TBD (nominations have not been requested)

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

4/2016 CB adopted rules

Date to Be Abolished:

4/31/2020

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.2.1

Strategy Title (e.g. Occupational Licensing)

Workforce, Academic Affairs, and Research

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority  
State Authority  
State Authority  
  
State Authority  
Federal Authority  
Federal Authority  
Federal Authority

Select Type	Identify Specific Citation
Statute	TEC Sec. 61.823

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses

	Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other Operating Costs	\$0	\$0	\$0
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Other Operating Costs	\$0	\$0	\$0
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Method of Financing

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Method of Finance			
1 - General Revenue Fund	\$0	\$0	\$0
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	\$0	\$0	\$0
	\$0	\$0	\$0
Expenses / MOFs Difference:	\$0	\$0	\$0

Meetings Per Fiscal Year

	0	0	0
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Committee Description:

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13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

To assist in the process required by Chapter 2110, Texas Government Code, state agencies should submit an assessment of advisory committees using the format provided. Please submit your assessment for each advisory committee under your agency's purview. Include responses for committees created through statute, administrative code or ad-hoc by your agency. Include responses for all committees, whether ongoing or inactive and regardless of whether you receive appropriations to support the committee. Committees already scheduled for abolishment within the 2016-17 biennium are omitted from the scope of this survey. When submitting information for multiple advisory committees, right-click the sheet "Cmte1", select Move or Copy, select Create a copy and move to end.

NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Marketing Program of Study

Number of Members:

TBD (nominations have not been requested)

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

4/2016 CB adopted rules

Date to Be Abolished:

4/31/2020

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.2.1

Strategy Title (e.g. Occupational Licensing)

Workforce, Academic Affairs, and Research

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority

State Authority

State Authority

Select Type

Statute

Identify Specific Citation

TEC Sec. 61.823

State Authority

Federal Authority

Federal Authority

Federal Authority

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses

Travel

Personnel

Number of FTEs

Other Operating Costs

Total, Committee Expenditures

Expended  
Exp 2015

Estimated  
Est 2016

Budgeted  
Bud 2017

\$0

\$0

0.0

\$0

\$0

Committee Members' Indirect Expenses

Travel

Personnel

Number of FTEs

Other Operating Costs

Total, Committee Expenditures

Expended  
Exp 2015

Estimated  
Est 2016

Budgeted  
Bud 2017

\$0

\$0

0.0

\$0

\$0

Method of Financing

Method of Finance

1 - General Revenue Fund

Expended  
Exp 2015

Estimated  
Est 2016

Budgeted  
Bud 2017

\$0

\$0

\$0

\$0

\$0

Expenses / MOFs Difference:

\$0

\$0

\$0

Meetings Per Fiscal Year

0

0

0

Committee Description:

Texas Education Code 61.8235 directs the board, with the assistance of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts to develop program of study curricula. A program of study established under this section must (1) focus on the current and future needs of employers in this state; (2) clearly define career pathways with logical entry and exit points for students; (3) indicate the types of careers and the names of certifications or licenses aligned to the program of study; (4) provide for students who begin a program of study at a public junior college, public state college, or public technical institute to transfer to another public junior college, public state college, or public technical institute without having to repeat classes or incur significant interruption of their ability to progress through the program of study.

The purpose of the committee is develop pathways for students to follow from high school to a community college without having to repeat courses and be prepared for the workforce at program completion. Program of Study developed by the board help students to complete programs in a timelier manner that meet the needs of business and industry.

The committee should be continued because it helps student's complete degree in a timelier manner without having to repeat course content and saves the state money.

SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

1. When and where does this committee typically meet and is there any requirement as to the frequency of committee meetings?

2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency ?

4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?

5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

6. Have there been instances where the committee was unable to meet because a quorum was not present?

Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.

7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (e.g. online calendar of events, notices posted in Texas Register, etc.)?

7b. Do members of the public attend at least 50 percent of all committee meetings?

7c. Are there instances where no members of the public attended meetings?

8. Please list any external stakeholders you recommend we contact regarding this committee.

9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

9b. Please describe the rationale for this opinion.

10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:



10a. Is there any functional benefit for having this committee codified in statute?

10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?

10c. If "Yes" for Question 2b, please describe the rationale for this opinion.

11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?

11b. Please describe the rationale for this opinion.

12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
(781-Texas Higher Education Coordinating Board)

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NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Nursing Field of Study Advisory Committee

Number of Members:

TBD (currently receiving nominations)

Committee Status  
(Ongoing or Inactive):

ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

1/2015 CB approved rules

Date to Be Abolished:

1/31/2019

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.2.1

Strategy Title (e.g. Occupational Licensing)

Workforce, Academic Affairs, and Research

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority  
State Authority  
State Authority  
  
State Authority  
Federal Authority  
Federal Authority  
Federal Authority

Select Type	Identify Specific Citation
Statute	TEC Sec. 61.823

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Travel	\$0	\$0	\$0
	Personnel	\$0	\$0	\$0
	Number of FTEs	0.0	0.0	0.0
	Other Operating Costs	\$0	\$0	\$0
	Total, Committee Expenditures	\$0	\$0	\$0
Committee Members' Indirect Expenses		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Travel	\$0	\$0	\$0
	Personnel	\$0	\$0	\$0
	Number of FTEs	0.0	0.0	0.0
	Other Operating Costs	\$0	\$0	\$0
	Total, Committee Expenditures	\$0	\$0	\$0
Method of Financing		Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
	Method of Finance			
	1 - General Revenue Fund	\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
	Expenses / MOFs Difference:	\$0	\$0	\$0
Meetings Per Fiscal Year		0	0	0

Committee Description:

Texas Education Code 61.823 directs the board, with the assistance of advisory committees composed of representatives of institutions of higher education, to develop field of study curricula. If a student successfully completes a field of study curriculum developed by the board, that block of courses may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the degree program for the field of study into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.

The purpose of the committee is not to address course transferability from community colleges to universities, but course applicability. Fields of Study developed by the board ensure courses students take at a community college directly replace courses in the lower division sequence of courses when they transfer to a university.

The committee should be continued because it helps students complete degree in a more timely manner without having to repeat course content and saves the state money.

SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

1. When and where does this committee typically meet and is there any requirement as to the frequency of committee meetings?

2. What kinds of deliverables or tangible output does the committee produce? If there are documents the committee is required to produce for your agency or the general public, please supply the most recent iterations of those.

3. What recommendations or advice has the committee most recently supplied to your agency? Of these, which were adopted by your agency and what was the rationale behind not adopting certain recommendations, if this occurred?

4a. Does your agency believe that the actions and scope of committee work is consistent with their authority as defined in its enabling statute and relevant to the ongoing mission of your agency ?		4b. Is committee scope and work conducted redundant with other functions of other state agencies or advisory committees?	
--	--	--	--

5a. Approximately how much staff time (in hours) was used to support the committee in fiscal year 2015?

5b. Please supply a general overview of the tasks entailed in agency staff assistance provided to the committee.

6. Have there been instances where the committee was unable to meet because a quorum was not present?		Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.
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7a. What opportunities does the committee provide for public attendance, participation, and how is this information conveyed to the public (e.g. online calendar of events, notices posted in Texas Register, etc.)?

7b. Do members of the public attend at least 50 percent of all committee meetings?		7c. Are there instances where no members of the public attended meetings?	
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8. Please list any external stakeholders you recommend we contact regarding this committee.

9a. In the opinion of your agency, has the committee met its mission and made substantive progress in its mission and goals?

9b. Please describe the rationale for this opinion.

10. Given that state agencies are allowed the ability to create advisory committees at will, either on an ad-hoc basis or through amending agency rule in Texas Administrative Code:

10a. Is there any functional benefit for having this committee codified in statute?		10b. Does the scope and language found in statute for this committee prevent your agency from responding to evolving needs related to this policy area?	
---	--	---	--

10c. If "Yes" for Question 2b, please describe the rationale for this opinion.

11a. Does your agency recommend this committee be retained, abolished or consolidated with another committee elsewhere (either at your agency or another in state government)?

11b. Please describe the rationale for this opinion.

12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

ASSESSMENT OF ADVISORY COMMITTEES  
May 6, 2016  
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NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Science, Technology, Engineering, and Mathematics Program of Study

Number of Members:

TBD (nominations have not been requested)

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

4/2016 CB adopted rules

Date to Be Abolished:

4/31/2020

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.2.1

Strategy Title (e.g. Occupational Licensing)

Workforce, Academic Affairs, and Research

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority

State Authority

State Authority

Select Type

Statute

Identify Specific Citation

TEC Sec. 61.823

State Authority

Federal Authority

Federal Authority

Federal Authority

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses

Travel

Personnel

Number of FTEs

Other Operating Costs

Total, Committee Expenditures

Expended  
Exp 2015

Estimated  
Est 2016

Budgeted  
Bud 2017

\$0

\$0

0.0

\$0

\$0

Committee Members' Indirect Expenses

Travel

Personnel

Number of FTEs

Other Operating Costs

Total, Committee Expenditures

Expended  
Exp 2015

Estimated  
Est 2016

Budgeted  
Bud 2017

\$0

\$0

0.0

\$0

\$0

Method of Financing

Method of Finance

1 - General Revenue Fund

Expended  
Exp 2015

Estimated  
Est 2016

Budgeted  
Bud 2017

\$0

\$0

\$0

\$0

\$0

Expenses / MOFs Difference:

\$0

\$0

\$0

Meetings Per Fiscal Year

0

0

0

Committee Description:

Texas Education Code 61.8235 directs the board, with the assistance of advisory committees composed of representatives of secondary education, postsecondary education, business and industry, other state agencies or licensing bodies, and other career and technical education experts to develop program of study curricula. A program of study established under this section must (1) focus on the current and future needs of employers in this state; (2) clearly define career pathways with logical entry and exit points for students; (3) indicate the types of careers and the names of certifications or licenses aligned to the program of study; (4) provide for students who begin a program of study at a public junior college, public state college, or public technical institute to transfer to another public junior college, public state college, or public technical institute without having to repeat classes or incur significant interruption of their ability to progress through the program of study.

The purpose of the committee is develop pathways for students to follow from high school to a community college without having to repeat courses and be prepared for the workforce at program completion. Program of Study developed by the board help students to complete programs in a timelier manner that meet the needs of business and industry.

The committee should be continued because it helps student's complete degree in a timelier manner without having to repeat course content and saves the state money.

SECTION B: ADDITIONAL COMMITTEE INFORMATION

Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

1. When and where does this committee typically meet and is there any requirement as to the frequency of committee meetings?

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6. Have there been instances where the committee was unable to meet because a quorum was not present?		Please provide committee member attendance records for their last three meetings, if not already captured in meeting minutes.
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12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

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May 6, 2016  
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NOTE: Only the items in blue are required for inactive committees.

SECTION A: INFORMATION SUBMITTED THROUGH ADVISORY COMMITTEE SUPPORTING SCHEDULE IN LEGISLATIVE APPROPRIATIONS REQUEST

Committee Name:

Transportation, Distribution, and Logistics Program of Study

Number of Members:

TBD ( nominations have not been requested)

Committee Status  
(Ongoing or Inactive):

Ongoing

Note: An Inactive committee is a committee that was created prior to the 2014-15 biennium but did not meet or supply advice to an agency during that time period.

Date Created:

4/2016 CB adopted rules

Date to Be Abolished: 4/31/2020

Budget Strategy (Strategies)  
(e.g. 1-2-4)

A.2.1

Strategy Title (e.g. Occupational Licensing)

Workforce, Academic Affairs, and Research

Budget Strategy (Strategies)

Strategy Title

State / Federal Authority  
State Authority  
State Authority  
  
State Authority  
Federal Authority  
Federal Authority  
Federal Authority

Select Type	Identify Specific Citation
Statute	TEC Sec. 61.823

Advisory Committee Costs: This section includes reimbursements for committee member costs and costs attributable to agency staff support.

Committee Members' Direct Expenses

	Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other Operating Costs	\$0	\$0	\$0
Total, Committee Expenditures	\$0	\$0	\$0

Committee Members' Indirect Expenses

	Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Travel	\$0	\$0	\$0
Personnel	\$0	\$0	\$0
Number of FTEs	0.0	0.0	0.0
Other Operating Costs	\$0	\$0	\$0
Total, Committee Expenditures	\$0	\$0	\$0

Method of Financing

	Expended Exp 2015	Estimated Est 2016	Budgeted Bud 2017
Method of Finance			
1 - General Revenue Fund	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Expenses / MOFs Difference:	\$0	\$0	\$0

Meetings Per Fiscal Year

	0	0	0
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Committee Description:

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Committee Bylaws: Please provide a copy of the committee's current bylaws and most recent meeting minutes as part of your submission.

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12a. Were this committee abolished, would this impede your agency's ability to fulfill its mission?

12b. If "Yes" for Question 4a, please describe the rationale for this opinion.

13. Please describe any other suggested modifications to the committee that would help the committee or agency better fulfill its mission.

**TITLE 19 EDUCATION**

**PART 1 TEXAS HIGHER EDUCATION COORDINATING BOARD**

**CHAPTER 1 AGENCY ADMINISTRATION**

**SUBCHAPTER P LOWER-DIVISION ACADEMIC COURSE GUIDE MANUAL ADVISORY COMMITTEE**

**§1.192 Authority and Specific Purposes of the Lower-Division Academic Course Guide Manual Advisory Committee**

(a) Authority. Statutory authority for this subchapter is provided in the Texas Government Code, Chapter 2110, §2110.0012.

(b) Purposes. The Lower-Division Academic Course Guide Manual Advisory Committee is created to provide the Board with advice and recommendation(s) regarding new disciplines of study, developments within existing disciplines represented by courses in the manual, vertical and horizontal alignment of courses within disciplines, and obsolesces of disciplines of study and courses.

**§1.193 Definitions**

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Interested persons--Persons who attend committee meetings as representatives of stakeholder entities and any other persons who have made their interest in the work of the committee known to its presiding officer. Such interested persons may participate in committee discussions, as invited by the presiding officer to do so, but do not have the authority to cast votes.

**§1.194 Committee Membership and Officers**

(a) Membership shall consist of faculty and administrators from public institutions who are involved in the provision of lower-division courses intended for transfer.

(b) Membership on the committee should include:

- (1) nine representatives from public community, technical, and state colleges;
- (2) nine representatives from public universities; and
- (3) one ex-officio representative from the Texas Common Course Numbering System.

(c) Interested persons, such as chief academic officers at public institutions, and legislative and governmental relations staff, will be regularly advised of committee meetings.

(d) The number of committee members shall not exceed twenty-four (24).

(e) Members of the committee shall select the presiding officer, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) Members shall serve staggered terms of up to three years.

### **§1.195 Duration**

The committee shall be abolished no later than October 31, 2017, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

### **§1.196 Meetings**

The committee shall meet at least annually. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the committee.

### **§1.197 Tasks Assigned the Committee**

Tasks assigned the committee include:

- (1) the addition of courses to the lower-division academic course guide manual;
- (2) the deletion of courses from the lower-division academic course guide manual;
- (3) the revision of courses in the lower-division academic course guide manual; and
- (4) other activities necessary for the maintenance of the lower-division academic course guide manual.

### **§1.198 Report to the Board; Evaluation of Committee Costs and Effectiveness**

The committee chairperson shall report any recommendations to the Board on no less than an annual basis. The committee shall also report committee activities to the Board to allow the Board to properly evaluate the committee's work, usefulness, and the costs related to the committee's existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

TEXAS HIGHER EDUCATION COORDINATING BOARD

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

**March 24, 2014**  
**Minutes**

There were 15 members present. Members attending were:

David Arreazola	Trudy Hanson	Shelby Stanfield
Sharon Blackman	Gary Don Harkey	Mary Trevino
Michael Endy	G. G. Hunt	Andrew Wallace
Edgar Garza	Hasan Jamil	Melissa Weinbrenner
Sandra Gregerson	Marcia Little	Tammy Wyatt

Members absent were, James Kracht, Jane Dennis, Amanda Vasquez and Vanessa Valdez, ex officio member representing the Texas Common Course Numbering System (TCCNS).

THECB Staff attending were Rebecca Leslie, James Goeman, and Rex Peebles.

Co-chair Wallace called the meeting to order. He directed the committee to Agenda Item 2, consideration and approval of the minutes from the last meeting. Minutes from November 15, 2013 were in the packet of handouts and a motion was entertained. Motion was made (Harkey) to accept the minute as read and the motion was seconded. The motion passed.

After providing reminders for using the microphones when speaking and about arrangements for lunch, Co-chair Wallace recognized Rex Peebles, Assistant Commissioner for Workforce, Academic Affairs, and Research. Dr. Peebles spoke about the history of the committee and his own experience with the committee as a member and as co-chair while he was a Dean at Austin Community College and Vice President at Midland College. He quoted his former co-chair of the committee, Dr. Jean Schaaque from the University of North Texas, who said, "Everything transfers but not everything applies." He stressed the progress made and yet to be made, and the important continuing contribution of the ACGM Advisory Committee, keeping in mind the good of students and education in Texas.

Co-chair Blackman thanked Dr. Peebles for his comments and encouragement to the committee. She also reiterated the idea of the collaborative nature of the work of the committee.

Since there were new members attending the committee for the first time, Co-chair Blackman asked that committee members and others around the table introduce themselves. New members attending for the first time were G. G. Hunt from Wharton County College and Tammy Wyatt from the University of Texas at San Antonio.

Co-chair Blackman opened discussion for Agenda Item 3, consideration of a three semester credit course options for a composite lecture and lab for non-sciences major science courses. The overwhelming majority of comments from committee member campuses were opposed to making the option available. A motion was entertained to clear the item from the agenda. Motion was made (Endy) and seconded (Harkey) for there to be no change in the ACGM in regard to the proposal. The option will not be made available. The motion passed.

Co-chair Blackman then directed the committee's attention to the main purpose for the meeting, Agenda Item 4, the Subcommittee Work Sessions. Co-chair Wallace introduced the process for the work session which could last for several hours and outlined parameters given in rules for review of the courses. Co-chair Wallace explain the color coding on the handout of ACGM course enrollments. The courses are to be reviewed and considered for deletion if three or fewer community colleges offered the course. For a course to be added to the ACGM not only do five community colleges have to be willing to offer the course but the course would have to be offered and applicable to degree programs at five universities. Co-chair Wallace also provided guidance for the organization of the subcommittees and the responsibility for reporting. Each group was to designate a group leader and a recorder and be prepared to come back to the committee as a whole with a list of courses prioritize for further review or for deletion. Co-chair Blackman pointed out that the courses highlighted in blue are not offered at any institution, either at community colleges or universities.

Co-chair Blackman spoke to the less obvious trends that would be identifiable on the spreadsheet handout of course enrollments including declines in enrollment and number of institution offering specific courses within the three year period. Co-chair Blackman explained the meaning of the asterisk by some courses and referred the committee to information at the back of the spreadsheet which clarified the data discrepancies created by misaligning ACGM/TCCNS equivalents with native university courses carrying a different level or semester credit hours (SCH). Rebecca Leslie, staff liaison, pointed out that in identifying patterns and preferred options of SCH, the subcommittees should refer the information at the back of the spreadsheet for a more complete understanding of issues involved. Rebecca indicated that courses with multiple SCH versions are an issue that may create problems in transfer with the extra/excess hours.

Melissa Wienbrenner asked about courses highlighted in blue in particular the Learning Framework courses. Upon looking at the courses in question Rebecca Leslie acknowledged an error in this instance and that the enrollments at the community colleges were healthy, although the course in some versions was not reported as taught at the university level. Melissa Wienbrenner was thanked for the correction.

Co-chair Blackman asked for other questions about the process and the handout. There being none she called on Rebecca to speak to the arrangements for the subcommittee work. Rebecca indicated that three table were set up by BJ Byrom, Administrative Assistant for the committee, with two in the back and one close to the front of the Boardroom. Rebecca recognized Dr. James Goeman as available during the subcommittees' work along with herself to answer questions and assists the groups. Co-chair Wallace directed the committee to the subcommittee group assignments in the packet of information. Co-Chair Blackman assigned each subcommittee to a table and the meeting adjourned to the work session.

On reconvening, the committee was called to order by Co-chair Wallace and he recognized James Goeman for any updates on the core curriculum process. Co-chair Blackman mentioned the change in the order of business to Agenda Item 8 and other announcements would be welcomed as well. James indicated that the initial approval of the new 2014 Core Curriculum was complete. The state web core center, which had been maintained by Texas State University, will now be on the THECB web site. An announcement will be sent to institutions to view the site and confirm their core submissions. James also indicated that the learning outcomes project has not yet chosen the courses to which learning outcomes will be developed and added.

Co-chair Wallace called for any other announcements. Michael Endy was recognized for a motion concerning the semester credit hour discrepancies in the courses reported by some universities as ACGM/TCCNS course equivalents. Mr. Endy made a motion that it be communicate to institutions misaligning their courses the need to review their reports to the Texas Higher Education Higher Coordinating Board to align credit hour values appropriately with the ACGM/TCCNS course.

Rebecca further explained the challenge created when the universities report courses not offered to indicate transferability. Actual practice is obscured.

BJ Byrom then provided the committee with printed copies of each of the subcommittees' reports. Co-chair Wallace directed the committee to Agenda Item 6, Discussion and Consideration of the deletion of under-utilized ACGM courses based on Subcommittee reports. Co-chair Blackman admonished the committee to take some time to review the reports and then the subcommittee spokesperson would be allowed to comment as needed. She also pointed out the reports had courses recommended for deletion and some recommended further study.

(The compiled reports of the subcommittees is attached as an addendum to the minutes.)

Co-chair Wallace recognized Melissa Weinbrenner, leader of the Humanities and Liberal Arts groups, for comment. Co-chair Blackman asked about notation on the report with a question mark. Dr. Weinbrenner said the subcommittee had questions as to the why there was a lab (ANTH 2101) for the Anthropology course (ANTH 2301) and if a four SCH version was necessary. Anthropology is not thought to be a general lab science. She referred to the use of multiple SCH versions of courses with the same learning outcomes. This needed further study. Dr. Wienbrenner said that the group felt that cross listing of courses was problematic and that this was another broader issue that also needed further study. In the languages the subcommittee recommended a consistent pattern for all languages following the most prevalent pattern of course offerings and eliminating the less frequently offered SCH versions of the same course.

Co-chair Wallace recognized Gary Don Harkey to report for the STEM Subcommittee. Dr. Harkey said the subcommittee looked at courses meeting criteria for deletion and in most cases decided to recommend deletion because time would allow for any comment in opposition if a real need for the course existed. Also, the group decided to leave unchanged the three and one option for lab sciences even if enrollments were low because the new core may push more institutions to use the split option for their lab sciences. The STEM Subcommittee also

philosophically approached the question of multiple SCH versions with the same learning outcomes leaving some lower SCH versions with low enrollments to allow the option as institutions move toward reducing hours in degrees prompted by the 60 credit hour mandate. BCIS and COSC were also problematic with antiquated programming languages and courses more appropriate for Workforce Education. Several chemistry courses were deleted but community colleges will still have a variety of options. There were some Engineering and Engineering Technology courses with very low enrollments and may be more appropriate for Workforce Education. The Home Economics area had several courses which could best be handled by unique need as only one or two institutions appeared to offer the courses. There were several Mathematics courses put on the list for recommended deletion because of low enrollments. Nursing courses often had very similar titles and what appeared to be a redundancy of content with the courses demonstrating low enrollments. The subcommittee wants the nursing faculty and professional organizations to look closely at any recommendation. Dr. Harkey concluded his comments and there were no question on the report.

Co-chair Wallace recognized Mr. Michael Endy for the report of the Fine Arts and Education Subcommittee. Mr. Endy said that most of the discussion within the group paralleled the discussion of the other subcommittees and also dealt with the large numbers of practicum courses offered in the fine arts. The subcommittee's intent was to be more efficient and more closely aligned with practice at the universities in regard to the practicums. Most of the courses recommended for deletion in the fine arts disciplines were of this types. The idea being that institutions would look closely at the practicums to be more efficient. Also, the group recommended an extensive list of courses for further review in the hopes that institutions could make recommendations for efficiency as part of the effort to reduce the number of hours in a degree programs.

There were no additional comments or questions on the Subcommittee reports.

Co-chair Blackman entertained a motion to accept the reports from the Subcommittees with recommendations for the deletion of courses and further study of others. Michael Endy made a motion to accept the reports as submitted by the Subcommittees. Melissa Weinbrenner seconded the motion. The motion passed.

Co-chair Wallace directed the committee to Agenda Item 7 for consideration of future agenda items and the next meeting date. Based on the subcommittee reports there was a possibility of a summer meeting. If not Co-chair Wallace indicated the next meeting would be in the fall most probably November. Co-chair Blackman suggested that the committee members review the reports again and see if any changes or corrections are needed. Then the question of need for a summer meeting would be more easily determine. Rebecca sought clarification from the committee and co-chairs as to how to provide the information back to them for review. It was determined that Rebecca would compile the reports into a single document and send that to the co-chair for review and then on to the committee as a whole. Institutions will be notified.

Returning to the mattering of dates for the fall meeting Rebecca was recognized and she gave a timeline for expected completion of the Learning Outcomes Project with courses coming to the committee in the fall between early and mid-November. Co-chair Blackman asked the committee what was a general timeframe for a summer meeting considering the activities on campuses. It was determined that August was off the table as this is a particularly busy time at



institutions. Mid-June to Mid-July was considered the best time to schedule a summer meeting if needed.

Without any other business before the committee, Co-chair Blackman thank the committee for their hard work and called for a motion to adjourn. The motion was made, seconded and passed. Co-chair Wallace echoed Co-chair Blackman in thanking the members for their contribution to the committee.

Respectfully submitted by Rebecca Leslie

TEXAS HIGHER EDUCATION COORDINATING BOARD

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

**November 6, 2014**

There were 16 members present. Members attending were:

David Arreazola  
Michael Endy  
Walle Engedayehu  
William Fleming  
Susan Gann

Edgar Garza  
Sandra Gregerson  
Trudy Hanson  
Gary Don Harkey  
G. G. Hunt  
John Jackson

Marcia Little  
Shelby Stanfield  
Andrew Wallace  
Melissa Weinbrenner  
Celia Williamson

Members absent were Tammy Wyatt and Mary Trevino. Suzanne Carter attended for Vanessa Valdez, ex officio member representing the Texas Common Course Numbering System (TCCNS).

THECB Staff attending were Rebecca Leslie, James Goeman, Allen Michie, Doug Jansen, Melinda Valdez, Jessica Acton, Andrew Lofters, Suzanne Morales-Vale, and Rex Peebles.

Co-chair Wallace called the meeting to order. He directed the committee to Agenda Item 2, and welcomed new members: Walle Engedayehu, William Fleming, Susan Gann, Gary Don Harkey (returning for a new term), John Jackson, and Celia Williamson.

Minutes from March 24, 2014 were in the packet of handouts and a motion was entertained for approval. Trudy Hanson made correction to the spelling of her name as presented in the minutes. The subcommittee reports were included with the minutes with some corrections. Dr. Wallace explained those corrections. Dr. Harkey made a motion to accept the minute as corrected. The motion was seconded. The motion passed.

Agenda Item 4 was the election of a new co-chair representing community, state, and technical colleges. Dr. Wallace requested a motion to open the floor to nominations. After the motion was approved nominations were taken. Edgar Garza volunteered himself as a nominee. There were no other nominations and Dr. Garza was elected.

Dr. Suzanne Morales-Vale from the College Readiness and Success Division was recognized to explain Agenda Item 5, additional language for the Developmental Education section of the ACGM. The language was to clarify that integrated reading and writing courses and non-course competency based options (NCBO) are required for exit level developmental education courses and NCBO interventions but that lower level developmental education could be either integrated or single focused as reading or writing.

Mr. Endy asked for confirmation and clarification that the definitions as presented would allow any integrated course or NCBO regardless of level to fulfill TSI requirements. Dr. Morales Vale indicated that was correct and that the level was not specified. Rebecca sought further clarification and expressed concern that as written a student completing the integrated reading and writing developmental education at the lowest level would be TSI complete. After some discussion a motion for approval of the new language with amendment was made by Mr. Endy. The phrase, "successful completion of this course taught at the exit (upper) level" in the second sentences of both the course and NCBO descriptions for integrated reading and writing was added. Dr. Melissa Weinbrenner seconded the motion. The motion passed. The sentence will read as, "The successful completion of this course taught at the exit (upper) level fulfills TSI requirements for reading and/or writing."

Co-chair Wallace introduced Agenda Item 6, the Learning Outcomes Project. Co-chair Wallace recommended consideration and discussion be by discipline and then recognized Rebecca Leslie to explain the process of the project. The disciplines that were part of the project this year were Agriculture (AGRI), Biology (BIOL), Communication (COMM), Education and Early Childhood Education (EDUC and TECA), Geography (GEOG), and Physical Education (PHED). Faculty groups from universities and colleges were involved in the revision of courses and the courses were then posted for public comment mid-September to mid-October. Rebecca explained that staff from the Coordinating Board facilitated the meeting with faculty and would report on the work of the faculty groups.

Doug Jansen introduced the discipline of Agriculture. Dr. Hanson asked how the course, AGRI 1309 Computers in Agriculture, differed from other computer processing courses. Several members offered explanation of the use of the course at their institutions and how it differs from other computer processing courses including software specific to agricultural applications. After some discussion Mr. Endy made a motion to accept the Agriculture courses as presented with the addition of the words "in agriculture" to Learning Outcome one of AGRI 1309. Dr. Weinbrenner seconded the motion. Motion passed.

Rebecca Leslie explained that the Biology courses revised this year are those courses specific to nursing and are in the nursing field of study. Andrew Lofters was recognized to report on the presented material from the faculty work group. Andrew reported that eight institutions/entities sent fifteen suggestions of changes during the public comment period. A majority of the suggestion were accepted by the work group. Dr. Hardy remarked that there was some concern among the faculty at Vernon College about the placement of topics (nervous system) within the two Anatomy and Physiology courses. Andrew said the work group considered the comment with lengthy deliberation but did not want to change the learning outcomes. Dr. Peebles asked if a separate Anatomy and Physiology for science majors in the ACGM. Rebecca indicated that there was not another Anatomy and Physiology course especially for science majors. She said that if an anatomy or physiology course is in the major for sciences the course is most often offered at the upper division. Dr. Wallace and Dr. Hanson indicated that the science majors at their institutions (Angelo State University and West Texas A&M University, respectively) take the same Anatomy and Physiology as those for nursing and offer the courses at the sophomore level. Dr. Williamson asked if the revisions and addition of Learning Outcomes would risk a misalignment of curriculum in transfer. Rebecca explained that the purpose of the project is to create clarity to avoid alignment problems and that it is an expectation that a few institutions may have to make changes but that the learning outcomes as presented

represented the consensus of a faculty group within the discipline at colleges and universities. Dr. Weinbrenner made a motion to accept the courses as presented. The motion was seconded and passed.

The next group of courses for discussion and consideration were in the Communication discipline. Rebecca reported that only five comments were received during the comment period. One commenter suggested additional outcomes for the Audio course. The faculty group agreed with the suggestion of the additional outcomes. Dr. Hanson referred to COMM 2315 News Reporting and remarked that although the learning outcomes are understandably somewhat broad as presented, at West Texas A&M University there is also the expectation for students to be familiar with the Associated Press Style Manual. Rebecca noted that there were title changes with COMM 2311 Media Writing and COMM 2315 News Reporting to reflect the current practices of institutions. Dr. Harkey made a motion to accept the courses as presented. Dr. Hanson seconded the motion. Motion passed.

Jessica Acton was recognized to report on the work of the Education (EDUC) and Early Childhood Education (TECA) faculty group. The courses as revised by the faculty group received twenty-eight comments, sixteen of which were recommendations for change and the faculty accepted fourteen of the recommendation and made changes accordingly. Dr. Engedayehu asked about the influence of the accreditor requirements on the descriptions. Jessica indicated that the faculty group did consider accreditor requirements when writing the learning outcomes.

Dr. Weinbrenner raised the question about the use of e.g. and etc. in a single sentence. Mr. Endy made a motion to accept the revised courses with the grammatical correction. Ms. Gregerson seconded the motions. Motion passed.

Allen Michie was recognized to report on the work of the Geography (GEOG) faculty group. There were only four course to be revised. Seven comments were received and all were stylistic not substantive. The faculty group made some stylistic changes in response to comments. Ms. G.G. Hunt made a motion to accept the revised courses as presented and Dr. Hanson seconded the motion. Motion passed.

Melinda Valdez was recognized to report on the work of the Physical Education faculty group. The group revised seven courses. Twelve actionable comments were received. The group made additional revisions based on nine of the comments. The comments were for minor edits and not substantive. Co-chair Wallace brought to the attention of the committee that PHED 1346 and SOCI 2340 were cross listed. Dr. Harkey asked if there was a PHED 1364 in the ACGM. Rebecca explained that PHED 1164 had been cross listed with PHED 1301 and that both courses had been revised with separate learning outcomes directed to different audiences. A question was raised about the use of the rubric KINE. KINE will remain as an optional rubric. The discussion returned to the cross listing of PHED 1346 and SOCI 2340. Dr. Weinbrenner recommended dropping the cross listing. Mr. Endy made a motion to accept the PHED courses with the cross listing dropped. Dr. Engedayehu seconded the motion. Motion passed.

Co-chair Wallace introduced Agenda Item 7 Other Recommendations of Learning Outcomes Groups. The Agriculture faculty group recommend the deletion of two courses based on the lack of transferability and applicability of the courses to bachelor degree programs. Rebecca reported that Learning Outcomes were developed for the first course in sequences of two

courses and that the second course may cause accumulation of excess hours. The deletions would serve to protect students. Dr. Harkey made a motion to accept the recommendation for deletion. The motion was seconded and passed.

The second recommendation of the Learning Outcomes groups came from the Education faculty. They reported that EDUC 1325 was not widely used in degree programs and did not justify the development of learning outcomes. Dr. Hanson made a motion to delete the course. Ms. Gregerson seconded the motion. Motion passed.

The topic of Agenda Item 8, "recommended" co- and pre-requisites in the ACGM was introduced by Co-chair Wallace. The use of the word "recommended" has created some confusion and lack of clarity for institutions. Rebecca provided examples of its use to indicate a scheduling preference and in other instances used to provide guidance for student preparation. Suzanne Carter, TCCNS Board Chair, indicated that faculty are sometime reluctant to attach or include pre-requisites because they fear it will hurt enrollments for the course, however this practice of avoiding pre-requisite may create problems for students in their completion and success in the course or ability to make progress in a degree program. Co-chair Wallace said that he would like to have a subcommittee to make recommendations to the committee. Mr. Endy volunteered his services to be on the subcommittee and Co-chair Wallace appointed him to serve as the chair for the subcommittee. Others volunteering were Edgar Garza, Sandra Gregerson, Celia Williamson, and Walle Engedayehu. Rebecca Leslie and James Goeman were also asked to assist and provide data to the subcommittee.

Co-chair Wallace dismissed the committee for a lunch break at 11:40 and reconvened the committee at 12:20.

Agenda Item 10 was informational only. Rebecca Leslie reminded the committee of the challenge the committee had last spring during the review of course enrollments when some universities had mismatched credit hour value and sometime upper level with lower level courses. Based on the recommendation from the committee last spring that universities be admonished to accurately match and report course offerings she met with the agency's Data Collection Committee and asked for clarifying language be added to the reporting manuals. The language was added to the reporting manuals and it is hoped that universities will more conscientiously report their common course offerings.

Agenda Item 11 was informational only as well. Co-chair Wallace spoke to the appeal process for institutions to follow to have a course re-instated to the ACGM. Institutions will make application for re-instatement using the forms and criteria for new courses to be added to the ACGM. Rules require letters from five community colleges willing to offer the course and confirmation from five universities that the course is transferable as an equivalent course and applicable to degree major requirements which no other ACGM course would be fulfill.

Co-chair Wallace called on Suzanne Carter, TCCNS Board Chair, to report on the activities of the numbering system. Ms. Carter reported on the plans for the numbering system web site maintenance responsibilities and functions to be transferred from University of Texas-Pan American to the University of Texas at Austin. She expressed the hope that this change would allow for enhancements to the system and that institutions would be able to provide information about their common courses offered as well as their transfer practices and core

curriculum designations. She also reported that the TCCNS Board members researched and discussed the possibility of common numbers for developmental education. The research revealed that the variety among institutional offerings was so great that the standardization of numbers did not seem to be a viable option at this time but some indication of level maybe possible.

Co-chair Wallace addressed Agenda Item 13, Report to the Board. In June of this year the two co-chairs, Dr. Wallace and Dr. Blackman, appeared before the Coordinating Board's Committee on Academic and Workforce Success. They reported to the board committee the ACGM Advisory Committee activities during the fall and spring. These activities included the adoption of learning outcomes for selected courses and the comprehensive review of course enrollments. The co-chairs were asked about the frequency of meeting and the review of enrollments. They were also asked to explain what learning outcomes were. Rebecca added that this was the first time the ACGM Advisory Committee was required to report to the board. This new requirement was the results of changes in statute and rules. Future reports may include more general information and historical context for the ACGM Advisory Committee.

The last item of business was the discussion of future agenda items and the next meeting date. Co-chair Wallace said that the spring meeting would include another comprehensive review of course enrollments per the charge to the committee in rules. Additionally, the subcommittee appointed today may report at the next meeting. The last week in March or the first two weeks in April were mentioned as the likely timeframe for the next meeting. Dr. Flemming asked about the conversion of quarter hours to semester hours. Rebecca indicated there was nothing in rules and that such a situation is within the purview of institutions to advise students. Dr. Engedayehu asked if the committee had addressed the two sequences of political science which are taught to meet the statutory requirement. Rebecca explained that the committee had addressed the issue in the past and that only one sequence is funded for community colleges. There is also the single one hour course available for students transferring with a mismatched sequence. It is also hoped that universities would make an effort to align their own curriculum with the single sequence available to community colleges.

With no other business before the committee Co-chair Wallace accepted Mr. Endy's motion to adjourn and the committee concluded its meeting.

Respectfully submitted by Rebecca Leslie

TEXAS HIGHER EDUCATION COORDINATING BOARD

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

**Approved Minutes for March 30, 2015**

There were 13 members present. Members attending were:

Michael Endy  
Walle Engedayehu  
Edgar Garza  
Sandra Gregerson  
Trudy Hanson

Gary Don Harkey  
G. G. Hunt  
John Jackson  
Andrew Wallace  
Melissa Weinbrenner

Celia Williamson  
Tammy Wyatt  
Mary Trevino

Members absent were William Fleming, Susan Gann, Marcia Little, Shelby Stanfield, and David Arreazola.

Suzanne Carter attended for Vanessa Valdez, ex officio member representing the Texas Common Course Numbering System (TCCNS).

THECB Staff attending were Rebecca Leslie, James Goeman, Suzanne Morales-Vale, and Rex Peebles.

The meeting was called to order. Co-chair Wallace made general announcements for the meeting and then directed the committee to Agenda Item 2 Consideration of minutes from the November 6, 2014 meeting. He called for a motion to accept the minutes. Dr. Engedayehu 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 on Rebecca Leslie to give an update on ACGM related activities. Rebecca reported that the Learning Outcomes Project for the year is moving forward with the solicitation of faculty nominations in the academic fields of Architecture, Business Computer Information Systems/Computer Science, and Mathematics. Revisions of Fields of Study have started with the first meeting of the Engineering Field of Study Curriculum Advisory Committee on March 4. Rex Peebles, Assistant Commissioner, also spoke about the upcoming Field of Study Curricula committees to be convened to update existing Field of Study curricula and also to create Field of Study Curriculum in other disciplines. Rebecca reminded the committee that institutions are now able to make submission of Core Curriculum changes and Coordinating Board Staff are reviewing that information. A response time to the institutions of thirty days is the goal for review of Core Curriculum and an appeal is possible if courses are denied. Rebecca observed that the legislature is in session. A list of bills introduced in the legislature related to higher education was included in the information for the committee as well. Rebecca said that institutions would soon be contacted for nominations to advisory committees. The advisory committees working through the Academic Quality and Workforce Division which will have

vacancies are the ACGM, Undergraduate Education (UEAC), Graduate Education (GEAC) and Learning Technology (LTAC). Members on the ACGM Advisory Committee whose term of service ends August 31 are Andrew Wallace, David Arreazola, Trudy Hanson, Marcia Little, Melissa Weinbrenner, and Sandra Gregerson.

As a final note, Rebecca also reported a correction to information in the ACGM in the newly revised descriptions for TECA courses. It was intended that the descriptions refer to the National Association for the Education of Young Children in all cases but in two course descriptions the wrong organization was reference. Correction of the oversight was reviewed by the Learning Outcomes Faculty Workgroup and made with their approval.

Co-chair Wallace called on Suzanne Carter to report on the activities of the TCCNS. A contract has been signed between the TCCNS Board and The University of Texas at Austin for the maintenance of the database. With this move Ms. Carter anticipates the opportunity to improve the functionality of the website and inclusion of more course information such as core curriculum designation and transfer acceptance of courses for which a university may not have a TCCNS equivalent.

The next item of business was the addition of non-course competency based options (NCBO) for students assessed at the Basic Academic Skills Education (BASE) level. Co-chair Garza called on Dr. Suzanne Morales-Vale to present the proposal. Dr. Morales-Vale reported that the BASE NCBO were part of the Coordinating Board's Texas Success Initiative (TSI) Operational Plan. These BASE NCBO should be part of the tool kit to serve underprepared students. Co-chair Wallace called for a motion to accept the BASE NCBO as an addition to the ACGM. There was a motion and second. The motion passed.

Co-Chair Garza called on Michael Endy to report on the activities and recommendations of the Prerequisite Subcommittee. The ACGM subcommittee recommended the terms "prerequisite" and "co-requisite" be defined within the section "Introduction: How to Read and Use the ACGM" as follows:

Prerequisite – An academic element which must be successfully completed prior to beginning the course identified.

Co-requisite- An academic element which must be taken at the same time as the course identified.

Additionally, Mr. Endy reported that the ACGM subcommittee found ambiguity in the recommended prerequisite and recommended co-requisite language of the ACGM. If the content experts determined the involved recommended pre or co-requisite courses and their associated learning outcomes were non-essential to compliance standards, perhaps the issue of recommendation should be left to the institutions and their respective advising offices. If this is the case, the "recommended" language could be removed from the ACGM entirely. If they intend to require the coursework and/or the learning outcomes heretofore associated with the "recommended" coursework, they must enumerate those requirements in language that may be added to the publication. As such, the ACGM subcommittee recommended the ACGM Advisory Committee task the appropriate content experts with clarifying their expectations regarding the relationship of the courses and learning outcomes for the courses impacted by the recommended prerequisite and co-requisite language.



A motion was made and seconded to accept the recommendations of the subcommittee. The floor was opened for discussion.

Dr. Wienbrenner noted that there may be an impact on core curriculum submissions as related to four semester credit hours (SCH) sciences with labs. Dr. Wienbrenner said that with mandated sixty SCH associate degree there were some program faculty seeking to drop the core science course labs. Requiring only two three SCH lecture courses to fulfill core curriculum for science freed hours to be used in fulfilling program requirements. She asked if the recommendations would prohibited that option. She indicated that moving to three SCH science courses may eliminated or limited the student's experience with hands-on use of the scientific method and testing. Rebecca indicated that core science requirements with or without inclusion of a lab are institutional decisions. Mr. Endy stated that the discipline groups would be task with clarifying the prerequisite and co-requisite needs based on particular courses. Dr. Williamson stated that the nuance of the discussion related back to the distinction between programs and courses for science majors and non-science majors. She said discussion within the disciplines should go forward as to how to balance the reduction in hours with the need to present content and provide students with the experiential learning. Dr. Engedayehu said that eventually the differences may create problems in transfer for students.

Co-chair Wallace called for the question. The committee voted to accept the recommendation of the subcommittee.

Co-chair Garza introduced Agenda Item Nine, Discipline Subcommittee work sessions for review of courses. Subcommittee discipline areas were the same as last year with Humanities and Liberal Arts chaired by Dr. Wienbrenner, STEM chaired by Dr. Harkey, and Fine Arts and Education chair by Mr. Endy. Rebecca was recognized to explain the process and purpose of the course enrollment reviews. She explained that the charge to the committee is to do an annual review of course demonstrating low frequency of offerings statewide. A spreadsheet was provided and included the number of institutions offering the courses and statewide enrollments for both community/technical colleges and universities. The committee must review courses with three or fewer community/technical colleges offering the courses.

Co-chair Wallace directed the subcommittees to their designated tables and the full committee was recessed for the subcommittee work session.

On reconvening, the committee was called to order by Co-chair Garza who directed the committee's attention to Agenda Item Eleven for discussion and consideration of the deletion of under-utilized ACGM courses based on discipline subcommittee reports and recommendations.

Dr. Wienbrenner presented the report for the Humanities and Liberal Arts Subcommittee. Dr. Wienbrenner noted that ACCT 2401 and 2402 are 4 SCH versions of ACCT 2301 and 2402 and as such are recommended for deletion but, as part of a Field of Study Curriculum that deletion would be on hold. ANTH 2401 was recommended for deletion as the 4 SCH version of ANTH 2301. Several practicum courses in Communication were recommended for deletion as students often accumulate too many hours in the one SCH courses and contact hours allowed in other writing and reporting courses would provide for the activities. Several communication courses which were the second course in a sequence were recommended for deletion because this led to the accumulation of too many hours in transfer. Several courses in various disciplines

did not appear to be taught at universities and were recommended for deletion. Other recommendations were for the update of the course description for HIST 2381 African American History as there is a misalignment of the title and content. Courses in the Mexican American Studies were noted as demonstrating low enrollments and are infrequently offered by either community colleges or universities. Dr. Wienbrenner expressed the hope that in the revisions of the Field of Study Curriculum that there would be some clarification as to the disposition of the courses. The Subcommittee recommended further study for raising the number of contact hours for SPCH 2335 Argumentation and Debate to 96 to accommodate the experience for which practicums are used without penalizing students with accumulation of too many hours in transfer.

Suzanne Carter said that her institution uses the practicums in Speech for students to participate on competitive debate teams. She asked if this would eliminate that possibility and be harmful to students. Dr. Wienbrenner indicated that participation on the debate teams does not mandate enrollment in practicums.

Co-chair Wallace called for a motion. A motion and second was made to approve the report. Dr. Williamson asked if a vote to approve deletions would be effective immediately. Rebecca explained that the courses would continue to be funded for a two year period and institutions could request to have the courses reinstated but that need for the courses must be substantiated.

Co-chair Wallace said that at any time institutions can apply for courses through the policy on the Coordinating Board's website.

The motion to accept the Humanities and Liberal Arts Subcommittee report and recommendations was passed.

Co-chair Garza called on Dr. Harkey to present the report of the STEM Subcommittee. Dr. Harkey noted that on the subcommittee report courses which demonstrated strong enrollments at both community colleges and university were not noted for any change. Courses demonstrating low frequency and enrollments were noted for further study, retention, or deletion. Dr. Harkey went through the list of recommended deletions. While some field of study courses are recommended for deletion, Dr. Harkey indicated that those decisions will be subject to further study. A motion was made to accept the report and recommendations of the STEM Subcommittee. In discussion Dr. Wienbrenner asked about the Nursing courses. Even though many demonstrate either low enrollment at community colleges and universities or lack of offerings at the universities as field of study courses they are noted for further study.

Co-chair Wallace called for the vote and the motion to accept the recommendations from the Subcommittee passed.

Co-chair Garza recognized Mr. Endy for the report of recommendations from the Fine Arts and Education Subcommittee. Mr. Endy explained the methodology of the subcommittee by saying that a course is recommended for deletion if it demonstrated low enrollment and is taught at only one or no universities. Courses popular at community colleges but do not appear transferable to universities were recommended for special/unique need or further study. Mr. Endy asked that the subcommittee's recommendations for Architecture courses be tabled.

pending input from the Learning Outcomes Project faculty workgroup. Additionally, because so many dance courses were recommended for deletion, the subcommittee further recommended that discipline experts for dance discuss the DANC rubric and consider consolidation of courses and perhaps the use of an applied/practice rubric as is done in music with the MUEN and MUAP rubrics.

In the ARTS rubric the second courses in sequences which focus on one media were recommended for deletion. Some SHC versions of courses offered in several SCH versions in the dance, drama, and music disciplines were deleted.

When Mr. Endy concluded the report from the subcommittee, Co-chair Wallace called for a motion. A motion and second were made to accept the subcommittee's report and recommendations. The floor was opened for discussion. Dr. Wienbrenner observed that the one hour drama practicums were not recommended for deletion. She asked for the rational for this decisions considering the similarity to practicums in the communications area for news writing and media. She asked if practicums are viewed the same across disciplines and if the ACGM committee should be consistent across all disciplines. Mr. Endy said for theater majors practicum were considered curricular classes and theater students should transfer with some performance experience reflected on their transcripts. He thought the same was also true for music majors but thought that the two year period before deletion would provide time for feedback and appeal. Dr. Wienbrenner stressed the importance of making the different discipline faculty aware of recommended deletions so that if deletions were made which would be harmful to students the ACGM committee would get feedback. Dr. Harkey pointed out that with degree programs set at sixty SCH that there are not many elective hours available in any degree program. He indicated those courses are not usually required courses but students will use the practicum if that is their interest. Dr. Wienbrenner went on to say that it may be more an issue when students change majors. Even fewer free electives are available in degree programs. Ms. Carter said that all practicums or opportunities to practice skills should not be removed and just because a course is not taught at a university it should not be taught at a community college. She gave the example of the Biotechnology courses. When approved by the TCCNS the intent was not that those courses are equivalent to any university course but that they were usable in a degree program.

Dr. Engedayehu reminded the committee that formula funding, timely graduation, the cost of education incurred by the state as well as the student and the need for alignment are factors to be considered by the committee. Excessive courses on students' transcripts have negative impact on all these factors.

Rebecca said that part of the discussion in subcommittee was the use of contact hours to accommodate the activities associated with practicing a skill. How time and instruction in the practice of skills is handled by different disciplines may not be the same and that discipline experts will hopefully inform the committee of the different needs.

With no further discussion or comments, Co-chair Wallace called for the vote on the motion to accept the report and recommendations of the subcommittee. The motion passed.

(The compiled report of the subcommittees is attached as an addendum to the minutes.)

Co-chair Wallace direct the committee to Agenda Item Twelve for future meetings. Co-chair Wallace mentioned the Learning Outcomes Project and the chairs report to the Coordinating Board which is done annually. Rebecca was called on to add other items that maybe considered at the next meeting. She mentioned the possibilities of courses being created by Field of Study Curriculum Advisory committees, and institutional appeals to reinstate deleted courses. Rebecca pointed out that the continuing review of courses has brought forward issues which may be appropriate for further discussion as agenda items in the future. Dr. Weinbrenner pointed out the need for there to be a bridge between the Field of Study Curriculum Advisory Committees and the ACGM Committee so that each may be aware of point of view and focus of each. She said it would be good for someone from the ACGM committee to also be on the Field of Study Curriculum Advisory Committees.

Without any further business before the committee Co-chair Wallace called for a motion to adjourn. The motion was made and second and Co-chair Wallace declared the meeting adjourned.

Respectfully submitted by Rebecca Leslie

Approved November 13, 2015

## CHAPTER 1 AGENCY ADMINISTRATION

### SUBCHAPTER G. APPLY TEXAS ADVISORY COMMITTEE

#### Section

- 1.128. Authority and Specific Purposes of the Apply Texas Advisory Committee
- 1.129. Definitions
- 1.130. Committee Membership and Officers
- 1.131. Duration
- 1.132. Meetings
- 1.133. Tasks Assigned the Committee
- 1.134. Report to the Board

#### 1.128. Authority and Specific Purposes of the Apply Texas Advisory Committee

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, Section 51.762, and in accordance with Texas Education Code, Section 61.0331, regarding requirements for Negotiated Rulemaking. Moreover, the committee is governed in accordance with Texas Administrative Code, Title 19, Part 1, Chapter 1, Subchapter A, Rule Section 1.6 (relating to General Provisions).

(b) Purposes. The Apply Texas Advisory Committee is created to provide the Board with advice and recommendation(s) regarding the common admission applications or the Apply Texas System.

#### 1.129. Definitions

The following words and terms, when used in this subchapter, shall have the following meanings:

(1) Apply Texas System – the state’s primary method for applying for admission to Texas public institutions of higher education. The Apply Texas System includes, but is not limited to, common admission applications; a portal for completing application forms; help desks to provide users assistance; and a portal through which Texas high school counselors gain access to status data regarding their students’ progress in applying for admission and financial aid.

(2) Board – The Texas Higher Education Coordinating Board.

(3) Interested persons – Persons who attend committee meetings as representatives of stakeholder entities and any other persons who have made their interest in the work of the committee known to its co-chairs or Board staff. Such interested persons may participate in committee discussions, as invited by the co-chairs to do so, but do not have the authority to cast votes.

#### 1.130. Committee Membership and Officers

(a) Membership shall consist of admission administrators from Texas public institutions of higher education and participating private institutions of higher education that use the Apply Texas System.

(b) Membership on the committee should include:

(1) four representatives from public universities with enrollment of more than 30,000 students in previous fall semester;

(2) three representatives from public universities with enrollment between 10,000 - 30,000 students in previous fall semester;

(3) three representatives from public universities with enrollment between 0 - 9,999 students in previous fall semester;

(4) one representative from a public university using the graduate application in the Apply Texas System not selected from paragraphs (1) - (3) of this subsection;

(5) three representatives from public community, technical, or state colleges with enrollment of more than 16,000 students in previous fall semester;

(6) four representatives from public community, technical, or state colleges with enrollment between 10,000 - 15,999 students in previous fall semester;

(7) three representatives from public community, technical, or state colleges with enrollment between 0 - 9,999 students in previous fall semester;

(8) two representatives from participating private institutions; and

(9) one undergraduate student representative.

(c) Interested persons, such as members of the Texas Association of Collegiate Registrars and Admissions Officers, Council of Public University Presidents and Chancellors, Texas Association of Community Colleges, Independent Colleges and Universities of Texas and legislative and governmental relations staff shall be regularly advised of committee meetings.

(d) In accordance with the Texas Government Code Section 2110.002(a), the number of committee members shall not exceed twenty-four (24).

(e) Members of the committee shall annually select co-chairs, one from a four-year and one from a two-year institution, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) Members shall serve staggered terms of up to three years.

#### 1.131. Duration

The committee shall be abolished no later than October 31, 2017 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### 1.132. Meetings

The committee shall meet at least twice a year. Additional meetings, if necessary, may be scheduled as determined by the co-chairs. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties. Minutes shall be available to the public after they have been prepared by the Board staff and reviewed and adopted by members of the committee.

#### 1.133. Tasks Assigned the Committee

Tasks assigned the committee may include:

- (1) technical and functional revisions to the common admission applications and the Apply Texas System;
- (2) development of training materials for the users of the various components of the Apply Texas System;
- (3) recommendations on admission policy pursuant to the Texas Education Code Section 61.0331; and
- (4) other activities necessary for the maintenance of the Apply Texas System.

#### 1.134. Report to the Board

The co-chairs shall annually report any recommendations to the Board at a Board meeting determined in consultation with Board staff. They shall also provide an annual report to the Board to allow it to properly evaluate the committee's work, usefulness, and the costs related to the committee's existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

**ApplyTexas Advisory Committee Meeting Notes  
February 10, 2016**

Members Present

Margaret Dechant, Co-Chair—TAMU Corpus Christi  
Melinda Carroll, Co-Chair—North Central Texas College  
Candace Appelton-Kuntz—Texas Christian University  
Whitney Carter (interim member)—Texas State Technical College  
Nick Cioci—Lamar Institute of Technology  
Karen Clark as representative of Drew Canham—McLennan Community College  
Todd Fields—Collin County Community College District  
Joy Frazier—UT Arlington  
Melissa Gallien—Lamar University  
Christine Gann—Sam Houston State University  
Jamie Hansard—Texas Tech University  
Matthew Hebbard—South Texas College  
Lisa Hernandez, Angelo State University  
Rebecca Lothringer—University of North Texas  
Mary Beth Marks—Sul Ross State University  
John Slaughter—Ranger College  
Michelle Walker—Texas A&M University  
Michael Washington—UT Austin

Members Attending the Meeting via Telephone

Connie Garrick—Lone Star College System  
Nicole Mancone—Tarrant County College

Members not present:

Scott Smiley—The University of Texas of the Permian Basin  
Nidia Arellano Hassan—Tyler Junior College

Ex-Officio Members Present:

Tim Brace—Apply Texas Technical Team  
Pilar Janis—Brownsville Independent School District

Visiting:

Rebecca Kindschi—Apply Texas Technical Team  
David Muck— Apply Texas Technical Team  
Rissa Potter – Council of Public University Presidents and Chancellors

CB Staff present:

Jane Caldwell—Coordinating Board  
Kammi Contreras—Coordinating Board  
Diana Foose—Coordinating Board



## **Welcome and Introductions**

Co-Chair Margaret Dechant called the meeting to order and welcomed everyone to the meeting. She then asked that all members present identify themselves and the institution they represent.

## **Review and Adoption of Minutes**

Ms. Dechant then presented the minutes from the November 19, 2015 meeting to the members for review and adoption. One correction was suggested by Jane Caldwell and the rules were adopted. The move for adoption of the amended minutes was made by Christine Gann, was seconded by Michelle Walker, and was passed by the committee.

## **Discussion/Update on Senate Bill 1189, House Bill 4046, and Labels for Collecting Parent Education Data**

SB1189. Matthew Hebbard and Todd Fields had volunteered to contact community colleges about the SB1189 requirement to designate at least one of their programs as a multidisciplinary studies associate degree (MSAD) program. (This requirement ONLY applies to community colleges.) Their impression is that institutions are designating such programs (a process to be accomplished by fall, 2016). Mr. Hebbard also indicated Ms. Caldwell had shared language with him that is to be shown at the top of the screen displayed when community college applicants open the page to select their programs of college. The current draft wording is:

Do you intend to take basic courses at a community college and then transfer to a university to complete a bachelor's degree? If so, please NOTE: A Multidisciplinary Studies Associate Degree (MSAD) Program is an associate of arts or associate of science degree made up of the college's core curriculum and additional courses. The courses beyond the core curriculum are to be chosen by the student with advice from an academic advisor with the goal of selecting courses that will transfer to the student's chosen field of study or major when the student transfers to the university of his/her choice.

Ms. Caldwell told the Committee that each community college's list of programs of study will be modified to include the MSAD designation. Institutions will be instructed to identify their MSAD program(s) when they set up their applications. Procedures for implementing SB1189 will be in place for applications for the 2017-8 cycle (which starts August, 2016). Institutions will also be given an opportunity (and encouragement) to add these designations to their 2016-7 applications, though it is understood that applications for 2016-7 that have been started or submitted prior to these changes will not reflect the MSAD designation.

HB4046. Ms. Walker gave a PowerPoint Presentation on HB4046, 84th Texas Legislature, Regular Session. The Act basically indicates that application information is private unless the student gives the institution permission to share it. The underlying issue for Apply Texas is whether the option of giving permission should be included in the application or be something the schools have to collect separately. One additional twist is that once the student is enrolled, this data becomes public information. The following is the language proposed by Ms. Walker

As of September 1, 2015, Texas Government Code (Section 552.114) designates applicant information as confidential and requires educational institutions funded by the State of Texas to obtain permission to release any applicant data to persons outside the university institution with the exception of those named in the code. Some institutions have historically shared directory information with businesses and organizations that provide services to our students such as clubs and organizations, housing providers, banks, and bookstores when requested.

Would you like to authorize release of your applicant directory information?

☐ Yes

☐ No

The language<sup>1</sup> will be located in the Certification Section of public institution applications and will be presented as a separate question with its own answer. The default response will be set as "no." Institutions that do not, by policy, share such information will not be required to do so if an applicant answers "yes" to this question. A copy of the presentation is provided as Appendix A to these minutes.

Labels for Collecting Parent Education Level Information. The Free Application for Federal Student Aid (FAFSA) Application now uses the labels "Parent 1" and "Parent 2" (rather than "Father" and "Mother") when collecting information about the parents' highest levels of education. A suggestion had been made to adjust the Apply Texas (AT) labels accordingly. Committee members had expressed a preference for having the AT label agree with the naming convention used for the Coordinating Board's CBM reports. Ms. Caldwell reported to the Committee that the CBM reports for next year will use the FAFSA labels, and the Committee urged the AT Technical Team to adjust the applications accordingly.

#### **Impacts of FAFSA Move to October Starting Date and Use of Prior-Prior Data**

Ms. Caldwell was asked to open the discussion and she advised the members that the 2017-8 FAFSA applications will be made available to applicants in October, 2017, and that starting that year, calculations of family contribution will be based on prior-prior calendar year data. Spring 2016 will be the last time FAFSA applications will be opened in January. These changes were made to provide students more time to apply for financial aid. She then asked the committee to share their observations of how their institutions might react.

Christine Gann said Sam Houston State University hopes to open access to their admission applications earlier than in the past. Tim Brace (Manager of AT Tech Team) indicated the AT System can be adjusted to accommodate earlier opening dates. The Team will set the System starting date for the new cycle, and individual schools can set their own opening dates, subject to the System start date. However, he also indicated that significant shifts in time would impact the full development cycle.

Rebecca Lothringer indicated the University of North Texas can continue to work with the current August 1 date. Mike Washington of The University of Texas at Austin said his institutions was looking for ways to encourage earlier decisions, but they recognize time shifts can complicate things for High School counselors. Ms. Walker said that as of now, Texas A&M University, College Station, is not planning to open earlier next fall.

It was generally observed that the time change can have an impact on competition with other institutions (including out-of-state) institutions, and in general, everyone is in an exploration mode. No drastic changes are anticipated for this first cycle. It was also observed that applications could have unexpected problems if their deposits become due before May 1.

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<sup>1</sup> Developed with the assistance of the Texas Higher Education Coordinating Board's Chief Counsel

### **Freshman Essay Prompts for 2017-2018 Cycle**

Mr. Washington reported that a slate of five possible essay prompts had been developed by The University of Texas at Austin.<sup>2</sup> One of the five is to be used; two of the other four will also be used. Mr. Washington will reach out to the institutions requiring essays to reach a conclusion of which ones to use. A copy of the Freshman Essay Topic List is provided as Appendix B to these minutes.

### **Report on Current Projects**

Mr. Brace provided an update on the list of projects shared with the committee in November. The following is a list of those items and a **few notes** from comments from the February 10 meeting.

Want to do: **All items in this list are expected to be in Production by August 1, 2016.**

1. Enable profile delete by help desk **This has been done.**
2. Userid/password process improvements **This was advised by the UT security office and is under way.**
3. Add another HS to enter on app (already given permission) **Two members of the committee attended five different high schools, so there was extensive discussion of how many additional schools should be listed and whether they could be structured as "add as needed" items. In addition, "from" to "to" dates are needed for each reported high school.**
4. Scholarship app: wording changes to encourage filling out short answers and remind that scholarship essays cannot be submitted later
5. Handling international phone numbers in US apps (appears to be 15 byte limit international standard) **The number fields have been extended.**
6. Add current grade level to application (helpful for dual credit and app counts) – currently on profile only **Interest in this was minimal in November and this has been dropped from the list.**
7. Admin: add semester ranges to app search (from – to) that only has one semester now **To be done.**
8. SSN -- reveal by applicant action **This is to enable the applicant to see what he/she is typing so the SSN will be entered accurately. To be done.**
9. Usability study (Look at different parts of the site; have people go through it; observe or videotape people completing the application; identify where things are difficult for the applicants; create/conduct training workshops.) **To be done.**

### Others [changes] to consider

1. Transmission: break out files to NSC by app type **Not trivial to accomplish.**
2. More frequent automatic deliveries **Not trivial to accomplish.**
3. Parental education: change to allow same sex parents **To be done.**
4. Run sweep to email applicants whose inactive applications will be deleted (need ATAC to help with email text) **Text message would be used; time to automatic deletion will be moved from 90 to 120 days, notice will be sent out 2 weeks before the application is deleted. Sign-off still needed.**

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<sup>2</sup> Current prompts were developed by Texas A&M University, College Station. The Apply Texas tradition is for the development of the prompts to toggle between these two institutions, with input from other institutions.



5. Essays: counting words **Will move to countdown of words; several suggestions for max number awards.**
6. New Visa type added to pulldown (need help with how to do this: change question or add one?) **This will be reviewed before the next meeting and more information will be available.**
7. Residency: change behavior on mismatch of HS state and claim of length of time in residency (online schools) **Separate discussion occurred on this topic. See item 7 at the bottom of page 6 of these minutes.**
8. Removing name/DOB confirmation from bio page **Decision was to make no changes.**
9. Add field for text only phone number (admin or app?) **More information needed.**
10. 2-year multi-disciplinary degree **Discussed above under "SB1189."**
11. Add admin field for International Contact for applicants to use **To be an option in the application set-up for 2- and 4-year institutions. An additional request was raised to add a place for international students to identify their "Student Agent"**

### **Reports to the Committee by Workgroup Leads**

**SPEEDE/Workshop Workgroup:** Melinda Carroll reported the committee has not yet met. There was a committee discussion about the value of a hands-on computer lab based class on how to work the system, or at least a PPT presentation for people new to the system. Separate presentations for 2- and 4-year institutions was advised because of the unique features of the two systems. This was recommended as an "Early Bird" Session for June.

**Graduate Application Workgroup:** Michelle Walker indicated there has not yet been a meeting of the workgroup, but three needs had been brought to her attention:

1. Create an international readmit application. The current form does not gather information about Visas
2. ID students who previously attended college as exchange students/study abroad students
3. Have NSC provide grad apps in a separate EDI file from the undergraduate file. Mr. Brace indicated the issue of separate deliveries is really one between the National Student Clearinghouse (NSC) and the institutions. AT can send the data separately to NSC, but they merge them together before delivering them to the school.

**Undergraduate Application Workgroup:** There has been no additional work since the last meeting, but 2-year institutions are particularly interested in receiving multiple deliveries per day and on a specific schedule. Mr. Brace said NSC allows institutions to define windows or deliveries now.

**International Application Workgroup:** Ms. Walker indicated there had been no recent meetings. Rebecca Lothringer agreed to reach out to institutions to learn more about their needs for the identification of a "Student Agent."

**Training Workgroup:** Ms. Caldwell advised the committee that Bryan Armstrong, because of work demands, has had to step down from the role of lead for this workgroup, though he is still interested in the subject. Lesa Hernandez, Pilar Janis and Mr. Hebbard all expressed a willingness to help with this effort. Ms. Janis indicated counselors have a lot of difficulty figuring out how to easily use the Counselor Suite data. Downloading files, filtering them to only include the types of students they are interested in, and comparing those lists with in-house directories is difficult. Removing duplicate records is the most difficult part of this

task. Anything that can be done to make it easier will be appreciated. Counselors need instruction on how to do this.

Ms. Caldwell asked how changes to the system are announced to the users. Several things were mentioned:

1. Announcements of changes are posted in the Administrative Suite
2. The Administrative Suite also has a robust use manual. Could a table of contents or some type of index be developed for it?
3. A suggestion was made to look into adding notices on the log-in site for counselors.
4. Regular presentations through TACRAO (fall and summer conferences), TACAC

Communication seems to be the main issue. Mr. Hebbard raised the possibility of creating training materials, videos or PowerPoints that would be made available all the time through the website.

### **Discussion of Proposed Changes to Apply Texas Forms and Procedures**

Mr. Brace provided a new handout that listed 17 items for final consideration. An annotated copy of his list is given below. A copy of the original list is provided as Appendix C.

ALL ITEMS that are not italicized will be put on the Technical Team's To Do list for the 2017-8 cycle.

Those typed in *italics* are more challenging. The Committee was asked to prioritize the italicized items.

1. *Adding extra high school(s) to application* The decision was to work with the one additional high school for 2017-8, and see how it works. The high schools questions, though should also call for the student to list the "from" and "to" dates of enrollment.
  - a. One has been added; *more is doable but more work*
  - b. TREx will accept only last transcript
2. Scholarship app wording changes (encouragement to provide answers to optional questions)
3. *Opting out of modules (employment, extracurricular activities, volunteer work)* The committee's decision was not to do this, but rather to enable institutions to handle this through messaging via their applications.
4. Email text/verbiage for notifying student of scheduled deletion of an idle application. Committee members will be contacted for assistance in drafting the wording.
5. Essay word limit – countdown is already set up There was a lengthy debate of the best length of essays and the final decision was to use the same limit as is used for the Common App – 650 words, and that the AT system will count down the words as the applicant enters his/her data.
6. New visa type question – 2-year app only. Mr. Brace will talk with Ms. Carroll to confirm what is needed.
7. Residency--See Appendix D for Ms. Caldwell's handout.<sup>3</sup>
  - a. Wording changes to show AT does not make final residency decisions

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<sup>3</sup> An additional residency question was raised by Ms. Caldwell about the instructions/wording for giving high school codes. Some applicants who did not graduate high school or receive a GED are getting caught in a loop, unable to complete the app. Additional instructions can probably address that. She will meet with Mr. Brace on this.



- b. Adjust residency mapping for dual credit /concurrent enrollment applicants to always include section on parents' data, since the 36-month approach is not an option for persons who have not yet graduated from high school.
  - c. Adjust residency mapping for graduates from out-of-state online high schools to always include section on parents' bases for residency, since the 36-month approach is not an option for persons who do not graduate from a Texas high school.
- 8. Make necessary adjustments to comply with Senate Bill 1189 (multidisciplinary studies associate degrees at community colleges)
- 9. Add admin field for international contacts
  - a. Yes, do this for grads and undergrads (different fields)
  - b. If not possible for 2-year apps, put it in email if the school provides it
- 10. SSN wording encouragement – move up to next to relevant question; make more visible. There was a question about “proofing” the SSNs and the Tech Team assured the committee that some of that is done now.
- 11. Activate new essay prompts
- 12. Make SB1189 adjustments
  - a. Community colleges only
  - b. Switch for colleges to identify MSAD programs
  - c. Wording of the description
  - d. Generic MSAD description at opening Screen for selecting majors
- 13. HB 4046
  - a. New section on certification page
  - b. Default no radio button (new field)
    - i. Send in EDI
  - c. Exclude private schools
- 14. Opt in or out of second choice school. Institutions will have administrative switch to activate this option for applicants or not.
- 15. Change wording on international apps from “high school” to “secondary school”
- 16. *Increase number of custom questions.* The current limit is 30. For universities that use all the various types of applications, this number is very limiting. Ms. Walker and Mr. Washington said much of their space is used to provide applicants information (checklists, etc.), not to have them ask questions. Mr. Brace said it might be possible to accommodate informational pieces separately from the Q/A parts of the system. The use of a link to another site with the information was suggested, but the response was that students are much more likely to read what is in front of them than to go somewhere else to access it. The conclusion was to increase the maximum number to 45, but to also look into alternatives.
- 17. *Implement address verification.* Institutions spend a LOT of time tracking down addresses for returned mail. Students are bad about leaving off apartment numbers. Mr. Brace will look into the options for this and the costs and report back to the committee.

**Next Meeting**

The Committee's next meeting will be Tuesday, March 29, 2016 and will begin at 9:00.

The main agenda item will be to resolve any questions/issues encountered by the Technical Team as they implement the requested changes.

An Additional Meeting is tentatively scheduled for May 4, also to begin at 9:00.

**Adjournment**

At approximately 2:30, Ms. Gann made a motion that the meeting adjourn and Mr. Cioci seconded the motion.

DRAFT

# HB 4046



## Proposed language on ApplyTexas

As of September 1, 2015, Texas Government Code (Section 552.114) designates applicant information as confidential and requires educational institutions funded by the State of Texas to obtain permission to release any applicant data to persons outside the university with the exception of those named in the code. Some institutions have historically shared directory information with businesses and organizations that provide services to our students such as clubs and organizations, housing providers, banks, and bookstores when requested.

Would you like to authorize release of your applicant directory information?

☐ Yes  
☐ No

Approved by Mr. Bill Franz, THECB General Counsel,  
and Ms. Kathy Cordova



## Selection recorded in SIS

Student information systems must be updated to record release of information

Student information systems must handle selection as an applicant and selection as an enrolled student

Applicant info - presumed private

Enrolled student info - presumed public



## Email sent to applicants:

Howdy Kevin,

As of September 1, 2015, Texas Government Code designates applicant information as confidential. Texas A&M has historically shared directory information with businesses and organizations that provide services to our students such as the Texas A&M Mothers' Clubs, housing providers, and bookstores.

For additional details or to release your directory information, follow these simple steps:

- Login to the [Howdy](#) portal
- Select the Applicant tab
- Select 'Manage Applications'
- Select 'Directory Information Release Preference'

Thanks and Gig'em



## Portal Channel Function

Section 552.114 of the Texas Government Code designates applicant information as confidential and requires educational institutions funded by the State of Texas to obtain permission from you prior to releasing any applicant information. The form below allows you to grant Texas A&M permission to release your directory information. By providing your authorization, Texas A&M will be able to share your directory information with businesses and organizations that provide services to students such as the Texas A&M Mothers' Clubs, housing providers, and bookstores.

Directory information includes the following items:

- Name
- Universal Identification Number (UIN)
- Local Address
- Permanent Address
- E-mail Address
- Local Telephone Number
- Permanent Telephone Number
- Program of Student (college, major, and campus)
- Classification
- Previous Educational Agencies/Institutions Attended
- Degrees, Honors, and Awards Received
- Participation in Officially Recognized Activities and Sports
- Medical Residence Location
- Medical Residence Specialization

According to the law, the information in your application records may be provided without your written consent to university personnel, to your legal guardians, to your spouse, or to a person conducting a child abuse investigation per the Texas Family Code.

If you choose to release your applicant information, then this decision will remain valid until the first day of classes for the semester in which you are enrolled. Once the semester has started, the Family Educational Rights and Privacy Act of 1974 (FERPA) will govern the disclosure of your directory information. If you are a currently enrolled student and you are wanting to withhold your directory information per FERPA, then please go to the Withhold Directory Information link in the My Information channel on the My Record Tab in Howdy.

Please submit your applicant directory information preference.

Select One:

- ☒ I authorize Texas A&M University to release my directory information.
- ☐ I DO NOT authorize Texas A&M University to release my directory information.

[Submit Preference](#)

Your information was restricted from release on September 30th, 2015 at 01:44 PM.

2

[Back](#)

## Selection recorded on SWAINFO - Applicant

Student **Applicant**

Applicants with a selection of "Yes" have opted in to allowing disclosure of his/her TAMU applicant directory information. If "No" is selected, all applicant information, including directory items, should be considered confidential.

- ☒ Yes
- ☐ No

User:

Activity Date: 09-FEB-2016

## Need to address FERPA governance

If you choose to release your applicant information, then this decision will remain valid until the first day of classes for the semester in which you are enrolled. Once the semester has started, the Family Educational Rights and Privacy Act of 1974 (FERPA) will govern the disclosure of your directory information. If you are a currently enrolled student and you are wanting to withhold your directory information per FERPA, then please go to the 'Withhold Directory Information' link in the [My Information](#) channel on the My Record Tab in Howdy.

## Selection recorded on SWAINFO - Student

Student Applicant

Items checked below indicate the student has requested a hold on his/her directory information. These checked items should be considered confidential.

<input checked="" type="checkbox"/> Name*	<input type="checkbox"/> Local Address
<input type="checkbox"/> Permanent Address	<input type="checkbox"/> Local Telephone Number
<input type="checkbox"/> Permanent Telephone Number	<input type="checkbox"/> Email Address
<input type="checkbox"/> Program of Study	<input type="checkbox"/> Dates of Attendance
<input type="checkbox"/> Previous Institutions Attended	<input type="checkbox"/> Participation In Officially Recognized Activities and Sports
<input type="checkbox"/> Degrees, Honors, and Awards Received	<input type="checkbox"/> Classification
<input type="checkbox"/> UIN	
<input type="checkbox"/> Medical Residence Location (Health Science Center only)	
<input type="checkbox"/> Medical Residence Specialization (Health Science Center only)	

User:

Activity Date: 09-FEB-2016

\*Restriction of Name will automatically set restriction of all directory information items.



## Appendix B

### Freshman Essay Topics

Current Topics	Proposed Topics
Topic A: Describe a setting in which you have collaborated or interacted with people whose experiences and/or beliefs differ from yours. Address your initial feelings and how those feelings were or were not changed by this experience.	Option 1: What was the environment you were raised in? Describe your family, home, neighborhood, or community, and explain how it shaped the person you've become.
Topic B: Describe a circumstance, obstacle or conflict in your life, and the skills and resources you used to resolve it. Did it change you? If so, how?	Option 2: Some students have an identity, an interest, or a talent that defines them in an essential way. If you are one of these students, then tell us about yourself.
Topic C: Considering your lifetime goals, discuss how your current and future academic and extracurricular activities might help you achieve your goals.	Option 3: Describe a time when you challenged an idea or a belief. Would you do the same thing again?
	Option 4: You've got a ticket in your hand – Where will you go? What will you do? What will happen when you get there?
	Option 5: Explain how you will contribute to a campus culture that embraces diversity?
Topic D: Personal interaction with objects, images and spaces can be so powerful as to change the way one thinks about particular issues or topics. For your intended area of study (architecture, art history, design, studio art, visual art studies/art education), describe an experience where instruction in that area or your personal interaction with an object, image or space effected this type of change in your thinking. What did you do to act upon your new thinking and what have you done to prepare yourself for further study in this area?	Unchanged

## Appendix C

*ApplyTexas development list for 8/1/16 opening\**

1. Adding extra high school(s) to app
  - a. One is done, adding more is more work but doable
  - b. Will add from-to dates to any added HS info
  - c. TREx only use last one
  - d. Add more if possible (5 total)
  - e. Make year drop down instead of text field
2. Scholarship app wording changes (encouragement)
3. Opting out of modules (employment, xcurric activities)
  - a. We need an Admin switch to opt out of these modules
    - i. "opting out" can just mean adding some text to say that this institution does not require the module in question (as opposed to actually removing the module from apps to that institution)
4. App delete pending -- email text
  - a. We will send suggested text (see comments) to Jane and ATAC co-chairs for approval
5. Essay word limit – 650 counting down
6. New visa type question – Melinda? 2 year only (Tim will contact Melinda Carroll)
7. Residency (Jane)
  - a. Wording changes to show AT does not do final determination of residency (AT and Jane can finalize)
  - b. Dual credit/concurrent enrollment students
  - c. Online schools
8. Admin field for international contact
  - a. Yes do this; both grad and undergrad (diff fields)
  - b. For 2 years, if we can't tell, just put in email if the school provides it
9. SSN wording encouragement – move to top next to field instead of bottom of page
10. New essay prompts
11. SB1189 (MSAD)
  - a. Community college only
  - b. Switch
  - c. Wording on description
  - d. Wording on major selection page
12. 4046 (student data protection)
  - a. new section on cert page
  - b. default no radio button (new field)
    - i. send in EDI
  - c. exclude private schools
13. opt in or out of second choice school
14. change wording on international apps from high school to secondary school
15. adding custom questions – 45?
  - a. Look at new page for informational instead of questions
16. address verification (QAS clean address?) – assess

\*This document is an update to the document distributed at the meeting.

## Appendix D

### Residency Issues

There are three residency issues in Apply Texas that need to be addressed ASAP.

1. We need to change the wording about residency so that AT is not telling colleges about residency *determinations* by Apply Texas, but rather something more like residency *estimates*. Colleges need to know they (and not AT) are responsible for all residency decisions at their schools. I have received calls from colleges asking whether they could “override” the AT residency classification if they do not agree with it.
2. Dual credit students cannot be classified as residents based on the 36-month approach because they have not yet reached graduation (or receipt of the GED). The System isn’t addressing this distinction.
  - a. Since they are typically dependents, their residency “tree” needs to include the regular residency questions for parents, and the residency estimate should be based on the parents’ data.
  - b. Hopefully, the dual credit students can be identified by comparing the reported anticipated graduation date to the term/year for which the student is applying, so the correction can be applied only to these students.
3. Students graduating through out-of-state online high school programs do not meet the requirements of the 36-month approach to residency because they have not graduated from an accredited public or private high school in Texas. Their decision tree also needs include the data about the parents, and the residency estimate should be based on the parents’ data.

## Apply Texas Committee Meeting Attendance

	Nov. 19, 2015	Feb. 10, 2016	Mar. 29, 2016*
Candace Appleton-Kuntz		x	x
Drew Canham	substitute	substitute	
<b>Melinda Carroll, Co-Chair</b>	x	x	x
Janyth Ussery/Whitney Carter **	JU phone	Carter (interim)	
Nick Cioci	x	x	x
<b>Margaret Dechant, Co-Chair</b>	x	x	x
Todd Fields	x	x	
Joy Frazier		x	x
Melissa Gallien	x	x	x
Christine Gann	x	x	x
Connie Garrick		telephone	telephone
Jamie Hansard	x	x	x
Nidia Arellano Hassan			x
Matthew Hebbard	x	x	telephone
Lisa Hernandez	x	x	x
Rebecca Lothringer	x	x	x
Nichole Mancone	x	telephone	x
Ms. Pooja Mallipaddi***			
Mary Beth Marks		x	
John Slaughter		x	
Scott Smiley			
Michelle Walker	x	x	x
Mike Washington	x	x	x
Pearl Xin****		no longer on committee	

\* March 29, 2016 meeting minutes not yet adopted.

\*\*Ms. Ussery had back surgery and had to retire; Ms. Carter has filled in & will become a member of committee April 28.

\*\*\*Ms. Mallipaddi is the new student member of the committee; her term begins May 1, 2016.

\*\*\*\* Ms. Xin was the previous student member of the committee.

Substitutes may attend meetings and participate in discussions but may not vote.

**PART 1 TEXAS HIGHER EDUCATION COORDINATING BOARD**

**CHAPTER 1 AGENCY ADMINISTRATION**

**SUBCHAPTER BB ARCHITECTURE FIELD OF STUDY ADVISORY COMMITTEE**

**§1.9501 Authority and Specific Purposes of the Architecture Field of Study Advisory Committee**

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, §61.823(a).

(b) Purposes. The Architecture Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Architecture field of study curricula.

**§1.9502 Definitions**

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Field of Study Curricula--The block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the Architecture degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.
- (4) Institutions of Higher Education--As defined in Texas Education Code, §61.003(8).

**§1.9503 Committee Membership and Officers**

- (a) The advisory committee shall be equitably composed of representatives of institutions of higher education.
- (b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.
- (c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution in a manner that permits direct input from faculty representatives in the field of study before nominating or recommending a person to the board as the institution's representative on an advisory committee.
- (d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.
- (e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.
- (f) The number of Committee members shall not exceed twenty-four (24).
- (g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.



#### **§1.9504 Duration**

The Committee shall be abolished no later than January 31, 2019 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### **§1.9505 Meetings**

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

#### **§1.9506 Tasks Assigned to the Committee**

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Architecture Field of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Architecture Field of Study Curricula; and
- (3) Any other issues related to the Architecture Field of Study Curricula as determined by the Board.

#### **§1.9507 Report to the Board; Evaluation of Committee Costs and Effectiveness**

The Committee shall report recommendations to the Board as necessary. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

**TITLE 19 EDUCATION**

**PART 1 TEXAS HIGHER EDUCATION COORDINATING BOARD**

**CHAPTER 26 PROGRAMS OF STUDY**

**SUBCHAPTER B ARCHITECTURE AND CONSTRUCTION PROGRAMS OF STUDY  
ADVISORY COMMITTEE**

**§26.121 Authority and Specific Purposes of the Architecture and Construction Programs of Study  
Advisory Committee**

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, §61.8235.

(b) Purpose. The Architecture and Construction Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster.

**§26.122 Definitions**

The following words and terms, when used in this subchapter, shall have the following meanings:

(1) Board--The Texas Higher Education Coordinating Board.

(2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.

(3) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.

(4) Institutions of Higher Education--As defined in Texas Education Code, §61.003(2) and (7).

**§26.123 Committee Membership and Officers**

(a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.

(b) Each institution of higher education which offers a degree program for which a program of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

#### **§26.124 Duration**

The Committee shall be abolished no later than January 31, 2020, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### **§26.125 Meetings**

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

#### **§26.126 Tasks Assigned to the Committee**

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Architecture and Construction Programs of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Architecture and Construction Programs of Study Curricula; and
- (3) Any other issues related to the Architecture and Construction Programs of Study Curricula as determined by the Board.

#### **§26.127 Report to the Board; Evaluation of Committee Costs and Effectiveness**

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

**PART 1 TEXAS HIGHER EDUCATION COORDINATING BOARD**

**CHAPTER 1 AGENCY ADMINISTRATION**

**SUBCHAPTER H CERTIFICATION ADVISORY COUNCIL**

**§1.135 Authority and Specific Purposes of the Certification Advisory Council**

- (a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, §61.314.
- (b) Purposes. The Certification Advisory Council (council) is created to provide the Board with advice and recommendation(s) regarding standards and procedures to be used in carrying out the provisions of Texas Education Code, Chapter 61, Subchapter G, Regulation of Private Postsecondary Educational Institutions, primarily including standards and procedures related to certification of private postsecondary educational institutions that are nonexempt; assists the Commissioner in the examination of individual applications for Certificates of Authority; and performs other duties related to certification that the Board finds to be appropriate.

**§1.136 Definitions**

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Certificate of Authority--The Board's approval of postsecondary institutions (other than exempt institutions), with operations in the State of Texas, to confer degrees or courses applicable to degrees, or to solicit students for enrollment in institutions that confer degrees or courses applicable to degrees.
- (4) Exempt Institution--An institution that is accredited by an agency recognized by the Board under §7.6 of this title (relating to Recognition of Accrediting Agencies), or is defined as a "private or independent institution of higher education" under Texas Education Code, §61.003(15), or is a career school or college that applies for and is declared exempt under this chapter, by the Texas Workforce Commission as described in Texas Education Code, §61.303(a), or Texas Education Code, Chapter 132, respectively. Exempt institutions must comply with certain Board rules.
- (5) Postsecondary Educational Institution--An educational institution which:
- (A) is not a public community college, public technical college, public senior college or university, medical or dental unit or other agency as defined in Texas Education Code, §61.003;
- (B) is incorporated under the laws of this state, or maintains a place of business in this state, or has an agent or representative present in this state, or solicits business in this state; and
- (C) furnishes or offers to furnish courses of instruction in person, by electronic media, by correspondence, or by some means or all leading to a degree; provides or offers to provide credits alleged to be applicable to a degree; or represents that credits earned or granted are collegiate in nature, including describing them as "college-level," or at the level of any protected academic term.
- (6) Private Postsecondary Educational Institution--An institution which:
- (A) is not an institution of higher education as defined by Texas Education Code, §61.003;

(B) is incorporated under the laws of this state, maintains a place of business in this state, has an agent or representative presence in this state, or solicits business in this state; and

(C) furnishes or offers to furnish courses of instruction in person, by electronic media, or by correspondence leading to a degree or providing credits alleged to be applied to a degree.

(7) Recognized Accrediting Agency--Any accrediting agency the standards of accreditation or membership for which have been found by the Board to be sufficiently comprehensive and rigorous to qualify its institutional members for an exemption from the operation of Chapter 7 of this title (relating to Degree Granting Colleges and Universities Other Than Texas Public Institutions).

(8) Site visit report--The report produced by the site review team in accordance with Chapter 7, Subchapter A, §7.8(3)(I) of this title (relating to Institutions Not Accredited by a Board Recognized Accreditor).

### **§1.137 Council Membership and Officers**

(a) Membership shall consist of six members with experience in higher education, three of whom must be drawn from private or independent institutions of higher education in Texas as defined in Texas Education Code, §61.003(15).

(b) Members of the council shall select the presiding officer at the first meeting of the academic year who will be responsible for conducting meetings and conveying council recommendations to the Board.

(c) Members shall serve for two-year staggered terms.

### **§1.138 Duration**

The council shall be abolished no later than October 31, 2017, in accordance with Texas Government Code, Chapter 2110, unless it is reestablished by the Board.

### **§1.139 Meetings**

The council shall meet on a quarterly basis scheduled no later than the first day of the month prior to the month that the Board Committee on Academic and Workforce Success meets. A quarterly meeting may be cancelled if no actions are pending requiring advice from the Certification Advisory Council. A quarterly meeting may be rescheduled if a quorum of members cannot be met. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be made available to the public after they have been prepared by the Board staff and reviewed by members of the council.

### **§1.140 Tasks Assigned to the Council**

Tasks assigned to the council include:

- (1) Review the site visit report and an institution's response for each Certificate of Authority application;
- (2) Make recommendations regarding the Certificate of Authority application to the Board;
- (3) Review requests by an accrediting agency for recognition by the Board; and
- (4) Perform other duties related to certification that the Board requests of the council.

### **§1.141 Report to the Board; Evaluation of Council Costs and Effectiveness**

The council presiding officer shall timely report any recommendations to the Board but on no less than an

annual basis. The council shall also report council activities to the Board to allow the Board to properly evaluate the council's work, usefulness, and the costs related to the council's existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

Texas Higher Education Coordinating Board  
Certification Advisory Council (CAC)

Minutes of Meeting held January 30, 2014  
Scheduled: 10:00 am – 12:00 pm

Texas Higher Education Coordinating Board  
1200 East Anderson Lane  
Austin, TX 78752  
Board Room

CAC Members Present: Charlie McCormick, Acting Chair  
Tampa Nannen  
Eric Bruntmyer  
Carolyn Wilson Green  
Joyce Williams [via teleconference]

CAC Member Absent: Alan Runge, Chair

THECB Staff Present: Cathie A. Maeyaert, Special Projects Director  
Rex Peebles, Assistant Commissioner  
William Franz, General Counsel

Accreditor Representatives: William Larkin, ACCET [via teleconference]  
Judy Hendrickson, ACCET [via teleconference]

Welcome, Introductions and Announcements	<p>[Technical difficulties at beginning of meeting with teleconference bridge for participants joining from off-site - approximately 40 minutes]</p> <p>Cathie Maeyaert welcomed the Certification Advisory Council (CAC) members and the Accrediting Council for Continuing Education and Training (ACCET) representatives, and introduced Rex Peebles and Bill Franz.</p> <p>CAC members introduced themselves. A quorum was present. Charlie McCormick agreed to act as CAC Chair in Alan Runge's absence.</p>
Approval of September 5, 2013 Minutes	<p>Eric Bruntmyer made a motion to approve the minutes from the September 5, 2013 CAC meeting; Carolyn Green seconded the motion; motion</p>

	passed.
Change in agenda item	<p>Cathie Maeyaert explained that Commissioner Paredes and Deputy Commissioner Gardner had not been able to fully review the application for recognition by ACCET and the staff report, particularly with regard to Rule 7.5(u) limiting occupational associate degrees. The Coordinating Board staff asked for discussion and CAC members' input regarding the rule and its application to the degrees authorized by ACCET, as the rule was adopted several years ago and may need to be revisited. Staff also requested CAC members and ACCET representatives to have a question and answer period regarding the ACCET application components.</p>
Discussion of Rule 7.5(u) and its application to associate degrees approved by ACCET	<p>Charlie McCormick asked for a discussion and general questions regarding Rule 7.5(u) and ACCET's application for recognition by THECB as an accrediting agency.</p> <p>William Larkin gave background information regarding ACCET and the institutions it accredits. ACCET has made application on behalf of a Texas institution, Asher Career Institute.</p> <p>Judy Hendrickson explained the number of institutions accredited; ACCET's standards, which align with US Department of Education and THECB standards; and the Occupational Associate Degree (OAD) approved by ACCET. The OAD requires 60 semester credits, including 15 general education credits.</p> <p>Tam Nannen requested the history of Rule 7.5(u). Cathie Maeyaert explained current Workforce, Academic Affairs and Research staff who are working with the rule were not at THECB when the rule changed. However, THECB has had for several years a limit on Associate for Occupational Studies degrees. The rules define several associate degrees, but there is no clear definition of AOS degrees.</p> <p>The CAC members asked questions of ACCET representatives concerning specific criteria for use of occupational associate degrees.</p>



	<p>Joyce Williams asked why ACCET allows use of both AAS and OAD terminology. Judy Hendrickson explained that ACCET only uses OAD terminology, requiring a minimum of 15 general education credit hours. The OAD degree focuses on a specific vocational objective.</p> <p>William Larkin clarified that some states have higher requirements, such as requiring one-third of an associate degree to be general education. Schools in those states abide by that requirement. If Texas had a specific requirement, ACCET degree-granting schools, such as Asher, would need to abide by the higher Texas standards. Larkin also stated that he believed this was only a nomenclature issue. In other states, the same occupational associate degree has a different degree name, but offers similar curriculum. Joyce Williams stated the ACCET OAD degrees have the same criteria as an AAS degree in Texas.</p> <p>Tam Nannen questioned ACCET's criteria for instructors teaching general education courses. For example, Tyler Jr. College requires at least 18 graduate hours in the teaching discipline. ACCET doesn't appear to have same standard. Joyce Williams stated ACCET's standard was a bachelor's degree for general education instructors. Judy Hendrickson confirmed that a bachelor's degree was the minimum standard and that if Texas had a higher standard for teacher qualifications, ACCET would require Texas institutions to follow the higher standard. William Larkin agreed that if Texas recognized ACCET, the accreditor would make an amendment to state that Texas institutions would need to meet minimum requirements of THECB rules for general education faculty.</p>
<p>Further discussion of Rule 7.5(u) and history of exception made in allowing other occupational associate degrees</p>	<p>Charlie McCormick noted that the staff report referenced an alternative associate degree allowed for the Golf Academy of America. Golf Academy of America's Dallas campus offers an AOS degree. McCormick asked if this was a nomenclature problem and if there were more institutions allowed to have AOS degrees other than those listed in Rule 7.5(u).</p>

	<p>Cathie Maeyaert reviewed the history of Golf Academy of America's use of the AOS degree terminology. From a review of the institution's file, it appears that THECB staff found sufficient rigor in this particular AOS degree's ten general education credits to allow Golf Academy of America to use the degree terminology. Maeyaert stated this exception was another reason to ask for input on the existing rule.</p> <p>Judy Hendrickson restated that ACCET requires a minimum of 15 general education semester credit hours. William Larkin confirmed that ACCET would require higher levels of general education based on state requirements.</p>
Discussion comparing ACCET Occupational Associate Degree to an Associate of Applied Science degree	<p>Tam Nannen questioned the benefit to a student in having an Occupational Associate Degree as opposed to an <u>Associate of Applied Science</u> degree [Corrected 05.01.14]. Judy Hendrickson explained the OAD focuses on vocational objectives, with a complement of general education. Hendrickson stated the OAD gives students additional credential and advancement, with a primary focus on career preparation. William Larkin affirmed that ACCET views the OAD as a terminal degree as opposed to a degree used to transfer to a baccalaureate program.</p> <p>Joyce Williams explained that in Texas, an AAS is a terminal degree. The AAS is an occupational specific degree with 15 general education hours. The minimum and maximum credit hours for the AAS degree are 60 hours. Williams concluded the ACCET OAD was exactly like the Texas AAS degree. Williams also stated that all areas of study under the Texas AAS degree are offered by institutions under the ACCET OAD degree.</p> <p>William Larkin believed the issue was nomenclature, not substantive. The only difference between the two degrees was in general education instructor preparation and ACCET would subscribe to the higher standard in Texas. Judy Hendrickson confirmed that states such as Maryland call the degree an AAS degree.</p>
Discussion comparing general education courses	Carolyn Wilson Green asked for clarification

<p>and applied general education courses</p>	<p>between Texas' standard core curriculum general education courses that emphasize principles and theory versus applied general education courses that are focused in a particular occupational area.</p> <p>Cathie Maeyaert explained that THECB rules don't define applied general education credits, but that applied general education credits may be defined in specific accreditor's standards and criteria. Rex Peebles explained that the 15 general education credit hours of AAS degrees in Texas are required by SACS, regardless if the credits are applied or intended for transfer to a baccalaureate degree. SACS stipulates that those hours be truly general education courses that are rather broad in scope and cover at least the three fields of Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/Math. Peebles and CAC members did not believe any school in Texas has applied general education courses.</p> <p>Judy Hendrickson said that the OAD criteria for general education requirements don't define the credits as applied general education. The areas of coverage include Natural and Physical Sciences, such as Math, Physics, Biology and Chemistry; Social and Behavioral Sciences, such as Psychology, Sociology, History, Geography and Economics; and Humanities and Arts, including English Literature and Foreign Language.</p>
<p>CAC guidance regarding Rule 7.5(u) and ACCET's associate degree</p>	<p>Charlie McCormick stated that, based on the discussion, there has been no call for reconsideration of Rule 7.5(u). He also stated his belief that ACCET's associate degree would fit into the Applied Associate degree program category. CAC members agreed, with the additional higher preparation requirement for faculty teaching general education courses.</p> <p>Joyce Williams asked that standards used to apply Rule 7.5(u) be clarified and written. Williams said if an exception has been made, the criteria for the exception should be clear so that other colleges may make similar requests under the same standards.</p>
<p>General questions regarding ACCET and its</p>	<p>Charlie McCormick inquired as to the benefit of a</p>

<p>application for recognition by THECB as an accrediting agency</p>	<p>college receiving accreditation from ACCET. William Larkin explained that the benefit would be the same for any college that was receiving regional or national accreditation, as it relates to Title IV and the federal financial aid programs. Larkin distinguished ACCET from other national accrediting agencies by highlighting its long history in heavily emphasizing completion rates, placement rates and attendance, along with the quality of curriculum.</p> <p>Joyce Williams asked if ACCET looks at completion and placement rates within programs and certifies some programs and not others. William Larkin clarified that ACCET accredits the entire institution, but looks at completion and placement rates on a program level. ACCET may place a particular program at an accredited institution on “show-cause” until those rates improve.</p> <p>Eric Bruntmyer questioned the scope of the three year summary of complaints, actions and investigation reported by ACCET. Cathie Maeyaert referred to the application and confirmed the complaints were all filed against ACCET institutions located in Texas during 2011-2013. Judy Hendrickson stated ACCET has 21 schools or institutions in Texas. The complaints were not just for one school. Hendrickson will follow up and provide more details to THECB staff on the complaints, actions and investigations.</p> <p>William Larkin asked about the status of ACCET’s application. Cathie Maeyaert explained that the Certification Advisory Council is one part of THECB’s process in looking at and potentially approving new accrediting agencies. Maeyaert stated that since staff had asked for a discussion of Rule 7.5(u) in order to determine if it needed revision and staff in the Commissioner’s office had not yet reviewed the entire application and report, ACCET’s application was in the middle of the process. Maeyaert assured ACCET personnel that they would be updated on the process.</p>
<p>Closing Announcements</p>	<p>Cathie Maeyaert informed the CAC members that the next quarterly meeting is scheduled for May 1, 2014. This will be the last meeting for those</p>

	members whose two-year term is concluding. THECB staff will be seeking nominations for new members.
Adjournment	Charlie McCormick adjourned the meeting upon motion by the members at 11:15 a.m.

Texas Higher Education Coordinating Board  
Certification Advisory Council (CAC)

Minutes of Meeting held May 1, 2014  
10:00 am – 11:15 am

Texas Higher Education Coordinating Board  
1200 East Anderson Lane  
Austin, TX 78752  
Board Room

CAC Members Present: Charlie McCormick, Acting Chair  
Eric Bruntmyer  
Carolyn Wilson Green  
Tampa Nannen  
Joyce Williams  
Alan Runge, Chair [joined meeting after start]

THECB Staff Present: Cathie A. Maeyaert, Special Projects Director  
Rex Peebles, Assistant Commissioner  
William Franz, General Counsel

Accreditor Representative: Judy Hendrickson, ACCET [via teleconference]

Welcome, Introductions and Announcements	<p>Cathie Maeyaert welcomed the Certification Advisory Council (CAC) members and Judy Hendrickson, the Accrediting Council for Continuing Education and Training (ACCET) representative.</p> <p>A quorum of CAC members was present. Charlie McCormick agreed to act as CAC Chair, as Alan Runge was unexpectedly delayed.</p>
Approval of January 30, 2014 Meeting Summary Notes	<p>Carolyn Wilson Green made a motion to approve the summary notes from the January 30, 2014 CAC meeting; Joyce Williams seconded the motion.</p> <p>Tam Nannen noted one change to the summary notes. On page 4 of the January 30, 2014 summary notes, in discussing ACCET's degree, the notes reference an Applied Associate of Science. The reference should be to an Associate of Applied</p>

	<p>Science.</p> <p>Summary notes were approved, as corrected.</p>
Consideration of ACCET application for recognition as an accrediting agency opened for discussion	McCormick opened the discussion for questions and comments.
Review of January discussion: Various degrees allowed in Texas	Eric Bruntmyer asked to review questions pending from the previous CAC meeting. The previous meeting included questions as to what degrees are allowed in Texas.
Documentation of complaints handled by ACCET in Texas	<p>Bruntmyer asked if additional documentation on Texas schools where ACCET had handled complaints was available.</p> <p>Judy Hendrickson provided additional details and documentation. There were ten complaints handled by ACCET. Two complaints closed with partial or full merit - one dealt with a school's delay on responding to a student's request for readmission and the other on an institution establishing barriers to students transferring from another school. The complaints were at ten different schools.</p> <p>Cathie Maeyaert reminded the members that this information was provided in the Supplemental Materials provided prior to the meeting.</p>
Review of THECB Rule 7.5(u)	<p>Williams asked if Coordinating Board staff had reviewed Rule 7.5(u) for clarification.</p> <p>Cathie Maeyaert stated the rule was reviewed. Staff made the decision not to seek revision of the rule, so Rule 7.5(u) stands as written. Only three institutions are allowed to award the AOS degree. The recommendation in the staff report has changed to ask the CAC to review if ACCET's degrees would meet the definitions of an Associate degree and an Associate of Applied Science degree in the Coordinating Board rules.</p>
Requirements of Texas AAS degree general education courses	Nannen stated that the Associate of Applied Science degrees rule requires that students take general education courses that are a part of the ACGM. This indicates that the professors teaching

	<p>these courses should have Master's degrees. Also, the general education courses do not need to be specific to a certain workplace.</p> <p>Judy Hendrickson said that ACCET standards only require a Bachelor's degree for faculty, but also state that institutions comply with statutory and regulatory requirements. If a state has a more stringent requirement in an area, such as teacher qualification, than the institution must meet the state requirement.</p> <p>Hendrickson noted in the self-study, as part of the initial accreditation, institutions have to identify, in Question 2, any minimum training and education requirements by regulatory or licensing authorities. Hendrickson stated they are asking if regulatory or licensing agencies have more stringent standards. ACCET would require this more stringent standard be followed by the institution.</p> <p>Hendrickson further stated, while ACCET calls all its degrees OADs, they have a number of programs that are called an AAS. These might have a more stringent requirement for instructors.</p>
ACCET-approved AAS degrees that have more stringent requirements	Williams asked Judy Hendrickson to name an institution with more stringent requirements and identify the requirement. Hendrickson gave an example from the State of Illinois. All instructors are required to be certified by the State of Illinois. Since each instructor is approved by the Illinois Board, ACCET also requires this approval by the Illinois licensing board.
ACCET-approved degrees that require Master's or post-graduate degrees for instructors of general education	Williams questioned whether ACCET had approved any degrees that required a Master's or post-graduate degree for instructors of general education. Hendrickson did not know if there were any such degrees at approved institutions. However, if a state requires a higher degree, Hendrickson confirmed ACCET would also require the higher degree.
Recognizing an accreditor that has a degree not meeting THECB requirements	Nannen questioned approving an accrediting agency with a degree that doesn't meet the THECB requirements in Texas. Nannen questioned



	<p>instructor requirements and the nature of the general education courses themselves. Nannen stated her belief that ACCET's general education courses in the associate degree are specific to the workplace and not the same as the general education courses required of Texas Associate of Applied Science degrees.</p> <p>Judy Hendrickson explained that the ACCET general education requirements for courses, as in the policy document on programs for the Occupational Associate Degree, specifically require a minimum of 15 general education credits. Examples of general education topics include: Natural and Physical Science, such as Math, Physics, Biology, Chemistry; Social and Behavioral Sciences, such as Psychology, Sociology, History, Geography, Economics; Humanities and Fine Arts; or English, such as Written or Oral Communications, Literature and Foreign Languages. These are not applied general education courses.</p> <p>Nannen thanked Hendrickson for the clarification and stated this helped in her understanding of the general education course requirements. Nannen said she still struggled with faculty requirements. Hendrickson reiterated that ACCET will always enforce a higher requirement in a state.</p>
Clarification of ACCET definition for Occupational Associate Degree	<p>Williams asked for a clarification on ACCET definitions. Williams stated the ACCET general education definition is under the Occupational Associate Degree (OAD), not under an Associate of Applied Science (AAS) degree.</p> <p>Judy Hendrickson said ACCET uses the generic term, Occupational Associate Degree. However, ACCET approves both AAS degrees and OAD degrees, depending on different states' terminology. Hendrickson provided a list (supplemental materials) showing that in five different states - Michigan, Minnesota, California, New Hampshire, and Ohio - ACCET has institutions where the program title is AAS. Programs include Health Information Technology; Physical Therapy Assistant; and Computer Aided Drafting and Design. If the state uses the terminology AAS,</p>

	<p>ACCET will approve the program as an AAS, but use the general term, Occupational Associate Degree. Williams thanked Hendrickson for the clarification.</p> <p>Williams believed the definition provided conflicts with the Coordinating Board rule to not approve additional AOS degrees. Williams wanted confirmation that the definition applies to an AAS degree, not just an OAD degree. Hendrickson confirmed that the same definition applied, depending on what a state wants in the degree title.</p>
Clarification of two ACCET designations – OAD and AAS	<p>Green asked for clarification of some programs being designated as AAS and some as OAD, depending on state requirements. Green asked Hendrickson if ACCET viewed the degrees as the same, with the same requirements for faculty qualifications. Hendrickson explained that generally the degrees are the same – 60 minimum semester credits, with a minimum 15 general education credits.</p> <p>Green asked for confirmation that ACCET policy requires a Bachelor's degree for general education faculty. Hendrickson said the Bachelor's degree was a minimum requirement, but many schools had faculty with Master's degrees, such as MBAs. The Bachelor's degree is the minimum faculty requirement for general education, unless the state requires a higher degree.</p> <p>Green asked for examples where an AAS degree program required a Master's degree as a minimum for faculty. Hendrickson said she could research it, but could not identify any immediately.</p>
ACCET program quality monitoring	<p>Williams asked, since the State of Texas would be looking for AAS degrees, what ACCET's monitoring would be to ensure Master's level degrees for general education faculty and placement of students after graduation. Williams wanted information on program quality monitoring.</p> <p>Hendrickson reviewed her background as the Director of Academic Affairs for the Maryland Higher Education Commission for 18 years before</p>

	<p>coming to ACCET seven years ago. Hendrickson stated she has been impressed by ACCET's monitoring of schools. Schools receive accreditation grants between three and five years. Halfway through the grant period, there is a visit. Schools get 24-hours' notice of a spontaneous or unannounced visit. At the time of reaccreditation, there is a full team review. For example, Hendrickson did a full team review of Asher College in California. The team consisted of six evaluators. One was specifically reviewing the general education courses in the Associate programs. The reviewer had a Ph.D in Biology and an MBA. It was a two day visit, which was quite thorough.</p> <p>For this visit, the site evaluation team goes to classes to observe, talking with students, looking at student files, looking at placement records. Hendrickson said ACCET is outcomes-oriented and has a requirement for each program of 70% minimum placement that is training-related. During the on-site visits, ACCET sits down with the director or career service staff and calls employers to verify employment of graduates. ACCET looks at the curriculum materials and participant surveys. A team report is done; the institution has a chance to respond; the Commission looks at the report and response and makes a decision.</p> <p>Hendrickson stated ACCET went through re-recognition with the US Department of Education last year (2013). ACCET received a five-year grant with no findings.</p> <p>Hendrickson claimed ACCET is in the forefront with student outcomes. Every year the schools submit different reports: a financial report after the fiscal year ends, reviewed by the Financial Review Committee; a completion and placement report after May 1 of each year, reviewed by the Commission's Completion and Placement Committee to ensure schools meet the benchmark. If a school fails to meet the benchmark for a program, Hendrickson said ACCET is rigorous in maintaining standards. It could lead to a program suspension or a program withdrawal, both of those limit enrollment. ACCET did a five-</p>
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	<p>year analysis and found that 5% of ACCET institutions are denied reaccreditation.</p>
<p>Clarification on timing of ACCET accreditation and monitoring</p>	<p>Williams asked for a clarification on length of accreditation and monitoring. Williams believes Hendrickson said the initial accreditation was three years, with monitoring halfway through period. Hendrickson explained ACCET has a grant period of either three or five years. ACCET does a midpoint site visit. The site visit would be either 1.5 years or 2.5 years after accreditation. Williams stated that students could be more than halfway through their program before the monitoring is done.</p> <p>Hendrickson added that annual reporting is also required. Completion and placement and financial information is received annually. On-site visits occur at the midpoint and end of the grant. Williams confirmed with Hendrickson that the faculty and curriculum review is done at the site visits. Only ACCET staff goes on the site visit at the midpoint – one day with one person. The reaccreditation visit brings the full team of specialists.</p> <p>Hendrickson said ACCET also requires institutions to post ACCET contact information in case students wish to complain to ACCET or have issues and concerns. As a result of those complaints, ACCET could require another onsite visit. This has happened. Williams clarified again that, unless there is a student complaint, the review of faculty and curriculum occurs during the reaccreditation, so students could have completed a two year program before the review is done.</p>
<p>ACCET student complaints</p>	<p>Bruntmyer asked how student complaints would prompt ACCET to check faculty or curriculum, and if it was an issue of a class not transferring somewhere. Hendrickson said students can complain for any reason. The Texas complaints reported resulted in two closed with merit. Other complaints have been about quality of instruction or an instructor's failure to attend. With all the complaints, ACCET follows up and at some point, may require an on-site visit. ACCET policy allows that the ACCET Commission can always require an</p>

	<p>on-site visit.</p> <p>Bruntmyer asked for confirmation that ACCET had never had a complaint regarding the qualification of an instructor or the degrees accredited. Hendrickson said this was correct.</p> <p>Bill Franz stated part of his responsibilities include handling student complaints. It is a new process developed because of program integrity regulations by the US Department of Education. Franz recalled Hendrickson stating each institution is required to post a notice indicating if students are dissatisfied or wish to complain how to contact ACCET. Franz asked if part of the notification was that students could complain to a state agency with oversight of higher education. Hendrickson confirmed the option to complain to the state agency. ACCET requires posting of contact information for complaints, as well as in the catalog.</p>
ACCET faculty qualifications	<p>Rex Peebles asked for clarification on faculty qualifications. Texas rules for the AAS degree require institutions to essentially follow SACS guidelines regarding 15 hours of general education. As a result, faculty qualifications are tied to this. Peebles said that essentially, faculty need either a Master's degree in the area in which teaching or a Master's degree with 18 graduate hours in the discipline in which teaching. Texas would require checking that faculty credentials meet those standards and courses meet definition of general education. Hendrickson confirmed ACCET would check that Texas institutions were meeting those standards.</p> <p>Nannen was concerned with approving an accrediting agency that in writing states the minimum faculty qualification for general education is a Bachelor's degree, but tells the Committee that it will be different in Texas. Hendrickson said ACCET Standard II-A Governance says management structure has to meet statutory, regulatory and accreditation requirements; also, under Qualifications of Instructional Personnel, it says instructor qualifications are as required by regulatory and licensing authorities. ACCET holds</p>

	<p>institutions to these Standards. Hendrickson stated this is a long-term practice.</p> <p>Maeyaert asked Hendrickson to point out where these Standards were located in the application for recognition. Hendrickson said it was in Standards of Accreditation. The Committee reviewed Attachment 18a1, Standards II - Management and IV – Instructional Personnel. Hendrickson read language that indicated institutions are required to comply with statutory, regulatory and accreditation requirements for Governance and comply with relevant accreditation, federal, state, local and/or industry-specific requirements for Instructional Personnel.</p>
Expectation that ACCET will monitor institutions	<p>Williams asked if there would be an exception to the current monitoring process to ensure earlier monitoring of the issues raised for Texas institutions. Williams stated the on-site visit to check faculty credentials should occur sooner as students would have already graduated before faculty credentials were checked.</p> <p>Hendrickson stated that when an institution first applies for a program, they need to provide their instructors' identities and qualifications. This is obtained at the time a new program is started. This occurs off-cycle. While ACCET does whole institutional review every three to five years, it also does a review whenever a school applies for a new program. If an institution wants to start a new OAD or AAS program, they do an application and submit verification that they have qualified instructors. If this is the first degree program, a curriculum specialist goes out and reviews the entire program. This is done before a school starts the associate degree.</p> <p>As to ACCET doing additional review, Hendrickson said if Texas felt this was something important to do, ACCET could consider it. Hendrickson stated this consideration isn't a staff-level decision.</p> <p>Peebles said Hendrickson alluded to fact that ACCET has institutions operating in states with standards that exceed ACCET standards. Peebles asked to verify that if states have requirements</p>

	<p>exceeding ACCET requirements, as an initial requirement and as part of ongoing review, ACCET not only checks that institutions follow ACCET requirements, but state requirements as well. Hendrickson said that because ACCET standards specifically say institutions have to meet state requirements, and the self-study requires identification of specific state requirements, the team reviews these state requirements. The language of the state regulation is attached to the self-study.</p> <p>ACCET has a team report template. They respond to items under each Standard. The first bullet under Qualification of Instructional Personnel asks to describe the institution's minimum requirements for faculty, including whether these requirements meet ACCET and state requirements. The curriculum specialist reviews these answers.</p>
ACCET accreditation of institutions in Texas	<p>Nannen asked if ACCET currently accredited institutions in the State of Texas. Hendrickson confirmed they did accredit institutions. Nannen asked for the process with those accredited institutions if ACCET is approved to accredit AAS degrees. Nannen asked if institutions would follow ACCET guidelines only requiring a Bachelor's degree for general education faculty and how they would be notified of the state requirements. Hendrickson said no Texas institution offers a degree at this time, but Asher College would like to do an Associate degree in Texas because they offer the degree in Nevada and California. Asher [Institute]'s general education instructor has at least a Master's degree. Asher is expected to submit an application to offer an Associate degree in Texas. They will have to have a Master's degree for general education. ACCET will look for this requirement.</p>
Handling student transfers from states with lower standards	<p>Bruntmyer asked how a student would be handled if they transferred to an institution in Texas from a state with a lower faculty standard. Bruntmyer asked if the student would need to retake the general education classes. Hendrickson said it would be a probability that the student would need to retake the class, unless the student can show the previous instructor held a Master's</p>

	<p>degree. Hendrickson reminded the committee that a Bachelor's degree is a minimum and many faculty hold Master's degrees or higher. In medical fields, there is a much higher level of staffing. Hendrickson gave examples from the medical field.</p> <p>McCormick asked if anyone would check to determine the faculty credential from the previous general education instructor. Hendrickson said if a Texas school wanted to offer an Associate degree, ACCET might require, on the transfer form, that a Master's degree qualification for faculty might be needed in order for the course to transfer.</p> <p>Williams asked if ACCET had a transfer policy or agreement. Hendrickson said ACCET has Document 16 – Transfer of Credit Policy – this was probably not part of the application. Hendrickson offered to send the policy. McCormick said it was not necessary to send the policy.</p>
Clarification of original and revised staff recommendation	<p>Before making a motion, McCormick asked staff if, since the original recommendation referred to an Occupational Associate degree, the motion, based on the revised recommendation, should now refer to an Associate of Applied Science degree. Staff indicated it should.</p>
Motion	<p>McCormick asked for a motion. Maeyaert stated that the recommendation was revised and may be reviewed if it helps in making the motion. The committee reviewed the revised staff recommendation.</p> <p>Williams expressed concern about adding restrictions into the motion which are greater than staff recommendations now that a discussion has been held.</p> <p>Peebles asked the Committee for further restrictions to be placed in the motion, such as general education faculty degree requirements. Williams asked for a monitoring piece. If staff had recommendations, Williams asked for language. Maeyaert asked if the Committee was looking for language to approve ACCET, with certain stipulations. McCormick confirmed they were looking for such language. Williams' concern was</p>



	<p>that some of the standards are written, but the monitoring part is not written. Williams also wanted to restrict to approving an AAS degree under current THECB rules. The degree should align with the requirements of an AAS degree in Texas.</p> <p>Bruntmyer had an issue with the transfer policy. The ACCET policy never mentions the qualification of faculty as a requirement for granting transfer credits. Bruntmyer would like a requirement on transfer. Hendrickson stated, for transfers, comparable course language could expand to require Master's degree for general education faculty in Texas. Williams asked if ACCET would change the language or if the Committee should interpret the policy this way. Hendrickson said, in Texas, the transfer policy would state, for transfer purposes, general education courses would need to be taught by Master's degree qualified faculty. Williams asked if Texas could require this qualification or if it will be left up to interpretation. Hendrickson said ACCET would ensure this faculty requirement was put in for all Texas institutions.</p> <p>Maeyaert offered possible motion language: Approve ACCET as a recognized accrediting agency in Texas with the following stipulations: faculty qualifications would meet Texas requirements in Rule 7.4; general education degree requirements would meet Texas requirements in Rule 7.4; monitoring would be done to verify compliance with Texas requirements in Rule 7.4; and institutions would limit associate degree designations in Texas to Associate of Applied Science (AAS).</p> <p>McCormick asked if there was a motion to approve the recommended motion language. Williams made a motion to approve the motion as read by Cathie Maeyaert. Runge seconded the motion.</p>
Discussion on motion	<p>McCormick asked for further comments or questions. Nannen asked if ACCET would re-write their policy and how these stipulations would appear in writing. Peebles said ACCET policy already addresses following federal and state regulations. The resolution and authorization will</p>

	<p>reinforce the idea that ACCET needs to follow applicable state rules. Peebles said it isn't clear that ACCET would need to rewrite any standards, as the local institutions already have to follow applicable state and federal guidelines. THECB rules state they must follow SACS guidelines in writing those degrees.</p> <p>Runge asked if applying Rule 7.4 would extend to granting credits. Nannen asked how an institution would determine faculty credentials from the transferring institution. Nannen asked if the receiving institution would ask the transferring institution for proof of faculty credentials. Peebles said that is how it is done now, but in reality, transfer goes on based on faith. Nannen said she has faith in regional accreditors, but if transferring in from another state, there might not be that same faith. Hendrickson stated the student would need to provide proof that the instructor who taught the general education course had a Master's degree and failure to do so would mean they couldn't transfer the course.</p> <p>Bruntmyer asked for clarification regarding transferring between institutions both of which are accredited by ACCET. If an Asher College student from California wanted to transfer to an Asher College in Texas, Hendrickson confirmed the student would still need to provide proof of the general education faculty's credentials. Bruntmyer expressed concern that the student would not be able to explain the rules and that the burden should be on the schools to ensure the credit accepted and used for a degree met the standards. Hendrickson stated the student is usually the person who collects the documentation of the previous coursework. Hendrickson did not think it would be hard to get instructor's qualifications.</p> <p>Williams stated a student from Asher in California, transferring to Asher in Texas to complete an AAS degree probably wouldn't expect to be required to retake general education courses because ACCET allowed different state or local guidelines. A Texas institution would need a transfer policy that informed the student and transferring institution of the State of Texas requirements. Hendrickson</p>
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	agreed.
Re-reading of motion	<p>McCormick asked for the motion to be re-read. Maeyaert repeated the motion language: Approve ACCET as a recognized accrediting agency in Texas with the following stipulations: faculty qualifications would meet Texas requirements in Rule 7.4; general education degree requirements would meet Texas requirements in Rule 7.4; there would be monitoring to verify compliance with Texas requirements in Rule 7.4; and ACCET would limit accrediting to the AAS or Associate of Applied Science degree designation.</p> <p>McCormick stated there was a motion and second. McCormick asked for any additional comments or questions.</p>
Clearer definition of transfer issue	<p>Bruntmyer wanted clearer definition of the transfer issue. Bruntmyer didn't think the issue could be settled at the meeting. While transfer credit is addressed in comparability of programs, it is vague. Bruntmyer felt there will be issues and problems. If a student transfers into the state, the issue may get swept under the rug. Bruntmyer stated this must be addressed by ACCET and it must realize this is an important issue in protecting students and not waste the student's money. Hendrickson affirmed ACCET would address the transfer issue and ensure the faculty requirement is followed in Texas.</p> <p>Hendrickson suggested a disclosure that transfer of general education will not be given unless there is documented evidence that the course was taught by faculty with a Master's degree or higher. Williams thanked Hendrickson for stating the transfer requirement as part of the meeting record.</p> <p>Runge, Concordia University, introduced himself to Hendrickson as he entered the meeting after its start. Runge stated his understanding that if ACCET is approved, they will designate associate degrees under their own standards as academic, not occupational. In Texas, there are standards for academic vs. workforce credits. The assumption for transfers is that the general education</p>

	<p>component is an academic component. This assumption was confirmed by other members.</p>
Revision of motion	<p>Maeyaert asked if the committee wanted to add to its motion that institutions would be required to notify students that transfer of credit may not occur if faculty credentials do not meet THECB Rule 7.4 requirements.</p> <p>Runge made a friendly amendment to require notice to students. Both Williams and Runge agreed to the amendment.</p> <p>Vote in favor of motion: Bruntmyer, Williams, McCormick, Runge, Williams  Vote in opposition of motion: Nannen  Abstention: None</p> <p>Motion carried.</p> <p><b>FINAL MOTION AS PASSED:</b>  <b>Approve ACCET as a recognized accrediting agency in Texas with the following stipulations:</b></p> <ul style="list-style-type: none"> <li>• Faculty qualifications would meet Texas requirements in THECB Rule 7.4;</li> <li>• General education degree requirements would meet Texas requirements in THECB Rule 7.4;</li> <li>• ACCET would monitor Texas institutions to verify compliance with Texas requirements in THECB Rule 7.4;</li> <li>• ACCET would limit accrediting to the AAS or Associate of Applied Science degree designation in Texas;</li> <li>• Texas institutions would be required to notify students that transfer of credit may not occur if faculty credentials do not meet THECB Rule 7.4 requirements.</li> </ul> <p>McCormick thanked Hendrickson for her participation.</p>
CAC Member Nominations	<p>Maeyaert stated three members will be completing their service after the July meeting. Staff has received nominations for two Private/Exempt Institutions members and one Public Institution member. No names have been</p>

	publicized as the nominations need to go to the June CAWS meeting. No one has been notified as to the identity of recommended nominees nor have others been thanked for agreeing to be nominated by their institutions.
Next meeting	There is a July 2014 meeting scheduled, but no business is scheduled to-date. It is unlikely there will be an actual meeting unless another accreditor applied within the next week. Thank you to the departing members for their service [Bruntmyer, McCormick, and Nannen].
Adjournment	McCormick asked for motion to adjourn. Nannen made motion to adjourn.

Texas Higher Education Coordinating Board  
Certification Advisory Council (CAC)

Minutes of Meeting held October 30, 2014  
9:00 am – 10:00 am

Texas Higher Education Coordinating Board  
1200 East Anderson Lane  
Austin, TX 78752  
Board Room

CAC Members Present: Carolyn Wilson Green, Chair  
Donna M. Jurick  
Dianna L. Miller  
Jennifer Ramm

CAC Members Absent: Joyce Williams  
Vacant Position

THECB Staff Present: Cathie A. Maeyaert, Special Projects Director  
Rex Peebles, Assistant Commissioner [joined during meeting]  
Garry Tomerlin, Deputy Assistant Commissioner  
William Franz, General Counsel

Accreditor Representatives: Dr. Bernard Fryshman, AARTS Director Emeritus [via  
teleconference]  
Dr. Keith Sharfman, AARTS Director [via teleconference]

Welcome, Introductions and Announcements	<p>Cathie Maeyaert welcomed the Certification Advisory Council (CAC) members and Drs. Bernard Fryshman and Keith Sharfman, the Association of Advanced Rabbinical and Talmudic Schools (AARTS) representatives.</p> <p>For the benefit of new members, Maeyaert explained the Certification Advisory Council's role in reviewing Certificate of Authority applications and Accrediting Agency applications to be recognized by the Coordinating Board. An application for recognition from the accreditor, AARTS, was before the CAC members.</p> <p>Maeyaert explained the process for the meeting</p>
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	<p>would include the CAC members' review of the application and an opportunity to ask questions of the AARTS representatives. The AARTS representatives could answer questions and provide any necessary background. At the end of the meeting, the CAC members would make a recommendation which goes to a Coordinating Board committee and then to the full Coordinating Board at its next quarterly meeting. The Coordinating Board will decide on recognition of the accrediting agency. If approved, AARTS can begin to accredit Texas institutions to offer degrees and courses leading to degrees.</p> <p>Coordinating Board staff was introduced.</p> <p>Maeyaert provided an update on a vacancy on the CAC, as one member resigned to move out of the country. A nomination has been received to fill this vacancy.</p> <p>Attending CAC members introduced themselves. A quorum of CAC members was present. Carolyn Wilson Green was nominated, seconded and elected as Chair of CAC.</p>
Approval of May 1, 2014 Meeting Summary Notes	<p>Carolyn Wilson Green took over as Chair of the meeting.</p> <p>Donna Jurick made a motion to approve the summary notes from the May 1, 2014 CAC meeting; Jennifer Ramm seconded the motion. Summary notes were approved.</p>
Introduction of AARTS and its application for recognition as an accrediting agency	<p>Dr. Sharfman introduced himself as Director of AARTS. Dr. Fryshman was Director for many years prior to Dr. Sharfman. An overview of AARTS accreditation was given by Dr. Sharfman.</p>
Review of AARTS accreditation process	<p>Dr. Fryshman explained the accreditation process, which includes both documents and in-person site visits.</p>
Open discussion of AARTS application for recognition	<p>Wilson Green thanked AARTS for the detailed materials provided and opened the discussion for questions.</p>

<p>Faculty qualifications</p>	<p>Wilson Green asked about AARTS accreditation guidelines and the emphasis of quality of faculty.</p> <p>Dr. Sharfman stated an institutional survey completed by each institution requires inclusion of faculty curriculum vitae. AARTS also has a faculty member from another AARTS-accredited institution on all site visits. The faculty member interacts with students and faculty. The faculty site visitor has a wide-ranging discussion regarding education, mission, and outcomes of the institution. Reputational aspects of the institution's faculty are also taken into consideration. This information is included in the visit report.</p> <p>Dr. Fryshman further explained that the visiting team visits classes in progress to determine teaching effectiveness. Students are carefully listened to regarding teacher effectiveness.</p>
<p>Requirements of faculty degrees</p>	<p>Wilson Green asked if certain degrees were required for faculty. Dr. Sharfman explained faculty have degrees with at least terminal degrees, if not PhDs.</p> <p>Dr. Fryshman said these types of degrees are not as structured as the traditional baccalaureate degree. In the field covered by AARTS-recognized schools, the terminal degrees are understood. AARTS also looks at experience and reputation. The accreditor can do this because the community is small. Many faculty have spent time at the BMG School of New Jersey [Beth Medrash Govoha], the preeminent school in this area. This is one aspect AARTS considers, although it is not a hard and fast requirement.</p>
<p>Locations of AARTS schools</p>	<p>Wilson Green asked for the demand for AARTS-recognized schools in Texas.</p> <p>Dr. Sharfman confirmed there are no schools yet in Texas, as many are located on the East Coast. Dr. Sharfman said there are important Jewish communities in Houston and Dallas. While AARTS doesn't have polling data, it knows there are Texas students attending AARTS-accredited institutions. At this time, they need to travel out-of-state. Dr.</p>



	<p>Sharfman did not know of any immediate plans to start an AARTS-accredited school in Texas, but felt it was beneficial to have recognition by Texas. He said it is important for a Texas resident to have a degree recognized in Texas even if the school isn't located there.</p> <p>Dr. Fryshman noted a Dallas community of scholars has had a positive impact on growth. They might consider becoming accredited if AARTS is recognized in Texas. Dr. Fryshman sees the elements of growth in Texas.</p>
Commission members	<p>Wilson Green asked if AARTS anticipates having Commission members from Texas. Dr. Sharfman said there were certainly no barriers. The Commission members are elected, so staff may recommend, but doesn't decide.</p>
Technology standards	<p>Jurick asked about instructional technology and computer usage, and if most instruction was on a direct classroom model. Dr. Sharfman explained AARTS is not recognized by the US Department of Education for distance education. There are some schools that use technology, but it is not required. Particularly, there are enormous library collections online. One of the AARTS standards involves library collections. Some AARTS-recognized schools have shown extensive databases during site visits. Students also take notes on laptops. However, AARTS is really interested in the actual learning that takes place, not the technology used or not used.</p> <p>Dr. Fryshman added his position, shared by many in the community, that when preparing students for scholarship, the interaction between master and student is important. Technology can separate this person-to-person interaction.</p> <p>Dr. Sharfman explained they have found AARTS faculty develop very close person-to-person interactions with students.</p>
Motion to recommend AARTS for recognition	<p>Motion made by Dianna Miller to approve. Jurick seconded the motion: The Certification Advisory Council recommends recognition of the Association of Advanced Rabbinical and Talmudic</p>

	Schools as an accrediting agency in Texas. Motion passed unanimously.
Next approval process steps explained	Maeyaert explained that the recommendation is sent to a Coordinating Board Committee and then to the quarterly Coordinating Board meeting. Dr. Peebles stated the deadline had passed for the next Coordinating Board committee meeting, so will go to meetings in March and April. This was acceptable to AARTS representatives.
Next meeting and overview of 2015	<p>The CAC members were provided with a schedule of upcoming meetings. Meetings generally begin at 10:00 a.m., but the time was adjusted for today.</p> <p>Next scheduled meeting is January 29, 2015. CAC members were asked to add meeting dates to their calendars. Maeyaert stated her hope to have a sixth member of CAC by the next scheduled meeting.</p> <p>Maeyaert stated she expects the CAC members may have at least two new school applications to review in 2015. There will also be two renewal applications, one is a 2<sup>nd</sup> renewal and one is a first—time renewal.</p>
Adjournment	Wilson Green made a motion to adjourn. Meeting adjourned.

**TITLE 19 EDUCATION**

**PART 1 TEXAS HIGHER EDUCATION COORDINATING BOARD**

**CHAPTER 1 AGENCY ADMINISTRATION**

**SUBCHAPTER Q COMMUNITY AND TECHNICAL COLLEGE LEADERSHIP COUNCIL**

**§1.199 Authority and Specific Purposes of the Community and Technical College Leadership Council**

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, §61.062(e).

(b) Purposes. The Community and Technical College Leadership Council is created to provide the Commissioner and the Board with advice and recommendations on issues relevant to community, technical and state colleges.

**§1.200 Definitions**

The following words and terms, when used in this subchapter, shall have the following meanings.

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Public Junior College--As defined in Texas Education Code, §61.003(2).
- (4) Public Technical College--A component part of the Texas State Technical College System.
- (5) Public State College--As defined in Texas Education Code, §61.003(16).
- (6) Public technical institute--As defined in Texas Education Code, §61.003(7).
- (7) Interested persons--Persons who attend Council meetings as representatives of stakeholder entities and any other persons who have made their interest in the work of the Council known to its presiding officer. Such interested persons may participate in Council discussions, as invited by the presiding officer to do so, but do not have the authority to cast votes.

**§1.201 Council Membership and Officers**

(a) Membership shall consist of presidents, chancellors and governing board members of public junior, technical and state colleges. Half of the membership (at least 6, but not more than 12) shall consist of presidents or chancellors of public junior, technical and state colleges, and the other half (at least 6, but not more than 12) shall consist of members of the boards of regents or trustees of public junior, technical and state colleges.

(b) The Community College Association of Texas Trustees (CCATT), or its successor, will nominate trustees of public community colleges to serve on the Council. At least one trustee will be selected by CCATT from each of the Very Large, Large and Small Public Junior College classification groups as defined in the Community College Accountability System. At least two of the trustees will be selected from the Medium accountability group. The trustees so selected will be recommended to the Board for appointment to the Council by Board staff.

(c) At least one trustee will be selected by Board staff and recommended to the Board for appointment

from the nominations submitted by the chairs of the board of regents for public technical institutes.

(d) The Texas Association of Community Colleges (TACC), or its successor, will nominate chancellors or presidents to serve on the Council. TACC will select at least one Council member from each of the public junior college accountability groups, except Medium, which will have at least two Council members. The chancellors or presidents so selected will be recommended to the Board for appointment to the Council by Board staff.

(e) The chancellors of public technical institute campuses may nominate themselves or a system president. At least one Council member will be selected from these nominations by Board staff and recommended to the Board for appointment.

(f) A college or college district may not have more than one trustee, regent, chancellor or president serve on the Council at one time.

(g) When a Council member's term ends, nominations for the replacement member will only be accepted from the colleges in the same accountability group the leaving member represented. Small replaces Small, trustee replaces trustee, and so forth. Nominations to replace members whose terms have expired will be held yearly.

(h) Interested persons, such as members of the Texas Association of Community Colleges, the Community College Association of Texas Trustees, and legislative and governmental relations staff will be regularly advised of Council meetings.

(i) The number of Council members shall not exceed twenty-four (24).

(j) Members of the Council shall select the chair and vice-chair who will each serve two-year terms. The vice-chair shall succeed as the presiding chair every two years.

(k) Members shall serve for three-year staggered terms except an individual who serves first as vice-chair and then chair. That individual shall serve a maximum of four years.

(l) If a member drew a one-year or two-year term in June 2013, then that member is hereby reappointed to the committee for a term to expire June 1, 2017.

### **§1.202 Duration**

The Council shall be abolished no later than October 31, 2017 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

### **§1.203 Meetings**

The Council shall meet at least quarterly. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Council.

### **§1.204 Tasks Assigned to the Council**

Tasks assigned to the Council include:

(1) Build collaborative relationships that will allow the state to leverage and scale the positive results of improvement initiatives and partnerships at public community, technical and state colleges;

(2) In collaboration with the Board's Undergraduate Education Advisory Committee and presidents and trustees of public junior, technical or state colleges, identify areas to reinforce the distinctive mission of

community, technical and state colleges and develop policy recommendations to ensure seamless student progress through the educational pipeline linking with the K-12 system, adult education and four-year institutions;

(3) Beginning in 2016, provide guidance for how community college districts develop targets to meet statewide goals set by the next higher education plan post-Closing the Gaps by 2015;

(4) Review the legislative agenda of the Texas Association of Community Colleges and the Community College Association of Texas Trustees and provide legislative recommendations to the Board.

#### **§1.205 Report to the Board, Evaluation of Council Costs and Effectiveness**

The Council shall report recommendations to the Board twice per year. The Council shall also report Council activities to the Board to allow the Board to properly evaluate the Council's work, usefulness, and the costs related to the Council's existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

**TEXAS HIGHER EDUCATION COORDINATING BOARD**

**Minutes**

**Community and Technical College Leadership Council**

**1200 East Anderson Lane, Room 1.170**

**Austin, Texas**

**June 11, 2015, 10:00 a.m.**

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

<b>AGENDA ITEM</b>	<b>ACTION</b>
1. Welcome and Committee Chair's meeting overview	<p>The Committee convened at 10:00 a.m.</p> <p>The following committee members present:</p> <p>Charles Weaver, Central Tx College George Black, Galveston College Greg Powell, Panola College K. Paul Holt, McLennan Community College Marie Flickinger, San Jacinto College Mark Escamilla, Del Mar College Millicent Valek, Brazosport College</p> <p>The following committee members were not present:</p> <p>Anita Shackelford, Southwest Tx Junior College Jeremy McMillen, Grayson College Mike Reeser, Tx State Technical College William Serrata, El Paso College</p> <p>Staff present:</p> <p>David Gardner, Deputy Commissioner, Academic Planning and Policy Linda Battles, Deputy Commissioner, Agency Operations and Communications John Wyatt, Director, External Relations Rex Peebles, Assistant Commissioner, Academic Quality and Workforce Garry Tomerlin, Deputy Assistant Commissioner, Workforce Julie Eklund, Interim Assistant Commissioner, Strategic Planning and Funding David Young, Senior Director, Strategic Planning and Funding Mary Smith, Interim Assistant Commissioner, College Readiness and Success Kristin Kramer, Deputy Assistant Commissioner, Student Success</p>

AGENDA ITEM	ACTION
	Jennifer Phelps updated the Council on the 2015 Community College Association of Texas Trustees Annual Conference (CCATT) held in San Antonio. An estimated 140 participants attended the conference, up from 25-30 just two years ago.
2. Consideration of minutes from June 11, 2015 meeting	<p>On motion by Charles Weaver, the Council approved the minutes.</p> <p>On recommendation by George Black, the minutes from the December meeting were acknowledged as documentation of what was discussed at the meeting since a quorum was not present.</p>
3. Update relating to the 84 <sup>th</sup> Legislative Session	John Wyatt briefed the Council on the Texas legislative recommendations adopted by the Board prior to the start of the session and provided an overview of key CTC bills passed/not passed by the 84 <sup>th</sup> Legislature. HB 1583 which requires community colleges to offer at least 5 nursing, health science, and career and technical education programs as "block scheduled" was discussed at length by the Council.
4. Update concerning Formula Funding calculations for the biennial budget	Julie Eklund presented a chart outlining the amount of money appropriated institutions of higher education by the 84 <sup>th</sup> Legislature. She explained funding for each institution level and reviewed community college formula funding for the 2016-2017 biennium and explained the formula.
5. Update concerning College Readiness and Student Success Initiatives	Kristin Kramer, Deputy Assistant Commissioner, College Readiness and Success, discussed Judy Loredó's retirement and Mary Smith's interim role. Discussed SB 1776 related to high school prep courses and college readiness.
6. Discussion of next Higher Education Strategic Plan	David Gardner, Deputy Commissioner for Academic Planning and Policy/Chief Academic Officer, provided an overview. Discussed how 3000 copies were distributed around the state and feedback from the recipients was being incorporated into the plan. Discussed the importance of higher education and the future economy of the state.
7. Discussion of future agenda items and meeting dates	The Council discussed the outcomes from the 84 <sup>th</sup> Legislature, how the community college sector will be impacted and a strategy for moving forward to prepare for the next session.

AGENDA ITEM	ACTION
	<p>The Council members discussed how they can work with The agency during the legislative interim.</p> <p>Rules related to the requirement of community colleges to adopt "block scheduled" programs were discussed.</p> <p>The next meeting is scheduled for September 10, 2015.</p>
8. Adjournment	The meeting adjourned at 12:40 p.m.



**TEXAS HIGHER EDUCATION COORDINATING BOARD**

**Minutes**

**Community and Technical College Leadership Council**

**1200 East Anderson Lane, Room 1.170**

**Austin, Texas**

**September 10, 2015, 10:00 a.m.**

*The webcast of this meeting is available at the following link: <http://www.theccb.state.tx.us/apps/Events/>*

<b>AGENDA ITEM</b>	<b>ACTION</b>
1. Welcome and Committee Chair's meeting overview	<p>The Committee convened at 10:10 a.m.</p> <p>The following committee members present:</p> <p>Charles Weaver, Central Tx College George Black, Galveston College Greg Powell, Panola College K. Paul Holt, McLennan Community College Marie Flickinger, San Jacinto College Mike Reeser, Tx State Technical College Millicent Valek, Brazosport College</p> <p>The following committee members were not present:</p> <p>Anita Shackelford, Southwest Tx Junior College Jeremy McMillen, Grayson College Mark Escamilla, Del Mar College William Serrata, El Paso College</p> <p>Staff present:</p> <p>David Gardner, Deputy Commissioner, Academic Planning and Policy Linda Battles, Deputy Commissioner, Agency Operations and Communications Rex Peebles, Assistant Commissioner, Academic Quality and Workforce Garry Tomerlin, Deputy Assistant Commissioner, Workforce Julie Eklund, Interim Assistant Commissioner, Strategic Planning and Funding Roland Gilmore, Program Director, Strategic Planning and Funding Jerel Booker, Deputy Assistant Commissioner, College Readiness Kristin Kramer, Deputy Assistant Commissioner, Student Success Terri Daniels, Assistant Director, Developmental Adult Education</p>

AGENDA ITEM	ACTION
2. Consideration of minutes from June 11, 2015 meeting	On motion by Charles Weaver, seconded by George Black, the Committee approved this item.
3. Update concerning adoption of rules related to HB 1583, Block Scheduling	Rex Peebles, Assistant Commissioner for Academic Quality and Workforce provided an update on HB 1583, related to Block Scheduling of specific programs. Explained the purpose of block scheduling, how the Coordinating Board is developing rules via the negotiated rule making process, and other program characteristics.
4. Update concerning Multidisciplinary Associate Degrees	Rex Peebles, Assistant Commissioner for Academic Quality and Workforce updated the council on SB 1189 which requires community colleges to adopt Multidisciplinary Associate Degrees. Explained that rules have been published for public comment and anticipation of adoption of the rules at the October board meeting.
5. Update from the Texas Association of Community Colleges	<p>Millicent Valek, provided an update concerning the Texas Association of Community Colleges (TACC). She announced that Rey Garcia CEO/President has left the organization. She explained how the organization membership is currently engaged in the process of developing the job description and preparing the search for the new CEO/President.</p> <p>She explained that Dr. Martha Ellis is serving as part-time Interim CEO until a new search is completed.</p> <p>Jennifer Phelps provided an update on the Community College Association of Texas Trustees (CCATT) regarding the upcoming national trustee meetings to be held in San Diego.</p> <p>Discussed regional meetings related to a Gates Foundation grant to be held at Temple College on October 29, 2015. And a second meeting on November 5, 2015 at San Jacinto College.</p> <p>Steve Johnson provided a brief update concerning legislative priorities for the upcoming 85th legislative session.</p> <p>Discussed interim charges related to formula funding and sustainability of community colleges.</p>
6. Discussion of Student Success points and community college funding	Julie Eklund, Interim Assistant Commissioner, Strategic Planning and Funding, presented and provided Community College hand out explaining the biennium funding.

AGENDA ITEM	ACTION
	Briefed committee on contact hours, success points and funding. The council discussed the need to identify and develop a cycle to review and evaluate critical fields.
7. Discussion of the next Higher Education Strategic Plan	David Gardner, Deputy Commissioner, announced the Board approved the plan, 60X30TX at its July meeting. Discussed the importance of communicating the plan to all key stakeholders. Explained plans include priorities in meeting with Boards and conducting regional meetings. Discussed strategies in the plan pertaining to student debt and identifying marketable skills at an earlier stage for students.
8. Update concerning Texas Success Initiative Assessment, the past year and next steps	Kristen Kramer, Deputy Assistant Commissioner, Student Success and Terri Daniels, Assistant Director, Developmental Adult Education gave a presentation on Texas Success Initiative Assessment (TSIA). They provided an overview of Institute of Education Sciences (IES) grants, and provided an update on current changes in TSI and TSI assessments.
9. Discussion of future agenda items and meeting dates – Next Meeting – December 3, 2015	<p>Marie Flickinger announced the next meeting is scheduled for Thursday, December 3, 2015 and proposed meeting start time change to 10:30 am.</p> <p>The next meeting date is scheduled for December 3, 2015.</p>
10. Adjournment	The meeting adjourned at 12:10 pm.

**TEXAS HIGHER EDUCATION COORDINATING BOARD**

**Minutes**

**Community and Technical College Leadership Council**

**1200 East Anderson Lane, Room 1.170**

**Austin, Texas**

**December 3, 2015, 10:00 a.m.**

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

<b>AGENDA ITEM</b>	<b>ACTION</b>
1. Welcome and Committee Chair's meeting overview	<p>The Council convened at 10:20 a.m.</p> <p>The following Council members present:</p> <p>Charles Weaver, Central Texas College George Black, Galveston College Greg Powell, Panola College K. Paul Holt, McLennan Community College Marie Flickinger, San Jacinto College Jeremy McMillen, Grayson College William Serrata, El Paso College</p> <p>The following Council members were not present:</p> <p>Anita Shackelford, Southwest Texas Junior College Mark Escamilla, Del Mar College Mike Reeser, Texas State Technical College Millicent Valek, Brazosport College</p> <p>Staff present:</p> <p>David Gardner, Deputy Commissioner, Academic Planning and Policy Linda Battles, Deputy Commissioner, Agency Operations and Communications Rex Peebles, Assistant Commissioner, Academic Quality and Workforce Garry Tomerlin, Deputy Assistant Commissioner, Workforce Julie Eklund, Interim Assistant Commissioner, Strategic Planning and Funding Roland Gilmore, Program Director, Strategic Planning and Funding Jerel Booker, Deputy Assistant Commissioner, College Readiness John Wyatt, Director, External Relations</p>

AGENDA ITEM	ACTION
2. Consideration of minutes from September 10, 2015 meeting	On motion by K. Paul Holt, seconded by George Black, the Council approved this item.
3. Discussion of Legislative Priorities 85 <sup>th</sup> Session	John Wyatt, Director for External Relations provided an overview of topics currently under consideration for Board adoption as legislative priorities during the 85th session.
4. Update concerning adoption of rules related to HB 1583, Block Scheduling	Rex Peebles, Assistant Commissioner for Academic Quality and Workforce updated the Council on rules adopted related to HB 1583, Block Scheduling. He also provided details concerning staff planning for a workshop related to block scheduling. The Council members provided input concerning what types of sessions would be beneficial to the administrators from their colleges.
5. Update concerning Multidisciplinary Associate Degrees	Rex Peebles, Assistant Commissioner for Academic Quality and Workforce gave an update concerning Multidisciplinary Associate Degrees.
6. Update from the Community College Association of Texas Trustees	Jennifer Phelps provided an update on the November new trustee training conference hosted by the Coordinating Board. She briefed the Council on recent regional meetings held in Temple and Houston.
7. Update from the Texas Association of Community Colleges	Steve Johnson provided an update on activities related to the Texas Association of Community Colleges (TACC). Discussed that TACC had a series of upcoming meetings scheduled to discuss legislative priorities for the 85th session.
8. Discussion of upcoming committee report to the Board	Marie Flickinger informed the council members she was scheduled to update the Board about activities related to the Council's work at the January meeting. She solicited input from the members present about topics to discuss in her presentation.
9. Discussion of future agenda items and meeting dates – Next Meeting – March 3, 2016	Marie Flickinger announced the next meeting is scheduled for Thursday, March 10, 2015. Council members had scheduling conflicts and determined it was best to reschedule the next meeting for March 3, 2015.
10. Adjournment	The meeting adjourned at 12:15 pm.

**PART 1 TEXAS HIGHER EDUCATION COORDINATING BOARD**

**CHAPTER 1 AGENCY ADMINISTRATION**

**SUBCHAPTER T ENGINEERING FIELD OF STUDY ADVISORY COMMITTEE**

**§1.220 Authority and Specific Purposes of the Engineering Field of Study Advisory Committee**

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, §61.823(a).

(b) Purpose. The Engineering Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Engineering field of study curricula.

**§1.221 Definitions**

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Field of Study Curricula--The block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the engineering degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.
- (4) Institutions of Higher Education--As defined in Texas Education Code, §61.003(8).

**§1.222 Committee Membership and Officers**

- (a) The advisory committee shall be equitably composed of representatives of institutions of higher education.
- (b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.
- (c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution in a manner that permits direct input from faculty representatives in the field of study before nominating or recommending a person to the board as the institution's representative on an advisory committee.
- (d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.
- (e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.
- (f) The number of committee members shall not exceed twenty-four (24).
- (g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

### **§1.223 Duration**

The Committee shall be abolished no later than January 31, 2019 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

### **§1.224 Meetings**

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

### **§1.225 Tasks Assigned to the Committee**

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Engineering Field of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Engineering Field of Study Curricula; and
- (3) Any other issues related to the Engineering Field of Study Curricula as determined by the Board.

### **§1.226 Report to the Board; Evaluation of Committee Costs and Effectiveness**

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

## MINUTES –ENGINEERING FIELD OF STUDY COMMITTEE MEETING

JUNE 19, 2015

TEXAS HIGHER EDUCATION COORDINATING BOARD AUSTIN, TX

### COMMUNITY COLLEGE AND UNIVERSITY PARTICIPANTS PRESENT

#### **Collin College**

Mr. David P. Galley  
*Director of Engineering and Technology Programs*

#### **Del Mar College**

Dr. Daniel D. Lindley  
*Assistant Professor of Chemistry and Chemical Engineering*

#### **El Paso Community College**

Mr. Mariano Olmos  
*Associate Professor of Engineering and Discipline Coordinator*

#### **Houston Community College**

Mr. Bartlett M. Sheinberg  
*Director, West Houston Center for Science and Engineering*

#### **Kilgore College**

Mr. Dan McDonald  
*Instructor of Engineering*

#### **Richland College, DCCCD**

Mr. Roderick R. Crowder  
*Professor of Electrical Engineering and Program Coordinator*

#### **San Antonio College, ACCD**

Dr. Dan G. Dimitriu  
*Professor of Engineering*

#### **South Plains College**

Dr. Ramesh Krishnan  
*Professor of Engineering and Mathematics*

#### **South Texas College**

Mr. Martin W. Knecht  
*Faculty Member in Engineering*

#### **Tarleton State University**

Dr. Denise Martinez  
*Associate Professor of Engineering and Computer Science and Department Head*

#### **Texas A&M University**

Dr. Teri K. Reed  
*Assistant Vice Chancellor*

#### **Texas A&M University – Commerce**

Dr. Ilseok "Eddie" Oh  
*Associate Professor of Engineering and Technology and Department Head*

#### **Texas State University**

Dr. Lawrence Larson  
*Professor of Practice*

#### **The University of Texas at Austin**

Dr. John G. Ekerdt  
*Associate Dean for Research and Dick Rothwell Endowed Chair in Chemical Engineering*

#### **The University of Texas at Arlington**

Dr. Pranesh B. Aswath  
*Associate Dean for Graduate Affairs, College Of Engineering, and Professor of Electrical and Computer Engineering*

#### **The University of Texas at El Paso**

Dr. Patricia Nava  
*Associate Dean, College of Engineering, and Professor of Electrical and Computer Engineering*

#### **The University of Texas of the Permian Basin**

Dr. Forrest W. Flocker  
*Associate Professor of Mechanical Engineering and Chair of Engineering and Technology*

#### **The University of Texas at Tyler**

Dr. James K. Nelson  
*Dean, College of Engineering, and Professor of Civil Engineering*

### COMMUNITY COLLEGE AND UNIVERSITY PARTICIPANTS ABSENT

#### **Galveston College**

Dr. Connie Gomez  
*Engineering Curriculum Specialist*

#### **Lamar University**

Dr. Victor Zaloom, *Professor and Interim Dean, College of Engineering*



**McLennan Community College**  
Dr. April K. Andreas  
*Associate Professor of Engineering and Mathematics*

**Tarrant County College**  
Dr. Ruichao "Rachel" Zhang  
*Professor of Engineering*

**Prairie View A&M University**  
Dr. Shield Lin  
*Associate Dean, Roy G. Perry College of Engineering, and Professor of Mechanical Engineering*

**Texas A&M University – Kingsville**  
Dr. Larry Peel  
*Professor of Mechanical and Industrial Engineering and Department Chair*

#### **TEXAS HIGHER EDUCATION COORDINATING BOARD PARTICIPANTS PRESENT**

Dr. Rex C. Peebles  
*Assistant Commissioner*  
[rex.peebles@thecb.state.tx.us](mailto:rex.peebles@thecb.state.tx.us)

Dr. Mary Smith  
*Assistant Deputy Commissioner for Academic Planning and Policy; Interim Assistant Commissioner for College Readiness and Success*  
[mary.smith@thecb.state.tx.us](mailto:mary.smith@thecb.state.tx.us)

Dr. Garry Tomerlin  
*Deputy Assistant Commissioner for Workforce*  
[garry.tomerlin@thecb.state.tx.us](mailto:garry.tomerlin@thecb.state.tx.us)

Ms. Mindy Nobles  
*Program Director*  
[mindy.nobles@thecb.state.tx.us](mailto:mindy.nobles@thecb.state.tx.us)

#### **Committee Meeting Minutes and Attachments**

**Prepared by Bartlett M. Sheinberg, Recording Secretary**

#### **Meeting Archive Site:**

<http://www.thecb.state.tx.us/apps/Events/archive/webcast.cfm?youtube=F9mmO3x6-qw>

#### **Formal Charge to Engineering Field of Study Committee**

***“Identify the block of courses which may be transferred to a general academic teaching institution and which must be substituted for that institution's lower-division requirements for the engineering degree program into which the student transfers.”***

#### **General Discussion:**

- Nelson called the meeting to order at 10:08 AM
- Review of Meeting Agenda (**Attachment 1**)
- Nobles reviewed the charge to the committee and emphasized the importance of the Field of Study legislation as described in:
  - Education Code, Title 3, Subtitle B, Chapter 61, Subchapter A (**Attachments 2**) &
  - Texas Administrative Code TITLE 19 Education ,Part 1 Texas Higher Education Coordinating Board, Chapter 4 Rules Applying to All Public Institutions of Higher Education in Texas, Subchapter B Transfer of Credit, Core Curriculum and Field of Study Curriculum, Rule §4.32 Field of Study Curricula (**Attachment 3**)
- Nelson and Nobles reiterated the importance of the Engineering – Field of Study (E-FOS) with regard to “keeping the best interest of students” at the forefront as the E-FOS Committee moves forward with deliberations.
- Peebles provided an overview and addressed inquiries from the previous committee meeting concerning the interpretation of the relevant Texas Administrative Code (Attachment 3)

- Comments focused on the importance of the E-FOS serving as a block of courses, completed at the community college which will be accepted by receiving institutions (universities/four-year colleges) as being applied to their respective engineering degree.
- The block of courses represented by the E-FOS does not necessarily represent the totality of prerequisites and/or engineering courses which transferring students need for transfer and acceptance into the receiving institutions engineering program.
- The E-FOS courses **must** be applied, by the receiving institution, to the student's engineering degree.
- Nelson began discussions concerning the spreadsheet which was developed by Nelson's office and Nobles which reflect a collection of math, science and engineering courses, the correlation of the number of community college systems and campuses offering those courses, and the university engineering programs across the state which identify these courses as part of their respective degree programs. ACGM Matrix for Engineering Programs – Public Universities (**Attachment 4**)
- Nelson noted the mean and mode of the number of semester hours for engineering graduates has remained relatively constant over the past five years (Mean—128.06, Mode -128, with a spread from 120-137)
- Nelson proposed that the committee examine the data and utilize this data as the means of constructing consensus for courses included and excluded from the E-FOS.
- Evaluation of General Chemistry 1 and General Chemistry 2.
  - There was general agreement that the first semester of chemistry was a degree component for a substantial number of engineering degree programs, and it was recognized that there was sufficient variance among the university committee members (receiving institutions) such that it was concluded that neither General Chemistry 1 or General Chemistry 2 would be included as elements within the E-FOS.
    - As example, some university engineering programs assume that students arrive with General Chemistry 1 and this course is not a dedicated course in their engineering degree program. Other programs utilize Chemistry for Engineers course (four hours) which is part of the engineering degree and is based upon an assumed knowledge of general concepts obtain in General Chemistry 1 and 2. Neither of these General Chemistry courses is considered as courses in the respective engineering degree programs.
  - Considerable discussion regarding providing recommendations to students, in the form of footnotes to the proposed E-FOS, however, the committee agreed that no footnotes should be included, for the sake of simplicity.
  - During the discussion Reed (TAMU) posed the question regarding a “typical size” for the E-FOS and the correlation of the E-FOS to the state core requirements.
  - CB staff provided documentation concerning the composition of the core requirements. THECB staff provided a summary of the core requirements (**Attachment 5**)
  - Several committee members asked for clarification regarding multiple E-FOS's, i.e. individual engineering programs. Nelson suggested that the committee move forward with analyzing the respective science, math and engineering course candidates and determine if multiple E-FOS documents would best serve transferring students.
  - Issues of the inclusion of General Chemistry 1 and/or General Chemistry 2 into the E-FOS were discussed and it was restated that any course(s) included in the E-FOS mandated that all receiving institutions must accept one or both of these courses as part of the degree program.
  - Due to the variance in how these chemistry courses are used in various university programs, it was decided that inclusion of either of these chemistry courses would pose a difficulty as mandated courses within the e-FOS. However, this does not imply that one

or both of these courses are not pre-requisites for other engineering programs and the student and community college advisors must be aware of this issue.

- This presents an important issue with respect to those students who self-advise.
- It was noted by Mary Smith that General Chemistry 2 is included in the 2002 E-FOS document and that this 2002 document has not been effective in terms of its intended use.
- It was emphasized that courses embedded within the E-FOS mandate that the receiving institution must find a way to use that course as part of the degree.
- Peebles was asked by Nelson to investigate this issue of courses such as General Chem 1 and/or General Chem 2 which may or may not be a formal component of university engineering degree programs and for options on how this issue could be addressed if these courses were or were not included in the E-FOS.
- For the present, it was decided unanimously by the E-FOS committee that neither General Chemistry course would be included in the E-FOS.
- The next science course considered was the four hour version of University Physics 1 and 2 as defined in the Academic Course guide Manual (ACGM)  
<http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/acgm.htm>
- The four hour version includes the three-hour lecture course and the addition one hour lab course as well as the four hour course which combines lecture and lab together.
  - There was unanimous agreement among the university committee members that University Physics 1 and University Physics 2, whose course outcomes were defined in the ACGM, are appropriate courses to be placed in the E-FOS.
  - The University Physics series satisfies the Core science requirements.
- The next subject area to be considered was mathematics: the calculus series and differential equations course.
  - Calculus Series
    - Community colleges which offer engineering courses will typically have three semester calculus series.
    - Considerable discussion regarding standard and accelerated calculus classes offered at some community colleges and how those courses would be received for credit by the receiving institutions.
    - Discussion among the E-FOS university committee members regarding the temporal variance in the introduction calculus concepts in Calculus 2 and/or Calculus 3 and the variance of these concepts with respect to the ACGM outcomes.
    - There was consensus among the E-FOS university committee members that they would accept the three semester calculus series if all courses are taken at one or more than one community college. This is based upon the assumption that the three semester series satisfied the respective ACGM outcomes.
    - Peebles was asked to examine how the three semester lower division calculus series would transfer to some universities as satisfying the two course calculus series, resulting in a loss of four credit hours to the student. Peebles noted that he would examine this issue with respect to course equivalency such that the additional four hours would not materially affect the number of semester hours for graduation at the receiving institution.
    - There was unanimous agreement that the three semester calculus series satisfies the non-differential mathematics requirements of the E-FOS university committee members and that the three semester calculus series is recommended for inclusion in the E-FOS block of courses.
  - Differential Equations (DiffEq)
    - Discussion concerning the perception among several community college members that DiffEq was primarily taught as a junior level course and/or that

there was not necessarily sufficient demand for the course at the lower division level.

- DiffEq is listed in the ACGM and is required for ABET accredited engineering programs
  - As noted in the ACGM Matrix (Attachment 4) there is substantial variance in the number of community colleges offering DiffEq.
  - It was noted that a significant number of university committee members do not teach DiffEq based upon the outcomes stated in the ACGM. The university courses often contain additional concepts related to specific engineering programs and/or combination of other mathematics classes.
  - Based upon these discussion points, the E-FOS committee unanimously agreed that DiffEq should not be included in the E-FOS block of courses due to the significant degree of conceptual course concept variance in some universities.
  - It was strongly noted by the E-FOS committee members that students and academic advisors should be aware of the transfer issues from the community college to various university engineering programs.
- General Discussion Points – Post Science and Mathematics Discussion
    - The content of the E-FOS courses should remain compatible with the ACGM and is not in the purview of the E-FOS committee.
    - The E-FOS committee can determine which courses should be in the E-FOS. There is no maximum or minimum number of courses for inclusion in the E-FOS.
    - If a course is not listed in the E-FOS, it does not preclude the recipient institution from accepting that course as part of the respective degree plan.
    - The E-FOS does not negate the ability of any community college to negotiate an articulation agreement with a college or school of engineering, or a specific department within that school or college.
    - The E-FOS is not a program, rather, it prescribes a block of courses which must be accepted into an engineering program upon transfer from a community college.
    - Based upon Sec. 61.823 (Attachment 3), a student who does not complete the E-FOS can have their transcript evaluated on a course by course basis regarding transfer into an engineering degree program, and the student must receive academic credit for each FOS course the student has completed.
    - The E-FOS committee members agreed that no footnotes will be provided in the E-FOS for the sake of simplicity and clarity.
    - The E-FOS committee will review recommendations, in total, by the E-FOS committee before it is presented to the THECB and final recommendations will be subject to revision by mandated public comment.
  - Resolved Issues
    - General Chemistry 1 and General Chemistry 2 are not recommended for inclusion in the E-FOS.
    - University Physics 1 and University Physics 2 (four hour course) are recommended for inclusion in the E-FOS
    - The three course sequences of Calculus 1, Calculus 2 and Calculus 3 (in conformity with ACGM outcomes) are recommended for inclusion in the E-FOS.
    - Differential equations is not recommended for inclusion in the E-FOS
    -
  - Topics for Next Meeting
    - Discussion on relevant ENGR courses which should be placed into the E-FOS.
    - Based upon discussions, decide if there should be a single E-FOS or multiple E-FOS documents, based upon the capability of the E-FOS document(s) to provide students/advisors with clear transfer pathways.

**Engineering Field of Study Action Items – June 19, 2015**

<b>Responsibility</b>	<b>Committee Action Items</b>	<b>Due Date</b>
<b>ENGR Field of Study Committee</b>	<u><b>Full Committee Action Items</b></u> <ol style="list-style-type: none"> <li><b>1. Review ENGR courses currently listed in the 2002 E-FOS and those which could be candidates for inclusion in the 2015 E-FOS.</b></li> <li><b>2. Review voluntary articulation compacts regarding course sequences and ENGR lower division courses</b></li> </ol>	<b>Next Meeting August 14, 2015</b>
<b>THECB Staff</b>	<ol style="list-style-type: none"> <li><b>1. Review ENGR courses which are recommended for deletion from the ACGM.</b></li> <li><b>2. Rex Peebles to provide recommendations and analysis concerning the three course sequence of calculus regarding direct transfer and acceptance from receiving institutions who use a calculus two course sequence and insure that neither the student nor the receiving university are adversely affected by this transfer.</b></li> </ol>	

## MINUTES –ENGINEERING FIELD OF STUDY COMMITTEE MEETING

AUGUST 14, 2015

TEXAS HIGHER EDUCATION COORDINATING BOARD AUSTIN, TX

### COMMUNITY COLLEGE AND UNIVERSITY PARTICIPANTS PRESENT

#### **Del Mar College**

Dr. Daniel D. Lindley  
*Assistant Professor of Chemistry and Chemical Engineering*

#### **El Paso Community College**

Mr. Mariano Olmos  
*Associate Professor of Engineering and Discipline Coordinator*

#### **Galveston College**

Dr. Connie Gomez  
*Engineering Curriculum Specialist*

#### **Houston Community College**

Mr. Bartlett M. Sheinberg  
*Director, West Houston Center for Science and Engineering*

#### **Kilgore College**

Mr. Dan McDonald  
*Instructor of Engineering*

#### **Lamar University**

Dr. Victor Zaloom, *Professor and Interim Dean, College of Engineering*

#### **Prairie View A&M University**

Dr. Shield Lin

#### **Texas A&M University**

Dr. Teri K. Reed  
*Assistant Vice Chancellor*

#### **Texas A&M University – Commerce**

Dr. Ilseok "Eddie" Oh  
*Associate Professor of Engineering and Technology and Department Head*

#### **Texas State University**

Dr. Lawrence Larson  
*Professor of Practice*

*Associate Dean, Roy G. Perry College of Engineering, and Professor of Mechanical Engineering*

#### **San Antonio College, ACCD**

Dr. Dan G. Dimitriu  
*Professor of Engineering*

#### **South Plains College**

Dr. Ramesh Krishnan  
*Professor of Engineering and Mathematics*

#### **South Texas College**

Mr. Martin W. Knecht  
*Faculty Member in Engineering*

#### **Tarleton State University**

Dr. Denise Martinez  
*Associate Professor of Engineering and Computer Science and Department Head*

#### **Tarrant County College**

Dr. Ruichao "Rachel" Zhang  
*Professor of Engineering*

#### **Texas A&M University – Kingsville**

Dr. Larry Peel  
*Professor of Mechanical and Industrial Engineering and Department Chair*

#### **The University of Texas at Austin**

Dr. John G. Ekerdt  
*Associate Dean for Research and Dick Rothwell Endowed Chair in Chemical Engineering*

#### **The University of Texas at Arlington**

Dr. Pranesh B. Aswath  
*Associate Dean for Graduate Affairs, College Of Engineering, and Professor of Electrical and Computer Engineering*

**Continued**

**The University of Texas at El Paso**

Dr. Patricia Nava

*Associate Dean, College of Engineering, and  
Professor of Electrical and Computer  
Engineering*

*Associate Professor of Mechanical Engineering  
and Chair of Engineering and Technology*

**The University of Texas at Tyler**

Dr. James K. Nelson

*Dean, College of Engineering, and  
Professor of Civil Engineering*

**The University of Texas of the Permian Basin**

Dr. Forrest W. Flocker

**COMMUNITY COLLEGE AND UNIVERSITY PARTICIPANTS ABSENT**

**Collin College**

Mr. David P. Galley

*Director of Engineering and Technology Programs*

**McLennan Community College**

Dr. April K. Andreas

*Associate Professor of Engineering and Mathematics*

**Richland College, DCCCD**

Mr. Roderick R. Crowder

*Professor of Electrical Engineering  
and Program Coordinator*

**TEXAS HIGHER EDUCATION COORDINATING BOARD PARTICIPANTS PRESENT**

Dr. Garry Tomerlin

*Deputy Assistant Commissioner for Workforce*

[garry.tomerlin@thehb.state.tx.us](mailto:garry.tomerlin@thehb.state.tx.us)

Ms. Mindy Nobles

*Program Director*

[mindy.nobles@thehb.state.tx.us](mailto:mindy.nobles@thehb.state.tx.us)

## **Committee Meeting Minutes, Insertions, and Attachments**

**Prepared by Bartlett M. Sheinberg, Recording Secretary**

**Meeting Archive Site:**

<http://www.thehb.state.tx.us/apps/Events/archive/webcast.cfm?youtube=3iwlhbHPSDA>

**Formal Charge to Engineering Field of Study Committee**

*“Identify the block of courses which may be transferred to a general academic teaching institution and which must be substituted for that institution's lower-division requirements for the engineering degree program into which the student transfers.”*

**General Discussion:**

- Nelson called the meeting to order at 10:03 AM
- Review of Meeting Agenda (*Attachment 1*)
- Approval of June 19, 2015 Meeting Minutes
- Nelson provided an overview to members of the Engineering Field of Study Committee regarding:
  - Recognized Constraints
  - Supporting Considerations

- “Where We Stand Today” and
- Considerations for Moving Forward
- Committee Discussion
  - Nelson distributed a handout, “Considerations Regarding the Engineering Field of Study,” that summarized constraints, considerations, and options for moving forward with fulfilling the committee’s charge. (*Attachment 2*)
  - Committee members raised questions regarding transfer of credit hours to the receiving institution from another community college or another university regarding the three calculus course series. There are some receiving institutions that require only two calculus courses and/or the course content at the receiving institution for a two semester calculus course may include concepts from the three course series offered at other institutions. Nelson and Nobles emphasized the point which had been made by Rex Peebles (THECB) that any additional semester hours over the receiving institution’s program requirements that were transferred by the student would not be counted toward the major. Nobles reminded the committee that Peebles had said this scenario should be provided as a footnote to the Engineering Field of Study (E-FOS) courses.
  - Early in the discussion E-FOS committee members noted that there was strong consensus among their respective faculty regarding the inclusion of a technical writing course within the E-FOS. This discussion included the importance of technical communications, not merely writing, with regard to meeting ABET criteria at the receiving engineering college. While there was unanimous agreement regarding the importance of this course, there was also discussion regarding the differences among the receiving institutions regarding whether this course should be an English course or a course offered through the ENGR departments. Some committee members mentioned that technical communication concepts were often incorporated into Introduction to Engineering courses.
  - Regarding *Option 3* of Nelson’s “Considerations” handout (*Attachment 2*), there was unanimous agreement that moving forward with multiple E-FOS would be counter-productive for the student (and by implication community college advising staff) and this option was dismissed as a viable option for the committee.
  - The mention of the Introduction to Engineering course demonstrated that there exists strong interest in incorporating a “basic” Introduction to Engineering into the E-FOS. Nelson provided a historical perspective going back to the 2009 Engineering Voluntary Compact (<http://www.thecb.state.tx.us/index.cfm?objectid=91C8B483-AAAA-A9D5-ED09D7E8FC15228B>). Discussion during the formulation of the Voluntary Compacts demonstrated the strong degree of university ownership of these introductory courses and the significant variance of course content and concepts among universities and colleges.
  - E-FOS committee members affirmed the continued variance in content and concept delivery of this course across the state. However, the community college E-FOS committee members reiterated the importance of this course at the community college level – a first introduction of engineering concepts, topic areas and degree options for incoming students.
  - While not part of the formal charge to the E-FOS committee, Nelson recommended that the committee ask the THECB to consider convening a meeting of community college and university faculty to study the basic elements of the course, including revisions in the ACGM if necessary. Based upon the findings, the group could determine if a revised one or two credit hour Intro course could be reconsidered by receiving institutions as compatible with college and department engineering course requirements. If this process took place, Nelson and the E-FOS committee agreed that such a revised course could be considered as a component of a future E-FOS.



- During lunch, Nelson and Sheinberg worked on a draft request to the THECB to convene such a committee, and the document was reviewed, revised, and adopted by the committee. The statement is part of the committee meeting minutes and provided below.
  - Dimitriu reminded Nelson of the concept paper that Nelson had presented to the Voluntary Compact committee in 2009 and requested that the paper be included with the August 14, 2015 minutes to provide historical context and possible future considerations. Nelson agreed to incorporate that paper into the EFOS meeting minutes (*Attachment 3*).
  - After further discussion of the *Options* presented in the “Considerations” handout, there was unanimous agreement that *Option 4* did not constitute a viable solution for the E-FOS committee.
  - In concert with the previous discussions concerning the Voluntary Compacts, a number of the E-FOS Committee members noted that these compacts provided a detailed guide for students who were interested in examining various engineering program options.
  - Nelson noted that there were no curricular constraints placed upon participants in the Voluntary Compact agreements. The agreement aligned courses and outcomes which originated from the ACGM and provided transfer guidance with respect to courses, not specific course content. In contrast to the E-FOS charge, there is no requirement that universities accept a Compact course for credit toward a program if that program does not require the course.
  - The E-FOS Committee focused on examining “Considerations” *Options 1 & 2*.
  - Committee members from UT Arlington, UT Austin, Texas A&M University, as well as a number of other institutional representatives, noted that based upon examination and correlation of the ACGM Engineering courses with similar university lower division courses, they found that the ACGM courses do not “map onto” their current engineering courses. The differential is probably based upon differing emphasis in concepts at each engineering college (and departments). Thus, there were not specific ENGR prefixed courses which should be incorporated into the E-FOS.
  - Engineering statics (ENGR 2301) was the strongest candidate to be included in the E-FOS. However, not all engineering programs, within the same colleges of engineering and among different receiving institutions, require the course as part of their degree sequences. As a result of these points, the committee rejected *Option 2*.
  - The E-FOS committee concluded that *Option 1*, coupled with an explanatory trailing paragraph, should comprise the recommended technical courses that will go forward for the public comment period. These include Calculus I, II, and III and University Physics I and II. During lunch, a work group drafted a trailing statement for the committee’s review.
  - The Committee discussed the possibility of incorporating non-technical courses into the E-FOS. Candidates included technical communications, ethics, and the two course economic series.
  - There was considerable discussion on the inclusion of “core” required courses into the E-FOS and if it was appropriate to place these courses into the E-FOS. (*Attachment 4*)
  - Based upon similar discussions to the technical courses, the Committee agreed that there exists a significant variance in the course structures at the receiving institutions and decided not to place any of these courses in the E\_FOS.
  - Statements drafted by the committee
    - After considerable review the following documents were approved for inclusion into the meeting minutes:
-

## Recommendation to THECB Regarding Introduction to Engineering

*The Engineering Field of Study Committee recommends that the Texas Higher Education Coordinating Board form a statewide committee to investigate the possibility of a redesigned Introduction to Engineering course that could be completed by all engineering students and that may be accepted by all higher education institutions as a part of their respective engineering degree requirements. This course is deemed to be important for beginning students so that they become aware of various engineering disciplines and are prepared for further engineering study. The committee would be expected to develop a consensus catalog description, semester credit hour requirement, and consensus student learning outcomes for the course, using the most recent Academic Course Guide Manual as a starting point for discussions. The committee should be composed of faculty representing Texas community colleges and universities. The recommendations of this committee should be distributed for public comment and considered for possible future inclusion in the Engineering Field of Study.*

### Engineering Field of Study Supplemental

*The FOS courses will transfer to all public institutions. The credit hours transferred may vary. Students should meet with their academic advisor prior to enrolling each semester to discuss the Engineering FOS and whether to take specific engineering courses that may be required by the institution to which they plan to transfer.*

*Students are **strongly** encouraged to start and complete their calculus and physics course sequences at the same institution.*

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#### Committee Recommendation:

- ❖ The above Engineering Field of Study Supplemental paragraph should accompany any published description of the engineering field of study.
- ❖ Justification: This approach brings attention to the fact that a student must make conscious decisions about courses to be completed depending upon their interests, that the student needs to give consideration to the institution to which they are likely to transfer, and that the advisors need to be informed and knowledgeable about transfer pathways. In essence, we are saying that a student must have informed ownership of their degree.

#### Engineering Field of Study Action Items – June 19, 2015

Responsibility	Committee Action Items	Due Date
ENGR Field of Study Committee	<b><u>Full Committee Action Items</u></b> 1. Review the August 14 minutes and advise Nobles of appropriate changes and modifications.	Next Meeting: Post Public Comment Period if Required
THECB Staff	1. Review the August 14, 2015 Engineering Field of Study meeting minutes and enclosed language regarding request for the formation of an	

	<p><b>Introduction to Engineering committee and Supplemental language to the proposed Engineering Field of Study.</b></p> <p><b>2. Submit Engineering Field of Study Courses for Public Comment with the following courses to constitute the formal ENGR Field of Study:</b></p> <ul style="list-style-type: none"> <li><b>a. Three semester calculus series of courses as defined in the Academic Course Guide Manual</b></li> <li><b>b. Two semester university physics (lecture &amp; lab) as defined in the Academic Course Guide Manual</b></li> <li><b>c. Narrative as noted in the Engineering Field of Study Supplemental Document.</b></li> </ul>	
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***ATTACHMENT 1***

***AUGUST 14, 2015 MEETING AGENDA***

**Key Staff**

**Mindy Nobles,**  
*Program Director,  
Academic Quality and  
Workforce*

**Engineering Field of Study  
Advisory Committee**

August 14, 2015  
10:00 AM – 3:00 PM  
Board Room

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**A G E N D A**

- I. Welcome and call to order
- II. Consideration of minutes from the June 19, 2015 meeting
- III. Overview of progress to date and matters remaining from June meeting
  - Recap consensus on math and science FOS courses
  - Discussion of timeline for completion
  - Discussion of transfer of 3-course calculus sequence to institutions using a 2-course sequence
  - Discussion of transfer of FOS courses that are not a formal component of a university's degree program
- IV. Discussion and consideration of engineering courses to be included in the FOS, including the question of single or multiple FOS tracks
- V. Discussion and consideration of consensus recommendations to Coordinating Board
- VI. Discussion of future agenda items and meeting dates
- VII. Adjournment

*A working lunch will be served during the meeting. Members must purchase lunch by prior arrangement with Rhonda Hernandez.*

This meeting will be web-cast through the Coordinating Board's website at:  
<http://www.theccb.state.tx.us>.

***ATTACHMENT 2***

***ENGINEERING FIELD OF STUDY COMMITTEE CONSIDERATIONS  
AND ACTION ITEMS***

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## Considerations Regarding the Engineering Field of Study (Submitted for Committee Consideration by James Nelson, Engineering Field of Study Committee Chair)

### The System Constraints

- By law we are required to have an engineering field-of-study
- All state institutions are required by law to accept the courses in the FOS and apply them to the student's degree requirements
- If we are unable to update the 2002 FOS, the 2002 FOS will remain in effect and we must accept those courses
- A State goal is to reduce the cost of education and reduce lost credit hours
- Discipline curricular requirements vary from institution to institution and are determined by the faculty of the respective department
- Engineering curricula by nature of their building a body of knowledge have long and necessary prerequisite chains that begin with the first semester of study.

### Supporting Considerations

- Most but not all higher education institutions have signed onto the statewide voluntary articulation compacts

### Where we stand today

- Agreed set of pre-engineering courses that all are able to accept and apply to the respective curricula
- In the absence of other courses, students who complete these courses will be on an effective path to an engineering degree without wasted courses
- Depending upon reflective changes that occur today, that set of courses is ready for public comment
- The set of courses that was agreed does not include any "engineering" courses

### Moving Forward

1. Go forward with the existing set of courses with a trailing paragraph to the effect of: "In addition to these courses, students are urged to take additional engineering courses as contained in the Statewide Voluntary Articulation Compacts in consultation with their academic advisor and in consideration of the curricular requirements of the institution to which they wish to transfer."

This approach brings attention to the fact that a student must make conscious decisions about courses to be completed depending upon their interests, that the student needs to give consideration to the institution to which they are likely to transfer, and that the advisors need to be informed and knowledgeable about transfer pathways. In essence we are saying that a student must have informed ownership their degree.

2. Consider adding additional engineering courses for a single field of study that all can accept and include the trailing paragraph from Option 1.
  3. Develop discipline specific FOS's
    - a. Advantages:
      - i. Perhaps a few more courses to which all can agree on a discipline by discipline basis will be added to a particular
    - b. FOS Disadvantages
      - i. Numerous FOS can cause greater confusion than solving problems with a single smaller pre-engineering
      - ii. FOS Discipline specific committees will be needed to develop the discipline specific
      - iii. FOS's Students who follow-down one FOS and change to another will still have lost credit hours
  4. Comment or Question
    - a. Will these discipline specific FOS's be referred to any more and be any more effective than the current articulation compacts and other available advising documents by students and advisors?
    - b. Will all of the discipline specific compacts be included in community college catalogs, or will the student need to search for these. Agree that we cannot agree on change and therefore abide by the existing 2002 FOS?
-



***ATTACHMENT 3***

***"INTRODUCTION TO ENGINEERING" WHITE PAPER  
AUTHORED BY JAMES K. NELSON***



## INTRODUCTION TO ENGINEERING

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### ***THE ISSUE***

The course, typically entitled “Introduction to Engineering,” appears to have become a major stumbling block in the development of a coherent state-wide articulation agreement between 2-year and 4-year institutions for mechanical engineering, or for that matter, any engineering discipline. This course is generally taught during the first semester of enrollment in an engineering degree program. As such, coming to agreement on the content and transferability of this course is critical to developing a broad articulation agreement.

The stumbling block appears to be the intended purpose of the course. In some curricula the course is intended to assist students determine if they want to pursue a career in engineering. In other curricula the course is intended to provide an overview of engineering and to begin developing skills necessary for success in engineering studies, while in other curricula the course is intended to provide an overview of engineering and also serve as the beginning of study in a particular field of engineering. Such different intentions make it very difficult for community colleges to develop a course that can be incorporated into a statewide articulation agreement, and for 4-year institutions to offer a course that can transfer between institutions.

These different purposes appear to be at the heart of the problem when trying to agree upon a single introductory course. A single course cannot serve all three purposes, as the different purposes tend to be mutually exclusive. A course intended to help students determine if they want to study engineering is different from a course intended to expose students who already know they want to study engineering to the different fields of engineering. And that course is yet again different from a course intended to develop knowledge, skills, and attitudes necessary for study in a particular field of engineering, knowledge, skills, and attitudes that may or may not be applicable to a different field of engineering.

### ***A PROPOSED SOLUTION***

An apparent solution is development of three independent courses, each intended to serve a particular purpose and a particular audience. The three courses are:

- An overview of engineering and science,
- An introduction to engineering and development of fundamental skills, and
- Development of fundamental discipline specific skills.

The broad content of each of these courses is discussed in the following paragraphs. The first two of these courses would become part of the ACGM and could be offered by both 2-year and 4-year institutions. The latter course would be specific to each institution offering a baccalaureate engineering degree, if the institution chooses to offer such a course. Discipline specific courses likely would not be offered by 2-year institutions because multiple courses would be needed and because of the variability among the 4-year to institutions. Proposed descriptions and outcomes for the first two courses are presented in the Appendix to this white paper.

### **Overview of Engineering and Science**

This one credit-hour course introduces the student to the broad disciplines in engineering and science and to the possible career paths following study in each. This course would not be considered part of an engineering degree program; it is intended only as an exploratory course for those who are not sure if



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they want to study engineering and want to know more. The expectation is that a number of students who take the course will not go on to become engineers or scientists; they decide upon a different career.

#### **Introduction to Engineering**

This two credit-hour course is offered by both 2-year and 4-year institutions, with agreed content and learning outcomes. It is the introduction to the fields of engineering and career paths within engineering, as well as study, writing, and thinking skills that everyone has said are contained in their introductory courses, be they discipline specific or otherwise. The expectation is that all engineering students will take this course; some students may elect to change to a different major in engineering after completing this course.

#### **Introduction to a Specific Engineering Discipline**

Programs that want to have content specific to a discipline included in the introductory would develop a free-standing one credit-hour course that contains the discipline specific content. This one credit-hour course can be taken in parallel with the general Introduction to Engineering course, or as a follow-on course. In essence, the current three credit-hour discipline specific introductory courses would be split into a two credit-hour and a one credit-hour course, with the discipline specific content being contained in the one credit-hour course.

A similar one credit-hour course can be developed by 4-year institutions that expect all students to develop skills beyond that proposed in the two credit-hour introductory course. This course could be taken in conjunction with or as a follow-on course to the common Introduction to Engineering course.

#### **Impact on Curricula and the Student**

Following the path outlined in this proposal would provide the student with the greatest flexibility and provide direction for the community colleges offering introductory engineering course work. The community colleges would be able to offer a single course that would be accepted by a breadth of institutions, rather than offering multiple courses that each serves specific institutions. From the perspective of the student, they need to be less concerned about the 4-year institution to which they are likely to transfer to determine which introductory course should be taken.

There is little perceived impact of this proposal on the 4-year institutions. Programs that currently have a two credit-hour introductory course would adopt the common course with agreed upon content. Programs that have a three credit-hour introductory course with discipline content, would adopt the two credit-hour introductory course and then develop a new one credit-hour discipline specific introductory course. In each case, the number of credit hours in the program would remain the same.

If this approach is adopted, a student who transfers from a 2-year to a 4-year institution, or who transfers from one 4-year institution to another 4-year institution, would need to add at most one hour of study. Students transferring from one 4-year institution to another 4-year institution would lose only one hour of study if the receiving program does not require a discipline specific introductory course. Students transferring to a different engineering discipline within the same university, or transferring to a different engineering program at a different institution, would lose at most one hour and have to add at most one hour (e.g. if an ME program would not accept an EE discipline specific course and insisted upon their own discipline specific course).



### ***AN IMPLEMENTATION STRATEGY***

Following is a possible implementation strategy for the proposal contained herein. Although the focus of the current work is a statewide articulation agreement for mechanical engineering, other programs should be considered when developing course content to ensure that later articulation agreements are not adversely impacted by decisions made. The steps for implementing the proposal are as follows:

1. Determine the course description and the learning outcomes of:
  - a. The overview to science and engineering, and
  - b. The broad Introduction to Engineering course.
2. Have the courses developed in Step 1 incorporated into the ACGM as the only options.
3. Implement the courses developed in Step 1 at 2-year and at 4-year institutions, as appropriate (4-year institutions may or may not choose to offer the overview course).
4. Programs that require a three credit-hour discipline specific introductory develop a one credit-hour course that supplements the common two credit-hour course.
5. Mechanical engineering programs (hopefully all engineering programs) modify their baccalaureate curriculum to utilize the common two credit-hour introductory course and a discipline specific course, as appropriate and as needed.

This strategy is believed to provide the greatest flexibility for the students, to provide necessary direction for the community colleges, and to have the least impact on curricula of the baccalaureate programs.



# The University of Texas at Tyler

## College of Engineering and Computer Science

### CECS White Papers

#### ***APPENDIX—PROPOSED COURSE DESCRIPTION AND LEARNING OUTCOMES***

##### **Overview of Engineering and Science**

<b>Course Description</b>	<b>Course Learning Outcomes</b>
<p>This survey course provides students with an overview of careers in engineering and science. It is intended primarily for students who are unsure if they want to pursue study in engineering and science and want to explore those fields before deciding.</p> <p>Prerequisites: None</p>	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"><li>1. Describe the difference and similarities between engineering and science.</li><li>2. Identify career opportunities for engineers and scientists.</li><li>3. Articulate the impact of engineering and science on modern society.</li><li>4. Identify in current periodicals recent developments in engineering and science.</li><li>5. Describe, in broad terms, engineering and science academic curricula.</li></ol>

##### **Introduction to Engineering**

<b>Course Description</b>	<b>Course Learning Outcomes</b>
<p>An introduction to the engineering profession with emphasis on technical communication and team-based engineering design. One hour of lecture and three hours of laboratory each week.</p> <p>Prerequisites: MATH 2412—Pre-Calculus Math or equivalent preparation</p>	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"><li>1. Explain the engineering profession and engineering ethics, including professional practice and licensure.</li><li>2. Use technical communication skills to explain the analysis and results of introductory laboratory exercises in engineering and computer science.</li><li>3. Explain the engineering analysis and design process.</li><li>4. Analyze data collected during laboratory exercises.</li><li>5. Articulate the impact engineering has had on the modern world.</li><li>6. As part of a team, design a simple engineering device, write a design report, and present the design.</li></ol>

***ATTACHMENT 4***

***REVIEW OF TEXAS "CORE CURRICULUM"***

Foundational Component Area	SCH	Required Core Objectives					Optional Core Objectives				
		CT	COM	EQS	TW	SR	PR				
Communication	6	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>				
Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.											
Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.											
Mathematics	3	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
Courses in this category focus on quantitative literacy in logic, patterns, and relationships.											
Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.											
Life and Physical Sciences	6	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>				
Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.											
Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.											
Language, Philosophy & Culture	3	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>				
Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.											
Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.											
Creative Arts	3	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>				
Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination.											
Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.											
American History	6	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>				
Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area.											
Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.											
Government/Political Science	6	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>				
Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas.											
Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.											
Social and Behavioral Sciences	3	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>				
Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.											
Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.											
Component Area Option	6	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
a. A minimum of 3 SCH must meet the definition and corresponding Core Objectives specified in one of the foundational component areas											
b. As an option for up to 3 semester credit hours of the Component Area Option, an institution may select course(s) that:											
(i) Meet(s) the definition specified for one or more of the foundational component areas; and											
(ii) Include(s) a minimum of three Core Objectives, including Critical Thinking Skills, Communication Skills, and one of the remaining Core Objectives of the institution's choice.											

Field of Study: \_\_\_\_\_

**FOUNDATIONAL COMPONENT AREAS (FCA)**

SCH Selected

SCH Required

**DISCIPLINE SPECIFIC COURSES**

SCH Selected

SCH Required

Communication (6 SCH)

Courses in this category focus on developing ideas, and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.

6

Mathematics (3 SCH)

Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

3

Life and Physical Sciences (6 SCH)

Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

6

Language, Philosophy, and Culture (3 SCH)

Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.

3

Creative Arts (3 SCH)

Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination.

3

American History (6 SCH)

Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area.

6

Government/Political Science (6 SCH)

Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas.

6

Social and Behavioral Sciences (3 SCH)

Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.

3

Component Area Options (6 SCH)

Each course designated to complete the CAO must meet the definition and Core Objectives specified in one of the FCAs.

6

18

DISCIPLINE SPECIFIC COURSES Subtotal:

18

FCA Subtotal:

42

Total SCH:

60



# Engineering Field of Study Advisory Committee

October 16, 2015

10:00 AM – 3:00 PM

Board Room

## Minutes

Members present/absent:

Alamo Community College District	Dr. Dan G. Dimitriu	Absent
Collin College	Mr. David P. Galley	Absent
Dallas County Community College District	Mr. Roderick R. Crowder	Present
Del Mar College	Dr. Daniel D. Lindley	Present
El Paso Community College	Mr. Mariano Olmos	Present
Galveston College	Dr. Connie Gomez	Present
Houston Community College	Mr. Bartlett M. Sheinberg	Absent
Kilgore College	Mr. Dann McDonald	Present
Lamar University	Dr. Victor Zaloom	Present
McLennan Community College	Dr. April K. Andreas	Present
Prairie View A&M University	Dr. Shield Lin	Present
South Plains College	Dr. Ramesh Krishnan	Present
South Texas College	Mr. Martin W. Knecht	Present
Tarleton State University	Dr. Denise Martinez	Present
Tarrant County College	Dr. Ruichao "Rachel" Zhang	Absent
Texas A&M University	Dr. Teri K. Reed	Absent
Texas A&M University - Commerce	Dr. Ilseok "Eddie" Oh	Present
Texas A&M University - Kingsville	Dr. Larry Peel	Absent
Texas State University	Dr. Lawrence Larson	Present
The University of Texas at Austin	Dr. John G. Ekerdt	Present
The University of Texas at Arlington	Dr. Pranesh B. Aswath	Present
The University of Texas at El Paso	Dr. Patricia Nava	Absent
The University of Texas at Permian Basin	Dr. Forrest W. Flocker	Absent
The University of Texas at Tyler	Dr. James K. Nelson	Present

Coordinating Board staff present:   Mindy Nobles  
  Mary Smith  
  Garry Tomerlin

Link to meeting webcast:

[http://www.theccb.state.tx.us/apps/Events/archive/webcast.cfm?youtube=LkDXN5m\\_VHY](http://www.theccb.state.tx.us/apps/Events/archive/webcast.cfm?youtube=LkDXN5m_VHY)

### Agenda Items I & II: Welcome and call to order & Consideration of minutes from the August 14, 2015, meeting

The meeting was called to order shortly after 10:00. Minutes from the August 14, 2015, meeting were approved upon a motion by Pranesh Aswath and second by Victor Zaloom with one abstention from a member not present at the August meeting.

### Agenda Item III: Public testimony on agenda items

The committee heard public testimony on the proposed FOS from Dr. Fred Hills, Dean of Arts and Sciences and Business, McLennan Community College and Dr. Brad Johnson, President, Northeast Texas Community College. Both expressed concern that the proposed FOS has no disciplinary courses and that students who need to start a lower-division major sequence at a community college will be at a disadvantage. Dr. Johnson additionally discussed perceptions of community college instruction and the need for two- and four-year institutions to work together in the interest of transfer students.

### Agenda Item IV: Discussion of public comment on committee's proposed Engineering FOS and proposed study/revision of ACGM course ENGR 1201 Introduction to Engineering

The committee discussed at length the concerns raised by institutions during a 30-day public comment period on the proposed FOS and accompanying advisory statement to students and the recommendation that the Coordinating Board form a committee to study and revise Introduction to Engineering for possible inclusion in a future FOS. (See Addendum 1.) Discussion included the following topics and matters related to the topics:

- Lack of engineering courses in the proposed FOS and impact on time to degree for transfer students
- FOS-specific alignment of course content between two- and four-year institutions and related ACGM matters
- Creation of FOS disciplinary tracks instead of a single, generic FOS
- Perception of disrespect/disregard for two-year institutions
- FOS as guidance for program development for two-year institutions
- Role of advising
- Continuing relevance of voluntary transfer compacts, regional articulation agreements
- Conflict between "must" requirement of TEC Sec. 61.823(b) and necessity for continued faculty control of curricula at four-year institutions
- Differences between ASES degree and FOS
- Models of cooperation between two- and four-year programs
- Whether committee is addressing student success

During the discussion, the committee heard field comments submitted to a pre-arranged email address from Anne Dickson, HSI-STEM/Title V Grant Project Director at Galveston College; Collin Witherspoon, Department Chair/Instructor, Mathematics, Engineering & Physical

Sciences, Amarillo College; and Brent Donham, Department Head and Associate Professor, Engineering & Technology, TAMU – Commerce. (See Addendum 2.)

Agenda Item V: Discussion and consideration of final recommendations to Coordinating Board regarding proposed Engineering FOS and proposed revision of ACGM course ENGR 1201 Introduction to Engineering

The committee discussed and voted on informally (without motion) the following three options:

1. Agree to revert to Field of Study for Engineering as adopted by the 2002 Field of Study for Engineering Advisory Committee. (Unanimously opposed; N = 15)
2. Agree to the Field of Study for Engineering as proposed by the 2015 Field of Study Advisory Committee to date. (For = 6; Opposed = 9)
3. Agree to consider the use of Task Forces (to include other faculty resources) to develop categories of Engineering under which certain courses would be a part of different Engineering “tracks” within the Field of Study for Engineering, considering the courses in the proposed FOS and work of the compact/tuning committees. (For = 11; Opposed = 4)

Options 2 and 3 were then proposed for consideration through formal motions, as follows:

1. John Ekerdt moved that the committee to accept the current proposed FOS agreed to at the August 14<sup>th</sup> meeting as put forth for public comment and recommend the proposed FOS to the Coordinating Board for approval. Victor Zaloom and Mariano Olmos seconded. During discussion, Martin Knecht moved that the motion be amended to include additional wording referencing the language of the tuning committees, with a second by Mr. Olmos: “...such as the courses contained in the statewide voluntary articulation compacts.” (For = 7; Opposed = 8)
2. April Andreas moved that the committee form subcommittees to consider disciplinary tracks, building upon the courses already in the current proposed FOS, with Denise Martinez and other committee members seconding. Ms. Andreas moved that her motion be amended to state that subcommittees will consider work done previously by tuning committees on statewide articulation compacts. Several members seconded. (For = 11; Opposed = 4)

Chair asked that members, upon receipt of email from Mindy Nobles, send recommendations by return email for disciplines or groupings of disciplines for subcommittee consideration. Reply within two weeks and talk with colleagues as part of forming response. Ms. Nobles will compile into matrix and send to committee for final agreement. Reply all so that discussion is open.

Chair added that, upon agreement about disciplines, formation of subcommittees will be discussed, with a member of the main committee serving as chair for each subcommittee. Calls to field for nominations will follow, hopefully by the end of fall semester.

Chair recommended that formed subcommittees meet concurrently.

Agenda Item VI: Discussion of future agenda items and meeting dates (if required)

No discussion.

Agenda Item VII: Adjournment

So moved by Roderick Crowder; seconded by Dan Lindley. Meeting adjourned.

*Lunch was served during the meeting, with members paying Rhonda Hernandez for their meals upon arrival.*

## ADDENDUM 1

**Introduction:**  
**Summary of Public Comment on the Proposed Engineering Field of Study  
And Proposed Review of Introduction to Engineering**

The following institutions support the proposed Engineering Field of Study (E-FOS) and/or the proposed review of Introduction to Engineering (ENGR 1201 Review). Their statements are compiled in Section I: Letters of Support.

Support E-FOS and ENGR 1201 Review

Northwest Vista College  
Tarrant County College District  
Texas State University

Support E-FOS Only

The University of Texas at Tyler

Support ENGR 1201 Review Only

Lone Star College System  
Palo Alto College

The following institutions have suggested refinements to the proposed E-FOS, the language of the advisory statement to students, and/or the language of the ENGR 1201 Review, or have asked for clarification on one or more points. Their statements are compiled in Section II: Requests for Refinement or Clarification.

Galveston College  
The University of Texas at Arlington  
The University of Texas at Dallas

The following institutions have expressed concerns about the lack of engineering and other major-track courses in the proposed FOS. Concerns focused on timely progress toward the baccalaureate by community college students, potential costs to students and the state, and related matters. Institutions expressing concerns made various recommendations about the proposed FOS and approaches to revising it. Their statements are compiled in Section III: Concerns and Recommendations.

Amarillo College  
Angelina College  
Dallas County Community College District  
Del Mar College  
Lone Star College System  
McLennan Community College  
Northeast Texas Community College  
San Jacinto College  
South Texas College

## **Section I: Letters of Support**

### The Lone Star College System

The Lone Star College System supports the proposed review of ENGR 1201 – Introduction to Engineering. A redesigned Introduction to Engineering course that will be accepted by all higher education institutions will greatly assist our students in their effort to transfer to a four year university to become aspiring engineers. Currently, Introduction to Engineering is the least uniform engineering course across various institutions. Having an agreed upon framework will reduce confusion for our students regarding transferability.

Four year universities are consistently meeting their caps on engineering student enrollment. The Introduction to Engineering course redesign will allow two year colleges to prepare students for future engineering study at any four year institution in Texas. This initiative will allow two year colleges to assist students who were not admitted into a four year university to continue work on becoming an engineer while freeing up resources at the four year university to focus on upper level coursework.

David F. Quarles  
Engineering Curriculum Team Chair  
Lone Star College System

### Northwest Vista College

I agree with the recommendations for the updated Engineering Field of Study Curriculum. It will be great to have the updated Field of Study. This version is very clear and should be easy to implement for our concentrations and advising guides.

I look forward to the work on the ENGR 1201. My only suggestion is that the committee keep the lab component of the course. The lab has greatly helped students develop their data collection, analysis, and technical communication skills.

Thomas Pressly, PhD  
Math and Engineering Chair  
Northwest Vista College

### Palo Alto College

We agree that Introduction to Engineering (ENGR 1201) encourages students to use their first year as a chance to explore different engineering majors in order to see what suits them best. We strongly support the proposed review of ENGR1201. That said, our Engineering faculty looks forward to work with the committee in redesigning the course structure, learning outcomes, etc, in order to be accepted by all higher education institutions.

Sree Ande, Ph.D., P.E.  
Engineering  
Mathematics, Accounting and Engineering Department  
Palo Alto College; San Antonio, TX; 210-486-3284

### Tarrant County College District

Tarrant County College supports the Field of Study in Engineering as written. We are pleased to see that all courses will transfer to all public institutions. We also support the formation of a statewide committee to investigate the possibility of a redesigned Introduction to Engineering course that may be accepted by all higher education institutions.

#### **Nancy Curé, Ph.D.**

Associate Vice Chancellor for Academic Affairs

Tarrant County College District | May Owen Center DMOC 1601

1500 Houston Street | Fort Worth, TX 76102

817-515-5392 | fax: 817-515-0588

[nancy.cure@tccd.edu](mailto:nancy.cure@tccd.edu) | [www.tccd.edu](http://www.tccd.edu)

### Texas State University

Texas State University endorses the recommendations that were shared with us on September 10, 2015.

Denise M. Trauth

President

Texas State University

### The University of Texas at Tyler

The University of Texas at Tyler supports the Updated Engineering Field of Study. Recognizing the different engineering programs throughout the state, and that they must be able to accept the courses in the proposed Field of Study, the E-FOS is a remarkable feat in and of itself. Further, community colleges can still continue to teach courses not contained in the Field of Study for its students transferring to universities with articulated agreements, or who are participating in the Statewide Voluntary Articulation Compacts. As such, students are not negatively impacted by the changes.



***Amir Mirmiran, Ph.D., P.E., Fellow ASCE, Fellow ACI***

***Provost and Vice President for Academic Affairs***

***Professor and Lindsey Chair of Civil Engineering***

***The University of Texas at Tyler***

***3900 University Blvd., Tyler, TX 75799***

***Tel: (903) 566-7103, Fax: (903) 566-7007, Email: [amirmiran@uttyler.edu](mailto:amirmiran@uttyler.edu)***

***URLs: [University](#), [Google Scholar](#), [Research Gate](#), [Linked In](#)***





UNIVERSITY OF  
**TEXAS**  
ARLINGTON

COLLEGE OF  
ENGINEERING

**To:** Mindy Nobles  
Program Director  
Academic Quality and Workforce Division  
Texas Higher Education Coordinating Board

**From:** K. Behbehani, Dean of College of Engineering *K.B.*

**Subject:** Updated Engineering Field of Study Curriculum

**Date:** October 14, 2015

**CC:** R. Elsenbaumer, Provost and Vice President for Academic Affairs

Thank you for the opportunity to comment on the Updated Engineering Field of Study Curriculum. We believe there are several points which should be made with regard to the currently proposed Recommendation of the Engineering Field of Study Advisory Committee.

- 1) The Proposed Statement to Accompany Curriculum begins with the statement "The FOS courses will transfer to all public institutions." To be clear to all institutions and also to all students and parents, that first sentence might more properly be "All courses in the FOS must transfer to the receiving institution and any individual course must be applied to the engineering degree plan if that course is on the degree plan of the receiving institution." Both the original and the proposed first statement really say the same things, but the clarification is important to avoid ambiguity.
- 2) The courses listed in the Proposed Engineering Field of Study include only calculus and physics courses. To put into context the effect of the current recommendations, it would be helpful to include in the Proposed Statement to Accompany Curriculum a note that a large number of general education courses as well as degree-specific courses which have been developed will also transfer, and a reference to the way in which those listings can be obtained.
- 3) Regarding the Proposed Review of ENGR 1201 and the formation of a statewide committee to investigate the possibility of a redesigned Introduction to Engineering course that "may be accepted" by all higher education institutions as part of their respective engineering degree requirements, this is acceptable provided that this phrase does not become "will be accepted". Each institution is making reasoned decisions about what will provide the best foundation for its incoming engineering students. UT Arlington has wrapped together Introduction to Engineering and Engineering Mathematics into a single 3-hour course that also addresses technical writing as an important skill for all engineering students. Others however may use the Introduction to Engineering course currently in the ACGM as the best option for its incoming students. It is important in dealing with attrition / retention of engineering students for there to be flexibility for institutions to innovate in an effort to most effectively serve its students.

### Galveston College

I would ask that the committee make a recommendation on the credit hours for the calculus courses. Several schools, including Galveston College, have changed the calculus course to 3 credit hours to reduce the total hours of the degree plan to 60 credit hours without eliminating other courses. We have already run into issues with transferring these courses. For example, UT Arlington has stated they will only award our students credit for Calculus I after they have completed both Calculus I and II at Galveston College because of the difference in credit hours.

If the intent is to keep the calculus course at 4 credit hours, the committee will need to address the issue of the 60 credit hour max and let us all know which course will be eliminated. The purpose of the agreement is to help students make a smooth transfer and making the credit hours for the calculus sequence will help that process. It will also raise other issues with the full plan.

*Anne Dickens, Ed.D.*

HSI-STEM/Title V Grant Project Director  
Galveston College  
4015 Ave. Q  
Galveston, TX 77550  
[adickens@gc.edu](mailto:adickens@gc.edu)  
office ph: 409.944.1430



### The University of Texas at Dallas

The proposed FOS includes Calculus through Multivariate and Physics. While this looks like a safe basic set that everybody can agree on, it does pose problems for programs like Software Engineering where Discrete Math is viewed as a better fit and a higher need than Multivariate Calculus. Also, why isn't Linear Algebra included in the Field of Study? An "Introduction to Programming" class is likely required in every program but it is unlikely to get agreement on what language to use.

Simeon Ntafos  
Professor - Dept. of Computer Science  
Associate Dean for Undergraduate Education  
Director - Office of Student Services  
Erik Jonsson School of Engineering and Computer Science  
The University of Texas at Dallas  
800 West Campbell Rd, Richardson, TX 75083-0688  
(972) 883-2809  
(972) 883-6845 FAX

## The University of Texas at San Antonio

Thank you for the opportunity to review the recommendations made by the Engineering Field of Study Advisory Committee. The following comments have been provided by our College of Engineering:

1. Calculus III is not needed for programs in our Civil and Environmental Engineering department.
2. We support the addition of Physics as long as Calculus I is a pre-requisite. We currently have this requirement for our physics courses as they will not transfer to other institutions.
3. We are supportive of a general introductory course in engineering.

**Debbie Howard-Rappaport**

**Executive Assistant**

Office of the Provost and Vice President for Academic Affairs

**The University of Texas at San Antonio**

One UTSA Circle

MB 4.120

San Antonio, TX 78249

[debbie.howard@utsa.edu](mailto:debbie.howard@utsa.edu)

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**Dreams. Delivered.**

October 14, 2015

Ms. Mindy Nobles, Program Director  
Academic Quality and Workforce  
Texas Higher Education Coordinating Board  
1200 Anderson Lane  
Austin, TX 78752

RE: Engineering Field of Study Proposal 2015

Dear Ms. Nobles:

Del Mar College is deeply concerned with the current proposal from the Engineering Field of Study (FOS) Advisory Committee.

Community colleges receive local funding and guidance to ensure the effectiveness of our programs not only for workforce needs, but also for providing the *first two years of academic preparation for baccalaureate programs*. Our communities see the value in preparing our local citizenry for careers in the STEM fields. We also have a history of providing excellent and prepared students to colleges of engineering around the state and nation.

The current engineering FOS proposal does not advance vertical integration between Texas institutions of higher education. Furthermore, the proposal does not require the acceptance of any completed engineering classes from a community college by the receiving institution. Also, other ACGM courses allied with the engineering field are only accepted at the discretion of the receiving institution. Only piecemeal application of the existing engineering compact agreements would protect our community college students from needing to retake courses in which they have already invested both time and money. This is in direct conflict with the desire of the State of Texas to make education attainable and affordable. The current proposal can be interpreted as the start of a process to remove engineering programs in general from community colleges. More broadly, this appears to be an attack on the ACGM approach itself through claims of "academic freedom."

Del Mar College prefers the approach of making the existing engineering tuning studies, which were authored by both community and senior colleges together, be adopted as a multiple-track engineering FOS.

We ask that you please take these concerns into sincere consideration for possible revision to the current proposal. Please feel free to contact me for further discussion at [lkeas@delmar.edu](mailto:lkeas@delmar.edu) or (361) 698-1205.

Respectfully Submitted,

A handwritten signature in black ink that reads 'Lenora Keas'.

Ms. Lenora Keas  
Interim Provost and Vice President of Instruction and Students Services /  
Vice President of Workforce Development and Strategic Initiatives

# McLennan

## COMMUNITY

## COLLEGE

September 22, 2015

### McLennan Community College's Concerns with the Recommendations of the 2015 Engineering Field of Study Working Group

McLennan Community College's (MCC) overall concern with the work on the Engineering Field of Study (FOS) is it goes contrary to the spirit of FOS in general. The Texas Legislature established the FOS in 1997 to improve the transferability of students from community college to state public four- year institutions in key degree areas. The eight FOS degree that were established did just that and helped community college students follow their career aspiration in fields that require specialized training starting in the first year such as Engineering, Business, Computer Science and Music. The intent was to develop a system of transfer so that community college students would not fall behind their contemporaries at the four-year institutions, and moving successfully into a junior year without the loss of coursework. The current Engineering FOS states, "...the field of study curriculum for engineering is designed to promote maximum transferability for students while still preserving appropriate curricular diversity for institutions." Over time many of the FOS need revision and the Engineering FOS was first of many revision efforts was meant to clean up and contemporize the existing agreements. Instead, the Engineering FOS committee has taken a fundamental step backwards by dropping all Engineering courses from the FOS, putting all engineering community college students at a distinct disadvantage, making it more difficult to transfer and ultimately bringing an engineering degree further out of reach.

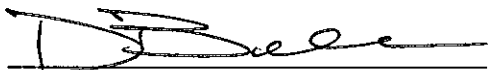
MCC's specific concerns include the following:

- **Reversal of previously-accepted engineering coursework.** Contrary to criteria set for the FOS to ensure transferability of students, the Engineering FOS takes out all Engineering courses previously approved for the degree, leaving community colleges teaching only the Core and some additional math courses. This does not allow an Engineering student attending a Texas community college the opportunity to take even one Engineering course during their freshman or sophomore years. It is not clear what has happened such that courses such as Intro to Engineering, Statics, Dynamics, and others previously in the FOS are no longer considered acceptable as preparation for an engineering degree.
- **A new disadvantage to community college transfer students.** With these changes, community college engineering students now at a distinct disadvantage when they attempt to transfer into a four year program, if they are allowed to transfer in at all, as they will have to go back and take freshman engineering courses to get into the four year college sequence. The result of this will be added years to their studies with intense semester schedules of back-to-back engineering courses as they try to catch up with their four-year counterparts. Instead of increasing the number of successful transfers, this revised FOS has essentially set students up for failure, as they attempt to integrate into an engineering curriculum with virtually no preparation outside of Calculus and Physics.
- **Lack of respect for community college coursework and standards.** All Engineering courses taught by community colleges come out of the ACGM, the state's guide to lower division academic coursework, all of which is approved by both two and four-year public institutions in Texas. The ACGM has 11 engineering courses listed and approved by the ACGM committee that count toward transfer to four year institutions. Each one of these courses has very specific prerequisites and

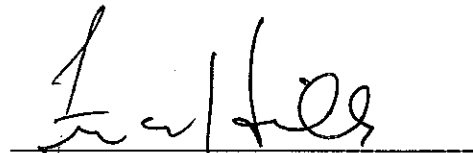
learning objectives, developed by multiple state-wide committees over the past several years. To develop each set of learning objectives, syllabi were collected from colleges and universities across the state to ensure that a student in an Engineering class would learn the same material, regardless of institution. Moreover, to teach these courses, faculty at the two-year institutions must meet the same SACS COC and THECB credentialing standards as those in the four-year programs. There is no reason why these courses should not be accepted at the four-year institutions.

- **Failure to mirror the first two years of engineering curriculum at four-year institutions.** With the change in the FOS, community college students will now have to take all their Engineering courses at the four-year institutions. Due to the prerequisite nature of Engineering courses, these will not all be able to be taken within the junior and senior years. Most likely, a student entering a four-year engineering program with the FOS in Engineering will still have at least three, but probably four, more years of coursework remaining. Essentially, a CC student with a FOS in Engineering will simply be just a very well-prepared freshman engineering student, who was lucky enough to get Calculus and a couple Physics classes out of the way.
- **The impact of this change to the FOS will needlessly raise the cost and difficulty of engineering programs for students coming through community colleges.** Since 70% of first and second year students in postsecondary education in Texas come through community colleges, this will place unnecessary barriers and cut back on the number of engineers.
- **Failure to recognize the value of community college transfer students.** At four-year institutions, it is often the "gateway courses" such as Statics, Dynamics, and Circuits where the institution can never seem to offer enough sections for the number of students who need these courses. By bringing in transfer students who have already cut their teeth on truss analysis and the application of Laplace transforms to circuit problems, these students have proven themselves ready for the upper division coursework and can go straight into those courses, easing the burden on the four-year institutions to meet demand for those courses by their native students. In addition, studies have shown that community college students who transfer after 45+ hours of community college do as well if not better than the native four-year student.

This FOS as it stands is unacceptable and of no use to the students at MCC. Instead MCC will have to continue with existing transfer agreements and further work will have to be accomplished to develop agreements with other Engineering Departments throughout the state. A better option would be to have the FOS offer a selection of engineering course options that would transfer to four year institutions based on the students engineering path preference. A suggestion along those lines is included. We strongly urge the committee go back and reconsider their position and structure a true Engineering FOS and not just another Associate of Science degree.



Donald C. Balmos, DMA  
McLennan Community College  
Vice, President Instruction



Fred W. Hills, Ph.D.  
McLennan Community College  
Dean, Arts, Sciences and Business

**To: Rex C. Peebles, Assistant Commissioner**  
**Academic Quality and Workforce Division**  
**Texas Higher Education Coordinating Board**

**From: Paula A. Wilhite, Ed.D., Division Chair** *pk*  
**Division of Mathematics, Physics, & Engineering**  
**Northeast Texas Community College**

**Date: October 10, 2015**

**Re: 2015 Engineering Field of Study Proposal**

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At Northeast Texas Community College, we embrace the idea of creating opportunity for those who are disadvantaged because of their socio-economic status. Our mission in the engineering department is to provide a program of courses that will enhance our students' chances of achieving their lifetime career goal of becoming an engineer. For the past three decades that our College has existed, numerous students have achieved degrees that qualify them for professional careers in engineering. However, for most of the past 30 years, these students persevered through the transfer process by overcoming the obstacles of matriculating into upper division engineering courses including a minimum of an extra year of expense. Four years ago, the current NTCC faculty and administration found that early placement into the calculus, calculus-based physics, and lower division engineering courses was a significant motivation for students to get on-track to achieve their goal of earning a B.S. in engineering. Since 2011, our enrollment in the freshman gateway courses of our engineering program has increased 400%.

An institution that has been designated a "Hispanic-serving institution", our current class of sophomore engineering majors self-reported 75% Hispanic ethnicity. All of these students are first generation, traditional college students. We recognized that freshman students who were calculus-ready were more likely to pursue their career goal of engineering if they transferred ready for upper division courses. To gain work experience related to engineering, we are ambitiously working to increase the number of work scholarships in local industries that employ engineers. For the past two years, we hosted an Engineering Roundtable event with guest professional engineers who visit with our college students and dual credit students about their career in engineering. Each student participated in a small group in four different 45-minute discussions with a selected professional engineer. For us, the key component for success and growth was to provide our students a university-caliber curriculum that prepared them for the rigorous upper division engineering courses and transferred to appropriate majors of engineering.

Our specific concerns are outlined below:

- 1) **Increased disadvantages for disadvantaged students.** Instead of creating a more student-friendly environment that gives opportunity to socio-economically disadvantaged students, the proposed changes in the Field of Study removes the current fragmented opportunities. Community college students can transfer to universities with core curriculum courses complete, but will be required at least an additional year of coursework to get on track with the engineering program of study. This proposal creates a distinct unfair disadvantage for those who cannot afford the elite university programs for all four years. This proposal is potentially a detriment to building a stronger, more vibrant economy with an ample supply of well-qualified engineers.
- 2) **Lack of uniform standards for engineering coursework.** All of the lower division engineering courses are based and documented in the Academic Course Guide Manual which are all approved by both two-year and four-year public institutions. Each of these eleven courses has prescribed prerequisites and student learning outcomes. To ensure that students would learn the same material regardless of the institution, these parameters were based on syllabi from both two and four-year institutions. In addition, our engineering faculty members must qualify with the same SACSCOC and THECB accreditation standards as the four-year universities. Even though the engineering coursework taught at the community colleges must meet the standard mandated by the accreditation and state guidelines, these courses will no longer be considered acceptable for transfer to university programs of engineering if the new Field of Study is adopted.
- 3) **Diminished confidence in community college coursework without justification.** At a pivotal time for our College in building a sustainable, university-caliber lower division engineering program, the proposed Field of Study in Engineering will omit the engineering courses previously approved for the degree. No reason has been offered for this sudden change that will seriously jeopardize the investments that our College has made in good faith with established transfer policies. Without need to eliminate the important gateway courses ensured by the 2002 Field of Study in Engineering to the university programs of engineering, fairness mandates a careful review of the rate of success of transfer students. Students who follow our strong recommendation to transfer only after completing the requirements for an associate degree and as core complete, matriculate successfully into a university program of engineering. If there is evidence that community college students who transfer into the university programs perform below the level of the native students, those concerns should be addressed through collaborative means. If not, it is imperative and only fair that our students be given the same equal opportunity as their university counterparts to improve their standard of living with a degree in engineering.



Northeast Texas Community College: President's Statement

I appreciate the opportunity to comment on the current proposal for Engineering Field of Study. In short, I believe this recommendation to be seriously flawed in ways that will significantly hinder the State's interest in producing engineers to serve our rapidly growing state economy.

At my own college we have invested heavily in the last two years to build a high-quality pre-engineering program consistent with the state's 60x30 goals and the workforce needs of my region. The Engineering program at my college would be severely damaged if these recommendations are accepted. The resulting impact on students in my area of the state will be to extend their time-to-degree and reduce the quality of their preparation.

My concerns are well-stated in the document I am attaching, which was prepared by McLennan Community College. [See McLennan Community College statement above.]

Respectfully,  
Bradley Johnson, Ed.D.  
President  
Northeast Texas Community College

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**MEMORANDUM**

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**TO:** MINDY NOBLES, PROGRAM DIRECTOR, ACADEMIC QUALITY AND WORKFORCE DIVISION  
**FROM:** LAUREL WILLIAMSON, DEPUTY CHANCELLOR AND COLLEGE PRESIDENT, SAN JACINTO COLLEGE  
**SUBJECT:** PUBLIC COMMENT PERIOD FOR UPDATED ENGINEERING FIELD OF STUDY CURRICULUM  
**DATE:** 12 OCTOBER 2015  
**CC:** REX PEEBLES, ASSISTANT COMMISSIONER

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San Jacinto Community College (SJC) has reviewed the Recommendation of the Engineering Field of Study Advisory Committee and provides the following comments:

1. Given that a field of study is generally defined as a set of courses that fulfill lower-division (i.e., freshman and sophomore) requirements for bachelor's degrees in majors that correspond to the field of study, SJC does not believe that there are enough proposed hours to fulfill a Field of Study. With a 42 semester credit hour (SCH) core curriculum, the minimum number of hours required by a field of study to complete the 60 SCH degree should range between 12 and 18 SCH. The advisory committee has only recommended 10 SCH. They did not recommend the inclusion of ENGR 1201.
2. The Field of Study in Communication has 12-15 SCH of communication courses. The Field of Study in Business contains courses in accounting, economics, and computer literacy which apply directly to the bachelor's degree in business. The Field of Study in Criminal Justice contains 15 SCH of criminal justice. It is illogical that the proposed engineering field of study does not contain any engineering courses.
3. The advisory committee has proposed that the Texas Higher Education Coordinating Board form a statewide committee to review and possibly redesign ENGR 1201, Introduction to Engineering. A revised version of ENGR1201, with the addition of course-level outcomes, appeared in the *Lower-Division Academic Course Guide Manual* (ACGM) spring 2012. The committee that developed this and other engineering courses was comprised of representatives from universities and community colleges as part of the Tuning Project. The current course is recognized in the Texas Common Course Numbering System (TCCNS) by some institutions (e.g., Texas A&M International, Texas A&M Kingsville, University of Houston, University of Texas at San Antonio, and University of Texas at Tyler), but not by others (e.g., Texas A&M University, Texas A&M Galveston, University of Texas at Austin, and Lamar University), including universities within the same system.
4. If the Coordinating Board is going to review ENGR 1201, SJC recommends reviewing and possibly revising ENGR 2301, ENGR 2302, and ENGR 2304, and including these courses in the Engineering Field of Study.

Thank you for your consideration.

## Amarillo College

We have recently learned of proposed changes to the Engineering Field of Study and wish to formally endorse the white paper submitted by Dr. Fred Hills of McLennan Community College. Moreover, Amarillo College has additional concerns related to the particular population we serve. The majority of the students in our engineering program are Hispanic and/or first generation. Only a small portion of these students would even consider attending college, much less majoring in engineering, if they did not have the opportunity to complete the first two years of their engineering program at Amarillo College. They feel underprepared when they first enter our program, but emerge fully prepared to transfer to a four-year institution upon completion of our program. Removing courses such as Statics, Dynamics and Differential Equations from the FOS will disadvantage our students, making it more difficult to success in our engineering courses. Further, our graduates typically go on to obtain a bachelor's degree in engineering. This change will also affect their level of preparation for more advanced work, but it will also mean that our students will need to spend more time and money to obtain their degree after transferring to a university. Many of our first generation students do not have financial support from their families and they spend their first two years working to save up enough money to make the transition from Amarillo College to the four-year universities. It will be an increased burden for them to have to undertake additional preparatory work upon transferring to a university.

The engineering program at Amarillo College includes specific paths and a plan of study for each of the major branches of engineering (mechanical, electrical, civil, etc.). The current FOS does not address each branch separately and is primarily for mechanical engineering. We believe recommend that each branch develop a specific field of study, which will guarantee that students do not take courses that do not apply to their degree.

Sincerely,

Dr. Deborah Vess, Vice President of Academic Affairs

Dr. Russell Lowery-Hart, President of Amarillo College

Collin Witherspoon, Chair of the Department of Mathematics, Engineering, and Physical Sciences



## Angelina College

Angelina College considers the proposed Engineering Field of Study (FOS) unacceptable and suggests that the working group restructure the 2015 FOS to include engineering courses such as Intro to Engineering, Statics, Dynamics, and other courses previously in the FOS.

The FOS proposal is a step backward in preparing engineering students at community colleges for their junior year at four-year institutions. Instead of the transfer students being prepared to successfully complete their junior year and be at the same stage as their contemporaries at four-year institutions the community college transfer student will have to use a portion of the junior year to "pick up" engineering courses that contemporaries have already mastered. The intent of the existing FOS is to ensure that community college students do not lag behind their four-year contemporaries. The proposed FOS does just the opposite – it ensures that community college students do fall behind their contemporaries and are therefore at a disadvantage in earning an engineering degree.

Many community colleges as well as four-year institutions have signed memorandums of understanding for voluntary statewide course transfer agreements pertaining to engineering degrees

in various disciplines. The proposed FOS is contrary to these agreements. How can these transfer agreements and the proposed FOS work toward the accomplishment of the same objective? The FOS objective should agree with the transfer pact's objective to foster enhanced transfer processes for students pursuing a bachelor's degree in various engineering disciplines. All of the courses listed in the transfer agreements are listed in the ACGM and have been approved by two and four year institutions in Texas. There is no reason to not include these courses in some manner in the new engineering FOS.

Many of the students that desire to obtain an engineering degree have chosen to attend a community college for financial reasons. The costs of two years of college is substantially less at many community colleges than at four-year institutions. The more courses a student is forced to take at a four-year institution the higher will be the overall costs to the student in their pursuit of an engineering degree. How many students will drop out or not even try to obtain an engineering degree because the costs are higher than the student can afford? The results- less engineering students and fewer engineers in tomorrow's world. A more feasible option would be to allow the basic engineering courses to be taught at community colleges and accepted at four-year institutions thus lower the number of courses that must be earned at four-year institutions and ultimately lowering the financial burden on students pursuing their engineering degree.

The state has approved lower level courses in the ACGM. It is illogical to prevent community colleges from teaching these courses or to prevent community college students from having the opportunity to take these courses. The new FOS needs to align with the first two years of engineering programs at four year institutions, the memorandums of understanding initiated through the THECB, and the courses already approved and listed in the ACGM.

The white paper written by Dr. Fred Hills of McLennan Community College addresses most of the concerns of Angelina College. Angelina College therefore supports the position of Dr. Fred Hills of McLennan Community College and encourages the 2015 engineering FOS working group to reconsider the direction of the committee and take the necessary steps as outlined in this paper and Dr. Hills' paper to assist more students in obtaining their engineering degree.

David Rusk  
Associate Director Science & Mathematics Division  
Engineering Instructor  
Angelina College

#### Dallas County Community College District

The Dallas County Community College District opposes the proposed Engineering Filed of Study (FOS) curriculum based upon the following:

- The only courses being proposed for the Engineering FOS are mathematics and science courses. Therefore, this begs the question of what Engineering courses would be deemed applicable for transfer among both two-year and four-year Texas public institutions. It is disingenuous to label this sequence of courses as an Engineering Field of Study.
- While the previous Engineering FOS represented a patch quilt of curricula based on which university would accept what courses, this newly proposed curriculum represents a step backwards for Texas by failing to align any Engineering courses. As a result, Texas' community college students who intend to pursue Engineering will be at a definite disadvantage versus native university students and will result in increased cost to community college students and the state.

- It would appear that the proposed Engineering FOS is designed to reduce the number of engineers. While never large numbers, it would probably have a disproportionate negative impact on minorities.
- If the proposed sequence of courses are approved as THECB's official Engineering Field of Study curriculum then regretfully each community college will have to develop individual articulation agreements with universities in an effort to help ensure transferability of specific Engineering courses as applicable to particular programs in an effort to assist students and limit denial of applicability of transfer courses.

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 Executive Director, Compliance & Policy Formation  
 Dallas County Community College District  
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### Lone Star College System

Having seen an enormous increase in the number of students enrolling in engineering coursework, Lone Star College (LSC) is encouraged by the efforts of the THECB to investigate the Engineering Field of Study Curricula (FOSC). Because the purpose of a FOSC is to improve the transferability of coursework throughout the state, LSC has a strong interest in development of all FOSC to ease university articulation for all our students. After reviewing the current recommendations of the Engineering FOS Advisory Committee, LSC wishes to express both our support and concern.

As you have previously heard from the LSC faculty, LSC supports the committee's recommendation to investigate a statewide implementation of Introduction to Engineering (ENGR 1201). Most institutions that offer engineering coursework have recognized the necessity of a clear orientation to engineering thought and practice. Across the state, institutions have independently made efforts to develop such a course. Therefore, quite a variety of implementations exist. Further work toward standardization of the description and learning outcomes for a foundational engineering course would benefit all students beginning study in the field.

While LSC applauds efforts toward the consistency of an introductory course, we see the curriculum proposed by the FOS Advisory Committee of minimal benefit for students and in need of revision. Of course, students intending to study any field of engineering should expect to complete the calculus sequence along with two semesters of physics as outlined in the proposed FOSC; however, articulation of those courses from community colleges to universities is well-established. The proposed FOSC will perhaps concretize the transfer of those courses, but it falls short of building the much-needed transfer of engineering coursework.

An engineering student who begins post-secondary education at a community college will benefit by completing much of the foundational coursework toward their degree, including math and physics. On the other hand, several other courses common to freshman and sophomore engineering degrees are omitted from the proposed FOSC. With courses like Introduction to Engineering, Differential Equations, Circuits, Statics (Engineering Mechanics I), Dynamics (Engineering Mechanics II), and Chemistry missing from the FOSC, a student could enter a university as a "junior" but must then regress to freshman and sophomore courses in engineering. Having already completed most, if not all, of the core coursework, the student would fill the remaining gaps in his/her schedule with unnecessary credits. Clearly, this result is contrary to so many of our efforts to limit the number of credit hours required for all degrees. The

coursework listed above was previously included in the Engineering FOSC, and the reason for its deletion is unclear.

Lone Star College, as well as other community colleges throughout the state, successfully prepares students for transfer to university engineering programs where they excel. Much energy has been invested into Tuning Agreements and Transfer Compacts in engineering by several state schools. As a result, students are encouraged to enroll in engineering and seek transfer to a university program. Universities have responded by reaching out to community colleges for such students – especially because of community college connections to economically disadvantaged students and underrepresented populations. By developing a FOSC that does not allow a clear transition to university studies in engineering, we are impeding our core effort to serve students of the state. Therefore, we hope that the Engineering FOSC will be expanded to include additional science, math, and especially engineering courses to assist all students seeking transfer between state institutions.

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#### South Texas College: President's Statement

It is the opinion of South Texas College Engineering Faculty that the Engineering Field of Study (EFOS) proposed by the Engineering Field of Study Advisory Committee does not sufficiently reflect the course work Engineering students need to complete the first two years of an engineering program. The EFOS is weak and does not serve its intended purpose of developing a curriculum that will facilitate graduation and minimize loss of credit hours. The proposed FOS is more of a Math/Physics FOS rather than an Engineering FOS, and does not reflect the spirit of the law, which was enacted to promote greater participation in standard engineering courses, and a greater and smoother transition of these courses and programs from two-year colleges to upper level institutions.

It is understood that the lack of engineering courses in the FOS is a result of legislative mandates (Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter B, Rule 4.32b) requiring the included courses to be accepted by receiving institutions to count directly toward the students' field of study. The decision not to include any engineering course in the EFOS as a solution to this problem is not the best approach to addressing the varied body of course work within the different engineering disciplines. As such, the following concerns and recommendations are made for your consideration.

#### **Our concerns are:**

- **Lack of direction on engineering courses:** No engineering courses are included in the EFOS nor is there any direction on the part of THECB or EFOS committee as to what courses should be included in an EFOS. Asking students to "meet with their academic advisor prior to

enrolling each semester to discuss the Engineering FOS" does not give adequate direction to the student, the sending, or the receiving institution.

- **Failure to reference Tuning Council Compact:** There is no mention in the "Proposed Statement to Accompany Curriculum" of the recommendations within the THECB Tuning Council Engineering Compact. This body of work reflects discipline-specific recommendations on coursework appropriate for the various engineering fields.
- **Negative impact on Transferability of engineering courses:** The EFOS does not follow its intended purpose of facilitating transfer by reducing time to graduation and reducing loss of transfer credit. The included courses are widely accepted by receiving institutions already. The proposed EFOS is a good starting point but it is simply incomplete. Institutions will need to develop course to course or 2+2 articulation agreements to transfer engineering course work. While this may be accomplished for neighboring institutions, developing articulation agreements gets more difficult as the distance between the institutions increases.
- **Negative impact on Dual Enrollment Engineering Academy (DEEA).** South Texas College has a very successful Dual Enrollment Engineering Academy (DEEA). This program, as with similar others in the state, has produced and kept a large number of high school students on track through the first two years of challenging engineering courses, and seen them transfer and do well at the university level. It is imperative that such transitional programs that start our youth early in pursuit of an engineering career not be dismantled.

**Our recommendations are:**

- **Need to Develop discipline specific FOS:** The advisory committee should reconsider developing FOS for specific engineering disciplines. The Texas Education Code, Title 3, Subtitle B, THECB General Provisions section 61.823 d states  
*"In developing field of study curricula, the board shall pursue a management strategy that maximizes efficiency, including a management strategy that provides for the decentralization of advisory committees to enable concurrent development of curricula for different fields of study."*  
  
The many disciplines of engineering differ widely in the FOS requirements. This can be attested to by the lack of engineering courses included in the proposed EFOS. This suggests multiple FOS advisory committees should be formed to develop discipline appropriate FOS as per the above rule.
- **Request exception to 60 hour rule:** The committee should request 2 year engineering programs be allowed to exceed the 60 hour rule. Engineering programs at universities require students complete more than 60 hours in the first two years; thus, students pursuing engineering at 2 year institutions should also be allowed to complete more than 60 hours. Increasing the hours to 64 hours would allow 2 year institutions to include Calculus III; one of the few benefits of the proposed EFOS.
- **Reference Engineering Compact:** At the very least, the statement that accompanies the curriculum needs to guide sending and receiving institutions to the Engineering compact work that was completed by discipline specific experts. The body of course work listed on the Engineering compact should be referenced as transferable courses to four year institutions on a discipline specific basis.

We recognize that engineering curriculum across Texas are varied and the body of course work between different disciplines of engineering also vary. The advisory committee should take the time to develop an EFOS that more adequately represents the varied Engineering fields. The 2002 EFOS can be used until

such time as the committee completes its work. Furthermore, we caution against any decision that would amount to the elimination of engineering programs at two-year colleges throughout the state, and that would be harmful to the many extensive programs now in place. An assessment and acceptance of what we have proposed above, would address the questions revolving around this issue.

Shirley A. Reed, M.B.A., Ed.D.  
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#### South Texas College: Associate Dean, Curriculum and Student Learning

One of our faculty members in the engineering discipline, Martin Knecht, had the opportunity to serve on the advisory committee as a community college representative.

1. During the EFOS committee meetings it was mentioned that the work done by the Engineering Tuning Oversight Council would be cited as a basis for which engineering programs could develop and structure their programs. In the proposed EFOS, no mention of the work done by the council is made. In light of the fact that no engineering classes are listed in the engineering Field of Study, it is important that this body of work that was developed by engineering faculty state-wide be specifically and intentionally cited and used as a guideline for courses that students should be taking beyond those listed in the proposal.
2. At the beginning of the process of developing the EFOS, the THECB said that a consideration would be made to allow two-year engineering programs to offer AS degrees beyond the 60 hour limit. This is not mentioned in the EFOS committee recommendation, but it should be included.
3. The committee should reconsider the idea of developing EFOS's for specific disciplines. If the intention of developing an EFOS is to make transfer between institutions easier for students with little or no loss of credit, then the scope of the EFOS needs to be broadened. The proposed EFOS includes classes that are broadly accepted for transfer by most colleges already.

Kristina Wilson  
Associate Dean of Curriculum & Student Learning  
South Texas College  
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## ADDENDUM 2

**From:** Anne Dickens [<mailto:adickens@gc.edu>]  
**Sent:** Friday, October 16, 2015 11:07 AM  
**To:** Smith, Mary Dr. <[Mary.Smith@THECB.state.tx.us](mailto:Mary.Smith@THECB.state.tx.us)>  
**Subject:** Engineering FOS

Our primary concern is helping students transfer to a university on track to graduate in the same amount of time as a student who started at a university.

How can we possibly do that if the engineering courses will not transfer? If they are not included in the FOS, we will always be at risk of holding back those students because the university decided not to accept an engineering course.

The current FOS, as proposed, is creating a situation where the best advice for a community college student is to transfer, and pay higher tuition, to guarantee their engineering courses count toward degree requirements.

James Nelson just said it perfectly, the course is accepted "unless they have changed something since I last looked." That is our fear. The course is accepted today but changes are made before the student transfer. There are simply too many variables without a written plan.

*Anne Dickens, Ed.D.*

HSI-STEM/Title V Grant Project Director  
Galveston College  
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**From:** Collin C. Witherspoon [<mailto:ccwitherspoon@actx.edu>]  
**Sent:** Friday, October 16, 2015 10:57 AM  
**To:** Smith, Mary Dr. <[Mary.Smith@THECB.state.tx.us](mailto:Mary.Smith@THECB.state.tx.us)>  
**Subject:** FOS Question

Why can't there be subfield designations in the FOS such as

Mechanical  
Electrical  
Civil

and designate the courses for each subfield?

Collin Witherspoon  
Department Chair/Instructor  
Mathematics, Engineering & Physical Sciences  
Amarillo College  
806-371-5142

**From:** Brent Donham <[Brent.Donham@tamuc.edu](mailto:Brent.Donham@tamuc.edu)>  
**Date:** October 16, 2015 at 1:20:54 PM CDT  
**To:** Smith, Mary Dr. <[Mary.Smith@THECB.state.tx.us](mailto:Mary.Smith@THECB.state.tx.us)>  
**Subject:** proposed FOS

Here is my two cents that you can consider when you develop your position.

- If the handful of Math and Physics courses are all that will be included, then I have the same comments when it was done originally and that is what is the need for an E-FOS? Regardless of whether there is a FOS, most if not all institutions will take Calculus and Calculus-based Physics in transfer for an engineering program. TAMU-C is no exception.
- The same issue seems to be a barrier to your team that existed with the original development team and that is you are trying to find a common set of courses across all engineering disciplines. If you did it for Civil Engineering, it would be easier to reach some consensus on a group of core courses. However, when you try to find something for Electrical, Mechanical, Civil, etc. in today's environment when degree have to be under 130 sch, the commonality has been removed.
- I understand why the 2-year schools want an Introduction to Engineering course, as it provides a good survey course. While most schools have an intro course by name, the content varies wildly. I am not opposed to having a intro course but it would have to have a standardized curriculum, which is highly unlikely to occur. The Intro course is typically customized for the programs for each university (i.e. we don't have anything for Chemical Engineering, whereas I am sure University of Houston does).

Brent

[Dr. Brent Donham, Department Head & Associate Professor, Department of Engineering and Technology, TAMU – Commerce]

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**From:** Enriqueta Cortez [<mailto:quetac@southtexascollege.edu>]  
**Sent:** Friday, October 16, 2015 1:38 PM  
**To:** Smith, Mary Dr. <[Mary.Smith@THECB.state.tx.us](mailto:Mary.Smith@THECB.state.tx.us)>  
**Subject:** clarification

Good Afternoon,

If I understood the discussion earlier, the language in the statute was the same when the 2002 FOS with footnotes and all was adopted by the Texas Coordinating Board. What is not clear to me is why this FOS is no longer acceptable to some institutions or to the Coordinating Board?

Thank you.

Queta

Enriqueta Cortez, PhD  
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# Texas Administrative Code

[Next Rule>>](#)

<a href="#">TITLE 19</a>	EDUCATION
<a href="#">PART 1</a>	TEXAS HIGHER EDUCATION COORDINATING BOARD
<a href="#">CHAPTER 1</a>	AGENCY ADMINISTRATION
<a href="#">SUBCHAPTER A</a>	GENERAL PROVISIONS
RULE §1.17	Authority of the Commissioner to Provide Direct Supervision of the Education Research Centers

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The Board authorizes the Commissioner to provide direct supervision of the Education Research Centers created by Texas Education Code §1.005.

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**Source Note:** The provisions of this §1.17 adopted to be effective February 18, 2007, 32 TexReg 526

# Texas Administrative Code

[Next Rule>>](#)

<a href="#">TITLE 19</a>	EDUCATION
<a href="#">PART 1</a>	TEXAS HIGHER EDUCATION COORDINATING BOARD
<a href="#">CHAPTER 1</a>	AGENCY ADMINISTRATION
<a href="#">SUBCHAPTER A</a>	GENERAL PROVISIONS
RULE §1.18	Operation of Education Research Centers

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(a) Definitions. The following words and terms, when used in this section, shall have the following meanings, unless the context clearly indicates otherwise.

(1) FERPA means the Family Educational Rights and Privacy Act, 42 U.S.C. §1232g, including regulations and informal written guidance issued by the United States Department of Education and any amendments or supplementation thereof.

(2) Cooperating Agencies means the Texas Education Agency (TEA), the Texas Higher Education Coordinating Board (CB), and the Texas Workforce Commission (TWC).

(3) P-20/Workforce Data Repository refers to the collection of data from each Cooperating Agency. The cooperating agencies shall execute agreements for the sharing of data for the purpose of facilitating the studies or evaluations at Education Research Centers (ERCs). In accordance with the agreements, each cooperating agency shall make available all appropriate data, including to the extent possible data collected by the cooperating agency for the preceding 20 years. A cooperating agency shall periodically update the data as additional data is collected, but not less than once each year. The repository shall be operated by the CB.

(4) The CB may enter into data agreements for data required for approved studies or evaluations with the state education agency of another state, giving priority to the agencies of those states that send the highest number of postsecondary education students to this state or that receive the highest number of postsecondary education students from this state. An agreement under this paragraph must be reviewed by the United States Department of Education and must require the agency of another state to comply with all data security measures required of a center. The CB may also enter into data agreements with local agencies

or organizations that provide education services to students in this state or that collect data that is relevant to current or former students of public schools in this state and is useful to the conduct of research that may benefit education in this state.

(5) Confidential information as applied to data in the P-20/Workforce Data Repository provided to an ERC includes all individual-level data, including any data cells small enough to allow identification of an individual. All data cells containing between one and four individuals, inclusive, are confidential.

(A) Small data cells will be considered any cell containing between one and four individuals inclusive. Information may not be disclosed where small data cells can be determined through subtraction or other simple mathematical manipulations or subsequent cross-tabulation of the same data with other variables. Institutions may use any of the common methods for masking including:

(i) hiding the small cell and the next larger cell on the row and column so the size of the small cell cannot be determined; or

(ii) hiding the small cell and displaying the total for both the row and column as a range of at least ten; or

(iii) any methodology approved by the cooperating agencies.

(B) References to the CB shall also be deemed to include the Commissioner of Higher Education. References to the TEA shall also be deemed to include the Commissioner of Education. References to the TWC shall also be deemed to include the Workforce Commissioners.

(b) Purpose.

(1) ERCs shall be established by the CB. An ERC may only be established at a sponsoring public institution of higher education in Texas but may be awarded to a consortium of such institutions. An ERC must be physically located within Texas and must retain all data at that location except for secure off-site data back-up in accordance with written procedures approved by the Advisory Board. Individual level data may not be provided to a researcher at a location other than a Research Center or the CB or a public institution of higher education located in Texas that is an acknowledged consortium member of the ERC.

(2) The CB is responsible for general oversight and technical assistance of ERCs, except as otherwise provided in this chapter. All policy decisions shall be approved by the CB.

(3) Sponsoring institutions of higher education are responsible for all equipment, salaries and other operating costs of an ERC, including documented staff time and equipment at TEA and the CB necessary to prepare and maintain data for the ERCs, as well as reasonable reimbursable expenses of the Advisory Board. Costs will include actual documented expenses up to two full-time equivalent employees at TEA and CB along with associated data storage costs as set by DIR for the data center consolidation rates unless otherwise agreed to by the CB and the ERCs.

(4) The ERCs may provide researchers access to shared data only through secure methods and require each researcher to execute an agreement regarding compliance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. §1232g) and rules and regulations adopted under that Act. Each ERC shall adopt rules or policies to protect the confidentiality of information used or stored at the center in accordance with applicable state and federal law, including rules or policies establishing procedures to ensure that confidential information is not duplicated or removed from a center in an unauthorized manner.

(c) Advisory Board.

(1) The Commissioner of Higher Education shall create and maintain an advisory board to review and approve, as it deems appropriate, research involving access to confidential information and to adopt policies and rules governing the protection of such information in ERC operations. The Advisory Board is not a governmental body for purposes of Chapters 551 and 552 of the Texas Government Code.

(2) Membership of the Advisory Board shall include, at a minimum:

(A) the Commissioner of Higher Education, as Chair;

(B) a representative of TEA, designated by the Commissioner of Education;

(C) a representative of the CB, designated by the Commissioner of Higher Education;

(D) a representative of the TWC, designated by the Commission;

(E) the Director or Director's designee of each ERC; and

(F) a representative of preschool, elementary, or secondary education, designated by the Commissioner of Higher Education.

(G) Additional member(s) may be appointed within the discretion of and as determined by the Commissioner of Higher Education.

(3) The Advisory Board will review each study or evaluation proposal. A study or evaluation proposal must be approved in advance by majority vote of the Advisory Board before it can be conducted at an ERC. The Advisory Board's review of a proposal must include the following factors:

(A) the potential to benefit education in Texas;

(B) require each ERC Director or designee to approve of the research design and methods to be used; and

(C) the extent to which the required data is not readily available from another source.

(4) The Advisory Board will decide if a submitted proposal falls under the "studies" exception or the "audit/evaluation" exception described in FERPA and its implementing regulations. Should a proposed study or evaluation not be permitted by FERPA or its implementing regulations, the proposal will be denied.

(5) Each ERC will enter into a written agreement with each researcher mandating the researcher's compliance with FERPA.

(6) The Advisory Board shall meet at the call of the Chair at least quarterly each year and such meetings will be open to the public.

(7) Meetings may be conducted by electronic means, including telephonic, video conference call, Internet, or any combination of those means.

(8) The Advisory Board may create committees and subcommittees as it deems necessary or appropriate.

(d) Operation.

(1) An ERC may operate only under written authorization by the CB. Status as an ERC may not be assigned, delegated or transferred to any other entity.

(2) An ERC shall be led by a managing Director who is a professional employee of the sponsoring institution of higher education (IHE). The managing Director shall report directly to the chief operating officer of the sponsoring IHE unless a different reporting structure is approved by the CB.

(3) All research at an ERC involving access to confidential information shall be conducted with the approval of the Advisory Board or by request of the Texas Workforce Commission, Commissioner of Higher Education or the Commissioner of Education if the requesting agency provides sufficient funds to the ERC to finance the project.

(4) Confidential information provided to an ERC shall be protected by procedures to ensure that any unique identifying number is not traceable to any individual. Such procedures must be maintained as confidential by TEA and the CB and may not be shared with an ERC, or used for any other purpose. Under no circumstances may social security numbers, names, or birthdates be accessed for the purpose of research at an ERC.

(5) ERCs shall adopt written procedures for research conducted using confidential information, subject to FERPA and its implementing regulations and approval by the Advisory Board. An ERC may not access confidential information until all such procedures are approved. Such procedures shall include:

(A) measures to ensure against unauthorized disclosure of confidential information;

(B) independent review of all research products/results by a designated ERC staff person not involved in that specific project to ensure against unauthorized disclosure of confidential information in accordance with guidelines adopted under FERPA;

(C) measures to ensure that confidential information is not copied or removed from the ERC;

(D) annual certification of full compliance with all requirements of state and federal laws and regulations regarding the use of confidential information for research purposes by the internal auditor of each participating IHE;

(E) before final approval of a research proposal by the Advisory Board, the researcher must certify that the research proposal complies with the IHE's institutional review board or similar research review board with oversight over research design, including any applicable requirements for research involving human subjects the ERC shall provide evidence of approval from the IRB or justification for exclusion from the IRB process before a researcher has access to any data; and

(F) criteria for allocating research access capacity for researchers not affiliated with the sponsoring IHEs.

(6) All final research reports or analysis produced at an ERC shall:

(A) be made available upon request to the cooperating agencies;

(B) a single copy shall be made available to the cooperating agencies for any copyright publications at no cost to the cooperating agencies; institutionally produced or non-copyright publications shall be available for public distribution, copying or reproduction at no cost to the cooperating agencies;

(C) contain a disclaimer in a form acceptable to the cooperating agencies stating that the conclusions of the research do not necessarily reflect the opinion or official position of those entities or of the State of Texas;

(7) An ERC shall comply with the requirements of the Texas Public Information Act, including requirements relating to data manipulation. Charges for processing Public Information Act requests shall be based on guidelines developed by the Texas Attorney General's Office.

(8) A sponsoring IHE shall cooperate fully with all audit requests made by the CB or the Advisory Board. Each ERC shall annually request and undergo a security audit performed by the Texas Department of Information Resources, or a contractor approved by that Department, which shall include a penetration test of computer equipment and access, and provide the results thereof to the CB.

(9) Research projects that require access to data not then included in the database maintained by the CB for research will be provided by the cooperating agencies if available. An ERC will be charged the cost to process or manipulate such data.

(e) Sanctions and Termination.

(1) Upon a determination that confidential information has been released or has been copied to another location, or that appropriate security measures are not in place to protect confidential information, the CB may, in addition to other remedies set forth in this section, require an ERC to obtain appropriate services or equipment or to remove confidential information from such other location in order to remedy a security deficit. Such services or equipment shall be purchased by the ERC from vendors subject to approval of the CB.

(2) The ERC under review shall be required to pay all reasonable costs to the CB for time necessary to re-audit and ensure appropriate security measures are in place after a possible breach occurs.

Cont'd...

(3) An ERC may be terminated by the CB for failure to meet the requirements of state or federal law, of this subchapter, or of the terms of a contract establishing the ERC. An ERC shall be entitled to an informal review of a determination to terminate its status by a designee of the Commissioner of Higher Education prior to the effective date of the termination. An ERC shall return all confidential data to the CB within five (5) days of its receipt of a notice of termination and shall not retain a copy, replica, or duplicate thereof, whether in whole or in part. The Commissioner of Higher Education may suspend an ERC while determining whether the ERC's failure to meet the requirements of state or federal law, of this subchapter, or of the terms of a contract establishing the ERC are of such significance to warrant termination. An ERC may not operate during any period of time it is suspended.

(4) Notice of termination under paragraphs (1) and (2) of this subsection shall be provided to the ERC's designated representative and shall contain information regarding the reasons for the termination.

(5) A termination made pursuant to this section shall become final and binding unless, within 30 days of its receipt of the notice of termination, the ERC invokes the administrative remedies contained in Subchapter B of this chapter (relating to Dispute Resolution). If this chapter is so invoked, any ultimate recommendations regarding termination shall be made to the CB which, in turn, shall render its decision in due course. The ERC shall be suspended during the pendency of any such proceedings.

(f) Security.

(1) An ERC must comply with all requirements of FERPA in accessing confidential information to conduct research. Notwithstanding any other provision in this subchapter, failure to maintain adequate security to avoid the unauthorized disclosure of confidential information provided to the ERC shall be grounds for immediate termination of the authorization to access such data.

(2) The CB may suspend access to confidential information provided to an ERC based on a significant risk of unauthorized disclosure of confidential information.

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**Source Note:** The provisions of this §1.18 adopted to be effective August 15, 2007, 32 TexReg 4968; amended to be effective February 18, 2008, 33 TexReg 1324; amended to be effective November 21, 2013, 38 TexReg 8191





**ADVISORY BOARD  
OF THE  
TEXAS EDUCATION RESEARCH CENTERS**

**Minutes of the September 15<sup>th</sup>, 2015 Meeting  
Texas Higher Education Coordinating Board**

**Committee Members Present:** Julie Eklund, Celeste Alexander, Greg Branch, Linda Roska, Ruben Garcia, Carla Stevens, Gary Dworkin

**Committee Members Absent:** None

The meeting convened at 1:10 p.m.

Julie Eklund opened the meeting by introducing new board member Gary Dworkin.

**I. Consideration of approval of new research projects**

**UT Austin:**

**Proposal 1 (UTA 057)** - Accelerating Success - A Multi-College Investigation of the New Mathways Project / **Approved** but must remove mention of GED Graduates and include the file of Texas high school graduates without student detail. This project is funded and approved for five years.

**Proposal 2 (UTA 058)** - Returns to Two-Year Degrees and Certificates in Texas / **Approved** but must include industry information of employers for those employed, and change hourly wages to quarterly wages. Additional data approved includes the THECB Career School data reports cbm001-Enrollment, cbm009-graduation, and cbm00s-Student Schedule. A supplemental data request for TWC Proprietary School data was approved.

**UT Dallas**

**Proposal 3 (UTD 086)** - Investigation of the Variation in Academic and Longer-Term Outcomes for English Language Learners / **Approved** but must include Industry data. The researchers must provide an updated version of the proposal that clarifies how the data will be used. It must also provide caveats showing their understanding of the data limitations, and potential impacts of the limitations on the findings.

**Proposal 4 (UTD 087)** - Youth Sports, Academic Achievement, and Labor Market / **Approved** but must include additional Industry, Area and Firm information. The project shall not include access to the THECB cbm011-Facilities Room report, the cbm014-Facilities Building report, and cbm00r-Health Residents report.

Because supplemental data for the study were compiled from public sources, it was noted that the ERC should carefully review all materials before release to ensure that, in combination with those publically available sources, individuals cannot be identified. In response to a committee member query, the researchers responded that they do not intend to publish school-level outcomes.

**Proposal 5 (UTD 085)** - Resubmission - Effects of Flagship Attendance on the Outcomes of Underrepresented Students / **Approved**

**Proposal 6 (UTD 071)** - Extension Request – The Effects of Postsecondary Educational Choices / **Approved** extension for three years. The proposal needs to be updated to include funding documentation justifying the longer three year extension period.

**Proposal 7 (UTD 072)** - Extension Request - Program Quality, Price, and Student Success at Texas Public Universities in the Wake of Tuition Deregulation / **Approved** extension for three years. The proposal needs to be updated to include funding documentation justifying the longer three year extension period.

**II. Adjourn** - The meeting was adjourned at 4:05 p.m.



**ADVISORY BOARD  
OF THE  
TEXAS EDUCATION RESEARCH CENTERS**

**Minutes of the December 15<sup>th</sup>, 2015 Meeting  
Texas Higher Education Coordinating Board**

**Committee Members Present:** Julie Eklund, Celeste Alexander, Rodney Andrews, Linda Roska, Ruben Garcia, Gary Dworkin, Theresa Urrabazo

**Committee Members Absent:** Carla Stevens

The meeting convened at 1:00 p.m.

Julie Eklund opened the meeting by introducing new board member Theresa Urrabazo.

**I. Call to Order by Advisory Board Chair**

**II. Consideration of Approval of New Research Projects**

**Proposal 1 (UTD 088)** Impact Analysis of the Early College Expansion Partnership i3 project in Texas schools - **Approved**

**Proposal 2 (UTD 089)** Investigating the Effect of Advanced Placement Participation and Performance on Post-Secondary and Post-Graduate Outcomes – **Approved** but the proposal should be revised and resubmitted including the supplemental material, and will stipulate that AP College Board Data will only be linked to Coordinating Board data.

**Proposal 3 (UTA 059)** Affirmative Action and Student Effort – Approved but the NAICS code replaces SIC code for TWC Wage Records, Teacher Education data will not be included, and the researchers should be aware that there is similar research in progress at UT Dallas.

**Proposal 4 (UTA 060)** Research & Evaluation in Support of The Blueprint for Educational Change TM, the Central Texas Region's Strategic Plan for Education – **Approved** with the caveat that supplemental data will be linked only if TEA approves.

**Proposal 5 (UTA 061)** College Costs and Educational Choices of Undocumented Immigrants in Texas - **Approved** but to access County data researchers should use the TWC tracer tool. The generic use of "any other variables" will be removed. Additional variables accepted for use include: Enrollment Status, Residency Status, Economically Disadvantaged, and Demographic variables.

**Proposal 6 (UTA 062)** Where Do I Stand? The importance of prior class ranking on life outcomes – **Approved** but generic use of "other variables" will be removed, and the addition of the PEIMS P.CLASS data is approved.

**Proposal 7 (UTA 063)** Texas Hispanic STEM: Advanced Course Supply and Enrollment – **Approved** but noting that Shana Shaw is no longer a member of the project.

### III. Consideration of Approval of Extension Requests

**Extension 1 (UTD 068)** The Effects of Charter Schools - **Approved** for 1 year

**Extension 2 (UTD 069)** A Proposed Study of Principal Performance and its Relationship to Accountability Ratings, School Academic Performance, and the Labor Market for Principals – **Approved** for 1 year

**Extension 3 (UTD 070)** Study of Teach for America Training on Principal Effectiveness and Career Patterns - **Approved** for 2 years

**Extension 4 (UTD 073)** Music Education and Its Impact on Student Persistence: A Program Evaluation of Little Kids Rock – **Approved** for 2 years

**Extension 5 (UTA 032)** Investigation of Student Outcomes for Graduates of Uteach and Other Teacher Preparation Programs – **Approved** for 3 years

**Extension 6 (UTA 033)** Texas Reverse Transfer Initiative - **Approved** for 1 year

**Extension 7 (UTA 034)** Broadening Pathways to College Access and Beyond - **Approved** for 2 years

**Extension 8 was not on the agenda but due to special circumstances was approved for consideration:**  
**Extension 8 (UTA 026)** Rio Grande Valley Linking Economic and Academic Development (RGV LEAD) – **Approved** for 2 years

### IV. Consideration of Approval of Additional Data for Existing Projects

**Data 1 (UTD 064)** Causes and Consequences of Public Subsidies in Higher Education – **Approved** for THECB CBM Reports 004, 008, 011, 014, and TEA Dropout Data.

**Data 2 (UTD 084)** A FAST RESTART: A Proposal to Transition the Financial Allocation Study for Texas (FAST) System – **Approved** for Special Education data 2011 forward through the duration of the project.

**Data 3 (UTD 086)** Investigation of the Variation in Academic and Longer-Term Outcomes for English Language Learners and Their Classmates in Texas Public Schools – **Approved** for Teacher Class Assignment, and Course Completion 2012 – 2016.

**Data 4 (UTA 043)** Evaluating Teacher Preparation Programs in Texas – **Approved** the *Date of Certification Test Administration* variable will be added to the ERC SBEC data. TEA will provide the *Age of School District Employee as of September 1 of Reporting Year* variable as supplemental data.

### V. Discussion of Access to, and Destruction of, Data Warehouse Data – Due to time constraints, this item was tabled until the next meeting.

### VI. Adjourn - The meeting was adjourned at 4:13 p.m.



**ADVISORY BOARD  
OF THE  
TEXAS EDUCATION RESEARCH CENTERS**

**Minutes of the March 9th, 2016 Meeting  
Texas Higher Education Coordinating Board**

**Committee Members Present:** Julie Eklund, Celeste Alexander, Greg Branch, Linda Roska, Ruben Garcia, Gary Dworkin

**Committee Members Absent:** Carla Stevens and Theresa Urrabazo

The meeting convened at 1:00 p.m.

**I. Call to Order by Advisory Board Chair**

Julie Eklund opened the meeting.

**II. Consideration of Approval of Extension Requests**

**Extension 1 (UTA 029)** Hispanic STEM Indicator Pathway Study - **Approved** for an additional two years.

**Extension 2 (UTA 031)** Analysis of the Move toward Integrated Reading and Writing Coursework in Texas Community Colleges - **Approved** for an additional two years but the proposal documentation must be resubmitted with the removal of the incorrect references to erroneous TEA and THECB data.

**Extension 3 (UTA 025)** The Effects of Teacher Pay Policies on Teacher Quality - **Approved** for an additional two years, with the note that there will be funding received from the Spencer Foundation.

**III. Consideration of Approval of Additional Data for Existing Projects**

**Data 1 (Special)** Impact Evaluation of TEXAS Grants - **Approved** for additional Wage data.

**Data 2 (UTA 025)** The Effects of Teacher Pay Policies on Teacher Quality - **Approved** for additional years of previously approved data plus an approved request for SBEC Teacher Certification data.

**IV. Consideration of Approval of New Research Projects**

**Proposal 1 (UTD 090)** An Evaluation of Principal and Teacher Evaluation and Pay Programs in the Dallas Independent School District - **Approved** but the proposal documentation must be resubmitted, directly addressing how the project benefits the State of Texas.

**Proposal 2 (UTD 091)** Markers for Academic and Workforce Success, A Comparison of the Trajectories of Student-Athletes and Non-Student-Athletes in Texas - **Approved** but the comparison group was clarified as Division I and II college athletes. Researchers were cautioned that other student athletes will not be identifiable in their study and also concerning working with wage data outliers.

**Proposal 3 (UTD 092)** eScholar Academic Readiness – **Postponed/ Resubmit** Questions arose concerning the purpose, detail of methodology, type of research outcomes, and benefit to the State of Texas. Additional information about the project affiliation with TEA was requested. The researchers were asked to work with Greg Branch of the Dallas ERC in conjunction with Julie Eklund to resubmit this proposal with questions addressed.

**Proposal 4 (UTA 064)** Correlational Study of Teachers Assigned to Teach English Learner Students in HISD  
– **Approved** The study group was clarified as including teachers that have both Bilingual and English as Second Language certification, and teachers with only English as a Second Language certification.

**Proposal 5 (UTA 065)** Access to Instructional Resources in the State of Texas New Insights to an Old Problem – **Approved** but all research must take place at the UT Austin facility.

**Proposal 6 (UTA 066)** College-and-Career-Focused Students and Endorsement Academies of the Rio Grande Valley – **Approved** TEA no longer collects data for TexPREP since it is no longer federally funded. So the proxy course mechanism will use technical Dual Credit and Advanced Technical Credit courses.

Julie Eklund asked the committee if they thought it was appropriate to have a policy discussion on projects for commercial purposes at the next meeting. The committee agreed, so Julie indicated that she would include it on the agenda for the June meeting.

**V. Adjourn** - The meeting was adjourned at 2:57 p.m.

## CHAPTER 1. AGENCY ADMINISTRATION

### SUBCHAPTER J. FINANCIAL AID ADVISORY COMMITTEE

#### Section

- 1.149. Authority and Specific Purposes of the Financial Aid Advisory Committee.
- 1.150. Definitions.
- 1.151. Committee Membership and Officers.
- 1.152. Duration.
- 1.153. Meetings.
- 1.154. Tasks Assigned the Committee.
- 1.155. Report to the Board; Evaluation of Committee Costs and Effectiveness.

#### 1.149. Authority and Specific Purposes of the Financial Aid Advisory Committee.

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, Section 61.0776 and the Texas Government Code, Chapter 2110, Section 2110.0012.

#### (b) Purposes.

(1) The Financial Aid Advisory Committee is created to provide the Board with advice and recommendations regarding the development, implementation and evaluation of state financial aid programs for college students. In this capacity, it is also to assist staff in the development of training materials for use by the Center for Financial Aid Information and others in informing students, parents, secondary education counselors, college personnel, members of appropriate community-based organizations, and others about financial aid opportunities for Texas students.

(2) In addition, the committee shall review state financial aid program policies and procedures; review state financial aid reports, including their uses; recommend changes in the allocation of financial aid funds to address state goals; review the collection and uses of data; and identify areas of research for consideration.

#### 1.150. Definitions.

The following words and terms, when used in this subchapter, shall have the following meanings:

(1) Board--The Texas Higher Education Coordinating Board.

(2) Center for Financial Aid Information--The state's entity for developing and disseminating information about financial aid for college, consisting of the Texas Financial Aid Information Center call center housed at the Texas Guaranteed Student Loan Corporation, and the College for All Texans website housed on the Board's website.

(3) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.

(4) Interested persons--Persons who attend committee meetings as representatives of stakeholder entities and any other persons who have made their interest in the work of the committee known to its presiding officer. Such interested persons may participate in committee discussions, as invited by the presiding officer to do so, but do not have the authority to cast votes.

#### 1.151. Committee Membership and Officers.

(a) Membership shall consist of financial aid practitioners, public school counselors, and other persons who can provide insight into the informational needs of students.

(b) Membership on the committee should include:

(1) at least two representatives from each sector of higher education (four-year public universities, health-related institutions, two-year colleges, and private institutions);

(2) at least one student representative; if two are selected, one is to be from the four-year college sector and one from the two-year college sector;

(3) two representatives of school districts, and

(4) one representative from the Texas Association of Student Financial Aid Administrators (TASFAA), named by the TASFAA Board.

(c) Interested persons, such as the Independent Colleges and Universities of Texas (ICUT), Texas Association of State College and University Business Officers (TASCUBO), and the Texas Association of Community Colleges (TACC), and legislative and governmental relations staff shall be regularly advised of committee meetings.

(d) The number of committee members shall not exceed twenty-four (24).

(e) Members of the committee shall select:

(1) the presiding officer, who will be responsible for conducting meetings and conveying committee recommendations to the Board, and

(2) the vice chair, who will succeed the presiding officer at the end of the presiding officer's year of service.

(f) The transition of leadership to the new presiding officer will occur at the end of the first committee meeting of each state fiscal year. The new presiding officer's term will begin with the second committee meeting of each year, as will each year of committee members' terms.

(g) Members shall serve for a term of three years, except that, regardless of the number of years previously on the committee, terms for persons who serve as chair of the committee will include the year as chair and the subsequent year as immediate-past chair; and the terms of persons who serve as vice chair will include the year as vice chair, the subsequent year as chair, and a following year as immediate-past chair of the committee. Student members of the



committee will serve two-year terms. Persons who have previously served on the committee are eligible to serve again.

#### 1.152. Duration.

The committee shall be abolished no later than October 31, 2017 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### 1.153. Meetings.

The committee shall meet on a quarterly basis. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties. Minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the committee.

#### 1.154. Tasks Assigned the Committee.

##### (a) Tasks assigned the committee include:

- (1) develop a comprehensive financial aid training program for public school counselors, employees of student financial aid offices of public institutions and private or independent institutions of higher education, members of appropriate community-based organizations, and other appropriate persons;
- (2) teach methods to enable persons receiving training to effectively communicate financial aid information to students, parents and others;
- (3) support and promote the dissemination of financial aid information to students, parents and others; and
- (4) publicize training and make it easily available to public school counselors and other appropriate persons across the state.

##### (b) Other tasks to be addressed include:

- (1) evaluate and make recommendations regarding means for improving state financial aid programs;
- (2) review and make recommendations regarding program rules and administrative materials to assure procedures are effective and efficient;
- (3) review and make recommendations on financial aid allocations to ensure state goals are met;
- (4) review the collection and use of data; and
- (5) identify areas of research for consideration.

1.155. Report to the Board; Evaluation of Committee Costs and Effectiveness.

The committee chairperson shall report any recommendations to the Board on no less than an annual basis. The committee shall also report committee activities to the Board to allow the Board to properly evaluate the committee's work, usefulness, and the costs related to the committee's existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

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<u>Committee Members in Attendance</u>	<u>Committee Members Absent</u>	<u>THECB Staff</u>	<u>Audience</u>
Lisa Blazer Harold Whitis Zelma De Leon Delisa Falks Anna Drake George Torres Carolyn Jones Carl Gordon Doris Constantine Carolyn Mallory Audree Hernandez Chris Murr Melissa Elliot Anne Walker Marcus Wilson Melissa Elliot Mary Gallegos-Adams Via Tel-Conference	Pilar Janis Rosario Juarez Ron Brown	Ken Martin Charles Puls Linda Battles Lesa Moller Katherine Carson Wanda Carr DeCha Reid Janie Miramontes Albert Contreras Roosevelt Sanchez Michelle Williams Michelle Salazar Sophia Rodriguez	Chris Scott-TG Diane Todd Sprague-UT Austin

<u>Agenda Item</u>	<u>Critical Discussion Points</u>	<u>Formal Decision/Action Required</u>
<u>Approval of Minutes</u>	<b>Corrections made to 6/25/15 meeting minutes</b> <ul style="list-style-type: none"> <li>Agenda Item FAAC involvement in data collections, corrected sub-committee volunteer from Carolyn Mallory to Carolyn Jones</li> <li>Marcus Wilson was present via conference call</li> <li>Agenda Item-Allocations schedule should be B-On-Time not B-On-Top and TEOG not TEGO.</li> </ul>	Minutes corrected  Amended minutes approved

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Agenda Item	Critical Discussion Points	Formal Decision/Action Required
<u>Student Financial Aid Program-Updates</u>  Charles Puls, Deputy Assistant Commissioner – Student Financial Aid Programs	<p><b>THECB has contracted with 5280 a Nelnet company in upgrading a new version of our loan management system.</b></p> <ul style="list-style-type: none"> <li>• This will be a migration of our existing management system instead of a new loan management system.</li> <li>• It will improve our processing and customer interfacing system</li> <li>• Functions will be for interaction with students submitting applications and schools certifying those applications</li> <li>• The process will be done in the course of 17-18 months</li> <li>• The anticipated “Go Live” date is set for January 2017</li> </ul> <p>THECB is working on training of the new loan software for schools prior to the “Go live” date.</p> <p><b>Update on the Trainer position in the Financial Aid Dept.</b></p> <ul style="list-style-type: none"> <li>• HR is finalizing this position which has grown into a Manager position</li> <li>• The position will oversee: <ul style="list-style-type: none"> <li>• A team of 3 individuals who will be focused on supporting schools</li> <li>• Developing the Texas Student Aid Handbook</li> <li>• Creating a more effective Financial Aid Dept. web portal</li> </ul> </li> </ul> <p><b>Update on the Restructuring within Student Financial Aid Program (SFAP)</b></p> <p>We now have two Divisions under the SFAP Dept.</p> <ul style="list-style-type: none"> <li>• Borrower Services for borrowers</li> <li>• Financial Aid Services for Schools</li> <li>• We are moving toward being skill based rather than program based</li> <li>• As positions open they will be posted outside the agency as well as internal within the next 6 months.</li> <li>• Our goal is to assign one designated phone number where the institutions can call with questions</li> </ul> <p>Lisa Blazer-Chair; How does the CB handle customer service complaints?</p> <p>Charles Puls-CB Deputy Assistant Commissioner; Stated that customer service complaint are handled by a staff member in our Division of College Readiness and Success. Dr. Puls- also stated that the CB has distributed the complaint process via the TASFAA listserv.</p>	None

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Agenda Item	Critical Discussion Points	Formal Decision/Action Required
<p><u>Presentation on new processing dates for GSP</u></p> <p>DeChá Reid, Director of Financial Aid Services</p>	<p style="text-align: center;"><b>2015-2016 Institutional Calendar</b></p> <p>May, June and July are the Month's we will go over on the end of year reporting</p> <ul style="list-style-type: none"> <li>• May 1 is the deadline date to submit the Summer update file</li> <li>• Common Error's came up during the end of year process for all programs in FY2015 due to prior year SAP not being met.</li> <li>• The new deadline for summer update file will minimize the number of corrections for the institutions.</li> <li>• Goal is to have all End-of-Year (EOY) reports done prior to end of the fiscal year.</li> <li>• Institutions can submit summer update file before May 1</li> <li>• June 17 is the deadline date for submitting end of year reporting for Top 10% for public institutions and Texas College Work-study Program for all institutions</li> <li>• We are trying to stagger deadline dates because in FY2015, community colleges had to submit four EOY reports on the same day.</li> </ul> <p>In July you have two deadline dates</p> <ul style="list-style-type: none"> <li>• July 1 is the deadline date for institutions to submit their FY2016 reports for TEG, TEOG and Texas Grants.</li> <li>• July 15-Texas Grants for the community colleges to submit their FY2016 EOY report.</li> <li>• These deadlines allow THECB to assist institutions with corrections and submit before the end of July. Our expectation is that all institutions can meet the set deadline dates.</li> <li>• This is a draft, will correct the timeline to reflect that the earliest date to set priority for all (initial and renewal) students is March 15 and not October for renewal students.</li> <li>• FAAC agreed that the dates would work and made no further comments regarding the calendar</li> </ul>	<p>DeChá Reid- CB Director of Financial Aid Services will assemble the final calendar.</p> <p>The FAAC members agreed that a Sub-committee should be created to review the impact of the Federal move to prior-prior year.</p> <p>Members who are not part of the main committee can serve on the sub-committee</p> <p>Chris Murr- Director of Financial Aid Texas State University-has volunteered as the lead to the sub-committee</p> <p>The following volunteered to assist with the sub-committee:</p> <ul style="list-style-type: none"> <li>• Harold Whitis- District Director of Student Financial Aid-Alamo CCD</li> <li>• Marcus Wilson-Director of Financial Aid-Texas Tech University HSC</li> <li>• Delisa Falks-Executive Director Scholarships &amp; Financial Aid-Texas A&amp;M University</li> <li>• Zelma De Leon-Director of Financial Aid-University of North Texas</li> <li>• Diane Todd Sprague-Director, Office of Financial Aid The University of Texas at Austin</li> </ul> <p>Lisa Blazer-Chair will give the volunteer list to Chris Murr.</p>

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Agenda Item	Critical Discussion Points	Formal Decision/Action Required
<u>Update on TG Pilot Project</u>  Chris Scott-TG Program Director	<p style="text-align: center;"><b>TX Student Loan Default Prevention Pilot Program</b></p> <p style="text-align: center;">3 key elements</p> <ol style="list-style-type: none"> <li>1. Educate the borrower</li> <li>2. Academic and Career Choices</li> <li>3. Strategies to avoid delinquency and default</li> </ol> <p>11 Institutions are participating in the program</p> <p>Four Pilot Features are <u>operational now</u></p> <ul style="list-style-type: none"> <li>• Default Prevention Plans <ul style="list-style-type: none"> <li>• Completion/acceptance of plan is the short-term</li> <li>• Lower cohort default rates is the long-term</li> </ul> </li> <li>• Student Financial Education and Loan Counseling <ul style="list-style-type: none"> <li>• Number of student attendees</li> <li>• Knowledge gained-pre-test vs post-test</li> <li>• Behavior modification survey</li> </ul> </li> <li>• College-Going tips and Emails <ul style="list-style-type: none"> <li>• Mighty Money Minute</li> <li>• Available formats: email, text message and PDF.</li> </ul> </li> <li>• Financial Coaching <ul style="list-style-type: none"> <li>• Post session survey</li> <li>• AFCPE-Trained and credentialed coaches</li> <li>• Personal, 1:1, student /coaching sessions</li> </ul> </li> </ul> <p>Two Features <u>in development</u></p> <ul style="list-style-type: none"> <li>• Integrated advising</li> <li>• Reports and assessments.</li> </ul> <p>Pilot is up and running-The first year (June 2014) was spent designing and recruiting institutions</p> <ul style="list-style-type: none"> <li>• Pilot should evolve and modify</li> <li>• Cohort default rates take years to develop</li> <li>• Expect interim results we can track.</li> </ul> <p>George Torres Assist VP Congressional/Legislative Relations with Texas Guaranteed added that the pilot was to carry out the legislative intent of SB6080 but feels like it is also targeted to the student debt goal for 60x30 goal. TG submitted this pilot to the Dept. of Education in April as a proposal. TG has a surplus of funds to pay for defaulted claims. We would like to use some of the accrued interest from the Federal fund to expand the pilot to include other Texas schools.</p>	None

Agenda Item	Critical Discussion Points	Formal Decision/Action Required
<u>Select new Vice Chair</u>  Lisa Blazer, FAAC Chair	<p>Tom Melecki is no longer in the industry and has resigned from the Financial Aid Advisory Committee.</p> <p>The Vice Chair will serve until they become Chair 3-year commitment</p> <ul style="list-style-type: none"> <li>• Chris Murr nominated for Vice Chair</li> <li>• Delisa Falks nominated for Vice Chair</li> </ul>	Chris Murr- Director of Financial Aid Texas State University was voted Vice Chair for a few hours then will become Chair at the end of this meeting.

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Agenda Item	Critical Discussion Points	Formal Decision/Action Required
<p><u>Finalize nominations</u></p> <p>Lisa Blazer, FAAC Chair and Charles Puls, Deputy Assistant Commissioner – Student Financial Aid Programs</p>	<p><b>Current update on FAAC Member Nominations</b></p> <ul style="list-style-type: none"> <li>• High School representative can't be finalized now because we do not have any nominations</li> <li>• Committee needs the following members <ul style="list-style-type: none"> <li>• 2 from 4-yr public Institutions</li> <li>• 2 from 2-yr Institutions</li> <li>• 2 from private Institutions</li> <li>• 2 from Health-related Institutions</li> <li>• Appointed members (TASFAA and Student)</li> </ul> </li> </ul> <p><b>Proposed Committee Members for Dec 2015-Nov 2018</b></p> <p>2-Yrs</p> <ul style="list-style-type: none"> <li>• Harold Whitis-Alamo CCD</li> <li>• Melissa Elliot-Vernon College</li> <li>• Rosario Juarez-Austin Community College</li> <li>• Carl Gordon-College of the Mainland</li> <li>• Mary Gallegos-Adams-TSTC-Harlingen</li> <li>• Sandi Jones-McLennan Community College</li> </ul> <p>4-Yrs</p> <ul style="list-style-type: none"> <li>• Lisa Blazer-UT SA</li> <li>• Jeannie Gage-Texas A&amp;M University Corpus Christi</li> <li>• Zelma De Leon- University of North Texas</li> <li>• Chris Murr- Texas State University</li> <li>• Carolyn Mallory-University of Houston-Victoria</li> </ul> <p>4-Yr Private</p> <ul style="list-style-type: none"> <li>• Doris Constantine-St. Edwards</li> <li>• Lyn Kinyon-Baylor University</li> </ul> <p>Health-Related</p> <ul style="list-style-type: none"> <li>• Delissa Falks-Texas A&amp;M</li> <li>• Cathy Sanchez-University of N.TX HSC</li> </ul> <p>Other Group</p> <ul style="list-style-type: none"> <li>• Audree Hernandez-College Advising Group</li> </ul> <p>Student Rep</p> <ul style="list-style-type: none"> <li>• Anna Drake-University of Texas at Austin</li> </ul> <p>TASFAA Representative</p> <ul style="list-style-type: none"> <li>• Shannon Crossland-Texas Tech University Dec 15-Sep 16 under appointed member</li> </ul> <p>Charles Puls- CB Deputy Assistant Commissioner; stated that the recommendation on nominations to the board comes from the agency in terms of committee membership not solely from the advisory committee. The agency as well as the Board needs to be looking at nominations of members.</p> <p>THECB Commissioner is concerned with having two members on the committee from the same institutions. Since the TASFAA President Shannon Crossland (appointed member) is from Texas Tech University and one FAAC nominee- Becky Wilson is also from Texas Tech University.</p> <p>At this time the two institution issue was resolved due to Becky Wilson from Texas Tech University asking to rescind her nomination.</p> <p>George Torres from TG asked to rescind TG's position on the committee so that another representative can serve in the future.</p>	<p>Nominations for High School representative still needed</p> <p>Committee approved the request from TG to rescind their position on the committee</p> <p>Committee approved the following nominee's to the committee.</p> <ul style="list-style-type: none"> <li>• Sandi Jones-McLennan Community College</li> <li>• Jeannie Gage-Texas A&amp;M University Corpus Christi</li> <li>• Doris Constantine-St. Edwards</li> <li>• Lyn Kinyon-Baylor University</li> <li>• Cathy Sanchez-University of N.TX HSC</li> <li>• Shannon Crossland-Texas Tech University-TASFAA</li> <li>• Zelma De Leon- University of North Texas</li> </ul>

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Agenda Item	Critical Discussion Points	Formal Decision/Action Required
<p><u>Discuss potential rule changes to clarify membership eligibility, nomination process, and Vice Chair, Chair, Past Chair eligibility.</u></p> <p>Lisa Blazer, FAAC Chair and Charles Puls, Deputy Assistant Commissioner-THECB</p>	<p style="text-align: center;"><b>Current FAAC Membership Rules</b></p> <p>Chapter 1 Subchapter J section 1.151: Membership shall consist of financial aid practitioners, public school counselors, and other persons who can provide insight into the informational needs of students.</p> <p>Chapter 1 Subchapter A (g): Membership. The Board shall solicit nominations and make appointments from such nominations for membership on advisory committees from presidents and chancellors or the respective designee.</p> <p style="text-align: center;"><b>Challenges and possible changes to the these rules</b></p> <ul style="list-style-type: none"> <li>• Hard to get HS Counselors nominated</li> <li>• TAFAA Rep only services one year</li> <li>• Members serve a 3-year term</li> <li>• What falls under "Other"</li> <li>• 2 Reps from Health-Related even though there are only about half a dozen HRI's</li> <li>• 1 Student rep from a 2yr and 1 from a 4yr, do we look for 1 or 2 student reps</li> <li>• No language that "other" could not serve as VC then Chair</li> <li>• More specific rule on a vacated slots</li> <li>• Rule regarding who ultimately decides who can be a member. (Agency or Board)</li> <li>• Members from same systems</li> </ul> <p style="text-align: center;"><b>Additional discussion regarding Committee Members</b></p> <p>Linda Battles-CB Deputy Commissioner-TASFAA rep does not have to be the TASFAA president.</p> <p>In the rules there is a provision regarding a member unable to continue to service on the committee.</p> <p>Charles Puls- CB Deputy Assistant Commissioner and Lisa Blazer-Chair have left some vacancies in order to balance the rotation of members.</p>	<p>Charles Puls-CB Deputy Assistant Commissioner; will put together the comments and issues related to the issues discussed for the new members to review prior to next year's nominations.</p>



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Agenda Item	Critical Discussion Points	Formal Decision/Action Required
<p><u>Initial ideas that have arisen on legislative recommendations for the next biennium</u></p> <p>Charles Puls, Deputy Assistant Commissioner-THECB</p>	<p>THECB is already thinking about the next legislative session and discussing ideas. There is a Board retreat next week to discuss the following ideas.</p> <ul style="list-style-type: none"> <li>• Review of the gaps that will follow with the phasing out of Top 10% and BOT Scholarships</li> <li>• Adjustments to address some of the gaps</li> <li>• TEOG issues for Bachelors-some CC offer Bachelor's degrees- TEOG eligibility runs out before completion of a Bachelor's Degree</li> <li>• CAL loan process and access to the program</li> <li>• Required credits and length of eligibility for grant programs.</li> </ul> <p>Carolynn Jones-Collin County CC; pointed out that we need to look at the prior-prior year in order to help with the topics.</p> <p>Chris Murr-Texas State University; suggestion on the two year allocations oppose to the one.</p>	None

Agenda Item	Critical Discussion Points	Formal Decision/Action Required
<p><u>Discussion of trends in CAL usage</u></p> <p>Charles Puls, Deputy Assistant Commissioner-THECB</p>	<p><b>Discussion and thoughts over Loan Trends and usage</b></p> <ul style="list-style-type: none"> <li>• The number of students using College Access Loan is up.</li> <li>• FY16 looks to be higher than FY15</li> <li>• Questions: <ul style="list-style-type: none"> <li>• What caused the drop on using CAL</li> <li>• What turned the drop around</li> <li>• CB lent students less money</li> <li>• Trends that the Agency should take into consideration</li> </ul> </li> </ul> <p>Lisa Blazer-UT San Antonio stated that the following may have been reasons for trends.</p> <p><b>Ideas on downward Trend</b></p> <ul style="list-style-type: none"> <li>• The changes on private loans</li> <li>• No advertising</li> <li>• Unable to talk about the CAL loan</li> <li>• Students did not know about the CAL</li> <li>• Institutions need to know how to package the loan within the Federal guidelines.</li> </ul> <p><b>Ideas on upward Trend</b></p> <ul style="list-style-type: none"> <li>• BOT phased out</li> <li>• Figuring out how to inform students</li> <li>• Alternative Lender list</li> </ul> <p>THECB is encouraging institutions to reach out if they need more allocations.</p>	NONE

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Agenda Item	Critical Discussion Points	Formal Decision/Action Required
<u>Adjournment</u>  Lisa Blazer, FAAC Chair	Next FAAC Meeting set for December 10, 2015  Minutes need to be approved or not approved not a voted item  Adjournment at 12:20pm	Lisa Blazer- Chair completed her term as Chair and Chris Murr- Director of Financial Aid at Texas State University has become the Chair.

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<u>Committee Members in Attendance</u>	<u>Committee Members Absent</u>	<u>THECB Staff</u>	<u>Audience</u>
Lisa Blazer Harold Whitis Zelma De Leon Delisa Falks Anna Drake Sandi Jones Carl Gordon Doris Constantine Carolyn Mallory Audree Hernandez Chris Murr Shannon Crossland Lyn Kinyon Rosario Juarez Jennie Gage Mary Gallegos-Adams (via teleconference)	Melissa Elliot Cathy Sanchez	Ken Martin Charles Puls Linda Battles Lesa Moller Katherine Carson Wanda Carr DeCha Reid Janie Miramontes Roosevelt Sanchez Michelle Williams Michelle Salazar	Maria Luna-Torres-TG Diane Todd Sprague-UT Austin Jeff Webster-TG Lois Hollis-ICUT Rissa Potter-CPUPC

<u>Agenda Item</u>	<u>Main Discussion Points</u>	<u>Formal Decision/Action Required</u>
<u>Welcome, Introductions, and Overview of Meeting</u>  Chris Murr-FAAC Chair	<b>Introduction of New Chair and Members</b> <ul style="list-style-type: none"> <li>Meeting called to order</li> <li>New Member introductions</li> </ul> Chad Puls (Deputy Assistant Commissioner, SFAP) - Went over "housekeeping" items	None

<u>Agenda Item</u>	<u>Main Discussion Points</u>	<u>Formal Decision/Action Required</u>
<u>Approval of Minutes</u> Chris Murr-FAAC Chair	Motion to approve minutes.	Minutes approved

<u>Agenda Item</u>	<u>Main Discussion Points</u>	<u>Formal Decision/Action Required</u>
<u>Selection of Vice-Chair</u>  Chris Murr-FAAC Chair	<b>Vice-Chair Duties and Service</b>  The Vice-Chair will serve for the remaining year and then will assume the Chair position, serving for a total of three years. Chris Murr nominated Delisa Falks; no other nominations were made.	Motion to approve Delisa Falks as Vice-Chair; all agreed.

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Agenda Item	Main Discussion Points	Formal Decision/Action Required
<u>Update from Prior-Prior Year Subcommittee</u>  Chris Murr-FAAC Chair	<p style="text-align: center;"><b>“Prior-Prior Year” Subcommittee</b></p> <p>The subcommittee was asked to evaluate suggestions and advise the Coordinating Board (CB) regarding how the agency can help in the transition to the new Federal Prior-Prior Year verification model and the October 1<sup>st</sup> FAFSA availability deadline.</p> <p>The subcommittee made five recommendations.</p> <ol style="list-style-type: none"> <li>1. Before funds are appropriated by the Legislature, the CB should consider providing each institution a “hold harmless” (base) amount for the first year of a biennium.</li> <li>2. Once funds are appropriated, the CB should consider announcing institutional allocations for the full biennium for each state financial aid program.</li> <li>3. The CB could continue to conduct outreach with existing and new partners throughout the state to increase high school counselor awareness of the new October 1<sup>st</sup> FAFSA start date.</li> <li>4. Maintain current March 15 deadline for the first year (2017-2018) and reevaluate before summer 2016 to determine if any of the deadlines should be adjusted in the second year (2018-2019) of the new FAFSA environment.</li> <li>5. Make appropriate changes to online and other materials as quickly as practicable to facilitate the smooth transition to the new verification model and FAFSA availability date.</li> </ol>	None

Agenda Item	Main Discussion Points	Formal Decision/Action Required
<u>Update on Data Collection Subcommittee</u>  Charles Puls, Deputy Assistant Commissioner – Student Financial Aid Programs	<p style="text-align: center;"><b>Data Subcommittee</b></p> <p>Doris Constantine, Chair of the Data Subcommittee, had previously been asked to delay selection of subcommittee members to allow for research on what type of data available within the agency the subcommittee should review.</p> <p>The following staff members will share with the subcommittee any reports that the CB is now collecting to administer the aid programs:</p> <ul style="list-style-type: none"> <li>• DeChá Reid, Director of Financial Aid Services at the CB</li> <li>• Shebah Spears, Program Manager, Financial Aid Services</li> <li>• Information Support Services Department at the CB</li> <li>• Strategic Planning and Funding Department at the CB</li> </ul> <p>Doris will assemble the subcommittee by soliciting volunteers, which can include FAAC members and financial aid professionals who are not on the FAAC. The subcommittee Chair must be a member of the FAAC.</p> <p>The committee will review whether or not there can be a reduction in the number of different reports collected by the CB for administration of the aid programs.</p>	<p>Recommendations from FAAC Members</p> <ul style="list-style-type: none"> <li>• Chris Murr recommended Dee Dee Gonzalez</li> <li>• Harold Whitis recommended Alan Ahamad</li> <li>• Zelma De Leon recommended Ed Turney</li> <li>• Lyn Kinyon recommended Terry Wright</li> <li>• Delisa Falks recommended Julie Shaddox</li> <li>• Lisa Blazer recommended Sylvia Dorgan</li> <li>• Rosario Juarez volunteered</li> <li>•Carolynn Jones volunteered</li> </ul>

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Agenda Item	Main Discussion Points	Formal Decision/Action Required
<u>Approval of the Annual FAAC Report</u>  Lisa Blazer, FAAC Past Chair	<p style="text-align: center;"><b>Annual FAAC Report</b></p> <p>A new report on the FAAC activities throughout the past year will be presented by the past Chair to the Committee on Affordability, Accountability and Planning (CAAP), so that the Board understands the commitment and time members are devoting to the success of this committee.</p> <p>The report format is being tested for use by other agency advisory committees.</p> <p>Summary of FAAC Report:</p> <ul style="list-style-type: none"> <li>• Solidify the nomination process for the FAAC</li> <li>• FAAC rules and loopholes</li> <li>• Work with CB to improve the allocation process, providing information in a timely manner</li> <li>• Provide feedback to legislators</li> <li>• Work with Student Financial Aid Programs (SFAP) by providing feedback on new initiatives</li> <li>• Provide feedback to THECB on data collection and reporting</li> </ul> <p>This year the time and costs were estimated by the CB, but in the future a form will be distributed to the members after each meeting for their submission of estimated costs and time spent on committee business.</p>	<p>Motion to approve the report.</p> <p>The FAAC Annual Report is approved.</p>

Agenda Item	Main Discussion Points	Formal Decision/Action Required
<u>Summary of Responses to Innovation and Policy Development Survey</u>  Holly Kosiewicz, Director of Policy Development at THECB	<p style="text-align: center;"><b>Student Debt Survey</b></p> <p>60X30 set out to ensure college is affordable for all Texans.</p> <ol style="list-style-type: none"> <li>1. Multiple hurdles prevent institutions from helping students to become better consumers of loan aid.             <ul style="list-style-type: none"> <li>• First Challenge: Students are overloaded with information about loans that is confusing. Students lack significant knowledge about the debt they incurred, options for repayment and the understanding that they have to repay the loan.</li> <li>• Second Challenge: For institutions, federal regulations are excessive, and the inordinate cost of institutional compliance with regulations discourage them from engaging in efforts that might steer students toward making better loan decisions.</li> <li>• Third Challenge: It is difficult for staff to estimate what students need versus what they unnecessarily want.</li> <li>• Final Challenge: College students take excess semester credit hours before formally applying for graduation, possibly increasing the number and the size of loans they need to borrow for college.</li> </ul> </li> <li>2. Freshmen, non-traditional students, and graduate students have the hardest time making sensible decisions about loans. Surveys indicate that these students have little or no experience making significant financial decisions, are averse to taking out a loan, are from a family with little or no experience in higher education, or have an unclear educational goal.</li> </ol>	<p style="text-align: center;">None</p>

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	<p>3. There are different approaches to inform students about their loan eligibility. Survey data show that four-year institutions generally inform students about their eligibility for need-based and non-need based loans in financial aid award letters. At some community colleges, students are notified that they are required to request loan aid, should they need it, regardless of their eligibility status.</p> <p>4. The majority of support services are student-initiated and focused on financial literacy and debt disclosure. Most institutions surveyed stated that federal regulations prohibit the THECB from reporting the B-On-Time and CAL loans to the NLSDS because the NLSDS is a central database for federal student loans, not state or private student loans.</p> <p>In most cases, institutions do not require students (or their parents) to participate in support activities beyond that which is mandated by the Federal Government. The emphasis on <i>encouraging</i> student participation rather than <i>requiring</i> it seems to be an artifact of federal regulations that prevent institutions from mandating that students meet additional requisites to obtain federal aid.</p> <p>5. Institutions chiefly advocate for better financial literacy interventions to improve student decision-making. The majority of respondents believe providing better financial literacy courses through more effective communication tools, like social media, could be an effective solution to problems like under-borrowing, over-borrowing, or default.</p> <p><b>Discussion:</b></p> <p>An economist that works at the Univ. of Maryland has been looking at the effect of packaging loans in financial aid award letters vs not packaging loans. The study is still in progress.</p> <p>Some research shows that even if students receive training regarding financial responsibility, they still make bad decisions.</p> <p>Institutions use volunteer or mandatory entrance counseling, newsletters, TG pilot programs and exit counseling.</p> <p>This survey was only offered to FAAC members; 11 of the 12 members participated.</p> <p>An indirect goal is to make sure students have a comfortable relationship with the Financial Aid Office. Do not wait for students to come to us, we go to the classrooms to talk about their Financial Aid.</p> <p>Texas State Univ. is developing an online application to, in part, better assist withdrawing students in understanding their student loan obligations.</p>	
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Agenda Item	Main Discussion Points	Formal Decision/Action Required
<u>Update on CAL Audit Findings and BOT Reconciliation Review</u>  Chad Puls, Deputy Assistant Commissioner – Student Financial Aid Programs	<p><b>CAL Audit Findings and B-On-Time(BOT) Reconciliation Review</b></p> <p>This fall the following inquiries occurred:</p> <ul style="list-style-type: none"> <li>Scheduled CAL audit</li> <li>BOT audit resulting from institutional returns of funds more than 120 days after disbursement</li> </ul> <p>Corrective Actions:</p> <ol style="list-style-type: none"> <li>Loan software upgrade will allow institutions to retrieve their own reports, to reconcile data.</li> <li>There will be a much greater focus by staff in reviewing institutional refunds and ensuring that they are within the required time frame.</li> <li>We are submitting a Request for Proposal (RPA) for an external contractor to document/map our loan process, complete time studies, benchmark staffing and expenses, and make recommendations.</li> <li>Record retention requirements and Financial Aid MOUs (Memoranda of Understanding) between the agency and institutions will be rewritten for clarity and alignment with state record retention expectations.</li> <li>Agency-specific forms (i.e. forbearance and deferments) will be used instead of federal forms.</li> <li>Responsibility for providing HELMS access for institutions will be transferred from Borrower Services to Financial Aid Services.</li> <li>BOT and CAL loan records in HELMS (loan system) and FADs are being compared to identify discrepancies to be resolved. It is a manual process; our goal is to build a program that annually will do this automatically.</li> </ol> <p>This may lead to certain limitations, such as institutions not being able to certify their FADs records until all of their students' loans have balanced, when comparing FADs and HELMS data.</p> <p>Negative consequences for borrowers:</p> <ol style="list-style-type: none"> <li>BOT loans certified by the school have been forgiven, but the funds were not provided to the student or refunded to the CB.</li> <li>Borrowers received a 1099 for forgiven loans and may have paid taxes on income they did not receive.</li> <li>Borrowers may have made payment(s) on a loan(s) not received.</li> <li>Collections attempts have been made for loans that were not received by students.</li> <li>Loans have been paid off even though the students did not receive the funds.</li> </ol>	None

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	<p>6. Judgments have been filed by the Office of the Attorney General against students who did not receive the funds.</p> <p><b>Discussion:</b></p> <p>Q: A question was asked regarding what happens if the data don't match.</p> <p>A: The CB will send a letter to the institution providing the loan details and asking the school to research the situation and help us understand what is occurring. If, for example, the institution has a record of refunding the loan and we do not have record of the refund, we will work with the institution to resolve that issue. If the institution should have taken action that was not taken, the CB will ask the institution to contact the student to explain the consequences and what is being done to rectify the issue.</p> <p>Q: There is an annual TEG audit procedure incorporated with the A133 audit; will there be additional requirements that the school will add to the audit?</p> <p>A: We are looking at how these pieces fit together and what items need to be included in the institutions' annual audit review.</p> <p><b>SFAP update</b></p> <p>Lesa Moller has been promoted to Sr. Director for the Student Financial Aid Central Office and will be taking a broad view of legislatively mandated activities.</p> <p>Connie Cooper has been promoted to Special Projects Director in the SFAP Central Office and will focus on the rules, operating budget, and system access.</p> <p>We will be filling four other positions, including training, accounting and specialist positions within the Financial Aid Services Department at the CB.</p>	
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Agenda Item	Main Discussion Points	Formal Decision/Action Required
<p>Update on TASFA and TFAIC Transition and Discussion</p> <p>Charles Puls, Deputy Assistant Commissioner – Student Financial Aid Programs</p>	<p>Chad has been working closely with Texas Guaranteed over the past 6 months, in identifying what we can do to best support success for both of our organizations.</p> <p>At the TASFA Conference, two specific changes were announced regarding the transition of the Texas Application for Student Financial Aid (TASFA) and Texas Financial Aid Information Center (TFAIC) hotline from TG to the Coordinating Board agency over the coming years.</p> <p>DeChá Reid, Director of the FAS Dept. will take the lead in transitioning TASFA. She has been shadowing TG for the development of the 16-17 TASFA. Once the Asst. Director, FAS at the CB is hired, that person will oversee the 17-18 TASFA with TG shadowing us. The 18-19 TASFA will transition to the CB.</p> <p>Once the SFAP department hires an Assistant Director for the Call Center, that person will lead the transition of the TFAIC hotline from TG to the Agency within a two-year period.</p> <p><b>Discussion:</b></p> <p>The suggestion was made to ensure THECB has enough Spanish speaking staff.</p> <p>The institutional role in the TASFA will not change - only the coordination will change.</p> <p>Plans on promoting the TFAIC hotline will occur after the transitions. We need to understand our baseline. Staffing for the number of calls needs to be appropriate.</p>	None

Agenda Item	Main Discussion Points	Formal Decision/Action Required
<p>FAAC Rule Review and Discussion</p> <p>Chris Murr-FAAC Chair and Chad Puls, Deputy Assist. Commissioner, Student Financial Aid Programs</p>	<p>Discussion Questions/Comments regarding FAAC Rule Review Regarding High School Counselors to serve on this Committee:</p> <ul style="list-style-type: none"> <li>The University of Texas is working on a statewide counseling initiative to build the capacity for HS counselors to better serve HS students. Anna Drake will work on getting contact information for this resource.</li> <li>Contact Texas Association of Collegiate Registrars and Admissions officers (TACRAO) or place nominations on its list serve. National training and mentors.</li> <li>Identify a state agency for High School counselors.</li> <li>Education Service Centers have a counselor's network.</li> <li>Financial outreach to counselors.</li> <li>How do we make Presidents or Chancellors aware and how to get them to nominate HS counselors?</li> <li>The CB has a separate set of rules for all of its advisory committees. Agency will take a closer look at the rules for a non-higher education representative.</li> <li>Perhaps the school district superintendents should nominate.</li> </ul> <p>The rules were discussed in-depth and formal decisions are listed to the right</p>	<p>Chad will combine the following items agreed upon by the Committee, for draft rule language to be reviewed at next meeting:</p> <ol style="list-style-type: none"> <li>1. The TASFAA representative should continue to be a non-voting member.</li> <li>2. Update the rule to state one-year term since the TASFAA president only serves for one year (update rule 1.151 #4 G).</li> <li>3. "Other persons" should be revised in the rules.</li> <li>4. At least one member should be from a health-related higher education institution.</li> <li>5. The membership should include two non-voting student representatives - one from a 2-year institution and one from a 4-year institution, if possible.</li> <li>6. The Chair should be a financial aid professional.</li> <li>7. "Interested persons" should be revised in the rules.</li> <li>8. If rules change, those who are serving as members now will be "grandfathered" in.</li> </ol>

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Agenda Item	Main Discussion Points	Formal Decision/Action Required
Update on THECB 85 <sup>th</sup> Legislative Recommendations and Discussion  John Wyatt, Director of External Relations at the THECB	<p>Recommendations regarding Financial Aid</p> <p><b>Oct. 2015-March 2016</b></p> <p>Continue to engage legislative, institutional, and other external stakeholders to solicit input and identify modifications that will accomplish Board goals while accommodating stakeholder's concerns.</p> <p>Current proposals being considered:</p> <ul style="list-style-type: none"> <li>• Texas Educational Opportunity Grant (TEOG) and TEXAS Grant programs will play an important role in meeting our goals</li> <li>• Consider increasing the Expected Family Contribution (EFC) limit.</li> <li>• Consider making grant recipients eligible for funding during summer sessions.</li> <li>• TEXAS Grant: Consider limiting grant recipients to 135 semester credit hours to encourage timely completion.</li> <li>• TEOG: Consider expanding to 135 SCH the number of hours for which a recipient enrolled in a Community College baccalaureate program may receive the grant.</li> <li>• Texas Equalization Grant (TEG): Consider limiting eligibility to undergraduate students.</li> <li>• Work-Study Mentorship Program: Consider expanding the allowable use of funds to include student success programs.</li> <li>• Financial Aid Award Notifications: Consider informing students of both maximum loan eligibility and a recommended amount for loan awards.</li> </ul> <p>Chad Puls clarified that the subject is direct costs as opposed to indirect expenses.</p> <p>Committee members expressed strong opposition to the State dictating what institutions can include on their award letters. Since many institutions use online award letters it could be costly to achieve.</p> <p>John Wyatt, Director of External Relations at the THECB explained that these are our policy recommendations for the next legislative session. We will be developing our Legislative Appropriations Request (LAR) and Exceptional Item requests separately.</p>	None

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Agenda Item	Main Discussion Points	Formal Decision/Action Required
Approval of 2016 FAAC Meeting Dates  Chris Murr-FAAC Chair	The goal is to meet five to six weeks prior to the Committee on Affordability, Accountability and Planning (CAAP) meetings, whenever possible, since this provides more than enough time to place items on the Agenda.	Agreed upon future meeting dates  Thur. Feb 25, 2016 Thur. May 26, 2016 Thur. Sep 8, 2016 Wed. Nov 16, 2016

Agenda Item	Main Discussion Points	Formal Decision/Action Required
Collection of suggestions for next Financial Aid Advisory Committee  Chris Murr-FAAC Chair	Chris Murr, FAAC Chair Possible topics: Aid like a Paycheck; Pay As You Go repayment plans; Financial literacy efforts; College Readiness and Success collaborations;  Please suggest any items you would like to see, such as the Financial Aid Annual Report and TX Grants Annual Report and how they can be improved.	None

	Main Discussion Points	Formal Decision/Action Required
<u>Adjournment</u>	Next FAAC Meeting set for February 25, 2016   Adjournment at 1:10pm	None

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<u>Committee Members in Attendance</u>	<u>Committee Members Absent</u>	<u>THECB Staff</u>	<u>Audience</u>
Chris Murr Harold Whitis Sandi Jones Zelma De Leon Anna Drake Lyn Kinyon Cathy Sanchez Carl Gordon Doris Constantine Carolyn Mallory Shannon Crossland Melissa Elliot Via Tel-Conference Mary Gallegos-Adams Rosario Juarez	Lisa Blazer Delisa Falks Audree Hernandez Jeannie Gage Marcus Wilson	Ken Martin Charles Puls Linda Battles Lesa Moller Wanda Carr DeCha Reid Roosevelt Sanchez Michelle Williams Michelle Salazar Andrea Thomas Shebah Spears	Diane Todd Sprague-UT Austin Rissa Potter-CPUPC Elizabeth Putnoff-ICUT

Agenda Item	Main Discussion Points	Formal Decision/Action Required
<b><u>B. Consideration of Approval of Minutes of the meeting held on December 10, 2015</u></b>  Chris Murr, Chair	The 12/10/15 meeting minutes regarding FAAC Rule Review stated that <i>only</i> one member should be from a health-related higher education institution and should be corrected to state that as <i>at least</i> one member should be from a health-related higher education institution.	Minutes corrected  Amended minutes approved

Agenda Item	Main Discussion Points	Formal Decision/Action Required
<b><u>C. Aid Like A Paycheck</u></b>  Evan Weissman- MDRC Senior Operations Associate- Via Teleconference  <u>Start 5:04</u> <u>Ended 53:28</u>	MDRC - a nonprofit education and social policy research firm <ul style="list-style-type: none"> <li>focuses on issues faced by low-income people and in higher education, primarily community colleges</li> <li>doing an evaluation of incremental disbursements of financial aid</li> </ul> Aid Like A Paycheck <ul style="list-style-type: none"> <li>Tuition, fees, supplies, and books are all paid for up front or accounted for in some way with Aid Like A Paycheck</li> <li>The remainder is the student's aid refund</li> <li>Instead of the typical lump sum refund to the student, you break that up in bi-weekly payments, to better support the students by giving them the aid they need to cover ongoing expenses such as rent, food, etc.</li> <li>In the short term this may help students budget more effectively, keep their work hours more even, and experience less stress by not having to work more hours towards the end of the semester</li> <li>In the long term, this might help them pass their courses and persist in college.</li> <li>May also help the financial aid programs be more cost-effective by distributing the aid when the students need it, and in reducing the number of Returns to Title IV - when students withdraw from all of their classes before the 60% point in the term. (Institutions often have to recoup funds from the students, who often cannot repay this debt to the institution.)</li> <li>Worked on a pilot with two community colleges outside of Texas and are now partnering with San Jacinto College and Houston Community College</li> </ul>	None

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	<p><b>Discussion:</b></p> <p>Q: How would we handle the 14-day requirement that the refunds need to be disbursed into the student's account?</p> <p>A: The institutions do not hold the funds. You would have multiple disbursements.</p> <p>Q: Would we have to do the 15-day reporting on each disbursement?</p> <p>A: Reporting may have to be done weekly to the Department of Education.</p> <p>Q: What would be an examples of a hardship exemption?</p> <p>A: A student who was in a car accident and needed to repair the car. Another example could be a student who needed to purchase supplies needed for a course that he/she could not get from the book store.</p> <p>Q: Can you share the feedback from some of the students who are in the programs?</p> <p>A: The most common feedback is, "I would rather get my funds up front and budget but I understand why." Later in the term, the comments often change to, "I'm glad I got my refunds bi-weekly late in the term." Some students who say, "it will fit in my budget," and some stated they could make it work without getting the lump sum, and they ran out of funds.</p> <p>Q: Is there push-back on loans that are accruing interest?</p> <p>A: The institutions let the students know that the loans do not start accruing interest until the funds are disbursed. Since there is a 30-day wait period already, the bi-weekly payments would fit in with this same regulation.</p> <p>Q: Regarding the minority of students who complained that they cannot survive without the lump sum, what is the reason?</p> <p>A: Most complain they need the funds upfront because of transportation and housing expenses. You have to step back and ask yourself what is best for the student.</p> <p>Q: How would it work with different sessions?</p> <p>A: San Jacinto will hold the funds then will increase once the student begins the session. Houston Community College tries to disburse equally what is expected. It is important to have a system that can do as much of this as possible automatically, then manually check or adjust as needed.</p> <p>You can choose to pay monthly instead of bi-weekly.</p> <p>Other MDRC Studies:</p> <ul style="list-style-type: none"> <li>• Financial Aid: Performance-Based Scholarship Demo</li> <li>• Accelerated Study in Associate Programs (ASAP)</li> <li>• Texas Developmental Summer Bridge Programs</li> <li>• Learning Communities (including developmental math at HCC)</li> </ul> <p>Ongoing rigorous evaluations</p> <ul style="list-style-type: none"> <li>• The New Mathways Project in Texas</li> <li>• Acceleration</li> </ul> <p>Studies of Institutional Change</p> <ul style="list-style-type: none"> <li>• Achieving the Dream</li> <li>• Completion by Design</li> </ul> <p>Ideas for New financial Aid Research</p> <ul style="list-style-type: none"> <li>• Year-Round Pell</li> <li>• Federal Work-Study</li> <li>• Emergency Aid</li> </ul>	
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Agenda Item	Main Discussion Points	Formal Decision/Action Required
<p><b><u>D. SFAP Department Update</u></b></p> <p>Charles Puls, Deputy Assistant Commissioner – Student Financial Aid Programs</p> <p>56:53 Start 1:09:32 End</p>	<p><b>Updates for Borrower Services</b></p> <ul style="list-style-type: none"> <li>• Introduced Rinn Harper, Asst. Director, Operations Center</li> <li>• In final phase of hiring Asst. Dir. of Call Center; hiring process for 2 additional positions has begun</li> <li>• Janie Miramontes, Director of Borrower Services has retired after 35 years of service to the agency</li> <li>• TASSP-program nomination process will be posted on the Student Financial Aid Programs information website April 15th</li> </ul> <p><b>Updates for Financial Aid Services</b></p> <ul style="list-style-type: none"> <li>• Introduced Leah Smalley, Assistant Director, FAS – will oversee training activities and resource development</li> <li>• Hiring process for two additional positions has begun</li> <li>• Monday February 22, 2016 is the last day for requesting original allocation of funds</li> </ul> <p><b>Administration</b></p> <ul style="list-style-type: none"> <li>• Goal is mid-March for the notices regarding the FY16 reallocation process</li> <li>• FY17 allocation process has begun; goal is to send tentative allocations at the end of March, to begin the 10-day review process</li> <li>• Feedback from institutions to DeChá Reid regarding training and resources is encouraged</li> </ul> <p>Members prefer a dedicated Toll-Free number instead of incorporating a menu option on the phone tree</p> <p><b>Four successful negotiated rule making committees met, all of which achieved consensus regarding rules for the following:</b></p> <ul style="list-style-type: none"> <li>• TEXAS Grant Program</li> <li>• BOT Allocations to Public Institutions</li> <li>• BOT Allocations to Independent Institutions</li> <li>• Educational Aid Exemption Program</li> </ul> <p>Two more negotiated rule making committees are going to meet:</p> <ul style="list-style-type: none"> <li>• Bilingual Education Scholarship Program</li> <li>• B-On-Time set asides</li> </ul> <p><b>Financial Literacy Aid Committee (FLAC)</b></p> <p>60X30 Strategic plan is made up of 4 main goals regarding the following:</p> <p>Educational Attainment, Completion, Marketable Skills and Student Debt.</p> <p>One specific student debt strategy is to convene a statewide advisory group that will advise students and parents on financial aid options and finances before, during and after college career.</p> <p>Financial Literacy Aid Committee (FLAC) is being created. Committee membership will include financial aid practitioners, higher ed. leaders, K-12 leaders, business leaders, and non-profit organization leaders</p>	<p>NONE</p>

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Agenda Item	Main Discussion Points	Formal Decision/Action Required
<p><b><u>E. Data Collection Sub-Committee Report</u></b></p> <p>Doris Constantine, Sub-Committee Chair</p> <p>1:09:32 Start 1:14:14 End</p>	<p>Doris stated that there have been several volunteers for this committee but we will start the initial meetings with a small group (named below) to figure out how we will proceed.</p> <p>Dee Dee Gonzales- Texas State University Alan Ahamad- Alamo CCD Melissa Wilcher - St. Edward's University DeChá Reid-THECB</p> <p>The group will work on the following issues:</p> <ul style="list-style-type: none"> <li>• Uses of the data</li> <li>• Identify unnecessary data</li> <li>• Time of report and how it is related to the purpose of that report</li> <li>• Combine the small reports to have fewer reports</li> <li>• Format - how we submit reports</li> <li>• Lead time it will take the CB to make any changes, as well as institutions and vendors</li> <li>• Advantages and disadvantages of phasing in the changes</li> </ul>	<p>None</p>

Agenda Item	Main Discussion Points	Formal Decision/Action Required
<p><b><u>F. Consideration of FAAC draft Rule revisions</u></b></p> <p>Charles Puls, Deputy Assistant Commissioner – Student Financial Aid Programs</p> <p>1:14:21 Start 1:21:33 End</p>	<p>Clarification was provided regarding duplicative language that was removed and that the CB is looking for the committee to not just review materials but to provide insight.</p> <p>Next steps</p> <ul style="list-style-type: none"> <li>• Post the language on the Texas Register for 30 days.</li> <li>• If any significant comments, they will be presented to the FAAC</li> <li>• Committee on Affordability, Accountability and Planning (CAAP) must review and recommend approval by the Board</li> <li>• Board must approve</li> <li>• Approved rules posted to the Texas Register; after 20 days rules become effective</li> </ul> <p>It may not be until August 2016 that the approved rules will be in effect.</p>	<p>Motion to approve changes</p> <p>Changes have been approved</p>

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<p><b><u>G. Update on THECB Legislative recommendations and discussion</u></b></p> <p>John Wyatt, Director of External Relations</p> <p>1:21:46 Start 1:38:03 End</p>	<p><b>Update on funding recommendations to the Legislature</b></p> <ul style="list-style-type: none"> <li>Developing our Exceptional Item request, which is separate from our Appropriations Request</li> <li>Legislative Appropriations Request (LAR) will be considered by the Board at its July meeting; before the meeting we will present them to you for feedback</li> <li>Commissioner is meeting with members of the Legislature</li> <li>There are concerns that funding will be very tight for the next biennium -the need for funds will need to be strongly justified</li> </ul> <p><b>Policy recommendations:</b> TEXAS Grants and Texas Educational Opportunity Grants (TEOG)</p> <ul style="list-style-type: none"> <li>Increase the Expected Family Contribution (EFC) limit to accommodate more middle-income families</li> <li>Limit grant award amounts to cost of tuition, fees, and books</li> <li>Consider making grant recipients eligible for summer awards</li> </ul> <p><b>TEXAS Grants</b></p> <ul style="list-style-type: none"> <li>Consider limiting grant recipients to 135 semester credit hours (SCH), which would create an incentive to complete degree on time, and would allow us to use the savings to fund awards to additional students.</li> </ul> <p><b>Texas Equalization Grant (TEG)</b> – An item that is no longer on the list is the recommendation that the TEG program would be limited to ungraduated students only. The Commissioner and ICUT expressed that TEG should focus on the students with the greatest need. Commissioner will be addressing this with the Executive Officers.</p> <p><b>TEOG</b> - Consider expanding the number of SCH to 135 for recipients enrolled in a community college baccalaureate program.</p> <p><b>Work Study Mentorship Program</b> - Consider expanding the allowable use of funds to include tutoring and advising</p> <p><b>Student Loan Notification Letters</b> (award letters) - Consider informing students of debt to help them make informed decisions regarding managing their debt. We are looking at providing a letter to students prior to taking loans regarding the accumulated indebtedness. Currently this letter has been used in Indiana for the last 3 years. The letter would provide:</p> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>The Indiana model provides information on all the federal, state and institutional borrowing, it indicated how close the student was to the limit of borrowing.</li> <li>students' preference - electronic communication instead of paper</li> <li>This is not targeted to institutions with a high default rate. It is state wide- all students need access to their indebtedness information</li> <li>Texas will use all state data available</li> <li>The shopping sheet was not discussed but it may overlap</li> <li>Could it include the earning potential according to degree</li> <li>The letter will not have a recommended amount they should borrow but what they have borrowed and the implication regarding what they have borrowed, interest rates and monthly payments after graduation.</li> </ul>	<p>The CB will be reviewing options to overcome the challenges caused by the lack of cross biennium carry-forward authority (e.g. it limits summer funding options, it requires complicated reallocation processes, etc.)</p>



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<p><b><u>H. Financial Aid Report</u></b></p> <p>Charles Puls, Deputy Assistant Commissioner – Student Financial Aid Programs</p> <p>1:38:58 Start 1:56:42 Broadcast ended</p>	<p>Discussion of improving financial aid reports, while meeting the statutory requirements:</p> <ul style="list-style-type: none"> <li>• Need input on improvements to the financial aid reports produced by the agency</li> <li>• Use the reports to inform policy discussion</li> <li>• Reports should be useful for institutions.</li> </ul> <p>Presentation – Highlights of Report on Student Financial Aid in Texas Higher Education for FY 2014</p> <p>Charles presented the highlights of the report as they had been presented to the agency's Committee of Affordability, Accountability and Planning (CAAP)</p> <p><b>Discussion:</b> What institutions would like the report summary to include:</p> <ul style="list-style-type: none"> <li>• Would like to see on the "Average Unmet Need" report a breakdown between graduates and undergrads.</li> <li>• Would like to know the student populations</li> <li>• Would like to see the difference of cost of attendance vs financial aid received. Was financial aid offered that was declined part of the calculation? Some students with need are offered loans but decline them.</li> <li>• Increase or decrease of dollars and enrollment</li> <li>• Impact of enrollment status (part-time compared to full-time)</li> <li>• Condensed report helpful</li> <li>• Not all members knew about this report</li> <li>• Consider sending report by GovDelivery when the report has been released.</li> <li>• Executive Summary is helpful</li> </ul>	None

Agenda Item	Main Discussion Points	Formal Decision/Action Required
<p><b><u>I. TEXAS Grant Report</u></b></p> <p>Charles Puls, Deputy Assistant Commissioner – Student Financial Aid Programs</p> <p>Not on broadcast</p>	<p>Presentation – Highlights of Report on the TEXAS Grant Program for Fiscal Year 2014</p> <p>Charles presented the highlights of the report as they had been presented to the agency's Committee of Affordability, Accountability and Planning (CAAP)</p> <p><b>Discussion:</b> What would institutions like the report summary to include?</p> <ul style="list-style-type: none"> <li>• Summary by ethnicity</li> <li>• Percentage of populations at large.</li> <li>• Communicate what TEXAS Grant covers</li> <li>• How effective is TEXAS Grant Program in covering tuition and fees?</li> <li>• Continue using pie and graph charts.</li> <li>• Demographic links to the changes in populations</li> <li>• Last slide should be a short statement or summary of what you are trying to get across.</li> <li>• Synopsis of the changes throughout the years.</li> <li>• How program has evolved.</li> <li>• Income charts would help</li> </ul>	None

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<p><b><u>J. Discussion of potential for base guarantees and/or two-year allocations</u></b></p> <p>Chris Murr, Chair</p> <p>1:57:12 Start 2:17:40 End</p>	<p style="text-align: center;"><b>Proposed allocation approach Prior-Prior Year Subcommittee</b></p> <p>For academic years for which the state budget has not been determined, the THECB could consider providing each institution the allocations minus 10%, based on the assumption that the funding will not be decreased. Once funds are appropriated by the Legislature, the CB could consider providing institutions additional allocations</p> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• The 10% idea would only work if there are no reductions to appropriations</li> <li>• We would need a caveat stating that if appropriations are reduced, a different set of activities will happen.</li> <li>• Need a rule that will work over time</li> <li>• The CB does not have control over the appropriations. Institutions will need to keep up with the deliberations and work with their government relations staff.</li> <li>• Chris suggested that once funding is determined, institutions could receive 100% allocations for the first year, but use only 90% to plan for the second year.</li> <li>• Institutions would be open to using the FADs data for both years -it would depend on how it would affect the students</li> <li>• FAS will focus on helping institutions utilize the funding</li> </ul>	<p>The Coordinating Board will review what actions would be necessary to provide the maximum awards earlier than January 31<sup>st</sup>.</p>

Agenda Item	Main Discussion Points	Formal Decision/Action Required
<p><b><u>K. Update on Student Representative nomination process</u></b></p> <p>Chris Murr, Chair And Charles Puls, Deputy Assistant Commissioner – Student Financial Aid Programs</p>	<ul style="list-style-type: none"> <li>• Board approval of two student representatives will not be effective until July 2016.</li> <li>• Currently looking for one student representative</li> <li>• Nominations close on March 1, 2016</li> <li>• New student nominee to begin in the fall 2016</li> </ul> <p>It may be possible to stagger the 2-year and 4-year appointments in the future, if members agree.</p>	<p>None</p>

Agenda Item	Main Discussion Points	Formal Decision/Action Required
<p><b><u>L. Adjournment</u></b></p> <p>Chris Murr, FAAC Chair</p>	<p>Next FAAC Meeting set for May 26, 2016</p> <p>Adjournment at 12:35pm</p>	<p>None</p>

**TITLE 19 EDUCATION**

**PART 1 TEXAS HIGHER EDUCATION COORDINATING BOARD**

**CHAPTER 1 AGENCY ADMINISTRATION**

**SUBCHAPTER K FORMULA ADVISORY COMMITTEE - COMMUNITY AND TECHNICAL COLLEGES**

**§1.156 Authority and Specific Purposes of the Community and Technical Colleges Formula Advisory Committee**

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, §61.059(b).

(b) Purposes. The Community and Technical Colleges Formula Advisory Committee is created to provide the Board with advice and recommendation(s) regarding a set of formulas that provide appropriate funding levels and financial incentives necessary to best achieve the goals of the state's higher education plan. The committee also performs other duties related to formula funding that the Board finds to be appropriate.

**§1.157 Definitions**

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Interested persons--Persons who attend committee meetings as representatives of stakeholder entities and any other persons who have made their interest in the work of the committee known to its presiding officer. Such interested persons may participate in committee discussions, as invited by the presiding officer to do so, but do not have the authority to cast votes.

**§1.158 Committee Membership and Officers**

(a) Membership shall consist of senior administrators at Texas public community or technical colleges with knowledge of the current funding formulas and the educational goals of the state.

(b) Membership on the committee should include:

- (1) Representatives of each accountability group;
- (2) Faculty;
- (3) Presidents and/or Chancellors; and
- (4) Chief Financial and/or Academic Officers.

(c) Interested persons, such as legislative and governmental relations staff, shall be regularly advised of committee meetings.

(d) The number of committee members shall not exceed twenty-four (24).

(e) The committee may appoint subcommittees. The subcommittees may include members from the

formula advisory committee and other institutional representatives as appropriate.

(f) Members of the committee shall select the presiding officer, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(g) Members shall serve for a term of six years.

### **§1.159 Duration**

Not later than September 1 of each odd-numbered year, the Board shall appoint an advisory committee to review the funding formulas used by the Governor and the Legislature for making appropriations to community and technical colleges.

### **§1.160 Meetings**

The committee shall meet on a monthly basis beginning in the fall of every odd-numbered year through early spring of the following year. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast, unless prevented by technical difficulties. Minutes shall be available to the public after they have been prepared by the Board staff and vetted by members of the committee.

### **§1.161 Tasks Assigned to the Committee**

Tasks assigned to the committee include:

- (1) Study and make recommendations for the appropriate funding levels for each formula;
- (2) Study and make recommendations for modification to the formulas that will increase effectiveness and efficiencies of the programs delivered;
- (3) Identify funding incentives that would support the achievement of the state's goals outlined in the long-term master plan for higher education authorized in the Texas Education Code, §61.051(a-2); and
- (4) Any other charges issued by the Commissioner of Higher Education.

### **§1.162 Report of Fundable Operating Expenses**

- (a) The Board staff shall conduct a study of expenses at community colleges, Texas State Technical College, and Texas State University System two-year institutions each year.
- (b) The study shall encompass all expenses made by these institutions for instruction and administration from all unrestricted sources of funds including appropriated general revenue, tuition and fees, contract instruction, other educational and general revenue, and local tax revenue.
- (c) Each college shall report total instructional expenses and contact hours for each instructional discipline included on a list provided by the Board and total expenses for administration, including institutional support, student services, library, instructional administration, organized activities, instructional staff benefits but excluding physical plant employees.
- (d) From this information, the Board staff shall calculate costs for each instructional discipline.

### **§1.163 Report to the Board; Evaluation of Committee Costs and Effectiveness**

- (a) Subcommittee recommendations shall be made to the committee no later than January 15 of the year following its appointment.

(b) The committee chairperson shall recommend to the Board a funding formula for the next biennium for community and technical colleges no later than February 1 of the year following its appointment. In making a recommendation, the committee shall:

(1) consider the results of the all funds expenditure study;

(2) consider the financial needs of affected institutions;

(3) consider funding provided for equivalent courses in general academic institutions;

(4) consider funding for peer institutions in other states;

(5) consider other factors as appropriate; and

(6) recommend a general revenue appropriation for instruction and administration for community colleges and the Texas State Technical College System and two-year colleges in the Texas State University System. The Legislative Budget Board staff converts the general revenue formula for Texas State Technical College System and two-year colleges in the Texas State University System into an all funds appropriation based on their estimated educational and general income.

(c) The Commissioner may provide recommendations to the Board if they differ from the committee's recommendations.

(d) After considering all such recommendations, the Board shall adopt its own recommendations at the quarterly Board meeting in April of even-numbered years. The Commissioner shall transmit the Board's recommendations to the Governor, the Legislature, and the Legislative Budget Board no later than June 1 of each even-numbered year.

(e) The committee shall also report committee activities to the Board to allow the Board to properly evaluate the committee's work, usefulness, and the costs related to the committee's existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

# **Texas Community and Technical Colleges Funding Formulas for the FY 2018-2019 Biennium**

**Recommendations of the Community and  
Technical Colleges Formula Advisory Committee  
(CTCFAC)**

**January 2016**

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# **Community and Technical Colleges Formula Advisory Committee (CTCFAC) Recommendation Report for the FY 2018-2019 Biennium**

In accordance with the biennial Formula Advisory Committee process, the Community and Technical Colleges (CTCs) submitted their report for consideration by the Commissioner of the Texas Higher Education Coordinating Board (THECB).

## **Committee Background**

The Commissioner of the THECB delivered his charge to the CTCFAC at its first meeting on August 12, 2015. The committee elected Dr. Dusty Johnston, President of Vernon College, as the chair and Ms. Kelli D. Shomaker, Vice President for Finance and Administrative Services at Blinn College, as vice chair.

The CTCFAC held three additional meetings between October 2015 and December 2015. A list of CTCFAC members is provided in Attachment A. The minutes of the meetings are provided in Attachment B.

## **Commissioner Charges and Committee Recommendations**

The Community and Technical Colleges Formula Advisory Committee (CTCFAC), conducted in an open and public forum, is charged with proposing a set of formulas that provide the appropriate funding levels and financial incentives necessary to best achieve the goals of *60x30TX*. A preliminary written report of its activities and recommendations is due to the Commissioner by December 3, 2015, and a final written report by February 3, 2016. The CTCFAC's specific charges are to:

### **Charge 1**

Study and make recommendation for the appropriate funding levels for the contact hour, core, and the student success funding.

### **Committee Recommendation for Community Colleges.**

<b>Sector</b>	<b>2016-17 Appropriations (millions)</b>	<b>2018-19 Appropriations (millions)</b>	<b>Change Amount (millions)</b>	<b>Percent Change</b>
Texas Public Community Colleges	\$1,743.8	\$1,944.4	\$200.6	11.5%

- Increase the funding for community colleges by \$200.6 million to \$1,944.4 million; this will enable institutions to meet the goals of *60x30TX* (see matrix in charge 4 below). We recommend the following priorities in funding:

❖ Priority 1 – Fund the Core \$75 million for the 2018-2019 biennium, or \$1.5



million per community college district.

- ❖ Priority 2 – Fund Community College Success Points at stable or increased funding rate, with a minimum of \$185 per point (initial rate funded for the 2014-15 biennium) in order to incent improvements in student success.
- ❖ Priority 3 – To provide stable contact-hour funding, necessary to keep student tuition low and support enrollment growth, distribute the balance based on the Community College Contact Hour Formula.
- Fund the Bachelor of Technology (BAT) using the same methodology as the 2016-17 biennium.

### Committee Recommendation for State Colleges.

Sector	2016-17 Appropriations (millions)	2018-19 Appropriations (millions)	Change Amount (millions)	Percent Change
Texas Public State Colleges	\$42.8	\$45.1	\$2.3	5.4%

- Increase the funding for the State Colleges formulas for the 2018-2019 biennium to \$45.1 million (an increase of \$2.3 million, or 5.4%).
- Fund \$36.8 million to the State Colleges Instruction and Administration formula for the 2018-19 biennium (an increase of \$2.6 million, or 7.5 percent).
  - ❖ This funding level assumes a rate of \$7.51 per contact hour, which is an increase of \$0.46, or 6.5 percent.
  - ❖ This funding level assumes a contact hour growth rate of 3 percent due to:
    - Early High School Campus opening fall 2016 will enroll 100 students in year one, and 400 students by year four;
    - Expanded prison credit offerings;
    - Expanded co-enrollment with local high schools;
    - Expanded Career and Technical Education offerings with Port Arthur ISD;
    - Partnership with Community in Schools of Southeast Texas (CISSET) for a Site Coordinator to provide college and career services to high school students on all CISSET contracted campuses;
    - Lamar Institute of Technology began offering Associates of Arts Degrees in fall 2015.
  - ❖ The increase will provide support for the *60x30TX* initiative by:
    - Allowing the continued collaborative efforts between the colleges and high school campuses for dual enrollment and promotion of college attainment;
    - Continuing the efforts of developing and implementing programs based on the desirable skill needs of our local employers;
    - Continuing the efforts to set an early path to a college education by reaching out to high school students and parents to provide financial aid information, advising, and career path counseling.
  - ❖ The recommendation includes an estimated \$8.1 million in statutory tuition and \$28.6 million in general revenue.
- Fund \$8.31 million to the Space Support formula and Small Institution Supplement for the 2018-2019 biennium (a decrease of \$0.32 million, or 4 percent).

- ❖ This funding level assumes a rate of \$5.86 per adjusted predicted square foot, which is an increase of \$0.31, or 5.6 percent. The funding level assumes a decrease in adjusted predicted square feet of 10.1 percent between fall 2014 and fall 2016 and a 2.3 percent increase for inflation.
- Split the recommended Space Support rate between “utilities” and “operations and maintenance” components using FY 2016 utility rates, update the utility rate adjustment factors using the FY 2016 utilities expenditures, and allocate the Space Support formula using the fall 2016 predicted square feet.
- Fund the Small Institution Supplement using the same methodology and rate as the 2016-17 biennium.

## Charge 2

### Committee Recommendation for Technical Colleges.

<b>Sector</b>	<b>2016-17 Appropriations (millions)</b>	<b>2018-19 Appropriations (millions)</b>	<b>Change Amount (millions)</b>	<b>Percent Change</b>
Texas Public Technical Colleges	\$140.7	\$156.7	\$16.0	11.4%

<b>Administration and Instruction (A&amp;I) and Space Support</b>	<b>2016-2017 Appropriations (millions)</b>	<b>2018-2019 Appropriations (millions)</b>	<b>Change Amount (millions)</b>	<b>Percent Change</b>
General Revenue	\$103.5	\$118.0	\$14.5	14.0%
General Revenue-Dedicated	34.2	34.2	0	0%
All Funds	\$137.7	\$152.2	\$14.5	10.5%

<b>Small Institution Supplement</b>	<b>2016-2017 Appropriations (millions)</b>	<b>2018-2019 Appropriations (millions)</b>	<b>Change Amount (millions)</b>	<b>Percent Change</b>
General Revenue	\$3.0	\$4.5	\$1.5	50.6%

- Fund \$122.5 million in General Revenue and \$156.7 million in all funds for the 2018-2019 biennium, an increase of \$16 million (11.4 percent), which includes \$34.2 million of General Revenue-Dedicated.
- Fund 40 percent of the Texas State Technical College System (TSTCS) returned-value for the 2018-19 biennium.
  - ❖ The recommended funding rate is the same percentage of returned-value that would have been funded by the 2008-09 biennium general revenue appropriation;
  - ❖ This rate funds Instruction and Operations and Space Support using the Returned-Value funding model at a level of approximately \$118 million in General Revenue and \$152.2 million in All Funds, which is an increase of \$14.5 million (10.5 percent);
  - ❖ The \$152.2 million All Funds recommendation includes an estimated \$34.2 million in General Revenue-Dedicated (statutory tuition and fees) equal to the amount appropriated in the Administration and Instruction and Space Support formulas for the 2016-17 biennium;
  - ❖ The \$118 million General Revenue recommendation funds 40 percent of the \$295 million calculated Returned-Value of TSTCS students who last enrolled during fiscal years 2009 and 2010.

- Discontinue setting funding levels using contact hours to allow the TSTCS to better fulfill its mission of providing students with the best possible technical education through the optimal deployment of resources.
- Incorporate the TSTCS Space Support funding into the Returned-Value formula to, as directed by the Legislature, further the goal of rewarding job placement and graduate earnings, not time in training or contact hours.
- Continue to include the returned-value of former TSTCS students except dual credit and continuing education.
  - ❖ The Returned-Value formula is producing predictable, consistent results for credit programs; however, early results for dual credit and continuing education programs are significantly less predictable and consistent and their inclusion in the Returned-Value formula requires further development.
  - ❖ Future committees should study the appropriate inclusion of the outcomes of dual credit and continuing education students in the model.
- Fund the Small Institution Supplement for the 2018-19 biennium at a rate of \$375,000 annually for institutions with fewer than 5,000 headcount and incrementally reduce this supplement as institutions' headcount approaches 10,000.
  - ❖ This rate funds the supplement at a level of approximately \$4.5 million, which would be an increase of \$1.5 million (50.6 percent).
  - ❖ Funding includes the existing four campuses and the two new TSTCS campuses in Ellis and Fort Bend Counties as authorized by the 84th Texas Legislature in Texas Education Code (TEC), section 135.02(a).

### **Charge 3**

Study and make recommendations on the treatment of competency-based courses in formula allocations.

#### **Committee Recommendation for Competency-Based Education**

- Fund competency-based education courses (not modules) using the existing formula calculation and updated expenditure-based weights for the 2018-19 biennium.
  - ❖ Institutions offering competency-based programs should report hours to the Coordinating Board upon census date for that term of all students enrolled in modules associated with the course.
  - ❖ The expenditure study should include the courses' expense and hours reported for the respective fiscal years.
  - ❖ Exclude hours where the student obtained mastery of the entire course prior to enrolling in the program. This includes not funding credit obtained through CLEP tests or similar evaluation practices through the formula.
- Expenditure data from a CBE program was evaluated by the GAI formula advisory committee and found insufficient for determining the appropriate funding formula for competency-based education for the sector.
  - ❖ The program, as well as an affiliated community college program, had only been in operation a single semester during Fiscal Year (FY) 2014. The CTC committee requests that additional semesters of competency-based course expenditure data be gathered in the future for use in helping to determine how CBE programs are funded at CTCs.
  - ❖ The commissioner should charge the 2020-21 biennium CTCFAC with reviewing any affiliated information to determine if the expense per hour for these courses varies enough from the statewide ratios to warrant an additional formula to fund competency-based education courses.

### **Charge 4**

Study and make recommendations on changes to the funding model that will enable institutions to meet the goals of *60x30TX*.

## Committee Recommendation for Aligning Formula Funding with the *60x30TX* Plan

- We recommend the funding for community colleges be allocated with the following priorities:
  - ❖ Priority 1 – Fund the Core \$75 million for the 2018-2019 biennium, or \$1.5 million per community college district.
  - ❖ Priority 2 – Fund Community College Success Points at \$185 per point.
  - ❖ Priority 3 – Distribute the balance based on the Community College Contact Hour Formula.
- We also recommend maintaining the current critical needs fields for this biennium and request the THECB review statewide critical needs and make recommendations to be considered in 2017.
- The needs are great in our communities and receiving an additional \$200.6 million in the next biennium will allow community colleges to do more to increase student success and completion in order to meet the goals of *60x30TX*.

	<b>60X30</b>	<b>COMPLETION</b>	<b>MARKETABLE SKILLS</b>	<b>STUDENT DEBT</b>
<b>Core Operations</b>	Sustainability, viability, low tuition, technology for distance learning	Establish pathways, student progress/milestone tracking software, software to help identify individual student intervention needs	Acquire software to track accumulation of marketable skills through completion of degree	Keep tuition low to minimize debt need, acquire student financial literacy program tools
<b>Success Points</b>	Establish pathways, student tracking software	Establish pathways, student tracking software, student success interventions, employment of success coaches or additional advisors	Acquire web tools that provide job market data aligned to workforce and academic programs	Reduce debt by increasing the number of students making steady academic progress (1st college course, 15 hours, etc.)
<b>Instructional Formula Distribution</b>	More academic and CTE dual credit courses offered, increased workforce training opportunities	Assure hours taken apply towards degree, block scheduling	Acquire and articulate marketable skills	Maintain/stabilize tuition rates, increase academic dual credit courses, increase CTE dual credit , no wasted courses

## Attachment A - Committee Membership

### Committee Membership

#### Dr. Dusty Johnston, Chair

Name/Title	Institution/Address	Email/Phone/Fax
<b><u>Institution Representatives:</u></b>		
<b>Ms. Angela Robinson</b> Acting Chancellor	Tarrant County College District 1500 Houston Street Fort Worth, Texas 76102	<a href="mailto:angela.robinson@tccd.edu">angela.robinson@tccd.edu</a> (817) 515-5201 FAX (817) 515-5450
<b>Ms. Diane Snyder</b> Vice Chancellor for Finance and Administration	Alamo Colleges BLD. D117 201 West Sheridan San Antonio, Texas 78204	<a href="mailto:dsnyder12@alamo.edu">dsnyder12@alamo.edu</a> (210) 485-0010 FAX (210) 486-9300
<b>Dr. David Lydic</b> Professor	Austin Community College District 1212 Rio Grande St Austin, Texas 78701	<a href="mailto:lydic@austincc.edu">lydic@austincc.edu</a> (512) 223-3246 FAX (512) 223-3406
<b>Ms. Kelli D. Shomaker (Vice Chair)</b> Vice President for Finance and Administrative Services	Blinn College 902 College Avenue Brenham, Texas 77833	<a href="mailto:Kelli.shomaker@blinn.edu">Kelli.shomaker@blinn.edu</a> (979) 830-4123 FAX (979) 830-4155
<b>Ms. Mary Wickland</b> Vice President for Finance	Lamar State College - Port Arthur PO Box 310 Port Arthur, TX 77641	<a href="mailto:wicklandma@lamarpa.edu">wicklandma@lamarpa.edu</a> (409) 984-6125 FAX (409) 984-6001
<b>Dr. Mark Escamilla</b> President	Del Mar College 101 Baldwin Boulevard Corpus Christi, TX 78404	<a href="mailto:mescamilla@delmar.edu">mescamilla@delmar.edu</a> (361) 698-1203 FAX (361) 698-1559
<b>Mr. Michael Reeser</b> Chancellor	Texas State Technical College System 3801 Campus Drive Waco, Texas 76705	<a href="mailto:mike.reeser@tstc.edu">mike.reeser@tstc.edu</a> (254) 867-4891 FAX (254) 867-3960
<b>Mr. Cesar Vela</b> Comptroller	Laredo Community College West End Washington Street Laredo, TX 78040	<a href="mailto:cvela@LAREDO.EDU">cvela@LAREDO.EDU</a> (956) 721-5370 FAX (956) 721-5218
<b>Dr. Pamela Anglin</b> President	Paris Junior College 2400 Clarksville Street Paris, TX 75460	<a href="mailto:panglin@parisjc.edu">panglin@parisjc.edu</a> (903) 782-0330 FAX (903) 782-0370
<b>Dr. Bradley W. Johnson</b> President	Northeast Texas Community College PO Box 1307 Mount Pleasant, TX 75456	<a href="mailto:bjohnson@ntcc.edu">bjohnson@ntcc.edu</a> (903) 434-8101 FAX (903) 572-6712
<b>Dr. Jeremy McMillen</b> President	Grayson College 6101 Grayson Drive Denison, TX 75020	<a href="mailto:mcmillenj@grayson.edu">mcmillenj@grayson.edu</a> (903) 463-8600 FAX (254) 299-8654
<b>Dr. Phil Rhodes</b> Vice President - Research, Effectiveness, and Information Technology	McLennan Community College 1400 College Drive, Admin. 410 Waco, TX 76708	<a href="mailto:prhodes@mcclennan.edu">prhodes@mcclennan.edu</a> (254) 299-8642 FAX (254) 299-8654
<b>Dr. Dusty Johnston (Chair)</b> President	Vernon College 4400 College Drive Vernon, Texas 76384	<a href="mailto:drj@vernoncollege.edu">drj@vernoncollege.edu</a> (940) 552-6291 EXT 2200 FAX (940) 553-3902



## Committee Meeting Minutes

**Meeting of the Community and Technical Colleges Formula Advisory Committee  
Texas Higher Education Coordinating Board  
Lone Star Room, Second Floor  
1200 East Anderson Lane, Austin  
Wednesday, August 12, 2015  
1:45 p.m.**

### Minutes

Attendees: Ms. Erma Johnson Hadley, Ms. Diane Snyder, Ms. Kelli Shomaker, Ms. Mary Wickland, Mr. Michael Reeser, Mr. Cesar Vela, Dr. Pamela Anglin, Dr. Bradley W. Johnson, Dr. Jeremy McMillen, Dr. Phil Rhodes and Dr. Dusty Johnston

Absent: Mr. David Lydic and Dr. Mark Escamilla

THECB Staff: Mr. David Young and Mr. Roland Gilmore

1. The meeting was called to order at 1:45 p.m.
2. Ms. Erma Johnson-Hadley, convening chair, nominated Dr. Dusty Johnston for chair and Ms. Kelli Shomaker for Vice Chair; Dr. Bradley Johnson motioned approval by acclamation, and there were no member objections to Dr. Dusty Johnston as committee chair and Ms. Kelli Shomaker for Vice Chair.
3. Mr. Gilmore provided a brief overview of the funding formulas.
4. The chair reviewed the Commissioner's 2018-2019 biennium charges and asked committee members to indicate their preference for working on the charges.
  - a. Charge 1 – Study and make recommendation for the appropriate funding levels for the contact hour, core, and the student success funding.
  - b. Charge 2 – Study and make recommendations for the appropriate funding level for, and the refinement of, Texas State Technical College System's returned value funding formula.
  - c. Charge 3 – Study and make recommendations on the treatment of competency-based courses in formula allocations.
  - d. Charge 4 – Study and make recommendations on changes to the funding model that will enable institutions to meet the goals of *60x30TX*.

Charge 1 and Charge 4 – Anglin (lead), Snyder, Shomaker, Wickland, Vela, McMillen, Rhodes

Charge 2 – Reeser (lead), Wickland, Johnson, Johnston

Charge 3 – Johnson-Hadley (lead), Lydic, Escamilla

## Attachment B - Committee Meeting Minutes

5. The chair asked the committee if the future meeting dates and times distributed with the agenda were okay with the committee. A suggestion was made to cancel the September 10<sup>th</sup> meeting date to allow time for the work groups to work on their assigned charges. A vote was taken and the meeting date was unanimously canceled. A suggestion was made to move the meeting time for both the October 8<sup>th</sup> and November 5<sup>th</sup> dates to 11 a.m. A vote was taken and the meeting time was unanimously agreed to be moved to 11 a.m.
6. The meeting was adjourned at 3:15 p.m. The committee will next convene on until October 8, 2015, at 11:00 a.m.

Prepared by Roland Gilmore

**Meeting of the Community and Technical Colleges Formula Advisory Committee  
Texas Higher Education Coordinating Board  
Board Room, First Floor, 1.170  
1200 East Anderson Lane, Austin  
Thursday, October 8, 2015  
11:00 a.m.**

Minutes

Attendees: Ms. Diane Snyder, Ms. Kelli Shomaker, Ms. Mary Wickland, Mr. Michael Reeser, Mr. Cesar Vela, Dr. Pamela Anglin, Dr. Bradley W. Johnson, Dr. David Lydic, Dr. Phil Rhodes and Dr. Dusty Johnston

Joined by conference: Dr. Jeremy McMillen

Absent: Dr. Mark Escamilla

Moment of silence observed for Ms. Erma Johnson Hadley.

THECB Staff: Mr. David Young, Dr. Julie Eklund, Mr. Thomas Keaton, Dr. Judith Sebesta and Mr. Roland Gilmore

Legislative Budget Board: Ms. Emily Deardorff

Office of the Governor: Mr. Bobby Wilkinson

1. The meeting was called to order at 11:00 a.m.
2. The chair asked if there were any corrections to the minutes of the August 12, 2015, meeting. No corrections were noted. Ms. Kelli D. Shomaker moved that the minutes be approved. The motion was seconded by Dr. Pamela Anglin and unanimously approved.
3. Dr. Julie Eklund presented the *60x30TX* Plan.
4. Discussion of Charge 4 – Study and make recommendations on changes to the funding model that will enable institutions to meet the goals of *60x30TX*.
  - a. Ms. Snyder recommended the committee look at current alignment and discuss the issue at the next meeting. Dr. Johnston suggested that any recommendations from the committee should be mapped to *60x30TX* goals.
  - b. Dr. Anglin stated that more dual credit courses, including courses in workforce certificate programs, will be key.
  - c. Dr. Johnston pointed out that there will be a cost incurred to reach the goals and this must be recognized in the funding levels.
  - d. Dr. McMillan asked if there were alternate models of higher education finance. Dr. Eklund stated the committee that developed the plan discussed the need for looking at different approaches to financing higher education and the overriding theme of those discussions was the need to explore new approaches to finance, and financing in a manner that provides the most effective balance among appropriations, tuition and fees, and financial aid.

## Attachment B - Committee Meeting Minutes

- e. Dr. Johnston cautioned that the formulas allocate funding, but do not set the funding level. He pointed out that we need to intensify efforts in both appropriation and allocation; a multi-year plan needs a multi-year approach.
  - f. Ms. Shomaker stated the committee should consider a collaborative effort with the General Academic Institutions (GAI) committee as both are affected by the current appropriation and allocation model.
  - g. Dr. Johnson pointed out the fact that Success Point funding is 10% of total appropriation and perhaps success points should be split out and funded as a separate item. Dr. Johnston stated the 90/10 split and \$185 per success point are counter to each other and that perhaps we should base off a rate and consider inflation.
5. Dr Judith Sebesta presented on Competency-Based Education (CBE).
6. Discussion of Charge 3 – Study and make recommendations on the treatment of competency-based courses in formula allocations.
- a. Dr. Johnston expressed concern with creating a method to use in formula funding. Dr. Lydic stated there was no update from the workgroup to date and Dr. Johnston asked for discussion on the topic.
  - b. Dr. Johnson stated that students that drag out their education can run out of time for financial aid. There is a value to the deadline and removing it has impacts. Dr. Johnson offered the question for future discussion – does CBE need to be treated like other formula items or the same?
7. Discussion of Charge 1 – Study and make recommendation for the appropriate funding levels for the contact hour, core, and the student success funding.
- a. Dr. Anglin referred to page 6 of the handout. Recommendations reflect an increase of approximately 11.5%; \$185/SP with an inflation adjustment. She noted that critical fields require consideration.
  - b. Dr. Johnson asked if there have been discussions regarding base funding, and if it is to recognize fixed costs, is there a mechanism to adjust the base funding over time. Dr. Johnston pointed out that this idea leads us back to the appropriation vs. allocation discussion.
  - c. Ms. Snyder stated the workgroup has collected variables for discussion and is still working on the topic. Dr. Johnston pointed out that the workgroup should focus on distribution variables and consider analyzing the output in terms of Full Time Student Equivalents (FTSE) for comparative purposes with other sectors.
  - d. Ms. Snyder requested the committee materials be modified to clearly show the recommendation is still in the works and the materials contained indicate it is the THECB staff straw man for discussion and not the work of the committee. Dr. Eklund said staff would modify materials to meet these conditions.
8. Discussed the need to review and make recommendations regarding critical need fields (Science, Technology, Engineering, Mathematics and Allied Health).

## Attachment B - Committee Meeting Minutes

- a. Dr Eklund let the committee know the THECB is looking into the critical field topic and asked for input and recommendations from the group.
  - b. Dr. Eklund discussed the 8-week reporting pilot with Odessa College; the committee did not see any implications for formula funding.
9. The chair recommended the work groups continue their work preparing recommendations to the committee for the four charges.
10. Mr. Reeser gave a quick overview of the Returned Value model for the TSTC system.
  - a. Key points:
  - b. Reject activity-based funding and replace with results-based funding
  - c. Include consideration of dual credit and continuing education
  - d. The Returned Value model changes the game (football analogy)
  - e. Infrastructure formula – consider rolling this amount into the return value formula
  - f. Dr. Johnston identified similarities with CBE and the TSTC approach, and Mr. Reeser pointed out the idea that funding on results can create a cheaper and faster path.
11. The chair asked for a motion to adjourn. Dr. David Lydic made the motion. The chair adjourned at 12:23 p.m. The committee will next convene November 5<sup>th</sup>, 2015, at 11:00 a.m.

Prepared by Roland Gilmore

**Meeting of the Community and Technical Colleges Formula Advisory Committee  
Texas Higher Education Coordinating Board  
Board Room, First Floor, 1.170  
1200 East Anderson Lane, Austin  
Thursday, November 5, 2015  
11:00 a.m.**

Minutes

Attendees: Dr. Jeremy McMillen, Ms. Diane Snyder, Ms. Kelli Shomaker, Ms. Mary Wickland, Mr. Cesar Vela, Dr. Pamela Anglin, Dr. David Lydic and Dr. Dusty Johnston

Joined by conference: Mr. Michael Reeser, Dr. Bradley W. Johnson, Dr. Phil Rhodes and Ms. Angela Robinson

Absent: Dr. Mark Escamilla

THECB Staff: Mr. David Young, Dr. Julie Eklund, Mr. Thomas Keaton and Mr. Roland Gilmore

Legislative Budget Board: Ms. Emily Deardorff

1. The meeting was called to order at 11:01 a.m.
2. The chair asked if there were any corrections to the minutes of the October 8, 2015, meeting. No corrections were noted. Ms. Kelli Shomaker moved that the minutes be approved. The motion was seconded by Dr. Jeremy McMillen and unanimously approved.
3. Discussion of Charges 1 and 4 – Study and make recommendation for the appropriate funding levels for the contact hour, core, and the student success funding. Study and make recommendations on changes to the funding model that will enable institutions to meet the goals of *60x30TX*.
  - a. Dr. Johnston made the suggestion to combine Charges 1 and 4 to better align funding recommendations with the new 60x30TX plan, which met with no concerns from the Committee.
  - b. Dr. Johnston asked Dr. Anglin to brief the committee on their combined draft recommendation.
  - c. Dr. Anglin said the workgroup supports a \$200.2 million increase in CTC funding according to the following:
    1. Independently fund the four areas of the formula
    2. Fund the Bachelors of Applied Technology (BAT) at the current rate adopted by the GAIFAC
    3. Propose an increase of \$25 M to Core funding
    4. Fund Student Success at \$185 per point.
    5. Fund the remainder based on contact hours.

- d. Dr. Anglin stressed the importance of the increased funding in sustaining and expanding the following needs in support of the *60x307X* plan:
  - 1. Increased academic dual credit opportunities
  - 2. Increased CTE dual credit opportunities
  - 3. Increased Workforce training opportunities on college campuses
  - 4. Employment of additional student success coaches or advisors to improve student completion
  - 5. Software to better track student progress and to identify interventions needed.
  - 6. Block scheduling
- e. Vote on approval was postponed until the December 1, 2015, meeting.
- 4. Discussion of Charge 2 – Study and make recommendations for the appropriate funding level for, and the refinement of, Texas State Technical College System's returned value funding formula (General Appropriations Act, HB 1, 84th Texas Legislature, Rider 11 (page III-217)).
  - a. Dr. Johnston referred to the agenda for the returned value funding formula recommendation that was before the Committee for adoption.
  - b. Mr. Reeser motioned the recommendation be accepted, Dr. David Lydic seconded the motion.
  - c. Dr. Johnson opened the item for discussion and asked for a briefing to the Committee by Mr. Reeser.
  - d. Mr. Reeser highlighted the adjustments made to the returned value funding formula.
- 5. Replace the space support formula with an increase to the returned value funding formula of 3 Percent.
- 6. Increase to the small institution supplement for 2 additional campuses of \$1.5 million
- 7. Overall increase of 11.4 percent, or \$16 million, to the Texas State Technical Colleges.
- 8. Discussion of Charge 3 – Study and make recommendations on the treatment of competency-based courses in formula allocations.
  - a. Dr. Anglin stated that CBE outcomes should continue to be tied to courses and funded under the current attempted contact hour model.
  - b. Mr. Reeser noted that potential rule changes might be needed from an accreditation auditing perspective.

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- c. Dr. Johnson noted concern in the potential of lower standards associated with attaining a degree through CBE.
  - d. Dr. Julie Eklund mentioned the current two models at Texas A&M Commerce and South Texas College. Specifically, South Texas College was funded at the end of the semester on completed contact hours
  - e. Others noted concerns of pressures being applied to faculty to lower the quality and rigors of the coursework surrounding CBE.
  - f. Dr. Anglin added concern over CBE being funding on completed contact hours vs. attempted hours, which would reduce funding for CBE instruction.
9. The chair asked for a motion to adjourn. Dr. McMillen made the motion. The motion was seconded by Dr. Anglin. The motion was passed, and the chair adjourned at 11:53 a.m. The committee will next convene December 1, 2016, at 1:00 p. m.

Prepared by Roland Gilmore



**Meeting of the Community and Technical Colleges Formula Advisory Committee  
Texas Higher Education Coordinating Board  
Board Room, First Floor, 1.170  
1200 East Anderson Lane, Austin  
Tuesday, December 1, 2015  
1:00 p.m.**

Minutes

Attendees: Mr. Michael Reeser, Dr. Phil Rhodes, Ms. Diane Snyder, Ms. Kelli Shomaker, Ms. Mary Wickland, Mr. Cesar Vela, Dr. Pamela Anglin, and Dr. Dusty Johnston

Joined by conference: Dr. Jeremy McMillen and Dr. Bradley W. Johnson

Absent: Dr. Mark Escamilla, Dr. David Lydic and Ms. Angela Robinson

THECB Staff: Dr. Julie Eklund, Mr. Thomas Keaton and Mr. Roland Gilmore

Legislative Budget Board: Ms. Emily Deardorff

1. The meeting was called to order at 1:06 p.m.
2. The chair asked if there were any corrections to the minutes of the November 5, 2015, meeting. No corrections were noted. Ms. Shomaker moved that the minutes be approved. The motion was seconded by Ms. Snyder and unanimously approved.
3. Discussion of Charges 1 and 4 – Study and make recommendation for the appropriate funding levels for the contact hour, core, and the student success funding. Study and make recommendations on changes to the funding model that will enable institutions to meet the goals of *60x30TX*.
  - a. Dr. Johnston referred to the agenda for the Community College formula funding recommendation that was before the Committee for adoption.
  - b. Dr. Johnston asked for any comments or discussion; there were none.
  - c. Dr. Anglin motioned the recommendation be accepted; Ms. Shomaker seconded the motion and unanimously approved.
  - d. Dr. Johnston referred to the agenda for the State Colleges formula funding recommendation that was before the Committee for adoption.
  - e. Dr. Johnston asked for any comments or discussion; there were none.
  - f. Dr. Anglin motioned the recommendation be accepted. The motion was seconded by Ms. Shomaker and unanimously approved.
4. Discussion of Charge 2 – Study and make recommendations for the appropriate funding level for, and the refinement of, Texas State Technical College System's returned value funding formula (General Appropriations Act, HB 1, 84th Texas Legislature, Rider 11 (page III-217)).
  - a. Dr. Johnston referred to the agenda for the returned value funding formula recommendation that was previously approved.

## Attachment B - Committee Meeting Minutes

- b. Dr. Johnston referred to the minor wording changes and asked for comment or discussion, no comments to the minor edits.
  - c. Dr. Johnson expressed that the previous approval would still be applicable considering there were no objections from the committee on the minor wording changes.
- 5. Discussion of Charge 3 – Study and make recommendations on the treatment of competency-based courses in formula allocations.
  - a. Dr. Johnston referred to the agenda for the Competency based formula recommendation that was before the Committee for adoption.
  - b. Dr. Johnston asked for any comments or discussion.
  - c. Ms. Snyder noted that the first sub-bullet and third sub-bullet were contradictory and recommended removing the first sentence from the third sub-bullet for report consistency: “Fund hours through the formula for courses where the student attained mastery of the subject at the institution through instruction or independent study”.
  - d. Ms. Snyder motioned the recommendation be accepted with the edits; Dr. Rhodes seconded the motion and the motion was unanimously approved.
- 6. Discussion of Charge 4 – Study and make recommendations on changes to the funding model that will enable institutions to meet the goals of *60x30TX*.
  - a. Dr. Johnston referred to the agenda for the Committee’s recommendation aligning formula funding with the current *60x30TX* plan that is before the Committee for adoption.
  - b. Dr. Johnston asked for any comments or discussion.
  - c. Mr. Reeser wanted to clarify the intent of the report noting that the report was the committee’s recommendation to the Commissioner only; this was confirmed by CB staff.
  - d. Ms. Snyder brought to the committee’s attention to an empty box in the matrix on page 9 which was missing verbiage related to Success points and student debt. Dr Rhodes confirmed the verbiage was missing.
  - e. Dr Rhodes provided the text for the matrix to Mr. Gilmore to include in the final report.
  - f. Ms. Snyder motioned the recommendation be accepted with the edits; the motion was seconded by Dr. Anglin and unanimously approved.
- 7. Discussion of the draft Committee Report
  - a. Dr. Johnston referred to the agenda for the draft Committee Report that is before the Committee for adoption.

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- b. Dr. Johnston asked for any comments or discussion, there were none.
  - c. Mr. Reeser motioned the Committee Report be accepted with the edits discussed, Ms. Shomaker seconded the motion and the committee unanimously approved.
8. The chair asked for a motion to provide the chair with the final approval of the Committee Report with the edits as discussed. Ms. Shomaker made the motion. The motion was seconded by Mr. Reeser. The motion was passed. The committee chair will have the final approval of the Committee Report being brought forward to the Commissioner.
9. The chair asked for a motion to cancel the January 7, 2016, meeting. Mr. Reeser made the motion. The motion was seconded by Dr. McMillen. The motion was passed, and the January 7, 2016, meeting was canceled.
10. The chair asked for a motion to adjourn. Dr. Anglin made the motion. The motion was seconded by Dr. McMillen. The motion was passed, and the chair adjourned at 1:25 p.m.

Prepared by Roland Gilmore

**TITLE 19 EDUCATION**

**PART 1 TEXAS HIGHER EDUCATION COORDINATING BOARD**

**CHAPTER 1 AGENCY ADMINISTRATION**

**SUBCHAPTER L FORMULA ADVISORY COMMITTEE - GENERAL ACADEMIC INSTITUTIONS**

**§1.164 Authority and Specific Purposes of the General Academic Institutions Formula Advisory Committee**

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, §61.059(b).

(b) Purposes. The General Academic Institutions Formula Advisory Committee is created to provide the Board with advice and recommendation(s) regarding a set of formulas that provide appropriate funding levels and financial incentives necessary to best achieve the goals of the state's higher education plan. The committee also performs other duties related to formula funding that the Board finds to be appropriate.

**§1.165 Definitions**

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Interested persons--Persons who attend committee meetings as representatives of stakeholder entities and any other persons who have made their interest in the work of the committee known to its presiding officer. Such interested persons may participate in committee discussions, as invited by the presiding officer to do so, but do not have the authority to cast votes.

**§1.166 Committee Membership and Officers**

- (a) Membership shall consist of representatives of Texas public general academic institutions with knowledge of the current funding formulas and the educational goals of the state.
- (b) Membership on the committee should include representatives of each accountability group.
- (c) Interested persons, such as legislative and governmental relations staff shall be regularly advised of committee meetings.
- (d) The number of committee members shall not exceed twenty-four (24).
- (e) The committee may appoint subcommittees or workgroups as necessary to complete its work. The subcommittees or workgroups may include members from the formula advisory committees and other institutional representatives as appropriate.
- (f) Members of the committee shall select the presiding officer, who will be responsible for conducting meetings and conveying committee recommendations to the Board.
- (g) Members shall serve six-year staggered terms with one-third of the membership expiring every other year. A member can be re-appointed to serve another term.

### **§1.167 Duration**

Not later than September 1 of each odd-numbered year, the Board shall appoint an advisory committee to review the funding formulas for the use of the Governor and the Legislative Budget Board in making appropriations recommendations to the legislature for general academic institutions.

### **§1.168 Meetings**

The committee shall meet as necessary beginning in the fall of every odd-numbered year. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties. Minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the committee.

### **§1.169 Tasks Assigned the Committee**

Tasks assigned to the committee include:

- (1) Study and make recommendations for the appropriate funding levels for each formula;
- (2) Study and make recommendations for modification to the formulas that will increase effectiveness and efficiencies of the programs delivered;
- (3) Identify funding incentives that would support the achievement of the state's goals outlined in the long-term master plan for higher education authorized in the Texas Education Code, §61.051(a-2); and
- (4) Any other charges issued by the Commissioner of Higher Education.

### **§1.170 Report to the Board; Evaluation of Committee Costs and Effectiveness**

- (a) Subcommittee and workgroup recommendations shall be made to the committee no later than January 15 of the year following its appointment.
- (b) The committee shall convey its recommendations to the Board no later than February 1 of the year following its appointment.
- (c) The Commissioner may provide recommendations to the Board if they differ from the committee's recommendations.
- (d) After considering all such recommendations, the Board shall adopt its own recommendations at the quarterly Board meeting in April of even-numbered years. The Commissioner shall transmit the Board's recommendations to the Governor, the Legislature, and the Legislative Budget Board no later than June 1 of each even-numbered year.
- (e) The committee shall also report committee activities to the Board to allow the Board to properly evaluate the committee's work, usefulness, and the costs related to the committee's existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

**General Academic Institutions Formula  
Advisory Committee (GAIFAC)  
FY 2018-2019 Biennial Appropriations  
Report on the Commissioner's Charges**

**December 2, 2015**

The General Academic Institutions Formula Advisory Committee (GAIFAC), organized in August 2015 (Attachment A), met to address the charges identified by the Commissioner relating to formula funding for the 2018-2019 biennium (Attachment B). The GAIFAC met on the following days: August 12, September 9, October 7, and November 4, 2015.

Charge 1:

Study and make recommendations for the appropriate funding levels for the operations support and space support formulas and the percent split between the “utilities” and “operations and maintenance” (O&M) components of the space support formula.

Recommendation:

The GAIFAC recommends the Legislature **return formula funding rates to the 2010-11** biennium appropriated rates (\$62.19 for the Operations Support formula and \$6.21 for the Space Support formula) by phasing in these increases over the next three biennia. While the GAIFAC understands the Legislature decreased funding due to a reduction in state revenue, the committee is concerned that institutions may not meet the *60x30TX* goals at current funding levels and urges legislators to find funds to support higher education, specifically to

- Fund approximately \$5,146 million to the formulas for the 2018-19 biennium, which would be an increase of \$469 million, or 10.0 percent, compared to the \$4,676 million appropriated for the 2016-17 biennium;
- Fund the Operations Support formula and Teaching Experience Supplement at a rate of \$58.99 per weighted semester credit hour (WSCH) for the 2018-19 biennium.
  - ❖ The recommended funding rate is an increase of \$3.60, or 6.5 percent, compared to the \$55.39 funded for the 2016-17 biennium. This rate includes a \$2.27 increase to return the rate to the 2010-11 biennium rate (a third of the way to \$62.19) and a \$1.33, or 2.3 percent, increase for inflation.
  - ❖ This rate funds the formula at a level of approximately \$4,360 million, which would be an increase of \$418 million, or 10.6 percent, compared to the \$3,942 million appropriated for the 2016-17 biennium.
  - ❖ It assumes a 3.9 percent increase for growth in weighted SCH between the 2015 and 2017 base years (to include summer 2016, fall 2016, and spring 2017 semesters).
  - ❖ It allocates funding using a relative weight matrix based on the three-year average of expense per semester credit hour to include fiscal years 2014, 2015, and 2016;
- Fund the Space Support formula at a rate of \$5.86 per square foot for the 2018-19 biennium.
  - ❖ The recommended funding rate is an increase of \$0.31, or 5.6 percent, compared to the \$5.55 funded for the 2016-17 biennium. This rate includes a

\$0.18 increase to return the rate to the 2010-11 biennium rate (a third of the way to \$6.09) and a \$0.13, or 2.3 percent, increase for inflation.

- ❖ This rate funds the formula at a level of approximately \$767 million, which would be an increase of \$52.1 million, or 7.3 percent, compared to the \$715 million appropriated for the 2016-17 biennium.
- ❖ It assumes a 2.3 percent increase for growth in square feet between fall 2014 and 2016;
- ❖ Split the recommended space support rate between “utilities” and “operations and maintenance” components using FY 2016 utility rates, update the utility rate adjustment factors using the FY 2016 utilities expenditures, and allocate the space support formula using the fall 2016 space model predicted square feet and;
- Fund the Small Institution Supplement for the 2018-19 biennium at a rate of \$750,000 annually for institutions with fewer than 5,000 headcount and incrementally reduce this supplement as institutions’ headcount approaches 10,000.
  - ❖ This rate funds the supplement at a level of approximately \$18.2 million, which would be a decrease of \$700,000, or 3.7 percent, compared to the \$18.9 million appropriated for the 2016-17 biennium.

#### Charge 2:

Study and make recommendations for alternative approaches to incorporating undergraduate student success measures into the funding formulas and compare the effects of funding the success measures within the formula versus applying the success measures as a separate formula.

#### Recommendation:

Fund approximately \$200 million to new Graduation Bonus for advising, tutoring, and the other interventions many students need to earn a degree by funding the three-year average of the following:

- \$600 for bachelor’s degrees awarded to students who are not at risk
- \$1,200 for bachelor’s degrees awarded to students who are at risk

Funding for at-risk students is higher because these students require more services, and these extra services are not accounted for in the operations support formula.

For the purpose of this model, an at-risk student is someone who is eligible to receive a Pell grant or whose SAT or ACT score was below the national average for the year taken.

The first priority is to fully fund the operations support formula in support of basic operations; funding for the graduation bonus is outside and separate from the operations formula and is



intended to fund degree completion initiatives in support of the state's *60x30TX* goals. This committee should biennially review the model to ensure it equitably distributes appropriations.

Charge 3:

Study and make recommendations on the treatment of competency-based courses in formula allocations.

Recommendation:

- Fund competency-based education courses (not modules) using the existing formula calculation and updated expenditure-based weights for the 2018-19 biennium.
  - ❖ Institutions offering competency-based programs should report hours to the Coordinating Board upon the student's completion of all the modules associated with the course.
  - ❖ The expenditure study should include the courses' expense and hours reported for the respective fiscal years.
  - ❖ Fund hours through the formula for courses where the student attained mastery of the subject at the institution through instruction or independent study. Exclude hours where the student obtained mastery of the entire course prior to enrolling in the program. This includes not funding credit obtained through CLEP tests or similar evaluation practices through the formula.
- Expenditure data from the Texas A&M University-Commerce program was insufficient in determining the appropriate funding formula for competency-based education.
  - ❖ The program had only been in operation a single semester during Fiscal Year (FY) 2014. The committee requests Texas A&M University-Commerce continue to provide competency-based course expenditure data as a subset of the expenditure study data provided for fiscal years 2015 and 2016.
  - ❖ The commissioner should charge the 2020-21 biennium GAIFAC with reviewing this information to determine if the expense per hour for these courses varies enough from the statewide ratios to warrant an additional formula to fund competency-based education courses.

Charge 4:

Study and make recommendations on the treatment of pharmacy hours for professional practice pharmacy courses.

Recommendation:

Update the pharmacy funding policy to fund pharmacy courses with pharmacy expenditure-based weights and the standard enrollment adjustment methodology.

- Weight pharmacy undergraduate semester credit hours using pharmacy undergraduate course expenditures and hours. Remove directions to use science weights.
- Adjust pharm-D program course enrollments in the same manner as enrollments for all other programs.
  - ❖ Weight hours for graduate level students (master's, doctoral, and professional-practice) enrolled in pharmacy professional practice courses at the pharmacy professional practice weight.

Weight hours for undergraduate level students (lower and upper) enrolled in pharmacy professional practice courses at the corresponding pharmacy lower- and upper-level weights.

#### Charge 5:

Study and make recommendations on changes to the funding model that will enable institutions to meet the goals of *60x30TX*.

#### Recommendation:

State funding is an essential resource for institutions to meet the *60x30TX* goals. The committee considered the four goals of this plan when setting the funding level recommendations included in this report. Over the course of the 15 years during the *Closing the Gaps* plan, general academic institutions increased enrollments 45 percent and increased graduation rates over 11 percentage points (from 49.5 to 60.5 percent). These strides require quality faculty and staff motivated to reaching a higher standard of education for our students and our state.

Since fiscal year 2000, these same institutions received decreasing amounts in state support on a per full-time student equivalent basis – a trend that must be reversed if the state intends to educate 3 out of 5 citizens, nearly double the annual graduates, and increase students' awareness of their marketable skills, all while keeping student debt levels from rising. This committee encourages the Legislature to work diligently in forming budgets over the next 15 years that help higher education institutions in the state of Texas reach these ambitious but attainable goals.

**Attachment A**  
**General Academic Institutions Formula Advisory Committee Roster**

<b>Name</b>	<b>Institution</b>
<b>Dr. Dana G. Hoyt</b> (Chair) (2018) President	Sam Houston State University Box 2027 Huntsville, TX 77341
<b>Mr. Martin V. Baylor</b> (Vice Chair) (2018) Executive Vice President for Finance and Administration	The University of Texas Rio Grande Valley 1201 West University Dr. Edinburg, TX 78539
<b>Dr. Allen Clark</b> (2016) Vice Provost for Academic Resources	University of North Texas 1501 W. Chestnut St., Suite 206 Denton, Texas 76201
<b>Mr. Edward T. Hugetz</b> (2018) Interim Provost and Senior Vice President for Academic Affairs	University of Houston-Downtown 1 Main Street Houston, TX 77002
<b>Dr. Harrison Keller</b> (2020) Deputy to the President for Strategy and Policy	The University of Texas at Austin 1 University Station G1000 Austin, TX 78712
<b>Dr. César Malavé</b> (2020) Department Head, Industrial and Systems Engineering	Texas A&M University 101 Bizzell St. College Station, TX 77840
<b>Dr. James Marquart</b> (2020) Provost and Vice President Academic Affairs	Lamar University PO Box 10002 Beaumont, TX 77710
<b>Dr. Perry Moore</b> (2016) Vice Chancellor for Academic Affairs	Texas State University System 208 E 10th Suite 600 Austin, TX 78701
<b>Dr. Karen Murray</b> (2020) Executive Vice President of Academic Affairs and Provost	Tarleton State University 1333 West Washington Stephenville, TX 76402
<b>Dr. Robert Neely</b> (2016) Provost and Vice President Academic Affairs	Texas Woman's University PO Box 425617 Denton, TX 76204
<b>Dr. Marc A. Nigliazzo</b> (2016) President	Texas A&M University Central Texas 1001 Leadership Place Killeen, TX 76549
<b>Dr. J. Patrick O'Brien</b> (2020) President	West Texas A&M University 2501 4th Avenue Canyon, TX 79016
<b>Dr. Paula M. Short</b> (2018) Senior Vice President for Academic Affairs and Provost	University of Houston 4302 University Dr., Room 204 S2019 Houston, TX 77204
<b>Ms. Noel Sloan</b> (2020) Chief Financial Officer and Vice President of Administration and Finance	Texas Tech University 2500 Broadway Lubbock, TX 79409
<b>Ms. Angie W. Wright</b> (2020) Vice President for Finance and Administration	Angelo State University 2601 West Ave N San Angelo, TX 76903

**Attachment B**  
**Commissioner's Charge to the General Academic Institutions Formula Advisory Committee (GAIFAC) for the 2018-2019 Biennial Appropriations**

**Background:** The GAIFAC addresses the operations and space support formulas as well as the small institution and teaching experience supplements. The general academic institution formulas were introduced in Texas in the mid-1960s, reworked during the 1998-99 biennium, and first fully funded with an expenditure-based relative weight matrix in the 2010-11 biennium.

The operations support formula allocates funds on weighted semester credit hours (WSCH) in support of faculty salaries, departmental operating expenses, library, instructional administration, research enhancement, student services, and institutional support. This formula, which includes the teaching experience supplement, allocated 84 percent of the total formula funding at a rate of \$55.39 per WSCH for the 2016-17 biennium. The teaching experience supplement incentivizes the use of tenured and tenure-track faculty in undergraduate courses by providing a 10 percent bonus of WSCH funding.

The space support formula allocates funds on predicted square feet (an estimate of the space needed based on activity) in support of plant-related and utility expenses. This formula, including the small institution supplement, allocated 16 percent of the total formula funding at a rate of \$5.55 per predicted square foot for the 2016-17 biennium. The small institution supplement, which distributes additional resources on headcount due to the reduced economies of scale seen with operating small institutions, allocated \$1.5 million to each institution with fewer than 5,000 headcount for the 2016-17 biennium. The amount is gradually reduced as the institution approached 10,000 headcount.

**Commissioner's Charges:** The GAIFAC, conducted in an open and public forum, is charged with proposing a set of formulas that provide the appropriate funding levels and financial incentives necessary to best achieve the four major goals of the *60x30TX* plan. A preliminary written report of its activities and recommendations is due to the Commissioner by December 3, 2015, and a final written report by February 3, 2016. The GAIFAC's specific charges are to:

1. Study and make recommendations for the appropriate funding levels for the operations support and space support formulas and the percent split between the "utilities" and "operations and maintenance" (O&M) components of the space support formula. (TEC, Section 61.059 (b))
2. Study and make recommendations for alternative approaches to incorporating undergraduate student success measures into the funding formulas and compare the effects of funding the success measures within the formula versus applying the success measures as a separate formula. (TEC, Section 61.0593)
3. Study and make recommendations on the treatment of competency-based courses in formula allocations.
4. Study and make recommendations on the treatment of pharmacy hours for professional practice pharmacy courses.
5. Study and make recommendations on changes to the funding model that will enable institutions to meet the goals of *60x30TX*.

**Attachment C**  
**Meeting Minutes**

**Meeting of the General Academic Institutions Formula Advisory Committee**  
**Texas Higher Education Coordinating Board**  
**Board Room, First Floor**  
**1200 East Anderson Lane, Austin**  
**Wednesday, August 12, 2015**  
**1:42 p.m.**

**Attendees:** Dr. Dana G. Hoyt (Chair), Mr. Martin V. Baylor (Vice Chair), Mr. Allen Clark, Mr. Edward T. Hugetz, Dr. Harrison Keller, Dr. Cesar Malave, Dr. Karen Murray, Dr. Robert Neely, Dr. J. Patrick O'Brien, Dr. Paula M. Short, Ms. Noel Sloan, and Ms. Angie W. Wright

**Absent:** Dr. James Marquart, Dr. Perry Moore, and Dr. Marc A. Nigliazzo

**Staff:** Dr. Raymund Paredes, Dr. David Gardner, Dr. Julie Eklund, and Mr. Paul Turcotte

1. The meeting was called to order at 1:42 p.m.
2. Dr. Hoyt, convening chair, called for a nomination for chair. Dr. O'Brien nominated Dr. Hoyt, Ms. Sloan seconded the nomination, and the members present unanimously voted Dr. Hoyt as committee chair.
3. The chair called for a nomination for vice chair. Dr. Hoyt nominated Mr. Baylor; Dr. O'Brien seconded the nomination, and the members present unanimously voted Mr. Baylor as committee vice chair.
4. Dr. Eklund provided a brief overview of the funding formulas and fielded questions from members.
5. The chair reviewed the Commissioner's 2018-2019 biennium charges.
  - a. Charge 1 – Funding Levels
    - i. The chair requested that members review the information provided in the meeting's agenda materials and be prepared to discuss funding levels at the September meeting.
  - b. Charge 2 – Student Success Funding
    - i. The chair requested staff provide a summary of 2-year national student success funding models for members' consideration.
    - ii. Following members' discussion of potential areas to review, the chair requested that members be prepared to take up this charge at the October meeting.
  - c. Charge 3 – Funding Competency-Based Courses

- i. The chair requested committee members be prepared to take up this charge during the September meeting and let members know that a representative from Texas A&M University – Commerce would attend to answer questions relating to an expenditure study of that university's CBE program that had been requested by the last GAIFAC.
- d. Charge 4 – Professional Practice Pharmacy Funding
  - i. The chair requested that members review the information related to this charge in this meeting's materials and be prepared to address the charge at the October meeting.
- e. Charge 5 – *60x30TX*
  - i. The chair requested that members review the plan and be prepared to discuss it at the September meeting.
- 6. The committee considered future meeting dates.
  - a. The chair reviewed the poll of meeting dates conducted by staff and determined the majority of members could make meetings on September 9, October 7, and November 4 at 1:00. The chair set those dates for the committee's future meetings.
- 7. The meeting was adjourned at 2:45 p.m. until September 9, 2015 at 1:00 p.m.

**Meeting of the General Academic Institutions Formula Advisory Committee  
Texas Higher Education Coordinating Board  
Board Room, First Floor  
1200 East Anderson Lane, Austin  
Wednesday, September 9, 2015  
1:03 p.m.**

**Attendees:** Mr. Martin V. Baylor, Dr. Allen Clark, Dr. Dana G. Hoyt, Mr. Edward T. Hugetz, Dr. Harrison Keller, Dr. César Malavé, Dr. James Marquart, Dr. Perry Moore, Dr. Karen Murray, Dr. Robert Neely, Dr. Marc A. Nigliazzo, Dr. J. Patrick O'Brien, Dr. Paula M. Short, Ms. Noel Sloan, and Ms. Angie W. Wright

**Absent:** None

**Staff:** Dr. David Gardner, Dr. Julie Eklund, Mr. David Young, and Mr. Paul Turcotte

1. The vice chair called the meeting to order at 1:03 p.m.
2. The minutes from the meeting on August 12, 2015, were reviewed and unanimously approved by nomination from Dr. Nigliazzo and second from Dr. Clark.
3. The committee discussed, reviewed, and considered the Commissioner's 2018-2019 biennium charges.
  - a. Consideration of charge 2 relating to outcomes-based funding and charge 4 relating to pharmacy funding were deferred until the October meeting.
  - b. On Charge 5 relating to the *60x30TX* plan:
    - i. Dr. Ginger Gossman provided a brief overview of the plan.
    - ii. After deliberation, the draft recommendation included in the advance materials (with edits) was unanimously approved by nomination from Ms. Sloan and second from Dr. Marquart.
    - iii. Members recognized that there are several ways that state appropriations will impact the goals of the plan. They noted in discussion of the student debt goal that tuition is only part of the cost of attendance; appropriations will play an important but not a singular role in goal achievement. Some adjustments to the formulas may be necessary to ensure equitable distribution of appropriations during the plan years.
  - c. On Charge 3 relating to competency-based funding:
    - i. Dr. Eklund introduced Dr. Judith Sebesta who provided the committee with an overview of competency-based education.
    - ii. Dr. Mary Hendrix from Texas A&M University-Commerce was on hand to answer questions related to the expenditure study requested by the 2016-2017 GAIFAC to ascertain the per semester credit hour cost of competency-

based education. The committee acknowledged that the expenditure study did not provide adequate information to determine if the current formulas are appropriate to fund these programs and agreed the next GAIFAC should review these expenditure study breakouts. However, the committee unanimously voted to table, by nomination from Dr. Keller and second from Dr. O'Brien, the draft recommendation provided in the advanced materials.

- iii. Members inquired on the development and maintenance of the program content. Dr. Hendrix shared that the program, which currently has 108 students, is expected to break even when enrollment reaches 200.
- iv. The committee noted that low enrollments impacted the expenditure study results. Dr. Hendrix pointed out that the high results are also, in part, due to a grant the institution received. She hopes course material repositories similar to the Texas Learning Object Repository may reduce the expense of developing future programs.
- v. Members recognized the potential need to consider alternative funding models to equitably fund these programs, but expressed interest in models that would not privilege competency-based education over other alternative instructional methods.

d. On Charge 1 relating to funding levels:

- i. Mr. Turcotte presented the draft recommendation and funding level justifications. The committee requested the funding level for estimated growth only – no rate increases and no inflation adjustments.
- ii. Members deliberated on a number of options in setting funding levels for the formulas and associated rationales with the intent of continuing the discussion at later meetings.
- iii. These discussions led to a conversation of funding an alternative model and the potential to request an interim workgroup that would report its findings to the 2020-2021 GAIFAC.
- iv. The committee requested staff estimate the expense of reaching the goals of the *60x30TX* plan. Staff cautioned that similar estimates for *Closing the Gaps* yielded unsubstantiated results with costs levels that are yet to be realized. Members asked staff to do a simple linear projection of expenditures at today's rates.
- v. Members inquired if the committee was required to make recommendations to the specific formulas listed in the charge. Mr. Turcotte did not think so, but Dr. Eklund volunteered to check with the Board's legal counsel.

4. The meeting was adjourned at 3:20 p.m. until October 7, 2015 at 1:00 p.m.



**Meeting of the General Academic Institutions Formula Advisory Committee  
Texas Higher Education Coordinating Board  
Board Room, First Floor  
1200 East Anderson Lane, Austin  
Wednesday, October 7, 2015  
1:03 p.m.**

**Attendees:** Mr. Martin V. Baylor, Dr. Allen Clark, Dr. Dana G. Hoyt, Mr. Edward T. Hugetz, Dr. Harrison Keller, Dr. César Malavé, Dr. Perry Moore, Dr. Karen Murray, Dr. Robert Neely, Dr. Marc A. Nigliazzo, Dr. J. Patrick O'Brien, Dr. Paula M. Short, Ms. Noel Sloan, and Ms. Angie W. Wright

**Absent:** Dr. James Marquart

**Staff:** Dr. David Gardner, Dr. Julie Eklund, Mr. David Young, and Mr. Paul Turcotte

1. The chair called the meeting to order at 1:03 p.m.
2. The minutes from the meeting on September 9, 2015, were reviewed and unanimously approved by nomination from Mr. Hugetz and second from Dr. Malavé.
3. The committee discussed, reviewed, and considered the Commissioner's 2018-2019 biennium charges.
  - a. On Charge 4 relating to the Pharmacy Funding Policy:
    - i. Mr. Turcotte presented two issues with the policy for the committee's consideration.
    - ii. The committee unanimously approved changes to the formula funding policy by nomination from Dr. O'Brien and second from Dr. Neely.
      1. Modify the policy so that undergraduate pharmacy courses not in the Pharm-D program are weighted using the undergraduate pharmacy weights instead of the current direction to weight those courses using the undergraduate science weights.
      2. Modify the policy so that Pharm-D course enrollments use the same enrollment adjustment methodology as all other programs.
  - b. On Charge 2 relating to undergraduate student success funding:
    - i. Mr. Young presented the Graduation Bonus incentive-funding model.
    - ii. The committee requested data on transfer-student graduates. Staff committed to providing the number of transfer students in the model, the number of those graduates who were identified as at risk, and the number of overall graduates who are transfer students and were not reported as taking the SAT or ACT.

- iii. It was pointed out that “sum certain” incentive funding models have self-defeating effects and efforts would be amplified if institutions could be certain of the amount appropriated per degree awarded.
  - iv. Members asked to see the degrees by institution, the funding levels generated if the model were funded at \$600 per degree for students who are not at risk and \$1,200 per degree for students who are at risk. They also requested a comparison to that funding allocated with the operations support and the previously recommended outcomes-based funding model. Additionally, members requested the change in the percent of at-risk degrees by institution from the latest data and the preceding three-year period.
  - v. Members requested a linear projection be applied to the total and at-risk degrees in the model to forecast institutions’ degree production into the funded biennium.
  - vi. Members requested a study of the cost differential of graduating an at-risk student versus a non-at-risk student.
  - vii. The impact of reallocation was considered. This proposal will allocate funds differently from Operations Support because it has a different objective – to support student service with the aim to increase completion rates. Since the Graduation Bonus is not designed to fund basic support, it should not replace any portion of Operations Support funding.
  - viii. The committee discussed an interim study committee to determine various details of the issue, but there was hesitation of not recommending a model for the 2018-2019 biennium as the commissioner will need to make a recommendation.
- c. On Charge 1 relating to funding levels:
- i. Mr. Turcotte reviewed the draft recommendation for growth, rate, and inflation increases.
  - ii. The committee requested to see funding levels by institution if the graduation bonus is recommended.
4. The meeting was adjourned at 2:25 p.m. until November 4, 2015, at 1:00 p.m.

**Meeting of the General Academic Institutions Formula Advisory Committee  
Texas Higher Education Coordinating Board  
Board Room, First Floor  
1200 East Anderson Lane, Austin  
Wednesday, November 4, 2015  
1:00 p.m.**

**Minutes**

**Attendees:** Mr. Martin V. Baylor, Dr. Allen Clark, Dr. Dana G. Hoyt, Mr. Edward T. Hugetz, Dr. Harrison Keller, Dr. César Malavé, Dr. James Marquart, Dr. Perry Moore, Dr. Karen Murray, Dr. Robert Neely, Dr. Marc A. Nigliazzo, Dr. J. Patrick O'Brien, Dr. Paula M. Short, Ms. Noel Sloan, and Ms. Angie W. Wright

**Staff:** Dr. Julie Eklund, Mr. David Young, and Mr. Paul Turcotte

1. The meeting convened at 1:00 p.m., Dr. Hoyt presiding.
2. On a motion by Mr. Baylor, seconded by Dr. O'Brien, the committee unanimously approved the October 7, 2015, minutes.
3. The committee discussed, reviewed, and considered the Commissioner's 2018-2019 biennium charges.
  - a. On Charge 3 relating to funding competency-based education:
    - i. On a motion by Dr. O'Brien, seconded by Ms. Sloan, the committee unanimously approved the draft recommendation included in the meeting materials.
  - b. On Charge 1 relating to funding levels:
    - i. Staff described the methodology used for estimating growth and inflation increases in the draft recommendation.
    - ii. Members edited the draft recommendation to prioritize growth funding over rate increases. By the nature of the formula, the available funding is distributed using the latest available weighted semester credit hours, thereby first accounting for growth. The recommendation was edited to show the dollar increase for inflation of \$1.33 for operations support and \$0.18 for space support.
    - iii. A member reiterated that sum certain funding models limit the impact of institutions' efforts to adopt alternative delivery modes that align with state goals. The graduation bonus limits this only in a small part. The formulas are deeply flawed. It would be better to fund half on enrollments and half on completions. Other members raised concerns about the instability of such a proposal. The member responded that policies can be put in place to ameliorate such instabilities, and that the benefits would outweigh these concerns.

- iv. On a motion by Ms. Sloan, seconded by Dr. O'Brien, the committee approved an edited version of the draft recommendation by a vote of 14 to 1.
- c. On Charge 2 relating to outcomes-based funding:
  - i. The committee edited the definition of an at-risk graduate after determining Pell eligibility was a better indicator for economically disadvantaged students than simply recipients of Pell grants.
  - ii. The committee edited the draft recommendation to prioritize the funding of the operations and space support formulas and to indicate the funding amount of \$200 million for the graduation bonus was an approximation that would fluctuate with the three-year average of degrees funded at \$600 per non-at-risk degree and \$1200 per at-risk degree per year.
  - iii. The committee considered the impact of dropping the age, part-time, and GED at-risk measures in relation to capturing at-risk transfer graduates. Staff pointed out that Pell and SAT/ACT measures covered all but about 4,345 transfer degrees. The committee rested on the simplicity of the recommended model.
  - iv. The additional cost of graduating an at-risk student was considered. Staff estimated the increase to be 21 percent or \$16,500. Members discussed whether the additional \$600 in the model was arbitrary, as it does not cover the additional costs and would not be a true incentive to institutions in recruiting more at-risk students. Staff indicated that the bonus was not for basic support, but to encourage institutions to put in place more services to help all students, particularly at-risk students, graduate in greater percentages and sooner. Additionally, institutions would benefit from increases in formula funding as these students persist longer and graduate.
  - v. The concept of using a "Request for Proposal" (RFP) approach was considered to allow a select group of institutions to participate in a state funded pilot program. This would enable those universities to be directly reimbursed for additional costs associated with graduating at-risk students. The committee again rested on the simpler approach of the draft recommendation.
  - vi. On a motion by Dr. O'Brien, seconded by Dr. Malavé, the committee unanimously approved an edited version of the draft recommendation.

With no further business, the meeting adjourned at 2:40 p.m. with the intention of members approving the final report via correspondence.

**TITLE 19 EDUCATION**

**PART 1 TEXAS HIGHER EDUCATION COORDINATING BOARD**

**CHAPTER 1 AGENCY ADMINISTRATION**

**SUBCHAPTER M FORMULA ADVISORY COMMITTEE - HEALTH-RELATED INSTITUTIONS**

**§1.171 Authority and Specific Purposes of the Health-Related Institutions Formula Advisory Committee**

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, §61.059(b).

(b) Purposes. The Health-Related Institutions Formula Advisory Committee is created to provide the Board with advice and recommendation(s) regarding a set of formulas that provide appropriate funding levels and financial incentives necessary to best achieve the goals of the state's higher education plan. The committee also performs other duties related to formula funding that the Board finds to be appropriate.

**§1.172 Definitions**

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Interested persons--Persons who attend committee meetings as representatives of stakeholder entities and any other persons who have made their interest in the work of the committee known to its presiding officer. Such interested persons may participate in committee discussions, as invited by the presiding officer to do so, but do not have the authority to cast votes.

**§1.173 Committee Membership and Officers**

(a) Membership on the committee shall include one representative of each institution receiving funding as a public health related institution in the General Appropriations Act. These representatives shall have knowledge of the current funding formulas and the educational goals of the state.

(b) Interested persons, such as legislative and governmental relations staff shall be regularly advised of committee meetings.

(c) The number of committee members shall not exceed twenty-four (24).

(d) The committee may appoint subcommittees or workgroups as necessary to complete its work. The subcommittees or workgroups may include members from the formula advisory committees and other institutional representatives as appropriate.

(e) Members of the committee shall select the presiding officer, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) Members shall serve six year staggered terms with one-third of the membership expiring every other year. A member can be re-appointed to serve another term.

**§1.174 Duration**

Not later than September 1 of each odd-numbered year, the Board shall appoint an advisory committee to review the funding formulas for the use of the Governor and the Legislative Budget Board in making appropriations recommendations to the legislature for health-related institutions.

### **§1.175 Meetings**

The committee shall meet as necessary beginning in the fall of every odd-numbered year. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties. Minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the committee.

### **§1.176 Tasks Assigned the Committee**

Tasks assigned to the committee include:

- (1) Study and make recommendations for the appropriate funding levels for each formula;
- (2) Study and make recommendations for modification to the formulas that will increase effectiveness and efficiencies of the programs delivered;
- (3) Identify funding incentives that would support the achievement of the state's goals outlined in the long-term master plan for higher education authorized in the Texas Education Code, §61.051(a-2); and
- (4) Any other charges issued by the Commissioner of Higher Education.

### **§1.177 Report to the Board; Evaluation of Committee Costs and Effectiveness**

- (a) Subcommittee and workgroup recommendations shall be made to the committee no later than January 15 of the year following its appointment.
- (b) The committee shall convey its recommendations to the Board no later than February 1 of the year following its appointment.
- (c) The Commissioner may provide recommendations to the Board if they differ from the committee's recommendations.
- (d) After considering all such recommendations, the Board shall adopt its own recommendations at the quarterly Board meeting in April of even-numbered years. The Commissioner shall transmit the Board's recommendations to the Governor, the Legislature, and the Legislative Budget Board no later than June 1 of each even-numbered year.
- (e) The committee shall also report committee activities to the Board to allow the Board to properly evaluate the committee's work, usefulness, and the costs related to the committee's existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

**Texas Health-Related Institutions  
Funding Formulas  
For the  
2018-2019 Biennium**

**Recommendations  
Of the  
Health-Related Institutions  
Formula Advisory Committee  
(HRIFAC)**

**December 2, 2015**

# **Health-Related Institutions Formula Advisory Committee Recommendation Report for 2018-2019 Biennium**

In accordance with the biennial Formula Advisory Committee process, the Health-Related Institutions (HRIs) submitted their report for consideration by the Commissioner of the Texas Higher Education Coordinating Board (THECB).

## **Background**

The Commissioner of the THECB delivered his charge to the HRIs Formula Advisory Committee (HRIFAC) at its first meeting on August 12, 2015 (Attachment A). The HRIFAC held three additional meetings from September 2015 through November 2015 to consider and discuss the Commissioner's charges. Attachment B provides a list of the current HRIFAC members. Attachment C contains the committee minutes from each meeting.

## **Executive Summary**

The HRIs are the primary producers of the state's physicians, nurses, dentists, pharmacists, public health leaders, biomedical scientists, and allied health professionals. The population of Texas, per the 2015 U.S. Census updated projection, experienced the largest population growth among all states at 1.8 million more people and the third fastest growth rate at 7.2 percent since 2010 – only outpaced by small population centers North Dakota and Washington, DC. Texas is still facing workforce shortages in many of the health professions. This population growth will likely continue to stress our state's capacity to meet the healthcare needs and demands of our citizens, currently and in the future.

Training a healthcare workforce in this environment of continuing growth and increasing need will increase pressure on HRIs in Texas. However, these pressures are occurring at the same time that critical funding for students, space, research, and residents is declining.

Here are some key Texas facts to consider when assessing the state's healthcare workforce shortages and needs:

- Texas currently ranks 42nd, down from 41<sup>st</sup> in 2013, in the U.S. in numbers of active, patient care physicians per 100,000 population. Despite an overall increase of over 3,300 (or almost 6% more) new physicians into Texas since 2013<sup>1</sup>, the state ranking declined slightly.
- Texas ranks 47th, unchanged from 2013, in the number of active, patient care, primary care physicians per 100,000 population. Again, despite over 1,000 (or nearly 6%) more primary care physicians added to the state since 2013, Texas' comparative U.S. ranking remains very low.<sup>1</sup>

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<sup>1</sup> Association of American Medical Colleges (AAMC) (2015) *State Physician Workforce Data Book*



- Texas ranks 2<sup>nd</sup> overall in physicians retained in the state who completed undergraduate medical education (UME) within the state, at 59.7%, unchanged from 2013.<sup>1</sup>
- Texas ranks 5<sup>th</sup> in physicians retained who completed graduate medical education (GME) within the state, at 58.2%, unchanged from 2013.<sup>1</sup>
- Texas ranks 3<sup>rd</sup> in physicians retained that completed both UME and GME within the state, at 80.6%, unchanged in 2013.<sup>1</sup>

Taken together, the last three points above suggest that Texas' physician workforce challenges are much less about undergraduate medical and resident retention within the state and more about Texas' continued, significant population growth and the sufficiency of Texas' absolute numbers of medical graduates and residents.

- Texas ranks 43<sup>rd</sup> in the number of registered nurses per 100,000 population.<sup>2</sup>
- Nearly 85% of the public health workforce in Texas has no formal, professional public health training.<sup>3</sup>
- Texas ranks 44<sup>th</sup> in the number of dentists per 10,000 population.<sup>4</sup>
- Texas' three schools of dentistry rank first, second, and third in the nation in retaining their graduates in state.<sup>5</sup>

Given the cuts in per unit formula funding in recent biennia, institutions face the difficult task of maintaining quality programs and expanding to address these critical shortages and limitations. It is imperative for Texas to restore per-unit funding, back to the original formula funding rates of the 2000-01 biennium.

The state's HRIs are under great pressure as they stretch to support Texas' workforce needs and to provide excellence in healthcare-related education, research, and service with the diminishing levels of per-unit support. HRIs have reduced state-funded administrative staff, increased deferred maintenance, and limited or postponed new programs in order to continue to produce a quality healthcare workforce. Institutions are leveraging local funding sources, including institutional reserves and clinical enterprise revenue needed for patient care, in order to offset formula reductions.

External factors are likely to limit the abilities of HRIs to continue absorbing costs related to the increasing gaps between formula funding rates and associated actual costs. HRIs' clinical enterprises also face major funding uncertainties with the implementation of healthcare reform legislation. Anticipated declines in sponsored research funding levels may require HRIs to provide additional "bridge" funding for faculty researchers' salaries and research operations to

<sup>2</sup> Kaiser Family Foundation, Statehealthfacts.org, U.S. Bureau of Labor Statistics and 2010 U.S. Census Data

<sup>3</sup> The Future of Public Health in Texas: A Report by the Task Force on the Future of Public Health in Texas

<sup>4</sup> *Health, United States, 2010*, Centers for Disease Control and Prevention, National Center for Health Statistics

<sup>5</sup> Vujicic M., Where do dental school graduates end up locating, JADA. 2015; 146(10): 775-777

retain productive researchers until they obtain additional external funding. This is most often a cost-effective alternative to avoid program closures and the need to recruit new and more costly faculty in the future.

For the FY2018-19 biennium, we recommend that Texas continue the process of restoring the per-unit rates of funding back to the 2000-01 levels through increasing the I&O, Infrastructure, and Research Enhancement formulas by an increment equivalent to one-third of the difference between the 2016-17 and 2000-01 biennium rates. Additionally, we recommend GME funding at the same rate recommended for the 2016-17 biennium. See recommendation details below:

<b><u>2018-19 Biennium Recommendation</u></b>	<b>FY 2000-01</b>	<b>FY 2014-15</b>	<b>FY 2016-17</b>	<b>FY 2018-19</b>
<b>Instruction &amp; Operations (I&amp;O)</b>				
<b>Funding Rate</b>	\$ 11,383	\$ 9,527	\$ 9,829	\$ 10,347
<b>Infrastructure Rate</b>				
<b>All Other HRIs</b>	\$ 11.18	\$ 6.63	\$ 6.65	\$ 8.16
<b>UTMDACC &amp; UTHSCT</b>	\$ 10.68	\$ 6.09	\$ 6.26	\$ 7.73
<b>Research Enhancement Rate</b>	2.85%	1.22%	1.23%	1.77%
<b>Graduate Medical Education Rate</b>	N/A	\$ 5,122	\$ 6,266	\$ 8,444

None of the figures above reflects any adjustment for purchasing power changes over the past sixteen years since the funding formulas were established.

Enrollment, research, and infrastructure growth without adequate formula funding carries the potential risk of quality erosion. The path to reduced quality is short but restoring lost quality education, research, and infrastructure takes much longer. Without additional funding sufficient to support both the growth of existing HRIs as well as the new medical schools in the 2018-19 biennium, rates for all formulas will significantly decline as reflected below.

<b><u>Without Additional Funding</u></b>	<b>FY 2016-17</b>	<b>FY 2018-19 <sup>(1)</sup></b>	<b>FY 2018-19 <sup>(2)</sup></b>
<b>Instruction &amp; Operations (I&amp;O)</b>			
<b>Funding Rate</b>	\$ 9,829	\$ 9,458	\$ 9,383
<b>Infrastructure Rate</b>			
<b>All Other HRIs</b>	\$ 6.65	\$ 6.37	\$ 6.19
<b>UTMDACC &amp; UTHSCT</b>	\$ 6.26	\$ 6.04	\$ 5.83
<b>Research Enhancement Rate</b>	1.23%	1.22%	1.06%
<b>Graduate Medical Education Rate</b>	\$ 6,266	\$ 6,345	\$ 6,072

<sup>(1)</sup> Rate Resulting from Projected Growth in Existing HRIs, but without new Funding

<sup>(2)</sup> Rate Resulting from Projected Growth in Existing HRIs plus new Medical Schools, but without new Funding

Such declines in funding would seriously limit the ability of HRIs to meet the goals outlined in the Coordinating Board's *60x30TX* strategic plan for higher education.

## Report and Committee Recommendation

HRIs are funded by four primary formulas: *Instruction and Operations (I&O)*, *Infrastructure, Research Enhancement* (all implemented by the 76<sup>th</sup> Legislature), and *Graduate Medical Education* (GME) (established by the 79<sup>th</sup> Legislature). The University of Texas M. D. Anderson Cancer Center (UTMDACC) and The University of Texas Health Science Center at Tyler (UTHSC-Tyler) have additional formulas that reflect their unique missions:

- The 80<sup>th</sup> Texas Legislature converted the UTMDACC Mission-Specific formula into a new "Cancer Center Operations formula."
- The 81<sup>st</sup> Legislature converted the UTHSC-Tyler Mission-Specific formula into a new "Chest Disease Center Operations formula."

To meet the educational needs of Texas' growing and diverse population and to meet the state's demands for healthcare, it is important that the Legislature fund the four HRI formulas at levels that address the requirements of the *60x30TX* higher education strategic plan.

Since the establishment of HRI formula funding in 1999 for the 2000-01 biennium the Texas Legislature has increased appropriations for HRI formula funding; however, funding per Full Time Student Equivalent (FTSE), per predicted square foot, and per research dollar expended has declined as follows:

<b>Funding Per Unit</b>	<b>FY 2000-01</b>	<b>FY 2016-17</b>	<b>% Change</b>
Full Time Student Equivalent (FTSE)	\$ 11,383	\$ 9,829	(14%)
Per Square Foot -			
HRIs except UTMDACC & UNTHCT	\$ 11.18	\$ 6.65	(41%)
UTMDACC/UTHSC-Tyler	\$ 10.68	\$ 6.26	(41%)
Research Dollars Expended	2.85%	1.23%	(57%)

The Graduate Medical Education (GME) formula did not exist at the inception of HRIs' formula funding in 2000. Even with the recent increase, funding levels are insufficient to cover the costs of residency education and program administration, estimated to approach \$15,000 per resident per year.

Despite these per-unit reductions in funding, HRIs have made important progress in increasing enrollment and research to serve the workforce and healthcare needs of Texas. However, they have done so by using funds from other sources, including institutional funds; they have also deferred new programs, limited other programs, and delayed investments in technology and facilities infrastructure renewal. All of these factors have hampered education and enrollment growth.

Two new medical schools have been established in Texas. First, in the 83<sup>rd</sup> Legislative Session, the Texas Legislature authorized the creation of The University of Texas Rio Grande Valley (UTRGV) School of Medicine. Secondly, The University of Texas System authorized, and The University of Texas at Austin established, the Dell Medical School. These are the first medical schools created within general academic institutions (GAI) since the HRI formulas were developed and implemented. The HRIFAC deliberated regarding the appropriate funding option for these new schools considering the inclusion of these medical schools within the GAI formulas or within the HRI formulas. The recommendation set forth by the HRIFAC in this report for funding these new medical schools was not unanimous.

It is recommended that these two schools be included in the existing HRI formula funding models for I&O, infrastructure, research, and graduate medical education such that funding for each medical school is consistent with the principles and funding levels for the other medical school programs included in the existing formulas. This will require that additional incremental funding from the Legislature be added to the HRI formula funding pool, while applying the recommended 2018-19 rates, to fund growth for existing HRIs and the two new medical schools. The table below shows a detailed comparison of the HRIs' formula funding amounts for 2016-17 (historical) and amounts recommended for 2018-19, which include the two new medical schools.

	Per Unit Growth Existing HRIs	Per Unit Growth w/ New Schools	FY 2016-17 Appropriations	FY 2018-19 Requested	\$ Change	% Change
Instruction & Operations Formula	3.82%	4.22%	\$ 1,170,698,696	\$ 1,286,894,426	\$ 116,195,730	9.93%
Infrastructure Formula	4.21%	7.45%	265,414,098	350,564,702	85,150,604	32.08%
Research Enhancement Formula	1.26%	2.08%	74,562,294	101,834,078	27,271,784	36.58%
<b>Total</b>			<b>\$ 1,510,675,088</b>	<b>\$ 1,739,293,206</b>	<b>\$ 228,618,118</b>	<b>15.13%</b>
Mission Specific	3.82%	4.22%	\$ 323,162,046	\$ 355,236,952	\$ 32,074,906	9.93%
Graduate Medical Education	3.20%	3.20%	70,249,148	97,700,292	27,451,144	39.08%
<b>Total All Formulas</b>			<b>\$ 1,904,086,282</b>	<b>\$ 2,192,230,450</b>	<b>\$ 288,144,168</b>	<b>15.13%</b>

The table below details recommended 2018-19 funding amounts for HRIs and the two new medical schools.

	Per Unit Growth	Per Unit Growth	FY 2016-17 Appropriations	FY 2018-19 Requested	\$ Change	% Change
<b><u>Existing HRIs</u></b>						
Instruction & Operations Formula	3.82%	4.22%	\$ 1,170,698,696	\$ 1,277,059,010	\$ 106,360,314	9.09%
Infrastructure Formula	4.21%	7.45%	265,414,098	339,849,056	74,434,958	28.04%
Research Enhancement Formula	1.26%	2.08%	74,562,294	95,638,296	21,076,002	28.27%
<b>Total</b>			<b>\$ 1,510,675,088</b>	<b>\$ 1,712,546,362</b>	<b>\$ 201,871,274</b>	<b>13.36%</b>
Mission Specific	3.82%	4.22%	\$ 323,162,046	\$ 355,236,952	\$ 32,074,906	9.93%
Graduate Medical Education	3.20%	3.20%	66,539,954	92,549,282	26,009,328	39.09%
<b>Total- All Formulas HRIs</b>			<b>\$ 1,900,377,088</b>	<b>\$ 2,160,332,596</b>	<b>\$ 259,955,508</b>	<b>13.68%</b>
<b><u>New Medical Schools</u></b>						
Instruction & Operations Formula			\$ -	\$ 9,835,416	\$ 9,835,416	
Infrastructure Formula			-	10,715,646	10,715,646	
Research Enhancement Formula			-	6,195,782	6,195,782	
<b>Total</b>			<b>\$ -</b>	<b>\$ 26,746,844</b>	<b>\$ 26,746,844</b>	
Mission Specific			\$ -	\$ -	\$ -	
Graduate Medical Education		3.20%	3,709,194	5,151,010	1,441,816	38.87%
<b>Total- All Formulas 2 New Medical Schools</b>			<b>\$ 3,709,194</b>	<b>\$ 31,897,854</b>	<b>\$ 28,188,660</b>	
<b>Total- All Formulas (HRIs &amp; 2 New Medical Schools)</b>			<b>\$ 1,904,086,282</b>	<b>\$ 2,192,230,450</b>	<b>\$ 288,144,168</b>	<b>15.13%</b>

The above amounts apply the recommended 2018-19 rates and reflect a 13.68% increase in formula funding for HRIs and a 15.13% overall increase in funding when including the two new medical schools using existing formulas.

Texas' significant population growth is challenging the health education system that delivers professionals to the healthcare front line. To address this challenge and meet the health education needs of a growing Texas, funding sources and methodologies must supply equitable, predictable, and reliable support for the existing, developing, and evolving institutions stepping up to meet those needs. To that end, we encourage the Texas legislature to dedicate the necessary resources and examine alternatives beyond existing methodologies to meet this critical state need now and into the future.

In this report, only "All Funds" figures are used; General Revenue and General Revenue-Dedicated Funds are a subset of "All Funds" and this report does not detail those amounts. This approach is consistent with the historical Committee and Coordinating Board approach on providing formula recommendations. The Instruction and Operations and the Infrastructure formulas use an "All Funds" method of finance where approximately 90-95 percent of the formula is General Revenue and the balance is General Revenue-Dedicated Funds (certain tuition and fee revenue). General Revenue funds other formulas entirely.

The following sections discuss detailed rates and other information:

### **Instruction and Operations (I&O) Formula**

The Instruction and Operations formula provides support for the Instruction, Academic Support, Student Services, and the Institutional Support categories. The I&O formula rate recommended for the *60x30TX* higher education strategic plan for FY 2018-19 is \$10,347.

Current funding for students' education and training is provided through the I&O formula, the largest of the formulas or 77.5 percent of the main formulas funding HRIs. A base rate is established and FTSE weights are assigned, dependent on the student's particular program of study (e.g., medicine, nursing, dentistry, etc.).

The per FTSE I&O formula funding rate has decreased 14 percent between the 2000-01 and 2016-17 biennia (even before considering purchasing power reductions). During the same period, HRIs have served the needs of Texans by increasing their enrollment of medical and health professionals by 96 percent to help address the state's participation and success goals in the *60x30TX* higher education strategic plan. Continuation of this increasing divide between FTSE growth and funding per FTSE is not in the best interest of the State of Texas.

While HRIs are grateful for the significant investment in I&O, at the current rate of funding – \$9,829 per "base" FTSE per year – fully achieving the goals of *60x30TX*, as well as serving the increasing demands for healthcare in Texas, is not attainable. HRIs continue to explore and implement cost-effective and efficient methods to educate quality healthcare professionals. However, costs savings from increases in scale (i.e., enrollment increases) are limited by the nature of healthcare education. Such limitations include costs associated with required faculty supervision and monitoring ratios in clinical settings, additional laboratory facility requirements, and the costs of additional clinical training settings for students.

Texas is one of the fastest growing states in the U.S. in terms of population. At the same time, Texas has experienced significant growth in the number of physicians practicing in the state. From U.S. Census estimates, Texas' population has increased by over 2.5 million people, or 10.9%, from 2006 to 2012. During this same period, the number of "active physicians" in the state has increased by 16.7% (or nearly 8,000). In addition, the number of "active patient care physicians" has increased by 11.6% (or 5,000 physicians) since 2009, the first year for this data. This has led to Texas improving from 46th to 41st among U.S. states, in terms of active physicians per 100,000 population.

### ***AAMC State Physician Workforce Data***

<b>Data Book Year</b>	<b>2009</b>	<b>2011</b>	<b>2013</b>	<b>2015</b>	<b>% Inc</b>
Texas population	24,326,974	25,213,445	26,059,203	26,956,958	10.80%
Texas Active Patient Care Physicians	42,649	44,395	47,586	51,430	20.60%
Active Patient Care Physicians Rank (per 100k population)	46	46	41	42	

Note: The AAMC issues its *The AAMC Physician Workforce Data Book* in its current form every other year, since 2007. The data represented is through the year prior to the issuance of the data book, i.e. 2015 includes 2014 data. The AAMC first tracked "Active patient care physicians" in the 2009 report, and the stated percent increase is from 2009-2015.

### **Recommendation:**

The committee recommends that the Legislature add additional funds equivalent to one-third of the difference between the 2016-17 and 2000-01 biennium rates per FTSE in the next biennia as follows:

	<b>FY 2000-01</b>	<b>FY 2014-15</b>	<b>FY 2016-17</b>	<b>FY 2018-19</b>
<b>I&amp;O Funding Rate</b>	<b>\$ 11,383</b>	<b>\$ 9,527</b>	<b>\$ 9,829</b>	<b>\$ 10,347</b>

The committee recommends that the Legislature calculate both base student population and the growth according to the most updated FTSE student count (or spring enrollment) at the recommended base rate (\$10,347) and multiply it by the discipline weights. This calculation will ensure and maintain the base rates at the recommended dollar value when growth is considered.

### **Infrastructure Formula**

The Infrastructure Support formula for plant support and utilities for HRIs calculates funding by using the predicted square feet<sup>5</sup> for the HRIs produced by the Space Projection Model. Currently in the Space Projection Model, all HRIs are functioning with a deficit in predicted square feet versus actual square feet. Because the Space Projection Model does not account for hospital space, separate infrastructure funding for hospital space at The University of Texas Medical Branch at Galveston, UTMDACC, and UTHSC-Tyler are included in the total funding for hospital and patient care activities. It currently represents 17.6 percent of the total for the main formulas funding HRIs.

<sup>5</sup> "Clinical Space" included in the Space Projection Model, is the actual educational and general (E&G) clinical space devoted to the diagnosis and care of patients in the instruction of health professions and allied health professions.

The predicted square footage is based on five factors (teaching, research, office, clinical and support), making it the one formula that truly reflects the complexity of the HRIs. Current infrastructure funding levels only partially cover utility, facility support, and routine maintenance costs. Increased infrastructure rates would allow institutions to address deferred maintenance (which ultimately extends the life of current facilities, a much less expensive alternative to replacing facilities entirely).

When the infrastructure formula was established, a lower rate was set for UTMDACC and UTHSC-Tyler because they did not contribute tuition and fees to the formula. UTMDA has enrolled students since FY 2002 and contributed tuition and fees in the method of finance for the infrastructure formula since FY 2004. In FY 2012 UTHSC-Tyler enrolled students and contributed tuition and fees to the formula in FY 2016.

**Recommendation:**

The committee recommends that, in the next biennia, the Legislature add additional funds equivalent to one-third of the difference between the 2016-17 and 2000-01 biennium rates as follows:

	<b>FY 2000-01</b>	<b>FY 2014-15</b>	<b>FY 2016-17</b>	<b>FY 2018-19</b>
	<b>Rates</b>	<b>Rates</b>	<b>Rates</b>	<b>Rates</b>
<b>All Other HRIs</b>	\$ 11.18	\$ 6.63	\$ 6.65	\$ <b>8.16</b>
<b>UTMDACC &amp; UTHSC-T</b>	\$ 10.68	\$ 6.09	\$ 6.26	\$ <b>7.73</b>

**Research Enhancement Formula**

Under the current Research Enhancement formula, each HRI annually receives research enhancement funding in the base amount of \$1,412,500 plus an amount equal to 1.23 percent of each institution's research expenditures (as reported to the THECB). The current Research Enhancement formula represents 4.9 percent of the total for the main formulas funding HRIs. While the base amount of this formula has not changed since the inception of the formulas, the rate has decreased from 2.85 percent to the current level of 1.23 percent, a 57 percent overall decline. The committee believes that this generates a relatively small amount of research funding when considering the positive impact research outcomes have on the state and the ability of the HRIs to leverage state dollars. The committee believes that this reduction impedes research growth and achievement of the state's excellence and research goals for the *60x30TX* higher education strategic plan.

**Recommendation:**

Consistent with the formula recommendations above, the committee recommends and requests that the Legislature add additional funds equivalent to one-third of the difference between the 2016-17 and 2000-01 biennium rates in the next biennia (see table below). Doing so would enhance the research capabilities of the HRIs.

	<b>FY 2000-01</b>	<b>FY 2014-15</b>	<b>FY 2016-17</b>	<b>FY 2018-19</b>
<b>Research Enhancement Rate</b>	2.85%	1.22%	1.23%	<b>1.77%</b>

Most HRIs conduct significant levels of research, which drives new and innovative approaches in medicine and clinical care, benefiting the citizens of Texas. By supporting research, this funding also supports economic growth more generally for the state.

## Mission Specific Formula

Since UTMDACC and UTHSC-Tyler do not provide formal medical education, which qualifies for instruction support under the I&O Support formula, funding for I&O support is allocated to these institutions based on separate criteria. Mission-Specific Support recognizes the patient care, research, and training programs that take place at these institutions. The 77th Legislature established the Mission Specific formulas.

The 80th Legislature refined the "Cancer Center Operations Formula" for UTMDACC to provide funding for its patient care mission based on the total number of Texas cancer patients served. The funding requirement placed on this formula by Article III, Section 28, Special Provisions, Paragraph 9, Mission Specific states, "For formula funding purposes, the amount of growth in total funding from one biennium to another may not exceed the average growth in funding for Health Related Institutions in the Instruction and Operations formula for the current biennium."

### **Recommendation:**

In accordance with the above requirement, the committee recommends that funding for UTMDACC and UTHSC-Tyler be increased by the "average growth in funding" recommended for the I&O formula.

## Graduate Medical Education (GME) Formula

A separate HRI formula for GME started in 2006-07. The committee notes that the current level of funding for the GME formula covers less than one-third of the full GME education costs that the Coordinating Board estimated in 2004. Initially, the GME formula funding was \$25 million, resulting in a rate of \$2,340 per resident. In subsequent biennia, additional funds were added to the formula to approach the education costs estimated by the Coordinating Board. However, the current level of \$6,266 per resident in 2016-17 falls short of the \$15,000 required to support resident education.

### **Recommendation:**

Given the importance of residency positions in retaining graduating residents in the state, the committee recommends that the GME rate for formula funding for the 2018-19 biennium increase by an additional 34.77%, which was the committee's requested level for 2016-17.

	<b>FY 2006-07</b>	<b>FY 2014-15</b>	<b>FY 2016-17</b>	<b>FY 2018-19</b>
<b>Graduate Medical Education</b>	<b>\$ 2,340</b>	<b>\$ 5,122</b>	<b>\$ 6,266</b>	<b>\$ 8,444</b>

## Goals of 60x30TX

The HRIs across Texas support the goals of the Coordinating Board's 60x30TX higher education strategic plan. Although the GAIs and the Community and Technical Colleges may play a bigger role, Texas HRIs are committed to assisting the Coordinating Board in meeting the goals of 60x30TX.

To reach the 60x30TX goals, HRIs will continue to develop approaches to ease the transition from undergraduate to graduate studies. Already in place are accelerated programs and on-line course offerings, which improve access and appeal to a broader spectrum of students, especially adult learners. Furthermore, HRIs expect to continue to experience increased



enrollment throughout most health-related programs. Graduates of HRIs have some of the most valued and marketable skills across Texas. The majority of the disciplines within the Health Science area are in high demand, as there are shortages of providers and other healthcare professionals across much of Texas. As the demand for increased skills and specialties continues to grow in the healthcare field, the occupations that align with HRI programs are likely to continue.

In 2007, the HRIFAC formulated a plan to help close the formula funding gap. This initiative was focused on restoring prior formula funding rates to enable HRIs to receive sufficient resources to meet the established educational goals of *Closing the Gaps*. The committee has chosen to continue this plan for the 2018 – 2019 biennium, which it believes will assist the State in meeting the goals of *60x30TX*.

### **Report and Recommendation Summary**

The Legislature did not implement the Health-related funding formulas as originally envisioned by the 76<sup>th</sup> Legislature. Current HRI formula funding is already largely “outcome-based” because of our high graduation rates and rapidly expanding research enterprises. Therefore, the structure of existing formulas is appropriate. However, HRI formulas’ current implementation serve as a means for allocating available General Revenues. Using the formulas as an allocation vehicle has resulted in a significant reduction in formula funding rates at a time of substantial growth in formula indicators, or “drivers” (i.e., numbers of students, predicted square feet, research expenditures) at HRIs. Current funding levels place institutions at risk of compromising excellence to meet costs. Continued growth in enrollments and research prowess without additional funding, as well as stable per-unit state contributions, may negatively affect teaching capacity and accreditation and will increase the backlog of deferred maintenance.

It is critically important to note that the committee’s recommendation applies to all formula funding areas – Instruction & Operations, Infrastructure, Research Enhancement, and Graduate Medical Education, not just to the Instruction & Operations formula, and takes into consideration the overall increase in total funding required to support growth at existing HRIs as well as the two new medical schools. The committee’s plan historically consisted of restoring the formula’s per-unit funding rates over multiple biennia to the 2000-01 level (without any adjustment for inflation). Although some funding increases were achieved in the past two biennia, formula rates are still far below those in the 2000-01 biennium.

To highlight the need to close the “formula funding gap”, HRIs have not requested any structural changes to the formulas for the 2018-19 biennium.

Within this background and framework, the committee respectfully presents its recommendations to the Commissioner’s charges.

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## **Attachment A**

### **Texas Higher Education Coordinating Board Commissioner's Charge to the Health-Related Institutions Formula Advisory Committee (HRIFAC) For the FY 2018-2019 Biennium**

**Background:** As a part of the biennial legislative funding process in Texas, the Health-Related Institutions Formula Advisory Committee (HRIFAC) makes formal recommendations for formula funding for health-related institutions. This process is similar to other formula advisory committees for academic institutions and community and technical colleges.

The HRIFAC will meet during the summer and fall of 2015 to discuss formula elements and make a formal recommendation in regard to funding amounts for FY 2018-19 to the Commissioner of Higher Education in December of 2015.

The current formulas for determining funding levels at health-related institutions were developed for the FY 2000-01 biennium. Starting in the FY 2006-07 biennium, the formula for Graduate Medical Education was added to fund medical resident education. For the FY 2008-09 biennium, two pieces of the mission specific formula for The University of Texas M. D. Anderson Cancer Center were consolidated into one new formula, Cancer Center Operations. For the FY 2010-11 biennium, the mission specific formula for The University of Texas Health Science Center at Tyler was changed to Chest Disease Center Operations and the revised formula includes appropriations previously made outside the formula for patient care activities.

The formula recommendations under discussion relate to appropriations in the bill patterns of the health-related institutions, and in the case of Graduate Medical Education for Baylor College of Medicine, funding which is appropriated to the Coordinating Board.

The key elements of each of the health-related institution formulas are summarized below.

#### **Instructions & Operations (I&O)**

The Instruction and Operations (I&O) formula is allocated on a full-time student equivalent (FTSE) basis with a funding weight predicated on the instructional program of the student. Programs with enrollments of less than 200 receive a small class size supplement of either \$20,000 or \$30,000 per FTSE depending upon the program. The small class size supplement addresses the small classes offered at the main campus and at remote satellite sites. The supplement is calculated based on a sliding scale that decreases as the enrollment approaches the 200 limit and is in addition to the base I&O formula amount.

The Legislature appropriated a base value rate of \$9,829 per FTSE for the FY 2016-17 biennium. Formula weights for each discipline, the related amount per FTSE for the small class size supplement, and the calculated funding amount for one student are provided in the following table:

Program	Formula Weight	Small Class Size Supp.	Funding Amt. for One Student
Allied Health	1.000	\$ 20,000	\$ 9,829
Health Informatics (Allied Health)	1.000	\$ 20,000	\$ 9,829
Biomedical Science	1.018	\$ 20,000	\$ 10,006
Nursing - Undergraduate	1.138	\$ 20,000	\$ 11,185
Nursing - Graduate	1.138	\$ 20,000	\$ 11,185
Pharmacy	1.670	\$ 20,000	\$ 16,414
Public Health	1.721	\$ 20,000	\$ 16,916
Dental Education	4.601	\$ 30,000	\$ 45,223
Medical Education	4.753	\$ 30,000	\$ 46,717

The I&O formula represents 77.5 percent of total I&O, Infrastructure, and Research Enhancement funding to the health-related institutions, an increase of 0.12 percent over the prior biennium.

The All Funds, I&O formula, funding appropriation of \$1.17 million represents an 8 percent increase in funding over the FY 2014-15 biennium, compared to a 6 percent increase in FTSE.

The I&O funding rate for FY 2016-17 represents 89 percent of the funding requested by the Committee in 2013.

## Infrastructure

The Infrastructure formula provides for utilities and physical plant support. The formula is based upon the predicted square footage of the HRI space model. The space model projection is based on the following elements:

- Research - research expenditures or reported faculty FTE
- Office - faculty, staff and net E&G expenditures
- Support - % of total prediction of other factors
- Teaching - level/programs areas of credit hours
- Clinical - actual clinical space used for instruction

The FY 2008-09 HRIFAC outlined and approved the application and approval process for the inclusion of any additional sites to qualify for the multi-campus adjustment to the space projection model for health-related institutions. The Committee recommended the following criteria for qualification for a Multi-Campus Adjustment site:

- The site must be specifically authorized by Legislative actions (such as a rider or change to the statute to establish the separate site of the campus).
- The site shall not be in the same county as the parent campus.
- There may be more than one site (a recognized campus entity or branch location) in the separate location if the separate site meets all of the criteria for eligibility.
- The facilities must be in the facilities inventory report certified by the institution at the time the space projection model is calculated.
- The parent campus must demonstrate responsibility for site support and operations.

- Only the E&G square feet of the facilities are included in the calculation of the space projection model.

The Infrastructure rate per predicted square foot appropriated for FY 2016-17 is as follows:

HRIs except UT M. D. Anderson Cancer Center & UT Health Science Center at Tyler	\$	6.65
UT M. D. Anderson Cancer Center & UT Health Science Center at Tyler	\$	6.26

The Infrastructure formula represents 17.6 percent of total I&O, Infrastructure, and Research Enhancement funding to the health-related institutions, a decrease of 0.16 percent over the prior biennium. The FY 2016-17 total formula funding appropriation of \$265.4 million represents a 6.87 percent increase from the FY 2014-15 biennium, compared to a 6.0 percent increase in predicted square feet.

The Infrastructure funding rate for FY 2016-17 represents 70.2 percent of the funding requested by the Committee in 2013.

### **Research Enhancement**

Health-related institutions generate state appropriations to support research from the Research Enhancement formula. The Research Enhancement formula provides a base amount of \$1,412,500 for all institutions regardless of research volume. To the base amount each institution receives an additional 1.23 percent of its research expenditures as reported to the Coordinating Board.

The Research Enhancement formula represents 4.9 percent of total I & O, Infrastructure, and Research Enhancement funding to the HRIs, an increase of 0.03 percent over the prior biennium. The FY 2016-17 total formula funding appropriation of \$74.6 million represents an 8.56 percent increase over the amounts for the FY 2014-15 biennium, compared to a 5.73 percent increase in research expenditures.

The Research Enhancement funding rate for FY 2016-17 represents 67.1 percent of the rate requested by the Committee in 2013.

### **Mission Specific**

Mission specific formulas provide instruction and operations support funding for The University of Texas M. D. Anderson Cancer Center and The University of Texas Health Science Center at Tyler. Total funding for the FY 2016-17 biennium is as follows:

- The Cancer Center's total formula funding appropriations are \$264.8 million, an increase of 6.98 percent for the FY 2016-17 biennium.
- The Health Science Center's total formula funding appropriations are \$58.4 million, an increase of 6.98 percent for the FY 2016-17 biennium.

Mission Specific funding for FY 2016-17 represents 88.5 percent of the amount requested by the Committee in 2013.

## **Graduate Medical Education**

The formula for bill pattern Graduate Medical Education began with the FY 2006-07 biennium. Graduate Medical Education formula funds provide support for qualified Accreditation Council for Graduate Medical Education (ACGME) and American Osteopathic Association (AOA) medical residents trained by state health-related institutions in Texas. Residents at the Baylor College of Medicine are funded at the same rate as other institutions through an appropriation to the Coordinating Board to be distributed to Baylor.

For the FY 2016-17 biennium, a total of \$70.2 million was appropriated for Graduate Medical Education, an increase of 30.7 percent over FY 2014-15, compared to a 6.88 percent increase in residents. Appropriations provide \$6,266 per resident per year.

The GME formula funding rate for FY 2016-17 represents 94.1 percent of the rate requested by the Committee in 2013. Additional GME funding of \$53 million was trustee to the Coordinating Board for FY 2016-17.

## **Commissioner's Charges**

Similar to the other formula advisory committees, the HRIFAC is asked to conduct an open, public process, providing opportunities for all interested persons, institutions, or organizations that desire to provide input on formula funding issues to do so. At the end of this process, the HRIFAC should provide the Commissioner with a written report of the Committee's recommendations by December 15, 2015, on the following specific charges:

- 1 Study and make recommendations for the appropriate funding levels for the instruction and operation (I&O), infrastructure, research enhancement, graduate medical education, and mission specific formulas. (General Appropriations Act, HB 1, 84th Texas Legislature, Section 28.8, page III-250)
- 2 Study and make recommendations for the appropriate I&O formula weights.
- 3 Study and make recommendations for the inclusion and weight of specialty programs in the I&O formula.
- 4 Study and make recommendations on changes to the funding model that will enable institutions to meet the goals of *60x30TX*.

## Attachment B

### HEALTH-RELATED INSTITUTIONS FORMULA ADVISORY COMMITTEE FOR THE FY 2018-2019 BIENNium

Name/Title	Institution/Address	Email/Phone/Fax
<b><u>Institution Representatives:</u></b>		
<b>Mr. Elmo M. Cavin</b> Executive Vice President	Texas Tech University Health Sciences Center 3601 4th Street Lubbock, TX 79430	<a href="mailto:elmo.cavin@ttuhsc.edu">elmo.cavin@ttuhsc.edu</a> (806) 743-3080 FAX (806) 743-2910
<b>Dr. Barry C. Nelson</b> Vice President for Finance and Administration	Texas A&M University System Health Science Center Clinical Building 1, Ste 4130 8441 State Hwy 47 Bryan, TX 77807	<a href="mailto:nelson@tamhsc.edu">nelson@tamhsc.edu</a> (979) 458-7252 FAX (979) 458-6477
<b>Dr. Elizabeth Protas</b> Dean of the School of Health Professions	The University of Texas Medical Branch at Galveston 301 University Blvd. Galveston, TX 77555-0126	<a href="mailto:ejprotas@utmb.edu">ejprotas@utmb.edu</a> (409) 772-3001 FAX (409) 747-0772
<b>Mr. Kevin Dillon</b> Executive Vice President, Chief Operating & Financial Officer	The University of Texas Health Science Center at Houston PO Box 20036 Houston, TX 77225-0036	<a href="mailto:kevin.dillon@uth.tmc.edu">kevin.dillon@uth.tmc.edu</a> (713) 500-4952 FAX (713) 500-3805
<b>Mr. Weldon Gage</b> Senior Vice President & Chief Financial Officer	The University of Texas M. D. Anderson Cancer Center 1515 Holcombe Blvd., Box 95 Houston, TX 77030	<a href="mailto:wgage@mdanderson.org">wgage@mdanderson.org</a> (713) 794-5162 FAX (713) 745-1034
<b>Ms. Andrea Marks (Vice-Chair)</b> Vice President of Business and Finance	The University of Texas Health Science Center at San Antonio 7703 Floyd Curl Drive San Antonio, TX 78229-3900	<a href="mailto:marksa@uthscsa.edu">marksa@uthscsa.edu</a> (210) 567-7020 FAX (210) 567-7027
<b>Mr. Bob Armstrong</b> Associate Vice President, Controller	The University of Texas Health Center at Tyler 11937 US Hwy 271 Tyler, TX 75708	<a href="mailto:bobby.armstrong@uthct.edu">bobby.armstrong@uthct.edu</a> (903) 877-7470 FAX (903) 877-7494
<b>Mr. John Harman (Chair)</b> Vice President for Business and Finance	University of North Texas Health Science Center at Fort Worth 3500 Camp Bowie Blvd. Fort Worth, TX 76107-2644	<a href="mailto:John.Harman@unthsc.edu">John.Harman@unthsc.edu</a> (817) 735-2523 FAX (817) 735-5050
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## **Attachment C**

### **Health-Related Institutions Formula Advisory Committee Meeting 1:00 P.M. Texas Higher Education Coordinating Board August 12, 2015**

#### **Minutes**

##### **Members:**

Elmo M. Cavin - TTUHSC	Present
Barry Nelson - TAMHSC	Present
Elizabeth Protas - UTMB	Absent
Kevin Dillon – UTHSCH	Present
Weldon Gage – M.D. Anderson	Absent
Andrea Marks - UTHSCSA	Present
Vernon Moore – UTHSCT	Absent
John Harman - UNTHSC	Present
Angelica Marin-Hill - UTSWMC	Present
John McCall – UT-Austin Dell	Present
Richard Lange – TTUHSC-El Paso	Present
Mirna Gonzalez – UTRGV	Present

##### **Agenda Item I: introductions**

Andrea Marks convened the meeting in the Tejas Room of the Texas Higher Education Coordinating Board following the General Session.

##### **Agenda Item II: Consideration of the election of a Chair and Vice Chair**

Andrea Marks opened the meeting by requesting nominations for the new Chair for the Health-Related Formula Advisory Committee. Elmo Cavin nominated John Harman as the Chair. The nomination was seconded and Mr. Harman was voted as the new Chair.

Mr. Harman continued the meeting by requesting nominations for the new position of Secretary. Barry Nelson nominated Kevin Dillon as the Secretary. The nomination was seconded and Mr. Dillon was voted as the new Secretary.

Mr. Harman then requested nominations for the position of Vice-Chair. Elmo Cavin nominated Andrea Marks as Vice-Chair. The nomination was seconded and Ms. Marks was voted as the new Vice-Chair.

##### **Agenda Item III: Briefing on health-related institutions funding formula**

Ed Buchanan from the Coordinating Board staff briefly reviewed the formula funding schedules and amounts for FY 2016-17.

##### **Agenda Item IV: Discussion of Commissioner's charges to the Committee**

John Harman reviewed the Commissioner's charges to the committee.

The committee reviewed and discussed Commissioner's Charge #1 related to making recommendations for the appropriate funding levels for the I&O, infrastructure, research enhancement, GME, and mission specific formulas. The impact of the two new medical schools

in Austin and Rio Grande Valley was discussed as well as a request from the Legislative Budget Board (LBB) for options in how these two institutions should be included for formula funding purposes. In addition, there was discussion related to the infrastructure formula and part of the calculation for predicted square feet that results from Current E&G Expenditures reported on institution's Sources and Uses document. It was determined two workgroups would be needed: one for the LBB request on the two new medical schools led by Andrea Marks and a second on the infrastructure formula led by Kevin Dillon. The workgroups are made up of the entire committee.

The committee reviewed and considered the Commissioner's Charge #2 related to recommendations for the appropriate I&O formula weights. Elmo Cavin made a motion to adopt the current weights for the I&O formula. The motion was seconded and approved by the committee.

The committee then reviewed and considered Commissioner's Charge #3 related to making recommendations for the inclusion and weight of specialty programs in the I&O formula. Andrea Marks made a motion that there not be any new weights for specialty programs. The motion was seconded and approved by the committee.

The committee then reviewed and discussed Commissioner's Charge #4 related to changes to the funding model that will enable institutions to meet the goals of 60x30TX.

Kevin Dillon agreed that his institution would update the HRI state workforce metrics used in the Executive Summary of the committee report after the reporting organizations release their data in November.

#### **Agenda Item V: Discussion of dates and assignments for subsequent meetings**

The future meeting dates were reviewed, and the committee agreed to meet according to the previously published schedule.

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#### **Agenda Item VI: Adjourn**

With no other discussion, the committee voted to adjourn.

**Health-Related Institutions  
Formula Advisory Committee Meeting 10:00 A.M.  
Texas Higher Education Coordinating Board  
September 9, 2015**

**Minutes**

**Members:**

Elmo M. Cavin - TTUHSC	Present
Barry Nelson - TAMHSC	Present
Elizabeth Protas - UTMB	Present
Kevin Dillon – UTHSCH	Present
Weldon Gage – U.T. M.D. Anderson	Present (by phone)
Andrea Marks - UTHSCSA	Present
Bob Armstrong – UTHSCT New Member	Present
John Harman - UNTHSC	Present
Angelica Marin-Hill - UTSWMC	Present
John McCall – UT-Austin Dell	Present
Richard Lange, MD – TTUHSC-EI Paso	Present
Mirna Gonzalez – UTRGV	Present

**Agenda Item I: Call to order**

John Harman convened the meeting in the Board Room of the Texas Higher Education Coordinating Board.

**Agenda Item II: Consideration and approval of the minutes**

Andrea Marks moved to approve the minutes from the previous meeting, and the committee voted to approve the minutes.

**Agenda Items III and IV: Receive reports from workgroups/consideration and discussion of workgroup reports**

John Harman noted that the committee approved current program weights and specialties at the previous meeting.

Andrea Marks provided a report on the recommendations of the workgroup on formula funding for the new medical schools. She discussed the guiding principles the workgroup developed and proposed that a new weight within the general academic institutions be created to fund the discipline of medicine at UT Austin and UTRGV. Elmo Cavin moved that the report be adopted.

John McCall moved to table the motion until the next meeting to allow for more time for discussion with leadership at the affected institutions.

The motion to table the motion prevailed.

Kevin Dillon provided a report on behalf of the workgroup recommending changes to the infrastructure formula. He noted that the institutions were in the process of gathering information about the currently reported inputs for the infrastructure formula and that the workgroup will meet again and report additional progress at the October meeting.

## **Agenda Item V: Consideration, discussion, and approval of formula rates**

Ed Buchanan from the Coordinating Board staff provided data requested at the previous meeting estimating the cost and percentage increase in appropriations that would be required to apply the 2000-2001 rates in the upcoming biennium.

Elmo Cavin asked that the data for the two new medical schools be presented separately rather than as part of the aggregate total for all HRIs.

John Harman moved that the committee continue to recommend a return to the 2000-2001 rates for the 2018-2019 biennium for the I&O, Infrastructure, and Research Enhancement formulas, as well as the GME rate that was recommended in the previous legislative session. The committee approved the motion.

## **Agenda Items VI & VII: Consideration, discussion, and reapproval of the current I&O formula weights and programs and determination of whether new weights should be requested or specialties assigned separate weights**

John Harman noted that both issues were resolved at the previous meeting when the committee voted not to recommend new weights or assign separate weights to specialty programs.

## **Agenda Item VIII: Consideration, discussion, and approval of the HRIFAC draft report**

John Harman noted that the HRIFAC draft report would be ready in October and that it would include information underscoring the importance of formula funding, as well as the Coordinating Board's new 60x30 initiative.

## **Agenda Item IX: Planning for subsequent meetings**

The future meeting dates were reviewed, and the committee agreed to meet according to the previously published schedule, with the next meeting occurring on October 7 at 10:00 A.M.

John Harman reminded members to submit templates to Kevin Dillon.

## **Agenda Item X: Adjourn**

With no other discussion, the committee voted to adjourn.

**Health-Related Institutions  
Formula Advisory Committee Meeting 10:00 A.M.  
Texas Higher Education Coordinating Board  
October 7, 2015**

**Minutes**

**Members:**

Elmo M. Cavin - TTUHSC	Present
Barry Nelson - TAMHSC	Present
Elizabeth Protas - UTMB	Absent
Kevin Dillon – UTHSCH	Present (by phone)
Weldon Gage – UT MD Anderson	Present
Andrea Marks - UTHSCSA	Present
Bob Armstrong – UTHSCT	Present
John Harman - UNTHSC	Present
Angelica Marin-Hill - UTSWMC	Present
John McCall – UT-Austin Dell	Present
Richard Lange, MD – TTUHSC-EI Paso	Present
Mirna Gonzalez – UTRGV	Present

**Agenda Item I: Call to order**

John Harman convened the meeting in the Board Room of the Texas Higher Education Coordinating Board (THECB).

**Agenda Item II: Consideration and approval of the minutes**

Richard Lange requested that the minutes include the report from the workgroup on formula funding for the two new medical schools. Barry Nelson made a motion to include the report, and Weldon Gage seconded the motion. The minutes as amended were unanimously adopted.

**Agenda Item III: Discussion, review, and consideration of the Commissioner's 2018-2019 biennium charges**

Julie Eklund (THECB staff) provided an overview of the 60x30TX initiative.

John Harman recommended that the Committee consider old business.

Elmo Cavin made a motion to vote to approve the recommendations in the report provided at the previous meeting related to formula funding for the new medical schools.

John Harman suggested that since the motion to approve the report had been tabled in the previous meeting, there would need to be a subsequent motion to lay it on the table.

Elmo Cavin moved to lay the motion on the table, and Richard Lange seconded the motion. All others present opposed the motion.

Richard Lange then challenged the interpretation of the Chair based on the understanding that the Committee's intent at the previous meeting was not to table the motion, but rather to postpone its consideration to a time certain. Andrea Marks assumed the Chair to facilitate further discussion regarding the Committee's intent.

John McCall clarified that his intent at the previous meeting was to defer the vote on the

recommendations included in the report to provide ample opportunity to discuss them with his institutional leadership.

After discussion, the challenge to the chair's decision by Richard Lange was before the committee and Elmo Cavin seconded the challenge. The challenge prevailed by a vote of 7-3.

The question before the committee was the original motion to adopt the recommendations in the report provided by the workgroup on formula funding for the new medical schools that was offered by Elmo Cavin and seconded by Richard Lange. The motion failed by a vote of 2-9.

Ed Buchanan (THECB staff) then provided a summary of the updated worksheets reflecting the fiscal impact of a return to the 2000-2001 I&O, infrastructure, and research formula per unit rates and a return to the GME formulas recommended in the previous biennium.

John McCall moved that the statement below be included in the report clarifying that the new medical schools should be included in the HRI formulas.

*The University of Texas at Austin and The University of Texas Rio Grande Valley consider the best and only option available for the Dell Medical School and UT RGV School of Medicine, ensuring the most predictable and stable appropriations funding methodology, to be inclusion in the existing Health Related Institution (HRI) formula funding models. The HRI formulas best provide the mechanism for the distribution of general revenue appropriations for students, related predicted square footage, and research at UT Austin Dell Medical School and UT RGV School of Medicine.*

*Therefore, the recommendation is that the Dell Medical School and the UT RGV School of Medicine be included in the existing HRI formula funding models for I&O, infrastructure, and research, such that funding for each medical school is consistent with the principles and funding levels for the other medical programs included in the existing formulas.*

Barry Nelson seconded the motion.

Discussion ensued regarding the estimates included in the worksheets. Richard Lange and Kevin Dillon requested that the estimates be amended to reflect the impact on the formulas if the new medical schools, plus typical growth (e.g., in enrollment, in research expenditures, etc.), are added at current funding levels.

John Harman identified additional issues that might be addressed in the recommendations, including revised instructions for reporting by the new schools and assertions that existing HRIs not be negatively impacted by the inclusion of new medical schools in the HRI formulas.

Richard Lange asked if John McCall would consider amending his amendment to include a commitment that those GAls present would not pursue HRI formula funding for their other health-related programs (e.g., nursing or pharmacy schools, at GAls). McCall declined to amend his motion. The motion prevailed by a vote of 9-2.

Kevin Dillon provided a report from the infrastructure workgroup and moved the recommendation that the THECB, as part of the study directed to them in THECB Rider 55, work to provide consistency between the instructions for the various templates and reports health-related institutions complete and the space projection model instructions. Elmo Cavin seconded the motion, which was subsequently adopted unanimously.

**Agenda Item IV: Planning for subsequent meetings**

John Harman indicated that the next meeting is scheduled for November 4, 2015, at 10:00 A.M.

Discussion ensued regarding preparation of the draft report, and it was determined that the draft would be circulated prior to the November meeting to allow all members the opportunity to discuss with leadership and recommend changes.

**Agenda Item X: Adjourn**

With no other discussion, the committee voted to adjourn.

**Health-Related Institutions  
Formula Advisory Committee Meeting 10:00 A.M.  
Texas Higher Education Coordinating Board  
November 4, 2015**

**Minutes**

**Members:**

Elmo M. Cavin - TTUHSC	Present (by phone)
Barry Nelson - TAMHSC	Present
Elizabeth Protas - UTMB	Present
Kevin Dillon – UTHSCH	Present (by phone)
Weldon Gage – U.T. M.D. Anderson	Present
Andrea Marks - UTHSCSA	Present (by phone)
Bob Armstrong – UTHSCT	Present
John Harman - UNTHSC	Present
Angelica Marin-Hill - UTSWMC	Present
John McCall – UT-Austin Dell	Present
Richard Lange, MD – TTUHSC-EI Paso	Present
Mirna Gonzalez – UTRGV	Present

**Agenda Item I: Call to order**

John Harman convened the meeting in the Board Room of the Texas Higher Education Coordinating Board (THECB).

**Agenda Item II: Consideration and approval of the minutes**

Barry Nelson moved to approve the minutes from the previous meeting, and Elizabeth Protas seconded the motion. The committee voted to approve the minutes with a vote of 11-1.

**Agenda Item III: Discussion, review and consideration of the Commissioner's 2018-2019 Biennium charges and Agenda Item IV: Discussion, review, and consideration of the Committee's report to the Commissioner**

John Harman began discussion of the report and the committee's prior decision in the report to recommend a return to the 2000-01 rates. There was discussion that the overall cost of a full return to the 2000-01 rates would be substantial and a new modified approach was brought forward to recommend an increase equivalent to 1/3 of the difference in the 2016-17 rates and the 2000-01 rates.

The committee then turned to discussion of the growth assumptions in the various formulas that are being used in the cost estimates of the proposed committee recommendation, especially for the two new medical schools. THECB staff noted the estimates for the two new schools were provided by the institutions themselves. The two new schools will be reporting data separately from the academic in Sources and Uses and other reports.

Barry Nelson then moved adoption of the report subject to the completion of the data and metrics that need to be produced and recommend the use of the approach to recommend an increase equivalent to 1/3 of the difference in 2016-17 rates and the 2000-01 rates as discussed. Richard Lange seconded the motion. After discussion, John Harman as chair postponed motion to later in the meeting.

The committee discussed further the inputs from the two new medical schools and the need for



them to be reasonable. It was noted by the schools that they did their best to provide estimates in the timeframe provided earlier in the year and are willing to review and revise as necessary.

There was discussion related to GME costs in the report. It was recommended by the committee that the THECB study the education costs related to GME.

Discussion began on Handout #3 which is to replace language on page 4, paragraph 6 of the draft report provided related to the two new medical schools. Elmo Cavin made a motion to adopt the top half of Handout #3 with the exception of the first sentence which is replaced with the two paragraphs at the bottom of Handout #3. An amendment to the language clarifying that the Dell Medical School was not authorized by the Legislature but rather by The University of Texas System Board of Regents was proposed by John McCall and was adopted. An amendment adding "...since the creation of the HRI formulas" at the end of the sentence "These are the first and only Texas medical schools established within General Academic Institutions," was proposed by Barry Nelson and adopted. Richard Lange seconded the motion made by Cavin. The motion was adopted by a vote of 7-5.

John McCall made a motion to include a paragraph in the committee's report to explore future methods of funding to allocate funds to existing and future health institutions. Richard Lange seconded the motion. The motion was adopted unanimously. John McCall and Richard Lange will work on the draft language to be included.

The discussion returned to the estimated figures and data provided by the two new medical schools related to the infrastructure and research formulas. Richard Lange made a motion to have the two new medical schools provide updated estimates for the infrastructure and research formulas to be incorporated into the report. John Harman seconded the motion. The motion was adopted unanimously.

John Harman brought back for consideration the Barry Nelson motion on adoption of the report that was postponed earlier that had previously been seconded. The motion was adopted unanimously.

#### **Agenda Item V: Planning for subsequent meetings**

Discussion ensued regarding continued preparation of the draft report, and it was determined that the draft would be circulated to allow all members to review updated formula calculations.

#### **Agenda Item VI: Adjourn**

With no other discussion, the committee voted to adjourn.

TEXAS ADMINISTRATIVE CODE: As in effect on 05/05/2016.

## **TITLE 19 EDUCATION**

### **PART 1 TEXAS HIGHER EDUCATION COORDINATING BOARD**

#### **CHAPTER 1 AGENCY ADMINISTRATION**

##### **SUBCHAPTER I FAMILY PRACTICE RESIDENCY ADVISORY COMMITTEE**

###### **§1.142 Authority and Specific Purposes of the Family Practice Residency Advisory Committee**

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, Chapter 61, §61.505.

(b) Purposes. The Family Practice Residency Advisory Committee is created to provide the Board with advice and recommendation(s) regarding the Family Practice Residency Program.

###### **§1.143 Definitions**

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Approved family practice residency training program--A graduate medical education program operated by a medical school, licensed hospital(s), or nonprofit corporation(s) that has been approved for training physicians in family practice and for the receipt of state funds for that purpose.
- (4) Interested persons--Persons who attend committee meetings as representatives of stakeholder entities and any other persons who have made their interest in the work of the committee known to its presiding officer. Such interested persons may participate in committee discussions, as invited by the presiding officer to do so, but do not have the authority to cast votes.

###### **§1.144 Committee Membership and Officers**

(a) The Family Practice Residency Advisory Committee shall consist of 12 members, including:

- (1) one member who is a licensed physician appointed by the Texas Osteopathic Medical Association;

(2) two members who are licensed physicians appointed by the Association of Directors of Family Practice Training Programs;

(3) two members who are administrators of hospitals in which an approved family practice residency training program operates and appointed by the Texas Hospital Association;

(4) one member who is a licensed physician appointed by the Texas Medical Association;

(5) two members who are licensed physicians appointed by the Texas Academy of Family Physicians;

(6) three members of the public appointed to the committee by the governor; and

(7) the president of the Texas Academy of Family Physicians.

(b) Interested persons, such as representatives of health-related institutions, system offices, professional associations, and legislative and governmental relations staff shall be regularly advised of committee meetings.

(c) Members of the committee shall select the presiding officer, who will serve a one-year term and will be responsible for conducting meetings and conveying committee recommendations to the Board.

(d) Members, excluding the president of the Texas Academy of Family Physicians, shall serve for a term of three years and serve until their positions are filled.

#### **§1.145 Duration**

The committee shall be abolished no later than October 31, 2017, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### **§1.146 Meetings**

The committee shall meet at least annually. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties. Minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the committee.

#### **§1.147 Tasks Assigned the Committee**

Tasks assigned the committee include:

(1) review for the Board applications for approval and funding of family practice residency training programs and related support programs;

(2) make recommendations to the Board relating to:

(A) the standards and criteria for approval of residency training and related support programs; and

(B) the effectiveness of the programs the Board administers that provide incentives to physicians to practice in underserved areas of this state; and

(3) perform such other duties as may be directed by the Board.

#### **§1.148 Report to the Board; Evaluation of Committee Costs and Effectiveness**

The committee chairperson shall report any recommendations to the Board on no less than an annual basis. The committee shall also report committee activities to the Board to allow the Board to properly evaluate the committee's work, usefulness, and the costs related to the committee's existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

# **Texas Higher Education Coordinating Board**

## **Family Practice Residency Advisory Committee**

Omni Southpark Hotel  
4140 Governor's Row  
Austin, Texas

February 26, 2014  
3:00 pm

### **Summary Notes**

*Members present:* Roland Goertz, Chair (TAFP), Clare Hawkins, Vice Chair (TAFP), Bruce Becker (THA), Daniel Casey (TX Org of Family Practice Program Directors), Michael Ragain (TAFP), Phillip Hudson (TX Org of Family Practice Program Directors), Janet Meyers (Governor Appointee), Damon Schranz (TX Osteopathic Medical Association), Lewis Foxhall (TMA)

*Members absent:* Michael D. Reis (THA), Fred Onger (TX Organization of Family Practice Program Directors), Jon Sivoravong (TX Organization of Family Practice Program Directors), Idolina Davis (Governor Appointee), Linda Vega (Governor Appointee)

*Staff present:* Stacey Silverman, Suzanne Pickens, Ernest Jacquez, Reinold Cornelius, Jessica Acton, BJ Byrom

#### **1. Welcome and Introductions – *Dr. Roland Goertz, Chair***

Dr. Roland Goertz, Chair of the Advisory Committee convened the meeting and welcomed the members and guests. After his opening remarks Dr. Goertz invited the Advisory Committee members and Coordinating Board (THECB) staff to introduce themselves.

→ Informational Item: No Action Taken

#### **2. Consideration and Approval of Summary Notes for June 19, 2013 meeting – *Dr. Goertz, Chair***

→ Action Item: The Advisory Committee unanimously approved the Summary Notes from the June 19, 2013 meeting.

#### **3. Consideration and discussion of Annual Financial Reports submitted by programs – *Dr. Clare Hawkins, Vice-Chair***

*Presentation:*

Dr. Hawkins reviewed the 2013 Annual Financial Reports submitted by residency programs. He began by noting the two goals of the report. The first goal is accountability by ensuring residency programs are receiving and spending state funds and also identifying any program in need of assistance with financials. The second goal is to share best revenue generating practices among different programs. For the 2013 report, 29 programs submitted financial data. Of the 29 programs, size varied from six to 65 residents with an average of 25 residents per program. The total revenues reported varied from \$2 million to \$15 million. Dr. Hawkins noted that revenues are counted according to how programs report patient revenues and other revenues so there are variations. He went on to briefly review the financial categories in the report.

Following Dr. Hawkins overview, there was a discussion on how data are gathered for the annual financial reports. Dr. Hawkins noted that the figures for this report are derived from a questionnaire given out to the programs but that the information is typically collected by the institutional CFO.

Dr. Goertz then noted that the report is constantly improved but that quality of reporting varies, especially with larger institutions. He reiterated the importance of reporting the full cost of operations as this is one of two data sets available on residency program costs. This was followed with a discussion on ensuring reporting accuracy across programs.

Dr. Goertz suggested committee and audience members send in ideas for improving the questionnaire.

→ Action Item: The Advisory Committee unanimously approved the Annual Financial Reports

4. Consideration and discussion of Annual Written Reports submitted by programs summarizing activities of last year – *Dr. Goertz*

*Presentation:*

Dr. Goertz provided a summary of 28 written reports. Twenty-two Programs reported no change in size, two programs expected fewer residencies than the previous year, and four programs planned an increase in the number of residencies. Dr. Goertz provided background as to why the two programs were expecting fewer residencies over the next four years and why four programs were expecting an increase.

Dr. Goertz summarized resident participation in public health and rural rotations. He reported that 14 programs have no residents participating in the THECB-supported public health and rural rotations, but all programs reported having some sort of public health and rural rotations. He also described the reported barriers to participation in the THECB-supported rotations. Service requirements was the most commonly cited barrier. Other barriers included: outpatient

continuity clinic requirements, J-1 Visa requirements, funding and THECB funding reductions, four week timeframe being too long, lack of adequate housing, and lack of interest. Coordinating Board staff noted that statute requires that rural and public health rotations funded through the Coordinating Board must be one month long.

Dr. Goertz noted that 22 programs reported providing training for 3rd year students from their affiliated medical schools. However, only 13 programs reported requesting funding for the training, and of the 13, only eight received funding. Dr. Goertz noted that these data may not reflect the full picture of affiliated medical school support due to the nature of the reporting.

Dr. Goertz next identified innovative programs and projects. He noted that the most commonly reported innovative project, reported by six programs, was obtaining funding for Patient Centered Medical Home recognition. He then identified other reported innovative programs and projects. A suggestion was made that the THECB become a clearinghouse for innovative programs and projects by maintaining a list of current projects and sharing that list with institutions.

Funding was reported as the main challenge facing these programs. Dr. Goertz provided an overview of specific challenges programs face regarding funding. The second most common challenge reported was diminished interest in primary care by students. He went on to list additional challenges reported by some programs.

The final section covered by Dr. Goertz was based on an opened ended question concerning how the Committee could assist programs. Twenty-three programs said they needed more money. The second most common request was to promote family medicine. The third most common request was to return funding to the Faculty Development Center.

→ Action Item: The Advisory Committee unanimously approved the Annual Written Reports

5. Consideration of Fiscal Year 2015 Funding Recommendation – *Dr. Goertz*

Dr. Goertz began by reiterating the purpose of the Committee is to make recommendations to the THECB on funding. Ms. Pickens provided an overview of the 2014 allocations. Dr. Goertz then opened for discussion on the two funding options. The committee discussed the implications for each option. Dr. Ragain motioned for option one. The motion was seconded.

→ Action Item: The Advisory Committee passed Funding Option 1 as a recommendation to the Coordinating Board.

6. Discussion of changes in procedure for presenting committee recommendations to the Coordinating Board – *Dr. Stacey Silverman, Coordinating Board*

Dr. Silverman notified the Committee that THECB advisory committees are now required to report their recommendations directly to the Board. She noted that last year the Committee submitted a letter to the Board directly from Dr. Goertz. This year the Committee must address the Board directly. Dr. Goertz volunteered to represent the Committee.

→ *Action Item:* Dr. Goertz will represent the Family Practice Residency Advisory Committee at the next Board meeting.

7. Update on the Faculty Development Center – *Cindy Passmore, Faculty Development Center*

Ms. Passmore provided a summary report of training encounters, presentations and publications and other activities completed by the TCOM UNTHSC Faculty Development Center from July 1, 2012 through June 30, 2013. She also provided an overview of the services provided to the Texas Medicine Education Organizations.

→ *Informational Item:* No Action Taken

8. Update on status of Graduate Medical Expansion grant programs established by the 83<sup>rd</sup> Legislature – *Suzanne Pickens, Coordinating Board*

Ms. Pickens provided an overview of the current status of five of the graduate medical education (GME) expansion grant programs created by the 83<sup>rd</sup> Legislature in 2013. A maximum of 12 Planning Grants were allowed by statute; nine were awarded in December 2013 totaling \$1,326,271. Unfilled Position Grant awards for fiscal years (FY) 2014 – 2015 were also announced in December; 50 two-year residency position awards totaled \$3,250,000. Application request for New and Expanded Program Grants is planned for fall of FY 2015.

The Resident Physician Expansion Program, funded at \$5 million, and the Primary Care Innovation Program, funded at \$2.1 million, are at an earlier stage of development. Both of these programs are subject to negotiated rulemaking. Committees for this process are currently being formed, with a notice of intent for participant nomination deadline of Friday, February 28, 2014. This will be followed by a 30 day comment period to convene the committee. Ms. Pickens noted funds from the Primary Care Innovation program would go to medical schools not GME programs.

→ *Informational Item:* No Action Taken



9. Consideration of the Selection of Chair and Vice Chair for Fiscal Year 2014 – Dr. Goertz

Dr. Hawkins motioned for Dr. Goertz to remain Chair of the Committee. The motion was unanimously approved. Dr. Schranz nominated Dr. Hawkins for continuing his role as Vice Chair. This motion was also unanimously approved.

→ *Action Item:* Dr. Goertz will continue to serve as Chair and Dr. Hawkins will continue to serve as Vice Chair of the Family Practice Residency Advisory Committee.

10. Consideration and discussion of Future Agenda Items and Future Meeting Dates – Dr. Goertz

Dr. Goertz requested any changes to or questions on the reports be submitted. He also tasked the THECB with managing a process for programs to share innovative ideas. It was determined Dr. Goertz would communicate with Ms. Pickens to determine whether a June Committee is necessary.

→ *Action Item:* Dr. Goertz and Ms. Pickens will determine at a later date if a June Committee meeting is necessary.

11. Adjournment

There being no further business, Dr. Goertz adjourned the meeting.

# **Texas Higher Education Coordinating Board**

## **Family Practice Residency Advisory Committee**

Omni Southpark Hotel  
4140 Governor's Row  
Austin, Texas

March 6, 2015  
10:00 am

### **Summary Notes**

*Members present:* Roland Goertz, Chair (TAFP), Clare Hawkins, Vice Chair (TAFP), Bruce Becker (THA), Idolina Davis (Governor Appointee), Lewis Foxhall (TMA), Fred Onger (TX Organization of Family Practice Program Directors), Michael Ragain (TAFP), Jon Sivoravong (TX Organization of Family Practice Program Directors), Linda Vega (Governor Appointee), Bennie Wylie (Governor Appointee)

*Members absent:* Michael D. Reis (THA), Damon Schranz (TX Osteopathic Medical Association),

*Staff present:* Stacey Silverman, Suzanne Pickens, Ernest Jacquez, Reinold Cornelius, BJ Byrom

#### **1. Welcome and Introductions – *Dr. Roland Goertz, Chair***

Dr. Roland Goertz, Chair of the Advisory Committee convened the meeting and welcomed the members and guests. After his opening remarks Dr. Goertz invited the Advisory Committee members, CB staff, and visitors to introduce themselves.

→ Informational Item: No Action Taken

#### **2. Consideration and Approval of Summary Notes for February 26, 2014 meeting – *Dr. Goertz, Chair***

→ Action Item: The Advisory Committee unanimously approved the Summary Notes from the February 26, 2014 meeting.

#### **3. Consideration and discussion of Annual Financial Reports submitted by programs – *Dr. Clare Hawkins, Vice-Chair***

##### ***Presentation:***

Dr. Hawkins reviewed the 2014 Annual Financial Reports submitted by residency programs.

Dr. Hawkins explained that the financial data collected is public information. While the 29 programs are all different, the dollar figures were consistent. The average total cost per resident was \$260,812. The average number of residents per program was 25.2 and the average total expenditures were \$6,243,183. The average patient revenue per resident was \$88,892, but there was considerable variation because revenue is dependent on the site. Other revenue came from affiliated medical schools, hospitals, and from various local, state, and federal sources. Five programs have a negative revenue minus cost balance. Coordinating Board staff contacted programs to ensure that those programs have cost safety nets based on other support funding.

The variation in cost per resident was discussed.

The financial questionnaire was discussed. Dr. Goertz noted that Texas is one of the few states to collect such comprehensive data on residency program operational costs and that Texas data was referenced in the 2014 Institute of Medicine report on graduate medical education. Those who worked on the development of the data collection form, including Dr. Hawkins and Jenny Faulkner, are to be commended. Dr. Goertz further noted that, for numerous reasons, it is difficult to obtain true cost data at the program level. Program staff may interpret the required data differently from audit or financial staff. It may be useful to record the name and position of the individual who compiles the data. Workshops for administrators might be considered. It was suggested to discuss these issues further at the June 2015 meeting.

→ Action Item: The Advisory Committee unanimously approved the Annual Financial Reports.

4. Consideration and discussion of Annual Written Reports submitted by programs summarizing activities of last year – *Dr. Goertz*

*Presentation:*

Dr. Goertz provided a summary of the 29 written reports received.

All 29 programs submitted written reports. Nineteen programs do not intend to change their size; eight indicated the potential for an increase in the number of residents and two programs plan to merge.

All programs had some form of rural and/or public health rotations: two were sponsored by a medical school, 11 were affiliated with medical schools, eight were within medical schools, and eight had no external funding. Some of these were funded by Coordinating Board support grants. All 29 programs had medical school rotations: 21 did not request funding, eight requested funding, and seven received funding.

Programs reported on their efforts address the statutory intent to serve underrepresented populations, through student fairs, healthcare fairs, and outreach to communities, interest groups, or national conferences. Barriers to filling rural rotations included, in order of severity: not enough funding available, a continuing increase in lack of interest by residents, difficulty of moving away from a parent program, and difficulty of being available for four weeks duration. It was also noted that some residents choose to complete an international rotation rather than one in Texas.

The difficulty in counting time was discussed and the difference in desire for either high volume exposures vs. high impact exposures. The discussion was to be continued at the June 2015 meeting.

The Coordinating Board received no applications for funding of public health rotations in Fiscal Year (FY) 2015. A major barrier for public health rotations is the difficulty in finding partners for supervision. It was noted that some programs are seeing an increase in resident interest in public health rotations.

Dr. Goertz enumerated innovations undertaken by programs and challenges programs face. Innovations were noted in areas such as Patient Centered Medical Home models, integrated behavioral health, Teaching Health Centers, simulation centers, supplemental clinic training programs, use of innovative technology, residency program curriculum, and components of the new accreditation process.

The most important challenge reported by programs is that funding is becoming a critical concern: in FY 2014, 21 programs cited funding as an important issue; in FY 2013, 19 programs reported funding as a challenge.

→ Action Item: The Advisory Committee unanimously approved the Annual Written Reports.

5. Consideration and discussion of the request by University of North Texas Health Science Center relating to FPRP grant application for new program in operation less than three years – *Dr. Goertz*

Two separate issues were discussed:

- (a) a change in eligibility for programs in operation less than three years would require a rule change by the Coordinating Board; and
- (b) whether an integrated family medicine neuro-muscular medicine (FM/NMM) program, would be eligible for an operational grant under current rules.

→ Action Item: After lengthy discussion, there was no motion to request that the Coordinating Board rules be revised to fund programs in operation for fewer than three years. The topic was deferred to the June 2015 meeting for further discussion.

Dr. Sivoravong and Cindy Passmore clarified that the UNTHSC program is accredited by the American Osteopathic Association as a four-year combined FM/NMM program. Residents who complete the program are eligible for FM board certification. There was general agreement that, if the program met other FPRP requirements, including three years of program operation, residents in the first three years of the University of North Texas Health Science Center FM/NMM program would be eligible for funding.

6. Consideration and discussion of the request by John Peter Smith Hospital to include 4th year residents in the roster of full-time certified FPRP residents – *Dr. Goertz*

The Advisory Committee discussed at length advantages and disadvantages of increasing the number of allowable funding years. Currently, Coordinating Board rules and FPRP Guidelines restrict funding to three years per resident. At present, the John Peter Smith Hospital (JPS) program is the only accredited four-year family medicine program in Texas. The program was accredited for four years by the Accreditation Council for Graduate Medical Education (ACGME) after successful participation in Family Medicine Length of Training Pilot. It was noted that national accreditation is only one of several requirements for FPRP funding eligibility. Fourth-year fellowships are not eligible for funding.

Dr. Daniel Casey noted that JPS has reduced the overall size of the program such that the total number of residents for FY 2015, including fourth-level residents, is about the same size as in earlier years when there were only residents in levels one through three. Dr. Casey further noted that ACGME is evaluating the data collected during the pilot program and expects to release its conclusions by end of 2017.

Dr. Hawkins made a motion to request that the Coordinating Board change its rules to allow funding of fourth-year residents in an accredited, operational program; Dr. Foxhall seconded. The Advisory Committee continued to discuss impact, funding distribution, and effectiveness to the overall program. The Advisory Committee voted on the motion with a split decision: five members voting yes and five members voting no.

After the vote it was clarified that, although the JPS fourth-year residents in FY 2014 and FY 2015 are part of an accredited family medicine program, the Coordinating Board rules prohibit funding residents for more than three years. Because of this situation, the portion of the JPS operational grant relating to the fourth-year residents for FY 2014 and FY 2015 has been set aside by the Coordinating Board pending outcome of this FPRAC meeting. The Advisory Committee decided to reconsider the motion. It was again stated that funding of fourth-year residents would require a change to Coordinating Board rules. Staff estimated that such a rule change would require approximately six months lead time for a rule change to be adopted and become effective.

→ Action Item: After additional discussion the Advisory Committee voted not to recommend a rule change, with two votes for and eight votes against the motion.

7. Consideration and discussion of new audit requirements in Senate Bill 215 (83rd Legislative Session (R)), and Coordinating Board Rule 1.13 – *Coordinating Board Staff*

Suzanne Pickens explained that the Coordinating Board's Sunset Bill removed the Board's authority to require an audit of Board-administered funds unless an audit is required by statute. THECB Rule 1.13 serves to implement this requirement. The FPRP statute includes an audit requirement, and the FPRP Guidelines incorporate this statutory requirement. THECB has requested an opinion from the State Auditor's Office (SAO) regarding the audit requirement in FPRP Guidelines. SAO has not yet responded.

Dr. Stacey Silverman noted that if the Advisory Committee wished to no longer require an audit report, a change in the statute would have to be requested of the Legislature. If there is no audit requirement for the program, the responsibility would rest with THECB Compliance Monitoring. Given the size of most family medicine programs, it is not likely that they would rise high enough on the risk assessment scale to be actively monitored.

→ Action Item: No motion was made by Advisory Committee members. Members preferred to receive an update at the June 2015 meeting, pending Coordinating Board receipt of input from the State Auditor.

8. Consideration of revisions to FPRP rules and guidelines relating to Agenda Items 5, 6, and 7 – *Dr. Goertz*

Rule changes were considered directly during the discussion of Agenda Items 5, 6, and 7.

9. Update on the Faculty Development Center – *Cindy Passmore, Faculty Development Center*

Ms. Passmore provided an update. Texas College of Osteopathic Medicine has continued funding for the Faculty Development Center and all annual programs are in place and active. In June, the twentieth fellow will graduate. The leadership conference and two chief residency conferences are ongoing. The Center continues to be active in support of faculty development and will provide consultation on site when requested by a family medicine program. The Center is transitioning its programs from fellowships to certificates with graduate credit. However, the programs will remain the same.

→ *Informational Item:* No Action Taken

10. Update on the 84<sup>th</sup> Legislative Session – *Coordinating Board Staff*

Tom Banning, Texas Academy of Family Physicians, reported that the legislature is currently going through the budget process and that positive outcomes for graduate medical education (GME) and family practice residency funding look promising. Senator Nelson filed Senate Bill 18 for a consolidation of GME expansion programs into a critical shortage program that would include a long term permanent trust. Envisioned are \$300 million for the trust allowing annual funding of the program. Legislators are working on both sides, Senate and House, on increased funding for GME formula and for FPRP. The goal now is long term sustainability of support. Another bill seeks to increase available data for decision making through a proposed physician workforce center.

Dr. Silverman commented that Texas will have two new public medical schools and one new independent medical school so that by 2020 the state would need a considerable increase in number of residency positions or medical school graduates may leave the state.

11. Update on status of Graduate Medical Expansion grant programs established by the 83<sup>rd</sup> Legislature – *Suzanne Pickens, Coordinating Board*

Ms. Pickens provided an overview of the current status of the GME Expansion Grant programs.

→ *Informational Item:* No Action Taken

12. Consideration of the Selection of Chair and Vice Chair for Fiscal Year 2015 – Dr. Goertz

Dr. Hawkins motioned for Dr. Goertz to remain Chair of the Advisory Committee and Dr. Becker seconded the motion. Dr. Hawkins nominated Dr. Ragain for the position of Vice Chair and Dr. Sivoravong seconded.

→ *Action Item:* The Advisory Committee unanimously elected Dr. Goertz as Chair and Dr. Ragain as Vice Chair.

13. Consideration and discussion of Future Agenda Items and Future Meeting Dates – *Dr. Goertz*

The Advisory Committee set the date for the next meeting on Friday, June 5, 2015. The meeting will be held concurrently with the Texas Academy of Family Physicians Texas Family Medicine Symposium in San Antonio, Texas.

14. Adjournment

Dr. Goertz adjourned the meeting at 12:15 pm.

# **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 84<sup>th</sup> 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.

**PART 1 TEXAS HIGHER EDUCATION COORDINATING BOARD**

**CHAPTER 1 AGENCY ADMINISTRATION**

**SUBCHAPTER N GRADUATE EDUCATION ADVISORY COMMITTEE**

**§1.178 Authority and Specific Purposes of the Graduate Education Advisory Committee**

(a) Authority. Statutory authority for this subchapter is provided in the Texas Government Code, Chapter 2110, §2110.0012.

(b) Purposes. The Graduate Education Advisory Committee is created to provide the Board with advice and recommendation(s) regarding graduate education.

**§1.179 Definitions**

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Interested persons--Persons who attend committee meetings as representatives of stakeholder entities and any other persons who have made their interest in the work of the committee known to its presiding officer. Such interested persons may participate in committee discussions, as invited by the presiding officer to do so, but do not have the authority to cast votes.

**§1.180 Committee Membership and Officers**

(a) Membership shall consist of graduate deans, faculty who teach in graduate programs, and other persons closely involved in the oversight of graduate education at Texas institutions of higher education.

(b) Membership on the committee should include:

- (1) eighteen representatives of public universities;
- (2) four representatives of public health-related institutions;
- (3) one representative from private institutions offering graduate programs; and
- (4) one student representative.

(c) Interested persons, such as legislative and governmental relations staff, will be regularly advised of committee meetings.

(d) The number of committee members shall not exceed twenty-four (24).

(e) Members of the committee shall select the presiding officer, who will be responsible for conducting meetings and conveying committee recommendations to the Board. A co-chair may also be elected to serve in the presiding officer's stead as needed.

(f) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

### **§1.181 Duration**

The committee shall be abolished no later than October 31, 2017, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

### **§1.182 Meetings**

The committee may meet at least annually. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the committee.

### **§1.183 Tasks Assigned the Committee**

Tasks assigned the committee include:

- (1) Advise the Board regarding the standards for the review of existing graduate programs;
- (2) Identify important emerging issues in graduate education and make recommendations to the Board regarding them;
- (3) Provide Board staff with feedback about processes and procedures involving graduate education; and
- (4) Any other issues related to graduate education as determined by the Board.

### **§1.184 Report to the Board; Evaluation of Committee Costs and Effectiveness**

The committee chairperson shall report any recommendations to the Board on no less than an annual basis. The committee shall also report committee activities to the Board to allow the Board to properly evaluate the committee's work, usefulness, and the costs related to the committee's existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

## **Graduate Education Advisory Committee Meeting January 12, 2015**

### **Committee members attending:**

Mohamed Abdelrahman, Michelle Broadway, Jessica Carter, Austin Cunningham, Deborah Garrison, William Harn, Karen Butler-Purry, Charles Lackey, Gregory Maddox, Sofia Montes, Victor Prybutok, Robin Satterwhite, Maharvan Singh, Angela Spaulding, Joan Staniswalis, Kandi Tayebi, Lisa Thompson

### **CB staff:**

James Goeman, Allen Michie, Rex Peebles, Stacey Silverman

### **I. Consideration of minutes from the May 12, 2014 meeting**

A motion to approve the minutes from the May 12, 2014 was made and approved.

### **II. Comments on graduate program approval – Dr. Raymund Paredes, Commissioner of Higher Education**

Commissioner Raymund Paredes spoke about his concerns for graduate education in Texas and nationwide.

The Commissioner cited an article from *Inside Higher Education*, "[Doctorates Up, Career Prospects Not](#)," which demonstrates that the job market is worsening for doctoral graduates. This is at a time when funding for graduate education is down nationwide.

Financial support for students is a problem, even at the flagship institutions. Texas is currently not nationally competitive in financial support. If we continue to expand graduate education with new programs with the current level of state funding and student support, then we will be institutionalizing mediocrity.

Commissioner Paredes gave the example of Engineering, citing evidence that (with some regional exceptions) there is no national shortage of engineers and salaries have remained flat over the past ten years. It is not always enough to say that employers are looking for doctoral graduates in Engineering or other disciplines, because new doctoral programs are not always the best answer to a shortage: existing programs would only have to accept one or two more students per year to make up the difference, and often universities hire a large majority of their faculty from only the top 20 programs. New programs need to be competitive with those at the top institutions if they are necessary at all.

The Commissioner stated that his number one priority is the welfare of students, which includes the levels of graduate student support, the time required to complete the degree, and the excellence of the program as it prepares students for a competitive job market. More competency-based programs would reduce student debt and cost to the institutions. Lowering a student's time to degree also helps students on the job market, because this is seen by employers as a measure of diligence or the likelihood of a faculty member getting tenure within the time available.

New and existing programs should be aware of their reliance on international students, particularly in STEM fields. Programs need to be training students from Texas and other states in at least equivalent numbers.

Sonny Singh commented that the placing students at nationally ranked universities is not necessarily the correct barometer for student success. Commissioner Paredes responded that he is supportive of PhD programs that also train students for non-academic jobs, and proposals need to make a strong case for employment opportunities for graduates outside of academia.

Victor Prybutok commented that not all graduates aiming for academic careers plan or prefer to work at top research institutions. Plus, successful placement in academia shouldn't always be measured by a student's first job. The Commissioner responded that applications for new programs should provide evidence that graduates are happy going to regional institutions and would be competitive for those positions.

The Commissioner endorsed Austin Cunningham's example of programs at The University of Texas at Dallas that teach transferrable skills for both industry and academia.

Austin Cunningham also asked if institutions should be moving away from programs that cater to part-time students in order to improve overall time-to-degree statistics. The Commissioner replied that institutions should provide completion rates for both full-time and part-time students and ensure that both have good prospects on the job market. It would be concerning if an institution had only 25 percent of its part-time students graduate over ten years.

Joan Staniswalis asked if it matters whether out-of-state students are domestic or international, since both bring in funding to the community and provide the manpower that allow faculty to produce research and pursue grants. The Commissioner replied that he is not sympathetic to the argument that PhD programs should be created because institutions need research assistants, although he does believe that Texas is not currently producing enough students who can do advanced STEM work, and everyone needs to work more effectively with K-12 schools to enlarge the pipeline.

In summary, the Commissioner stated that institutions need to stay focused on making sure graduate students are being well prepared for market realities. He reminded GEAC members that these are not hard and fast policies at this point, but rather a direction in which the Coordinating Board is moving.

### **III. Overview of current Coordinating Board issues relating to graduate education**

James Goeman stated that the Coordinating Board is undergoing a search for a new program director. Coordinating Board staff are also working to revise the new doctoral proposal form, improving clarity about what the Coordinating Board is looking for. Institutions will be asked to provide more information about existing doctoral programs across the state and how proposed programs relate to them.



Dr. Goeman provided an update on higher education bills before the Legislature and stated that they are mostly relating to undergraduate education.

#### **IV. Discussion of the definition of “full-time enrollment” for graduate students and its relation to financial aid eligibility**

Charles Lackey brought up the question of how institutions measure “full time” enrollment for graduate students, noting that grants sometimes hinge on the definition.

Victor Prybutok noted that there are sometimes differences between the minimum numbers of semester credit hours (SCH) stated for programs in the graduate catalog and what the university says is standard for the College. Sofia Montes added that in Advanced Dental Education, for example, students want the benefits of MD students who have full-time status, even though they are under a different SCH system.

Stacey Silverman replied that there are criteria in the Coordinating Board reporting manuals about defining full-time status. Advanced Dental Education students are classified as post-doctoral students, not graduate students, so full-time status standards do not apply.

Austin Cunningham suggested that institutions should introduce the same standard as that used for financial aid eligibility. Institutions can add their own definitions once a minimum standard is set. He proposed the motion: “Encourage institutions to define financial aid eligibility full time status appropriate for student and program needs and within financial aid regulations.”

Victor Prybutok added that students are sometimes taking extra hours just to get financial aid eligibility.

Karen Butler-Purry asked if this language provides individual programs with the flexibility to have more than one minimum standard, and Austin Cunningham replied that there should be a limit on the number of semesters where those lower standards would apply.

Michelle Broadway clarified that GEAC is speaking of federal financial aid eligibility, not institutional assistantships, scholarships, and related funding.

The motion carried: “Encourage institutions to define financial aid eligibility full time status appropriate for student and program needs and within financial aid regulations.”

#### **V. Overview of graduate education data and statistics**

James Goeman offered a PowerPoint presentation giving an overview of Coordinating Board data on graduate programs across the previous ten years, when community colleges were merged with universities into the Division of Academic Affairs.

Dr. Goeman stated that a great deal of the approval authority has been delegated by the Board to Coordinating Board staff, although there is some authority for the Commissioner to approve new programs. The average time for new doctoral degree approval is 266.8 days, which is less than the one-year limit that is imposed now.

Most approvals are coming from the disciplines of Health (including Nursing), Education, and Engineering. The regions with the most approvals are the Central (including The University of Texas at Austin and Texas A&M University) and South (including The University of Texas at San Antonio and The University of Texas at Brownsville).

Total actual enrollments in doctoral programs are quite a bit higher than the original projected enrollments. Total actual costs are also \$28 million less than total projected costs, with the exception of Law programs.

In response to a question from Sonny Singh, Dr. Goeman stated that the Coordinating Board uses these data to look for patterns and trends of enrollment and budget patterns that may indicate the long-term strength of programs. The Coordinating Board uses these data to compare realities to expectations during the five-year annual review process.

## **VI. Discussion of the Strategic Plan for Education**

The Assistant Commissioner for Academic Quality and Workforce (AQW), Rex Peebles, gave an overview of the Coordinating Board's upcoming Strategic Plan for Education so GEAC members can plan for the upcoming Strategic Plan for Graduate Education. The Coordinating Board hopes to coordinate its strategic plans with those already written at the institution or System level.

The Coordinating Board's approval process for new programs feeds into the strategic plan. The AQW division will be renovating all of its approval processes, including those for masters and professional programs, and there should be firm criteria established before the end of 2015.

Dr. Peebles asked GEAC members to help the Coordinating Board how to best assess the employability of graduates, since there is not always a one-to-one match between jobs and graduates, and workforce categories are not always helpful. For example, many electrical engineers become computer engineers, and computer programmers who work for H.E.B. are listed as working in the food industry.

## **VII. Discussion of the Strategic Plan for Higher Education**

The Coordinating Board's Deputy Commissioner for Academic Planning and Policy, David Gardner, offered a preview of the Coordinating Board's upcoming Strategic Plan for Higher Education.

Dr. Gardner said that the process for creating a new Strategic Plan began in November 2013 with an annual meeting with regents, trustees, and interested parties across the state. The committee has met almost every month to hear speakers, and GEAC members are encouraged to listen in to the meeting webcasts.

The committee has so far identified four main goals:

- Educational Attainment. By 2030, at least 60 percent of Texans aged 25-34 will have a postsecondary credential or degree.
- Completion. By 2030, at least 550,000 students that year will complete a certificate, associate, baccalaureate, or master's degree from a Texas public, independent, or for-profit college or university.

- Marketable skills. By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.
- Student debt. By 2030, undergraduate student loan debt will not exceed 60 percent of first-year wage for graduates of Texas public institutions.

Mohamed Abdelrahman asked what would happen to these goals if President Obama's plan for free community college tuition gets implemented. Dr. Gardner replied that the Coordinating Board may have to raise the goals. It is unknown how much a plan like this would increase the number of students and what kind of accountability system the federal government would require.

Charles Lackey said that just as GEAC's previous Strategic Plan used *Closing the Gaps* goals as a framework, the new GEAC Strategic Plan will need to use this framework to shape its goals. Kandi Tayebi suggested the formation of GEAC subcommittees to address both the strategic plan and the Coordinating Board's approval process of new graduate degrees.

GEAC members contributed ideas for the subcommittees to consider: the role of regional institutions, the increase in Hispanic students, duplication of resources in the community, the regional distribution of degree programs, the role of emerging research institutions, low-producing programs, joint programs, the reliability of self-reported data and the definitions in the 18 Characteristics, and formula funding.

Karen Butler-Purry asked about the status of the action items contained in the previous Strategic Plan. Charles Lackey pointed out the successful implementation of the 18 Characteristics of Doctoral Programs and diversity initiatives. Competitiveness remains an issue that needs to be discussed, and institutions can do better jobs of promoting themselves and their programs to the Legislature. Austin Cunningham added stipend levels and student medical coverage as other issues that were not addressed.

Charles Lackey asked if GEAC could bring the issue of tuition waivers to the Legislature. Kandi Tayebi added that tuition waivers are necessary if Texas wants to compete with elite institutions in other states. Mohamed Abdelrahman stated that institutions find ways to waive the fees. Rex Peebles responded that the issue is best approached at the institutional level, but tuition waivers are one of the things that the Coordinating Board could add to its legislative priorities in the future.

#### **VIII. Discussion of the 18 Characteristics of Graduate Programs and its application to professional programs**

Allen Michie reported that at its August 2, 2013 meeting, GEAC considered alternate questions and definitions of the 18 Characteristics for professional programs, but GEAC stopped short of making a final recommendation on whether or not it thought that professional programs should be required to participate in the 18 Characteristics. The Coordinating Board is seeking GEAC's guidance before making a final determination. Charles Lackey proposed the creation of a GEAC subcommittee to consider the issue and make a recommendation to GEAC at the next meeting.

#### **IX. Adjournment**

Plans were made for an April 2015 meeting.

## **Graduate Education Advisory Committee Meeting April 20, 2015**

### **Committee members attending:**

Mohamed Abdelrahman	Deborah Garrison	Victor Prybutok	Kandi Tayebi
Michelle Broadway	William Harn	Robin Satterwhite	Lisa Thompson
Karen Butler-Purry	Charles Lackey	Meharvan "Sonny" Singh	
Jessica Carter	Gregory Maddox	Angela Spaulding	
Austin Cunningham	Sofia Montes	Joan Staniswalis	

### **CB staff:**

James Goeman	Rex Peebles
Allen Michie	Stacey Silverman

### **1. Welcome and call to order – Dr. Charles Lackey, Chair**

Dr. Lackey thanked the outgoing GEAC members for their service: Kandi Tayebi, Mohamed Abdelrahman, Michelle Broadway, Austin Cunningham, Bonnie Melhart, Robin Satterwhite, Kevin Vichales, and Jessica Carter (student).

### **2. Consideration of minutes from the January 12, 2015 meeting**

A motion to approve the minutes was approved.

### **3. Overview of current Coordinating Board issues relating to graduate education and legislative update – Dr. James Goeman**

Dr. James Goeman gave a presentation on the number of graduate programs in Texas, their classifications, their disciplines, and their distribution.

There are over 2,311 graduate programs in the state, and doctoral programs make up 27 percent of those. Professional practice doctorates are 18 percent (113 programs), and research doctorates are 82 percent (500 programs). There were 35,248 master's degrees awarded in 2014 (approximately 83% of the total graduate degrees awarded), 4,262 professional degrees awarded (approximately 8% of the total degrees awarded), and 4,096 doctoral degrees awarded (approximately 9% of the total degrees awarded).

The top ten disciplines for all graduate degrees awarded in 2014 were Business, Education, Health Professions, Engineering, Computer and Information Science, Public Administration and Social Service, Psychology, Law, Biological Science, and Social Science. The top disciplines for doctoral degrees shared many of the same fields, but in a different order: Health Professions, Law, Engineering, Education, Biological Sciences, Physical Sciences, Psychology, Social Sciences, Business, and Computer and Information Sciences.

In response to a question from Dr. Abdelrahman, Dr. Goeman said that Education Doctor (Ed.D.) degrees are categorized as research doctorates in Texas, but this is not always the case in other places where they are categorized as professional practice doctorates.

Dr. Lackey asked about House Bill 99 and the future of the Coordinating Board collecting data on graduate students. Dr. Silverman said that the Coordinating Board would like to be able to track residency program students in order to measure how many residency programs Texas has and how many Texas needs, but there are no plans to expand tracking into other programs. Dr. Peebles added that it is helpful to the Coordinating Board if programs collect data on where graduates are finding jobs, as this helps the Coordinating Board measure workforce and academic demand. Institutions need to make their own case for the relevancy of certain career paths to degree programs.

#### **4. Report from GEAC subcommittee on the use of the 18 Characteristics of Doctoral Programs for professional degrees (see attachment) – Dr. Lackey**

Dr. Lackey reported that professional doctoral programs have not been included in the 18 Characteristics up to now, but there has been some ambiguity about the requirements.

The subcommittee recommended that professional programs be exempt from the reporting requirement. Subcommittee members felt that professional accrediting organization reporting is sufficient.

Dr. Butler-Purpy and Dr. Harn agreed that professional programs should be excluded, but they each provided lists of alternate characteristics in case the Coordinating Board does decide to require them (see attachment).

Dr. Goeman confirmed that Ed.D. degrees would be required to use the 18 Characteristics, as the Coordinating Board does not consider them to be professional programs.

Dr. Lackey moved that GEAC approve the recommendation of the subcommittee, and the motion carried.

#### **5. Report from the GEAC subcommittee on the criteria for new doctoral programs – Dr. Mohamed Abdelrahman (see attachment)**

Dr. Abdelrahman stated that the subcommittee primarily discussed two things: the priorities discussed by Commissioner Paredes and Dr. Peebles at the January 12, 2015 GEAC meeting, and new items to include.

The subcommittee agreed with the directives on the allocation of resources, but it expressed strong reservations about arbitrarily selecting one group of institutions over another for priority when allocating new doctoral programs. The subcommittee felt that criteria should be applied uniformly across the board, and all institutions should have the opportunity to demonstrate they have the resources to support quality doctoral programs. This includes regional institutions, some of which have programs that are nationally ranked.

The subcommittee found that regional institutions often know how best how to get students from the area to succeed. Approximately ten percent of doctoral programs are at regional institutions, demonstrating that these institutions are being selective and not offering programs they cannot support academically or financially. The subcommittee also found that it is often easier for small institutions to create interdisciplinary programs.

The subcommittee recommended six priorities to help guide the approval of new doctoral programs:

- Ph.D. programs should be approved based on a uniform set of rules regarding merit and the ability of the program to serve the needs of the region in which it resides, as well as the state and the nation.
- Ph.D. programs should be evaluated for the ability of an institution to recruit and graduate diverse students, including first-generation, minority, and other underserved populations.
- Ph.D. programs should be developed in universities across the state in niche areas that serve a particular region and population or are particularly suited to the institution's expertise.
- Institutions must show that their existing doctoral programs are graduating and employing their students.
- Institutions must show that they can adequately provide financial support to their doctoral students.
- New Ph.D. programs must be able to demonstrate the marketable skills students will acquire.

Dr. Abdelrahman said that these six priorities are in alignment with the four priorities of the 60x30TX strategic plan from the Coordinating Board:

1. Educational Attainment: By 2030, at least 60 percent of Texans ages 25-34 will have a postsecondary credential or degree.
2. Completion: By 2030, at least 550,000 students in that year will complete a certificate, associate, bachelor's, or master's from a Texas public, independent, or for-profit college or university.
3. Marketable Skills: By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.
4. Student Debt: By 2030, undergraduate student loan debt will not exceed 60 percent of the first-year wage for graduates of Texas public institutions.

During discussion of the motion to approve, Dr. Maddox emphasized that regional institutions often provide place-bound students with career pathways, and many graduates will go into industry rather than academia. The placement of graduates into academics is therefore not always an accurate measure of program success.

Dr. Staniswalis commented on priority #3 that niche areas have already have gone through a rigorous review process if institutions have received National Institute of Health grants. It would also be helpful if the State could help institutions spread the word about which institutions are offering niche degrees and assist institutions in starting collaborative ventures.

Dr. Staniswalis also suggested that student debt data be broken down by socioeconomic groups. Dr. Peebles replied that the Texas goal of student debt being 60 percent of the first year's salary is an overall goal for graduates of public institutions, and that the goal applies primarily to undergraduates and master's degree students.

Dr. Lackey suggested that System offices do more to encourage their member universities to collaborate on new programs. GEAC should offer a directive that it does not want Texas to adopt a two-tier model like the one in California. Our model should fit the needs and character of Texas.

The motion to adopt the subcommittee's report was approved.

## **6. Report from the GEAC subcommittee on the Strategic Plan for Graduate Education - Deborah Garrison**

Dr. Garrison divided up GEAC members into small groups so they could brainstorm contributions on four key questions:

1. How can the participation and success of underrepresented groups, including ethnic minority groups, women, and those of disadvantaged socioeconomic status be increased such that they will be represented in parallel numbers to the demographic composition of the state?
2. What metrics are most important to demonstrate the outcomes of graduate education? Are there some specific to master's education that differs from doctoral education? If so, please specify.
3. What funding issues most need to be addressed for the purposes of advancing graduate education in the State of Texas?
4. How, where, and when should the marketable transferrable skills of graduates with master's and doctoral degrees be articulated to employers, legislators, and the population at large?

The small groups then reported their findings back to all of GEAC.

Minority participation: Dr. Spaulding stated that the issues discussed included opportunities for transitions in research and scholarships, building models of transitions for students entering graduate school, student advising through different delivery systems, mentorship, access to regional opportunities, access to resources and industries, and workforce opportunities in the region that help with graduate retention.

Metrics: Dr. Maddox reported six broad areas for measures.

1. Placement of graduates, employability, marketability of degree, adaptability, progression toward further training
2. Diversity
3. Scholarship (theses and dissertations)
4. Impact on the community
5. Demographics (time to degree, graduation rates, part-time and full-time student differences)
6. Affordability

Funding: Dr. Michie stated that the group discussed six things.

1. Insurance, including insurance for dependents. What are the cut-off points for "full time" status?
2. Tuition and fee waivers. Since Texas prohibits public institutions from waiving tuition and fees, institutions could do a better job of making funding packages clearer to students in order to compete with other states.
3. Funding packages for students need to be competitive with those offered by other institutions nationwide.
4. Institutions could tap into student funding resources from the Southern Regional Education Board and other consortiums.
5. Advocacy for funding. This includes advocacy not just for one field or university, but also advocacy for graduate education in general. (Advocacy was later emphasized by Dr. Singh. He stated that the higher education funding pales in comparison to other national expenses, and the value of higher education is severely underestimated. Advocacy must, therefore, be a high priority.)
6. Research support for graduate students, including travel, lab space, materials, and mentorship with faculty.

Marketability: Ms. Carter reported on four issues.

1. Media and publicity (college fairs, social media, legislative days)
2. Coordination with professional organizations
3. Advisory boards with industry representatives to identify what skills are needed in the workforce
4. Institutional student advising on what options are available outside of academia, particularly if students feel like they cannot openly discuss non-academic career options with their faculty advisors

Other ideas were mentioned that did not belong on any of the four flipcharts. Dr. Staniswalis said that collaboration is an important strategic issue, as when certificate programs can be completed at one campus, carried over to another campus, and then put together for professional practice degrees.

Dr. Abdelrahman added that funding start-up packages for faculty are important since the state seems more focused on established faculty members.

Dr. Wardell brought up the issue of international students, what they contribute to graduate programs, and how institutions need to include the importance of international students as part of our advocacy to government officials.

Dr. Butler-Purry said that graduate programs need to better engage with community colleges in order to improve the pipeline to doctoral programs.

## **7. Discussion of general issues in graduate education**

Dr. Abdelrahman mentioned that GEAC could look at best practices for successful programs and consider some success stories. Collaborative and joint programs are particularly instructive. How can these programs be encouraged? Dr. Goeman replied that the Coordinating Board can say which joint programs are oldest, or that have the most students, but it is difficult to define "successful."

Dr. Lackey ended with the news that he is retiring this summer and, therefore, stepping down as Chair of GEAC. He extended his appreciation to Coordinating Board staff and GEAC members, a sentiment that was reciprocated with applause before the meeting was adjourned.



## **Graduate Education Advisory Committee Meeting September 14, 2015**

### **Committee members attending:**

Mohamed Abdelrahman	Dmitri Litvinov	Les Riding-In	Kandi Tayebi
Karen Butler-Purry	James Lumpkin	Rial Rolfe	Costas Tsatsoulis
Matthew Capps	Gregory Maddox	Mark Sheridan	
Jessica Carter	Bonnie Melhart	Meharvan Singh	
Larry LeFlore	Dean Neikirk	Angela Spaulding	

### **CB staff:**

James Goeman	Rex Peebles
Ginger Gossman	Stacey Silverman
Allen Michie	

### **1. Welcome and call to order – Dr. Kandi Tayebi, Chair**

Dr. Tayebi welcomed new GEAC members.

### **2. Consideration of minutes from the April 20, 2015 meeting**

A motion to approve the minutes was approved.

### **3. Presentation on the Coordinating Board's 60X30 TX strategic plan and discussion of how graduation education can contribute – Dr. Ginger Gossman**

Dr. Ginger Gossman made a presentation on *60x30TX*, the Coordinating Board's new strategic plan for 2015-30. The plan has four main goals.

1. Attainment: By 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree.
2. Completion: By 2030, at least 550,000 students in that year will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas.
3. Marketable skills: By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.
4. Student debt: By 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.

Full details of the *60x30TX* program can be found here:

<http://www.theccb.state.tx.us/reports/PDF/6862.PDF?CFID=38934210&CFTOKEN=64264045>

Dr. Gossman stated that the graduate education falls mostly under the attainment and completion goals.

During the discussion following the presentation, Dr. Tayebi asked if there are specific goals for under-represented groups or ethnicities. Dr. Gossman replied that the plan does not include such targets, but that these data will be monitored to look for trends.

Dr. Abdelrahman pointed out that master's students have lower default rates on student debt. Dr. Gossman agreed and stated that the plan targets undergraduates because the Coordinating Board wanted to have the largest impact on student financing.

Dr. Sheridan remarked that graduate degree targets should be included in the plan since economic development and innovation are tied to graduate education. Dr. Gossman replied that the targets will be adjusted as years go by.

Dr. Singh asked about the premise behind making degree attainment for males one of the targeted goals. He said that in his experience, males tend to have higher degree attainment than females at the graduate level. Dr. Gossman said that the attainment goal focuses primarily on undergraduates.

In response to a question about institutional accountability from Dr. Spaulding, Dr. Gossman said that the Coordinating Board is redesigning the Accountability System to match the *60x30TX* goals.

Dr. Tayebi asked if there could be attention to the student debt and financing of graduate students. Dr. Gossman said that GEAC could look into it, and she would be happy to see the plan inspire additional efforts.

Dr. LeFlore and Dr. Tayebi asked about how the marketable skill goal is applied and measured in graduate education. Dr. Gossman replied that the plan does not have workforce targets by degrees because workforce demands change over time and different careers require different degree levels. Dr. Tayebi pointed out that a goal of doctoral programs is to move graduates into a national workforce. Dr. Gossman said the Coordinating Board uses data from the Texas Workforce Commission, but these data are limited to students who stay in Texas after graduation. Tracking employment of graduates who go out of state is a problem for institutions nationwide. The metrics are more about looking for trends than for measuring success, since graduates remaining in Texas may not necessarily be an indicator of success. Dr. Peebles added that one reason for monitoring trends is because employment and unemployment are cyclical. If Texas is going one way while the country is going the other way, then it may say something about Texas' ability to compete in a modern economy.

Dr. Capps pointed out that students and the state share responsibility for the student debt goals, not just the institutions. Dr. Gossman replied that the Coordinating Board does not have access to student-level information, and the goal is partly designed to draw attention to student debt where it is needed.

Dr. Peebles concluded that there is information on the Coordinating Board website about how the four *60x30TX* goals were derived and what data are included. The plan is designed to start conversations at the institutions, and GEAC should be encouraged to continue looking at the issues as they apply to graduate education.

#### **4. Discussion of the Strategic Plan for Graduate Education – Dr. Allen Michie**

Dr. Michie gave an update on the Coordinating Board's Strategic Plan for Graduate Education. He asked for GEAC's feedback on the draft items for a possible survey of institutions and Systems.

GEAC members offered revisions on the wording of certain draft survey items. Members suggested survey items relating to gender ratios, distance education, marketable skills, accreditation, student support, diversity, and international students. Dr. LeFlore cautioned against treating all graduate programs the same, as there are big differences between types of programs across institutions.

#### **5. Overview of current Coordinating Board issues relating to graduate education – Dr. James Goeman**

Dr. Goeman reported that the Academic Quality and Workforce Division is currently revising several of its rules, forms, and guidelines relating to new graduate programs. The new program applications now ask about plans for external learning experiences and the employment of recent graduates.

Several of the changes relate to the inclusion of competency-based education (CBE). The Coordinating Board interprets this in broad terms, and it includes an array of strategies to accelerate student time to degree. CBE can include prior learning assessment, credit for work experiences, or competency-based learning strategies.

Dr. Sheridan noted that CBE may not always be relevant to research degrees. Dr. Goeman said that the applications should then provide a short paragraph explaining this, including limitations on what accrediting bodies allow. If proposed programs would accept transfer credits, that can also be included.

Dr. Tsatsoulis asked if there was any concern that CBE would water down the quality of doctoral degrees. Dr. Peebles replied that this is not the intention, and all of education is competency-based to an extent. The question is how we test for competencies. The Commissioner's priority is not so much the use of CBE, but rather reducing students' time to degree. Are we allowing students to maximize the skills they come in with, and are we adequately measuring their skills as we go along?

Dr. Goeman assured Dr. Tayebi that there is no limit or quota on international students implied by the new question about their projected enrollments.

Dr. Tayebi also asked about how institutions could demonstrate their history of serving certain underrepresented groups. Dr. Goeman responded that this information could be included in the sections on enrollment projections, student need, supporting programs.

## **6. Presentation on competency based education for graduate programs – Dr. Ginger Gossman**

Dr. Gossman made a presentation on CBE, one of the Commissioner's priorities for addressing the *60x30TX* student debt goal by reducing students' time to degree.

Dr. Gossman stated that little has changed in instructional delivery for the last 700 years, but students are changing and becoming a more diverse population. CBE is about students demonstrating mastery of course content, measured by assessments of prior learning. CBE is often self-paced, online, personalized, accelerated, and affordable.

The main difference between the traditional semester credit hour (SCH) and CBE is that with the SCH, time is fixed and learning is variable; with CBE, learning is fixed and time is variable. It is usually necessary for institutions to map back competencies to the traditional SCH for purposes of accreditation, financial aid, transcripts, and transferability. The US Department of Education is supporting efforts to break away from the SCH on some experimental sites, and they are exploring new models for distributing financial aid not based on SCH.

It is better to think of CBE as a framework rather than as a single defined term. The framework can include a modular curriculum, disaggregated staffing, alternative financial models, flexible calendars, academic coaches, and the use of several different measurements.

Two institutions in Texas, Texas A&M University-Commerce and South Texas College, are implementing CBE in Applied Arts and Sciences baccalaureate degrees. Eighteen other institutions are considering or designing programs with CBE. Dr. Abdelrahman added that Texas A&M University-Kingsville and Texas A&M University-Corpus Christi have recently separated their joint EdD programs in Educational Leadership, and they are in the early stages of incorporating CBE at the Board's request.

Dr. Singh suggested that the Coordinating Board work toward normalizing the definition of CBE so institutions will know what they need to do when putting forward new programs for consideration. Dr. Gossman replied that there is a CBE network of people from Texas institutions working with the Coordinating Board to establish a working definition.

Dr. Abdelrahman asked how CBE would be compatible with formula funding. Dr. Gossman and Dr. Peebles replied that committees are looking at formula funding over the next year, and that for now everything is still mapped back to the individual course and the traditional SCH.

## **7. Discussion of criteria for the Characteristics of Professional Programs – Dr. Michie**

Dr. Michie stated that the Commissioner decided to have professional doctoral programs post a version of the 18 Characteristics of Doctoral Programs. In previous discussions, GEAC recommended that not all criteria in the existing 18 Characteristics should be relevant to professional programs. Dr. Michie compiled a draft of 13 Characteristics of Professional Programs based upon that input and distributed it to GEAC members for discussion.

Dr. Maddox asked if time to degree is measured from the time of admission or the time of enrollment. Dr. Goeman replied that it would be from the first semester of enrollment, and that the standard needs to be comparable across institutions.

Dr. Rolfe asked if the criteria on licensure pass rates means first-time rates or eventual rates. Dr. Goeman asked if accrediting bodies make a distinction, and he said that the Coordinating Board would offer a later clarification.

Dr. Goeman specified which programs will be considered “professional programs.” In the Coordinating Board’s program inventory, research doctoral programs are assigned the category 4, and professional practice doctorates are assigned a 5. This aligns with the definition of professional programs used by the Integrated Postsecondary Education Data System (IPEDS). The professional doctoral programs are the Juris Doctor, Doctor of Medicine, Doctor of Osteopathic Medicine, Doctor of Physical Therapy, Doctor of Chiropractic, Doctor of Podiatric Medicine, Doctor of Pharmacy, Doctor of Dental Surgery, Doctor of Dentistry, Doctor of Optometry, Doctor of Veterinary Medicine, and Doctor of Audiology degrees.

Dr. Goeman responded to a question from Dr. Neikirk stating that just because the Coordinating Board is asking about something does not necessarily mean that we are expecting certain kinds of answers. For example, external grants may not be relevant for a clinical program with many adjunct faculty. These situations can be handled with a footnote providing contextual information. Dr. LaFlore and Dr. Maddox pointed out that there can be two different kinds of faculty within the same program, doing two very different kinds of things.

## **8. Discussion of full-time graduate student status classification for financial aid purposes – Dr. Goeman**

Dr. Goeman said that federal policy sets minimum enrollments for undergraduates to be considered “full time” and therefore eligible for federal financial aid, but there is no minimum enrollment for graduate students. Texas does not set a minimum and leaves the definition of “full-time student” up to institutions. Definitions can vary by individual programs.

Dr. Tayebi added that federal regulations say that a full load can be a combination of research, class, internships, or labs. Dr. LeFlore asked if graduate teaching assistants must be all-but-dissertation (ABD) to keep their benefits. Dr. Litvinov replied that as long as a student is enrolled at least half time, they do not lose benefits. Dr. Tayebi added that clarification on this issue can help with the *60x30TX* goal of reducing student debt since institutions sometimes believe that there must be a minimum enrollment and students do not have to start paying back federal loans until after they graduate.

Dr. Butler-Purry asked if there was any evidence of financial loss if the minimum SCH for full-time status is reduced. Dr. Tayebi responded that changes did not encourage students to sign up for additional courses, and Dr. Abdelrahman said that any financial changes would come in the formula funding.

## **9. Discussion of general issues in graduate education**

Dr. Tayebi suggested a continuing discussion of the Strategic Plan for graduate education.

Dr. Goeman offered some Coordinating Board statistics on the gender breakdown in graduate programs over the last several years, and noted that the ratio of female to male students is growing sharply, with women now earning more master's degrees than men by a 3:2 margin. The ratio for women and men earning doctoral degrees is close to even.

Dr. Lumpkin asked for more information about CBE, as many issues were left undecided. Dr. Peebles said that the Coordinating Board would have someone address GEAC at the next meeting.

## **10. Election of new chair and vice-chair**

Dr. Tayebi announced that this would be her final GEAC meeting as chair. Dr. Michie thanked her for her service on behalf of the Coordinating Board. Nominations were opened, and Dr. Abdelrahman was elected chair and Dr. Singh was elected vice-chair.

**PART 1 TEXAS HIGHER EDUCATION COORDINATING BOARD**

**CHAPTER 26 PROGRAMS OF STUDY**

**SUBCHAPTER H HEALTH SCIENCE PROGRAMS OF STUDY ADVISORY COMMITTEE**

**§26.241 Authority and Specific Purposes of the Health Science Programs of Study Advisory Committee**

- (a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, §61.8235.
- (b) Purpose. The Health Science Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster.

**§26.242 Definitions**

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.
- (4) Institutions of Higher Education--As defined in Texas Education Code, §61.003(2) and (7).

**§26.243 Committee Membership and Officers**

- (a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.
- (b) Each institution of higher education which offers a degree program for which a program of study curriculum is proposed shall be offered participation on the advisory committee.
- (c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.
- (d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.
- (e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.
- (f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

#### **§26.244 Duration**

The Committee shall be abolished no later than January 31, 2020, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### **§26.245 Meetings**

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

#### **§26.246 Tasks Assigned to the Committee**

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Health Science Programs of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Health Science Programs of Study Curricula; and
- (3) Any other issues related to the Health Science Programs of Study Curricula as determined by the Board.

#### **§26.247 Report to the Board; Evaluation of Committee Costs and Effectiveness**

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.



**PART 1 TEXAS HIGHER EDUCATION COORDINATING BOARD**

**CHAPTER 1 AGENCY ADMINISTRATION**

**SUBCHAPTER O LEARNING TECHNOLOGY ADVISORY COMMITTEE**

**§1.185 Authority and Specific Purposes of the Learning Technology Advisory Committee**

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, Chapter 2110, §2110.0012.

(b) Purposes. The Learning Technology Advisory Committee is created to provide the Board with advice and recommendation(s) regarding the role that learning technology plays in Texas higher education.

**§1.186 Definitions**

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Interested persons--Persons who attend committee meetings as representatives of stakeholder entities and any other persons who have made their interest in the work of the committee known to its presiding officer. Such interested persons may participate in committee discussions, as invited by the presiding officer to do so, but do not have the authority to cast votes.

**§1.187 Committee Membership and Officers**

(a) Membership shall consist of administrators, faculty, and other persons closely involved in the oversight of distance education and computer assisted instruction at Texas institutions of higher education.

(b) Membership on the committee should include:

- (1) ten representatives of public community and technical colleges;
- (2) ten representatives of public universities;
- (3) two representatives of public health-related institutions;
- (4) one representative from a Texas private institution; and
- (5) one non-voting student representative.

(c) Interested persons, such as chief academic officers, and legislative and governmental relations staff be regularly advised of committee meetings.

(d) The number of committee members shall not exceed twenty-four (24).

(e) Members of the committee shall select the presiding officer, who will be responsible for conducting meetings and conveying committee recommendations to the Board. A co-chair may also be elected to serve in the presiding officer's stead as needed.

(f) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

#### **§1.188 Duration**

The committee shall be abolished no later than October 31, 2017 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### **§1.189 Meetings**

The committee may meet four to six times per year, including via teleconference. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties. Minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the committee.

#### **§1.190 Tasks Assigned the Committee**

Tasks assigned the committee include:

- (1) Analysis of the current state of distance education in Texas higher education including the use of various distance education modalities, the cost of distance education, the availability of high need and high demand degree programs through distance education, institutional fee structures associated with distance education, the role of technology in instructional cost effectiveness, duplication of distance education programs, and public/private distance education collaborations;
- (2) Development of policy recommendations to the Board on critical issues such as:
  - (A) The development of distance education institutional collaboratives;
  - (B) The development of shared electronic course resources and learning materials, including textbooks and other digital learning objects;
  - (C) Best practices in the evaluation of distance education;
  - (D) The role of online and hybrid education in offering accessible and affordable degree programs;
  - (E) Partnerships between community colleges and universities that leverage technology to increase the number of degree completion options available to students;
  - (F) Ways to creatively and innovatively use technology to change the way in which higher education is offered; and
  - (G) Ways to creatively and innovatively use technology to increase student retention and success through programs such as just-in-time, on-demand academic support services.
- (3) Review and provide recommendations of all distance education doctoral proposals to ensure the development of high quality programs.

#### **§1.191 Report to the Board; Evaluation of Committee Costs and Effectiveness**

The committee chairperson shall report any recommendations to the Board on no less than an annual basis. The committee shall also report committee activities to the Board to allow the Board to properly evaluate the committee's work, usefulness, and the costs related to the committee's existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

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

Membership Attendees:

Patricia Ábrego  
Remi Ademola (A)  
Bill Angrove (A)  
Michele Betancourt  
Perla Canales  
Christina Cross  
Charles DeSassure  
Michelle Durán  
Kimberly Gibson  
Roxanne Hill

Catherine Howard (A)  
Christopher Jordan (A)  
Todd Leach (A)  
Patsy Lemaster (A)  
Jake McBee (A)  
Jacqueline Lee Mok  
Pamela Morgan  
Sunay Palsole  
Patrick Pluscht  
Pam Quinn (A)

Bill Robertson (A)  
Pete Smith (A)  
Charlene Stubblefield  
Jason Woodall

Guests:

Tim Letzring, TAMU-  
Commerce

THECB Staff:

Andrew Lofters  
Elizabeth Steele  
Rex Peebles  
Jessica Acton  
John Wyatt

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

AGENDA

1. Welcome and call to order – Michele Betancourt

Meeting began at 10:01 a.m.

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

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

***Motion to approve March 6, 2015 LTAC meeting minutes: Jacqueline Mok.***

***Motion seconded: Pamela Morgan.***

***All present voted. Motion carried.***

(\*Not originally on Agenda) Introductions

A quick roundtable introduction of attendees was conducted.

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

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

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

***Motion to recommend approval of Distance Education Doctor of Education in Higher Education Leadership at Texas A&M University-Commerce: Pamela Morgan.***

***Motion seconded: Charles DeSassure.***

***All present voted. Motion carried.***

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

12. Adjournment

***Motion to Adjourn LTAC Meeting: Pamela Morgan.***

***Motion seconded: Jason Woodall.***

***All present voted. Motion carried.***

Meeting adjourned at 1:33 p.m.

TEXAS HIGHER EDUCATION COORDINATING BOARD  
LEARNING TECHNOLOGY ADVISORY COMMITTEE MEETING  
THECB Building, 1200 E. Anderson Lane, Board Room, First Floor  
Austin, Texas 78752  
September 16, 2015  
10:00 a.m. – 3:00 p.m.

Membership Attendees:

Patricia Ábrego	Roxanne Hill	Charlene Stubblefield
Remi Ademola (A)	Catherine Howard (A)	Heather Voran
Michele Betancourt (Co)	Christopher Jordan (A)	Jason Woodall
Oneita Burgess (A)	Todd Leach	
Jimmy Byrd	Jacqueline Lee Mok (T)	
Perla Canales	Pamela Morgan (T)	
Christina Cross	Sunay Palsole	<i>*A= absent</i>
Charles DeSassure (A)	Patrick Pluscht	<i>*T= teleconf.</i>
Michelle Durán	Pam Quinn (Ch)	<i>*Ch=Chair</i>
Kimberly Gibson	Stephen Riter (A)	<i>*Co=Co-Chair</i>

THECB Staff:

Andrew Lofters  
Elizabeth Steele  
Rex Peebles  
Stacey Silverman  
Jessica Acton

AGENDA

1. Welcome and call to order – Pam Quinn

Meeting began at 10:05 a.m. As this was the first meeting of the new academic year, and as there are new LTAC members, introductions were done.

2. Consideration / Approval of June 15, 2015 meeting minutes

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

***Motion to approve June 15, 2015 LTAC meeting minutes: Michele Betancourt.***

***Motion seconded: Kimberly Gibson.***

***All present voted. Motion carried.***

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

Patrick Pluscht provided a brief background and history on this activity for the new membership. He clarified that he did not survey private institutions as they are not governed by the Coordinating Board. Andrew Lofters provided the ICUT lists, and Patrick sent those institutions the survey as well. Of the 39 ICUT institutions on the list, Patrick has only heard back from five. He would like to try again, however would like to first identify the distance learning contact at the ICUT schools. He shared that doing this with the public group helped. He requested from the committee to continue his contact search with the public and private institutions. Committee requested that once all data is in they would like him to present and share the results at state and national events on distance learning.

4. Discussion and consideration of subsequent use of Internal Survey of Learning Technology results – Pamela Quinn

Discussion ensued on what is the best way to share the information from survey results. Sunay Palsole suggested creating a site or webpage on line to make information available. Andrew Lofters described the coordinating Board's procedure on providing data on site and available to public; will need to be considered by the Coordinating Board's IT steering committee. Discussion was held on how data would be structured online. Michele Betancourt asked if a short infographic could be created on certain topics. Recommendations to consider the VCT contact listserv for all Texas institutions when sending out information. The listserv collected from survey would also be available. Committee agreed that list would need to be monitored. Roxane Hill asked how this would be done; how often will it be updated if survey is offered annually, who will update data? Pam Quin asked if it really needed to be an annual occurrence. Several committee members said that it should be offered annually.

Patrick shared that he would advise committee if he needed assistance in getting the information out at various events, workshops, and/or conferences.

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

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

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

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

Break – Unscheduled. Began at 11:12 a.m. Returned to meeting at 11:30 a.m.

#6 Expanded upon after Break: Update on State Authorization Reciprocity Agreement (SARA) Progress – Jessica Acton



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

7. Update on Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically – Michele Betancourt (Previously #8.)

An updated and revised draft will be forwarded to members. Michele Betancourt provided background of Principles of Good Practice for new LTAC members. The subcommittee will host an online webcast meeting on October 12, 2015 at 1:00 pm to discuss standards considering crosswalks and alignment with SACS, CRAC, etc. LTAC members were invited to "attend" this online meeting. Jason Louder joined the subcommittee, as Patsy Lemaster retired. Results of the meeting and updated information will be provided at the next LTAC meeting.

8. Discussion of 50 mile notification radius for off-campus course and program delivery – Justin Louder (Previously #9.)

Justin Louder asked about the process for a compliant. Andrew Lofters shared the process with the Regional Council for lower divisions. Andrew described that the process for upper divisions outside the service area is notification 60 days prior to the first day of class. Andrew said he would look into the process and asked committee for additional questions. Michelle Duran commented on the Regional Councils, and asked if LTAC would have an ad-hoc group for HERC, to field these types of issues. Jason Louder said the idea is good, but process needs to be outlined better. Patricia Abrego gave HB1 example of issues, i.e. dual credit. Andrew clarified dual credit issue, but said that off-campus policy needs to be reported to HERC, but that off-campus policy might be something to be discussed. Pam Quinn said an appointed task force is needed. Taskforce committee members are Michelle Duran (chair), Jason Louder, Heather Voran, and Roxanne Hill. This Ad-Hoc group will report information at next LTAC meeting.

Michele Betancourt asked how many subcommittees for LTAC currently exist. Andrew Lofters confirmed that at present there are three:

- Principles of Good Practice
- Doctoral Proposal Pre-Review
- Ad-Hoc for HERC

Jimmy Byrd and Jaqueline Mok will replace Patsy Lemaster's position on the above referenced subcommittees. Heather Voran volunteered to be part of the Principles of Good Practice subcommittee.

9. Lunch – From 11:41 p.m. to 12:43 p.m.
10. Discussion of future agenda items and meeting dates – Michele Betancourt
  - Student Services – online advisors issues and challenges
  - Regional Councils – HERC Ad-Hoc subcommittee report

- Survey – information technology interface with instruction, predictive analytics, student /user authentication and password protection (authentication policies, etc.), etc.
- ADA issues – Principles of Good Practice subcommittee response
- Possible joint meeting with Chief Academic Officers (CAO) Council (similar to joint GEAC/LTAC meeting previously held)
- Competency Based Education issues and barriers
- Next meeting – Early-to-mid December (doodle poll to be sent out)

Additional agenda items may be submitted to committee chairs for next meeting agenda item consideration.

11. Adjournment

***Motion to Adjourn LTAC Meeting: Patrick Pluscht.***

***Motion seconded: Heather Voran.***

***All present voted. Motion carried.***

Meeting adjourned at 1:02 p.m.

TEXAS HIGHER EDUCATION COORDINATING BOARD  
 LEARNING TECHNOLOGY ADVISORY COMMITTEE MEETING  
 THECB Building, 1200 E. Anderson Lane, Austin, Texas 78752  
 Telephone Conference Meeting – Board Room  
 December 4, 2015  
 11:00 a.m. – 12:00 p.m.

Membership Attendees:

Patricia Ábrego	Roxanne Hill	Pam Quinn (Ch)
Remi Ademola (A)	Catherine Howard	Stephen Riter (A)
Michele Betancourt (Co)	Christopher Jordan (A)	Charlene Stubblefield
Oneita Burgess	Todd Leach	Heather Voran
Jimmy Byrd	Justin Louder	Jason Woodall
Perla Canales (A)	McBee, Jake (A)	
Christina Cross	Jacqueline Lee Mok	
Charles DeSassure	Pamela Morgan	<i>*A= absent</i>
Michelle Durán	Sunay Palsole (A)	<i>*Ch=Chair</i>
Kimberly Gibson	Patrick Pluscht	<i>*Co=Co-Chair</i>

THECB Staff:

Andrew Lofters  
 Elizabeth Steele  
 Stacey Silverman  
 Jessica Acton

AGENDA

1. Welcome and call to order – Pam Quinn

Meeting began at 11:05 a.m. Guests from UT Tyler included Barbara Haas and Sandra Peterson.

2. Discussion of The University of Texas at Tyler's proposed Distance Education Doctor of Nursing Practice Program – Doctoral Proposal Subcommittee Members/ Instructional Representatives

Pam Quinn opened discussion with a statement of what will occur. Andrew Lofters introduced Sandra Peterson who provided a brief description of the Doctor of Nursing Practice Program.

Pam Quinn asked Pam Morgan, representing Doctoral Proposal Subcommittee, to provide subcommittee review and recommendation. After recognizing the Doctoral Proposal Subcommittee members, Pam Morgan further described the program and provided subcommittee's review.

Pam Quinn asked the online LTAC committee members for comments and questions. Questions about the program were regarding:

- A lab component and software to be used for this program. Sandra Peterson responded identifying software.
- Comparison to other online Doctor of Nursing Practice programs. Barbara Haas confirmed that most programs in place require an onsite component and that there are no other online programs like this one in the area.
- If recruitment would be limited to Tyler area. Barbara Haas stated that recruitment was not limited to Tyler, but that they will target the area due to low numbers in the area.
- Accessibility in the program. Barbara Haas shared that accessibility was considered during the instructional design of the program to ensure that most components are compatible.
- The assessment/ proctoring/ academic integrity in place. Sandra Peterson confirmed that they use a software system for such proctoring, including webcam and live video proctoring system.

- Who is paying for proctoring? Peterson confirmed that students currently pay for exam.

Pam Quinn asked Pam Morgan to summarize the subcommittee's recommendations again before the consideration vote. Patrick Pluscht asked if that an addendum to the proposal be added regarding proctoring. LTAC agreed. Morgan restated recommendation for approval with addendum that it is contingent upon receiving documentation on Proctor U.

3. Consideration of recommendation regarding The University of Texas at Tyler's proposed Distance Education Doctor of Nursing Practice Program – Pam Quinn

***Motion to approve Doctor of Nursing Practice Program with Proctor U Addendum: Pamela Morgan.***

***Motion seconded: Michele Betancourt.***

***All present voted. Motion carried.***

Final attendance confirmation.

4. Adjournment

***Motion to Adjourn LTAC Meeting: Pam Quinn.***

***All present voted. Motion carried.***

Meeting adjourned at 11:36 a.m.

**TITLE 19 EDUCATION**

**PART 1 TEXAS HIGHER EDUCATION COORDINATING BOARD**

**CHAPTER 1 AGENCY ADMINISTRATION**

**SUBCHAPTER Z MEXICAN AMERICAN STUDIES FIELD OF STUDY ADVISORY COMMITTEE**

**§1.880 Authority and Specific Purposes of the Mexican American Studies Field of Study Advisory Committee**

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, §61.823(a).

(b) Purpose. The Mexican American Studies Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Mexican American Studies field of study curricula.

**§1.881 Definitions**

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Field of Study Curricula--The block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the Mexican American Studies degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.
- (4) Institutions of Higher Education--As defined in Texas Education Code, §61.003(8).

**§1.882 Committee Membership and Officers**

- (a) The advisory committee shall be equitably composed of representatives of institutions of higher education.
- (b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.
- (c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution in a manner that permits direct input from faculty representatives in the field of study before nominating or recommending a person to the board as the institution's representative on an advisory committee.
- (d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.
- (e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.
- (f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

#### **§1.883 Duration**

The Committee shall be abolished no later than January 31, 2019 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### **§1.884 Meetings**

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

#### **§1.885 Tasks Assigned to the Committee**

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Mexican American Studies Field of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Mexican American Studies Field of Study Curricula; and
- (3) Any other issues related to the Mexican American Studies Field of Study Curricula as determined by the Board.

#### **§1.886 Report to the Board; Evaluation of Committee Costs and Effectiveness**

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

**Mexican American Studies  
Field of Study Advisory Committee**

February 12, 2016  
10:00 AM – 3:00 PM

Minutes

Members present:

Mr. Juan Tejeda, Alamo Colleges Palo Alto College—Co-Chair  
Dr. Eduardo Morales, Dallas Community College District, El Centro College  
Ms. Elizabeth Flores, Del Mar College  
Ms. Maria Donaire-Cirsovius, San Jacinto College North  
Dr. Monica Alaniz-McGinnis, South Texas College  
Dr. Carlos Kevin Blanton, Texas A&M University  
Dr. Christian Zolniski, The University of Texas at Arlington  
Dr. Nicole M. Guidotti-Hernandez, The University of Texas at Austin  
Dr. Yolanda Chávez Leyva, The University of Texas at El Paso—Co-Chair  
Dr. Josie Méndez-Negrete, The University of Texas at San Antonio

Coordinating Board staff present:

Garry Tomerlin  
Mindy Nobles

Summary

The meeting was called to order at 10:00. Introductions were made. The committee elected Mr. Juan Tejeda and Dr. Yolanda Chávez Leyva as co-chairs. Dr. Josie Méndez-Negrete volunteered to serve as recording secretary and was elected by acclamation.

Coordinating Board staff gave an orientation to the committee's charge, field-of-study legislation and rules, and the meeting's handouts and resource materials.

The committee's charge was to identify the block of courses which may be transferred to a general academic teaching institution and which must be substituted for that institution's lower-division requirements for the Mexican-American Studies degree program into which the student transfers.

The committee discussed the existing Mexican-American Field of Study (FOS) curriculum established in 2005 and considered revisions and additions to update the curriculum. The committee modified the 2005 curriculum's Spanish requirement as follows:

2005 requirement:

Spanish	3 SCH	SPAN 2312	Intermediate Spanish II
		SPAN 2315	Spanish for Native Speakers II

New recommended requirement: 3 Semester Credit Hours of Spanish (any)

This action was taken because SPAN 2312 and 2315 have prerequisites that implicitly add to the FOS requirements.

The committee adopted the remainder of the 2005 FOS curriculum unchanged and recommended the following updated FOS curriculum to the Coordinating Board:

<b>Category</b>	<b>SCH</b>	<b>Course Number</b>	<b>Course Title</b>
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

Total SCH: 18

The committee made two additional recommendations related to the curriculum:

1. Student Learning Outcomes (SLOs) should be developed through the ACGM process for all courses in the FOS currently lacking them.
2. The course descriptions for HIST 2327 and 2328, which are currently identical should be rewritten through the ACGM process to differentiate them.

The committee adopted an advisory statement supporting development of a course rubric for Mexican-American Studies in the Texas Common Course Numbering System (TCCNS), with the understanding that the Coordinating Board does not develop rubrics but adopts the statewide database maintained and updated by TCCNS. The committee agreed that development of a rubric would acknowledge the existence of Mexican-American Studies as a distinct and growing academic discipline.

As part of making the additional recommendations and advisory statement, the committee heard from Rebecca Leslie, Program Director, who maintains the ACGM and serves as key staff to its advisory committee.

The committee adjourned at 2:30.

#### Motions and Votes

Elect Mr. Juan Tejeda and Dr. Yolanda Chávez Leyva as co-chairs.

Motion: Josie Méndez-Negrete

Second: Carlos Kevin Blanton

Vote: for, unanimous

Replace SPAN 2312 and 2315 with a requirement that students take any 3 SCH Spanish course.

Motion: Josie Méndez-Negrete

Second: Maria Donaire-Cirsovius

Vote: for, unanimous



Recommend that Student Learning Outcomes should be developed through the ACGM process for all courses in the Mexican-American Studies FOS that do not have them.

Motion: Carlos Kevin Blanton  
Second: Maria Donaire-Cirsovius  
Vote: for, unanimous

Recommend that the identical course descriptions HIST 2327 and 2328 be differentiated.

Motion: Maria Donaire-Cirsovius  
Second: Carlos Kevin Blanton  
Vote: for, unanimous

Advise the Coordinating Board that the committee supports the adoption by TCCNS of a course rubric for Mexican-American Studies.

Motion: Monica Alaniz-McGinnis  
Second: Maria Donaire-Cirsovius  
Vote: for, unanimous

Recommend the updated Mexican-American Studies FOS to the Coordinating Board with the substitution of 3 SCH Spanish (any) for the 2005 curriculum's options of SPAN 2312 or 2315.

Motion: Monica Alaniz-McGinnis  
Second: Josie Méndez-Negrete  
Vote: for, unanimous

**PART 1 TEXAS HIGHER EDUCATION COORDINATING BOARD**

**CHAPTER 1 AGENCY ADMINISTRATION**

**SUBCHAPTER U MUSIC FIELD OF STUDY ADVISORY COMMITTEE**

**§1.330 Authority and Specific Purposes of the Music Field of Study Advisory Committee**

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, §61.823(a).

(b) Purpose. The Music Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Music field of study curricula.

**§1.331 Definitions**

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Field of Study Curricula--The block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the Music degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.
- (4) Institutions of Higher Education--As defined in Texas Education Code, §61.003(8).

**§1.332 Committee Membership and Officers**

- (a) The advisory committee shall be equitably composed of representatives of institutions of higher education.
- (b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.
- (c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution in a manner that permits direct input from faculty representatives in the field of study before nominating or recommending a person to the board as the institution's representative on an advisory committee.
- (d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.
- (e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.
- (f) The number of committee members shall not exceed twenty-four (24).
- (g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

### **§1.333 Duration**

The Committee shall be abolished no later than January 31, 2019 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

### **§1.334 Meetings**

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

### **§1.335 Tasks Assigned to the Committee**

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Music Field of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Music Field of Study Curricula; and
- (3) Any other issues related to the Music Field of Study Curricula as determined by the Board.

### **§1.336 Report to the Board; Evaluation of Committee Costs and Effectiveness**

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

**TEXAS HIGHER EDUCATION COORDINATING BOARD**

**Summary Notes/Minutes**

**Music Field of Study Advisory Committee Meeting**

**1200 East Anderson Lane, Board Room**

**Austin, Texas**

**August 11, 2015**

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

AGENDA ITEM	ACTION
1. Welcome and Committee Charge	<p>The Committee convened at 10:00 AM.</p> <p>The following committee members present:</p> <p>Kathy Mayer, Alamo College Steven Weber, Amarillo College Celinda Hallbauer, Central Texas College Melinda Imthurn, Dallas CCCD Cynthia bridges, Del Mar College Phillip Lowe, Hill College Daniel Kiley, Howard College Jeanne Johnson, Kilgore College Kurt Gilman, Lamar University Charlotte Mueller, Lee College Susan Harvey, Midwestern State University Wayne Barrett, Sam Houston State University Sharon O'Leary, South Texas College Marc-Andre Bougie, Texarkana College David Scott, Texas A&amp;M University, Commerce Darin Hoskisson, Texas A&amp;M University, Kingsville Mary Ellen Cavitt, Texas State University Keith Dye, Texas Tech University Michael Tusa, UT, Austin Charles Leinberger, UT, El Paso Marylynn Fletcher, Victoria College Robert Hansen, West Texas A&amp;M</p> <p>The following committee members were absent:</p> <p>Colin Campbell, Texas A&amp;M International Warren Henry, University of North Texas</p>

AGENDA ITEM	ACTION
	<p>Coordinating Board Staff present:</p> <p>Rex Peebles, Assistant Commissioner, Academic Quality and Workforce</p> <p>Garry Tomerlin, Deputy Assistant Commissioner for Workforce, Academic Quality and Workforce</p> <p>Elizabeth Steele, Program Director, Academic Quality and Workforce</p>
2. Election of Co-Chairs and Recording Secretary	Cynthia Bridges of Del Mar College and Susan Harvey of Midwestern University were elected Co-Chairs by acclamation. Celinda Hallbauer of Central Texas College was elected as Recording Secretary by acclamation.
3. Discussion of the 3 credit hour music literature requirement and the core curriculum	Co-Chair Bridges opened the discussion about the current field of study and the one semester (3SCH) requirement for music literature. Rex Peebles noted that this committee can also discuss the core curriculum. Charles Leinberger said that he believes there is no reason to have 6 credit hours of music literature since this course is listed under other areas.
4. Discussion of applied music and the piano proficiency	The committee discussed the need for four semesters of applied music. It was noted that it is difficult to require students to take four semester of applied music if that is not the requirement. The question was raised if the four semesters need to be the same instrument. The discussion included the necessity of a piano course and the piano proficiency.
5. Discussion concerning music theory and music fundamentals	Co-Chair Bridges began a discussion of music theory courses and diagnostic testing or music fundamentals courses as prerequisites for music theory.
6. Discussion about the current field of study	Co-Chair Harvey suggested that the committee consider the need for adding additional classes to the current field of study. Garry Tomerlin noted that the committee is not under obligation to change the document but encouraged that the document be a "road map" for the student.
7. Lunch	The Committee took a short break for lunch.

AGENDA ITEM	ACTION
8. Discussion of course transfers	The committee discussed that it is beneficial to teach the field of study in the two year colleges because the four year institutions are required to accept the transfer of these courses. Kathy Mayer noted a course should be accepted. Keith Dye commented that students need to be made aware of the deficiencies and problems. Garry Tomerlin remarked that the committee needs to focus on what is good for the student.
9. Discussion of future meeting dates and agenda items	<p>Garry Tomerlin will run a "poll" to decide the next meeting date from the following dates: October 23, October 27, November 6, and November 10.</p> <p>Melinda Imthurn volunteered to work with others on the wording of the field of study document.</p> <p>SharePoint will be set up for online discussion.</p>
10. Adjournment	The meeting adjourned at 2:18 pm.

**TEXAS HIGHER EDUCATION COORDINATING BOARD**

**Summary Notes/Minutes**

**Music Field of Study Advisory Committee Meeting**

**1200 East Anderson Lane, Board Room,**

**Austin, Texas**

**October 27, 2015**

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

AGENDA ITEM	ACTION
1. Call to Order	The Committee convened at 10:00 AM.
2. Welcome and Introduction	<p>The following committee members present:</p> <p>Kathy Mayer, Alamo College Steven Weber, Amarillo College Celinda Hallbauer, Central Texas College Cynthia Bridges, Del Mar College Phillip Lowe, Hill College Jeanne Johnson, Kilgore College Kurt Gilman, Lamar University Charlotte Mueller, Lee College Susan Harvey, Midwestern State University Wayne Barrett, Sam Houston State University Sharon O'Leary, South Texas College Marc-Andre Bougie, Texarkana College David Scott, Texas A&amp;M University, Commerce Darin Hoskisson, Texas A&amp;M University, Kingsville Mary Ellen Cavitt, Texas State University Keith Dye, Texas Tech University Warren Henry, University of North Texas Michael Tusa, The University of Texas, Austin Charles Leinberger, The University of Texas, El Paso Robert Hansen, West Texas A&amp;M University</p> <p>The following committee members were absent:</p> <p>Melinda Imthurn, Dallas CCCD Daniel Kiley, Howard College Marylynn Fletcher, Victoria College Colin Campbell, Texas A&amp;M International University</p>

AGENDA ITEM	ACTION
	<p>Coordinating Board staff present:</p> <p>Rex Peebles, Assistant Commissioner, Academic Quality and Workforce</p> <p>Garry Tomerlin, Deputy Assistant Commissioner, Workforce, Academic Quality and Workforce</p> <p>Elizabeth Steele, Program Director, Academic Quality and Workforce</p> <p>Rebecca Leslie, Program Director, Academic Quality and Workforce</p>
<p>3. Consideration and approval of the Minutes of August 11, 2015 Meeting</p>	<p>Minutes were approved.</p>
<p>4. Discussion and consideration for approaching the Music Field of Study document</p> <ul style="list-style-type: none"> <li>Competencies in Courses</li> </ul>	<p>Co-Chair Cynthia Bridges opened the discussion about competencies noting that what works for one college may not work for another. She commented that we can discuss the competencies and suggest what this committee wants or let another committee decide. The description for the music theory courses was discussed including the transfer of theory courses. Wayne Barrett stated that he doesn't think the committee can improve upon the requirement of the four semesters of theory as is currently required. Darin Hoskisson noted that even if the committee adds the specific SLO (Student Learning Outcome), it won't change the problem of students transferring.</p>
<ul style="list-style-type: none"> <li>ACGM</li> </ul>	<p>Rebecca Leslie, gave information about the process of the addition and deletion of courses in the ACGM (Academic Course Guide Manual) and about learning outcomes in music. She stated that the discipline experts look at enrollments and the degrees in the area. Phillip Lowe asked how the determination was made to delete courses. Leslie stated that recommendations for deleting courses are taken and the group looks at enrollments. If a course is <i>not</i> offered in at least four community colleges in an academic year, the course is looked at for deletion; they look at four years of data. To get a course added to the ACGM there has to be five universities to accept the course. It was noted that all of this information is sent to the liaison at each college or university. Leslie stated that no learning outcomes have been discussed for music. She said that this Field of Study Advisory Committee can consider learning outcomes and present them through the formal process to the ACGM.</p>



AGENDA ITEM	ACTION
5. Discussion of Music Theory	Folded into Item 4 discussion.
Lunch	The Committee took a short break for lunch.
6. Discussion of Piano	Jeanne Johnson addressed the committee with information regarding financial aid and the standardization of piano courses. The conversation included "hidden hours" because students have to pass a piano proficiency which often leads to the necessity to take more piano courses. Gary Tomerlin stated that the universities must accept the Field of Study and should be about encouraging students. There were suggestions for changing the keyboard (piano) competency paragraph; Bridges and Johnson will work to reword the paragraph. Marc Andre Bougie noted that the financial aspect is important because if a course is not required, financial aid is not given. It needs to include the statement "may be taken as many semesters as needed".
7. Discussion of future agenda items and resources required for next meeting.	Michael Tusa, made the motion that a subcommittee be formed with the purpose of drafting SLO's for the theory music component of the field of study for the consideration of the larger committee. Motion was seconded by Charles Leinberger. Discussion followed and Robert Hansen called the question. Motion failed 12 to 7.
8. Discussion of timeline and future meeting date(s)	January 28 was suggested. A survey poll will be sent to determine the date of the next meeting.
9. Adjournment	The meeting adjourned at 2:18 pm.

**PART 1 TEXAS HIGHER EDUCATION COORDINATING BOARD**

**CHAPTER 1 AGENCY ADMINISTRATION**

**SUBCHAPTER R UNDERGRADUATE EDUCATION ADVISORY COMMITTEE**

**§1.206 Authority and Specific Purposes of the Undergraduate Education Advisory Committee**

(a) Authority. Statutory authority for this subchapter is provided in the Texas Government Code, Chapter 2110, §2110.0012.

(b) Purposes. The Undergraduate Education Advisory Committee is created to provide the Board with advice and recommendation(s) regarding undergraduate education.

**§1.207 Definitions**

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Interested persons--Persons who attend committee meetings as representatives of stakeholder entities and any other persons who have made their interest in the work of the committee known to its presiding officer. Such interested persons may participate in committee discussions, as invited by the presiding officer to do so, but do not have the authority to cast votes.

**§1.208 Committee Membership and Officers**

(a) Membership shall consist of undergraduate deans, faculty who teach in undergraduate programs, and other persons closely involved in the oversight of undergraduate education in Texas.

(b) Membership on the committee should include:

- (1) between eight and ten representatives of public universities;
- (2) between eight and ten representatives of public community colleges;
- (3) at least one and up to three representatives from private institutions offering undergraduate programs;
- (4) at least one and up to three representatives of public health-related institutions; and
- (5) one student representative.

(c) Not more than two members may serve from one institution. If two members are serving from one institution, one should be an administrator and one should be a faculty member.

(d) Institutional representation on the committee shall be balanced with respect to region, mission type, system affiliation, and size of student body. Individual member balance shall also be sought with respect to faculty/administrators, academic discipline, and other factors.

(e) Interested persons, such as undergraduate deans, chief academic officers, and legislative and governmental relations staff shall be regularly advised of committee meetings.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members of the committee shall select the presiding officer, who will be responsible for conducting meetings and conveying committee recommendations to the Board. A co-chair may also be elected to serve in the presiding officer's stead as needed.

(h) Members shall serve staggered terms of up to three years.

### **§1.209 Duration**

The committee shall be abolished no later than October 31, 2017, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

### **§1.210 Meetings**

The committee shall meet on a quarterly basis, as required by workload and tasks. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties. Minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the committee.

### **§1.211 Tasks Assigned the Committee**

Tasks assigned the committee include:

(1) design and conduct studies as requested by the Board or the Commissioner, and prepare recommendations for actions;

(2) make recommendations to the Board for future directions the Board and institutions should take to enhance undergraduate education in Texas;

(3) develop and oversee processes for the review of existing undergraduate instructional programs; and

(4) respond to and make recommendations to the Board on legislative policy changes regarding undergraduate education in Texas.

### **§1.212 Report to the Board; Evaluation of Committee Costs and Effectiveness**

The committee chairperson shall report any recommendations to the Board on no less than an annual basis. The committee shall also report committee activities to the Board to allow the Board to properly evaluate the committee's work, usefulness, and the costs related to the committee's existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

# TEXAS HIGHER EDUCATION COORDINATING BOARD

## UNDERGRADUATE EDUCATION ADVISORY COMMITTEE

September 26, 2014  
10:00 a.m. – 4:00 p.m.

### Summary Notes - Draft

#### **I. Call to Order and Welcome**

The meeting was called to order at 10:04 a.m. by co-chair Ann Kenimer and she welcomed members to the Undergraduate Education Advisory Committee (UEAC). She asked for introductions of UEAC members, Coordinating Board staff, and visitors.

#### **II. Consideration of Summary Notes from the March 28, 2014 Meeting**

The meeting summary notes for the March 28, 2014 meeting were approved after Fred Hill moved for approval and the motion was seconded by Lawrence Abraham.

#### **III. Update and Discussion of Coordinating Board Business**

Reinold Cornelius led the update and discussion. This agenda item began with an explanation of the procedure for a rotating election of committee co-chairs for alternating two-year terms. The next UEAC chair election is scheduled for the spring 2015 meeting.

An update on Low-Producing Programs (LPP) explained that the agency's LPP report for academic year 2014 will be given to the Coordinating Board at its upcoming meeting in October. Seventy programs were found to have numbers of graduates lower than the low-producing standards. Twelve programs have been low producing for three consecutive years. The governing boards of institutions with programs having been low producing three or more years in a row will be informed.

The new core curriculum WebCenter was discussed. It provides the core curriculum course lists of all institutions. A new webpage outlines the process for the annual submission of changes to the core curriculum. Staff will be asking the Board to remove from rules a March 1 deadline for submission at the October Coordinating Board meeting. Institutions should allow a 75 day review period for the approval process, in order to accommodate a timeline that allows for review and a reply by the institution. A new Frequently Asked Question (FAQ) document for the core curriculum will be posted on the core curriculum website the first week of October.

Rule changes regarding additional transcript codes for the Component Area Option (CAO) of the core curriculum were withdrawn by staff after having received comments by the Texas Association of College Registrars and Admissions Officers (TACRAO) and the Dallas County Community College System. Staff would discuss the transcript codes, which had been recommended by UEAC at its March meeting, at the annual TACRAO meeting on October 27-30 in Waco. Results of that meeting will be shared with members of the committee.

The review of requests for degrees to exceed the 60 Semester Credit Hours (SCH) was

# TEXAS HIGHER EDUCATION COORDINATING BOARD

discussed. There has not been a large volume of requests thus far as the deadline is October 31, 2014. The review will be done course by course but also in aggregate, for courses of specific disciplines.

Dr. Rex Peebles provided an overview of why and how Field of Study and Programs of Study should be revisited and reviewed and that there will be a systematic review of both types. Committees consisting of faculty members will be formed to look at each field/program individually. Field of Study plans consist of 12 to 18 Semester Credit Hours (SCH) of courses outside the core curriculum, which, by statute, must be applied to a student's major. Program of Study plans would aim to improve the high school to college transition for students pursuing career and technical education. Members of the committee had a discussion on the impact on the core curriculum for Field of Study programs, specifically those that require lower division program courses: music, engineering and computer science. Dr. Peebles explained that it is a resource issue for students and the state if students cannot transfer their courses into programs and end up being forced to take more credit hours than needed.

An update on the combined October 27, 2014 Graduate Education Advisory Committee (GEAC) and The Learning Technology Advisory Committee (LTAC) "summit" was provided. The agenda for the summit had not yet been finalized. Members were informed that the meeting will be broadcast live.

An update on the October 30, 2014 Community, State and Technical College (CSTC) Liaison Meeting was provided. This meeting occurs annually with a full day of discussion and updates provided to liaison representatives that include upcoming legislative session updates and the Coordinating Board's Higher Education Strategic Plan, academic programs and workforce programs, developmental education, and planning and accountability issues.

## **IV. Discussion and Possible Consideration of Reverse Transfer Agreements**

Dr. David Burris, Articulation Coordinator, Sam Houston State University (SHSU), discussed mechanics, policy and best practices related to reverse transfer agreements. He provided data about reverse transfer success rates for students at SHSU. He outlined the main hurdles for successful reverse transfer: course transcripting issues, procedural issues, legal issues and communication issues between people, such as between counselors and students. Some of the obstacles involve data entry, data transmission and data conversion between systems and between electronic and paper records. An important procedural difficulty is the unique identification of students between institutions.

UEAC members compiled a list of reverse transfer issues based on what they had learned:

- Transcript matching: lack of common ID or lack of common cross-reference for student identification.
- Lack of automation in data transfer: electronic import of transcripts across platforms, including certification of data accuracy.
- Lack of common course numbering between community colleges and universities.
- Lack of common rules and statewide policy.
- Degree audits for receiving institutions: time intensive determination of applicability of courses.

# TEXAS HIGHER EDUCATION COORDINATING BOARD

- Difficulties posed by co-enrollment at multiple institutions.
- Utilization of primary feeder schools to limit variables.
- Best practices for data collection and the identification of success or lack of success.
- Variable affordability between institutions: lack of standardization between vendors of software tools.
- Interpretation of FERPA requirements protecting students as part of student services.
- Student choice for opt-in vs. opt-out to reverse transfer.
- Difficulty of advising students to take the right courses.
- Communication with students to promote associate degree completion as benefit.
- Uneven sense of priority between institutions.

UEAC members noted that solution to the issue would not come through a centralized data approach, which would be cost prohibitive, but through improved communication between institutions. Members suggested a need for a pilot study on how to identify students, best practices for data transmission and data collection. *UEAC members suggested asking TACRAO if that organization was interested in forming a small study group between academic administrators and registrars.*

## **V. Discussion and Possible Consideration of HB 5 Implications on College Readiness:**

Claudette Jenks and Dr. Suzanne Morales-Vale of the Coordinating Board's division for P-16 Initiatives provided a detailed overview on HB 5 implications on college readiness. A discussion regarding the 12 month time limit for TSI exemption for passing a College Prep Course resulted in the clarification that the limit provides students with 12 months after graduation to take an exemption at a public institution of higher learning. Once the exemption has been placed on the student's transcript it will not expire and may be used in transfer.

## **VI. Consideration of Future Work and Next Meeting Date**

UEAC members suggested several topics for future work:

- Discussion of the draft report on Embedding Basic/Success Skills into Degree Plan recently put forward by UEAC members.
- Update on 60 Semester Credit Hours (SCH) limit for associates degrees.
- Update on HB 5 implications on college readiness.
- Discussion on core curriculum statute and possible proposals for legislative changes.

The next UEAC meeting will be scheduled for spring 2015, probably in April. UEAC members asked for a Friday meeting date, because traffic is so much lighter on Friday than during the rest of the week. Staff will provide possible meeting dates.

## **VII. Adjournment:** The meeting was adjourned at approximately 2:30 pm.

TEXAS HIGHER EDUCATION COORDINATING BOARD  
Academic Quality and Workforce

**UNDERGRADUATE EDUCATION ADVISORY COMMITTEE**

**April 10, 2015  
10:00 a.m. – 4:00 p.m.**

**Summary Notes**

**I. Call to Order and Welcome**

The meeting was called to order at 10:05 a.m. by co-chair Colleen Smith and she welcomed members to the Undergraduate Education Advisory Committee (UEAC).

**II. UEAC Chair Election**

Reinold Cornelius, Assistant Director for Undergraduate Education, Academic Quality and Workforce (AQW) for the Coordinating Board, explained the process for the election of co-chairs, alternating for each position at April meetings. Colleen Smith was unanimously elected for a two-year term as UEAC co-chair from a community college, after a nomination by Melissa Armentor and a second by David Roach. Colleen Smith agreed to report to the Board regarding the Committee's work at the June meeting of the Committee on Academic and Workforce Success (CAWS).

**III. Consideration of Summary Notes from the September 26, 2014 Meeting**

The meeting summary notes for the September 26, 2014 meeting were unanimously approved after Steven Kolar moved for approval and the motion was seconded by Fred Hills.

**IV. Legislative Update, Undergraduate Issues**

John Wyatt, Director, External Relations for the Coordinating Board provided an update on the legislative session relevant to undergraduate issues. Bills discussed included:

- Senate Bill (SB) 22: outcome-based funding for public universities taking into account student success metrics. (Staff note: the bill failed.)
- SB 778: performance-based designated tuition limitations. (Staff note: the bill failed.)
- House Bill (HB) 3348: bachelor degrees in nursing and applied science to be offered by community colleges meeting certain criteria. (Staff note: bill became effective for a pilot program in dental hygiene.)
- HB 2628 and SB 1480: development of Programs of Study (POS) and Field of Study (FOS). (Staff note: HB 2628 became effective September 1, 2015.)
- SB 1189: transfer of an associate degree that is focused on earning a four-year degree. (Staff note: SB 1189 became effective immediately, on June 19, 2015.)
- HB 100 and SB 150: debt service for tuition revenue bonds. (Staff note: HB 100 became effective September 1, 2015.)
- HB 61: common course numbering system for lower division courses. (Staff note: the bill failed.)

## TEXAS HIGHER EDUCATION COORDINATING BOARD

### Academic Quality and Workforce

Larry Abraham inquired about the status of FOS if the law(s) passed, and Mr. Wyatt explained the Coordinating Board would be charged with revising the FOS to ensure it would align with the needs of the field.

Reginald Bell asked for SB 778 clarification. Mr. Wyatt explained eleven outcomes metrics would be established whereas each board of regents would establish a target for each metric as necessitated by their institution's needs. Mr. Wyatt further explained the Coordinating Board would ask for a role in assisting how the targets would be set.

Fred Hills inquired how the details of SB 1189 would differ from obtaining another community college degree. Mr. Wyatt explained the major difference is the advisor requirement component.

#### **V. Updates on Coordinating Board Initiatives**

Dr. Cornelius updated the committee on the status of Low Producing Programs (LPP). The academic year 2015 review would produce a list of programs that are low producing and a report was due to the June CAWS meeting. The LPP list would be posted online at [www.thecb.state.tx.us/LPP](http://www.thecb.state.tx.us/LPP), after it is reviewed by Coordinating Board leadership and confirmed with all of the chief academic officers. Statute now requires consideration by an institution's governing board if an LPP program is in the same status for three consecutive years.

Dr. Cornelius explained how each Field of Study (FOS) area has an advisory committee. A calendar for FOS review would be established after progress is made in the current first review of FOS for engineering.

The 2015 Texas Core Curriculum (TCC) web portal user documents were revised from 2014, with a focus of improving how to communicate TCC information. A new document with the working title 'TCC Application Guide' and an updated FAQ is in the process of being developed.

Work on 60 SCH exemptions continued. Six of eight programs requesting an exemption had a workgroup meeting over several days to discuss their request for exemptions. The workgroup consisted of institutional leaders and Workforce Educational Course Manual (WECM) leadership. The workgroup developed possible exemptions for certain programs. These exemptions would be revisited in the future and FOS outcomes would be incorporated for long-term purposes. Dr. Cornelius explained that each request for exemption was reviewed on a case-by-case basis, as it was the practice for the review of exemptions to 120 SCH bachelor degrees.

Dr. Cornelius discussed the pending status of the State Authorization Reciprocity Agreement (SARA), which would allow the state and the Coordinating Board to take part in SARA. SARA was expected to begin in early 2016 and the Coordinating Board would administer SARA.

Dr. Cornelius briefly discussed the joint Graduate Education Advisory Committee (GEAC) and the Learning Technology Advisory Committee (LTAC) meeting that took



# TEXAS HIGHER EDUCATION COORDINATING BOARD

## Academic Quality and Workforce

place earlier. There was no current interest by UEAC to hold a similar meeting with LTAC.

### **Discussion of Reverse Transfer and Texas Reverse Transfer Initiative (TRTI)**

Dr. Lynette O'Keefe of the Educational Partnerships division of the Texas Reverse Transfer Initiative, which is led by LoneStar College, The University of Texas at Austin, and The University of Texas System, provided a detailed overview of the grant-funded TRTI initiative.

Dr. David Burris, Professor, Computer Science, Sam Houston State University, provided a detailed overview of the challenges and solutions of matching transcripts between universities and community colleges. The utilization of hash codes was presented as a solution.

Several UEAC members proposed revisiting TRTI at a later date to discuss data from a planned pilot study, evaluation, and establishing a panel of experts (including TACRO representatives) on an advisory board to formulate risks and produce specific recommendations regarding reverse transfer issues.

### **VI. Update on Higher Education Strategic Plan**

Dr. Mary Smith of the Coordinating Board's division for P-16 Initiatives provided a detailed overview on the new Higher Education Strategic Plan.

### **VII. Discussion of Future Work and Next Meeting Date**

UEAC members suggested the following topics for future work:

- Feedback on what worked and what didn't with regards to the TCC, including considering legislative recommendations for the 2017 legislative session.
- Update on Dr. Burris' TRTI pilot initiatives and evaluation.
- Progress of the Higher Education Strategic Plan 60x30TX and how UEAC can assist in facilitating the plan's operational goals (including an update on evolving marketing strategies for stakeholder buy-in).
- FOS update.
- Introduce and hear from new members; concerns from institutional representatives.

The next UEAC meeting will be in September 2015. UEAC members requested a Friday meeting date due to travel/traffic manageability on that day of the week versus alternative days of the week.

**Adjournment:** The meeting was adjourned at approximately 2 pm.

## Undergraduate Education Advisory Committee

September 18, 2015

### Summary Notes

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**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.

**TITLE 19 EDUCATION**

**PART 1 TEXAS HIGHER EDUCATION COORDINATING BOARD**

**CHAPTER 26 PROGRAMS OF STUDY**

**SUBCHAPTER A AGRICULTURE, FOOD AND NATURAL RESOURCES PROGRAMS OF STUDY ADVISORY COMMITTEE**

**§26.101 Authority and Specific Purposes of the Agriculture, Food and Natural Resources Programs of Study Advisory Committee**

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, §61.8235.

(b) Purpose. The Agriculture, Food and Natural Resources Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster

**§26.102 Definitions**

The following words and terms, when used in this subchapter, shall have the following meanings:

(1) Board--The Texas Higher Education Coordinating Board.

(2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.

(3) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.

(4) Institutions of Higher Education--As defined in Texas Education Code, §61.003(2) and (7).

**§26.103 Committee Membership and Officers**

(a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.

(b) Each institution of higher education which offers a degree program for which a program of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

#### **§26.104 Duration**

The Committee shall be abolished no later than January 31, 2020, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### **§26.105 Meetings**

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

#### **§26.106 Tasks Assigned to the Committee**

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Agriculture, Food and Natural Resources Programs of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Agriculture, Food and Natural Resources Programs of Study Curricula; and
- (3) Any other issues related to the Agriculture, Food and Natural Resources Programs of Study Curricula as determined by the Board.

#### **§26.107 Report to the Board; Evaluation of Committee Costs and Effectiveness**

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

**TITLE 19 EDUCATION**

**PART 1 TEXAS HIGHER EDUCATION COORDINATING BOARD**

**CHAPTER 26 PROGRAMS OF STUDY**

**SUBCHAPTER C ARTS, AUDIO/VISUAL TECHNOLOGY AND COMMUNICATIONS  
PROGRAMS OF STUDY ADVISORY COMMITTEE**

**§26.141 Authority and Specific Purposes of the Arts, Audio/Visual Technology and  
Communications Programs of Study Advisory Committee**

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, §61.8235.

(b) Purpose. The Arts, Audio/Visual Technology and Communications Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster.

**§26.142 Definitions**

The following words and terms, when used in this subchapter, shall have the following meanings:

(1) Board--The Texas Higher Education Coordinating Board.

(2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.

(3) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.

(4) Institutions of Higher Education--As defined in Texas Education Code, §61.003(2) and (7).

**§26.143 Committee Membership and Officers**

(a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.

(b) Each institution of higher education which offers a degree program for which a program of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).



(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

#### **§26.144 Duration**

The Committee shall be abolished no later than January 31, 2020, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### **§26.145 Meetings**

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

#### **§26.146 Tasks Assigned to the Committee**

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Arts, Audio/Visual Technology and Communications Programs of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Arts, Audio/Visual Technology and Communications Programs of Study Curricula; and
- (3) Any other issues related to the Arts, Audio/Visual Technology and Communications Programs of Study Curricula as determined by the Board.

#### **§26.147 Report to the Board; Evaluation of Committee Costs and Effectiveness**

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

**PART 1 TEXAS HIGHER EDUCATION COORDINATING BOARD**

**CHAPTER 1 AGENCY ADMINISTRATION**

**SUBCHAPTER W BUSINESS FIELD OF STUDY ADVISORY COMMITTEE**

**§1.550 Authority and Specific Purposes of the Business Field of Study Advisory Committee**

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, §61.823(a).

(b) Purpose. The Business Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Business field of study curricula.

**§1.551 Definitions**

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Field of Study Curricula--The block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the Business degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.
- (4) Institutions of Higher Education--As defined in Texas Education Code, §61.003(8).

**§1.552 Committee Membership and Officers**

- (a) The advisory committee shall be equitably composed of representatives of institutions of higher education.
- (b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.
- (c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution in a manner that permits direct input from faculty representatives in the field of study before nominating or recommending a person to the board as the institution's representative on an advisory committee.
- (d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.
- (e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.
- (f) The number of committee members shall not exceed twenty-four (24).
- (g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

### **§1.553 Duration**

The Committee shall be abolished no later than January 31, 2019 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

### **§1.554 Meetings**

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

### **§1.555 Tasks Assigned to the Committee**

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Business Field of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Business Field of Study Curricula; and
- (3) Any other issues related to the Business Field of Study Curricula as determined by the Board.

### **§1.556 Report to the Board; Evaluation of Committee Costs and Effectiveness**

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

**TITLE 19 EDUCATION**

**PART 1 TEXAS HIGHER EDUCATION COORDINATING BOARD**

**CHAPTER 26 PROGRAMS OF STUDY**

**SUBCHAPTER D BUSINESS MANAGEMENT AND ADMINISTRATION PROGRAMS OF STUDY ADVISORY COMMITTEE**

**§26.161 Authority and Specific Purposes of the Business Management and Administration Programs of Study Advisory Committee**

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, §61.8235.

(b) Purpose. The Business Management and Administration Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster.

**§26.162 Definitions**

The following words and terms, when used in this subchapter, shall have the following meanings:

(1) Board--The Texas Higher Education Coordinating Board.

(2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.

(3) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.

(4) Institutions of Higher Education--As defined in Texas Education Code, §61.003(2) and (7).

**§26.163 Committee Membership and Officers**

(a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.

(b) Each institution of higher education which offers a degree program for which a program of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

#### **§26.164 Duration**

The Committee shall be abolished no later than January 31, 2020, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### **§26.165 Meetings**

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

#### **§26.166 Tasks Assigned to the Committee**

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Business Management and Administration Programs of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Business Management and Administration Programs of Study Curricula; and
- (3) Any other issues related to the Business Management and Administration Programs of Study Curricula as determined by the Board.

#### **§26.167 Report to the Board; Evaluation of Committee Costs and Effectiveness**

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

**PART 1 TEXAS HIGHER EDUCATION COORDINATING BOARD**

**CHAPTER 1 AGENCY ADMINISTRATION**

**SUBCHAPTER X COMMUNICATIONS FIELD OF STUDY ADVISORY COMMITTEE**

**§1.660 Authority and Specific Purposes of the Communications Field of Study Advisory Committee**

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, §61.823(a).

(b) Purpose. The Communications Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Communications field of study curricula.

**§1.661 Definitions**

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Field of Study Curricula--The block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the Communications degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.
- (4) Institutions of Higher Education--As defined in Texas Education Code, §61.003(8).

**§1.662 Committee Membership and Officers**

- (a) The advisory committee shall be equitably composed of representatives of institutions of higher education.
- (b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.
- (c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution in a manner that permits direct input from faculty representatives in the field of study before nominating or recommending a person to the board as the institution's representative on an advisory committee.
- (d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.
- (e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.
- (f) The number of committee members shall not exceed twenty-four (24).
- (g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

### **§1.663 Duration**

The Committee shall be abolished no later than January 31, 2019 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

### **§1.664 Meetings**

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

### **§1.665 Tasks Assigned to the Committee**

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Communications Field of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Communications Field of Study Curricula; and
- (3) Any other issues related to the Communications Field of Study Curricula as determined by the Board.

### **§1.666 Report to the Board; Evaluation of Committee Costs and Effectiveness**

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

**TITLE 19 EDUCATION**

**PART 1 TEXAS HIGHER EDUCATION COORDINATING BOARD**

**CHAPTER 26 PROGRAMS OF STUDY**

**SUBCHAPTER E EDUCATION AND TRAINING PROGRAMS OF STUDY ADVISORY COMMITTEE**

**§26.181 Authority and Specific Purposes of the Education and Training Programs of Study Advisory Committee**

- (a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, §61.8235.
- (b) Purpose. The Education and Training Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster.

**§26.182 Definitions**

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.
- (4) Institutions of Higher Education--As defined in Texas Education Code, §61.003(2) and (7).

**§26.183 Committee Membership and Officers**

- (a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.
- (b) Each institution of higher education which offers a degree program for which a program of study curriculum is proposed shall be offered participation on the advisory committee.
- (c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.
- (d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.
- (e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.
- (f) The number of committee members shall not exceed twenty-four (24).



(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

#### **§26.184 Duration**

The Committee shall be abolished no later than January 31, 2020, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### **§26.185 Meetings**

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

#### **§26.186 Tasks Assigned to the Committee**

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Education and Training Programs of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Education and Training Programs of Study Curricula; and
- (3) Any other issues related to the Education and Training Programs of Study Curricula as determined by the Board.

#### **§26.187 Report to the Board; Evaluation of Committee Costs and Effectiveness**

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

**PART 1 TEXAS HIGHER EDUCATION COORDINATING BOARD**

**CHAPTER 1 AGENCY ADMINISTRATION**

**SUBCHAPTER Y ENGINEERING TECHNOLOGY FIELD OF STUDY ADVISORY COMMITTEE**

**§1.770 Authority and Specific Purposes of the Engineering Technology Field of Study Advisory Committee**

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, §61.823(a).

(b) Purpose. The Engineering Technology Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Engineering Technology field of study curricula.

**§1.771 Definitions**

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Field of Study Curricula--The block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the Engineering Technology degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.
- (4) Institutions of Higher Education--As defined in Texas Education Code, §61.003(8).

**§1.772 Committee Membership and Officers**

- (a) The advisory committee shall be equitably composed of representatives of institutions of higher education.
- (b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.
- (c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution in a manner that permits direct input from faculty representatives in the field of study before nominating or recommending a person to the board as the institution's representative on an advisory committee.
- (d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.
- (e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.
- (f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

#### **§1.773 Duration**

The Committee shall be abolished no later than January 31, 2019 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### **§1.774 Meetings**

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

#### **§1.775 Tasks Assigned to the Committee**

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Engineering Technology Field of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Engineering Technology Field of Study Curricula; and
- (3) Any other issues related to the Engineering Technology Field of Study Curricula as determined by the Board.

#### **§1.776 Report to the Board; Evaluation of Committee Costs and Effectiveness**

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

**PART 1 TEXAS HIGHER EDUCATION COORDINATING BOARD**

**CHAPTER 26 PROGRAMS OF STUDY**

**SUBCHAPTER F FINANCE PROGRAMS OF STUDY ADVISORY COMMITTEE**

**§26.201 Authority and Specific Purposes of the Finance Programs of Study Advisory Committee**

- (a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, §61.8235.
- (b) Purpose. The Finance Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster.

**§26.202 Definitions**

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.
- (4) Institutions of Higher Education--As defined in Texas Education Code, §61.003(2) and (7).

**§26.203 Committee Membership and Officers**

- (a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.
- (b) Each institution of higher education which offers a degree program for which a program of study curriculum is proposed shall be offered participation on the advisory committee.
- (c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.
- (d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.
- (e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.
- (f) The number of committee members shall not exceed twenty-four (24).
- (g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

#### **§26.204 Duration**

The Committee shall be abolished no later than January 31, 2020, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### **§26.205 Meetings**

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

#### **§26.206 Tasks Assigned to the Committee**

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Finance Programs of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Finance Programs of Study Curricula; and
- (3) Any other issues related to the Finance Programs of Study Curricula as determined by the Board.

#### **§26.207 Report to the Board; Evaluation of Committee Costs and Effectiveness**

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

**TITLE 19 EDUCATION**

**PART 1 TEXAS HIGHER EDUCATION COORDINATING BOARD**

**CHAPTER 26 PROGRAMS OF STUDY**

**SUBCHAPTER G GOVERNMENT AND PUBLIC ADMINISTRATION PROGRAMS OF STUDY ADVISORY COMMITTEE**

**§26.221 Authority and Specific Purposes of the Government and Public Administration Programs of Study Advisory Committee**

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, §61.8235.

(b) Purpose. The Government and Public Administration Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster.

**§26.222 Definitions**

The following words and terms, when used in this subchapter, shall have the following meanings:

(1) Board--The Texas Higher Education Coordinating Board.

(2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.

(3) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.

(4) Institutions of Higher Education--As defined in Texas Education Code, §61.003(2) and (7).

**§26.223 Committee Membership and Officers**

(a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.

(b) Each institution of higher education which offers a degree program for which a program of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

#### **§26.224 Duration**

The Committee shall be abolished no later than January 31, 2020, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### **§26.225 Meetings**

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

#### **§26.226 Tasks Assigned to the Committee**

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Government and Public Administration Programs of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Government and Public Administration Programs of Study Curricula; and
- (3) Any other issues related to the Government and Public Administration Programs of Study Curricula as determined by the Board.

#### **§26.227 Report to the Board; Evaluation of Committee Costs and Effectiveness**

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

## CHAPTER 26. PROGRAMS OF STUDY

## SUBCHAPTER I. HOSPITALITY AND TOURISM PROGRAMS OF STUDY ADVISORY COMMITTEE

## 26.261 Authority and Specific Purposes of the Hospitality and Tourism Programs of Study Advisory Committee

## 26.262 Definitions

## 26.263 Committee Membership and Officers

## 26.264 Duration

## 26.265 Meetings

## 26.266 Tasks Assigned to the Committee

## 26.267 Report to the Board; Evaluation of Committee Costs and Effectiveness

## 26.261 Authority and Specific Purposes of the Hospitality and Tourism Programs of Study Advisory Committee

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, Section 61.6235.

(b) Purpose. The Hospitality and Tourism Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster.

## 26.262 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings:

(1) Board--The Texas Higher Education Coordinating Board.

(2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.

(3) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.

(4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(2) and 61.003(7)

## 26.263 Committee Membership and Officers

(a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.



(b) Each institution of higher education which offers a degree program for which a program of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

#### 26.264 Duration

The Committee shall be abolished no later than January 31, 2020 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### 26.265 Meetings

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

#### 26.266 Tasks Assigned to the Committee

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Hospitality and Tourism Programs of Study Curricula;

(2) Provide Board staff with feedback about processes and procedures related to the Hospitality and Tourism Programs of Study Curricula; and

(3) Any other issues related to the Hospitality and Tourism Programs of Study Curricula as determined by the Board.

#### 26.267 Report to the Board; Evaluation of Committee Costs and Effectiveness

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

CHAPTER 26. PROGRAMS OF STUDY  
SUBCHAPTER J. HUMAN SERVICES PROGRAMS OF STUDY ADVISORY COMMITTEE

- 26.281 Authority and Specific Purposes of the Human Services Programs of Study Advisory Committee
- 26.282 Definitions
- 26.283 Committee Membership and Officers
- 26.284 Duration
- 26.285 Meetings
- 26.286 Tasks Assigned to the Committee
- 26.287 Report to the Board; Evaluation of Committee Costs and Effectiveness

26.281 Authority and Specific Purposes of the Human Services Programs of Study Advisory Committee

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, Section 61.6235.

(b) Purpose. The Human Services Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster.

26.282 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(2) and 61.003(7)

26.283 Committee Membership and Officers

(a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.

(b) Each institution of higher education which offers a degree program for which a program of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

#### 26.284 Duration

The Committee shall be abolished no later than January 31, 2020 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### 26.285 Meetings

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

#### 26.286 Tasks Assigned to the Committee.

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Human Services Programs of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Human Services Programs of Study Curricula; and
- (3) Any other issues related to the Human Services Programs of Study Curricula as determined by the Board.

#### 26.287 Report to the Board; Evaluation of Committee Costs and Effectiveness

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

## CHAPTER 26. PROGRAMS OF STUDY

## SUBCHAPTER K. INFORMATION TECHNOLOGY PROGRAMS OF STUDY ADVISORY COMMITTEE

- 26.301 Authority and Specific Purposes of the Information Technology Programs of Study Advisory Committee
- 26.302 Definitions
- 26.303 Committee Membership and Officers
- 26.304 Duration
- 26.305 Meetings
- 26.306 Tasks Assigned to the Committee
- 26.307 Report to the Board; Evaluation of Committee Costs and Effectiveness

26.301 Authority and Specific Purposes of the Information Technology Programs of Study Advisory Committee

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, Section 61.6235.

(b) Purpose. The Information Technology Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster.

26.302 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(2) and 61.003(7)

26.303 Committee Membership and Officers

(a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.

(b) Each institution of higher education which offers a degree program for which a program of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

#### 26.304 Duration

The Committee shall be abolished no later than January 31, 2020 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### 26.305 Meetings

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

#### 26.306 Tasks Assigned to the Committee

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Information Technology Programs of Study Curricula;

(2) Provide Board staff with feedback about processes and procedures related to the Information Technology Programs of Study Curricula; and

(3) Any other issues related to the Information Technology Programs of Study Curricula as determined by the Board.

#### 26.307 Report to the Board; Evaluation of Committee Costs and Effectiveness

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

CHAPTER 26. PROGRAMS OF STUDY  
SUBCHAPTER L. LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY PROGRAMS OF  
STUDY ADVISORY COMMITTEE

- 26.321 Authority and Specific Purposes of the Law, Public Safety, Corrections, and Security Programs of Study Advisory Committee
- 26.322 Definitions
- 26.323 Committee Membership and Officers
- 26.324 Duration
- 26.325 Meetings
- 26.326 Tasks Assigned to the Committee
- 26.327 Report to the Board; Evaluation of Committee Costs and Effectiveness

26.321 Authority and Specific Purposes of the Law, Public Safety, Corrections, and Security Programs of Study Advisory Committee

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, Section 61.6235.

(b) Purpose. The Law, Public Safety, Corrections, and Security Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster.

26.322 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(2) and 61.003(7)

26.323 Committee Membership and Officers

(a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.

(b) Each institution of higher education which offers a degree program for which a program of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

#### 26.324 Duration

The Committee shall be abolished no later than January 31, 2020 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### 26.325 Meetings

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

#### 26.326 Tasks Assigned to the Committee

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Law, Public Safety, Corrections, and Security Programs of Study Curricula;

(2) Provide Board staff with feedback about processes and procedures related to the Law, Public Safety, Corrections, and Security Programs of Study Curricula; and

(3) Any other issues related to the Law, Public Safety, Corrections, and Security Programs of Study Curricula as determined by the Board.

#### 26.327 Report to the Board; Evaluation of Committee Costs and Effectiveness

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

CHAPTER 26. PROGRAMS OF STUDY  
SUBCHAPTER M. MANUFACTURING PROGRAMS OF STUDY ADVISORY COMMITTEE

- 26.341 Authority and Specific Purposes of Manufacturing Programs of Study Advisory Committee
- 26.342 Definitions
- 26.343 Committee Membership and Officers
- 26.344 Duration
- 26.345 Meetings
- 26.346 Tasks Assigned to the Committee
- 26.347 Report to the Board; Evaluation of Committee Costs and Effectiveness

26.341 Authority and Specific Purposes of the Manufacturing Programs of Study Advisory Committee

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, Section 61.6235.

(b) Purpose. The Manufacturing Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster.

26.342 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(2) and 61.003(7)

26.343 Committee Membership and Officers

(a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.



(b) Each institution of higher education which offers a degree program for which a program of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

#### 26.344 Duration

The Committee shall be abolished no later than January 31, 2020 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### 26.345 Meetings

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

#### 26.346 Tasks Assigned to the Committee

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Manufacturing Programs of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Manufacturing Programs of Study Curricula; and
- (3) Any other issues related to the Manufacturing Programs of Study Curricula as determined by the Board.

#### 26.347 Report to the Board; Evaluation of Committee Costs and Effectiveness

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

CHAPTER 26. PROGRAMS OF STUDY  
SUBCHAPTER N. MARKETING PROGRAMS OF STUDY ADVISORY COMMITTEE

- 26.361 Authority and Specific Purposes of the Marketing Programs of Study Advisory Committee
- 26.362 Definitions
- 26.363 Committee Membership and Officers
- 26.364 Duration
- 26.365 Meetings
- 26.366 Tasks Assigned to the Committee
- 26.367 Report to the Board; Evaluation of Committee Costs and Effectiveness

26.361 Authority and Specific Purposes of the Marketing Programs of Study Advisory Committee

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, Section 61.6235.

(b) Purpose. The Marketing Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster.

26.362 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(2) and 61.003(7)

26.363 Committee Membership and Officers

(a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.

(b) Each institution of higher education which offers a degree program for which a program of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

#### 26.364 Duration

The Committee shall be abolished no later than January 31, 2020 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### 26.365 Meetings

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

#### 26.366 Tasks Assigned to the Committee

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Marketing Programs of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Marketing Programs of Study Curricula; and
- (3) Any other issues related to the Marketing Programs of Study Curricula as determined by the Board.

#### 26.367 Report to the Board; Evaluation of Committee Costs and Effectiveness

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

**PART 1 TEXAS HIGHER EDUCATION COORDINATING BOARD**

**CHAPTER 1 AGENCY ADMINISTRATION**

**SUBCHAPTER V NURSING FIELD OF STUDY ADVISORY COMMITTEE**

**§1.440 Authority and Specific Purposes of the Nursing Field of Study Advisory Committee**

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, §61.823(a).

(b) Purpose. The Nursing Field of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the Nursing field of study curricula.

**§1.441 Definitions**

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Field of Study Curricula--The block of courses which may be transferred to a general academic teaching institution and must be substituted for that institution's lower division requirements for the Nursing degree program into which the student transfers, and the student shall receive full academic credit toward the degree program for the block of courses transferred.
- (4) Institutions of Higher Education--As defined in Texas Education Code, §61.003(8).

**§1.442 Committee Membership and Officers**

- (a) The advisory committee shall be equitably composed of representatives of institutions of higher education.
- (b) Each university system or institution of higher education which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee.
- (c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution in a manner that permits direct input from faculty representatives in the field of study before nominating or recommending a person to the board as the institution's representative on an advisory committee.
- (d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.
- (e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.
- (f) The number of committee members shall not exceed twenty-four (24).
- (g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

#### **§1.443 Duration**

The Committee shall be abolished no later than January 31, 2019 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### **§1.444 Meetings**

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

#### **§1.445 Tasks Assigned to the Committee**

Tasks assigned to the Committee include:

- (1) Advise the Board regarding the Nursing Field of Study Curricula;
- (2) Provide Board staff with feedback about processes and procedures related to the Nursing Field of Study Curricula; and
- (3) Any other issues related to the Nursing Field of Study Curricula as determined by the Board.

#### **§1.446 Report to the Board; Evaluation of Committee Costs and Effectiveness**

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

CHAPTER 26. PROGRAMS OF STUDY  
SUBCHAPTER O. SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS PROGRAMS OF  
STUDY ADVISORY COMMITTEE

- 26.381 Authority and Specific Purposes of the Science, Technology, Engineering and Mathematics Programs of Study Advisory Committee
- 26.382 Definitions
- 26.383 Committee Membership and Officers
- 26.384 Duration
- 26.385 Meetings
- 26.386 Tasks Assigned to the Committee
- 26.387 Report to the Board; Evaluation of Committee Costs and Effectiveness

26.381 Authority and Specific Purposes of the Science, Technology, Engineering and Mathematics Programs of Study Advisory Committee

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, Section 61.6235.

(b) Purpose. The Science, Technology, Engineering and Mathematics Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster.

26.382 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(2) and 61.003(7)

26.383 Committee Membership and Officers

(a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.

(b) Each institution of higher education which offers a degree program for which a program of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

#### 26.384 Duration

The Committee shall be abolished no later than January 31, 2020 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### 26.385 Meetings

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

#### 26.386 Tasks Assigned to the Committee

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Science, Technology, Engineering and Mathematics Programs of Study Curricula;

(2) Provide Board staff with feedback about processes and procedures related to the Science, Technology, Engineering and Mathematics Programs of Study Curricula; and

(3) Any other issues related to the Science, Technology, Engineering and Mathematics Programs of Study Curricula as determined by the Board.

#### 26.387 Report to the Board; Evaluation of Committee Costs and Effectiveness

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

CHAPTER 26. PROGRAMS OF STUDY  
SUBCHAPTER P. TRANSPORTATION, DISTRIBUTION, AND LOGISTICS PROGRAMS OF STUDY  
ADVISORY COMMITTEE

- 26.401 Authority and Specific Purposes of the Transportation, Distribution, and Logistics Programs of Study Advisory Committee
- 26.402 Definitions
- 26.403 Committee Membership and Officers
- 26.404 Duration
- 26.405 Meetings
- 26.406 Tasks Assigned to the Committee
- 26.407 Report to the Board; Evaluation of Committee Costs and Effectiveness

26.401 Authority and Specific Purposes of the Transportation, Distribution, and Logistics Programs of Study Advisory Committee

(a) Authority. Statutory authority for this subchapter is provided in the Texas Education Code, Section 61.6235.

(b) Purpose. The Transportation, Distribution, and Logistics Programs of Study Advisory Committee is created to provide the Commissioner and the Board with guidance regarding the programs of study curricula specific to this career cluster.

26.402 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Program of Study Curricula--The block of courses which progress in content specificity by beginning with all aspects of an industry or career cluster and incorporate rigorous college and career readiness standards, including career and technical education standards that address both academic and technical content which incorporate multiple entry and exit points with portable demonstrations of technical or career competency, which may include credit transfer agreements or industry-recognized certifications.
- (4) Institutions of Higher Education--As defined in Texas Education Code, Chapter 61.003(2) and 61.003(7)

26.403 Committee Membership and Officers

(a) The advisory committee shall be composed of representatives of secondary and postsecondary education, business and industry, and other state agencies, licensing bodies and other career and technical education experts.



(b) Each institution of higher education which offers a degree program for which a program of study curriculum is proposed shall be offered participation on the advisory committee.

(c) At least a majority of the members of the advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the board as the institution's representative on an advisory committee.

(d) Board staff will recommend for Board appointment individuals who are nominated by institutions of higher education.

(e) Members of the committee shall select co-chairs, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

(f) The number of committee members shall not exceed twenty-four (24).

(g) Members shall serve staggered terms of up to three years. The terms of chairs and co-chairs (if applicable) will be two years dating from their election.

#### 26.404 Duration

The Committee shall be abolished no later than January 31, 2020 in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

#### 26.405 Meetings

The Committee shall meet as necessary. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties, and minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the Committee.

#### 26.406 Tasks Assigned to the Committee

Tasks assigned to the Committee include:

(1) Advise the Board regarding the Transportation, Distribution, and Logistics Programs of Study Curricula;

(2) Provide Board staff with feedback about processes and procedures related to the Transportation, Distribution, and Logistics Programs of Study Curricula; and

(3) Any other issues related to the Transportation, Distribution, and Logistics Programs of Study Curricula as determined by the Board.

#### 26.407 Report to the Board; Evaluation of Committee Costs and Effectiveness

The Committee shall report recommendations to the Board. The Committee shall also report Committee activities to the Board to allow the Board to properly evaluate the Committee work, usefulness, and the costs related to the Committee existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

#### AGENDA ITEM IV

##### Consideration of adopting the staff recommendation relating to the Coordinating Board's Legislative Agenda for the 85th Texas Legislature

RECOMMENDATION:     Adopt

##### Background Information:

The 85th Texas Legislature will convene on January 10, 2017. This will be the first Texas legislative session held during the timeframe of *60x30TX*, and the actions taken by this Legislature will be crucial for setting the groundwork for how the state will achieve its long-range goals.

Based on the Board's initial direction, the External Relations staff has been working with stakeholders to develop and refine higher education policy recommendations for consideration by the next Legislature. The Board will consider these final recommendations, which if adopted, will be pursued with legislative and statewide officeholders in advance of the 85th Legislature.

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

TEXAS HIGHER EDUCATION COORDINATING BOARD

# STAFF LEGISLATIVE RECOMMENDATIONS

85th TEXAS LEGISLATURE

**Texas Higher Education Coordinating Board  
Staff Recommendations to the 85th Texas Legislature**

Description
<b>CATEGORY 1 -- BOARD/COMMISSIONER LEVEL</b>
Relating to Coordinating Board authorities to coordinate the expansion of higher education in the state and clarifying definitions related to higher education instruction on off-campus settings (i.e. MITCs, branch campuses)
Relating to oversight of degree granting colleges and universities other than public institutions (Chapter 7 institutions)
Relating to improving access and student outcomes in the TEXAS Grant Program (Includes: Limiting the number of semester credit hours students may receive a grant, limiting awards to tuition, fees and a book stipend, expanding eligibility to more students, and expanding eligibility to include summer sessions)
Relating to improving access and student outcomes in the Texas Educational Opportunity Grant (TEOG) program (Includes: expanding eligibility to students from middle income families, limiting awards to tuition and fees, eligibility for summer sessions, and expanding the semester credit hour cap for students enrolled in community college baccalaureate degree programs.)
<b>CATEGORY 2 -- COMMISSIONER/ASSISTANT COMMISSIONER LEVEL</b>
Relating to implementing outcomes-based funding for universities and supporting funding community college success points
Relating to requiring certain information on financial aid award letters to students
Relating to the elimination of certain formula funding and dropped course restrictions for returning adult students
Relating to authorizing opportunities for certain community colleges to offer new baccalaureate degrees in nursing and applied science
Relating to prioritizing graduate medical education over the creation of new medical schools
Relating to requiring the Coordinating Board to perform a health care workforce study
<b>CATEGORY 3 -- PROGRAMMATIC STAFF LEVEL</b>
Relating to updating the statute relating to the Work-Study Mentorship Program
Relating to updating the provisions of the common admission application
Relating to expanding the applicability of the Statewide Preceptorship Program
Relating to updating the student loan program statute
Relating to clarifying statute relating to higher education assistance plans

# Coordinating Expansion of Higher Education

## LEGISLATIVE RECOMMENDATION

Proposed by Texas Higher Education Coordinating Board Staff  
April 2016



### BACKGROUND

One of the foremost duties of the Texas Higher Education Coordinating Board is to ensure the efficient and effective use of state resources in higher education and to eliminate unnecessary duplication. As institutions of higher education seek to expand their geographical presence into new areas, it is important for the agency to review and approve these new sites to ensure that they do not duplicate existing higher education offerings. It is also important to have a common understanding of the various types of off-campus settings, such as Multi-Institution Teaching Centers (MITCs) and branch campuses.

### RECOMMENDATIONS

- Allow the Coordinating Board, through negotiated rulemaking, to define off-campus academic, technical and research sites such as MITCs, branch campuses, satellite campuses, etc.
- Seek statutory change that would require that institutions obtain Coordinating Board review and approval prior to acquiring property to create a new or expand an existing off-campus academic, technical or research site. Coordinating Board review would specifically assess academic and research needs while preventing unnecessary duplication in program offerings, faculties, and physical plants. The criteria for review would be established through negotiated rulemaking, and information submitted by institutions would be excepted from public disclosure.
- Clarify preliminary planning rules to require institutions notify the Coordinating Board regarding a proposed professional degree program at least one year prior to submitting a proposal to offer the degree.

### BASIC PRINCIPLES

#### **Statutory Clarification Is Necessary**

Current statute does not specifically define a number of off-campus sites such as MITCs, branch campuses, medical schools, satellite centers and health science centers. Consequently, the institutions, the Legislature and the Coordinating Board often face confusion and potentially unnecessary duplication of academic services.

The Coordinating Board represents the highest authority in the state in matters of public higher education and is charged with the duty to take an active part in promoting quality education throughout the state by...providing a statewide perspective to ensure the efficient and effective use of higher education resources and to eliminate unnecessary duplication.

-Texas Education Code, Section 61.051

### **Avoiding Unnecessary Duplication**

The recommendation proposes that the Coordinating Board be provided specific authority to review and approve new physical locations outside of existing main campuses. This authority would not encompass review and approval of proposed facilities – rather, the review would be specific to evaluating the impact of the proposed new locations on existing educational offerings. At the same time, the agency will work to further refine its rules regarding program approvals to ensure that institutions obtain Coordinating Board approval in a timely manner.

### **Budgetary Accountability**

The 84th Legislature appropriated nearly \$59 billion in general revenue and general revenue-dedicated funds to support Texas's institutions of higher education through fiscal year 2017. Legislators also approved funding for \$3.1 billion in capital project investments at 64 institutions over the next 20 years. Going forward, decision makers will require better tools to determine whether Texans are best served and taxpayer funds are used efficiently and effectively.

# Oversight of Career Colleges

## *Protecting students*

## LEGISLATIVE RECOMMENDATION

Proposed by Texas Higher Education Coordinating Board Staff  
April 2016



### BACKGROUND

The Coordinating Board is charged with the oversight of certain career colleges. These institutions will play an important role in meeting the goals of 60x30TX. While most of these institutions are stable and reputable, students at some of these schools fall victim to sudden closures due to mismanagement, financial weakness or other difficulties.

### RECOMMENDATIONS

- Make the agency's authority explicit, requiring compliance with accrediting bodies, federal financial rules, and state statutes and rules.
- Clarify the agency's ability to revoke Certificates of Authorization for cause.
- Establish the agency as the repository for student records of closed career colleges. Provide resources necessary to maintain the repository.

### BASIC PRINCIPLES

#### Protecting Texas Student

Students at career colleges are vulnerable to sudden closures due to mismanagement, financial weakness or other difficulties. The Coordinating Board seeks to

protect students by clarifying statute and increasing support for oversight of career schools. These changes will authorize staff to conduct more site visits, review annual compliance report information, expand follow up on student complaints, verify institutions' financial viability, and monitor potentially fraudulent institutions.

#### Preserving Student Records

The proposal includes a recommendation by the industry to create a repository for student records at the Coordinating Board in the event that a career college goes out of business or withdraws from the state. Currently, students often face difficulty obtaining their transcripts from a defunct school. Without this legislation, some students at closed schools may need to retake classes they've already paid for.

#### Toward Oversight Parity

Under current law, the Coordinating Board oversees degree programs at career colleges and the Texas Workforce Commission oversees certification programs. While TWC receives funding through a budget strategy and full time staff for its oversight, the Coordinating Board must use existing resources to oversee schools under its purview. In addition to the authority requested, funding to strengthen the Coordinating Board's oversight will help close regulatory gaps between the agencies and lessen opportunities for abuse by bad actors.

Between 2008 and 2014, the number of students attending career colleges in Texas increased by 230 percent. Since 2012, 57 career colleges operating in Texas have closed.

# TEXAS Grant Program

*Improving access and student outcomes*

## LEGISLATIVE RECOMMENDATION

Proposed by Texas Higher Education Coordinating Board Staff  
April 2016



### BACKGROUND

The Texas Legislature established the Toward EXcellence and Success (TEXAS) Grant program in 1999 to provide grants to financially needy students who graduate from high school with the college preparatory program. Since its inception, the TEXAS Grant program has played a vital role in helping the state achieve its higher education participation and success goals. Due to the significant investments (roughly \$3 billion) in the TEXAS Grant program made by the Texas Legislature, more than 400,000 students have received an award. Today, the state is prioritizing limited funds to financially needy high school graduates who are academically well-prepared to complete their degree. With limited funding, the prioritization awards grants to students who are more likely to graduate and by doing so, improves the state's return on its investment. Texas public school enrollment trends show a ten year increase in the percentage of economically disadvantaged students in the P-12 system and the majority (60 percent) of students in the P-12 pipeline are poor. If Texas is to achieve the goals of 60x30TX, higher education must continue to improve access and student outcomes. Coordinating Board staff recommend modifying TEXAS Grant provisions to encourage timely completion of degrees and allow for more new students to receive an award.

### RECOMMENDATIONS

#### **Limit TEXAS Grant eligibility to 135 semester credit hours or 15 hours above degree requirements**

Statute allows students 150 semester credit hours of TEXAS Grant eligibility when the majority of undergraduate degrees require only 120 semester credit hours. Effectively, this provision allows recipients five years for a four-year degree program. This level of eligibility potentially encourages students to delay graduation or enroll in unnecessary coursework, which has an impact on the expenses incurred by the student, the state, and the taxpayer. Additionally, this policy prohibits more new students from receiving a grant given the limited funds available.

As of 2015, students in Texas averaged 139 semester credit hours to complete a four-year degree, while most programs of study require only 120 hours. Excessive semester credit hours for degree completion in Texas contribute to student debt and less than timely completions.



### **Require the completion of 30 semester credit hours per academic year**

Current statutory provisions require TEXAS Grant recipients complete 24 semester credit hours per academic year. Completing 24 hours per academic year for four years does not total enough hours to complete a baccalaureate degree, leaving many students short of attaining a degree in a timely manner. In order to increase the likelihood of a student completing their degree in four years, Coordinating Board staff recommend recipients complete 30 semester credit hours per academic year (fall, spring, summer) to receive a renewal award. Institutions of higher education do not grant summer awards which is a roadblock for students. The recommendation therefore includes providing the Coordinating Board with cross-biennium unexpended balance authority in the appropriations formula specifically to allow institutions of higher education to make summer TEXAS Grant awards. Extending eligibility will provide students more flexibility to complete 30 hours per academic year for continued receipt of a TEXAS Grant.

### **Limit TEXAS Grant awards to tuition, fees and a book stipend minus the federal Pell Grant**

TEXAS Grants are currently awarded up to a student's cost of attendance which includes the cost of books, supplies, room and board, transportation and personal expenses. Coordinating Board staff recommend limiting TEXAS Grant awards to tuition, fees and a book stipend minus Pell to allow limited funding to be used for a broader number of students and to eliminate the possibility of students using funds inappropriately for non-educational expenses.

### **Remove Work-Study as a potential matching fund to cover any difference in the amount of a TEXAS Grant and the actual amount of tuition and required fees**

Current statutory provisions require institutions of higher education to use non-loan funds or work-study to cover a student's tuition and required fees if the TEXAS Grant does not meet a student's need. Coordinating Board staff recommend removing work-study as a potential matching fund because it is not a direct payment to the student until after the tuition bill is due. In addition, staff recommend exempting institutions from the matching requirement for TEXAS Grant recipients who exceed the priority Expected Family Calculation (EFC).

### **Align the due date of the legislatively mandated report on TEXAS Grant with the annual financial aid report required in rider**

Coordinating Board staff propose aligning the date in which the TEXAS Grant report is due for submission to the Legislature with the comprehensive financial aid report required annually. This change will reduce staff workload, eliminate the redundancy of internal procedures, and provide the Legislature a more concise report on state financial aid programs.

### **Re-write existing eligibility requirements and clean up statutory language to provide greater clarity**

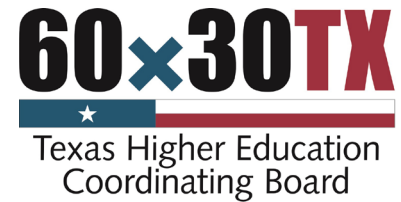
Coordinating Board staff recommend re-writing the provisions relating to eligibility requirements and eliminating expired language.

# Texas Educational Opportunity Grant

*Improving access and student outcomes*

## LEGISLATIVE RECOMMENDATION

Proposed by Texas Higher Education Coordinating Board Staff  
April 2016



### BACKGROUND

The Texas Legislature created the Texas Educational Opportunity Grant (TEOG) in 2001 to provide grant aid for students with financial need who are enrolled in Texas public two-year colleges (public community colleges, technical colleges and state colleges). Enrollment in Texas' public two-year colleges has been steadily increasing. Today, public two-year colleges represent 53 percent of the state's public higher education enrollment. The growing demand for TEOG funds requires the implementation of policies that ensure the most critical academic expenses are met, and to limit state aid used for non-educational expenses. Further, the elimination of TEXAS Grant eligibility at community colleges has left a small sector of community college students without access to state aid. Coordinating Board staff recommend improving the effectiveness of TEOG and broadening access by implementing the following recommendations.

### RECOMMENDATIONS

#### **Limit TEOG awards to tuition, fees and a book stipend minus the federal Pell Grant**

TEOG awards are currently awarded up to a student's cost of attendance which includes the cost of books, supplies, room and board, transportation and personal expenses. Coordinating Board staff recommend limiting awards to tuition, fees and a book stipend minus the Pell Grant while maintaining the expectation that tuition and fees be covered by a combination of federal, state, institutional, and private grant funding for any recipient. The implementation of this policy will allow a broader number of students access to the program and ensure state funds are used to cover academic charges for financially needy students.

#### **Remove Work-Study as a potential matching fund to cover any difference in the amount of a TEOG and the actual amount of tuition and required fees**

Current statutory provisions require institutions of higher education to use non-loan funds or work-study to cover a student's tuition and required fees if the TEOG does not meet a student's need. Coordinating Board staff recommend removing work-study as a potential matching fund because it is not a direct payment to the student until after the tuition bill is due. In addition, staff recommend allowing the Pell Grant as an available source of financial aid to meet a student's tuition and required fees.

As of 2015, students in Texas averaged 90 semester credit hours to complete a two-year degree, while most programs of study require only 60 hours. Excessive semester credit hours for degree completion in Texas contribute to student debt and less than timely completions.

**Add hardship provisions relating to the number of hours and time frame for which a TEOG recipient is eligible**

Coordinating Board staff recommend clarity in statute to allow institutions the discretion to continue a student’s TEOG despite exceeding the number of allowable semester credit hours or years due to a hardship.

**Expand TEOG eligibility for students enrolled in community college baccalaureate degree programs**

The 83rd Texas Legislature approved the phasing out of TEXAS Grant awards at two-year institutions which created a financial aid gap for students enrolled in community college baccalaureate degree programs. Although the TEXAS Grant program allowed for 150 semester credit hours of eligibility, TEOG eligibility ends at 75 semester credit hours, 45 hours short of a typical baccalaureate degree. Coordinating Board staff recommend expanding TEOG eligibility to 135 hours or 15 credits above a degree’s credit requirements, whichever is less. Further, staff recommend capping eligibility to five years for a program of more than two years.

**Percent of Community College Baccalaureate Degree Program Enrollment, 2006 vs. 2015**

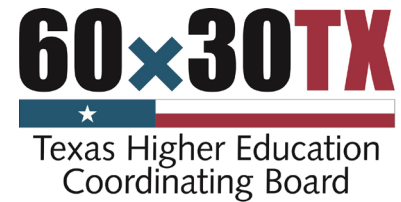
	2006		2015	
	% of Enrollment	# of Students	% of Enrollment	# of Students
Brazosport College	1.2%	47	3.8%	162
Midland College	0.7%	38	0.2%	10
South Texas College	0.7%	123	1.8%	602
Statewide Totals	0.0%	208	0.1%	774

Note: The 84th Legislature approved one additional community college to offer a baccalaureate degree. The program has not yet started.

# Graduation Bonus and Student Success Points

## LEGISLATIVE RECOMMENDATION

Proposed by Texas Higher Education Coordinating Board Staff  
April 2016



### BACKGROUND

Currently, formula funding for public institutions of higher education is determined largely based on student enrollments on the 12th class day. If Texas is to achieve its 60x30TX goals to increase degree attainment among our youngest generation of workers and to greatly increase the number of students earning a degree or certificate, the state must adopt funding policies that reward institutions for helping students complete their education. The 83rd Texas Legislature adopted new funding methodologies for community colleges and technical colleges that include measures of student outcomes, but universities do not have an outcomes-based state funding source.

### RECOMMENDATIONS

The Coordinating Board supports the Graduation Bonus model for public universities developed by the General Academic Institutions Formula Advisory Committee (GAIFAC) and supports funding community college student success points at higher levels.

### BASIC PRINCIPLES

#### **Student Success Funding Supported by Legislature and Developed by Institutions**

During the 84th Interim, the GAIFAC – composed of representatives from Texas public universities and university systems -- was charged by the Commissioner to, “Study and make recommendations for alternative approaches to incorporating undergraduate student success measures into the funding formulas and compare the effects of funding the success measures within the formula versus applying the success measures as a separate formula.” This aligns with TEC 61.0593(d), which requires the Board, in consultation with institutions, to devise formula funding recommendations that incorporate the consideration of undergraduate student success measures.

The committee met throughout the fall of 2015 to consider various methods of incorporating student success outcomes into university funding methodologies. Their final recommendation to the Legislature is to fund approximately \$200 million for a new Graduation Bonus that would provide funding to each

The Legislature finds that it is in the state’s highest public interest to evaluate student achievement at institutions of higher education and to develop higher education funding policy based on that evaluation. Funding policies that promote postsecondary educational success based on objective indicators or relative performance, such as degree completion rates, are critical to maintaining the state’s competitiveness in the national and global economy and supporting the general welfare of this state.

- Texas Education Code, 61.0593

General Academic Institution based on their three-year average of:

- \$600 for each student awarded a bachelor's degree who are not "at risk"
- \$1,200 for each student awarded a bachelor's degree who is "at risk"

The Committee recommended higher funding for graduating "at risk" students due to the fact that these students often require additional academic and student support services to be successful. For the purposes of the model, an "at risk" student is any student who is eligible to receive a Pell Grant or whose SAT or ACT score was below the national average for the year taken.

The Committee also stated that their first priority is to fully fund the operations support formula in support of basic operations, that funding for the graduation bonus be outside and separate from the operations formula, and that it is intended to fund degree completion initiatives in support of the state's 60x30TX goals.

### **Commissioner's Recommendation on the Graduation Bonus**

Commissioner Paredes accepts the Graduation Bonus model recommended by the committee, particularly the strong focus on producing more graduates and on graduating at risk students, who must complete at higher rates in order to achieve the 60x30TX goals.

However, the Commissioner recommends some changes to the model adopted by the Committee to reflect the potentially difficult budget situation facing the 85th Texas Legislature:

- The Commissioner recommends that the Graduation Bonus be funded at \$150 million, and that institutions receive \$500 per not at-risk graduate and \$1,000 per at-risk graduate
- The Commissioner recommends that the decision about whether to prioritize operations support or student outcomes be left to the Legislature to determine based on the larger budget picture.
- The Commissioner believes that it is important that outcomes-based funding be firmly institutionalized, whether it be inside or outside the Instruction and Operations formula, so that universities invest in long-term approaches to increasing student completion. The Legislature is best positioned to determine how to do that most effectively.

### **Support for Student Success at Community Colleges**

The General Appropriation Act for FY2014-15 (SB 1, 83rd Texas Legislature) changed the formula funding structure for public community colleges. Rather than being based solely on enrollment, their formula funding was divided into a fixed amount per district for Core Operations, with the remainder being divided between contact hour funding and funding for Student Success Points. For this initial year, 10 percent of non-Core Operations funding was allocated to Student Success Points with the remaining 90 percent being allocated to contact hour funding. However, Rider 23 of the Public Community/Junior College bill pattern (III-205) required the Coordinating Board to jointly develop recommendations for student success points for the 2016-17 biennium that would compare the performance of the college district to itself using the allocation for student success points in the 2014-15 biennium as the baseline for comparison.

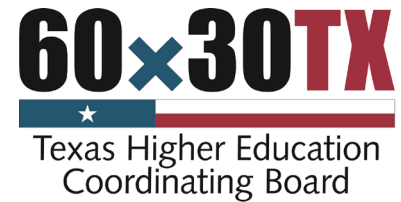
The recommendation developed and included in the formula funding recommendations for FY2016-17 was to hold the per-point rate steady at \$185 per point in order to reward institutions who increased their Success Point total between the biennia. However, the Legislature ultimately held funding to the same ratio of 10% student success/90% contact hours used during the previous biennium, resulting in a lower per-point rate than requested.

The Commissioner's recommendation for FY18-19 is to increase Success Point Funding by 31.4 percent, or a \$53.1 million increase over FY16-17. This additional investment will ensure community colleges continue to strongly focus on increasing student outcomes.

# Information on Student Loan Indebtedness

## LEGISLATIVE RECOMMENDATION

Proposed by Texas Higher Education Coordinating Board Staff  
April 2016



### BACKGROUND

One of the four goals of 60x30TX is that, by 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions. Attaining this goal will require that students have the ability to make informed choices regarding debt and understand the short-term and long-term consequences of those choices.

### RECOMMENDATIONS

- Require institutions of higher education to annually provide each student with certain information concerning the student's education loans, including the amount borrowed to date and estimated future loan payments.
- Collaborate with institutions to foster innovative practices for communicating this information to students, such as through mobile apps.

### BASIC PRINCIPLES

#### Controlling Student Debt is a Top Coordinating Board Priority

The Coordinating Board has adopted a student debt goal as one of its top four higher education goals in its 15-year strategic plan, 60x30TX. The goal aims to help students graduate with manageable debt, ensuring that students are not deterred from entering higher education by debt and that education debt does not unnecessarily limit their post-graduation options. The intent of this goal is to hold student loan debt in Texas to no more than 60 percent of first-year wages after college.

#### Debt is a Growing Problem

According to the Texas Comptroller of Public Accounts, 20.5 percent of all student debt holders in Texas were more than 90 days delinquent on their debt in 2012.<sup>1</sup> About 14 percent of student borrowers are in default within three years of leaving school, according to the U.S. Department of Education.

#### Informed Students Can Make Informed Decisions

Education debt is an important tool for financing higher education, and should not be arbitrarily rejected or embraced. Rather, students should be given information to help them understand the current status of their debt and the longer term implications of their current debt load. Based on a model adopted in Indiana, this recommendation would require institutions to provide students information on the total amount of education loans taken out by the student; and estimated potential

In Texas, student loan debt has increased at a faster rate than inflation. Between 2004 and 2012, the average Texas student debt balance grew by 61 percent. Inflation increased by only 22 percent. The average 2012 Texas student loan debt was \$22,800, about 8 percent below the U.S. average.

- Texas Comptroller of Public Accounts

<sup>1</sup> [http://comptroller.texas.gov/specialrpt/student\\_loan/](http://comptroller.texas.gov/specialrpt/student_loan/)



total payoff amount; an estimated monthly repayment amount; and the percentage of the borrowing limit the student has reached at the time the information is provided.

Just as importantly, this information must be provided to students in a manner that is accessible and relevant to them. The recommendation calls for institutions and the Coordinating Board to collaborate to identify innovative practices for relaying this information to students, such as through a mobile app.

# Formula Funding for Returning Adult Completers

## LEGISLATIVE RECOMMENDATION

Proposed by Texas Higher Education Coordinating Board Staff  
April 2016



### BACKGROUND

Current statute places formula restrictions on the number of repeated or dropped courses, and the number of hours accumulated beyond a student's degree plan. These restrictions are meant to encourage timely degree completion, but can be a barrier to adult non-completers wishing to return to higher education and complete a credential.

### RECOMMENDATION

Grant returning adult students with at least 50 semester credit hours completed, and who have not been enrolled for at least 24 months, one opportunity to enroll in higher education without penalty due to statutory restrictions such as the "30 hour rule," the "45 hour rule," the "three-peat" rule, and the "six-drop" rule.

### BASIC PRINCIPLES

#### **48,000 Texans have completed 90 semester credit hours toward a four-year degree**

A student who temporarily withdraws from school or delays the pursuit of higher education is known as a "stop out" student. Of students who stopped out of higher education between 2008 and 2012, 48,000 four-year students had stopped out with 90 or more semester credit hours, and 161,000 two-year college students had stopped out with 55 or more semester credit hours.

#### **Texas must incent completion to degree for 'stopped out' students**

A Harvard study revealed that college students most likely to drop out are those not prepared for academic work, competing demands of study, family and jobs; and cost. These factors often contribute to these students taking longer to complete their coursework and often result in their taking excessive coursework before stopping out. The restrictions on formula funding can create a disincentive for an institution of higher education to aid these students in returning and completing their degree. Formula funding rules prohibit institutions from receiving funding for students taking excess hours or students taking a course for the third time. Further prohibitions prevent a student from dropping more than six courses. These rules tend to hit students most prone to stopping out the hardest.

In 2014, workers with a Bachelor's degree earned an average of \$1,101 per week. Workers with some college but no degree earned an average of \$741 per week. The unemployment rate for workers with a Bachelor's degree was 3.5 percent. The unemployment rate for workers with some college but no degree was 6 percent.

- U.S. Bureau of Labor Statistics



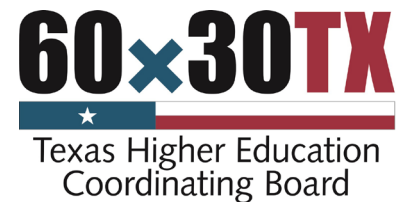
## **‘Stopped Out’ Students Are an Untapped Reservoir**

Aiding stopped out students to graduate is necessary if the state is to meet the goal of 60 percent of Texans ages 25-34 with a certificate or degree by 2030. In 2014, the state’s six-year graduation rate was 60.5 percent for public, four-year institutions. But if the two most selective public universities in the state are extracted from the data, the state’s overall graduation rate falls to around 53 percent. For two-year institutions, the current six-year graduation rate for associate degrees is about 28 percent. Students who have stopped out represent an untapped reservoir toward the 60x30TX goal.

# Community College Baccalaureate Programs

## LEGISLATIVE RECOMMENDATION

Proposed by Texas Higher Education Coordinating Board Staff  
April 2016



### BACKGROUND

Senate Bill 414 (83rd Texas Legislature, Regular Session) required the Texas Higher Education Coordinating Board to conduct a study to assess the potential to expand community college baccalaureate degrees in nursing and applied sciences at community colleges and make a recommendation to the Texas Legislature by August 1, 2014. Based on the subsequent study (conducted by the RAND Corporation), the Coordinating Board proposed to the 84th that the Texas Legislature authorize a measured, deliberative process for gradually expanding the authority for some community colleges to offer baccalaureate programs in the critical fields of nursing and applied sciences.

### RECOMMENDATION

The Coordinating Board recommends that the Legislature adopt legislation similar to SB 271 and HB 1384 from the 84th Texas Legislature that would create a limited opportunity for certain community colleges to offer new baccalaureate degrees in applied science and nursing.

### BASIC PRINCIPLES

In developing this recommendation, the Coordinating Board adhered to four core principles:

- Ensure that current programs are being fully utilized and that university partnerships, articulation agreements and distance learning options have been fully explored.
- Expand the evaluations by the Coordinating Board and the Texas Workforce Commission to determine workforce need for community colleges offering baccalaureate degrees.
- Address the shortage of faculty in certain areas.
- Once these recommendations are considered, provide another pathway for earning a postsecondary credential for the state's diverse student population.

Community college baccalaureates would be reviewed according to the same standards as all baccalaureate programs, including:

- Job Market Need
- Student Demand
- Enrollment Projections
- Curriculum
- Faculty
- Library Resources
- Facilities and Equipment
- Revenues

### **Community College Baccalaureates Held to High Standards**

Proposed community college baccalaureate degrees would be reviewed according to the same standards used for baccalaureate program approvals at universities. This would include demonstrating both a short- and long-term workforce need in the field, having adequate faculty and library resources to meet Coordinating Board and accreditor standards, identifying specific revenues to support the program without harming existing programs (including no formula funding for two years and no more than 50 percent from formula funding in years three through five), and instituting a regular program review process to assess quality and effectiveness.

Furthermore, these baccalaureate programs would be required to be built on existing, successful associates degree programs at community colleges. The applying college would be required to show that the proposed programs were not duplicative of existing baccalaureate offerings in the region and that it had explored partnership possibilities with local universities. Only community colleges that meet the current statutory minimum of \$2.5 billion in property valuation would be eligible to offer baccalaureates.

### **Limited to Certain Critical Fields**

Initially, only baccalaureates in nursing and certain fields of applied science identified by RAND would be considered. Each biennium, the Coordinating Board would work with the Texas Workforce Commission, institutions, and local workforce boards to identify and study three to five additional disciplines within applied science for possible inclusion as eligible community college baccalaureate programs.

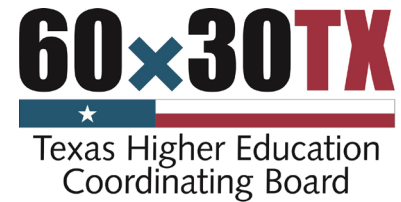
### **Builds on Previous Experience**

Currently, three Texas community colleges are authorized to offer a maximum of five baccalaureate degree programs in applied technology fields. The experience of these institutions suggests that these programs can and must be rolled out in a gradual, thoughtful manner. Although South Texas College, Brazosport College and Midland College have been authorized to offer bachelor's of applied technology degrees since 2003, none of them offer the full five programs authorized by statute. The Coordinating Board's recommendations will ensure that a deliberate approach continues to govern the consideration of community college baccalaureate programs now and in the future.

# Prioritize Graduate Medical Education

## LEGISLATIVE RECOMMENDATION

Proposed by Texas Higher Education Coordinating Board Staff  
April 2016



### BACKGROUND

The 84th Legislature increased funding for graduate medical education grants by \$38.7 million to expand the number residency positions. Yet, since 2009 three new public medical schools have, or will soon, come on line while three more state institutions are considering new or expanded medical schools. When residency positions fail to keep pace with increased medical school capacity, it increases the likelihood that the state will “export” its medical students to become practicing physicians in other states. As a result, Texas now ranks 41st among all states in its relative number of physicians, according to the Association of American Medical Colleges

### RECOMMENDATION

Resolve that state lawmakers will not approve further medical schools, or their funding, without first supporting a significant increase in funding for residency positions.

### BASIC PRINCIPLES

#### Why is Texas Lagging in Residency Positions?

The Texas population is growing rapidly, and the number of health care providers is not keeping pace with the rate of growth. Almost 70 percent of Texas counties were wholly or partially designated as a primary care Health Professional Shortage Areas in 2015, according to the Legislative Budget Board.

In 2015, Texas medical schools awarded 1,692 Doctor of Medicine and Doctor of Osteopathic Medicine degrees. However, the state will soon have three new medical schools on line, with the possibility of an additional three medical schools created in the near future. This growth in the number of medical school graduates may outstrip the Legislature’s recent efforts to expand Graduate Medical Education and further hinder Texas’s efforts to achieve the goal of 1.1 residency positions for each medical school graduate.

Texas medical school graduation increased 31 percent from 2002 to 2012, and more medical school graduates are expected with the opening of additional medical schools.

- Legislative Budget Board

#### Why is the Resolution Needed?

The 85th Legislature should express its support for prioritizing a substantial increase in funding for Graduate Medical Education before it considers authorizing the creation and support of additional medical schools in our state. Further, the Legislature should charge the Coordinating Board to work with institutions of higher education and the medical community to achieve the 1.1 to 1 goal for Graduate Medical Education.

# Health Care Workforce Study

## LEGISLATIVE RECOMMENDATION

Proposed by Texas Higher Education Coordinating Board Staff  
April 2016



### BACKGROUND

According to the State Demographer's office, Texas's population currently increases by approximately 200,000 each year; about the population of Amarillo. Further, by 2050, the proportion of the state's population over 65 years of age is expected to increase from 10.3 percent to 17.3 percent. These demographics are expected to strain an already overtaxed health care workforce in Texas. Better knowledge about the trends of the state's health care workforce and an assessment of what actions might best address these challenges is necessary for legislative decisions and funding going forward.

### RECOMMENDATION

Resolve that the Texas Higher Education Coordinating Board work with other agencies, institutions and stakeholders to conduct a study of medical workforce demands in the state and assess future medical workforce demands.

### BASIC PRINCIPLES

#### Why is a Health Care Workforce Study Necessary?

The Texas population is growing rapidly, and the number of health care professionals may be inadequate to meet future health care needs. According to the Texas Medical Association, Texas has fewer physicians per capita than the national average for 36 out of 40 major medical specialty groups. Psychiatry, preventive medicine, and child/ adolescent psychiatry are among the specialties with the lowest Texas Specialty Ratios, for example.<sup>1</sup>

Texas ranks fourth among the six most-populous states in medical students and resident physicians per capita, according to the Association of American Medical Colleges.

#### What Would the Resolution Do?

The 85th Legislature should support a study by the Board, related agencies, institutions and stakeholders assessing the state's future health care workforce needs as well as the number of physicians practicing medical specialties that are underrepresented in this state. The report should include a recommendation to increase the number of medical residency programs and medical residents. It should be completed and available to the Governor and Legislature in time to inform their actions during the 2019 Regular Legislative Session.

Texas ranks behind nearly every other state in the number of patient care physicians per capita and usually ranks last among the most populous states.

- Association of American Medical Colleges, Workforce Data and Reports: 2013 State Physician Workforce Data Book

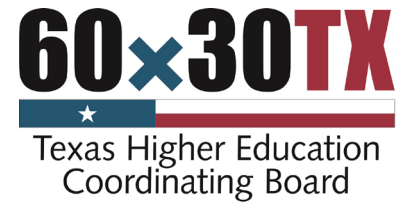
<sup>1</sup> <http://www.texmed.org/Template.aspx?id=24755#ftn10>

# Work-Study Mentorship Program

*Broadening stakeholder involvement*

## LEGISLATIVE RECOMMENDATION

Proposed by Texas Higher Education Coordinating Board Staff  
April 2016



### BACKGROUND

The Work-Study Mentorship Program provides funding for eligible college students to mentor their peers at participating institutions of higher education or high school students at participating school districts; or to counsel high school students at GO Centers or similar high school-based recruiting centers designed to improve student access to higher education. Postsecondary students may also provide mentoring and tutoring to other college students on their college campus. The current program ties students to college access work assisting future students and academic related projects.

### RECOMMENDATION

#### **Expand the Work-Study Mentorship Program's use of funds to support success**

Reaching the 60x30TX goals requires implementing initiatives focused on higher education access and success in all facets of higher education. Coordinating Board staff recommend expanding the current program's allowable use of funds to go beyond student access to more directly support college success programs. Currently, the funds support mentoring tutoring at participating institutions of higher education, high school GO Centers, or similar high school-based recruiting centers designed to improve student access to higher education. The recommendation is to broaden the statutory language to allow funding to support targeted student support interventions such as advising and supplemental instruction to increase student completion and success rates.

# Common Admission Application

*Broadening stakeholder involvement*

## LEGISLATIVE RECOMMENDATION

Proposed by Texas Higher Education Coordinating Board Staff  
April 2016



### BACKGROUND

The Texas Common Admission Application System, more commonly known as ApplyTexas, was created through a collaborative effort between the Texas Higher Education Coordinating Board and a variety of colleges and universities. ApplyTexas offers a centralized means for both Texas and non-Texas students to apply to the many postsecondary institutions available in Texas. ApplyTexas is overseen by a statutorily-mandated advisory committee comprised of representatives from participating institutions. Under the Committee's guidance, ApplyTexas developed the Counselor Suite through which high school counselors are enabled to view data regarding their student's progress in submitting applications for college and for aid through the completion of the Free Application for Federal Student Aid (FAFSA). High school counselors play a vital role in supporting student's college goals but are not statutorily appointed to serve on the Committee. Further, many private and independent institutions of higher education have voluntarily participated on the Committee and have shared the costs of the ApplyTexas System.

### RECOMMENDATION

#### **Broaden stakeholder participation on the ApplyTexas Advisory Committee**

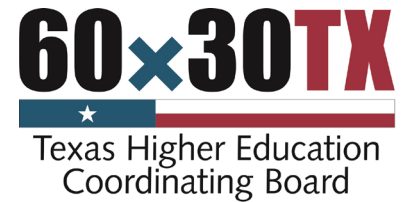
Formalize the participation of high school counselors and private and independent institutions of higher education as members of the ApplyTexas Advisory Committee.



# Statewide Preceptorship Program

## LEGISLATIVE RECOMMENDATION

Proposed by Texas Higher Education Coordinating Board Staff  
April 2016



### BACKGROUND

Texas ranks fourth among the six most-populous states in medical students and resident physicians per capita, according to the Association of American Medical Colleges.

### RECOMMENDATION

Revise the existing Texas Statewide Preceptorship Program to include family medicine.

### BASIC PRINCIPLES

#### Why is the program necessary?

According testimony last session offered by doctors representing Seton Hospital, “Texas has made gains in the number of physicians over the past years; however, the state continues to lag behind this critical need because the population is growing at an even faster pace.

“The state has more than 115 counties designated primary care shortage areas, of which 19 have only two physicians, 17 have only one physician, and 25 have no physician at all. Seventy-six counties experienced reductions in the number of primary care physicians in the past 10 years. We need an additional 4,500 primary care physicians by the end of this year to care just for the state’s underserved population.”<sup>1</sup>

#### Why is the change needed?

The Texas Statewide Preceptorship Programs in Family Practice, Internal Medicine, and Pediatrics support student preparation and education efforts at the medical school level. The programs provide direct funding to Texas medical students to encourage them to choose primary care careers by offering an on-site experience in one of three primary care specialties: family practice, general internal medicine, or general pediatrics. Medical students typically participate in the preceptorship programs during the summer between their first and second year of medical school. The students work in practicing physicians’ offices and experience the daily life and work of primary care physicians.

In the past, Coordinating Board staff have included family medicine as part of the program. The change would make that inclusion specific in statute.

“Texas has only 68 primary care physicians for every 100,000 people when the national average is 81 per 100,000.”

- Testimony of Drs. Alejandro Moreno and Idefonso Ismael Rodriguez before the Senate Finance and House Appropriations Committees

<sup>1</sup> <https://www.seton.net/news/2015/02/20/seton-doctors-state-should-fund-program-fostering-more-primary-care-physicians/>



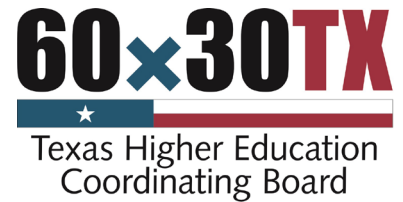
# College Loan Program

## *Aligning statute with the Texas Constitution*

### LEGISLATIVE RECOMMENDATION

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Proposed by Texas Higher Education Coordinating Board Staff  
April 2016



#### BACKGROUND

Since 1965, the Texas Higher Education Coordinating Board has provided low-interest loans for students who are Texas residents and are eligible to pay in-state tuition. Two funds, the Student Loan Auxiliary Fund (SLA) and the Texas Opportunity Plan (TOP) Fund house the proceeds from the sale of bonds to service the Coordinating Board administered loans named College Access Loans. Funds resulting from the sale of new bonds are to be deposited into the SLA Fund as created in 1991. The TOP Fund continues to exist for administrative purposes and to service loans issued prior to 1991.

#### RECOMMENDATION

##### **Update statute to align with current practices as authorized by the Texas Constitution**

Coordinating Board staff recommend modifying statutory sections relating to the loan program in order to align it with current practices. No new authority or policies are being proposed.

##### **Clarify statute relating to using financial need as a requirement for a loan**

Statute is ambiguous on whether financial need or a student's Expected Family Contribution (EFC) must be taken into consideration on loan applications. Coordinating Board staff recommend the statute be clarified to eliminate any ambiguity and ensure loans are not based on need in order to keep loans available to a broad number of students and families.

# Higher Education Assistance Plans

## LEGISLATIVE RECOMMENDATION

Proposed by Texas Higher Education Coordinating Board Staff  
April 2016



### BACKGROUND

Per HB 2550 (83rd Texas Legislature), the Coordinating Board is responsible for providing a list of schools with low college-going rates for institutions to target and for publishing selected college outcomes for graduates of those schools in the annual state strategic plan progress report. In accordance with that legislation, the Coordinating Board developed a methodology for determining these schools. However, an existing section of code (TEC 29.904) prescribes another outdated and conflicting methodology for determining high schools with low-college going rates, necessitating the production of two lists.

### RECOMMENDATION

Remove the statutory requirement under TEC 29.904 and generate one list per the methodology developed for HB 2550.

### BASIC PRINCIPLES

#### **Eliminate Redundancy and Potential Confusion**

Producing two separate lists with different methodologies of schools with low college-going rates can create confusion for institutions and other stakeholders and wastes staff resources. Limiting the requirement to the more recently developed methodology will ensure that institutions use the list that is most relevant for their purposes.