Agency Strategic Plan
Fiscal Years 2021-2025

June 2020

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AGENCY STRATEGIC PLAN

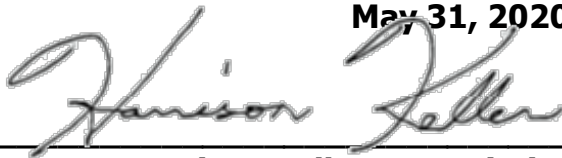**FISCAL YEARS 2021 TO 2025**

BY

TEXAS HIGHER EDUCATION COORDINATING BOARD

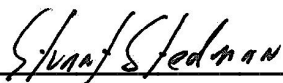| **Board Member**	**Dates of Term**	**Hometown**
Stuart W. Stedman, Chair	2016-2021	Houston
Fred Farias III, O.D., Vice Chair	2019-2025	McAllen
Ricky A. Raven, Secretary	2016-2021	Sugarland
S. Javaid Anwar	2015-2021	Midland
Cody C. Campbell	2019-2023	Fort Worth
Emma W. Schwartz	2019-2025	El Paso
R. Sam Torn	2019-2025	Houston
Donna N. Williams	2018-2023	Dallas
Welcome W. Wilson Jr.	2018-2023	Houston
Lauren C. McKenzie, Student Representative	2019-2020	Houston

May 31, 2020

Signed: _____
Harrison Keller, Commissioner of Higher Education

Approved: _____
Stuart W. Stedman, Chair

TEXAS HIGHER EDUCATION COORDINATING BOARD
AGENCY STRATEGIC PLAN FOR FISCAL YEARS 2021-2025

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TEXAS HIGHER EDUCATION COORDINATING BOARD
AGENCY STRATEGIC PLAN FOR 2019-2023

Agency Mission, Philosophy, and Core Values

The mission of the Texas Higher Education Coordinating Board (Coordinating Board) is to provide leadership and coordination for Texas higher education 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 Coordinating Board'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 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 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 February 2020, Governor Greg Abbott and the Legislative Budget Board issued five statewide objectives, requiring each state agency to align its operational goals so that their agency is:

1. accountable to tax and fee payers of Texas;
2. efficient by producing maximum results with no waste of taxpayer funds and by identifying any function or provision considered redundant or not cost-effective;
3. effective by successfully fulfilling core functions, achieving performance measures, and implementing plans to continuously improve;
4. attentive to providing excellent customer service; and
5. transparent such that agency actions can be understood by any Texan.

For Fiscal Years 2021-2025, the Coordinating Board has identified three operational goals aligned to statewide objectives:

1. Serve as a trusted and valued partner to higher education stakeholders.
2. Be an effective steward of administrative and trusteed funds.
3. Advance and refine the state's strategic plan for higher education, *60x30TX.*

AGENCY OPERATIONAL GOALS AND ACTION PLANS

Goal 1: Serve as a trusted and valued partner to higher education stakeholders.

SPECIFIC ACTION ITEMS TO ACHIEVE THIS GOAL

1. Strengthen channels of communication with the Governor, legislators, institutions of higher education (institutions), state agency partners, the business community, and other stakeholders invested in the success of Texas higher education.
2. Research, analyze, and publicize state, national, and international trends and best practices in higher education.
3. Provide objective, timely, and relevant data and analysis to higher education decision-makers.
4. Work in partnership with and on behalf of institutions of higher education to advocate for Texas higher education.

HOW THIS GOAL OR ACTION ITEMS SUPPORT(S) EACH STATEWIDE OBJECTIVE

1. Accountable to tax and fee payers of Texas.

The Coordinating Board works in close partnership with the Governor, legislators, institutions, agency partners, and external stakeholders to craft and implement relevant higher education policy. The agency works to effectively achieve state priorities by supporting and informing institutions as they undertake efforts to enhance the success of Texas students.

2. Efficient by producing maximum results with no waste of taxpayer funds and by identifying any function or provision considered redundant or not cost-effective.

The Coordinating Board is well positioned to serve as a clearinghouse for data and information on practices and policies that show promise or have proven results in addressing challenges at institutions. The agency will work to inform and partner with higher education leaders on innovative practices and policies to benefit students and institutions.

3. Effective by successfully fulfilling core functions, achieving performance measures, and implementing plans to continuously improve.

The core function of the agency is to coordinate among institutions – fostering collaboration, supporting institutions' efforts to address the needs of their students, and informing policymakers as they develop innovative, ambitious new policies. The agency will work to continuously improve our performance by deepening our understanding of stakeholder perspectives and working as a thought partner to spur new approaches to solving long-standing challenges.

4. Attentive to providing excellent customer service.

Higher education stakeholders are our customers, and having collaborative, respectful engagement with institutions and policymakers will allow us to provide excellent customer service. We seek to understand our customers' perspectives, priorities, interests, and concerns so that we may provide timely, relevant information to benefit their operations.

5. Transparent such that agency actions can be understood by any Texan.

Being a trusted and valued partner requires transparency. The Coordinating Board uses numerous methods and venues for remaining transparent to our partners, including advisory committee meetings, public meetings, engaging in negotiated rulemaking, participating in state association meetings, holding regular briefings, and visiting campuses.

OTHER CONSIDERATIONS RELEVANT TO THIS GOAL OR ACTION ITEM

The Coordinating Board was established in 1965 to provide effective and efficient coordination of and planning for higher education, and one of the key statutory responsibilities is to advocate for Texas higher education. Key considerations for being a trusted and valued partner include:

- expanding and deepening partnerships with and among institutions to support their efforts to increase student success, remove barriers to innovation, and elevate the profile of Texas higher education;
- working in close consultation with the Governor, legislators, employers, K-12 public school administrators, funders, national organizations, and accreditors;
- working with institutions and state policymakers to inform development of ambitious, innovative Texas higher education policy; and
- improving agency communication and information sharing to stakeholders and the public.

Upon taking office in October 2019, Commissioner Keller overhauled the executive structure of the agency to place a strong focus on collaboration and building new partnerships with institutions and other stakeholders. This included the creation of a Chief of Staff position to oversee and direct agency engagement with external stakeholders; a Deputy Commissioner for Data Analytics and Innovation to make agency data resources relevant and helpful to users; and a Deputy Commissioner for Academic Affairs and Workforce Education to engage 2-year and 4-year institutions on a wide array of academic and career and technical education policies and procedures. The Commissioner also appointed an Associate Commissioner for Development to expand collaboration with external funders and a Senior Director for Strategic Finance Policy to work with legislators and others on higher education funding.

Goal 2: Be an effective steward of administrative and trusteed funds.

SPECIFIC ACTION ITEMS TO ACHIEVE THIS GOAL

1. Install agencywide project management to monitor and review progress on initiatives, projects, and activities to ensure strategic policy alignment and implementation.
2. Examine established procedures for agency operations, services, and programs to identify more efficient and innovative ways to execute our mission.
3. Provide quantifiable outcomes for state funding to support agency operations and programs administered by the agency.
4. Integrate stakeholder feedback into policy and procedural decision-making regarding trusteed funds.

HOW THIS GOAL OR ACTION ITEMS SUPPORT(S) EACH STATEWIDE OBJECTIVE

1. Accountable to tax and fee payers of Texas.

This goal and its associated action items are designed to ensure strong accountability to taxpayers by formalizing processes to ensure agency operations, services, and programs produce outcomes that support legislative directives and statutory requirements.

2. Efficient by producing maximum results with no waste of taxpayer funds and by identifying any function or provision considered redundant or not cost-effective.

In instituting procedures to monitor and evaluate agency operations and outcomes, the Coordinating Board will make extensive use of data and project management best practices to ensure the efficient use of taxpayer funds.

3. Effective by successfully fulfilling core functions, achieving performance measures, and implementing plans to continuously improve.

Instituting robust agencywide project management and creating a culture that examines preexisting methods of operation is critical to ensuring agency staff has clear goals aligned with the agency's mission and functions, and that the agency effectively executes its work.

4. Attentive to providing excellent customer service.

The agency's customers include institutions, students, educational loan borrowers, and other recipients of the trusteed and loan funds administered by the agency. The agency is dedicated to providing excellent customer service by maintaining open channels of communication with customers, rapidly addressing concerns, and creating mechanisms to integrate customer feedback into the refinement of policies and procedures.

5. Transparent such that agency actions can be understood by any Texan.

The Coordinating Board promotes transparency in administration and oversight of funds through regular stakeholder engagement, public meetings, negotiated rulemaking, and advisory committees composed of representatives from institutions and other entities directly impacted by agency programs.

OTHER CONSIDERATIONS RELEVANT TO THIS GOAL OR ACTION ITEM

The Coordinating Board has undertaken several initiatives in recent years that we will refine and recreate to serve as an effective steward of administrative and trusteed funding:

- Implemented mandatory, online risk-management training across the agency
- Required training for contract and grant managers in accordance with Texas Government Code, Section 2056.002(b)(9)
- Created an agency-specific Grant Management Handbook as a resource to support grant managers in administering grant programs
- Conducted annual external audits of financial statements, in addition to statutorily mandated auditing requirements
- Completed annual Statewide Single Audit performed by the Texas State Auditor's Office through KPMG
- Implemented and expanded compliance monitoring to ensure funds allocated by the agency are distributed in accordance with applicable laws and rules, and to ensure data is reported accurately
- Conducted consultative review of student loan operations and worked to address findings
- Created key technology initiatives focused on governance, innovation, security, service excellence, effective resource management, and collaboration
- Prioritized the State Strategic Plan for Information Resources Management published by DIR, including increased cloud services and cyber security
- Initiated agencywide 5-year strategic budgeting

Goal 3: Advance and refine the state's strategic plan for higher education, 60x30TX

SPECIFIC ACTION ITEMS TO ACHIEVE THIS GOAL

1. Refine and update the goals and targets of *60x30TX* to ensure they effectively address the needs of students, institutions, and the state's economy.
2. Continuously engage stakeholders to understand differing perspectives about *60x30TX*.
3. Monitor and evaluate progress toward goals and targets.
4. Partner closely with the Texas Education Agency and Texas Workforce Commission in the Governor's Tri-Agency Workforce Initiative to address long-term workforce development needs.
5. Partner with and support institutions of higher education as they adopt policies to achieve *60x30TX* goals by their institutions and regions.

HOW THIS GOAL OR ACTION ITEMS SUPPORT(S) EACH STATEWIDE OBJECTIVE

1. Accountable to tax and fee payers of Texas.

60x30TX was adopted in 2015 to provide a long-range strategic plan for Texas higher education through 2030. The Coordinating Board has published statewide and regional data to promote accountability regarding progress on the plan. Reexamining and refining goals and targets to ensure they are closely aligned with the evolving needs of the state will provide increased accountability to taxpayers.

2. Efficient by producing maximum results with no waste of taxpayer funds and by identifying any function or provision considered redundant or not cost-effective.

The Coordinating Board is focused on partnering with and supporting institutions to promote initiatives tailored to their specific needs and missions. We are also working to provide robust, relevant data to institutions to enable more effective evaluation of initiatives. These efforts allow the state to efficiently and effectively implement 60x30TX, while taking into account the tremendous diversity among Texas institutions and students.

3. Effective by successfully fulfilling core functions, achieving performance measures, and implementing plans to continuously improve.

Statewide strategic planning is a core function of the Coordinating Board. By understanding stakeholder perspectives around the *60x30TX* plan and refining goals and targets to reflect changing needs, the agency will ensure *60x30TX* remains relevant and effective in helping Texas achieve desired higher education outcomes, which is critical to the future competitiveness of our state.

4. Attentive to providing excellent customer service.

The Coordinating Board places an emphasis on understanding the particular challenges and missions of institutions in contributing to *60x30TX*. The agency is committed to supporting institutions with data, analytics, information on best practices, and other resources as they work to increase educational attainment, implement marketable skills, reduce student debt, and otherwise contribute to the state's higher education needs.

5. Transparent such that agency actions can be understood by any Texan.

The Coordinating Board continues to refine and improve materials to communicate *60x30TX* to a variety of audiences. The Coordinating Board will increase the use of its robust data to illustrate the importance and impact of *60x30TX*, provide information to institutions and stakeholders, and assist in institutions' efforts to achieve the goals.

OTHER CONSIDERATIONS RELEVANT TO THIS GOAL OR ACTION ITEM

Texas institutions of higher education have made important progress toward the *60x30TX* goals. However, additional refinement of these goals to include a focus on student attainment of high-value credentials will be particularly important for the future of the Texas economy.

Additionally, colleges and universities play an essential role in research and development, and the state's long-range strategic plan should include strategies for increasing support for this function, including federal research funding and venture capital.

Progress on *60x30TX* Goals (as of July 2019 Annual Progress Report)

60x30 (Educated Population) Goal:

- An estimated 43.5 percent of the young adult population held a degree or certificate, up from 40.3 percent at the start of the plan and 42.3 percent in the previous year.

Progress on the Completion Goal

- In the 2018 academic year, students completed 341,307 certificates and degrees, an annual improvement rate of 2.2 percent compared with 3.9 percent in the previous year.

Progress on the Marketable Skills Goal

- Forty-one percent of Texas institutions reported in a Spring 2018 survey that they had created and implemented a process of identifying marketable skills for their programs. Another 42 percent either did not respond or indicated that they had

not started the process. The remaining 17 percent have started the process but not yet completed the work.

Progress on the Student Debt Goal

- Graduates in 2016 had a median student debt-to-first-year-wage percentage of 59 percent. There has been little change in this percentage since the goal was established. In 2018, less than half of students, 45.8 percent, had debt at the time of graduation, down from 47.2 percent in 2017.

http://www.highered.texas.gov

For more information, contact:

John Wyatt
Senior Director of External Relations
Texas Higher Education Coordinating Board
1200 E. Anderson Lane
Austin, TX 78752

512-427-6586
512-427-6127 (fax)
john.wyatt@highered.texas.gov

THECB AGENCY STRATEGIC PLAN FOR FYS 2021-2025: 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
TEC Section 51.4031 (Affordability and Access Report)	Texas Education Code Section 51.406 directs the THECB to consult with institutions to identify any unnecessary data requests that are appropriate for removal. In 2017, a negotiated rulemaking committee identifed this report as unnecessary or duplicative of existing reporting. Specifically, the data required by this report are already available on the Comptroller's website.	Eliminate TEC 51.4031	Institutions of higher education will realize a cost savings due to labor hours required to compile and complete the report.
GAA, Article III, Section 22 (Reporting Ethics Policies to the THECB)	Texas Education Code Section 51.406 directs the THECB to consult with institutions to identify any unnecessary data requests that are appropriate for removal. In 2017, a negotiated rulemaking committee identifed this requirment as unecessary. Institutions already post their ethics policies on their websites.	Eliminate GAA Article III, Section 22.	Institutions of higher education will realize a cost savings due to labor hours required to compile and complete the report.
TEC Section 51.9112 (ROTC Rate)	Texas Education Code Section 51.406 directs the THECB to consult with institutions to identify any unnecessary data requests that are appropriate for removal. In 2017, a negotiated rulemaking committee identifed this requirment as unecessary. Specifically, the rate calculation is not neccesary as military science courses are elective credit.	Eliminate TEC Section 51.9112	The THECB and institutions ROTС of higher education will realize a cost savings due to labor hours required to complete the rate calculation.
GAA Article III, Section 49 (Community College Transfer Student Reporting Requirement)	Texas Education Code Section 51.406 directs the THECB to consult with institutions to identify any unnecessary data requests that are appropriate for removal. In 2017, a negotiated rulemaking committee identifed this requirement for modification to reduce the reporting burden on institutions.	Modify existing rider to require the report to be submitted biennially rather than annually and to be less perscriptive regarding data elements to be included.	The THECB and institutions of higher education will realize a cost savings due to labor hours required to compile and complete the report.

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 51.762 (a)	Provisions in statute define ApplyTX as relating to freshman admissions, creating unnecessary impediments for transfer students.	(1) shall adopt by rule: (A) a common admission application form for use by a person seeking admission [as a freshman student] to a general academic teaching institution; (B) an electronic common admission application form for use by a person seeking admission [as a freshman student] to an institution of higher education [that admits freshman-level students,] 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 freshman or transfer student 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.
TEC, Section 51.762 (b), Renumbering of Subsections 51.762 (c) through (i)	Provisions of Section 51.762 (b) are now covered in Section 51.762 (a)	Delete Section 51.762(b)	The changes proposed will eliminate the need for subsection 51.762 (b). Following subsections will be renumbered accordingly.
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 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].	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.

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 7, Article III, GAA: Texas Success Initiative	Redundant language makes program expectations and implementation confusing, and references to training instead of professional development do not align with current practice.	Modification: Texas Success Initiative. a. Developmental and Basic Academic Skills Education Coursework. Funds appropriated for developmental and basic academic skills courses and interventions under Texas Education Code, Section 51.3062Chapter 51, Subchapter F 1, shall be expended only for those costs associated with providing developmental and basic academic skills education courses/ and interventions, including through corequisite instruction, tutoring, program evaluation, professional development for retraining of faculty and support staff, and other related costs. The funds shall not be used for the recruitment of students. 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 and basic academic skills education and interventions coursework and other available institutional funds.	The benefit associated with this proposed change is that institutions of higher education will have better clarity on TSI program and funding expectations.
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 also is 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 more students are reached and that a representative diversity of schools are included.

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
Top 10 Percent Report: This report is required by TEC, Section 51.803 (l), 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 *Closing the Gaps* 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.

AGENCY NAME: Texas Higher Education Coordinating Board

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

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).

ELEMENT	REQUESTED CHANGE	JUSTIFICATION	LBB/OOG APPROVED	LBB/OOG COMMENTS	STATUS
Goal A No. 1 Coordination/Planning for Higher Education **Object No. 1** College Readiness and Success **Outcome No. 18** ~~Number of Commercialization Efforts Resulting from NHARP~~	**Definition:** **Purpose:** **Data Source:** **Method of Calculation:** **Data Limitations:** **Calculation Type:** **New Measure:** **Desired Performance:**	INACTIVE - Performance measure was deleted in FY18. Please remove from ABEST.			**NA**
Goal No. 4 College Readiness and Success **Objective No. 1** College Readiness and Success **Outcome No. 1** ~~Pass Rate on State Cert Exams at Centers for Teacher Educ at TADC Inst.~~	**Definition:** **Purpose:** **Data Source:** **Method of Calculation:** **Data Limitations:** **Calculation Type:** **New Measure:** **Desired Performance:**	INACTIVE - Performance measure was deleted in FY18. Please remove from ABEST.			**NA**
Goal No. 5 Industry Workforce **Objective No. 1** Industry Workforce **Outcome No.** 1 ~~Pass Rate Stat Cert Exam Comp to Stds. Enrolled Pub Inst Higher Ed~~	**Definition:** **Purpose:** **Data Source:** **Method of Calculation:** **Data Limitations:** **Calculation Type:** **New Measure:** **Desired Performance:**	INACTIVE - Performance measure was deleted in FY18. Please remove from ABEST.			**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 Coordination/Planning for Higher Education **Objective No. 1** College Readiness and Success **Strategy No. 4** Academic Quality and Workforce **Measure No. 7** ~~Additional Dollars Resulting from NHAPR Funding (in Millions)~~	**Definition:** **Purpose:** **Data Source:** **Method of Calculation:** **Data Limitations:** **Calculation Type:** **New Measure:** **Desired Performance:**	INACTIVE - Performance measure was deleted in FY18. Please remove from ABEST.			NA
Goal No. 5 Industry Workforce **Objective No. 1** Industry Workforce **Strategy No. 5** ~~Centers for Teacher Education~~ **Measure No. 1** ~~#Candidates Admitted to Educator Prep Programs at TADC Institutions~~	**Definition:** **Purpose:** **Data Source:** **Method of Calculation:** **Data Limitations:** **Calculation Type:** **New Measure:** **Desired Performance:**	INACTIVE - Performance measure was deleted in FY18. Please remove from ABEST.			NA
Goal No. 5 Industry Workforce **Objective No. 1** Industry Workforce **Strategy No. 5** ~~Centers for Teacher Education~~ **Measure No. 2** ~~#Candidates Recommended for Certification by TADC Educator Prep Pgms.~~	**Definition:** **Purpose:** **Data Source:** **Method of Calculation:** **Data Limitations:** **Calculation Type:** **New Measure:** **Desired Performance:**	INACTIVE - Performance measure was deleted in FY18. Please remove from ABEST.			NA
Goal No. 9 ~~Trusteed Funds for Research~~ **Objective No. 1** ~~Provide Programs to Promote Research at Texas Institutions~~ **Strategy No. 1** ~~Norman Hackerman Advanced Research Program~~ **Measure No. 1** ~~# Students Receiving Ed and Exp through NHARP Projects~~	**Definition:** **Purpose:** **Data Source:** **Method of Calculation:** **Data Limitations:** **Calculation Type:** **New Measure:** **Desired Performance:**	INACTIVE - Performance measure was deleted in FY18. Please remove from ABEST.			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. 9 ~~Trusteed Funds for Research~~ **Objective No. 1** ~~Provide Programs to Promote Research at Texas Institutions~~ **Strategy No. 1** ~~Norman Hackerman Advanced Research Program~~ **Measure No. 2** ~~Number of NHARP Research Projects Funded~~	**Definition:** **Purpose:** **Data Source:** **Method of Calculation:** **Data Limitations:** **Calculation Type:** **New Measure:** **Desired Performance:**	INACTIVE - Performance measure was deleted in FY18. Please remove from ABEST.			NA
Goal A No. 1 Higher Education Support **Object No. 1** Higher Education Support **Strategy No. 5** College Readiness and Success **Measure No. 1 Non- Key Output** Number of Student Complaints Processed	**Definition:** Total number of student complaints resolved by the ~~College Readiness and Success Division~~ General Counsel's Office. **Purpose:** **Data Source:** **Method of Calculation:** **Data Limitations:** **Calculation Type:** **New Measure: No** **Desired Performance:**	This performance measure is managed by the General Counsel's Office.			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 Agency Operations **Objective No. 1** Agency Operations **Strategy No. 2** Student Loan Programs **Measure No. 1 Non-Key Output** ~~Number of Students Receiving Loans~~ Number of Student Loans Originated	**Definition:** **Purpose:** **Data Source:** **Method of Calculation:** **Data Limitations:** **Calculation Type:** **New Measure:** **Desired Performance:**	Title change to measure only. Students might receive multiple loans.			
					NA
Goal No. 2 Industry and Workforce Support **Objective No. 1 Industry and Workforce Support** **Strategy No. 2** Educational Loan Repayment **Measure No. 1 Non-Key Output** Number of Physicians Receiving PELRP Payment (Including Federal Match)	**Definition:** ~~Number of physicians currently receiving loan repayment assistance for working for the Texas Department of State Health Services, the Texas Department of Aging and Disability Services, the Texas Department of Criminal Justice, the Texas Youth Commission, or in a health professional shortage area (HPSA).~~ Number of physicians currently receiving loan repayment assistance through the Physician Education Loan Repayment Program.	The methodology has been done accurately, but the definition had never been updated for changes that have occurred in program eligibility over the years. Only the definition needs to be corrected.			NA
					NA

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Goal No. 2 Industry and Workforce Support **Objective No. 2** Industry and Workforce Support **Strategy No.** 2 Educational Loan Repayment **Measure No. 2 % Non-Key Output** ~~PELRP Recipient Who Continue Practice in Area Where PELRP Received~~ <u>% PELRP Recipient Who Continue to Practice in an HPSA</u>	**Method of Calculation:** ~~Track Physician Education Loan Repayment Program recipients whose fourth year of receiving PELRP funding was within the past 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~~. <u>Track PELRP recipients whose fourth year of receiving PELRP funding was within the past three years. Take the number of them that are still employed in an HPSA and divide by the total number of PELRP recipients whose fourth year of receiving PELRP funding was within the past three years.</u>	The title, the definition, and the methodology did not align. The definition conveys the correct concept. Included is a corrected title and methodology.			NA
					NA
					NA
					NA

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Goal No. 1 Higher Education Support **Objective No.** 1 Higher Education Support **Outcome No. 5 Key Outcome** # Master, Bachelors, Assoc. Degrees and Certificates Awarded	**Data Limitations**: Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.	Per SAO Audit request.			NA
Goal No. 1 Higher Education Support **Objective No.** 1 Higher Education Support **Outcome No. 1 Key Outcome** % University Students Graduating in 4 Years	**Data Source:** Information provided by the Graduation Rates Report prepared by the Educational Data Center using data reported by the institutions. Data sources used for the Graduation Rates Report are CBM 001 for public universities, CBM 009 for public institutions and independent colleges and universities, and CBM00N to track SSN changes. **Data Limitations:** Data are reported to the Coordinating Board by the institutions. The State Auditor's Office performs enrollment audits on a sample of that data. The THECB Compliance Monitoring staff performs audits of samples of Institutions' data submissions including enrollment data. We do not have data on students who go on to attend and graduate from an out-of-state institution. Prior year data is used because the Performance Measures submission deadlines do not allow for full certification of current year data.	Per SAO Audit request.			NA

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Goal No. 1 Higher Education Support **Objective No.** 1 Higher Education Support **Outcome No. 3 Key Outcome** % University Students Graduating in 6 Years	**Data Source:** Information provided by the Graduation Rates Report prepared by the Educational Data Center using data reported by the institutions. <u>Data sources used for the Graduation Rates Report are CBM 001 for public universities, CBM 009 for public institutions and independent colleges and universities, and CBM00N to track SSN Changes.</u> **Data Limitations:** Data are reported to the Coordinating Board by the institutions. ~~The State Auditor's Office performs enrollment audits on a sample of that data.~~ The <u>THECB Compliance Monitoring staff performs audits of samples of Institutions' data submissions including enrollment data.</u> We do not have data on students who go on to attend and graduate from an out-of-state institution. <u>Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.</u>	Per SAO Audit request.			NA
					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
Goal No. 1 Higher Education Support **Objective No.** 1 Higher Education Support **Outcome No. 4 Key Outcome** Number Economic Disadv. Undergrad Stud Completing Cert or Degree	**Data Source:** ~~Support statewide higher education plan student completion goal for critical populations targeted.~~ <u>Information provided in the Texas Higher Education Accountability System Report for the "Degrees and Certificates Awarded (Economically Disadvantaged)" measure. Data comes from the CBM 009 Graduation Report for Independent Institutions and from the Financial Aid Database (FAD) report to determine economically disadvantaged status.</u> **Data Limitations:** 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. <u>Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.</u>	Per SAO Audit request.			NA

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Goal No. 1 Higher Education Support **Objective No.** 1 Higher Education Support **Outcome No. 2 Key Outcome** % Public 2-Year Institution Students Graduating in 3 Years	**Data Source:** Information provided by the Graduation Rates Report prepared by the Educational Data Center using data reported by the institutions. Data sources used for the Graduation Rates Report are CBM 001 for community and technical colleges CBM, 009 for public institutions and independent colleges and universities, and the CBM00N to track SSN changes. **Data Limitations:** Data are reported to the Coordinating Board by the institutions. ~~The State Auditor's Office performs enrollment audits on a sample of that data.~~ The THECB Compliance Monitoring staff performs audits of Institutions' data submissions including enrollment data. We do not have data on students who go on to attend and graduate from an out-of-state institution. Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.	Per SAO Audit request.			NA
					NA

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Goal No. 1 Higher Education Support **Objective No. 1** Higher Education Support **Outcome No. 3 Non-Key Outcome** % Underprepared University Students Graduating in 6 Years	**Data Limitations:** Data are reported to the Coordinating Board by the institutions and do not include students who go on to attend and graduate from an out-of-state institution. ~~The State Auditor's Office performs enrollment audits on a sample of that data.~~ <u>The THECB Compliance Monitoring staff performs audits of samples of Institutions' data submissions including enrollment data.</u> Some students defer testing for documented reasons. The success of underprepared students who graduate in more than six years is not reflected with this methodology. Students persisting in higher education but who have not been awarded a degree are excluded.				

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Goal No. 1 Higher Education Support **Objective No.** 1 College Readiness and Success **Strategy No. 5** College Readiness and Success **Measure No. 1 Key Output** Increase in Fall Student Headcount Enrollment	**Data Source:** 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. <u>Data on career schools will come from the CBM00a career school student report for the preceding academic fall.</u> **Data Limitations:** Data for some sectors and for Flex Enrollments are not available until April of the following year. <u>Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.</u>	Per SAO Audit request.			**NA**
Goal No. 1 Higher Education Support **Objective No. 1** Higher Education Support **Outcome No. 11 Key Outcome** % Pub 2-Yr Institute Students Grad with No More Than 3 Hrs Award Plan	**Data Source:** Coordinating Board CBM001 (Student Report), CBM009 (Graduation Report), <u>and CBM00N (SSN Change Report).</u> **Data Limitations:** SCH for students who transfer into a public from out-of-state or a private institution are not included. <u>Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.</u>	Per SAO Audit request.			

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Goal No. 1 Higher Education Support **Objective No. 1** Higher Education Support **Outcome No. 10 Key Outcome** % Pub Bachelor's Degree Grads Comp with No More Than 3 Hrs Degree Plan	**Data Source:** Coordinating Board CBM001 (Student Report), CBM009 (Graduation Report), and CBM00N (SSN Change Report). **Data Limitations:** SCH earned by students prior to transfer into a Texas public institution from an out-of-state or a private institution are not included. Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.	Per SAO Audit request.			NA
					NA
Goal No. 1 Higher Education Support **Objective No. 1** Higher Education Support **Strategy No. 5** College Readiness and Success **Measure No. 1 Key EX** Dollars Appropriated for Developmental Education	**Data Limitations**: Contact hours are reported to the Coordinating Board by the institutions, and the State Auditor's Office performs enrollment audits on a sample of that data. The THECB Compliance Monitoring staff performs audits of samples of Institutions' data submissions including enrollment data.	Per SAO Audit request.			

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Goal No. 1 Higher Education Support **Objective No. 1** Higher Education Support **Strategy No. 2** Student Loan Program **Measure No. 1 Key Output** Undergrad Std Loan Debt at 60% 1st Year Wages Grads Tx Pub Inst	**Methodology:** Individual student debt to first year wage % is calculated by dividing <u>student loan debt</u> by the amt of that student's 1st yr wages <u>received</u> for the yr following grad. 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 grads with available UI wage data are included. **Data Source:** Information provided by institutions on the CBM009 <u>and Financial Aid Database (FAD),</u> and UI Wage records provided by the Texas Workforce Commission. <u>Parent loan debt is not included beginning in FY 2019; otherwise, only loans reported on the FAD report are included in student loan debt.</u> **<u>Data Limitations:</u>** Wage records are for Texas only and do not include out-of-state. <u>Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.</u>	Per SAO Audit request.			NA
					NA

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Goal No. 1 Higher Education Support **Objective No. 1** Higher Education Support **Outcome No. 9 Key Outcome** % Students Enter College Ready at Pub 2 Yr College Complete Credential	Methodology: ~~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 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.~~ <u>(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 pass it or were exempted (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) by the number of students in (b) and express it as a percentage.</u> **Data Source:** ~~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).~~ <u>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</u>	Per SAO Audit request.			**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>CBM001 (Student Report) and CBM002 (TSI Report).</u> <u>**Data Limitations**</u>: 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. ~~Non academic TSI exemptions would not be considered TSI satisfied.~~				
					NA
Goal No. 1 Higher Education Support **Objective No. 1** Higher Education Support **Outcome No. 8 Key Outcome** % Students Enter College Ready at Pub 4 Yr College Complete Credential	**Methodology:** ~~(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 pass it or were exempted (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) by the number of students in (b) and express it as a percentage.~~ <u>(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</u>	Per SAO Audit request.			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>(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.</u> **Data Source:** ~~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).~~ <u>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).</u>				
	Data Limitations: 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. ~~Non academic TSI exemptions would not be considered TSI satisfied.~~ <u>Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.</u>				NA

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					NA
Goal No. 1 Higher Education Support **Objective No. 1** Higher Education Support **Outcome No. 8 Key Outcome** % Students Enter Develp. Ed at 4 Yr. Pub College Complete Credential	<u>Data Limitations:</u> 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. <u>Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.</u>	Per SAO Audit request.			NA
					NA
Goal No. 1 Higher Education Support **Objective No. 1** Higher Education Support **Outcome No. 7 Key Outcome** % Students Enter Develp. Ed at 2 Yr. Pub College Complete Credential	<u>Methodology</u>: ~~(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.~~ ~~Data Limitations: 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.~~	Per SAO Audit request.			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
	(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 pass it or were exempted (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) by the number of students in (b) and express it as a percentage. **Data Source:** Data are from the cohort (summer/fall entering undergraduates) that entered ~~six~~ _three_ years prior as certified by the institutions and compiled by the Educational Data Center (CBM001 and CBM002). **Data Limitations**: 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. _Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data._				

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 Higher Education Support **Objective No. 1** Higher Education Support **Strategy No. 3** Affordability and Access **Measure No. 1 Key Output** % TEOG Recip TX Pub CC Fall with Assoc. Transferred to 4 Yr Coll.	**Data Limitations**: 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. <u>Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.</u>	Per SAO Audit request.			NA
					NA
Goal No. 1 Higher Education Support **Objective No. 1** Higher Education Support **Strategy No. 3** Affordability and Access **Measure No. 1 Key Output** Number of Students Receiving Texas Grants	**Methodology:** ~~Sum the data from periodic reports prepared by institutions.~~ <u>Sum the total number of students receiving Texas Grants from the</u> ~~FAD~~ <u>reports submitted by public institutions of higher education for the most recent available fiscal year.</u> **Data Source:** ~~Information is obtained from periodic reports prepared by institutions.~~ <u>Reports on TEXAS Grant recipients are submitted by institutional Offices of Student Financial Aid on the FAD report.</u>	Per SAO Audit request.			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
	Data Limitations: All reports are prepared by the institutions and certified by the Directors of Student Financial Aid. (Note on Desired Performance: The target is an estimate based on historic funding and award patterns. Annual fluctuations can be caused by changes in funding from the state and changes in the enrollment patterns of students who receive awards. Larger awards will go to fewer students if they enroll on a full-time basis. Smaller awards will go to more students if they enroll only on a 3/4 basis. Under the first scenario, performance will be below target; under the second scenario, performance will be above target.) <u>Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data</u>.				
					NA

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Goal No. 1 Higher Education Support **Objective No. 1** Higher Education Support **Strategy No. 3** Affordability and Access **Measure No. 2 Key Output** % Texas Grant Recipients with BA within Four Academic Years	**Data Source:** Enrollment and Graduation data are reported by the public and independent institutions on the CBM001 and CBM009 reports and compiled by the Educational Data Center (Graduation Rates Report). Reports on TEXAS Grant recipients are submitted by institutional Offices of Student Financial Aid on the FAD report. **Data Limitations**: 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 Grant recipients are certified by the Directors of Student Financial Aid. Enrollment data are captured in the fall semester, so TEXAS Grant recipients who enroll for the first time in the spring semester will not be included in this measure. Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.	Per SAO Audit request.			**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 Higher Education Support **Objective No. 1** Higher Education Support **Strategy No. 3** Affordability and Access **Measure No. 3 Key Output** % Texas Grant Recipients with BA within Six Academic Years	**Data Source:** Enrollment and Graduation data are reported by the public and independent institutions on the CBM001 and CBM009 reports and compiled by the Educational Data Center (Graduation Rates Report). Reports on TEXAS Grant recipients are submitted by institutional Offices of Student Financial Aid on the FAD report. **Data Limitations:** 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 Grant recipients are certified by the Directors of Student Financial Aid. Enrollment data are captured in the fall semester, so TEXAS Grant recipients who enroll for the first time in the spring semester will not be included in this measure. Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.	Per SAO Audit request.			NA
					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
Goal No. 1 Higher Education Support **Objective No. 1** Higher Education Support **Strategy No. 3** Affordability and Access **Measure No. 1 Key Output** % TEG Recipients Who are Minority Students	**Data Source:** Enrollment data are provided through the CBM enrollment reports submitted to the Coordinating Board by the institutions. TEG recipients are identified from year-end reports submitted to the Coordinating Board <u>by institutional Offices of Student Financial Aid on the FAD Report.</u> ~~institutions.~~ **Data Limitations:** <u>Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.</u>	Per SAO Audit request.			NA
Goal No. 1 Higher Education Support **Objective No. 1** Higher Education Support **Strategy No. 3** Affordability and Access **Measure No. 1 Key Output** % TEG Recipients who Earn BA within Four Academic Years	**Data Source:** <u>Enrollment and Graduation data are reported by the public and independent institutions on the CBM001 and CBM009 reports</u> submitted to the Coordinating Board ~~by public and independent institutions~~. TEG recipients are identified from year-end reports submitted to the Coordinating Board by <u>institutional Offices of Student Financial Aid.</u> ~~institutions.~~ **Data Limitations**: Enrollment data are from CBM enrollment reports submitted to the Coordinating Board by public and independent institutions. TEG recipients are identified from year-end reports	Per SAO Audit request.			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 to the Coordinating Board by institutions. Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.				
					NA
Goal No. 1 Higher Education Support **Objective No. 1** Higher Education Support **Outcome No. 7 Non-Key Outcome** Texas' Share of Total Fed Funding to High Ed Inst. for R&D in Sci/Eng	**Data Source:** Federal agencies report their obligations for science and engineering support at higher education institutions to the National Science Foundation. The data are available from the ~~National Science Foundation's web site (WebCASPAR)~~ National Center for Science and Engineering Statistics (NCSES). **Purpose:** ~~This measure provides an indication of the institutions' progress towards the fourth goal, Closing the Gaps in Research: By 2015, increase the level of federal science and engineering research and development obligations to Texas institutions to 6.5 percent of obligations to higher education institutions across the nation, from 5.5 percent in FY2000.~~ The purpose of measuring research obligations is to collect a trend of how much money is obligated for research each fiscal year. In contrast, research expenditures	Per SAO Audit request.			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>occur over one or more years after funds are obligated. The share of Texas obligations of the total federal obligations provides a measure of the state's competitiveness in science and engineering compared with the nation.</u>				
Goal No. 1 Higher Education Support **Objective No. 1** Higher Education Support **Strategy No. 1** Agency Operations **Measure No. 4 Non-Key Output** # of Public Univ. Prgms. Health-Related Pgms. And Admin Changes Reviewed	**Data Limitations:** Although the Coordinating Board reviews all programs at least once every ten years, as required by statute ~~within a four-year cycle (review of mission statements and Table of Programs)~~, the number reviewed per year will fluctuate based on the number of requests from institutions for administrative changes and new programs during the fiscal year, yearly review of low-producing programs that do not meet minimum graduate requirements, and review of all new doctoral programs for the first five years following the implementation of the new degree program. The Coordinating Board also periodically conducts large-scale reviews of certain categories of degree programs (e.g., doctoral programs), which may ~~will abnormally~~ raise the reported figure for the reporting period ~~in which the large-scale review is completed.~~	Per SAO Audit request.			**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 Higher Education Support **Objective No. 1** Higher Education Support **Strategy No. 1** Agency Operations **Measure No. 6 Non-Key Output** Dollars of Fed Obligations - R&D in Sci and Engineering (in Millions	**Data Source:** Federal agencies report their obligations for science and engineering support at higher education institutions to the National Science Foundation. The data are available from the ~~National Science Foundation's web site (WebCASPAR)~~ National Center for Science and Engineering Statistics (NCSES). **Purpose:** ~~This measure provides an indication of the institutions' progress towards the fourth goal, Closing the Gaps in Research: By 2015, increase the level of federal science and engineering research and development obligations to Texas institutions to 6.5 percent of obligations to higher education institutions across the nation, from 5.5 percent in FY2000~~. The purpose of measuring research obligations is to collect a trend of how much money is obligated for research each fiscal year. In contrast, research expenditures occur over one or more years after funds are obligated."	Per SAO Audit request.			
	NA				NA

Texas Higher Education Coordinating Board
Quick Glance at Proposed Budget Goals, Strategies, and Key/Non-Key
Performance Measures for 2022-2023

Summary:

GOAL A. Coordination/Planning for Higher Ed
Outcome Measures: (Key)

1. **Percentage of University Students Graduating in Four Years**
   % UNIVERSITY STDS GRAD IN 4 YRS
   % University Students Graduating in 4 Years

2. **Percentage of Public Two-year Institution Students Graduating in Three Years**
   % PUB 2-YEAR INST STDS GRAD 3 YEARS
   % Public 2-Year Institution Students Graduating in 3 Years

3. **Percentage of University Students graduating within Six Years**
   % UNIV STDS GRADUATING IN 6 YEARS
   Percentage of University Students Graduating within Six Years

4. **Number of Economically Disadvantaged Undergraduate Students Completing a Certificate or Degree**
   # ECON DSDV UNDGRD CERT/DEGREE
   # Economic Disadv Undergrad Stud Completing Cert or Degree

5. **Number of Master's Degrees, Bachelor's Degrees, Associate Degrees and Certificates Awarded**
   # MS., BACH., ASSOC. DEGREES
   # Masters, Bachelors, Assoc. Degrees and Certificates Awarded

6. **Percent of Students Who Enter Developmental Education at a Pub Four Year College and Complete a Credential**
   % STDS DEVELP ED 4 YR COMPLETE CRED
   % Students Enter Develp. Ed at 4 YR. Pub College Complete Credential

7. **Percent of Students Who Enter Developmental Education at a Public Two-Year College and Complete a Credential**
   %STDS DEVELP ED 2YR COMPLETE CRED.
   % Students Enter Develp. Ed at 2 Yr. Pub College Complete Credential

8. **Percent of Students Who Enter College Ready at a Four-Year College and Complete a Credential**
   % STDS ENTER COLL READY 4 YR COMPL
   % Students Enter College Ready at Pub 4 Yr College Complete Credential

9. **Percent of Students Who Enter College Ready at a Two-Year College and Complete a Credential**
   % STDS ENTER COLL READY 2YR COMPL
   % Students Enter College Ready at Pub 2 Yr College Complete Credential
10. **Percent of Public Bachelor's Degree Graduates Completing with No More than 3 Hours of Their Degree Plan**
    % PUB BACH DEGREE GRAD @ 3 HRS
    % Pub Bachelor's Degree Grads Comp with No More Than 3 Hrs Degree Plan
11. **Percent of Public Two-year Institution Students Graduating with No More than 3 Hours of Their Award Plan**
    % PUB 2YR INSTIT. STD GRD @ 3 HRS
    % Pub 2-Yr Institute Students Grad with No More than 3 Hrs Award Plan

Outcome Measures: (Non-Key)
1. **Percent Increase in Fall Student Headcount Enrollment**
   % HEADCOUNT INCREASE
   Percent Increase in Fall Student Headcount Enrollment.
2. **Percent increase in the completion of undergraduate certificates, associate degrees, bachelor's degrees and master's degrees**
   % INCR COMP CERT, ASSOC, BACH, MS
   % Increase Completion of Cert., Assoc., Bach., & Master's Degree
3. **% Underprepared University Students Graduating in 6 Years**
   % UNDERPREPARED UNIV STDS GRAD 6 YR
   % Underprepared University Students Graduating in 6 Years
4. **College-level Course Success Rate of Underprepared University Students**
   SUCCESS RATE OF UNDERPREP UNIV STDS
   College-level Course Success Rate of Underprepared University Students
5. **Percentage of students who are found working or enrolled in higher education within one year after earning a degree or certificate**
   % Stud Work Enroll Higher Ed 1 yr.
   % Students Working or Enrolled in Higher Ed 1 yr. after Degree or Cert
6. **Number of information requests acted upon within 10 workdays**
   REQUESTS ACTED UPON WITHIN 10 DAYS
   Requests Acted Upon within 10 workdays
7. **Texas' Share of Total Fed Funding to High Ed Inst. For R&D in Sci/Eng**
   TEXAS' SHARE OF FED FUNDING FOR R&D
   Texas' Share of Total Fed Funding to High Ed Inst. For R&D in Sci/Eng
8. **Percentage increase in research expenditures at Texas public institutions**
   % INCREASE IN RESEARCH EXPENDITURES
   Percentage Increase in Research Expenditures at TX Public Institutions

A.1.1. College Readiness and Success

Output Measures: (Key)
1. **Increase in Fall Student Headcount Enrollment**
   INCREASE IN FALL HEADCOUNT
   Increase in Fall Student Headcount Enrollment

Output Measures: (Non-Key)
1. **Number of student complaints processed**
   # OF STUDENTS COMPLAINTS PROCESSED
   Number of student complaints processed

Explanatory Measures: (Key)
1. **Dollars Appropriated for Developmental Education**
   $ FOR DEV EDUC
   Dollars Appropriated for Developmental Education

Explanatory Measures: (Non-Key)
1. **Number of economically disadvantaged undergraduate African American students completing a degree or certificate at Texas public institutions of higher education.**
   # DISADV AFR AMER STDS CMP DEG/CERT
   # Econ Disadv Afr Amer Stds Cmp Degree/Cert at TX Inst Higher Ed
2. **Number of economically disadvantaged undergraduate Hispanic students completing a degree or certificate at Texas public institutions of higher education.**
   # DISADV HISPANIC STDS CMP DEG/CERT
   # Econ Disadv Hispanic Stds Cmp Degree/Cert TX Inst Higher Ed
3. **Number of economically disadvantaged undergraduate Asian students completing a degree or certificate at Texas public institutions of higher education.**
   # DISADV ASIAN STD CMP DEG/CERT
   # Econ Disadv Asian Stds Cmp Degree/Cert TX Inst Higher Ed
4. **Number of economically disadvantaged undergraduate White students completing a degree or certificate at Texas public institutions of higher education.**
   # DISADV WHITE STDS CMP DEG/CERT
   # Econ Disadv White Stds Cmp Degree/Cert TX Inst Higher Ed

5. **Number of economically disadvantaged undergraduate Other students completing a degree or certificate at Texas public institutions of higher education.**
   # DISADV OTHER STDS CMP DEG/CERT
   # Econ Disadv Other Stds Cmp Degree/Cert TX Inst Higher Ed

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**
   UNDERGRAD STD LOAN 60% 1ST YR
   Undergrad Std Loan Debt at 60 % 1st yr Wages Grads TX Pub Inst

Output Measures: (Non-Key)
1. **Number of student loans originated**
   # STUDENTS LOANS ORG
   Number of Students Loans Originated
2. **Dollar amount of loans made**
   $ AMOUNT OF LOANS MADE
   Dollar Amount of Loans Made
3. **Operating Expense for Hinson-Hazlewood Loan Program**
   OPERATING EXPENSE FOR LOAN PROGRAMS
   Operating Expense for Hinson-Hazlewood Loan Program

Efficiency Measures: (Non-Key)
1. **3 YR. Cohort Default Rate Hinson-Hazlewood State Loan Program**
   3 YR DEFAULT RATE HINSON-HAZLEWOOD
   3 YR Cohort Default Rate Hinson-Hazlewood State Loan Program
2. **Administrative costs of loan programs as a percentage of overall loan program**
   ADMIN COSTS LOAN PGM % LOAN PORT
   Admin Costs of Loan Pgms % Overall Loan Portfolio

A.1.3. Financial Aid Services

A.1.4. Academic Quality and Workforce

Output Measures: (Non-Key)

1. **Number of Public Institutions of Higher Education Program Reviews Processed**
   # PUB INS HIGHER ED REQUESTS PROC
   # Pub Institute Higher Ed Pgm. Reviews Processed

2. **Number of Certificates of Authority and Certificates of Authorization Reviewed**
   # OF CERT AUTHORITY/AUTHORIZE RVW
   Number of Cert of Authority & Certs of Authorization Reviewed

3. **Number of SARA (State Authorization Reciprocity Agreement) applications processed**
   # of SARA Applications Processed
   Number of Sara Applications Processed

4. **# of Public Univ. Prgms. Health-Related Pgms. And Admin Changes Reviewed**
   DEGREE PROGAMS/CHANGES
   # of Public Univ Pgms, Health-Related Pgms and Admin Changes Reviewed

5. **Number of Career Schools and College and Public 2-Year College Pgms Reviewed**
   # CAREER/2-YEAR PROGRAMS REVIEWED
   # of Career School and College and Public 2-Year College Pgms Reviewed

6. **Dollars of Fed Obligations – R&D in Sci and Engineering**
   $ FED FUNDS SCI/ENG R&D
   Dollars of Fed Obligations – R&D In Sci and Engineering

7. **$ Amt of Research Expenditures at TX Public Institutions**
   DOLLAR AMT RESERCH EXPEND
   $ Amt of Research Expenditures at TX Public Institutions

A.1.5. Strategic Planning and Funding

A.1.6. Innovation and Policy Development

A.1.7. Oversight For-Profit Institutions

A.1.8. Fields of Study

GOAL B. Agency Operations

B.1.1. Central Administration
Output Measures: (Non-Key)
1. **Number of requests from legislators, media, IHEs, students and the public**
   NUMBER OF REQUESTS FOR INFORMATION
   # Of Requests from Legislators, Media, IHE's, Students & General Public
2. **Response Time to Requests for Information**
   REPSONSE TIME TO REQUESTS FOR INFO
   Response time to Requests for Information

B.1.2. Information Resources
B.1.3. Facilities Support
B.1.4. Compliance Monitoring

GOAL C. Affordability and Debt

Outcome Measure: (Key)
1. **% Students Rec. FA Employed through Texas College Work Study Program**
   % STDS REC FA EMPLOYED WORK STUDY
   % Students Rec. FA Employed through Texas College Work Study Program

Outcome Measure: (Non-Key)
1. **% Independent College Students Receiving Tuition Equalization Grant**
   % STUDENTS RECEIVING TEG
   % Independent College Students Receiving Tuition Equalization Grant

C.1.1. TEXAS Grant Program
Output Measure: (Key)
1. **Percent of TEXAS Grant recipients who earn a baccalaureate degree within four academic years**
   % TEXAS RECIPS W/BA IN 4 YEARS
   % Texas Grant Recipients with BA within Four Academic Years

2. **Percent of TEXAS Grant recipients who earn a baccalaureate degree within six academic years**
   % TEXAS RECIPS W/BA IN 6 YEARS
   % Texas Grant Recipients with BA within Six Academic Years

Output Measures: (Key)
1. **Number of students receiving TEXAS Grants**
   # STUDENTS RECEIVING TX GRANTS
   Number of Students Receiving Texas Grants

Output Measures: (Non-Key)
2. **Persistence rate of TEXAS Grant recipients after 1 year at a Public University**
   PERSIST TX GRANT RECIPS – PUB UNIVS
   Persistence Rate TEXAS Grant Recipients After 1 YR – Public Univ

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 Measure: (Key)
1. **% TEG Recipients Who are Minority Students**
   % MINORITY TEG RECIPIENTS
   % TEG Recipients Who are Minority Students
2. **% TEG Recipients Who Earn BA within Four Academic Years**
   % TEG RECIPIENTS W/BA IN 4 YEARS
   % TEG Recipients Who Earn BA within Four Academic Years

Output Measures: (Non-Key)
1. **Number of students receiving TEG awards**
   # STUDENTS RECEIVING TEG AWARDS
   Number of Students Receiving TEG Awards
2. **Persistence Rate of TEG recipients after 1 Academic Year**
   PERSISTENCE TEG AFTER 1 ACADEMIC YEAR
   Persistence Rate of TEG Recipients after One Academic Year
3. ***% TEG Recipients with Baccalaureate within Six Academic Years***
   % TEG W/BA DEGREE W/IN SIX ACAD YRS
   % TEG Recipients with Baccalaureate within Six Academic Years

C.1.5. TEOG-Public Community Colleges
Texas Educational Opportunity Grant-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.**
   % TX PUB CC ASSOC TRNS 4 YR COLL
   % TEOG Recip TX Pub CC Fall with Assoc. Transferred to 4 YR Coll.

C.1.6. TEOG-Public State/Technical College
Texas Educational Opportunity Grant-Public State/Technical College

C.1.7. College Work Study Program

C.1.8. License Plate Scholarships

C.1.9. Educational Aide Program

C.1.10. TX Armed Services Scholarship PGM

C.1.11. Open Educational Resources

GOAL D. College Readiness and Success

D.1.1. Advise TX
Output Measure: (Non-Key)
1. **Percent change in FAFSA Applications**
   % INCREASE IN FAFSA APPLICATIONS
   Percent change in FAFSA Applications
Efficiency Measure: (Non-Key)
1. **Number of high schools served**
   NUMBER OF HIGH SCHOOL SERVED
   Number of High Schools Served

D.1.2. Developmental Education Program

D.1.3. TSIA Enhancement and Success

GOAL E. Industry Workforce

Outcome Measures: (Key)

1. **Pass Rate Stat Cert Exam Comp to Stds Enrolled Pub Inst Higher Ed**
   PASS RATE CERT EXAM COMPARE
   Pass Rate Stat cert Exam Comp to Stds Enrolled Pub Inst Higher Ed

E.1.1. Career/Technical Education Programs

E.1.2. Teach for Texas Loan Repayment

E.1.3. Math and Science Scholar's LRP

E.1.4. Northeast Texas Initiative and TC3

E.1.5. Bilingual Education Program

E.1.6. Peace Officer Loan Repayment PGM

GOAL F. Industry Workforce – Health Related

Outcome Measures: (Key)

1. **Percent of first year medical residents' headcount to Texas Medical schools Graduates.**
   % 1st YR RES HEADCT # TS MED GRADS
   % of First Year Residency Headcount to TX Med Grads FY18-FY19

Outcome Measures: (Non-Key)

1. **% Family Practice Residency Pgm Completers in Medic Underserved Areas.**
   % FAMILY PRACTICE IN MUA
   % Family Practice Residency Pgm Completers in Medic Underserved Areas

2. **Percent Family Practice Residency Pgm Completers Practicing in Texas**
   % FAMILY PRACTICE IN TX
   Percent Family Practice Residency Pgm Completers Practicing in Texas

F.1.1. Family Practice Residency Program

Output Measures: (Key)
1. **Number of FPRP Residents Supported**
   # RESIDENTS SUPPORTED
   Number of FPRP Residents Supported
2. **Average Funding Per FPRP Resident**
   AVERAGE FUNDING PER RESIDENT
   Average Funding Per FPRP Resident

F.1.2. Preceptorship Program

F.1.3. GME Expansion
   Graduate Medical Education Expansion

Output Measures: (Non-Key)
1. **Number of new First-Year Residency Positions Est. & maintained since GME expansion**
   # NEW 1ST YR RESID POSIT GME EXPAN
   # New 1st YR Residency Positions Est/Maint Since GME Expansion

F.1.4. Trauma Care Program

F.1.5. Joint Admission Medical Program

F.1.6. Prof Nursing Shortage Reduction PGM

F.1.7. Physician Ed. Loan Repay. Program

Output Measures: (Non-Key)

1. **Number of Physicians Receiving PELRP Payment (Including Federal Match)**
   # DRS REC'S PAYMENT – FED MATCH
   Number of Physicians Receiving PELRP Payment (Including Federal Match)

2. **% PELRP Recipients Who Continue Practice in an HPSA**
   % PELRP CONTINUE PRACTICE IN HPSA
   % PELRP Recipient Who Continue to Practice in an HPSA

F.1.8. Mental Health Loan Repayment PGM

F.1.9. Nursing Faculty Loan Repayment PGM

F.1.10. Child Mental Health Care Consortium

GOAL G. Baylor College of Medicine
Outcome Measures: (Key)
1. **Percentage of Baylor College of Medicine Graduates entering Texas Residency Programs.**
    % BAYLOR MED GRADS IN TX RES PGMS
    % of Baylor College of Medicine Grads Entering TX Residency Programs
2. **Percentage of Baylor College of Medicine Graduates entering Primary Care Residency Programs.**
    % BAYLOR GRADS IN PRIMARY CARE RES
    % Baylor College of Medicine Grads Entering Primary Care Residencies

Outcome Measures: (Non-Key)
1. **% Students Passing Part 1 or Part 2 of the National Licensing Exam**
    % PASSING NLE ON FIRST TRY
    % Students Passing Part 1 or Part 2 of the National Licensing Exam

G.1.1. BCOM-Undergrad Medical Ed
Output Measure: (Non-Key)
1. **Number of Texas Resident BCM Medical Students Funded**
    # TEXAS RESIDENT STUDENTS FUNDED
    Number of Texas Resident BCM Medical Students Funded
2. **Average Amount Per BCOM Student**
    AVERAGE AMOUNT PER STUDENT
    Average Amount Per BCM Student

G.1.2. BCOM-Graduate Medical Ed

G.1.3. Baylor Coll Med Perm Endowment Fund

G.1.4. Baylor Coll Med Perm Health Fund

GOAL H. Tobacco Funds

H.1.1. Earnings – Minority Health

H.1.2. Earnings – Nursing/Allied Health

GOAL I. Research and Innovation

I.1.1. Texas Research Incentive Program

I.1.2. Autism Program

SCHEDULE C:
Historically Underutilized Business Plan

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 D, Rule §20.281, 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 THECB.

GOAL

The Texas Higher Education Coordinating Board 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 THECB 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 THECB 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.

HUB Vendor Solicitation

1. Within agency solicitation documents, the THECB will provide to all potential contractors a resource link to the Centralized Master Bidder's 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 five or more 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.

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 Texas Higher Education 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 agency 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.

- Board members of the agency, 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

- 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

- Networking with state agencies leading HUB economic forums to encourage development of HUB relationships and contracts

- 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 THECB 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.

- Continue to maintain a HUB Mentor-Protege Program to promote long-term relationships between prime contractors and HUB vendors.

- Continue to maintain a monthly HUB reporting system to track HUB Utilization.

- Submit a HUB supplemental letter, with the agency'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.

- 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 THECB.

- Inform the public of the THECB's contract opportunities by sponsoring or co-sponsoring HUB Economic Opportunity Forums when significant new opportunities for outside vendors exists.

- 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.

SCHEDULE F:
AGENCY WORKFORCE PLAN

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 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).

Effective September 1, 2019, the agency is statutorily authorized 266.9 full-time equivalent (FTE) positions. FTEs whose salaries, benefits, and other expenses related to employment are funded through private grant funds are not counted toward this cap, pursuant to Sec. 38, p. III-60 of the General Appropriations Act, 2020-21 Biennium.

A. Agency's Mission Statement

The THECB provides leadership and coordination for Texas higher education 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 percent of employees who are eligible to retire. Additionally, the agency is conducting a classification and compensation analysis 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.

Goal 1: Retention & Recruitment	Recruit and retain a highly educated, skilled, and diverse workforce.
Objective:	Provide enhanced pool of applicants, internal and external, for management's consideration and retain the critical education and skill levels needed to perform the tasks of the agency's mission.
Strategies:	• Proactively seek new recruitment sources. • Communicate with management regarding posting timeframe when it is necessary to expand applicant pool. • Develop EEO Workforce Action Plan to provide details on recruitment, hiring, and retention of workforce to reflect the statewide civilian workforce. • Conduct market studies, as needed, generally identified by hard-to-fill or high-turnover positions and propose changes to the salary structure as appropriate.

Goal 2: Succession Planning of Critical Positions	Prepare for retirement of key positions.
Objective:	Work to maintain agency business with no interruption.
Strategies:	• Continue cross-training of identified key positions. • Continually review agency workforce needs (i.e., skills, education, experience, etc.).

Goal 3: Economic Conditions	Prepare for the legislative session and the possibility of budget reductions.
Objective:	Provide quality, thoughtful information for considering alternatives.
Strategies:	• Monitor legislative issues and provide alert on issues of concern. • Discuss concerns that may affect the agency workforce and identify possible actions.

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 excellence in all our endeavors.

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

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

THECB Agency Goals and Action Items for FY 2021-2025

GOAL 1: Serve as a trusted and valued partner to higher education stakeholders.

- ✓ Strengthen channels of communication with the Governor, legislators, institutions of higher education (institutions), state agency partners, the business community, and other stakeholders invested in the success of Texas higher education.
- ✓ Research, analyze, and publicize state, national, and international trends and best practices in higher education.
- ✓ Provide objective, timely, and relevant data and analysis to higher education decision-makers.
- ✓ Work in partnership with and on behalf of institutions of higher education to advocate for Texas higher education.

GOAL 2: Be an effective steward of administrative and trusteed funds.

- ✓ Install agencywide project management to monitor and review progress on initiatives, projects, and activities to ensure strategic policy alignment and implementation.
- ✓ Examine established procedures for agency operations, services, and programs to identify more efficient and innovative ways to execute our mission.
- ✓ Provide quantifiable outcomes for state funding to support agency operations and programs administered by the agency.
- ✓ Integrate stakeholder feedback into policy and procedural decision-making regarding trusteed funds.

GOAL 3: Advance and refine the state's strategic plan for higher education, 60x30TX

- ✓ Refine and update the goals and targets of 60x30TX to ensure they effectively address the needs of students, institutions, and the state's economy.

✓ Continuously engage stakeholders to understand differing perspectives about 60x30TX.
✓ Monitor and evaluate progress toward goals and targets.
✓ Partner closely with the Texas Education Agency and Texas Workforce Commission in the Governor's Tri-Agency Workforce Initiative to address long-term workforce development needs.
✓ Partner with and support institutions of higher education as they adopt policies to achieve 60x30TX goals by their institutions and regions.

2. Current Workforce Profile (Supply Analysis)

The THECB employees are comprised of diverse, well-qualified individuals.

A. Workforce Demographics

The following charts profile the agency's workforce as of April 30, 2020. The THECB staff include part-time and full-time employees comprised of 37 percent male and 63 percent female. Approximately 80 percent is over the age of 40 and approximately 25 percent has fewer than two years of service with THECB.

Workforce Breakdown as of April 30, 2020

Gender

Tenure

Age
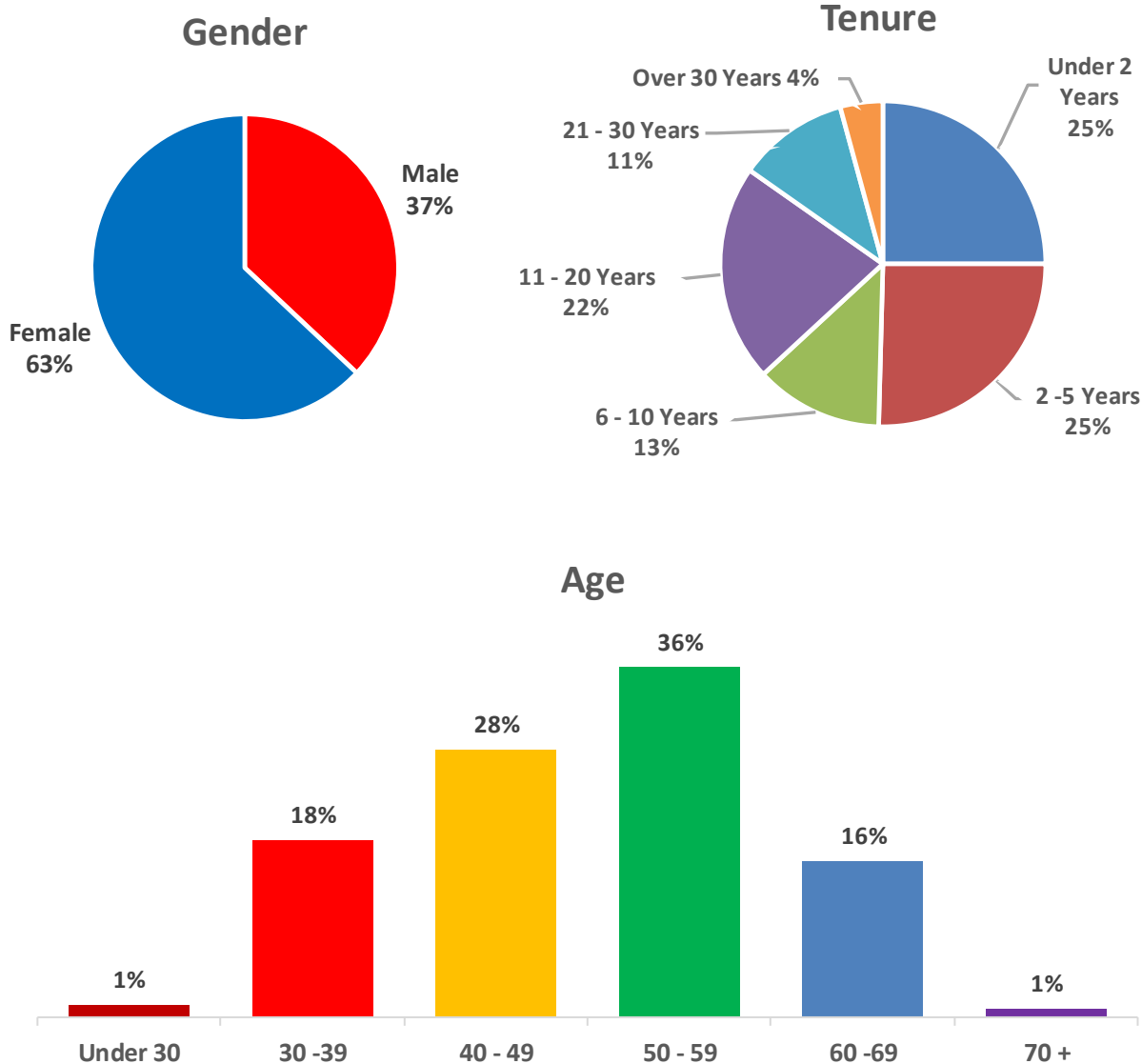
The following table provides a comparison of the ethnicity of THECB employees, as of April 30, 2020, and the ethnicity of the statewide civilian workforce as reported by the Texas Workforce Commission, Civil Rights Division.

Workforce Utilization Analysis						
	Female		Hispanic		African American	
	THECB %	Civilian Workforce %	THECB %	Civilian Workforce %	THECB %	Civilian Workforce %
Officials/Administration	46.6%	38.8%	13.3%	22.4%	6.6%	8.1%
Professional	60.7%	54.5%	21.4%	20.3%	11.6%	10.9%
Technical	33.3%	55.2%	4.2%	29.2%	12.5%	14.4%
Administrative Support	83.3%	71.6%	40.7%	36.4%	33.3%	14.3%

Note: There were inconclusive statistical results for the utilization analysis in the Hispanic population of the Officials /Administrator category due to a small number of employees (<30). There is also a potential underutilization in the Hispanic population of the Technical category.

B. Retirement Eligibility

THECB retirement does not account for most separations:

THECB FY Retirement				
	FY 2018		**FY 2019**	
	Number	**Percent**	**Number**	**Percent**
Retirement	5	2%	12	5%

Given that 80 percent of the THECB's workforce is over the age of 40, 12 employees retired during FY 2019, and 79 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 tenured 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 FY 2018 was 10.8 percent. The state's average turnover rate for FY 2018 was 19.3 percent. The following charts compare the THECB's turnover rates to that of the state from FY14 to FY18. Over this timeframe, the THECB's turnover has generally been lower than the state's turnover rate.

Turnover Rate for Fiscal Years 2014-2018					
	FY 2014	**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**
Statewide	17.5%	18%	17.6%	18.6%	19.3%
THECB	9.6%	10.6%	12.1%	6.3%	10.8%

Source: An Annual Report on Classified Employee Turnover

THECB Turnover by Age				
	FY 2018		FY 2019	
	Number	Percent	Number	Percent
Under 30	4	0%	1	2%
30 - 39	4	47%	7	19%
40 - 49	9	20%	5	13%
50 - 59	10	20%	15	39%
60+	6	13%	10	27%

THECB Turnover by Tenure				
	FY 2018		FY 2019	
	Number	Percent	Number	Percent
Under 2 years	11	50%	12	32%
Between 2-5 years	8	20%	8	21%
Between 6-10 years	7	7%	10	27%
Between 11-20 years	5	10%	4	10%
Between 21-30 years	2	7%	3	8%
Over 30 years	0	7%	1	2%

THECB Turnover by Gender & Ethnicity				
	FY 2018		FY 2019	
	Number	Percent	Number	Percent
Male	14	73%	16	42%
Female	19	27%	22	58%
African American	5	17%	2	5%
Hispanic	9	33%	7	18%

Projected Retirement Rate over the Next Five Years

The employee projected retirement chart below, projects the retirement rate by EEO classification for the next five years.

EEO Classification	Current Workforce as of 4/30/20	% of Workforce as of 4/30/20	FY 20	FY 21	FY 22	FY 23	FY 24
Projected Retirement Eligibility							
Officials/Administrators	15	6.3%	26%	0%	0%	6%	6%
Professionals	113	47.8%	16.8%	5.3%	3.5%	2.6%	2.6%
Technical	24	10.1%	29.1%	0%	0%	4.1%	8.3%
Para-Professional	30	12.7%	33.3%	0%	3.3%	3.3%	6.6%
Administrative Support	54	22.8%	14.8%	0%	5.5%	3.7%	1.8%
Skilled Craft	0	0%	0%	0%	0%	0%	0%
Total	236	100%	20.3%	2.54%	3%	3%	3.8%

D. 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 and legislative mandates. These current critical workforce knowledge and skills are in the following areas:

- Knowledge of higher education programs and curriculum review
- Formula funding and capital planning
- Legal expertise
- Student loan bonds
- Governmental accounting
- Project management
- Research and data analysis
- Leadership/management
- 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 skills. 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

The THECB will continue efforts to improve diversity targets that are potentially underrepresented. The agency focuses on recruitment efforts to produce a pool of qualified applicants that reflect the female, Hispanic and African American groups for the Technical category.

To meet the agency's goal to recruit in the potentially underutilized categories, the THECB posts jobs with Workplace Diversity, which targets minorities, including Hispanics; Executive Women in Texas Government; CareerBuilder, which advertises on several sites that target women; Texas Association of Black Personnel in Higher Education; NAACP; and a variety of colleges and universities, including minority-serving institutions, to seek a diverse applicant pool.

There may be a need to develop nontraditional workplace and employment relationships, such as short-term assignments. Recruitment and retention strategies must be developed and monitored to maintain 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 leave employment from their respective state agencies.

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 work demands, along with the state's increasing population and number of students attending 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 perform their duties effectively and efficiently. Additionally, the continued development and training of staff will allow for a long-term succession plan solution.

The possibility of a significant number of retirements over the next five years and the expectation that many of these retirements will represent the loss of 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. 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.

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SCHEDULE G:
TEXAS WORKFORCE SYSTEM STRATEGIC PLAN

System Objective	Key Actions/Strategies/Outcomes
Expand licensure and industry certification	- The Coordinating Bard administers federal **Carl D. Perkins career and technical education funds** (Perkins V) which emphasize alignment with state-level and local workforce needs. Under the Perkins State Leadership Grant, the agency will annually awards projects that seek to improve and better articulate credential completion pathways for students in high-wage, high-demand career and technical fields. - The Coordinating Board includes **workforce certificates in *60x30TX*** measures of completion and educational attainment. These certificate programs often incorporate or directly lead to industry licensure and/or certification. The agency is working with 10 regional *60x30TX* advisory groups on tailored strategies to increase the number of young adult Texans earning a workforce certificate or other credential of value in each region. **Accelerate Texas** is an integrated basic education workforce training instructional and advising model designed to support adults and out-of-school youth into career and technical education programs at community and technical colleges that provide credentials of value within regional and statewide labor markets. The program expands career pathways programs at colleges around the state through grants that provide opportunities to earn valuable skills and industry-recognized certifications for high-demand occupations.
Expand partnerships with system partners and stakeholders to promote collaboration, joint planning, and enhanced participant outcomes	- The **Tri-agency Workforce Initiative** (composed of THECB, TEA and TWC) received new charges from Governor Abbott in February 2020 asking the agencies to carry forward the House Bill 3 (86-R) reforms and identify strategies to address long-term workforce development needs across the state. The initiative plans to complete its report on these charges in Fall 2020. - The Coordinating Board is working with 10 **regional *60x30TX* advisory groups**, composed of institutions of higher education, K-12 and workforce sector partners, to identify and implement large-scale strategies to improve regional outcomes tied to *60x30TX*. - The agency worked with the Texas Association of Community Colleges (TACC) Metrics Task force and with the Community and Technical Colleges

	Formula Advisory Committee (CTCFAC) to update funding recommendations for **college completions in critical needs workforce fields**. For FY22-23, the Coordinating Board adopted formula funding recommendations that provide higher weights for fields that are in high-demand and pay higher than average wages as determined through a systematic analysis of workforce data.
	• The Coordinating Board is collaborating with universities and community colleges through **GradTX** to identify and engage individuals who stopped out of higher education having completed significant coursework but no certificate or degree. The program focuses on getting individuals to quickly complete credentials of value that will allow them to improve their earning potential and better provide for themselves and their families.
	• In April 2020, the Coordinating Board signed a contract with the US Census Bureau to participate in the **Postsecondary Employment Outcomes (PSEO)** project. Texas graduates will be tracked to their employment out-of-state to provide a more comprehensive understanding of workforce outcomes for Texas students by institution and field. Previously, such data was only available for graduates who remained in Texas.
Improve and enhance services, programs, and policies to facilitate effective and efficient transitions	• **Advise TX** places recent college graduates from participating Texas higher education institutions as full-time, near-peer college advisers in 110 high schools with historically low college-going rates to help students identify the education options that best fit their career and academic goals. Data show that Advise TX schools have higher rates of college applications and FAFSA completion, and advisees are more likely to enroll in higher education than similarly situated students.
	• The Coordinating Board has partnered with the University of Texas at Austin to develop a **virtual advising system, ADVi,** accessible by text message and web chat. ADVi uses artificial intelligence to provide on-demand support to Texans looking to attend or return to higher education, and if needed, connects students to live advisers for additional help.
	• **Generation TX (GenTX)** is a grassroots social movement aimed at creating a college-going culture in Texas, particularly among underrepresented high

	school students and their families. Activities include GenTX Month in November to encourage students to complete a college application and FAFSA, and GenTX Decision Day to recognize and celebrate students for their postsecondary plans in front of the entire student body. In 2020, GenTX held a "Virtual Decision Day" to encourage students to celebrate with their peers and communities through social media and video conferencing. • **Texas WORKS** is a paid internship program created by the 86th Texas Legislature that will enable students attending public or private institutions of higher education to explore career options, strengthen marketable skills and build networking connections to ease the transition from higher education to the workforce. In light of COVID-19, the Coordinating Board tentatively anticipates making initial awards in Spring 2021.
Develop and implement policies and processes to ensure portable and transferrable credit and credentials	**SB 25 (86th Texas Legislature)** included numerous provisions designed to improve the efficient transfer of credit and reduce time-to-degree. Among actions the Coordinating Board has undertaken or underway are: • The agency collaborated with university representatives to establish a reporting structure for courses that do not transfer or apply to a degree. The Coordinating Board is required to report to the Legislature by March 1, 2021. • The Coordinating Board convened a negotiated rulemaking committee of representatives from public universities, community and state colleges to develop rules relating to filing of a degree plan as required by SB 25. The rules were approved by the agency in December 2019. • SB 25 requires each institution of higher education to develop at least one recommended course sequence for each undergraduate certificate or degree program offered by the institution, to apply beginning in the 2021-22 academic year. The Coordinating Board will seek nominations for the negotiated rulemaking committee to develop rules for this requirement in 2020. • SB 25 requires the Coordinating Board, in collaboration with a committee of representatives from community colleges and general academic teaching institutions, to study the effectiveness of the transfer of courses in the core curriculum and the feasibility of implementing statewide meta

	majors. The study and any recommendations to the Legislature are due on November 1, 2020.

Describe the approach and list the strategies that your agency will employ to build internal organizational and staff competence in each of the three strategic pillars noted in the Texas Workforce System Strategic Plan (fiscal years 2016 to 2023)

1. *Customer service and satisfaction*
   Agency Response:

The Coordinating Board has work underway in several key customer-facing domains to improve service and satisfaction.
- The Office of Student Financial Aid Programs prioritizes enhancing services to effectively meet customer needs, consistently tracking response-time metrics, and identifying, prioritizing, and pursuing a set of projects to improve service.
- Strategic Planning and Funding accepts, assesses, and addresses hundreds of ad hoc requests for data analysis annually, from institutions, organizations, students, and others statewide. That division is currently assessing the process for handling these requests to increase the efficiency and transparency of this service. This included a customer satisfaction survey to gather input.
- The agency administers approximately 40 grant programs on behalf of the state. Staff who run these programs meet regularly to streamline processes and discuss potential improvements to serving grant applicants and recipients.

2. *Data-driven program improvement*
   Agency Response:

Strategic Planning and Funding has been reorganized to place more emphasis on production and provisioning of data to support program comparisons and improvement. These planned initiatives include a stronger emphasis on building dashboards and other outward facing tools, improving data infrastructure, and improving processes for responding to internal and external data requests. Stakeholder training in how to use the new data resources to inform policy and program improvement, including training for agency staff in other divisions, is also planned.

3. *Continuous improvement and innovation*
   Agency Response:

The Coordinating Board is launching significant efforts to enable more effective use of data for strategic decision-making, improvement, and innovation. This summer will mark the launch of two significant efforts to improve our capacity for data-driven improvement and innovation:

- **Rearchitecting our education and workforce data infrastructure**.
  Enabling the effective use of state data requires changing the architecture of that data, shifting the focus and capacities from compliance-driven administration to a structure built for analysis and use. Concurrently, the Coordinating Board will

assess and prioritize stakeholders' information needs and begin designing actionable, user-centered reports, tools, and protocols to meet them. In addition to serving external stakeholders, these significant changes will enhance our ability to make strategic decisions and ensure continuous measurement and improvement of agency programs.

- **Prioritizing excellent execution, management, and improvement.** The Coordinating Board is launching a new Project Management and Improvement Office to streamline planning, facilitate intra- and inter-agency collaboration, and enhance operational efficiency and productivity. With methodology adapted from Improvement Science, this office will ensure that key priorities are executed with discipline, rigorous measurement of process and outcomes, and alignment with cohesive strategies to advance state priorities.

Customer Service Report

June 2020

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Texas Higher Education Coordinating Board

Agency Mission

The Texas Higher Education Coordinating Board (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 Coordinating Board will be recognized as an international leader in developing and implementing innovative higher education policy to accomplish our mission.

Agency Philosophy

The Coordinating Board 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 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.

Please cite this report as follows:
Texas Higher Education Coordinating Board. (2020). Customer service report. Austin, TX.

Table of Contents

Executive Summary

The Texas Higher Education Coordinating Board (Coordinating Board) is committed to meeting the highest customer service standards. Under its *Compact with Texans*, the Coordinating Board reaffirms its commitment to professional service, responsiveness, effective communication, and follow-through with our customers. Coordinating Board customers can expect employees to be courteous, knowledgeable, and efficient when providing services. The agency is dedicated to continuous improvement, using customer survey comments to help improve the quality and delivery of 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 and Policy Division and the Legislative Budget Board. This report provides a general description of the Coordinating Board, 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 customer service standards, an analysis of survey findings, customer suggestions for improvements, improvements implemented, FY 19 and estimated FY20 performance measures, and next steps.

Overall, 68 percent of survey respondents between March 2019 and March 2020 were satisfied with the services they received from the agency. The three service quality elements that scored the lowest on the survey relate to the agency's website and the timeliness and reasonableness of how complaints and requests for services are handled (primarily within the loan program). Specifically, respondents expressed the need for the agency to update its student loan website, fix broken links, and improve its functionality.

In response to survey comments received in FY16 through March 2020, the agency has implemented several significant improvements outlined in this report and anticipates improving customer satisfaction in future years as a result.

Customer Service Report

THECB Compact with Texans – Statement of Customer Service Principles

The Texas Higher Education Coordinating Board (Coordinating Board or THECB) is committed to meeting the highest customer service standards. This commitment directly supports the statewide vision of ensuring each state agency is highly efficient, effective, transparent, and accountable. It also supports the statewide objective that state agencies be attentive to providing excellent customer service. Under its *Compact with Texans* (see Appendix A), the Coordinating Board reaffirms its commitment to professional service, responsiveness, effective communication, and follow-through with each of our customers. Our customers can expect agency employees to be courteous, knowledgeable, and efficient when providing services.

Agency Description

The Coordinating Board 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 Coordinating Board is governed by nine members appointed to six-year staggered terms by the governor, with consent of the senate, and 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.

Inventory of External Customers

The Coordinating Board administers numerous state and federal programs; administers a $1.75 billion student loan portfolio servicing over 200,000 loans annually; provides loan repayment assistance to thousands of eligible constituencies, such as faculty, teachers, dentists, physicians, and mental health providers; and distributes $1.6 billion annually in grants and pass-through allocations, serving a broad range of eligible recipients. There are currently 1.6 million students enrolled at Texas public and independent institutions of higher education, which include 37 public and 38 independent universities, 50 public community college districts with multiple campuses, 10 health-related institutions, 6 technical colleges, and 3 state colleges. The agency also has several other customers and stakeholders, including policymakers; researchers; local, state and federal agencies; and the media. For a complete inventory of external customers served by the Coordinating Board's budget strategies as they appear in the General Appropriations Act for the 2020-21 Biennium and a brief description of the types of services provided to them, see Appendix B.

Information-Gathering Methods

To assess customer satisfaction, the Coordinating Board uses a Likert-scale survey and makes it available on the agency's website. In previous years, the agency sent an email with the survey link to customers who were subscribers of its email delivery system. In 2016, to improve the customer satisfaction assessment process, the agency began actively sending the survey directly to customers who receive an agency response to their online inquiry or complaint submitted via the "Contact Us" feature on the agency's website. Survey responses submitted to the agency between March 16, 2018 and March 16, 2020 were analyzed for this report.

In addition to the customer satisfaction survey, the agency uses the Customer Relationship and Feedback Tracking (CRAFT) System, an internal software application that allows agency staff to easily record and track inquiries, requests, and complaints received by phone, email, website, mail, and fax. The online form includes a wide range of reasons for contacting the agency, including complaints against the agency. This report includes CRAFT cases that were completed between March 16, 2018 and March 16, 2020.

Survey Results

There were 524 respondents to the customer satisfaction survey between March 16, 2018 and March 16, 2020. For purposes of this report, the response rate is not able to be determined since the survey is available to anyone who visits the agency's website. The agency also sends the survey directly to customers who receive an agency response to inquiries, requests, and complaints submitted through the CRAFT system. The total number of CRAFT completed cases for this period was 17,125. The survey response rate for CRAFT completed cases was 3 percent.

Respondents were self-categorized as:

- Borrower/Co-Signer: 32 percent
- Public Institution of Higher Education: 18 percent
- Private Institution of Higher Education: 8 percent
- Career College or School: 5 percent
- Student: 13 percent
- Parent: 5 percent
- Public Citizen: 5 percent
- Public School District: 2 percent
- Other Texas State Agency: 1 percent
- Business Entity: 1 percent
- Community-based Organization: 1 percent
- No Response: 6 percent

Results of Service Quality Elements

The following is a summary of the survey responses relating to the service quality elements that are statutorily required to be assessed. The three service quality elements that scored the lowest on the survey relate to the agency's website (primarily the student loan management website) and the timeliness and reasonableness of how complaints and requests for services are handled. For charts detailing these results, see Appendix C.

Overall satisfaction – Most of the survey respondents (68%) indicated they strongly agreed or agreed with the statement "Overall, I am satisfied with my experience" with the agency, while 15 percent strongly disagreed, and 10 percent disagreed; the remaining respondents were neutral on this question.

Facilities – Most of the survey respondents (71%) indicated they strongly agreed or agreed with the statement "If I visited the facility, it was clean and orderly," while 10 percent strongly disagreed, and 1 percent disagreed; the remaining respondents were neutral on this question.

Staff Knowledge – Most of the survey respondents (76%) indicated they strongly agreed or agreed with the statement "If I interacted with staff, staff members were knowledgeable and helpful," while 9 percent strongly disagreed, and 8 percent disagreed; the remaining respondents were neutral on this question.

Staff Courtesy – Most of the survey respondents (83%) indicated they strongly agreed or agreed with the statement "If I interacted with staff, staff members were courteous and professional," while 7 percent strongly disagreed, and 2 percent disagreed; the remaining respondents were neutral on this question.

Information Received – Most of the survey respondents (71%) indicated they strongly agreed or agreed with the statement "If requested, I received the information I needed to obtain services," while 16 percent strongly disagreed, and 8 percent disagreed; the remaining respondents were neutral on this question.

Website – Half of the survey respondents (50%) indicated they strongly agreed or agreed with the statement "If I visited the website, it was easy to use, well organized, and contained accurate information," while 20 percent strongly disagreed, and 12 percent disagreed; the remaining respondents were neutral on this question.

Complaints – Less than half of the survey respondents (42%) indicated they strongly agreed or agreed with the statement "If I filed a complaint, it was handled in a reasonable and timely manner," while 27 percent strongly disagreed, and 14 percent disagreed; the remaining respondents were neutral on this question.

Services Requested – Most of the survey respondents (72%) indicated they strongly agreed or agreed with the statement "If I called, wrote, emailed, or made a request for services, it was handled in a reasonable and timely manner," while 14 percent strongly disagreed, and 7 percent disagreed; the remaining respondents were neutral on this question.

Printed Material – Most of the survey respondents (68%) indicated that they strongly agreed or agreed with the statement "If I received printed materials, it provided thorough and accurate information," while 12 percent strongly disagreed, and 6 percent disagreed; the remaining respondents were neutral on this question.

Analysis of Findings

Out of 524 survey respondents, 198 provided comments: 29 percent (or 58) of the respondents' comments were favorable toward the quality and efficiency of the agency's customer service; 57 percent (or 3113) were negative; and 21 percent (or 42) provided suggestions for improvements. [1] Most of the complaints centered on the agency's Borrower Services department. Specifically, respondents complained about the outdated student loan program management website, broken links, and the lack of functionality. They complained about excessive telephone wait times; lack of courtesy and professionalism by customer service representatives; the long turnaround time to process loan applications; and some indicated their question was not fully addressed, they received a canned response, or they received no response at all. Suggestions for improvements were primarily focused on making the online interface for borrowers more reliable and user friendly.

Out of 17,125 inquiries received via the CRAFT System, 685 were categorized as complaints, of which 646 were complaints against a Texas institution of higher education; 17 were complaints against the agency and were related to student financial aid.

Improvements Implemented in 2018-2020

The agency has recently implemented several improvements aimed at increasing customer service and satisfaction. Below are some of the major projects that have been implemented to improve customer service:

Student Financial Aid Programs Customer Response Metrics

In August 2018, the agency's Office of Student Financial Aid Programs (SFAP) implemented a set of customer response metrics to guide its efforts toward timely support for the borrowers, institutional financial aid offices, students, and other individuals seeking assistance from the office. The metrics outlined a dozen measures focused on calls received, inquiries received through the agency's CRAFT system, and documents processed (see Appendix F). The metrics helped engage staff in office-wide efforts to improve response times with significant success. For example:

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[1] Some comments did not fit any of the three categories listed, while other comments fit more than one category.

- Average Speed of Answer: Reduced from 6:55 in August 2018 to 1:42 in August 2019
- Abandon Rate: Reduced from 8.8 percent in August 2018 to 4.2 percent in August 2019

Student Financial Aid Programs Service Improvements

SFAP continues to make improvements based on the recommendations from the consultative review of the agency's student loan program provided by Weaver, L.L.P. Self-service enhancements and increased automation have been introduced to the borrower payment process. Additional features have been added to the Integrated Voice Response system, and the loan origination process has also seen increased automation. These efforts allow the office to improve customer satisfaction by handling loan activities in a timelier manner. Greater automation in the disbursement of funding to institutions has also been introduced, significantly reducing the time involved for financial aid offices and SFAP staff.

Agency Website Redesign

The agency collects, analyzes, reports, and publishes a vast amount of data and information that is made available to the public on its website. While the agency was fortunate to utilize a Bill and Melinda Gates Foundation grant in 2017 to support the creation of www.60x30TX.com to focus on data and information related to the state's higher education strategic plan, the agency's main website had not been updated for over 10 years due to lack of resources. Feedback from previous customer satisfaction surveys indicated that the agency's website is unwieldy, outdated, and difficult to navigate. In response, the agency established an internal website governance committee comprised of staff from each division/department to redesign the website using existing resources. The committee members worked with IT staff, as well as other key staff across the agency, to modernize the agency's main website and improve its content, functionality, and user-friendliness. The redesigned website was launched in May 2018.

Next Steps/Conclusion

Commissioner Harrison Keller was appointed by the Texas Higher Education Coordinating Board in October 2019. Among Commissioner Keller's priorities for the agency is instituting a strong focus on customer satisfaction and staff accountability. To help achieve this, Commissioner Keller overhauled the executive structure of the agency to place a strong focus on collaboration and being responsive to institutions and other customers. This included the creation of a Chief of Staff position to oversee and direct agency engagement with external stakeholders; a Deputy Commissioner for Data Analytics and Innovation to make agency data resources relevant and helpful to users; and a Deputy Commissioner for Academic Affairs and Workforce Education to engage 2-year and 4-year institutions on a wide array of academic and career and technical education policies and procedures. The Commissioner also appointed an Associate Commissioner for Development to expand collaboration with external funders and a Senior Director for Strategic Finance Policy to work with legislators and others on higher education funding.

Moving forward, Commissioner Keller and the THECB are committed to:

- expanding and deepening partnerships with and among institutions to support their efforts to increase student success, remove barriers to innovation, and elevate the

profile of Texas higher education;

- working in close consultation with the Governor, legislators, employers, K-12 public school administrators, funders, national organizations, and accreditors;

- working with institutions and state policymakers to inform development of ambitious, innovative Texas higher education policy; and

- improving agency communication and information sharing to stakeholders and the public.

In addition to these changes, SFAP has recently started an office-wide effort to capitalize on its improvements in customer response times to further improve overall customer satisfaction. Efforts targeted toward one-call resolution are underway, and the office continues to identify opportunities to introduce expanded self-service for borrowers, institutional financial aid offices, and students.

In conclusion, the Coordinating Board is dedicated to continuous improvement. The agency will continue to expand and strengthen its use of the CRAFT system to ensure timely responsiveness to inquiries and complaints, and to improve quality assurance. The agency also will continue to regularly review and follow-up on complaints and suggestions for customer service improvements submitted by survey respondents.

Appendix A: THECB Compact with Texans

Statement of Customer Service Principles:

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

An individual may file a complaint related to Coordinating Board activities or inquire about the agency's customer service policies, by submitting an inquiry through: https://www1.thecb.state.tx.us/Apps/CRAFT/Home/Create. They may also contact the agency's Customer Relations Representative at:

> **John Wyatt, Senior 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@highered.texas.gov

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 Coordinating Board by:

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

Forms submitted by fax are not accepted.

Complaints submitted regarding students with disabilities must be accompanied by a signed Authorization to Disclose Medical Record Information Form, available at http://www.thecb.state.tx.us/links/student-complaints/

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, Senior 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@highered.texas.gov

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@highered.texas.gov

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: Inventory of External Customers

The following table is an inventory of the Coordinating Board's external customers organized by the agency's budget goals and strategies listed in the 2020-2021 General Appropriations Act. The table also briefly describes the types of services provided.

Budget Strategy	Customers Served	Types of Services Provided
A.1.1. College Readiness & Success	High school and college students, parents, institutions of higher education, public high schools, education service centers, community-based organizations, state and federal agencies, business/industry	Provide activities and initiatives that focus on the relationship between public and higher education, the success of students in higher education, and the promotion of a college-going, career-ready culture in Texas. Fosters college access, preparation, participation, and completion of a higher education credential of value for all people that reside in Texas.
A.1.2. Student Loan Programs	Borrowers, co-signers, students, parents, institutions of higher education, faculty, teachers, dentists, physicians, peace officers, and mental health providers	Provide low-interest loans to students to help pay for college and loan repayment assistance for eligible recipients.
A.1.3. Financial Aid Services	Institutions of higher education, students, parents	Administer state and federal financial aid programs to help students pay for college.
A.1.4. Academic Quality & Workforce	Students, parents, institutions of higher education, state and federal agencies, business/industry, health organizations, physicians	Review and approve new academic and technical programs; administer grants; provide oversight of for-profit institutions for consumer protection; expand partnerships with and among institutions to support their efforts to increase student success, remove barriers to innovation, and elevate the profile of Texas higher education; work with institutions and state policymakers to inform

Budget Strategy	Customers Served	Types of Services Provided
		development of ambitious, innovative Texas higher education.
A.1.5. Strategic Planning & Funding	Institutions of higher education, researchers, business/industry, state and federal agencies, public high schools, legislators, governor's office, students and parents, community-based organizations	Provide comprehensive planning for higher education funding and success and the delivery of accessible, affordable, and quality higher education; provide the public with accurate and meaningful information on these topics; support and encourage the use of data to inform policy and practice; and administer programs effectively and efficiently.
A.1.6. Innovation & Policy Development	Researchers, institutions of higher education, public schools, community and business partners	Examine existing research and data to explore and propose visionary policy and novel ways of addressing key, long-term higher education issues, including financial aid and student debt, online education, alternative pathways to credentials, college completion, marketable skills, and best practices for incorporating learning technologies into higher education.
A.1.7. Oversight of For-Profit Institutions	Students, parents, for-profit institutions of higher education	Provide oversight of the state's private post-secondary educational institutions, including for-profit and nonprofit career colleges and schools and out-of-state institutions offering degrees in Texas, and works with

Budget Strategy	Customers Served	Types of Services Provided
		regional and national accrediting agencies to ensure that standards are maintained. Maintain a database of student transcripts for schools that close.
A.1.8. Fields of Study	Students, institutions of higher education (faculty)	Develop, in collaboration with faculty advisory committees, blocks of courses that may be transferred to a public university and must be substituted for that institution's lower-division requirements for the degree program into which a student transfers, and for which the student must receive full academic credit toward the degree program for which the block of courses transferred.
B.1.1. Central Administration	Agency staff & operations, students, parents, institutions of higher education, boards of regents/trustees, business/industry, media, legislators, governor, other elected officials, state (CPA, LBB, SAO) and federal agencies, researchers	Provide oversight and administration of all aspects of the agency; includes work performed by the Commissioner, Deputy Commissioners, General Counsel, Internal Audit and Compliance Monitoring, Human Resources, External Relations, and Financial Services.
B.1.2. Information Resources	Agency staff & operations	Partner with the agency's business and program areas in the delivery of business solutions, information services, cybersecurity, and continuous improvement to the agency and its stakeholders.
B.1.3. Facilities Support	Agency staff & operations	Support for overhead costs, such as building lease, facilities services, mail services, and copy services.

Budget Strategy	Customers Served	Types of Services Provided
C.1.1. TEXAS Grant Program	Students, institutions of higher education	Provide grants to academically prepared, financially needy students enrolled at public universities.
C.1.2. Texas BOT Program – Public	Students, institutions of higher education	Provide zero-interest loans that can be forgiven if a recipient graduates with a 3.0 or higher grade point average within four or five years (depending on the curriculum) or within six hours of the maximum number of hours required by the recipient's major. Legislature phased out this program, so this is only for renewal students enrolled at public universities.
C.1.3. Texas BOT Program – Private	Students, institutions of higher education	Provide zero-interest loans that can be forgiven if a recipient graduates with a 3.0 or higher grade point average within four or five years (depending on the curriculum) or within six hours of the maximum number of hours required by the recipient's major. Legislature phased out this program, so this is only for renewal students enrolled at private universities.
C.1.4. Tuition Equalization Program	Students, institutions of higher education	Provide grants to financially needy students enrolled at independent nonprofit institutions.
C.1.5. TEOG – Public Community Colleges	Students, institutions of higher education	Provide grants to financially needy students enrolled at public community colleges.
C.1.6. TEOG – Public State/Technical Colleges	Students, institutions of higher education	Provide grants to financially needy students enrolled at public state and technical colleges.

Budget Strategy	Customers Served	Types of Services Provided
C.1.7. Texas Work-Study	Students, institutions of higher education	Provide work-study grants to students enrolled at public and private institutions of higher education.
C.1.8. License Plate Scholarships	Students, institutions of higher education	Provide scholarships for financially needy students.
C.1.9. Educational Aide Program	Students, institutions of higher education	Reimburse institutions for tuition and fee exemptions provided to eligible educational aides who have financial need.
C.1.10. Texas Armed Services Scholarships	Students, elected officials, institutions of higher education	Provide conditional scholarships to encourage students to enter the military. Must be repaid if students don't fulfill their obligations.
C.1.11. Open Educational Resources (OER)	Students, faculty	Grants to faculty for development of OER materials and maintaining an OER repository.
D.1.1. Advise TX	Students, parents, institutions of higher education, public high schools (students, counselors, administrators)	Provide near-peer advisors on high school campuses to encourage students to apply for college and financial aid.
D.1.2. Developmental Education	Students, institutions of higher education	Support initiatives to improve the success of students in developmental education.
D.1.3. Student Completion Models	Students, institutions of higher education	Support scaling and enhancing comprehensive strategies and activities to increase college completion.
D.1.4. GenTX and P-16 Professional Development	Students, higher education/secondary school counselors and advisers	Support the completion of college and financial aid applications and promote a college-going culture.
D.1.5. GradTX	Returning adult students, institutions of higher education	Support the identification and recruitment of individuals with some college but no degree.
D.1.6. Texas Regional Alignment Networks	Institutions of higher education, ISDs	Support innovative and collaborative efforts between school districts and higher education partners within different regions of Texas

Budget Strategy	Customers Served	Types of Services Provided
D.1.7. TSIA Enhancement and Success	Students, institutions of higher education	Establish an online system for students to send and retrieve TSIA results.
E.1.1. Career/Technical Education	Students, institutions of higher education, business/industry	Federal program to support students entering technical education programs.
E.1.2. Teach for Texas Loan Repayment Program	Teachers	Provide student loan repayment support for up to five years on behalf of Texas public school teachers who provide full-time instruction in a subject having a critical shortage of teachers or at a campus having a critical shortage of teachers.
E.1.3. Math & Science Scholars Loan Repayment Program	Teachers	Provide student loan repayment support to teachers who demonstrated high academic achievement as math or science majors, to teach math or science in Texas public schools for eight years, the first four of which are at Texas public schools that receive federal funding under Title I.
E.1.4. Northeast Texas Initiative and TC3	UT Health Science Center Tyler and Texarkana College	Provide support to the Northeast Texas Initiative and Texas Community College Consortium (TC3), which is a higher education collaborative effort to bring a wide range of instruction and healthcare services to 50 rural Northeast Texas counties.

Budget Strategy	Customers Served	Types of Services Provided
E.1.5. Bilingual Education Program	Students, institutions of higher education	Provide tuition assistance to encourage students who enroll in an educator preparation program at seven eligible universities in the Dallas area to become certified teachers in bilingual education, English as a Second Language, or Spanish in school districts with high critical needs.
E.1.6. Peace Officer Loan Repayment Program	Peace officers	Provide loan repayment assistance to eligible peace officers across the state.
F.1.1. Family Practice Residency	Physicians	Provide financial incentives to improve the distribution of family physicians throughout the state and provide increased medical care to patients in underserved areas.
F.1.2. Preceptorship Program	Students, physicians	Provide support 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.
F.1.3. Graduate Medical Education Expansion	Medical students, institutions of higher education	Expand the number of first-year residency positions in Texas to help retain medical school graduates in the state.
F.1.4. Trauma Care Program	Medical students, hospitals, institutions of higher education	Provide support for partnerships between hospitals and graduate medical education programs to increase the number of emergency medicine and trauma care physician residents and fellows.

Budget Strategy	Customers Served	Types of Services Provided
F.1.5. Joint Admission Medical Program	Students, institutions of higher education, medical schools	Provide support for highly qualified, economically disadvantaged students interested in becoming physicians.
F.1.6. Professional Nursing Shortage Reduction Program	Students, institutions of higher education	Provide support to increase the number of graduates from professional nursing programs and the number of nursing faculty.
F.1.7. Physician Education Loan Repayment Program	Physicians	Provide student loan repayment support to encourage qualified physicians to practice medicine for at least four years in designated health professional shortage areas.
F.1.8. Mental Health Loan Repayment Program	Mental health providers	Provide student loan repayment support to encourage qualified mental health professionals to practice in a mental health professional shortage area.
F.1.9. Nursing Faculty Loan Repayment Program	Nurses, faculty	Provide student loan repayment support to improve access to nursing education programs by encouraging qualified nurses to serve as faculty at eligible institutions of higher education.
F.1.10. Child Mental Health Care Consortium	Children and youth with behavioral health needs, institutions of higher education, mental health care providers	Support the expansion of mental health care services for at-risk children and adolescents.
G.1.1. BCOM – UGME	Students, Baylor College of Medicine	Provide support for the education of Texas resident undergraduate medical students.
G.1.2. BCOM – GME	Medical students, Baylor College of Medicine	Provide support for the training of resident physicians.

Budget Strategy	Customers Served	Types of Services Provided
G.1.3. Tobacco Settlement Funds – BCOM – Permanent Endowment	BCOM	Provide support for programs that benefit medical research, health education, or treatment programs.
G.1.4. Tobacco Settlement Funds – BCOM – Permanent Health Fund	BCOM	Provide support for programs that benefit medical research, health education, or treatment programs.
H.1.1. Tobacco Earnings – Minority Health	Students, institutions of higher education	Provide support for research or educational programs that address minority health issues or that form partnerships with minority organizations, colleges, or universities to conduct research and educational programs to address minority health issues.
H.1.2. Tobacco Earnings – Nursing/Allied Health	Students, institutions of higher education	Provide grants to public institutions that offer upper-level instruction and training in nursing, allied health, or other health-related education.
I.1.1. Texas Research Incentive Program	Emerging research universities	Provide funding and incentives to support emerging public research universities in developing and maintaining programs of the highest tier.
I.1.2. Autism	Institutions of higher education, centers for the treatment of autism	Provide support to identify new and innovative ways to maximize the number of autistic children reached; support projects that use both established and innovative treatment models, expanding the reach from the classroom into children's homes.

Appendix C: Customer Satisfaction 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):

○ Business Entity   ○ Public Citizen
○ Career College or School   ○ Public Higher Education
                                              Institution
○ Community-Based Organization   ○ Public School District
○ Educational Association   ○ Other Texas State Agency
○ News Media   ○ Researcher
○ Parent   ○ State or Federal Legislative Office
○ Private Institution of Higher   ○ Student
  Education

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.	○	○	○	○	○	◉
If I interacted with staff, staff members were knowledgeable and helpful.	○	○	○	○	○	◉
If I interacted with staff, staff members were courteous and professional.	○	○	○	○	○	◉

If requested, I received the information I needed to obtain services.	○	○	○	○	○	◉
If I visited the website, it was easy to use, well organized, and contained accurate information.	○	○	○	○	○	◉
If I filed a complaint, it was handled in a reasonable and timely manner.	○	○	○	○	○	◉
If I called, wrote, emailed, or made a request for services, it was handled in a reasonable and timely manner.	○	○	○	○	○	◉
If I received printed material, it provided thorough and accurate information.	○	○	○	○	○	◉
Overall, I am satisfied with my experience.	○	○	○	○	○	◉

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

Please do NOT include your full Social Security Number inside the issue description. If you have a question about the status of a new loan application, accounts in repayment, or deferments, please visit the Contact Us page.

***If you would like staff to contact you, provide your name and email address below:**

Name: [   ]

Email: [   ]
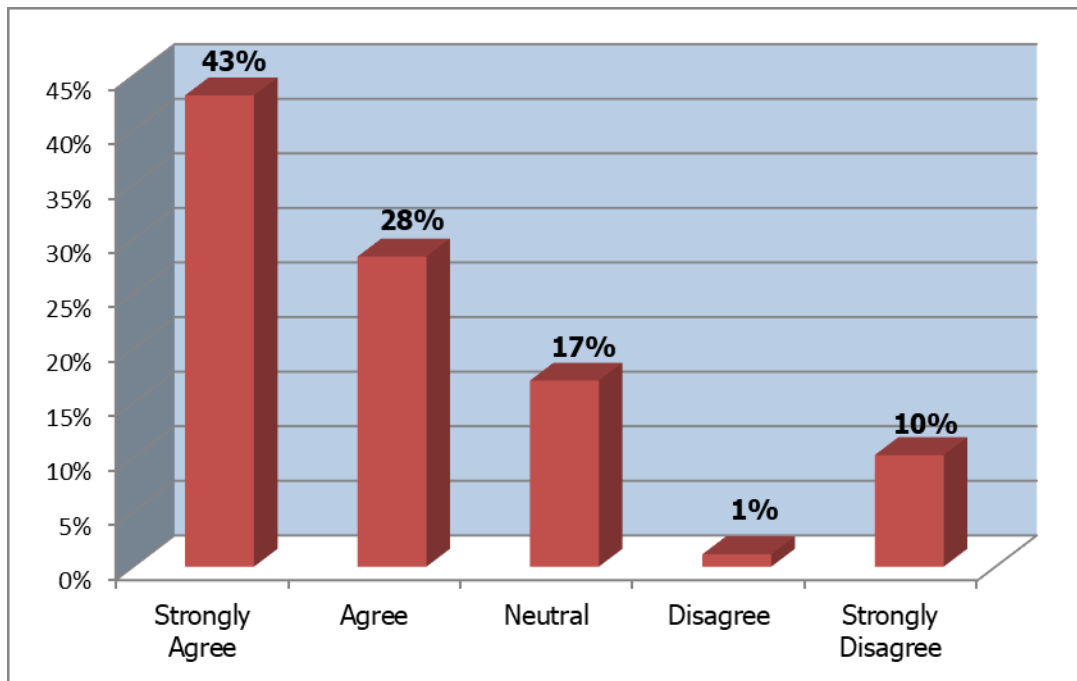
[Send Survey]

Appendix D: Charts of Customer-Determined
Service Quality Elements

Below are charts detailing the levels of customer-determined service quality and other relevant information received, and each statutorily required customer service quality element (i.e., facilities, staff, communications, internet sites, complaint-handling processes, service timeliness, and printed information).
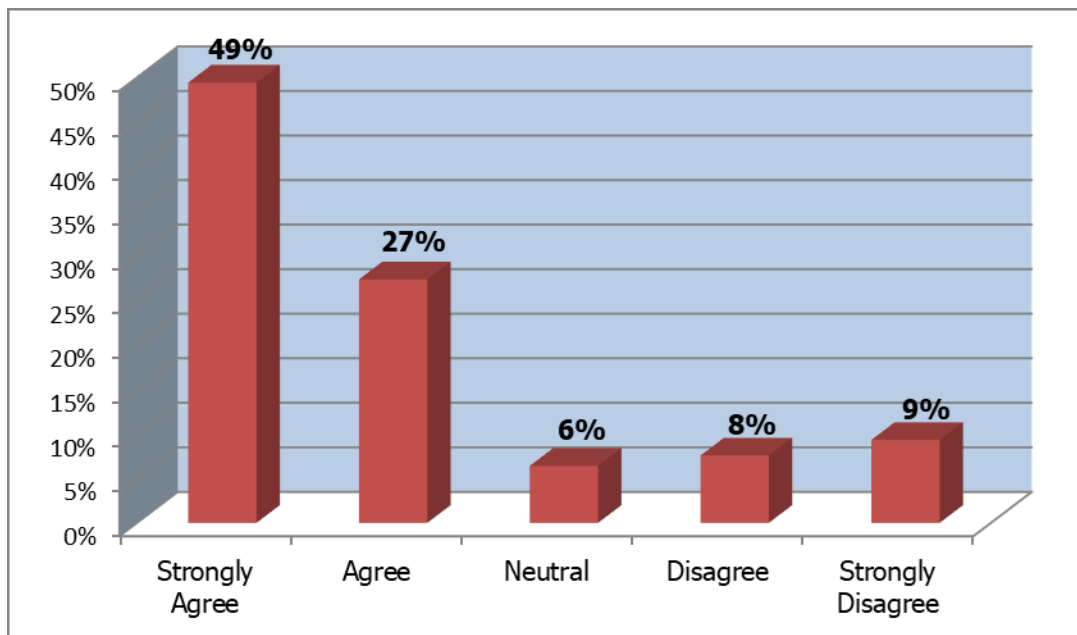
## *Overall Satisfaction – "Overall, I am satisfied with my experience."*
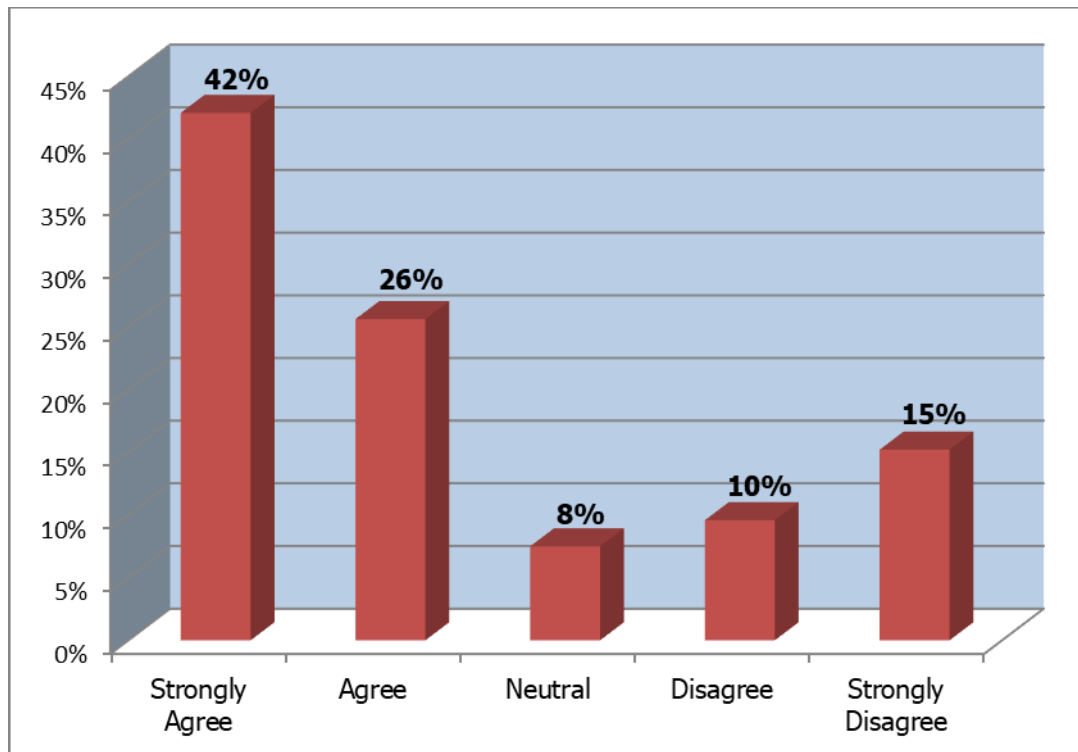
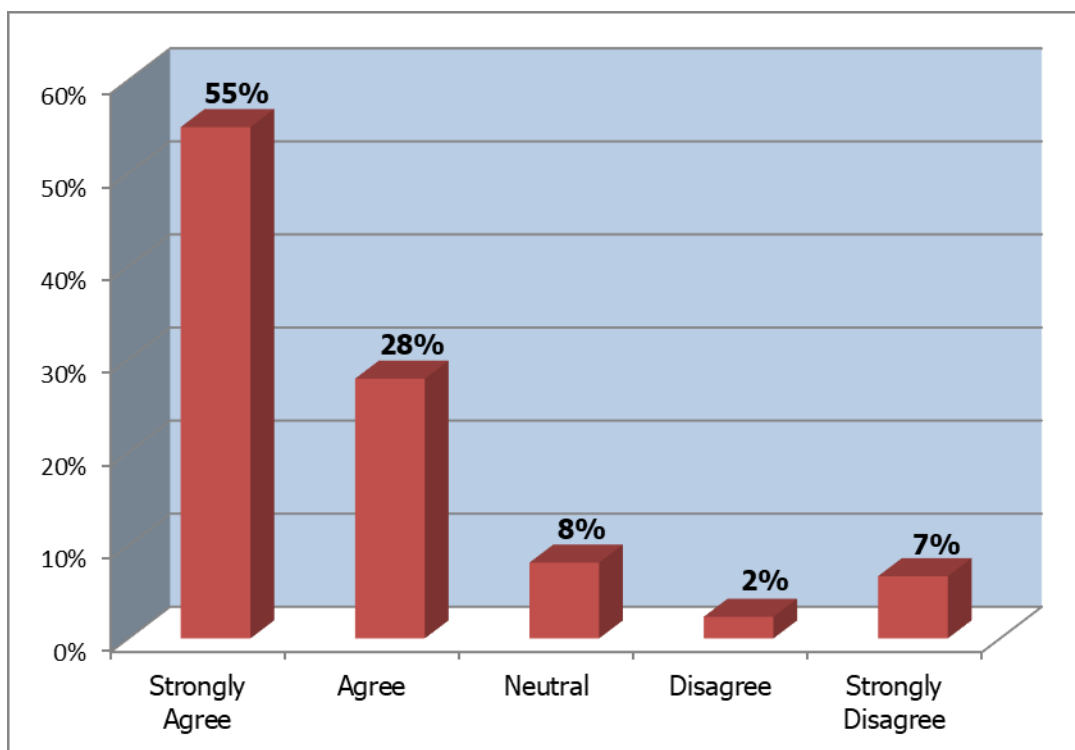## *Facilities – "If I visited the facility, it was clean and orderly."*

Staff Knowledge – "If I interacted with staff, staff members were knowledgeable and helpful."


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Staff Knowledge – "If I interacted with staff, staff members were knowledgeable and helpful."


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	49%	27%	6%	8%	9%
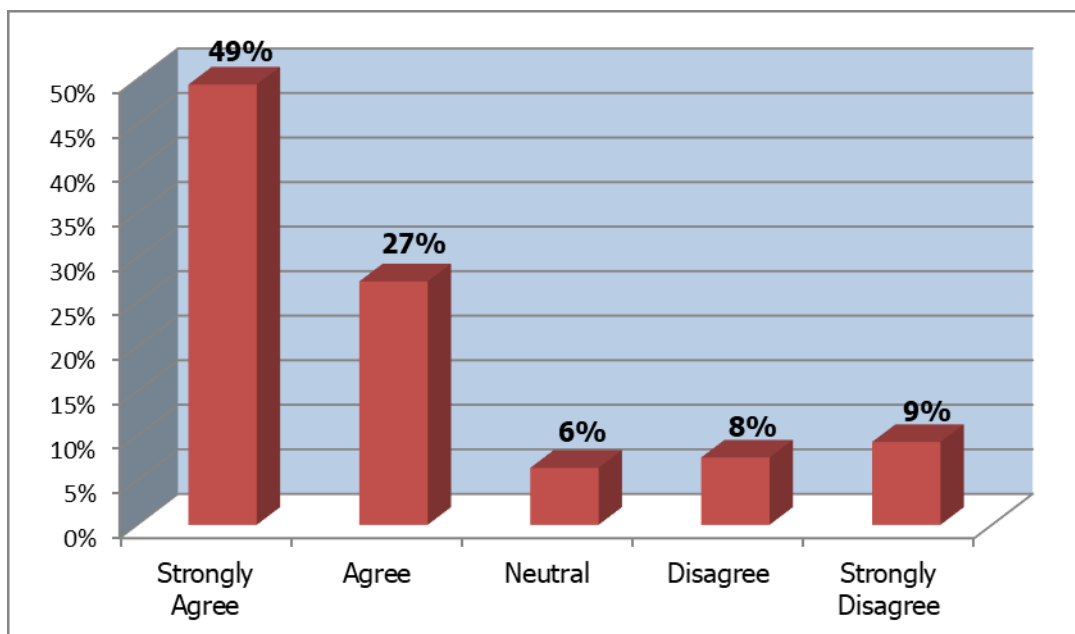
Staff Courtesy – "If I interacted with staff, staff members were courteous and professional."

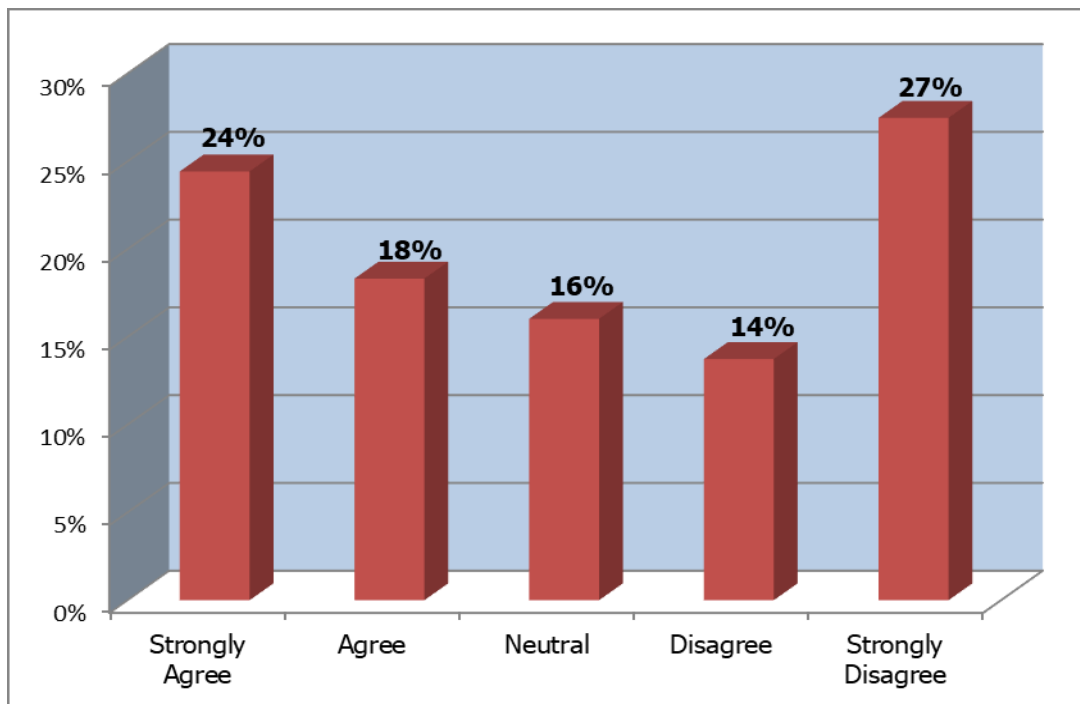|	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	55%	28%	8%	2%	7%

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Received Information – "If requested, I received the information I needed to obtain services."
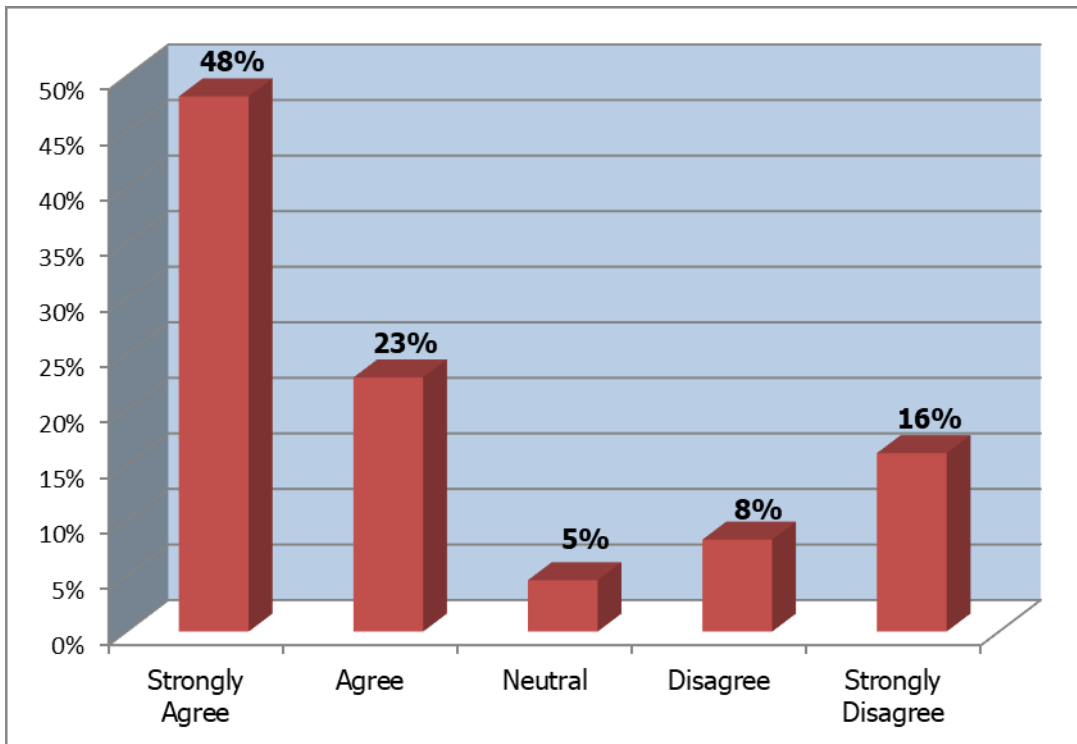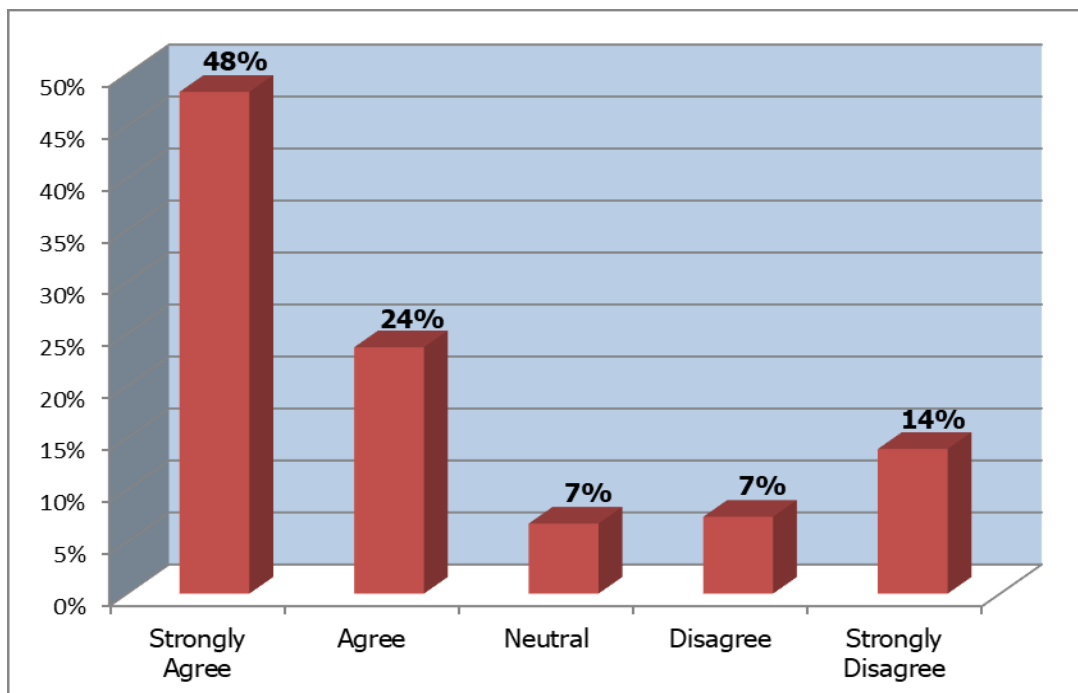

Website – "If I visited the website, it was easy to use, well organized, and contained accurate information."
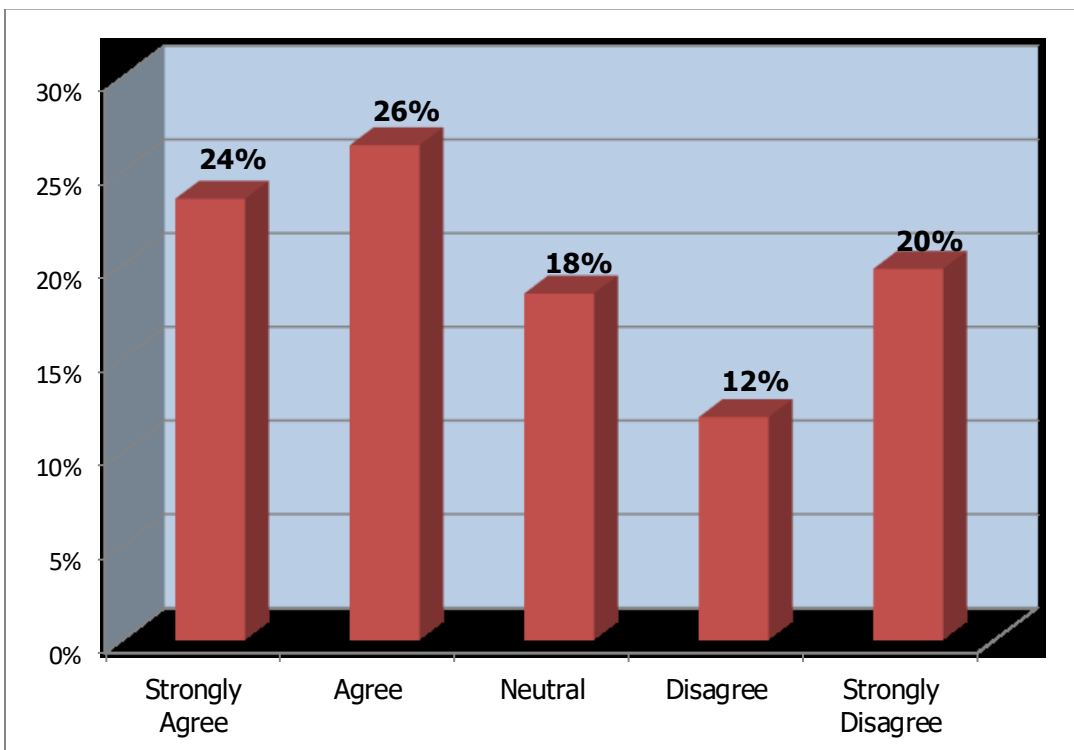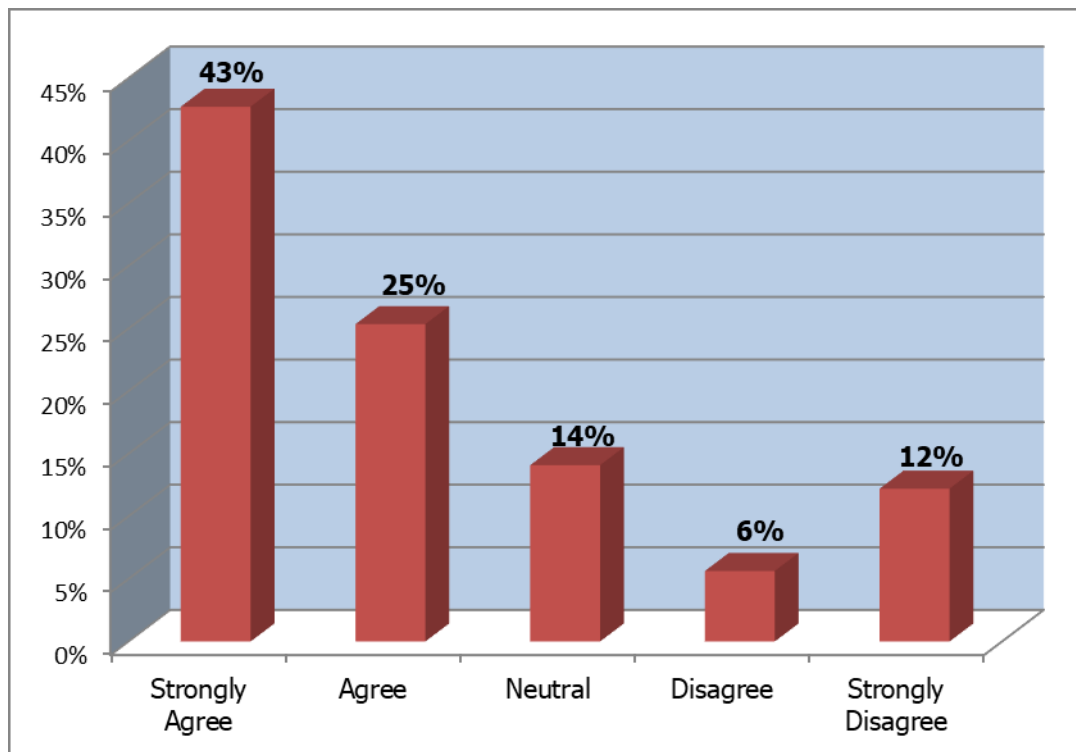
Complaints – "If I filed a complaint, it was handled in a reasonable and timely manner."

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."

Appendix E: Customer Service Performance Measures for FY19 and Estimated FY20

Performance Measures	FY19 (Actual)	FY20 (Est)
Outcome Measures:		
Percentage of Surveyed Customer Respondents Expressing Overall Satisfaction with Services Received	62%	69%
Percentage of Surveyed Customer Respondents Identifying Ways to Improve Service Delivery	7%	11%
Percentage of Calls Abandoned in Borrower Services after 20-Second Threshold	4.9%	2.2%
Percentage of Calls Transferred in Borrower Services	4.2%	2.8%
Output Measures:		
Total Customers Surveyed	8.844	13,167
Total Customers Served (via CRAFT System)	8,844	13,167
Total Complaints Against the Agency (new)	10	5
Total Calls Received in Borrower Services	91,863	62,000
Average Speed to Answer Calls in Borrower Services	2:14 mins	1:30 mins
Efficiency Measure:		
Cost Per Customer Surveyed*	$0	$0
Explanatory Measures:		
Total Customers Identified	1.6M	1.6M
Total Customer Groups Inventoried	11	11

*Survey is available on the agency's website and emailed directly to every customer who submits a request under the "Contact Us" feature on the website.

Appendix F: Customer Response Metrics for Student Financial Aid Programs

This table provides metrics and response time goals for the agency's Office of Student Financial Aid Programs.

	METRIC	AVERAGE RESPONSE TIME GOAL
Calls Received **(Borrower, TFAIC, and FAS Institutional phone lines combined)**	**Average Speed of Answer**	Less than 2 minutes
	Average Hold Time **(after call is answered)**	Less than 2 minutes
	Abandon Rate **(after 20 seconds)**	Less than 5%
	Transfer Rate	Less than 6%
CRAFT - Average Speed of Answer **(All SFAP)**	**General Inquiries**	Less than 1 business day
	Research/Processing Required	Less than 5 business days
Document Processing **(Borrower Services unless otherwise noted)**	**Loan Payments**	Less than 1 business day
	Customer Inquiries (FAS)	Less than 3 business days
	Loan Originations	Less than 3 business days
	Account Servicing	Less than 5 business days
	LRP Enrollment Applications	Less than 15 business days
	Loan Forgiveness **(most recent document)**	Less than 15 business days

This document is available on the Texas Higher Education Coordinating Board website: http://www.highered.texas.gov.

For more information, contact:

John Wyatt
Senior Director of External Relations
Texas Higher Education Coordinating Board
1200 E. Anderson Lane
Austin, TX 78752

512-427-6586
512-427-6127 (fax)
mailto:john.wyatt@highered.texas.gov