

2019
Texas Higher Education
Star Awards



November 22, 2019

19th Annual Texas Higher Education Star Awards

Presented by the Texas Higher Education Coordinating Board

The Texas Higher Education Star Award was originally established by the Texas Higher Education Coordinating Board in 2001 to recognize exceptional contributions toward achieving one or more of the goals of the former long-range Texas higher education plan, *Closing the Gaps by 2015*, which brought Texas from 2000 to 2015. The state's new higher education plan, *60x30TX*, adopted by the Coordinating Board on July 23, 2015, builds on the success of *Closing the Gaps* and is designed to establish a globally competitive workforce in Texas by 2030. (See *60x30TX* at: <http://www.theccb.state.tx.us/60x30TX>.)

Criteria for the 2019 Star Award

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

1. Have been in operation for at least two years;
2. Clearly demonstrate within the application successful outcomes in one or more of the following areas: (a) the educational attainment of the state's 25- to 34-year-old population; (b) student completion of a certificate or degree; (c) the number of programs with identified marketable skills; or (d) the implementation of programs or cost efficiencies that help to ensure that undergraduate student loan debt will not exceed 60 percent of first-year wages;
3. Clearly demonstrate within the application successful outcomes using benchmarks and other comparison data that allow progress to be monitored and evaluated, and that clearly demonstrate that the successful outcomes are attributable to the program/project/activity or group/organization/partnership; and
4. Clearly demonstrate an efficient cost/benefit ratio per student for the purpose of potential replication by others.

Each year, the Coordinating Board receives applications submitted from throughout Texas. After an initial review by a Coordinating Board staff committee, a select group of applicants are named finalists.

A nine-member Texas Higher Education Star Award Selection Committee includes three members of the Coordinating Board, three Texas business and community leaders, and three out-of-state education experts. Winners are chosen from this review committee's highest rankings.

Texas Higher Education 2019 Star Award Selection Committee

Coordinating Board Members

- **Fred Farias III, O.D.**, Vice-Chair, Texas Higher Education Coordinating Board
- **Stuart W. Stedman**, Chair, Texas Higher Education Coordinating Board
- **Donna N. Williams**, Member, Texas Higher Education Coordinating Board

Texas Business and Community Leaders

- **Laurie Bricker, M.Ed.**, Consultant, Houston, Texas
- **Charles R. Matthews, Ed.D.**, Chancellor-Emeritus, Texas State University System
- **Michael Paris**, Executive Director, Paris Economic Development Corporation, Paris, Texas

Out-of-State Higher Education Experts

- **Dale F. Campbell, Ph.D.**, Professor Emeritus of Higher Education Administration, University of Florida, Gainesville, Florida
- **Marshall A. Hill, Ph.D.**, President & CEO (retired), National Council for State Authorization Reciprocity Agreements, WICHE, Boulder, Colorado
- **Patrick Lane, Ph.D.**, Vice President, Policy Analysis and Research, Western Interstate Commission for Higher Education, 3035 Center Green Drive, Suite 200, Boulder, Colorado

2019 Texas Higher Education Star Award Recipients



Z Degrees (Zero Cost Textbooks) at ACC

Austin Community College

Triple Credit Model Fire Academy

Dallas County Community College District - El Centro College, Garland
Independent School District, and Garland Fire Department

Supporting Innovation, Resilience & Retention Advising Program

The University of Texas at San Antonio



2019 Texas Higher Education Star Award Finalists

Student Advocacy Center

Alamo Colleges - San Antonio College

Helping a student stay in college is the first step toward graduation. The mission of San Antonio College's Student Advocacy Center (Center) is to increase student retention rates by supporting unmet socioeconomic or mental health needs that exist outside the classroom and that negatively impact levels of stress, focus, and student performance.

The Center began operating in Fall 2016. Aimed at students who struggle with poverty, the intent was to establish poverty-informed support and retention strategies. These objectives include: 1) improving student retention by providing robust case management and social service support; 2) providing opportunities for student engagement in active learning to support academic pathways, completion, and transfer; and 3) expanding faculty awareness and perception of the impact of poverty on student retention and academic performance. What began as an onsite food pantry has blossomed into an integrated, campus-based, case management and mental health services program for students that helps them persist from semester to semester in their certificate or degree programs by removing outside barriers.

The Center has grown exponentially in the last three years. In Fall 2018 and Spring 2019, the Center served 3,084 students with 10,363 services. By providing a practicum site placement for master's and bachelor's students required to complete field placement during their final semesters, the Center has been able to scale its operation with a small staff by using Social Work and Counseling interns from San Antonio College and local universities. Between Federal Work Study Students (\$186,048), Social Work BSW and MSW (\$145,350), and MSW and Counseling interns (\$40,000), San Antonio College approximates the direct labor contribution at over \$371,000. The food budget for the 2018/19 Academic Year was \$20,000. Of that budget, \$13,145 was for free and low-cost purchases from the local foodbank. Based on the foodbank purchases, the total average cost per student visit was \$6.34.

When looking at the "Productive Grade Rate" (i.e., GPA) for students who visited the food pantry during the Spring 2019 semester, analysis revealed an increase of 4.9 percent from the previous year and an increase in retention of 1.4 percent.

For additional information, please contact: Ms. Lisa Black at lblack13@alamo.edu or (210) 486-0347.

2019 Texas Higher Education Star Award Finalists

Z Degrees (Zero Cost Textbooks) at ACC

Austin Community College

To combat the skyrocketing price of textbooks, Austin Community College (ACC) began incorporating free Open Educational Resources (OER) into the college's highest enrolling courses and named the effort the Zero Textbook Cost (or ZTC) initiative to clarify the benefits for students. The initiative reduces student debt by using free OER in place of textbooks and new Z-Degree plans which allow students to complete an entire course of study without having to purchase a single textbook. Through this initiative, ACC students can save an average of \$2,000 each while completing an associate degree. In Fall 2017, there were approximately 198 course sections being offered with OER course materials, and in Fall 2018, that number jumped to 491 courses. From Fall 2016 through Summer 2019, ACC classes using OER materials and textbooks have saved ACC students an estimated total of \$3,500,000.

While the average of \$100 savings per textbook is commonly used to calculate OER savings, ACC's recent evaluation of its own OER courses and textbooks indicate a higher cost savings to students. Using the average cost for new textbooks in each course as provided by bookstore partners, ACC students save on average \$125-\$140 per textbook when they enroll in an OER course section.

ACC's two Z degrees – the Associate of Arts (AA) in General Studies and the Associate of Science (AS) in General Studies – also demonstrate cost savings for students. Each of these degrees can be completed through registering solely for OER course sections, which can save students an average \$2,000 to \$2,500 in degree completion costs. In Fall 2018, the AA in General Studies had 6,135 declared majors, and the AS in General Studies had 1,989 declared majors. Additionally, ACC's AS in Pre-Health Sciences, which largely mirrors the General Studies AS, had 5,514 declared majors in Fall 2018.

Data reveal that ACC students participating in OER course sections persist at similar or better rates than those students in non-OER course sections. In the Fall 2017 to Spring 2018 period, 76 percent of OER students persisted versus 72 percent of their non-OER counterparts.

For additional information, please contact: Dr. Charles Cook at charles.cook@austincc.edu or (512) 223-7612.

2019 Texas Higher Education Star Award Finalists

Rusk TJC Citizens Promise

Citizens 1st Bank, Perkins Foundation, City of Rusk & Tyler Junior College

Recognized as the first community-based "Promise" program in Texas, The Rusk TJC Citizens Promise program is designed to build the college-going culture in the city of Rusk, ensure more students benefit from a higher education, and strengthen the local economy by providing a well-educated and trained workforce. During 2012, representatives from Citizens 1st Bank, the James I. Perkins Family Foundation, and Texas Junior College (TJC) organized a steering committee to develop the program. Officially launched in 2014, the current Rusk TJC Citizens Promise includes specific standards for Rusk students to gain acceptance into the program, which include residing in Rusk Independent School District (RISO), attending Rusk High School (RHS) during the junior and senior years, graduating in the top half of the high school class with a minimum GPA of 2.5, and enrolling at TJC within three years of graduation from RHS.

While in high school, qualifying students receive a series of support services that help remove barriers to attending TJC and prepare them to maximize their educational experience at the college. Annual activities and events are hosted onsite at RHS during the senior year. These services are led by the TJC's Coordinator of Scholarship Recruitment and Retention and supported by counselors representing TJC's TRiO program.

Rusk students who achieve the program standards while at RHS may receive up to \$8,000 in scholarship funding to apply toward tuition, fees, books, and housing while attending TJC. The Rusk TJC Citizens Promise Scholarship is a "first-in" scholarship, meaning that funds are applied initially to tuition, fees, and other allowable costs. This type of scholarship leaves other forms of funding, including federal Pell Grants, to address additional expenses such as costs associated with commuting. While attending TJC as a Rusk TJC Citizens Promise Scholar, students must meet certain criteria in order to continue within the program and benefit from scholarship funds.

When reviewing data available through the Texas Public Education Information Resource (TPEIR), statistics show an increase in the number of RHS students pursuing a higher education. During 2014, the inaugural year of the program, the percentage of graduates progressing to a college or university increased from 36.2 percent to 57.8 percent, or 46 students to 74 students. Of those students, 46.9 percent elected to attend a community college. Since the program's inception, the mean percentage of Rusk students continuing with their education between 2014 and 2017 is 54.08 percent, with 45.7 percent opting for a two-year college.

At the program's inception in 2014, Citizens 1st Bank and the James I. Perkins Family Foundation invested \$3.25 million to fund scholarships for deserving students attending TJC. Based on one year of direct expenses for the 2016 and 2017 cohorts, operational budget funding from TJC equaled \$87 per student participant.

For additional information, please contact: Mr. Mitch Andrews at mand@tjc.edu or (903) 510-2034.

2019 Texas Higher Education Star Award Finalists

Triple Credit Model Fire Academy

Dallas County Community College District - El Centro College, Garland Independent School District, and Garland Fire Department

Creating a pipeline of young recruits interested in fire careers is critical for the cities and regions within our state. El Centro College (ECC), part of the Dallas County Community College District; the Gilbreath-Reed Career and Technology Center (GRCTC), part of the Garland Independent School District (GISD); and the Garland Fire Department (GFD), through the City of Garland have partnered to create a rigorous three-year training program yielding much needed job-ready candidates for state fire service and/or related positions. The training program provides students a program of study with both identified and validated marketable skills that are tied to state firefighter certification. It also provides students a program that culminates in a postsecondary credit certificate that leads to an associate degree with a path to a bachelor's degree.

The rigorous three-year program covers the knowledge, ability, and technical skill needed for a career in fire technology. It is designed to provide students directly out of high school with a college award and credentials for work-ready careers in fire investigation, consulting, industrial safety, fire engineering, and/or fire prevention. Additionally, students can earn approximately 30 semester credit hours counted toward an Associate of Applied Science (AAS) degree in Fire Technology and the ability to have Emergency Medical Responder training. Program results include the ability to provide not only the local community but also departments and businesses throughout the state of Texas with the highest quality of fire protection certified professionals at no educational/training cost to the student. What makes this program unique is the Texas Commission on Fire Protection firefighter training portion of the program offered by the partners.

To date, a total of 111 students have earned college semester credit hours; 89 of those students have completed Year 1 of the program, and 22 have completed both Year 1 and Year 2. Because of the contributions given by each of the partners, the program is very efficient and delivers a tremendous advantage in terms of cost to the student.

Providing high school and college credit for fire academy professional training at no cost to the student resulting in work-ready applicants across the state is believed to be a first. The *60x30TX* goals could not have been accomplished by any of the partners independently. The Triple Credit Model Partnership and the resulting program can only be implemented by partners working together to leverage collective resources. This partnership pairs the willingness of the Garland Fire Department to provide mentorship and in-kind financial support along with the Garland Independent School District and El Centro College to ensure educational outcomes are matched to work-ready skills needed by the state of Texas. By providing a college credential, the program ensures an educated population of students, who might not have otherwise pursued postsecondary work, poised to continue their education through an established pathway.

For additional information, please contact: Dr. Sherry Jones at sjones@dcccd.edu or (214) 860-2202.

2019 Texas Higher Education Star Award Finalists

Pasos Program

El Paso Community College

Evolving from its beginnings in 2012 with California Puente training, the faculty-led *Pasos* Program at El Paso Community College (EPCC) (formally known as the Texas Puente Program) successfully completed its seventh year at EPCC. The program is leading the way at EPCC in closing achievement gaps through the use of culturally relevant teaching (CRT), student learning, and civic engagement. Through workshops and trainings, *Pasos* prepares high school dual credit teachers and college faculty and staff for high expectations and a vision of equity and excellence. In turn, *Pasos* faculty build students' academic, analytical, and critical thinking skills through intentional activities that build skills in dialogue, reading, and writing while celebrating their family histories and building their personal identities.

The *Pasos* Program infuses culturally responsive teaching strategies for equity in the classroom. Since 2017, the *Pasos* Program has been offering a teaching training series entitled, Embracing *Cariño* in the Classroom. Dual credit and college faculty participants gain peer faculty mentoring and diverse resources to be utilized to connect and engage students of all backgrounds, including ideas on how to integrate culturally relevant media and topics into their courses. A key strategy is to introduce a wide selection of contemporary, culturally relevant literature. Participants learn how to implement strategies and present topics that are relevant and engage students in their courses. Since its inception, the Embracing *Cariño* in the Classroom workshop has trained 73 EPCC faculty who are committed to helping make EPCC a student-ready college.

Additionally, EPCC has 12 Early College High Schools designed to enable students to simultaneously earn a high school diploma and an associate degree in four years. Currently, the *Pasos* Program is implemented in six El Paso area high schools in both online and face-to-face formats. Plans are underway to scale and serve the entire Ysleta ISD by 2020.

Statistics indicate that EPCC Puente/*Pasos* students successfully complete courses at a higher level than non-Puente/*Pasos* students. In the beginning, the program was costly, as evidenced in 2012-13 at a cost per student of \$2,083 as a participant in Texas Puente. By 2017-18 and 2018-19, the cost per student decreased dramatically to \$229.45 and \$73.82 respectively. EPCC's intention is to scale district-wide, and this dramatic decrease in cost per student has enabled EPCC to move in that direction at a fraction of the cost of its original expense. The switch from a Learning Communities model toward a culturally relevant teaching faculty training model has made the difference in being able to scale this EPCC student success model.

For additional information, please contact: Ms. Lucia Rodriguez at lrodr258@epcc.edu or (915) 831-2848.

2019 Texas Higher Education Star Award Finalists

Supporting Innovation, Diversity, Excellence, Access, and Success (I.D.E.A.S.) for High-Need Students

The University of Texas at Arlington

The Innovation, Diversity, Excellence, Access, and Success (I.D.E.A.S.) for High-Need Students program at The University of Texas at Arlington (UTA) uses Title V funds and institutional backing to support transfer students who comprise 51 percent of the undergraduate population and who are 28 percent Hispanic, 64.5 percent first-generation, and 51 percent Pell eligible. The program is designed to provide flexible and after-hour services to support students transitioning to the four-year institution.

I.D.E.A.S. was created in 2015 to respond to a steep decline in retention rates for Hispanic and transfer students and a lack of targeted services. During this time, UTA's appointment-based student support services largely focused on first-time, full-time students (freshmen), with services offered during business hours. This limited access to non-traditional students such as transfer students, first-generation students, and those attending part-time. A need expressed by Hispanic and transfer students was for free tutoring and mentoring, available without appointment.

The program's core objectives are:

1. Student Success through I.D.E.A.S. Center – A resource hub focused on support services designed to improve and increase undergraduate persistence and graduation rates for high-need students.
2. Student Success through Efficient use of Technology – Online access to support services to on-campus and distance education learners via online delivery.
3. Student Success through Faculty Development – Faculty development designed to increase cultural competence for meeting the various needs of high need students, and to support "gateway" courses as students transition into their major.

Analysis of I.D.E.A.S. Center's data indicates that for the 2017-2018 Academic Year, the I.D.E.A.S. Center served 659 students; in the current 2018-2019 Academic Year, the Center's services have reached an estimated 1,098 students. When comparing last year to the current year, the I.D.E.A.S. Center's growth has resulted in a 66 percent increase in students served. Since April 2016, 3,732 students overall have been served.

I.D.E.A.S. peer educators are building relationships with targeted students and supporting the completion of their degrees in a timely manner. As one example, the Department of Accounting provided evidence that the DFW rate for ACCT 2301 and ACCT 2302 declined from a rate as high as 42 percent in Fall 2018 to about 34 percent in Spring 2019 as a result of tutoring sessions provided in collaboration with the I.D.E.A.S. Center.

With respect to cost, the university began institutionalizing staff in Year 2 of the five-year grant. For 2017-2018, the overall budget expenditures for I.D.E.A.S. was \$376,457 (this amount is a combination of institutional and grant funds). Overall, 2,178 students were served by the I.D.E.A.S. Grant directly through contact with a peer educator or "Maverick Experience Associate" at the I.D.E.A.S. Center, with a cost per student of \$172.85.

For additional information, please contact: Dr. Maria Martinez-Cosio at mcosio@uta.edu or (817) 272-3302.

2019 Texas Higher Education Star Award Finalists

Supporting Innovation, Resilience & Retention Advising Program

The University of Texas at San Antonio

The University of Texas at San Antonio (UTSA) Academic Advising has implemented cost-effective strategies and programming that aim to increase the number of students completing a bachelor's degree. Housed under the Division of Student Success, UTSA Academic Advising identifies and targets the institution's most vulnerable student populations. One standout program is the Supporting Innovation, Resilience and Retention (R&R) Academic Advising Program, which is designed to establish a two-pronged approach for working with and supporting students who are at a high risk of either stopping out or being dismissed from the university.

The R&R Academic Advising Program was officially formed in September 2017. Operational and assessment goals were developed and included (1) structuring and streamlining the admissions processes for students who have been dismissed from UTSA two or more times; (2) tracking and increasing the graduation rate for students who have been reinstated into UTSA; and (3) increasing the retention rate for students who do not meet their major degree program's gateway/entry requirements, or who are not admitted into the competitive major of their choice, by helping them select a parallel path to their chosen career.

Through the use of intentional, proactive academic advising techniques; positive, empathetic language; and mandatory monthly check-ins, the R&R advisor builds trust, establishes a reciprocal working relationship, and strengthens the student's cultural competency. Per the Success Agreement that each student signs during the initial appointment, students on probation agree to utilize a minimum of two academic resources or meet with one of UTSA's trained Academic Success Coaches to learn time management skills, develop better study skills, etc.

The immediate impact of the R&R Advising Program is seen when comparing data from the program's first cohort with students from the year immediately prior. In the 2016-17 Academic Year, 31 percent of these students did not return to UTSA after failing to complete the gateway/entry requirement. This number decreased to 20 percent with the R&R Advising Program's implementation. Most notable, in the program's first year, retention from these two populations increased 14 percent. Additionally, the average GPA of program participants also has increased.

The R&R Academic Advising Program's concierge-style approach allows for a personalized problem-solving approach for the at-risk student population it serves, tailoring study-skills strategies to their specific situations or academic needs. Participants have been divided into three cohorts: Spring 2018 with 158 students; Summer/Fall 2018 with 189 students; and Spring 2019 with 112 students, for a total of 459 students. Currently, there are 242 students enrolled in the R&R Academic Advising Program for the Summer/Fall 2019 cohort.

At a cost of just over \$140,915 for salary and benefits, the two Senior Academic Program Advisors devote 75 percent of their workweek toward the program. The R&R Academic Advising Program served 347 students in its first full year of implementation, which brings the programmatic per student cost to \$304.57.

For additional information, please contact: Ms. Michelle Tencza at Michele.Tencza@utsa.edu or (210) 458-4302.

Texas Higher Education Star Awards

Past Recipients

2018

**HCC's Weekend College: A Template for
Degree Completion for Working Adults**
Houston Community College

2017

Accelerated Programmer Training
Austin Community College District

Eight-Week Terms: A Pathway to 60x30TX
Odessa College

UH in 4
University of Houston

The Gateway Course Innovation Initiative
University of Houston-Downtown

2016

Texas Affordable Baccalaureate Program
Texas A&M University-Commerce

2015

**The Education and Career Positioning System
– Linking Student Pathways to Careers**
Lone Star College–University Park

2014

Gulf Coast Partners Achieving Student Success
Lee College and Goose Creek Consolidated I.S.D.

San Antonio College GED-to-College Transition Program
San Antonio College Services for Women & Non-Traditional Students and San Antonio I.S.D.

Texas A&M – Blinn TEAM Program
Texas A&M University and Blinn College

Developmental Math Program
The University of Texas at El Paso

2013

Brookhaven College Counseling Center SkillsShops
Brookhaven College

Students Advancing Through Involvement in Research Student Talent Expansion Program (STAIRSTEP)
Lamar University

Temple College – Texas Bioscience Institute
Temple College

2012

Alamo Area Academies
Alamo Colleges

Dual Enrollment Medical Science Academy
South Texas College

UT Arlington-Academic Partnerships BSN Completion Program
The University of Texas at Arlington College of Nursing and Academic Partnerships

Gateway Project
West Texas A&M University

2011

In-House Online Tutoring
Houston Community College System

IDEA Public Schools
IDEA Public Schools

Students Together, Involving, Networking, and Guiding (STING)
The University of Texas at Brownsville and Texas Southmost College

Gateways to Excellence in Math and Science (GEMS)
The University of Texas at Dallas

UTMB Integrated Medical Curriculum
The University of Texas Medical Branch

Uplift Education
Uplift Education

2010

Learning Frameworks
Brazosport College

College of Nursing Undergraduate Nursing Weekend Program
Texas Woman's University T. Boone Pickens Institute of Health Sciences, Dallas Center

Joint Admission Medical Program (JAMP)
Created by Senate Bill 940 of the 77th Texas Legislature

Modeling Excellence in Collaborative Teacher Education
University of Houston Downtown, Lone Star College-Kingwood, and Lone Star College-CyFair

2009

Mathematics Outreach Center
Amarillo College

College, Career & Technology Academy
South Texas College and Pharr-San Juan-Alamo Independent School District

TAMU-Commerce/Mesquite Independent School District Partnership
TAMU-Commerce and Mesquite Independent School District

Partnering for Teachers
Texas Woman's University and Dallas ISD

Late Intervention Program
The University of Texas at San Antonio

Providing Access to Success: Emerald Eagle Scholars Program
University of North Texas

2008

Online Teacher Preparation Program for Paraprofessionals
Stephen F. Austin State University

UTEP-EPCC Transfer Scholarship Program
The University of Texas at El Paso

Second Degree Accelerated BSN Program
Texas Tech University Health Sciences Center

Collegiate Challenge Program
Spring Branch Independent School District

University-wide Enrollment Management

University of North Texas

College of Education Partnership

South Plains College/Texas Tech University

Student Employment Initiative

The University of Texas at Brownsville and Texas Southmost College

2007

LULAC Parent/Child Scholarship Program

Alamo Community College District-San Antonio College

Developmental Education Initiative Title V Project

El Paso Community College

UT TeleCampus

The University of Texas System

Student Money Management Center

University of North Texas

2006

College Connection Program

Austin Community College

Academic Assistance and Resource Center

Stephen F. Austin State University

SureStart Program

Tarrant County College District

Chemistry Peer Leader Program

The University of Texas at El Paso

YES College Preparatory Schools

YES College Preparatory Schools

2005

Graduates and Completers Projects

Houston Community College System

Summer Bridge Program

North Harris Montgomery Community College District-North Harris College

Navarro College Partnership
Texas A&M University-Commerce

Center for Mexican American Studies (CMAS)
University of Houston

Model Institutions for Excellence Initiative
University of Texas at El Paso

Gulf Coast Consortia/Keck Center
University of Texas Medical Branch at Galveston

2004

Community Link
Amarillo College

College Assistance Migrant Program
St. Edward's University

College of Science & Technology Scholars Academy at UH-D
University of Houston-Downtown

Law School Preparation Institute
The University of Texas at El Paso

2003

Community Education Centers
Alamo Community College District

Strategies for Success
Alamo Community College District – San Antonio College

Rising Star Program
Dallas County Community College District

The Academy for Collegiate Excellence and Student Success
Prairie View A&M University

Pathways to Success in Science
Texas A&M University-Corpus Christi

South Plains Nursing Education Community Coalition

Texas Tech Health Sciences Center, South Plains College, Lubbock Christian University, and Covenant School of Nursing, in partnership with University Medical Center, Covenant Health System, WorkSource of the South Plains, and American State Bank

Entering Student Program
The University of Texas at El Paso

Increasing the Success of the Most Economically Disadvantaged Students
West Texas A&M University

2002

Premedical Honors College
Baylor College of Medicine

The Monitored Probation Early Intervention Program
Lamar University

HomeGrown Teacher Education Program
San Jacinto College-North Campus

Nursing Success Program
Texas Woman's University

The Mother-Daughter Program
The University of Texas at El Paso

Texas Prefreshman Engineering Program
The University of Texas at San Antonio

University Scholars
The University of Texas-Pan American

2001

First-Year Learning Communities Program
Texas A&M University-Corpus Christi

Virtual College of Texas
Texas Association of Community Colleges

Mathworks Summer Program
Texas State University-San Marcos

The University Writing Center
Texas Tech University

Jesse H. Jones Academic Institute
University of Houston-Downtown