

TEXAS HIGHER EDUCATION COORDINATING BOARD

COMMITTEE ON ACADEMIC AND WORKFORCE SUCCESS

1200 EAST ANDERSON LANE, ROOM 1.170

AUSTIN, TEXAS

March 21, 2018

10:45 am

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

CHAIR
Vacant

VICE CHAIR
Fred Farias III, O.D.

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

Andrias R. "Annie" Jones
Ex-Officio

Stuart W. Stedman
Ex-Officio

AGENDA

PUBLIC TESTIMONY: The presiding chair shall designate whether public testimony will be taken at the beginning of the meeting, at the time the related item is taken up by the Board after staff has presented the item, or any other time as determined by the presiding chair. For procedures on testifying please go to <http://www.theccb.state.tx.us/public-testimony>

- I. Welcome and Committee Chair's meeting overview
- II. Consideration of approval of the minutes from the December 13, 2017, Committee meeting
- III. Consideration of approval of the Consent Calendar
- IV. Public Testimony on Items Relating to the Committee on Academic and Workforce Success
- V. Matters relating to the Committee on Academic and Workforce Success
 - A. Consideration of adopting the staff recommendation to the Committee relating to requests for a new degree program:
 - TEXAS TECH UNIVERSITY
 - (1) Doctor of Philosophy (PhD) degree with a major in Music Education
 - THE UNIVERSITY OF TEXAS AT AUSTIN
 - (2) Doctor of Philosophy (PhD) degree with a major in Mexican American and Latina/o Studies
 - THE UNIVERSITY OF TEXAS AT TYLER
 - (3) Doctor of Philosophy (PhD) degree with a major in Clinical Psychology
 - THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY
 - (4) Doctor of Philosophy (PhD) degree with a major in Clinical Psychology
 - B. Consideration of adopting the staff recommendation to the Committee relating to the report on the Fiscal Year 2018 Annual Review of Low-Producing Programs
 - C. Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to:
 - (1) Economics Field of Study Advisory Committee
 - (2) Management Information Systems Field of Study Advisory Committee
 - (3) Mathematics Field of Study Advisory Committee
 - (4) Radio and Television Field of Study Advisory Committee
 - (5) Sociology Field of Study Advisory Committee
 - (6) Undergraduate Education Advisory Committee

Note: Highlighted items in gray are on the Consent Calendar

Committee on Academic and Workforce Success

- D. Consideration of adopting the staff recommendation to the Committee relating to the guidelines for the 2018 Texas Higher Education Star Awards
- E. Consideration of adopting the staff recommendation to the Committee relating to approval to amend the contract with Texas Tech University for the Texas College and Career Readiness Standards - English/Language Arts and Mathematics Review and Revision Project to increase funding for additional activities and deliverables
- F. Consideration of adopting the staff recommendation to the Committee relating to the issuance of a Request for Proposals for the development and ongoing support of an online Pre-Assessment Activity
- G. LUNCH
- H. Proposed Rules:
 - (1) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 5, Subchapter C, Sections 5.41 - 5.43, 5.45, 5.46, 5.48, 5.50, and 5.51 - 5.54 of Board rules concerning approval of new academic programs at public universities and health-related institutions, review of existing degree programs, and the repeal of Section 5.56 of Board rules concerning approval of baccalaureate degree programs for selected community colleges
 - (2) Discussion of proposed amendments to Chapter 4, Subchapter D, Sections 4.82 and 4.85 of Board rules concerning the statutory basis of the rules and dual credit eligibility requirements
- I. Consideration of adopting the staff recommendation to the Committee relating to a request from The University of Texas of the Permian Basin to amend the contingencies for the Bachelor of Science in Chemical Engineering and the Bachelor of Science in Electrical Engineering degree programs, which were approved by the Board at the October 2017 meeting

VI. Adjournment

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

Texas Penal Code Section 46.035(c) states: "A license holder commits an offense if the license holder intentionally, knowingly, or recklessly carries a handgun under the authority of Subchapter H, Chapter 411, Government Code, regardless of whether the handgun is concealed or carried in a shoulder or belt holster, in the room or rooms where a meeting of a governmental entity is held and if the meeting is an open meeting subject to Chapter 551, Government Code, and the entity provided notice as required by that chapter." Thus, no person can carry a handgun and enter the room or rooms where a meeting of the THECB is held if the meeting is an open meeting subject to Chapter 551, Government Code.

Please Note that this governmental meeting is, in the opinion of counsel representing THECB, an open meeting subject to Chapter 551, Government Code and THECB is providing notice of this meeting as required by Chapter 551. In addition, **please note** that the written communication required by Texas Penal Code Sections 30.06 and 30.07, prohibiting both concealed and open carry of handguns by Government Code Chapter 411 licensees, will be posted at the entrances to this governmental meeting.

Committee on Academic and Workforce Success

AGENDA ITEM I

Welcome and Committee Chair's meeting overview

Fred Farias, Vice Chair of the Committee on Academic and Workforce Success, will provide the Committee an overview of the items on the agenda.

Committee on Academic and Workforce Success

AGENDA ITEM II

Consideration of approval of the minutes from the December 13, 2017, Committee meeting

RECOMMENDATION: Approval

TEXAS HIGHER EDUCATION COORDINATING BOARD**MINUTES****Committee on Academic and Workforce Success****1200 East Anderson Lane, Room 1.170****Austin, Texas****December 13, 2017, 10:45 am**(or upon adjournment of the Committee on Affordability, Accountability
and Planning meeting, whichever occurs later)**Minutes**

The Texas Higher Education Coordinating Board *Committee on Academic and Workforce Success (CAWS)* convened at 10:57 a.m. on December 13, 2017, with the following committee members present: Janelle Shepard, Chair, presiding; Fred Farias, Vice Chair; and John Steen. Member(s) absent: Arcilia Acosta and Ricky Raven.

Ex-Officio members present: Ex-Officio member, Bobby Jenkins; Andrias (Annie) Jones; Other Board Member(s) present: Stuart Stedman. Other Board Member(s) absent: Javaid Anwar.

AGENDA ITEM	ACTION
I. Welcome and Committee Chair's meeting overview	Janelle Shepard called the meeting to order.
II. Consideration of approval of the minutes from the September 27, 2017, Committee meeting	On motion by John Steen, seconded by Fred Farias, the Committee approved this item.
III. Consideration of approval of the Consent Calendar	On motion by Fred Farias, seconded by John Steen, the Committee approved this item.
IV. Public Testimony on Agenda Items	There were two individuals that registered to testify on agenda item 5-N (4): Mr. Mike Midgley from Austin Community College and Dr. Dani Day from Collin College. Testimony was heard when the Committee got to this item.
V. Matters relating to the Committee on Academic and Workforce Success	
A. Report to the Committee on activities of the Learning Technology Advisory Committee	Dr. Michelle Durán, Chair of the Learning Technology Committee, and Dr. Justin Louder, Co-Chair, provided a brief update on activities.
B. Report to the Committee on activities of the Apply Texas Advisory Committee	Dr. Rebecca Lothringer, Co-Chair of the Apply Texas Advisory Committee, provided a brief update on activities.

AGENDA ITEM	ACTION
<p>C. Consideration of adopting the staff recommendation to the Committee relating to requests for a new degree program:</p> <p>TEXAS TECH UNIVERSITY (1) Doctor of Philosophy (PhD) degree with a major in Exercise Physiology</p>	<p>On motion by John Steen, seconded by Fred Farias, the Committee approved this item.</p>
<p>UNIVERSITY OF HOUSTON-CLEAR LAKE (2) Bachelor of Science (BS) degree with a major in Mechanical Engineering</p>	<p>On motion by Fred Farias, seconded by John Steen, the Committee approved this item.</p>
<p>UNIVERSITY OF TEXAS RIO GRANDE VALLEY (3) Master of Science (MS) degree with a major in Civil Engineering</p>	<p>On motion by Fred Farias, seconded by John Steen, the Committee approved this item.</p>
<p>UNIVERSITY OF TEXAS AT SAN ANTONIO (4) Doctor of Philosophy (PhD) degree with a major in Civil Engineering</p>	<p>On motion by Fred Farias, seconded by John Steen, the Committee approved this item.</p>
<p>D. Consideration of adopting the Architecture and Construction Program of Study Advisory Committee's recommendation relating to courses required for the Construction Management Program of Study</p>	<p>On motion by John Steen, seconded by Fred Farias, the Committee approved this item.</p>
<p>E. Consideration of adopting the staff recommendation to the Committee relating to the July 2017 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "P" through "Z")</p>	<p>On motion by Fred Farias, seconded by John Steen, the Committee approved this item.</p>
<p>F. Report to the Committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)</p>	<p>Rex Peebles, Assistant Commissioner for Academic Quality and Workforce, provided an update on school closures.</p>
<p>G. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Open Educational Resources Grant Program <i>(Senate Bill 810, 85th Texas Legislature, Regular Session)</i></p>	<p>On motion by Fred Farias, seconded by John Steen, the Committee approved this item.</p>

AGENDA ITEM	ACTION
H. LUNCH	
I. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Carl D. Perkins Career and Technical Education Basic Grant Program	This item was on the Consent Calendar.
J. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Carl D. Perkins Career and Technical Education Leadership Grant Program	This item was on the Consent Calendar.
K. Discussion of the 2017 report on the National Research University Fund	Rex Peebles, Assistant Commissioner for Academic Quality and Workforce, provided an update on the 2017 report on the National Research University Fund.
L. Consideration of adopting the Academic Course Guide Manual (ACGM) Advisory Committee's recommendation to the Committee relating to changes in the ACGM	On motion by John Steen, seconded by Fred Farias, the Committee approved this item.
M. Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to: (1) Apply Texas Advisory Committee (2) Learning Technology Advisory Committee (3) Finance Field of Study Advisory Committee (4) Marketing Field of Study Advisory Committee (5) English Language and Literature Field of Study Advisory Committee (6) History Field of Study Advisory Committee (7) Political Science and Government Field of Study Advisory Committee (8) Social Work Field of Study Advisory Committee	This item was on the Consent Calendar.
N. Proposed Rules: (1) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter C, Sections 4.53 – 4.59, and 4.62 and proposed new Section 4.63 of Board rules concerning the Texas Success Initiative (<i>House Bill 2223, 85th Texas Legislature, Regular Session</i>)	On motion by John Steen, seconded by Fred Farias, the Committee approved this item.

AGENDA ITEM	ACTION
<p>(2) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 6, Subchapter K, Section 6.213 of Board rules concerning eligibility requirements for the Autism Grant Program <i>(General Appropriations Act, Senate Bill 1, 85th Texas Legislature, Regular Session)</i></p>	<p>This item was on the Consent Calendar.</p>
<p>(3) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 7, Subchapter A, Sections 7.3 - 7.5, 7.7, 7.8, and 7.11 and proposed new Section 7.15 of Board rules concerning oversight of certain degree-granting colleges and universities other than Texas public institutions, and academic records maintenance, protection, and repository of last resort <i>(Senate Bill 1781, 85th Texas Legislature, Regular Session)</i></p>	<p>On motion by John Steen, seconded by Fred Farias, the Committee approved this item.</p>
<p>(4) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 9, Subchapter N, Sections 9.670 - 9.678 of Board rules concerning certain Baccalaureate Degree Programs <i>(Senate Bill 2118, 85th Texas Legislature, Regular Session)</i></p>	<p>Janelle Shepard called Mr. Mike Midgley, Austin Community College, and Dr. Dani Day, Collin College, to the table to hear their public testimony.</p> <p>Mr. Mike Midgley, Vice President of Instruction, Austin Community College, requested Board staff consider program delivery modality as a factor when considering if a workforce need exists.</p> <p>Dr. Rex Peebles discussed that program modality is always considered as a factor of the program approval process.</p> <p>Dr. Dani Day, Vice President of Academic Services, Collin College, discussed concerns that the proposed rules imposed a non-statutory requirement for new program proposals to provide evidence of the capacity of existing programs and their ability to expand to meet workforce demand.</p> <p>Dr. Rex Peebles explained that the capacity of existing programs and their ability to expand to meet regional or statewide workforce need is always considered as part of the new program review process. He explained this is a key factor to ensure unnecessary duplication of programs</p>

AGENDA ITEM	ACTION
	<p>in a given area.</p> <p>The Committee on Academic and Workforce Success took no action on the public testimony.</p> <p>On motion by John Steen, seconded by Fred Farias, the Committee approved this item.</p>
(5) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter X, Sections 27.561 - 27.567 of Board rules concerning the establishment of the Sociology Field of Study Advisory Committee	This item was on the Consent Calendar.
(6) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter Y, Sections 27.581 - 27.587 of Board rules concerning the establishment of the Economics Field of Study Advisory Committee	This item was on the Consent Calendar.
(7) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter Z, Sections 27.601 - 27.607 of Board rules concerning the establishment of the Mathematics Field of Study Advisory Committee	This item was on the Consent Calendar.
(8) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter AA, Sections 27.621 - 27.627 of Board rules concerning the establishment of the Radio and TV Field of Study Advisory Committee	This item was on the Consent Calendar.
(9) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter BB, Sections 27.641 - 27.647 of Board rules concerning the establishment of the Management Information Systems Field of Study Advisory Committee	This item was on the Consent Calendar.

AGENDA ITEM	ACTION
O. Consideration of adopting the staff recommendation to the Committee relating to a request from Texas A&M University to establish a University System Center (USC) in Bryan, Texas	On motion by Fred Farias, seconded by John Steen, the Committee approved this item.
VI. Adjournment	On motion by John Steen, seconded by Fred Farias, the Committee adjourned at 2:12 pm.

Committee on Academic and Workforce Success

AGENDA ITEM III

Consideration of approval of the Consent Calendar

RECOMMENDATION: Approval

Background Information:

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

Consent Calendar

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

C. Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to:

- (1) Economics Field of Study Advisory Committee
- (2) Management Information Systems Field of Study Advisory Committee
- (3) Mathematics Field of Study Advisory Committee
- (4) Radio and Television Field of Study Advisory Committee
- (5) Sociology Field of Study Advisory Committee
- (6) Undergraduate Education Advisory Committee

D. Consideration of adopting the staff recommendation to the Committee relating to the guidelines for the 2018 Texas Higher Education Star Awards

E. Consideration of adopting the staff recommendation to the Committee relating to approval to amend the contract with Texas Tech University for the Texas College and Career Readiness Standards - English/Language Arts and Mathematics Review and Revision Project to increase funding for additional activities and deliverables

Committee on Academic and Workforce Success

AGENDA ITEM IV

Public Testimony on Items Relating to the Committee on Academic and Workforce Success

RECOMMENDATION: No action required

Background Information:

PUBLIC TESTIMONY: The presiding chair shall designate whether public testimony will be taken at the beginning of the meeting, at the time the related item is taken up by the Committee, after staff has presented the item, or any other time as determined by the presiding chair.

Committee on Academic and Workforce Success

AGENDA ITEM V-A (1)

Consideration of adopting the staff recommendation to the Committee relating to the request from Texas Tech University for a Doctor of Philosophy (PhD) degree with a major in Music Education

RECOMMENDATION: Approval, with contingencies

Rationale: The proposed PhD program would be offered face-to-face on Texas Tech University's (TTU) main campus in Lubbock and prepare students for professional and academic careers in Music Education. The proposed program would require 60 semester credit hours and would begin enrolling students in spring 2019. Students would design and conduct research, develop teacher preparation skills, and complete a dissertation in the proposed program. The proposed curriculum would focus on pedagogy of music teacher preparation and build on TTU's master's program in Music Education.

Graduates of the proposed program would address a workforce need for music educators and faculty members. The Bureau of Labor Statistics projects an 11 percent increase nationally, and the Texas Workforce Commission projects a 20 percent increase in Texas, from 2014 to 2024 for music educator roles requiring a bachelor's degree at minimum. These estimates do not include the anticipated increase in faculty roles that will require doctoral-level training.

The proposed program would build on the success of the institution's Doctor of Philosophy (PhD) in Fine Arts, which is an interdisciplinary degree with music, visual art, theatre & dance, and philosophy components, and the Doctor of Musical Arts (DMA) in Music, which is a professional practice program that emphasizes the creation or performance of musical works. The proposed program would distinguish itself from the PhD in Fine Arts and DMA in Music programs by developing the focus areas of music education, pedagogy, and research. As a unique and distinct program, the PhD in Music Education would allow students to gain depth in their discipline and be competitive applicants for faculty positions at colleges and universities.

TTU's core faculty has a headcount of seven and a full-time equivalent (FTE) of four.

Contingencies: The institution will submit five Annual Progress Reports confirming institutional commitments and assessing the progress of program implementation.

Texas Tech University (*Accountability Peer Group: Emerging Research University*)

Completion Measures		Institution	State
<i>Graduate</i>	Master's 5-Year Graduation Rate	85.3%	75.4%
	Doctoral 10-Year Graduation Rate	57.0%	61.9%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years:	Yes	<u>No</u> N/A
	Recently Approved Doctoral Programs: Educational Leadership (PhD, 2014) enrollment is 22 below projected (projected 29, enrolled 7; recruitment of second cohort was delayed to January 2018)		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years:	<u>Yes</u>	No N/A

Proposed Program:

The proposed program would be offered face-to-face on the main campus in Lubbock. The proposed program would require 60 semester credit hours of instruction that would be available beginning in spring 2019. Students would design and conduct research, develop teacher preparation skills, and complete a dissertation in the proposed program. The proposed curriculum would focus on pedagogy of music teacher preparation and build on TTU's master's program in Music Education.

The institution estimates that five-year costs would total \$789,500, and has identified funding resources of \$1,214,080 over the same period.

Existing Programs:

There are currently three doctoral programs in music teacher education in Texas.

Public Universities:

University of Houston
University of North Texas
The University of Texas at Austin

There are no existing programs within a 60-minute drive of the proposed program. The closest similar program is at the University of North Texas, which is located 295 miles from the proposed program.

In 2016, four doctoral degrees specifically in music teacher education were awarded by Texas public universities. In 2016, 19 doctoral students were enrolled in these doctoral programs. Music education programs provide intensive, hands-on experience to students, including opportunities to conduct ensembles, hold academic teaching assistantships, and provide voice or instrumental lessons. Program enrollments are historically low in order to provide appropriate instructional, research, pedagogical, and academic experiences to doctoral students.

Start-Up Projections:

	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
<i>Students Enrolled</i>	3	7	11	15	19
<i>Graduates</i>	0	0	3	4	4
<i>Avg. Financial Assistance</i>	\$13,500	\$13,500	\$9,818	\$8,100	\$7,105
<i>Students Assisted</i>	3	7	11	15	19
<i>Core Faculty</i>	4.0	4.0	4.0	4.0	4.0
<i>Total Costs</i>	\$73,000	\$127,000	\$183,000	\$196,500	\$210,000
<i>Total Funding</i>	\$97,868	\$212,771	\$241,073	\$324,934	\$337,434
<i>% From Formula Funding</i>	0	0	9%	27%	26%

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 225,000
Program Administration	\$ 15,000
Graduate Assistants	\$ 487,500
Clerical/Staff	\$ 0
Other (Student Support)	\$ 37,000
Supplies and Materials	\$ 0
Library and IT Resources	\$ 15,000
Equipment	\$ 10,000
Facilities	\$ 0
Other	\$ 0
Total	\$ 789,500

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 215,474
Reallocation of Existing Resources	\$ 562,500
Tuition and Fees	\$ 436,106
Total	\$ 1,214,080

Major Commitments:

The institution will submit five Annual Progress Reports confirming institutional commitments and assessing the progress of program implementation.

Final Assessment:

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

Yes No

The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program:

Yes No

The proposed program satisfactorily meets the Board's criteria for new doctoral programs (Texas Administrative Code, Chapter 19, Section 5.46):

Yes No

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

Online Resume for Legislators and Other Policymakers
TEXAS TECH UNIVERSITY

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

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

Institutional Resumes

Enrollment						
Race/Ethnicity	Fall 2011		Fall 2015		Fall 2016	
	Number	Percent	Number	Percent	Number	Percent
White	19,537	60.8%	20,698	58.2%	20,773	57.3%
Hispanic	4,855	15.1%	7,667	21.6%	8,375	23.1%
African American	1,580	4.9%	2,468	6.9%	2,571	7.1%
Asian	783	2.4%	1,075	3.0%	1,090	3.0%
International	2,139	6.7%	2,258	6.4%	2,277	6.3%
Other & Unknown	3,255	10.1%	1,380	3.9%	1,139	3.1%
Total	32,149	100.0%	35,546	100.0%	36,225	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	1,579	6.1%	1,824	6.3%	2,026	6.8%
Other Institutions	361	1.4%	457	1.6%	472	1.6%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2012	\$9,064	.0%	\$8,902	.0%
2013	\$9,242	2.0%	\$9,148	2.8%
2014	\$9,242	.0%	\$9,345	2.2%
2015	\$9,608	4.0%	\$9,598	2.7%
2016	\$9,866	2.7%	\$9,777	1.9%
2017	\$10,622	7.7%	\$10,201	4.3%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2014	48%	\$8,293	50%	\$7,698	41%	\$6,963
2015	46%	\$8,359	48%	\$7,425	43%	\$6,855
Federal, State, Institutional or Other Grants Known by Institutions						
2014	53%	\$6,414	58%	\$7,176	67%	\$6,201
2015	52%	\$6,616	57%	\$7,367	68%	\$6,357
Federal (Pell) Grants						
2014	28%	\$4,089	39%	\$4,118	27%	\$3,693
2015	28%	\$4,151	39%	\$4,193	27%	\$3,700

Student Success			
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates			
Enter Fall 2010		Enter Fall 2014	Enter Fall 2015
Cohort	4,730	5,518	5,084
Total	92.5%	89.4%	92.2%
Same	81.4%	80.6%	83.6%
Other	11.1%	8.8%	8.7%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates			
Enter Fall 2009		Enter Fall 2013	Enter Fall 2014
Institution Persistence			
Cohort	4,363	4,718	5,515
Total	86.7%	85.9%	87.9%
Same	70.0%	70.9%	73.6%
Other	16.7%	15.0%	14.3%
Peer Group Persistence			
Cohort	3,130	3,603	3,964
Total	82.5%	81.4%	82.3%
Same	62.7%	65.4%	67.3%
Other	19.8%	16.0%	15.0%
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree			
Institution	Peer Group Average		
Grade	Sam	SCH	Grade
			Sam
			SCH
Graduation Rates			
Cohort	Institution Rate	Peer Group Rate	
Fall 2007 4-year	37.1%	25.3%	
Fall 2011 4-year	39.7%	29.7%	
Fall 2012 4-year	39.3%	31.4%	
Fall 2006 5-year	66.4%	46.8%	
Fall 2010 5-year	62.5%	50.7%	
Fall 2011 5-year	61.8%	52.1%	
Fall 2005 6-year	73.2%	55.9%	
Fall 2009 6-year	70.3%	59.2%	
Fall 2010 6-year	69.9%	59.4%	
National Comparison (IPEDS Definition)			
Cohort	Institution Rate	OOS Peers Rate	
Fall 2006 4-year	37.0%	29.0%	
Fall 2010 4-year	33.0%	36.2%	
Fall 2011 4-year	35.0%	34.4%	
Fall 2005 5-year	57.0%	49.5%	
Fall 2009 5-year	53.0%	55.0%	
Fall 2010 5-year	55.0%	54.8%	
Fall 2004 6-year	63.0%	56.0%	
Fall 2008 6-year	59.0%	60.6%	
Fall 2009 6-year	60.0%	60.0%	

Six-year Graduation & Persistence Rate, Fall 2010		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	171	64.3%
Peer Group	322	51.2%
<i>For Students NOT Needing Dev Ed</i>		
Institution	4,559	79.1%
Peer Group	3,078	72.6%

*Peer Group data is average for peer group.

Funding						
Source	FY 2011 Amount	Pct of Total	FY 2015 Amount	Pct of Total	FY 2016 Amount	Pct of Total
Appropriated Funds	\$215,075,416	38.3%	\$225,307,897	34.2%	\$274,589,211	39.1%
Federal Funds	\$79,898,162	14.2%	\$74,513,309	11.3%	\$74,247,737	10.6%
Tuition & Fees	\$229,303,339	40.8%	\$281,954,310	42.8%	\$295,899,496	42.1%
Total Revenue	\$561,850,635	100.0%	\$658,522,946	100.0%	\$703,024,573	100.0%

Online Resume for Prospective Students, Parents and the Public

TEXAS TECH UNIVERSITY

Location: Lubbock, High Plains Region

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

Out-Of-State Peers: University Of Arkansas, University Of Louisville, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus, University Of South Carolina-Columbia

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment			
Race/Ethnicity	Fall 2016		
	Number	Percent	
White	20,773	57.3%	
Hispanic	8,375	23.1%	
African American	2,571	7.1%	
Asian	1,090	3.0%	
International	2,277	6.3%	
Other & Unknown	1,139	3.1%	
Total	36,225	100.0%	
TX First Time Transfers	Number	% of UG	
Two-Year Institutions	2,026	6.8%	
Other Institutions	472	1.6%	

Baccalaureate Success				
Graduation Rate of First-time, Full-time Degree-seeking Students Entering				
Measure	Fall	Rate		
4-year Rate Total	2012	39.3%		
Same Institution		33.7%		
Other Institutions		5.6%		
5-year Rate Total	2011	61.8%		
Same Institution		53.3%		
Other Institutions		8.5%		
6-year Rate Total	2010	69.9%		
Same Institution		59.9%		
Other Institutions		10.0%		

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2015		
Total		92.2%
Same		83.6%
Other		8.7%

2-Year Persistence, Fall 2014		
Total		87.9%
Same		73.6%
Other		14.3%

Avg Number SCH for Bachelor's Degree		
FY 2016 Average		
Sem	SCH	
All	10.48	141.00

Degrees Awarded	
Type	FY 2016
Bachelor's	5,247
Master's	1,638
Doctoral	331
Professional	182
Total	7,398

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2016 Rate
Education*	98.00%
Law	89.6%
Pharmacy	%
Nursing	%
Engineering	76.3%

*Data for FY 2015

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2016		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission			
Fall 2016			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	8,975	75.3%	42.8%
African American	1,571	56.0%	35.6%
Hispanic	5,774	61.1%	34.5%
Asian	975	75.4%	21.8%
International	995	58.8%	15.7%
Other	254	75.6%	38.5%
Total	18,544	68.4%	37.5%

Instruction	
Measure of Excellence	Fall 2016
Undergraduate Classes with < 20 Students	32.4%
Undergraduate Classes with > 50 Students	14.2%
% of Teaching Faculty Tenured/Tenure-track *	%
Student/Faculty Ratio *	0:1

* Fall 2015 Data

Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2017
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	Type of Cost
2012	\$9,064	.0%	\$8,879	.0%	Total Academic Cost
2013	\$9,242	1.9%	\$9,135	2.8%	On-campus Room & Board
2014	\$9,242	.0%	\$9,359	2.4%	Books & Supplies
2015	\$9,608	3.8%	\$9,596	2.5%	Off-Campus Transportation & Personal Expenses
2016	\$9,866	2.6%	\$9,764	1.7%	
2017	\$10,622	7.1%	\$10,140	3.7%	Total Cost

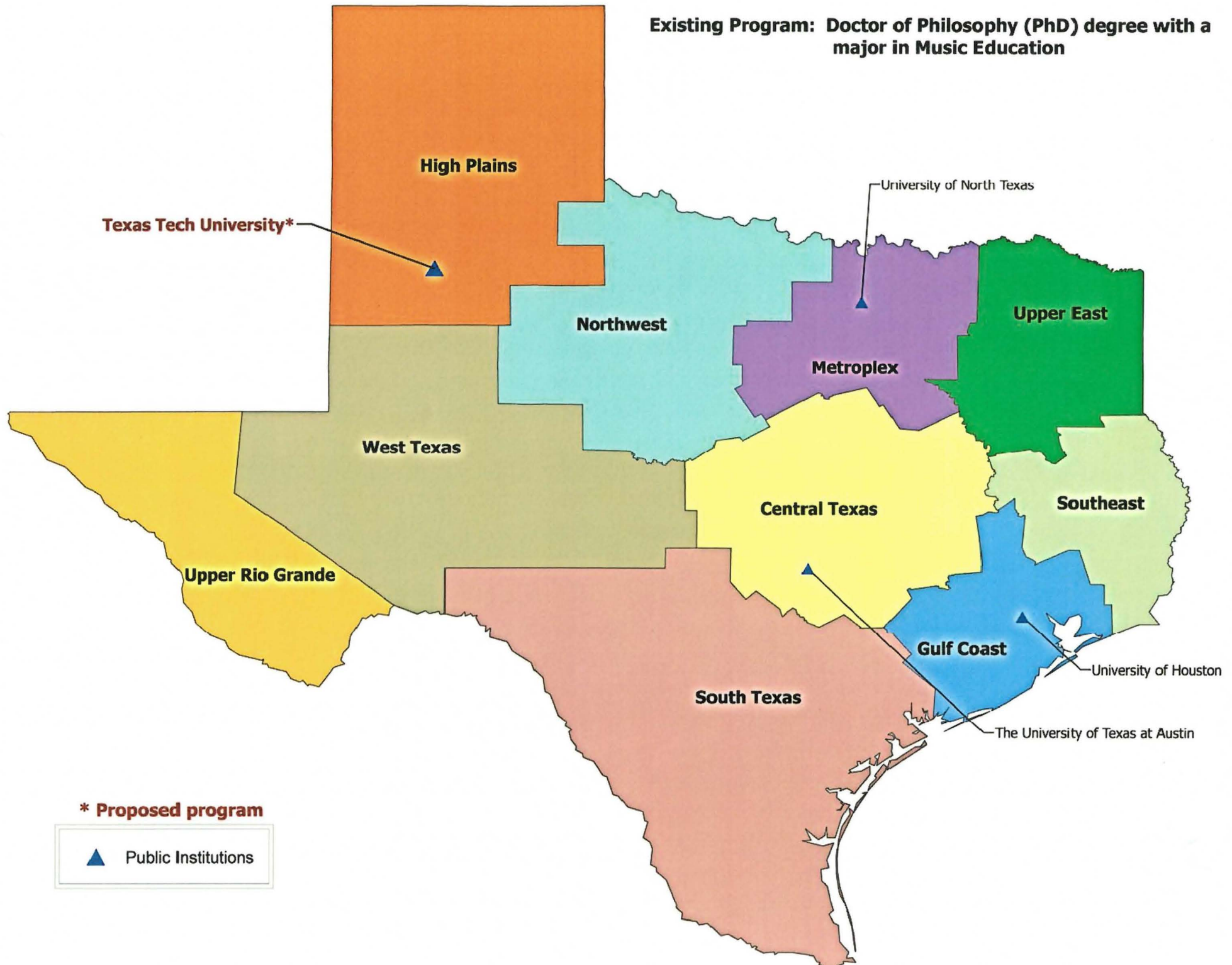
[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

Financial Aid		
Enrolled in FY 2015		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	52%	\$6,616
Federal (Pell) Grants	28%	\$4,151
Federal Student Loans	46%	\$8,359

Funding		
Source	FY 2016 Amount	Pct of Total
Appropriated Funds	\$274,589,211	39.1%
Federal Funds	\$74,247,737	10.6%
Tuition & Fees	\$295,899,496	42.1%
Total Revenue	\$703,024,573	100.0%

Existing Program: Doctor of Philosophy (PhD) degree with a major in Music Education



Committee on Academic and Workforce Success

AGENDA ITEM V-A (2)

Consideration of adopting the staff recommendation to the Committee relating to the request from The University of Texas at Austin for a Doctor of Philosophy (PhD) degree with a major in Mexican American and Latina/o Studies

RECOMMENDATION: Approval, with contingences

Rationale: The proposed PhD program would be the first in Texas to offer a doctoral degree in Mexican American and Latina/o Studies. The program would build upon the existing bachelor's, master's, and graduate portfolio programs in Mexican American and Latina/o Studies. The 15 semester credit hour graduate portfolio program has been successful and currently enrolls 45 students, indicating strong student interest in Mexican American and Latina/o Studies research.

Graduates of the proposed program would address a workforce need for ethnic and cultural studies postsecondary faculty. The Bureau of Labor Statistics indicates ethnic and cultural studies postsecondary faculty will experience 15 percent growth in the decade 2014-2024. For the same decade, the Texas Workforce Commission anticipates 26 percent growth for faculty.

The University of Texas at Austin (UT-Austin) has facilities and resources in place to support the proposed program. With the unique focus on Mexican American and Latina/o studies, impressive facilities and resources, research-active faculty, and existing and recurring funding, UT-Austin has the potential to create a nationally recognized, innovative program.

Contingencies: The institution will submit five Annual Progress Reports confirming institutional commitments and assessing the progress of program implementation.

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

Completion Measures		Institution	State
<i>Graduate</i>	Master's 5-Year Graduation Rate	88.8%	75.4%
	Doctoral 10-Year Graduation Rate	63.0%	61.9%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years: Yes <u>No</u> N/A		
	Recently Approved Doctoral Programs: <ul style="list-style-type: none"> • Medicine (MD, 2015) enrollments met • Nursing Practice (DNP, 2015) enrollment is 2 below projected (projected 47, enrolled 45) 		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years: <u>Yes</u> No N/A		

Proposed Program:

The proposed face-to-face program would be offered on the main campus in Austin. The proposed program would require a minimum of 51 semester credit hours of instruction, and students would enroll in fall 2018.

The proposed program would prepare students for both academic and non-academic positions. The institution indicates the majority of graduates would pursue work as postsecondary faculty, while some would seek positions with government or private organizations in the education and health services sectors. Graduates pursuing faculty positions would be highly competitive for employment at other top-tier institutions.

The institution estimates that five-year costs would total \$8,829,179, and has identified funding resources of \$9,169,755 over the same period.

Existing Programs:

There are currently no doctoral programs in Mexican American and Latina/o Studies in Texas.

Start-Up Projections:	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
<i>Students Enrolled</i>	3	6	10	14	19
<i>Graduates</i>	0	0	0	0	3
<i>Avg. Financial Assistance</i>	\$20,242	\$20,242	\$20,242	\$20,242	\$20,242
<i>Students Assisted</i>	3	6	10	14	19
<i>Core Faculty</i>	13	14	15	16	16
<i>Total Costs</i>	\$1,727,626	\$1,769,379	\$1,715,781	\$1,731,339	\$1,885,053
<i>Total Funding</i>	\$1,727,626	\$1,820,224	\$1,796,139	\$1,828,647	\$1,997,117
<i>% From Formula Funding</i>	0	2%	4%	4%	4%

FIVE-YEAR COSTS		FIVE-YEAR FUNDING	
Personnel		Formula Funding (Years 3-5)	\$ 266,350
Faculty	\$ 6,517,427	Reallocation of Existing Resources	\$ 8,829,178
Program Administration	\$ 42,500	Tuition and Fees	\$ 74,225
Graduate Assistants	\$ 1,655,235		
Clerical/Staff	\$ 614,016		
Other	\$ 0		
Supplies and Materials	\$ 0		
Library and IT Resources	\$ 0		
Equipment	\$ 0		
Facilities	\$ 0		
Other	\$ 0		
Total	\$ 8,829,178	Total	\$ 9,169,753

The majority of costs for the proposed program are associated with faculty. Funding for faculty is in place or will be reallocated from existing resources. There would be no impact on the existing bachelor's and master's programs.

Major Commitments:

The institution will submit five Annual Progress Reports confirming institutional commitments and assessing the progress of program implementation.

Final Assessment:

The institution has a proactive plan to recruit underrepresented students to the program: Yes No

The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program: Yes No

The proposed program satisfactorily meets the Board's criteria for new doctoral programs (Texas Administrative Code, Chapter 19, Section 5.46): Yes No

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

Online Resume for Legislators and Other Policymakers

THE UNIVERSITY OF TEXAS AT AUSTIN

Location: Austin, Central Region

Research Accountability Peer Group: Texas A&M Univ

Out-Of-State Peers: Ohio State University - Main Campus, University Of California - Berkeley, University Of Illinois At Urbana - Champaign, University Of Michigan - Ann Arbor, University Of Minnesota - Twin Cities

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

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Enrollment

Race/Ethnicity	Fall 2011		Fall 2015		Fall 2016	
	Number	Percent	Number	Percent	Number	Percent
White	26,116	51.1%	22,999	45.1%	22,221	43.3%
Hispanic	9,309	18.2%	10,358	20.3%	10,688	20.8%
African American	2,317	4.5%	2,323	4.6%	2,385	4.7%
Asian	8,285	16.2%	9,295	18.2%	9,744	19.0%
International	3,732	7.3%	3,995	7.8%	4,165	8.1%
Other & Unknown	1,353	2.6%	1,980	3.9%	2,078	4.1%
Total	51,112	100.0%	50,950	100.0%	51,281	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
	755	2.0%	857	2.2%	835	2.1%
Two-Year Institutions	Number	% of UG	Number	% of UG	Number	% of UG
	1,045	2.7%	1,035	2.6%	1,023	2.5%

Costs

Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Texas Rates				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2012	\$9,794	.0%	\$9,136	.0%
2013	\$9,794	.0%	\$9,136	.0%
2014	\$9,790	.0%	\$9,412	3.0%
2015	\$9,798	.1%	\$9,520	1.1%
2016	\$9,810	.1%	\$9,652	1.4%
2017	\$9,810	.0%	\$9,758	1.1%

Student Success

One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates			
		Enter Fall 2010	Enter Fall 2014	Enter Fall 2015	Cohort	Institution Rate	Peer Group Rate
Cohort		7,231	7,031	7,562	Fall 2007 4-year	51.4%	51.7%
Total		94.7%	95.6%	95.4%	Fall 2011 4-year	58.0%	57.1%
Same		88.9%	93.5%	93.1%	Fall 2012 4-year	59.9%	58.7%
Other		5.8%	2.0%	2.3%	Fall 2006 5-year	76.4%	77.7%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2010 5-year	77.4%	79.6%	
		Enter Fall 2009	Enter Fall 2013	Enter Fall 2014	Fall 2011 5-year	80.9%	81.8%
Institution Persistence				Fall 2005 6-year	83.3%	83.8%	
Cohort		7,195	7,101	7,027	Fall 2009 6-year	81.7%	83.3%
Total		90.1%	91.6%	91.0%	Fall 2010 6-year	82.5%	84.2%
Same		83.6%	87.2%	87.7%	National Comparison (IPEDS Definition)		
Other		6.5%	4.5%	3.3%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence				Fall 2006 4-year	53.0%	60.6%	
Cohort		7,316	7,797	8,004	Fall 2010 4-year	52.0%	67.2%
Total		92.3%	92.7%	92.7%	Fall 2011 4-year	52.0%	67.4%
Same		84.9%	86.4%	86.6%	Fall 2005 5-year	76.0%	79.8%
Other		7.4%	6.3%	6.1%	Fall 2009 5-year	77.0%	83.0%
				Fall 2010 5-year	76.0%	83.0%	
				Fall 2004 6-year	80.0%	82.6%	
				Fall 2008 6-year	81.0%	85.4%	
				Fall 2009 6-year	80.0%	85.4%	
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree							
Institution	Peer Group Average						
Grade	Sem	SCH	Grade	Sem	SCH		

Six-year Graduation & Persistence Rate, Fall 2010		
Student Group	Cohort	Rate
For Students Needing Dev Ed		
Institution	87	52.9%
Peer Group	81	59.3%
For Students NOT Needing Dev Ed		
Institution	7,144	86.5%
Peer Group	7,258	88.5%

*Peer Group data is average for peer group.

Financial Aid

Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2014	38%	\$7,330	35%	\$6,857	37%	\$6,196
2015	36%	\$7,357	34%	\$6,854	36%	\$6,233
Federal, State, Institutional or Other Grants Known by Institutions						
2014	47%	\$8,727	51%	\$8,729	55%	\$11,772
2015	45%	\$9,225	50%	\$9,086	55%	\$12,245
Federal (PelI) Grants						
2014	26%	\$4,577	24%	\$4,398	22%	\$4,308
2015	25%	\$4,642	23%	\$4,480	21%	\$4,359

Funding

Source	FY 2011 Amount	Pct of Total	FY 2015 Amount	Pct of Total	FY 2016 Amount	Pct of Total
Appropriated Funds	\$537,283,964	25.9%	\$651,296,794	28.5%	\$690,309,369	29.8%
Federal Funds	\$460,213,182	22.2%	\$438,935,905	19.2%	\$454,008,695	19.6%
Tuition & Fees	\$421,203,153	20.3%	\$437,113,389	19.1%	\$440,179,963	19.0%
Total Revenue	\$2,074,442,050	100.0%	\$2,288,532,510	100.0%	\$2,315,117,609	100.0%

Online Resume for Prospective Students, Parents and the Public

THE UNIVERSITY OF TEXAS AT AUSTIN

Location: Austin, Central Region

Research Accountability Peer Group: Texas A&M Univ

Out-Of-State Peers: Ohio State University - Main Campus, University Of California - Berkeley, University Of Illinois At Urbana - Champaign, University Of Michigan - Ann Arbor, University Of Minnesota - Twin Cities

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

[Institutional Resumes](#)

[Accountability System](#)

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Enrollment		
Race/Ethnicity	Fall 2016 Number	Percent
White	22,221	43.3%
Hispanic	10,688	20.8%
African American	2,385	4.7%
Asian	9,744	19.0%
International	4,165	8.1%
Other & Unknown	2,078	4.1%
Total	51,281	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	835	2.1%
Other Institutions	1,023	2.5%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students Entering		
Measure	Fall	Rate
4-year Rate Total	2012	59.9%
Same Institution		58.9%
Other Institutions		1.0%
5-year Rate Total	2011	80.9%
Same Institution		78.7%
Other Institutions		2.2%
6-year Rate Total	2010	82.5%
Same Institution		78.6%
Other Institutions		3.9%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2015	
Total	95.4%
Same	93.1%
Other	2.3%
2-Year Persistence, Fall 2014	
Total	91.0%
Same	87.7%
Other	3.3%

Avg Number SCH for Bachelor's Degree	
FY 2016 Average	
Sem	SCH
All	9.47 127.00

Degrees Awarded	
Type	FY 2016
Bachelor's	10,289
Master's	3,041
Doctoral	856
Professional	489
Total	14,675

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2016 Rate
Education*	99.00%
Law	89.4%
Pharmacy	95.4%
Nursing	96.4%
Engineering	93.2%

*Data for FY 2015

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2016		
Test Section	ACT	SAT
Composite		
Math		http://www.CollegePortraits.org
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2016			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	15,312	47.3%	47.4%
African American	2,387	39.8%	46.7%
Hispanic	9,829	49.9%	44.3%
Asian	7,196	55.8%	50.8%
International	4,332	23.4%	24.8%
Other	1,495	51.0%	48.6%
Total	40,551	46.6%	46.1%

Instruction	
Measure of Excellence	Fall 2016
Undergraduate Classes with < 20 Students	35.7%
Undergraduate Classes with > 50 Students	26.7%
% of Teaching Faculty Tenured/Tenure-track *	%
Student/Faculty Ratio *	0:1

* Fall 2015 Data

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2012	\$9,794	.0%	\$8,480	.0%
2013	\$9,794	.0%	\$8,480	.0%
2014	\$9,790	.0%	\$9,036	6.2%
2015	\$9,798	.1%	\$9,242	2.2%
2016	\$9,810	.1%	\$9,494	2.7%
2017	\$9,810	.0%	\$9,707	2.2%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2017	
Type of Cost	Average Amount
Total Academic Cost	\$9,810
On-campus Room & Board	\$10,070
Books & Supplies	\$662
Off-Campus Transportation & Personal Expenses	\$4,310
Total Cost	\$24,852

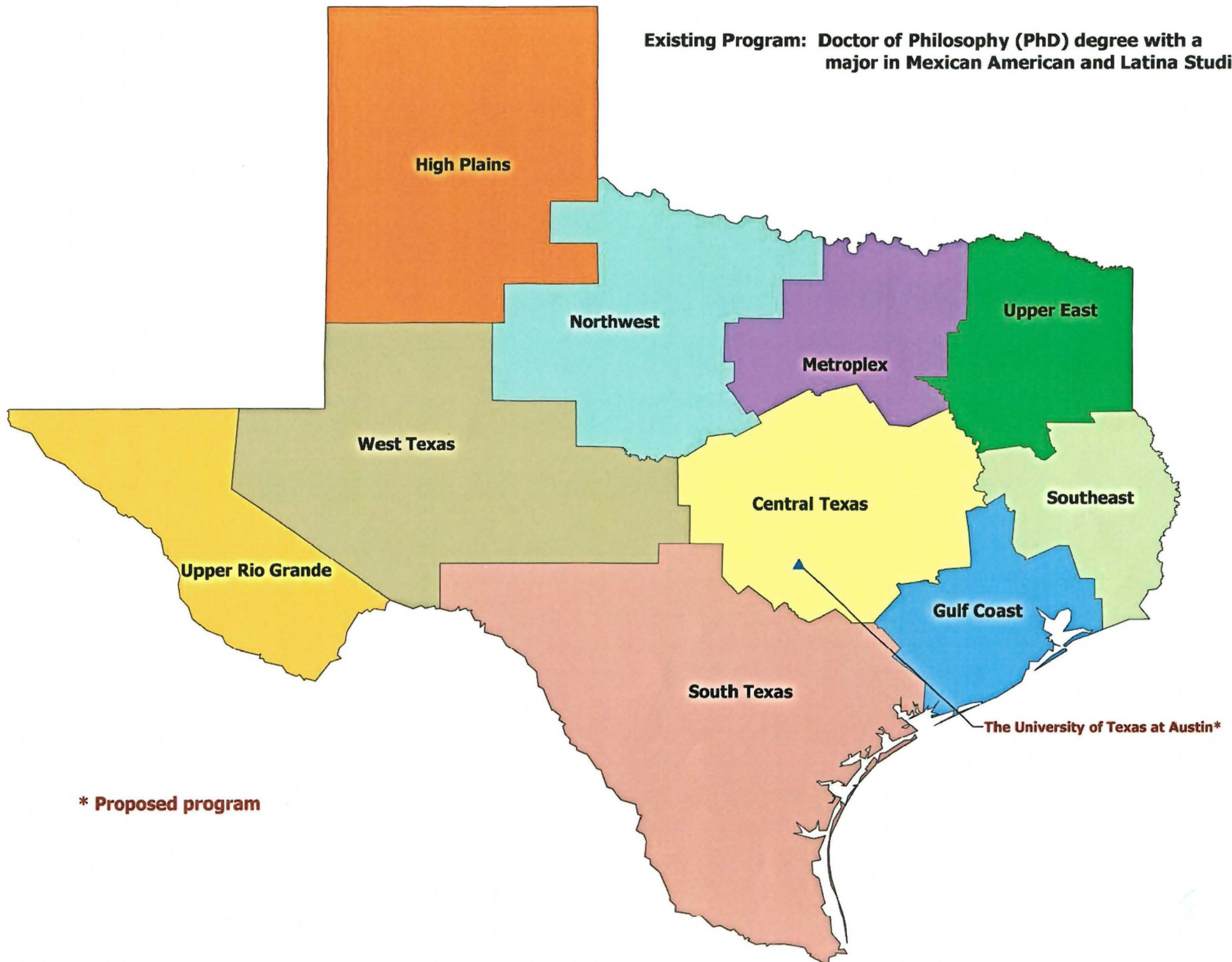
[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

Financial Aid		
Enrolled in FY 2015		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	45%	\$9,225
Federal (Pell) Grants	25%	\$4,642
Federal Student Loans	36%	\$7,357

Funding		
Source	FY 2016 Amount	Pct of Total
Appropriated Funds	\$690,309,369	29.8%
Federal Funds	\$454,008,695	19.6%
Tuition & Fees	\$440,179,963	19.0%
Total Revenue	\$2,315,117,609	100.0%

Existing Program: Doctor of Philosophy (PhD) degree with a major in Mexican American and Latina Studies



*** Proposed program**

Committee on Academic and Workforce Success

AGENDA ITEM V-A (3)

Consideration of adopting the staff recommendation to the Committee relating to the request from The University of Texas at Tyler for a Doctor of Philosophy (PhD) degree with a major in Clinical Psychology

RECOMMENDATION: Approval, with contingencies

Rationale: The proposed PhD program would prepare students for professional and academic careers in Clinical Psychology. The proposed program identifies three specialty tracks to serve the specific needs of the region: geropsychology, veterans' needs/trauma care, and rural mental health. The combination of these tracks makes the proposed program unique in Texas.

Graduates of the proposed program would address a workforce need for Clinical Psychologists and faculty members. The Bureau of Labor Statistics projects a 20 percent increase nationally, and the Texas Workforce Commission projects a 21 percent increase in Texas, from 2014 to 2024 for Clinical Psychologists.

Contingencies: In accordance with the institution's proposed hiring schedule, The University of Texas at Tyler (UT-Tyler) agrees to hire at least four research-active faculty, one of whom will be in the field of geropsychology/neuropsychology and at least one of whom will be of senior rank (Associate or Full Professor). The four new faculty members will start in Year 1 (fall 2019). By June 1, 2019, the institution shall provide documentation of the faculty hires through submission of a letter of intent, curriculum vitae, and a list of courses to be taught, and shall submit its strategic plan for any future faculty hiring to the Coordinating Board through the submission portal.

The institution will submit five Annual Progress Reports confirming institutional commitments and assessing the progress of the program's implementation.

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

Completion Measures		Institution	State
<i>Graduate</i>	Master's 5-Year Graduation Rate	64.6%	75.4%
	Doctoral 10-Year Graduation Rate	N/A	61.9%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral programs approved in the last five years: Yes <u>No</u> N/A		
	Recently Approved Doctoral Programs: <ul style="list-style-type: none"> • Nursing Practice (DNP, 2016) enrollment is 2 below projected (projected 15, enrolled 13) • Pharmacy (PharmD, 2013) established by the State Legislature and does not receive formula funding, enrollment is 255 • Human Resource Development (PhD, 2011) enrollments met 		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years: <u>Yes</u> No N/A		

Proposed Program:

The proposed face-to-face program would be offered on the main campus in Tyler. The proposed program would require 99 semester credit hours of instruction, and students would enroll in fall 2019. The proposed program is designed to meet regional mental health needs, particularly serving the elderly, military veterans, and rural populations. Students would have internships with a variety of area partners, including The University of Texas Health Science Center at Tyler, (UT Health Northeast). Student research opportunities are available at the institution's Memory and Assessment Research Center and other on-campus facilities.

The institution estimates that five-year costs would total \$2,503,100, and has identified funding resources of \$2,720,478 over the same period.

Existing Programs:

There are eight public and two independent universities offering doctoral programs in Clinical Psychology in Texas.

Public Universities:

Texas A&M University
 Sam Houston State University
 Texas Tech University
 The University of Texas at Austin
 University of Houston
 University of Houston—Clear Lake
 University of North Texas
 The University of Texas Southwestern Medical Center

Independent Colleges and Universities:

Baylor University

Southern Methodist University

There are no existing programs within a 60-minute drive of proposed program. The University of Texas Southwestern Medical Center program is located 112 miles from the proposed program and enrolled its first class in 1971.

In fall 2017, there were a total of 277 declared majors in Clinical Psychology at public institutions. Admission to existing programs in Texas is highly competitive, and all programs are at capacity.

Start-Up Projections:	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
<i>Students Enrolled</i>	4	9	15	21	27
<i>Graduates</i>	0	0	0	0	0
<i>Avg. Financial Assistance</i>	\$24,600	\$24,600	\$24,600	\$24,600	\$24,600
<i>Students Assisted</i>	4	9	15	21	27
<i>Core Faculty</i>	6	6	6	6	6
<i>Total Costs</i>	\$225,100	\$348,100	\$495,700	\$643,300	\$790,900
<i>Total Funding</i>	\$182,000	\$370,361	\$528,289	\$804,447	\$835,381
<i>% From Formula Funding</i>	0	0	25%	25%	30%

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 360,000
Faculty Travel	\$ 5,000
Program Administration	\$ 87,500
Graduate Assistants	\$ 1,326,000
Student Support	\$ 543,600
Clerical/Staff	\$ 150,000
Other	\$ 0
Supplies and Materials	\$ 10,000
Library and IT Resources	\$ 21,000
Equipment	\$ 0
Facilities	\$ 0
Other	\$ 0
Total	\$ 2,503,100

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 374,888
Reallocation of Existing Resources	\$ 1,460,000
Tuition and Fees	\$ 885,590
Total	\$ 2,720,478

Major Commitments:

In accordance with the institution's proposed hiring schedule, UT-Tyler agrees to hire at least four research-active faculty, one of whom will be in the field of geropsychology/neuropsychology and at least one of whom will be of senior rank (Associate or Full Professor). The four new faculty members will start in Year 1 (fall 2019). By June 1, 2019, the institution

shall provide documentation of the faculty hires through submission of a letter of intent, curriculum vitae, and a list of courses to be taught, and shall submit its strategic plan for any future faculty hiring to the Coordinating Board through the submission portal.

The institution shall submit five Annual Progress Reports confirming institutional commitments and assessing the progress of program implementation.

Final Assessment:

The institution has a proactive plan to recruit underrepresented students to the program: **Yes** No

The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program: **Yes** No

The proposed program satisfactorily meets the Board's criteria for new doctoral programs (Texas Administrative Code, Chapter 19, Section 5.46): **Yes** No

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

Online Resume for Legislators and Other Policymakers

THE UNIVERSITY OF TEXAS AT TYLER

Location: Tyler, Upper East Region

Master's Accountability Peer Group: Angelo State Univ, Midwestern State Univ, Sul Ross Rio Grande, Sul Ross State Univ, Texas A&M - Central Texas, Texas A&M - Galveston, Texas A&M - San Antonio, Texas A&M - Texarkana, UNT Dallas, UT Brownsville, UT Permian Basin, Univ of H - Clear Lake, Univ of H - Downtown, Univ of H - Victoria

Out-Of-State Peers: Eastern Washington University, Nicholls State University, The University Of West Florida, University Of Illinois At Springfield, Western New Mexico University

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2011		Fall 2015		Fall 2016	
	Number	Percent	Number	Percent	Number	Percent
White	4,458	67.3%	4,923	57.9%	5,507	58.5%
Hispanic	696	10.5%	1,307	15.4%	1,592	16.9%
African American	699	10.5%	976	11.5%	1,140	12.1%
Asian	152	2.3%	305	3.6%	348	3.7%
International	144	2.2%	330	3.9%	286	3.0%
Other & Unknown	479	7.2%	659	7.8%	543	5.8%
Total	6,628	100.0%	8,500	100.0%	9,416	100.0%
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	611	12.4%	850	14.0%	903	12.9%
Other Institutions	112	2.3%	163	2.7%	156	2.2%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2012	\$6,592	.0%	\$6,174	.0%
2013	\$7,222	9.6%	\$6,200	.4%
2014	\$7,222	.0%	\$6,418	3.5%
2015	\$7,312	1.2%	\$6,992	8.9%
2016	\$7,312	.0%	\$7,366	5.3%
2017	\$7,602	4.0%	\$7,583	2.9%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2014	43%	\$7,489	40%	\$6,348	48%	\$7,079
2015	42%	\$7,536	31%	\$5,610	55%	\$6,287
Federal, State, Institutional or Other Grants Known by Institutions						
2014	63%	\$6,598	59%	\$5,307	65%	\$7,669
2015	56%	\$6,231	48%	\$4,060	64%	\$8,204
Federal (Pell) Grants						
2014	35%	\$4,065	38%	\$3,678	40%	\$4,138
2015	36%	\$4,111	31%	\$2,803	39%	\$4,095

Student Success							
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Graduation Rates		
		Enter Fall 2010	Enter Fall 2014	Enter Fall 2015	Cohort	Institution Rate	Peer Group Rate
Cohort		542	678	767	Fall 2007 4-year	31.7%	17.3%
Total		88.7%	83.3%	82.3%	Fall 2011 4-year	30.0%	22.1%
Same		64.0%	61.8%	57.0%	Fall 2012 4-year	31.2%	21.0%
Other		24.7%	21.5%	25.3%	Fall 2006 5-year	45.5%	34.0%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2010 5-year	47.6%	36.0%
		Enter Fall 2009	Enter Fall 2013	Enter Fall 2014	Fall 2011 5-year	52.1%	38.7%
Institution Persistence					Fall 2005 6-year	53.3%	43.2%
Cohort		587	701	678	Fall 2009 6-year	55.1%	43.7%
Total		77.7%	74.8%	73.5%	Fall 2010 6-year	54.1%	43.5%
Same		50.4%	49.1%	51.0%	National Comparison (IPEDS Definition)		
Other		27.3%	25.7%	22.4%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence					Fall 2006 4-year	18.0%	26.0%
Cohort		560	567	548	Fall 2010 4-year	26.0%	21.2%
Total		71.3%	71.1%	71.9%	Fall 2011 4-year	25.0%	20.6%
Same		44.8%	41.8%	42.7%	Fall 2005 5-year	32.0%	38.7%
Other		26.3%	29.3%	29.0%	Fall 2009 5-year	41.0%	36.0%
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree					Fall 2010 5-year	36.0%	34.4%
					Fall 2004 6-year	38.0%	44.0%
					Fall 2008 6-year	45.0%	41.8%
					Fall 2009 6-year	41.0%	41.2%
Institution	Peer Group Average						
Grade	Sam	SCH	Grade	Sam	SCH		

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2012	713	10.94	141.62	434	12.15	146.05
FY 2015	733	10.59	140.12	445	12.18	143.53
FY 2016	804	11.03	137.00	447	12.76	144.35

Six-year Graduation & Persistence Rate, Fall 2010		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	18	55.6%
Peer Group	112	36.6%
<i>For Students NOT Needing Dev Ed</i>		
Institution	524	65.1%
Peer Group	364	61.5%

*Peer Group data is average for peer group.

Funding						
Source	FY 2011 Amount	Pct of Total	FY 2015 Amount	Pct of Total	FY 2016 Amount	Pct of Total
Appropriated Funds	\$37,135,221	43.6%	\$43,152,984	40.7%	\$46,998,890	41.1%
Federal Funds	\$14,541,218	17.1%	\$15,778,335	14.9%	\$15,301,988	13.4%
Tuition & Fees	\$23,726,764	27.9%	\$36,256,289	34.2%	\$39,328,317	34.4%
Total Revenue	\$85,111,512	100.0%	\$105,947,439	100.0%	\$114,350,232	100.0%

Online Resume for Prospective Students, Parents and the Public

THE UNIVERSITY OF TEXAS AT TYLER

Location: Tyler, Upper East Region

Master's Accountability Peer Group: Angelo State Univ, Midwestern State Univ, Sul Ross Rio Grande, Sul Ross State Univ, Texas A&M - Central Texas, Texas A&M - Galveston, Texas A&M - San Antonio, Texas A&M - Texarkana, UNT Dallas, UT Brownsville, UT Permian Basin, Univ of H - Clear Lake, Univ of H - Downtown, Univ of H - Victoria

Out-Of-State Peers: Eastern Washington University, Nicholls State University, The University Of West Florida, University Of Illinois At Springfield, Western New Mexico University

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

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Enrollment		
Race/Ethnicity	Fall 2016	
	Number	Percent
White	5,507	58.5%
Hispanic	1,592	16.9%
African American	1,140	12.1%
Asian	348	3.7%
International	286	3.0%
Other & Unknown	543	5.8%
Total	9,416	100.0%
TX First Time Transfers	Number	% of UG
	903	12.9%
	156	2.2%
Other Institutions		

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students Entering		
Measure	Fall	Rate
4-year Rate Total	2012	31.2%
Same Institution		26.1%
Other Institutions		5.1%
5-year Rate Total	2011	52.1%
Same Institution		38.9%
Other Institutions		13.3%
6-year Rate Total	2010	54.1%
Same Institution		38.9%
Other Institutions		15.1%
Grad Rates by Ethnicity		

1-Year Persistence, Fall 2015	
Total	82.3%
Same	57.0%
Other	25.3%
2-Year Persistence, Fall 2014	
Total	73.5%
Same	51.0%
Other	22.4%

Avg Number SCH for Bachelor's Degree		
FY 2016 Average		
	Sem	SCH
All	11.03	137.00

Degrees Awarded	
Type	FY 2016
Bachelor's	1,360
Master's	868
Doctoral	12
Professional	0
Total	2,240

Degrees by Ethnicity

First-time Licensure or Certification Examination Pass Rate	
FY 2016	
Field	Rate
Education*	96.00%
Law	%
Pharmacy	%
Nursing	95.1%
Engineering	72.0%

*Data for FY 2015

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2016		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission			
Fall 2016			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	1,054	76.8%	56.5%
African American	396	50.0%	38.9%
Hispanic	779	62.0%	29.0%
Asian	138	70.3%	33.0%
International	34	70.6%	33.3%
Other	246	91.9%	48.2%
Total	2,647	69.4%	44.8%

Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2017
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	Type of Cost
2012	\$6,592	.0%	\$6,144	.0%	Total Academic Cost
2013	\$7,222	8.7%	\$6,127	-.3%	On-campus Room & Board
2014	\$7,222	.0%	\$6,360	3.7%	Books & Supplies
2015	\$7,312	1.2%	\$6,970	8.8%	Off-Campus Transportation & Personal Expenses
2016	\$7,312	.0%	\$7,371	5.4%	Total Cost
2017	\$7,602	3.8%	\$7,582	2.8%	

[Rates of Tuition per SCH](#)
[Mandatory Fees](#)

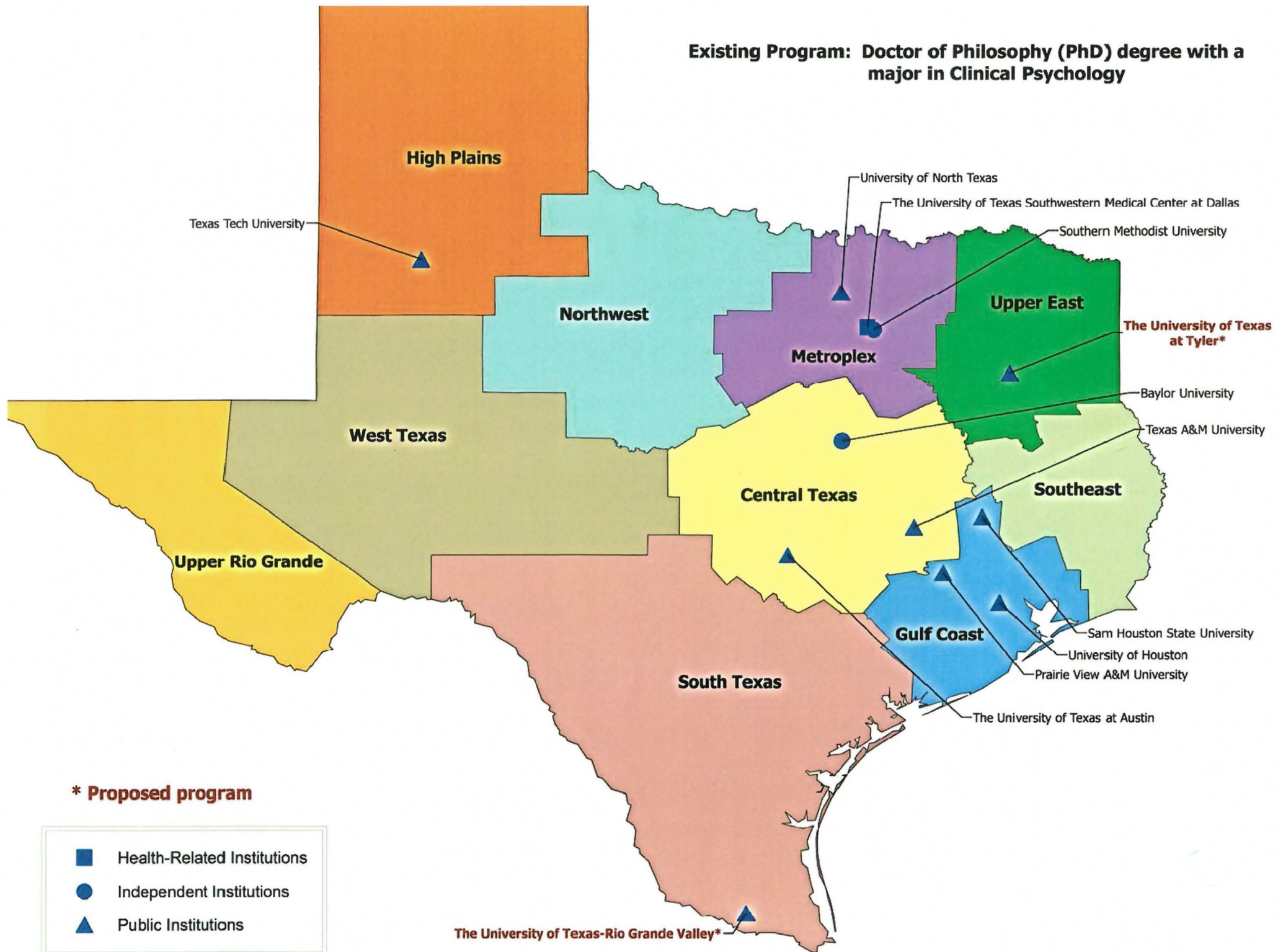
Instruction		
Measure of Excellence	Fall 2016	
Undergraduate Classes with < 20 Students	37.2%	
Undergraduate Classes with > 50 Students	12.4%	
% of Teaching Faculty Tenured/Tenure-track *	%	
Student/Faculty Ratio *	0:1	

* Fall 2015 Data

Financial Aid		
Enrolled in FY 2015		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	56%	\$6,231
Federal (Pell) Grants	36%	\$4,111
Federal Student Loans	42%	\$7,536

Funding		
Source	FY 2016 Amount	Pct of Total
Appropriated Funds	\$46,998,890	41.1%
Federal Funds	\$15,301,988	13.4%
Tuition & Fees	\$39,328,317	34.4%
Total Revenue	\$114,350,232	100.0%

Existing Program: Doctor of Philosophy (PhD) degree with a major in Clinical Psychology



Committee on Academic and Workforce Success

AGENDA ITEM V-A (4)

Consideration of adopting the staff recommendation to the Committee relating to the request from The University of Texas Rio Grande Valley for a Doctor of Philosophy (PhD) degree with a major in Clinical Psychology

RECOMMENDATION: Approval, with contingencies

Rationale: The proposed PhD program would prepare students for professional and academic careers in Clinical Psychology. The proposed program would offer emphases in Hispanic mental health and Integrative Behavioral Health Care methodologies. The growing number of Hispanics in South Texas and across the U.S. likely will make graduates of the proposed program highly employable. The emphasis in Integrative Behavioral Health Care, which incorporates mental health care into a familiar primary care environment, would give the proposed program a unique identity among Texas programs.

Graduates of the proposed program would address a workforce need for Clinical Psychologists and faculty members. The Bureau of Labor Statistics projects a 20 percent increase nationally, and the Texas Workforce Commission projects a 21 percent increase in Texas, from 2014 to 2024 for Clinical Psychologists.

Contingencies: In accordance with the institution's proposed hiring schedule, The University of Texas Rio Grande Valley (UT-RGV) agrees to hire at least three research-active faculty: a clinic director, a clinical psychologist, and a quantitative psychologist. The three new faculty members will start in Year 1 (fall 2019). By June 1, 2019, the institution shall provide documentation of the faculty hires through submission of a letter of intent, curriculum vitae, and a list of courses to be taught, and shall submit its strategic plan for any future faculty hiring to the Coordinating Board through the submission portal.

The institution will submit five Annual Progress Reports confirming institutional commitments and assessing the progress of program implementation.

The University of Texas-Rio Grande Valley (*Accountability Peer Group: Doctoral*)

Completion Measures	Institution	State
<i>Graduate</i>	Master's 5-Year Graduation Rate The University of Texas at Brownsville The University of Texas-Pan American	42.9% 70.8%
	Doctoral 10-Year Graduation Rate The University of Texas at Brownsville The University of Texas-Pan American	N/A 57.1%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral programs approved in the last five years:	<u>Yes</u> No N/A
	Recently Approved Doctoral Programs: • Medicine (MD, 2017) enrollments met The institution has met its resource commitments for new doctoral program(s) approved in the last five years:	<u>Yes</u> No N/A

Proposed Program:

The proposed face-to-face program would be offered on the institution's campus in Edinburg. The proposed program would require 96 semester credit hours of instruction, and students would enroll in fall 2019. The proposed program is designed to meet regional mental health needs with an emphasis on Hispanic mental health issues. This emphasis would be reinforced with a specialty in Integrative Behavioral Health Care, which incorporates mental health care into regular primary care practice, helping to remove the possible stigma of receiving mental health treatments. The emphasis of the proposed program is on research, but graduates would also be prepared to pursue licensure and go into private clinical practice. Students would have internships with a variety of area partners. The proposed program is supported by a \$6 million grant from the Valley Baptist Legacy Foundation to provide equipment and renovations for clinical and research space.

The institution estimates that five-year costs would total \$6,083,509, and has identified funding resources of \$6,293,019 over the same period.

Existing Programs:

There are eight public and two independent universities offering doctoral programs in Clinical Psychology in Texas.

Public Universities:

Texas A&M University
Sam Houston State University
Texas Tech University
The University of Texas at Austin
University of Houston
University of Houston—Clear Lake
University of North Texas
The University of Texas Southwestern Medical Center

Independent Colleges and Universities:

Baylor University
Southern Methodist University

There are no existing programs within a 60-minute drive of proposed program. The University of Texas at Austin program is located 300 miles from the proposed program and enrolled its first class in 2005.

In fall 2017, there were a total of 277 declared majors in Clinical Psychology at public institutions. Admission to existing programs in Texas is highly competitive, and all programs are at capacity.

Start-Up Projections:	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
<i>Students Enrolled</i>	6	11	18	25	32
<i>Graduates</i>	0	0	0	0	0
<i>Avg. Financial Assistance</i>	\$34,740	\$34,740	\$34,740	\$37,380	\$38,865
<i>Students Assisted</i>	6	11	18	25	32
<i>Core Faculty</i>	10	10	10	10	10
<i>Total Costs</i>	\$668,431	\$785,979	\$1,152,448	\$1,551,194	\$1,925,457
<i>Total Funding</i>	\$734,007	\$829,741	\$1,252,621	\$1,551,194	\$1,925,456
<i>% From Formula Funding</i>	0	0	8%	6%	11%

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 1,335,609
Faculty Travel	\$ 192,000
Program Administration	\$ 299,456
Graduate Assistants	\$ 3,394,080
Clerical/Staff	\$ 401,264
Other	\$ 0
Supplies and Materials	\$ 255,100
Library and IT Resources	\$ 125,000
Equipment	\$ 81,000
Facilities	\$ 0
Other	\$ 0
Total	\$ 6,083,509

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 418,538
Reallocation of Existing Resources	\$ 881,224
Tuition and Fees	\$ 2,635,781
Program Grant ¹	\$ 2,357,476
Total	\$ 6,293,019

Major Commitments:

In accordance with the institution's proposed hiring schedule, UT-RGV agrees to hire at least three research-active faculty: a clinic director, a clinical psychologist, and a quantitative psychologist. The three new faculty members will start in Year 1 (fall 2019). By June 1, 2019,

¹ Current faculty grant from the Valley Baptist Legacy Foundation.

the institution shall provide documentation of the faculty hires through submission of a letter of intent, curriculum vitae, and a list of courses to be taught, and shall submit its strategic plan for any future faculty hiring to the Coordinating Board through the submission portal.

The institution shall submit five Annual Progress Reports confirming institutional commitments and assessing the progress of program implementation.

Final Assessment:

The institution has a proactive plan to recruit underrepresented students to the program: **Yes** No

The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program: **Yes** No

The proposed program satisfactorily meets the Board's criteria for new doctoral programs (Texas Administrative Code, Chapter 19, Section 5.46): **Yes** No

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

Online Resume for Legislators and Other Policymakers

THE UNIVERSITY OF TEXAS-RIO GRANDE VALLEY

Location: Edinburg, South Texas Region

Out-Of-State Peers:

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2011		Fall 2015		Fall 2016	
	Number	Percent	Number	Percent	Number	Percent
White	0	.0%	1,059	3.7%	823	3.0%
Hispanic	0	.0%	25,382	88.8%	24,520	89.2%
African American	0	.0%	216	.8%	182	.7%
Asian	0	.0%	430	1.5%	389	1.4%
International	0	.0%	966	3.4%	779	2.8%
Other & Unknown	0	.0%	531	1.9%	811	2.9%
Total	0	.0%	28,584	100.0%	27,504	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	0	.0%	761	3.1%	941	3.9%
Other Institutions	0	.0%	156	.6%	279	1.2%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Texas Rates				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2016	\$7,292	.0%	\$7,292	.0%
2017	\$7,448	2.1%	\$7,448	2.1%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2016	2,939	11.35	140.00	2,939	11.35	140.00

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2015	36%	\$5,099	36%	\$5,099	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2015	76%	\$7,033	76%	\$7,033	0%	\$0
Federal (Pell) Grants						
2015	64%	\$4,451	64%	\$4,451	0%	\$0

Student Success						
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates		
Enter Fall 2010		Enter Fall 2014	Enter Fall 2015	Cohort	Institution Rate	Peer Group Rate
Cohort	.	.	3,774	Fall 4-year	.0%	.0%
Total	.	.	86.5%	Fall 5-year	.0%	.0%
Same	.	.	79.3%	Fall 6-year	.0%	.0%
Other	.	.	7.1%			
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates						
Enter Fall 2009		Enter Fall 2013	Enter Fall 2014			
Institution Persistence						
Cohort	.	.	.			
Total	.	.	.			
Same	.	.	.			
Other	.	.	.			

Six-year Graduation & Persistence Rate, Fall .		
Student Group	Cohort	Rate
For Students Needing Dev Ed		
Institution	.	.
For Students NOT Needing Dev Ed		
Institution	.	.

*Peer Group data is average for peer group.

Funding		
FY 2016 Actual	FY 2014 of FY 2015 of	FY 2015 of
	Amount	Amount
Appropriated Funds	\$0 .0%	\$0 .0%
Federal Funds	\$0 .0%	\$0 .0%
Tuition & Fees	\$0 .0%	\$0 .0%
Total Revenue	\$0 .0%	\$0 .0%

Online Resume for Prospective Students, Parents and the Public

THE UNIVERSITY OF TEXAS-RIO GRANDE VALLEY

Location: Edinburg, South Texas Region

Out-Of-State Peers:

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

[Institutional Resumes](#) [Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment			
Race/Ethnicity	Fall 2016		
	Number	Percent	
White	823	3.0%	
Hispanic	24,520	89.2%	
African American	182	.7%	
Asian	389	1.4%	
International	779	2.8%	
Other & Unknown	811	2.9%	
Total	27,504	100.0%	
TX First Time Transfers	Number	% of UG	
Two-Year Institutions	941	3.9%	
Other Institutions	279	1.2%	

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students Entering			
Measure	Fall	Rate	
4-year Rate Total		.0%	
Same Institution		.0%	
Other Institutions		.0%	
5-year Rate Total		.0%	
Same Institution		.0%	
Other Institutions		.0%	
6-year Rate Total		.0%	
Same Institution		.0%	
Other Institutions		.0%	

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2015		
Total	86.5%	
Same	79.3%	
Other	7.1%	
2-Year Persistence, Fall 2014		
Total	.0%	
Same	.0%	
Other	.0%	

Avg Number SCH for Bachelor's Degree		
FY 2016 Average		
Sem	SCH	
All	11.35	140.00

Degrees Awarded	
Type	FY 2016
Bachelor's	4,017
Master's	1,380
Doctoral	14
Professional	0
Total	5,411

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2016 Rate
Law	%
Pharmacy	%
Nursing	78.0%
Engineering	83.3%

*Data for FY 2015

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2016		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission			
Fall 2016			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	258	66.7%	45.9%
African American	74	68.9%	51.0%
Hispanic	9,279	63.1%	62.5%
Asian	142	78.9%	58.0%
International	95	100.0%	72.6%
Other	150	73.3%	42.7%
Total	9,998	63.9%	61.7%

Instruction	
Measure of Excellence	Fall 2016
Undergraduate Classes with < 20 Students	26.4%
Undergraduate Classes with > 50 Students	14.0%
% of Teaching Faculty Tenured/Tenure-track *	%
Student/Faculty Ratio *	0:1

* Fall 2015 Data

Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2017
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	Type of Cost
2016	\$7,292	.0%	\$0	.0%	Total Academic Cost
2017	\$7,448	2.1%	\$0	.0%	On-campus Room & Board
					Books & Supplies
					Off-Campus Transportation & Personal Expenses
					Total Cost
					\$19,760

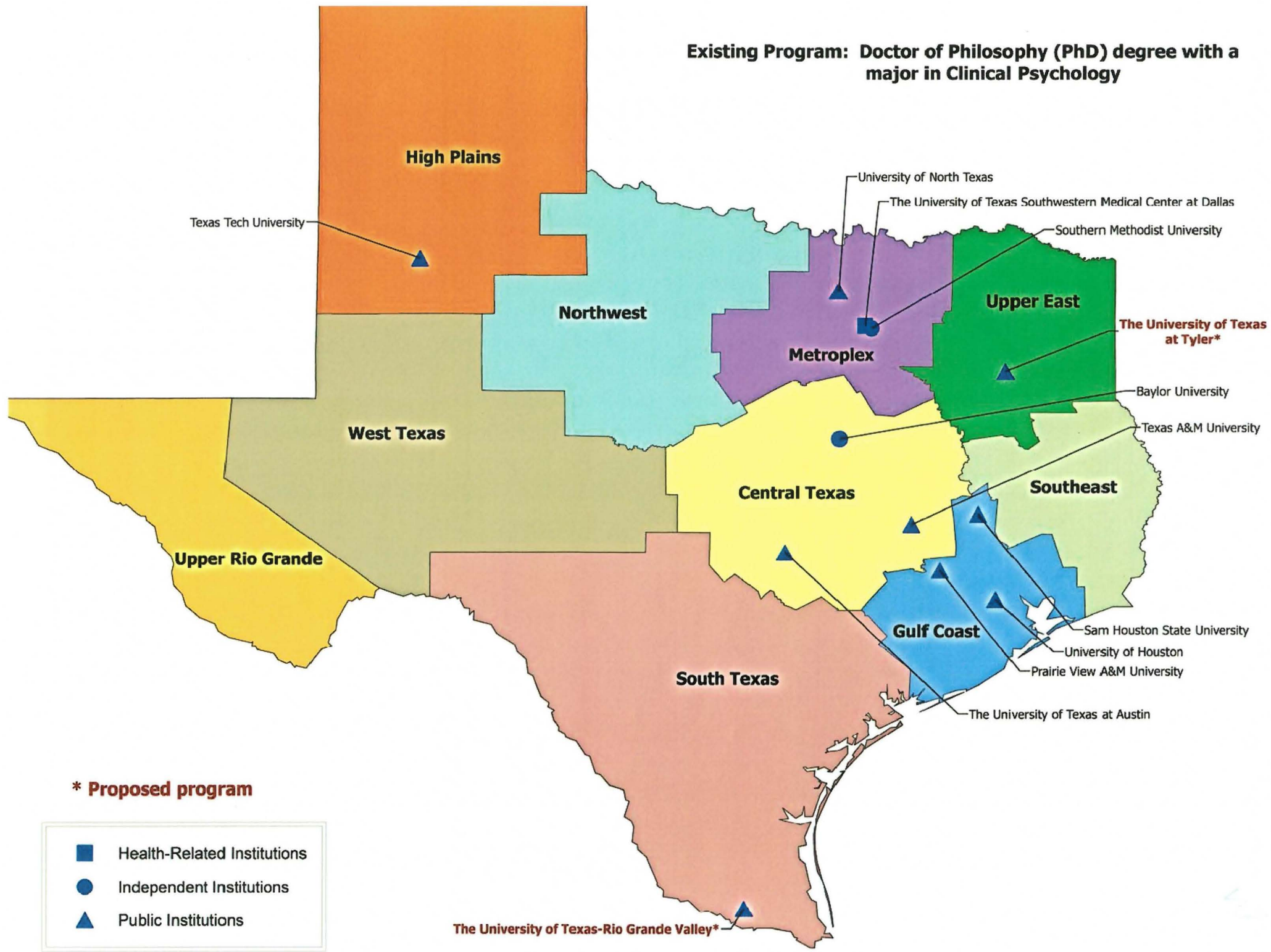
[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

Financial Aid		
Enrolled in FY 2015		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	76%	\$7,033
Federal (Pell) Grants	64%	\$4,451
Federal Student Loans	36%	\$5,099

Funding	
Source	FY 2016 of Total
Appropriated Funds	\$0 .0%
Federal Funds	\$0 .0%
Tuition & Fees	\$0 .0%
Total Revenue	\$0 .0%

Existing Program: Doctor of Philosophy (PhD) degree with a major in Clinical Psychology



*** Proposed program**

- Health-Related Institutions
- Independent Institutions
- ▲ Public Institutions

Committee on Academic and Workforce Success

AGENDA ITEM V-B

Consideration of adopting the staff recommendation to the Committee relating to the report on the Fiscal Year 2018 Annual Review of Low-Producing Programs

RECOMMENDATION: Approval

Background Information:

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

Coordinating Board staff may recommend to an institution's governing board the closure of a non-exempt degree or certificate program, if the program has been on the annual list of low-producing programs for three or more consecutive reviews (TAC Rule 4.290). The list of low-producing degree programs is available on the agency's website at www.thecb.state.tx.us/LPP. The Coordinating Board approved a list of programs recommended for closure based on the Fiscal Year 2017 low-producing programs review at the July 2017 Board meeting.

If a governing board does not accept the Coordinating Board staff recommendation, then the university system (or the institution, where a system does not exist) must identify the programs recommended for consolidation or closure on its next Legislative Appropriations Request. In those situations, a system or institution also needs to develop a plan for the degree program to achieve the minimum standard for the degree awarded, or if the standard is not attainable, the institution needs to provide a rationale describing the merits of continuing the degree program.

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

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

New degree programs are exempt from the low-producing review for the first five years of operation. Master's degree programs that lead directly to a doctoral degree are exempt. The number of graduates of applied associate degree programs and corresponding certificate programs are combined for low-producing purposes. Second major graduates are counted.

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

Fiscal Year 2018 Low- Producing Program Report

The Academic Year (AY) 2018 low-producing degree program report includes graduates from AY 2011 through AY 2017 and excludes all programs that are exempt or received a continuing temporary exemption in previous years' reviews. The overall number of programs reviewed was about 5,200 and 206 programs were identified as low-producing. Throughout the year, eight programs came off the list because they were closed by the institutions. Thirty-three programs came off the list because they improved their number of graduates. However, 57 programs are newly identified as low-producing.

Of the 206 programs that were identified as low-producing in this year's report, 112 programs have been low-producing for three or more consecutive years. Last year about the same number of programs, 118 programs, were low-producing for three or more consecutive years. Of those programs that last year were low-producing for three or more consecutive years, seven were closed and 17 improved.

LPP Action	AY 2014 Review	AY 2015 Review	AY 2016 Review	AY 2017 Review	AY 2018 Review
Review of three 5-year periods	AY 07-13	AY 08-14	AY 09-15	AY 10-16	AY 11-17
Total LPP	64	181	178	190	206
LPP three years in a row	0	17	54	118	112
Sufficient graduates the following year to not be LPP	14	37	26	33	NA
Closed or consolidated the following year	5	11	15	8	NA
Recommended for close-out	0	2	0	118	93

Last year, Coordinating Board staff recommended closure or consolidation of all 118 programs that were identified as low-producing for three years in a row, so that the institutions could discuss and decide on appropriate action together with their governing boards, as intended by statute, during the year prior to the submission of 2018 Legislative Appropriation Requests. This work is ongoing and the Coordinating Board's recommendations stand with the exception of one program. Coordinating Board staff withdrew the recommendation for closure of one program, because it had been recently reinstated.

If a governing board does not accept the Coordinating Board recommendation, then the university system (or the institution, where a system does not exist) must identify the programs recommended for consolidation or closure on its Legislative Appropriations Request. In those situations, a system or institution also needs to develop a plan for the degree program to achieve the minimum standard for the degree awarded, or if the standard is not attainable, the institution needs to provide a rationale describing the merits of continuing the degree program.

The following table shows the 93 remaining programs that were low-producing for three years in a row during last year's review, by institution and system. The programs currently are awaiting a decision by the institutions' governing boards and, if not closed or consolidated, will be identified through the Legislative Appropriation Requests.

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

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

List of Low Producing Programs Three Years in a Row			Review Year		
Academic Year 2018 Review		2017 Review Recommendation to Close or Consolidate	AY 16	AY 17	AY 18
Institution	Program		Graduates Over Five Year Periods		
Non-System - Community and Technical Colleges					
Austin Community College	Engineering-Related Technologies	AAS	17	21	22
College of the Mainland	Emergency Medical Technology/Technician	AAS	8	10	19
Hill College	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician	AAS	2	0	15
	Heavy/Industrial Equipment Maintenance Technologies	AAS	14	11	2
Lee College	Criminal Justice & Corrections	AAS	19	24	23
Northeast Texas Community College	Agricultural Business and Management	AAS	18	17	19
Texarkana College	Marketing	AAS	1	0	0
Wharton County Junior College	Graphic Communications	AAS	5	7	8
Alamo Community College District					
Alamo Community College District - Palo Alto College	Electromechanical and Instrumentation and Maintenance Technologies/Technicians	AAS	9	4	2
Texas State Technical College District					
Texas State Technical College-Waco	Building/Construction Finishing, Management, and Inspection	AAS	0	1	7
Non-System - Universities					
Midwestern State University	Counseling (School)	MED	7	3	2
	Language and Literacy Studies (was Reading Education)	MED	8	8	9
Stephen F. Austin State University	Agricultural Engineering Technology	BSAG	23	24	23
	Agricultural Development-Production	BSAG	19	23	24
	Poultry Science	BSAG	16	13	16
	Forestry	PHD	7	9	7
	Forest Management	BSF	23	19	19
	School Mathematics Teaching	MS	4	5	5
	Chemistry	BS	15	20	20
	Economics	BA	14	12	12
Texas Southern University	Art History	BA	14	11	9
	Spanish	BA	19	22	21
	Chemistry	MS	12	14	13
Texas Woman's University	Art	BA	22	21	20
	Medical Technology	BS	9	6	7

List of Low Producing Programs Three Years in a Row				Review Year		
(continued)		2017 Review Recommendation to Close or Consolidate		AY 16	AY 17	AY 18
Institution	Program		Graduates Over Five Year Periods			
Texas A&M University System						
Prairie View A&M University	Clinical Adolescent Psychology	PHD	8	9	9	
Tarleton State University	Environmental Science	MS	11	10	12	
	Computer Science	BS	0	6	19	
Texas A&M University	Applied Physics	PHD	7	9	9	
Texas A&M University-Kingsville	Music Education	MM	6	4	6	
	Accounting	MPACC	3	0	0	
	International Business Management	BBA	11	6	2	
West Texas A&M University	Biotechnology	BS	13	10	8	
	Dance	BFA	19	24	22	
	Art	BA BS	19	20	18	
	Studio Art	MFA	9	10	11	
Texas State University System						
Lamar State College-Port Arthur	Mental and Social Health Services and Allied Professions	AAS	7	8	11	
	Accounting and Related Services	AAS	12	14	16	
Lamar University	Environmental Studies	MS	11	10	7	
	General Business-Advertising	BBA	10	12	14	
	General Business-Retail Merchandising	BBA	3	1	1	
	History	MA	7	8	6	
Sam Houston State University	Family and Consumer Sciences	MS	6	9	11	
	Food Service Management	BA BS	18	20	20	
	Composite Science	BS	3	0	0	
Sul Ross State University	Computer Science	BS	6	9	14	
	Industrial Technology	BS	9	7	3	
	Spanish	BA	10	10	8	
	Theatre	BFA	12	14	17	
	Liberal Arts	MA	11	11	11	
	Mathematics	BS	15	17	16	
	Chemistry	BS	2	2	1	
	Geology	MS	9	10	10	
	Psychology	MA	2	1	0	
	Social Science	BA	5	6	7	
	Political Science	BA	9	9	7	
	Political Science	MA	4	2	3	
	Art	BFA	15	11	10	
	Art	MA	5	5	5	
	Music	BM	12	11	11	
Sul Ross State University Rio Grande College	Reading Specialist	MED	7	5	1	
	Spanish	BA	20	24	22	
	Social Science	BA	21	20	22	
Texas State University	History	MED	10	9	12	
	Applied Mathematics	MS	3	4	6	
	Material Physics	MS	3	4	3	

List of Low Producing Programs Three Years in a Row (continued) <u>2017 Review Recommendation to Close or Consolidate</u>				Review Year		
				AY 16	AY 17	AY 18
Institution	Program			Graduates Over Five Year Periods		
Texas Tech University System						
Texas Tech University	Land Use Planning, Management, and Design	PHD	4	5	4	
	Microbiology	MS	13	11	9	
	Zoology	MS	5	5	4	
The University of Texas System						
The University of Texas at Austin	Architectural History	MA	8	7	7	
	Latin American Studies	PHD	4	4	4	
	German, Scandinavian, and Dutch Studies	BA	3	4	4	
	Italian	BA	24	23	19	
	Islamic Studies	BA	15	10	11	
	Jewish Studies	BA	9	7	8	
	Applied Physics	MSAP	2	1	1	
	Dance	MFA	3	4	1	
	Music Composition	BM	9	9	8	
	Jazz	BM	13	17	17	
	Clinical Nurse Specialist	MSN	0	0	14	
The University of Texas at Dallas	Bioinformatics and Computational Biology	MS	9	8	10	
	Communication Sciences and Disorders	PHD	2	3	7	
The University of Texas at El Paso	Chicano Studies	BA	20	22	18	
	Education	MA	11	7	7	
The University of Texas at San Antonio	Business Economics	MBA	4	4	3	
The University of Texas Health Science Center at Houston	Environmental Science ¹	PHD	9	8	8	
The University of Texas Medical Branch at Galveston	Medical Science Research	MMS	9	10	9	
The University of Texas of the Permian Basin	Information Systems	BS	21	19	22	
	Leadership Studies	BA	17	12	9	
The University of Texas Southwestern Medical Center	Biomedical Engineering	PHD	7	7	5	
University of Houston System						
University of Houston	Engineering Management	MS	10	6	1	
University of Houston-Victoria	Humanities	BA	0	0	1	
University of North Texas System						
University of North Texas	Behavioral Science	PHD	6	8	7	

¹ To be consolidated with Environmental Health, August 15, 2018

There are 18 programs that were identified as low-producing for three years in a row in the AY 2018 review year. Coordinating Board staff is not making a recommendation for closure or consolidation for these programs. Institutions would not have an opportunity to work with their governing boards to discuss a solution about these programs prior to the submission of their Legislative Appropriation Requests. Coordinating Board staff will make a recommendation next year, when there will be a year's time before the 2020 Legislative Appropriation Requests will be due. Coordinating Board staff can then also take into account for their recommendation governing boards' decisions for programs listed on the 2018 Legislative Appropriation Requests.

The following table shows, by institution and system, the 18 programs that are now low-producing for three years in a row during the AY 2018 review and includes the one program that was withdrawn by Coordinating Board's staff from its 2017 recommendation for closure or consolidation.

List of Low Producing Programs Three Years in a Row			Review Year		
			AY 16	AY 17	AY 18
Academic Year 2018 Review		No Coordinating Board Recommendation			
Institution	Program		Graduates Over Five Year Periods		
Non-System - Community and Technical Colleges					
Angelina College	Diagnostic Medical Sonography/Sonographer and Ultrasound Technician	AAS	15	22	14
Angelina College	Accounting and Related Services	AAS	20	21	20
North Central Texas College	Business Operations Support and Assistant Services	AAS	23	23	21
Tarrant County College District					
Tarrant County College District - Northeast Campus	Business Operations Support and Assistant Services	AAS	17	11	7
Tarrant County College District - Southeast Campus	Business Operations Support and Assistant Services	AAS	23	19	10
Texas State Technical College District					
Texas State Technical College-Waco	Electrical Engineering Technologies/Technicians	AAS	23	24	24
Texas State Technical College-West Texas	Computer Software and Media Applications	AAS	2	0	7
Non-System - Universities					
Midwestern State University	Kinesiology	MSK	10	3	3
Midwestern State University	Economics	BBA	20	21	20
Texas Woman's University	Family and Consumer Sciences	BS	20	23	18
Texas A&M University System					
Texas A&M University	Veterinary Public Health - Epidemiology	MS	9	11	11
Texas State University System					
Sam Houston State University	Philosophy	BA	24	23	23
Sam Houston State University	Psychology	MA	5	2	1
Sul Ross State University	Biology	MS	13	14	13
Texas Tech University System					
Texas Tech University	Food Science	MS	12	13	13
The University of Texas System					
The University of Texas at El Paso	Geophysics ¹	BS	8	7	5
The University of Texas Health Science Center at Houston & The University of Texas M.D. Anderson Cancer Center	Biomedical Sciences-Quantitative Sciences	PHD	0	0	0
University of Houston System					
University of Houston	Technology Project Management	MS	0	0	12
University of Houston	Space Architecture	MS	12	8	3

¹ Program reinstated June 1, 2016. Not recommended for closure.

Committee on Academic and Workforce Success

AGENDA ITEM V-C (1)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Economics Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests appointment of individuals to the Economics Field of Study Advisory Committee. The committee is charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Economics degree program into which the student transfers. Students completing the Economics Field of Study shall receive full academic credit toward the degree program for the block of courses transferred.

The nominated individuals are representatives of public institutions of higher education, and a majority of the recommended members are faculty members. The individuals were consulted by their institutions about serving on this committee before they were nominated. Each public institution of higher education was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education.

Tasks assigned to the committee include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Economics Field of Study Curriculum as determined by the Board. The Committee members will serve staggered terms of up to three years.

Two-year institution nominees' current position and highest degree awarded:

Randy Methenitis, Lead Faculty, Richland College
MBA in International Management, The University of Texas at Dallas

Bobby Mixon, Professor, San Jacinto College
PhD in Agricultural Economics, Oklahoma State University

Victor Moussoki, Faculty, Lone Star College
PhD in Economics, State University of New York at Buffalo

Charles Newton, Program Coordinator, Houston Community College
MA in Economics, Texas Tech University

Lydia Ortega, Assistant Professor, St. Philip's College
MA in Economics and Public Administration, St. Mary's University

Scott Powers, Professor, Navarro College
MBA in Business Administration, Baylor University

Bryce Rico, Department Head, Accounting/Economics, Blinn College
MS in Economics, Texas A&M University

Teo Sepulveda, Faculty, South Texas College
MS in Applied Economics, Georgia Southern University

Kaycee Washington, Professor, Grayson College
MA in Applied Economics-International Economic Policy, Southern Methodist University

Brooks Wilson, Professor, McLennan Community College
PhD in Agricultural Economics, University of California-Davis

Four-year institution nominees' current position and highest degree awarded:

Janice Hauge, Professor, University of North Texas
PhD in Economics, University of Florida

David Hudgins, Professor, Texas A&M University-Corpus Christi
PhD in Economics, University of Illinois at Urbana-Champaign

Hussain Jafri, Professor, Tarleton State University
PhD in Economics, University of Wisconsin-Madison

Agim Kukeli, Assistant Professor, Midwestern State University
PhD in Economics, Colorado State University

Susan McElroy, Associate Professor, The University of Texas at Dallas
PhD in Economics of Education, Stanford University

Jonathan Meer, Associate Professor, Texas A&M University
PhD in Economics, Stanford University

Ruxandra Prodan-Boul, Instructional Associate Professor, University of Houston
PhD in Economics, University of Houston

Chad Smith, Professor and Department Chair, Texas State University
PhD in Sociology, Washington State University

Stephen Trejo, Professor, The University of Texas at Austin
PhD in Economics, University of Chicago

Mahmut Yasar, Associate Professor, The University of Texas at Arlington
PhD in Economics, University of Illinois at Urbana-Champaign

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

Committee on Academic and Workforce Success

AGENDA ITEM V-C (2)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Management Information Systems Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests appointment of individuals to the Management Information Systems Field of Study Advisory Committee. The committee is charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Management Information Systems degree program into which the student transfers. Students completing the Management Information Systems Field of Study shall receive full academic credit toward the degree program for the block of courses transferred.

The nominated individuals are representatives of public institutions of higher education, and a majority of the recommended members are faculty members. The individuals were consulted by their institutions about serving on this committee before they were nominated. Each public institution of higher education was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education.

Tasks assigned to the committee include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Management Information Systems Field of Study Curriculum as determined by the Board. The Committee members will serve staggered terms of up to three years.

Two-year institution nominees' current position and highest degree awarded:

Robb Cabaniss, Department Chair, Temple Junior College
DBA in Business Administration, Grand Canyon University

Charles DeSassure, Associate Professor, Tarrant County College
DSc in Computer Science, Cybersecurity and Information Assurance, Colorado Technical University

James Greer, Associate Professor, Brazosport College
DScIS in Information Systems, Dakota State University

Mary Harm, Professor, Weatherford College
ME in Education, Texas Christian University

Carla Ruffins, Program Director, San Jacinto College
MS in Health Informatics, University of Illinois at Chicago

Cynthia Wagner, Professor and Program Director, McLennan Community College
MS-IS in Information Systems, Tarleton State University

Carol Wiggins, Instructor, Blinn College
MS in Management Information Systems, Texas A&M University

Meng-Hung Wu, Assistant Professor, South Texas College
PhD in Computer Science, University of Houston

Four-year institution nominees' current position and highest degree awarded:

Randolph Cooper, Professor, University of Houston
PhD in Management, University of California at Los Angeles

Jesse Luo, Assistant Professor, Midwestern State University
PhD in Information Technology Management, University of Wisconsin-Milwaukee

Radha Mahapatra, Professor, The University of Texas at Arlington
PhD in Management Information Systems, Texas A&M University

Kay Pleasant, Senior Lecturer, The University of Texas at Tyler
MS in Computer Science, The University of Texas at Tyler

Mohan Rao, Associate Professor, Texas A&M University-Corpus Christi
PhD in Business Administration, The University of Alabama at Tuscaloosa

Naveed Saleem, Professor, University of Houston-Clear Lake
PhD in Management Information Systems, The University of Texas at Austin

Elizabeth Stoerkel, Instructor, Prairie View A&M University
MS in Mathematics, Texas A&M University

David Wierschem, Associate Dean, Texas State University
PhD in Sociology, Washington State University

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

Committee on Academic and Workforce Success

AGENDA ITEM V-C (3)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Mathematics Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests appointment of individuals to the Mathematics Field of Study Advisory Committee. The committee is charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Mathematics degree program into which the student transfers. Students completing the Mathematics Field of Study shall receive full academic credit toward the degree program for the block of courses transferred.

The nominated individuals are representatives of public institutions of higher education, and a majority of the recommended members are faculty members. The individuals were consulted by their institutions about serving on this committee before they were nominated. Each public institution of higher education was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education.

Tasks assigned to the committee include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Mathematics Field of Study Curriculum as determined by the Board. The Committee members will serve staggered terms of up to three years.

Two-year institution nominees' current position and highest degree awarded:

William Ardis, Professor, Collin College
MS in Mathematics, The University of Texas at Dallas

Tammy Calhoun, Instructor, Hill College
MS in Applied Mathematics, University of North Texas

Billye Cheek, Professor, Grayson College
PhD, Applied Mathematics, The University of Texas at Dallas

Mary Cottier, Instructor, St. Philip's College
MS in Computer Science and Mathematics, East Texas State University

Claudia Davis, Professor, Lone Star College
MS in Mathematical Statistics, University of Louisiana

Thomas Finnegan, Professor, Del Mar College
MS in Mathematics, University of Missouri-Columbia

Sonia Ford, Professor, Midland College
EdD in Instructional Technology, Texas Tech University

Jennifer Mauch, Department Head, Wharton County Junior College
MEd in Middle School Mathematics Teaching, Texas State University

Four-year institution nominees' current position and highest degree awarded:

James Alvarez, Professor, The University of Texas at Arlington
PhD in Mathematics, The University of Texas at Austin

Sharon Gronberg, Senior Lecturer, Texas State University
MEd in Middle School Mathematics Teaching, Texas State University

Yvette Hester, Assistant Dean for Student Affairs, Texas A&M University
PhD in Educational Statistics and Psychometrics, Texas A&M University

Brady McCary, Senior Lecturer II, University of Texas at Dallas
PhD in Applied Mathematical Sciences, University of Texas at Dallas

Michael Monticino, Professor, University of North Texas
PhD in Mathematics, University of Miami

Jang-Woo Park, Assistant Professor, University of Houston-Victoria
PhD in Mathematical Sciences, Clemson University

Lorenzo Sadun, Professor, The University of Texas at Austin
PhD in Mathematics, University of California at Berkeley

Ann Wheeler, Associate Professor, Texas Woman's University
PhD in Educational Mathematics, University of Northern Colorado

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

Committee on Academic and Workforce Success

AGENDA ITEM V-C (4)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Radio & Television Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests appointment of individuals to the Radio & Television Field of Study Advisory Committee. The committee is charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Radio & Television degree program into which the student transfers. Students completing the Radio & Television Field of Study shall receive full academic credit toward the degree program for the block of courses transferred.

The nominated individuals are representatives of public institutions of higher education, and a majority of the recommended members are faculty members. The individuals were consulted by their institutions about serving on this committee before they were nominated. Each public institution of higher education was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education.

Tasks assigned to the committee include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Radio & Television Field of Study Curriculum as determined by the Board. The Committee members will serve staggered terms of up to three years.

Two-year institution nominees' current position and highest degree awarded:

Stephen Ames, Program Coordinator, Houston Community College

Nancy Boyens, Professor, McLennan Community College
MS in Computer Education & Cognitive Systems, University of North Texas

Erica Edwards, Faculty, Richland College
MS in Public Relations, Syracuse University

Andrea Fuentes, Instructor, South Texas College
MA in Communication Studies, The University of Texas-Pan American

Kathryn Kelly, Faculty, Blinn College
MA in Communication: Rhetoric and Public Affairs, Texas A&M University

Christian Raymond, Professor and Department Chair, Austin Community College
MA in Communications, Radio-Television-Film, Wayne State University

Geron Scates, Assistant Professor, Western Texas College
MA in Education, Sul Ross State University

Four-year institution nominees' current position and highest degree awarded:

Derek Blackwell, Assistant Professor, Prairie View A&M University
PhD in Communication, University of Pennsylvania

Todd Chambers, Associate Dean for Undergraduate Affairs, Texas Tech University
PhD in Communication, University of Tennessee

Andrew Clark, Associate Professor, The University of Texas at Arlington
PhD in Mass Communication, University of Florida

Garth Jowett, Professor, University of Houston
PhD in Communications, University of Pennsylvania

Danny Malone, Assistant Professor, Tarleton State University
MA in Journalism, University of North Texas

Michael McFarland, Assistant Professor, West Texas A&M University
EdD in Instructional Technology, Texas Tech University

Raymond Niekamp, Associate Professor, Texas State University
PhD in Sociology, Washington State University

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

Committee on Academic and Workforce Success

AGENDA ITEM V-C (5)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Sociology Field of Study Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests appointment of individuals to the Sociology Field of Study Advisory Committee. The committee is charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Sociology degree program into which the student transfers. Students completing the Sociology Field of Study shall receive full academic credit toward the degree program for the block of courses transferred.

The nominated individuals are representatives of public institutions of higher education, and a majority of the recommended members are faculty members. The individuals were consulted by their institutions about serving on this committee before they were nominated. Each public institution of higher education was invited to nominate an individual to this committee. The nominated individuals equitably represent the different types, sizes, and geographic locations of institutions of higher education.

Tasks assigned to the committee include advising the Board, providing Board staff with feedback about processes and procedures, and addressing any other issues related to the Sociology Field of Study Curriculum as determined by the Board. The Committee members will serve staggered terms of up to three years.

Two-year institution nominees' current position and highest degree awarded:

Haetham Abdul-Razaq, Assistant Professor, Northwest Vista College
PhD in Culture, Literacy, and Language, The University of Texas at San Antonio

Karin Branham, Professor, Lone Star College
MA in Teaching, Drake University

Kristi Clark-Miller, Professor, Collin College
PhD in Sociology, University of Arizona

Sherry Cooke, Professor, Grayson College
PhD in Sociology, Texas Woman's University

Samuel Echevarria-Cruz, Dean of Liberal Arts, Austin Community College
PhD in Sociology/Demography, The University of Texas at Austin

Garrison Henderson, Professor, Tarrant County College
EdD in Educational Leadership in Higher Education, Texas A&M University-Commerce

Ron Huskin, Professor, Del Mar College
MA in Sociology, The University of New Mexico

William Johnson, Instructor, Wharton County Junior College
MSSW in Social Work, The University of Texas at Austin

Karin Kaiser, Instructor, Hill College
PhD in Sociology, University of North Texas

Rolando Longoria, Instructor and Assistant Chair, South Texas College
PhD in Sociology, University of California-Santa Barbara

India Stewart, Faculty, Eastfield College
PhD in Public Affairs, The University of Texas at Dallas

Shonda Whetstone, Assistant Dean of Social Sciences, Blinn College
MA in Sociology, Prairie View A&M University

Four-year institution nominees' current position and highest degree awarded:

Steven Arxer, Associate Professor, University of North Texas at Dallas
PhD in Sociology, University of Florida

Shannon Cavanagh, Associate Professor, The University of Texas at Austin
PhD in Sociology, University of North Carolina at Chapel Hill

Megan Collins, Assistant Professor and Program Coordinator, Prairie View A&M University
PhD in Sociology, Texas A&M University

Daniel Delgado, Assistant Professor, Texas A&M University-San Antonio
PhD in Sociology, Texas A&M University

Joanna Kaftan, Assistant Professor, University of Houston-Downtown
PhD in Sociology, University of Notre Dame

Robert Kunovich, Professor and Chair, The University of Texas at Arlington
PhD in Sociology, The Ohio State University

Samantha Kwan, Associate Professor, University of Houston
PhD in Sociology, University of Arizona

Godpower Okereke, Professor, Texas A&M University-Texarkana
PhD in Sociology, Oklahoma State University

Chad Smith, Professor and Chair, Texas State University
PhD in Sociology, Washington State University

Beverly Stiles, Professor and Chair, Midwestern State University
PhD in Sociology, Texas A&M University

Tim Woods, Instructional Associate Professor, Texas A&M University
PhD in Sociology, Texas A&M University

Dale Yeatts, Professor, University of North Texas
PhD in Sociology, University of Virginia

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

Committee on Academic and Workforce Success

AGENDA ITEM V-C (6)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Undergraduate Education Advisory Committee

RECOMMENDATION: Approval

Background Information:

Coordinating Board staff requests a member appointment for the Undergraduate Education Advisory Committee (UEAC). The UEAC, in accordance with Coordinating Board Rules, Chapter 1, Subchapter R, Rule 1.206, was created to provide the Board with advice and recommendations regarding undergraduate education.

The UEAC was established in 2006 and includes representatives from public community and technical colleges, universities, and health-related institutions, independent colleges and universities, and one non-voting student member. Voting members serve three-year, staggered terms. The committee meets at least twice a year.

The member appointment for the UEAC would replace Dr. Sheila Amin Gutierrez de Pineres, Vice President of Academic Affairs and Dean of Faculty at Austin College. Austin College requested that Dr. Dawn Remmers serve as a replacement member. If appointed, Dr. Remmers would serve the remaining portion of Dr. de Pineres' term, which ends August 31, 2019.

Nominee's current position and highest degree awarded:

Dawn Remmers, Executive Director of Institutional Research and Registrar, Austin College
Ph.D. in Experimental Psychology, Kansas State University, Manhattan, Kansas

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

Committee on Academic and Workforce Success

AGENDA ITEM V-D

Consideration of adopting the staff recommendation to the Committee relating to the guidelines for the 2018 Texas Higher Education Star Awards

RECOMMENDATION: Adoption

Background Information:

The Texas Higher Education Star Award was originally established by the Texas Higher Education Coordinating Board (THECB) 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*. The Board approved continuing the program at its quarterly meeting in April 2016, with revised guidelines to reflect the goals of the current long-range higher education plan, *60x30TX*— Educated Population, Completion, Marketable Skills, and Manageable Student Debt. Finalists are recommended by a THECB staff review panel, and winners are selected by a review committee consisting of board members of the THECB, out-of-state higher education experts, and Texas community leaders. A maximum of seven awards are presented annually. Representatives of institutions, organizations, and groups from all over Texas have been recognized for their efforts to develop and implement the state's most successful programs, projects, activities, and partnerships.

The THECB received 44 nominations and 41 applications for the 2017 Star Award. As part of the 2017 Texas Higher Education Leadership Conference held Nov. 30 - Dec. 1, the Board recognized eight finalists and presented four awards for the following programs:

- Austin Community College District – Accelerated Programmer Training
- Odessa College – Eight-Week Terms: A Pathway to *60x30TX*
- University of Houston – UH in 4
- University of Houston-Downtown – The Gateway Course Innovation Initiative

Staff recommends the only change to be made to the 2018 Star Award program is to update the timeline. For 2018, staff recommends that Star Award applicants be recognized for exceptional contributions toward achieving one or more of the goals of *60x30TX* and that applicants are considered in the following categories:

1. Programs, projects, and activities at Texas institutions of higher education;
2. Groups and organizations in Texas (such as those that help promote student completion of a certificate or degree, or help reduce student loan debt); and
3. Partnerships (among higher education institutions, public/private schools/districts, businesses, or the community).

Dr. Mary E. Smith, Assistant Deputy Commissioner for Academic Planning and Policy, will be available to answer questions.

**TEXAS HIGHER EDUCATION STAR AWARD
FOR HELPING TO ACHIEVE THE GOALS OF *60x30TX*
2018 APPLICATION PROCESS AND GUIDELINES**

Purpose

The Texas Higher Education Star Award was originally established by the Texas Higher Education Coordinating Board (Coordinating Board or THECB) 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*. The state's current long-range higher education plan, *60x30TX*, adopted by the board of the THECB in July 2015, builds on the success of *Closing the Gaps* and is designed to establish a globally competitive workforce in Texas by 2030.

The board of the THECB approved continuing the Star Award program at its quarterly meeting in April 2016, with revised guidelines to recognize exceptional contributions toward meeting one or more of the goals of *60x30TX* – Educated Population, Completion, Marketable Skills, and Manageable Student Debt. Finalists are recommended by a THECB staff review panel, and winners are selected by a review committee consisting of board members of the THECB, out-of-state higher education experts, and Texas community leaders. Recipients will receive a custom-designed award and public recognition for their efforts in the fall at the annual Texas Higher Education Leadership Conference. A maximum of seven awards are presented annually.

Changes for the 2018 Star Award Program

Update the timeline for the 2018 Texas Higher Education Star Award program.

Categories for the 2018 Star Award

1. Programs, projects, and activities at Texas institutions of higher education;
2. Groups and organizations in Texas (such as those that help promote student completion of a certificate or degree, or help reduce student loan debt); and
3. Partnerships (among higher education institutions, public/private schools/districts, businesses, or the community).

Eligibility for the 2018 Star Award

1. Programs, projects, and activities at Texas institutions of higher education that are helping to meet one or more of the goals of *60x30TX*, including those at:
 - Public and independent two- and four-year colleges and universities;
 - Public technical and state colleges;
 - Public and independent health science centers; and
 - Degree-granting career colleges and schools.
2. Groups and organizations in Texas that are helping to meet one or more of the goals of *60x30TX* (such as those that help promote student completion of a certificate or degree, or help reduce student loan debt), including:
 - Businesses; and
 - Community organizations.
3. Partnerships in Texas that are helping to meet one or more of the goals of *60x30TX*, including partnerships among:

- Public and independent higher education institutions as noted in eligibility category 1;
- Public and private schools or districts;
- Businesses; and
- Community organizations.

Criteria for the 2018 Star Award

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

1. Demonstrate successful outcomes in 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;
2. Clearly demonstrate improvement and excellence through the use of benchmarks and other comparison data that allow progress to be monitored and evaluated and that are attributable to the efforts of the program/organization/partnership; and
3. Clearly demonstrate an efficient cost/benefit ratio per student.

Review Process

Step One – Announcement and Call for Nominations

The 2018 Star Award program will be announced by May 7, 2018. THECB staff will send the announcement and call for Star Award nominations to the following groups:

1. Public and independent institutions of higher education (chancellors and presidents; chief academic officers; instructional officers; institutional research directors; deans of education; workforce deans; technical deans; registrars; reporting officials; continuing education officers; public relations officers; community, state, and technical college liaisons; and universities and health-related institutions institutional liaisons);
2. Degree-granting career colleges and schools (presidents and executive officers);
3. Local government and business organizations (African American Chambers of Commerce of Texas, Texas Association of Business, Texas Regional Council of Governments, County Judges and Commissioners Association of Texas, Texas High School Project, Texas Association of Mexican-American Chambers of Commerce, Texas Municipal League, and Texas City Management Association); and
4. Chambers of Commerce of Texas' larger cities.

Step Two – Nominations

To be considered for the 2018 Star Award, completed nominations (including self-nominations) must be received electronically by the THECB by June 11, 2018 at 5:00 p.m. Nominations must be submitted electronically as a pdf file via email to: StarAward@thecb.state.tx.us.

Step Three – Notifications to Nominees

THECB staff will notify nominees that they have been nominated for a Star Award and that a formal application must be received by the THECB in order for the nominee to be considered for a Star Award.

Step Four – Applications for Star Award

A formal application form must be completed by (or for) each nominee for the Star Award. To be considered for the 2018 Star Award, completed applications must be received electronically by the THECB by July 16, 2018 at 5:00 p.m. Applications, including at least one letter of recommendation, must be submitted electronically as a pdf file via email to the following address: StarAward@theeb.state.tx.us.

Step Five – Internal Staff Review Panel Reviews All Applications

A THECB Internal Staff Review Panel will review all applications to determine if the requested information is complete and adheres to application requirements. The Internal Staff Review Panel will forward a list of recommended finalists to the Commissioner of Higher Education on the basis of criteria established for the 2018 Star Award. The Commissioner will recommend finalists to the Chair of the Coordinating Board. The Commissioner and the Chair of the Coordinating Board will make actual finalist determinations.

Step Six – External Committee Reviews All Finalists' Applications

An External Review Panel, consisting of three board members of the THECB, three Texas business and community leaders, and three out-of-state higher education experts, will review the applications of all finalists and determine which of these finalists will be honored with the Star Award on the basis of criteria established for the 2018 Star Award.

Step Seven – Notification to Finalists

THECB staff will notify finalists in late September 2018. Finalists will be invited to attend a special ceremony during which they will be honored and Star Award winners announced.

Step Eight – Awards Presentation

The 2018 Star Awards will be presented at the THECB's annual Texas Higher Education Leadership Conference, on a date still to be determined.

Timeline for the 2018 Texas Higher Education Star Award Program	
Dates in 2018	What Occurs
May 4	<ul style="list-style-type: none"> Nomination forms and supporting materials are posted to the THECB's website
May 7	<ul style="list-style-type: none"> Announcement of the 2018 Star Award program Call for Star Award nominations
June 11	<ul style="list-style-type: none"> Nomination deadline
June 15	<ul style="list-style-type: none"> Nominees notified
July 16	<ul style="list-style-type: none"> Application deadline
July 20 (on or about)	<ul style="list-style-type: none"> Internal Staff Review Panel Planning Meeting
July 20 – August 3	<ul style="list-style-type: none"> Internal Staff Review Panel reviews all applications
August 3 (on or about)	<ul style="list-style-type: none"> Internal Staff Review Panel evaluations due Internal Staff Review Panel Meeting
August 10	<ul style="list-style-type: none"> Internal Staff Review Panel recommends finalists to the Commissioner of Higher Education
August 10 – August 17	<ul style="list-style-type: none"> The Commissioner recommends finalists to the Chair of the Coordinating Board; actual finalists are determined
August 20	<ul style="list-style-type: none"> Finalists' applications are sent to the members of the External Review Committee
August 20 – September 10	<ul style="list-style-type: none"> External Review Committee reviews all finalists' applications
September 10	<ul style="list-style-type: none"> External Review Committee evaluations due
Week of September 17	<ul style="list-style-type: none"> External Review Committee holds telephone conference on a date to be determined
September 26	<ul style="list-style-type: none"> Finalists are notified and invited to attend the Texas Higher Education Star Awards Ceremony
Fall 2018 (date to be determined)	<ul style="list-style-type: none"> 2018 Star Awards presented at the Texas Higher Education Leadership Conference

Committee on Academic and Workforce Success

AGENDA ITEM V-E

Consideration of adopting the staff recommendation to the Committee relating to approval to amend the contract with Texas Tech University for the Texas College and Career Readiness Standards - English/Language Arts and Mathematics Review and Revision Project to increase funding for additional activities and deliverables

Original Project Cost: \$96,000
Additional Funding Request: up to \$7,000
New Total Project Cost: up to \$103,000
Source of Funds: A.1.1. Strategy, College Readiness and Success
Authority: Texas Education Code, Section 28.008
Advancement of College Readiness in Curriculum

RECOMMENDATION: Approval

Texas Higher Education Coordinating Board (THECB) staff requests approval to expend additional funds on activities necessary for the Texas College and Career Readiness Standards - English/Language Arts and Mathematics (CCRS - ELAM) Review and Revision Project.

Background Information:

Section 28.008 of the Texas Education Code, "Advancement of College Readiness in Curriculum," was enacted by the 79th Texas Legislature, Third Special Called Session. The statute charged the Texas Education Agency and the THECB to establish discipline-based vertical teams to develop College and Career Readiness Standards (CCRS) that address what students must know and be able to do to succeed in entry-level college courses offered at Texas public community/technical colleges and universities. The 83rd Texas Legislature amended the statute to require that vertical teams periodically review the college and career readiness standards and recommend possible revisions. In addition to the statutory requirements, the Tri-Agency Report to the Governor, under Prime Recommendation #2, recommended that the review consider explicitly the interconnection between college and career.

In August 2017, the Coordinating Board provided funding, through a competitive Request for Applications process, to Texas Tech University (TTU) to coordinate the review and revision of the math and English standards.

Coordinating Board staff requests approval to amend the current grant agreement with TTU and expend additional funds for activities and deliverables that are necessary to ensure project success. Increased funding would allow TTU to identify and seek feedback from additional stakeholders and representatives of the business, industry, and workforce sectors.

This feedback would support faculty vertical teams in their revisions by ensuring that the standards also attend to workforce concerns. Additional funding would allow TTU to complete the new deliverables without exhausting funding currently allocated to remaining activities in the project. Per Texas Administrative Code, Chapter 1, Section 1.16, contracts and grants over \$100,000 but less than \$750,000 require only Committee approval.

Jerel Booker, Assistant Commissioner for College Readiness and Success, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-F

Consideration of adopting the staff recommendation to the Committee relating to the issuance of a Request for Proposals for the development and ongoing support of an online Pre-Assessment Activity

Total Project Cost: Up to \$300,000
Source of Funds: Strategy D.1.2. Developmental Education Program Authority:
Rider 33, Developmental Education, Senate Bill 1
General Appropriations Act, 85th Texas Legislature

RECOMMENDATION: Approval

Texas Higher Education Coordinating Board (THECB) staff requests approval to post a Request for Proposals (RFP) for a vendor to develop (if needed), implement, and support a free, online Pre-Assessment Activity (PAA) for institutions of higher education and independent school districts administering the Texas Success Initiative Assessment (TSIA). Support would include onboarding and ongoing technical assistance to administrators, as needed.

Background Information:

In October 2012, the THECB adopted the amendments to Texas Administrative Code (TAC), Chapter 4, Subchapter C, Section 4.55, to include the following language to help ensure students taking the TSIA would not take the test “cold turkey” and to ensure students understand the purpose and structure of an assessment that plays an important role in students’ postsecondary experience:

- b) Prior to the administration of an approved instrument in §4.56, an institution shall provide to the student a pre-assessment activity(ies) that addresses at a minimum the following components in an effective and efficient manner, such as through workshops, orientations, and/or online modules:
 - 1) Importance of assessment in students’ academic career;
 - 2) Assessment process and components, including practice with feedback of sample test questions in all disciplinary areas;
 - 3) Developmental education options including course-pairing, non-course-based, modular, and other non-conventional interventions;
 - 4) Institutional and/or community student resources (e.g., tutoring, transportation, childcare, financial aid).

In summer 2013, Querium, an Austin-based company founded in 2013, created and delivered, at no cost to the state, institutions, or students, an online PAA in response to new TSI requirements as listed in TAC, Chapter 4, Subchapter C, Section 4.55(b). After almost two years

of providing this service, Querium notified THECB staff that it would no longer be able to offer these services at no cost. Thus, in June 2015, the Board approved issuance of an RFP to solicit a vendor for the development and implementation of a free, online PAA that provided a quality instrument meeting the needs of students and institutions. In fall 2015, the Board approved the award to Querium, which to date has successfully delivered an online PAA for 101 Texas institutions and school districts and processed over 180,900 PAA Completion Certificates.

In preparation for the August 2018 expiration of the current contract, THECB staff is requesting issuance of a RFP to allow the THECB staff to again identify a vendor for the development (if necessary) and implementation of a free, online PAA meeting the requirements as outlined in TAC, Section 4.55.

Jerel Booker, Assistant Commissioner for College Readiness and Success, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-H (1)

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 5, Subchapter C, Sections 5.41 - 5.43, 5.45, 5.46, 5.48, 5.50, and 5.51 - 5.54 of Board rules concerning approval of new academic programs at public universities and health-related institutions, review of existing degree programs, and the repeal of Section 5.56 of Board rules concerning approval of baccalaureate degree programs for selected community colleges

RECOMMENDATION: Approval

Background Information:

The proposed amendments update the criteria for the approval of new degree and certificate programs to better reflect the priorities of the state strategic plan for higher education, streamline the review of existing graduate programs, and delete an outdated section of criteria regarding the approval of baccalaureate programs at selected community colleges.

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

Date approved by the Commissioner for publication in the *Texas Register*: January 22, 2018.

Date Published in the *Texas Register*: February 2, 2018.

The 30-day comment period with the *Texas Register* ended on: March 4, 2018.

Summary of comments received:

Comment: The University of Texas at Austin (UT-Austin) and The University of Texas Health Science Center Houston (UTHSC-Houston) submitted similar comments related to Section 5.45 Criteria for New Baccalaureate and Master's Degree Programs, (2) Unnecessary duplication, regarding the additional requirement that an institution proposing a new online bachelor's or master's program be required to demonstrate that there is unmet workforce need and student demand for the program that cannot be met by existing online programs offered by Texas public institutions. Both institutions felt that this would be an onerous task.

UT-Austin commented, "demonstrating unmet workforce needs and unmet student demands for existing programs could prove excessively onerous. While the university considers geographic proximity when developing new degree programs offered in residence, the lack of geographical boundaries in the online context changes this consideration significantly. Instead of solely focusing on those two factors in current programs, the proposed rule should take into consideration a documented demand for the proposed program including academic quality, program design, market niche, and other factors".

UTHSC-Houston commented, "the proposed language regarding distance education would significantly hinder Texas institutions of higher education in their offerings of new distance education programs. In the context of new distance education programs, trying to demonstrate unmet workforce needs and unmet student demands for existing distance education programs would likely not be possible due to the lack of a targeted geographic region. Indeed, the implementation of National Council for State Authorization Reciprocity Agreements (NC-SARA, with Texas as a participating state), provides outstanding educational opportunities for students to succeed in distance education programs at the baccalaureate and/or master's level offered by Texas institutions of higher education."

Staff Response: Coordinating Board staff agrees with the UT-Austin comment that additional information should be considered in reviews and notes that the existing review process includes consideration of several factors, including academic quality, program design, and market niche.

Staff note that demonstrating unmet need and student demand for the proposed online program would provide the proposing institution with an understanding of existing online programs available to Texas students. Assessing workforce need and student demand for new programs are important aspects of proposal review in order to determine if a new program would be a good investment of state resources. Institutions could demonstrate unmet need and student demand by contacting existing online programs offered by Texas public higher education institutions and obtaining information on existing capacity and admissions. This would encourage institutions to better coordinate their online efforts.

No changes were made as a result of the two comments.

Comment: UTHSC-Houston commented on Section 5.45 Criteria for New Baccalaureate and Master's Degree Programs, Section 5.45(3) Faculty Resources (A), stating "The proposed language will potentially have the undesirable outcome of an untimely financial burden on programs and institutions. The requirement to have at least one full-time equivalent faculty already in place in order for a new program to begin enrolling students does not consider that program curricula, developed by committees of faculty and academic leadership, account for the time to degree and appropriate planning at the program level."

Staff Response: A new degree program must have faculty to develop and teach the curriculum, mentor students, and lead research efforts. The proposed standard of at least one full-time equivalent faculty will help ensure that faculty resources for a new program are sufficient for the program's successful operation.

No changes were made to the proposed rules.

Comment: UTHSC-Houston commented on Section 5.45 Criteria for New Baccalaureate and Master's Degree Programs, (12) Strong Related Programs, stating "This additional criteria does not consider the potential for emerging new and innovative disciplines that are aligned with workforce needs. The rule, as written, would limit an institution's innovation."

Staff Response: Staff agree that newly emerging disciplines may fall outside the range of an institution's Program Inventory and notes that the language "as appropriate" at the end of the section indicates that not all proposals for new programs will have closely related programs.

No changes were made to the proposed rules.

Comment: UTHSC-Houston commented on Section 5.46 Criteria for New Doctoral Programs (5) Faculty Resources (A) stating "The proposed language on hiring additional faculty and related documentation on a schedule determined by the Coordinating Board: would significantly delay the development and implementation of new doctoral programs; could result in an untimely financial burden on programs; and is not necessary. Institutions must already satisfy the Southern Association of Colleges and Schools Commission on Colleges (SASCOC) standards related to faculty in both existing and new programs (Section 6 of The Principle of Accreditation), including demonstrating an adequate number of full-time faculty, faculty qualifications, program faculty, program coordination, faculty appointment and evaluation processes and faculty development."

Staff Response: During the proposal review process, institutions and the THECB frequently agree to contingencies for approval. This rule change formalizes the process by which institutions will inform the THECB of their adherence to any agreed-upon contingencies.

No changes were made to the proposed rules.

Comment: UTHSC-Houston commented on Section 5.46 Criteria for New Doctoral Programs (18) Marketable Skills, stating "Proposed language to add a Marketable Skills as Criteria for New Doctoral Programs is unnecessary and outside the scope envisioned by 60x30TX. Marketable skills language throughout 60x30TX refers to "two- and four-year public institutions." Even the language in the Marketable Skills Goal Implementation Guidelines implies that it is directed at students at the beginning, "Texas public two-year and four-year institutions must ensure that students are aware of, and graduate with marketable skills."

Staff Response: Developing a list of marketable skills and conveying that information to students is one of four goals of the state's strategic plan, 60X30TX. The proposed rule change ensures new doctoral programs include marketable skills in the development and implementation of the new program and would ensure that Texas doctoral students could document their marketable skills to future employers.

No changes were made to the proposed rules.

Chapter 5
Rules Applying to Public Universities, Health-Related Institutions, And/Or Selected Public
Colleges of Higher Education in Texas

Subchapter C
Approval of New Academic Programs at Public Universities, Health-Related Institutions, and
Review of Existing Degree Programs

- 5.41 Purpose
 - 5.42 Authority
 - 5.43 Definitions
 - 5.44 Presentations of Requests and Steps for Implementation
 - 5.45 Criteria for New Baccalaureate and Master's Degree Programs
 - 5.46 Criteria for New Doctoral Programs
 - 5.48 Criteria for Certificate Programs at Universities and Health-Related Institutions
 - 5.50 Approvals by the Commissioner
 - 5.51 Publishing of Doctoral Program Data
 - 5.52 Review of Existing Degree Programs
 - 5.53 Annual Evaluation of New Doctoral Degree Programs
 - 5.54 Noncompliance with Conditions of Approval for New Doctoral Degree Programs
 - 5.55 Revisions to Approved Programs
 - ~~[5.56 Approval of Baccalaureate Degree Programs for Selected Community Colleges]~~
- *note there is not a 5.47 and 5.49*

5.41 Purpose

The purpose of this subchapter is to describe the criteria and approval processes for degree and certificate programs. Criteria in §5.45 of this title (relating to Criteria for New Baccalaureate and Master's Degree Programs) apply to public colleges, universities, and health-related institutions ~~[selected public colleges]~~.

5.42 Authority

Texas Education Code, §61.0512 provides that no new ~~[department, school,]~~ degree program, or certificate program may be added at any public institution of higher education except with specific prior approval of the Board. Texas Education Code, §130.302 and §130.312 ~~[§130.0012]~~ applies to public junior colleges.

5.43 Definitions

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

(1) Academic administrative unit--A department, college, school, or other unit at a university or health-related institution, which has administrative authority over degree or certificate programs.

(2) Board--The Texas Higher Education Coordinating Board.

(3) Certificate Program--Any grouping of subject-matter courses which, when satisfactorily completed by a student, shall entitle him or her to a certificate or documentary evidence, other than a degree, of completion of a post-secondary course of study at a university or health-related institution.

(4) Commissioner--The Commissioner of Higher Education.

(5) Compelling Academic Reason--A justification for an undergraduate degree program consisting of more than 120 semester credit hours. Acceptable justifications are programmatic accreditation requirements, statutory requirements, and requirements for licensure/certification of graduates.

(6) Degree program--Any grouping of subject matter courses which, when satisfactorily completed by a student, shall entitle him or her to a degree from a public university or health-related institution.

(7) Doctoral Graduation Rate--The Doctoral Graduation Rate is the percent of students in an entering fall cohort for a specific degree program who graduate within 10 years. Doctoral graduation rates do not include students who received a master's degree.

(8) Faculty publications--Discipline-related refereed publications, books or book chapters, juried creative or performance accomplishments, and notices of discoveries filed and patents issued.

(9) Faculty teaching load--Total number of semester credit hours taught per academic year by faculty divided by the number of faculty.

(10) Graduate-level certificate program--A certificate program at a university or health-related institution that consists primarily of graduate-level courses.

(11) Graduate placement--The number and percent of graduates employed or engaged in further education or training, those still seeking employment, and unknown.

(12) Lower-division degree or certificate program--A degree or certificate program offered at a university or health-related institution that consists of lower-division courses and is equivalent to a program offered at a community or technical college.

(13) Master's Graduation Rate--The Master's Graduation Rate is the percent of students in an entering fall and spring cohort for a specific degree program who graduate within 5 years.

(14) New Doctoral Degree Program--A doctoral degree program that has been approved by the Coordinating Board for a period of less than five years.

~~[(15) Selected Public Colleges--Those public colleges authorized to offer baccalaureate degrees in Texas.]~~

(15) ~~[(16)]~~ Student time-to-degree--The average of the number of semesters taken by program graduates from the time of enrollment in the program until graduation.

(16) ~~[(17)]~~ Upper-division certificate program--A certificate program at a university or health-related institution that consists primarily of upper-division undergraduate courses.

5.44 No changes

5.45 Criteria for New Baccalaureate and Master's Degree Programs

Requests for new baccalaureate and master's degree programs must provide information and documentation demonstrating that the proposed degree programs meet all of the following criteria:

(1) Role and mission. The proposed program must be within the existing role and mission of the institution as indicated by its Program Inventory [~~table of programs~~] or the Board must make the determination that the program is appropriate for the mission of the institution.

(2) Unnecessary duplication. The proposed program must not unnecessarily duplicate an [a] existing program at another institution serving the same regional population. The offering of basic liberal arts and sciences courses and degree programs in public senior institutions is not considered unnecessary duplication. A proposed program to be offered through distance education must demonstrate that there is unmet workforce need and student demand for the program that cannot be met by existing online programs offered by Texas public institutions.

(3) Faculty resources.

(A) Faculty resources must be adequate to provide high program quality. With few exceptions, the master's degree should be the minimum educational attainment for faculty teaching in baccalaureate programs. In most disciplines, the doctorate should be the minimum educational attainment for faculty teaching in graduate programs. Faculty should meet the qualitative and quantitative criteria of the Southern Association of Colleges and Schools Commission on Colleges, and the appropriate accrediting body [~~, if a professional program~~]. There should be sufficient numbers of qualified faculty dedicated to a new program. This number shall vary depending on the discipline, the nature of the program, and the anticipated number of students; however, there must be at least one full time equivalent faculty already in place in order for the program to begin enrolling students.

(B) In evaluating faculty resources for proposed degree programs, the Board shall consider only those degrees held by faculty that were issued by:

(i) United States institutions accredited by accrediting agencies recognized by the Board or,

(ii) institutions located outside the United States that have demonstrated that their degrees are equivalent to degrees issued from an institution in the United States accredited by accrediting agencies recognized by the Board. The procedures for establishing that equivalency shall be consistent with the guidelines of the National Council on the Evaluation of Foreign Education Credentials, or its successor.

(4) Library and IT resources. Library and information technology resources must be adequate for the proposed program and meet the standards of the appropriate accrediting agencies.

(5) Facilities, equipment, and clinical placements. Facilities and clinical placements must be adequate to initiate the program. Adequate classroom and laboratory space, equipment, and office space should be available for the proposed program. Arrangements for any essential clinical placements should be made before program approval.

(6) Curriculum design. The curriculum should be up-to-date and consistent with current educational theory. Professional programs and those resulting in licensure must be designed to meet the standards of appropriate regulatory bodies. Student time-to-degree must be considered in the curricular structure and policy of the proposed program, including but not

limited to policies for transfer of credit, course credit by examination, credit for professional experience, placing out of courses, and any alternative learning strategies, such as competency-based education, that may increase efficiency in student progress in the proposed program.

(7) Program administration. Administration of the proposed program should not be unduly cumbersome or costly. Ideally, the proposed program should fit into the current administrative structure of the institution. If administrative changes are required, they should be consonant with the organization of the institution as a whole and should necessitate a minimum of additional expense in terms of personnel and office space.

(8) Workforce need. There should be a demonstrated or well-documented need for the program in terms of meeting present and future workforce needs of the state and nation. There should be a ready job market for graduates of the program, or alternatively, it should produce students for master's or doctoral-level programs in fields in which there is a demonstrated need for professionals.

(9) Critical mass of students. In addition to a demonstrated workforce need, a critical mass of qualified students must be available to enter the proposed program and there must be evidence that the program is likely to have sufficient enrollments to support the program into the future. The size of an institution, the characteristics of its existing student body, and enrollments in existing programs should be taken into account when determining whether a critical mass of students shall be available for a proposed new program.

(10) Adequate financing. There should be adequate financing available to initiate the proposed program without reducing funds for existing programs or weakening them in any way. After the start-up period, the program must be able to generate sufficient semester credit hours under funding formulas and student tuition and fees to pay faculty salaries, departmental operating costs, and instructional administration costs for the program. Five years should be sufficient time for the program to meet these costs through semester credit hour production. If the state funding formulas and student tuition and fees are not meeting these costs for the program after five years, the institution and the Board should review the program with a view to discontinuance.

(11) Marketable Skills. There must be a list of the marketable skills associated with the proposed program in keeping with the state strategic plan, 60x30TX, and a plan for how students will be informed of the marketable skills.

(12) Strong Related Programs. There must be high-quality programs in other related and supporting disciplines at the bachelor's and master's levels, as evidenced by enrollments, numbers of graduates, and completion rates in those related and supporting programs, as appropriate.

5.46 Criteria for New Doctoral Programs

Requests for new doctoral programs must provide information and documentation demonstrating that the proposed programs meet all of the following criteria:

(1) Design of the Program. A doctoral-level program is designed to prepare a graduate student for a lifetime of teaching, creative activity, research, or other professional activity. The administration and the faculty of institutions initiating doctoral-level programs should exhibit an understanding of and commitment to the long tradition of excellence associated with the awarding of the traditional research doctorate degrees and of the various doctoral-level professional degrees.

(2) Freedom of Inquiry and Expression. Doctoral programs must be characterized by complete freedom of inquiry and expression.

(3) Programs at the Undergraduate and Master's Levels. Doctoral programs, in most instances, should be undergirded by quality programs in a wide number of disciplines at the undergraduate and master's levels. Quality programs in other related and supporting doctoral areas must also be available.

(4) Need for the Program. There should be a demonstrated and well-documented need for doctoral level [~~doctorally~~] prepared professionals in the discipline of the proposed program both in Texas and in the nation. It is the responsibility of the institution requesting a doctoral program to demonstrate that such a need exists, preferably through an analysis of national data showing the number of doctoral degrees [PhDs] being produced annually in the area and comparing that to the numbers of professional job openings for doctoral degrees [PhDs] in the discipline [~~in question~~] as indicated by sources such as the main professional journal(s) of the discipline. The institution must also provide data on [~~regarding~~] the enrollments, number of graduates, and capacity to accept additional students of other similar doctoral programs in Texas, demonstrating that current production levels of graduates are insufficient to meet projected workforce needs. The institution should also provide evidence of student demand for a doctoral program in the discipline, such as potential student survey results and [~~or~~] documentation that qualified students are not gaining admission to existing programs in Texas.

(5) Faculty Resources.

(A) There must be a strong core of doctoral faculty, [~~at least four,~~] holding the doctor of philosophy degree or its equivalent from a variety of graduate schools of recognized reputation. Professors and associate professors must be mature persons who have achieved national or regional professional recognition. All core faculty must be currently engaged in productive research, and preferably have published the results of such research in the main professional journals of their discipline. They should come from a variety of academic backgrounds and have complementary areas of specialization within their field. Some should have experience directing doctoral dissertations. Collectively, the core of doctoral faculty should guarantee a high quality doctoral program with the potential to attain national prominence. The core faculty members should already be in the employ of the institution. If an institution is required to hire additional faculty prior to opening the proposed program and enrolling students, the institution will provide documentation on a schedule determined by the Coordinating Board of the faculty hires through submission of a letter of intent, curriculum vitae, and a list of courses to be taught. Proposed recruitment of such faculty shall not meet this criterion. No authorized doctoral program shall be initiated until qualified faculty are active members of the department through which the program is offered.

(B) In evaluating faculty resources for proposed degree programs, the Board shall consider only those degrees held by the faculty that were issued by:

(i) United States institutions accredited by accrediting agencies recognized by the Board; or

(ii) institutions located outside the United States that have demonstrated that their degrees are equivalent to degrees issued from an institution in the United States accredited by accrediting agencies recognized by the Board. The procedures for establishing that equivalency shall be consistent with the guidelines of the National Council on the Evaluation of Foreign Education Credentials, or its successor.

(6) Teaching Loads of Faculty. Teaching loads of faculty in the doctoral program should not exceed two or three courses per term, and it must be recognized that some of these shall be advanced courses and seminars with low enrollments. Adequate funds should be available for attendance and participation in professional meetings and for travel and research necessary for continuing professional development.

(7) Critical Mass of Superior Students. Admission standards, student recruitment plans, and enrollment expectations must guarantee a critical mass of superior students. The program must not result in such a high ratio of doctoral students to faculty as to make individual guidance prohibitive.

(8) On-Campus Residency Expectations.

(A) Institutions which offer doctoral degrees must provide through each doctoral program:

(i) significant, sustained, and regular interaction between faculty and students and among students themselves;

(ii) opportunities to access and engage in depth a wide variety of educational resources related to the degree program and associated fields;

(iii) opportunities for significant exchange of knowledge with the academic community;

(iv) opportunities to broaden educational and cultural perspectives; and

(v) opportunities to mentor and evaluate students in depth.

(B) Institutions are traditionally expected to meet these provisions through substantial on-campus residency requirements. Proposals to meet them in other, non-traditional ways (e.g., to enable distant delivery of a doctoral program) must provide persuasive and thorough documentation as to how each provision would be met and evaluated for the particular program and its students. Delivery of doctoral programs through distance education and/or off-campus instruction requires prior approval of the Board as specified in §4.261(3) of this title (relating to Standards and Criteria for Distance Education Programs).

(9) Adequate Financial Assistance for Doctoral Students. There should be adequate financial assistance for doctoral students so as to assure that most of them can be engaged in full-time study. Initially, funds for financial assistance to the doctoral students usually ~~[must]~~ come from institutional sources. As the program develops and achieves distinction, it increasingly shall attract support from government, industry, foundations, and other sources.

(10) Carefully Planned Program ~~[of Study]~~. The proposed program ~~[There]~~ should be a carefully planned and systematic program ~~[of study]~~ with ~~[and]~~ a degree plan which is clear, comprehensive, and generally uniform but which permits sufficient flexibility to meet the legitimate professional interests and special needs of doctoral-level degree students

~~[candidates]~~. There should be a logical sequence ~~[of stages]~~ by which degree requirements shall be fulfilled. Consideration must also be given to alternative methods of determining mastery of program content, such as competency-based education, prior learning assessment, and other options for reducing student time to degree. The proposed degree plan should require both specialization and breadth of education, with rules for the distribution of study to achieve both, including interdisciplinary programs if indicated. The plan should include a research dissertation or equivalent requirements to be judged by the doctoral faculty on the basis of quality rather than length.

(11) External Learning Experiences. There must be a plan for providing external learning experiences for students, such as internships, clerkships, or clinical experiences, in disciplines that require them. The plan should include provisions for increasing the number of opportunities for such experiences if the number of students in existing programs equals or exceeds the available number of opportunities in Texas.

(12) Support Staff. There should be an adequate number of support staff to provide sufficient services for both existing programs and any proposed increases in students and faculty that would result from the implementation of the proposed program.

(13) Physical Facilities. There should be an adequate physical plant for the program. An adequate plant would include reasonably located office space for the faculty, teaching assistants, and administrative and technical support staff; seminar rooms; laboratories, computer and electronic resources; and other appropriate facilities.

(14) Library and IT Resources. Library and information technology resources must be adequate for the proposed program and meet the standards of the appropriate accrediting agencies. ~~[There should be an adequate library for the proposed program.]~~ Library resources should be strong ~~[not only]~~ in the proposed doctoral program field and ~~[but also]~~ in related and supporting fields.

(15) Costs and Funding. The institution should have a budgetary plan for the proposed program that clearly delineates the anticipated costs and the sources of funding. Costs for new personnel and physical resources should be adequate and reasonable, existing programs should not be negatively affected by the reallocation of funds, state funding income should be calculated correctly, and total revenues should exceed total costs by the fifth year of projected program operation.

(16) Program Evaluation Standards. The proposed program ~~[Proposed programs]~~ should meet the standards of the Southern Association of Colleges and Schools Commission on Colleges, and the accrediting standards and doctoral program criteria of appropriate professional groups and organizations, such as the Council of Graduate Schools ~~[in the United States]~~, the Modern Language Association, the American Historical Association, the Accreditation Board for Engineering and Technology or other bodies relevant to the particular discipline. Out-of-state consultants shall be used by the institution and the Board to assist in evaluating the quality of a proposed doctoral level program. The institution submitting the proposal is responsible for reimbursing the Coordinating Board for the costs associated with the external review by out-of-state contractors.

(17) Strategic Plan. The proposed program ~~[Proposed programs]~~ should build on existing strengths at the institution as indicated by its Program Inventory, should fit into the institution's strategic plan, and should align with the state's ~~[state]~~ strategic plan.

(18) Marketable Skills. There must be a list of the marketable skills associated with the proposed program in keeping with the state strategic plan, 60x30TX, and a plan for how students will be informed of the marketable skills.

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

5.47 – NO SECTION

5.48 Criteria for Certificate Programs at Universities and Health-Related Institutions

(a) Universities and health-related institutions are encouraged to develop upper-division and graduate certificate programs of less than degree length to meet the needs of students and the workforce. These rules are intended to provide a streamlined process for approval of those programs.

(b) Certificate programs for which no academic credit is granted are exempt from the provisions of this section.

(c) Certificate programs for which academic credit is granted at universities and health-related institutions must meet the following criteria:

(1) They must meet identified workforce needs or provide the student with skills and/or knowledge that shall be useful for their lives or careers.

(2) They must be consistent with the standards of the Commission on Colleges of the Southern Association of Colleges and Schools.

(3) They must meet the standards of all relevant state agencies or licensing bodies which have oversight over the certificate program or graduate.

(4) Adequate financing must be available to cover all new costs to the institution five years after the implementation of the program.

(d) The following certificate programs do not require Board approval or notification:

(1) certificate programs for which no collegiate academic credit is given,

(2) certificate programs in areas and at levels authorized by the Program Inventory ~~[table of programs]~~ of the institution with curricula of the following length:

(A) at the undergraduate level of 20 semester credit hours or less,

(B) at the graduate and professional level of 15 semester credit hours or less.

(e) The following certificate programs require Board approval and ~~[if]~~ shall be approved if the following conditions are met:

(1) the proposed certificate is an upper-level undergraduate certificate of 21 - 36 hours in a disciplinary ~~[areas]~~ area where the institution already offers an undergraduate degree program.

(2) the proposed certificate is a graduate-level and professional certificate of 16 - 29 semester credit hours in disciplinary areas where the institution already offers a graduate program at the same level as the certificate.

(f) Lower-division certificate programs.

(1) One and two-year, post-secondary career technical/workforce education programs should be delivered primarily by community, state, and technical colleges. These institutions are uniquely suited by virtue of their specialized mission, local governance, and student support services to provide such opportunities in an efficient and economical manner. For that reason, new lower-division career technical/workforce certificate programs shall not generally be approved at public universities and health-related institutions.

(2) Universities and health-related institutions should not develop certificate programs at the upper or graduate level that are equivalent to lower-division certificate programs offered at community, state, and technical colleges.

5.49 NO SECTION

5.50 Approvals by the Commissioner

(a) The Commissioner may approve proposals from the public universities and health-related institutions for new baccalaureate or master's degree programs and, in very limited circumstances, new doctoral programs, on behalf of the Board in accordance with the procedures and criteria specified in this section.

(b) To be approved by the Commissioner, a proposal for a new degree program must include certification in writing from the Board of Regents of a proposing institution, in a form prescribed by the Commissioner, that the following criteria have been met:

(1) The curriculum, faculty, resources, support services, and other components of a proposed degree program are comparable to those of high quality programs in the same or similar disciplines offered by other institutions.

(2) Clinical or in-service placements, if applicable, have been identified in sufficient number and breadth to support the proposed program.

(3) The program is designed to be consistent with the standards of the Southern Association of Colleges and Schools Commission on Colleges [~~of the Southern Association of Colleges and Schools~~], and with the standards of other applicable accrediting agencies; and is in compliance with appropriate licensing authority requirements.

(4) The institution has provided credible evidence of long-term student interest and job-market needs for graduates; or, if proposed by a university, the program is appropriate for the development of a well-rounded array of basic baccalaureate degree programs at the institution where the principal faculty and other resources are already in place to support other approved programs and/or the general core curriculum requirements for all undergraduate students.

(5) The program would not be unnecessarily duplicative of existing programs at other institutions.

(6) Implementation and operation of the program would not be dependent on future Special Item funding.

(7) New costs to the institution over the first five years after implementation of the program would not exceed \$2,000,000.

(c) In addition to the requirements listed in subsection (a) and (b) of this section, a new doctoral program may only be approved by the Commissioner if:

(1) the institution already offers a doctoral program or programs in a closely related disciplinary area,

(2) those existing doctoral programs are productive and offered at a high level of quality,

(3) the core faculty for the proposed program are already active and productive faculty in an existing doctoral program at the institution,

(4) the institution has notified Texas public institutions that offer the proposed program or a related program and resolved any objections; and

(5) there is a very strong link between the program and workforce needs or the economic development of the state.

(d) A proposal for a new degree program must include a statement from the institution's chief executive officer certifying adequate financing and explaining the sources of funding to support the first five years of operation of the program.

(e) If a proposal meets the criteria specified in this section, the Commissioner may either approve it or forward it to the Board for consideration at an appropriate quarterly meeting.

(f) If a proposal does not meet the criteria specified in this section, the Commissioner may deny approval or forward it to the Board for consideration at an appropriate quarterly meeting. Institutions may appeal the decision to deny approval to the Board.

(g) If a proposed program is the subject of an unresolved grievance or dispute between institutions, the Commissioner must forward it to the Board for consideration at an appropriate quarterly meeting.

(h) The Commissioner shall make available to the public universities, health-related institutions, community/technical colleges, and Independent Colleges of Texas, Inc. a list of all pending proposals for new degree programs. If an institution wishes to provide the Commissioner information supporting a concern it has about the approval of a pending proposal for a new degree program at another institution, it must do so within 14 days of the initial listing of the proposal, and it must also forward the information to the proposing institution.

(i) The authority given to the Commissioner to approve proposals from public universities and health-related institutions for new degree programs (and other related duties given under this section) may be delegated by the Commissioner to the Assistant Commissioner for Academic Quality and Workforce [~~Workforce, Academic Affairs and Research~~].

(j) Each quarter, the Commissioner shall send a list of his approvals and disapprovals under this section to Board members. A list of the approvals and disapprovals shall also be attached to the minutes of the next quarterly Board meeting.

5.51 Publishing of Doctoral Program Data

Each public university and health-related institution with one or more doctoral programs on its program inventory shall collect and publish information on its website regarding the "[48] Characteristics of Texas Public Doctoral Programs [~~Education~~]" as approved by the Board, on a schedule determined by the Commissioner. Each institution must develop and implement a plan for using the [48] Characteristics of Texas Public Doctoral Programs for ongoing evaluation and quality improvement of each doctoral program.

5.52 Review of Existing Degree Programs

(a) In accordance with the requirements of the Southern Association of Colleges and Schools, Commission on Colleges, each public institution of higher education shall have a

process to review the quality and effectiveness of existing degree programs and for continuous improvement.

(b) The Coordinating Board staff shall develop a process for conducting a periodic audit of the quality, productivity, and effectiveness of existing bachelor's, master's, and doctoral degree programs at public institutions of higher education and health-related institutions.

(c) Each public university and health-related institution shall review all doctoral programs at least once every ten ~~[seven]~~ years.

(1) On a schedule to be determined by the Commissioner, institutions shall submit a schedule of review for all doctoral programs to the Assistant Commissioner of Academic Quality and Workforce ~~[Workforce, Academic Affairs and Research]~~.

(2) Institutions shall begin each review of a doctoral program with a rigorous self-study.

(3) As part of the required review process, institutions shall use at least two external reviewers with subject-matter expertise who are employed by institutions of higher education outside of Texas.

(4) External reviewers must be provided with the materials and products of the self-study and must be brought to the campus for an on-site review.

(5) External reviewers must be part of a program that is nationally recognized for excellence in the discipline.

(6) External reviewers must affirm that they have no conflict of interest related to the program under review.

(7) Closely-related programs, defined as sharing the same 4-digit Classification of Instructional Programs code, may be reviewed in a consolidated manner at the discretion of the institution.

(8) Institutions shall review master's and doctoral programs in the same discipline simultaneously, using the same self-study materials and reviewers. Institutions may also, at their discretion, review bachelor's programs in the same discipline as master's and doctoral programs simultaneously.

(9) Criteria for the review of doctoral programs must include, but are not limited to:

- (A) The ~~[18]~~ Characteristics of Texas Public Doctoral Programs;
- (B) Student retention rates;
- (C) Student enrollment;
- (D) Graduate licensure rates (if applicable);
- (E) Alignment of program with stated program and institutional goals and purposes;
- (F) Program curriculum and duration in comparison to peer programs;
- (G) Program facilities and equipment;
- (H) Program finance and resources;
- (I) Program administration; and
- (J) Faculty Qualifications.

(10) Institutions shall submit a report on the outcomes of each review, including the evaluation of the external reviewers and actions the institution has taken or will take to improve the program, and shall deliver these reports to the Academic Quality and Workforce ~~[Workforce, Academic Affairs and Research]~~ Division no later than 180 days after the reviewers have submitted their findings to the institution.

(11) Institutions may submit reviews of graduate programs performed for reasons of programmatic licensure or accreditation in satisfaction of the review and reporting requirements in this subsection.

(d) Each public university and health-related institution shall review all stand-alone master's programs at least once every ~~ten~~ seven years.

(1) On a schedule to be determined by the Commissioner, institutions shall submit a schedule of review for all master's programs to the Assistant Commissioner of Academic Quality and Workforce [~~Workforce, Academic Affairs and Research~~].

(2) Institutions shall begin each review of a master's program with a rigorous self-study.

(3) As part of the required review process, institutions shall use at least one external reviewer with subject-matter expertise who is employed by an institution of higher education outside of Texas.

(4) External reviewers shall be provided with the materials and products of the self-study. External reviewers may be brought to the campus for an on-site review or may be asked to conduct a remote desk review.

(5) External reviewers must be part of a program that is nationally recognized for excellence in the discipline.

(6) External reviewers must affirm that they have no conflict of interest related to the program under review.

(7) Closely-related programs, defined as sharing the same 4-digit Classification of Instructional Programs code, may be reviewed in a consolidated manner at the discretion of the institution.

(8) Master's programs in the same 6-digit Classification of Instructional Programs code as doctoral programs shall be reviewed simultaneously with their related doctoral programs.

(9) Criteria for the review of master's programs must include, but are not limited to:

- (A) Faculty qualifications;
- (B) Faculty publications;
- (C) Faculty external grants;
- (D) Faculty teaching load;
- (E) Faculty/student ratio;
- (F) Student demographics;
- (G) Student time-to-degree;
- (H) Student publication and awards;
- (I) Student retention rates;
- (J) Student graduation rates;
- (K) Student enrollment;
- (L) Graduate licensure rates (if applicable);
- (M) Graduate placement (i.e. employment or further education/training);
- (N) Number of degrees conferred annually;
- (O) Alignment of program with stated program and institutional goals and

purposes;

- (P) Program curriculum and duration in comparison to peer programs;
- (Q) Program facilities and equipment;
- (R) Program finance and resources; and
- (S) Program administration.

(10) Institutions shall submit a report of the outcomes of each review, including the evaluation of the external reviewer(s) and actions the institution has taken or will take to improve the program, and shall deliver these reports to the Academic Quality and Workforce [~~Workforce, Academic Affairs and Research~~] Division no later than 180 days after the reviewer(s) have submitted their findings to the institution.

(11) Institutions may submit reviews of graduate programs performed for reasons of programmatic licensure or accreditation in satisfaction of the review and reporting requirements in this subsection.

(e) The Coordinating Board shall review all reports submitted for master's and doctoral programs and shall conduct analysis as necessary to ensure high quality. Institutions may be required to take additional actions to improve their programs as a result of Coordinating Board review.

5.53 Annual Evaluation of New Doctoral Degree Programs

(a) New doctoral degree programs shall be monitored by the Board staff for a period of five years following implementation of the program to assure that any conditions of approval stipulated by the Board have been satisfied by the end of that period.

(b) Progress toward satisfaction of any conditions of approval shall be described in the new doctoral program's annual reports to the Board.

(c) A new doctoral degree program that adequately satisfied all conditions of approval during the first five years following program implementation shall not be required to submit further annual reports unless directed to do so by the Commissioner.

5.54 Noncompliance with Conditions of Approval for New Doctoral Degree Programs

(a) A new doctoral degree program that fails to satisfy all contingencies and conditions of approval by the end of the first five years following program implementation shall be notified in writing of said failure by the Board staff. Within sixty (60) days of receipt of notification, the program shall:

(1) provide to the Board staff a written report containing the institution's findings as to why all conditions of approval were not met;

(2) submit a written plan describing how the program will fulfill all unsatisfied conditions of approval within one year; and

(3) at the end of the one-year period provide a report to the Board staff on whether or not all unsatisfied conditions of approval have been fulfilled.

(b) A new doctoral degree program that fails to satisfy all remaining conditions of approval during the one-year period referenced in subsection (a)(2) of this section shall be required to show cause why the program should not be closed.

(c) Program Closure. If it is determined that a new doctoral degree program is in jeopardy of noncompliance with the conditions of its approval, Coordinating Board staff may notify the institution in writing with a recommendation. If the institution where the program is located wishes to close the program, the institution shall:

(1) give appropriate notification to the Southern Association of Colleges and Schools Commission on Colleges;

(2) cease to admit new students to the program and provide Board staff with the names, dates of admission, and projected graduation dates of all students currently enrolled in the program;

(3) teach-out students currently enrolled in the program over a period of time not to exceed one and one-half times the normal program length. The Commissioner may extend the duration of the teach-out period if the institution presents compelling evidence that an extension is appropriate and necessary;

(4) ensure that all courses necessary to complete the program are offered on a timely basis;

(5) close the program when the last student enrolled in the program has graduated or the teach-out period has lapsed; and

(6) notify the Coordinating Board when the program is finally closed.

(d) If the institution chooses not to follow the recommendation, Coordinating Board staff may send the recommendation to the governing board of the institution. If the governing board does not accept the recommendation to eliminate the program, then the university system or, where a system does not exist, the institution must identify the programs recommended for closure by the Coordinating Board on the next legislative appropriations request submitted by the system or institution.

5.55 No changes

~~[5.56 Approval of Baccalaureate Degree Programs for Selected Community Colleges]~~

~~[Public community colleges authorized by the Board to offer baccalaureate degree programs under Texas Education Code, §130.0012 may submit requests for new baccalaureate degree programs if:~~

~~—(1) the proposed degree program has the approval of the college's governing board;~~

~~—(2) the proposed degree program is not an engineering program; and~~

~~—(3) the addition of the proposed program to the college's inventory would not exceed five total approved baccalaureate degree programs.]~~

Committee on Academic and Workforce Success

AGENDA ITEM V-H (2)

Discussion of proposed amendments to Chapter 4, Subchapter D, Sections 4.82 and 4.85 of Board rules concerning the statutory basis of the rules and dual credit eligibility requirements

RECOMMENDATION: No action required

Background Information:

The proposed amendments clarify the Coordinating Board's statutory rule making authority concerning dual credit partnerships. The proposed amendments also update PSAT scores that must be achieved by high school students to demonstrate eligibility to enroll in college courses for dual credit.

At the January 25, 2018 Board meeting, the Board voted to approve Negotiated Rule Making Committee changes to Chapter 4, Subchapter D. Due to the final adoption of these rules, the 30 day comment period for the current proposed changes will not end in time for consideration at the March Committee meeting. Rules will be submitted to the Board for approval at the April 2018 Board meeting.

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

Date approved by the Commissioner for publication in the *Texas Register*: February 16, 2018.

Date Published in the *Texas Register*: March 2, 2018.

The 30-day comment period with the *Texas Register* ended on: April 1, 2018.

At this time, no comments have been received.

Chapter 4, Rules Applying to All Public Institutions of Higher Education in Texas
Subchapter D, Dual Credit Partnerships Between Secondary Schools and Texas Public Institutions of
Higher Education

- 4.81 Purpose
- 4.82 Authority
- 4.83 Definitions
- 4.84 Institutional Agreements
- 4.85 Dual Credit Requirements

4.81 No Changes.

4.82 Authority

Texas Education Code, [§]§28.009(b), ~~[, 29.182, 29.184, 61.027,]~~ §130.001(b)(3) - (4) ~~and~~ 130.008 ~~[, 130.090, and 135.06(d)]~~ provide the Board with the authority to regulate dual credit partnerships between public institutions of higher education and secondary schools with regard to lower division courses.

4.83 – 4.84 No Changes.

4.85 Dual Credit Requirements

(a) (1) – (4) No Changes.

(b) Student Eligibility.

(1) A high school student is eligible to enroll in academic dual credit courses if the student:

(A) demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative as set forth in §4.57 of this title (relating to College Ready and Adult Basic Education (ABE) Standards) on relevant section(s) of an assessment instrument approved by the Board as set forth in §4.56 of this title (relating to Assessment Instrument); or

(B) demonstrates that he or she is exempt under the provisions of the Texas Success Initiative as set forth §4.54 of this title (relating to Exemptions, Exceptions, and Waivers).

(2) A high school student is also eligible to enroll in academic dual credit courses that require demonstration of TSI college readiness in reading, writing, and/or mathematics under the following conditions:

(A) Courses that require demonstration of TSI college readiness in reading and/or writing:

(i) if the student achieves a Level 2 final recommended score, as defined by the Texas Education Agency (TEA), on the English II State of Texas Assessment of Academic Readiness End of Course (STAAR EOC); or

(ii) if the student achieves one of the following scores ~~[a combined score of 107]~~ on the PSAT/NMSQT ~~(Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.)~~: ~~[with a minimum of 50 on the reading test; or]~~

(a) a combined score of 107 with a minimum of 50 on the reading test on a PSAT/NMSQT exam administered prior to October 15, 2015; or

(b) a score of 460 on the evidence-based reading and writing (EBRW) test on a PSAT/NMSQT exam administered on or after October 15, 2015; or

(iii) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in English or an English score of 435 on the ACT-Aspire.

(B) Courses that require demonstration of TSI college readiness in mathematics:

(i) if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra I STAAR EOC and passing grade in the Algebra II course; or

(ii) if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra II STAAR EOC; or

(iii) if the student achieves one of the following scores ~~[a combined score of 107]~~ on the PSAT/NMSQT ~~(Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.):~~ ~~[with a minimum of 50 on the mathematics test; or]~~

(a) a combined score of 107 with a minimum of 50 on the mathematics test on a PSAT/NMSQT exam administered prior to October 15, 2015; or

(b) a score of 510 on the mathematics test on a PSAT/NMSQT exam administered on or after October 15, 2015; or

(iv) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics or a mathematics score of 431 on the ACT-Aspire.

(3) A high school student is eligible to enroll in workforce education dual credit courses contained in a Level 1 certificate program, or a program leading to a credential of less than a Level 1 certificate, at a public junior college or public technical institute and shall not be required to provide demonstration of college readiness or dual credit enrollment eligibility.

(4) A high school student is eligible to enroll in workforce education dual credit courses contained in a Level 2 certificate or applied associate degree program under the following conditions:

(A) Courses that require demonstration of TSI college readiness in reading and/or writing:

(i) if the student achieves a Level 2 final recommended score, as defined by TEA, on the English II STAAR EOC; or

(ii) if the student achieves one of the following scores ~~[a combined score of 107]~~ on the PSAT/NMSQT ~~(Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.):~~ ~~[with a minimum of 50 on the reading test; or]~~

(a) a combined score of 107 with a minimum of 50 on the reading test on a PSAT/NMSQT exam administered prior to October 15, 2015; or

(b) a score of 460 on the evidence-based reading and writing (EBRW) test on a PSAT/NMSQT exam administered on or after October 15, 2015; or

(iii) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in English or an English score of 435 on the ACT-Aspire.

(B) Courses that require demonstration of TSI college readiness in mathematics:

(i) if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra I STAAR EOC and passing grade in the Algebra II course; or

(ii) if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra II STAAR EOC; or

(iii) if the student achieves one of the following scores ~~[a combined score of 107]~~ on the PSAT/NMSQT ~~(Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.): [with a minimum of 50 on the mathematics test; or]~~

(a) a combined score of 107 with a minimum of 50 on the mathematics test on a PSAT/NMSQT exam administered prior to October 15, 2015; or

(b) a score of 510 on the mathematics test on a PSAT/NMSQT exam administered on or after October 15, 2015; or

(iv) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics or a mathematics score of 431 on the ACT-Aspire.

(C) A student who is exempt from taking ~~[TAKS or]~~ STAAR EOC assessments may be otherwise evaluated by an institution to determine eligibility for enrolling in workforce education dual credit courses.

(5) Students who are enrolled in private or non-accredited secondary schools or who are home-schooled must satisfy paragraphs (1) - (4) of this subsection.

(6) To be eligible for enrollment in a dual credit course offered by a public college, students must meet all the college's regular prerequisite requirements designated for that course (e.g., minimum score on a specified placement test, minimum grade in a specified previous course, etc.).

(7) An institution may impose additional requirements for enrollment in courses for dual credit that do not conflict with this section.

(8) An institution is not required, under the provisions of this section, to offer dual credit courses for high school students.

(c) – (i) No Changes.

Committee on Academic and Workforce Success

AGENDA ITEM V-I

Consideration of adopting the staff recommendation to the Committee relating to a request from The University of Texas of the Permian Basin to amend the contingencies for the Bachelor of Science in Chemical Engineering and the Bachelor of Science in Electrical Engineering degree programs, which were approved by the Board at the October 2017 meeting

RECOMMENDATION: Approval

Background Information:

At its October 2017 meeting, the Board approved two requests for new bachelor's degree programs from The University of Texas of the Permian Basin (UTPB) to offer the Bachelor of Science (BS) in Chemical Engineering and the BS in Electrical Engineering. The two approvals included five contingencies specific to the two fields:

- 1) In accordance with the institution's proposed hiring schedule, the institution hires a tenure-track faculty position to serve as program director, with a start date of January 2018, and the institution provides documentation of the hire through submission of a letter of intent, curriculum vitae, and list of **chemical and electrical** engineering courses to be taught, on or before December 8, 2017.
- 2) In accordance with the institution's hiring plans, the institution agrees to hire a second tenure-track, full-time position to be hired before the program starts in fall 2018, and the institution provides documentation of the hire through submission of a letter of intent, curriculum vitae, and list of **chemical and electrical** engineering courses to be taught, on or before June 1, 2018.
- 3) In accordance with the institution's hiring plans, the institution agrees to hire a third tenure-track, full-time position and a lecturer/lab technician to start no later than fall 2020, and the institution provides documentation of the tenure-track hire through submission of a letter of intent, curriculum vitae, and list of **chemical and electrical** engineering courses to be taught, on or before June 1, 2020.
- 4) Formula funding for upper-division **chemical and electrical** engineering courses is dependent on having the appropriate hires in place at the specified times.
- 5) The institution will seek accreditation for its **chemical and electrical** engineering degree program from the Accreditation Board for Engineering and Technology (ABET) upon the graduation of its first student.

On November 30, 2017, the institution provided sufficient documentation fulfilling the first contingency for the BS in Chemical Engineering program with the hiring of Dr. Sepehr Arababi, as an Associate Professor and Program Director. Dr. Arababi started his new position on January 8, 2018. The institution also provided a list of courses he would teach.

On December 5, 2017, the institution provided sufficient documentation fulfilling the first contingency for the BS in Electrical Engineering with the hiring of Dr. Mohsin Jamali, as a Professor and Program Director. Dr. Jamali started his new position on January 8, 2018. The institution also provided a list of courses he would teach.

The institution requests the Board to amend the second contingency for both programs to read:

2) In accordance with the institution's hiring plans, the institution agrees to hire a second tenure-track, full-time position to be hired before the program starts in fall 2018, and the institution provides documentation of the hire through submission of a letter of intent, curriculum vitae, and list of ***chemical and electrical*** engineering courses to be taught, on or before June 1, 2018. If a hire is not made for fall 2018, then it should be in place ***before*** upper-division courses are offered.

The institution agrees to fulfill the remaining contingencies, as previously approved.

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