

Agency Strategic Plan

Fiscal Years 2019-2023

June 2018

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AGENCY STRATEGIC PLAN

FISCAL YEARS 2019 TO 2023

BY

TEXAS HIGHER EDUCATION COORDINATING BOARD

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June 20, 2018

Signed: _____
Raymund A. Paredes, Commissioner of Higher Education

Approved: _____
Stuart W. Stedman, Chair

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

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

Agency Mission, Philosophy, and Core Values

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

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

Statewide Objectives and Agency Goals

In February 2018, Governor Greg Abbott and the Legislative Budget Board issued five statewide objectives and required state agencies to align their operational goals to those objectives. The table below compares the objectives with the THECB's operational goals.

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

AGENCY OPERATIONAL GOALS AND ACTION PLANS
<p>Goal 1: Provide efficient and effective stewardship of taxpayer dollars.</p>
<p>SPECIFIC ACTION ITEMS TO ACHIEVE THIS GOAL</p> <ol style="list-style-type: none"> 1. Continuously evaluate the effectiveness and efficiency of agency operations, services, and programs. 2. Enhance risk and contract/grant management training for all employees. 3. Make recommendations to the Texas Legislature to repeal statutory requirements that are not aligned with the agency's mission and core functions. 4. Justify existing state funding, including requested increases, to support agency operations, such as technology solutions and compliance monitoring, as well as programs administered by the agency.
<p>HOW THIS GOAL OR ACTION ITEMS SUPPORT(S) EACH STATEWIDE OBJECTIVE</p> <p>Goal 1 supports the statewide objectives through: 1) continuous improvement practices, policies, and procedures to ensure employees conduct their work in a cost efficient manner; 2) enhancing mandatory risk and contract/grant management training to ensure employees comply with state and federal regulations and know how to identify, report and mitigate risk; 3) conducting internal and external audits to ensure appropriate controls are in place; 4) eliminating redundant, inefficient, and noncore functions; and 5) using information resources as the foundation to promote business transformation, operational efficiencies, and productivity.</p>
<p>OTHER CONSIDERATIONS RELEVANT TO THIS GOAL OR ACTION ITEM</p> <p>Over the last few years, the agency has engaged in several activities to address this goal by nurturing a strong culture of efficiency, accountability, and transparency. In 2017, the agency developed and implemented a mandatory, online risk-management training. All employees are now required to complete this training every two years and new employees are required to complete training within 30 days of hire. Additionally, as an agency that contracts with other state agencies, including institutions of higher education, training for contract and grant managers is required in accordance with Texas Government Code, Section 2056.002(b)(9). Beginning in Fiscal Year (FY) 19, the agency's procurement and contracting staff will attend the Comptroller's enhanced Contract Manager training. Non-contract manager staff with contract and grant management duties will be required to participate in the Comptroller's contract training for governing bodies by December 31, 2018. In addition to the Comptroller's training, the THECB hosts internal trainings for contract and grant management staff highlighting key administrative areas such as solicitation requirements, ethics, conflict of interest, monitoring procedures, and close-outs. As an accompaniment to the THECB's existing Contract Management Handbook, the agency has created the Grant Management Handbook as a resource to support grant managers in administering grant programs. To support the THECB's Internal Audit department, the agency's governing board (since 2006) has directed the agency to conduct an annual external audit of its financial statements. This is in</p>

addition to the annual Statewide Single Audit performed by the Texas State Auditor's Office through KPMG. Additionally, in 2013, the Texas Legislature established a compliance monitoring function at the agency (Senate Bill 215, 83rd Legislature) to: 1) ensure funds allocated by the agency to institutions of higher education and other entities are distributed in accordance with applicable laws and rules, and 2) ensure the data are reported accurately to the agency by institutions for funding or policymaking decisions, including data used for formula funding allocations.

In 2016, the agency engaged Weaver, L.L.P., through a competitive bidding process to perform a consultative review of the agency's \$1.5 billion student loan operations. A total of 66 recommendations for improving the efficiency and effectiveness of loan operations were identified across eight process areas (including customer service) and were risk-rated as high, moderate, and low to assist the agency in prioritizing implementation. A number of the findings, especially those rated as high-risk, have been addressed and corrective actions implemented.

One of the challenges in addressing this goal is the ability of the agency to effectively carry out its responsibilities with consistently fewer state resources. The agency's annual budget in general revenue (GR) and general revenue-dedicated (GR-D) funds is \$737.1M and employs approximately 238 full-time equivalent employees (FTE). About 98 percent (or \$721.5M) of these funds are trustee, which means they are appropriated to the THECB to allocate to eligible institutions of higher education, students and other recipients, either through a methodology determined through a negotiated rulemaking process with stakeholders, a methodology prescribed by statute, or a competitive grant process. The remaining 2 percent (or \$15.6M) of GR/GR-D is used to support the agency's operations (e.g., salaries, facilities, technology, equipment, travel expenses, supplies, etc.). For decades, the agency has operated in an efficient and effective way and has been able to do more with less. However, since the 2011 state budget cuts, the agency's resources have declined significantly while there has been an increase in state and federal regulations and other unfunded mandates. Additionally, the agency operated with no capital budget for two biennia (2012-2015) and has been catching up on capital improvements since the Legislature resumed partial funding in 2016.

During the 85th Legislative Session, the agency submitted exceptional item requests to support additional staff to effectively carry out legislative mandates, as well as funding to improve security of the vast amount of data collected by the agency from institutions of higher education, students, and loan borrowers. The Texas Legislature approved funding to support additional staff to expand fields and programs of study, which facilitate the successful transfer of courses from one institution to another, ensure applicability of course credit towards the student's major, and reduce costs for students and the state. The Legislature also approved additional resources to improve the oversight of for-profit schools, including the creation of a transcript repository for students who attended schools that close. There are approximately 208 private for-profit and non-profit postsecondary institutions in Texas, and the agency needs sufficient resources to provide adequate oversight for the protection of students from fraudulent or substandard institutions. The Legislature also partially funded the agency's request to support security upgrades, which include ongoing costs. Unfortunately, the Legislature also reduced the agency's administrative budget by \$1M, which is a significant amount for the agency. As a result, the agency implemented a Reduction in Force, mostly by not filling positions that were vacated

through attrition, and other budget cuts, such as minimizing travel and pulling resources from certain areas to address higher critical needs in other areas. However, the agency has reached the tipping point at which achieving this goal and the agency's core functions may be jeopardized and quality customer service compromised.

Regarding the agency's information resources planning, the agency's Information Solutions and Services (ISS) division's mission is to create and maintain a robust, cost-effective and sustainable information technology (IT) portfolio to support the state's higher education strategic plan, 60x30TX, and the agency's operational goals. Like other state agencies, the THECB views IT as the foundation for providing quality services to its constituents and as a critical enabler of business transformation, operational efficiencies, and productivity. By using appropriate and innovative IT and leveraging the shared services offered by the Texas Department of Information Resources (DIR), ISS strives to enhance and expand its existing technology services to allow both internal and external customers easy access to quality information and services, and at the same time improve the agency's operational efficiencies.

The agency's key technology initiatives emphasize the following strategic focus areas:

Governance – Implement an organization-wide approach to identify, prioritize, and successfully execute a technology portfolio of initiatives and projects that align with the agency's strategic goals, mission, and vision.

Innovation – Advance the agency in the innovative use of technology to meet its unique needs and challenges.

Security – Ensure that agency information resources are secure and protected by recommending and implementing controls to prevent disruption, financial loss, and privacy breach incidents.

Service Excellence – Integrate quality, accessibility and efficiency into IT operations and service delivery to meet and manage customer expectations.

Effective Resources Management – Recruit, develop and maintain a competent and motivated workforce and exercise effective stewardship of state funds allocated to technology.

Collaboration – Build and maintain strategic relationships with DIR and other state agencies to share knowledge and best practices, facilitate the effective use of IT, seek cost reduction opportunities and inform policy.

For FY 2019-2021, ISS has established five initiatives to enable the agency to effectively meet its mission and goals. All current and proposed major information resources projects support the strategic goals outlined in the 2018-2022 State Strategic Plan for Information Resources Management published by DIR.

1. Cloud Services (aligns with DIR's State Strategic Plan Goal 1: Reliable and Secure Services; Goal 2: Mature IT Resources Management; and Goal 3: Cost-Effective and Collaborative Solutions)

In accordance with House Bill 2422 (83rd Texas Legislature), the THECB has been prioritizing cloud services to achieve IT flexibility, efficiency, and cost savings for the state. The agency successfully implemented Microsoft Office 365 and SharePoint Online, and uses the Software as a Service (SaaS) model to run and manage its help desk ticketing system and the contracts management software. For FY 2019-2021, cloud services projects include:

- Agency Hybrid Cloud Adoption
- SaaS: A new support model for WebFOCUS (i.e., a business intelligence software)
- Cloud-based Identity and Access Management
- Microsoft Team Foundation Server

2. Agency Application Portfolio Rationalization and Modernization (aligns with DIR's State Strategic Plan Goal 1: Reliable and Secure Services; Goal 2: Mature IT Resources Management; and Goal 3: Cost-Effective and Collaborative Solutions)

The THECB's existing application portfolio is complex, costly, and only moderately effective. It's made up of a wide array of disparate and disconnected applications. The goal of the application portfolio rationalization and modernization project is to introduce a modern architecture design for developing and supporting applications, at the same time to consolidate and integrate the existing applications into an agile, lean, and productive portfolio.

3. Mature the Agency Cybersecurity Framework (aligns with DIR's State Strategic Plan Goal 1: Reliable and Secure Services; and Goal 2: Mature IT Resources Management)

In 2016 NTT Data, a DIR-contracted vendor, assessed the Agency's cybersecurity infrastructure according to the Texas Cybersecurity Framework. NTT made more than 70 major recommendations in terms of maturing the agency's cybersecurity control objectives. Since then, ISS has developed a customized cybersecurity framework for the THECB following the standards, guidelines, and best practices published by DIR and the National Institute of Standards and Technology (NIST). The framework's prioritized, flexible, and cost-effective approach helps to promote the protection and resilience of critical infrastructure and other IT assets important to the mission of the agency. An implementation roadmap, which includes key security projects, will be published at the beginning of each fiscal year to continue the effort to mature the agency's cybersecurity framework.

4. Data Governance and Analytics (aligns with DIR's State Strategic Plan Goal 1: Reliable and Secure Services; Goal 2: Mature IT Resources Management; and Goal 4: Data Utility)

Each quarter the THECB receives more than one million student records from higher education institutions. Data websites hosted by the agency offer policymakers, students, parents, K-12 educators, media, and researchers a collection of education data designed to help shape policy and inform initiatives that will move Texas closer to achieving the goals of the 60x30TX strategic plan and will lay the foundation for a globally competitive workforce.

Due to the increasing focus and importance of data and analytics, it's becoming a necessity to establish a formal data governance program to define how the data is to be used by authorized personnel and to effectively manage the data life cycle to ensure security and integrity. At the same time ISS is in the process of upgrading and enhancing the agency's business intelligence tool to offer self-service analytics to the business users. For FY2019-2021 data governance and analytics projects include:

- Data Governance Process Design and Implementation
- Data Storage Analysis and Alignment

- Business Intelligence Tool Upgrade and Enhancement

5. Digital Services (aligns with DIR's State Strategic Plan Goal 3: Cost-Effective and Collaborative Solutions; and Goal 5: Mobile and Digital Services)

Today's generation of citizens expect state agencies to deliver services in the same manner that they receive information in their personal lives: anywhere, anytime, on any device. The THECB is constantly seeking opportunities to improve how we conduct business and communicate with the public by leveraging technology and creating new digital services.

For FY 2019-2021 digital services projects include:

- E-Forms and Workflow Automation (ongoing)
- E-Correspondence Initiative: Student Loan Programs
- Responsive Web Design

Goal 2: Fully implement the state's higher education plan, 60x30TX.

SPECIFIC ACTION ITEMS TO ACHIEVE THIS GOAL





1. Continue to inform, engage and mobilize stakeholders (i.e., institutional leaders, administrators, faculty, students, and business leaders) about 60x30TX.
2. Align statewide policy with the goals of 60x30TX.
3. Highlight at least one goal of the 60x30TX plan at every quarterly board meeting and measure progress towards the goals every five years.
4. Enhance collaboration with the Texas Education Agency and the Texas Workforce Commission to achieve the goals of 60x30TX.
5. Implement statewide strategies that are in the 60x30TX plan.

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

Goal 2 supports the statewide objectives by implementing the state's higher education plan, 60x30TX, and achieving its goals. The plan includes: 1) goals to increase the educational attainment rate of the state's population, increase the number of completions from Texas institutions of higher education, better prepare students for the workforce through marketable skills, and maintain student debt to current levels, all of which contribute to the overall economic prosperity of the state; 2) strategies to reduce the number of semester credit hours that students take, which will free up state funds to be utilized for other institutional urgent needs to achieve the goals of 60x30TX; 3) intermittent targets to ensure progress toward the goals; and 4) simplicity and transparency so that actions can be understood by any Texan.

OTHER CONSIDERATIONS RELEVANT TO THIS GOAL OR ACTION ITEM

One of the key functions of the THECB is to develop a long-range master plan for Texas higher education that establishes measurable goals and provides strategies for implementing those goals. In 2015, the THECB launched the statewide higher education strategic plan *60x30TX*. The plan contains four student-centered goals:

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

Over the last two years, the agency has been informing, engaging and mobilizing stakeholders statewide and by region about the plan. Below are some of the THECB's major activities and accomplishments relating to this goal and action strategies:

- During 2017, there were 436 media stories, 65 of which focused solely on the THECB, 371 mentions (including mentions of *60x30TX* data), and 112 stories on the *60x30TX* plan
- The 2017 *PR News Guidebook*, a publication read by journalists and communications professionals worldwide, included a case study on the successful launch of the *60x30TX* plan.
- Social media is used to garner communication about the plan; the hash tag #60x30TX is used in all plan-related communications via Twitter.
- Held eight out of 10 regional meetings to introduce *60x30TX* targets to stakeholders and to mobilize each region to identify at least one powerful strategy for each of the following three goals/target: 60x30 education population goal, completion goal, and 65 percent high school-to-higher education direct enrollment target
- Developed a starter kit to support regional efforts

- Created 60x30TX.com to share data relating to the plan with stakeholders
- Published the annual *Texas Higher Education Almanac*
- Published Data Insight Briefs focused on 60x30TX goals and targets
- Hosted two marketable skills conferences, which were attended by approximately 600 stakeholders from across the state
- Developed implementation guidelines for marketable skills
- Convened the Financial Literacy Advisory Committee which made recommendations relating to financial literacy to address the student debt goal
- Implemented a standing agenda item at every quarterly board meeting to highlight data relating to one of the goals or strategies in the plan
- Strengthened partnerships with the Texas Education Agency and the Texas Workforce Commission, known as the Tri-Agency Initiative
- Provided policy and funding recommendations to the Texas Legislature based on achieving the goals of 60x30TX.

Progress on the Overarching 60x30 (Educated Population) Goal

The 60x30 goal focuses on growing the college-educated population for an age group that represents the future of the state – those who have recently completed their education and/or are moving up in the workforce. An estimated 42.3 percent of Texas residents, ages 25-34, had at least a certificate from a higher education institution in 2016, according to data from the U.S. Census Bureau’s American Community Survey (ACS), supplemented by THECB estimates of certificate holders. That was up from 41.0 percent the previous year. This measure includes the percentage of the population holding a certificate or a higher level of education, i.e., associate, bachelor’s, master’s, professional, or doctoral degrees.

In 2005, the first year that ACS data were available, just 34.1 percent of Texans, ages 25-34, held a certificate or higher. While the 2016 attainment rate was 8.2 percentage points higher, the attainment rate will need to grow much faster – almost 1.3 points annually – to reach the 2030 target of 60 percent.

Progress on the Completion Goal

Students of all ages at Texas public, independent, and career higher education institutions completed nearly 334,000 certificates, associate, bachelor’s, and master’s degrees (CABMs) in FY 2017. This was 3.9 percent more than the 321,410 completions in FY 2016. If institutions can increase their CABM awards by 4.0 percent through FY 2020, they will reach that year’s benchmark of 376,000 completions. Bachelor’s degrees comprised the largest component of CABMs in FY 2017 (about 134,000), while associate degree completions increased the fastest since FY 2016, by 4.6 percent. Career school awards dropped by almost 300 in FY 2017, following a drop of more than 6,000 CABMs at career schools in FY 2016.

The 60x30TX plan specifically targets Hispanics, African Americans, males (all racial/ethnic groups), and economically disadvantaged students (Pell Grant recipients) for increased completions. Hispanic students exceeded the estimated number of completions needed to stay

on-track for the 2030 target by 300, earning 111,344 CABMs in FY 2017. African American students completed about 2,200, or 5.7 percent more CABMs in FY 2017 than the previous year, after an unusual 0.4 percent drop in FY 2016. Males completed 4.2 percent more CABMs in FY 2017, but their share of statewide completions only increased by 0.1 percentage point, to 42.4 percent. By 2030, 60x30TX planners expect male students to complete 275,000 CABMs, half of that year's statewide target of 550,000 CABMs. Economically disadvantaged students saw their CAB awards (which, by definition, exclude master's degrees awarded by any type of institution as well as all awards from career schools) grow by 4,700 in FY 2017. That still left them about 800 short of the estimated progress needed for that year. They will need to increase CABs by almost 7,300 a year to reach the 2020 benchmark.

The plan also targets direct-to-college-going rates of public high school graduates because those who enroll immediately in higher education in the fall are more likely to be college ready and complete a CABM. The rate of public high school graduates enrolling directly in public or independent higher education in fall 2017 increased to 52.3 percent from 51.9 percent the previous year. However, the rate was still below fall 2015's rate of 52.7 percent.

Progress on the Marketable Skills Goal

Higher education institutions have been asked to identify marketable skills – those skills valued by employers – that students should expect to acquire by the time they graduate. The third 60x30TX goal is that all graduates of Texas public institutions (completing a certificate or any level of degree, i.e., associate through doctoral or professional) will have completed programs with identified marketable skills. Some institutions have made substantial progress toward identifying marketable skills, while others are beginning to develop processes for identification. Now all proposals for new degree programs are required to identify marketable skills. A target related to this goal is the percent of graduates remaining in Texas and found working and/or enrolled in Texas during the first fiscal year following graduation. The target is 80 percent for every year of 60x30TX.

The state has been close to this target for the last three years with minor change; thus there are consistent employment outcomes. Of about 281,000 completers (certificate or higher) at Texas public, independent, and career institutions in FY 2014, 78.9 percent were working and/or enrolled in higher education at some time in FY 2015. The percentage dropped to 78.8 percent and remained at 78.8 percent for FY 2016 completers.

Progress on the Student Debt Goal

Students should not have to bear excessive loan debt to boost the state's economy. The fourth and final statewide goal is to keep median undergraduate debt (excluding students with no loan debt) to no higher than 60 percent of first-year wages, for the life of the 60x30TX plan. For graduates of Texas public institutions, the median debt-to-wages percentage for FY 2013 graduates was 59.5 percent. It rose to 59.8 percent the following year, but dropped to 58.9 percent for FY 2015 graduates.

A target under the student debt goal is to limit the proportion of undergraduate students with debt to no more than half. In FY 2015, that target was met when 49.2 percent of students, who earned undergraduate certificates, associate degrees, or bachelor's degrees from public and

independent institutions, had some loan debt. The percent dropped further to 48.2 percent in FY 2016 and to 47.2 percent in FY 2017.

Another way to manage debt is to reduce excess semester credit hours (SCH) attempted by students on their way to graduating from a public institution. In FY 2015, the average excess was 28 SCH for students completing an associate degree and 14 SCH for bachelor's degree completers; an average excess of 19 SCH overall. The average excess for an associate degree dropped to 27 SCH in FY 2016, but the average excess was unchanged for a bachelor's degree and overall. Then in FY 2017, the averages dropped to 26 SCH for associate degree completers and 13 SCH for bachelor's degree completers. Overall, excess SCH decreased to 18 excess SCH. The 60x30TX plan aims to reduce excess SCH attempted to just three by 2030, for both an associate and bachelor's degree completers.

Goal 3: Provide efficient and effective coordination of and planning for higher education in Texas.

SPECIFIC ACTION ITEMS TO ACHIEVE THIS GOAL

1. Seek any necessary statutory authority to improve efficiency, coordination, and unnecessary duplication in higher education.

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

Goal 3 supports the statewide objectives by: 1) ensuring that Texas higher education is expanding efficiently to ensure elimination of any unnecessary duplication in program offerings, and 2) fulfilling the fundamental role of the THECB.

OTHER CONSIDERATIONS RELEVANT TO THIS GOAL OR ACTION ITEM

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

Currently, Texas is in danger of expanding higher education programs and facilities beyond the state's ability—or willingness—to fund them adequately. This unchecked expansion of programs and campuses creates genuine costs for taxpayers. Unless the Legislature authorizes significant increases in formula funding, these new campuses and programs will divide a limited state funding pie into increasingly smaller slices. Ultimately, that is a recipe for statewide mediocrity in public higher education as it leads to costly, unnecessary duplication of programs. A quote from

Governor John Connally, addressed to the founding members of the Texas Higher Education Coordinating Board in 1965, is still relevant today. He said:

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

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

As institutions of higher education seek to expand their geographical presence into new areas, it is important for the agency to review and approve these new sites to ensure they do not duplicate existing higher education offerings. Therefore, the board has recommended legislation that would require institutions to obtain THECB review and approval prior to acquiring property to create a new, or expand an existing, off-campus academic, technical, or research site. THECB review would specifically assess academic and research needs, while preventing unnecessary duplication in program offerings, faculties, and physical plants. The criteria for review would be established through negotiated rulemaking, and information submitted by institutions would be excepted from public disclosure. Eliminating unnecessary duplication would save the state money that could be used to better address needs that would contribute to 60x30TX. Senate Bill (SB) 828 and House Bill (HB) 1737 were filed during the 2017 legislative session to provide this authority to the THECB. SB 828 passed the Senate, but died in the House, as did HB 1737. The board has included this proposal again as part of its legislative priorities for the 2019 session.

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

SPECIFIC ACTION ITEMS TO ACHIEVE THIS GOAL

1. Recruit and retain talented employees.
2. Provide more cost-efficient, in-house professional development opportunities for employees.
3. Increase cross-training and succession planning of identified key positions.
4. Continually review agency workforce needs (e.g., skills, education, experience, etc.).
5. Continue to improve internal communications through employee newsletters, quarterly agency-wide meetings, and written policies and procedures.

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

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

Goal 4 supports the statewide objectives by employing competent, knowledgeable, and dedicated staff to provide excellent customer service in an efficient, effective, and transparent manner.

OTHER CONSIDERATIONS RELEVANT TO THIS GOAL OR ACTION ITEM

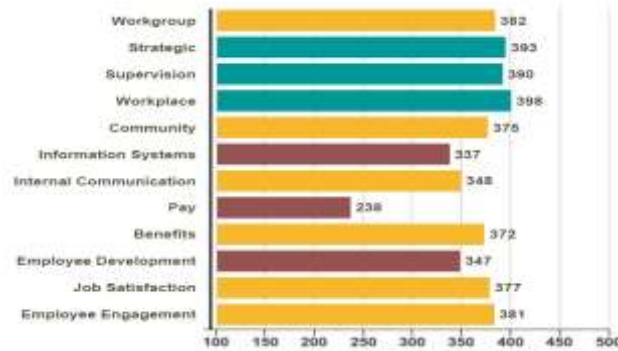
The THECB currently has approximately 238 FTE and is statutorily authorized to employ a maximum of 265.4 FTE positions. The agency employs experienced and capable staff who effectively and efficiently carry out their responsibilities to meet the agency's goals and provide excellent service to customers and stakeholders. They effectively navigate the legislative process to inform legislation and achieve positive legislative outcomes on behalf of the agency, students, and Texas higher education; they support institutions of higher education on programmatic, finance, planning, reporting, financial aid, and rule matters; they assist borrowers through loan and loan repayment program life cycles; and they administer state and federal grants, financial aid, and other trusteed funds.

According to the State Auditor's Office, better pay and benefits continue to be cited among the top reasons employees leave their respective state agencies. This holds true for the THECB. It is increasingly difficult to recruit and retain a highly educated, skilled and diverse workforce because salaries and benefits are not competitive with private industry. In FY 2017, the THECB's employee turnover rate was 13 percent, compared to 18.6 percent statewide, according to the State Auditor's Office (note: Governor's hiring freeze was in effect January 30, 2017-August 31, 2017). Additionally, a third of the agency's employees require knowledge and skills that are typically acquired by working at an institution of higher education. Recruiting and retaining employees with this type of experience makes it difficult to compete with institutions of higher education, which can often afford to pay significantly higher salaries.

To assess the sentiments of THECB employees, those who were employed by the agency as of November 1, 2017, were asked to participate in the Survey of Employee Engagement administered by The University of Texas at Austin, Institute for Organizational Excellence. The survey is used as a means of improving the organization as a place to work by assessing employee attitudes toward the agency, identifying employee perceptions of the strengths and weaknesses of the agency, and identifying areas that could be improved. Out of 226 employees who were invited to take the survey, 135 responded, yielding a response rate of 59.7 percent. According to the survey analysis, this response rate is considered high, which means employees have an investment in the organization, and are willing to contribute toward making improvements within the workplace.

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

THECB Constructs



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

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

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

- Pay: Employees' perceptions about how well the compensation package offered by the organization holds up when compared to similar jobs in other organizations. Lower scores suggest that pay is a central concern or reason for discontent and is not comparable to similar organizations.
- Information Systems: The information systems construct captures employees' perceptions of whether computer and communication systems provide accessible, accurate, and clear information. The lower the score, the more likely employees are frustrated with their ability to secure needed information through current systems.
- Employee Development: Employees' perceptions about the priority given to their personal and job growth needs. Lower scores suggest that employees feel stymied in their education and growth in job competence.

The agency's Executive Officers used the results of this survey as well as the results of a similar survey administered in 2016 to make the following changes using existing resources:

Pay:

- Prioritizing the FY 2019 budget to implement a 2 percent Cost of Living Equity Salary Adjustment for all eligible employees on March 1, 2018
- Classification and compensation analysis as positions are vacated
- Implementing non-monetary employee recognition initiatives, such as the State Service Awards, where employees who reach five-year milestones for their state service are recognized by the Commissioner at agency-wide meetings

Information Systems:

- Identifying IT services and areas for improvement

- Improving training for user groups of key software systems (e.g., Business Management System (contract/grant management and purchasing/financial system); Customer Relationship and Feedback Tracking System (customer service software); GovDelivery (email delivery system used for external communications); and Siteimprove (software used for checking accessibility issues with agency websites and documents, as well as improving quality assurance))
- Improving the IT Help Desk and process

Employee Development:

- Providing leadership, managerial, and other professional development training (e.g., managerial/ leadership training provided by the Texas Workforce Commission; time management and business writing skills training provided by the State Employees Assistance Program)

Internal Communications:

- Continuing to hold quarterly agency-wide meetings; sending monthly employee newsletters; holding monthly cross-division meetings with executive officers and other key staff from every division and department; and implementing a voluntary text alert system to notify employees of emergencies, agency closures due to inclement weather, etc.

Additionally, in accordance with Texas Government Code, Chapter 2114, the agency biennially assesses customer satisfaction. In its most recent report, 64 percent of customers who responded to the survey were satisfied overall with the agency. The highest scoring service quality elements included staff courtesy and professionalism, and staff knowledge and helpfulness. The lowest scoring service quality elements related to the reasonableness and timeliness of how a complaint was handled and the user-ability of the agency's websites.

Over the last two years, the THECB has done several things to improve customer service. In April 2017, the agency upgraded its loan program management system known as HELMS. The HELMS system is used by the agency to manage loan origination and servicing of its \$1.5 billion student loan portfolio. Under the upgraded system, visitors interface with a more modern, easy-to-navigate site that provides increased functionality and more complete loan information for both borrowers and co-signers. It allows for e-signing of borrower and co-signer online applications (including the promissory note), and provides a mechanism for real-time demographic changes to accounts. In addition, borrowers can now access the site from any desktop or mobile device using major web browsers (e.g., Chrome, Internet Explorer, Safari, and Firefox), which delivers a substantially better user experience and increased access to more account holders. The upgraded system also meets all state and federal web accessibility requirements, providing all users full access to their loan information. However, there are still many improvements to be made, which the agency is in the process of prioritizing among many other significant technology needs.

One of the most relevant customer service projects that has been completed in the past year is the implementation of the agency's new Automated Call Distribution (ACD) and Interactive Voice Response (IVR) system. A few of the customer service highlights include:

- Automated verification of borrower identity, which allows the Customer Service Representative to immediately start helping the caller when the call is connected, rather than requiring the customer to repeat the borrower identity information that had already been entered into the system.
- Automated call triage, which pulls additional staff into the queue as wait times increase (e.g., if wait times exceed four minutes, more staff are pulled into the queue; with additional staff added at eight-, 12-, and 16-minute increments).
- Automatic callback, which allows the caller to hang up, while maintaining their place in the queue. The system automatically calls back the borrower when it is his/her turn to speak to a representative.

Since the implementation of the ACD/IVR system, the agency's Student Financial Aid Programs department has consistently had average wait times of less than 10 seconds on both the Texas Financial Aid and Information Center hotline and the toll-free line for institutions.

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

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

SPECIFIC ACTION ITEMS TO ACHIEVE THIS GOAL

1. Redesign the agency's websites and continuously evaluate them.
2. Expand understanding and use of predictive and other data analytics to assist institutions with meeting 60x30TX goals.
3. Improve awareness of data resources available at the THECB.
4. Continue building and strengthening a culture of collaboration and communication with stakeholders via regular briefings, negotiated rulemaking, advisory committees, and regular email communications via GovDelivery and the use of social media.
5. Continue working with the Texas Higher Education Foundation (formerly known as the College for All Texans Foundation) to secure private funding to support this goal.

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

Goal 5 supports the statewide objectives by 1) ensuring data and information is accessible to and understandable by all Texans, 2) promoting the use of data to drive policy and to assist institutions in meeting the goals of 60x30TX, 3) improving transparency, and 4) providing excellent customer service via the agency's websites.

OTHER CONSIDERATIONS RELEVANT TO THIS GOAL OR ACTION ITEM

The THECB has been recognized for having one of the finest, most comprehensive postsecondary data systems in the nation. The agency collects and compiles statewide data from institutions of higher education, including data on enrollment, graduation, facilities, faculty, and financial aid. These data serve a variety of purposes and offer policymakers, students, parents, K-12 educators, media, researchers, and faculty a vast array of educational data designed to help shape policy and develop initiatives that will move Texas closer to achieving the goals of 60x30TX and lay the foundation for a globally competitive workforce. However, the challenge with having such a vast amount of data, as customers have pointed out, is presenting the data in a transparent and user-friendly way. One of the biggest challenges for the agency in addressing this problem is the lack of resources needed to redesign the website and maintain the latest technology that will allow the agency to maximize the use and security of its data. While the agency was fortunate to utilize a private grant in 2017 to support the creation of 60x30TX.com to focus on data and information related to 60x30TX, the agency's main website has not been updated for more than a decade due to lack of resources. Feedback from customer satisfaction surveys show that the website is unwieldy, outdated and difficult to navigate. In response, in 2017, the agency established an internal website governance committee comprised of staff from each division/department to redesign the website using existing resources. The committee members worked diligently and collaboratively with IT staff, as well as other key staff across the agency to modernize the agency's main website and improve its content, functionality, and user-friendliness. The agency launched the redesigned website on May 31, 2018. The redesigned Texas Higher Education Data website is scheduled to be launched in July 2018.

The agency has also been working on increasing awareness of the data resources that are available at the THECB. For example, using a private grant, the agency expanded its Data Fellows training program for key stakeholders to learn about the data collected by the agency to support and inform policy and practices to help institutions achieve the goals of 60x30TX. The Data Fellows program has targeted several key stakeholder groups across its six sessions: K-12 stakeholders (Education Service Center representatives and large school districts) and higher education stakeholders (two-year and four-year institutional representatives, education doctoral students, and higher education associations/nonprofits/foundations). Data Fellows serve as ambassadors to help disseminate information about 60x30TX and available data resources. Each Data Fellow commits to providing at least one presentation for colleagues in their district, institution, or in their professional networks within three months. Two-year and four-year institutional Data Fellows, as well as Education Service Center Data Fellows are playing a special role in supporting the regional 60x30TX target work with intentional geographic coverage around the state. Together, Data Fellows are a powerful network who work with and through the THECB to help support 60x30TX.

In addition, quarterly board meetings have a standing agenda item that is dedicated to the presentation of data relating to goals, targets and strategies of the plan. The Commissioner of Higher Education also visits public institutions of higher education across the state and encourages administrators, faculty and students to use data available on the THECB's websites and the *Texas Higher Education Almanac* to inform their work and evaluate programs.

Redundancies and Impediments

In 2016, the agency identified 78 services, statutes, rules or regulations as impediments or redundancies and was successful in eliminating 14. For this report, 58 impediments or redundancies have been identified, including most of those that were previously identified, but not eliminated. Further details are provided in the attached spreadsheet.



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

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THECB AGENCY STRATEGIC PLAN FOR FYS 2019-2023: REDUNDANCIES AND IMPEDIMENTS			
Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
No Citation Some state agencies require multiple original copies of a contract instead of an electronic copy.	There is no statute or rule requiring the agency to provide multiple copies of original signature documents, but the Department of Education, Texas Workforce Commission, HHSC, and Texas Education Agency have an operational preference to receive original copies.	The agency recommends that the Legislature encourage the use of electronic signatures across all state agencies.	Scanning and emailing contracts is more efficient and would shorten contract execution time.

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

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 51.762 (a)	Amend Section 51.762(a)(1)(A), (B), and (C) to include all Apply Texas applications for admission to higher education.	(1) shall adopt by rule: (A) a common admission application form for use by a person seeking admission [as a freshman student] to a general academic teaching institution; (B) an electronic common admission application form for use by a person seeking admission [as a freshman student] to an institution of higher education [that admits freshman-level students,] other than a general academic teaching institution; and (C) if the board determines that adoption of the form would be cost-effective for nursing schools, an electronic common admission application form for use by a person seeking admission as a <u>freshman or transfer student</u> to an undergraduate nursing education program at an institution of higher education; and (2) no changes.	The proposed changes to TEC subsection 51.762 (a)(1) will integrate the current provisions of subsections (a)(1) and (a)(2) regarding freshman, transfer, and nursing applications and will encompass additional Common Admission Application forms developed under the guidance of the THECB and its Advisory Committee, to meet the needs of the state's undergraduate and graduate students.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 51.762 (b), Renumbering of Subsections 51.762 (c) through (i)	Delete Section 51.762 (b) since its provisions are now covered in Section 51.762 (a); and renumber subsequent subsections as appropriate	(b) [The board, with the assistance of an advisory committee composed of representatives of general academic teaching institutions, junior college districts, public state colleges and public technical institutes, and with the consultation of all institutions of higher education that admit undergraduate transfer students, may adopt by rule: (1) a common admission application form for use by a person seeking admission as an undergraduate transfer student to a general academic teaching institution; (2) an electronic or printed format common admission application form for use by a person seeking admission as an undergraduate transfer student to an institution of higher education that admits undergraduate transfer students, other than a general academic teaching institution; and (3) if the board determines that adoption of the form would be cost effective for nursing schools, an electronic common admission application form for use by a person seeking admission as a transfer student to an undergraduate nursing education program at an institution of higher education.]	The changes proposed will eliminate the need for subsection 51.762 (b). Following subsections will be renumbered accordingly.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 51.805 (2)	The statute references SAT scores that are based on the discontinued SAT score structure. The highest possible total with the new score structure is 1600.	Section 51.805. OTHER ADMISSIONS. (a) A graduating student who does not qualify for admission under Section 51.803 or 51.804 may apply to any general academic teaching institution if the student: (1) no changes; or (2) satisfied ACT's College Readiness Benchmarks on the ACT assessment applicable to the applicant or <u>satisfied the College Board's College Readiness Benchmarks on [earned on] the SAT assessment applicable to the applicant [a score of at least 1,500 out of 2,400 or the equivalent]</u> .	The College Board College Readiness Benchmarks vary over time, as do those for the ACT. The proposed new language will preclude the need to update the statutory language each time the College Board adjusts its standards.

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

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
Introduced version of the General Appropriations Act, 86th Texas Legislature. Lack of outcomes-based funding at universities impedes the state's goal of increasing completions under 60x30TX and the plan's emphasis on increasing completions for at-risk students (i.e. poor students and academically underprepared students). TEC 61.0593(a) notes it is in the state's highest public interest to evaluate student achievement at institutions of higher education and develop funding policy based on that evaluation.	Outcomes-based funding has been an effective way to emphasize student outcomes at community and technical colleges. Without this priority for universities, state progress toward meeting 60x30TX goals may be impeded. The Graduation Bonus model is a straightforward, efficient, and outcomes-based approach to tying funding to student success.	Restructure the Instruction and Operations formula for public universities to include a methodology for allocating funds based on graduates, in addition to enrollments. Provide universities, through the restructured formula, \$500 for every graduate and \$1,000 for every at-risk graduate.	Adoption of the Graduation Bonus will ensure that outcomes-based funding is in place for the major sectors that serve undergraduate students. The potential benefits include cost savings to students and the state because students are more likely to graduate if support systems are in place and are more likely to graduate with fewer hours if institutions prioritize getting students through programs efficiently. This will provide a strong incentive for institutions to prioritize success, particularly for at-risk students who are less likely to complete.
Rider 7, Article III, GAA: Texas Success Initiative	Redundant language makes program expectations and implementation confusing, and references to training instead of professional development do not align with current practice.	Modification: Texas Success Initiative (TSI). a. Developmental Education Coursework. Funds appropriated for developmental courses under Texas Education Code, Section 51.3062, shall be expended only for those costs associated with providing developmental education courses/interventions, including instruction, tutoring, program evaluation, professional development for faculty and support staff, and other related costs. The funds shall not be used for the recruitment of students. b. Intent Concerning Developmental Needs. It is the intent of the Legislature that all affected institutions of public higher education fully address developmental needs identified by the institutions through the Texas Success Initiative with appropriations made in this Act for the developmental education coursework and other available institutional funds.	The benefit associated with this proposed change is that institutions of higher education will have better clarity on TSI program and funding expectations.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
Texas Success Initiative: TEC 51.3062, TAC 4.51 - 4.62; and Dual Credit: TEC 130.008 and TEC 28.009, TAC 4.81-4.85	The misalignment, duplication and lack of clarity related to the process by which a high school student is deemed "ready" to take college level courses through dual credit impedes those students from progressing in the most efficient manner to a postsecondary credential.	Establish the same college readiness standards for all students, regardless of age or grade, and ensure that a person who wants to take a college-level course is college-ready.	Time to degree in the context of hours taken could be reduced resulting in substantial savings to both the public and to students.
There are multiple statutes related to collecting data through CBM reports including: TEC 51.403; SB 5; 82nd; Sec 6.02; amend; 61.0902(b); Carl D. Perkins Act of 1998, TEC 7.109 & 61.077(b); TEC 61.0902(b);TEC 61.0591 & 61.051k, 61.0902(b);TEC Section 61.052; TEC 61.0572;TEC 51.402 & 51.403 (a)(e);TEC 51.801 - 51.807 Top 10%; TEC 51.4032; 61.086(b), TEC Sec. 61.0902(b)(1);TEC 51.051 & 130.003;TEC 61.059 & 54.066; TEC, Sec. 61.0902(b)(1)(D) (rider)CB Rule 17	With the large number of institutions, including public, private, and career, acquiring certified data in a timely fashion from all institutions can be a challenge. When data are late or need to be recertified, this slows down productivity for the staff and delays output. The two most common reasons given for delays are implementation of new student information systems and staff transitions.	To improve the accuracy of data provided to the THECB by institutions of higher education, the THECB recommends that the agency be granted authority to assess costs incurred as a result of institutions that submit inaccurate or late data. The THECB has numerous examples of institutions that have submitted inaccurate data despite the agency's requirements that the president certify the data are correct. Likewise, there are several occasions when institutions submit data beyond the agency's deadlines, causing the THECB not to publish the data in a timely manner. When these events occur, they cause a ripple effect that negatively impacts a number of institutions.	Cost savings will include staff time that is not used to re-run programs and redo reports as a result of late submissions and recertifications.
Under TEC, Section 51.810, the THECB is responsible for providing a list of high schools with low college-going rates for higher education institutions to target for assistance. However, an existing section of code (TEC, Section 29.904) prescribes another outdated and conflicting methodology for determining high schools with low-college going rates, necessitating the production of two lists.	Having two separate methodologies for determining which high schools to target is not efficient and is also very confusing to stakeholders in both the K-12 and higher education sectors.	Remove TEC, Section 29.904 to ensure consistency related to assistance activities for high schools with low college-going rates.	TEC, Section 29.904 includes a methodology for determining schools with low college-going rates that creates a list of targeted schools that are primarily low-enrollment charter or alternative schools. Repealing that portion of the statute and relying on TEC, Section 51.810 language will ensure many more students are reached and that a representative diversity of schools are included.

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
Top 10 Percent Report: This report is required by TEC, Section 51.803 (I) which states: "The Texas Higher Education Coordinating Board shall publish an annual report on the impact of Subsection (a-1) on the state's goal of closing college access and achievement gaps under "Closing the Gaps," the state's master plan for higher education, with respect to students of an institution that offers admission under that subsection, disaggregated by race, ethnicity, socioeconomic status, and geographic region and by whether the high school from which the student graduated was a small school, as defined by the commissioner of education, or a public high school that is ranked among the lowest 20 percent of public high schools according to the percentage of each high school's graduates who enroll in a four-year institution, including a general academic teaching institution, in one of the two academic years following the year of the applicant's high school graduation..."	This report has been required since 2009. In 2015, the 84th Legislature removed the phase- in language under TEC 51.803 (a-3). Institutions may now, on a permanent basis, admit applicants who qualify for automatic admission in excess of the number required to fill 75 percent of enrollment capacity. Currently, UT-Austin is the only institution to which this applies. As a result of this 2015 change there is less need for a report to analyze the effects of the policy, which has now been in place for several years and which the legislature has determined may continue indefinitely. Also, the statute cites a relationship between the policy and the <i>Closing the Gaps</i> plan which emphasizes access and participation, areas of focus that are no longer a top priority in the statewide higher education strategic plan.	Consider either eliminating the requirement in the law and/or providing the breakout data required for the report in the new interactive portal being developed as part of the PREP/Accountability System application redesign so it can be accessed by those interested. The division plans to include data from the Applicants/Acceptance/ Enrollment report in the interactive access, so including the categories of breakouts in the required report would be logical and reduce duplication. These categories are: Race/Ethnicity/SES/Region/Small high schools/high schools in the bottom 20 percent of sending students to college.	The cost in time will be approximately 120 hours of experienced staff time to run the data in the format needed and to write the report. Having the data available through the interactive portal and combined with other information published about applicants and admissions is more likely to lead to more use by stakeholders. Narrative about the data could be included in the additional report section of the new system to meet the legislative requirement, if the requirement is continued.

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

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

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

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
<p>TEC, Section 52.40. CANCELLATION OF CERTAIN LOAN REPAYMENTS. (a) The board may cancel the repayment of a loan received by a student who earns a doctorate of psychology degree and who, prior to the date on which repayment of the loan is to commence, is employed by the Department of Aging and Disability Services, the Department of State Health Services, or the Health and Human Services Commission and performs duties formerly performed by employees of the Texas Department of Human Services or Texas Department of Mental Health and Mental Retardation, the Texas Juvenile Justice Department, or the Texas Department of Criminal Justice. (b) A person who wishes to apply for a loan cancellation shall enter into a contract with the board which contains the following provisions: (1) No payment is due from the person as long as he is employed by one of the designated state agencies. (2) Half of the total amount of the loan plus interest due is to be cancelled after two years of the appropriate service, and the remainder is to be cancelled after two additional years of service. (3) Repayment of the loan and interest is to commence immediately if the person leaves the designated state agency before the expiration of two years; repayment of one-half of the loan and interest is to commence immediately if the person leaves the designated state agency after completing two years service; upon completion of four years service, the loan, principal and interest, shall be fully cancelled. (4) Interest continues to accrue until the loan is cancelled or</p>	<p>Prior sunset review of the agency identified that programs focused on encouraging specific workforce development are more efficiently handled as loan repayment programs, rather than through loan forgiveness/cancellation provisions. This specific cancellation provision (the only provision in the Chapter) creates inefficiency within the program, as it requires unique administrative activities while providing little impact on borrowers (fewer than a handful of students have utilized this provision in the past decade). It also increases the cost to other borrowers who must bear the burden of ensuring that the bond debt obligations are met.</p>	<p>Repeal the entire section.</p>	<p>Administrative burden will be eliminated, allowing for more efficient and effective administration of the loan program.</p>
<p>TEC, Section 52.65. EFFECT ON OTHER FINANCIAL AID. In determining the eligibility of a student for a scholarship, grant, or other monetary assistance awarded by a state agency, an amount of \$10,000 or less in proceeds from savings bonds, including principal and accumulated interest, may not be considered in determining the amount or form of financial assistance to provide to the student.</p>	<p>This provision requires all institutions of higher education to complete two separate financial aid calculations -- one for federal aid and one for state aid. This creates significant inefficiency in the administration of financial aid at the individual institutions.</p>	<p>Repeal the entire section.</p>	<p>Repeal of this section will reduce the administrative burden for all institutional financial aid offices, increasing efficiency and speeding the delivery of financial aid.</p>

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 56.354(b). The coordinating board may not provide loan repayment assistance for a student loan that is in default at the time of the person's application.	This section is redundant. TEC, Section 57.48 provides significant detail regarding the prohibition of payments in relation to defaulted loans. This section is also an impediment to efficiency, as it creates inconsistency in the criteria for loan repayment programs, as some programs include this language excluding certain loans, while other programs lack this language, and thus, defer to the language in Section 57.48.	Repeal this section.	Elimination of the redundancy helps prevent potential conflicting information or processes and helps improve operational efficiency.

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

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

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

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

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

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 61.910. DENTAL SCHOOL TUITION SET ASIDE FOR CERTAIN LOAN REPAYMENTS. (a) The governing board of each dental school of an institution of higher education shall set aside two percent of tuition charges for resident students enrolled in a degree program for training dentists. (b) The amount set aside shall be transferred to the comptroller of public accounts to be maintained in the state treasury for the sole purpose of repayment of student loans of dentists under this subchapter. Section 403.095(b), Government Code, does not apply to the amount set aside by this section.	2018-2019 funding for this program was appropriated through General Revenue funding. This set-aside is thus unused.	Repeal this section.	Eliminate an unused set-aside.
TEC, Section 61.9725(b). The board may not provide repayment assistance for an education loan that is in default at the time of the attorney's application	This section is redundant. Section 57.48 provides significant detail regarding the prohibition of payments in relation to defaulted loans. This section is also an impediment to efficiency, as it creates inconsistency in the criteria for loan repayment programs, as some programs include this language excluding certain loans, while other programs lack this language, and thus, defer to the language in Section 57.48.	Repeal this section.	Elimination of the redundancy helps prevent potential conflicting information or processes and helps improve operational efficiency.
TEC, Section 61.9824(b). The board may not provide repayment assistance for a student loan that is in default at the time of the nurse's application.	This section is redundant. Section 57.48 provides significant detail regarding the prohibition of payments in relation to defaulted loans. This section is also an impediment to efficiency, as it creates inconsistency in the criteria for loan repayment programs, as some programs include this language excluding certain loans, while other programs lack this language, and thus, defer to the language in Section 57.48.	Repeal this section.	Elimination of the redundancy helps prevent potential conflicting information or processes and helps improve operational efficiency.

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

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 56.307(j). GRANT AMOUNT.	Current statute can result in institutions not being able to most effectively utilize limited state funding.	Amend TEC, Section 56.307 as follows: (j) A public institution of higher education shall use other available sources of financial aid, other than a loan, to cover any difference in the amount of a TEXAS grant awarded to the student and the actual amount of tuition and required fees at the institution if the difference results from: (1) a reduction in the amount of a TEXAS grant under Subsection (i-1); or (2) a deficiency in the amount of the grant as established under Subsection (a) or (e), as applicable, to cover the full amount of tuition and required fees charged to the student by the institution. <u>(j-1) A public institution of higher education is exempted from the requirements set out in Subsection (j) for TEXAS Grant recipients who exceed the priority EFC calculation set out in Section 56.303(e).</u>	Exempting institutions from the "matching" requirement for students with EFCs above the priority level allows institutions to spread limited dollars across a greater number of students.

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

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

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 56.303. ADMINISTRATION OF PROGRAM. (d-1) In allocating among eligible institutions money available for initial TEXAS grants for an academic year, the coordinating board shall ensure that each of those institutions' proportional share of the total amount of money for initial grants that is allocated to eligible institutions under this section for that year does not, as a result of the number of students who establish eligibility at the institution for an initial grant under Section 56.3041(2)(A), change from the institution's proportional share of the total amount of money for initial grants that is allocated to those institutions under this section for the preceding academic year.	The negotiated rulemaking process developed a method of allocation that makes this subsection of the statute obsolete.	Repeal entire section.	Eliminate outdated statute, thereby creating more efficient code.
TEC, Section 56.304. INITIAL ELIGIBILITY FOR GRANT. (d) A person may not receive a TEXAS grant for more than 150 semester credit hours, or the equivalent.	Current legislation allows for TEXAS Grant eligibility for 150 credits (effectively five years for a four-year degree program). This level of eligibility potentially encourages students to delay graduation or enroll in unnecessary coursework, which has an impact on the expenses incurred by the student, the state, and the taxpayers.	TEC, Section 56.304. INITIAL ELIGIBILITY FOR GRANT. (d) A person may not receive a TEXAS grant for more than 150 <u>135</u> semester credit hours, <u>or 15 credits above the credit requirements for the degree program, whichever is less</u> , or the equivalent.	Proposed change provides for more effective coordination of state aid programs, and helps ensure that funding is directed toward meeting the most essential costs associated with higher education.
TEC, Section 56.307. GRANT AMOUNT. (j) A public institution of higher education shall use other available sources of financial aid, other than a loan, to cover any difference in the amount of a TEXAS grant awarded to the student and the actual amount of tuition and required fees at the institution if the difference results from:	Current statute does not allow loans but does allow work-study as an available source for meeting tuition and fees. Work-study eligibility is not a guaranteed source of income, and it is earned after the tuition bill is due, making it an unreliable funding source.	TEC, Section 56.307. GRANT AMOUNT. (j) A public institution of higher education shall use other available sources of financial aid, other than a loan <u>or work-study</u> , to cover any difference in the amount of a TEXAS grant awarded to the student and the actual amount of tuition and required fees at the institution if the difference results from:	The elimination of work-study as a "matching" fund for TEOG helps ensure that TEOG recipients have their tuition, fees, and books covered.

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

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

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 61.227. PAYMENT OF GRANT; AMOUNT. (d) Notwithstanding any other law, a student enrolled in a private or independent institution of higher education may not receive a tuition equalization grant under this subchapter and a TEXAS grant under Subchapter M, Chapter 56, for the same semester or other term, regardless of whether the student is otherwise eligible for both grants during that semester or term. A student who but for this subsection would be awarded both a tuition equalization grant and a TEXAS grant for the same semester or other term is entitled to receive only the grant of the greater amount.	A related section of the TEXAS Grant statute allowing TEXAS Grant to be provided to students at private institutions has expired, and thus, this section of the statute is no longer applicable.	Repeal entire section.	Portions of the statute have expired and accompanying references need to be removed, thereby creating more efficient code.
Gap in statute	Lack of guidance in the TEG program leads to ineffective coordination of this program with the other state financial aid programs.	TEC, Section 61.2251. ELIGIBILITY FOR GRANT <u>(b) A person may not receive a grant under this subchapter for more than 15 semester credit hours, or the equivalent, in excess of the credits required for the recipient's registered degree program.</u>	Proposed addition provides for more effective coordination of state aid programs, and helps ensure that TEG recipients graduate in a timelier manner, thereby saving the student money and providing additional grants to other needy students.

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

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

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

Service Statute, Rule or Regulation (Provide Specific Citation if applicable)	Describe why the Service, Statute, Rule or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
TEC, Section 61.227. PAYMENT OF GRANT; AMOUNT. (c) In no event shall a tuition equalization grant paid pursuant to this subchapter in behalf of any student during any one fiscal year exceed an amount equal to 50 percent of the average state appropriation in the biennium preceding the biennium in which the grant is made for a full-time student or the equivalent at public senior colleges and universities, as determined by the board.	Current statute requires the THECB to establish annual maximums (and prorated amounts), and allows for state funding to go beyond tuition, fees, and books -- the most essential costs associated with higher education.	TEC, Section 61.227. PAYMENT OF GRANT; AMOUNT. (c) In no event shall a tuition equalization grant paid pursuant to this subchapter in behalf of any student during any one fiscal year exceed an amount equal to 50 percent of the average state appropriation in the biennium preceding the biennium in which the grant is made for a full-time student or the equivalent at public senior colleges and universities, as determined by the board. <u>A person receiving a tuition equalization grant may use the money to pay tuition, required fees, and a reasonable allowance for books at an eligible institution incurred by the student. The institution may disburse all or part of the proceeds of a grant under this subchapter to an eligible person only if the tuition and required fees incurred by the person at the institution have been paid, and then only for use as a reasonable allowance for books.</u>	Changes to the statute allow individual institutions to more effectively administer the TEG program, while still ensuring that limited funding is targeted toward the most critical higher education costs.
TEC, Section 61.230. ANNUAL REPORT. The coordinating board shall include in its annual report to the legislature on financial aid in this state a breakdown of tuition equalization grant recipients by ethnicity indicating the percentage of each ethnic group that received tuition equalization grant money at each institution.	The statute is redundant, given that the agency is already required to provide an annual report regarding the state financial aid programs.	Repeal this section.	Reduces duplicative reporting requirements.

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

**REQUESTED CHANGES TO AGENCY BUDGET STRUCTURE ELEMENTS
(GOALS, STRATEGIES, MEASURES AND MEASURE DEFINITIONS)
FOR THE 2020-21 BIENNIUM**

AGENCY NAME: Texas Higher Education Coordinating Board

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Note: The most recent goal, strategy and measure definition descriptions are located on Web ABEST. After logging on, select <i>Performance</i> then <i>Reports</i> to obtain the appropriate text. Measure definition must include all eight prescribed categories of information (i.e., short definition, purpose/importance, source/collection of data, method of calculation, data limitations, calculation type, new or existing measure, and desired performance).					
					NA
Goal No. 1 Coordination/Planning For Higher Ed Objective No. 1 Coordination/Planning For Higher Ed Outcome No. 1 Non-Key Percent Increase in Fall Student Headcount Enrollment	Definition: Percent increase in fall student headcount enrollment. Data Limitations: Data for some sectors and for Flex Enrollments are not available until April of the following year. Data Source: Data on public institutions will come from the Coordinating Board CBM001 student reports and data on independent institutions will come from the Independent Colleges and Universities of Texas (ICUT) CBM001 report. Data on Career schools will come <u>from</u> the Career school CBM001 report. Methodology: Data reported for Higher Education institutions for the current fall headcount minus the prior fall headcount divided by the prior fall headcount. Purpose: Percent increase in fall student headcount enrollment.	From misspelled.			NA
Goal No. 1 Coordination/Planning For Higher Ed Objective No. 1 Coordination/Planning For Higher Ed	Definition: Percent increase in the completion of undergraduate certificates, associate degrees, bachelor's degrees and master's degrees.				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Outcome No. 2 Non-Key % Increase Completion of Cert., Assoc., Bach, & Master's Degree	Data Limitations: Data are not available until the following year. Data Source: Coordinating Board CBM001 (Student Report) and CBM009 (Graduation Report). Methodology: Percent increase in the completion of undergraduate certificates, associate degrees, bachelor's degrees and master's degrees. Purpose: Support statewide higher education plan completion goal.				
Goal No. 1 Coordination/Planning For Higher Ed Objective No. 1 Coordination/Planning For Higher Ed Outcome No. 3 Non-Key % Underprepared University Students Graduating in 6 Years	Definition: Of the university first time summer/fall entering undergraduates who were not TSI-exempted and failed the initial TSI test, the percent who were awarded a baccalaureate degree or higher within six years. Data Limitations: Data are reported to the Coordinating Board by the institutions and do not include students who go on to attend and graduate from an out-of-state institution. The State Auditor's Office performs enrollment audits on a sample of that data. Some students defer testing for documented reasons. The success of underprepared students who graduate in more than six years is not reflected with this methodology. Students persisting in higher education but who have not been awarded a degree are excluded. Data Source: Data are from the cohort (summer/fall entering undergraduates) that entered six				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	years prior as certified by the institutions and compiled by the Educational Data Center (CBM001 and CBM002). Methodology: (a) Take the number of first-time summer/fall entering undergraduates at universities (from CBM001). (b) Determine the number who took the initial TSI test and did not pass it (from CBM002). (c) Of those students, determine the number who were awarded a baccalaureate degree or higher within six years. (d) Divide the number of students in (c) by the number of students in (b) and express it as a percentage. Purpose: Provides information on the success of institutions in regards to successful completion by underprepared students.				
Goal No. 1 Coordination/Planning For Higher Ed Objective No. 1 Coordination/Planning For Higher Ed Outcome No. 4 Non-Key College-level Course Success Rate of Underprepared University Students	Definition: The percent of underprepared students at four-year institutions who successfully complete a related college-level course within three years if they tested above the deviation or four years if they tested under the deviation. Data Limitations: Data are reported to the Coordinating Board by the institutions. The success of underprepared students who do not attempt a general education core curriculum course within the allotted years is not reflected with this methodology. Transfer and continuing students are excluded. Data Source: Data are from the latest cohort (summer/fall entering				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	<p>undergraduates) as reported annually by the institutions and compiled by the Educational Data Center (CBM001 and CBM002).</p> <p>Methodology: (a) For each of the three TSI subject areas (math, reading and writing), determine the number of first-time summer/fall entering undergraduates at four-year institutions who were not TSI-waived, not TSI-exempted, and who took and failed the initial TSI test. (b) Determine the number of these students who earn an A, B, or C in a related general education core curriculum course within three years if they tested above the deviation or four years if they tested under the deviation. (c) Total the number of students in all three subject areas in the initial cohort. (d) Total the number who received an A, B, or C. (e) Divide the number of students in (d) by the number of students in (c) and express as a percentage.</p> <p>Purpose: This measure provides an indication of the effectiveness of developmental education programs at four-year institutions in preparing underprepared students to succeed in college-level courses.</p>				
<p>Goal No. 1 Coordination/Planning For Higher Ed</p> <p>Objective No. 1 Coordination/Planning For Higher Ed</p> <p>Outcome No. 5 Key % University Students Graduating in 4 Years</p>	<p>Definition: Number of students who entered Texas public universities four years ago as first-time, full-time, degree-seeking undergraduates (taking at least 12 semester credit hours) who received a baccalaureate or above degree during that four-year period</p>				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	<div>divided by the total number of students who entered Texas public universities four years ago as first-time, full-time, degree-seeking undergraduates (taking at least 12 semester credit hours).</div> <div>Data Limitations: Data are reported to the Coordinating Board by the institutions. The State Auditor's Office performs enrollment audits on a sample of that data. We do not have data on students who go on to attend and graduate from an out-of-state institution.</div> <div>Data Source: Information provided by the Graduation Rates Report prepared by the Educational Data Center using data reported by the institutions.</div> <div>Methodology: Track incoming first-time, full-time, degree-seeking summer/fall entering undergraduates by SSN for four years. Take the number that graduate from a Texas public or independent institution and divide by the total cohort.</div> <div>Purpose: Provides information on the success of institutions in regards to successful completion by students.</div>				
Goal No. 1 Coordination/Planning For Higher Ed Objective No. 1 Coordination/Planning For Higher Ed Outcome No. 6 Non-Key % Public 2-Year Institution Students Graduating in 3 Years	Definition: Number of students who entered Texas public two-year colleges three years ago as first-time, full-time, credential-seeking undergraduates (taking at least 12 semester credit hours) who received a degree or certificate during that three-year period				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	<div>divided by the total number of students who entered Texas public two-year colleges three years ago as first-time, full-time, credential-seeking undergraduates (taking at least 12 semester credit hours).</div> <div>Data Limitations: Data are reported to the Coordinating Board by the institutions. The State Auditor's Office performs enrollment audits on a sample of that data. We do not have data on students who go on to attend and graduate from an out-of-state institution.</div> <div>Data Source: Information provided by the Graduation Rates Report prepared by the Educational Data Center using data reported by the institutions.</div> <div>Methodology: Track incoming first-time, full-time, credential-seeking summer/fall entering undergraduates who have declared an intent to obtain a degree or certificate by SSN for three years. Take the number that graduate from a Texas public or independent institution and divide by the total cohort of students who had declared intent to obtain degree or certificate.</div> <div>Purpose Provides information on the success of public two-year institutions in regards to successful completion by students.</div>				
Goal No. 1 Coordination/Planning For Higher Ed Objective No. 1 Coordination/Planning For Higher Ed	Definition: Number of students who entered Texas public universities six years ago as first-time, full-time, degree-seeking				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Outcome No. 7 Key Percentage of University Students Graduating within Six Years	<p>undergraduates (taking at least twelve semester credit hours) who received a baccalaureate or above degree during that six-year period divided by the total number of students who entered Texas public universities six years ago as first-time, full-time, degree-seeking undergraduates (taking at least twelve semester credit hours).</p> <p>Data Limitations: Data are reported to the Coordinating Board by the institutions. The State Auditor's Office performs enrollment audits on a sample of that data. We do not have data on students who go on to attend and graduate from an out-of-state institution.</p> <p>Data Source: Information provided by the Graduation Rates Report prepared by the Educational Data Center using data reported by the institutions.</p> <p>Methodology: Track incoming first-time, full-time, degree-seeking summer/fall entering undergraduates at Texas public institutions by SSN for six years. Take the number that graduate from a Texas public or independent institution and divide by the total cohort.</p> <p>Purpose: Provides information on the success of institutions in regards to successful completion by students.</p>				
Goal No. 1 Coordination/Planning For Higher Ed	Definition: Number of economically disadvantaged				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Objective No. 1 Coordination/Planning For Higher Ed Outcome No. 8 Key # Economic Disadv Undergrad Stud Completing Cert or Degree	undergraduate students completing a certificate or degree. Data Limitations: Financial aid data on Career school students is not included (not available). Includes publics and Independents (ICUTs) only. Data on Pell is only available back to 1997. Data Source: Support statewide higher education plan student completion goal for critical populations targeted. Methodology: The number of public and independent IHE graduates who are identified as economically disadvantaged as determined by the students' status as receiving Pell at any time (from 1997 forward) for the most current fiscal year available. Purpose: Support statewide higher education plan student completion goal for critical populations targeted.				
Goal No. 1 Coordination/Planning For Higher Ed Objective No. 1 Coordination/Planning For Higher Ed Outcome No. 9 Key # Master, Bachelors, Assoc. Degrees and Certificates Awarded	Definition: Number of Master's degrees, Bachelor's degrees, Associate's degrees and Certificates awarded. Data Limitations: NA Data Source: Data on public institutions will come from the Coordinating Board CBM009 degrees reported each fall for the preceding academic year; data on independent institutions will come from the Independent Colleges and Universities of Texas (ICUT) CBM009 report for the preceding academic year; data on career schools will come from the CBM009				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	career school report for the preceding academic year. Methodology: Number of masters, bachelor and associate degrees reported and level one, level two certificate, and advanced technical certificates awarded by Texas higher education institutions. Uses most current fiscal year data available. Purpose: Support statewide higher education plan student debt goal by working to reduce SCH to degree.				
Goal No. 1 Coordination/Planning For Higher Ed Objective No. 1 Coordination/Planning For Higher Ed Outcome No. 10 Non-Key % Students Working or Enrolled in Higher Ed 1 Yr. after Degree or Cert	Definition: Percentage of students who are found working or enrolled in higher education within one year after earning a degree or certificate. Data Limitations: Wage data is not available for some categories of graduates, such as for students who are employed out- of -state or for individuals who are self-employed. Data Source: CBM001 and CBM009, Texas Unemployment Insurance (UI) wage records and Federal Employment Database Exchange Service (FEDES) including records for Office of Personnel Management (OPM) and CB 116. Methodology: Percent of graduates employed in Texas in the fourth quarter of the calendar year in which the program (fiscal) year ends and/or enrolled in a Texas institution in the following fall after the school year in which the program year ends.				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	Purpose: Support statewide higher education plan Marketable Skills goal.				
Goal No. 1 Coordination/Planning For Higher Ed Objective No. 1 Coordination/Planning For Higher Ed Outcome No. 11 Key % Students Enter Develop. Ed at 4 Yr. Pub College Complete Credential	Definition: Percent of students who enter developmental education at a public four-year college and complete a credential. Definition- :Of the public four-year college first time summer/fall entering undergraduates who were not TSI-exempted and were not determined to meet the standard on the TSI test for initial placement, the percent who were awarded a baccalaureate or above within six years. Data Limitations: Academic data (test or prep course results) is not available on TSI for every student as TSI does not apply to some categories of students such as students seeking Level 1 Certificates. Data Source: Data are from the cohort (summer/fall entering undergraduates) that entered six years prior as certified by the institutions and compiled by the Educational Data Center (CBM001 and CBM002). Methodology: (a) Take the number of first-time summer/fall entering undergraduates at public four-year colleges (from CBM001). (b) Determine the number who took the initial TSI test and did not pass it (from CBM002). (c) Of those students, determine the number who were awarded a baccalaureate or above within six years. (d) Divide				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	the number of students in (c) by the number of students in (b) and express it as a percentage. Purpose: Support statewide higher education plan student completion goal for critical populations targeted.				
Goal No. 1 Coordination/Planning For Higher Ed Objective No. 1 Coordination/Planning For Higher Ed Outcome No. 12 Key % Students Enter Develop. Ed at 2 Yr. Pub College Complete Credential	Definition: Percent of students who enter developmental education at a two-year public college and complete a credential. Definition: Of the public two-year college first time summer/fall entering undergraduates who were not TSI-exempted and were not determined to meet the standard on the TSI test for initial placement, the percent who were awarded a baccalaureate, associate degree, or certificate within three years. Data Limitations: Academic data (test or prep course results) is not available on TSI for every student as TSI does not apply to some categories of students such as students seeking Level 1 Certificates. Data Source: Data are from the cohort (summer/fall entering undergraduates) that entered six years prior as certified by the institutions and compiled by the Educational Data Center (CBM001 and CBM002). Methodology: (a) Take the number of first-time summer/fall entering undergraduates at public four-year colleges (from CBM001). (b) Determine the number who took the initial TSI test and did not pass it				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	(from CBM002). (c) Of those students, determine the number who were awarded a baccalaureate or above within six years. (d) Divide the number of students in (c) by the number of students in (b) and express it as a percentage. Data Limitations: Academic data (test or prep course results) is not available on TSI for every student as TSI does not apply to some categories of students such as students seeking Level 1 Certificates. Purpose: Support statewide higher education plan student completion goal for critical populations targeted.				
Goal No. 1 Coordination/Planning For Higher Ed Objective No. 1 Coordination/Planning For Higher Ed Outcome No. 13 Key % Students Enter College Ready at Pub 4 Yr College Complete Credential	Definition: Percent of students who enter college ready at a public four-year college and complete a credential. Definition- :Of the public four-year college first time summer/fall entering undergraduates who were TSI-exempted and or were determined to meet the standard on the TSI test for initial placement, the percent who were awarded a baccalaureate or above within six years. Data Limitations: Academic data (test or prep course results) is not available on TSI for every student as TSI does not apply to some categories of students such as students seeking Level 1 certificates. Non-academic TSI exemptions would not be considered TSI satisfied.				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	<p>Data Source: Data are from the cohort (summer/fall entering undergraduates) that entered three years prior as certified by the institutions and compiled by the Educational Data Center in the CBM001 (Student Report) and CBM002 (TSI Report).</p> <p>Methodology: (a) Take the number of first-time summer/fall entering undergraduates at public two-year colleges (from CBM001). (b) Determine the number who took the initial TSI test and did pass it or were exempted (from CBM002). (c) Of those students, determine the number who were awarded a baccalaureate, associate degree, or certificate within three years. (d) Divide the number of students in (c) by the number of students in (b) and express it as a percentage.</p> <p>Purpose: Support statewide higher education plan student completion goal for critical populations targeted.</p>				
<p>Goal No. 1 Coordination/Planning For Higher Ed</p> <p>Objective No. 1 Coordination/Planning For Higher Ed</p> <p>Outcome No. 14 Key % Students Enter College Ready at Pub 2 Yr College Complete Credential</p>	<p>Definition: Percent of students who enter college ready at a two-year public college and complete a credential. Definition: Of the public two-year college first time summer/fall entering undergraduates who were TSI-exempted and were determined to meet the standard on the TSI test for initial placement, the percent who were awarded a baccalaureate, associate degree, or certificate within three years.</p>				NA

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	<p>Data Limitations: Academic data (test or prep course results) is not available on TSI for every student as TSI does not apply to some categories of students such as students seeking Level 1 certificates. Non-academic TSI exemptions would not be considered TSI satisfied.</p> <p>Data Source: Data are from the cohort (summer/fall entering undergraduates) that entered six years prior as certified by the institutions and compiled by the Educational Data Center (CBM001 and CBM002).</p> <p>Methodology: (a) Take the number of first-time summer/fall entering undergraduates at public four-year colleges (from CBM001). (b) Determine the number who took the initial TSI test and passed it were academically exempted (from CBM002). (c) Of those students, determine the number who were awarded a baccalaureate or above within six years. (d) Divide the number of students in (c) by the number of students in (b) and express it as a percentage.</p> <p>Purpose: Support statewide higher education plan student completion goal for critical populations targeted.</p>				
<p>Goal No. 1 Coordination/Planning For Higher Ed</p> <p>Objective No. 1 Coordination/Planning For Higher Ed</p>	<p>Definition: Number of information requests acted upon within 10 days.</p> <p>Data Limitations: The staff is limited to providing information only</p>				NA

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Outcome No. 15 Non-Key Requests Acted Upon within 10 Days	for data that is currently available and which they are allowed access. Data Source: CRAFT System information requests assigned to the SPF Division (and not reassigned). Methodology: Number of information requests received through CRAFT system that are report as acted upon within 10 days. Req. which are reassigned to other div. will not be included. Acted upon includes action taken to contact the requestor. Response might include: info req. is provided include online links to info; explanation provided why info is not avail. due to FERPA, is not collected, etc.; or contact is made about next steps regarding the req. Final timing for provid.info will depend on staff avail, scope of request, priority of request, and requestor. Purpose: Provide higher education data to stakeholders for a variety of purposes.				
Goal No. 1 Coordination/Planning For Higher Ed Objective No. 1 Coordination/Planning For Higher Ed Outcome No. 16 Non-Key Texas' Share of Total Fed Funding to High Ed Inst. for R&D in Sci/Eng	Definition: Texas' share of total U.S. federal obligations to higher education institutions for research and development in science and engineering. Data Limitations: Data are reported by 21 federal agencies. Not all federal agencies report their obligations to the National Science Foundation. The data reflect federal support given to the institutions and not expenditures. The data are reported according to the federal				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	<p>fiscal year: October 1 - September 30. Support to independent institutions is included. The data are generally available by July of the second year following the fiscal year being reported.</p> <p>Data Source: Federal agencies report their obligations for science and engineering support at higher education institutions to the National Science Foundation. The data are available from the National Science Foundation's web site (WebCASPAR).</p> <p>Methodology: Data reported for Texas higher education institutions are aggregated. This value is expressed as a percentage of the federal obligations for research and development in science and engineering to higher education institutions across the nation. The actual value reported here shows the share of federal obligations for two years prior to the current year.</p> <p>Purpose: This measure provides an indication of the institutions' progress towards the fourth goal, Closing the Gaps in Research: By 2015, increase the level of federal science and engineering research and development obligations to Texas institutions to 6.5 percent of obligations to higher education institutions across the nation, from 5.5 percent in FY2000.</p>				
Goal No. 1 Coordination/Planning For Higher Ed Objective No. 1 Coordination/Planning For Higher Ed	Definition: Percentage increase in total expenditures for the conduct of research and development for the				NA

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Outcome No. 17 Non-Key Percentage Increase in Research Expenditures at TX Public Institutions	<p>previous state fiscal year as compared to those of the fiscal year previous to that, as reported by Texas public general academic institutions and health science centers.</p> <p>Data Limitations: Data are reported by institutions. (Note on Desired Performance: The amount of research expenditures reported by the institutions is dependent upon external factors, including federal grant programs and availability of private funds for research.)</p> <p>Data Source: Data reported by the institutions are compiled and maintained by the Coordinating Board. The information is published in the Coordinating Board's annual report titled "Research Expenditures."</p> <p>Methodology: The total expenditures for the conduct of research and development for the previous state fiscal year is compared to the total expenditures of the fiscal year previous to that (expressed as a percentage).</p> <p>Purpose: This measure provides an indication of research activities for each public higher education institution in the state.</p>				
Goal No. 1 Coordination/Planning For Higher Ed Objective No. 1 Coordination/Planning For Higher Ed Outcome No. 18 Non-Key Number of Commercialization Efforts Resulting from NHARP	<p>Definition: Total number of patent applications accepted by the U.S. Patent Office, copyright applications accepted by the Library of Congress, licensing agreements, and other</p>				NA

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	<p>agreements that are intended to provide income to an institution as a result of the transfer of intellectual property derived from Norman Hackerman Advanced Research Program funding.</p> <p>Data Limitations: Data are reported by the institutions. (Note on Desired Performance: This measure is dependent upon external factors.)</p> <p>Data Source: Grantees provide data to the institutions on grants completed during the previous year. Data are reported to the Coordinating Board by the institutions on final reports for each research project. The collected information is maintained by the Coordinating Board.</p> <p>Methodology: Data reported to the Coordinating Board by each institution are aggregated. Because of the grant funding cycle, this measure is reported only in odd fiscal years.</p> <p>Purpose: This measure provides feedback on the state-funded Norman Hackerman Advanced Research Program (NHARP) by indicating the number of commercialization efforts resulting from these research programs.</p>				
Goal No. 1 Coordination/Planning For Higher Ed Objective No. 1 Coordination/Planning For Higher Ed Outcome No. 19 Key % Pub Bachelor's Degree Grads Comp with No More Than 3 Hrs Degree Plan	<p>Definition: Percent of public bachelor's degree graduates completing with no more than 3 semester credit hours in excess of their degree plan.</p> <p>Data Limitations: SCH earned by students prior to transfer into a</p>				NA

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	<p>Texas public institution from an out-of-state or a private institution are not included.</p> <p>Data Source: Coordinating Board CBM001 (Student Report) and CBM009 (Graduation Report).</p> <p>Methodology: Number of bachelor's degree graduates who attempt no more than three semester credit hours (SCH) of the SCH required to complete their degree plan divided by the total number of bachelor's degree graduates. To determine SCH attempted compile all college-level semester credit hours a graduate attempted for up to 10 years prior to the time of college graduation; do not include developmental education SCH attempted; do not include dual credit SCH attempted.</p> <p>Purpose: Support statewide higher education plan student debt goal by working to reduce SCH to degree.</p>				
<p>Goal No. 1 Coordination/Planning For Higher Ed</p> <p>Objective No. 1 Coordination/Planning For Higher Ed</p> <p>Outcome No. 20 Key % Pub 2-Yr Institute Students Grad with No More Than 3 Hrs Award Plan</p>	<p>Definition: Percent of public two-year institution students graduating with no more than 3 hours of their award plan.</p> <p>Data Limitations: SCH for students who transfer into a public from out-of-state or a private institution are not included.</p> <p>Data Source: Coordinating Board CBM001 (Student Report) and CBM009 (Graduation Report).</p> <p>Methodology: Number of associate degree graduates who attempt no more than three semester credit hours (SCH) of the SCH required to complete their</p>				NA

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	degree plan divided by the total number of associate degree graduates. To determine SCH attempted compile all college-level semester credit hours a graduate attempted for up to 10 years prior to the time of college graduation; do not include developmental education SCH attempted; do not include dual credit SCH attempted. Purpose: Support statewide higher education plan student debt goal by working to reduce SCH to degree.				
Goal No. 3 Affordability and Debt Objective No. 1 Affordability and Debt Outcome No. 1 Non-Key % Independent College Students Receiving Tuition Equalization Grants	Definition: Percentage of students attending independent colleges in Texas who received grants through the Tuition Equalization Grants Program (TEG) during the fiscal year. (TEG awards may only go to students attending independent institutions.) Data Limitations: Unduplicated enrollment figures for a fiscal year are not available until after the due date of the year-end performance measures. Therefore, the percentage is calculated using fall term enrollment numbers only. Data Source: Enrollment data are from the CBM reports submitted to the Coordinating Board by the institutions. The number of awards comes from year- end TEG reports submitted by the institutions. Methodology: The number of students attending independent colleges in Texas who received grants through the Tuition Equalization Grants Program during the fiscal year is divided by the total				NA

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	number of students attending independent colleges in Texas during the fall term of the fiscal year , expressed as a percentage. Purpose: This measure provides feedback on the effect of state funding of the Tuition Equalization Grants (TEG) program.				
Goal No. 3 Affordability and Debt Objective No. 1 Affordability and Debt Outcome No. 2 Key % Students Rec. FA Employed through Texas College Work Study Program	Definition: Number of students enrolled in Texas public and independent colleges who received part of their salaries paid through the Texas College Work -Study Program during the fiscal year divided by the total number of students enrolled in Texas public and independent colleges during the fiscal year who received need – based financial aid during the fiscal year. Data Limitations: Information is submitted to the Coordinating Board by the institutions at the end of the year. Data are not audited but we have no reason to question their accuracy. The number of aid recipients is estimated on the basis of the number of recipients reported in the prior year's Financial Aid Database Report (FADB). The current year FADB is not certified until after the due date of year-end performance measures. (Note on Desired Performance: The target is based on historic funding and award patterns. Annual fluctuations can be caused by changes in funding from the state				NA

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	<p>and changes in the awarding philosophy of the institutions which make awards. Colleges may choose to give (1) larger awards to fewer students, or (2) smaller awards to more students. If they choose to exercise the first option, performance will be below the target; if they exercise the second option, performance will be above the target).</p> <p>Data Source: The number of work-study awards and the total number of aid awards for the year come from year-end reports submitted by the institutions.</p> <p>Methodology: The number of students enrolled in Texas public and independent colleges who received part of their salaries paid through the Texas College Work - Study Program (basic program plus mentorship program) during the fiscal year is divided by the total number of students enrolled in Texas public and independent institutions of higher education during the prior fiscal year who received need-based financial aid.</p> <p>Purpose: This measure provides feedback on the effect of funding the Texas College Work-Study Program.</p>				
<p>Goal No. 3 Affordability and Debt</p> <p>Objective No. 1 Affordability and Debt</p> <p>Outcome No. 3 Non- Key % Teach for Texas Loan Repay Prog. Recip. Teach 3 Years</p>	<p>Definition: The percentage of Teach for Texas Loan Repayment recipients who have provided eligible teaching service for three consecutive years since receiving their first loan repayment.</p>				NA

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	<p>Data Limitations: Data is not available for recipients who continue to provide eligible teaching service but do not continue to participate in the loan repayment program.</p> <p>Data Source: Teaching data are reported by the public school that employs the teacher.</p> <p>Methodology: The number of Teach for Texas Loan repayment recipients who, for the current academic year, received their third loan repayment award divided by the number of first-year recipients in the same cohort two years earlier.</p> <p>Purpose: This measure provides feedback on the impact of the Teach for Texas Loan Repayment Program.</p>				
<p>Goal No. 4 College Readiness and Success</p> <p>Objective No. 1 College Readiness and Success</p> <p>Outcome No. 1 Key Pass Rate on State Cert Exams at Centers for Teacher Educ at TADC Inst</p>	<p>Definition: Of those students recommended by Texas Association of Developing Colleges (TADC) institutions to take the Texas Examination of Educator Standards (TExES), the percentage of program completers with acceptable initial pass rates.</p> <p>Data Limitations: NA</p> <p>Data Source: Data are provided by institutional end-of-year reports.</p> <p>Methodology: The calculation of the pass rate is the number of successful (i.e., passing) last attempts made by candidates who have finished the specified preparation program requirements divided by the total number of last attempts made by those</p>				NA

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	<p>candidates. The pass rate is based on the examinations required to obtain certification in the field(s) for which the candidate serves his or her internship, student teaching, clinical teaching or practicum.</p> <p>Purpose: This measure provides feedback on the final pass rates of students prepared at the five TADC Centers for Teacher Education.</p>				
<p>Goal No. 5 Industry Workforce</p> <p>Objective No. 1 Industry Workforce</p> <p>Outcome No. 1 Key Pass Rate Stat</p> <p>Cert Exam Comp to Stds Enrolled</p> <p>Pub Inst Higher Ed</p>	<p>Definition: Of those students recommended by Texas Association of Developing Colleges (TADC) institutions to take the Texas Examination of Educator Standards (TExES), the percentage of program completers with acceptable initial pass rates.</p> <p>Data Limitations: NA</p> <p>Data Source: Data are provided by institutional end-of-year reports.</p> <p>Methodology: Pass rate of students enrolled in TADC CTE programs = Comparison between pass rates of students enrolled TADC CTE programs and pass rates of students in public IHE's</p> <p>Pass rate of students enrolled in teacher preparation programs at public institutions of higher education.</p> <p>Purpose: This measure provides feedback on the final pass rates of students prepared at the five TADC Centers for Teacher Education.</p>				NA
<p>Goal No. 6 Industry Workforce – Health Related</p>	<p>Definition: The number of Family Practice Residency Program</p>				NA

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Objective No. 1 Industry Workforce – Health Related Outcome No. 1 Non-Key % Family Practice Residency Pgm Completers in Medic Underserved Areas	completers who are currently practicing in Texas counties or portions of counties that are designated as Health Professional Shortage Areas (HPSAs) or Medically Underserved Areas (MUAs) divided by the total number of program completers who are currently practicing in Texas. Data Limitations: (1) Coordinating Board data as reflected by the CBM 00R and Family Practice Residency Roster data are reviewed for completeness and accuracy by Coordinating Board staff; (2) Data collection incompatibility between the Coordinating Board and the Texas Medical Board. Data Source: (1) CBM 00R completed by residency program or health-related institution official; (2) Texas Medical Board; (3) Texas Department of State Health Services list of federally designated Primary Care Health Professional Shortage Areas (HPSAs) and Medically Underserved Areas (MUAs). Methodology: The number of Family Practice Residency Program completers who are currently practicing in Texas counties or portions of counties that are designated as Health Professional Shortage Areas (HPSAs) or Medically Underserved Areas (MUAs) is divided by the total number of program completers who are currently practicing in				

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	Texas and then expressed as a percentage. Purpose: This measure provides feedback on the Family Practice Residency Program. It is a goal of the program to achieve a better distribution of family physicians throughout the state and to improve medical care in underserved areas.				
Goal No. 6 Industry Workforce-Health Related Objective No. 1 Industry Workforce-Health Related Outcome No. 2 Non-Key Percent Family Practice Residency Pgm Completers Practicing in Texas	Definition: The number of known living Family Practice Residency Program completers who are currently licensed to practice medicine in Texas divided by the number of all completers of the program whether or not living or currently licensed to practice medicine in Texas. Data Limitations: (1) Coordinating Board data as reflected by the CBM 00R and Family Practice Residency Roster data are reviewed for completeness and accuracy by Coordinating Board staff; (2) Data collection incompatibility between the Coordinating Board and the Texas Medical Board. Data Source: (1) CBM 00R completed by residency program or health-related institution official; (2) Texas Medical Board. Methodology: The number of known living Family Practice Residency Program completers who are currently licensed to practice medicine in Texas is divided by the number of all completers of the program whether or not living or currently licensed to				NA

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	practice medicine in Texas and then expressed as a percentage. Purpose: This measure provides feedback on the Family Practice Residency Program. It is a goal of the program to achieve a better distribution of family physicians throughout the state and to improve medical care in underserved areas.				
Goal No. 6 Industry Workforce-Health Related Objective No. 1 Industry Workforce-Health Related Outcome No. 3 Key % of First Year Residency Headcount to TX Med Grads FY 18-19	Definition: Percent of first year Medical Residents' headcount to Texas Medical schools graduates. Data Limitations: Medical school graduates are limited to only those who graduate from a Texas Medical School. Texas medical residents are limited to programs affiliated with a TX Medical School. Data Source: Coordinating Board CBM00R (Resident Report), CBM009 (Graduation Report), and GME Expansion Reports. Methodology: Number of Texas first year residency positions divided by the number of Texas medical graduates. Purpose: Support the goal of reaching 1.1 to 1 ratio of first year residency positions to Texas medical school graduates.				NA
Goal No. 7 Baylor College of Medicine Objective No. 1 Baylor College of Medicine Outcome No. 1 Key % of Baylor College of Medicine Grads Entering TX Residency Programs	Definition: Number of Baylor College of Medicine's MD graduates who were awarded their degrees during the fiscal year and who entered the first year of residency training				NA

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	<p>programs in Texas divided by the total number of Baylor College of Medicine's MD graduates who were awarded their degrees during the fiscal year .</p> <p>Data Limitations: The Coordinating Board is dependent on Baylor College of Medicine to provide the information.</p> <p>Data Source: Baylor College of Medicine.</p> <p>Methodology: The number of Baylor College of Medicine's MD graduates who were awarded their degrees during the fiscal year and who entered the first year of: (1) the institution's affiliated residency training programs; or (2) other residency training programs in Texas, regardless of institutional affiliation, is divided by the total number of Baylor College of Medicine's MD graduates who were awarded their degrees during the fiscal year.</p> <p>Purpose: This measure provides feedback on the effect of state funding of Baylor College of Medicine students. It is a goal of this program to encourage Baylor students to remain in Texas upon graduation.</p>				
<p>Goal No. 7 Baylor College of Medicine</p> <p>Objective No. 1 Baylor College of Medicine</p> <p>Outcome No. 2 Key % Baylor College of Medicine Grads Entering Primary Care Residencies</p>	<p>Definition: Number of Baylor College of Medicine's MD graduates who were awarded their degrees during the fiscal year, and who entered an in-state or out-of-state medical residency in family medicine, geriatrics, categorical general internal medicine,</p>				NA

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	<p>emergency medicine, general pediatrics, medicine/pediatrics, or obstetrics/gynecology, divided by the total number of Baylor College of Medicine's MD graduates who were awarded their degrees during the fiscal year.</p> <p>Data Limitation: The Coordinating Board is dependent on Baylor College of Medicine to provide the information.</p> <p>Data Source: Baylor College of Medicine.</p> <p>Methodology: The number of Baylor College of Medicine's MD graduates who were awarded their degrees during the fiscal year, and who entered an in-state or out-of-state medical residency in family medicine, geriatrics, categorical general internal medicine, emergency medicine, general pediatrics, medicine/pediatrics, or Obstetrics/gynecology, is divided by the total number of Baylor College of Medicine's MD graduates who were awarded their degrees during the fiscal year.</p> <p>Purpose: This measure provides feedback on the effect of state funding of Baylor College of Medicine students. It is a goal of this program to encourage Baylor students to enter primary care residencies upon graduation.</p>				
Goal No. 7 Baylor College of Medicine Objective No. 1 Baylor College of Medicine	<p>Definition: The number of students passing part 1 or part 2 of the USMLE or COMLEX/NBOME on the first attempt during the fiscal year, divided by the total number of</p>				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
<p>Outcome No. 3 Non-Key % Students Passing Part 1 or Part 2 of the National Licensing Exam</p>	<p>students taking part 1 or part 2 for the first time during the fiscal year. Data Limitations: The Coordinating Board is dependent on Baylor College of Medicine to provide the information. Data Source: Data provided by Baylor College of Medicine and produced by the National Board of Medical Examiners. Methodology: The number of students passing part 1 or part 2 of the USMLE or COMLEX/NBOME on the first attempt during the fiscal year is divided by the total number of students taking part 1 or part 2 for the first time during the fiscal year. Purpose: This measure provides information on the quality of education provided by Baylor College of Medicine.</p>				
<p>Goal No. 1 Coordination/Planning for Higher Education Objective No. 1 College Readiness and Success Strategy No. 1 College Readiness and Success EX No. 1 Key Dollars Appropriated for Developmental Education</p>	<p>Definition: Total dollars appropriated to institutions for course-based developmental education during the fiscal year. Beginning in FY04, no money was appropriated to institutions based on students who demonstrated college readiness after having failed one or more parts of TSI assessment. Data Limitations: Contact hours are reported to the Coordinating Board by the institutions, and the State Auditor's Office performs enrollment audits on a sample of that data. Data Source: CBM002--TSI Report; CBM004--Class Report</p>				NA

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	(Contact Hours for Public Two-Year Colleges and SCH for Universities); CBM00C Class Report (Contact Hours for Public Two-Year Colleges, Continuing Education). Methodology: Contact hours at public two-year colleges are multiplied by the applicable formula funding rate. Semester credit hours at universities are multiplied by the weight for developmental education and the funding rate. Trusteed funds are allocated on a headcount basis for students that demonstrate college readiness. Purpose: This measure provides feedback regarding state funding to address deficiencies in students' academic preparation for college. Colleges with open door admissions policies enroll students from a wide array of backgrounds and levels of preparation and with differing goals.				
Goal No. 1 Coordination/Planning for Higher Education Objective No. 1 College Readiness and Success Strategy No. 1 College Readiness and Success EX No. 2 Non-Key # Econ Disadv Afr Amer Std Cmp Degree/cert at Tx Inst Higher Ed	Definition: Number of economically disadvantaged undergraduate African American students completing a degree or certificate at Texas public institutions of higher education. Data Limitations: Financial aid data on Career school students is not included (not available). Includes public and Independents (ICUTs) only. Data on Pell is only available back to 1997. Data Source: CBM 009 (Graduation Report) and FADS (Financial Aid Report).				NA

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	<p>Methodology: The number of undergraduate completers at public and independent IHEs who are identified as economically disadvantaged as determined by the students' status as receiving Pell at any time (from 1997 forward) for the most current fiscal year available, broken out by race/ethnicity including African American, Hispanic, White, Asian, & Other.</p> <p>Purpose: Support statewide higher education plan student completion goal for critical populations targeted.</p>				
<p>Goal No. 1 Coordination/Planning for Higher Education</p> <p>Objective No. 1 College Readiness and Success</p> <p>Strategy No. 1 College Readiness and Success</p> <p>EX No. 3 Non-Key # Econ Disadv Hispanic Std Cmp Degree/cert at Tx Inst Higher Ed</p>	<p>Definition: Number of economically disadvantaged undergraduate Hispanic students completing a degree or certificate at Texas public institutions of higher education.</p> <p>Data Limitations: Financial aid data on Career school students is not included (not available). Includes public and Independents (ICUTs) only. Data on Pell is only available back to 1997.</p> <p>Data Source: CBM 009 (Graduation Report) and FADS (Financial Aid Report).</p> <p>Methodology: The number of undergraduate completers at public and independent IHEs who are identified as economically disadvantaged as determined by the students' status as receiving Pell at any time (from 1997 forward) for the most current fiscal year available, broken out by</p>				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	race/ethnicity including African American, Hispanic, White, Asian, & Other. Purpose: Support statewide higher education plan student completion goal for critical populations targeted.				
Goal No. 1 Coordination/Planning for Higher Education Objective No. 1 College Readiness and Success Strategy No. 1 College Readiness and Success EX No. 4 Non-Key # Econ Disadv Asian Std Cmp Degree/cert at Tx Inst Higher Ed	Definition: Number of economically disadvantaged undergraduate Asian students completing a degree or certificate at Texas public institutions of higher education. Data Limitations: Financial aid data on Career school students is not included (not available). Includes public and Independents (ICUTs) only. Data on Pell is only available back to 1997. Data Source: CBM 009 (Graduation Report) and FADS (Financial Aid Report). Methodology: The number of undergraduate completers at public and independent IHEs who are identified as economically disadvantaged as determined by the students' status as receiving Pell at any time (from 1997 forward) for the most current fiscal year available, broken out by race/ethnicity including African American, Hispanic, White, Asian, & Other. Purpose: Support statewide higher education plan student completion goal for critical populations targeted.				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Goal No. 1 Coordination/Planning for Higher Education Objective No. 1 College Readiness and Success Strategy No. 1 College Readiness and Success EX No. 5 Non-Key # Econ Disadv White Std Cmp Degree/cert at Tx Inst Higher Ed	Definition: Number of economically disadvantaged undergraduate White students completing a degree or certificate at Texas public institutions of higher education. Data Limitations: Financial aid data on Career school students is not included (not available). Includes public and Independents (ICUTs) only. Data on Pell is only available back to 1997. Data Source: CBM 009 (Graduation Report) and FADS (Financial Aid Report). Methodology: The number of undergraduate completers at public and independent IHEs who are identified as economically disadvantaged as determined by the students' status as receiving Pell at any time (from 1997 forward) for the most current fiscal year available, broken out by race/ethnicity including African American, Hispanic, White, Asian, & Other. Purpose: Support statewide higher education plan student completion goal for critical populations targeted.				NA
Goal No. 1 Coordination/Planning for Higher Education Objective No. 1 College Readiness and Success Strategy No. 1 College Readiness and Success EX No. 6 Non-Key # Econ Disadv Other Std Cmp Degree/cert at Tx Inst Higher Ed	Definition: Number of economically disadvantaged undergraduate Other students completing a degree or certificate at Texas public institutions of higher education. Data Limitations: Financial aid data on Career school students is not included (not available).				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	<p>Includes public and Independents (ICUTs) only. Data on Pell is only available back to 1997.</p> <p>Data Source: CBM 009 (Graduation Report) and FADS (Financial Aid Report).</p> <p>Methodology: The number of undergraduate completers at public and independent IHEs who are identified as economically disadvantaged as determined by the students' status as receiving Pell at any time (from 1997 forward) for the most current fiscal year available, broken out by race/ethnicity including African American, Hispanic, White, Asian, & Other.</p> <p>Purpose: Support statewide higher education plan student completion goal for critical populations targeted.</p>				
<p>Goal No. 1 Coordination/Planning for Higher Education</p> <p>Objective No. 1 College Readiness and Success</p> <p>Strategy No. 1 College Readiness and Success</p> <p>OP No. 1 Key Increase in Fall Student Headcount Enrollment</p>	<p>Definition: Increase in fall student headcount enrollment.</p> <p>Data Limitations: Data for some sectors and for Flex Enrollments are not available until April of the following year.</p> <p>Data Source: Data on public institutions will come from the Coordinating Board CBM001 student reports and data on independent institutions will come from the Independent Colleges and Universities of Texas (ICUT) CBM001 report. Data on Career schools will come <u>from</u> the Career school CBM001 report.</p> <p>Methodology: Data reported for Higher Education institutions for the</p>				<p>NA</p>

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	current fall headcount minus the prior fall headcount divided by the prior fall headcount. Purpose: Percent increase in fall student headcount enrollment.				
Goal No. 1 Coordination/Planning for Higher Education Objective No. 1 College Readiness and Success Strategy No. 1 College Readiness and Success OP No. 2 Non-Key Number of Student Complaints Processed	Definitions: Total number of student complaints resolved by the College Readiness and Success Division. Data Limitations: None Data Source: Customer Relationship and Feedback Tracking System (CRAFT). Methodology: CRAFT is a computerized system designed to help manage customer contacts and information. Purpose: To help the agency keep track of the number of complaints it's receives on an annual basis in order to improve services to constituents.				NA
Goal No. 1 Coordination/Planning for Higher Education Objective No. 1 College Readiness and Success Strategy No. 2 Student Loan Programs EF No. 1 Non-Key 3 Yr Cohort Default Rate Hinson-Hazlewood State Loan Programs	Definition: Default Rate for the Hinson-Hazlewood State Loan Programs. Data Limitations: All information is maintained in-house on Coordinating Board computers, minimal data limitations. Data Source: Data are obtained from the Coordinating Board's Student Loan Information System. Methodology: Evaluate defaults of loans that have entered repayment in the 36 months prior to the start of the fiscal yr. Ex.: For the FY12 default calculation, include all State				NA

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	<p>Loans that entered into repayment between 09/01/09 (the start of the fiscal year minus 3 years) and 09/01/11 (the start of the fiscal year) and are currently in repayment, delinquent or deferment. The default % is calculated by taking the amount of disbursed loans of those in default (> than 180 days past due) and dividing it by the total disbursed amount.</p> <p>Purpose: This measure provides current performance of the Hinson-Hazlewood College Student Loan Portfolio.</p>				
<p>Goal No. 1 Coordination/Planning for Higher Education Objective No. 1 College Readiness and Success Strategy No. 2 Student Loan Programs EF No. 2 Non-Key 3 Admin Costs of Loan Pgms % Overall Loan Portfolio</p>	<p>Definition: Administrative costs of loan programs as a percentage of overall loan portfolio. Data Limitations: Data is not available until after the end of the fiscal year. Data Source: Loan portfolio size data will be produced from the Higher Education Loan Mgmt. System (HELMS). Expense data will originate from the agency's accounting system for the student loan program strategy. Methodology: Loan portfolio size will comprise of the total outstanding principal, interest and fee balances for active and judgment loans. Expense data will originate from the agency's accounting system for the student loan program strategy Total expenses of the student loan program divided by the total loan</p>				NA

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	portfolio size per the above definition. Purpose: This measure is to measure the efficiency of the utilization of loan funds that are used to administer student loans within the Coordinating Board.				
Goal No. 1 Coordination/Planning for Higher Education Objective No. 1 College Readiness and Success Strategy No. 2 Student Loan Programs OP No. 1 Non-Key Number of Students Receiving Loans	Definition: Number of student loans originated through the Hinson-Hazlewood College Student Loan Program during the fiscal year. Data Limitation: All information is from in-house programs through which loans are processed, so data are highly accurate. Data Source: Information is from the Analysis of Loans Report generated by the Coordinating Board's Student Loan Information System. Methodology: Data are pulled directly from the Analysis of Loans Report generated by the Coordinating Board's Student Loan Information System. Purpose: This measure provides feedback on the Hinson-Hazlewood College Student Loan Program.				NA
Goal No. 1 Coordination/Planning for Higher Education Objective No. 1 College Readiness and Success Strategy No. 2 Student Loan Programs	Definition: Dollar amount of Hinson-Hazlewood College Student Loan Program loans disbursed during the fiscal year. Data Limitations: All information is from in-house programs through				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
OP No. 2 Non-Key Dollar Amount of Loans Made	which loans are processed, so data are highly accurate. Data Source: Information is from the Analysis of Loans Report generated by the Coordinating Board's Student Loan Information System. Methodology: Data are pulled directly from the Analysis of Loans Report generated by the Coordinating Board's Student Loan Information System. Purpose: This measure provides feedback on the Hinson-Hazlewood College Student Loan Program.				
Goal No. 1 Coordination/Planning for Higher Education Objective No. 1 College Readiness and Success Strategy No. 2 Student Loan Programs OP No. 3 Non-Key Operating Expense for Hinson-Hazlewood Loan Program	Definition: Operating Expenses for the Hinson-Hazlewood Loan Program Data Limitations: All information is maintained in-house on Coordinating Board computers, minimal data limitations. Data Source: Data are obtained from the Coordinating Board's Student Loan Information System and the Coordinating Board's Business office. Methodology: Total all operating expenses & other fees (admin, liquidity, rating, etc.) divided by the aggregate student loan principal & interest receivable balance. Purpose: This measure provides the most recent performance on the Hinson-Hazlewood College Student Loan Program.				NA

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Goal No. 1 Coordination/Planning for Higher Education Objective No. 1 College Readiness and Success Strategy No. 2 Student Loan Programs OP No. 4 Key Undergrad Std Loan Debt at 60% 1st Year Wages Grads Tx Pub Inst	Definition: Maintain undergraduate student loan debt at or below 60 percent of first-year wages for graduates of Texas public institutions of higher education. Data Limitations: Wage records are for Texas only and do not include out-of-state. Data Source: Information provided by institutions on the CBM009 and UI Wage records provided by the Texas Workforce Commission. Methodology: Individual student debt to first year wage % is calculated by dividing the amount of each student's debt at time of rcvd an applicable degree by the amt of that student's 1st yr. wages rptd for the yr. following grad. Each individual % is based on the highest degree earned by that student. Statewide undergrad student debt to first-yr wages % is calc by taking the median of all individual student %s across all TX public institutions of higher ed. Only grad with available UI wage data are included. Purpose: See definition.				NA
Goal No. 1 Coordination/Planning for Higher Education Objective No. 1 College Readiness and Success Strategy No. 4 Academic Quality and Workforce OP No. 1 Non-Key # Pub Institute Higher Ed Pgm. Reviews Processed	Definition: Number of public institutions of higher education program reviews processed. Data Limitations: None Data Source: Internal records. Methodology: Calculate the total number of program reviews processed in a fiscal year. Purpose: Quantify an aspect of the Academic Quality and Workforce Division's workload.				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Goal No. 1 Coordination/Planning for Higher Education Objective No. 1 College Readiness and Success Strategy No. 4 Academic Quality and Workforce OP No. 2 Non-Key Number of Cert of Authority & Certs of Authorization Reviewed	Definition: Number of Certificates of Authority and Certificates of Authorization reviewed. Data Limitations: None Data Source: Internal Records Methodology: Calculate the total number of Certificates of Authority and Certificates of Authorization reviewed in a fiscal year. Purpose: Quantify an aspect of the Academic Quality and Workforce Division's workload. Ensure the quality of private schools in Texas and institutions headquartered outside of Texas operating in Texas.				NA
Goal No. 1 Coordination/Planning for Higher Education Objective No. 1 College Readiness and Success Strategy No. 4 Academic Quality and Workforce OP No. 3 Non-Key Number of Sara Applications Processed	Definition: Number of SARA (State Authorization Reciprocity Agreement) applications processed. Data Limitations: None Data Source: Internal Records Methodology: Calculate the total number of SARA applications processed in a fiscal year. Purpose: Quantify an aspect of the Academic Quality and Workforce Division's workload. Ensure the integrity and quality of distance education (on-line) programs offered by SARA member institutions.				NA
Goal No. 1 Coordination/Planning for Higher Education Objective No. 1 College Readiness and Success	Definition: The number of reviews conducted during the fiscal year of existing and proposed academic programs, health-related degree programs, and proposed				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Strategy No. 4 Academic Quality and Workforce OP No. 4 Non-Key # of Public Univ Pgms, Health-Related Pgms and Admin. Changes Reviewed	<p>administrative changes at public universities and health-related institutions, including regular performance reviews, reviews of proposed new programs and administrative changes, and reviews of programs slated to be phased out.</p> <p>Data Limitations: Although the Coordinating Board reviews all programs within a four-year cycle (review of mission statements and Table of Programs), the number reviewed per year will fluctuate based on the number of requests from institutions for administrative changes and new programs during the fiscal year, yearly review of low-producing programs that do not meet minimum graduate requirements, and review of all new doctoral programs for the first five years following the implementation of the new degree program. The Coordinating Board also periodically conducts large-scale reviews of certain categories of degree programs (e.g., doctoral programs), which will abnormally raise the reported figure for the reporting period in which the large-scale review is completed.</p> <p>Data Source: The data for existing programs are derived from the program inventory database and data reported by institutions on their CBM-009 graduate reports. Data on proposed programs and administrative changes come from a database that tracks proposal receipts, details, and completions.</p>				

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	<p>Methodology: Academic degree programs” includes all programs identified in the Coordinating Board university program inventory as “majors.” BA/BS, MA/MS, and PhD/EdD degree program groups in the same discipline are considered to be a single “degree program” at the respective level. Degree programs identified as “being phased out” are not included. “Joint” or “federated” programs are included for each institution granting the degrees. Only proposal reviews which are completed during the reporting period are reported for that period.</p> <p>Purpose: The Coordinating Board is required by statute to review all programs every four years. Reviews of existing programs consist of quantitative and qualitative analyses based on degree productivity and other factors. The reviews cause institutions to focus on student demand for programs and on the efficiency and effectiveness of programs. Reviews may result in the phase-out, consolidation, or improvement of existing degree programs.</p>				
<p>Goal No. 1 Coordination/Planning for Higher Education</p> <p>Objective No. 1 College Readiness and Success</p> <p>Strategy No. 4 Academic Quality and Workforce</p>	<p>Definition: Number of reviews of proposed programs and revisions to existing programs at institutions granting associate degrees and certificates, including community, technical, and state colleges; career colleges/schools; and universities during the fiscal year.</p>				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
OP No. 5 Non-Key # of Career School and College and Public 2-Year College Pgms Reviewed	<p>Data Limitations: The number of reviews conducted during any particular reporting period will vary depending on the number of requests received from institutions for new programs or revisions to existing programs.</p> <p>(Note on Desired Performance: The number reviewed per year fluctuates based on the number of requests from institutions for new programs and/or revisions to existing programs during the fiscal year. With streamlining of new program approval and revisions of existing programs, the number of requests should decrease over time. The desired performance is the actual number of requests received.)</p> <p>Data Source: The Coordinating Board compiles and maintains a database containing the number of reviews conducted.</p> <p>Methodology: This measure is calculated by summing the number of requests for program approval and revision during a reporting period. "Technical programs" includes all technical programs identified in the Coordinating Board's current workforce/education/technical program inventory. Only the reviews that are completed during the reporting period are reported for that period.</p> <p>Purpose: Reviews for approval of new programs and for revisions to existing programs consist of evaluating quantitative and qualitative measures of program</p>				

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	<p>quality based on productivity, need (including statewide distribution), adequacy, and cost effectiveness. Revisions to existing programs may be required due to labor market changes or technological advances. New programs are developed by the institutions in response to the labor market and needs of business and industry.</p>				
<p>Goal No. 1 Coordination/Planning for Higher Education Objective No. 1 College Readiness and Success Strategy No. 4 Academic Quality and Workforce OP No. 6 Non-Key Dollars of Fed Obligations - R&D In Sci and Engineering (in Millions)</p>	<p>Definition: Dollar value of federal obligations for research and development in science and engineering to Texas universities and health-related institutions (in millions). Data Limitations: Data are reported by 21 federal agencies. Not all federal agencies report their obligations to the National Science Foundation. The data reflect federal support given to the institutions and not expenditures. The data are reported according to the federal fiscal year: October 1-September 30. Support to private institutions is included. The data are generally available by July of the second year following the fiscal year being reported. Data Source: Federal agencies report their obligations for science and engineering support at higher education institutions to the National Science Foundation. The data are available from the National Science Foundation's web site (WebCASPAR). Methodology: Data reported for Texas higher education institutions</p>				<p>NA</p>

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	are aggregated. The actual value reported here is for two years prior to the current year. Purpose: This measure provides an indication of the institutions' progress towards the fourth goal, Closing the Gaps in Research: By 2015, increase the level of federal science and engineering research and development obligations to Texas institutions to 6.5 percent of obligations to higher education institutions across the nation, from 5.5 percent in FY2000.				
Goal No. 1 Coordination/Planning for Higher Education Objective No. 1 College Readiness and Success Strategy No. 4 Academic Quality and Workforce OP No. 7 Non-Key Additional Dollars Resulting from NHARP Funding (in Millions)	Definition: Total additional funding as a result of Norman Hackerman Advanced Research Program grants, as reported by grantees on grants completed during the previous fiscal year. The number reported denotes millions. Data Limitations: Data are reported by the institutions. (Note on Desired Performance: This measure is dependent upon external factors.) Data Source: Grantees provide data to the institutions on grants completed during the previous year. Data are reported to the Coordinating Board by the institutions on final reports for each research project. The collected data are compiled and maintained by the Coordinating Board. Methodology: Data reported to the Coordinating Board by each institution are aggregated. Because of the grant funding cycle, this				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	measure is reported only in odd fiscal years. Purpose: This measure provides feedback on the state-funded Norman Hackerman Advanced Research Program (NHARP) by indicating some of the leveraging of other sources of support for research developed under these programs.				
Goal No. 1 Coordination/Planning for Higher Education Objective No. 1 College Readiness and Success Strategy No. 4 Academic Quality and Workforce OP No. 8 Non-Key \$ Amt of Research Expenditures at Tx Public Institutions (in Millions)	Definition: Total expenditures for the conduct of research and development at public higher education institutions for most recently completed state fiscal year (in millions). Data Limitations: Data are reported by institutions. (Note on Desired Performance: The amount of research expenditures reported by the institutions is dependent upon external factors, including federal grant programs and availability of private funds for research.) Data Source: Data reported by the institutions are compiled and maintained by the Coordinating Board. The information is published in the Coordinating Board's annual report titled "Research Expenditures." Methodology: Total expenditures for the conduct of research and development reported by each institution for the previous state fiscal year are aggregated. Purpose: This measure provides an indication of research activities				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	for the public higher education institutions in the state.				
Goal No. 2 Agency Operations Objective No. 1 Agency Operations Strategy No. 1 Central Administration OP No. 1 Non-Key # of Requests from Legislators, Media, IHEs, Students & General Public	Definition: Number of requests from legislators, media, IHE's, students and the public. Data Limitations: None Data Source: Customer Relationship and Feedback Tracking System (CRAFT) Methodology: CRAFT is a computerized system designed to help manage customer contacts and information. Purpose: To help the agency keep track of the number of data and information requests it receives on an annual basis in order to improve services to constituents.				NA
Goal No. 2 Agency Operations Objective No. 1 Agency Operations Strategy No. 1 Central Administration OP No. 2 Non-Key Response Time to Requests for Information	Definition: Time (in days) to respond to requests for data and information. Data Limitations: None Data Source: Customer Relationship and Feedback Tracking System (CRAFT). Methodology: CRAFT is a computerized system designed to help manage customer contact and information. Purpose: To help the agency keep track of the time (in days) it takes to respond to requests for data and information it receives in order to assess the agency's effectiveness in serving its key customers.				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Goal No. 3 Affordability and Debt Objective No. 1 Provide Programs Which Make Financial Assistance Available to Students Strategy No. 1 Towards Excellence, Access and Success Grant Program OP No. 1 Key Number of Students Receiving Texas Grants	Definition: Total number of students receiving TEXAS Grant Program awards through public institutions during the fiscal year. Data Limitations: All reports are prepared by the institutions and certified by the Directors of Student Financial Aid. (Note on Desired Performance: The target is an estimate based on historic funding and award patterns. Annual fluctuations can be caused by changes in funding from the state and changes in the enrollment patterns of students who receive awards. Larger awards will go to fewer students if they enroll on a full-time basis. Smaller awards will go to more students if they enroll only on a 3/4 basis. Under the first scenario, performance will be below target; under the second scenario, performance will be above target.) Data Source: Information is obtained from periodic reports prepared by institutions. Methodology: Sum the data from periodic reports prepared by institutions. Purpose: This measure provides feedback on the TEXAS Grant Program.				NA
Goal No. 3 Affordability and Debt Objective No. 1 Provide Programs Which Make Financial Assistance Available to Students Strategy No. 1 Towards Excellence, Access and Success Grant Program	Definition: Percentage of TEXAS Grant recipients who entered Texas public institutions of higher education in the fall term four years ago as first -time, full-time undergraduates who have received baccalaureate degrees from Texas				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
OP No. 2 Key % Texas Grant Recipients with BA within Four Academic Years	<p>public and independent institutions of higher education since that date.</p> <p>Data Limitations: Enrollment data are reported to the Coordinating Board by the institutions and do not include students who transfer to an out-of-state institution or who were enrolled less than full-time when they first entered college. Reports on TEXAS Grant recipients are certified by the Directors of Student Financial Aid. Enrollment data are captured in the fall semester, so TEXAS Grant recipients who enroll for the first time in the spring semester will not be included in this measure.</p> <p>Data Source: Enrollment data are reported by the public and independent institutions and compiled by the Educational Data Center (Graduation Rates Report). Reports on TEXAS Grant recipients are submitted by institutional Offices of Student Financial Aid.</p> <p>Methodology: Track incoming TEXAS Grant recipients who were first-time, full-time summer/fall entering undergraduates for four years. Take the number of them that graduate from a Texas institution of higher education during the four-year period and divide by the total number of TEXAS Grant recipients in that cohort.</p> <p>Purpose: This measure provides an indication of the effectiveness of the TEXAS Grant Program in retaining and graduating students.</p>				

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
<p>Goal No. 3 Affordability and Debt</p> <p>Objective No. 1 Provide Programs Which Make Financial Assistance Available to Students</p> <p>Strategy No. 1 Towards Excellence, Access and Success Grant Program</p> <p>OP No. 3 Key % Texas Grant Recipients with BA within Six Academic Years</p>	<p>Definition: Percentage of TEXAS Grant recipients who entered Texas public institutions of higher education in the fall term six years ago as first -time, full-time undergraduates who have received a baccalaureate degree from a Texas public or independent institution of higher education since that date.</p> <p>Data Limitations: Enrollment data are reported to the Coordinating Board by the institutions and do not include students who transfer to an out-of-state institution or who were enrolled less than full-time when they first entered college. Reports on TEXAS Grant recipients are certified by the Directors of Student Financial Aid. Enrollment data are captured in the fall semester, so TEXAS Grant recipients who enroll for the first time in the spring semester will not be included in this measure.</p> <p>Data Source: Enrollment data are reported by the public and independent institutions and compiled by the Educational Data Center (Graduation Rates Report). Reports on TEXAS Grant recipients are submitted by institutional Offices of Student Financial Aid.</p> <p>Methodology: Track incoming TEXAS Grant recipients who were first-time, full-time summer/fall entering undergraduates for six years. Take the number of them that graduate during that six-year period from a Texas institution of higher education and divide by the</p>				NA

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
	total number of TEXAS Grant recipients in that cohort. Purpose: This measure provides an indication of the effectiveness of the TEXAS Grant Program in retaining and graduating students.				
Goal No. 3 Affordability and Debt Objective No. 1 Provide Programs Which Make Financial Assistance Available to Students Strategy No. 1 Towards Excellence, Access and Success Grant Program OP No. 4 Non-Key Persistence Rate TEXAS Grant Recipients After 1 YR - Public Univ.	Definition: The percentage of TEXAS Grant recipients who received an initial award while enrolled as first-time, full-time undergraduates at a Texas public university the summer/fall term of the previous fiscal year who were also enrolled at a public or independent Texas institution of higher education in the fall semester of the current fiscal year. Data Limitations: Enrollment data are reported to the Coordinating Board by the institutions and do not include students who transfer to an out-of-state institution or students who were enrolled less than full-time when they first entered college. Reports on TEXAS Grant recipients are certified by the Directors of Student Financial Aid. Enrollment data are captured in the fall semester, so TEXAS Grant recipients who enroll for the first time in the spring semester will not be included in this measure. Data Source: Enrollment data are reported by the institutions and compiled by the Educational Data Center (CBM001). Reports on TEXAS Grant recipients are submitted by institutional Offices of Student Financial Aid.				NA

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	<p>Methodology: The number of TEXAS Grant recipients who received initial awards at a Texas public university in the summer/fall term of the previous fiscal year is divided into the number of such students who were also enrolled at a Texas public or independent institution of higher education in the fall semester of the current fiscal year.</p> <p>Purpose: This measure provides an indication of the effectiveness of the TEXAS Grant Program in retaining students at public universities after one academic year.</p>				
<p>Goal No. 3 Affordability and Debt</p> <p>Objective No. 1 Provide Programs Which Make Financial Assistance Available to Students</p> <p>Strategy No. 4 Tuition Equalization Grants</p> <p>OP No. 1 Non-Key Number of Students Receiving TEG Awards</p>	<p>Definition: Number of students attending independent colleges in Texas who received grants through the Tuition Equalization Grants Program (TEG) during the fiscal year.</p> <p>Data Limitations: Information is submitted at the end of the year by the institutions participating in the program. We have no reason to question the accuracy of the institutions.</p> <p>(Note: The target is based on historic funding and award patterns. Annual fluctuations can be caused by changes in funding from the state and changes in the awarding philosophy of the institutions which make awards. Colleges may choose to give (1) larger awards to fewer students, or (2) smaller awards to more students. If they choose to exercise</p>				NA

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	<p>the first option, performance will be below the target; if they exercise the second option, performance will be above the target.)</p> <p>Data Source: Data are obtained from the year-end reports submitted to the Coordinating Board by the institutions.</p> <p>Methodology: Compile information from TEG year-end reports submitted by the institutions.</p> <p>Purpose: This measure provides feedback on the Tuition Equalization Grants (TEG) Program.</p>				
<p>Goal No. 3 Affordability and Debt</p> <p>Objective No. 1 Provide Programs Which Make Financial Assistance Available to Students</p> <p>Strategy No. 4 Tuition Equalization Grants</p> <p>OP No. 2 Non-Key Persistence Rate of TEG Recipients after One Academic Year</p>	<p>Definition: The percentage of Tuition Equalization Grants (TEG) recipients who were first-time, full-time undergraduates at an independent institution of higher education in Texas in the fall semester of the previous fiscal year and who were also enrolled at a public or independent institution of higher education in Texas in the fall semester of the current fiscal year.</p> <p>Data Limitations: Enrollment data do not include students who transfer to an out-of-state institution or who enrolled less than full-time when they first entered college. Enrollment data are captured in the fall semester, so TEG recipients who enroll for the first time in the spring semester will not be included in this measure.</p> <p>Data Source: Enrollment data are from the CBM enrollment reports submitted to the Coordinating Board by public and independent</p>				NA

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	<p>institutions. TEG recipients are identified from year-end reports submitted to the Coordinating Board by institutions.</p> <p>Methodology: The number of TEG recipients enrolled as first-time, full-time undergraduates in the previous fall term, divided into the number of such students who are enrolled in Texas public and independent institutions of higher education in the fall term of the current year, expressed as a percentage.</p> <p>Purpose: This measure provides feedback on the effect of state funding of the Tuition Equalization Grants (TEG) Program.</p>				
<p>Goal No. 3 Affordability and Debt</p> <p>Objective No. 1 Provide Programs Which Make Financial Assistance Available to Students</p> <p>Strategy No. 4 Tuition Equalization Grants</p> <p>OP No. 3 Non-Key % TEG Recipients with Baccalaureate within Six Academic Years</p>	<p>Definition: Percentage of Tuition Equalization Grants (TEG) recipients who entered independent institutions of higher education in Texas during the fall term six years ago as first-time, full-time undergraduates who have received a baccalaureate degree from institutions of higher education in Texas since that date. (TEG awards are only available to students attending independent institutions of higher education in Texas.)</p> <p>Data Limitations: Enrollment data do not include students who transfer to out-of-state institutions or who enrolled on less than a full-time basis when they first entered college. Enrollment data are captured in the fall semester, so TEG recipients who enroll for the</p>				<p>NA</p>

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	<p>first time in the spring semester will not be included in this measure.</p> <p>Data Source: Enrollment data are from the CBM enrollment reports submitted to the Coordinating Board by public and independent institutions. TEG recipients are identified from year-end reports submitted to the Coordinating Board by institutions.</p> <p>Methodology: Track TEG recipients who are first-time, full-time fall term entering undergraduates for six years. Take the number that graduate from a public or independent institution of higher education in Texas during the six-year period and divide by the total cohort.</p> <p>Purpose: This measure provides an indication of the effectiveness of the Tuition Equalization Grants (TEG) Program in retaining and graduating students.</p>				
<p>Goal No. 3 Affordability and Debt</p> <p>Objective No. 1 Provide Programs Which Make Financial Assistance Available to Students</p> <p>Strategy No. 4 Tuition Equalization Grants</p> <p>OP No. 4 Key % TEG Recipients Who are Minority Students</p>	<p>Definition: Percentage of Tuition Equalization Grants (TEG) recipients enrolled in independent institutions of higher education in Texas during the prior fiscal year who are African-American, Hispanic, Asian-American, or Native American (excluding internationals). (TEG awards are only available to students attending independent institutions of higher education in Texas.)</p> <p>Data Limitations: N/A</p> <p>Data Source: Enrollment data are provided through the CBM enrollment reports submitted to the</p>				NA

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	<p>Coordinating Board by the institutions. TEG recipients are identified from year-end reports submitted to the Coordinating Board by institutions.</p> <p>Methodology: Take the number of Tuition Equalization Grants (TEG) recipients during the prior fiscal year who are African-American, Hispanic, Asian-American, or Native American (excluding internationals) and divide it by the total number of Tuition Equalization Grants (TEG) recipients enrolled (excluding internationals) during the same time period.</p> <p>Purpose: This measure provides feedback on the Tuition Equalization Grants (TEG) Program. More detailed information is available in the Coordinating Board's Financial Aid Database Report which includes a table that indicates the percentage of each ethnic group at each TEG institution that receives TEG awards.</p>				
<p>Goal No. 3 Affordability and Debt</p> <p>Objective No. 1 Provide Programs Which Make Financial Assistance Available to Students</p> <p>Strategy No. 4 Tuition Equalization Grants</p> <p>OP No. 5 Key % TEG Recipients who Earn BA within Four Academic Years</p>	<p>Definition: Percentage of Tuition Equalization Grants (TEG) recipients who entered independent institutions of higher education in Texas during the fall term four years ago as first-time, full-time undergraduates who have received baccalaureate degrees from public or independent institutions of higher education in Texas since that date. (TEG awards are only available to students attending independent</p>				NA

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	<p>institutions of higher education in Texas.)</p> <p>Data Limitations: Enrollment data do not include students who transfer to an out-of-state institution or who were enrolled less than full-time when they first entered college. Enrollment data are captured in the fall semester, so TEG recipients who enroll for the first time in the spring semester will not be included in this measure.</p> <p>Data Source: Enrollment data are from CBM enrollment reports submitted to the Coordinating Board by public and independent institutions. TEG recipients are identified from year-end reports submitted to the Coordinating Board by institutions.</p> <p>Methodology: Track incoming TEG recipients who were first-time, full-time fall entering undergraduates for four years. Take the number that graduate from a public or independent institution of higher education in Texas during that four-year period and divide by the total cohort.</p> <p>Purpose: This measure provides an indication of the effectiveness of the Tuition Equalization Grants (TEG) Program in retaining and graduating students.</p>				
Goal No. 3 Affordability and Debt Objective No. 1 Provide Programs Which Make Financial Assistance Available to Students	Definition: Percentage of Texas Educational Opportunity Grant recipients who entered Texas public community colleges in the fall term three years ago as first-time, full-time				NA

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<p>Strategy No. 5 Texas Educational Opportunity Grants Public Community Colleges</p> <p>OP No. 1 Key % Teog Recip Tx Pub Cc Fall with Assoc. Transferred to 4 Yr Coll.</p>	<p>undergraduates who then received Associate's Degrees or Certifications, or who transferred to a 4-year college or university after 30 semester credit hours, since that date.</p> <p>Data Limitations: Enrollment data are reported to the Coordinating Board by the institutions and do not include students who transfer to an out-of-state institution or who were enrolled less than full-time when they first entered college. Reports on Texas Educational Opportunity Grant recipients are certified by the Directors of Student Financial Aid. Enrollment data are captured in the fall semester, so recipients who enroll for the first time in the spring semester will not be included in this measure.</p> <p>Data Source: Enrollment data are reported by the public and independent institutions and compiled by the Educational Data Center (Graduation Rates Report). Reports on Texas Educational Opportunity Grant recipients are submitted by institutional Offices of Student Financial Aid.</p> <p>Methodology: Track incoming Texas Educational Opportunity Grant recipients who were first-time, full-time fall entering undergraduates for three years. Take the number of them that complete an Associate's degree or Certificate from a Texas institution of higher education during the three-year period, or who transferred to a 4-year college after</p>				

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	completing at least 30 credit hours, and divide by the total number of Texas Educational Opportunity Grant recipients in that cohort. Purpose: This measure provides an indication of the effectiveness of the Texas Educational Opportunity Grant Program in retaining and graduating students.				
Goal No. 4 College Readiness and Success Objective No. 1 College Readiness and Success Strategy No. 1 Advise TX College Advising Corps EF No. 1 Non-Key Number of High Schools Served	Definition: Number of high schools served. Data Limitations: None Data Source: A senior file will be obtained from the Texas Education Agency each year so that Texas public high schools with seniors submitting FAFSAs can be identified in the FAFSA data THECB receives from the U.S. Dept. of Education, Federal Student Aid office, via a specific data use agreement. Methodology: A unique count of Texas public high schools with seniors submitting FAFSAs will be obtained each year from the files used to calculate the D Output 1 measure. Purpose: This measure will monitor the extent to which high schools across the state are encouraging students to submit applications for Federal Student Aid, which potentially enables an increase in the number of students statewide who can afford to attend college.				NA
					NA

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<p>Goal No. 4 College Readiness and Success</p> <p>Objective No. 1 College Readiness and Success</p> <p>Strategy No. 1 Advise TX College Advising Corps</p> <p>OP No. 1 Non-Key Percent Increase in <u>FAFSA</u> Applications</p>	<p>Definition: Percent change in FAFSA applications.</p> <p>Data Limitations: Applications submitted for federal student aid mirror factors that affect the extent to which Texas public high school seniors enroll in college (e.g., labor market, local economies, etc.). Not all seniors submitting FAFSAs qualify for aid, which relates to overall financial need across the state.</p> <p>Data Source: A senior file will be obtained from the Texas Education Agency each year so that Texas public school seniors submitting FAFSAs can be identified in the FAFSA application data THECB receives from the U.S. Department of Education, Federal Student Aid office, via a specific data use agreement.</p> <p>Methodology: The percentage of FAFSAs submitted by Texas public high school seniors will be calculated as follows: The current year of FAFSA submissions minus the previous year of FAFSA submissions divided by the previous year of FAFSA submissions times 100.</p> <p>Purpose: This measure will monitor the extent to which the percentage of Texas public high school seniors are submitting applications for Federal Student Aid is increasing, which potentially leads to an increase in the number of high school seniors who can afford to attend college.</p>				NA

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Goal No. 5 Industry Workforce Objective No. 1 Industry Workforce Strategy No. 5 Centers for Teacher Education OP No. 1 Non-Key # Candidates Admitted to Educator Prep Programs at TADC Institutions	BL 2018 Definition BL 2018 Data Limitations BL 2018 Data Source BL 2018 Methodology BL 2018 Purpose				NA
Goal No. 5 Industry Workforce Objective No. 1 Industry Workforce Strategy No. 5 Centers for Teacher Education OP No. 2 Non-Key # Candidates Recommended for Certification by TADC Educator Prep Pgms.	BL 2018 Definition BL 2018 Data Limitations BL 2018 Data Source BL 2018 Methodology BL 2018 Purpose				NA
Goal No. 6 Industry Workforce-Health Related Objective No. 1 Industry Workforce-Health Related Strategy No. 1 Family Practice Residency Program OP No. 1 Key Number of FPRP Residents Supported	Definition: Number of residents supported by the Family Practice Residency Program (FPRP) during the fiscal year. Data Limitations: The Coordinating Board regularly audits the directors' reports for accuracy. Data Source: Residency program directors certify to the Coordinating Board each September the number of FPRP full-time equivalent (FTE) residents in training. Methodology: This measure is a headcount of the total number of residents supported by the Family Practice Residency Program during the fiscal year. Purpose: This measure provides feedback on the Family Practice Residency Program and serves as an evaluative indicator of the program's success.				NA

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Goal No. 6 Industry Workforce-Health Related Objective No. 1 Industry Workforce-Health Related Strategy No. 1 Family Practice Residency Program OP No. 2 Key Average Funding Per FPRP Resident	Definition: Total trusteeed appropriation for the Family Practice Residency Program (excluding the support programs) during the fiscal year divided by the number of residents supported. Data Limitations: The Coordinating Board regularly audits the directors' reports for accuracy. Data Source: Residency program directors certify to the Coordinating Board each September the number of FPRP full-time equivalent (FTE) residents in training. This information is the basis for allocation of funds. Methodology: Take the total number of residents during the fiscal year and divide by the total appropriated amount (excluding the support programs) for the fiscal year. This measure provides feedback on the Family Practice Residency Program and serves as an evaluative indicator of the program's success. Purpose:				NA
Goal No. 6 Industry Workforce-Health Related Objective No. 1 Industry Workforce-Health Related Strategy No. 3 Graduate Medical Education Expansion OP No. 1 Non-Key # New 1st YR Residency Positions Est/Maint Since <u>GME</u> Expansion	Definition: Number of new first-year residency positions established and maintained since GME expansion efforts began in Fiscal Year 2014 for Fiscal Years 2018 and 2019. Data Limitations: Medical school graduates are limited to only those who graduate from a Texas Medical School. Texas medical residents are limited to programs affiliated with a TX Med School.	GME in caps			NA

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	<p>Data Source: Coordinating Board CBM00R (Resident Report), national accrediting agency data through Accreditation Council on Graduate Medical Education and American Osteopathic Association, and GME Expansion Reports.</p> <p>Methodology: Number of residency positions funded through the GME Expansion Grants.</p> <p>Purpose: Support the goal of reaching 1.1 to 1 ratio of first year residency positions to Texas medical school graduates.</p>				
<p>Goal No. 6 Industry Workforce-Health Related</p> <p>Objective No. 1 Industry Workforce-Health Related</p> <p>Strategy No. 8 Physician Education Loan Repayment Program</p> <p>OP No. 1 Non-Key Number of Physicians Receiving PELRP Payment (Including Federal Match)</p>	<p>Definition: Number of physicians currently receiving loan repayment assistance for working for the Texas Department of State Health Services, the Texas Department of Aging and Disability Services, the Texas Department of Criminal Justice, the Texas Youth Commission, or in a health professional shortage area (HPSA).</p> <p>Data Limitations: N/A</p> <p>(Note on Desired Performance: Performance will vary and is dependent on the amount of funding provided and the number of applications received from physicians.)</p> <p>Data Source: Data are obtained from a database maintained by the Coordinating Board.</p> <p>Methodology: Sum the number of awards made to physicians through the program for the current award year.</p> <p>Purpose: This measure provides feedback on the Physician</p>				NA

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	Education Loan Repayment Program.				
					NA
Goal No. 6 Industry Workforce-Health Related Objective No. 1 Industry Workforce-Health Related Strategy No. 8 Physician Education Loan Repayment Program OP No. 2 Non-Key % <u>PELRP</u> Recipient Who Continue Practice in Area Where <u>PELRP</u> Received	Definition: Percentage of Physician Education Loan Repayment Program recipients who continued to practice in a Health Professional Shortage Area after having completed four years of eligible service through the PELRP. Data Limitations: Employment data is self-reported, either through the Texas Medical Board or through surveys conducted by THECB Data Source: See data limitations. Methodology: Track Physician Education Loan Repayment Program recipients whose fourth year of receiving PELRP funding was within the past three years. Take the number of them that are still employed in the county in which they were employed while receiving PELRP funding, and divide by the total number of PELRP recipients whose fourth year of receiving PELRP funding was within the past three years. Purpose: This measure provides an indication of the effectiveness of the Physician Education Loan Repayment Program in retaining physicians in high need areas after the physician has fully utilized program funding.	PELRP spelled incorrectly			NA

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Goal No. 7 Baylor College of Medicine Objective No. 1 Baylor College of Medicine Strategy No. 1 Baylor College of Medicine - Undergraduate Medical Education OP No. 1 Non-Key Number of Texas Resident BCM Medical Students Funded	Definition: Number of Texas resident undergraduate medical students at Baylor College of Medicine funded by the undergraduate medical education program per Sections 61.091, 61.092, and 61.093 of the Texas Education Code during the fiscal year. Data Limitations: The Coordinating Board is dependent on Baylor College of Medicine to provide enrollment numbers. (Note on Desired Performance: The procedure for determining the number of students to be funded is specified in the enabling legislation and is the actual number of Texas resident undergraduate medical students enrolled at Baylor College of Medicine during the fiscal year.) Data Source: Reported by Baylor College of Medicine to the Coordinating Board. Methodology: This measure is a headcount of the number of Texas resident undergraduate medical students at Baylor College of Medicine funded by the undergraduate medical education program during the fiscal year. Purpose: This measure provides information on the number of Texas resident medical students at Baylor College of Medicine funded by the state.				NA
Goal No. 7 Baylor College of Medicine	Definition: An amount equal to the average annual state tax support per undergraduate medical student				NA

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<p>Objective No. 1 Baylor College of Medicine</p> <p>Strategy No. 1 Baylor College of Medicine - Undergraduate Medical Education</p> <p>OP No. 2 Non-Key Average Amount Per BCM Student</p>	<p>at the established public medical schools (per Section 61.092 of the Texas Education Code), multiplied by the number of bona fide Texas resident undergraduate medical students enrolled at Baylor College of Medicine. The Coordinating Board may never disburse an amount exceeding the amount appropriated by the Texas Legislature for the undergraduate medical education program.</p> <p>Data Limitations: The Coordinating Board is dependent on the institutions to provide cost allocation information related to fringe benefits and infrastructure. (Note on Desired Performance: The procedure for determining the amount to be disbursed is specified in the enabling legislation. The actual amount allocated cannot exceed the trusteeed appropriation and is determined by actual appropriations and actual enrollment of Texas resident undergraduate medical students at Baylor College of Medicine for the fiscal year.)</p> <p>Data Source: General Appropriations Act, Annual Financial Reports, and operating budgets from The University of Texas Medical Branch at Galveston and Southwestern Medical Center at Dallas. Information pertaining to the allocation of costs for fringe benefits and infrastructure is obtained from the institutions. Information pertaining to General Revenue applicable to the Instruction and Operations formula</p>				

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	<p>comes from the Legislative Budget Board work papers.</p> <p>Methodology: The procedure for determining the amount to be disbursed is specified in the enabling legislation, and is an amount equal to the average annual tax support per undergraduate medical student at two public medical schools in The University of Texas System (the Medical Branch at Galveston and Southwestern Medical Center at Dallas) multiplied by the number of Texas resident undergraduate medical students enrolled by Baylor College of Medicine in September of the year of disbursement. The actual amount allocated cannot exceed the trustee appropriation, and is determined by actual appropriations and actual enrollment of Texas residents for the fiscal year.</p> <p>Purpose: This measure provides information on the level of state funding per Texas resident medical student at Baylor College of Medicine.</p>				
<p>Goal No. 9 Trusteed Funds for Research</p> <p>Objective No. 1 Provide Programs to Promote Research at Texas Institutions</p> <p>Strategy No. 1 Norman Hackerman Advanced Research Program</p> <p>OP No. 1 Non-Key # Students Receiving Ed and Exp through NHARP Projects</p>	<p>Definition: Number of postdoctoral, graduate, and undergraduate students who worked on Norman Hackerman Advanced Research Program projects as reported in final technical progress reports. The number includes students who were supported with grant funds as well as students who were supported through other means</p>				NA

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	<p>while they worked on the NHARP research projects.</p> <p>Data Limitations: Data are reported by the institutions. (Note on Desired Performance: This measure is largely dependent upon external factors such as the number of research projects funded during the biennium)</p> <p>Data Source: Grantees provide data to the institutions on grants completed during the previous year. Data are reported to the Coordinating Board by the institutions on final reports for each research project. The collected data are compiled and maintained by the Coordinating Board.</p> <p>Methodology: Data reported to the Coordinating Board by each institution are aggregated. Because of the grant funding cycle, this measure is reported only in odd fiscal years.</p> <p>Purpose: This measure provides feedback on the Norman Hackerman Advanced Research Program (NHARP).</p>				
<p>Goal No. 9 Trusteed Funds for Research</p> <p>Objective No. 1 Provide Programs to Promote Research at Texas Institutions</p> <p>Strategy No. 1 Norman Hackerman Advanced Research Program</p> <p>OP No. 2 Non-Key Number of NHARP Research Projects Funded</p>	<p>Definition: Number of Norman Hackerman Advanced Research Program grant requests funded during the fiscal year. Grants for projects involving multiple institutions are counted as multiple grants.</p> <p>Data Limitations: N/A (Note on Desired Performance: The funding available for this program is a finite amount that is appropriated by the Texas Legislature. External</p>				<p>NA</p>

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	<p>review panels determine the number of projects to be funded with the available funding. Maximum award amounts are used and vary by scientific field.)</p> <p>Data Source: Projects are selected for funding by external review panels. Data on the funded projects are compiled and maintained by the Coordinating Board.</p> <p>Methodology: Data on the number of projects funded are compiled and maintained by the Coordinating Board. Because of the grant funding cycle, this measure is reported only in even fiscal years.</p> <p>Purpose: This measure provides feedback on the Norman Hackerman Advanced Research Program (NHARP). In addition to the program's long-range impact on economic development in Texas, some immediate benefits have been realized. National attention has focused on Texas research. Texas universities have attracted outstanding research scientists and stimulated a new commitment to research by faculty as a whole. Our industrial base is enhanced through cooperative research arrangements, and faculty and students receive training in fields critical to the future of Texas. Institutions receiving grants have successfully generated additional research funds from outside sources far exceeding their NHARP awards.</p>				
					NA

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Texas Higher Education Coordinating Board
Quick Glance at Proposed Budget Goals, Strategies, and Key/Non-Key
Performance Measures for 2020-2021
(See template for details)

Summary:

GOAL A. Coordination/Planning for Higher Ed

Outcome Measures: (Key)

- 1. Percentage of University Students Graduating in Four Years**
% UNIVERSITY STDS GRAD IN 4 YRS
% University Students Graduating in 4 Years
- 2. Percentage of Public Two-year Institution Students Graduating in Three Years**
% PUB 2-YEAR INST STDS GRAD 3 YEARS
% Public 2-Year Institution Students Graduating in 3 Years
- 3. Percentage of University Students graduating within Six Years**
% UNIV STDS GRADUATING IN 6 YEARS
Percentage of University Students Graduating within Six Years
- 4. Number of Economically Disadvantaged Undergraduate Students Completing a Certificate or Degree**
ECON DSDV UNDGRD CERT/DEGREE
Economic Disadv Undergrad Stud Completing Cert or Degree
- 5. Number of Master's degrees, Bachelor's Degrees, Associate's Degrees and Certificates Awarded**
MS., BACH., ASSOC. DEGREES
Masters, Bachelors, Assoc. Degrees and Certificates Awarded
- 6. Percent of Students Who Enter Developmental Education at a Pub Four Year College and Complete a Credential**
% STDS DEVELP ED 4 YR COMPLETE CRED
% Students Enter Develp. Ed at 4 YR. Pub College Complete Credential
- 7. Percent of Students Who Enter Developmental Education at a Public Two Year College and Complete a Credential**
%STDS DEVELP ED 2YR COMPLETE CRED.
% Students Enter Develp. Ed at 2 Yr. Pub College Complete Credential
- 8. Percent of Students Who Enter College Ready at a Four-Year College and Complete a Credential**
% STDS ENTER COLL READY 4 YR COMPL
% Students Enter College Ready at Pub 4 Yr College Complete Credential

9. Percent of Students Who Enter College Ready at a Two-Year College and Complete a Credential

% STDS ENTER COLL READY 2YR COMPL

% Students Enter College Ready at Pub 2 Yr College Complete Credential

10. Percent of Public Bachelor's Degree Graduates Completing with No More than 3 Hours of Their Degree Plan

% PUB BACH DEGREE GRAD @ 3 HRS

% Pub Bachelor's Degree Grads Comp with No More Than 3 Hrs Degree Plan

11. Percent of Public Two-year Institution Students Graduating with No More than 3 Hours of Their Award Plan

% PUB 2YR INSTIT. STD GRD @ 3 HRS

% Pub 2-Yr Institute Students Grad with No More than 3 Hrs Award Plan

Outcome Measures: (Non-Key)

1. Percent Increase in Fall Student Headcount Enrollment

% HEADCOUNT INCREASE

Percent Increase in Fall Student Headcount Enrollment.

2. Percent increase in the completion of undergraduate certificates, associate degrees, bachelor's degrees and master's degrees

% INCR COMP CERT, ASSOC, BACH, MS

% Increase Completion of Cert., Assoc., Bach., & Master's Degree

3. % Underprepared University Students Graduating in 6 Years

% UNDERPREPARED UNIV STDS GRAD 6 YR

% Underprepared University Students Graduating in 6 Years

4. College-level Course Success Rate of Underprepared University Students

SUCCESS RATE OF UNDERPREP UNIV STDS

College-level Course Success Rate of Underprepared University Students

5. Percentage of students who are found working or enrolled in higher education within one year after earning a degree or certificate

% Stud Work Enroll Higher Ed 1 yr.

% Students Working or Enrolled in Higher Ed 1 yr. after Degree or Cert

6. Number of information requests acted upon within 10 work days

REQUESTS ACTED UPON WITHIN 10 DAYS

Requests Acted Upon within 10 work days

7. Texas' Share of Total Fed Funding to High Ed Inst. For R&D in Sci/Eng

TEXAS' SHARE OF FED FUNDING FOR R&D

Texas' Share of Total Fed Funding to High Ed Inst. For R&D in Sci/Eng

8. Percentage increase in research expenditures at Texas public institutions

% INCREASE IN RESEARCH EXPENDITURES

Percentage Increase in Research Expenditures at TX Public Institutions

A.1.1. College Readiness and Success

Output Measures: (Key)

1. Increase in Fall Student Headcount Enrollment

INCREASE IN FALL HEADCOUNT

Increase in Fall Student Headcount Enrollment

Output Measures: (Non-Key)

1. Number of student complaints processed

OF STUDENTS COMPLAINTS PROCESSED

Number of student complaints processed

Explanatory Measures: (Key)

1. Dollars Appropriated for Developmental Education

\$ FOR DEV EDUC

Dollars Appropriated for Developmental Education

Explanatory Measures: (Non-Key)

1. Number of economically disadvantaged undergraduate African American students completing a degree or certificate at Texas public institutions of higher education.

DISADV AFR AMER STDS CMP DEG/CERT

Econ Disadv Afr Amer Stds Cmp Degree/Cert at TX Inst Higher Ed

2. Number of economically disadvantaged undergraduate Hispanic students completing a degree or certificate at Texas public institutions of higher education.

DISADV HISPANIC STDS CMP DEG/CERT

Econ Disadv Hispanic Stds Cmp Degree/Cert TX Inst Higher Ed

3. Number of economically disadvantaged undergraduate Asian students completing a degree or certificate at Texas public institutions of higher education.

DISADV ASIAN STD CMP DEG/CERT

Econ Disadv Asian Stds Cmp Degree/Cert TX Inst Higher Ed

4. Number of economically disadvantaged undergraduate White students completing a degree or certificate at Texas public institutions of higher education.

DISADV WHITE STDS CMP DEG/CERT

Econ Disadv White Stds Cmp Degree/Cert TX Inst Higher Ed

5. Number of economically disadvantaged undergraduate Other students completing a degree or certificate at Texas public institutions of higher education.

DISADV OTHER STDS CMP DEG/CERT

Econ Disadv Other Stds Cmp Degree/Cert TX Inst Higher Ed

A.1.2. Student Loan Programs

Output Measure: (Key)

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

UNDERGRAD STD LOAN 60% 1ST YR

Undergrad Std Loan Debt at 60 % 1st yr Wages Grads TX Pub Inst

Output Measures: (Non-Key)

- 1. Number of students receiving loans**

STUDENTS RECEIVING LOANS

Number of Students Receiving Loans

- 2. Dollar amount of loans made**

\$ AMOUNT OF LOANS MADE

Dollar Amount of Loans Made

- 3. Operating Expense for Hinson-Hazlewood Loan Program**

OPERATING EXPENSE FOR LOAN PROGRAMS

Operating Expense for Hinson-Hazlewood Loan Program

Efficiency Measures: (Non-Key)

- 1. 3 YR. Cohort Default Rate Hinson-Hazlewood State Loan Program**

3 YR DEFAULT RATE HINSON-HAZLEWOOD

3 YR Cohort Default Rate Hinson-Hazlewood State Loan Program

- 2. Administrative costs of loan programs as a percentage of overall loan program**

ADMIN COSTS LOAN PGM % LOAN PORT

Admin Costs of Loan Pgms % Overall Loan Portfolio

A.1.3. Financial Aid Services

A.1.4. Academic Quality and Workforce

Output Measures: (Non-Key)

- 1. Number of Public Institutions of Higher Education Program Reviews Processed**

PUB INS HIGHER ED REQUESTS PROC

Pub Institute Higher Ed Pgm. Reviews Processed

- 2. Number of Certificates of Authority and Certificates of Authorization Reviewed**

OF CERT AUTHORITY/AUTHORIZE RVW

Number of Cert of Authority & Certs of Authorization Reviewed

3. Number of SARA (State Authorization Reciprocity Agreement) applications processed

of SARA Applications Processed

Number of Sara Applications Processed

4. # of Public Univ. Pgms. Health-Related Pgms. And Admin Changes Reviewed

DEGREE PROGRAMS/CHANGES

of Public Univ Pgms, Health-Related Pgms and Admin Changes Reviewed

5. Number of Career Schools and College and Public 2-Year College Pgms Reviewed

CAREER/2-YEAR PROGRAMS REVIEWED

of Career School and College and Public 2-Year College Pgms Reviewed

6. Dollars of Fed Obligations – R&D in Sci and Engineering

\$ FED FUNDS SCI/ENG R&D

Dollars of Fed Obligations – R&D In Sci and Engineering

7. \$ Amt of Research Expenditures at TX Public Institutions

DOLLAR AMT RESERCH EXPEND

\$ Amt of Research Expenditures at TX Public Institutions

A.1.5. Strategic Planning and Funding

Efficiency Measures: (Non-Key)

1. Number of hits on Texas higher education data websites

Hits TX Higher Ed Data Websites

Number of hits on Texas higher education data websites

A.1.6. Innovation and Policy Development

A.1.7. Oversight For-Profit Institutions

A.1.8. Fields of Study

GOAL B. Agency Operations

B.1.1. Central Administration

Output Measures: (Non-Key)

1. Number of requests from legislators, media, IHEs, students and the public

NUMBER OF REQUESTS FOR INFORMATION

Of Requests from Legislators, Media, IHE's, Students & General Public

2. Response Time to Requests for Information

RESPONDE TIME TO REQUESTS FOR INFO

Response time to Requests for Information

B.1.2. Information Resources

B.1.3. Facilities Support

B.1.4. Compliance Monitoring (NEW)

GOAL C. Affordability and Debt

Outcome Measure: (Key)

1. % Students Rec. FA Employed through Texas College Work Study Program

% STDS REC FA EMPLOYED WORK STUDY

% Students Rec. FA Employed through Texas College Work Study Program

Outcome Measure: (Non-Key)

1. % Independent College Students Receiving Tuition Equalization Grant

% STUDENTS RECEIVING TEG

% Independent College Students Receiving Tuition Equalization Grant

2. % Teach for Texas Loan Repay Program recip. Teach 3 Years

% TEACH FOR TEXAS RECIP TEACH 3 YRS

% Teach for Texas Loan Repay Prog. Recip. Teach 3 Years

C.1.1. TEXAS Grant Program

Output Measure: (Key)

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

% TEXAS RECIPS W/BA IN 4 YEARS

% Texas Grant Recipients with BA within Four Academic Years

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

% TEXAS RECIPS W/BA IN 6 YEARS

% Texas Grant Recipients with BA within Six Academic Years

Output Measures: (Key)

1. Number of students receiving TEXAS Grants

STUDENTS RECEIVING TX GRANTS

Number of Students Receiving Texas Grants

Output Measures: (Non-Key)

2. Persistence rate of TEXAS Grant recipients after 1 year at a Public University

PERSIST TX GRANT RECIPS – PUB UNIVS

Persistence Rate TEXAS Grant Recipients After 1 YR – Public Univ

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

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

C.1.4. Tuition Equalization Grants

Output Measure: (Key)

1. % TEG Recipients Who are Minority Students

% MINORITY TEG RECIPIENTS

% TEG Recipients Who are Minority Students

2. % TEG Recipients Who Earn BA within Four Academic Years

% TEG RECIPIENTS W/BA IN 4 YEARS

% TEG Recipients Who Earn BA within Four Academic Years

Output Measures: (Non-Key)

1. Number of students receiving TEG awards

STUDENTS RECEIVING TEG AWARDS

Number of Students Receiving TEG Awards

2. Persistence Rate of TEG recipients after 1 Academic Year

PERSISTENCE TEG AFTER 1 ACADEMIC YEAR

Persistence Rate of TEG Recipients after One Academic Year

3. % TEG Recipients with Baccalaureate within Six Academic Years

% TEG W/BA DEGREE W/IN SIX ACAD YRS

% TEG Recipients with Baccalaureate within Six Academic Years

C.1.5. TEOG-Public Community Colleges

Texas Educational Opportunity Grant-Public Community Colleges

Output Measure: (Key)

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

% TX PUB CC ASSOC TRNS 4 YR COLL

% TEOG Recip TX Pub CC Fall with Assoc. Transferred to 4 YR Coll.

C.1.6. TEOG-Public State/Technical College

Texas Educational Opportunity Grant-Public State/Technical Colleges

Output Measure: (Key)

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

% TX Pub ST/Tech Fall Trns 4yr Coll

% TEOG Recip TX State/Tech Fall with Assoc. Transferred to 4yr Coll.

C.1.7. College Work Study Program

C.1.8. License Plate Scholarships

C.1.9. Educational Aide Program

C.1.10. Top 10 Percent Scholarships

C.1.11. TX Armed Services Scholarship PGM

C.1.12. Open Educational Resources (NEW)

GOAL D. College Readiness and Success

D.1.1. Advise TX

Output Measure: (Non-Key)

- 1. Percent change in FAFSA Applications**

% INCREASE IN FAFSA APPLICATIONS

Percent change in FAFSA Applications

Efficiency Measure: (Non-Key)

- 1. Number of high schools served**

NUMBER OF HIGH SCHOOL SERVED

Number of High Schools Served

D.1.2. Developmental Education Program

D.1.3. Student Completion Models (NEW)

D.1.4. GENTX and P-16 Prof Development (NEW)

D.1.5. GRADTX (NEW)

D.1.6. Texas Regional Alignment Networks (NEW)

GOAL E. Industry Workforce

Outcome Measures: (Key)

1. Pass Rate Stat Cert Exam Comp to Stds Enrolled Pub Inst Higher Ed

PASS RATE CERT EXAM COMPARE

Pass Rate Stat cert Exam Comp to Stds Enrolled Pub Inst Higher Ed

E.1.1. Career/Technical Education Programs

E.1.2. Teach for Texas Loan Repayment

E.1.3. Teacher Quality Grants Program

E.1.4. Other Federal Grants

E.1.5. Math and Science Scholar's LRP

E.1.6. Northeast Texas Initiative and TC3

E.1.7. Bilingual Education Program

GOAL F. Industry Workforce – Health Related

Outcome Measures: (Key)

1. Percent of first year medical residents' headcount to Texas Medical schools Graduates.

% 1st YR RES HEADCT # TS MED GRADS

% of First Year Residency Headcount to TX Med Grads FY18-FY19

Outcome Measures: (Non-Key)

1. % Family Practice Residency Pgm Completers in Medic Underserved Areas.

% FAMILY PRACTICE IN MUA

% Family Practice Residency Pgm Completers in Medic Underserved Areas

2. Percent Family Practice Residency Pgm Completers Practicing in Texas

% FAMILY PRACTICE IN TX

Percent Family Practice Residency Pgm Completers Practicing in Texas

F.1.1. Family Practice Residency Program

Output Measures: (Key)

1. Number of FPRP Residents Supported

RESIDENTS SUPPORTED

Number of FPRP Residents Supported

2. Average Funding Per FPRP Resident

AVERAGE FUNDING PER RESIDENT

Average Funding Per FPRP Resident

F.1.2. Preceptorship Program

F.1.3. GME Expansion

Graduate Medical Education Expansion

Output Measures: (Non-Key)

1. Number of new First-Year Residency Positions Est. & maintained since GME expansion

NEW 1ST YR RESID POSIT GME EXPAN

New 1st YR Residency Positions Est/Maint Since GME Expansion

F.1.4. Trauma Care Program

F.1.5. Joint Admission Medical Program

F.1.6. Prof Nursing Shortage Reduction PGM

F.1.7. Physician Ed. Loan Repay. Program

Output Measures: (Non-Key)

1. Number of Physicians Receiving PELRP Payment (Including Federal Match)

DRS REC'S PAYMENT – FED MATCH

Number of Physicians Receiving PELRP Payment (Including Federal Match)

2. % PELRP Recipients Who Continue Practice in Areas Where PELRP Received

% PELRP CONTINUE PRACTICE IN AREA

% PELRP Recipient Who Continue Practice in Area Where PELRP Received

F.1.8. Mental Health Loan Repayment PGM

F.1.9. Other Loan Repayment Programs

F.1.10. Nursing Faculty Loan Repayment PGM

GOAL G. Baylor College of Medicine

Outcome Measures: (Key)

1. Percentage of Baylor College of Medicine Graduates entering Texas Residency Programs.

% BAYLOR MED GRADS IN TX RES PGMS

% of Baylor College of Medicine Grads Entering TX Residency Programs

2. Percentage of Baylor College of Medicine Graduates entering Primary Care Residency Programs.

% BAYLOR GRADS IN PRIMARY CARE RES

% Baylor College of Medicine Grads Entering Primary Care Residencies

Outcome Measures: (Non-Key)

1. % Students Passing Part 1 or Part 2 of the National Licensing Exam

% PASSING NLE ON FIRST TRY

% Students Passing Part 1 or Part 2 of the National Licensing Exam

G.1.1. BCOM-Undergrad Medical Ed

Output Measure: (Non-Key)

1. Number of Texas Resident BCM Medical Students Funded

TEXAS RESIDENT STUDENTS FUNDED

Number of Texas Resident BCM Medical Students Funded

2. Average Amount Per BCOM Student

AVERAGE AMOUNT PER STUDENT

Average Amount Per BCM Student

G.1.2. BCOM-Graduate Medical Ed

G.1.3. Baylor Coll Med Perm Endowment Fund

G.1.4. Baylor Coll Med Perm Health Fund

GOAL H. Tobacco Funds

H.1.1. Earnings – Minority Health

H.1.2. Earnings – Nursing/Allied Health

GOAL I. Research

I.1.1. Texas Research Incentive Program

I.1.2. Autism Program

SCHEDULE C:

Historically Underutilized Business Plan

Texas Higher Education Coordinating Board Historically Underutilized Business Plan

In accordance with the Texas Government Code, Chapter 2161, the Texas Administrative Code, Title 34, Part 1, Chapter 20, Subchapter D, Rule §20.281, and the State of Texas Disparity Study, the Texas Higher Education Coordinating Board is committed to including Historically Underutilized Businesses (HUBs) within the procurement process. All businesses have an equal opportunity to participate in the procurement process with the THECB.

GOAL

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

OBJECTIVES

Executive Management Support

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

HUB Vendor Solicitation

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

HUB Vendor Outreach

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

Agency Staff Education

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

EXTERNAL/INTERNAL ASSESSMENT

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

Executive Management Support: Opportunities

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

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

Agency Staff Education: Opportunities

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

HUB Vendor Solicitation: Opportunities

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

HUB Vendor Solicitation: Threats

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

HUB Vendor Outreach Opportunities

- Networking with state agencies leading HUB economic forums to encourage development of HUB relationships and contracts
- Increasing the number of HUB-qualified businesses from which to select

HUB Vendor Outreach: Threats

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

STRATEGIES

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

Executive Management Support:

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

HUB Vendor Solicitation:

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

HUB Vendor Outreach:

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

SCHEDULE F: AGENCY WORKFORCE PLAN AND THE TEXAS WORKFORCE SYSTEM STRATEGIC PLAN

Texas Higher Education Coordinating Board Agency Workforce Plan

1. Agency Overview

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

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

Effective September 1, 2017, the agency is statutorily authorized 264.9 full-time equivalent (FTE) positions. FTEs whose salaries, benefits, and other expenses related to employment are funded through private grant funds are not counted toward this cap, pursuant to Sec. 40, p. III-57 of the General Appropriations Act, 2018-19 Biennium.

A. Agency’s Mission Statement

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

B. Agency’s Workforce Strategic Goals and Objectives

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

Goal 1: Retention & Recruitment	Recruit and retain a highly educated, skilled, and diverse workforce.
Objective:	Provide enhanced pool of applicants, internal and external, for management's consideration and retain the critical education and skill levels needed to perform the tasks of the agency's mission.
Strategies:	<ul style="list-style-type: none"> • Proactively seek new recruitment sources. • Communicate with management regarding posting timeframe when it is necessary to expand applicant pool. • Develop EEO Workforce Action Plan to provide details on recruitment, hiring, and retention of workforce to reflect the statewide civilian workforce. • Conduct market studies, as needed, generally identified by hard-to-fill or high-turnover positions, and propose changes to the salary structure as appropriate.

Goal 2: Succession Planning of Critical Positions	Prepare for retirement of key positions.
Objective:	Work to maintain agency business with no interruption.
Strategies:	<ul style="list-style-type: none"> • Continue cross-training of identified key positions. • Continually review agency workforce needs (i.e., skills, education, experience, etc.).

Goal 3: Economic Conditions	Prepare for the legislative session and the possibility of budget reductions.
Objective:	Provide quality, thoughtful information for considering alternatives.
Strategies:	<ul style="list-style-type: none"> • Monitor legislative issues and provide alert on issues of concern. • Discuss concerns that may affect the agency workforce and identify possible actions.

C. Agency's Core Values

THECB's core values are:

1. **Accountability** – We hold ourselves responsible for our actions and welcome every opportunity to educate stakeholders about our policies, decisions, and aspirations.
2. **Efficiency** – We accomplish our work using resources in the most effective manner.
3. **Collaboration** – We develop partnership that result in student success and a

highly qualified, globally competent workforce.

4. **Excellence** – We strive for excellence in all our endeavors.

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

The agency is making a minor change to its mission statement by eliminating the word "system". The mission statement on page F-2 is the newly revised version.

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

THECB Agency Goals and Action Items for FY 2019-2023
<p>GOAL 1: Provide efficient and effective stewardship of taxpayer dollars.</p> <ul style="list-style-type: none"> ✓ Continuously evaluate the effectiveness and efficiency of agency operations, services, and programs. ✓ Strengthen risk and contract/grant management training for all employees. ✓ Make recommendations to the Texas Legislature to repeal statutory requirements that are not in alignment with the agency's mission and core-functions. ✓ Request and justify increased state funding to support agency operations, including technology solutions that advance the mission of the agency and align with statewide technology principles and priorities, as well as information security upgrades and compliance monitoring.
<p>GOAL 2. Fully implement the state's higher education plan, 60x30TX.</p> <ul style="list-style-type: none"> ✓ Continue to inform, engage and mobilize stakeholders (i.e., institutional leaders, administrators, faculty, students, and business leaders) about the plan. ✓ Align statewide policy with the goals of 60x30TX. ✓ Highlight at least one goal of the 60x30TX plan at every quarterly board meeting and measure progress toward the goals every five years. ✓ Increase cooperation with the Texas Education Agency and the Texas Workforce Commission. ✓ Implement statewide strategies that are listed in the 60x30TX plan.
<p>GOAL 3: Provide effective and efficient coordination of and planning for higher education in Texas.</p> <ul style="list-style-type: none"> ✓ Seek any necessary statutory authority to improve efficiency, coordination, and unnecessary duplication in higher education.
<p>GOAL 4: Maintain a skilled and knowledgeable agency staff to provide excellent service.</p> <ul style="list-style-type: none"> ✓ Recruit and retain talented employees.

- ✓ Provide more cost-efficient, in-house professional development opportunities for employees.
- ✓ Increase cross-training and succession planning of identified key positions.
- ✓ Continually review agency workforce needs (e.g., skills, education, experience, etc.).
- ✓ Continue to improve internal communications through employee newsletters, quarterly agency-wide meetings, and written policies and procedures.
- ✓ Encourage and consider employees' ideas and suggestions for improving agency operations, communications, and customer service.

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

- ✓ Redesign the agency's websites and continually evaluate them.
- ✓ Expand understanding and use of predictive and other data analytics to assist institutions with meeting 60x30TX goals.
- ✓ Improve awareness of data resources available at the THECB.
- ✓ Continue building and strengthening a culture of collaboration and communication with stakeholders through regular briefings, negotiated rulemaking, advisory committees, and regular email communications via GovDelivery and the use of social media.
- ✓ Continue working with the Texas Higher Education Foundation (formerly known as the College for All Texans Foundation) to identify private funding to support the annual publication of the *Texas Higher Education Almanac*.

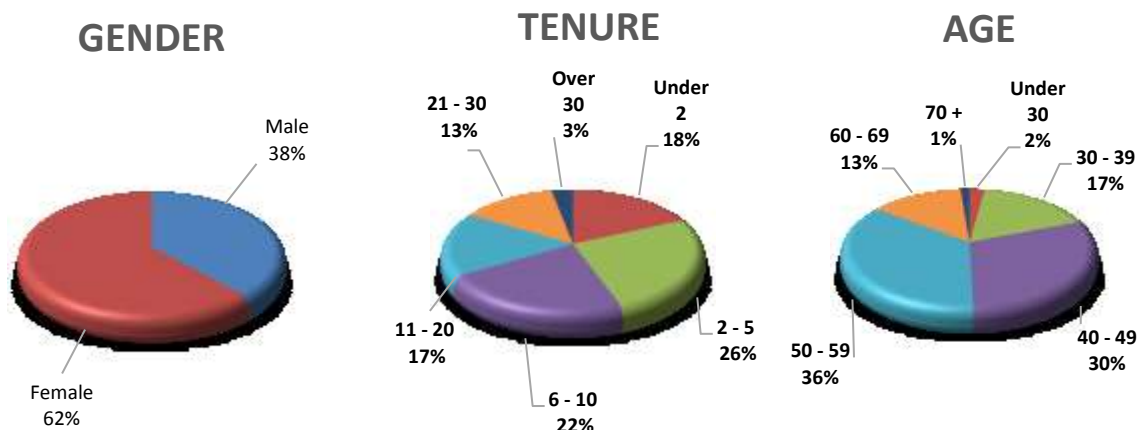
2. Current Workforce Profile (Supply Analysis)

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

A. Workforce Demographics

The following charts profile the agency's workforce as of August 31, 2017. The THECB staff include part-time and full-time employees comprised of 38 percent male and 62 percent female. Approximately 81 percent is over the age of 40 and approximately 18 percent has fewer than two years of service with THECB.

Workforce Breakdown August 31, 2017



The following table provides a comparison of the ethnicity of THECB employees, as of August 31, 2017, and the ethnicity of the statewide civilian workforce as reported by the Texas Workforce Commission, Civil Rights Division.

Workforce Utilization Analysis						
	Female		Hispanic		African American	
	THECB %	Civilian Workforce %	THECB %	Civilian Workforce %	THECB %	Civilian Workforce %
Officials/Administration	30%	37%	20%	21%	10%	7%
Professional	58%	55%	20%	19%	10%	11%
Technical	32%	51%	9%	29%	5%	14%
Administrative Support	77%	73%	38%	33%	22%	14%

Note: There were inconclusive statistical results for the utilization analysis in the African American, female, and Hispanic population of the Technical job category due to a small number of employees (<30).

B. Retirement Eligibility

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

THECB FY Retirement				
	FY 2016		FY 2017	
	Number	Percent	Number	Percent
Retirement	4	11%	10	33%

Given that 81 percent of the THECB's workforce is over the age of 40, 10 employees retired during FY 2017, and 76 additional employees will be eligible to

retire in the next five years, a proactive plan is required to improve succession planning for identified key positions, to train internal replacements, and to enhance external recruitment. The THECB will be challenged to replace these retirees with the high skills and education levels necessary to perform the research and analysis functions required to achieve the Texas higher education strategic plan, *60x30TX*. The THECB continues to aim at retaining employees with critical knowledge, providing educational opportunities, and utilizing senior management as mentors for identified, less tenured staff.

Predicting future turnover based on retirement eligibility can be difficult. An employee's eligibility to retire is not an accurate indicator of his/her election to retire. Factors that play a major role in the decision to retire include, but are not limited to, income requirements, eligibility for insurance, and social security benefits. Regardless of these factors, the THECB must be prepared to effectively address the future loss of knowledgeable and capable staff.

C. Employee Turnover

Turnover is an important issue in any organization and the THECB is no exception. The turnover rate for FY 2017 was 13.04 percent. The state's average turnover rate for FY 2017 was 18.6 percent. The following charts compare the THECB's turnover rates to that of the state from FY13 to FY17. Over this timeframe, the THECB's turnover has generally been lower than the state's turnover rate.

Turnover Rate for Fiscal Years 2013-2017					
	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Statewide	17.60%	17.50%	18.00%	17.60%	18.60%
THECB	12.70%	16.23%	11.59%	15.65%	13.04%

Source: An Annual Report on Classified Employee Turnover

THECB Turnover by Age				
	FY 2016		FY 2017	
	Number	Percent	Number	Percent
Under 30	2	6%	0	0%
30 - 39	2	6%	14	47%
40 - 49	8	22%	6	20%
50 - 59	9	25%	6	20%
60+	15	42%	4	13%

THECB Turnover by Tenure				
	FY 2016		FY 2017	
	Number	Percent	Number	Percent
Under 2 years	12	33%	15	50%
Between 2-5 years	6	17%	6	20%
Between 6-10 years	4	11%	2	7%
Between 11-20 years	9	25%	3	10%
Between 21-30 years	4	11%	2	7%
Over 30 years	1	3%	2	7%

THECB Turnover by Gender & Ethnicity				
	FY 2016		FY 2017	
	Number	Percent	Number	Percent
Male	15	42%	22	73%
Female	21	58%	8	27%
African American	5	14%	5	17%
Hispanic	4	11%	10	33%

Projected Retirement Rate over the Next Five Years

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

Projected Retirement Eligibility							
EEO Classification	Current Workforce as of 8/31/17	% of Workforce as of 8/31/17	FY 18	FY 19	FY 20	FY 21	FY 22
Officials/Administrators	10	4%	10%	0%	0%	0%	10%
Professionals	112	49%	3%	4%	3%	4%	4%
Technical	22	10%	5%	0%	5%	0%	0%
Para-Professional	26	11%	0%	4%	12%	4%	4%
Administrative Support	60	26%	7%	2%	3%	2%	5%
Skilled Craft	0	0%	0%	0%	0%	0%	0%
Total	230	100%	24%	10%	22%	9%	23%

D. Critical Workforce Skills

THECB's employees are comprised of diverse, well-qualified individuals, some with highly specialized skills unique to the agency. There are a number of skills that are critical to the agency's ability to operate effectively, efficiently, and consistently meet the agency's performance measures and legislative mandates.

These current critical workforce knowledge and skills are in the following areas:

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

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

3. Future Workforce Profile (Demand Analysis)

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

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

A. Workforce Challenges

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

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

including minority-serving institutions, to seek a diverse applicant pool.

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

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

B. Future Workforce Skills Needed

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

C. Anticipated Increase/Decrease in Number of FTEs

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

4. Strategy Development

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

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

Texas Higher Education Coordinating Board Texas Workforce System Strategic Plan

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

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

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

Goal Area 1: Focus on Employers

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

POS committees have developed several POS in the health sciences and construction trades. After final approval by the THECB's board they will be made available to community and technical colleges. Additional committees will be convened to develop POS in other occupations.

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

These activities are consistent with **Goal Area 1: Focus on Employers** of the state workforce strategic plan, *The Texas Workforce Strategic Plan FY 2016-FY 2023*, developed by the TWIC and approved by the governor. Additionally, they align with the system objectives of involving business and industry in the review of K-12's Texas Essential Knowledge and Skills (TEKS) and in POS development to expand licensure and industry certification.

Goal Area 2: Engage in Partnerships

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

Goal Area 3: Align System Elements

A memorandum of understanding (MOU) between the THECB, TEA, and TWC to collaborate in the POS development process has been approved by all agencies. The MOU outlines how the agencies will partner together to develop the POS at the state level, but the benefit will be to students at the local level. By bringing representatives of business and industry together with secondary and postsecondary educators to develop the POS, these programs should better inform students as to which educational choices will help them gain critical employability skills, aka marketable skills in 60x30TX. The outcome should be an enhanced training pipeline to provide Texas employers a larger pool of highly trained workers.

The secondary (K-12) POS should seamlessly integrate into the course sequences offered by community and technical colleges, thereby producing graduates with skills that align with the needs of employers.

Goal Area 4: Improve and Integrate Programs

An additional goal of the POS initiative is the concept of developing once and implementing as needed without redesigning the POS. The goal is to accelerate the

program development process at community and technical colleges. As discussed above, by pursuing an integrated approach, the entire system should operate more efficiently and effectively for both students and business and industry stakeholders.