

Agency Strategic Plan

Fiscal Years 2023-2027

June 2022

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AGENCY STRATEGIC PLAN

FISCAL YEARS 2023-2027



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TERM

2019-2025
2017-2023
2015-2021
2017-2023
2021-2027
2019-2025
2019-2025
2017-2023
2021-2027
2021-2022

HOMETOWN

McAllen
Arlington
Midland
Austin
Austin
El Paso
Houston
Houston
Houston
Copperas Cove

June 1, 2022

Signed: _____

A handwritten signature in blue ink, reading "Harrison Keller".

Harrison Keller, Ph.D., Commissioner of Higher Education

Approved: _____

A handwritten signature in blue ink, reading "Fred Farias III".

Fred Farias III, O.D., Chair

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TEXAS HIGHER EDUCATION COORDINATING BOARD

AGENCY STRATEGIC PLAN FOR 2023-2027

Agency Mission

The mission of the Texas Higher Education Coordinating Board is to build a Talent Strong Texas, acting in partnership with Texas institutions of higher education to equitably support Texans graduating with postsecondary credentials of value and fostering the skills necessary to spur the innovation vital to the Texas economy.

Statewide Objectives and Agency Goals

In February 2022, Governor Greg Abbott and the Legislative Budget Board issued five statewide objectives, requiring each state agency to align its operational goals so that their agency is:

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

For Fiscal Years 2023-2027, the Coordinating Board has identified five operational goals aligned to statewide objectives:

1. **Educate with Purpose:** Support innovative education that offers value to students throughout their lives.
2. **Expand Access:** Utilize financial aid to remove barriers to student enrollment, improve affordability, and enhance value.
3. **Clear the Path:** Promote efficient and flexible pathways and transfer opportunities for students to earn postsecondary credentials of value.
4. **Support Success:** Improve student supports and advising related to college and career options, costs, and potential value.
5. **Build a Vibrant Texas Future:** Promote research, development, and innovation for the benefit of Texas.

AGENCY OPERATIONAL GOALS AND ACTION PLANS

Goal 1: Educate with Purpose

Support innovative education that offers value to students throughout their lives.

SPECIFIC ACTION ITEMS TO ACHIEVE THIS GOAL

1. Support the development of new credentials aligned with labor market demands.
2. Foster the creation and implementation of innovative education practices, including digital learning, work-based learning, and open educational resources.
3. Collect, curate, and report data on credentials of value.

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

1. Accountable to tax and fee payers of Texas.

The focus of the higher education strategic plan, *Building a Talent Strong Texas*, is value for students, employers, and taxpayers. In particular, the credentials students earn should have value in the labor market and lead to opportunities for good jobs and meaningful careers. As individual Texans earn postsecondary credentials of value, regional and state economies are strengthened and every Texan benefits.

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

The Coordinating Board has implemented multiple grant opportunities for institutions to create new or expand existing short-term credentials aligned with labor-market demands. The Board has also supported institutions in developing and promoting innovative and cost-effective open educational resources, redesigned introductory courses, and expanded work-based learning opportunities for students enrolled in Texas higher education. Each of these programs and initiatives is carefully monitored for quality and its effectiveness is measured to ensure impact. More broadly, the agency monitors and evaluates agency initiatives and operations to promote effectiveness and efficiency. Evidence of success is considered in determining future investments by the Board and is an important input to inform state budget and policy decisions.

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

Cycles of assessment and improvement are built into all related projects and portfolios of work. In addition, decisions by the Governor and legislative leadership to invest in improved data on credentials including earnings and student debt will enable, for the first time, a comprehensive statewide view of higher education's impact on individuals and the economy.

4. Attentive to providing excellent customer service.

The Coordinating Board works in partnership with stakeholders across the state, including institutions of higher education, legislators and staff, students and their families, and student loan borrowers. In particular, the agency is committed to providing timely and accurate information to key decision makers to advance higher education goals. Agency staff of the related grant portfolios diligently attend to questions and needs of institutions of higher education to support their successful delivery of quality educational programs and implementation of effective practices. In addition, the Coordinating Board is currently updating its policies and procedures for the approval of new academic programs to improve its service to and engagement with institutional stakeholders.

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

The *Building a Talent Strong Texas* plan adopted by the Board in 2022 was written with a broad range of input from hundreds of stakeholders and is designed to reflect what Texas needs from higher education through 2030 and beyond. The summary report for the plan was carefully crafted to be understandable by and resonate with the public. Information about grant opportunities and progress toward the agency's goals is widely shared and published on the Coordinating Board website. Information is also regularly shared through public meetings of advisory councils, the Board, and Board committees.

OTHER CONSIDERATIONS RELEVANT TO THIS GOAL OR ACTION ITEM

As a resource, partner, and advocate for Texas higher education, the Coordinating Board supports *education with purpose* that ensures individuals have equitable opportunities to pursue and achieve postsecondary credentials of value. The Governor's Emergency Education Relief (GEER) funding has provided unique opportunities to accelerate this work and meet urgent educational and workforce demands. In particular, this strategic investment by the Governor and legislative leadership has enabled the agency to launch innovative programs and projects in the following broad categories:

- **Supporting development of new credentials aligned with labor market demands.**
 - The Texas Reskilling and Upskilling through Education (TRUE) and Accelerating Credentials of Purpose and Value grants enable two- and four-year institutions of higher education to offer new short-term credential programs in areas of highest demand, enabling the workforce to effectively reskill and upskill so more Texans can contribute to, participate in, and benefit from a world-class economy.
- **Fostering creation and implementation of innovative education practices.**
 - The agency has launched grants and programs to develop, share and implement open educational resources, expand work-based learning opportunities, redesign introductory courses, and create resources to support the successful adoption and

implementation of effective educational methods and practices to ensure the quality and effectiveness of students' educational experiences.

- **Collect, curate, and report data on credentials of value.**

- Understanding the value of credentials and providing accurate, actionable information for Texans requires gathering new data as well as leveraging existing resources. In partnership with the Texas Workforce Commission, the Texas Education Agency, Texas institutions of higher education, and leading third-party organizations, the Coordinating Board is working together with our partners in the Governor's Tri-Agency Workforce Initiative to establish a comprehensive repository of information about available credentials in Texas. Groundbreaking data analysis connecting credential attainment with labor market outcomes will enable statewide views on the value of postsecondary credentials to those who earn them.

Goal 2: Expand Access

Utilize financial aid to remove barriers to student enrollment, improve affordability, and enhance value.

SPECIFIC ACTION ITEMS TO ACHIEVE THIS GOAL

1. Deliver targeted student financial aid to enhance value.
2. Develop new infrastructure for flexible, portable student financial aid.
3. Test and scale innovative practices.

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

1. Accountable to tax and fee payers of Texas.

The Coordinating Board is committed to administering student aid programs with stringent controls and monitoring to be responsible stewards of taxpayer funds. The refreshed higher education plan prioritizes credentials of value. The value of an individual credential can be increased by targeting financial aid to ensure opportunities are affordable and student debt is low. The combination of increased value and economic mobility for students leads to greater economic prosperity for families, communities, and the state. Containing costs and increasing value for students and Texas taxpayers is central in the agency's administration of the state's financial aid portfolio.

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

The agency is focused on collaborating closely with institutions of higher education to support maximum impact of financial aid programs. The agency has implemented new

financial aid programs and is exploring additional ways to serve students that have historically been underserved through the state's financial aid programs.

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

Administration of the state's financial aid programs is among the agency's key functions. The agency is taking a more targeted approach to delivering financial aid to enhance value, improve financial aid flexibility, and scale innovative practices.

4. Attentive to providing excellent customer service.

Customer service to institutions, students, and families is a pillar the financial aid programs the agency administers. The Coordinating Board is committed to continual improvement in customer service for student financial aid. Agency staff and virtual advisors are readily accessible to provide students financial aid information to eliminate barriers to student enrollment and improve unmanageable debt.

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

Progress on the *Building a Talent Strong Texas* goal to ensure 95% of graduates carry no or manageable debt is now the ultimate measure of our success and will continue to be published and shared annually. Results from new programs and associated studies will be shared with legislators and other stakeholders to inform future funding, programs, and infrastructure.

OTHER CONSIDERATIONS RELEVANT TO THIS GOAL OR ACTION ITEM

The refreshed *Building a Talent Strong Texas* plan maintains a commitment to students carrying no or manageable debt relative to their earnings. The agency is pursuing this goal in the following ways.

- Delivering targeted aid to enhance value.
 - In addition to an infusion of funding for emergency aid early in the COVID-19 pandemic, the agency has leveraged GEER funds to provide targeted aid to support more Texans achieving credentials of value. Grant programs serve students returning to education after stopping out (Texas Reskilling Support Fund Grants), transferring between two-year and four-year institutions (Texas Transfer Grant Pilot), and entering higher education after high school with high demonstrated potential but risks to their success (Texas Leadership Scholars). A new program under development will seek to design a targeted student loan program for high-demand credentials.
- Developing systems for flexible, portable aid.
- Development of a new grant and aid processing platform will ensure the agency has the capacity to make portable, flexible awards to students and effectively administer innovative aid programs.
- Testing and scaling innovative practices.

- Alongside the Texas Transfer Grant Pilot Program, the agency is conducting a randomized controlled trial to assess the effectiveness of awards at supporting success for transfer students. Building in assessment into pilot programs like this one enables the state to learn quickly and scale up what works.

Goal 3: Clear the Path

Promote efficient and flexible pathways and transfer opportunities for students to earn postsecondary credentials of value

SPECIFIC ACTION ITEMS TO ACHIEVE THIS GOAL

1. Implementation of Senate Bill (SB) 25, 86th Legislature, relating to measures to facilitate the transfer, academic progress, and timely completion of students in higher education and the development of discipline specific fields of study created by institutional faculty.
2. Collection of recommended course sequence data and leveraging this data to provide actionable insights for students. In fall 2021, institutions started submitting to the Coordinating Board their recommended course sequences. That data will become transparent and actionable for students and families through a new technology-enabled student advising tool called Map My Path.
3. Providing targeted aid to transfer students via the Texas Transfer Grant Pilot Program and evaluating its impact.

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

1. Accountable to tax and fee payers of Texas.

The Texas Transfer Framework provides overarching policies to help streamline students' transfer experience to reduce debt and minimize unnecessary credit accumulation.

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

Clear transfer pathways ensure investment of state resources in a student's most efficient path possible to a credential of value.

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

The agency is committed to clearing the path for transfer students via multiple initiatives to improve transfer and the applicability of credit to degree.

4. Attentive to providing excellent customer service.

The agency serves students by implementing transfer friendly policies, establishing targeted grant aid, and offering innovative advising tools to support student success.

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

The agency promotes transparency in transfer policies and initiatives through public meetings, and strategic communications with the goal of making the costs of higher education more transparent, predictable, and affordable for all Texans.

OTHER CONSIDERATIONS RELEVANT TO THIS GOAL OR ACTION ITEM

Improving student transfer and clearing the path for students to earn postsecondary credentials of value are among the agency's highest priorities. The passage of SB 25 included several important provisions to improve transfer, including required reporting of recommended course sequences, earlier filing degree plans, and new reporting about nontransferable credit. To build upon the momentum created by SB 25, the Commissioner has established the Texas Transfer Advisory Committee, which is tasked to manage and maintain the Texas Transfer Framework and the rolling out of new curricula supported by the expertise of faculty. Discipline specific subcommittees, with engagement from 160 institutional faculty, are already at work to establish recommended course sequences for at least ten additional fields of study in high demand fields by 2023.

Additionally, targeted investments of GEER funding have enabled the agency to establish the Texas Transfer Grant Pilot Program, which provides portable, need-based aid to high-achieving transfer students who are low-income. The program is mitigating financial barriers to student transfer and helping boost student completion.

The adoption of *Building a Talent Strong Texas*, adopted by the Coordinating Board in 2022, reaffirmed the state's commitment to supporting efficient and flexible pathways for students to earn credentials of value. In addition, the Tri-Agency Workforce Initiative grants the Coordinating Board, the Texas Education Agency, and the Texas Workforce Commission, a platform to collaborate and align new and existing initiatives to support the education to workforce pipeline.

Goal 4: Support Success

Improve student supports and advising related to college and career options, costs, and potential value

SPECIFIC ACTION ITEMS TO ACHIEVE THIS GOAL

1. Stand up centralized, student-centered technology resources to provide clear, high-quality, actionable information to students.
2. Test and scale innovative practices in supporting success.
3. Support college readiness.

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

1. Accountable to tax and fee payers of Texas.

Technology tools make the most of public resources to provide information and advising resources at scale. The Coordinating Board aims to develop a rigorous understanding of the effectiveness of a combination of digital resources and high-quality advisor training to support and scale advising approaches that deliver the greatest impact.

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

A significant component of the agency's work on college and career advising, in partnership with the Governor's Tri-Agency Workforce Initiative, has involved an assessment of current tools and programs operating in the space, and advocacy to streamline and align those interventions to curate information and resources for students, families, counselors, and advisors throughout the education to workforce pipeline.

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

Our existing portfolio of Texas OnCourse resources provides a template for measuring success and proven strategies for driving continuous improvement via high-quality product management and evaluation. The Coordinating Board will continue to improve and expand those practices throughout our portfolio of student success tools and products, as well as undertaking specific research on effective student success practices.

4. Attentive to providing excellent customer service.

The Board is committed to principles of user-centered design, so that the end user, whether student, advisor, educator, or staff person, is the focus of all technology development work undertaken by the agency. Design and development teams regularly engage user groups in service of creating tools that genuinely serve the intended user.

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

Greater transparency for students is a fundamental goal for all student success interventions. All stakeholders can engage and understand this work via public meetings, regular reports, and information resources that are open and available to all Texans.

OTHER CONSIDERATIONS RELEVANT TO THIS GOAL OR ACTION ITEM

Supporting success through key transition points is a unique role the Coordinating Board can play, in alignment and partnership with the Texas Workforce Commission, the Texas Education Agency, institutions of higher education, and other stakeholders.

- The Coordinating Board has leveraged GEER funds to stand up new information resources for students, including My Texas Future, a centralized platform for advising that will be deployed in fall 2022. My Texas Future is rolling out initially for returning

adult students, a less well-served student population, with plans to expand rapidly to serve as an information clearinghouse for all student audiences.

- Student success initiatives are widespread, but their effectiveness is not always clear. The agency is curating an inventory of practices and measuring effectiveness of specific interventions to identify what works and share it publicly.
- The upgrade to the statewide college readiness assessment instrument, Texas Success Initiative Assessment 2, was successfully launched in January 2021. The updated assessment includes several improvements positively impacting students' testing experience and its diagnostic power to help target interventions to meet individual students' needs.
- Underprepared students placed in mandatory developmental education corequisite models continue to outperform those placed in traditional models, with the largest percent increases of gateway course completions experienced by African American and Hispanic populations.

Goal 5: Build a vibrant Texas future

Promote research, development, and innovation for the benefit of Texas.

SPECIFIC ACTION ITEMS TO ACHIEVE THIS GOAL

1. Update *Building a Talent Strong Texas* goals to include research expenditures and doctorates.
2. Launch a Workforce Innovation Division.
3. Modernize data infrastructure.

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

1. Accountable to tax and fee payers of Texas.

In addition to preparing and developing the Texas workforce, institutions of higher education also play a vital role in generating knowledge through basic and applied research and working with industry to translate innovations and discoveries into new interventions, treatments, and ways of working that accelerate the economy for the benefit of all Texans.

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

In partnership with institutions of higher education, the Coordinating Board seeks to maximize the commercialization, knowledge transfer, and economic impact of research undertaken at all types of institutions, especially the state's research universities and health-related institutions.

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

Research, development, and innovation drives discovery, improves lives, broadens education, and creates new jobs. The establishment of specific success indicators tied to the higher education strategic plan will allow the agency to evaluate continuous improvement.

4. Attentive to providing excellent customer service.

Dedicated attention to the research, development, and innovation goals of all Texas institutions of higher education is responsive to the needs and priorities of these core constituents of the agency.

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

Building a Talent Strong Texas outlines specific strategies that will help Texas be a leading state in generating knowledge through basic and applied research. These discoveries will translate into innovations for the benefit of all Texans and lead to a thriving economy.

OTHER CONSIDERATIONS RELEVANT TO THIS GOAL OR ACTION ITEM

- Research, development, and innovation are not the sole purview of the state's research universities and health sciences centers. All institutions of higher education increasingly play important roles in incubating innovation, generating new businesses, and promoting economic development for the benefit of the state.
- *Building a Talent Strong Texas* includes a new goal related to research. Two new primary indicators for that goal are the increase in annual private and federal research and development expenditures to \$1 billion and the production of 7,500 research doctorates awarded annually by Texas institutions.
- To facilitate collaboration with the Texas Workforce Commission and accelerate work related to joint priorities, the Coordinating Board is building a Workforce Innovation Division. The division will become a center for strategic initiatives, investments, and workforce solutions.
- A robust infrastructure for data analysis and insights can support research and innovation related to education and the workforce. It can also enable more robust understanding of progress in this area, including measures of commercialization, knowledge transfer, and economic impact—all identified as potential future success indicators in the *Building a Talent Strong Texas* plan. In 2020, the Coordinating Board commended a major initiative to modernize the state's combined state educational and workforce data infrastructure, which includes data from school districts, institutions of higher education, state agencies, and national partners. These efforts will provide a platform that will allow the agency to provide policymakers with deep dive" data analyses to inform their decision-making and create publicly available dashboards that will offer standardized reporting and visuals of aggregated data.

Texas Higher Education

COORDINATING BOARD

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

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Texas Higher Education Coordinating Board Strategic Plan

Fiscal Years 2023-2027

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
General Appropriations Act (GAA) Article III, Section 47, Community College Transfer Student Reporting Requirement	Texas Education Code Section 51.406 directs the THECB to consult with institutions to identify any unnecessary data requests that are appropriate for removal. In 2017, a negotiated rulemaking committee identified a modification to the rider to reduce the reporting burden on institutions.	Modify existing rider to require the report be submitted biennially rather than annually and to be less prescriptive regarding data elements to be included.	The Coordinating Board and institutions of higher education will realize a cost savings due to labor hours required to compile and complete the report.
Texas Education Code, Section 51.762 (a), Common Admission Application Forms	Provisions in statute define ApplyTX as relating to freshman admissions, creating unnecessary impediments for transfer students and graduate students.	Modify statute to broaden the ApplyTX statute to more closely reflect the purpose of the application and support the needs of all Texans seeking admission into an institution of higher education.	The proposed changes to Texas Education Code subsection 51.762 will more accurately represent the ApplyTX application as it functions today, to serve all students.
Texas Education Code, Section 51.805(2), Other Admissions	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.	Realign statute to define standards through Coordinating Board rules aligned with the Texas Success Initiative (currently TAC, Title 19, Chapter 4, Subchapter C, §4.54(a)(1), which will always reflect most current benchmarks and all potential student situations.	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.
GAA, Article IX, Section 7.04, Contract Notification: Amounts Greater than \$50,000	Contracts and grants must be reported to the Legislative Budget Board within 30 days of award or modification. The 30-day requirement is insufficient during peak contracting seasons especially if the receipt of the fully executed contract is delayed, or if there is an unexpected employee absence.	Extend the reporting window to at least 90 days.	Permitting additional time for reporting will improve agency compliance and reporting accuracy.

Texas Higher Education Coordinating Board Strategic Plan

Fiscal Years 2023-2027

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
Texas Labor Code, Section 303.004(a), Fund Review; Report by Certain Workforce Training Providers Required	Section 303.004(a) of the Labor Code requires the Coordinating Board to review all customized training programs biennially to verify that state funds are being used appropriately by public community and technical colleges and the Texas A&M Engineering Extension Service Center. The Texas Workforce Commission (TWC) reviews all their funded projects. Texas Labor Code, Section 303.004(b) was added after the 84th Texas legislative session, and it requires each community and Texas Education Code technical college, including the Texas A&M Extension Center to review and report on the effectiveness of their funded programs in improving wages of grant participants and strategies for improving program delivery. The required reports are to be sent to the TWC for inclusion in a report to the governor and the legislature. Essentially, we are the third reviewer. The results of the grant projects are reviewed by TWC for performance and compliance, and the grantees report wage increases and methods to improve or scale the projects. TWC and the grantees have detailed information about the planned scope of work defined in the projects and if the projects were fully effective or not.	Repeal Labor Code Section 303.004 (a) and renumber the remaining sections.	Cost savings related to staff time would be minimal. The usefulness of the review and redundant nature of the review is the reason for the recommended change.
Texas Education Code, Section 56.354(b), Eligible Loans	This section states 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. Texas Education Code, 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.

Texas Higher Education Coordinating Board Strategic Plan

Fiscal Years 2023-2027

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
Texas Education Code, Sec. 61.534(b), Eligible Loans	This section is redundant. Texas Education Code , 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.
Texas Education Code, Section 61.605(b), Eligible Loans	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.
Texas Education Code , Section 61.704(b), Eligible Loans	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.

Texas Higher Education Coordinating Board Strategic Plan

Fiscal Years 2023-2027

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
Texas Education Code , Section 61.904(b), Eligible Loans	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.
Texas Education Code , Section 61.9725(b), Eligible Loans	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.
Texas Education Code , Section 61.9824(b), Eligible Loans	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.

Texas Higher Education Coordinating Board Strategic Plan

Fiscal Years 2023-2027

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
Texas Education Code , Section 61.9835(c), Eligible Loans	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.
Texas Education Code , Section 61.910, Dental School Tuition Set Aside for Certain Loan Repayments	2018-2019 funding for this program was appropriated through General Revenue funding. This set-aside is unused.	Repeal this section.	Eliminate an unused set-aside.
Texas Education Code , Section 61.9660. Tuition Set Aside for Certain Loan Repayments	No funding has been appropriated for this program. The set asides are unused and can be eliminated.	Repeal this section.	Eliminates an unused set-aside.
Texas Education Code , Section 56.007. Exclusion of Assets in Prepaid Tuition Programs adn Higher Education Savings Plans	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.	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.

SCHEDULE A:
Budget Structure

REQUESTED CHANGES TO AGENCY BUDGET STRUCTURE ELEMENTS
(GOALS, STRATEGIES, MEASURES AND MEASURE DEFINITIONS)
FOR THE 2024–25 BIENNIUM

AGENCY NAME: _____

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

Note: The most recent goal, strategy and measure definition descriptions are located on Web ABEST. After logging on, select *Performance* then *Reports* to obtain the appropriate text. Measure definition must include all eight prescribed categories of information (i.e., short definition, purpose/importance, source/collection of data, method of calculation, data limitations, calculation type, new or existing measure, and desired performance).

GOAL A. Higher Education Support Outcome No. 1 (KEY): Percentage of University Student Graduating in Four Years	Delete Measure	In January of 2022, the Coordinating Board adopted a revised statewide plan for higher education, <i>Building a Talent Strong Texas</i> . We conducted a thorough review of our performance measures, and determined that this element does not meaningfully measure agency efforts and success in achieving the specific goals and targets of that plan. However, the data reported in this measure will be readily available to policymakers and the public through agency data interfaces such as the Higher Education Accountability System and Texas Public Higher Education Almanac.			Disapprove
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GOAL A. Higher Education Support Outcome No. 2 (KEY): Percentage of Public Two-year Institution Students Graduating in Three Years	Delete Measure	In January of 2022, the Coordinating Board adopted a revised statewide plan for higher education, <i>Building a Talent Strong Texas</i> . We conducted a thorough review of our performance measures, and determined that this element does not meaningfully measure agency efforts and success in achieving the specific goals and targets of that plan. However, the data reported in this measure will be readily available to policymakers and the public through agency data interfaces such as the Higher Education Accountability System and Texas Public Higher Education Almanac.			Disapprove
GOAL A. Higher Education Support Outcome No. 3 (KEY): Percentage of University Students Graduating within Six Years	Delete Measure	In January of 2022, the Coordinating Board adopted a revised statewide plan for higher education, <i>Building a Talent Strong Texas</i> . We conducted a thorough review of our performance measures, and determined that this element does not meaningfully measure agency efforts and success in achieving the specific goals and targets of that plan. However, the data reported in this measure will be readily available to policymakers and the public through agency data interfaces such as the Higher Education Accountability System and Texas Public Higher Education Almanac.			Disapprove

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GOAL A. Higher Education Support Outcome No. 4 (KEY): Number of Economically Disadvantaged Undergraduate Students Completing a Certificate or Degree	Delete Measure	In January of 2022, the Coordinating Board adopted a revised statewide plan for higher education, <i>Building a Talent Strong Texas</i> . We conducted a thorough review of our performance measures, and determined that this element does not meaningfully measure agency efforts and success in achieving the specific goals and targets of that plan. However, the data reported in this measure will be readily available to policymakers and the public through agency data interfaces such as the Higher Education Accountability System and Texas Public Higher Education Almanac.			Approve
GOAL A. Higher Education Support Outcome No. 5 (KEY): Number Master's degrees, Bachelor's Degrees, Associate Degrees and Certificates Awarded	Delete Measure	In January of 2022, the Coordinating Board adopted a revised statewide plan for higher education, <i>Building a Talent Strong Texas</i> . We conducted a thorough review of our performance measures, and determined that this element does not meaningfully measure agency efforts and success in achieving the specific goals and targets of that plan. However, the data reported in this measure will be readily available to policymakers and the public through agency data interfaces such as the Higher Education Accountability System and Texas Public Higher Education Almanac.			Approve

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<p>GOAL A. Higher Education Support Outcome No. 6 (KEY): Percent of Students Who Enter Developmental-Ed at a Public Four-Year College and Complete a Credential</p>	Delete Measure	<p>In January of 2022, the Coordinating Board adopted a revised statewide plan for higher education, <i>Building a Talent Strong Texas</i>. We conducted a thorough review of our performance measures, and determined that this element does not meaningfully measure agency efforts and success in achieving the specific goals and targets of that plan. However, the data reported in this measure will be readily available to policymakers and the public through agency data interfaces such as the Higher Education Accountability System and Texas Public Higher Education Almanac.</p>			Approve
<p>GOAL A. Higher Education Support Outcome No. 7 (KEY): Percent of Students Who Enter Developmental-Ed at a Public Two-Year College and Complete a Credential</p>	Delete Measure	<p>In January of 2022, the Coordinating Board adopted a revised statewide plan for higher education, <i>Building a Talent Strong Texas</i>. We conducted a thorough review of our performance measures, and determined that this element does not meaningfully measure agency efforts and success in achieving the specific goals and targets of that plan. However, the data reported in this measure will be readily available to policymakers and the public through agency data interfaces such as the Higher Education Accountability System and Texas Public Higher Education Almanac.</p>			Approve

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GOAL A. Higher Education Support Outcome No. 8 (KEY): Percent of Students Who Enter College Ready at a Four-Year College and Complete a Credential	Delete Measure	In January of 2022, the Coordinating Board adopted a revised statewide plan for higher education, <i>Building a Talent Strong Texas</i> . We conducted a thorough review of our performance measures, and determined that this element does not meaningfully measure agency efforts and success in achieving the specific goals and targets of that plan. However, the data reported in this measure will be readily available to policymakers and the public through agency data interfaces such as the Higher Education Accountability System and Texas Public Higher Education Almanac.			Approve
GOAL A. Higher Education Support Outcome No. 9 (KEY): Percent of Students Who Enter College Ready at a Two-Year College and Complete a Credential	Delete Measure	In January of 2022, the Coordinating Board adopted a revised statewide plan for higher education, <i>Building a Talent Strong Texas</i> . We conducted a thorough review of our performance measures, and determined that this element does not meaningfully measure agency efforts and success in achieving the specific goals and targets of that plan. However, the data reported in this measure will be readily available to policymakers and the public through agency data interfaces such as the Higher Education Accountability System and Texas Public Higher Education Almanac.			Approve

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<p>GOAL A. Higher Education Support Outcome No. 10 (KEY): Percent of Public Bachelor's Degree Graduates Completing with No More than 3 Hrs. of Their Degree Plan</p>	Delete Measure	<p>In January of 2022, the Coordinating Board adopted a revised statewide plan for higher education, <i>Building a Talent Strong Texas</i>. We conducted a thorough review of our performance measures, and determined that this element does not meaningfully measure agency efforts and success in achieving the specific goals and targets of that plan. However, the data reported in this measure will be readily available to policymakers and the public through agency data interfaces such as the Higher Education Accountability System and Texas Public Higher Education Almanac.</p>			Disapprove
<p>GOAL A. Higher Education Support Outcome No. 11 (KEY): Percent of Public Two-year Institution Students Graduating with No More than 3 Hrs. of Their Award Plan</p>	Delete Measure	<p>In January of 2022, the Coordinating Board adopted a revised statewide plan for higher education, <i>Building a Talent Strong Texas</i>. We conducted a thorough review of our performance measures, and determined that this element does not meaningfully measure agency efforts and success in achieving the specific goals and targets of that plan. However, the data reported in this measure will be readily available to policymakers and the public through agency data interfaces such as the Higher Education Accountability System and Texas Public Higher Education Almanac.</p>			Disapprove

ELEMENT	REQUESTED CHANGE	JUSTIFICATION FOR REQUESTED CHANGE	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Identify the current Goal, Strategy, Measure or Measure Definition.	Indicate requested change using strike-through to delete text and underscore to add text.	Explain the reason for the proposed change.			
<u>GOAL A. Higher Education Support</u> <u>Outcome No. 1 (KEY): % Texas age 25-34 with postsecondary credential of value</u>	<u>Add New Measure</u> Definition: Percent of Texans ages 25-34 with a degree, certificate, or other postsecondary credential of value Purpose: Measure progress toward statewide goals for postsecondary attainment. Data Source: US Census Bureau Method of Calculation: Percentage of Texas population ages 25-34 holding a certificate or degree of value. Total Texas population and residents ages 25-34 holding a degree are based on 1-year American Community Survey (ACS) estimates published annually by the US Census Bureau. A credential of value will be established when a graduates' earnings exceeds a threshold amount. Data Limitation: Degree attainment estimated using American Community Survey, 1-Year Public Use Microdata samples. Certification or license attainment estimated using the Current Population Survey Annual Social and Economic (March) Supplements (pooling four years). Specifics of credential of value methodology still being refined.	This measure directly aligns with the goals and targets of the updated statewide strategic plan for higher education -- <i>Building a Talent Strong Texas</i> -- adopted by the Coordinating Board in January 2022. This measure will provide a meaningful metric of agency progress in meeting state goals for higher education.			Approve

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Identify the current Goal, Strategy, Measure or Measure Definition.	Indicate requested change using strike-through to delete text and underscore to add text.	Explain the reason for the proposed change.			
<u>GOAL A. Higher Education Support Outcome No. 2 (KEY): % Texas Age 35-64 with postsecondary credential of value</u>	<p><u>Add New Measure</u></p> <p>Definition: Percent of Texans ages 35-64 with a degree, certificate, or other postsecondary credential of value.</p> <p>Purpose: Measure progress toward statewide goals for postsecondary attainment.</p> <p>Data Source: US Census Bureau</p> <p>Method of Calculation: Percentage of Texas population ages 35-64 holding a certificate or degree of value. Total Texas population and the number of residents ages 35-64 holding a degree are based on 1-year American Community Survey (ACS) estimates published annually by the US Census Bureau. A credential of value will be established when a graduates' earnings exceeds a threshold amount.</p> <p>Data Limitations: Degree attainment estimated using American Community Survey, 1-Year Public Use Microdata samples. Certification or license attainment estimated using the Current Population Survey Annual Social and Economic (March) Supplements (pooling four years). Specifics of credential of value methodology still being refined.</p>	<p>This measure directly aligns with the goals and targets of the updated statewide strategic plan for higher education -- <i>Building a Talent Strong Texas</i> -- adopted by the Coordinating Board in January 2022. This measure will provide a meaningful metric of agency progress in meeting state goals for higher education.</p>			Approve

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<p><u>GOAL A. Higher Education Support</u></p> <p><u>Outcome No. 3 (KEY): Number student completing credentials of value annually</u></p>	<p><u>Add New Measure</u></p> <p>Definition: Number of students completing postsecondary credentials of value each year.</p> <p>Purpose: Measure progress toward statewide goals for postsecondary completion.</p> <p>Data Source: CBM 001, 008 009; Financial Aid Database (FADS); TWC UI data; US Census Data</p> <p>Method of Calculation: Number of educational credentials completed that enable students to receive annual earnings that surpass a minimum economic threshold within three years. The economic threshold is determined by considering two metrics: 1) student investment amortized over 10 years and 2) median annual earnings for individuals who received a high school diploma.</p> <p>Data Limitation: Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data. Specifics of credential of value methodology still being refined.</p>	<p>This measure directly aligns with the goals and targets of the updated statewide strategic plan for higher education -- <i>Building a Talent Strong Texas</i> -- adopted by the Coordinating Board in January 2022. This measure will provide a meaningful metric of agency progress in meeting state goals for higher education.</p>			<p>Approve</p>

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<p>GOAL A. Higher Education Support</p> <p>Outcome No. 4 (KEY): Amount of Private & Federal R&D Expenditures at Texas Institutions</p>	<p><u>Add New Measure</u></p> <p>Definition: Amount of private and federal research and development expenditures at Texas institutions of higher education.</p> <p>Purpose: Measure progress toward statewide goals for postsecondary research support.</p> <p>Data Source: Survey of Research Expenditures submitted annually by institutions.</p> <p>Method of Calculation: Include all Federal monies used in support of the R&D activities of the institution. These include reimbursements, contracts, grants, and any identifiable amounts spent from Federal programs, including Federal monies passed through state agencies. Include expenditures of funds from both for-profit and non-profit corporations and individuals. Also, includes funds from agencies from other states.</p> <p>Data Limitations: 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. 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. The data are <u>generally available by July of the</u></p>	<p>This measure directly aligns with the goals and targets of the updated statewide strategic plan for higher education -- <i>Building a Talent Strong Texas</i> -- adopted by the Coordinating Board in January 2022. This measure will provide a meaningful metric of agency progress in meeting state goals for higher education.</p>			<p>Approve</p>

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<p>GOAL A. Higher Education Support</p> <p>Outcome No. 5 (KEY):Number of research doctorates awarded annually by TX Institutions</p>	<p><u>Add New Measure</u></p> <p>Definition: Number of research doctorates awarded yearly by Texas institutions of higher education.</p> <p>Purpose: Measure progress toward statewide goals for postsecondary research support.</p> <p>Data Source: CBM009</p> <p>Method of Calculation:Research doctorates awarded include an unduplicated count of research/scholarship doctorate earners as reported on the CBM009. Total doctorates awarded include an unduplicated count of research/scholarship and professional practice doctorate earners. Both counts include doctorate earners at Texas public and independent institutions.</p> <p>Data Limitations: Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.</p>	<p>This measure directly aligns with the goals and targets of the updated statewide strategic plan for higher education -- <i>Building a Talent Strong Texas</i> -- adopted by the Coordinating Board in January 2022. This measure will provide a meaningful metric of agency progress in meeting state goals for higher education.</p>			<p>Approve</p>

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GOAL A. Higher Education Support Outcome No. 3 (NON-KEY): Percent Underprepared University Students Graduating in 6 Years	Delete Measure	In January of 2022, the Coordinating Board adopted a revised statewide plan for higher education, <i>Building a Talent Strong Texas</i> . We conducted a thorough review of our performance measures, and determined that this element does not meaningfully measure agency efforts and success in achieving the specific goals and targets of that plan. However, the data reported in this measure will be readily available to policymakers and the public through agency data interfaces such as the Higher Education Accountability System and Texas Public Higher Education Almanac.			Disapprove
GOAL A. Higher Education Support Outcome No. 4 (NON-KEY): College-level Course Success Rate of Underprepared University Students	Delete Measure	In January of 2022, the Coordinating Board adopted a revised statewide plan for higher education, <i>Building a Talent Strong Texas</i> . We conducted a thorough review of our performance measures, and determined that this element does not meaningfully measure agency efforts and success in achieving the specific goals and targets of that plan. However, the data reported in this measure will be readily available to policymakers and the public through agency data interfaces such as the Higher Education Accountability System and Texas Public Higher Education Almanac.			Disapprove

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GOAL A. Higher Education Support Outcome No. 6 (NON-KEY): Requests Acted Upon within 10 workdays.	Delete Measure	In January of 2022, the Coordinating Board adopted a revised statewide plan for higher education, <i>Building a Talent Strong Texas</i> . We conducted a thorough review of our performance measures, and determined that this element does not meaningfully measure agency efforts and success in achieving the specific goals and targets of that plan.			Approve
GOAL A. Higher Education Support Outcome No. 7 (NON-KEY): Texas' Share of Total Fed Funding to High Ed Inst. For R&D in Sci/Eng.	Delete Measure	The agency has proposed additional new key measures above regarding research performance that more directly align with the goals of <i>Building a Talent Strong Texas</i> .			Approve
GOAL A. Higher Education Support Outcome No. 8 (NON-KEY): Percentage Increase in Research Expenditures at Texas Public Institutions.	Delete Measure	The agency has proposed additional new key measures above regarding research performance that more directly align with the goals of <i>Building a Talent Strong Texas</i> .			Approve
GOAL B. Affordability and Debt Outcome No. 1 (KEY): Percentage of Students Receiving Financial Aid Employed Through Texas College Work Study Program	Delete Measure	In January of 2022, the Coordinating Board adopted a revised statewide plan for higher education, <i>Building a Talent Strong Texas</i> . We conducted a thorough review of our performance measures, and determined that this element does not meaningfully measure agency efforts and success in achieving the specific goals and targets of that plan.			Disapprove

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 B. Affordability and Debt</p> <p>Outcome No. 1 (KEY): % Grads with <u>no or manageable levels of undergrad student debt</u></p>	<p><u>Add New Measure</u></p> <p>Definition: Percentage of graduates with no undergraduate student debt or manageable levels of debt in relation to their earnings</p> <p>Purpose: Measure progress toward statewide goals for postsecondary credentials of value.</p> <p>Data Source: CBM009, Financial Aid Database System (FADS), TWC UI records</p> <p>Method of Calculation: Certificate and degree earners are matched against FADS records to determine student debt and UI wage records five years after graduation to determine wages. The debt to wage ratio is calculated by dividing the student-level monthly payment estimate by the average monthly wages of a student's program and award level.</p> <p>Data Limitation: Prior year data on graduates is used because performance measure submission deadlines do not allow for full certification and use of current year data. Does not include incarcerated students, those with invalid SSN, or students who earned an award after the cohort year. 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.</p> <p><u>Parent loans are excluded from debt</u></p>	<p>This measure directly aligns with the goals and targets of the updated statewide strategic plan for higher education -- <i>Building a Talent Strong Texas</i> -- adopted by the Coordinating Board in January 2022. This measure will provide a meaningful metric of agency progress in meeting state goals for higher education.</p>			<p>Approve</p>

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GOAL B. Affordability and Debt Outcome No. 2 (KEY): Percentage of <u>graduates with no undergraduate student debt</u>	<u>Add New Measure</u> Definition: Percentage of graduates with no undergraduate student debt Purpose: Measure progress toward statewide goals for postsecondary credentials of value. Data Source: CBM009, Financial Aid Database System (FADS) Method of Calculation: Percentage of students awarded an associate or bachelor's degree from a Texas public or private (independent) 4-year institution, or awarded a certificate or associate degree from a Texas public or private (independent) 2-year institution in a given year who have no reported student loan debt through FADS. Data Limitation: Prior year data on graduates is used because performance measure submission deadlines do not allow for full certification and use of current year data. 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. Parent loans are excluded from debt totals. Only Texas public 2- and 4-year institutions are included.	This measure directly aligns with the goals and targets of the updated statewide strategic plan for higher education -- <i>Building a Talent Strong Texas</i> -- adopted by the Coordinating Board in January 2022. This measure will provide a meaningful metric of agency progress in meeting state goals for higher education.			Approve

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 B. Affordability and Debt Outcome No. 1 (NON-KEY): Percentage independent College Students Receiving Tuition Equalization Grants	Delete Measure	In January of 2022, the Coordinating Board adopted a revised statewide plan for higher education, Building a Talent Strong Texas. We conducted a thorough review of our performance measures, and determined that this element does not meaningfully measure agency efforts and success in achieving the specific goals and targets of that plan.			Approve
GOAL D. Industry and Workforce – Health Related Outcome No. 2 (NON-KEY): Percent Family Practice Residency Program Completers Practicing in Texas	Delete Measure	In January of 2022, the Coordinating Board adopted a revised statewide plan for higher education, <i>Building a Talent Strong Texas</i> . We conducted a thorough review of our performance measures, and determined that this element does not meaningfully measure agency efforts and success in achieving the specific goals and targets of that plan.			Disapprove
<u>GOAL D. Industry and Workforce - Health Related Outcome No. 2 (NON-KEY): Number of GME Expansion Grant Program awards made</u>	<u>Add New Measure</u> Definition: Number of GME Expansion Grant Program awards made Purpose: Gauge utilization of the GME Expansion program to maintain the 1.1 to 1 ratio of first-year residency positions to medical school graduates. Data Source: Division of Academic and Health Affairs reporting Method of Calculation: Total number of residency positions awarded funding through the annual grant cycle. Data Limitations: Awards are subject to biennial appropriations. Does not account for awards that may be subsequently returned.	Ensuring that Texas maintains the 1.1 to 1 ratio of first-year residency positions to medical school graduates has been a high priority of the Legislature. This measure helps the Legislature gauge whether awards are expanding at a sufficient rate.			Approve

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 A. Higher Education Support Strategy 1. Agency Operations Output Measure No. 6 (NON-KEY): Dollars of Fed Obligations— R&D in Sci and Engineering	Delete Measure	The agency has proposed additional new key measures above regarding research performance that more directly align with the goals of <i>Building a Talent Strong Texas</i> .			Approve
GOAL A. Higher Education Support Strategy 1. Agency Operations Output Measure No. 7 (NON-KEY): Dollar Amount of Research Expenditures at TX Public Institutions	Delete Measure	The agency has proposed additional new key measures above regarding research performance that more directly align with the goals of <i>Building a Talent Strong Texas</i> .			Approve
GOAL A. Higher Education Support Strategy 1. Agency Operations Output Measure No. 1 (NON-KEY): Number of requests from legislators, media, IHEs, students and the public	Delete Measure	This measure creates undue administrative cost and burden, as it is very difficult to track and monitor all requests from all external parties to all divisions of the agency.			Approve
GOAL A. Higher Education Support Strategy 1. Agency Operations Output Measure No. 2 (NON-KEY): Response Time to Requests for Information	Delete Measure	This measure creates undue administrative cost and burden, as it is very difficult to track and monitor all requests from all external parties to all divisions of the agency.			Approve
GOAL A. Higher Education Support Strategy 1. Agency Operations Output Measure No. 3 (NON-KEY): Number of SARA (State Authorization Reciprocity Agreement) application proc.	Delete Measure	This measure creates undue administrative cost and burden and is not a useful measure of performance.			Approve
GOAL A. Higher Education Support Strategy 2. Student Loan Programs Output Measure No. 1 (KEY): Undergraduate student loan debt at or below 60 percent of first-year wages for graduates of Texas public institutions of higher education	Delete Measure	The agency has proposed additional new key measures above regarding student debt that more directly align with the goals of <i>Building a Talent Strong Texas</i> .			Approve
GOAL A. Higher Education Support Strategy 2. Student Loan Programs Output Measure No. 3 (NON-KEY): Operating Expense for Hinson-Hazlewood Loan Program	Delete Measure	The agency has proposed additional new key measures above regarding student debt that more directly align with the goals of <i>Building a Talent Strong Texas</i> .			Approve

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<p>GOAL A. Higher Education Support</p> <p>Strategy 2. Student Loan Programs- Efficiency Measure No. 2 (NON-KEY): Administrative costs of loan programs as a percentage of overall loan program</p>	Delete Measure	The agency has proposed additional new key measures above regarding student debt that more directly align with the goals of <i>Building a Talent Strong Texas</i> .			Approve
<p>GOAL A. Higher Education Support</p> <p>Strategy 3. College Readiness and Success</p> <p>Output Measure No. 1 (KEY): One year persistence rates for public universities</p>	<p>Add New Measure</p> <p>Definition: One year persistence rates at Texas public universities</p> <p>Purpose: Gauge continuing student success at public universities</p> <p>Data Source: CBM001, CBM009, and CBM00N</p> <p>Method of Calculation: Percentage of first-time, degree-seeking undergraduates enrolled in at least 12 semester credit hours (SCH) in the fall semester who are still enrolled at the same or another Texas public or private (independent) institution the following fall semester.</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.</p>	This measure directly aligns with the goals and targets of the updated statewide strategic plan for higher education -- <i>Building a Talent Strong Texas</i> -- adopted by the Coordinating Board in January 2022. This measure will provide a meaningful metric of agency progress in meeting state goals for higher education.			Approve

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 A. Higher Education Support</p> <p>Strategy 3. College Readiness and Success</p> <p>Output Measure No. 2 (KEY): 1-YR Persist rate Public Community, Tech & State Colleges</p>	<p><u>Add New Measure</u></p> <p>Definition: One year persistence rates at Texas public community, technical and state colleges</p> <p>Purpose: Gauge continuing student success at public 2-year institutions.</p> <p>Data Source: CBM001, CBM009, and CBM00N</p> <p>Method of Calculation: Percentage of first-time, credential-seeking undergraduates enrolled in at least 12 semester credit hours (SCH) in the fall semester who are still enrolled at the same or another Texas public or private (independent) institution the following fall semester.</p> <p>Data Limitations: Credential-seeking students are those who intend to earn an associate's degree, certificate, BAT degree, credits for transfer, or did not respond. If a student earned a CERT1, CERT2, Advanced Technology Certificate, Associate or Bachelor's at any Texas public or private institution and did not persist, they were excluded from the cohort. If a student earned an award and persisted, then they remain in the cohort.</p>	<p>This measure directly aligns with the goals and targets of the updated statewide strategic plan for higher education -- <i>Building a Talent Strong Texas</i> -- adopted by the Coordinating Board in January 2022. This measure will provide a meaningful metric of agency progress in meeting state goals for higher education.</p>			<p>Approve</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
GOAL A. Higher Education Support Strategy 3. College Readiness and Success Output Measure No. 3 (KEY): 2-year to 4-year transfer rate	<u>Add New Measure</u> Definition: The percentage of public 2-year institution students who transferred to a senior institution within six years Purpose: Gauge continuing student success at public 2-year institutions. Data Source: Method of Calculation: Identify a cohort consisting of the number of students entering higher education for the first time at a two-year public institution who were not concurrently enrolled at a four-year institution. Calculate the percentage of students in the cohort who transferred to a senior institution within six years. Data Limitation: Does not include students who may transfer to private or out-of-state institutions.	This measure directly aligns with the goals and targets of the updated statewide strategic plan for higher education -- <i>Building a Talent Strong Texas</i> -- adopted by the Coordinating Board in January 2022. This measure will provide a meaningful metric of agency progress in meeting state goals for higher education.			Approve
GOAL A. Higher Education Support Strategy 3. College Readiness and Success Output Measure No. 1 (NON-KEY): Number of student complaints processed.	Delete Measure	In January of 2022, the Coordinating Board adopted a revised statewide plan for higher education, <i>Building a Talent Strong Texas</i> . We conducted a thorough review of our performance measures, and determined that this element does not meaningfully measure agency efforts and success in achieving the specific goals and targets of that plan.			Approve

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 A. Higher Education Support Strategy 3. College Readiness and Success Output Measure No. 2 (NON-KEY): Percent change in FAFSA Applications	Delete Measure	In January of 2022, the Coordinating Board adopted a revised statewide plan for higher education, <i>Building a Talent Strong Texas</i> . We conducted a thorough review of our performance measures, and determined that this element does not meaningfully measure agency efforts and success in achieving the specific goals and targets of that plan.			Approve
GOAL A. Higher Education Support Strategy 3. College Readiness and Success Explanatory Measure No. 1 (KEY): Dollars Appropriated for Developmental Education	Delete Measure	In January of 2022, the Coordinating Board adopted a revised statewide plan for higher education, <i>Building a Talent Strong Texas</i> . We conducted a thorough review of our performance measures, and determined that this element does not meaningfully measure agency efforts and success in achieving the specific goals and targets of that plan.			Disapprove
GOAL A. Higher Education Support Strategy 3. College Readiness and Success Explanatory Measure No. 1 (NON-KEY): Number of Economically-Disadvantaged undergraduate African American students completing a degree or certificate at Texas public inst. of higher education.	Edit measure to remove "economically disadvantaged"	The agency has proposed a new performance measure that would measure completion by income. This will allow the measure to evaluate completion across all African American students.			Approve
GOAL A. Higher Education Support Strategy 3. College Readiness and Success Explanatory Measure No. 2 (NON-KEY): Number of Economically-Disadvantaged undergraduate Hispanic students completing a degree or certificate at Texas public inst. of higher education.	Edit measure to remove "economically disadvantaged"	The agency has proposed a new performance measure that would measure completion by income. This will allow the measure to evaluate completion across all Hispanic students.			Approve

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><u>GOAL A. Higher Education Support</u> <u>Strategy 3. College Readiness and Success</u> <u>Explanatory Measure No. 3 (NON-KEY): Number of males completing degree/cert Texas public institutions</u></p>	<p><u>Add New Measure</u> Definition: Number of UG male students completing a degree or certificate at Texas public inst. of higher education Purpose: Gauge progress toward completion goals by gender. Data Source: CBM009 Method of Calculation: Number of certificates, associate degrees, bachelor's (baccalaureate) degrees awarded by Texas institutions of higher education to male students. Data Limitations: Career school students are not included (not available). Includes public and Independents (ICUTs) only.</p>	<p>This measure will evaluate completion by gender, an important signifier for higher education outcomes.</p>			<p>Approve</p>
<p><u>GOAL A. Higher Education Support</u> <u>Strategy 3. College Readiness and Success</u> <u>Explanatory Measure No. 4 (NON-KEY): Number of females completing degree/cert Texas public institutions</u></p>	<p><u>Add New Measure</u> Definition: Number of UG female students completing a degree or certificate at Texas public inst. of higher education Purpose: Gauge progress toward completion goals by gender. Data Source: CBM009 Method of Calculation: Number of certificates, associate degrees, bachelor's (baccalaureate) degrees awarded by Texas institutions of higher education to female students. Data Limitations: Career school students are not included (not available). Includes public and Independents (ICUTs) only.</p>	<p>This measure will evaluate completion by gender, an important signifier for higher education outcomes.</p>			<p>Approve</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
GOAL A. Higher Education Support Strategy 3. College Readiness and Success Explanatory Measure No. 3 (NON-KEY): Number of Economically-Disadvantaged undergraduate Asian students completing a degree or certificate at Texas public inst. of higher education.	Delete Measure	Data regarding educational outcomes of student by ethnicity is more readily available through the Accountability System. Recommend removing measures except those that have been of particular interest to policy makers.			Approve
GOAL A. Higher Education Support Strategy 3. College Readiness and Success Explanatory Measure No. 4 (NON-KEY): Number of Economically-Disadvantaged undergraduate White students completing a degree or certificate at Texas public inst. of higher education.	Delete Measure	Data regarding educational outcomes of student by ethnicity is more readily available through the Accountability System. Recommend removing measures except those that have been of particular interest to policy makers.			Approve
GOAL A. Higher Education Support Strategy 3. College Readiness and Success Explanatory Measure No. 5 (NON-KEY): Number of Economically-Disadvantaged undergraduate Other students completing a degree or certificate at Texas public inst. of higher education.	Delete Measure	Data regarding educational outcomes of student by ethnicity is more readily available through the Accountability System. Recommend removing measures except those that have been of particular interest to policy makers.			Approve
GOAL A. Higher Education Support Strategy 3. College Readiness and Success Efficiency Measure No. 1 (NON-KEY): Number of high schools served	Delete Measure	In January of 2022, the Coordinating Board adopted a revised statewide plan for higher education, <i>Building a Talent Strong Texas</i> . We conducted a thorough review of our performance measures, and determined that this element does not meaningfully measure agency efforts and success in achieving the specific goals and targets of that plan.			Disapprove

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 A. Higher Education Support Strategy 3. College Readiness and Success Efficiency Measure No. 1 (NON-KEY): # educators that access the Texas OnCourse Academy	Add New Measure Definition: Number of Texas educators that access the Texas OnCourse Academy Purpose: Gauge participation in the Texas OnCourse Academy Data Source: Division reporting Method of Calculation: Number of individuals who accessed professional development through the Texas OnCourse Academy per academic year. Data Limitation: Individual users counts based on registrations, there may be some small number of users who register more than once under separate email addresses.	This measure directly aligns with the goals and targets of the updated statewide strategic plan for higher education -- <i>Building a Talent Strong Texas</i> -- adopted by the Coordinating Board in January 2022. This measure will provide a meaningful metric of agency progress in meeting state goals for higher education.			Approve
GOAL B. Affordability and Debt Strategy 1. TEXAS Grant Program Output Measure No. 3 (KEY to NON-KEY) Percent of TEXAS Grant recipients who earn a baccalaureate degree within six academic years.	Move from key to non-key.	The key measure already include a measure of graduation success for TEXAS Grant recipients.			Approve
GOAL B. Affordability and Debt Strategy 1. TEXAS Grant Program Output Measure No. 1 (NON-KEY): Persistence rate of TEXAS Grant recipients after 1 year at a Public University	Delete Measure	In January of 2022, the Coordinating Board adopted a revised statewide plan for higher education, <i>Building a Talent Strong Texas</i> . We conducted a thorough review of our performance measures, and determined that this element does not meaningfully measure agency efforts and success in achieving the specific goals and targets of that plan.			Approve
GOAL B. Affordability and Debt Strategy 2. Tuition Equalization Grant Output Measure No. 1 (KEY to NON-KEY) Percent TEG Recipients Who are Minority Students.	Move from KEY to NON-KEY.	Swapped this and the following measure between key and non-key as overall number of students accessing TEG has the more statewide impact.			Approve

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 B. Affordability and Debt Strategy 2. Tuition Equalization Grant Output Measure No. 1 (NON-KEY to KEY) Number of students receiving TEG awards.	Move from NON-KEY to KEY.	Swapped this and the above measure between key and non-key as overall number of students accessing TEG has the more statewide impact.			Approve
GOAL B. Affordability and Debt Strategy 2. Tuition Equalization Grant Output Measure No. 2 (NON-KEY): Persistence Rate of TEG recipients after 1 Academic Year	Delete Measure	In January of 2022, the Coordinating Board adopted a revised statewide plan for higher education, <i>Building a Talent Strong Texas</i> . We conducted a thorough review of our performance measures, and determined that this element does not meaningfully measure agency efforts and success in achieving the specific goals and targets of that plan.			Approve
GOAL B. Affordability and Debt Strategy 2. Tuition Equalization Grant Output Measure No. 3 (NON-KEY): Percent TEG Recipients with Baccalaureate within Six Academic Years	Delete Measure	In January of 2022, the Coordinating Board adopted a revised statewide plan for higher education, <i>Building a Talent Strong Texas</i> . We conducted a thorough review of our performance measures, and determined that this element does not meaningfully measure agency efforts and success in achieving the specific goals and targets of that plan.			Approve

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 B. Affordability and Debt Strategy 3. TEOG -- Community Colleges Output Measure No. 1 (KEY): Number of students receiving TEOG-CC awards.	<u>Add New Measure</u> Definition: Number of students receiving a TEOG award at community colleges each fiscal year. Purpose: Gauge use of the program at public community colleges. Data Source: Division of Financial Aid Service records Method of Calculation: Sum the number of students receiving TEOG award as reported by public community colleges. Data Limitations: Due to timing of the availability of data, information will be for the prior fiscal year.	This measure directly aligns with the goals and targets of the updated statewide strategic plan for higher education -- <i>Building a Talent Strong Texas</i> -- adopted by the Coordinating Board in January 2022. This measure will provide a meaningful metric of agency progress in meeting state goals for higher education.			Approve
GOAL B. Affordability and Debt Strategy 3. TEOG -- State and Technical Colleges Output Measure No. 2 (KEY): Number of students receiving TEOG-STC awards.	<u>Add New Measure</u> Definition: Number of students receiving a TEOG award at state and technical colleges each fiscal year. Purpose: Gauge use of the program at public state and technical colleges. Data Source: Division of Financial Aid Service records Method of Calculation: Sum the number of students receiving TEOG award as reported by public state and technical colleges. Data Limitations: Due to timing of the availability of data, information will be for the prior fiscal year.	This measure directly aligns with the goals and targets of the updated statewide strategic plan for higher education -- <i>Building a Talent Strong Texas</i> -- adopted by the Coordinating Board in January 2022. This measure will provide a meaningful metric of agency progress in meeting state goals for higher education.			Approve

SCHEDULE B:
Performance Measures

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 D. Industry Workforce — Health-Related Strategy 1. Family Practice Residency Program Output Measure No. 2 (KEY): Average Funding Per FPRP Resident.	Delete Measure	In January of 2022, the Coordinating Board adopted a revised statewide plan for higher education, <i>Building a Talent Strong Texas</i> . We conducted a thorough review of our performance measures, and determined that this element does not meaningfully measure agency efforts and success in achieving the specific goals and targets of that plan.			Disapprove
GOAL D. Industry Workforce – Health Related Strategy 3. GME Expansion Output Measure No. 1 (NON-KEY) Number of new First-Year Residency Positions Est. & maintenance since GME expansion _____	Name Change	Name Change			Approve



**Texas Higher Education Coordinating Board
Key and Non-Key Performance Measures
Goals and Strategies
FY24-25 MEASURES**

Goals

GOAL A. Higher Education Support

Outcome Measures: (Key)

1. Percentage of University Students Graduating in Four Years
2. Percentage of Public Two-year Institution Students Graduating in Three Years
3. Percentage of University Students Graduating in Six Years
4. Percent of Public Bachelor's Degree Graduates Completing with No More than Three Hours of Their Degree Plan
5. Percent of Public Two-year Institution Students Graduating with No More than Three Hours of Their Award Plan
6. Percent of Texans Ages 25-34 with a Degree, Certificate, or Other Postsecondary Credential of Value
7. Percent of Texans Ages 35-64 with a Degree, Certificate, or Other Postsecondary Credential of Value
8. Number of Students Completing Postsecondary Credentials of Value Each Year
9. Amount of Private and Federal Research and Development Expenditures at Texas Institutions of Higher Education
10. Number of Research Doctorates Awarded Yearly by Texas Institutions of Higher Education

Outcome Measures: (Non-Key)

1. Percent Increase in Fall Student Headcount Enrollment
2. Percent Underprepared University Students Graduating in Six Years
3. College Level Course Success Rate of Underprepared University Students
4. Percent Increase Completion of Cert., Assoc., Bach., & Master's Degrees
5. Percentage of Students Working or Enrolled in Higher Education 1 Yr. After Degree or Certificate

GOAL B. Affordability and Debt

Outcome Measures: (Key)

1. Percentage of Graduates with No Undergraduate Student Debt or Manageable Levels of Debt in Relation to Their Potential Earnings
2. Percentage of Graduates with No Undergraduate Student Debt
3. Percentage of Students Receiving Financial Aid Employed Through Texas College Work Study Program

GOAL D. Industry Workforce – Health Related

Outcome Measures: (Key)

1. Percent of First Year Medical Resident's Headcount to Medical School Graduates

Outcome Measures: (Non-Key)

1. Percent Family Practice Residency Prog. Completers in Medically Underserved Areas
2. Percent Family Practice Residency Prog. Completers Practicing in Texas
3. Number of GME Expansion Grant Program Awards Made

GOAL E. Baylor College of Medicine

Outcome Measures: (Key)

1. Percent of Baylor College of Medicine Grads Entering TX Residency Program
2. Percent of Baylor College of Medicine Grads Entering Primary Care Residencies

Outcome Measures: (Non-Key)

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

Goals

A.1.1. Agency Operations

Output Measures: (Non-Key)

1. Number of Public Institutions of Higher Education Program Reviews Processed
2. Number of Certification of Authority and Certification of Authorization Reviewed
3. Number of Public Univ. Programs Health-Related Programs and Admin Changes Reviewed
4. Number of Career Schools and College and Public 2-Year College Programs Reviewed

A.1.2. Student Loan Programs

Output Measures: (Non-Key)

1. Number of Student Loans Originated
2. Dollar Amount of Loans Made

Efficiency Measures: (Non-Key)

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

A.1.3. College Readiness and Success

Output Measures: (Key)

1. Increase in Fall Student Headcount Enrollment

Output Measures: (Non-Key)

1. One Year Persistence Rates for Texas Public Universities
2. One Year Persistence Rates for Texas Public Community, Technical and State Colleges
3. 2-Year to 4-Year Transfer Rate

Explanatory Measures: (Key)

1. Dollars Appropriated for Developmental Education

Explanatory Measures: (Non-Key)

1. Number of Undergraduate African American Students Completing a degree or Certificate at Texas Public Inst. of Higher Education.
2. Number of Undergraduate Hispanic Students Completing a degree or Certificate at Texas Public Inst. of Higher Education
3. Number of Undergraduate Male Students Completing a degree or Certificate at Texas Public Institutions of Higher Education
4. Number of Undergraduate Female Students Completing a degree or Certificate at Texas Public Institutions of Higher Education

Efficiency Measure: (Non-Key)

1. Number of High Schools Served

A.1.4. Texas Oncourse Program

Efficiency Measure: (Non-Key)

1. Number of Educators That Access the Texas Oncourse Academy

B.1.1. TEXAS Grant Program

Output Measure: (Key)

1. Number of Students Receiving TEXAS Grants
2. Percent of TEXAS Grant Recipients Who Earn a Baccalaureate Degree Within Four Academic Years

Output Measures: (Non-Key)

1. Percent of TEXAS Grant Recipients Who Earn a Baccalaureate Degree Within Six Academic Years

B.1.2. Tuition Equalization Grants

Output Measure: (Key)

1. Percent TEG Recipients Who Earn Baccalaureate Degree Within Four Academic Years
2. Number of Students Receiving a TEG Award

Output Measures: (Non-Key)

1. Percent TEG Recipients Who are Minority Students

B.1.3. TEOG-Public Community Colleges

Output Measure: (Key)

1. Number of Students Receiving a TEOG – CC awards
2. Percent TEOG Recipient TX Pub CC Fall with Assoc. Transferred to 4 YR. College

B.1.4 TEOG-State/Technical Colleges

Output Measure: (Key)

1. Number of Students Receiving a TEOG – STC Awards

C.1.3. Educational Loan Repayment

Output Measures: (Non-Key)

1. Number of Physicians Receiving PELRP Payment (Including Federal Match)
2. Percent PELRP Recipients Who Continue Practice in an HPSA

D.1.1. Family Practice Residency Program

Output Measures: (Key)

1. Number of FPRP Residents Supported
2. Average Funding per FPRP Resident

D.1.3. GME Expansion

Output Measures: (Non-Key)

1. Number of New First-Year Residency Positions

E.1.1. Baylor College of Medicine UGME

Output Measure: (Non-Key)

1. Number of Texas Resident BCOM Medical Students Funded
2. Average Amount Per BCOM Student

SCHEDULE C:

Historically Underutilized Business Plan

Texas Higher Education Coordinating Board

Historically Underutilized Business Plan

In accordance with 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.

GOAL

To promote fair and competitive business opportunities and make a good faith effort to utilize CPA certified minority-owned and women-owned businesses.

OBJECTIVES

1. Meet or exceed the statewide HUB Annual Utilization Goals

The statewide HUB Annual Utilization Goals are based on expenditures by procurement categories. The Statewide HUB has set the following goals for the statewide expenditures with HUBs:

HUB Goal	Procurement Category
11.2%	Heavy construction other than building contracts
21.1%	All building construction, including general contractors
32.9%	Special trade construction contracts
23.7%	Professional services contracts
26.0%	All other services contracts
21.1%	Commodities contracts

The Coordinating Board's goal is to meet or exceed the overall statewide HUB participation Goals under the following procurement categories: Professional services, all other services contracts, and commodities contracts. The THECB does not procure heavy construction, all building construction, or special trade construction contracts.

2. HUB Vendor Outreach Efforts

- The Coordinating Board will participate in a minimum of three (3) HUB events each fiscal year and attend the HUB Discussion Workgroup (HDWG) trainings and meetings.
- The Coordinating Board will reach out to eligible HUB vendors with a lapsed active status on the Centralized Masters Bidders List (CMBL).
- The Coordinating Board has centralized its procurement card (p-card) purchases in the Contracts and Procurement department. Vendor verifications, including HUB verifications are performed for each purchase.

3. Promote Agency Awareness

The agency HUB Coordinator will promote awareness of the Coordinating Board's HUB procurement efforts with internal outreach efforts including executive leadership and staff throughout the agency.

- Promote and share current HUB progress with key stakeholders.
- Work with the agency's communications team to develop a newsletter to promote the HUB program and the agency's efforts to meet the Statewide HUB Annual Utilization Goals.
- Update the agency's procurement website to include additional helpful resources to the HUB vendor community.

EXTERNAL/INTERNAL ASSESSMENT

External:

- COVID has limited the number of HUB events, but more in-person events are being scheduled including the Annual Spot Bid Fair.
- In 2023, the THECB is moving to the CAPPs Financial System. It will assist the Coordinating Board in tracking the total number of bids received from HUBs.
- Underutilization of HUB goals, due to certain HUB categories not correlating to the agency mission and funding, i.e., construction and special trade goals.
- Subject-matter expertise for some professional and consultant service contracts may limit HUB vendor participation.

Internal:

The agency has made several internal improvements to support the HUB program.

- Due to increased federal funding as a result of the CARES Act, the agency has awarded a large number of higher dollar contracts to HUB vendors.
- Developed a HUB Subcontracting Plan (HSP) Checklist to aid in the review and certification of HSPs submitted in a vendor's proposal.
- Centralized the procurement card in the Contracts and Procurement dept. to verify HUB status prior to purchasing and assist with increasing HUB procurement expenditures.
- Expand HUB duties through crossing training and increase the number of Coordinating Board representatives at HUB events.

SCHEDULE F:

Agency Workforce Plan

Texas Higher Education Coordinating Board

Agency Workforce Plan

AGENCY OVERVIEW

The Texas Higher Education Coordinating Board (Coordinating Board) was created by the Texas Legislature in 1965 and is statutorily charged with actively promoting quality education throughout the state. Under the leadership of its gubernatorially appointed board and the Texas Commissioner of Higher Education, Dr. Harrison Keller, the agency works in partnership with Texas institutions of higher education, state and federal policymakers, representatives from the K-12 sector and the workforce, and other stakeholders to advance the important mission of higher education, increase accessibility and success for Texans of all backgrounds, and to build upon higher education's unique role as a driver of our state's economy.

Most of the Coordinating Board's statutory authorities are found in the Texas Education Code, Subchapter C, Section 61.051. Among the major responsibilities of the agency are:

- Developing, revising, and evaluating progress toward a long-range master plan for higher education. The Coordinating Board recently updated the plan, known as *Building a Talent Strong Texas*, to increase postsecondary attainment, expand the educated workforce, and drive economic prosperity. The plan includes goals to:
 - Increase credential attainment to 60% across all working age adults to increase employment opportunities and income for individuals, create a deeper talent pool for employers, and align skills with the increasing number of jobs requiring postsecondary education;
 - Ensure that by 2030, all degrees, certificates, and other credentials awarded by public institutions of higher education are credentials of value, and every student has the opportunity to complete a credential of value with no or manageable debt; and
 - Expand the state's capacity for generating knowledge through basic and applied research, translating research to innovations and discoveries, and partnering with industry at all levels to drive the economy.
- Acting as the steward of the state's combined state educational and workforce data infrastructure. The agency is working closely with partners to provide actionable intelligence for students and families, institutions, employers, and policymakers about educational opportunities and workforce needs.
 - The agency, supported in part by private philanthropic funding and federal Governor's Emergency Education Relief (GEER) funding, has launched an ambitious effort to modernize data infrastructure and make data more accessible and useful to decision makers. This includes a comprehensive upgrade of our interactive advising tools so students can find and compare educational programs and training opportunities, view potential costs and earnings, and find out more about postsecondary programs of interest.

- The initiative will also provide secure tools that allow Texas colleges and universities to monitor, analyze, and support individual student progress to credentials.
- Administering and overseeing over \$580 million per year in state-funded student financial aid grant programs.

Since Sept. 1, 2021, the agency is statutorily authorized to have 296.9 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 the General Appropriations Act, Senate Bill (SB) 1, 87th Texas Legislature, Regular Session, Article III, Section 36 (III-61). FTEs paid exclusively from bond proceeds who are employed only to support the agency's student loan program are also excluded from the Coordinating Board's FTE limit per General Appropriations Act, SB 1, 87th Texas Legislature, Regular Session, Article III, Section 5 (III-55).

A. Agency's Mission Statement

The mission of the Texas Higher Education Coordinating Board is to serve as a resource, partner and advocate for Texas higher education, resulting in a globally competitive workforce that positions Texas as an international leader.

B. Agency's Workforce Strategic Goals and Objectives

The Coordinating Board's workforce planning efforts are focused on succession planning to prepare for the large percentage of employees who will be eligible to retire in the next two to five years. We are continuing to work on strategies to enhance the diversity of our applicant pools.

Goal 1: Retention & Recruitment	Recruit and retain a highly educated, skilled, and diverse workforce.
Objective	Provide a highly qualified pool of applicants, internal and external, for management's consideration and retain the critical education and skill levels needed to perform the agency's mission.
Strategies	<ul style="list-style-type: none"> ● Proactively seek new recruitment opportunities. ● Develop tools and resources for hiring managers. ● Advise and communicate with hiring managers to ensure a qualified applicant pool. ● Develop an Equal Employment Opportunity Workforce Action Plan to provide details on recruitment, hiring, and retention of workforce to reflect the state's 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	Cross train agency staff and prepare for retirement of key positions.
Objective	Maintain business continuity and avoid interruption of critical agency functions.
Strategies	<ul style="list-style-type: none"> • Continue cross-training employees, especially in critical agency 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

The Coordinating Board's core values are:

1. **Evidence-Based** – Our work is grounded in research and practices that are proven effective and are continually accessed to generate new insights and ensure meaningful progress toward our goals.
2. **Equitable** – We work toward a future in which all Texans have an equitable opportunity to participate in, contribute to, and benefit from our world-class economy.
3. **Scalable** – We design our work to make a statewide impact.
4. **Sustainable** – Our products, programs, and services engage the necessary resources and partnerships to operate sustainably in the long term.

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

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

Agency Goals and Action Items for FY 2023-2027

GOAL 1: Educate with Purpose

Support innovative education that offers value to students throughout their lives.

- Support the development of new credentials aligned with labor market demands.
- Foster the creation and implementation of innovative education practices, including digital learning, work-based learning, and open educational resources.
- Collect, curate, and report data on credentials of value.

GOAL 2: Expand Access

Use financial aid to remove barriers to student enrollment, improve affordability, and enhance value.

- Deliver targeted aid to enhance value.
- Develop new infrastructure for flexible, portable aid.
- Test and scale innovative practices.

GOAL 3: Clear the Path

Promote efficient and flexible pathways and transfer opportunities for students to earn postsecondary credentials of value.

- Fully implement SB 25 and the Texas Transfer Framework and develop fields of study with a priority on high-demand fields.
- Collect recommended course sequence data and leverage it to provide actionable insights for students.
- Provide targeted aid to transfer students and test impact.

Goal 4: Support Success

Improve student supports and advising related to college and career options, costs, and potential value.

- Release centralized, student-centered technology resources to provide clear, high-quality, actionable information to students.
- Test and scale innovative practices in supporting success.
- Support college readiness.

Goal 5: Build a Vibrant Texas Future

Promote research, development, and innovation for the benefit of Texas.

- Update *Building a Talent Strong Texas* goals to include research expenditures and doctorates.
- Launch a Workforce Innovation Division.
- Modernize data infrastructure.
-

1. Current Workforce Profile (Supply Analysis)

Coordinating Board employees are comprised of diverse, well-qualified individuals.

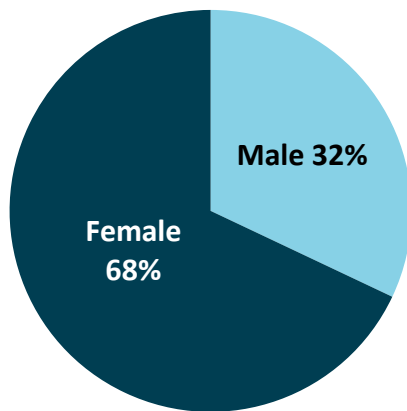
A. Workforce Demographics

The following charts profile the agency's workforce as of April 4, 2022. Agency staff include part-time and full-time employees comprised of 32% male and 68% female. Approximately 74% of employees are over the age of 40 and approximately 35% have fewer than two years of service with the Coordinating Board.

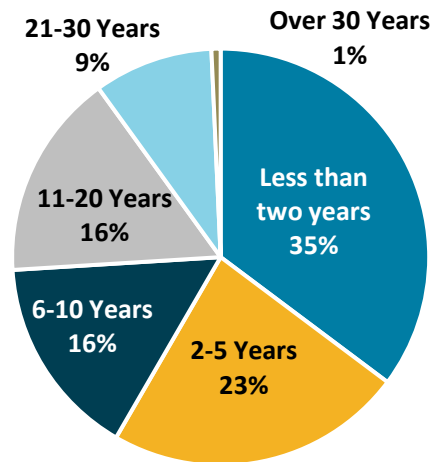
Workforce Breakdown

(as of April 4, 2022)

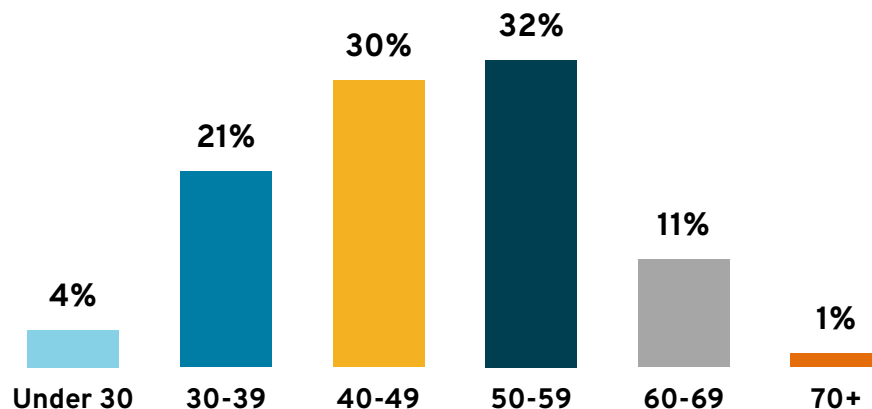
Employees by Gender



Years of Service of Employees



Employees by Age Group



The following table provides a comparison of the ethnicity of Coordinating Board employees, as of April 4, 2022, and the ethnicity of the statewide workforce as reported by the Texas Workforce Commission, Civil Rights Division.

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

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

B. Retirement Eligibility

Coordinating Board retirement does not account for most separations:

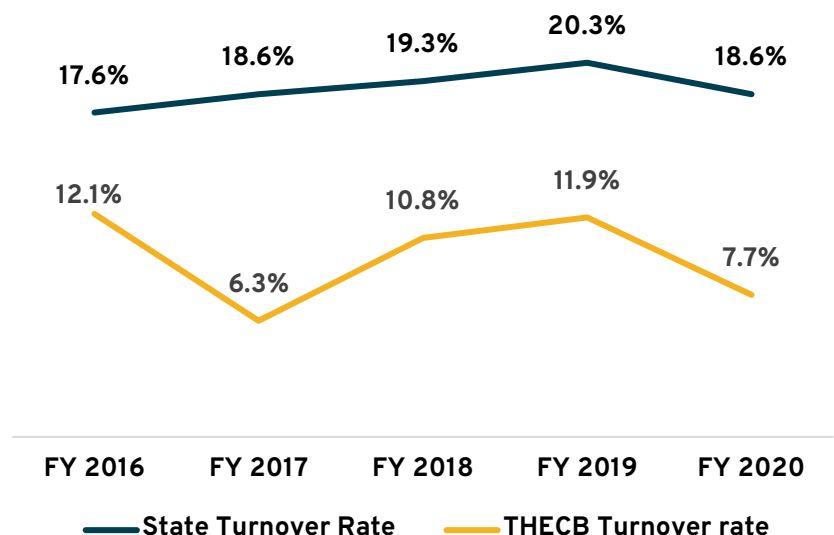
Percentage of Employees Who Retired Fiscal Years 2020 and 2021				
	FY 2020		FY 2021	
	Number	Percent	Number	Percent
Retirement	6	18%	9	24%

Fifteen employees retired in Fiscal Years (FYs) 2020 and 2021. An additional 79 employees will be eligible to retire in the next five years. We are enhancing succession planning for critical positions, cross-training existing employees, and implementing processes to boost external recruitment.

C. Employee Turnover

Turnover is an important issue in any organization and the Coordinating Board is no exception. The turnover rate for FY 2020 was 7.7%. The state's average turnover rate for FY 2020 was 18.6%. The following charts compare the agency's turnover rates to that of the state from FY 2016 to FY 2020. Over this timeframe, the Coordinating Board's turnover has generally been lower than the state's turnover rate.

**Statewide and Texas Higher Education
Coordinating Board Turnover Rate**
Fiscal Years 2016-2020



Turnover by Age				
	FY 2020		FY 2021	
	Number	Percentage	Number	Percentage
Under 30	0	0%	6	16%
30 - 39	8	24%	10	27%
40 - 49	7	22%	5	14%
50 - 59	10	30%	10	27%
60+	8	24%	6	16%

Turnover by Years of Service				
	FY 2020		FY 2021	
	Number	Percentage	Number	Percentage
Under 2 years	6	18%	17	46%
Between 2-5 years	18	55%	7	20%
Between 6-10 years	0	0%	4	11%
Between 11-20 years	5	15%	4	11%
Between 21-30 years	2	6%	2	5%
Over 30 years	2	6%	3	7%

Turnover by Gender & Ethnicity				
	FY 2020		FY 2021	
	Number	Percentage	Number	Percentage
Male	13	39%	15	41%
Female	20	61%	22	59%
African American	4	12%	4	11%
Hispanic	11	33%	8	22%

D. Projected Retirement Rate over the Next Five Years

The Coordinating Board has 37 employees who are eligible for retirement as of May 1, 2022. Current projections show that this number will double over the next four years, which reflects 25% of the current workforce.

Employees Eligible to Retire				
Eligible as of May 2022	FY 2023	FY 2024	FY 2025	FY 2026
37	+7	+10	+10	+9

E. Critical Workforce Skills

The agency's workforce is made up of diverse, well-qualified individuals, many of whom possess highly specialized skills that are unique to the agency. There are specific knowledge and skill areas that are critical to the agency's ability to operate effectively,

efficiently, and consistently to meet performance measures and legislative requirements. Among them are: 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 agency include mid- and upper-management positions, such as the Commissioner of Higher Education, deputy commissioners, associate 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 Coordinating Board'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. Vacated positions must be filled quickly and effectively.

The agency continues to emphasize the need for workplace diversity and strives to recruit and retain a workforce that is reflective of the ethnic and racial composition of the state's population. We have expanded our recruitment resources for all job postings to reach additional diverse candidates and will continue to improve upon our recruitment efforts.

A. Workforce Challenges

The agency will continue efforts to improve recruitment of candidates from underrepresented groups. We strive to produce a pool of qualified applicants that represent female, Hispanic, and African American groups for the Technical category.

To meet the agency's goal to recruit in the potentially underutilized categories, the agency posts jobs with Workplace Diversity, which targets diverse candidates, 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.

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 are consistently cited as top reasons' employees leave their jobs within respective state agencies.

B. Future Workforce Skills Needed

After review and assessment of information compiled on the Coordinating Board's 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 vacancies.

C. Anticipated Increase/Decrease in Number of FTEs

While the agency does anticipate an increase in the number of FTE's required to fill important roles, the agency will continue to review work demands, along with the state's increasing population and number of students attending Texas institutions of higher education, to ensure that the agency has appropriate staffing levels and skills necessary to fulfill its mission.

4. Strategy Development

The Coordinating Board has made efforts to increase the capacity of the agency's workforce and restructure internally to meet the changing demands of Texas higher education institutions and agency partners. The agency is implementing strategies to attract, develop, and retain employees to meet agency objectives and support the goals of *Building a Talent Strong Texas*.

SCHEDULE G:

Texas Workforce System Strategic Plan

System Objective	Key Actions/Strategies/Outcomes
Expand licensure and industry certification	<ul style="list-style-type: none"> • The state's updated long-range strategic plan for higher education – <i>Building a Talent Strong Texas</i> – includes a new requirement that all measured credentials be Credentials of Value. Only credentials that yield a positive return on investment for students will count toward statewide attainment goals. This will ensure that traditional workforce certificates and degrees offered at institutions are of strong value for students. And for the first time, the state will include industry-recognized certifications (that meet Credential of Value standards) in meeting state targets. To accelerate this work, the Coordinating Board awarded grants to Texas institutions to help them develop or expand short-term, industry-recognized postsecondary credentials. • The agency is implementing SB 1102 (87th Texas Legislature creating the Texas Reskilling and Upskilling through Education (TRUE) Program The agency will make grant awards to 2-year institutions and consortia targeted at programs to support high-demand, growing occupations that will provide high value career opportunities for Texas students for years to come. To initially support this initiative, the Coordinating Board awarded over \$26 million to 47 two-year institutions to accelerate high-value workforce training and credentialing opportunities. As of May 2022, the agency is accepting applications for an additional \$15 million in TRUE grant awards. • Carl D. Perkins career and technical education funds (Perkins V) emphasize alignment with state-level and local workforce needs. Under the Perkins State Leadership Grant, the agency annually awards projects that seek to improve and better articulate credential completion pathways for students in high-wage, high-demand career and technical fields.
Expand partnerships with system partners and stakeholders to promote collaboration, joint planning, and enhanced participant outcomes	<ul style="list-style-type: none"> • The work of the Tri-Agency Workforce Initiative (established by Governor Greg Abbott in 2016 and composed of the Coordinating Board, TEA and TWC) was codified by the Texas Legislature through HB 3767 (87th Texas Legislature). The Tri-agencies have established three key priorities: support efficient and flexible pathways to earning degrees, certificates, and other credentials linked to high-wage, in-demand jobs; ensure students receive the supports necessary to succeed at all stages of their educations and in their transitions to the workforce, and; create a robust infrastructure for interagency collaboration around common goals, data, and processes to ensure improved student outcomes and to meet employers' needs. Strategies to support these priorities were published for public comment as of May 2022. • To support increased Tri-agency collaboration and planning, the Coordinating Board and TWC made their first joint senior staff hire. The Assistant Commissioner for

	<p>Workforce Innovation is working to assist with various Tri-Agency workforce education and data collection initiatives, with a focus on developing strategies that foster the creation and implementation of evidence-based, field-initiated innovations to improve student workforce education outcomes with a focus on high-value skills and credentials.</p> <ul style="list-style-type: none"> • The agency is assisting institutions and policymakers through the Texas Commission on Community College Finance (SB 1238, 87th Texas Legislature) to make recommendations for consideration by the 88th Texas Legislature to establish a state funding formula and funding levels sufficient for sustaining viable community college education and training offerings throughout the state.
<p>Improve and enhance services, programs, and policies to facilitate effective and efficient transitions</p>	<ul style="list-style-type: none"> • As a result of legislation (HB 2827) and budget changes during the 87th Legislature, the agency has assumed statutory responsibility for Texas OnCourse from The University of Texas at Austin. Texas OnCourse provides extensive professional development and support products for counselors across the state on college and career advising. The further integration of OnCourse into the agency will strongly enhance efforts to create and advise students regarding efficient pathways for achieving postsecondary credentials. • Advise TX pairs recent college graduates from participating Texas higher education institutions with full-time, near-peer college advisers in 110 high schools with historically low college-going rates to help students identify the education options that best fit their career and academic goals. Data show that Advise TX schools have higher rates of college applications and FAFSA completion, and advisees are more likely to enroll in higher education than similarly situated students. • The Coordinating Board partnered with The University of Texas at Austin to develop a virtual advising system, ADVi, which communicates through text message and web chat and uses artificial intelligence to provide on-demand support to Texans looking to attend or return to higher education, and if needed, connects students to live advisers for additional help. • The agency created the Work-based Learning (WBL) Opportunity Grants program to strengthen the education to workforce pipeline, drive student opportunity, and aid in the state's economic recovery from the global pandemic. The program funds expand the availability and accessibility of internships and apprenticeships as important on-the-job learning experiences for students of all means. In 2022, the agency awarded \$5 million in grants to 28 recipients to support this initiative. • The Coordinating Board also dedicated \$765,000 to amplify and improve the Texas WORKS program created

	by the 86 th Texas Legislature (HB 3808) to allow the Coordinating Board to partner with employers to create and support paid internship opportunities for students.
Develop and implement policies and processes to ensure portable and transferrable credit and credentials	<ul style="list-style-type: none"> • The agency has continued to prioritize implementation of SB 25 (86th Texas Legislature), key legislation designed to improve the efficient transfer of credit and reduce time-to-degree completion. The agency has completed key bill requirements including allowing students to provide consent to share information about other programs if not admitted to their institution of choice; establishing earlier degree plan filing requirements; studying the effectiveness of transfer of core curriculum courses and the feasibility of meta majors; producing a report on non-transferable credit; and collecting recommended course sequence data. • In January 2021, the agency adopted rules to implement the Texas Transfer Framework. This consists of 60 semester credit hours (SCHs) of lower-division courses that a student must complete to earn an direct transfer degree. This framework aims to optimize the course selections made by students, with the intent that students who complete 60 SCHs will transfer to universities with junior standing in their major, and that as many courses as possible will apply to their selected degree programs. • In March 2021, the Coordinating Board adopted revised transfer rules that establish a new framework for transfer curricula and a new governance committee, the Texas Transfer Advisory Committee (TTAC). The TTAC will manage and maintain the Texas Transfer Framework and the rolling out of new curricula, supported by the expertise of faculty in the discipline.

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

1. Customer service and satisfaction

Agency Response: The Coordinating Board has work underway in several key customer-facing domains to improve service and satisfaction.

- The agency is preparing to launch a significant overhaul of its main website to enhance the user experience through instituting modern web design principles and best practices, a focus on accessibility and improved governance and content curation.
- The Office of Student Financial Aid Programs prioritizes enhancing services to effectively meet customer needs, consistently tracking response-time metrics, and identifying, prioritizing, and pursuing a set of projects to improve service.
- The agency administers numerous grant programs on behalf of the state. Staff who run these programs meet regularly to streamline processes and discuss potential improvements to serving grant applicants and recipients. Additionally, the agency has convened an internal Grants Management workgroup to evaluate the administration of

grants across the agency and identify common issues and solutions to improve processes.

2. *Data-driven program improvement*

Agency Response: The agency has put a strong focus on using data to drive improvements to programs and processes. The allocation of over \$360 million in federal Governor's Emergency Educational Relief (GEER) funding to the Coordinating Board has supported the creation or expansion of multiple programs that advance Texas goals for higher education. The agency has ensured that such programs include specific, quantifiable measures of performance and outcomes that inform program improvement, along with avenues for evaluating and scaling programs that can help to address statewide needs.

3. *Continuous improvement and innovation*

Agency Response: The Coordinating Board has adopted significant efforts to enable more effective use of data for strategic decision-making, improvement, and innovation.

- **Rearchitecting our education and workforce data infrastructure.** Beginning in 2020, the Coordinating Board established the Data Modernization Initiative, a wholesale change in the agency's approach to data submission, data management, and data provisioning and products. The new data architecture will take advantage of powerful new tools that will allow "deep dive" analyses on education and workforce data and provide decisionmakers with new insights to help inform their thinking. It will equip institutions of higher education with focused, timely data to better target student advising and support efforts. Importantly, this architecture will be subject to the highest standards of governance and security to ensure that data is accessed only by authorized users, for authorized purposes, and in accordance with state and federal laws.

A key focus of this effort is to ensure that existing education and workforce data is presented to decisionmakers and stakeholders in a way that is easily accessed, readily understandable, and directly relevant to their priorities. The Coordinating Board is working in close coordination with its Tri-Agency partners, the Texas Education Agency (TEA) and Texas Workforce Commission (TWC) to provide important new insights into the interplay of educational and workforce policies and practices across K-12, higher education, and the workforce. Through this initiative, the Coordinating Board is actively evaluating existing reports and dashboards to ensure that the agency communicates data that most effectively meets users' needs.

- **Prioritizing excellent execution, management, and improvement.** The Coordinating Board has successfully integrated and expanded efforts to streamline planning, facilitate intra- and inter-agency collaboration, and enhance operational efficiency and productivity. In 2022, this effort was supported through the creation of an Assistant Commissioner for Strategic Implementation. As part of the role, the incumbent will provide agencywide leadership and support for management of federally funded initiatives, including monitoring project timelines, coordinating with project leads to assess resource needs, ensuring proper documentation, and improving processes.

Customer Service Report

June 2022

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Texas Higher Education Coordinating Board



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Agency Mission

The mission of the Texas Higher Education Coordinating Board (THECB) is to serve as a resource, partner, and advocate for Texas higher education, resulting in a globally competitive workforce that positions Texas as an international leader.

Agency Vision

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

Agency Philosophy

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

The 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 effective manner.

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

Excellence: We strive for excellence in all our endeavors.

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

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Executive Summary

The Texas Higher Education Coordinating Board (Coordinating Board) is committed to meeting the highest customer service standards. Through its Compact with Texans, the Coordinating Board reaffirms its commitment to professional service, responsiveness, effective communication, and follow-through with our customers. Coordinating Board customers can expect employees to be courteous, knowledgeable, and efficient when providing services. The agency is dedicated to continuous improvement, using customer survey comments to help improve the quality and delivery of services.

Texas Government Code, Section 2114, requires state agencies and institutions of higher education to develop customer service standards and implement customer satisfaction assessment plans. By June 1 of every even-numbered year, a report on customer service is submitted to the Governor's Office Budget and Policy Division and the Legislative Budget Board. This report provides a general description of the Coordinating Board, its Compact with Texans, and a list of external customers. It also provides the information-gathering methods used to assess the agency's performance on customer service standards, an analysis of survey findings, customer suggestions for improvements, improvements implemented, FY 22 and estimated FY 23 performance measures, and next steps.

Overall, 61 percent of the survey respondents were satisfied with the services they received from the agency. The three lowest scoring service elements relate to the agency's website and the timeliness and reasonableness of how complaints and requests for services are handled (primarily within the loan program). Specifically, respondents expressed the need for the agency to update its student loan website, fix broken links, and improve overall functionality.

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

Customer Service Report

THECB Compact with Texans – Statement of Customer Service Principles

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

Agency Description

The Coordinating Board was created by the Texas Legislature in 1965 and is statutorily charged with actively promoting quality education throughout the state. Under the leadership of its gubernatorially appointed board and the Texas Commissioner of Higher Education, Dr. Harrison Keller, the agency works in partnership with Texas institutions of higher education, state and federal policymakers, representatives from the K-12 sector and the workforce, and other stakeholders to advance the important mission of higher education, increase accessibility and success for Texans of all backgrounds, and to build upon higher education's unique role as a driver of our state's economy.

The Coordinating Board is governed by nine members appointed to six-year staggered terms by the governor, with consent of the senate, and one non-voting student representative appointed by the governor to a one-year term. The board appoints the Commissioner of Higher Education, who serves as the chief executive officer for the agency.

Inventory of External Customers

The Coordinating Board administers numerous state and federal programs; administers a \$1.75 billion student loan portfolio servicing over 200,000 loans annually; provides loan repayment assistance to thousands of eligible constituencies, such as faculty, teachers, dentists, physicians, and mental health providers; and distributes \$1.6 billion annually in grants and pass-through allocations, serving a broad range of eligible recipients. There are currently 1.5 million students enrolled at Texas public and independent institutions of higher education, which include 37 public and 38 independent universities, 50 public community college districts with multiple campuses, 10 health-related institutions, 6 technical colleges, and 3 state colleges. The agency also has several other customers and stakeholders, including policymakers; researchers; local, state and federal agencies; and the media. For a complete inventory of external customers served by the Coordinating Board's budget strategies as they appear in the General Appropriations Act for the 2022-23 Biennium and a brief description of the types of services provided to them, see Appendix B.

Information Gathering Methods

To assess customer satisfaction, the Coordinating Board uses a Likert-scale survey and makes it available on the agency's website. In previous years, the agency sent an email with the survey link to customers who were subscribers of its email delivery system. In 2016, to improve the customer satisfaction assessment process, the agency began actively sending the survey directly to customers who receive an agency response to their online inquiry or complaint submitted via the "Contact Us" feature on the agency's website. Survey responses submitted to the agency between March 17, 2020, and March 17, 2022, were analyzed for this report.

In addition to the customer satisfaction survey, the agency uses the Customer Relationship and Feedback Tracking (CRAFT) System, an internal software application that allows agency staff to easily record and track inquiries, requests, and complaints received by phone, email, website, mail, and fax. The online form includes a wide range of reasons for contacting the agency, including complaints against the agency. This report includes CRAFT cases that were completed between March 17, 2020, and March 17, 2022.

Survey Results

There were 112 respondents to the customer satisfaction survey between March 17, 2020, and March 17, 2022. For purposes of this report, the response rate is not able to be determined since the survey is available to anyone who visits the agency's website. The agency also sends the survey directly to customers who receive an agency response to inquiries, requests, and complaints submitted through the CRAFT system. The total number of CRAFT completed cases for this period was 49,666. The survey response rate for CRAFT completed cases was 0.22 percent.

Respondents were self-categorized as:

- Borrower/Co-Signer: 35 percent
- Public Institution of Higher Education: 23 percent
- Private Institution of Higher Education: 5 percent
- Career College or School: 7 percent
- Student: 11 percent
- Parent: 6 percent
- Public Citizen: 4 percent
- Public School District: 1 percent
- Researcher: 2 percent
- Community-based Organization: 1 percent
- No Response: 6 percent

Results of Service Quality Elements

The following is a summary of the survey responses relating to the service quality elements that are statutorily required to be assessed. The three service quality elements that scored the lowest on the survey relate to the agency's website (primarily the student loan management website) and the

timeliness and reasonableness of how complaints and requests for services are handled. For charts detailing these results, see Appendix C.

Overall satisfaction – most of the survey respondents (61 percent) indicated that they strongly agreed or agreed with the statement “Overall, I am satisfied with my experience” with the agency, while 28 percent strongly disagreed and 8 percent disagreed; the remaining respondents were neutral on this question.

Facilities – most of the survey respondents (87 percent) indicated that they strongly agreed or agreed with the statement “If I visited the facility, it was clean and orderly,” while 4 percent strongly disagreed; the remaining respondents were neutral on this question.

Staff Knowledge – most of the survey respondents (71 percent) indicated that they strongly agreed or agreed with the statement “If I interacted with staff, staff members were knowledgeable and helpful,” while 15 percent strongly disagreed and 10 percent disagreed; the remaining respondents were neutral on this question.

Staff Courtesy – most of the survey respondents (73 percent) indicated that they strongly agreed or agreed with the statement “If I interacted with staff, staff members were courteous and professional,” while 8 percent strongly disagreed and 6 percent disagreed; the remaining respondents were neutral on this question.

Information Received – most of the survey respondents (68 percent) indicated that they strongly agreed or agreed with the statement “If requested, I received the information I needed to obtain services,” while 18 percent strongly disagreed and 9 percent disagreed; the remaining respondents were neutral on this question.

Website – most of the survey respondents (53 percent) indicated that they strongly agreed or agreed with the statement “If I visited the website, it was easy to use, well organized, and contained accurate information,” while 28 percent strongly disagreed and 10 percent disagreed; the remaining respondents were neutral on this question.

Complaints – less than half of the survey respondents (36 percent) indicated that they strongly agreed or agreed with the statement “If I filed a complaint, it was handled in a reasonable and timely manner,” while 49 percent strongly disagreed and 6 percent disagreed; the remaining respondents were neutral on this question.

Services Requested – most of the survey respondents (61 percent) indicated that they strongly agreed or agreed with the statement “If I called, wrote, emailed, or made a request for services, it was handled in a reasonable and timely manner,” while 25 percent strongly disagreed and 9 percent disagreed; the remaining respondents were neutral on this question.

Printed Material – most of the survey respondents (61 percent) indicated that they strongly agreed or agreed with the statement “If I received printed materials, it provided thorough and accurate information,” while 22 percent strongly disagreed and 7 percent disagreed; the remaining respondents were neutral on this question.

Analysis of Findings

Out of 112 survey respondents, 1 provided a comment.

Out of 49,666 inquiries received via the CRAFT System, 2,635 were categorized as complaints, 770 of which were complaints against a Texas institution of higher education; 180 were complaints against the agency and were related to loans.

Improvements Implemented and Next Steps

The agency has made several improvements aimed to increase customer service and satisfaction. Below are some of the major projects to improve customer service:

During the COVID-19 pandemic, the agency focused on maintaining high standards of customer service even as the transition to remote work created technical and logistical challenges. Due to operational difficulties with the phone system, the agency successfully shifted customer support for student loan borrowers to the CRAFT environment. Going forward, the agency will focus on maintaining support for customers utilizing new approaches to communication technologies. Specifically, the agency expects to implement new loan servicing technology in 2023 that will significantly improve the agency's ability to offer online self-service, which is a direct response to customer feedback.

The agency also continues to make improvements based on the consultative review and recommendations by Weaver, L.L.P. Self-service enhancements and increased automation have been introduced to the borrower payment process. These efforts allow the agency to improve customer satisfaction by handling loan activities in a timelier manner. Greater automation in the disbursement of funding to institutions has also been introduced, significantly reducing the time involved for financial aid offices and staff.

The Coordinating Board also expects to accelerate initiatives to make the agency's extensive education and workforce data more accessible and relevant to our customers. Launched in 2020, the agency's Data Modernization Initiative (DMI) represents a wholesale change in the agency's approach to data submission, data management, and data provisioning and products. The overhaul involves more than 20 specific sub-projects, requiring significant dedicated agency resources and close coordination with external data partners (including Tri-Agency partners and institutions of higher education). The end result will be transformational for Texas higher education and the many other stakeholders that we serve.

The new data architecture will take advantage of powerful new tools to support "deep dive" analyses on education and workforce data and provide decisionmakers with new insights. It will equip institutions of higher education with focused, timely data to help leaders improve student advising and support.

The project is in full implementation mode and public-facing dashboards powered by the new data infrastructure are being tested by internal staff. These dashboards will focus on the data that is most frequently viewed and requested by agency customers about enrollment and credentials awarded. Additional dashboards regarding graduation and other high-demand data are in development.

Appendix A: THECB Compact with Texans

Statement of Customer Service Principles

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

Standard response times for agency services are as follows:

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

Important items to note related to student loans:

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

Procedure for Complaints Against the Coordinating Board

To file a complaint related to Coordinating Board activities or to inquire about the agency's customer service policies, contact John Wyatt, Director, Office of External Relations, at (512) 427-6111 or via email at John.Wyatt@highered.texas.gov.

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

Procedure for Student Complaints Against an Institution of Higher Education

After exhausting the institution's grievance/complaint process, current, former and prospective students may initiate a complaint against an institution of higher education with the THECB by following the procedures outlined at www.thecb.state.tx.us/links/student-complaints/.

Information Requests

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

For general public information, contact John Wyatt, Director, Office of External Relations, at (512) 427-6111 or via email at John.Wyatt@highered.texas.gov.

For media inquiries and interview requests, contact Mike Eddleman, Assistant Director of Communications, Office of External Relations, at 254-625-1425 or via email at Mike.eddleman@highered.texas.gov.

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

Appendix B: Inventory of External Customers

The following table is an inventory of the Coordinating Board's external customers organized by the agency's budget goals and strategies listed in the 2022-2023 General Appropriations Act. The table also briefly describes the types of services provided.

Budget Strategy	Customers Served	Types of Services Provided
A.1.1. Agency Operations	Agency Staff & Operations, Students, Parents, Institutions of Higher Education, Boards of Regents/Trustees, Business/Industry, Media, Legislators, Governor, Other Elected Officials, State (CPA, LBB, SAO) and Federal agencies, Researchers	Provide oversight and administration of all aspects of the agency; includes work performed by the Commissioner, Deputy Commissioners, General Counsel, Internal Audit and Compliance Monitoring, Human Resources, External Relations, and Financial Services.
A.1.2. Student Loan Programs	Borrowers, Co-Signers, Students, Parents, Institutions of Higher Education, Faculty, Teachers, Dentists, Physicians, Peace Officers and Mental Health Providers	Provide low-interest loans to students to help pay for college and loan repayment assistance for eligible recipients.
A.1.3. College Readiness and Success	High School and College Students, Parents, Institutions of Higher Education, Public High Schools, Education Service Centers, Community-Based Organizations, State and Federal agencies, Business/Industry	Provide activities and initiatives that focus on the relationship between public and higher education, the success of students in higher education, and the promotion of a college-going, career-ready culture in Texas. Fosters college access, preparation, participation, and completion of a higher education credential of value for all people that reside in Texas.

A.1.4. Texas OnCourse Program	Students, Parents, School Districts, Educators, College and Career Counselors	Provides educators, students and families with comprehensive college and career advising tools and resources to help equip all Texas students for an educational and professional future that unlocks their potential.
B.1.1. TEXAS Grant Program	Students, Institutions of Higher Education	Provide grants to academically prepared, financially needy students enrolled at public universities.
B.1.2. Tuition Equalization Prog	Students, Institutions of Higher Education	Provide grants to financially needy students enrolled at independent nonprofit institutions.
B.1.3. TEOG – Public Community Colleges	Students, Institutions of Higher Education	Provide grants to financially needy students enrolled at public community colleges.
B.1.4. TEOG – Public State/Technical Colleges	Students, Institutions of Higher Education	Provide grants to financially needy students enrolled at public state and technical colleges.
B.1.5. Texas Work Study	Students, Institutions of Higher Education	Provide work study grants to students enrolled at public and private institutions of higher education.
B.1.6. License Plate Scholarships	Students, Institutions of Higher Education	Provide scholarships for financially needy students.
B.1.7. Educational Aide Program	Students, Institutions of Higher Education	Reimburse institutions for tuition and fee exemptions provided to eligible educational aides who have financial need.

B.1.8. Texas Armed Services Scholarships	Students, Elected Officials, Institutions of Higher Education	Provide conditional scholarships to encourage students to enter the military. Must be repaid if students don't fulfill their obligations.
B.1.9. Open Educational Resources (OER)	Students, Faculty	Grants to faculty for development of OER materials and maintaining an OER repository.
B.1.10. Student Financial Aid	Students, Institutions of Higher Education	Provides additional funding support to the TEXAS Grant, TEG and TEOG programs.
C.1.1. Career/Technical Education	Students, Institutions of Higher Education, Business/Industry	Federal program to support students entering technical education programs.
C.1.2. Bilingual Education Program	Students, Institutions of Higher Education	Provide tuition assistance to encourage students who enroll in an educator preparation program at 7 eligible universities in the Dallas area to become certified teachers in bilingual education, English as a Second Language, or Spanish in school districts with high critical needs.
C.1.3. Educational Loan Repayment	Teachers, Peace Officers, Physicians, Mental Health Providers, Nursing Faculty	Provide educational loan repayment assistance to eligible individuals practicing in high-need occupations as defined by the Legislature.

D.1.1. Family Practice Residency	Physicians	Provide financial incentives to improve the distribution of family physicians throughout the state and provides increased medical care to patients in underserved areas.
D.1.2. Preceptorship Program	Students, Physicians	Provide support to Texas medical students to encourage them to choose primary care careers by offering an on-site experience in one of three primary care specialties: family practice, general internal medicine, or general pediatrics.
D.1.3. Graduate Medication Education Expansion	Medical Students, Institutions of Higher Education	Expand the number of first-year residency positions in Texas to help retain medical school graduates in the state.
D.1.4. Trauma Care Program	Medical Students, Hospitals, Institutions of Higher Education	Provide support for partnerships between hospitals and graduate medical education programs to increase the number of emergency medicine and trauma care physician residents and fellows.
D.1.5. Joint Admission Medical Program	Students, Institutions of Higher Education, Medical Schools	Provide support for highly qualified, economically disadvantaged students interested in becoming physicians.

D.1.7. Child Mental Health Care Consortium	Children and Youth with Behavioral Health Needs, Institutions of Higher Education, Mental Health Care Providers	Support the expansion of mental health care services for at-risk children and adolescents.
E.1.1. BCOM – UGME	Students, BCOM	Provide support for the education of Texas resident undergraduate medical students.
E.1.2. BCOM – GME	Medical Students, BCOM	Provide support for the training of resident physicians.
E.1.3. Tobacco Settlement Funds - BCOM – Perm Endowment	BCOM	Provide support for programs that benefit medical research, health education or treatment programs.
E.1.4. Tobacco Settlement Funds - BCOM – Perm Health	BCOM	Provide support for programs that benefit medical research, health education or treatment programs.
F.1.1. Tobacco Earnings – Minority Health	Students, Institutions of Higher Education	Provide support for research or educational programs that address minority health issues or that form partnerships with minority organizations, colleges, or universities to conduct research and educational programs to address minority health issues.
F.1.2. Tobacco Earnings – Nursing/Allied Health	Students, Institutions of Higher Education	Provide grants to public institutions that offer upper- level instruction and training in nursing, allied health, or other health-related education.

G.1.1. Texas Research Incentive Program	Emerging Research Universities	Provide funding and incentives to support emerging public research universities in developing and maintaining programs of the highest tier.
G.1.2. Autism	Institutions of Higher Education, Centers for the Treatment of Autism	Provide support to identify new and innovative ways to maximize the number of autistic children reached; support projects that use both established and innovative treatment models, expanding the reach from the classroom into children's homes.

Appendix C: Customer Satisfaction Survey

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

Please note:

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

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

☒ Once ☐ 2-5 ☐ 5 or more

Indicate how long you have interacted with this agency.

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

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

- ☐ Borrower/Co-Signer
- ☐ Business Entity
- ☐ Career College or School
- ☐ Community-Based Organization
- ☐ News Media
- ☐ Other
- ☐ Parent
- ☐ Private Institution of Higher Education
- ☐ Public Citizen
- ☐ Public Higher Education Institution
- ☐ Public School District
- ☐ Texas State Agency
- ☐ Researcher
- ☐ State or Federal Legislative Office
- ☐ Student

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

If I visited the facility, it was clean and orderly.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐ N/A

If I interacted with staff, staff members were knowledgeable and helpful.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐ N/A

If I interacted with staff, staff members were courteous and professional.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐ N/A

If requested, I received the information I needed to obtain services.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐ N/A

If I visited the website, it was easy to use, well organized, and contained accurate information.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐ N/A

If I filed a complaint, it was handled in a reasonable and timely manner.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐ N/A

If I called, wrote, emailed, or made a request for services, it was handled in a reasonable and timely manner.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐ N/A

If I received printed material, it provided thorough and accurate information.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐ N/A

Overall, I am satisfied with my experience.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐ N/A

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

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

Comments:

Please provide your name and email address only if you want to be contacted to follow up on your comments.

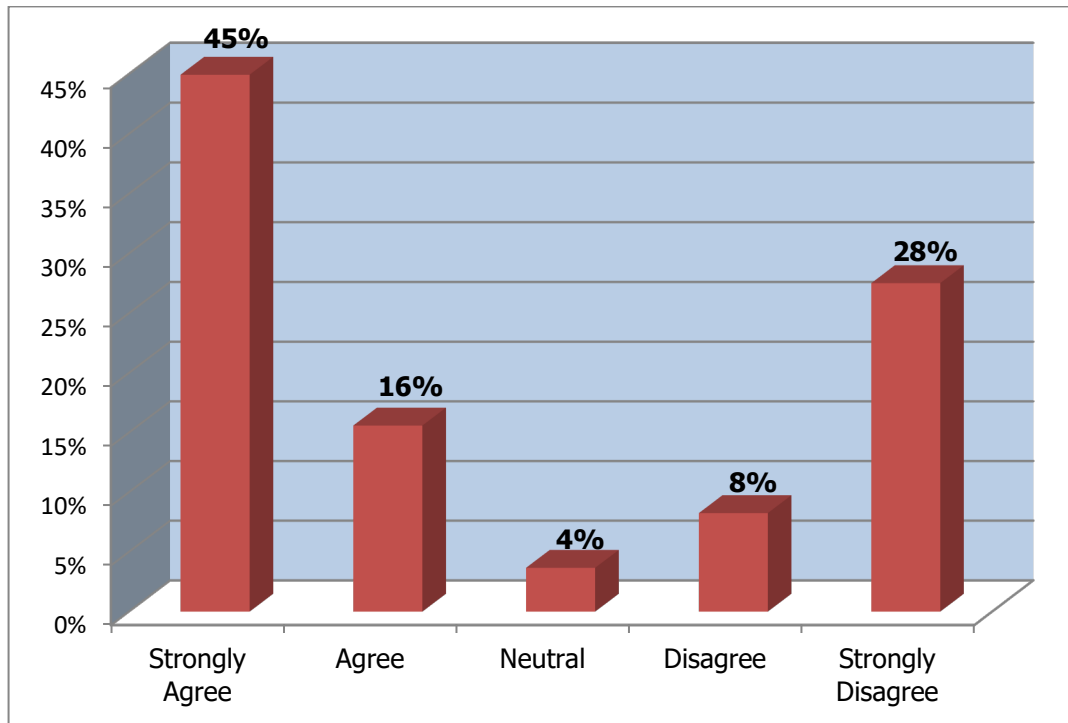
Name:

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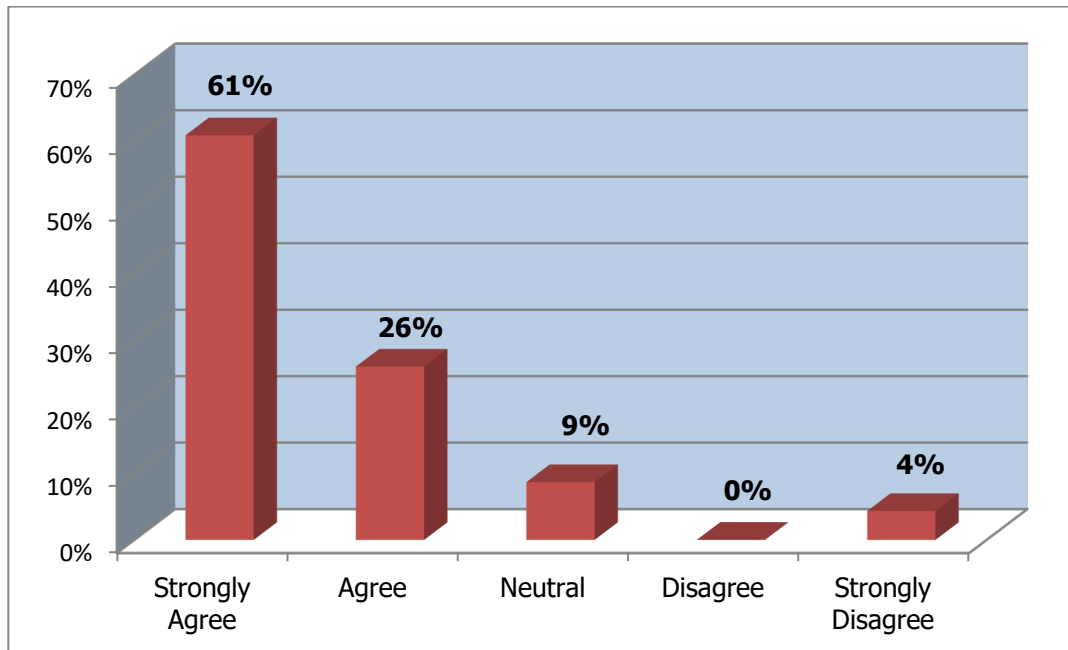
Appendix D: Charts of Customer-Determined Service Quality Elements

Below are charts detailing the levels of customer-determined service quality and other relevant information received, and each statutorily required customer service quality element (i.e., facilities, staff, communications, Internet sites, complaint-handling processes, service timeliness, and printed information).

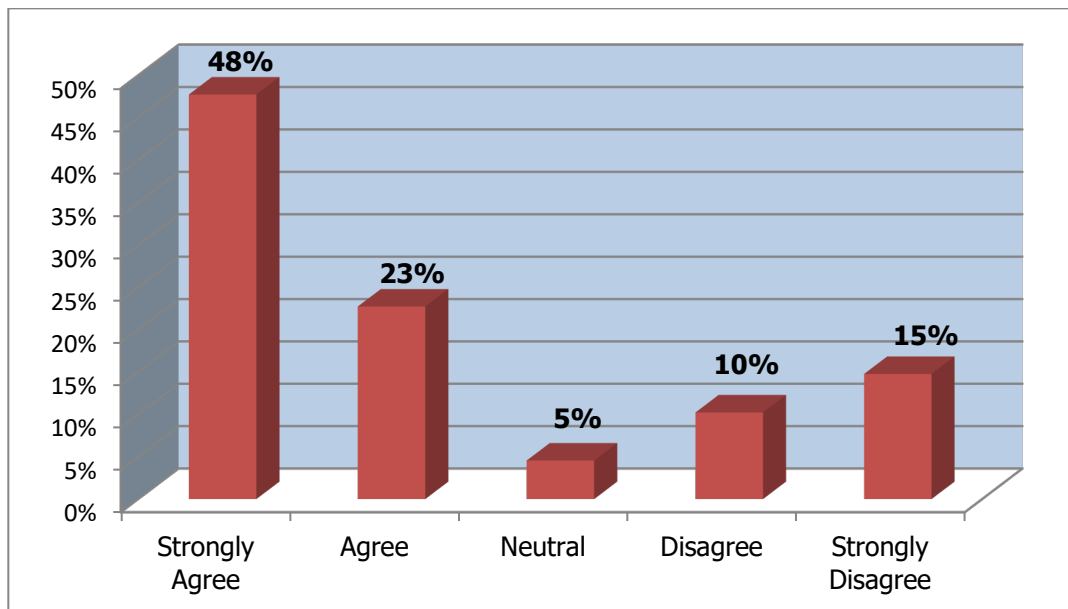
Overall Satisfaction – “Overall, I am satisfied with my experience.”



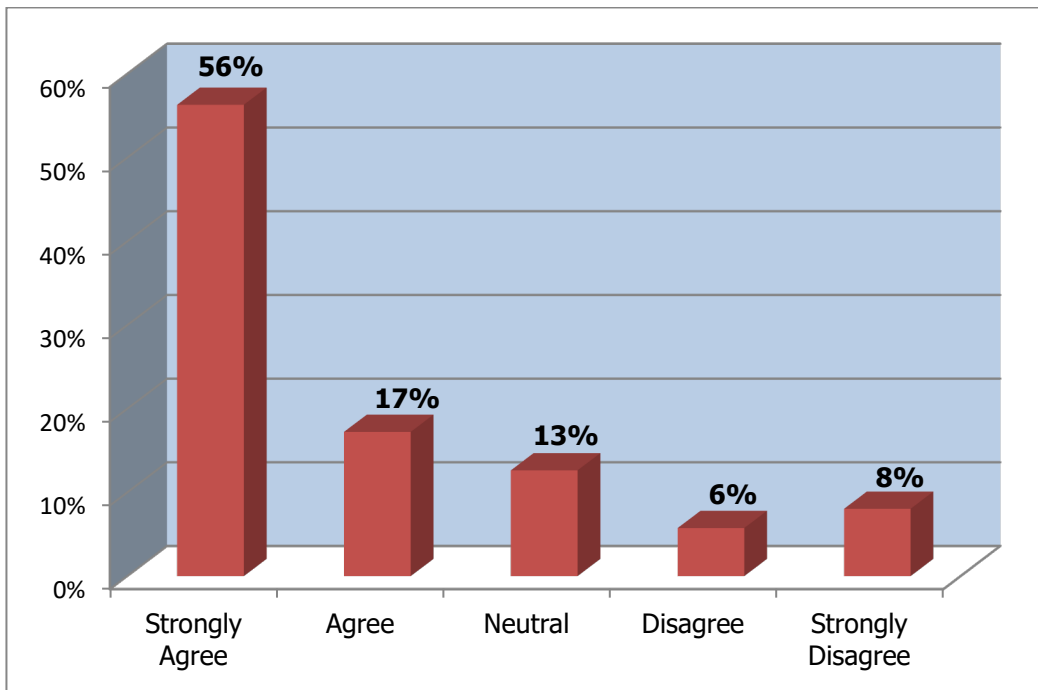
Facilities – “If I visited the facility, it was clean and orderly.”



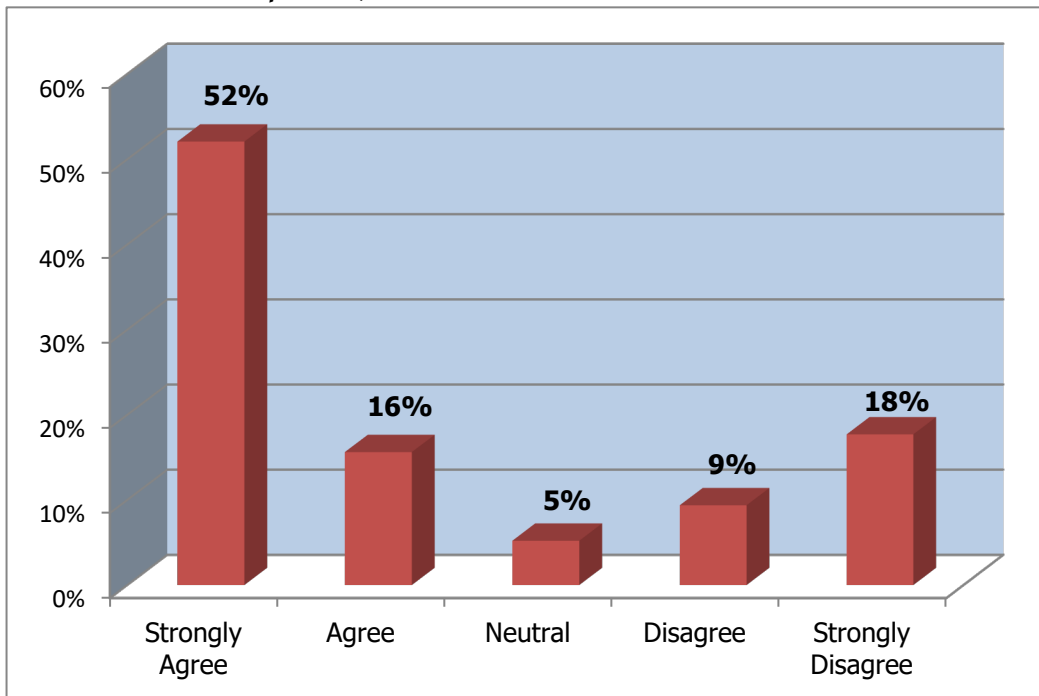
Staff Knowledge – “If I interacted with staff, staff members were knowledgeable and helpful.”



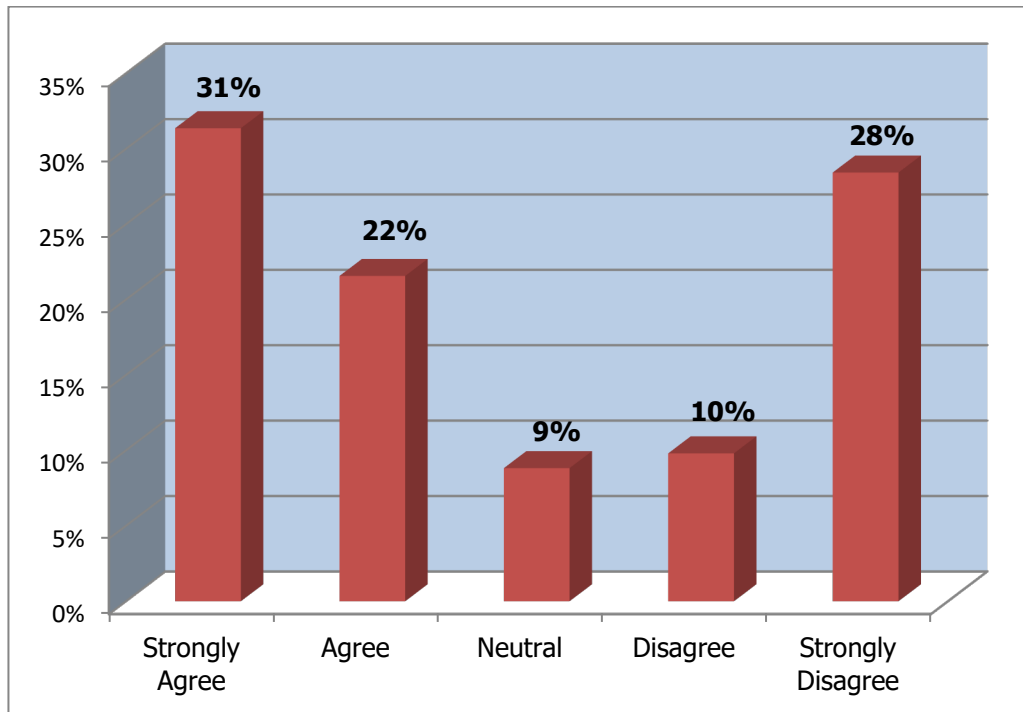
Staff Courtesy – “If I interacted with staff, staff members were courteous and professional.”



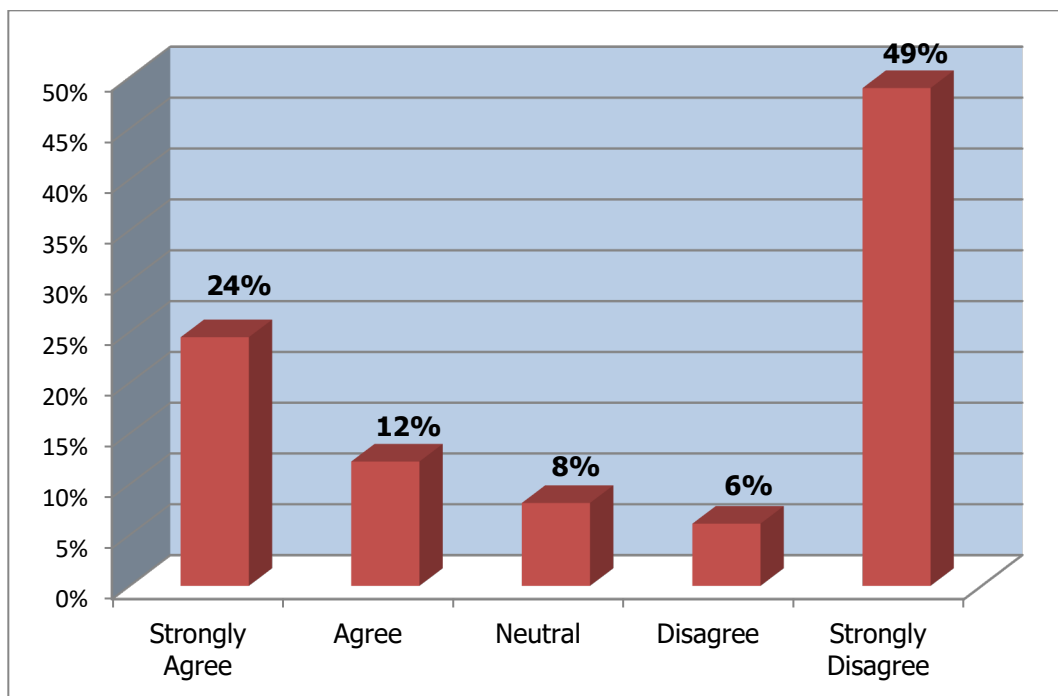
Received Information – “If requested, I received the information I needed to obtain services.”



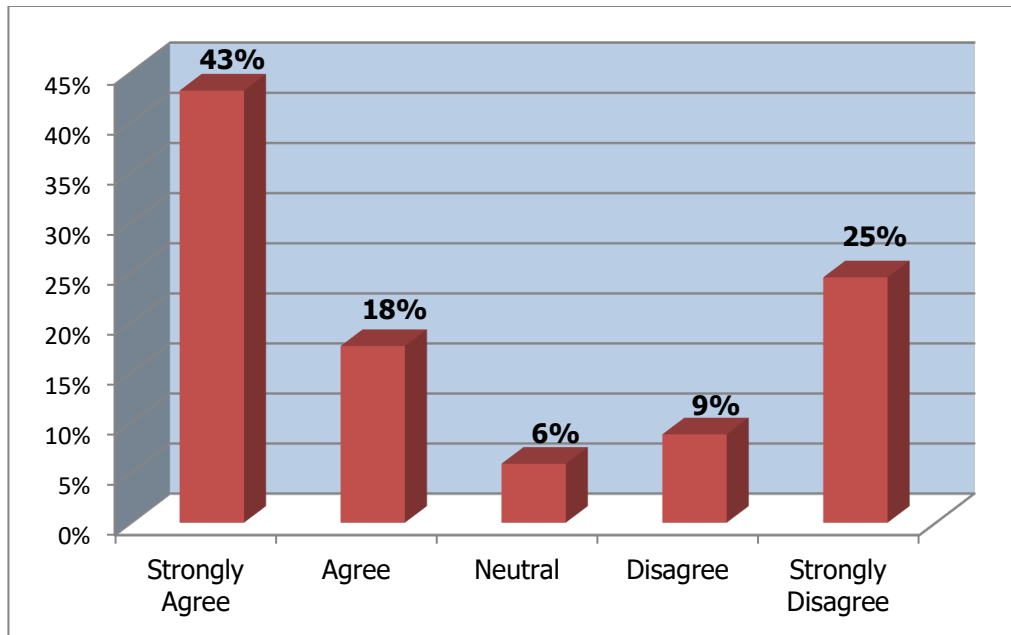
Website – “If I visited the website, it was easy to use, well organized, and contained accurate information.”



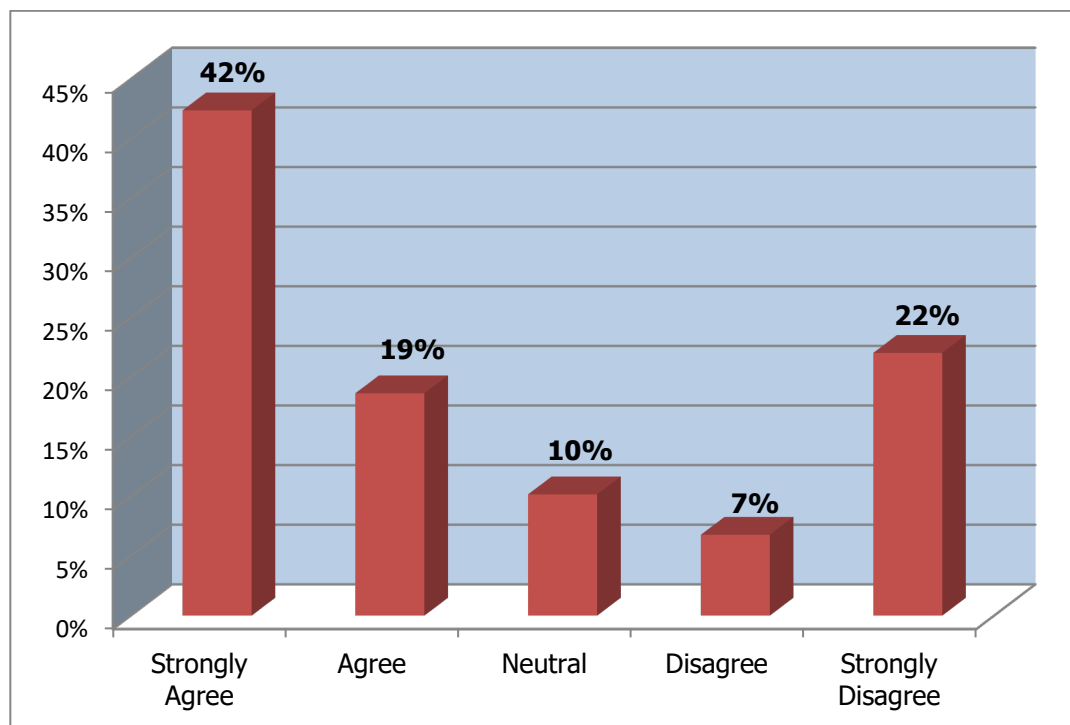
Complaints – “If I filed a complaint, it was handled in a reasonable and timely manner.”



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



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



Appendix E: Customer Service Performance Measures

Performance Measures	FY21	FY22 (9/1/21 - 2/28/22)
<u>Outcome Measures:</u>		
Percentage of Surveyed Customer Respondents Expressing Overall Satisfaction with Services Received	64%	36%
Percentage of Surveyed Customer Respondents Identifying Ways to Improve Service Delivery	7%	0%
Percentage of Calls Abandoned in Borrower Services after 20 Second Threshold	4.9%	2.2%
Percentage of Calls Transferred in Borrower Services	3.2%	4.5%
	2.6%	2.7%
<u>Output Measures:</u>		
Total Customers Surveyed	19,925	4,566
Total Customers Served (via CRAFT System)	19,925	4,566
Total Complaints Against the Agency (new)	0	0
Total Calls Received in Borrower Services	48,099	28,236
Average Speed to Answer Calls in Borrower Services	1:36 mins	2:50 mins
<u>Efficiency Measure:</u>		
Cost Per Customer Surveyed*	\$0	\$0
<u>Explanatory Measures:</u>		
Total Customers Identified	1.5M	1.5M
Total Customer Groups Inventoried	11	11

Texas Higher Education

COORDINATING BOARD

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

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