

2020 Texas Higher Education Leadership Conference

Effective Trusteeship, The Fiduciary Role of the Board, Ethics and Best
Practices for Board Governance

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Role of the Governing Board

- ▶ Preserve institutional independence
- ▶ Enhance the public image
- ▶ Insist on clarity of focus and mission
- ▶ Provide policy direction and establish goals consistent with the mission
- ▶ Set admission standards
- ▶ Act as a fiduciary for funds under the control of the institution
- ▶ Appoint the president or other chief executive officer of each institution within the board's control
- ▶ Ensure formal positions on matters of importance being considered are shared with the Texas Higher Education Coordinating Board

▶ Texas Education Code § 51.352

Fiduciary Relationship

- ▶ As a fiduciary you owe the following duties to the institutions that you represent:
 - ▶ Duty of Care
 - ▶ Duty of Loyalty
 - ▶ Duty of Obedience

Duty of Care

- ▶ The duty of care does not require professional expertise, extensive consideration, or full knowledge of the matter at hand by every board member. Instead, the duty generally requires board members to be reasonably well informed of the relevant issues.

Duty of Care

- ▶ Officers and board members may rely upon expert advice in making their determinations. For example, a board member may rely on information, opinions, reports, or statements, including financial statements and other financial data that are prepared or presented by those within the institution one can reasonably rely upon.
- ▶ Who would this typically include?

Duty of Loyalty

- ▶ Under this duty, a college or university board member must be loyal to the institution and not use the position of authority to obtain, directly or indirectly, a benefit for him or herself or for another organization in which the board member has an interest.
- ▶ What would be included in an evaluation of this duty? Financial interests? Political interests? Personal interests? Other leadership positions he or she holds with other organizations?

Duty of Obedience

- ▶ This is the duty of board members to ensure that the college or university is operating in furtherance of its stated purposes (as set forth in its governing documents) and is operating in compliance with the law. The board should also periodically re-evaluate its purposes and mission and must be prepared to amend or change them when it is necessary and appropriate to do so.

Corporate Board Best Practices Applicable to Higher Education

1. Ensuring there are clearly defined roles, responsibilities, and accountabilities.
2. Practicing and holding good ethics and keeping integrity in high regard.
3. Ensuring strategic management by aligning goals with mission.
4. Creating organizational effectiveness in governance.
5. Providing effective risk management oversight.

Duty of Care

- ▶ Creating organizational effectiveness in governance.
- ▶ Providing effective risk management oversight.

Risk Management Board Responsibility

- ▶ 1. Establish risk management as an institutional priority.
- ▶ 2. Consider the institution's tolerance for risk.
- ▶ 3. Call on senior administrators to establish a process for identifying, prioritizing and monitoring risk, with formal assignment of responsibility for risk assessment and management to an appropriate individual or office.
- ▶ 4. Monitor the plan's implementation through regular, formal reporting to the board or an appropriate board committee by the appropriate senior administrator.

Duty of Loyalty

- ▶ Practicing and holding good ethics and keeping integrity in high regard.

Duty of Loyalty

Ethics and Integrity

- ▶ Faithfully pursuing the interests of the institution and its charitable or public purposes rather than one's own interests or the interests of another person or organization.
- ▶ Actively disclosing existing or potential financial conflicts of interest and dual interests, and recusing oneself from board discussions and votes on transactions or policy matters, in accordance with the institution's conflict-of-interest policy and state law.
- ▶ Maintaining complete confidentiality about any matters presented to the governing board at all times, unless otherwise directed by the board and subject to state transparency laws applicable to public institutions.
- ▶ Retaining the governing board's independence from external and internal stakeholders in the conduct of its oversight and policy responsibilities.

Duty of Loyalty

Ethics and Integrity

- ▶ Texas Ethics Commission -The “Should Nots”
- ▶ State officer or employee should not:
 - ▶ Accept gift, favor or service that might tend to influence in the discharge of official duties;
 - ▶ Accept other employment or business opportunity that could require disclosure of confidential information;
 - ▶ Accept other employment or compensation that can impair independence of judgment;
 - ▶ Make personal investments that could create a conflict with public obligations; or
 - ▶ Intentionally or knowingly accept or solicit a benefit for having exercised official duties.

Duty of Loyalty

Community Colleges

Local Government Code Chapter 176

- ▶ When entering into a contract (or considering it), the vendor and the board member or officer) must file a conflict of interest questionnaire if the vendor has a “business relationship” with a local government entity AND at least one of the following:
 - ▶ An employment or other business relationship with a board member, officer, or one of their family members, of the entity, where the board member/officer/family member received taxable income exceeding \$2,500 in the previous 12 months (except for investment income);
 - ▶ Has given the officer or their family member one or more gifts totaling \$100 with the previous calendar year (this includes lodging, transportation or entertainment but excludes food); or
 - ▶ Has a family relationship with a board member or officer.
- ▶ The required forms are on the website of the Texas Ethics Commission. Disclosure must also include each business relationship where the board member/officer serves as an officer of the entity or owns at least 1%.

Duty of Loyalty

State Universities

Texas Education Code Chapter 51

- ▶ Contracting with State Universities Regents/Board members must disclose to the University any potential conflict of interest specified by state law or University policy of any known financial interests regarding contracts or bids.
- ▶ Institutions of higher education can transact with a business entity even if one or more board members has a substantial interest in the business subject to certain requirements. Board members must disclose the interest in a board meeting, refrain from voting, and the Board must approve the contract by a majority vote. *See Texas Education Code § 51.923*

Duty of Loyalty

State Universities

A former state officer or employee of the University who during the course of employment participated on behalf of the University in either contract negotiation or procurement involving a person may not accept employment from that person before the 2nd anniversary of the date the contract was signed or the procurement was terminated or withdrawn.

See Texas Government Code § 572.069.

Duty of Obedience

Roles, Responsibilities, and Accountabilities

- ▶ Ensuring that the institution is acting at all times in accordance with its mission and purposes.
- ▶ Ensuring that the college or university, in all of its activities, is acting in legal and ethical compliance with the law and applicable internal and external rules.
- ▶ Instituting effective internal controls to achieve compliance and to identify and address problems.

FERPA

Family Educational Rights and Privacy Act of 1974
Protecting Student Information

What is FERPA?

- ▶ The Family Educational Rights and Privacy Act is a federal law governing the maintenance and disclosure of records maintained by schools that can be identified with any specific student. Generally, students have the right to see their own educational records and those records can't be disclosed to anyone else (including their parents) without the student's consent.
- ▶ The law was designed to protect the student's educational information and status as a student—not just educational records that include the student's name.

What records does FERPA cover?

- ▶ Education information, personally identifiable information, and directory information is covered.
- ▶ Any record that can be linked to a specific student, whether by name, by social security number, or through any other kind of personally identifiable information (e.g., transcripts, financial records, assignments, etc.) is covered.
- ▶ Personally identifiable information can only be disclosed if the university obtains the signature of the parent or student (if over 18 years of age) on a document specifically identifying the information to be disclosed, the reason for the disclosure, and the parties to whom the disclosure will be made.
- ▶ Some student records are known as “directory information.” These are things not generally considered harmful or an invasion of privacy if disclosed. This includes things like addresses, phone numbers, and dates of enrollment. These can be disclosed without the student’s consent unless the student specifically opts out of disclosure of directory information.

Education Records

- ▶ FERPA defines “education records” as “records, files, documents, and other materials” that are “maintained by an educational agency or institution, or by a person acting for such agency or institution.”
- ▶ It is clear that education information includes a student’s transcripts, GPA, grades, social security number, and academic evaluations. It can also include certain psychological evaluations.
- ▶ “Education records” also include any record that pertains to an individual’s previous attendance as a student of an institution. In this regard, information pertaining to lawsuits or other claims that are related to a former student are covered under the definition of “education record” under FERPA and are precluded from disclosure absent prior approval.

When does FERPA apply?

- ▶ FERPA applies to students.
- ▶ Once a student registers for courses with the University and actually attends (even virtually), they are considered a student.
- ▶ Records relating to the student's status as a student at the University, no matter when the records are created or received, are covered.
 - ▶ For example, applicants who apply and are not admitted, or choose not to attend, are not "students" for FERPA purpose.
 - ▶ Once a student registers, his or her application file (if any) becomes a FERPA-protected student record.
- ▶ Student status does not begin until a student begins taking at least one course at the University.

Legitimate educational interest

- ▶ The most important exception to the general rule against disclosure of student education records is that they may be shared with another University employee, or certain outside agents of the University, provided that that person has a “legitimate educational interest” in them.
- ▶ A “legitimate education interest” exists if the official needs to review an education record in order to fulfill his or her professional responsibility.

Hypotheticals

Hypothetical 1

- ▶ The president/chancellor of your institution invites you to attend a basketball game to meet with potential donors for the athletics program.
- ▶ What is your proper role?

Wrong Answer: Your proper role is doing whatever needs to be done to secure a meaningful donation.

Hypothetical 2

- ▶ Your brother owns a consulting company that is planning on placing a bid for a major contract for the University/College. You later come to find out that his company was selected as the vendor for this project. The contract for this project comes to the board for approval.
- ▶ What do you do?
- ▶ What is the best practice?

Wrong Answer: Stay quiet about it since you had nothing to do with it coming before the board. You should be able to vote on the approval of the project based on whatever the majority of board members are voting.

Hypothetical 3

- ▶ You are approached by a friend who intends to bid on a new construction project on your campus. He asks you if you might give him some tips to make his bid more attractive. He also asks if you could put him in contact with someone in your construction group.
- ▶ What do you do?
- ▶ What is the best response?

Wrong Answer: You send him a copy of the internal template used to rate bidders, but you don't connect him with any personnel from the construction group.

Hypothetical 4

- ▶ You are informed in executive session that your president/chancellor has approved multiple “emergency leaves” for up to four months for several departing employees. You are told this is appropriate but you are also aware that there are multiple media reports questioning the legality of this approach.
- ▶ What do you do?

Wrong Answer: Reach out to a reporter contact to see if you can learn more about why the media is questioning the actions.

Hypothetical 5

- ▶ Your neighbor asks you for a letter of recommendation for their child who is applying for admission as a student at your university. You know this prospective student, having met him once at his 6 year old birthday party. You have socialized with his parents on a semi-regular basis.
- ▶ A. Do you write the letter?
- ▶ B. What can you say in the letter?
- ▶ C. Does it make a difference if you wrote recommendation letters for other applicants before you became a regent?

Wrong Answer: You write the letter, but ask the parent to provide you a draft. It would be awkward not to provide a recommendation.

Hypothetical 6

- ▶ Your brother in law has a vending machine company that has previously done business with the University. His new line of vending machines are refrigerated and offer vegan and gluten-free snack options. The contract for this exciting new opportunity comes to the board for approval.
- ▶ What do you do?
- ▶ What is the best practice?
- ▶ Does it matter if the company is your company, and not that of your brother in law?

Wrong Answer: As long as your immediate family doesn't directly financially benefit, then there's no issue with your brother-in-law's contract being approved. Because you would approve it no matter who owned the company, it's fine to support such a great measure to impact healthy eating options on campus.

- ▶ **Answer:** See Texas Education Code § 51.923

Hypothetical 7

- ▶ A company that seeks to do business with the University maintains an active and witty social media account, which you follow. Your husband recently “Liked” one of their posts about how great their new product is. He also commented that you use their products in your home. Their bid for a University contract is pending.
- ▶ What should you do?
- ▶ What are best practices?

Wrong Answer: Unfollow the account and tell your husband to stop commenting on the account, but not anything else since you won’t be deciding alone whether the contract is awarded.

Hypothetical 8

- ▶ A community-based organization's representative is pitching their online tutoring services as a business solution for a university's first-gen students, and contacts you about their business model. You learn that they have had great success at other university systems supporting first-gen students to a four-year completion rate. As part of their preparation for a meeting with university officials, the representative asks that you provide to them the newly admitted first-gen student's names, ACT/SAT score, and first semester grades.
- ▶ Should you get the requested records to hand over to the organization?
- ▶ **Wrong Answer:** Of course, it might help them get their contract which will help first-gen students.

Hypothetical 9

- ▶ A longtime family friend has a daughter attending a university in your university system. The friend is frustrated that her daughter will not share her grades from the last year and asks if you can get her a copy of the most recent transcript.
- ▶ Should you cause the daughter's transcript to be emailed to your friend?
- ▶ **Wrong Answer:** Of course, he pays the bills!

Hypothetical 10

- ▶ A news reporter learns that there is a cluster outbreak of COVID cases in one of the university dorms. He calls you for an interview and wants information about which dorm was affected and whether those students are asymptomatic.
- ▶ You recently reviewed the institution's investigation into the outbreak. The investigation noted that the students on that floor had a Halloween party and did not follow university protocols about social distancing and mask wearing. All the students on that floor voluntarily went to University Health Services for testing. They each consented to release of their results to university officials managing the outbreak.
- ▶ You give an interview where you describe that the outbreak is limited to the second floor of College Dorm, and none of the 36 students that tested positive are symptomatic. You don't give the names of any students.
- ▶ Have you violated FERPA?
- ▶ **Wrong Answer:** No, you did not give the names.



FINANCIAL MANAGEMENT AND BUDGETING

THECB LEADERSHIP CONFERENCE

2020

Topics and Presenters

- ▶ Overview of Revenue Stream

Pamela Anglin, President, Paris Junior College

- ▶ Budgeting

Van Miller, Vice Chancellor of Fiscal Affairs, North Central Texas College

- ▶ Financial Ratios and Financial Indicators

Teri Zamora, Vice Chancellor, Fiscal Affairs, San Jacinto College

Powers and Duties of the Board

- ▶ Tuition and Fees (*Education Code 130.084(b)*)
- ▶ Management of College District Funds (*Education Code 51.352(e)*)
- ▶ Annual Budget (*19 TAC 13.42*)
- ▶ Annual Audit (*Education Code 61.065*)
- ▶ Depository (*Education Code 51.003*)
- ▶ Taxes and Bonds (*Education Code 130.121(a)...122(a)*)

COMMUNITY COLLEGE REVENUE

- ▶ TUITION AND FEES
- ▶ PROPERTY TAXES
- ▶ STATE APPROPRIATIONS

STATE APPROPRIATIONS

Core Operations

Success Points

Contact Hours

BUDGETING IN TEXAS COMMUNITY COLLEGES

Van D. Miller, MBA, Ed.D.

Vice Chancellor Fiscal Affairs/CFO

North Central Texas College

BUDGETING IN TEXAS COMMUNITY COLLEGES

- Must be approved by September 1st each year
 - Lengthy process – usually 6 to 8 months
 - Typically begins early in Spring semester

REVENUES

REVENUES

- State Appropriations

REVENUES

- State Appropriations
 - Even-numbered years – no change
 - Odd-numbered years – known at end of legislative session
 - Typically ends Memorial Day weekend
 - Can be extended by special session
 - Amount may be unknown when budget is approved

REVENUES

- State Appropriations
- Local Property Taxes

REVENUES

- State Appropriations
- Local Property Taxes
 - Important rates to consider:
 - Effective Tax Rate = No New Tax Rate
 - Rollback Rate = Voter-Approval Rate (8% over NNT Rate)
 - Final valuations not known until late July
 - Collections rate a concern during weak economy
 - Colleges in large counties often rely on projections

REVENUES

- State Appropriations
- Local Property Taxes
- Tuition & Fees

REVENUES

- State Appropriations
- Local Property Taxes
- Tuition & Fees
 - Often set during Spring semester
 - Concern over competition
 - TACC annual publication of tuition rates

REVENUE DISTRIBUTION (EXAMPLE #1)

Revenue
Source

TEMPLE
COLLEGE

State Appropriations

Local Taxes

Tuition & Fees

Total

\$29,518,196

REVENUE DISTRIBUTION (EXAMPLE #1)

Revenue Source

TEMPLE **COLLEGE**

State Appropriations	\$9,593,290	32.5%
Local Taxes	\$8,608,217	29.2%
Tuition & Fees	<u>\$11,316,689</u>	38.3%
Total	\$29,518,196	

REVENUE DISTRIBUTION (EXAMPLE #2)

**College of the
Mainland**

**Collin
College**

Revenue Source

State Appropriation

Local Taxes

Tuition & Fees

\$39,023,912

Total

\$194,698,670

REVENUE DISTRIBUTION (EXAMPLE #2)

College of the Mainland

Collin College

Revenue Source

\$9,232,044 23.7%

State Appropriation

\$44,026,968 22.6%

\$22,567,888 57.8%

Local Taxes

\$110,489,653 56.7%

\$7,223,980 18.5%

Tuition & Fees

\$40,182,049 20.6%

\$39,023,912

Total

\$194,698,670

REVENUE DISTRIBUTION (EXAMPLE #3)

**North Central
Texas College**

**Blinn
College**

Revenue Source

State Appropriation

Local Taxes

Tuition & Fees

\$37,950,306

Total

\$93,216,852

REVENUE DISTRIBUTION (EXAMPLE #3)

North Central Texas College

Blinn College

Revenue Source

\$14,131,053 37.2%

State Appropriation

\$30,708,803 32.9%

\$4,083,322 10.8%

Local Taxes

\$1,939,201 2.1%

\$19,735,931 52.0%

Tuition & Fees

\$60,568,848 65.0%

\$37,950,306

Total

\$93,216,852

EXPENSES

EXPENSES

- Largest Expense – Employee Salaries

EXPENSES

- Largest Expense – Employee Salaries
 - Benefits can range from 25 – 35%

EXPENSES

- Largest Expense – Employee Salaries
- P/T instructor salaries create a natural buffer

EXPENSES

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- Typical cutbacks during budget crunch:

EXPENSES

- Largest Expense – Employee Salaries
- P/T instructor salaries create a natural buffer
- Typical cutbacks during budget crunch:
 - Travel/professional development
 - Deferred maintenance
 - New capital purchases



THECB Leadership Conference

***Financial Ratios and Indicators
November 2020***

***Teri Zamora
Vice Chancellor Fiscal Affairs
San Jacinto College***



Financial Ratios and Indicators

- Financial ratios and indicators generally serve to measure the financial health of Texas' community colleges in a broad sense.
- Financial ratios and indicators may also serve to:
 - compare against benchmarks
 - facilitate comparisons between colleges
 - Facilitate comparisons over time
- One set of financial ratios and indicators is produced formally by THECB annually each spring in the Financial Condition Analysis
- Other financial ratios and indicators may be more informal but may be meaningful in explaining or understanding various situations

THECB Financial Condition Report

- An annual report has been produced since the initial report was prepared for fiscal year 2008. This is based on an index resulting from KPMG led research.
- Implementation of GASB Standards 68 and 75 in fiscal years 2015 and 2018 effectively transferred pension and other post-employment benefits from the state-level financial statements of TRS and ERS to the individual financial statements of community colleges
- To enable measuring the real financial health of the colleges, the effects of GASB 68 and 75 have been removed

THECB Financial Condition Index

- 6 major indicators are calculated, with recommended minimum scores
- An overall score combines four of these indicators into a composite index, which is considered to be a 7th indicator
- Meeting 4 of the 7 minimum scores indicates moderate or no financial stress. Meeting less than 4 of the scores could indicate financial stress.

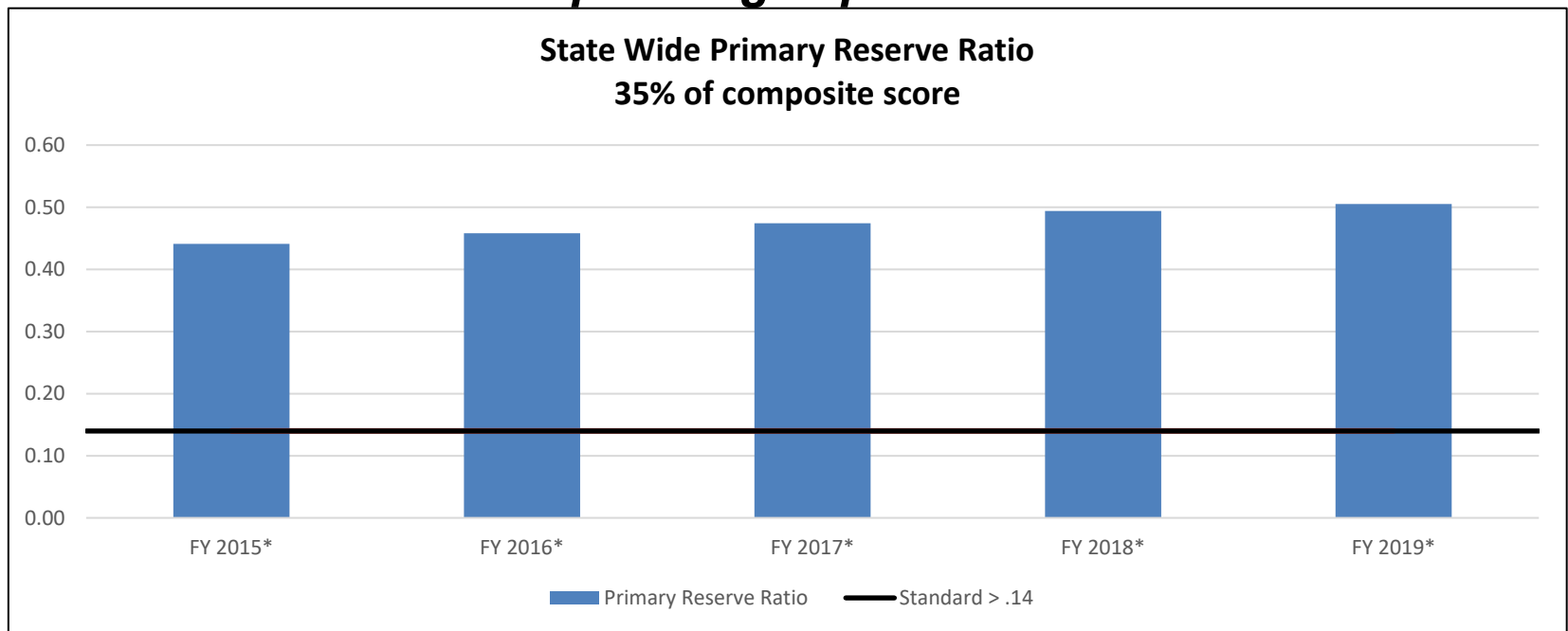
	FY 2014	FY 2015*	FY 2016*	FY 2017*	FY 2018*	FY 2019*
Met all 7 indicators	29	30	29	28	30	25
Met 6 indicators	5	6	4	10	11	11
Met 5 indicators	10	7	7	7	3	6
Met 4 indicators	4	4	6	3	3	6
Met 3 indicators	0	2	2	0	3	1
Met 2 or fewer indicators	2	1	2	2	0	1

* Without GASB 68 and 75 implementation.

THECB Financial Condition Report Indicator 1

- Primary Reserve Ratio – how long can the college survive without additional net position generated by operating revenue?
Expendable & Unrestricted net position /

Operating expenses + interest on debt



*Without GASB 68 and 75 implementation.

Standard met by 47 colleges

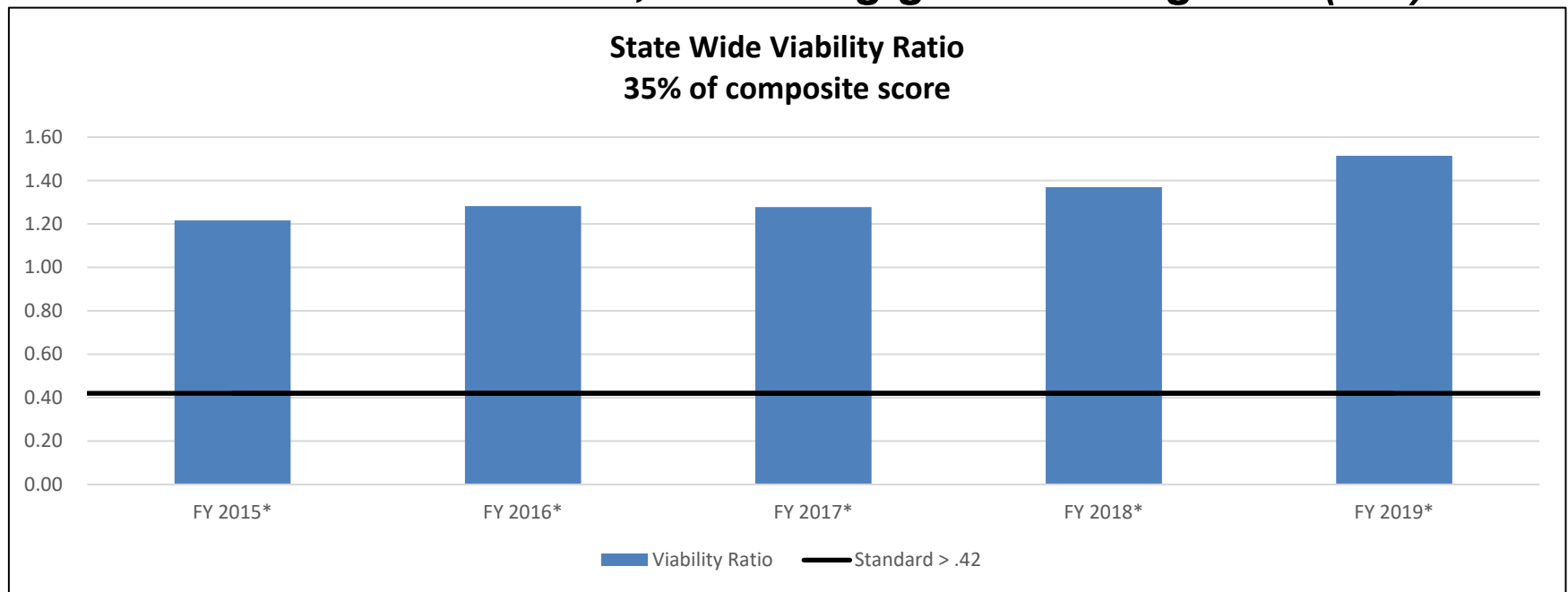
Financial Ratio	FY 2015*	FY 2016*	FY 2017*	FY 2018*	FY 2019*
Primary Reserve Ratio	0.44	0.46	0.47	0.49	0.51
Standard > .14	0.14	0.14	0.14	0.14	0.14

THECB Financial Condition Report Indicator 2

- Viability Ratio – how much of the debt can the college pay off with existing resources?

Expendable & Unrestricted net position /

Noncurrent liabilities, excluding general obligation (GO) debt



*Without GASB 68 and 75 implementation.

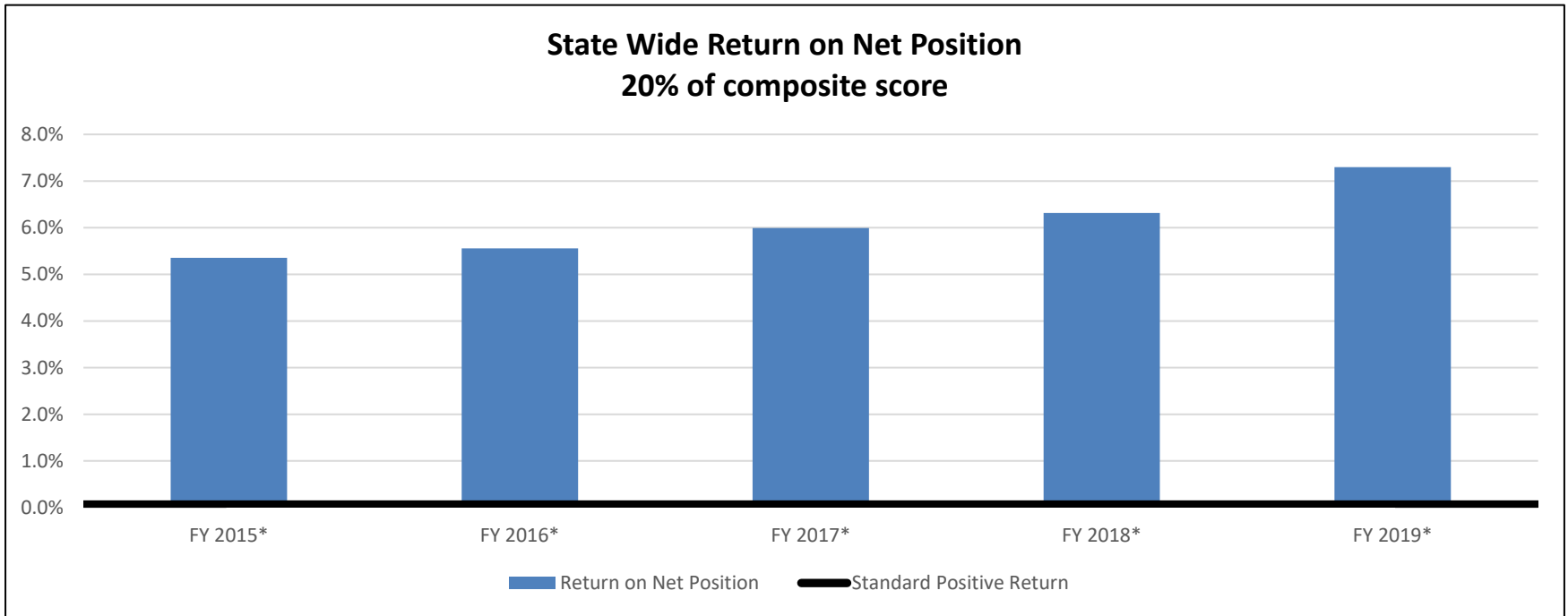
Standard met by 44 colleges

Financial Ratio	FY 2015*	FY 2016*	FY 2017*	FY 2018*	FY 2019*
Viability Ratio	1.22	1.28	1.28	1.37	1.51
Standard > .42	0.42	0.42	0.42	0.42	0.42

THECB Financial Condition Report Indicator 3

- Return on Net Position – is the college better off financially than it was a year ago?

Change in net position / Total Net Position (beginning of year)



*With GASB 68 and 75 implementation removed.

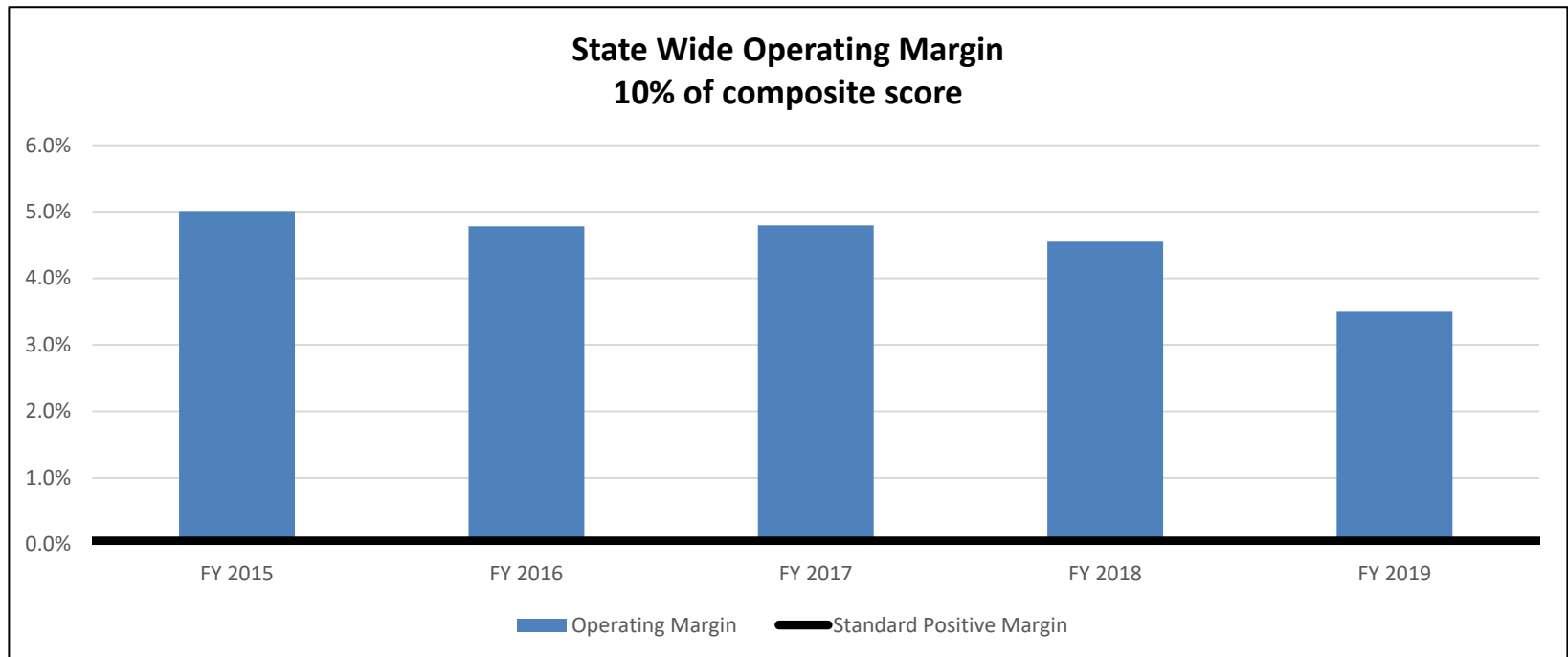
Standard met by 42 colleges

Financial Ratio	FY 2015*	FY 2016*	FY 2017*	FY 2018*	FY 2019*
Return on Net Position	5.4%	5.6%	6.0%	6.3%	7.3%
Standard Positive Return	0.0%	0.0%	0.0%	0.0%	0.0%

THECB Financial Condition Report Indicator 4

- Operating Margin – did the college balance operating expenses with available revenue? (Depreciation expense is included.)

Total Income – total operating expense / Total Income



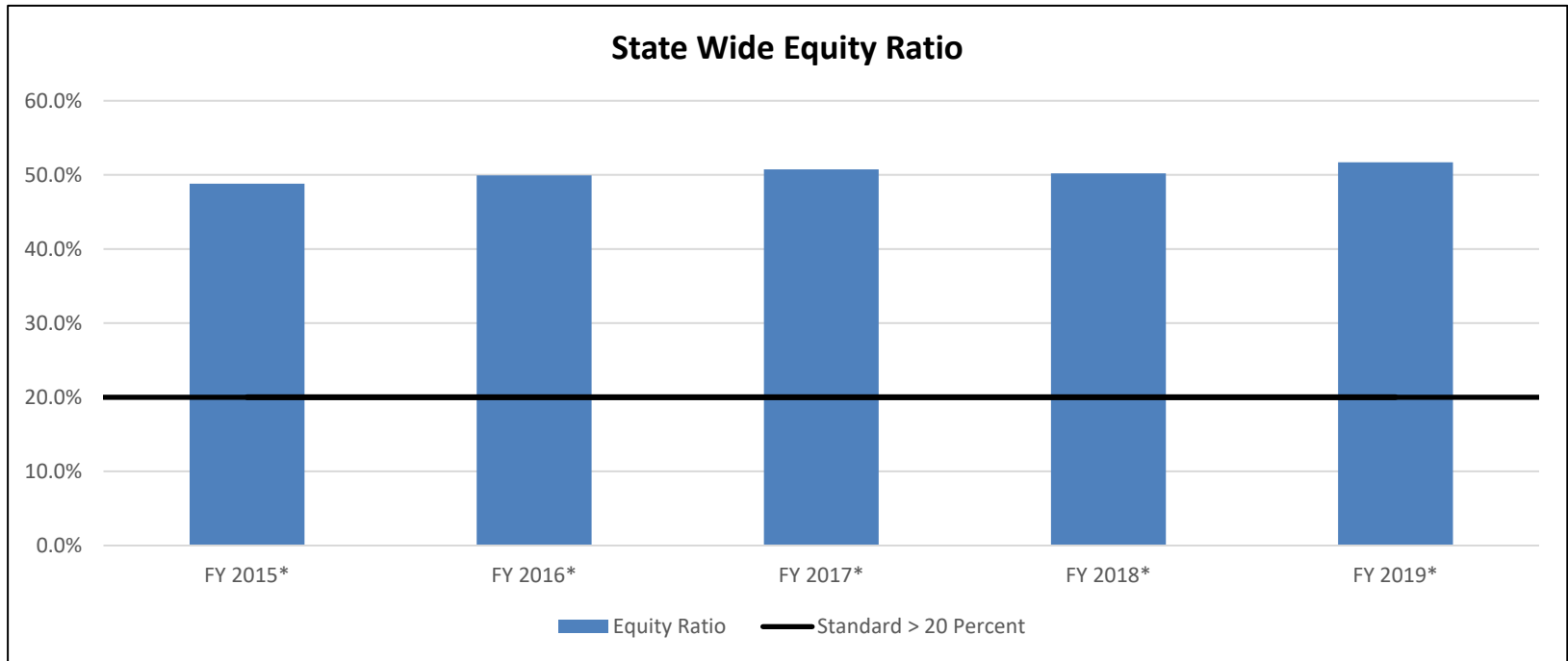
Operating Margin not affected by GASB 68 or 75 implementation. *Standard met by 30 colleges*

Financial Ratio	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Operating Margin	5.0%	4.8%	4.8%	4.6%	3.5%
Standard Positive Margin	0.0%	0.0%	0.0%	0.0%	0.0%

THECB Financial Condition Report Indicator 5

- Equity Ratio – did the college have sufficient capital resources available and the ability to borrow?

Net Position / Total Assets



*With GASB 68 and 75 implementation removed.

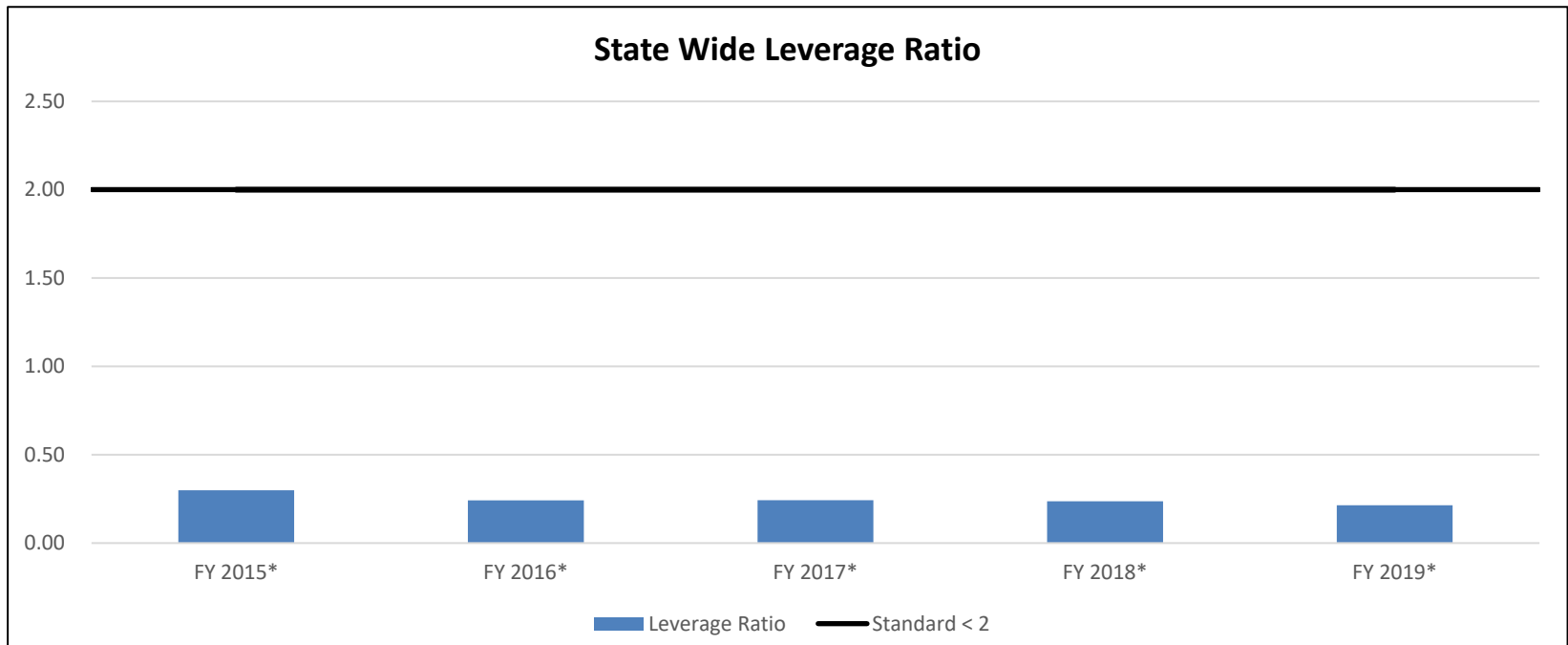
Standard met by 48 colleges

Financial Ratio	FY 2015*	FY 2016*	FY 2017*	FY 2018*	FY 2019*
Equity Ratio	48.8%	49.9%	50.7%	50.2%	51.7%
Standard > 20 Percent	20.0%	20.0%	20.0%	20.0%	20.0%

THECB Financial Condition Report Indicator 6

- Leverage Ratio – what is the amount of debt in relation to net position? (Excludes GO bonds)

Long-Term Debt / Total Net Position



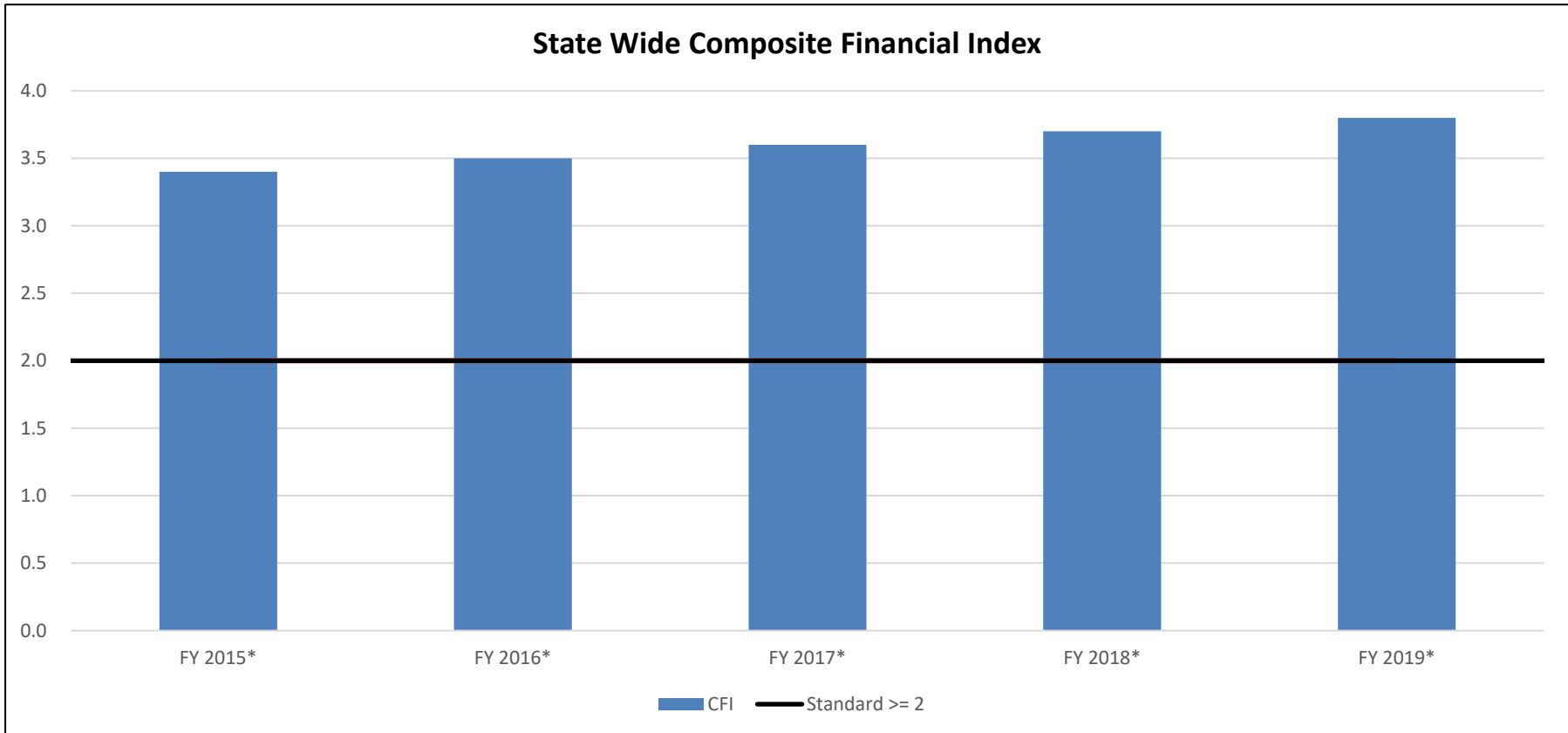
*With GASB 68 and 75 implementation removed.

Standard met by 49 colleges

Financial Ratio	FY 2015*	FY 2016*	FY 2017*	FY 2018*	FY 2019*
Leverage Ratio	0.30	0.24	0.24	0.24	0.21
Standard < 2.00	2.00	2.00	2.00	2.00	2.00

THECB Financial Condition Report Composite

- Composite Financial Index – Composite score of 4 main indicators



Financial Ratio	FY 2015*	FY 2016*	FY 2017*	FY 2018*	FY 2019*
Standard > 2.0	2.0	2.0	2.0	2.0	2.0

40 colleges met composite standard in FY 2019; statewide average steadily increasing

College-wide operational measures

- Many measures, some of which are tied to finances and others which are not, may prove insightful
- The real question is to understand base data and changes over time, and the possible impact on financial health
- **EXAMPLES:**
 - 1) ***The cost to produce a completer (internal data)***
 - ***Total unrestricted budget / total number of associates degrees and certificates***
 - 2) ***The fill rate for face-to-face classes and online classes (internal data)***
 - 3) ***Cost per contact hour for each instructional discipline***
 - ***(THECB Annual Report of Fundable Operating Expenses)***
Statewide average for 2019 - \$12.64
 - 4) ***Student performance measures***
 - ***(LBB Texas State Performance Measures Report)***
Course Completion rates, transfer rates, degrees awarded, etc.





THE TEXAS
STATE
UNIVERSITY
SYSTEM™

The Budgeting Process for Public Universities in Texas

Daniel Harper

Vice Chancellor & CFO

The Texas State University System

Dr. Carlos Hernandez

CFO & Sr. VP for Operations

Sam Houston State University





Agenda

- State Budget Overview
- Higher Education Formula Funding – General Academic Institutions
- Institutional Funding and Budgeting Activities
- Long-Range Strategic Financial Planning



State Budget Overview

- Regular Legislative Session runs January through May of odd numbered years
- Covers 2 Years
- Fiscal Year
 - September 1 through August 31st
- Funding decisions are conclusive
 - but subject to change



Funding Sources

General Revenue (GR)

State's Primary Operating Fund

- State Tax Revenues (Sales Tax)
- Lottery Proceeds
- Investment Income
- Fees

General Revenue (GR) -Dedicated

- Statutory Tuition Revenue
- Fees
- State Parks
- Department of Insurance Operating

Federal Funds

- Grants from Federal Government
- Employee Benefits on Federal Programs

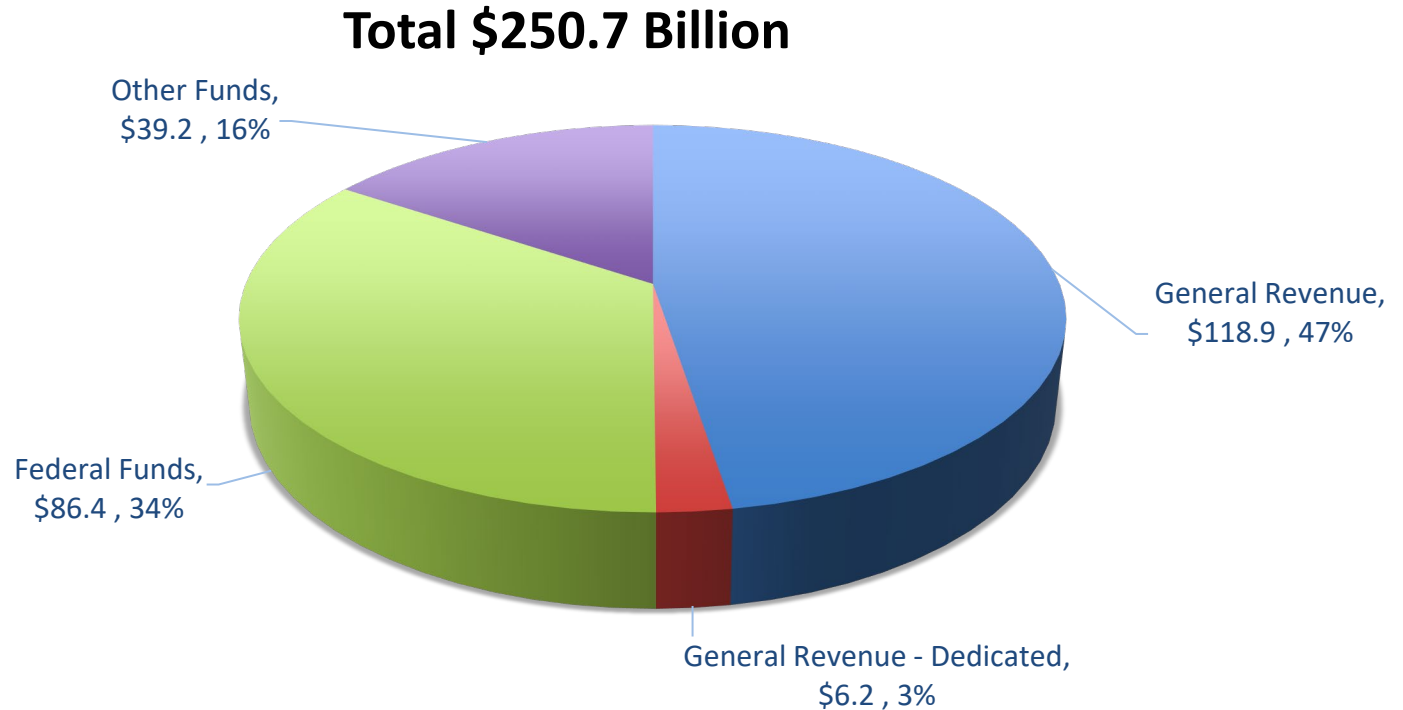
Other Funds

- State Highway Fund
- Texas Mobility Fund
- Bond Proceeds
- Trust Funds
- License Plate Trust Fund
- Available University Fund



State Budget – *All Funds*

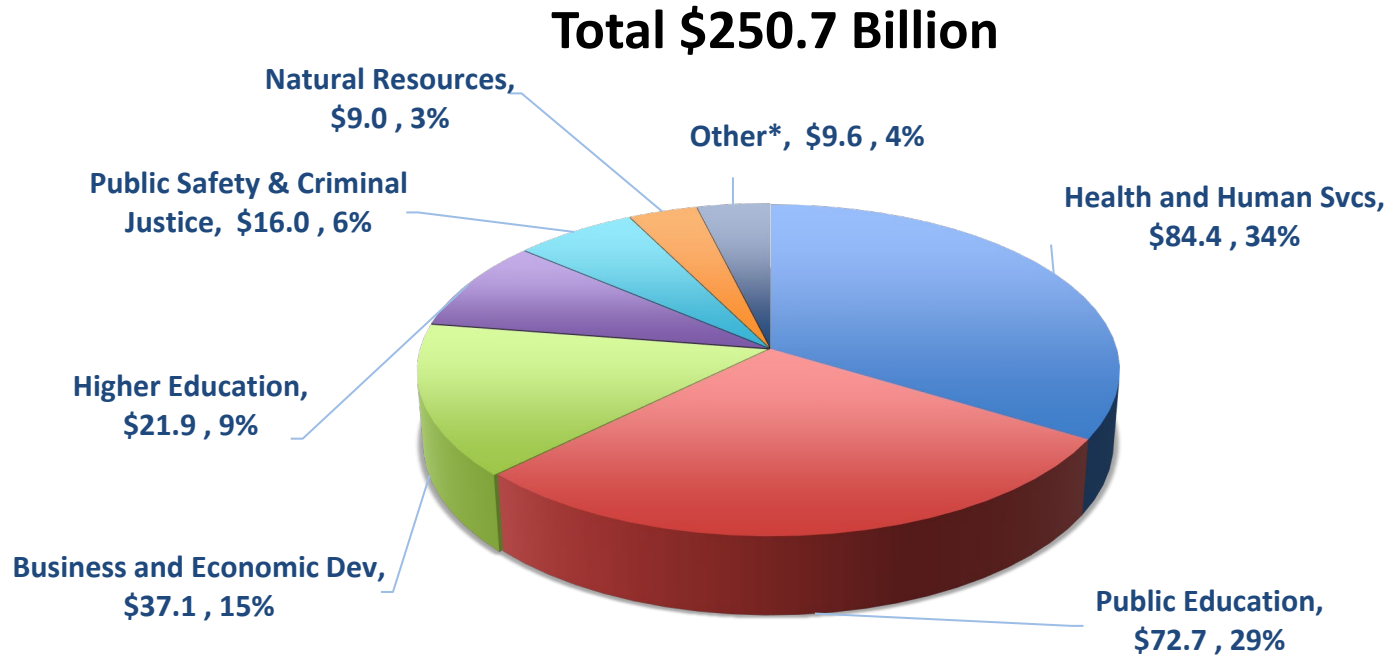
2020-2021 Biennial Appropriations by *Method of Finance*





State Budget – *All Funds*

2020-2021 Biennial Appropriations *by Function*

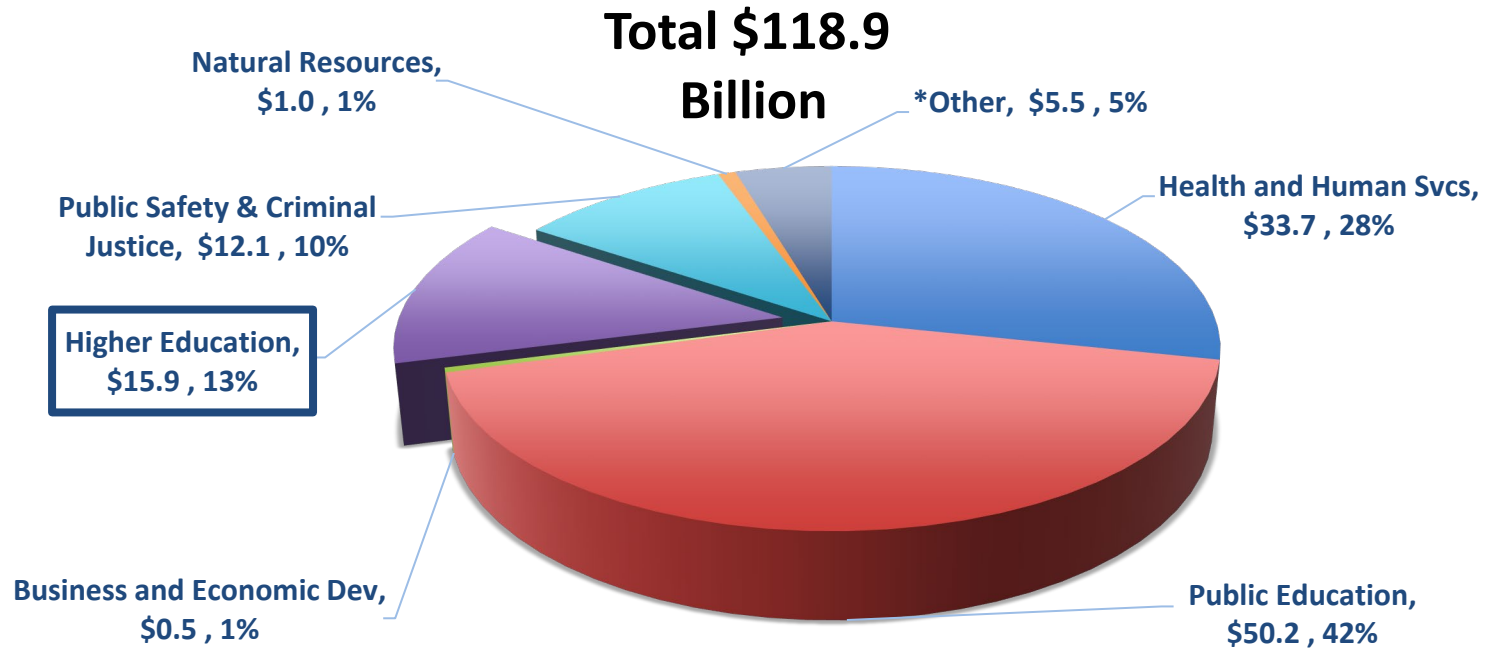


*Other includes appropriations for General Government, Judiciary, Regulatory, the Legislature, and Contingent Appropriations made in Art. IX (excluding \$11.5B for HB 3, which is included in the Public Education total)



State Budget – *General Revenue*

2020-2021 Biennial Appropriations *by Function*



*Other includes appropriations for General Government, Judiciary, Regulatory, the Legislature, and Contingent Appropriations made in Art. IX (excluding \$11.5B for HB 3, which is included in the Public Education total)



Article III – Higher Education

- Texas Higher Education Coordinating Board
- Community Colleges
- General Academic Institutions
- Health Related Institutions
- Lamar State Colleges
- Texas State Technical Colleges
- Texas A&M Service Agencies



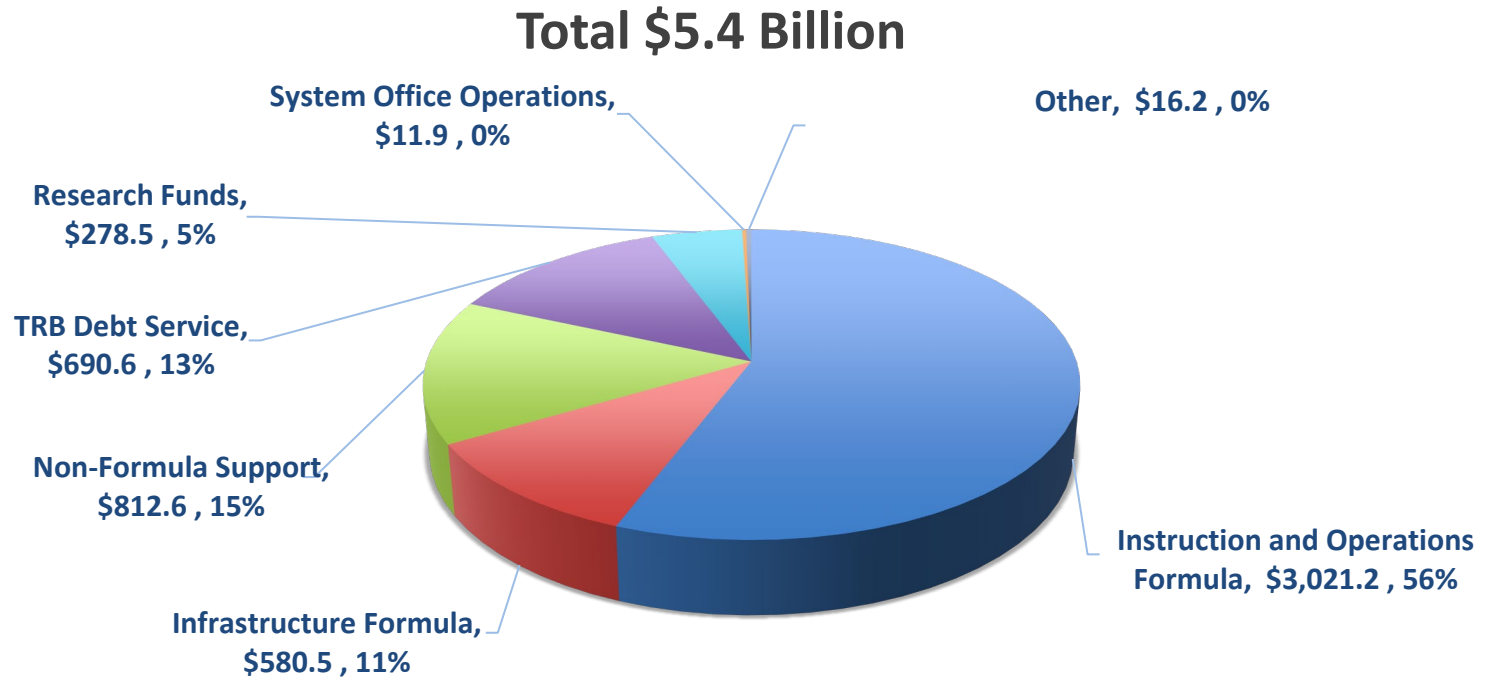
Higher Education Funding Components for General Academic Institutions

- **Operations and Space Support**
 - Funding Formulas
- **Debt Service Reimbursement**
 - Tuition Revenue Bonds
- **Capital Funds**
 - Higher Education Fund
 - Available University Fund
- **Research**
 - Research University Fund
 - Core Research Fund
 - Comprehensive Research Fund
- **Non-Formula Support**
 - Activities not funded elsewhere
- **Benefits**
 - Retirement
 - Health Insurance
 - Social Security



General Academic Institutions

2020-2021 Biennial *General Revenue Appropriations by Function*





Components of the Main Funding Formula

There are two major components and two supplements:

- Instruction and Operations
 - Teaching Experience Supplement
- Infrastructure Support
 - Small Institution Supplement



Semester Credit Hours

These formulas are driven by semester credit hours taught

- The **Instruction and Operations** component is driven by weighted semester credit hours
- The **Infrastructure Support** component, is rooted in semester credit hours taught, but is adjusted by academic program mix, staff size, research expenditures, and library collection size.
- The **Teaching Experience Supplement** is driven by the number of undergraduate credit hours taught by tenured or tenure track faculty



Weighted Semester Credit Hours

Institutions are funded by the number of credit hours taught in the Base Period.

- the weighting reflects the differences in cost related to teaching courses at different levels and different academic fields.
- Graduate courses, for example, are expected to be taught in smaller class sections than undergraduate classes so graduate credit hours are weighted heavier than undergraduate credit hours.
- Courses in different fields are also weighted relative to each other. For example, a credit hour in a lower division History course earns less formula funding than a lower division course in Art or Engineering.
- All these weightings are displayed in a chart called the “Formula Matrix”.
- Formula Matrix amounts are based on THECB Annual Expenditure Study.



The Formula Matrix 2020-2021 Biennium

<u>Weighting</u>	<u>Lower Div</u>	<u>Upper Div</u>	<u>Masters</u>	<u>Doctoral</u>	<u>Special Prof</u>
Liberal Arts	1.00	1.75	4.30	12.38	-
Science	1.51	2.76	7.33	21.87	-
Fine Arts	1.45	2.66	6.69	8.47	-
Teacher Education	1.46	1.98	2.41	8.12	-
Agriculture	1.87	2.38	7.43	13.58	-
Engineering	1.96	2.99	6.00	18.47	-
Home Economics	1.11	1.80	3.06	10.50	-
Law					4.99
Social Services	1.58	1.85	2.31	23.84	-
Library Science	2.19	1.75	3.02	15.16	-
Vocational Training	1.22	2.93	-	-	-
Physical Training	1.38	1.33	-	-	-
Health Services	0.97	1.56	2.62	11.28	2.80
Pharmacy	7.37	4.13	34.67	39.21	4.47
Business Admin	1.13	1.79	3.27	28.23	
Optometry	-	-	-	-	7.08
Teacher Ed Practice	2.00	2.19	-	-	-
Technology	1.91	2.29	3.82	11.55	-
Nursing	1.37	2.04	2.74	10.29	-
Developmental Ed	1.00	-	-	-	-
Veterinary Medicine	-	-	-	-	24.58



Teaching Experience

- Add-on to the Instruction and Operations formula.
- Designed to provide incentive for the institution to assign tenure/tenure track faculty to teach undergraduate students, not using TAs and Adjuncts to teach undergraduate students
- For 2020-2021 Biennium – extra 10% weight



Instruction Rate for General Academic Institutions

- Current Rate - \$55.85
- Inception Rate - \$56.65





Instruction & Operations component of the Formula

- Formula Funding = Semester Credit Hours X Weights X Rate
- All Funds less General Revenue Dedicated = General Revenue



Infrastructure Support

- Driven by predicted square feet (PSF) derived from the Coordinating Board's space projection model
- $\text{PSF} \times \text{Institutional Infrastructure Rate} = \text{formula amount}$
- Provides support for daily maintenance and utilities
- Small Institution Supplement – provides additional funds to institutions with a smaller student headcount to help with the lack of scale



Formula Funding Distribution Across Higher Education Institutions

- The Funding Formulas have been used both to influence the funding level as well as an allocation method amongst institutions.
- Funding Levels – The THECB and Institutions historically have requested the Legislature fund enrollment growth to maintain the Rates. When supported by the Legislature, the Funding Formulas “drive” funding levels.
- Allocation – When the funding rate is not maintained, the formulas serve as a mechanism to *distribute* higher education funding. Universities growing slower than average end up with lower funding, while fast growing institutions benefit.



Institutional Funding and Budgeting Activities



Funding Sources

STATE FUNDS – “Appropriated Funds”

General Revenue (*Formula, Non-Formula Support items, Benefits, Debt Service on Tuition Revenue Bonds*)

GR-Dedicated, “Local Funds” (Institutions have statutory authority to collect these State funds. The funds are “dedicated” or appropriated back to the institution.)

- Statutory Tuition (Set by the Legislature)
- Special Course and Laboratory Fees
- Organized Activity Fees
- Income from Sale of Educational and General Equipment
- Interest Income on Funds Held in State Treasury

Other Income

- Available University Fund (AUF)
- Tobacco Endowment Proceeds
- Higher Education Fund
- National Research University Fund (NRUF)



Funding Sources

INSTITUTIONAL FUNDS, “Non-Appropriated Funds”

Designated Funds

- Designated Tuition (Set by the Board of Regents)
- Incidental Fees
- Indirect Cost Recovery Income (Overhead paid by research grants)

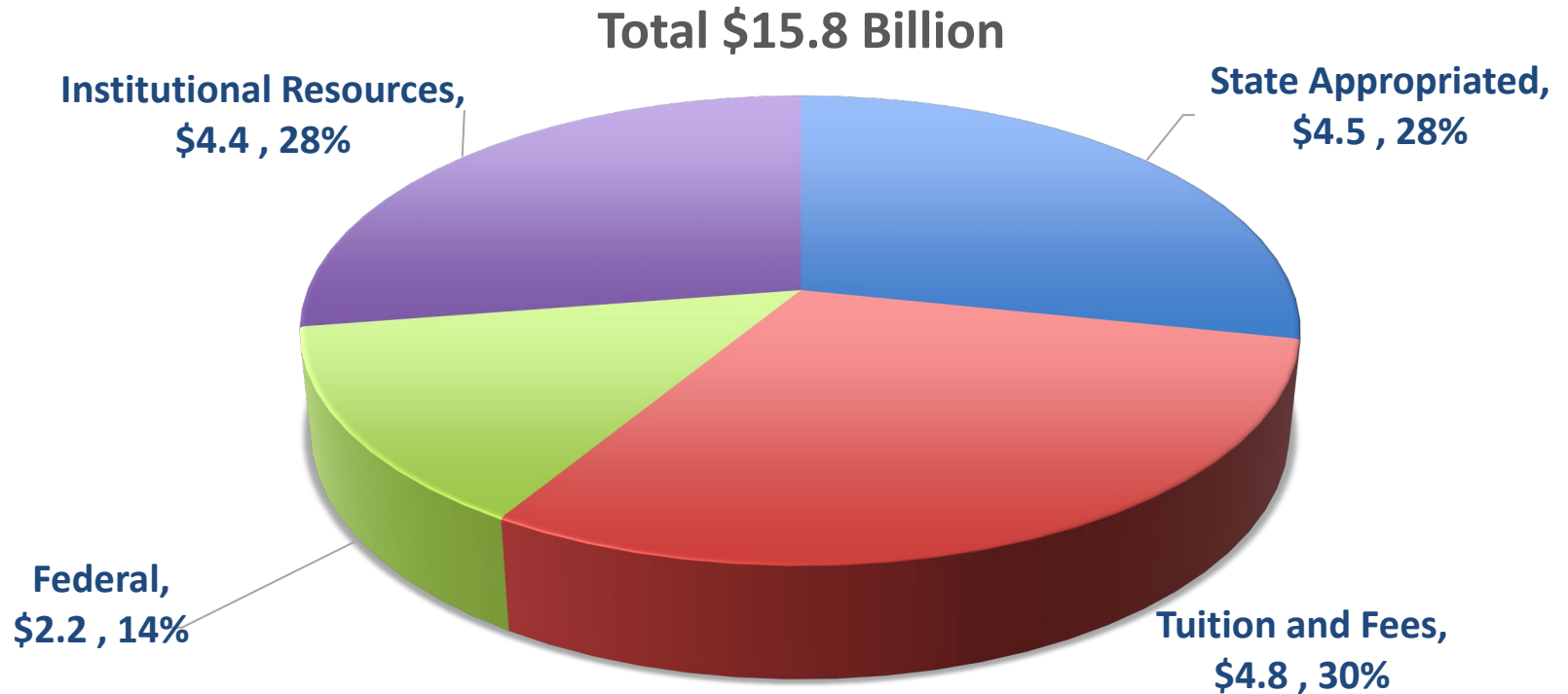
Auxiliary Enterprises (Self-supporting activities such as housing and food services, student unions, recreational sports, and athletics.)

Restricted Funds (These funds have restrictions on their use. For example, research grants specify how grant funds may be spent)

- Federal/State/Local Grants and Contracts
- Gifts
- Earnings from Endowments



Expenditures FY 2019





Typical Budget Development Calendar

February - March – University Develops Budget Policies

March – April – Colleges/Schools Prepare Budgets

May - Central Budget Office Reviews and Consolidates University Budget

June – July – Colleges/Schools Make Adjustments Based on Legislative Funding (Legislative Year) and Central Budget Office Prepares Legislative Appropriation Request (non-Legislative Year)

July – August – System and Board Reviews and Approves

September 1st – Operating Budget Effective Date



External Influences for Budget Policies and Priorities

- Board of Regents
- Donors and Alumni
- Legislature
- Parents
- General Public
- Media



Legislative Appropriations Request (LAR)

- Prepared in the summer prior to each legislative session
- Includes State funding only
- Includes financial details on prior years
- Generally allows level funding from previous years
- Includes new requests for funding – Exceptional Items (Non-Formula Items)



Budget Considerations

- Consider all Potential Funding Sources, Including State Appropriations
- Examine and Prioritize Incremental Expenditures for Initiatives and Priorities to Achieve the University's and State's Goals and Objectives
- Scrutinize Existing Budget for Cost Reduction Opportunities and Efficiencies
- Determine Solution for Any Shortfall



Strategic Financial Planning

A budget describes revenue and expense expectations for the forthcoming year, or an increment of a year. Its time horizon reflects objectives that are achievable in the short term.

This time horizon is insufficient for planning purposes given the uncertainties facing institutions of higher education today.

Long-range plans, generally of five years, are encouraged. Integrated strategic financial plans identify where the institution wants to be in the future and how it plans to get there strategically and financially.



Strategic Financial Planning

- The long-range strategic financial plan:
 - Quantifies the institution's strategic initiatives
 - Offers a quantitative view of future performance and metrics that can inform budget targets
 - Provides a set of operating assumptions on which annual operating budgets can be based
 - Presents a set of quantitative metrics that can be used to assess financial performance

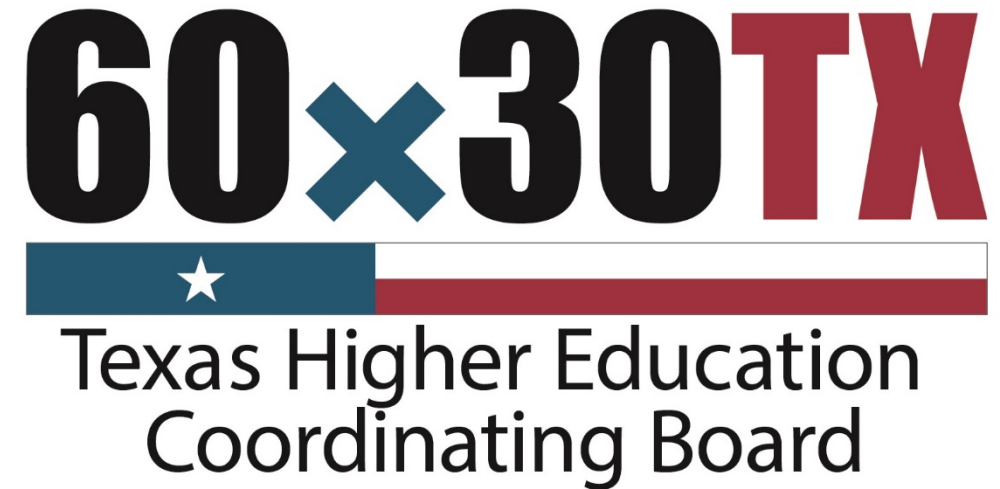


Horizon for Higher Education

- Nationally, higher education is facing unprecedented pressure:
 - Lower enrollment trends in many states
 - More first-generation students
 - Reduced state appropriations
 - Increased Cost of Attendance
 - More competition for research dollars
 - Erosion of the perceived value of higher education
- In Texas, the situation is more favorable
 - Strong enrollment demand across Texas institutions
 - Maintained commitment from the Legislature
 - Texas has some of the nation's strongest research institutions

Monitoring and Oversight: What is Good Information?

Presented by:
Fred Farias III, O.D.
Vice Chairman – THECB



November 19, 2020

Content sources: (1) Consequential Boards: Adding Value Where It Matters Most; and (2) Monitoring and Oversight: What is Good Information?; Association of Governing Boards of Universities and Colleges (AGB)

Boards Need Information About . . .

- Revenues and expenditures
- The flow of students from K-12 schools to college and on through to the labor market
- How personnel are used
- Comparisons with peer institutions
- Patterns of spending
- Major spending goals or standards

Reliable Information Can Be Gathered from . . .

- Officers or employees of the institution whom the board reasonably believes to be reliable and competent in the matters presented
- Legal counsel, public accountants, or others who are professionally or expertly competent
- A committee of the governing board of which he or she is not a member

Reliance on Information Provided by Others . . .

- Must be reasonable under the circumstances, considering such factors as:
 - The source
 - Whether the information is a brief summary or an extensive analysis
 - Whether the matter is routine or exceptional
 - The time frame in which a decision must be made

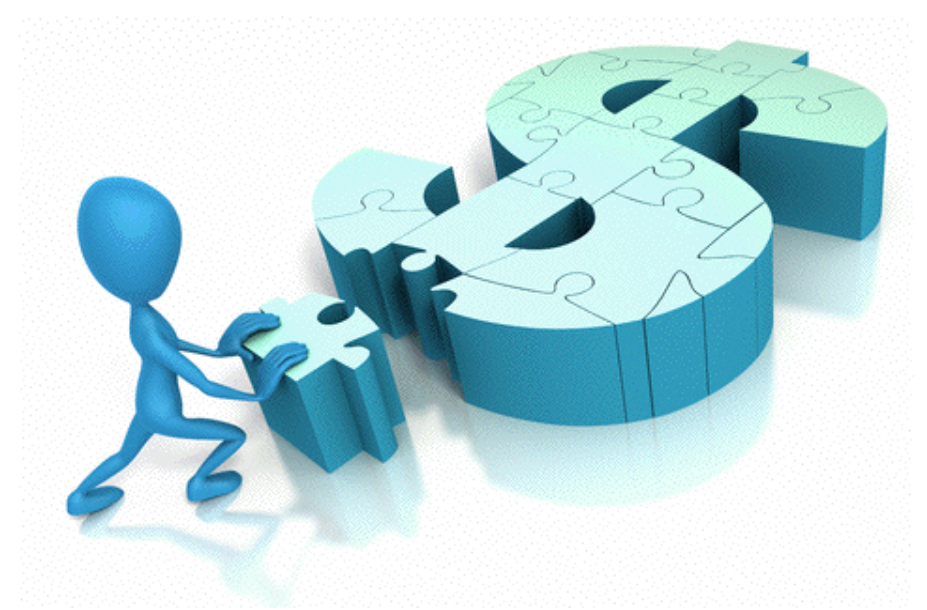


What You Should Know and Why

As a representative of the people of Texas, a board member should know about . . .

Finances

- Ensure dollars are spent in an effective and efficient manner
- Ensure institutional financial health – live within budget and spending categories
- Understand the true cost of athletics
- Know your system's or institution's reserves
- Watch debt closely



Economic Development

- Be aware of activities that boost the economic development of the state and region
- Be knowledgeable of the success (or not) of private fund raising



Audit and Accreditation Reports

- Know significant findings on audit reports
- Be aware of any regional and professional accreditation findings



Facilities and Employees



- Ensure that the physical facilities are maintained and new ones built when needed
- Ensure employees are treated fairly
- Understand the employee performance evaluation process
- Know the diversity of faculty and staff

Academic Programs

- Ensure that academic programs are of the highest quality the institution can afford
- Be sure the institution deals with the suggestions of accrediting bodies
- Ensure the viability of academic programs and centers
- Be knowledgeable about collaborations with other systems and institutions
- Be aware of the success (or not) of online offerings

Student Health & Safety

- Ensure that students are safe and in a healthy environment
- Secure assurance that students are provided the assistance necessary to complete their education as soon as possible



Strategic Plan

- Ensure that the system or institution has a viable strategic plan and that it's being followed
- Make sure that the institution is making progress toward its share of the goals and targets of *60x30TX*



Data You Should Know and Why

Given that data can stimulate good questions and assist sound decision-making, a board member should become familiar with useful data regarding . . .

Useful Data on Student Enrollment and Persistence

- Diversity of the student population
- Academic preparedness of incoming freshmen
- Enrollment trends by major
- Number and percentage in remedial courses and their success rates
- Number and percentage receiving financial aid
- Transfer rates and success of transfers
- Retention rates
- Graduation rates
- Progress on *60x30TX*

Useful Data on Graduates

- What happens to graduates
- Pass rates on national licensure exams
- Average salaries after graduation
- Debt load of graduates by discipline



Useful Comparisons with Peer Institutions

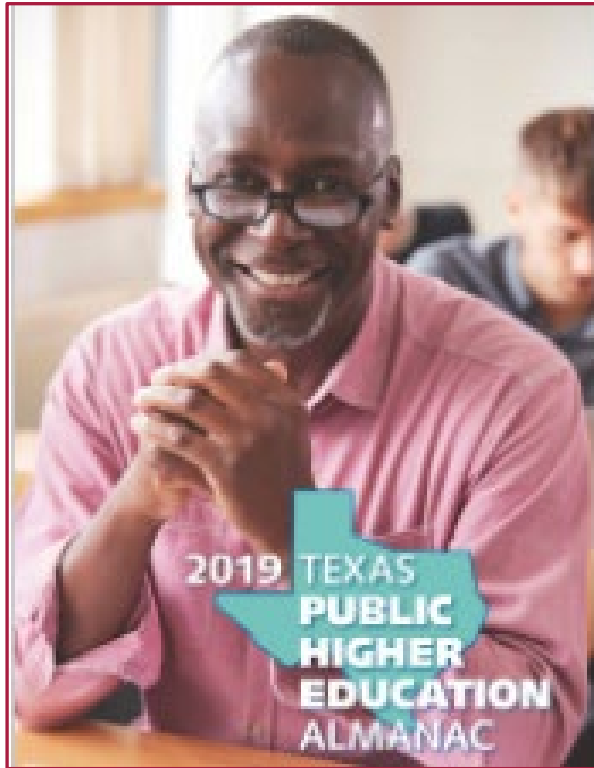
- Cost by category per 100 full-time equivalent students
- Administrative staffing per 100 full-time equivalent students
- Staffing ratio per 100 full-time equivalent students by institutional category
- Income from tuition and fees per 100 full-time equivalent students
- Average salaries for faculty and staff
- Trends

How to Get Started

- Ask what metrics are used now
- Ask about dashboard indicators
- Add your input
- Arrive at an agreement on what is needed to be an effective board
- But don't ignore the subjective!



Additional Data Resources



Data tools also available online at:

- <http://www.highered.texas.gov>
- <http://www.60x30TX.com>
- <http://www.txhighereddata.org/>

Texas Higher Education Data Resources



Texas Higher Education
Coordinating Board

Julie A. Eklund, PhD
Assistant Commissioner, Strategic Planning
November 19, 2020

60x30TX data and other resources to support evidence-based decision-making

- 60x30TX.com
www.60x30tx.com; www.60x30tx.org
- Texas Higher Education Accountability System
<http://www.txhigheredaccountability.org>
- Texas Higher Education Almanac
www.thecb.state.tx.us/almanac
- Texas Higher Education Data Homepage
www.texashighereddata.org

Data Resources Support 60x30TX Goals and Targets



THE OVERARCHING GOAL: 60x30 EDUCATED POPULATION

At least 60 percent of Texans ages 25-34 will have a certificate or degree.



THE SECOND GOAL: COMPLETION

At least 550,000 students in 2030 will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas.



THE THIRD GOAL: MARKETABLE SKILLS

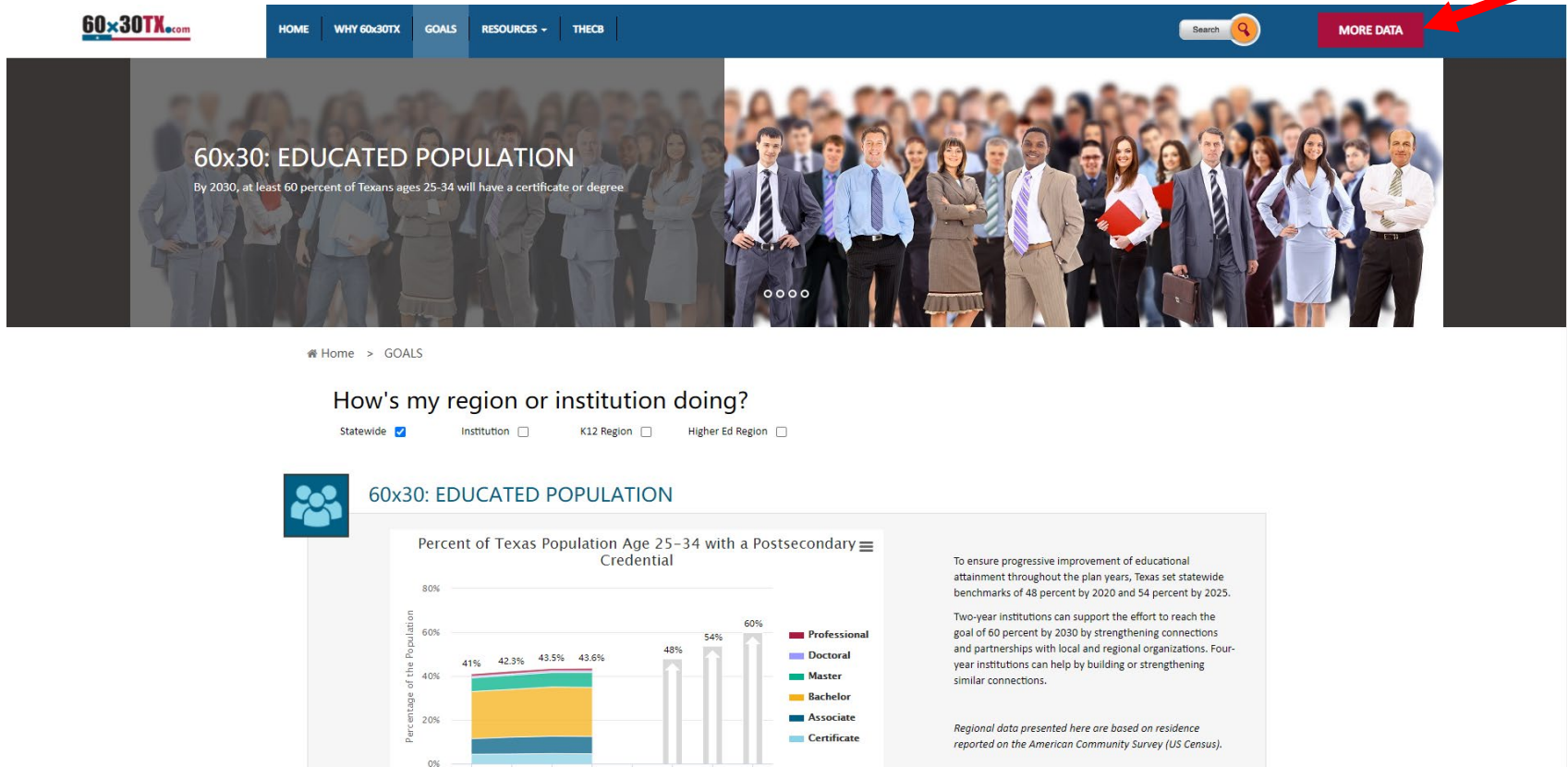
All graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.



THE FOURTH GOAL: STUDENT DEBT


Undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.

60x30TX.com hosts plan-related data and resources, including regional data



60x30TX.com

HOME | WHY 60x30TX | GOALS | RESOURCES | THECB

Search  **MORE DATA**

60x30: EDUCATED POPULATION

By 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree.

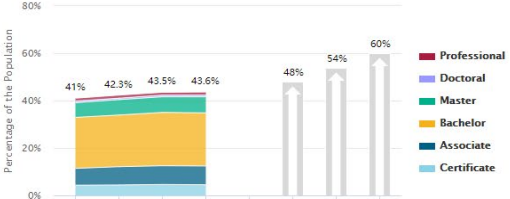
Home > GOALS

How's my region or institution doing?

Statewide ☒ Institution ☐ K12 Region ☐ Higher Ed Region ☐

60x30: EDUCATED POPULATION

Percent of Texas Population Age 25-34 with a Postsecondary Credential



Year	Professional	Doctoral	Master	Bachelor	Associate	Certificate	Total
2000	1%	1%	1%	10%	10%	18%	41%
2005	1%	1%	1%	10%	10%	19%	42.3%
2010	1%	1%	1%	10%	10%	20.5%	43.5%
2015	1%	1%	1%	10%	10%	21.6%	43.6%
2020	1%	1%	1%	10%	10%	25%	48%
2025	1%	1%	1%	10%	10%	29%	54%
2030	1%	1%	1%	10%	10%	37%	60%

To ensure progressive improvement of educational attainment throughout the plan years, Texas set statewide benchmarks of 48 percent by 2020 and 54 percent by 2025.

Two-year institutions can support the effort to reach the goal of 60 percent by 2030 by strengthening connections and partnerships with local and regional organizations. Four-year institutions can help by building or strengthening similar connections.

Regional data presented here are based on residence reported on the American Community Survey (US Census).

www.txhigheredaccountability.org is the home of the Accountability System

THECB Accountability System

Not secure | www.txhigheredaccountability.org/acctpublic/


60x30TX Texas Higher Education Accountability System

Home Resources THECB 60x30TX.com Interactive

STATEWIDE

- PUBLIC UNIVERSITIES
- PUBLIC TWO-YEAR COLLEGES
- PUBLIC HEALTH-RELATED INSTITUTIONS
- NON-TEXAS & CAREER INSTITUTIONS


Create Complete Report (PDF)




Need Help?

Under Resources above, see our [Quick Start Guide](#) if you're new, [Interactive Guide](#) to download data, and [News and Updates](#) for the latest important information.


Select a 60x30TX goal below to see related measures for **Statewide**:

 **60x30: Educated Population**


By 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree.

 **Completion**

By 2030, at least 550,000 students in that year will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas.

 **Marketable Skills**

By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.

 **Student Debt**

By 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.

Sector-Specific/Other

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Version: 1.1.16.1030

How can institutions use Accountability System data?

- Evaluate and compare institutional data to improve student and institutional outcomes
 - Data is produced consistently across institutions to ensure “apples-to-apples” comparisons
 - System provides outcome information for students who move across institutions
- Study trends over time and benchmark for the future

Accountability data also provide insight into state-level progress for several key indicators such as graduation rates

Public University 4-Year Graduation Rates

C03U - Graduation Rates

Graduation Rate: 4-, 5-, and 6-Year

First-time, full-time entering degree-seeking students who enrolled in a minimum of 12 SCH their first fall semester who have graduated from the same institution or another Texas public or independent institution. Percentage point change is from first to last year displayed.

	2017			2018			2019			Point Change
	Entering Fall Cohort	Count	Percent	Entering Fall Cohort	Count	Percent	Entering Fall Cohort	Count	Percent	
4-Year Graduation Rate	2013	71,926	36.8 %	2014	76,657	38.6 %	2015	77,033	40.1 %	3.3

2-Year Public College 3-Year Graduation Rates

C03C - Graduation Rates

Graduation Rate: 3-, 4-, and 6-Year

First-time, full-time entering degree-seeking students who enrolled in a minimum of 12 SCH their first fall semester who graduated from the same institution or another Texas public or independent institution. Percentage point change is from first to last year displayed.

	2017			2018			2019			Point Change
	Entering Fall Cohort	Count	Percent	Entering Fall Cohort	Count	Percent	Entering Fall Cohort	Count	Percent	
3-Year Graduation Rate	2014	56,450	21.7 %	2015	52,864	23.3 %	2016	53,349	24.9 %	3.2

How does THECB use Accountability System data?

- New program reviews and requests
- Online institutional resumes
- Texas Higher Education Almanac
- Community College Success Points
- Institutional comparisons
- Regional planning
- Reports on Research Activities

Institutional leaders can download a full PDF report for their institution by selecting the interactive tab

The screenshot shows a web browser window with two tabs: 'CBNet' and 'THECB Accountability System'. The address bar displays the URL www.txhigheredaccountability.org/AcctPublic/InteractiveReport/ManageReports. The website header features the '60x30TX' logo, the text 'Texas Higher Education Accountability System', and a navigation menu with links for 'Home', 'Resources', 'THECB', '60x30TX.com', and 'Interactive'. The 'Interactive' link is circled in red. Below the header, there are three blue buttons: 'Download Data', 'Predefined Reports', and 'Accountability Reports'. The 'Accountability Reports' button is circled in red. To the right of each button is a descriptive text: 'Download data from the Accountability database in Excel or PDF format' for 'Download Data', 'Frequently requested reports on topics such as Fall Headcount, Graduation Rates, Degree and Certificates Awarded, and others' for 'Predefined Reports', and 'Reports showing all Accountability measures by institution, sector, peer group or statewide' for 'Accountability Reports'.

Download Data

Download data from the Accountability database in Excel or PDF format

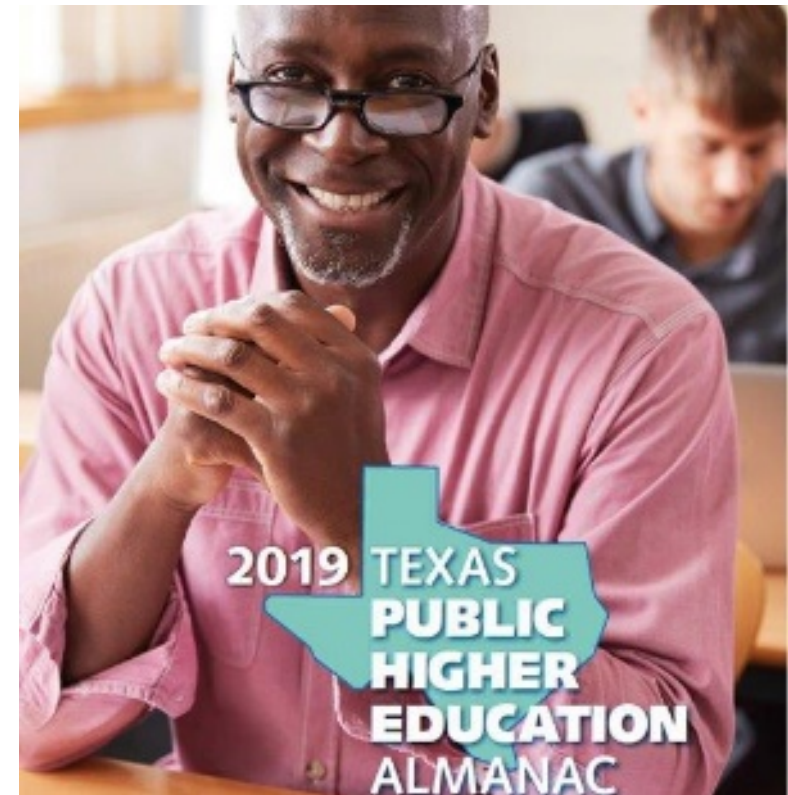
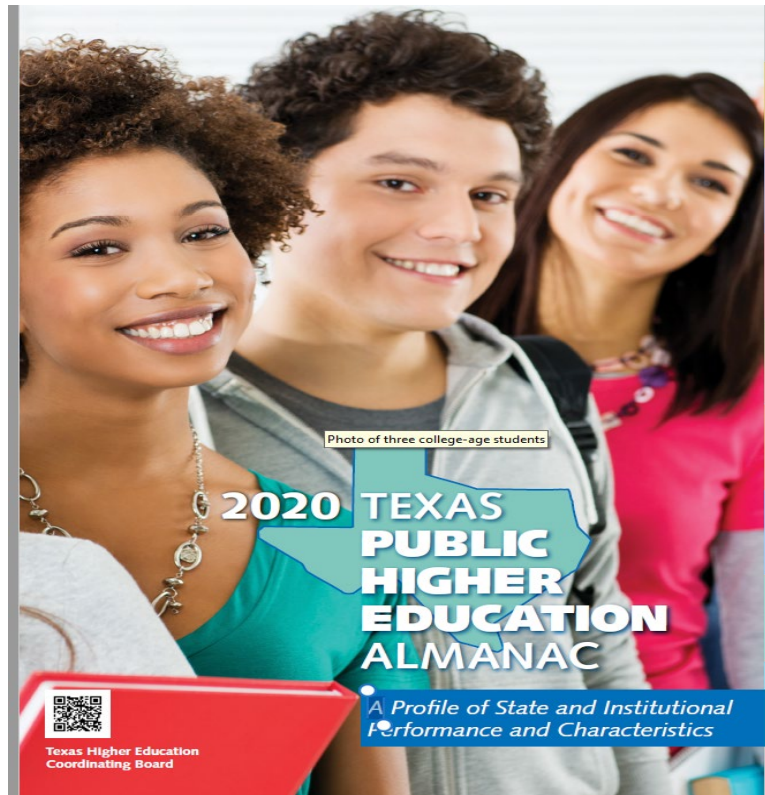
Predefined Reports

Frequently requested reports on topics such as Fall Headcount, Graduation Rates, Degree and Certificates Awarded, and others

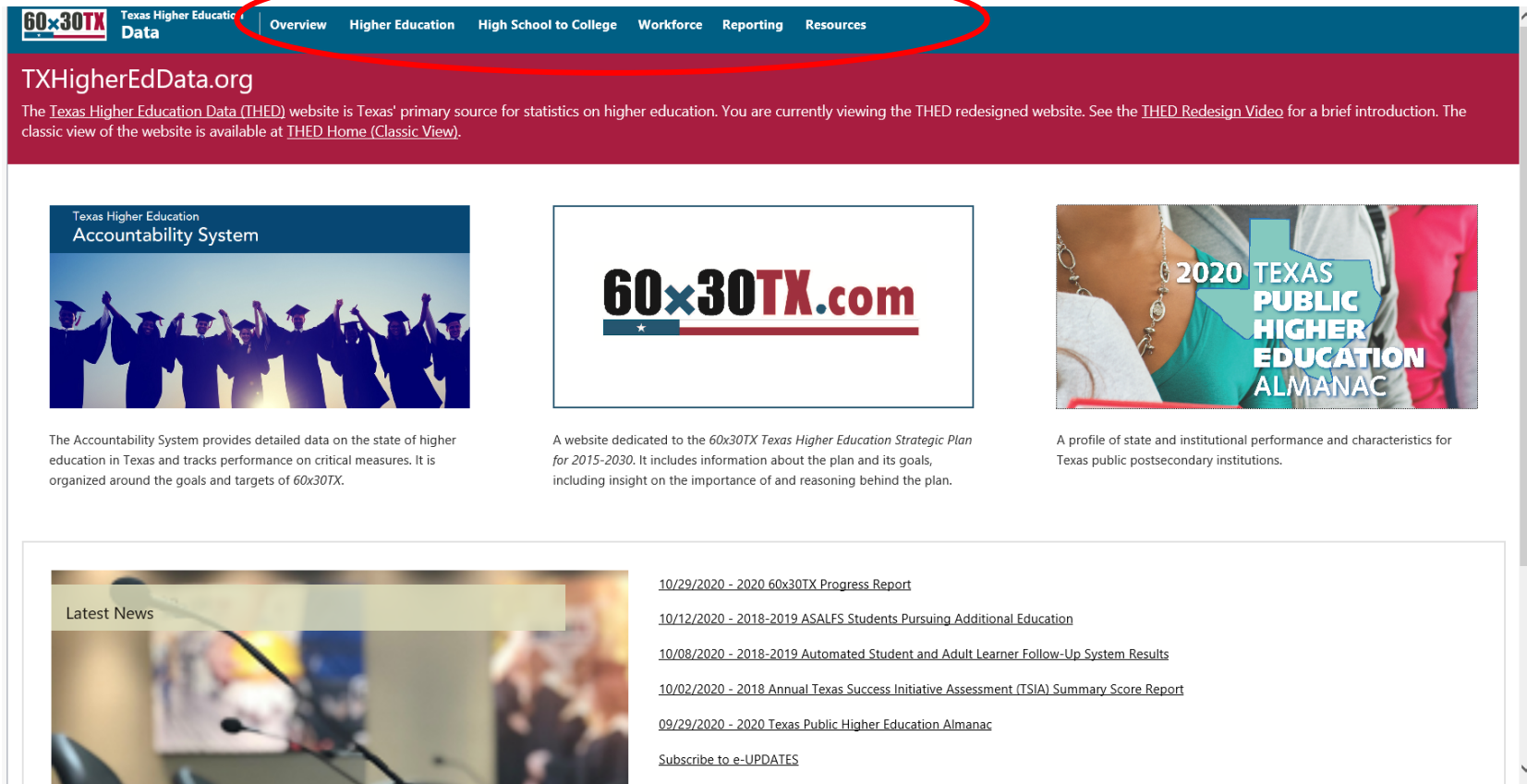
Accountability Reports

Reports showing all Accountability measures by institution, sector, peer group or statewide

www.thecb.state.tx.us/almanac is an easy-to-use resource for state higher education data



TxHigherEdData.org includes links to several data resources




60x30TX Texas Higher Education Data

[Overview](#) [Higher Education](#) [High School to College](#) [Workforce](#) [Reporting](#) [Resources](#)

TXHigherEdData.org


The [Texas Higher Education Data \(THED\)](#) website is Texas' primary source for statistics on higher education. You are currently viewing the THED redesigned website. See the [THED Redesign Video](#) for a brief introduction. The classic view of the website is available at [THED Home \(Classic View\)](#).

Texas Higher Education Accountability System




The Accountability System provides detailed data on the state of higher education in Texas and tracks performance on critical measures. It is organized around the goals and targets of 60x30TX.

60x30TX.com




A website dedicated to the 60x30TX Texas Higher Education Strategic Plan for 2015-2030. It includes information about the plan and its goals, including insight on the importance of and reasoning behind the plan.

2020 TEXAS PUBLIC HIGHER EDUCATION ALMANAC



A profile of state and institutional performance and characteristics for Texas public postsecondary institutions.

Latest News



- [10/29/2020 - 2020 60x30TX Progress Report](#)
- [10/12/2020 - 2018-2019 ASAFS Students Pursuing Additional Education](#)
- [10/08/2020 - 2018-2019 Automated Student and Adult Learner Follow-Up System Results](#)
- [10/02/2020 - 2018 Annual Texas Success Initiative Assessment \(TSIA\) Summary Score Report](#)
- [09/29/2020 - 2020 Texas Public Higher Education Almanac](#)

[Subscribe to e-UPDATES](#)

TxHigherEdData.org includes links to several data resources

- 60x30TX.com, Accountability System, Texas Higher Education Almanac
- Reports on
 - Transfer student success
 - High-school-to-college enrollment and completion
 - Dual credit and developmental education
 - Wages by institution and program (TX CREWS)
 - Higher education finance
 - Distance education

Have questions or need assistance?

Please feel free to contact me at:

Julie.Eklund@highered.texas.gov

When Should an Institution Propose a New Degree Program?

THECB Resources to Explore

Stacey Silverman, PhD
Assistant Commissioner
Academic Quality and Workforce



Texas Higher Education
Coordinating Board

November 19, 2020

A proposal for a new degree program involves several steps and initially must make its way through an institution's internal process

Quick Overview:

Starts as an idea

Faculty/Leadership forwards

Internally evaluated

Institutional commitment

Draft proposal

Sent to System

Additional evaluation

Board of Regents approval

Sent to Coordinating Board

Staff review

Desk review (if needed)

Site Visit (if needed)

Consideration at CAWS

Consideration at Board meeting



It is the Coordinating Board's responsibility to make the process of submitting and reviewing a proposal reasonable, by providing clear instructions, timelines, and expectations.



Thinking about a new degree program – questions to consider

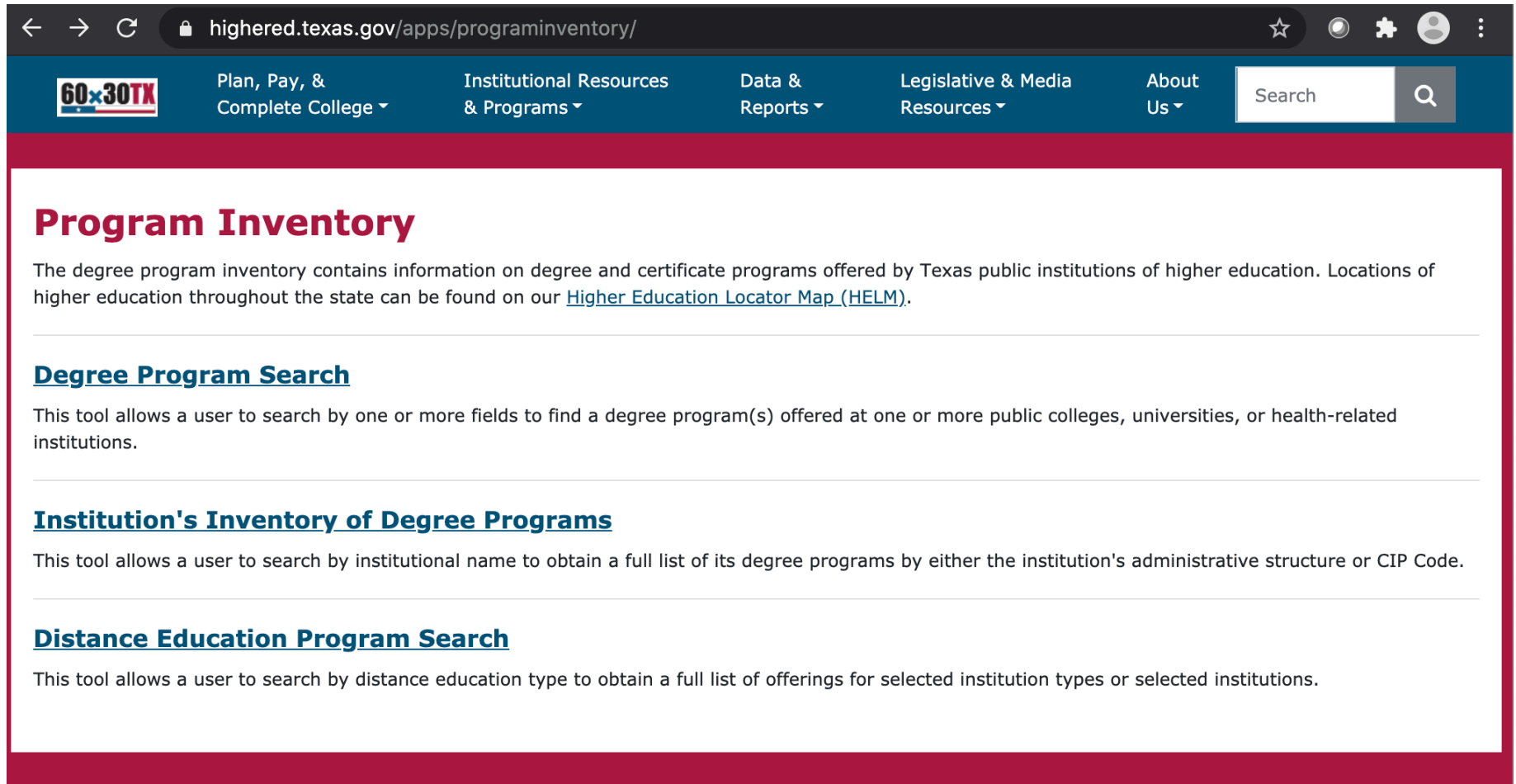
Review existing institutional offerings and resources

- How many existing faculty are in place with appropriate expertise in the proposed program?
- How much support within the school/department is available for the proposed program?
- Is there existing space available to accommodate the proposed program?

Review existing programs at other institutions

- Are existing programs at capacity?
- Are existing programs turning away qualified students?
- Is there unmet student demand?
- Is there unmet workforce demand?
- Are employers in the region searching graduates of such a program?

Find out what your institutions currently offer by searching Program Inventory



The screenshot shows a web browser window with the address bar displaying `highered.texas.gov/apps/programinventory/`. The page has a dark blue header with the 60x30TX logo on the left and navigation links: "Plan, Pay, & Complete College", "Institutional Resources & Programs", "Data & Reports", "Legislative & Media Resources", and "About Us". A search bar is located on the right side of the header. The main content area has a red border and contains the following sections:

Program Inventory

The degree program inventory contains information on degree and certificate programs offered by Texas public institutions of higher education. Locations of higher education throughout the state can be found on our [Higher Education Locator Map \(HELM\)](#).

[Degree Program Search](#)

This tool allows a user to search by one or more fields to find a degree program(s) offered at one or more public colleges, universities, or health-related institutions.

[Institution's Inventory of Degree Programs](#)

This tool allows a user to search by institutional name to obtain a full list of its degree programs by either the institution's administrative structure or CIP Code.

[Distance Education Program Search](#)

This tool allows a user to search by distance education type to obtain a full list of offerings for selected institution types or selected institutions.

Resources for proposal development – interactive tool

Degree Program Search

This tool allows a user to search by one field or a combination of fields to find a degree program(s) offered at one or more public community, technical, or state college, public university, health-related institution, Independent/Private(ICUT) Institution, For Profit Colleges & Universities Authorized by Certificate, or Other Institutions Authorized by Certificate.

[Texas CIP Codes](#): CIP codes are used to identify degree and certificate programs, courses, and declared majors on the reports and inventories of the Texas Higher Education Coordinating Board.

Institution Type:

- ☐ Community Colleges
- ☐ State Colleges
- ☐ Technical Colleges
- ☐ Public Universities
- ☐ Health Related Institutions
- ☐ Independent Colleges and Universities of Texas (ICUT)
- ☐ For Profit Colleges & Universities Authorized by Certificate
- ☐ Other Institutions Authorized by Certificate

Institution:

Degree Level:

CIP Code:

Enter 2-digit stem codes to retrieve the broadest possible results.

Program Name:

Enter key words or truncated words to retrieve the broadest possible results.

Accreditor:

Only applies to Institution Types "For Profit Colleges & Universities Authorized by Certificate" and "Other Institutions Authorized by Certificate."

Output: ☒ HTML ☐ Excel ☐ PDF

Resources for proposal development – interactive tool

Institution's Inventory of Degree Programs

This tool allows a user to search by institutional name to obtain a full list of its degree programs by either the institution's administrative structure (a hierarchy often designated by colleges, departments, schools, etc.) or CIP Code (a national classification system for describing and ordering degree programs).

Please note that the **Order By** option for choosing CIP Code or Institution administrative structure does not apply to **For Profit Colleges & Universities Authorized by Certificate** or **Other Institutions Authorized by Certificate**.

Institution Type:

- ☐ Community Colleges
- ☐ State Colleges
- ☐ Technical Colleges
- ☐ Public Universities
- ☐ Health Related Institutions
- ☐ Independent Colleges and Universities of Texas (ICUT)
- ☐ For Profit Colleges & Universities Authorized by Certificate
- ☐ Other Institutions Authorized by Certificate

Institution: ▼

Format: ☒ PDF ☐ Excel

Order by:

- ☐ CIP code
- ☒ Institutional administrative structure
(Universities, State Colleges, Community Colleges, Technical Colleges & Health-related Institutions only.)

(May take a few minutes)

Resources for proposal development – interactive tool

Distance Education Program Search

This tool allows a user to search by distance education type to obtain a full list of offerings. The search can be narrowed by institution type or by institution.

[Characteristics of Doctoral Programs](#): The Characteristics provide a snapshot of doctoral programs offered by Texas public universities and health-related institutions and serve as a reference for the general public who are interested in doctoral education, including prospective students and their families.

Distance Education Type:

- ☐ All
- ☐ 100% Online
- ☐ Fully Online (86-99% Online)
- ☐ Hybrid/Blended
- ☐ Electronic-to-Group
- ☐ Off Campus Face-to-Face
- ☐ Self-Supporting

Institution Type:

- ☐ [All]
- ☐ Community Colleges
- ☐ State Colleges
- ☐ Technical Colleges
- ☐ Public Universities
- ☐ Health Related Institutions

Institution: **** Check One or More Institution Types Above **** ▼

Degree Level: [All] ▼

CIP Code: - -

Enter 2-digit stem codes to retrieve the broadest possible results.

Program Name:

Enter key words or truncated words to retrieve the broadest possible results.

Output:

☒ HTML ☐ Excel ☐ PDF

Thinking about a new degree program -- consider

Program Development

- Where is the proposed program going to be offered?
- Is it a face-to-face program offered on an institution's main campus or is it a distance education program?
- Would the program rely on current students to populate the new program?
- Would the program provide paid internships?

Curriculum Development

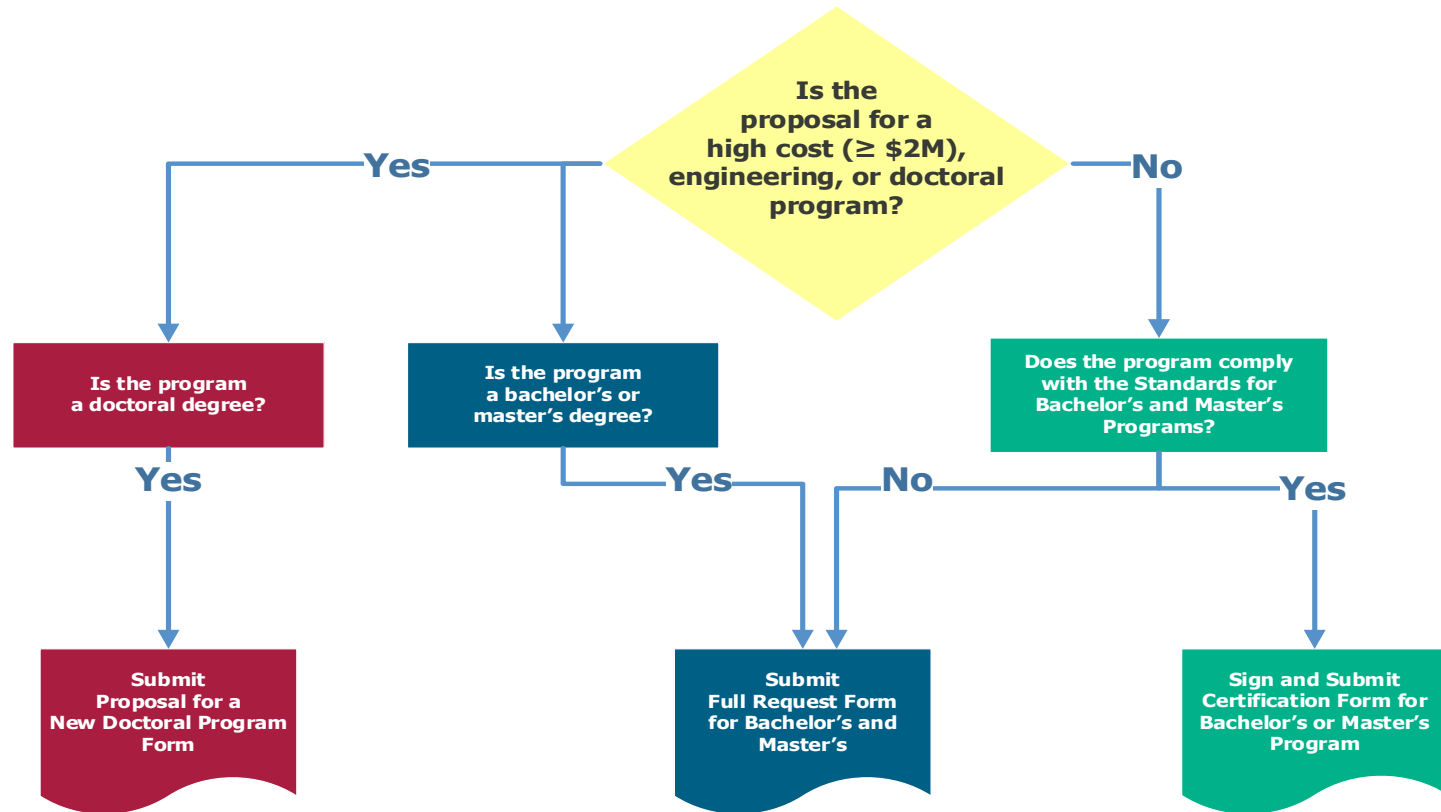
- What courses are required for the new program?
- Would the program utilize competency-based methods, including credit for prior knowledge?
- Would the program promote an efficient time to degree?
- Would the program use open education resources?
- What marketable skills will students be able to identify upon completion?

Considering Proposing a New Bachelor's, Master's, or Doctoral Program

Planning a Proposal for a New Program

Submit Planning Notification Letter using the online portal; if the proposal is for a "professional degree" (TEC 61.306), the institution must submit planning notification one year prior to submitting the proposal.

Notify all public institutions within a 50-mile radius of the location of the proposed program and resolve all concerns raised in a 30-day comment period.



Prepared by AQW staff, June 5, 2017

Institutions proposing a new degree or certificate program are required to notify area institutions

- Notify other public institutions of higher education within a 50-mile radius of the proposed location of the new program through a letter or email to the chief academic officers of the area institutions.
- Notification must be completed 30 days prior to submitting the proposal to the Coordinating Board.
- If the proposing institution receives any objections, the institution must resolve those objections prior to submitting a proposal to the Coordinating Board.
- If the institution cannot resolve the objections, then it may ask the Assistant Commissioner of the Academic Quality and Workforce Division to mediate the dispute.
- Once all objections have been resolved, the institution may submit the proposal to the Board, along with documentation showing that notification was given to nearby public institutions and that the objections, if any, were resolved.

Streamlined Approval process for many proposed bachelor's and master's programs; requires an institution to certify:

- The proposed program has institutional and governing board approval.
- The institution certifies compliance with the *Standards for New Bachelor's and Master's Programs*.
- The institution certifies that adequate funds are available to cover the costs of the new program.
- New costs during the first five years of the program would not exceed \$2 million.
- The proposed program is a non-engineering program.
- The proposed program would be offered by a university or health-related institution.

The Standards for New Bachelor's and Master's Degree Programs ensure that institutions establish programs based on:

- **Need:** Job Market, Student Demand, and Enrollment Projections
- **Quality:** Degree Requirements, including core curriculum, number of hours in a major, number of hours in a degree program, initial teaching certificate, transfer issues, marketable skills, faculty, library resources, facilities and equipment, and accreditation
- **Costs and Funding:** Proposed program is estimated to cost less than \$2 million and will not generate formula funding for the first two years
- **Program Review:** Regularly scheduled to assess the quality and effectiveness of the degree program

Resources for proposal development accessible online

Coordinating Board

- Institutional Program Inventory
www.highered.Texas.gov/apps/programinventory
- Degree Program Search
www.Highered.Texas.gov/apps/programinventory
- Classification of Instructional Programs (CIP)
www.txhighereddata.org/Interactive/CIP/ (Texas)
<https://nces.ed.gov/ipeds/cipcode/> (National)
- Accountability System
www.txhigheredaccountability.org/acctpublic/

External Resources

- National Center for Education Statistics, Integrated Post-Secondary Education Data System (IPEDS)
<https://nces.ed.gov/>
- National Science Foundation, WebCASPAR: Integrated Science and Engineering Resources Data System
<https://ncesdata.nsf.gov/webcaspar/>

Resources for proposal development accessible online

Workforce Need – National, State, and Regional

- Bureau of Labor Statistics
www.bls.gov
- Texas Workforce Commission
www.twc.state.tx.us
- Department of State Health Services, Health Professions Fact Sheets
<http://www.dshs.texas.gov/chs/hprc/health.shtm>
- Texas Health Professions Regulatory Boards
www.hpc.texas.gov/agencies/ (Health Professions)

Other Resources (Not Free)

- Burning Glass
www.burning-glass.com
- Emsi
www.economicmodeling.com

Contact Information

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Texas Higher Education Coordinating Board