

TEXAS HIGHER EDUCATION COORDINATING BOARD
COMMITTEE ON ACADEMIC AND WORKFORCE SUCCESS

Via Conference Call

April 23, 2020; 9:10 am

*(or upon adjournment of the Agency Operations Committee meeting,
whichever occurs later)*

AGENDA

CHAIR
Fred Farias III, O.D.

VICE CHAIR
Donna N. Williams

Cody Campbell
Emma W. Schwartz
R. Sam Torn
Welcome W. Wilson, Jr.

Lauren C. McKenzie
Student Representative, Ex-Officio
Stuart W. Stedman
Ex-Officio

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

- I. Welcome and Committee Chair's meeting overview
- II. Consideration of approval of the minutes for the December 11, 2019, Committee meeting
- III. Consideration of approval of the Consent Calendar
- IV. Public Testimony on Items Relating to the Committee on Academic and Workforce Success
- V. Matters relating to the Committee on Academic and Workforce Success

A. Consideration of adopting the staff recommendation to the Committee relating to the report on the Fiscal Year 2020 Annual Review of Low-Producing Programs

WITHDRAWN B. Consideration of adopting the staff recommendation to the Committee relating to the guidelines for the 2020 Texas Higher Education Star Awards

C. Consideration of adopting the staff recommendation to the Committee relating to requests for a new degree program:

TEXAS A&M INTERNATIONAL UNIVERSITY

(1) Bachelor of Science (BS) degree with a major in Computer Engineering

TEXAS A&M INTERNATIONAL UNIVERSITY

(2) Bachelor of Science (BS) degree with a major in Petroleum Engineering

TARLETON STATE UNIVERSITY

(3) Master of Science (MS) in Computer Engineering

THE UNIVERSITY OF NORTH TEXAS

(4) Master of Science (MS) in Engineering Management

THE UNIVERSITY OF TEXAS PERMIAN BASIN

(5) Master of Science (MS) degree with a major in Mechanical Engineering

THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY

(6) Doctor of Physical Therapy (DPT) with a major in Physical Therapy

Note: Highlighted items in gray are on the Consent Calendar

Committee on Academic and Workforce Success

- D. Report to the Committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)
- E. Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Workforce Education Course Manual Advisory Committee
- F. Consideration of adopting the staff recommendation to the Committee relating to the appointment of student representatives to the Apply Texas Advisory Committee, the Learning Technology Advisory Committee, the Graduate Education Advisory Committee, and the Undergraduate Education Advisory Committee.
- G. Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities
- H. Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Texas Application for State Financial Aid Advisory Committee
- I. Proposed Rules:
 - (1) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed repeal of Chapter 4, Subchapter J, Sections 4.191-4.196 of Board rules concerning the Work-Study Student Mentorship Program

VI. Adjournment

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

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

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

Committee on Academic and Workforce Success

AGENDA ITEM I

Welcome and Committee Chair's meeting overview

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

Committee on Academic and Workforce Success

AGENDA ITEM II

Consideration of approval of the minutes for the December 11, 2019, Committee meeting

RECOMMENDATION: Approval

**TEXAS HIGHER EDUCATION COORDINATING BOARD
MINUTES**

Committee on Academic and Workforce Success

1200 East Anderson Lane, Room 1.170

Austin, Texas

December 11, 2019, 9:45 am

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

The Texas Higher Education Coordinating Board's *Committee on Academic and Workforce Success (CAWS)* convened at 9:50 am on December 11, 2019, with the following committee members present: Fred Farias, Chair presiding; Donna Williams, Vice Chair; Emma Schwartz, Stuart Stedman, and Ex-Officio member(s) present: Lauren C. McKenzie. Other Board Member(s) present: Ricky Raven.

AGENDA ITEM	ACTION
I. Welcome and Committee Chair's meeting overview	Dr. Fred Farias called the meeting to order.
II. Consideration of approval of the minutes from the September 18, 2019, Committee meeting	On motion by Donna Williams, seconded by Emma Schwartz, the Committee approved this item.
III. Consideration of approval of the Consent Calendar	Dr. Farias made a motion that Agenda Items 5-A, 5-H, and 5-I be added to the Consent Calendar. The motion was seconded by Donna Williams, and the Committee approved the additions to the Consent Calendar. A motion was made by Donna Williams to approve the Consent Calendar as amended. The motion was seconded by Stuart Stedman, and the Committee approved this item.
IV. Public Testimony on Items Relating to the Committee on Academic and Workforce Success	There was no public testimony.
V. Matters relating to the Committee on Academic and Workforce Success	
A. Discussion of the report on the National Research University Fund for Fiscal Year 2019	This item was added to the Consent Calendar.
B. Report to the Committee on activities of the Apply Texas Advisory Committee	Dr. Rebecca Lothringer, Associate Vice President for Enrollment, The University of Texas at Arlington, and Dr. Mordecai Brownlee, Vice President for Student Success, St. Phillip's College, provided an update on behalf of the Committee.

AGENDA ITEM	ACTION
C. Consideration of adopting the staff recommendation to the Committee relating to requests for a new degree program:	
TEXAS A&M UNIVERSITY-TEXARKANA (1) Bachelor of Science (BS) degree with a major in Mechanical Engineering	Dr. Stacey Silverman, Interim Assistant Commissioner for Academic Quality and Workforce, provided a program overview. Dr. Emily Cutrer, Dr. David Yells, and Dr. Gary Standing spoke on behalf of the institution. On motion by Donna Williams, seconded by Stuart Stedman, the Committee approved this item.
TEXAS TECH UNIVERSITY (2) Doctor of Veterinary Medicine (DVM) degree with a major in Veterinary Medicine	Dr. Stacey Silverman, Interim Assistant Commissioner, provided a program overview. Dr. Lawrence Schovanec, Dr. Michael Galyean, and Ms. Genevieve Durham DeCesaro spoke on behalf of the institution. On motion by Emma Schwartz, seconded by Donna Williams, the Committee approved this item.
THE UNIVERSITY OF TEXAS AT TYLER (3) Doctor of Education (EdD) degree with a major in School Improvement	Dr. Stacey Silverman, Interim Assistant Commissioner, provided a program overview. Dr. Amir Mirmiran, Dr. Wesley Hickey, and Dr. Yanira Oliveras-Ortiz spoke on behalf of the institution. On motion by Donna Williams, seconded by Emma Schwartz, the Committee approved this item.
UNIVERSITY OF HOUSTON (4) Bachelor of Science (BS) degree with a major in Computer Engineering and Analytics	Dr. Stacey Silverman, Interim Assistant Commissioner, provided a program overview. Dr. JR Rao, Dr. Badrinath Roysam, and Dr. Leonard Trombetta spoke on behalf of the institution. On motion by Donna Williams, seconded by Stuart Stedman, the Committee approved this item.
UNIVERSITY OF HOUSTON (5) Bachelor of Science (BS) degree with a major in Construction Engineering	Dr. Stacey Silverman, Interim Assistant Commissioner, provided a program overview. Dr. JR Rao, Dr. Badrinath Roysam, and Dr. Leonard Trombetta spoke on behalf of the institution. On motion by Donna Williams, seconded by Emma Schwartz, the Committee approved this item.

AGENDA ITEM	ACTION
UNIVERSITY OF HOUSTON (6) Bachelor of Science (BS) degree with a major in Systems Engineering	Dr. Stacey Silverman, Interim Assistant Commissioner, provided a program overview. Dr. JR Rao, Dr. Badrinath Roysam, and Dr. Leonard Trombetts spoke on behalf of the institution. On motion by Stuart Stedman, seconded by Ricky Raven, the Committee approved this item.
D. Lunch	The Committee recessed for lunch at 11:20 am for a 30-minute lunch.
When the committee re-convened after lunch Dr. Farias stated that the second made by Ricky Raven for Agenda Item V-C (6) would need to be voted on again because Ricky Raven is not a voting member of the Committee.	Agenda Item V-C (6) was brought up to the Committee again. On motion by Dr. Farias, seconded by Donna Williams, the Committee approved this item.
E. Consideration of adopting the Lower-Division Academic Course Guide Manual (ACGM) Advisory Committee's recommendation to the Committee relating to changes in the ACGM	Dr. Stacey Silverman, Interim Assistant Commissioner, provided an overview. On motion by Donna Williams, seconded by Emma Schwartz, the Committee approved this item.
F. Consideration of adopting the staff recommendation to the Committee relating to the request from Vernon College for a Branch Campus Maintenance Tax Election	Dr. Stacey Silverman, Interim Assistant Commissioner, provided an overview. Dr. Dusty Johnson, President of Vernon College, spoke on behalf of the institution. On motion by Donna Williams, seconded by Stuart Stedman, the Committee approved this item.
G. Consideration of adopting the Certification Advisory Council and the Commissioner's recommendation to the Committee relating to a request from Southwest School of Art for a fourth Certificate of Authority to grant degrees in Texas	Dr. Stacey Silverman, Interim Assistant Commissioner, provided an overview. Paula Owen and Kevin Conlon spoke on behalf of the institution. On motion by Donna Williams, seconded by Emma Schwartz, the Committee approved this item.
H. Consideration of adopting the staff recommendation to the Committee relating to the July 2019 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "P" through "Z")	This item was added to the Consent Calendar.
I. Report to the Committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)	This item was added to the Consent Calendar.

AGENDA ITEM	ACTION
J. Consideration of adopting the staff recommendation to the Committee relating to approval to fund Grad TX activities designed to help meet the completion goal of <i>60x30TX</i>	This item was on the Consent Calendar.
K. Consideration of adopting the staff recommendation to the Committee relating to approval to issue a Request for Proposals for the Evaluation of Corequisite Models required by the Texas Success Initiative	Jerel Booker, Assistant Commissioner for College Readiness and Success, provided an overview. On motion by Stuart Stedman, seconded by Donna Williams, the Committee approved this item.
L. Consideration of adopting the staff recommendation to the Committee relating to approval to issue a Request for Proposals for the Developmental Education Program	Jerel Booker, Assistant Commissioner, provided an overview. On motion by Donna Williams, seconded by Stuart Stedman, the Committee approved this item.
M. Consideration of adopting the staff recommendation to the Committee relating to approval to issue a Request for Applications for the Nursing, Allied Health and Other Health-related Education Grant Program	Dr. Stacey Silverman, Interim Assistant Commissioner, provided an overview. On motion by Emma Schwartz, seconded by Donna Williams, the Committee approved this item.
N. Consideration of adopting the staff recommendation to the Committee relating to approval to issue a Request for Applications for the Carl D. Perkins Career and Technical Education Basic Grant Program	Dr. Stacey Silverman, Interim Assistant Commissioner, provided an overview. On motion by Donna Williams, seconded by Emma Schwartz, the Committee approved this item.
O. Consideration of adopting the staff recommendation to the Committee relating to approval to issue a Request for Applications for the Carl D. Perkins Career and Technical Leadership Grant Program	Dr. Stacey Silverman, Interim Assistant Commissioner, provided an overview. On motion by Stuart Stedman, seconded by Emma Schwartz, the Committee approved this item.
P. Proposed Rules	
(1) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 7, Subchapter A, Sections 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 and 7.11 of Board rules, concerning Financial Protections for Student Tuition and Fees	Dr. Stacey Silverman, Interim Assistant Commissioner, provided an overview. On motion by Stuart Stedman, seconded by Donna Williams, the Committee approved this item.
(2) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new rule for Chapter 7, Subchapter A, Section 7.16 of Board rules,	Dr. Stacey Silverman, Interim Assistant Commissioner, provided an overview. On motion by Stuart Stedman, seconded by Donna Williams, the Committee approved this item.

AGENDA ITEM	ACTION
concerning Financial Protections for Student Tuition and Fees	
(3) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new rules for Chapter 1, Subchapter BB, Sections 1.9100 – 1.9106 of Board rules, concerning the establishment of the Texas Application for Student Financial Aid (TASFA) Advisory Committee (<i>House Bill 2140, 86th Texas Legislature</i>)	This item was on the Consent Calendar.
(4) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new rules for Chapter 21, Subchapter W, Sections 21.700 – 21.707 of Board rules, concerning the Texas Working Off-Campus: Reinforcing Knowledge and Skills (WORKS) Internship Program (<i>House Bill 2140, 86th Texas Legislature</i>)	Jerel Booker, Assistant Commissioner, provided an overview. On motion by Stuart Stedman, seconded by Emma Schwartz, the Committee approved this item.
(5) Consideration of adopting the Commissioner's recommendation to the Committee relating to proposed amendments to Chapter 6, Subchapter C, Section 6.73 of Board rules, concerning institutional eligibility under the Nursing, Allied Health and Other Health-related Education Grant Program (<i>House Bill 1401, 86th Texas Legislature</i>)	Dr. Stacey Silverman, Interim Assistant Commissioner, provided an overview. On motion by Stuart Stedman, seconded by Emma Schwartz, the Committee approved this item.
Q. Proposed Rules adopted as emergency rules at the October 2019 Board Meeting	
(1) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 1, Subchapter DD of Board rules, concerning the Title IX Training Advisory Committee (<i>Senate Bill 212 and House Bill 1735, 86th Texas Legislature</i>)	Dr. Stacey Silverman, Interim Assistant Commissioner, provided an overview. On motion by Emma Schwartz, seconded by Donna Williams, the Committee approved this item.

AGENDA ITEM	ACTION
<p>(2) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 1, Subchapter EE of Board rules, concerning the Study and Report on Core Curriculum Advisory Committee <i>(Senate Bill 25, Sections 8-10, 86th Texas Legislature)</i></p>	<p>Dr. Stacey Silverman, Interim Assistant Commissioner, provided an overview. On motion by Donna Williams, seconded by Stuart Stedman, the Committee approved this item.</p>
<p>VI. Adjournment</p>	<p>On a motion by Stuart Stedman, seconded by Donna Williams, the Committee adjourned at 12:39 pm.</p>

Committee on Academic and Workforce Success

AGENDA ITEM III

Consideration of approval of the Consent Calendar

RECOMMENDATION: Approval

Background Information:

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

Consent Calendar

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

- A. Consideration of adopting the staff recommendation to the Committee relating to the report on the Fiscal Year 2020 Annual Review of Low-Producing Programs
- B. Consideration of adopting the staff recommendation to the Committee relating to the guidelines for the 2020 Texas Higher Education Star Awards
- C. Consideration of adopting the staff recommendation to the Committee relating to requests for a new degree program:

TEXAS A&M INTERNATIONAL UNIVERSITY

- (1) Bachelor of Science (BS) degree with a major in Computer Engineering

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- (3) Master of Science (MS) in Computer Engineering

THE UNIVERSITY OF NORTH TEXAS

- (4) Master of Science (MS) in Engineering Management

THE UNIVERSITY OF TEXAS PERMIAN BASIN

- (5) Master of Science (MS) degree with a major in Mechanical Engineering

THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY

- (6) Doctor of Physical Therapy (DPT) with a major in Physical Therapy

- D. Report to the Committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)
- E. Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Workforce Education Course Manual Advisory Committee
- F. Consideration of adopting the staff recommendation to the Committee relating to the appointment of student representatives to the Apply Texas Advisory Committee, the Learning Technology Advisory Committee, and the Graduate Education Advisory Committee, and the Undergraduate Education Advisory Committee.
- G. Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities

H. Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Texas Application for State Financial Aid Advisory Committee

I. Proposed Rules:

- (1) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed repeal of Chapter 4, Subchapter J, Sections 4.191-4.196 of Board rules concerning the Work-Study Student Mentorship Program

Committee on Academic and Workforce Success

AGENDA ITEM IV

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

RECOMMENDATION: No action required

Background Information:

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

Committee on Academic and Workforce Success

AGENDA ITEM V-A

Consideration of adopting the staff recommendation to the Committee relating to the report on the Fiscal Year 2020 Annual Review of Low-Producing Programs

RECOMMENDATION: Approval

Background Information:

The Texas Higher Education Coordinating Board (THECB) is authorized to make recommendations to close or consolidate low-producing degree programs [Texas Education Code, Chapter 61, Subchapter C, Section 61.0512 (f)]. Recommendations to close or consolidate are made for nonexempt degree programs that have been on the annual list of low-producing degree programs for three or more consecutive reviews (Texas Administrative Code, Rule 4.290). The list of low-producing degree programs is available on the agency's website at www.thecb.state.tx.us/LPP. The recommendations are made to the governing board of a public system of higher education, or to the governing board of a public institution of higher education where a system does not exist.

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

The THECB makes recommendations to systems' and institutions' governing boards for closure or consolidation of low-producing degree programs in odd-numbered years. This allows systems and institutions time to decide on appropriate action, in the year prior to the submission of their LAR, which is done in even-numbered years.

The Board of the THECB approved a list of programs recommended for closure based on the Fiscal Year (FY) 2019 low-producing programs review at the April 2019 Board meeting. The list based on this year's review, FY 2020, is an updated list to reflect actions on programs and to include new programs that are low producing for three consecutive years. The list (supplemental materials) includes a definition of low-producing programs.

No new recommendations to close or consolidate programs are made this year, because institutions and their boards would not have time to act on a recommendation before the LAR is due this year.

Dr. Stacey Silverman, Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

Report on the 2020 Annual Review of Low-Producing Programs

Beginning in 2013, the Texas Higher Education Coordinating Board (THECB) issues recommendations for closure or consolidation to institutions' governing boards for degree programs that have consistently produced low numbers of graduates. The THECB posts a list of these degree programs on its website (www.thecb.state.tx.us/LPP). The list includes degree programs identified as low producing, based on the annual Low-Producing Degree Program (LPP) review of degree programs. The THECB also publishes an annual report of degree programs that have been on the list of low-producing programs for three or more consecutive years.

The rules for the annual review of graduates of degree program from Texas public institutions of higher education are in Texas Administrative Code (TAC), Title 19, Chapter 4, Subchapter R, Rules 4.285-4.290. The rules are based on Texas Education Code, Chapter 61, Subchapter C, Section 61.0512 (f), which authorizes the THECB to make recommendations for consolidation or closure of degree programs.

The TAC defines the process THECB staff follow to determine which programs are low producing. In order for a degree program to be identified as low producing, the number of its graduates is, over a cumulative five-year period:

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

New degree programs are exempt from the low-producing review for the first five years of operation. The first review to determine whether a program is low producing is done in year eleven, as the first five years are exempt, and the LPP review requires five consecutive years of data regarding the number of program graduates.

Academic associate degree programs are exempted from LPP review because they are intended to give students a pathway from two-year institutions into baccalaureate programs.

The number of graduates of applied associate degree programs and corresponding career technical certificate programs are combined by program CIP code for LPP purposes. Certificate programs are not affected by THECB recommendations based on the LPP review of applied associate degree programs.

Master's degree programs that lead directly to a doctoral degree are exempted from LPP review. These degrees are available to students who initially pursue a doctoral degree, but are unable to meet doctoral degree requirements.

The 2020 Annual Review of Low-Producing Degree Programs

The 2020 report of the low-producing degree programs review includes graduates of programs from Academic Year (AY) 2013 through AY 2019. Approximately 5,800 degree programs were reviewed, and 193 degree programs were identified as low-producing.

Of the 193 programs identified as low-producing, 113 programs have been low producing for three or more consecutive reviews. The 2019 report identified about the same

number of programs, 101 programs, as low producing for three or more consecutive reviews. Of those degree programs, 10 were closed or consolidated at the request of their institution during the following year, and 30 increased the number of graduates and were no longer low producing.

LPP Action	2016 Review	2017 Review	2018 Review	2019 Review	2020 Review
Review of three 5-year periods	AY 09-15	AY 10-16	AY 11-17	AY 12-18	AY 12-18
Total LPP	178	190	206	182	193
LPP three years in a row	54	118	112	101	113
Sufficient graduates the following year to not be LPP	26	33	43	30	NA*
Closed or consolidated the following year	15	8	31	10	NA*
Recommended for close-out	0	118	0	101	0

* NA, not available at this time: number of programs closing or consolidating in response to the AY 2020 review, or programs with increased numbers of graduates the following year.

Actions Following the Low-Producing Degree Program Review

THECB staff alerts an institution's governing board each year when a degree program has not met the minimum standard of graduates for three consecutive years, i.e., when it was low producing for three consecutive years of review. Notification to governing boards is sent following the April board meeting of the THECB.

The THECB is authorized to make recommendations to close or consolidate low-producing degree programs. Recommendations to close or consolidate are made for non-exempt degree programs that have been on the annual list of low-producing degree programs for three or more consecutive reviews. The recommendations are made to the governing board of a public system of higher education, or to the governing board of a public institution of higher education where a system does not exist.

The THECB makes recommendations to systems' and institutions' governing boards for closure or consolidation of low-producing degree programs in **odd-numbered years**. This allows systems and institutions ample time to decide on appropriate action, in the year prior to the submission of their Legislative Appropriation Request (LAR), which is done in **even-numbered years**.

In response to the THECB's recommendation, the system (or the institution, where a system does not exist), may close a low-producing program, consolidated the program with one or more other programs, or may retain the program. Staff welcomes working with institution representatives on questions regarding graduate count, related issues regarding the history of program changes, and data reporting.

Recommendations to Close or Consolidate Low-Producing Degree Programs

The list of low-producing degree programs includes programs that had been recommended for closure or consolidation in AY 2017 and AY 2019 but have not been closed or

consolidated and have not sufficiently increased the number of graduates. The list of low-producing programs of the 2017 report was approved by the Board of the THECB at its July 2017 meeting, and the list of the 2019 report was approved by the Board of the THECB at its April 2019 meeting.

The low-producing programs that were recommended to be closed or consolidated in the 2017 and 2019 reports are identified on the list for this report. *If they are not closed or consolidated in the meantime, institutions would list their identified programs with the LAR for the 2020-21 biennium.*

This year's list also includes programs identified as low-producing for three consecutive reviews during the 2020 review. *THECB staff does not recommend programs for closure or consolidation for these programs this year,* because systems and institutions would not have time to decide on appropriate action prior to submission of their LAR for the 2020-21 biennium.

Low-Producing Programs Identified for Three or More Consecutive Years Academic Year 2020 Review			Review Year			First Year of Recommendation ¹
			AY 18	AY 19	AY 20	
Institution	Program		Graduates Over Five-Year Periods			
Non-System - Community and Technical Colleges						
Angelina College	Diagnostic Medical Sonography/Sonographer and Ultrasound Technician	AAS	14	20	13	2019
Austin Community College	International Business	AAS	17	22	23	2019
Brazosport College	Emergency Medical Technology/Technician (EMT Paramedic)	AAS	12	19	24	--
Hill College	Heavy/Industrial Equipment Maintenance Technologies	AAS	2	5	9	2017
Lee College	Criminal Justice & Corrections	AAS	23	18	19	2017
Temple College	Biology Technician/Biotechnology Laboratory Technician	AAS	9	8	7	--
Texarkana College	Marketing	AAS	0	0	0	2017
Wharton County Junior College	Graphic Communications	AAS	8	13	20	2017
Alamo Community College District						
Alamo Community College District - St. Philip's College	Computer Programming	AAS	13	16	20	--
Howard County Junior College District						
Howard College-Southwest Collegiate Institute for the Deaf	American Sign Language	AAS	24	21	19	--

¹ Year of LPP Report with which a low-producing program was first recommended for consolidation or closure. Programs without a year, indicated by dashes (--), are currently not recommended for closure or consolidation.

List of Low-Producing Programs Identified for Three or More Consecutive Years Academic Year 2020 Review			Review Year			
			AY 18	AY 19	AY 20	
Institution	Program		Graduates Over Five-Year Periods			First Year of Recommendation
Texas State Technical College District						
Texas State Technical College in Harlingen	Computer Programming	AAS	24	20	16	--
Texas State Technical College in Harlingen	Emergency Medical Technology/Technician (EMT Paramedic)	AAS	0	0	2	--
Texas State Technical College in Marshall	Computer Software and Media Applications	AAS	21	16	10	--
Texas State Technical College in Waco	Graphic Communications	AAS	19	18	17	--
Texas State Technical College in Waco	Building/Construction Finishing, Management, and Inspection	AAS	7	10	18	2017
Texas State Technical College in West Texas	Computer Programming	AAS	24	15	8	--
Non-System - Universities						
Midwestern State University	Instructional Design and Technology	MED	8	6	4	--
Midwestern State University	Humanities	BA	10	9	9	2019
Midwestern State University	Global Studies	BA	21	22	17	2019
Midwestern State University	Political Science	MA	13	13	12	2019
Stephen F. Austin State University	Forestry	PHD	7	8	7	2017
Stephen F. Austin State University	School Mathematics Teaching	MS	5	8	9	2017
Stephen F. Austin State University	Philosophy	BA	17	15	11	2019
Stephen F. Austin State University	Economics	BA	12	12	8	2017
Texas Southern University	Spanish	BA	21	19	17	2017
Texas Southern University	Mathematics	MS	3	2	0	--
Texas Southern University	Art	BA	20	13	19	2017
Texas Woman's University	Family and Consumer Sciences	BS	18	19	20	2019
Texas Woman's University	Food Science and Flavor Chemistry	MS	12	10	2	--
Texas Woman's University	Medical Technology	BS	7	12	14	2017

Low-Producing Programs Identified for Three or More Consecutive Years Academic Year 2020 Review			Review Year			
			AY 18	AY 19	AY 20	
Institution	Program		Graduates Over Five-Year Periods			First Year of Recommendation
Texas A&M University System						
Prairie View A&M University	Clinical Adolescent Psychology	PHD	9	5	4	2017
Tarleton State University	History	MA	13	8	8	2019
Texas A&M International University	Bilingual Education	MS	6	2	6	2019
Texas A&M University	Animal Breeding/Physiology of Reproduction	PhD	9	8	9	--
Texas A&M University joint with Texas A&M University System Health Science Center	Oral Biology	PhD	2	4	7	--
Texas A&M University-Commerce	Sport and Recreation Management	BS	0	0	0	--
Texas A&M University-Kingsville	General Business Administration	BBA	20	17	15	--
Texas A&M University-Texarkana	School Counseling	MS	12	11	8	--
West Texas A&M University	Art	BA/BS	18	18	18	2017
West Texas A&M University	Studio Art	MFA	11	11	10	2017
Texas State University System						
Lamar State College-Port Arthur	Computer Programming	AAS	13	23	22	--
Lamar State College-Port Arthur	Mental and Social Health Services and Allied Professions	AAS	11	18	17	2017
Lamar University	Environmental Studies	MS	7	4	6	2017
Lamar University	General Business-Advertising	BBA	14	13	12	2017
Lamar University	General Business-Retail Merchandising	BBA	1	3	3	2017
Lamar University	Biochemistry	BA	7	10	8	2019
Lamar University	Forensic Chemistry	BS	6	4	4	2019
Lamar University	Music-Music Business	BA	0	0	0	2019
Lamar University	Nutrition	BS	0	0	0	--
Lamar University	History	MA	6	10	14	2017
Sam Houston State University	Family and Consumer Sciences	MS	11	9	7	2017
Sam Houston State University	Composite Science	BS	0	0	0	2017
Sam Houston State University	Philosophy	BA	23	22	18	2019
Sam Houston State University	Psychology	MA	1	6	11	2019

Low-Producing Programs Identified for Three or More Consecutive Years Academic Year 2020 Review			Review Year			
			AY 18	AY 19	AY 20	
Institution	Program		Graduates Over Five-Year Periods			First Year of Recommendation
Texas State University System						
Sul Ross State University	Industrial Technology	BS	3	5	5	2017
Sul Ross State University	Spanish	BA	8	8	6	2017
Sul Ross State University	English	BA	24	22	19	--
Sul Ross State University	Theatre	BFA	17	15	14	2017
Sul Ross State University	Biology	MS	13	13	14	2019
Sul Ross State University	Mathematics	BS	16	10	12	2017
Sul Ross State University	Chemistry	BS	1	1	3	2017
Sul Ross State University	Psychology	MA	0	0	0	2017
Sul Ross State University	Social Science	BA	7	3	3	2017
Sul Ross State University	Political Science	BA	7	6	7	2017
Sul Ross State University	Political Science	MA	3	2	2	2017
Sul Ross State University	Art	BFA	10	11	11	2017
Sul Ross State University	Art	MA	5	6	6	2017
Sul Ross State University	Music	BM/BA	11	13	11	2017
Sul Ross State University Rio Grande College	Reading Specialist	MED	1	3	6	2017
Sul Ross State University Rio Grande College	Biology	BS	20	19	20	2019
Sul Ross State University Rio Grande College	Mathematics	BS	17	17	19	2019
Sul Ross State University Rio Grande College	Social Science	BA	22	18	16	2017
Texas State University	Software Engineering	MS	13	11	11	--
Texas Tech University System						
Texas Tech University	Land Use Planning, Management, and Design	PHD	4	4	4	2017
Texas Tech University	Secondary Education	MED	12	6	1	--
Texas Tech University	Microbiology	MS	9	8	6	2017
Texas Tech University	Interdisciplinary Arts Studies	BA	0	0	3	2019

Low-Producing Programs Identified for Three or More Consecutive Years Academic Year 2020 Review			Review Year			
			AY 18	AY 19	AY 20	
Institution	Program		Graduates Over Five-Year Periods			First Year of Recommendation
The University of Texas System						
The University of Texas at Austin	Architectural Studies	MSAS	3	4	4	--
The University of Texas at Austin	Architectural History	MA	7	3	3	2017
The University of Texas at Austin	Latin American Studies	PHD	4	4	5	2017
The University of Texas at Austin	German, Scandinavian, and Dutch Studies	BA	4	5	4	2017
The University of Texas at Austin	Italian Studies	BA	19	20	18	2017
The University of Texas at Austin	Portuguese	BA	16	16	13	--
The University of Texas at Austin	Architecture	PHD	8	9	7	2019
The University of Texas at Austin	Jewish Studies	BA	8	6	4	2017
The University of Texas at Austin	Dance	MFA	1	1	1	2017
The University of Texas at Austin	Music Composition	BM	8	10	9	2017
The University of Texas at Austin	Jazz	BM	17	22	20	2017
The University of Texas at Dallas	Bioinformatics and Computational Biology	MS	10	8	13	2017
The University of Texas at El Paso	Education	MA	7	7	5	2017
The University of Texas at El Paso	Geophysics ²	BS	5	3	2	--
The University of Texas at San Antonio	American Studies	BA	22	19	14	--
The University of Texas at San Antonio	Neurobiology	PHD	8	7	7	2019
The University of Texas at San Antonio	Art History	MA	14	13	9	--
The University of Texas at Tyler	Criminal Justice	MS	13	6	7	--

² Program reinstated June 1, 2016. Not recommended for closure.

Low-Producing Programs Identified for Three or More Consecutive Years Academic Year 2020 Review			Review Year			
			AY 18	AY 19	AY 20	
Institution	Program		Graduates Over Five-Year Periods			First Year of Recommendation
The University of Texas System						
The University of Texas Health Science Center at Houston joint with The University of Texas M.D. Anderson Cancer Center	Biomedical Sciences-Quantitative Sciences ³	PHD	0	0	0	--
The University of Texas Health Science Center at San Antonio	Personalized Molecular Medicine	MS	2	1	0	2019
The University of Texas Health Science Center at San Antonio	Medical Health Physics	MS	10	8	3	2019
The University of Texas Medical Branch at Galveston	Medical Science Research	MMS	9	9	14	2017
The University of Texas Medical Branch at Galveston	Population Health Sciences	MS	2	2	1	--
The University of Texas of the Permian Basin	Information Systems	BS	22	22	23	2017
The University of Texas of the Permian Basin	Biology	MS	8	8	5	2019
The University of Texas of the Permian Basin	Leadership Studies	BA	9	6	3	2017
The University of Texas of the Permian Basin	Criminal Justice Administration	MS	14	12	8	--
The University of Texas of the Permian Basin	Athletic Training	BS	9	11	11	--
The University of Texas of the Permian Basin	Economics	BA	19	16	21	--
The University of Texas of the Permian Basin	History	MA	13	12	8	--

³ Reporting caused the actual number of graduates not to be reflected accurately in the data base of program graduates. The program is not recommended for closure.

Low-Producing Programs Identified for Three or More Consecutive Years Academic Year 2020 Review			Review Year			First Year of Recommendation
			AY 18	AY 19	AY 20	
Institution	Program		Graduates Over Five-Year Periods			
University of Houston System						
University of Houston	Space Architecture	MS	3	2	0	2019
University of Houston	Engineering Management	MEMGMT	1	0	0	2017
University of Houston	Pharmacology	MS	1	1	1	--
University of Houston-Clear Lake	Reading	MS	14	10	9	--
University of North Texas System						
University of North Texas	Behavioral Sciences	PHD	7	8	8	2017
University of North Texas	Nonprofit Leadership Studies	BS	12	0	0	--

Committee on Academic and Workforce Success

AGENDA ITEM V-B

Consideration of adopting the staff recommendation to the Committee relating to the guidelines for the 2020 Texas Higher Education Star Awards

RECOMMENDATION: Approval

Background Information:

The Texas Higher Education Star Award was originally established by the Texas Higher Education Coordinating Board (THECB) in 2001 to recognize exceptional contributions toward achieving one or more of the goals of the former long-range Texas higher education plan, *Closing the Gaps by 2015*. The Board approved continuing the program at its quarterly meeting in April 2016, with revised guidelines to reflect the goals of the current long-range higher education plan, *60x30TX* – Educated Population, Completion, Marketable Skills, and Manageable Student Debt. At its quarterly meeting in April 2019, the Board further revised the guidelines to improve the program and encourage the submission of a greater number of high-quality applications. These revisions included: (1) combining the categories “Groups and Organizations in Texas” and “Partnerships” into one “Texas Groups, Organizations, or Partnerships” category; (2) reducing the number of possible finalists to eight; (3) reducing the number of possible winners to three; and (4) adding a “Tip Sheet” and “Application Review Form” to the guidelines.

Since 2001, representatives of institutions, organizations, and groups from all over Texas have been recognized for their efforts to develop and implement the state's most successful programs, projects, activities, and partnerships. In 2019, the THECB received 45 nominations and 37 applications for the Star Award. As part of the 2019 Texas Higher Education Leadership Conference held Nov. 21-22, the Board recognized seven finalists and presented three Star Awards for the following:

- Austin Community College – Z Degrees (Zero Cost Textbooks) at ACC
- Dallas County Community College District - El Centro College, Garland Independent School District, and Garland Fire Department – Triple Credit Model Fire Academy
- The University of Texas at San Antonio – Supporting Innovation, Resilience & Retention Advising Program

Given the success of the Star Award program, staff recommends continuing the program, albeit with some proposed revisions. Supplemental materials will be forthcoming.

Dr. Mary E. Smith, Assistant Deputy Commissioner for Academic Affairs and Workforce Education, will be available to answer questions.

**TEXAS HIGHER EDUCATION STAR AWARD
FOR HELPING TO ACHIEVE THE GOALS OF 60x30TX
DRAFT 2020 APPLICATION PROCESS AND GUIDELINES**

Supplemental materials will be forthcoming

Committee on Academic and Workforce Success

AGENDA ITEM V-C (1)

Consideration of adopting the staff recommendation to the Committee relating to the request from Texas A&M International University for a Bachelor of Science (BS) degree with a major in Computer Engineering

RECOMMENDATION: Approval, beginning fall 2020

Rationale:

Texas A&M International University (TAMIU) is proposing a Bachelor of Science (BS) in Computer Engineering. The proposed face-to-face program would be offered at TAMIU in Laredo. TAMIU documented the need for computer engineers in the regional area that TAMIU serves. Currently, there is only one other public higher education institution within the South Texas region that offers a bachelor's degree in computer engineering.

The U.S. Bureau of Labor Statistics (BLS) and the Texas Workforce Commission (TWC) data indicate the national and state workforce need for computer engineers is not being met. There is a national shortage of computer engineering graduates based on the projected available jobs from 2016 through 2026.

The proposed Computer Engineering program is aimed at serving the needs of students who are increasingly being hired to handle computer engineering by Texas employers. The proposed program would produce graduates who could find employment with companies in South Texas that have a growing emphasis on computer hardware/software skills. The program would provide another needed Science, Technology, Engineering and Mathematics (STEM) education program to the South Texas area.

In accordance with the institution's proposed hiring schedule, TAMIU will hire two core faculty members to start in the program's first year. By June 1, prior to the academic year in which faculty are hired, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of computer engineering courses to be taught.

The institution will also seek accreditation for its computer engineering degree program from ABET upon the graduation of its first student.

Texas A&M International University (*Accountability Peer Group: Comprehensive*)*Related Programs*

The institution has degree programs within the same two-digit CIP code: **Yes**

Texas A&M International University has one engineering degree program:

BS in Systems Engineering (2008)

Proposed Program:

The proposed face-to-face program in computer engineering represents 128 semester credit hours (SCH) of instruction and would satisfy the ABET subject matter requirements. The institution anticipates beginning the proposed program in fall 2020. The proposed BS in Computer Engineering is designed to prepare students to enter the workforce with a knowledge base of computer engineering, processors, circuit boards, memory devices, networks, and routers. In addition, the proposed program would prepare students to specialize in machines and systems needed to enhance speed, security, and communication of data.

The institution estimates that five-year costs would total \$1,530,466. Formula Funding would represent 2 percent of all funding at \$78,549. Total funding is estimated to be \$2,793,652.

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 980,553
Program Administration	\$ 0
Clerical/Staff	\$ 0
Student Support	\$ 0
Supplies & Materials	\$ 20,000
Library & IT Resources	\$ 55,000
Equipment	\$ 182,000
Facilities	\$ 0
Other	\$ 292,913
Total	\$ 1,530,466

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 78,549
Reallocated Funding	\$ 1,500,000
Tuition and Fees	\$ 1,215,103
Other	\$ 0
Total	\$ 2,793,652

Evidence of Duplication, Workforce Need, and Student Demand:

<i>Duplication of Programs: No duplication of programs in the region</i>			
Number of institutions with bachelor's degree programs in the state with the same 6-digit CIP (14.0901): 10			
Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.0901): 0			
<i>Job Market Need: Strong</i>			
Advertisements for job openings	<u>Yes</u>	No	N/A
Employer surveys	<u>Yes</u>	No	N/A
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A
<i>Student Demand: Not demonstrated</i>			
Increased enrollment in related programs at the institution	Yes	<u>No</u>	N/A
High enrollment in similar programs at other institutions	Yes	<u>No</u>	N/A
Applicants turned away at similar programs at other institutions	Yes	<u>No</u>	N/A
Student surveys	Yes	<u>No</u>	N/A

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Student Headcount</i>	28	35	42	49	56
<i>Student FTE</i>	28	35	42	49	56
<i>Core Faculty Headcount</i>	5	5	5	5	5
<i>Core Faculty FTE</i>	4.5	4.5	4.5	4.5	4.5

Major Commitments:

In accordance with the institution's proposed hiring schedule, TAMIU will hire two full-time equivalent core faculty members in the first year of the program. By June 1, prior to the academic year in which faculty are hired, the institution will provide documentation of the hires through submission of letters of intent, curricula vitae, and a list of computer engineering courses to be taught.

The institution will also seek accreditation for its computer engineering degree program from ABET upon the graduation of its first student cohort.

Dr. Stacey Silverman, Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

Online Resume for Legislators and Other Policymakers TEXAS A&M INTERNATIONAL UNIVERSITY

Location: Laredo, South Texas Region

Comprehensive Accountability Peer Group: Lamar University, Prairie View A&M Univ, Stephen F. Austin State Univ, Tarleton State Univ, West Texas A&M Univ

Out-Of-State Peers: Arkansas State University-Main Campus, Florida Gulf Coast University, Northwest Missouri State University, Pittsburg State University, University Of Central Missouri

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment

Race/Ethnicity	Fall 2014		Fall 2018		Fall 2019	
	Number	Percent	Number	Percent	Number	Percent
White	152	2.0%	162	2.1%	216	2.6%
Hispanic	7,024	93.0%	7,415	94.1%	7,786	93.8%
African American	56	.7%	48	.6%	55	.7%
Asian	56	.7%	33	.4%	36	.4%
International	237	3.1%	169	2.1%	150	1.8%
Other & Unknown	29	.4%	57	.7%	62	.7%
Total	7,554	100.0%	7,884	100.0%	8,305	100.0%
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	458	6.8%	476	6.8%	440	6.1%
Other Institutions	47	.7%	45	.6%	35	.5%

Costs

Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2015	\$7,558	.0%	\$8,295	.0%
2016	\$7,990	5.7%	\$8,728	5.2%
2017	\$8,446	5.7%	\$8,938	2.4%
2018	\$8,320	-1.5%	\$9,079	1.6%
2019	\$8,637	3.8%	\$9,474	4.4%
2020	\$8,844	2.4%	\$9,759	3.0%

Financial Aid

Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2017	43%	\$5,393	54%	\$7,128	49%	\$6,920
2018	0%	\$0	0%	\$0	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2017	79%	\$6,768	69%	\$7,007	68%	\$6,320
2018	0%	\$0	0%	\$0	0%	\$0
Federal (Pell) Grants						
2017	60%	\$4,489	46%	\$4,367	34%	\$4,201
2018	0%	\$0	0%	\$0	0%	\$0

Student Success

One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates			
		Enter Fall 2013	Enter Fall 2017	Enter Fall 2018	Cohort	Institution Rate	Peer Group Rate
Cohort		936	1,194	1,319	Fall 2010 4-year	19.7%	20.6%
Total		85.6%	85.8%	86.1%	Fall 2014 4-year	27.5%	27.7%
Same		75.5%	76.5%	78.5%	Fall 2015 4-year	27.2%	28.6%
Other		10.0%	9.2%	7.6%	Fall 2009 5-year	40.1%	37.9%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2013 5-year	47.2%	45.6%	
		Enter Fall 2012	Enter Fall 2016	Enter Fall 2017	Fall 2014 5-year	49.7%	45.8%
Institution Persistence				Fall 2008 6-year	48.0%	47.3%	
Cohort		825	1,091	1,186	Fall 2012 6-year	54.8%	48.2%
Total		76.8%	77.5%	77.0%	Fall 2013 6-year	55.3%	52.1%
Same		57.6%	61.0%	62.0%	National Comparison (IPEDS Definition)		
Other		19.3%	16.4%	15.0%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence				Fall 2009 4-year	21.0%	24.4%	
Cohort		1,504	1,674	1,659	Fall 2013 4-year	22.0%	25.6%
Total		70.5%	74.1%	74.0%	Fall 2008 5-year	37.0%	41.0%
Same		53.2%	57.3%	58.0%	Fall 2012 5-year	38.0%	43.4%
Other		17.3%	16.8%	16.0%	Fall 2007 6-year	43.0%	46.2%
					Fall 2011 6-year	44.0%	47.8%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2015	744	10.53	142.10	1,098	10.18	139.86
FY 2018	944	10.40	138.00	1,239	10.26	138.33
FY 2019	.	.	134.00	.	.	136.50

Six-year Graduation & Persistence Rate, Fall 2013		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	100	48.0%
Peer Group	290	40.0%
<i>For Students NOT Needing Dev Ed</i>		
Institution	836	64.5%
Peer Group	1,217	62.5%

*Peer Group data is average for peer group.

Funding

Source	FY 2014 Amount	Pct of Total	FY 2018 Amount	Pct of Total	FY 2019 Amount	Pct of Total
Appropriated Funds	\$45,818,985	46.4%	\$54,543,856	47.0%	\$0	.0%
Federal Funds	\$28,779,367	29.2%	\$30,740,105	26.5%	\$0	.0%
Tuition & Fees	\$17,850,797	18.1%	\$22,998,752	19.8%	\$0	.0%
Total Revenue	\$98,645,261	100.0%	\$115,999,332	100.0%	\$0	.0%

Online Resume for Prospective Students, Parents and the Public

TEXAS A&M INTERNATIONAL UNIVERSITY

Location: Laredo, South Texas Region

Comprehensive Accountability Peer Group: Lamar University, Prairie View A&M Univ, Stephen F. Austin State Univ, Tarleton State Univ, West Texas A&M Univ

Out-Of-State Peers: Arkansas State University-Main Campus, Florida Gulf Coast University, Northwest Missouri State University, Pittsburg State University, University Of Central Missouri

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

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Enrollment		
Race/Ethnicity	Fall 2019 Number	Percent
White	216	2.6%
Hispanic	7,786	93.8%
African American	55	.7%
Asian	36	.4%
International	150	1.8%
Other & Unknown	62	.7%
Total	8,305	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	440	6.1%
Other Institutions	35	.5%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students Entering		
Measure	Fall	Rate
4-year Rate Total	2015	27.2%
Same Institution		25.2%
Other Institutions		2.0%
5-year Rate Total	2014	49.7%
Same Institution		41.5%
Other Institutions		8.1%
6-year Rate Total	2013	55.3%
Same Institution		46.9%
Other Institutions		8.4%
Grad Rates by Ethnicity		

1-Year Persistence, Fall 2018	
Total	86.1%
Same	78.5%
Other	7.6%
2-Year Persistence, Fall 2017	
Total	77.0%
Same	62.0%
Other	15.0%

Avg Number SCH for Bachelor's Degree		
FY 2019 Average		
Sem	SCH	
All	10.20	134.00

Degrees Awarded	
Type	FY 2019
Bachelor's	1,207
Master's	314
Doctoral	9
Professional	0
Total	1,530

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2019 Rate
Education*	100.00%
Law	%
Pharmacy	%
Nursing	95.0%
Engineering	%

*Data for FY 2018

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2019		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2019			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	221	94.6%	7.2%
African American	138	78.3%	2.8%
Hispanic	4,485	79.7%	35.2%
Asian	71	95.8%	5.9%
International	14	92.9%	76.9%
Other	31	87.1%	25.9%
Total	4,960	80.7%	32.4%

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2015	\$7,558	.0%	\$8,443	.0%
2016	\$7,990	5.4%	\$8,876	4.9%
2017	\$8,446	5.4%	\$9,037	1.8%
2018	\$8,320	-1.5%	\$9,230	2.1%
2019	\$8,637	3.7%	\$9,642	4.3%
2020	\$8,844	2.3%	\$9,943	3.0%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2020	
Type of Cost	Average Amount
Total Academic Cost	\$8,844
On-campus Room & Board	\$8,618
Books & Supplies	\$1,180
Off-Campus Transportation & Personal Expenses	\$1,848
Total Cost	\$20,490

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

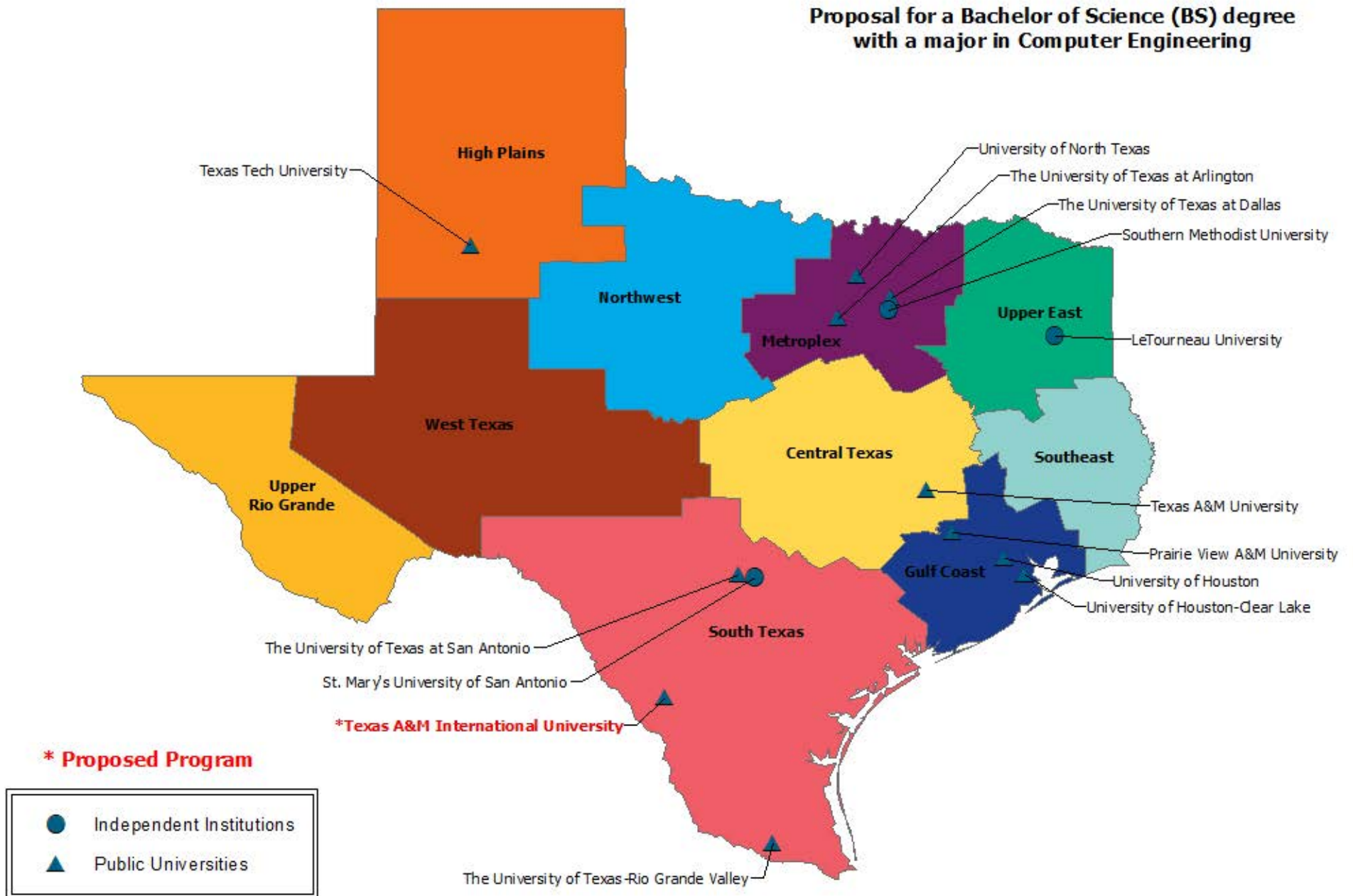
Instruction		
Measure of Excellence	Fall 2019	
Undergraduate Classes with < 20 Students	22.8%	
Undergraduate Classes with > 50 Students	18.2%	
% of Teaching Faculty Tenured/Tenure-track *	41.6%	
Student/Faculty Ratio *	27:1	

* Fall 2018 Data

Financial Aid		
Enrolled in FY 2018		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	67%	\$7,289
Federal (Pell) Grants	53%	\$4,835
Federal Student Loans	34%	\$5,528

Funding		
Source	FY 2019 Amount	Pct of Total
Appropriated Funds	\$55,597,444	45.9%
Federal Funds	\$29,413,046	24.3%
Tuition & Fees	\$24,323,836	20.1%
Total Revenue	\$121,076,039	100.0%

Proposal for a Bachelor of Science (BS) degree with a major in Computer Engineering



Committee on Academic and Workforce Success

AGENDA ITEM V-C (2)

Consideration of adopting the staff recommendation to the Committee relating to the request from Texas A&M International University for a Bachelor of Science (BS) degree with a major in Petroleum Engineering

RECOMMENDATION: Approval, beginning fall 2020

Rationale:

Texas A&M International University (TAMIU) is proposing a Bachelor of Science (BS) in Petroleum Engineering. The proposed face-to-face program would be offered at TAMIU in Laredo. TAMIU states there is a need for petroleum engineers in the regional area that TAMIU serves. Currently, there are two other public institutions within the South Texas region that offer a bachelor's degree in petroleum engineering.

The U.S. Bureau of Labor Statistics (BLS) and the Texas Workforce Commission (TWC) data indicate the national and state workforce need for petroleum engineers is not being met. There is a shortage of petroleum engineering graduates based on the projected available jobs from 2016 through 2026.

The proposed Petroleum Engineering program is aimed at serving the needs of students who are increasingly being hired to handle petroleum engineering by Texas employers, especially the companies in the South Texas area, with a growing emphasis on oil and gas extraction. The program would provide another highly needed Science, Technology, Engineering, and Mathematics (STEM) education program to the South Texas area.

In accordance with the institution's proposed hiring schedule, TAMIU will hire one core faculty member to start in the program's first year. By June 1, prior to the academic year in which faculty are hired, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of petroleum engineering courses to be taught. Formula funding for courses is dependent on having the appropriate hires in place at the specified times.

The institution will also seek accreditation for its petroleum engineering degree program from ABET upon the graduation of its first student.

Texas A&M International University (*Accountability Peer Group: Comprehensive*)*Related Programs*

The institution has degree programs within the same two-digit CIP code: **Yes**

Texas A&M International University has one engineering degree program:

BS in Systems Engineering (2008)

Proposed Program:

The proposed face-to-face program in petroleum engineering represents 128 semester credit hours (SCH) of instruction and would satisfy the ABET subject matter requirements. The institution anticipates beginning the proposed program in fall 2020. The proposed BS in Petroleum Engineering is meant to prepare students to enter the workforce with a knowledge base of petroleum engineering, and develop methods for extracting oil and gas from deposits below the Earth's surface and older wells. In addition, the proposed program would prepare students in drilling automation, advanced drilling technology, and enhanced oil recovery.

The institution estimates that five-year costs would total \$1,485,267. Formula Funding would represent 1 percent of all funding at \$51,486. Total funding is estimated to be \$4,353,851.

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 949,278
Program Administration	\$ 0
Clerical/Staff	\$ 0
Student Support	\$ 0
Supplies & Materials	\$ 55,000
Library & IT Resources	\$ 0
Equipment	\$ 203,000
Facilities	\$ 0
Other	\$ 277,989
Total	\$ 1,485,267

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 51,486
Reallocated Funding	\$ 1,500,000
Tuition and Fees	\$ 802,365
Other (Donations)	\$ 2,000,000
Total	\$ 4,353,851

Evidence of Duplication, Workforce Need, and Student Demand:

<i>Duplication of Programs is: No duplication of programs in the region</i>			
Number of institutions with bachelor's degree programs in the state with the same 6-digit CIP (14.2501): 6			
Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.2501): 0			
<i>Job Market Need: Strong</i>			
Advertisements for job openings	<u>Yes</u>	No	N/A
Employer surveys	<u>Yes</u>	No	N/A
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A
<i>Student Demand: Not demonstrated</i>			
Increased enrollment in related programs at the institution	Yes	<u>No</u>	N/A
High enrollment in similar programs at other institutions	Yes	<u>No</u>	N/A
Applicants turned away at similar programs at other institutions	Yes	<u>No</u>	N/A
Student surveys	Yes	<u>No</u>	N/A

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Student Headcount</i>	18	23	28	32	37
<i>Student FTE</i>	18	23	28	32	37
<i>Core Faculty Headcount</i>	4	4	4	4	4
<i>Core Faculty FTE</i>	3.5	3.5	3.5	3.5	3.5

Major Commitments:

In accordance with the institution's proposed hiring schedule, TAMIU will hire one full-time equivalent core faculty member in the first year of the program. By June 1, prior to the academic year in which faculty are hired, the institution will provide documentation of the hires through submission of letters of intent, curricula vitae, and a list of petroleum engineering courses to be taught.

The institution will also seek accreditation for its petroleum engineering degree program from ABET upon the graduation of its first student cohort.

Dr. Stacey Silverman, Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

Online Resume for Legislators and Other Policymakers TEXAS A&M INTERNATIONAL UNIVERSITY

Location: Laredo, South Texas Region

Comprehensive Accountability Peer Group: Lamar University, Prairie View A&M Univ, Stephen F. Austin State Univ, Tarleton State Univ, West Texas A&M Univ

Out-Of-State Peers: Arkansas State University-Main Campus, Florida Gulf Coast University, Northwest Missouri State University, Pittsburg State University, University Of Central Missouri

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

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Enrollment						
Race/Ethnicity	Fall 2014		Fall 2018		Fall 2019	
	Number	Percent	Number	Percent	Number	Percent
White	152	2.0%	162	2.1%	216	2.6%
Hispanic	7,024	93.0%	7,415	94.1%	7,786	93.8%
African American	56	.7%	48	.6%	55	.7%
Asian	56	.7%	33	.4%	36	.4%
International	237	3.1%	169	2.1%	150	1.8%
Other & Unknown	29	.4%	57	.7%	62	.7%
Total	7,554	100.0%	7,884	100.0%	8,305	100.0%
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	458	6.8%	476	6.8%	440	6.1%
Other Institutions	47	.7%	45	.6%	35	.5%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2015	\$7,558	.0%	\$8,295	.0%
2016	\$7,990	5.7%	\$8,728	5.2%
2017	\$8,446	5.7%	\$8,938	2.4%
2018	\$8,320	-1.5%	\$9,079	1.6%
2019	\$8,637	3.8%	\$9,474	4.4%
2020	\$8,844	2.4%	\$9,759	3.0%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2017	43%	\$5,393	54%	\$7,128	49%	\$6,920
2018	0%	\$0	0%	\$0	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2017	79%	\$6,768	69%	\$7,007	68%	\$6,320
2018	0%	\$0	0%	\$0	0%	\$0
Federal (Pell) Grants						
2017	60%	\$4,489	46%	\$4,367	34%	\$4,201
2018	0%	\$0	0%	\$0	0%	\$0

Student Success							
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates			
		Enter Fall 2013	Enter Fall 2017	Enter Fall 2018	Cohort	Institution Rate	Peer Group Rate
Cohort		936	1,194	1,319	Fall 2010 4-year	19.7%	20.6%
Total		85.6%	85.8%	86.1%	Fall 2014 4-year	27.5%	27.7%
Same		75.5%	76.5%	78.5%	Fall 2015 4-year	27.2%	28.6%
Other		10.0%	9.2%	7.6%	Fall 2009 5-year	40.1%	37.9%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2013 5-year	47.2%	45.6%
		Enter Fall 2012	Enter Fall 2016	Enter Fall 2017	Fall 2014 5-year	49.7%	45.8%
Institution Persistence					Fall 2008 6-year	48.0%	47.3%
Cohort		825	1,091	1,186	Fall 2012 6-year	54.8%	48.2%
Total		76.8%	77.5%	77.0%	Fall 2013 6-year	55.3%	52.1%
Same		57.6%	61.0%	62.0%	National Comparison (IPEDS Definition)		
Other		19.3%	16.4%	15.0%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence					Fall 2009 4-year	21.0%	24.4%
Cohort		1,504	1,674	1,659	Fall 2013 4-year	22.0%	25.6%
Total		70.5%	74.1%	74.0%	Fall 2008 5-year	37.0%	41.0%
Same		53.2%	57.3%	58.0%	Fall 2012 5-year	38.0%	43.4%
Other		17.3%	16.8%	16.0%	Fall 2007 6-year	43.0%	46.2%
					Fall 2011 6-year	44.0%	47.8%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2015	744	10.53	142.10	1,098	10.18	139.86
FY 2018	944	10.40	138.00	1,239	10.26	138.33
FY 2019	.	.	134.00	.	.	136.50

Six-year Graduation & Persistence Rate, Fall 2013		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	100	48.0%
Peer Group	290	40.0%
<i>For Students NOT Needing Dev Ed</i>		
Institution	836	64.5%
Peer Group	1,217	62.5%

*Peer Group data is average for peer group.

Funding						
Source	FY 2014 Amount	Pct of Total	FY 2018 Amount	Pct of Total	FY 2019 Amount	Pct of Total
Appropriated Funds	\$45,818,985	46.4%	\$54,543,856	47.0%	\$0	.0%
Federal Funds	\$28,779,367	29.2%	\$30,740,105	26.5%	\$0	.0%
Tuition & Fees	\$17,850,797	18.1%	\$22,998,752	19.8%	\$0	.0%
Total Revenue	\$98,645,261	100.0%	\$115,999,332	100.0%	\$0	.0%

Online Resume for Prospective Students, Parents and the Public

TEXAS A&M INTERNATIONAL UNIVERSITY

Location: Laredo, South Texas Region

Comprehensive Accountability Peer Group: Lamar University, Prairie View A&M Univ, Stephen F. Austin State Univ, Tarleton State Univ, West Texas A&M Univ

Out-Of-State Peers: Arkansas State University-Main Campus, Florida Gulf Coast University, Northwest Missouri State University, Pittsburg State University, University Of Central Missouri

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

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Enrollment		
Race/Ethnicity	Fall 2019 Number	Percent
White	216	2.6%
Hispanic	7,786	93.8%
African American	55	.7%
Asian	36	.4%
International	150	1.8%
Other & Unknown	62	.7%
Total	8,305	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	440	6.1%
Other Institutions	35	.5%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students Entering		
Measure	Fall	Rate
4-year Rate Total	2015	27.2%
Same Institution		25.2%
Other Institutions		2.0%
5-year Rate Total	2014	49.7%
Same Institution		41.5%
Other Institutions		8.1%
6-year Rate Total	2013	55.3%
Same Institution		46.9%
Other Institutions		8.4%
Grad Rates by Ethnicity		

1-Year Persistence, Fall 2018	
Total	86.1%
Same	78.5%
Other	7.6%
2-Year Persistence, Fall 2017	
Total	77.0%
Same	62.0%
Other	15.0%

Avg Number SCH for Bachelor's Degree		
FY 2019 Average		
Sem	SCH	
All	10.20	134.00

Degrees Awarded	
Type	FY 2019
Bachelor's	1,207
Master's	314
Doctoral	9
Professional	0
Total	1,530

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2019 Rate
Education*	100.00%
Law	%
Pharmacy	%
Nursing	95.0%
Engineering	%

*Data for FY 2018

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2019		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2019			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	221	94.6%	7.2%
African American	138	78.3%	2.8%
Hispanic	4,485	79.7%	35.2%
Asian	71	95.8%	5.9%
International	14	92.9%	76.9%
Other	31	87.1%	25.9%
Total	4,960	80.7%	32.4%

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2015	\$7,558	.0%	\$8,443	.0%
2016	\$7,990	5.4%	\$8,876	4.9%
2017	\$8,446	5.4%	\$9,037	1.8%
2018	\$8,320	-1.5%	\$9,230	2.1%
2019	\$8,637	3.7%	\$9,642	4.3%
2020	\$8,844	2.3%	\$9,943	3.0%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2020	
Type of Cost	Average Amount
Total Academic Cost	\$8,844
On-campus Room & Board	\$8,618
Books & Supplies	\$1,180
Off-Campus Transportation & Personal Expenses	\$1,848
Total Cost	\$20,490

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

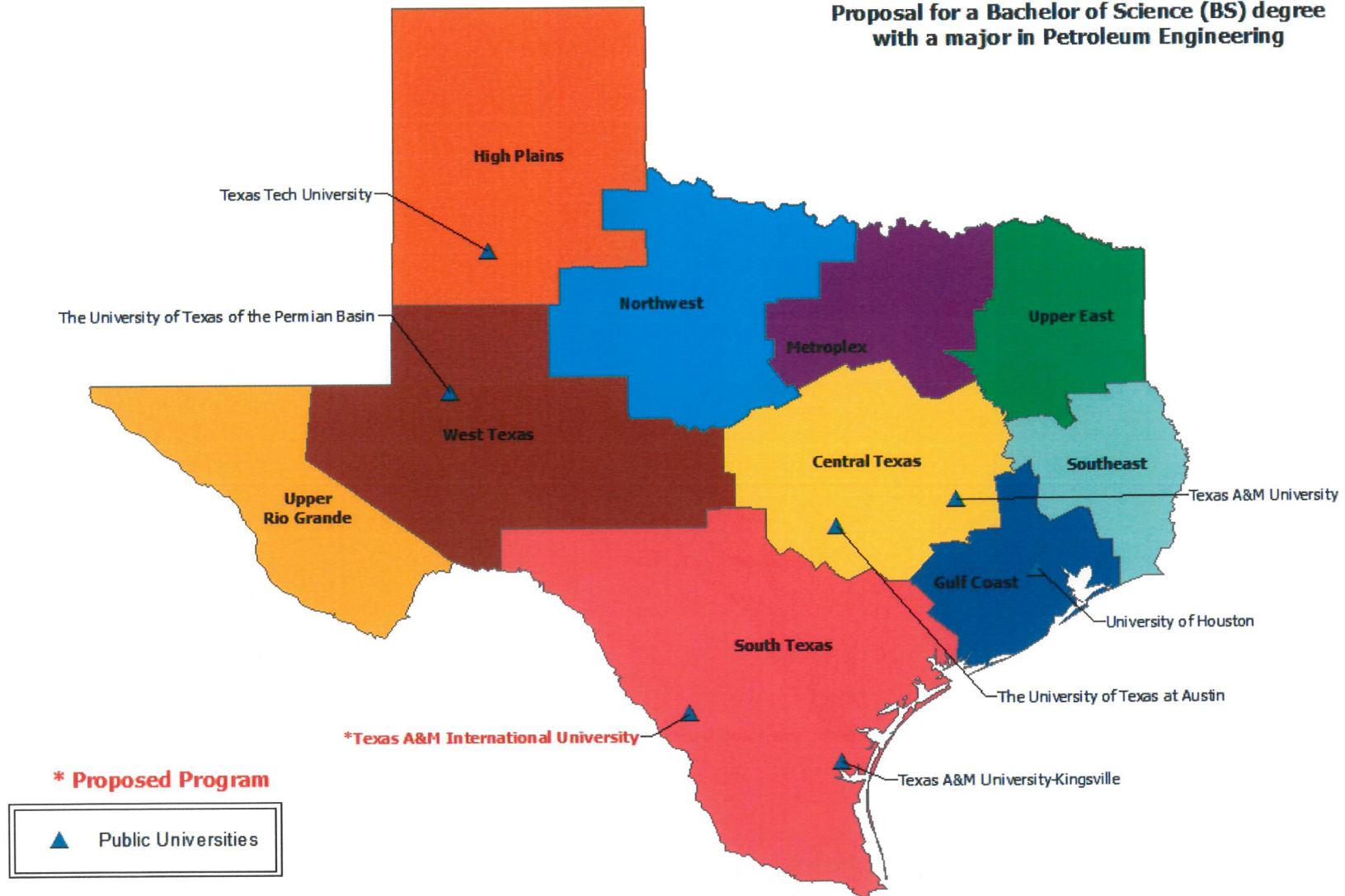
Instruction		
Measure of Excellence	Fall 2019	
Undergraduate Classes with < 20 Students	22.8%	
Undergraduate Classes with > 50 Students	18.2%	
% of Teaching Faculty Tenured/Tenure-track *	41.6%	
Student/Faculty Ratio *	27:1	

* Fall 2018 Data

Financial Aid		
Enrolled in FY 2018		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	67%	\$7,289
Federal (Pell) Grants	53%	\$4,835
Federal Student Loans	34%	\$5,528

Funding		
Source	FY 2019 Amount	Pct of Total
Appropriated Funds	\$55,597,444	45.9%
Federal Funds	\$29,413,046	24.3%
Tuition & Fees	\$24,323,836	20.1%
Total Revenue	\$121,076,039	100.0%

**Proposal for a Bachelor of Science (BS) degree
with a major in Petroleum Engineering**



Committee on Academic and Workforce Success

AGENDA ITEM V-C (3)

Consideration of adopting the staff recommendation to the Committee relating to the request from Tarleton State University for a Master of Science (MS) degree with a major in Computer Engineering

RECOMMENDATION: Approval, beginning fall 2020

Rationale:

Tarleton State University (Tarleton) is proposing a Master of Science (MS) in Computer Engineering. The proposed face-to-face program would be offered in Stephenville. Tarleton documented the need for computer engineers in the regional area that Tarleton serves. Currently, there are seven public higher education institutions in Texas that offer a master's degree in computer engineering. The proposed program would be housed in the Department of Engineering and Computer Science within the School of Engineering. The proposed program would be 33 semester credit hours (SCH).

The U.S. Bureau of Labor Statistics (BLS) and the Texas Workforce Commission (TWC) indicate the national and state workforce need for computer engineering jobs is not being met. There is a shortage of computer engineering graduates based on the projected available jobs from 2018 through 2028. The TWC indicates a state average of 1,920 annual job openings for related jobs for the proposed program in computer engineering. The proposed program would be designed to prepare students for career advancement or further studies at the doctoral level. Students would have the option to concentrate in the following areas of specialization: computer architecture and distributed computing, advanced computer networks (including cybersecurity), VLSI circuit design, robotics, artificial intelligence, or machine learning (including computer vision).

In accordance with the institution's proposed hiring schedule, Tarleton will hire two core faculty members. One core faculty would start in the program's first year and the second core faculty would start in the program's sixth year. By June 1, prior to the academic year in which faculty are hired, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of computer engineering courses to be taught.

Tarleton State University (*Accountability Peer Group: Comprehensive*)*Related Programs*

The institution has degree programs within the same two-digit CIP code: **Yes**

Tarleton State University has four engineering degree programs:

BS in Civil Engineering (2014)
 BS in Electrical Engineering (2014)
 BS in Environmental Engineering (2005)
 BS in Mechanical Engineering (2014)

Proposed Program:

The proposed face-to-face program in computer engineering represents 33 semester credit hours (SCH) of instruction. The institution anticipates beginning the proposed program in fall 2020. The proposed MS in computer engineering is designed to prepare students for career advancement or further studies at the doctoral level. Students would have the option to concentrate in the following areas of specialization: computer architecture and distributed computing, advanced computer networks (including cybersecurity), VLSI circuit design, robotics, artificial intelligence, or machine learning (including computer vision).

The institution estimates that five-year costs would total \$405,700. Formula Funding would represent 38 percent of all funding at \$194,634. Total funding is estimated to be \$517,245.

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 343,200
Program Administration	\$ 0
Graduate Assistants	\$ 0
Clerical/Staff	\$ 0
Student Support	\$ 0
Supplies & Materials	\$ 25,000
Library & IT Resources	\$ 37,500
Equipment	\$ 0
Facilities	\$ 0
Other	\$ 0
Total	\$ 405,700

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 194,634
Other State Funding	\$ 0
Reallocated Funding	\$ 0
Tuition and Fees	\$ 322,611
Other	
Total	\$ 517,245

Evidence of Duplication, Workforce Need, and Student Demand:

<i>Duplication of Programs is: Several existing programs in the region; none within a 60-minute drive.</i>			
Number of institutions with master's degree programs in the state with the same 6-digit CIP (14.1901): 15			
Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.1901): 0			
<i>Job Market Need: Strong</i>			
Advertisements for job openings	<u>Yes</u>	No	N/A
Employer surveys	<u>Yes</u>	No	N/A
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A
<i>Student Demand: High enrollment in similar programs at other institutions</i>			
Increased enrollment in related programs at the institution	Yes	<u>No</u>	N/A
High enrollment in similar programs at other institutions	<u>Yes</u>	<u>No</u>	N/A
Applicants turned away at similar programs at other institutions	Yes	<u>No</u>	N/A
Student surveys	Yes	<u>No</u>	N/A

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Student Headcount</i>	8	15	17	19	23
<i>Student FTE</i>	6.5	13.5	15	16.5	20
<i>Core Faculty Headcount</i>	2	3	3	3	3
<i>Core Faculty FTE</i>	1	2	2	2	2

Major Commitments:

In accordance with the institution's proposed hiring schedule, Tarleton will hire two core faculty members. One core faculty would start in the program's first year and the second core faculty would start in the program's sixth year. By June 1, prior to the academic year in which faculty are hired, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of computer engineering courses to be taught.

Dr. Stacey Silverman, Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

Online Resume for Prospective Students, Parents and the Public

TARLETON STATE UNIVERSITY

Location: Stephenville, Metroplex Region

Comprehensive Accountability Peer Group: Lamar University, Prairie View A&M Univ, Stephen F. Austin State Univ, Texas A&M International, West Texas A&M Univ

Out-Of-State Peers: Arkansas State University-Main Campus, Florida Gulf Coast University, New Mexico State University, Slippery Rock University, University Of Central Missouri

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

[Institutional Resumes](#)

[Accountability System](#)

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Enrollment		
Race/Ethnicity	Fall 2019 Number	Percent
White	8,483	64.4%
Hispanic	2,681	20.3%
African American	1,292	9.8%
Asian	202	1.5%
International	87	.7%
Other & Unknown	432	3.3%
Total	13,177	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	1,199	10.7%
Other Institutions	169	1.5%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students Entering		
Measure	Fall	Rate
4-year Rate Total	2015	33.6%
Same Institution		29.7%
Other Institutions		3.9%
5-year Rate Total	2014	50.6%
Same Institution		42.5%
Other Institutions		8.1%
6-year Rate Total	2013	57.6%
Same Institution		49.1%
Other Institutions		8.5%
Grad Rates by Ethnicity		

1-Year Persistence, Fall 2018	
Total	82.0%
Same	65.2%
Other	16.7%
2-Year Persistence, Fall 2017	
Total	75.5%
Same	58.4%
Other	17.0%

Avg Number SCH for Bachelor's Degree		
FY 2019 Average		
Sem	SCH	
All	10.40	135.00

Degrees Awarded	
Type	FY 2019
Bachelor's	2,532
Master's	632
Doctoral	20
Professional	0
Total	3,184

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2019 Rate
Education*	94.80%
Law	%
Pharmacy	%
Nursing	95.0%
Engineering	%

*Data for FY 2018

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2019		
Test Section	ACT	SAT
Composite		
Math		http://www.CollegePortraits.org
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2019			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	3,556	79.8%	48.3%
African American	874	75.4%	23.5%
Hispanic	2,359	78.9%	24.7%
Asian	113	83.2%	18.1%
International	34	85.3%	17.2%
Other	210	77.6%	41.7%
Total	7,146	79.0%	36.7%

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2015	\$8,108	.0%	\$8,333	.0%
2016	\$8,213	1.3%	\$8,832	5.6%
2017	\$8,286	.9%	\$9,068	2.6%
2018	\$8,417	1.6%	\$9,211	1.6%
2019	\$8,692	3.2%	\$9,631	4.4%
2020	\$8,956	2.9%	\$9,920	2.9%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2020	
Type of Cost	Average Amount
Total Academic Cost	\$8,956
On-campus Room & Board	\$10,712
Books & Supplies	\$1,276
Off-Campus Transportation & Personal Expenses	\$3,147
Total Cost	\$24,091

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

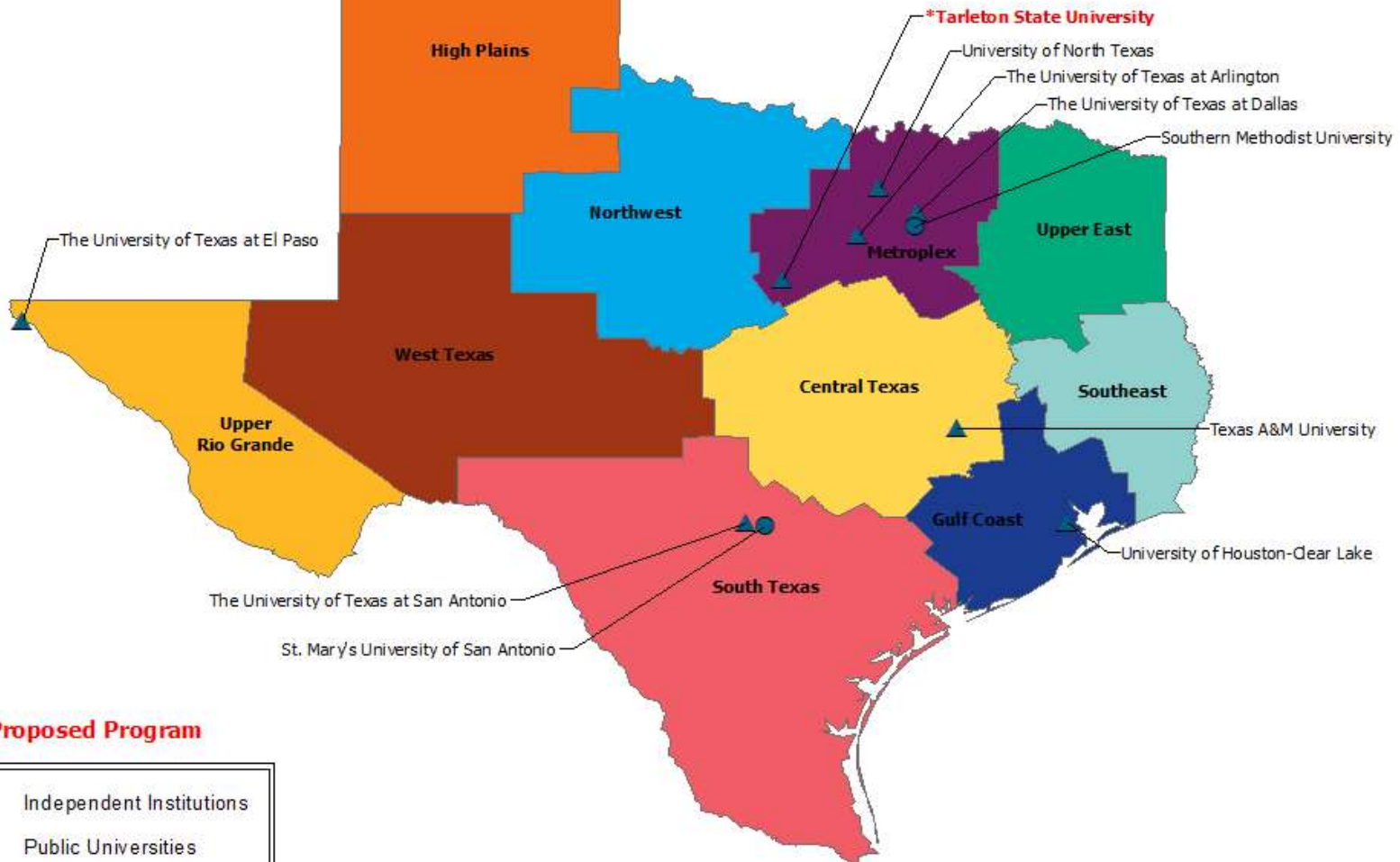
Instruction	
Measure of Excellence	Fall 2019
Undergraduate Classes with < 20 Students	32.1%
Undergraduate Classes with > 50 Students	6.2%
% of Teaching Faculty Tenured/Tenure-track *	54.8%
Student/Faculty Ratio *	20:1

* Fall 2018 Data

Financial Aid		
Enrolled in FY 2018		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	62%	\$6,701
Federal (Pell) Grants	42%	\$5,010
Federal Student Loans	56%	\$9,057

Funding		
Source	FY 2019 Amount	Pct of Total
Appropriated Funds	\$65,780,888	36.3%
Federal Funds	\$29,038,131	16.0%
Tuition & Fees	\$71,174,877	39.3%
Total Revenue	\$181,212,266	100.0%

Proposal for a Master of Science (MS) degree with a major in Computer Engineering



Committee on Academic and Workforce Success

AGENDA ITEM V-C (4)

Consideration of adopting the staff recommendation to the Committee relating to the request from the University of North Texas for a Master of Science (MS) degree with a major in Engineering Management

RECOMMENDATION: Approval, beginning fall 2020

Rationale:

The University of North Texas (UNT) is proposing a Master of Science (MS) in Engineering Management. The proposed face-to-face program would be offered at UNT in Denton and would provide engineers with business and management perspectives and problem-solving skills. The curriculum is designed to help enhance engineering students' capability to manage major projects. Currently, there are 10 public higher education institutions that offer a master's-level engineering management degree. The proposed program would be housed in the Department of Mechanical and Energy Engineering within UNT's College of Engineering. The proposed program would be 33 semester credit hours (SCH).

The data from the U.S. Bureau of Labor Statistics (BLS) and the Texas Workforce Commission (TWC) indicate the national and state workforce need for engineering management jobs is not being met. There is a shortage of engineering management graduates based on the projected available jobs between 2018-2028. The TWC indicates a state average of 4,790 annual job openings for related jobs for the proposed program in engineering management. The proposed program would be designed to prepare students for career advancement in managerial positions. Students would have the option to concentrate in either construction or energy.

UNT does not plan to hire additional core faculty members. The institution has 11 tenured faculty in place who would provide direct support for the proposed program.

University of North Texas (Accountability Peer Group: *Emerging Research*)*Related Programs*

The institution has degree programs within the same two-digit CIP code: **Yes**

University of North Texas has five engineering degree programs:

BS, MS in Biomedical Engineering (2014)
 BS, MS in Computer Engineering (2002)
 BS, MS, PhD in Electrical Engineering (2005, 2007, 2015)
 BS, MS, PhD in Material Science and Engineering (2010)
 BS, MS, PhD in Mechanical and Energy Engineering (2007, 2007, 2014)

Proposed Program:

The proposed face-to-face program in engineering management represents 33 semester credit hours (SCH) of instruction. The institution anticipates beginning the proposed program in fall 2020. The proposed program is designed to prepare students for career advancement in managerial positions. Students would have the option to concentrate in either construction or energy.

The institution estimates that five-year costs would total \$157,500. Formula Funding would represent 42 percent of all funding at \$916,710. Total funding is estimated to be \$2,200,494.

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 32,500
Program Administration	\$ 0
Graduate Assistants	\$ 0
Clerical/Staff	\$ 0
Student Support	\$ 0
Supplies & Materials	\$ 0
Library & IT Resources	\$ 0
Equipment	\$ 0
Facilities	\$ 25,000
Other	\$ 100,000
Total	\$ 157,500

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 916,710
Other State Funding	\$ 0
Reallocated Funding	\$ 1,283,784
Tuition and Fees	\$ 0
Other	
Total	\$ 2,200,494

Evidence of Duplication, Workforce Need, and Student Demand:

<i>Duplication of Programs is: Several existing programs in the region and two within a 60-minute drive</i>			
Number of institutions with master's degree programs in the state with the same 6-digit CIP (15.1501): 14			
Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.1901): 2			
<i>Job Market Need: Strong</i>			
Advertisements for job openings	<u>Yes</u>	No	N/A
Employer surveys	<u>Yes</u>	No	N/A
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A
<i>Student Demand: Demonstrated high enrollment in similar programs at other institutions</i>			
Increased enrollment in related programs at the institution	Yes	<u>No</u>	N/A
High enrollment in similar programs at other institutions	<u>Yes</u>	<u>No</u>	N/A
Applicants turned away at similar programs at other institutions	Yes	<u>No</u>	N/A
Student surveys	Yes	<u>No</u>	N/A

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Student Headcount</i>	20	36	42	43	44
<i>Student FTE</i>	15	25	30	37	37
<i>Core Faculty Headcount</i>	11	11	11	11	11
<i>Core Faculty FTE</i>	2.3	2.3	2.3	2.3	2.3

Major Commitments:

UNT does not plan to hire additional core faculty members. The institution has 11 tenured faculty in place who would provide direct support for the proposed program.

Dr. Stacey Silverman, Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

Online Resume for Legislators and Other Policymakers

UNIVERSITY OF NORTH TEXAS

Location: Denton, Metroplex Region

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

Out-Of-State Peers: Florida International University, Georgia State University, University Of Central Florida, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus

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

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Enrollment						
Race/Ethnicity	Fall 2014		Fall 2018		Fall 2019	
	Number	Percent	Number	Percent	Number	Percent
White	18,795	52.0%	17,346	45.5%	17,106	43.6%
Hispanic	7,062	19.5%	9,243	24.3%	9,763	24.9%
African American	4,973	13.8%	5,435	14.3%	5,728	14.6%
Asian	2,011	5.6%	2,370	6.2%	2,650	6.8%
International	1,990	5.5%	2,397	6.3%	2,669	6.8%
Other & Unknown	1,333	3.7%	1,296	3.4%	1,276	3.3%
Total	36,164	100.0%	38,087	100.0%	39,192	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	2,833	9.5%	2,844	9.1%	3,172	9.9%
Other Institutions	590	2.0%	562	1.8%	595	1.9%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2015	\$10,066	.0%	\$9,598	.0%
2016	\$10,480	4.1%	\$9,777	1.9%
2017	\$10,910	4.1%	\$10,201	4.3%
2018	\$11,296	3.5%	\$10,443	2.4%
2019	\$11,514	1.9%	\$10,712	2.6%
2020	\$11,712	1.7%	\$11,011	2.8%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2017	53%	\$5,859	46%	\$7,469	41%	\$6,986
2018	0%	\$0	0%	\$0	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2017	46%	\$7,621	57%	\$7,502	72%	\$6,318
2018	0%	\$0	0%	\$0	0%	\$0
Federal (Pell) Grants						
2017	36%	\$4,174	37%	\$4,226	39%	\$4,146
2018	0%	\$0	0%	\$0	0%	\$0

Student Success							
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates			
		Enter Fall 2013	Enter Fall 2017	Enter Fall 2018	Cohort	Institution Rate	Peer Group Rate
Cohort		4,175	4,581	4,511	Fall 2010 4-year	30.9%	28.4%
Total		86.3%	86.2%	86.5%	Fall 2014 4-year	38.8%	36.7%
Same		76.5%	77.1%	78.3%	Fall 2015 4-year	41.5%	38.4%
Other		9.8%	9.0%	8.2%	Fall 2009 5-year	51.3%	50.1%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2013 5-year	55.1%	55.9%
		Enter Fall 2012	Enter Fall 2016	Enter Fall 2017	Fall 2014 5-year	56.0%	57.9%
Institution Persistence					Fall 2008 6-year	59.5%	59.1%
Cohort		4,123	4,443	4,570	Fall 2012 6-year	59.5%	62.6%
Total		78.8%	79.0%	78.4%	Fall 2013 6-year	61.2%	63.5%
Same		65.5%	66.6%	68.2%	National Comparison (IPEDS Definition)		
Other		13.3%	12.4%	10.2%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence					Fall 2009 4-year	25.0%	23.0%
Cohort		3,375	4,030	4,380	Fall 2013 4-year	28.0%	30.2%
Total		81.9%	82.4%	82.2%	Fall 2008 5-year	44.0%	46.3%
Same		64.9%	68.7%	68.9%	Fall 2012 5-year	48.0%	52.8%
Other		17.0%	13.7%	13.3%	Fall 2007 6-year	50.0%	55.0%
Average Number of Fall & Spring Semesters					Fall 2011 6-year	54.0%	59.0%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2015	4,261	10.68	138.90	3,544	10.86	141.45
FY 2018	4,991	10.40	136.00	4,194	10.62	138.12
FY 2019	.	.	134.00	.	.	136.87

Six-year Graduation & Persistence Rate, Fall 2013		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	260	40.4%
Peer Group	258	45.7%
<i>For Students NOT Needing Dev Ed</i>		
Institution	3,915	68.9%
Peer Group	3,351	72.0%

*Peer Group data is average for peer group.

Funding						
Source	FY 2014 Amount	Pct of Total	FY 2018 Amount	Pct of Total	FY 2019 Amount	Pct of Total
Appropriated Funds	\$159,564,006	28.5%	\$198,986,608	31.2%	\$0	.0%
Federal Funds	\$75,721,416	13.5%	\$82,473,467	12.9%	\$0	.0%
Tuition & Fees	\$236,918,876	42.3%	\$298,809,650	46.9%	\$0	.0%
Total Revenue	\$559,721,876	100.0%	\$637,717,282	100.0%	\$0	.0%

Online Resume for Prospective Students, Parents and the Public

UNIVERSITY OF NORTH TEXAS

Location: Denton, Metroplex Region

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

Out-Of-State Peers: Florida International University, Georgia State University, University Of Central Florida, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus

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

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Enrollment		
Race/Ethnicity	Fall 2019 Number	Percent
White	17,106	43.6%
Hispanic	9,763	24.9%
African American	5,728	14.6%
Asian	2,650	6.8%
International	2,669	6.8%
Other & Unknown	1,276	3.3%
Total	39,192	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	3,172	9.9%
Other Institutions	595	1.9%

Baccalaureate Success

Graduation Rate of First-time, Full-time Degree-seeking Students Entering		
Measure	Fall	Rate
4-year Rate Total	2015	41.5%
Same Institution		39.3%
Other Institutions		2.2%
5-year Rate Total	2014	56.0%
Same Institution		52.1%
Other Institutions		3.9%
6-year Rate Total	2013	61.2%
Same Institution		55.8%
Other Institutions		5.4%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2018	
Total	86.5%
Same	78.3%
Other	8.2%
2-Year Persistence, Fall 2017	
Total	78.4%
Same	68.2%
Other	10.2%

Avg Number SCH for Bachelor's Degree		
FY 2019 Average		
	Sem	SCH
All	10.20	134.00

Degrees Awarded	
Type	FY 2019
Bachelor's	7,337
Master's	1,808
Doctoral	302
Professional	10
Total	9,457

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2019 Rate
Education*	98.10%
Law	%
Pharmacy	%
Nursing	%
Engineering	65.0%

*Data for FY 2018

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2019		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2019			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	6,361	84.1%	40.5%
African American	3,501	68.1%	37.5%
Hispanic	7,023	73.9%	30.5%
Asian	1,713	84.1%	26.6%
International	472	88.3%	23.0%
Other	564	80.9%	37.9%
Total	19,634	77.6%	34.8%

Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2020
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	Type of Cost
2015	\$10,066	.0%	\$9,532	.0%	Total Academic Cost
2016	\$10,480	4.0%	\$9,677	1.5%	On-campus Room & Board
2017	\$10,910	3.9%	\$10,100	4.2%	Books & Supplies
2018	\$11,296	3.4%	\$10,321	2.1%	Off-Campus Transportation & Personal Expenses
2019	\$11,514	1.9%	\$10,597	2.6%	Total Cost
2020	\$11,712	1.7%	\$10,911	2.9%	

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

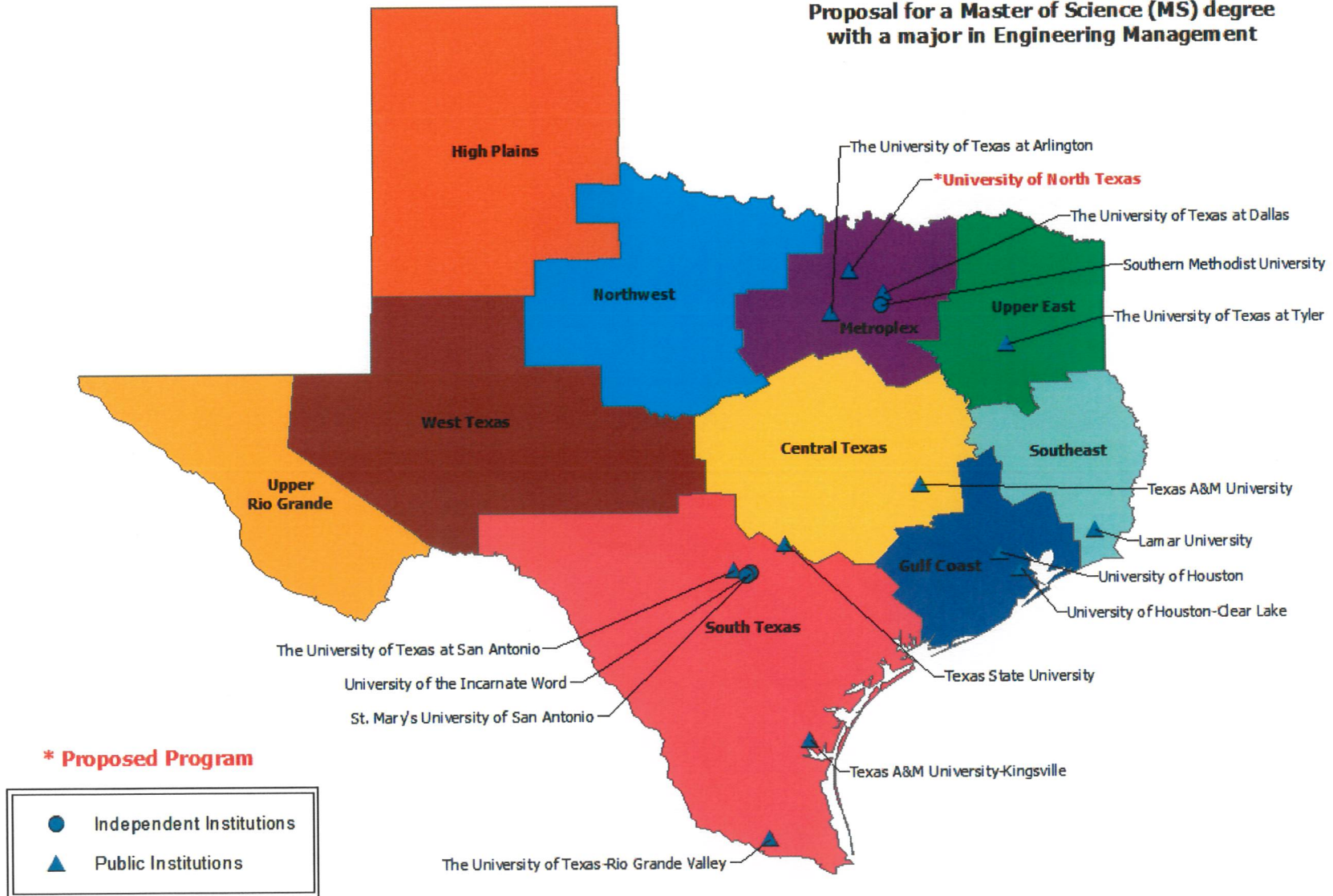
Instruction		
Measure of Excellence	Fall 2019	
Undergraduate Classes with < 20 Students	24.9%	
Undergraduate Classes with > 50 Students	19.7%	
% of Teaching Faculty Tenured/Tenure-track *	47.3%	
Student/Faculty Ratio *	25:1	

* Fall 2018 Data

Financial Aid		
Enrolled in FY 2018		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	51%	\$7,842
Federal (Pell) Grants	37%	\$4,605
Federal Student Loans	50%	\$6,247

Funding		
Source	FY 2019 Amount	Pct of Total
Appropriated Funds	\$198,374,074	30.5%
Federal Funds	\$82,628,797	12.7%
Tuition & Fees	\$310,215,849	47.7%
Total Revenue	\$650,804,586	100.0%

Proposal for a Master of Science (MS) degree with a major in Engineering Management



Committee on Academic and Workforce Success

AGENDA ITEM V-C (5)

Consideration of adopting the staff recommendation to the Committee relating to the request from The University of Texas Permian Basin for a Master of Science (MS) degree with a major in Mechanical Engineering

RECOMMENDATION: Approval, beginning fall 2020

Rationale:

The University of Texas Permian Basin (UTPB) is proposing a Master of Science (MS) in Mechanical Engineering. The proposed face-to-face program would be housed in the Department of Mechanical Engineering within the College of Engineering at UTPB. UTPB documented the need for mechanical engineers in the West Texas region. Currently, only two public institutions offer a master's degree in mechanical engineering in the West Texas region. The proposed program would be the first master's engineering program offered at UTPB.

The data from the U.S. Bureau of Labor Statistics (BLS) and the Texas Workforce Commission (TWC) indicate the national and state workforce need for mechanical engineers is being met. There is a surplus of mechanical engineering graduates based on the projected available jobs from 2018 to 2028. The TWC indicates a state average of 1,640 annual job openings for related jobs for the proposed program in mechanical engineering. Approval for the program is recommended because the Permian Basin region has significant demand for mechanical engineers in the oil and gas industry, design and testing, manufacturing, power systems, data analytics, and construction fields.

In accordance with the institution's proposed hiring schedule, UTPB will hire two core faculty members. One core faculty would start in the program's first year, and the second core faculty would start in the program's second year. By June 1, prior to the academic year in which faculty are hired, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of mechanical engineering courses to be taught.

The University of Texas Permian Basin (*Accountability Peer Group: Master's*)*Related Programs*

The institution has degree programs within the same two-digit CIP code: **Yes**

The University of Texas Permian Basin has four engineering degree programs:

BS in Chemical Engineering (2017)
 BS in Electrical Engineering (2017)
 BS in Mechanical Engineering (2009)
 BS in Petroleum Engineering (2011)

Proposed Program:

The proposed face-to-face program in mechanical engineering represents 30 semester credit hours (SCH) of instruction. The institution anticipates beginning the proposed program in fall 2020. The proposed MS in Mechanical Engineering is designed to prepare students with advanced mechanical engineering training that would be geared towards the oil and gas extraction industry. Students would be prepared to enter the workforce with oil and gas extraction expertise or enter a doctoral program in mechanical engineering. UTPB provided clear evidence that the Permian Basin is a national center for oil production in the state and nation, producing 70 percent of the oil and gas extracted in Texas and 30 percent of the nation's oil. UTPB letters of support from industry partners state that this proposed program would allow companies to recruit, retain, and educate the existing engineering workforce in the Permian Basin area.

The institution estimates that five-year costs would total \$1,718,335. Formula Funding would represent 41 percent of all funding at \$916,068. Total funding is estimated to be \$1,911,388.

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 1,168,335
Program Administration	\$ 0
Graduate Assistants	\$ 250,000
Clerical/Staff	\$ 0
Student Support	\$ 0
Supplies & Materials	\$ 0
Library & IT Resources	\$ 0
Equipment	\$ 0
Facilities	\$ 0
Other	\$ 300,000
Total	\$ 1,718,335

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 916,068
Other State Funding	\$ 0
Reallocated Funding	\$ 595,320
Tuition and Fees	\$ 400,000
Other	
Total	\$ 1,911,388

Evidence of Duplication, Workforce Need, and Student Demand:

<i>Duplication of Programs is: Several existing programs in the state, but none within a 60-minute drive</i>			
Number of institutions with master's degree programs in the state with the same 6-digit CIP (14.1901): 15			
Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.1901): 0			
<i>Job Market Need: Strong</i>			
Advertisements for job openings	<u>Yes</u>	No	N/A
Employer surveys	<u>Yes</u>	No	N/A
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A
<i>Student Demand: Demonstrated through student surveys</i>			
Increased enrollment in related programs at the institution	Yes	<u>No</u>	N/A
High enrollment in similar programs at other institutions	Yes	<u>No</u>	N/A
Applicants turned away at similar programs at other institutions	Yes	<u>No</u>	N/A
Student surveys	<u>Yes</u>	No	N/A

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Student Headcount</i>	29	46	61	69	80
<i>Student FTE</i>	18	29	39	43	50
<i>Core Faculty Headcount</i>	4	5	5	5	5
<i>Core Faculty FTE</i>	2.5	3.5	3.5	3.5	3.5

Major Commitments:

In accordance with the institution's proposed hiring schedule, UTPB will hire two core faculty members. One core faculty would start in the program's first year, and the second core faculty would start in the program's second year. By June 1, prior to the academic year in which faculty are hired, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of mechanical engineering courses to be taught.

Dr. Stacey Silverman, Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

Online Resume for Legislators and Other Policymakers

THE UNIVERSITY OF TEXAS PERMIAN BASIN

Location: Odessa, West Region

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

Out-Of-State Peers: Auburn University At Montgomery, Columbus State University, New Jersey City University, University Of Illinois At Springfield, Western New Mexico University

Degrees Offered: Bachelor's, Master's

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[Accountability System](#)

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Enrollment						
Race/Ethnicity	Fall 2014		Fall 2018		Fall 2019	
	Number	Percent	Number	Percent	Number	Percent
White	2,396	43.1%	2,208	37.8%	1,952	36.9%
Hispanic	2,318	41.7%	2,762	47.3%	2,555	48.4%
African American	356	6.4%	419	7.2%	378	7.2%
Asian	165	3.0%	165	2.8%	145	2.7%
International	66	1.2%	121	2.1%	123	2.3%
Other & Unknown	259	4.7%	159	2.7%	130	2.5%
Total	5,560	100.0%	5,834	100.0%	5,283	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	427	9.2%	406	8.6%	374	8.6%
Other Institutions	113	2.4%	82	1.7%	71	1.6%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2015	\$6,776	.0%	\$6,992	.0%
2016	\$6,776	.0%	\$7,366	5.3%
2017	\$6,850	1.1%	\$7,583	2.9%
2018	\$7,124	4.0%	\$7,259	-4.3%
2019	\$7,844	10.1%	\$7,702	6.1%
2020	\$8,464	7.9%	\$7,911	2.7%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2017	32%	\$7,373	38%	\$5,716	55%	\$6,692
2018	0%	\$0	0%	\$0	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2017	47%	\$6,737	54%	\$5,002	65%	\$8,386
2018	0%	\$0	0%	\$0	0%	\$0
Federal (Pell) Grants						
2017	28%	\$5,264	38%	\$3,444	45%	\$4,346
2018	0%	\$0	0%	\$0	0%	\$0

Student Success

One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates			
		Enter Fall 2013	Enter Fall 2017	Enter Fall 2018	Cohort	Institution Rate	Peer Group Rate
Cohort		314	432	371	Fall 2010 4-year	23.8%	19.8%
Total		79.6%	78.2%	74.7%	Fall 2014 4-year	25.1%	26.7%
Same		69.1%	66.2%	59.0%	Fall 2015 4-year	29.5%	28.8%
Other		10.5%	12.0%	15.6%	Fall 2009 5-year	43.6%	35.7%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2013 5-year	41.4%	41.8%	
		Enter Fall 2012	Enter Fall 2016	Enter Fall 2017	Fall 2014 5-year	41.5%	43.9%
Institution Persistence					Fall 2008 6-year	44.6%	45.3%
Cohort		363	450	430	Fall 2012 6-year	50.1%	45.0%
Total		73.3%	68.2%	69.8%	Fall 2013 6-year	46.2%	49.5%
Same		52.1%	48.4%	53.0%	National Comparison (IPEDS Definition)		
Other		21.2%	19.8%	16.7%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence					Fall 2009 4-year	13.0%	17.3%
Cohort		507	544	537	Fall 2013 4-year	24.0%	15.6%
Total		68.4%	70.0%	68.9%	Fall 2008 5-year	22.0%	26.3%
Same		45.2%	49.8%	49.0%	Fall 2012 5-year	37.0%	27.2%
Other		23.3%	20.2%	19.7%	Fall 2007 6-year	27.0%	30.3%
					Fall 2011 6-year	43.0%	33.2%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2015	412	11.71	138.54	445	12.18	143.53
FY 2018	487	12.00	139.00	525	11.81	139.57
FY 2019	.	.	133.00	.	.	138.28

Six-year Graduation & Persistence Rate, Fall 2013		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	95	50.5%
Peer Group	114	40.4%
<i>For Students NOT Needing Dev Ed</i>		
Institution	219	53.4%
Peer Group	454	61.5%

*Peer Group data is average for peer group.

Funding						
Source	FY 2014 Amount	Pct of Total	FY 2018 Amount	Pct of Total	FY 2019 Amount	Pct of Total
Appropriated Funds	\$30,761,270	46.1%	\$42,315,365	40.3%	\$0	.0%
Federal Funds	\$8,131,432	12.2%	\$10,212,853	9.7%	\$0	.0%
Tuition & Fees	\$21,563,949	32.3%	\$29,843,817	28.4%	\$0	.0%
Total Revenue	\$66,672,439	100.0%	\$104,964,604	100.0%	\$0	.0%

Online Resume for Prospective Students, Parents and the Public

THE UNIVERSITY OF TEXAS PERMIAN BASIN

Location: Odessa, West Region

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

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Degrees Offered: Bachelor's, Master's

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Enrollment		
Race/Ethnicity	Fall 2019	
	Number	Percent
White	1,952	36.9%
Hispanic	2,555	48.4%
African American	378	7.2%
Asian	145	2.7%
International	123	2.3%
Other & Unknown	130	2.5%
Total	5,283	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	374	8.6%
Other Institutions	71	1.6%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students			
Measure	Entering		Rate
	Fall		
4-year Rate Total	2015		29.5%
Same Institution			26.6%
Other Institutions			2.9%
5-year Rate Total	2014		41.5%
Same Institution			36.3%
Other Institutions			5.1%
6-year Rate Total	2013		46.2%
Same Institution			40.1%
Other Institutions			6.1%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2018	
Total	74.7%
Same	59.0%
Other	15.6%

2-Year Persistence, Fall 2017	
Total	69.8%
Same	53.0%
Other	16.7%

Avg Number SCH for Bachelor's Degree	
FY 2019 Average	
Sem	SCH
All	11.20 133.00

Degrees Awarded	
Type	FY 2019
Bachelor's	922
Master's	453
Doctoral	0
Professional	0
Total	1,375

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2019 Rate
Education*	96.30%
Law	%
Pharmacy	%
Nursing	84.5%
Engineering	100.0%

*Data for FY 2018

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2019		
Test Section	ACT	SAT
Composite		
Math		http://www.CollegePortraits.org
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2019			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	237	82.3%	56.9%
African American	162	72.2%	32.5%
Hispanic	708	77.8%	38.7%
Asian	25	96.0%	33.3%
International	31	93.5%	55.2%
Other	34	82.4%	57.1%
Total	1,197	78.9%	42.6%

Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2020
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	Type of Cost
2015	\$6,776	.0%	\$7,008	.0%	Total Academic Cost
2016	\$6,776	.0%	\$7,419	5.5%	On-campus Room & Board
2017	\$6,850	1.1%	\$7,639	2.9%	Books & Supplies
2018	\$7,124	3.8%	\$7,269	-5.1%	Off-Campus Transportation & Personal Expenses
2019	\$7,844	9.2%	\$7,692	5.5%	Total Cost
2020	\$8,464	7.3%	\$7,872	2.3%	

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

Instruction		
Measure of Excellence	Fall 2019	
Undergraduate Classes with < 20 Students		47.7%
Undergraduate Classes with > 50 Students		5.4%
% of Teaching Faculty Tenured/Tenure-track *		40.9%
Student/Faculty Ratio *		17:1

* Fall 2018 Data

Financial Aid		
Enrolled in FY 2018		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	39%	\$6,156
Federal (Pell) Grants	25%	\$4,495
Federal Student Loans	24%	\$6,765

Funding		
Source	FY 2019 Amount	Pct of Total
Appropriated Funds	\$43,849,858	74.4%
Federal Funds	\$10,212,760	17.3%
Tuition & Fees	-\$9,101,562	-15.4%
Total Revenue	\$58,915,671	100.0%

Proposed Program

Independent Institutions

Public Universities

Regions and Universities:

- High Plains:** Texas Tech University (Independent Institution)
- Northwest:** The University of Texas at El Paso (Public University)
- West Texas:** The University of Texas at San Antonio (Public University)
- Upper Rio Grande:** The University of Texas at El Paso (Public University)
- Central Texas:** The University of Texas at Austin (Public University)
- Southeast:** Baylor University (Independent Institution)
- Gulf Coast:** Texas A&M University (Independent Institution), Rice University (Independent Institution), University of Houston (Independent Institution)
- South Texas:** Texas A&M University-Kingsville (Independent Institution)
- Metroplex:** University of North Texas (Independent Institution), The University of Texas at Arlington (Independent Institution), The University of Texas at Dallas (Independent Institution), Southern Methodist University (Independent Institution)
- Upper East:** The University of Texas at Tyler (Independent Institution)
- The University of Texas of the Permian Basin:** The University of Texas of the Permian Basin (Public University)

- Independent Institutions
- ▲ Public Universities

Committee on Academic and Workforce Success

AGENDA ITEM V-C (6)

Consideration of adopting the staff recommendation to the Committee relating to the request from The University of Texas Rio Grande Valley for a Doctor of Physical Therapy (DPT) degree with a major in Physical Therapy

RECOMMENDATION: Approval, beginning fall 2021

Rationale:

The University of Texas Rio Grande Valley (UTRGV) is seeking approval to offer a Doctor of Physical Therapy (DPT) beginning in fall 2021. If approved, the proposed program would be a professional degree that prepares students for state licensure and entry into the profession as a physical therapist. The proposed DPT program would draw on collaborations with the institution's existing programs, including occupational therapy, communication disorders, medicine, physician assistant, nursing, pharmacy, and social work. The physical therapy students would be educated and trained using an inter-professional team approach. The proposed DPT program would be an accredited three-year, full-time program.

Physical therapy is a dynamic profession with an established theoretical and scientific base and widespread clinical application in the restoration, maintenance, and promotion of optimal physical performance. The U.S. Bureau of Labor Statistics projected a national average of annual openings for physical therapists of 16,900 through 2018 to 2028. In Texas, projected openings are estimated to be 1,250 from 2016 to 2026. These data indicate growth nationally and in Texas. There are 16 higher education institutions that offer a DPT program. Collectively, these programs produced 762 doctoral graduates in 2019.

Minority physical therapists are underrepresented in the profession and UTRGV's proposed program would include pipeline programs directed at K-12 to educate and inform young students about the opportunities regarding careers in health professions available at UTRGV. The institution would also seek qualified students from underrepresented populations from their undergraduate programs to meet the recruitment goals for the proposed DPT program.

In accordance with the institution's proposed hiring schedule, UTRGV would hire three core faculty members to start in year one, two core faculty members to start in year two, two core faculty members to start in year three, and two core faculty members to start in year four. By June 1 of each of these years, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of physical therapy courses to be taught.

The institution would seek accreditation by the Commission on Accreditation in Physical Therapy Education (CAPTE), a nationally recognized accrediting agency by the U.S. Department

of Education (USDE) and the Council for Higher Education Accreditation (CHEA). CAPTE accredits qualified entry-level education for physical therapy and physical therapist assistant programs. The anticipated timeline to achieve candidacy accreditation status is two to three years. The length of the physical therapy program is three years. The institution would seek to attain initial full accreditation status by CAPTE in time for the first graduating cohort.

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

<i>Completion Measures</i>		<i>Institution</i>	<i>State</i>
<i>Graduate</i>	Master's 5-Year Graduation Rate	73%	77%
	Doctoral 10-Year Graduation Rate	NA*	65%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years: <u>Yes</u> No N/A		
	Recently Approved Doctoral Programs: <ul style="list-style-type: none"> • Curriculum and Instruction (EdD, 2015) • Educational Leadership (EdD, 2015) • Rehabilitation Counseling (PhD, 2015) • Clinical Psychology (PhD, 2018) • Business Administration (PhD, 2018) The institution has met its resource commitments for new doctoral program(s) approved in the last five years: <u>Yes</u> No N/A		

**Institution has not been in existence for 10 years.*

Proposed Program:

This face-to-face proposed program would be an accredited three-year full-time program consisting of 101 semester credit hours (SCH) and an additional 12 SCH of didactic, laboratory, and clinical instruction. The proposed program's curriculum would fulfill the academic standards of UTRGV and professional standards mandated by the Commission on Accreditation in Physical Therapy Education (CAPTE) and the American Physical Therapy Association (APTA). The proposed program would be designed to enable students that successfully complete the program to acquire all knowledge and skills necessary to pass the National Physical Therapy Licensing Exam and practice as a physical therapist.

The institution estimates that five-year costs would total \$10,962,066.

Existing Programs:

There are four public universities, four independent universities, five health-related institutions, and three private postsecondary university offering doctoral programs in physical therapy in Texas.

Public Universities:

Angelo State University
Texas State University
Texas Woman's University
The University of Texas at El Paso

Independent Colleges and Universities:

Baylor University
Hardin-Simmons University
University of Mary Hardin-Baylor
University of Incarnate Word

Health-Related Institutions:

Texas Tech University Health Sciences Center
The University of Texas Health Science Center at San Antonio
The University of Texas Medical Branch at Galveston
The University of Texas Southwestern Medical Center
University of North Texas Health Science Center

Private Postsecondary:

Saint Louis University
University of St. Augustine for Health Sciences
West Coast University-Los Angeles

There are no existing programs within a 60-minute drive of the proposed program.

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Students Enrolled</i>	40	79	118	117	117
<i>Graduates</i>	0	0	36	37	37
<i>Avg. Financial Assistance</i>	0	0	0	0	0
<i>Students Assisted</i>	0	0	0	0	0
<i>Core Faculty (FTE)</i>	3.0	5.0	7.0	9.0	9.0
<i>Total Costs</i>	\$2,469,987	\$1,958,244	\$2,270,050	\$2,107,045	\$2,156,740
<i>Total Funding</i>	\$776,733	1,899,002	\$3,452,273	\$3,732,368	\$4,853,123
<i>% From Formula Funding</i>	0	0	44%	39%	79%

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 4,014,188
Faculty (Reallocated)	\$ 3,914,106
Program Administration (New)	\$ 59,000
Program Administration (Reallocated)	\$ 0
Graduate Assistants (New)	\$ 125,000
Graduate Assistants (Reallocated)	\$ 0
Clerical/Staff (New)	\$ 517,772
Clerical/Staff (Reallocated)	\$ 0
Other	\$ 0
Student Support	\$ 0
Supplies and Materials	\$ 420,000
Library and IT Resources	\$ 50,000
Equipment	\$ 830,000
Facilities	\$ 650,000
Other	\$ 382,000
Total	\$ 10,962,066

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 4,250,856
Other State Funding	\$ 0
Reallocation of Existing Resources	\$ 3,913,803
Federal Funding (In-Hand Only)	\$ 0
Tuition and Fees	\$ 6,548,840
Other	\$ 0
Total	\$ 14,713,499

Major Commitments:

In accordance with the institution's proposed hiring schedule, UTRGV would hire three core faculty members to start in year one, two core faculty members to start in year two, two core faculty members to start in year three, and two core faculty members to start in year four. By June 1 of each of these years, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of physical therapy courses to be taught. The institution shall submit five annual progress reports confirming institutional commitments and assessing the progress of program implementation.

The institution would seek accreditation by the Commission on Accreditation in Physical Therapy Education (CAPTE), a nationally recognized accrediting agency by the U.S. Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA). CAPTE accredits qualified entry-level education for physical therapy and physical therapist assistant programs. The anticipated timeline to achieve a candidacy accreditation status is two to three years. The length of the physical therapy program is three years. The institution would seek to attain initial full accreditation status by CAPTE in time for the first graduating cohort.

Dr. Stacey Silverman, Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

Online Resume for Legislators and Other Policymakers

THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY

Location: Edinburg, South Texas Region

Out-Of-State Peers: East Carolina University, East Tennessee State University, Florida Atlantic University-Boca Raton, New Mexico State University, University Of North Carolina At Greensboro

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2014		Fall 2018		Fall 2019	
	Number	Percent	Number	Percent	Number	Percent
White	0	.0%	892	3.1%	919	3.2%
Hispanic	0	.0%	25,131	88.2%	25,943	89.7%
African American	0	.0%	236	.8%	215	.7%
Asian	0	.0%	386	1.4%	407	1.4%
International	0	.0%	779	2.7%	774	2.7%
Other & Unknown	0	.0%	1,065	3.7%	651	2.3%
Total	0	.0%	28,489	100.0%	28,909	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	0	.0%	1,142	4.6%	1,228	4.9%
Other Institutions	0	.0%	587	2.4%	609	2.4%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2016	\$7,292	.0%	\$0	.0%
2017	\$7,448	2.1%	\$0	.0%
2018	\$7,587	1.9%	\$0	.0%
2019	\$7,813	3.0%	\$0	.0%
2020	\$8,132	4.1%	\$0	.0%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2017	38%	\$5,032	0%	\$0	45%	\$6,540
2018	0%	\$0	0%	\$0	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2017	74%	\$7,351	0%	\$0	68%	\$8,117
2018	0%	\$0	0%	\$0	0%	\$0
Federal (Pell) Grants						
2017	62%	\$4,455	0%	\$0	41%	\$4,465
2018	0%	\$0	0%	\$0	0%	\$0

Student Success			
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates			
	Enter Fall 2013	Enter Fall 2017	Enter Fall 2018
Cohort	.	4,197	4,234
Total	.	82.8%	83.2%
Same	.	75.9%	76.0%
Other	.	6.9%	7.2%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates			
	Enter Fall 2012	Enter Fall 2016	Enter Fall 2017
Institution Persistence			
Cohort	.	3,590	4,149
Total	.	77.7%	75.0%
Same	.	68.5%	65.1%
Other	.	9.2%	9.8%

National Comparison (IPEDS Definition)		
Cohort	Institution Rate	OOS Peers Rate
Fall 2009 4-year	16.0%	19.5%
Fall 2013 4-year	22.0%	26.0%
Fall 2008 5-year	31.0%	38.5%
Fall 2012 5-year	38.0%	45.2%
Fall 2007 6-year	39.0%	45.0%
Fall 2011 6-year	45.0%	50.8%

Six-year Graduation & Persistence Rate, Fall 2013		
Student Group	Cohort	Rate
For Students Needing Dev Ed		
Institution	596	44.6%
For Students NOT Needing Dev Ed		
Institution	2,673	60.6%

*Peer Group data is average for peer group.

Funding				
FY 2019 Actual	FY 2014 Amount	Pct of Total	FY 2018 Amount	Pct of Total
Appropriated Funds	\$156,972,828	41.6%	\$0	.0%
Federal Funds	\$115,663,435	30.7%	\$0	.0%
Tuition & Fees	\$81,836,302	21.7%	\$0	.0%
Total Revenue	\$377,256,754	100.0%	\$0	.0%

Online Resume for Prospective Students, Parents and the Public

THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY

Location: Edinburg, South Texas Region

Out-Of-State Peers: East Carolina University, East Tennessee State University, Florida Atlantic University-Boca Raton, New Mexico State University, University Of North Carolina At Greensboro

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment		
Race/Ethnicity	Fall 2019 Number	Percent
White	919	3.2%
Hispanic	25,943	89.7%
African American	215	.7%
Asian	407	1.4%
International	774	2.7%
Other & Unknown	651	2.3%
Total	28,909	100.0%
TX First Time Transfers		
Number	% of UG	
Two-Year Institutions	1,228	4.9%
Other Institutions	609	2.4%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students Entering		
Measure	Fall	Rate
4-year Rate Total	2015	25.3%
Same Institution		23.9%
Other Institutions		1.3%
5-year Rate Total		.0%
Same Institution		.0%
Other Institutions		.0%
6-year Rate Total		.0%
Same Institution		.0%
Other Institutions		.0%
Grad Rates by Ethnicity		

1-Year Persistence, Fall 2018	
Total	83.2%
Same	76.0%
Other	7.2%
2-Year Persistence, Fall 2017	
Total	75.0%
Same	65.1%
Other	9.8%

Avg Number SCH for Bachelor's Degree		
FY 2019 Average		
Sem	SCH	
All	10.00	140.00

Degrees Awarded	
Type	FY 2019
Bachelor's	4,550
Master's	1,206
Doctoral	32
Professional	0
Total	5,788

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2019 Rate
Education*	88.10%
Law	%
Pharmacy	%
Nursing	92.5%
Engineering	44.2%

*Data for FY 2018

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2019		
Test Section	ACT	SAT
Composite	http://www.CollegePortraits.org	
Math		
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2019			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	410	78.5%	26.7%
African American	16	100.0%	81.3%
Hispanic	10,382	80.1%	50.6%
Asian	57	100.0%	96.5%
International	71	98.6%	82.9%
Other	181	74.0%	47.0%
Total	11,117	80.2%	50.3%

Instruction	
Measure of Excellence	Fall 2019
Undergraduate Classes with < 20 Students	22.1%
Undergraduate Classes with > 50 Students	14.9%
% of Teaching Faculty Tenured/Tenure-track *	43.4%
Student/Faculty Ratio *	27:1

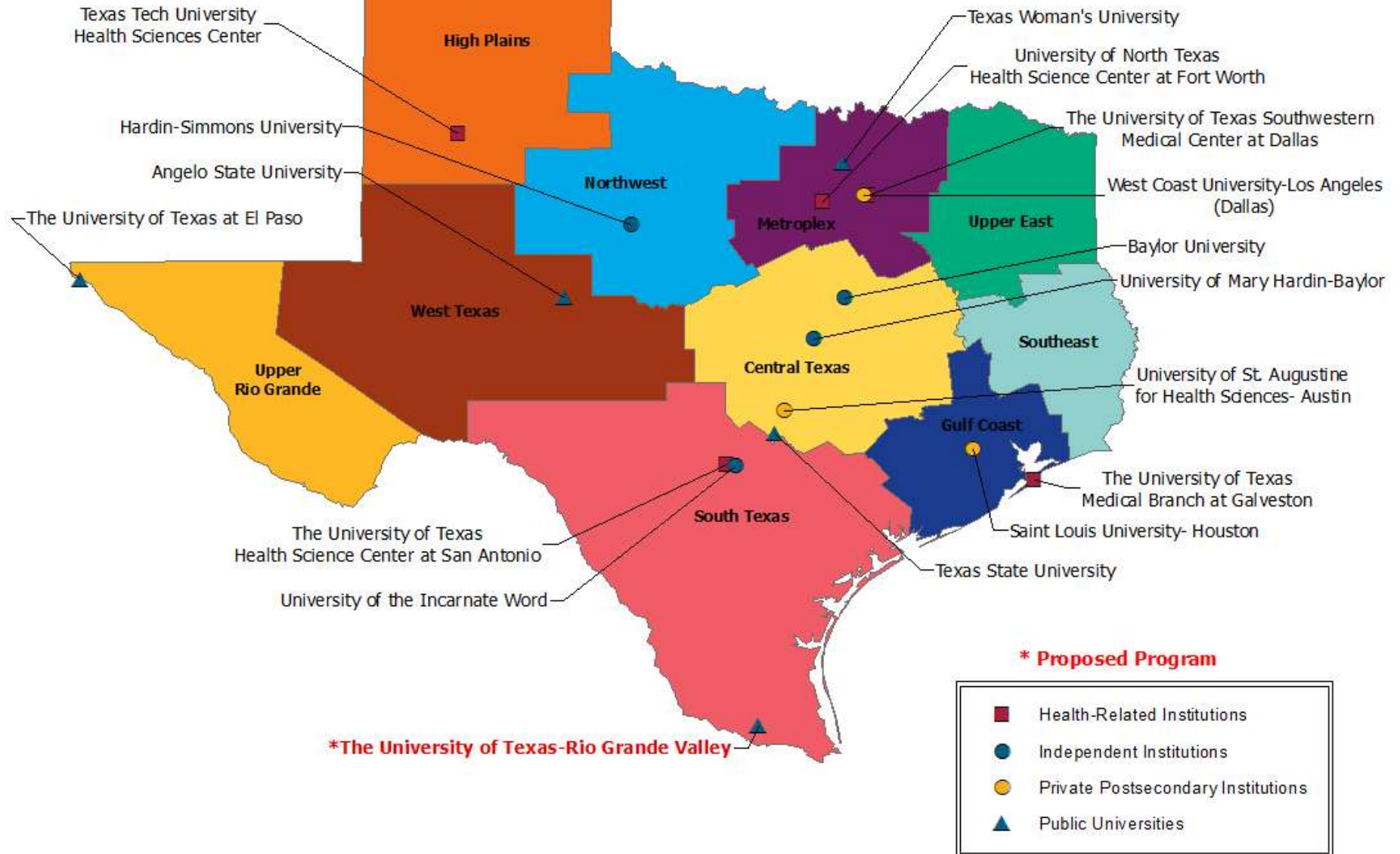
* Fall 2018 Data

Costs	
Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2020	
Type of Cost	Average Amount
Total Academic Cost	\$8,132
On-campus Room & Board	\$8,252
Books & Supplies	\$1,237
Off-Campus Transportation & Personal Expenses	\$3,324
Total Cost	\$20,945
Rates of Tuition per SCH	
Mandatory Fees	

Financial Aid		
Enrolled in FY 2018		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	75%	\$7,721
Federal (Pell) Grants	63%	\$5,083
Federal Student Loans	37%	\$5,046

Funding		
Source	FY 2019 Amount	Pct of Total
Appropriated Funds	\$149,918,157	38.2%
Federal Funds	\$126,932,586	32.3%
Tuition & Fees	\$90,949,003	23.2%
Total Revenue	\$392,381,065	100.0%

Proposal for a Doctor of Physical Therapy (DPT) degree with a major in Physical Therapy



Committee on Academic Workforce and Success

AGENDA ITEM V-D

Report to the Committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7 (5)

RECOMMENDATION: No action required

Background Information:

Pursuant to Texas Higher Education Coordinating Board (THECB) rules, Chapter 7, Subchapter A, Section 7.7(5), Closure of an Institution, the THECB must be notified in writing at least 90 days prior to a planned closure date, or immediately, if an institution closes unexpectedly. If an institution closes or intends to close before all currently enrolled students have completed all requirements for graduation, a teach-out plan is required. The teach-out plan is subject to the Board of the THECB. The Board delegated the Assistant Commissioner of Academic Quality and Workforce authority to oversee this approval process.

Strayer University – El Paso Verizon Wireless

On January 30, 2020, Strayer University, Herndon, Virginia, notified the THECB of the December 31, 2019 closure of its campus at 11950 Don Haskins Drive, El Paso, Texas. Strayer University notified its institutional accreditor, Middle States Commission on Higher Education (MSCHE) in October 2019. The location served Verizon Wireless employees. Due to Verizon Wireless' changing structure, on-ground student enrollments decreased as online enrollment increased. Strayer began transitioning all Verizon Wireless students to online courses after the Fall 2017 quarter, either through the Verizon Virtual platform or Strayer's global online campus. Student records will continue to be maintained by Strayer University Office of the Registrar in Virginia. The Certificate of Authorization for this location was cancelled as of the date of notification of the closure.

Dr. Stacey Silverman, Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-E

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

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board (THECB) staff requests 11 member appointments for the Workforce Education Course Manual Advisory Committee. Seven members would be renewal appointments. The *Workforce Education Course Manual* (WECM) is the official list of the workforce education courses that may be offered by Texas public community and technical colleges for state funding. In accordance with Coordinating Board Rules, Chapter 1, Subchapter T, Rule 1.220, the WECM Advisory Committee provides the Board of the THECB with advice and recommendations regarding content, structure, currency, and presentation of the WECM and its courses; recommendations regarding field engagement in processes, maintenance, and use of the WECM; and assistance in identifying new programs of study, developments within existing programs represented by courses in the manual, vertical and horizontal alignment of courses within programs, and obsolescence of programs of study and courses.

The WECM Advisory Committee is composed of representatives from public community, state, and technical colleges, as well as ex-officio representatives from the Texas Association of College Technical Educators (TACTE), the Texas Administrators of Continuing Education (TACE), and the Texas Association of College Registrars and Admissions Officers (TACRAO). The committee meets up to four times annually, as needed to make recommendations to the Board of the THECB on the courses to be added, revised, or deleted from the WECM.

Members serve two- or three-year terms, with half of the members rotating off the committee each year. In compliance with the rotation schedule, the reappointments of 11 members are needed. Recommendations for membership positions were selected from institutions' nominations, giving consideration to the type of institution, geographic location, administrative and faculty representation, and ethnic and gender composition.

A brief summary of the nominees' academic credentials follows:

Joe Arrington, Division Chair, Human Services & Education,
McLennan Community College
MS Gerontology, Baylor University

Dixon Bailey, Executive VP for Workforce Development,
Ranger College
MEd, Higher Education, Texas Tech University

Thera Celestine, Director of Pharmacy Technology,
Lamar State College-Orange
BA Instructional Design, Ashford University

Robin Garrett, Deputy Chancellor, Academic and Student Services,
Central Texas College
PhD, Technology in Education, Nova Southeastern University

Andrew Gregory, Program Coordinator for Drafting and Business,
College of the Mainland
MA Architecture, Rice University

Cynthia Griffith, Vice President of Instruction,
Alvin College
EdD, Education Leadership – Community College Executive Leadership

Kevin Morris, Dean of Business and Technology,
San Jacinto College South Campus
MBA, Business Administration, University of Houston

Jennifer Myers, Associate Dean, Workforce Education Programs,
Odessa College
MS, Criminal Justice Administration, University of Texas at the Permian Basin

Phillip Nicotera, President, Coleman College of Health Science,
Houston Community College System
Doctor of Medicine and Surgery, University of Bologna, Italy

Kristin Walker, Associate Vice President of Workforce Education,
Trinity Valley Community College
EdD, Higher Education Administration, Texas A&M University-Commerce

Joyce Williams, Associate Vice-Chancellor of Workforce and Community Initiatives,
Dallas County Community College District
MEd, Counseling & Guidance, Delta State University

Dr. Stacey Silverman, Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-F

Consideration of approving the staff recommendation to the Committee relating to the appointment of student representatives to the Apply Texas Advisory Committee, the Learning Technology Advisory Committee, the Graduate Education Advisory Committee, and the Undergraduate Education Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 61.071 directs the Texas Higher Education Coordinating Board (THECB) to appoint student representatives to various advisory committees each year. This agenda item relates to the appointment of a student representative to the following committees:

1. ApplyTexas Advisory Committee
2. Graduate Education Advisory Committee
3. Learning Technology Advisory Committee
4. Undergraduate Education Advisory Committee

On July 31, 2019, the Commissioner notified Texas institutions of higher education of these opportunities and provided the information required to solicit nominees. The nominations process began on September 1, 2019 and ended December 1, 2019.

THECB staff received applications from two-year and four-year public institutions of higher education. Applicants were reviewed to ensure they first met the minimum criteria, and then were further evaluated based on the following criteria:

- Academic achievement
- Community and school service
- Work or internship experience
- General commitment to higher education issues

A review committee, composed of THECB staff who directly support each advisory committee, identified the finalists.

Dr. Stacey Silverman, Assistant Commissioner for Academic Quality and Workforce, and Jerel Booker, Assistant Commissioner for College Readiness and Success, are available to answer questions.

The **Apply Texas Advisory Committee** (ATAC) consists of representatives of two-year, four-year, and private institutions. The ATAC meets at the offices of the THECB approximately four times a year between September and May. The ATAC discusses and votes on changes that may be needed to the common application for the upcoming academic year.

Finalist: Tristan Pepper

Mr. Tristan Pepper is pursuing a Bachelor of Science degree in Biomedical Engineering at The University of Texas at San Antonio.

The **Graduate Education Advisory Committee** (GEAC) is a 24-member committee comprised of faculty and administrators from the state's public and private universities and health-related institutions. GEAC collects and analyzes data, using it to advise THECB staff and the Board on procedures, issues, and long-range planning relating to graduate education.

Finalist: Danielle Reid

Ms. Danielle Reid is a doctoral student in the Microbiology, Immunology, and Genetics program at the University of North Texas Health Science Center.

The **Learning Technology Advisory Committee** (LTAC) engages in substantive policy research and discussion dealing with the increasingly important role that learning technology plays in Texas higher education. The THECB recognizes the important role that distance education and computer-assisted instruction, including e-learning tools such as electronic textbooks and open course materials, play in helping the state reach the goals of the Texas higher education plan, *60x30TX*.

Finalist: Rita Fennelly-Atkinson

Ms. Rita Fennelly-Atkinson is a doctoral student in Instructional Systems Design and Technology at Sam Houston State University.

The **Undergraduate Education Advisory Committee** (UEAC) is a 24-member committee comprised of faculty and administrators from the state's public and private and independent colleges, universities, and health-related institutions. It serves as a forum for problem solving and the generation of good ideas to improve undergraduate education that reflect the goals of Texas' higher education plan, *60x30TX*. The UEAC provides recommendations to the Board regarding directions the Board and institutions should take to enhance undergraduate education in Texas.

Finalist: Timoteo Modrow

Mr. Timoteo Modrow is pursuing a Bachelor of Arts degree in Political Science and Communication Studies at the University of Houston Clear Lake.

Committee on Academic and Workforce Success

AGENDA ITEM V-G

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities

RECOMMENDATION: Approval

Background Information:

The Texas Education Code, Section 61.06641 directs the Texas Higher Education Coordinating Board to establish an advisory council to periodically review the policies and practices that increase access to higher education opportunities for persons with intellectual and developmental disabilities. The council will also distribute educational outreach materials developed by the council to increase awareness regarding postsecondary opportunities for this population.

The Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities is charged with the following: (1) study the accessibility of higher education for persons with intellectual and developmental disabilities; (2) provide advice regarding resolving barriers to accessing higher education for persons with intellectual and developmental disabilities; and (3) identify, evaluate, and develop recommendations to address barriers to accessing higher education for persons with intellectual and developmental disabilities who are or have been in the foster care system and any data collection issues in relation to those persons.

The council is composed of at least 11 members with expertise around postsecondary opportunities for persons with IDD. Recommendations for membership positions were selected from nominations by the Texas Workforce Commission, the Texas Education Agency, and the Texas Governor's Committee on People with Disabilities. Members represent higher education IDD programs at the two- and four-year levels, students, parents, and advocacy groups. Members will serve two-year terms and will elect a presiding officer to serve a two-year term. The council will meet four times per year as called by the presiding officer.

Nominees for the Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities:

Ashley Ford, Deputy Director of Public Policy & Advocacy, The Arc of Texas, Austin

Agatha Thibodeaux, Continuing Advisory Committee on Special Education, Katy

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

Committee on Academic and Workforce Success

AGENDA ITEM V-H

Consideration of adopting the staff recommendation to the Committee relating to the appointment of the nominated members to the Texas Application for State Financial Aid Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board staff requests appointment of new members to the Texas Application for State Financial Aid Advisory Committee (TASFAAC). In accordance with Texas Education Code, Chapter 1, Subchapter BB, Rule 1.9100, the TASFAAC provides the Coordinating Board with advice and recommendations in adopting procedures to allow a person to complete and submit the application for state financial aid by electronic submission through the website of the state common application form required by the Texas Education Code, Section 51.762.

The TASFAAC is composed of individuals representing financial aid personnel from two-year colleges, four-year public universities, and participating private or independent institutions of higher education, public school districts, nonprofit organizations, and other interested persons. Tasks assigned to the committee include making recommendations to the Board on the procedures, development, costs, and technical and functional revisions of the ApplyTexas online application system regarding the development of the online Texas Application for State Financial Aid. The committee also will seek input from stakeholders.

Members will serve three-year terms. Recommendations for membership positions were selected from institution, school district, and nonprofit organization nominations, considering the type of sector represented, geographic location, as well as gender composition and financial aid experience.

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

Recommended new Texas Application for Student Financial Aid Advisory Committee members:

Courtney Balderas, Assistant Director, Dreamers Resource Center,
The University of Texas at San Antonio

Abraham Diaz, Education Specialist, La Union del Pueblo Entero (LUPE)

Lauren Discher, College and Career Counselor, Austin Independent School District

Demetra Durham, College And Career Coordinator, Richardson Independent School District

Phillip Fabian, Manager, College Readiness & Success, Commit Partnership- Dallas County Promise

Maria Garner, College Access Coordinator, Houston Independent School District

Victoria Graham, Manager of College Access, Good Reason Houston

Don Hilton, Financial Aid Personnel, Ranger College

Gordon Lipscomb, Associate Director, Compliance, The University of Texas at Austin

Ines Lopez, Executive Director, Student Financial Aid, El Paso Community College

Ariela Martinez, Senior Transfer Admission Counselor, Texas Christian University

Angelica Melendez, College and Financial Aid Specialist,
South San Antonio Independent School District

Tammy Mitchum, Financial Aid Assistant Director, Stephen F. Austin State University

Judith Moncivais, Financial Aid Process Operations Coordinator, Lone Star College System

Kristal Nicholson, Director of Student Financial Aid, Navarro College

Federico Pena, Executive Director of Student Resource Center. Texas State Technical College

Erin Porter, Associate Director, Financial Aid Operations, Texas A&M University

Erica Ramos, Financial Aid Officer/College Prep Counselor
Pharr-San Juan-Alamo Independent School District

Lisa Ann Schoenbrun, College, Military, and Career Coordinator, El Paso Independent School District

Ed Turney, Director, Student Financial Aid & Scholarships, University of North Texas

Ociel Vazquez, Associate Director of Financial Aid, Texas A&M International University

Shannon Venezia, Executive Director of Student Financial Aid & Scholarships, Texas Tech University

Committee on Academic and Workforce Success

AGENDA ITEM V-I (1)

Consideration of adopting the Commissioner's recommendation to the Committee relating to proposed repeal of Chapter 4, Subchapter J, Sections 4.191-4.196 of Board rules concerning the Work-Study Student Mentorship Program

RECOMMENDATION: Approval

Background Information:

The repeal of Chapter 4, Subchapter J, Sections 4.191-4.196, Work-Study Student Mentorship Program rules is occurring in conjunction with amendments to Chapter 22, Subchapter G, Sections 22.127-22.134, Texas College Work-Study Program. The repealed Work-Study Student Mentorship Program provisions are being incorporated into the Texas College Work-Study rules.

Sections 4.191 – 4.196 are repealed and will be incorporated into Chapter 22, Subchapter G, Texas College Work-Study Program rules.

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

Date Approved by the Commissioner for Publication in the *Texas Register*: January 7, 2020.

Date Published in the *Texas Register*: February 7, 2020.

The 30-day comment period with the *Texas Register* ends on: March 8, 2020.

No comments were received regarding this rule.

CHAPTER 4. RULES APPLYING TO ALL PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN TEXAS

SUBCHAPTER J. WORK-STUDY STUDENT MENTORSHIP PROGRAM

Sections

~~§4.191. Purpose.~~

~~§4.192. Authority.~~

~~§4.193. Definitions.~~

~~§4.194. Eligibility and Program Requirements.~~

~~§4.195. Allocations and Disbursement of Funds.~~

~~§4.196. Reporting.~~

~~§4.191. Purpose.~~

~~The purpose of this subchapter is to establish rules for implementation of the Work-Study Student Mentorship Program, separate and distinct from the Texas College Work Study Program outlined under Chapter 22, Subchapter M of this title (relating to Texas College Work Study Program).~~

~~§4.192. Authority.~~

~~Texas Education Code, §56.077 authorizes the Coordinating Board to adopt rules to enforce the requirements, conditions, and limitations of §56.079 concerning the Work Study Mentorship Program.~~

~~§4.193. Definitions.~~

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

~~(1) Board or Coordinating Board--The Texas Higher Education Coordinating Board.~~

~~(2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.~~

~~(3) Financial need--An indication of a student's inability to meet the full cost of attending a college or university, measured by an income methodology, which considers a student to have financial need if his or her adjusted gross annual income is less than income levels set annually by the Commissioner. If the student is a dependent, the family's adjusted gross family income is considered; if the student is independent, only the student's income (and the income of the student's spouse, if he or she is married) are considered.~~

~~(4) Mentor--An eligible student employed to:~~

~~(A) help students at participating eligible institutions or to help high school students in participating school districts; or~~

~~(B) counsel high school students at GO Centers or similar high school-based recruiting centers designed to improve access to higher education.~~

~~(5) Participating Entity—An eligible institution, a school district, or a nonprofit organization that has filed a memorandum of understanding with the Coordinating Board under this subchapter.~~

~~(6) Program—The Work Study Student Mentorship Program.~~
~~§4.194. Eligibility and Program Requirements.~~

~~(a) Eligible Institution. The following Texas institutions of higher education are eligible to participate in the Program:~~

~~(1) any public technical college, public junior or community college, public senior college or university, medical or dental unit, or other agency of higher education as defined in Texas Education Code, §61.003; or~~

~~(2) a private or independent institution of higher education, as defined by Texas Education Code §61.003(15), other than a private or independent institution of higher education offering only professional or graduate degrees.~~

~~(b) Eligible Student Mentors. To be eligible for employment in the Program, a student mentor shall:~~

~~(1) be a Texas resident determined in accordance with §§21.727—21.736 of this title (relating to Determining Residence Status);~~

~~(2) be enrolled for at least one-half of a full course load in a program of study;~~

~~(3) establish financial need as set forth under §4.193 of this subchapter; and~~

~~(4) not receive an athletic scholarship or not be enrolled in a seminary or other program leading to ordination or licensure to preach for a religious sect or to be a member of a religious order; and~~

~~(5) receive appropriate training as determined by the Commissioner or Coordinating Board staff.~~

~~(c) Participating Entities. To participate in the Program, an eligible institution and one or more school districts or nonprofit organizations shall file with the Coordinating Board a memorandum of understanding detailing the roles and responsibilities of each participating entity.~~

~~(d) Criteria for Participation and Program Requirements. Additional criteria for participation and program requirements shall be determined in consultation with participating entities and set forth in Commissioner's policies. The Commissioner's policies shall be reviewed periodically to determine the effectiveness and success of the Program.~~

~~§4.195. Allocations and Disbursement of Funds.~~

~~(a) Allocations. The Board shall allocate Program funds to participating institutions according to criteria established by the Commissioner. At the beginning of each academic year, the year's full allocation will be provided to each participating institution.~~

~~(b) Reallocations. Institutions shall have until a date specified by the Commissioner to encumber all funds allocated. On that date, institutions lose claim to unencumbered funds and the unencumbered funds are available to the Commissioner for reallocation to other institutions. If necessary for ensuring the full use of funds, subsequent reallocations may be scheduled until all funds are awarded and disbursed.~~

~~(c) Program funds may be used during any academic period for which mentorship opportunities are needed by participating entities as long as student mentors meet eligibility requirements as outlined under §4.194(b).~~

~~§4.196. Reporting.~~

~~(a) Not later than November 1 of each year, each institution participating in the Program shall report to the Coordinating Board on the progress made by students being assisted through the Program. The report shall include:~~

- ~~(1) the number of students employed as mentors in the preceding year;~~
 - ~~(2) the number of students from the participating institution receiving mentoring in the preceding year;~~
 - ~~(3) the number of high school students receiving mentoring or counseling from students of the participating institution in the preceding year;~~
 - ~~(4) information relating to the costs of the program; and~~
 - ~~(5) the academic progress made by student mentors, students of the participating institution receiving mentoring, and high school students receiving mentoring or counseling from students of the participating institution in the preceding year.~~
- ~~(b) The Coordinating Board shall establish reporting requirements and forms to be completed by participating institutions in the Program.]~~