

TEXAS HIGHER EDUCATION COORDINATING BOARD
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)*

*CHAIR
Fred Farias III, O.D.*

*VICE CHAIR
Donna N. Williams*

*Emma W. Schwartz
Stuart W. Stedman
Welcome W. Wilson, Jr.*

*Lauren C. McKenzie
Student Representative, Ex-Officio*

AGENDA

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

- I. Welcome and Committee Chair's meeting overview
- II. Consideration of approval of the minutes for the September 18, 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. Discussion of the report on the National Research University Fund for Fiscal Year 2019
 - B. Report to the Committee on activities of the Apply Texas Advisory Committee
 - 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
 - TEXAS TECH UNIVERSITY
 - (2) Doctor of Veterinary Medicine (DVM) degree with a major in Veterinary Medicine
 - THE UNIVERSITY OF TEXAS AT TYLER
 - (3) Doctor of Education (EdD) degree with a major in School Improvement
 - UNIVERSITY OF HOUSTON
 - (4) Bachelor of Science (BS) degree with a major in Computer Engineering and Analytics
 - UNIVERSITY OF HOUSTON
 - (5) Bachelor of Science (BS) degree with a major in Construction Engineering

Note: Highlighted items in gray are on the Consent Calendar

UNIVERSITY OF HOUSTON

(6) Bachelor of Science (BS) degree with a major in Systems Engineering

D. LUNCH

- 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
- F. Consideration of adopting the staff recommendation to the Committee relating to the request from Vernon College for a Branch Campus Maintenance Tax Election
- 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
- 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")
- I. Report to the Committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)
- 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 60x30TX
- 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
- L. Consideration of adopting the staff recommendation to the Committee relating to approval to issue a Request for Proposals for the Developmental Education Program
- 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
- 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
- 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
- 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

Committee on Academic and Workforce Success

- (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, 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 (*House Bill 2140, 86th Texas Legislature*)
- (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 (*House Bill 2140, 86th Texas Legislature*)
- (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 (*House Bill 1401, 86th Texas Legislature*)

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 (*Senate Bill 212 and House Bill 1735, 86th Texas Legislature*)
- (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 (*Senate Bill 25, Sections 8-10, 86th Texas Legislature*)

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 September 18, 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

September 18, 2019, 10:00 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 10:07 a.m. on September 18, 2019, with the following committee members present: Fred Farias, Chair presiding; Donna Williams, Vice Chair; Welcome Wilson, Jr.; and S. Javaid Anwar. Ex-Officio member(s) present: Lauren C. McKenzie.

AGENDA ITEM	ACTION
I. Welcome and Committee Chair's meeting overview	Dr. Fred Farias called the meeting to order. Dr. Farias wanted it noted that Mr. Stedman, Board Chair, appointed S. Javaid Anwar as a member of this Committee for this meeting only.
II. Consideration of approval of the minutes from the June 19, 2019, Committee meeting	On motion by Donna Williams, seconded by Welcome Wilson, the Committee approved this item.
III. Consideration of approval of the Consent Calendar	On motion by Donna Williams, seconded by Welcome Wilson, 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. Report to the Committee on activities of the Certification Advisory Council	Dr. Rex Peebles, Assistant Commissioner, provided a brief update of activities.
B. Report to the Committee on activities of the Graduate Education Advisory Committee	Dr. Karen Butler-Purry, Chair of the Graduate Education Advisory Committee, provided a brief update of the Committee's activities.
C. Consideration of adopting the staff recommendation to the Committee relating to requests for a new degree program:	

AGENDA ITEM	ACTION
TEXAS A&M UNIVERSITY-CORPUS CHRISTI (1) Bachelor of Science (BS) degree with a major in Civil Engineering	Dr. Rex Pebbles, Assistant Commissioner, provided a program overview. On motion by Donna Williams, seconded by S. Javaid Anwar, the Committee approved this item.
TEXAS A&M UNIVERSITY-CORPUS CHRISTI (2) Bachelor of Science (BS) degree with a major in Industrial Engineering	Dr. Rex Pebbles, Assistant Commissioner, provided a program overview. On motion by Donna Williams, seconded by S. Javaid Anwar, the Committee approved this item.
TEXAS A&M UNIVERSITY-KINGSVILLE (3) Master of Science (MS) degree with a major in Mechatronics Engineering	Dr. Rex Pebbles, Assistant Commissioner, provided a program overview. On motion by S. Javaid Anwar, seconded by Donna Williams, the Committee approved this item.
TEXAS A&M UNIVERSITY/TEXAS A&M UNIVERSITY AT GALVESTON (4) Doctor of Philosophy (PhD) degree with a major in Marine and Coastal Management and Science	Dr. Rex Pebbles, Assistant Commissioner, provided a program overview. On motion by Donna Williams, seconded by Welcome Wilson, the Committee approved this item.
TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER-EL PASO (5) Doctor of Dental Medicine (DMD) degree with a major in Dental Medicine	Dr. Rex Pebbles, Assistant Commissioner, provided a program overview. On motion by Welcome Wilson, seconded by S. Javaid Anwar, the Committee approved this item.
UNIVERSITY OF HOUSTON (6) Master of Science (MS) degree with a major in Engineering Data Science	Dr. Rex Pebbles, Assistant Commissioner, provided a program overview. On motion by Welcome Wilson, seconded by Donna Williams, the Committee approved this item.
THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT SAN ANTONIO (7) Doctor of Philosophy (PhD) degree with a major in Health Sciences	Dr. Rex Pebbles, Assistant Commissioner, provided a program overview. On motion by Donna Williams, seconded by Welcome Wilson, the Committee approved this item.
D. Consideration of adopting the Certification Advisory Council and the Commissioner's recommendation to the Committee relating to a request from Burrell College of Osteopathic Medicine for an initial Certificate of Authority to grant degrees in Texas	After much discussion, Dr. Farias, Chair, moved to postpone the consideration of this agenda item until the next CAWS meeting, scheduled for Wednesday, December 11, 2019. There was discussion regarding the motion. Dr. Farias amended his original motion and moved to postpone consideration of this agenda item until the October 24th Board Meeting. The motion was seconded by Donna Williams, the Committee approved the motion.

AGENDA ITEM	ACTION
E. Consideration of adopting the staff recommendation to the Committee relating to the report on the effectiveness of the Advise TX program (<i>Rider 51, 86th Texas Legislature, Regular Session</i>)	Jerel Booker, Assistant Commissioner, provided an overview. On motion by Donna Williams, seconded by Welcome Wilson, the Committee approved this item.
F. Consideration of adopting the staff recommendation to the Committee relating to the report on the Recruitment of Persons with Intellectual and Developmental Disabilities at Institutions of Higher Education	Jerel Booker, Assistant Commissioner, provided an overview. On motion by Welcome Wilson, seconded by S. Javaid Anwar, the Committee approved this item.
G. Consideration of adopting the staff recommendation to the Committee relating to allocation of funds for Completion Models	Jerel Booker, Assistant Commissioner, provided an overview. On motion by Donna Williams, seconded by S. Javaid Anwar, the Committee approved this item.
H. Consideration of adopting the Health Sciences Program of Study Advisory Committee's recommendation to the Committee relating to courses required for the Respiratory Care Program of Study	This item was on the Consent Calendar.
I. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Offer for the Open Educational Resources State Repository Project	Dr. Rex Pebbles, Assistant Commissioner, provided a program overview. On motion by Welcome Wilson, seconded by S. Javaid Anwar, the Committee approved this item.
J. Consideration of adopting the Learning Technology Advisory Committee's recommendation to the Committee relating to the revision of the Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered at a Distance	Dr. Justin Louder, Chair of the Learning Technology Advisory Committee, along with Dr. Rex Pebbles, Assistant Commissioner, presented the item. On motion by Donna Williams, seconded by Welcome Wilson, the Committee approved this item.
K. Report to the Committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)	Dr. Rex Pebbles, Assistant Commissioner, provided a brief update of activities.
L. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for:	
(1) Open Educational Resources Grant	Dr. Rex Pebbles, Assistant Commissioner, provided a program overview. On motion by S. Javaid Anwar, seconded by Donna Williams, the Committee approved this item.

AGENDA ITEM	ACTION
(2) Minority Health Research and Education Grant Program	Dr. Rex Pebbles, Assistant Commissioner, provided a program overview. On motion by Donna Williams, seconded by S. Javaid Anwar, the Committee approved this item.
M. Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the:	
(1) Certificate Advisory Council	This item was on the Consent Calendar.
(2) Information Technology Program of Study Advisory Committee	This item was on the Consent Calendar.
(3) WECM Advisory Committee	This item was on the Consent Calendar.
(4) Advertising and Public Relations Field of Study Advisory Committee	This item was on the Consent Calendar.
(5) Nutrition & Dietetics Field of Study Advisory Committee	This item was on the Consent Calendar.
(6) Undergraduate Education Advisory Committee	This item was on the Consent Calendar.
(7) Postsecondary Educational Opportunities for Persons with Intellectual and Developmental Disabilities Advisory Council	Jerel Booker, Assistant Commissioner, provided a program overview. On motion by Welcome Wilson, seconded by Donna Williams, the Committee approved this item.
N. Proposed Rules:	
(1) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 15, Subchapter C, Section 15.43 of Board rules, concerning the eligibility criteria to receive distributions from the National Research University Fund	Dr. Rex Pebbles, Assistant Commissioner, provided a program overview. On motion by S. Javaid Anwar, seconded by Donna Williams, the Committee approved this item.

AGENDA ITEM	ACTION
(2) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed rules for Chapter 27, Subchapter SS, Sections 27.981-27.987 of Board rules concerning the establishment of the Mechanical Engineering Field of Study Advisory Committee	This item was on the Consent Calendar.
(3) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new rules for Chapter 1, Subchapter U, Sections 1.230-1.236, concerning the establishment of a Marketable Skills Task Force	Dr. Rex Pebbles, Assistant Commissioner, provided a program overview. On motion by Donna Williams, seconded by S. Javaid Anwar, the Committee approved this item.
O. Proposed Rules adopted as emergency rules at the July 2019 Board meeting:	
(1) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter D, Sections 4.83, 4.84, and 4.85 of Board rules concerning institutional agreements and state funding of dual credit courses	Dr. Rex Pebbles, Assistant Commissioner, provided a program overview. On motion by Donna Williams, seconded by S. Javaid Anwar, the Committee approved this item.
P. Adjournment	Prior to announcing the adjournment of the meeting, Dr. Farias thanked Commissioner Paredes for his service. On motion by Donna Williams, seconded by S. Javaid Anwar, the Committee approved this item.

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

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 *60x30TX*

P. Proposed Rules

(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 (*House Bill 2140, 86th Texas Legislature*)

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

Discussion of the report on the National Research University Fund for Fiscal Year 2019

RECOMMENDATION: Information Item Only

Background Information:

Texas Education Code, Section 62.146(b) requires the Texas Higher Education Coordinating Board (THECB) to certify to the Texas Legislature that verified information relating to the criteria used to determine eligibility for distributions of money from the National Research University Fund (NRUF) has been completed. The statute requires the certification report be submitted to the Comptroller of Public Accounts and Texas Legislature "as soon as practicable in each state fiscal year."

The Texas Legislature established NRUF in 2009 "to provide a dedicated, independent, and equitable source of funding to enable emerging research universities in this state to achieve national prominence as major research universities." An emerging research university must meet legislatively specified benchmarks to be eligible for funds and must have expended more than \$45 million on restricted research for two consecutive years.

Eight universities are currently designated as emerging research universities in the THECB Accountability System. Two universities, Texas Tech University and the University of Houston, achieved eligibility for NRUF funding in 2012, and one institution, The University of Texas at Dallas, achieved eligibility in 2018. The institutions that have met NRUF eligibility received annual funding that has ranged from \$7.4 to \$9.5 million per year, with an average of \$8.3 million per year over eight years. Five additional emerging research institutions are potentially eligible to receive NRUF funding in the future, including Texas State University, The University of Texas at Arlington, The University of Texas at El Paso, The University of Texas at San Antonio, and University of North Texas.

The NRUF is funded from an endowment managed by the Texas Treasury Safekeeping Trust Company, a subsidiary of the Comptroller of Public Accounts. Up to 4.5 percent of the NRUF investment, calculated at the average market value of the fund for the last 12 fiscal quarters, may be appropriated to the fund for distribution to the designated NRUF institutions. The current annual distribution rate is 4.0 percent, based on past returns and return expectations.

In November 2019, the Commissioner reported to the Comptroller of Public Accounts that no additional emerging research institutions would meet eligibility to receive funds in Fiscal Year (FY) 2020. Two institutions, The University of Texas at Arlington and The University of Texas at El Paso, reached the required restricted expenditure benchmark in FY 2018, but have

not achieved the additional required benchmarks to become eligible for NRUF funding in FY 2020, based on the report that will be issued for FY 2019.

The NRUF certification report will be completed once all emerging research institutions submit certified data to the THECB for this purpose, using the regular Coordinating Board Management (CBM) reporting mechanism. The certification report is expected to be finalized in spring 2020. THECB staff will ask the Board of the THECB at its January meeting to consider authorizing the Commissioner to submit the NRUF certification report for Fiscal Year 2019 to the Comptroller and Legislature as soon as it is finalized.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-B

Report to the Committee on activities of the Apply Texas Advisory Committee

RECOMMENDATION: No action required

Background Information:

The Apply Texas Advisory Committee (ATAC) is a statutory committee comprised of up to 24 representatives of Texas public and private institutions of higher education. The ATAC has been in operation since 1997, when Senate Bill 150, 75th Texas Legislature, created Texas Education Code, Section 51.762, which called for the Texas Higher Education Coordinating Board (THECB), with the assistance of an advisory committee of college representatives, to adopt by rule a common admissions application for use by a person seeking admission as a freshman student to a general academic teaching institution. Later amendments to the statute expanded the assignment to include applications for admission to public two-year institutions and for undergraduate transfers.

The Apply Texas System includes outreach resources called the Counselor Suite to help high school counselors track their students' progress toward admission to college and in applying for financial aid for college. In Fiscal Year (FY) 2019, more than 1.5 million applications were submitted through the system. Over 2,000 high school counselors accessed the Apply Texas Counselor Suite to determine their students' status in applying for admission and financial aid. Although individual colleges may charge admission fees, the admission application system is free of charge to the applicants. The development and maintenance costs of the system are met by participating institutions. Technical support is provided by The University of Texas at Austin (UT-Austin) under contract with the THECB. In FY2019, the cost for providing these services was less than \$1 per admission application. The overall contract for FY2019 was \$882,841.

The ATAC met four times during FY2019 – September 17, 2018; November 13, 2018; February 25, 2019; and April 15, 2019. Estimated annual costs for the meetings, which are not covered by the UT-Austin contract, equaled \$17,169, which includes costs related to committee member travel, staff time, and meeting broadcasts. Travel expenses and other costs related to attendance of ATAC meetings are paid by the committee members' respective institutions.

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, will provide a brief summary of committee activities and be available to answer questions.

APPLY TEXAS ADVISORY COMMITTEE ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: 10/31/2021

Committee Purpose:

The purpose of the Apply Texas Advisory Committee (ATAC) is to discuss and vote on changes that may be needed to the applications for the upcoming application cycle. The committee also addresses additional initiatives to strengthen student participation and access into higher education.

Report Period:

September 2018 – August 2019

University Co-Chair:

Rebecca Lothringer, Associate Vice President for Enrollment, University of North Texas

Community, State, and Technical College Co-Chair:

Dana Fields, Assistant Registrar, Houston Community College

Committee Members:

List of 2018-2019 academic year Committee Members is attached.

Committee Meeting Dates:

September 17, 2018

February 25, 2019

November 13, 2018

April 15, 2019

Annual Costs Expended:

Committee costs for FY2019 were *estimated* at \$17,169 for the fiscal year. The estimate includes the following:

Travel and lodging: \$12,069

Staff time (3): \$5,100

Time Commitments:

Committee members spent approximately 5-7 days on committee work for the four meetings; staff members averaged approximately 12-15 days to prepare, attend, and develop minutes for each of the meetings.

Current Recommendations to the Board:

There are no recommendations at this time.

Summary of Tasks Completed:Membership and Oversight

Rebecca Lothringer, Executive Director of Admissions, University of North Texas, was elected by the membership during the September ATAC meeting to serve as 4-year institution co-chair of the committee.

Training

The ATAC annually sponsors an ApplyTexas workshop in conjunction with the TACRAO SPEEDE Committee. The purpose of the workshop is to share information on upcoming changes to the application, legislative updates, and user training for the ApplyTexas Application. Admissions and technical staff from colleges and universities across the state attend the workshop.

The one-day SPEEDE/ApplyTexas workshop co-sponsored by TACRAO was held on July 17, 2019, at The Doubletree Hotel North in Austin. Approximately 180 participants attended the conference.

Updates

This year, the committee discussed recommendations, voted on, and submitted priorities to the Technical Team for implementation. The ApplyTexas Functional Changes implemented for the 2020-2021 Application Cycle are attached.

All of the changes were made to improve the accuracy and flow of data from applicants to their desired institutions. These changes helped students avoid errors that may delay their admission. The following changes have the broadest impact and perhaps best reflect the importance of the committee's work:

- Move the ApplyTexas System to Amazon Web Services. This will allow for significant enhancements including responsive design, more flexible file delivery options, data warehouse, and usability improvements.

- Committee focused on Strategic Planning, reviewing ApplyTX application readability level, word count, time to completion, mobile optimized, translation to other languages, web accessibility.
- Developed an application type decision tree as part of online help.
- New essays for 2020-2021 application cycle, beginning Summer 2020.
- Added questions on conservatorship to assist students in providing information on possible eligibility for financial and other assistance for students who were placed in foster care.
- Information collected from the conservatorship (foster care questions) was added to the application download for institutions to obtain.
- Customize order display for deadlines to appear in date order so applicant must take action to choose.
- Revised the certification of information module to add a consent to directory release information.
- Links to FAFSA, SAT, ACT, or GRE have been added to the appropriate application types.
- More frequent daily application deliveries.

Minutes for the 2018-2019 academic year are attached.

Apply Texas Advisory Committee September 2018-May 2019

ATAC MEMBERS

Mordecai Brownlee
Vice President for Student Success
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Term Ends: May 31, 2020

Kevin Davis
Associate Director of Admissions
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Term Ends: May 31, 2019

Chryssa Delgado
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Term Ends: May 31, 2020

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Term Ends: May 31, 2019

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Term Ends: May 31, 2020

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Term Ends: May 31, 2020

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Term Ends: May 31, 2019

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Term Ends: May 31, 2020

Kristi Urban
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Term Ends: May 31, 2019

Michelle Walker
Director of Admissions Operations
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Term Ends: May 31, 2020

Student Representative

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THECB Staff – Division for College Readiness and Success

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Lisa Paiz
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ApplyTexas Functional Changes for the 2020-2021 Application Cycle

Posted: May 13, 2019

Modified:

Changes to the ApplyTexas Login Process

- No changes this cycle.

Changes to the ApplyTexas Profile Page

- All applications: Tabs that applicants are not able to view without a profile have been removed from view until they create the profile.

Changes to the My Applications section in My Account

- Select a semester page:
 - If an institution uses optional multiple deadlines, those deadlines will show up in date order.

Changes to Shared Application Modules

This section describes changes made to individual modules for the 2020-2021 application cycle. Please note that many modules are shared among several application types.

All modules

- All required fields will now be marked with a red asterisk instead of the word “Required.”
- The look of save buttons will be changed to stand out more for better usability.

Biographical Information module

(Included in all application types)

- All applications: If an applicant enters a preferred name that is the same as their first name, the preferred name will not be sent in the EDI.

Biographical Information (continued) module

- No changes this cycle.

Educational Background module (Included in all application types)

- All applications: Applicants will no longer be allowed to enter their high school code. It will still be transmitted, but applicants will not see or be able to alter it.

Educational Information module

- No changes this cycle.

Test Scores module

- Four-year undergraduate applications: Administrators will now be able to opt out of using the test scores module.
- International graduate applications: For TOEFL tests, the computer-based test option has been removed (it is no longer offered).
- All graduate applications: For MCAT scores, applicants will be asked to enter scores for the new MCAT subject tests if they indicate they took the test after April 2015.

Preliminary Visa Information module

- No changes this cycle.

Extracurricular and Volunteer Activities module

- No changes this cycle.

Employment Information module

- No changes this cycle.

Custom Questions module

- No changes this cycle.

Scholarships module

- No changes this cycle.

Essays module

- US and International Freshman applications: There is now a new Essay Topic A.
Tell us your story. What unique opportunities or challenges have you experienced throughout your high school career that have shaped who you are today?

Certification and Payment Information module

- All applications: A new directory release question has been added to allow applicants to opt out of the Texas Higher Education Coordinating Board (THECB) contacting them. As this is solely for the THECB, the answer to this question will not be sent to member institutions.

Application Submitted page and email

- All applications: Links to FAFSA, SAT, ACT, or GRE have been added to the appropriate application types.

Changes to the ApplyTexas Administrative Site

Executive menu

- Change Deadlines, Fees, Messages & Essay Requirements page: Administrators may now opt out of the test scores page for four-year undergraduate applications.
- Custom Questions: Administrators may now download a spreadsheet of custom questions from all institutions who opted in to this feature.

Application Searches and Application View

- US undergraduate applications: Answers to the two questions about conservatorship (foster care) from the biographical information page have been added to the application download.

Selecting optional modules

This is not a change, just a reminder, to check your settings for the inclusion of optional modules in your applications for 2020-2021 application semesters. Please see the document "Module Chart for 2020-2021 ApplyTexas Applications" for a complete list.

- ApplyTexas administrators are able to select optional modules for the International Freshman, International Transfer, US Graduate, and International Graduate applications. **This should be done for each semester** before the application semester is signed off on and approved. To select the optional modules, administrators should go to Executive Menu > View and Change Fees, Deadlines, Essay Requirements and Display Messages and select the desired semester. At the top of the display for the International Freshman, International Transfer, US Graduate, and International Graduate applications, administrators will see a red star with a link reading, "NEW: Choose optional modules for [app type] application." Administrators should click on the link to go to a page where they can select the optional modules they wish to include in the application type for that semester.

Changes to the High School Counselors' Suite

- No changes this cycle.

Changes to ApplyTexas EDI Transmission

- The EDI changes will be referenced in a separate document on the ApplyTexas administrative website.

Additional Changes

- We are now offering transmission of applications two additional times a day (at 7:00 AM and noon, in addition to the standard 6:00 PM delivery). Please contact applytexas_adm@austin.utexas.edu if you are interested in more information about this.

This document may be updated to include the following changes:

- Mandated changes to the application enacted by the Texas Legislature;
- Items approved by the Texas Higher Education Coordinating Board and its ApplyTexas Advisory Committee on which the ApplyTexas technical team is still seeking clarification;
- Last-minute emergency changes requested by the Texas Higher Education Coordinating Board and/or the ApplyTexas committee and agreed to by the ApplyTexas technical team.

If this document is amended, ApplyTexas administrators will be notified at that time that a new version of this document is available on the ApplyTexas Administrative site.

TEXAS HIGHER EDUCATION COORDINATING BOARD
ApplyTexas Advisory Committee
September 17 2018
1200 East Anderson Lane, Room 1.170
Austin, Texas

MEETING NOTES

The Texas Higher Education Coordinating Board ApplyTexas Advisory Committee (ATAC) convened at 9:06 a.m. on September 17, 2018, with the following committee members present: Mordecai Brownlee, Kevin Davis, Dana Fields, Dan Garcia, Jamie Hansard, Rebecca Lothringer, TaNeal Richardson, Madelyne Tolliver, Kristi Urban, Jennifer Waits, Miguel Wasielewski

Participating Via Remote Access: Chryssa Delgado, Rosie Dickenson, Deborah Gilchrist, Michelle Hill, Angie Taylor

Member(s) Absent: Sarah Haque, Carey Rose, Michelle Walker

The University of Texas at Austin ApplyTX Staff: Tim Brace, Rebecca Kindschi, Monique Murphy, David Muck

Texas Higher Education Staff: Diana Foose, Claudette Jenks, Raul Jaimes

AGENDA ITEM	ACTION
A. Welcome and Introductions	Dana Fields called the meeting to order at 9:07 a.m. Committee Members introduced
B. Selection of 4-Year Institution Co-Chair for 2018-19 and 2019-20 Academic Years	Miguel Wasielewski and Rebecca Lothringer volunteered. Committee voted Rebecca Lothringer for 4-year Co-Chair. On motion by Jennifer Waits, seconded by Kristi Urban, the Committee approved this item.
C. Review and Adoption of Minutes for the April 23, 2018 Meeting	On motion by Rebecca Lothringer, seconded by Jennifer Waits and Kristi Urban, the Committee approved this item.
D. Discussion of the July 18, 2018 SPEEDE/EDI/ApplyTexas Workshop	Dana Fields provided a brief report on the event on SPEEDE/EDI/ApplyTexas Workshop on July 18, 2018.
E. Discussion of a Strategic Plan for Next Five Years	Tim Brace recommended discussion for strategic plan. Committee discussed need for more communication about meeting opportunities and how to make requests to committee. Committee and THECB staff will work on a communication plan by creating a listserv or use existing listserv; increase usage of Administrative Suite for announcements and updates to ApplyTX; and develop webinars on how to address issues.

	<p>Miguel Wasielewski recommended creating a sub-committee to engage in 5-year strategic plan that would comprehensively assess the structure, utility, technology, and usability of the ApplyTX application. Miguel Wasielewski will coordinate the committee and seek representation from the ATAC and other users. Miguel Wasielewski will meet with THECB staff to discuss procedures and outcomes. The subcommittee will meet and report at next meeting.</p>
F. Discussion of Procedures for Proposing and Adopting Changes to ApplyTexas	<p>Claudette Jenks reviewed process of adopting changes to ApplyTX for new members.</p> <p>Break at 10:30 a.m. reconvened at 10:43 a.m.</p>
G. Review of Proposed Changes to ApplyTexas Applications or Procedures Carried Forward from 2018-19	<p>Tim Brace provided an overview of the history of ApplyTX and provided application submissions/total application counts over the last application cycle. Tim Brace provided an update on the mainframe move to Amazon Web Services (AWS). Requests for changes are still being accepted during this transition.</p> <p>Claudette Jenks reviewed the process on how the committee reviews and prioritizes the changes for consideration received from UT ApplyTX Administrative Suite and via emails to THECB staff and ATAC members.</p> <p>Tim Brace reviewed items that were completed from past requests (see attached) and reviewed those recommendations that were on the list from last year.</p>

H. Discussion and Consideration of Proposed Changes to ApplyTexas Forms or Procedures	<p>Committee discussed proposed change request from Tarrant County College District on skip logic pertaining to non-immigrant visa type. Confusing language, unable to identify international students. Tim Brace will review and follow-up with Jennifer Waits on skip logic.</p> <p>Committee discussed timeline and process for recommending changes to essay prompts for the 2020-2021 application cycle. Miguel Wasielewski and Michelle Walker will bring suggestions for essay prompts to review with the committee at the next meeting.</p> <p>Committee discussed proposed change request from Galveston College for multiple daily application deliveries. Leadership wants more real time information. Tim Brace will work with team on potential options and follow up with Mordecai Brownlee on community college needs.</p> <p>Committee discussed proposed change request by Kevin Davis to add a function to copy a single major within Administrative Suite from one term to the next.</p>
I. Discussion of Potential Agenda Items and Next Meeting Date	<p>Potential new essay prompts, Counselor Suite, Subcommittee update.</p> <p>Next meeting date November 13, 2018.</p>
J. Adjournment	<p>Committee adjourned at 1:46 p.m.</p>

**Proposed Changes to ApplyTexas Applications or Procedures
Carried Forward from 2018-19**

- Responsive design (will come with move to AWS)
- More flexible delivery options
- More frequent deliver
- Pull system
- Non-EDI format delivery
- CSV? XML?
- Phone number verification (vendor)
- Custom question repository
- Email verification (vendor)
- Custom essay
- Adding more dynamic questions to app pages
- Self-reported grades module
- College Board integration
- Decision tree for app types
- Opt out of directory information on certification page (THECB request)
- Question for DACA students
- App type specific last update information
- Dual credit students – how to answer questions on college credit
- Expelled/dismissed/suspended, etc
- Opt out of fee waiver option by school
- Customize the order that deadlines appear for applicants
- App type specific fee waiver message
- Make test score page optional

TEXAS HIGHER EDUCATION COORDINATING BOARD
MINUTES
ApplyTexas Advisory Committee
1200 East Anderson Lane, Room 1. 170
Austin, Texas
November 13, 2018, 9:00 a.m.

MINUTES

The Texas Higher Education Coordinating Board ApplyTexas Advisory Committee (ATAC) convened at 9:09 a.m. on November 13, 2018, with the following committee members present: Jamie Hansard, Kevin Davis, Michelle Hill, Rosie Dickinson, Rebecca Lothringer, TaNeal Richardson, Dana Fields, Deborah Gilchrist, Kristi Urban, Miguel Wasielewski, Michelle Walker, Jennifer Waits, Moredecai Brownlee

Participating Via Remote Access: Angie Taylor, Chryssa Delgado, Madelyne Tolliver

Member(s) Absent: Dan Garcia, Carey Rose

Texas Higher Education Staff: Claudette Jenks, Lisa Paiz, Diana Foose

University of Texas at Austin ApplyTX Staff: Tim Brace, David Muck, Lorraine Avalino

AGENDA ITEM	ACTION
A. Welcome and Introductions	Dana Fields called the meeting to order at 9:09 a.m. Committee members provided introductions.
B. Review and Adoption of Minutes for the September 17, 2018 Meeting	On motion by Mordecai Brownlee, second by Deborah Gilchrist, the committee approved this item.
C. Update from Strategic Planning Subcommittee	Miguel Wasielewski provided summary of the subcommittee purpose, scope, reporting information, and timeline. Report attached.
D. Update from Technical Team	Tim Brace gave an update on ApplyTX application counts and on the move to Amazon Web Services.
E. Discussion and Consideration of New Essay Prompts for 2020-2021 Cycle	Miguel Wasielewski and Michelle Walker presented the committee with a recommendation to replace Topic A for Freshman and International Freshman applications. Topic A replacement recommendation: Tell us your story. What unique opportunities or challenges have you experienced throughout your high school career that have shaped who you are today? Topic B and C will remain the same.

	Deborah Gilchrist motioned to approve the Essay Topic A replacement, Jamie Hansard second. The committee approved this item.
F. Discussion and Consideration of Proposed Changes to ApplyTexas Forms or Procedures	Tim Brace provided an overview of current proposed changes to ApplyTexas and ranking item size of each project. See attached document for list.
G. Discussion of Potential Agenda Items and Next Meeting Date	Subcommittee update Technical Team update Final changes for next cycle TACRAO summer meeting Communication plan Counselor Suite presentation Next two meeting dates: February 25, 2019 April 15 or 29, 2019
H. Adjournment	12:59 p.m.

ApplyTexas Advisory Committee
Sub Committee on Application Strategy and Assessment (SASA)
Committee Update
November 13, 2018

Purpose of Committee:

The committee is charged with gathering and analyzing information to provide long-term strategic recommendations to strengthen the Apply TX application for both students and higher education institutions.

Membership:

Membership will include Apply TX Advisory Board members that volunteered to participate in SASA at the last meeting, in addition to other members that have joined since then. Members can also be added as needed during the year. Select high school, CBO representatives, and other non-Advisory Board members will be able to testify as needed. University of Texas at Austin (UT-Austin) staff, faculty, and graduate students will assist in data gathering and analysis.

Scope of Analysis:

- Longitudinal application information for Texas High School students for all three major applications used by students. This data will include students that did not apply at all, started but did not finish, and students that finished and submitted their applications.
- Comparative analysis of the structure, technology, format, capabilities, and instructions of the Apply TX, Common, and Coalition applications. In addition, other applications t will be included in this analysis as needed. (The California System application is an example)
- A survey to obtain user opinions and input on the variety of admission applications. The audience will include educational personnel, students, and parents. We will follow up on the survey with focus groups led by UT-Austin graduate students.
- A review of the nation-wide methods, legislative controls, and funding models for admission applications.

Report Topics:

- A review of major differences between Apply TX, Common, and Coalition Applications.
- A review of major differences between state application methods, legislative controls, and funding models.
- A summary of findings from user survey.
- A summary of historical trends in Texas admission application activity.
- Recommended strategic, technological, structural, and operational modifications to the Apply TX application based on data analyzed.
- Analysis of possible fiscal impact on institutions.

Timeline:

First report due by Fall 2019 Apply TX Advisory Group meeting.

Proposed Changes to ApplyTexas Applications or Procedures (ApplyTX Tech Team Update)

1. Responsive design - making application more user friendly for mobile devices to access and view website. Team is working on this item with the move to Amazon Web Services.
2. More flexible delivery and frequency options - Tim ranked this item as a large project request. Assess how to roll in request during AWS move. Tabled until next cycle.
3. Pull system - possible pull-down system for institutions to get applications without being able to wait to get them. Large project that needs more information on institution's preferences. Tabled until next cycle.
4. Non-EDI Format - Large project. Need more information from institutions on preference between CSV or XML. Tabled until next cycle.
5. Phone number verification - medium to large project. Currently using address verification which added \$10k per year to membership. Feedback from committee on interest level. Committee supported further investigation on vendors, team will assess.
6. Custom question repository - medium project. Provide institutions the ability to review all custom questions being used. Team can pull all questions and make sharable. Team will assess.
7. Email varication - medium to large project. Committee interested in investigating vendors. Team will assess.
8. Custom essay - large project. Removing from list, new essay topic has taken care of this prior issue.
9. Adding more dynamic questions - large project. Committee did not have interest in this, remove from list.
10. Self-reported grades module - medium to large project. Teams need to investigate vendors. Miguel and Rebecca shared their institutions interest, item kept but tabled for next cycle.
11. College Board Integration - large project. Opportunity for students to order test scores from ApplyTX site. College Board wants ApplyTX to take fee from the student. Team recommends adding link to order test scores for SAT and ACT. Could also add a list of "what's next" after student submission page. Could also update the e-mail notification the student receives after submission. Team will have a draft of both post submission page and e-mail notification at next meeting.
12. Decision tree for application types - medium project. Ongoing issues with students selecting the incorrect application type. Team has already added audits and changed link placement. Future programming/widget to move a student into the correct application would be a medium job. Team will add flow chart to help navigate students to the correct application.
13. Opt- Out Directory information - may have been taken care already, Claudette will double check and report back to committee.
14. Question for DACA students - Possible additional question similar to foster care question in order for them to be linked to additional resources available to them. Tabled until next cycle.
15. Application type specific last update information in Admin Suite- medium project. Team will review during the AWS move to evaluate if it can be done this cycle.
16. Dual credit students - Confusion on how to answer question on college credit. Could be clarification issue and need language change. Could address with FAQ's, tabled until next cycle.
17. Expelled/dismissed/suspended - Institutions could use it as a dynamic question. No current need, item was removed for list.

18. Opt out of fee waiver - medium request. Committee did not have interest moving forward with this item, therefore it was removed from the list.
19. Customize the order that deadlines appear for applicants - medium size project. Currently the institutions main deadline is shown at top and then any other deadlines are shown in the order to which they have entered in under optional deadline section. Request is to have the system automatically place the deadlines in date order. Team will review for next meeting.
20. Application type specific fee waiver message - Request from Texas State University to be able to change message based on application type (US Freshman, Transfer, Readmit, Transient). Need more information from requestor, tabled.
21. Make test score page optional - medium project. Would like the opportunity to remove this section in it's entirety if they do not wish for students to fill it out. Possible addition of a button in admin suite that displays a statement that indicates this section is not required. Team will assess.
22. No intent applications - small project. Students completing applications for high school class assignments. Tim explained there is currently a test site the students could use, however there is reservation that students may confuse the test application for the real one. Could be solved by providing better communication and resources to counselor about the test site and the importance of reducing unintended applications.
23. Logic for nonimmigrant application - Review the way questions are written. Jennifer Waits will review with her international and admissions team and draft a language change to propose to the committee at next meeting. All committee members will also ask for input from their institutions to give feedback on language change.
24. Copy majors - large project. Request is to allow copying of majors forward to the next in Admin Suite. This would limit the work load on institutions of having to make the edits in every semester within the set-up. Team will assess.
25. HB 1508 - suggested adding question to address this bill. Committee suggested using custom questions to address this.
26. Second major of choice to graduate application - Lamar requested this item as currently a student would need to fill out separate applications per major for graduate programs and pay a fee for each. Could this be added as an opt-in or out per institution? More information is needed, tabled for next cycle.
27. Self-reported test scores - medium request by Lamar University. Committee tabled request.

**Texas Higher Education Coordinating Board
ApplyTexas Advisory Committee Meeting
1200 East Anderson Lane
Austin, Texas 78752
February 25, 2019 9:00 a.m.**

Meeting Notes

The Texas Higher Education Coordinating Board ApplyTexas Advisory Committee (ATAC) convened at 9:03 a.m. on February 25, 2019, with the following committee members present: Mordecai Brownlee, Kevin Davis, Rosie Dickinson, Dana Fields, Deborah Gilchrist, Jamie Hansard, Rebecca Lothringer, Carey Rose, Angie Taylor, Madelyne Tolliver, Michelle Walker, Miguel Wasielewski

ATAC New Member Nominee: Rebecca Griffith, TCCD

Participating Via Remote Access: Dan Garcia, TaNeal Richardson, Kristi Urban

Members Absent: Chryssa Delgado, Sarah Haque, Michelle Hill

The University of Texas at Austin ApplyTX Staff: Tim Brace, Graham Chapman, Rebecca Kindschi, David Muck, Monique Murphy (*via remote access*)

THECB Staff: Claudette Jenks, Lisa Paiz, Diana Foose

Community Stakeholders: Rissa McGuire, CPUPC
Danny Ronquillo, Houston ISD

AGENDA ITEM	ACTION
A. Welcome and Introductions	Rebecca Lothringer called the meeting to order at 9:03 a.m.
B. Review and Adoption of Minutes for the November 13, 2018 Meeting	Committee reviewed meeting notes. On motion by Michelle Walker, seconded by Carey Rose, the Committee approved this item.
C. Update from Strategic Planning Subcommittee	Working with Zach Taylor to review and analyze the ApplyTX application and other admission applications to share with subcommittee regarding length, word count, time, mobile optimization, accessibility and reading level. Will share preliminary information with subcommittee. Next scheduled subcommittee meetings will be in March, May, July, and September.

D. Update from Technical Team	<p>Applications up 2% from previous year. 2-year applications up 14%, while 4-year applications were flat.</p> <p>Team will not open on AWS by next cycle, July 1, 2020. The mainframe transition will take another year to complete.</p> <p>Tim Brace announced Graham Chapman will provide updates at next meeting.</p>
E. Discussion and Consideration of Proposed Changes to ApplyTexas Forms or Procedures	<p>Reviewed previous projects, see attached document.</p>
F. Presentation on the ApplyTX Counselor Suite and Counselor Communication Plan	<p>Claudette Jenks provided an overview of the ApplyTX Counselor Suite and recommendations on how to better communicate with high school counselors and other stakeholders.</p>
G. Discussion and Consideration of the Apply Texas/SPEEDE –EDI Meeting	<p>Apply Texas/SPEEDE-EDI Meeting will be on July 17, 2019.</p> <p>Dana Fields reviewed agenda from last summer meeting. Committee discussed topics for sessions.</p> <p>Session topic recommendations:</p> <ul style="list-style-type: none">• Newbies conference by Madelyne Tolliver and Deborah Gilchrist• Session on AWS transition• ApplyTX updates and Strategic Plan subcommittee report- Miguel Wasielewski will have a subcommittee member present• Customized questions-Michelle Walker• 2-yr and 4-yr tips and tricks• Counselor Suite- Claudette Jenks• High School counselor or student panel- discuss what can we do better for the student?
H. Discussion of Potential Agenda Items and Next Meeting Date	<ul style="list-style-type: none">• Update on changes from Tech team• Subcommittee reports:<ul style="list-style-type: none">Dual creditStrategic Planning• ApplyTexas/SPEEDE-EDI Meeting Update <p>Next meeting on April 15, 2019</p>
I. Adjournment	<p>Meeting adjourned at 3:02 p.m.</p>

Proposed Changes to ApplyTexas Applications or Procedures

1. Responsive design- delayed till move to AWS.
2. More flexible delivery and frequency options. Tabled until next cycle.
3. Pull system- Tabled until next cycle.
4. Non-EDI Format- Tabled until next cycle.
5. Phone number verification
6. Custom question repository- ApplyTX team can put together a database of custom questions, can do by institution. Over 1,000 questions. Downloadable files in the administrative suite. One for community college and one for universities, starting for fall 2019.
7. Email varication- Kevin Davis can review numbers to determine problem. Michelle would prefer email verification versus phone number verification. There is basic auditing of emails to catch. Can put a requirement to verify email but may cause challenges. May discuss again during move to AWS. Tabled for next cycle.
8. Custom essay- Tabled for next cycle.
9. Adding more dynamic questions- large project. Tabled for next cycle.
10. Self-reported grades module- UT ApplyTX team can assess how other apps incorporate self-reporting grades and subcommittee and THECB will review cost structure. Tabled for next cycle.
11. College Board Integration- Add FAFSA/TASFA and other test links to the appropriate applications. (TOEFL, GRE, etc). Angie recommended monitoring click rates to see if students are viewing the additional information.
12. Decision tree for application types- Completed.
13. Opt- Out Directory information- General Counselor still working on language. Should have the changes to ApplyTX staff by April 1.
14. Question for DACA students- Tabled until needed.
15. Application type specific last update information in Admin Suite
16. Dual credit students- Students don't know how to answer the question in the residency section. How the question is asked, could skip rest of residency question. Michelle recommend making change to skip logic that would allow students to complete the residency questions. Claudette and Tim review the legislation and AppyTX team will review the logic. Add a dual credit question to the additional questions.
Re-route dual credit students to remaining residency questions. Rebecca and Mordecai will help ApplyTX team to determine can be changed and to incorporate dual credit.
17. Customize the order that deadlines appear for applicants- no default, audit for not choosing one selection
18. Application type specific fee waiver message- Tim will contact Texas State University to see if this can be addressed at their school. Need more information for schools that have this issue. Tabled to next cycle.
19. Make test score page optional- Would like the opportunity to remove this section in it's entirely if they do not wish for students to fill it out. Possible addition of a button in admin suite that displays a statement that indicates this section is not required. Tabled for next cycle.
20. No intent applications- current test application, make it clearer for students and applicants on how to. Mordecai suggest confirmation email to student that a test application was completed. Use as is, put clearer language.
21. Logic for nonimmigrant application- rework language to question number 6. Tim and team would contact Jennifer Waits.
22. Copy majors- large project. Request is to allow coping of majors forward to the next in Admin Suite. This would limit the work load on institutions of having to make the edits in every semester within the set-up. Team will assess.

23. HB 1508- suggested adding question to address this bill. Committee suggested using custom questions to address this.
24. Second major of choice to graduate application. Lamar requested this item as currently a student would need to fill out separate applications per major for graduate programs and pay a fee for each. Could this be added as an opt-in or out per institution? More information is needed, tabled for next cycle.

New Projects

Tracking referrer page: request from Texas A&M Commerce, getting back information on how students get to ApplyTX site. Would be a marketing campaign analysis. There is interest, Tim will continue to talk to Commerce. Tabled to next cycle.

MCAT score date on our site is out of date: ApplyTX staff will assess to remove previous scores and correct.

Conditional custom questions: tabled until next cycle. This is a large project but need input on what questions would be. ApplyTX team can review other apps to see how they are used. Coalition does allow conditional questions. Based on answers to specific questions, it would show more. Already conditional logic in the app.

Audit Preferred Name to disallow duplicates of First Name: team will add audit when multiple duplicates. Team will blank out the duplicate when sending info to the university.

Foster Care: request that a report with students. Team can see if there is already report that is generated. Data is collected, but some institutions may not have set up receipt of the information in time or may not have capability. ApplyTX team can upload and create a report of students with responses for the foster care question.

Changes to TOEFL: ApplyTX team will remove the section for "computer-based" test score reporting for (grad international only). Schools can use custom question to explain how student reports multiple tests.

Request from PayPal for payment button for app fees: Rebecca recommend institutions look at their contracts office before putting on as an option. Check with financial services to have an account with PayPal. Consider multiple payment options. Should consider for next cycle.

Texas Higher Education Coordinating Board
ApplyTexas Advisory Committee
1200 East Anderson Lane, Room 1. 170
Austin, Texas
April 15, 2019 9:00 a.m.

Meeting Notes

The Texas Higher Education Coordinating Board (THECB) ApplyTexas Advisory Committee (ATAC) convened at 9:09 a.m. on April 15, 2019 with the following committee members present: Kevin Davis, Dana Fields, Sheila Gray (*for Jamie Hansard*), Michelle Hill, Rebecca Lothringer, Carey Rose, and Miguel Wasielewski.

ATAC Members Participating Via Telephone: Rosie Dickinson, Dan Garcia, Deborah Gilchrist, Rebecca Griffith, TaNeal Richardson, Angie Taylor, Madelyne Tolliver, Kristi Urban, and Michelle Walker.

Members Absent: Mordecai Brownlee, Chryssa Delgado, Jamie Hansard (*represented by Sheila Gray*), and Sarah Haque (*Student Representative*).

ApplyTexas Technical Team Members: Tim Brace, Graham Chapman, Rebecca Kindschi, and David Muck.

THECB Staff: Claudette Jenks, Lisa Paiz, and Diana Foose

AGENDA ITEM	ACTION
A. Welcome and Introductions	Rebecca Lothringer called the meeting to order at 9:09 a.m.
B. Review and Adoption of Minutes for the February 25, 2019 Meeting	Committee reviewed meeting notes. On motion by Carey Rose, seconded by Kevin Davis, the Committee approved this item.
C. Update from Strategic Planning Subcommittee	Subcommittee met on April 9, 2019 to review findings on the review and analysis of the ApplyTX application (ATA) and other admission applications regarding readability, length, word count, time, mobile optimization, accessibility and reading level. <ul style="list-style-type: none">• Readability appeared to be higher for ATA than the Common Application.• Compared to Common Application, Coalition Application, and state-based applications• Customization of ATA makes comparisons difficult.• Word counts is higher for ApplyTX• No application has translation• Accessibility can be improved

	<ul style="list-style-type: none">• Consider mobile capability <p>Plans for continued analysis through surveys to students about their experiences with the ATA.</p> <p>ATA technical team also did an analysis and need to compile those with those of the subcommittee.</p> <p>Committee suggested other institution applications be analyzed. Miguel said this is coming.</p> <p>There will be more capabilities available under the new mainframe (AWS) that will address some recommendations.</p>
D. Update from Apply TX Technical Team	Tim Brace provided updates of ATA current projects, see attached document.
E. Discussion and Consideration of Proposed Changes to ApplyTexas Forms or Procedures	Tim Brace reviewed previous projects, see attached document.
F. Discussion and Consideration of the Apply Texas/SPEEDE-EDI Meeting	Committee discussed schedule and presentations for the Apply Texas/SPEEDE-EDI Meeting in June. Approved as set-up from previous meeting.
G. Discussion of Potential Agenda Items and Next Meeting Date	<p>Items for next agenda:</p> <ul style="list-style-type: none">• Incomplete items on project list will be considered for next application cycle• Select new 2-year co-chair• Request for nominations to the ATA Committee will sent out and due by April 29, 2019• Next meeting-September 30, 2019
H. Adjournment	<p>Committee recognized members who completed their term. On motion by Michelle Hill, seconded by Carey Rose, the Committee approved this item.</p> <p>Meeting adjourned at 12:37 p.m.</p>

Committee on Academic Workforce and Success

AGENDA ITEM V-C (1)

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

RECOMMENDATION: Approval, beginning fall 2020

Rationale:

Texas A&M University-Texarkana (TAMU-Texarkana) is proposing a Bachelor of Science (BS) degree in Mechanical Engineering. The proposed face-to-face program would offer students a regional option for pursuing a mechanical engineering degree and provide a pool of potential employees for local industry that is challenged to recruit and retain engineers from other regions of Texas.

The U.S. Bureau of Labor Statistics (BLS) and the Texas Workforce Commission (TWC) data indicate an over-supply of mechanical engineering graduates; however, mechanical engineers are the most employable of all engineering professions and find work in a wide variety of roles and industries. TriMech Engineering Services, a national consulting firm, reported that 2018 the unemployment rate for mechanical engineers is low, with only 1.1 percent of mechanical engineering graduates remaining unemployed after graduation.

The proposed program would be the second engineering program offered at TAMU-Texarkana. The institution has offered a BS in Electrical Engineering since 2008, which is ABET accredited.

In accordance with the institution's proposed hiring schedule, TAMU-Texarkana will hire three full-time equivalent core mechanical engineering faculty members. Two faculty members will be hired in the first year of the program and one additional faculty member will be hired in the second 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 a letter of intent, curricula vitae, and list of mechanical 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 seek accreditation for its mechanical engineering program from ABET upon graduation of its first student.

Texas A&M University-Texarkana (*Accountability Peer Group: Masters*)*Related Programs*

The institution has degree programs within the same two-digit CIP code: Yes No

Texas A&M University–Texarkana has one engineering degree program:
BS in Electrical Engineering (2008)

Proposed Program:

The proposed face-to-face program represents 125 semester credit hours (SCH) of instruction and would satisfy ABET accreditation requirements. The institution anticipates beginning the proposed program in fall 2020. TAMU-Texarkana's proposed program would offer students a unique focus on pulp and paper manufacturing. Students would take up to 15 SCH of coursework unique to pulp and paper manufacturing, including experiential learning opportunities provided by local and regional pulp and paper manufacturing companies.

The institution estimates that five-year costs would total \$3,434,272. Formula funding would represent 11 percent of all funding at \$434,899. Total funding is estimated to be \$4,047,385.

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 1,886,889
Program Administration	\$ 116,920
Clerical/Staff	\$ 479,513
Student Support	\$ 150,000
Supplies & Materials	\$ 75,000
Library & IT Resources	\$ 60,000
Equipment	\$ 450,950
Facilities	\$ 215,000
Other	\$ 0
Total	\$ 3,434,272

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 434,899
Other State Funding	\$ 1,200,000
Tuition and Fees	\$ 1,994,886
Other	\$ 417,600
Total	\$ 4,047,385

Evidence of Duplication, Workforce Need, and Student Demand:*Duplication of Program: **Moderate***

Number of institutions with degree programs in the state with the same 6-digit CIP: **25**

All existing bachelor's programs are ABET accredited or will seek ABET accreditation upon graduation of the first class.

Public Institutions

Angelo State University
Lamar University
Midwestern State University
Prairie View A&M University
Tarleton State University
Texas A&M University
Texas A&M University-Corpus Christi
Texas A&M University-Kingsville
Texas Tech University
The University of Texas at Arlington
The University of Texas at Austin
The University of Texas at Dallas
The University of Texas at El Paso
The University of Texas at San Antonio
The University of Texas at Tyler
The University of Texas Permian Basin
The University of Texas Rio Grande Valley
University of Houston
University of Houston-Clear Lake
University of North Texas
West Texas A&M University

Independent Colleges and Universities

Baylor University
LeTourneau University
Rice University
Southern Methodist University

Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.1901): **0**

*Job Market Need: **Moderate***

Advertisements for job openings	Yes	<u>No</u>	N/A
Employer surveys	<u>Yes</u>	No	N/A
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A

Student Demand: Moderate

Increased enrollment in related programs at the institution	<u>Yes</u>	No	N/A
High enrollment in similar programs at other institutions	<u>Yes</u>	No	N/A
Applicants turned away at similar programs at other institutions	<u>Yes</u>	No	N/A
Student surveys	Yes	<u>No</u>	N/A

Start-Up Projections:

	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Student Headcount</i>	17	45	73	99	118
<i>Student FTE</i>	17	45	73	99	118
<i>Core Faculty Headcount</i>	2	3	3	3	3
<i>Core Faculty FTE</i>	2	3	3	3	3

Major Commitments:

In accordance with the institution's proposed hiring schedule, TAMU-Textarkana will hire three full-time equivalent core mechanical engineering faculty members. Two faculty members will be hired in the first year of the program, and one additional faculty member will be hired in the second 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 mechanical 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 mechanical engineering program from ABET upon graduation of its first student.

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

Online Resume for Legislators and Other Policymakers

TEXAS A&M UNIVERSITY-TEXARKANA

Location: Texarkana, Upper East Region

Master's Accountability Peer Group: Angelo State Univ, Midwestern State Univ, Sul Ross Rio Grande, Sul Ross State Univ, Texas A&M - Central Texas, Texas A&M - Galveston, Texas A&M - San Antonio, UNT Dallas, UT

Brownsville, UT Permian Basin, UT Tyler, Univ of H - Clear Lake, Univ of H - Downtown, Univ of H - Victoria

Out-Of-State Peers: Governors State University, Louisiana State University-Shreveport, Southern Arkansas University Main Campus, University Of Illinois At Springfield, Western New Mexico University

Degrees Offered: Bachelor's, Master's

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2013		Fall 2017		Fall 2018	
	Number	Percent	Number	Percent	Number	Percent
White	1,232	68.3%	1,262	61.9%	1,180	57.1%
Hispanic	172	9.5%	258	12.7%	299	14.5%
African American	296	16.4%	332	16.3%	338	16.4%
Asian	27	1.5%	35	1.7%	36	1.7%
International	25	1.4%	57	2.8%	66	3.2%
Other & Unknown	53	2.9%	94	4.6%	148	7.2%
Total	1,805	100.0%	2,038	100.0%	2,067	100.0%
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	154	11.4%	209	13.1%	224	13.6%
Other Institutions	15	1.1%	25	1.6%	16	1.0%

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
2014	\$5,998	.0%	\$6,418	.0%
2015	\$6,622	10.4%	\$6,992	8.9%
2016	\$7,036	6.3%	\$7,366	5.3%
2017	\$6,649	-5.5%	\$7,583	2.9%
2018	\$7,347	10.5%	\$7,259	-4.3%
2019	\$8,070	9.8%	\$7,702	6.1%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2016	54%	\$7,392	37%	\$6,234	50%	\$8,097
2017	55%	\$7,885	38%	\$5,716	58%	\$6,765
Federal, State, Institutional or Other Grants Known by Institutions						
2016	81%	\$7,486	53%	\$4,710	64%	\$8,754
2017	80%	\$6,912	54%	\$5,002	65%	\$9,342
Federal (Pell) Grants						
2016	50%	\$4,061	38%	\$3,443	40%	\$4,419
2017	50%	\$4,043	38%	\$3,444	43%	\$4,359

Student Success							
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates			
				Cohort	Institution Rate	Peer Group Rate	
Enter Fall 2012		Enter Fall 2016	Enter Fall 2017	Fall 2013 4-year	29.8%	24.2%	
Cohort	194	202	237	Fall 2014 4-year	28.5%	26.7%	
Total	57.2%	65.3%	66.2%	Fall 2012 5-year	23.7%	37.4%	
Same	42.8%	51.5%	51.1%	Fall 2013 5-year	39.1%	41.8%	
Other	14.4%	13.9%	15.2%	Fall 2011 6-year	37.1%	45.7%	
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2012 6-year	29.4%	45.0%	
Enter Fall 2011		Enter Fall 2015	Enter Fall 2016	National Comparison (IPEDS Definition)			
Institution Persistence							
Cohort	210	134	202	Cohort		Institution Rate	OOS Peers Rate
Total	49.5%	54.5%	55.4%	Fall 2008 4-year	.0%	12.6%	
Same	31.4%	31.3%	38.6%	Fall 2012 4-year	17.0%	20.0%	
Other	18.1%	23.1%	16.8%	Fall 2013 4-year	18.0%	20.5%	
Peer Group Persistence				Fall 2007 5-year	.0%	22.4%	
Cohort	493	535	544	Fall 2011 5-year	22.0%	31.3%	
Total	69.0%	72.9%	70.0%				
Same	45.8%	50.5%	49.8%				
Other	22.9%	22.4%	20.2%				

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 2014	124	11.57	136.76	416	12.15	143.84
FY 2017	161	10.60	129.00	480	11.91	141.42
FY 2018	186	10.80	128.00	525	11.81	139.57

Six-year Graduation & Persistence Rate, Fall 2012		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	49	22.4%
Peer Group	103	41.7%
<i>For Students NOT Needing Dev Ed</i>		
Institution	145	38.6%
Peer Group	370	60.3%

*Peer Group data is average for peer group.

Funding						
Source	FY 2013 Amount	Pct of Total	FY 2017 Amount	Pct of Total	FY 2018 Amount	Pct of Total
Appropriated Funds	\$18,173,945	57.8%	\$25,659,544	62.0%	\$25,826,260	58.5%
Federal Funds	\$3,274,182	10.4%	\$4,504,986	10.9%	\$4,938,953	11.2%
Tuition & Fees	\$6,381,690	20.3%	\$9,345,952	22.6%	\$9,766,043	22.1%
Total Revenue	\$31,431,209	100.0%	\$41,362,160	100.0%	\$44,115,240	100.0%

Online Resume for Prospective Students, Parents and the Public

TEXAS A&M UNIVERSITY-TEXARKANA

Location: Texarkana, Upper East Region

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

Out-Of-State Peers: Governors State University, Louisiana State University-Shreveport, Southern Arkansas University Main Campus, University Of Illinois At Springfield, Western New Mexico University

Degrees Offered: Bachelor's, Master's

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment		
Race/Ethnicity	Fall 2018 Number	Percent
White	1,180	57.1%
Hispanic	299	14.5%
African American	338	16.4%
Asian	36	1.7%
International	66	3.2%
Other & Unknown	148	7.2%
Total	2,067	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	224	13.6%
Other Institutions	16	1.0%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students			
Measures		Entering	Rate
		Fall	
4-year Rate Total		2014	28.5%
Same Institution			26.7%
Other Institutions			1.8%
5-year Rate Total		2013	39.1%
Same Institution			29.8%
Other Institutions			9.3%
6-year Rate Total		2012	29.4%
Same Institution			27.3%
Other Institutions			2.1%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2017	
Total	66.2%
Same	51.1%
Other	15.2%

2-Year Persistence, Fall 2016	
Total	55.4%
Same	38.6%
Other	16.8%

Avg Number SCH for Bachelor's Degree	
FY 2018 Average	
Sem	SCH
All	10.80 128.00

Degrees Awarded	
Type	FY 2018
Bachelor's	373
Master's	121
Doctoral	4
Professional	0
Total	498

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2018 Rate
Education*	99.40%
Law	%
Pharmacy	%
Nursing	%
Engineering	%

*Data for FY 2017

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2018		
Test Section	ACT	SAT
Composite		
Math		http://www.CollegePortraits.org
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2018			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	1,117	61.9%	14.6%
African American	871	62.5%	6.6%
Hispanic	1,087	63.0%	8.9%
Asian	166	53.6%	7.9%
International	216	64.4%	7.9%
Other	206	60.7%	13.6%
Total	3,663	62.1%	10.3%

Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2019
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	Type of Cost
2014	\$5,998	.0%	\$6,447	.0%	Total Academic Cost
2015	\$6,622	9.4%	\$7,020	8.2%	On-campus Room & Board
2016	\$7,036	5.9%	\$7,397	5.1%	Books & Supplies
2017	\$6,649	-5.8%	\$7,655	3.4%	Off-Campus Transportation & Personal Expenses
2018	\$7,347	9.5%	\$7,253	-5.5%	Total Cost
2019	\$8,070	9.0%	\$7,676	5.5%	

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

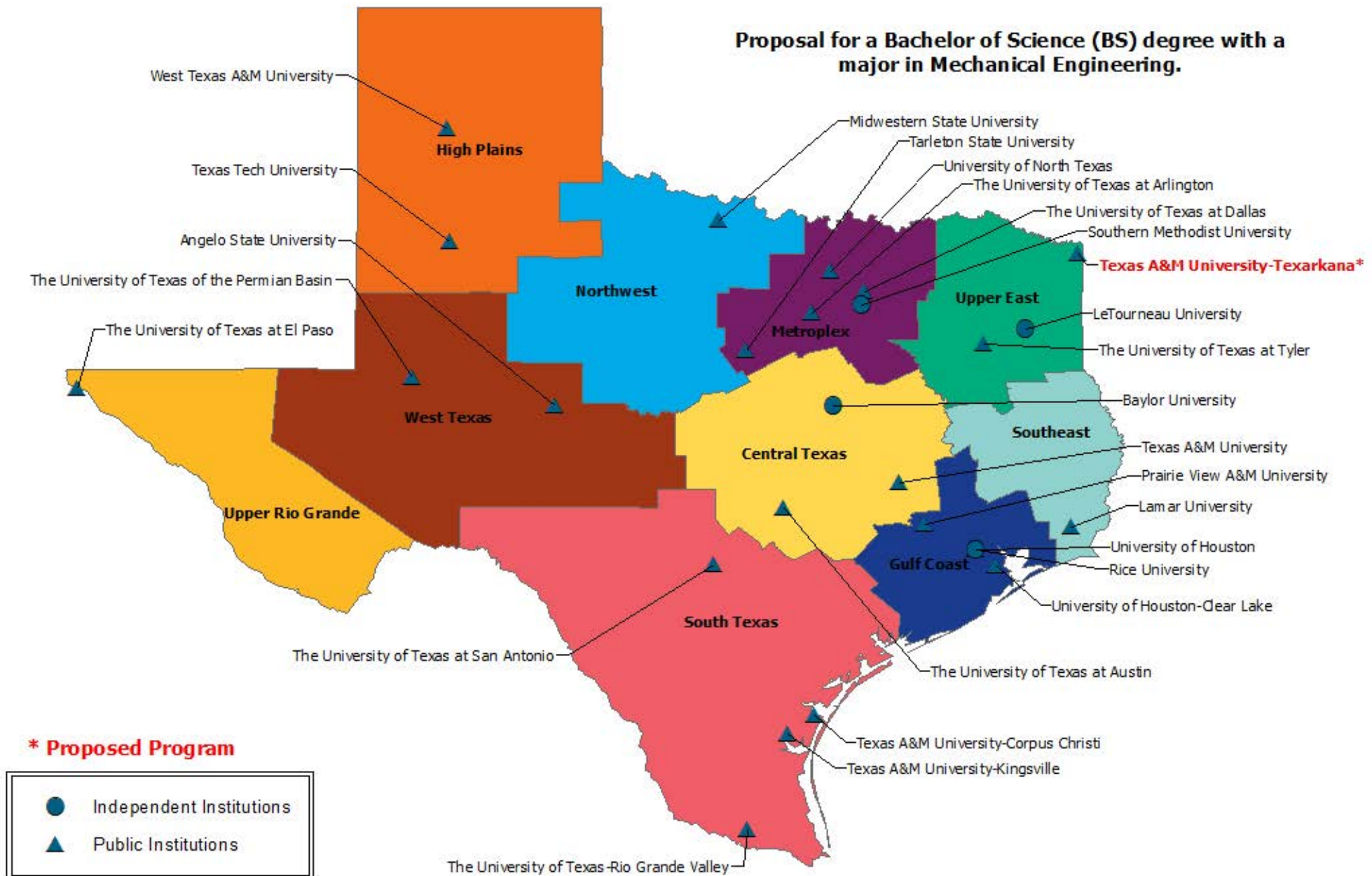
Instruction		
Measure of Excellence	Fall 2018	
Undergraduate Classes with < 20 Students	56.3%	
Undergraduate Classes with > 50 Students	0.6%	
% of Teaching Faculty Tenured/Tenure-track *	63.4%	
Student/Faculty Ratio *	15:1	

Financial Aid		
Enrolled in FY 2017		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	80%	\$6,912
Federal (Pell) Grants	50%	\$4,043
Federal Student Loans	55%	\$7,885

Funding		
Source	FY 2018 Amount	Pct of Total
Appropriated Funds	\$25,826,260	58.5%
Federal Funds	\$4,938,953	11.2%
Tuition & Fees	\$9,766,043	22.1%
Total Revenue	\$44,115,240	100.0%

* Fall 2017 Data

Proposal for a Bachelor of Science (BS) degree with a major in Mechanical 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 Tech University for a Doctor of Veterinary Medicine (DVM) degree with a major in Veterinary Medicine.

RECOMMENDATION: Approval, beginning fall of 2021

Rationale:

The proposed Doctor of Veterinary Medicine (DVM) program would prepare students for licensure and employment as veterinarians beginning fall 2021. If approved, the new DVM program in the Texas Tech University (TTU) School of Veterinary Medicine (SVM) would be the first comprehensive program established at a public university in the United States in approximately four decades, and make Texas the only state with two public DVM programs.

The proposed DVM program is intended by TTU to increase access to affordable veterinary education for Texans. The DVM program would be a comprehensive, four-year program that is intended to address the workforce demand for primary care veterinarians that serve the needs of food- and fiber-animal industries, and small, agricultural, and regional communities across Texas. The curriculum would also provide students with the marketable skills needed to pursue careers as research scientists, public-health professionals, academics, and in other relevant fields.

The workforce demand for veterinarians exceeds supply and is likely to continue to do so well into the future. The 2015 unemployment rate for veterinarians was approximately 4.1 percent nationwide. According to data from the American Veterinary Medical Association (AVMA), the number of job openings for the past year has outpaced the number of applicants. The U.S. Bureau of Labor Statistics (BLS) predicts the national veterinary job market will grow by 18.8 percent with the creation of 15,000 new positions during the period from 2016 to 2026. The BLS describes this rate as 'much faster than average' (i.e., relative to average growth rate of all occupations of 7.4%). The projected rate of veterinary job market growth in Texas (24.52%) is even greater than the robust national rate.

The primary facilities would be immediately adjacent to Texas Tech University Health Sciences Center's Regional Academic Health Center in Amarillo. Opportunities for cost efficiencies include joint faculty appointments with the School of Pharmacy, given the disciplinary similarities of pharmacological biology, education, and practice across human and animal medicine. The proposed doctoral degree program in veterinary medicine would also build on teaching, research, and service strengths at TTU across fields such as agriculture, animal nutrition, engineering, ecology, genomics, and business.

In accordance with the institution's hiring schedule, TTU will hire 65 to 70 full-time equivalent (FTE) faculty, including administrators with faculty appointments, during the first five years of the program. TTU will hire 30 FTE faculty by the beginning of the first year, and 35 to 40 additional FTE faculty by the fifth 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 courses to be taught. Formula funding for courses is dependent on having the appropriate hires in place at the specified times.

The institution will obtain accreditation from the American Veterinary Medical Association's Council on Education, the national accreditor for veterinary medicine.

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

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

<i>Completion Measures</i>		<i>Institution</i>	<i>State</i>
<i>Graduate</i>	Master's 5-Year Graduation Rate	79.4 %	77.1 %
	Doctoral 10-Year Graduation Rate	51.7 %	64.7 %
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years: Yes <u>No</u> N/A		
	Recently Approved Doctoral Programs: <ul style="list-style-type: none"> • Music Education (PhD, 2018) enrollment met • Exercise Physiology (PhD, 2018) enrollment is 2 below projected (projected 5, enrolled 3) • Educational Leadership (PhD, 2014) enrollments not met for first 4 years of program operation 		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years: <u>Yes</u> No N/A		

Proposed Program:

The proposed four-year, face-to-face program would enroll up to 240 students starting in fall 2021. The proposed DVM is intended by TTU to address specific workforce needs in Texas and increase access to affordable veterinary education for Texans. The proposed program is intended to address the workforce demand for primary care veterinarians that serve the needs of food- and fiber-animal industries, and small, agricultural, and regional communities across Texas.

The institution estimates that five-year costs would total \$78,390,140.

Existing Programs:

Texas A&M University (TAMU) in College Station offers the only doctoral veterinary program in Texas. There are no existing programs within a 60-minute drive of the proposed program. The TAMU program is located 512 miles from the proposed program and enrolled its first class in 1916.

Enrollments at TAMU's College of Veterinary Medicine have remained flat during most of the past two decades. Administrators at TAMU have been constrained from increasing class sizes by the capacity of their existing infrastructure. Data from earlier periods show the size of first-year cohorts consistently averaging between 130 and 135. In recent years, TAMU has increased its entering class to 142 in 2018, and by 2020 plans to admit 162 students annually.

<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	100	160	220	240
<i>Graduates</i>	0	0	0	38	57
<i>Avg. Financial Assistance</i>	TBD*	TBD	TBD	TBD	TBD
<i>Students Assisted</i>	TBD*	TBD	TBD	TBD	TBD
<i>Core Faculty (FTE)</i>	30	30	30	30	65-70
<i>Total Costs</i>	\$10,719,400	\$13,699,120	\$16,758,840	\$18,556,740	\$18,656,040
<i>Total Funding</i>	\$11,696,600	\$15,216,500	\$18,563,976	\$20,083,876	\$20,240,266
<i>% From Formula Funding</i>	-	-	30%	28%	60%

*To be determined: An initial \$1M endowment has been established by the Amarillo Area Foundation to support scholarships for students of the DVM program. TTU states that additional scholarships will be raised; however, at this time, the amount and number of scholarships are not certain.

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 30,602,300
Faculty (Reallocated)	\$ 0
Program Administration (New)	\$ 6,450,000
Program Administration (Reallocated)	\$ 0
Graduate Assistants (New)	\$ 0
Graduate Assistants (Reallocated)	\$ 0
Clerical/Staff (New)	\$ 4,320,000
Student Support	\$ 0
Supplies and Materials	\$ 4,360,000
Library and IT Resources	\$ 1,425,000
Equipment	\$ 5,000,000
Facilities	\$ 3,780,000
Other	\$ 21,452,840
Total	\$ 77,390,140

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 23,215,818
Special Item Funding	\$ 43,000,000
Reallocation of Existing Resources	\$ 0
Federal Funding (In-Hand Only)	\$ 0
Tuition and Fees, Service Fees, Grants, & Contracts	\$ 19,585,400
Other	\$ 0
Total	\$ 85,801,218

Major Commitments:

In accordance with the institution's hiring schedule, TTU will hire 65 to 70 FTE faculty, including administrators with faculty appointments, during the first five years of the program. TTU will hire 30 FTE faculty by the beginning of the first year, and 35 to 40 FTE faculty by the fifth 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 letters of intent, curricula vitae, and lists of courses to be taught. Formula funding for courses is dependent on having the appropriate hires in place at the specified times.

The institution will obtain accreditation from the AVMA Council on Education.

The institution will submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

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

Online Resume for Legislators and Other Policymakers

TEXAS TECH UNIVERSITY

Location: Lubbock, High Plains Region

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

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2013		Fall 2017		Fall 2018	
	Number	Percent	Number	Percent	Number	Percent
White	19,858	60.5%	20,156	55.0%	20,358	53.8%
Hispanic	6,294	19.2%	9,630	26.3%	10,283	27.2%
African American	2,139	6.5%	2,535	6.9%	2,646	7.0%
Asian	1,020	3.1%	1,070	2.9%	1,147	3.0%
International	1,630	5.0%	2,223	6.1%	2,153	5.7%
Other & Unknown	1,856	5.7%	1,020	2.8%	1,258	3.3%
Total	32,797	100.0%	36,634	100.0%	37,845	100.0%
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	1,670	6.2%	1,752	5.7%	1,684	5.3%
Other Institutions	396	1.5%	414	1.4%	420	1.3%

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
2014	\$9,242	.0%	\$9,345	.0%
2015	\$9,608	4.0%	\$9,598	2.7%
2016	\$9,866	2.7%	\$9,777	1.9%
2017	\$10,622	7.7%	\$10,201	4.3%
2018	\$10,772	1.4%	\$10,443	2.4%
2019	\$11,046	2.5%	\$10,712	2.6%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2016	45%	\$8,385	46%	\$6,403	37%	\$6,112
2017	46%	\$8,485	46%	\$7,469	39%	\$6,866
Federal, State, Institutional or Other Grants Known by Institutions						
2016	53%	\$7,042	57%	\$7,308	69%	\$7,472
2017	54%	\$6,868	57%	\$7,502	74%	\$7,282
Federal (Pell) Grants						
2016	27%	\$4,212	37%	\$4,231	26%	\$4,094
2017	27%	\$4,210	37%	\$4,226	25%	\$4,165

Student Success						
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates		
		Enter Fall 2012	Enter Fall 2016	Enter Fall 2017	Cohort	Peer Group
Cohort	Total	4,496	4,687	5,789	Fall 2009 4-year	27.4%
	Same	91.4%	92.4%	92.6%	Fall 2013 4-year	34.4%
	Other	81.9%	84.0%	84.9%	Fall 2014 4-year	36.7%
	Other	9.5%	8.3%	7.8%	Fall 2008 5-year	49.3%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2012 5-year	54.6%	
		Enter Fall 2011	Enter Fall 2015	Enter Fall 2016	Fall 2013 5-year	55.9%
Institution Persistence				Fall 2007 6-year	57.6%	
Cohort	Total	4,397	5,081	4,680	Fall 2011 6-year	60.8%
	Same	85.9%	87.0%	87.6%	Fall 2012 6-year	62.6%
	Other	70.7%	72.0%	74.2%	National Comparison (IPEDS Definition)	
	Other	15.2%	15.1%	13.3%	Cohort	OOS Peers
Peer Group Persistence				Rate	Rate	
Cohort	Total	3,494	4,012	4,030	Fall 2008 4-year	32.5%
	Same	81.5%	82.5%	82.4%	Fall 2012 4-year	36.0%
	Other	64.3%	67.8%	68.7%	Fall 2013 4-year	38.0%
	Other	17.2%	14.7%	13.7%	Fall 2007 5-year	53.5%
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 2014	4,080	9.52	141.67	3,391	10.91	142.56
FY 2017	4,485	9.60	140.00	3,929	10.72	139.00
FY 2018	5,043	9.60	139.00	4,194	10.62	138.12

Six-year Graduation & Persistence Rate, Fall 2012		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	163	61.3%
Peer Group	253	52.2%
<i>For Students NOT Needing Dev Ed</i>		
Institution	4,333	79.6%
Peer Group	3,202	74.0%

*Peer Group data is average for peer group.

Funding						
Source	FY 2013 Amount	Pct of Total	FY 2017 Amount	Pct of Total	FY 2018 Amount	Pct of Total
Appropriated Funds	\$202,914,440	33.3%	\$267,607,286	37.2%	\$258,732,291	36.6%
Federal Funds	\$65,710,454	10.8%	\$78,128,414	10.9%	\$79,758,158	11.3%
Tuition & Fees	\$257,319,023	42.2%	\$299,280,815	41.6%	\$307,738,012	43.6%
Total Revenue	\$609,167,765	100.0%	\$719,431,074	100.0%	\$706,158,290	100.0%

Online Resume for Prospective Students, Parents and the Public

TEXAS TECH UNIVERSITY

Location: Lubbock, High Plains Region

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

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment		
Race/Ethnicity	Fall 2018 Number	Percent
White	20,358	53.8%
Hispanic	10,283	27.2%
African American	2,646	7.0%
Asian	1,147	3.0%
International	2,153	5.7%
Other & Unknown	1,258	3.3%
Total	37,845	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	1,684	5.3%
Other Institutions	420	1.3%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students Entering		
Measure	Fall	Rate
4-year Rate Total	2014	43.1%
Same Institution		37.1%
Other Institutions		6.0%
5-year Rate Total	2013	65.3%
Same Institution		56.1%
Other Institutions		9.2%
6-year Rate Total	2012	71.6%
Same Institution		59.7%
Other Institutions		11.8%
Grad Rates by Ethnicity		

1-Year Persistence, Fall 2017	
Total	92.6%
Same	84.9%
Other	7.8%
2-Year Persistence, Fall 2016	
Total	87.6%
Same	74.2%
Other	13.3%

Avg Number SCH for Bachelor's Degree	
FY 2018 Average	
Sem	SCH
All	9.60 139.00

Degrees Awarded	
Type	FY 2018
Bachelor's	6,302
Master's	1,629
Doctoral	349
Professional	155
Total	8,435

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2018 Rate
Education*	96.80%
Law	90.0%
Pharmacy	%
Nursing	%
Engineering	79.0%

*Data for FY 2017

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2018		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2018			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	8,968	77.3%	47.6%
African American	2,320	44.5%	37.5%
Hispanic	10,710	57.0%	33.7%
Asian	907	73.9%	25.1%
International	746	66.9%	14.6%
Other	623	67.9%	42.6%
Total	24,274	64.5%	39.3%

Instruction	
Measure of Excellence	Fall 2018
Undergraduate Classes with < 20 Students	29.2%
Undergraduate Classes with > 50 Students	14.9%
% of Teaching Faculty Tenured/Tenure-track *	70.2%
Student/Faculty Ratio *	23:1

* Fall 2017 Data

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$9,242	.0%	\$9,359	.0%
2015	\$9,608	3.8%	\$9,596	2.5%
2016	\$9,866	2.6%	\$9,764	1.7%
2017	\$10,622	7.1%	\$10,140	3.7%
2018	\$10,772	1.4%	\$10,396	2.5%
2019	\$11,046	2.5%	\$10,664	2.5%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2019	
Type of Cost	Average Amount
Total Academic Cost	\$11,046
On-campus Room & Board	\$9,772
Books & Supplies	\$1,200
Off-Campus Transportation & Personal Expenses	\$4,420
Total Cost	\$26,438

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

Financial Aid		
Enrolled in FY 2017		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	54%	\$6,868
Federal (Pell) Grants	27%	\$4,210
Federal Student Loans	46%	\$8,485

Funding		
Source	FY 2018 Amount	Pct of Total
Appropriated Funds	\$258,732,291	36.6%
Federal Funds	\$79,758,158	11.3%
Tuition & Fees	\$307,738,012	43.6%
Total Revenue	\$706,158,290	100.0%

**Proposal for a Doctor of Veterinary Medicine (DVM)
degree with a major in Veterinary Medicine.**

Texas Tech University*
School of Veterinary Medicine
Amarillo, Texas

High Plains

Northwest

Metroplex

Upper East

West Texas

Central Texas

Southeast

Upper Rio Grande

Gulf Coast

Texas A&M University

South Texas

*** Proposed Program**



Public Institutions

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 The University of Texas at Tyler for a Doctor of Education (EdD) degree with a major in School Improvement

RECOMMENDATION: Approval, beginning summer of 2020

Rationale:

The University of Texas at Tyler (UTT) is proposing a Doctor of Education (EdD) degree with a major in School Improvement, beginning summer 2020. The proposed fully online EdD program would prepare students for professional practice in education administration with a focus on primary and secondary school turnaround. The institution would build upon the department's existing master's programs in education. The proposed program would enroll up to 25 students annually, and students would be full-time, practicing educators.

An analysis of workforce demand indicates that there is a need for education administrators in East Texas. The U.S. Bureau of Labor Statistics (BLS) and the Texas Workforce Commission (TWC) consider a master's degree to be sufficient for education administrators, and there are sufficient numbers of master's graduates to fulfill workforce need in Texas. Based on job projection data from TWC and completion rates, the production of doctoral graduates does not meet the demand for education administrators in Texas. The proposed EdD program in School Improvement would be focused on improving primary and secondary schools. According to the Texas Education Agency, 163,437 students attended low-performing schools in Academic Year 2018. The proposed EdD program aims to address this issue by training educational leaders in the principles and practices of school turnaround.

In accordance with the institution's proposed hiring schedule, UTT will hire one additional faculty member to start in third year of the program. By June 1 of the third year, the institution will provide documentation of the hire through submission of a letter of intent, curricula vitae, and a list of courses to be taught.

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

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

<i>Completion Measures</i>		<i>Institution</i>	<i>State</i>
<i>Graduate</i>	Master's 5-Year Graduation Rate	68.6%	77.1%
	Doctoral 10-Year Graduation Rate	76.5%	64.7%
<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"> Clinical Psychology (PhD, 2018) first cohort of students entered in fall 2019 and enrollment data are not yet available Nursing Practice (DNP, 2017) enrollments met 		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years: <u>Yes</u> No N/A		

Proposed Program:

The proposed fully online program would require 60 semester credit hours of instruction post-master's and begin enrolling students in summer 2020. The proposed program would enroll up to 25 students per year. Students would be required to enter the program having already earned a master's degree in an education-related field and having worked as an educator for at least three years. Students would be full-time, practicing educators and enroll in the program part time. The proposed program would be focused on school turnaround and would require that students engage in a school improvement project in a high-needs district or school. Although the proposed program would be fully online and open to students in other states, the focus of the curriculum would be improving Texas schools.

The institution estimates that five-year costs would total \$1,032,895.

Existing Programs:

There are 22 public universities offering doctoral programs in the same CIP code (13.0401.00) in Texas. The program at Texas State University is in School Improvement. There are also six independent institutions offering doctoral programs in CIP code 13.0401.00.

Public Universities:

Lamar University, EdD in Educational Leadership
 Prairie View A&M University, PhD in Educational Leadership
 Sam Houston State University, EdD in Educational Leadership
 Stephen F. Austin State University, EdD in Educational Leadership
 Tarleton State University, EdD in Educational Leadership
 Texas A&M University, EdD, PhD in Educational Administration
 Texas A&M University-Commerce, EdD in Educational Administration
 Texas A&M University-Corpus Christi, EdD in Educational Leadership
 Texas A&M University-Kingsville, EdD in Educational Leadership
 Texas A&M University-Texarkana, EdD in Educational Leadership
 Texas Southern University, EdD in Education-Administration and Supervision

Texas State University, PhD in School Improvement
 Texas Tech University, EdD, PhD in Educational Leadership
 The University of Texas at Arlington, PhD in Educational Leadership and Policy Studies
 The University of Texas at Austin, EdD, PhD in Educational Leadership and Policy
 The University of Texas at El Paso, EdD in Educational Leadership and Administration
 The University of Texas at San Antonio, PhD in Educational Leadership
 The University of Texas Rio Grande Valley, EdD in Educational Leadership
 University of Houston, EdD in Professional Leadership
 University of Houston-Clear Lake, EdD in Educational Leadership
 University of North Texas, EdD, PhD in Educational Leadership
 West Texas A&M University, EdD in Educational Leadership

Independent Institutions:

Abilene Christian University, EdD, EdS in Organizational Leadership
 Baylor University, EdD in Educational Administration
 Dallas Baptist University, EdD in K-12 Leadership, Educational Ministry Leadership, General Leadership, Higher Education Leadership
 Houston Baptist University, EdD in Education
 Texas Christian University, EdD, PhD in Education Leadership – Higher Education
 Texas Wesleyan University, EdD in Education Leadership

There are no existing programs within a 60-minute drive of the proposed program. The nearest program is at Stephen F. Austin State University, which is located 70 miles from UTT.

Two institutions offer the EdD program fully online (86%-99%), and three institutions offer the degree program 100 percent online.

Distance Education Programs:

Lamar University, EdD in Educational Leadership, 100 percent online
 Sam Houston State University, EdD in Educational Leadership, 100 percent online
 Texas A&M University-Commerce, EdD in Educational Administration, 100 percent online
 University of Houston, EdD in Professional Leadership, fully online
 West Texas A&M University, EdD in Educational Leadership, fully online

In fall 2018, close to 2,000 students reported majoring in Education Administration/Leadership programs statewide.

Start-Up Projections:	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
<i>Students Enrolled</i>	25	50	75	100	100
<i>Graduates</i>	0	0	0	0	25
<i>Avg. Financial Assistance</i>	0	0	0	0	0
<i>Students Assisted</i>	0	0	0	0	0
<i>Core Faculty (FTE)</i>	4.25	4.25	4.75	4.75	4.75
<i>Total Costs</i>	\$86,579	\$146,579	\$266,579	\$266,579	\$266,579
<i>Total Funding</i>	\$225,225	\$450,450	\$1,196,392	\$1,342,749	\$1,342,749
<i>% From Formula Funding</i>	-	-	44%	43%	43%

FIVE-YEAR COSTS	
Personnel	
Faculty (New)	\$ 180,000
Faculty (Reallocated)	\$ 510,000
Program Administration (New)	\$ 0
Program Administration (Reallocated)	\$ 157,895
Graduate Assistants (New)	\$ 0
Clerical/Staff (New)	\$ 175,000
Student Support	\$ 0
Supplies and Materials	\$ 10,000
Total	\$ 1,032,895

FIVE-YEAR FUNDING	
Formula Funding (Years 2-5)	\$ 1,677,865
Reallocation of Existing Resources	\$ 0
Tuition and Fees	\$ 2,879,700
Total	\$ 4,557,565

Major Commitments:

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

The institution will submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

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

Online Resume for Legislators and Other Policymakers

THE UNIVERSITY OF TEXAS AT TYLER

Location: Tyler, Upper East Region

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

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2013		Fall 2017		Fall 2018	
	Number	Percent	Number	Percent	Number	Percent
White	4,726	63.2%	5,808	58.5%	5,715	58.8%
Hispanic	1,008	13.5%	1,815	18.3%	1,819	18.7%
African American	822	11.0%	1,152	11.6%	1,047	10.8%
Asian	218	2.9%	382	3.8%	392	4.0%
International	193	2.6%	300	3.0%	286	2.9%
Other & Unknown	509	6.8%	477	4.8%	457	4.7%
Total	7,476	100.0%	9,934	100.0%	9,716	100.0%
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	646	12.0%	996	13.4%	1,039	14.2%
Other Institutions	92	1.7%	162	2.2%	170	2.3%

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
2014	\$7,222	.0%	\$6,418	.0%
2015	\$7,312	1.2%	\$6,992	8.9%
2016	\$7,312	.0%	\$7,366	5.3%
2017	\$7,602	4.0%	\$7,583	2.9%
2018	\$7,822	2.9%	\$7,259	-4.3%
2019	\$8,292	6.0%	\$7,702	6.1%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2016	41%	\$7,097	37%	\$6,234	56%	\$6,169
2017	39%	\$7,067	38%	\$5,716	60%	\$5,428
Federal, State, Institutional or Other Grants Known by Institutions						
2016	56%	\$5,917	53%	\$4,710	64%	\$8,301
2017	56%	\$6,159	54%	\$5,002	65%	\$8,142
Federal (Pell) Grants						
2016	35%	\$4,114	38%	\$3,443	39%	\$4,155
2017	34%	\$4,104	38%	\$3,444	38%	\$4,180

Student Success							
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Graduation Rates		
		Enter Fall 2012	Enter Fall 2016	Enter Fall 2017	Cohort	Institution Rate	Peer Group Rate
Cohort		625	815	649	Fall 2009 4-year	30.1%	20.0%
Total		85.8%	83.7%	87.8%	Fall 2013 4-year	32.0%	24.2%
Same		66.4%	62.2%	61.6%	Fall 2014 4-year	35.5%	26.7%
Other		19.4%	21.5%	26.2%	Fall 2008 5-year	51.0%	37.4%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2012 5-year	50.2%	37.4%
		Enter Fall 2011	Enter Fall 2015	Enter Fall 2016	Fall 2013 5-year	52.2%	41.8%
Institution Persistence					Fall 2007 6-year	58.3%	42.4%
Cohort		632	766	815	Fall 2011 6-year	57.5%	45.7%
Total		76.9%	77.3%	78.2%	Fall 2012 6-year	58.4%	45.0%
Same		52.7%	48.2%	53.4%	National Comparison (IPEDS Definition)		
Other		24.2%	29.1%	24.8%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence					Fall 2008 4-year	25.0%	21.0%
Cohort		493	535	544	Fall 2012 4-year	23.0%	23.0%
Total		69.0%	72.9%	70.0%	Fall 2013 4-year	25.0%	23.4%
Same		45.8%	50.5%	49.8%	Fall 2007 5-year	37.0%	34.0%
Other		22.9%	22.4%	20.2%	Fall 2011 5-year	35.0%	37.6%
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree					Fall 2012 5-year	39.0%	37.6%
					Fall 2006 6-year	41.0%	36.0%
					Fall 2010 6-year	39.0%	42.6%
					Fall 2011 6-year	42.0%	43.0%
Institution	Peer Group Average						
Grade	Sem	SCH	Grade	Sem	SCH		

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2014	656	10.50	139.26	416	12.15	143.84
FY 2017	872	10.40	138.00	480	11.91	141.42
FY 2018	1,036	10.60	138.00	525	11.81	139.57

National Comparison (IPEDS Definition)		
Cohort	Institution Rate	OOS Peers Rate
Fall 2008 4-year	25.0%	21.0%
Fall 2012 4-year	23.0%	23.0%
Fall 2013 4-year	25.0%	23.4%
Fall 2007 5-year	37.0%	34.0%
Fall 2011 5-year	35.0%	37.6%
Fall 2012 5-year	39.0%	37.6%
Fall 2006 6-year	41.0%	36.0%
Fall 2010 6-year	39.0%	42.6%
Fall 2011 6-year	42.0%	43.0%

Six-year Graduation & Persistence Rate, Fall 2012		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	22	81.8%
Peer Group	103	41.7%
<i>For Students NOT Needing Dev Ed</i>		
Institution	603	66.8%
Peer Group	370	60.3%

*Peer Group data is average for peer group.

Funding						
Source	FY 2013 Amount	Pct of Total	FY 2017 Amount	Pct of Total	FY 2018 Amount	Pct of Total
Appropriated Funds	\$36,561,381	38.4%	\$47,944,760	38.3%	\$51,644,614	38.5%
Federal Funds	\$18,748,545	19.7%	\$15,071,505	12.1%	\$15,351,916	11.5%
Tuition & Fees	\$27,363,871	28.8%	\$43,796,384	35.0%	\$46,375,754	34.6%
Total Revenue	\$95,108,769	100.0%	\$125,040,553	100.0%	\$134,006,813	100.0%

Online Resume for Prospective Students, Parents and the Public

THE UNIVERSITY OF TEXAS AT TYLER

Location: Tyler, Upper East Region

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

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment		
Race/Ethnicity	Fall 2018 Number	Percent
White	5,715	58.8%
Hispanic	1,819	18.7%
African American	1,047	10.8%
Asian	392	4.0%
International	286	2.9%
Other & Unknown	457	4.7%
Total	9,716	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	1,039	14.2%
Other Institutions	170	2.3%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students			
Entering		Fall	
Measure		Fall	Rate
4-year Rate Total	2014		35.5%
Same Institution			27.9%
Other Institutions			7.7%
5-year Rate Total	2013		52.2%
Same Institution			38.2%
Other Institutions			14.0%
6-year Rate Total	2012		58.4%
Same Institution			45.1%
Other Institutions			13.3%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2017	
Total	87.8%
Same	61.6%
Other	26.2%

2-Year Persistence, Fall 2016	
Total	78.2%
Same	53.4%
Other	24.8%

Avg Number SCH for Bachelor's Degree	
FY 2018 Average	
Sem	SCH
All	10.60 138.00

Degrees Awarded	
Type	FY 2018
Bachelor's	1,742
Master's	1,019
Doctoral	30
Professional	0
Total	2,791

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2018 Rate
Education*	96.50%
Law	%
Pharmacy	%
Nursing	94.4%
Engineering	46.3%

*Data for FY 2017

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2018		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2018			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	1,247	84.0%	51.8%
African American	415	53.0%	30.0%
Hispanic	1,002	67.6%	26.1%
Asian	162	88.3%	29.4%
International	171	94.7%	24.1%
Other	92	83.7%	53.2%
Total	3,089	75.3%	39.0%

Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2019
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	Type of Cost
2014	\$7,222	.0%	\$6,360	.0%	Total Academic Cost
2015	\$7,312	1.2%	\$6,970	8.8%	On-campus Room & Board
2016	\$7,312	.0%	\$7,371	5.4%	Books & Supplies
2017	\$7,602	3.8%	\$7,582	2.8%	Off-Campus Transportation & Personal Expenses
2018	\$7,822	2.8%	\$7,219	-5.0%	Total Cost
2019	\$8,292	5.7%	\$7,660	5.8%	

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

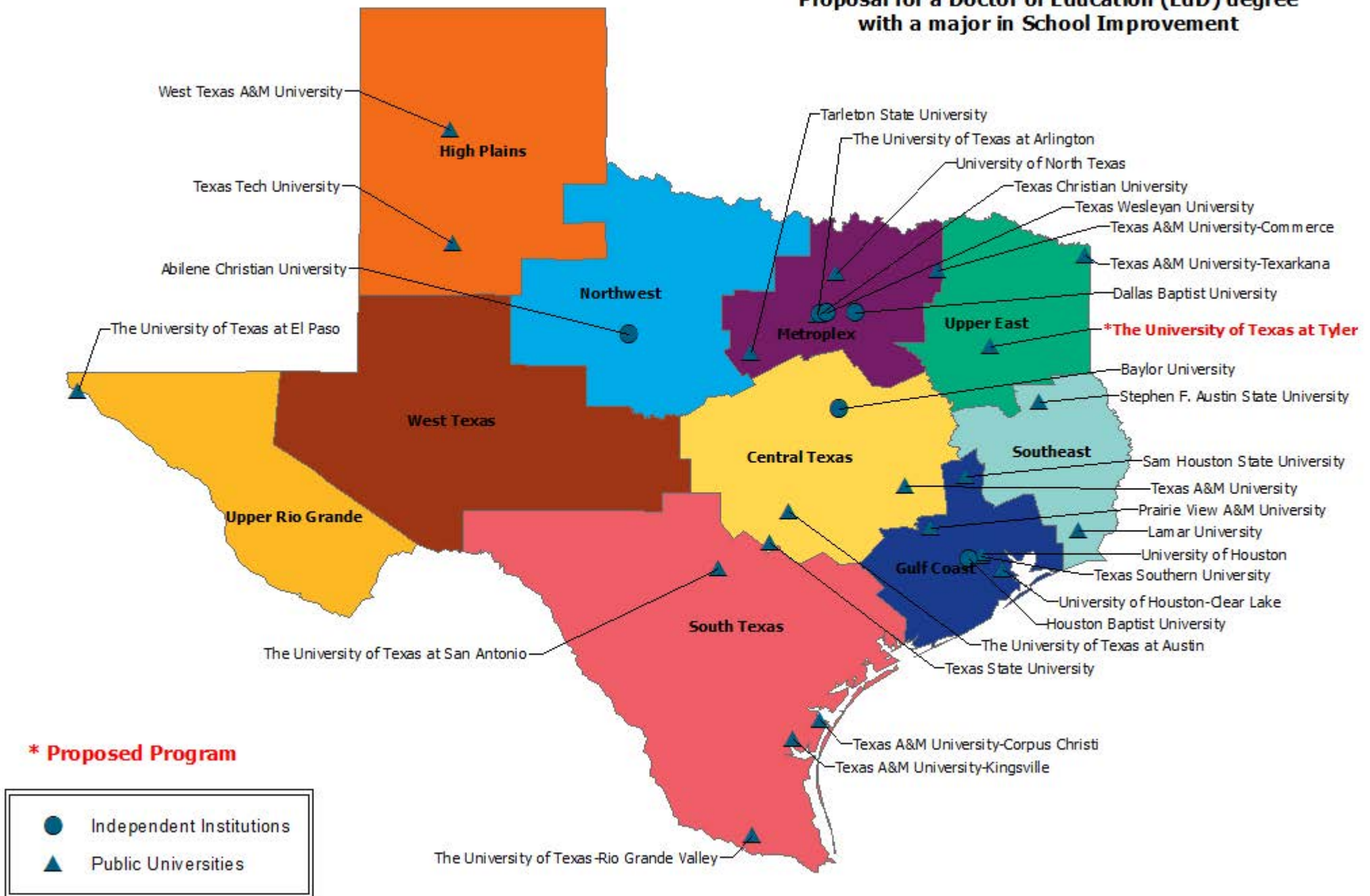
Instruction		
Measure of Excellence	Fall 2018	
Undergraduate Classes with < 20 Students	38.5%	
Undergraduate Classes with > 50 Students	14.5%	
% of Teaching Faculty Tenured/Tenure-track *	58.9%	
Student/Faculty Ratio *	19:1	

* Fall 2017 Data

Financial Aid		
Enrolled in FY 2017		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	56%	\$6,159
Federal (Pell) Grants	34%	\$4,104
Federal Student Loans	39%	\$7,067

Funding		
Source	FY 2018 Amount	Pct of Total
Appropriated Funds	\$51,644,614	38.5%
Federal Funds	\$15,351,916	11.5%
Tuition & Fees	\$46,375,754	34.6%
Total Revenue	\$134,006,813	100.0%

Proposal for a Doctor of Education (EdD) degree with a major in School Improvement



Programs listed have the CIP code 13.0401.00 (Educational Leadership and Administration, General).

AGENDA ITEM V-C (4)

Consideration of adopting the staff recommendation to the Committee relating to the request from the University of Houston for a Bachelor of Science (BS) degree with a major in Computer Engineering and Analytics

RECOMMENDATION: Approval, beginning fall 2020

Rationale:

University of Houston (UH) is proposing a Bachelor of Science (BS) in Computer Engineering and Analytics to be offered at their campus in Katy. The proposed face-to-face program would be offered at UH through a partnership agreement between UH and Houston Community College (HCC). HCC would deliver the lower-division core curriculum, math, and science courses. UH would deliver engineering and upper-division coursework. The proposed program would be housed in the Department of Electrical and Computer Engineering within the Cullen College of Engineering at UH. Currently, there are two other public institutions within the state that offer a bachelor's degree in computer software 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 software engineers is not being met. There is a shortage of computer software engineering graduates based on the projected available jobs from 2016 through 2026.

The institution's existing Computer Engineering program has been serving the needs of a different cohort of employers, largely computer makers and systems developers, who value a combination of computer hardware and software knowledge. The proposed Computer Engineering and Analytics program is aimed at serving the needs of students who are increasingly being hired to handle software engineering and analytics tasks by Texas employers, especially the oil and gas companies in the Katy area, with a growing emphasis on software skills. The program would provide another highly needed STEM education program to the Greater Houston area.

In accordance with the institution's proposed hiring schedule, UH will hire three core faculty members to start in program's second year and two core faculty to start in its third 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 and analytics 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 computer engineering and analytics engineering degree program from ABET upon the graduation of its first student.

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

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

University of Houston has 38 engineering degree programs:

MS in Aerospace Engineering (1992)
 BS, MS, PhD in Biomedical Engineering (2003, 2003, 2010)
 BS, MSCE, MCE, PhD in Chemical Engineering (1950, 1970, 1970, 1961)
 BS, MSCE, MCE, PhD in Civil Engineering (1950, 1970, 1970, 1961)
 BS in Computer Engineering (1999)
 MS in Computer and Systems Engineering (1987)
 BS, MSEE, MEE, PhD in Electrical Engineering (1950, 1970, 1970, 1964)
 MS, PhD in Environmental Engineering (1991, 1991)
 MS, PhD in Geosensing Systems Engineering and Sciences (2013, 2015)
 BS, MSIE, MIE, PhD in Industrial Engineering (1950, 1970, 1970, 1971)
 MS, PhD in Material Science and Engineering (1991, 1991)
 BS, MSME, MEE, PhD in Mechanical Engineering (1950, 1951, 1979, 1964)
 BS, MSPETE, MPETE, PhD in Petroleum Engineering (2009, 1970, 1970, 2015)
 MS in Space Architecture (2003)
 MS in Subsea Engineering (2012)

Proposed Program:

The proposed face-to-face program in computer engineering and analytics represents 130 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 and Analytics is meant to prepare students to enter the workforce with a knowledge base of computer engineering, controls, automation, robotics, and data analytics. In addition, the proposed program would prepare students for a wide-range of data-centric careers in technology and engineering, consulting, science, policymaking, and communications.

The institution estimates that five-year costs would total \$3,780,860. Formula Funding would represent 11 percent of all funding at \$415,876. Total funding is estimated to be \$3,934,247.

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 2,132,095
Program Administration	\$ 1,003,339
Clerical/Staff	\$ 0
Student Support	\$ 0
Supplies & Materials	\$ 77,000
Library & IT Resources	\$ 55,000
Equipment	\$ 120,000
Facilities	\$ 0
Other	\$ 393,426
Total	\$ 3,780,860

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 415,875
Other State Funding	\$ 0
Tuition and Fees	\$ 3,518,371
Other	\$ 0
Total	\$ 3,934,246

Evidence of Duplication, Workforce Need, and Student Demand:

<i>Duplication of Programs is: Weak</i>			
Number of institutions with bachelor's degree programs in the state with the same 6-digit CIP (14.0903): 2			
Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.0903): 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: Weak</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>	40	75	125	162	159
<i>Student FTE</i>	32	60	100	130	127
<i>Core Faculty Headcount</i>	3	6	8	8	8
<i>Core Faculty FTE</i>	.35	3.35	5.35	5.35	5.35

Major Commitments:

In accordance with the institution's proposed hiring schedule, UH will hire five full-time equivalent core faculty members. Two faculty members will be hired in the second year of the program, and two core faculty will be hired in the third 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 and analytics 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 computer engineering and analytics engineering degree program from ABET upon the graduation of its first student.

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

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UNIVERSITY OF HOUSTON

Location: Houston, Gulf Coast Region

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Out-Of-State Peers: University Of Cincinnati-Main Campus 0000, University Of Illinois At Chicago 0000, University Of New Mexico-Main Campus 0000, University Of Oklahoma-Norman Campus 0000, University Of Oklahoma-Tulsa 0000

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

[Institutional Resumes](#)

[Accountability System](#)

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Enrollment						
Race/Ethnicity	Fall 2013		Fall 2017		Fall 2018	
	Number	Percent	Number	Percent	Number	Percent
White	12,140	30.7%	11,629	25.6%	11,417	24.6%
Hispanic	10,188	25.8%	13,873	30.6%	14,725	31.8%
African American	4,587	11.6%	4,884	10.8%	5,025	10.8%
Asian	7,745	19.6%	9,415	20.8%	9,666	20.9%
International	3,733	9.4%	3,865	8.5%	3,675	7.9%
Other & Unknown	1,147	2.9%	1,698	3.7%	1,816	3.9%
Total	39,540	100.0%	45,364	100.0%	46,324	100.0%
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	2,610	8.6%	4,011	11.1%	4,047	10.8%
Other Institutions	495	1.6%	777	2.2%	831	2.2%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$9,888	.0%	\$9,345	.0%
2015	\$10,331	4.5%	\$9,598	2.7%
2016	\$10,331	.0%	\$9,777	1.9%
2017	\$11,078	7.2%	\$10,201	4.3%
2018	\$11,078	.0%	\$10,443	2.4%
2019	\$10,890	-1.7%	\$10,712	2.6%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2016	40%	\$6,870	46%	\$6,403	41%	\$6,147
2017	39%	\$6,821	46%	\$7,469	41%	\$6,876
Federal, State, Institutional or Other Grants Known by Institutions						
2016	57%	\$7,042	57%	\$7,308	67%	\$8,109
2017	56%	\$7,204	57%	\$7,502	72%	\$7,943
Federal (Pell) Grants						
2016	37%	\$4,168	37%	\$4,231	31%	\$4,295
2017	37%	\$4,242	37%	\$4,226	30%	\$4,304

Student Success							
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Graduation Rates		
		Enter Fall 2012	Enter Fall 2016	Enter Fall 2017	Cohort	Institution Rate	Peer Group Rate
Cohort		3,359	4,263	4,746	Fall 2009 4-year	21.6%	27.4%
Total		92.4%	90.9%	90.7%	Fall 2013 4-year	34.1%	34.4%
Same		84.6%	84.3%	84.9%	Fall 2014 4-year	38.8%	36.7%
Other		7.7%	6.5%	5.9%	Fall 2008 5-year	43.7%	49.3%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2012 5-year	56.7%	54.6%
		Enter Fall 2011	Enter Fall 2015	Enter Fall 2016	Fall 2013 5-year	58.4%	55.9%
Institution Persistence					Fall 2007 6-year	55.0%	57.6%
Cohort		3,564	4,004	4,249	Fall 2011 6-year	61.4%	60.8%
Total		83.5%	83.5%	84.3%	Fall 2012 6-year	66.2%	62.6%
Same		68.5%	72.5%	73.5%	National Comparison (IPEDS Definition)		
Other		15.0%	11.1%	10.8%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence					Fall 2008 4-year	16.0%	30.0%
Cohort		3,494	4,012	4,030	Fall 2012 4-year	23.0%	34.4%
Total		81.5%	82.5%	82.4%	Fall 2013 4-year	25.0%	36.0%
Same		64.3%	67.8%	68.7%	Fall 2007 5-year	36.0%	53.8%
Other		17.2%	14.7%	13.7%	Fall 2011 5-year	43.0%	56.8%
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree					Fall 2012 5-year	45.0%	58.2%
					Fall 2006 6-year	46.0%	59.3%
					Fall 2010 6-year	51.0%	61.8%
					Fall 2011 6-year	54.0%	62.6%
Institution Grade	Sem	SCH	Peer Group Average Grade	Sem	SCH		

Six-year Graduation & Persistence Rate, Fall 2012		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	55	52.7%
Peer Group	253	52.2%
<i>For Students NOT Needing Dev Ed</i>		
Institution	3,304	77.8%
Peer Group	3,202	74.0%

*Peer Group data is average for peer group.

Funding						
Source	FY 2013 Amount	Pct of Total	FY 2017 Amount	Pct of Total	FY 2018 Amount	Pct of Total
Appropriated Funds	\$238,032,558	28.8%	\$284,455,030	27.5%	\$286,994,293	25.9%
Federal Funds	\$124,274,775	15.0%	\$126,578,428	12.3%	\$137,471,808	12.4%
Tuition & Fees	\$283,284,674	34.2%	\$351,843,198	34.1%	\$356,456,926	32.2%
Total Revenue	\$827,665,251	100.0%	\$1,033,115,696	100.0%	\$1,106,201,666	100.0%

Online Resume for Prospective Students, Parents and the Public

UNIVERSITY OF HOUSTON

Location: Houston, Gulf Coast Region

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

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

[Institutional Resumes](#)

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Enrollment		
Race/Ethnicity	Fall 2018 Number	Percent
White	11,417	24.6%
Hispanic	14,725	31.8%
African American	5,025	10.8%
Asian	9,666	20.9%
International	3,675	7.9%
Other & Unknown	1,816	3.9%
Total	46,324	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	4,047	10.8%
Other Institutions	831	2.2%

Baccalaureate Success

Graduation Rate of First-time, Full-time Degree-seeking Students		
Entering		Rate
Measure	Fall	Rate
4-year Rate Total	2014	38.8%
Same Institution		36.3%
Other Institutions		2.5%
5-year Rate Total	2013	58.4%
Same Institution		54.0%
Other Institutions		4.4%
6-year Rate Total	2012	66.2%
Same Institution		59.5%
Other Institutions		6.7%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2017	
Total	90.7%
Same	84.9%
Other	5.9%
2-Year Persistence, Fall 2016	
Total	84.3%
Same	73.5%
Other	10.8%

Avg Number SCH for Bachelor's Degree		
FY 2018 Average		
Sem	SCH	
All	11.00	141.00

Degrees Awarded	
Type	FY 2018
Bachelor's	7,415
Master's	2,038
Doctoral	381
Professional	449
Total	10,283

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2018 Rate
Education*	95.70%
Law	83.8%
Pharmacy	97.0%
Nursing	%
Engineering	85.3%

*Data for FY 2017

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2018		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2018			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	4,276	73.8%	30.9%
African American	4,027	44.7%	35.6%
Hispanic	8,916	55.5%	36.4%
Asian	4,166	82.2%	42.7%
International	991	66.6%	25.8%
Other	586	74.4%	34.4%
Total	22,962	62.8%	36.1%

Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2019
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	Type of Cost
2014	\$9,888	.0%	\$9,267	.0%	Total Academic Cost
2015	\$10,331	4.3%	\$9,493	2.4%	On-campus Room & Board
2016	\$10,331	.0%	\$9,698	2.1%	Books & Supplies
2017	\$11,078	6.7%	\$10,076	3.8%	Off-Campus Transportation & Personal Expenses
2018	\$11,078	.0%	\$10,352	2.7%	Total Cost
2019	\$10,890	-1.7%	\$10,687	3.1%	

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

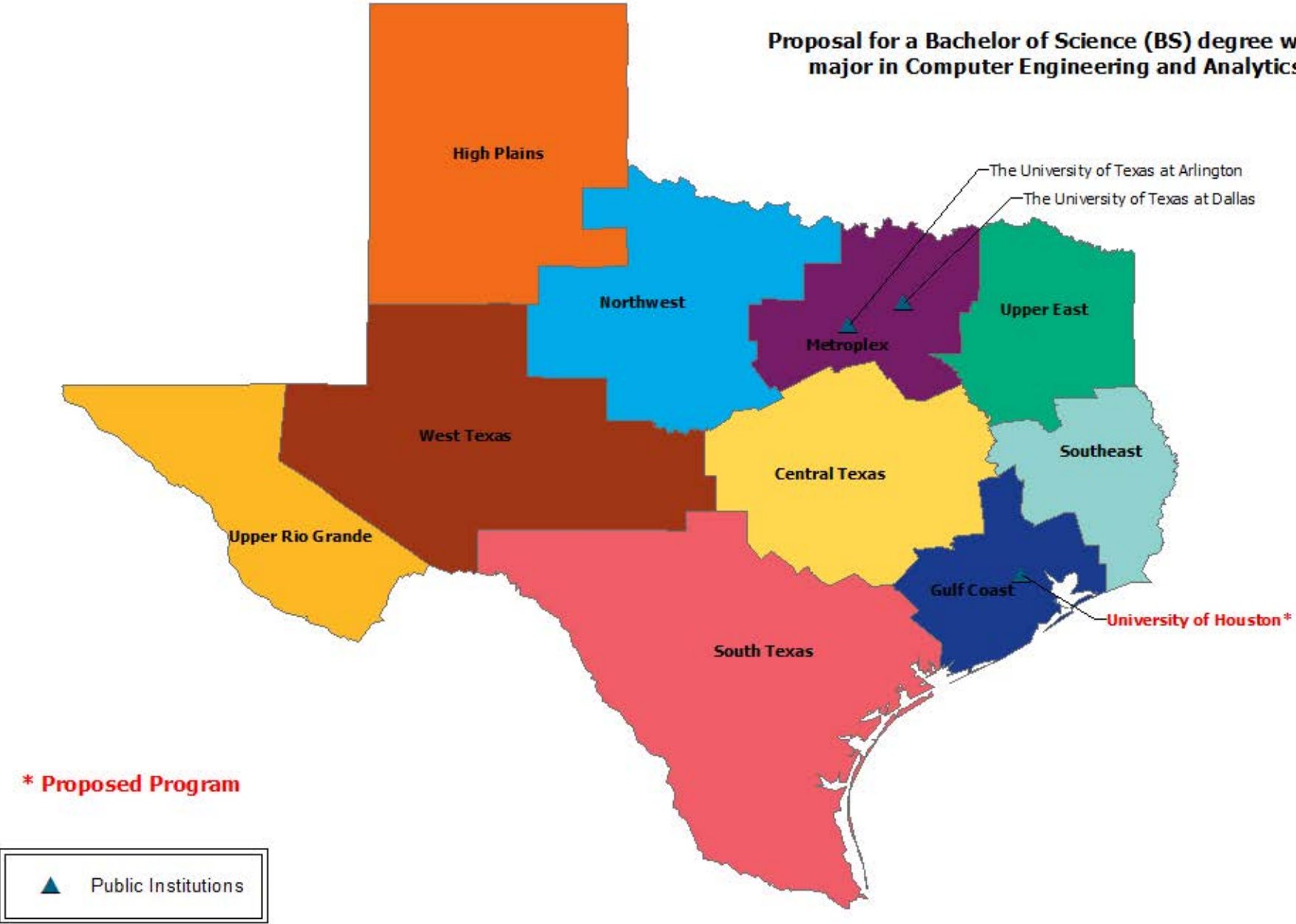
Instruction		
Measure of Excellence	Fall 2018	
Undergraduate Classes with < 20 Students	24.4%	
Undergraduate Classes with > 50 Students	22.8%	
% of Teaching Faculty Tenured/Tenure-track *	59.7%	
Student/Faculty Ratio *	23:1	

* Fall 2017 Data

Financial Aid		
Enrolled in FY 2017		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	56%	\$7,204
Federal (Pell) Grants	37%	\$4,242
Federal Student Loans	39%	\$6,821

Funding		
Source	FY 2018 Amount	Pct of Total
Appropriated Funds	\$286,994,293	25.9%
Federal Funds	\$137,471,808	12.4%
Tuition & Fees	\$356,456,926	32.2%
Total Revenue	\$1,106,201,666	100.0%

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



AGENDA ITEM V-C (5)

Consideration of adopting the staff recommendation to the Committee relating to the request from the University of Houston for a Bachelor of Science (BS) degree with a major in Construction Engineering

RECOMMENDATION: Approval, beginning fall 2020

Rationale:

University of Houston (UH) is proposing a Bachelor of Science (BS) in Construction Engineering at their campus in Katy. The proposed face-to-face program would be offered at UH through a partnership agreement between the University of Houston (UH) and Houston Community College (HCC) and would offer students an additional option for pursuing an engineering degree. HCC would deliver the lower-division core curriculum, math, and science courses. UH would deliver engineering and upper-division coursework. The proposed face-to-face program would be housed in the Department of Civil and Environmental Engineering within the Cullen College of Engineering at UH. Currently, there are five other public institutions within the state that offer a bachelor's degree in construction engineering.

The U.S. Bureau of Labor Statistics (BLS) and the Texas Workforce Commission (TWC) data indicate there is a shortage of construction engineering graduates based on the projected available jobs from 2016-2026.

The program would provide students with a foundational core engineering education, and also the ability to analyze and design construction processes and systems, explain basic management topics, and obtain professional engineering licensure in the construction industry. This would allow students to adapt their knowledge and expertise to different construction industry environments in Texas and the Greater Houston area.

In accordance with the institution's proposed hiring schedule, UH will hire two core faculty members to start in the first year and two core faculty members to start in the 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 the construction 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 construction engineering degree program from ABET upon the graduation of its first student.

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

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

University of Houston has 38 engineering degree programs:

MS in Aerospace Engineering (1992)
 BS, MS, PhD in Biomedical Engineering (2003, 2003, 2010)
 BS, MSCHE, MCHE, PhD in Chemical Engineering (1950, 1970, 1970, 1961)
 BS, MSCE, MCE, PhD in Civil Engineering (1950, 1970, 1970, 1961)
 BS in Computer Engineering (1999)
 MS in Computer and Systems Engineering (1987)
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 MS, PhD in Environmental Engineering (1991, 1991)
 MS, PhD in Geosensing Systems Engineering and Sciences (2013, 2015)
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 MS, PhD in Material Science and Engineering (1991, 1991)
 BS, MSME, MEE, PhD in Mechanical Engineering (1950, 1951, 1979, 1964)
 BS, MSPETE, MPETE, PhD in Petroleum Engineering (2009, 1970, 1970, 2015)
 MS in Space Architecture (2003)
 MS in Subsea Engineering (2012)

Proposed Program:

The proposed face-to-face program in construction engineering represents 128 semester credit hours (SCH) of instruction and would satisfy the ABET subject matter requirements. The proposed BS in Construction Engineering is meant to prepare students with a foundational core engineering education, as well as the ability to analyze and design construction processes and systems, explain basic management topics, and obtain professional engineering licensure in the construction industry. This would allow students to adapt their knowledge and expertise to different construction industry environments in Texas and the Greater Houston area.

The institution estimates that five-year costs would total \$3,400,011. Formula Funding would represent 10 percent of all funding during the first five years. Total estimated funding is \$3,888,264.

FIVE-YEAR COSTS		FIVE-YEAR FUNDING	
Personnel		Formula Funding (Years 3-5)	\$ 340,264
Faculty	\$ 2,132,095	Other State Funding	\$ 0
Program Administration	\$ 627,087	Tuition and Fees	\$ 3,048,000
Clerical/Staff	\$ 0	Other	\$ 0
Student Support	\$ 0		
Supplies & Materials	\$ 77,000		
Library & IT Resources	\$ 55,000		
Equipment	\$ 120,000		
Facilities	\$ 0		
Other	\$ 388,829		
Total	\$ 3,400,011	Total	\$ 3,888,264

Evidence of Duplication, Workforce Need, and Student Demand:

<i>Duplication of Programs is: <u>Moderate</u>.</i>			
Number of institutions with bachelor's degree programs in the state with the same 6-digit CIP (14.3301): 5			
Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.3301): 0			
<i>Job Market Need: <u>Strong</u></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: <u>Weak</u></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>	30	60	105	142	149
<i>Student FTE</i>	24	48	84	114	119
<i>Core Faculty Headcount</i>	5	7	7	7	7
<i>Core Faculty FTE</i>	2.35	4.35	4.35	4.35	4.35

Major Commitments:

In accordance with the institution's proposed hiring schedule, UH will hire two core faculty members to start in the first year and two core faculty members to start in the 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 the construction engineering courses to be taught. Formula funding for courses is dependent on having the appropriate hires in place at the specified times.

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

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TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
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Two-Year Institutions	495	1.6%	777	2.2%	831	2.2%
Other Institutions						

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
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Financial Aid						
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Same		84.6%	84.3%	84.9%	Fall 2014 4-year	38.8%	36.7%			
Other		7.7%	6.5%	5.9%	Fall 2008 5-year	43.7%	49.3%			
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2012 5-year	56.7%	54.6%			
		Enter Fall 2011	Enter Fall 2015	Enter Fall 2016	Fall 2013 5-year	58.4%	55.9%			
Institution Persistence					Fall 2007 6-year	55.0%	57.6%			
Cohort		3,564	4,004	4,249	Fall 2011 6-year	61.4%	60.8%			
Total		83.5%	83.5%	84.3%	Fall 2012 6-year	66.2%	62.6%			
Same		68.5%	72.5%	73.5%	National Comparison (IPEDS Definition)					
Other		15.0%	11.1%	10.8%	Cohort	Institution Rate	OOS Peers Rate			
Peer Group Persistence					Fall 2008 4-year	16.0%	30.0%			
Cohort		3,494	4,012	4,030	Fall 2012 4-year	23.0%	34.4%			
Total		81.5%	82.5%	82.4%	Fall 2013 4-year	25.0%	36.0%			
Same		64.3%	67.8%	68.7%	Fall 2007 5-year	36.0%	53.8%			
Other		17.2%	14.7%	13.7%	Fall 2011 5-year	43.0%	56.8%			
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree					Fall 2012 5-year	45.0%	58.2%			
					Fall 2006 6-year	46.0%	59.3%			
					Fall 2010 6-year	51.0%	61.8%			
					Fall 2011 6-year	54.0%	62.6%			
					Institution			Peer Group Average		
					Grads	Sem	SCH	Grads	Sem	SCH

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2014	4,296	11.26	144.45	3,391	10.91	142.56
FY 2017	4,793	11.00	142.00	3,929	10.72	139.00
FY 2018	5,335	11.00	141.00	4,194	10.62	138.12

Six-year Graduation & Persistence Rate, Fall 2012		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	55	52.7%
Peer Group	253	52.2%
<i>For Students NOT Needing Dev Ed</i>		
Institution	3,304	77.8%
Peer Group	3,202	74.0%

*Peer Group data is average for peer group.

Funding						
Source	FY 2013 Amount	Pct of Total	FY 2017 Amount	Pct of Total	FY 2018 Amount	Pct of Total
Appropriated Funds	\$238,032,558	28.8%	\$284,455,030	27.5%	\$286,994,293	25.9%
Federal Funds	\$124,274,775	15.0%	\$126,578,428	12.3%	\$137,471,808	12.4%
Tuition & Fees	\$283,284,674	34.2%	\$351,843,198	34.1%	\$356,456,926	32.2%
Total Revenue	\$827,665,251	100.0%	\$1,033,115,696	100.0%	\$1,106,201,666	100.0%

Online Resume for Prospective Students, Parents and the Public

UNIVERSITY OF HOUSTON

Location: Houston, Gulf Coast Region

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

[Institutional Resumes](#)

[Accountability System](#)

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[Institution Home Page](#)

Enrollment		
Race/Ethnicity	Fall 2018 Number	Percent
White	11,417	24.6%
Hispanic	14,725	31.8%
African American	5,025	10.8%
Asian	9,666	20.9%
International	3,675	7.9%
Other & Unknown	1,816	3.9%
Total	46,324	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	4,047	10.8%
Other Institutions	831	2.2%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students			
Entering		Rate	
Measure	Fall	Rate	
4-year Rate Total	2014	38.8%	
Same Institution		36.3%	
Other Institutions		2.5%	
5-year Rate Total	2013	58.4%	
Same Institution		54.0%	
Other Institutions		4.4%	
6-year Rate Total	2012	66.2%	
Same Institution		59.5%	
Other Institutions		6.7%	

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2017		
Total	90.7%	
Same	84.9%	
Other	5.9%	

2-Year Persistence, Fall 2016		
Total	84.3%	
Same	73.5%	
Other	10.8%	

Avg Number SCH for Bachelor's Degree		
FY 2018 Average		
Sem	SCH	
All	11.00	141.00

Degrees Awarded	
Type	FY 2018
Bachelor's	7,415
Master's	2,038
Doctoral	381
Professional	449
Total	10,283

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2018 Rate
Education*	95.70%
Law	83.8%
Pharmacy	97.0%
Nursing	%
Engineering	85.3%

*Data for FY 2017

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2018		
Test Section	ACT	SAT
Composite		
Math	http://www.CollegePortraits.org	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2018			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	4,276	73.8%	30.9%
African American	4,027	44.7%	35.6%
Hispanic	8,916	55.5%	36.4%
Asian	4,166	82.2%	42.7%
International	991	66.6%	25.8%
Other	586	74.4%	34.4%
Total	22,962	62.8%	36.1%

Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2019
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	Type of Cost
2014	\$9,888	.0%	\$9,267	.0%	Total Academic Cost
2015	\$10,331	4.3%	\$9,493	2.4%	On-campus Room & Board
2016	\$10,331	.0%	\$9,698	2.1%	Books & Supplies
2017	\$11,078	6.7%	\$10,076	3.8%	Off-Campus Transportation & Personal Expenses
2018	\$11,078	.0%	\$10,352	2.7%	Total Cost
2019	\$10,890	-1.7%	\$10,687	3.1%	

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

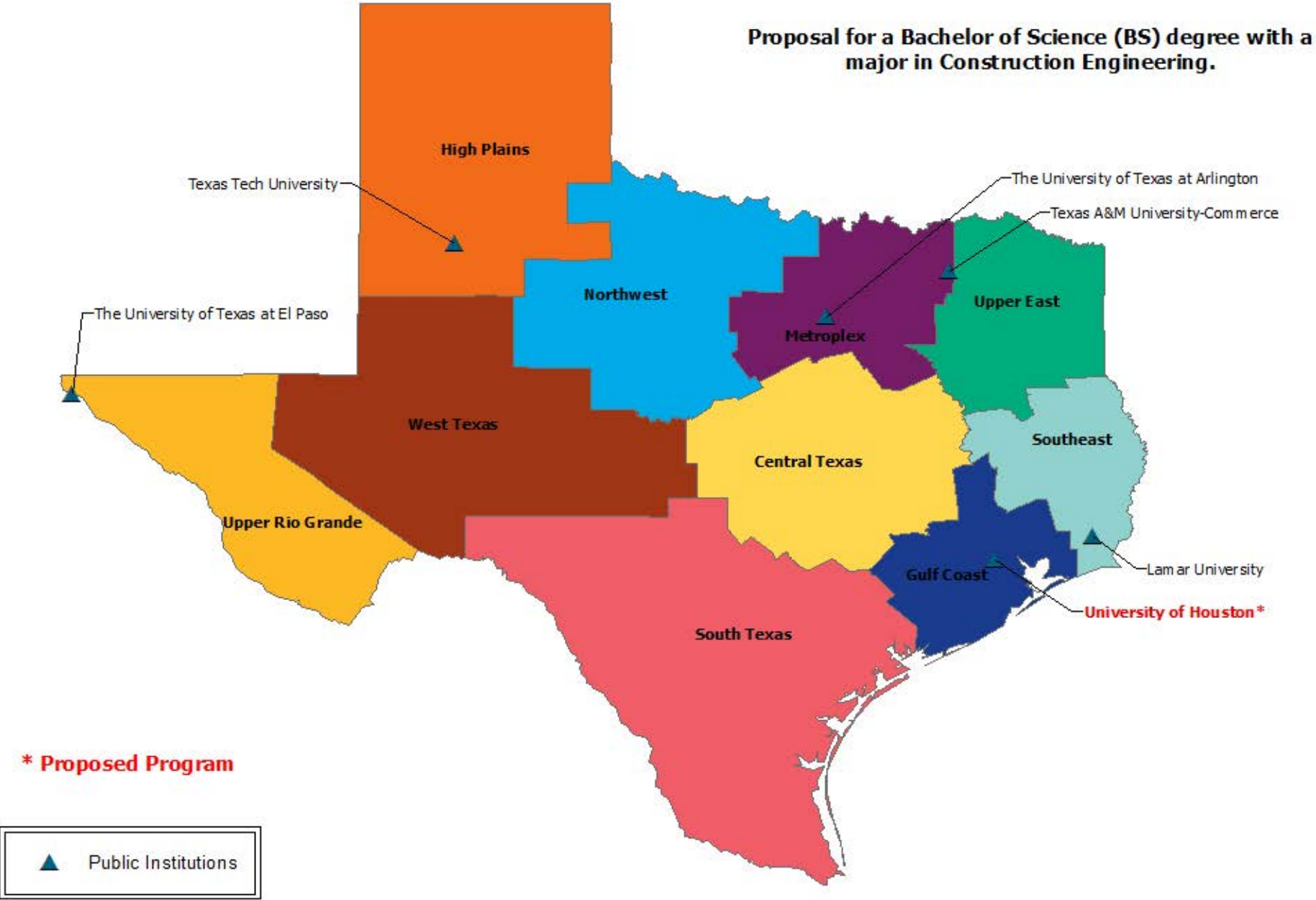
Instruction		
Measure of Excellence	Fall 2018	
Undergraduate Classes with < 20 Students	24.4%	
Undergraduate Classes with > 50 Students	22.8%	
% of Teaching Faculty Tenured/Tenure-track *	59.7%	
Student/Faculty Ratio *	23:1	

* Fall 2017 Data


Financial Aid		
Enrolled in FY 2017		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	56%	\$7,204
Federal (Pell) Grants	37%	\$4,242
Federal Student Loans	39%	\$6,821

Funding		
Source	FY 2018 Amount	Pct of Total
Appropriated Funds	\$286,994,293	25.9%
Federal Funds	\$137,471,808	12.4%
Tuition & Fees	\$356,456,926	32.2%
Total Revenue	\$1,106,201,666	100.0%

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



*** Proposed Program**

 Public Institutions

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 Houston for a Bachelor of Science (BS) degree with a major in Systems Engineering

RECOMMENDATION: Approval, beginning fall 2020

Rationale:

University of Houston (UH) is proposing a Bachelor of Science (BS) in Systems Engineering at their campus in Katy. The proposed face-to-face program would be offered by UH through a partnership agreement between the University of Houston (UH) and Houston Community College (HCC) and would offer students an additional option for pursuing an engineering degree. HCC would deliver the lower-division core curriculum, math, and science courses. UH would deliver engineering and upper-division coursework. The proposed face-to-face program would be housed in the Department of Industrial Engineering within the Cullen College of Engineering at UH. Currently, there is only one other public institution within the state that offers a bachelor's degree in systems engineering.

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

The program would provide students with a foundational core engineering education, holistic viewpoints that view all subsystems of a complex system, and hands-on training through a variety of real-world applications. This would allow students to adapt their knowledge and expertise to different industrial environments in Texas and the Greater Houston area, in the areas of oil and gas, healthcare services, manufacturing, aerospace, and transportation.

In accordance with the institution's proposed hiring schedule, UH will hire four additional core faculty members. The institution would hire one core faculty member to start in the first year, one core faculty member to start in the second year, one core faculty member to start in the third year, and one core faculty member to start in the fourth 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 letters of intent, curricula vitae, and a list of the systems 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 systems engineering degree program from ABET upon the graduation of its first student.

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

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

University of Houston has 38 engineering degree programs:

MS in Aerospace Engineering (1992)
 BS, MS, PhD in Biomedical Engineering (2003, 2003, 2010)
 BS, MSCHE, MCHE, PhD in Chemical Engineering (1950, 1970, 1970, 1961)
 BS, MSCE, MCE, PhD in Civil Engineering (1950, 1970, 1970, 1961)
 BS in Computer Engineering (1999)
 MS in Computer and Systems Engineering (1987)
 BS, MSEE, MEE, PhD in Electrical Engineering (1950, 1970, 1970, 1964)
 MS, PhD in Environmental Engineering (1991, 1991)
 MS, PhD in Geosensing Systems Engineering and Sciences (2013, 2015)
 BS, MSIE, MIE, PhD in Industrial Engineering (1950, 1970, 1970, 1971)
 MS, PhD in Material Science and Engineering (1991, 1991)
 BS, MSME, MEE, PhD in Mechanical Engineering (1950, 1951, 1979, 1964)
 BS, MSPETE, MPETE, PhD in Petroleum Engineering (2009, 1970, 1970, 2015)
 MS in Space Architecture (2003)
 MS in Subsea Engineering (2012)

Proposed Program:

The proposed face-to-face program in systems engineering represents 128 semester credit hours (SCH) of instruction and would satisfy the ABET subject matter requirements. The proposed BS in Systems Engineering is meant to prepare students with a foundational core engineering education, holistic viewpoints that view all subsystems of a complex system, and hands-on training through a variety of real-world applications. This would allow students to adapt their knowledge and expertise to different industrial environments in Texas and the Greater Houston area, in the areas of oil and gas, healthcare services, manufacturing, aerospace, and transportation.

The institution estimates that five-year costs would total \$4,101,392. Formula Funding would represent 11 percent of all funding during the first five years. Total estimate funding is \$4,410,398.

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 2,533,430
Program Administration	\$ 877,922
Clerical/Staff	\$ 0
Student Support	\$ 0
Supplies & Materials	\$ 77,000
Library & IT Resources	\$ 55,000
Equipment	\$ 120,000
Facilities	\$ 0
Other	\$ 441,040
Total	\$ 4,104,392

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 459,286
Other State Funding	\$ 0
Tuition and Fees	\$ 3,951,112
Other	\$ 0
Total	\$ 4,410,398

Evidence of Duplication, Workforce Need, and Student Demand:

<i>Duplication of Programs is: <u>Moderate</u>.</i>			
Number of institutions with bachelor's degree programs in the state with the same 6-digit CIP (14.0903): 1			
Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.0903): 0			
<i>Job Market Need: <u>Strong</u></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: <u>Weak</u></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>	38	72	126	167	164
<i>Student FTE</i>	27	51	91	94	105
<i>Core Faculty Headcount</i>	11	12	13	14	14
<i>Core Faculty FTE</i>	4.5	5.5	6.5	7.5	7.5

Major Commitments:

In accordance with the institution's proposed hiring schedule, UH will hire four additional core faculty members. The institution would hire one core faculty member to start in the first year, one core faculty member to start in the second year, one core faculty member to start in the third year, and one core faculty member to start in the fourth 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 letters of intent, curricula vitae, and a list of the systems 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 systems engineering degree program from ABET upon the graduation of its first student.

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

Online Resume for Legislators and Other Policymakers

UNIVERSITY OF HOUSTON

Location: Houston, Gulf Coast Region

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

Out-Of-State Peers: University Of Cincinnati-Main Campus 0000, University Of Illinois At Chicago 0000, University Of New Mexico-Main Campus 0000, University Of Oklahoma-Norman Campus 0000, University Of Oklahoma-Tulsa 0000

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2013		Fall 2017		Fall 2018	
	Number	Percent	Number	Percent	Number	Percent
White	12,140	30.7%	11,629	25.6%	11,417	24.6%
Hispanic	10,188	25.8%	13,873	30.6%	14,725	31.8%
African American	4,587	11.6%	4,884	10.8%	5,025	10.8%
Asian	7,745	19.6%	9,415	20.8%	9,666	20.9%
International	3,733	9.4%	3,865	8.5%	3,675	7.9%
Other & Unknown	1,147	2.9%	1,698	3.7%	1,816	3.9%
Total	39,540	100.0%	45,364	100.0%	46,324	100.0%
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	2,610	8.6%	4,011	11.1%	4,047	10.8%
Other Institutions	495	1.6%	777	2.2%	831	2.2%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$9,888	.0%	\$9,345	.0%
2015	\$10,331	4.5%	\$9,598	2.7%
2016	\$10,331	.0%	\$9,777	1.9%
2017	\$11,078	7.2%	\$10,201	4.3%
2018	\$11,078	.0%	\$10,443	2.4%
2019	\$10,890	-1.7%	\$10,712	2.6%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2016	40%	\$6,870	46%	\$6,403	41%	\$6,147
2017	39%	\$6,821	46%	\$7,469	41%	\$6,876
Federal, State, Institutional or Other Grants Known by Institutions						
2016	57%	\$7,042	57%	\$7,308	67%	\$8,109
2017	56%	\$7,204	57%	\$7,502	72%	\$7,943
Federal (Pell) Grants						
2016	37%	\$4,168	37%	\$4,231	31%	\$4,295
2017	37%	\$4,242	37%	\$4,226	30%	\$4,304

Student Success							
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Graduation Rates		
		Enter Fall 2012	Enter Fall 2016	Enter Fall 2017	Cohort	Institution Rate	Peer Group Rate
Cohort		3,359	4,263	4,746	Fall 2009 4-year	21.6%	27.4%
Total		92.4%	90.9%	90.7%	Fall 2013 4-year	34.1%	34.4%
Same		84.6%	84.3%	84.9%	Fall 2014 4-year	38.8%	36.7%
Other		7.7%	6.5%	5.9%	Fall 2008 5-year	43.7%	49.3%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2012 5-year	56.7%	54.6%
		Enter Fall 2011	Enter Fall 2015	Enter Fall 2016	Fall 2013 5-year	58.4%	55.9%
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Institution Grade	Sem	SCH	Peer Group Average Grade	Sem	SCH		

Six-year Graduation & Persistence Rate, Fall 2012		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
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[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2017		
Total	90.7%	
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[Rates of Tuition per SCH](#)
[Mandatory Fees](#)

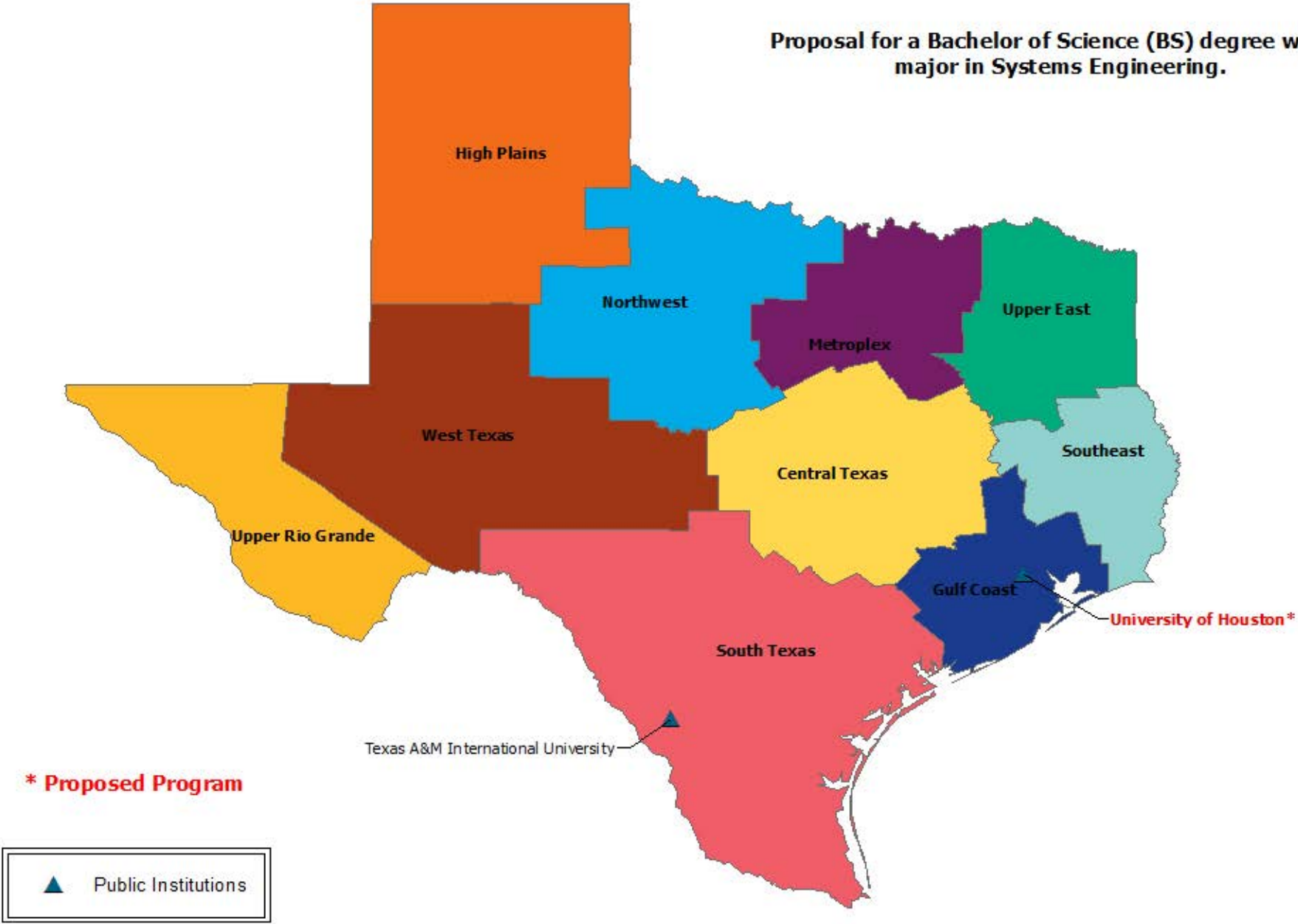
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Total Revenue	\$1,106,201,666	100.0%

* Fall 2017 Data

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



Committee on Academic and Workforce Success

AGENDA ITEM V-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

RECOMMENDATION: Approval

Background Information:

The *Lower-Division Academic Course Guide Manual* (ACGM) is the official list of lower-division courses approved for general academic transfer that may be offered by public community and technical colleges in Texas. The ACGM is developed with the input of the ACGM Advisory Committee that is charged to provide recommendations to the Texas Higher Education Coordinating Board (THECB). The committee makes recommendations to add, delete, and revise courses to facilitate inclusion of new disciplines of study, reflect developments within existing disciplines, provide vertical and horizontal alignment of courses within disciplines, and respond to obsolescence of disciplines of study and courses. The ACGM is available online as a portable document format (pdf) and as an interactive database (<http://www.thecb.state.tx.us/ACGM>).

The ACGM Advisory Committee met October 15, 2019 and reviewed selected courses in the disciplines of Art (ARTS), Drama/Theater (DRAM), and History (HIST). Discipline faculty workgroups of the ACGM Learning Outcomes Project for 2019 developed the courses. The committee recommends the following approval of new courses, changes in existing course descriptions, and the addition of learning outcomes for the courses in each discipline.

COURSES MODIFIED OR ADDED AS PART OF THE LEARNING OUTCOMES PROJECT

COURSE	TITLE	EFFECTIVE
ARTS 2311	Design III (Color Theory)	Fall 2020
ARTS 2313	Graphic Design	Fall 2020
ARTS 2316	Painting I	Fall 2020
ARTS 2317	Painting II	Fall 2020
ARTS 2323	Life Drawing	Fall 2020
ARTS 2326	Sculpture	Fall 2020

ARTS 2333	Printmaking	Fall 2020
ARTS 2341	Metals	Fall 2020
ARTS 2346	Ceramics I	Fall 2020
ARTS 2347	Ceramics II	Fall 2020
ARTS 2348	Digital Media	Fall 2020
ARTS 2356	Photography I (fine arts emphasis)	Fall 2020
ARTS 2357	Photography II (fine arts emphasis)	Fall 2020
ARTS 2366	Watercolor	Fall 2020
DRAM 1322	Stage Movement	Fall 2020
DRAM 1341	Stage Makeup	Fall 2020
DRAM 1342	Costume Technology	Fall 2020
DRAM 2335	Theater Design	Fall 2020
DRAM 2336	Voice for the Actor	Fall 2020
DRAM 2355	Script Analysis	Fall 2020
HIST 2381	African American History I	Fall 2020
HIST 2382	African American History II	Fall 2020

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

Committee on Academic and Workforce Success

AGENDA ITEM V-F

Consideration of adopting the staff recommendation to the Committee relating to the request from Vernon College for a Branch Campus Maintenance Tax Election

RECOMMENDATION: Approval

Background Information:

Vernon College (Vernon) requests Texas Higher Education Coordinating Board (THECB) approval to hold a branch campus maintenance tax election in Wichita County in the coming year to support Vernon's operations and to establish a branch campus in Wichita County. The 2017 American Community Survey determined that the population of Wichita County is 131,778. Under the provisions of THECB Rules, Chapter 8, Subchapter E, Rule 8.96, circulation of a petition to hold a branch campus maintenance tax election is not required for counties or independent school districts with a population of 150,000 or less.

The Vernon Board of Trustees approved the initiative of the maintenance and operations tax and, pending approval of this tax, the effort to move forward with expanding the existing Century City Center and Skills Training Center, both located in Wichita Falls. The Wichita County Branch Maintenance Tax (WCBMT) Steering Committee, which is comprised of Wichita County business, health care, and community leaders, was formed in support of this effort.

Vernon is a comprehensive community college located in Wilbarger County, Texas. The college serves a 12-county area of North Central Texas totaling 10,363 square miles, including Archer, Baylor, Clay, Cottle, Foard, Hardeman, Haskell, King, Knox, Throckmorton, Wichita, and Wilbarger Counties. The majority of Vernon's students reside in Wichita and Wilbarger Counties. The service area is predominately rural in nature, with Wichita Falls being the largest city in the area.

The college's main campus is located in Vernon, Texas, the county seat of Wilbarger County. There are two learning centers in Wichita Falls, the Century City Center and the Skills Training Center, and an additional learning center located in Seymour, Texas. A branch maintenance tax is being sought only for Wichita County. The proposed proceeds from the branch campus maintenance tax would be used to expand the Century City Center and the Skills Training Center in Wichita Falls and respond to the increasing need to enhance workforce and healthcare programs.



Vernon began offering courses and programs in Wichita County in 1975. Courses were offered in various leased facilities until 2004. In 1996, Vernon, with Wichita County and Wichita Falls community partners and grant funding from the Texas Workforce Commission, established the current Skills Training Center in Wichita Falls. In 2004, Vernon established a permanent presence in Wichita Falls with the purchase of the Century City Center. Wichita County currently accounts for approximately two-thirds of the college's enrollment each fall.

Proceeds from the branch campus maintenance tax would be used to fund the future expansion of the Century City Center and the Skills Training Center, and additional workforce and healthcare programs are planned. After the passage of the branch campus maintenance tax, residents of Wichita County would benefit by not being required to pay out-of-district tuition and fees to attend Vernon. Currently, Wichita County residents pay \$95 per semester credit hour (SCH) while Wilbarger County residents pay \$50 per SCH. A student taking 15 SCH per semester would save an estimated \$1,350 per year by paying in-district tuition and fees compared to current out-of-district rates.

Vernon is currently the second largest higher education provider in Wichita County based on the number of students enrolled (3,055 total enrollment in Fall 2018). Midwestern State University (MSU) is the only other public institution of higher education in Wichita County. It is one of four independent public universities in Texas that is unaffiliated with a state public university system. MSU's enrollment in Fall 2018 totaled 5,712. There are no private universities located in Wichita County.

According to the 2017 American Community Survey, the population in Wichita County, Texas is 131,778, with a civilian labor force of 58,340. Of individuals 25 years and over in Wichita County, over 86 percent are high school graduates (including GED); however, only 22.4 percent of the residents over 25 years of age have a bachelor's degree or higher, compared with 28.7 percent in Texas and 31.0 percent in the U.S. The median household income in Wichita County is \$45,776, compared with \$57,051 in Texas and \$57,652 in the U.S. The

median house value in Wichita County is \$93,200, compared with \$151,500 in Texas and \$193,500 in the U.S.

Local Steering Committee

Over a nine-month period from fall 2017 through April 2018, The Wichita Falls Chamber of Commerce led a strategic planning process for public, private, and non-profit leaders in Wichita Falls to come together around a community and economic development initiative intended to help the community secure a more prosperous and successful future. A diverse steering committee comprised of representatives from the public, private, and non-profit sectors guided the process, resulting in the *Wichita Falls Economic Development Strategy*, a guide for the community's collective actions over the following five years.

A key strategy in the plan is "The Wichita Falls Talent Partnership," a collective impact partnership that facilitates alignment between education and training providers, businesses, non-profits, and other partners in order to develop a more competitive workforce and improve individual outcomes. The strategic plan specifically identifies Vernon as one of the key building blocks of a quality "talent pipeline" for the Wichita Falls area: "Wichita Falls has the building blocks of a quality "talent pipeline," including Midwestern State University, Vernon, the new Career Education Center (CEC), and public schools that parents and recent students generally view favorably" (*Wichita Falls Economic Development Strategy*, p. 7).

The President of Vernon, Dr. Dusty R. Johnston, and the Vernon Board of Trustees began discussing the potential of a branch campus maintenance tax for Wichita County back in 2011. At its July 10, 2019 meeting, the Vernon Board of Trustees unanimously approved the first step of the formal process for the *Application/Notification to the Texas Higher Education Coordinating Board for Approval to Pursue a Branch Campus and a Branch Campus Maintenance Tax in Wichita County*, and approval for the Wichita County Branch Campus Maintenance Tax (WCBCMT) Steering Committee to hold an election to levy a branch campus maintenance tax in Wichita County to support Vernon's operations and to establish a branch campus in Wichita County.

The 10-member WCBCMT Steering Committee is comprised of business, health care, and community leaders in Wichita County. The committee has stated its commitment to ensuring that the population in Wichita County and the greater region is well informed regarding the nature and purpose of the branch maintenance tax and the impact that the programs provided by Vernon and the college's Century City Center and Skills Training Center will have for Wichita County.

Tax Rate and New Revenue

The WCBCMT Steering Committee and the Vernon Board of Trustees have expressed their support for a \$0.05 per hundred dollars in taxable property valuation maintenance tax. Based on information provided by the WCBCMT Steering Committee, the taxable value of Wichita County in 2018 is \$6,880,555,202. Based on the current taxable property values, the tax would generate approximately \$3,440,000 in revenue annually. Approximately \$1,500,000 of the new revenue would be allocated to offset a reduction in tuition for Wichita County residents attending Century City Center, Skills Training Center, or other Vernon instructional sites. Approximately \$500,000 of the new revenue would be allocated to offset a reduction in tuition from \$95/semester credit hour to zero for all Wichita County high school students in dual credit academic, technical, or Early College High School classes.

Instructional Programs

Vernon has provided education and training to 1,800 - 2,000 Wichita County resident students each semester for over 10 years. During this time, the majority of the education and training has been conducted at Century City Center and Skills Training Center in Wichita County. At the Century City Center, Vernon currently offers a variety of academic, career, technical education, and continuing education programs and courses. At the Skills Training Center, Vernon offers training programs for area industries, including heating, ventilation, and air conditioning; welding; computer information systems; and industrial automation.

According to Vernon, the "Top Ten" Vernon Programs by Wichita County Completers (2009-2019) are:

1. Licensed Vocational Nursing (578)
2. Registered Nursing (412)
3. General Studies Transfer Cert. (469)
4. General Studies Transfer AA/AS (392)
5. Welding (121)
6. Heating, Ventilation, & Air Conditioning (110)
7. Computer & Information Sciences (112)
8. Police Academy-Law Enforce (99)
9. Cosmetology Operator (99)
10. Pharmacy Technician (88)

Library and Learning Resources

On-site physical libraries are available at the Vernon Campus and the Century City Center, with Resource Rooms available at the Skills Training Center. Libraries are open over 60 hours per week and include extensive print collections; group study rooms; computer labs; personal assistance from staff; and a TexShare Card Program that entitles students to borrowing privileges at participating libraries, including Midwestern State University's Moffett Library.

Electronic Library Resources include full text databases acquired through membership in the TexShare consortium of library materials as well as purchased independently outside the consortium; intercampus borrowing, which allows students, faculty, and staff to request books from the Vernon collection; interlibrary loan for requesting books unavailable within the Vernon Library System; online book renewal; off-campus access to E-books; research assistance via online tutorials and research guides; and library assistance via email or live chat accessible via an "Ask the Librarian" link.

Tutoring Centers are available at all locations and provide online tutoring through NetTutor (3rd party entity providing online tutoring); in-house essay tutoring and math tutoring; online email submission essay tutoring; group tutoring for most subjects; and access to the Vernon Student Toolbox housed in the college's Learning Management System.

Student Services

The mission of Vernon is teaching, learning, and leading. Vernon integrates education with opportunity through its instructional programs and student support services by means of traditional and distance learning modes. The college provides comprehensive student support services in person and/or via online interaction at all of its instructional locations, including the Century City Center and Skills Training Center in Wichita County. A Peer Mentor Program,

designed to provide support and guidance to students as they adjust to college life, is also available to all students. Student Peer Mentors help students connect to college services and resources, find information on policies and dates, develop time management strategies, and take action regarding academic and career goals. A Student Forum also directs on-campus activities at the Century City Center and Skills Training Center, including a Halloween Costume Contest, Finals cocoa, and community service projects such as Habitat for Humanity and blood drives.

Technology

Vernon uses technology throughout its operations, offering a full range of distance learning courses via interactive video, Internet, and videotape. Internet access for students is available in libraries and resource rooms at every major instructional location. A midrange computer system and an integrated software package were installed at Vernon to serve administrative computing functions. Below is an overview of the facilities at Century City Center and at the Skills Training Center:

Century City Center

- Total estimated square feet of operation: 157,267 sq. ft.
- Estimated square footage dedicated to instruction: 45,088 sq. ft.
- Number of dedicated classrooms: 25
- Number of dedicated:
 - Skills labs: 8
 - Science labs: 3
 - Math labs: 2
 - Computer labs: 8
 - Interactive Distance Education rooms: 4
- Number of individual faculty offices: 63
- Number of individual administrative/other offices: 44

Skills Training Center

- Total estimated square feet of operation: 54,000 sq. ft.
- Estimated square footage dedicated to instruction: 34,800 sq. ft.
- Number of dedicated classrooms: 10
- Number of dedicated:
 - Skills labs: 7
 - Computer labs: 3
 - Police Academy defense tactics room: 1
 - Police Academy active shooter simulator room: 1
 - Number of individual faculty offices: 8
 - Number of individual administrative/other offices: 3

Faculty

Vernon employs full-time and part-time faculty members who are qualified to provide instruction at all locations and for all modes of course delivery. The student/ faculty ratio at Vernon has remained at 17/1 for several years. The Century City Center employs 50 full-time faculty members and 49 adjunct faculty members. The Skills Learning Center employs 5 full-time faculty members, 9 instructional service staff, and 8 adjunct faculty members. Faculty advising for students who are Texas Success Initiative (TSI) clear or TSI exempt is offered during regularly scheduled faculty office hours and in the Course Schedule Advising (CSA) centers located at the Vernon Campus and Century City Center.

The mission of providing quality education in technical, vocational, academic, and continuing education guides the selection process as Vernon considers all qualifications, including work experience, professional certifications, and the individual's level of education (highest degree earned in the discipline). Academic faculty teaching transfer courses are required to hold a master's degree in the discipline, or a master's degree plus 18 graduate semester credit hours in the discipline being taught. Career and Technical Education faculty are hired based on qualifications, including level of education, work and teaching experience, as well as professional certifications/licensures.

As established by college policy, both full-time and part-time/adjunct faculty must meet the credentialing guidelines for scholarly and professional preparation established by the Southern Association for College and Schools Commission on Colleges. Faculty evaluation occurs using the Professional Improvement and Review for all full-time faculty, while the Supervisor's Evaluation of Adjunct Instructor is utilized for part-time/adjunct faculty. These instruments, along with Student Surveys of Instruction (SIR II and eSIRII), play a predominant role during the evaluation process for all full-time and part-time instructors. All full-time faculty are evaluated on an annual basis by his/her division chair, director, or coordinator, and all evaluations are reviewed by the vice-president of instructional services. Adjunct faculty, by virtue of their non-contractual status, are appointed on a semester basis, and all adjunct faculty are evaluated on a regular basis, with formal evaluations submitted by the supervising division chair or coordinator at least every three years.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-G

Consideration of adopting the Certification Advisory Council's 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

RECOMMENDATION: Approval, with stated conditional requirements

Background Information:

Southwest School of Art (SSA), San Antonio, Texas, seeks approval for its fourth Certificate of Authority to award a Bachelor of Fine Arts (BFA) degree. Certificates of Authority are granted for two-year periods. Institutions may be granted successive Certificates of Authority for a total of eight years. After eight years, absent sufficient cause, the institution must have obtained accreditation from an accrediting agency recognized by the Texas Higher Education Coordinating Board (THECB). The Certificate of Authority would be SSA's final Certificate of Authority, and would be valid from January 2020 to January 2022.

SSA was incorporated as the Southwest Craft Center in 1965. The first adult community art classes began in 1970. The school's name was shortened to the Southwest School of Art in 2010. SSA has operated under a Certificate of Authority since October 2013 to offer the BFA degree program. The inaugural BFA class began in fall of 2014. In April 2018, SSA graduated its first 11 students from the inaugural class.

The mission of SSA is to teach and advance the visual arts for the benefit of students seeking higher education and for others seeking education and enrichment. The mission is also supported by a statement of intent for the BFA degree, which is to provide SSA's students with an understanding of business, critical thinking, and studio skills necessary for successful careers as working artist and engaged citizens. SSA's statement of intent is: The Bachelor of Fine Arts (BFA) Degree program at Southwest School of Art requires that students become deeply involved in the process of making as a form of inquiry and discovery. With equal emphasis on content and craft, the program challenges students to value both tradition and innovation, moving freely between the creation of one-of-a-kind works and applied design.

SSA has applied for its fourth Certificate of Authority as the institution works toward accreditation by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC), an accrediting agency recognized by the THECB. SSA is also seeking accreditation by the National Association of Schools of Art & Design (NASAD), an accrediting agency which has not sought THECB recognition. SSA is working to achieve Candidacy status with SACSCOC in December 2021. SSA is working toward accreditation with NASAD in either April 2020 or October 2020.

Because the timeline for gaining SACSCOC Candidacy status is close to the expiration of the fourth Certificate of Authority, it is likely that SSA, may cite a good-faith effort to achieve accreditation within the eight-year time period and appeal for an extension of eligibility for certification because of "other good and sufficient cause,"¹ specifically, based on SACSCOC staff's recommendation, changing accounting methods to meet SACSCOC criteria, which caused a delay in application for SACSCOC accreditation.

An on-site evaluation was conducted at SSA on May 13-14, 2019. The THECB's Certification Advisory Council (CAC) reviewed the evaluation team's report and SSA's response to the evaluation report at its October 30, 2019 meeting. The CAC members voted 6 to 0 to recommend approval of a fourth Certificate of Authority, with the following restrictions or conditions, as suggested by THECB staff:

- Southwest School of Art must provide the THECB with annual audited financial statements during the final Certificate of Authority as soon as the audited financials are received by SSA;
- Southwest School of Art must provide the THECB with all correspondence between the institution and SACSCOC regarding the status of its application or candidacy with the accrediting agency as soon as received or sent;
- If Southwest School of Art believes it will not have candidacy status by the end of the final Certificate of Authority, by July 2021, it must provide to THECB staff:
 - Correspondence with SACSCOC regarding how the accreditor would view the gap in state authorization between the end of the final Certificate of Authority and obtaining candidacy status;
 - Any arguments regarding extraordinary circumstances which the Coordinating Board might consider in extending the final Certificate of Authority until SACSCOC can make a decision on candidacy; and
 - A signed teach-out agreement which allows students to transfer to another institution to finish the BFA program should the Coordinating Board not give an extension due to extraordinary circumstances.

Commissioner Keller concurred with the recommendation.

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

¹ Texas Education Code, Section 61.308(e).

Committee on Academic and Workforce Success

AGENDA ITEM V-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")

RECOMMENDATION: Approval

Background Information:

Starting in January 2014, under Texas Higher Education Coordinating Board (THECB) rules, Chapter 7, Subchapter A, Section 7.7, institutions operating under a Certificate of Authorization are required to submit an annual compliance report to ensure continued compliance with respect to institutions' operations in Texas. The compliance report includes documentation on accreditation status, degree programs being offered, publications, student complaint policies, and financial viability. The requirement was instituted after the U.S. Department of Education found another state's "licensure by accreditation" to be lacking in proper oversight of institutions operating in that state. Since the Certificate of Authorization is similarly based in part on accreditation by a recognized accreditor, proactive measures were taken to ensure Texas had enough review and oversight of institutions operating under a Certificate of Authorization. The review of the annual compliance report also provides a means for staff to confirm that information about an institution is current in the THECB's files and publications.

Institutions with names beginning with "A" through "O" are required to submit their reports by January 15, 2019. Institutions with names beginning with "P" through "Z" are required to submit their reports by July 15, 2019. An institution receiving its first Certificate of Authorization less than six months prior to the report due date is not required to report, as their information is deemed up-to-date. The following is a summary of the status of all institutions required to report in the July 2019 reporting cycle.

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

July 2019 Report to Texas Higher Education Coordinating Board
Status of Institutions (P-Z) under a Certificate of Authorization

Background:

Starting in January 2014, institutions operating under a Certificate of Authorization were required to submit an annual compliance report. Institutions with names beginning with "P" through "Z" are required to submit their reports by July 15 each year. An institution receiving its first Certificate of Authorization less than six months prior to the report due date was not asked to submit an annual report because the information was deemed up-to-date. Following are the statuses of all institutions under the July 15, 2019 reporting deadline:

**Institutions in compliance with THECB rules, including annual compliance reporting –
Operating in Texas under current Certificates of Authorization**

- Park University - Austin
- Park University - El Paso
- Paul Quinn College - Dallas
- Pima Medical Institute - El Paso
- Pima Medical Institute - Houston
- Quest College - San Antonio
- Relay Graduate School of Education - Dallas/Fort Worth
- Relay Graduate School of Education - Houston
- Relay Graduate School of Education - San Antonio
- Saint Leo University - Corpus Christi
- Saint Louis University - Dallas
- Saint Louis University - Houston
- Southeastern Oklahoma State University at Grayson College
- Southern Careers Institute
- Springfield College - The Woodlands
- Strayer University - Cedar Hill
- Strayer University - El Paso
- Strayer University - Fort Worth
- The College of Health Care Professions - McAllen
- The College of Health Care Professions - San Antonio
- The College of Health Care Professions - SA South
- The King's University
- Tulane University - Houston
- Universal Technical Institute of Northern Texas
- Universidad Ana G. Mendez - Carolina Campus
- Universidad Ana G. Mendez - Cupey Campus
- Universidad Ana G. Mendez - Gurabo Campus
- University of Maryland Global Campus - Killeen
- University of Phoenix Resource Center - Arlington Highlands
- University of Phoenix - Dallas
- University of Phoenix - El Paso Campus 4
- University of Phoenix - Houston
- University of Phoenix - Killeen Learning Center
- University of Phoenix - San Antonio
- Upper Iowa University
- Vet Tech Institute of Houston

- Strayer University - Irving
- Strayer University - North Austin
- Strayer University - Northwest Houston
- Strayer University - San Antonio
- Strayer University - Stafford
- Strayer University - Verizon Call Center - El Paso
- Texas Health And Science University
- Texas Health and Science University-San Antonio
- The Chicago School of Professional Psychology
- The College of Health Care Professions - Austin
- The College of Health Care Professions - Dallas
- The College of Health Care Professions - Fort Worth
- The College of Health Care Professions - Houston NW
- The College of Health Care Professions - Houston SW
- Vista College - Beaumont
- Vista College - College Station
- Vista College - El Paso (Brook Hollow)
- Vista College - El Paso (Montana)
- Vista College - El Paso (North Loop)
- Vista College - Killeen
- Vista College - Longview
- Wade College
- Webster University - San Antonio
- West Coast University - Dallas
- Western Governors University - Texas
- Western Technical College - El Paso (Diana Campus)
- Western Technical College - El Paso (Main Campus)

Out-of-state institutions authorized to provide field-based learning in Texas (clinicals, internships):

- Samuel Merritt University
- San Diego State University
- Saybrook University
- Seward County Community College/ATS
- St. Catherine University
- Touro University Nevada
- United States University
- University of Mississippi
- University of Puerto Rico - Medical Sciences
- University of San Francisco
- University of Southern California
- Webster University - St. Louis, MO
- West Coast University - Los Angeles
- West Coast University - Orange County
- Western Oklahoma State College
- Western University of Health Sciences

Institutions which have submitted annual compliance reporting, but need to provide missing information before fully in compliance

Institutions with a physical campus in Texas:

- Southwest University at El Paso
- Visible Music College

Out-of-state institutions authorized to provide field-based learning in Texas (clinicals, internships):

- Southern Arkansas University
- Walden University

Institutions with Certificates of Authorization expired due to campus closure or no current presence in Texas

- Peloton College – Arlington: no longer offering degrees
- University of Phoenix – Woodlands Learning Center
- Vista College - Lubbock
- Virginia College - Austin

Institutions with Certificates of Authorization cancelled due to membership in the State Authorization Reciprocity Agreement (SARA)

- University of Maryland - Baltimore
- University of Massachusetts - Amherst

Institutions which are operating in Texas under current Certificates of Authorization, but have been requested to update THECB with any changes in status due to financial or accreditation concerns

Institutions with a physical campus in Texas:

Institution

Comment

Peloton College – Dallas

U.S. Department of Education provisional status; currently in teach out of degree programs

<u>Institution</u>	<u>Comment</u>
Remington College – Dallas	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with company financial responsibility
Remington College - Fort Worth	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with company financial responsibility
Remington College - Houston North	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with company financial responsibility
Remington College - Houston Southeast	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with company financial responsibility
Rio Grande Valley College	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with company financial responsibility
School of Automotive Machinists & Technology	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with company financial responsibility
Seminary of The Southwest	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with company financial responsibility
South University – Austin	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with company financial responsibility
The Art Institute of Austin	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with company financial responsibility
The Art Institute of Dallas	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with company financial responsibility
The Art Institute of Houston	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with company financial responsibility
The Art Institute of San Antonio	Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with company financial responsibility

InstitutionComment

University of St. Augustine for Health Sciences - Austin

Procedural and control deficiencies that led to accreditor status of Accredited-On Notice

University of St. Augustine for Health Sciences - Dallas

Financial Responsibility Composite Score of less than 1.5.

Vista College – Richardson (Online)

Financial Responsibility Composite Score of less than 1.5

Out-of-state institutions authorized to provide field-based learning in Texas (clinicals, internships):

InstitutionComment

Research College of Nursing

Financial Responsibility Composite Score of less than 1.5

South University – Online

Heightened Cash Monitoring 1 status as a result of U.S. Department of Education concerns with company financial responsibility

Committee on Academic Workforce and Success

AGENDA ITEM V-I

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.

Belhaven University – Houston (Park Row)

On September 16, 2019, Belhaven University, Jackson, Mississippi, notified the THECB of its intention to close its campus at 15115 Park Row, Suite 175, Houston, Texas 77084 as of October 31, 2019. Belhaven University suspended new enrollments at the Park Row site as of September 20, 2019. Belhaven University notified SACSCOC on September 13, 2019. At the time enrollment was ceased, Belhaven had 114 students attending classes at the Park Row location. Of these students, 95 are enrolled in programs that are also offered through Belhaven University Online. These students are being offered the opportunity to transfer to the online programs. Eight students are in a program that is not currently offered online. They will participate in live video conference classes until the program is converted to an online format. Belhaven has entered into a formal teach-out agreement with American International University for its 11 international students. Student records will be maintained by Belhaven University at its main campus in Jackson, Mississippi. The Certificate of Authorization for this location ended October 31, 2019.

International Business College-West (Barranca)

On October 22, 2019, the Chief Executive Officer (CEO) of International Business College notified the THECB of her retirement and intention to close the West (Barranca) campus at 1156 Barranca Drive, El Paso, Texas 79935, as of October 31, 2019. Southwest University in El Paso, with similar programs, has agreed to accept and teach out International Business College students. Three El Paso colleges, Western Technical, Pima Institute, and Vista College, have agreed to accept credit-for-credit for students affected by the closure. THECB staff have requested electronic student records for safekeeping in the THECB's transcript repository. The school has also arranged for student records to be maintained electronically by Diamond Student Information System in Calabasas, California. The Certificate of Authorization for this location ended October 31, 2019.

International Business College-East (Zaragoza)

On October 22, 2019, the CEO of International Business College notified the THECB of her retirement and intention to close the East (Zaragoza) campus at 1155 N. Zaragoza, Ste. 100, El Paso, Texas 79907, as of October 31, 2019. Southwest University in El Paso, with similar programs, has agreed to accept and teach out International Business College students. Three El Paso colleges, Western Technical, Pima Institute, and Vista College, have agreed to accept credit-for-credit for students affected by the closure. THECB staff have requested electronic student records for safekeeping in the THECB's transcript repository. The school has also arranged for student records to be maintained electronically by Diamond Student Information System in Calabasas, California. The Certificate of Authorization for this location ended on October 31, 2019.

Strayer University – Stafford

On October 1, 2019, Strayer University, Herndon, Virginia, notified the THECB of its intention to close its campus at 12603 Southwest Freeway, Suite 400, Stafford, Texas 77477 no later than March 31, 2020. The campus resources will be consolidated at the Strayer University – Northwest Houston campus at 10343 Sam Houston Park Drive, Houston, TX 77064. The two campuses are 23.4 miles apart. Student records will continue to be maintained by Strayer University Office of the Registrar in Virginia. The Certificate of Authorization for this location will be ended upon receipt of notice of final closure.

Tulane University – Houston

On September 5, 2019, Tulane University, New Orleans, Louisiana, notified the THECB of its intention to close its Houston instructional site at 1700 West Loop South, Houston, Texas 77027. Tulane suspended new enrollments at the Houston site as of January 2019 and expects to conclude a teach-out on or about May 30, 2020, with all academic operations concluded on July 31, 2020. The teach-out plan was submitted to SACSCOC on July 25, 2019. Tulane will notify the U.S. Department of Education upon approval of the teach-out by SACSCOC. Tulane has not entered into formal teach-out agreements with other institutions as the number of transferring students is expected to be low. Tulane will provide individual support to students, such as assistance in transferring to an AACSB-accredited Houston institution; transferring to the main New Orleans campus; taking classes through Tulane's A.B. Freeman School of Business Goldring Institute of International Business; or completing coursework independently with specific faculty. At the time the closure was announced, Tulane served 46 students at the Houston location in three degree programs. All currently enrolled students are expected to graduate in or by August 2020. The Certificate of Authorization for this location will end upon receipt of the notification that the teach-out is complete. Student records will be maintained by Tulane University's main campus in New Orleans, Louisiana.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-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 60x30TX

Total Project Cost: \$300,000.00
Source of Funds: D.1.5. Strategy, Grad TX
Authority: General Appropriations Act, House Bill 1, Article III, Section 49
86th Texas Legislature, Regular Session

RECOMMENDATION: Approval

Background Information:

In October 2016, the Texas Higher Education Coordinating Board (THECB) approved funding for Grad TX projects and activities aimed at meeting the goals of 60x30TX. Contracts were awarded to institutions of higher education to reach out and re-admit students who had stopped-out with a significant number of semester credit hours. Institutions of higher education that participate in Grad TX have liberal transfer policies, work with stopped-out students to identify and overcome obstacles to re-entry, and provide opportunities for accelerated degree completion.

The THECB staff requests approval to fund the continued expansion and enhancement of the Grad TX program described above. Future efforts of Grad TX would:

- Expand support for focused and intensive marketing campaigns to increase outreach efforts to students who have stopped-out without having obtained a certificate/degree;
- Implement a Grad TX Consortium to serve as a research and benchmarking learning community to identify knowledge gaps, needs, and high-impact practices related to successfully serving stop-out students; and
- Increase and/or extend the number of grants to institutions of higher education tasked with implementing or expanding innovative approaches to help students who have stopped-out complete their certificate/degree.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-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

Project Cost:	Up to \$200,000
Sources of Funds:	D.1.2 Strategy: Developmental Education Complete College America Foundation
Authority:	General Appropriations Act, House Bill 1, Article III, Section 32 86th Texas Legislature, Regular Session

RECOMMENDATION: Approval

Background Information:

The Texas Success Initiative (Texas Education Code, Chapter 51, Subchapter F-1, Section 51.336(c)) requires Texas public institutions of higher education to develop and implement corequisite models and ensure that a certain percentage of their students enrolled in developmental education be enrolled in such models. Institutions are required to increase by 25 percentage points enrollments in corequisite models each fall, beginning in 2018 and culminating at 75 percent in fall 2020 and later.

To support colleges as they continue to implement, enhance, and scale the required corequisite models, institutions benefit from an independent evaluation of the efficient and effective delivery of corequisite models and their cost effectiveness. The evaluation will study the potential impact on closing the equity gaps and improving momentum for underrepresented groups, as well as supporting the priorities of the agency for achieving the goals and targets of the state's higher education plan, *60x30TX*. Findings will also be used to inform professional development, technical assistance, continuous improvement, and reporting activities, as well as future policy and guidance for serving underprepared students.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-L

Consideration of adopting the staff recommendation to the Committee relating to approval to issue a Request for Proposals for the Developmental Education Program

Original Project Cost: Up to \$2,250,000
Source of Funds: Strategy: Developmental Education
Authority: General Appropriations Act, Senate Bill 1, Article III, Section 32
86th Texas Legislature, Regular Session

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board (THECB) staff request approval to issue a Request for Proposals (RFP) for the Developmental Education Program in order to award grants that support scaling and enhancing comprehensive strategies and activities to achieve the goals and targets of the state's higher education plan, *60x30TX*.

The RFP will be released specifically to support the Texas Success Initiative (Texas Education Code, Chapter 51, Subchapter F-1), which requires all Texas public institutions of higher education to develop and implement corequisite models and ensure that a certain percentage of their students enrolled in developmental education be enrolled in such models. To support institutions as they continue to implement and scale required corequisite models, THECB staff seek proposals from interested institutions of higher education at various stages of implementation and those who seek to enhance the effectiveness and efficiency of their models through the use of multiple measures, supplemental instruction, and other promising and best practices that impact underprepared or struggling students' momentum and success.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-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

RECOMMENDATION: Approval

Background Information:

The Nursing, Allied Health and Other Health-related Education Grant Program (NAHGP) was established in 1999, as a result of the state's Tobacco Lawsuit Settlement, and grants are funded by the interest earnings from the permanent fund for the program. The passage of House Bill 1401, 86th Texas Legislature, Regular Session, directs the Texas Higher Education Coordinating Board (THECB) to continue prioritizing the state's nursing shortage through NAHGP (Texas Education Code, Sections 63.202 (f) and (g)). The THECB requests applications from Texas public and independent institutions of higher education that offer programs leading to the initial licensure of Registered Nurses (RN) to award grants.

Consistent with the goals of *60x30TX* and the statutorily delineated priority, the grant program prioritizes student completion, program enrollment, and acquisition of marketable skills in initial RN licensure education. Initial RN licensure programs typically face shortages in clinical sites, which restrict enrollment capacity. To alleviate challenges related to clinical site shortages, recent Requests for Applications (RFA) have supported approximately 50 initial RN licensure programs in their efforts to increase simulation use in clinical instruction, while also minimizing competency gaps and student attrition.

Approximately \$5 million is available for grant awards in Fiscal Year 2020. Pending approval by the Board of the THECB, the 2020 RFA will be released in spring with awards announced in summer 2020. The RFA is focused on reducing barriers that limit student enrollment and completion, and supports RN programs' expansion of clinical training into settings with vulnerable populations, and where a nursing shortage is prevalent and opportunities to develop students' clinical judgment are readily available.

Applications will be evaluated by agency staff and nursing professionals based on the published set of criteria, after which applications will be recommended for grant awards. The Board of the THECB, through the Commissioner as its delegate and with approval of the THECB Chair, Vice Chair, and Committee Chair, will select grant awards based upon the applications that receive the highest scores.

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

Committee on Academic Workforce and Success

AGENDA ITEM V-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

RECOMMENDATION: Approval, pending receipt of funds from the Texas Education Agency

Background Information:

As the state's sub-recipient of the federal Carl D. Perkins Career and Technical Education Improvement Act funding, the Texas Higher Education Coordinating Board (THECB) administers Basic formula grants (Title I) to support the goals outlined in the Perkins Act. The THECB publishes the Request for Applications (RFA) for eligible Texas colleges to apply to receive Perkins Basic grants. The Carl D. Perkins Career and Technical Education Improvement Act of 2006, as reauthorized and amended by the Strengthening Career and Technical Education for the 21st Century Act, went into effect on July 1, 2019. A four-year State Plan is under development for Fiscal Years 2021-2024. The Perkins Basic RFA for Fiscal Year 2021 will incorporate all required elements of the Act consistent with the State Plan.

As part of the responsibility delegated to the THECB by the State Board of Education, the THECB annually allocates Perkins funds to the state's public two-year colleges. Basic funds are allocated to the state and divided between secondary and postsecondary education according to a formula developed by the Texas Education Agency. The allocation of the total Basic Grant remains at a 70/30 split between secondary and postsecondary institutions. Funds must be expended according to the federal and state rules and regulations governing Perkins activities.

Perkins Basic grants provide support for career and technical programs at Texas public community and technical colleges. These grants are awarded annually and are based on the formula prescribed by the federal Perkins Act. Each eligible institution is entitled to an allotment that is determined by the total number of students reported by the institution who are enrolled in career and technical programs and receive Pell grants. Eligible institutions in Texas include all 50 community college districts, three Lamar State Colleges, and Texas State Technical College.

The funding must:

- 1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study;

2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals;

3) provide, within career and technical education, the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;

4) support integration of academic skills into career and technical education programs and programs of study;

5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113 of the Act; and

6) develop and implement evaluations of the activities carried out with funds awarded, including evaluations necessary to complete the comprehensive needs assessment required under section 134 of the Act and the local report required under section 113 of the Act.

Additionally, Basic grants funding must address the goals of the approved State Plan and the requirements of Public Law 115-224, Title I, Career and Technical Education Assistance to the States.

Funding for the Fiscal Year 2021 Basic Grants is estimated to be \$28.5 million.

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

Committee on Academic Workforce and Success

AGENDA ITEM V-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 Education Leadership Grant Program

RECOMMENDATION: Approval, pending receipt of funds from the Texas Education Agency

Background Information:

As the state's sub-recipient of the federal Carl D. Perkins Career and Technical Education Improvement Act funding, the Texas Higher Education Coordinating Board (THECB) administers State Leadership grants to support the goals outlined in the Carl D. Perkins Career and Technical Education Improvement Act of 2006, as reauthorized and amended by the Strengthening Career and Technical Education for the 21st Century Act, effective July 1, 2019. The THECB publishes the Request for Applications (RFA) for eligible Texas colleges to apply for State Leadership grants. Perkins State Leadership grants provide funding support to improve career and technical education (CTE) programs. In order to receive a State Leadership grant, institutions must submit an application that addresses the goals and objectives of the Act and one or more of the goals of *60x30TX*.

In FY 2021, State Leadership grants must also address the following criteria:

- 1) Overall advancement of career and technical education in Texas and its regions;
- 2) Improvement of student credential completion in CTE in one or more Texas Career Clusters;
- 3) CTE opportunities for special populations as designated by the Act;
- 4) Partnerships with educational agencies, institutions of higher education, adult education providers, workforce development boards, and/or business and industry;
- 5) Building upon formerly funded projects or proposing innovation that does not duplicate previous projects;
- 6) A sustainability plan and budget for continuation of the project's activities and deliverables after Perkins funding ends; and
- 7) For projects proposing curriculum development or redesign, adherence with applicable sections of the Guidelines for Instructional Programs in Workforce Education (GIPWE) and the Workforce Education Course Manual (WECM).

Anticipated Fiscal Year 2021 funding available for Perkins State Leadership grants is \$3.1 million.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-P (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

RECOMMENDATION: Approval

Background Information:

The Texas Higher Education Coordinating Board staff proposes revisions to Chapter 7, Subchapter A, Rules Sections 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 and 7.11 of Board rules. A majority of the revisions move Financial Protections for Student Tuition and Fees from Section 7.7 Institutions Accredited by Board-Recognized Accreditors and Section 7.8, Institutions Not Accredited by a Board-Recognized Accreditor, to create Section 7.16, Financial Protections for Student Tuition and Fees. The remaining revisions clarify existing rules, including the types of institutions that may participate in a reciprocal state exemption agreement under Section 7.3(33); which institutions the Standards for Operation of Institutions apply in Section 7.4; and adding the requirement in Section 7.4(8) that new degree program applications evaluate the need for the proposed program of study through survey, research, or other means of measurement; deleting a closed school previously allowed to have an Associate of Occupational Studies degree under Section 7.5(c); correcting cross-referenced subsections under Section 7.6-7.8; and individuals who become new owners are subject to the independent audited financial records requirement.

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

Date approved by the Commissioner for Publication in the *Texas Register*: October 14, 2019

Date published in the *Texas Register*: October 25, 2019

The 30-day comment period with the Texas Register ended on: November 25, 2019

At this time, no comments have been received.

§7.3. Definitions.

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

(1) - (32) (No change.)

(33) Reciprocal State Exemption Agreement--An agreement entered into by the Board with an out-of-state state higher education agency or higher education system for the purpose of creating a reciprocal arrangement whereby that entity's institutions are exempted from the Board oversight for the purposes of distance education. In exchange, participating Texas public and private or independent institutions of higher education as defined in Texas Education Code, §61.003 and private postsecondary educational institutions as defined in Texas Education Code, §61.302(2) would be exempted from that state's oversight for the purposes of distance education.

(34) - (39) (No change.)

§7.4 Standards for Operation of Institutions.

All non-exempt postsecondary educational institutions that operate within the state of Texas are required to meet the following standards. These standards will be enforced through the Certificate of Authority process for institutions without Board-recognized accreditation. Standards addressing the same principles will be enforced by Board-recognized accrediting agencies under the Certificate of Authorization process. Particular attention will be paid to the institution's commitment to education, responsiveness to recommendations and suggestions for improvement, and, in the case of a renewal of a Certificate of Authority, record of improvement and progress. These standards represent generally accepted administrative and academic practices and principles of accredited postsecondary institutions in Texas. Such practices and principles are generally set forth by institutional and specialized accrediting bodies and the academic and professional organizations.

(1) - (7) (No change.)

(8) Program Evaluation.

(A) The institution shall establish adequate procedures for planning and evaluation, define in measurable terms its expected educational results, and describe how those results will be achieved.

(B) For all associate degree programs, the evaluation criteria shall include the following: mission, labor market need, curriculum, enrollment, graduates, student placement, follow-up results, ability to finance each program of study, facilities and equipment, instructional practices, student services, public and private linkages, qualifications of faculty and administrative personnel, and success of its students.

(C) For applied associate degree programs relating to occupations where state or national licensure is required, graduates must pass the licensing examination at a rate acceptable to the related licensing agency.

(D) Prior to establishing a new degree program, the institution shall evaluate the need for the proposed program of study through survey, research, or other means of measure. The capacity and ability of similar programs at public, private or independent institutions of higher education and private postsecondary educational institutions within Texas to meet market needs shall be considered.

(9) - (24) (No change.)

§7.5. Administrative Injunctions, Limitations, and Penalties.

(a) - (b) (No change.)

(c) Associate of Occupational Studies (AOS) Degree- Texas has two [~~three~~] career schools or colleges awarding the AOS degree: Universal Technical Institute and [~~7~~] Western Technical College, and Golf Academy of America. The AOS degree shall be awarded in only the following fields: automotive mechanics, diesel mechanics, refrigeration, electronics, and business and golf complex operations and management. Each of the two [~~three~~] Institutions may continue to award the AOS degree for those fields listed in this subsection and shall be restricted to those fields. The Board shall not consider new AOS degree programs from any other career schools or colleges. A career school or college authorized to grant the AOS degree shall not represent such degree by using the terms "associate" or "associate's" without including the words "occupational studies." An institution authorized to grant the AOS degree shall not represent such degree as being the equivalent of the AAS or AAA degrees.

(d) - (r) (No change.)

§7.6. Recognition of Accrediting Agencies.

(a) Eligibility Criteria--The Board may recognize accrediting agencies with a commitment to academic quality and student achievement that demonstrate, through an application process, compliance with the following criteria:

(1) Eligibility. The accrediting agency's application for recognition must demonstrate that the entity:

(A) Is recognized by the Secretary of Education of the United States Department of Education as an accrediting agency authorized to accredit educational institutions that offer the associate degree or higher. Demonstration of authorization shall include clear description of the scope of recognized accreditation.

(B) Is applying for the same scope of recognition as that for which it is recognized by the Secretary of Education of the United States Department of Education:

(i) Using the U.S. Department of Education classification of instructional programs (CIP) code at the two-digit level, the applicant shall identify all fields of study in which institutions it accredits may offer degree programs.

(ii) Accrediting agencies shall, for each field of study in which an accredited institution may offer degree programs, specify the levels of degrees that may be awarded. Levels must be differentiated at least to the following, as defined in §7.3 of this chapter (relating to Definitions): applied associate degree, academic associate degree, baccalaureate degree, master's degree, first professional degree and doctoral degree. Associate of occupational studies (AOS) degrees are only allowed under §7.5(c) [~~§7.5(u)~~] of this chapter.

(iii) Only institutions that qualify as eligible for United States Department of Education Title IV programs as a result of accreditation by the applicant agency will be considered exempt under §7.7 of this chapter (relating to Institutions Accredited by Board-Recognized Accreditors).

(C) - (F) (No change.)

(2) (No change.)

(b) (No change.)

§7.7. Institutions Accredited by Board-Recognized Accreditors.

An institution which does not meet the definition of an institution of higher education contained in Texas Education Code §61.003, is accredited by a Board-recognized accreditor, and is interested in offering degrees or courses leading to degrees in the State of Texas must follow the requirements in paragraphs (1) - (4) of this section.

(1) Authorization to Offer Degrees or Courses Leading to Degrees in Texas.

(A) Each institution and/or campus location must submit an application for a Certificate of Authorization to offer degree(s) or courses leading to degrees in Texas. The application form for the Certificate of Authorization may be found on the Board's website. The application must contain the following information:

(i) Name of the institution;

(ii) Physical location of campus, or in the case of only providing clinicals or internships in Texas, the physical location of all clinical or internship sites, number of students in clinicals or internships and start and end date of clinicals or internships;

(iii) Name and contact information of the Chief Administrative Officer of the campus and name and contact information of the designated Single Point of Contact as defined in §7.3 of this chapter (relating to Definitions). In the case of an application based on clinicals or internships, name and contact information of clinical or internship site supervisors;

(iv) Name of Board-recognized accreditor;

(v) Level of degree, degree program name, and CIP code as authorized by the Board-recognized accreditor;

(vi) Documentation of notification to students and potential students of any program which does not make the graduate eligible to take required professional examinations in that field or to practice regulated professions in that field in Texas;

(vii) Dates of accreditation granted by the Board-recognized accreditor.

(I) If the institution or a location in Texas is currently subject to a negative or adverse action by its Board-recognized accreditor which has not resulted in a sanction, the institution must provide documentation explaining the reasons for the action and actions taken to reverse the negative or adverse action.

(II) If the institution or a location in Texas is currently subject to a sanction by its Board-recognized accreditor, the institution must provide documentation explaining the reasons for the action and actions taken to comply with the accrediting agency's standards or criteria, including a timeline for returning to compliance, in order to maintain accreditation.

(III) If the institution applies based on accreditation of its main campus while seeking final approval for the new Texas-based campus from its Board-recognized accreditor and the Texas Workforce Commission, the institution must provide documentation from its accreditor acknowledging that a decision on campus accreditation can be made within fifteen (15) months of the issuance of a provisional Certificate of Authorization.

(viii) Acknowledgement of student complaint procedure, compliance with the institutional accrediting agency's standards for operation of institutions, annual review reporting requirements, substantive change notification, and student data reporting requirements contained in this section, §§1.110 - 1.120 of this title (relating to Student Complaint Procedure), §7.4 of this chapter (relating to Standards for Operation of Institutions), §7.11 of this chapter (relating to Changes of Ownership and Other Substantive Changes), and §7.13 of this chapter (relating to Student Data Reporting), respectively;

(ix) Texas Workforce Commission Certificate of Approval or a Texas Workforce Commission exemption or exclusion from Texas Education Code, Chapter 132;

(x) Disclosure of most recent United States Department of Education financial responsibility composite score, including applicable academic year for score. If the institution has a score under 1.5, the institution must provide documentation of all actions taken since date of calculation to raise the score.

(xi) Documentation of reserves, lines of credit, or surety instruments that, when combined with tuition and fee receipts, are sufficient to allow the institution to fulfill its educational obligations for the current term to its enrolled students if the institution is unable to continue to provide instruction to its enrolled students for any reason. Such documentation must meet requirements as defined in §7.16 of this subchapter.

~~[(I) A surety instrument includes, but is not limited to, a surety bond, an assignment of a savings or escrow account, certificate of deposit, irrevocable letter of credit, or a properly executed participation contract with a private associations, partnership, corporation, or other entity whose membership is comprised of postsecondary institutions.]~~

~~[(II) The documented reserves, lines of credit, or surety instruments must be:]~~

~~[(a) In a form and amount acceptable to the Board;]~~

~~[(b) In an amount equal to or greater than the cost of providing a refund, including administrative costs associated with processing claims, for the maximum prepaid, unearned tuition and fees of the institution for a period or term during the applicable academic year for which programs of instruction are offered, including, but not limited to, on a semester, quarter, monthly, or class basis; except that the period or term of greatest duration and expense shall be utilized for this computation where an institution's year consists of one or more such periods or terms;]~~

~~[(c) Conditioned to provide indemnification to any student or enrollee of the school or his/her parent or guardian determined by the Board to have suffered loss of prepaid tuition or any fees as a result of violation of any minimum standard or as a result of the institution ceasing operation, provide evidence satisfactory to the Board of its financial ability to provide such indemnification, and list the amount of surety liability the guaranteeing entity will assume; and]~~

~~[(d) Held in Travis County, Texas, and conditioned to allow only the Board to withdraw funds for the benefit of persons identified in clause (ii) of this subparagraph.]~~

~~[(III) The institution shall include a letter signed by an authorized representative of the institution showing in detail the calculations made pursuant to this section and explaining the method used for computing the amount of the reserves, lines of credit or surety instrument.]~~

(B) Board staff will verify information and accreditation status. Upon determination that an institution is in good standing with its Board recognized accreditor, has sufficient financial resources, and, if applicable, has provided sufficient documentation of correcting accreditation or financial issues, Board staff will provide a Certificate of Authorization to offer in Texas those degrees or courses leading to degrees for which it is accredited. If an institution is only providing clinicals or internships in the state of Texas, a Certificate of Authorization will be issued for the institution to offer in the state of Texas identified clinicals or internships in connection with those degrees or courses leading to degrees for which the institution is accredited. The Certificate of Authorization will be issued to the institution by name, city and state.

(C) Certificates of Authorization are subject to annual review for continued compliance with the Board-recognized accreditor's standards of operation, student complaint processes, financial viability, and accurate and fair representation in publications, advertising, and promotion.

(i) Institutions must submit the following documentation on an annual basis for Board staff review and recommendation to the Board for continuation or revocation of the Certificate of Authorization:

(I) Annual audited financial statements, issued less than one year from time of submission, prepared in accordance with Generally Accepted Accounting Principles by an independent certified public accountant;

(II) Documentation of reserves, lines of credit, or surety instruments that, when combined with tuition and fee receipts, are sufficient to allow the institution to fulfill its educational obligations for the current term to its enrolled students if the institution is unable to continue to provide instruction to its enrolled students for any reason. Institutions under a Certificate of Authorization as of September 1, 2017 are required to provide documentation of reserves, lines of credit, or surety instruments going forward with the 2019 annual compliance review.

(III) Certification that the institution is providing accurate and fair representation in publications, advertising, and promotion, including disclosure to students and potential students of any program which does not make the graduate eligible to take required professional examinations in that field or to practice regulated professions in that field in Texas. The institution shall further certify that it is maintaining any advertising used in Texas for a minimum of five years and shall make any such advertisements available to the Board for inspection upon request.

(IV) An annotated copy of the student catalog or student handbook showing compliance with the principles addressed in §7.4 of this chapter with cross-reference to the operational standards of its institutional accrediting agency;

(V) A copy of the institution's student complaint policy, links to online student complaint procedures and forms, and summary of all complaints made by Texas residents or students enrolled at a Texas-based institution concerning the institution in accordance with §§1.110 - 1.120 of this title. The complaint summary shall include complaints which have been filed, with the institution, its accrediting agency, or the Board within the 12 months prior to the annual review reporting date and shall indicate whether pending or resolved;

(VI) Official statement of current accreditation status and any pending or final actions that change the institution's accreditation status from the institution's Board-recognized accreditor, including changes in degree levels or programs offered approvals, changes in ownership or management, changes in name, and changes in physical location within the 12 months prior to the annual review reporting date;

(VII) Information regarding heightened cash monitoring or other changes that affect students' federal financial aid eligibility through the US Department of Education;

(VIII) Attestation that all documentation submitted is true and correct and continued acknowledgement of student complaint procedure, annual review reporting requirements, substantive change notification, and student data reporting requirements contained herein this section, §§1.110 - 1.120 of this title, §§7.4, 7.11, 7.13, and 7.15 of this chapter, respectively.

(ii) Annual reviews are conducted based on an institution's name and initial date of authorization.

(I) Institutions with names starting with "A" through "O" must submit annual review documentation by January 15 of each year. The Board will review staff recommendations at the annual July Board meeting.

(II) Institutions with names starting with "P" through "Z" must submit annual review documentation by July 15 of each year. The Board will review staff recommendations at the annual January Board meeting.

(III) Institutions that have received their first Certificate of Authorization less than six months from the due date for submission of annual review documentation may wait to submit documentation until the following annual review submission date.

(iii) Prior to making a recommendation to the Board, staff has discretion to conduct a site visit at the institution if warranted by facts disclosed in the annual review documentation. The Board-recognized accreditor will be notified and invited to participate.

(D) Certificates of Authorization for institutions offering degrees or courses leading to degrees at a physical location in Texas, upon Board staff recommendation after annual review, expire at the end of the grant of accreditation by the Board-recognized accreditor.

(i) If a new grant of accreditation is awarded by the Board-recognized accreditor, the Certificate of Authorization may be renewed upon submission of documentation of the new grant of accreditation.

(ii) If an institution changes recognized accreditors, the institution must submit a new application for a Certificate of Authorization.

(E) Certificates of Authorizations based solely on providing clinicals or internships in Texas expire one year from date of issuance.

(i) If clinicals or internships are ongoing in Texas, the Certificate of Authorization based solely on providing clinicals or internships in Texas must be renewed on an annual basis. At least thirty (30) days, but no more than ninety (90) days, prior to the expiration of the current Certification of Authorization, an institution, if it desires renewal, is required to provide updated information regarding the physical location of all clinical or internship sites, number of students in clinicals or internships, and the start and end date of the clinicals or internships.

(ii) The Board shall renew the Certificate of Authorization based solely on providing clinicals or internships in Texas if it finds that the institution has maintained all requisite standards.

(F) Certificates of Authorization for Texas-based campuses which are provisionally-granted based on their main campus' accreditation expire at the end of fifteen (15) months.

(i) If accreditation has not been achieved by the expiration date, the provisionally-granted Certificate of Authorization will be withdrawn, the institution's authorization to offer degrees will be terminated, and the institution will be required to comply with the provisions of §7.8 of this chapter (relating to Institutions Not Accredited by a Board-Recognized Accreditor).

(ii) Subsequent provisionally-granted Certificates of Authorization will not be issued.

(iii) At least ninety (90) days prior to expiration of the certificate, institutions operating under a provisionally-granted Certificate of Authorization must submit either an application for a Certificate of Authorization under this section or an application for a Certificate of Authority under §7.8 of this chapter.

(G) Institutions under an existing Certificate of Authorization must immediately notify the Board if the institution or its main campus becomes subject to a sanction by its Board-recognized accreditor. The institution must provide documentation explaining its current status and actions taken to comply with the accrediting agency's standards or criteria, including a timeline for returning to compliance, in order to maintain accreditation.

(2) Restrictions Placed on Institution under Sanctions by Its Accreditor.

(A) If an institution is under sanctions by its accreditor, limitations appropriate for the sanction shall be placed upon the institution's Certificate of Authorization. Limitations may include, but are not limited to:

(i) Restrictions on adding degree programs to its authorization;

(ii) An increase in the amount of financial reserves, lines of credit or surety instrument required to maintain a Certificate of Authorization; and

(iii) Review every six months, including unannounced site visits.

(B) The Board will notify the institution via letter of all restrictions placed upon its Certificate of Authorization due to its accreditors' sanctions.

(C) The Board will place a notice of all sanctions placed upon an institution via the Board's website.

(D) Restrictions and public notification will be removed upon written documentation from the institution's accreditor that all sanctions have ended.

(3) Grounds for Revocation of any Certificate of Authorization.

(A) Institution no longer holds a Certificate of Approval or Letter of Exemption issued by the Texas Workforce Commission.

(B) Institution loses accreditation from Board-recognized accreditor.

(C) Institution's Accreditor is removed from the U.S. Department of Education or the Board's list of approved accreditors.

(i) If the institution's Certificate of Authorization is revoked due to its accrediting agency's removal from the U.S. Department of Education and/or the Board's list of approved accreditors,

the Board, or Board staff as delegated, shall set a provisional time period within which institutions may continue to operate, not to exceed any provisional time period set by the United States Department of Education.

(ii) If the institution's Certificate of Authorization is revoked due to its accrediting agency's removal from the U.S. Department of Education or the Board's list of approved accreditors, a request to extend its Certificate of Authorization for the provisional time period set under paragraph (3)(C)(i) ~~[(2)(C)]~~ of this section, must be submitted to the Commissioner within ten (10) days of publication, by either the U.S. Department of Education or the Board, of such revocation.

(D) Institution fails to comply with data reporting, substantive change notification requirements, or annual review reporting requirements.

(E) Board staff recommends revocation based on deficiencies in compliance with the principles addressed in §7.4 of this chapter as evidenced by lack of compliance with the Board-recognized accreditor's standards, which are found in annual review documentation and not corrected by the institution upon request by Board staff.

(F) Institution offers degrees for which it does not have accreditor approval.

(4) Process for Removal of Authorization.

(A) Commissioner notifies institution of grounds for revocation as outlined in paragraph (3) ~~[(2)]~~ of this section unless paragraph (3)(C) ~~[(2)(C)]~~ above applies and the Board sets a provisional time period for compliance.

(B) Upon receipt of the notice of revocation, the institution shall not enroll new students and may only grant or award degrees or offer courses leading to degrees in Texas to students enrolled on the date of notice of revocation until it has either been granted a Certificate of Authority to grant degrees, or has received a determination that it did not lose its qualification for a Certificate of Authorization.

(C) Within ten (10) days of its receipt of the Commissioner's notice, the institution must provide, as directed by Board staff, one or more of the following:

(i) proof of its continued qualification for the exemption; or

(ii) submit data as required by §7.13 of this chapter; or

(iii) a plan to correct any non-compliance or deficiencies which lead to revocation; or

(iv) a plan to seek new Board-recognized accreditation; or

(v) written intention to apply for a Certificate of Authority within 60 days of the notice of revocation; or

(vi) a written teach-out plan, which must be approved by Board staff before implementation.

(D) After reviewing the evidence, the Commissioner will issue a notice of determination, which in the case of an adverse determination, shall contain information regarding the reasons for the denial, and the institution's right to a hearing.

(E) If a determination under this section is adverse to an institution, it shall become final and binding unless, within forty-five (45) days of its receipt of the adverse determination, the institution invokes the administrative remedies contained in Chapter 1, Subchapter B of this title (relating to Dispute Resolution).

(F) If a determination allows the institution to continue operating, a new Certificate of Authorization will be provisionally-granted. Provisions for continued operation under the new Certificate of Authorization may include, but are not limited to:

(i) requirements to provide updates to Board staff on a monthly basis;

(ii) continued progress toward full compliance with all Board rules and requirements;

(iii) continued progress toward new Board-recognized accreditation, if applicable, or toward approval for a Certificate of Authority; and

(iv) other requirements imposed by the Board.

(G) Certificates of Authorization which are provisionally-granted after a notice of revocation continue only as long as the institution complies with all such provisions.

(5) Closure of an Institution.

(A) The governing board, owner, or chief executive officer of an institution that plans to cease operation shall provide the Board with written notification of intent to close at least ninety (90) days prior to the planned closing date.

(B) If an institution closes unexpectedly, the governing board, owner, or chief executive officer of the school shall provide the Board with written notification immediately.

(C) If an institution closes or intends to close before all currently enrolled students have completed all requirements for graduation, the institution shall assure the continuity of students' education by entering into a teach-out agreement with another institution authorized by the Board to hold a Certificate of Authority, with an institution operating under a Certificate of Authorization, or with a public or private institution of higher education as defined in Texas Education Code §61.003. The agreement shall be in writing, shall be subject to Board approval, shall contain provisions for student transfer, and shall specify the conditions for completion of degree requirements at the teach-out institution. The agreement shall also contain provisions for awarding degrees.

(D) The Certificate of Authorization for an institution is automatically withdrawn when the institution closes. The Commissioner may grant to an institution that has a degree-granting authority temporary approval to award a degree(s) in a program for which the institution does not have approval in order to facilitate a formal agreement as outlined under this section.

(E) The curriculum and delivery shall be appropriate to accommodate the remaining students.

(F) No new students shall be allowed to enter the transferred degree program unless the new entity seeks and receives permanent approval for the program(s) from the Board.

(G) The institution shall transfer all academic records pursuant to §7.15 of this chapter (relating to Academic Records Maintenance, Protection, and Repository of Last Resort).

§7.8. Institutions Not Accredited by a Board-Recognized Accreditor.

An institution which is not accredited by a Board-recognized accreditor and which does not meet the definition of institution of higher education contained in Texas Education Code, §61.003, must follow the Certificate of Authority process in paragraphs (1) - (9) of this section in order to offer degrees or courses leading to degrees in the state of Texas. Institutions are encouraged to contact the Board staff before filing a formal application.

(1) Certificate of Authority Eligibility.

(A) The Board will accept applications for a Certificate of Authority only from those applicants:

(i) proposing to offer a degree or credit courses leading to a degree; and

(ii) which meet one of the following conditions:

(I) has been legally operating, enrolling students, and conducting classes in Texas and has complied with state law as either a non-degree-granting institution or an exempt institution only offering degrees in religious disciplines for a minimum of two (2) years;

(II) has been legally operating, enrolling students, and conducting classes in Texas and has complied with state law as a degree-granting institution and seeks to open a new campus;

(III) has been legally operating as a degree-granting institution in another state for a minimum of four (4) years and can verify compliance with all applicable laws and rules in that state; or

(IV) does not meet one of the three previous operational history conditions, but meets additional application and review requirements for its initial application, and agrees to meet additional conditions, restrictions, or reporting requirements during its first two years of operation under a Certificate of Authority. The Certificate of Authority will be issued with written, specific conditions, restrictions, or reporting requirements placed upon the institution.

(V) The Board may not issue a Certificate of Authority for a private postsecondary institution to grant a professional degree, as defined in §7.3 of this title (relating to Definitions) or to represent that credits earned in this state are applicable toward a degree if the institution is chartered in a foreign country or has its principal office or primary educational program in a foreign country.

(B) To be considered by the Board as operating, means to have assembled a governing board, developed policies, materials, and resources sufficient to satisfy the requirements for a

Certificate of Authority, and either have enrolled students and conducted classes or accumulated sufficient financing to do so for at least one year upon certification based on reasonable estimates of projected enrollment and costs. Sufficient financing may be demonstrated by proof of an adequate surety instrument meeting requirements as defined in §7.16 of this subchapter, including but not limited to, a surety bond, an assignment of a savings or escrow account, certificate of deposit, irrevocable letter of credit, or a properly executed participation contract with a private association, partnership, corporation, or other entity whose membership is comprised of postsecondary institutions. ~~[, which is:]~~

~~[(i) In a form and amount acceptable to the Board;]~~

~~[(I) The amount of the surety instrument submitted to the Board with an application shall be equal to or greater than the cost of providing a refund, including administrative costs associated with processing claims, for the maximum prepaid, unearned tuition and fees of the school for a period or term during the applicable school year for which programs of instruction are offered, including, but not limited to, on a semester, quarter, monthly, or class basis; except that the period or term of greatest duration and expense shall be utilized for this computation where a school's year consists of one or more such periods or terms;]~~

~~[(II) The applicant shall include a letter signed by an authorized representative of the institution showing in detail the calculations made pursuant to this section and explaining the method used for computing the amount of the surety instrument;]~~

~~[(ii) Conditioned to provide indemnification to any student or enrollee of the school or his/her parent or guardian determined by the Board to have suffered loss of prepaid tuition or any fees as a result of violation of any minimum standard or as a result of a holder of a Certificate of Authority ceasing operation, and provides evidence satisfactory to the Board of its financial ability to provide such indemnification and lists the amount of surety liability the guaranteeing entity will assume; and]~~

~~[(iii) Held in Travis County, Texas, and conditioned to allow only the Board to withdraw funds for the benefit of persons identified in clause (ii) of this paragraph.]~~

(2) Certificate of Authority Application Submission and Requirements.

(A) An applicant must submit an application to the Board to be considered for a Certificate of Authority to offer identified proposed degree(s), and courses which may be applicable toward a degree, in Texas.

(i) Applications must be submitted as an original and a copy in an electronic format as specified by Board staff, and accompanied by the application fee described in paragraph (3) of this section.

(ii) A single desk review of the application will be conducted to determine completeness and readiness for a site team visit.

(iii) The desk review will be done by a reviewer who will act as the site review team leader if the application is deemed complete and ready for a site team visit.

(iv) The desk reviewer, in consultation with Board staff, will make three possible recommendations. Board staff will make a final determination on acceptability of the application based on one of the three recommendations:

(I) The application is determined to be foundationally incomplete in one or more Standards for Operation of Institutions as described in §7.4 of this chapter and not ready for submission. A foundationally incomplete application is one where the Standards for Operation of Institutions have not been met to such a degree that the institution is unlikely to be sustainable or operational.

(II) The application may be resubmitted after incorporating revisions or additions suggested by the reviewer. The revisions or additions must allow the application to meet all Standards for Operation of Institutions.

(III) The application is acceptable and ready for a site review visit.

(v) If the application is foundationally incomplete and not ready for submission, a portion of the application fee, if not expended during the desk review, may be returned and another application may not be submitted for one year from the date of rejection of the foundationally incomplete application.

(B) The application form for the Certificate of Authority may be found on the Board's website.

(C) The Certificate of Authority application must include:

(i) The name and address of the institution;

(ii) The purpose and mission of the institution;

(iii) Documentary evidence of compliance with paragraph ~~(1)(A)(i)-(ii)~~ ~~[(1)(A)(i)-(iii)]~~ of this section;

(iv) Documentary evidence of either a Letter of Exemption or Certificate of Approval from the Texas Workforce Commission pursuant to Texas Education Code, Chapter 132;

(v) Documentary evidence of articles of incorporation or other Texas-authorized organizational documents, regulations, rules, constitutions, bylaws, or other regulations established for the governance and operation of the institution;

(vi) Identification, by name and contact information, of:

(I) The sponsors or owners of the institution;

(II) The designated Single Point of Contact as defined in §7.3 of this chapter (relating to Definitions);

(III) The chief administrative officer, the principal administrators, and each member of the board of trustees or other governing board;

(IV) Identification of faculty who will, in fact, teach in each program of study, including identification of colleges attended and copies of transcripts for every degree held by each faculty member;

(vii) Information regarding each degree or course leading to a degree which the applicant proposes to offer, including a full description of the proposed degree or degrees to be awarded and the course or courses of study prerequisite thereto;

(viii) A description of the facilities and equipment utilized by the applicant, including, if applicable, all equipment, software, platforms and other resources used in the provision of education via online or other distance education;

(ix) Detailed information describing the manner in which the applicant complies with each of the Standards of Operations of Institutions contained in §7.4 of this chapter (relating to Standards for Operations of Institutions);

(x) If applicable, institutions accredited by entities which are not recognized by the Board must submit all accrediting agency reports and any findings and institutional responses to such reports and findings for ten years immediately preceding the application for a Certificate of Authority. Accreditation by entities which are not recognized by the Board does not allow an institution to offer a degree or courses leading to a degree without a Certificate of Authority to offer such degree or courses;

(xi) A written accreditation plan, identifying:

(I) The Board-recognized accrediting agency with which the applicant intends to apply for institutional accreditation;

(II) The planned timeline for application with and approval by the Board-recognized accrediting agency;

(III) Any contacts already made with the Board-recognized accrediting agency, including supporting documents.

(xii) Any additional information which the board may request.

(D) An applicant that does not meet the previous operational history conditions described by §7.8(1)(A)(ii)(I)-(III) of this chapter must be able to demonstrate it is able to meet all Standards for Operation of Institutions found in §7.4 of this chapter through documentation and/or possession of adequate resources. Such demonstration includes, but is not limited to:

(i) Executed agreements with all administration and faculty identified in the application;

(ii) Complete curriculum, assessment, and learning tools for each proposed degree;

(iii) Possession of all listed facilities and resources.

(E) An applicant that does not meet the previous operational history conditions described by §7.8(1)(A)(ii)(I)-(III) of this chapter may not apply for a graduate degree or for more than one area of study as part of its initial application for a Certificate of Authority.

(3) (No change.)

§7.11.Changes of Ownership and Other Substantive Changes.

(a) Change of Ownership or Control for Career Schools and Colleges. In the event of a change in ownership or control of a career school or college, the Certificate of Authority or Certificate of Authorization is automatically void unless the institution meets the requirements of this section.

(b) The Commissioner may authorize the institution to retain the Certificate of Authority or Certificate of Authorization during and after a change of ownership or control, provided that the institution notifies Board staff of the impending transfer in time for staff to receive, review, and approve the documents listed in paragraphs (1) - (4) of this subsection and provided that the following conditions are met:

(1) The institution must submit acceptable evidence that the new owner is complying with all Texas Workforce Commission requirements regarding the purchase or transfer of ownership of a career school or college;

(2) The institution must submit an acceptable written statement of assurance that the new owner understands and undertakes to fully comply with all applicable Board rules, regulations, and/or policies;

(3) The institution must submit documentation that the new owner has been approved by the institution's Board-recognized accreditor to operate the institution or is able to meet the requirements of the existing Certificate of Authority; and

(4) The institution must submit satisfactory evidence of financial ability to adequately support and conduct all approved programs. Documentation shall include but may not be limited to independently audited financial statements and auditor's reports and assurance that the new owner does not currently own or operate any institutions under financial restrictions for, or is not permanently debarred from participating in, federal financial aid by the United States Department of Education. Individuals who become new owners of an institution may be required to submit independently audited personal financial records to show evidence of financial ability to adequately support and conduct all approved programs.

(c) - (f) (No change.)

§7.16 Financial Protections for Student Tuition and Fees.

The Board is required to ensure Certificate of Authorization and Certificate of Authority institutions maintain reserves, lines of credit, or surety instruments sufficient to allow the institution or person to fulfill its educational obligations of the current term to its enrolled

students if the institution or person violates any minimum standard which results in loss of prepaid tuition or fees, or is unable to continue to provide instruction to its enrolled students.

(1) Sufficient Financial Resources Documentation.

(A) Sufficient financial resources may be demonstrated by proof of an adequate reserve, line of credit, or surety instrument. A surety instrument includes but is not limited to, a surety bond, an assignment of a savings or escrow account, certificate of deposit, irrevocable letter of credit, or a properly executed participation contract with a private association, partnership, corporation, or other entity whose membership is comprised of postsecondary institutions.

(B) The documented reserves, lines of credit, or surety instruments must be:

(i) In a form and amount acceptable to the Board;

(ii) In an amount equal to or greater than the cost of providing a refund, including administrative costs associated with processing claims, for the maximum unearned tuition and fees of the institution for a period or term during the applicable academic year for which programs of instruction are offered, including, but not limited to, on a semester, quarter, monthly, or class basis; except that the period or term of greatest duration and expense shall be utilized for this computation where an institution's year consists of one or more such periods or terms. Unearned tuition and fees are tuition or fees billed to a student for the current term. No tuition or fee billed for the current term may be considered earned by the institution until the current term has been completed and students have received grades for courses taken during the term;

(iii) Conditioned to provide indemnification to any student or enrollee of the school or his/her parent or guardian determined by the Board to have suffered loss of unearned tuition or any fees as a result of violation of any minimum standard or as a result of the institution ceasing operation, provide evidence satisfactory to the Board of its financial ability to provide such indemnification, and list the amount of surety liability the guaranteeing entity will assume; and

(iv) Held in Travis County, Texas, and conditioned to allow only the Board to withdraw funds for the benefit of persons identified in clause (iii) of this subparagraph.

(C) The institution shall include a letter signed by an authorized representative of the institution showing in detail the calculations made pursuant to this section and explaining the method used for computing the amount of the reserves, lines of credit or surety instrument.

(D) Falsifying surety calculation or surety instrument will be reported to the Attorney General per §7.5(m) of this title relating to "Degree Granting Colleges and Universities Other Than Texas Public Institutions".

(2) Tuition and Fee Recovery.

(A) A Qualifying Event, when used in this subchapter, shall mean an event in which a student or enrollee of the school or his/her parent or guardian is determined by the Board to have suffered

loss of tuition or any fees as a result of violation of any minimum standard or as a result of the institution or location ceasing operation.

(B) The Board may withdraw the total amount of reserves, lines of credit, or surety instrument designated for tuition and fee recovery at the time the Board deems the institution or person has violated any minimum standard which results in loss of prepaid tuition or fees, or upon notice that an institution is unable to continue to provide instruction to its enrolled students.

(C) A student, enrollee, parent or guardian is required to apply for an unearned tuition and fee claim in order to be eligible for reimbursement.

(i) Board staff will make available an application claim form. Claim forms must include original signatures to be considered valid.

(ii) Board staff will determine supporting documentation required for each claim and notify the claimant. Supporting documentation may include an enrollment agreement, transcript, report card, loan agreement, cancelled checks, or other documentation which provides information on tuition and fee amounts paid during the current term and the institution's failure to meet minimum standards or continue operations.

(iii) Claims must be initiated by the claimant with a completed application claim form within 12 months of a Qualifying Event. The Board will publish the Qualifying Event date which will begin the 12 months claim period.

(iv) Board staff will review all student tuition and fee recovery claims within 30 days after the claim period ends. Refunds will be made in a timely manner either upon determination all possible valid claims have been filed before the end of the claim period or at the end of the 12 months claim period.

(I) Payments will be made based on verified tuition and fee amounts claimed.

(II) If the amount of institutional reserves, lines of credit, or surety instrument able to be withdrawn by the Board at the time of the Qualifying Event does not allow full payment of tuition and fees to all claimants, Board staff will apportion refunds according to verified tuition and fees claimed as a percentage of total amount claimed versus total amount withdrawn.

(III) If the amount of institutional reserves, lines of credit, or surety instrument withdrawn by the Board at the time of the Qualifying Event is greater than the total claims made during the 12 month claim period, the Coordinating Board reserves the right to retain a portion of the excess funds in order to maintain any student academic records deposited in the Coordinating Board's student academic record repository as a result of the Qualifying Event. Any excess funds withdrawn but not paid in claims or used for student academic record repository maintenance will be returned to the institution, receiver, bankruptcy trustee, or other entity holding institutional funds at the time funds may be returned.

The agency certifies that legal counsel has reviewed the proposal and found it to be within the state agency's legal authority to adopt.

Committee on Academic and Workforce Success

AGENDA ITEM V-P (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, concerning Financial Protections for Student Tuition and Fees

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board staff proposes adding to Chapter 7, subchapter A of Board rules, Section 7.16, concerning Financial Protections for Student Tuition and Fees.

Proposed Rule Section 7.16 moves Financial Protections for Student Tuition and Fees language from Section 7.7, Institutions Accredited by Board-Recognized Accreditors, and Section 7.8, Institutions Not Accredited by a Board-Recognized Accreditor, to create Section 7.16, Financial Protections for Student Tuition and Fees. The revisions combine current surety instrument requirements into one rule and clarify provisions in previous language.

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

Date approved by the Commissioner for Publication in the *Texas Register*: October 14, 2019

Date published in the *Texas Register*: October 25, 2019

The 30-day comment period with the Texas Register ended on: November 25, 2019

At this time, no comments have been received.

§7.3. Definitions.

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

(1) - (32) (No change.)

(33) Reciprocal State Exemption Agreement--An agreement entered into by the Board with an out-of-state state higher education agency or higher education system for the purpose of creating a reciprocal arrangement whereby that entity's institutions are exempted from the Board oversight for the purposes of distance education. In exchange, participating Texas public and private or independent institutions of higher education as defined in Texas Education Code, §61.003 and private postsecondary educational institutions as defined in Texas Education Code, §61.302(2) would be exempted from that state's oversight for the purposes of distance education.

(34) - (39) (No change.)

§7.4 Standards for Operation of Institutions.

All non-exempt postsecondary educational institutions that operate within the state of Texas are required to meet the following standards. These standards will be enforced through the Certificate of Authority process for institutions without Board-recognized accreditation. Standards addressing the same principles will be enforced by Board-recognized accrediting agencies under the Certificate of Authorization process. Particular attention will be paid to the institution's commitment to education, responsiveness to recommendations and suggestions for improvement, and, in the case of a renewal of a Certificate of Authority, record of improvement and progress. These standards represent generally accepted administrative and academic practices and principles of accredited postsecondary institutions in Texas. Such practices and principles are generally set forth by institutional and specialized accrediting bodies and the academic and professional organizations.

(1) - (7) (No change.)

(8) Program Evaluation.

(A) The institution shall establish adequate procedures for planning and evaluation, define in measurable terms its expected educational results, and describe how those results will be achieved.

(B) For all associate degree programs, the evaluation criteria shall include the following: mission, labor market need, curriculum, enrollment, graduates, student placement, follow-up results, ability to finance each program of study, facilities and equipment, instructional practices, student services, public and private linkages, qualifications of faculty and administrative personnel, and success of its students.

(C) For applied associate degree programs relating to occupations where state or national licensure is required, graduates must pass the licensing examination at a rate acceptable to the related licensing agency.

(D) Prior to establishing a new degree program, the institution shall evaluate the need for the proposed program of study through survey, research, or other means of measure. The capacity and ability of similar programs at public, private or independent institutions of higher education and private postsecondary educational institutions within Texas to meet market needs shall be considered.

(9) - (24) (No change.)

§7.5. Administrative Injunctions, Limitations, and Penalties.

(a) - (b) (No change.)

(c) Associate of Occupational Studies (AOS) Degree- Texas has two [~~three~~] career schools or colleges awarding the AOS degree: Universal Technical Institute and [~~and~~] Western Technical College, and Golf Academy of America. The AOS degree shall be awarded in only the following fields: automotive mechanics, diesel mechanics, refrigeration, electronics, and business and golf complex operations and management. Each of the two [~~three~~] Institutions may continue to award the AOS degree for those fields listed in this subsection and shall be restricted to those fields. The Board shall not consider new AOS degree programs from any other career schools or colleges. A career school or college authorized to grant the AOS degree shall not represent such degree by using the terms "associate" or "associate's" without including the words "occupational studies." An institution authorized to grant the AOS degree shall not represent such degree as being the equivalent of the AAS or AAA degrees.

(d) - (r) (No change.)

§7.6. Recognition of Accrediting Agencies.

(a) Eligibility Criteria--The Board may recognize accrediting agencies with a commitment to academic quality and student achievement that demonstrate, through an application process, compliance with the following criteria:

(1) Eligibility. The accrediting agency's application for recognition must demonstrate that the entity:

(A) Is recognized by the Secretary of Education of the United States Department of Education as an accrediting agency authorized to accredit educational institutions that offer the associate degree or higher. Demonstration of authorization shall include clear description of the scope of recognized accreditation.

(B) Is applying for the same scope of recognition as that for which it is recognized by the Secretary of Education of the United States Department of Education:

(i) Using the U.S. Department of Education classification of instructional programs (CIP) code at the two-digit level, the applicant shall identify all fields of study in which institutions it accredits may offer degree programs.

(ii) Accrediting agencies shall, for each field of study in which an accredited institution may offer degree programs, specify the levels of degrees that may be awarded. Levels must be differentiated at least to the following, as defined in §7.3 of this chapter (relating to Definitions): applied associate degree, academic associate degree, baccalaureate degree, master's degree, first professional degree and doctoral degree. Associate of occupational studies (AOS) degrees are only allowed under §7.5(c) [~~§7.5(u)~~] of this chapter.

(iii) Only institutions that qualify as eligible for United States Department of Education Title IV programs as a result of accreditation by the applicant agency will be considered exempt under §7.7 of this chapter (relating to Institutions Accredited by Board-Recognized Accreditors).

(C) - (F) (No change.)

(2) (No change.)

(b) (No change.)

§7.7. Institutions Accredited by Board-Recognized Accreditors.

An institution which does not meet the definition of an institution of higher education contained in Texas Education Code §61.003, is accredited by a Board-recognized accreditor, and is interested in offering degrees or courses leading to degrees in the State of Texas must follow the requirements in paragraphs (1) - (4) of this section.

(1) Authorization to Offer Degrees or Courses Leading to Degrees in Texas.

(A) Each institution and/or campus location must submit an application for a Certificate of Authorization to offer degree(s) or courses leading to degrees in Texas. The application form for the Certificate of Authorization may be found on the Board's website. The application must contain the following information:

(i) Name of the institution;

(ii) Physical location of campus, or in the case of only providing clinicals or internships in Texas, the physical location of all clinical or internship sites, number of students in clinicals or internships and start and end date of clinicals or internships;

(iii) Name and contact information of the Chief Administrative Officer of the campus and name and contact information of the designated Single Point of Contact as defined in §7.3 of this chapter (relating to Definitions). In the case of an application based on clinicals or internships, name and contact information of clinical or internship site supervisors;

(iv) Name of Board-recognized accreditor;

(v) Level of degree, degree program name, and CIP code as authorized by the Board-recognized accreditor;

(vi) Documentation of notification to students and potential students of any program which does not make the graduate eligible to take required professional examinations in that field or to practice regulated professions in that field in Texas;

(vii) Dates of accreditation granted by the Board-recognized accreditor.

(I) If the institution or a location in Texas is currently subject to a negative or adverse action by its Board-recognized accreditor which has not resulted in a sanction, the institution must provide documentation explaining the reasons for the action and actions taken to reverse the negative or adverse action.

(II) If the institution or a location in Texas is currently subject to a sanction by its Board-recognized accreditor, the institution must provide documentation explaining the reasons for the action and actions taken to comply with the accrediting agency's standards or criteria, including a timeline for returning to compliance, in order to maintain accreditation.

(III) If the institution applies based on accreditation of its main campus while seeking final approval for the new Texas-based campus from its Board-recognized accreditor and the Texas Workforce Commission, the institution must provide documentation from its accreditor acknowledging that a decision on campus accreditation can be made within fifteen (15) months of the issuance of a provisional Certificate of Authorization.

(viii) Acknowledgement of student complaint procedure, compliance with the institutional accrediting agency's standards for operation of institutions, annual review reporting requirements, substantive change notification, and student data reporting requirements contained in this section, §§1.110 - 1.120 of this title (relating to Student Complaint Procedure), §7.4 of this chapter (relating to Standards for Operation of Institutions), §7.11 of this chapter (relating to Changes of Ownership and Other Substantive Changes), and §7.13 of this chapter (relating to Student Data Reporting), respectively;

(ix) Texas Workforce Commission Certificate of Approval or a Texas Workforce Commission exemption or exclusion from Texas Education Code, Chapter 132;

(x) Disclosure of most recent United States Department of Education financial responsibility composite score, including applicable academic year for score. If the institution has a score under 1.5, the institution must provide documentation of all actions taken since date of calculation to raise the score.

(xi) Documentation of reserves, lines of credit, or surety instruments that, when combined with tuition and fee receipts, are sufficient to allow the institution to fulfill its educational obligations for the current term to its enrolled students if the institution is unable to continue to provide instruction to its enrolled students for any reason. Such documentation must meet requirements as defined in §7.16 of this subchapter.

~~[(I) A surety instrument includes, but is not limited to, a surety bond, an assignment of a savings or escrow account, certificate of deposit, irrevocable letter of credit, or a properly executed participation contract with a private associations, partnership, corporation, or other entity whose membership is comprised of postsecondary institutions.]~~

~~[(II) The documented reserves, lines of credit, or surety instruments must be:]~~

~~[(a) In a form and amount acceptable to the Board;]~~

~~[(b) In an amount equal to or greater than the cost of providing a refund, including administrative costs associated with processing claims, for the maximum prepaid, unearned tuition and fees of the institution for a period or term during the applicable academic year for which programs of instruction are offered, including, but not limited to, on a semester, quarter, monthly, or class basis; except that the period or term of greatest duration and expense shall be utilized for this computation where an institution's year consists of one or more such periods or terms;]~~

~~[(c) Conditioned to provide indemnification to any student or enrollee of the school or his/her parent or guardian determined by the Board to have suffered loss of prepaid tuition or any fees as a result of violation of any minimum standard or as a result of the institution ceasing operation, provide evidence satisfactory to the Board of its financial ability to provide such indemnification, and list the amount of surety liability the guaranteeing entity will assume; and]~~

~~[(d) Held in Travis County, Texas, and conditioned to allow only the Board to withdraw funds for the benefit of persons identified in clause (ii) of this subparagraph.]~~

~~[(III) The institution shall include a letter signed by an authorized representative of the institution showing in detail the calculations made pursuant to this section and explaining the method used for computing the amount of the reserves, lines of credit or surety instrument.]~~

(B) Board staff will verify information and accreditation status. Upon determination that an institution is in good standing with its Board recognized accreditor, has sufficient financial resources, and, if applicable, has provided sufficient documentation of correcting accreditation or financial issues, Board staff will provide a Certificate of Authorization to offer in Texas those degrees or courses leading to degrees for which it is accredited. If an institution is only providing clinicals or internships in the state of Texas, a Certificate of Authorization will be issued for the institution to offer in the state of Texas identified clinicals or internships in connection with those degrees or courses leading to degrees for which the institution is accredited. The Certificate of Authorization will be issued to the institution by name, city and state.

(C) Certificates of Authorization are subject to annual review for continued compliance with the Board-recognized accreditor's standards of operation, student complaint processes, financial viability, and accurate and fair representation in publications, advertising, and promotion.

(i) Institutions must submit the following documentation on an annual basis for Board staff review and recommendation to the Board for continuation or revocation of the Certificate of Authorization:

(I) Annual audited financial statements, issued less than one year from time of submission, prepared in accordance with Generally Accepted Accounting Principles by an independent certified public accountant;

(II) Documentation of reserves, lines of credit, or surety instruments that, when combined with tuition and fee receipts, are sufficient to allow the institution to fulfill its educational obligations for the current term to its enrolled students if the institution is unable to continue to provide instruction to its enrolled students for any reason. Institutions under a Certificate of Authorization as of September 1, 2017 are required to provide documentation of reserves, lines of credit, or surety instruments going forward with the 2019 annual compliance review.

(III) Certification that the institution is providing accurate and fair representation in publications, advertising, and promotion, including disclosure to students and potential students of any program which does not make the graduate eligible to take required professional examinations in that field or to practice regulated professions in that field in Texas. The institution shall further certify that it is maintaining any advertising used in Texas for a minimum of five years and shall make any such advertisements available to the Board for inspection upon request.

(IV) An annotated copy of the student catalog or student handbook showing compliance with the principles addressed in §7.4 of this chapter with cross-reference to the operational standards of its institutional accrediting agency;

(V) A copy of the institution's student complaint policy, links to online student complaint procedures and forms, and summary of all complaints made by Texas residents or students enrolled at a Texas-based institution concerning the institution in accordance with §§1.110 - 1.120 of this title. The complaint summary shall include complaints which have been filed, with the institution, its accrediting agency, or the Board within the 12 months prior to the annual review reporting date and shall indicate whether pending or resolved;

(VI) Official statement of current accreditation status and any pending or final actions that change the institution's accreditation status from the institution's Board-recognized accreditor, including changes in degree levels or programs offered approvals, changes in ownership or management, changes in name, and changes in physical location within the 12 months prior to the annual review reporting date;

(VII) Information regarding heightened cash monitoring or other changes that affect students' federal financial aid eligibility through the US Department of Education;

(VIII) Attestation that all documentation submitted is true and correct and continued acknowledgement of student complaint procedure, annual review reporting requirements, substantive change notification, and student data reporting requirements contained herein this section, §§1.110 - 1.120 of this title, §§7.4, 7.11, 7.13, and 7.15 of this chapter, respectively.

(ii) Annual reviews are conducted based on an institution's name and initial date of authorization.

(I) Institutions with names starting with "A" through "O" must submit annual review documentation by January 15 of each year. The Board will review staff recommendations at the annual July Board meeting.

(II) Institutions with names starting with "P" through "Z" must submit annual review documentation by July 15 of each year. The Board will review staff recommendations at the annual January Board meeting.

(III) Institutions that have received their first Certificate of Authorization less than six months from the due date for submission of annual review documentation may wait to submit documentation until the following annual review submission date.

(iii) Prior to making a recommendation to the Board, staff has discretion to conduct a site visit at the institution if warranted by facts disclosed in the annual review documentation. The Board-recognized accreditor will be notified and invited to participate.

(D) Certificates of Authorization for institutions offering degrees or courses leading to degrees at a physical location in Texas, upon Board staff recommendation after annual review, expire at the end of the grant of accreditation by the Board-recognized accreditor.

(i) If a new grant of accreditation is awarded by the Board-recognized accreditor, the Certificate of Authorization may be renewed upon submission of documentation of the new grant of accreditation.

(ii) If an institution changes recognized accreditors, the institution must submit a new application for a Certificate of Authorization.

(E) Certificates of Authorizations based solely on providing clinicals or internships in Texas expire one year from date of issuance.

(i) If clinicals or internships are ongoing in Texas, the Certificate of Authorization based solely on providing clinicals or internships in Texas must be renewed on an annual basis. At least thirty (30) days, but no more than ninety (90) days, prior to the expiration of the current Certification of Authorization, an institution, if it desires renewal, is required to provide updated information regarding the physical location of all clinical or internship sites, number of students in clinicals or internships, and the start and end date of the clinicals or internships.

(ii) The Board shall renew the Certificate of Authorization based solely on providing clinicals or internships in Texas if it finds that the institution has maintained all requisite standards.

(F) Certificates of Authorization for Texas-based campuses which are provisionally-granted based on their main campus' accreditation expire at the end of fifteen (15) months.

(i) If accreditation has not been achieved by the expiration date, the provisionally-granted Certificate of Authorization will be withdrawn, the institution's authorization to offer degrees will be terminated, and the institution will be required to comply with the provisions of §7.8 of this chapter (relating to Institutions Not Accredited by a Board-Recognized Accreditor).

(ii) Subsequent provisionally-granted Certificates of Authorization will not be issued.

(iii) At least ninety (90) days prior to expiration of the certificate, institutions operating under a provisionally-granted Certificate of Authorization must submit either an application for a Certificate of Authorization under this section or an application for a Certificate of Authority under §7.8 of this chapter.

(G) Institutions under an existing Certificate of Authorization must immediately notify the Board if the institution or its main campus becomes subject to a sanction by its Board-recognized accreditor. The institution must provide documentation explaining its current status and actions taken to comply with the accrediting agency's standards or criteria, including a timeline for returning to compliance, in order to maintain accreditation.

(2) Restrictions Placed on Institution under Sanctions by Its Accreditor.

(A) If an institution is under sanctions by its accreditor, limitations appropriate for the sanction shall be placed upon the institution's Certificate of Authorization. Limitations may include, but are not limited to:

(i) Restrictions on adding degree programs to its authorization;

(ii) An increase in the amount of financial reserves, lines of credit or surety instrument required to maintain a Certificate of Authorization; and

(iii) Review every six months, including unannounced site visits.

(B) The Board will notify the institution via letter of all restrictions placed upon its Certificate of Authorization due to its accreditors' sanctions.

(C) The Board will place a notice of all sanctions placed upon an institution via the Board's website.

(D) Restrictions and public notification will be removed upon written documentation from the institution's accreditor that all sanctions have ended.

(3) Grounds for Revocation of any Certificate of Authorization.

(A) Institution no longer holds a Certificate of Approval or Letter of Exemption issued by the Texas Workforce Commission.

(B) Institution loses accreditation from Board-recognized accreditor.

(C) Institution's Accreditor is removed from the U.S. Department of Education or the Board's list of approved accreditors.

(i) If the institution's Certificate of Authorization is revoked due to its accrediting agency's removal from the U.S. Department of Education and/or the Board's list of approved accreditors,

the Board, or Board staff as delegated, shall set a provisional time period within which institutions may continue to operate, not to exceed any provisional time period set by the United States Department of Education.

(ii) If the institution's Certificate of Authorization is revoked due to its accrediting agency's removal from the U.S. Department of Education or the Board's list of approved accreditors, a request to extend its Certificate of Authorization for the provisional time period set under paragraph (3)(C)(i) ~~[(2)(C)]~~ of this section, must be submitted to the Commissioner within ten (10) days of publication, by either the U.S. Department of Education or the Board, of such revocation.

(D) Institution fails to comply with data reporting, substantive change notification requirements, or annual review reporting requirements.

(E) Board staff recommends revocation based on deficiencies in compliance with the principles addressed in §7.4 of this chapter as evidenced by lack of compliance with the Board-recognized accreditor's standards, which are found in annual review documentation and not corrected by the institution upon request by Board staff.

(F) Institution offers degrees for which it does not have accreditor approval.

(4) Process for Removal of Authorization.

(A) Commissioner notifies institution of grounds for revocation as outlined in paragraph (3) ~~[(2)]~~ of this section unless paragraph (3)(C) ~~[(2)(C)]~~ above applies and the Board sets a provisional time period for compliance.

(B) Upon receipt of the notice of revocation, the institution shall not enroll new students and may only grant or award degrees or offer courses leading to degrees in Texas to students enrolled on the date of notice of revocation until it has either been granted a Certificate of Authority to grant degrees, or has received a determination that it did not lose its qualification for a Certificate of Authorization.

(C) Within ten (10) days of its receipt of the Commissioner's notice, the institution must provide, as directed by Board staff, one or more of the following:

(i) proof of its continued qualification for the exemption; or

(ii) submit data as required by §7.13 of this chapter; or

(iii) a plan to correct any non-compliance or deficiencies which lead to revocation; or

(iv) a plan to seek new Board-recognized accreditation; or

(v) written intention to apply for a Certificate of Authority within 60 days of the notice of revocation; or

(vi) a written teach-out plan, which must be approved by Board staff before implementation.

(D) After reviewing the evidence, the Commissioner will issue a notice of determination, which in the case of an adverse determination, shall contain information regarding the reasons for the denial, and the institution's right to a hearing.

(E) If a determination under this section is adverse to an institution, it shall become final and binding unless, within forty-five (45) days of its receipt of the adverse determination, the institution invokes the administrative remedies contained in Chapter 1, Subchapter B of this title (relating to Dispute Resolution).

(F) If a determination allows the institution to continue operating, a new Certificate of Authorization will be provisionally-granted. Provisions for continued operation under the new Certificate of Authorization may include, but are not limited to:

(i) requirements to provide updates to Board staff on a monthly basis;

(ii) continued progress toward full compliance with all Board rules and requirements;

(iii) continued progress toward new Board-recognized accreditation, if applicable, or toward approval for a Certificate of Authority; and

(iv) other requirements imposed by the Board.

(G) Certificates of Authorization which are provisionally-granted after a notice of revocation continue only as long as the institution complies with all such provisions.

(5) Closure of an Institution.

(A) The governing board, owner, or chief executive officer of an institution that plans to cease operation shall provide the Board with written notification of intent to close at least ninety (90) days prior to the planned closing date.

(B) If an institution closes unexpectedly, the governing board, owner, or chief executive officer of the school shall provide the Board with written notification immediately.

(C) If an institution closes or intends to close before all currently enrolled students have completed all requirements for graduation, the institution shall assure the continuity of students' education by entering into a teach-out agreement with another institution authorized by the Board to hold a Certificate of Authority, with an institution operating under a Certificate of Authorization, or with a public or private institution of higher education as defined in Texas Education Code §61.003. The agreement shall be in writing, shall be subject to Board approval, shall contain provisions for student transfer, and shall specify the conditions for completion of degree requirements at the teach-out institution. The agreement shall also contain provisions for awarding degrees.

(D) The Certificate of Authorization for an institution is automatically withdrawn when the institution closes. The Commissioner may grant to an institution that has a degree-granting authority temporary approval to award a degree(s) in a program for which the institution does not have approval in order to facilitate a formal agreement as outlined under this section.

(E) The curriculum and delivery shall be appropriate to accommodate the remaining students.

(F) No new students shall be allowed to enter the transferred degree program unless the new entity seeks and receives permanent approval for the program(s) from the Board.

(G) The institution shall transfer all academic records pursuant to §7.15 of this chapter (relating to Academic Records Maintenance, Protection, and Repository of Last Resort).

§7.8. Institutions Not Accredited by a Board-Recognized Accreditor.

An institution which is not accredited by a Board-recognized accreditor and which does not meet the definition of institution of higher education contained in Texas Education Code, §61.003, must follow the Certificate of Authority process in paragraphs (1) - (9) of this section in order to offer degrees or courses leading to degrees in the state of Texas. Institutions are encouraged to contact the Board staff before filing a formal application.

(1) Certificate of Authority Eligibility.

(A) The Board will accept applications for a Certificate of Authority only from those applicants:

(i) proposing to offer a degree or credit courses leading to a degree; and

(ii) which meet one of the following conditions:

(I) has been legally operating, enrolling students, and conducting classes in Texas and has complied with state law as either a non-degree-granting institution or an exempt institution only offering degrees in religious disciplines for a minimum of two (2) years;

(II) has been legally operating, enrolling students, and conducting classes in Texas and has complied with state law as a degree-granting institution and seeks to open a new campus;

(III) has been legally operating as a degree-granting institution in another state for a minimum of four (4) years and can verify compliance with all applicable laws and rules in that state; or

(IV) does not meet one of the three previous operational history conditions, but meets additional application and review requirements for its initial application, and agrees to meet additional conditions, restrictions, or reporting requirements during its first two years of operation under a Certificate of Authority. The Certificate of Authority will be issued with written, specific conditions, restrictions, or reporting requirements placed upon the institution.

(V) The Board may not issue a Certificate of Authority for a private postsecondary institution to grant a professional degree, as defined in §7.3 of this title (relating to Definitions) or to represent that credits earned in this state are applicable toward a degree if the institution is chartered in a foreign country or has its principal office or primary educational program in a foreign country.

(B) To be considered by the Board as operating, means to have assembled a governing board, developed policies, materials, and resources sufficient to satisfy the requirements for a

Certificate of Authority, and either have enrolled students and conducted classes or accumulated sufficient financing to do so for at least one year upon certification based on reasonable estimates of projected enrollment and costs. Sufficient financing may be demonstrated by proof of an adequate surety instrument meeting requirements as defined in §7.16 of this subchapter, including but not limited to, a surety bond, an assignment of a savings or escrow account, certificate of deposit, irrevocable letter of credit, or a properly executed participation contract with a private association, partnership, corporation, or other entity whose membership is comprised of postsecondary institutions. ~~[, which is:]~~

~~[(i) In a form and amount acceptable to the Board;]~~

~~[(I) The amount of the surety instrument submitted to the Board with an application shall be equal to or greater than the cost of providing a refund, including administrative costs associated with processing claims, for the maximum prepaid, unearned tuition and fees of the school for a period or term during the applicable school year for which programs of instruction are offered, including, but not limited to, on a semester, quarter, monthly, or class basis; except that the period or term of greatest duration and expense shall be utilized for this computation where a school's year consists of one or more such periods or terms;]~~

~~[(II) The applicant shall include a letter signed by an authorized representative of the institution showing in detail the calculations made pursuant to this section and explaining the method used for computing the amount of the surety instrument;]~~

~~[(ii) Conditioned to provide indemnification to any student or enrollee of the school or his/her parent or guardian determined by the Board to have suffered loss of prepaid tuition or any fees as a result of violation of any minimum standard or as a result of a holder of a Certificate of Authority ceasing operation, and provides evidence satisfactory to the Board of its financial ability to provide such indemnification and lists the amount of surety liability the guaranteeing entity will assume; and]~~

~~[(iii) Held in Travis County, Texas, and conditioned to allow only the Board to withdraw funds for the benefit of persons identified in clause (ii) of this paragraph.]~~

(2) Certificate of Authority Application Submission and Requirements.

(A) An applicant must submit an application to the Board to be considered for a Certificate of Authority to offer identified proposed degree(s), and courses which may be applicable toward a degree, in Texas.

(i) Applications must be submitted as an original and a copy in an electronic format as specified by Board staff, and accompanied by the application fee described in paragraph (3) of this section.

(ii) A single desk review of the application will be conducted to determine completeness and readiness for a site team visit.

(iii) The desk review will be done by a reviewer who will act as the site review team leader if the application is deemed complete and ready for a site team visit.

(iv) The desk reviewer, in consultation with Board staff, will make three possible recommendations. Board staff will make a final determination on acceptability of the application based on one of the three recommendations:

(I) The application is determined to be foundationally incomplete in one or more Standards for Operation of Institutions as described in §7.4 of this chapter and not ready for submission. A foundationally incomplete application is one where the Standards for Operation of Institutions have not been met to such a degree that the institution is unlikely to be sustainable or operational.

(II) The application may be resubmitted after incorporating revisions or additions suggested by the reviewer. The revisions or additions must allow the application to meet all Standards for Operation of Institutions.

(III) The application is acceptable and ready for a site review visit.

(v) If the application is foundationally incomplete and not ready for submission, a portion of the application fee, if not expended during the desk review, may be returned and another application may not be submitted for one year from the date of rejection of the foundationally incomplete application.

(B) The application form for the Certificate of Authority may be found on the Board's website.

(C) The Certificate of Authority application must include:

(i) The name and address of the institution;

(ii) The purpose and mission of the institution;

(iii) Documentary evidence of compliance with paragraph ~~(1)(A)(i)-(ii)~~[(1)(A)(i)-(iii)] of this section;

(iv) Documentary evidence of either a Letter of Exemption or Certificate of Approval from the Texas Workforce Commission pursuant to Texas Education Code, Chapter 132;

(v) Documentary evidence of articles of incorporation or other Texas-authorized organizational documents, regulations, rules, constitutions, bylaws, or other regulations established for the governance and operation of the institution;

(vi) Identification, by name and contact information, of:

(I) The sponsors or owners of the institution;

(II) The designated Single Point of Contact as defined in §7.3 of this chapter (relating to Definitions);

(III) The chief administrative officer, the principal administrators, and each member of the board of trustees or other governing board;

(IV) Identification of faculty who will, in fact, teach in each program of study, including identification of colleges attended and copies of transcripts for every degree held by each faculty member;

(vii) Information regarding each degree or course leading to a degree which the applicant proposes to offer, including a full description of the proposed degree or degrees to be awarded and the course or courses of study prerequisite thereto;

(viii) A description of the facilities and equipment utilized by the applicant, including, if applicable, all equipment, software, platforms and other resources used in the provision of education via online or other distance education;

(ix) Detailed information describing the manner in which the applicant complies with each of the Standards of Operations of Institutions contained in §7.4 of this chapter (relating to Standards for Operations of Institutions);

(x) If applicable, institutions accredited by entities which are not recognized by the Board must submit all accrediting agency reports and any findings and institutional responses to such reports and findings for ten years immediately preceding the application for a Certificate of Authority. Accreditation by entities which are not recognized by the Board does not allow an institution to offer a degree or courses leading to a degree without a Certificate of Authority to offer such degree or courses;

(xi) A written accreditation plan, identifying:

(I) The Board-recognized accrediting agency with which the applicant intends to apply for institutional accreditation;

(II) The planned timeline for application with and approval by the Board-recognized accrediting agency;

(III) Any contacts already made with the Board-recognized accrediting agency, including supporting documents.

(xii) Any additional information which the board may request.

(D) An applicant that does not meet the previous operational history conditions described by §7.8(1)(A)(ii)(I)-(III) of this chapter must be able to demonstrate it is able to meet all Standards for Operation of Institutions found in §7.4 of this chapter through documentation and/or possession of adequate resources. Such demonstration includes, but is not limited to:

(i) Executed agreements with all administration and faculty identified in the application;

(ii) Complete curriculum, assessment, and learning tools for each proposed degree;

(iii) Possession of all listed facilities and resources.

(E) An applicant that does not meet the previous operational history conditions described by §7.8(1)(A)(ii)(I)-(III) of this chapter may not apply for a graduate degree or for more than one area of study as part of its initial application for a Certificate of Authority.

(3) (No change.)

§7.11. Changes of Ownership and Other Substantive Changes.

(a) Change of Ownership or Control for Career Schools and Colleges. In the event of a change in ownership or control of a career school or college, the Certificate of Authority or Certificate of Authorization is automatically void unless the institution meets the requirements of this section.

(b) The Commissioner may authorize the institution to retain the Certificate of Authority or Certificate of Authorization during and after a change of ownership or control, provided that the institution notifies Board staff of the impending transfer in time for staff to receive, review, and approve the documents listed in paragraphs (1) - (4) of this subsection and provided that the following conditions are met:

(1) The institution must submit acceptable evidence that the new owner is complying with all Texas Workforce Commission requirements regarding the purchase or transfer of ownership of a career school or college;

(2) The institution must submit an acceptable written statement of assurance that the new owner understands and undertakes to fully comply with all applicable Board rules, regulations, and/or policies;

(3) The institution must submit documentation that the new owner has been approved by the institution's Board-recognized accreditor to operate the institution or is able to meet the requirements of the existing Certificate of Authority; and

(4) The institution must submit satisfactory evidence of financial ability to adequately support and conduct all approved programs. Documentation shall include but may not be limited to independently audited financial statements and auditor's reports and assurance that the new owner does not currently own or operate any institutions under financial restrictions for, or is not permanently debarred from participating in, federal financial aid by the United States Department of Education. Individuals who become new owners of an institution may be required to submit independently audited personal financial records to show evidence of financial ability to adequately support and conduct all approved programs.

(c) - (f) (No change.)

§7.16 Financial Protections for Student Tuition and Fees.

The Board is required to ensure Certificate of Authorization and Certificate of Authority institutions maintain reserves, lines of credit, or surety instruments sufficient to allow the institution or person to fulfill its educational obligations of the current term to its enrolled

students if the institution or person violates any minimum standard which results in loss of prepaid tuition or fees, or is unable to continue to provide instruction to its enrolled students.

(1) Sufficient Financial Resources Documentation.

(A) Sufficient financial resources may be demonstrated by proof of an adequate reserve, line of credit, or surety instrument. A surety instrument includes but is not limited to, a surety bond, an assignment of a savings or escrow account, certificate of deposit, irrevocable letter of credit, or a properly executed participation contract with a private association, partnership, corporation, or other entity whose membership is comprised of postsecondary institutions.

(B) The documented reserves, lines of credit, or surety instruments must be:

(i) In a form and amount acceptable to the Board;

(ii) In an amount equal to or greater than the cost of providing a refund, including administrative costs associated with processing claims, for the maximum unearned tuition and fees of the institution for a period or term during the applicable academic year for which programs of instruction are offered, including, but not limited to, on a semester, quarter, monthly, or class basis; except that the period or term of greatest duration and expense shall be utilized for this computation where an institution's year consists of one or more such periods or terms. Unearned tuition and fees are tuition or fees billed to a student for the current term. No tuition or fee billed for the current term may be considered earned by the institution until the current term has been completed and students have received grades for courses taken during the term;

(iii) Conditioned to provide indemnification to any student or enrollee of the school or his/her parent or guardian determined by the Board to have suffered loss of unearned tuition or any fees as a result of violation of any minimum standard or as a result of the institution ceasing operation, provide evidence satisfactory to the Board of its financial ability to provide such indemnification, and list the amount of surety liability the guaranteeing entity will assume; and

(iv) Held in Travis County, Texas, and conditioned to allow only the Board to withdraw funds for the benefit of persons identified in clause (iii) of this subparagraph.

(C) The institution shall include a letter signed by an authorized representative of the institution showing in detail the calculations made pursuant to this section and explaining the method used for computing the amount of the reserves, lines of credit or surety instrument.

(D) Falsifying surety calculation or surety instrument will be reported to the Attorney General per §7.5(m) of this title relating to "Degree Granting Colleges and Universities Other Than Texas Public Institutions".

(2) Tuition and Fee Recovery.

(A) A Qualifying Event, when used in this subchapter, shall mean an event in which a student or enrollee of the school or his/her parent or guardian is determined by the Board to have suffered

loss of tuition or any fees as a result of violation of any minimum standard or as a result of the institution or location ceasing operation.

(B) The Board may withdraw the total amount of reserves, lines of credit, or surety instrument designated for tuition and fee recovery at the time the Board deems the institution or person has violated any minimum standard which results in loss of prepaid tuition or fees, or upon notice that an institution is unable to continue to provide instruction to its enrolled students.

(C) A student, enrollee, parent or guardian is required to apply for an unearned tuition and fee claim in order to be eligible for reimbursement.

(i) Board staff will make available an application claim form. Claim forms must include original signatures to be considered valid.

(ii) Board staff will determine supporting documentation required for each claim and notify the claimant. Supporting documentation may include an enrollment agreement, transcript, report card, loan agreement, cancelled checks, or other documentation which provides information on tuition and fee amounts paid during the current term and the institution's failure to meet minimum standards or continue operations.

(iii) Claims must be initiated by the claimant with a completed application claim form within 12 months of a Qualifying Event. The Board will publish the Qualifying Event date which will begin the 12 months claim period.

(iv) Board staff will review all student tuition and fee recovery claims within 30 days after the claim period ends. Refunds will be made in a timely manner either upon determination all possible valid claims have been filed before the end of the claim period or at the end of the 12 months claim period.

(I) Payments will be made based on verified tuition and fee amounts claimed.

(II) If the amount of institutional reserves, lines of credit, or surety instrument able to be withdrawn by the Board at the time of the Qualifying Event does not allow full payment of tuition and fees to all claimants, Board staff will apportion refunds according to verified tuition and fees claimed as a percentage of total amount claimed versus total amount withdrawn.

(III) If the amount of institutional reserves, lines of credit, or surety instrument withdrawn by the Board at the time of the Qualifying Event is greater than the total claims made during the 12 month claim period, the Coordinating Board reserves the right to retain a portion of the excess funds in order to maintain any student academic records deposited in the Coordinating Board's student academic record repository as a result of the Qualifying Event. Any excess funds withdrawn but not paid in claims or used for student academic record repository maintenance will be returned to the institution, receiver, bankruptcy trustee, or other entity holding institutional funds at the time funds may be returned.

The agency certifies that legal counsel has reviewed the proposal and found it to be within the state agency's legal authority to adopt.

Committee on Academic and Workforce Success

AGENDA ITEM V-P (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 (House Bill 2140, 86th Texas Legislature)

RECOMMENDATION: Approval

Background Information:

Pursuant to Texas Education Code (TEC), Section 61.07762, as enacted by House Bill 2140, 86th Texas Legislature, the Board of the Texas Higher Education Coordinating Board (THECB) must establish an advisory committee to assist 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 TEC, Section 51.762.

To establish an advisory committee that primarily functions to advise the Board of the THECB, the Board must adopt rules in compliance with Chapter 2110 of the Texas Government Code regarding such committees, including rules governing an advisory committee's purpose, tasks, reporting requirements, and abolishment date.

The proposed rules establish the Texas Application for Student Financial Aid (TASFA) Advisory Committee. The committee will be charged with assisting the Board in adopting the procedures to allow a person to complete and submit the TASFA, or similar application for state student financial assistance, by electronic submission through the internet website on which the board provides the common admission application form required by TEC, Section 51.762. The committee members will equitably represent financial aid personnel representatives 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 will 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 TASFA. The committee also will seek input from stakeholders.

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*: October 14, 2019.

Date Published in the *Texas Register*: October 25, 2019.

The 30-day comment period with the *Texas Register* ended on: November 24, 2019.

No comments have been received.

CHAPTER 1.
AGENCY ADMINISTRATION

SUBCHAPTER BB
TEXAS APPLICATION FOR STATE FINANCIAL AID
ADVISORY COMMITTEE

1.9100 Authority and Specific Purposes of the Texas Application for State Financial Aid (TASFA) Committee

1.9101 Definitions

1.9102 Committee Membership and Officers

1.9103 Duration

1.9104 Meetings

1.9105 Tasks Assigned the Committee

1.9106 Report to the Board

1.9100 Authority and Specific Purpose of the Texas Application for State Financial Aid (TASFA) Advisory Committee

(a) Authority. Statutory authority for this subchapter is provided in the Texas Government Code, Chapter 2110, §2110.0012 and §2110.0015 and Texas Education Code (TEC) §61.07762.

(b) Purpose. The Texas Application for State Financial Aid (TASFA) Advisory Committee is created to assist the board in adopting the procedures to allow a person to complete and submit the TASFA or similar application for state student financial assistance by electronic submission through the internet website which the board provides the common admission application form required by TEC §51.762.

1.9101 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings:

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Apply Texas System--The state's primary method for applying for admission to Texas public institutions of higher education. The Apply Texas System includes, but is not limited to, common admission applications; a portal for completing and submitting application forms to participating institutions of higher education; help desks to provide users assistance; and a portal through which Texas high school counselors gain access to status data regarding their students' progress in applying for admission and financial aid.
- (3) Interested persons--Persons who attend committee meetings as representatives of stakeholder entities and any other persons who have made their interest in the work of the committee known to its presiding officer. Such interested persons may

participate in committee discussions, as invited by the presiding officer to do so, but do not have the authority to cast votes.

1.9102 Committee Membership and Officers

- (a) Membership shall consist of financial aid personnel, public school counselors, and other stakeholders who represent the needs of interested students with responsibility of advising students regarding financial aid.
- (b) Membership on the committee shall include:
 - (1) at least two financial aid personnel representatives from the following sectors of higher education: four-year public universities; two-year colleges, and participating private or independent institutions of higher education, all as defined by TEC §61.003;
 - (2) at least two representatives from public school districts;
 - (3) at least one student representative from a public school district who will serve as a non-voting member;
 - (4) at least one institution of higher education technical representative with knowledge of the transfer of financial aid data;
 - (5) representatives of nonprofit organizations who represent the needs of interested students with responsibility of advising students regarding financial aid.
- (c) Interested persons, such as the Texas Association of Student Financial Aid Administrators, Council of Public University Presidents and Chancellors, Texas Association of Community Colleges, Independent Colleges and Universities of Texas, and legislative and governmental relations staff shall be regularly advised of committee meetings.
- (d) The number of committee members shall not exceed 24.
- (e) Members of the committee shall select a chair, who will be responsible for conducting meetings and conveying committee recommendations to the board. A co-chair shall also be elected by the committee to serve in the chair's stead as needed. The chair and co-chair shall each serve a two-year term.
- (f) Members shall each serve a three-year term and may serve multiple terms.

1.9103 Duration

The committee shall be abolished no later than January 1, 2023 in accordance with Texas Government Code, Chapter 2110.008 and TEC §61.07762. It may be reestablished by the Board.

1.9104 Meetings

The committee shall meet at least three times a year. Additional meetings may be called as deemed appropriate by the chair of the committee. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties. Minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the committee.

1.9105 Tasks Assigned the Committee

Tasks assigned the committee may include:

- (a) Making recommendations to the Board on the procedures, development, and any associated cost of the online TASFA;
- (b) Identifying technical and functional revisions of the ApplyTX System regarding the development of the online TASFA;
- (c) soliciting input from stakeholders across the state; and
- (d) other activities necessary for the development of the online TASFA.

1.9106 Report to the Board

The committee shall report any recommendations to the Board by December 1, 2020. The Board shall report the advisory committee's recommendations to the standing committee of each house of the legislature with jurisdiction over higher education by January 1, 2021.

Committee on Academic and Workforce Success

AGENDA ITEM V-P (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 (House Bill 3808, 86th Texas Legislature)

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Chapter 56, Subchapter E-1, Sections 56.0851-56.0857, enacted by House Bill 3808, 86th Texas Legislature, provides the authority to adopt rules to enforce the requirements, conditions, and limitations concerning the Texas Working Off-Campus: Reinforcing Knowledge and Skills (WORKS) Internship Program. Texas Higher Education Coordinating Board staff propose new rules to administer the Texas WORKS Internship Program, Chapter 21, Subchapter W, Sections 21.700-21.707. This program provides undergraduate students with paid, off-campus internships to strengthen their marketable skills and support their transition to the workforce.

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*: October 9, 2019.

Date Published in the *Texas Register*: October 25, 2019.

The 30-day comment period with the *Texas Register* ended on: November 25, 2019.

At this time, no comments have been received.

CHAPTER 21.
STUDENT SERVICES

SUBCHAPTER W.

TEXAS WORKING OFF-CAMPUS: REINFORCING KNOWLEDGE AND SKILLS (WORKS)
INTERNSHIP PROGRAM

21.700 Authority and Purpose of the Texas Working Off-Campus: Reinforcing Knowledge and Skills (WORKS) Internship Program

21.701 Definitions

21.702 Employer Eligibility

21.703 Employer Contract

21.704 Employer Reimbursement

21.705 Qualified Internship Opportunity

21.706 Student Eligibility

21.707 Records Retention

21.700 Authority and Purpose of the Texas Working Off-Campus: Reinforcing Knowledge and Skills (WORKS) Internship Program

- (a) Authority. The Texas Working Off-Campus: Reinforcing Knowledge and Skills (WORKS) Internship Program is authorized by Texas Education Code, Chapter 56, Subchapter E-1, §§ 56.0851-56.0857.
- (b) Purpose. The purpose of the program is to provide jobs funded in part by the State of Texas to enable students employed through the program to attend public or private institutions of higher education in Texas while exploring career options and strengthening marketable skills.

21.701 Definitions

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

- (1) Coordinating Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.
- (3) Program or Texas WORKS Internship Program--The Texas Working Off-Campus: Reinforcing Knowledge and Skills (WORKS) Internship Program.
- (4) Eligible Employer--To be eligible to enter into agreement with the Coordinating Board to participate in the program, an employer must:
 - (A) be a private, nonprofit or for-profit entity or a governmental entity; and

- (B) demonstrate the administrative and financial capacity to carry out the employer's responsibilities under the program, including the ability to pay full wages and benefits to a student employed through the program.
- (5) Financial need--The cost of attendance at a particular public or private institution of higher education less the expected family contribution. The cost of attendance and family contribution are to be determined in accordance with Board guidelines.
- (6) Half-time student--For undergraduates, enrollment or expected enrollment for the equivalent of six or more semester credit hours per regular semester.
- (7) Eligible institution:
 - (A) an institution of higher education; or
 - (B) a private or independent institution of higher education, as defined by TEC §61.003(15), other than a private or independent institution of higher education offering only professional or graduate degrees.
- (8) Eligible Wages--Gross wages paid to an individual student in the student's program employment.
- (9) Resident of Texas--A resident of the State of Texas as determined in accordance with Chapter 21, Subchapter B of this title (relating to Determination of Resident Status). Nonresident students who are eligible to pay resident tuition rates are not residents of Texas.
- (10) Administrative and Financial Capacity--An employer must have legal authority to operate within the state of Texas, be in good standing and have the financial responsibility and administrative capability to administer the Texas WORKS Internship program.
 - (A) The Coordinating Board determines an employer's financial responsibility based on its ability to meet all of its financial obligations, meet third-party financial audit requirements, and satisfactorily resolved any past internship performance violations.
 - (B) An employer must also demonstrate its ability to properly administer the Texas WORKS Internship program. Administrative capability focuses on the processes, procedures, and personnel used in administering the program and comply with reporting requirements. Eligible employers must have an adequate internal system of checks and balances, tracking and maintaining marketable skills, authorizing and disbursing funds, and reporting data accurately and in a timely manner.

21.702 Employer Eligibility

- a) Must be a private nonprofit or for-profit entity or a governmental entity;

- b) Demonstrate the administrative and financial capacity to carry out the employer's responsibilities under the program, including the ability to pay full wages and benefits to a student employed through the program;
- c) Must enter into a contract with the coordinating board;
- d) Must provide employment to a student employed through the program in nonpartisan and nonsectarian activities that relate to the student's long-term career interests with identifiable marketable skills;
- e) Must use program positions only to supplement and not supplant positions normally filled by persons who are not eligible to participate in the program, as provided by coordinating board rule;
- f) Must provide the entirety of an employed student's wages and employee benefits; and
- g) submit eligible wages to the coordinating board for reimbursement;
- h) An employer is not eligible to participate in the program if the employer is:
 - (1) a public or private institution of higher education in Texas; or
 - (2) a career school or college, as defined by TEC §132.001.

21.703 Employer Contract

A contract between the Coordinating Board and participating employers will establish the roles and responsibilities, base wages and minimum work hours for students employed, compliance with hiring and employment laws, and data reporting terms and conditions.

21.704 Employer Reimbursement

All employers will be required to login and have access to the Texas WORKS portal to upload invoices and receive payment for student wages.

21.105 Qualified Internship Opportunity

- (a) A qualified internship position must meet a specific set of criteria, including:
 - (1) Internship must identify marketable skills to be strengthened or gained;
 - (2) Internship must be paid;
 - (3) Internship must be at least 8 weeks;
 - (4) Intern must work 12 to 20 hours per week during the academic year or up to 40 hours per week during the summer;

- (5) Intern activities may not be political or sectarian in nature;
 - (6) No more than 25% of intern's work can be administrative in nature;
 - (7) No more than 50% of the eligible employer's workforce may be interns; and
 - (8) Federal work study funds may not be received for the internship position.
- (b) The Coordinating Board has the right to set a maximum number of internship opportunities per eligible employer.

21.106 Student Eligibility

- (a) To be eligible for employment in the Program a person shall:
- (1) be a Texas resident as defined by THECB policies and procedures;
 - (2) be enrolled for at least the number of hours required of a half-time student, and be seeking a degree or certification in an eligible institution;
 - (3) establish financial need in accordance with Board procedures;
 - (4) have a statement on file with the institution of higher education indicating the student is registered with the Selective Service System as required by federal law or is exempt from Selective Service registration under federal law; and
 - (5) must be an undergraduate student attending an eligible institution.
- (b) A person is not eligible to participate in the Program if the person:
- (1) concurrently receives an athletic scholarship;
 - (2) is 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
 - (3) concurrently employed in another Texas WORKS internship position.

21.707 Records Retention

All employers participating in the Texas WORKS internship program shall:

- (1) Maintain its records and accounts of all transactions related to intern placement, benefit and wages for not less than seven (7) years after contract expiration to ensure a full accounting of all funds received, disbursed, and expended by the employer. A participating employer shall make available, upon immediate request of the Coordinating Board, its representative(s), or an authorized auditing entity, all documents and other information related to the Texas Works Internship program.

- (2) Make available upon immediate request, records and accounts for inspecting, monitoring, programmatic or financial auditing, or evaluation by the Coordinating Board, its representative(s) and an auditing entity authorized by law or regulation:
 - (A) for a period not less than seven (7) years after completion of all services under the Texas Works Internship program, or
 - (B) after the date of the receipt of the participating employer's final claim for reimbursement or submission of the final expenditure report, or
 - (C) upon final resolution of all invoice questions related to the Texas Works Internship program.
- (3) If an audit is announced, an employer shall retain its records until the audit has been completed or not less than seven (7) years after the expiration date of the contract for Texas WORKS Internship Program.

Committee on Academic Workforce and Success

AGENDA ITEM V-P (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 (House Bill 1401, 86th Texas Legislature)

RECOMMENDATION: Approval

Background Information:

The Texas Higher Education Coordinating Board staff proposes amendments to Chapter 6, Health Education, Training, and Research Funds, Subchapter C, Section 6.73 of Board rules concerning grants awarded under the Nursing, Allied Health and Other Health-related Education Grant Program.

The intent of the amendments to Section 6.73 (h) is to align the program to the extension provided through passage of House Bill 1401, 86th Texas Legislature, Regular Session, which delineates funding to be used exclusively for nursing education through August 31, 2023.

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

Date Approved by the Commissioner for Publication in the *Texas Register*: October 8, 2019

Date Published in the *Texas Register*: October 25, 2019

The 30-day comment period with the Texas Register ended on: November 25, 2019

At this time, no comments have been received.

Chapter 6
Health Education, Training, and Research Funds

Subchapter C
Tobacco Lawsuit Settlement Funds

- 6.71 Purpose and Authority
- 6.72 Definitions
- 6.73 Nursing, Allied Health and Other Health-Related Education Grant Program
- 6.74 Minority Health Research and Education Grant Program

6.71 – 6.72 No Changes.

6.73 Nursing, Allied Health and Other Health-Related Education Grant Program

(a) – (c) No Changes.

(d) Funding Decisions.

(1) Applications for grant funding shall be evaluated only upon the information provided in the written application.

(2) The Board shall approve grants upon the recommendation of the panel of reviewers and Board staff. The Commissioner shall report approved grants to the Board for each biennial grant period.

(3) Funding recommendations to the Board shall consist of the most highly ranked and recommended applications up to the limit of available funds. If available funds are insufficient to fund a proposal after the higher-ranking and recommended applications have been funded, staff shall negotiate with the applicant to determine if a lesser amount would be acceptable. If the applicant does not agree to the lesser amount, the staff shall negotiate with the next applicant on the ranked list. The process shall be continued until all grant funds are awarded to the most highly ranked and recommended applications.

(e) Contract. Following approval of grant awards by the Board, the successful applicants must sign a contract issued by Board staff and based on the information contained in the application.

(f) Cancellation or Suspension of Grants. The Board has the right to reject all applications and cancel a grant solicitation at any point before a contract is signed.

(g) Request for Proposal. The full text of the administrative regulations and budget guidelines for this program are contained in the official Request for Proposal (RFP) available upon request from the Board.

(h) This subsection pertains to the 2020-2021 and 2022-2023~~[2016-2017 and 2018-2019]~~ biennia only (rules are effective only through August 31, 2023~~[August 31, 2019]~~).

(1) Funds available to the program will be distributed as grants in proportions determined by the Board through one or more programs that are based on:

(A) a competitive, peer- or staff-reviewed process for eligible institutions proposing to address the shortage of registered nurses and nursing faculty, as described in subsections (a) – (g) of this section unless amended in paragraph (2) of this subsection;

(B) a staff-reviewed process for eligible institutions, as amended in paragraph (2) of this subsection; or

(C) a criteria-based, funding formula for eligible institutions, as amended in paragraph (2) of this subsection.

(2) In subsection (a)(4) of this section, eligible institutions, as they pertain to paragraph (1) of this subsection, are public institutions of higher education, private or independent institutions of higher education and hospitals that offer nursing programs that prepare students for initial licensure as registered nurses or that prepare qualified faculty for such nursing programs.

6.74 No Changes

Committee on Academic and Workforce Success

AGENDA ITEM V-Q (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 (Senate Bill 212 and House Bill 1735, 86th Texas Legislature)

RECOMMENDATION: Approval

Background Information:

The new Chapter 1, Subchapter DD establishes provisions enacted by passage of House Bill 1735 and Senate Bill 212, 86th Texas Legislature, Regular Session. The proposed new Subchapter DD establishes the Title IX Training Advisory Committee. The committee will provide the Board of the Texas Higher Education Coordinating Board with recommended rules regarding incidents of sexual harassment, sexual assault, dating violence, or stalking at institutions of higher education and recommendation(s) regarding training for responsible and confidential employees, student advocates designated under Texas Education Code (TEC) Section 51.290, Title IX Coordinators, and other institutional employees who may receive confidential disclosures from students under TEC, Section 51.290.

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

Date approved by the Commissioner for publication in the *Texas Register*: October 24, 2019.

Date Published in the *Texas Register*: November 22, 2019.

The 30-day comment period with the *Texas Register* ended on: December 22, 2019.

At this time, no comments have been received.

Chapter 1 – Agency Administration

Subchapter DD – Title IX Training Advisory Committee

1.9531	Authority and Purpose of the Committee
1.9532	Definitions
1.9533	Committee Membership and Officers
1.9534	Duration
1.9535	Meetings and Tasks of the Committee
1.9536	Report to the Board; Evaluation of Committee Costs and Effectiveness

1.9531 Authority and Purpose of the Title IX Training Advisory Committee

(a) Statutory authority for this subchapter is provided in the Texas Education Code (TEC), Chapter 51, §51.294 and §51.260.

(b) The Title IX Training Advisory Committee is created to provide the Board with recommendation(s) regarding the training for responsible and confidential employees and student advocates designated under TEC Section 51.290, Title IX Coordinators and other institutional employees who may receive confidential disclosures from students under Section 51.290.

1.9532 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings:

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

(2) Recommended Training—training developed by the advisory committee for responsible and confidential employees and student advocates designated under Section 51.290, for employees in the course and scope of their employment, and for Title IX coordinators and deputy Title IX coordinators at postsecondary educational institutions.

1.9533 Committee Membership and Officers

(a) The advisory committee consists of nine members appointed by the commissioner of higher education. Eight members must be chief executive officers of postsecondary educational institutions or representatives designated by those officers; and one member must be a representative of an advocacy organization for victims of sexual assault or family violence.

(b) Members of the committee shall select the presiding officer, who will be responsible for conducting meetings. A co-chair shall also be elected by the committee to serve in the presiding officer's stead as needed.

(c) Members shall serve staggered 3-year terms and may serve multiple terms.

1.9534 Duration

The committee shall be abolished no later than November 1, 2023, in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

1.9535 Meetings and Tasks of the Committee

(a) The committee shall meet as required by workload and tasks to meet the deadline listed under Subsection (c). Thereafter, the committee shall meet on an annual basis, as required by TEC Section 51.294. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties. Minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the committee.

(b) Tasks assigned the committee include:

(1) make recommendations to the coordinating board regarding rules for adoption under Section 51.295; and

(2) develop recommended training for responsible and confidential employees and student advocates designated under TEC Section 51.290, for employees in the course and scope of their employment and for Title IX coordinators and deputy Title IX coordinators at postsecondary educational institutions.

(c) Not later than December 1, 2019, the advisory committee shall develop the recommended training under Subsection (b).

(d) The advisory committee shall annually review and, if necessary, update the training recommended under Subsection (b)(2).

1.9536 Report to the Board; Evaluation of Committee Costs and Effectiveness

The committee shall report any recommendations to the Board on no less than an annual basis. The committee shall also report committee activities to the Board to allow the Board to properly evaluate the committee's work, usefulness, and the costs related to the committee's existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request

Committee on Academic and Workforce Success

AGENDA ITEM V-Q (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 (Senate Bill 25, sections 8-10, 86th Texas Legislature)

RECOMMENDATION: Approval

Background Information:

The intent of the new Subchapter is to establish provisions enacted by Senate Bill (SB) 25, 86th Texas Legislature. The proposed new Chapter 1, Subchapter EE of Board rules establishes the Study and Report on Core Curriculum Advisory Committee. The committee will provide the Board of the Texas Higher Education Coordinating Board with recommendations regarding the effectiveness of the requirements regarding the transfer of course credit between institutions of higher education for courses in the core curriculum under Texas Education Code (TEC), Section 61.822 to support more efficient undergraduate transfer between institutions of higher education. The study and recommendations must include an analysis of:

- (1) the efficacy of dividing the recommended core curriculum for each meta major into a general academic core curriculum and an academic discipline core curriculum and, if determined to be efficacious, the recommended number of semester credit hours for each component of the recommended core curriculum for each meta major;
- (2) methods to ensure that courses completed in the general academic core curriculum and academic discipline core curriculum transfer between institutions of higher education for course credit applied toward a student's major at the receiving institution; and
- (3) the potential inclusion of courses in the field of study curricula adopted by the Board under TEC, Section 61.823 in the recommended core curriculum adopted by the Board under TEC, Section 61.822.

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

Date approved by the Commissioner for publication in the *Texas Register*: October 24, 2019

Date Published in the *Texas Register*: November 22, 2019

The 30-day comment period with the *Texas Register* ended on: December 22, 2019

At this time, no comments have been received.

Chapter 1 – Agency Administration

Subchapter EE – Study and Report on Core Curriculum Advisory Committee

- 1.9541 Authority and Purpose of the Committee
- 1.9542 Definitions
- 1.9543 Committee Membership and Officers
- 1.9544 Duration
- 1.9545 Meetings and Tasks of the Committee
- 1.9546 Report to the Board; Evaluation of Committee Costs and Effectiveness

1.9541 Authority and Purpose of the Study and Report on Core Curriculum Advisory Committee

(a) Statutory authority for this subchapter is provided in the Texas Education Code (TEC), Chapter 61, §61.8221.

(b) The Study and Report on Core Curriculum Advisory Committee is created to provide the Board with recommendation(s) regarding the effectiveness of the requirements regarding the transfer of course credit between institutions of higher education for courses in the core curriculum under Section 61.822 in supporting more efficient undergraduate transfer between institutions of higher education.

1.9542 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings:

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

(2) Core Curriculum or Texas Core Curriculum--the curriculum in the liberal arts, humanities, sciences, and political, social, and cultural history that all undergraduates of an institution of higher education are required to complete before receiving an academic undergraduate degree. Core curriculum provisions apply to institutions of higher education that offer academic undergraduate degree programs.

1.9543 Committee Membership and Officers

(a) The advisory committee consists of up to 24 of the following members appointed by the board in equal numbers:

(1) representatives of public junior colleges designated by the applicable college to represent the college on the advisory committee; and

(2) representatives of general academic teaching institutions designated by the applicable institution to represent the institution on the advisory committee.

(b) A majority of members appointed to the advisory committee under Subsection (a)(2) must be representatives of a general academic teaching institution at which at least 25 percent of students enrolled at the institution for the 2018 fall semester were classified as transfer students.

(c) In appointing members to the advisory committee under Subsection (b), the board shall, to the greatest extent practicable, ensure that the membership of the advisory committee is balanced with respect to:

(1) institutional representation, including:

(A) the regions of the state;

(B) the mission type of the general academic teaching institution or public junior college;

(C) university system affiliation, as applicable;

(D) student enrollment; and

(E) institutional groupings under the board's higher education accountability system;

(2) representation of faculty and administrators at general academic teaching institutions or public junior colleges;

(3) representation of academic disciplines; and

(4) any other factors the board determines relevant.

(d) Members of the committee shall select the presiding officer, who will be responsible for conducting meetings. A co-chair shall also be elected by the committee to serve in the presiding officer's stead as needed.

(e) Members shall serve single terms lasting until the abolishment of the committee no later than September 1, 2021.

1.9544 Duration

The committee shall be abolished no later than September 1, 2021, in accordance with Texas Education Code, Chapter 61, §61.8221.

1.9545 Meetings and Tasks of the Committee

(a) The committee shall meet as required by workload and tasks to meet the deadline listed under Subsection (d). Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by

technical difficulties. Minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the committee.

(b) The advisory committee shall study and make recommendations to the board regarding the effectiveness of the requirements regarding the transfer of course credit between institutions of higher education for courses in the core curriculum under Section 61.822 in supporting more efficient undergraduate transfer between institutions of higher education. The study and recommendations must include an analysis of:

(1) the efficacy of dividing the recommended core curriculum for each meta major into a general academic core curriculum and an academic discipline core curriculum and, if determined to be efficacious, the recommended number of semester credit hours for each component of the recommended core curriculum for each meta major;

(2) methods to ensure that courses completed in the general academic core curriculum and academic discipline core curriculum transfer between institutions of higher education for course credit applied toward a student's major at the receiving institution; and

(3) the potential inclusion of courses in the field of study curricula adopted by the board under Section 61.823 in the recommended core curriculum adopted by the board under Section 61.822.

(c) Each quarter ending before November 1, 2020, the advisory committee shall submit to the chairs of the standing legislative committees with primary jurisdiction over higher education and to the Board a report on the advisory committee's progress on the study and recommendations required under Subsection (b).

(d) Not later than July 1, 2020, the advisory committee shall submit to the Board a report that includes the results of the study conducted under Subsection (b) and any recommendations for legislative or other action.

1.9546 Report to the Board; Evaluation of Committee Costs and Effectiveness

The committee shall report any recommendations to the Board on no less than an annual basis. The committee shall also report committee activities to the Board to allow the Board to properly evaluate the committee's work, usefulness, and the costs related to the committee's existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.