

# COMMITTEE ON ACADEMIC AND WORKFORCE SUCCESS

## A G E N D A

**1200 East Anderson Lane, Room 1.170  
Austin, Texas**

Live broadcast available at: [highered.texas.gov](https://highered.texas.gov)

**9:45 A.M., Wednesday, April 27, 2022**

*(or upon adjournment of the Committee on Innovation, Data, and Educational  
Analytics meeting, whichever occurs later)*

*This meeting is conducted in person or via video conference, pursuant to Texas  
Government Code, Section 551.127. A quorum of the Board may be present in the  
Board Room, which is open to the public.*

*Chair: Donna N. Williams*

*Vice Chair: R. Sam Torn*

*Members: Richard L. Clemmer; Fred Farias III, O.D.; Emma W. Schwartz; Daniel O. Wong*

*Student Representative: Matthew B. Smith (Ex-Officio)*

# COMMITTEE ON ACADEMIC AND WORKFORCE SUCCESS

## A G E N D A

***Public Testimony:*** The chair shall designate whether public testimony will be taken at the beginning of the meeting, at the time the related item is taken up by the Board after staff has presented the item, or any other time as determined by the chair. For procedures on testifying, please go to [higher.ed.texas.gov/public-testimony](https://higher.ed.texas.gov/public-testimony).

- I. Welcome and committee chair's meeting overview
- II. Consideration and possible action to adopt the minutes for the January 26, 2022, committee meeting
- III. Public testimony on items relating to the Committee on Academic and Workforce Success
- IV. Consideration and possible action to adopt the consent calendar
- V. Matters relating to the Committee on Academic and Workforce Success
  - A. Consideration and possible action to adopt the report to the Board on school closures and/or teach-outs pursuant to Board Rule 7.7(6)
  - B. Consideration and possible action to adopt the report to the Legislature regarding Texas Education Code, Chapter 51, Subchapters E-2 and E-3
  - C. Consideration and possible action to adopt the "Report on the Fiscal Year 2022 Annual Review of Low-Producing Programs"
  - D. Consideration and possible action to appoint student representatives to the:
    - (1) Learning Technology Advisory Committee
    - (2) Texas Transfer Advisory Committee
  - E. Consideration and possible action to approve the request pursuant to Government Code 2155 to amend the current contract with the College Board for delivery of a pre-assessment activity supporting the Texas Success Initiative
  - F. Consideration and possible action to approve the request to extend the current contract with The University of Texas at Austin for maintenance of the ApplyTexas System
  - G. Consideration and possible action to appoint members to the Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities

H. Consideration and possible action to approve the issuance of a Request for Offer for the ApplyTexas System

I. Update on program review and approval rule revisions

J. Consideration and possible action to approve the following requests for new degree programs:

THE UNIVERSITY OF TEXAS AT EL PASO

(1) Doctor of Occupational Therapy (OTD)

THE UNIVERSITY OF TEXAS AT TYLER

(2) Master of Science (MS) in Cyber Security and Data Analytics

STEPHEN F. AUSTIN STATE UNIVERSITY

(3) Bachelor of Science (BS) in Electrical Engineering

STEPHEN F. AUSTIN STATE UNIVERSITY

(4) Bachelor of Science (BS) in Mechanical Engineering

UNIVERSITY OF NORTH TEXAS

(5) Doctor of Business (DBA) in Business Administration

TEXAS TECH UNIVERSITY

(6) Doctor of Philosophy (PhD) in One Health Sciences

K. Lunch

L. Proposed rules:

(1) Consideration and possible action to adopt proposed amendments to Board Rules 6.107 and 6.110, concerning planning grants for graduate medical education

(2) Consideration and possible action to adopt proposed amendments to Board Rules 6.122 and 6.125, concerning unfilled position grants for graduate medical education

(3) Consideration and possible action to adopt proposed amendments Board Rules 6.137 and 6.140, concerning grants for new and expanded programs for graduate medical education

(4) Consideration and possible action to adopt proposed repeal of Board Rules 6.175 through 6.184, concerning resident physician expansion grant program

- (5) Consideration and possible action to adopt the proposed amendments to Board Rules 13.303, concerning total research expenditures

## VI. Adjournment

***Executive Session:*** *The Texas Higher Education Coordinating Board Agency Operations Committee may convene in Executive Session at any point in this meeting, concerning any item listed in the agenda or to seek or to receive its attorney's advice on legal matters related thereto, pursuant to Texas Government Code Ann. 551.071.*

***Note:*** *Because the Board members who attend the committee meeting may create a quorum of the full Board, the meeting of the Agency Operations Committee is also being posted as a meeting of the full Board. Only assigned committee members act upon any item before the Agency Operations Committee at this meeting.*

**Weapons Prohibited:** Pursuant to Texas Penal Code, Section 46.03(a)(14), a person commits an offense if the person intentionally, knowingly, or recklessly possesses or goes with a firearm, location-restricted knife, club, or prohibited weapon listed in Section 46.05 in the room or rooms where a meeting of a governmental entity is held, if the meeting is an open meeting subject to Chapter 551, Government Code, and if the entity provided notice as required by that chapter.

# Committee on Academic and Workforce Success

## AGENDA ITEM I

### Welcome and committee chair's meeting overview

Donna Williams, 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 and possible action to adopt the minutes for the January 26, 2022, committee meeting

RECOMMENDATION: Approval

## TEXAS HIGHER EDUCATION COORDINATING BOARD

DRAFT MINUTES

## Committee on Academic and Workforce Success

1200 East Anderson Lane, Room 1.170

Austin, Texas

January 26, 2022, 10:49 am

The Texas Higher Education Coordinating Board's Committee on Academic and Workforce Success (CAWS) convened at 10:49 am on January 26, 2022, with the following committee members present: Donna Williams, presiding; Sam Torn, Richard Clemmer; Fred Farias; Emma Schwartz; Daniel Wong; and Matthew Smith, Ex-Officio.

Members absent: Javaid Anwar

Other Board members present: Robert Gauntt

AGENDA ITEM	ACTION
I. Welcome and committee chair's meeting overview	Ms. Williams called the meeting to order. All members were present. A quorum was met for this committee meeting.
II. Consideration of approval of the minutes from the October 20, 2021, committee meeting	On motion by Mr. Torn, seconded by Dr. Farias, the committee approved the October 20, 2021, committee meeting minutes. The vote was unanimous.
III. Public testimony on agenda items relating to the Committee on Academic and Workforce Success	There was no public testimony.
IV. Consideration of approval of the consent calendar	<p>Consent calendar was broken into two parts:</p> <p>First Part: The non-rule consent calendar</p> <p>On a motion by Mr. Torn, seconded by Dr. Wong, the committee approved the non-rule consent calendar. The vote was unanimous.</p> <p>Items approved on the non-rule consent calendar were: 5-A, 5-D (1)-(5), and 5-F(1)-(3)</p> <p>Second Part: Rule Items</p> <p>There were no rule items on consent.</p>

AGENDA ITEM	ACTION
V. Matters relating to the Committee on Academic and Workforce Success	
A. Report to the Board on school closures and/or teach-outs pursuant to Texas Administrative Code, Title 19, Part 1, Chapter 7, Subchapter A, Section 7.7(5)	This item was approved on the consent calendar.
B. Consideration of adopting the July 2021 annual compliance report for institutions under a Certificate of Authorization (names beginning with “P” through “Z”)	<p>On motion by Ms. Schwartz, seconded by Mr. Torn, the committee adopted the July 2021 annual compliance report for institutions under a Certificate of Authorization (names beginning with “P” through “Z”). The vote was unanimous.</p> <p>Dr. Tina Jackson, Assistant Commissioner for Workforce Education, presented this item and was available to answer questions.</p>
C. Consideration of adopting the Certification Advisory Council’s recommendation relating to a request from Southwest School of Art for a fifth Certificate of Authority to grant degrees in Texas	<p>On motion by Mr. Torn, seconded by Ms. Schwartz, the committee adopted the Certification Advisory Council’s recommendation relating to a request from Southwest School of Art for a fifth Certificate of Authority to grant degrees in Texas. The vote was unanimous.</p> <p>Dr. Tina Jackson, Assistant Commissioner for Workforce Education, presented this item and was available to answer questions.</p>
<p>D. Consideration of approving the issuance of a Request for Applications for the:</p> <ul style="list-style-type: none"> <li>(1) Carl D. Perkins Career and Technical Education Basic Grant Program</li> <li>(2) Carl D. Perkins Career and Technical Education State Leadership Grant Program</li> <li>(3) Carl D. Perkins Equitable Access and Opportunity Grant Program</li> <li>(4) Developmental Education Program</li> <li>(5) Minority Health Research and Education Grant Program</li> </ul>	This item was approved on the consent calendar.



AGENDA ITEM	ACTION
E. Consideration of approval of the certification required by Texas Education Code, Section 62.146, for the National Research University Fund for Fiscal Year 2021	<p>On motion by Mr. Clemmer, seconded by Dr. Wong, the committee approved the certification required by Texas Education Code, Section 62.146, for the National Research University Fund for Fiscal Year 2021. The vote was unanimous.</p> <p>Dr. Andrew Lofters, Interim Director for Academic and Health Affairs, presented this item and was available to answer questions.</p>
F. Consideration of approving the appointment of member(s) to: (1) Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities (2) Apply Texas Advisory Committee (3) Learning Technology Advisory Committee (LTAC) student representative replacement	This item was approved on the consent calendar.
G. Consideration of adopting the staff recommendation to the committee relating to requests for a new degree program	
<p>THE UNIVERSITY OF TEXAS AT DALLAS</p> <p>(1) Doctor of Business (DBA) in Business Administration</p>	<p>On motion by Mr. Torn, seconded by Mr. Clemmer, the committee approved the new degree program. The vote was unanimous.</p> <p>Dr. James Goeman, Director for Academic and Health Affairs, presented this item and was available to answer questions. The University of Texas at Dallas representatives Dr. Hanson Pirkul, Dean for Naveen Jindal School of Management, and Dr. Jacob Varghese, Vice Dean of Naveen Jindal School of Management, were also available for questions.</p>
<p>THE UNIVERSITY OF TEXAS AT SAN ANTONIO</p> <p>(2) Doctor of Philosophy (PhD) in Molecular Microbiology and Immunology</p>	<p>On motion by Ms. Schwartz, seconded by Dr. Farias, the committee approved the new degree program. The vote was unanimous.</p> <p>Dr. James Goeman, Director for Academic and Health Affairs, presented this item and was available to answer questions. The University of Texas at San Antonio representatives Dr. Astrid</p>

AGENDA ITEM	ACTION
	Cardona, Chair, Dr. Ambika Mathur, Vice Provost of Graduate Studies and Dean of The Graduate School, and Dr. David Silva, Dean of the College of Sciences, were also available for questions.
THE UNIVERSITY OF TEXAS AT TYLER (3) Doctor of Medicine (MD)	On motion by Dr. Farias, seconded by Ms. Schwartz, the committee approved the new degree program. The vote was unanimous.  Dr. James Goeman, Director for Academic and Health Affairs, presented this item and was available to answer questions. Dr. Susan Cox, Planning Dean, School of Medicine, and Dr. Julie V. Philley, Executive Vice President, Health Affairs, were also available for questions.
I. Proposed rules:	This item was taken out of turn.
(1) Consideration of adopting proposed amendments to Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter A, Rule 4.8 of Board rules, concerning the excused absence for a person called to required military service	On motion by Dr. Wong, seconded by Dr. Farias, the committee adopted the proposed amendments. The vote was unanimous.  Dr. Andrew Lofters, Interim Director for Academic and Health Affairs, presented this item and was available to answer questions.
H. Lunch	The committee recessed at 12:00 pm for a 30-minute lunch.
I. Proposed rules:	
(1) Consideration of adopting proposed amendments to Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter A, Rule 4.8 of Board rules, concerning the excused absence for a person called to required military service	This item was heard earlier in the agenda.
VI. Adjournment	On a motion by Mr. Torn, seconded by Dr. Farias, the committee adjourned at 12:00 pm.  The vote was unanimous.

## Committee on Academic and Workforce Success

### AGENDA ITEM III

#### Public testimony on items relating to the Committee on Academic and Workforce Success

RECOMMENDATION: No action required

#### Background Information:

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 IV

#### Consideration and possible action to adopt the consent calendar

RECOMMENDATION: Approval

#### Background Information:

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

## Consent Calendar

- V. Matters relating to the Committee on Academic and Workforce Success
  - A. Consideration and possible action to adopt the report to the Board on school closures and/or teach-outs pursuant to Board Rule 7.7(6)
  - E. Consideration and possible action to approve the request pursuant to Government Code 2155 to amend the current contract with the College Board for delivery of a pre-assessment activity supporting the Texas Success initiative
  - G. Consideration and possible action to appoint members to the Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities
  - L. Proposed Rules:
    - 1) Consideration and possible action to adopt proposed amendments to Board Rules 6.107 and 6.110, concerning planning grants for graduate medical education
    - 2) Consideration and possible action to adopt proposed amendments to Board Rules 6.122 and 6.125, concerning unfilled position grants for graduate medical education
    - 3) Consideration and possible action to adopt proposed amendments to Board Rules 6.137 and 6.140, concerning grants for new and expanded programs for graduate medical education
    - 4) Consideration and possible action to adopt proposed repeal of Board Rules 6.175 through 6.184, concerning resident physician expansion grant program

## Committee on Academic and Workforce Success

### AGENDA ITEM V-A

Consideration and possible action to adopt the report to the Board on school closures and/or teach-outs pursuant to Board Rule 7.7(6)

RECOMMENDATION: No action required

#### Background Information:

Pursuant to Texas Administrative Code, Chapter 7, Subchapter A, Section 7.7(6), Closure of an Institution, the Texas Higher Education Coordinating Board (THECB) must be notified in writing at least 90 days before 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 approval by the board of the THECB (Board). The Board has given the Assistant Commissioner of Workforce Education the authority to oversee this approval process.

#### Strayer University-Corpus Christi

On March 1, 2022, Strayer University notified the THECB of its intention to close its Corpus Christi campus, located at 500 N. Shoreline Boulevard, Corpus Christi, Texas, 78401. The anticipated closure date is May 30, 2022. As the location is considered an instructional site by the institutional accreditor, Middle States Commission on Higher Education, the accreditor does not need to approve the closure. However, Strayer University will notify the accreditor at the time of closure. Students enrolled at the Corpus Christi location will have the opportunity to continue their programs through the Strayer University online global campus. Student records will be held at Strayer University's corporate location, in Herndon, Virginia.

Dr. Tina Jackson, Assistant Commissioner for Workforce Education, will present this item and be available to answer questions.

## Committee on Academic and Workforce Success

### AGENDA ITEM V-B

Consideration and possible action to adopt the report to the Legislature regarding Texas Education Code, Chapter 51, Subchapters E-2 and E-3

RECOMMENDATION: Approval

#### Background Information:

The 86th Texas Legislature recognized the need for accurate reporting of certain incidents of sexual harassment, sexual assault, dating violence, or stalking at public and private or independent institutions of higher education through its passage of Senate Bill 212 and House Bill 1735, codified as Texas Education Code (TEC), Chapter 51, Subchapters E-2 and E-3. The two subchapters require institutions to submit reports.

Senate Bill 212, codified as TEC, Chapter 51, Subchapter E-2, requires an employee of a public or private/independent institution of higher education who witnesses or is told about an incident involving sexual harassment, sexual assault, dating violence, or stalking alleged to have been committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident to report such incidents to the institution's Title IX coordinator. Subchapter E-2 requires the chief executive officers of postsecondary educational institutions to annually certify to the Texas Higher Education Coordinating Board (THECB) that their institution is in substantial compliance with the subchapter.

House Bill 1735, codified as TEC, Chapter 51, Subchapter E-3, requires institutions to develop a policy on sexual harassment, sexual assault, dating violence, and stalking; allows for electronic reporting of sexual misconduct; provides amnesty for good faith reports; allows victims to request no investigation; provides a disciplinary process for sexual misconduct; addresses student withdrawal or graduation pending disciplinary charges and requests for information from another postsecondary educational institution; requires trauma-informed investigation training; requires at least one memorandum of understanding with local law enforcement, a sexual misconduct advocacy group, or a hospital or medical provider; provides for designation of confidential employees and student advocates; sets confidentiality protections; allows the THECB to assess an administrative penalty for institutional noncompliance; and requires equal access to persons with disabilities.

Subchapters E-2 and E-3 also require the THECB to annually submit to the governor, the lieutenant governor, the speaker of the House of Representatives, and the standing legislative committees with primary jurisdiction over legislation concerning sexual assault at

## AGENDA ITEM V-B

### Page 2

postsecondary educational institutions a report regarding compliance with both subchapters, including a summary of the postsecondary educational institutions found not to be in substantial compliance and any penalties assessed during the calendar year preceding the date of the report.

The report on compliance with Subchapters E-2 and E-3 includes the summary results of compliance monitoring for Academic Year 2020-2021, presented by Mark Poehl, Assistant Commissioner, Internal Audit and Compliance.

Dr. Tina Jackson, Assistant Commissioner for Workforce Education, will present this item and be available to answer questions.



# Committee on Academic and Workforce Success

## AGENDA ITEM V-C

### Consideration and possible action to adopt the “Report on the Fiscal Year 2022 Annual Review of Low-Producing Programs”

RECOMMENDATION: Approval

#### Background Information:

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

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

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

The Board of the THECB approved a list of programs recommended for closure based on the Fiscal Year (FY) 2021 low-producing programs review at the April 2021 Board meeting. The list based on this year’s review, FY 2022, is an updated list to reflect actions on programs and to include new programs that are low producing for three consecutive years. The list includes a definition of low-producing programs.

## AGENDA ITEM V-C

### Page 2

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

Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, will present this item and be available to answer questions.

### **Report on the 2022 Annual Review of Low-Producing Programs**

In 2013, the Texas Higher Education Coordinating Board (THECB) began issuing recommendations for closure or consolidation to institutions' governing boards for degree programs that have consistently produced low numbers of graduates. The THECB posts a list of these degree programs on its website ([www.highered.texas.gov/LPP](http://www.highered.texas.gov/LPP)). The list includes degree programs identified as low producing, based on the annual Low-Producing Degree Program (LPP) review. The THECB also publishes an annual report of degree programs that have been on the list of low-producing programs for three or more consecutive years.

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

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

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

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

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

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

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

### The 2022 Annual Review of Low-Producing Degree Programs

The 2022 report of the low-producing degree programs review includes graduates of programs from Academic Year (AY) 2015 through AY 2021. Approximately 5,300 degree programs were reviewed, and 195 degree programs were identified as low-producing.

Of the 195 programs identified as low-producing, 126 programs have been low producing for three or more consecutive reviews. The 2021 report identified about the same number of programs, 121 programs, as low producing for three or more consecutive reviews. Of those degree programs, 8 were closed or consolidated at the request of their institution during the following year, and 16 increased the number of graduates and were no longer low producing.

LPP Action	2018 Review	2019 Review	2020 Review	2021 Review	2022 Review
Review of three 5-year periods	AY 11-17	AY 12-18	AY 13-19	AY 14-20	AY 15-21
<b>Total LPP</b>	<b>206</b>	<b>182</b>	<b>196</b>	<b>194</b>	<b>195</b>
LPP three years in a row	112	99	113	121	126
Sufficient graduates the following year to not be LPP	43	16	10	16	NA*
Closed or consolidated the following year	31	7	12	8	NA*
Recommended for close-out #	93	97	76	120	96
Percent of Programs reported on LAR		51%		NA*	

\* NA, not available at this time: number of programs closing or consolidating in response to the AY 2022 review, programs with increased numbers of graduates the following year, and percentage of programs reported on LAR in response to the AY 2021 review.

# New recommendations are made only in odd-numbered review years. Recommendations in even-numbered review years are carried forward from the previous year.

### Actions Following the Low-Producing Degree Program Review

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

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

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

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

### **Recommendations to Close or Consolidate Low-Producing Degree Programs**

The list of low-producing degree programs includes programs that had been recommended for closure or consolidation in AY 2019 and AY 2021 but have not been closed or consolidated and have not sufficiently increased the number of graduates. The list of low-producing programs on the 2019 report was approved by the Board of the THECB at its April 2019 meeting, and the list on the 2021 report was approved by the Board of the THECB at its April 2021 meeting.

The low-producing programs that were recommended to be closed or consolidated in the 2019 and 2021 reports are identified on the list for this report. *If they are not closed or consolidated in the meantime, institutions would list their identified programs with the LAR for the 2024-25 biennium.*

This year's list also includes programs identified as low-producing for three consecutive reviews during the 2022 review. *THECB staff does not recommend programs for closure or consolidation for these programs this year*, because systems and institutions would not have time to decide on appropriate action prior to submission of their LAR for the 2024-25 biennium.

Low-Producing Programs Identified for Three or More Consecutive Years				Review Year			First Year of Recommendation
Academic Year 2022 Review				AY 20	AY 21	AY 22	
Institution	Program			Graduates Over Five Year Periods			
Non-System - Community and Technical Colleges							
Angelina College	Diagnostic Medical Sonography/Sonographer and Ultrasound Technician	AAS	13	21	18	2019	
Austin Community College	International Business	AAS	23	22	23	2019	
Blinn College District	Surgical Technology/Technologist	AAS	8	12	16	--	
Grayson College	Business Operations Support and Assistant Services	AAS	21	21	20	--	
Hill College	Heavy/Industrial Equipment Maintenance Technologies/Technicians	AAS	9	12	21	2017	
Lee College	Criminal Justice and Corrections, General	AAS	19	17	12	2017	
Northeast Texas Community College	Dental Support Services and Allied Professions	AAS	11	0	0	--	
Paris Junior College	Business Administration, Management and Operations	AAS	17	19	19	--	
Temple College	Biology/Biotechnology Technologies/Technicians	AAS	7	5	3	2021	
Texarkana College	Marketing	AAS	0	0	0	2017	
Wharton County Junior College	Graphic Communications	AAS	20	22	21	2017	

Low-Producing Programs Identified for Three or More Consecutive Years					Review Year			First Year of Recommendation
Academic Year 2022 Review					AY 20	AY 21	AY 22	
Institution	Program		Graduates Over Five Year Periods					
Alamo Community College District								
Alamo Community College District - Northwest Vista College	Health and Medical Administrative Services	AAS	18	16	16	2021		
Howard County Junior College District								
Howard College-Southwest Collegiate Institute for the Deaf	American Sign Language	AAS	19	18	13	2021		
Tarrant County College District								
Tarrant County College District - South Campus	Computer Engineering Technologies/Technicians	AAS	6	0	0	--		
Non-System - Universities								
Stephen F. Austin State University	Forestry	PHD	7	6	3	2017		
Stephen F. Austin State University	School Mathematics Teaching	MS	9	5	4	2017		
Stephen F. Austin State University	Liberal Studies	BA	20	20	23	2021		
Stephen F. Austin State University	Philosophy	BA	11	9	9	2019		
Stephen F. Austin State University	Public Administration	BA BS	17	16	16	2021		
Stephen F. Austin State University	Economics	BA	8	7	7	2017		
Texas Southern University	Spanish	BA	17	16	15	2017		
Texas Southern University	Mathematics	MS	0	0	0	2021		
Texas Southern University	Nutritional Sciences and Dietetics	BS	12	10	4	--		

Low-Producing Programs Identified for Three or More Consecutive Years				Review Year			First Year of Recommendation
Academic Year 2022 Review				AY 20	AY 21	AY 22	
Institution	Program			Graduates Over Five Year Periods			
Texas A&M University System							
Prairie View A&M University	Clinical Adolescent Psychology	PHD	4	5	5	2017	
Texas A&M University-Central Texas	Political Science	MA	10	9	5	--	
Texas A&M University-Central Texas	Aviation Science-Aviation Management	BS	21	20	23	--	
Texas A&M University-Corpus Christi	Early Childhood Education	MS	12	10	10	2021	
Texas A&M University-Kingsville	Spanish	BA	18	12	15	2021	
Texas A&M University-Kingsville	General Business Administration	BBA	15	17	15	2021	
Texas A&M University-Texarkana	School Counseling	MS	8	9	5	2021	
Texas A&M University-Texarkana	History	MS	6	10	10	2021	
West Texas A&M University	Engineering Technology	MS	14	13	14	2021	
West Texas A&M University	Social Sciences	BA BS	18	10	5	--	
West Texas A&M University	Art	BA BS	18	23	24	2017	
West Texas A&M University	Studio Art	MFA	10	12	12	2017	



Low-Producing Programs Identified for Three or More Consecutive Years				Review Year			First Year of Recommendation
Academic Year 2022 Review				AY 20	AY 21	AY 22	
Institution	Program			Graduates Over Five Year Periods			
Texas State University System							
Lamar State College-Orange	Physical Therapist Assistant	AAS	0	0	0	--	
Lamar University	Environmental Studies	MS	6	5	4	2017	
Lamar University	Advertising	BBA	12	10	11	2017	
Lamar University	Nutrition	BS	0	0	14	2021	
Lamar University	Biochemistry	BA	8	11	13	2019	
Lamar University	Forensic Chemistry	BS	4	6	9	2019	
Lamar University	Earth Science/Geology	BS	21	22	18	--	
Lamar University	Music-Music Business	BA	0	0	0	2019	
Lamar University	Retail Merchandising	BBA	3	3	2	2017	
Lamar University	History	MA	14	14	13	2017	
Sam Houston State University	Family and Consumer Sciences	MS	7	5	2	2017	
Sam Houston State University	Food Service Management	BA	22	22	19	--	
Sam Houston State University	Composite Science	BS	0	1	4	2017	
Sam Houston State University	Psychology	MA	11	12	14	2019	
Sul Ross State University	Industrial Technology	BS	5	7	13	2017	
Sul Ross State University	Spanish	BA	6	4	5	2017	
Sul Ross State University	English	BA	19	17	17	2021	
Sul Ross State University	English	MA	8	10	5	2021	

Low-Producing Programs Identified for Three or More Consecutive Years			Review Year			First Year of Recommendation
Academic Year 2022 Review			AY 20	AY 21	AY 22	
Institution	Program		Graduates Over Five Year Periods			
Texas State University System						
Sul Ross State University	Theatre	BFA	14	16	21	2017
Sul Ross State University	Liberal Arts	MA	14	11	11	--
Sul Ross State University	Mathematics	BS	12	10	9	2017
Sul Ross State University	Interdisciplinary Studies	BA	8	1	1	--
Sul Ross State University	Chemistry	BS	3	3	3	2017
Sul Ross State University	Psychology	MA	0	0	0	2017
Sul Ross State University	Social Science	BA	3	3	2	2017
Sul Ross State University	Political Science	BA	7	7	6	2017
Sul Ross State University	Political Science	MA	2	4	3	2017
Sul Ross State University	Art	BFA	11	16	17	2017
Sul Ross State University	Art	MA	6	3	2	2017
Sul Ross State University	Music	BM	11	13	11	2017
Sul Ross State University Rio Grande College	Reading	MED	6	7	8	2017
Sul Ross State University Rio Grande College	Biology	BS	20	19	17	2019
Sul Ross State University Rio Grande College	Mathematics	BS	19	14	17	2019
Sul Ross State University Rio Grande College	Interdisciplinary Studies	BS	0	0	0	--
Sul Ross State University Rio Grande College	Social Science	BA	16	11	13	2017

Low-Producing Programs Identified for Three or More Consecutive Years				Review Year			First Year of Recommendation
Academic Year 2022 Review				AY 20	AY 21	AY 22	
Institution	Program			Graduates Over Five Year Periods			
Texas Tech University System							
Midwestern State University	Humanities	BA	9	10	8	2019	
Midwestern State University	Global Studies	BA	17	20	18	2019	
Midwestern State University	Radiologic Assistant	MSRS	13	10	9	--	
Texas Tech University	Land Use Planning, Management, and Design	PHD	4	5	3	2017	
Texas Tech University	Bilingual Education and English as a Second Language	MED	8	1	2	2021	
Texas Tech University	Language/Literacy Education	MED	3	0	0	2021	
Texas Tech University	Multidisciplinary Science	MS	0	0	0	2021	
Texas Tech University	Microbiology	MS	6	7	11	2017	
Texas Tech University	Multidisciplinary Science	BS	19	19	16	2021	
Texas Tech University	Interdisciplinary Arts Studies	BA	3	5	10	2019	
Texas Woman's University System							
Texas Woman's University	School Counseling	MED	0	0	0	--	
Texas Woman's University	Early Childhood Education	MS MA MED	8	5	14	2021	
Texas Woman's University	Political Science	MA	9	8	7	--	
Texas Woman's University	Medical Technology	BS	14	16	23	2017	

Low-Producing Programs Identified for Three or More Consecutive Years			Review Year			First Year of Recommendation
Academic Year 2022 Review			AY 20	AY 21	AY 22	
Institution	Program		Graduates Over Five Year Periods			
The University of Texas System						
The University of Texas at Arlington	Public Policy	MPP	14	10	9	--
The University of Texas at Arlington	Medical Technology	BS	24	24	23	--
The University of Texas at Austin	Architectural Studies	MSAS	4	3	2	2021
The University of Texas at Austin	Architectural History	MA	3	2	4	2017
The University of Texas at Austin	European Studies	BA	14	18	15	2021
The University of Texas at Austin	Italian Studies	BA	18	12	11	2017
The University of Texas at Austin	Italian Studies	PHD	8	8	7	--
The University of Texas at Austin	Portuguese	BA	13	8	4	2021
The University of Texas at Austin	Textiles and Apparel Technology	MS	1	1	0	2021
The University of Texas at Austin	Jewish Studies	BA	4	5	6	2017
The University of Texas at Austin	Dance	MFA	1	3	3	2017
The University of Texas at Austin	Composition	BM	9	9	11	2017
The University of Texas at Austin	Jazz	BM	20	22	22	2017
The University of Texas at Austin	International Business	BBA	0	0	0	2021
The University of Texas at El Paso	Education	MA	5	3	9	2017

Low-Producing Programs Identified for Three or More Consecutive Years			Review Year			First Year of Recommendation
Academic Year 2022 Review			AY 20	AY 21	AY 22	
Institution	Program		Graduates Over Five Year Periods			
The University of Texas System						
The University of Texas at El Paso	Engineering	MS	9	9	10	--
The University of Texas at El Paso	French	BA	22	21	14	--
The University of Texas at El Paso	Philosophy	MA	10	11	13	--
The University of Texas at El Paso	Geophysics	BS	2	1	0	2017
The University of Texas at El Paso	Clinical Psychology	MA	13	12	11	--
The University of Texas at San Antonio	American Studies	BA	14	11	12	2021
The University of Texas at San Antonio	Neuroscience	PHD	7	7	6	2019
The University of Texas at San Antonio	Art History	MA	9	9	7	2021
The University of Texas at San Antonio	Finance	PHD	9	8	7	--
UT Health Science Center at Houston / UT M.D. Anderson Cancer Center	Biomedical Sciences-Quantitative Sciences	PHD	0	1	5	--
The University of Texas Health Science Center at San Antonio	Personalized Molecular Medicine	MS	0	1	8	2019
The University of Texas Health Science Center at San Antonio	Dental Hygiene	MS	13	11	10	--
The University of Texas Health Science Center at San Antonio	Medical Health Physics	MS	3	1	2	2019
The University of Texas M.D. Anderson Cancer Center	Cytotechnology	BS	11	10	10	2021

Low-Producing Programs Identified for Three or More Consecutive Years				Review Year			First Year of Recommendation
Academic Year 2022 Review				AY 20	AY 21	AY 22	
Institution	Program			Graduates Over Five Year Periods			
The University of Texas System							
The University of Texas Medical Branch at Galveston	Clinical Science	PHD	3	3	3	2021	
The University of Texas Medical Branch at Galveston	Population Health Sciences	MS	1	1	0	2021	
The University of Texas Permian Basin	Information Systems	BS	23	22	23	2017	
The University of Texas Permian Basin	Spanish	MA	1	2	6	2021	
The University of Texas Permian Basin	Biology	MS	5	7	7	2019	
The University of Texas Permian Basin	Criminal Justice Administration	MS	8	7	7	2021	
The University of Texas Permian Basin	Athletic Training	BS	11	16	18	2021	
The University of Texas Permian Basin	Economics	BA	21	24	24	2021	
The University of Texas Permian Basin	History	MA	8	8	10	2021	
University of Houston System							
University of Houston	Architectural Studies	MA	5	6	5	--	
University of Houston	Engineering Management	MEMGMT	0	0	6	2017	
University of North Texas System							
University of North Texas	English as a Second Language	MA	11	6	7	--	
University of North Texas	Nonprofit Leadership Studies	BA	0	5	19	2021	

# Committee on Academic and Workforce Success

## AGENDA ITEM V-D (1)

### Consideration and possible action to appoint a student representative to the Learning Technology Advisory Committee

RECOMMENDATION: Approval

#### Background Information:

Texas Education Code, Section 61.071, directs the Texas Higher Education Coordinating Board (THECB) to appoint student representatives to various advisory committees. This agenda item relates to the appointment of a student representative to the Learning Technology Advisory Committee.

On September 3, 2021, the commissioner notified Texas institutions of higher education of these opportunities and provided the information required to solicit nominees. The nomination process began on September 3, 2021, and ended December 1, 2021.

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

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

A review committee, composed of staff who directly support the advisory committee, identified a finalist.

The term of membership for student members of this committee starts June 1, 2022, and ends May 31, 2024.

The recommended student representative is named on the following page.

Michelle Singh, Assistant Commissioner for Digital Learning, will be available to answer questions.

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

**Finalist: Bella Rodriguez**

**Ms. Rodriguez is pursuing her BA in Special Education at The University of Texas at Austin.**



## Committee on Academic and Workforce Success

### AGENDA ITEM V-D (2)

#### Consideration and possible action to appoint two student representatives to the Texas Transfer Advisory Committee

RECOMMENDATION: Approval

#### Background Information:

Texas Education Code, Section 61.071, directs the Texas Higher Education Coordinating Board (THECB) to appoint student representatives to various advisory committees. This agenda item relates to the appointment of two student representatives to the Texas Transfer Advisory Committee.

The term of membership for student members of this committee starts June 1, 2022, and ends May 31, 2024.

On September 3, 2021, the commissioner notified Texas institutions of higher education of these opportunities and provided the information required to solicit nominees. The nominations process began on September 3, 2021, and ended December 1, 2021.

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

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

A review committee, composed of staff who directly support the advisory committee, identified the finalists. One student would represent two-year institutions, and one would represent four-year institutions.

The recommended student representatives are named on the following page.

Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, will be available to answer questions.

The Texas Transfer Advisory Committee is composed of 24 members, with equal representation from public junior colleges and general academic teaching institutions. A majority of members are faculty who currently teach undergraduate courses and are engaged in transfer policy development. Other members include administrators who understand transcript evaluation and those actively engaged in promoting seamless transfer of students from public two-year institutions to four-year institutions. The committee meets at least twice a year and may do so more frequently as needed. The committee provides the commissioner and Board with advice on Field of Study Curricula, including their establishment and revisions.

**Finalist: Kamil Q. Brown**

**Mr. Brown is a student at The University of Texas at Austin pursuing his PhD in higher education leadership and policy. He received a bachelor's degree from University of Massachusetts and his master's degree from New York University.**

**Finalist: Karim Grar**

**Mr. Grar is a student at Austin Community College pursuing a course of study in computer science.**

## Committee on Academic and Workforce Success

### AGENDA ITEM V-E

Consideration and possible action to approve the request pursuant to Government Code 2155 to amend the current contract with the College Board for delivery of a pre-assessment activity supporting the Texas Success Initiative

RECOMMENDATION: Approval

#### Background Information:

Texas Higher Education Coordinating Board (THECB) staff requests approval to amend the current contract with the College Board (BMS 22031, 23466) to support the implementation of a free, online pre-assessment activity (PAA) for institutions of higher education and independent school districts/public charter schools administering the next generation Texas Success Initiative Assessment, 2.0 (TSIA2), which launched in January 2021 as an enhancement to the previous TSIA.

In October 2012, the THECB adopted amendments to Texas Administrative Code (TAC), Chapter 4, Subchapter C, Section 4.55, to include the following language to help ensure students taking the TSIA would not take the test “cold turkey” and to ensure students understand the purpose and structure of an assessment that plays an important role in students’ postsecondary experience:

*Prior to the administration of an approved instrument in §4.56, an institution shall provide to the student a pre-assessment activity(ies) that addresses at a minimum the following components in an effective and efficient manner, such as through workshops, orientations, and/or online modules:*

- *Importance of assessment in students’ academic career;*
- *Assessment process and components, including practice with feedback of sample test questions in all disciplinary areas;*
- *Developmental education options including course-pairing, non-course-based, modular, and other non-conventional interventions;*
- *Institutional and/or community student resources (e.g., tutoring, transportation, childcare, financial aid).*

In summer 2013, Querium, an Austin-based company founded in 2013, created and delivered, at no cost to the state, institutions, or students, an online PAA in response to new TSI requirements as listed in TAC, Chapter 4, Subchapter C, Section 4.55(b). After almost two

years of providing this service, Querium notified THECB staff that it would no longer be able to offer these services at no cost. Thus, in June 2015, the board of the THECB (Board) approved issuance of a Request for Proposals to solicit a vendor to develop and implement a free, online PAA that provided a quality instrument meeting the needs of students and institutions. Board-approved contracts were awarded to Querium in fall 2015 and fall 2018, the latter of which expired March 31, 2022.

In anticipation of the contract expiration, THECB staff issued a Request for Offers (RFO) in October 2021 to allow the THECB staff to identify a vendor to develop (if necessary) and implement a free, online PAA that meets the requirements as outlined in Section 4.55. THECB received one offer, and it was evaluated in consultation with the THECB Director of Procurement and following the Procurement and Management policies for the state of Texas. The evaluation process indicated that the applicant did not meet the RFO requirements. Given that the contract to provide the current PAA expired on March 1, 2022, THECB staff determined that the best course of action to avoid an interruption of service to over 700 school district and institution of higher education users would be to work with our current TSIA2 vendor to enhance existing services and build new, related services to include the delivery of a PAA for students taking the assessment.

THECB staff have been working closely with College Board staff to develop a PAA that would be closely aligned to the TSI Assessment process and its learning resources. College Board staff have been working in-kind as they roll out this program and help ensure there's no gap in service to the 700+ school districts and institutions of higher education that have been using the previous statewide PAA for their students before testing on the TSIA2, as required by [Section 4.55\(b\)](#).

Per Section A.2.2 of the current contract, College Board staff has provided a cost offer of \$125,000 to cover the new work that is required as outlined in the proposed contract amendment, continued enhancements after launch, and \$75,000 annually after the initial year for maintenance, updates, and support through the contract period (August 2024), for a total of \$275,000. The draft contract (see attachment) outlines the scope of work and deliverables.

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

## Committee on Academic and Workforce Success

### AGENDA ITEM V-F

Consideration and possible action to approve the request to extend the current interagency contract with The University of Texas at Austin for maintenance of the ApplyTexas System

RECOMMENDATION: Approval

#### Background Information:

ApplyTexas is a centralized web portal for prospective students from Texas and other states to apply for admission to Texas higher education institutions. ApplyTexas was codified for university applicants in 1997 by the 75th Texas Legislature (Texas Education Code, Sections 51.762 and 51.763). The purpose of the program is to allow students to complete one application and submit it to multiple institutions of higher education. In 2005, the 79th Texas Legislature amended the statutes to include junior college districts, public state colleges, and public technical institutes. The Texas Higher Education Coordinating Board (THECB) administers the ApplyTexas System in consultation with an advisory committee comprised of representatives of higher education institutions.

In 1997, the THECB contracted with The University of Texas at Austin (UT-Austin) to create and maintain the electronic ApplyTexas System. Under the guidance of the THECB and advisory committee, UT-Austin also developed and maintains a scholarship application and the Counselor Suite, which allows high school counselors to track admission application status and Free Application for Federal Student Aid submission status for their students.

From 1997 to 2003, the THECB's contract with UT-Austin was renewed annually. Beginning in 2004, the contract was renewed and extended to a three-year contract, and in 2013 it was renewed and extended to a four-year contract, to be renewed in the third year of the contract. The current contract ends on August 31, 2022.

On July 1, 2021, ApplyTexas migrated to cloud-based environment, Amazon Web Services. Due to the transition, it is not possible to accurately project costs for the entirety of a multi-year contract, and the UT-Austin ApplyTexas staff would need a full year to determine cost optimization. Therefore, staff recommends the agency amend and extend the current ApplyTexas maintenance and operational contract with UT-Austin to August 31, 2023. This will allow UT-Austin and staff time to project future costs more accurately.

The cost for the one-year extension is \$1.1 million, bringing the total five-year cost of the contract to \$4,315,591. The contract is of zero cost to the agency. The General

## AGENDA ITEM V-F

Page 2

Appropriations Act provides the THECB the authority to collect funds from participating institutions, each of which pays a portion of the cost based on its share of the previous fall term's certified enrollment. The THECB monitors the cost of the ApplyTexas System and notifies the institutions annually of their shares of the cost.

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-G

#### Consideration and possible action to appoint members to the Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities

RECOMMENDATION: Approval

#### Background Information:

The Texas Education Code, Section 61.06641, directs the Texas Higher Education Coordinating Board to establish an advisory council to periodically review the policies and practices that increase access to higher education opportunities for persons with intellectual and developmental disabilities (IDD). THECB staff requests appointment of new members to the Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities.

The council is composed of 19 members with expertise in postsecondary opportunities for persons with IDD. Recommendations for membership positions were selected from nominations by the Texas Workforce Commission, the Texas Education Agency, and the Texas Governor's Committee on People with Disabilities. Members represent higher education IDD programs at the two- and four-year levels, students, parents, and advocacy groups. Members serve two-year terms and elect a presiding officer to serve a two-year term. The council meets four times per year as called by the presiding officer.

The nominees for a new term are attached with current roles and organizations represented.

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

**Advisory Council on Postsecondary Education  
for Persons with Intellectual and Developmental Disabilities (IDDAC)  
Member List  
March 2022**

***Current Presiding Officer***

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

***Members***

Brenda Barrio, Ph.D  
Associate Professor of Special Education  
University of North Texas

Linda Litzinger  
Parent/Policy Specialist  
Texas Parent to Parent Advocacy Network

Sandye Cox  
ESC Consultant  
Region 10 Education Service Center

Vickie Mitchell, Ed.D  
Executive Director  
Garrett Center on Transition  
and Disability Studies  
Sam Houston State University

Taylor Fidler  
Director  
Connections for Academic Success  
and Employment (CASE)  
Texas Tech University

Susan Moraska  
Director  
Vocational Advancement and Social Skills  
Training (VAST) Academy  
Houston Community College

Elizabeth Fuller  
Student  
Texas Tech University

Ramonda Olaloye  
Director  
Office of Special Populations  
and Monitoring  
Texas Education Agency

Tracy Glass  
Program Director  
Postsecondary Access and Training  
in Human Services (PATHS)  
Texas A&M University

Christine Price  
STEPS Coordinator  
Austin Community College

Tiffany Grady  
Graduate/Student  
University of Houston

DJ Puente  
Student  
South Texas College

Jennifer Hines  
Program Specialist  
State Neurodevelopmental Disorders  
Texas Workforce Solutions

Jolene Sanders  
Parent/Advocacy Director  
Coalition of Texans with Disabilities (CTD)



Beth Stalvey, Ph.D.  
Executive Director  
Texas Council for  
Developmental Disabilities

Agatha Thibodeaux  
Parent/Governor Appointee  
TEA Continuing Advisory Committee on  
Special Education

Tera Torres, Ed.D.  
Exceptionality/Educational Diagnostician,  
Program Director  
Kolbe School Pragmatic Studies Program Chair  
University of St. Thomas

Nina Zuna, Ph.D.  
Associate Director  
Texas Center for Disability Studies  
The University of Texas at Austin

## Committee on Academic and Workforce Success

### AGENDA ITEM V-H

#### Consideration and possible action to approve the issuance of a Request for Offer for the ApplyTexas System

Total Project Cost: Not to exceed \$5,000,000  
Source of Funds: Governor's Emergency Education Relief (GEER) Fund

RECOMMENDATION: Approval

#### Background Information:

ApplyTexas is a centralized web portal for prospective students from Texas and other states to apply for admission to Texas higher education institutions. ApplyTexas was codified for university applicants in 1997 by the 75th Texas Legislature (Texas Education Code, Sections 51.762 and 51.763). ApplyTexas was created through a collaborative effort between the Texas Higher Education Coordinating Board (THECB or Coordinating Board) and the colleges and universities represented on the site. The goal of the project is to offer a centralized means for both Texas and non-Texas students to apply to postsecondary institutions available in Texas. The ApplyTexas System is currently hosted and maintained by an outside vendor, the University of Texas at Austin (UT-Austin), under contract and direction of THECB.

In addition to applications for admissions, the ApplyTexas System includes a scholarship application and the Counselor Suite, which allows high school counselors and authorized users to track admission application status and Free Application for Federal Student Aid submission status for students attending their high school. There is also a network of help desks designed to respond to the needs of applicants, institutions, and high school counselors. Enhancements to ApplyTexas applications for admissions, its administrative suite, and the high school counselor service are coordinated through the Coordinating Board in consultation with a statutorily established advisory committee comprised of representatives of higher education institutions.

Coordinating Board staff request approval to issue a Request for Offer (RFO) to host and maintain the ApplyTexas System (Texas Education Code, Chapter 51, Subchapter S). THECB staff will seek proposals from interested parties that focus on the needs of three user groups, including applicants, institutions of higher education, and K-12 partners. Coordinating Board staff will consider interested parties who have experience developing and hosting application portals. The RFOs will be evaluated by agency staff based on select criteria. An

## AGENDA ITEM V-H

Page 2

offer will be recommended for award based on factors including capabilities and capacities, either alone or with partners, to meet the needs of hosting and maintaining the ApplyTexas System and the availability of funding.

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-I

### Update on program review and approval rule revisions

RECOMMENDATION: No action required

#### Background Information:

The obligation and opportunity to approve new educational programs (certificates and degrees) is one of the most significant duties undertaken by the Coordinating Board. The boundaries and processes for program approval are currently governed by statute, rule, policies, and forms. The rules governing program approval are located in multiple chapters of the Texas Administrative Code (TAC).

While over time, the agency has reviewed and updated the program approval process on an ad hoc basis, the agency has not conducted a comprehensive, holistic review of these rules and policies in recent years. As a result, it may be challenging for an institution to determine which rules and processes it must follow to obtain approval for each program. The THECB seeks to create an efficient, stream-lined, coherent, and transparent process for an institution to quickly identify the steps necessary to obtain approval and maintain compliance.

Coordinating Board staff are working through a comprehensive overhaul of new program approval rules, taking this content out of the current chapters in the administrative code and placing it in a new chapter organized according to the type of administrative request sought by the institution rather than by institution type. Enacting new rules will necessitate aligning external and internal policies, processes, forms, guidance, and website.

This revision is intended to:

- Better align degree and certificate approval processes to the agency's refreshed Strategic Plan
- Minimize institutions' regulatory burden and supporting institutional innovation by:
  - Improve the navigability and readability of our processes
  - Revise the timelines to allow institutions to respond to demand quickly; and
  - Align THECB regulations with external regulations, such as SACSCOC, where feasible
- Focus the Board's time and attention on the most meaningful program approval questions
- Bring Agency rules and procedures in line with the statute

## AGENDA ITEM V-I

### Page 2

- Achieve the policy objective of having a comprehensive catalog of all higher education credentials offered in the state
- Improve the administrability of program approval with policies/processes that are feasible, efficient, flexible

The THECB established a workgroup, with representatives from the public universities, two-year institutions, and health-related institutions. Workgroup members have been meeting since March to discuss the existing opportunities and challenges that currently exist in the program review and approval process.

Ray Martinez, Deputy Commissioner for Academic Affairs and Workforce Education, and Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, will present this item and be available for questions.

## Committee on Academic and Workforce Success

### AGENDA ITEM V-J (1)

Consideration and possible action to approve the request from The University of Texas at El Paso for a Doctor of Occupational Therapy degree with a major in occupational therapy

RECOMMENDATION: Approval, beginning fall 2022

#### Background Information:

The University of Texas at El Paso (UT-El Paso) is seeking approval to offer a Doctor of Occupational Therapy (OTD) degree in occupational therapy. UT-El Paso currently offers a master's degree program in occupational therapy that would be phased out as the proposed doctoral degree is initiated. The proposed face-to-face program would require 105 semester credit hours (SCHs) beyond a bachelor's degree beginning in fall 2022.

The program would prepare students to sit for licensure as occupational therapists. Workforce data suggest that there is a growing need for occupational therapists. According to the United States Bureau of Labor Statistics, the employment rate for occupational therapy as a field is expected to grow at a much greater rate (17.5%) than the average for all occupations (7.7%). The Texas Workforce Commission expects the state employment rate for occupational therapists to grow at a faster rate (18.6%) than the average for all occupations (12.6%).

While workforce projections consider a master's degree to be sufficient for occupational therapists, the Accreditation Council of Occupational Therapy Education (ACOTE), recommended changing the entry-level requirement for occupational therapists to a doctoral degree. The recommendation, however, was not passed at the 2019 ACOTE meeting. Although the transition to the OTD as the entry-level degree for occupational therapist certification did not occur, the number of OTD programs nationwide continues to increase as more institutions move toward offering the OTD. There are currently six institutions in Texas offering doctoral programs in occupational therapy.

In accordance with the institution's proposed hiring schedule, UT-El Paso will hire one core faculty member to start in fall 2022. By June 1 of this year, the institution will provide documentation of the hire through submission of a letter of intent, curricula vitae, and list of occupational therapy courses to be taught.

The institution will seek accreditation for its OTD degree program from the ACOTE.

**The University of Texas at El Paso (Accountability Peer Group: *Emerging Research*)**

<i>Completion Measures</i>	<i>Institution</i>	<i>State</i>
<i>Graduate</i>	Master's 5-Year Graduation Rate	79.4%
	Doctoral 10-Year Graduation Rate	63.6%
<i>Status of Recently Approved Doctoral Programs</i>	<p>The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years: <b>Yes</b></p> <p>Recently Approved Doctoral Programs:</p> <ul style="list-style-type: none"> <li>Data science (PhD, 2020) enrollments met</li> </ul> <p>The institution has met its resource commitments for new doctoral program(s) approved in the last five years: <b><u>Yes</u></b></p>	<p>No N/A</p> <p>No N/A</p>

**Proposed Program:**

This face-to-face program would require 105 semester credit hours of instruction beginning in fall 2022 at the main campus in El Paso. The program would be the seventh doctoral occupational therapy program offered in Texas. The proposed program would prepare students for clinical practice and research in occupational therapy, which is a profession in high demand in Texas and nationally.

The institution estimates that five-year costs would total \$3,019,239.

**Existing Programs:**

There are five public and one independent institutions offering doctoral programs in occupational therapy in Texas.

**Public Institutions:**

Texas Tech University Health Sciences Center  
 Texas Woman's University  
 The University of Texas Health Science Center at San Antonio  
 The University of Texas Medical Branch at Galveston  
 The University of Texas Rio Grande Valley

**Independent Colleges and Universities:**

Baylor University

In 2020, there were a total of 400 declared majors at the public institutions.

<b><i>Start-Up Projections:</i></b>	<b><i>Yr. 1</i></b>	<b><i>Yr. 2</i></b>	<b><i>Yr. 3</i></b>	<b><i>Yr. 4</i></b>	<b><i>Yr. 5</i></b>
<i>Students Enrolled</i>	48	54	82	82	82
<i>Graduates</i>	0	0	0	26	26
<i>Avg. Financial Assistance</i>	\$3,654	\$4,982	\$4,982	\$4,982	\$4,982
<i>Students Assisted</i>	3	4	4	4	4
<i>Core Faculty (FTE)</i>	6	6	6	6	6
<i>Total Costs</i>	\$290,323	\$620,489	\$684,784	\$702,633	\$721,010
<i>Total Funding</i>	\$607,795	\$1,101,093	\$1,456,454	\$1,573,391	\$1,649,276
<i>% From Formula Funding</i>	0	0	9%	15%	18%

FIVE-YEAR COSTS	
Personnel	
Faculty (New)	\$ 417,317
Faculty (Reallocated)	\$ 1,579,735
Program Administration (New)	\$ 0
Program Administration (Reallocated)	\$ 470,532
Graduate Assistants (New)	\$ 0
Graduate Assistants (Reallocated)	\$ 80,676
Clerical/Staff (New)	\$ 0
Clerical/Staff (Reallocated)	\$ 120,464
Other	\$ 0
Student Support	\$ 0
Supplies and Materials	\$ 216,125
Library and IT Resources	\$ 105,500
Equipment	\$ 0
Facilities	\$ 0
Other (accreditation)	\$ 28,890
<b>Total</b>	<b>\$ 3,019,239</b>

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 676,577
Other State Funding	\$ 0
Reallocation of Existing Resources	\$ 2,251,407
Federal Funding (In-Hand Only)	\$ 0
Tuition and Fees	\$ 3,460,025
Other	\$ 0
<b>Total</b>	<b>\$ 6,388,009</b>



**Major Commitments:**

In accordance with the institution's proposed hiring schedule, UT-El Paso will hire one core faculty member to start in fall 2022. By June 1 of this year, the institution will provide documentation of the hire through submission of a letter of intent, curricula vitae, and list of occupational therapy courses to be taught.

The institution will seek accreditation for its OTD degree program from the ACOTE.

The institution will submit reports in years one, three, and five confirming institutional commitments and assessing the progress of program implementation.

Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, will present this item and be available to answer questions.

**Online Resume for Legislators and Other Policymakers**  
**THE UNIVERSITY OF TEXAS AT EL PASO**

Location: El Paso, Upper Rio Grande Region

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

Out-Of-State Peers: University Of Akron Main Campus, University Of Memphis, University Of Nevada-Las Vegas, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus

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

## Institutional Resumes

## Accountability System

## Definitions

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2016		Fall 2020		Fall 2021	
	Number	Percent	Number	Percent	Number	Percent
White	1,827	7.6%	1,562	6.3%	1,421	5.9%
Hispanic	19,153	80.2%	20,599	82.8%	20,080	83.7%
African American	744	3.1%	709	2.9%	636	2.6%
Asian	275	1.2%	273	1.1%	244	1.0%
International	1,633	6.8%	1,387	5.6%	1,313	5.5%
Other & Unknown	256	1.1%	337	1.4%	309	1.3%
Total	23,888	100.0%	24,867	100.0%	24,003	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	1,340	6.5%	1,100	5.2%	1,132	5.6%
Other Institutions	160	.8%	117	.6%	111	.6%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2017	\$7,348	.0%	\$10,201	.0%
2018	\$7,651	4.1%	\$10,443	2.4%
2019	\$8,067	5.4%	\$10,712	2.6%
2020	\$8,340	3.4%	\$11,011	2.8%
2021	\$8,652	3.7%	\$11,455	4.0%
2022	\$0	*****	\$0	*****

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2017	2,371	11.60	140.00	3,929	10.72	139.00
FY 2020	2,734	11.40	139.00	4,658	10.37	135.75
FY 2021	.	.	136.00	.	.	134.25

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2019	40%	\$6,366	43%	\$6,780	0%	\$0
2020	0%	\$0	0%	\$0	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2019	70%	\$6,979	61%	\$8,004	0%	\$0
2020	0%	\$0	0%	\$0	0%	\$0
Federal (Pell) Grants						
2019	56%	\$4,687	38%	\$4,638	0%	\$0
2020	0%	\$0	0%	\$0	0%	\$0

Student Success							
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates			
		Enter Fall 2015	Enter Fall 2019	Enter Fall 2020	Cohort	Institution Rate	Peer Group Rate
Cohort		2,950	3,067	2,942	Fall 2012 4-year	15.8%	31.4%
Total		82.3%	81.8%	77.6%	Fall 2016 4-year	19.6%	40.7%
Same		74.2%	77.2%	69.9%	Fall 2017 4-year	22.5%	43.2%
Other		8.1%	4.5%	7.7%	Fall 2011 5-year	33.7%	52.1%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2015 5-year	39.6%	59.8%	
		Enter Fall 2014	Enter Fall 2018	Enter Fall 2019	Fall 2016 5-year	40.8%	60.5%
Institution Persistence				Fall 2010 6-year	42.1%	59.4%	
Cohort		2,889	2,884	3,042	Fall 2014 6-year	47.3%	65.3%
Total		72.4%	73.9%	74.4%	Fall 2015 6-year	48.5%	66.7%
Same		60.7%	66.9%	67.8%	National Comparison (IPEDS Definition)		
Other		11.6%	7.0%	6.7%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence				Fall 2011 4-year	12.0%	19.2%	
Cohort		3,964	4,534	4,707	Fall 2015 4-year	13.0%	28.4%
Total		82.3%	82.8%	81.6%	Fall 2010 5-year	29.0%	40.4%
Same		67.3%	70.5%	70.6%	Fall 2014 5-year	28.0%	48.8%
Other		15.0%	12.3%	10.9%	Fall 2009 6-year	40.0%	47.8%
Average Number of Fall & Spring Semesters				Fall 2013 6-year	37.0%	54.4%	

Six-year Graduation & Persistence Rate, Fall .		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
<b>Institution</b>	.	.
<i>For Students NOT Needing Dev Ed</i>		
<b>Institution</b>	.	.

\*Peer Group data is average for peer group.

Funding						
Source	FY 2016 Amount	Pct of Total	FY 2020 Amount	Pct of Total	FY 2021 Amount	Pct of Total
Appropriated Funds	\$132,154,861	35.3%	\$143,980,978	32.7%	\$133,335,593	25.7%
Federal Funds	\$103,822,307	27.7%	\$121,851,704	27.7%	\$206,524,165	39.7%
Tuition & Fees	\$104,241,630	27.9%	\$139,315,793	31.6%	\$140,269,683	27.0%
<b>Total Revenue</b>	<b>\$374,143,617</b>	<b>100.0%</b>	<b>\$440,512,555</b>	<b>100.0%</b>	<b>\$519,765,124</b>	<b>100.0%</b>

# Online Resume for Prospective Students, Parents and the Public

## THE UNIVERSITY OF TEXAS AT EL PASO

Location: El Paso, Upper Rio Grande Region

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

Out-Of-State Peers: University Of Akron Main Campus, University Of Memphis, University Of Nevada-Las Vegas, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment		
Race/Ethnicity	Fall 2021	
	Number	Percent
White	1,421	5.9%
Hispanic	20,080	83.7%
African American	636	2.6%
Asian	244	1.0%
International	1,313	5.5%
Other & Unknown	309	1.3%
<b>Total</b>	<b>24,003</b>	<b>100.0%</b>
TX First Time Transfers		
Number	% of UG	
Two-Year Institutions	1,132	5.6%
Other Institutions	111	.6%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students			
Entering		Rate	
Measure	Fall	Rate	
4-year Rate Total	2017	22.5%	
Same Institution		21.0%	
Other Institutions		1.6%	
5-year Rate Total	2016	40.8%	
Same Institution		38.7%	
Other Institutions		2.2%	
6-year Rate Total	2015	48.5%	
Same Institution		45.4%	
Other Institutions		3.2%	

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2020	
Total	77.6%
Same	69.9%
Other	7.7%
2-Year Persistence, Fall 2019	
Total	74.4%
Same	67.8%
Other	6.7%

Avg Number SCH for Bachelor's Degree	
FY 2021 Average	
Sem	SCH
All	136.00

Degrees Awarded	
Type	FY 2021
Bachelor's	4,008
Master's	1,111
Doctoral	104
Professional	75
<b>Total</b>	<b>5,298</b>

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2021 Rate
Law	%
Pharmacy	%
Nursing	97.2%
Engineering	30.0%

\*Data for FY 2020

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2021		
Test Section	ACT	SAT
Composite	<a href="https://nces.ed.gov/">https://nces.ed.gov/</a>	
Math		
English		
Critical Reading		

Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2022
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	Type of Cost
2017	\$7,348	.0%	\$10,609	.0%	Total Academic Cost
2018	\$7,651	4.0%	\$10,841	2.1%	On-campus Room & Board
2019	\$8,067	5.2%	\$11,090	2.2%	Books & Supplies
2020	\$8,340	3.3%	\$11,393	2.7%	Off-Campus Transportation & Personal Expenses
2021	\$8,652	3.6%	\$11,856	3.9%	Total Cost
2022	\$0	.0%	\$0	.0%	

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

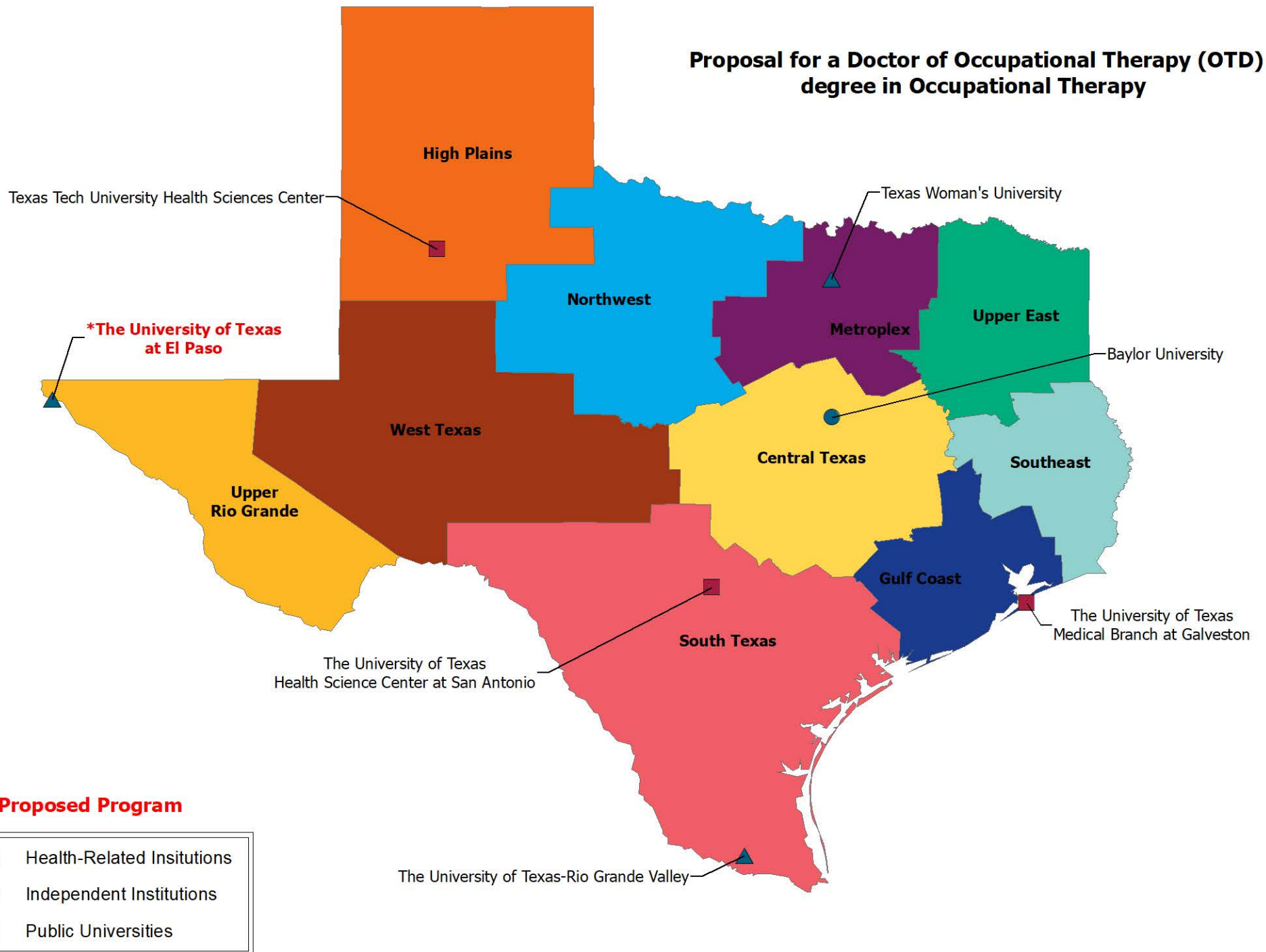
Instruction		
Measure of Excellence	Fall 2021	
Undergraduate Classes with < 20 Students	%	
Undergraduate Classes with > 50 Students	%	
% of Teaching Faculty Tenured/Tenure-track *	44.1%	
Student/Faculty Ratio *	0:1	

\* Fall 2020 Data

Financial Aid		
Enrolled in FY 2020		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	0%	\$0
Federal (Pell) Grants	0%	\$0
Federal Student Loans	0%	\$0

Funding		
Source	FY 2021 Amount	Pct of Total
Appropriated Funds	\$133,335,593	25.7%
Federal Funds	\$206,524,165	39.7%
Tuition & Fees	\$140,269,683	27.0%
<b>Total Revenue</b>	<b>\$519,765,124</b>	<b>100.0%</b>

## Proposal for a Doctor of Occupational Therapy (OTD) degree in Occupational Therapy



## Committee on Academic and Workforce Success

### AGENDA ITEM V-J (2)

Consideration and possible action to approve the request from The University of Texas at Tyler for a Master of Science degree with a major in cyber security and data analytics

RECOMMENDATION: Approval

#### Background Information:

The University of Texas at Tyler (UT-Tyler) is seeking approval to offer a Master of Science (MS) degree program in cyber security and data analytics beginning in fall 2022. The proposed program would require completion of 36 semester credit hours (SCHs) and would be offered fully online. Students would graduate with a course mix that can lead to career advancement or future jobs in either cybersecurity, data analytics, or both. Students could complete up to four graduate certificates within the proposed program. According to the proposal, there is a demand for the proposed master's degree program in the East Texas region. The closest institution of higher education that offers a related master's degree is Texas A&M University-Commerce, which is 86 miles away. This proposal requires board approval because the five-year funding estimate is over 2 million dollars.

The proposed online program would be designed to prepare students with knowledge and skills for strengthening cybersecurity protocols and developing cyber-secure control systems. The proposed program would combine cybersecurity and data analytics into a single master's degree program that would require students to complete foundation baseline courses that are necessary for both areas: three required cybersecurity courses and three required data analytics courses. Data from the U.S. Bureau of Labor Statistics and the Texas Workforce Commission indicate the national and state workforce need for cybersecurity managers/data analysts is not being met. There is a shortage of cybersecurity/data analyst graduates based on the projected available jobs from 2020 to 2030. The Texas Workforce Commission indicates a state average of 2,430 annual job openings for related jobs for the proposed program in cybersecurity/data analytics. Nearly 465,000 cybersecurity jobs are currently unfilled in the U.S., while organizations and businesses of all sizes increasingly face cyberattacks, according to CyberSeek.org.

Currently there are 10 public institutions and three private institutions that offer a master's level degree in cybersecurity/data analytics in Texas.

In accordance with the institution's proposed hiring schedule, UT-Tyler will hire two new core faculty members in year one of the program. By June 1, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of courses to be taught.

The institution will not seek accreditation for its MS degree program.

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

*Related Programs*

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

**Proposed Program:**

Beginning in fall 2022, this online program would require 36 SCHs of instruction. The proposed online program would be designed to prepare students with knowledge and skills for strengthening cybersecurity protocols and developing cyber-secure control systems.

The institution estimates that five-year costs would total \$3,096,323. Formula Funding would represent 37% of all funding at \$2,909,025. Total funding is estimated to be \$7,815,559.

FIVE-YEAR COSTS		FIVE-YEAR FUNDING	
Personnel		Formula Funding (Years 3-5)	\$ 2,909,025
Faculty (New)	\$ 2,669,673	Other State Funding	\$ 302,324
Faculty (Reallocated)	\$ 0	Reallocated Funding	\$ 0
Program Administration (New)	\$ 0	Tuition and Fees	\$ 4,604,210
Program Administration (Reallocated)	\$ 0	Federal Funding	\$ 0
Graduate Assistants (New)	\$ 322,000	Other	\$ 0
Graduate Assistants (Reallocated)	\$ 0		
Clerical/Staff (New)	\$ 0		
Clerical/Staff (Reallocated)	\$ 0		
Student Support	\$ 0		
Supplies & Materials	\$ 0		
Library & IT Resources	\$ 0		
Equipment	\$ 0		
Facilities	\$ 0		
Other	\$ 105,000		
<b>Total</b>	<b>\$ 3,096,323</b>	<b>Total</b>	<b>\$ 7,815,559</b>

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

<i>Duplication of Programs is: <b>Moderate</b></i>				
Number of institutions with master's degree programs in the state with the same 6-digit CIP (11.1003): <b>13</b>				
<i>Job Market Need: <b>Strong</b></i>				
Advertisements for job openings	<u><b>Yes</b></u>	No	<u>N/A</u>	
Employer surveys	<u><b>Yes</b></u>	No	<u>N/A</u>	
Projections from government agencies, professional entities, etc.	<u><b>Yes</b></u>	No	<u>N/A</u>	
<i>Student Demand: <u><b>Moderate</b></u></i>				
Increased enrollment in related programs at the institution	Yes	<u><b>No</b></u>	<u>N/A</u>	
High enrollment in similar programs at other institutions	Yes	<u><b>No</b></u>	<u>N/A</u>	
Applicants turned away at similar programs at other institutions	Yes	<u><b>No</b></u>	<u>N/A</u>	
Student surveys	Yes	<u><b>No</b></u>	<u>N/A</u>	

<b><i>Start-Up Projections:</i></b>	<b><i>Yr. 1</i></b>	<b><i>Yr. 2</i></b>	<b><i>Yr. 3</i></b>	<b><i>Yr. 4</i></b>	<b><i>Yr. 5</i></b>
<i>Student Headcount</i>	18	42	66	90	124
<i>Student FTE</i>	15	33	51	69	87
<i>Core Faculty Headcount</i>	6	6	6	6	6
<i>Core Faculty FTE</i>	5	5	5	5	5

**Major Commitments:**

In accordance with the institution's proposed hiring schedule, UT-Tyler will hire two new core faculty members in year one of the program. By June 1, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of courses to be taught.

Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, would present this item and be available to answer questions. Dr. Tom Roberts, Professor of Computer Science, and Dr. Robert Shumaker, Professor of Computer Science, at UT-Tyler will come forward to speak and be available to answer questions regarding the proposed program.



# 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 2016		Fall 2020		Fall 2021	
	Number	Percent	Number	Percent	Number	Percent
White	5,507	58.5%	5,213	55.4%	4,896	53.1%
Hispanic	1,592	16.9%	2,092	22.2%	2,158	23.4%
African American	1,140	12.1%	1,111	11.8%	1,133	12.3%
Asian	348	3.7%	407	4.3%	436	4.7%
International	286	3.0%	236	2.5%	253	2.7%
Other & Unknown	543	5.8%	349	3.7%	342	3.7%
<b>Total</b>	<b>9,416</b>	<b>100.0%</b>	<b>9,408</b>	<b>100.0%</b>	<b>9,218</b>	<b>100.0%</b>
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	903	12.9%	1,016	14.0%	899	12.5%
Other Institutions	156	2.2%	173	2.4%	130	1.8%

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
2017	\$7,602	.0%	\$7,583	.0%
2018	\$7,822	2.9%	\$7,259	-4.3%
2019	\$8,292	6.0%	\$7,702	6.1%
2020	\$8,742	5.4%	\$7,911	2.7%
2021	\$9,146	4.6%	\$8,159	3.1%
2022	\$0	*****	\$0	*****

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
<b>Federal Student Loans</b>						
2019	34%	\$6,815	34%	\$5,909	0%	\$0
2020	0%	\$0	0%	\$0	0%	\$0
<b>Federal, State, Institutional or Other Grants Known by Institutions</b>						
2019	56%	\$7,463	52%	\$5,763	0%	\$0
2020	0%	\$0	0%	\$0	0%	\$0
<b>Federal (Pell) Grants</b>						
2019	33%	\$4,563	35%	\$3,630	0%	\$0
2020	0%	\$0	0%	\$0	0%	\$0

Student Success						
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates		
		Enter Fall 2015	Enter Fall 2019	Enter Fall 2020	Cohort	Peer Group Rate
Cohort		767	822	1,025	Fall 2012 4-year	31.2%
Total		82.3%	82.4%	79.9%	Fall 2016 4-year	27.9%
Same		57.0%	64.5%	61.6%	Fall 2017 4-year	25.3%
Other		25.3%	17.9%	18.3%	Fall 2011 5-year	52.1%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates						
		Enter Fall 2014	Enter Fall 2018	Enter Fall 2019	Fall 2010 6-year	43.5%
Institution Persistence					Fall 2014 6-year	50.6%
Cohort		678	817	815	Fall 2015 6-year	52.5%
Total		73.5%	80.2%	74.1%	<b>National Comparison (IPEDS Definition)</b>	
Same		51.0%	60.3%	54.8%		
Other		22.4%	19.8%	19.3%	Cohort	OOS Peers Rate
Peer Group Persistence					Fall 2011 4-year	20.6%
Cohort		548	559	526	Fall 2015 4-year	26.2%
Total		71.9%	69.1%	66.5%	Fall 2010 5-year	34.4%
Same		46.5%	51.9%	49.8%	Fall 2014 5-year	41.6%
Other		29.0%	17.0%	16.7%	Fall 2009 6-year	41.2%
					Fall 2013 6-year	45.8%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2017	872	10.40	138.00	480	11.91	141.42
FY 2020	1,167	10.20	132.00	559	11.45	136.35
FY 2021	.	.	132.00	.	.	135.15

Six-year Graduation & Persistence Rate, Fall .		
Student Group	Cohort	Rate
For Students Needing Dev Ed		
Institution	.	.
For Students NOT Needing Dev Ed		
Institution	.	.

\*Peer Group data is average for peer group.

Funding						
Source	FY 2016 Amount	Pct of Total	FY 2020 Amount	Pct of Total	FY 2021 Amount	Pct of Total
Appropriated Funds	\$46,998,890	41.1%	\$53,637,380	36.5%	\$52,855,515	35.0%
Federal Funds	\$15,301,988	13.4%	\$22,081,358	15.0%	\$23,208,570	15.4%
Tuition & Fees	\$39,328,317	34.4%	\$49,913,885	34.0%	\$52,273,469	34.6%
<b>Total Revenue</b>	<b>\$114,350,232</b>	<b>100.0%</b>	<b>\$146,761,265</b>	<b>100.0%</b>	<b>\$151,030,010</b>	<b>100.0%</b>



# 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 2021	
	Number	Percent
White	4,896	53.1%
Hispanic	2,158	23.4%
African American	1,133	12.3%
Asian	436	4.7%
International	253	2.7%
Other & Unknown	342	3.7%
<b>Total</b>	<b>9,218</b>	<b>100.0%</b>
<b>TX First Time Transfers</b>	<b>Number</b>	<b>% of UG</b>
Two-Year Institutions	899	12.5%
Other Institutions	130	1.8%

Baccalaureate Success				
Graduation Rate of First-time, Full-time Degree-seeking Students				
Measure	Entering		Rate	
	Fall			
4-year Rate Total	2017		48.7%	
Same Institution			36.4%	
Other Institutions			12.3%	
5-year Rate Total	2016		57.3%	
Same Institution			42.5%	
Other Institutions			14.8%	
6-year Rate Total	2015		61.4%	
Same Institution			42.6%	
Other Institutions			18.8%	

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2020	
Total	79.9%
Same	61.6%
Other	18.3%

2-Year Persistence, Fall 2019	
Total	74.1%
Same	54.8%
Other	19.3%

Avg Number SCH for Bachelor's Degree	
FY 2021 Average	
Sem	SCH
All	132.00

Degrees Awarded	
Type	FY 2021
Bachelor's	1,900
Master's	934
Doctoral	25
Professional	79
<b>Total</b>	<b>2,938</b>

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
FY 2021	
Field	Rate
Law	%
Pharmacy	%
Nursing	87.0%
Engineering	48.4%

\*Data for FY 2020

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2021		
Test Section	ACT	SAT
Composite		
Math	<a href="https://nces.ed.gov/">https://nces.ed.gov/</a>	
English		
Critical Reading		

Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2022
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	Type of Cost
2017	\$7,602	.0%	\$7,582	.0%	Total Academic Cost
2018	\$7,822	2.8%	\$7,219	-5.0%	On-campus Room & Board
2019	\$8,292	5.7%	\$7,660	5.8%	Books & Supplies
2020	\$8,742	5.1%	\$7,852	2.4%	Off-Campus Transportation & Personal Expenses
2021	\$9,146	4.4%	\$8,089	2.9%	Total Cost
2022	\$0	.0%	\$0	.0%	

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

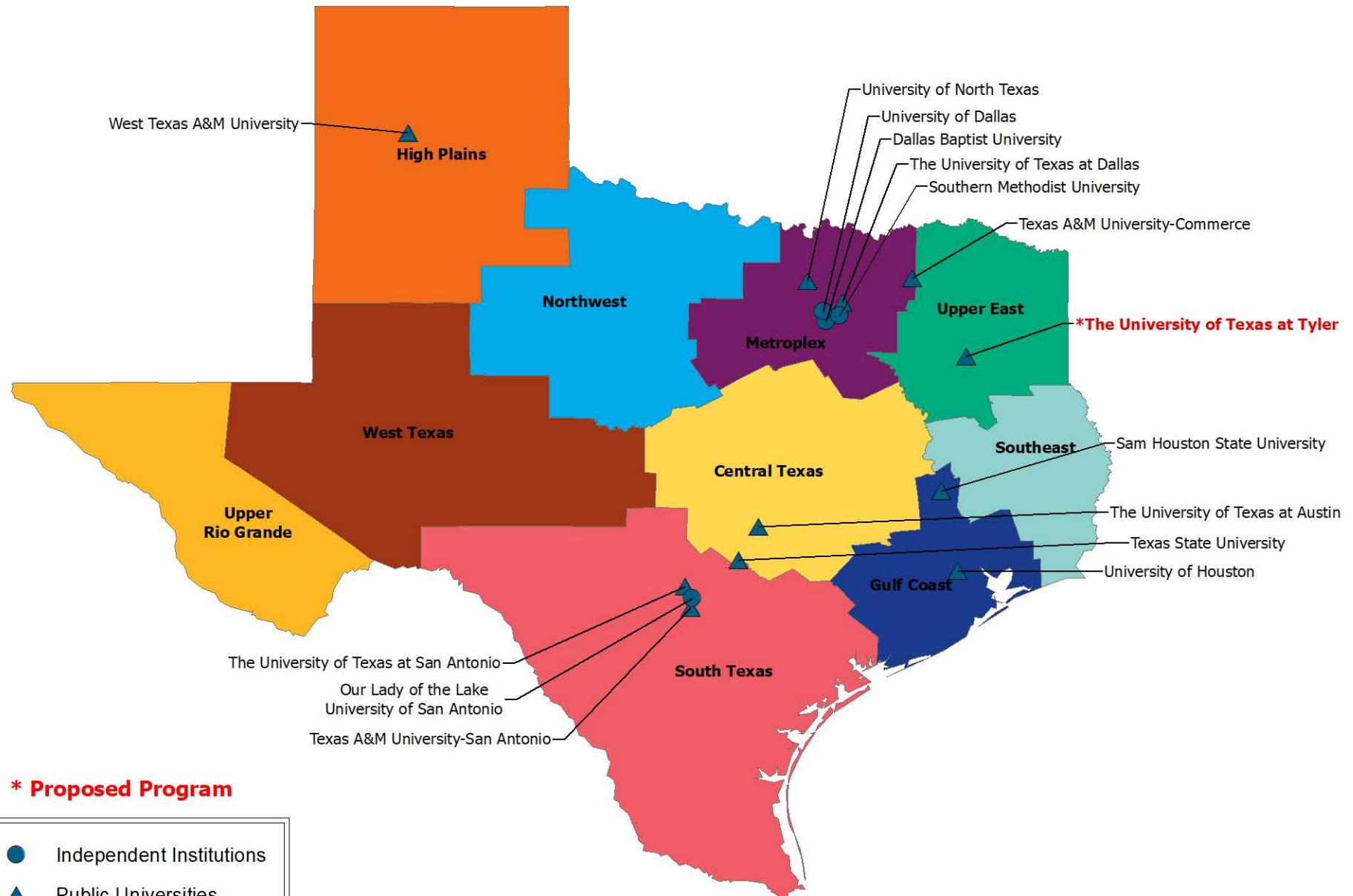
Instruction		
Measure of Excellence	Fall 2021	
Undergraduate Classes with < 20 Students		%
Undergraduate Classes with > 50 Students		%
% of Teaching Faculty Tenured/Tenure-track *	54.2%	
Student/Faculty Ratio *	0:1	

\* Fall 2020 Data

Financial Aid		
Enrolled in FY 2020		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	0%	\$0
Federal (Pell) Grants	0%	\$0
Federal Student Loans	0%	\$0

Funding		
Source	FY 2021 Amount	Pct of Total
Appropriated Funds	\$52,855,515	35.0%
Federal Funds	\$23,208,570	15.4%
Tuition & Fees	\$52,273,469	34.6%
<b>Total Revenue</b>	<b>\$151,030,010</b>	<b>100.0%</b>

**Proposal for a Master of Science (MS) degree with a  
major in Cyber Security and Data Analytics.**



## Committee on Academic and Workforce Success

### AGENDA ITEM V-J (3)

Consideration and possible action to approve the request from Stephen F. Austin State University for a Bachelor of Science degree with a major in electrical engineering

RECOMMENDATION: Approval, beginning fall 2022

#### Background Information:

Stephen F. Austin State University (SFASU) is seeking approval to offer a Bachelor of Science (BS) degree program in electrical engineering. The proposed program would require 126 semester credit hours (SCHs) and would begin in fall 2022. The proposed program would be offered face-to-face to students in Nacogdoches.

Job market demand appears strong. Emsi is an independent company that monitors job advertisements in a variety of job categories nationwide. Advertisements can be classified as "unique," meaning that duplicate ads are not counted twice. The Emsi database located 24,072 unique advertisements for electrical engineers throughout 2021. If current trends hold true for coming years, there should be an average of 2,006 jobs per month available for electrical and electronics engineers, which is more than the 1,501 BS degrees awarded in electrical engineering in 2019.

In addition to conventional courses in electrical engineering, SFASU is proposing a curriculum with two capstone courses for prototype construction and testing in the fourth year that would promote collaboration across engineering disciplines. The program would build upon the electrical engineering concentration currently offered as part of SFASU's BS program in engineering physics, which is accredited by the Accreditation Board for Engineering and Technology (ABET).

The institution has sufficient faculty and support staff in place to begin the proposed program. Two additional core faculty members will be hired in the second and fourth years. The institution will seek accreditation for its electrical engineering degree program from ABET upon graduation of its first cohort.

**Stephen F. Austin State University** (*Accountability Peer Group: Comprehensive*)*Related Programs*

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

SFASU has one major degree program:

BS in engineering physics

(Note: SFASU is simultaneously requesting approval for a BS program in mechanical engineering.)

**Proposed Program:**

The proposed traditional face-to-face program represents 126 semester credit hours of instruction that would begin in fall 2022. The program is expected to attract students from the East Texas region where there are job opportunities in the area, in Austin with the new Tesla factory, and in Louisiana.

The institution estimates that five-year costs would total \$926,103, and formula funding would represent 16% of all funding, totaling \$1,682,387.

FIVE-YEAR COSTS		
Personnel		
Faculty (New)	\$	118,000
Faculty (Reallocated)		173,663
Clerical/Staff	\$	75,000
Graduate Assistants	\$	115,000
Student Support	\$	250,000
Facilities and Equipment	\$	159,000
Supplies and Materials	\$	12,500
Other	\$	22,940
<b>Total</b>	<b>\$</b>	<b>926,103</b>

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 271,599
Reallocation	\$ 173,663
Tuition and Fees	\$ 987,125
Other	\$ 250,000
<b>Total</b>	<b>\$ 1,682,387</b>

# AGENDA ITEM V-J (3)

Page 3

## Evidence of Duplication, Workforce Need, and Student Demand:

Duplication of Program: <u>Weak</u>			
Number of institutions with degree programs in the state with the same 6-digit CIP: 26			
<b>Public Institutions</b> Lamar University Prairie View A&M University Tarleton State University Texas A&M University Texas A&M University-Commerce Texas A&M University-Corpus Christi Texas A&M University-Kingsville Texas A&M University-Texarkana Texas Southern University Texas State University 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 North Texas West Texas A&M University		<b>Independent Colleges and Universities</b> LeTourneau University Rice University Southern Methodist University St. Mary's University	
Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.1001.00): 0			
Job Market Need: <u>Moderate</u>			
Advertisements for job openings	Yes	No	N/A
Employer surveys	Yes	No	N/A
Projections from government agencies, professional entities, etc.	Yes	No	N/A
Student Demand: <u>Moderate</u>			
Increased enrollment in related programs at the institution	Yes	No	N/A

## AGENDA ITEM V-J (3)

Page 4

High enrollment in similar programs at other institutions	<b>Yes</b>	No	N/A
Applicants turned away at similar programs at other institutions	Yes	No	<b>N/A</b>
Student surveys	Yes	<b>No</b>	N/A

<b><i>Start-Up Projections:</i></b>	<b><i>Yr. 1</i></b>	<b><i>Yr. 2</i></b>	<b><i>Yr. 3</i></b>	<b><i>Yr. 4</i></b>	<b><i>Yr. 5</i></b>
<i>Student Headcount</i>	20	38	55	72	78
<i>Student FTE</i>	18	34	50	65	71
<i>Core Faculty Headcount</i>	6	7	<b>7</b>	8	8
<i>Core Faculty FTE</i>	3.15	3.3	3.3	3.8	3.8

### Major Commitments:

In accordance with the institution's proposed hiring schedule, SFASU will hire two core faculty members in the second year and fourth years.

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

Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, will present this item and be available to answer questions.

# Online Resume for Legislators and Other Policymakers

## STEPHEN F. AUSTIN STATE UNIVERSITY

Location: Nacogdoches, Southeast Region

Comprehensive Accountability Peer Group: Lamar University, Prairie View A&M Univ, Tarleton State Univ, Texas A&M International, West Texas A&M Univ

Out-Of-State Peers: Appalachian State University, Arkansas State University-Main Campus, Eastern Kentucky University, Florida Gulf Coast University, University Of Central Missouri

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2016		Fall 2020		Fall 2021	
	Number	Percent	Number	Percent	Number	Percent
White	7,419	58.6%	7,402	59.3%	7,008	59.0%
Hispanic	2,096	16.6%	2,416	19.3%	2,368	19.9%
African American	2,464	19.5%	1,961	15.7%	1,745	14.7%
Asian	176	1.4%	165	1.3%	150	1.3%
International	114	.9%	100	.8%	111	.9%
Other & Unknown	384	3.0%	444	3.6%	506	4.3%
<b>Total</b>	<b>12,653</b>	<b>100.0%</b>	<b>12,488</b>	<b>100.0%</b>	<b>11,888</b>	<b>100.0%</b>
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
	719	6.5%	715	6.6%	733	7.1%
Two-Year Institutions	Number	% of UG	Number	% of UG	Number	% of UG
	131	1.2%	98	.9%	92	.9%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2017	\$9,538	.0%	\$8,938	.0%
2018	\$9,538	.0%	\$9,079	1.6%
2019	\$10,288	7.9%	\$9,474	4.4%
2020	\$10,946	6.4%	\$9,759	3.0%
2021	\$10,600	-3.2%	\$9,997	2.4%
2022	\$0	*****	\$0	*****

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution Grads	Sem	SCH	Peer Group Average Grads	Sem	SCH
FY 2017	1,781	9.40	133.00	1,191	10.33	139.16
FY 2020	1,859	9.20	130.00	1,309	10.13	135.83
FY 2021	.	.	129.00	.	.	134.50

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2019	52%	\$6,816	51%	\$7,169	0%	\$0
2020	0%	\$0	0%	\$0	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2019	65%	\$7,160	69%	\$7,470	0%	\$0
2020	0%	\$0	0%	\$0	0%	\$0
Federal (Pell) Grants						
2019	39%	\$4,858	47%	\$4,872	0%	\$0
2020	0%	\$0	0%	\$0	0%	\$0

Student Success						
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates		
Enter Fall 2015		Enter Fall 2019	Enter Fall 2020	Cohort	Institution Rate	Peer Group Rate
Cohort	2,243	2,036	1,636	Fall 2012 4-year	33.0%	24.0%
Total	86.8%	87.7%	84.7%	Fall 2016 4-year	39.9%	29.4%
Same	71.5%	76.0%	76.7%	Fall 2017 4-year	41.6%	31.5%
Other	15.3%	11.7%	8.0%	Fall 2011 5-year	48.6%	39.6%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2015 5-year	57.7%	47.2%
Enter Fall 2014		Enter Fall 2018	Enter Fall 2019	Fall 2016 5-year	59.1%	47.4%
Institution Persistence				Fall 2010 6-year	53.3%	46.2%
Cohort	2,161	2,170	2,031	Fall 2014 6-year	63.1%	52.4%
Total	80.5%	79.1%	79.5%	Fall 2015 6-year	62.6%	54.0%
Same	61.9%	62.1%	65.3%	National Comparison (IPEDS Definition)		
Other	18.6%	17.0%	14.1%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence				Fall 2011 4-year	23.0%	28.8%
Cohort	1,579	1,715	1,587	Fall 2015 4-year	32.0%	34.2%
Total	73.8%	73.2%	72.5%	Fall 2010 5-year	38.0%	46.0%
Same	56.0%	58.2%	59.7%	Fall 2014 5-year	49.0%	51.0%
Other	17.8%	14.9%	12.7%	Fall 2009 6-year	41.0%	50.0%
Average Number of Fall & Spring Semesters				Fall 2013 6-year	52.0%	55.0%

Six-year Graduation & Persistence Rate, Fall .		
Student Group	Cohort	Rate
For Students Needing Dev Ed		
Institution	.	.
For Students NOT Needing Dev Ed		
Institution	.	.

\*Peer Group data is average for peer group.

Funding						
Source	FY 2016 Amount	Pct of Total	FY 2020 Amount	Pct of Total	FY 2021 Amount	Pct of Total
Appropriated Funds	\$70,259,987	37.0%	\$73,833,035	35.2%	\$70,173,866	28.7%
Federal Funds	\$25,451,638	13.4%	\$34,245,521	16.3%	\$74,490,644	30.5%
Tuition & Fees	\$78,923,775	41.5%	\$83,822,895	40.0%	\$76,274,030	31.2%
<b>Total Revenue</b>	<b>\$190,113,327</b>	<b>100.0%</b>	<b>\$209,632,123</b>	<b>100.0%</b>	<b>\$244,306,151</b>	<b>100.0%</b>

# Online Resume for Prospective Students, Parents and the Public

## STEPHEN F. AUSTIN STATE UNIVERSITY

Location: Nacogdoches, Southeast Region

Comprehensive Accountability Peer Group: Lamar University, Prairie View A&M Univ, Tarleton State Univ, Texas A&M International, West Texas A&M Univ

Out-Of-State Peers: Appalachian State University, Arkansas State University-Main Campus, Eastern Kentucky University, Florida Gulf Coast University, University Of Central Missouri

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment		
Race/Ethnicity	Fall 2021	
	Number	Percent
White	7,008	59.0%
Hispanic	2,368	19.9%
African American	1,745	14.7%
Asian	150	1.3%
International	111	.9%
Other & Unknown	506	4.3%
<b>Total</b>	<b>11,888</b>	<b>100.0%</b>
<b>TX First Time Transfers</b>	<b>Number</b>	<b>% of UG</b>
Two-Year Institutions	733	7.1%
Other Institutions	92	.9%

Baccalaureate Success				
Graduation Rate of First-time, Full-time Degree-seeking Students Entering			1-Year Persistence, Fall 2020	
Measure	Fall	Rate	Total	84.7%
4-year Rate Total	2017	41.6%	Same	76.7%
Same Institution		38.4%	Other	8.0%
Other Institutions		3.3%	2-Year Persistence, Fall 2019	
5-year Rate Total	2016	59.1%	Total	79.5%
Same Institution		51.1%	Same	65.3%
Other Institutions		8.1%	Other	14.1%
6-year Rate Total	2015	62.6%	Avg Number SCH for Bachelor's Degree	
Same Institution		52.9%	FY 2021 Average	
Other Institutions		9.6%	Sem SCH	
<a href="#">Grad Rates by Ethnicity</a>			All	129.00

Degrees Awarded	
Type	FY 2021
Bachelor's	2,405
Master's	533
Doctoral	12
Professional	0
<b>Total</b>	<b>2,950</b>

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2021 Rate
Law	%
Pharmacy	%
Nursing	95.0%
Engineering	%

\*Data for FY 2020

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2021		
Test Section	ACT	SAT
Composite	<a href="https://nces.ed.gov/">https://nces.ed.gov/</a>	
Math		
English		
Critical Reading		

Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2022
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	Type of Cost
2017	\$9,538	.0%	\$8,818	.0%	Total Academic Cost
2018	\$9,538	.0%	\$8,987	1.9%	On-campus Room & Board
2019	\$10,288	7.3%	\$9,311	3.5%	Books & Supplies
2020	\$10,946	6.0%	\$9,522	2.2%	Off-Campus Transportation & Personal Expenses
2021	\$10,600	-3.3%	\$9,877	3.6%	Total Cost
2022	\$0	.0%	\$0	.0%	

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

Instruction		
Measure of Excellence	Fall 2021	
Undergraduate Classes with < 20 Students	%	
Undergraduate Classes with > 50 Students	%	
% of Teaching Faculty Tenured/Tenure-track *	60.2%	
Student/Faculty Ratio *	0:1	

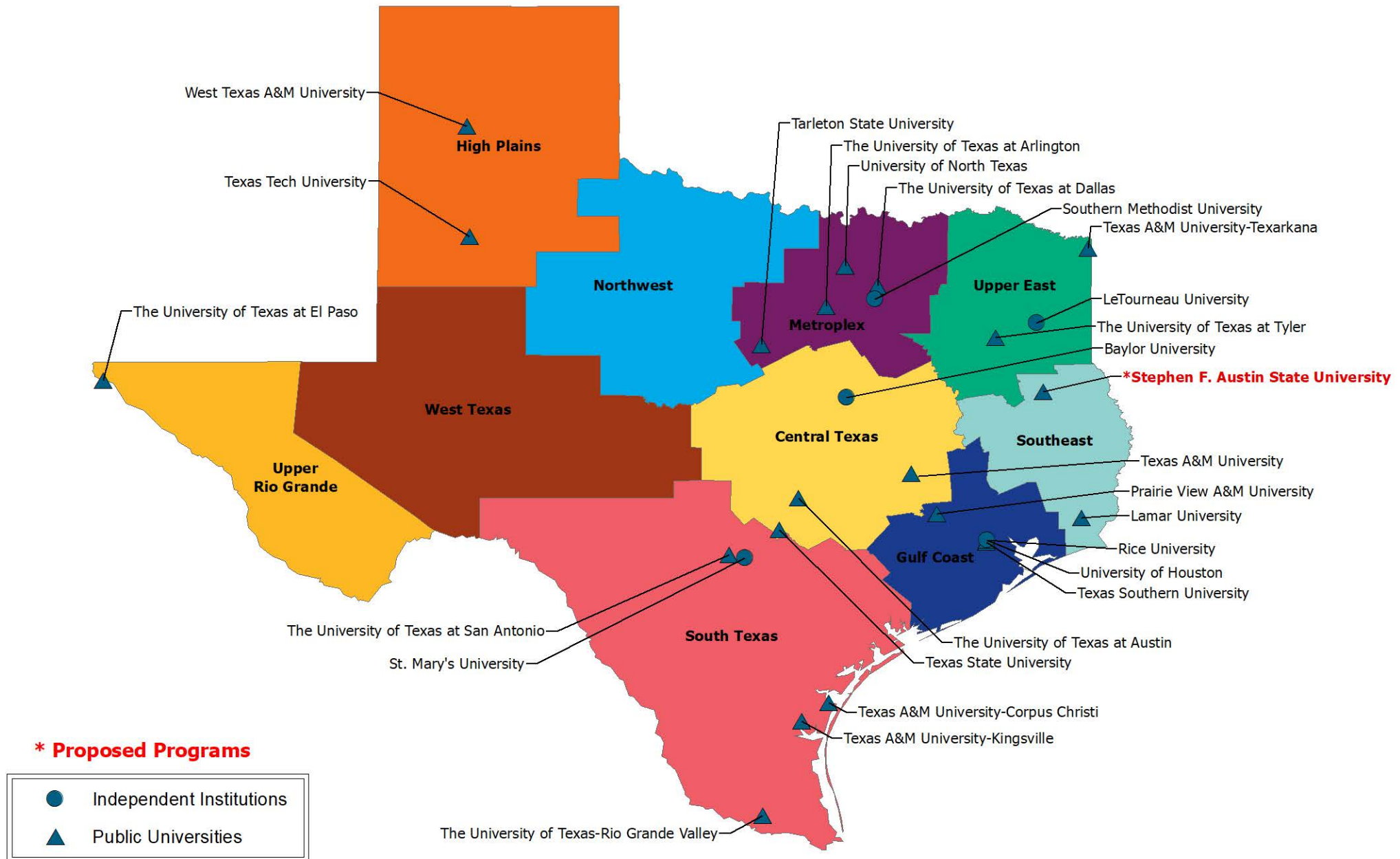
\* Fall 2020 Data

Financial Aid		
Enrolled in FY 2020		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	0%	\$0
Federal (Pell) Grants	0%	\$0
Federal Student Loans	0%	\$0

Funding		
Source	FY 2021 Amount	Pct of Total
Appropriated Funds	\$70,173,866	28.7%
Federal Funds	\$74,490,644	30.5%
Tuition & Fees	\$76,274,030	31.2%
<b>Total Revenue</b>	<b>\$244,306,151</b>	<b>100.0%</b>



## Proposal for a Bachelor of Science Degree (BS) degree with a major in Electrical Engineering.



## Committee on Academic and Workforce Success

### AGENDA ITEM V-J (4)

Consideration and possible action to approve the request from Stephen F. Austin State University for a Bachelor of Science degree with a major in mechanical engineering

RECOMMENDATION: Approval, beginning fall 2022

#### Background Information:

Stephen F. Austin State University (SFASU) is seeking approval to offer a Bachelor of Science (BS) degree program in mechanical engineering. The proposed program would require 122 semester credit hours (SCHs) and would begin in fall 2022. The proposed program would be offered face-to-face to students in Nacogdoches.

Job market demand appears strong. Emsi is an independent company that monitors job advertisements in a variety of job categories nationwide. Advertisements can be classified as "unique," meaning that duplicate ads are not counted twice. The Emsi database located 51,852 unique advertisements for mechanical engineers throughout 2021. If current trends hold true for coming years, there should be an average of 4,321 jobs per month available for mechanical engineers, which is more than the 2,827 BS degrees awarded in mechanical engineering in 2019. Mechanical engineers can also find jobs in other fields of engineering, such as industrial or civil engineering.

In addition to conventional courses in mechanical engineering, SFASU is proposing a curriculum with two capstone courses for applying engineering standards and principles in a design project. The program would build upon the mechanical engineering concentration currently offered as part of SFASU's BS program in engineering physics, which is accredited by the Accreditation Board for Engineering and Technology (ABET).

The institution has sufficient faculty and support staff in place to begin the proposed program. Two additional core faculty members will be hired in the second and fourth years. The institution will seek accreditation for its mechanical engineering degree program from ABET upon graduation of its first cohort.

**Stephen F. Austin State University** (Accountability Peer Group: *Comprehensive*)*Related Programs*

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

SFASU has one major degree program:

BS in engineering physics

(Note: SFASU is simultaneously requesting approval for a BS program in electrical engineering.)

**Proposed Program:**

The proposed traditional face-to-face program represents 122 semester credit hours of instruction that would begin in fall 2022. The program is expected to attract students from the East Texas region where there are job opportunities in the area, in Austin with the new Tesla factory, and in Louisiana.

The institution estimates that five-year costs would total \$1,238,503, and formula funding would represent 16% of all funding, totaling \$1,757,642.

FIVE-YEAR COSTS		
Personnel		
Faculty (New)	\$	430,400
Faculty (Reallocated)		173,663
Clerical/Staff	\$	75,000
Graduate Assistants	\$	115,000
Student Support	\$	250,000
Facilities and Equipment	\$	159,000
Supplies and Materials	\$	12,500
Other	\$	22,940
<b>Total</b>	<b>\$</b>	<b>1,238,503</b>

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 277,512
Reallocation	\$ 173,663
Tuition and Fees	\$ 1,056,467
Other	\$ 250,000
<b>Total</b>	<b>\$ 1,757,642</b>

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

Number of institutions with degree programs in the state with the same 6-digit CIP: 27

**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 A&M University-Texarkana  
 Texas State University  
 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 (14.1901.00):  
0*Job Market Need: **Moderate***

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

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

<i><b>Start-Up Projections:</b></i>	<i><b>Yr. 1</b></i>	<i><b>Yr. 2</b></i>	<i><b>Yr. 3</b></i>	<i><b>Yr. 4</b></i>	<i><b>Yr. 5</b></i>
<i>Student Headcount</i>	20	38	55	72	78
<i>Student FTE</i>	18	34	50	65	71
<i>Core Faculty Headcount</i>	6	7	7	8	8
<i>Core Faculty FTE</i>	2.35	3.25	3.25	3.75	3.75

### Major Commitments:

In accordance with the institution's proposed hiring schedule, SFASU will hire two core faculty members in the second year and fourth years.

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

Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, will present this item and be available to answer questions.

# Online Resume for Legislators and Other Policymakers

## STEPHEN F. AUSTIN STATE UNIVERSITY

Location: Nacogdoches, Southeast Region

Comprehensive Accountability Peer Group: Lamar University, Prairie View A&M Univ, Tarleton State Univ, Texas A&M International, West Texas A&M Univ

Out-Of-State Peers: Appalachian State University, Arkansas State University-Main Campus, Eastern Kentucky University, Florida Gulf Coast University, University Of Central Missouri

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2016		Fall 2020		Fall 2021	
	Number	Percent	Number	Percent	Number	Percent
White	7,419	58.6%	7,402	59.3%	7,008	59.0%
Hispanic	2,096	16.6%	2,416	19.3%	2,368	19.9%
African American	2,464	19.5%	1,961	15.7%	1,745	14.7%
Asian	176	1.4%	165	1.3%	150	1.3%
International	114	.9%	100	.8%	111	.9%
Other & Unknown	384	3.0%	444	3.6%	506	4.3%
<b>Total</b>	<b>12,653</b>	<b>100.0%</b>	<b>12,488</b>	<b>100.0%</b>	<b>11,888</b>	<b>100.0%</b>
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
	719	6.5%	715	6.6%	733	7.1%
Two-Year Institutions	Number	% of UG	Number	% of UG	Number	% of UG
	131	1.2%	98	.9%	92	.9%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2017	\$9,538	.0%	\$8,938	.0%
2018	\$9,538	.0%	\$9,079	1.6%
2019	\$10,288	7.9%	\$9,474	4.4%
2020	\$10,946	6.4%	\$9,759	3.0%
2021	\$10,600	-3.2%	\$9,997	2.4%
2022	\$0	*****	\$0	*****

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2019	52%	\$6,816	51%	\$7,169	0%	\$0
2020	0%	\$0	0%	\$0	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2019	65%	\$7,160	69%	\$7,470	0%	\$0
2020	0%	\$0	0%	\$0	0%	\$0
Federal (Pell) Grants						
2019	39%	\$4,858	47%	\$4,872	0%	\$0
2020	0%	\$0	0%	\$0	0%	\$0

Student Success						
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates		
Enter Fall 2015		Enter Fall 2019	Enter Fall 2020	Cohort	Institution Rate	Peer Group Rate
Cohort	2,243	2,036	1,636	Fall 2012 4-year	33.0%	24.0%
Total	86.8%	87.7%	84.7%	Fall 2016 4-year	39.9%	29.4%
Same	71.5%	76.0%	76.7%	Fall 2017 4-year	41.6%	31.5%
Other	15.3%	11.7%	8.0%	Fall 2011 5-year	48.6%	39.6%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2015 5-year	57.7%	47.2%
Enter Fall 2014		Enter Fall 2018	Enter Fall 2019	Fall 2016 5-year	59.1%	47.4%
Institution Persistence				Fall 2010 6-year	53.3%	46.2%
Cohort	2,161	2,170	2,031	Fall 2014 6-year	63.1%	52.4%
Total	80.5%	79.1%	79.5%	Fall 2015 6-year	62.6%	54.0%
Same	61.9%	62.1%	65.3%	National Comparison (IPEDS Definition)		
Other	18.6%	17.0%	14.1%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence				Fall 2011 4-year	23.0%	28.8%
Cohort	1,579	1,715	1,587	Fall 2015 4-year	32.0%	34.2%
Total	73.8%	73.2%	72.5%	Fall 2010 5-year	38.0%	46.0%
Same	56.0%	58.2%	59.7%	Fall 2014 5-year	49.0%	51.0%
Other	17.8%	14.9%	12.7%	Fall 2009 6-year	41.0%	50.0%
Average Number of Fall & Spring Semesters				Fall 2013 6-year	52.0%	55.0%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution Grads	Sem	SCH	Peer Group Average Grads	Sem	SCH
FY 2017	1,781	9.40	133.00	1,191	10.33	139.16
FY 2020	1,859	9.20	130.00	1,309	10.13	135.83
FY 2021	.	.	129.00	.	.	134.50

Six-year Graduation & Persistence Rate, Fall .		
Student Group	Cohort	Rate
For Students Needing Dev Ed		
Institution	.	.
For Students NOT Needing Dev Ed		
Institution	.	.

\*Peer Group data is average for peer group.

Funding						
Source	FY 2016 Amount	Pct of Total	FY 2020 Amount	Pct of Total	FY 2021 Amount	Pct of Total
Appropriated Funds	\$70,259,987	37.0%	\$73,833,035	35.2%	\$70,173,866	28.7%
Federal Funds	\$25,451,638	13.4%	\$34,245,521	16.3%	\$74,490,644	30.5%
Tuition & Fees	\$78,923,775	41.5%	\$83,822,895	40.0%	\$76,274,030	31.2%
<b>Total Revenue</b>	<b>\$190,113,327</b>	<b>100.0%</b>	<b>\$209,632,123</b>	<b>100.0%</b>	<b>\$244,306,151</b>	<b>100.0%</b>

# Online Resume for Prospective Students, Parents and the Public

## STEPHEN F. AUSTIN STATE UNIVERSITY

Location: Nacogdoches, Southeast Region

Comprehensive Accountability Peer Group: Lamar University, Prairie View A&M Univ, Tarleton State Univ, Texas A&M International, West Texas A&M Univ

Out-Of-State Peers: Appalachian State University, Arkansas State University-Main Campus, Eastern Kentucky University, Florida Gulf Coast University, University Of Central Missouri

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment		
Race/Ethnicity	Fall 2021	
	Number	Percent
White	7,008	59.0%
Hispanic	2,368	19.9%
African American	1,745	14.7%
Asian	150	1.3%
International	111	.9%
Other & Unknown	506	4.3%
<b>Total</b>	<b>11,888</b>	<b>100.0%</b>
<b>TX First Time Transfers</b>	<b>Number</b>	<b>% of UG</b>
Two-Year Institutions	733	7.1%
Other Institutions	92	.9%

Baccalaureate Success				
Graduation Rate of First-time, Full-time Degree-seeking Students Entering				
Measure	Fall	Rate	1-Year Persistence, Fall 2020	
4-year Rate Total	2017	41.6%	Total	84.7%
Same Institution		38.4%	Same	76.7%
Other Institutions		3.3%	Other	8.0%
5-year Rate Total	2016	59.1%	2-Year Persistence, Fall 2019	
Same Institution		51.1%	Total	79.5%
Other Institutions		8.1%	Same	65.3%
6-year Rate Total	2015	62.6%	Other	14.1%
Same Institution		52.9%	Avg Number SCH for Bachelor's Degree	
Other Institutions		9.6%	FY 2021 Average Sem SCH	
<a href="#">Grad Rates by Ethnicity</a>			All	129.00

Degrees Awarded	
Type	FY 2021
Bachelor's	2,405
Master's	533
Doctoral	12
Professional	0
<b>Total</b>	<b>2,950</b>

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2021 Rate
Law	%
Pharmacy	%
Nursing	95.0%
Engineering	%

\*Data for FY 2020

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2021		
Test Section	ACT	SAT
Composite	<a href="https://nces.ed.gov/">https://nces.ed.gov/</a>	
Math		
English		
Critical Reading		

Costs						
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2022	
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	Type of Cost	Average Amount
2017	\$9,538	.0%	\$8,818	.0%	Total Academic Cost	
2018	\$9,538	.0%	\$8,987	1.9%	On-campus Room & Board	
2019	\$10,288	7.3%	\$9,311	3.5%	Books & Supplies	
2020	\$10,946	6.0%	\$9,522	2.2%	Off-Campus Transportation & Personal Expenses	
2021	\$10,600	-3.3%	\$9,877	3.6%	Total Cost	
2022	\$0	.0%	\$0	.0%		

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

Instruction		
Measure of Excellence	Fall 2021	
Undergraduate Classes with < 20 Students	%	
Undergraduate Classes with > 50 Students	%	
% of Teaching Faculty Tenured/Tenure-track *	60.2%	
Student/Faculty Ratio *	0:1	

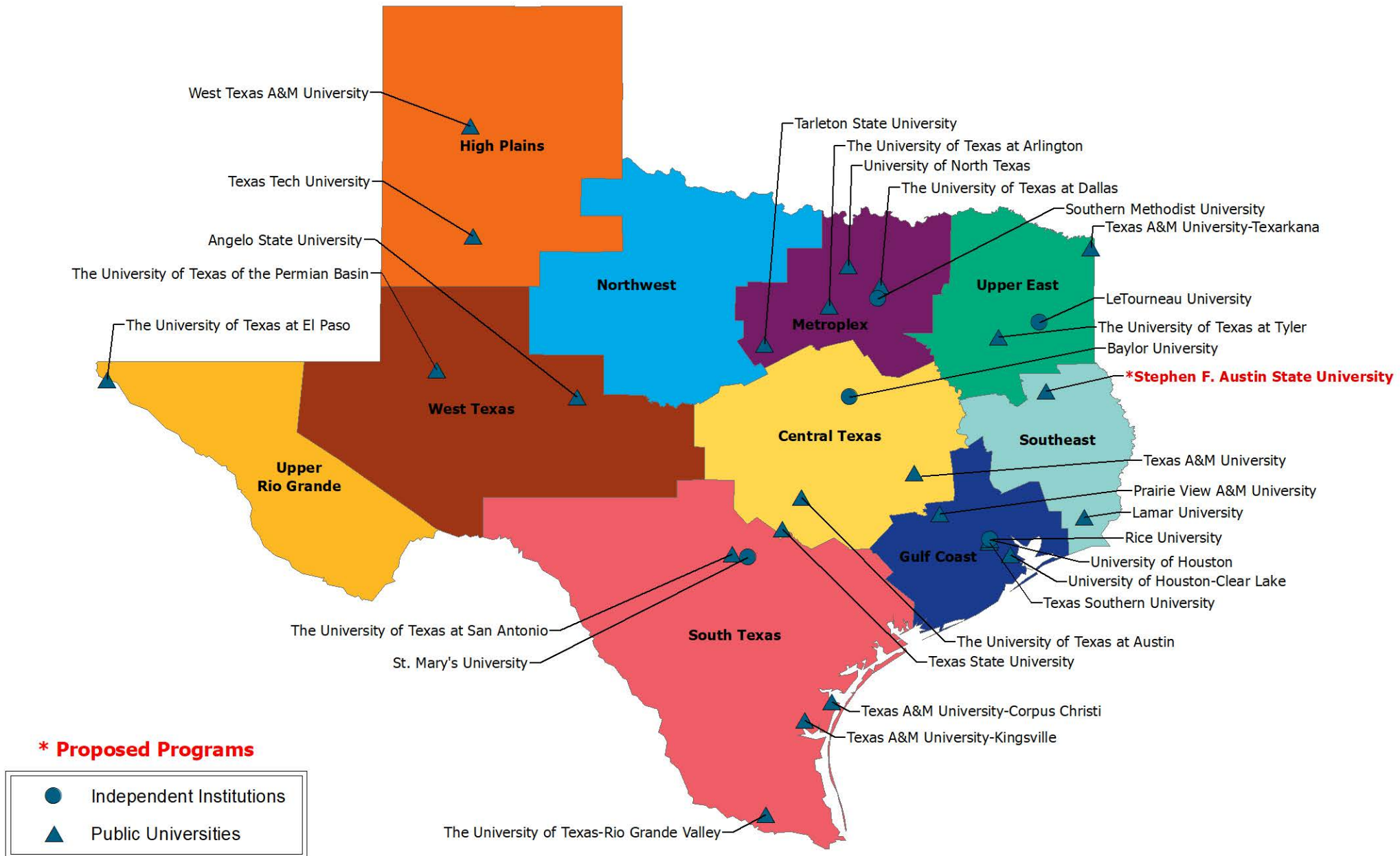
\* Fall 2020 Data

Financial Aid		
Enrolled in FY 2020		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	0%	\$0
Federal (Pell) Grants	0%	\$0
Federal Student Loans	0%	\$0

Funding		
Source	FY 2021 Amount	Pct of Total
Appropriated Funds	\$70,173,866	28.7%
Federal Funds	\$74,490,644	30.5%
Tuition & Fees	\$76,274,030	31.2%
<b>Total Revenue</b>	<b>\$244,306,151</b>	<b>100.0%</b>



## Proposal for a Bachelor of Science Degree (BS) degree with a major in Mechanical Engineering.





## Committee on Academic and Workforce Success

### AGENDA ITEM V-J (5)

Consideration and possible action to approve the request from University of North Texas for a Doctor of Business Administration degree with a major in business administration

RECOMMENDATION: Approval

#### Background Information:

University of North Texas (UNT) is seeking approval to offer a Doctor of Business Administration (DBA) degree program in business administration. The proposed program would require 48 semester credit hours (SCHs) and would begin in fall 2022. The proposed program would be offered face-to-face to students in Denton, with plans to relocate to a new branch campus to be built in Frisco. The curriculum plan estimates that students would complete the degree in three years. Students are expected to keep their existing jobs while participating in courses on weekends.

Job market demand is not especially significant, as students are expected to remain and advance with their employers after they complete the program. Even so, job prospects are excellent, as the 121 Texas doctoral graduates in business during 2020 were only 9% of the 1,300 projected new annual openings for postsecondary teachers and management analysts alone, not including replacement positions, and not including the many other business professions for which a doctoral degree would be an advantage.

UNT is proposing a curriculum model that allows for concentrations such as accounting and business computer information systems to be added according to student demand. This would allow the proposed program to establish a distinctive identity among the competing programs in the Metroplex.

The institution has sufficient faculty and support staff in place to begin the proposed program. UNT would hire one new full-time staff member, one part-time master's degree student assistant, one new core faculty member in year two, and a second new core faculty member in year three.

The Association to Advance Collegiate Schools of Business (AACSB) accredits schools or colleges of business, rather than individual programs. Because UNT's G. Brint Ryan College of Business is already accredited by AACSB, the proposed program would be considered accredited until the next review cycle.

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

<b>Completion Measures</b>		<b>Institution</b>	<b>State</b>
<i>Graduate</i>	Master's 5-Year Graduation Rate	70%	78%
	Doctoral 10-Year Graduation Rate	62%	66%
<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 No <u>N/A</u>		
	UNT's PhD in biomedical engineering degree program was approved by the Board in 2021, but it has not yet submitted its first annual report.		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years: Yes No <u>N/A</u>		

**Proposed Program:**

The proposed face-to-face program would be offered on four weekends per semester and require 48 SCHs for completion. The proposed program is different from a Doctor of Philosophy (PhD) in business, as the PhD is typically a research-based degree designed to produce primarily academics who will teach and publish, while a minority may go into professional practice. The DBA, by contrast, is a practice-based degree designed to produce primarily executives with focused expertise in a particular industry, while a minority may go into academics.

The institution has sufficient faculty and support staff in place to begin the proposed program. UNT would hire one new full-time staff member, one part-time master's degree student assistant, one new core faculty member in year two, and a second new core faculty member in year three.

The institution is not requesting formula funding. Students or their employers are expected to pay full tuition, which is typical of DBA programs nationwide. The institution estimates that five-year costs would total \$2,982,666.

**Existing Programs:**

There are two public and two independent universities offering the Doctor of Business Administration degree programs in Texas. An additional public program at University of Houston is currently under staff review.

**Public Universities:**

Prairie View A&M University  
The University of Texas at Dallas

University of the Incarnate Word  
University of Dallas

<b><i>Start-Up Projections:</i></b>	<b><i>Yr. 1</i></b>	<b><i>Yr. 2</i></b>	<b><i>Yr. 3</i></b>	<b><i>Yr. 4</i></b>	<b><i>Yr. 5</i></b>
<i>Students Enrolled</i>	7	15	24	27	32
<i>Graduates</i>	0	0	7	7	7
<i>Avg. Financial Assistance</i>	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
<i>Students Assisted</i>	1	2	2	3	3
<i>Core Faculty (FTE)</i>	9	9	9	9	9
<i>Total Costs</i>	\$285,550	\$540,069	\$672,971	\$722,383	\$761,693
<i>Total Funding</i>	\$288,000	\$618,000	\$822,000	\$954,000	\$1,222,000
<i>% From Formula Funding</i>	0	0	0	0	0

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 0
Other State Funding	\$ 0
Reallocation of Existing Resources	\$ 0
Federal Funding (In-Hand Only)	\$ 0
Tuition and Fees	\$ 3,804,000
Other	\$ 0
<b>Total</b>	<b>\$ 3,804,000</b>

**Major Commitments:**

The institution would hire one new full-time staff member, one part-time master's degree student assistant, one new core faculty member in year two, and a second new core faculty member in year three.

The institution will submit reports in years one, three, and five confirming institutional commitments and assessing the progress of program implementation.

Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, will present this item and be available to answer questions.

# Online Resume for Legislators and Other Policymakers

## UNIVERSITY OF NORTH TEXAS

Location: Denton, Metroplex Region

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

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2016		Fall 2020		Fall 2021	
	Number	Percent	Number	Percent	Number	Percent
White	18,384	48.4%	17,281	42.5%	16,748	39.7%
Hispanic	8,402	22.1%	10,371	25.5%	10,401	24.7%
African American	5,321	14.0%	6,093	15.0%	6,288	14.9%
Asian	2,156	5.7%	2,871	7.1%	3,066	7.3%
International	2,352	6.2%	2,700	6.6%	4,304	10.2%
Other & Unknown	1,364	3.6%	1,337	3.3%	1,361	3.2%
<b>Total</b>	<b>37,979</b>	<b>100.0%</b>	<b>40,653</b>	<b>100.0%</b>	<b>42,168</b>	<b>100.0%</b>
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
	2,998	9.6%	3,022	9.2%	2,833	8.7%
<b>Two-Year Institutions</b>	619	2.0%	574	1.8%	553	1.7%
<b>Other Institutions</b>						

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
2017	\$10,910	.0%	\$10,201	.0%
2018	\$11,296	3.5%	\$10,443	2.4%
2019	\$11,514	1.9%	\$10,712	2.6%
2020	\$11,712	1.7%	\$11,011	2.8%
2021	\$11,994	2.4%	\$11,455	4.0%
2022	\$0	*****	\$0	*****

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2017	4,987	10.40	136.00	3,929	10.72	139.00
FY 2020	5,633	10.00	132.00	4,658	10.37	135.75
FY 2021	.	.	131.00	.	.	134.25

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
<b>Federal Student Loans</b>						
2019	51%	\$5,978	43%	\$6,780	0%	\$0
2020	0%	\$0	0%	\$0	0%	\$0
<b>Federal, State, Institutional or Other Grants Known by Institutions</b>						
2019	48%	\$8,776	61%	\$8,004	0%	\$0
2020	0%	\$0	0%	\$0	0%	\$0
<b>Federal (Pell) Grants</b>						
2019	37%	\$4,735	38%	\$4,638	0%	\$0
2020	0%	\$0	0%	\$0	0%	\$0

Student Success						
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates		
Enter Fall 2015		Enter Fall 2019	Enter Fall 2020	Cohort	Institution Rate	Peer Group Rate
Cohort	4,326	5,306	4,897	Fall 2012 4-year	32.4%	31.4%
Total	86.9%	86.4%	83.9%	Fall 2016 4-year	43.3%	40.7%
Same	78.6%	80.4%	76.8%	Fall 2017 4-year	44.5%	43.2%
Other	8.3%	6.0%	7.2%	Fall 2011 5-year	52.2%	52.1%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2015 5-year	59.1%	59.8%
Enter Fall 2014		Enter Fall 2018	Enter Fall 2019	Fall 2016 5-year	58.4%	60.5%
Institution Persistence				Fall 2010 6-year	58.3%	59.4%
Cohort	4,078	4,483	5,263	Fall 2014 6-year	61.7%	65.3%
Total	79.3%	80.6%	78.6%	Fall 2015 6-year	64.4%	66.7%
Same	67.9%	70.0%	70.4%	National Comparison (IPEDS Definition)		
Other	11.4%	10.7%	8.2%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence				Fall 2011 4-year	27.0%	29.0%
Cohort	3,964	4,534	4,707	Fall 2015 4-year	35.0%	35.6%
Total	82.3%	82.8%	81.6%	Fall 2010 5-year	44.0%	51.6%
Same	67.3%	70.5%	70.6%	Fall 2014 5-year	52.0%	56.6%
Other	15.0%	12.3%	10.9%	Fall 2009 6-year	52.0%	59.0%
Average Number of Fall & Spring Semesters				Fall 2013 6-year	56.0%	62.6%

Six-year Graduation & Persistence Rate, Fall .		
Student Group	Cohort	Rate
For Students Needing Dev Ed		
Institution	.	.
For Students NOT Needing Dev Ed		
Institution	.	.

\*Peer Group data is average for peer group.

Funding						
Source	FY 2016 Amount	Pct of Total	FY 2020 Amount	Pct of Total	FY 2021 Amount	Pct of Total
Appropriated Funds	\$186,134,585	32.2%	\$208,490,080	30.3%	\$203,993,076	26.5%
Federal Funds	\$69,059,932	11.9%	\$101,483,733	14.8%	\$165,506,817	21.5%
Tuition & Fees	\$279,051,958	48.3%	\$331,219,265	48.2%	\$346,350,615	45.1%
<b>Total Revenue</b>	<b>\$578,022,734</b>	<b>100.0%</b>	<b>\$687,050,729</b>	<b>100.0%</b>	<b>\$768,791,230</b>	<b>100.0%</b>

# Online Resume for Prospective Students, Parents and the Public

## UNIVERSITY OF NORTH TEXAS

Location: Denton, Metroplex Region

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

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment		
Race/Ethnicity	Fall 2021	
	Number	Percent
White	16,748	39.7%
Hispanic	10,401	24.7%
African American	6,288	14.9%
Asian	3,066	7.3%
International	4,304	10.2%
Other & Unknown	1,361	3.2%
<b>Total</b>	<b>42,168</b>	<b>100.0%</b>
<b>TX First Time Transfers</b>	<b>Number</b>	<b>% of UG</b>
Two-Year Institutions	2,833	8.7%
Other Institutions	553	1.7%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students			
Measure	Entering		Rate
	Fall		
4-year Rate Total	2017		44.5%
Same Institution			42.7%
Other Institutions			1.9%
5-year Rate Total	2016		58.4%
Same Institution			53.9%
Other Institutions			4.5%
6-year Rate Total	2015		64.4%
Same Institution			58.6%
Other Institutions			5.8%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2020	
Total	83.9%
Same	76.8%
Other	7.2%

2-Year Persistence, Fall 2019	
Total	78.6%
Same	70.4%
Other	8.2%

Avg Number SCH for Bachelor's Degree	
FY 2021 Average	
Sem	SCH
All	131.00

Degrees Awarded	
Type	FY 2021
Bachelor's	7,801
Master's	2,248
Doctoral	267
Professional	10
<b>Total</b>	<b>10,326</b>

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2021 Rate
Law	%
Pharmacy	%
Nursing	%
Engineering	50.0%

\*Data for FY 2020

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2021		
Test Section	ACT	SAT
Composite		
Math	<a href="https://nces.ed.gov/">https://nces.ed.gov/</a>	
English		
Critical Reading		

Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2022
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	Type of Cost
2017	\$10,910	.0%	\$10,100	.0%	Total Academic Cost
2018	\$11,296	3.4%	\$10,321	2.1%	On-campus Room & Board
2019	\$11,514	1.9%	\$10,597	2.6%	Books & Supplies
2020	\$11,712	1.7%	\$10,911	2.9%	Off-Campus Transportation & Personal Expenses
2021	\$11,994	2.4%	\$11,379	4.1%	Total Cost
2022	\$0	.0%	\$0	.0%	

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

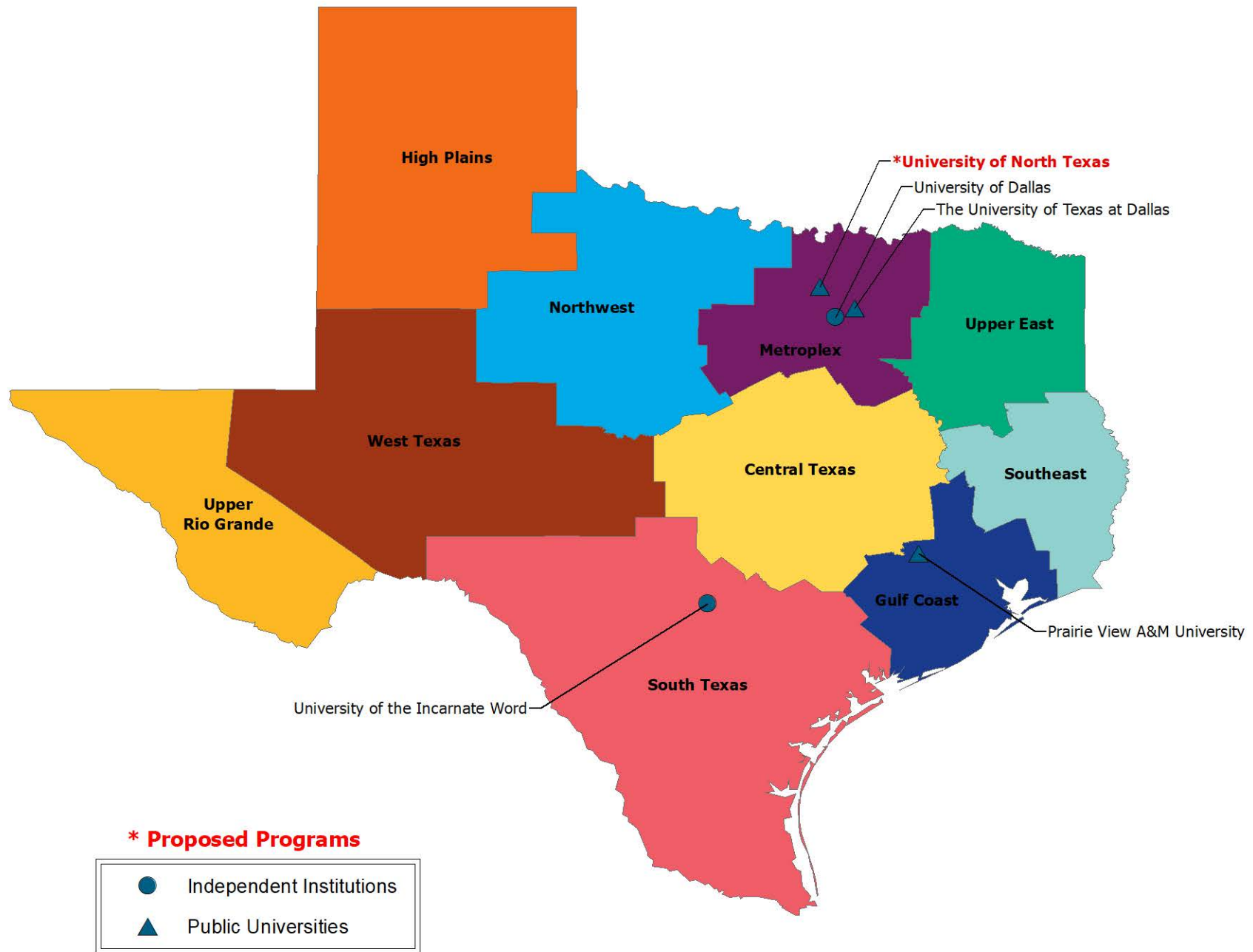
Instruction		
Measure of Excellence	Fall 2021	
Undergraduate Classes with < 20 Students		%
Undergraduate Classes with > 50 Students		%
% of Teaching Faculty Tenured/Tenure-track *	49.6%	
Student/Faculty Ratio *	0:1	

\* Fall 2020 Data

Financial Aid		
Enrolled in FY 2020		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	0%	\$0
Federal (Pell) Grants	0%	\$0
Federal Student Loans	0%	\$0

Funding		
Source	FY 2021 Amount	Pct of Total
Appropriated Funds	\$203,993,076	26.5%
Federal Funds	\$165,506,817	21.5%
Tuition & Fees	\$346,350,615	45.1%
<b>Total Revenue</b>	<b>\$768,791,230</b>	<b>100.0%</b>

## Proposal for a Doctor of Business Administration (DBA) in Business Administration degree with a major in Business Administration



## Committee on Academic and Workforce Success

### AGENDA ITEM V-J (6)

#### Consideration and possible action to approve the request from Texas Tech University for a Doctor of Philosophy degree with a major in One Health sciences

RECOMMENDATION: Approval

#### Rationale:

Texas Tech University (TTU) is seeking approval to offer a Doctor of Philosophy (PhD) degree program in One Health sciences. The Centers for Disease Control and Prevention describes One Health as “a collaborative, multisectoral, and transdisciplinary approach – working at the local, regional, national, and global levels – with the goal of achieving optimal health outcomes recognizing the interconnection between people, animals, plants, and their shared environment.” This would be the first PhD program in One Health sciences in the U.S.

The proposed program would require 72 semester credit hours (SCHs) and would begin in fall 2022. The proposed program would be offered face-to-face to students at the Texas Tech University School of Veterinary Medicine in Amarillo. The curriculum plan estimates that students would complete the degree in five years.

It is difficult to estimate job demand for the first program in the U.S. in an emerging new discipline, but job prospects for graduates appear strong. There was an average of 11,060 annual new openings for 11,536 graduates in 2019 across a wide variety of related workforce categories. In Texas, there was an average of 337 annual new openings for 708 graduates in 2019 in similar fields. However, these statistics do not include replacement positions, so there are likely many more annual positions open than the numbers indicate. The external reviewers noted that graduates would be distinctively trained for potential employers such as academic institutions, biomedical industries, government agencies, and global non-profit agencies, although graduates may need to explain their competencies to some employers or rely on their focused traditional area of PhD study.

TTU is proposing a curriculum with 18 SCHs of core One Health concepts and research methods courses. The 33 SCHs of electives fall into five general categories: 1) Molecular Mechanisms of Disease, 2) Disease Prevention, 3) Adult Education Pedagogy, 4) Ecology and Management, and 5) Sustainability of Animal Agriculture. After 3 SCHs of Journal Club and 6 SCHs of Research Seminar, there would be a minimum of 12 SCHs of required dissertation research hours. Following a recommendation from the external reviewers, TTU is incorporating a year of laboratory rotations including collaborations with Texas Tech University Health Sciences Center.



The institution has sufficient faculty and support staff in place to begin the proposed program. TTU has made many recent hires with the start of the new School of Veterinary Medicine, and it plans to make two additional new hires over the first five years specifically for the proposed One Health sciences program.

There is no relevant accreditation body for One Health sciences. The School of Veterinary Medicine has provisional accreditation from the American Veterinary Medical Association.

**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	83.8%	78%
	Doctoral 10-Year Graduation Rate	70.7%	66%
<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"> <li>• Veterinary medicine</li> <li>• Exercise physiology</li> <li>• Music education</li> </ul>		
	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 face-to-face program would require a minimum of 72 SCHs. The proposed program is designed to appeal to students interested in dual degrees, such as those pursuing Master of Public Health or Doctor Veterinary Medicine degrees.

According to the application, "One Health is an emerging field of study examining the interconnections between animal, human and ecosystem health. An example of this natural interconnection is the current COVID-19 pandemic that resulted from the animal to human spillover of a coronavirus whose natural host is believed to be bats belonging to a southern Chinese ecosystem. One Health also encompasses those interconnections purposefully developed to seek dual benefits for animals and people. An example includes purposeful research of comparative oncology in that some animals develop the same types of cancers and people. Scientific discoveries in animal studies may lead to therapeutics resulting in dual benefit."

The institution has sufficient faculty and support staff in place to begin the proposed program. TTU would hire two new faculty over the first five years, with at least one of them

specializing in ecosystem health, biodiversity, environmental health, climate sciences, or a related field.

Students would be supported with research assistantships of \$20,000 in addition to competitive scholarships and other funds available from the Texas Tech University Graduate School. TTU estimates that five-year costs would total \$5,648,500. Five-year revenues are estimated to be \$5,693,000, which includes \$3,973,000 of formula funding.

### Existing Programs:

The proposed program would be the first PhD program in One Health sciences in the U.S. There are at least seven doctoral programs in Australia, England, Canada, Scotland, Japan, and a joint program spanning the European Union.

The most similar program in Texas is the PhD in biomedical sciences offered by the Texas A&M University School of Veterinary Medicine & Biomedical Sciences.

<i><b>Start-Up Projections:</b></i>	<i><b>Yr. 1</b></i>	<i><b>Yr. 2</b></i>	<i><b>Yr. 3</b></i>	<i><b>Yr. 4</b></i>	<i><b>Yr. 5</b></i>
<i>Students Enrolled</i>	15	25	37	44	47
<i>Graduates</i>	0	0	6	11	12
<i>Avg. Financial Assistance</i>	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
<i>Students Assisted</i>	15	25	37	44	47
<i>Core Faculty (FTE)</i>	9	9	9	9	9
<i>Total Costs</i>	\$500,500	\$822,250	\$1,251,250	\$1,501,500	\$1,573,000
<i>Total Funding</i>	\$508,000	\$841,000	\$1,429,500	\$1,401,500	\$1,513,000
<i>% From Formula Funding</i>	0	0	80.3	97.4	96.4

<b>FIVE-YEAR COSTS</b>	
Graduate Assistants (New)	\$ 5,648,500
<b>Total</b>	<b>\$ 5,648,500</b>

<b>FIVE-YEAR FUNDING</b>	
Formula Funding (Years 3-5)	\$ 3,973,000
Tuition and Fees	\$ 180,000
Other	\$ 1,540,000
<b>Total</b>	<b>\$ 5,693,000</b>

### Major Commitments:

TTU would hire two new full-time staff faculty for the One Health sciences program over the first five years, at least one of whom would specialize in ecosystem health, biodiversity, environmental health, climate sciences, or a related field.

The institution will submit reports in years one, three, and five confirming institutional commitments and assessing the progress of program implementation.

Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, 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 2016		Fall 2020		Fall 2021	
	Number	Percent	Number	Percent	Number	Percent
White	20,773	57.3%	21,343	53.9%	21,259	53.9%
Hispanic	8,375	23.1%	10,571	26.7%	10,400	26.4%
African American	2,571	7.1%	2,876	7.3%	2,741	6.9%
Asian	1,090	3.0%	1,246	3.1%	1,281	3.2%
International	2,277	6.3%	2,070	5.2%	2,130	5.4%
Other & Unknown	1,139	3.1%	1,468	3.7%	1,640	4.2%
<b>Total</b>	<b>36,225</b>	<b>100.0%</b>	<b>39,574</b>	<b>100.0%</b>	<b>39,451</b>	<b>100.0%</b>
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	2,026	6.8%	1,870	5.7%	1,668	5.1%
Other Institutions	472	1.6%	455	1.4%	365	1.1%

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
2017	\$10,622	.0%	\$10,201	.0%
2018	\$10,772	1.4%	\$10,443	2.4%
2019	\$11,046	2.5%	\$10,712	2.6%
2020	\$11,320	2.5%	\$11,011	2.8%
2021	\$11,600	2.5%	\$11,455	4.0%
2022	\$0	*****	\$0	*****

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2017	4,485	9.60	140.00	3,929	10.72	139.00
FY 2020	5,130	9.40	138.00	4,658	10.37	135.75
FY 2021	.	.	135.00	.	.	134.25

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
<b>Federal Student Loans</b>						
2019	42%	\$6,810	43%	\$6,780	0%	\$0
2020	0%	\$0	0%	\$0	0%	\$0
<b>Federal, State, Institutional or Other Grants Known by Institutions</b>						
2019	55%	\$7,766	61%	\$8,004	0%	\$0
2020	0%	\$0	0%	\$0	0%	\$0
<b>Federal (Pell) Grants</b>						
2019	27%	\$4,815	38%	\$4,638	0%	\$0
2020	0%	\$0	0%	\$0	0%	\$0

Student Success						
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates		
Enter Fall 2015		Enter Fall 2019	Enter Fall 2020	Cohort	Institution Rate	Peer Group Rate
Cohort	5,084	6,046	6,364	Fall 2012 4-year	39.3%	31.4%
Total	92.2%	93.4%	87.6%	Fall 2016 4-year	47.9%	40.7%
Same	83.6%	87.5%	81.1%	Fall 2017 4-year	50.8%	43.2%
Other	8.7%	6.0%	6.5%	Fall 2011 5-year	61.8%	52.1%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2015 5-year	68.0%	59.8%
Enter Fall 2014		Enter Fall 2018	Enter Fall 2019	Fall 2016 5-year	69.7%	60.5%
Institution Persistence				Fall 2010 6-year	69.9%	59.4%
Cohort	5,515	6,068	6,031	Fall 2014 6-year	75.2%	65.3%
Total	87.9%	88.1%	86.1%	Fall 2015 6-year	74.3%	66.7%
Same	73.6%	75.6%	74.1%	National Comparison (IPEDS Definition)		
Other	14.3%	12.5%	12.0%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence				Fall 2011 4-year	35.0%	34.4%
Cohort	3,964	4,534	4,707	Fall 2015 4-year	36.0%	44.2%
Total	82.3%	82.8%	81.6%	Fall 2010 5-year	55.0%	54.8%
Same	67.3%	70.5%	70.6%	Fall 2014 5-year	56.0%	61.4%
Other	15.0%	12.3%	10.9%	Fall 2009 6-year	60.0%	60.0%
Average Number of Fall & Spring Semesters				Fall 2013 6-year	61.0%	65.0%

Six-year Graduation & Persistence Rate, Fall .		
Student Group	Cohort	Rate
For Students Needing Dev Ed		
Institution	.	.
For Students NOT Needing Dev Ed		
Institution	.	.

\*Peer Group data is average for peer group.

Funding						
Source	FY 2016 Amount	Pct of Total	FY 2020 Amount	Pct of Total	FY 2021 Amount	Pct of Total
Appropriated Funds	\$274,589,211	39.1%	\$281,828,945	33.5%	\$263,622,386	29.7%
Federal Funds	\$74,247,737	10.6%	\$107,817,161	12.8%	\$126,847,258	14.3%
Tuition & Fees	\$295,899,496	42.1%	\$329,894,807	39.2%	\$352,858,285	39.7%
<b>Total Revenue</b>	<b>\$703,024,573</b>	<b>100.0%</b>	<b>\$841,919,775</b>	<b>100.0%</b>	<b>\$887,865,875</b>	<b>100.0%</b>

# 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 2021	
	Number	Percent
White	21,259	53.9%
Hispanic	10,400	26.4%
African American	2,741	6.9%
Asian	1,281	3.2%
International	2,130	5.4%
Other & Unknown	1,640	4.2%
<b>Total</b>	<b>39,451</b>	<b>100.0%</b>
<b>TX First Time Transfers</b>	<b>Number</b>	<b>% of UG</b>
Two-Year Institutions	1,668	5.1%
Other Institutions	365	1.1%

Baccalaureate Success				
Graduation Rate of First-time, Full-time Degree-seeking Students				
Entering				
Measure	Fall	Rate		
4-year Rate Total	2017	50.8%		
Same Institution		44.3%		
Other Institutions		6.5%		
5-year Rate Total	2016	69.7%		
Same Institution		59.9%		
Other Institutions		9.8%		
6-year Rate Total	2015	74.3%		
Same Institution		62.4%		
Other Institutions		11.9%		
<a href="#">Grad Rates by Ethnicity</a>				
			1-Year Persistence, Fall 2020	
			Total	87.6%
			Same	81.1%
			Other	6.5%
			2-Year Persistence, Fall 2019	
			Total	86.1%
			Same	74.1%
			Other	12.0%
			Avg Number SCH for Bachelor's Degree	
			FY 2021 Average	
			Sem	SCH
			All	135.00

Degrees Awarded	
Type	FY 2021
Bachelor's	6,670
Master's	1,797
Doctoral	382
Professional	131
<b>Total</b>	<b>8,980</b>

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
FY 2021	
Field	Rate
Law	97.0%
Pharmacy	%
Nursing	%
Engineering	71.0%

\*Data for FY 2020

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2021		
Test Section	ACT	SAT
Composite	<a href="https://nces.ed.gov/">https://nces.ed.gov/</a>	
Math		
English		
Critical Reading		

Costs						
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2022	
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	Type of Cost	Average Amount
2017	\$10,622	.0%	\$10,140	.0%	Total Academic Cost	
2018	\$10,772	1.4%	\$10,396	2.5%	On-campus Room & Board	
2019	\$11,046	2.5%	\$10,664	2.5%	Books & Supplies	
2020	\$11,320	2.4%	\$10,967	2.8%	Off-Campus Transportation & Personal Expenses	
2021	\$11,600	2.4%	\$11,435	4.1%	Total Cost	
2022	\$0	.0%	\$0	.0%		

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

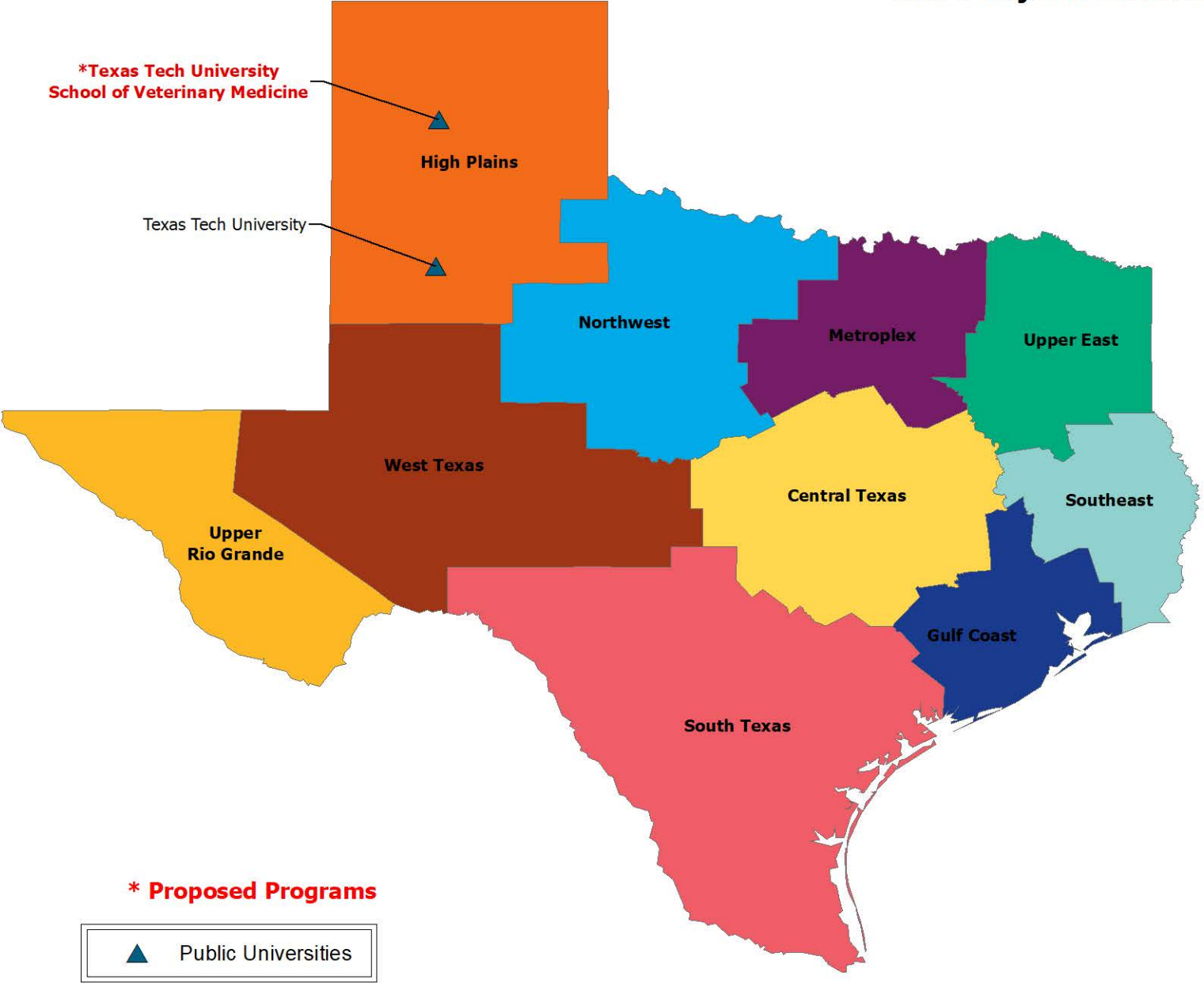
Instruction		
Measure of Excellence	Fall 2021	
Undergraduate Classes with < 20 Students	%	
Undergraduate Classes with > 50 Students	%	
% of Teaching Faculty Tenured/Tenure-track *	69.0%	
Student/Faculty Ratio *	0:1	

\* Fall 2020 Data

Financial Aid		
Enrolled in FY 2020		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	0%	\$0
Federal (Pell) Grants	0%	\$0
Federal Student Loans	0%	\$0

Funding		
Source	FY 2021 Amount	Pct of Total
Appropriated Funds	\$263,622,386	29.7%
Federal Funds	\$126,847,258	14.3%
Tuition & Fees	\$352,858,285	39.7%
<b>Total Revenue</b>	<b>\$887,865,875</b>	<b>100.0%</b>

**Proposal for a Doctor of Philosophy (PhD) degree  
with a major in One Health Sciences.**



## Committee on Academic and Workforce Success

### AGENDA ITEM V-L (1)

Consideration and possible action to adopt proposed amendments to Board Rules 6.107 and 6.110, concerning planning grants for graduate medical education

RECOMMENDATION: Approval

#### Background Information:

The proposed amendments align Texas Administrative Code rules with statutory changes regarding the inclusion of podiatric medicine residency programs in the definition of a graduate medical education program and provide clarification regarding grantee reporting and return of award funds.

The amendment to Section 6.107 of the Texas Administrative Code (TAC) implements legislative changes made to Texas Education Code (TEC), Chapter 58A, Section 58A.001(5)(b), by House Bill 2509, 87th Texas Legislature, Regular Session, which includes podiatric medicine as an eligible graduate medical education program. The revision to TAC, Section 6.110(c), was to clarify that reporting requirements may be modified by an amendment. The additions of Sections 6.110(d) and (e) provide the requirement that grantees return unexpended funds, remaining funds if award is terminated, and reimburse funds expended on unallowed or unauthorized costs, as required by TEC, Section 58A.003.

Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, will present this item and be available to answer questions.

Date Published in the *Texas Register*: January 28, 2022

The 30-day comment period with the *Texas Register* ended on: February 27, 2022.

Summary of comments received: No comments were received regarding these rules.

## Chapter 6 – Health Education, Training, and Research Funds

## Subchapter F – Planning Grants for Graduate Medical Education

- 6.105 Purpose
- 6.106 Authority
- 6.107 Definitions
- 6.108 Eligibility
- 6.109 Selection for Funding
- 6.110 General Information

6.105-6.106 No changes

6.107 Definitions

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

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education.
- (3) Community-based, Ambulatory Patient Care Center--Includes:
  - (A) a federally qualified health center, as defined by §1905(1)(2)(B), Social Security Act (42 U.S.C. §1396d(1)(2)(B));
  - (B) a community mental health center, as defined by §1861(ff)(3)(B), Social Security Act (42 U.S.C. §1395x(ff)(3)(B));
  - (C) a rural health clinic, as defined by §1861(aa)(2), Social Security Act (42 U.S.C. §1395x(aa)(2)); and
  - (D) a teaching health center, as defined by 42 U.S.C. §2931-1(f)(3)(A).
- (4) First-Year Residency Position--A position filled by a physician that is entering into residency training for the first time.
- (5) Graduate-Year Level--A resident's current year of accredited graduate medical education. Graduate-Year Level is also referred to as "postgraduate year" or "PGY."
- (6) Graduate Medical Education Program (also referred to as residency training)--
  - (A) a ~~[A]~~ nationally-accredited post-doctor of medicine (M.D.) or post-doctor of osteopathic medicine (D.O.) program that prepares physicians for the independent practice of medicine in a specific specialty area; or ~~[also referred to as residency training.]~~
  - (B) a nationally-accredited post-doctor of podiatric medicine (D.P.M.) program that prepares podiatrists for independent practice in the specialty area of podiatry.
- (7) Hospital--
  - (A) a facility licensed as a hospital under Chapter 241, Health and Safety Code, or as a mental hospital under Chapter 577, Health and Safety Code; or
  - (B) a similar facility owned or operated by this state or an agency of this state.

(8) Medical School--A Texas public or independent medical institution that awards the doctor of medicine (M.D.) or doctor of osteopathic medicine (D.O.) degree.

(9) Request for Applications--The full text of the administrative regulations, budget guidelines, reporting requirements, and other standards of accountability for this program.

(10) Applicant--An entity eligible to apply for a Graduate Medical Education Planning and Partnership Grant.

6.108 - 6.109 No changes.

#### §6.110 General Information

(a) Cancellation or Suspension of Grants. The Board has the right to reject all applications and cancel a grant solicitation at any point.

(b) Notice of Grant Award (NOGA). Before release of funds, the successful applicants must sign a NOGA issued by the Board.

(c) Reporting. Grantees must file reports with the Board as required by the Request for Applications, Notice of Grant Award, and any amendments there to according to the schedule and format determined by the Board.

(d) Return of Funds. Grantee is required to return to the Board unexpended funds and remaining funds if award is terminated or Grantee is unable to fill the position or expend the funds within the grant period.

(e) Reimbursement. Grantee shall reimburse the Board for funds expended on unallowed or unauthorized costs.



## Committee on Academic and Workforce Success

### AGENDA ITEM V-L (2)

Consideration and possible action to adopt proposed amendments to Board Rules 6.122 and 6.125, concerning unfilled position grants for graduate medical education

RECOMMENDATION: Approval

#### Background Information:

The proposed amendments align Texas Administrative Code (TAC) rules with statutory changes regarding the inclusion of podiatric medicine residency programs in the definition of a graduate medical education program and provide clarification regarding grantee reporting and return of award funds.

The amendment to TAC, Section 6.122, implements legislative changes made to Texas Education Code (TEC), Chapter 58A, Section 58A.001(5)(b) by House Bill 2509, 87th Texas Legislature, Regular Session, which includes podiatric medicine as an eligible graduate medical education program. The revision to TAC, Section 6.125(c), was to clarify that reporting requirements may be modified by an amendment. The additions of Sections 6.125(d) and (e) provide the requirement that grantees return unexpended funds, remaining funds if award is terminated, and reimburse funds expended on unallowed or unauthorized costs, as required by TEC, Section 58A.003.

Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, will present this item and be available to answer questions.

Date Published in the *Texas Register*: January 28, 2022

The 30-day comment period with the *Texas Register* ended on: February 27, 2022.

Summary of comments received: No comments were received regarding these rules.

## Chapter 6 – Health Education, Training, and Research Funds

## Subchapter G – Unfilled Position Grants for Graduate Medical Education

- 6.120 Purpose
- 6.121 Authority
- 6.122 Definitions
- 6.123 Eligibility
- 6.124 Selection for Funding
- 6.125 General Information

6.120 – 6.121 No changes.

## 6.122 Definitions

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

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education.
- (3) First-Year Residency Position--A position filled by a physician that is entering into residency training for the first time.
- (4) Graduate Medical Education Program (also referred to as residency training)--
  - (A) a [A] nationally-accredited post-doctor of medicine (M.D.) or post-doctor of osteopathic medicine (D.O.) program that prepares physicians for the independent practice of medicine in a specific specialty area; or~~[, also referred to as residency training.]~~
  - (B) a nationally-accredited post-doctor of podiatric medicine (D.P.M.) program that prepares podiatrists for independent practice in the specialty area of podiatry.
- (5) Graduate-Year Level--A resident's current year of accredited graduate medical education. Graduate-Year Level is also referred to as "postgraduate year" or "PGY."
- (6) Medical School--A public or independent medical institution that awards the doctor of medicine (M.D.) or doctor of osteopathic medicine (D.O.) degree, as defined in Texas Education Code, §61.003(5) or §61.501(1).
- (7) Request for Applications--The full text of the administrative regulations, budget guidelines, reporting requirements, and other standards of accountability for this program.
- (8) Sponsoring Institution--The organization or entity that assumes the ultimate financial and/or academic responsibility for a program of graduate medical education, e.g., a university, a medical school, a hospital, a school of public health, a health department, a public health agency, an organized health care delivery system, a medical examiner's office, a consortium, an educational foundation.
- (9) Unfilled Position--A first-year residency position that is approved by the accreditor for the graduate medical education program and that was not filled as of July 1, 2013.

6.123 – 6.124 No changes.

6.125 General Information

(a) Cancellation or Suspension of Grants. The Board has the right to reject all applications and cancel a grant solicitation at any point.

(b) Notice of Grant Award (NOGA). Before release of funds, the successful applicants must sign a NOGA issued by the Board.

(c) Reporting. Grantees must file reports with the Board as required by the Request for Applications, Notice of Grant Award, and any amendments there to according to the schedule and format determined by the Board.

(d) Return of Funds. Grantee is required to return to the Board unexpended funds and remaining funds if award is terminated or Grantee is unable to fill the position or expend the funds within the grant period.

(e) Reimbursement. Grantee shall reimburse the Board for funds expended on unallowed or unauthorized costs.

## Committee on Academic and Workforce Success

### AGENDA ITEM V-L (3)

Consideration and possible action to adopt proposed amendments to Board Rules 6.137 and 6.140, concerning grants for new and expanded programs for graduate medical education

RECOMMENDATION: Approval

#### Background Information:

The proposed amendments align Texas Administrative Code (TAC) rules with statutory changes regarding the inclusion of podiatric medicine residency programs in the definition of a graduate medical education program and provide clarification regarding grantee reporting and return of award funds.

The amendment to TAC, Section 6.137 implements legislative changes made to Texas Education Code (TEC), Chapter 58A, Section 58A.001(5)(b), by House Bill 2509, 87th Texas Legislature, Regular Session, which includes podiatric medicine as an eligible graduate medical education program. The revision to TAC, Section 6.140(c), was to clarify that reporting requirements may be modified by an amendment. The additions of Sections 6.140(d) and (e) provide the requirement that grantees return unexpended funds, remaining funds if award is terminated, and reimburse funds expended on unallowed or unauthorized costs, as required by TEC, Section 58A.003.

Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, will present this item and be available to answer questions.

Date Published in the *Texas Register*: January 28, 2022

The 30-day comment period with the *Texas Register* ended on: February 27, 2022.

Summary of comments received: No comments were received regarding these rules.

## Chapter 6 – Health Education, Training, and Research Funds

## Subchapter H – Grants for New and Expanded Programs for Graduate Medical Education

- 6.135 Purpose
- 6.136 Authority
- 6.137 Definitions
- 6.138 Eligibility
- 6.139 Selection for Funding
- 6.140 General Information

6.135 – 6.136 No changes.

## 6.137 Definitions

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

- (1) Board--The Texas Higher Education Coordinating Board.
- (2) Commissioner--The Commissioner of Higher Education.
- (3) First-Year Residency Position--A position filled by a physician that is entering into residency training for the first time.
- (4) Graduate Medical Education Program (also referred to as residency training)--  
(A) a [A] nationally-accredited post-doctor of medicine (M.D.) or post-doctor of osteopathic medicine (D.O.) program that prepares physicians for the independent practice of medicine in a specific specialty area; or~~[,also referred to as residency training.]~~  
(B) a nationally-accredited post-doctor of podiatric medicine (D.P.M.) program that prepares podiatrists for independent practice in the specialty area of podiatry.
- (5) Graduate-Year Level--A resident's current year of accredited graduate medical education. Graduate-Year Level is also referred to as "postgraduate year" or "PGY."
- (6) Medical School--A public or independent medical institution that awards the doctor of medicine (M.D.) or doctor of osteopathic medicine (D.O.) degree, as defined in Texas Education Code, §61.003(5) or §61.501(1).
- (7) Request for Applications--The full text of the administrative regulations, budget guidelines, reporting requirements, and other standards of accountability for this program.
- (8) Sponsoring Institution--The organization or entity that assumes the ultimate financial and/or academic responsibility for a program of graduate medical education, e.g., a university, a medical school, a hospital, a school of public health, a health department, a public health agency, an organized health care delivery system, a medical examiner's office, a consortium, an educational foundation.
- (9) Applicant--A sponsoring institution that has submitted an Application for an award under the Grants for New and Expanded Programs for Graduate Medical Education.

6.138-6.139 No changes.

6.140 General Information

(a) Cancellation or Suspension of Grants. The Board has the right to reject all applications and cancel a grant solicitation at any point.

(b) Notice of Grant Award (NOGA). Before release of funds, the successful applicants must sign a NOGA issued by the Board.

(c) Reporting. Grantees must file reports with the Board as required by the Request for Applications, Notice of Grant Award, and any amendments there to according to the schedule and format determined by the Board.

(d) Return of Funds. Grantee is required to return to the Board unexpended funds and remaining funds if award is terminated or Grantee is unable to fill the position or expend the funds within the grant period.

(e) Reimbursement. Grantee shall reimburse the Board for funds expended on unallowed or unauthorized costs.

## Committee on Academic and Workforce Success

### AGENDA ITEM V-L (4)

Consideration and possible action to adopt proposed repeal of Board Rules 6.175 through 6.184, concerning resident physician expansion grant program

RECOMMENDATION: Approval

#### Background Information:

The proposed repeal removes Subchapter I of the Texas Administrative Code, resulting from the nonrenewal and expiration of Texas Education Code, Section 61.511, concerning the Resident Physician Expansion Grant Program on September 1, 2015.

Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, will present this item and be available to answer questions.

Date Published in the *Texas Register*: January 28, 2022

The 30-day comment period with the *Texas Register* ended on: February 27, 2022.

Summary of comments received: No comments were received regarding these rules.

## Chapter 6 – Health Education, Training, and Research Funds

## Subchapter I – Resident Physician Expansion Grant Program

- 6.175 Purpose
- 6.176 Authority
- 6.177 Definitions
- 6.178 Eligibility
- 6.179 Award Amounts
- 6.180 Grant Application Procedures
- 6.181 Award Criteria and Selection for Funding
- 6.182 Program Compliance
- 6.183 Reporting Criteria
- 6.184 General Information

~~6.175 Purpose~~

~~The purpose of this subchapter is to implement rules regarding awards for the Resident Physician Expansion Grant Program. A grant award may be used only to pay direct costs associated with the position, including the salary of the resident physician.~~

~~6.176 Authority~~

~~The authority for this subchapter is found in Texas Education Code, Chapter 61, Subchapter I, §61.511.~~

~~6.177 Definitions~~

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

- ~~–(1) Board or THECB—The Texas Higher Education Coordinating Board.~~
- ~~–(2) First Year Residency Position—A position filled by a physician entering into residency training for the first time. These positions are also referred to as entry level or PGY 1 positions.~~
- ~~–(3) Graduate Medical Education Program—A nationally accredited post medical degree (M.D.) or doctor of osteopathic medicine (D.O.) program that prepares physicians for the independent practice of medicine in a specific specialty area, also referred to as residency training.~~
- ~~–(4) Medical School—A public or independent medical institution that awards the doctor of medicine (M.D.) or doctor of osteopathic medicine (D.O.) degree, as defined in Texas Education Code, §61.003(5) and §61.501(1).~~
- ~~–(5) Request for Applications (RFA)—A type of solicitation notice in which the THECB announces available grant funding, sets forth the guidelines governing the program, provides evaluation criteria for submitted applications, and provides instructions for eligible entities to~~



~~submit applications for such funding. The guidelines governing the program may include Letter of Intent, eligibility requirements, performance expectations, budget guidelines, reporting requirements, and other standards of accountability for this program.~~

~~-(6) Residency Position—A position filled by a physician in an accredited residency program.~~

~~-(7) Resident Physician Expansion Grant Program—A competitive grant program to encourage the creation of new graduate medical education positions through community collaboration and innovative funding. The Board shall award grants to physician residency programs at teaching hospitals and other appropriate health care entities according to program criteria established herein.~~

~~-(8) Sponsoring Institution—The organization or entity that assumes the ultimate financial and/or academic responsibility for a program of graduate medical education, e.g., a university, a medical school, a hospital, a school of public health, a health department, a public health agency, an organized health care delivery system, a medical examiner's office, a consortium, an educational foundation.~~

~~-(9) Unfilled Position—A residency position that is approved by the accreditor for the graduate medical education program and that is not filled.~~

#### ~~6.178 Eligibility~~

~~A graduate medical education program, or its sponsoring institution, is eligible to apply for grant funding to support a residency position that:~~

~~-(1) is created and accredited on or after January 1, 2014; or~~

~~-(2) was created and accredited before January 1, 2013, but as of that date had not yet been filled.~~

#### ~~6.179 Award Amounts~~

~~(a) The maximum amount of funding available to the program is dependent on the legislative appropriation for each biennium.~~

~~(b) Maximum and minimum award levels and maximum number of awards will be specified in the RFA.~~

#### ~~6.180 Grant Application Procedures~~

~~To qualify for funding consideration, each eligible entity must submit an application to Board staff. Each application must:~~

~~-(1) Be submitted electronically in a format specified in the RFA;~~

~~-(2) Be submitted according to deadlines specified in the RFA;~~

~~-(3) Adhere to the grant program requirements and the funding priorities contained in the RFA;~~

~~-(4) Provide:~~

~~—(A) the number of residency positions expected to be created with the grant funding;~~

~~—(B) the grant amount requested for each year; and~~

~~—(C) satisfactory responses to any additional requirements considered appropriate by the Board as set forth in the RFA.~~

~~-(5) Be submitted with proper authorization on or before the day and time specified by the RFA.~~

#### 6.181 Award Criteria and Selection for Funding

~~(a) Applicants shall be selected for funding based on requirements and award criteria provided in the RFA.~~

~~(b) Award criteria will include, but may not be limited to, consideration of the following factors:~~

~~—(1) the characteristics, including location and specialties, of existing residency positions that are supported by state funding;~~

~~—(2) current and projected physician workforce demographics;~~

~~—(3) projected state population size, growth, density, and distribution;~~

~~—(4) projected statistics regarding birth, disease, and death rates; and~~

~~—(5) the level of support the applicant will provide for the following goals:~~

~~—(A) creating new residency positions, with an emphasis on creating first-year residency positions, without adversely affecting existing residency positions;~~

~~—(B) maximizing local or federal matching funds;~~

~~—(C) the level of community collaboration and innovative funding as evidenced by documentation such as agreements, letters of support, and funding from other sources;~~

~~—(D) developing accredited graduate medical education programs at hospitals that have not previously offered such programs;~~

~~—(E) increasing residency positions with respect to medically underserved areas and/or populations; and~~

~~—(F) increasing residency positions with respect to medical specialties having shortages in the state.~~

~~(c) The selection process includes an application review and staff recommendation for funding. Board staff shall review applications to determine if they adhere to the Resident Physician Expansion Grant Program requirements and the funding priorities contained in the RFA.~~

~~(d) Priority for funding will be given to residency positions awarded a grant the preceding year under the Resident Physician Expansion Grant Program, provided the graduate medical education program or sponsoring institution from the preceding year is in compliance with the requirements of the Resident Physician Expansion Grant Program.~~

#### 6.182 Program Compliance

~~(a) Board staff shall monitor graduate medical education programs and sponsoring institutions receiving grants to ensure that the residency positions proposed in the applicant's grant application are created and filled within the timeframe specified in such application.~~

~~(b) The Board shall require the return of any unused grant money by a graduate medical education program or sponsoring institution that receives a grant but fails to create and fill, within the timeframe specified in applicant's application, the number of residency positions proposed in the program's or sponsoring institution's grant application.~~

~~(c) The Board may decline to award additional grants to a graduate medical education program or sponsoring institution that receives a grant but fails to create and fill, within the timeframe specified in the program's or sponsoring institution's grant application, the number of residency positions proposed, in the program's or sponsoring institution's grant application.~~

~~(d) The Board shall use money forfeited under subsection (b) of this section to award grants to other eligible applicants. With respect to a graduate medical education program or sponsoring~~

~~institution forfeiting the grant, the board may restore grant money or award additional grants, as applicable, to the program or institution as soon as practicable after it satisfies all conditions of the grant.~~

#### ~~6.183 Reporting Criteria~~——

~~Grantees must file reports with Board staff as required by the RFA. Information reported will include but is not necessarily limited to the following:~~

- ~~—(1) The number of residency positions created with the support of grant money;~~
- ~~—(2) The medical specialty of the residency positions created; and~~
- ~~—(3) Whether physicians who complete their training through residency positions created under the program choose to practice in this state and, if so, the location and medical specialties they choose for their practices.~~

#### ~~6.184 General Information~~

~~(a) Cancellation or Suspension of Grant Solicitations. The Board has the right to reject all applications and cancel a grant solicitation at any point.~~

~~(b) Notice of Grant Award (NOGA). Before release of funds, the successful applicants must sign a NOGA issued by Board staff.~~

## Committee on Academic and Workforce Success

### AGENDA ITEM V-L (5)

Consideration and possible action to adopt the proposed amendments to Board Rules 13.303, concerning total research expenditures

RECOMMENDATION: Approval

Background Information:

The intent of the proposed amendments to Chapter 13, Subchapter M, Section 13.303 of Board rules is to clarify that a research expenditure does not include funds a public institution passes through to another public academic or health-related institution. Specifically, this amendment makes only conforming changes to clarify the accounting standard and reporting requirements that the Texas Higher Education Coordinating Board (THECB) uses to determine total eligible research expenditures.

The proposed amendment in Section 13.303(c)(1) would clarify that the narrow definition of research expenditures used in the THECB's Research Expenditure Survey does not include pass-through funds that are passed from an institution to a subrecipient, if the subrecipient is another academic or health-related entity, to avoid double-counting of expenditures that are used for the calculation of state research fund distribution. The pass through of funds from one institution of higher education to another is not itself an expenditure of funds pursuant to Texas Education Code, Section 62.053, or Texas Administrative Code, Title 19, Section 13.302.

Date published in the *Texas Register*: November 5, 2021

The 30-day comment period with the *Texas Register* ended on: December 5, 2021

Summary of comments received:

Comments were received from four institutions in The University of Texas System (The University of Texas at Arlington, The University of Texas at El Paso, The University of Texas at San Antonio, and The University of Texas at Tyler) regarding four areas of concern:

- 1) Pass-through funds to other public institutions would no longer be counted as total research expenditures.
- 2) The National Center for Education Statistics (NCSES) nation-wide survey of research expenditures allows counting of pass-through funds. That survey is the standard used

## AGENDA ITEM V-L (5)

### Page 2

for national comparisons of research intensity, e.g., the Carnegie classification of research institutions.

- 3) National Research University Fund (NRUF) set different criteria for the allocation of research funds and maintenance of national standards should be encouraged.
- 4) The proposed amendment to the rule will discourage collaboration and interdisciplinary and collaborative research across Texas institutions.

#### THECB's Response:

- 1) The proposed rule change would allow expenditures of pass-through funds only at either the original or receiving institution, if funds were passed between Texas public institutions. No longer could both institutions include the funding as research expenditures. While such occurrences are rare and amounts are typically small, the proposed amendment would further reduce the chance of double counting.
- 2) The NCSES survey allows counting of pass-through funds. The national and Texas surveys do not use a one-to-one equivalent methodology. The proposed rule change continues to allow counting of pass-through funds to entities other than Texas public institutions.
- 3) Competitiveness for NRUF does not come into play as result of the rule change. The Standards and Accounting Methods for Restricted Research Expenditures already prohibit double counting of pass-through funds between institutions competing for the same state dollars.
- 4) A more accurate accounting of research expenditures would not likely inhibit collaboration between institutions. Researchers who collaborate within and between institutions are concerned about the grant amounts (obligations) awarded to each investigator and may not necessarily be as concerned about institutional research expenditures used for formula distribution of state appropriations.

THECB staff does not concur with comments submitted by the institutions, no change is recommended.

Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, will present this item and be available to answer questions.

## Chapter 13. Financial Planning

## Subchapter M. Total Research Expenditures

13.300. Purpose and Scope

13.301. Authority

13.302. Definitions

13.303. Standards and Accounting Methods for Determining Total Research Expenditures

13.304. Reporting of Total Research Expenditures

13.300 – 13.302. No Changes.

13.303. Standards and Accounting Methods for Determining Total Research Expenditures

(a) Each institution reports R&D expenditures annually in the Research Expenditure Survey.

(b) R&D expenditures for Texas A&M University include consolidated expenses from Texas A&M University and its service agencies.

(c) Research expenses from the AFR are reconciled to the total R&D expenditures of the Research Expenditure Survey by a:

(1) Decrease of the AFR total by the amount of R&D expenses that do not meet the narrow definition of R&D expenditures used in the Coordinating Board's Research Expenditure Survey.

Pass-throughs to other public academic or health related entities do not meet the narrow definition of R&D expenditures.

(2) Increase of the AFR total by the amount of indirect costs associated with expenses for R&D as reported through the Research Expenditure Survey.

(3) Increase of the AFR total by the amount of capital outlay for research equipment, not including R&D plant expenses or construction.

(4) Increase of the AFR total by the amount of expenditures for conduct of R&D made by an institution's research foundation, or 501(c) corporation on behalf of the institution, and not reported in the institution's AFR, including indirect costs.

(5) Increase of the AFR total by the amount of pass-throughs from Texas Engineering Experiment Station, as defined for the Research Expenditure Survey.

13.304. No Changes.