

TEXAS HIGHER EDUCATION COORDINATING BOARD
COMMITTEE ON ACADEMIC AND WORKFORCE SUCCESS

VIA LIVE BROADCAST

April 21, 2021
9:45 am

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

AGENDA

*CHAIR
Fred Farias III, O.D.*

*VICE CHAIR
Donna N. Williams*

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

*Levi D. McClenny
Student Representative, Ex-Officio
Stuart W. Stedman
Ex-Officio*

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

- I. Welcome and Committee Chair's meeting overview
- II. Consideration of approval of the minutes for the January 20, 2021, committee meeting
- III. Public testimony on items relating to the Committee on Academic and Workforce Success
- IV. Consideration of approval of the Consent Calendar
- V. Matters relating to the Committee on Academic and Workforce Success
 - A. Consideration of adopting the Certification Advisory Council's recommendation to the committee relating to a request from Medisend College of Biomedical Engineering Technology for a Third Certificate of Authority to grant degrees in Texas
 - B. Consideration of adopting the staff recommendation to the committee relating to the report on the Fiscal Year 2021 Annual Review of Low-Producing Programs
 - C. Consideration of approving the requests for a new degree program:

TARLETON STATE UNIVERSITY

- (1) Master of Science (MS) in Mechanical Engineering

TEXAS A&M INTERNATIONAL UNIVERSITY

- (2) Doctor of Philosophy (PhD) in Criminal Justice

THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY

- (3) Doctor of Philosophy (PhD) in Human Genetics

UNIVERSITY OF NORTH TEXAS

- (4) Doctor of Philosophy (PhD) in Biomedical Engineering

- D. Report to the committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, §7.7(5)

Committee on Academic and Workforce Success

E. Consideration of adopting the appointment of member(s) to the Workforce Education Course Manual Advisory Committee in accordance with Coordinating Board Rules, Chapter 1, Subchapter T, Rule 1.220

F. Consideration of adopting the appointment of member(s) to the Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities

G. Lunch

H. Proposed Rules:

(1) Consideration of adopting the proposed amendments to Texas Administrative Code, Title 19, Part 1, Chapter 6, Subchapter C, §6.74 of Board Rules, concerning the Minority Health Research and Education Grant Program

(2) Consideration of adopting the proposed amendments of Title 19, Part 1, Chapter 1, Subchapter A, §1.6 of Board Rules, concerning advisory committees and subcommittees

(3) Consideration of adopting the proposed amendments of Title 19, Part 1, Chapter 1, Subchapter T, §1.222 of Board Rules, concerning the Workforce Education Course Manual Advisory Committee Membership and Officers

(4) Consideration of adopting the proposed amendments of Title 19, Part 1, Chapter 4, Subchapter C, §4.54 of Board Rules, concerning the TSI Exemptions, Exceptions, and Waivers

(5) Consideration of adopting the proposed repeal of Title 19, Part 1, Chapter 9, Subchapter M, §§9.660 - 9.666 of Board Rules, concerning Program Development in Public Two-Year Colleges-Block Scheduling

New Item

I. Consideration of approving the recommendation to solicit and contract a design research firm to support implementation of the college and career advising efforts within the data modernization initiative

VI. Adjournment

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

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

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

Note: Highlighted items in gray are on the Consent Calendar

Committee on Academic and Workforce Success

AGENDA ITEM I

Welcome and Committee Chair's meeting overview

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

Committee on Academic and Workforce Success

AGENDA ITEM II

Consideration of approval of the minutes for the January 20, 2021, committee meeting

RECOMMENDATION: Approval

TEXAS HIGHER EDUCATION COORDINATING BOARD
MINUTES
Committee on Academic and Workforce Success
1200 East Anderson Lane, Room 1.170
Austin, Texas
January 20, 2021, 10:46 am
Via Video Conference Call

The Texas Higher Education Coordinating Board's Committee on Academic and Workforce Success (CAWS) convened at 10:46 am on January 20, 2021, with the following committee members present: Fred Farias, Chair presiding; Donna Williams, Vice Chair; Cody Campbell; Emma Schwartz; Sam Torn; Welcome Wilson; and Ex-Officio member(s) present: Stuart Stedman; and Levi McClenny.

Other Board members present: Javaid Anwar and Ricky Raven

AGENDA ITEM	ACTION
I. Welcome and Committee Chair's meeting overview	Dr. Farias called the meeting to order and called the roll. All members were present. A quorum was met for this committee meeting.
II. Consideration of approval of the minutes from the October 21, 2020, committee meeting	On motion by Mr. Campbell, seconded by Ms. Williams, the committee approved the October 21, 2020, committee meeting minutes. The vote was unanimous.
III. Public Testimony on agenda items relating to the Committee on Academic and Workforce Success	No action required.

AGENDA ITEM	ACTION
IV. Consideration of approval of the Consent Calendar	<p>On a motion by Ms. Schwartz, seconded by Mr. Torn, the committee approved the non-rule Consent Calendar as amended. The vote was unanimous.</p> <p>Agenda items 5-A; 5-C; 5-D; and 5-G were added to Consent by Dr. Farias. Items approved on the non-rule Consent Calendar as amended were: 5-A; 5-C; 5-D; 5-F; and 5-G.</p> <p>On a motion by Ms. Williams, seconded by Ms. Schwartz, the committee approved the rule Consent Calendar.</p> <p>Ms. Nichole Bunker-Henderson, General Counsel, presented an overview of the rules on consent and was available for questions.</p> <p>Items approved on the rule Consent Calendar were: 5-H (1); 5-H (2); and 5-H (3).</p>
V. Matters relating to the Committee on Academic and Workforce Success	
A. Consideration of approval of the certification required by Education Code § 62.146 for the National Research University Fund for Fiscal Year 2020	This item was approved on the Consent Calendar.
B. Consideration of adopting the Report Regarding Compliance by Postsecondary Educational Institutions on Reporting Incidents of Sexual Harassment, Sexual Assault, Dating Violence, and Stalking required by Texas Education Code § 51.258	<p>On motion by Mr. Wilson, seconded by Ms. Williams, the committee adopted the Report Regarding Compliance by Postsecondary Educational Institutions on Reporting Incidents of Sexual Harassment, Sexual Assault, Dating Violence, and Stalking required by Texas Education Code § 51.258.</p> <p>Dr. Tina Jackson, Assistant Commissioner for Workforce Education, Dr. Stacey Silverman, Assistant Commissioner for Academic and Health Affairs, and Mr. Mark Poehl, Assistant Commissioner for Internal Audit and Compliance, provided a brief update and were available to answer questions.</p>
C. Consideration of adopting the Report on Development Education (Rider 32, 86th Texas Legislature, Regular Session)	This item was approved on the Consent Calendar.

AGENDA ITEM	ACTION
D. Consideration of adopting the July 2020 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "P" through "Z")	This item was approved on the Consent Calendar.
E. Consideration of adopting the staff recommendation to the committee relating to requests for a new degree program	
<p>PRAIRE VIEW A&M UNIVERSITY (1) Doctor of Business Administration (DBA) in Business Administration</p>	<p>On a motion by Ms. Williams, seconded by Ms. Schwartz, the committee approved the new degree program. The vote was unanimous.</p> <p>Dr. Stacey Silverman, Assistant Commissioner for Academic and Health Affairs, provided a brief update and was available to answer questions. Prairie View A&M University representatives Dr. James M. Palmer, Provost and Senior Vice President for Academic Affairs, and Dr. Munir Quddus, Dean, College of Business, were also available for questions.</p>
<p>THE UNIVERSITY OF HOUSTON (2) Doctor of Nursing Practice (DNP) in Nursing Practice</p>	<p>On a motion by Mr. Torn, seconded by Mr. Wilson, the committee approved the new degree program. The vote was unanimous.</p> <p>Dr. Stacey Silverman, Assistant Commissioner for Academic and Health Affairs, provided a brief update and was available to answer questions. University of Houston representatives Dr. Kathleen Reeve, Associate Dean/MSN Director/Clinical Professor, Dr. Kathryn Tart, Founding Dean and Professor, and Dr. Paula Myrick Short, Senior Vice Chancellor for Academic Affairs, UH System Senior Vice President for Academic Affairs and Provost UH, were also available for questions.</p>
<p>THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY (3) Doctor of Philosophy (PHD) in Mathematics and Statistics with Interdisciplinary Applications</p>	<p>On a motion by Ms. Schwartz, seconded by Ms. Williams, the committee approved the new degree program. The vote was unanimous.</p> <p>Dr. Stacey Silverman, Assistant Commissioner for Academic Quality and Health Affairs, presented this item and was available to answer questions. The University of Texas Rio Grande representatives Dr. Guy Bailey, President, Dr. Janna Arney, Deputy President, and Interim</p>

AGENDA ITEM	ACTION
	Provost, and Dr. Vivian Incera, Dean, College of Sciences, were also available for questions.
<p>THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY (4) Doctor of Nursing Practice (DNP)</p>	<p>On a motion by Dr. Farias, seconded by Ms. Schwartz, the committee approved the new degree program. The vote was unanimous.</p> <p>Dr. Stacey Silverman, Assistant Commissioner for Academic Quality and Health Affairs, presented this item and was available to answer questions. The University of Texas Rio Grande representatives Dr. Guy Bailey, President, Dr. John Krouse, Executive Vice President Health Affairs and Dean, School of Medicine, and Dr. Sharon Radzynski, Dean, School of Nursing, were also available for questions.</p>
F. Consideration of approving the appointment of members to the Apply Texas Advisory Committee	This item was approved on the Consent Calendar.
G. Consideration of approving the allocation of funds for Completion Models that scale and enhance course strategies for successful completions for students in their second semester	This item was approved on the Consent Calendar.
H. LUNCH	The committee did not break for lunch.
I. Proposed Rules:	
(1) Consideration of adopting the proposed repeals of Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter N, Sections 4.227(11) and 4.229 of Board Rules, concerning Public Access to Course Information	This item was approved on the Consent Calendar.
(2) Consideration of adopting the proposed amendments for Title 19, Part 1, Chapter 13, Subchapter G, Sections 13.122 and 13.126 of Board Rules, concerning Restricted Research Expenditures	This item was approved on the Consent Calendar.
(3) Consideration of adopting the proposed repeal of Title 19, Part 1, Chapter 13, Subchapter K, Sections 13.190 – 13.197 of Board Rules, concerning the Technology Workforce Development Grant Program	This item was approved on the Consent Calendar.

AGENDA ITEM	ACTION
VI. Adjournment	On a motion by Mr. Torn, seconded by Ms. Williams, the committee adjourned at 11:45 am. 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:

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

Committee on Academic and Workforce Success

AGENDA ITEM IV

Consideration of approval of the Consent Calendar

RECOMMENDATION: Approval

Background Information:

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

Consent Calendar

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

F. Consideration of adopting the appointment of member(s) to the Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities

H. Proposed Rules:

- (2) Consideration of adopting the proposed amendments of Title 19, Part 1, Chapter 1, Subchapter A, §1.6 of Board Rules, concerning advisory committees and subcommittees
- (3) Consideration of adopting the proposed amendments of Title 19, Part 1, Chapter 1, Subchapter T, §1.222 of Board Rules, concerning the Workforce Education Course Manual Advisory Committee Membership and Officers
- (5) Consideration of adopting the proposed repeal of Title 19, Part 1, Chapter 9, Subchapter M, §§9.660 - 9.666 of Board Rules, concerning Program Development in Public Two-Year Colleges-Block Scheduling

Committee on Academic and Workforce Success

AGENDA ITEM V-A

Consideration of adopting the Certification Advisory Council's recommendation to the committee relating to a request from Medisend College of Biomedical Engineering Technology for a Third Certificate of Authority to grant degrees in Texas

RECOMMENDATION: Approval

Background Information:

Medisend College of Biomedical Engineering Technology (Medisend), Dallas, Texas, seeks approval for its third Certificate of Authority to award an Associate of Applied Science degree in Biomedical Engineering Technology. Certificates of Authority are granted for two-year periods. Institutions may be granted successive Certificates of Authority for a total of eight years. After eight years, the institution must have obtained accreditation from an accrediting agency recognized by the Texas Higher Education Coordinating Board (THECB).

The purpose of Medisend is to provide high-quality, intensive education and training that prepares graduates for professional careers as biomedical technicians. Using a state-of-the-art facility and healthcare technologies, the school's objectives include providing detailed training in all technologies used in modern medical facilities. Medisend's training emphasizes critical thinking, problem-solving, and communication skills essential to participating effectively in healthcare technology management teams.

Medisend has applied for its third Certificate of Authority as the institution works toward accreditation by an accrediting agency recognized by the THECB. Medisend is pursuing accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC). The third Certificate of Authority would be valid from April 2021 to April 2023.

A virtual site evaluation was conducted at Medisend on November 18 and 19, 2020. The THECB's Certification Advisory Council (CAC) reviewed the evaluation team's report and Medisend's response to the evaluation report at its January 27, 2021, meeting. The CAC members voted 6 to 0 to recommend approval of Medisend College of Biomedical Engineering Technology's application for its third Certificate of Authority. The Commissioner of Higher Education concurs with the council's recommendation.

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 of adopting the staff recommendation to the committee relating to the report on the Fiscal Year 2021 Annual Review of Low-Producing Programs

RECOMMENDATION: Approval

Background Information:

The Texas Higher Education Coordinating Board (Coordinating Board) is authorized to make recommendations to close or consolidate low-producing degree programs, per 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. 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 Coordinating Board's recommendation, the system (or the institution, where a system does not exist) must identify the degree 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 productivity standard or, if the standard is not attainable, the institution should provide a rationale describing the merits of continuing the degree program.

The Coordinating Board makes new 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 last approved a list of programs recommended for closure based on the Fiscal Year (FY) 2019 low-producing programs review at the April 2019 Board meeting and updated the list last April to reflect actions on programs and to include new programs without making additional recommendations. This year's review is based on FY 2020 data and includes new recommendations to close or consolidate programs that are low producing for three consecutive reviews. The report includes a definition of low-producing programs.

Dr. Stacey Silverman, Assistant Commissioner for Academic and Health Affairs, will present this item and be available to answer questions.

Report on the 2021 Annual Review of Low-Producing Programs

Beginning in 2013, the Texas Higher Education Coordinating Board (Coordinating Board) revised its action related to low producing degree programs. The Coordinating Board now offers recommendations for closure or consolidation to institutions' governing boards for degree programs that have consistently produced low numbers of graduates. The Coordinating Board posts a list of these degree programs on its website (www.highered.texas.gov/LPP). The list includes degree programs identified as low producing, based on the annual Low-Producing Degree Program (LPP) review of degree programs. The Coordinating Board 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 Coordinating Board to make recommendations for consolidation or closure of degree programs.

The TAC defines the process Coordinating Board 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 Coordinating Board 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 2021 Annual Review of Low-Producing Degree Programs

The 2021 report of the low-producing degree programs review includes graduates of programs from Academic Year (AY) 2014 through AY 2020. Approximately 5,700 degree programs were reviewed, and 194 (3.4%) degree programs were identified as low-producing.

Of the 194 programs identified as low-producing, 121 programs have been low producing for three or more consecutive reviews. The 2020 report identified about the same number of programs, 113 programs, as low producing for three or more consecutive reviews. Of those degree programs, 12 were closed or consolidated at the request of their institution during the following year, and 10 increased the number of graduates and were no longer low producing.

LPP Action	2017 Review	2018 Review	2019 Review	2020 Review	2021 Review
Review of three 5-year periods	AY 10-16	AY 11-17	AY 12-18	AY 13-19	AY 14-20
Total LPP	190	206	182	196	194
LPP for three reviews in a row	118	112	99	113	121
Sufficient graduates the following year to not be LPP	33	43	16	10	NA*
Closed or consolidated by the institution in the following year	8	31	7	12	NA*
Recommended for close-out #	117	93	97	76	120
Percent of Programs reported on next LAR	84%		51%		

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

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

Coordinating Board staff notifies 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.

The Coordinating Board makes recommendations to close or consolidate low-producing for non-exempt degree programs that have been identified as low producing and 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 Coordinating Board makes new 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 Coordinating Board's recommendation, the system (or the institution, where a system does not exist), may close a low-producing program, consolidate the program with one or more other programs, or may retain the program. Staff welcomes working with institution representatives on questions regarding graduate count, related issues regarding the history of program changes, and data reporting.

Recommendations to Close or Consolidate Low-Producing Degree Programs

The list of low-producing degree programs includes programs that had been recommended for closure or consolidation in AY 2017 and AY 2019 but have not been closed or consolidated and have not sufficiently increased the number of graduates. The list of low-producing programs of the 2017 report was approved by the Board at its July 2017 meeting, and the list of the 2019 report was approved by the Board at its April 2019 meeting. This year's 2021 report includes additional programs with new recommendations to close and consolidate.

The low-producing programs that were recommended to be closed or consolidated in the 2017 and 2019 reports and those that are newly recommended with this 2021 report are identified on the list for this report. If LPP programs are not closed or consolidated, institutions must list their identified programs in the LAR for the 2024-25 biennium, in calendar year 2022. Institutions listed only 51% of programs that qualified to be reported on the 2020 LAR for the 2022-23 biennium. This low reporting may be partially attributed to the relative newness of the reporting requirement and because some programs that had been listed on the previous LAR were not re-listed, even though the programs are still active, low producing, and remain recommended for consolidation or closure.

Low-Producing Programs Identified for Three or More Consecutive Years Academic Year 2021 Review			Review Year			Recommendation For Action	
			AY 19	AY 20	AY 21		
Institution	Program		Graduates Over Five-Year Periods			First Year ¹	2022- 23 LAR ²
Non-System - Community and Technical Colleges							
Angelina College	Diagnostic Medical Sonography/Sonographer and Ultrasound Technician	AAS	20	13	21	2019	NR
Austin Community College	International Business	AAS	22	23	22	2019	NR
Hill College	Heavy/Industrial Equipment Maintenance Technologies	AAS	5	9	12	2017	NR
Lee College	Criminal Justice & Corrections	AAS	18	19	17	2017	NR
Temple College	Biology Technician/Biotechnology Laboratory Technician	AAS	8	7	5	2021	--
Texarkana College	Marketing	AAS	0	0	0	2017	NR
Wharton County Junior College	Graphic Communications	AAS	13	20	22	2017	NR
Alamo Community College District							
Alamo Community College District - Northwest Vista College	Health and Medical Administrative Services	AAS	21	18	16	2021	--
Dallas College District							
Dallas College - Cedar Valley College	Computer Systems Networking and Telecommunications	AAS	18	8	5	2021	--
Howard County Junior College District							
Howard College-Southwest Collegiate Institute for the Deaf	American Sign Language	AAS	21	19	18	2021	--

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

² Biennium for which the low-producing program had to be identified on a system's or institution's Legislative Appropriation Request (LAR), accessed at <http://www.lbb.state.tx.us/>. "✓" means the program was reported on the LAR; "NR" means the program was not reported; "--" means that reporting was not required. If not closed, consolidated, or improved, all programs recommended for closure or consolidation must be identified on the next LAR, for the 2024-25 biennium.

Low-Producing Programs Identified for Three or More Consecutive Years			Review Year			Recommendation For Action	
			AY 19	AY 20	AY 21		
Institution	Program		Graduates Over Five-Year Periods			First Year	2021-22 LAR
Texas State Technical College District							
Texas State Technical College in West Texas	Industrial Production Technologies/Technicians	AAS	0	1	13	2021	--
Non-System - Universities							
Midwestern State University	Humanities	BA	9	9	10	2019	NR
	Global Studies	BA	22	17	20	2019	NR
Stephen F. Austin State University	Forestry	PHD	8	7	6	2017	✓
	School Mathematics Teaching	MS	8	9	5	2017	✓
	Liberal Studies	BA	21	20	20	2021	--
	Philosophy	BA	15	11	9	2019	✓
	Public Administration	BA BS	21	17	16	2021	--
	Economics	BA	12	8	7	2017	✓
Texas Southern University	Spanish	BA	19	17	16	2017	NR
	Mathematics	MS	2	0	0	2021	--
Texas Woman's University	Early Childhood Education	MS MA MED	14	8	5	2021	--
	Family and Consumer Sciences	BS	19	20	21	2019	NR
	Food Science and Flavor Chemistry	MS	10	2	7	2021	--
	Medical Technology	BS	12	14	16	2017	NR
Texas A&M University System							
Prairie View A&M University	Clinical Adolescent Psychology	PHD	5	4	5	2017	✓
Texas A&M International University	Bilingual Education	MS	2	6	8	2019	✓
Texas A&M University	Agribusiness and Managerial Economics	PhD	2	4	7	2021	--
Texas A&M University-Corpus Christi	Early Childhood Education	MS	14	12	10	2021	--

Low-Producing Programs Identified for Three or More Consecutive Years			Review Year			Recommendation For Action	
			AY 19	AY 20	AY 21		
Institution	Program		Graduates Over Five-Year Periods			First Year	2023-24 LAR
Texas A&M University System (continued)							
Texas A&M University-Kingsville	Spanish	BA	21	18	12	2021	--
	General Business Administration	BBA	17	15	17	2021	--
Texas A&M University-Texarkana	School Counseling	MS	11	8	9	2021	--
	Political Science	BS	19	18	22	2021	--
	History	MS	7	6	10	2021	--
West Texas A&M University	Engineering Technology	MS	12	14	13	2021	--
	Art	BA BS	18	18	23	2017	✓
	Studio Art	MFA	11	10	12	2017	✓
Texas State University System							
Lamar State College-Port Arthur	Mental and Social Health Services and Allied Professions	AAS	18	17	23	2017	NR
Lamar University	Environmental Studies	MS	4	6	5	2017	NR
	Advertising	BBA	13	12	10	2017	NR
	Nutrition	BS	0	0	0	2021	--
	Biology	MS	14	12	12	2021	--
Lamar University	Biochemistry	BA	10	8	11	2019	✓
	Chemistry	BA BS	24	20	24	2021	--
	Forensic Chemistry	BS	4	4	6	2019	✓
	Music-Music Business	BA	0	0	0	2019	✓
	Retail Merchandising	BBA	3	3	3	2017	NR
	History	MA	10	14	14	2017	NR
Sam Houston State University	Family and Consumer Sciences	MS	9	7	5	2017	NR
	Composite Science	BS	0	0	1	2017	NR
	Philosophy	BA	22	18	23	2019	✓
	Psychology	MA	6	11	12	2019	✓

Low-Producing Programs Identified for Three or More Consecutive Years			Review Year			Recommendation For Action	
			AY 19	AY 20	AY 21		
Institution	Program		Graduates Over Five-Year Periods			First Year	2022-23 LAR
Texas State University System (continued)							
Sul Ross State University	Industrial Technology	BS	5	5	7	2017	NR
	Spanish	BA	8	6	4	2017	NR
	English	BA	22	19	17	2021	--
	English	MA	12	8	10	2021	--
	Theatre	BFA	15	14	16	2017	NR
	Biology	MS	13	14	14	2019	✓
	Mathematics	BS	10	12	10	2017	NR
	Chemistry	BS	1	3	3	2017	NR
	Psychology	MA	0	0	0	2017	NR
	Social Science	BA	3	3	3	2017	NR
	Political Science	BA	6	7	7	2017	NR
	Political Science	MA	2	2	4	2017	NR
	Art	BFA	11	11	16	2017	NR
	Art	MA	6	6	3	2017	NR
	Music	BM BA	13	11	13	2017	NR
Sul Ross State University Rio Grande College	Reading	MED	3	6	7	2017	NR
	Biology	BS	19	20	19	2019	✓
	Mathematics	BS	17	19	14	2019	✓
	Social Science	BA	18	16	11	2017	NR
Texas State University	Software Engineering	MS	11	11	14	2021	--
Texas Tech University System							
Texas Tech University	Land Use Planning, Management, and Design	PHD	4	4	5	2017	NR
	Bilingual Education	MED	13	8	1	2021	--
	Elementary Education	MED	12	3	0	2021	--
	Secondary Education	MED	6	1	0	2021	✓

Low-Producing Programs Identified for Three or More Consecutive Years			Review Year			Recommendation For Action	
			AY 19	AY 20	AY 21		
Institution	Program		Graduates Over Five-Year Periods			First Year	2022-23 LAR
Texas Tech University System (continued)							
Texas Tech University (continued)	Language/Literacy Education	MED	13	3	0	2021	--
	Multidisciplinary Science	MS	6	0	0	2021	--
	Microbiology	MS	8	6	7	2017	✓
	Multidisciplinary Science	BS	23	19	19	2021	--
	Interdisciplinary Arts Studies	BA	0	3	5	2019	✓
The University of Texas System							
The University of Texas at Austin	Architectural Studies	MSAS	4	4	3	2021	--
	Architectural History	MA	3	3	2	2017	✓
	European Studies	BA	18	14	18	2021	--
	Latin American Studies	PHD	4	5	6	2017	✓
	Italian Studies	BA	20	18	12	2017	✓
	German, Scandinavian, and Dutch Studies	BA	5	4	4	2017	NR
	Portuguese	BA	16	13	8	2021	--
	Textiles and Apparel Technology	MS	6	1	1	2021	--
	Jewish Studies	BA	6	4	5	2017	✓
	Dance	MFA	1	1	3	2017	✓
	Music Composition	BM	10	9	9	2017	✓
	Jazz	BM	22	20	22	2017	✓
	International Business	BBA	0	0	0	2021	--
The University of Texas at El Paso	Education	MA	7	5	3	2017	✓
	Theatre Arts	BA	24	21	18	2021	--
The University of Texas at San Antonio	American Studies	BA	19	14	11	2021	--
	Neurobiology	PHD	7	7	7	2019	✓
	Mathematics	MS	14	10	14	2021	--
	Art History	MA	13	9	9	2021	--

Low-Producing Programs Identified for Three or More Consecutive Years			Review Year			Recommendation For Action	
			AY 19	AY 20	AY 21		
Institution	Program		Graduates Over Five-Year Periods			First Year	2022-23 LAR
The University of Texas System (continued)							
The University of Texas at Tyler	Criminal Justice	MS	6	7	13	2021	--
The University of Texas Health Science Center at Houston joint program with The University of Texas M.D. Anderson Cancer Center	Biomedical Sciences-Quantitative Sciences ³	PHD	0	0	1	--	--
The University of Texas Health Science Center at San Antonio	Personalized Molecular Medicine	MS	1	0	1	2019	✓
	Medical Health Physics	MS	8	3	1	2019	✓
	Administrative Management	MSN	11	5	2	2021	--
The University of Texas M.D. Anderson Cancer Center	Magnetic Resonance Imaging	BS	0	0	0	2021	--
	Cytotechnology	BS	22	11	10	2021	--
The University of Texas Medical Branch at Galveston	Clinical Science	PhD	3	3	3	2021	--
	Population Health Sciences	MS	2	1	1	2021	--
The University of Texas of the Permian Basin	Information Systems	BS	22	23	22	2017	✓
	Spanish	MA	6	1	2	2021	--
	Biology	MS	8	5	7	2019	✓
	Criminal Justice Administration	MS	12	8	7	2021	--
	Athletic Training	BS	11	11	16	2021	--
	Economics	BA	16	21	24	2021	--
	History	MA	12	8	8	2021	--

³ Reporting issue: the number of graduates inaccurately reflected in the graduation data. The program is not recommended for closure.

Low-Producing Programs Identified for Three or More Consecutive Years			Review Year			Recommendation For Action	
			AY 19	AY 20	AY 21		
Institution	Program		Graduates Over Five-Year Periods			First Year	2022-23 LAR
University of Houston System							
University of Houston	Space Architecture	MS	2	0	12	2019	✓
	Engineering Management	MEMGMT	0	0	0	2017	✓
	Pharmacology	MS	1	1	1	2021	--
University of Houston-Clear Lake	Reading	MS	10	9	14	2021	--
University of North Texas System							
University of North Texas	Nonprofit Leadership Studies	BA	0	0	5	2021	✓

Committee on Academic and Workforce Success

AGENDA ITEM V-C (1)

Consideration of approving the request from Tarleton State University for a Master of Science (MS) degree with a major in Mechanical Engineering

RECOMMENDATION: Approval, beginning fall 2021

Rationale:

Tarleton State University (Tarleton) is proposing a Master of Science (MS) in Mechanical Engineering. The proposed fully online (100%) degree program would offer students an additional option for pursuing an engineering degree. Tarleton provided evidence of a workforce need for mechanical engineers in the region. While the proposed program would be offered fully online, it would likely attract students from the region. The proposed program would be administratively housed in the Department of Engineering and Mechanical Science within the School of Engineering and would require students to complete 33 semester credit hours (SCHs).

The proposed program would provide students with an advanced understanding of the integration of applied mechanics, computer simulations, and energy science and technology. Students would have the option to concentrate in the following areas of specialization: a) mechanics of solids and materials; b) design and manufacturing, thermal-fluid systems, and heat transfer; c) power, energy, and sustainability; and d) system dynamics, controls, and robotics.

The U.S. Bureau of Labor Statistics and the Texas Workforce Commission data indicate the national and state workforce needs for mechanical engineering jobs are being met. There is a surplus of mechanical engineering graduates based on the projected available jobs between 2018-2028. The Texas Workforce Commission indicates a state average of 1,640 annual job openings for related jobs for the proposed program in mechanical engineering. There are 13 Texas public institutions that offer a master's degree in mechanical engineering.

Approval for the proposed program is recommended based on the workforce demand of the 14-county geographical region Tarleton serves, in which there are no master's programs in mechanical engineering. The closest institution that offers a master's degree in engineering is 90 miles away at The University of Texas at Arlington. The closest institution west of the I-35 corridor is The University of Texas Permian Basin, which is 264 miles away. In addition, The University of Texas at Austin (153 miles) and Texas A&M University (170 miles) are the closest institutions located south of the I-35 corridor in the Central Texas region.

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

letter of intent, curricula vitae, and list of mechanical engineering courses to be taught.

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

Related Programs

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

Tarleton State University has five engineering degree programs:

BS in Civil Engineering (2014)
 BS in Electrical Engineering (2014)
 BS in Environmental Engineering (2005)
 BS in Mechanical Engineering (2014)
 MS in Computer Engineering (2020)

Proposed Program:

The proposed fully online (100%) program in mechanical engineering represents 33 semester credit hours (SCHs) of instruction. The institution anticipates beginning the proposed program in fall 2021. The proposed program would provide students with an advanced understanding of the integration of applied mechanics, computer simulations, and energy science and technology. Students would have the option to concentrate in the following areas of specialization: a) mechanics of solids and materials; b) design and manufacturing, thermal-fluid systems, and heat transfer; c) power, energy, and sustainability; and d) system dynamics, controls, and robotics.

The institution estimates that five-year costs would total \$377,667. Formula funding would represent 34% of all funding at \$320,270. Total funding is estimated to be \$928,238.

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 343,200
Program Administration	\$ 0
Graduate Assistants	\$ 0
Clerical/Staff	\$ 0
Student Support	\$ 0
Supplies & Materials	\$ 0
Library & IT Resources	\$ 34,467
Equipment	\$ 0
Facilities	\$ 0
Other	\$ 0
Total	\$ 377,667

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 320,270
Other State Funding	\$ 0
Reallocated Funding	\$ 2,224
Tuition and Fees	\$ 605,744
Other	
Total	\$ 928,238

Evidence of Duplication, Workforce Need, and Student Demand:

<i>Duplication of Programs is: Strong</i>			
Number of institutions with master's degree programs in the state with the same 6-digit CIP (14.0901): 13			
Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.0901): 0			
<i>Job Market Need: Strong</i>			
Advertisements for job openings	<u>Yes</u>	No	N/A
Employer surveys	<u>Yes</u>	No	N/A
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A
<i>Student Demand: Weak</i>			
Increased enrollment in related programs at the institution	Yes	<u>No</u>	N/A
High enrollment in similar programs at other institutions	<u>Yes</u>	<u>No</u>	N/A
Applicants turned away at similar programs at other institutions	Yes	<u>No</u>	N/A
Student surveys	Yes	<u>No</u>	N/A

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Student Headcount</i>	9	16	18	18	21
<i>Student FTE</i>	7.5	14.5	16.5	16.5	19
<i>Core Faculty Headcount</i>	6	7	7	7	7
<i>Core Faculty FTE</i>	2.0	2.5	2.5	2.5	2.5

Major Commitments:

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

Dr. Stacey Silverman, Assistant Commissioner for Academic and Health Affairs, will present this item and be available to answer questions.

Online Resume for Legislators and Other Policymakers

TARLETON STATE UNIVERSITY

Location: Stephenville, Metroplex Region

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

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2013		Fall 2017		Fall 2018	
	Number	Percent	Number	Percent	Number	Percent
White	7,978	72.9%	8,615	66.2%	8,600	65.6%
Hispanic	1,526	14.0%	2,435	18.7%	2,537	19.3%
African American	873	8.0%	1,286	9.9%	1,269	9.7%
Asian	119	1.1%	183	1.4%	186	1.4%
International	79	.7%	51	.4%	81	.6%
Other & Unknown	362	3.3%	449	3.4%	445	3.4%
Total	10,937	100.0%	13,019	100.0%	13,118	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
	1,002	10.6%	1,196	10.8%	1,201	10.8%
Two-Year Institutions	166	1.8%	183	1.6%	185	1.7%
Other Institutions						

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$6,659	.0%	\$7,519	.0%
2015	\$8,108	21.8%	\$8,295	10.3%
2016	\$8,213	1.3%	\$8,728	5.2%
2017	\$8,286	.9%	\$8,938	2.4%
2018	\$8,417	1.6%	\$9,079	1.6%
2019	\$8,692	3.3%	\$9,474	4.4%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2016	56%	\$8,535	52%	\$7,059	52%	\$6,975
2017	56%	\$8,538	54%	\$7,128	51%	\$6,897
Federal, State, Institutional or Other Grants Known by Institutions						
2016	63%	\$5,952	63%	\$6,732	67%	\$6,797
2017	63%	\$6,107	69%	\$7,007	67%	\$6,879
Federal (Pell) Grants						
2016	40%	\$4,333	43%	\$4,358	36%	\$4,193
2017	40%	\$4,282	46%	\$4,367	35%	\$4,203

Student Success								
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates				
		Enter Fall 2012	Enter Fall 2016	Enter Fall 2017	Cohort	Institution Rate	Peer Group Rate	
Cohort		1,649	2,043	1,743	Fall 2009 4-year	26.8%	19.7%	
Total		82.5%	83.8%	84.4%	Fall 2013 4-year	33.3%	26.8%	
Same		67.6%	67.2%	69.5%	Fall 2014 4-year	33.8%	27.7%	
Other		14.9%	16.7%	14.9%	Fall 2008 5-year	45.2%	39.3%	
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2012 5-year	49.1%	41.6%	
		Enter Fall 2011	Enter Fall 2015	Enter Fall 2016		Fall 2013 5-year	51.6%	45.6%
Institution Persistence					Fall 2007 6-year	52.6%	46.8%	
Cohort		1,519	1,830	2,038	Fall 2011 6-year	53.8%	47.0%	
Total		74.4%	77.9%	75.1%	Fall 2012 6-year	54.8%	48.2%	
Same		57.1%	57.7%	54.4%	National Comparison (IPEDS Definition)			
Other		17.2%	20.2%	20.7%	Cohort	Institution Rate	OOS Peers Rate	
Peer Group Persistence					Fall 2008 4-year	18.0%	21.3%	
Cohort		1,578	1,587	1,674	Fall 2012 4-year	24.0%	29.4%	
Total		70.5%	75.0%	74.1%	Fall 2013 4-year	26.0%	29.2%	
Same		51.9%	57.8%	57.3%	Fall 2007 5-year	34.0%	38.5%	
Other		18.6%	17.1%	16.8%	Fall 2011 5-year	39.0%	46.0%	
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree					Fall 2012 5-year	43.0%	46.6%	
					Fall 2006 6-year	39.0%	44.3%	
					Fall 2010 6-year	43.0%	51.2%	
					Fall 2011 6-year	46.0%	51.0%	
					Fall 2011 6-year	46.0%	51.0%	
Institution Grade	Sem	SCH	Peer Group Average Grade	Sem	SCH			

Six-year Graduation & Persistence Rate, Fall 2012		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	269	48.0%
Peer Group	335	40.0%
<i>For Students NOT Needing Dev Ed</i>		
Institution	1,380	65.4%
Peer Group	1,235	63.2%

*Peer Group data is average for peer group.

Funding						
Source	FY 2013 Amount	Pct of Total	FY 2017 Amount	Pct of Total	FY 2018 Amount	Pct of Total
Appropriated Funds	\$42,981,993	33.4%	\$63,527,452	37.9%	\$65,048,896	37.2%
Federal Funds	\$28,357,585	22.0%	\$27,694,434	16.5%	\$28,481,854	16.3%
Tuition & Fees	\$44,883,493	34.8%	\$62,071,538	37.1%	\$66,574,021	38.1%
Total Revenue	\$128,814,146	100.0%	\$167,449,421	100.0%	\$174,730,420	100.0%

Online Resume for Prospective Students, Parents and the Public

TARLETON STATE UNIVERSITY

Location: Stephenville, Metroplex Region

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

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

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Enrollment		
Race/Ethnicity	Fall 2018 Number	Percent
White	8,600	65.6%
Hispanic	2,537	19.3%
African American	1,269	9.7%
Asian	186	1.4%
International	81	.6%
Other & Unknown	445	3.4%
Total	13,118	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	1,201	10.8%
Other Institutions	185	1.7%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students Entering			
Measure	Fall	Rate	
4-year Rate Total	2014	33.8%	
Same Institution		30.1%	
Other Institutions		3.7%	
5-year Rate Total	2013	51.6%	
Same Institution		44.9%	
Other Institutions		6.7%	
6-year Rate Total	2012	54.8%	
Same Institution		46.3%	
Other Institutions		8.4%	

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2017		
Total	84.4%	
Same	69.5%	
Other	14.9%	

2-Year Persistence, Fall 2016		
Total	75.1%	
Same	54.4%	
Other	20.7%	

Avg Number SCH for Bachelor's Degree		
FY 2018 Average		
Sem	SCH	
All	10.40	134.00

Degrees Awarded	
Type	FY 2018
Bachelor's	2,575
Master's	501
Doctoral	28
Professional	0
Total	3,104

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2018 Rate
Education*	94.90%
Law	%
Pharmacy	%
Nursing	91.7%
Engineering	%

*Data for FY 2017

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

Application for First-time Undergraduate Admission Fall 2018			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	3,759	83.0%	47.0%
African American	893	66.7%	25.7%
Hispanic	2,198	78.4%	25.8%
Asian	92	82.6%	25.0%
International	49	79.6%	12.8%
Other	234	81.2%	38.4%
Total	7,225	79.5%	37.6%

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2014	\$6,659	.0%	\$7,691	.0%
2015	\$8,108	17.9%	\$8,333	7.7%
2016	\$8,213	1.3%	\$8,832	5.6%
2017	\$8,286	.9%	\$9,068	2.6%
2018	\$8,417	1.6%	\$9,211	1.6%
2019	\$8,692	3.2%	\$9,631	4.4%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2019	
Type of Cost	Average Amount
Total Academic Cost	\$8,692
On-campus Room & Board	\$10,480
Books & Supplies	\$1,207
Off-Campus Transportation & Personal Expenses	\$3,057
Total Cost	\$23,436

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

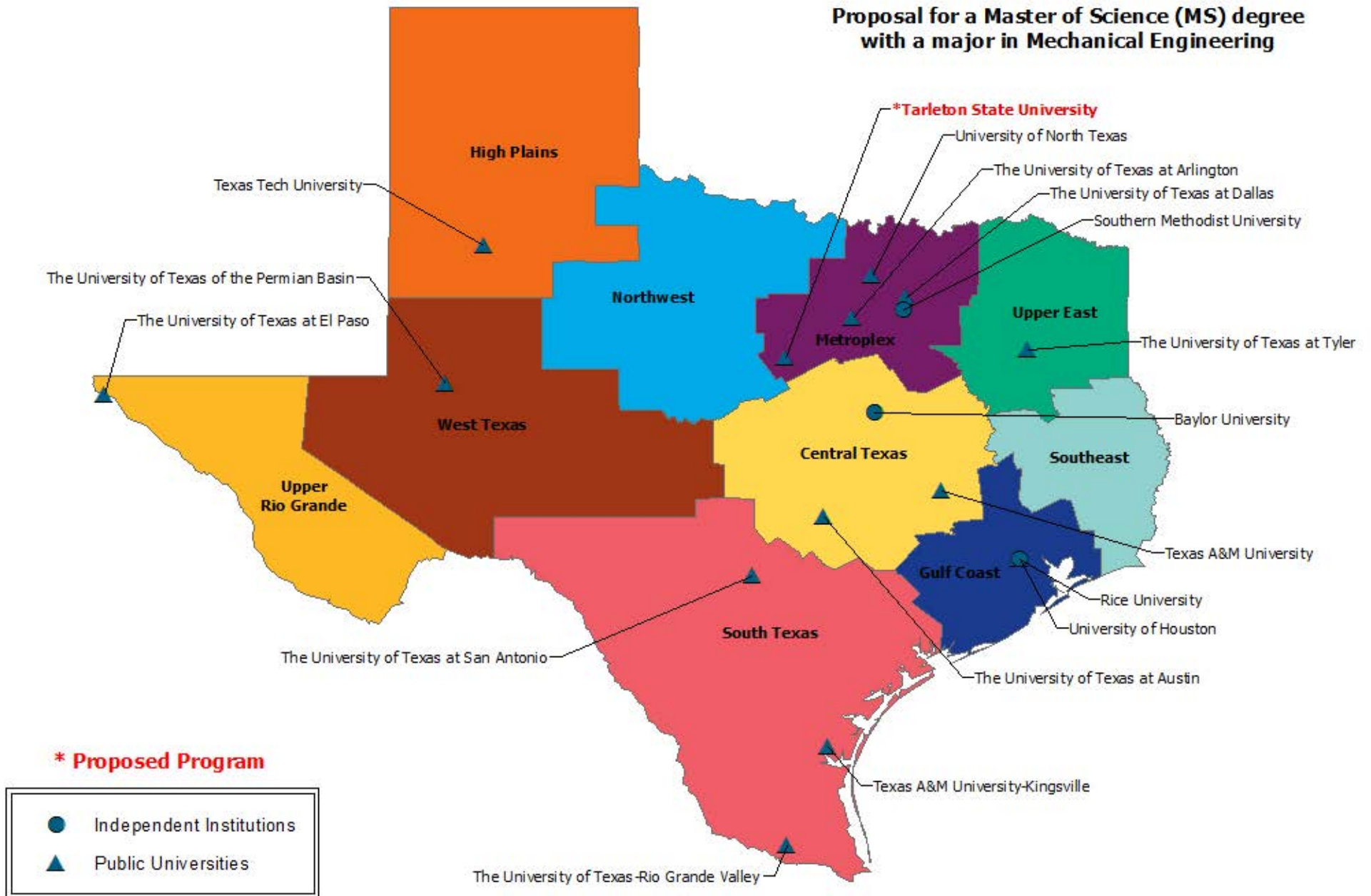
Instruction		
Measure of Excellence	Fall 2018	
Undergraduate Classes with < 20 Students	32.7%	
Undergraduate Classes with > 50 Students	6.4%	
% of Teaching Faculty Tenured/Tenure-track *	52.8%	
Student/Faculty Ratio *	19:1	

* Fall 2017 Data

Financial Aid		
Enrolled in FY 2017		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	63%	\$6,107
Federal (Pell) Grants	40%	\$4,282
Federal Student Loans	56%	\$8,538

Funding		
Source	FY 2018 Amount	Pct of Total
Appropriated Funds	\$65,048,896	37.2%
Federal Funds	\$28,481,854	16.3%
Tuition & Fees	\$66,574,021	38.1%
Total Revenue	\$174,730,420	100.0%

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



Committee on Academic and Workforce Success

AGENDA ITEM V-C (2)

Consideration of the request from Texas A&M International University for a Doctor of Philosophy (PhD) degree with a major in Criminal Justice

RECOMMENDATION: Approval, beginning fall 2021

Rationale:

Texas A&M International University (TAM-International) is seeking approval to offer a Doctor of Philosophy (PhD) degree in criminal justice, beginning in fall 2021. The proposed program would be offered fully online and require 49 semester credit hours (SCHs).

The proposed program would prepare students for work as criminal justice postsecondary faculty or for employment with federal, state, and local law enforcement agencies. Projected average annual openings for criminal justice postsecondary faculty are expected to grow nationally and in Texas, adding an additional 1,400 positions nationwide and 123 positions in Texas annually.

In Texas, there are six doctoral programs in related fields including: criminal justice/law enforcement administration; criminal justice/safety studies; and criminology, but only two programs in criminal justice. These programs produced 19 graduates in 2019. TAM-International's proposed program would fill a unique niche, leveraging the university's location near the US-Mexico border to focus on homeland security, border security, trafficking, immigration, and other related issues.

In accordance with the institution's proposed hiring schedule, TAM-International will hire one core faculty member to start in fall 2022 and one core faculty member to start in fall 2023. By June 1 of each of these years, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of criminal justice courses to be taught. Additionally, the institution will submit progress reports in years 1, 3, and 5 documenting the implementation of the program. The institution will submit reports in years 1, 3, and 5 confirming institutional commitments and assessing the progress of program implementation.

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

<i>Completion Measures</i>		<i>Institution</i>	<i>State</i>
<i>Graduate</i>	Master's 5-Year Graduation Rate	54.4%	76.3%
	Doctoral 10-Year Graduation Rate	85.7%	65.4%
<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>		
	Recently Approved Doctoral Programs: There have been no new doctoral programs approved in the last five years.		
	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 online program would require 49 SCHs of instruction that would be available beginning in fall 2021. The criminal justice program would offer a focus on homeland and border security issues. The institution's location near the US-Mexico border in Laredo would provide opportunities for direct student exposure to border-related issues. This exposure would produce graduates able to tackle the difficulties and current limitations of border security initiatives.

The institution estimates that five-year costs would total \$1,344,923.

Existing Programs:

There are six doctoral programs in related fields including: criminal justice/law enforcement administration; criminal justice/safety studies; and criminology, but only two public universities offer doctoral programs in criminal justice/safety studies (CIP 43.0104):

Sam Houston State University
Tarleton State University

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

In 2019, there were a total of 42 declared majors at the public universities.

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Students Enrolled</i>	10	18	25	30	30
<i>Graduates</i>	0	0	0	0	4
<i>Avg. Financial Assistance</i>	\$7,500	\$8,235	\$8,235	\$8,235	\$8,235
<i>Students Assisted</i>	10	17	17	17	17
<i>Core Faculty (FTE)</i>	4	5	6	6	6
<i>Total Costs</i>	\$135,360	\$185,360	\$269,890	\$375,284	\$379,029
<i>Total Funding</i>	\$142,341	\$237,193	\$391,242	\$424,305	\$504,325
<i>% From Formula Funding</i>	0	0	27%	26%	37%

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 461,473
Faculty (Reallocated)	\$ 226,800
Program Administration (New)	\$ 0
Program Administration (Reallocated)	\$ 0
Graduate Assistants (New)	\$ 378,000
Graduate Assistants (Reallocated)	\$ 0
Clerical/Staff (New)	\$ 0
Clerical/Staff (Reallocated)	\$ 0
Other	\$ 0
Student Support	\$ 272,000
Supplies and Materials	\$ 3,500
Library and IT Resources	\$ 0
Equipment	\$ 0
Facilities	\$ 0
Other	\$ 3,150
Total	\$ 1,344,923

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 410,706
Other State Funding	\$ 0
Reallocation of Existing Resources	\$ 650,000
Federal Funding (In-Hand Only)	\$ 0
Tuition and Fees	\$ 638,700
Other	\$ 0
Total	\$ 1,699,406

Major Commitments:

In accordance with the institution's proposed hiring schedule, TAM-International will hire one core faculty member to start in fall 2022 and one core faculty member to start in fall 2023. By June 1 of each of these years, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of criminal justice courses to be taught. The institution will submit reports in years 1, 3, and 5 confirming institutional commitments and assessing the progress of program implementation.

Dr. Stacey Silverman, 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 A&M INTERNATIONAL UNIVERSITY

Location: Laredo, South Texas Region

Comprehensive Accountability Peer Group: Lamar University

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

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

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Enrollment						
Race/Ethnicity	Fall 2015		Fall 2019		Fall 2020	
	Number	Percent	Number	Percent	Number	Percent
White	150	2.1%	216	2.6%	315	3.8%
Hispanic	6,668	92.7%	7,786	93.8%	7,644	92.4%
African American	40	.6%	55	.7%	87	1.1%
Asian	49	.7%	36	.4%	44	.5%
International	253	3.5%	150	1.8%	126	1.5%
Other & Unknown	32	.4%	62	.7%	54	.7%
Total	7,192	100.0%	8,305	100.0%	8,270	100.0%
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	484	7.6%	440	6.1%	437	6.2%
Other Institutions	38	.6%	35	.5%	33	.5%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2016	\$7,990	.0%	\$8,728	.0%
2017	\$8,446	5.7%	\$8,938	2.4%
2018	\$8,320	-1.5%	\$9,079	1.6%
2019	\$8,637	3.8%	\$9,474	4.4%
2020	\$8,844	2.4%	\$9,759	3.0%
2021	\$9,254	4.6%	\$9,997	2.4%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2018	34%	\$5,528	52%	\$7,064	0%	\$0
2019	40%	\$5,490	51%	\$7,169	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2018	67%	\$7,289	67%	\$7,408	0%	\$0
2019	82%	\$7,783	69%	\$7,470	0%	\$0
Federal (Pell) Grants						
2018	53%	\$4,835	46%	\$4,758	0%	\$0
2019	64%	\$5,096	47%	\$4,872	0%	\$0

Student Success						
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates		
		Enter Fall 2014	Enter Fall 2018	Enter Fall 2019	Cohort	Peer Group
Cohort		970	1,319	1,359	Fall 2011 4-year	22.0%
Total		87.2%	86.1%	82.4%	Fall 2015 4-year	28.6%
Same		76.2%	78.5%	73.9%	Fall 2016 4-year	29.4%
Other		11.0%	7.6%	8.5%	Fall 2010 5-year	39.0%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2014 5-year	45.8%	
		Enter Fall 2013	Enter Fall 2017	Enter Fall 2018	Fall 2015 5-year	47.2%
Institution Persistence				Fall 2009 6-year	45.3%	
Cohort				Fall 2013 6-year	52.1%	
Total				Fall 2014 6-year	52.4%	
Same				National Comparison (IPEDS Definition)		
Other				Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence				Fall 2010 4-year	20.0%	21.3%
Cohort				Fall 2009 5-year	38.0%	35.3%
Total				Fall 2008 6-year	45.0%	40.7%
Same						
Other						

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 2016	812	11.38	141.00	1,138	10.98	139.66
FY 2019	954	10.20	134.00	1,258	10.13	136.50
FY 2020	1,017	10.00	134.00	1,309	10.13	135.83

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 2015 Amount	Pct of Total	FY 2019 Amount	Pct of Total	FY 2020 Amount	Pct of Total
Appropriated Funds	\$46,557,765	44.6%	\$55,597,444	45.9%	\$56,089,748	43.7%
Federal Funds	\$26,694,809	25.6%	\$29,413,046	24.3%	\$34,013,473	26.5%
Tuition & Fees	\$19,876,688	19.0%	\$24,323,836	20.1%	\$27,940,679	21.8%
Total Revenue	\$104,419,686	100.0%	\$121,076,039	100.0%	\$128,343,374	100.0%

Online Resume for Prospective Students, Parents and the Public

TEXAS A&M INTERNATIONAL UNIVERSITY

Location: Laredo, South Texas Region

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

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

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

[Institutional Resumes](#)

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Enrollment		
Race/Ethnicity	Fall 2020 Number	Percent
White	315	3.8%
Hispanic	7,644	92.4%
African American	87	1.1%
Asian	44	.5%
International	126	1.5%
Other & Unknown	54	.7%
Total	8,270	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	437	6.2%
Other Institutions	33	.5%

Baccalaureate Success				
Graduation Rate of First-time, Full-time Degree-seeking Students Entering				
Measure	Fall	Rate	1-Year Persistence, Fall 2019	
4-year Rate Total	2016	32.9%	Total	82.4%
Same Institution		30.6%	Same	73.9%
Other Institutions		2.4%	Other	8.5%
5-year Rate Total	2015	48.5%	2-Year Persistence, Fall 2018	
Same Institution		42.5%	Total	74.9%
Other Institutions		6.0%	Same	61.5%
6-year Rate Total	2014	56.2%	Other	13.4%
Same Institution		45.8%	Avg Number SCH for Bachelor's Degree	
Other Institutions		10.4%	FY 2020 Average	
Grad Rates by Ethnicity			Sem	SCH
			All	10.00 134.00

Degrees Awarded	
Type	FY 2020
Bachelor's	1,279
Master's	407
Doctoral	2
Professional	0
Total	1,688

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2020 Rate
Law	%
Pharmacy	%
Nursing	97.1%
Engineering	%

*Data for FY 2019

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2020		
Test Section	ACT	SAT
Composite	https://nces.ed.gov/	
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 2021
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	Type of Cost
2016	\$7,990	.0%	\$8,876	.0%	Total Academic Cost
2017	\$8,446	5.4%	\$9,037	1.8%	On-campus Room & Board
2018	\$8,320	-1.5%	\$9,230	2.1%	Books & Supplies
2019	\$8,637	3.7%	\$9,642	4.3%	Off-Campus Transportation & Personal Expenses
2020	\$8,844	2.3%	\$9,943	3.0%	Total Cost
2021	\$9,254	4.4%	\$10,146	2.0%	
					Average Amount
					\$9,254
					\$8,809
					\$1,270
					\$3,154
					\$22,487

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

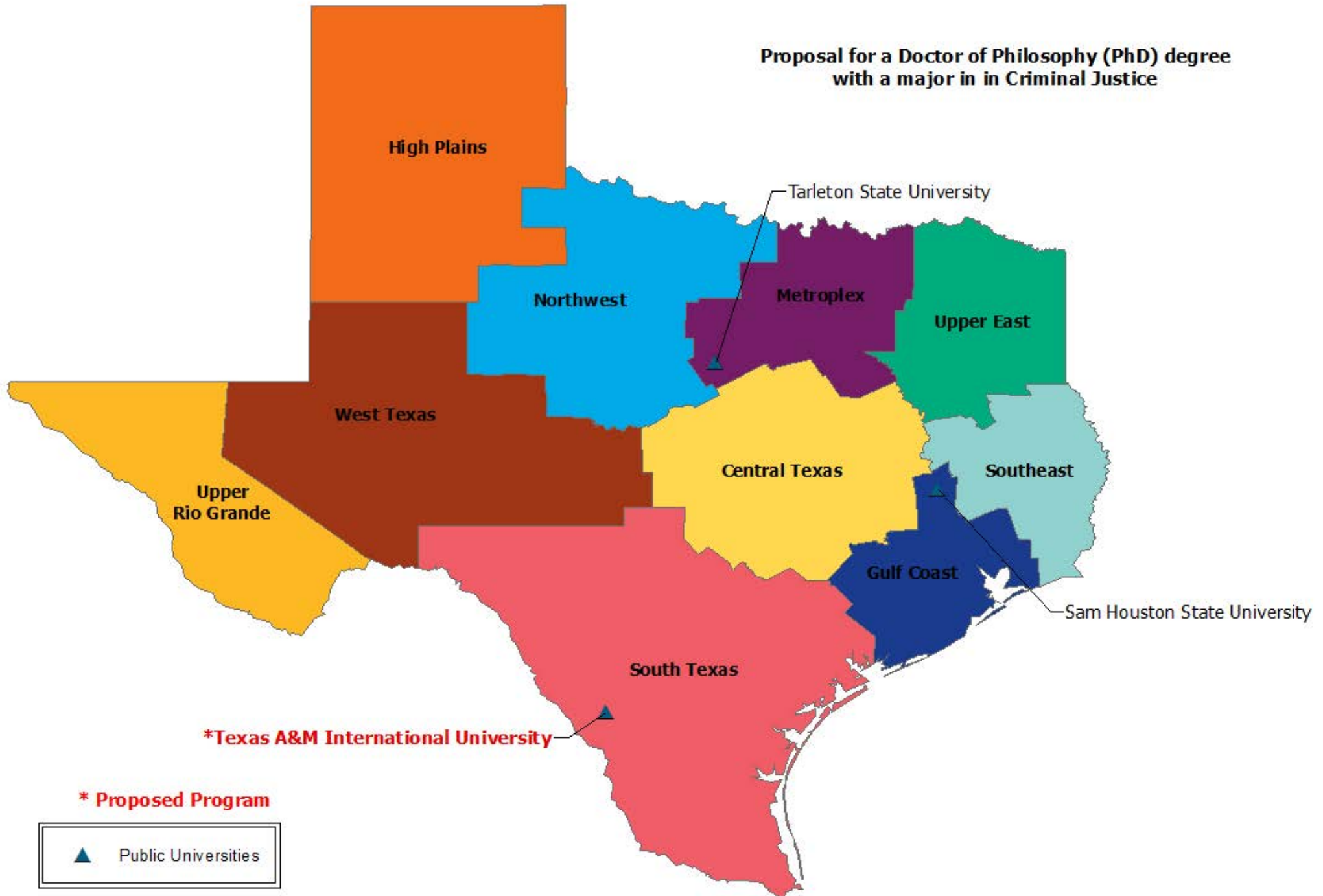
Instruction	
Measure of Excellence	Fall 2020
Undergraduate Classes with < 20 Students	20.1%
Undergraduate Classes with > 50 Students	23.0%
% of Teaching Faculty Tenured/Tenure-track *	41.6%
Student/Faculty Ratio *	27:1

* Fall 2019 Data

Financial Aid		
Enrolled in FY 2019		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	82%	\$7,783
Federal (Pell) Grants	64%	\$5,096
Federal Student Loans	40%	\$5,490

Funding		
Source	FY 2020 Amount	Pct of Total
Appropriated Funds	\$56,089,748	43.7%
Federal Funds	\$34,013,473	26.5%
Tuition & Fees	\$27,940,679	21.8%
Total Revenue	\$128,343,374	100.0%

**Proposal for a Doctor of Philosophy (PhD) degree
with a major in in Criminal Justice**



Committee on Academic and Workforce Success

AGENDA ITEM V-C (3)

Consideration of approving the request from The University of Texas Rio Grande Valley for a Doctor of Philosophy (PhD) degree with a major in Human Genetics

RECOMMENDATION: Approval, beginning fall 2021

Rationale:

The University of Texas Rio Grande Valley (UTRGV) is seeking approval to offer a Doctor of Philosophy (PhD) in Human Genetics to begin in fall 2022. If approved, the proposed face-to-face program would prepare students for the growing need for researchers in human genetics and genomics. The proposed PhD program does not require programmatic accreditation. The program would be focused on applications of human genetics to medicine and would encompass training across the breadth of genetics from molecular genetics through computational approaches to analysis. The proposed PhD program would consist of 72 semester credit hours (SCHs).

Workforce data suggest that there is a need for geneticists. According to the United States Bureau of Labor Statistics, there will be a 6% increase in geneticists' positions during the 2018-2028 decade. This increase would lead to approximately 4,700 available genetics positions annually. The Texas Workforce Commission anticipates 11% growth in geneticists' positions for the decade 2016-2026 in Texas. This would create approximately 240 annual job openings due to growth and replacement.

Currently there are no PhD programs in genetics in the South Texas region. Based on UTRGV's location in the Rio Grande Valley, the proposed program would focus on the diseases and conditions that disproportionately affect minority populations, particularly Hispanics.

In accordance with the institution's proposed hiring schedule, UTRGV will hire two additional core faculty members, one in the first year and another in the second year of the program. By June 1 of each of these years, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of genetics courses to be taught. The institution will submit reports in years 1, 3, and 5 confirming institutional commitments and assessing the progress of program implementation.

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

<i>Completion Measures</i>		<i>Institution</i>	<i>State</i>
<i>Graduate</i>	Master's 5-Year Graduation Rate	73%	76.3%
	Doctoral 10-Year Graduation Rate	NA*	65.4%
<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 N/A		
	Recently Approved Doctoral Programs: <ul style="list-style-type: none"> • Medicine (MD, 2015) enrollments met • Clinical Psychology (PhD, 2018) enrollments met • Physical Therapy (DPT, 2020) recently approved program • Doctor of Occupational Therapy (OTD, 2020) recently approved program • Doctor of Podiatric Medicine (DPM, 2020) recently approved program The institution has met its resource commitments for new doctoral program(s) approved in the last five years: Yes No N/A		

*UTRGV was founded in 2015, so a 10-year graduation rate is not yet available.

Proposed Program:

The proposed face-to-face program would require 72 SCHs and would be available beginning in fall 2021. The program would be the third human genetics doctoral program offered in Texas. The proposed program would prepare students to be researchers in human genetics and genomics. In addition, students would focus on applications of human genetics to medicine and how diseases and conditions disproportionately affect minority populations, particularly Hispanics.

The institution estimates that five-year costs would total \$11,805,004.

Existing Programs:

There are currently three public and one independent health-related institutions offering doctoral programs in human genetics:

The University of Texas Health Science Center at Houston¹ and The University of Texas M.D. Anderson Cancer Center¹
 The University of Texas Southwestern Medical Center
 Baylor College of Medicine

There are no existing programs within a 60-minute drive of proposed program. The nearest institutions to UTRGV offering a doctoral genetics program are The University of Texas Health Science Center at Houston and The University of Texas M.D. Anderson Center, which are 355 miles away.

¹ Being consolidated into one program (THECB Program Inventory, 2021)

In 2019, there were a total of 58 declared majors at the public health-related institutions.

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Students Enrolled</i>	8	14	20	25	25
<i>Graduates</i>	0	0	6	6	6
<i>Avg. Financial Assistance</i>	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
<i>Students Assisted</i>	7	13	19	25	25
<i>Core Faculty (FTE)</i>	12.0	13.0	13.0	13.0	13.0
<i>Total Costs</i>	\$1,850,088	\$2,099,800	\$2,492,046	\$2,599,377	\$2,763,694
<i>Total Funding</i>	\$2,214,010	\$2,271,890	\$2,620,753	\$2,675,903	\$2,939,698
<i>% From Formula Funding</i>	0	0	11%	11%	18%

FIVE-YEAR COSTS	
Personnel	
Faculty (New)	\$ 2,095,927
Faculty (Reallocated)	\$ 6,086,062
Program Administration (New)	\$ 0
Program Administration (Reallocated)	\$ 0
Graduate Assistants (New)	\$ 1,468,500
Graduate Assistants (Reallocated)	\$ 0
Clerical/Staff (New)	\$ 963,515
Clerical/Staff (Reallocated)	\$ 0
Student Support	\$ 0
Supplies and Materials	\$ 475,000
Library and IT Resources	\$ 290,000
Equipment	\$ 300,000
Facilities	\$ 56,000
Other (Marketing, Accreditation)	\$ 70,000
Total	\$ 11,805,004

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 1,110,525
Other State Funding	\$ 0
Reallocation of Existing Resources	\$ 6,086,062
Federal Funding (In-Hand Only)	\$ 0
Tuition and Fees	\$ 525,667
Other (Institutional Advancement)	\$ 5,000,000
Total	\$ 12,722,254

Major Commitments:

In accordance with the institution's proposed hiring schedule, UTRGV will hire two additional core faculty members, one in the first year and another in the second year of the program. By June 1 of each of these years, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of genetics courses to be taught.

The institution will submit reports in years 1, 3, and 5 confirming institutional commitments and

assessing the progress of program implementation.

Dr. Stacey Silverman, 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 RIO GRANDE VALLEY

Location: Edinburg, South Texas Region

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

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

[Institutional Resumes](#)

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

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

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2017	38%	\$5,032	0%	\$0	45%	\$6,540
2018	37%	\$5,046	0%	\$0	43%	\$5,650
Federal, State, Institutional or Other Grants Known by Institutions						
2017	74%	\$7,351	0%	\$0	68%	\$8,117
2018	75%	\$7,721	0%	\$0	67%	\$9,130
Federal (Pell) Grants						
2017	62%	\$4,455	0%	\$0	41%	\$4,465
2018	63%	\$5,083	0%	\$0	42%	\$5,181

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

National Comparison (IPEDS Definition)		
Cohort	Institution Rate	OOS Peers Rate
Fall 2009 4-year	16.0%	19.5%
Fall 2013 4-year	22.0%	26.0%
Fall 2014 4-year	21.0%	28.0%
Fall 2008 5-year	31.0%	38.5%
Fall 2012 5-year	38.0%	45.2%
Fall 2013 5-year	38.0%	47.2%
Fall 2007 6-year	39.0%	45.0%
Fall 2011 6-year	45.0%	50.8%
Fall 2012 6-year	46.0%	52.6%

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

*Peer Group data is average for peer group.

Funding						
Source	FY 2014 Amount	Pct of Total	FY 2018 Amount	Pct of Total	FY 2019 Amount	Pct of Total
Appropriated Funds	\$0	.0%	\$156,972,828	41.6%	\$149,918,157	38.2%
Federal Funds	\$0	.0%	\$115,663,435	30.7%	\$126,932,586	32.3%
Tuition & Fees	\$0	.0%	\$81,836,302	21.7%	\$90,949,003	23.2%
Total Revenue	\$0	.0%	\$377,256,754	100.0%	\$392,381,065	100.0%

Online Resume for Prospective Students, Parents and the Public

THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY

Location: Edinburg, South Texas Region

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

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

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

[Grad Rates by Ethnicity](#)

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

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

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

[Degrees by Ethnicity](#)

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

*Data for FY 2018

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2019		
Test Section	ACT	SAT
Composite		
Math	https://nces.ed.gov/	
English		
Critical Reading		

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

Instruction	
Measure of Excellence	Fall 2019
Undergraduate Classes with < 20 Students	22.1%
Undergraduate Classes with > 50 Students	14.9%
% of Teaching Faculty Tenured/Tenure-track *	43.4%
Student/Faculty Ratio *	0:1

* Fall 2018 Data

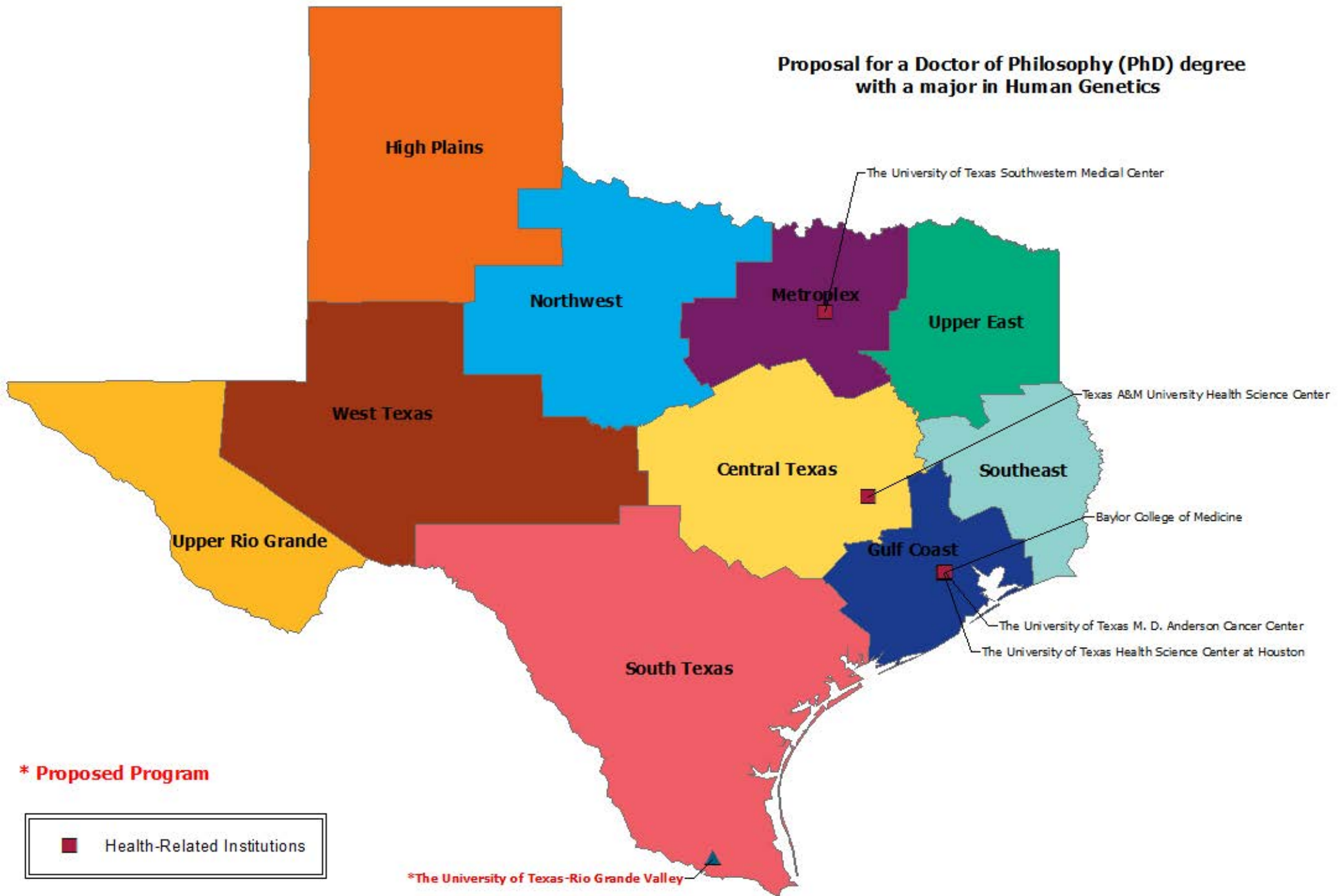
Costs	
Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2020	
Type of Cost	Average Amount
Total Academic Cost	\$8,132
On-campus Room & Board	\$8,252
Books & Supplies	\$1,237
Off-Campus Transportation & Personal Expenses	\$3,324
Total Cost	\$20,945

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

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

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

**Proposal for a Doctor of Philosophy (PhD) degree
with a major in Human Genetics**



Committee on Academic and Workforce Success

AGENDA ITEM V-C (4)

Consideration of approving the request from the University of North Texas for a Doctor of Philosophy (PhD) degree with a major in Biomedical Engineering

RECOMMENDATION: Approval, beginning fall 2021

Rationale:

University of North Texas (UNT) is seeking approval to offer a Doctor of Philosophy (PhD) in Biomedical Engineering. If approved, the proposed face-to-face program would prepare students who would fulfill unmet healthcare-related, startup industry needs in the North Texas area specifically and the state of Texas in general. The proposed PhD program does not require programmatic accreditation and would consist of a minimum of 41 semester credit hours (SCHs).

Workforce data suggest that there is a less-than-average need for biomedical engineering. According to the United States Bureau of Labor Statistics, there will be a 4% increase in biomedical engineering positions during the 2018-2028 decade. This increase would lead to approximately 1,500 available biomedical engineering positions annually. The Texas Workforce Commission anticipates a greater than 13% growth in biomedical engineering positions for the decade 2016-2026. This would create approximately 90 annual job openings due to growth and replacement.

Biomedical engineering is a dynamic profession with an established theoretical and scientific base and widespread clinical application in using engineering knowledge to improve public health. Currently, there are 10 institutions (private, public, and health-related) in Texas that offer PhD programs in biomedical engineering with the CIP code 14.0501.00.

In accordance with the institution's proposed hiring schedule, UNT will hire two additional core faculty members, one in the first year and another in the second year of the program. By June 1 of each of these years, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of biomedical engineering courses to be taught. The institution will submit reports in years 1, 3, and 5 confirming institutional commitments and assessing the progress of program implementation.

University of North Texas (*Accountability Peer Group: Doctoral University*)

<i>Completion Measures</i>		<i>Institution</i>	<i>State</i>
<i>Graduate</i>	Master's 5-Year Graduation Rate	68.6%	76.3%
	Doctoral 10-Year Graduation Rate	57%	65.4%
<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 N/A		
	Recently Approved Doctoral Programs: <ul style="list-style-type: none"> The institution had no new doctoral programs in the last five years. 		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years: Yes No N/A		

Proposed Program:

The proposed face-to-face program would require 41 SCHs and would be available beginning in fall 2021. The proposed program would offer two tracks: 1) a traditional research track that enables students to get a graduate minor in another engineering or computer science or biology or performance arts health (music in medicine), with the added feature of organized training to teach after graduation; (2) a healthcare startup track that enables students to take four courses in business, allied to startup management, with a specialist-taught translational technology course.

The institution estimates that five-year costs would total \$1,840,000.

Existing Programs:

There are currently 10 public, private, and health-related institutions offering doctoral programs in biomedical engineering.

Public Universities:

Texas A&M 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 (joint program with The University of Texas Health Science Center)
University of Houston

Private Universities:

Rice University

Health-Related Institutions:

The University of Texas Health Science Center at Houston (joint program with The University of Texas M.D. Anderson Cancer Center)

The University of Texas Southwestern Medical Center

The nearest institution to UNT offering a doctoral program in biomedical engineering is The University of Texas at Dallas, which is 39.9 miles away.

In 2020, there were a total of 364 declared majors at the public (304) and health-related institutions (60).

Start-Up Projections:	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
<i>Students Enrolled</i>	9	13	19	21	25
<i>Graduates</i>	0	0	2	4	8
<i>Avg. Financial Assistance</i>	\$17,000	\$17,000	\$17,000	\$17,000	\$17,000
<i>Students Assisted</i>	9	13	19	21	25
<i>Core Faculty (FTE)</i>	6.5	7.3	7.3	7.3	7.3
<i>Total Costs</i>	\$229,000	\$324,000	\$429,000	\$429,000	\$429,000
<i>Total Funding</i>	\$531,649	\$490,851	\$888,315	\$537,147	\$647,018
<i>% From Formula Funding</i>	0	0	40%	73%	73%

FIVE-YEAR COSTS	
Personnel	
Faculty (New)	\$ 1,220,000
Faculty (Reallocated)	\$ 0
Program Administration (New)	\$ 0
Program Administration (Reallocated)	\$ 0
Graduate Assistants (New)	\$ 620,000
Graduate Assistants (Reallocated)	\$ 0
Clerical/Staff (New)	\$ 0
Clerical/Staff (Reallocated)	\$ 0
Student Support	\$ 0
Supplies and Materials	\$ 0
Library and IT Resources	\$ 0
Equipment	\$ 0
Facilities	\$ 0
Other (Marketing, Accreditation)	\$ 0
Total	\$ 1,840,000

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 1,227,956
Other State Funding	\$ 0
Reallocation of Existing Resources	\$ 1,200,000
Federal Funding (In-Hand Only)	\$ 50,000
Tuition and Fees	\$ 597,024
Other (Institutional Advancement)	\$ 20,000
Total	\$ 3,094,980

Major Commitments:

In accordance with the institution's proposed hiring schedule, UNT will hire two additional core faculty members, one in the first year and another in the second year of the program. By June

1 of each of these years, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of biomedical engineering courses to be taught. The institution will submit reports in years 1, 3, and 5 confirming institutional commitments and assessing the progress of program implementation.

Dr. Stacey Silverman, 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

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[Accountability System](#)

[Definitions](#)

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

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

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2017	53%	\$5,859	46%	\$7,469	41%	\$6,986
2018	50%	\$6,247	45%	\$7,437	42%	\$6,925
Federal, State, Institutional or Other Grants Known by Institutions						
2017	46%	\$7,621	57%	\$7,502	72%	\$6,318
2018	51%	\$7,842	59%	\$7,729	75%	\$6,864
Federal (Pell) Grants						
2017	36%	\$4,174	37%	\$4,226	39%	\$4,146
2018	37%	\$4,605	39%	\$4,482	39%	\$4,472

Student Success						
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates		
		Enter Fall 2013	Enter Fall 2017	Enter Fall 2018	Cohort	Institution Rate
Cohort		4,175	4,581	4,511	Fall 2010 4-year	30.9%
Total		86.3%	86.2%	86.5%	Fall 2014 4-year	38.8%
Same		76.5%	77.1%	78.3%	Fall 2015 4-year	41.5%
Other		9.8%	9.0%	8.2%	Fall 2009 5-year	51.3%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates						
		Enter Fall 2012	Enter Fall 2016	Enter Fall 2017	Fall 2013 5-year	55.1%
Institution Persistence					Fall 2014 5-year	56.0%
Cohort		4,123	4,443	4,570	Fall 2008 6-year	59.5%
Total		78.8%	79.0%	78.4%	Fall 2012 6-year	59.5%
Same		65.5%	66.6%	68.2%	Fall 2013 6-year	61.2%
Other		13.3%	12.4%	10.2%	National Comparison (IPEDS Definition)	
Peer Group Persistence					Cohort	OOS Peers Rate
Cohort		3,375	4,030	4,380	Fall 2009 4-year	25.0%
Total		81.9%	82.4%	82.2%	Fall 2013 4-year	28.0%
Same		64.9%	68.7%	68.9%	Fall 2014 4-year	30.0%
Other		17.0%	13.7%	13.3%	Fall 2008 5-year	44.0%
					Fall 2012 5-year	48.0%
					Fall 2013 5-year	48.0%
					Fall 2007 6-year	50.0%
					Fall 2011 6-year	54.0%
					Fall 2012 6-year	53.0%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2015	4,261	10.68	138.90	3,544	10.86	141.45
FY 2018	4,991	10.40	136.00	4,194	10.62	138.12
FY 2019	5,296	10.20	134.00	4,447	10.52	136.87

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

*Peer Group data is average for peer group.

Funding						
Source	FY 2014 Amount	Pct of Total	FY 2018 Amount	Pct of Total	FY 2019 Amount	Pct of Total
Appropriated Funds	\$159,564,006	28.5%	\$198,986,608	31.2%	\$198,374,074	30.5%
Federal Funds	\$75,721,416	13.5%	\$82,473,467	12.9%	\$82,628,797	12.7%
Tuition & Fees	\$236,918,876	42.3%	\$298,809,650	46.9%	\$310,215,849	47.7%
Total Revenue	\$559,721,876	100.0%	\$637,717,282	100.0%	\$650,804,586	100.0%

Online Resume for Prospective Students, Parents and the Public

UNIVERSITY OF NORTH TEXAS

Location: Denton, Metroplex Region

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

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

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

Baccalaureate Success				
Graduation Rate of First-time, Full-time Degree-seeking Students Entering			1-Year Persistence, Fall 2018	
Measure	Fall	Rate	Total	86.5%
4-year Rate Total	2015	41.5%	Same	78.3%
Same Institution		39.3%	Other	8.2%
Other Institutions		2.2%	2-Year Persistence, Fall 2017	
5-year Rate Total	2014	56.0%	Total	78.4%
Same Institution		52.1%	Same	68.2%
Other Institutions		3.9%	Other	10.2%
6-year Rate Total	2013	61.2%	Avg Number SCH for Bachelor's Degree	
Same Institution		55.8%	FY 2019 Average	
Other Institutions		5.4%	Sem	SCH
Grad Rates by Ethnicity			All	10.20 134.00

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

[Degrees by Ethnicity](#)

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

*Data for FY 2018

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2019		
Test Section	ACT	SAT
Composite	https://nces.ed.gov/	
Math		
English		
Critical Reading		

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

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

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

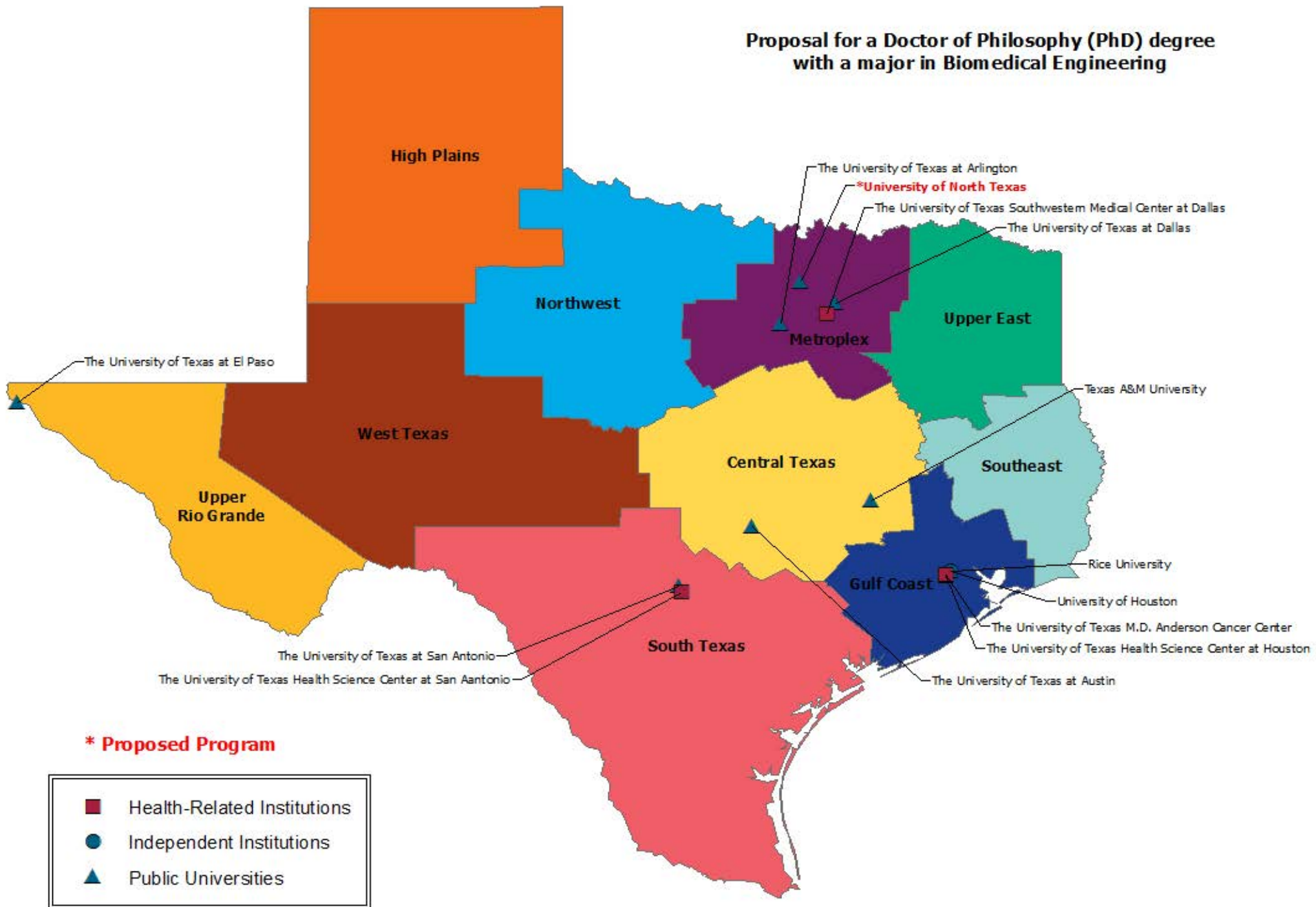
Instruction		
Measure of Excellence	Fall 2019	
Undergraduate Classes with < 20 Students	24.9%	
Undergraduate Classes with > 50 Students	19.7%	
% of Teaching Faculty Tenured/Tenure-track *	47.3%	
Student/Faculty Ratio *	0:1	

* Fall 2018 Data

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

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

Proposal for a Doctor of Philosophy (PhD) degree with a major in Biomedical Engineering



Committee on Academic and Workforce Success

AGENDA ITEM V-D

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

RECOMMENDATION: No action required

Background Information:

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

Baptist University of the Americas-Fort Worth, Texas

On December 2, 2020, Baptist University of the Americas-Fort Worth, Iglesia Bautista Victoria en Cristo, 3812 Galvez Avenue, Fort Worth, Texas 76111, notified the THECB of its cessation of operations at the Fort Worth location, effective immediately. The one remaining student continues to take classes through the main San Antonio campus and is expected to graduate in May 2021. The institution's accreditor, Association of Biblical Higher Education (ABHE), was notified on March 30, 2020. ABHE approval was not necessary as the number of affected students at this extension site was below 50 students. The institution did not notify the US Department of Education as students were able to continue studies at the main San Antonio location. The Certificate of Authorization for this location was ended as of December 2, 2020. Student records will be maintained by Baptist University of the Americas-San Antonio, 7838 Barlite Blvd. San Antonio, Texas 78224.

Embry-Riddle Aeronautical University, Houston, Texas

On January 11, 2021, Embry-Riddle Aeronautical University-Worldwide (ERAU) notified THECB of the closure of its Houston location, 16055 Space Center Blvd, Suite 240, Houston, Texas 77062, effective April 30, 2021. At the time of notification, 137 students were enrolled at the Houston location. Students were given the opportunity to complete their program of study at three other ERAU locations: ERAU Worldwide Online, DFW-Southlake, or the exempt location on Dyess Air Force Base. Refunds and teach-out plans were not required as students pay on a class-by-class basis and will be able to continue their education without interruption. The institution's accreditor, Southern Association of Colleges and Schools Commission on Colleges, was notified on July 28, 2020. The Certificate of Authorization for this location will be ended upon notification that the closure is complete. Student records will be maintained by the ERAU Worldwide headquarters, 1 Aerospace Boulevard, Daytona Beach, Florida 32114.

Vista College-North Loop, El Paso, Texas

On November 20, 2020, Vista College notified THECB of the closure of its North Loop, El Paso location, 7731 North Loop, El Paso, Texas 79915, effective June 21, 2018. At the time of closure, no degree programs were offered at the location and no students were affected. The institution's accreditor, Commission of the Council on Occupational Education, was notified on October 23, 2019, and approved the closure on December 6, 2019. The Certificate of Authorization for this location was ended upon notification of the closure. Vista College continues to maintain several active campuses in Texas, including another El Paso location, through which students may obtain records and other student services.

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-E

Consideration of adopting the appointment of member(s) to the Workforce Education Course Manual Advisory Committee in accordance with Coordinating Board Rules, Chapter 1, Subchapter T, Rule 1.220

RECOMMENDATION: Approval

Background Information:

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

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

Members serve staggered three-year terms, with half of the members rotating off the committee each year. In compliance with the rotation schedule, the reappointments of 10 members are needed. Recommendations for membership positions were selected from institutions' nominations, giving consideration to the type of institution, geographic location, administrative and faculty representation, and ethnic and gender composition.

A brief summary of the nominees' academic credentials follows:

Mary Gallegos Adams, Director of Curriculum
Texas State Technical College
BBA, Pan American University

Rob Blair, Dean of Technical Education
South Plains College
BS Organizational Management, Lubbock Christian University

James Chegwidan, Associate Professor of Computer Science
Tarrant County College
MS General Information Systems Technology Management, Capella University

Ronda Dozier, Dean of Workforce and Continuing Education
Texarkana College
EdD Higher Education Leadership, American College of Education

Linda Leto Head, Associate Vice Chancellor of Workforce Education
Lone Star College System
MS Occupational Education, University of Houston

D'Wayne Shaw, Department Chair of Technical Programs
Kilgore College
MS Human Resource Development, The University of Texas at Tyler

Olga Valerio, Instructional Dean of the Advanced Technology Center
El Paso County Community College
PhD Materials Science and Engineering, The University of Texas at El Paso

Additional Member Appointments

Lesley Keeling-Olson, Associate Vice President of Workforce Education
Temple College
EdD Educational Leadership-Higher Education Administration, University of Mary Hardin-Baylor

Gregory Newman, Associate Dean of Academic Affairs
Collin College
DIT Information Technology and Cybersecurity, Capella University

Terri Nix, Business Program Chair and Perkins Director
Howard College
MBA Accountancy, The University of Texas of the Permian Basin

Gretchen Riehl, Associate Vice President of Workforce Education
Austin Community College
Ph.D. Health Studies, Texas Woman's University

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

Committee on Academic and Workforce Success

AGENDA ITEM V-F

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

RECOMMENDATION: Approval

Background Information:

The Texas Education Code, Section 61.06641, directs the Texas Higher Education Coordinating Board to establish an advisory council to periodically review the policies and practices that increase access to higher education opportunities for persons with intellectual and developmental disabilities (IDD). The Texas Higher Education Coordinating Board (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 17 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.

Nominees' current position and highest degree awarded:

Taylor Fidler, Program Director, Connections for Academic Success and Employment (CASE), Texas Tech University; MA in Communications and Higher Education, Texas Tech University

Nina Zuna, Associate Director, Texas Center for Disability Studies, The University of Texas at Austin; PhD in Special Education, University of Kansas

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

Committee on Academic and Workforce Success

AGENDA ITEM V-H (1)

Consideration of adopting the proposed amendments to Texas Administrative Code, Title 19, Part 1, Chapter 6, Subchapter C, §6.74 of Board Rules, concerning the Minority Health Research and Education Grant Program

RECOMMENDATION: Approval

Background Information:

The Texas Higher Education Coordinating Board (Coordinating Board) proposes amendments to Texas Administrative Code, Title 19, Part 1, Chapter 6, Subchapter C, §6.74 of Board Rules, concerning the Minority Health Research and Education Grant Program.

The proposed amendments to Chapter 6, Subchapter C, Section 6.74 clarify the statutory authority, application and evaluation processes, and procedures for award recommendations and approval for the Minority Health Research and Education Grant Program (MHGP).

Through a negotiated rulemaking committee meeting on October 28, 2020, the Coordinating Board engaged stakeholder representatives from both public and independent institutions in the review and revision of the MHGP rules. Additionally, the Office of the General Counsel revised the rule language in Section 6.74(a)(5) to align with the plain text of the statutory language for MHGP, which limits eligibility to public institutions of higher education with limited exception for Centers for Teacher Education.

Dr. Stacey Silverman, Assistant Commissioner for Academic and Health Affairs, will present this item and be available to answer questions.

Date Published in the *Texas Register*: February 12, 2021

The 30-day comment period with the Texas Register ended on March 13, 2021.

No comments were received regarding this rule.

The amendments have been prepared in the following format:

- New language is in lowercase, underlined, and shaded.
- Deleted language is bracketed and struck through.
- When new language replaces deleted language, the new language precedes the deleted language.

Chapter 6. Health Education, Training, and Research Funds

Subchapter C. Tobacco Lawsuit Settlement Funds

- 6.71 Purpose and Authority
- 6.72 Definitions
- 6.73 Nursing, Allied Health and Other Health-Related Education Grant Program
- 6.74 Minority Health Research and Education Grant Program

6.71 Purpose and Authority

The purpose of this subchapter is to describe the Board's criteria and process for awarding grants with Tobacco Lawsuit Settlement funds under two competitive grant programs: the Nursing, Allied Health and Other Health-related Education Grant Program; and the Minority Health Research and Education Grant Program. The Board is authorized to establish rules for these grant programs under Texas Education Code §63.202 (c) and §63.302 (d).

6.72 Definitions No Changes

6.73 Nursing, Allied Health and Other Health-Related Education Grant Program No Changes

6.74 Minority Health Research and Education Grant Program

(a) General Information. The program, as it applies to this section:

(1) Name--Minority Health Research and Education Grant Program.

(2) Purpose--To provide funding to eligible institutions of higher education to conduct research and educational programs on public health issues affecting one or more minority groups in Texas.

(3) Authority--Texas Education Code [~~Texas Government Code~~], §§63.301 - 63.302.

(4) Minority--a particular ethnic or racial group that is under-represented in one or more areas of health research or health education.

(5) Eligible institutions--The entities identified in Texas Education Code, §63.302, as eligible to receive grants [~~Public and private accredited general academic and health-related institutions, and Centers for Teacher Education, that conduct research or educational programs that address minority health issues or form partnerships with minority organizations, colleges, or universities to conduct research and educational programs that address minority health issues. Two-year institutions, including junior and community colleges, state colleges or technical colleges, and other agencies of higher education as defined by Texas Education Code, §61.003(6) are not eligible to submit an application for program funding but may receive program funding indirectly as a partner to an eligible institution.~~]

(6) Eligible programs--Research and educational initiatives, including those that expand existing research and degree programs, and develop other new or existing activities and projects, that are not funded by state appropriation during the funding period. Proposed programs shall not conflict with current judicial decisions and state interpretation on administering minority programs in higher education.

(7) Application requirements--Applicants shall submit applications [~~Applications shall be submitted~~] to the Board in the format and at the time specified by the Board.

(8) General Selection Criteria--Competitive. Designed to award grants that provide the best overall value to the state. Selection criteria shall be based on:

(A) Program quality as defined by the evaluation criteria in the Request for Applications (RFA) [~~as determined by reviewers~~];

(B) Potential impact [~~Impact the grant award shall have~~] on public health issues affecting one or more minority groups in the state;

(C) Cost of the proposed program; and

(D) Other factors to be considered may include [~~by the Board, including~~] financial ability to perform program, state and regional needs and priorities, whether the eligible institution has been designated as an Historically Black or Hispanic Serving institution by the U.S. Department of Education, ability to continue program after grant period, and past performance.

(9) Award amounts will be set forth in the RFA based on the availability of funds. [~~Minimum award--\$15,000 per award in any fiscal year.~~]

~~[(10) Maximum award--30 percent of the estimated available funding per award in any fiscal year.]~~

~~(10)~~ [(11)] Maximum award length--A program is eligible to receive funding for up to three years within a grant period. Currently and previously [~~Previously~~] funded programs may reapply to receive funding according to eligibility requirements specified in the RFA [~~for one additional grant period~~].

(b) Review Criteria. The review criteria will be set forth in the RFA.

(1) Board staff and/or peer reviewers may evaluate the applications. [~~The Board shall use peer and Board staff reviewers to evaluate the quality of applications.~~]

(2) The Commissioner shall select qualified individuals to serve as reviewers. Reviewers shall demonstrate appropriate credentials to evaluate grant applications in health research and education. Reviewers shall not evaluate any applications for which they have a conflict of interest.

(3) The Board staff shall provide written instructions and training for reviewers.

(4) The reviewers shall review [score] each application according to these evaluation criteria [award criteria and weights]:

(A) Significance and impact of research or educational program for minority health issues; [Significance of research or educational program for minority health issues. The reviewers shall consider issues such as: How relevant and timely is this topic to minority public health issues? Is the program unique and important or unique and important for a geographic area? Will the program be useful to or later replicated at other institutions in the state? Will the program provide an advancement of knowledge that may result in positive changes in patient care, education or health care policy for minorities? How many people will benefit directly from the program? Maximum points: 30]

(B) Program design; [Resources to perform program. The reviewers shall consider issues such as: What new personnel, equipment and facility resources are needed for the program? What existing resources can be used? Will the program draw on resources from other institutions and organizations? Do the institution's partners, if any, demonstrate financial stability and effectiveness in conducting similar research or education programs? What are the professional credentials and experience of the program's key personnel? Maximum points: 15]

(C) Resources to perform the program; [Program design. The reviewers shall consider issues such as: Is the program well defined? Is it a discrete program which can be completed in the grant period? Are the goals and objectives realistic? How well has the proposal described the data collection or program development process and the nature of analysis to be carried out? Maximum points: 25]

(D) Cost effectiveness; and [Cost sharing. The reviewers shall consider issues such as: What level of local funding, if any, is available to share in the cost of the program? Maximum points: 5]

(E) Evaluation and expected outcomes. [Cost effectiveness. The reviewers shall consider issues such as: How appropriate are the chosen equipment, staffing and service providers for the program given the cost of the program? Is the budget realistic? Does the proposal make effective use of the grant funds? Maximum points: 25.]

[(F) Evaluation and expected outcomes. The reviewers shall consider issues such as: How well has the proposal described the methodology to evaluate and estimate the outcomes from the program? Is the evaluation methodology appropriate and effective? Are the outcomes realistic? Maximum points: 30]

[(5) Award criteria and weights may be adjusted to best fulfill the purpose of an individual grant competition, if those adjusted award criteria and weights are first included in the Request for Proposal for the grant competition.]

(c) Application and Review Process.

~~[(1) The Commissioner may solicit recommendations from an advisory committee or other group of qualified individuals on funding priorities for each grant period, and the administration of the application and review process.]~~

~~(1)~~ [(2)] The Board staff shall review applications to determine if they adhere to the grant program requirements and the funding priorities contained in the RFA [Request for Proposal]. An application must meet the requirements of the RFA [Request for Proposal] and be submitted with proper authorization on or before the deadline [before or on the day] specified by the RFA [Board] to qualify for further consideration. Qualified applications shall be forwarded to the reviewers for evaluation. Board staff shall notify an applicant if their application does not qualify based on [applicants eliminated through] the screening process no later than 30 days after RFA deadline [within 30 days of the submission deadline].

~~(2)~~ [(3)] Reviewers shall evaluate applications based on the evaluation criteria included in the RFA. [and assign scores based on award criteria. All evaluations and scores of the review committee are final.]

~~[(4) Board staff shall rank each application based on points assigned by reviewers, and then may request that individuals representing the most highly ranked applications make oral presentations on their applications to the reviewers and other Board staff. The Board staff may consider reviewer comments from the oral presentations in recommending a priority ranked list of applications to the Board for approval.]~~

(d) Funding Decisions.

(1) Board staff and/or peer reviewers will evaluate applications for grant funding [Applications for grant funding shall be evaluated] only based upon the information provided in the written application.

(2) Board staff shall make a recommendation of selected applicants to be funded to the Commissioner, who will submit a funding decision recommendation to the Board for their final approval as consistent with Texas Administrative Code, Title 19, §1.16.

(3) ~~[(2)]~~ The Board shall review and may approve grants based upon the Commissioner's recommendation. [the recommendation of the panel of reviewers and Board staff. The Commissioner shall report approved grants to the Board for each biennial grant period.]

~~[(3) Funding recommendations to the Board shall consist of the most highly ranked and recommended applications up to the limit of available funds. If available funds are insufficient to fund a proposal after the higher ranking and recommended applications have been funded, staff shall negotiate with the applicant to determine if a lesser amount would be acceptable. If the applicant does not agree to the lesser amount, the staff shall negotiate with the next applicant on the ranked list. The process shall be continued until all grant funds are awarded to the most highly ranked and recommended applications.]~~

~~[(e) Contract. Following approval of grant awards by the Board the successful applicants shall sign a contract issued by Board staff and based on the information contained in the application.]~~

~~[(f) Cancellation or Suspension of Grants. The Board has the right to reject all applications and cancel a grant solicitation at any point before a contract is signed.]~~

~~[(g) Request for Proposal. The full text of the administrative regulations and budget guidelines for this program are contained in the official Request for Proposal (RFP) available upon request from the Board.]~~

Committee on Academic Workforce and Success

AGENDA ITEM V-H (2)

Consideration of adopting the proposed amendments of Title 19, Part 1, Chapter 1, Subchapter A, §1.6 of Board Rules, concerning advisory committees and subcommittees

RECOMMENDATION: Approval

Background Information:

The Texas Higher Education Coordinating Board (Coordinating Board) proposes amendments to Texas Administrative Code, Title 19, Part 1, Chapter 1, Subchapter A, §1.6, concerning advisory committees and subcommittees.

The proposed amendment to Rule 1.6 (i) clarifies that reimbursement of advisory committee members will comply with Texas Government Code, Chapter 2110. This brings the rule in alignment with the Texas Government Code §2110.004, which limits reimbursement of advisory committee members more narrowly than current rule.

The proposed addition of the new Rule 1.6 (o) clarifies that if a more specific rule applies to an advisory committee or subcommittee, the more specific rule governs. Rule 1.6 is intended to provide general or default provisions governing an advisory committee or subcommittee of an advisory committee. However, in some cases, the rules in Title 19, Part 1, Chapter 1, Subchapters F-EE (except Subchapter AA), contain different and varied provisions governing each specific advisory committee or subcommittee. This new provision is intended to reconcile any confusion about whether the general provisions of Rule 1.6 or the specific provisions of that advisory committee rule apply.

Dr. Stacey Silverman, Assistant Commissioner for Academic and Health Affairs, will present this item and be available to answer questions.

Date Published in the *Texas Register*: February 12, 2021

The 30-day comment period with the Texas Register ended on March 13, 2021.

No comments were received regarding this rule.

The amendments have been prepared in the following format:

- New language is in lowercase, underlined, and shaded.
- Deleted language is bracketed and struck through.
- When new language replaces deleted language, the new language precedes the deleted language.

Chapter 1. Agency Administration

Subchapter A. General Provisions

§1.6. Advisory Committees.

(a) The Board may appoint advisory committees from outside the Board's membership to advise the Board as it may deem necessary.

(b) The use of advisory committees by the Board shall be in compliance with the provisions of Texas Government Code, Chapter 2110 regarding the composition and duration of committees, the reimbursement of committee member's expenses, the evaluation of committees, and the reporting to the Legislative Budget Board.

(c) An advisory committee is automatically abolished on the fourth anniversary of the date of its creation unless it has a specific duration prescribed by statute or the Board reestablishes the committee. A written statement shall be prepared by the Commissioner or his or her designee for each advisory committee setting forth the purpose of the committee, the task of the committee, the manner in which the committee will report to the Board, the date on which the committee is created, and the date on which the committee will automatically be abolished. The written statements shall be maintained on file in the Board offices.

(d) Purpose and Duties of Advisory Committees. The purpose of an advisory committee shall be to give the Board the benefit of the members' collective technical expertise and experience with respect to matters within the Board's jurisdiction. An advisory committee's sole duty is to advise the Board. An advisory committee has no executive or administrative powers or duties with respect to the operation of the Board, and all such powers and duties rest solely with the Board. The specific purposes and tasks of an advisory committee subject to this subchapter shall be identified in Board rules.

(e) Composition of Advisory Committees.

(1) The composition of advisory committees created by the Board, including subcommittees or workgroups with non-advisory committee members, shall contain no more than 24 members in compliance with the requirements of Texas Government Code, Chapter 2110.

(2) The Board shall make reasonable attempts to provide balanced, geographic representation, consonant with Texas Government Code, Chapter 2110, on all advisory committees. A rule or other action may not be challenged because of the composition of an advisory committee.

(3) This section does not apply to an advisory committee to the extent that:

(A) another state law specifically states that Texas Government Code, Chapter 2110 does not apply; or

(B) a federal law or regulation:

(i) imposes an unconditional requirement that irreconcilably conflicts with the requirements of Texas Government Code, Chapter 2110; or

(ii) imposes a condition on the state's eligibility to receive money from the federal government that irreconcilably conflicts with Texas Government Code, Chapter 2110.

(f) Membership Terms. Except as otherwise provided by law, advisory committee members shall serve terms as determined by the Board.

(g) Membership. The Board shall solicit nominations and make appointments from such nominations for membership on advisory committees from presidents and chancellors, or the respective designee. For advisory committees that include members not associated with an institution of higher education, the Board shall solicit nominations from appropriate entities, such as stakeholder organizations whose membership consists of the type of representative the advisory committee is seeking. Except as otherwise provided by law, all members of advisory committees are appointed by and serve at the pleasure of the Board. Board members may not serve on advisory committees. If an advisory committee member resigns, is no longer associated with the nominating institution or entity, dies, becomes incapacitated, is removed by the Board, otherwise vacates his or her position, or becomes ineligible prior to the end of his or her term, the Board may appoint a replacement who shall serve the remainder of the unexpired term.

(h) Attendance. A record of attendance at each meeting of advisory committees shall be made. Except as otherwise provided by law, if a member of an advisory committee misses three consecutive regularly scheduled meetings or more than half of all the regularly scheduled meetings in a one-year period, without approval by a majority vote of the Board, that member automatically vacates his or her position on the advisory committee and the Board may make an appointment to fill the remainder of the unexpired term of the vacancy.

(i) Reimbursement. Members of advisory committees shall not be reimbursed for expenses except as authorized by Texas Government Code chapter 2110 ~~[unless the Board expressly authorizes reimbursement. The Board may also, in its discretion, reimburse the expenses of members of any duly authorized subcommittee of an advisory committee].~~

(j) Presiding Officer. Except as otherwise provided by law, each advisory committee shall select from its members a presiding officer, who shall report the committee's recommendations to the Board. The Board may, at its discretion, appoint other officers of advisory committees or allow committee members to elect other officers at their pleasure.

(k) Manner of Reporting. Advisory committees shall report any recommendations directly to the Board at a Board meeting determined in consultation with agency staff, including the Commissioner of Higher Education. Advisory committees shall also provide an annual or biennial report to the Board to allow the Board to properly evaluate the committee's work, usefulness, and the costs related to the committee's existence, including the cost of agency staff time spent in support of the committee's activities.

(l) Subcommittees or Workgroups. Advisory committees may organize themselves into subcommittees or workgroups. One member of each subcommittee or workgroup shall serve as the chairperson. Subcommittee or workgroup chairs shall make written reports regarding their work to the presiding officer of the advisory committee. A subcommittee or workgroup of an advisory committee may include members who are not members of the advisory committee, but must include at least one member of the advisory committee.

(m) Meetings. Advisory committees shall meet at the call of the presiding officer or the Board. All advisory committee and subcommittee meetings shall be open to the public and broadcasted via the web, unless prevented by technical difficulties.

(n) Monitoring of Advisory Committees and Records.

(1) The Board shall monitor the activities of advisory committees.

(2) Agency staff shall record and maintain the minutes of each advisory committee and subcommittee meeting. The staff shall maintain a record of actions taken and shall distribute copies of approved minutes and other committee documents to the Board and to advisory committee members on a timely basis.

(3) Minutes kept for advisory committee meetings and reports required under subsection (k) of this section shall be maintained in a form and location that is easily accessible to the public, including making the information available on the Board's website.

(o) In the case of a conflict between this rule and a more specific rule in Title 19, Part 1, Chapter 1, governing an advisory committee or subcommittee, the more specific rule governing that committee or subcommittee shall apply.

Committee on Academic and Workforce Success

AGENDA ITEM V-H (3)

Consideration of adopting the proposed amendments of Title 19, Part 1, Chapter 1, Subchapter T, §1.222 of Board Rules, concerning the Workforce Education Course Manual Advisory Committee Membership and Officers

RECOMMENDATION: Approval

Background Information:

The Texas Higher Education Coordinating Board (Coordinating Board) proposes amendments to Texas Administrative Code, Title 19, Part 1, Chapter 1, Subchapter T, §1.222 of Board Rules, concerning the Workforce Education Course Manual Advisory Committee Membership and Officers.

The proposed amendment allows the Workforce Education Course Manual Advisory Committee to establish the terms of the committee chair and vice-chair to provide improved efficiency and continuity. The proposed Rule 1.22 will allow the vice-chair to automatically succeed the chair, providing greater continuity in leadership, and extends service on the committee by one year for the vice-chair of the committee.

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

Date published in the *Texas Register*: February 12, 2021

The 30-day comment period with the Texas Register ended on March 13, 2021.

No comments were received regarding this rule.

The amendments have been prepared in the following format:

- New language is in lowercase, underlined, and shaded.
- Deleted language is bracketed and struck through.
- When new language replaces deleted language, the new language precedes the deleted language.

Chapter 1. Agency Administration

Subchapter T. Workforce Education Course Manual Advisory Committee

- 1.220 Authority and Specific Purposes of the Workforce Education Course Manual Advisory Committee
- 1.221 Definitions
- 1.222 Committee Membership and Officers
- 1.223 Duration
- 1.224 Meetings
- 1.225 Tasks Assigned to the Committee
- 1.226 Report to the Board, Evaluation of Council Costs and Effectiveness

1.220 Authority and Specific Purposes of the Workforce Education Course Manual Advisory Committee

(a) Authority: The authority for this subchapter is provided in the Texas Education Code, §130.001.

(b) Purposes. The Workforce Education Course Manual (WECM) Advisory Committee is created to provide the Board with advice and recommendation(s) regarding content, structure, currency and presentation of the Workforce Education Course Manual (WECM) and its courses; recommendations regarding field engagement in processes, maintenance, and use of the WECM; and assistance in identifying new programs of study, developments within existing programs represented by courses in the manual, vertical and horizontal alignment of courses within programs, and obsolescence of programs of study and courses.

1.221 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, the Chief Executive Officer of the Board.

1.222 Committee Membership and Officers

(a) Membership shall consist of faculty and administrators from public community, state, and technical colleges with demonstrated leadership in workforce education.

(b) Membership on the committee shall include: representatives from public community, state, and technical colleges as defined in TEC, §61.003 and

(1) one (1) ex-officio representative from the Texas Association of College Technical Educators (TACTE), nominated by the TACTE Board; and

(2) one (1) ex-officio representative from the Texas Administrators of Continuing Education (TACE), nominated by the TACE Board; and

(3) one (1) ex-officio representative from the Texas Association of College Registrars and Admissions Officers (TACRAO), nominated by the TACRAO Board.

(c) The number of committee members shall not exceed twenty-four (24).

(d) Members of the committee shall select the chair and vice-chair who will each serve two-year terms. The vice-chair shall succeed as the presiding chair every two years.¹

~~(1) the presiding officer, who will be responsible for conducting meetings and conveying committee recommendations to the Board; and~~

~~(2) the vice chair, who will succeed the presiding officer at the end of the presiding officer's year of service.]~~

(e) Members shall serve staggered terms of up to three years except an individual who serves first as vice-chair and then chair, who will serve a term of four years.

1.223 Duration

The committee shall be abolished no later than January 31, 2025 in accordance with Texas Government Code, § 2110.008 It may be reestablished by the Board.

1.224 Meetings

The committee shall meet at least twice yearly. Special meetings may be called as deemed appropriate by the presiding officer. Meetings shall be open to the public and broadcast via the web, unless prevented by technical difficulties. Minutes shall be available to the public after they have been prepared by the Board staff and reviewed by members of the committee.

1.225 Tasks Assigned to the Committee

Tasks assigned the committee include recommendations concerning:

- (1) the addition of courses to the workforce education course manual;
- (2) the deletion of courses from the workforce education course manual;
- (3) the revision of courses in the workforce education course manual;
- (4) the approval of local need course requests; and
- (5) other activities necessary for the maintenance of the workforce education course manual.

1.226 Report to the Board; Evaluation of Committee Costs and Effectiveness

The committee chairperson shall report any recommendations to the Board on no less than an annual basis. The committee shall also report committee activities to the Board to allow the Board to properly evaluate the committee's work, usefulness, and the costs related to the committee's existence. The Board shall report its evaluation to the Legislative Budget Board in its biennial Legislative Appropriations Request.

Committee on Academic and Workforce Success

AGENDA ITEM V-H (4)

Consideration of adopting the proposed amendments of Title 19, Part 1, Chapter 4, Subchapter C, §4.54 of Board Rules, concerning the TSI Exemptions, Exceptions, and Waivers

RECOMMENDATION: Approval

Background Information:

The Texas Higher Education Coordinating Board (THECB) proposes amendments to Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter C, §4.54, concerning TSI Exemptions, Exceptions, and Waivers. Specifically, this amendment will enable students who have met the standards on the state-approved high school equivalency tests to be exempt from the Texas Success Initiative and have immediate access to college-level courses without additional demonstration of college readiness.

House Bill (HB) 1891 (86R) amended Section 51.338, Education Code, by adding new subsection (h) to allow a student who has achieved a score set by the board on a high school equivalency examination administered under Texas Education Code §7.111 to be exempt from the requirements of the Texas Success Initiative (TEC, Chapter 51, Subchapter F-1). Section 51.338(h) directs the commissioner of higher education by rule to establish the period for which an exemption under this subsection is valid. The proposed amendment to Rule §4.54 sets the scores required by Education Code Section 51.338(h) and aligns the exemption's period of validity with other assessments used for this purpose, including the SAT and ACT, which is five years from date of testing.

The proposed amendment includes the college readiness scores for both the GED and HiSET, the two assessment instruments approved by the State Board of Education to be used under Education Code Section 7.111. Researchers from GED and HiSET established the proposed scores through college readiness standard setting processes using psychometric and other industry-based protocols, as described in their respective technical manuals:

1. GED: https://ged.com/wp-content/uploads/GED_Technical_Manual.pdf
2. HiSET: https://hiset.ets.org/s/pdf/hiset_technical_manual.pdf

THECB staff reviewed these processes and determined they align sufficiently with readiness expectations for meeting the purpose of a TSI exemption. THECB will conduct a follow-up study to review the scores once a large enough sample size is established but no later than summer 2022. Revisions, if any, to these standards will be proposed upon completion of the study and based on its findings.

Jerel Booker, Assistant Commissioner for College Readiness and Success, and Dr. Suzanne Morales-Vale, Senior Director of Developmental and Adult Education, will present this item and be available to answer questions.

Date Published in the *Texas Register*: February 12, 2021

The 30-day comment period with the *Texas Register* ended on March 13, 2021.

No comments were received regarding this rule.

The amendments have been prepared in the following format:

- New language is in lowercase, underlined, and shaded.
- Deleted language is bracketed and struck through.
- When new language replaces deleted language, the new language precedes the deleted language.

Chapter 4. Rules Applying to All Public Institutions of Higher Education in Texas

Subchapter C. Texas Success Initiative

- §4.51 Purpose
- §4.52 Authority
- §4.53 Definitions
- §4.54 Exemptions, Exceptions, and Waivers
- §4.55 Assessment and Placement
- §4.56 Assessment Instrument
- §4.57 College Ready Standards
- §4.58 Advisement and Plan for Academic Success
- §4.59 Determination of Readiness to Perform Entry-Level Freshman Coursework
- §4.60 Evaluation and Reporting
- §4.61 Limited Waiver of Rules
- §4.62 Required Components of Developmental Education Programs
- §4.63 Privacy of Student Information

4.51 – 4.53 No change

4.54. Exemptions, Exceptions, and Waivers.

(a)(1)(A) – (B) No change

(C) GED: minimum score of 165 on the Mathematical Reasoning subject test shall be exempt for the mathematics section of the TSI Assessment. A minimum score of 165 on the Reasoning Through Language Arts (RLA) subject test shall be exempt for the English Language Arts Reading (ELAR) section of the TSI Assessment.

(D) HiSET: minimum score of 15 on the Mathematics subtest shall be exempt for the mathematics section of the TSI Assessment. A minimum score of 15 on the Reading subtest and a minimum score of 15 on the Writing subtest, including a minimum score of 4 on the essay, shall be exempt for the English Language Arts Reading (ELAR) section of the TSI Assessment.

(a)(2) – (10) No change

(b) – (d) No change

4.55 – 4.63 No change

Committee on Academic and Workforce Success

AGENDA ITEM V-H (5)

Consideration of adopting the proposed repeal of Title 19, Part 1, Chapter 9, Subchapter M, §§9.660 - 9.666 of Board Rules, concerning Program Development in Public Two-Year Colleges-Block Scheduling

RECOMMENDATION: Approval

Background Information:

The Texas Higher Education Coordinating Board (Coordinating Board) proposes the repeal of Chapter 9, Subchapter M, §§9.660 - 9.666, concerning Program Development in Public Two-Year Colleges-Block Scheduling. Specifically, this repeals Subchapter M concerning block scheduling requirements for public, two-year colleges.

In 2015, the 84th Texas Legislature passed House Bill 1583, which amended the Texas Education Code (TEC) §130.0095 and required public, two-year colleges (referred to in statute as "junior colleges") to establish a block schedule curriculum. The curriculum included allied health, nursing, and career and technology associate degrees or certificate programs not previously offered as a block schedule curriculum by the college. The Coordinating Board adopted rules, Texas Administrative Code, Chapter 9, Subchapter M, §§9.660 - 9.666, which were effective February 22, 2016. The statutory authority for block scheduling expired on its own terms, pursuant to former TEC §130.0095(e), on August 1, 2019. As a result of the expiration, the Coordinating Board proposes to repeal these rules.

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

Date published in the *Texas Register*: February 12, 2021

The 30-day comment period with the *Texas Register* ended on: March 13, 2021.

No comments were received regarding this rule.

The amendments have been prepared in the following format:

- New language is in lowercase, underlined, and shaded.
- Deleted language is bracketed and struck through.
- When new language replaces deleted language, the new language precedes the deleted language.

Chapter 9. Program development in public two-year colleges

Subchapter M. Block scheduling

§9.660. Purpose.

§9.661. Authority.

§9.662. Definitions.

§9.663. Block Scheduled Program.

§9.664. Adoption of Block Scheduled Programs.

§9.665. Block Enrollment.

§9.666. Demonstration of Hardship.

~~[§9.660 Purpose]~~

~~[The purpose of this subchapter is to establish the Coordinating Board's oversight for public junior colleges regarding block scheduling of certain associate degree or certificate programs.]~~

~~[§9.661 Authority]~~

~~[Authority for this subchapter is provided by Texas Education Code, §130.0095, which provides the board with the authority to administer block schedule programs.]~~

~~[§9.662 Definitions]~~

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

~~[(1) Block Scheduling—Co-registration in a group of courses equal to a full time load related to a specific program of study or major to facilitate schedule predictability from semester to semester and encourage timely degree completion.]~~

~~[(2) Board or Coordinating Board—The Texas Higher Education Coordinating Board.]~~

~~[(3) Full time load—The number of semester credit hours a student is required to complete per semester to complete the program in the amount of time the degree or certificate represents. As examples, a Level I certificate should be completed in one year or less; a Level II certificate should be completed in less than two years; and an associate degree should be completed in two years.]~~

~~[(4) Block Scheduled Program—A Coordinating Board approved associate of applied science degree or credit bearing certificate program in the fields of allied health, nursing, or career education and technology utilizing block scheduling.]~~

~~[(5) Public Junior College—Has the meaning as defined in Texas Education Code, §61.003(2).]~~

~~[§9.663 Block Scheduled Program]~~

~~[A block scheduled program established at a public junior college under this section must allow a student to enroll in courses equal to that of a full time load for the program of study and shall be offered each semester in scheduled blocks, such as a morning, full day, afternoon, evening, or weekend block to provide scheduling predictability from semester to semester for students enrolled in the program. Clinical, practicum and other externships may deviate from the block schedule.]~~

~~[§9.664 Adoption of Block Scheduled Programs]~~

~~[Each public junior college shall establish a block scheduled program curriculum from among the allied health, nursing, and career education and technology associate degree or certificate~~

~~programs offered by the public junior college in at least five of those programs not previously offered as a block-scheduled curriculum.]~~

~~[\$9.665 Block Enrollment]~~

~~[Each public junior college shall publish in advance of each semester the available curricula for each associate degree or certificate program identified as a block-scheduled program offered by the college for that semester. Students may enroll in an entire block-scheduled program curriculum offered under the program in a semester, rather than enrolling in individual courses leading toward the degree or certificate.]~~

~~[\$9.666 Demonstration of Hardship]~~

~~[If a public junior college does not offer the minimum number of block-scheduled programs as described by this subchapter, the institution must provide detailed written documentation to the coordinating board describing the reason why offering the required number of programs creates a hardship for the institution and how students would be impacted by offering additional block-scheduled programs. Factors creating an institutional hardship may include, but are not limited to, programmatic accreditation requirements; statutory requirements; number of students enrolled in the program; availability of faculty; or availability of classroom, laboratory, or other types of instructional/experiential spaces. The Coordinating Board will review the documentation provided and make a determination to approve or deny a request to not offer the minimum number of block-scheduled programs as defined by this subchapter.]~~

SUPPLEMENTAL MATERIALS

Committee on Academic and Workforce Success

AGENDA ITEM V-I

Consideration of approving the recommendation to solicit and contract a design research firm to support implementation of the college and career advising efforts within the data modernization initiative.

RECOMMENDATION: Approval

Total Project Cost: Up to \$1,000,000
Source of Funds: Federal funds allocated through the Governor's Emergency Education Relief (GEER) Funds

Background Information:

The Texas Higher Education Coordinating Board (Coordinating Board) is actively engaged in a comprehensive Data Modernization Initiative to facilitate improved insight and actionable education and workforce data. Federal funding was allocated for the Data Modernization Initiative through the Governor's Emergency Education Relief (GEER) funds to support critical efforts to modernize and improve state educational and workforce data infrastructure, to better inform and support students and families on their paths from enrollment, to completion, to the workforce.

Included in the Data Modernization Initiative is an objective to improve college and career advising resources to help Texans map an efficient path to earn a high value credential and launch a sustainable career. To improve our college and career advising resources, the Coordinating Board is engaging with multiple stakeholders to develop and deploy new tools that turn data into actionable intelligence for students and families, institutions, employers, and policymakers.

The Coordinating Board is working collaboratively with its Tri-Agency partners, the Texas Education Agency and Texas Workforce Commission, to develop and implement an advising framework reshaped as a design project to expand toward more innovative approaches. Planning efforts are well underway and this collaborative, interagency team is moving forward to secure the resources needed to begin implementation. Specifically, the Coordinating Board proposes to solicit and engage a design research firm to lead a design thinking project centered on improving the alignment and delivery of college and career advising supports across the state.

THECB staff recommend approval for soliciting and entering into an agreement in order to secure the design research resources necessary to move forward with implementation of projects related to this initiative.

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