

TEXAS HIGHER EDUCATION COORDINATING BOARD
COMMITTEE ON ACADEMIC AND WORKFORCE SUCCESS

VIA LIVE BROADCAST

July 22, 2020
9:30 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*

*BROADCAST LINK: A link to the live broadcast for this meeting will be available on our website at
<http://www.highered.texas.gov>.*

*PUBLIC TESTIMONY: The presiding chair shall designate whether public testimony will be taken at the beginning of the meeting, at the time the related item is taken up by the Board after staff has presented the item, or any other time as determined by the presiding chair. For procedures on testifying please go to
<http://www.highered.texas.gov/about-us/meetings-broadcasts/public-testimony1/>*

- I. Welcome and Committee Chair's meeting overview
- II. Consideration of approval of the minutes for the April 22, 2020, Committee meeting
- III. Consideration of approval of the Consent Calendar
- IV. Public Testimony on Items Relating to the Committee on Academic and Workforce Success
- V. Matters relating to the Committee on Academic and Workforce Success
 - A. Report to the Committee on activities of the Family Practice Residency Advisory Committee, including the report on trustee funds distributed in Fiscal Year 2020
 - B. Report to the Committee on activities of the Learning Technology Advisory Committee
 - C. Report to the Committee on activities of the Lower-Division Academic Course Guide Manual (ACGM) Advisory Committee
 - D. Report to the Committee on activities of the Medical Education and Graduate Medical Education Programs
 - E. Report to the Committee on activities of the Undergraduate Education Advisory Committee (UEAC)
 - F. Consideration of adopting the Family Practice Residency Advisory Committee's recommendation to the Committee relating to the distribution of funds trustee to the Coordinating Board to support family practice residency programs for Fiscal Year 2021
 - G. Consideration of adopting the Lower-Division Academic Course Guide Manual (ACGM) Advisory Committee's recommendation to the Committee relating to changes in the ACGM
 - H. Consideration of adopting the staff recommendation to the Committee relating to the Report on the Autism Grant Program

Note: Highlighted items in gray are on the Consent Calendar

Committee on Academic and Workforce Success

- I. Consideration of adopting the staff recommendation to the Committee relating to Strategies to Incentivize Institutions of Higher Education to Develop Degree Programs in Cybersecurity: A Report to the Texas Legislature (*Senate Bill 64, 86th Texas Legislature, Regular Session*)
- J. Consideration of adopting the staff recommendation to the Committee relating to the report on the effectiveness of the Open Educational Resources Grant Program (*Senate Bill 810, 85th Texas Legislature, Regular Session; and House Bill 1, Rider 55, 86th Texas Legislature, Regular Session*)
- K. Consideration of adopting the staff recommendation to the Committee relating to the January 2020 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "A" through "O")
- L. Consideration of adopting the staff recommendation to the Committee relating to requests for a new degree program:
 - THE UNIVERSITY OF TEXAS AT ARLINGTON
 - 1) Bachelor of Arts (BA) in Philanthropy
 - UNIVERSITY OF NORTH TEXAS
 - 2) Master of Science (MS) in Data Engineering
 - UNIVERSITY OF HOUSTON-DOWNTOWN
 - 3) Master of Professional Accountancy (MPA) in Professional Accountancy
 - THE UNIVERSITY OF TEXAS AT EL PASO
 - 4) Doctor of Philosophy (PhD) in Data Science
 - MIDWESTERN STATE UNIVERSITY
 - 5) Doctor of Education (EdD) in Educational Leadership
- M. Lunch
- N. Consideration of adopting the staff recommendation to the Committee relating to the issuance of a Request for Offers for the development and ongoing support of an online Pre-Assessment Activity
- O. Consideration of adopting the staff recommendation to the Committee relating to the issuance of a Request for Applications for the:
 - (1) Graduate Medical Education Expansion Program
 - (2) Nursing, Allied Health and Other Health-related Education Grant Program

Committee on Academic and Workforce Success

P. Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to:

- (1) Learning Technology Advisory Committee (LTAC)
- (2) Lower-Division Academic Course Guide Manual (ACGM) Advisory Committee
- (3) Workforce Education Course Manual (WECM) Advisory Committee
- (4) Certification Advisory Council (CAC)
- (5) Apply Texas Advisory Committee (ATAC)

Q. Consideration of adopting the staff recommendation to the Committee relating to suspending the September 1, 2020, effective date for Fields of Study previously adopted by the Board

R. Consideration of adopting the staff recommendation to the Committee relating to a request to establish a contract with a higher education artificial intelligence vendor for the Virtual Advising Project (ADVi)

VI. Adjournment

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

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

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

Committee on Academic and Workforce Success

AGENDA ITEM I

Welcome and Committee Chair's meeting overview

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

Committee on Academic and Workforce Success

AGENDA ITEM II

Consideration of approval of the minutes for the April 22, 2020, 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****April 23, 2020 9:23 am****Via Conference Call**

The Texas Higher Education Coordinating Board's *Committee on Academic and Workforce Success (CAWS)* convened at 9:23 am on April 23, 2020, with the following committee members present: Fred Farias, Chair presiding; Donna Williams, Vice Chair; Cody Campbell; Emma Schwartz; Sam Torn; and Welcome Wilson. Ex-Officio member(s) present: Stuart Stedman and Lauren C. McKenzie. Other Board members present: Javaid Anwar and Ricky Raven.

AGENDA ITEM	ACTION
I. Welcome and Committee Chair's meeting overview	<p>Dr. Fred Farias called the meeting to order and called the role. All members were present. A quorum was met for this Committee meeting.</p> <p>Dr. Farias announced that Agenda Item V-B, consideration of adopting the staff recommendation to the Committee relating to the guidelines for the 2020 Texas Higher Education Star Awards, had been withdrawn.</p>
II. Consideration of approval of the minutes from the December 11, 2019, Committee meeting	On motion by Sam Torn, seconded by Cody Campbell, the Committee approved the December 11, 2019 Committee Meeting minutes. The vote was unanimous.
III. Consideration of approval of the Consent Calendar	<p>On a motion by Donna Williams, seconded by Emma Schwartz, the Committee approved the Consent Calendar. The vote was unanimous.</p> <p>Items approved on the Consent Calendar were: Agenda Items V-A, V-C (1-6), V-D, V-E, V-F, V-G, and V-I(1).</p>
IV. Public Testimony on Items Relating to the Committee on Academic and Workforce Success	There was no public testimony.
V. Matters relating to the Committee on Academic and Workforce Success	
A. Consideration of adopting the staff recommendation to the Committee relating to the report on the Fiscal Year 2020 Annual Review of Low-Producing Programs	This item was approved on the Consent Calendar.

AGENDA ITEM	ACTION
B. Consideration of adopting the staff recommendation to the Committee relating to the guidelines for the 2020 Texas Higher Education Star Awards	This item was withdrawn.
C. Consideration of adopting the staff recommendation to the Committee relating to requests for a new degree program:	
TEXAS A&M INTERNATIONAL UNIVERSITY (1) Bachelor of Science (BS) degree with a major in Computer Engineering	This item was approved on the Consent Calendar.
TEXAS A&M INTERNATIONAL UNIVERSITY (2) Bachelor of Science (BS) degree with a major in Petroleum Engineering	This item was approved on the Consent Calendar.
TARLETON STATE UNIVERSITY (3) Master of Science (MS) in Computer Engineering	This item was approved on the Consent Calendar.
THE UNIVERSITY OF NORTH TEXAS (4) Master of Science (MS) in Engineering Management	This item was approved on the Consent Calendar.
THE UNIVERSITY OF TEXAS PERMIAN BASIN (5) Master of Science (MS) degree with a major in Mechanical Engineering	This item was approved on the Consent Calendar.
THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY (6) Doctor of Physical Therapy (DPT) with a major in Physical Therapy	This item was approved on the Consent Calendar.
D. Report to the Board on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5) of Board Rules Lunch	This item was approved on the Consent Calendar.
E. Consideration of adopting the Staff recommendation to the Committee relating to the appointment of member(s) to the Workforce Education Course Manual Advisory Committee	This item was approved on the Consent Calendar.
F. Consideration of adopting the Staff recommendation to the Committee relating to the appointment of student representatives to the Apply Texas Advisory Committee, the Learning Technology Advisory Committee, the Graduate Education Advisory Committee, and the Undergraduate Education Advisory Committee	This item was approved on the Consent Calendar.

AGENDA ITEM	ACTION
G. Consideration of adopting the Staff recommendation to the Committee relating to the appointment of member(s) to the Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities	This item was approved on the Consent Calendar.
H. Consideration of adopting the Staff recommendation to the Committee relating to the appointment of members to the Texas Application for State Financial Aid Advisory Committee	This item was approved on the Consent Calendar.
I. Proposed Rules (1) Consideration of adopting the Staff recommendation to the Committee relating to the proposed repeal of Chapter 4, Subchapter J, Sections 4.191-4.196 of Board rules concerning the Work-Study Student Mentorship Program	This item was approved on the Consent Calendar.
VI. Adjournment	On a motion by Sam Torn, seconded by Donna Williams, the Committee adjourned at 9:32 am. The vote was unanimous.

Committee on Academic and Workforce Success

AGENDA ITEM III

Consideration of approval of the Consent Calendar

RECOMMENDATION: Approval

Background Information:

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

Consent Calendar

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

- G. Consideration of adopting the Lower-Division Academic Course Guide Manual (ACGM) Advisory Committee's recommendation to the Committee relating to changes in the ACGM
- H. Consideration of adopting the staff recommendation to the Committee relating to the Report on the Autism Grant Program
- J. Consideration of adopting the staff recommendation to the Committee relating to the report on the effectiveness of the Open Educational Resources Grant Program (*Senate Bill 810, 85th Texas Legislature, Regular Session; and House Bill 1, Rider 55, 86th Texas Legislature, Regular Session*)
- K. Consideration of adopting the staff recommendation to the Committee relating to the January 2020 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "A" through "O")
- L. Consideration of adopting the staff recommendation to the Committee relating to requests for a new degree program:
 - The University of Texas at Arlington
 - 1) Bachelor of Arts (BA) in Philanthropy
 - University of North Texas
 - 2) Master of Science (MS) in Data Engineering
 - University of Houston-Downtown
 - 3) Master of Professional Accountancy (MPA) in Professional Accountancy
- N. Consideration of adopting the staff recommendation to the Committee relating to the issuance of a Request for Offers for the development and ongoing support of an online Pre-Assessment Activity
- O. Consideration of adopting the staff recommendation to the Committee relating to the issuance of a Request for Applications for the:
 - (1) Graduate Medical Education Expansion Program
 - (2) Nursing, Allied Health and Other Health-related Education Grant Program

P. Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to:

- (1) Learning Technology Advisory Committee (LTAC)
- (2) Lower-Division Academic Course Guide Manual (ACGM) Advisory Committee
- (3) Workforce Education Course Manual (WECM) Advisory Committee
- (4) Certification Advisory Council (CAC)
- (5) Apply Texas Advisory Committee (ATAC)

Committee on Academic and Workforce Success

AGENDA ITEM IV

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

RECOMMENDATION: No action required

Background Information:

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

Committee on Academic Workforce and Success

AGENDA ITEM V-A

Report to the Committee on activities of the Family Practice Residency Advisory Committee, including the report on trustee funds distributed in Fiscal Year 2020

RECOMMENDATION: No action required

Background Information:

The Family Practice Residency Advisory Committee (FPRAC) is charged with making funding recommendations to the Board for the Family Practice Residency Program (FPRP) and related support programs. The FPRAC and FPRP were established in 1977 by the 65th Texas Legislature. The intent of the program is to increase the number of physicians selecting family practice as their medical specialty and to encourage those physicians to establish their practices in rural and underserved communities in Texas. Michael Ragain, M.D., serves as Chair of the Committee, and, Fred Onger, M.D., serves as Vice Chair of the Committee.

Appropriations from the 2020-21 biennium allowed for funding of 814 awards of \$5,889 each to thirty-one (31) Family Practice Residency Programs for FY 2020. Additionally, \$206,009 was allocated to the Rural Rotation Program and University of North Texas Health Science Center, Texas College of Osteopathic Medicine's Faculty Development Center.

The FPRAC met on May 27, 2020 and considered the following items:

- The committee reviewed and approved annual written reports and annual financial reports submitted by FPRP-funded programs for Fiscal year 2019;
- The committee considered the eligibility of three new family practice programs currently funded under the Graduate Medical Education Expansion Program; and
- The committee considered the funding allocation for FPRP for Fiscal Year 2021 for recommendation to the Board.

Additionally, the committee monitored activities related to the Faculty Development Center and received updates from the Center's leadership.

Fred Onger, M.D., Vice Chair of the Family Practice Residency Advisory Committee, will provide a brief update of activities and be available to answer questions.

FAMILY PRACTICE RESIDENCY ADVISORY COMMITTEE ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: OCTOBER 31, 2021

Committee Purpose: The Family Practice Residency Advisory Committee (FPRAC) is charged with making funding recommendations to the Board for the Family Practice Residency Program (FPRP) and related support programs. The committee and Family Practice Residency Program (FPRP) were established in 1977 by the Texas Legislature. The intent of the program is to increase the numbers of physicians selecting family practice as their medical specialty and to encourage those physicians to establish their practices in rural and underserved communities in Texas.

Report Period: July 2019 – June 2020

Chair: Michael Ragain, M.D., M.S.Ed.

Vice Chair: Fred Onger, M.D.

Per statute, the 12-member committee includes representatives from the Texas Academy of Family Physicians, Association of Directors of Family Practice Programs, Texas Medical Association, Texas Osteopathic Medical Association, Texas Hospital Association, and members of the public appointed by the governor. Members serve staggered three-year terms with the possibility of reappointment.

List of Committee members is attached.

Committee Meeting Dates:

May 29, 2019 (Summary Notes are attached.)

May 27, 2020 (Summary Notes are pending approval by the Committee.)

Annual Costs Expended:

Travel: Committee convened for one virtual Zoom meeting, no travel required; therefore, no costs incurred.

Other: No other associated costs.

Time Commitments:

Committee members: approximately 13 working days to prepare for one meeting

Coordinating Board staff: approximately 14 days to prepare materials and reports; coordinate meeting arrangements; and attend meeting.

Summary of Tasks Completed:

- The Committee monitored Fiscal Year 2020 program results and financial reports. The Committee monitored activities by the Faculty Development Center funded under FPRP.
- The Committee made funding recommendations for Fiscal Year 2021 for the FPRP to the Coordinating Board.

Current Recommendations to the Board:

Funding allocation recommendation for FPRP and related support programs for Fiscal Year 2021 (July 2020 CAWS meeting, see Agenda Item V-F).

At the July CAWS and Board meetings, the Advisory Committee makes its recommendation relating to the distribution of the funds trustee to the Coordinating Board to support Family Practice Residency Programs for Fiscal Year 2021 and reports on trustee funds distributed in Fiscal Year 2020. (See Agenda Item V-A)

Family Practice Residency Program Advisory Committee
Advisory Committee Members
Fiscal Year 2020

Term of Service ends on August 31 of the year indicated in
parentheses after member's name, unless otherwise noted

R. Michael Ragain, M.D., M.S.Ed.,
Chair (19)
Senior Vice President and Chief Medical Officer
UMC Health System
Texas Hospital Association

Fred Onger, M.D., Vice Chair (22)
Family Medicine Program Director
Texas Tech Health Sciences Center
Texas Organization of Family Practice
Program Directors

Committee Members

Ruth S. Chambers (21)*
Governor Appointee
Member of the Public

Mark T. Nadeau, M.D., M.B.A. (22)
Family Medicine Program Director
University of Texas Health Science Center
at San Antonio
Texas Academy of Family Physicians

Vacant
Texas Hospital Association

Adrienne Pena-Garza (20)
Governor Appointee
Member of the Public

Todd Dorton (22)
Governor Appointee
Member of the Public

Damon A. Schranz, D.O. (22)
Associate Professor, Vice Chair of Education
Department of Family Medicine
University of North Texas Health Science Center
Texas Osteopathic Medical Association

Lewis E. Foxhall, M.D. (21)
Vice President, Health Policy
University of Texas M.D. Anderson Cancer Center
Texas Medical Association

Dana Sprute, M.D. (22)
Family Medicine Program Director
University of Texas Austin Dell Medical School
Texas Academy of Family Physicians

Brett Johnson, M.D. (21)
Family Medicine Program Director
Methodist Health System/Methodist Charlton Medical
Center
Texas Academy of Family Physicians

Eric Warwick, M.D. (22)
Family Medicine Program Director
Baylor College of Medicine
Texas Organization of Family Practice
Program Directors

Alternate Member

Martin Ortega, MD (22)
Associate Program Director
Texas Tech Family & Community Medicine Residency
Program
Texas Organization of Family Practice Program
Directors

*Reappointment has been requested

TEXAS HIGHER EDUCATION COORDINATING BOARD
Academic Quality and Workforce

Family Practice Residency Advisory Committee

May 29, 2019

Summary Notes

Members present: Michael Ragain-Chair, Jim Donovan, Mark Nadeau, Fred Onger-Vice Chair, Damon Schranz, Dana Sprute, Eric Warwick,

Members absent: Richard Young

Guests present: Tom Banning, John Wyatt, Cindy Passmore, Risa McGuire, Roland Goertz

Coordinating Board staff: Suzanne Pickens, Stacey Silverman, Cindy Fisher, Reinold Cornelius, Ernest Jacquez, Jodie Lopez

1. Welcome and Introduction

Michael Ragain, Vice Chair of the Family Practice Residency Program (FPRP) Advisory Committee, convened the meeting at 10:00am. Members, staff, guests, and audience members introduced themselves.

- *Dr. Ragain acknowledged that former Chair of the Advisory Committee, Dr. Roland Goertz was in attendance and recognized him for his outstanding service and contributions to Family Medicine.*
- *Dr. Stacey Silverman also recognized Dr. Goertz for his service, leadership, and contributions. Dr. Goertz was presented with a State Flag and appreciation gifts in honor of his work and service.*

• **Consideration of Summary Notes for April 3, 2019 Meeting**

- *Action item: The Advisory Committee unanimously approved the Summary Notes from the April 3, 2019 meeting.*

• **Update on 86th Legislative Session**

John Wyatt, Director of Governmental Relations at the Texas Higher Education Coordinating Board (THECB) presented an overview of the policy and funding outcomes of the 86th Legislative Session. He noted that the primary focus this session was on K-12 education but noted there were important achievements in higher education.

Budget outcomes relevant to committee are as follows:

- Family Practice Residency Program funding is maintained at \$10 million for the FY20-21 biennium.
- Funding for the Statewide Preceptorship Program remained constant at \$3 million.
- Significant increase in the Graduate Medical Education (GME) Expansion Grant Program were included in the both introduced bills, resulting in an additional \$60 million, which will allow for the state to maintain the ratio of 1.1 GME first year filled positions for each medical school graduate.
- Slight reduction (\$130K) in funding for Emergency and Trauma Care Partnership
- Joint Admission Medical Program funding also remain constant at \$10.2 million for the biennium

Budget outcomes for Loan Repayment and Other Programs:

- Physician Education Loan Repayment Program received a \$4.9million dollar increase. This increase is the amount identified to fund a contingency rider for HB 2261 which increased the annual loan repayments under PELRP by \$5,000, to a lifetime maximum of no more than \$180,000.

- Nursing Faculty LRP funding remained constant at \$3 million.
- Mental Health LRP funding remained constant at \$2.1 million.
- Nursing Shortage Reduction Program had a \$120,000 decrease in funding due to some rider changes.

Budget Outcomes – New Rider:

Mr. Wyatt mentioned that the THECB was appropriated \$99 million dollars for a new initiative, the Texas Child Mental Health Care Consortium.

The contingency rider for Senate Bill 11 authorizes the Health Care Consortium.

It appropriates \$49.5M in FY20 and \$49.5M in FY21 for the Texas Child Mental Health Care Consortium (TCMHCC). Mr. Wyatt also noted that the rider requires mental health initiatives identified in Senate Bill (SB) 11 be implemented but does not designate how funding shall be allocated among those initiatives.

Additionally, by September 15, 2019, the THECB must transfer \$1M in FY20 and \$500,000 in FY21 for administration and oversight to an HRI designated by the Consortium.

It also states that the Consortium is required to submit to the LBB a plan for implementing initiatives by November 30, 2019. The requirement states that the Coordinating Board cannot expend any funds without obtaining until LBB approval. This Plan is considered approved unless the LBB issues a written disapproval within 30 days.

The consortium is governed by an executive committee consisting of thirteen Health-Related Institutions, Texas Health and Human Services Commission, THECB, and at least three nonprofit organizations that focus on mental health care, and any other entity the executive committee of the consortium considers necessary. He explained that this was the committee responsible for making decisions regarding how the \$99 million will be purposed and allocated.

Purposes identified in SB11 include:

- Establishing a network of comprehensive child psychiatry access centers at the member HRIs.
- Establishing or expanding telemedicine programs at member HRIs for identifying and assessing behavioral health needs and providing access to mental health services, with a focus on at-risk children and adolescents.
- Provide funding to a member HRI for a full-time psychiatrist to serve as academic medical director at a facility operated by a community mental health provider and two new resident rotation positions.
- Provide funding to a member HRI for a physician fellowship position leading to a medical specialty in the diagnosis and treatment of behavioral health issues affecting children and adolescents.

Mr. Wyatt also noted that SB 11 was one of the signature issues for the Legislature during this session, with their concern being "How can we increase access to and the effectiveness of mental and behavioral health services to children and adolescents?" He mentioned that there will be a great deal on work over this interim in terms of implementation of this program and meeting the Legislature's concern for improving these services.

Regarding SB 1755, Mr. Wyatt clarified language and explained that residents and fellows in graduate medical training programs sponsored by a governmental unit (such as the THECB or HRIs) are considered to be employees of a governmental unit for purposes of the Texas Tort Claims Act.

HB 1065 established a Rural Resident Physician Grant Program as a competitive grant program to encourage the creation of new graduate medical education positions in rural and nonmetropolitan areas. Mr. Wyatt explained that the THECB is only required to provide grants if the Legislature appropriates money specifically

for this purpose. No funding was provided in HB 1 for the FY20-21 biennium. This is still permissive pending available appropriations for use in this purpose.

Mr. Wyatt also reported increases in formula funding for all sectors, but particularly for Health-Related Institutions. The Instruction and Operations Formula rate increased from \$9,431 to \$9,692. In addition, the weight for Biomedical Informatics increased from 1.0 to 1.75. Furthermore, the Graduate Medical Education rate also increased from \$5,824 to \$5,992

Tom Banning, Executive Director of the Texas Academy of Family Physicians (TAFP) added in regard to the Rural Resident Grant Program, his understanding from Senator Jane Nelson's office when they pulled funding from the rider for the program, the intent was to utilize the GME expansion grant funding. Mr. Banning clarified that with the enabling legislation recently passed, some of the newly appropriated (\$60M) GME Expansion funds could be utilized for this new Rural Rotation track.

Mr. Banning also mentioned that HHSC received \$84 million in Medicaid GME funding to be utilized for Texas' public hospitals. The HHSC is also applying for additional resources to provide assistance to private hospitals but have not received Federal guidance nor approval at this time.

Mr. Banning noted that in addition to the substantial appropriations for GME, HHSC has identified a significant amount in additional resources to be utilized to help subsidize, support, and grow existing programs at least at the public hospital level.

Suzanne Pickens, Senior Program Director at THECB, asked for clarification on the exceptional item request of \$2 million per year for the Family Practice Residency Program not being fulfilled. Mr. Banning explained the Legislature convened with three primary goals: (1) public education, (2) property tax cuts and (3) Hurricane Harvey. Most of the available funding identified through increased revenue and savings opportunity went to fulfill these three priorities. Unfortunately, the FPRP was not prioritized over these concerns and resulting in a relatively flat funding for most THECB and HHSC programs.

Mr. Banning remarked that there is a need for additional funding outside of new and expanded positions and it will be up to the stakeholders to make the case for an increase in funding given the fact that the Legislature also approved the creation of two new medical schools at the University of Houston and Sam Houston State University in addition to several new Residency programs coming online in the near future.

- **Report on Medical and Graduate Medical Education Legislative Appropriations**

Susan Pickens briefly reiterated on John Wyatt's comments regarding the appropriations for GME and referenced a handout in the meeting packet for Agenda Item #4 which explained these legislative appropriations.

- **(Agenda Item #6) Consideration of Reallocation of Remaining Fiscal Year 2019 Funding**

Suzanne Pickens provided an overview of fiscal year (FY) 2019. There were 27 Family Residency Programs that participated in FY19 with a total of 749 residents funded at \$6,438 per resident. Ms. Pickens explained that the difference was primarily due to the closure of the Bay Area Medical Center and the North Central Texas/Wichita Falls Programs. Those closures also resulted in a decrease in the number of rural rotations funded from the approved 42 slots down to 37 rotations funded in FY19.

In terms of awards and funding in addition to the \$5million appropriated for the FPRP, additional resources were identified from prior years, the majority coming from the Primary Care Innovation Program. This program was initiated in FY14 but was not funded for FY 2018-19. Any unexpended funding available at the end of these award cycles was redistributed to the FPRP. Through the reconciliation process, a few FPRP balances were also identified for a total reallocation amount of \$233,000 which was disbursed to programs via the contract amendment process.

Ms. Pickens noted that after the amendment process was complete, \$34,311 in additional funding became available for reallocation. THECB staff proposed recommendations to reallocate these funds to the FPRP's Faculty Development Center (FDC) due to a timing issue in terms of trying to execute contracts for all programs for the amount of funds available.

A motion to approve the reallocation of remaining FY 2019 funding to the Faculty Development Center was made by Dr. Sprute and seconded by Dr. Schranz.

Prior to a vote, Dr. Warwick asked for confirmation that the FDC would be able to utilize these funds prior to the end of the fiscal year. Cindy Passmore, Executive Director of the FDC confirmed the FDC would be able to utilize the additional funding this fiscal year.

With no further discussion, Dr. Ragain called for a vote.

→ *Action item: The Advisory Committee unanimously approved the Reallocation of Remaining Fiscal Year 2019 Funding to the Faculty Development Center.*

- **(Agenda Item #5) Consideration and Discussion of FPRP Eligibility for Family Medicine Programs funded under the Graduate Medical Education Expansion Program**

Dr. Ragain provided some background and stated that the FPRP Advisory Committee has the responsible to decide which Family Medicine Residency Programs are to be included in funding considerations recommended to the THECB. The THECB rules are very specific and state that the approved programs must be nationally accredited and in operation for at least three years. Dr. Ragain noted that with the establishment of the GME Expansion Grant Program there are now additional issues to be considered. Dr. Ragain referenced handouts to be reviewed and discussed regarding these concerns.

Suzanne Pickens provided an overview of the current GME Expansion awards, historical funding, and the number of residents funded through FPRP over the last 20 years. The overview also included potential impacts of GME Expansion awards on Family Practice and different options relating to funding.

Statute requires all GME awarded positions for all programs be verified and filled before a disbursement can be made. THECB staff are currently verifying resident positions and will make awards by June 30.

For the FY2018-19 biennium, awards totaled \$97.7M which funded 1,303 positions at 75 programs. Twenty-Seven (27%) of this funding went to 18 Family Practice Residency Programs. In terms of ALL Primary Care Programs awarded through GME Expansion (FM, IM, OBGYN, Peds), 68% of the total awards were distributed among these specialties, in addition to Psychiatry (15%) for a collective total of 83% for Primary Care. The balance was allocated to other specialties (Anesthesiology, General Surgery, Neurology).

Ms. Pickens commented on the historical awards over the last 20 years for Family Practice. Residency Program funding was been impacted by a 44% decrease due to Legislative cuts. Currently, the program is funded at \$5 million per year for the next biennium. There is a significant difference in the available funding for both programs. The number of residents funded by the program over the same period shows a slight upward trend with a variance in the per resident amounts each year.

Ms. Pickens provided the committee with a list of existing Family Practice Residency Programs currently funded, which also includes those programs that expanded through the GME Expansion Program. Also included were new programs in operation for three years and ONLY receiving awards through the GME Expansion Program but are also eligible for funding through the Family Practice Resident Program. Ms. Pickens clarified that these new programs all have their full complement of residents funded by GME

Expansion in comparison to those existing programs who might only be receiving a few awards.

Ms. Pickens provided additional information about the new Family Practice Residency Programs created with support from GME Expansion. She described programs in operation for three years or more along with their number of eligible positions for Family Practice funding consideration. Dr. Ragain also remarked that there could be future ramifications for future awards as new programs become eligible for consideration.

Ms. Pickens also provided an overview of Family Practice Residency Program funding for FY19. This was the basis for the funding models for FY2020 which included three funding scenarios (projections):

1. **ASSUMPTION A:** Program Participation at 2019 Level
2. **ASSUMPTION B:** Program Participation at 2019 Level with the addition of 7 new programs
3. **ASSUMPTION C:** Remove those programs currently participating in both Family Practice and GME Expansion – 50 positions affected for FY2020

Dr. Ragain mentioned that historically there was a precedent to allow those programs eligible to participate after operating for three years, which opens up the discussion about both sources of funding and whether to allow residency programs to participate (*double-dipping*) in both funding sources.

Dr. Silverman clarified that those existing programs that utilized GME Expansion were those programs that expanded by adding new residents.

Dr. Warrick asked for clarification of whether programs if eligible and granted to expand via GME, would the program now be eligible for the Family Practice Residency Program funding as well.

Ms. Pickens confirmed this was possible with some exceptions which may vary by program eligibility situations.

Dr. Ragain asked about GME Expansion and the discussion around uncertainty after two years for these programs to which Dr. Silverman commented on legislative appropriations with the assumption that this will be approved and will cover existing positions with the ability to support new expansion efforts. Dr. Silverman also mentioned that the priority would be funding for primary care for rural communities. Dr. Silverman discussed the challenges the committee with encounter when presented with these discussions about programs participating in both funding sources as well as the impacts of the consideration of funding for those new eligible residency programs.

Dr. Sprute suggested a potential solution stating that one option would be to have those existing programs participating in both funding sources to continue receiving GME for those expanded positions until funding is no longer available at which point, they would only continue to receive Family Practice Residency Program funding.

Dr. Donovan had concerns about changing the historical precedent of including these programs and the intent of the GME Expansion Program to add new programs and consider all options without programs weighing their options without a penalty.

Dr. Sprute clarified her earlier point to include all eligible programs and not exclude them through her suggestion.

Dr. Ragain asked for clarification on GME Expansion continued funding and whether the expanded slots

would be funded. Dr. Silverman confirmed 25-50 slots would be funded which covers all expanded positions. The next priority would be to fund the growth of the two new medicals schools over a two-year span roughly 300-400 positions which would potentially cover all anticipated graduates.

→ *Informational item: No action taken.*

7. Consideration of the Fiscal Year 2020 Funding Recommendation

The Committee continued the discussion regarding the existing programs receiving both funding sources and the consideration of the seven new programs eligible to participate in the Family Practice Program.

A motion to approve the Consideration of the Fiscal Year 2020 Funding Recommendation which includes the addition of the seven new eligible programs was made by Dr. Sprute and seconded by Dr. Schranz.

→ *Action item: The Advisory Committee approved (Assumption B) the Consideration of the Fiscal Year 2020 Funding Recommendation to include the addition of the seven new eligible programs.*

Dr. Ragain called for a discussion for the Consideration of the Fiscal Year 2020 Funding Recommendation regarding the funding level for the Faculty Development Center.

A motion to approve the FDC funding level of \$100,000 (Option 1B) was made by Dr. Schranz and seconded by Dr. Warrick.

→ *Action item: The Advisory Committee unanimously approved FDC funding level of \$100,000 (Option 1B).*

8. Update on the Statewide Preceptorship Program

Total Medical Student Participants were just over 9,000

Fiscal Year 2018:

- Family Medicine - significant improvement in student participation due to increased aggressive marketing, program understanding, and continued state funding. Internal challenges included student pre-qualifications (drug testing, background checks, vaccine records, etc.) from preceptor employers that delayed start times and/or caused the rotation experience to be canceled.
- Pediatrics – exceeded their anticipated match numbers and reported that participants strongly agreed or agreed they were more likely to choose pediatrics vs other specialties as a result of their preceptorship experience.
- Internal Medicine – refreshed and rebranded their recruitment efforts this year, including the website, to an enthusiastic response, including social media. Foundation established to raise fund to support medical student activities via reinforcement of digital infrastructure to increase potential donors.

Total Medical Student Participants = 9,295

Family Medicine	Pediatrics	Internal Medicine
1999-2018:	1996-2018:	1995-2018:
3,882	2,313	3,100

→ *Informational item: No action taken.*

9. Consideration and Discussion of Future Agenda Items and Meeting Dates

The next meeting is April 1, 2020 10:00 am – 12:00 pm.

Suggested items for the next agenda:

- Consideration of potential review of the Annual Financial and Written Reports
- HHSC staff to discuss the \$84 million for Medicaid GME Expansion
- SB 11 Update - Texas Child Mental Health Care Consortium

10. Adjournment

Dr. Ragain adjourned the meeting at 11:33am.

Report on Distribution of Family Practice Residency Program Trusteed Funds

The Family Practice Residency Program (FPRP) was established in 1977 by the 65th Texas Legislature. The intent of the program is to increase the number of physicians selecting family practice as their medical specialty and to encourage those physicians to establish their practices in rural and underserved communities in Texas.

In Fiscal Year (FY) 2020 the FPRP provided grants to Texas' 31 nationally-accredited family practice residency programs located in every region of the state. The program also provided support for rural and public health rotations and to support the Faculty Development Center. Allocation of funding was based on recommendations made by the Family Practice Residency Advisory Committee and approved by the Board of the Texas Higher Education Coordinating Board at the July 2019 board meeting.

Table 1 presents the appropriation history of FPRP for the last six biennia.

Table 1. Family Practice Residency Program Biennial Funding History by Fiscal Year

2010 – 2011	\$ 21,214,310
2012 - 2013	\$ 5,600,000
2014 - 2015	\$ 12,780,000
2016 - 2017	\$ 16,780,000
2018 - 2019	\$ 10,000,000
2020 - 2021	\$ 10,000,000

Funding for FPRP primarily supports the operation of family practice residency programs. However, a portion of the appropriation supports rural and public health rotations.

(a) Family Practice Residency Operational Programs

Funding levels per resident are based on the number of certified family practice residents in training on September 1st of each year (Table 2).

Table 2. Family Practice Residency Program Per-resident Funding by Fiscal Year

	Per-resident Funding	FPRP Residents Funded
2011	\$14,396	693
2012	\$3,895	706
2013	\$3,841	716
2014	\$8,504	730
2015	\$8,703	727
2016	\$10,897	746
2017	\$10,728	761
2018	\$6,237	773
2019	\$6,438	749
2020	\$5,889	814
2021 (<i>Estimated</i>)	\$5,485	874

(b) Rural and Public Health Rotations

The Texas Legislature established the Rural Rotation program in 1989 and added Public Health in 1997. It is statutorily mandated that all accredited Texas family practice residency programs provide their residents with an opportunity to participate in a one-month rotation in a rural or public health setting. Rural and public health rotations are supported by FPRP funds, as required by a rider in the General Appropriations Act.

For FY 2020, funding of \$105,000 provided support for month-long experiences in a rural rotation for 42 family practice residents. Participating family practice residents received a stipend of \$1,000 upon completion of a rural rotation. In addition, residency programs received funding of \$1,500 for each resident who completed a rural rotation. Rural Rotation supervisors serve as volunteers and are not compensated for their services.

(c) Faculty Development Center

The Family Medicine Faculty Development Center (Center) was established in 1978 with federal and state funding to provide statewide training for current and future family practice residency and medical school faculty. A full range of opportunities are offered for Texas family medicine residents and faculty to enhance their skills in research, teaching, management, and administration of academic family medicine.

The Center received an average of \$350,000 per year in funding support under the FPRP for FY 2003 through FY 2011. However, in FY 2012, state appropriations to FPRP received a 75 percent reduction, and prompted the closure of the Center in August 2011. The University of North Texas Health Science Center established a smaller scale Center on its campus in April 2012 and began training faculty the following summer. An increase in FPRP appropriation for FYs 2016-17 allowed funding support of \$150,000 each year. This funding made it possible for the Center to expand its certificate program for residents and increase its faculty development

and leadership offerings for family medicine residents and faculty. Following the FPRP state appropriation reduction of 44 percent for the 2018-19 biennium, the allocation to the Center was reduced to \$100,000. The allocation to the Center to support its training activities in FY 2021 is maintained at \$100,000.

Committee on Academic Workforce and Success

AGENDA ITEM V-B

Report to the Committee on activities of the Learning Technology Advisory Committee

RECOMMENDATION: No action required

Background Information:

Texas Higher Education Coordinating Board (THECB) rules require advisory committees to report on committee activities on an annual basis. This allows the Board to properly evaluate the committee's work, usefulness, and the costs related to the committee's activities. The Learning Technology Advisory Committee (LTAC) is charged with engaging in substantive policy research regarding the role that learning technology plays in Texas higher education and providing advice and recommendations to the Board. The LTAC also has the responsibility of reviewing distance education doctoral program proposals and providing recommendations to the Board for its consideration. The committee limits its review of doctoral proposals to an assessment of the adequacy of the distance education delivery of the proposed program. Justin Louder, EdD, Assistant Vice Provost for eLearning at Texas Tech University, serves as Chair of the Committee, and Patrick Pluscht, Associate Vice Provost for Learning Enhancement at University of North Texas, serves as Co-chair.

The LTAC held seven meetings, including two telephonic conference meetings, in Fiscal Year 2019 and considered the following distance education doctoral proposals for recommendation of approval:

- The University of Texas Health Science Center at Houston's proposal to offer a new Doctor of Nursing Practice (DNP) degree in Nurse Practitioner through online delivery;
- Tarleton State University's proposal to offer a new Doctor of Philosophy (PhD) degree in Criminal Justice through off-campus face-to-face delivery;
- Texas Tech University Health Sciences Center's proposal to offer a new Doctor of Occupational Therapy (OTD) degree in Occupational Therapy through online delivery;
- The University of Texas at El Paso's proposal to offer its existing Doctor of Education (EDD) degree in Educational Leadership and Administration through off-campus face-to-face delivery;
- Texas A&M University's proposal to offer a new Doctor of Philosophy (PhD) degree in Marine and Coastal Management and Science through off-campus face-to-face delivery;
- Texas A&M University's proposal to offer a new Doctor of Philosophy (PhD) degree in Pharmaceutical Sciences through off-campus face-to-face and electronic-to-group delivery;

- Texas A&M University's proposal to offer its existing Doctor of Philosophy (PhD) degree in Interdisciplinary Engineering through online delivery; and
- The University of Texas Health Science Center at San Antonio's proposal to offer a new Doctor of Philosophy (PhD) degree in Health Sciences through online delivery.

During the past year, the LTAC examined a variety of topics pertaining to distance education and learning technology, including the current THECB definitions of online distance education, inclusive access, open educational resources, and the approval policy for online master's degree programs. The committee recommended the revised guidelines for the *Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered at a Distance*, which were approved by the Board at its October 2019 meeting. The principles highlight best practices from current research for institutions to utilize in developing and evaluating distance education courses and programs. Additionally, the LTAC is planning for the third administration of its Distance Education and Learning Technologies Survey to institutions of higher education in the state.

Dr. Justin Louder, Chair of the Learning Technology Advisory Committee, will provide a brief update of activities and be available to answer questions.

LEARNING TECHNOLOGY ADVISORY COMMITTEE ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: OCTOBER 31, 2021

Committee Purpose: The Learning Technology Advisory Committee (LTAC) is charged with engaging in substantive policy research and discussion regarding the role that learning technology plays in Texas higher education and providing advice and recommendations to the Board. The Committee also has the responsibility of reviewing distance education doctoral program proposals and providing recommendations to the Board.

Report Period: Fiscal Year 2019 (September 1, 2018 – August 31, 2019)

Chair: Justin Louder, EdD

Co-Chair: Patrick Pluscht

List of Committee members is attached.

Committee Meeting Dates:

September 7, 2018; November 16, 2018; December 13, 2018 (telephone conference); February 8, 2019; May 31, 2019; July 24, 2019 (telephone conference); August 9, 2019

Annual Costs Expended

Travel: \$22,430 (estimated committee member travel cost for four meetings)

Other: \$1,000 (materials and other direct cost)

Time Commitments:

Committee members spend approximately 6 to 8 days during the fiscal year for traveling and attending meetings. Coordinating Board staff spend approximately 5 to 7 days to prepare materials and reports; coordinate meeting arrangements; and attend meetings.

Current Recommendations to the Board:

There are no recommendations at this time.

Summary of Tasks Completed:

The committee held seven meetings, including two telephone conference meetings, in Fiscal Year 2019 and considered the following distance education doctoral proposals for recommendation of approval:

- The University of Texas Health Science Center at Houston's proposal to offer a new Doctor of Nursing Practice (DNP) degree in Nurse Practitioner through online delivery;
- Tarleton State University's proposal to offer a new Doctor of Philosophy (PhD) degree in Criminal Justice through off-campus face-to-face delivery;
- Texas Tech University Health Sciences Center's proposal to offer a new Doctor of Occupational Therapy (OTD) degree in Occupational Therapy through online delivery;
- The University of Texas at El Paso's proposal to offer its existing Doctor of Education (EDD) degree in Educational Leadership and Administration through off-campus face-to-face delivery;
- Texas A&M University's proposal to offer a new Doctor of Philosophy (PHD) degree in Marine and Coastal Management and Science through off-campus face-to-face delivery;
- Texas A&M University's proposal to offer a new Doctor of Philosophy (PHD) degree in Pharmaceutical Sciences through off-campus face-to-face and electronic-to-group delivery;
- Texas A&M University's proposal to offer its existing Doctor of Philosophy (PHD) degree in Interdisciplinary Engineering through online delivery;
- The University of Texas Health Science Center at San Antonio's proposal to offer a new Doctor of Philosophy (PHD) degree in Health Sciences through online delivery.

During the past year, the LTAC examined a variety of topics pertaining to distance education and learning technology, including the current THECB definitions of online distance education, inclusive access, open educational resources, and the approval policy for online master's degree programs. The committee recommended the revised guidelines for the *Principles of Good Practice for Academic Degree and Certificate*

Programs and Credit Courses Offered at a Distance, which were approved by the Board at its October 2019 meeting. The principles highlight best practices from current research for institutions to utilize in developing and evaluating distance education courses and programs. Additionally, LTAC is planning for the third administration of its Distance Education and Learning Technologies Survey to institutions of higher education in the state.

Learning Technology Advisory Committee Members Academic Year 2020

NOTE: Term of service ends on August 31 of the year indicated
in parentheses after member's name, unless otherwise noted.

Co-Chairs

Justin Louder, Ed.D. (21)
Assistant Vice Provost for eLearning
Texas Tech University

Patrick Pluscht (21)
Associate Vice Provost for Learning
Enhancement
University of North Texas

Members: Public Community Colleges

Robert Greene, Ed.D. (20)
Associate Vice Chancellor
Lone Star College

Daniel Gonzalez (21)
Distance Education Coordinator
Alvin Community College

Mark Garcia (20)
Dean of Strategic Initiatives
Collin College

Joyce Langenegger, Ph.D. (22)
Executive Director of Academic
Success
Blinn College

Timothy Snyder, Ed.D. (22)
Dean of HCC Online &
Instructional Technology
Houston Community College

Elizabeth Rodriguez (21)
eLearning Center Director
Laredo Community College

Glynnis Gains (22)
Dean of Health Professions
McLennan Community College

Mary Gentry (22)
Program Director
St. Phillips College

Carlos Morales, Ph.D. (20)
President, TCC Connect
Tarrant County College District

Ken Craver (20)
Director, Distance Education
Tyler Junior College

Members: Public Universities

Lynda Murphy, Ph.D. (20)
Director of Teaching & Learning
with Technology
Texas Woman's University

Pamela Morgan, Ph.D. (20)
Director of Center for
Continuing, Professional &
Distance Education
Midwestern State University

Ruth Chisum, Ed.D. (22)
Assistant Director, Office of
Distance and Extended Learning
Sam Houston State University

Rolando Garza (21)
Interim Director-Distance
Learning & Instructional
Technology
Texas A&M Kingsville

Charlene Stubblefield (22)
Executive Director of Center for
Instructional Innovation &
Technology Services
Prairie View A&M University

Michelle Giles, Ph.D. (21)
Assistant Professor,
Instructional Technology
University of Houston-Clear
Lake

Yun Wan, Ph.D. (22)
Professor of Computer Science
University of Houston-Victoria

Julie Delello, Ph.D. (22)
Associate Professor & Director
of the Center for Excellence in
Teaching
The University of Texas at Tyler

Members: Public Health-Related Institutions

Vicki Freeman, Ph.D. (20)
Department Chair & Director
University of Texas Medical
Branch

Jacqueline Mok, Ph.D. (22)
Vice President for Academics,
Faculty, and Student Affairs
The University of Texas Health
Science Center San Antonio

Members: Independent Colleges & Universities

Erin Warham
Instructional Designer
Concordia University Texas

Non-Voting Student Member

Jose Aguilar, Jr. (20)
Student
The University of Texas at
Austin

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Christina Kelley
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TEXAS HIGHER EDUCATION COORDINATING BOARD
LEARNING TECHNOLOGY ADVISORY COMMITTEE MEETING
Academic Quality and Workforce Division
1200 E. Anderson Lane, Austin, Texas 78752

September 7, 2018
10:00 a.m. – 2:30 p.m.

Members present: Justin Louder- Chair, Patrick Pluscht-Co-chair, George Ashmore, Josh Book, Ken Craver, Vicki Freeman (via phone), Francisco Garcia, Mark Garcia (via phone), Michelle Giles, Stephen Levey, Jacqueline Lee Mok, Pamela Morgan, Lynda Murphy, Ana Pena (via phone), Elizabeth Rodriguez, Lydia Tena, Alicia Wyatt

Members absent: Dena Coots, Sherita Love, Carlos Morales, William Stowe, Janet Kamps, Jose Aguilar

Staff present: Andrew Lofters, Rex Peebles, Jessica Acton, Kyla Torre, Sherri Ranis, Christina Kelley

Summary Notes

1. Welcome, introductions, and call to order – Dr. Justin Louder, Co-chair

Dr. Louder, Co-chair of the Learning Technology Advisory Committee, called the meeting to order at 10:00 am. He asked members to introduce themselves.

2. Election of committee leadership – Dr. Louder

Dr. Louder called for nominations for Chair of LTAC. A motion to nominate Dr. Louder for chair was made by Pam Morgan and seconded by Steve Levey. The motion to close the nominations was made by Steve Levey and seconded by Pam Morgan. The motion to elect Dr. Louder to serve as Chair passed unanimously.

Dr. Louder called for nominations for Co-chair of LTAC. A motion to nominate Patrick Pluscht for co-chair was made by Steve Levey and seconded by Jacqueline Mok. The motion to close the nominations was made by Steve Levey and seconded by Jacqueline Mok. The motion to elect Patrick Pluscht to serve as Co-chair passed unanimously.

3. Consideration of summary notes from the June 1, 2018 meeting – Dr. Louder

A motion was made to accept the summary notes from the June 1, 2018 meeting by Jacqueline Mok and was seconded by Pam Morgan. The motion was approved unanimously, and the minutes were accepted as submitted.

4. THECB Updates - Andrew Lofters, Ph.D., Program Director, Academic Quality and Workforce

- a. State Authorization Reciprocity Agreements (SARA)

Jessica Acton, Program Director, Academic Quality and Workforce, provided the committee an update on the progress of SARA. There are now 49 participating states in SARA. California is the only state that is not currently participating.

b. Open Educational Resources Grant Program and Feasibility Study

Kylah Torre, Ph.D., Program Director, Academic Quality and Workforce, provided an update on the progress of the Open Educational Resources (OER) grant program. The application deadline was due August 20, 2018. Dr. Torre is currently on track to announce awards in October. The OER grant program will support 10 - 20 awards of \$5,000-\$10,000 to selected faculty to develop courses that only utilize OER; \$5,000 for one course and \$10,000 for two courses. Dr. Torre explained the process of how the grant application evaluators will be nominated and selected. Grantees must have course materials developed by the end of the spring 2019 term and must use the materials to teach the courses at least four times after that date. Reports on the grant program are required to be submitted to the legislature. A previous report was written which gave recommendations on the feasibility of the state establishing a repository for OER. The LTAC is requesting a brief report on the number of grants awarded, the amounts of the grants, and the institutions that were awarded the grants at a future date.

c. Community College Baccalaureate Degrees

Sheri Ranis, Ph.D., Program Director, Academic Quality and Workforce, provided the committee an update on the community college baccalaureate degree approvals. There have been a total of 11 community college baccalaureate proposals submitted to the THECB for review since 2018. Dr. Ranis explained that there have been six new community college baccalaureate programs approved to date. Dr. Ranis stated there have been 15 community baccalaureate programs approved since the establishment of the original community college baccalaureate pilot in 2004. Of the first 15 community college baccalaureate degree programs, four were in technology management, three in nursing, three in healthcare service management, two in business administration, one in automation, one in computer and information technologies, and one in dental hygiene. Community college baccalaureate programs are required to have articulation and teach-out agreements with four-year universities.

d. GEAC/LTAC Meeting Progress

Dr. Lofters provided an update on the plans to hold a joint LTAC/GEAC meeting. THECB staff will invite chairs of the LTAC and GEAC to participate on a phone meeting to discuss the logistics of the joint meeting.

5. Discussion of Distance Education/Learning Technologies Survey – Dr. Louder and Patrick Pluscht

Mr. Patrick Pluscht gave a brief update on the progress of the distance education learning technologies survey. To date, there have been 70 institutions that have participated in the survey. There was a 55 percent participation rate for public institutions. Mr. Pluscht would like to have the data more readily available for institutions as a resource to assist in making learning technology decisions. It was recommended that the data from the first survey be compared to the newly received data. A discussion also ensued regarding the ability of institutions to use the data from the survey to leverage the ability to make technology purchases. It was also mentioned that the LBB has solicited information from institutions regarding distance education and learning technology. LTAC membership asked if it would be possible to get a copy of the LBB report.

6. Workgroup breakout sessions

The new LTAC members were given the opportunity to participate in the various subcommittees/workgroups. Representatives from each subcommittee/workgroup gave a brief description to the full committee of the work in which it has been engaged.

The LTAC dispersed into workgroup sessions.

7. Lunch

8. Workgroup breakout session reports and discussion of proposals – Dr. Louder

Principles of Good Practice Workgroup

Mr. Francisco Garcia reported that Quality Matters and SACSCOC policies had been updated since the last meeting and the revisions would have to be incorporated in the Principles of Good Practice document. The workgroup also plans to incorporate the OSCQR rubric in the document. The workgroup plans to send the document to the committee membership for feedback, present it in November for approval, and submit it to the CAWS in December and Board in January for final approval.

Learning Technology Survey Workgroup

Mr. Patrick Pluscht reported the workgroup proposes to present the survey report to the LTAC with a due date of October 1st for feedback. The workgroup also proposed to create a trend analysis of the report results from the last two years as an addendum or separate report. It was suggested that a prototype of a searchable survey be developed for THECB leadership for review to determine if it was feasible to display publicly.

Distance Education Definitions Workgroup

Mr. Josh Book reported that the workgroup recommended that the THECB develop and provide institutions language to accurately describe their distance education programs in terms of delivery modality for their students. The workgroup will draft language for consideration by the committee. The workgroup would expect that the language would be used in course syllabi and institutional course catalog descriptions. The purpose is to clearly inform students what they are “buying” when they enroll in a distance education course.

Inclusive Access Workgroup

Dr. Steve Levey reported that the workgroup discussed statewide inclusive access consortia working with individual or groups of publishers. They also discussed blanket subscriptions services offered by publishers for all course materials offered during a semester. The workgroup also discussed pricing fairness, part-time students vs. full-time student issues, the effects of inclusive access on faculty, and the feasibility of a survey being conducted through book stores to determine the percentage of usage of different publishers in the state. It was also suggested to conduct a student survey to determine which materials best meet their needs; from a cost perspective and student success perspective.

9. Consideration of workgroup proposals – Dr. Louder

A motion was made to develop and pilot a searchable distance education/learning technology survey response database to promote publicly by Jacqueline Mok. The motion was seconded by Ken Craver. Motion passed unanimously.

10. Discussion of future agenda items and meeting dates – Dr. Louder

THECB Updates

3 Doctoral Proposal

Workgroup updates

Statewide LMS consortia

OSCQR Rubric (SUNY)

11. Adjournment

A motion was made to adjourn the meeting by Lydia Tena and was seconded by Francisco Garcia. The motion was approved unanimously.

TEXAS HIGHER EDUCATION COORDINATING BOARD
LEARNING TECHNOLOGY ADVISORY COMMITTEE MEETING
Academic Quality and Workforce Division
1200 E. Anderson Lane, Austin, Texas 78752

November 16, 2018
10:00 a.m. – 2:30 p.m.

Members present: Justin Louder- Chair, Patrick Pluscht-Co-chair, George Ashmore, Josh Book (via phone), Vicki Freeman, Francisco Garcia, Rolando Garcia (via phone), Mark Garcia (via phone), Michelle Giles, Stephen Levey, Jacqueline Lee Mok (via phone), Pamela Morgan (via phone), Lynda Murphy, Ana Pena, Elizabeth Rodriguez, Mary Smith, Lydia Tena, Alicia Wyatt (via phone)

Members absent: Dena Coots, Ken Craver, Sherita Love, Carlos Morales, William Stowe, Jose Aguilar

Staff present: Andrew Lofters, Jessica Acton, Audra Patridge, Christina Kelley

Summary Notes

1. Welcome, introductions, and call to order – Dr. Justin Louder, LTAC Chair

Dr. Louder called the meeting to order at 10:00 am. He asked members to introduce themselves.

2. Consideration of summary notes from the September 7, 2018 meeting – Dr. Louder

A motion was made to accept the summary notes from the June 1, 2018 meeting by Jacqueline Mok and was seconded by Steve Levey. The motion was approved unanimously, and the minutes were accepted as submitted.

3. Discussion of The University of Texas Health Science Center at Houston's (UTHSCH) adherence to THECB distance education policy in the delivery of a proposed Doctor of Nursing Practice (DNP) degree in Nurse Practitioner – Doctoral Proposal Subcommittee Members/Institutional Representatives

Dr. Jacqueline Mok gave a brief description of the proposal from UTHSCH to offer its existing Doctor of Nursing Practice (DNP) in Nurse Practitioner through online delivery. A representative from UTHSCH on the phone bridge also presented additional information to support the proposal. Questions were posed from committee members regarding the portions of the program that would be delivered online and face-to-face, program residency requirements, whether the program is a cohort model.

4. Consideration of recommendation regarding The University of Texas Health Science Center at Houston's adherence to THECB distance education policy, subject to THECB review and analysis, in the delivery of a proposed Doctor of Nursing Practice (DNP) degree in Nurse Practitioner – Dr. Louder

Dr. Mok made a motion on behalf of the subcommittee to approve the distance delivery of the UTHSCH DNP in Nurse Practitioner. The motion was seconded by Lydia Tena. The motion passed unanimously.

5. Discussion of Tarleton State University's (TaSU) adherence to THECB distance education policy in the delivery of a proposed Doctor of Philosophy (PhD) degree in Criminal Justice – Doctoral Proposal Subcommittee Members/Institutional Representatives

Dr. Jacqueline Mok gave a brief description of the proposal from TaSU to offer a new Doctor of Philosophy (PhD) degree in Criminal Justice through off-campus face-to-face delivery. Representatives from TaSU physically present at the meeting and on the phone bridge also presented additional information to support the proposal. Questions were posed from committee members regarding the portions of the program that would be delivered online and face-to-face, student support services, other programs that are being offered through similar means, anticipated program enrollment, faculty workload, and funding for program faculty.

6. Consideration of recommendation regarding Tarleton State University's adherence to THECB distance education policy, subject to THECB review and analysis, in the delivery of a proposed Doctor of Philosophy (PhD) degree in Criminal Justice – Dr. Louder

Dr. Mok made a motion on behalf of the subcommittee to approve the distance delivery of the TaSU PHD in Criminal Justice. The motion was seconded by Patrick Pluscht. The motion passed unanimously.

7. Discussion of Texas Tech University Health Sciences Center's (TTUHSC) adherence to THECB distance education policy in the delivery of a proposed Doctor of Occupational Therapy (OTD) degree in Occupational Therapy – Doctoral Proposal Subcommittee Members/Institutional Representatives

Dr. Jacqueline Mok gave a brief description of the proposal from TTUHSC to offer a new Doctor of Occupational Therapy (OTD) degree in Occupational Therapy (post-professional track) through online delivery. Representatives from TTUHSC on the phone bridge also presented additional information to support the proposal. Questions were posed from committee members regarding professional organization recommendation of an entry-level doctorate in Occupational Therapy, library and student support resources, and core faculty composition.

8. Consideration of recommendation regarding Texas Tech University Health Sciences Center's adherence to THECB distance education policy, subject to THECB review and analysis, in the delivery of a proposed Doctor of Occupational Therapy (OTD) degree in Occupational Therapy – Dr. Louder

Dr. Mok made a motion on behalf of the subcommittee to approve the distance delivery of the TTUHSC OTD in Occupational Therapy (post-professional track). The motion was seconded by Pam Morgan. The motion passed unanimously.

9. Workgroup breakout sessions – Dr. Louder

Dr. Louder mentioned that a current list of workgroup member assignments was provided with the meeting materials by Coordinating Board staff. The groups that will meet are the PGP workgroup, LTAC survey workgroup, distance education definitions workgroup, and inclusive access workgroup. The LTAC recessed until 12:30.

10. Lunch

11. THECB Updates - Dr. Andrew Lofters

a. State Authorization Reciprocity Agreements (SARA)

Dr. Lofters stated that there had not been any new developments regarding SARA. One question from a committee member on the status of California was answered by Ms. Jessica Acton from the audience.

b. Open Educational Resources Grant Program and Feasibility Study

Dr. Lofters presented slides prepared by Dr. Kylah Torre regarding open educational resources; feasibility study, grant program, and legislative appropriations request. Questions from the committee included: Is OER one of the THECB's priority appropriation requests from the legislature? What kind of reporting or evaluation is required of recipients? Can there be more time scheduled between the request for application and the application? What is the quality assurance process for evaluating the content of the OER materials? Is there an itemized list of OER requirements for the \$5,000 grant award? Were core curriculum courses the focus of the grant program?

c. Community College Baccalaureate Degrees

Dr. Lofters presented information on community college baccalaureate degrees prepared by Dr. Sheri Ranis. There were no questions from the committee.

d. GEAC/LTAC Meeting Progress

Dr. Lofters and Dr. Louder gave a brief update on a phone meeting between GEAC and LTAC chairs held on Monday, October 29, 2108. The question was posed to the committee on how to structure a future meeting with the GEAC and who should attend. After discussion, the committee agreed that the LTAC/GEAC meeting should be part of a regular LTAC meeting. A discussion ensued over when to hold the meeting, who should attend, what should be covered during the meeting, and should the meeting also include UEAC. The consensus of the committee was that the GEAC Chair, Co-chair, and other interested members come to a meeting to ask their questions. It was also recommended that Dr. Lofters check with UEAC to determine if a similar meeting should be held with that advisory committee.

e. Report on statewide learning technology consortia

Dr. Lofters provided a report on information he gathered from Tennessee and Georgia on the existence of any statewide purchase agreement processes. Mr. Pluscht mentioned that it is possible for institutions of higher education to participate in existing contracts secured by the Department of Information Resources for certain products.

12. Workgroup breakout session reports and discussion of proposals – Dr. Louder

Principles of Good Practice Workgroup

Mr. Francisco Garcia reported that the workgroup needed to add language from OSQR and SACSCOC standards to the Principles of Good Practice (PGPG) document. After discussion, the LTAC recommended that the updated PGP document be submitted to the June Committee on Academic and Workforce Success (CAWS) meeting and July Board meeting for approval. The workgroup plans on submitting the PGP document to the Higher Education Regional Councils for review and comment prior to submitting it for CAWS/Board approval. It was recommended that language from the distance education definitions workgroup prior to submitting to the CAWS/Board for approval. The revised PGP document would be submitted during the February LTAC meeting.

Distance Education Definitions Workgroup

Mr. Josh Book presented the language that the workgroup recommends for inclusion in the PGP document. The committee discussed the implications of utilizing the definition of distance education language in the PGP document, institutional program and course approval processes, and course syllabi. There was a recommendation made that the language clarify the difference between hybrid, fully online, and 100 percent online. There was also a recommendation made that a vote on the finalized definitions of distance education language be held through phone conference or electronic vote in December.

Learning Technology Survey Workgroup

Mr. Patrick Pluscht reported on the final versions 2018 Distance Education and Learning Technologies Survey and trend analysis. The documents were sent to committee members for review prior to the meeting. The workgroup asked the committee if the trend analysis should be imbedded in the survey document or to present them as separate documents. The committee recommended that the documents be presented separately. It was also reported that the workgroup is working on developing a searchable publicly facing database for the survey.

Inclusive Access Workgroup

Dr. Steve Levey reported on research he conducted on statewide library-based resource in Ohio (OhioLINK) that also handles inclusive access for the 91 state universities and community colleges. OhioLINK has agreements with Barnes and Nobel and several inclusive access publishers: Wiley, McGraw Hill, Pearson, McMillan, Cengage, and Sage. The pricing for the inclusive access is identical between the publishers. The workgroup believes that the TexShare and TxLOR systems may be the way to approach inclusive access in Texas, with possible expansion to OER in the future. The workgroup also believes that the organizing body for inclusive access should be the THECB with input from the state library organization, TexShare, and TACC. The committee requested this be put on the February meeting agenda and ask leadership to comment on the possibility of THECB serving as an organizing body for statewide inclusive access agreements.

13. Discussion of future agenda items and meeting dates – Dr. Louder

- Inclusive Access
- Coordinating Board Updates
- Workgroup sessions
- PGP
- Possible distance Education Doctoral Proposals
- Survey publicly facing searchable database

Possible dates for the next meeting will be sent to the members through a Doodle Poll.

14. Adjournment

A motion was made to adjourn the meeting by Lydia Tena. The meeting adjourned.

TEXAS HIGHER EDUCATION COORDINATING BOARD
LEARNING TECHNOLOGY ADVISORY COMMITTEE MEETING
Academic Quality and Workforce Division
1200 E. Anderson Lane, Austin, Texas 78752

February 8, 2019
10:00 a.m. – 2:30 p.m.

Members present: Justin Louder-Chair, Patrick Pluscht-Co-chair, George Ashmore (via phone), Josh Book (via phone), Vicki Freeman (via phone), Francisco Garcia, Mark Garcia, Rolando Garza, Michelle Giles, Stephen Levey, Jacqueline Mok, Carlos Morales, Pamela Morgan (via phone), Lynda Murphy, Ana Pena, Elizabeth Rodriguez, Mary Smith, William Stowe, Lydia Tena (via phone), Alicia Wyatt (via phone)

Members absent: Jose Aguilar, Ken Craver, Michelle Duran, Janet Kamps, Sherita Love

Staff present: Andrew Lofters, Jessica Acton, Kylah Torre, Sherri Ranis, David Gardner, Rex Peebles, Stacey Silverman, Christina Kelley

Summary Notes

1. Welcome, introductions, and call to order – Dr. Justin Louder, LTAC Chair

Dr. Louder called the meeting to order at 10:00 am. He asked members to introduce themselves.

2. Consideration of summary notes from the November 16, 2018 meeting – Dr. Louder

A motion was made to accept the summary notes from the November 16, 2018, meeting by Jacqueline Mok and was seconded by Carlos Morales. The motion was unanimously approved, and the minutes were accepted as submitted.

3. Consideration of summary notes from the December 13, 2018 meeting – Dr. Louder

A motion was made to accept the summary notes from the December 13, 2018, meeting by Steven Levey and was seconded by Jacqueline Mok. The motion was unanimously approved, and the minutes were accepted as submitted.

4. Discussion of The University of Texas at El Paso's (UTEP) adherence to the THECB's distance education policy in the delivery of its existing Doctor of Education (EdD) degree in Educational Leadership and Administration – Doctoral Proposal Subcommittee Members/Institutional Representatives

Dr. Jacqueline Mok gave a brief description of the proposal from UTEP to offer its existing EdD degree in Educational Leadership and Administration face-to-face at two separate off-campus locations. A representative from UTEP on the phone bridge also presented additional information to support the proposal. Questions were posed from committee members to clarify the number of students per cohort and the number of courses offered face-to-face versus those offered via a hybrid model.

5. Consideration of recommendation regarding UTEP's adherence to the THECB's distance education policy, subject to the THECB review and analysis, in the delivery of its existing EdD degree in Educational Leadership and Administration – Dr. Louder

Dr. Mok made a motion on behalf of the subcommittee to approve the distance delivery of the UTEP EdD in Educational Leadership and Administration program. The motion was seconded by Patrick Pluscht. The motion passed unanimously.

6. THECB Updates - Dr. Andrew Lofters and the THECB staff

- a. State Authorization Reciprocity Agreements (SARA)

Ms. Jessica Acton notified the committee of NC-SARA President Marshall Hill's retirement and provided information regarding the national search for his replacement.

- b. Open Educational Resources (OER) Grant Program

Dr. Kylah Torre addressed committee questions from a previous meeting. She stated that THECB has requested two exceptional funding items related to the OER grant. The first request is for \$200,000 in additional grant funds for next biennium. The second request is for \$250,000 to develop a Texas OER repository. Dr. Torre clarified the reporting requirements for OER grant recipients and walked committee members through the other grant requirements. She confirmed that the grant timelines are determined by statute. She also confirmed that there is not a quality assurance process for evaluating the content of OER materials and that the grant program is currently limited to core curriculum courses.

- c. Community College Baccalaureate Degrees

Dr. Sheri Ranis provided an update on the number of proposed baccalaureate programs received from community colleges and confirmed that THECB staff look at clinical locations as part of the evaluation process for proposed bachelor's in nursing programs. Dr. Peebles gave an overview of legislative criteria for community college baccalaureate programs.

- d. GEAC/LTAC Meeting Progress

Dr. Lofters stated the next GEAC meeting is February 20, 2019 and encouraged LTAC members to attend. GEAC members will be invited to the May 31, 2019 LTAC meeting.

7. Discussion of previous THECB participation in statewide contracts - Dr. David Gardner, Deputy Commissioner for Academic Planning and Policy/Chief Academic Officer

The group held a brief discussion regarding the 50-mile rule and Dr. Louder asked to re-establish the subcommittee.

Dr. Stephen Levey provided an overview of inclusive access programs, including efforts in Ohio. He posed the question of the THECB securing a state-level contract with publishers. Dr. Gardner expressed support for a state-wide effort. Next steps will include forming a LTAC subcommittee with general counsel and other THECB staff. The recommendations of the subcommittee will be provided to THECB Commissioner Raymund A. Paredes and then presented to the full Board for consideration.

8. Lunch/Workgroup breakout sessions – Dr. Louder

Dr. Louder mentioned that a current list of workgroup member assignments was provided with the meeting materials by THECB staff. The groups that met included the Distance Education Doctoral Proposal Review Subcommittee, Principles of Good Practice Workgroup, Distance Education

Definitions Review Workgroup, and the Inclusive Access Workgroup. The LTAC recessed until 12:45 pm.

9. Discussion of revised Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically – Principles of Good Practice Workgroup Members

Dr. Francisco Garcia provided an update on proposed changes to the Principles of Good Practice document. The LTAC discussed changes to the definitions and basic assumptions.

Dr. Lofters provided a timeline for the approval of the changes to the PGP document. The LTAC will have a phone conference and final vote on the changes before April 25, 2019. The changes will go before the June 19, 2019 meeting of the Committee on Academic and Workforce Success and the July 25, 2019 meeting of the Board.

10. Consideration of revised Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically – Dr. Louder

Dr. Louder tabled this item until a future meeting.

11. Workgroup breakout session reports and discussion of proposals – Dr. Louder

Dr. William Stowe provided a brief overview of the Inclusive Access Workgroup discussion. The workgroup will reach out to the inclusive access people in Ohio and contact the Texas state library. The group will develop collaborative documents based on information from Ohio and Texas library staff.

Dr. Louder noted a guest, Dr. Michelle Singh, participated in the PGP discussion via phone.

Dr. Louder noted that the 50-mile group did not meet but did determine who was going to serve. The group will communicate via email and meet during the next LTAC meeting.

12. Discussion of future agenda items and meeting dates – Dr. Louder

Future Agenda Items:

THECB Updates

Workgroup Sessions

Doctoral Proposals

Update on Legislative Bills

Next Meetings:

April Conference Call

Standing Meeting May 31, 2019 10-2:30

13. Adjournment

The meeting adjourned at 1:50 pm.

TEXAS HIGHER EDUCATION COORDINATING BOARD
LEARNING TECHNOLOGY ADVISORY COMMITTEE MEETING
Academic Quality and Workforce Division
1200 E. Anderson Lane, Austin, Texas 78752

May 31, 2019
10:00 a.m. – 2:30 p.m.

Members present: Justin Louder- Chair, Patrick Pluscht- Co-chair, Josh Book (via phone), Ken Craver, Vicki Freeman, Francisco Garcia, Mark Garcia, Rolando Garza (via phone), Michelle Giles, Daniel Gonzales, Sherita Love (via phone), Jacqueline Mok (via phone), Carlos Morales, Pamela Morgan, Lynda Murphy, Ana Pena, Allison Reed (via phone), Elizabeth Rodriguez, William Stowe, Lydia Tena, Alicia Wyatt

Members absent: Jose Aguilar, George Ashmore, Dena Coots, Stephen Levey

Staff present: Andrew Lofters, Jessica Acton, Rex Peebles, Kyla Torre, Sherri Ranis, Jennifer Nailos, James Goeman, Christina Kelley

Summary Notes

1. Welcome, introductions, and call to order – Dr. Justin Louder, LTAC Chair

Dr. Louder called the meeting to order at 10:00 am. He asked members to introduce themselves.

2. Consideration of summary notes from the February 8, 2019 meeting – Dr. Louder

A motion was made to accept the summary notes from the February 8, 2019 meeting by Dr. Lydia Tena and was seconded by Mr. Mark Garcia. The motion was approved unanimously, and the minutes were accepted as submitted.

3. Discussion of Texas A&M University's (TAMU) adherence to the THECB's distance education policy in the delivery of a proposed Doctor of Philosophy (PhD) degree in Marine and Coastal Management Science – Doctoral Proposal Subcommittee Members/Institutional Representatives

Dr. Jacqueline Mok gave a brief description of the proposal from TAMU to offer a PhD in Marine and Coastal Management Science. Representatives from TAMU and TAMU-Galveston on the phone bridge presented additional information to support the proposal. There were no questions from the committee members.

4. Consideration of recommendation regarding TAMU's adherence to the THECB's distance education policy, subject to the THECB review and analysis, in the delivery of the proposed PhD degree in Marine and Coastal Management and Science – Dr. Louder

Dr. Mok made a motion on behalf of the subcommittee to approve the distance delivery of the TAMU PhD program. The motion was seconded by Dr. Tena. The motion passed unanimously.

5. Discussion of TAMU's adherence to the THECB's distance education policy in the delivery of a proposed PhD degree in Pharmaceutical Sciences – Doctoral Proposal Subcommittee Members/Institutional Representatives

Dr. Mok gave a brief description of the proposal from TAMU to offer its existing PhD in Pharmaceutical Sciences degree. Representatives from TAMU on the phone bridge presented additional information to support the proposal. Dr. Mok offered some clarifying remarks regarding the delivery of the proposed program on both the College Station and Kingsville campuses. Dr. Louder asked whether TAMU had identified the courses to be taught at a distance and inquired whether those courses would change by semester and surpass 50 percent of the program. TAMU representatives verified that the courses to be taught at a distance have been identified, would not change, and would not surpass 50 percent of the program.

6. Consideration of recommendation regarding TAMU's adherence to the THECB's distance education policy, subject to the THECB review and analysis, in the delivery of the proposed PhD degree in Pharmaceutical Sciences – Dr. Louder

Dr. Mok made a motion on behalf of the subcommittee to approve the distance delivery of the TAMU PhD program. The motion was seconded by Dr. Vicki Freeman. The motion passed unanimously.

7. THECB Updates - Dr. Andrew Lofters

- a. State Authorization Reciprocity Agreements (SARA)

Dr. Rex Peebles provided an update on legislation that would appropriate funds for state-level Southern Regional Education Board (SREB) dues. Pending governor approval, the dues would put Texas in good standing with the SREB and allow Texas to continue participation in SARA. Dr. Peebles emphasized one concern regarding the timing of the payment, which SREB expects in June, but funds would not be available until September 1.

Dr. Louder asked if Texas SARA institutions would no longer be required to pay the state-level SARA fee. Dr. Peebles confirmed that the institutional fee would no longer be required. He was unsure if the SREB would require the state-level fee in October 2019, since the full dues would not be paid until September. Dr. Peebles stated if the state-level SARA fee of \$50,000 is not necessary, the Coordinating Board will return institutional funds that have been paid to the state over the past year.

Dr. Louder asked if the Coordinating Board would be emailing an update to institutions around June 16. Dr. Peebles confirmed an email update will be sent following the governor veto period.

Dr. Mok inquired whether institutions due for SARA renewal in June should proceed with paying SARA renewal fees. Dr. Peebles suggested waiting until after June 17. Dr. Alicia Wyatt questioned whether institutions currently in the renewal period would be billed for the additional state-level fee. Dr. Peebles instructed institutions to continue paying the state-level fee and provided some additional background information regarding Texas' SREB membership status and dues.

Dr. Louder inquired if LTAC members could be updated prior to the Coordinating Board notifying SARA institutions. Dr. Peebles agreed to update LTAC members first.

Mr. Francisco Garcia asked if Texas SARA institutions would be permitted to accept students under SARA from June to September. Dr. Peebles clarified that until the SREB meets in October to discuss Texas' SARA membership, Texas institutions are covered under SARA. Jessica Acton stated that if Texas were removed from SARA, SARA policy would permit institutions to finish the semester under SARA. Dr. Freeman questioned whether, once Texas is under the SREB, institutions would be covered by SARA. Dr. Peebles further explained how state membership in regional compacts impacts SARA membership.

Mr. Patrick Pluscht inquired about federal professional licensure notification requirements. Dr. Peebles confirmed that institutions are still required to make the notifications. Dr. Pamela Morgan added that WCET is holding a webinar on professional licensure disclosures in June.

b. Open Educational Resources Grant Program

Dr. Kyla Torre provided an update on the grant program. She noted the first round of deliverables will be received soon and noted that grantees will begin teaching with the materials either this summer or fall.

Mr. Josh Book inquired if additional grant applications would be accepted. Dr. Torre informed the committee that money was appropriated during the legislative session and would allow for additional OER grant funding. A new RFA will likely be issued this summer.

Dr. Peebles clarified that there is an appropriation of \$266,000 for the upcoming year. Part of the funds will be used to establish an OER repository which will require the Coordinating Board to seek bids. After creating the repository, remaining funds will be used on additional OER grant awards. The OER feasibility study indicated the repository would cost around \$80,000 to \$90,000.

Mr. Book asked if the major requirements of the grant would change. Dr. Torre indicated the RFA and major requirements would likely remain the same.

c. Community College Baccalaureate Degrees

Dr. Louder asked which programs are delivered distance education versus face-to-face. Dr. Sheri Ranis indicated only one application is fully online.

Dr. Louder asked if any legislation was approved that would change the number of baccalaureate programs community colleges are permitted to offer. Dr. Ranis stated none of the legislation concerning bachelor's degrees at community colleges passed.

d. Bills from the 86th Legislative Session

House Bill 3652 passed which permits the Coordinating Board to establish the OER repository.

The Committee and Dr. Peebles had a brief discussion regarding HB 4175 which would have prevented institutions from offering speech courses online.

e. Distance Education Program Data

Dr. Jennifer Nailos offered an overview of distance education program data.

The Committee and Dr. Peebles had a discussion concerning the 50-mile rule. Dr. Peebles provided additional information regarding a recent Board discussion concerning the rule.

8. Update on and discussion of Higher Education Regional Council process – Dr. Andrew Lofters

Dr. Andrew Lofters provided an overview of Higher Education Regional Councils.

Dr. Lynda Murphy identified lengthy reporting requirements and clinical placements as the main challenges regarding HERC reporting. Dr. Louder also identified out-of-area schools failing to report to the appropriate HERC as another challenge.

Dr. Morgan mentioned some confusion regarding reporting requirements for dual credit. Dr. Lofters offered clarification, identifying statute that states junior colleges can make an agreement with a school district regardless of service area without making notifications. He suggested providing an opportunity for the HERC chairs to talk with one another.

The Committee had a brief discussion concerning the need to emphasize the importance of reporting and clarify the requirements.

Mr. Pluscht posed a question regarding the nature of HERC meetings, asking whether they could be held via distance. Dr. Louder offered his insights, stating the face-to-face meeting offers community time and a chance to showcase campuses. Ms. Elizabeth Rodriguez mentioned her HERC does allow virtual meetings. Dr. Lofters offered the decision on how to meet, via distance or face-to-face is up to the HERC chair.

9. Update on and discussion of Graduate Education Advisory Committee (GEAC) activities – GEAC Members, Dr. Jennifer Nailos, Dr. James Goeman

Karen Butler-Purpy (GEAC Chair), Andrew Golato (GEAC Vice-Chair), and Karen McCaleb (GEAC member) called into the meeting via phone bridge.

Dr. James Goeman provided a brief overview of recent work undertaken by GEAC, including the strategic plan for graduate education.

GEAC members asked LTAC to explain how proposed doctoral programs are reviewed and identify criteria for reviewing distance education. Specifically, GEAC members wanted LTAC to identify issues they have encountered while reviewing distance education proposals. Dr. Mok stated the committee considers components that ensure integrity of distance education, including how the Principles of Good Practice are addressed in the proposal. Dr. Morgan stated assessment, LMS training for faculty, and student advising are areas that often come up during discussions of new proposals. Dr. Lofters mentioned ensuring distance education students have access to student services. Dr. Freeman suggested making sure there is faculty advising for projects.

Dr. Goeman mentioned an increase in multi-location models for proposed doctoral programs. He asked the committees to consider special provisions for these types of proposals. Dr. Louder stressed the importance of making sure support services are in place at the second location and that students have access to those services. He also mentioned exam integrity.

Drs. Goeman and Nailos shared an overview of the work GEAC does and offered areas where the work could overlap with LTAC, specifically graduate program review of distance programs. Dr. Louder offered his insights on program review and suggested areas for possible collaboration with GEAC.

10. Lunch/Workgroup breakout sessions – Dr. Louder

The groups that met included: Principles of Good Practice Workgroup, Learning Technology Survey Workgroup, Inclusive Access Workgroup, and 50-Mile Radius Workgroup. The LTAC recessed until 1:15pm.

11. Workgroup breakout session reports and discussion of proposals – Dr. Louder

Principles of Good Practice (PGP) Workgroup: Mr. Francisco Garcia reported the group discussed a new timeline to finalize the document in time for the September CAWS meeting. The workgroup will meet in early June via conference call to review the PGP document. The full LTAC will meet in July via conference call to consider the PGP document only.

Learning Technology Survey Workgroup: Mr. Mark Garcia showed a proto-type of a database to share the learning technology survey.

Inclusive Access Workgroup: Dr. William Stowe reported that he was able to connect with Ohio. Ohio reported they worked with five major publishers to negotiate pricing. The next step will be to contact Texas libraries.

50-Mile Radius Workgroup: Dr. Louder reported the group decided not to require 50-mile notification to ICUT schools. The workgroup determined the 50-mile notification for online programs is not needed. The workgroup will have further discussion regarding the 50-mile notification for face-to-face and hybrid programs.

12. Consideration of workgroup proposals – Dr. Louder

Dr. Louder indicated there were no items requiring a vote.

13. Discussion of future agenda items and meeting dates – Dr. Louder

Future Agenda Items:
THECB Updates
Workgroup Sessions
Legislative Updates (NC-SARA)

Next Meetings:
June Conference Call (PGP Workgroup Only)
July Conference Call (Full LTAC)
August 9, 2019

14. Adjournment

A motion was made to adjourn the meeting by Mr. Patrick Pluscht. The meeting adjourned at 1:50 pm.

TEXAS HIGHER EDUCATION COORDINATING BOARD
LEARNING TECHNOLOGY ADVISORY COMMITTEE MEETING
Academic Quality and Workforce Division
1200 E. Anderson Lane, Austin, Texas 78752

July 24, 2019
3:00 p.m. – 4:00 p.m.

Members present: Justin Louder- Chair, Patrick Pluscht-Co-chair, Josh Book, Ken Craver, Vicki Freeman, Francisco Garcia, Michelle Giles, Daniel Gonzales, Sherita Love, Jacqueline Mok, Pamela Morgan, Lynda Murphy, Lydia Tena, Alicia Wyatt

Members absent: Mark Garcia, Rolando Garza, Carlos Morales, Ana Pena, Alison Reed, Elizabeth Rodriguez, William Stowe

Guests present: Michelle Singh, Dana Willett

Staff present: Andrew Lofters, Jessica Acton

Summary Notes

1. Welcome, introductions, and call to order – Dr. Justin Louder, LTAC Chair

Dr. Louder called the meeting to order at 3:00 pm. He asked members to introduce themselves.

2. Discussion of revised Principles of Good Practice for Academic Degree and Certification Programs and Credit Courses Offered Electronically – Principles of Good Practice Workgroups Members – Dr. Michelle Singh

Dr. Singh provided a brief historical overview of the PGP document and explained the rationale for updating the document. She then went through each revision made to the document.

There was discussion on providing the updated PGP document to institutional CAOs for feedback. Josh Book made a motion to send the updated PGP document to CAOs prior to providing the document to the CAWS members and full Board. The motion was seconded by Ken Craver. There was discussion regarding the motion, followed by a vote. The motion failed with nine votes against and four in favor. The vote was followed by additional discussion on specific concerns raised by Texas State University.

Dana Willett, Texas State University, recommended modifying the language in item 18, adding a section regarding student privacy, and including an item covering financial aid.

Based on the feedback from Texas State University, the Committee revised item 18 by changing the word "shall" to "should".

The Committee discussed making additional changes based on the feedback from Texas State University to include sections on student privacy and financial aid. Dr. Andrew Lofters offered clarification on the timeline and process for Board items.

3. Consideration of revised Principles of Good Practice for Academic Degree and Certification Programs and Credit Courses Offered Electronically – Dr. Louder

The Committee voted unanimously to approve the PGP document with the updated language in item 18 and anticipated additions concerning student privacy and student aid. Justin Louder and Patrick Pluscht will work with Texas State University to make the modifications.

Justin Louder thanked LTAC members for their work on the PGP document.

4. Adjournment

The meeting adjourned at 4:07 pm.

TEXAS HIGHER EDUCATION COORDINATING BOARD
LEARNING TECHNOLOGY ADVISORY COMMITTEE MEETING
Academic Quality and Workforce Division
1200 E. Anderson Lane, Austin, Texas 78752

August 9, 2019
10:00 a.m. – 2:30 p.m.

Members present: Justin Louder- Chair, Patrick Pluscht- Co-chair, Josh Book, Ken Craver, Vicki Freeman, Mark Garcia, Rolando Garza, Michelle Giles (via phone), Daniel Gonzales, Sherita Love (via phone), Jacqueline Mok (via phone), Pamela Morgan (via phone), Lynda Murphy, Allison Reed (via phone), Elizabeth Rodriguez, Lydia Tena, Alicia Wyatt (via phone)

Members absent: Francisco Garcia, Ana Pena

Staff present: Andrew Lofters, Jessica Acton

Summary Notes

1. Welcome, introductions, and call to order – Dr. Justin Louder, LTAC Chair

Dr. Louder called the meeting to order at 10:00 am.

2. Consideration of summary notes from the May 31, 2019 and July 24, 2019 meetings – Dr. Louder

A motion was made to accept the summary notes from the May 31, 2019 meeting by Dr. Lydia Tena and was seconded by Dr. Vicki Freeman. The motion was approved unanimously, and the minutes for the May 31 meeting were accepted as submitted.

Dr. Louder requested the addition of a *guests present* section in the July 24, 2019 meeting notes.

A motion was made to accept the summary notes, with Dr. Louder's recommendation, from the July 24, 2019 meeting by Dr. Ken Craver and was seconded by Dr. Tena. The motion was approved unanimously, and the minutes were accepted.

3. Discussion of Texas A&M University's (TAMU) adherence to the THECB's distance education policy in the delivery of its existing Doctor of Philosophy (PhD) degree in Interdisciplinary Engineering – Doctoral Proposal Subcommittee Members/Institutional Representatives

Dr. Jacqueline Mok gave a brief description of the proposal from TAMU to offer the existing PhD in Interdisciplinary Engineering at a distance. Representatives from TAMU on the phone bridge presented additional information to support the proposal. There were no questions from the committee members.

4. Consideration of recommendation regarding TAMU's adherence to the THECB's distance education policy, subject to the THECB review and analysis, in the delivery of its existing Doctor of Philosophy (PhD) degree in Interdisciplinary Engineering – Dr. Louder

Dr. Mok made a motion on behalf of the subcommittee to approve the distance delivery of the TAMU PhD program. The motion was seconded by Mr. Patrick Pluscht. The motion passed unanimously.

5. Discussion of The University of Texas Health Science Center at San Antonio's (UTHSC-San Antonio) adherence to the THECB's distance education policy in the delivery of a proposed Doctor of Philosophy (PhD) degree in Health Sciences – Doctoral Proposal Subcommittee Members/Institutional Representatives

Dr. Mok recused herself from the discussion and vote. Dr. Pamela Morgan gave a brief description of the proposal from UTHSC-San Antonio. Representatives from UTHSC-San Antonio on the phone bridge presented additional information to support the proposal. There was some discuss to clarify the amount of time students would be required on campus.

6. Consideration of recommendation regarding UTHSC-San Antonio's adherence to the THECB's distance education policy, subject to the THECB review and analysis, in the delivery of the proposed PhD degree in Health Sciences – Dr. Louder

Dr. Morgan made a motion on behalf of the subcommittee to approve the distance delivery of the UTHSC-San Antonio PhD program. The motion was seconded by Mr. Pluscht. The motion passed unanimously.

7. Update on State Authorization Reciprocity Agreements (SARA) – Ms. Jessica Acton

Ms. Acton provided information regarding California distance education students and the loss of Title IV eligibility. Mr. Pluscht provided an update stating California residents are once again eligible for Title IV aid.

8. Lunch/Workgroup breakout sessions – Dr. Louder

The groups that met included: Principles of Good Practice Workgroup, Learning Technology Survey Workgroup, Inclusive Access Workgroup, and 50-Mile Radius Workgroup. The LTAC recessed until 12:15pm.

9. Workgroup breakout session reports and discussion of proposals – Dr. Louder

Principles of Good Practice (PGP) Workgroup: Dr. Louder reported members of the workgroup met with representatives from Texas State University and Dr. Michelle Singh to work through concerns. There were no major changes to the document. Dr. Lofters went over minor editorial changes made to the document by THECB staff and identified next steps necessary to present the document to the September meeting of the Committee on Academic and Workforce Success.

Inclusive Access Workgroup: Dr. Lofters reported on a meeting with the Ohio Link group. The Ohio Link group provided information and documentation on inclusive access.

50-Mile Radius Workgroup: Dr. Louder requested THECB rules, HERC rules, and documents from TAC and other relevant sources for review by the group.

Learning Technology Survey Workgroup: Mr. Mark Garcia showed a proto-type of a database to share the learning technology survey. Mr. Garcia will demonstrate the database to THECB leadership before November.

10. Discussion of future agenda items and meeting dates – Dr. Louder

Future Agenda Items:

THECB Updates (OER, SARA, legislation)

Workgroup Sessions

Discussion on hybrid programs at the baccalaureate level

Next Meetings:

November 1, 2019

11. Adjournment

The meeting adjourned at 1:10 pm.

Committee on Academic Workforce and Success

AGENDA ITEM V-C

Report to the Committee on activities of the Lower-Division Academic Course Guide Manual (ACGM) Advisory Committee

RECOMMENDATION: No action required

Background Information:

The *Lower-Division Academic Course Guide Manual* (ACGM) is the official list of lower-division courses approved for general academic transfer that may be offered by public community and technical colleges in Texas. The ACGM Advisory Committee's tasks are to provide recommendations to the Board of the Texas Higher Education Coordinating Board (THECB) to add, delete, and revise courses to facilitate inclusion of new disciplines of study, reflect developments within existing disciplines, provide vertical and horizontal alignment of courses within disciplines, and respond to obsolescence of disciplines of study and courses.

The ACGM Advisory Committee met once during Fiscal Year 2020. At the fall meeting, the committee reviewed new courses, changes to existing course descriptions, and the addition of learning outcomes for courses in the disciplines of Art, Drama, and History. Fourteen Art courses, six Drama courses including two new courses, one revised History course, and one new History course made up the reviewed courses. These changes were developed by faculty workgroups as part of the ACGM Learning Outcomes Project. The committee's recommendations to the Board for the changes were approved at the January Board meeting.

The approved course changes, as well as the update of funding codes to incorporate the new federal Department of Education's Classification of Instructional Program codes, were made available to institutions in February with the release of the Spring 2020 ACGM.

Another consideration of the committee at the fall meeting was the possibility of changing the course prefix of certain speech communication courses. The committee has reviewed course enrollments and practices at institutions and solicited input from the discipline field. Action was postponed at the request of the Texas Speech Communications Association pending their own deliberations.

The spring meeting of the ACGM Advisory Committee was not scheduled due to the challenges of travel restrictions and social distancing requirements of COVID-19 precautions.

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

LOWER DIVISION ACADEMIC COURSE GUIDE MANUAL (ACGM) ADVISORY COMMITTEE ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: OCTOBER 31, 2021

Committee Purpose: The ACGM Advisory Committee provides the Board with advice and recommendations regarding the addition, deletion, and modification of courses in the Lower Division Academic Course Guide Manual (ACGM).

Report Period: May 2019 – June 2020

Co-Chair, Four-Year Institution: Paul Bernazzani, Ph.D.

Co-Chair, Two-Year Institution: Michael Endy, MFA

Committee Members:

Per rules, the 18-member committee includes 9 representatives from public community, technical, and state colleges and 9 representatives from public universities. The committee has an ex-officio representative from the Texas Common Course Numbering System. Members serve staggered three-year terms with the possibility of reappointment.

List of Committee members is attached.

Committee Meeting Dates:

May 7, 2019 (Summary Notes attached)

October 15, 2019 (Summary Notes have not been approved by the Committee)

Annual Costs Expended

Travel: \$2,325 (estimated Committee member travel for 1 meeting)

Other: No other associated costs

Time Commitments:

Committee members: 54 working days (approximately 2-3 days for each meeting during the fiscal year for traveling and attending meetings, and for reviewing of material prior to meetings)

Coordinating Board staff: 60 working days during the fiscal year to prepare materials, coordinate meeting arrangements, and attend meetings.

Summary of Tasks Completed:

- The ACGM Advisory Committee reviewed and recommended the revision of course descriptions and addition of student learning outcomes for courses in the disciplines of Art Studies, Drama/Theater, and History.
- The Committee scheduled one course for deletion with a two-year teach-out and appeal period.
- The Committee reviewed and recommended the addition of three new courses.
- The Committee studied the practices of institutions and discussed a rubric change and solicited feedback from the discipline field.

Current Recommendations to the Board

At the July CAWS and Board meetings the Advisory Committee makes its recommendations for the following (see Agenda Item V-H):

- Approve the removal of courses from the ACGM that have been under review and scheduled for deletion by the ACGM Advisory Committee at their May 3, 2017 and April 30, 2018 meetings. Courses removed from the ACGM are no longer eligible for state funding.

**Academic Course Guide Manual (ACGM)
Advisory Committee Members
Fiscal Year 2020**

NOTE: Term of service ends on August 31 of the year indicated
in parentheses after member's name, unless otherwise noted.

Co-Chairs

Paul Bernazzani, Ph.D. (20)

Acting Associate Provost for
Programming and Interim Associate
Dean and Professor Arts and
Sciences
Lamar University

Michael Endy (22)

Vice President of Instruction and
Student Services
Weatherford College

Members: Community Colleges

Brent Colwell (20)

Director of the Division of Fine Arts
Temple College

Amber Kelly (22)

Dean of General Education and Associate
Professor
Howard College

Samuel Echevarria-Cruz, Ph.D. (21),
Dean of Liberal Arts, Social and Behavioral
Sciences
Austin Community College

Christopher Nelson, Ph.D. (22)
Assistant Dean for Humanities
South Texas College

Jonda Halcomb, Ph.D. (21)
Dean of the Division of Arts and Sciences
Del Mar College

Martha Robertson (22)
Assistant Vice Chancellor for Teaching and
Learning
San Jacinto College District

Rahime-Malik Howard (20)
Professor and Program Coordinator of
Sociology, El Centro College
Dallas County Community College District

Joshua Villalobos (21)
Campus Dean, Instructional Programs
Mission Del Paso Campus,
El Paso Community College District

Members: Public Universities

Needha Boutté-Queen, Ph.D. (21)
Chair of the Department of Social Work and
Professor
Texas Southern University

Genevieve Durham DeCesaro (22)
Vice Provost for Academic Affairs
Texas Tech University

Elizabeth Erhart, Ph.D. (20)
Chair of the Department of Anthropology
Texas State University

Ashley Purgason, Ph.D. (20)
Associate Vice Provost for Student Success
The University of Texas at Arlington

Mark Hartlaub, Ph.D. (20)
Interim Dean, College of Liberal Arts
Texas A&M University-Corpus Christi

Jennifer Whitfield, Ph.D. (22)
Instructional Associate Professor and
Assistant Head, Mathematics
Texas A&M University

Lisa Lacher, Ph.D. (21)
Assistant Professor of Information
Technology
University of Houston-Clear Lake

Kenneth Wink, Ph.D. (22)
Associate Dean and Professor, Public
Administration
The University of Texas at Tyler

Ex-Officio Member

John Spencer
Database Coordinator
Texas Common Course Numbering System

Coordinating Board Staff

Rebecca Leslie
Program Director
Academic Quality & Workforce Division
Texas Higher Education Coordinating Board
512.427.6231
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TEXAS HIGHER EDUCATION COORDINATING BOARD
Academic Quality and Workforce

Academic Course Guide Manual Advisory Committee

May 7, 2019

Summary Notes (Approved)

Members present: Norma Perez (Co-chair), Paul Bernazzani (Co-chair), Needha Boutte-Queen, Brent Colwell, Ricky Dobbs, Samuel Echevarria-Cruz, Elizabeth Erhart, Juan Garcia (phone-in), Jonda Halcomb, Mark Hartlaub, Catherine Howard (phone-in), Rahime-Malik Howard, Amber Kelly, Lisa Lacher, Ashley Purgason (phone-in), Robert Riza, John Spencer, Joshua Villalobos, Tammy Wyatt, and John Spencer, ex-officio.

Members absent: none

Coordinating Board staff: Rebecca Leslie, Program Director; James Goeman Assistant Director; Rex Peebles, Assistant Commissioner.

1. Call to order and welcome

Co-chair Norma Perez called the meeting to order. Co-chair Perez recognized a new member, Robert Riza from Clarendon College. Joshua Villalobos was recognized for his receipt of the Presidential Awards for Excellence in Science, Mathematics and Engineering Mentoring.

2. Consideration of Minutes from the December 4, 2018 Meeting

Co-chair Norma Perez asked the committee to review the minutes. After a motion was made and seconded, the committee voted unanimously to approve the minutes.

3. Reports on the Speech discipline and SPCH rubric

Co-Chair Bernazzani stated that at the last meeting there was discussion about the potential for changing the rubric from SPCH to COMM. Co-chair Bernazzani asked Rebecca Leslie to explain the different items included in the packets provided.

Rebecca Leslie explained the items listed in the packets:

a) Input from Texas Common Course Numbering System contacts

The Texas Common Course Numbering System provided the agenda material document. It was the survey responses from public 2- and 4-year institutions and students regarding the COMM and SPCH rubric. Rebecca stated that community colleges responded to keep the SPCH rubric. The responses from universities were mixed.

b) Input from Texas Speech Communication Association

Rebecca contacted the president of the association. He would brief the executive officers May 10 and wanted to bring the proposal before the entire body. The TSCA planned to meet in October for their annual meeting.

c) Discipline administrative structures

The agenda material document showed how the speech discipline organized at the intuitions. The variety of groupings of disciplines within departments or colleges seemed to be more a factor of institution and program size than driven strictly by a connection between mass communications, media, other disciplines and speech.

d) Speech in Core Curriculum

Speech is included in Core Curriculum at most institutions. It usually shows up in the foundation component area for communications, and the component area option. The document also showed the rubric used by institutions. All the community colleges are using SPCH and the universities are using a mix.

Co-chair Perez reminded the committee that Dallas County Community College District made the request. Co-chair Perez asked if there is any additional information needed in order to move forward. Co-chair Bernazzani suggested that the committee table this item until TSCA has an opportunity to provide their input. James Goeman stated that staff and the advisory committee seek the advice and consultation of the associated professional organizations if there is one and it would be a good idea to allow TSCA the opportunity, since they are the experts.

Joshua Villalobos asked if the speech courses were moved to communications, would somebody in speech be credentialed to teach those courses in communications and vice versa since they differ from one another. Rebecca Leslie stated that might be part of the issue and motivation for the request, however at the state level; the THECB cannot provide a blanket credentialing. Institutions are responsible for securing appropriate faculty. One of the main goals for this committee is to facilitate transfer.

The consideration of the SPCH rubric was tabled. Co-chair Perez reminded the committee that when looking at this item it is important to note that all the community colleges are using SPCH, and the question of bringing clarity to transfer is a focus.

Rebecca Leslie asks that everyone keep the paper copies. Lisa Lacher requested that documents be send digitally as well.

Samuel Echevarria-Cruz stated that there is not a formal process for this type of request. Maybe the committee would want to think about creating a more formal process that has a little more work on the requestor to get more of this work done before they get to this committee. Co-chair Perez stated that this has been noted.

4. Discussion and Consideration of a rubric change for SPCH courses

Tabled.

5. Discussion and Consideration of changes to ACCT 2301/2401 Principles of Financial Accounting in regard to the prerequisite

Co-chair Perez reminded the committee that the item was discussed at the last meeting. Currently, there is no prerequisite to ACCT 2301/2401 other than a recommended co-requisite of MATH 1324 Mathematics for Business and Social Sciences. The committee removed the prerequisite "Meet TSI college readiness standard for Mathematics" at the last meeting. Prerequisites are to ensure that students are academically prepared to take the courses when included with the description and learning outcomes.

Rebecca Leslie stated that the Developmental Education staff of the College Readiness and Success Division requested that the ACGM Advisory Committee remove the "TSI met" statement from any ACGM course - MATH 1324 and ACCT 2301/2401. Institutions designate courses to be TSI liable. Institutions also decide which courses are good for corequisite models for developmental education. The Developmental Education staff thought that having TSI criteria as a prerequisite might confuse people with a corequisite model. The ACGM committee approved removal of TSI readiness in mathematics for the accounting course and for MATH 1324. What remained in the ACGM for ACCT 2301/2401 is the recommended corequisite of Math 1324, a math course that institutions do require

math readiness. The Tuning group added the recommended corequisite of MATH 1324 for ACCT 2301/2401 in 2011/2012. Recommended pre and co-requisites are not required and do not clarify the needed preparation students should have for the course. One purpose for the ACGM is to minimize ambiguity. In previous discussions, it was decided that clarity was needed and the use of "recommended" prerequisites should be limited in the ACGM. Most recently, the ACGM Advisory Committee discussed the issue of need for something more definitive for the accounting course.

Guidance was sought from the Field of Study in Business. Approximately 60 percent of university have a prerequisite for the first accounting course. Some universities may not have a prerequisite because their new freshmen students already have the competency for mathematics, mainly the Research and Emerging Research institutions. Rebecca provided the information to the Field of Study (FOS) Advisory Committee for Business Administration and Management and polled them about the prerequisite for ACCT 2301/2401. A majority of the FOS Advisory Committee for Business Administration and Management agreed with a pre-requisite. There were seven universities and six community college FOS representatives that agreed to a pre-requisite of MATH 1324. Three universities and two community college representatives did not. The comments from the FOS Advisory Committee were provided. Lisa Lacher asked about a comment left by the Texas A&M International University (TAM-International) representative suggesting rewording the prerequisite. Lisa observed that it seemed as though they want standards for students to have a certain math capability, but not everyone was seeing those standards exactly the same. Lisa asked if expanding the language might be helpful. Rebecca Leslie stated that TAM-International's objection was using Trigonometry in the prerequisite and that could be removed. Rebecca also stated that some had objected to using College Algebra in their prerequisite; however, that is in the ACGM. MATH 1324 and MATH 1314 are both used as prerequisites for MATH 1325 Business Calculus. The precedent of prerequisites for MATH 1325 was done during the Tuning process and has been reviewed by the Learning Outcomes groups. A question arose about the other math courses being acceptable as prerequisite. Rebecca Leslie indicated that at some institutions new students come to the university or college with the competencies learned in high school and demonstrated by ACT/SAT, AP, and institutional placement scores, so those students would not need to take any math prerequisites.

Jonda Halcomb asked what courses are included in the Business Field of Study. Rebecca Leslie answered the two accounting, two economics (micro and macro), Introduction to Business, and the first math course. The FOS committee also added a Statistics course.

Rahime-Malik Howard asks if it would make sense to put in writing prerequisite MATH 1314, or show competency. Rebecca Leslie stated that this is an option. On occasion the words "or equivalent," have been misinterpreted. Rebecca Leslie suggested "Math 1314, or 1324, or demonstration of equivalent competencies." Rahime-Malik Howard stated that students would generally take a math placement test upon arrival anyway and it would not be any extra work on the university or colleges to do so. Samuel Echevarria-Cruz stated that there is also the option of eliminating the language. Samuel Echevarria-Cruz said that going back to the original intent of the language universities have a tendency to add prerequisites whenever they can, where community colleges like flexibility and soft prerequisites. Although many institutions have prerequisites for the course, he questioned whether it was needed. He asked about the options for the committee. Rebecca said the committee can make no changes, leave it as worded, they can change it to remove the prerequisite, or that the committee can change it to provide greater specificity and clarity than a recommended prerequisite. Co-chair Perez reminded the committee that the options were

discussed at their last meeting and it was decided to consult the Business Field of Study committee. According to the responses from the Field of Study, they recommend that a math requirement be added.

Robert Riza stated that his college uses the TSI as placement and they prefer the students to have the additional math before they enroll in Accounting at Clarendon College. Robert Riza stated that they need the flexibility because of their size and location. Co-chair Bernazzani asked if the equivalent competency is not flexible enough. Robert Riza replied that they have been satisfied with the results from TSI. Jonda Holcomb indicated that she liked the flexibility and asked for more information regarding Level 1 certificates and how it would affect all those colleges. Rebecca stated that ACCT 2301/2401 appears in some Level One certificates programs, but she does not have data about how many programs do include it. Jonda Holcomb was concerned how adding a math prerequisite could affect those programs. She also said that some community colleges mix workforce education and academic courses in programs to make them stackable. Samuel Echevarria-Cruz said he understood that the FOS committee was a good group to ask for input but that he thought accounting departments would be good to ask. Co-chair Perez asks the group if anyone wants to make a motion to keep it as recommended or make a motion to make the math course required. Brent Colwell made a motion to keep the flexibility and keep it as recommended. Robert Riza seconded the motion. The motion passed to keep the prerequisite as a recommendation.

6. Clarification and discussion of the status of courses not included in new or updated Fields of Study

Rebecca Leslie explained agenda item six handout. The handout listed courses that are not included in new or updated Fields of Study but remain in the ACGM in the discipline area.

7. Discipline area workgroup sessions for review of courses:

Co-chair Perez introduced the agenda item for the review enrollment in courses in the ACGM. Rebecca explained the process of review. The Texas Administrative Code rules provide that ACGM courses offered by three community colleges or fewer are to be reviewed on an annual basis. For a new course to be added to the ACGM five universities must offer and apply the course to a degree program and five community colleges must be willing to teach the new course. The course enrollment documents included with agenda materials was color-coded to indicate if the course was meeting these thresholds in rules. Co-chair Perez gave instructions for the workgroup session.

a) Humanities and Liberal Arts

Chair and reporter for the Humanities and Liberal Arts workgroup was Ricky Dobbs.

b) Science, Technology, Engineering, and Mathematics

Chair and reporter for STEM workgroup was Paul Bernazzani.

c) Fine Arts and Education

Chair for the Fine Arts and Education workgroup was Norma Perez.

8. Discussion and consideration of scheduling courses for deletion from the ACGM based on discipline area workgroup recommendations

Co-chair Bernazzani reconvened the ACGM Advisory Committee at the conclusion of the workgroup session. He recognized each workgroup for their report.

a) Humanities and Liberal Arts

Ricky Dobbs reported that the workgroup had no recommendations for deletions.

b) Science, Technology, Engineering, and Mathematics

The STEM workgroup found several items. They recommended ENGT 1402 – Circuits II for Engineering Technology and ENGT 2304 – Materials and Methods for Engineering Technology for deletion. The workgroup also recommended RNSG courses for deletion. The registered nursing courses in technical two-year programs at community colleges will continue to exist in the *Workforce Education Manual of Courses*.

RNSG	1105	Nursing Skills I
RNSG	1119	Integrated Nursing Skills I
RNSG	1129	Integrated Nursing Skills II
RNSG	1144	Nursing Skills II
RNSG	1151	Care of the Childbearing Family
RNSG	1205	Nursing Skills I
RNSG	1209	Introduction to Nursing
RNSG	1219	Integrated Nursing Skills
RNSG	1229	Integrated Nursing Skills II
RNSG	1244	Nursing Skills II
RNSG	1247	Concepts of Clinical Decision-Making I
RNSG	1248	Concepts of Clinical Decision-Making I
RNSG	1251	Care of the Childbearing Family
RNSG	1309	Introduction to Nursing
RNSG	1331	Principles of Clinical Decision-making
RNSG	1341	Common Concepts of Adult Health
RNSG	1343	Complex Concepts of Adult Health
RNSG	1347	Concepts of Clinical Decision-making
RNSG	1412	Nursing Care Childbearing & Rearing Family
RNSG	1413	Foundations for Nursing Practice
RNSG	1423	Introduction to Professional Nursing for Integrated Programs
RNSG	1431	Principles of Clinical Decision-making
RNSG	1441	Common Concepts of Adult Health
RNSG	1443	Complex Concepts of Adult Health
RNSG	1447	Concepts of Clinical Decision-making
RNSG	1512	Nursing Care Childbearing & Rearing Family
RNSG	1513	Foundations for Nursing Practice
RNSG	1523	Introduction to Professional Nursing Integrated Programs
RNSG	2101	Care of Children & Families
RNSG	2201	Care of Children & Families
RNSG	2208	Maternal/NB Nursing & Women's Health
RNSG	2213	Mental Health Nursing
RNSG	2308	Maternal/Newborn Nursing & Women's Health
RNSG	2313	Mental Health Nursing
RNSG	2404	Introduction to Care Client with Common Health Care Needs
RNSG	2504	Introduction to Care Client with Common Health Care Needs

Co-chair Bernazzani asks if there is a motion to approve these recommendations. There was a motion and a second to approve the recommendations. The motion passed and the courses will be scheduled for deletion with a two-year teach-out period.

c) Fine Arts and Education

Co-chair Perez reported for the workgroup that there were no recommendations for deletions.

9. Staff updates on Coordinating Board activities and the Legislative Session

Co-chair Bernazzani recognized Rex Peebles, Assistant Commissioner of Academic Quality and Workforce, to address the issue from Agenda Item 6. This related to courses in ACGM that are under rubrics with a Field of Study, but which are not included in the curriculum adopted; and the courses are not appropriate for Core Curriculum. Dr. Peebles suggested ACGM courses that are neither Core Curriculum nor Field of Study should continue under the process of review currently used. As institutions adopt and offer the Fields of Study, enrollments in the discipline courses not included are expected to decline with the result of eventual removal from the ACGM.

Co-chair Bernazzani recognized Rebecca Leslie to discuss the area of transfer. Rebecca provided explanation of the two handouts provided with agenda materials - approved Fields of Study and the Fields of Study in progress. She also directed the committee to the summaries of bills related to higher education that had been passed by at least one house of the legislature.

Rex Peebles addressed the committee on the legislation under consideration. Funding, sexual assault on campuses, disciplinary notes on transcripts, bachelor's degrees at community colleges, and transfer were the focus of bills. The transfer bills made changes in Core Curriculum, advising, and other items. Senate Bill (SB) 25 passed the Senate, but only a house committee had passed House Bill (HB) 4018. SB 25 was sent for conference and HB 4018 was queued for the House to act. SB 25 has several major requirements. The bill requires 4-year institutions to report ACGM courses that are not accepted in transfer or not applied to a degree and why. SB 25 also included a report for community colleges - courses taken as Core Curriculum or part of an associate degree. The bill also expanded funding for courses taken as dual credit to include Field of Study and Program of Study courses.

Dr. Peebles spoke at length about the part of the bills that would reorganize Core Curriculum. The current version of SB 25 includes a study of Core Curriculum and meta-majors. Samuel Echevarria-Cruz asked if there were discussions at the THECB about to merging Field of Study with the core. Dr. Peebles said that this is already being done. The Coordinating Board asks the Field of Study committees to identify the core courses that the students should be taking. The result has been that there are nuances and a wide variety of choices in core indicated by Field of Study committees.

10. Discussion of future work and meeting dates

Co-chair Perez said that Rebecca would send a poll to the committee membership to determine meeting dates for the fall once the board approves new members.

Co-chair Perez recognized members with terms expiring and thanked for their service: Co-chair Perez, Catherine Howard, Amber Kelly, Robert Riza, Ricky Dobbs, Juan Garcia, and Tammy Wyatt. Co-chair Bernazzani thanked Co-chair Perez for her leadership. Dr. Peebles also thanked the committee for their service.

11. Adjournment

With no other business before the committee, the meeting was adjourned.

Committee on Academic Workforce and Success

AGENDA ITEM V-D

Report to the Committee on activities of the Medical Education and Graduate Medical Education Programs

RECOMMENDATION: No action required

Background Information:

The Texas Higher Education Coordinating Board administers grant programs that support efforts to increase first-year residency positions through the Graduate Medical Education Expansion Program and increase and promote medical students' interest in primary care medical specialties through the Statewide Preceptorship Programs.

Graduate Medical Education (GME), also called residency training, is the final stage of formal education and training that a physician must complete prior to receiving a Texas medical license, entering independent practice, and obtaining board certification in a medical specialty area. Residency training is a three-to-eight-year commitment of education and training in a nationally accredited program, typically located in hospital settings.

Beginning in 2013, the 83rd Texas Legislature appropriated \$14 million to support several efforts to increase the number of first-year residency positions available in the state. In 2015, the 84th Texas Legislature streamlined and continued these efforts with an appropriation of \$53 million. The 85th Texas Legislature increased funding to \$97.1 million to continue support for the program in the 2018-19 biennium. The 86th Texas Legislature appropriated \$157.2 million for the 2020-21 biennium to further increase the number of first-year residency positions and to maintain the previously created positions.

In 2015, 2017, and 2019, the Texas Legislature appropriated \$3 million to re-establish the Statewide Preceptorship Programs, which had not been funded since 2011. These programs provide medical students with an opportunity to shadow practicing primary care physicians and gain an understanding of the day-to-day activities encountered in their practices. The 86th Texas Legislature maintained funding of \$3 million for Fiscal Years (FY) 2020-21.

A report with an overview of each program is provided.

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

Report on Distribution of Medical Education and Graduate Medical Education Programs Trusteed Funds

Beginning in 2013, the Texas Legislature provided support for the Graduate Medical Education (GME) expansion efforts through the establishment of several grant programs. In 2017, the various programs were consolidated into the GME Expansion Program.

Funding for the Statewide Preceptorship Programs was reinstated in 2015 and subsequently funded in 2017 and 2019, after receiving no funding for Fiscal Years (FY) 2012 through 2015. Previously, the program was consecutively funded from FY 1996 through FY 2011.

In 2019, the GME Expansion Program received an appropriation of \$152.7 million and the Statewide Preceptorship Program received an appropriation of \$3 million. Table 1 shows the appropriation by program for the four most recent biennia.

Table 1. Medical and Graduate Medical Education Expansion Programs Appropriations 2014-21

Graduate Medical Education Expansion Programs	FY 14 – FY 15	FY 16 – FY 17	FY 18 – FY 19	FY 20 – FY 21
Planning Grants	\$1,875,000	\$3,500,000	\$500,000	\$500,000
Unfilled Position Grants	\$7,375,000	-	-	-
Grants for New and Expanded Programs		-	-	-
Resident Physician Expansion Program	\$5,000,000	-	-	-
GME Expansion Consolidated	-	\$49,500,000	\$96,550,000	\$156,700,000
Total Graduate Medical Education Expansion	\$14,250,000	\$53,000,000	\$97,050,000	\$157,200,000
Medical Education Programs	FY 14 - FY 15	FY 16 - FY 17	FY 18 - FY 19	FY 20 - FY 21
Statewide Preceptorship Programs	\$0	\$3,000,000	\$3,000,000	\$3,000,000

Graduate Medical Education Programs

(a) GME Planning Grants

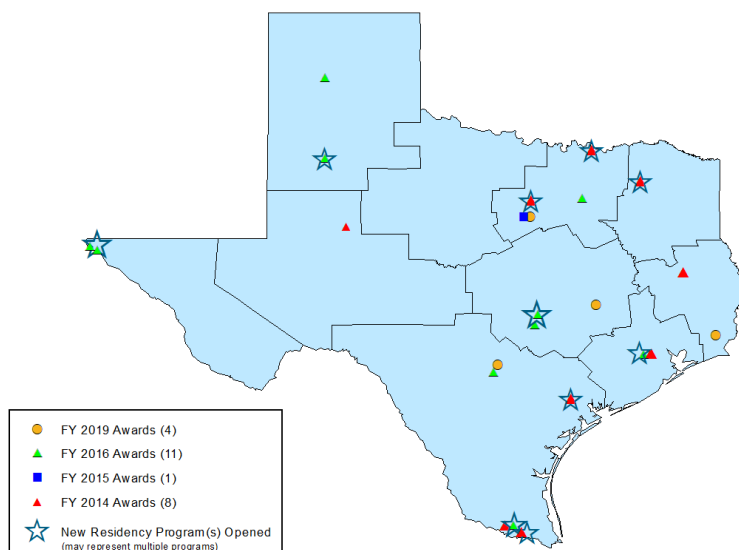
The program supports the planning and development of new GME programs. For the 2014-15 biennium, the program focused on increasing the number of hospitals engaged in resident training, and eligibility was limited to hospitals that did not currently or previously operate a GME program. An appropriation of \$1,875,000 was available for one-time, competitive awards of \$150,000, to assist hospitals in planning the development and establishment of new GME programs with first-year residency positions. Nine two-year grants totaling \$1,350,000 were awarded. As a result of these initial Planning Grants, 10 new residency programs received national accreditation and matriculated their first residents. The programs established were in the medical specialties of family medicine (5), internal medicine (2), obstetrics and gynecology (1), surgery (1), and an osteopathic medicine transitional year (1).

In 2015, the Texas Legislature expanded program eligibility and encouraged partnerships for the program in the 2016-17 biennium. An appropriation of \$3,500,000 allowed for the funding of 11 one-time awards of \$250,000 each to a broader group of entities, including hospitals, medical schools, federally qualified healthcare centers (FQHCs), and community-based healthcare centers. As a result of these Planning Grants, three programs, one family medicine and two internal medicine, began accepting residents in July 2018. An additional five programs, one family medicine, two obstetrics and gynecology, one transitional year, one psychiatry, and one emergency medicine, began accepting residents in July 2019.

An appropriation from the 2018-19 biennium allowed for funding of four one-time awards of \$250,000 each to entities with a focus on planning and development of rural, primary care, and psychiatry GME programs.

Many of the selected GME Planning Grant award recipients are in medically underserved areas in rural and remote areas of the state. If residency programs start in these areas, it is likely that physician distribution will be positively affected. Figure 1 shows the location of the planning grant recipients.

Figure 1. GME Planning Grant Recipient Locations



(b) GME Expansion Grant Programs

In 2011, the 82nd Texas Legislature, Regular Session, passed House Bill 2908, which established a goal of having 10 percent more first-year residency positions than graduating Texas medical students. To make progress in achieving that goal, the state must increase the number of first-year residency positions. This is the focus of the GME Expansion Grant Program. Table 2 shows the amount provided to each of the programs and the number of positions supported, beginning in 2014 through 2019. In FY 2014-15, awards were made under three separate grant programs. In 2015, the 84th Texas Legislature streamlined the three programs into a single, consolidated GME Expansion Program.

Table 2. Graduate Medical Education Expansion Awards by Program: 2014 – 2021

	FY 14 – FY 15		FY 16 – FY 17		FY 18 – FY 19		FY 20 – FY 21	
	Positions Awarded	Funding Awarded	Positions Awarded	Funding Awarded	Positions Awarded	Funding Awarded	Positions Awarded	Funding Awarded
Unfilled Position Grants	75	\$4,875,000	<i>(Included in GME Expansion Consolidated)</i>					
Grants for New and Expanded Programs	55	\$2,975,000						
Resident Physician Expansion Program	76	\$4,940,000						
GME Expansion Consolidated			680	\$48,950,000	1285	\$96,375,000	2028	\$152,100,000*
Total Graduate Medical Education Expansion	206	\$12,790,000	680	\$48,950,000	1285	\$96,375,000	2028	\$152,100,000*

**Awards are pending verification that GME programs have filled awarded positions for the academic year starting July 2020.*

Medical Education Programs

(a) Statewide Preceptorship Programs

The Texas Statewide Preceptorship Programs in Family Practice, Internal Medicine, and Pediatrics support student preparation and education efforts at the medical school level. The programs provide direct funding to Texas medical students to encourage them to choose primary care careers by offering an on-site experience in one of three primary care specialties: family practice, general internal medicine, or general pediatrics. The guiding premise of the preceptorship experience is that early exposure to preceptorship programs in a primary care medical specialty may positively influence future career decisions and practice patterns.

The Texas Higher Education Coordinating Board contracts with three non-profit organizations: the Texas Academy of Family Physicians, the Texas Chapter of the American College of Physicians, and the Texas Pediatric Society, to establish and operate the programs in family practice, internal medicine, and pediatrics, respectively. The preceptorship program in family practice was established in 1978 and, in 1995, served as a model for the development of the programs in internal medicine and pediatrics.

Because no appropriation was provided in FYs 2012 through 2015, no awards were provided in these years. However, the Texas Legislature provided an appropriation for each biennium 2016-17 and 2018-19 of \$3 million to fund awards of \$1 million to each preceptorship program.

After four years of reduced or no operation, the programs nonetheless achieved good outcomes. For the Internal Medicine Program, FYs 2016 through 2019 represented the highest student participation in the six most recently funded years. For the Pediatric Program, FYs 2017 through 2019 represented the highest student participation in the seven most recently funded years. For the Family Medicine Program, while FY 2018 represented the highest student participation in the eight most recently funded years, FY 2019 represented the second highest student participation in the six most recently funded years. Medical school student participants in FYs 2008 through 2019 are shown in Table 3 below.

Table 3. Statewide Preceptorship Programs

Medical School Student Participation			
	Family Medicine Program	Internal Medicine Program	Pediatric Program
FY 2008	139	123	90
FY 2009	121	119	95
FY 2010	116	89	115
FY 2011	99	68	86
FY 2012 - FY 2015	<i>(No State Appropriation Provided)</i>		
FY 2016	63	161	66
FY 2017	80	187	152
FY 2018	143	117	144
FY 2019	121	139	158

Committee on Academic Workforce and Success

AGENDA ITEM V-E

Report to the Committee on activities of the Undergraduate Education Advisory Committee

RECOMMENDATION: No action required

Background Information:

The Undergraduate Education Advisory Committee (UEAC) was established in 2006 and is comprised of faculty and administrators from the state's public and private colleges, universities, and health-related institutions. The committee serves as a forum for problem solving and the generation of ideas to improve undergraduate education that reflect the goals of the Texas higher education plan, *60x307X*. The UEAC uses Coordinating Board data and the expertise of its membership to create policy recommendations for staff and the Board.

The UEAC met once during Fiscal Year 2020. At its fall meeting on September 20, 2019, the Committee considered transfer issues of the Texas Core Curriculum (TCC) and the Field of Study. The UEAC also discussed Marketable Skills initiatives and planned to consider the implementation of marketable skills in future meetings.

The UEAC was instrumental in creating the TCC, which was implemented in fall 2014. At its September meeting, the Committee recommended using the negotiated rulemaking process to make changes to the TCC's Component Area Option, as discussed and recommended at the Committee's previous April 2018 meeting.

The spring meeting of the UEAC, originally scheduled for April 17, 2020, was cancelled due to the challenges of travel restrictions and social distancing requirements necessitated by the COVID-19 pandemic.

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

UNDERGRADUATE EDUCATION ADVISORY COMMITTEE ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: OCTOBER 31, 2021

Committee Purpose: The UEAC provides advice and recommendations to the staff and Board regarding undergraduate education in Texas. The UEAC: designs and conducts studies as requested by the Coordinating Board or the Commissioner, and prepares recommendations for actions; makes recommendations to the Coordinating Board for future directions the Coordinating Board and institutions should take to enhance undergraduate education in Texas; develops and oversees processes for the review of existing undergraduate instructional programs; and responds to and make recommendations to the Coordinating Board on legislative policy changes regarding undergraduate education in Texas.

Report Period: May 2019 – June 2020

Co-Chair, Four-Year Institution: Daniel Brown, Ph.D.,

Co-Chair, Two-Year Institution: Kevin Wood

Committee Members: Membership of up to 24 appointed institutional representatives consists of undergraduate deans, faculty who teach in undergraduate programs, and other persons closely involved in the oversight of undergraduate education in Texas. Members are selected from public universities, public community colleges, private institutions, public health-related institutions, and one student member. Members serve three-year staggered terms.

List of Committee members is attached.

Committee Meeting Dates: September 20, 2019 (Summary Notes are pending approval by the Committee.)

Annual Costs Expended

Travel: \$6,000 (estimated committee member travel for one meeting; average is \$350 per traveling member)

Other: No other associated costs.

Time Commitments:

Committee members: approximately 40 working days to prepare (approximately 2 days for each meeting per member), for review of materials, traveling, and attending meetings.

Coordinating Board staff: approximately 14 working days for each meeting to prepare materials and reports; coordinate meeting arrangements; and attend meeting.

Summary of Tasks Completed and Current Recommendations to the Board:

- UEAC drafted language for negotiated rulemaking regarding the Component Area Option of the Texas Core Curriculum: the rule change would address special interests of institutions to fulfill foundational education needs of their students.
- UEAC also discussed Marketable Skills initiatives and planned to consider the implementation of marketable skills in future meetings.

Current Recommendations to the Board:

There are no recommendations at this time.

Undergraduate Education Advisory Committee Members Academic Year 2020

NOTE: Term of service ends on August 31 of the year indicated
in parentheses after member's name, unless otherwise noted.

Co-Chairs

Daniel Brown, Ph.D. (20)
Dean, University College
Texas State University

Kevin Wood, (21)
Chemistry Instructor
North Central Texas College

Members: Public Community Colleges

Frank Graves, Ed.D. (21)
Dean of Workforce and Public
Service
McLennan Community College

Homer Guevara, Jr., Ed.D.
(20)
Professor
Northwest Vista College

Heather Hicks (21)
Accreditation Liaison
Cisco College

Elva LeBlanc, Ph.D. (20)
Executive Vice Chancellor and
Provost
Tarrant County College

Julie Penley, Ph.D. (22)
Vice President, Research,
Accreditation & Planning
El Paso Community College

De'Reese L. Reid-Hart, Ed.D.
(22)
Dean of Instruction
Lonestar College-Montgomery

Kristin Spizzirri (20)
Associate Vice President of
Academic Affairs
Trinity Valley Community
College

Veronique V. Tran, Ph.D.
(22)
Vice President of Instruction
Lee College

Monica Villarreal, Ph.D. (20)
General Academics and
Education Statewide Director
Texas State Technical College

Members: Public Universities

David Platt, Ph.D. (21)
Vice Provost for Undergraduate
Academic Affairs
The University of Texas at
Austin

Jacob Blosser, Ph.D. (22)
Professor of History
Texas Woman's University

Stefanie Borst, Ph.D. (21)
Associate Academic Dean
Texas Tech University

Melissa Jarrell, Ph.D. (22)
Dean, University College
Texas A&M University-Corpus
Christi

Rebecca Lewis, Ph.D. (22)
Assistant Vice Provost
The University of Texas at
Arlington

Teri Longacre, Ph.D. (20)
Vice Provost and Dean
University of Houston

John Quintanilla, Ph.D. (20)
Associate Dean for
Undergraduate Studies
University of North Texas

Christal Seahorn, Ph.D. (21)
Assistant Professor
University of Houston-Clear
Lake

Colleen Swain, Ed.D. (22)
Associate Provost for
Undergraduate Education
The University of Texas at Tyler

Members: Independent Colleges & Universities

Elizabeth Howard (20)
Director, Eunice and James L.
West Library
Texas Wesleyan University

Benson Kariuki DBA (22)
Dean of Business Division
Jarvis Christian College

Members: Public Health-Related Institutions

José Rojas, Ph.D. (20)
Associate Professor and Chair
University of Texas Medical
Branch

Non-Voting Student Member

Hope N. Cory (20)
Student
The University of Texas at
Dallas

Coordinating Board Staff

Reinold R. Cornelius, Ph.D.
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Committee on Academic and Workforce Success

AGENDA ITEM V-F

Consideration of adopting the Family Practice Residency Advisory Committee's recommendation to the Committee relating to the distribution of funds trusteeed to the Coordinating Board to support family practice residency programs for Fiscal Year 2021

RECOMMENDATION: Approval

Background Information:

The Family Practice Residency Program (FPRP) was established in 1977. Since 1979, the Texas Legislature has appropriated funding to the program to increase the numbers of physicians selecting family practice as their medical specialty and to encourage those physicians to establish their practices in rural and underserved communities in Texas. The Texas Higher Education Coordinating Board (THECB) provides trusteeed funds to nationally accredited family medicine residency programs based on the number of certified family medicine residents in training. Funding recommendations are made to the Board of the THECB by the statutory 12-member Family Practice Residency Advisory Committee (FPRAC). To date, the FPRP has provided funding support for more than 10,000 family practice residents.

House Bill 1, 86th Texas Legislature, appropriated \$5 million per fiscal year for the 2020-21 biennium. Following the FPRAC's recommendation for funding, staff estimates that the Fiscal Year (FY) 2021 funding would be awarded as follows:

Total Estimated Appropriation:	\$ 5,000,000
<i>Estimated</i> number of certified residents:	874
<i>Estimated</i> per-resident funding:	\$ 5,485
<i>Estimated</i> Operational Grant Total:	\$ 4,794,000
40 Rural Rotations at \$2,500:	\$ 100,000
3 Public Health Rotations at \$2,000:	\$ 6,000
Faculty Development Center:	\$ 100,000
Total Allocation of Funds:	\$ 5,000,000

Fred Onger, M.D., Vice Chair of Family Practice Residency Advisory Committee, will present the advisory committee's funding recommendation for the program. Dr. Onger and Dr. Stacey Silverman, Assistant Commissioner for Academic Quality, will be available to answer questions.

Three new programs funded by GME Expansion Grants are included (32-34).

FUNDING OPTION 1B for FISCAL YEAR 2021

OPERATIONAL GRANTS		Estimated Per Resident Allocation	Estimated Residents Funded	Projected Grant Amount
1	University of Texas at Austin Dell Medical School	\$5,485.13	21	\$115,188
2	Baylor College of Medicine	\$5,485.13	21	\$115,188
3	Methodist Hospital (Houston)	\$5,485.13	24	\$131,643
4	Conroe Medical Education Foundation	\$5,485.13	30	\$164,554
5	CHRISTUS Spohn-Corpus Christi	\$5,485.13	36	\$197,465
6	John Peter Smith Hospital	\$5,485.13	66	\$362,018
7	UTRGV/McAllen Family Practice Residency Program	\$5,485.13	18	\$98,732
8	McLennan County Medical Education & Research Fund	\$5,485.13	36	\$197,465
9	Memorial Hermann Health (Hospital) System	\$5,485.13	42	\$230,375
10	Scott & White Hospital/TAMUHSC	\$5,485.13	18	\$98,732
11	Texarkana - Christus St. Michael Hospital (fund 1/2)	\$5,485.13	12	\$65,822
12	Texas Tech University HSC - Amarillo	\$5,485.13	28	\$153,584
13	Texas Tech University HSC - El Paso	\$5,485.13	23	\$126,158
14	Texas Tech University HSC - Lubbock	\$5,485.13	36	\$197,465
15	Texas Tech University HSC - Odessa	\$5,485.13	43	\$235,860
16	UNTHSC/TCOM-FM	\$5,485.13	10	\$54,851
17	UNTHSC/TCOM-FM(NMM)	\$5,485.13	8	\$43,881
18	UTHSC-Tyler	\$5,485.13	24	\$131,643
19	UTHSC-Houston	\$5,485.13	36	\$197,465
20	UTHSC-San Antonio	\$5,485.13	45	\$246,831
21	UTMB-Galveston	\$5,485.13	29	\$159,069
22	Methodist Health System/Methodist Charlton Medical Center	\$5,485.13	18	\$98,732
23	UT-Southwestern	\$5,485.13	44	\$241,346
24	Baylor University Medical Center	\$5,485.13	8	\$43,881
25	Valley Baptist	\$5,485.13	15	\$82,277
26	Texas A&M HSC Program Bryan/CS	\$5,485.13	29	\$159,069
27	CHRISTUS Santa Rosa (SA)	\$5,485.13	27	\$148,098
28	DeTar Healthcare	\$5,485.13	19	\$104,217
29	Doctors Hospital at Renaissance (UTRGV)	\$5,485.13	19	\$104,217
30	Texoma Medical Center	\$5,485.13	23	\$126,158
31	University of Texas Health Science Center at Tyler (Pittsburg)	\$5,485.13	6	\$32,911
32	Scott and White Medical Center (Round Rock) Program	\$5,485.13	18	\$98,732
33	University of Texas Rio Grande Valley (Knapp) Program	\$5,485.13	18	\$98,732
34	Texas Institute for Graduate Medical Education and Research (TIGMER) Program-San Antonio	\$5,485.13	24	\$131,643
OPERATIONAL GRANT TOTAL			874	\$4,794,000
SUPPORT GRANTS				
Rural Rotation Program (40 at \$2,500)*				\$100,000
Public Health Rotation (3 at \$2,000)**				\$6,000
Rural and Public Health Rotation Total				\$106,000
Faculty Development Center				\$100,000
SUPPORT GRANT TOTAL				\$206,000
APPROPRIATION FY 2019		\$5,000,000		
OPERATIONAL TOTAL		\$4,794,000		
SUPPORT TOTAL		\$206,000		
OPERATIONAL AND SUPPORT TOTAL				\$5,000,000

*Unawarded RR grants will be reallocated to other RR applicants or to Operational grants.

**Unawarded PH grants will be reallocated to RR or Operational grants.

Committee on Academic and Workforce Success

AGENDA ITEM V-G

Consideration of adopting the Lower-Division Academic Course Guide Manual (ACGM) Advisory Committee's recommendation to the Committee relating to changes in the ACGM

RECOMMENDATION: Approval

Background Information:

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

The ACGM Advisory Committee completes a comprehensive review of course enrollments annually to identify under-utilized courses. The committee uses the thresholds in THECB rules for course inclusion and deletion from the ACGM to identify those courses that are not often offered, have low statewide enrollment at community colleges, and have limited applicability to degree requirements at the baccalaureate level. For a course to be included in the ACGM, five universities must accept and apply the course to a bachelor's degree program. A lower-division course offered at three or fewer community colleges is required to be reviewed for deletion from the ACGM. The advisory committee also schedules courses for deletion if the discipline-specific faculty workgroups of the Learning Outcomes Project recommend courses for a review period and possible deletion. Courses scheduled for deletion are noted in the ACGM and have a two to three-year period for teach-out and comment. Institutions may appeal the deletion during and after the teach-out and comment period. Successful appeals must substantiate the need and viability of the underutilized courses. For the following courses the teach-out period has concluded, and the courses are recommended to be removed from the ACGM. The courses will continue to be eligible for funding through the 2019-2020 academic year, with eligibility ending August 31, 2020.

COURSES RECOMMENDED TO BE REMOVED FROM THE ACGM

COURSE	TITLE	ACGM ADVISORY COMMITTEE ACTION	Funding Ends
ARTS 2314	Design Communications II	May 3, 2017	August 31, 2020
ENGL 2342	Forms of Literature I	May 3, 2017	August 31, 2020
ENGL 2343	Forms of Literature II	May 3, 2017	August 31, 2020
ENGR 2303	Engineering Mechanics - Statics and Dynamics	April 30, 2018	August 31, 2020
ENGR 2403	Engineering Mechanics - Statics and Dynamics	April 30, 2018	August 31, 2020
FREN 1300	Conversational French I	May 3, 2017	August 31, 2020
MATH 2321	Differential Equations and Linear Algebra	April 30, 2018	August 31, 2020
MATH 2421	Differential Equations and Linear Algebra	April 30, 2018	August 31, 2020
RNSG 1222	Introduction to Professional Nursing for Integrated Programs I	April 30, 2018	August 31, 2020
RNSG 1223	Introduction to Professional Nursing for Integrated Programs II	April 30, 2018	August 31, 2020
RNSG 1231	Principles of Clinical Decision-making I	April 30, 2018	August 31, 2020
RNSG 1232	Principles of Clinical Decision-making II	April 30, 2018	August 31, 2020
RNSG 2102	Care of Children and Families I	April 30, 2018	August 31, 2020
RNSG 2103	Care of Children and Families II	April 30, 2018	August 31, 2020
RNSG 2113	Mental Health Nursing I	April 30, 2018	August 31, 2020
RNSG 2114	Mental Health Nursing II	April 30, 2018	August 31, 2020
RNSG 2203	Integrated Care of the Client with Common Health Care Needs I	April 30, 2018	August 31, 2020
RNSG 2204	Integrated Care of the Client with Common Health Care Needs II	April 30, 2018	August 31, 2020
PHED 1238	Introduction to Physical Fitness & Sport	May 3, 2017	August 31, 2020

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

Committee on Academic Workforce and Success

AGENDA ITEM V-H

Consideration of adopting the staff recommendation to the Committee relating to the Report on the Autism Grant Program

Recommendation: Approval

Background Information:

In 2015 and 2017, the 84th and 85th Texas Legislatures appropriated \$8.1 million to the Texas Higher Education Coordinating Board (THECB) to make competitive grant awards to Texas public general academic institutions (GAIs) that conduct research and/or provide treatment to children with Autism Spectrum Disorder (ASD). In 2019, the 86th Texas Legislature, Regular Session, continued the same financial support for the program and expanded eligibility by authorizing the participation of Texas independent universities and health-related institutions.

The General Appropriations Act, House Bill 1, Article III, Rider 48, directs the THECB to offer three categories of funding to eligible institutions: 1) Parent-directed treatment; 2) Board-certified Behavior Analyst Training for teachers/paraprofessionals; and 3) Research, development, and evaluation of innovative autism treatment models.

The rider also requires the THECB to gather data on the grant programs and submit an annual report on the effectiveness of each program, including the number of children served, the number of parents and/or teachers/paraprofessionals trained, and the results of the research on innovative treatment models. The required report is submitted no later than September 1 of each year to the Legislative Budget Board, Office of the Governor, the Chair of the House Appropriations Committee, Chair of the Senate Finance Committee, Speaker of the House of Representatives, and Lieutenant Governor.

The report is provided under separate cover.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-I

Consideration of adopting the staff recommendation to the Committee relating to the report on Strategies to Incentivize Institutions of Higher Education to Develop Degree Programs in Cybersecurity: A Report to the Texas Legislature (*Senate Bill 64, 86th Texas Legislature, Regular Session*)

RECOMMENDATION: Approval

Background Information:

In 2019, the 86th Texas Legislature, Regular Session, passed Senate Bill (SB) 64, which required the Texas Higher Education Coordinating Board (THECB), in collaboration with the Department of Information Resources (DIR), to explore ways to incentivize Texas higher education institutions to develop more certificate and degree programs in the area of cybersecurity and submit a report detailing strategies to the Lieutenant Governor, the Speaker of the House of Representatives, the presiding officer of each legislative standing committee with primary jurisdiction over higher education, and each governing board of an institution of higher education not later than September 1, 2020.

The THECB and DIR conducted two surveys and a focus group session in February 2020 to collect data on the development of degree programs in cybersecurity at Texas institutions of higher education (IHEs), and make recommendations to help incentivize the development of additional degree programs in cybersecurity.

The THECB and DIR identified 33 IHEs in Texas that offer cybersecurity degree programs and their points of contact. The contacts included department chairs, coordinators, professors, and deans. Using these contacts, the THECB sent out an email requesting their participation in the focus group, and 24 contacts volunteered to participate. The THECB held the focus group on February 12, 2020. Before the focus group discussion, the THECB sent out a survey to all the IHEs that offer cybersecurity programs and another survey to the IHEs that do not offer such programs. To increase the likelihood of responses, the surveys were conducted anonymously. The THECB used the information from the surveys and the focus group discussion to ask participants to respond to a set of questions regarding the development of a cybersecurity program, as well as their suggestions on possible incentives for IHEs to start a cybersecurity degree program. Based on the review of the surveys and the input of the focus group, the THECB staff, in consultation with the DIR staff, recommend the following:

1. Provide state funding to support the development of new cybersecurity programs;
2. Create partnerships with industries;
3. Develop a standardized curriculum; and
4. Ensure clear articulation pathways (high school to college).

The Coordinating Board report is provided under separate cover.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-J

Consideration of adopting the staff recommendation to the Committee relating to the report on the effectiveness of the Open Educational Resources Grant Program (*Senate Bill 810, 85th Texas Legislature, Regular Session; and Rider 55, 86th Texas Legislature, Regular Session*)

RECOMMENDATION: Approval

Background Information:

In 2017, the 85th Texas Legislature, Regular Session, passed Senate Bill (SB) 810, instructing the Texas Higher Education Coordinating Board (THECB) to establish the Open Educational Resources Grant Program, which was designed to incentivize faculty at Texas institutions of higher education to adopt, modify, redesign, or develop courses that use only open educational resources (OER). This OER report details the administration of the competitive grant program and provides initial information about cost savings for students from the use of OER by faculty grantees as well as the number of students served by the first round of grants awarded in 2018. Additional funds were allocated for the Open Educational Resources Grant Program during the 86th Texas Legislature in 2019, and a second round of grants will be awarded in 2020.

SB 810 mandates that not later than December 1 of each even-numbered year, the THECB shall submit to the Governor, Lieutenant Governor, Speaker of the House of Representatives, and each standing legislative committee with primary jurisdiction over higher education a report on: (1) the total number of grants distributed under the program; (2) the number of students who completed a course adopted, modified, redesigned, or developed under the program; (3) an estimate of the total amount of money saved by students due to the use of open educational resources in courses adopted, modified, redesigned, or developed under the program; (4) a list of any subject areas that would benefit from the adoption, modification, or development of open educational resources; and (5) recommendations on future steps for adopting, modifying, or developing open educational resources. Rider 55, 86th Texas Legislature, Regular Session additionally mandates that the THECB report information regarding the effectiveness of the Open Educational Resources Grant Program to the Legislative Budget Board and Governor's Office by October 1st of each year.

The Coordinating Board report is provided under separate cover.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-K

Consideration of adopting the staff recommendation to the Committee relating to the January 2020 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "A" through "O")

RECOMMENDATION: Approval

Background Information:

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

Institutions with names beginning with "A" through "O" were required to submit their reports by January 15, 2020. Institutions with names beginning with "P" through "Z" are required to submit their reports by July 15, 2020. An institution receiving its first Certificate of Authorization less than six months prior to the report due date is not asked to submit an annual report because the information was deemed current. The information provided on the following pages is a summary of the status of all institutions that were required to report in the January 2020 reporting cycle.

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

July 2020 Report to Texas Higher Education Coordinating Board
Status of Institutions (A-O) under a Certificate of Authorization

Background:

Starting in January 2014, institutions operating under a Certificate of Authorization were required to submit an annual compliance report. Institutions with names beginning with "A" through "O" are required to submit their reports by January 15 each year. An institution receiving its first Certificate of Authorization less than six months prior to the report due date was not asked to submit an annual report because the information was deemed up-to-date. Following are the statuses of all institutions under the January 15, 2020 reporting deadline:

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

Institutions with a physical campus in Texas:

- American College of Acupuncture and Oriental Medicine - Houston
- American Intercontinental University - Houston
- AOMA Graduate School of Integrative Medicine
- Arizona College of Nursing - Dallas
- Asher College - Dallas
- Auguste Escoffier School of Culinary Arts - Austin
- B. H. Carroll Theological Institute
- Bakke Graduate University
- Culinary Institute Lenotre - Houston
- Culinary Institute of America - San Antonio
- Dallas Christian College
- Dallas Institute of Funeral Service
- Dallas International University
- ECPI University
- Embry-Riddle Aeronautical University - Fort Worth (Alliance)
- Embry-Riddle Aeronautical University - Houston

- Baptist Health System School of Health Professions - San Antonio
- Baptist Hospitals of Southeast Texas School of Radiologic Technology - Beaumont
- Carrington College - Mesquite
- Case Western Reserve University - Houston
- Center for Advanced Legal Studies - Houston
- Chamberlain University - Houston
- Chamberlain University - Irving
- Chamberlain University - Pearland
- Chamberlain University - San Antonio
- College of Biomedical Equipment Technology
- Columbia College - Fort Worth
- Columbia College, Eastfield College - Mesquite, Texas
- Commonwealth Institute of Funeral Service - Houston
- Concorde Career College - Dallas
- Concorde Career College - Grand Prairie
- Concorde Career College - San Antonio
- Ferris State University - The Woodlands
- Florida Career College
- Galen College of Nursing - San Antonio
- Houston International College Cardiotech Ultrasound School
- Interactive College of Technology - Houston Gessner (Southwest)
- Interactive College of Technology - Houston Greenspoint (North)
- Johns Hopkins University - Arlington Uplift Summit International Prep
- Johns Hopkins University - Dallas Uplift Heights Prep
- Johns Hopkins University - Dallas Urban Teachers/Uplift Heights Prep
- Johns Hopkins University - Irving University of Dallas
- MediaTech Institute - Dallas
- MediaTech Institute - Houston
- Messenger College
- North American University - Houston
- Northwood University - Arlington
- Northwood University - Cedar Hill

- Cornell University - Dallas
- Cornell University - Houston
- Criswell College
- Northwood University - Dallas
- Northwood University - Fort Worth
- Northwood University - Houston

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

- Brandman University (California)
- California Southern University
- California State University - Northridge
- National University (California)
- New Mexico State University - Carlsbad

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

Institutions with a physical campus in Texas:

- Baptist University of the Americas - Fort Worth
- Baptist University of the Americas - San Antonio
- Fortis College - Houston
- Fortis Institute - Houston South
- MIAT College of Technology - Houston

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

- Northcentral University (California)

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

Institutions with a physical campus in Texas:

- Dallas Nursing Institute
- Johns Hopkins University - Grand Prairie Uplift Grand Prep

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

- Azusa Pacific University

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

- Boston University
- New Mexico State University - Dona Ana Community College

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

Institutions with a physical campus in Texas:

Institution	Concern
Altierus Career College - Houston Bissonnet	Net asset deficits
Arlington Baptist University	US Department of Education reporting status due to financial responsibility concerns

Institution	Concern
DeVry University - Austin	US Department of Education reporting status due to financial responsibility concerns
DeVry University - Irving	US Department of Education reporting status due to financial responsibility concerns
DeVry University - San Antonio	US Department of Education reporting status due to financial responsibility concerns
Hallmark University - San Antonio	Outcome reporting status with accreditor
Hallmark University, College of Aeronautics - San Antonio	Outcome reporting status with accreditor
Houston Graduate School of Theology	US Department of Education reporting status due to financial responsibility concerns
Interactive College of Technology - Pasadena	Accreditor probationary status
KD Conservatory College of Film and Dramatic Arts	US Department of Education reporting status due to financial responsibility concerns
Lincoln College of Technology - Grand Prairie	Consecutive year-end operating losses
National American University - Georgetown	Ground campus teach out status

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

Institution	Concern
DeVry University – Illinois	US Department of Education heightened cash monitoring status due to financial responsibility concerns

Committee on Academic and Workforce Success

AGENDA ITEM V-L (1)

Consideration of adopting the staff recommendation to the Committee relating to the request from The University of Texas at Arlington for a Bachelor of Arts degree with a major in Philanthropy

RECOMMENDATION: Approval, beginning fall 2020

Rationale:

The University of Texas at Arlington (UT-Arlington) is proposing a Bachelor of Arts (BA) degree in Philanthropy. The proposed face-to-face program would be a multidisciplinary collaboration of the College of Liberal Arts and the College of Business to educate students in the techniques, history, and theory of Philanthropy. Students would complete courses in Communications, Public Relations, and Grant Writing. Additionally, students would also complete a certificate or minor in Business Philanthropy with the Marketing Department.

UT-Arlington's proposed program would offer students entry to careers with ample projected openings in the coming years. The Texas Workforce Commission projects an average of 1,500 openings for Fundraisers, Fundraising Managers, and Public Relations each year through 2026. Additional positions are available for related careers in religious organizations, museums, cultural institutions, community service, public relations, and university development. Nationally, the number of graduates in the requested Organizational Communication fills only 13% of the job demand projected by the Bureau of Labor Statistics.

While two existing public universities offer a bachelor's degree program in the same classification category, UT-Arlington's proposed program would have the first specifically focused on developing communications in Philanthropy. Nationally, the one existing program, at Indiana University-Purdue University at Indianapolis (IUPUI), has a 98% placement rate for graduates. The proposed program would likely attract students from across the state and nation.

In accordance with the institution's proposed hiring schedule, UT-Arlington will hire one core faculty member with 100% time assigned to the proposed program to start in 2021, and a second core faculty member with 25% time assigned to the Public Relations portion of the proposed program to start in 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 program courses to be taught. Formula funding for upper-division courses is dependent on having the appropriate hires in place at the specified times.

The University of Texas at Arlington (*Accountability Peer Group: Emerging Research*)*Related Programs*

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

UT-Arlington has one program communication program with the same two-digit CIP 09

BA in Communication (prior to 1999)

Proposed Program:

The proposed face-to-face program in philanthropy represents 120 semester credit hours of instruction, and the institution anticipates beginning the proposed program in fall 2020. The proposed program would likely attract students from across the state and nation.

The institution estimates that five-year costs would total \$2,489,517. Formula funding would represent 5% of all funding at \$121,494. Total funding is estimated to be \$4,130,523.

FIVE-YEAR COSTS		
Personnel		
Faculty	\$	867,750
Clerical/Staff	\$	780,697
Graduate Assistants	\$	87,500
Other	\$	424,146
Facilities and Equipment	\$	10,000
Student Support	\$	60,000
Library, Supplies, and Materials	\$	51,075
Other	\$	208,349
Total	\$	2,489,517

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 121,494
Reallocation	\$ 234,619
Other State Funding	\$ 0
Tuition and Fees	\$ 3,774,410
Other	\$ 0
Total	\$ 4,130,523

Evidence of Duplication, Workforce Need, and Student Demand:

<i>Duplication of Program: No duplication of programs in the region</i>			
Number of institutions with degree programs in the state with the same 6-digit CIP (09.0901, Organizational Communication, General): 4			
Number of degree programs within a 60-minute drive with the same 6-digit CIP (09.0901, Organizational Communication, General): 1			
<i>Job Market Need: Strong</i>			
Advertisements for job openings	<u>Yes</u>	No	N/A
Employer surveys	Yes	<u>No</u>	N/A
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A
<i>Student Demand: Strong</i>			
Increased enrollment in related programs at the institution	<u>Yes</u>	No	N/A
High enrollment in similar programs at other institutions	<u>Yes</u>	No	N/A
Applicants turned away at similar programs at other institutions	<u>Yes</u>	No	N/A
Student surveys	<u>Yes</u>	No	N/A

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Student Headcount</i>	37	79	123	170	200
<i>Student FTE</i>	32	69	107	148	174
<i>Core Faculty Headcount</i>	7	7	8	8	8
<i>Core Faculty FTE</i>	3.25	3.25	3.5	3.5	3.5

Major Commitments:

In accordance with the institution's proposed hiring schedule, UT-Arlington will hire one core faculty member with 100% time assigned to the proposed program to start in 2021, and a second core faculty member with 25% time assigned to the Public Relations portion of the proposed program to start in 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 program courses to be taught.

The program will pursue approval from the Nonprofit Leadership Alliance so graduates would have nationally recognized Certified Nonprofit Professional credentials.

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

Online Resume for Legislators and Other Policymakers

THE UNIVERSITY OF TEXAS AT ARLINGTON

Location: Arlington, Metroplex Region

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

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

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

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Enrollment						
Race/Ethnicity	Fall 2014		Fall 2018		Fall 2019	
	Number	Percent	Number	Percent	Number	Percent
White	13,151	37.7%	14,231	33.5%	13,668	31.9%
Hispanic	7,891	22.6%	11,615	27.3%	12,201	28.5%
African American	5,176	14.8%	6,457	15.2%	6,342	14.8%
Asian	3,482	10.0%	4,533	10.7%	4,828	11.3%
International	4,140	11.9%	4,467	10.5%	4,667	10.9%
Other & Unknown	1,028	2.9%	1,193	2.8%	1,157	2.7%
Total	34,868	100.0%	42,496	100.0%	42,863	100.0%
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	3,459	14.1%	3,616	12.8%	3,883	13.6%
Other Institutions	497	2.0%	483	1.7%	505	1.8%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2015	\$9,380	.0%	\$9,598	.0%
2016	\$9,380	.0%	\$9,777	1.9%
2017	\$9,616	2.5%	\$10,201	4.3%
2018	\$9,952	3.5%	\$10,443	2.4%
2019	\$10,250	3.0%	\$10,712	2.6%
2020	\$11,040	7.7%	\$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	42%	\$7,856	46%	\$7,469	40%	\$6,917
2018	41%	\$7,473	45%	\$7,437	41%	\$6,842
Federal, State, Institutional or Other Grants Known by Institutions						
2017	54%	\$6,271	57%	\$7,502	75%	\$7,500
2018	56%	\$6,611	59%	\$7,729	77%	\$7,786
Federal (Pell) Grants						
2017	34%	\$3,977	37%	\$4,226	37%	\$4,201
2018	36%	\$4,327	39%	\$4,482	37%	\$4,438

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	Peer Group
Cohort		2,624	3,163	3,395	Fall 2010 4-year	28.4%
Total		85.6%	86.6%	87.7%	Fall 2014 4-year	36.7%
Same		68.0%	73.3%	74.5%	Fall 2015 4-year	38.4%
Other		17.5%	13.2%	13.3%	Fall 2009 5-year	50.1%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2013 5-year	55.9%	
		Enter Fall 2012	Enter Fall 2016	Enter Fall 2017	Fall 2014 5-year	57.9%
Institution Persistence				Fall 2008 6-year	59.1%	
Cohort				Fall 2012 6-year	62.6%	
Total				Fall 2013 6-year	63.5%	
Same				National Comparison (IPEDS Definition)		
Other				Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence				Fall 2009 4-year	17.0%	18.7%
Cohort				Fall 2013 4-year	22.0%	31.4%
Total				Fall 2014 4-year	23.0%	34.2%
Same				Fall 2008 5-year	33.0%	41.3%
Other				Fall 2012 5-year	42.0%	52.0%
				Fall 2013 5-year	43.0%	54.0%
				Fall 2007 6-year	40.0%	51.0%
				Fall 2011 6-year	50.0%	57.6%
				Fall 2012 6-year	49.0%	59.2%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2015	3,207	12.04	144.01	3,544	10.86	141.45
FY 2018	3,586	12.20	143.00	4,194	10.62	138.12
FY 2019	3,805	12.00	142.00	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	73	45.2%
Peer Group	258	45.7%
<i>For Students NOT Needing Dev Ed</i>		
Institution	2,551	71.2%
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	\$136,962,296	27.8%	\$148,858,657	24.0%	\$154,511,028	22.8%
Federal Funds	\$81,696,900	16.6%	\$107,234,648	17.3%	\$114,055,253	16.8%
Tuition & Fees	\$210,712,249	42.8%	\$301,692,413	48.6%	\$311,918,978	46.1%
Total Revenue	\$492,543,829	100.0%	\$621,133,198	100.0%	\$677,192,012	100.0%

Online Resume for Prospective Students, Parents and the Public

THE UNIVERSITY OF TEXAS AT ARLINGTON

Location: Arlington, Metroplex Region

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

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

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

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Enrollment		
Race/Ethnicity	Fall 2019 Number	Percent
White	13,668	31.9%
Hispanic	12,201	28.5%
African American	6,342	14.8%
Asian	4,828	11.3%
International	4,667	10.9%
Other & Unknown	1,157	2.7%
Total	42,863	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	3,883	13.6%
Other Institutions	505	1.8%

Baccalaureate Success

Graduation Rate of First-time, Full-time Degree-seeking Students Entering		
Measure	Fall	Rate
4-year Rate Total	2015	34.6%
Same Institution		27.9%
Other Institutions		6.7%
5-year Rate Total	2014	55.6%
Same Institution		46.2%
Other Institutions		9.4%
6-year Rate Total	2013	63.2%
Same Institution		51.1%
Other Institutions		12.1%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2018	
Total	87.7%
Same	74.5%
Other	13.3%
2-Year Persistence, Fall 2017	
Total	81.0%
Same	65.7%
Other	15.3%

Avg Number SCH for Bachelor's Degree		
FY 2019 Average		
Sem	SCH	
All	12.00	142.00

Degrees Awarded	
Type	FY 2019
Bachelor's	8,866
Master's	4,614
Doctoral	225
Professional	0
Total	13,705

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2019 Rate
Education*	96.00%
Law	%
Pharmacy	%
Nursing	91.3%
Engineering	49.0%

*Data for FY 2018

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

Application for First-time Undergraduate Admission Fall 2019			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	2,401	91.8%	36.8%
African American	1,946	72.5%	34.9%
Hispanic	5,429	78.0%	31.8%
Asian	1,685	93.2%	43.9%
International	902	89.1%	18.5%
Other	286	91.3%	34.5%
Total	12,649	82.9%	34.1%

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2015	\$9,380	.0%	\$9,629	.0%
2016	\$9,380	.0%	\$9,834	2.1%
2017	\$9,616	2.5%	\$10,284	4.4%
2018	\$9,952	3.4%	\$10,513	2.2%
2019	\$10,250	2.9%	\$10,778	2.5%
2020	\$11,040	7.2%	\$11,007	2.1%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2020	
Type of Cost	Average Amount
Total Academic Cost	\$11,040
On-campus Room & Board	\$10,290
Books & Supplies	\$1,206
Off-Campus Transportation & Personal Expenses	\$4,744
Total Cost	\$27,280

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

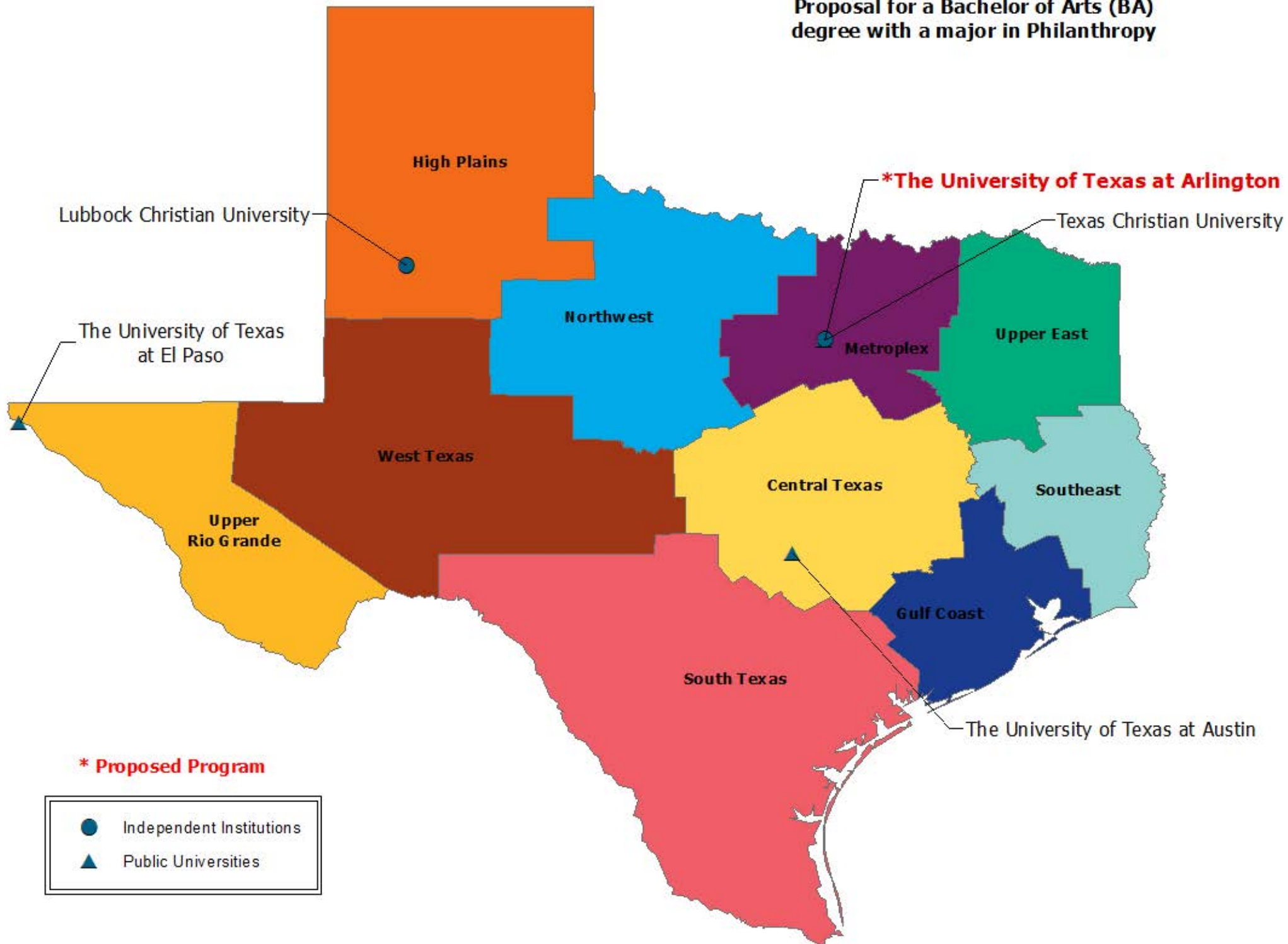
Instruction		
Measure of Excellence	Fall 2019	
Undergraduate Classes with < 20 Students	33.8%	
Undergraduate Classes with > 50 Students	24.6%	
% of Teaching Faculty Tenured/Tenure-track *	44.0%	
Student/Faculty Ratio *	24:1	

* Fall 2018 Data

Financial Aid		
Enrolled in FY 2018		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	56%	\$6,611
Federal (Pell) Grants	36%	\$4,327
Federal Student Loans	41%	\$7,473

Funding		
Source	FY 2019 Amount	Pct of Total
Appropriated Funds	\$154,511,028	22.8%
Federal Funds	\$114,055,253	16.8%
Tuition & Fees	\$311,918,978	46.1%
Total Revenue	\$677,192,012	100.0%

**Proposal for a Bachelor of Arts (BA)
degree with a major in Philanthropy**



Committee on Academic and Workforce Success

AGENDA ITEM V-L (2)

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

RECOMMENDATION: Approval, beginning fall 2020

Rationale:

The University of North Texas (UNT) is proposing a Master of Science (MS) in Data Engineering. The proposed face-to-face program would be housed in UNT's School of Engineering. UNT designed the proposed program to allow students from Science, Technology, Engineering, and Mathematics (STEM) disciplines to focus their analytical, programming, and engineering skills to integrate complex data into usable datasets. Students would use programming languages, such as SQL, and other software to creatively solve data-related problems and optimize data pipelines. Currently, only one other public institution offers a master's degree related to data engineering.

The data from the U.S. Bureau of Labor Statistics (BLS) and the Texas Workforce Commission (TWC) indicate the national and state workforce need for data engineers is not being met. There is a shortage of data engineering graduates based on the projected available jobs from 2018 to 2028. The TWC indicates a state average of 1,732 annual job openings for related jobs for the proposed program in data engineering. A recent Massachusetts Institute of Technology (MIT) Sloan Management Review found that 40% of the companies surveyed were struggling to find and retain data analytics talent. Demand for data-driven decision makers will comprise one-third of the data professionals job market, with a projected increase of 110,000 positions by 2020.

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

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

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

University of North Texas has 5 engineering degree programs:

BS, MS in Biomedical Engineering (2014, 2014)
 BS, MS in Computer Engineering (2002, 2002)
 BS, MS, PhD in Electrical Engineering (2005, 2007, 2015)
 BS, MS, PhD in Materials Science and Engineering (2006, 1995, 1995)
 BS, MS, PhD in Mechanical and Energy Engineering (2007, 2007, 2014)

Proposed Program:

The proposed face-to-face program in data engineering represents 33 semester credit hours (SCH) of instruction, and the institution anticipates beginning the proposed program in fall 2020. The proposed MS in Data Engineering would prepare students from STEM disciplines to focus their analytical, programming, and engineering skills to integrate complex data into usable datasets. UNT provided letters of support from industry partners indicating that the proposed program would have companies that would recruit and employ graduates to the workforce in the Denton area.

The institution estimates that five-year costs would total \$599,758. Formula Funding would represent 44% of all funding at \$1,928,568. Total funding is estimated to be \$4,340,208.

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 447,258
Program Administration	\$ 0
Graduate Assistants	\$ 0
Clerical/Staff	\$ 50,000
Student Support	\$ 0
Supplies & Materials	\$ 2,500
Library & IT Resources	\$ 0
Equipment	\$ 0
Facilities	\$ 100,000
Other	\$ 0
Total	\$ 599,758

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 1,928,568
Other State Funding	\$ 0
Reallocated Funding	\$ 0
Tuition and Fees	\$ 2,411,640
Other	
Total	\$ 4,340,208

Evidence of Duplication, Workforce Need, and Student Demand:

<i>Duplication of Programs is: No duplication of programs in the region</i>			
Number of institutions with master's degree programs in the state with the same 6-digit CIP (14.0101, Engineering, General): 10			
Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.0101, Engineering, General): 0			
<i>Job Market Need: Strong</i>			
Advertisements for job openings	<u>Yes</u>	No	N/A
Employer surveys	<u>Yes</u>	No	N/A
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A
<i>Student Demand: Not demonstrated</i>			
Increased enrollment in related programs at the institution	Yes	<u>No</u>	N/A
High enrollment in similar programs at other institutions	Yes	<u>No</u>	N/A
Applicants turned away at similar programs at other institutions	Yes	<u>No</u>	N/A
Student surveys	Yes	<u>No</u>	N/A

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Student Headcount</i>	22	51	71	86	91
<i>Student FTE</i>	20	40	55	71	75
<i>Core Faculty Headcount</i>	14	14	14	14	14
<i>Core Faculty FTE</i>	2.3	2.3	2.3	2.3	2.3

Major Commitments:

In accordance with the institution's proposed hiring schedule, UNT will hire one core faculty member to start in the program's first year. By August 1, the institution will provide documentation of the new hire through submission of a letter of intent, curriculum vitae, and list of program courses to be taught.

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

Online Resume for Legislators and Other Policymakers
UNIVERSITY OF NORTH TEXAS

Location: Denton, Metroplex Region

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

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

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

Institutional Resumes

Accountability System

Definitions

[Institution Home Page](#)

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

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

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2017	53%	\$5,859	46%	\$7,469	41%	\$6,986
2018	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	Peer Group Rate
Cohort		4,175	4,581	4,511		Fall 2010 4-year	30.9%	28.4%
Total		86.3%	86.2%	86.5%		Fall 2014 4-year	38.8%	36.7%
Same		76.5%	77.1%	78.3%		Fall 2015 4-year	41.5%	38.4%
Other		9.8%	9.0%	8.2%		Fall 2009 5-year	51.3%	50.1%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2013 5-year	55.1%	55.9%	
		Enter Fall 2012	Enter Fall 2016	Enter Fall 2017		Fall 2014 5-year	56.0%	57.9%
Institution Persistence						Fall 2008 6-year	59.5%	59.1%
Cohort		4,123	4,443	4,570		Fall 2012 6-year	59.5%	62.6%
Total		78.8%	79.0%	78.4%		Fall 2013 6-year	61.2%	63.5%
Same		65.5%	66.6%	68.2%		National Comparison (IPEDS Definition)		
Other		13.3%	12.4%	10.2%		Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence						Fall 2009 4-year	25.0%	23.0%
Cohort		3,375	4,030	4,380		Fall 2013 4-year	28.0%	30.2%
Total		81.9%	82.4%	82.2%		Fall 2014 4-year	30.0%	32.6%
Same		64.9%	68.7%	68.9%		Fall 2008 5-year	44.0%	46.3%
Other		17.0%	13.7%	13.3%		Fall 2012 5-year	48.0%	52.8%
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree					Fall 2013 5-year	48.0%	54.2%	
					Fall 2007 6-year	50.0%	55.0%	
Institution		Peer Group Average				Fall 2011 6-year	54.0%	59.0%
Grads	Sem	SCH	Grads	Sem	SCH	Fall 2012 6-year	53.0%	60.0%

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](#)

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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			1-Year Persistence, Fall 2018	
Entering		Rate	Total	86.5%
Measure	Fall		Same	78.3%
			Other	8.2%
			2-Year Persistence, Fall 2017	
4-year Rate Total		2015	Total	78.4%
Same Institution			Same	68.2%
Other Institutions			Other	10.2%
5-year Rate Total		2014		
Same Institution				
Other Institutions				
6-year Rate Total		2013		
Same Institution				
Other Institutions				
Grad Rates by Ethnicity			Avg Number SCH for Bachelor's Degree	
			FY 2019 Average	
			Sen	SCH
			All	10.20 134.00

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

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

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

[Degrees by Ethnicity](#)

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

*Data for FY 2018

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

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

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

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

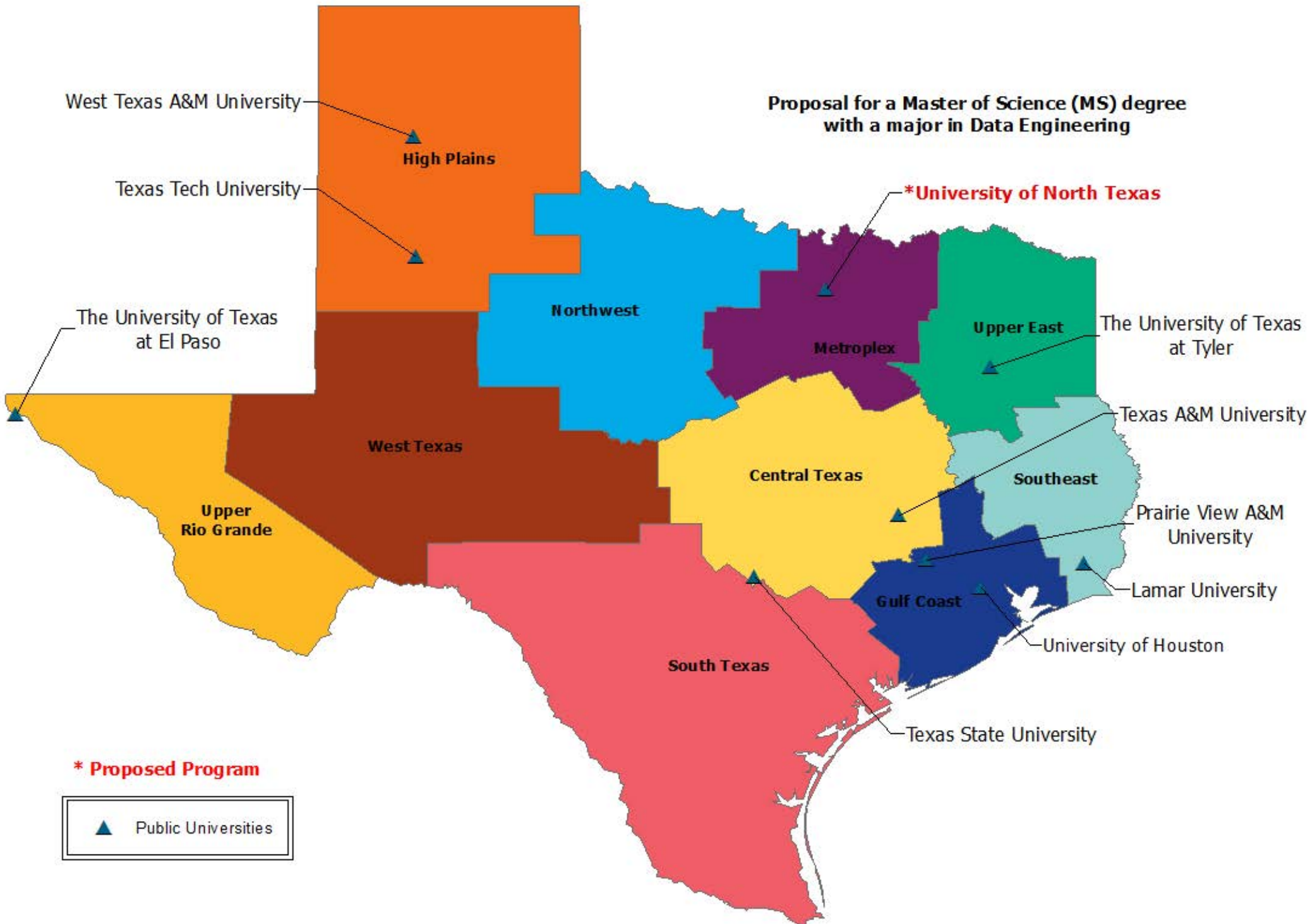
Instruction		
Measure of Excellence	Fall 2019	
Undergraduate Classes with < 20 Students	24.9%	
Undergraduate Classes with > 50 Students	19.7%	
% of Teaching Faculty Tenured/Tenure-track *	47.3%	
Student/Faculty Ratio *	25:1	

* Fall 2018 Data

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

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

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



Committee on Academic and Workforce Success

AGENDA ITEM V-L (3)

Consideration of adopting the staff recommendation to the Committee relating to the request from the University of Houston-Downtown for a Master of Professional Accountancy (MPA) degree with a major in Professional Accountancy

RECOMMENDATION: Approval, beginning fall 2020

Rationale:

The University of Houston-Downtown (UHD) is proposing a Master of Professional Accountancy (MPA) in Professional Accountancy. The proposed face-to-face program would be housed in the Marilyn Davies College of Business at UHD. UHD states this proposed program would be a professional accounting degree that prepares students prepared to sit for the licensure exam and enter the workforce. The proposed program would be geared toward underrepresented student populations who come from low-income families and are first-generation students.

The data from the U.S. Bureau of Labor Statistics (BLS) and the Texas Workforce Commission (TWC) indicate the national and state workforce need for accountants and auditors is not being met. There is a shortage of accountant and auditor graduates based on the projected available jobs from 2018 to 2028. TWC's projections show a state average of 14,440 annual job openings for related jobs in professional accountancy.

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

University of Houston-Downtown (*Accountability Peer Group: Master's*)*Related Programs*

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

University of Houston-Downtown has one accounting degree program:

BS in Accounting (1992)

Proposed Program:

The proposed face-to-face program in professional accountancy represents 30 semester credit hours (SCH) of instruction. The institution anticipates beginning the proposed program in fall 2020. The proposed MPA in Professional Accountancy is meant to prepare students with advanced accounting, taxation, and auditing training that would be geared toward the accounting industry. Students would be prepared to enter the workforce as mid-level managers and to sit for the Certified Public Accountant (CPA) exam. In 2018, Houston had the highest mean wage for accountants of any city in Texas (\$86,188 per annum), with 33,670 people employed in the profession (BLS Occupational Employment Statistics Survey, 2019). UHD provided letters of support from industry partners stating that this proposed program would allow companies to recruit, retain, and educate the accounting workforce in the Houston area.

The institution estimates that five-year costs would total \$3,819,355. Formula Funding would represent 27% of all funding at \$1,840,052. Total funding is estimated to be \$6,887,972.

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 1,370,106
Program Administration	\$ 1,766,772
Graduate Assistants	\$ 0
Clerical/Staff	\$ 146,104
Student Support	\$ 240,773
Supplies & Materials	\$ 0
Library & IT Resources	\$ 145,000
Equipment	\$ 0
Facilities	\$ 0
Other	\$ 150,600
Total	\$ 3,819,355

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 1,840,052
Other State Funding	\$ 0
Reallocated Funding	\$ 0
Tuition and Fees	\$ 5,047,920
Other	
Total	\$ 6,887,972

Evidence of Duplication, Workforce Need, and Student Demand:

<i>Duplication of Programs: Yes</i>			
Number of institutions with master's degree programs in the state with the same 6-digit CIP (52.0301, Accounting): 65			
Number of degree programs within a 60-minute drive with the same 6-digit CIP (52.0301, Accounting): 6			
<i>Job Market Need: Strong</i>			
Advertisements for job openings	<u>Yes</u>	No	N/A
Employer surveys	<u>Yes</u>	No	N/A
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A
<i>Student Demand: Not demonstrated</i>			
Increased enrollment in related programs at the institution	Yes	<u>No</u>	N/A
High enrollment in similar programs at other institutions	Yes	<u>No</u>	N/A
Applicants turned away at similar programs at other institutions	Yes	<u>No</u>	N/A
Student surveys	Yes	<u>No</u>	N/A

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Student Headcount</i>	48	82	102	133	161
<i>Student FTE</i>	37	56	72	92	110
<i>Core Faculty Headcount</i>	7	7	8	9	9
<i>Core Faculty FTE</i>	2.25	2.25	2.25	2.25	2.25

Major Commitments:

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

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

Online Resume for Legislators and Other Policymakers

UNIVERSITY OF HOUSTON-DOWNTOWN

Location: Houston, Gulf Coast Region

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

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

Out-Of-State Peers: California State University-Dominguez Hills, Cuny Lehman College, Suny Empire State College, University Of Illinois At Springfield, Western New Mexico University

Degrees Offered: Bachelor's, Master's

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Enrollment						
Race/Ethnicity	Fall 2014		Fall 2018		Fall 2019	
	Number	Percent	Number	Percent	Number	Percent
White	2,568	17.8%	2,196	15.4%	2,107	14.4%
Hispanic	6,169	42.7%	7,122	49.9%	7,526	51.4%
African American	3,681	25.5%	3,062	21.5%	3,034	20.7%
Asian	1,405	9.7%	1,330	9.3%	1,304	8.9%
International	283	2.0%	309	2.2%	389	2.7%
Other & Unknown	330	2.3%	242	1.7%	280	1.9%
Total	14,436	100.0%	14,261	100.0%	14,640	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
	2,116	15.8%	1,954	15.8%	2,012	15.6%
Two-Year Institutions	363	2.7%	226	1.8%	293	2.3%
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	\$6,614	.0%	\$6,992	.0%
2016	\$6,938	4.9%	\$7,366	5.3%
2017	\$7,181	3.5%	\$7,583	2.9%
2018	\$7,451	3.8%	\$7,259	-4.3%
2019	\$7,772	4.3%	\$7,702	6.1%
2020	\$8,386	7.9%	\$7,911	2.7%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2017	40%	\$7,762	38%	\$5,716	40%	\$6,816
2018	38%	\$7,843	35%	\$5,837	33%	\$7,529
Federal, State, Institutional or Other Grants Known by Institutions						
2017	62%	\$5,105	54%	\$5,002	64%	\$8,253
2018	64%	\$5,356	52%	\$5,217	66%	\$7,586
Federal (Pell) Grants						
2017	46%	\$3,889	38%	\$3,444	44%	\$4,222
2018	48%	\$4,299	36%	\$3,506	47%	\$4,386

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		1,007	856	973	Cohort
Total		81.4%	81.9%	80.2%	Fall 2010 4-year
Same		65.7%	70.9%	70.0%	Fall 2014 4-year
Other		15.7%	11.0%	10.2%	Fall 2015 4-year
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					
		Enter Fall 2012	Enter Fall 2016	Enter Fall 2017	
Institution Persistence					
Cohort		1,134	825	851	Fall 2009 5-year
Total		64.9%	76.0%	72.2%	Fall 2013 5-year
Same		43.1%	52.1%	54.1%	Fall 2014 5-year
Other		21.8%	23.9%	18.1%	Fall 2008 6-year
Peer Group Persistence					
Cohort		507	544	537	Fall 2012 6-year
Total		68.4%	70.0%	68.9%	Fall 2013 6-year
Same		45.2%	49.8%	49.0%	
Other		23.3%	20.2%	19.9%	
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree					
Institution	Same	SCH	Peer Group Average	Same	SCH
Grade			Grade		

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution Grads	Sem	SCH	Peer Group Average Grads	Sem	SCH
FY 2015	1,098	13.79	151.22	445	12.18	143.53
FY 2018	1,500	13.60	149.00	525	11.81	139.57
FY 2019	1,601	13.80	148.00	551	11.74	138.28

Six-year Graduation & Persistence Rate, Fall 2013		
Student Group	Cohort	Rate
For Students Needing Dev Ed		
Institution	390	45.1%
Peer Group	114	40.4%
For Students NOT Needing Dev Ed		
Institution	617	61.9%
Peer Group	454	61.5%

*Peer Group data is average for peer group.

Funding						
Source	FY 2014 Amount	Pct of Total	FY 2018 Amount	Pct of Total	FY 2019 Amount	Pct of Total
Appropriated Funds	\$42,389,872	30.3%	\$49,623,779	31.7%	\$51,113,160	32.1%
Federal Funds	\$32,207,672	23.0%	\$31,277,590	20.0%	\$32,794,537	20.6%
Tuition & Fees	\$55,933,873	40.0%	\$67,121,858	42.9%	\$65,819,688	41.3%
Total Revenue	\$139,820,126	100.0%	\$156,366,800	100.0%	\$159,389,623	100.0%

Online Resume for Prospective Students, Parents and the Public

UNIVERSITY OF HOUSTON-DOWNTOWN

Location: Houston, Gulf Coast Region

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

Out-Of-State Peers: California State University-Dominguez Hills, Cuny Lehman College, Suny Empire State College, University Of Illinois At Springfield, Western New Mexico University

Degrees Offered: Bachelor's, Master's

[Institutional Resumes](#)

[Accountability System](#)

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Enrollment		
Race/Ethnicity	Fall 2019 Number	Percent
White	2,107	14.4%
Hispanic	7,526	51.4%
African American	3,034	20.7%
Asian	1,304	8.9%
International	389	2.7%
Other & Unknown	280	1.9%
Total	14,640	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	2,012	15.6%
Other Institutions	293	2.3%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students Entering		
Measure	Fall	Rate
4-year Rate Total	2015	13.2%
Same Institution		10.1%
Other Institutions		3.0%
5-year Rate Total	2014	31.3%
Same Institution		22.2%
Other Institutions		9.1%
6-year Rate Total	2013	41.1%
Same Institution		28.4%
Other Institutions		12.7%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2018	
Total	80.2%
Same	70.0%
Other	10.2%
2-Year Persistence, Fall 2017	
Total	72.2%
Same	54.1%
Other	18.1%

Avg Number SCH for Bachelor's Degree		
FY 2019 Average		
Sem	SCH	
All	13.80	148.00

Degrees Awarded	
Type	FY 2019
Bachelor's	3,067
Master's	556
Doctoral	0
Professional	0
Total	3,623

[Degrees by Ethnicity](#)

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

*Data for FY 2018

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

Application for First-time Undergraduate Admission Fall 2019			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	320	94.4%	20.2%
African American	839	84.1%	22.4%
Hispanic	3,794	88.9%	32.9%
Asian	435	97.2%	26.2%
International	160	75.0%	11.7%
Other	55	90.9%	16.0%
Total	5,603	88.8%	29.4%

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2015	\$6,614	.0%	\$7,020	.0%
2016	\$6,938	4.7%	\$7,405	5.2%
2017	\$7,181	3.4%	\$7,613	2.7%
2018	\$7,451	3.6%	\$7,246	-5.1%
2019	\$7,772	4.1%	\$7,697	5.9%
2020	\$8,386	7.3%	\$7,878	2.3%

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

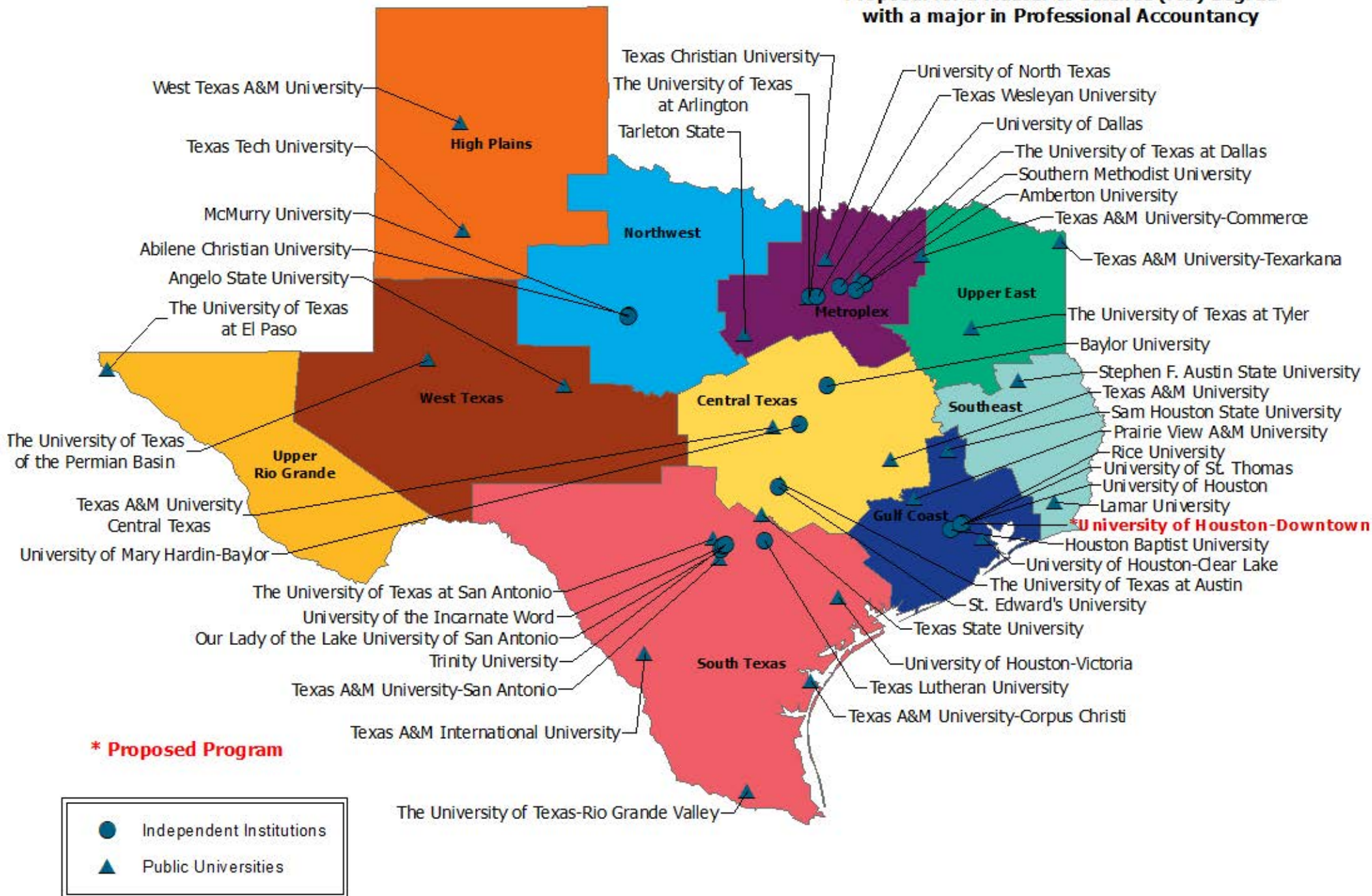
Instruction		
Measure of Excellence	Fall 2019	
Undergraduate Classes with < 20 Students	26.9%	
Undergraduate Classes with > 50 Students	2.1%	
% of Teaching Faculty Tenured/Tenure-track *	47.4%	
Student/Faculty Ratio *	18:1	

* Fall 2018 Data

Financial Aid		
Enrolled in FY 2018		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	64%	\$5,356
Federal (Pell) Grants	48%	\$4,299
Federal Student Loans	38%	\$7,843

Funding		
Source	FY 2019 Amount	Pct of Total
Appropriated Funds	\$51,113,160	32.1%
Federal Funds	\$32,794,537	20.6%
Tuition & Fees	\$65,819,688	41.3%
Total Revenue	\$159,389,623	100.0%

Proposal for a Master of Science (MS) degree with a major in Professional Accountancy



Committee on Academic and Workforce Success

AGENDA ITEM V-L (4)

Consideration of adopting the staff recommendation to the Committee relating to the request from The University of Texas at El Paso for a Doctor of Philosophy (PhD) degree with a major in Data Science

RECOMMENDATION: Approval, beginning fall 2020

Rationale:

The University of Texas at El Paso (UT-El Paso) is proposing a Doctor of Philosophy (PhD) degree in Data Science. The proposed program would be the first in Texas and would require 67 semester credit hours (SCH) beyond a bachelor's degree and up to 55 SCH beyond a master's degree beginning in fall 2020. The proposed program would be offered face-to-face in El Paso.

The proposed PhD in Data Science would prepare students for work as data science experts. Projected average annual openings for data science occupations are 19,9000 nationally and 1,479 in Texas indicating growth nationally and in Texas above the national average for most industries.

In accordance with the institution's proposed hiring schedule, UT-El Paso will hire two additional core faculty members. One core faculty would start in the program's first year and one core faculty would start in the program's second year. Prior to the faculty hires, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of courses to be taught.

The institution will also submit three Annual Progress Reports in years one, three, and five of the program's operation. These reports will confirm institutional commitments and provide an update on the program's implementation.

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

Completion Measures		Institution	State
<i>Graduate</i>	Master's 5-Year Graduation Rate	79.6%	74.8%
	Doctoral 10-Year Graduation Rate	64.9%	68%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years: <u>Yes</u> No N/A		
	Recently Approved Doctoral Programs: <ul style="list-style-type: none"> • Mechanical Engineering (PhD, 2016) enrollments met • Pharmacy (PharmD, 2016) enrollments met 		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years: <u>Yes</u> No N/A		

Proposed Program:

The proposed face-to-face program would require 67 SCH beyond a bachelor's degree and up to 55 SCH beyond a master's degree beginning in fall 2020. The program would be the first doctoral degree in data science in Texas. Data science is an interdisciplinary field with applications in many industries. Data science experts combine aspects of mathematics, statistics, computer programming, and business to analyze large data sets, extract analytical insights, and communicate findings in a way that is useful to business and government. There is currently a well-documented shortage of data science experts.

The institution estimates that five-year costs would total \$3,425,480.

Existing Programs:

There are no universities offering doctoral programs in data science in Texas.

Start-Up Projections:	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
<i>Students Enrolled</i>	7	14	22	33	40
<i>Graduates</i>	0	0	0	0	4
<i>Avg. Financial Assistance</i>	\$20,000	\$20,600	\$21,218	\$21,854	\$22,510
<i>Students Assisted</i>	4	9	12	17	20
<i>Core Faculty (FTE)</i>	7.5	8	8	8	8
<i>Total Costs</i>	\$698,500	\$667,850	\$630,904	\$704,227	\$723,999
<i>Total Funding</i>	\$645,000	\$516,810	\$618,604	\$926,663	\$1,007,708
<i>% From Formula Funding</i>	0	0	22%	47%	42%

*Average Financial Assistance includes contract support (scholarships) provided by industry partners.

FIVE-YEAR COSTS		FIVE-YEAR FUNDING	
Personnel		Formula Funding (Years 3-5)	\$ 1,002,078
Faculty (New)	\$ 705,886	Other State Funding	\$ 0
Faculty (Reallocated)	\$ 900,000	Reallocation of Existing Resources	\$ 1,127,345
Program Administration (New)	\$ 375,000	Federal Funding (In-Hand Only)	\$ 0
Graduate Assistants (New)	\$ 399,749	Tuition and Fees	\$ 870,722
Graduate Assistants (Reallocated)	\$ 227,345	Other*	\$ 714,640
Clerical/Staff (New)	\$ 267,500		
Clerical/Staff (Reallocated)	\$ 0		
Other	\$ 0		
Student Support	\$ 0		
Supplies and Materials	\$ 25,000		
Library and IT Resources	\$ 25,000		
Equipment	\$ 100,000		
Facilities	\$ 300,000		
Other (start-up research packages)	\$ 100,000		
Total	\$ 3,425,480	Total	\$ 3,714,785

*Contract support (scholarships) provided by industry partners.

Major Commitments:

In accordance with the institution's proposed hiring schedule, UT-El Paso will hire two additional core members. One core faculty would start in the program's first year and one core faculty would start in the program's second year. Prior to the faculty hires, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of courses to be taught.

The institution will also submit three Annual Progress Reports in years one, three, and five of the program's operation. These reports will confirm institutional commitments and provide an update on the program's implementation.

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

Online Resume for Legislators and Other Policymakers

THE UNIVERSITY OF TEXAS AT EL PASO

Location: El Paso, Upper Rio Grande Region

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

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

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Enrollment						
Race/Ethnicity	Fall 2014		Fall 2018		Fall 2019	
	Number	Percent	Number	Percent	Number	Percent
White	1,972	8.6%	1,793	7.2%	1,658	6.6%
Hispanic	18,331	79.6%	20,103	80.2%	20,489	81.5%
African American	708	3.1%	765	3.1%	755	3.0%
Asian	236	1.0%	298	1.2%	290	1.2%
International	1,535	6.7%	1,787	7.1%	1,594	6.3%
Other & Unknown	261	1.1%	317	1.3%	358	1.4%
Total	23,043	100.0%	25,063	100.0%	25,144	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
	1,363	6.9%	1,377	6.4%	1,273	5.9%
Two-Year Institutions	116	.6%	157	.7%	119	.6%
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	\$7,018	.0%	\$9,598	.0%
2016	\$7,059	.6%	\$9,777	1.9%
2017	\$7,348	4.1%	\$10,201	4.3%
2018	\$7,651	4.1%	\$10,443	2.4%
2019	\$8,067	5.4%	\$10,712	2.6%
2020	\$8,340	3.4%	\$11,011	2.8%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2017	43%	\$6,372	46%	\$7,469	42%	\$7,213
2018	41%	\$6,313	45%	\$7,437	44%	\$7,088
Federal, State, Institutional or Other Grants Known by Institutions						
2017	66%	\$7,267	57%	\$7,502	72%	\$6,553
2018	66%	\$6,970	59%	\$7,729	73%	\$6,882
Federal (Pell) Grants						
2017	56%	\$4,682	37%	\$4,226	35%	\$4,209
2018	59%	\$4,583	39%	\$4,482	35%	\$4,455

Student Success											
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Graduation Rates						
		Enter Fall 2013	Enter Fall 2017	Enter Fall 2018	Cohort	Institution Rate	Peer Group Rate				
Cohort		2,961	3,084	2,896	Fall 2010 4-year	15.5%	28.4%				
Total		78.4%	80.9%	81.0%	Fall 2014 4-year	19.1%	36.7%				
Same		67.6%	73.0%	75.4%	Fall 2015 4-year	19.0%	38.4%				
Other		10.7%	7.9%	5.7%	Fall 2009 5-year	31.0%	50.1%				
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2013 5-year	31.8%	55.9%				
		Enter Fall 2012	Enter Fall 2016	Enter Fall 2017	Fall 2014 5-year	38.0%	57.9%				
Institution Persistence					Fall 2008 6-year	42.2%	59.1%				
Cohort		2,573	2,989	3,067	Fall 2012 6-year	43.1%	62.6%				
Total		71.6%	74.0%	73.7%	Fall 2013 6-year	41.0%	63.5%				
Same		58.5%	64.9%	63.6%	National Comparison (IPEDS Definition)						
Other		13.1%	9.1%	10.0%	Cohort	Institution Rate	OOS Peers Rate				
Peer Group Persistence					Fall 2009 4-year	12.0%	14.8%				
Cohort		3,375	4,030	4,380	Fall 2013 4-year	14.0%	21.8%				
Total		81.9%	82.4%	82.2%	Fall 2014 4-year	15.0%	23.6%				
Same		64.9%	68.7%	68.9%	Fall 2008 5-year	30.0%	35.3%				
Other		17.0%	13.7%	13.3%	Fall 2012 5-year	32.0%	42.0%				
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree					Fall 2013 5-year	32.0%	43.6%				
					Fall 2007 6-year	39.0%	43.5%				
					Fall 2011 6-year	41.0%	48.6%				
					Fall 2012 6-year	39.0%	50.2%				
					Institution		Peer Group Average				
					Grade	Sam	SCH	Grade	Sam	SCH	

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2015	2,182	12.08	144.06	3,544	10.86	141.45
FY 2018	2,504	11.60	140.00	4,194	10.62	138.12
FY 2019	2,618	11.40	140.00	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	880	37.8%
Peer Group	258	45.7%
<i>For Students NOT Needing Dev Ed</i>		
Institution	2,081	58.4%
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	\$111,175,933	32.7%	\$130,825,289	32.1%	\$132,217,337	31.4%
Federal Funds	\$97,230,522	28.6%	\$117,455,085	28.8%	\$115,013,451	27.3%
Tuition & Fees	\$97,008,096	28.5%	\$120,341,561	29.5%	\$130,124,360	30.9%
Total Revenue	\$340,175,717	100.0%	\$407,724,135	100.0%	\$420,675,289	100.0%

Online Resume for Prospective Students, Parents and the Public

THE UNIVERSITY OF TEXAS AT EL PASO

Location: El Paso, Upper Rio Grande Region

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

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

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

[Institutional Resumes](#)

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Enrollment		
Race/Ethnicity	Fall 2019 Number	Percent
White	1,658	6.6%
Hispanic	20,489	81.5%
African American	755	3.0%
Asian	290	1.2%
International	1,594	6.3%
Other & Unknown	358	1.4%
Total	25,144	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	1,273	5.9%
Other Institutions	119	.6%

Baccalaureate Success				
Graduation Rate of First-time, Full-time Degree-seeking Students Entering			1-Year Persistence, Fall 2018	
Measure	Fall	Rate	Total	81.0%
4-year Rate Total	2015	19.0%	Same	75.4%
Same Institution		17.8%	Other	5.7%
Other Institutions		1.2%	2-Year Persistence, Fall 2017	
5-year Rate Total	2014	38.0%	Total	73.7%
Same Institution		35.8%	Same	63.6%
Other Institutions		2.1%	Other	10.0%
6-year Rate Total	2013	41.0%	Avg Number SCH for Bachelor's Degree	
Same Institution		37.2%	FY 2019 Average	
Other Institutions		3.9%	Sem	SCH
Grad Rates by Ethnicity			All	11.40 140.00

Degrees Awarded	
Type	FY 2019
Bachelor's	3,708
Master's	1,220
Doctoral	90
Professional	31
Total	5,049

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2019 Rate
Education*	87.70%
Law	%
Pharmacy	%
Nursing	96.7%
Engineering	58.3%

*Data for FY 2018

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

Application for First-time Undergraduate Admission Fall 2019			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	476	100.0%	23.7%
African American	331	100.0%	26.0%
Hispanic	9,627	100.0%	31.2%
Asian	95	100.0%	23.2%
International	282	100.0%	45.4%
Other	183	100.0%	29.5%
Total	10,994	100.0%	30.9%

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	\$7,018	.0%	\$9,967	.0%	Average Amount
2016	\$7,059	.6%	\$10,166	2.0%	Total Academic Cost
2017	\$7,348	3.9%	\$10,609	4.2%	On-campus Room & Board
2018	\$7,651	4.0%	\$10,841	2.1%	Books & Supplies
2019	\$8,067	5.2%	\$11,090	2.2%	Off-Campus Transportation & Personal Expenses
2020	\$8,340	3.3%	\$11,393	2.7%	Total Cost

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

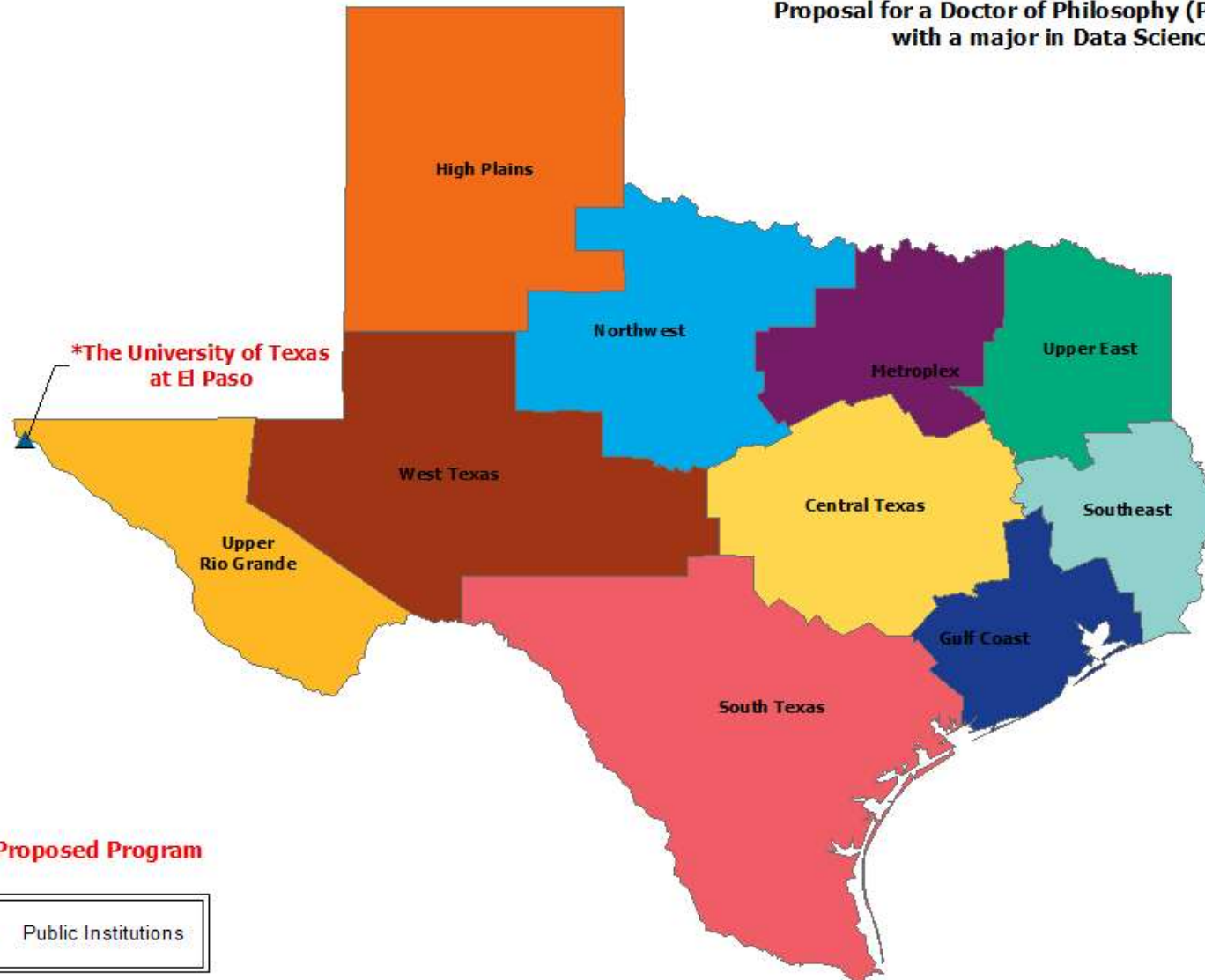
Instruction		
Measure of Excellence	Fall 2019	
Undergraduate Classes with < 20 Students	29.3%	
Undergraduate Classes with > 50 Students	16.5%	
% of Teaching Faculty Tenured/Tenure-track *	56.3%	
Student/Faculty Ratio *	21:1	

* Fall 2018 Data

Financial Aid		
Enrolled in FY 2018		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	66%	\$6,970
Federal (Pell) Grants	59%	\$4,583
Federal Student Loans	41%	\$6,313

Funding		
Source	FY 2019 Amount	Pct of Total
Appropriated Funds	\$132,217,337	31.4%
Federal Funds	\$115,013,451	27.3%
Tuition & Fees	\$130,124,360	30.9%
Total Revenue	\$420,675,289	100.0%

**Proposal for a Doctor of Philosophy (PhD) degree
with a major in Data Science**



Committee on Academic and Workforce Success

AGENDA ITEM V-L (5)

Consideration of adopting the staff recommendation to the Committee relating to the request from Midwestern State University for a Doctor of Education (EdD) degree with a major in Educational Leadership

RECOMMENDATION: Approval, beginning Spring 2021

Rationale:

Midwestern State University (MSU) is proposing a Doctor of Education (EdD) degree in educational leadership. The proposed program would be the institution's first doctoral degree and would require 54 to 57 semester credit hours (SCH) beyond a master's degree beginning in Spring 2021. Students would have the option to also complete a superintendent certification. The proposed program would be a hybrid, with courses offered synchronously and asynchronously online, and with up to three in-person meetings per semester at the campus in Wichita Falls. The curriculum plan estimates 11 terms (or four years) to complete the degree.

Bureau of Labor Statistics (BLS) and Texas Workforce Commission (TWC) data indicate that education administration fields are expected to grow at a greater rate than the average for all occupations. Texas has the highest employment level in the nation for elementary and secondary school education administrators. Educational administrator positions are projected to be the third highest in-demand job in the state that requires a master's degree or above. Currently, there are roughly equivalent numbers of graduates from master's and doctoral programs in Texas as projected jobs for education administrators.

The proposed EdD program builds on a partnership program between MSU and the University of North Texas, which began in 1996. At that time, the two institutions established a collaborative doctoral program in educational administration (with approval from Texas Higher Education Coordinating Board). The partnership resulted in a hybrid program that granted degrees for five cohorts of students over a 20-year period. UNT conferred all degrees.

In Texas, there are 23 public and six independent institutions with doctoral programs within the same CIP code (13.0401.00, Educational Administration and Leadership, General). However, there are no programs in educational leadership within 50 miles of Wichita Falls. The nearest program is at University of North Texas (UNT), which is 102 miles away.

In accordance with the institution's proposed hiring schedule, MSU will hire one core faculty member before the start date of the program. Prior to the faculty hires, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of courses to be taught.

The institution will also submit three Annual Progress Reports in years one, three, and five of the program's operation. These reports will confirm institutional commitments and provide an update on the program's implementation.

Midwestern State University (*Accountability Peer Group: Master's University**)

<i>Completion Measures</i>		<i>Institution</i>	<i>State</i>
<i>Graduate</i>	Master's 5-Year Graduation Rate	60.9%	74.8%
	Doctoral 10-Year Graduation Rate	N/A	N/A
<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:		
	<ul style="list-style-type: none"> The proposed EdD would be the institution's first doctoral program 		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years: Yes No <u>N/A</u>		

* MSU has applied to the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC) to be authorized to offer doctoral degrees. The institution expects a decision to be made on that application in fall 2020.

Proposed Program:

The proposed hybrid program would require 54 to 57 semester credit hours (SCH) of instruction that would be available beginning in Spring 2021. The program would require 45 SCH in required courses (core courses, district leadership specialty courses, and research courses) and a minimum of nine SCH in dissertation hours. An optional three SCH Internship Course for Superintendent Certification could be added, which would include opportunities to work with a mentor school superintendent through field-based experiences. The focus of the curriculum would be on district administration. Students would engage in project-based learning in their courses, tied to their district of employment, as applicable.

The institution estimates that five-year costs would total \$870,276.

Existing Programs:

There are 23 public and six independent universities offering doctoral programs in educational leadership and administration in Texas.

Public Universities:

Lamar University
 Prairie View A&M University
 Sam Houston State University
 Stephen F. Austin State University
 Tarleton State University
 Texas A&M University
 Texas A&M University-Commerce

Texas A&M University-Corpus Christi
Texas A&M University-Kingsville
Texas A&M University-Texarkana
Texas Southern University
Texas State University
Texas Tech University
The University of Texas at Arlington
The University of Texas at Austin
The University of Texas at El Paso
The University of Texas at San Antonio
The University of Texas Rio Grande Valley
The University of Texas at Tyler
University of Houston
University of Houston-Clear Lake
University of North Texas
West Texas A&M University

Independent Institutions:

Abilene Christian University
Baylor University
Dallas Baptist University
Houston Baptist University
Texas Christian University
Texas Wesleyan University

There are two existing hybrid/blended online, (51% - 85%) EdD programs; three offered fully online (86% - 99%), and three offered 100% online.

Distance Education Programs:

Lamar University, Ed.D. in Educational Leadership, 100% online and Hybrid/Blended
Sam Houston State University, Ed.D. in Educational Leadership, 100% online
Texas A&M University-Commerce, Ed.D. in Educational Administration, 100% online
The University of Texas at Tyler, Ed.D. in School Improvement, Fully online
University of Houston, Ed.D. Professional Leadership, Fully online
West Texas A&M University, Ed.D. in Educational Leadership, Fully online
Texas Tech University, Ed.D. in Educational Leadership, Hybrid

There are no existing programs within a 60-minute drive of proposed program. UNT's program is located 102 miles from MSU.

In fall 2019, there were a total of 2,055 declared majors in doctoral programs in CIP 13.0401.00 at the public universities.

Start-Up Projections:	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
<i>Students Enrolled</i>	8	7	15	23	23
<i>Graduates</i>	0	0	0	7	0
<i>Avg. Financial Assistance</i>	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600
<i>Students Assisted</i>	8	7	15	23	23
<i>Core Faculty (FTE)</i>	2	2	2	2	2
<i>Total Costs</i>	\$67,398	\$93,939	\$156,661	\$271,139	\$281,139
<i>Total Funding</i>	\$102,410	\$117,622	\$333,309	\$438,081	\$439,116
<i>% From Formula Funding</i>	0	0	33.3%	38.8%	38.7%

FIVE-YEAR COSTS	
Personnel	
Faculty (New)	\$ 249,200
Faculty (Reallocated)	\$ 269,476
Program Administration	\$ 0
Graduate Assistants (New)	\$ 0
Graduate Assistants (Reallocated)	\$ 0
Clerical/Staff (New)	\$ 52,000
Clerical/Staff (Reallocated)	\$ 0
Student Support	\$ 273,600
Supplies and Materials	\$ 1,000
Library and IT Resources	\$ 25,000
Equipment	\$ 0
Facilities	\$ 0
Other	\$ 0
Total	\$ 870,276

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 451,269
Other State Funding	\$ 0
Reallocation of Existing Resources	\$ 269,476
Federal Funding (In-Hand Only)	\$ 0
Tuition and Fees	\$ 436,193
Other *	\$ 273,600
Total	\$ 1,430,538

* West Foundation and McAda scholarships

Major Commitments:

In accordance with the institution's proposed hiring schedule, MSU will hire one core faculty member before the start date of the program. Prior to the faculty hires, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of courses to be taught.

The institution will also submit three Annual Progress Reports in years one, three, and five of the program's operation. These reports will confirm institutional commitments and provide an update on the program's implementation.

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

Online Resume for Legislators and Other Policymakers

MIDWESTERN STATE UNIVERSITY

Location: Wichita Falls, Northwest Region

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

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

Out-Of-State Peers: Ramapo College Of New Jersey, Southern Oregon University, Truman State University, University Of Illinois At Springfield, Western New Mexico University

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

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Enrollment						
Race/Ethnicity	Fall 2014		Fall 2018		Fall 2019	
	Number	Percent	Number	Percent	Number	Percent
White	3,167	56.7%	2,885	50.5%	2,694	49.0%
Hispanic	856	15.3%	1,145	20.0%	1,123	20.4%
African American	838	15.0%	905	15.8%	910	16.5%
Asian	163	2.9%	177	3.1%	163	3.0%
International	239	4.3%	386	6.8%	301	5.5%
Other & Unknown	326	5.8%	214	3.7%	309	5.6%
Total	5,589	100.0%	5,712	100.0%	5,500	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
	320	6.5%	431	8.5%	364	7.5%
Two-Year Institutions	Number	% of UG	Number	% of UG	Number	% of UG
	43	.9%	63	1.2%	62	1.3%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2015	\$8,088	.0%	\$6,992	.0%
2016	\$8,305	2.7%	\$7,366	5.3%
2017	\$8,620	3.8%	\$7,583	2.9%
2018	\$8,694	.9%	\$7,259	-4.3%
2019	\$9,233	6.2%	\$7,702	6.1%
2020	\$9,601	4.0%	\$7,911	2.7%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2017	52%	\$7,103	38%	\$5,716	49%	\$6,364
2018	51%	\$7,053	35%	\$5,837	43%	\$7,108
Federal, State, Institutional or Other Grants Known by Institutions						
2017	69%	\$5,939	54%	\$5,002	58%	\$8,959
2018	70%	\$6,246	52%	\$5,217	60%	\$8,270
Federal (Pell) Grants						
2017	39%	\$4,142	38%	\$3,444	30%	\$4,178
2018	41%	\$4,510	36%	\$3,506	32%	\$4,385

Student Success							
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates			
		Enter Fall 2013	Enter Fall 2017	Enter Fall 2018	Cohort	Institution Rate	Peer Group Rate
Cohort		835	814	866	Fall 2010 4-year	21.4%	19.8%
Total		82.8%	77.6%	82.7%	Fall 2014 4-year	23.6%	26.7%
Same		71.5%	63.8%	66.7%	Fall 2015 4-year	25.3%	28.8%
Other		11.3%	13.9%	15.9%	Fall 2009 5-year	43.0%	35.7%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2013 5-year	44.7%	41.8%
		Enter Fall 2012	Enter Fall 2016	Enter Fall 2017	Fall 2014 5-year	44.2%	43.9%
Institution Persistence					Fall 2008 6-year	50.1%	45.3%
Cohort		617	728	813	Fall 2012 6-year	52.2%	45.0%
Total		70.8%	68.8%	70.8%	Fall 2013 6-year	53.5%	49.5%
Same		52.4%	50.1%	50.7%	National Comparison (IPEDS Definition)		
Other		18.5%	18.7%	20.2%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence					Fall 2009 4-year	17.0%	20.0%
Cohort		507	544	537	Fall 2013 4-year	20.0%	37.2%
Total		68.4%	70.0%	68.9%	Fall 2014 4-year	20.0%	36.6%
Same		45.2%	49.8%	49.0%	Fall 2008 5-year	37.0%	27.5%
Other		23.3%	20.2%	19.9%	Fall 2012 5-year	37.0%	48.2%
					Fall 2013 5-year	36.0%	49.0%
					Fall 2007 6-year	44.0%	30.0%
					Fall 2011 6-year	45.0%	52.0%
					Fall 2012 6-year	42.0%	52.2%
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree							
Institution	Peer Group Average						
Grade	Sem	SCH	Grade	Sem	SCH		

Six-year Graduation & Persistence Rate, Fall 2013		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	105	42.9%
Peer Group	114	40.4%
<i>For Students NOT Needing Dev Ed</i>		
Institution	730	63.2%
Peer Group	454	61.5%

*Peer Group data is average for peer group.

Funding						
Source	FY 2014 Amount	Pct of Total	FY 2018 Amount	Pct of Total	FY 2019 Amount	Pct of Total
Appropriated Funds	\$29,323,163	34.8%	\$36,534,971	34.4%	\$37,071,657	34.1%
Federal Funds	\$8,989,835	10.7%	\$12,156,361	11.5%	\$12,546,934	11.5%
Tuition & Fees	\$31,048,888	36.9%	\$35,178,590	33.1%	\$35,183,763	32.3%
Total Revenue	\$84,240,687	100.0%	\$106,120,719	100.0%	\$108,820,263	100.0%

Online Resume for Prospective Students, Parents and the Public

MIDWESTERN STATE UNIVERSITY

Location: Wichita Falls, Northwest Region

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

Out-Of-State Peers: Ramapo College Of New Jersey, Southern Oregon University, Truman State University, University Of Illinois At Springfield, Western New Mexico University

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

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Enrollment		
Race/Ethnicity	Fall 2019	
	Number	Percent
White	2,694	49.0%
Hispanic	1,123	20.4%
African American	910	16.5%
Asian	163	3.0%
International	301	5.5%
Other & Unknown	309	5.6%
Total	5,500	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	364	7.5%
Other Institutions	62	1.3%

Baccalaureate Success				
Graduation Rate of First-time, Full-time Degree-seeking Students			1-Year Persistence, Fall 2018	
Entering			Total	82.7%
Measure	Fall	Rate	Same	66.7%
4-year Rate Total	2015	25.3%	Other	15.9%
Same Institution		23.3%	2-Year Persistence, Fall 2017	
Other Institutions		2.0%	Total	70.8%
5-year Rate Total	2014	44.2%	Same	50.7%
Same Institution		39.6%	Other	20.2%
Other Institutions		4.7%		
6-year Rate Total	2013	53.5%	Avg Number SCH for Bachelor's Degree	
Same Institution		45.4%	FY 2019 Average	
Other Institutions		8.1%	Sem	SCH
Grad Rates by Ethnicity			All	10.40 136.00

[Grad Rates by Ethnicity](#)

Degrees Awarded	
Type	FY 2019
Bachelor's	1,201
Master's	251
Doctoral	0
Professional	0
Total	1,452

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2019 Rate
Education*	100.00%
Law	%
Pharmacy	%
Nursing	87.6%
Engineering	%

*Data for FY 2018

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

Application for First-time Undergraduate Admission Fall 2019			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	1,046	83.5%	43.3%
African American	823	75.1%	29.9%
Hispanic	1,714	79.1%	16.5%
Asian	96	82.3%	29.1%
International	43	65.1%	7.1%
Other	107	82.2%	42.0%
Total	3,829	79.4%	27.9%

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2015	\$8,088	.0%	\$6,914	.0%
2016	\$8,305	2.6%	\$7,281	5.0%
2017	\$8,620	3.7%	\$7,503	3.0%
2018	\$8,694	.9%	\$7,157	-4.8%
2019	\$9,233	5.8%	\$7,593	5.7%
2020	\$9,601	3.8%	\$7,791	2.5%
Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2020				
Type of Cost	Average Amount			
Total Academic Cost	\$9,601			
On-campus Room & Board	\$9,564			
Books & Supplies	\$1,050			
Off-Campus Transportation & Personal Expenses	\$3,750			
Total Cost	\$23,965			

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

Instruction		
Measure of Excellence	Fall 2019	
Undergraduate Classes with < 20 Students	49.1%	
Undergraduate Classes with > 50 Students	6.2%	
% of Teaching Faculty Tenured/Tenure-track *	66.9%	
Student/Faculty Ratio *	17:1	

* Fall 2018 Data

Financial Aid		
Enrolled in FY 2018		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	70%	\$6,246
Federal (Pell) Grants	41%	\$4,510
Federal Student Loans	51%	\$7,053

Funding		
Source	FY 2019 Amount	Pct of Total
Appropriated Funds	\$37,071,657	34.1%
Federal Funds	\$12,546,934	11.5%
Tuition & Fees	\$35,183,763	32.3%
Total Revenue	\$108,820,263	100.0%

Proposal for a Doctor of Education (EdD) degree with a major in Educational Leadership



Committee on Academic and Workforce Success

AGENDA ITEM V-N

Consideration of adopting the staff recommendation to the Committee relating to the issuance of a Request for Offers for the development and ongoing support of an online Pre-Assessment Activity

Total Project Cost: Up to \$375,000
Source of Funds: This project is contingent upon receiving funds appropriated by the 87th Texas Legislature

RECOMMENDATION: Approval

Texas Higher Education Coordinating Board (THECB) staff requests approval to post a Request for Offers (RFO) for a vendor to develop (if needed), implement, and support a free, online Pre-Assessment Activity (PAA) for institutions of higher education and independent school districts/public charter schools administering the next generation Texas Success Initiative Assessment, 2.0 (TSIA2), expected to be launched in fall 2020. Support would include onboarding and ongoing technical assistance to administrators, as needed.

Background Information:

In preparation for the August 2021 expiration of the current contract, THECB staff is requesting issuance of a RFO to allow the THECB staff to again identify a vendor for the development (if necessary) and implementation of a free, online PAA meeting the requirements as outlined in Texas Administrative Code (TAC), Chapter 4, Subchapter C, Section 4.55. In consult with the THECB Director of Procurement and in following the Procurement and Management policies for the state of Texas, the suggested lead time for this type of project is 240 days from start to completion. The timeline for this project is designed so that in the event the incumbent vendor is not selected, there will not be a disruption in this service utilized by the 466 K-12 schools and institutions of higher education currently subscribed.

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

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

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

In summer 2013, Querium, an Austin-based company founded in 2013, created and delivered, at no cost to the state, institutions, or students, an online PAA in response to new TSI requirements as listed in TAC, Chapter 4, Subchapter C, Section 4.55(b). After almost two years of providing this service, Querium notified THECB staff that it would no longer be able to offer these services at no cost. Thus, in June 2015, the Board approved issuance of a Request for Proposals to solicit a vendor for the development and implementation of a free, online PAA that provided a quality instrument meeting the needs of students and institutions. The Board-approved contracts were awarded to Querium in fall 2015 and fall 2018, the latter of which will expire August 31, 2021. To date, Querium has successfully delivered an online PAA for 466 Texas institutions of higher education and K-12 schools and has processed over 400,000 PAA Completion Certificates.

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

Committee on Academic Workforce and Success

AGENDA ITEM V-O (1)

Consideration of adopting the staff recommendation to the Committee relating to the issuance of a Request for Applications for the Graduate Medical Education Expansion Program

RECOMMENDATION: Approval

Background Information:

In 2013, the 83rd Texas Legislature created several new programs to support the expansion of graduate medical education (GME), with the intent to increase the number of first-year GME positions in the state. In 2015, the 84th Texas Legislature consolidated these programs under the Graduate Medical Education Expansion Program.

Program awards provide support for nationally accredited residency programs to increase the number of first-year residency positions through the expansion of an existing GME program or establishment of a new GME program. In Fiscal Years 2014 through 2019, the THECB created maintained more than 250 new first-year GME positions.

The GME Expansion Program received an appropriation of \$157.2 million for the 2020-21 biennium. In 2020, the Texas Higher Education Coordinating Board (THECB) awarded \$156.9 million to residency programs that either (1) maintained previously funded expanded residency positions and/or (2) intended to create new first-year positions. Residency programs are required to verify that awarded positions have been filled. Positions verified in 2020 total \$152.1 million and funded 2,028 residency positions, including 160 new first-year GME positions. More than 78% of the awarded funding supports residency positions in primary care and psychiatry specialties.

THECB staff requests approval to issue a Request for Application for the Graduate Medical Education Expansion Program to award any remaining appropriated funds in Fiscal Year 2021.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-O (2)

Consideration of adopting the staff recommendation to the Committee relating to approval to issue a Request for Applications for the Nursing, Allied Health and Other Health-related Education Grant Program

RECOMMENDATION: Approval

Background Information:

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

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

Approximately \$6 million is currently available for grant awards. The Board, at its January 2020 meeting, approved the release of an RFA in spring 2020 focusing on expansion of clinical training into settings with a nursing shortage and vulnerable populations. The Coronavirus Disease 2019 (COVID-19) has led to restricted access to healthcare facilities, including those with vulnerable populations, and to campus facilities, limiting clinical training. THECB staff requests that the RFA release scheduled for spring 2020 be postponed to a later semester and that a different RFA be released to support initial RN licensure programs' efforts to mitigate pressing challenges and possible long-term impacts on students' clinical learning due to lack of access to facilities. Pending approval by the Board, the new RFA will be issued in summer and awards announced by early fall 2020.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-P (1)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Learning Technology Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board (THECB) staff requests member appointments for the Learning Technology Advisory Committee (LTAC). In accordance with THECB Rules, Chapter 1, Subchapter O, Rule 1.185, the LTAC provides the Board of the THECB with advice and recommendations regarding the role that learning technology plays in Texas higher education.

The LTAC consists of 24 members with experience in distance education in higher education. Members represent Texas public universities (10 members), public community colleges (10 members), health-related institutions (2 members), independent institutions (1 member), and one student representative. The committee meets four to six times per year, including teleconferences, to consider distance education doctoral programs and other learning technology matters.

Members serve staggered, three-year terms. The terms of chair and co-chair (if applicable) are two years dating from their election. Membership positions are selected with consideration given to type of institution, geographic location, administrative representation, and ethnic and gender composition. Staff recommends existing committee members with ending terms to be reappointed for one additional academic year of membership, until August 31, 2021. This will accommodate agency needs of committee review and the challenges faced with new member solicitation during the COVID-19 pandemic.

Current position and highest degree awarded of members to be reappointed:

Ken Craver, Director of Distance Education, Tyler Junior College
MS in Computer Science, Stephen F. Austin State University

Vicki Freeman, Chair of the Department of Clinical Laboratory Sciences in the School of Health Professions at The University of Texas Medical Branch at Galveston
PhD in Community and Human Resources, University of Nebraska Lincoln

Mark Garcia, Dean of Strategic Initiatives, Collin College
MS degree in Cell and Molecular Biology, University of Pennsylvania

Robert Greene, Associate Vice Chancellor-Lone Star College Online, Lone Star College
EdD in Educational Leadership, University of North Florida

Carlos Morales, President, TCC Connect Campus - Tarrant County College
PhD in Education, Capella University

Pamela Morgan, Director Academic Outreach & Distance Education, Midwestern State
University
PhD in Training & Development and Human Improvement, University of North Texas

Lynda Murphy, Director of Teaching & Learning, Texas Woman's University
EdD in Higher Education Administration, University of North Texas

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

Committee on Academic and Workforce Success

AGENDA ITEM V-P (2)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Lower-Division Academic Course Guide Manual Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board (THECB) staff requests member appointments for the Academic Course Guide Manual Advisory Committee. The *Lower-Division Academic Course Guide Manual* (ACGM) is the official list of the general academic courses that may be offered by Texas public community and technical colleges for state funding and are fully transferable to public higher education institutions. In accordance with THECB Rules, Chapter 1, Subchapter P, Rule 1.192, the ACGM Advisory Committee provides the Board of the THECB with advice and recommendations regarding new disciplines of study; developments within existing disciplines represented by courses in the manual, vertical, and horizontal alignment of courses within disciplines; and obsolesces of disciplines of study and courses.

The ACGM Advisory Committee is composed of public higher education faculty, academic administrators, and enrollment management personnel equally representing community and technical colleges and universities. The committee meets up to three times annually, as needed to make recommendations to the Board of the THECB on the courses to be added, revised, or deleted from the ACGM.

Members serve three-year staggered terms, with six members rotating off the committee each year. In compliance with the rotation schedule, the appointment of two members from community and technical colleges and four members from universities are needed. Membership positions are selected considering the type of institution, geographic location, administrative and faculty representation, and ethnic and gender composition. Staff recommends existing committee members with ending terms to be reappointed for one additional academic year of membership, until August 31, 2021. This will accommodate agency needs of committee review and the challenges faced with member solicitation during the COVID-19 pandemic.

Current position and highest degree awarded of members to be reappointed:

Paul Bernazzani, Acting Assistant Provost for Programming, Science and Technology and Professor of Chemistry, Lamar University
PhD in Biophysics, Université du Québec à Trois-Rivières

Brent Colwell, Director of the Division of Fine Arts, Temple College
MS in Arts and Letters, Southern Oregon University

Elizabeth Erhart, Chair of the Department of Anthropology, Texas State University
PhD in Anthropology, The University of Texas at Austin

Mark Hartlaub, Dean, College of Liberal Arts, Texas A&M University-Corpus Christi
PhD in Psychology, University at Albany, State University of New York

Rahime-Malik Howard, Professor and Program Coordinator of Sociology, El Centro College,
Dallas County Community College District
MA in Sociology, American University

Ashley Purgason, Associate Vice Provost for Student Success and Assistant Professor of
Practice, The University of Texas at Arlington
PhD in Population Health Sciences, The University of Texas Medical Branch

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

Committee on Academic and Workforce Success

AGENDA ITEM V-P (3)

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

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board (THECB) staff requests the appointment of a new member to the Workforce Education Course Manual (WECM) Advisory Committee to fill a vacant position. The term ends April 30, 2023. 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 THECB Rules, Chapter 1, Subchapter T, Rule 1.220, the WECM Advisory Committee provides the Board of the THECB with advice and recommendations regarding content, structure, currency, and presentation of the WECM and its courses; recommendations regarding field engagement in processes, maintenance, and use of the WECM; and assistance in identifying new programs of study, developments within existing programs represented by courses in the manual, vertical and horizontal alignment of courses within programs, and obsolescence of programs of study and courses.

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

Members serve two- or three-year terms, with half of the members rotating off the committee each year. 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 nominee's academic credentials follows:

Sara Lozano, Assistant Professor, Division of Business, Public Safety, and Technology,
South Texas College

MA, Higher Education Administration and Leadership (HEAL), Adams State University

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

Committee on Academic and Workforce Success

AGENDA ITEM V-P (4)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Certification Advisory Council

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board (THECB) staff requests three member appointments for the Certification Advisory Council (CAC). Texas Education Code, Section 61.314, and THECB Rule, Section 1.135, establish the CAC to advise the THECB on standards and procedures related to certification of private, nonexempt postsecondary educational institutions; to assist the Commissioner in the examination of individual applications for Certificates of Authority; and to perform other duties related to certification that the Board finds appropriate.

The CAC consists of six members with experience in higher education, three of whom are drawn from exempt private postsecondary institutions in Texas. The members are appointed for two-year staggered terms and may serve consecutive terms. The CAC meets quarterly as required. Three members' terms expire in August 2019. All members with expiring terms have agreed to serve another two-year term. Appointment of two members from private/exempt higher education institutions in Texas and one member from a public higher education institution in Texas will maintain the statutorily required composition of the CAC.

Nominees' current position and highest degree awarded:

Hua Li, Associate Professor (Professor, as of September 2020), Department of Mechanical & Industrial Engineering, Texas A&M University-Kingsville
PhD in Industrial Engineering, Texas Tech University

Jacob Tingle, Director, Trinity University, Office of Experiential Learning
EdD in Educational Leadership, The University of Texas at San Antonio

Lynette Gillis, Chief Financial Officer, Concordia University Texas
PhD, Strategic Management, The University of Texas at Austin

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

Committee on Academic and Workforce Success

AGENDA ITEM V-P (5)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of members to the Apply Texas Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board (THECB) staff requests appointment of new members to the Apply Texas Advisory Committee (ATAC). In accordance with Board Rules, Chapter 1, Subchapter F, Rule 1.128, the ATAC provides the Board of the THECB with advice and recommendations regarding the common admission applications and the Apply Texas System.

The ATAC is composed of individuals representing two- and four-year institutions, both public and private. The committee discusses and votes on changes that may be needed to the state common admission applications for the upcoming academic year. The committee also focuses on additional initiatives to strengthen student participation in and access to higher education. This committee may meet up to four times annually as needed to recommend appropriate changes to the common admission applications and the Apply Texas System.

Members serve two-year staggered terms, with 12 members rotating off the committee each year. In compliance with the rotation schedule, the appointment of 12 new members is needed. Recommendations for membership positions were selected from institutions' nominations, considering the type of institution, geographic location, as well as gender composition and college admission experience.

Nominees' current position and highest degree awarded:

Niki Avery-Contreras, Director of Admissions Operations, Lamar University
MS in Organization Development, Friends University

Scott Bennett, Executive Director of Enrollment Services/Registrar, Lee College
EdD in Educational Leadership, University of New England

Shontell Blake, Associate Dean, Enrollment Services/Registrar, Cedar Valley College
EdD in Higher Education Administration-Community College Leadership, University of Louisiana

Todd Fields, Dean of Admissions/District Registrar, Collin College
BS in Office Administration, East Central University

Luis Franco, Director of Undergraduate Admissions and Recruitment, University of North Texas at Dallas
MS in Higher Education Administration, Texas A&M University-Commerce

Jaimie Hansard, Vice President for Enrollment Management, Texas Tech University
MA in Education, Midwestern State University

Laura Isdell, Executive Director of Admissions & Prospective Students, Lone Star College
PhD in Educational Leadership and Policy Studies, University of Kansas

Rebecca Lothringer, Associate Vice President for Enrollment, The University of Texas at Arlington
EdD in Higher Education, University of North Texas

Becky Sergeant, Director of Strategic Enrollment Operations, Hardin-Simmons University
BS in Microbiology, The University of Texas at Arlington

Billy Lagal, Director of Admissions and Recruitment, University of Houston-Victoria
ME in Adult and Higher Education, University of Houston-Victoria

Julia Vickery, Vice President Student Services, Midland College
MA in Microbiology, University of Kansas

Michelle Walker, Director of Admission Operations, Texas A&M University
BBA in Accounting, Texas A&M University

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

Committee on Academic and Workforce Success

AGENDA ITEM V-Q

Consideration of adopting the staff recommendation to the Committee relating to suspending the September 1, 2020, effective date for Fields of Study previously adopted by the Board

RECOMMENDATION: Approval

Pending the ongoing review of transfer initiatives, staff recommends that the Field of Study (FOS) scheduled to become effective September 1, 2020, be suspended. These FOS were approved by the Board in 2019 but, have not yet gone into effect.

The following FOS are suspended from taking effect until further action by the Board:

FIELD	BOARD APPROVAL DATE
Communications	April 2019
Computer Science	July 2019
Drama	July 2019
Economics	January 2019
Fine Arts	July 2019
Health & Wellness	July 2019
History	April 2019
Journalism	July 2019
Mathematics	January 2019
Radio & Television	January 2019

Background Information:

FOS are authorized by Texas Administrative Code, Chapter 4, Subchapter B, Rule 4.32 as blocks of courses which must transfer to a general academic teaching institution and substitute for that institution's lower-division requirements for the relevant baccalaureate degree program. FOS curricula are developed by FOS Advisory Committees composed of faculty from public two-year and four-year institutions of higher education and are posted for a 30-day public comment period.

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

Committee on Academic Workforce and Success

AGENDA ITEM V-R

Consideration of adopting the staff recommendation to the Committee relating to a request to establish a contract with a higher education artificial intelligence vendor for the Virtual Advising Project (ADVi)

Total Project Cost: up to \$500,000
Source of Funds: A.1.1. Strategy, College Readiness and Success
Authority: Texas Education Code, Section 61.0762(a)(5)
Programs to Enhance Student Success

RECOMMENDATION: Approval

Coordinating Board staff requests approval to award up to \$500,000 to a higher education artificial intelligence vendor to fund the continued support and development of the Virtual Advising Project.

Background Information:

The Virtual Advising project pairs artificial intelligence (AI) – a chatbot named “ADVi” – with knowledgeable near-peer advisers to help Texans get answers to questions about attending college, returning to college, financial aid, and more. This project enables the THECB to provide support to Texans looking to attend or return to higher education and supports the educated population goal of *60x30TX*.

The chatbot responds to student questions via text message or online chat, drawing from a growing database of over 1,200 questions. When an individual’s question cannot be answered by the chatbot, they are routed to near-peer advisers to respond. These advisers receive intensive training, similar to Advise TX advisers, that focuses on college access, financial aid, and other student services.

This project is currently entering a rapid expansion phase in response to the coronavirus pandemic. Advising students via ADVi at this critical time is a safe and cost-effective way that the state of Texas can help protect our students from the potentially devastating impacts of the pandemic on educational attainment.

Coordinating Board staff requests approval to expend additional funds for the continuation and enhancement of the Virtual Advising Project. These funds will enable a rapid scale-up of the project to reach students statewide and provide critical advising during this unprecedented time.

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