

TEXAS HIGHER EDUCATION COORDINATING BOARD
COMMITTEE ON ACADEMIC AND WORKFORCE SUCCESS

VIA LIVE BROADCAST

July 21, 2021
10:00 am

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

*CHAIR
Donna N. Williams*

*VICE CHAIR
VACANT*

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

*Matthew B. Smith
Student Representative, Ex-Officio*

*Fred Farias III, O.D.
Ex-Officio*

AGENDA

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

- I. Announcement of new Committee Chair, welcome and Committee Chair's meeting overview
- II. Consideration of approval of the minutes for the April 21, 2021, committee meeting
- III. Public testimony on items relating to the Committee on Academic and Workforce Success
- IV. Consideration of approval of the consent calendar
- V. Matters relating to the Committee on Academic and Workforce Success
 - A. Consideration of adopting the recommendation relating to the report on the effectiveness of the Open Educational Resources Grant Program (Senate Bill 810, 85th Texas Legislature Regular Session & Rider 55, 86th Texas Legislature, Regular Session)
 - B. Consideration of adopting the report on Initial Review of Texas Education Code, Chapter 51, Subchapter E-3 (*House Bill 1735, 86th Texas Legislature, Regular Session*) Policy Compliance Requirements at Institutions of Higher Education
 - C. Report on activities of the Joint Admission Medical Program
 - D. Consideration of adopting the recommendation relating to funding appropriated to the Joint Admission Medical Program for Fiscal Years 2022-23
 - E. Report on activities of the Family Practice Residency Advisory Committee, including the report on trustee funds distributed in Fiscal Year 2021
 - F. Consideration of adopting the recommendation relating to the distribution of funds trustee to the Coordinating Board to support Family Practice Residency Programs for Fiscal Year 2022
 - G. Report on activities of the Lower-Division Academic Course Guide Manual Advisory Committee

Note: Highlighted items in gray are on the Consent Calendar

Committee on Academic and Workforce Success

H. Consideration of adopting the recommendation relating to changes in the Lower-Division Academic Course Guide Manual

I. Report on activities of the Medical Education and Graduate Medical Education Programs

J. Report on activities of the Autism Grant Program

K. Report on activities of the Learning Technology Advisory Committee

L. Consideration of approving requests for new degree programs:

TEXAS A&M UNIVERSITY

(1) Doctor of Philosophy (PhD) in Construction Science

TEXAS A&M UNIVERSITY-KINGSVILLE

(2) Bachelor of Science (BS) in Computer Engineering

THE UNIVERSITY OF TEXAS AT EL PASO

(3) Bachelor of Science (BS) in Aerospace and Aeronautical Engineering

THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY

(4) Doctor of Philosophy (PhD) in Physics

ANGELO STATE UNIVERSITY

(5) Doctor of Psychology (PsyD) in Counseling Psychology

M. Lunch

N. Consideration of adopting the January 2021 Annual Compliance Reports for institutions under a Certificate of Authorization (names beginning with "A" through "O")

O. Proposed Contract and Grant Approval:

(1) Consideration of adopting the request to extend the current contract with a higher education artificial intelligence vendor for the Virtual Advising Project (ADVi) for a term of one year

(2) Consideration and possible action to extend the current contract with an open educational resources repository vendor for the OERTX Repository for a term of one year

(3) Consideration of adopting the request to extend the current contract for the Texas Success Initiative Pre-Assessment Activity (PAA)

(4) Consideration of adopting the request to establish an interagency contract (IAC) with The University of Texas at Austin for continued research and data services for Texas OnCourse

(5) Consideration and possible action to enter agreements with Texas A&M University, The University of Texas at Austin, Texas Christian University, and Trinity University to allocate funding to continue the Advise TX College Advising Program

- (6) Consideration and possible action to solicit and/or enter into contracts or grants, totaling up to \$42.5 million, to establish or expand programs that address current workforce needs in high-priority sectors, job families, and occupations for regional and state economic development, to be funded by the Governor's Emergency Education Relief (GEER) Fund
- (7) Consideration and possible action to fund portable scholarships totaling up to \$7,000,000 for leadership development opportunities to encourage high-achieving students who are low-income to take advantage of premier educational opportunities available through public colleges and universities and develop students as emerging leaders for the state of Texas
- (8) Consideration and possible action to transfer up to \$6M to the Texas Reskilling Support Fund for the purpose of establishing a set of awards to eligible students attending Texas higher education institutions
- (9) Consideration and possible action, to spend up to \$4 million, to fund the expansion of the Advise TX College Advising Program and ADVi through contracts, grants, or interagency contracts with Historically Black Colleges and Universities, Hispanic Serving Institutions, and college and universities with large low-income student populations
- (10) Consideration and possible action to solicit and/or enter into contracts, totaling up to \$1.5 million, with researchers and service providers to create an inventory of student success interventions and initiatives, to be funded by the Governor's Emergency Education Relief (GEER) Fund

P. Consideration of approving the appointment of member(s) to:

- (1) Apply Texas Advisory Committee
- (2) Certification Advisory Council
- (3) Learning Technology Advisory Committee
- (4) Lower-Division Academic Course Guide Manual Advisory Committee

Q. Consideration of approving the issuance of a Request for Applications for the:

- (1) Autism Grant Program
- (2) Carl D. Perkins Career and Technical Education Leadership Grant
- (3) Emergency and Trauma Care Education Partnership Program
- (4) Graduate Medical Education Expansion Program
- (5) Graduate Medical Education Planning Grants Program
- (6) Statewide Preceptorship Programs

R. Proposed Rules:

- (1) Consideration of adopting proposed amendments to Texas Administrative Code, Title 19, Chapter 1, Subchapter G, Rule 1.131; Subchapter H, Rule 1.138; Subchapter I, Rule 1.145; Subchapter O, Rule 1.188; and Subchapter P, Rule 1.195 of Board rules concerning the advisory committees and their abolishment date

Committee on Academic and Workforce Success

- (2) Consideration and possible adoption of new rules in Texas Administrative Code, Title 19, Chapter 4, Subchapter U, Rules 4.360-4.364 of Board Rules concerning Recommended Course Sequencing, Development and Institutional Reporting

VI. Adjournment

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

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

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

Committee on Academic and Workforce Success

AGENDA ITEM I

Announcement of new Committee Chair, welcome and Committee Chair's meeting overview

Donna Williams, chair of the Committee on Academic and Workforce Success, will provide the Committee an overview of the items on the agenda.

Committee on Academic and Workforce Success

AGENDA ITEM II

Consideration of approval of the minutes for the April 21, 2021, committee meeting

RECOMMENDATION: Approval

TEXAS HIGHER EDUCATION COORDINATING BOARD**MINUTES****Committee on Academic and Workforce Success****1200 East Anderson Lane, Room 1.170****Austin, Texas****April 21, 2021, 10:40 am****Via Video Conference Call**

The Texas Higher Education Coordinating Board's Committee on Academic and Workforce Success (CAWS) convened at 10:40 am on April 21, 2021, with the following committee members present: Fred Farias, Chair presiding; Donna Williams, Vice Chair; Cody Campbell; Emma Schwartz; Sam Torn; Welcome Wilson; and Ex-Officio member(s) present: Stuart Stedman; and Levi McClenny.

Other Board members present: Javaid Anwar

AGENDA ITEM	ACTION
I. Welcome and Committee Chair's meeting overview	Dr. Farias called the meeting to order and called the roll. All members were present. A quorum was met for this committee meeting.
II. Consideration of approval of the minutes from the January 20, 2021, committee meeting	On motion by Mr. Wilson, seconded by Ms. Williams, the committee approved the January 20, 2021, committee meeting minutes. The vote was unanimous.
III. Public testimony on agenda items relating to the Committee on Academic and Workforce Success	There was no public testimony.
IV. Consideration of approval of the consent calendar	On a motion by Mr. Campbell, seconded by Mr. Torn, the committee approved the non-rule consent calendar. The vote was unanimous. On a motion by Ms. Williams, seconded by Mr. Campbell, the committee approved the rule consent calendar. The vote was unanimous. Items approved on the rule consent calendar were: 5-H (2); 5-H (3); and 5-H (5).
V. Matters relating to the Committee on Academic and Workforce Success	
A. Consideration of the Certification Advisory Council's recommendation to the committee relating to a request from Medisend College of Biomedical Engineering Technology for a Third Certificate of Authority to grant degrees in Texas	On a motion by Ms. Schwarz, seconded by Mr. Campbell, the committee adopted the Certification Advisory Council's recommendation relating to a request from Medisend College of Biomedical Engineering Technology for a Third

AGENDA ITEM	ACTION
	<p>Certificate of Authority to grant degrees in Texas. The vote was unanimous.</p> <p>Dr. Tina Jackson, Assistant Commissioner for Workforce Education, provided a brief update and was available to answer questions.</p>
<p>B. Consideration of adopting the report regarding the Fiscal Year 2021 Annual Review of Low-Producing Programs.</p>	<p>On motion by Ms. William, seconded by Ms. Schwartz, the committee adopted the report regarding the Fiscal Year 2021 Annual Review of Low-Producing Programs. The vote was unanimous.</p> <p>Dr. Stacey Silverman, Assistant Commissioner for Academic and Health Affairs, provided a brief update and was available to answer questions.</p>
<p>C. Consideration of adopting the staff recommendation to the committee relating to requests for a new degree program</p>	
<p>TARLETON STATE UNIVERSITY (1) Master of Science (MS) in Mechanical Engineering</p>	<p>On a motion by Mr. Campbell, seconded by Ms. Williams, the committee approved the new degree program. The vote was unanimous.</p> <p>Dr. Stacey Silverman, Assistant Commissioner for Academic and Health Affairs, provided a brief update and was available to answer questions. Tarleton State University representatives Dr. Denise Martinez, Associate Dean, School of Engineering; Dr. Mircea Agapie, Department Head, Engineering and Computer Science; and Dr. Michael Huggins, Dean, College of Science and Technology, were also available for questions.</p>
<p>TEXAS A&M INTERNATIONAL UNIVERSITY (2) Doctor of Philosophy (PHD) in Criminal Justice</p>	<p>On a motion by Mr. Wilson, seconded by Ms. William, the committee approved the new degree program. The vote was unanimous.</p> <p>Dr. Stacey Silverman, Assistant Commissioner for Academic and Health Affairs, provided a brief update and was available to answer questions. Texas A&M International University representatives Dr. Pablo Arenaz, President; Dr. Thomas R. Mitchell, Provost and Vice President</p>

AGENDA ITEM	ACTION
	for Academic Affairs; and Dr. Claudia San Miguel, Dean, College of Arts and Sciences, were also available for questions.
<p>THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY (3) Doctor of Philosophy (PHD) in Human Genetics</p>	<p>On a motion by Dr. Farias, seconded by Ms. Schwartz, the committee approved the new degree program. The vote was unanimous.</p> <p>Dr. Stacey Silverman, Assistant Commissioner for Academic Quality and Health Affairs, presented this item and was available to answer questions. The University of Texas Rio Grande representatives Dr. Guy Bailey, President; Dr. Sarah Williams Blangero, Professor; and Dr. Michael Patriarca, Executive Vice Dean, Finance and Administration, were also available for questions.</p>
<p>UNIVERSITY OF NORTH TEXAS (4) Doctor of Philosophy (PHD) in Biomedical Engineering</p>	<p>On a motion by Ms. Schwartz, seconded by Ms. Williams, the committee approved the new degree program. The vote was unanimous.</p> <p>Dr. Stacey Silverman, Assistant Commissioner for Academic Quality and Health Affairs, presented this item and was available to answer questions. University of North Texas representatives Dr. Vijay Vaidyanathan, Chair, Department of Biomedical Engineering; Dr. Hanchen Huang, Dean, College of Engineering; and Ms. Elizabeth Vogt, Assistant Vice Provost, Accreditation & Institutional Effectiveness, were also available for questions.</p>
<p>D. Report to the committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)</p>	<p>No action required. Dr. Tina Jackson, Assistant Commissioner for Workforce Education, provided a brief update and was available to answer questions.</p>
<p>E. Consideration of adopting the appointment of members to the Workforce Education Course Manual Advisory Committee in accordance with Coordinating Board Rules, Chapter 1, Subchapter T, Rule 1.220</p>	<p>No action required. Dr. Tina Jackson, Assistant Commissioner for Workforce Education, provided a brief update and was available to answer questions.</p>
<p>F. Consideration of approving the appointment of members to the Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities</p>	<p>This item was approved on the consent calendar.</p>

AGENDA ITEM	ACTION
G. LUNCH	The committee recessed at 11:25 am for a 30-minute lunch.
H. Proposed Rules:	
(1) Consideration of adopting the proposed amendments to Texas Administrative Code, Title 19, Part 1, Chapter 6, Subchapter C, §6.74 of Board Rules, concerning the Minority Health Research and Education Grant Program	<p>On a motion by Ms. Williams, seconded by Mr. Campbell, the committee adopted the proposed amendments to Texas Administrative Code, Title 19, Part 1, Chapter 6, Subchapter C, §6.74 of Board Rules, concerning the Minority Health Research and Education Grant Program. The vote was unanimous.</p> <p>Dr. Stacey Silverman, Assistant Commissioner for Academic Quality and Health Affairs, presented this item and was available to answer questions.</p>
(2) Consideration of adopting the proposed amendments of Title 19, Part 1, Chapter 1, Subchapter A, §1.6 of Board Rules, concerning advisory committees and subcommittees	This item was approved on the consent calendar.
(3) Consideration of adopting the proposed amendments of Title 19, Part 1, Chapter 1, Subchapter T, §1.222 of Board Rules, concerning the Workforce Education Course Manual Advisory Committee Membership and Officers	This item was approved on the consent calendar.
(4) Consideration of adopting the proposed amendments of Title 19, Part 1, Chapter 4, Subchapter C, §4.54 of Board Rules, concerning the TSI Exemptions, Exceptions, and Waivers	<p>On a motion by Ms. Schwartz, seconded by Mr. Campbell, the committee adopted the proposed amendments of Title 19, Part 1, Chapter 4, Subchapter C, §4.54 of Board Rules, concerning the TSI Exemptions, Exceptions, and Waivers. The vote was unanimous.</p> <p>Jerel Booker, Assistant Commissioner for College Readiness and Success, and Dr. Suzanne Morales-Vale, Senior Director of Developmental and Adult Education, presented this item and were available to answer questions.</p>
(5) Consideration of adopting the proposed repeal of Title 19, Part 1, Chapter 9, Subchapter M, §§9.660 - 9.666 of Board Rules, concerning Program Development in	This item was approved on the consent calendar.

AGENDA ITEM	ACTION
Public Two-Year Colleges-Block Scheduling	
<p>I. Consideration of approving the recommendation to solicit and contract a design research firm to support implementation of the college and career advising efforts within the data modernization initiative.</p>	<p>On a motion by Mr. Torn, seconded by Mr. Campbell, the committee approved the recommendation to solicit and contract a design research firm to support implementation of the college and career advising efforts within the data modernization initiative not to exceed \$1 million of federal GEER funding. The vote was unanimous.</p> <p>Jerel Booker, Assistant Commissioner for College Readiness and Success, presented this item and was available to answer questions.</p>
VI. Adjournment	<p>On a motion by Ms. Williams, seconded by Ms. Schwartz, the committee adjourned at 12:22 pm. The vote was unanimous.</p>

Committee on Academic and Workforce Success

AGENDA ITEM III

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

RECOMMENDATION: No action required

Background Information:

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

Committee on Academic and Workforce Success

AGENDA ITEM IV

Consideration of approval of the consent calendar

RECOMMENDATION: Approval

Background Information:

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

Consent Calendar

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

- A. Consideration of adopting the recommendation relating to the report on the effectiveness of the Open Educational Resources Grant Program (Senate Bill 810, 85th Texas Legislature Regular Session & Rider 55, 86th Texas Legislature, Regular Session)
- C. Report on activities of the Joint Admission Medical Program
- J. Report on activities of the Autism Grant Program
- N. Consideration of adopting the January 2021 Annual Compliance Reports for institutions under a Certificate of Authorization (names beginning with "A" through "O")
- O. Proposed Contract and Grant Approval:
 - (1) Consideration of adopting the request to extend the current contract with a higher education artificial intelligence vendor for the Virtual Advising Project (ADVi) for a term of one year
 - (2) Consideration and possible action to extend the current contract with an open educational resources repository vendor for the OERTX Repository for a term of one year
 - (6) Consideration and possible action to solicit and/or enter into contracts or grants, totaling up to \$42.5 million, to establish or expand programs that address current workforce needs in high-priority sectors, job families, and occupations for regional and state economic development, to be funded by the Governor's Emergency Education Relief (GEER) Fund
 - (7) Consideration and possible action to fund portable scholarships totaling up to \$7,000,000 for leadership development opportunities to encourage high-achieving students who are low-income to take advantage of premier educational opportunities available through public colleges and universities and develop students as emerging leaders for the state of Texas
 - (8) Consideration and possible action to transfer up to \$6M to the Texas Reskilling Support Fund for the purpose of establishing a set of awards to eligible students attending Texas higher education institutions
 - (9) Consideration and possible action, to spend up to \$4 million, to fund the expansion of the Advise TX College Advising Program and ADVi through contracts, grants, or interagency contracts with Historically Black Colleges and Universities, Hispanic Serving Institutions, and college and universities with large low-income student populations

- (10) Consideration and possible action to solicit and/or enter into contracts, totaling up to \$1.5 million, with researchers and service providers to create an inventory of student success interventions and initiatives, to be funded by the Governor's Emergency Education Relief (GEER) Fund

P. Consideration of approving the appointment of member(s) to:

- (1) Apply Texas Advisory Committee
- (2) Certification Advisory Council
- (3) Learning Technology Advisory Committee
- (4) Lower-Division Academic Course Guide Manual Advisory Committee

Q. Consideration of approving the issuance of a Request for Applications for the:

- (1) Autism Grant Program
- (2) Carl D. Perkins Career and Technical Education Leadership Grant
- (3) Emergency and Trauma Care Education Partnership Program
- (4) Graduate Medical Education Expansion Program
- (5) Graduate Medical Education Planning Grants Program
- (6) Statewide Preceptorship Programs

R. Proposed Rules

- (1) Consideration of adopting proposed amendments to Texas Administrative Code, Title 19, Chapter 1, Subchapter G, Rule 1.131; Subchapter H, Rule 1.138; Subchapter I, Rule 1.145; Subchapter O, Rule 1.188; and Subchapter P, Rule 1.195 of Board rules concerning the advisory committees and their abolishment date

Committee on Academic and Workforce Success

AGENDA ITEM V-A

Consideration of adopting the recommendation relating to the report on the effectiveness of the Open Educational Resources Grant Program (*Senate Bill 810, 85th Texas Legislature Regular Session & 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 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 (which was 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 was awarded in 2020. The 2020 grantees will report on students served and cost savings data for the first time in December 2021.

SB 810, 85th Texas Legislature, Regular Session 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 1 of each year.

The THECB report is provided under separate cover.

Dr. Michelle Singh, Assistant Commissioner for Digital Learning, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-B

Consideration of adopting the report on Initial Review of Texas Education Code, Chapter 51, Subchapter E-3 (House Bill 1735, 86th Texas Legislature, Regular Session) Policy Compliance Requirements at Institutions of Higher Education

RECOMMENDATION: Approval

Background Information:

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

TEC, Chapter 51, Subchapter E-3, requires postsecondary institutions to adopt a policy on sexual harassment, sexual assault, dating violence, or stalking, applicable to both enrolled students and employees. Through the process of negotiated rulemaking, Subchapter E-3 requirements became effective August 1, 2020. Subchapter E-3 includes several requirements with regard to reporting incidents of sexual misconduct, including an electronic reporting option, amnesty for students reporting certain incidents, handling a victim's request not to investigate, disciplinary processes, trauma-informed investigation training, required memoranda of understanding with other entities, and confidentiality. Subchapter E-3 also requires the THECB to annually submit to the governor, the lieutenant governor, the speaker of the House of Representatives, and the standing legislative committees with primary jurisdiction over legislation concerning sexual assault at postsecondary educational institutions a report regarding compliance with this subchapter, including a summary of the postsecondary educational institutions found not to be in substantial compliance and any penalties assessed during the calendar year preceding the date of the report.

The initial report on compliance with Subchapter E-3 includes *Summary Results – An Initial Review of House Bill 1735 Policy Compliance Requirements at 19 Institutions of Higher Education*, presented by Mark Poehl, Assistant Commissioner, Internal Audit and Compliance.

This report is provided under separate cover.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-C

Report on activities of the Joint Admission Medical Program

RECOMMENDATION: No action required

Background Information:

The Joint Admission Medical Program (JAMP) was created by the 77th Texas Legislature in 2001. The Texas Higher Education Coordinating Board provides trustee funds to JAMP as directed by the Texas Legislature.

The program provides services to support and encourage highly qualified, economically disadvantaged students pursuing a medical education. Support is provided for both undergraduate and medical students. Participating JAMP students are eligible to receive a scholarship each semester beginning in their sophomore year of college. Undergraduate students also receive a stipend to attend summer internships following their sophomore and junior years. JAMP students receive mentoring and personal assistance to prepare for medical school while attending college. Most importantly, if they fulfill all requirements, these students receive a guarantee of admission to attend a Texas medical school.

The first cohort of JAMP students was selected in 2003 and, since that time, nearly 1,850 students have participated in the program. Currently, there are 523 students participating. In cohorts selected in 2003 through 2021, 654 participants have graduated from medical school, with a total of 636 that have entered a residency program. Of these, 65% (415) entered a medical residency training program in Texas and 60% (381) entered residency training to become a primary care physician. By implementing statewide programming, JAMP has successfully expanded medical education outreach to high school and undergraduate students. In addition, JAMP provides resources to undergraduate programs for faculty support, curricular development, and extracurricular programming.

Paul Hermesmeier, Executive Director, Joint Admissions Medical Program, and Matthew Meeks, Executive Director, Texas Health Education Service will provide an update and address questions. Dr. Stacey Silverman, Assistant Commissioner for Academic and Health Affairs will also be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-D

Consideration of adopting the recommendation relating to funding appropriated to the Joint Admission Medical Program for Fiscal Years 2022-23

RECOMMENDATION: Approval

Background Information:

The Joint Admission Medical Program (JAMP) was created by the 77th Texas Legislature in 2001. The Texas Higher Education Coordinating Board (THECB) provides trustee funds to JAMP as directed by the Texas Legislature.

The program provides services to support and encourage highly qualified, economically disadvantaged students pursuing a medical education. Support is provided for both undergraduate and medical students. Participating JAMP students are eligible to receive a scholarship each semester beginning in their sophomore year of college. Undergraduate students also receive a stipend to attend summer internships following their sophomore and junior years. JAMP students receive mentoring and personal assistance to prepare for medical school while attending college. Most importantly, if they fulfill all requirements, these students receive a guarantee of admission to attend a Texas medical school.

The THECB contracts with the JAMP Council to maintain and administer the program through The University of Texas System Office, Texas Medical and Dental Schools Application Service (TMDSAS). Funding is awarded in the first year of the biennium, and the program expends the funds over two years. For Fiscal Years 2020-21, JAMP received an appropriation of \$10,206,794, which was equal to the amount appropriated for the previous biennium. This funding level was reduced, by 5%, with the appropriation for the 2022-23 biennium. The Table presents the recent appropriation history of JAMP.

JAMP Recent Funding History by Biennium

2008 - 2009	\$ 5,616,355
2010 - 2011	\$10,616,355
2012 - 2013	\$ 7,006,794
2014 - 2015	\$10,206,794
2016 - 2017	\$10,206,794
2018 - 2019	\$10,206,794
2020 - 2021	\$10,206,794
2022 - 2023	\$ 9,696,794

Paul Hermesmeyer, Executive Director, Joint Admissions Medical Program, and Matthew Meeks, Executive Director, Texas Health Education Service will provide an update and address questions. Dr. Stacey Silverman, Assistant Commissioner for Academic and Health Affairs will also be available to answer questions.

Committee on Academic Workforce and Success

AGENDA ITEM V-E

Report on activities of the Family Practice Residency Advisory Committee, including the report on trustee funds distributed in Fiscal Year 2021

RECOMMENDATION: No action required

Background Information:

Texas Higher Education Coordinating Board 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 existence. 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, and, Fred Onger, M.D., serves as vice chair of the committee.

For Fiscal Year 2021, the program supported 34 family practice residency programs that trained 880 residents. The funding level was \$5,448 per resident. Additionally, \$106,000 was allocated to the Rural and Public Health Rotation Programs and \$100,000 to the University of North Texas Health Science Center, Texas College of Osteopathic Medicine's Faculty Development Center.

The FPRAC met twice during Fiscal Year 2021 and considered the following items:

- At the 2021 April meeting, the committee reviewed and approved annual written reports and annual financial reports submitted by FPRP-funded programs; and
- At its recent June meeting, the committee considered the funding allocation for FPRP for Fiscal Year 2022 for recommendation to the Board of the THECB.

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

Michael Ragain, M.D., Chair of FPRAC, 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 2020 – June 2021

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:

April 14, 2021 (Meeting notes were approved at the June 16, 2021, meeting and are attached.)

June 16, 2021 (Meeting notes will be considered at the next meeting.)

Annual Costs Expended:

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

Other: \$2,080 staff time for committee material preparations and facilitation of the meeting and broadcast.

Time Commitments:

Committee members: Co-chairs' pre-meetings and material study for preparation 8-10 hours, members' preparations 2 hours. Co-chairs' and members' meeting attendance 2-3 hours.

Coordinating Board staff: 80 hours to prepare agenda materials, coordinate meeting arrangements, and attend meetings. Staff commitment includes those of the program director, director, administrative support, and broadcast facilitator.

Summary of Tasks Completed:

- The committee monitored Fiscal Year 2021 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 2022 for the FPRP to the Coordinating Board.

Current Recommendations to the Board:

Funding allocation recommendation for FPRP and related support programs for Fiscal Year 2022 (July 2021 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 2022 and reports on trustee funds distributed in Fiscal Year 2021.

Texas Higher Education Coordinating Board
Family Medicine Residency Advisory Committee
2021

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TEXAS HIGHER EDUCATION COORDINATING BOARD
Academic and Health Affairs

Family Practice Residency Advisory Committee

April 14, 2021

Summary Notes

This meeting was held via video conference. A link to the live broadcast is available at <https://www.highered.texas.gov/apps/events/other-meetings/family-practice-residency-program-advisory-committee-fprac/>

Members present: Ruth Chambers, Lewis Foxhall, Brett Johnson, Mark Nadeau, Frederick Onger, Michael Ragain (Chair), Damon Schranz, Dana Sprute, Zoey Wang, Eric Warwick,

Members absent: Todd Dorton, Martin Ortega

Guests: Tom Banning, Cindy Passmore

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

1. Welcome and Introductions

Dr. Mike Ragain, Chair of the Advisory Committee, called the meeting to order at 10:08. This meeting was held via video conference and live streamed. Dr. Ragain made opening remarks and members and guests introduced themselves.

2. Consideration of Summary Notes for November 4, 2020 meeting

Dr. Ragain asked for consideration of the summary notes from the previous meeting. Dr. Nadeau asked for typo-corrections of Drs. Ragain and Wang's names. Drs. Wang and Schranz moved and seconded for approval of the notes as corrected. The motion passed unanimously.

3. Coordinating Board Update

Stacey Silverman, Assistant Commissioner at the Coordinating Board, gave an overview of the new administrative structure for the former division of Academic Quality and Workforce. It has been restructured into the new Division of Digital Learning, with Dr. Michelle Singh as Assistant Commissioner, Division of Workforce Education, with Assistant Commissioner Dr. Tina Jackson, and Division of Academic and Health Affairs (Dr. Stacey Silverman, Assistant Commissioner). Digital Learning has a new website for the Open Education Resources (OER) Texas Repository (<https://oertx.highered.texas.gov/>). It allows posting and collaboration on courses and holds interest also for medicine. The focus has been on undergraduate course materials, but the site can be used for graduate education. Users define their own space, which they also can restrict.

Members asked if Coordinating Board staff are planning to come back on-site in person. No general announcement had been made, but some staff are now working on-site, even if part-time. However, the goal going forward is to keep flexibility for the benefit of access to the state and the ability to collaborate. Members discussed benefits and drawbacks of virtual meetings. They work well while relationships are pre-established, but the personal contact was missed.

Ernest Jacquez, Program Director at the Coordinating Board, provided a summary of the Family Medicine Residency grant program (FMRP). Eight hundred eighty residents were funded through 34 residency programs with an appropriation of \$5 million dollars for Fiscal year 2021. Per-resident funding was \$5,447.72. Forty rural rotations had been funded at \$2,500 per rotation. Three public health rotations also received \$2,000 each. The Faculty Development Center was awarded \$100 thousand.

The program made a reallocation of \$17,110.62 benefitting six additional rural rotations and an additional \$2,110.62 for the Faculty Development Center. So far, two rotations had cancelled, and the released funding would go to previously approved (not-awarded) rural rotations. Mr. Jacquez anticipated other cancellations were possible based on current COVID-19 protocols at the training sites.

Mr. Jacquez explained statistics from the annual survey roster report, including the proportions of PGY 1, 2, and 3, demographics, location of medical school of graduation (Texas, US, international) and citizenship status. Dr. Ragain asked how the demographics were trending over time. Staff responded that they would put information together for the June 2021 meeting.

John Wyatt, Senior Director for External Relations at the Coordinating Board, was not available for a legislative update as he was at the Capitol as resource for a senate hearing.

Cindy Fisher, Program Director at the Coordinating Board, provided an update of the Graduate Medical Expansion (GME) grant program. For Fiscal Year (FY) 2021, verification for 94 position was underway, after the residency match. Grant payments would be made in May and June. Grant recipients know they receive funding for positions they fill. A new Request for Applications (RFA) for the Planning Grant program had been released last November. Review for selection was still ongoing for eleven eligible applications.

4. Texas Academy of Family Physicians Update

Tom Banning, CEO and Executive Director, Texas Academy of Family Physicians (TAFP) provided a preliminary update of the ongoing legislative session, for which 49 days are still left. There may be a special session for redistricting, likely in the fall. TAFP's webpage (www.taftp.org) posts updates and keeps a news blog.

The pandemic caused restricted meetings, restrictions of attendance, testimony, and changed rules of engagement. The Comptroller last summer expected a four-to-six-billion-dollar budget shortfall. However, federal funds plus economic growth in the fall, together with the August directive for a 5% cut for all agencies, had made unnecessary a significant supplemental budget bill to fill a deficit for the current biennium.

The American Rescue Act of February brought new federal dollars. Budget riders are not yet utilizing the funds for the current budget. Strings attached and maintenance of efforts requirements are still not understood well enough. There is hesitancy of pushing out funds incorrectly and a concern for future expectations. A "secondary budget" for federal dollars would come later.

Currently, on the Senate side, FMRP would keep its 5% cut. Funding for GME would rise from \$150 million to \$199 million to keep the GME strategy for its 1.1:1 goal of graduates to residency positions ratio. The House side currently maintains cuts but keeps a restoration option.

There were legislative discussions to codify telemedicine waivers. Members discussed the Public Health Infrastructure Investment Fund, to help with outdated technology. The February electric grid issued highlighted the need. Also considered, were Medicaid for children and pregnant woman. Mr. Banning mentioned that federal requirements relating to funding for public education at K to 12 were investments for higher education. This may become a future opportunity for medical and Graduate Medical Education formula funding.

Dr. Warwick inquired about funding for the Texas Medical Board. Although budget cuts were not

expected, neither was the possibility of budget increases. The Board is funded through a portion of physician licensure fees.

Tom Banning expressed his appreciation for all physicians' work during last year's pandemic.

5. Update on the Faculty Development Center

Cindy Passmore, Executive Director, Faculty Development Center, provided the 2020 annual report update. For the activity Program & Trainees, the Center had 11 GCAM Fellows. At the Chief Residency Conference, it convened 139 chiefs and coordinators from multiple states, which was successful. There were five advanced-skilled preceptors. Basic-skilled preceptorships were cancelled because of the pandemic. The 2020 Family Medicine Leadership Conference (FMLC), last April, also was cancelled because of Covid-19. The Outreach activity saw 18 sessions with 212 encounters. The focus was still on family medicine but included were additional specialties and inner-professional practice. Ms. Passmore presented preliminary data for FY 2021. The 2021 FMLC was being held the following day, virtually. There were \$24,055 estimated cost savings because of lack of travel, not needed facilities fees, or food costs.

Members inquired about the deadline for fellowship applications and were informed that there was none. Dr. Foxhall asked that the summary slides would be shared, together with participants evaluations. (Evaluations are not required of participants.) Dr. Nadeau noted that the Chief Residency Training is a vital effort.

6. Consideration and Discussion of Annual Written Reports submitted by programs summarizing activities of Fiscal Year 2020.

Dr. Ragain summarized written reports from residency programs. There were comments regarding number of positions, inclusion of third-year residencies, funding from Texas medical schools. The types of arrangements or connections with medical schools were not uniformly understood. The reports capture types of recruitment methods for underrepresented populations. Many interesting innovative activities were listed, such as patient facing interventions. Finances remained a predominant challenge. There were comments how the pandemic challenged rural rotations, effecting burnout, safety equipment, staffing, re-deployment, etc. The Committee was asked to share comments and staff will share the notes with Program Directors. Dr. Ragain's Annual Written Report summary is included as part of these summary notes.

7. Consideration and Discussion of Fiscal Year 2020 Annual Financial Reports submitted by programs.

Dr. Onger presented a spread sheet with detailed financial information. He cautioned that because programs are structured uniquely, financial data cannot easily be compared between programs. Total revenue varied widely but different programs have different revenue streams, including local or federal funds, or different affiliation agreements with medical schools. The data indicates which programs are doing well, especially by comparing revenue to cost. Most programs had a zero balance. Four programs reported losses. Follow-up communications with these programs reported feedback including Covid-19, foundation support, and institutional good will support. One program reported losing its sponsor. Dr. Onger discussed total cost per resident, faculty cost by program, and operating expenses, some of which were reported to be very low.

8. Consideration and Discussion of future agenda items and meeting dates

Dr. Ragain announced the next meeting was scheduled for June 16, 2021 from 10 am to noon. It's focus would be on legislative funding, funding scenarios, and additional, new programs. The Committee's responsibility was consideration whether to approve new programs.

Dr. Foxhall asked to follow-up on programs that reported financial strains. Updates should be sought. Dr. Ragain agreed, saying that one program losing its sponsor should be reached out to. Dr. Onger said the Committee could investigate a centralized approach, on whether it can utilize other than state support, such as federal, local, or foundation funds. State funding alone caused a struggle every year. Members proposed to discuss this at the 2022 Leadership Conference. Other states' approaches could be investigated.

9. Adjournment

The Advisory Committee adjourned at 12:09 pm.

2020 Family Practice Residency Program Annual Written Report Summary

Prepared by Dr. Mike Ragain, Chair FPRAC

Q1. Number of residency positions your program is currently approved for by ACGME or AOA?

Number of positions - range 2-24

Q2. Do you anticipate increasing or decreasing approved residency positions in your program during the next four years?

Change in positions – 10 yes with 9 reporting increase and 1 reporting decrease due to decreased funding.

Q3. Number of first year residency positions filled in the National Residency Matching Program:

All programs reported filling first year positions. Some were not filled in match.

Q6. Types of arrangements or connections with medical schools

Highest frequency was affiliations (15), located (10), and sponsored (2). Six programs reported no connection with SOM.

Q7. Was your residency program a training site for third-year medical students during FY 2020?

Training site for third-year medical students – 33 yes and 3 no.

Q8. Did you request funding from the Texas medical school to support clerkship training? Requested funding for above training – 10 reported yes.

Scope of funding ranged from \$0-1.8 million. 4 programs reported 1-million-dollar range of funding. Suspect there were widespread differences in reporting methods.

Q11. Describe your recruitment activities to attract underrepresented populations:

Under-represented populations recruitment – Many mentioned use of social media, many said that diverse patient population attracted these candidates including FQHC sites, many mentioned diverse faculty or other role models, several mentioned EEOC rules of parent institutions, many said residency fairs help, some said they have underserved training track. A few had specific selection criteria or applicant survey instruments. One program mentioned unconscious bias training. One program favors applicants who have lived in an HPSA for 5 years or more.

Q12. Efforts to meet legislative intent

Several mentioned that the pandemic really hampered rural rotations and other efforts to meet. Many said that they meet by having either rural or public health rotation sites established. Some had required these type rotations.

Q13. Describe innovative programs within your residency program.

Many were listed. Curricular innovations included procedural training (many types) and embedded or longitudinal curriculum for lifestyle medicine, women's health, mental health, research, bedside ultrasound, international medicine, and leadership training. There were many types of patient facing social determinants of health interventions mentioned as well such as food programs, TV program outreach, and free clinics. One program mentioned becoming PCMH certified. Several programs highlighted grant funding to support curricular innovation. A number of programs highlighted community partnerships that advanced patient care and residency training.

Q14. What challenges does your residency program currently face? What type of additional resources would benefit your program or other residency programs in Texas?

As always financial concerns topped the list. New for this year were comments about the impact of the pandemic on training. These appeared broadly and had multiple impacts and included revenue decline, staffing concerns, redeployment issues (residents redeployed to care for COVID patients), shifts to on- line learning, burnout and fatigue of residents. One program reported losing its sponsor. There were several programs reporting challenges in training in pediatrics and OB. A few programs said away rotations are not funding by sponsor.

Q15. How can the Family Practice Residency Advisory Committee help your residency program?

increasing or maintain funding was mentioned most. One asked for sharing this report's findings. One asked to fund international rotations. One asked for help developing bedside US training for faculty and residents.

Q16. Contact from a representative of the advisory committee?

a record number of program directors asked for contact – 6.

Committee on Academic and Workforce Success

AGENDA ITEM V-F

Consideration of adopting the recommendation relating to the distribution of funds trustee to the Coordinating Board to support Family Practice Residency Programs for Fiscal Year 2022

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 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. The Texas Higher Education Coordinating Board (THECB) provides trustee 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.

For the 2022-23 biennium, FPRP received an appropriation, pending the governor's approval on or before June 20, 2021, of \$4.75 million per fiscal year. This is a reduction of 5% from the previous biennium. Following the FPRAC's recommendation for funding, staff estimates that Fiscal Year 2022 funding would be awarded as follows:

Total Estimated Appropriation:	\$ 4,750,000
<i>Estimated</i> number of certified residents:	904
<i>Estimated</i> per-resident funding:	\$ 5,027
<i>Estimated</i> operational grant total:	\$ 4,544,000
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:	\$ 4,750,000

Michael Ragain, M.D., Chair, Family Practice Residency Advisory Committee, will present the advisory committee's funding recommendation for the program. Dr. Ragain and Dr. Stacey Silverman, Assistant Commissioner for Academic and Health Affairs, will be available to answer questions.

FUNDING OPTION 1B for FISCAL YEAR 2022**APPROVED BY FPRAC ON 6/16/2021****One approved new program is included (#35).**

OPERATIONAL GRANTS		Estimated Per Resident Allocation	Estimated Residents Funded	Projected Grant Amount
1	Baylor College of Medicine	\$5,026.55	21	\$105,558
2	Baylor University Medical Center	\$5,026.55	8	\$40,212
3	CHRISTUS Santa Rosa (SA)	\$5,026.55	27	\$135,717
4	CHRISTUS Spohn-Corpus Christi	\$5,026.55	35	\$175,929
5	Conroe Medical Education Foundation	\$5,026.55	30	\$150,796
6	DeTar Healthcare	\$5,026.55	20	\$100,531
7	John Peter Smith Hospital	\$5,026.55	67	\$336,779
8	McLennan County Medical Education & Research Fund	\$5,026.55	36	\$180,956
9	Memorial Hermann Health (Hospital) System	\$5,026.55	42	\$211,115
10	Methodist Health System/Methodist Charlton Medical Center	\$5,026.55	18	\$90,478
11	Methodist Hospital (Houston)	\$5,026.55	24	\$120,637
12	Scott & White Hospital/TAMUHSC	\$5,026.55	18	\$90,478
13	Scott & White Medical Center (Round Rock)	\$5,026.55	19	\$95,504
14	Texarkana - Christus St. Michael Hospital (fund 1/2)	\$5,026.55	12	\$60,319
15	Texas A&M HSC Program	\$5,026.55	29	\$145,770
16	Texas Institute for Graduate Medical Education and Research (TIGMER) San Antonio	\$5,026.55	24	\$120,637
17	Texas Tech University HSC - Amarillo	\$5,026.55	29	\$145,770
18	Texas Tech University HSC - El Paso	\$5,026.55	23	\$115,611
19	Texas Tech University HSC - Lubbock	\$5,026.55	36	\$180,956
20	Texas Tech University HSC - Odessa	\$5,026.55	53	\$266,407
21	Texoma Medical Center	\$5,026.55	24	\$120,637
22	University of Texas at Austin Dell Medical School	\$5,026.55	21	\$105,558
23	University of Texas Health Science Center at Tyler (Pittsburg)	\$5,026.55	6	\$30,159
24	UNTHSC/TCOM-FM	\$5,026.55	11	\$55,292
25	UNTHSC/TCOM-FM(NMM)	\$5,026.55	6	\$30,159
26	UTHSC-Houston	\$5,026.55	36	\$180,956
27	UTHSC-San Antonio	\$5,026.55	43	\$216,142
28	UTHSC-Tyler	\$5,026.55	24	\$120,637
29	UTMB-Galveston	\$5,026.55	29	\$145,770
30	UTRGV-Doctors Hospital at Renaissance	\$5,026.55	20	\$100,531
31	UTRGV-Knapp Program	\$5,026.55	15	\$75,398
32	UTRGV-McAllen Family Practice Residency Program	\$5,026.55	17	\$85,451
33	UT-Southwestern	\$5,026.55	42	\$211,115
34	Valley Baptist	\$5,026.55	15	\$75,398
35	Texas Institute for Graduate Medical Education and Research (TIGMER) Laredo	\$5,026.55	24	\$120,637

OPERATIONAL GRANT TOTAL**904 \$4,544,000****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 2022

\$4,750,000

OPERATIONAL TOTAL

\$4,544,000

SUPPORT TOTAL

\$206,000

OPERATIONAL AND SUPPORT TOTAL**\$4,750,000**

*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.

Remaining

\$0

Per resident amount

\$5,026.55

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) 2021, the FPRP provided grants to Texas' 34 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 2020 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

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

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	\$5,448	880

(b) Rural and Public Health Rotations

The Texas Legislature established the rural rotation program in 1989 and added public health rotations 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 2021, funding of \$115,000 provided support for month-long experiences in a rural rotation for 46 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. Additionally, \$6,000 provided support for month-long experiences for 3 family practice residents in a public health rotation setting.

(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% reduction, which 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% 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-G

Report on activities of the Lower-Division Academic Course Guide Manual Advisory Committee

RECOMMENDATION: No action required

Background Information:

Texas Higher Education Coordinating Board (Coordinating Board) 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 existence. 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 provides the Board with advice and recommendations to add, delete, and revise courses to facilitate inclusion of new disciplines of study, reflect developments within existing disciplines, provide vertical and horizontal alignment of courses within disciplines, and respond to obsolescence of disciplines of study and courses.

The ACGM Advisory Committee was established as a standing committee in 1998. The committee has 18 members of equal representation from public two-year colleges and public universities. The database manager for the Texas Common Course Numbering System serves as an ex-officio member. The advisory committee meets at least annually to make recommendations to the Coordinating Board. Dr. Paul Bernazzani, Acting Associate Provost for Programming and Interim Associate Dean and Professor Arts and Sciences, Lamar University, and Mr. Michael Endy, Vice President of Instruction and Student Services, Weatherford College, serve as co-chairs of the committee.

The ACGM Advisory Committee met once during Fiscal Year 2021. At the fall meeting, the committee heard updates on the operations of the Texas Common Course Numbering System website, discussed courses without learning outcomes, and reviewed course enrollments to identify underutilized courses. The consensus of the committee was that student learning outcomes development should continue with the goal to develop learning outcomes for all courses and simultaneously review existing learning outcomes of courses developed earlier. The review of course enrollments resulted in 10 courses with low or no enrollments being scheduled for deletion, with a two-year appeal and teach-out period.

Dr. Paul Bernazzani and Mr. Michael Endy will provide a brief update of activities and 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 2020 – June 2021

Co-Chair, Four-Year Institution: Paul Bernazzani, PhD

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

Committee Members:

Per rules, the 18-member committee includes nine representatives from public community, technical, and state colleges and nine 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:

October 15, 2019 (Meeting notes were approved at the October 7, 2020, meeting and are attached.)

October 7, 2020 (Meeting notes will be considered at the next meeting.)

Annual Costs Expended

Travel: The meeting was conducted virtually using a Zoom technology license purchased for the agency. The meeting was broadcast via YouTube.

Other: \$1,500 staff time for committee material preparations and facilitation of the meeting and broadcast.

Time Commitments:

Committee members: Co-chairs' pre-meetings and material study for preparation 8-10 hours, members' preparations 2 hours. Co-chairs' and members' meeting attendance 3-4 hours.

Coordinating Board staff: 80 hours to prepare agenda materials, coordinate meeting arrangements, and attend meetings. Staff commitment includes those of the program director, director, administrative support, and broadcast facilitator.

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 7, 2019, meeting. Courses removed from the ACGM are no longer eligible for state funding.

Summary of Tasks Completed:

- The ACGM Advisory Committee reviewed five years of enrollment data for approximately 560 courses and scheduled underutilized courses for deletion with a two-year teach-out and appeal period.
- The committee discussed the different categories of courses without student learning outcomes. The committee discussed approaches to the continued development and renewal of learning outcomes with a goal that all courses in the ACGM have learning outcomes with periodic updates.

**Academic Course Guide Manual (ACGM)
Advisory Committee Members
2020-2021**

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. (21)

Acting Assistant Provost for
Programming, Science and
Technology and Professor of
Chemistry
Lamar University

Michael Endy (22)

Vice President of Instruction and
Student Services
Weatherford College

Members: Community Colleges

Brent Colwell (21)

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 (21)
Professor and Program Coordinator of
Sociology
Dallas College El Centro Campus

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

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. (21)
Chair of the Department of Anthropology
Texas State University

Mark Hartlaub, Ph.D. (21)
Dean of the College of Liberal Arts
Texas A&M University-Corpus Christi

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

Ashley Purgason, Ph.D. (21)
Associate Vice Provost for Student Success
The University of Texas at Arlington

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

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

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TEXAS HIGHER EDUCATION COORDINATING BOARD
Division of Academic Quality and Workforce

**Lower-Division Academic Course Guide Manual
Advisory Committee**

October 15, 2019

Meeting Notes

Members present: Paul Bernazzani (Co-chair), Needha Boutte-Queen, Brent Colwell, Genevieve Durham DeCesaro, Michael Endy, Elizabeth Erhart, Jonda Halcomb, Mark Hartlaub, Rahime-Malik Howard, Amber Kelly, Lisa Lacher, Christopher Nelson, Ashley Purgason (call-in), Martha Robertson, Joshua Villalobos (call-in), Jennifer Whitfield, Kenneth Wink, and John Spencer, ex-officio.

Member absent: Samuel Echevarria-Cruz

Coordinating Board staff: Rebecca Leslie, Reinold Cornelius, James Goeman, Kylah Torre

1. Call to Order and Welcome

The meeting was called to order by Co-Chair Paul Bernazzani at 11:00 am.

2. Introduction of New Members

Co-chair Bernazzani spoke with sadness of the recent passing of THECB's Assistant Commissioner Dr. Rex Peebles. The loss of Dr. Peebles has caused some changes in personnel functions. Co-chair Bernazzani acknowledged the staff presence of James Goeman who has served with the committee for many year but is shifting to other duties, Reinold Cornelius who will now sit in with the committee, and Rebecca Leslie who will continue to coordinate the committee activities.

Co-chair Bernazzani recognized new members to the committee. The new members were Genevieve Durham DeCesaro (formerly a member), Michael Endy (formerly a member), Amber Kelly (reappointed to a second term), Christopher Nelson, Martha Robertson, Jennifer Whitfield, and Kenneth Wink.

3. Election of Co-Chair representing Community, State, and Technical Colleges

Co-chair Bernazzani acknowledged Michael Endy, Weatherford College, for his interest in serving as Co-chair for the committee. The committee approved Michael Endy's election as co-chair unanimously.

4. Consideration of the Minutes from the May 7, 2019 Meeting

After the committee was given time to read the minutes of the previous meeting, it approved the minutes without changes.

5. Update on the activities of TCCNS Database

John Spencer gave the update. The TCCNS has a new point of contact with the contracted host for the TCCNS website (The University of Texas at Austin); and this brings with it a greater potential for programing enhancements. TCCNS hopes to be able to flag core

curriculum courses. TCCNS representatives are going to present at the TACRAO meeting in early November and advising conferences later in the year.

6. Staff Introduction of the 2019 Learning Outcomes Project Process

Rebecca Leslie presented the overview. The Learning Outcomes Project started with the 2011 Tuning process and was expanded later to other general education courses. Community colleges must cover all ACGM listed course topics and must address all learning outcomes. Learning outcomes are minimum standards and local needs can be incorporated. Learning outcomes must be assessed, but the type of assessment is not prescribed.

Learning Outcomes are developed by discipline workgroups in the summer, and the finished products are brought to the ACGM Advisory Committee for review and approval in the fall. Discipline faculty from both community colleges and universities on each workgroup are assigned institutions to collect syllabi and make the syllabi available to the full workgroup. All faculty are responsible for reviewing all the collected syllabi before meeting to discuss revisions to the courses. The workgroups typically meet at the Coordinating Board for an extended full one-day meeting to draft the learning outcomes and course descriptions. The process is research driven with the results of measurable outcomes, revised descriptions, and the addition of any need changes to credit or contact hours, and pre-requisite courses. The recommended learning outcomes are sent to chief academic instructional officers of all public institutions, with the request to solicit faculty comments. Based on their previous discussion, workgroup members filter out improvements and make changes.

7. Discussion and Consideration of Recommendations from the Learning Outcomes Project Workgroup for select courses in ARTS

The committee took time to read the proposed learning outcomes. The workgroup met on July 31 and consisted of members from five community colleges and four universities. There are learning outcomes for 14 courses. The workgroup incorporated minor changes based on comments received from five institutions. Some titles were changed to reflect updated terminology (Digital Media and Graphic Design) or to clarify the scope of the course. For example, content clarification "color theory," reflects that Design III was changed from a topics course to a course that must primarily focus on the application of color theory in different media as was the pattern identified in the universities reporting an equivalent course.

Jennifer Whitfield noted that the learning outcomes for ARTS 2316 and 2317, Painting I and II, were the same. Rebecca Leslie explained that the intent for the sequence of two courses which are skills based is that the second course builds on the skills acquired in the first. This is expressed through the pre-requisite relationship of the first course being the pre-requisite of the second. The assessable learning outcomes would be the same with the expectation of more sophisticated application.

Needha Boutte-Queen noted that the learning outcome five for ARTS 2311 and ARTS 2313, requires demonstration of professional practice only, while other courses require professional practice with more detail. Brent Colwell explained that safety concerns because of materials used are not the same for the courses.

The committee voted in favor of accepting the recommended learning outcomes for courses ARTS 2311, 2313, 2316, 2317, 2323, 2326, 2333, 2341, 2346, 2347, 2348, 2356, 2357, and 2366, including the title changes for ARTS 2313 from "Design Communications I" to "Graphic Design" and for ARTS 2348 from "Digital Art" to "Digital Media."

8. Discussion and Consideration of Recommendations from the Learning Outcomes Project Workgroup for select courses in DRAM

The committee took time to read the proposed learning outcomes. The workgroup met on July 16 and consisted of members from four community colleges and five universities. The workgroup incorporated minor changes based on comments received from three institutions. There are learning outcomes for six courses. There are two new courses: DRAM 2335, Theatre Design, and DRAM 2355, Script Analysis, added by the Field of Study Advisory Committee. The workgroup recommended two title changes: for DRAM 1310 from "Introduction to Theatre" to "Theatre Appreciation," and for DRAM 2366 from "Introduction of Cinema" to "Film Appreciation." The workgroup suggested that the new titles would reflect better that these are general education appreciation courses.

The committee voted to approve the new learning outcomes and descriptions for the courses. The committee next voted to accept the title changes for DRAM 1310 and 2366.

The final recommendation from the workgroup was to schedule DRAM 2351 for deletion. The Learning Outcomes faculty group communicated the concerns that a third acting course is more appropriately taught at the upper-division and that the course was not included in the Field of Study. The committee voted approval of the recommendation to schedule the course for deletion.

9. Discussion and Consideration of Recommendations from the Learning Outcomes Project Workgroup for select courses in HIST

The committee took time to read the proposed learning outcomes. The workgroup met on August 9 and consisted of members from four community colleges and five universities. Two community colleges submitted comments during the comment period, and both were supportive of the workgroup's recommendation.

The workgroup created a new course HIST 2382, African American History II, as a sequence course to HIST 2381, African American History, retitled to "African American History I."

A single African American history course would have been a topics course, which the ACGM Advisory Committee discourages because topics courses cannot be aligned. The workgroup chose to follow the example of the other American history courses (United States history and Mexican American history) and develop a sequence of two course delineated roughly along the same time periods. A two-course sequence allows adequate coverage of content and an alignment with the other history courses.

One comment expressed a concern about sufficient enrollment numbers, but the commenter found that this could be mitigated through the frequency of offering the courses.

Committee members discussed pre-requisite courses and it was explained that the two courses are meant to be stand-alone courses but sequenced by time period. Members commented that the learning outcomes are the same for both courses and it was explained that these follow the design of the other history courses. Institutions can then use the same assessment methods for all history courses.

The committee voted to approve the new course, HIST 2382. The committee then voted to approve the descriptions and learning outcomes for HIST 2381 and 2382.

10. Presentation and Discussion of Response from the Texas Speech Communication Association to Inquiry Concerning a Rubric Changes for SPCH courses

Rebecca Leslie explained that this agenda item concerned an inquiry about the topic, not a request for change. A change in rubric would require input from multiple stakeholders, such as registrars, student admission offices, faculty, etc. The committee had asked to get input from the Texas Speech Communication Association, which holds its meetings in October. Their committee was divided about the issue and asked for more time. There was not a sense of urgency and the association is in transition regarding its new president. Members had asked for electronic copies of materials and staff is still planning to provide these.

11. Discussion and Consideration of a Rubric Change for SPCH courses

Co-chair Bernazzani tabled Agenda 11 for consideration until the Texas Speech Communication Association can provide their feedback.

12. Staff update on Senate Bill 25

Reinold Cornelius gave an update on Senate Bill (SB) 25 from the 86th legislative session. SB 25 addresses multiple issues all meant to support efficient, cost and time saving transfer of courses between institutions. SB 25 authorized work on several tasks that require changes in reporting, student admission, funding, and includes a study to increase the efficiency of the Texas Core Curriculum (TCC) via "meta majors." Negotiated rulemaking is required for several of the tasks for SB 25 in which the THECB is involved and this process has begun. This process includes posting of recommended rules and rule changes in the Texas Register.

13. Staff updates on Coordinating Board Activities

THECB staff is currently working on adjusting to the ten-year overhaul of the federal Classification of Instructional Programs (CIP). The revised classification is effective in fall 2020 and it is not as extensive as the changes were ten years ago. The revisions require that some existing programs and courses will be moved to new CIP codes in inventories including the ACGM. Changes to ACGM courses will be noted in the PDF version as a list in the introductory pages. THECB staff will be in communication with institutions that have programs to be moved to a new CIP code.

The committee was provided a list of current, revised, and pending Fields of Study for informational purposes only.

Kylah Torre of the Coordinating Board staff gave an overview of the Open Educational Resources (OER) initiative for grants and repository. Many materials available as OER are licensed through Creative Commons which provides different copyrights and allows using,

remixing, and adjusting course materials for free, with attribution to the original author. Benefits to students and faculty are that OER are cost effective and, since in digital format, accessible. OER also supports academic freedom and allow the creation of special needs resources. Research shows that OER may lead to improved education outcomes.

Legislative support (SB 810, 85th session) includes a grant program for faculty to develop and re-vamp materials, while also teaching using the materials. Faculty must be full-time faculty at public community colleges or universities. Fifteen grants were awarded in the previous biennium, all in support of core curriculum courses that are ACGM courses. Additional grants will be awarded this year.

Legislative support this biennium continues the grant program for faculty and creates a State Digital Repository for OER (HB 3652, 86th session). The repository must be searchable, and grantees will post their materials. Collaborative authoring maybe facilitated by the repository. It shall be available in September 2020.

14. Discussion of Future Work and Meeting Dates

The next ACGM meeting will be held in the spring of 2020 and will focus on the review of student enrollments in ACGM courses. Staff will email a poll for a suitable meeting date.

15. Adjournment

Without any other comments or discussion Co-chair Bernazzani adjourned the meeting at 1:07 PM.

Committee on Academic and Workforce Success

AGENDA ITEM V-H

Consideration of adopting the recommendation relating to changes in the Lower-Division Academic Course Guide Manual

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 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 PDF document and as an interactive database (www.highered.texas.gov/ACGM).

The ACGM Advisory Committee completes a comprehensive review of course enrollments annually to identify underutilized courses. The committee uses the thresholds in Coordinating Board 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-year period for teach-out during which institutions may appeal the deletion. 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 end of 2020-2021 academic year, with eligibility ending August 31, 2021.

COURSES RECOMMENDED TO BE REMOVED FROM THE ACGM

The following courses were scheduled for deletion by the ACGM Advisory Committee with funding ending after two years. There have been no appeals submitted to retain the courses.

COURSE	TITLE	ACGM ADVISORY COMMITTEE ACTION	Funding Ends
ENGT 1402	Circuits II for Engineering Technology	May 7, 2019	August 31, 2021
ENGT 2304	Materials and Methods for Engineering Technology	May 7, 2019	August 31, 2021
RNSG 1105	Nursing Skills I	May 7, 2019	August 31, 2021
RNSG 1119	Integrated Nursing Skills I	May 7, 2019	August 31, 2021
RNSG 1129	Integrated Nursing Skills II	May 7, 2019	August 31, 2021
RNSG 1144	Nursing Skills II	May 7, 2019	August 31, 2021
RNSG 1151	Care of the Childbearing Family	May 7, 2019	August 31, 2021
RNSG 1205	Nursing Skills I	May 7, 2019	August 31, 2021
RNSG 1209	Introduction to Nursing	May 7, 2019	August 31, 2021
RNSG 1219	Integrated Nursing Skills	May 7, 2019	August 31, 2021
RNSG 1229	Integrated Nursing Skills II	May 7, 2019	August 31, 2021
RNSG 1244	Nursing Skills II	May 7, 2019	August 31, 2021
RNSG 1247	Concepts of Clinical Decision-Making I	May 7, 2019	August 31, 2021
RNSG 1248	Concepts of Clinical Decision-Making II	May 7, 2019	August 31, 2021
RNSG 1251	Care of the Childbearing Family	May 7, 2019	August 31, 2021
RNSG 1309	Introduction to Nursing	May 7, 2019	August 31, 2021
RNSG 1331	Principles of Clinical Decision-Making	May 7, 2019	August 31, 2021
RNSG 1341	Common Concepts of Adult Health	May 7, 2019	August 31, 2021
RNSG 1343	Complex Concepts of Adult Health	May 7, 2019	August 31, 2021
RNSG 1347	Concepts of Clinical Decision-Making	May 7, 2019	August 31, 2021
RNSG 1412	Nursing Care Childbearing & Rearing Family	May 7, 2019	August 31, 2021
RNSG 1413	Foundations for Nursing Practice	May 7, 2019	August 31, 2021
RNSG 1423	Introduction to Professional Nursing for	May 7, 2019	August 31, 2021

	Integrated Programs		
RNSG 1431	Principles of Clinical Decision-Making	May 7, 2019	August 31, 2021
RNSG 1441	Common Concepts of Adult Health	May 7, 2019	August 31, 2021
RNSG 1443	Complex Concepts of Adult Health	May 7, 2019	August 31, 2021
RNSG 1447	Concepts of Clinical Decision-Making	May 7, 2019	August 31, 2021
RNSG 1512	Nursing Care Childbearing & Rearing Family	May 7, 2019	August 31, 2021
RNSG 1513	Foundations for Nursing Practice	May 7, 2019	August 31, 2021
RNSG 1523	Introduction to Professional Nursing Integrated Programs	May 7, 2019	August 31, 2021
RNSG 2101	Care of Children & Families	May 7, 2019	August 31, 2021
RNSG 2201	Care of Children & Families	May 7, 2019	August 31, 2021
RNSG 2208	Maternal/NB Nursing & Women's Health	May 7, 2019	August 31, 2021
RNSG 2213	Mental Health Nursing	May 7, 2019	August 31, 2021
RNSG 2308	Maternal/Newborn Nursing & Women's Health	May 7, 2019	August 31, 2021
RNSG 2313	Mental Health Nursing	May 7, 2019	August 31, 2021
RNSG 2404	Introduction to Care Client with Common Health Care Needs	May 7, 2019	August 31, 2021
RNSG 2504	Introduction to Care Client with Common Health Care Needs	May 7, 2019	August 31, 2021

Dr. Paul Bernazzani and Mr. Michael Endy, Co-Chairs for the ACGM Advisory Committee, will be available to answer questions.

Committee on Academic Workforce and Success

AGENDA ITEM V-I

Report 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 to increase and promote medical students' interest in primary care medical specialties through the Statewide Preceptorship Program.

Graduate Medical Education (GME), also called residency training, is the final stage of formal education and training that a physician must complete before 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. The Fiscal Year (FY) 2021 appropriation was reduced by 5% as required by state agencies in response to the pandemic.

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 FY 2020-21; however, the funding was reduced in FY 2021 by 5%.

A report with an overview of each program is provided.

Dr. Stacey Silverman, Assistant Commissioner for Academic and Health Affairs, 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 programs were consolidated into the GME Expansion Program.

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

In 2019, the GME Expansion Program received an appropriation of \$157.2 million and the Statewide Preceptorship Program received an appropriation of \$3 million. The appropriation for the Graduate Medical Education Expansion programs was reduced by 5% in FY 2021, in response to the pandemic.

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*

*Reflects appropriation prior to 5% reduction.

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 enrolled 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).

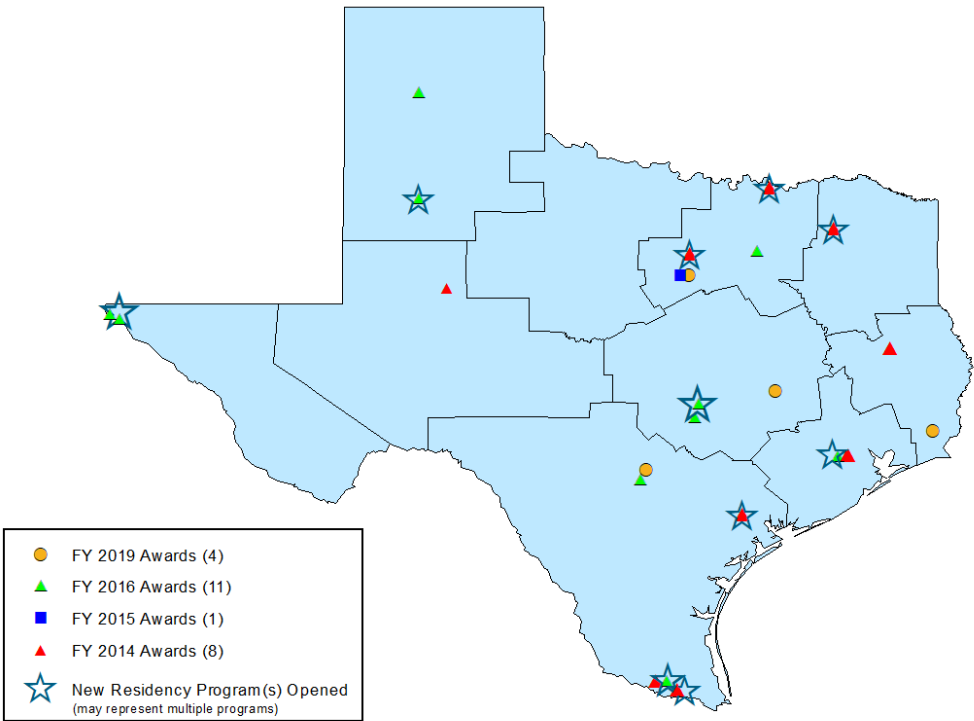
In 2015, the Texas Legislature expanded program eligibility and encouraged partnerships for the program in the 2016-17 biennium. An appropriation of \$3,500,000 allowed for the funding of 11 one-time awards of \$250,000 each to a broader group of entities, including hospitals, medical schools, federally 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 six programs, including one family medicine, two obstetrics and gynecology, one transitional year, one psychiatry, and one emergency medicine, began accepting residents in July 2019.

The appropriation for the 2018-19 biennium allowed for the support 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.

In FY 2020-21, a Request for Applications was released in November 2020. Twelve applications were received with 11 meeting eligibility and moving forward in the review process. All 11 eligible applications were awarded funding for the grant period beginning July 1, 2021.

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% 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	2,002	\$150,150,000*
Total Graduate Medical Education Expansion	206	\$12,790,000	680	\$48,950,000	1285	\$96,375,000	2,002	\$150,150,000*

*Awards are pending verification that GME programs have filled awarded positions for the academic year starting July 2021.

The COVID-19 pandemic proved to be challenging to the medical education community, creating some operational changes within many GME residency programs. As a result, the GME Expansion program received a considerable return of funds from awarded programs with an ending grant period of June 30, 2020. Operational challenges have continued into FY2020-21 with some new programs experiencing delays in getting started or residency positions not being filled.

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 of \$3 million in each of the biennia 2016-17 and 2018-19 to fund awards of \$1 million to each preceptorship program.

As with many GME residency programs, the COVID-19 pandemic has proved to be challenging to the Statewide Preceptorship Program's Family Practice and Pediatrics programs. As a result, the Statewide Preceptorship Program anticipates receipt of a substantial return of funds from awarded programs in the coming year.

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 2020 surpassed FY 2019 with the second-highest student participation in the eight most recently funded years - despite the challenges from COVID-19 pandemic effects. Medical-school student participants in FYs 2008 through 2020 are shown in Table 3.

Table 3. Statewide Preceptorship Programs

Medical School Student Participation			
Fiscal Year	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
FY 2020	126	24	96

Committee on Academic Workforce and Success

AGENDA ITEM V-J

Report on activities of the Autism Grant Program

Recommendation: Approval

Background Information:

In 2015, the 84th Texas Legislature established the Autism Grant Program (AGP). Both the 85th and 86th Texas Legislatures continued support for the program and directed the Texas Higher Education Coordinating Board (THECB) to award grants to existing autism research centers at Texas public, independent, and health-related institutions of higher education through the General Appropriation Act. The appropriation was \$8.1 million for each of the three biennia; however, the Fiscal Year 2021 funding was reduced by 5% to accommodate the required reduction due to the pandemic.

The program provides competitively awarded grants to support Autism Spectrum Disorder (ASD) research and to expand treatments for children with ASD. Projects are funded in three award categories: 1) Parent-directed Treatment Methods; 2) board-certified Behavior Analyst Training for teachers/paraprofessionals; and 3) research, development, and evaluation of Innovative Autism Treatment Models.

The Appropriation Act requires that the THECB gather data on the projects and submit an annual report on the effectiveness of each project, 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 report must be 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, and lieutenant governor.

The Fiscal Year 2021 annual report is provided under separate cover.

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

Committee on Academic Workforce and Success

AGENDA ITEM V-K

Report 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 committee 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, Associate Vice Provost for eLearning at Texas Tech University, serves as chair of the Committee, and Patrick Pluscht, Executive Director of the Division of Digital Strategy and Innovation, Digital Growth at University of North Texas, serves as co-chair.

The committee held seven meetings, including six video conference meetings, in Fiscal Years 2020 and 2021 and considered the following distance education doctoral proposals for recommendation of approval:

- Texas Woman's University's proposal to offer its existing Doctor of Philosophy (PHD) degree in Health Studies through online delivery
- The University of Texas at Tyler's proposal to offer a new Doctor of Education (EDD) degree in School Improvement through online delivery
- Texas A&M University's proposal to its existing Doctor of Engineering (DENG) degree in Engineering through online delivery
- Midwestern State University's proposal to offer a new Doctor of Education (EDD) degree in Educational Leadership through online delivery
- Texas State University's proposal to offer its existing Doctor of Philosophy (PHD) degree in Geographic Education through online delivery
- Texas A&M University's proposal to offer its existing Doctor of Philosophy (PHD) degree in Biomedical Sciences through online and off-campus delivery
- Stephen F. Austin State University's proposal to offer its existing Doctor of Education (EDD) degree in Educational Leadership through online delivery

- University of North Texas' proposal to offer its existing Doctor of Philosophy (PHD) degree in Information Science through off-campus delivery
- The University of Texas Rio Grande Valley's proposal to offer a new Doctor of Nursing Practice (DNP) degree in Nursing Practice through online delivery
- Prairie View A&M University's proposal to offer a new Doctor of Business Administration (DBA) in Business Administration through off-campus delivery
- Texas A&M International University's proposal to offer a new Doctor of Philosophy (PHD) degree in Criminal Justice through online delivery
- Texas Woman's University's proposal to offer its existing Doctor of Philosophy (PHD) degree in Rhetoric through online delivery

LTAC examined a variety of topics in the above reported meetings pertaining to distance education and learning technology, including the current THECB definitions of online distance education, inclusive access, open educational resources, hyflex practices, and institutional responses to the COVID-19 pandemic. The committee also conducted the third administration of its Distance Education and Learning Technologies Survey to institutions of higher education in the state and is currently engaged in data analysis. THECB staffing for LTAC was transferred to the Division of Digital Learning in November 2020, when that division was launched.

Dr. Justin Louder, Chair of LTAC, 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 2020 (September 1, 2019-August 31, 2020) & Fiscal Year 2021 (September 1, 2021-July 21, 2021)

Chair: Justin Louder, EdD

Co-Chair: Patrick Pluscht

List of committee members is attached.

Committee Meeting Dates:

November 1, 2019; May 22, 2020 (web conference); June 26, 2020 (web conference); September 18, 2020 (web conference); December 4, 2020 (web conference); March 26, 2021 (web conference); June 4, 2021 (web conference)

Annual Costs Expended

Travel: \$4,480 (estimated committee member travel cost for one meeting)

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

Time Commitments:

Committee members spend approximately four to six days during each fiscal year traveling and attending meetings. Coordinating Board staff spend approximately five to seven days preparing materials and reports; coordinating meeting arrangements; and attending meetings.

Meetings were held via web conference beginning in May 2020 due to the COVID-19 pandemic.

Current Recommendations to the Board:

There are no recommendations at this time.

Summary of Tasks Completed:

The committee held seven meetings, including six video conference meetings, in Fiscal Years 2020 and 2021 and considered the following distance education doctoral proposals for recommendation of approval:

- Texas Woman's University's proposal to offer its existing Doctor of Philosophy (PhD) degree in Health Studies through online delivery
- The University of Texas at Tyler's proposal to offer a new Doctor of Education (EdD) degree in School Improvement through online delivery
- Texas A&M University's proposal to its existing Doctor of Engineering (DENG) degree in Engineering through online delivery
- Midwestern State University's proposal to offer a new Doctor of Education (EDD) degree in Educational Leadership through online delivery
- Texas State University's proposal to offer its existing Doctor of Philosophy (PHD) degree in Geographic Education through online delivery
- Texas A&M University's proposal to offer its existing Doctor of Philosophy (PHD) degree in Biomedical Sciences through online and off-campus delivery
- Stephen F. Austin State University's proposal to offer its existing Doctor of Education (EDD) degree in Educational Leadership through online delivery
- University of North Texas' proposal to offer its existing Doctor of Philosophy (PHD) degree in Information Science through off-campus delivery

- The University of Texas Rio Grande Valley's proposal to offer a new Doctor of Nursing Practice (DNP) degree in Nursing Practice through online delivery
- Prairie View A&M University's proposal to offer a new Doctor of Business Administration (DBA) in Business Administration through off-campus delivery
- Texas A&M International University's proposal to offer a new Doctor of Philosophy (PHD) degree in Criminal Justice through online delivery
- Texas Woman's University's proposal to offer its existing Doctor of Philosophy (PHD) degree in Rhetoric through online delivery

LTAC examined a variety of topics in the above reported meetings pertaining to distance education and learning technology, including the current THECB definitions of online distance education, inclusive access, open educational resources, hyflex practices, and institutional responses to the COVID-19 pandemic. The committee also conducted the third administration of its Distance Education and Learning Technologies Survey to institutions of higher education in the state and is currently engaged in data analysis. THECB staffing for LTAC was transferred to the Division of Digital Learning in November 2020, when that division was launched.

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.

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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

TEXAS HIGHER EDUCATION COORDINATING BOARD
Division of Academic Quality and Workforce
1200 E. Anderson Lane, Austin, Texas

Learning Technology Advisory Committee

December 4, 2020

10:00 AM – 2:30 PM

This meeting was held via video conference.

Members present: Justin Louder- Chair, Patrick Pluscht- Co-chair, Ruth Chisum, Ken Craver, Vicki Freeman, Rolando Garza, Mary Gentry, Michelle Giles, Daniel Gonzalez, Robert Greene, Joyce Langenegger, Carlos Morales, Pamela Morgan, Lynda Murphy, Elizabeth Rodriguez, Tim Snyder, Charlene Stubblefield, Yun Wan, Erin Warham, Julie Dellelo, Mark Garcia, Rita Fennelly-Atkinson

Members absent: Jacqueline Mok, Glynnis Gains

Staff present: Andrew Lofters, Jessica Acton, Christina Kelley, Michelle Singh, Kyla Torre, Stacey Silverman

Guests: Elizabeth Vogt (University of North Texas), Kinshuk (University of North Texas), Jiangping Chen (University of North Texas), Daniella Smith (University of North Texas), Sharon Radzynski (The University of Texas at Rio Grande Valley), Eloisa Tamez (The University of Texas at Rio Grande Valley), Lilia Fuentes (The University of Texas at Rio Grande Valley), Dahlia Rojas (The University of Texas at Rio Grande Valley), Francisco Garcia (The University of Texas at Rio Grande Valley), Robert Allen (The University of Texas at Rio Grande Valley), Munir Quddus (Prairie View A&M University), Brian Lee (Prairie View A&M University), Rahim Quazi (Prairie View A&M University)

Summary Notes

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

Dr. Louder called the meeting to order at 10:02 am.

2. Introduction of the Assistant Commissioner for Digital Learning – Michelle Singh, PhD

Dr. Michelle Singh addressed the LTAC and announced that she and Dr. Kyla Torre would be taking over THECB staff responsibilities for the LTAC.

3. Consideration of summary notes from the September 18, 2020 meeting – Dr. Louder

A motion was made to accept the summary notes from the September 18, 2020 meeting by Dr. Charlene Stubblefield and was seconded by Dr. Vicki Freeman. The motion was approved unanimously and the minutes for the September 18 meeting were accepted as submitted.

4. Discussion of the distance education delivery of University of North Texas' existing Doctor of Philosophy (PHD) degree with a program in Information Science, based on the LTAC's assessment of the application's compliance with THECB distance education rules and policy – Doctoral Proposal Subcommittee Members/Institutional Representatives – Dr. Louder

Dr. Pamela Morgan provided a brief description of the request from University of North Texas (North Texas) to offer the PhD in Information Science via a hybrid/blended online delivery. Dr. Morgan invited North Texas program representatives to comment on the proposal.

Dr. Kinshuk introduced Ms. Elizabeth Vogt, Dr. Jiangping Chen and Dr. Daniella Smith. Ms. Vogt provided an overview of the proposal.

Dr. Morgan invited the Doctoral Proposal Subcommittee to ask any additional questions. There were none. She then opened the discussion to members of the full LTAC.

Dr. Louder asked for clarification on when students would take the research methods course. Ms. Vogt clarified that the course is a leveling course that would be taken after admission to the program. Dr. Louder asked if students could take additional courses while enrolled in the research methods course. Ms. Vogt further clarified that students could take additional courses but could not take advanced research courses while enrolled in the research methods course.

Dr. Louder asked if all courses in the program are accessible or will be made accessible. Ms. Vogt confirmed that existing courses are accessible and that those courses in development will be made accessible. She stated the institution would not offer a course unless it is accessible.

Dr. Louder invited Mr. Patrick Pluscht to speak. Mr. Pluscht stated the College of Information has a long history of offering quality distance education programs and offered his support of the college's ability to support distance doctoral students.

Dr. Carlos Morales asked North Texas to talk more about the College of Information's goal to make the program available via distance education and whether the local market could sustain interest. Ms. Vogt stated there has been strong student interest in the Frisco area.

5. Consideration of recommendation for approval of the distance education delivery of University of North Texas' existing Doctor of Philosophy (PHD) degree with a program in Information Science, based on the LTAC's assessment of the application's compliance with THECB distance education rules and policy – Dr. Louder

A motion for approval was made by Dr. Pamela Morgan as a recommendation from the Doctoral Proposal Subcommittee. The motion was seconded by Dr. Joyce Langenegger. Mr. Patrick Pluscht recused himself from voting. The motion passed unanimously.

6. Discussion of the distance education delivery of The University of Texas Rio Grande Valley's proposed Doctor of Nursing Practice (DNP) degree with a program in Nursing Practice, based on the LTAC's assessment of the application's compliance with THECB distance education rules and policy – Doctoral Proposal Subcommittee Members/Institutional Representatives – Dr. Louder

Dr. Pamela Morgan provided a brief description of the request from The University of Texas Rio Grande Valley (UT-RGV) to offer the proposed Doctor of Nursing Practice (DNP) through online instruction. Dr. Morgan invited UT-RGV program representatives to comment on the proposal.

Dr. Sharon Radzynski introduced the other UT-RGV representatives and provided an overview of the post-master's DNP program.

Dr. Morgan invited the Doctoral Proposal Subcommittee to ask any additional questions. There were none. She then opened the discussion to members of the full LTAC.

Dr. Louder asked Dr. Andrew Lofters to explain the mark-ups made to the proposal document. Dr. Lofters explained that the original proposal contained a request for both a Bachelor of Science in Nursing (BSN) to DNP pathway and a post-master's DNP pathway. The Doctoral Proposal Subcommittee was tasked with reviewing the post-master's DNP pathway only. During review of the proposal, Dr. Jaqueline Mok marked out the references to the BSN-DNP pathway. Dr. Morgan clarified that the old doctoral proposal form was used, which caused some confusion with the Doctoral Proposal Subcommittee's review.

Ms. Rita Fennelly-Atkinson asked if the DNP would be the first online program offered by UT-RGV. Mr. Francisco Garcia clarified that this is the first online doctoral program for the campus.

Mr. Rolando Garza commented on the training and thanked UT-RGV for offering the nursing program online.

Dr. Louder inquired about cross border enrollments. Dr. Radzynski explained that to meet national accreditation and Texas Board of Nursing requirements, students must have a nursing license from the United States.

Mr. Daniel Gonzalez stated that he is from the Rio Grande Valley and commented on the positive impacts UT-RGV's growth has on the region.

7. Consideration of recommendation for approval of the distance education delivery of The University of Texas Rio Grande Valley's proposed Doctor of Nursing Practice (DNP) degree with a program in Nursing Practice, based on the LTAC's assessment of the application's compliance with THECB distance education rules and policy – Dr. Louder

A motion for approval was made by Dr. Pamela Morgan as a recommendation from the Doctoral Proposal Subcommittee. The motion was seconded by Mr. Daniel Gonzalez. The motion passed unanimously.

8. Discussion of the distance education delivery of Prairie View A&M University's proposed Doctor of Business Administration (DBA) degree with a program in Business Administration, based on the LTAC's assessment of the application's compliance with THECB distance

education rules and policy – Doctoral Proposal Subcommittee Members/Institutional Representatives – Dr. Louder

Dr. Pamela Morgan provided a brief description of the request from Prairie View A&M University (Prairie View) to offer a Doctor of Business Administration (DBA) degree with a program in Business Administration via off campus face-to-face delivery at the Northwest Houston Center. Dr. Morgan invited Prairie View program representatives to comment on the proposal.

Dr. Munir Quddus provided a brief presentation on the university and proposed program.

Dr. Morgan invited the Doctoral Proposal Subcommittee to ask any additional questions. There were none. She then opened the discussion to members of the full LTAC.

Dr. Louder asked if the library would be accessible to students during the intensive on-campus weekend meetings. Dr. Quddus stated the library hours will be expanded to accommodate students. Mr. Daniel Gonzales asked if the library staff would only be available during normal hours or if staff would be available during the expanded weekend hours. Dr. Rahim Quazi confirmed the library staff and computer labs would be available during the expanded hours.

Dr. Louder asked if the Northwest Houston Center is a branch campus. Dr. Lofters explained that the center is recognized as an off-campus site.

Dr. Louder invited Dr. Charlene Stubblefield to say a few words about the program. Dr. Stubblefield spoke briefly about the resources available to students and faculty at the Northwest Houston Center.

Dr. Louder asked if the only other DBA program in Texas is in Dallas. Dr. Quddus confirmed, stating the only other DBA program in Texas is offered at University of Dallas and that Prairie View would be the first public institution in Texas to offer the program.

9. Consideration of recommendation for approval of the distance education delivery of Prairie View A&M University's proposed Doctor of Business Administration (DBA) degree with a program in Business Administration, based on the LTAC's assessment of the application's compliance with THECB distance education rules and policy – Dr. Louder

A motion for approval was made by Dr. Pamela Morgan as a recommendation from the Doctoral Proposal Subcommittee. The motion was seconded by Mr. Mark Garcia. Dr. Stubblefield recused herself from voting. The motion passed unanimously.

The LTAC went on a break until 11:22 am.

10. THECB Updates - Dr. Andrew Lofters, Jessica Acton, Dr. Kyla Torre

- a. State Authorization Reciprocity Agreements (SARA)

Ms. Acton provided a brief overview of recently approved modifications to the SARA Policy Manual. The changes were minimal and included adding an additional reason a SARA institution could be placed on provisional status and clarified how institutions and other stakeholders could provide feedback on SARA policy. Ms. Acton also highlighted upcoming reports from NC-SARA including the

2020 Data Report and the Cost Savings Report. She also mentioned the upcoming NC-SARA Student Catalogue, which is a searchable, online database of distance education program offerings.

b. Open Educational Resources

Dr. Kylah Torre provided an overview of the new Division of Digital Learning, stating the division would oversee the OERTX Repository, OER grants, and the Digital Learning Clearinghouse. She provided an update on the OER grant program and repository. She also discussed the Governor's Emergency Education Relief (GEER) initiatives.

Dr. Michelle Singh stated one focus of the Division of Digital Learning would be empowering support networks on campuses and having resources available to institutions.

Dr. Louder asked if there has been any conversation about offering OER grant funding for upper level coursework. Dr. Torre stated it has been discussed and would depend on what happens with the legislature. Dr. Louder encouraged the new division to consider the option. Dr. Vicki Freeman agreed, stating there are opportunities and interest for OER courses at the health science centers. Dr. Singh stated similar feedback has been received through webinars.

Mr. Patrick Pluscht asked about the ability to use social media for promoting OER. Dr. Torre stated the Division of Digital Learning will use digital methods.

11. THECB Definitions and Standards Regarding Distance Education – Dr. Singh

Dr. Michelle Singh provided an overview of the LTAC's previous work on distance education definitions. She explained that the task force will reactivate in spring 2021.

Dr. Louder asked if the task force will be a standing committee. Dr. Singh clarified that it would stay a task force for the LTAC.

12. Discussion on COVID Responses from Campuses – LTAC Members

Members of the LTAC discussed institutional practices and strategies for transitioning to distance learning. Dr. Louder offered four questions to help guide the discussion, asking the LTAC to address faculty training, quality review measures, student experiences, and changes that may be sustained in the future.

13. Workgroup Sessions and Lunch

The LTAC went on a break for lunch and breakout sessions until 2 pm. Workgroups meeting included the Survey Workgroup and the Inclusive Access Workgroup.

14. Workgroup Session Reports

The LTAC returned from lunch at 1:28 pm.

Inclusive Access Workgroup: Mr. Daniel Gonzalez reported that group had previously met outside of LTAC and have reviewed several resources. The workgroup would like to capture additional data from more institutions through further discussions with the full LTAC. The group also noted there needs to be a distinction between OER and inclusive access.

Survey Workgroup: Mr. Patrick Pluscht reported that the workgroup refined the questions and functionality of the survey. He stated the group will work to get the survey out as soon as possible and will address THECB's Data Collection Committee concerns via email. Dr. Andrew Lofters confirmed that the survey would not need another review by the Data Collection Committee.

15. Discussion of Future Agenda Items and Meeting Dates – Dr. Louder

Future Agenda Items:

- Doctoral program considerations
- THECB updates (SARA, OER, community college baccalaureate programs)
- Workgroup breakouts, reports
- Standards and definitions
- Update from Kyla on data

Next Meeting:

February (check 12th, 19th, or 26th)

16. Adjournment

The meeting adjourned at 2:23 pm.

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

TEXAS HIGHER EDUCATION COORDINATING BOARD
Division of Academic Quality and Workforce
1200 E. Anderson Lane, Austin, Texas

Learning Technology Advisory Committee

June 26, 2020

10:00 AM – 2:00 PM

This meeting was held via video conference.

Members present: Justin Louder- Chair, Patrick Pluscht- Co-chair, Ruth Chisum, Vicki Freeman, Rolando Garcia, Mary Gentry, Michelle Giles, Daniel Gonzalez, Robert Greene, Joyce Langenegger, Jacqueline Mok, Carlos Morales, Pamela Morgan, Lynda Murphy, Elizabeth Rodriguez, Tim Snyder, Charlene Stubblefield, Yun Wan, Erin Warham

Members absent: Jose Aguilar, Ken Craver, Julie Delello, Glynnis Gains, Mark Garcia, Tim Snyder

Staff present: Andrew Lofters, Jessica Acton, Christina Kelley, Kyla Torre, James Goeman, Stacey Silverman

Guests: Matthew Capps (Midwestern State University), Kathryn Zuckweiler (Midwestern State University)

Summary Notes

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

Dr. Louder called the meeting to order at 10:04 am.

2. Consideration of summary notes from the May 22, 2020 meeting – Dr. Louder

A motion was made to accept the summary notes from the May 22, 2020 meeting by Dr. Pamela Morgan and was seconded by Dr. Vicki Freeman. The motion was approved unanimously and the minutes for the May 22 meeting were accepted as submitted.

3. Discussion of Midwestern State University's adherence to THECB distance education policy in the proposed delivery of a new Doctor of Education (EDD) degree with a program in Educational Leadership – Doctoral Proposal Subcommittee Members/Institutional Representatives – Dr. Louder

Dr. Jacqueline Mok provided a brief description of the request from Midwestern State University (MSU) to offer the proposed EdD in Educational Leadership online. Dr. Mok then invited MSU program representatives to comment on the proposal.

Dr. Matthew Capps provided an overview of the proposed program. He explained that the proposed EdD began as a joint program with the University of North Texas and outlined MSU's rationale for requesting a stand-alone program.

Dr. Louder then opened the discussion to full LTAC.

Mr. Patrick Pluscht noted an error regarding CIP codes on page 17 in MSU's proposal. Dr. Capps acknowledged the error and offered to correct the proposal. Dr. Kylah Torre suggested amending the table.

Dr. Louder inquired about increased support services for doctoral students. Dr. Capps explained that faculty workload for master's courses will shift to doctoral courses and that new faculty members would be hired. He noted funding is available for the new hire.

Dr. Louder asked MSU to explain the superintendent course listed in the proposal. Dr. Capps explained that the superintendent course is an optional addition to the EdD program.

Dr. Louder asked if MSU joining the Texas Tech University System would change the proposed EdD program. Dr. Capps and Dr. Zuckweiler confirmed that Texas Tech University has no issue with MSU pursuing the EdD degree program.

Dr. Morgan offered her support of the program.

Dr. Mok then recommended approval on behalf of the subcommittee with the amendment to update the CIP information on page 17 of MSU's proposal.

4. Consideration of recommendation regarding Midwestern State University's adherence to THECB distance education policy, subject to THECB review and analysis, in the proposed delivery of a new Doctor of Education (EDD) degree with a program in Educational Leadership – Dr. Louder

There were no comments or questions from the LTAC.

Dr. Morgan recused herself from the vote. The motion passed unanimously.

5. THECB Updates - Dr. Andrew Lofters

1. COVID-19 Distance Education Accommodations

Dr. Lofters shared the THECB webpage and showed the LTAC where to find COVID-19 updates. He explained that institutions did not have to notify the THECB when moving existing programs online for the spring and summer semesters and that THECB leadership is discussing how to accommodate institutions for the fall semester.

Dr. Louder asked if the THECB has discussed funding international students during the pandemic. There was some discussion among Dr. Lofters and the LTAC regarding funding of international students and the impacts of COVID-19. There was also some discussion about formula funding of non-resident domestic students who were forced to return to their home states due to the pandemic. Dr. Lofters offered to check with the THECB leadership and follow-up with the LTAC.

Dr. Mok inquired about the timeline for the THECB decision regarding notification to offer existing programs online for the upcoming fall semester. Dr. James Goeman suggested the issue will likely be forwarded to the governor's office.

2. State Authorization Reciprocity Agreements (SARA)

Ms. Jessica Acton provided the LTAC with updates regarding recent SARA policy changes.

3. Open Educational Resources (OER) Grant Program

Dr. Torre provided an update on the OER grant program and repository.

Ms. Charlene Stubblefield asked if there would be a limit on the number of faculty receiving OER grant awards at a university. Dr. Torre explained that multiple faculty members at one university could receive a grant award but noted the same faculty member cannot receive multiple grant awards.

Dr. Torre provided an update on TXLOR, noting she is continuing her efforts to track it down.

Dr. Carlos Morales asked if the OER grant program is focused on specific courses. Dr. Torre stated high transfer core curriculum courses receive priority. Dr. Morales then inquired about the level of participation or response from faculty. Dr. Torre indicated there was a high level of faculty interest in the OER grant.

Mr. Pluscht asked about strategies to encourage people to use and maintain the OER resources. Dr. Torre explained that the THECB is starting to have conversations with the hope to build a community to keep things up-to-date and useful.

4. Community College Baccalaureate Degrees

Dr. Lofters described current proposals and approved programs. Dr. Louder asked if the BSN from Weatherford College is a post licensure program. Dr. Stacey Silverman clarified that the program is a RN-BSN completion degree, meaning the program is for licensed nurses. Dr. Louder suggested noting the program is a RN-BSN to avoid confusion. Dr. Lofters agreed to share the suggestion with Dr. Sheri Ranis.

6. Discussion of LTAC support of the Commissioner's Priorities

Dr. Louder and Mr. Pluscht described their conversation with Commissioner Keller regarding the LTAC. It was agreed that future meetings of the LTAC would address Commissioner Keller's charge.

7. Discussion on HyFlex Practices – LTAC Members

Members of the LTAC shared institutional practices and strategies for HyFlex, helping faculty and students adapt to remote teaching and learning, and other challenges resulting from the pandemic.

8. Workgroup Sessions and Lunch

The LTAC recessed until 1:34 pm.

9. Workgroup Session Reports

The workgroups reported back to the LTAC.

Mr. Pluscht provided an update on the survey workgroup. He noted the survey would likely launch in August and that some questions would change to address current circumstances surrounding COVID-19.

Mr. Daniel Gonzalez was nominated to chair the inclusive access workgroup and Dr. Rolando Garza was nominated as co-chair. The workgroup reported being in the exploratory phase.

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

Future Agenda Items:

- doctoral programs
- THECB updates
- Workgroup breakouts, reports
- COVID responses from campuses
- Commissioner Keller (update on initiatives)

Next Meetings:

Early September (regular LTAC meeting)

11. Adjournment

The meeting adjourned at 1:57 pm.

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

TEXAS HIGHER EDUCATION COORDINATING BOARD
Division of Academic Quality and Workforce
1200 E. Anderson Lane, Austin, Texas

Learning Technology Advisory Committee

May 22, 2020

10:00 AM – 12:00 PM

This meeting was held via a video conference.

Members present: Justin Louder- Chair, Patrick Pluscht- Co-chair, Ruth Chisum, Vicki Freeman, Mark Garcia, Rolando Garcia, Mary Gentry, Michelle Giles, Robert Greene, Joyce Langenegger, Jacqueline Mok, Carlos Morales, Pamela Morgan, Linda Murphy, Elizabeth Rodriguez, Tim Snyder, Charlene Stubblefield, Yun Wan, Erin Warham

Members absent: Ken Craver, Julie Delello, Glynnis Gains, Daniel Gonzalez, Jose Aguilar

Staff present: Andrew Lofters, Jessica Acton, Stacey Silverman, Christina Kelley

Guests: Commissioner Keller, Charles Wolf (TAMU), Kelly Brumbelow (TAMU), Randy McDonald (TAMU)

Summary Notes

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

Dr. Louder called the meeting to order at 10:03am

2. Consideration of summary notes from the November 1, 2019 meeting – Dr. Louder

A motion was made to accept the summary notes from the November 1, 2019 meeting by Dr. Jacqueline Mok and was seconded by Dr. Yun Wan. The motion was approved unanimously and the minutes for the May 22 meeting were accepted as submitted.

3. Discussion of Texas A&M University's adherence to THECB distance education policy in the proposed delivery of its existing Doctor of Engineering (DENGRI) degree with a program in Engineering – Doctoral Proposal Subcommittee Members/Institutional Representatives – Dr. Louder

Dr. Mok provided a brief description of the request from Texas A&M University (TAMU) to offer the Doctor of Engineering in Engineering (DENGRI) program online. Dr. Mok then invited TAMU program representatives to comment on the proposal.

Dr. Charles Wolf described the rationale for offering the existing DENGRI program online, indicating strong student interest in an online version of the program.

Dr. Vicki Freeman asked if internships would be required for online DENGGR students. Dr. Wolf explained that internships would be required and that online students would complete internship projects at their workplaces.

Dr. Freeman also inquired about the small cohorts described in the proposal. Dr. Wolf described strong student interest in the online DENGGR but listed a lower student enrollment in the proposal. Higher enrollments are expected for the online version of the DENGGR than provided in the proposal.

Dr. Wan asked if current DENGGR students take online courses. Dr. Wolf explained that some courses are offered online, but since the program is not approved for online delivery, the number of online courses available to students is limited.

Dr. Louder asked TAMU to explain the difference between a DENGGR and a PhD in Engineering. Dr. Wolf described the differences between the two programs, indicating the DENGGR focuses on industry applications while the PhD focuses on academic research. Dr. Louder asked if DENGGR graduates could work in academia. Dr. Wolf affirmed the possibility but stressed that the focus of the DENGGR is not on academic research.

Dr. Louder inquired about TAMU's focus on recruiting students from along the I-35 corridor, inducting that this recruitment strategy would leave out a large portion of the state. Dr. Wolf stated the program would be offered to anyone in Texas but noted the majority of engineers are located along the I-35 corridor. Dr. McDonald echoed Dr. Wolf's statements.

4. Consideration of recommendation regarding Texas A&M University's adherence to THECB distance education policy, subject to THECB review and analysis, in the proposed delivery of its existing Doctor of Engineering (DENGGR) degree with a program in Engineering – Dr. Louder

Dr. Louder clarified that the proposal was coming to the full LTAC with a recommendation from the subcommittee to approve the distance delivery of the existing DENGGR program. A motion was made by Dr. Jacqueline Mok to recommend approval of the TAMU DENGGR proposal on behalf of the doctoral proposal subcommittee. The motion passes unanimously.

5. Discussion with Commissioner Keller on Learning Technology and Distance Education in Texas – Commissioner Harrison Keller and Dr. Louder

Commissioner Keller expressed his appreciation for the work Texas institutions have done to move courses online during the COVID-19 pandemic. He highlighted some challenges institutions are facing, including declining enrollments and uncertainty with reopening campuses. He requested advice from the LTAC on addressing these and other critical issues impacting higher education as well as ways the THECB can support Texas institutions.

Dr. Freeman inquired about state level support for shared digital libraries and technologies. Commissioner Keller provided a brief update on the OER repository and stated the agency is interested in working with campuses to leverage better pricing for licenses and agreements with publishers.

Dr. Louder asked if institutions would need to seek approval from the THECB for programs that were moved online in the summer and will continue to be offered online for the fall semester. Dr. Stacey Silverman noted that the language in the THECB's Coronavirus Update for Higher Education FAQs

may need to be updated. Dr. Louder also inquired about international students impacted by the pandemic. Commissioner Keller assured the LTAC that issues impacting international students are recognized at the state and federal levels. Dr. Mok inquired about the THECB's involvement at the federal level to address issues impacting international students. Commissioner Keller stated the agency does not have a federal liaison person but is working with the Governor's office.

There was some additional discussion regarding the LTAC's role. Commissioner Keller asked the LTAC to compile a list of recommendations.

Dr. Ruth Chisum asked if online learning centers would be exempt from institutional budget cuts and inquired about employees of online learning centers working remotely on a permanent basis. Commissioner Keller stated campuses have discretion on budget plans and encouraged institutions to be strategic about budget cuts.

Dr. Carlos Morales inquired about creating an inventory of continuity plans for academics. Commissioner Keller offered to discuss the option with his leadership team.

6. Institutional Responses to COVID-19 – LTAC Members

Members of the LTAC discussed various challenges encountered with transitioning to online learning and shared best practices for addressing the issues. The challenges discussed included virtual labs, strategies for faculty training, and video sharing and storage platforms. Various members of the LTAC shared links via the Zoom chat feature.

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

Future Agenda Items:

THECB Updates (OER)

Discussion on HyFlex practices

Discussion on Commissioner Keller's request for recommendations/guidance/ideas from the LTAC

Possible Workgroup Sessions

Next Meetings:

June/July (to review/discuss new online doctoral program)

September (regular LTAC meeting)

8. Adjournment motion by Ms. Charlene Stubblefield.

The meeting adjourned at 11:51 am.

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

November 1, 2019
10:00 a.m. – 2:30 p.m.

Members present: Justin Louder- Chair, Patrick Pluscht- Co-chair, Ken Craver, Julie Delello (via phone), Vicki Freeman (via phone), Mark Garcia, Rolando Garcia (via phone), Mary Gentry, Michelle Giles, Daniel Gonzalez, Robert Greene, Joyce Langenegger, Jacqueline Mok, Carlos Morales, Pamela Morgan (via phone), Lynda Murphy, Timothy Snyder, Yun Wan, Erin Warham

Members absent: Elizabeth Rodriguez, Glynnis Gains, Ruth Chisum, Charlene Stubblefield, Jose Aguilar

Staff present: Andrew Lofters, Jessica Acton, James Goeman

Summary Notes

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

Dr. Louder called the meeting to order at 10:05 am.

2. Consideration of summary notes from the August 9, 2019 meeting – Dr. Louder

A motion was made to accept the summary notes from the August 9, 2019 meeting by Dr. Jacqueline Mok and was seconded by Mr. Mark Garcia. The motion was approved unanimously, and the minutes for the August 9 meeting were accepted as submitted.

3. Discussion of Texas Woman's University's adherence to the THECB's distance education policy in the delivery of its existing Doctor of Philosophy (PhD) degree with a major in Health Studies – Doctoral Proposal Subcommittee Members/Institutional Representatives

Dr. Mok provided a brief description of the request from Texas Woman's University to offer the existing PhD in Health Studies via a hybrid distance education model. Representatives from Texas Woman's University were on the phone bridge and presented additional information to support the proposed change in delivery modality. Dr. Mok complemented Texas Woman's University for providing a clear outline that indicated how each course would be delivered.

Dr. Louder asked Texas Woman's University to describe the difference between Google Classroom and Canvas and describe how the institution is using each resource. The institution explained that Canvas is the LMS that also provides a virtual collaborative space for students while Google Classroom is used by some professors and instructors to exchange documents.

Dr. Lynda Murphy recused herself from the vote.

4. Consideration of recommendation regarding Texas Woman's University'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 with a major in Health Studies – Dr. Louder

Dr. Louder clarified that the proposal was coming to the full LTAC with a recommendation from the subcommittee to approve the distance delivery of the existing PhD program. Dr. Mok noted that Dr. Murphy recused herself from the subcommittee conversation. The motion was seconded by Dr. Vicki Freeman. The motion passed unanimously.

5. Discussion of The University of Texas at Tyler's adherence to the THECB's distance education policy in the online delivery of the proposed Doctor of Education (EdD) degree with a major in School Improvement – Doctoral Proposal Subcommittee Members/Institutional Representatives

Dr. Mok provided a brief description of the request from The University of Texas at Tyler to offer an EdD in School Improvement online. Dr. Wesley Hickey was present and provided a brief overview of the proposed program. Dr. Mok asked Dr. Hickey to confirm if the program, while delivered online, would also require some face-to-face components. Dr. Hickey confirmed that students would come to campus for summer seminars. There were no questions or comments from the subcommittee or LTAC. Dr. Mok made a motion on behalf of the subcommittee to approve the proposal.

6. Consideration of recommendation regarding The University of Texas at Tyler's adherence to the THECB's distance education policy, subject to the THECB review and analysis, in the online delivery of the proposed EdD degree with a major in School Improvement – Dr. Louder

The motion to approve was seconded by Dr. Freeman. The motion passed unanimously.

7. THECB Updates – Dr. Andrew Lofters

- a. Open Educational Resources Grant Program: Dr. Andrew Lofters provided an overview and updates regarding the OER grant program. During the overview, Dr. Mok asked if the \$212,049 in funding was for each year of the biennium or the entire biennium. Dr. Lofters clarified the funds were for the entire biennium. She also asked if the grant criteria or review process are expected to change. Dr. Lofters stated the criteria were not slated to change.

Dr. Lofters provided information on the OER repository. Dr. Louder inquired about responsibility for managing the repository. Dr. James Goeman responded that the responsibility for management of the repository has not yet been determined and will depend on numerous factors. Dr. Carlos Morales inquired about the number of expected resources in the OER repository. Dr. Goeman responded that the number of available resources is dependent upon faculty and institutions as well as grant funding. Dr. Morales asked about strategies for marketing the OER repository. Dr. Goeman responded that THECB would use the agency website and a memorandum to announce the repository. Any marketing would be dependent upon grant funds.

- b. Distance Education Component of Graduate Program Review: Dr. Lofters provided information regarding graduate program reviews and described the rationale for incorporating an assessment of online components. Dr. Goeman gave some additional information regarding the new criteria for the review of graduate programs. Dr. Mok

asked if the graduate program reviews include the review of both master's and doctoral programs. Dr. Goeman affirmed.

Dr. Louder requested a discussion of the distance education rules and how it will impact SARA institutions at the next LTAC meeting. There was also some discussion regarding the newly adopted PGP document. Dr. Lofters will provide an update at the next LTAC meeting. Dr. Louder asked the minutes to reflect LTAC's thanks to Dr. Michelle Singh on her work with updating the PGP document.

8. Discussion of hybrid/blended degree programs – Dr. Louder/Dr. Andrew Lofters

Dr. Lofters provided data on the number of online and hybrid bachelor's programs offered in Texas. The committee engaged in discussion regarding institutional policies and processes for classifying undergraduate programs as online and/or hybrid.

9. Workgroup breakout sessions – Dr. Louder

The THECB was closed due to the city shutting off water to the building. As a result, the LTAC was unable to breakout into workgroups. Each workgroup chair provided the new LTAC members with a brief overview of the roles and responsibilities of their respective workgroup. The new members were asked to serve on at least one workgroup and to notify Dr. Lofters of their selection.

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

Future Agenda Items:
THECB Updates (OER, SARA/Distance Education Rules)
Workgroup Sessions
Database Demonstration
PGP Distribution Update

Next Meetings:
February 7, 2020 (tentative)

11. Adjournment

The meeting adjourned at 11:35 am.

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

TEXAS HIGHER EDUCATION COORDINATING BOARD
Division of Academic Quality and Workforce
1200 E. Anderson Lane, Austin, Texas

Learning Technology Advisory Committee

September 18, 2020

10:00 AM – 2:00 PM

This meeting was held via video conference.

Members present: Justin Louder- Chair, Patrick Pluscht- Co-chair, Ruth Chisum, Vicki Freeman, Rolando Garza, Mary Gentry, Michelle Giles, Daniel Gonzalez, Robert Greene, Joyce Langenegger, Jacqueline Mok, Carlos Morales, Pamela Morgan (Phone), Lynda Murphy, Elizabeth Rodriguez, Tim Snyder, Charlene Stubblefield, Yun Wan, Erin Warham, Julie Dellelo, Mark Garcia, Rita Fennelly-Atkinson

Members absent: Ken Craver, Glynnis Gains

Staff present: Andrew Lofters, Christina Kelley, Kylah Torre, Sheri Ranis, Ray Martinez, Stacey Silverman,

Guests: Richard Boehm (Texas State University), Benjamin Zhan (Texas State University), Dana Willett (Texas State University), Micky Autrey (Texas State University), Joann Zadrozny (Texas State University), Robert Burghardt (Texas A&M University), David Kessler (Texas A&M University), Judy Abbott (Stephen F. Austin State University), Luis Aguerrevere (Stephen F. Austin State University), Stacy Hendricks (Stephen F. Austin State University), Alison Reed (Stephen F. Austin State University)

Summary Notes

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

Dr. Louder called the meeting to order at 10:02 am. The new student representative was introduced to the LTAC. Mr. Ray Martinez, Deputy Commissioner for Academic Affairs and Workforce Education, and Dr. Stacey Silverman, Assistant Commissioner for Academic Quality and Workforce, addressed the LTAC.

Dr. Harrison Keller, Commissioner of Higher Education, addressed the LTAC, highlighted some of the new policy developments within the agency, and answered questions from the LTAC members.

2. Consideration of summary notes from the June 26, 2020 meeting – Dr. Louder

A motion was made to accept the summary notes from the June 26, 2020 meeting by Dr. Charlene Stubblefield and was seconded by Dr. Vicki Freeman. The motion was approved unanimously and the minutes for the June 26 meeting were accepted as submitted.

3. Discussion of Texas State University's adherence to THECB distance education policy in the proposed delivery of its existing Doctor of Philosophy (PHD) degree with a program in Geographic Education – Doctoral Proposal Subcommittee Members/Institutional Representatives – Dr. Louder

Dr. Jacqueline Mok provided a brief description of the request from Texas State University (TXSU) to offer the proposed PHD in Geographic Education through hybrid/blended delivery. Dr. Mok invited TXSU program representatives to comment on the proposal.

Dr. Richard Boehm, along with Dr. Joann Zadrozny, provided an overview of the proposal. He explained that the program is designed to address the needs of K-12 geography teacher-leaders in the state that are teaching full-time. The program is identical to the on-campus program at TXSU. Dr. Boehm provided some high-level employment data for graduates of the program.

Dr. Mok invited the Doctoral Proposal Subcommittee members to provide any additional comments.

Patrick Pluscht asked how many of the 43 elective courses in the program would be offered online. Dr. Boehm and Dr. Zadrozny stated that 10 of them are online now and they expect more to be offered online in the future. Mr. Pluscht also asked if there are any plans to offer the three core courses that are held during the summer online. Dr. Boehm stated that at least one of the courses is currently being taught online. He believes that all the elective courses will be offered online in the future.

Dr. Mok invited the Doctoral Proposal Subcommittee and LTAC members to ask any questions they have.

Dr. Ruth Chisum asked if the students will have access to any GIS or geospatial analytics software. Dr. Benjamin Zhan answered that TXSU allows students to have access to GIS software.

Dr. Louder asked if the seven faculty members assigned to the program are teaching the elective courses or are other non-program faculty teaching the courses. Dr. Zhan answered that faculty outside of the program may be teaching some of the elective courses. Dr. Louder asked if there should be an addendum included with the proposal that lists all the non-program faculty that teach the elective courses. Dr. Lofters stated that the addendum would not be necessary. Dr. Mok commented that if the modality of the elective courses changed, it would impact the delivery of the program. Dr. Lofters asked Dr. Boehm how many core faculty members are instructing the program. Dr. Zhan stated that there are four core faculty providing instruction to the program. Dr. Louder clarified that he was inquiring about the capacity of the faculty to instruct the large number of elective courses. Dr. Boehm stated that the Department of Geography provides instruction to three PHD programs. Within the department there are sufficient faculty to teach the elective courses. Dr. Zahn added that the large number of elective courses provide the students numerous options to satisfy the six-hour elective requirement. He does not see any issues with the faculty providing support to satisfy the elective requirement. Mr. Dana Willett added that the university's instructional design staff support the faculty in online course development to stay ahead of student demand.

Dr. Louder asked why the program has not gone online previously. Dr. Boehm answered that the previous efforts to provide the program to K-12 teachers through summer instruction were not adequately meeting their needs. The distance education option would address this need. Dr. Mok suggested that the program should clearly indicate which courses could be completed online.

Ms. Rita Fennelly-Atkinson recommended that the program solicit feedback from the students on how the program could improve the delivery of the online program to meet their needs.

Dr. Mok recommended approval on behalf of the subcommittee.

4. Consideration of recommendation regarding Texas State University's adherence to THECB distance education policy, subject to THECB review and analysis, in the proposed delivery of its existing Doctor of Philosophy (PHD) degree with a program in Geographic Education – Dr. Louder

A motion for approval was made by Dr. Mok as a recommendation from the Doctoral Proposal Subcommittee. The motion was seconded by Dr. Wan. The motion passed unanimously.

5. Discussion of Texas A&M University's adherence to THECB distance education policy in the proposed delivery of its existing Doctor of Philosophy (PHD) degree with a program in Biomedical Sciences – Doctoral Proposal Subcommittee Members/Institutional Representatives – Dr. Louder

Dr. Jacqueline Mok provided a brief description of the request from Texas A&M University (TAMU) to offer the proposed PHD in Biomedical Sciences through online and off-campus instruction. Dr. Mok invited TAMU program representatives to comment on the proposal.

Dr. Robert Burghardt introduced Dr. David Kessler, who provided an overview of the proposed program. Dr. Kessler stated that the program is using multiple delivery methods to provide the program to students located at the Veterinary Education Research and Outreach Center on the campus of West Texas A&M University in Canyon, Texas. The program has two faculty members in residence at the location in Canyon, Texas. The program curriculum is identical to what is offered on the main campus in College Station. Dr. Burghardt stated that the location in Canyon, Texas provides the students access to livestock and research opportunities.

Dr. Louder then opened the discussion to full LTAC.

Dr. Carlos Morales asked for clarification if the program originated in College Station, Texas and will be delivered in Canyon, Texas. Dr. Burghardt confirmed that the program originated in College Station, Texas and will be delivered in Canyon, Texas. Dr. Morales asked what percentage of the program will be delivered synchronously and asynchronously. Dr. Kessler stated that a large percentage of the program is expected to be delivered synchronously.

Dr. Louder also asked for clarification of the program delivery locations. Dr. Kessler confirmed that the program is designed to be delivered at the Canyon or College Station locations only.

Ms. Fennelly-Atkinson also asked for clarification on the program's delivery locations. Ms. Fennelly-Atkinson asked how the program will address technology issues students may face in accessing the delivery of instruction. Dr. Kessler explained how the program is successfully addressing this concern as a result of the current COVID-19 pandemic.

Dr. Mok recommended approval on behalf of the subcommittee.

6. Consideration of recommendation regarding Texas A&M University's adherence to THECB distance education policy, subject to THECB review and analysis, in the proposed delivery of its existing Doctor of Philosophy (PHD) degree with a program in Biomedical Sciences – Dr. Louder

A motion for approval was made by Dr. Mok as a recommendation from the Doctoral Proposal Subcommittee. The motion was seconded by Ms. Erin Warham. The motion passed unanimously.

Dr. Louder called for a ten-minute break. The LTAC reconvened at 11:35.

7. Discussion of Stephen F. Austin State University's adherence to THECB distance education policy in the proposed delivery of its existing Doctor of Education (EDD) degree with a program in Educational Leadership – Doctoral Proposal Subcommittee Members/Institutional Representatives – Dr. Louder

Dr. Jacqueline Mok provided a brief description of the request from Stephen F. Austin State University (SFASU) to offer its existing EDD in Educational Leadership through 100% online delivery. Dr. Mok invited SFASU program representatives to comment on the proposal.

Dr. Judy Abbott provided an overview of the proposed program.

Dr. Louder recused himself from the discussion and consideration of the proposal due to his mother previously being a faculty member at SFASU. He asked Mr. Patrick Pluscht, LTAC Co-Chair, to conduct the remaining activities for agenda items 7 and 8.

Mr. Pluscht opened the discussion to the LTAC.

Dr. Mok asked Dr. Abbott to confirm that the SFASU proposal is requesting approval to offer its existing EDD in Educational Leadership through 100% online delivery. Dr. Abbot confirmed that the program will be offered through 100% online delivery. Dr. Lofters added that the email provided by SFASU during the Doctoral Proposal Subcommittee review process was sufficient documentation to confirm the delivery of the program and no additional documentation was necessary.

Dr. Mok recommended approval on behalf of the subcommittee.

Dr. Charlene Stubblefield asked if she would need to recuse herself from consideration on this proposal because she is an alumna of SFASU. Dr. Lofters confirmed that Dr. Stubblefield's recusal was not necessary.

8. Consideration of recommendation regarding Stephen F. Austin State University's adherence to THECB distance education policy, subject to THECB review and analysis, in the proposed delivery of its existing Doctor of Education (EDD) degree with a program in Educational Leadership – Mr. Louder

A motion for approval was made by Dr. Mok as a recommendation from the Doctoral Proposal Subcommittee. The motion was seconded by Dr. Morales. Dr. Mok asked if there were any other recusals that were needed by members on this proposal, apart from Dr. Louder. Dr. Lofters confirmed that no other recusals were necessary. The motion passed unanimously.

9. THECB Updates - Dr. Andrew Lofters, Dr. Kylah Torre, Dr. Sheri Ranis

a. COVID-19 Distance Education Accommodations

Dr. Lofters shared that the THECB COVID-19 accommodations for online delivery of courses have been extended until August 31, 2021. Institutions may offer courses online without reporting them as online to the THECB. If an institution intends to permanently offer courses or programs online, the usual reporting process would apply.

b. State Authorization Reciprocity Agreements (SARA)

Ms. Jessica Acton was attending the NC-SARA SPE 2020 Meeting during the September 18th LTAC meeting. She will have an update for the LTAC during November/December 2020 meeting.

c. USDE Distance Education Regulations

Dr. Lofters provided an update on the new United States Department of Education distance education regulations. The Distance Education and Innovation regulations were released in August of 2020 and were posted to the Federal Register in September 2020. The new regulations ease the requirement for the approval and operation programs through online, competency-based education, and correspondence education delivery. The regulations also eliminated some of the federal financial aid barriers to students participating in these types of programs. The regulation clarified the definition of a correspondence education student, expedited the approval process for direct assessment programs, and clarified the definition of student interaction. The new regulation also provided accommodations for foreign students participating in distance education programs originating in the United States. Mr. Pluscht added that institutions could implement these new provisions prior to the date the new regulations go into effect.

Dr. Vicki Freeman asked how students in out-of-state preceptorships or mentorships were impacted. Dr. Lofters stated that he did not see any mention of preceptorships and mentorships in the new regulations. Mr. Pluscht stated that out-of-state preceptorships or mentorships would be addressed under SARA. Dr. Louder asked if Jessica could address this during the next LTAC meeting. Dr. Mok mentioned that there were good workshops regarding out-of-state preceptorships or mentorships that were produced by NC-SARA.

d. Open Educational Resources

Dr. Torre provided an update on the OER grant program and repository. She also presented a demonstration of the OER repository to the LTAC.

Dr. Chisum asked if an instructor could embed or link the Open Author tool to a specific online course. Dr. Torre indicated that there is a way for a user to connect and search the site through a learning management system. Dr. Chisum asked if elements added to the site have any ADA consideration. Dr. Torre stated that there are accessibility features included in the Open Author tool. She stated that the site is accessible. Dr. Chisum asked how information about the site is being disseminated and is there a way the site could be demonstrated to staff at an institution. Dr. Torre stated that they are reaching out to institutions directly and there will also be webinars conducted in coordination with the

vendor. She and Dr. Sheri Ranis will be presenting the site at the upcoming TxDLA conference.

Dr. Silverman thanked the members for providing information for the site and encouraged members to promote the site to the field.

Dr. Torre explained various methods for institutions to become involved with the OER site.

e. Governor's Emergency Education Relief (GEER) Funding

Dr. Torre gave background information on the GEER funding and the associated online learning support in the form of a digital learning clearinghouse and OER course implementation and technical assistance grants.

Dr. Louder asked about the timeline for implementing the grants. Dr. Torre stated that she is currently working on a timeline.

Dr. Mok asked about the process the THECB uses for soliciting RFA's and if there is a role for LTAC in this RFA screening process. Dr. Torre and Dr. Silverman stated that the THECB will follow the state's process to solicit for the RFA.

f. Community College Baccalaureate Degrees

Dr. Sheri Ranis explained the community college baccalaureate degree approval chart that she provided for the LTAC.

Dr. Freeman asked if LTAC reviews community college distance baccalaureate proposals. Dr. Ranis stated that community college baccalaureate proposals are not submitted to the LTAC. Dr. Louder clarified that only distance education doctoral level proposals are submitted to the LTAC.

Mr. Pluscht asked if the community college distanced education baccalaureate proposals must adhere to the Principles of Good Practice. Dr. Ranis confirmed that community colleges must certify that they adhere to the standards in the Principles of Good Practice in the proposal process.

Dr. Louder proposed that the LTAC amend the meeting agenda to address item 12 (Workgroup Sessions and Lunch). Items 10 and 11 would be moved to follow lunch. The LTAC went on a break for lunch and breakout sessions until 1:30 pm.

10. Workgroup Sessions and Lunch (previously item 12)

The LTAC returned from lunch at 1:28 pm. Dr. Louder proposed to address item 13 (Workgroup Session Reports) first, then return to items 10 (Discussion of LTAC Support of the Commissioner's Priorities) and 11 (Discussion on COVID Responses from Campuses), and finish with item 14 (Discussion of Future Agenda Items and Meeting Dates). There was no opposition from the LTAC members.

11. Workgroup Session Reports (previously item 13)

a. Inclusive Access Workgroup

Mr. Daniel Gonzalez stated that Dr. Lofters provided an overview of inclusive access to the workgroup. Mr. Gonzalez provided a summary of the discussion that ensued during the breakout session. The workgroup decided to conduct a study of the feasibility of a statewide inclusive access agreement. They plan to meet as a workgroup prior to the next LTAC meeting.

b. Distance Education and Learning Technologies Survey Workgroup

Mr. Pluscht presented a revised timeline for next administration of the Distance Education and Learning Technologies survey that was created by the workgroup. They plan to hold workgroup meetings on October 5th and 16th to discuss the survey. Mr. Pluscht asked Dr. Lofters if the newly revised survey were approved by the THECB Data Collection and Research Committee, would it need to be submitted to the LTAC for approval before it could be administered. Dr. Lofters stated that decision would be up to the LTAC. Dr. Louder stated he was comfortable with the decision of the workgroup. There was no objection from the LTAC members. Mr. Pluscht will be sending out a survey document to the workgroup for feedback. Dr. Louder asked if the same distribution process used in the past would be used in his administration of the survey. Dr. Silverman was comfortable with utilizing the same process that was done in the past.

c. 50-mile Radius Workgroup

Dr. Louder stated that the group had a robust discussion over the 50-mile radius policy. Dr. Louder asked if the 50-mile radius language is in Texas Education Code statute or THECB Texas Administrative Code rule. Dr. Silverman confirmed that the language is contained in Texas Administrative Code rule. The workgroup's discussion revolved around whether the rule needed to be revised to only address programs that had a clinical, externship, or practicum that utilizes resources in certain areas. They requested for Dr. Silverman or Dr. Lofters be present during the workgroup discussion at the next LTAC meeting.

12. Discussion of LTAC Support of the Commissioner's Priorities – Dr. Louder (previously item 10)

Dr. Louder stated that the Commissioner discussed his priorities with the LTAC at a previous meeting. He mentioned the THECB posting for an Assistant Commissioner for Digital Learning. Dr. Silverman commented on the impact of the new Assistant Commissioner position.

13. Discussion on COVID Responses from Campuses – LTAC Members (previously item 11)

Dr. Louder proposed that this item be moved to the next LTAC meeting. There was no opposition from the LTAC members.

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

Future Agenda Items:

-
- THECB updates
- COVID responses from campuses

- Workgroup breakouts, reports
- doctoral program considerations

Next Meetings:

Mid-November/Early December (check November 13th or 20th)

15. Adjournment

The meeting adjourned at 2:03 pm.

Committee on Academic and Workforce Success

AGENDA ITEM V-L (1)

Consideration of approving the request for a new degree program from Texas A&M University for a Doctor of Philosophy (PhD) in Construction Science

RECOMMENDATION: Approval, beginning fall 2021

Rationale:

Texas A&M University (TAMU) is seeking approval to offer a Doctor of Philosophy (PhD) in Construction Science. If approved, the proposed face-to-face program would prepare students to teach and conduct research in construction and related disciplines. The proposed program would produce highly qualified graduates for positions in upper management of private sector firms and government agencies in construction and construction-related positions, in Texas and nationally. The proposed PhD program does not require programmatic accreditation. The proposed PhD program would consist of a minimum of 60 semester credit hours (SCHs) for students entering with a master's degree and 90 SCHs for students entering with a bachelor's degree.

Texas Workforce Commission (TWC) anticipates an 18% growth in construction science positions for the decade 2016-2026. This would create approximately 3,830 annual job openings due to growth and replacement. This is not the case nationally, as the United States Bureau of Labor Statistics projects a 9% increase in construction science positions during the 2018-2028 decade. This increase would lead to approximately 34,700 available construction science positions annually.

Construction science is a dynamic profession that prepares students for extensive research and careers in academia, industry, and government while providing a broad knowledge of construction-related disciplines. Construction science also deals with developing new methods and technologies that allow for efficient and cost-effective construction. Construction managers are critical to the planning, execution, and closeout of construction projects at all levels and across industries. Currently, there are 17 undergraduate and five master's construction academic programs (private, public, and health-related) with the CIP code 14.0501.00. This would be the first doctoral program in construction in Texas.

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

<i>Completion Measures</i>	<i>Institution</i>	<i>State</i>
<i>Graduate</i>	Master's 5-Year Graduation Rate	90.4%
	Doctoral 10-Year Graduation Rate	76.8%
	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years:	Yes No N/A
<i>Status of Recently Approved Doctoral Programs</i>	Recently Approved Doctoral Programs: <ul style="list-style-type: none"> • Ecology and Evolutionary Biology (2015) • Astronomy (2016) • Marine and Coastal Management and Science (2019) • Pharmaceutical Sciences (2019) • Marine Biology (2020) 	
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years:	Yes No N/A

Proposed Program:

The proposed face-to-face program would require 60 SCHs and would start in fall 2021. The purpose of the proposed program is to: 1) prepare students to provide a high level of inquiry as scientists in highly interdisciplinary settings to solve complex problems in the evolving construction domain and create new knowledge that would advance the industry with innovative solutions; and 2) teach, train, and produce construction professionals who would be equipped with a set of abilities and integrate information and knowledge of different but closely aligned disciplines for making complex decisions in construction projects in the industry.

The institution estimates that five-year costs would total \$5,320,957.

Existing Programs:

There are currently no public or private offering doctoral programs in construction science in Texas. Nationally, several programs are now being offered with additional programs in development. The institution has strong programs at the bachelor's and master's levels.

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Students Enrolled</i>	9	12	17	20	22
<i>Graduates</i>	0	4	3	5	6
<i>Avg. Financial Assistance</i>	\$21,667	\$21,667	\$21,667	\$21,667	\$21,667
<i>Students Assisted</i>	11	14	20	23	25
<i>Core Faculty (FTE)</i>	4.2	4.2	4.2	4.2	4.2
<i>Total Costs</i>	\$612,657	\$809,050	\$1,179,600	\$1,317,250	\$1,402,400
<i>Total Funding</i>	\$1,509,743	\$1,862,115	\$1,435,224	\$806,256	\$833,529
<i>% From Formula Funding</i>	0	0	3%	9%	9%

FIVE-YEAR COSTS	
Personnel	
Faculty (New)	\$ 294,000
Faculty (Reallocated)	\$ 1,905,000
Program Administration (New)	\$ 185,800
Program Administration (Reallocated)	\$ 0
Graduate Assistants (New)	\$ 2,314,000
Graduate Assistants (Reallocated)	\$ 240,000
Clerical/Staff (New)	\$ 144,000
Clerical/Staff (Reallocated)	\$ 27,157
Student Support	\$ 26,000
Supplies and Materials	\$ 75,000
Library and IT Resources	\$ 0
Equipment	\$ 50,000
Facilities	\$ 0
Other (Marketing, Accreditation)	\$ 60,000
Total	\$ 5,320,957

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 184,235
Other State Funding	\$ 0
Reallocation of Existing Resources	\$ 2,172,157
Federal Funding (In-Hand Only)	\$ 3,150,000
Tuition and Fees	\$ 690,476
Other (Institutional Advancement)	\$ 250,000
Total	\$ 6,446,868

Major Commitments:

The institution will submit reports in Years 1, 3, and 5, confirming institutional commitments and assessing the progress of program implementation.

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

Online Resume for Legislators and Other Policymakers

TEXAS A&M UNIVERSITY

Location: College Station, Central Region

Research Accountability Peer Group: UT Austin

Out-Of-State Peers: Ohio State University-Main Campus, University Of California-Berkeley, University Of Illinois At Urbana-Champaign, University Of Michigan-Ann Arbor, University Of Minnesota-Twin Cities

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

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Enrollment						
Race/Ethnicity	Fall 2015		Fall 2019		Fall 2020	
	Number	Percent	Number	Percent	Number	Percent
White	34,825	59.5%	35,370	55.4%	36,014	55.2%
Hispanic	11,397	19.5%	14,194	22.2%	14,843	22.7%
African American	2,130	3.6%	2,042	3.2%	2,089	3.2%
Asian	3,307	5.7%	5,030	7.9%	5,631	8.6%
International	5,142	8.8%	5,130	8.0%	4,326	6.6%
Other & Unknown	1,714	2.9%	2,093	3.3%	2,369	3.6%
Total	58,515	100.0%	63,859	100.0%	65,272	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
	1,547	3.3%	1,756	3.4%	2,080	3.9%
Two-Year Institutions	501	1.1%	662	1.3%	827	1.6%
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
2016	\$9,494	.0%	\$9,652	.0%
2017	\$9,707	2.2%	\$9,758	1.1%
2018	\$9,882	1.8%	\$9,987	2.3%
2019	\$10,316	4.4%	\$10,357	3.7%
2020	\$10,562	2.4%	\$10,438	.8%
2021	\$11,404	8.0%	\$10,993	5.3%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2018	32%	\$6,267	34%	\$6,254	32%	\$6,207
2019	31%	\$6,127	33%	\$5,420	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2018	55%	\$8,570	52%	\$9,620	56%	\$14,266
2019	56%	\$9,723	52%	\$10,193	0%	\$0
Federal (Pell) Grants						
2018	22%	\$4,702	22%	\$4,623	21%	\$4,640
2019	22%	\$4,782	22%	\$4,693	0%	\$0

Student Success							
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Graduation Rates		
		Enter Fall 2014	Enter Fall 2018	Enter Fall 2019	Cohort	Institution Rate	Peer Group Rate
Cohort		8,989	9,682	9,265	Fall 2011 4-year	56.4%	57.1%
Total		96.0%	97.0%	95.6%	Fall 2015 4-year	61.6%	65.7%
Same		89.6%	93.1%	92.5%	Fall 2016 4-year	62.1%	67.8%
Other		6.4%	3.8%	3.1%	Fall 2010 5-year	81.8%	79.6%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2014 5-year	84.0%	85.3%
		Enter Fall 2013	Enter Fall 2017	Enter Fall 2018	Fall 2015 5-year	85.5%	86.2%
Institution Persistence					Fall 2009 6-year	84.9%	83.3%
Cohort		8,493	9,651	9,666	Fall 2013 6-year	86.2%	87.4%
Total		93.5%	93.6%	93.5%	Fall 2014 6-year	87.6%	88.6%
Same		85.7%	86.2%	86.2%	National Comparison (IPEDS Definition)		
Other		7.8%	7.4%	7.3%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence					Fall 2010 4-year	50.0%	67.2%
Cohort		7,797	8,939	9,232	Fall 2014 4-year	55.0%	69.6%
Total		92.7%	93.7%	94.7%	Fall 2015 4-year	55.0%	71.4%
Same		86.4%	88.2%	89.7%	Fall 2009 5-year	76.0%	83.0%
Other		6.3%	5.5%	5.0%	Fall 2013 5-year	79.0%	83.8%
					Fall 2014 5-year	79.0%	85.8%
					Fall 2008 6-year	79.0%	85.4%
					Fall 2012 6-year	82.0%	86.0%
					Fall 2013 6-year	82.0%	88.0%
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree							
Institution	Sem	SCH	Peer Group Average	Sem	SCH		
Grade			Grade				

Six-year Graduation & Persistence Rate, Fall 2014		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	88	70.5%
Peer Group	140	79.3%
<i>For Students NOT Needing Dev Ed</i>		
Institution	8,901	91.1%
Peer Group	7,870	91.6%

*Peer Group data is average for peer group.

Funding						
Source	FY 2015 Amount	Pct of Total	FY 2019 Amount	Pct of Total	FY 2020 Amount	Pct of Total
Appropriated Funds	\$466,286,314	30.8%	\$589,652,293	31.5%	\$616,375,472	32.5%
Federal Funds	\$129,106,006	8.5%	\$165,745,986	8.9%	\$190,098,608	10.0%
Tuition & Fees	\$450,717,786	29.8%	\$592,727,096	31.7%	\$630,571,283	33.3%
Total Revenue	\$1,513,337,736	100.0%	\$1,869,446,467	100.0%	\$1,895,403,725	100.0%

Online Resume for Prospective Students, Parents and the Public

TEXAS A&M UNIVERSITY

Location: College Station, Central Region

Research Accountability Peer Group: UT Austin

Out-Of-State Peers: Ohio State University-Main Campus, University Of California-Berkeley, University Of Illinois At Urbana-Champaign, University Of Michigan-Ann Arbor, University Of Minnesota-Twin Cities

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

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Enrollment		
Race/Ethnicity	Fall 2020 Number	Percent
White	36,014	55.2%
Hispanic	14,843	22.7%
African American	2,089	3.2%
Asian	5,631	8.6%
International	4,326	6.6%
Other & Unknown	2,369	3.6%
Total	65,272	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	2,080	3.9%
Other Institutions	827	1.6%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students Entering		
Measure	Fall	Rate
4-year Rate Total	2016	62.1%
Same Institution		59.1%
Other Institutions		3.0%
5-year Rate Total	2015	85.5%
Same Institution		80.6%
Other Institutions		4.9%
6-year Rate Total	2014	87.6%
Same Institution		82.1%
Other Institutions		5.4%
Grad Rates by Ethnicity		

1-Year Persistence, Fall 2019	
Total	95.6%
Same	92.5%
Other	3.1%
2-Year Persistence, Fall 2018	
Total	93.5%
Same	86.2%
Other	7.3%

Avg Number SCH for Bachelor's Degree		
FY 2020 Average		
Sem	SCH	
All	9.40	128.00

Degrees Awarded	
Type	FY 2020
Bachelor's	11,982
Master's	3,299
Doctoral	777
Professional	263
Total	16,321

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2020 Rate
Law	90.9%
Pharmacy	%
Nursing	%
Engineering	88.4%

*Data for FY 2019

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2020		
Test Section	ACT	SAT
Composite		
Math	https://nces.ed.gov/	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2020			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	18,080	63.9%	51.7%
African American	2,228	44.6%	30.8%
Hispanic	12,136	57.4%	38.3%
Asian	6,874	72.5%	26.9%
International	1,675	58.6%	5.4%
Other	1,393	66.0%	41.3%
Total	42,386	62.3%	40.6%

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2016	\$9,494	.0%	\$9,810	.0%
2017	\$9,707	2.2%	\$9,810	.0%
2018	\$9,882	1.8%	\$10,092	2.8%
2019	\$10,316	4.2%	\$10,398	2.9%
2020	\$10,562	2.3%	\$10,314	-.8%
2021	\$11,404	7.4%	\$10,582	2.5%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2021	
Type of Cost	Average Amount
Total Academic Cost	\$11,404
On-campus Room & Board	\$11,400
Books & Supplies	\$1,222
Off-Campus Transportation & Personal Expenses	\$5,998
Total Cost	\$30,024

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

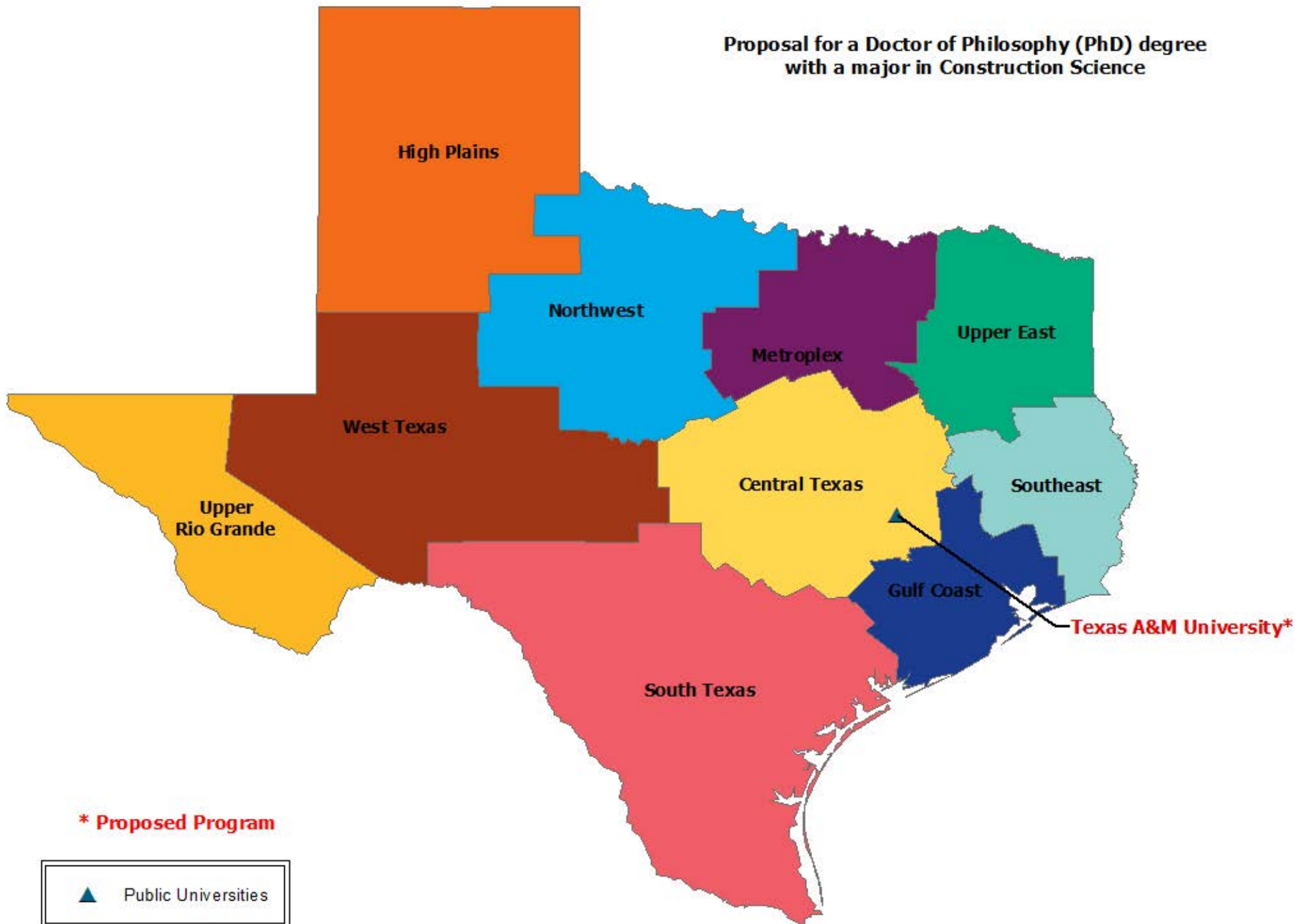
Instruction	
Measure of Excellence	Fall 2020
Undergraduate Classes with < 20 Students	31.0%
Undergraduate Classes with > 50 Students	26.1%
% of Teaching Faculty Tenured/Tenure-track *	68.1%
Student/Faculty Ratio *	25:1

* Fall 2019 Data

Financial Aid		
Enrolled in FY 2019		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	56%	\$9,723
Federal (Pell) Grants	22%	\$4,782
Federal Student Loans	31%	\$6,127

Funding		
Source	FY 2020 Amount	Pct of Total
Appropriated Funds	\$616,375,472	32.5%
Federal Funds	\$190,098,608	10.0%
Tuition & Fees	\$630,571,283	33.3%
Total Revenue	\$1,895,403,725	100.0%

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



Committee on Academic and Workforce Success

AGENDA ITEM V-L (2)

Consideration of approving the request for a new degree program from Texas A&M University-Kingsville for a Bachelor of Science (BS) in Computer Engineering

RECOMMENDATION: Approval, beginning fall 2021

Rationale:

Texas A&M University Kingsville (TAMU-Kingsville) is proposing a Bachelor of Science (BS) in Computer Engineering. The proposed face-to-face program would be offered at the institution's main campus in Kingsville and would offer students an additional option for pursuing an engineering degree.

TAMU-Kingsville identified a regional need for computer engineers and no existing programs are within an hour's drive. There are 11 public institutions that offer a bachelor's-level computer engineering degree program in Texas. The proposed program would be housed in the Frank H. Dotterweich College of Engineering and administered by the Departments of Electrical Engineering & Computer Science and Mechanical Engineering and would consist of 120 semester credit hours (SCHs).

The proposed program would be designed to prepare students in 1) computer hardware (i.e., design, develop, and test computer chips and computer systems); 2) computer software (i.e., design, develop, and test software and applications), and 3) embedded systems, which is a combination of computer hardware and software that involves developing a computer system by combining existing computer chips, and then programming the developed system to function as desired (e.g., smartphones, Internet of Things (IoT) devices, and automobile systems, such as antilock braking, obstacle avoidance, fuel injection, etc.).

The Texas Workforce Commission (TWC) indicates a state average of 1,920 annual job openings for related jobs for the proposed program in computer engineering. In 2020, Texas public institutions produced 513 graduates with a bachelor's degree in computer engineering. The U.S. Bureau of Labor Statistics and TWC data indicate the national and state workforce needs for computer engineering jobs are being met. There is a surplus of computer engineering graduates based on the projected available jobs between 2018-2028.

The proposed program would provide another highly needed Science, Technology, Engineering, and Math (STEM) education program to the South Texas region. TAMU-Kingsville is uniquely positioned to increase the number of Hispanic, other underrepresented minorities, and low-income students achieving their goal of obtaining a college degree in a STEM field. Based on the location of TAMU-Kingsville, there no existing computer engineering programs within 60 miles.

The institution's existing faculty would be re-assigned to the program and no additional faculty are needed. The proposed computer engineering program is an addition to the existing electrical engineering and computer science department. The proposed program would be comprised of courses already being taught for the existing electrical engineering and computer science degrees.

No new costs are required to start offering the program, although future growth would necessitate additions later. The TAMU-Kingsville College of Engineering is aggressively pursuing additional lab and teaching space from many sources to support future growth of its programs.

Texas A&M University-Kingsville (*Accountability Peer Group: Doctoral*)

Related Programs

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

TAMU-Kingsville is approved to offer 18 engineering degree programs:

- PhD in Engineering (2015)
- BS in Architectural Engineering (2005)
- BS, MS in Chemical Engineering (start dates unknown)
- BS, MS in Civil Engineering (1973, MS start date unknown)
- BS, MS in Electrical Engineering (start dates unknown)
- BS, MS, PhD in Environmental Engineering (2009, 1990, 2002)
- BS, MS in Mechanical Engineering (1973, MS start date unknown)
- BS, MS in Natural Gas Engineering (2012, MS start date unknown)
- BS, MS in Industrial Engineering (2019, 1990)
- MS in Mechatronics Engineering (2019)

Note: Programs approved prior to 1990 may not have documented official start dates.

Proposed Program:

The proposed face-to-face program in computer engineering represents 120 semester credit hours (SCHs) of instruction. The institution anticipates beginning the proposed program in fall 2021. The proposed program would provide students with careers in computer software, computer hardware, and embedded systems, which is a combination of computer hardware and software that involves developing a computer system by combining existing computer chips, and then programming the developed system to function as desired (e.g., smartphones, Internet of Things (IoT) devices, and automobile systems, such as antilock braking, obstacle avoidance, fuel injection, etc.)

The institution estimates that five-year costs would total \$0. Formula Funding would represent 15% of all funding at \$378,404. Total funding is estimated to be \$2,536,752.

FIVE-YEAR COSTS		FIVE-YEAR FUNDING	
Personnel		Formula Funding (Years 3-5)	\$ 378,404
Faculty (New)	\$ 0	Other State Funding	\$ 0
Faculty (Reallocated)	\$ 0	Reallocated Funding	\$ 0
Program Administration (New)	\$ 0	Tuition and Fees	\$ 1,833,348
Program Administration (Reallocated)	\$ 0	Federal Funding	\$ 0
Graduate Assistants (New)	\$ 0	Other	\$ 325,000
Graduate Assistants (Reallocated)	\$ 0		
Clerical/Staff (New)	\$ 0		
Clerical/Staff (Reallocated)	\$ 0		
Student Support	\$ 0		
Supplies & Materials	\$ 0		
Library & IT Resources	\$ 0		
Equipment	\$ 0		
Facilities	\$ 0		
Other	\$ 0		
Total	\$ 0¹	Total	\$ 2,536,752

¹ According to the proposal, since the proposed computer engineering program is an addition to the existing electrical engineering and computer science department and is solely comprised of courses already being taught for the existing EE and CS degrees, no new costs are required to start offering the program, as shown above, although future growth would necessitate additions later.

Evidence of Duplication, Workforce Need, and Student Demand:

<i>Duplication of Programs: No program within an hour's drive</i>			
Number of institutions with master's degree programs in the state with the same 6-digit CIP (14.0201): 11			
Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.0201): 0			
<i>Workforce Need: Regional Demand</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: Increased and high enrollments</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	Yes	<u>No</u>	N/A
Student surveys	Yes	<u>No</u>	N/A

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Student Headcount</i>	20	48	81	108	127
<i>Student FTE</i>	20	48	81	108	127
<i>Core Faculty Headcount</i>	9	9	9	9	9
<i>Core Faculty FTE</i>	2.70	2.70	2.70	2.70	2.70

Major Commitments:

No additional major commitments are needed. The institution has the resources necessary to implement the proposed program in fall 2021.

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

Online Resume for Legislators and Other Policymakers

TEXAS A&M UNIVERSITY-KINGSVILLE

Location: Kingsville, South Texas Region

Doctoral Accountability Peer Group: Sam Houston State Univ, Texas A&M - Commerce, Texas A&M - Corpus Christi, Texas Southern Univ, Texas Woman's Univ, UT Pan American

Out-Of-State Peers: Arkansas Tech University, Bowie State University, East Tennessee State University, University Of Alabama In Huntsville, University Of North Carolina At Greensboro

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

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Enrollment						
Race/Ethnicity	Fall 2015		Fall 2019		Fall 2020	
	Number	Percent	Number	Percent	Number	Percent
White	1,373	14.9%	1,117	14.9%	1,028	14.9%
Hispanic	5,313	57.7%	5,116	68.4%	4,902	70.9%
African American	478	5.2%	342	4.6%	329	4.8%
Asian	91	1.0%	91	1.2%	87	1.3%
International	1,856	20.2%	736	9.8%	501	7.2%
Other & Unknown	96	1.0%	77	1.0%	68	1.0%
Total	9,207	100.0%	7,479	100.0%	6,915	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
	390	5.9%	291	4.7%	299	5.3%
Two-Year Institutions	Number	% of UG	Number	% of UG	Number	% of UG
	90	1.4%	75	1.2%	58	1.0%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2016	\$7,700	.0%	\$8,261	.0%
2017	\$8,050	4.5%	\$8,728	5.7%
2018	\$8,462	5.1%	\$7,697	-11.8%
2019	\$8,462	.0%	\$7,955	3.4%
2020	\$9,136	8.0%	\$8,178	2.8%
2021	\$9,694	6.1%	\$8,470	3.6%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2018	52%	\$8,097	45%	\$5,902	50%	\$6,684
2019	51%	\$7,709	45%	\$6,185	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2018	60%	\$7,179	55%	\$6,104	67%	\$8,269
2019	56%	\$7,340	55%	\$6,321	0%	\$0
Federal (Pell) Grants						
2018	46%	\$4,791	39%	\$4,103	42%	\$4,672
2019	45%	\$4,955	39%	\$4,318	0%	\$0

Student Success										
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Graduation Rates					
Enter Fall 2014		Enter Fall 2018	Enter Fall 2019		Cohort	Institution Rate	Peer Group Rate			
Cohort	1,088		1,213	962		Fall 2011 4-year	19.5%	22.1%		
Total	80.3%		80.5%	83.3%		Fall 2015 4-year	27.2%	26.7%		
Same	68.8%		64.8%	72.0%		Fall 2016 4-year	29.9%	28.4%		
Other	11.6%		15.7%	11.2%		Fall 2010 5-year	29.5%	37.3%		
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2014 5-year	44.5%	43.7%			
Enter Fall 2013		Enter Fall 2017	Enter Fall 2018		Fall 2015 5-year	43.9%	45.1%			
Institution Persistence					Fall 2009 6-year	39.0%	44.0%			
Cohort	1,214		1,078	1,210		Fall 2013 6-year	46.8%	49.1%		
Total	72.2%		72.6%	71.4%		Fall 2014 6-year	52.1%	50.6%		
Same	52.2%		54.8%	54.3%		National Comparison (IPEDS Definition)				
Other	19.9%		17.8%	17.1%		Cohort	Institution Rate	OOS Peers Rate		
Peer Group Persistence					Fall 2010 4-year	17.0%	19.6%			
Cohort	1,722		1,656	1,589		Fall 2014 4-year	20.0%	23.6%		
Total	73.5%		70.5%	70.7%		Fall 2015 4-year	21.0%	27.0%		
Same	45.6%		53.0%	54.5%		Fall 2009 5-year	31.0%	38.0%		
Other	34.3%		17.5%	16.2%		Fall 2013 5-year	33.0%	41.4%		
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree					Fall 2014 5-year	34.0%	45.2%			
					Fall 2008 6-year	35.0%	44.6%			
					Fall 2012 6-year	37.0%	46.8%			
					Fall 2013 6-year	39.0%	49.8%			
					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 2016	765	10.93	140.00	1,172	11.32	143.33
FY 2019	858	9.60	139.00	1,359	10.40	140.00
FY 2020	879	9.60	139.00	1,403	10.43	139.33

Six-year Graduation & Persistence Rate, Fall 2014		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	315	47.9%
Peer Group	386	39.9%
<i>For Students NOT Needing Dev Ed</i>		
Institution	773	67.8%
Peer Group	1,219	66.7%

*Peer Group data is average for peer group.

Funding						
Source	FY 2015 Amount	Pct of Total	FY 2019 Amount	Pct of Total	FY 2020 Amount	Pct of Total
Appropriated Funds	\$52,209,312	35.1%	\$64,663,867	42.6%	\$64,893,828	42.6%
Federal Funds	\$30,680,444	20.7%	\$26,566,710	17.5%	\$31,356,846	20.6%
Tuition & Fees	\$45,088,528	30.4%	\$40,437,658	26.6%	\$38,038,936	25.0%
Total Revenue	\$148,546,928	100.0%	\$151,846,520	100.0%	\$152,170,186	100.0%

Online Resume for Prospective Students, Parents and the Public

TEXAS A&M UNIVERSITY-KINGSVILLE

Location: Kingsville, South Texas Region

Doctoral Accountability Peer Group: Sam Houston State Univ, Texas A&M - Commerce, Texas A&M - Corpus Christi, Texas Southern Univ, Texas Woman's Univ, UT Pan American

Out-Of-State Peers: Arkansas Tech University, Bowie State University, East Tennessee State University, University Of Alabama In Huntsville, University Of North Carolina At Greensboro

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment		
Race/Ethnicity	Fall 2020 Number	Percent
White	1,028	14.9%
Hispanic	4,902	70.9%
African American	329	4.8%
Asian	87	1.3%
International	501	7.2%
Other & Unknown	68	1.0%
Total	6,915	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	299	5.3%
Other Institutions	58	1.0%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students Entering		
Measure	Fall	Rate
4-year Rate Total	2016	29.9%
Same Institution		27.2%
Other Institutions		2.8%
5-year Rate Total	2015	43.9%
Same Institution		37.2%
Other Institutions		6.7%
6-year Rate Total	2014	52.1%
Same Institution		44.1%
Other Institutions		8.0%
Grad Rates by Ethnicity		

1-Year Persistence, Fall 2019	
Total	83.3%
Same	72.0%
Other	11.2%
2-Year Persistence, Fall 2018	
Total	71.4%
Same	54.3%
Other	17.1%

Avg Number SCH for Bachelor's Degree	
FY 2020 Average	
Sem	SCH
All	9.60 139.00

Degrees Awarded	
Type	FY 2020
Bachelor's	1,151
Master's	565
Doctoral	30
Professional	0
Total	1,746

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2020 Rate
Law	%
Pharmacy	%
Nursing	%
Engineering	39.2%

*Data for FY 2019

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2020		
Test Section	ACT	SAT
Composite		
Math		
English		
Critical Reading		

<https://nces.ed.gov/>

Application for First-time Undergraduate Admission Fall 2020			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	821	89.3%	21.8%
African American	337	81.9%	31.2%
Hispanic	4,814	81.3%	19.9%
Asian	86	93.0%	10.0%
International	187	81.8%	9.2%
Other	68	76.5%	13.5%
Total	6,313	82.5%	20.2%

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2016	\$7,700	.0%	\$8,372	.0%
2017	\$8,050	4.3%	\$8,863	5.5%
2018	\$8,462	4.9%	\$7,570	-17.1%
2019	\$8,462	.0%	\$7,870	3.8%
2020	\$9,136	7.4%	\$8,019	1.9%
2021	\$9,694	5.8%	\$8,266	3.0%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2021	
Type of Cost	Average Amount
Total Academic Cost	\$9,694
On-campus Room & Board	\$8,787
Books & Supplies	\$1,244
Off-Campus Transportation & Personal Expenses	\$2,876
Total Cost	\$22,601

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

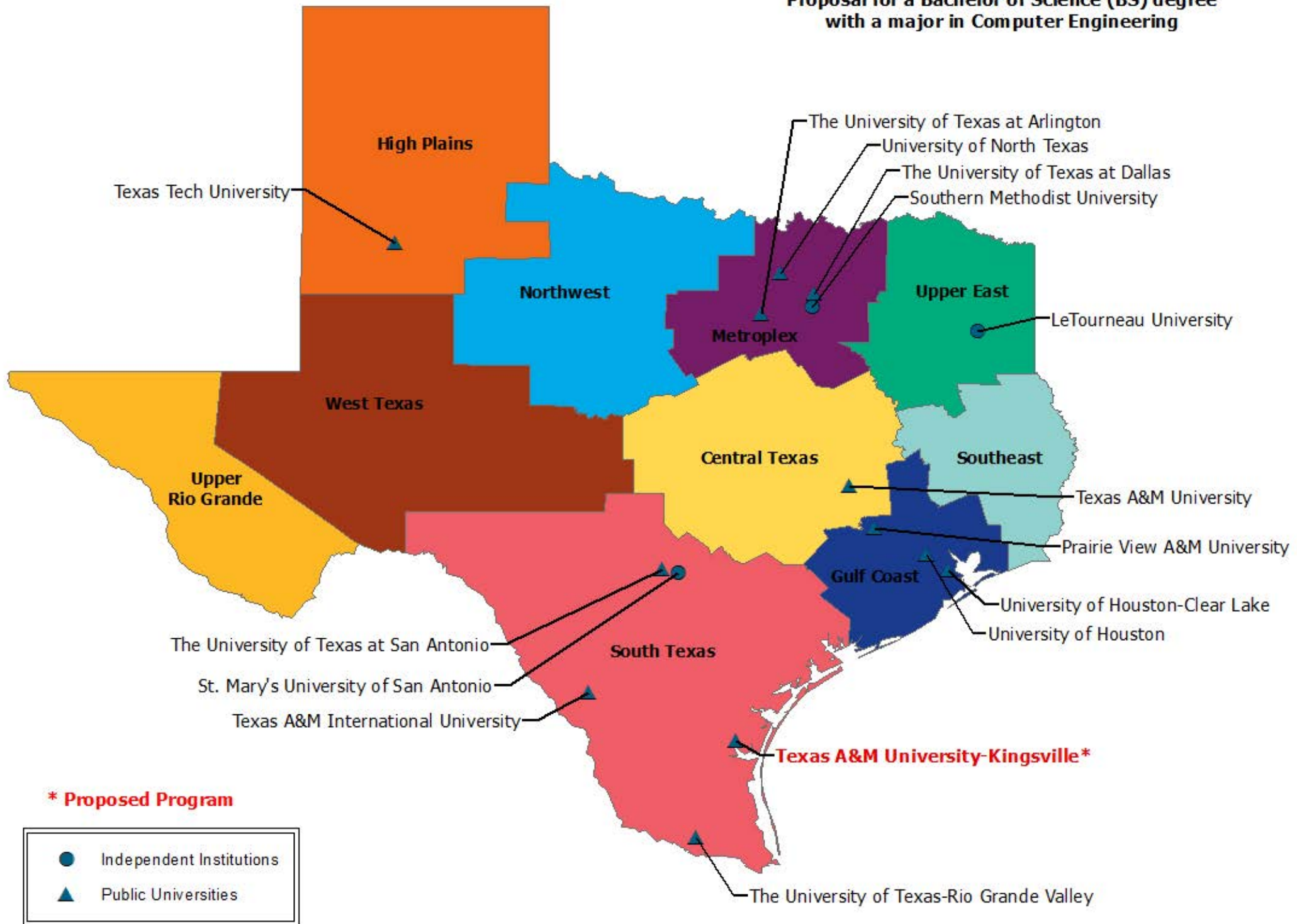
Instruction	
Measure of Excellence	Fall 2020
Undergraduate Classes with < 20 Students	39.2%
Undergraduate Classes with > 50 Students	3.7%
% of Teaching Faculty Tenured/Tenure-track *	70.9%
Student/Faculty Ratio *	16:1

* Fall 2019 Data

Financial Aid		
Enrolled in FY 2019		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	56%	\$7,340
Federal (Pell) Grants	45%	\$4,955
Federal Student Loans	51%	\$7,709

Funding		
Source	FY 2020 Amount	Pct of Total
Appropriated Funds	\$64,893,828	42.6%
Federal Funds	\$31,356,846	20.6%
Tuition & Fees	\$38,038,936	25.0%
Total Revenue	\$152,170,186	100.0%

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



Committee on Academic and Workforce Success

AGENDA ITEM V-L (3)

Consideration of approving the request for a new degree program from The University of Texas at El Paso for a Bachelor of Science (BS) in Aerospace and Aeronautical Engineering

RECOMMENDATION: Approval, beginning fall 2021

Rationale:

The University of Texas at El Paso (UT-El Paso) is proposing a Bachelor of Science (BS) in Aerospace and Aeronautical Engineering. The proposed face-to-face program would be offered at the institution's main campus in El Paso and prepare students for careers in aerospace and defense industries.

UT-El Paso identified a need for aerospace and aeronautical engineers in the region. There are three public institutions that offer a bachelor's-level aerospace and aeronautical engineering degree in Texas. The proposed program would be housed in the Department of Aerospace and Aeronautical Engineering within the College of Engineering and would consist of 128 semester credit hours (SCHs).

The proposed program would be designed to prepare students for careers in aerospace, aeronautical, and defense systems engineering and related disciplines. The focus of the program would be defense, small satellite, propulsion systems, exploration vehicles, autonomous systems, and hypersonics.

The data from the U.S. Bureau of Labor Statistics indicates there is not a need nationally for aerospace and aeronautical engineers. However, the Texas Workforce Commission (TWC) indicates the state workforce need for aerospace and aeronautical engineering jobs is not being met. TWC states there is a shortage of aerospace and aeronautical engineering graduates based on the projected available jobs between 2018-2028. TWC indicates a state average of 490 annual job openings for related jobs for the proposed program in aerospace and aeronautical engineering. In 2020, three Texas public institutions produced 376 graduates with a bachelor's degree in aerospace and aeronautical engineering.

In accordance with the institution's proposed hiring schedule, UT-El Paso will hire five core faculty members. One new core faculty member would be hired and start each year during Years 1 through 5 of the program. By June 1, before 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 aerospace and aeronautical engineering courses to be taught.

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

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

UT-El Paso is approved to offer 26 engineering degree programs:

- BS in Engineering (1970)
- BS in Engineering Innovation and Leadership (2014)
- MS, PhD in Biomedical Engineering (2013)
- BS, MS, PhD in Civil Engineering (1956, 1966, 2003)
- MS in Computer Engineering (1983)
- MS in Software Engineering (2014)
- BS, MS in Electrical Engineering (1956, 1966)
- MS in Civil and Environmental Engineering (1995)
- MS in Environmental Engineering (1995)
- PhD in Environmental Science and Engineering (1995)
- BS, MS in Metallurgical and Materials Engineering (1956, 1991)
- PhD in Materials Engineering (1993)
- BS, MS, PhD in Mechanical Engineering (1956, 1967, 2016)
- MS in Systems Engineering (2009)
- BS in Construction Engineering and Management (2015)
- MS in Industrial Engineering (1984)
- BS in Industrial and Systems Engineering (1974)
- MS in Manufacturing Engineering (1989)
- PhD in Electrical and Computer Engineering (1990)

Proposed Program:

The proposed face-to-face program in aerospace and aeronautical engineering represents 128 semester credit hours (SCHs) of instruction. The institution anticipates beginning the proposed program in fall 2021. The proposed program would provide students with careers in aerospace, aeronautical, and defense systems engineering and related disciplines. The focus of the program would be defense, small satellite, propulsion systems, exploration vehicles, autonomous systems, and hyper sonics.

The institution estimates that five-year costs would total \$9,916,611. Formula Funding would represent 8% of all funding at \$1,196,278. Total funding is estimated to be \$13,429,880.

FIVE-YEAR COSTS		FIVE-YEAR FUNDING	
Personnel		Formula Funding (Years 3-5)	\$ 1,196,278
Faculty (New)	\$ 5,449,095	Other State Funding	\$ 0
Faculty (Reallocated)	\$ 1,658,226	Reallocated Funding	\$ 3,295,484
Program Administration (New)	\$ 24,912	Tuition and Fees	\$ 8,613,118
Program Administration (Reallocated)	\$ 57,600	Federal Funding	\$ 0
Graduate Assistants (New)	\$ 0	Other	\$ 325,000
Graduate Assistants (Reallocated)	\$ 1,199,716		
Clerical/Staff (New)	\$ 173,945		
Clerical/Staff (Reallocated)	\$ 105,117		
Student Support	\$ 0		
Supplies & Materials	\$ 192,000		
Library & IT Resources	\$ 0		
Equipment	\$ 640,000		
Facilities	\$ 320,000		
Other	\$ 96,000		
Total	\$ 9,916,611	Total	\$ 13,429,880

Evidence of Duplication, Workforce Need, and Student Demand:

Duplication of Programs is: No program within an hour's drive

Number of institutions with bachelor's degree programs in the state with the same 6-digit CIP (14.0201): **3**

Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.0201): **0**

Workforce Need: Regional Demand

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

Student Demand: High enrollments

Increased enrollment in related programs at the institution	Yes	<u>No</u>	N/A
High enrollment in similar programs at other institutions	<u>Yes</u>	No	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>	50	125	185	280	370
<i>Student FTE</i>	50	125	185	280	370
<i>Core Faculty Headcount</i>	16	17	18	19	20
<i>Core Faculty FTE</i>	8.75	9.50	10.25	11.00	11.75

Major Commitments:

In accordance with the institution's proposed hiring schedule, UT-El Paso will hire five core faculty members. One new core faculty member would be hired and start each year during Years 1 through 5 of the program. By June 1, before 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 aerospace and aeronautical engineering courses to be taught.

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

Online Resume for Legislators and Other Policymakers

THE UNIVERSITY OF TEXAS AT EL PASO

Location: El Paso, Upper Rio Grande Region

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

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2015		Fall 2019		Fall 2020	
	Number	Percent	Number	Percent	Number	Percent
White	1,875	8.0%	1,658	6.6%	1,562	6.3%
Hispanic	18,624	79.9%	20,489	81.5%	20,599	82.8%
African American	722	3.1%	755	3.0%	709	2.9%
Asian	246	1.1%	290	1.2%	273	1.1%
International	1,592	6.8%	1,594	6.3%	1,387	5.6%
Other & Unknown	249	1.1%	358	1.4%	337	1.4%
Total	23,308	100.0%	25,144	100.0%	24,867	100.0%
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	1,393	6.9%	1,273	5.9%	1,100	5.2%
Other Institutions	133	.7%	119	.6%	117	.6%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2016	\$7,059	.0%	\$9,777	.0%
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%
2021	\$8,652	3.7%	\$11,455	4.0%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2018	41%	\$6,313	45%	\$7,437	44%	\$7,088
2019	40%	\$6,366	43%	\$6,780	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2018	66%	\$6,970	59%	\$7,729	73%	\$6,882
2019	70%	\$6,979	61%	\$8,004	0%	\$0
Federal (Pell) Grants						
2018	59%	\$4,583	39%	\$4,482	35%	\$4,455
2019	56%	\$4,687	38%	\$4,638	0%	\$0

Student Success									
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Graduation Rates				
Enter Fall 2014		Enter Fall 2018	Enter Fall 2019		Cohort	Institution Rate	Peer Group Rate		
Cohort	2,908		2,896		3,067		Fall 2011 4-year	14.4%	29.7%
Total	81.2%		81.0%		81.8%		Fall 2015 4-year	19.0%	38.4%
Same	71.8%		75.4%		77.2%		Fall 2016 4-year	19.6%	40.7%
Other	9.4%		5.7%		4.5%		Fall 2010 5-year	33.0%	50.7%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2014 5-year	38.0%	57.9%		
Enter Fall 2013		Enter Fall 2017	Enter Fall 2018		Fall 2015 5-year	39.6%	59.8%		
Institution Persistence					Fall 2009 6-year	42.3%	59.2%		
Cohort	2,954		3,067		2,884		Fall 2013 6-year	41.0%	63.5%
Total	68.5%		73.7%		73.9%		Fall 2014 6-year	47.3%	65.3%
Same	54.9%		63.6%		66.9%		National Comparison (IPEDS Definition)		
Other	13.6%		10.0%		7.0%		Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence					Fall 2010 4-year	12.0%	19.0%		
Cohort	3,603		4,380		4,534		Fall 2014 4-year	15.0%	23.6%
Total	81.4%		82.2%		82.8%		Fall 2015 4-year	13.0%	28.4%
Same	65.4%		68.9%		70.5%		Fall 2009 5-year	29.0%	39.6%
Other	16.0%		13.3%		12.3%		Fall 2013 5-year	32.0%	43.6%
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree					Fall 2014 5-year	28.0%	48.8%		
					Fall 2008 6-year	38.0%	47.6%		
					Fall 2012 6-year	39.0%	50.0%		
					Fall 2013 6-year	37.0%	54.4%		
Institution	Sem		SCH		Peer Group Average	Grade		Sem	SCH

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution	Grads	Sem	SCH	Peer Group	Average
FY 2016		2,269	11.97	140.00	3,673	11.27
FY 2019		2,618	11.40	140.00	4,447	10.52
FY 2020		2,734	11.40	139.00	4,658	10.37

Six-year Graduation & Persistence Rate, Fall 2014		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	662	48.6%
Peer Group	215	53.0%
<i>For Students NOT Needing Dev Ed</i>		
Institution	2,246	65.0%
Peer Group	3,755	75.2%

*Peer Group data is average for peer group.

Funding						
Source	FY 2015 Amount	Pct of Total	FY 2019 Amount	Pct of Total	FY 2020 Amount	Pct of Total
Appropriated Funds	\$127,292,077	34.0%	\$132,217,337	31.4%	\$143,980,978	32.7%
Federal Funds	\$111,094,922	29.6%	\$115,013,451	27.3%	\$121,851,704	27.7%
Tuition & Fees	\$103,430,389	27.6%	\$130,124,360	30.9%	\$139,315,793	31.6%
Total Revenue	\$374,688,410	100.0%	\$420,675,289	100.0%	\$440,512,555	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](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment		
Race/Ethnicity	Fall 2020 Number	Percent
White	1,562	6.3%
Hispanic	20,599	82.8%
African American	709	2.9%
Asian	273	1.1%
International	1,387	5.6%
Other & Unknown	337	1.4%
Total	24,867	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	1,100	5.2%
Other Institutions	117	.6%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students Entering		
Measure	Fall	Rate
4-year Rate Total	2016	19.6%
Same Institution		18.6%
Other Institutions		1.0%
5-year Rate Total	2015	39.6%
Same Institution		37.4%
Other Institutions		2.2%
6-year Rate Total	2014	47.3%
Same Institution		44.4%
Other Institutions		2.9%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2019	
Total	81.8%
Same	77.2%
Other	4.5%

2-Year Persistence, Fall 2018	
Total	73.9%
Same	66.9%
Other	7.0%

Avg Number SCH for Bachelor's Degree	
FY 2020 Average	
Sem	SCH
All	11.40 139.00

Degrees Awarded	
Type	FY 2020
Bachelor's	3,779
Master's	1,155
Doctoral	140
Professional	31
Total	5,105

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2020 Rate
Law	%
Pharmacy	%
Nursing	97.6%
Engineering	33.3%

*Data for FY 2019

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2020		
Test Section	ACT	SAT
Composite		
Math	https://nces.ed.gov/	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2020			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	617	100.0%	19.1%
African American	463	99.8%	16.9%
Hispanic	11,380	100.0%	26.2%
Asian	129	100.0%	18.6%
International	331	100.0%	26.9%
Other	221	99.5%	26.8%
Total	13,141	100.0%	25.5%

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2016	\$7,059	.0%	\$10,166	.0%
2017	\$7,348	3.9%	\$10,609	4.2%
2018	\$7,651	4.0%	\$10,841	2.1%
2019	\$8,067	5.2%	\$11,090	2.2%
2020	\$8,340	3.3%	\$11,393	2.7%
2021	\$8,652	3.6%	\$11,856	3.9%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2021	
Type of Cost	Average Amount
Total Academic Cost	\$8,652
On-campus Room & Board	\$9,496
Books & Supplies	\$1,883
Off-Campus Transportation & Personal Expenses	\$3,382
Total Cost	\$23,413

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

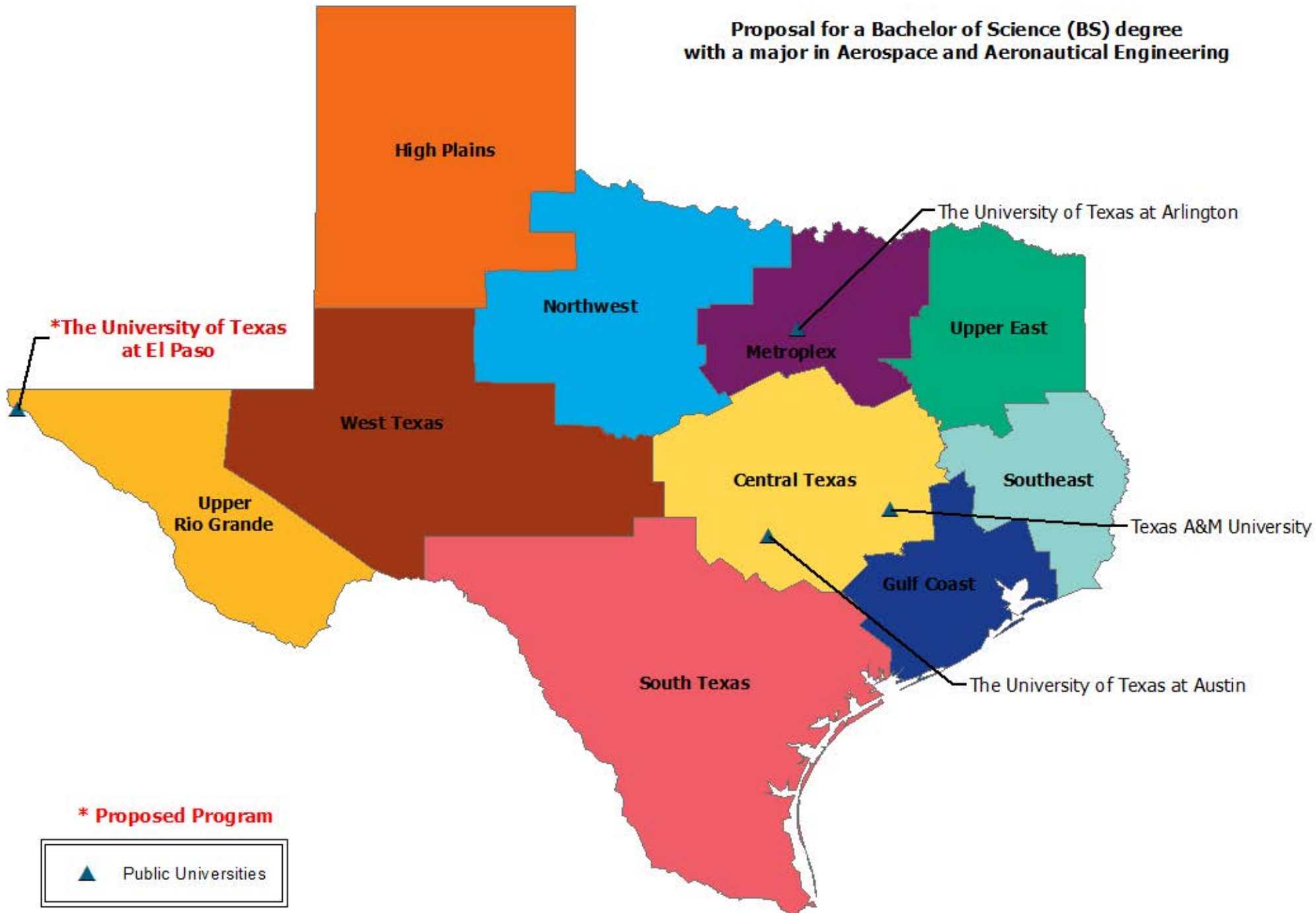
Instruction	
Measure of Excellence	Fall 2020
Undergraduate Classes with < 20 Students	30.5%
Undergraduate Classes with > 50 Students	16.0%
% of Teaching Faculty Tenured/Tenure-track *	43.2%
Student/Faculty Ratio *	26:1

* Fall 2019 Data

Financial Aid		
Enrolled in FY 2019		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	70%	\$6,979
Federal (Pell) Grants	56%	\$4,687
Federal Student Loans	40%	\$6,366

Funding		
Source	FY 2020 Amount	Pct of Total
Appropriated Funds	\$143,980,978	32.7%
Federal Funds	\$121,851,704	27.7%
Tuition & Fees	\$139,315,793	31.6%
Total Revenue	\$440,512,555	100.0%

**Proposal for a Bachelor of Science (BS) degree
with a major in Aerospace and Aeronautical Engineering**



Committee on Academic and Workforce Success

AGENDA ITEM V-L (4)

Consideration of approving the request for a new degree program from The University of Texas Rio Grande Valley for a Doctor of Philosophy (PhD) in Physics

RECOMMENDATION: Approval, beginning spring 2022

Rationale:

The University of Texas Rio Grande Valley (UT-RGV) is proposing a Doctor of Philosophy (PhD) degree in Physics. The proposed program would begin in spring 2022, with students to complete 60 semester credit hours (SCHs) beyond a master's degree and 72 SCHs beyond a bachelor's degree. The proposed program would be offered face-to-face to students in Brownsville and Edinburg. The curriculum plan estimates four to five years to complete the degree.

Graduates of the proposed program would be well positioned to enter careers in the emerging high-tech industries located in the Lower Rio Grande Valley. Job prospects are strong for physics PhDs both in Texas and nationwide, in both industry and academia. In Texas, the Texas Workforce Commission projects an average of 232 openings per year through 2028, which is 23% more than the 179 physics PhDs graduated by Texas programs in 2018. Nationally, the United States Bureau of Labor Statistics projects an average of 4,740 job openings per year through 2029, which is 60% more than the 1,875 physics PhDs graduated nationwide in 2019.

The proposed program offers specialties in areas not emphasized in existing Texas programs. UT-RGV has unique faculty expertise and laboratory resources in the fields of gravitational wave astronomy, radio astronomy, and radio frontier computational algorithmic studies.

There are currently 14 PhD programs in physics in Texas (10 at public institutions), but the nearest one is 300 miles away at The University of Texas at San Antonio. As the first physics PhD program in the Lower Rio Grande Valley region, the proposed program may help to promote industrial, technical, and academic career advancement in the region. The proposed program would also likely increase the number of Hispanic PhD graduates, an underserved population in physics and related fields.

No additional faculty are necessary, and there is no national accrediting body for physics programs.

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

<i>Completion Measures</i>	<i>Institution</i>	<i>State</i>
<i>Graduate</i>	Master's 5-Year Graduation Rate	76.2%
	Doctoral 10-Year Graduation Rate	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 N/A
	Recently Approved Doctoral Programs:	
	<ul style="list-style-type: none"> • Nursing Practice (DNP, 2021) • Human Genetics (PhD, 2021) • Mathematics and Statistics with Interdisciplinary Applications (PhD, 2021) • Podiatric Medicine (DPM, 2020) • Occupational Therapy (OTD, 2020) • Physical Therapy (DPT, 2020) • Business Administration (PhD, 2019) • Rehabilitation Counseling (PhD, 2018) • Clinical Psychology (PhD, 2018) • Medicine (MD, 2015) 	
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years:	Yes No N/A

Proposed Program:

The proposed face-to-face program would require 60 SCHs beyond a master's degree and 72 SCH beyond a bachelor's degree beginning in spring 2022. UT-RGV has developed labs in radio astronomy, radio frontier computational algorithmic studies, and other topics relevant to physics and astronomy. The department is particularly strong in faculty and lab resources for gravitational wave research. The Edinburg-Brownsville region has the Spacecraft Tracking and Astronomical Research into Giga-hertz Astrophysical Transient Emission (STARGATE) complex, a public-private partnership to develop new radio frequency-based technologies (such as orbital communication systems). UT-RGV plans to work closely with STARGATE and other regional high-tech industries for the benefit of the university and employment opportunities for graduates.

The institution estimates that five-year costs would total \$4,804,734.

Existing Programs:

There are 10 public and four independent universities offering doctoral programs in physics in Texas.

Public Universities:

Texas A&M University
Texas State University

Texas Tech University
 The University of Texas at Arlington
 The University of Texas at Austin
 The University of Texas at Dallas
 The University of Texas at El Paso
 The University of Texas at San Antonio
 University of Houston
 University of North Texas

Independent Colleges and Universities:

Baylor University
 Rice University
 Southern Methodist University
 Texas Christian University

There are no existing programs within a 60-minute drive of proposed program. The nearest existing program to the Edinburg/Brownsville region is at The University of Texas at San Antonio, which is approximately 300 miles away. The proposal states that the regional location of the proposed program would be unique in offering opportunities for more Hispanic students to receive a doctoral education in physics and enter physics-related professions.

In 2019, there were a total of 1,875 declared majors at the public universities.

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Students Enrolled</i>	7	14	20	26	28
<i>Graduates</i>	0	0	0	4	5
<i>Avg. Financial Assistance</i>	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000
<i>Students Assisted</i>	7	14	20	26	28
<i>Core Faculty (FTE)</i>	4	4	4	4	4
<i>Total Costs</i>	\$452,031	\$784,824	\$1,029,537	\$1,215,373	\$1,322,969
<i>Total Funding</i>	\$452,031	\$784,824	\$1,055,373	\$1,241,106	\$1,355,054
<i>% From Formula Funding</i>	0	0	21%	18%	26%

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 0
Faculty (Reallocated)	\$ 927,601
Program Administration (New)	\$ 26,250
Program Administration (Reallocated)	\$ 0
Graduate Assistants (New)	\$ 288,000
Graduate Assistants (Reallocated)	\$ 2,191,200
Clerical/Staff (New)	\$ 145,006
Clerical/Staff (Reallocated)	\$ 0
Other	\$ 0
Student Support	\$ 946,750
Supplies and Materials	\$ 100,000
Library and IT Resources	\$ 10,000
Equipment	\$ 50,000
Facilities	\$ 0
Other	\$ 119,927
Total	\$ 4,804,734

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 792,197
Other State Funding	\$
Reallocation of Existing Resources	\$ 2,432,401
Federal Funding (In-Hand Only)	\$ 686,400
Tuition and Fees	\$ 592,777
Other	\$ 384,613
Total	\$ 4,888,388

Major Commitments:

The institution will submit reports in Years 1, 3, and 5 assessing the progress of program implementation.

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

Online Resume for Legislators and Other Policymakers

THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY

Location: Edinburg, South Texas Region

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

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

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Enrollment						
Race/Ethnicity	Fall 2015		Fall 2019		Fall 2020	
	Number	Percent	Number	Percent	Number	Percent
White	1,059	3.7%	919	3.2%	1,030	3.2%
Hispanic	25,382	88.8%	25,943	89.7%	29,291	90.9%
African American	216	.8%	215	.7%	272	.8%
Asian	430	1.5%	407	1.4%	438	1.4%
International	966	3.4%	774	2.7%	730	2.3%
Other & Unknown	531	1.9%	651	2.3%	459	1.4%
Total	28,584	100.0%	28,909	100.0%	32,220	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	761	3.1%	1,228	4.9%	1,387	5.2%
Other Institutions	156	.6%	609	2.4%	370	1.4%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2016	\$7,292	.0%	\$0	.0%
2017	\$7,448	2.1%	\$0	.0%
2018	\$7,587	1.9%	\$0	.0%
2019	\$7,813	3.0%	\$0	.0%
2020	\$8,132	4.1%	\$0	.0%
2021	\$8,917	9.7%	\$0	.0%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2018	37%	\$5,046	0%	\$0	43%	\$5,650
2019	36%	\$5,080	0%	\$0	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2018	75%	\$7,721	0%	\$0	67%	\$9,130
2019	76%	\$7,866	0%	\$0	0%	\$0
Federal (Pell) Grants						
2018	63%	\$5,083	0%	\$0	42%	\$5,181
2019	62%	\$5,215	0%	\$0	0%	\$0

Student Success			
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates			
	Enter Fall 2014	Enter Fall 2018	Enter Fall 2019
Cohort	.	4,234	4,477
Total	.	83.2%	84.9%
Same	.	76.0%	80.2%
Other	.	7.2%	4.7%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates			
	Enter Fall 2013	Enter Fall 2017	Enter Fall 2018
Institution Persistence			
Cohort	.	4,149	4,178
Total	.	75.0%	75.1%
Same	.	65.1%	66.8%
Other	.	9.8%	8.3%

National Comparison (IPEDS Definition)		
Cohort	Institution Rate	OOS Peers Rate
Fall 2014 4-year	21.0%	28.0%
Fall 2015 4-year	22.0%	31.8%
Fall 2013 5-year	38.0%	47.2%
Fall 2014 5-year	38.0%	49.8%
Fall 2012 6-year	46.0%	52.6%
Fall 2013 6-year	46.0%	54.6%

Six-year Graduation & Persistence Rate, Fall 2014		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	488	45.3%
<i>For Students NOT Needing Dev Ed</i>		
Institution	2,667	65.2%

*Peer Group data is average for peer group.

Funding						
Source	FY 2015 Amount	Pct of Total	FY 2019 Amount	Pct of Total	FY 2020 Amount	Pct of Total
Appropriated Funds	\$0	.0%	\$149,918,157	38.2%	\$161,528,608	37.5%
Federal Funds	\$0	.0%	\$126,932,586	32.3%	\$148,327,787	34.5%
Tuition & Fees	\$0	.0%	\$90,949,003	23.2%	\$97,578,347	22.7%
Total Revenue	\$0	.0%	\$392,381,065	100.0%	\$430,487,473	100.0%

Online Resume for Prospective Students, Parents and the Public

THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY

Location: Edinburg, South Texas Region

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

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

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Enrollment		
Race/Ethnicity	Fall 2020	
	Number	Percent
White	1,030	3.2%
Hispanic	29,291	90.9%
African American	272	.8%
Asian	438	1.4%
International	730	2.3%
Other & Unknown	459	1.4%
Total	32,220	100.0%
TX First Time Transfers		
Number	% of UG	
Two-Year Institutions	1,387	5.2%
Other Institutions	370	1.4%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students		
Measure	Entering	
	Fall	Rate
4-year Rate Total	2016	29.8%
Same Institution		28.3%
Other Institutions		1.6%
5-year Rate Total	2015	43.3%
Same Institution		40.6%
Other Institutions		2.7%
6-year Rate Total		.0%
Same Institution		.0%
Other Institutions		.0%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2019	
Total	84.9%
Same	80.2%
Other	4.7%
2-Year Persistence, Fall 2018	
Total	75.1%
Same	66.8%
Other	8.3%

Avg Number SCH for Bachelor's Degree	
FY 2020 Average	
Sem	SCH
All	9.60 136.00

Degrees Awarded	
Type	FY 2020
Bachelor's	4,360
Master's	1,442
Doctoral	29
Professional	0
Total	5,831

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
FY 2020	
Field	Rate
Law	%
Pharmacy	%
Nursing	93.0%
Engineering	44.2%

*Data for FY 2019

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2020		
Test Section	ACT	SAT
Composite		
Math	https://nces.ed.gov/	
English		
Critical Reading		

Application for First-time Undergraduate Admission			
Fall 2020			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	309	82.2%	31.9%
African American	128	78.1%	17.0%
Hispanic	11,928	81.1%	52.1%
Asian	123	91.1%	47.3%
International	53	100.0%	90.6%
Other	271	76.8%	46.2%
Total	12,812	81.2%	51.3%

Instruction	
Measure of Excellence	Fall 2020
Undergraduate Classes with < 20 Students	18.4%
Undergraduate Classes with > 50 Students	17.9%
% of Teaching Faculty Tenured/Tenure-track *	43.7%
Student/Faculty Ratio *	27:1

* Fall 2019 Data

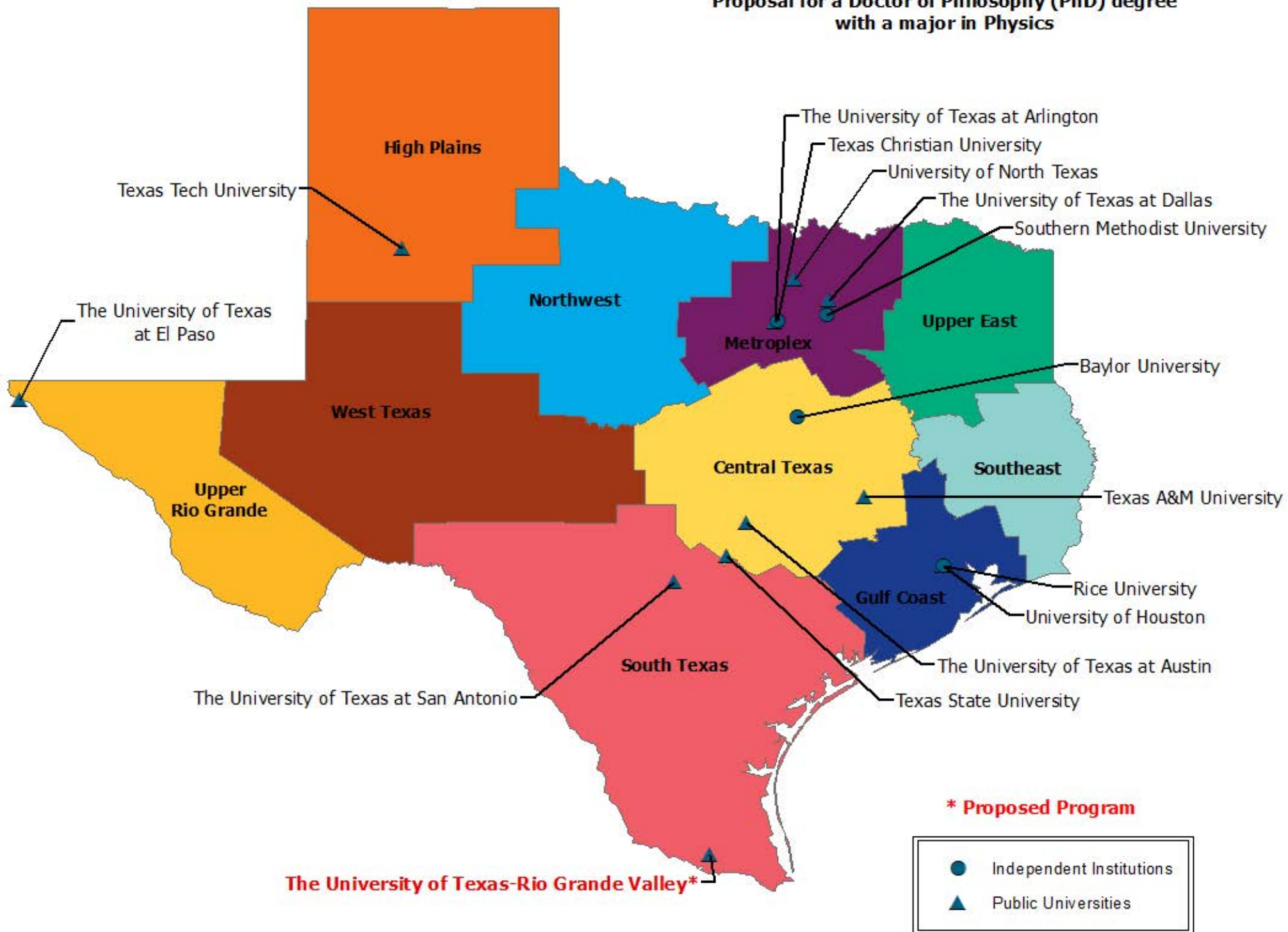
Costs	
Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2021	
Type of Cost	Average Amount
Total Academic Cost	\$8,917
On-campus Room & Board	\$8,342
Books & Supplies	\$1,240
Off-Campus Transportation & Personal Expenses	\$3,426
Total Cost	\$21,925

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

Financial Aid		
Enrolled in FY 2019		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	76%	\$7,866
Federal (Pell) Grants	62%	\$5,215
Federal Student Loans	36%	\$5,080

Funding		
Source	FY 2020 Amount	Pct of Total
Appropriated Funds	\$161,528,608	37.5%
Federal Funds	\$148,327,787	34.5%
Tuition & Fees	\$97,578,347	22.7%
Total Revenue	\$430,487,473	100.0%

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



Committee on Academic and Workforce Success

AGENDA ITEM V-L (5)

Consideration of approving the request for a new degree program from Angelo State University for a Doctor of Psychology (PsyD) in Counseling Psychology

RECOMMENDATION: Approval, beginning fall 2022

Rationale:

Angelo State University (Angelo State) is proposing a Doctor of Psychology (PsyD) degree in Counseling Psychology to be delivered primarily face-to-face. The proposed program would begin in fall 2022 and require 105 semester credit hours (SCHs) for students entering with a bachelor's degree, and 81 SCHs for students entering with a master's degree. The proposed PsyD in Counseling Psychology would prepare students for the Licensed Psychologist exam, a continually growing need in mental health care.

Workforce data suggest that there is a greater than average need for counseling psychologists. According to the United States Bureau of Labor Statistics, there would be a 3.1% increase in counseling psychology positions during the 2019-2029 decade with approximately 10,500 job openings per year. The Texas Workforce Commission anticipates a 34% growth in counseling psychology positions for the decade 2019-2029. This would create approximately 892 annual job openings due to growth and replacement.

Currently, there are 18 master's and five doctoral counseling psychology programs in Texas. In accordance with the institution's proposed hiring schedule, Angelo State will hire one additional core faculty member to start in the program's first year. By June 1, before the academic year in which faculty are hired, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of courses to be taught.

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

<i>Completion Measures</i>		<i>Institution</i>		<i>State</i>
<i>Graduate</i>	Master's 5-Year Graduation Rate	67.4%		76.3%
	Doctoral 10-Year Graduation Rate	94.1%		65.4%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years:	Yes	No	<u>N/A</u>
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years:	Yes	No	<u>N/A</u>

Proposed Program:

This primarily face-to-face program would require 105 SCHs beyond a bachelor's degree and 81 SCHs beyond a master's degree beginning in fall 2022. There is currently a well-documented shortage of counseling and related area psychologist experts.

The institution estimates that five-year costs would total \$2,404,358.

Existing Programs:

There are currently five public institutions and two independent institutions offering the PsyD or PhD in Counseling Psychology (42.2803.00).

Public Universities:

Texas A&M University
Texas Tech University
Texas Woman's University
University of Houston
University of North Texas

Independent Colleges and Universities:

Baylor University
Our Lady of the Lake University

The nearest institution to Angelo State offering the PsyD or PhD in Counseling Psychology is Texas Tech University, which is 187 miles away.

	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Start-Up Projections:</i>					
<i>Students Enrolled</i>	5	10	16	22	25
<i>Graduates</i>	0	0	0	3	5
<i>Avg. Financial Assistance</i>	0	0	0	0	0
<i>Students Assisted</i>	0	0	0	0	0
<i>Core Faculty (FTE)</i>	2.75	3.5	3.5	3.5	3.5
<i>Total Costs</i>	\$467,071	\$472,929	\$480,424	\$488,068	\$495,866
<i>Total Funding</i>	\$380,367	\$410,932	\$631,716	\$760,951	\$872,792
<i>% From Formula Funding</i>	0	0	30%	37%	41%

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 272,356
Faculty (Reallocated)	\$ 1,639,522
Program Administration (New)	\$ 0
Program Administration (Reallocated)	\$ 0
Graduate Assistants (New)	\$ 130,375
Graduate Assistants (Reallocated)	\$ 205,275
Clerical/Staff (New)	\$ 152,840
Clerical/Staff (Reallocated)	\$ 0
Other	\$ 0
Student Support	\$ 0
Supplies and Materials	\$ 3,990
Library and IT Resources	\$ 0
Equipment	\$ 0
Facilities	\$ 0
Other	\$ 0
Total	\$ 2,404,358

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 823,738
Other State Funding	\$ 0
Reallocation of Existing Resources	\$ 1,844,797
Federal Funding (In-Hand Only)	\$ 0
Other (Tuition and Fees)	\$ 388,223
Total	\$ 3,056,758

Major Commitments:

In accordance with the institution's proposed hiring schedule, Angelo State will hire one additional core faculty member to start in the program's first year. By June 1, before the academic year in which faculty are hired, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of courses to be taught.

The institution will submit reports in Years 1, 3, and 5 confirming institutional commitments and assessing the progress of program implementation.

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

Online Resume for Legislators and Other Policymakers

ANGELO STATE UNIVERSITY

Location: San Angelo, West Region

Master's Accountability Peer Group: 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 - Downtown, Univ of H - Victoria

Out-Of-State Peers: Arizona State University-West, California State University-San Marcos, Portland State University, University Of Illinois At Springfield, Western New Mexico University

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

[Institutional Resumes](#)

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Enrollment						
Race/Ethnicity	Fall 2015		Fall 2019		Fall 2020	
	Number	Percent	Number	Percent	Number	Percent
White	4,549	54.5%	4,796	46.6%	5,322	50.7%
Hispanic	2,517	30.2%	4,167	40.5%	3,894	37.1%
African American	603	7.2%	714	6.9%	728	6.9%
Asian	104	1.2%	153	1.5%	176	1.7%
International	158	1.9%	238	2.3%	156	1.5%
Other & Unknown	412	4.9%	221	2.1%	213	2.0%
Total	8,343	100.0%	10,289	100.0%	10,489	100.0%
TX First Time Transfers	Number		Number		Number	
	% of UG		% of UG		% of UG	
Two-Year Institutions	280	3.9%	249	2.8%	267	3.0%
Other Institutions	61	.9%	50	.6%	40	.4%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2016	\$7,802	.0%	\$7,366	.0%
2017	\$8,038	3.0%	\$7,583	2.9%
2018	\$8,216	2.2%	\$7,259	-4.3%
2019	\$8,489	3.3%	\$7,702	6.1%
2020	\$8,720	2.7%	\$7,911	2.7%
2021	\$9,010	3.3%	\$8,159	3.1%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2018	34%	\$6,035	35%	\$5,837	42%	\$7,161
2019	35%	\$6,253	34%	\$5,909	0%	\$0
Federal, State, Institutional or Other Grants Known by Institutions						
2018	60%	\$6,361	52%	\$5,217	63%	\$8,167
2019	62%	\$6,519	52%	\$5,763	0%	\$0
Federal (Pell) Grants						
2018	30%	\$4,692	36%	\$3,506	43%	\$4,368
2019	32%	\$4,806	35%	\$3,630	0%	\$0

Student Success										
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates						
Enter Fall 2014		Enter Fall 2018	Enter Fall 2019		Cohort	Institution Rate	Peer Group Rate			
Cohort	1,285	1,363	1,324		Fall 2011 4-year	29.4%	22.1%			
Total	77.4%	78.9%	78.5%		Fall 2015 4-year	33.8%	28.8%			
Same	62.1%	67.9%	67.7%		Fall 2016 4-year	31.6%	27.9%			
Other	15.3%	11.1%	10.9%		Fall 2010 5-year	38.5%	36.0%			
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2014 5-year	45.7%	43.9%				
Enter Fall 2013		Enter Fall 2017	Enter Fall 2018		Fall 2015 5-year	47.4%	46.3%			
Institution Persistence				Fall 2009 6-year	44.9%	43.7%				
Cohort	1,204	1,365	1,360		Fall 2013 6-year	50.5%	49.5%			
Total	69.6%	64.1%	66.9%		Fall 2014 6-year	51.3%	50.6%			
Same	48.8%	49.7%	52.9%		National Comparison (IPEDS Definition)					
Other	20.8%	14.4%	14.0%		Cohort	Institution Rate	OOS Peers Rate			
Peer Group Persistence				Fall 2010 4-year	14.0%	22.2%				
Cohort	567	537	559		Fall 2014 4-year	21.0%	27.8%			
Total	71.1%	68.9%	69.1%		Fall 2015 4-year	28.0%	26.8%			
Same	45.9%	49.0%	51.9%		Fall 2009 5-year	25.0%	38.2%			
Other	29.3%	19.9%	17.0%		Fall 2013 5-year	32.0%	44.2%			
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree				Fall 2014 5-year	36.0%	41.6%				
				Fall 2008 6-year	30.0%	44.2%				
				Fall 2012 6-year	34.0%	49.6%				
				Fall 2013 6-year	40.0%	46.2%				
				Peer Group Average						
				Institution	Grade	Sem	SCH	Grade	Sem	SCH

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 2016	670	10.51	135.00	447	12.76	144.35
FY 2019	824	9.00	130.00	551	11.74	138.28
FY 2020	870	9.20	131.00	559	11.45	136.35

Six-year Graduation & Persistence Rate, Fall 2014		
Student Group	Cohort	Rate
For Students Needing Dev Ed		
Institution	326	42.0%
Peer Group	121	43.0%
For Students NOT Needing Dev Ed		
Institution	959	65.2%
Peer Group	428	65.2%

*Peer Group data is average for peer group.

Funding						
Source	FY 2015 Amount	Pct of Total	FY 2019 Amount	Pct of Total	FY 2020 Amount	Pct of Total
Appropriated Funds	\$40,589,326	37.2%	\$46,326,520	35.3%	\$50,130,674	36.9%
Federal Funds	\$12,799,772	11.7%	\$15,641,657	11.9%	\$20,612,850	15.2%
Tuition & Fees	\$31,368,278	28.7%	\$41,562,764	31.7%	\$41,367,534	30.4%
Total Revenue	\$109,191,620	100.0%	\$131,053,945	100.0%	\$135,952,988	100.0%

Online Resume for Prospective Students, Parents and the Public

ANGELO STATE UNIVERSITY

Location: San Angelo, West Region

Master's Accountability Peer Group: 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 - Downtown, Univ of H - Victoria

Out-Of-State Peers: Arizona State University-West, California State University-San Marcos, Portland State University, University Of Illinois At Springfield, Western New Mexico University

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

[Institutional Resumes](#)

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Enrollment		
Race/Ethnicity	Fall 2020	
	Number	Percent
White	5,322	50.7%
Hispanic	3,894	37.1%
African American	728	6.9%
Asian	176	1.7%
International	156	1.5%
Other & Unknown	213	2.0%
Total	10,489	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	267	3.0%
Other Institutions	40	.4%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students			
Measure	Entering		Rate
	Fall		
4-year Rate Total	2016		31.6%
Same Institution			28.8%
Other Institutions			2.8%
5-year Rate Total	2015		47.4%
Same Institution			41.5%
Other Institutions			5.9%
6-year Rate Total	2014		51.3%
Same Institution			41.9%
Other Institutions			9.4%

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2019	
Total	78.5%
Same	67.7%
Other	10.9%

2-Year Persistence, Fall 2018	
Total	66.9%
Same	52.9%
Other	14.0%

Avg Number SCH for Bachelor's Degree	
FY 2020 Average	
Sem	SCH
All	9.20 131.00

Degrees Awarded	
Type	FY 2020
Bachelor's	1,163
Master's	595
Doctoral	0
Professional	25
Total	1,783

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2020 Rate
Law	%
Pharmacy	%
Nursing	95.2%
Engineering	%

*Data for FY 2019

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2020		
Test Section	ACT	SAT
Composite		
Math		
English		
Critical Reading		

<https://nces.ed.gov/>

Application for First-time Undergraduate Admission			
Fall 2020			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	1,322	83.9%	56.1%
African American	379	74.7%	37.8%
Hispanic	1,670	76.3%	39.1%
Asian	50	70.0%	40.0%
International	97	68.0%	25.8%
Other	62	79.0%	42.9%
Total	3,580	78.7%	45.4%

Costs					
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH					Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2021
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase	
2016	\$7,802	.0%	\$7,326	.0%	Type of Cost
2017	\$8,038	2.9%	\$7,548	2.9%	
2018	\$8,216	2.2%	\$7,191	-5.0%	Average Amount
2019	\$8,489	3.2%	\$7,646	6.0%	
2020	\$8,720	2.6%	\$7,854	2.6%	Total Academic Cost
2021	\$9,010	3.2%	\$8,098	3.0%	On-campus Room & Board
					Books & Supplies
					Off-Campus Transportation & Personal Expenses
					Total Cost

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

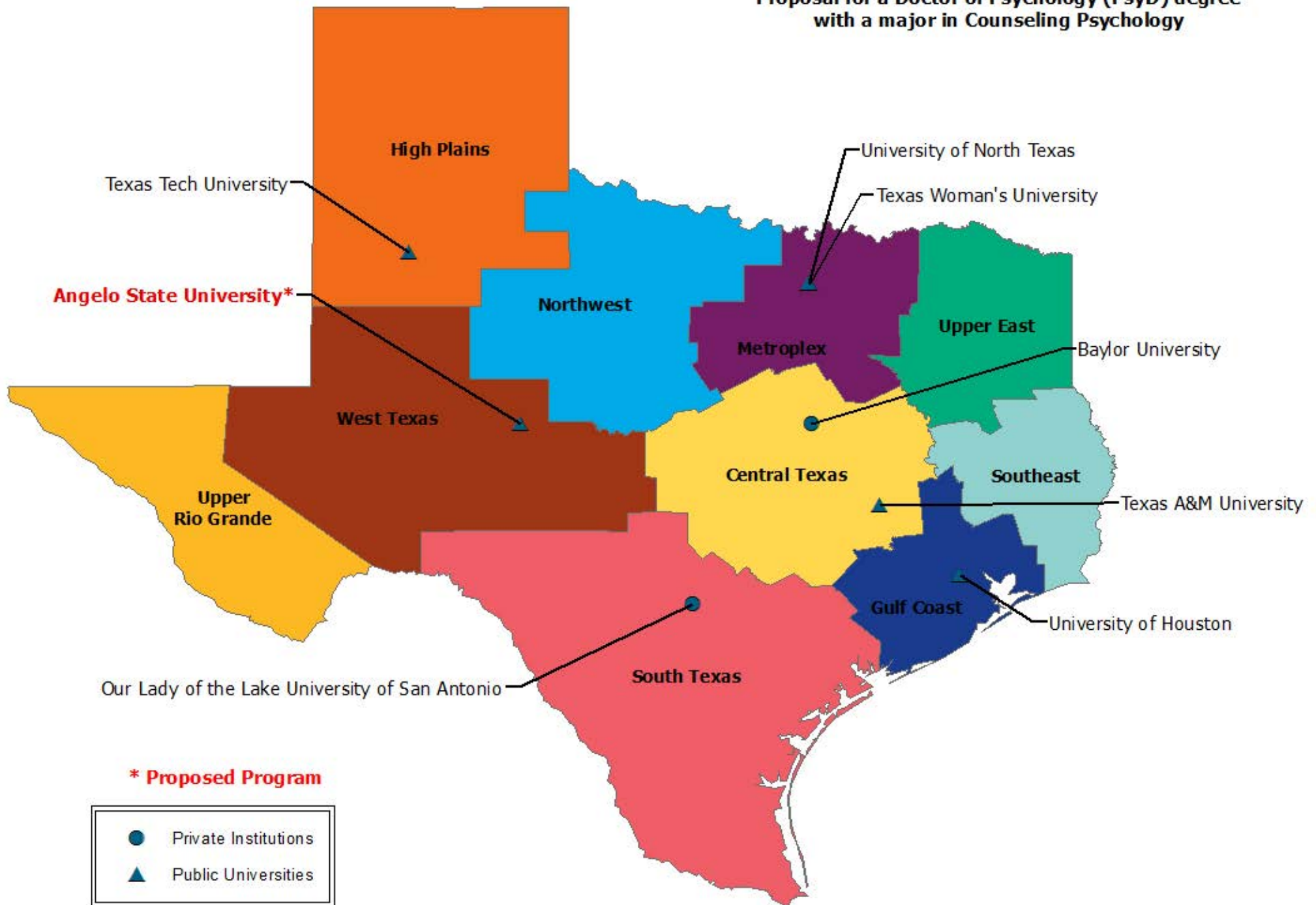
Instruction		
Measure of Excellence	Fall 2020	
Undergraduate Classes with < 20 Students		37.9%
Undergraduate Classes with > 50 Students		7.0%
% of Teaching Faculty Tenured/Tenure-track *		56.7%
Student/Faculty Ratio *		21:1

Financial Aid		
Enrolled in FY 2019		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	62%	\$6,519
Federal (Pell) Grants	32%	\$4,806
Federal Student Loans	35%	\$6,253

Funding		
Source	FY 2020 Amount	Pct of Total
Appropriated Funds	\$50,130,674	36.9%
Federal Funds	\$20,612,850	15.2%
Tuition & Fees	\$41,367,534	30.4%
Total Revenue	\$135,952,988	100.0%

* Fall 2019 Data

**Proposal for a Doctor of Psychology (PsyD) degree
with a major in Counseling Psychology**



Committee on Academic and Workforce Success

AGENDA ITEM V-N

Consideration of adopting the January 2021 Annual Compliance Reports for institutions under a Certificate of Authorization (names beginning with "A" through "O")

RECOMMENDATION: Approval

Background Information:

Starting in January 2014, under Chapter 7, Subchapter A, Section 7.7 of Texas Higher Education Coordinating Board (THECB) rules, institutions operating under a Certificate of Authorization are required to submit an annual compliance report to ensure continued compliance of institutions operations in Texas. The compliance reports include 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, 2021. Institutions with names beginning with "P" through "Z" were required to submit their reports by July 15, 2021. An institution receiving its first Certificate of Authorization less than six months before the report due date was not asked to submit an annual report because the information was deemed up to date. Following is a summary of the status of all institutions that were required to report in the January 2021 reporting cycle.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-O (1)

Consideration of adopting the request to extend the current contract with a higher education artificial intelligence vendor for the Virtual Advising Project (ADVi) for a term of one year

Total Project Cost: up to \$500,000
Source of Funds: Governor's Emergency Education Relief (GEER) fund
Authority: Texas Education Code, Section 61.0762(a)(5)
Programs to Enhance Student Success

RECOMMENDATION: Approval

Texas Higher Education Coordinating Board (THECB) staff requests approval to award up to \$500,000 to extend the current contract with AdmitHub and continue implementation of the Virtual Advising Project.

Background Information:

The Virtual Advising Project pairs artificial intelligence – a chatbot named “ADVi” – with knowledgeable advisors 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 thousands of questions. When an individual’s question cannot be answered by the chatbot, they are routed to our team of advisors to respond. These advisors receive intensive training, provided in partnership with the College Advising Corps, that focuses on college access, financial aid, and student services.

This project was significantly scaled up in response to the coronavirus pandemic in 2020. The Virtual Advising Project is currently supporting more than 181,000 students from the class of 2021 who will begin college this fall, while also working to re-engage more than 102,000 members of the class of 2020 who applied but did not enroll in higher education.

THECB staff requests approval to expend additional funds for a second year of implementation and enhancement of the Virtual Advising Project. Continuation of the AdmitHub contract will enable the class of 2022 to begin receiving support as they enter their senior year of high school and will allow the project to expand support to additional populations, including high school juniors and individuals who have some college but no credential.

These funds will enable the project to continue to serve thousands of students whose educational journeys have been impacted by the COVID-19 pandemic. This investment in college advising is urgently needed to secure both the short- and long-term future of our state. At this time, when Texans are still rebounding from the pandemic and many are struggling to find a path to college, complete degrees or certificates, or learn new skills that will allow them to re-enter a changed workforce, access to high-quality advising is critical.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-O (2)

Consideration and possible action to extend the current contract with an open educational resources repository vendor for the OERTX Repository for a term of one year

Total Project Cost: up to \$350,000
Source of Funds: State appropriation & Governor's Emergency Education Relief (GEER) funds
Authority: Senate Bill 1, 87th Texas Legislative Session, Rider 49

RECOMMENDATION: Approval

Texas Higher Education Coordinating Board (THECB) staff requests approval to award up to \$350,000 to extend the current contract with the Institute for the Study of Knowledge Management in Education (ISKME) for the OERTX Repository for one year. The contract extension will allow ISKME to provide ongoing maintenance of the OERTX platform, expand the library of open educational resources (OER) available, develop and implement professional learning activities to scale the reach of the repository, and offer consultation on integrating the site into the upcoming DLTX Digital Learning Clearinghouse.

Background Information:

OERTX Repository (OERTX) is funded through state appropriation and was launched in August 2020 during the COVID-19 pandemic. OERTX is a repository of OER curated for Texas higher education institutions and a space where instructional designers, faculty, librarians, and staff have access to communities of support for scaling OER use and adoption. ISKME is the vendor that built and currently maintains the repository. The OERTX initiative promotes the use of OER materials in Texas and positively impacts Texas students by reducing educational costs.

THECB staff have been promoting OERTX through numerous events and presentations across Texas and the United States. As part of the current contract with ISKME, the THECB Division of Digital Learning and ISKME provide online learning academies to train faculty and institutional staff on the creation of OER materials and discovery and curation of materials within the platform and the implementation of OER programs at institutions. Registrations for the recent OERTX Core Elements Academy more than doubled the originally anticipated class size.

THECB staff requests approval to expend additional funds for a second year of support and enhancement from ISKME for the OERTX Repository. Continuation of the ISKME contract will enable ISKME to provide a broader range of support to the THECB by increasing content types, further developing the OERTX collections, conducting a gap analysis, and planning for integration into the upcoming GEER-funded DLTX Digital Learning Clearinghouse. In addition,

Texas faculty and staff will have the opportunity to continue receiving training in the adoption and use of OER through additional professional development academies. An extended contract will allow the THECB to reach more institutions and scale efforts to make educational materials more affordable for Texas students.

Dr. Michelle Singh, Assistant Commissioner for the Division of Digital Learning, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-O (3)

Consideration of adopting the request to extend the current contract for the Texas Success Initiative Pre-Assessment Activity (PAA)

Total Project Cost: \$348,390
Original Project Cost: \$298,620.00
Additional Project Cost: up to \$49,770
Source of Funds: Strategy, Developmental Education
Authority: General Appropriations Act, Senate Bill 1, Article III,
Section 32, 86th Texas Legislature, Regular Session

RECOMMENDATION: Approval

The Texas Higher Education Coordinating Board (THECB) staff requests approval to extend services with Querium Corporation for additional funds to continue providing a free, online pre-assessment activity for Texas public institutions of higher education and school districts.

Background Information:

In October 2012, the THECB adopted the amendment to Texas Administrative Code (TAC), Chapter 4, Subchapter C, Rule 4.55 to include the following language.

- 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 Corporation, an Austin-based company founded in 2013, created and delivered, at no cost to the state, institutions, or students, an online pre-assessment activity (PAA) in response to the new Texas Success Initiative (TSI) requirements as listed in TAC Rule 4.55(b). Effective September 1, 2015, Querium was no longer able to offer these services at no cost. A Request for Offers was issued in summer 2015 and again in summer 2018 to continue providing a free, online pre-assessment activity, and the evaluation

process determined that Querium provided the most efficient and effective proposal for continuation of the PAA.

On average, the pre-assessment activity provided by Querium is administered over 15,000 times per month to students across Texas in preparation for the TSI Assessment. Timelines related to required steps in the procurement process do not allow sufficient time to solicit a vendor and implement a new pre-assessment activity before current services with Querium Corporation end on August 31, 2021. To avoid possible delays or interruptions for students, institutions, and school districts in meeting this requirement of the TSI, staff requests to extend services with Querium Corporation for up to six months ending on or before February 31, 2022. This will provide sufficient time to solicit and contract services with a vendor for the PAA.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-O (4)

Consideration of adopting the request to establish an interagency contract (IAC) with The University of Texas at Austin for continued research and data services for Texas OnCourse

RECOMMENDATION: Approval

Background Information:

In 2015, the 84th Texas Legislature invested in improving college and career planning and readiness, creating Texas OnCourse. This investment fueled unprecedented collaboration between K–12 educators, state agencies, higher education institutions, and employers across the state. While The University of Texas at Austin (UT-Austin) received the original charge, the 87th Texas Legislature moved the operations of the initiative to the Texas Higher Education Coordinating Board (THECB).

Since inception, the Research and Data team at UT-Austin's Office of Strategy and Policy have provided critical research services and data infrastructure and management for the initiative. Research and Data support services include database development and management; administration of data service agreements; survey development, implementation and reporting; research agenda and grants management as applicable; and external evaluation oversight and implementation. For programmatic continuity, Texas OnCourse seeks to continue the engagement with the UT-Austin's Research and Data team for the next fiscal year.

The Research and Data team will manage a contract for a third-party evaluation of Texas OnCourse's impact on student outcomes. This evaluation is essential to understanding how Texas OnCourse resources and programming contribute to the goals of *60x30TX*.

THECB staff recommends the agency establish a contract to renew the Research and Data service support with UT-Austin, ending August 31, 2022. The projected cost of the Research and Data services during fiscal year 2022 is \$200,000. The pass-through cost of the third-party evaluation is \$190,000.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-O (5)

Consideration and possible action to enter agreements with Texas A&M University, The University of Texas at Austin, Texas Christian University, and Trinity University to allocate funding to continue the Advise TX College Advising Program

Total Project Cost: up to \$3,900,000
Source of Funds: Strategy A.1.3., College Readiness and Success
Authority: General Appropriations Act, Senate Bill 1, Article III, Section 47,
87th Texas Legislature

RECOMMENDATION: Approval

Texas Higher Education Coordinating (THECB) staff request approval to contract with Texas A&M University, The University of Texas at Austin, Texas Christian University, and Trinity University to continue the Advise TX program.

Program continuation is based on a Memorandum of Understanding (MOU) between the THECB, College For All Texans (CFAT) Foundation, and the College Advising Corps (CAC). Under the MOU, the THECB agrees to collaborate with CFAT and CAC on fundraising, awareness, programmatic improvements, and program evaluation. CAC is an innovative, near-peer college access program that aims to increase the number of low-income, first-generation college, and other underrepresented students who enter and complete higher education.

The current Advise TX program budget, funded through the THECB and its program partners, is \$5.1 million, which supports up to 120 high schools. With new funding appropriated by the 87th Texas Legislature, the THECB will continue to fund the four Advise TX institutions. Any additional funds needed to support services will be contributed by CAC and the participating school districts.

The 86th Texas Legislature approved \$4 million over the biennium to support the program. THECB approved the first year of funding in July 2015.

Background Information:

The program is a priority program of the current Texas higher education plan, *60x30TX*. Advise TX College Advising Corps (Advise TX CAC) has the primary goal of raising the rates of college enrollment and completion among low-income and first-generation college students. The premise of Advise TX is that many qualified students are deterred from pursuing higher education by non-academic barriers, including lack of information about college admissions and

financial aid. Advise TX CAC had previously been sponsored by the THECB through the federal College Access Challenge Grant and private entities, foundations, and businesses, including the CFAT Foundation and CAC.

The program was started by the THECB in 2010 at The University of Texas at Austin (UT-Austin) Institute for Public School Initiatives when it placed 15 recent graduates of UT-Austin into service. Over the past few years, with grant funds from the THECB, the program expanded up to a total of 120 advisers with as many as five university chapter partners. Each chapter recruits, hires, and trains its own graduates to serve as advisers in selected partner high schools.

Advise TX CAC places recent university graduates on high school campuses as near-peer college advisers to lead low-income and first-generation students to postsecondary education. Advise TX CAC college advisers receive intensive training before serving in a high school, completing a four-to-six week practical curriculum that focuses on college access, college admissions, financial aid, student services, diversity, community service, and professionalism. Advisers live within their service areas, involving themselves in the communities that they serve.

Advise TX CAC advisers work in collaboration with high school counselors, teachers, and administrators to increase the proportion of students attending postsecondary public and private institutions of higher education, including community colleges and technical institutes. Advisers provide admissions and financial aid advising to students and their families through one-on-one and group sessions that help students identify colleges that will serve them well; help students complete their admissions and financial aid applications; help students find the college that best fits their career aspirations and academic preparation; and help them enroll at the college or university they eventually choose. As such, Advise TX CAC is a holistically targeted approach that integrates key student support into selected high schools to address non-academic barriers to student access and success.

Recently published Advise TX results from a randomized control trial study conducted between 2011-12 and 2013-14 found that low-income and Hispanic students who met with an Advise TX adviser saw statistically significant college enrollment increases of 2 to 3 percentage points in the fall after high school graduation. Our annual report on college enrollment outcomes for the graduating class of 2017 found similar impacts. Overall, college enrollment rates for the 2018 graduating class improved by 0.6 percentage points for the low-income population when served by Advise TX. Further, African American students saw a 1.9 percentage point increase in four-year college attendance when served by Advise TX, and Hispanic students saw a positive increase in two-year college attendance.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-O (6)

Consideration and possible action to solicit and/or enter into contracts or grants, totaling up to \$42.5 million, to establish or expand programs that address current workforce needs in high-priority sectors, job families, and occupations for regional and state economic development, to be funded by the Governor's Emergency Education Relief (GEER) Fund

Total Project Cost: Not to exceed \$42,500,000

Source of Funds: Governor's Emergency Education Relief (GEER) Fund

RECOMMENDATION: Approval

Background Information:

The Texas Higher Education Coordinating Board (THECB) will award grants to institutions to establish or expand programs that address current workforce needs in high-priority sectors, job families, and occupations for regional and state economic development.

The grants will be given in three parts:

- Part A: Award grants for the purpose of creating, redesigning, or expanding workforce training in consultation with employers. Grants will be matched by local commitments of federal state or other funds.
- Part B: Award grants to create redesign or expand short-term educational programs that students may complete in one year. Eligible programs will be selected in consultation with employers and funds will be matched by local commitments of federal, state or other funds.
- Part C: The THECB will work in partnership with the Texas Workforce Commission and the Texas Workforce Investment Council to award supplemental grants to public institutions of higher education to incorporate workforce training programs and short-term educational programs in high demand fields.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-O (7)

Consideration and possible action to fund portable scholarships totaling up to \$7 million for leadership development opportunities to encourage high-achieving students who are low-income to take advantage of premier educational opportunities available through public colleges and universities and develop students as emerging leaders for the state of Texas.

Total Project Cost: Up to \$7,000,000

Source of Funds: Governor's Emergency Education Relief (GEER) Fund

RECOMMENDATION: Approval

Background Information:

According to Fall 2020 enrollment reports, only 64.3% of Texas students who graduated in the top 10 percent of their graduating class matriculated to a Texas institution. Only 55% of students who graduated in the top 11-25% range successfully enrolled in postsecondary coursework in the state of Texas. These figures represent the lowest enrollment of top 25 percent graduates in the past four academic fall semesters. When taking into account Black and Hispanic students, these figures are lower than the statewide average.

The Texas Leadership Scholars Initiative will assist in facilitating successful matriculation of high achieving Texas secondary graduates into a postsecondary program within the state. Participating students will receive financial support via a portable scholarship in the amount of one full year of tuition and required fees at any Texas public institution.

Dr. Dakota Doman, Senior Director for Strategy and Policy, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-O (8)

Consideration and possible action to transfer up to \$6 million to the Texas Reskilling Support Fund for the purpose of establishing a set of awards to eligible students attending Texas higher education institutions

Total Project Cost: Up to \$6,000,000
Source of Funds: Governor's Emergency Education Relief (GEER) Funds

RECOMMENDATION: Approval

Background Information:

The Texas Reskilling Support Fund award funds to institutions of higher education to provide essential support to students that will accelerate enrollment and facilitate timely completion of credentials aligned with high demand career opportunities. Grant funds from may be used for tuition and fees or direct wraparound student support services for short term educational programs aligned with high demand career opportunities.

The additional funds of up to \$6 million will be used to provide last mile support for students who previously stopped out of higher education and who are within twelve months of completing a degree or credential. These last mile support funds must be matched by local commitments of federal, state, or other funds.

Texas Higher Education Coordinating Board staff recommend approval to transfer up to \$6 million to the Texas Reskilling Support Fund for the purpose of establishing a set of awards to eligible students attending Texas higher education institutions.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-O (9)

Consideration and possible action, to spend up to \$4 million, to fund the expansion of the Advise TX College Advising Program and ADVi through contracts, grants, or interagency contracts with Historically Black Colleges and Universities, Hispanic Serving Institutions, and college and universities with large low-income student populations

Total Project Cost: Up to \$4,000,000 for the biennium
Source of Funds: Governor's Emergency Education Relief (GEER) Funds

RECOMMENDATION: Approval

Background Information:

The Texas Higher Education Coordinating Board (Coordinating Board) staff requests approval for use of federal GEER funding through to bolster strategic outreach and increase direct-to-college enrollment by expanding the Advise TX College Advising Program and ADVi Virtual Advising Project in partnership with participating Historically Black Colleges and Universities, Hispanic Serving Institutions, and college and universities with large low-income student populations.

Advise TX College Advising Corps (Advise TX CAC) is a priority program of the current Texas higher education plan, *60x30TX*. Advise TX has the primary goal of raising the rates of college enrollment and completion among low-income and first-generation college students. Advise TX CAC places recent university graduates on high school campuses as near-peer college advisers to lead low-income and first-generation students to postsecondary education. Advise TX CAC is a holistically targeted approach that integrates key student support to address non-academic barriers to student access and success.

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 Coordinating Board to provide support to Texans looking to attend or return to higher education and supports the educated population goal of *60x30TX*.

The requested funding will expand the Advise TX consortium to include additional universities, including Historically Black Colleges and Universities, Hispanic Serving Institutions, and college and universities with large low-income student populations, bolstering outreach and direct-to-college enrollment. The requested funding will also support an expansion of digital advising within the Advise Texas program. ADVi will expand adviser capacity by adding the opportunity for students to connect with an AI chatbot and virtual advisers trained to deliver

quality college and career advising. This targeted expansion of programming will scale-up of services to support hard-to-reach students statewide providing 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.

Committee on Academic and Workforce Success

AGENDA ITEM V-O (10)

Consideration and possible action to solicit and/or enter into contracts, totaling up to \$1.5 million, with researchers and service providers to create an inventory of student success interventions and initiatives, to be funded by the Governor's Emergency Education Relief (GEER) Fund

Total Project Cost: Up to \$1,500,000

Source of Funds: Governor's Emergency Education Relief (GEER) Funds

RECOMMENDATION: Approval

Background Information:

The Student Success Consortium (SSC) focuses on improving college and career success for Texas students, especially from African American, Hispanic, and low-income populations most impacted by the pandemic. This initiative was developed in response to the declining and stagnant growth in the number and percentage of underrepresented student populations relating to the progress of *60x30TX* Completion Goals. To ensure all Texans have equal and equitable access to tools and resources that promote educational attainment, this project will provide an inventory with an array of student success interventions, initiatives, and evidence-based practices that positively impact participation, persistence, and completions. These data, research, and information will include estimates of relative costs and complexity of implementation. These analyses will be used to populate a new web-based clearinghouse of student success interventions and to inform new institutional reporting guidelines and policy recommendations.

The Student Success Consortium will work with local and national stakeholders to support colleges and universities as they scale and enhance identified evidence-based practices for college and career success and positively impacting the lives of Texans and the Texas economy.

Texas Higher Education Coordinating Board staff recommend approval for soliciting and entering into agreements in order to secure the resources necessary to move forward with implementation of projects related to this initiative.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-P (1)

Consideration of approving the appointment of member(s) to the Apply Texas Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board (THECB) staff requests appointment of new members to the ApplyTexas Advisory Committee (ATAC). In accordance with Texas Administrative Code, Title 19, 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 ApplyTexas 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 ApplyTexas 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 positions and highest degrees awarded:

Andres Arredondo, Enrollment Team Lead, Student Onboarding & Recruitment, St. Philip's College (Alamo Colleges)
BA in Marketing, University of Notre Dame

David Barron, Associate Vice President for University Enrollment Management, The University of Texas at Tyler
MA in Theological and Historical Studies, Oral Roberts University

Jennifer Beal, Director of Admissions, North Central Texas College
MS in Advanced Data Analytics, University of North Texas

Andy Benoit, Vice President, Enrollment Management, Texas A&M University-Corpus Christi
MEd in Instructional Technology, McNeese State University

Cintia Cortez, Business Analyst, Admissions and Records, Houston Community College
BA in Business Administration-Finance, University of Houston-Victoria

Mardell Maxwell, Executive Director, Admissions, University of Houston
PhD in Philosophy, University of Nebraska-Lincoln

Stefanie Salazar, Assistant Director of Admissions, Del Mar College
BAS in Applied Leadership, Texas A&M University-Corpus Christi

Michael Sanders, Associate Vice President for University Admissions, University of North Texas
MEd in Higher and Post-Secondary Education, Arizona State University

Michael Talamantes, Director, Admissions and Recruitment, The University of Texas at El Paso
MA in Educational Administration, The University of Texas at El Paso

Miguel Wasielewski, Executive Director of Admissions, The University of Texas at Austin
PhD in Educational Administration, The University of Texas at Austin

Amy Williams, Director of Admissions and Recruitment, Central Texas College
BS in Business Administration, Texas A&M University-Central Texas

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

Committee on Academic and Workforce Success

AGENDA ITEM V-P (2)

Consideration of approving 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 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 2021. All members with expiring terms have agreed to serve another two-year term. Appointment of one member from a private, exempt higher education institution in Texas and two members from public higher education institutions in Texas will maintain the statutorily required composition of the council.

Nominees' current positions and highest degrees awarded:

Dorothy Langley, Dean, Adult and Continuing Education Program, Jarvis Christian College
EdD in Higher Education and Adult Learning, Walden University

Cheryle Snead-Greene, Assistant Provost, Prairie View A&M University
PhD in Philosophy, The University of Texas at Austin

Gina Anderson, Associate Dean for Educator Preparation & Partnerships, College of Professional Education, Texas Woman's University
EdD in Curriculum and Instruction, University of Oklahoma

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

Committee on Academic and Workforce Success

AGENDA ITEM V-P (3)

Consideration of approving 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 Texas Administrative Code, 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 (two members), independent institutions (one member), and one student representative. The committee meets four to six times per year, including web conferences, to consider distance education doctoral programs and other learning technology matters.

Members serve staggered, three-year terms. At the July 2020 Board meeting, committee member terms set to expire in 2020 were extended by one year. The terms of chairs and co-chairs (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 whose terms were not extended in 2020 be reappointed for one additional academic year of membership, in order to maintain staggering terms on the committee. This will accommodate agency needs of committee review and address challenges faced with new member solicitation during the COVID-19 pandemic.

Current positions and highest degrees awarded of members to be reappointed:

Ruth Chisum, Executive Director of SHSU Online Operations, Sam Houston State University
Ed.D. in Transformational Leadership in Education, University of New England

Julie Delello, Associate Professor & Director of the Center for Excellence in Teaching, The University of Texas at Tyler
Ph.D. in Educational Curriculum and Instruction, Texas A&M University

Glynnis Gaines, Dean of Health Professions, McLennan Community College
M.S. in Health Sciences, Clinical Leadership/Adult Education, The George Washington University/Capella University

Rolando Garza, Director-Distance Learning & Instructional Technology, Texas A&M University – Kingsville
Ed.D. in Instructional Technology and Distance Education, Nova Southeastern University

Mary Gentry, Program Director, St. Philip's College
M.A. in Education, The University of Texas at San Antonio

Michelle Giles, Assistant Professor, Program Coordinator of Instructional Design and Technology, University of Houston–Clear Lake
Ph.D. in Educational Technology, University of North Texas

Joyce Langenegger, Executive Director of Academic Success, Blinn College
Ph.D./JD in Human Development/Law, Fielding Graduate University/Baylor University School of Law

Justin Louder, Associate Vice Provost for eLearning and Interim Superintendent, Texas Tech University,
Ed.D. in Educational Instructional Technology, Texas Tech University

Jacqueline Mok, Vice President for Academic, Faculty and Student Affairs, The University of Texas Health Science Center at San Antonio
Ph.D. in Arts Education, New York University

Patrick Pluscht, Associate Vice Provost for Learning Enhancement, University of North Texas
M.A., University of Alabama

Elizabeth Rodriguez, eLearning Center Director, Laredo Community College
Ed.D. in Distance Education and Online Learning, Regent University

Timothy Snyder, Dean of HCC Online & Instructional Technology, Houston Community College System
Ed.D. in Educational Leadership, University of Delaware

Charlene Stubblefield, Executive Director of Center for Instructional Innovation and Technology Services, Prairie View A&M University
M.Ed. in Educational Technology, Texas A&M University

Yun Wan, Professor of Computer Science, Texas A&M University-Commerce
Ph.D. in Management Information Systems, University of Illinois at Chicago

Erin Warham, Director of Educational Development & Teaching Excellence, Concordia University Texas
M.S. in Computer Information Systems, Nova Southwestern University

In addition, THECB staff requests seven new member appointments and one reappointment for the eight vacancies on the LTAC left by seven members whose terms end in 2021 and one member who resigned his position. Nominations for vacancies were selected

from institutions' nominees, with consideration given to type of institution, geographic location, administrative representation, and ethnic and gender composition.

Nominees' current positions and highest degrees awarded:

Luke Dowden, Chief Online Learning Officer/Associate Vice Chancellor, Alamo Colleges District
Ed.D. from Nova Southeastern University

Alicia Jones, Coordinator of Learning Technology and Adjunct Faculty Member, Lamar State College Orange
M.Ed. in Digital Learning from Lamar University

Janet Kamps, Director of eLearning, Del Mar College
M.S. in Educational Human Resource Development from Texas A&M University

Sarah Lee, Executive Dean, iCollin Virtual Campus, Collin College
Ph.D. in Biochemistry and Molecular Biology from Colorado State University

Pamela Morgan, (renominated), Director Academic Outreach and Distance Education, Midwestern State University
Ph.D. in Training & Development and Human Improvement from the University of North Texas

Janet Southerland, Vice President Education, Institutional Effectiveness and Health Education Center, The University of Texas Medical Branch
Ph.D. in Oral Biology from the UNC School of Dentistry

Lydia Tena, Northwest Campus Dean, El Paso Community College
Ed.D. in Educational Administration from New Mexico State University

Megan Weatherly, Director Center for Teaching and Learning, Stephen F. Austin State University
M.A. in History and Public History from the University of Nevada – Las Vegas

Dr. Michelle Singh, Assistant Commissioner for Digital Learning, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-P (4)

Consideration of approving 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 Texas Administrative Code, 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 usually serve three-year staggered terms, with six members rotating off the committee each year. Last year members slated to go off the committee were reappointed for another year due to the extenuating circumstances experienced during the COVID-19 pandemic and the agency needs of committee review. This year, rather than have more than 60% of the committee membership rotate off, staff recommends the reappointment of four members who have completed their three-year term to an additional one-year term and the appointment of seven newly nominated members to serve the full three-year term. This will maintain preferred proportions of experienced members and members new to the committee. Membership positions are selected considering the type of institution, geographic location, administrative and faculty representation, and ethnic and gender composition.

Current positions and highest degrees awarded of members to be reappointed for a one-year term ending August 31, 2022:

Samuel Echevarria-Cruz, Dean of Liberal Arts, Social and Behavioral Sciences,
Austin Community College

PhD in Sociology/Demography, The University of Texas at Austin

Jonda Halcomb, Interim Vice-President and Chief Academic Officer, Del Mar College
PhD in Entomology, Texas A&M University

Needha Boutté-Queen, Dean, College of Liberal Arts and Behavioral Sciences and Professor
of Social Work, Texas Southern University
PhD in Social Work, University of Houston

Dr. Lisa Lacher, Assistant Professor of Information Technology, University of Houston-Clear
Lake
PhD in Software Engineering, North Dakota State University

Current positions and highest degrees awarded of individuals to be appointed as new members
for a three-year term ending August 31, 2024:

Mohamed Chehbouni, Associate Professor of Chemistry, Tarrant County College-Southeast
Campus
PhD in Chemistry, Oklahoma State University

Kimberley Irving-Conaway, Assistant Professor, Alamo Colleges-St. Philip's College
PhD in Education: Organizational Leadership, University of the Incarnate Word

Horacio Salinas, Dean of Arts and Sciences, Laredo College
PhD in Leadership Studies, Our Lady of the Lake University

Marc Guidry, Associate Provost, Stephen F. Austin State University
PhD in English, Louisiana State University

Shyam Nair, Associate Professor, Agricultural Business, Sam Houston State University
PhD in Agriculture and Applied Economics, Texas Tech University

Brenda Schumann, Deputy University Registrar and Director of Operations and Compliance,
The University of Texas at Austin
Master of Education, The University of Texas at Austin

Graham Scott, Director of Academic Assessment and Accreditation, Texas Woman's University
PhD in English Literature, University of California-Riverside

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

Committee on Academic and Workforce Success

AGENDA ITEM V-Q (1)

Consideration of approving the issuance of a Request for Applications for the Autism Grant Program

RECOMMENDATION: Approval

Background Information:

In 2015, the 84th Texas Legislature established the Autism Grant Program (AGP) and directed the Texas Higher Education Coordinating Board (THECB) to administer the program. AGP provides funding to support research and expand treatments for children with Autism Spectrum Disorder (ASD) at ASD research and treatment centers at Texas public, independent, and health-related institutions. Three award categories are supported: Parent-directed Treatment Methods, board-certified Behavior Analyst Training for teachers/paraprofessionals, and Innovative Autism Treatment Models.

During the first biennium, in spring 2016, an initial Request for Applications (RFA) was issued, and 14 awards were made to support two-year grants for all three award categories; a second RFA, released in spring 2017, allowed six additional awards to support Parent-directed Treatment Methods. During the second biennium, in spring 2018, a third RFA was issued, and 12 awards were made to support two-year grants for all three award categories. A fourth RFA was released in fall 2018, and seven additional awards were made to support Parent-directed Treatment Methods. A fifth RFA was released in fall 2019, and 17 awards were made to support two-year grants for all three award categories.

For the 2022-23 biennium, AGP received an appropriation, pending the governor's approval on or before June 20, 2021, of \$3.705 million per fiscal year. THECB staff request approval to issue an RFA in fiscal year 2022 for the AGP, for the three award categories:

- \$2,055,000 per fiscal year for Parent-directed Treatment Methods
- \$950,000 per fiscal year to train school teachers and/or paraprofessionals in Behavioral Analyst Training methods
- \$700,000 per fiscal year for centers that research, develop, and evaluate Innovative Autism Treatment Models

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

AGENDA ITEM V-Q (2)

Consideration of approving the issuance of a Request for Applications for the Carl D. Perkins Career and Technical Education Leadership Grant Program

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

Background Information:

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

In FY 2022, State Leadership Grants must also address the following criteria:

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

Anticipated Fiscal Year 2022 funding available for Perkins State Leadership Grants is \$3.5 million.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-Q (3)

Consideration of approving the issuance of a Request for Applications for the Emergency and Trauma Care Education Partnership Program

RECOMMENDATION: Approval

Background Information:

In 2011, the 82nd Texas Legislature established the Emergency and Trauma Care Education Partnership Program (ETEP) and directed the Texas Higher Education Coordinating Board (THECB) to administer the program. ETEP provides funding to support partnerships between hospitals and graduate medical education (GME) programs that increase the number of emergency medicine and trauma care physician residents and fellows. The program also provides support for partnerships between hospitals and graduate nursing programs to increase the education and training experiences in emergency and trauma care for registered nurses pursuing a graduate degree or certificate.

ETEP partnership awardees must certify an increase in the number of physicians and/or nursing students in the participating graduate education programs. ETEP partnerships are required to make use of the existing expertise and facilities of the hospitals and education programs. For the 2020-21 biennium, \$4,122,500 was appropriated for ETEP grants, and awards made in Fiscal Year 2020 currently support 12 GME programs and 1 graduate nursing program, including 100 residency positions, 16 fellowship positions, and approximately 120 graduate nursing students.

For the 2022-23 biennium, ETEP received an appropriation, pending the governor's approval on or before June 20, 2021, of approximately \$1.96 million per fiscal year. Separate Requests for Applications for ETEP-GME and ETEP-graduate nursing programs would be released in fall 2021. THECB staff request approval to issue the RFA for ETEP-GME and ETEP-graduate nursing programs.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-Q (4)

Consideration of adopting the recommendation 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.

The GME Expansion Program received an appropriation, pending the Governor's approval on or before June 20, 2021, of \$199 million for the 2022-23 biennium for GME Expansion. Texas Higher Education Coordinating Board (THECB) staff request approval to issue an RFA for 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 2021, the THECB created 410 new first-year GME positions. In Fiscal Years 2020-21, the THECB awarded \$150.1 million to fund 2,002 residency positions. Of awarded positions, 79.4 percent were in primary care and psychiatry specialties.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-Q (5)

Consideration of adopting the recommendation relating to issuance of a Request for Applications for the Graduate Medical Education Planning Grants Program

RECOMMENDATION: Approval

Background Information:

The 83rd Texas Legislature, Regular Session, created the Planning Grants Program to support graduate medical education (GME), with the intent to establish new medical residency programs and increase the number of first-year GME residency positions in the state. The 84th Texas Legislature, Regular Session, clarified and expanded program eligibility to include hospitals, medical schools, and community-based, ambulatory patient care centers that seek to develop new GME programs with first-year residency positions in the state.

The GME Planning Grants Program received an appropriation, pending the Governor's approval on or before June 20, 2021, of \$478,690 for the 2022-23 biennium for planning grants, as part of the appropriation for GME Expansion. Grant awards provide, through a competitive process, one-time awards to assist eligible entities in planning the development and establishment of new GME programs that will have first-year residency positions. Texas Higher Education Coordinating Board (THECB) staff request approval to issue an RFA for the GME Planning Grants Program.

In Fiscal Years 2014 through 2021, the THECB awarded 35 Planning Grants totaling \$7,834,975 to hospitals, medical schools, and community-based healthcare centers. As a result of these Planning Grants, 21 new residency programs received national accreditation and matriculated their first residents. Other planned programs are in various stages of development and are scheduled to begin operation during 2022-25. Many of the selected award recipients are located in medically underserved areas of the state.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-Q (6)

Consideration of approving the issuance of a Request for Applications for the Statewide Preceptorship Programs

RECOMMENDATION: Approval

Background Information:

In 1978, the Texas Legislature established the Statewide Preceptorship Programs (SPP) and directed the Texas Higher Education Coordinating Board (THECB) to administer the programs. SPP provide 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 84th, 85th, and 86th Texas Legislatures provided an appropriation of \$3 million per biennium to fund awards. Student matches for preceptorship programs are facilitated through the Texas Chapter of the American College of Physicians, the Texas Pediatric Society, and the Texas Academy of Family Physicians.

For the 2022-23 biennium, SPP received an appropriation, pending the governor's approval on or before June 20, 2021, of \$1.425 million per fiscal year. THECB staff request approval to issue an RFA in Fiscal Year 2022 for the SPP.

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

Committee on Academic Workforce and Success

AGENDA ITEM V-R (1)

Consideration of adopting proposed amendments to Texas Administrative Code, Title 19, Chapter 1, Subchapter G, Rule 1.131; Subchapter H, 1.138; Subchapter I, Rule 1.145; Subchapter O, Rule 1.188; and Subchapter P, Rule 1.195 of Board rules concerning the advisory committees and their abolishment date

RECOMMENDATION: Approval

Background Information:

The Texas Higher Education Coordinating Board (Coordinating Board) proposes amendments to Texas Administrative Code, Title 19, Chapter 1, Subchapter G, Rule 1.131; Subchapter H, 1.138; Subchapter I, Rule 1.145; Subchapter O, Rule 1.188; and Subchapter P, Rule 1.195 of Board rules concerning the advisory committees and their abolishment date. Specifically, the amendments continue the advisory committees for four more years.

Texas Education Code §61.026 authorizes the Coordinating Board to appoint advisory committees as considered necessary. The amendments are proposed under the Texas Government Code, Chapter 2110, §2110.008, which requires the Coordinating Board by rule to provide for a new abolishment date for advisory committees to continue in existence.

Advisory committees subject to the rule changes:

Apply Texas Advisory Committee

The Apply Texas Advisory Committee provides clarification and improvement of policies affecting the Apply Texas Common Application System.

Certification Advisory Council

The Certification Advisory Council is a statutory requirement and provides certificate integrity by advisement to the board from statewide experts on standards and procedures to be used in carrying out the provisions of Texas Education Code Section 61.301.

Family Practice Residency Advisory Committee

The Family Practice Residency Advisory Committee provides the Board with advice and recommendation(s) regarding Family Practice Residency programs. The proposed amendment affects Texas Education Code Chapter 61, Subchapter I, which sets out the statutory authority for the implementation of the Family Practice Residency Advisory Committee.

Learning Technology Advisory Committee

The proposed amendment affects Texas Education Code Sections 61.0771 and 61.0512(g), regarding distance education, and Texas Administrative Code rules 4.255-4.264 and rules

4.270-4.279, regarding the approval of distance education, off-campus and self-supporting courses and programs for public institutions.

Lower-Division Academic Course Guide Manual Advisory Committee

The Lower-Division Academic Course Guide Manual Advisory Committee provides the Board with advice and recommendations regarding new disciplines of study, developments within existing disciplines represented by courses in the manual, vertical alignment of courses within disciplines, and obsolescence of disciplines of study and courses. The proposed amendment affects institutions of higher education as defined in Texas Education Code, Section 61.003, in regard to requirements of Texas Education Code, Sections 51.4033-51.4034, 51.96852 and Chapter 61, Subchapter S, Transfer of Credit.

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

Jerel Booker, Assistant Commissioner, College Readiness and Success; Dr. Tina Jackson, Assistant Commissioner, Workforce Education; and Dr. Michelle Singh, Assistant Commissioner, Digital Learning will also be available to answer questions.

Date Published in the *Texas Register*: May 14, 2021

The notice of proposed rule published in the Texas Register on May 7 for a 30-day public comment period included an incorrect email address for public comment submission for Subchapters I and P. A corrected notice was filed for publication in the June 25 edition of the Texas Register.

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

The additional comment period for Subchapters I and P ended on July 16, 2021.

No comments were received regarding these rules.

The amendments have been prepared in the following format:

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

CHAPTER 1, AGENCY ADMINISTRATION

SUBCHAPTER G. APPLY TEXAS ADVISORY COMMITTEE

- 1.128 Authority and Specific Purposes of the Apply Texas Advisory Committee
- 1.129 Definitions
- 1.130 Committee Membership and Officers
- 1.131 Duration
- 1.132 Meetings
- 1.133 Tasks Assigned the Committee
- 1.134 Report to the Board

1.128 – 1.130 No Changes.

1.131 Duration.

The committee shall be abolished no later than October 31, 2025 [2021], in accordance with the Texas Government Code, Chapter 2110. It may be reestablished by the Board.

1.132 – 1.134 No Changes.

CHAPTER 1, AGENCY ADMINISTRATION

SUBCHAPTER H. CERTIFICATION ADVISORY COUNCIL

- 1.135 Authority and Specific Purposes of the Certification Advisory Council
- 1.136 Definitions
- 1.137 Council Membership and Officers
- 1.138 Duration
- 1.139 Meetings
- 1.140 Tasks Assigned to the Council
- 1.141 Report to the Board; Evaluation of Council Costs and Effectiveness

1.135 – 1.137 No Changes.

1.138 Duration.

The council shall be abolished no later than October 31, 2025 [2021], in accordance with Texas Government Code, Chapter 2110, unless it is reestablished by the Board.

1.139 – 1.141 No Changes.

CHAPTER 1, AGENCY ADMINISTRATION

SUBCHAPTER I. FAMILY PRACTICE RESIDENCY ADVISORY COMMITTEE

- 1.142 Authority and Specific Purposes of the Family Practice Residency Advisory Committee
- 1.143 Definitions
- 1.144 Committee Membership and Officers
- 1.145 Duration
- 1.146 Meetings
- 1.147 Tasks Assigned the Committee
- 1.148 Report to the Board; Evaluation of Committee Costs and Effectiveness

1.142 – 1.144 No Changes.

1.145 Duration.

The committee shall be abolished no later than October 31, 2025 [2021], in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

1.146 – 1.148 No Changes.

CHAPTER 1, AGENCY ADMINISTRATION

SUBCHAPTER O. LEARNING TECHNOLOGY ADVISORY COMMITTEE

- 1.185 Authority and Specific Purposes of the Learning Technology Advisory Committee
- 1.186 Definitions
- 1.187 Committee Membership and Officers
- 1.188 Duration
- 1.189 Meetings
- 1.190 Tasks Assigned the Committee
- 1.191 Report to the Board; Evaluation of Committee Costs and Effectiveness

1.185 – 1.197 No Changes.

1.188 Duration.

The committee shall be abolished no later than October 31, 2025 [2021], in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

1.189 – 1.191 No Changes.

CHAPTER 1, AGENCY ADMINISTRATION

SUBCHAPTER P, LOWER-DIVISION ACADEMIC COURSE GUIDE MANUAL ADVISORY
COMMITTEE

- 1.192 Authority and Specific Purposes of the Lower-Division Academic Course Guide Manual
Advisory Committee
- 1.193 Definitions
- 1.194 Committee Membership and Officers
- 1.195 Duration
- 1.196 Meetings
- 1.197 Tasks Assigned to the Committee
- 1.198 Report to the Board, Evaluation of Committee Costs and Effectiveness

1.192 – 1.194 No Changes.

1.195 Duration.

The committee shall be abolished no later than October 31, 2025 [~~2021~~], in accordance with Texas Government Code, Chapter 2110. It may be reestablished by the Board.

1.196 – 1.198 No Changes.

Committee on Academic Workforce and Success

AGENDA ITEM V-R (2)

Consideration and possible adoption of new rules in Texas Administrative Code, Title 19, Chapter 4, Subchapter U, Rules 4.360-4.364 of Board Rules concerning Recommended Course Sequencing, Development, and Institutional Reporting

RECOMMENDATION: Approval

Background Information:

The Texas Higher Education Coordinating Board (Coordinating Board) proposes new rules in Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter U, §§4.360-4.364, concerning Recommended Course Sequencing, Development, and Institutional Reporting. Specifically, this new section will provide Texas public institutions of higher education with clarity on the development and reporting of recommended course sequencing for undergraduate certificate and degree programs.

The new section is proposed under Texas Education Code, Section 51.96852, which provides the Coordinating Board with the authority to adopt rules relating to the development, reporting, and publication of recommended course sequences. The proposed new section affects Texas public institutions of higher education as defined in Texas Education Code Section 61.003 and the Coordinating Board.

The Coordinating Board convened a negotiated rulemaking committee, comprised of higher education institutional representatives with expertise in curriculum development, course sequencing, and institutional reporting. The negotiated rulemaking committee met once on March 9, 2021, to develop the proposed rules. The negotiated rulemaking committee developed the proposed rules in alignment with Texas Education Code (TEC) §51.96852, which authorizes the board to adopt rules relating to the development, reporting, and publication of recommended course sequences.

The notice of proposed rule published in the Texas Register on May 7 for a 30-day public comment period included an incorrect email address for public comment submission. A corrected notice was filed for publication in the June 25 edition of the Texas Register.

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

Date initially published in the *Texas Register*: May 7, 2021

Date reposted in the *Texas Register*: June 25, 2021

The initial 30-day comment period with the Texas Register ended on June 5, 2021 and the additional public comment period ended on July 16, 2021.

No comments have been received.

The amendments have been prepared in the following format:

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

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

SUBCHAPTER U. RECOMMENDED COURSE SEQUENCE; DEVELOPMENT AND INSTITUTIONAL
REPORTING

§4.360. Purpose.

The purpose of this subchapter is to implement rules requiring institutions of higher education to develop and report recommended course sequences for undergraduate certificate and degree programs in accordance with statute.

§4.361. Authority.

Texas Education Code §51.96852 authorizes the board to adopt rules relating to the development, reporting, and publication of recommended course sequences.

§4.362. Definitions.

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

(1) Certificate--a grouping of subject-matter courses which, when satisfactorily completed by a student, will lead to an undergraduate certificate from an institution of higher education.

(2) Coordinating Board or Board--the Texas Higher Education Coordinating Board.

(3) Core Curriculum or Texas Core Curriculum (TCC)--a required curriculum for an undergraduate degree, as defined in §4.23(3) of this title (relating to Definitions) and authorized by Texas Education Code §61.822.

(4) Course Sequence--a recommended list of courses by semester, term, or enrollment period that will satisfy the requirement for a student to complete an undergraduate certificate or degree program.

(5) Degree program--any grouping of subject-matter courses which, when satisfactorily completed by a student, will lead to an undergraduate degree from an institution of higher education.

(6) Institution of Higher Education--any public institution of higher education as defined by Texas Education Code, Section 61.003(8).

(7) Lower-Division Academic Course Guide Manual (ACGM)--a publication listing academic courses, as defined in §4.23(13) of this title.

(8) Texas Common Course Numbering System (TCCNS)--a common course numbering system, as defined in §4.23(10) of this title and authorized by Texas Education Code §61.832.

§4.363. Recommended Course Sequence Development.

(a) Each institution of higher education must develop at least one recommended course sequence for each undergraduate certificate or degree program offered by the institution.

(b) Each course sequence developed by the institution of higher education must:

(1) Identify all required lower-division courses for each certificate or degree program, if applicable;

(2) Include for each course, if applicable:

(A) The TCCNS course number; and

(B) The course equivalent in the ACGM; and

(3) Be designed to enable a full-time student to obtain a certificate or degree, as applicable, within:

(A) two years, for a 60-hour degree or certificate program;

(B) four years, for a 120-hour degree program; or

(C) a comparable time frame, for an approved certificate or degree program that requires credit hours other than those specified in subparagraph (A) or (B) of this paragraph.

(4) include at least one specific sequence in which courses should be taken to ensure completion of the applicable program within the time frame described in Section (b), subsection (3).

(c) Each institution shall publish the recommended course sequences developed under this rule in the institution's course catalog beginning with the 2021-2022 academic year course catalog cycle. Each institution shall publish recommended course sequences on the institution's website not later than August 1 of each year.

§4.364. Recommended Course Sequence: Institutional Reporting.

(a) In accordance with Texas Education Code §51.96852(b) and (c), each institution of higher education shall provide to the Coordinating Board a recommended course sequence for each undergraduate certificate and degree program offered by the institution. Not later than September 1, 2021, the Coordinating Board shall publish on its website instructions for institutions to submit course sequencing reporting.

(b) The Coordinating Board will provide institutions of higher education a template and instructions for submitting the recommended course sequences of undergraduate certificate and degree programs. Institutions must submit the recommended course sequences of

undergraduate certificate and degree programs annually in accordance with the instructions and template and must include the following information, if applicable:

(1) Recommended course sequences must identify all courses required for completion by a student to attain each undergraduate certificate or degree; and

(2) For all courses that an institution includes in a recommended course sequence, the institution must identify the ACGM courses, as appropriate, using the TCCNS course numbers and rubrics.

(c) On an annual basis, institutions shall review course sequences for accuracy and submit any revisions or changes to the Coordinating Board during the designated time period.